Rankin & Associates, Consulting
Assessment • Planning • Interventions

University of Tennessee Systemwide

Campus Climate Research Study

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Rankin & Associates, Consulting

Table of Contents

Executive Summary

Introduction

The University of Tennessee affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of Tennessee is also committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. To better understand campus climate, the University of Tennessee recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students. During the Spring 2017 semester, all University of Tennessee campuses participated in a comprehensive survey of all students to develop a better understanding of the learning, living, and working environment across they system.

In June 2016, members of each University of Tennessee campus formed the Systemwide Climate Study Team (SCST) which was composed primarily of institutional administrators. Ultimately, the University of Tennessee contracted with Rankin & Associates Consulting (R&A) to conduct a system-wide study entitled, "MyCampus Student Experience Survey." Data gathered via reviews of relevant campus specific literature and a system-wide survey addressing the experiences and perceptions of various constituent groups will be presented at a community forum during the Spring 2018 semester.

Project Design and Campus Involvement

The conceptual model used by Rankin and Associates as the foundation for the assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal

outcomes. The assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

The SCST collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for each campus that would reveal the various dimensions of power and privilege that shape the campus experience. The final survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

In total, 10,801 people completed the survey. In the end, the University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate with a specific focus on the distribution of power and privilege among differing social groups.

Participants

Community members completed 10,801 surveys for a 24% overall response rate. Only surveys that were at least 50% completed were included in the final data set for analyses.[1] Seventy-seven percent (*n* = 8,274) of the sample were Undergraduate Students and 23% (*n* = 2,527) were Graduate/Professional Student respondents. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.[2]

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[1]Two hundred twenty-nine (229) surveys were removed because the respondent did not complete at least 50% of the survey and 54 duplicate submissions were removed.
[2]The total *n* for each demographic characteristic may differ as a result of missing data.

Table 1. **Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	8,274	76.6
	Graduate/Professional Student	2,527	23.4
Gender identity	Woman	6,986	64.7
	Man	3,662	33.9
	Transspectrum	126	1.2
Racial/ethnic identity	Asian/Asian American	421	3.9
	Black/African American	798	7.4
	Hispanic/Latin@/Chican@	214	2.0
	Multiracial	568	5.3
	White/European American	8,458	78.3
	Other People of Color	141	1.3
Sexual identity	LGBQ	788	7.3
	Heterosexual	9,558	88.5
Citizenship status	U.S. Citizen	10,011	92.7
	Non-U.S. Citizen/U.S. Citizen Naturalized	776	7.2
Disability status	Single Disability	1,163	10.8
	No Disability	9,587	88.8
	Multiple Disabilities	47	0.4
Religious/spiritual affiliation	Christian Affiliation	7,510	69.5
	Additional Religious/Spiritual Affiliation	395	3.7
	No Affiliation	2,459	22.8
	Multiple Religious/Spiritual Affiliations	286	2.6

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. **High levels of comfort with the climate**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[3] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 82% (*n* = 8,879) of survey respondents were "very comfortable" or "comfortable" with the climate.
   - 85% (*n* = 9,131) of survey respondents were "very comfortable" or "comfortable" with the climate in their academic departments.
   - 84% (*n* = 9,072) of survey respondents were "very comfortable" or "comfortable" with the climate in their classes.

2. **Student Respondents – Positive attitudes about academic experiences**

   The way students perceive and experience their campus climate influences their performance and success in college.[4] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[5] Attitudes toward academic pursuits are one indicator of campus climate.

   - 91% (n = 9,656) of Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors.
   - 85% (n = 9,083) of Student respondents "strongly agreed" or "agreed" that their department advisor provided clear expectations.
   - 80% (*n* = 8,410) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom.
   - 79% (*n* = 8,475) of Student respondents "strongly agreed" or "agreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments.
   - 75% (*n* = 7,874) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models.

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[3]Rankin & Reason, 2008, p. 264
[4]Pascarella & Terenzini, 2005
[5]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. Analyses using this scale revealed a significant difference existed in the overall test for means for Students by gender identity, sexual identity, racial identity, disability status, and income status on *Perceived Academic Success*.

- Transspectrum and Men Undergraduate Student respondents had lower *Perceived Academic Success* than Women Undergraduate Student respondents.

- Transspectrum Graduate/Professional Student respondents had lower *Perceived Academic Success* than Men and Woman Graduate/Professional Student respondents.

- Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents had lower *Perceived Academic Success* than White Undergraduate Student respondents

- LGBQ Undergraduate Student respondents had lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.

- LGBQ Graduate/Professional Student respondents had lower *Perceived Academic Success* than Heterosexual Graduate/Professional Student respondents.

- Single Disability Undergraduate Student respondents had lower *Perceived Academic Success* than No Disability Undergraduate Student respondents.

- Single Disability Graduate/Professional Student respondents had lower *Perceived Academic Success* than No Disability Graduate/Professional Student respondents.

- Low-Income Undergraduate Student respondents have lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents.

- Low-Income Graduate/Professional Student respondents had lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents.

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[6] Research also underscores the relationship between workplace discrimination and subsequent productivity.[7] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 12% ($n = 1,290$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[8]
     - 28% ($n = 356$) noted that the conduct was based on their political views.
     - 24% ($n = 310$) noted that it was based on their gender/gender identity.
     - 19% ($n = 242$) noted that it was based on their ethnicity.
   - Differences emerged based on gender identity, racial identity, and religious/spiritual affiliation:
     - By gender identity, higher percentage of Transspectrum Student respondents (34%, $n = 43$) than Men Student respondents (12%, $n = 848$) and Women Student respondents (11%, $n = 393$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
       - 70% ($n = 30$) of Transspectrum Student respondents, 28% ($n = 236$) of Women Student respondents, and 11% ($n = 42$) of Men Student respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.
     - By ethnicity/racial identity, higher percentages of Black/African American Student respondents (18%, $n = 144$) and Multiracial Student respondents (19%, $n = 109$) than Asian/Asian America Student respondents (10%, $n =$

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[6]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

[7]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

[8]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

41) or White Student respondents (11%, $n = 904$) indicated that they believed they had experienced this conduct.

- Of those respondents who noted that they believed that they had experienced this conduct, a lower percentage of White Student respondents (7%, $n = 59$) than Multiracial Student respondents (36%, $n = 39$), Other People of Color Student respondents (46%, $n = 10$), Hispanic/Latin@/Chican@ Student respondents (53%, $n = 83$), Asian/Asian American Student respondents (56%, $n = 23$) and Black/African American Student respondents (58%, $n = 83$) thought that the conduct was based on their ethnicity/race.

  o By religious/spiritual affiliation, higher percentages of Additional Religious/Spiritual Affiliation Student respondents (15%, $n = 60$), No Affiliation Student respondents (16%, $n = 386$), and Multiple Religious/Spiritual Affiliations Student respondents (19%, $n = 53$) compared with Christian Student respondents (10%, $n = 766$) indicated they had experienced this conduct.

    - 28% ($n = 17$) of Additional Religious/Spiritual Affiliation Student respondents compared with 11% ($n = 41$) of No Affiliation Student respondents indicated that the exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct that they experienced was based on their religious/spiritual affiliation.

2. **Several constituent groups indicated that they were less comfortable with the overall campus climate and classroom climate.**

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).[9] Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

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[9]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- By gender identity: Men Student respondents were more comfortable than Women Student respondents and Transspectrum Student respondents with the overall climate.

- By sexual identity: Heterosexual Student respondents were more comfortable than LGBQ Student respondents with the overall climate.

- By racial identity: White Student respondents were more comfortable than Black/African American Student respondents and Asian/Asian American Student respondents with the overall climate.

- By religious/spiritual affiliation: Christian Student respondents were more comfortable than Multiple Religious/Spiritual Affiliations Student respondents and No Religious/Spiritual Affiliation Student respondents with the overall climate.

3. **A small but meaningful percentage of respondents experienced unwanted sexual conduct.**

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the survey requested information regarding sexual assault.

- 811 (8%) of respondents indicated that they had experienced some form of unwanted sexual contact/conduct while a member of the University of Tennessee community.
  - 1% ($n = 142$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting).
  - 2% ($n = 199$) of respondents experienced stalking (e.g., physical following, on social media, texting, phone calls).
  - 4% ($n = 465$) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment).
  - 2% ($n = 252$) of respondents experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent).

○ < 1% ($n = 39$) of respondents experienced unwanted sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent).

- Undergraduate Student respondents, Women Student respondents, Heterosexual Student respondents, and Christian Student respondents more often indicated that they experienced some form of unwanted sexual contact/conduct than their counterparts.

- Students, acquaintances/friends, strangers, and current or former dating/intimate partners were identified as sources of the unwanted sexual experiences.

- The majority of respondents did not report the unwanted sexual experience.

Conclusion

The University of Tennessee's climate findings[10] were somewhat better than those found in other higher education institutions across the country, based on the work of R&A Consulting.[11] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A greater percentage (82%) of Student respondents indicated that they were "very comfortable" or "comfortable" with the climate at the University of Tennessee. Likewise, while 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct, across the University of Tennessee system campuses, a smaller percentage of respondents (12%) indicated that they personally had experienced such conduct. However, experiences of respondents within specific constituent groups, as elaborated upon later in the report, parallel findings of other climate studies offered in the literature.[12]

The University of Tennessee's climate assessment report provides baseline data on diversity and inclusion, and addresses University of Tennessee's mission and goals. While the findings may guide decision-making in regard to policies and practices at the University of Tennessee, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the University of Tennessee community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. The University of Tennessee, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote inclusive campuses and to institute organizational structures that respond to the needs of its dynamic campus community.

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[10]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[11]Rankin & Associates Consulting, 2015
[12]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

The University of Tennessee affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of Tennessee is also committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. To better understand the system climate, the University of Tennessee recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students. During the Spring 2017 semester, all University of Tennessee campuses participated in a comprehensive survey of all students to develop a better understanding of the learning, living, and working environment on campus.

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social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

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Contextual Framework and Summary of Related Literature

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where:

> Intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, to provide a foundation

for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

Hurtado (1992) and Harper & Hurtado (2007) focused on the history, compositional diversity, organizational structure, psychological climate, and behavioral dimensions of campus communities when considering climate. Building upon Harper's and Hurtado's work, Rankin and Reason (2008) defined climate as:

> The current attitudes, behaviors, standards, and practices of employees and students of an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underrepresented, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Institutional Climate within Campus Structures

While many colleges and universities express that they are diverse, welcoming, and inclusive places for all people, the literature on the experiences of individuals from marginalized communities in the academy proposes that not all communities have felt welcomed and included on campus. For example, racial climate scholars suggest that the academy is deeply rooted in white supremacy and that higher education's history informs current practices (Patton, 2016). Patton (2016) challenged higher education institutions to consider the ways in which their legacy of oppression, beyond race, matters now and currently affects people from marginalized groups.

Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a *process* towards better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the

commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggested that various identity groups may perceive the campus climate differently and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008).

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002).

For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiate the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity may prevent institutions from acknowledging the complexity of their faculty, staff, administration, and students. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002).

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., position within the institution, age, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within "acceptable" definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of

race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

Currently, institutions of higher education must meet the requirements from the Americans with Disabilities Act (ADA), yet many still provide the minimum support for community members of various abilities (Peña, 2014). Institutions of higher education repeatedly overlook students and employees with disabilities when addressing diversity challenges. Stodden (2015) asserts, "Often students with disabilities are not a high priority for receiving support in accessing higher education. Another indication of the anomalous position of students with disabilities among diverse subpopulations is that they are often not included in the diversity initiatives provided by many institutions of higher education to foster greater understanding of and connections between diverse student subpopulations" (p. 3). When campuses move beyond the language of *accommodations* and are accessible to all individuals, institutions then will become more inclusive of people of various abilities.

Frequently, the term *accessibility* is used only in the context of "disability." Understanding accessibility in terms of disability alone limits the potential for institutions of higher education and their constituents. Weiner (2016) shares the need to be cognizant and critical of scholarly work in higher education, regardless of one's position and subject matter expertise, to create the most welcoming campus climates. The possibility of positively affecting multiple constituents with one policy change or new initiative goes far beyond the disability community. When higher education understands how shifting policies – for example, by providing open housing options – influences community members' sense of comfort and belonging; mental, physical, and emotional health; and social opportunities, then a single experience of a marginalized individual (e.g., someone with a disability, someone who is genderqueer, someone with anxiety) does not have to be used as "the reason" to resolve systemic inequity. Institutions of higher education can proactively create policies and physical spaces for the diverse array of campus constituents to feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

Student activism in higher education is not new; rather, student activism is foundational in the history of many institutions and also a "culmination of years of activism around inequality" (Kingkade, Workneh, & Grenoble, 2015). Indeed, student activism built many advocacy and identity centers and created ethnic studies program (e.g., multicultural centers, LGBTQ centers, African American Studies, Women & Gender Studies, Latinx Studies, Queer Studies, and Disability Studies).

Current national activist movements, such as #BlackLivesMatter and #NoDAPL, are deeply connected to current day activism in education. "Links between the broader social context of what is happening off-campus and students' on-campus activism have long been a means for students to personalize, contextualize and make sense of what it means to pursue social change" (Barnhardt & Reyes, p. 1, 2016). Recently, the website, themdemands.org, shared The Black Liberation Collective vision of "black students who are dedicated to transforming institutions of higher education through unity, coalition building, direct action and political education" (thedemands.org, 2016).

"Student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to underlying claims or grievances [of students, faculty members, and staff members]" (Barnhardt & Reyes, p. 3, 2016). Naming inequities allows institutions to identify challenges and opportunities to shift the institutional actions, policies, and climate so all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions' oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses' responsibilities for shifting the climate toward equity and inclusion. The call to action to be resilient and authentic when working toward justice from scholars (Ahmed, 2009) is one that encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[13] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The Systemwide Climate Study Team (SCST) reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the University of Tennessee Student population. The final survey contained 88 questions,[14] including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of campus institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Prospective participants received an invitation from President DiPietro and Chancellors that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose

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[13]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

[14]To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to the University of Tennessee in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[15] Actual percentages[16] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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[15]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[16]Actual percentages were derived using the total number of survey respondents.

Chi-square tests provide only omnibus results; as such, they identify that a significant difference exists in the data table, but do not specify if differences exist between specific groups. Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale (Table 2).

The questions in each scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.3%) of all potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[17] One question from the scale (Q11_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the

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[17]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

scale was 0.847 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach's alpha was only 0.777.

Table 2. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
	I am performing up to my full academic potential.
	I am satisfied with my academic experience at my campus.
Perceived Academic Success	I am satisfied with the extent of my intellectual development since enrolling at my campus.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to my campus.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. A lower score on the *Perceived Academic Success* factor suggests that a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated. Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man, Transspectrum)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Multiracial Respondents, Other People of Color, White/European American)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When there were only two categories for the specified demographic variable (e.g., gender identity for Graduate/Professional Students) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at their campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[18] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. As this report serves as a systemwide analysis, solely open-ended qualitative questions and their responses are not offered within this report. Instead, campus specific reports contain their qualitative comments that were offered by their students.

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[18]Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of their campuses institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate across the University of Tennessee.

Description of the Sample[19]

Ten thousand eight hundred one (10,801) surveys were returned for a 24% overall response rate. The sample and population figures, chi-square analyses,[20] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by the University of Tennessee.

- Men were underrepresented in the sample. Women were overrepresented in the sample.
- Asian/Asian Americans, Black/African Americans, and individuals whose racial/ethnic identity was categorized as Missing/Unknown/Other were underrepresented in the sample. Multiracial individuals and White individuals were overrepresented in the sample.
- Undergraduate Students were underrepresented in the sample. Graduate/Professional Students were overrepresented in the sample.
- Visa Holders (such as F-1, J-1, H1-B, and U) and U.S. Citizens by Birth were underrepresented in the sample. Permanent Residents were overrepresented.

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[19]All frequency tables are provided in Appendix B.
[20]Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the institution.

