

**Texas A&M's University 2021 Faculty & Staff Campus Climate Survey**

Completed by the Office for Diversity

October 12, 2022

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Division of Student Affairs

## **Acknowledgments**

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## Table of Contents

<b>ACKNOWLEDGMENTS</b>	<b>2</b>
<b>TABLE OF CONTENTS</b>	<b>3</b>
<b>LIST OF TABLES</b>	<b>4</b>
<b>LIST OF FIGURES</b>	<b>5</b>
<b>EXECUTIVE SUMMARY</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>ADMINISTRATION OF THE 2021 YOUR VOICE MATTERS CAMPUS CLIMATE SURVEYS</b>	<b>9</b>
<b>FACULTY &amp; STAFF 2021 CAMPUS CLIMATE SURVEY</b>	<b>10</b>
<b>DATA ANALYSES</b>	<b>11</b>
<b>EMPLOYMENT SATISFACTION</b>	<b>12</b>
<b>IN THE LAST YEAR, HOW OFTEN HAVE YOU ... ?</b>	<b>18</b>
<b>SAFETY &amp; BELONGING</b>	<b>19</b>
<b>DIVERSITY &amp; INCLUSION</b>	<b>22</b>
<b>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS</b>	<b>25</b>
<b>PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING</b>	<b>28</b>
<b>OVERALL</b>	<b>31</b>
<b>WHAT COULD BE ONE THING THAT TEXAS A&amp;M COULD DO TO IMPROVE CAMPUS CLIMATE?</b>	<b>34</b>
<b>DISCUSSION</b>	<b>39</b>
<b>FURTHER ASSESSMENT</b>	<b>41</b>
<b>NEXT STEPS</b>	<b>42</b>
<b>REFERENCES</b>	<b>44</b>
<b>APPENDIX A. RESULTS BY CLASSIFICATION AND RACE</b>	<b>46</b>
<b>APPENDIX B. 2021 YOUR VOICE MATTERS STAFF &amp; FACULTY SURVEY</b>	<b>65</b>

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## List of Tables

<b>APPENDIX A. RESULTS BY CLASSIFICATION AND RACE</b> .....	<b>46</b>
Table 1. Employment Satisfaction by Classification (Faculty & Staff) and Race/Ethnicity .....	47
Table 2. Food & Housing Insecurity by Classification (Faculty & Staff) and Race/Ethnicity .....	51
Table 3. Safety & Belonging by Classification (Faculty & Staff) and Race/Ethnicity .....	53
Table 4. Diversity & Inclusion by Classification (Faculty & Staff) and Race/Ethnicity .....	55
Table 5. In the last year, I have heard negative views by Classification (Faculty & Staff) and Race/Ethnicity Scale: Very Often (5), Often (4), Occasionally (3), Rarely (2), and Never (1) .....	57
Table 6. Professional development opportunities and/or training by Classification (Faculty & Staff) and Race/Ethnicity .....	61
Table 7. Overall Items by Classification (Faculty & Staff) and Race/Ethnicity .....	63

## List of Figures

<b>EMPLOYMENT SATISFACTION</b> -----	<b>12</b>
CHART 1. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>OVERALL, I LIKE WORKING AT TEXAS A&amp;M.</i> -----	12
CHART 2. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I RECOMMEND EMPLOYMENT AT TEXAS A&amp;M TO MY FRIENDS.</i> -----	13
CHART 3. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>MY INTERACTIONS WITH STAFF ARE COLLEGIAL.</i> -----	13
CHART 4. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>MY INTERACTIONS WITH FACULTY ARE COLLEGIAL.</i> -----	14
CHART 5. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I OFTEN THINK ABOUT QUITTING MY JOB AT TEXAS A&amp;M.</i> -----	14
CHART 6. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I AM ACTIVELY LOOKING FOR ANOTHER JOB.</i> -----	15
CHART 7. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I ALWAYS FIND NEW AND INTERESTING ASPECTS IN MY WORK.</i> -----	16
CHART 8. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>DURING MY WORK, I OFTEN FEEL EMOTIONALLY DRAINED.</i> -----	16
CHART 9. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>AFTER WORK, I USUALLY FEEL WORN OUT AND WEARY.</i> -----	17
CHART 10. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>KNOWING WHAT I KNOW NOW, I WOULD STILL CHOOSE TO WORK AT TEXAS A&amp;M.</i> -----	17
<b>IN THE LAST YEAR, HOW OFTEN HAVE YOU ... ?</b> -----	<b>18</b>
CHART 11. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, HOW OFTEN HAVE YOU... FELT ISOLATED AT TEXAS A&amp;M.</i> --	19
<b>SAFETY &amp; BELONGING</b> -----	<b>19</b>
CHART 12. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I FEEL WELCOME AT TEXAS A&amp;M.</i> -----	20
CHART 13. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I FEEL THAT I BELONG AT TEXAS A&amp;M UNIVERSITY.</i> -----	20
CHART 14. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I FEEL SAFE AT TEXAS A&amp;M.</i> -----	21
CHART 15. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>I FEEL VALUED AS AN INDIVIDUAL AT TEXAS A&amp;M.</i> -----	21
<b>DIVERSITY &amp; INCLUSION</b> -----	<b>22</b>
CHART 16. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>DIVERSITY AND INCLUSION ARE IMPORTANT TO ME.</i> -----	22
CHART 17. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>DIVERSITY AND INCLUSION ARE IMPORTANT AT THIS CAMPUS.</i> -----	23
CHART 18. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>OVERALL, I FEEL COMFORTABLE WITH THE CAMPUS CLIMATE FOR DIVERSITY AND INCLUSION AT TEXAS A&amp;M UNIVERSITY.</i> -----	23
CHART 19. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>TEXAS A&amp;M'S MARKETING REFLECTS MY ACTUAL CAMPUS EXPERIENCE.</i> -----	24
<b>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS</b> -----	<b>25</b>
CHART 20. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS BASED ON ... POLITICAL AFFILIATION, OPINIONS, OR BELIEFS.</i> -----	25
CHART 21. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS BASED ON ... RACE(S) OR ETHNICITY.</i> -----	26
CHART 22. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS BASED ON ... GENDERS/GENDER IDENTITY.</i> -----	27
CHART 23. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS BASED ON ... RELIGION.</i> ---	27
CHART 24. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>IN THE LAST YEAR, I HAVE HEARD NEGATIVE VIEWS BASED ON ... IMMIGRANT BACKGROUNDS.</i> -----	28
<b>PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING</b> -----	<b>28</b>
CHART 25. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>HOW WELL HAS PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING AT TEXAS A&amp;M PREPARED YOU FOR THE FOLLOWING: RESPECTING DIFFERING OPINIONS AND BACKGROUNDS.</i> -----	29
CHART 26. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR <i>HOW WELL HAS PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING AT TEXAS A&amp;M PREPARED YOU FOR THE FOLLOWING: RECOGNIZING AND APPRECIATING A WIDE RANGE OF CULTURAL AND GLOBAL PERSPECTIVES.</i> -----	30

CHART 27. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *HOW WELL HAS PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING AT TEXAS A&M PREPARED YOU FOR THE FOLLOWING: PROMOTING INCLUSION, BELONGING, AND COMMUNITY.* ----- 30

CHART 28. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *HOW WELL HAS PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND/OR TRAINING AT TEXAS A&M PREPARED YOU FOR THE FOLLOWING: DEVELOPING RELATIONSHIPS WITH A WIDE RANGE OF PEOPLE AND ORGANIZATIONS.* ----- 31

**OVERALL**----- 31

CHART 29. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *I OPENLY CONFRONT RACIST, SEXIST, DISCRIMINATORY COMMENTS, JOKES, OR BEHAVIOR AMONG THOSE AROUND ME.* ----- 32

CHART 30. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *I WORK TO IDENTIFY MY PERSONAL BIAS AND PREJUDICES.* ----- 32

CHART 31. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *I HAVE EXPERIENCED SYSTEMIC RACIST AND DISCRIMINATORY PRACTICES AT TEXAS A&M.*----- 33

CHART 32. 95% CONFIDENCE INTERVALS FOR THE MEANS FOR *TEXAS A&M IS CANDID AND TRANSPARENT IN ITS RESPONSES TO OCCURRENCES OF RACISM AND/OR DISCRIMINATION ON CAMPUS.*----- 33

## Executive Summary

*What is it like to learn and work at Texas A&M?* The 2021 Your Voice Matters Campus Climate surveys were designed to explore how Texas A&M University is advancing its land-grant mission to welcome and serve people “of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy” ([Texas A&M’s Mission Statement](#)). Simply put, *campus climate* is about how students, faculty, and staff feel about and experience the campus environment. *Campus climate* is directly associated with academic and professional success: When individuals feel safe, have a sense of belonging, and are valued, they are successful and engaged in the institution.

The 2021 Your Voice Matters Campus Climate assessment is a collection of surveys for students, faculty, and staff across Texas A&M University. For undergraduate, graduate, and professional students, the Office of Institutional Effectiveness and Evaluation administered the Student Experience at Research University (SERU) surveys. For staff and faculty, the Office for Diversity worked with the [Diversity Operations Committee \(DOC\)](#) to develop a set of items that could be linked to [earlier results](#) while still providing a current snapshot of Texas A&M’s campus climate. All the 2021 Your Voice Matters Campus Climate surveys share a core set of items that provide a comprehensive assessment of the campus climate.

The 2021 faculty and staff campus climate survey was sent to 15,463 people and 3,217 participants completed the survey resulting in an overall response of 22% (25% for faculty and 21% for staff). The quantitative data were analyzed using descriptive statistics (e.g., means, standard deviations, and frequencies). To explore group differences by faculty, staff, and race/ethnicity, Chi-Square Tests, and 95% confidence intervals for group means are provided in summary tables. Qualitative data were analyzed using content analyses -- a method of grouping responses by similar themes to summarize the data in a meaningful, useful way.

The overall findings from the survey illustrate that Texas A&M University has campus climate issues related to safety, belonging, and representation, specifically for groups of people that have been historically excluded and/or continue to be marginalized in our campus communities. The perceptions and experiences of staff and faculty are very different from each other regarding safety, belonging, interactions with colleagues, and the importance of diversity. While some of these action items are already underway from the recommendations of the 2021 Commission on Diversity, Equity, and Inclusion (CDEI), improving our campus climate requires an unrelenting dedication from leadership, students, faculty, and staff. Four major recommendations for action items emerged from the qualitative and quantitative data analyses of the faculty and staff survey results:

- (1) Provide training that improves the skills and cultural competency of our campus community (e.g., bystander intervention, conflict mediation, intercultural discourse, mentoring and cross-cultural mentoring, hiring practices, etc.)
- (2) Resolve conflicting beliefs about how important *diversity* is to advancing Texas A&M’s mission and Core Values.
- (3) Improve administrative transparency specifically around responses to discrimination, hate, and racist behaviors.
- (4) Hire and retain faculty and staff that reflect the race/ethnic diversity of Texas A&M’s student body and the State of Texas.

We need to be willing to examine practices and policies that impact admissions, hiring, promotion, graduation, resource allocation, budgeting, safety, course evaluations, and expressive activity. The university-level Diversity Operations Committee (DOC) and the diversity committees in the colleges, departments, student organizations, and administrative units across the university are the leaders who will coordinate how Texas A&M uses the findings from the 2021 Your Voice Matters surveys. However, given the scope and breadth of our campus community, people in every department and organization can improve our campus climate by committing to Texas A&M’s mission and Core Values: Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless Service.

## Introduction

*What is it like to learn and work at Texas A&M?* The purpose of the 2021 Your Voice Matters Campus Climate surveys is to explore how Texas A&M University is advancing its land-grant mission to welcome and serve people “of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy” ([Texas A&M’s Mission Statement](#)). Simply put, *campus climate* is about how students, faculty, and staff feel and experience the campus environment. *Campus climate* is directly associated with academic and professional success: When individuals feel safe, a sense of belonging, and valued they are more likely to achieve success and exhibit more engagement with the institution.

The 2021 Your Voice Matters Campus Climate assessment is a collection of surveys for students, faculty, and staff across Texas A&M University. For undergraduate, graduate, and professional students, the Office of Institutional Effectiveness and Evaluation administered the Student Experience at Research University (SERU) surveys. For staff and faculty, the Office for Diversity worked with the [Diversity Operations Committee \(DOC\)](#) to develop a set of items that could be linked to [earlier results](#) while still providing a current snapshot of Texas A&M’s campus climate. All the 2021 Your Voice Matters surveys share a core set of items that provide a comprehensive assessment of the campus climate.

Hurtado, Clayton-Pedersen, Allen and Milem (1998) frame *campus climate* as the product of four dimensions of the institution:

- (1) *Historical legacy of inclusion or exclusion* of various racial or ethnic groups.
- (2) *Psychological climate* including perceptions, beliefs, and attitudes about diversity and inclusion.
- (3) *Behavioral climate* describing how people interact on campus.
- (4) *Structural (compositional) diversity* is the numerical and proportional representation of diverse groups on campus.

Hurtado et al. (1998) explain that “... one important step toward improving the campus climate for diversity is to increase the representation of people of color on campus” (p. 287). For Texas A&M University, *diversity* and *inclusion* mean welcoming and supporting people from all groups that encompass the various identities and characteristics of people on our campuses and in our communities. At Texas A&M, many people are frequently one of few or the only one in their classrooms of their race, ethnicity, and/or gender. To illustrate, in 2021, there are only 10 tenured professors who are Black women at Texas A&M University (Data from Dean of Faculties retrieved on 09/13/21).

Improving Texas A&M’s structural diversity by attaining race, ethnic, and gender demographics representative of the State of Texas has the potential to address pervasive safety and belonging issues for people from historically underrepresented and excluded groups. *Historically underrepresented groups* at Texas A&M refers to groups of people who have been denied access and/or been excluded from participating fully at Texas A&M ([Texas A&M’s History of Inclusion & Exclusion](#)). Faculty that reflect the demographics of their students contribute to well-documented educational benefits such as improving student retention and sense of belonging (Stewart & Valian, 2018). Improving campus climate has been shown to influence the success of historically underrepresented students and faculty (DeCastro, Sambuco, Ubel, Stewart, & Jagsi, 2013; Driscoll, Parkes, Tilley-Lubbs, Brill, & Pitts Bannister, 2009; Helm, Sedlacek, & Priet, 1998; Hurtado et al, 1998; Turner, Gonzalez, & Wood, 2009).

For Texas A&M University, addressing pervasive campus climate issues related to safety, belonging, and representation is imperative to fulfilling our land grant mission, living our Core Values, and advancing our goals. To illustrate, Texas A&M’s [2020 – 2025 Strategic Plan](#) provides key performance indicators (KPIs) for student enrollment, student success, faculty hiring, and campus climate:

*Undergraduate Student KPIs (2020 – 2025 Strategic Plan, p. 9)*

- Increase [underrepresented minority \(URM\) undergraduate enrollment](#) to 33%. (URM includes African-Americans, American-Indians/Alaska Natives, and Hispanics.)
- Increase [first-year retention](#) to 95% with a stretch goal of 97% and decrease academic equity gaps.
- Increase [four-year graduation](#) to 65% with a stretch goal of 70% and decrease academic equity gaps.



- Increase [four-year graduation rate](#) for transfer students to 85% with a stretch goal of 88% and decrease academic equity gaps.

*Graduate and Professional Student KPIs (2020 – 2025 Strategic Plan, p. 14)*

- Increase URM graduate and professional enrollment to 30% of domestic students, and [degrees awarded](#) to 25%.
- Decrease median [time to degree](#) to five years, and increase five-year and 10-year completion rates to 50% and 80%, respectively, for Ph.D. students across all demographic groups.
- Improve graduate student climate as indicated by GradSERU climate survey for the following two metrics: (i) I feel that I belong at Texas A&M University; (ii) I feel welcome at Texas A&M University

*Faculty KPIs (2020 – 2025 Strategic Plan, p. 22)*

- Increase proportion of [tenure track faculty](#) to 65%.
- In new hires, increase by 100% the diversity of our faculty to better reflect the diversity of our student body.
- Increase by 50% the retention of women faculty on the tenure track to better reflect the diversity of our student body.

Texas A&M's 2020-2025 Strategic Plan makes a "commitment to its employees and incorporates key strategic priorities to elevate employees to reach the heights of their personal and professional potential (p. 23)." One priority is for Texas A&M to achieve "Great Colleges to Work For" status from the *Chronicle of Higher Education*. The strategic plan provides key performance indicators to increase the number of employees participating in professional development and leadership development and to increase the number of internal promotions for staff.

Texas A&M University's [2010 Diversity Plan](#) established the expectation that everyone in the campus community shares the responsibility of creating a campus climate that fosters success and achievement for all. Academic and administrative units are expected to reflect on campus climate assessment results and use the data to develop strategies and plans to improve campus climate for students, faculty, and staff. The 2010 Diversity Plan goal for campus climate is for Texas A&M to embrace, value, and integrate diversity and inclusion in the pursuit of academic and institutional excellence.

## **Administration of the 2021 Your Voice Matters Campus Climate Surveys**

The 2021 Your Voice Matters Campus Climate surveys were developed and coordinated in collaboration and partnership with departments and colleges across the university. The survey administration was led by Dr. Alicia Dorsey, Assistant Provost for Institutional Effectiveness & Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Liaison in the Office of Institutional Effectiveness and Evaluation; Dr. Darby Roberts, Director of the Department of Student Life Studies in the Division of Student Affairs; and Dr. Jennifer Reyes, Assistant Vice President for Diversity. Dorsey, Roberts, and Reyes coordinated item development, worked with university communicators to develop a marketing and communications plan, collaborated with the administration to develop an incentive plan, and worked together to submit the Institutional Review Board (IRB) applications.

The original assessment plan for the Your Voice Matters surveys was to begin data collection in March 2020. Given the urgency of university communication to address the emerging public health crisis and the university-wide transition to virtual learning, teaching, and working, survey administrators, in consultation with university administration, deferred the survey launch to Spring 2021. Even with the year delay, data collection for the Your Voice Matters campus climate surveys was still impacted by crises. For example, Texas A&M experienced major leadership transitions in December 2020 (e.g., the [university president](#), the [provost](#), and the [vice president and associate provost for diversity](#)). During data collection in 2021, the February 13<sup>th</sup>- 17<sup>th</sup> winter storm created disruptions, power outages and university cancellations resulting in the decision to extend data collection for an additional week.

Additionally, the influences of several local and national events in 2020 and 2021 are evident throughout the survey responses. Many respondents made references to the pandemic/COVID-19; Texas A&M's transition to virtual learning, teaching, and working; campus demonstrations about the Sul Ross statue; the polarizing political climate (e.g., the 2020

presidential election and the events of January 6, 2021 at the United States Capitol). Specifically impacting Texas A&M's College Station campus, on July 13, 2020, then-President Michael K. Young announced the membership and charge of Texas A&M's Commission on Diversity, Equity, and Inclusion (CDEI). The CDEI was a 45-member commission of current and former students, faculty, and staff charged to research and discuss topics of racial intolerance, historical representation, and campus climate. In January 2021, the CDEI released their [report](#) to the campus community. On January 25, 2021, the Board of Regents (BOR) released a [statement](#) of approved actions to improve diversity.

On February 10, 2021, amid the global pandemic and major transitions in university leadership, Interim President Dr. John L. Junkins [invited](#) all Texas A&M students, faculty, and staff to participate in the *Your Voice Matters* campus climate surveys. On February 17, 2021, the first reminder was emailed to students, faculty, and staff from then-Student Body President Eric Mendoza. On February 24, 2021, Dr. Karen Butler-Purry, Associate Provost for Graduate and Professional Studies, sent a university-wide reminder to students, faculty, and staff. On March 3, 2021, then-Interim Provost Dr. Mark Weichold sent the final reminder to Texas A&M students, faculty, and staff. Additionally, many colleges and divisions conducted email and social media campaigns for the people in their units. Dr. Blanca Lupiani, Dean of Faculties and Associate Provost sent a message exclusively to faculty.

## Faculty & Staff 2021 Campus Climate Survey

The faculty and staff campus climate survey was sent to 15,463 people and 3,217 participants completed the survey resulting in an overall response of 22% (25% for faculty and 21% for staff). No sampling design was used. The faculty and staff survey was designed to take about 15 minutes to complete. The average participant took about 17 minutes to complete the survey.

The incentive plan for the faculty and staff survey was made possible by the support of the Division of Human Resources and Organizational Effectiveness, the Office of the Provost, the Office of Institutional Effectiveness, and the Office for Diversity. Survey administrators purchased 10 iPads and faculty and staff who completed the survey were given the option to enter a drawing. The incentive schedule was modified during data collection to accommodate the additional week added due to the February 2021 winter storm. Below is the final schedule:

- February 18th - Three winners were drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 02/17/21.
- February 25th - Two winners were drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 02/24/21.
- March 8th - Two winners were drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 03/07/21.
- March 15th - Three winners were drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 03/14/21.

Winners were selected by a random drawing. Once a winner was chosen, they were removed from the pool. In addition to the university-level incentives, several colleges and departments offered prizes and incentives to people that completed the survey. Ninety-four percent of the people who completed the *2021 Your Voice Matters* staff and faculty survey (3,040/3,217) elected to be included in the drawings for incentives. The final 10 winners included faculty (3) and staff (7) from Mays, Engineering, Law, Science, Education (2), Architecture, Liberal Arts, Public Health, and AgriLife. Texas A&M AgriLife includes the College of Agriculture and Life Sciences and four state agencies focused on agriculture and life sciences within the Texas A&M University System.

## Data Analyses

Because many of Texas A&M's 2020-2025 Strategic Plan key performance indicators (KPIs) address increasing the race/ethnic and gender representation of Texas A&M students and faculty, the overall analysis provided in this report focuses on classification (faculty or staff) and race/ethnicity. While Texas A&M's strategic plan KPIs classify African-Americans, American-Indians/Alaska Natives, and Hispanics in a single group (underrepresented minority (URM)), preliminary reviews of the data indicate consistent differences between Hispanic/Latinx staff and African-American faculty and staff. To better understand the differences by race/ethnicity, the following groups are used: African-American faculty, African-American staff, Asian, Hispanic and White. Respondents who are American-Indians/Alaska Natives and Asian Pacific-Islanders (2 faculty, 15 staff) and the *Two or more races* groups (14 faculty and 28 staff) were not included in the overall analyses because of the risk of violating their confidentiality due to the small group sizes. Please note: on the unit-level analyses, the self-reported historically underrepresented group variable was used to compare group differences and it does include everyone who responded to the item.

The quantitative data were analyzed using descriptive statistics (e.g., means, standard deviations, and frequencies). To explore group differences by faculty, staff, race, ethnicity, gender, and historically underreported groups, Chi-Square Tests, and 95% confidence intervals for group means are provided in summary tables. To explore group differences, 95% confidence intervals for means that look for groups that overlap. Also, group sizes influence confidence intervals for means and must be heeded to avoid over-interpreting results.

The faculty and staff survey did ask respondents to self-identify the following demographics: Gender identity, sexual orientation, and historically underrepresented group. *Historically underrepresented groups* variable refers to groups of people who have been denied access and/or been excluded from participating fully at Texas A&M (e.g., admissions of Black students and women, the use of legacy in admissions, and the recurring challenges to funding for LGBT+ student organizations). *Gender* was used from the institutional data as opposed to the self-report "*What is your current gender identity?*" variable from the survey. For *sexual orientation*, responses were consolidated into two groups (e.g., Heterosexual and LGBTQ+) to protect confidentiality. Further analyses of the university-wide 2021 faculty and staff data using historically underrepresented groups, underrepresented minorities (URM), gender identity, or sexual orientation may be available upon request except when doing so has the potential to violate respondents' confidentiality.

A preliminary review of the survey results indicated consistent differences by *classification* (faculty and staff). *Race/ethnicity* was analyzed and when group sizes are 10 people or larger, those results are included in summary tables. For the university-wide data, the results are presented by classification and race/ethnicity. The data in the following sections is sorted by ascending mean for easier interpretation.

The 2021 Your Voice Matters surveys included one open-ended question on the core set of items. Survey respondents were asked one open-ended question: "*What could be one thing that Texas A&M could do to improve campus climate?*" Special thanks to Dr. George Cunningham, Dr. Umer Hussain, and Melody Alanis for the comprehensive analyses they completed by reviewing the Division of Academic Affairs qualitative data and grouping each response into themes. The Academic Affairs themes were the foundation of the university-level analyses completed by Darby Salge, Lawren Walker, and Dr. Jennifer Reyes in the Office for Diversity.

Harper and Simmons (2019) provide a statement from their research that the Office for Diversity affirms for the 2021 Your Voice Matters campus climate surveys report: "This report should not be misused to reinforce deficit narratives about Black undergraduates. Problematic trends ... are attributable to institutional practices, policies, mindsets, and cultures that persistently disadvantage Black students and sustain inequities" (p. 3). While Harper and Simmons (2019) specifically repudiate deficit narratives for Black students, the Office for Diversity includes all students, faculty, and staff from historically underrepresented and marginalized groups as we identify, resist, and dismantle deficit narratives.

*Deficit narratives* characterize failures in recruiting and retention as problems with individual people or groups of people as opposed to attributing them to systemic discrimination and racism (Davis & Museus, 2019). For example, Carter-Sowell et al. (2019) explain that "a discourse of meritocracy masks ways in which certain groups have benefited and others have been

excluded from access to networks and resources that lead to professional advancement. These inequities need to be acknowledged and interventions implemented” (p. 306). The 2021 Your Voice Matters survey is used to identify systemic, discriminatory practices and cultures and implement strategies to correct them.

## Employment Satisfaction

The *Employment Satisfaction* items asked faculty and staff how much they agreed with the following statements:

- Overall, I like working at Texas A&M.
- I recommend employment at Texas A&M to my friends.
- My interactions with staff are collegial.
- My interactions with faculty are collegial.
- I often think about quitting my job at Texas A&M.
- I am actively looking for another job.
- I always find new and interesting aspects in my work.
- During my work, I often feel emotionally drained.
- After work, I usually feel worn out and weary.
- Knowing what I know now, I would still choose to work at Texas A&M.