Table 3. **Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		N	*%*	*n*	*%*	
Gender identity[a]	Woman	23,931	53.2	6,986	64.7	29.2
	Man	21,064	46.8	3,662	33.9	17.4
	Transgender	ND*	ND	126	1.2	N/A
	Missing/Unknown/Other	ND	ND	27	0.2	N/A
Racial/ethnic identity[b]	Alaska Native	5	0.0	5	0.0	100.0
	American Indian/Native	94	0.2	25	0.2	26.6
	Asian/Asian American	2,235	5.0	421	3.9	18.8
	Black/African American	3,863	8.6	798	7.4	20.7
	Hispanic/Latin@/Chican@	903	2.0	214	2.0	23.7
	Middle Eastern/Southwest Asian	ND	ND	99	0.9	N/A
	Multiracial	2044	4.5	568	5.3	27.8
	Native Hawaiian	ND	ND	< 5	---	N/A
	Pacific Islander	28	0.1	11	0.1	39.3
	White/European American	34,587	76.9	8,458	78.3	24.5
	Missing/Unknown/Other	1,236	2.7	201	1.9	16.3
Position status[c]	Undergraduate Student	35,124	78.1	8,274	76.6	23.6
	Graduate/Professional Student	9,871	21.9	2,527	23.4	25.6
Citizenship status[d]	A Visa Holder (such as F-1, J-1, H1-B, and U)	1,490	3.3	247	2.3	16.6
	Currently Under a Withholding of Removal Status	ND	ND	ND	ND	N/A
	DACA (Deferred Action for Childhood Arrival)	ND	ND	5	0.0	N/A
	DAPA (Deferred Action for Parental Accountability)	ND	ND	< 5	---	N/A
	Other Legally Documented Status	ND	ND	5	0.0	N/A
	Permanent Resident	493	1.1	138	1.3	28.0
	Refugee Status	ND	ND	< 5	---	N/A
	Undocumented Resident	ND	ND	ND	ND	N/A
	U.S. Citizen, Birth	43,012	95.6	10,011	92.7	23.3
	U.S. Citizen, Naturalized	ND	ND	379	3.5	N/A
	Missing/Unknown/Other	ND	ND	14	0.1	N/A

*ND: No Data Available

[a] X^2 (1, N = 10,648) = 658.00, $p < .001$

[b] X^2 (7, N = 10,696) = 89.86, $p < .001$

[c] X^2 (1, N = 10,801) = 14.05, $p < .001$

[d] X^2 (2, N = 10,396) = 32.32, $p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of SCST reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from SCST members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[21] Correlations between the responses to questions about overall campus climate for various groups (survey Question 69) and to questions that rated overall campus climate on various scales (survey Question 70) were moderate to strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[22] are provided in Table 4.

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[21]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[22]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A moderate to strong relationship (between .60 and .77) existed for five of the six pairs of variables—between Positive for People of Color and Not Racist; between Positive for People who identify as Lesbian, Gay, Bisexual and Not Homophobic; between People who identify as Transgender and Not Transphobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics					
	Not Racist	**Not Homophobic**	**Not Transphobic**	**Not Sexist**	**Not Classist (Socioeconomic Status)**	**Disability-Friendly (Not Ableist)**
Positive for People of Color	.682[1]					
Positive for people who identify as Lesbian, Gay, Bisexual		.720[1]				
Positive for people who identify as Transgender			.739[1]			
Positive for Women				.627[1]		
Positive for people of Low-Socioeconomic Status					.660[1]	
Positive for persons with Disabilities						.668[1]

[1]$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 2003).

Sample Characteristics[23]

For the purposes of several analyses, demographic responses were collapsed into categories established by the SCST to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents and Graduate/Professional Student respondents.[24] Of all respondents, 77% ($n = 8,274$) were Undergraduate Student respondents, 23% ($n = 2,527$) were Graduate/Professional Student respondents (Figure 1). Eighty-eight percent ($n = 9,552$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 94% ($n = 7,488$) of Undergraduate Student respondents and 85% ($n = 2,064$) of Graduate/Professional Student respondents were full-time in their primary positions.
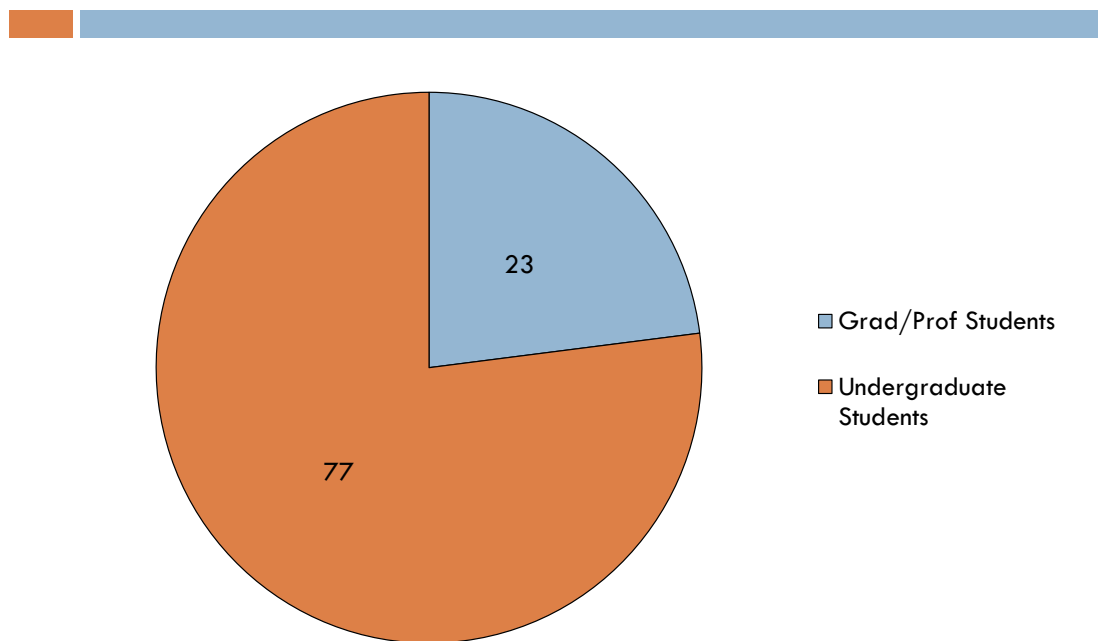
Figure 1. Respondents' Collapsed Position Status (%)

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[23]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[24]Collapsed position status variables were determined by the SCST.

Subsequent analyses revealed that among Undergraduate Student respondents, 75% ($n = 6,216$) indicated that they started at their campus as a first-year student and 24% ($n = 1,982$) transferred to their campus from another institution.

As indicated in Table 5, 18% ($n = 1,463$) of Undergraduate Student respondents were at their campus for two semesters, 17% ($n = 1,389$) were at their campus for four semesters, 14% ($n = 1,137$) were at their campus for one semester, and 13% ($n = 1,068$) were at their campus for six semesters.

Table 5. **Number of Semesters (Excluding Summer Semesters)**
Undergraduate Student Respondents Were at Their Campus

Semester	*n*	%
Less than one	331	4.0
1	1,137	13.7
2	1,463	17.7
3	703	8.5
4	1,389	16.8
5	565	6.8
6	1,068	12.9
7	427	5.2
8	798	9.6
9	97	1.2
10	142	1.7
11	29	0.4
12	36	0.4
13 or more	74	0.9

Note: Table reports only Undergraduate Student responses ($n = 8,274$).

As indicated in Table 6, the overwhelming majority (85%, $n = 9,222$) of student respondents have taken 0%-25% of their classes online and 5% ($n = 496$) have taken 100% of their classes online.

Table 6. **Percentage of Classes Taken Exclusively Online at Their Campus**

Courses online	*n*	*%*
100%	496	4.6
76%-99%	246	2.3
51%-75%	223	2.1
26%-50%	600	5.6
0%-25%	9,222	85.4
Missing	14	0.1

More than half of the sample (65%, n = 6,986) were Women Student respondents and 34% (n = 3,662) were Men Student respondents.[25] Less than one percent (n = 20) of respondents identified as Transgender.[26] One hundred six respondents (1%) marked "a gender not listed here" and offered identities such as "attack helicopter," "nonbinary," "agender," "cis," "Firetrucksexual," "fluid," "Transfluid Androgyne," "THERE ARE ONLY TWO GENDERS," and "genderqueer."

The SCST decided to collapse Transgender and "gender not listed here" into the "Transspectrum" category (1%, *n* = 126). The Transspectrum category is only used in analyses when it is possible to maintain the confidentiality of those respondents.

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[25]The majority of respondents identified their birth sex as female (65%, *n* = 7,037), while 34% (*n* = 3,701) of respondents identified as male and 38 identified as "an assigned birth sex not listed here." Additionally, 63% (*n* = 6,846) identified their gender expression as feminine, 33% (*n* = 3,551) as masculine, 2% (*n* = 179) as androgynous, and 1% (*n* = 149) as "a gender expression not listed here."

[26]Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Figure 2 illustrates that more Women Student respondents (65%, n = 6,986) than Men Student respondents (34%, n = 3,662) and Transspectrum Students (1%, n = 126) completed the survey. Further analyses revealed that similar percentages of Women Undergraduate Student respondents (66%, n = 5,425) and Women Graduate/Professional Student respondents (62%, n = 1,561) completed the survey. Likewise, similar percentages of Men Undergraduate Student respondents (33%, n = 2,729) and Men Graduate/Professional Student respondents (37%, n = 933) completed the survey. By Transspectrum identity, the data revealed that 1% (n = 103) of Undergraduate Student respondents identified as Transspectrum and 1% (n = 23) of Graduate/Professional Student respondents identified as Transspectrum.
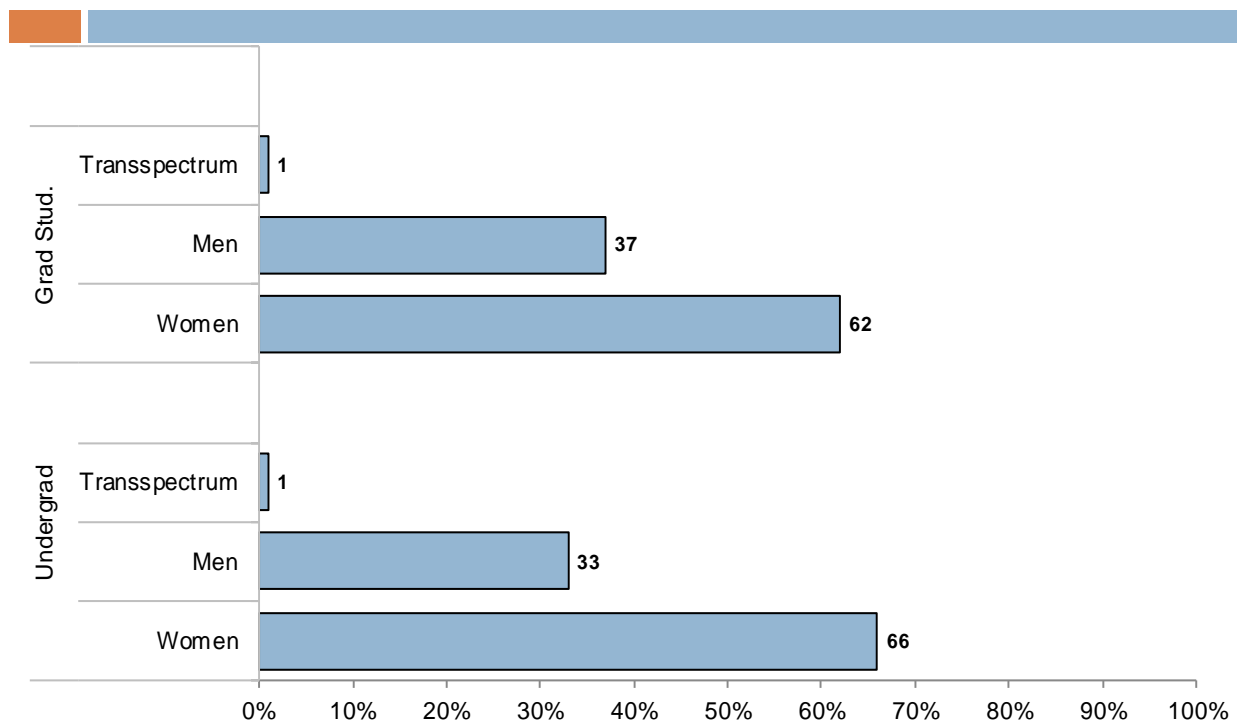
Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents identified as Heterosexual[27] (89%, $n = 9{,}558$), while 7% ($n = 788$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).
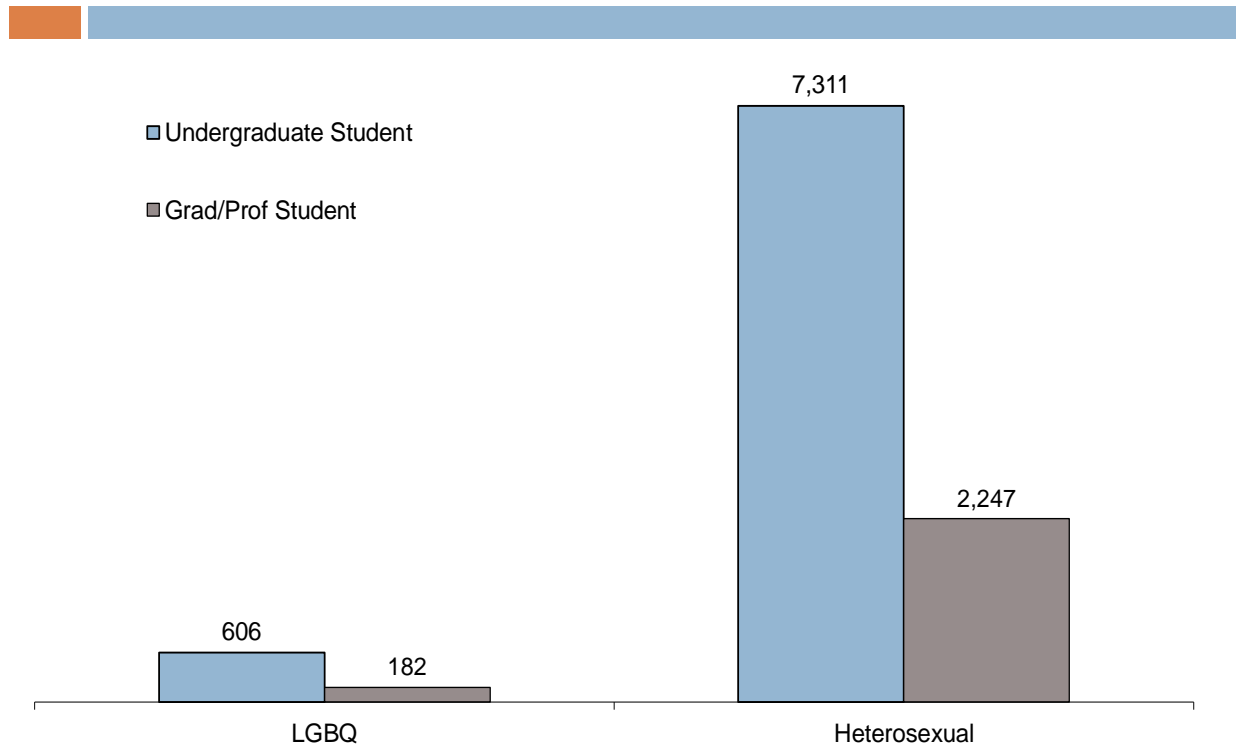
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[27]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual," "biromantic," "grey-asexual," and "homoromantic asexual."

Of responding Students, 29% (n = 3,078) were 20 to 21 years old, 26% (n = 2,850) were 19 years old or younger, 20% (n = 2,177) were between 22 and 24 years old, and 16% (n = 1,756) were between 25 and 34 years old (Figure 4).
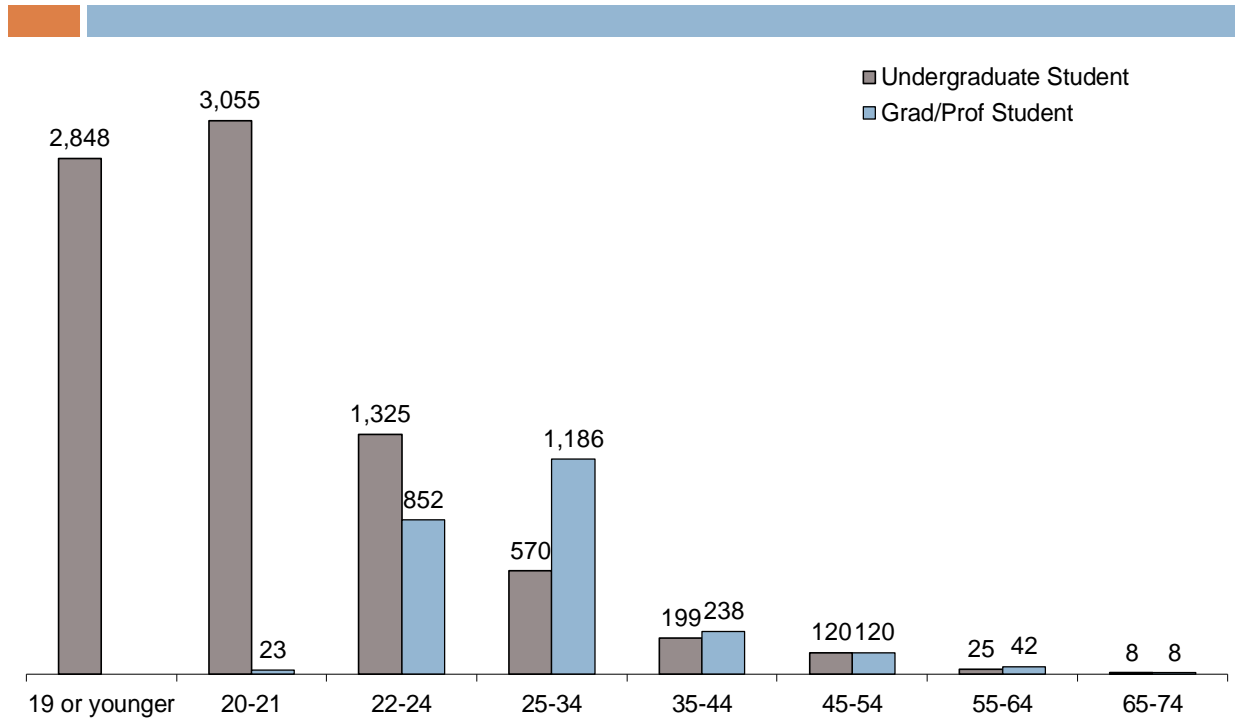
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Student Respondents by Age (n)

With regard to racial identity, 83% (*n* = 8,964) of the respondents identified as White/European American (Figure 5). Nine percent (*n* = 955) of respondents identified as Black/African American, 5% (*n* = 522) as Asian/Asian American, 4% (*n* = 400) as Hispanic/Latin@/Chican@, 2% (*n* = 188) as American Indian/Native, and 1% (*n* = 149) as Middle Eastern/Southwest Asian. Less than 1% each identified as Pacific Islander (*n* = 48), Alaska Native (*n* = 15), and Native Hawaiian (*n* = 13). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "American," "biracial," "none yo business," "some kind of mix," "divided," "WHITE IS NOT A 'RACE,'" "Jewish," or identified with a specific country.
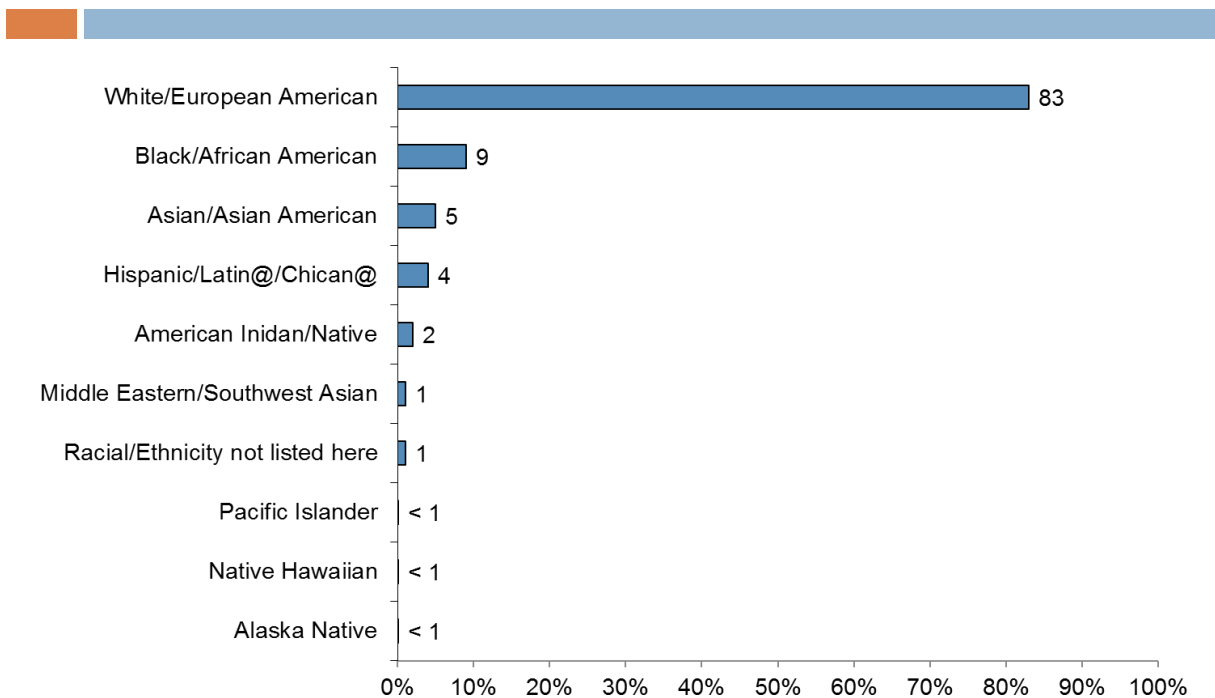
Figure 5. Respondents by Racial/Ethnic Identity (%), Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[28] allowing them to identify as biracial or multiracial. For the purposes of some analyses, six racial identity categories were used. Given the opportunity to mark multiple responses, many respondents chose only White (78%, $n = 8,458$) as their identity (Figure 6). Other respondents identified as Black/African American (7%, $n = 798$), Multiracial[29] (5%, $n = 568$), Asian/Asian American (4%, $n = 421$), Hispanic/Latin@/Chican@ (2%, $n = 214$), and Other People of Color[30] (1%, $n = 141$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 201$).
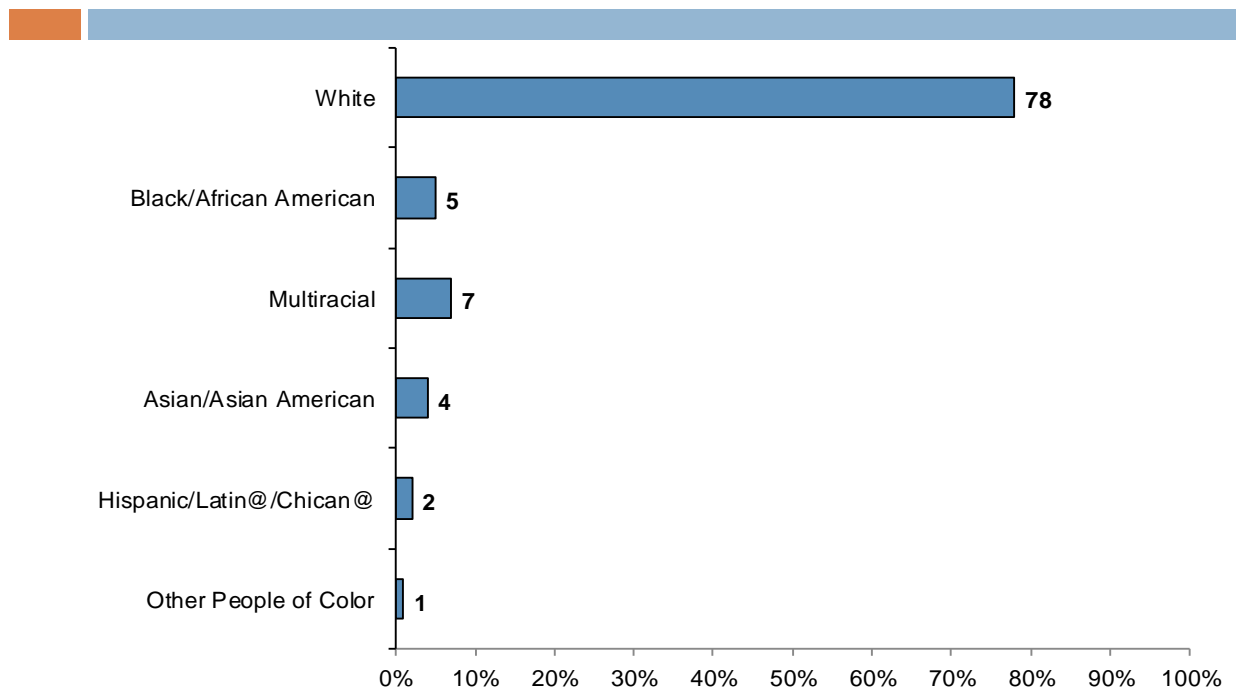
Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

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[28]While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.
[29]Per the SCST, respondents who identified as more than one racial identity were recoded as Multiracial.
[30]Per the SCST, the Other People of Color category included respondents who identified as American Indian/Native, Native Hawaiian, Pacific Islander, or Middle Eastern/Southwest Asian.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Seventy-one percent ($n = 7,510$) of respondents identified as having a Christian Affiliation (Figure 7). Twenty-three percent ($n = 2,459$) of respondents indicated they had No Affiliation. Four percent ($n = 395$) of respondents identified with Additional Religious/Spiritual Affiliations and 3% ($n = 286$) of respondents chose Multiple Religious/Spiritual Affiliations.
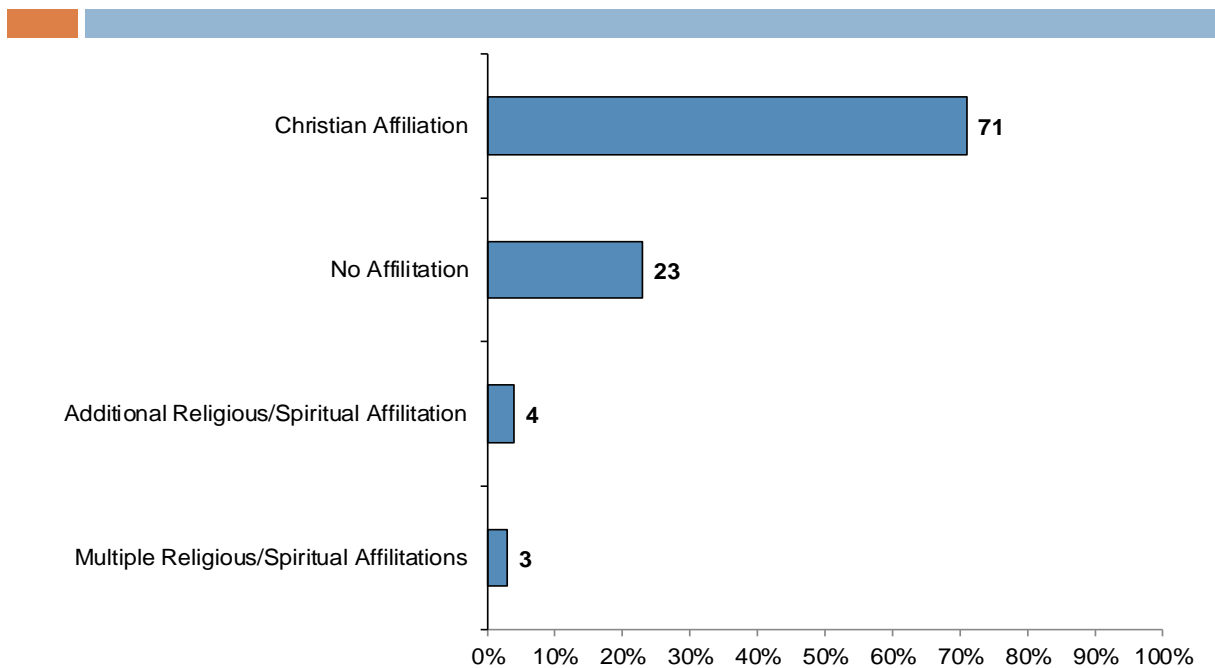
Figure 7. Respondents by Religious/Spiritual Affiliations (%)

Ninety percent (*n* = 9,736) of respondents had no parenting or caregiving responsibilities.

Ninety-three percent (*n* = 7,633) of Undergraduate Student respondents and 84% (*n* = 2,103) of

Graduate/Professional Student respondents had no dependent care responsibilities (Figure 8).
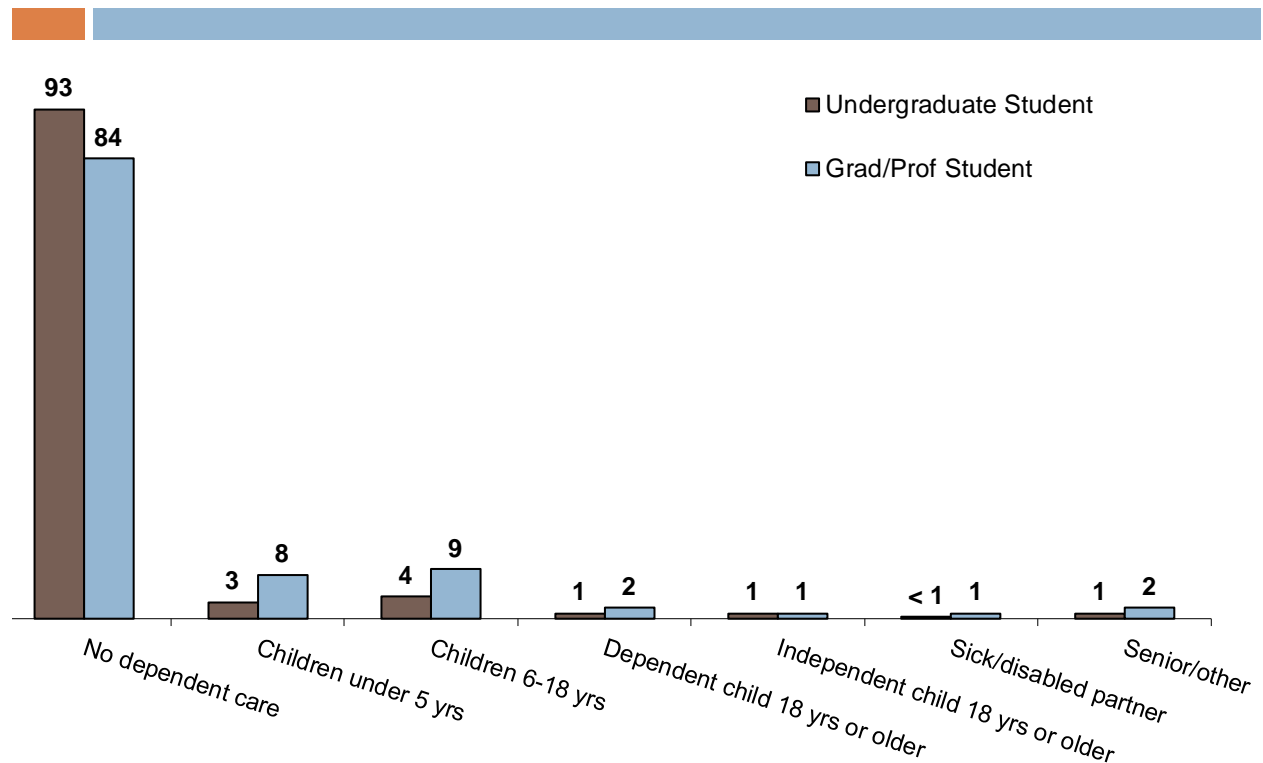
Figure 8. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Eleven percent ($n = 1,200$) of respondents had conditions that substantially influenced their learning, working, or living activities. Forty-three percent ($n = 521$) of respondents had mental health/psychological conditions (e.g., anxiety, depression), 36% ($n = 430$) had Attention deficit/hyperactivity disorder, 19% ($n = 222$) had chronic diagnoses or medical conditions (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia), and 13% ($n = 150$) had a learning disability (Table 7). Subsequent analyses indicated that 11% ($n = 1,163$) of respondents had a single condition that substantially influenced learning, working, or living activities and < 1% ($n = 47$) had multiple conditions that substantially influenced learning, working, or living activities. Thirty-seven percent ($n = 443$) of respondents who indicated that they had a disability were registered with their campus Office of Disability Services.

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	*%*
Mental health/psychological condition (e.g., anxiety, depression)	521	43.4
Attention deficit/hyperactivity disorder	430	35.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	222	18.5
Learning disability	150	12.5
Physical/mobility condition that affects walking	66	5.5
Low vision or blind	45	3.8
Hard of hearing or deaf	43	3.6
Asperger's/autism spectrum	41	3.4
Physical/mobility condition that does not affect walking	40	3.3
Acquired/traumatic brain injury	34	2.8
Speech/communication condition	20	1.7
Cognitive/language-based	15	1.3
A disability/condition not listed here	39	3.3

Note: Percentages may not sum to 100% as a result of multiple response choices.