The *Employment Satisfaction* items scale is: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/Undecided is excluded from the analyses.

[Table 1](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, interpretations of the Chi-Square Tests (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “strongly agree-agree” for all the *Employment Satisfaction* items.

**Chart 1. 95% Confidence Intervals for the Means for Overall, I like working at Texas A&M.**

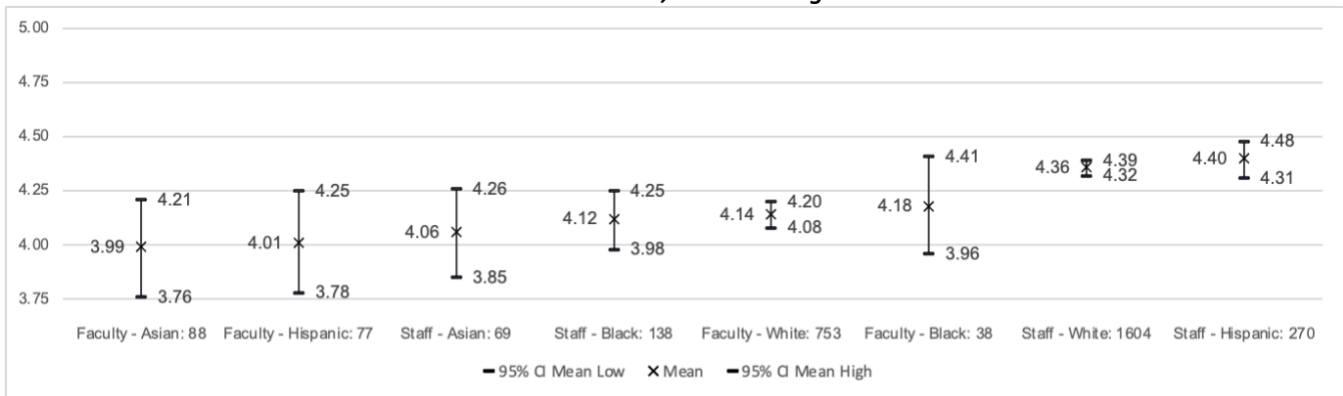


Chart 1 shows that Hispanic staff respondents and White staff respondents have the highest means regarding their agreement that they like working at Texas A&M. Asian faculty, Hispanic faculty, Asian staff, Black staff, White faculty, and Black faculty had the lowest means of all the groups on the item.

[Table 1](#) shows percentages of how faculty and staff responded to the item *Overall I like working at Texas A&M*. Hispanic staff (92%) and White staff (92%) had the highest percentages of “strongly agree-agree” that they like working at Texas A&M. Hispanic faculty (78%), Asian staff (80%), and Asian faculty (82%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there are noteworthy differences among the groups. For example, Hispanic staff and White staff responded “strongly agree-agree” more than the other groups that overall, they like working at Texas A&M.

**Chart 2. 95% Confidence Intervals for the Means for *I recommend employment at Texas A&M to my friends.***

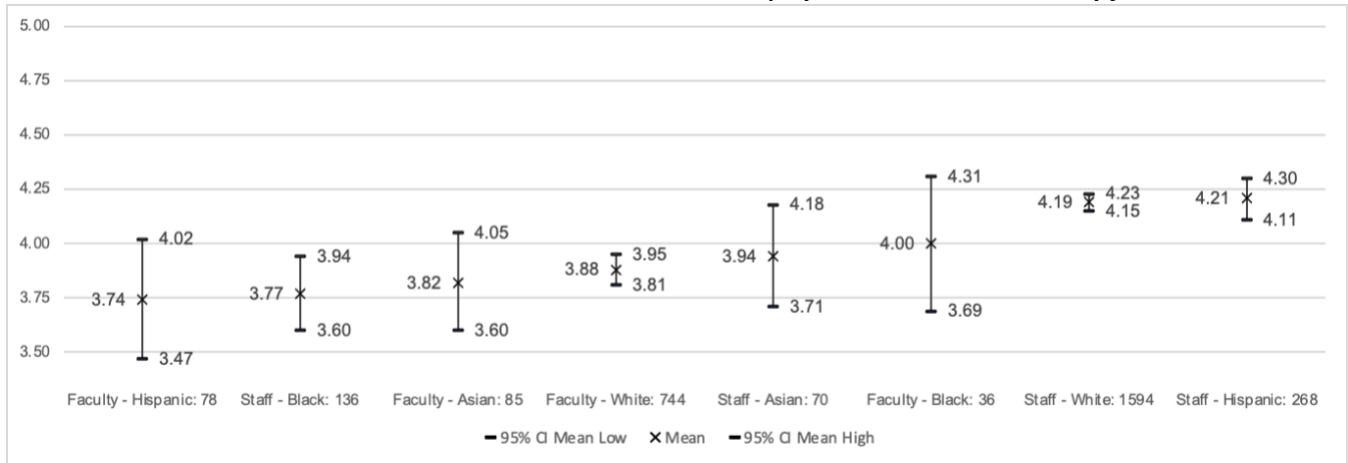


Chart 2 shows that Hispanic staff respondents and White staff respondents had the highest means regarding their agreement that they recommend working at Texas A&M to their friends and Hispanic faculty and Black staff had the lowest means.

[Table 1](#) shows that Hispanic staff respondents (85%) and White staff respondents (84%) had the highest percentages of “strongly agree-agree” about recommending working at Texas A&M to their friends. Black staff (68%), White faculty (70%), Hispanic faculty (72%), and Asian faculty (72%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there are noteworthy differences among the groups. For example, Hispanic staff and White staff responded “strongly agree-agree” more than the other groups that recommended employment at Texas A&M to their friends.

**Chart 3. 95% Confidence Intervals for the Means for *My interactions with staff are collegial.***

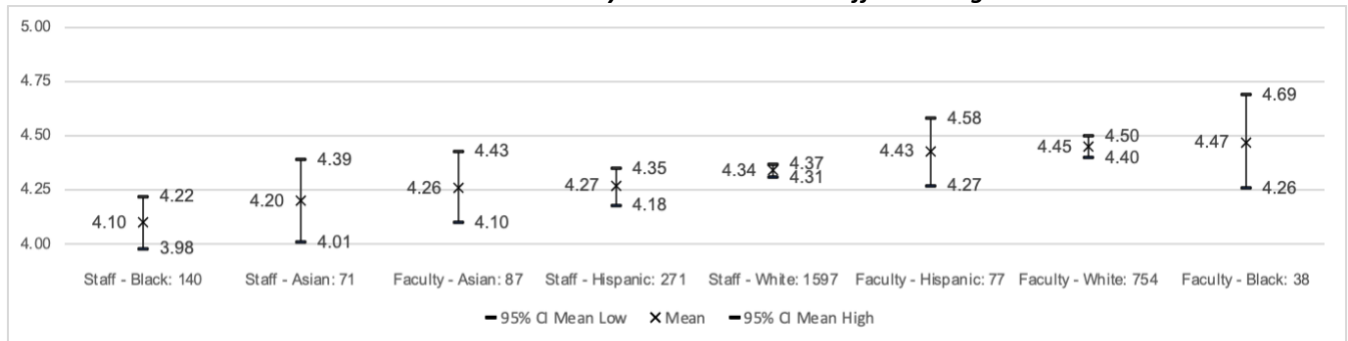


Chart 3 shows that Black faculty, White faculty, and Hispanic faculty had the highest means regarding their agreement with the item *My interactions with staff are collegial*.

[Table 1](#) shows that Black faculty (97%), White faculty (95%), White staff (93%), and Hispanic faculty (92%) had the highest percentages of “strongly agree-agree” with the item *My interactions with staff are collegial*. Asian staff (86%) and Black staff (86%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty, White faculty, White staff, and Hispanic faculty had the highest percentages of “strongly agree-agree” with the item *My interactions with staff are collegial*.

**Chart 4. 95% Confidence Intervals for the Means for *My interactions with faculty are collegial*.**

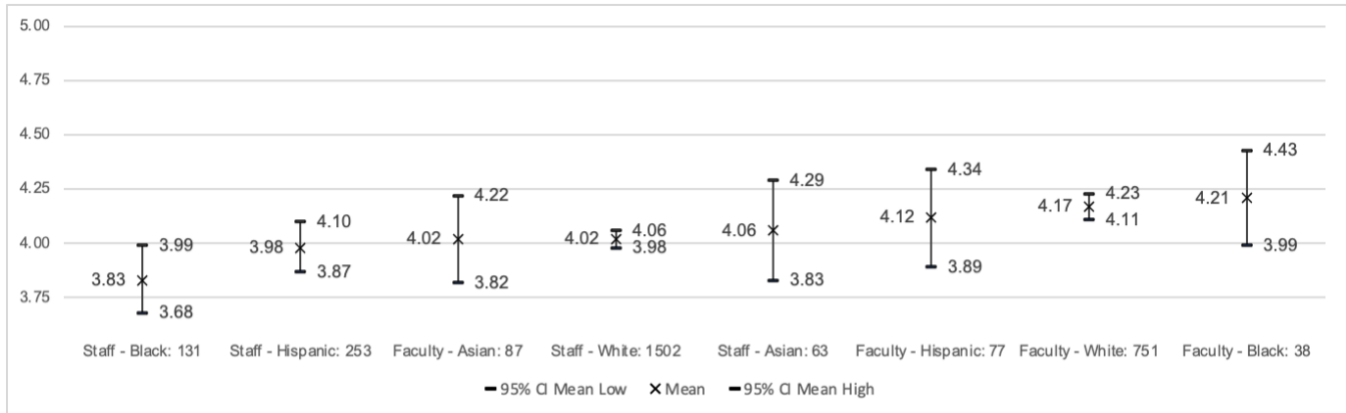


Chart 4 shows that Black faculty and White faculty had the highest means regarding their agreement with the item *My interactions with faculty are collegial*.

[Table 1](#) shows that Black faculty (92%) and White faculty (86%) had the percentages of “strongly agree-agree” with the item *My interactions with faculty are collegial*. Black staff (75%), Asian staff (76%), and Hispanic staff (78%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty and White faculty had the highest percentages of “strongly agree-agree” with the item *My interactions with faculty are collegial*.

**Chart 5. 95% Confidence Intervals for the Means for *I often think about quitting my job at Texas A&M*.**

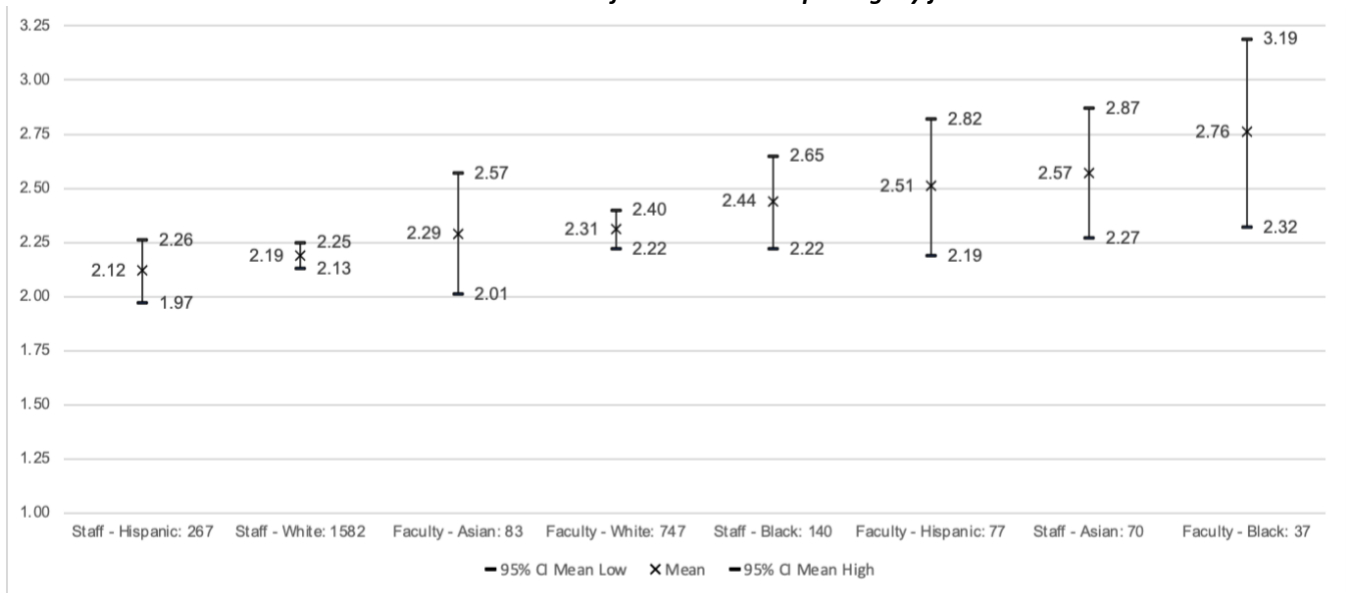


Chart 5 shows that for the item *I often think about quitting my job at Texas A&M*, Black Faculty and Asian staff had the highest means regarding their agreement with the item and Hispanic staff and White staff had the lowest means. Please

note: For this item, lower means and lower frequencies of “strongly agree-agree” reflect more favorable responses about the campus climate at Texas A&M.

[Table 1](#) shows Black faculty (35%) and Asian staff (29%) had the highest percentages of “strongly agree-agree” with the item *I often think about quitting my job at Texas A&M*. Hispanic staff (14%) and White staff (18%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there are noteworthy differences among the groups. For example, Hispanic staff and White staff had the lowest percentages of “strongly agree-agree” than the other groups that often think about quitting their jobs.

**Chart 6. 95% Confidence Intervals for the Means for *I am actively looking for another job*.**

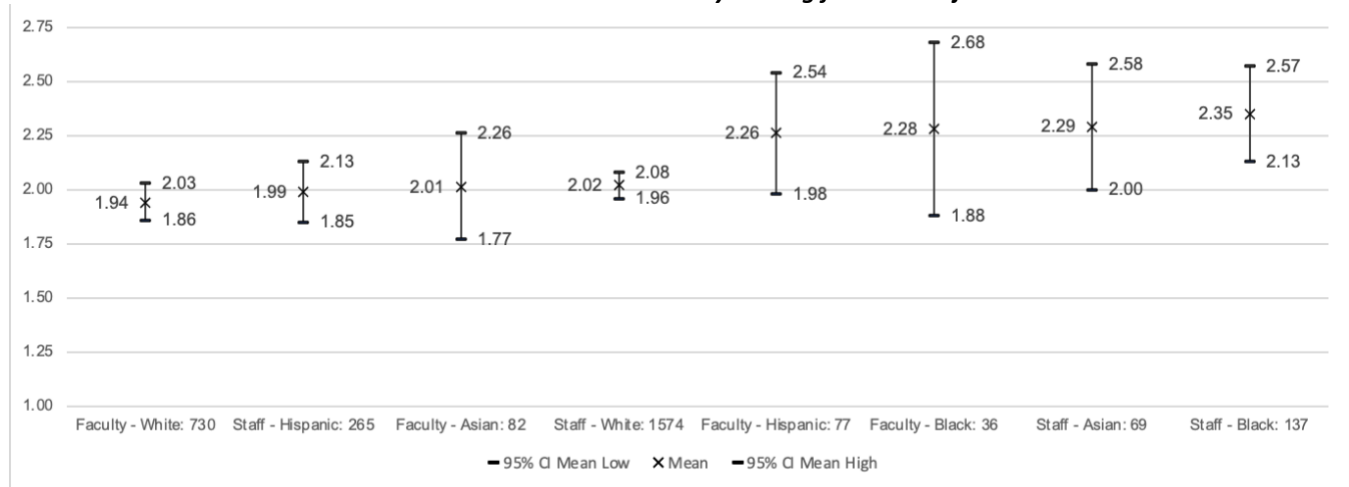


Chart 6 shows that Black staff, Asian staff, Black faculty, and Hispanic faculty had the highest means regarding their agreement with the item *I am actively looking for another job*. White faculty and Hispanic staff had the lowest mean. Please note: For this item, lower means and lower frequencies of “strongly agree-agree” reflect more favorable perceptions about the campus climate at Texas A&M.

[Table 1](#) shows that Black staff (21%), Black faculty (19%), and Asian staff (19%) had the highest percentages of “strongly agree-agree” with the item *I am actively looking for another job*. Asian faculty (11%) and White faculty (13%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black staff, Black faculty, and Asian staff had the highest percentages of “strongly agree-agree” with the item *I am actively looking for another job*.

**Chart 7. 95% Confidence Intervals for the Means for *I always find new and interesting aspects in my work.***

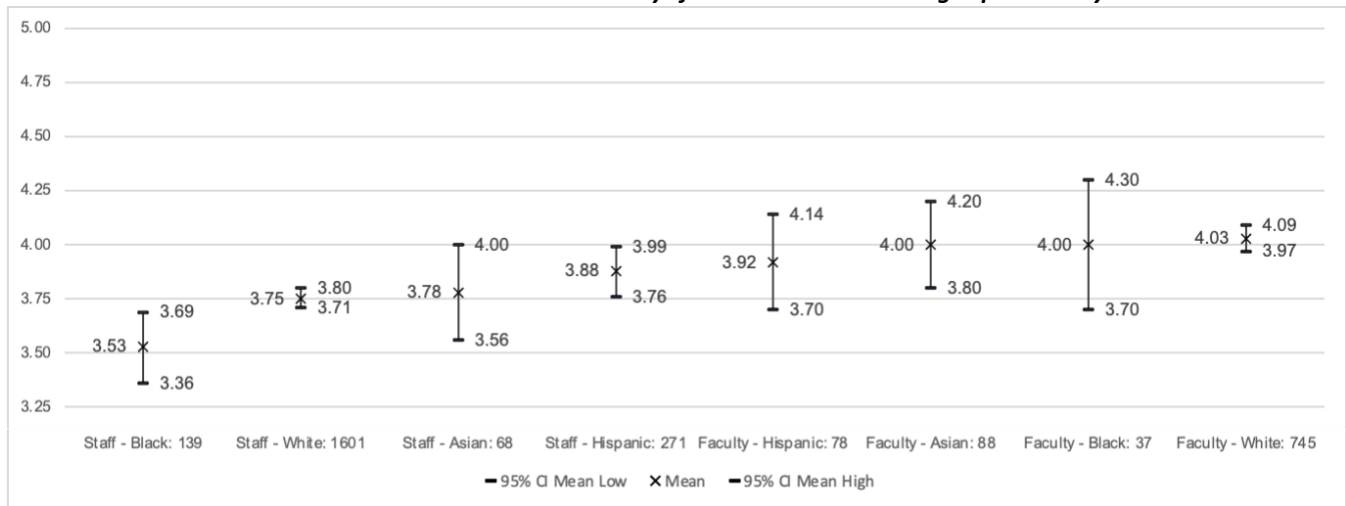


Chart 7 shows that White faculty, Black faculty, and Asian faculty had the highest means regarding their agreement with the item: *I always find new and interesting aspects in my work.*

[Table 1](#) shows that White faculty (80%), Black faculty (78%), and Hispanic faculty (78%) had the highest percentages of “strongly agree-agree” while Black staff (61%) had the lowest percentages of “strongly agree-agree” regarding finding new and interesting aspects in their work.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, there was a distinct difference between faculty and staff on the item *I always find new and interesting aspects in my work.*

**Chart 8. 95% Confidence Intervals for the Means for *During my work, I often feel emotionally drained.***

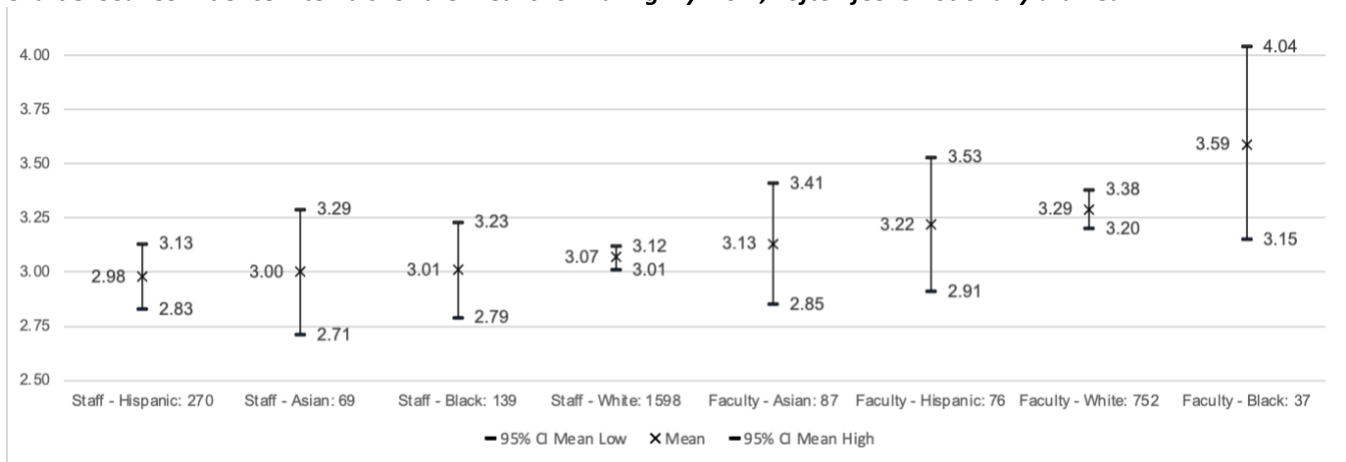


Chart 8 shows that Black faculty, White faculty, Hispanic faculty, and Asian faculty had the highest means regarding their agreement with the item *During my work, I often feel emotionally drained.* Please note: For this item, lower means and lower frequencies of “strongly agree-agree” reflect more favorable perceptions about the campus climate at Texas A&M.

[Table 1](#) shows that Black faculty (59%), White faculty (49%), and Hispanic faculty (49%) had the highest percentages of “strongly agree-agree” with the item *During my work, I often feel emotionally drained.* Hispanic staff (38%) and Asian staff (38%) had the lowest percentages of “strongly agree-agree”.



After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, there was a distinct difference between faculty and staff. All faculty groups had higher percentages of “strongly agree-agree” than the staff groups on the item *I always find new and interesting aspects in my work*.

**Chart 9. 95% Confidence Intervals for the Means for *After work, I usually feel worn out and weary*.**

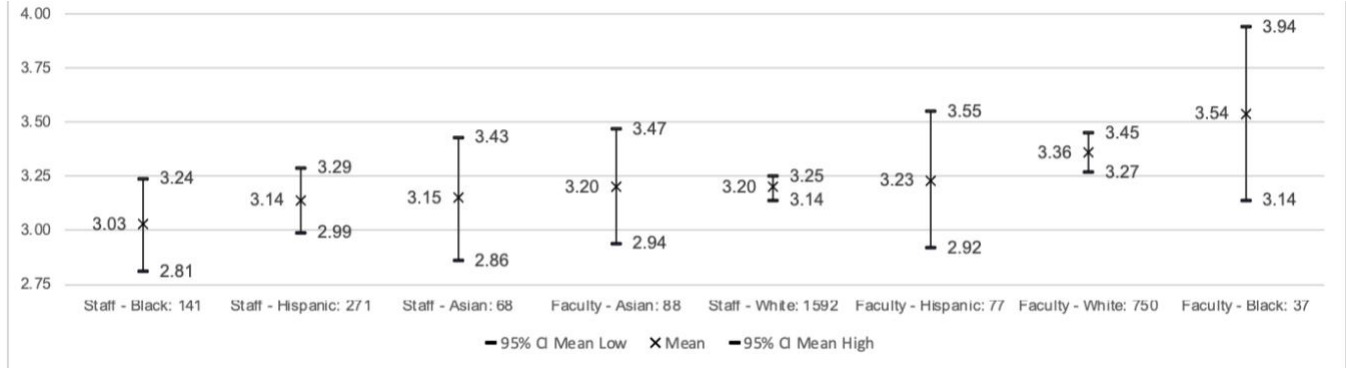


Chart 9 shows that Black faculty and White faculty had the highest means regarding their agreement with the item *After work, I usually feel worn out and weary*. Please note: For this item, lower means and lower frequencies of “strongly agree-agree” reflect more favorable perceptions about the campus climate at Texas A&M.

[Table 1](#) shows that that Black faculty (57%) and White faculty (51%) had the highest percentages of “strongly agree-agree” regarding their agreement with the item *After work, I usually feel worn out and weary*. Black staff (40%), Asian staff (43%), and Hispanic staff (46%) had the lowest percentages.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, there was a distinct difference between faculty and staff. Black faculty and White faculty had the highest percentages of “strongly agree-agree” with the item *After work, I usually feel worn out and weary*.

**Chart 10. 95% Confidence Intervals for the Means for *Knowing what I know now, I would still choose to work at Texas A&M*.**

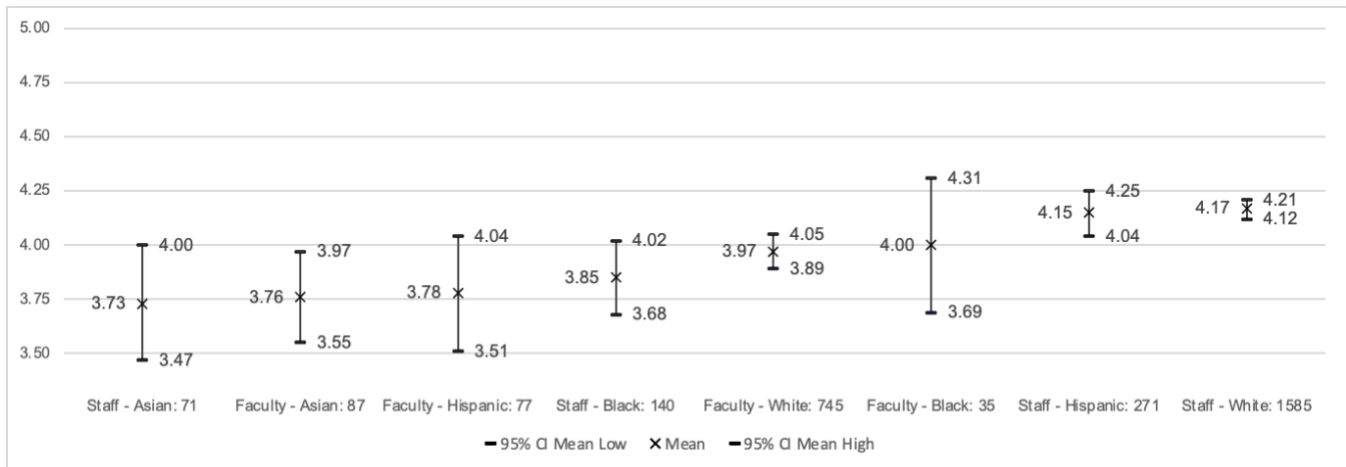


Chart 10 shows that Hispanic staff and White staff had the highest means regarding their agreement with the item *Knowing what I know now, I would still choose to work at Texas A&M*.