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the SCST created two citizenship categories:[31] 93% ($n = 10,011$) of respondents were U.S. Citizens and 7% ($n = 776$) were Non-U.S. Citizens.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	n	%
A visa holder (such as F-1, J-1, H1-B, and U)	247	2.3
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	5	0.0
DAPA (Deferred Action for Parental Accountability)	< 5	---
Other legally documented status	5	0.0
Permanent resident	138	1.3
Refugee status	< 5	---
Undocumented resident	0	0.0
U.S. citizen, birth	10,011	92.7
U.S. citizen, naturalized	379	3.5
Missing	14	0.1

Ninety-four percent ($n = 10,094$) of respondents indicated that English was their primary language. Five percent ($n = 512$) of respondents indicated that a language other than English was their primary language.

Additional analyses revealed that 97% ($n = 10,392$) of respondents had never served in the military. Two hundred twelve respondents (2%) were formerly on active duty and eighty-two respondents (1%) were now on active duty (including Reserves/National Guard). One percent ($n = 88$) of respondents were in ROTC.

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[31]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 14% (n = 1,115) of Undergraduate Student respondents and 14% (n = 353) of Graduate/Professional Student respondents were First-Generation Students.[32]

Table 9. **Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	153	1.4	169	1.6
Some high school	322	3.0	378	3.5
Completed high school/GED	1,844	17.1	2,039	18.9
Some college	1,553	14.4	1,533	14.2
Business/technical certificate/degree	434	4.0	533	4.9
Associate's degree	663	6.1	714	6.6
Bachelor's degree	2,837	26.3	3,059	28.3
Some graduate work	179	1.7	203	1.9
Master's degree (e.g., MA, MS, MBA)	1,754	16.2	1,266	11.7
Specialist degree (e.g., EdS)	84	0.8	61	0.6
Doctoral degree (e.g., PhD, EdD)	398	3.7	163	1.5
Professional degree (e.g., MD, JD)	459	4.2	226	2.1
Unknown	42	0.4	163	1.5
Not applicable	55	0.5	253	2.3
Missing	24	0.2	41	0.4

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[32]With the SCST's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college, or Business/Technical certificates/degree.

Analyses revealed that 22% (n = 1,853) of Undergraduate Student respondents and 32% (n = 818) of Graduate/Professional Student respondents were employed on campus, while 40% (n = 3,317) of Undergraduate Student respondents and 32% (n = 795) of Graduate/Professional Student respondents were employed off campus (Table 10). Of Undergraduate Student respondents who indicated that they worked on campus, 45% each worked between 1-10 hours per week (n = 798) and 11-20 hours per week (n = 796). Of Graduate/Professional Student respondents who indicated that they worked on campus, 45% (n = 356) worked 11-20 hours per week.

Table 10. **Student Employment**

Employed	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
No	**3,395**	**41.0**	**991**	**39.2**
Yes, I work on campus	**1,853**	**22.4**	**818**	**32.4**
1-10 hours/week	798	44.9	179	22.7
11-20 hours/week	796	44.8	356	45.2
21-30 hours/week	107	6.0	72	9.1
31- 40 hours/week	52	2.9	91	11.6
More than 40 hours/week	24	1.4	89	11.3
Yes, I work off campus	**3,317**	**40.1**	**795**	**31.5**
1-10 hours/week	649	20.6	234	30.7
11-20 hours/week	1,138	36.1	143	18.8
21-30 hours/week	797	25.3	64	8.4
31- 40 hours/week	398	12.6	154	20.2
More than 40 hours/week	174	5.5	166	21.8

Forty-six percent (n = 4,967) of Student respondents experienced financial hardship, including 48% (n = 3,933) of Undergraduate Student respondents and 41% (n = 1,034) of Graduate/Professional Student respondents. Of these 4,967Student respondents, 61% (n = 3,008) had difficulty purchasing their books/course materials, 56% (n = 2,795) had difficulty affording

tuition, 43% ($n = 2,133$) had difficulty affording housing, and 41% ($n = 2,018$) had difficulty affording food (Table 11). "Other" responses included "attending conferences," "bankruptcy," "commuter no wifi at home needed for all classes," "debt from undergraduate student loans," "dental care," "difficulty paying semester fees," "GI Bill funds taking forever," "family medical conditions," "fraternity dues," "living expenses (single dad of 2)," "registration fee of 600," "residency interviews," and "utilities."

Table 11. **Experienced Financial Hardship**

Financial hardship	*n*	%
Difficulty purchasing my books/course materials	3,008	60.6
Difficulty affording tuition	2,795	56.3
Difficulty in affording housing	2,133	42.9
Difficulty affording food	2,018	40.6
Difficulty participating in social events	1,671	33.6
Difficulty affording academic related activities (e.g., study abroad, service learning)	1,411	28.4
Difficulty in affording other campus fees	1,201	24.2
Difficulty in affording health care	1,000	20.1
Difficulty affording commuting to campus (e.g., transportation, parking)	997	20.1
Difficulty affording co-curricular events or activities	976	19.6
Difficulty affording travel to and from your campus	968	19.5
Difficulty in affording unpaid internships/research opportunities	942	19.0
Difficulty in affording alternative spring breaks	923	18.6
Difficulty finding employment	880	17.7
Difficulty in affording childcare	258	5.2
A financial hardship not listed here	233	4.7

Note: Table reports only responses of Students who indicated on the survey that they experienced financial hardship ($n = 4,967$).

Forty-nine percent ($n = 5,247$) of Student respondents depended on loans to pay for their education (Table 12). Forty-eight percent ($n = 3,958$) of Undergraduate Student respondents and

51% ($n = 1,289$) of Graduate/Professional Student respondents relied on loans to pay for their education. Subsequent analyses indicated that 59% ($n = 1,528$) of Low-Income Student respondents,[33] 46% ($n = 3,637$) of Not-Low-Income Student respondents, 57% ($n = 843$) of First-Generation student respondents, and 47% ($n = 4,397$) of Not-First-Generation Student respondents depended on loans.

Forty-two percent ($n = 4,484$) of Student respondents relied on family contributions to pay for their education. Forty-nine percent ($n = 4,052$) of Undergraduate Student respondents and 17% ($n = 432$) of Graduate/Professional Student respondents relied on family contributions to pay for their education. When analyzed by income status, the data revealed that 12% ($n = 325$) of Low-Income Student respondents and 51% ($n = 4,076$) of Not-Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 17% ($n = 256$) of First-Generation Student respondents and 45% ($n = 4,226$) of Not-First-Generation Student respondents depended on family contributions.

Forty percent ($n = 4,318$) of Student respondents used non-need-based scholarships (e.g., HOPE) to pay for their education. By student status, 50% ($n = 4,163$) of Undergraduate Student respondents and 6% ($n = 155$) of Graduate/Professional Student respondents relied on non-need based scholarships to pay for their education. Analyses also revealed that 30% ($n = 794$) of Low-Income Student respondents and 44% ($n = 3,459$) of Not-Low-Income Student respondents used non-need based scholarships to pay for their education. Lastly, 32% ($n = 475$) of First-Generation Student respondents and 41% ($n = 3,839$) of Not-First-Generation Student respondents relied on non-need based scholarships to pay for their education.

Table 12. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Loans	5,247	48.6
Family contribution	4,484	41.5
Non-need based scholarship (e.g., HOPE)	4,318	40.0

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[33]The SCST defined Low-Income Student respondents as those students whose families earn less than $30,000 annually.

Table 12. **How Student Respondents Were Paying for College**

Source of funding	*n*	*%*
Grant (e.g., Pell)	2,500	23.1
Personal contribution/job	2,232	20.7
Off-campus employment	2,106	19.5
On-campus employment	1,438	13.3
Need-based scholarship (e.g., ASPIRE)	1,215	11.2
Credit card	877	8.1
Graduate/research assistantship	666	6.2
GI Bill/veterans benefits	320	3.0
Dependent tuition (e.g., family member works at your campus)	198	1.8
Graduate fellowship	162	1.5
Resident assistant	124	1.1
Money from home country	75	0.7
A method of payment not listed here	473	4.4

Thirty-seven percent ($n = 3,954$) of Student respondents received no support for their living/educational expenses from a family or guardian member (i.e., they were financially independent). Subsequent analyses indicated that 31% ($n = 2,433$) of Undergraduate Student respondents were financially independent while 63% ($n = 1,521$) of Graduate/Professional Student respondents were financially independent. Additional analyses also indicated that 71% ($n = 1,797$) of Low-Income Student respondents, 28% ($n = 2,089$) of Not-Low-Income Student respondents, 63% ($n = 884$) of First-Generation students, and 34% ($n = 3,065$) of Not-First-Generation Student respondents were financially independent.

Twenty-one percent ($n = 1,708$) of Undergraduate Student respondents indicated that they or their families had annual incomes of less than $30,000. Fifteen percent ($n = 1,206$) of Undergraduate Student respondents indicated annual incomes between $30,000 and $49,999; 15% ($n = 1,219$) between $50,000 and $69,999; 17% ($n = 1,352$) between $70,000 and $99,999; 17% ($n = 1,382$) between $100,000 and $149,999; 7% ($n = 568$) between $150,000 and $199,999; 4% ($n = 281$) between $200,000 and $249,999; 4% ($n = 285$) between $250,000 and $499,999; and 1% ($n = 100$) indicated an annual income of $500,000 or more.[34] These figures are displayed by dependency student status in Figure 9. Information is provided for those Undergraduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Undergraduate Student respondents who were financially dependent on others.
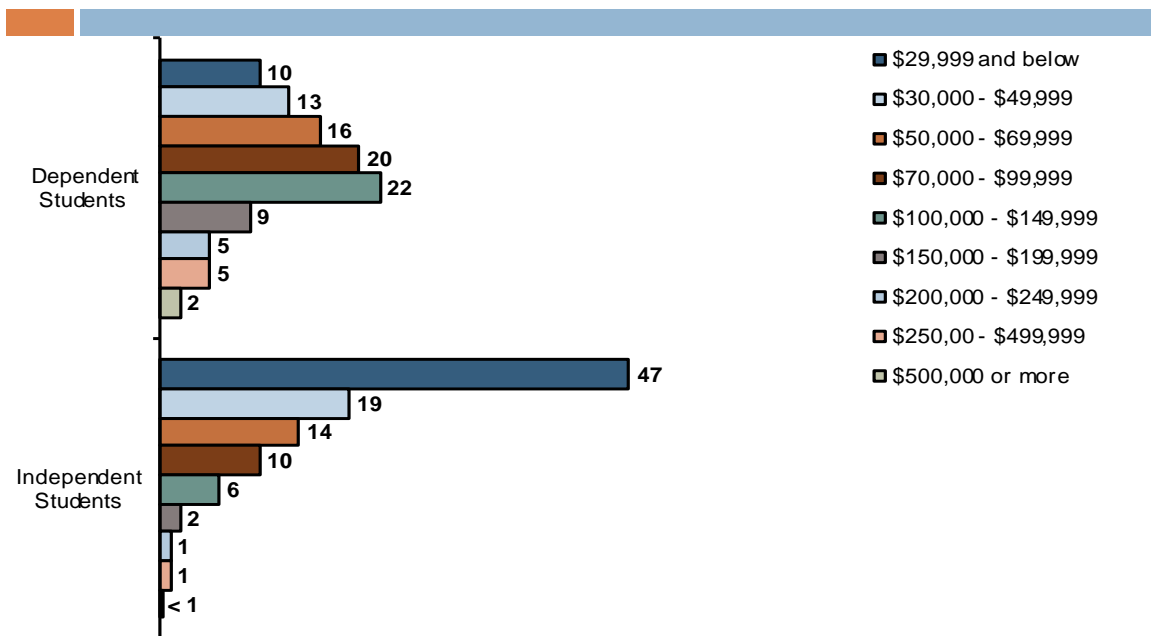
Figure 9. Undergraduate Student Respondents' Income
by Dependency Status (Dependent, Independent) (%)

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[34]Refer to Table B21 in Appendix B for the combined Student respondent data.

Of the Undergraduate Students completing the survey, 37% ($n = 3,089$) lived in campus housing, 62% ($n = 5,085$) lived in non-campus housing, and forty-five (1%) Undergraduate Student respondents identified as housing insecure (Table 13).

Table 13. **Student Respondents' Residence**

Residence	*n*	*%*
Campus housing	3,089	37.3
Non-campus housing	5,085	61.5
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	45	0.5
Missing	55	0.7

Note: Table reports only Undergraduate Student responses ($n = 8,274$).

Table 14 indicates that most Undergraduate Student respondents earned passing grades. Forty-two percent ($n = 3,512$) of Undergraduate Student respondents earned above a 3.5 grade point average (G.P.A.).

Table 14. **Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	*n*	*%*
3.75 - 4.00	2,013	24.3
3.50 - 3.74	1,499	18.1
3.25 - 3.49	1,326	16.0
3.00 - 3.24	1,209	14.6
2.75 - 2.99	941	11.4
2.50 - 2.74	531	6.4
2.25 - 2.49	289	3.5
2.00 - 2.24	203	2.5
1.99 and below	198	2.4
Missing	65	0.8

Note: Table reports only Undergraduate Student responses ($n = 8,274$).

Campus Climate Assessment Findings[35]

The following section reviews the major findings of this study.[36] The review explores the climate across the University of Tennessee system campuses through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate

The survey posed questions regarding respondents' levels of comfort with the campus climate. Table 15 illustrates that 82% ($n = 8,879$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate. Eighty-five percent ($n = 9,131$) of survey respondents were "very comfortable" or "comfortable" with the climate in their academic departments. Eighty-four percent ($n = 9,072$) of survey respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 15. **Respondents' Comfort with the Climate**

Level of comfort	Comfort with overall climate		Comfort with climate in academic department		Comfort with climate in class	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	3,481	32.3	4,330	40.1	3,404	31.6
Comfortable	5,398	50.1	4,801	44.5	5,668	52.6
Neither comfortable nor uncomfortable	1,221	11.3	1,157	10.7	1,257	11.7
Uncomfortable	587	5.4	404	3.7	380	3.5
Very uncomfortable	98	0.9	106	1.0	76	0.7

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[35]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.
[36]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 10[37] illustrates that a higher percentage of Undergraduate Student respondents (33%, $n =$ 2,749) indicated they were "very comfortable" with the overall climate than did Graduate/Professional Student respondents (29%, $n = 732$).[i]

■ Very Comfortable   ■ Comfortable   ■ Neutral   ■ Uncomfortable   ■ Very Uncomfortable

Grad/Prof Students (n = 2,524)	29	49	14	7 1
Undergraduate (n = 8,261)	33	50	11	5 1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
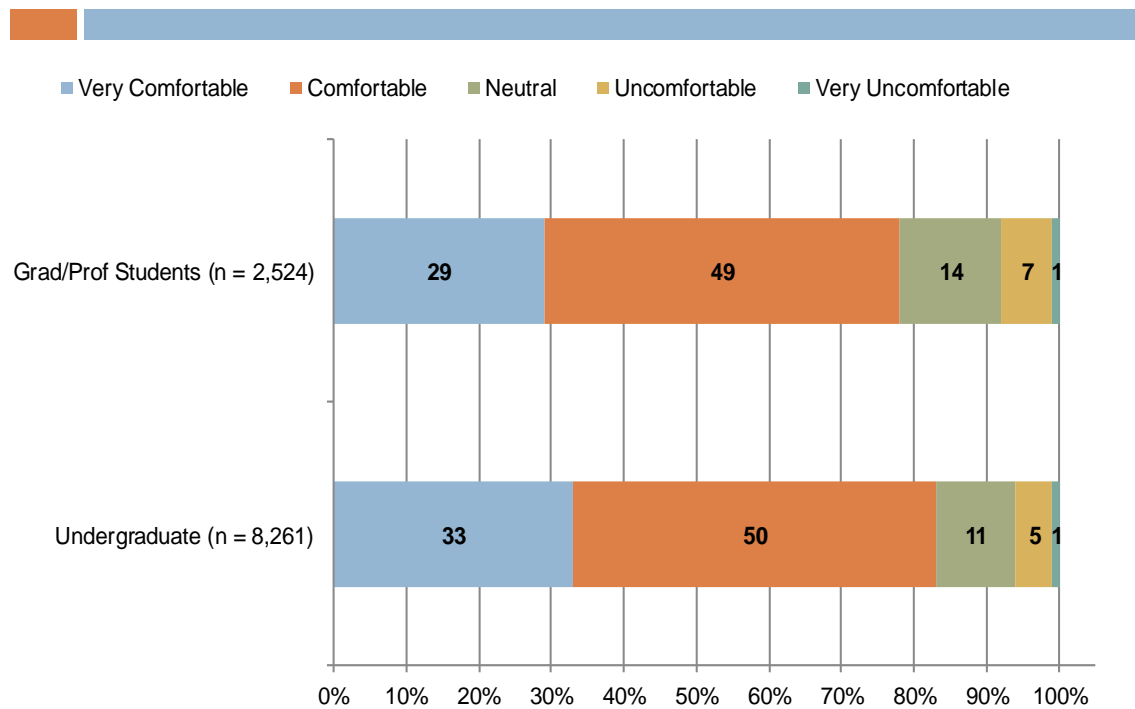
Figure 10. Respondents' Comfort With Overall Climate by Position Status (%)

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[37]Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

Figure 11 illustrates that a higher percentage of Graduate/Professional Student respondents (5%, $n = 121$) indicated that they were "uncomfortable" with the climate in their academic departments than did Undergraduate Student respondents (3%, $n = 283$).[ii]
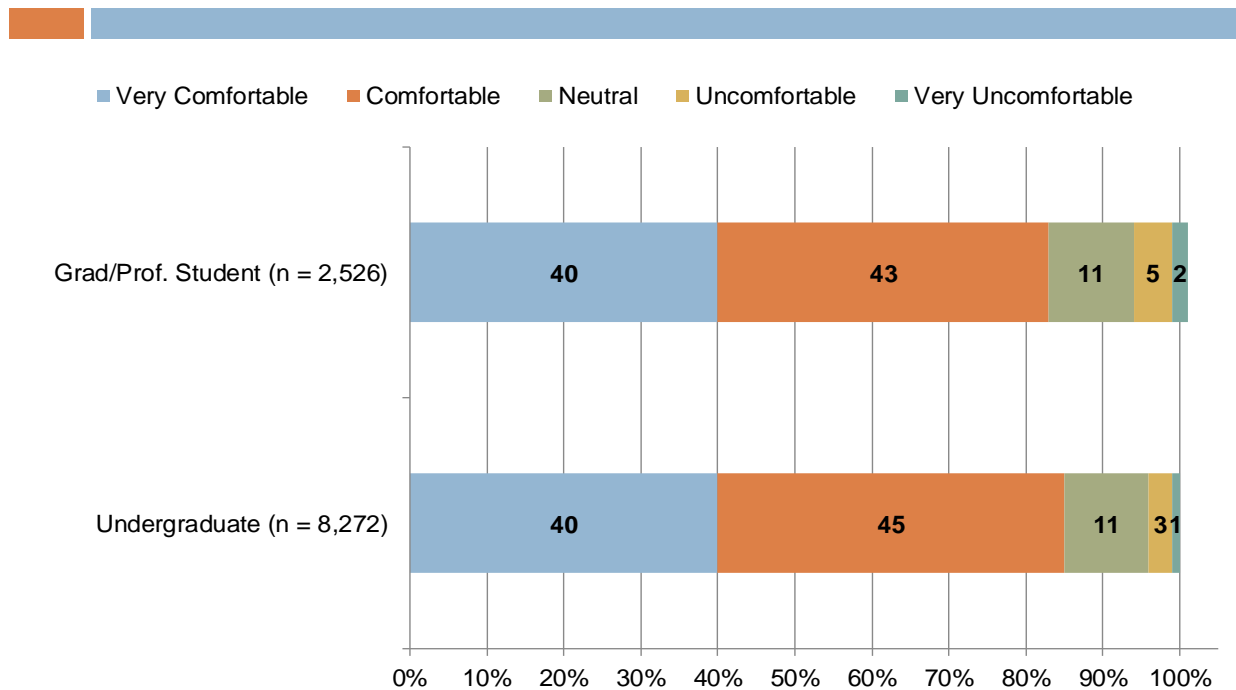
Figure 11. Respondents' Comfort with Climate in Academic Department by Student Status (%)

Figure 12 illustrates that a higher percentage of Graduate/Professional Student respondents (39%, $n = 972$) indicated that they were "very comfortable" with the climate in their classes than did Undergraduate Student respondents (29%, $n = 2,432$).[iii] Additional analysis also shows that a higher percentage of Undergraduate Student respondents (54%, $n = 4,485$) indicated that they were "comfortable" with the climate in their classes than did Graduate/Professional Student respondents (47%, $n = 1,183$).
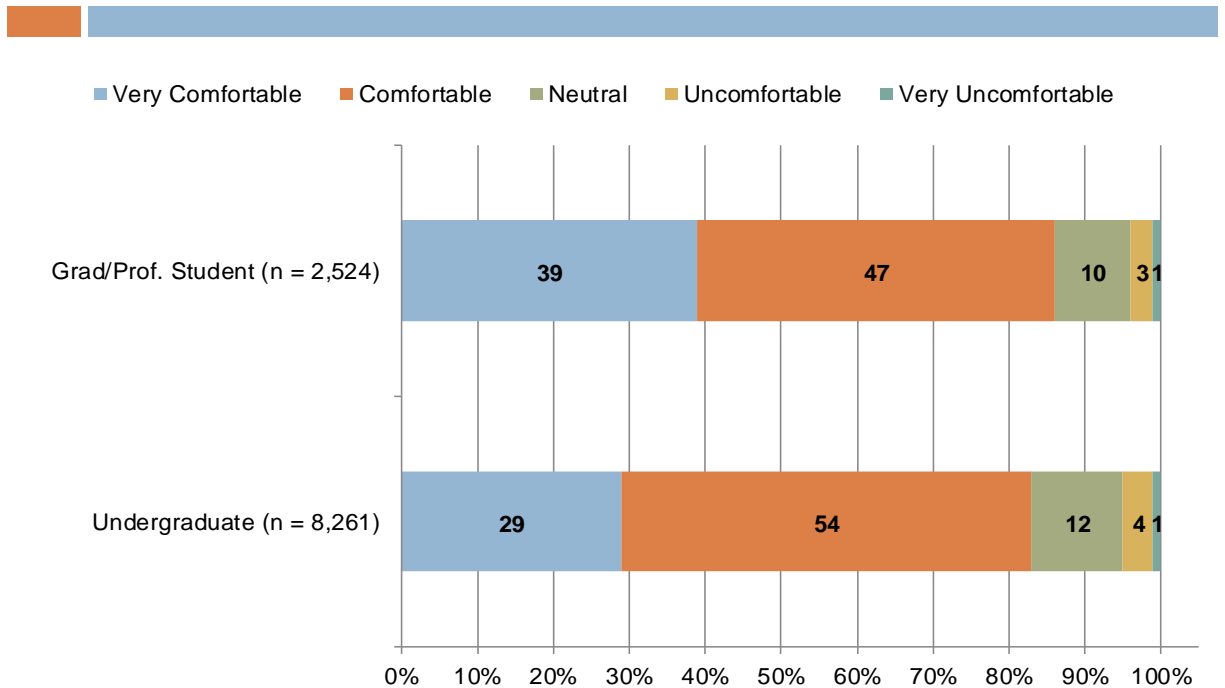
Figure 12. Respondents' Comfort With Classroom Climate by Student Status (%)

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their academic departments, or the climate in their classes differed based on various demographic characteristics.

By gender identity,[38] a higher percentage of Men Student respondents (35%, $n = 1,275$) compared with Women Student respondents (31%, $n = 2,183$) and Transspectrum Student respondents (15%, $n = 19$) felt "very comfortable" with the overall climate (Figure 13).[iv]

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Transspectrum (n = 126)	15	35	19	22	9
Men (n = 3,656)	35	48	11	5	1
Women (n = 6,976)	31	52	11	5	1
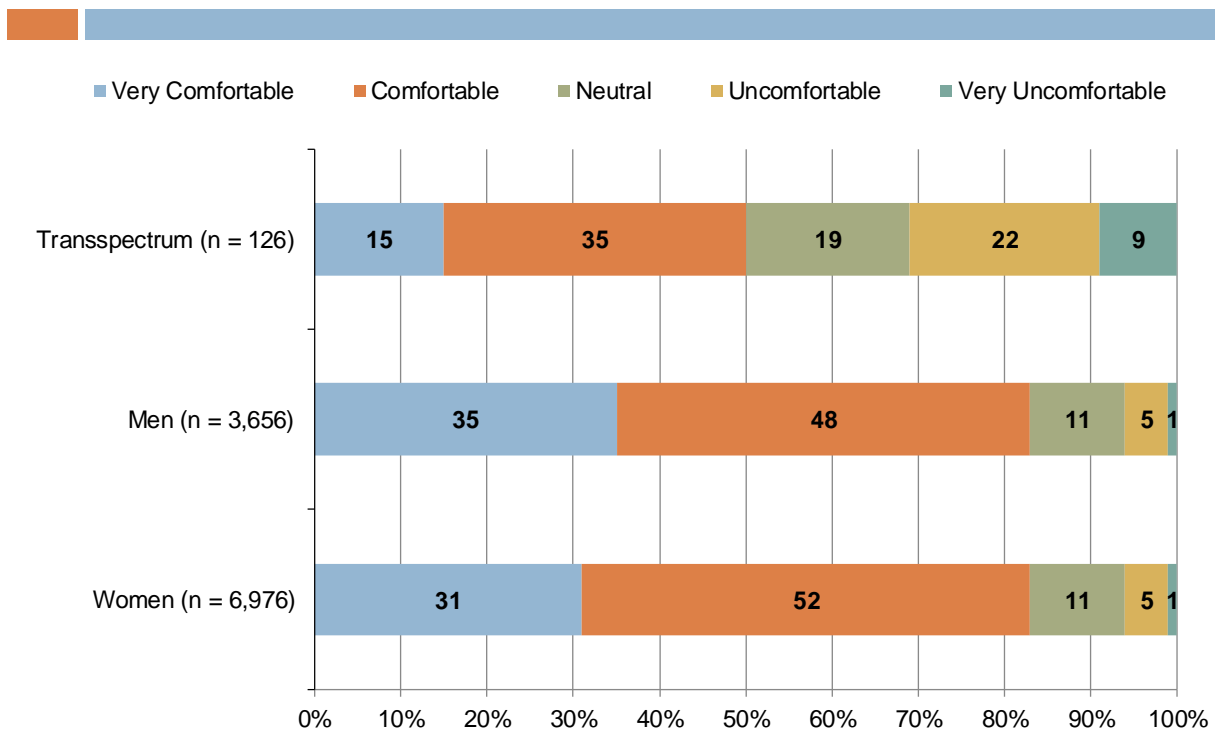
Figure 13. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[38] Per the SCST, gender identity was recoded into the categories Men ($n = 3,662$), Women ($n = 6,986$), Transspectrum ($n = 126$), where Transspectrum respondents included those individuals who marked "transgender," or "a gender not listed here" for the question, "What is your gender/gender identity?"

Additional analyses also revealed that a higher percentage of Men Student respondents (42%, $n = 1,552$) than Women Student respondents (39%, $n = 2,736$) and Transspectrum Student respondents (28%, $n = 35$) felt "very comfortable" with the climate in their academic department (Figure 14).[v]
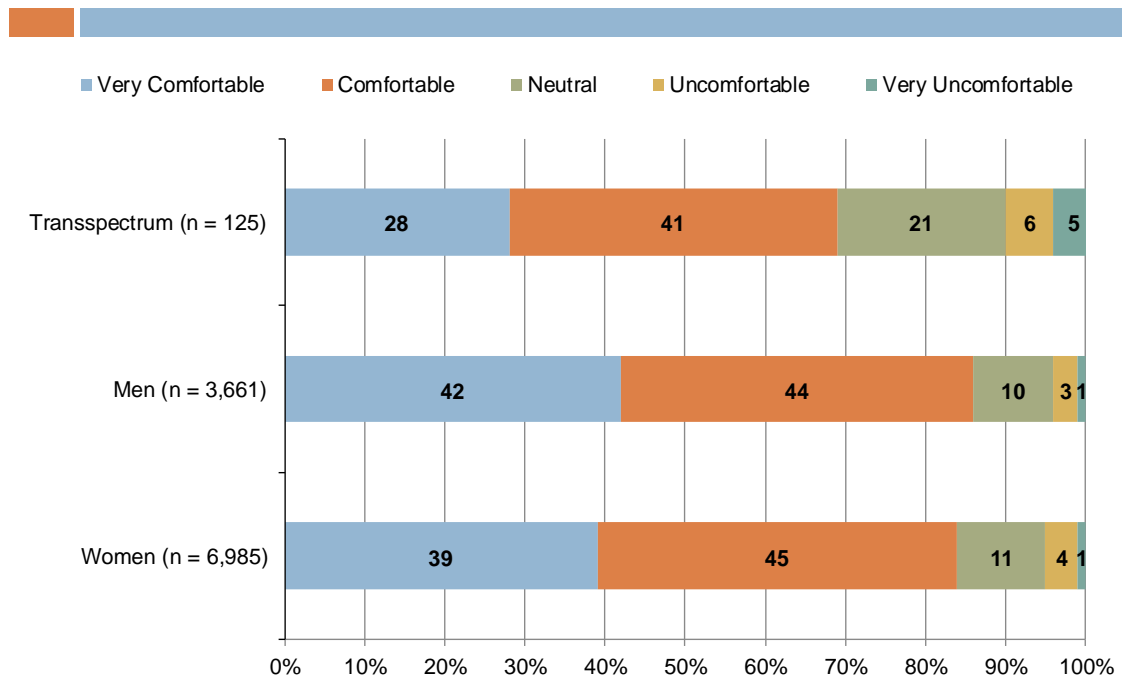
Figure 14. Respondents' Comfort With Climate in Academic Department by Gender Identity (%)

Analyses also revealed that a higher percentage of Men Student respondents (34%, $n = 1,249$) compared with Women Student respondents (30%, $n = 2,118$) or Transspectrum Student respondents (24%, $n = 30$) felt "very comfortable" with the climate in their classes (Figure 15).[vi]
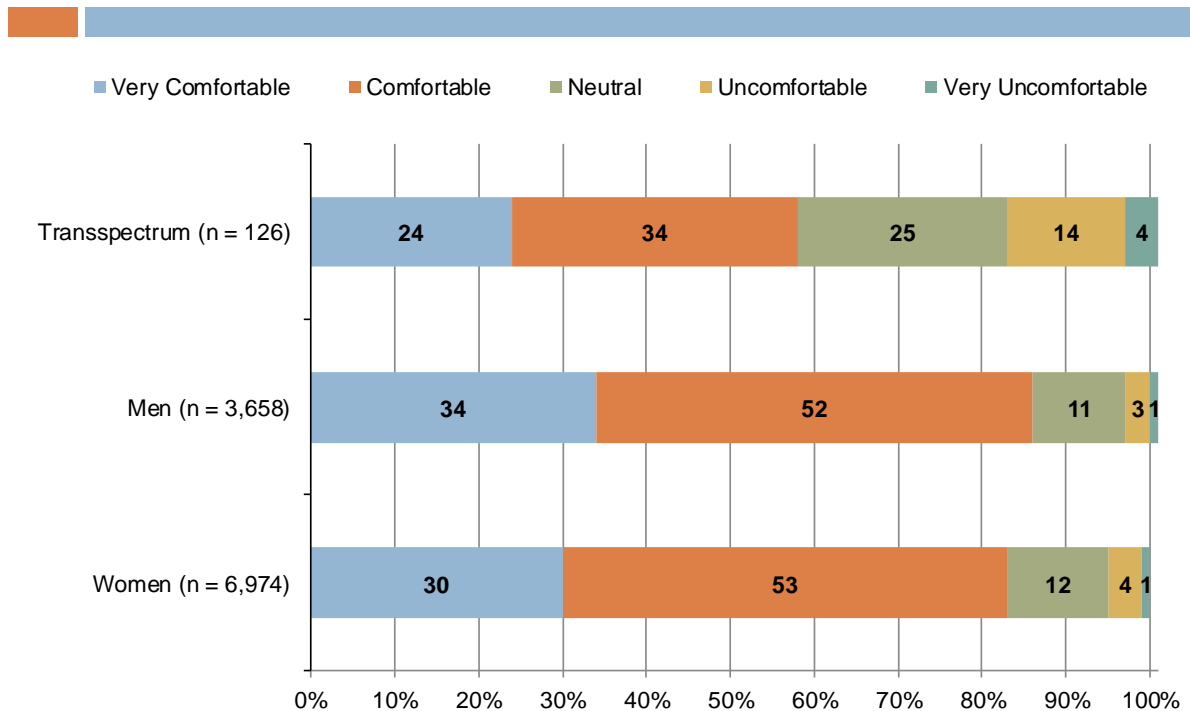
Figure 15. Respondents' Comfort With Classroom Climate by Gender Identity (%)