[Table 1](#) shows that Hispanic staff (79%) and White staff (81%) had the highest percentages of “strongly agree-agree” with the item *Knowing what I know now, I would still choose to work at Texas A&M*. Asian staff (68%), Asian faculty (70%), and Hispanic faculty (69%) had the lowest percentages of “strongly agree-agree” .

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there are noteworthy differences among the groups. For example, Hispanic staff and White staff responded “strongly agree-agree” more than the other groups that *Knowing what they know now, they would still choose to work at Texas A&M*.

**Summary of Employment Satisfaction:** Across the Employment Satisfaction items, Asian faculty and Asian staff respondents selected lower levels of employment satisfaction compared to Black, Hispanic, and White faculty and staff. Perhaps the national trends in increased xenophobia and anti-Asian hate crimes during the COVID-19 pandemic provide context for these results. At Texas A&M, on March 18, 2021, then-Interim President, Dr. John Junkins, and Interim Vice President and Associate Provost for Diversity, Dr. Annie McGowan released a [statement](#) to Texas A&M University supporting the Asian American community.

### In the last year, how often have you ... ?

This set of items asks questions about housing and food insecurity and feeling isolated at Texas A&M. The scale is: Very Often (5), Often (4), Occasionally (3), Rarely (2), and Never (1).

- *Not known where you would sleep at night.*
- *Lived temporarily with a relative or friend, without a permanent home to return to.*
- *Not eaten for a whole day because there was not enough money for food.*
- *Felt isolated at Texas A&M.*

[Table 2](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “very often-often” for the housing and food insecurity items. The interpretation that follows is based on the responses of “very often-often” and group differences.

While the overall numbers of survey respondents who “agree-strongly agree” that they are experiencing food and housing insecurity may be small, the differences between staff and faculty are noteworthy. Even a few faculty and staff respondents reporting not knowing where they would sleep or that they experienced food insecurity is troubling.

**Chart 11. 95% Confidence Intervals for the Means for *In the last year, how often have you... Felt isolated at Texas A&M.***

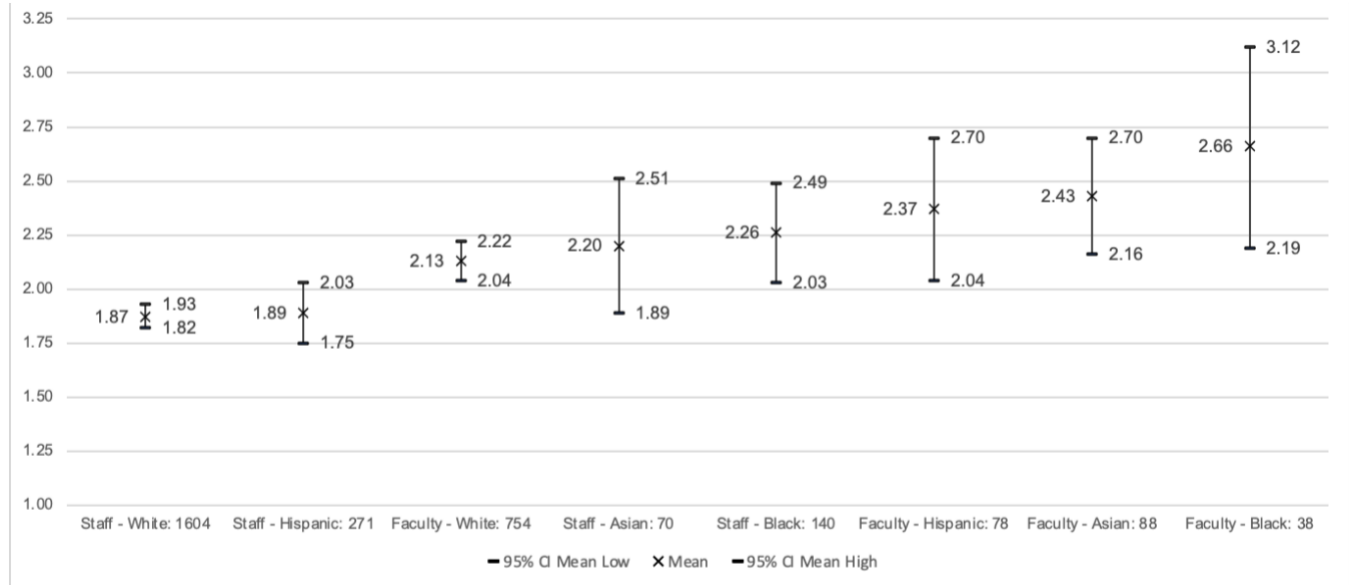


Chart 11 shows that Black faculty had the highest means regarding how frequently they felt isolated at Texas A&M. White staff and Hispanic staff had the lowest means. Please note: For this item, lower means and lower frequencies of reflect more favorable perceptions about the campus climate at Texas A&M.

[Table 2](#) shows Black faculty (29%), Hispanic faculty (23%), and Black staff (22%) had the highest percentages “very often-often” while White staff (11%) and Hispanic staff (13%) had the lowest percentages.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff and Hispanic staff had the lowest percentages of “very often-often” among all of the groups regarding feeling isolated at Texas A&M in the past year.

## Safety & Belonging

This set of items asks questions about feeling welcome at Texas A&M, feeling a sense of belonging, feeling safe, and feeling valued as an individual at Texas A&M. The scale is: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

- *I feel welcome at Texas A&M.*
- *I feel that I belong at Texas A&M University.*
- *I feel safe at Texas A&M.*
- *I feel valued as an individual at Texas A&M.*

[Table 3](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “strongly agree-agree” for the *Safety and Belonging* items. The interpretation that follows is based on the responses of “strongly agree-agree” and group differences.

Over all respondents, 20% “strongly agree-agree” that they often think about quitting their job and 14% “strongly agree-agree” that they are actively looking for another job. Charts 12-15 explore some of the group differences evident by classification and race/ethnicity.

**Chart 12. 95% Confidence Intervals for the Means for *I feel welcome at Texas A&M.***

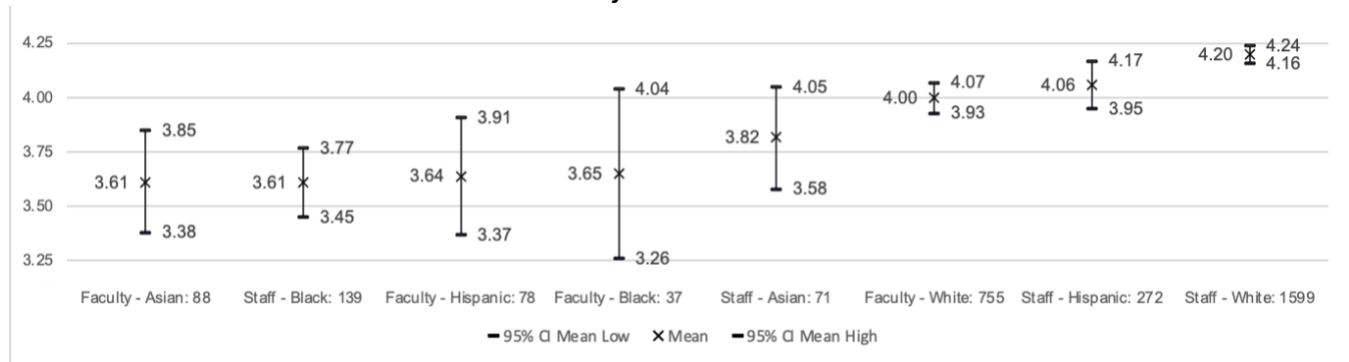


Chart 12 shows that White staff and Hispanic staff had the highest means regarding their agreement with the item *I feel welcome at Texas A&M.* Black staff and Asian faculty had the lowest means of all the groups.

[Table 3](#) shows that White staff (86%), White faculty (77%), and Hispanic staff (76%) and had the highest percentages of “strongly agree-agree” with the item *I feel welcome at Texas A&M.* Black staff (60%) and Asian faculty (69%) had the lowest percentages of “strongly agree-agree” on this item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff (86%), White faculty (77%), and Hispanic staff (76%) had the highest percentages of “strongly agree-agree” among all of the groups regarding feeling welcome at Texas A&M.

**Chart 13. 95% Confidence Intervals for the Means for *I feel that I belong at Texas A&M University.***

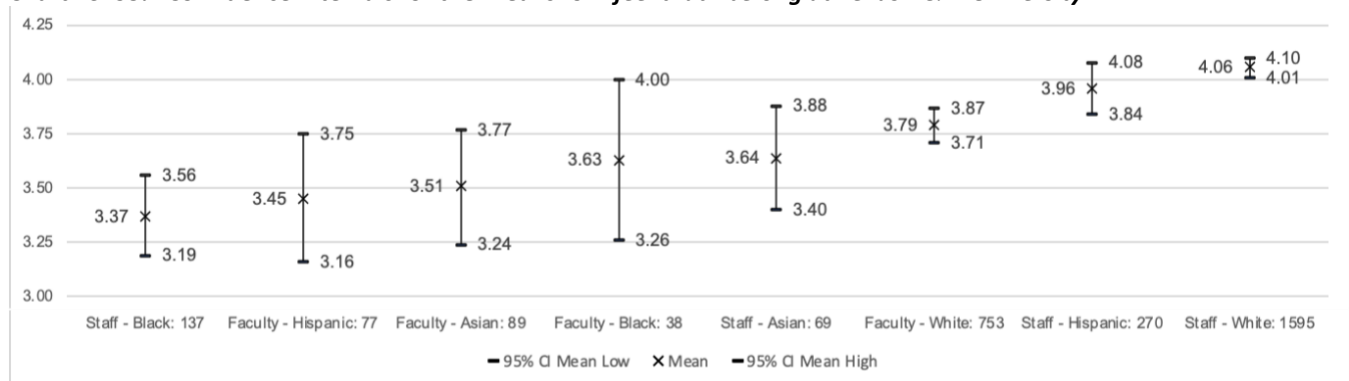


Chart 13 shows that White staff (76% “strongly agree-agree”), Hispanic staff (70% “strongly agree-agree”), and White faculty (67% “strongly agree-agree”) had the highest means regarding their agreement with the item *I feel that I belong at Texas A&M University.* Black staff (50% “strongly agree-agree”) had the lowest means regarding their agreement of all the groups, followed by Hispanic faculty (56% “strongly agree-agree”), Asian faculty (60% “strongly agree-agree”), Black faculty (58% “strongly agree-agree”), and Asian staff (57% “strongly agree-agree”).

[Table 3](#) shows White staff (76%), Hispanic staff (70%), and White faculty (67%) had the highest percentages of “strongly agree-agree” with the item *I feel that I belong at Texas A&M University.* Black staff (50%) had the lowest percentage of “strongly agree-agree” on this item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff and Hispanic staff had the highest percentages of “strongly agree-agree” among all of the groups regarding a sense of belonging at Texas A&M.

**Chart 14. 95% Confidence Intervals for the Means for *I feel safe at Texas A&M.***

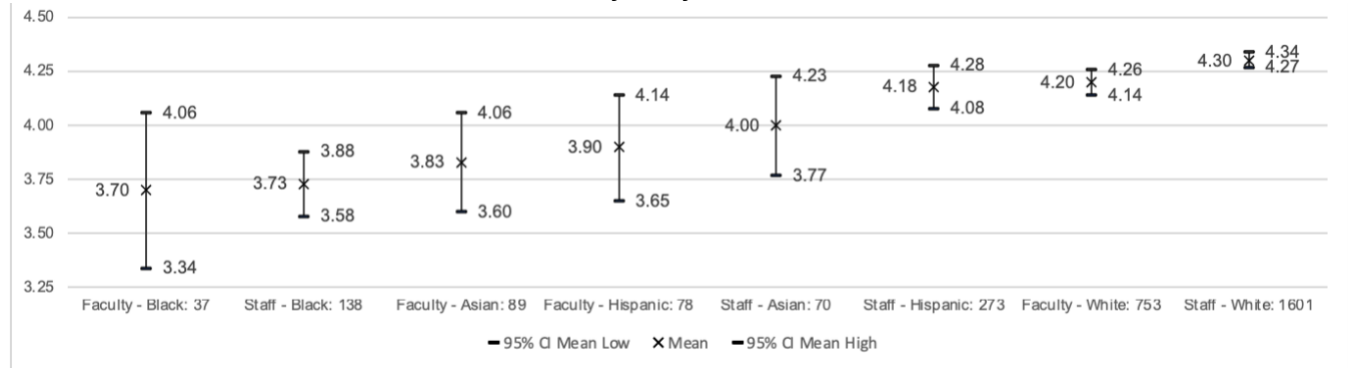


Chart 14 shows that White staff, White faculty, and Hispanic staff had the highest means regarding their agreement with the item *I feel safe at Texas A&M.* Black faculty and Black staff had the lowest means of all the groups.

[Table 3](#) shows that White staff (90%), White faculty (85%), and Hispanic staff (84%) had the highest percentages “strongly agree-agree” with the item *I feel safe at Texas A&M.* Black faculty (62%) and Black staff (68%) had the lowest percentages of “strongly agree-agree” of all the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff, White faculty, and Hispanic staff had the highest levels of agreement among all of the groups regarding feeling safe at Texas A&M.

**Chart 15. 95% Confidence Intervals for the Means for *I feel valued as an individual at Texas A&M.***

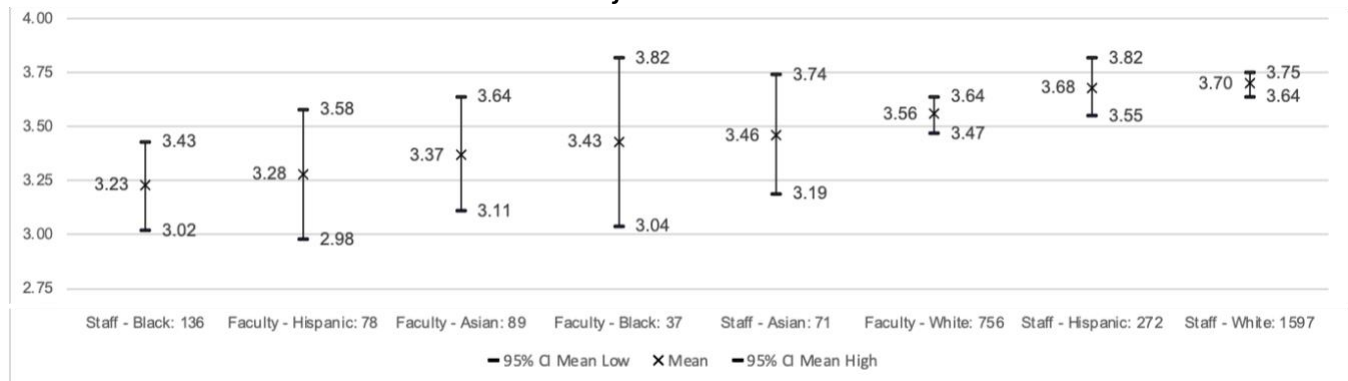


Chart 15 shows that White staff, Hispanic staff, and White faculty had the highest means on the item *I feel valued as an individual at Texas A&M.*

[Table 3](#) shows that White staff (65%), Hispanic staff (62%), and White faculty (60%) had the highest percentages of “strongly agree-agree” with the item *I feel valued as an individual at Texas A&M* while Black staff (52%) had the lowest percentages of “strongly agree-agree” to the item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff, Hispanic staff, and White faculty had the highest percentages of “strongly agree-agree” among all of the groups regarding feeling valued at Texas A&M.

## Diversity & Inclusion

This set of items asks questions about how important diversity and inclusion are to individuals and to the campus. Additionally, items asked the campus climate for diversity and inclusion in Texas A&M’s marketing. The scale is: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

- Diversity and inclusion are important to me.
- Diversity and inclusion are important at this campus.
- Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University.
- Texas A&M's marketing reflects my actual campus experience.

[Table 4](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “strongly agree-agree” for the *Diversity & Inclusion* items. The interpretation that follows is based on the responses of “strongly agree-agree” and group differences.

Over all respondents, 20% “strongly agree-agree” that they often think about quitting their job and 14% “strongly agree-agree” that they are actively looking for another job. Charts 16 -19 explore some of the group differences evident by classification and race/ethnicity.

**Chart 16. 95% Confidence Intervals for the Means for *Diversity and inclusion are important to me.***

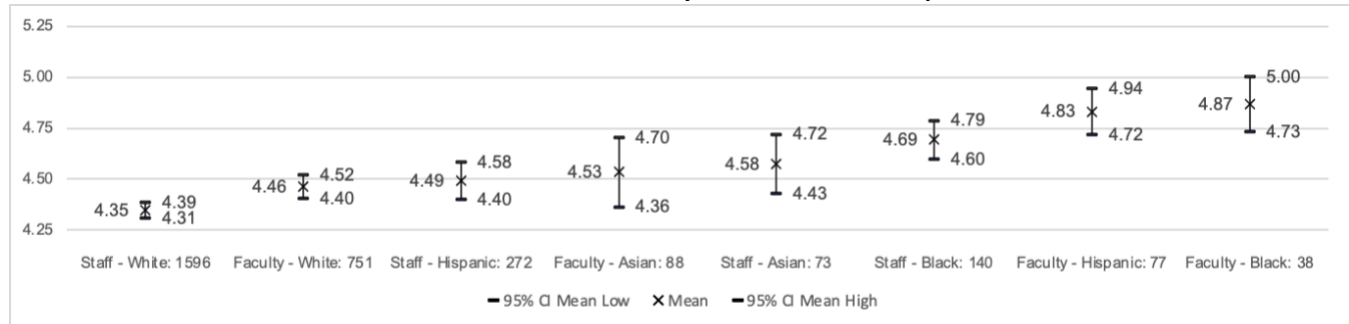


Chart 16 shows that Black faculty and Hispanic faculty had the highest means regarding their agreement with the item *Diversity and inclusion are important to me*. White staff had the lowest mean among the groups.

[Table 4](#) shows that Black faculty (98%) and Hispanic faculty (98%) had the highest percentages of “strongly agree-agree” m with the item *Diversity and inclusion are important to me*. White staff (87%) had the lowest percentage of “strongly agree-agree” (87%) of all the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty and Hispanic faculty had the highest percentages of “strongly agree-agree” among all of the groups regarding *Diversity and inclusion are important to me*.

**Chart 17. 95% Confidence Intervals for the Means for Diversity and inclusion are important at this campus.**

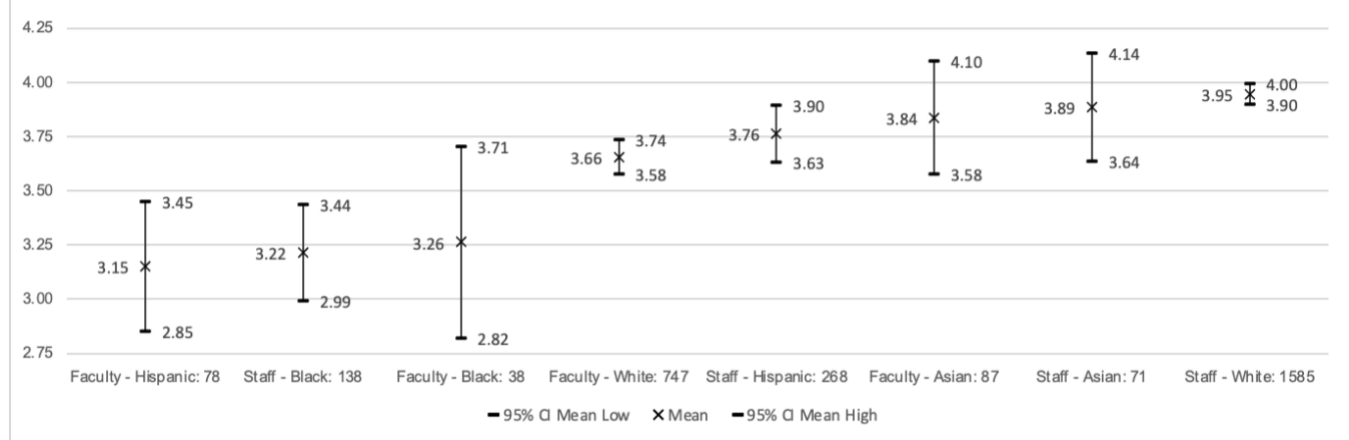


Chart 17 shows that White staff and Asian staff had the highest means regarding their agreement with the item *Diversity and inclusion are important at this campus*. Hispanic faculty, Black staff, and Black faculty had the lowest means.

Table 4 shows that White staff (76%) and Asian staff (69%) had the highest percentages of “strongly agree-agree” regarding their agreement with the item *Diversity and inclusion are important at this campus*. Hispanic faculty (44%), Black faculty (42%), and Black staff (47%) had the lowest levels of “strongly agree-agree” of all groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Hispanic faculty, Black staff, and Black faculty had the lowest means and frequencies of agreement with the item *Diversity and inclusion are important at this campus*.

**Chart 18. 95% Confidence Intervals for the Means for Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University.**

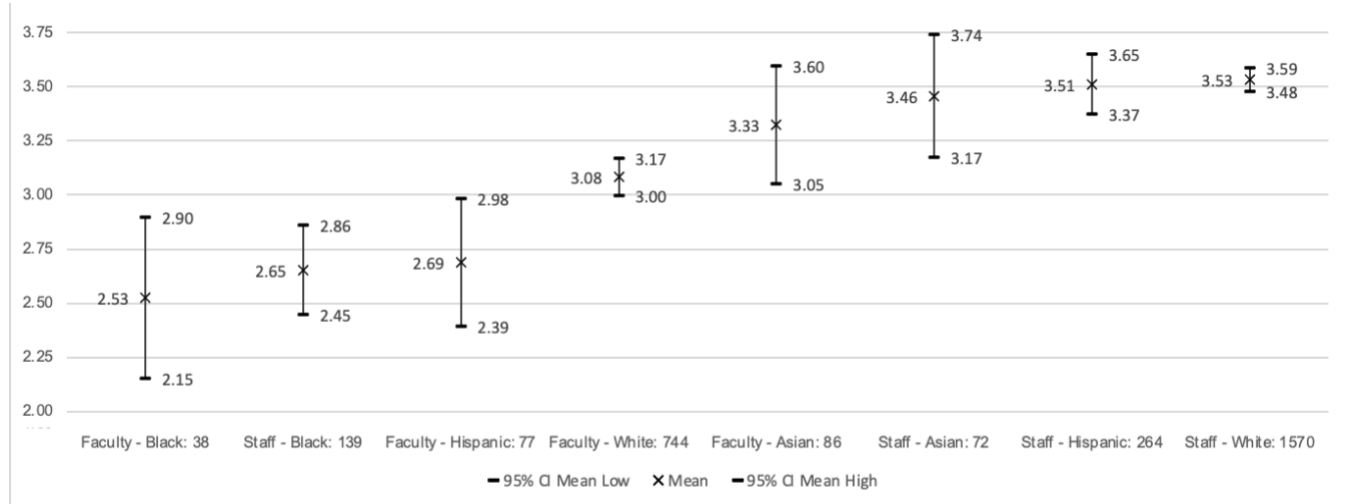


Chart 18 shows that White staff and Hispanic staff had the highest means regarding their agreement with the item *Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University*. Black faculty, Black staff, and Hispanic faculty had the lowest means.