Significant differences occurred in respondents' levels of comfort with the overall climate based on sexual identity[39] (Figure 16). A lower percentage of LGBQ Student respondents (20%, $n =$ 159) indicated that they were "very comfortable" with the overall climate compared with Heterosexual Student respondents (34%, $n = 3,206$).[vii]

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

LGBQ (n = 787): 20 | 46 | 17 | 14 | 3
Heterosexual (n = 9,544): 34 | 51 | 11 | 5 | 1
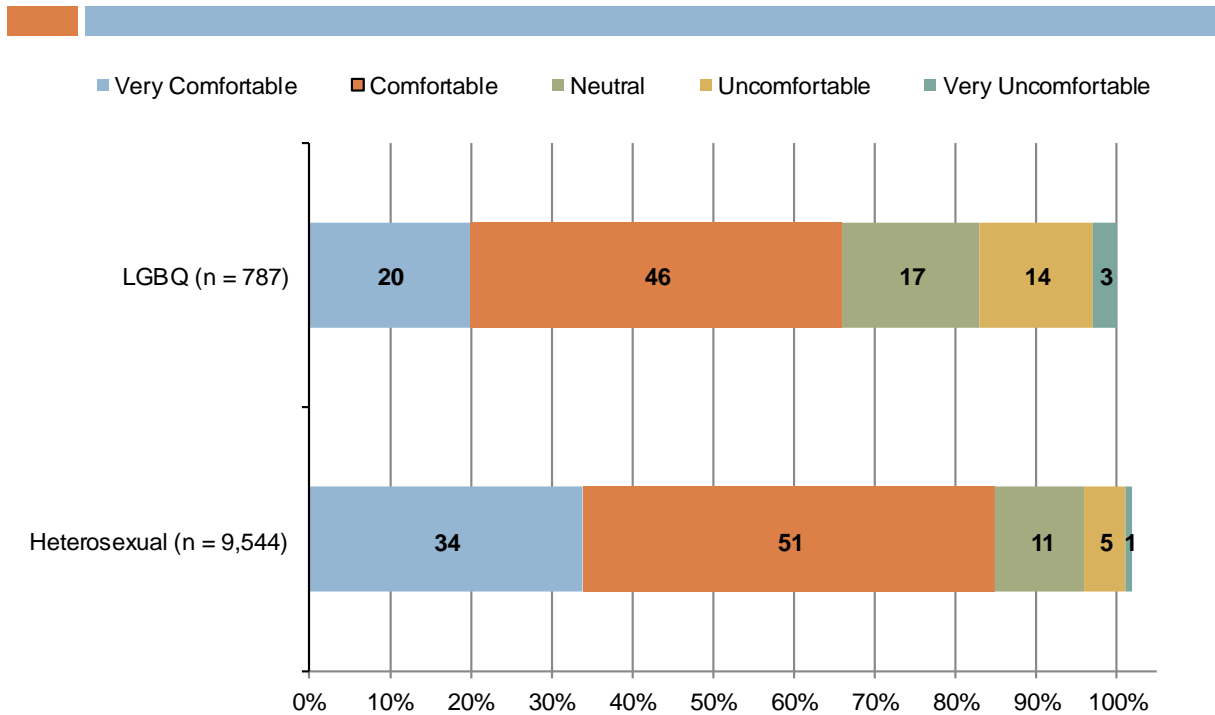
Figure 16. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant differences were observed based on respondents' levels of comfort in their academic department by sexual identity.

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[39]Per the SCST, sexual identity was recoded into the categories Heterosexual ($n = 9,558$) and LGBQ ($n = 788$) where LGBQ respondents included those individuals who marked "Lesbian," "Gay," or "Bisexual" for the question, "Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?"

Significant difference was again observed based on respondents' levels of comfort with the climate in their classes based on sexual identity (Figure 17). Similar to their experiences with the overall campus climate, a lower percentage of LGBQ Student respondents (23%, n = 183) indicated that they were "very comfortable" with the climate in their classes compared with Heterosexual Student respondents (33%, n = 3,104).[viii]
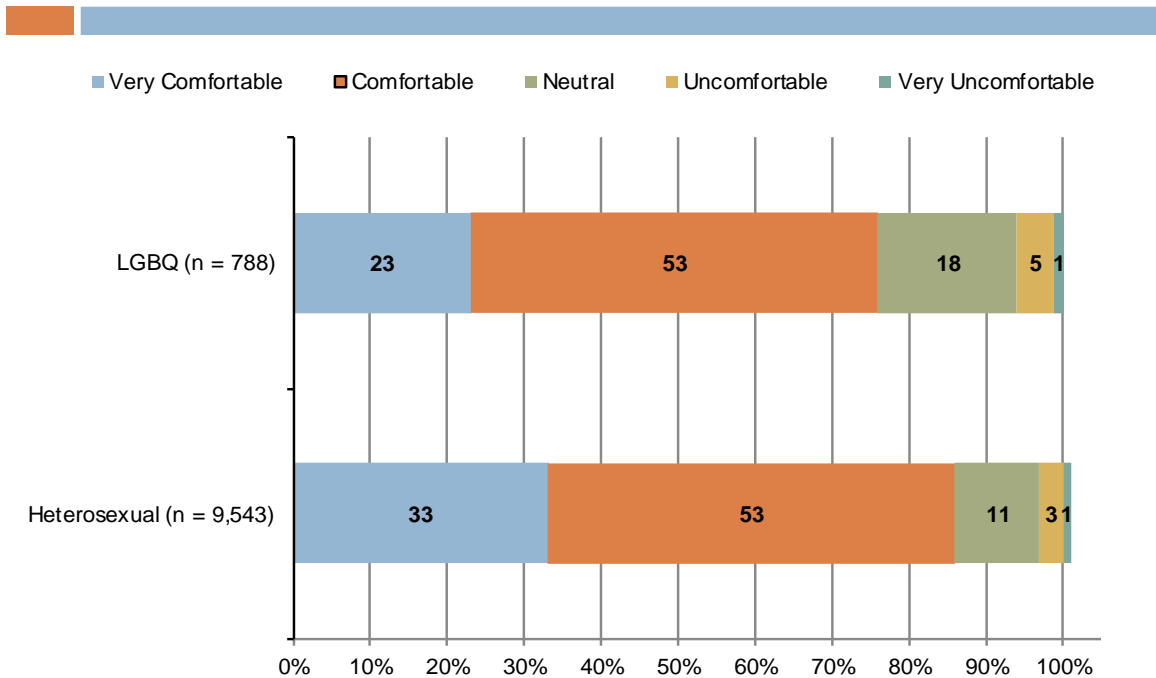
Figure 17. Respondents' Comfort With Climate in Classes by Sexual Identity (%)

By racial identity,[40] lower percentages of Asian/Asian American Student respondents (24%, $n = 99$) and Black/African American Student respondents (24%, $n = 190$) indicated that they were "very comfortable" with the overall climate compared to White Student respondents (34%, $n = 2,876$) (Figure 18).[ix]

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

Racial Identity	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Multiracial (n = 568)	26	49	17	6	1
White (n = 8,448)	34	50	10	5	1
Hispanic/Latin@/Chican@ (n = 213)	33	46	12	9	
Black/African American (n = 793)	24	49	17	8	2
Asian/Asian American (n = 421)	24	58	15	4	
Other People of Color (n = 141)	31	45	15	6	
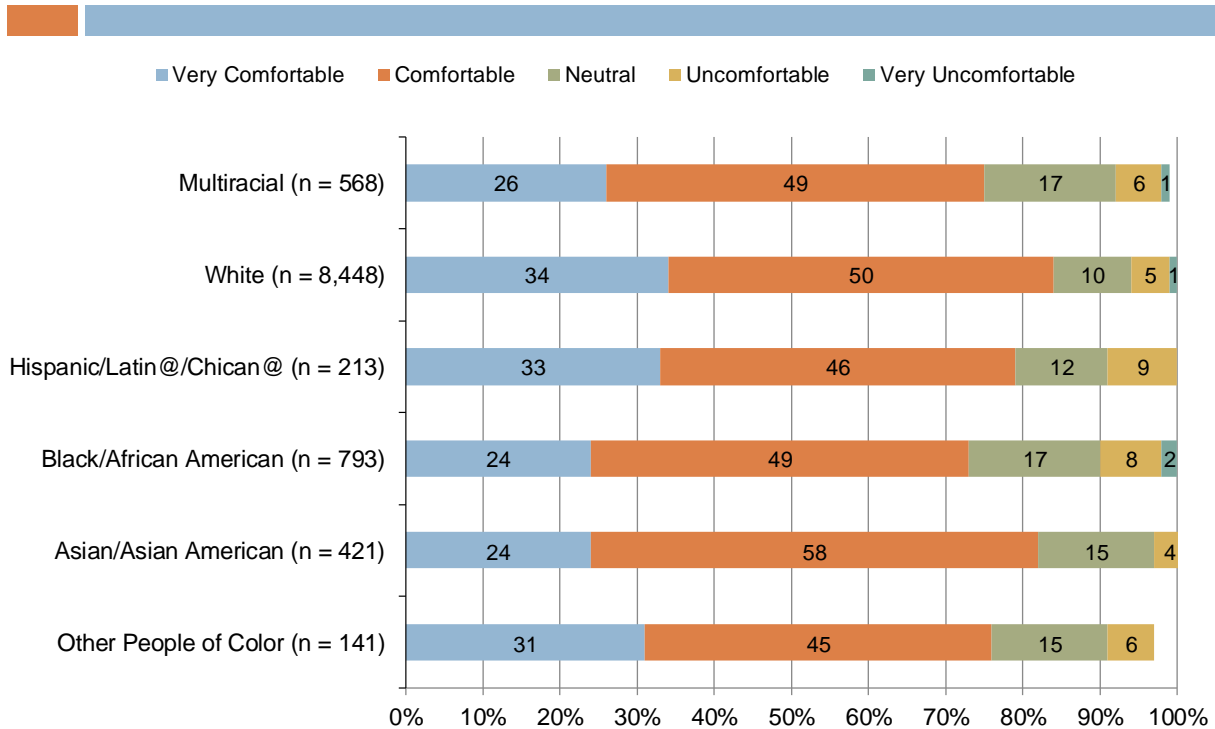
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Comfort With Overall Climate by Racial Identity (%)

[40]The SCST proposed seven collapsed racial identity categories (White, Asian/Asian American, Black/African American, American Indian/Native/Alaskan Native, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into six categories (White, Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial), where American Indian/Native/Alaskan Native were collapsed into the Other People of Color category.

Additional analyses also showed that lower percentages of Asian/Asian American Student respondents (29%, $n = 122$) and Black/African American Student respondents (32%, $n = 254$) indicated that they were "very comfortable" with the academic department climate compared to White Student respondents (42%, $n = 3,541$) (Figure 19).[x]
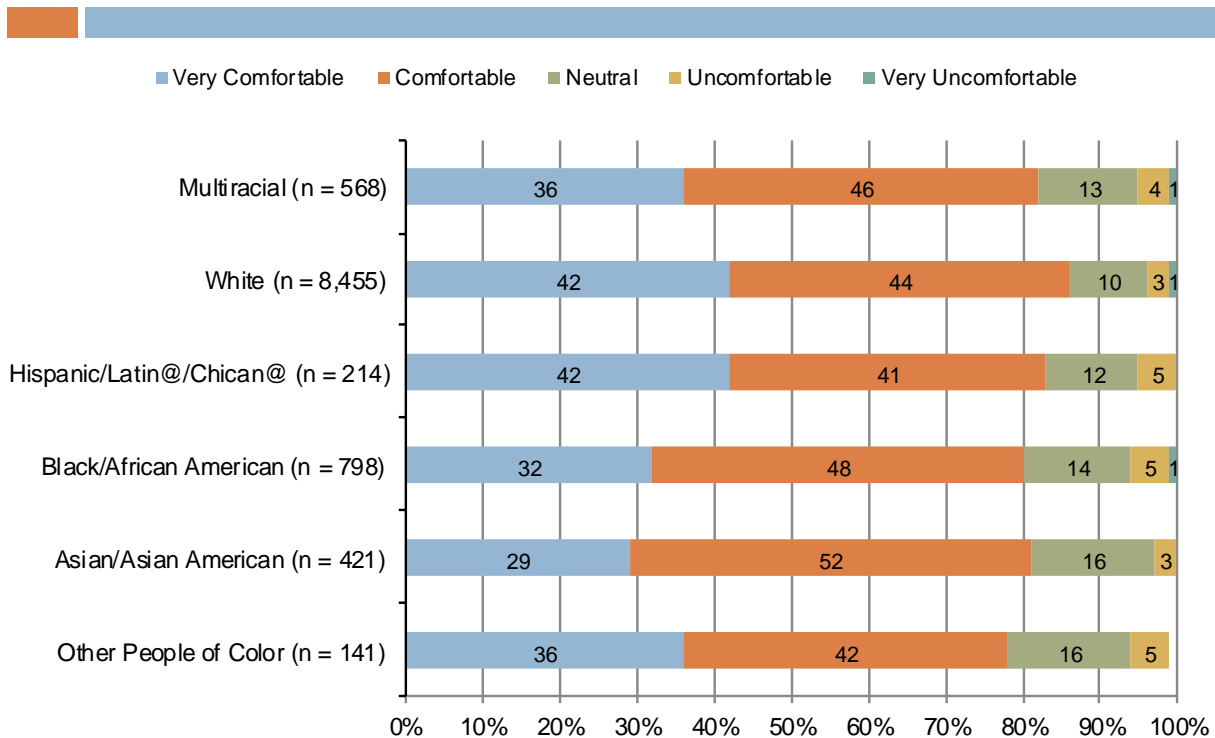
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Respondents' Comfort With Academic Department Climate by Racial Identity (%)

Further significant differences were observed by classroom climate with lower percentages of Black/African American Student respondents (23%, $n = 182$), Asian/Asian American Student respondents (24%, $n = 100$), and Multiracial Student respondents (25%, $n = 143$) indicating that they were "very comfortable" with the climate in their classes than did White respondents (33%, $n = 2,806$) (Figure 20).[xi]
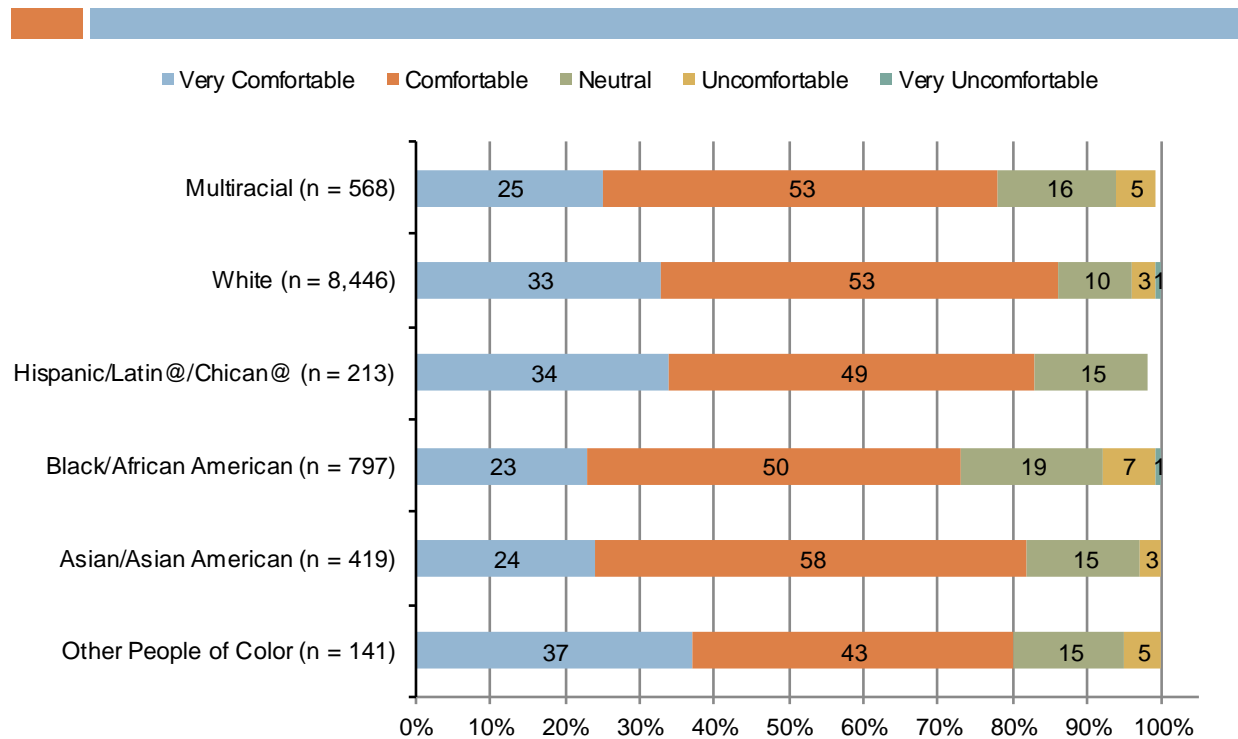
Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Respondents' Comfort With Climate in Classes by Racial Identity (%)

No significant differences emerged in respondents' levels of comfort with the overall climate, academic department climate, or classroom climate by citizenship status. However, while significance was not observed, higher percentages of U.S. Citizen Student respondents (40%, $n = 4,044$) indicated that they were "very comfortable" with the climate in their academic departments when compared with Non-U.S. Citizen Student respondents (36%, $n = 281$) (Figure 21).