Table 4 shows that White staff (59%) and Hispanic staff (59%) had the highest percentages of “strongly agree-agree” regarding their agreement with the item *Overall, I feel comfortable with the campus climate for diversity and inclusion at*

Texas A&M University. Black faculty (21%), Black staff (27%), and Hispanic faculty (29%) had the lowest percentages of “strongly agree-agree” among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty, Black staff, and Hispanic faculty had the lowest levels of agreement with the item *Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University.*

**Chart 19. 95% Confidence Intervals for the Means for Texas A&M's marketing reflects my actual campus experience.**

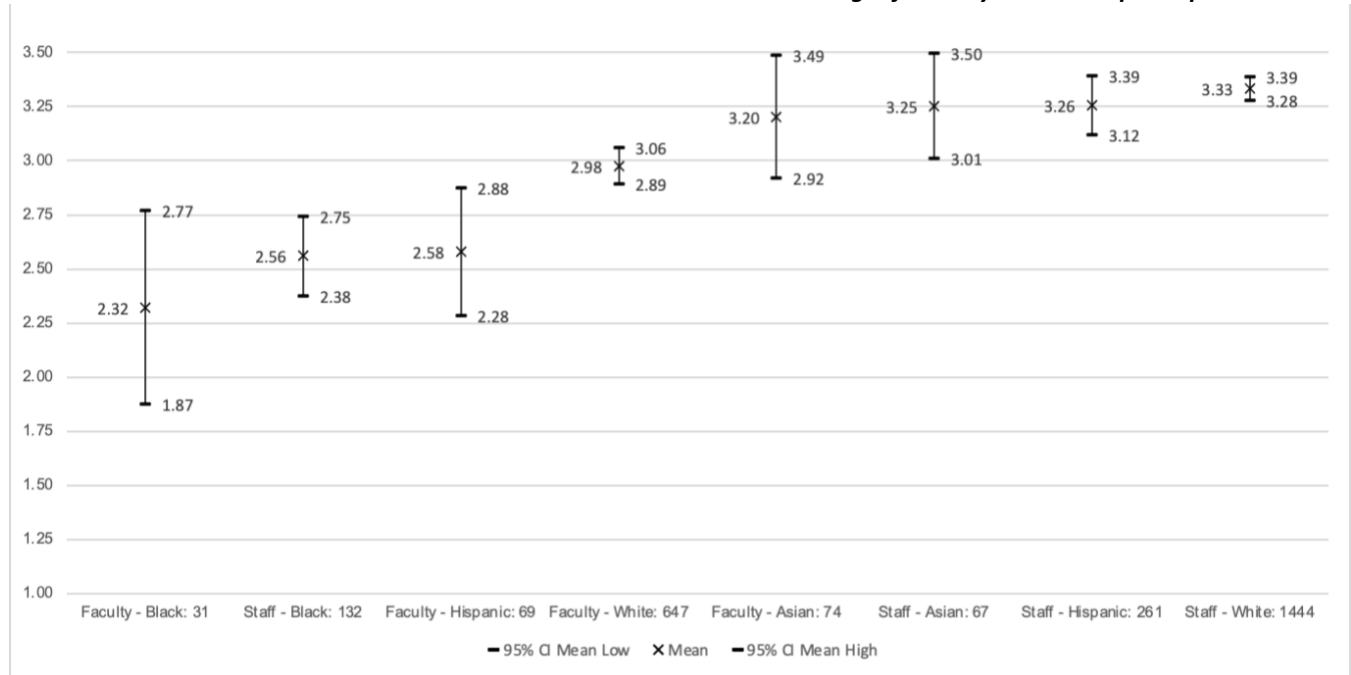


Chart 19 shows that White staff and Hispanic staff had the highest means regarding their agreement with the item *Texas A&M's marketing reflects my actual campus experience.*

[Table 4](#) shows that White staff (45%) and Hispanic staff (43%) had the highest percentages of “strongly agree-agree” regarding their agreement with the item *Texas A&M's marketing reflects my actual campus experience.* Black faculty (16%), Black staff (17%), and Hispanic faculty (25%) had the lowest percentages of “strongly agree-agree” for the item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty, Black staff, and Hispanic faculty had the lowest levels of agreement with the item *Texas A&M's marketing reflects my actual campus experience.*



## In the Last Year, I Have Heard Negative Views...

This set of items asks people to consider how often, in the last year, they have heard (on campus) negative or stereotypical views based on different topics or identities. The scale is: Very Often (5), Often (4), Occasionally (3), Rarely (2), and Never (1).

- Race(s) or ethnicity
- Genders/gender identity
- Sexual orientation
- Political affiliation, opinions, or beliefs
- Religion
- Social classes
- Immigrant backgrounds
- Physical or other observable disabilities
- Learning, psychological, or other disabilities that are not readily apparent
- Age

[Table 5](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “very often-often” for the negative or stereotypical view’s items. The interpretation that follows is based on the responses of “very often-often” and group differences.

Overall respondents, the five topics with the highest percentages of “very often – often” are: Political affiliation, opinions, or beliefs (34%); Race(s) or ethnicity (12%); Genders/gender identity (11%); Religion (10%); and Immigrant backgrounds (10%). Charts 20 - 24 explore some of the group differences evident by classification and race/ethnicity.

**Chart 20. 95% Confidence Intervals for the Means for *In the Last Year, I Have Heard Negative Views Based on ... Political affiliation, opinions, or beliefs.***

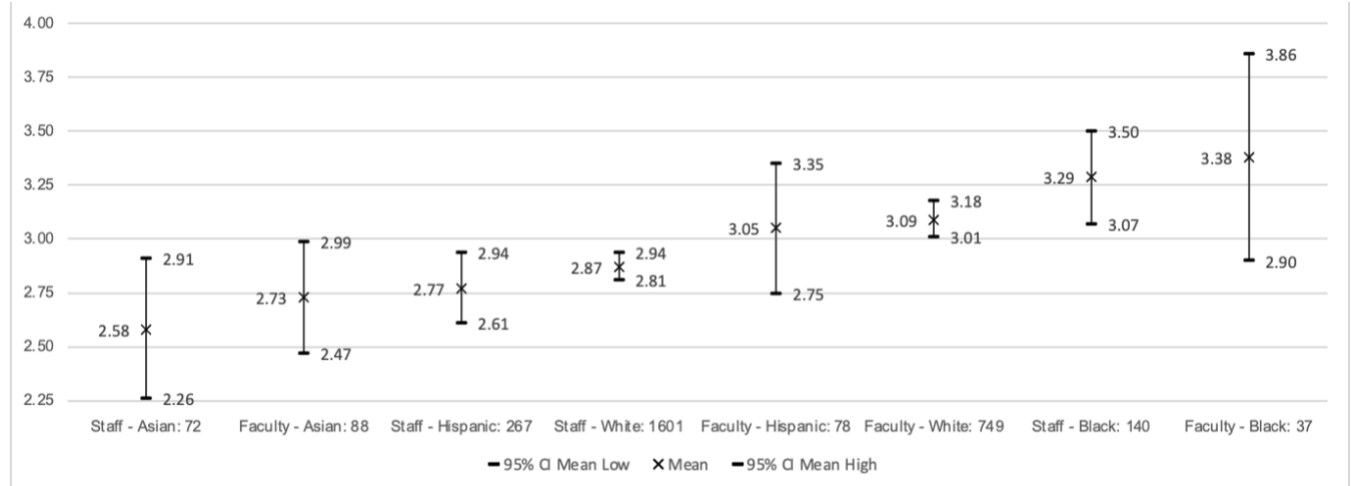


Chart 20 shows that Black faculty and Black staff had the highest means regarding how often they heard negative views based on political affiliation, opinions, or beliefs.

[Table 5](#) shows that Black faculty (46%) and Black staff (43%) had the highest percentages of “often-very often” and Asian faculty (27%) and Asian staff (32%) had the lowest percentages of “often-very often” for the *In the Last Year, I Have Heard Negative Views Based on Political Affiliation, Opinions, or Beliefs.*

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty and Black staff more frequently heard negative views based on political affiliation or beliefs than the other groups.

**Chart 21. 95% Confidence Intervals for the Means for *In the Last Year, I Have Heard Negative Views Based on ... Race(s) or ethnicity.***

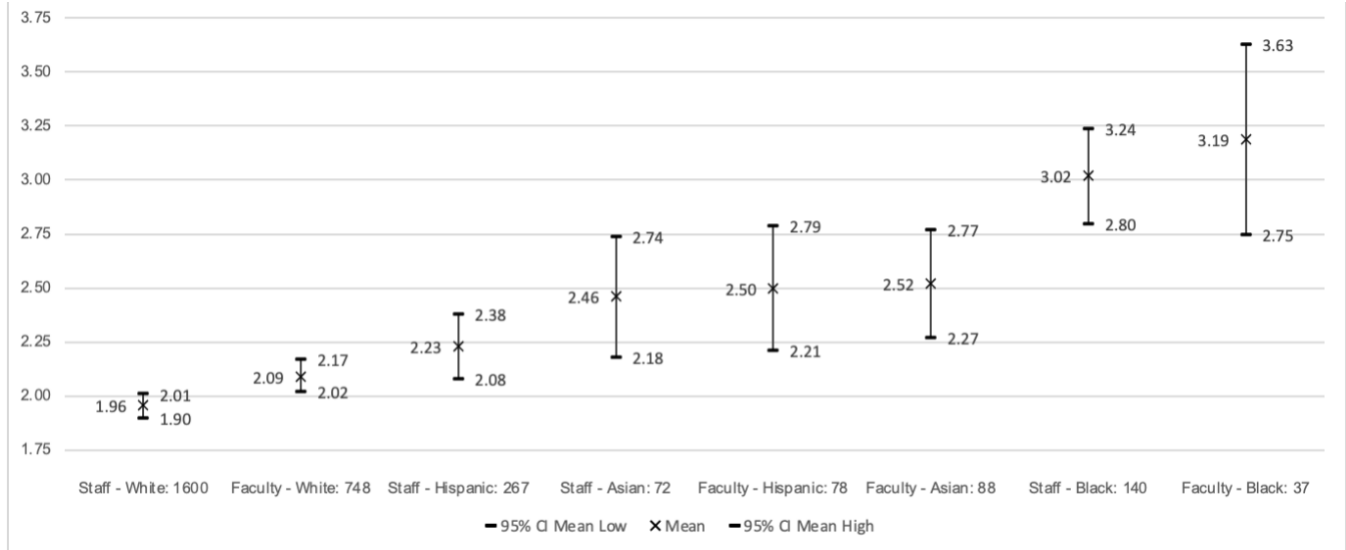


Chart 21 shows that Black faculty (38%) and Black staff (36%) had the highest means regarding hearing negative views based on race or ethnicity. White staff, White faculty, and Hispanic staff had the lowest means on the item.

[Table 5](#) shows that Black faculty (38%) and Black staff (36%) “often-very often” heard negative views based on race(s) or ethnicity. White staff (8%), White faculty (10%), and Hispanic staff (17%) had the lowest rates of all the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff and White faculty had the lowest percentages of “often-very often” among all of the groups for the item *In the Last Year, I Have Heard Negative Views Based on Race(s) or Ethnicity.*

**Chart 22. 95% Confidence Intervals for the Means for *In the Last Year, I Have Heard Negative Views Based on ... Genders/gender identity.***

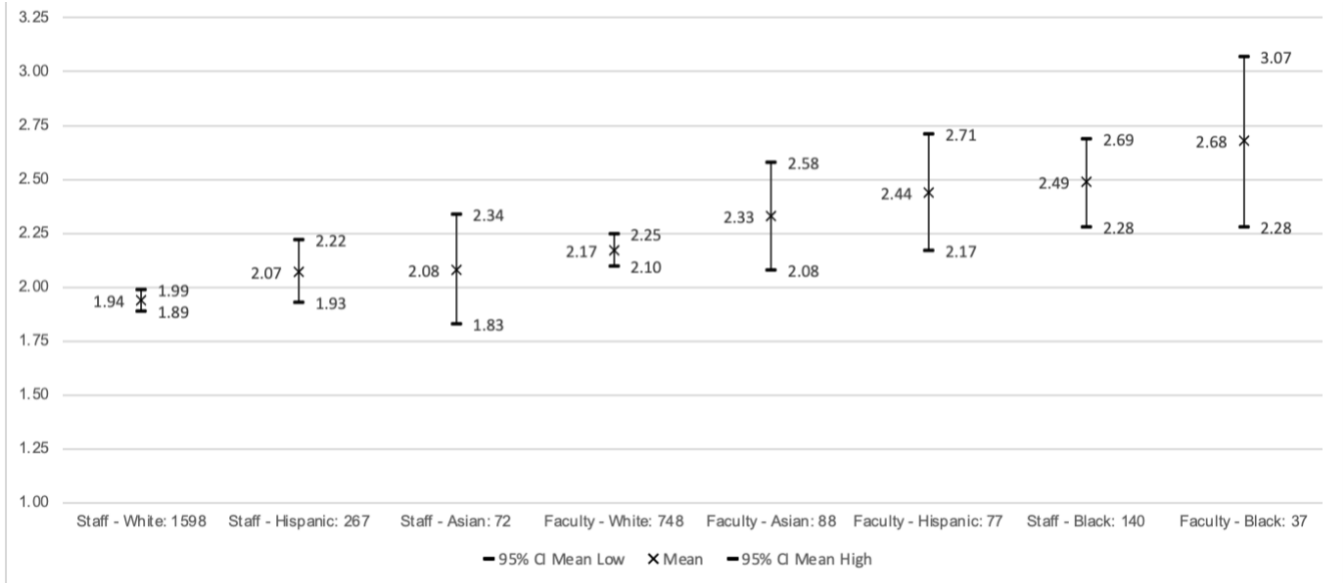


Chart 22 shows that Black faculty (24%), Black staff (19%), and Hispanic faculty (18%) had the highest means regarding on the item *In the Last Year, I Have Heard Negative Views Based on Genders/Gender Identity.*

[Table 5](#) shows that Black faculty (24%), Black staff (19%), and Hispanic faculty (18%) had the highest percentages “often-very often” while White staff (8%), Asian staff (8%), and Hispanic staff (15%) had the lowest percentages regarding hearing negative view based on gender/gender identities.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, that Black faculty, Black staff, and Hispanic faculty had the highest percentages of “often-very often” among all of the groups regarding hearing negative views based on genders/gender identities.

**Chart 23. 95% Confidence Intervals for the Means for *In the Last Year, I Have Heard Negative Views Based on ... Religion.***

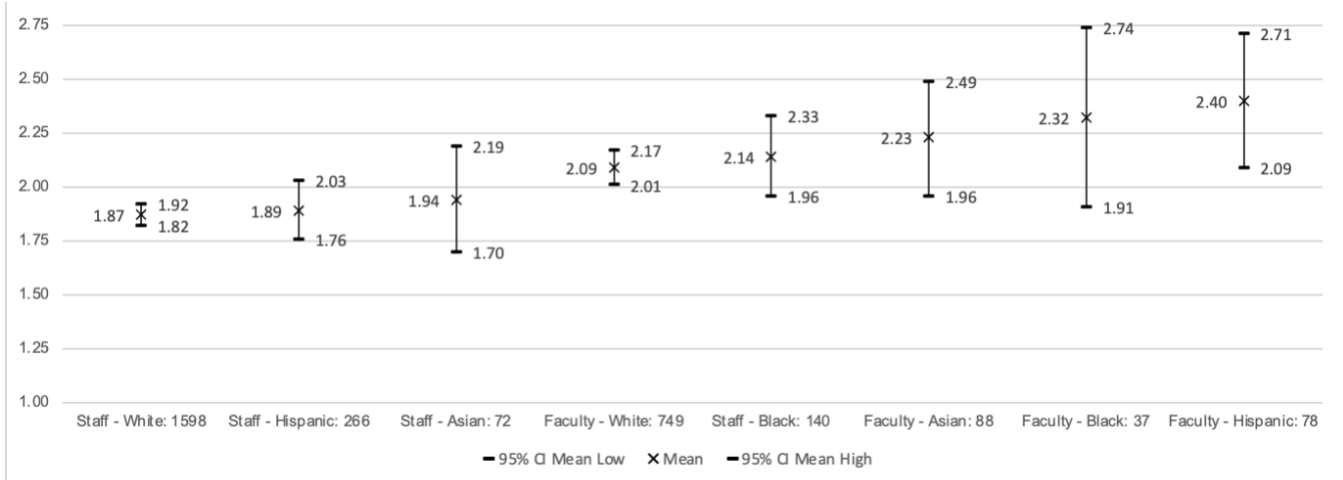


Chart 23 shows that Hispanic faculty and Black faculty had the highest means regarding hearing negative views based on religion while White staff, Hispanic staff, and Asian staff had the lowest means.

[Table 5](#) shows that Hispanic faculty (19%) and Black faculty (18%) had the highest percentages “often-very with the item *In the Last Year, I Have Heard Negative Views Based on Religion*. White staff (8%), Hispanic staff (9%), and Asian staff (8%) had the lowest percentages “often-very often” for the item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff, Hispanic staff, and Asian staff had the lowest percentages “often-very often” for the item *In the Last Year, I Have Heard Negative Views Based on Religion*.

**Chart 24. 95% Confidence Intervals for the Means for *In the Last Year, I Have Heard Negative Views Based on ... Immigrant backgrounds*.**

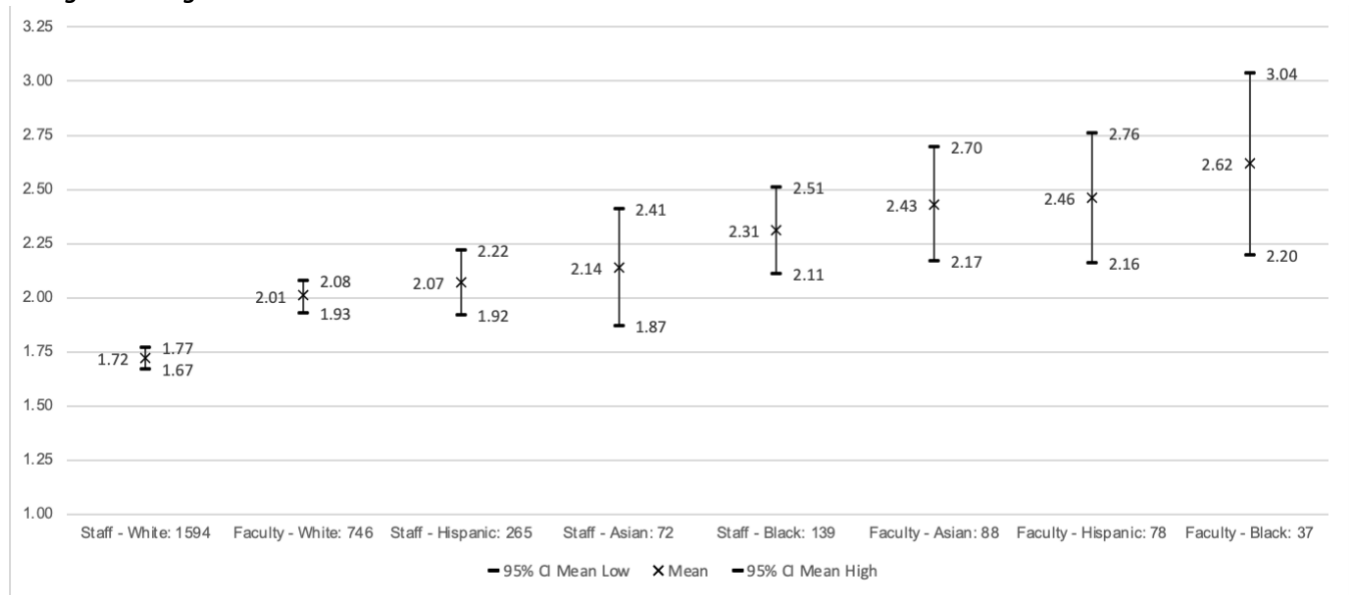


Chart 24 shows that Black faculty (24% “often-very often”) and Hispanic faculty (21% “often very often”) had the highest means regarding their agreement with the item *In the Last Year, I Have Heard Negative Views Based on ... Immigrant backgrounds*.

[Table 5](#) shows that Black faculty (24% “often-very often”) and Hispanic faculty (21% “often very often”) had the highest means regarding their agreement with the item *In the Last Year, I Have Heard Negative Views Based on ... Immigrant backgrounds*. White staff (5% “often-very often”) had the lowest means of all the groups.

To summarize, for the item *In the Last Year, I Have Heard Negative Views Based on ... Immigrant backgrounds*, Chart 24 shows noteworthy differences between groups of faculty and staff. For example, Black faculty and Hispanic faculty responded “often-very often” at the highest rates, while White staff responded “often-very often” at the lowest rate.

## Professional Development Opportunities and/or Training

This set of items asks questions about how well professional development opportunities and/or training at Texas A&M prepared people in four cultural competencies. The scale is: Extremely well (5), Very well (4), Well (3), Slightly well (2), and Not at all well (1).

- *Respecting differing opinions and backgrounds.*
- *Recognizing and appreciating a wide range of cultural and global perspectives.*
- *Promoting inclusion, belonging, and community.*

- *Developing relationships with a wide range of people and organizations.*

[Table 6](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that reported “extremely well - well” for the professional development items. The interpretation that follows is based on the responses of “extremely well - well” and group differences.

Overall, the respondents did not strongly believe that the professional development opportunities and training offered at Texas A&M prepared them very well or extremely well. Charts 25-28 explore some of the group differences evident by classification and race/ethnicity.

**Chart 25. 95% Confidence Intervals for the Means for *How well have professional development opportunities and/or training at Texas A&M prepared you for the following: Respecting differing opinions and backgrounds.***

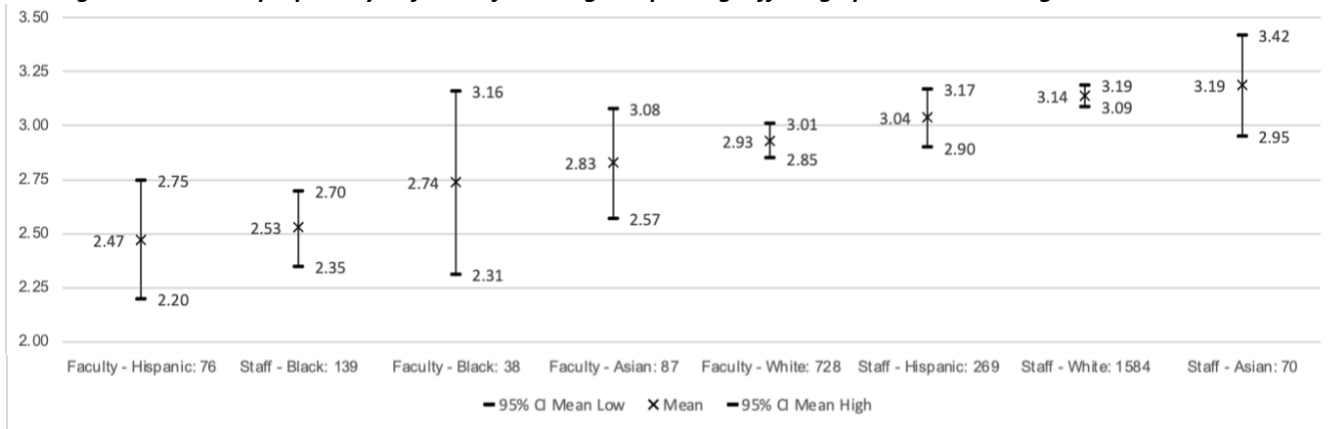


Chart 25 shows that Asian staff and White staff had the highest means on the item *How well have professional development opportunities and/or training at Texas A&M prepared you for the following: Respecting differing opinions and backgrounds.* Hispanic faculty and Black staff had the lowest means of all the groups.

[Table 6](#) shows that Asian staff (33%) and White staff (33%) had the highest percentages of “very well-extremely well” and Black staff (16%) and Hispanic faculty (21%) had the lowest percentages.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black staff and Hispanic faculty had the lowest percentages of “very well-extremely well” among all of the groups for the item *How well has professional development opportunities and/or training prepared you for respecting differing opinions and backgrounds.*

**Chart 26. 95% Confidence Intervals for the Means for *How well have professional development opportunities and/or training at Texas A&M prepared you for the following: Recognizing and appreciating a wide range of cultural and global perspectives.***

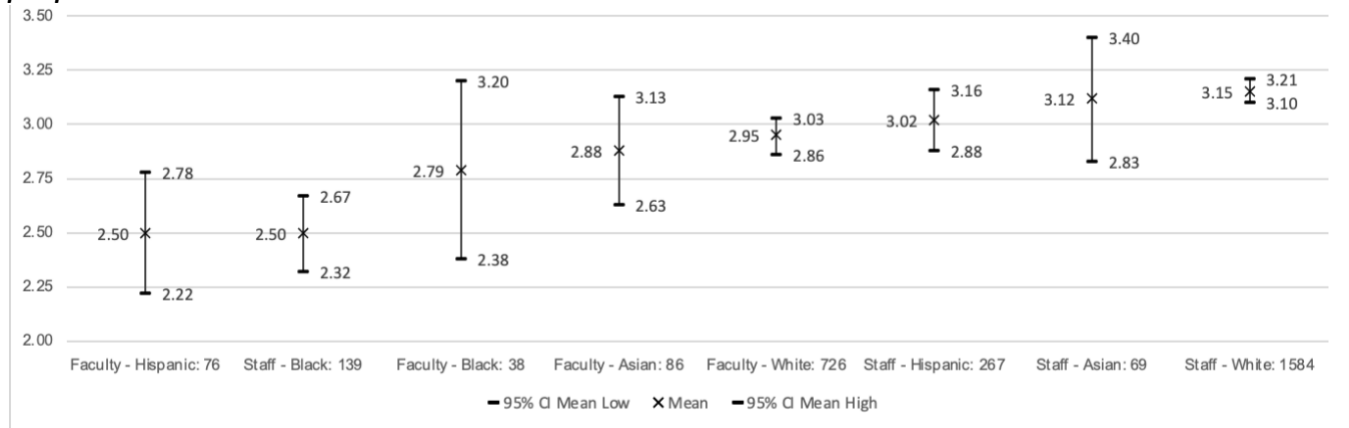


Chart 26 shows that White staff and Asian staff had the highest means regarding their responses on the item *How well have professional development opportunities and/or training at Texas A&M prepared you for recognizing and appreciating a wide range of cultural and global perspectives.* Hispanic faculty and Black staff had the lowest means of all the groups.

[Table 6](#) shows that White staff (38%) and Asian staff (39%) had the highest percentages of “very well-extremely well” and Hispanic faculty (22%) and Black staff (17%) respondents had the lowest percentages among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff and Asian staff had the highest means among all of the groups on how well professional development opportunities and/or training at Texas A&M prepared them for recognizing and appreciating a wide range of cultural and global perspectives.

**Chart 27. 95% Confidence Intervals for the Means for *How well have professional development opportunities and/or training at Texas A&M prepared you for the following: Promoting inclusion, belonging, and community.***

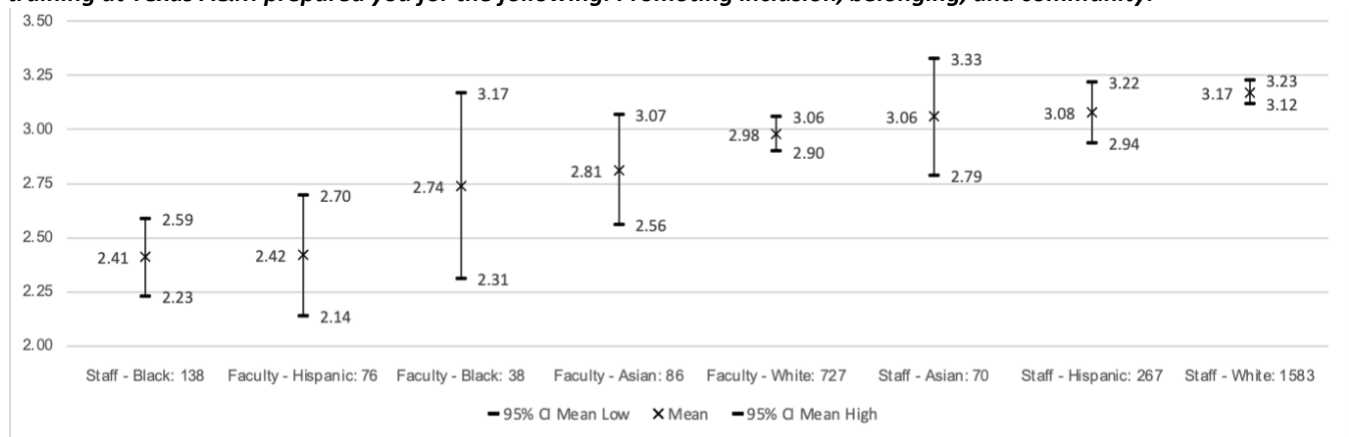


Chart 27 shows that Hispanic staff and White staff had the highest means regarding their agreement with the item *How well have professional development opportunities and/or training at Texas A&M prepared you for promoting inclusion, belonging, and community.* Black staff and Hispanic staff had the lowest means on the item.

[Table 6](#) shows that Hispanic staff (36%) and White staff (40%) had the highest percentages of “very well-extremely well” and Black staff (17%) and Hispanic faculty (24%) had the lowest percentages among the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Hispanic staff and White staff had the highest means regarding their agreement with the item *How well have professional development opportunities and/or training at Texas A&M prepared you for promoting inclusion, belonging, and community.*

**Chart 28. 95% Confidence Intervals for the Means for *How well have professional development opportunities and/or training at Texas A&M prepared you for the following: Developing relationships with a wide range of people and organizations.***

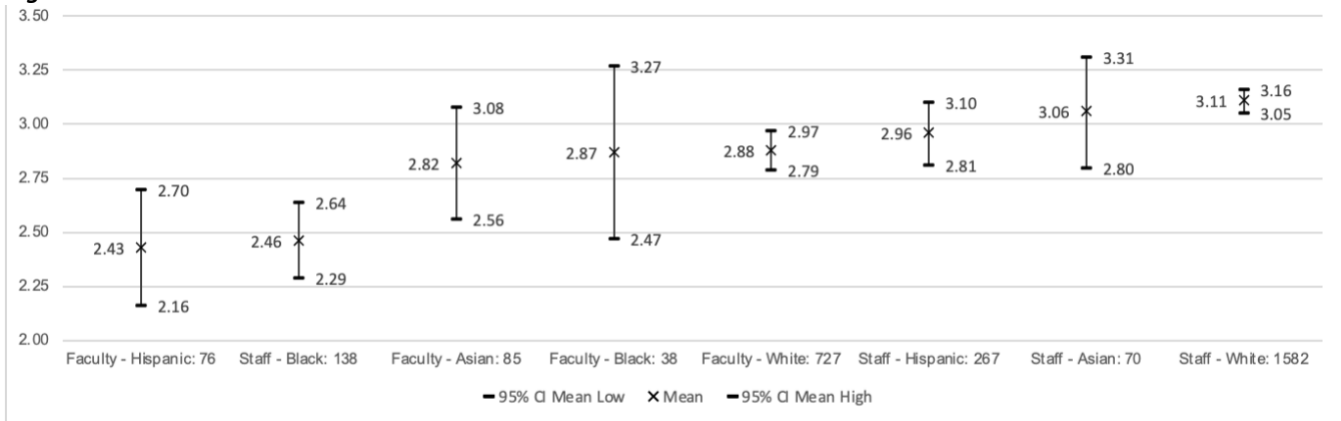


Chart 28 shows that White staff and Asian staff had the highest means for the item *How well have professional development opportunities and/or training at Texas A&M prepared you for developing relationships with a wide range of people and organizations.* Hispanic faculty and Black staff had the lowest means.

[Table 6](#) shows that White staff (37%) and Asian staff (32%) had the highest percentages of “very well-extremely well” and Hispanic faculty (20%) and Black staff (15%) had the lowest percentages among all of the groups.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff and Asian staff had the highest means for the item *How well have professional development opportunities and/or training at Texas A&M prepared you for developing relationships with a wide range of people and organizations.*

## Overall

This final set of items asks people to what extent do they agree with the statements about confronting, identifying, and experiencing systemic racist and discriminatory practices at Texas A&M and whether Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus. The scale is: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). *Do not know/ Undecided* was excluded from the analyses.

- *I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me.*
- *I work to identify my personal bias and prejudices.*
- *I have experienced systemic racist and discriminatory practices at Texas A&M.*
- *Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus.*

[Table 7](#) in Appendix 1 provides means, standard deviations, 95% confidence intervals for the means, results from Chi-Square Tests exploring group differences (by classification – faculty and staff and race/ethnicity), and the percentage of respondents that “strongly agree - agree” for the *Overall* items. The interpretation that follows is based on the responses of “strongly agree - agree” and group differences.

**Chart 29. 95% Confidence Intervals for the Means for *I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me.***

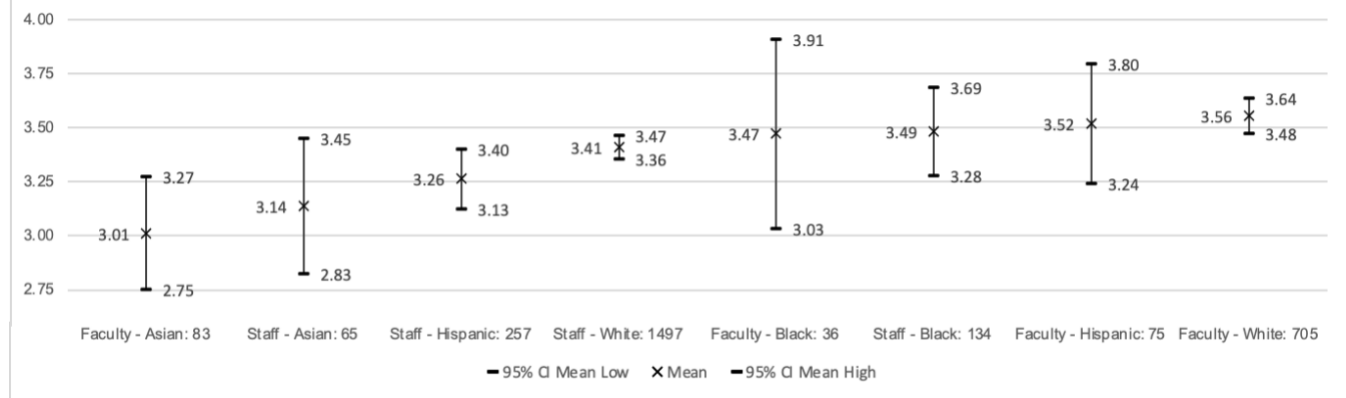


Chart 29 shows that White faculty and Hispanic faculty had the highest means regarding their agreement with the item *I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me*. Asian faculty had the lowest mean regarding confronting racist, sexist, and discriminatory behavior.

[Table 7](#) shows that White faculty (60%) and Hispanic faculty (60%) had the highest percentages of “strongly agree-agree” and Asian faculty (39%) and Asian staff (43%) had the lowest percentages.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Asian faculty and Asian staff had the lowest percentages among all of the groups on the item *I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me*.

**Chart 30. 95% Confidence Intervals for the Means for *I work to identify my personal bias and prejudices.***

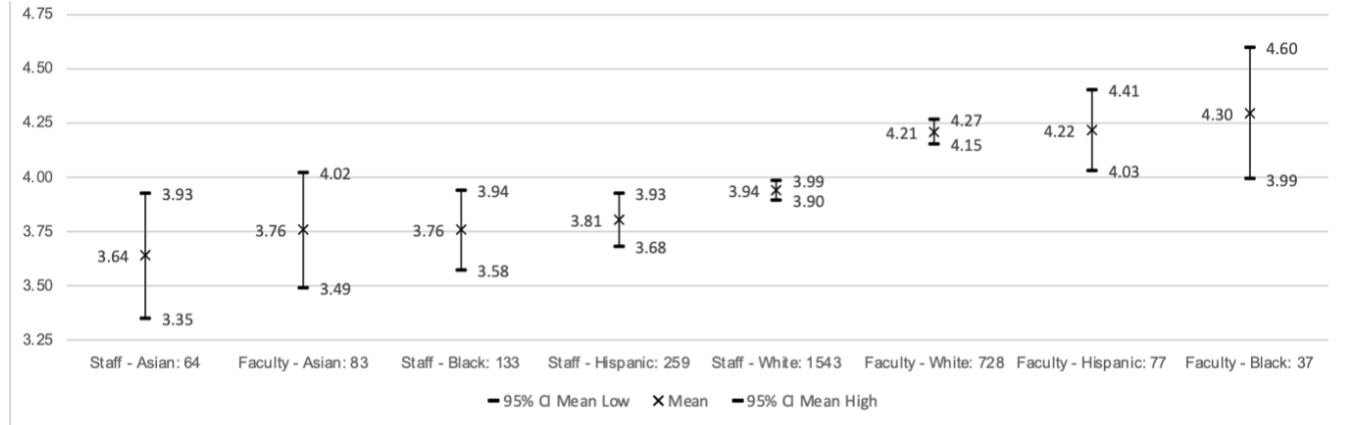


Chart 30 shows that Black faculty, Hispanic faculty, and White faculty had the highest means regarding their agreement with the item *I work to identify my personal bias and prejudices*. Asian staff had the lowest mean for this item.

[Table 7](#) shows that Black faculty (84%), Hispanic faculty (90%), and White faculty (89%) had the highest percentages of “strongly agree-agree” and Asian faculty (68%) and Asian staff (66%) had the lowest percentages of all the groups for the item *I work to identify my personal bias and prejudices*.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, White staff, White faculty, and Hispanic staff had the highest percentages of “strongly agree-agree” among all of the groups regarding *I work to identify my personal biases and prejudices*.



**Chart 31. 95% Confidence Intervals for the Means for *I have experienced systemic racist and discriminatory practices at Texas A&M.***

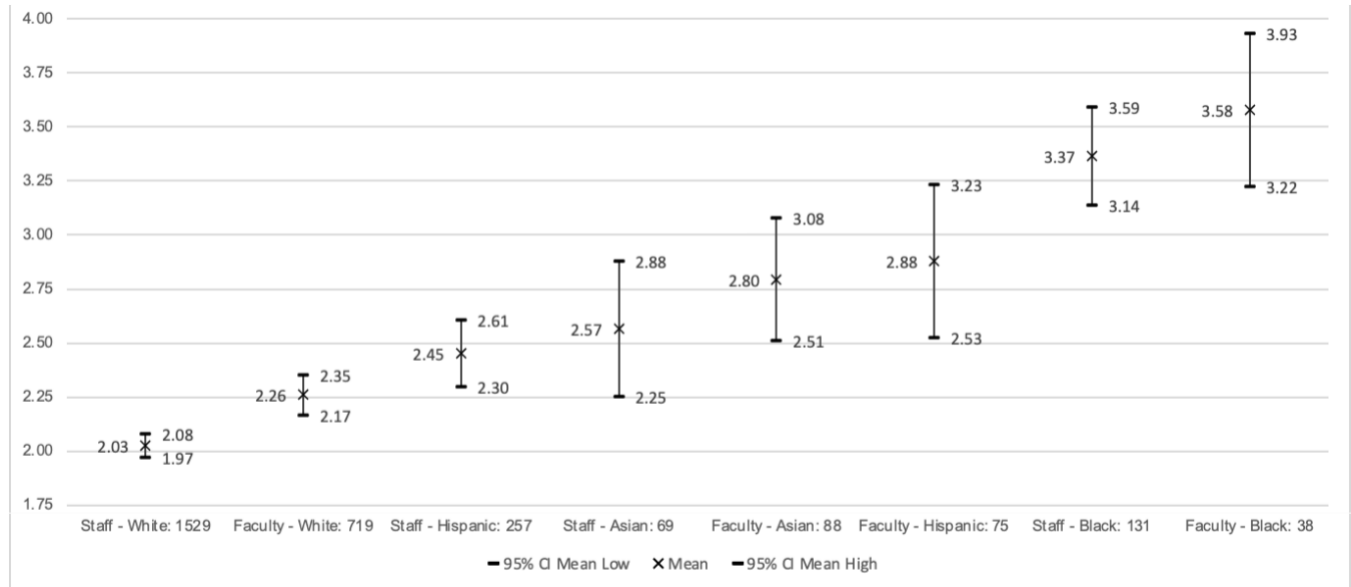


Chart 31 shows that Black faculty and Black staff had the highest means regarding their agreement with the item *I have experienced systemic racist and discriminatory practices at Texas A&M.*

[Table 7](#) shows that Black faculty (60%) and Black staff (53%) had the highest percentages of “strongly agree-agree” and White staff (12%) and White faculty (21%) had the lowest percentages of all groups for the item *I have experienced systemic racist and discriminatory practices at Texas A&M.*

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Black faculty and Black staff had the highest means among all of the groups regarding their agreement with the item *I have experienced systemic racist and discriminatory practices at Texas A&M.*

**Chart 32. 95% Confidence Intervals for the Means for *Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus.***

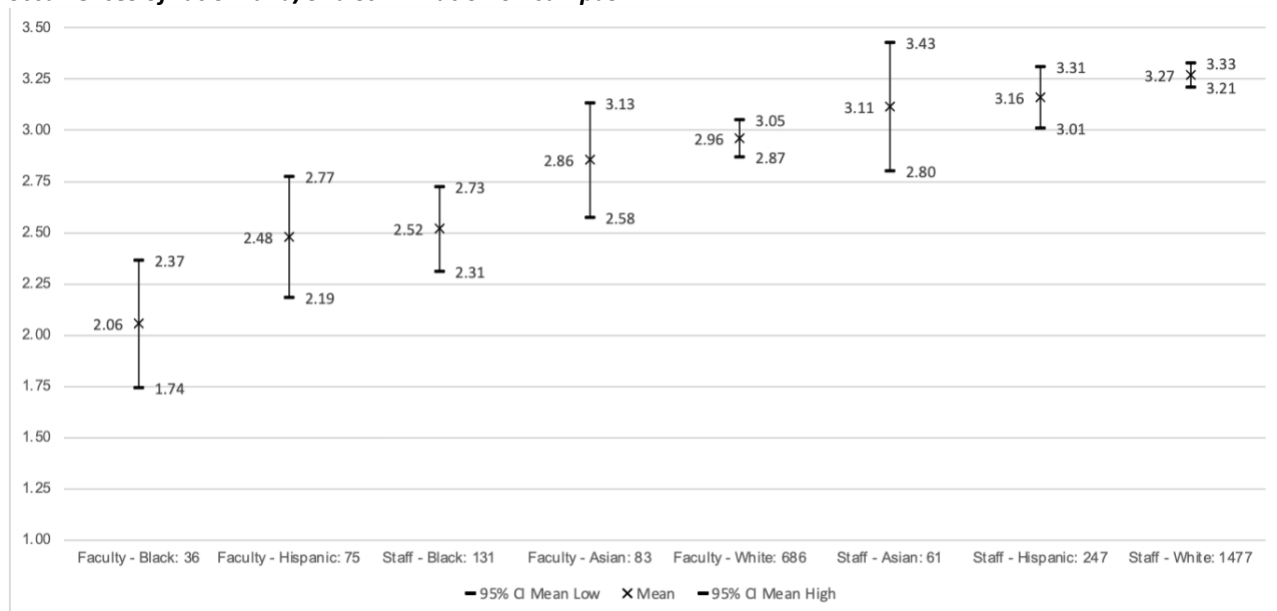


Chart 32 shows that Hispanic staff and White staff had the highest means and Black faculty had the lowest mean regarding their agreement with the item *Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus*.

[Table 7](#) shows that Hispanic staff (43%) and White staff (46%) had the highest percentages of “strongly agree-agree” and Black faculty (6%) has the lowest percentage of “strongly agree-agree” on the item.

After reviewing descriptive statistics, group sizes, frequencies, and Chi-Square test results, there were noteworthy differences among the groups. For example, Hispanic staff and White staff had the highest means and Black faculty had the lowest mean regarding their agreement with the item *Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus*.

## What could be one thing that Texas A&M could do to improve campus climate?

Respondents were given the opportunity to respond to the question: “What could be one thing that Texas A&M could do to improve campus climate?” Fifty-five percent of respondents (1,785/3,217) provided their feedback and comments.

Many people provided multiple ideas in their comments. For example, one respondent wrote: *Provide a much more robust staff tuition assistance program and improve the recruiting efforts for historically underrepresented groups to fill leadership roles*. This comment provides two distinct recommendations; therefore, during content analysis, this comment was included in both Theme 1 and Theme 2. Because some comments address more than one theme, the number of responses is higher than the 1,785 people who replied to the question. Twelve major themes emerged from the content analysis:

1. *Enhancing Diversity and Inclusion Practices (775 comments)*: The most common feedback in this theme were promoting inclusive traditions, events, cultural diversity, and policies; increasing diversity among top administrators, faculty, and staff; and acknowledging and addressing racism and discrimination. More, 10% (166 comments) of all open-ended comments and 21% of the comments in this theme expressed opinions and recommendations over the administration’s response to the Sul Ross statue.
2. *Focus on Staff Issues (100 comments)*: Participants noted a general lack of focus on staff and more attention devoted to faculty than other parties, among others.
3. *Equity in System (133 comments)*: Comments in this theme included concerns about equitable pay, workload, opportunities, and consequences, among others.
4. *Focus on Religious Freedom (13 comments)*: Comments in this theme included the desire for more spiritualism and freedom to express religious beliefs in the workplace, and concern over the integration of religion at a public, government institution.
5. *Structural Issues (287 comments)*: Comments emphasized the desire for administrators to engage in actions instead of words and a variety of structural and procedural changes that could increase workplace effectiveness, student success, and perceived equity.
6. *Focus on Values Rather than Racism (108 comments)*: Participants desired a focus on the university core values, the connectedness among Aggies, and a reduced focus on race and differences.
7. *Reverse Racial Discrimination and Disapproval of Racial Policies (125 comments)*: Comments in this theme focused on the view of an “agenda” on campus and the decreased influence among people who have traditionally held power (e.g., Whites, men).

8. *COVID-19 and Work-Life Balance (67 comments)*: Comments in this theme included concerns about the response to and impact of COVID-19, and the desire to continue to allow employees to work from home to support accessibility and work-life balance.
9. *Political Polarization (53 comments)*: Participants indicated concerns with the prevalence of divisive political beliefs, and discomfort caused by the perceptions of extreme political affiliations associated with the university.
10. *Reduce the Impact of Former Students (53 comments)*: Participants noted that greater influence is given to alumni/former students and wealthy donors over current students, faculty, and staff in regards to current campus issues.
11. *Campus Space (19 comments)*: Comments in this theme included concerns about the accessibility of the physical campus, the environmental impact of campus maintenance practices, issues with parking and traffic, and the need for more shaded and common areas.
12. *Other (128 comments)*: Comments in this theme indicated that they did not have an answer to the question, noted appreciation of the progress toward DEI goals, concerns about the survey design, or were specific to an individual department and/or person.

Please note: The comments included in this report to illustrate the themes were selected to describe the themes without compromising the confidentiality of the respondents. Additionally, comments were not edited, so any spelling or grammatical errors are attributed to the original text provided by the respondents.

### **Enhance Diversity and Inclusion Practices**

The most common comments in this theme addressed promoting inclusive traditions, events, cultural diversity, and policies. Many of these responses shared disapproval in the handling of the Sul Ross statue, and the desire for the university to do a better job of acknowledging and addressing racism and discrimination moving forward. Others expressed their desire for greater diversity among top administrators, faculty, staff, and students. For example:

- *Allow negative things to be said about the campus. Nothing can improve if no one, especially administration, is willing to acknowledge problems and shortcomings. There are campus-wide initiatives for diversity and inclusion, but they will not truly succeed if only the majority of Aggies see nothing wrong with the current climate.*

### **Address Sul Ross Statue**

Comments in this theme expressed disapproval over the University's handling of the Sul Ross statue. Most participants expressed discomfort with the statue's presence, calling for it to be removed, relocated, or updated. A smaller number of comments called for greater support of the statue. For example:

- *I've been disappointed by the way that the Sul Ross statue controversy has been handled. I don't feel particularly strongly about what should be done, but it seems like the university is stalling by creating slow-moving committees, hoping that everyone will forget about the issue. I think the university should have created more of a public forum for speaking and deliberating about this issue.*
- *Remove the Confederate 'heroes' from the campus - what a cop-out to say that Sul Ross remains when the statue is so obviously a symbol to our students of color of A&M's real commitment to continuing institutional racism. Ross has been respected for over a century - it is time to recognize his faults and move him aside to let the current generation of Aggies understand that change is possible and welcomed at the University. Regardless of whether Former Students threaten dire consequences if the statue is removed, get him out of there. Adding more statues does not heal the wounds, just puts a faux gloss to hide the University's real fear of losing supporters with racist attitudes (and lots of money to give).*

- *Move the Sul Ross statue to Cushing- just move it. We have waited and waited and delayed and delayed and smoke-screened and convened committee after committee after committee. It is the right thing to do, despite pressure from big donors to the contrary. It is time we move forward and stop hiding behind tradition. We either have core values or we do not.*
- *Adopting a more modern, fact-based historical understanding of statues/buildings/names on campus. One good start would be to pair a statue of Matthew Gaines with Sully and use the two of them to acknowledge the reality of race in our history that also acknowledges how far we have come and what we have yet to do.*
- *The administration could come out in support of the statues that honor our ancestors.*

### **Focus on Staff Issues**

This theme included responses from people who noted a general lack of focus on staff and more attention devoted to faculty than other parties. Other respondents were concerned with tension in faculty and staff relations. For example:

- *Emphasize to faculty that staff is usually in place to assist them navigate required bureaucratic policies and procedures. We do not make the rules and changes are typically above our pay grade. Angry, demeaning, condescending comments, phone calls, emails from faculty or executive management are demoralizing and dispiriting to staff. The caste system of upper echelon employees (faculty, executive management) and everyone else is never addressed or mentioned when TAMU talks about discrimination.*

*Equity in the System.* Comments in this theme included concerns about equitable pay, and unbalanced workload between staff and faculty, and within faculty groups. Specifically, many respondents indicated there are discrepancies between the workload and pay associated with tenure-track and academic professional track faculty. Other comments addressed inequitable opportunities and consequences for women and other historically underrepresented minority groups across faculty, students, and staff. For example:

- *Texas A&M needs to review its redundant job titles and put people into the proper title and pay grade for the job they are doing. Many women, younger employees, and older employees are under-titled or under-classed. HR needs to work with, not against, departments to help them use the appropriate job titles and pay individuals based on their experience and training. HR should not have the ability to delay/reject position changes/new hires that have already been signed off on by the upper administration due to their lack of understanding of what the departments need.*

### **Focus on Religious Freedom**

The first type of responses indicated the desire for more spiritualism and freedom to express religious beliefs in the workplace and in the classroom. The second type of respondents expressed concern over the integration of religion at a public, government institution.

- *Truly become open to differing opinions and stop the belittling of others who may not have your same value system. I do not feel at all comfortable sharing my faith or values with co-workers or faculty because of comments made during meetings by faculty or those in positions of leadership making fun of things I may think are important.*
- *Religion and politics do not belong in the workforce especially when you are being told who you should vote for or ostracized because you don't go to someone's church or believe in their faith. DON'T start meetings with prayers! For me, that is a divisive act in the workplace. I do not have to believe what someone else does.*

### **Address Structural issues**

Comments emphasized the desire for administrators to engage in actions instead of words and a variety of structural and procedural changes, such as mandatory training, that could increase workplace effectiveness, student success, and perceived equity. Additionally, others expressed a desire for changes in leadership administratively and within their departments.

- *Not only acknowledge if a racist, sexist, transphobic event has occurred on campus, but have a strategic plan on how the institution plans on resolving the issues, plans to ensure that corrective action takes place, plans to make sure that those affected by said event receive emotional support*

### **Focus on Values**

Participants desired a focus on the university core values, the connectedness among Aggies, and a reduced focus on race and differences. These respondents expressed the perception that addressing racism increases divisiveness among the campus community. For example:

- *Foster the concept of the Aggie family and stop trying to divide us by race and sexual orientation. Let us accept others for who they are as a person and stop encouraging the division that is occurring on our campus. When people allow, we are very accepting of those who are different. Being an Aggie makes them a part of our family. Some refuse to embrace our values and they try to force their agenda on us. They probably do feel excluded. But, they are small special interest groups and not the example of the majority of Aggies. Let us organically be the unique family that we used to be when we were the most accepting and the most friendly campus that could be found anywhere. Aggies are open and accepting of everyone. Let us do what our values drive us to do.*

### **Address Reverse Racial Discrimination**

Comments in this theme focused on the view of an “agenda” on campus and the decreased influence among people who have traditionally held power (e.g., Whites, men). Others in this theme expressed disapproval of mandatory training and policies intended to address inequities among historically underrepresented groups. For example:

- *In promoting diversity awareness and inclusiveness, A&M MUST ensure that ALL voices are heard. This is difficult because most universities, including A&M, have created a climate where many people are afraid to speak in fear they may say something that will result in their being chastised or labeled a racist, sexist, etc. A fundamental tenet of effective teaching and learning is to create a climate where people feel safe in expressing their views (as long as it is not purposely hateful). People can't learn if they don't feel they can speak without being labeled or told their views are wrong. Reason, kindness, and compassion must be foregrounded. Too often, in genuine efforts to promote better campus environments, ideology is foregrounded which makes matters worse because those disagreeing with the ideology go underground. The result is compliance in public, but no authentic learning and little or no change in thinking.*

### **Address COVID-19 and Work-Life Balance Concerns**

Comments in this theme included concerns about the response to and impact of COVID-19 on mental health, productivity, and campus climate. Many respondents in this theme fell into two categories: (1) those who wish to continue allowing work-from-home and remote learning to promote accessibility and wellbeing, and (2) those who wish to return to the traditional model of in-person working, teaching, and learning.