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

Non-U.S. Citizen (n = 776): 36 | 47 | 12 | 4 | 1

U.S. Citizen (n = 10,008): 40 | 44 | 11 | 4 | 1
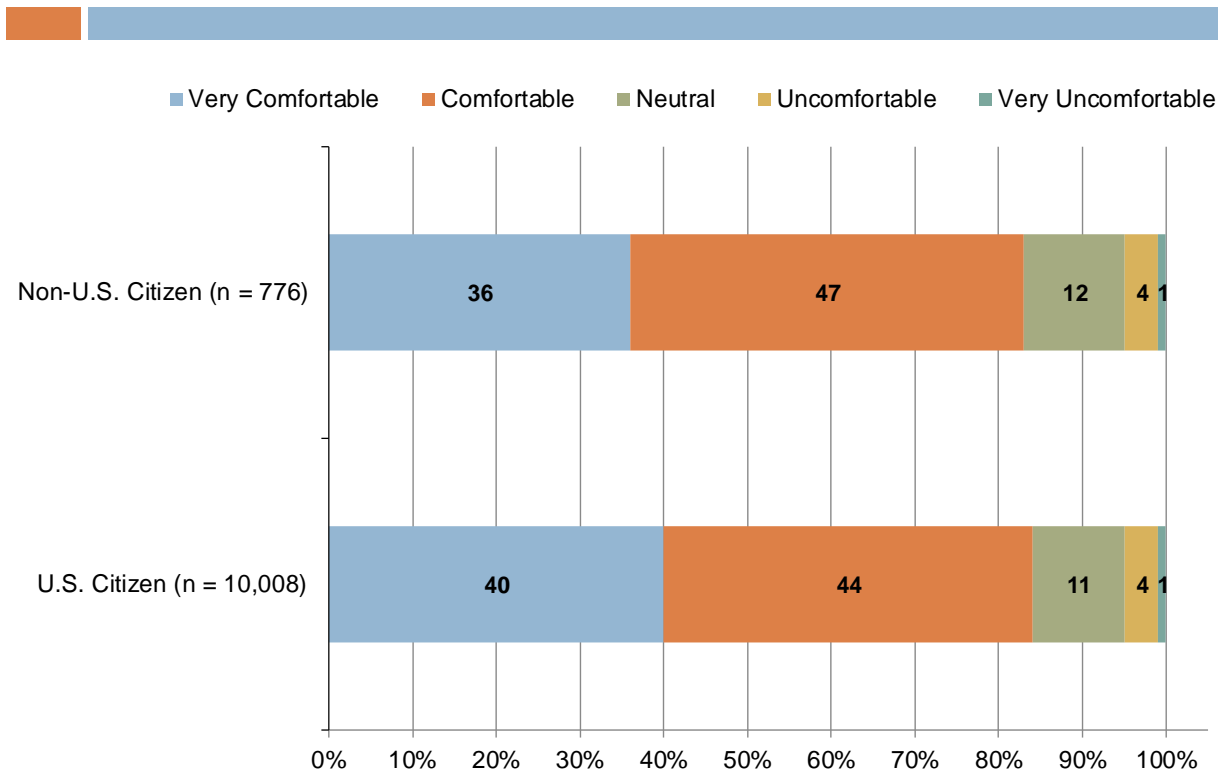
Figure 21. Respondents' Comfort With Climate in Academic Department
by Citizenship Status (%)

No significant differences emerged in respondents' levels of comfort with the overall climate, academic department climate, or classroom climate by military service status.

By Religious/Spiritual Affiliation, a higher percentage of Christian Student respondents (36%, *n* = 2,675) than Multiple Religious/Spiritual Affiliations Student respondents (19%, *n* = 55), No Affiliation Student respondents (25%, *n* = 619), and Additional Religious/Spiritual Affiliations Student respondents (26%, *n* = 101) indicated that they were "very comfortable" with the overall climate (Figure 22).[xii]
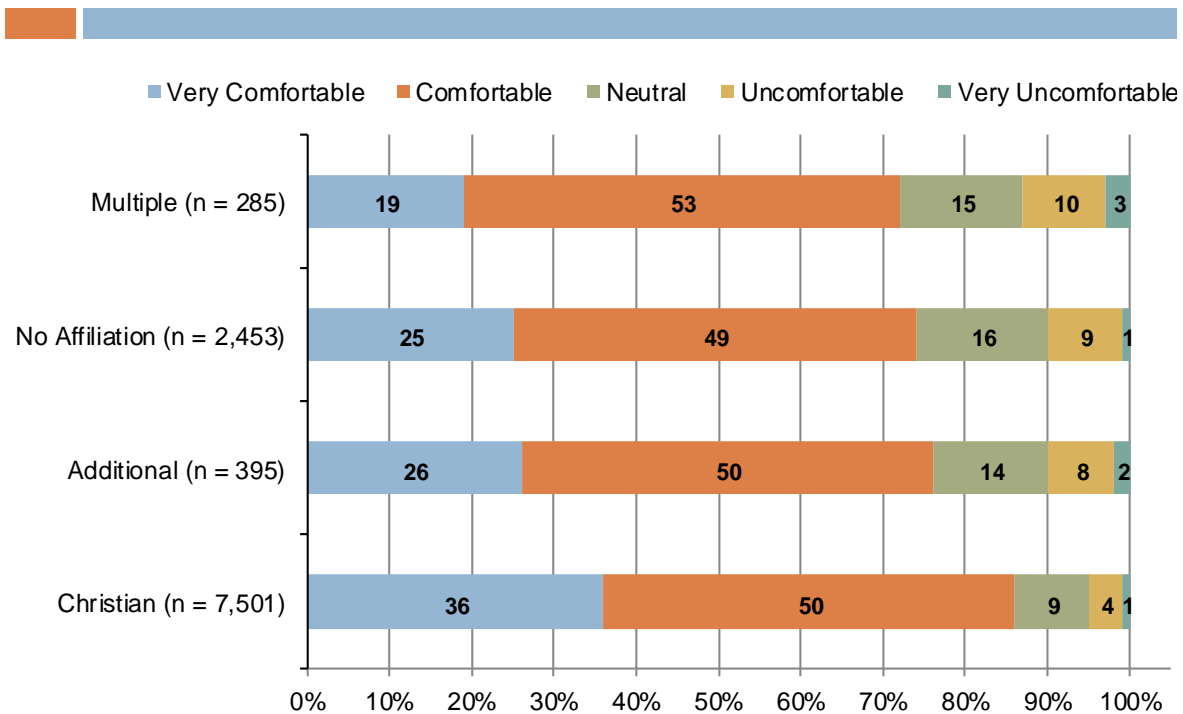
Figure 22. Respondents' Comfort With Overall Climate by Religious/Spiritual Affiliation (%)

Significance also emerged based on respondents' levels of comfort with the climate in their academic department such that a higher percentage of Christian Student respondents (42%, n = 3,129) than No Affiliation Student respondents (37%, n = 911) indicated that they were "very comfortable" with the climate in their academic departments (Figure 23).[xiii]
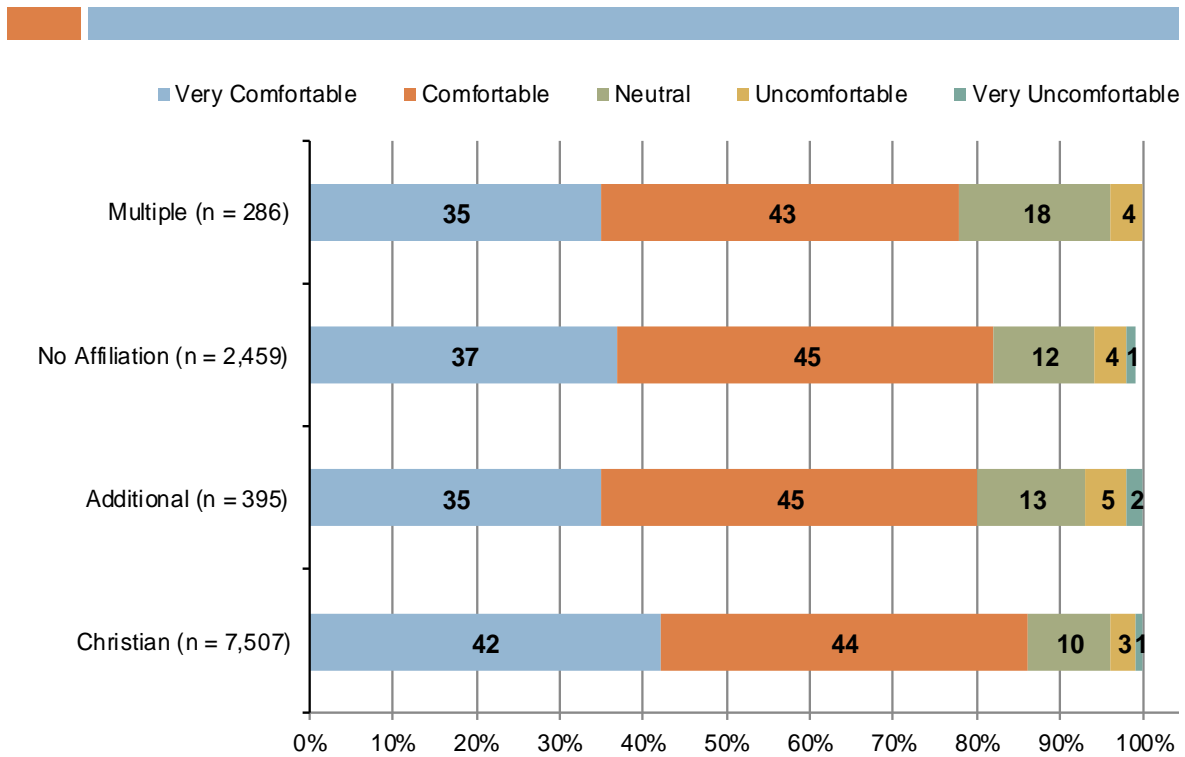
Note: Responses with n <5 are not presented in the figure.

Figure 23. Student Respondents' Comfort With Academic Department Climate
by Religious/Spiritual Affiliation (%)

Additionally, by Religious/Spiritual Affiliation, significance was also observed based on respondents' levels of comfort with their classroom climate (Figure 24). A higher percentage of Christian Student respondents (33%, n = 2,485) indicated that they were "very comfortable" with the classroom climate compared with No Affiliation Student respondents (28%, n = 690).[xiv]
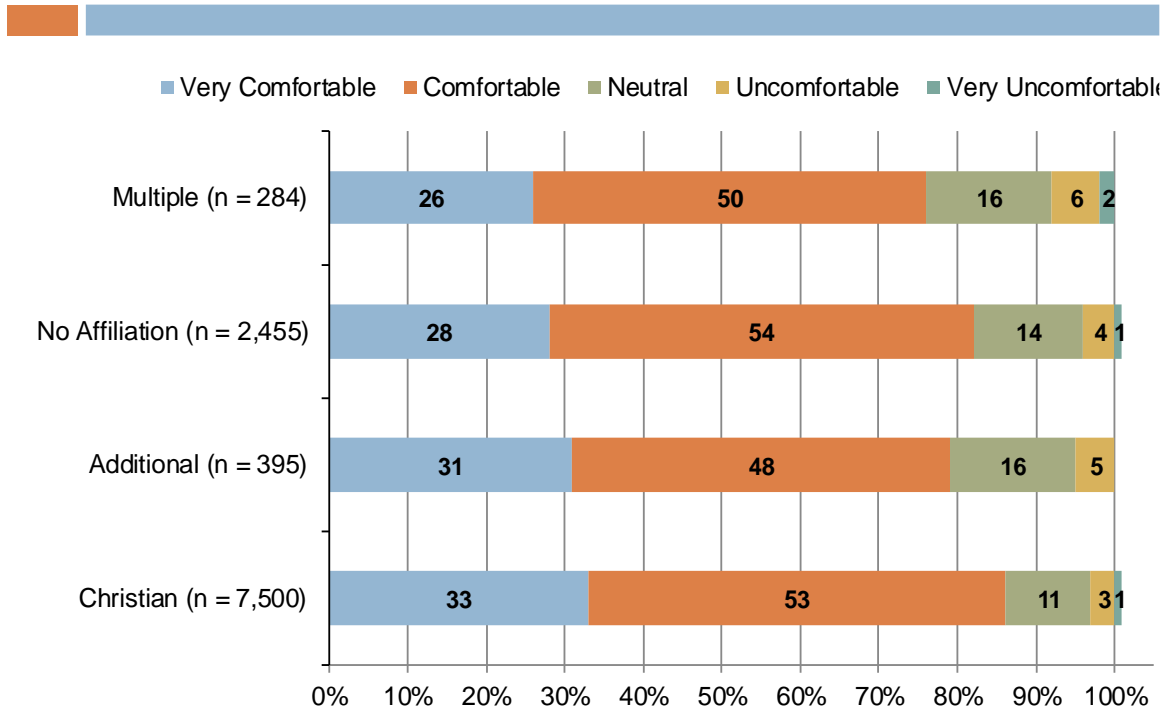
Note: Responses with n <5 are not presented in the figure.

Figure 24. Student Respondents' Comfort With Class Climate
by Religious/Spiritual Affiliation (%)

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by student status: χ^2 (4, N = 10,785) = 43.9, p < .001.

[ii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their academic department by student status: χ^2 (4, N = 10,798) = 30.4, p < .001.

[iii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by student status: χ^2 (4, N = 10,785) = 82.9, p < .001.

[iv]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by gender identity: χ^2 (8, N = 10,758) = 196.0, p < .001.

[v]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort the climate their academic department by gender identity: χ^2 (8, N = 10,771) = 49.9, p < .001.

[vi]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by gender identity: χ^2 (8, N = 10,758) = 108.5, p < .001.

[vii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by sexual identity: χ^2 (4, N = 10,331) = 231.6, p < .001.

[viii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by sexual identity: χ^2 (4, N = 10,331) = 58.3, p < .001.

[ix]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: χ^2 (20, N = 10,584) = 142.7, p < .001.

[x]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: χ^2 (20, N = 10,597) = 94.5, p < .001.

[xi]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: χ^2 (20, N = 10,584) = 156.1, p < .001.

[xii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by religious/spiritual affiliation: χ^2 (12, N = 10,634) = 288.0, p < .001.

[xiii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their academic department by religious/spiritual affiliation: χ^2 (12, N = 10,647) = 47.0, p < .001.

[xiv]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by religious/spiritual affiliation: χ^2 (12, N = 10,634) = 65.1, p < .001.

Barriers for Respondents With Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, identity, or instructional and campus materials within the past year. Tables 16 through 19 highlight where respondents with one or more disabilities experienced barriers.[41] With regard to campus facilities, 14% ($n = 160$) of respondents with disabilities experienced barriers as a result of campus transportation/parking; 12% ($n = 139$) experienced barriers with classrooms, labs; 11% ($n = 126$) experienced barriers with counseling; health, testing, and disability services; and 11% ($n = 122$) experienced barriers with classroom buildings within the past year (Table 16).