- *TAMU needs to get everyone back in the office on a daily basis or let everyone work from home. It's not fair that some departments are being allowed to work from home and others are not. If one department is going to be forced to work at the office, then ALL of the departments should. There is so much inconsistency with TAMU since COVID. It's basically like TAMU is saying they only care about "certain departments". Many universities are not even letting their employees come back and are stating that they care about the health of employees, but I cannot say for sure if TAMU does at this time. My department is*

*only allowing like 8 or 9 people to work from home while the rest of us are at the office. That is totally biased and unfair.*

- *With the higher instance of AWL [alternate work location] and working remote, which can be isolating, particularly for those that fall into the COVID high risk category as I do and cannot even come to campus, it would be nice to have more inclusion for those of us that physically cannot be present. I don't know what that looks like, my apologies! The pandemic has made that feeling of being isolated from co-workers definitely more pronounced and it has been difficult to overcome that at times.*

### **Address Impact of Political Polarization**

Comments in this theme indicated concerns with the prevalence of divisive political beliefs present in the classroom and the workplace, both on the conservative and liberal ends of the spectrum. Others expressed discomfort with the perceptions of extreme political affiliations associated with the university, both online and among those who may be interested in attending or working for Texas A&M.

- *Like our current society, our university can be very one sided and unwelcoming based on political ideologies and beliefs. Some students and staff openly share their dislike for certain ideologies and as such, people who identify with them feel very alienated here at times. I have had multiple staff members this year note that while many on our staff claim to be inclusive, they are very exclusive and unwelcoming to those whose political beliefs don't align with their own. In reality, I don't think there is much that can be done here... as it is clear, our nation has lost the ability to have a respectful discourse when opinions and beliefs differ.*
- *Texas A&M, more than many state universities in this country, is composed of a diverse range of political beliefs. However, almost 100% of diversity initiatives take ideologies from only one side of the political spectrum. It would go a long way to healing the divide in this country if multiple viewpoints on what diversity should look like were included in the discussion.*

### **Reduce the Influence of Former Students**

Participants shared their perception that greater influence is given to alumni/former students and wealthy donors who would prefer to maintain the status quo over the current students, faculty, and staff in regard to current campus issues. For example:

- *The university needs to take a stand with former students who make faculty, staff, and students feel unsafe, unwelcomed, and unwanted with their questioning of campus efforts, initiatives, and practices that make marginalized identities feel more included. Pacifying and cowering to former students' complaints, inquiries, and objections generates insecurity and feelings of threat to emotional and psychological belonging. This individual and collective impact is counterproductive to climate efforts as faculty, staff, and students with marginalized identities need to feel secure in order to develop feelings of trust, believe the university is invested in diversity, inclusion, equity, and access, and that administrative priorities, goals, and actions are authentic and genuine.*

### **Focus on Accessibility in the Campus Space**

Comments in this theme included concerns about accessibility of the physical campus, the environmental impact of landscaping and maintenance, issues with parking and traffic, and the need for more shaded and common areas. For example:

- *Overcome the spread-out design of the campus and create more intermixing venues. There are few places, particularly on west campus, to informally gather. As a result, the community segregates into subgroups that do not seem to interact.*

## Summary

Most respondents responded positively to the question, and shared ideas that they believed would improve campus climate regarding diversity, equity, and inclusion practices and progress. Some of their ideas and recommendations include:

- *Require a course for students as part of their curriculum that specifically talks about and encourages discussion about race, racism, prejudices, diversity and through interactive discussions workshops etc. to help increase awareness and encourage progression toward a more inclusive environment. This is something that possibly even faculty and staff every few years would be required to take or refresh their knowledge on after the initial class.*
- *From this survey, the only thing that jumped out to me is that I'm not confident in the professional development opportunities that prepare for inclusion, belonging, etc. I know these trainings are typically grumbled upon by people having to take a course on this topic, but I feel like these types of courses are necessary. Other than the Creating a Discrimination Free Workplace TrainTraQ course and one of the EOD courses on Respect, I'm not sure what other inclusion/belonging courses are available. I think Texas A&M could benefit from having more options. I also think it would be beneficial to have unique training opportunities for inclusion/belonging (such as guest speakers) so that people have access to new material compared to a recurring course that they may have experienced before.*
- *More encouragement for speaking out against racism and other discriminatory behaviors other than sexual assault and sexual violence. I feel like a lot has been devoted to emphasizing (for lack of a better word) sex crimes; however, the same emphasis is not out there for racist behavior.*

A smaller portion of participants provided negative feedback, expressing their disapproval of diversity, equity, and inclusion efforts and the perceived offensiveness of these efforts. Additionally, some respondents took the opportunity to share feedback regarding accessibility of the campus and the impacts of the COVID-19 pandemic.

## Discussion

Hurtado, *et al.*, (1998) provided four dimensions to understand campus climate (e.g., historical legacy, psychological climate, behavioral climate, and structural (compositional) diversity). Hurtado's four dimensions provide a framework for interpreting Texas A&M's 2021 faculty and staff campus climate survey results and identifying action items.

### **(1) Historical legacy of inclusion or exclusion of various racial or ethnic groups.**

Texas A&M's history of segregation and exclusions continues to impact our campus climate, recruiting, and retention efforts. Hurtado, *et al.*, (1998) explained:

*Colleges and universities cannot change their past histories of exclusion nor should they deny that they exist. However, they can take steps to ensure that diversity becomes a central value of their educational enterprise. Campus leaders should not assume that members of their community (particularly incoming students) know these histories, nor should they assume that teaching about these histories will lead to dissatisfaction. By being clear about an institution's past history of exclusion and the detrimental impact that this history has had on the campus, colleges and universities may garner broader support for their efforts to become more diverse through affirmative action programs and other programs and services designed to improve the climate for diversity. Moreover, acknowledging a past history of exclusion implies an institutional willingness to actively shed its exclusionary past. (p. 284)*

The impact of Texas A&M's complex history of inclusion and exclusion was evident in the responses. Although the 2021 faculty and staff climate survey did not ask any questions about the Sul Ross statue, nearly 10% of all of the comments to

the open-ended question, *What is one thing Texas A&M can do to improve the campus climate?*, expressed concerns about the Sul Ross statue. While some respondents favored keeping the Sul Ross statue on campus, many respondents expressed disapproval over the University's handling of the Sul Ross statue calling for it to be removed, relocated, or updated.

Many respondents identified dissonance between the perceptions of Texas A&M's commitment to diversity and the university's perceived failures to candidly acknowledge the institution's history of exclusion, segregation, and white supremacy. One action item from the 2021 campus climate findings may be to resolve the dissonance between the perceptions of Texas A&M's commitment to diversity and the urgency for Texas A&M to get diversity and inclusion "right" to advance our mission and core values.

### **(2) Psychological climate including perceptions, beliefs, and attitudes about diversity and inclusion.**

Hurtado, *et al.*, (1998) characterized an institution's psychological campus climate as "individuals' views of group relations, institutional responses to diversity, perceptions of discrimination or racial conflict, and attitudes toward those from racial/ethnic backgrounds than other one's own" (p. 289). The 2021 faculty and staff campus climate survey asked questions about faculty and staff perceptions of Texas A&M's administrative responses to racism and discrimination on campus, the importance of diversity and inclusion to the campus community, and experiences with discrimination and racism on campus.

There are noteworthy differences by race/ethnicity on survey items about safety and belonging in Texas A&M's campus community. For example, Asian faculty and staff, Black faculty and staff, and Hispanic faculty all less frequently agreed that they felt like they belonged at Texas A&M, they felt safe at Texas A&M, and they felt valued as an individual. Black faculty and staff reported experiencing systemic racist and discriminatory practices at Texas A&M more frequently than any other group.

Staff and faculty have markedly different responses to two items related to psychological climate: *During my work, I often feel emotionally drained* and *After work, I usually feel worn out and weary*. All of the faculty groups (e.g., Asian, Black, and White) had higher levels of agreement and higher means than the staff groups. The differences between faculty and staff were also evident in their responses to feeling isolated at Texas A&M with Black faculty, Asian faculty, and Hispanic faculty responding more frequently that they feel isolated. Some of the qualitative data may provide context for this finding given the challenges of dealing with the impact of the pandemic on teaching and the politically divisive state and national politics.

Many respondents expressed the desire for administrators to engage in actions, instead of words and/or creating committees. Additionally, others expressed a desire for changes in leadership administratively and within their departments to improve campus climate. One action item from the 2021 faculty and staff campus climate results may be for Texas A&M to address campus climate by improving administrative transparency addressing responses to discrimination, hate, and racist behaviors. Some preliminary work from the Commission on Diversity, Equity, and Inclusion's Campus Experience Subcommittee has explored how to provide the campus community more information about Stop Hate reporting, actions, and data (See Page 21 of the [May 27, 2021 status report](#)).

### **(3) Behavioral climate describing how people interact on campus.**

Hurtado, *et al.*, (1998) explained, "The behavioral dimension of the institutional climate consists of (a) actual reports of general social interaction, (b) interaction between and among individuals from different racial/ethnic backgrounds, and (c) the nature of intergroup relations on campus" (p. 293). The 2021 faculty and staff campus climate survey asked questions about faculty and staff interactions, the importance of diversity and inclusion to the campus community, the impact of diversity training, and experiences with discrimination and racism on campus.

There were differences between faculty and staff regarding their interactions with colleagues, but both groups generally agreed that their interactions with staff were more collegial than their interactions with faculty. Some of the qualitative data included responses from people who noted a general lack of focus on staff and concern with tension in faculty and staff relations. Others expressed concerns about equitable pay, unbalanced workloads between staff and faculty, and even



within some faculty groups. Specifically, many respondents indicated there are discrepancies between the workload and pay associated with tenure-track and academic professional track faculty. Other comments addressed inequitable opportunities and consequences for women and other historically underrepresented minority groups across faculty, students, and staff.

The impact of local and national politics on campus climate was evident in many of the comments provided on the 2021 faculty and staff survey. Respondents indicated concerns with the prevalence of divisive political beliefs present in the classroom and the workplace, both on the conservative and liberal ends of the spectrum. Others expressed discomfort with the perceptions of extreme political affiliations associated with the university, both online and among those who may be interested in attending or working for Texas A&M.

From the 2021 faculty and staff campus climate results, Texas A&M needs to improve campus climate by providing training that improves the skills and cultural competency of our campus community (e.g., bystander intervention, conflict mediation, intercultural discourse, mentoring and cross-cultural mentoring, hiring practices, etc.). Improving faculty and staff cultural competencies will also help advance Texas A&M's *2020-2025 Strategic Plan* commitment "to elevate employees to reach the heights of their personal and professional potential (p. 23)."

**(4) Structural (compositional) diversity is the numerical and proportional representation of diverse groups on campus.** Hurtado, *et al.*, (1998) explained that, "one important step toward improving the campus climate for diversity is to increase the representation of people of color on campus" (p. 287). Many of the faculty and staff respondents provided comments recommending increasing diversity among top administrators, faculty, and staff to improve Texas A&M's campus climate.

The 2021 campus climate survey asked specific questions about faculty and staff intentions to leave Texas A&M: 35% of Black faculty responded "strongly agree - agree" that they often think about quitting their jobs compared to 20% overall. Black staff (21%), Asian staff (19%), and Black faculty (19%) responded "strongly agree-agree" that they were actively looking for another job.

One important action item to improve the campus climate of Texas A&M is to hire and retain faculty and staff that reflect the race/ethnic diversity of Texas A&M's student body and the State of Texas. Texas A&M's [2020 – 2025 Strategic Plan](#) provides key performance indicators (KPIs) for faculty hiring including "increase by 100% the diversity of our faculty to better reflect the diversity of our student body" and "increase by 50% the retention of women faculty on the tenure track to better reflect the diversity of our student body."

## Further Assessment

The *2021 Your Voice Matters* campus climate assessment is a collection of surveys for students, faculty, and staff across Texas A&M University. For undergraduate, graduate, and professional students, the Office of Institutional Effectiveness and Evaluation administered the Student Experience at Research University (SERU) surveys. For staff and faculty, the Office for Diversity worked with the Diversity Operations Committee (DOC) to develop a set of items that could be linked to earlier results while still providing a current snapshot of Texas A&M's campus climate. All the *2021 Your Voice Matters* surveys share a core set of items that provide a comprehensive assessment of the campus climate. The Office for Diversity will continue to collaborate with the Office of Institutional Effectiveness and Evaluation and the Department of Student Life Studies to combine the 2021 student, staff, and faculty data for a comprehensive assessment of Texas A&M's 2021 campus climate. Additionally, there were faculty-only items provided by the ADVANCE Center and that analyses and review will be shared with the campus community by December 2021.

Consistent with the goals of the *Your Voice Matters* campus climate assessment, the Office for Diversity will work with campus partners to complete a longitudinal assessment of campus climate data by integrating [past campus climate findings](#) with the 2021 student, faculty, and staff results. Upon request, except when to do so would violate the confidentiality of

respondents, additional analyses using self-reported demographics about sexual orientation or historically underrepresented groups is possible too.

Texas A&M is committed to conducting university-wide campus climate assessments every four years so the next university-wide survey of campus climate assessment will be in 2025. In alternating years, the Office of Institutional Effectiveness and Evaluation administers the Student Experience at Research University (SERU) surveys, so the SERUs are tentatively scheduled to run again in 2023. Please note: None of this ongoing assessment and additional data analyses should delay or detract from the campus community's responsibility to use the findings from the *2021 Your Voice Matters* campus climate assessment. Many times, institutions get caught in a cycle of research and assessment and fail to act on findings. Additional research and/or assessment is not a call-to-action or a strategy for improving campus climate, but simply sound assessment practices.

Finally, as the 2021 staff and faculty survey findings show, people from historically underrepresented and/or marginalized groups at Texas A&M experience isolation, concerns about their safety, and hear negative comments about race. More, Carter-Sowell, *et al.* (2019) explain that women faculty of color may feel "over scrutinized, yet invisible... silenced, ostracized, alienated, vulnerable and depleted" (p. 323). Carter-Sowell, *et al.* (2019) assert that it is important that marginalized, underrepresented, vulnerable people in the Texas A&M community "not feel that they are being monitored for research purposes" (p. 315). While there are important questions to explore about the experiences of marginalization, dealing with stereotypes, and racism, we have a responsibility not to contribute to the emotional labor of marginalized, underrepresented minorities through more surveys and additional research.

*Emotional labor* (Humphrey, 2021) is characterized by the incessant effort to manage one's feelings and behavior while addressing stereotypes, prejudice, and discrimination. To prevent survey fatigue and reduce some emotional labor across our campus community, further assessment needs to be coordinated from the system-level to the department-level to ensure a cohesive, intentional strategy that will protect people while providing useful, actionable data. The Office of Institutional Effectiveness, and Evaluation, the Department of Student Life Studies in the Division of Student Affairs, and the Office for Diversity have the professional competencies and commitment to support and coordinate ongoing assessment.

## Next Steps

Texas A&M's *2010 University Diversity Plan* established that everyone in the campus community has the shared responsibility of creating a culture where people are treated equitably, and a campus climate that fosters success and achievement ([2010 University Diversity Plan](#), p. 7). Using the findings from the *2021 Your Voice Matters* Campus Climate surveys in meaningful and substantive ways requires engagement from university leadership and the students, faculty, and staff across our campus communities. Three major action items emerged from the qualitative and quantitative data analyses of the staff and faculty survey results:

1. Provide training that improves the skills and cultural competency of our campus community (e.g., bystander intervention, conflict mediation, intercultural discourse, mentoring and cross-cultural mentoring, hiring practices, etc.).
2. Resolve the dissonance between the perceptions of Texas A&M's commitment to diversity and the urgency for Texas A&M to get diversity and inclusion "right" to advance our mission and core values.
3. Improve administrative transparency addressing responses to discrimination, hate, and racist behaviors.
4. Hire and retain faculty and staff that reflect the race/ethnic diversity of Texas A&M's student body and the State of Texas.

While some of these action items are already underway from the recommendations of the 2021 Commission on Diversity, Equity, and Inclusion (CDEI), improving our campus climate requires an unrelenting dedication from leadership, students, faculty, and staff. Next steps include examining practices and policies that impact hiring, promotion, resource allocation, budgeting, safety, course evaluations, performance review, reward structures, and expressive activity. Additionally, innocuous-sounding words and sentiments such as *meritocracy*, *legacy*, *color-blind*, *race-neutral*, *best-qualified*, *good fit*,

and *isolated incidents* need to be examined, as they have been used to establish and maintain racist and discriminatory practices and sentiments in higher education (Kendi, 2019; Stewart & Valian, 2019).

While there are measurable benefits when diversity and inclusion advance an institution's mission and values, campus climate can impede the ability to achieve the benefits and accomplish the mission. For example, Texas A&M has earned the Higher Education and Excellence in Diversity (HEED) Award for three consecutive years (2019, 2020, and 2021) in recognition of our commitment to diversity, equity, and inclusion. However, our challenging campus climate may jeopardize Texas A&M's potential to realize sustainable benefits from this commitment.

There are real consequences for getting diversity and inclusion "wrong," as it might hurt people and damage recruitment and retention. Many universities can provide cautionary tales about the consequences of getting diversity and inclusion "wrong." For example, in 2015, University of Missouri student protests citing "official inaction in the face of racial bigotry ... forced the university system president and the campus chancellor to resign" (Hartocollis, 2017). Cohen (2015) explained that for students, faculty, and staff at that institution:

*The issues of racism are not simply the overt racists who scrawl things on walls in the dead of night or shout epithets from the anonymous safety of a passing car, but the layers of inequities that constitute the hidden, covert, and institutional racism that pile up and get institutionalized in system.*

Two years after the protests, in 2017, University of Missouri's freshman enrollment decreased by more than 35%. University leadership attributes the decline in enrollment to the events of 2015.

Texas A&M shares some similarities with the University of Missouri. In 2020, Texas A&M was embroiled in controversy as hate speech surged on social media and there were campus demonstrations about the murder of George Floyd and the presence of the Ross statue. In 2021, Texas A&M's College Station campus continues to experience demonstrations addressing safety (e.g., [COVID-19 protocols on campus](#)) and racism and belonging (e.g., the [Sul Ross statue on campus](#)).

On February 10, 2022, from 8:00 am – 5:30 pm, the Office for Diversity will host the second Diversity Gallery in Bethancourt Ballroom in the Memorial Student Center. The university community will have the opportunity to review the diversity, equity, and inclusion strategies and progress across all the colleges and administrative units. Members of the [Diversity Operations Committee](#) (DOC) and university leadership will be available to answer questions, collect ideas, and listen to feedback about how to use the 2021 Your Voice Matters campus climate findings.

The university-level DOC, the diversity committees, and diversity-titled leaders in the colleges, departments, student organizations, and administrative units across the university are the people who will coordinate how Texas A&M uses the findings from the 2021 Your Voice Matters surveys. The 2010 Diversity Plan goal for campus climate is for Texas A&M to embrace, value, and integrate diversity and inclusion in the pursuit of academic and institutional excellence. Given the scope and breadth of our campus community, people in every department and organization can advance our institutional mission, goals, and Core Values by integrating diversity, equity, and inclusion in the pursuit of academic and institutional excellence.

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## **Appendix A. Results by Classification and Race**

**Table 1. Employment Satisfaction by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

Employment Satisfaction	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Strongly Agree - Agree
*Overall, I like working at Texas A&M.	Faculty - Asian	88	3.99	1.06	3.76	4.21	81.8%
	Faculty - Hispanic	77	4.01	1.03	3.78	4.25	77.9%
	Staff - Asian	69	4.06	0.86	3.85	4.26	79.7%
	Staff - Black	138	4.12	0.80	3.98	4.25	84.8%
	Faculty - White	753	4.14	0.89	4.08	4.20	83.9%
	Faculty - Black	38	4.18	0.69	3.96	4.41	89.5%
	Staff - White	1604	4.36	0.73	4.32	4.39	92.0%
	Staff - Hispanic	270	4.40	0.69	4.31	4.48	92.2%
	Total	3037	4.27	0.80	4.24	4.30	88.7%
* I recommend employment at Texas A&M to my friends.	Faculty - Hispanic	78	3.74	1.22	3.47	4.02	71.8%
	Staff - Black	136	3.77	1.01	3.60	3.94	67.6%
	Faculty - Asian	85	3.82	1.05	3.60	4.05	71.8%
	Faculty - White	744	3.88	1.03	3.81	3.95	69.9%
	Staff - Asian	70	3.94	0.99	3.71	4.18	72.9%
	Faculty - Black	36	4.00	0.93	3.69	4.31	75.0%
	Staff - White	1594	4.19	0.88	4.15	4.23	83.8%
	Staff - Hispanic	268	4.21	0.82	4.11	4.30	84.7%
	Total	3011	4.07	0.95	4.03	4.10	78.7%
* My interactions with staff are collegial.	Staff - Black	140	4.10	0.70	3.98	4.22	86.4%
	Staff - Asian	71	4.20	0.80	4.01	4.39	85.9%
	Faculty - Asian	87	4.26	0.77	4.10	4.43	88.5%
	Staff - Hispanic	271	4.27	0.73	4.18	4.35	90.0%
	Staff - White	1597	4.34	0.68	4.31	4.37	92.9%
	Faculty - Hispanic	77	4.43	0.68	4.27	4.58	92.2%

	Faculty - White	754	4.45	0.68	4.40	4.50	94.6%
	Faculty - Black	38	4.47	0.65	4.26	4.69	97.4%
	Total	3035	4.35	0.70	4.32	4.37	92.5%
* My interactions with faculty are collegial.	Staff - Black	131	3.83	0.90	3.68	3.99	74.8%
	Staff - Hispanic	253	3.98	0.90	3.87	4.10	77.5%
	Faculty - Asian	87	4.02	0.94	3.82	4.22	83.9%
	Staff - White	1502	4.02	0.86	3.98	4.06	78.9%
	Staff - Asian	63	4.06	0.91	3.83	4.29	76.2%
	Faculty - Hispanic	77	4.12	0.99	3.89	4.34	81.8%
	Faculty - White	751	4.17	0.83	4.11	4.23	86.4%
	Faculty - Black	38	4.21	0.66	3.99	4.43	92.1%
	Total	2902	4.05	0.86	4.02	4.08	80.9%
* I often think about quitting my job at Texas A&M.	Staff - Hispanic	267	2.12	1.19	1.97	2.26	14.2%
	Staff - White	1582	2.19	1.24	2.13	2.25	18.4%
	Faculty - Asian	83	2.29	1.26	2.01	2.57	18.1%
	Faculty - White	747	2.31	1.29	2.22	2.40	21.7%
	Staff - Black	140	2.44	1.28	2.22	2.65	22.9%
	Faculty - Hispanic	77	2.51	1.39	2.19	2.82	26.0%
	Staff - Asian	70	2.57	1.25	2.27	2.87	28.6%
	Faculty - Black	37	2.76	1.30	2.32	3.19	35.1%
	Total	3003	2.25	1.26	2.21	2.30	19.7%
I am actively looking for another job.	Faculty - White	730	1.94	1.17	1.86	2.03	12.9%
	Staff - Hispanic	265	1.99	1.16	1.85	2.13	14.0%
	Faculty - Asian	82	2.01	1.12	1.77	2.26	11.0%
	Staff - White	1574	2.02	1.19	1.96	2.08	14.2%
	Faculty - Hispanic	77	2.26	1.23	1.98	2.54	16.9%
	Faculty - Black	36	2.28	1.19	1.88	2.68	19.4%
	Staff - Asian	69	2.29	1.20	2.00	2.58	18.8%



	Staff - Black	137	2.35	1.30	2.13	2.57	21.2%
	Total	2970	2.03	1.19	1.98	2.07	14.3%
* I always find new and interesting aspects in my work.	Staff - Black	139	3.53	1.00	3.36	3.69	61.2%
	Staff - White	1601	3.75	0.94	3.71	3.80	67.2%
	Staff - Asian	68	3.78	0.90	3.56	4.00	69.1%
	Staff - Hispanic	271	3.88	0.96	3.76	3.99	72.0%
	Faculty - Hispanic	78	3.92	0.98	3.70	4.14	78.2%
	Faculty - Asian	88	4.00	0.92	3.80	4.20	77.3%
	Faculty - Black	37	4.00	0.91	3.70	4.30	78.4%
	Faculty - White	745	4.03	0.85	3.97	4.09	80.3%
	Total	3027	3.84	0.93	3.80	3.87	71.3%
* During my work, I often feel emotionally drained.	Staff - Hispanic	270	2.98	1.27	2.83	3.13	37.8%
	Staff - Asian	69	3.00	1.23	2.71	3.29	37.7%
	Staff - Black	139	3.01	1.31	2.79	3.23	40.3%
	Staff - White	1598	3.07	1.21	3.01	3.12	39.0%
	Faculty - Asian	87	3.13	1.32	2.85	3.41	41.4%
	Faculty - Hispanic	76	3.22	1.36	2.91	3.53	48.7%
	Faculty - White	752	3.29	1.26	3.20	3.38	48.9%
	Faculty - Black	37	3.59	1.34	3.15	4.04	59.5%
Total	3028	3.12	1.25	3.08	3.17	41.9%	
After work, I usually feel worn out and weary.	Staff - Black	141	3.03	1.29	2.81	3.24	39.7%
	Staff - Hispanic	271	3.14	1.25	2.99	3.29	45.8%
	Staff - Asian	68	3.15	1.18	2.86	3.43	42.6%
	Faculty - Asian	88	3.20	1.27	2.94	3.47	44.3%
	Staff - White	1592	3.20	1.18	3.14	3.25	45.3%
	Faculty - Hispanic	77	3.23	1.40	2.92	3.55	53.2%
	Faculty - White	750	3.36	1.23	3.27	3.45	50.8%
Faculty - Black	37	3.54	1.19	3.14	3.94	56.8%	

	Total	3024	3.23	1.22	3.19	3.27	46.7%
* Knowing what I know now, I would still choose to work at Texas A&M.	Staff - Asian	71	3.73	1.12	3.47	4.00	67.6%
	Faculty - Asian	87	3.76	1.00	3.55	3.97	70.1%
	Faculty - Hispanic	77	3.78	1.17	3.51	4.04	68.8%
	Staff - Black	140	3.85	1.04	3.68	4.02	72.9%
	Faculty - White	745	3.97	1.07	3.89	4.05	74.6%
	Faculty - Black	35	4.00	0.91	3.69	4.31	77.1%
	Staff - Hispanic	271	4.15	0.88	4.04	4.25	78.6%
	Staff - White	1585	4.17	0.93	4.12	4.21	81.3%
	Total	3011	4.07	0.99	4.03	4.10	78.0%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).

**Table 2. Food & Housing Insecurity by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Very Often (5), Often (4), Occasionally (3), Rarely (2), and Never (1)

In the last year, how often have you...	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Often - Very Often
Not known where you would sleep at night.	Faculty - Black	38	1.00	0.00	1.00	1.00	0.0%
	Faculty - White	754	1.05	0.29	1.03	1.07	0.1%
	Faculty - Hispanic	78	1.06	0.30	1.00	1.13	0.0%
	Staff - White	1602	1.07	0.37	1.05	1.09	0.4%
	Staff - Hispanic	273	1.09	0.35	1.05	1.13	0.0%
	Staff - Black	141	1.11	0.46	1.04	1.19	0.7%
	Faculty - Asian	88	1.20	0.66	1.06	1.35	2.3%
	Staff - Asian	71	1.24	0.69	1.08	1.40	2.8%
	Total	3045	1.07	0.38	1.06	1.09	0.4%
Lived temporarily with a relative or friend, without a permanent home to return to.	Faculty - Black	38	1.00	0.00	1.00	1.00	0.0%
	Faculty - White	753	1.03	0.23	1.01	1.04	0.3%
	Faculty - Hispanic	78	1.05	0.27	0.99	1.11	0.0%
	Faculty - Asian	88	1.06	0.32	0.99	1.12	0.0%
	Staff - White	1602	1.06	0.39	1.04	1.08	0.9%
	Staff - Asian	70	1.10	0.52	0.98	1.22	2.9%
	Staff - Black	141	1.12	0.58	1.02	1.22	2.1%
	Staff - Hispanic	273	1.18	0.69	1.09	1.26	2.9%
	Total	3043	1.07	0.40	1.05	1.08	1.0%
Not eaten for a whole day because there was not enough money for food.	Faculty - Black	38	1.00	0.00	1.00	1.00	0.0%
	Faculty - White	753	1.01	0.10	1.00	1.02	0.0%
	Faculty - Hispanic	78	1.04	0.19	0.99	1.08	0.0%
	Faculty - Asian	88	1.06	0.32	0.99	1.12	0.0%
	Staff - Asian	71	1.08	0.37	1.00	1.17	0.0%
	Staff - White	1601	1.10	0.44	1.07	1.12	0.9%
	Staff - Hispanic	273	1.18	0.58	1.11	1.25	1.5%
	Staff - Black	141	1.19	0.57	1.10	1.29	0.7%
	Total	3043	1.08	0.40	1.07	1.10	0.7%

*Felt isolated at Texas A&M.	Staff - White	1604	1.87	1.15	1.82	1.93	11.0%
	Staff - Hispanic	271	1.89	1.19	1.75	2.03	12.5%
	Faculty - White	754	2.13	1.26	2.04	2.22	16.6%
	Staff - Asian	70	2.20	1.29	1.89	2.51	12.9%
	Staff - Black	140	2.26	1.36	2.03	2.49	22.1%
	Faculty - Hispanic	78	2.37	1.45	2.04	2.70	23.1%
	Faculty - Asian	88	2.43	1.27	2.16	2.70	14.8%
	Faculty - Black	38	2.66	1.42	2.19	3.12	28.9%
	Total	3043	2.00	1.22	1.96	2.05	13.7%

**Table 3. Safety & Belonging by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

Safety & Belonging	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Agree - Strongly Agree
* I feel welcome at Texas A&M.	Faculty - Asian	88	3.61	1.12	3.38	3.85	64.8%
	Staff - Black	139	3.61	0.97	3.45	3.77	60.4%
	Faculty - Hispanic	78	3.64	1.20	3.37	3.91	66.7%
	Faculty - Black	37	3.65	1.16	3.26	4.04	62.2%
	Staff - Asian	71	3.82	1.00	3.58	4.05	69.0%
	Faculty - White	755	4.00	0.98	3.93	4.07	77.2%
	Staff - Hispanic	272	4.06	0.91	3.95	4.17	75.7%
	Staff - White	1599	4.20	0.81	4.16	4.24	86.4%
	Total	3039	4.06	0.92	4.03	4.10	80.1%
* I feel that I belong at Texas A&M University.	Staff - Black	137	3.37	1.09	3.19	3.56	50.4%
	Faculty - Hispanic	77	3.45	1.31	3.16	3.75	55.8%
	Faculty - Asian	89	3.51	1.25	3.24	3.77	59.6%
	Faculty - Black	38	3.63	1.13	3.26	4.00	57.9%
	Staff - Asian	69	3.64	1.00	3.40	3.88	56.5%
	Faculty - White	753	3.79	1.13	3.71	3.87	66.7%
	Staff - Hispanic	270	3.96	0.99	3.84	4.08	70.0%
	Staff - White	1595	4.06	0.92	4.01	4.10	76.4%
	Total	3028	3.90	1.04	3.87	3.94	70.5%
* I feel safe at Texas A&M.	Faculty - Black	37	3.70	1.08	3.34	4.06	62.2%
	Staff - Black	138	3.73	0.90	3.58	3.88	68.8%
	Faculty - Asian	89	3.83	1.09	3.60	4.06	70.8%
	Faculty - Hispanic	78	3.90	1.09	3.65	4.14	74.4%
	Staff - Asian	70	4.00	0.96	3.77	4.23	78.6%
	Staff - Hispanic	273	4.18	0.84	4.08	4.28	83.5%

	Faculty - White	753	4.20	0.87	4.14	4.26	84.6%
	Staff - White	1601	4.30	0.76	4.27	4.34	90.6%
	Total	3039	4.20	0.84	4.17	4.23	85.9%
* I feel valued as an individual at Texas A&M.	Staff - Black	136	3.23	1.21	3.02	3.43	52.2%
	Faculty - Hispanic	78	3.28	1.34	2.98	3.58	51.3%
	Faculty - Asian	89	3.37	1.26	3.11	3.64	57.3%
	Faculty - Black	37	3.43	1.17	3.04	3.82	51.4%
	Staff - Asian	71	3.46	1.18	3.19	3.74	52.1%
	Faculty - White	756	3.56	1.23	3.47	3.64	60.3%
	Staff - Hispanic	272	3.68	1.15	3.55	3.82	61.8%
	Staff - White	1597	3.70	1.13	3.64	3.75	65.0%
	Total	3036	3.61	1.18	3.57	3.65	61.9%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).

**Table 4. Diversity & Inclusion by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

Diversity & Inclusion	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Agree - Strongly Agree
*Diversity and inclusion are important to me.	Staff - White	1596	4.35	0.80	4.31	4.39	87.2%
	Faculty - White	751	4.46	0.81	4.40	4.52	90.1%
	Staff - Hispanic	272	4.49	0.77	4.40	4.58	89.3%
	Faculty - Asian	88	4.53	0.80	4.36	4.70	92.0%
	Staff - Asian	73	4.58	0.62	4.43	4.72	93.2%
	Staff - Black	140	4.69	0.57	4.60	4.79	94.3%
	Faculty - Hispanic	77	4.83	0.50	4.72	4.94	97.4%
	Faculty - Black	38	4.87	0.41	4.73	5.00	97.4%
	Total	3035	4.43	0.79	4.41	4.46	89.1%
*Diversity and inclusion are important at this campus.	Faculty - Hispanic	78	3.15	1.33	2.85	3.45	43.6%
	Staff - Black	138	3.22	1.32	2.99	3.44	47.1%
	Faculty - Black	38	3.26	1.35	2.82	3.71	42.1%
	Faculty - White	747	3.66	1.12	3.58	3.74	62.9%
	Staff - Hispanic	268	3.76	1.08	3.63	3.90	65.7%
	Faculty - Asian	87	3.84	1.23	3.58	4.10	66.7%
	Staff - Asian	71	3.89	1.05	3.64	4.14	69.0%
	Staff - White	1585	3.95	0.99	3.90	4.00	75.6%
	Total	3012	3.79	1.09	3.75	3.83	68.6%
*Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University.	Faculty - Black	38	2.53	1.13	2.15	2.90	21.1%
	Staff - Black	139	2.65	1.23	2.45	2.86	26.6%
	Faculty - Hispanic	77	2.69	1.30	2.39	2.98	28.6%
	Faculty - White	744	3.08	1.21	3.00	3.17	42.5%
	Faculty - Asian	86	3.33	1.27	3.05	3.60	52.3%
	Staff - Asian	72	3.46	1.21	3.17	3.74	52.8%

	Staff - Hispanic	264	3.51	1.14	3.37	3.65	59.1%
	Staff - White	1570	3.53	1.08	3.48	3.59	59.0%
	Total	2990	3.34	1.17	3.30	3.38	51.8%
*Texas A&M's marketing reflects my actual campus experience.	Faculty - Black	31	2.32	1.22	1.87	2.77	16.1%
	Staff - Black	132	2.56	1.07	2.38	2.75	17.4%
	Faculty - Hispanic	69	2.58	1.23	2.28	2.88	24.6%
	Faculty - White	647	2.98	1.11	2.89	3.06	32.1%
	Faculty - Asian	74	3.20	1.23	2.92	3.49	39.2%
	Staff - Asian	67	3.25	0.99	3.01	3.50	38.8%
	Staff - Hispanic	261	3.26	1.12	3.12	3.39	43.3%
	Staff - White	1444	3.33	1.02	3.28	3.39	45.2%
	Total	2725	3.17	1.10	3.13	3.21	39.4%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).



**Table 5. In the last year, I have heard negative views by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Very Often (5), Often (4), Occasionally (3), Rarely (2), and Never (1)

In the Last Year, I Have Heard Negative Views Based on ...	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Often - Very Often
*Race(s) or ethnicity	Staff - White	1600	1.96	1.05	1.90	2.01	8.2%
	Faculty - White	748	2.09	1.04	2.02	2.17	9.8%
	Staff - Hispanic	267	2.23	1.24	2.08	2.38	17.2%
	Staff - Asian	72	2.46	1.19	2.18	2.74	20.8%
	Faculty - Hispanic	78	2.50	1.27	2.21	2.79	19.2%
	Faculty - Asian	88	2.52	1.17	2.27	2.77	21.6%
	Staff - Black	140	3.02	1.30	2.80	3.24	35.7%
	Faculty - Black	37	3.19	1.31	2.75	3.63	37.8%
	Total	3030	2.12	1.13	2.08	2.16	12.0%
Genders/gender identity	Staff - White	1598	1.94	1.04	1.89	1.99	8.4%
	Staff - Hispanic	267	2.07	1.17	1.93	2.22	14.6%
	Staff - Asian	72	2.08	1.08	1.83	2.34	8.3%
	Faculty - White	748	2.17	1.09	2.10	2.25	12.7%
	Faculty - Asian	88	2.33	1.16	2.08	2.58	15.9%
	Faculty - Hispanic	77	2.44	1.20	2.17	2.71	18.2%
	Staff - Black	140	2.49	1.24	2.28	2.69	19.3%
	Faculty - Black	37	2.68	1.18	2.28	3.07	24.3%
	Total	3027	2.07	1.10	2.03	2.11	11.2%

Sexual orientation	Staff - White	1588	1.79	0.98	1.74	1.83	6.4%
	Staff - Asian	70	1.81	0.89	1.60	2.03	2.9%
	Staff - Hispanic	266	1.88	1.09	1.75	2.02	10.2%
	Faculty - White	741	1.91	1.02	1.84	1.99	8.1%
	Faculty - Asian	88	2.05	1.16	1.80	2.29	12.5%
	Faculty - Black	37	2.22	1.25	1.80	2.63	18.9%
	Faculty - Hispanic	78	2.24	1.26	1.96	2.53	16.7%
	Staff - Black	139	2.24	1.21	2.03	2.44	15.1%
	Total	3007	1.87	1.03	1.84	1.91	8.0%
Political affiliation, opinions, or beliefs	Staff - Asian	72	2.58	1.38	2.26	2.91	31.9%
	Faculty - Asian	88	2.73	1.22	2.47	2.99	27.3%
	Staff - Hispanic	267	2.77	1.38	2.61	2.94	33.3%
	Staff - White	1601	2.87	1.26	2.81	2.94	32.0%
	Faculty - Hispanic	78	3.05	1.34	2.75	3.35	39.7%
	Faculty - White	749	3.09	1.20	3.01	3.18	37.1%
	Staff - Black	140	3.29	1.28	3.07	3.50	42.9%
	Faculty - Black	37	3.38	1.44	2.90	3.86	45.9%
	Total	3032	2.94	1.27	2.89	2.98	34.1%
Religion	Staff - White	1598	1.87	1.05	1.82	1.92	8.4%
	Staff - Hispanic	266	1.89	1.08	1.76	2.03	9.0%
	Staff - Asian	72	1.94	1.05	1.70	2.19	8.3%
	Faculty - White	749	2.09	1.12	2.01	2.17	13.0%
	Staff - Black	140	2.14	1.10	1.96	2.33	12.1%
	Faculty - Asian	88	2.23	1.26	1.96	2.49	18.2%
	Faculty - Black	37	2.32	1.25	1.91	2.74	18.9%
	Faculty - Hispanic	78	2.40	1.38	2.09	2.71	19.2%
	Total	3028	1.97	1.10	1.93	2.01	10.4%

Social classes	Staff - White	1597	1.70	0.95	1.66	1.75	5.8%
	Staff - Asian	71	1.75	0.87	1.54	1.95	2.8%
	Faculty - White	745	1.79	0.95	1.72	1.86	5.5%
	Staff - Hispanic	265	1.88	1.13	1.74	2.01	11.7%
	Faculty - Asian	88	1.93	1.02	1.72	2.15	6.8%
	Faculty - Hispanic	78	2.23	1.24	1.95	2.51	16.7%
	Staff - Black	139	2.34	1.20	2.14	2.54	18.0%
	Faculty - Black	37	2.41	1.17	2.02	2.79	13.5%
	Total	3020	1.80	1.00	1.76	1.83	7.1%
Immigrant backgrounds	Staff - White	1594	1.72	0.94	1.67	1.77	5.2%
	Faculty - White	746	2.01	1.08	1.93	2.08	10.9%
	Staff - Hispanic	265	2.07	1.22	1.92	2.22	17.4%
	Staff - Asian	72	2.14	1.14	1.87	2.41	15.3%
	Staff - Black	139	2.31	1.20	2.11	2.51	18.0%
	Faculty - Asian	88	2.43	1.26	2.17	2.70	21.6%
	Faculty - Hispanic	78	2.46	1.33	2.16	2.76	20.5%
	Faculty - Black	37	2.62	1.26	2.20	3.04	24.3%
	Total	3019	1.91	1.07	1.87	1.95	9.6%
Physical or other observable disabilities	Faculty - White	747	1.43	0.70	1.38	1.48	1.2%
	Staff - White	1598	1.45	0.77	1.41	1.49	2.4%
	Staff - Asian	72	1.49	0.73	1.31	1.66	2.8%
	Faculty - Asian	87	1.55	0.74	1.39	1.71	1.1%
	Staff - Hispanic	266	1.56	0.89	1.45	1.66	5.3%
	Staff - Black	140	1.57	0.74	1.45	1.70	1.4%
	Faculty - Black	37	1.68	0.92	1.37	1.98	2.7%
	Faculty - Hispanic	78	1.69	0.94	1.48	1.91	6.4%
	Total	3025	1.47	0.77	1.45	1.50	2.4%

Learning, psychological, or other disabilities that are not readily apparent	Staff - Asian	72	1.53	0.73	1.36	1.70	1.4%
	Staff - White	1599	1.53	0.83	1.49	1.57	3.4%
	Faculty - White	745	1.60	0.82	1.54	1.66	2.6%
	Staff - Hispanic	266	1.61	0.89	1.50	1.71	4.9%
	Staff - Black	140	1.62	0.79	1.49	1.75	2.9%
	Faculty - Asian	88	1.75	0.99	1.54	1.96	5.7%
	Faculty - Hispanic	78	1.76	0.93	1.55	1.97	7.7%
	Faculty - Black	37	1.84	0.99	1.51	2.17	2.7%
	Total	3025	1.57	0.84	1.54	1.60	3.4%
Age	Staff - Asian	72	1.69	0.85	1.49	1.89	2.8%
	Staff - White	1595	1.84	0.99	1.79	1.89	7.0%
	Staff - Hispanic	265	1.87	1.06	1.74	2.00	8.7%
	Staff - Black	139	1.88	1.05	1.70	2.05	7.2%
	Faculty - Black	37	1.92	1.14	1.54	2.30	8.1%
	Faculty - Asian	88	1.94	1.07	1.72	2.17	9.1%
	Faculty - White	745	1.95	1.01	1.88	2.03	7.8%
	Faculty - Hispanic	78	2.18	1.25	1.90	2.46	15.4%
	Total	3019	1.88	1.01	1.84	1.92	7.5%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).

**Table 6. Professional development opportunities and/or training by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Extremely well (5), Very well (4), Well (3), Slightly well (2), and Not at all well (1)

Professional Development Opportunities and/or Training	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Very well - Extremely well
*Respecting differing opinions and backgrounds	Faculty - Hispanic	76	2.47	1.21	2.20	2.75	21.1%
	Staff - Black	139	2.53	1.05	2.35	2.70	15.8%
	Faculty - Black	38	2.74	1.29	2.31	3.16	26.3%
	Faculty - Asian	87	2.83	1.19	2.57	3.08	27.6%
	Faculty - White	728	2.93	1.11	2.85	3.01	29.5%
	Staff - Hispanic	269	3.04	1.14	2.90	3.17	35.7%
	Staff - White	1584	3.14	1.08	3.09	3.19	37.1%
	Staff - Asian	70	3.19	1.00	2.95	3.42	32.9%
	Total	2991	3.02	1.11	2.98	3.06	33.2%
*Recognizing and appreciating a wide range of cultural and global perspectives	Faculty - Hispanic	76	2.50	1.24	2.22	2.78	22.4%
	Staff - Black	139	2.50	1.04	2.32	2.67	16.5%
	Faculty - Black	38	2.79	1.26	2.38	3.20	31.6%
	Faculty - Asian	86	2.88	1.16	2.63	3.13	29.1%
	Faculty - White	726	2.95	1.15	2.86	3.03	31.3%
	Staff - Hispanic	267	3.02	1.15	2.88	3.16	34.1%
	Staff - Asian	69	3.12	1.17	2.83	3.40	39.1%
	Staff - White	1584	3.15	1.10	3.10	3.21	37.6%
	Total	2985	3.03	1.13	2.99	3.07	34.1%

*Promoting inclusion, belonging, and community	Staff - Black	138	2.41	1.07	2.23	2.59	16.7%
	Faculty - Hispanic	76	2.42	1.24	2.14	2.70	23.7%
	Faculty - Black	38	2.74	1.31	2.31	3.17	26.3%
	Faculty - Asian	86	2.81	1.20	2.56	3.07	29.1%
	Faculty - White	727	2.98	1.15	2.90	3.06	32.2%
	Staff - Asian	70	3.06	1.14	2.79	3.33	34.3%
	Staff - Hispanic	267	3.08	1.17	2.94	3.22	35.6%
	Staff - White	1583	3.17	1.11	3.12	3.23	39.6%
	Total	2985	3.04	1.15	3.00	3.08	35.4%
*Developing relationships with a wide range of people and organizations	Faculty - Hispanic	76	2.43	1.18	2.16	2.70	19.7%
	Staff - Black	138	2.46	1.04	2.29	2.64	15.2%
	Faculty - Asian	85	2.82	1.21	2.56	3.08	30.6%
	Faculty - Black	38	2.87	1.21	2.47	3.27	31.6%
	Faculty - White	727	2.88	1.20	2.79	2.97	30.1%
	Staff - Hispanic	267	2.96	1.21	2.81	3.10	33.7%
	Staff - Asian	70	3.06	1.06	2.80	3.31	31.4%
	Staff - White	1582	3.11	1.14	3.05	3.16	37.2%
	Total	2983	2.98	1.17	2.94	3.02	33.3%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).

**Table 7. Overall Items by Classification (Faculty & Staff) and Race/Ethnicity**

Scale: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1), and Do not know/ Undecided (7). Do not know/ Undecided was excluded from the analyses.

Overall	Classification - Race	N	Mean	SD	95% Confidence Interval for Mean		% Agree - Strongly Agree
*I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me.	Faculty - Asian	83	3.01	1.19	2.75	3.27	38.6%
	Staff - Asian	65	3.14	1.26	2.83	3.45	43.1%
	Staff - Hispanic	257	3.26	1.13	3.13	3.40	45.9%
	Staff - White	1497	3.41	1.07	3.36	3.47	52.9%
	Faculty - Black	36	3.47	1.30	3.03	3.91	63.9%
	Staff - Black	134	3.49	1.19	3.28	3.69	57.5%
	Faculty - Hispanic	75	3.52	1.20	3.24	3.80	60.0%
	Faculty - White	705	3.56	1.09	3.48	3.64	59.4%
	Total	2852	3.42	1.11	3.38	3.46	53.8%
*I work to identify my personal bias and prejudices.	Staff - Asian	64	3.64	1.16	3.35	3.93	65.6%
	Faculty - Asian	83	3.76	1.22	3.49	4.02	67.5%
	Staff - Black	133	3.76	1.07	3.58	3.94	70.7%
	Staff - Hispanic	259	3.81	1.01	3.68	3.93	68.7%
	Staff - White	1543	3.94	0.94	3.90	3.99	77.2%
	Faculty - White	728	4.21	0.78	4.15	4.27	88.6%
	Faculty - Hispanic	77	4.22	0.82	4.03	4.41	90.9%
	Faculty - Black	37	4.30	0.91	3.99	4.60	83.8%
	Total	2924	3.99	0.94	3.95	4.02	78.9%

*I have experienced systemic racist and discriminatory practices at Texas A&M.	Staff - White	1529	2.03	1.11	1.97	2.08	12.2%
	Faculty - White	719	2.26	1.26	2.17	2.35	20.6%
	Staff - Hispanic	257	2.45	1.26	2.30	2.61	23.3%
	Staff - Asian	69	2.57	1.30	2.25	2.88	26.1%
	Faculty - Asian	88	2.80	1.33	2.51	3.08	33.0%
	Faculty - Hispanic	75	2.88	1.53	2.53	3.23	45.3%
	Staff - Black	131	3.37	1.31	3.14	3.59	53.4%
	Faculty - Black	38	3.58	1.08	3.22	3.93	60.5%
	Total	2906	2.26	1.25	2.22	2.31	19.5%
*Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus.	Faculty - Black	36	2.06	0.92	1.74	2.37	5.6%
	Faculty - Hispanic	75	2.48	1.28	2.19	2.77	28.0%
	Staff - Black	131	2.52	1.20	2.31	2.73	25.2%
	Faculty - Asian	83	2.86	1.28	2.58	3.13	32.5%
	Faculty - White	686	2.96	1.21	2.87	3.05	36.9%
	Staff - Asian	61	3.11	1.23	2.80	3.43	42.6%
	Staff - Hispanic	247	3.16	1.19	3.01	3.31	42.9%
	Staff - White	1477	3.27	1.13	3.21	3.33	46.2%
	Total	2796	3.10	1.19	3.05	3.14	41.1%

Please note: Items with statistically significant group differences, using Chi-Square Tests and/or 95% confidence intervals for the group means, are designated with an asterisk (\*).



## **Appendix B. 2021 Your Voice Matters Staff & Faculty Survey**

## ***Your Voice Matters 2021 - What is it like to learn and work at Texas A&M?***

### **Introduction**

Please answer the questions about Texas A&M based on the campus where you spend the majority of your time. Additionally, if you have more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role. Your answers are crucial to developing programs and strategic plans that add value to your Texas A&M experience. **Please respond by March 14, 2021.**

All employees across Texas A&M University have been invited to take the survey. The survey will take about 15 minutes of your time. For the best and most accessible survey experience possible, please make sure that your browser and screen reader software is up-to-date and take the survey using a desktop, laptop or tablet computer. Your participation is voluntary and your responses are confidential. All results will be reported in the aggregate and you will not be identified in any way or associated with any of your responses. You may decline to participate or discontinue the survey at any time with no penalty to yourself.

### **Data Analyses**

Data will be analyzed by Texas A&M's Office of Institutional Effectiveness and Evaluation in collaboration with the Office for Diversity. All identifying information will be redacted from open-ended responses and we will not share results that identify anyone in any manner. Protecting your confidentiality is our highest priority.

### **Incentives**

You can choose to be entered in a random drawing to win one of ten 10.2-inch iPads. We will be drawing for winners from everyone who has completed this survey AND opted-in for the drawings. We are drawing for winners on the following schedule:

February 18th - Three winners will be drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 02/17/21!

February 25th - Two winners will be drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 02/24/21!

March 8th - Two winners will be drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 03/07/21!

March 15th - Three winners will be drawn from everyone who opted-in for the drawings AND completed the survey from 02/10/21 to 03/14/21!

When you submit your responses to this survey, you will be directed to a separate form where you can provide your email and name for the drawing only. Please note: Your name, email, and your phone number WILL NOT be associated with your responses - the contact information for the drawing is a separate form from your responses to the survey.

### **Survey Instructions**

Questions marked with an asterisk (\*) are required to navigate the survey.

Please use the back button on the survey and not your browser buttons to return to a previous page.

If you need to change the size of the font for easier reading and you are using a PC, you can hold down the CTRL key and use the scroll on your mouse or the "+/=" key on the keyboard. On a Mac, you can use "Command +" to increase the font size.

Reflecting on experiences of discrimination may create psychological stress. To report inappropriate behavior in the workplace, please use campus resources (e.g., supervisors, the risk & misconduct hotline [EthicsPoint](#)).

Many divisions and colleges developed questions only for the people in their workplaces. If you do not see your division or college after the "Are you faculty?" question, CONGRATULATIONS! You are done with the survey so please just submit your responses.

### **Definitions**

*Campus climate* refers to how students, faculty, and staff feel and experience the campus environment. *Diversity* is the inclusion, welcome, and support of individuals from all groups, encompassing the various identities of people on our

campuses and in our communities.

*Historically underrepresented groups* at Texas A&M refers to groups of people who have been denied access and/or been excluded from participating fully at Texas A&M ([Texas A&M's History of Inclusion & Exclusion](#)).

Q1.2 \*How old are you?

- 17 years old or younger (1)
- Over 18 years old (2)

Skip To: End of Survey If \*How old are you? = 17 years old or younger

Page Break



### Q1.3 Employment Satisfaction

Please answer the questions about Texas A&M based on the campus where you spend the majority of your time. If you have more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

SCALE: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1) Do not know/ Undecided (7)

- Overall, I like working at Texas A&M. (9)
- I recommend employment at Texas A&M to my friends. (8)
- My interactions with staff are collegial. (16)
- My interactions with faculty are collegial. (17)
- I often think about quitting my job at Texas A&M. (10)
- I am actively looking for another job. (20)
- I always find new and interesting aspects in my work. (21)
- During my work, I often feel emotionally drained. (22)
- After work, I usually feel worn out and weary. (23)
- Knowing what I know now, I would still choose to work at Texas A&M. (11)

Q1.4 In the last year, how often have you ...

- SCALE: Very Often (5) Often (4) Occasionally (3) Rarely (2) Never (1)
- Not known where you would sleep at night. (1)
- Lived temporarily with a relative or friend, without a permanent home to return to. (2)
- Not eaten for a whole day because there was not enough money for food. (3)
- Felt isolated at Texas A&M. (4)

### Q1.5 Safety and Belonging

Please answer the questions about Texas A&M based on the campus where you spend the majority of your time. If you have

more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

SCALE: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1) Do not know/ Undecided (7)

I feel welcome at Texas A&M. (2)

I feel that I belong at Texas A&M University. (7)

I feel safe at Texas A&M. (6)

I feel valued as an individual at Texas A&M. (3)



Q1.6

**Diversity and Inclusion**

Please answer the questions about Texas A&M University based on the campus where you spend the majority of your time. If you have more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

**Definitions**

*Campus climate* refers to how students, faculty, and staff feel and experience the campus environment.

*Diversity* is the inclusion, welcome, and support of individuals from all groups, encompassing the various identities of people on our campuses and in our communities.

*Historically underrepresented groups* at Texas A&M refers to groups of people who have been denied access and/or been excluded from participating fully at Texas A&M ([Texas A&M's History of Inclusion & Exclusion](#)).

SCALE: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1) Do not know/ Undecided (7)

Diversity and inclusion are important to me. (4)

Diversity and inclusion are important at this campus. (5)

Overall, I feel comfortable with the campus climate for diversity and inclusion at Texas A&M University. (1)

Texas A&M's marketing reflects my actual campus experience. (18)

Q1.7 In the last year, on campus, I have heard negative or stereotypical views based on ...

SCALE: Never (1) Rarely (2) Occasionally (3) Often (4) Very Often (5)

Race(s) or ethnicity (1)

Genders/gender identity (2)

Sexual orientation (3)

Political affiliation, opinions, or beliefs (4)

Religion (5)

Social classes (6)

Immigrant backgrounds (7)

Physical or other observable disabilities (8)

Learning, psychological, or other disabilities that are not readily apparent (9)

Age (10)

---

Q1.8 How well has professional development opportunities and/or training at Texas A&M prepared you for the following:

SCALE: Not at all well (1) Slightly well (2) Well (3) Very well (4) Extremely well (5)

Respecting differing opinions and backgrounds (1)

Recognizing and appreciating a wide range of cultural and global perspectives (2)

Promoting inclusion, belonging, and community (3)

Developing relationships with a wide range of people and organizations (4)



### Q1.9 Overall

Please answer the questions about Texas A&M University based on the campus where you spend the majority of your time. If you have more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

SCALE: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1) Do not know/ Undecided (7)

I openly confront racist, sexist, discriminatory comments, jokes, or behavior among those around me. (1)

I work to identify my personal bias and prejudices. (2)

I have experienced systemic racist and discriminatory practices at Texas A&M. (3)

Texas A&M is candid and transparent in its responses to occurrences of racism and/or discrimination on campus. (4)

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Q1.10 What could be **one thing** that Texas A&M could do to improve campus climate?

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Q1.11 What is your current gender identity?

- Man (1)
  - Woman (2)
  - Trans man (3)
  - Trans woman (4)
  - Genderqueer (5)
  - Non-Binary/Gender non-conforming (6)
  - Not listed above (please specify): (7) \_\_\_\_\_
- 

Q1.12 What is your current sexual orientation? Do you identify as ...

- Heterosexual or straight (1)
  - Gay or Lesbian (2)
  - Bisexual (3)
  - Queer (4)
  - Questioning (5)
  - Not listed (please specify): (6) \_\_\_\_\_
- 

Q1.13 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/spiritual belief, sexual orientation, citizenship, race/ethnicity, where you are from, disability status, etc.)

- Yes (1)
  - No (2)
  - Prefer not to respond (3)
-

Q1.14 \*Are you faculty? (Please note: a response is required for this item only to proceed with the survey.)

- No - I am staff. (1)
- Yes - Tenure, tenure-track, or academic professional track (APT) (2)
- Prefer not to respond (5)

*Skip To: End of Block If \*Are you faculty? (Please note: a response is required for this item only to proceed with the sur... = No - I am staff.*

*Skip To: End of Block If \*Are you faculty? (Please note: a response is required for this item only to proceed with the sur... = Prefer not to respond*

Page Break

End of Block: Core

Start of Block: ADVANCE - Faculty

Q2.1 [ADVANCE](#), in the Office for Dean of Faculties, developed the following items for faculty.

### Q2.2 Job Attitudes & Outcomes

Please answer the questions about Texas A&M University based on the campus where you spend the majority of your time. If you have more than one department or role (faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

SCALE: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)

Please rate your level of agreement with the following statements:

I have opportunities to collaborate with other faculty. (1)

My current salary is fair in comparison to the salaries of my Texas A&M colleagues. (2)

I am satisfied with the degree to which my service is recognized. (3)

Space and resources are provided to me to do my research. (4)

All things considered, I am satisfied with my job. (5)

I often think about quitting academia. (6)

Texas A&M is a good place to work for all people regardless of their demographic background. (7)

Q2.3 To what extent do you find comments in your course evaluations ... ?

SCALE: Not at all (1) To a slight extent (2) To a moderate extent (3) To a large extent (4) To a great extent (5)  
Helpful (3)  
Offensive (1)  
Upsetting (2)  
Useful (4)

Q2.4 In the past year, because of your job at Texas A&M, to what extent have you been concerned about your ... ?

SCALE: Not at all (1) Somewhat (2) Very (3)  
Physical health (1)  
Psychological health (2)  
Physical safety (3)

### Q2.5 Search Committees

Please rate your level of agreement with the following statements:

Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)

I have heard search committee members talk differently about candidates who are women than they talk about candidates who are men. (1)

I have heard search committee members express concerns that focusing on diversity is at the expense of excellence. (2)

I have heard search committee members express beliefs that recruiting diverse applicants to College Station is very difficult. (3)

Please rate your level of agreement with the following statements:

Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)

Women are less likely than men to be invited to give talks in my department. (1)

My department has made an effort to promote women into leadership positions. (2)

My department has made an effort to recruit women faculty. (3)

Through no fault of my own, I seem to be one of the last to find out about information in my department. (5)

Some faculty members in my department have a condescending attitude toward women. (6)

In department meetings, people pay just as much attention when women speak as when men do. (7)

Women are appropriately represented in senior positions. (8)

### Q2.7 Leadership

Please rate your level of agreement with the following statements:

Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1) Do not know (6)

The head of my department is open to constructive criticism. (1)

The head of my department articulates clear criteria for promotion/tenure. (2)

The head of my department handles disputes/problems effectively. (3)

The head of my department fosters a climate that is respectful of diverse people and perspectives. (4)

The head of my department has put programming into place that fosters a climate that is respectful of diverse people and perspectives. (8)

I am interested in becoming a department, college, or university administrator someday. (5)

Administration seems to be a place where men are more welcome than women. (6)

Administration seems to be a place where white people are more welcome than people of color. (10)

I personally know several administrators other than my department head and associate head. (7)

-----



### Q2.8 Mentoring

\*Do you have a mentor? (Please note: a response is required for this item only to proceed with the survey.)

- Yes (1)
- No (2)
- Prefer not to respond. (3)

*Display This Question:*

*If Mentoring \*Do you have a mentor? (Please note: a response is required for this item only to proc... = Yes*

Q2.9 Has your mentoring relationship been formally created through an organizational mentoring program (e.g., ADVANCE Scholars, your department, etc)?

- Yes (1)
- No (2)

*Display This Question:*

*If Mentoring \*Do you have a mentor? (Please note: a response is required for this item only to proc... = Yes*

Q2.10 In the last year, how often has your mentor ...?

Scale: Never (1) Rarely (2) Occasionally (3) Often (4) Very Often (5)

Shared personal experiences as an alternative perspective to your problems (1)

Discussed your questions or concerns regarding feelings of competence (2)

Expanded your network by introducing you to important people (3)

Provided you with constructive feedback (4)

*Display This Question:*

*If Mentoring \*Do you have a mentor? (Please note: a response is required for this item only to proc... = Yes*



Q2.11 Mentoring has been effective for me.

- Strongly Agree (5)
  - Agree (4)
  - Neither Agree nor Disagree (3)
  - Disagree (2)
  - Strongly disagree (1)
  - Do not know/Undecided (7)
- 

Q2.12 \*Are you a mentor? (Please note: a response is required for this item only to proceed with the survey.)

- Yes (1)
  - No (2)
  - Prefer not to respond. (3)
- 

*Display This Question:*

*If \*Are you a mentor? (Please note: a response is required for this item only to proceed with the su... != Prefer not to respond.*



Q2.13 I would be more motivated to mentor if I was rewarded/recognized for doing so.

- Strongly Agree (5)
  - Agree (4)
  - Neither Agree nor Disagree (3)
  - Disagree (2)
  - Strongly disagree (1)
  - Do not know/Undecided (7)
- 

Page Break

**End of Block: ADVANCE - Faculty**

**Start of Block: Unit-level Questions**

Q3.1

**College and Division Questions**

Several of the colleges, campuses, and departments included questions specifically for their employees. If you do not see your campuses, colleges, or divisions in the list below, congratulations! You are done with the survey!

\*Do you work at any of the following campuses, colleges, or divisions? (Please note: a response is required for this item only to proceed with the survey.)

- College of Agriculture and Life Sciences, AgriLife Research, and AgriLife Extension (17)
- College of Architecture (15)
- College of Education and Human Development (1)
- College of Engineering (2)
- College of Dentistry (3)
- College of Liberal Arts (4)
- College of Public Health (5)
- College of Science (16)
- College of Veterinary Medicine and Biomedical Sciences (6)
- Division of Academic Affairs (7)
- Texas A&M - Galveston (14)
- Prefer not to respond. (12)
- No -- I do not work at any of the listed campuses, colleges, or divisions. (13)

*Skip To: End of Survey If College and Division Questions Several of the colleges, campuses, and departments included ques... = No -- I do not work at any of the listed campuses, colleges, or divisions.*

*Skip To: End of Survey If College and Division Questions Several of the colleges, campuses, and departments included ques... = No -- I do not work at any of the listed campuses, colleges, or divisions.*

Page Break

**End of Block: Unit-level Questions**

**Start of Block: CEHD**

**Q4.1 College of Education and Human Development (CEHD)**

What is your primary CEHD department?

- DEAN (1)
- EAHR (2)
- EPSY (3)
- HLKN (4)
- TLAC (5)

Q4.2 Please respond to the following questions based on experiences in your primary department.

Scale: Strongly agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly disagree (1)

I feel I belong in my unit/department/center. (1)

Overall, I am treated fairly in my unit/department/center. (2)

College of Education and Human Development is a welcoming college. (3)

My supervisor treats me respectfully. (4)

My colleagues/co-workers treats me respectfully. (5)

Increasing ongoing dialogues with colleagues about diversity, identity, and differences has the potential to improve climate in CEHD. (6)

Increasing cultural competency training for faculty and staff has the potential to improve climate in CEHD. (7)

I believe the CEHD is taking meaningful steps to enhance diversity and inclusion. (8)



Q4.3 *Organizational climate* is defined as how members of an organization experience their environment.

Overall, I feel comfortable with the organizational climate...

	Strongly agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Disagree (2)	Strongly disagree (1)
In my department/unit (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the College of Education and Human Development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q5.2 Please rate your level of agreement with the following statements:

- Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)
- The College of Engineering and TEES are committed to creating a diverse and welcoming climate. (1)
  - In the last two years, the College of Engineering and TEES have made strategic efforts to enhance the overall climate. (4)
  - I feel a sense of accomplishment from my work in the College of Engineering and TEES. (6)
  - I feel like I can be my authentic self in the College of Engineering and TEES. (7)
  - I am content with my friendships and relationships in the College of Engineering and TEES. (8)
  - I feel like I am a part of the College of Engineering and TEES community. (9)
  - I feel I am respected by my colleagues in the College of Engineering and TEES. (10)
  - Overall, I feel comfortable with the climate the College of Engineering and TEES. (12)
  - The College of Engineering and TEES have made an effort to enhance the work environment for its employees. (19)
  - I would recommend employment at Texas A&M's College of Engineering and TEES to a friend or colleague. (14)
  - In general, staff and faculty in the College of Engineering and TEES work well together. (21)
  - I am content with my friendships and relationships in the College of Engineering and TEES. (22)
  - I have received the training needed to excel in my job. (20)
  - I feel I am respected by my colleagues in my department. (11)
  - I usually feel happy to be at work. (23)

Q5.3 How often have you experienced or witnessed hostile or intimidating behavior on the Texas A&M campus?

	Never (1)	1-2 times (2)	3-5 times (3)	More than 5 times (4)	Prefer not to say (5)
Personally <i>experienced</i> hostile or intimidating behavior (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally <i>witnessed</i> hostile or intimidating behavior directed at someone else (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.4 What is the single most important thing that the College of Engineering and TEES could do to improve the overall work environment?

**End of Block: Engineering**

**Start of Block: COALS**

**Q6.1 College of Agriculture and Life Sciences, AgriLife Research, and AgriLife Extension**

In some administrative units and departments, employees of Texas A&M University, the College of Agriculture and Life Sciences, AgriLife Research, and AgriLife Extension work together as one team sharing physical space and projects.

Please answer the questions based on the campus, unit, or department where you spend the majority of your time. Additionally, if you have more than one department or role (e.g., faculty, staff, administrator, student), please answer the questions based on your primary, full-time role.

How satisfied or dissatisfied are you with the overall work environment...

	1 - Very dissatisfied (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 - Very satisfied (7)
In your department/unit/center? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Texas A&M University? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 Please rate your level of agreement with the following statements:

Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)

- My department/unit/center is committed to creating a diverse and welcoming climate. (1)
- In the last two years, my department/unit/center has made strategic efforts to enhance the overall climate. (4)
- I feel a sense of accomplishment from my work in my department/unit/center. (6)
- I feel like I can be my authentic self in my department/unit/center. (7)
- I am content with my friendships and relationships in my department/unit/center. (8)
- I feel like I am a part of the community in my department/unit/center. (9)
- I feel I am respected by my colleagues in my department/unit/center. (10)
- Overall, I feel comfortable with the climate in my department/unit/center. (12)
- My department/unit/center has made an effort to enhance the work environment for its employees. (19)
- I would recommend employment in my department/unit/center to a friend or colleague. (14)
- In general, staff and faculty in my department/unit/center work well together. (21)
- I have received the training needed to excel in my job. (20)
- I feel I am respected by my colleagues in my department/unit/center. (11)
- I usually feel happy to be at work. (23)

Q6.3 How often have you experienced or witnessed hostile or intimidating behavior on the Texas A&M campus?

Scale: Never (1) 1-2 times (2) 3-5 times (3) More than 5 times (4) Prefer not to say (5)

- Personally experienced hostile or intimidating behavior (1)
- Personally witnessed hostile or intimidating behavior directed at someone else (4)

Q6.4 What is the single most important thing that your department/unit/center could do to improve the overall work environment?

End of Block: COALS

Start of Block: Dentistry



### Q7.1 College of Dentistry

In the past year, in the College of Dentistry ...

Scale: Strongly Agree (5) Agree (4) Neither Agree nor Disagree (3) Disagree (2) Strongly Disagree (1)

I have personally experienced discriminatory acts or conversation. (1)

I have witnessed discriminatory acts or conversations involving others. (4)

People with my educational background are respected on this campus. (5)

Incivility (speaking or behaving without respect or regard for another's feelings) towards faculty is demonstrated by administrators, supervisors or other faculty on this campus. (6)

Incivility towards staff is demonstrated by administrators, supervisors or faculty on this campus. (7)

Incivility towards students is demonstrated by administrators, staff or faculty on this campus. (8)

### Q8.1 College of Liberal Arts

Please answer the questions about based on your experience in the College of Liberal Arts or your primary department.

Scale: Strongly Agree (5) Agree (4) Neither Agree or Disagree (3) Strongly Disagree (2) Disagree (1) Don't know (7)

Racism and/or discrimination are problems within the College of Liberal Arts. (1)

Knowing what I know now about efforts to address climate and inclusion issues on campus, I would still choose the College of Liberal Arts. (9)

Increasing the numbers of faculty from historically underrepresented groups has the potential to improve the campus climate. (10)

Increasing the numbers of students from groups historically underrepresented at Texas A&M has the potential to improve the campus climate. (11)

Increasing opportunities for cross-cultural dialogue among faculty, staff and graduate students has the potential to improve the campus climate. (12)

Increasing cultural competency training for faculty and staff has the potential to improve the campus climate. (13)

Relative to others, I'm expected to do more service than others. (14)

I believe the College of Liberal Arts is taking meaningful steps to address campus climate and inclusion issues. (15)

End of Block: Liberal Arts

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Start of Block: Public Health



### Q9.1 School of Public Health

Please rate your level of agreement with the following statements:

Scale: Strongly Agree (5) Agree (4) Neither Agree or Disagree (3) Strongly Disagree (2) Disagree (1)

The School of Public Health is a place where I am able to perform up to my full potential. (1)

I have opportunities at the School of Public Health for professional success that are similar to those of my colleagues. (4)

I have to work harder than others to be valued equally at the School of Public Health. (5)

My experience at the School of Public Health has had a positive influence on my professional growth. (6)

Overall, I feel comfortable with the organizational climate in the School of Public Health (7)

End of Block: Public Health

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Start of Block: VetMed





**Q10.1 College of Veterinary Medicine and Biomedical Sciences (CVM)**

I feel I belong at the CVM.

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)

---

*Display This Question:*

*If College of Veterinary Medicine and Biomedical Sciences (CVM) I feel I belong at the CVM. != Agree  
Or College of Veterinary Medicine and Biomedical Sciences (CVM) I feel I belong at the CVM. != Strongly Agree*

Q10.2 Please explain:

---



Q10.3 Within CVM, I feel the need to minimize various characteristics of my identities (e.g. language, dress, beliefs, etc.).

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)

---

*Display This Question:*

*If Within CVM, I feel the need to minimize various characteristics of my identities (e.g. language,... != Agree  
Or Within CVM, I feel the need to minimize various characteristics of my identities (e.g. language,... != Strongly Agree*

Q10.4 Please explain:

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Q10.5 I am treated with respect by my supervisor (e.g. supervisor, department head, graduate advisor/mentor, etc.)

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)

*Display This Question:*

*If I am treated with respect by my supervisor (e.g. supervisor, department head, graduate advisor/me... != Agree  
Or I am treated with respect by my supervisor (e.g. supervisor, department head, graduate advisor/me... != Strongly Agree*

Q10.6 Please explain:

\_\_\_\_\_



Q10.7 Texas A&M CVM is a welcoming college.

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)

*Display This Question:*

*If Texas A&M CVM is a welcoming college. != Agree  
Or Texas A&M CVM is a welcoming college. != Strongly Agree*

Q10.8 Please explain:

\_\_\_\_\_



Q10.9 I want to have ongoing dialogues with colleagues/classmates about diversity, identity, and differences.

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)

*Display This Question:*

*If I want to have ongoing dialogues with colleagues/classmates about diversity, identity, and differ... != Agree*

*Or I want to have ongoing dialogues with colleagues/classmates about diversity, identity, and differ... != Strongly Agree*

Q10.10 Please explain:

\_\_\_\_\_



Q10.11 Racism and/or other forms of discrimination are substantial problems for the CVM.

- Strongly Agree (5)
- Agree (4)
- Neither Agree nor Disagree (3)
- Disagree (2)
- Strongly Disagree (1)



Q10.12 Increasing cultural competency within the CVM is important.

- Strongly Agree (5)
  - Agree (4)
  - Neither Agree nor Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q10.13 Please explain:

\_\_\_\_\_

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Q10.14 The top five areas where the CVM needs to work on diversity/identity challenges from your experiences are:

- # 1: (1) \_\_\_\_\_
  - #2: (2) \_\_\_\_\_
  - #3: (3) \_\_\_\_\_
  - #4: (4) \_\_\_\_\_
  - #5: (5) \_\_\_\_\_
- 

Q10.15 The top five CVM college climate problems I experience are:

- # 1: (1) \_\_\_\_\_
  - #2: (2) \_\_\_\_\_
  - #3: (3) \_\_\_\_\_
  - #4: (4) \_\_\_\_\_
  - #5: (5) \_\_\_\_\_
- 

Q10.16 I need \_\_\_\_\_ to be more successful at the CVM.

**End of Block: VetMed**

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**Start of Block: Academic Affairs**

**Q11.1 Division of Academic Affairs**

For each activity/opportunity, please rate your awareness of it, and perceived effectiveness for you:

	Awareness						Effectiveness							
	1 = Not Aware (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 = Very Much Aware (7)	1 = Not At All Effective for Me (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 = Very Effective for Me (7)

- Mini grants (1)
- Supervisor summer meeting (4)
- Big Idea contest (5)
- Diversity accountability report (6)
- Online required diversity training for all new employees (7)
- In-person beginner level diversity training programs (8)
- In-person intermediate level diversity training programs (9)
- Mediation Training (10)
- Participation as members of Academic Affairs Climate and Diversity Committee (AACDC) Subcommittees (11)
- Posting job positions nationally in Diverse Issues in Higher Education (12)
- Increasing diversity language and skill visibility in hiring processes (13)
- Increasing the number and award amounts for the Tradition of Excellence Awards (14)

Q11.2 Which activities have been most beneficial to you and/or your unit?

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Q11.3 Across the activities in which you participated, what have been the three most memorable takeaway lessons or messages?

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Q11.4 What support would you like to see from the Academic Affairs Climate and Diversity Committee (AACDC) in terms of programming to help strengthen your unit's climate?

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Q11.5 Think about your unit's climate and diversity. If you could do one thing, regardless of cost, that would dramatically improve things, what would it be, and why?

**End of Block: Academic Affairs**

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**Start of Block: TAMUG**



Q12.1

**Texas A&M University - Galveston Campus**

Please answer the questions about based on your experience at Texas A&M University - Galveston campus (TAMUG).

Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Strongly Disagree (2)	Disagree (1)	Don't know (7)
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- As a special-purpose marine and maritime campus, attracting diverse students, faculty and staff to TAMUG is a challenge. (1)
- Inclusion and diversity are important to TAMUG's mission. (9)
- Inclusion and diversity are valued at TAMUG. (10)
- Faculty and staff members at TAMUG treat one another with respect. (11)
- TAMUG offers professional development opportunities to enhance cultural competency, or the capacity to shift behavior based on commonalities and differences by experiencing cultures and individuals with greater complexity. (13)

**End of Block: TAMUG**

**Start of Block: Science**



Q13.1

**College of Science**

Please rate your level of agreement with the following statements:

Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Strongly Disagree (2)	Disagree (1)	Don't know (7)
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- Knowing what I know now about efforts to address climate and inclusion issues on campus, I would still choose to work here. (1)
- Increasing the numbers of faculty from historically underrepresented groups has the potential to improve the campus climate. (33)
- Increasing the numbers of students from groups historically underrepresented has the potential to improve campus climate. (34)
- Increasing opportunities for cross-cultural dialogue among faculty, staff and graduate students has the potential to improve the campus climate. (35)
- The College of Science is taking meaningful steps to address campus climate and inclusion issues. (36)

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Q13.2 What is your primary College of Science Department or workplace?

- Office of the Dean (1)
- Biology (9)
- Chemistry (10)
- Cyclotron Institute (11)
- Mathematics (12)
- Physics and Astronomy (13)
- Statistics (14)

**End of Block: Science**

**Start of Block: Architecture**



Q14.1

**College of Architecture**

Please rate your level of agreement with the following statements:

Strongly Agree (5)	Agree (4)	Neither Agree nor Disagree (3)	Strongly Disagree (2)	Disagree (1)	Don't know (7)
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- Overall, I am treated fairly in my unit/department. (1)
- My colleagues value my work/contributions. (23)
- My colleagues treat me respectfully. (24)
- Academic Professional Track (APT) faculty are treated respectfully. (25)
- Tenured/tenure track faculty are treated respectfully. (26)
- Research faculty are treated respectfully. (27)
- Staff are treated respectfully. (28)
- Students are treated respectfully. (29)
- Creative work and research are equally respected. (30)
- Designers and practitioners are equally respected. (31)
- There are divisions among groups in our unit/department. (32)

Q14.2 Is there anything else you would like to share about the climate in the College of Architecture?