Table 16. **Facilities Barriers Experienced by Respondents With Disabilities**

Facilities	Yes *n*	%	No *n*	%	Not applicable *n*	%
Athletic and recreational facilities	76	6.6	623	54.3	449	39.1
Campus transportation/parking	160	14.0	607	53.2	373	32.7
Classroom buildings	122	10.6	669	58.4	355	31.0
Classrooms, labs (including computer labs)	139	12.1	667	58.2	340	29.7
College housing	80	7.0	565	49.6	493	43.3
Counseling, health, testing, and disability services	126	11.1	699	61.5	312	27.4
Dining facilities	74	6.5	662	58.2	402	35.3
Doors	48	4.2	707	61.9	387	33.9
Elevators/lifts	58	5.1	696	61.0	387	33.9
Emergency preparedness	46	4.0	695	61.1	396	34.8
Office furniture (e.g., chair, desk)	67	5.9	686	60.4	382	33.7
Other campus buildings	57	5.0	696	61.4	380	33.5
Podium	24	2.1	696	61.4	413	36.5
Restrooms	60	5.3	700	61.7	375	33.0
Signage	32	2.8	707	62.3	396	34.9
Studios/performing arts spaces	30	2.6	663	58.5	441	38.9
Temporary barriers due to construction or maintenance	110	9.6	645	56.6	385	33.8
Walkways, pedestrian paths, crosswalks	88	7.8	667	59.1	374	33.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 1,200$).

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[41]See Appendix B, Table B93 for all responses to the question, "As a person who identifies with a disability, have you experienced a barrier in any of the following areas at your campus in the past year?"

Table 17 illustrates that, in terms of the technological or online environment, 6% each of respondents with one or more disabilities each had difficulty with an accessible electronic format (*n* = 71) and/or Blackboard (*n* = 67).

Table 17. **Barriers in Technology/Online Environment Experienced by Respondents with Disabilities**

Technology/online environment	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Accessible electronic format	71	6.3	734	65.4	317	28.3
Blackboard	67	6.0	744	66.5	308	27.5
Clickers	53	4.7	702	62.6	366	32.6
Computer equipment (e.g., screens, mouse, keyboard)	52	4.6	757	67.5	312	27.8
Electronic forms	54	4.8	756	67.4	312	27.8
Electronic signage	36	3.2	759	67.9	323	28.9
Electronic surveys (including this one)	37	3.3	776	69.3	307	27.4
Kiosks	26	2.3	745	66.5	349	31.2
Library database	47	4.2	751	67.4	316	28.4
Phone/phone equipment	42	3.8	750	67.1	326	29.2
Software (e.g., voice recognition/audiobooks)	59	5.3	741	66.2	320	28.6
Video/video audio description	55	4.9	737	66.1	323	29.0
Website	58	5.3	743	67.4	301	27.3

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 1,200).

In terms of identity, 5% each of respondents with one or more disabilities experienced a barrier related to learning technology (*n* = 58) and/or electronic databases (*n* = 50) (Table 18).

Table 18. **Barriers In Identity Experienced by Respondents with Disabilities**

Identity	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Electronic databases (e.g., Banner)	50	4.5	759	68.1	306	27.4
Email account	48	4.3	776	69.6	291	26.1
Intake forms (e.g., Health Center)	45	4.0	756	67.8	314	28.2
Learning technology	58	5.2	763	68.5	293	26.3
Surveys	44	4.0	775	70.3	284	25.7

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 1,200).

54

Lastly, in terms of instructional and campus materials, 9% ($n = 101$) of respondents with one or more disabilities had difficulty with textbooks and 6% each had difficulty with food menus ($n = 70$) and/or syllabi ($n = 61$) (Table 19).

Table 19. **Barriers In Instructional Campus Materials Experienced by Respondents with Disabilities**

	Yes		No		Not applicable	
Instructional/Campus Materials	***n***	**%**	***n***	**%**	***n***	**%**
Brochures	39	3.5	763	68.3	315	28.2
Food menus	70	6.3	712	63.7	335	30.0
Forms	44	3.9	761	68.3	309	27.7
Journal articles	47	4.2	766	68.6	304	27.2
Library books	44	4.0	766	68.8	303	27.2
Other publications	41	3.7	771	69.1	304	27.2
Syllabi	61	5.5	762	68.3	292	26.2
Textbooks	101	9.1	728	65.4	284	25.5
Video-closed captioning and text description	50	4.5	728	66.0	325	29.5

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 1,200$).

Barriers for Transgender Respondents

Seven Student respondents elaborated on their experiences as Transgender Students. Owing to the small sample size, and to protect the confidentiality of survey respondents, no analyses are offered within this report regarding the barriers they experienced.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[42]

Twelve percent (*n* = 1,290) of Student respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with their ability to work, learn, or live.[43] Table 20 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 28% (*n* = 356) indicated that the conduct was based on their political views. Twenty-four percent (*n* = 310) of Student respondents noted that the conduct was based on their gender/gender identity, 19% (*n* = 242) felt that it was based on their ethnicity, 15% (*n* = 195) felt that it was based on their age, and another 15% (*n* = 187) felt that it was based on their religious/spiritual views. Sixteen percent (*n* = 210) of Student respondents indicated that they did not know the basis of the experienced conduct while 14% (*n* = 174) of Student respondents indicated that it was a reason not listed above. "Reasons not listed above" included responses such as "academic and professional competition," "academic hierarchy," "age," "being a masters student and not a doc student," "being a student rather than a professor," "engaged to a African American man; in an interracial relationship," "family," "military supporter," "personal vendetta," "protestors," "sexual assault survivor," "unstable roommate," "violent partner," and "work personality conflict."

Table 20. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Political views	356	27.6
Gender/gender identity	310	24.0
Ethnicity	242	18.8
Don't know	210	16.3
Age	195	15.1
Religious/spiritual views	187	14.5
Racial identity	179	13.9
Sexual identity	170	13.2
Academic performance	160	12.4

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[42]This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[43]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 20. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Major field of study	155	12.0
Mental health/psychological disability/condition	136	10.5
Participation in an organization/team	127	9.8
Philosophical views	126	9.8
Physical characteristics	118	9.1
Socioeconomic status	90	7.0
Gender expression	89	6.9
Learning disability/condition	67	5.2
Marital status (e.g., single, married, partnered)	50	3.9
English language proficiency/accent	48	3.7
International status/national origin	43	3.3
Medical disability/condition	43	3.3
Immigrant/citizen status	42	3.3
Parental status (e.g., having children)	28	2.2
Physical disability/condition	21	1.6
Pregnancy	16	1.2
Military/veteran status	15	1.2
A reason not listed above	174	13.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,290). Percentages do not sum to 100% as a result of multiple response choices.

The following figures depict the responses by selected characteristics (gender/gender identity, ethnicity, sexual identity, and religious/spiritual affiliation) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at your campus?"

Significance was observed by gender identity such that a higher percentage of Transspectrum Student respondents (34%, $n = 43$) than Men Student respondents (12%, $n = 848$) and Women Student respondents (11%, $n = 393$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 25).[xv] Additionally, a higher percentage of Transspectrum Student respondents (70%, $n = 30$) who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity compared with Men Student respondents (11%, $n = 42$) or Women Student respondents (28%, $n = 236$).[xvi]

□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.
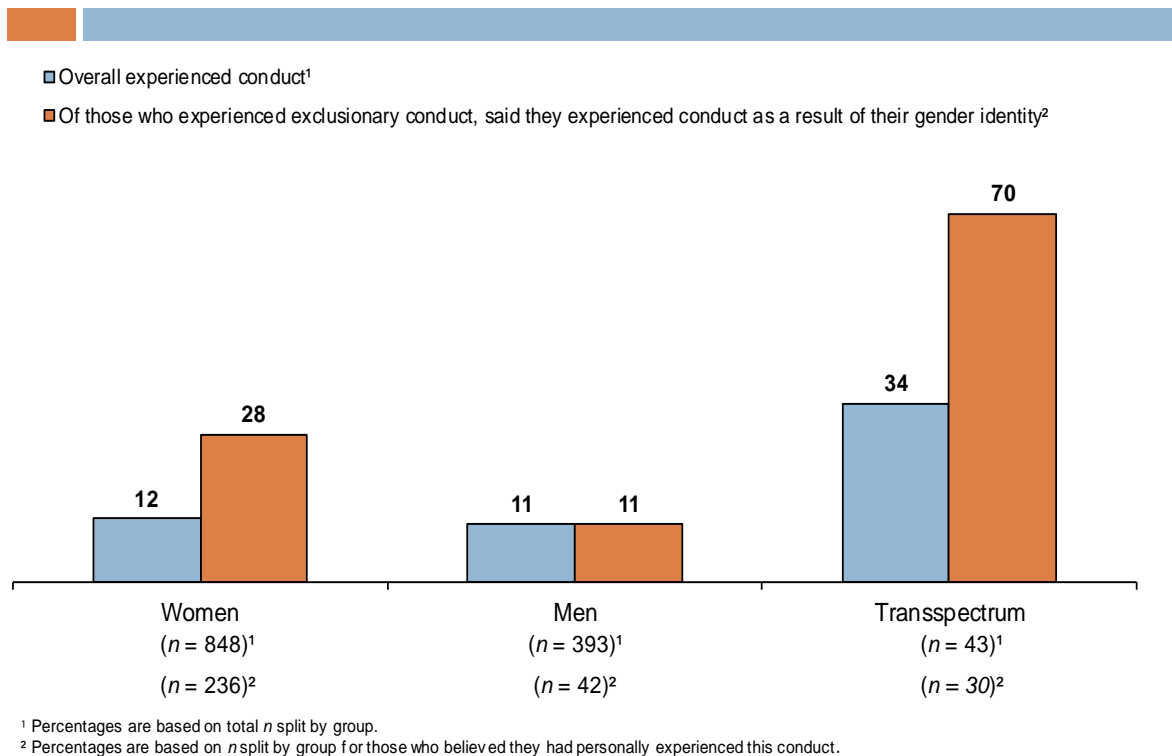
Figure 25. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of ethnicity or racial identity, significant differences were noted such that higher percentages of Black/African American Student respondents (18%, $n = 144$) and Multiracial Student respondents (19%, $n = 109$) than Asian/Asian America Student respondents (10%, $n = 41$) or White Student respondents (11%, $n = 904$) indicated that they believed they had experienced this conduct (Figure 26).[xvii] Of those respondents who noted that they believed that they had experienced this conduct, a lower percentages of White Student respondents (7%, $n = 59$) than Multiracial Student respondents (36%, $n = 39$), Other People of Color Student respondents (46%, $n = 10$), Hispanic/Latin@/Chican@ Student respondents (53%, $n = 83$), Asian/Asian American Student respondents (56%, $n = 23$) and Black/African American Student respondents (58%, $n = 83$) thought that the conduct was based on their ethnicity/race.[xviii]

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

	Other People of Color	Asian/ Asian American	Black/African American	Hispanic/Latin@/ Chican@	White	Multiracial
Overall experienced conduct	16	10	18	17	11	19
Experienced as a result of ethnicity	46	56	58	53	7	36
	$(n = 22)^1$	$(n = 41)^1$	$(n = 144)^1$	$(n = 36)^1$	$(n = 904)^1$	$(n = 109)^1$
	$(n = 10)^2$	$(n = 23)^2$	$(n = 83)^2$	$(n = 19)^2$	$(n = 59)^2$	$(n = 39)^2$

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 26. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

There were no significant differences between respondents by age based on experiences of exclusionary conduct.

In terms of religious/spiritual affiliation, significant differences were also observed. A higher percentage of Additional Religious/Spiritual Affiliation Student respondents (15%, $n = 60$), No Affiliation Student respondents (16%, $n = 386$), and Multiple Religious/Spiritual Affiliations Student respondents (19%, $n = 53$) compared with Christian Student respondents (10%, $n = 766$) indicated they had experienced this conduct (Figure 27).[xix] Of those respondents who noted they had experienced this conduct, a higher percentage of Additional Religious/Spiritual Affiliation Student respondents (28%, $n = 17$) than No Affiliation Student respondents (11%, $n = 41$) thought that the conduct was based on their religious/spiritual affiliation.[xx]

□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their religious/spiritual affiliation[2]

Christian	Additional Affiliation	No Affiliation	Multiple Affiliations
($n = 766$)[1]	($n = 60$)[1]	($n = 386$)[1]	($n = 53$)[1]
($n = 118$)[2]	($n = 17$)[2]	($n = 41$)[2]	($n = 10$)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 27. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Religious/Spiritual Affiliation (%)

Table 21 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-nine percent (*n* = 502) felt ignored or excluded, 37% (*n* = 481) felt isolated or left out, 33% (*n* = 423) felt intimidated or bullied, and 30% (*n* = 382) felt that they were the target of derogatory verbal remarks. Other forms of such conduct included "a nurse made derogatory remarks about those who take antidepressants," "accused me of using a talk-to-text program," "am told I only get good grades because the teachers have to let girls pass," "discrimination from a teacher," "disrespected," "had to put up with the accusation that I was racist because I was white," "I was groped," "I was stolen from and egged," "I was sexually harassed," "sexual coercion," "targeted by a professor," "verbal intimidation," and "work with adviser felt forced and was generally unhelpful."

Table 21. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded.	502	38.9
I was isolated or left out.	481	37.3
I was intimidated/bullied.	423	32.8
I was the target of derogatory verbal remarks.	382	29.6
I experienced a hostile classroom environment.	319	24.7
I felt others staring at me.	309	24.0
The conduct made me fear that I would get a poor grade.	230	17.8
I was singled out as the spokesperson for my identity group.	137	10.6
The conduct threatened my physical safety.	108	8.4
I was the target of racial/ethnic profiling.	98	7.6
I received derogatory phone calls/text messages/email.	86	6.7
Someone assumed I was admitted/hired/promoted due to my identity group.	83	6.4
I was the target of workplace incivility.	81	6.3
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak).	80	6.2
I received derogatory written comments.	76	5.9
I received threats of physical violence.	76	5.9
I was the target of stalking.	52	4.0
I was the target of physical violence.	39	3.0
I was the target of graffiti/vandalism.	31	2.4

Table 21. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
Someone assumed I was not admitted/hired/promoted due to my identity group.	24	1.9
An experience not listed above.	216	16.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,290). Percentages do not sum to 100% as a result of multiple response choices.

Forty-two percent (*n* = 543) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/lab/clinical setting, 24% (*n* = 306) in other public spaces on campus, and 17% (*n* = 224) while walking on campus (Table 22). Many respondents who marked "a location not listed above" described email, social media, fraternity house, and faculty department meetings as the location of the conduct. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred as the location of the conduct.

Table 22. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a class/lab/clinical setting	543	42.1
In other public spaces on campus	306	23.7
While walking on campus	224	17.4
In a campus residence hall/apartment	188	14.6
Off campus	182	14.1
In a meeting with a group of people	166	12.9
At a campus event/program	164	12.7
On social media (Facebook/Twitter/ Yik-Yak)	131	10.2
In a faculty office	108	8.4
On phone calls/text messages/email	107	8.3
In a meeting with one other person	92	7.1
In a campus library	69	5.3
In a staff office	68	5.3

Table 22. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a fraternity house	64	5.0
In a campus administrative office	62	4.8
In off-campus housing	62	4.8
While working at a campus job	60	4.7
In a campus dining facility	53	4.1
In the University Center/Student Center	41	3.2
In athletic facilities	36	2.8
In a sorority house	27	2.1
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	23	1.8
In an online learning environment	22	1.7
On a campus shuttle	15	1.2
In the Health Center	14	1.1
In a religious center	13	1.0
In Counseling Services	11	0.9
A venue not listed above	79	6.1

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,290). Percentages do not sum to 100% as a result of multiple response choices.

Fifty-eight percent (*n* = 751) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 25% (*n* = 322) identified faculty members, 14% (*n* = 180) identified strangers, and 12% (*n* = 159) identified friends as the sources of the conduct (Table 23). Sources of exclusionary, intimidating, offensive, and/or hostile conduct "not listed above" included "athlete," "democrats," "frat guys," "hall director," "job application," "my roommate's parents," "our now newly elected president," "parking service staff," "peers," "professor," "UC Foundation," and "University Police."

Table 23. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Student	751	58.2
Faculty member/other instructional staff	322	25.0
Stranger	180	14.0
Friend	159	12.3
Staff member	112	8.7
Coworker/colleague	92	7.1
Academic/scholarship/fellowship advisor	85	6.6
Don't know source	70	5.4
Student organization	63	4.9
Department/program/division chair	61	4.7
On social media (e.g., Facebook, Twitter, Yik-Yak)	60	4.7
Student staff	58	4.5
Off-campus community member	50	3.9
Campus media (e.g., posters, brochures, flyers, handouts, websites)	38	2.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	29	2.2
Campus police/security	28	2.2
Supervisor or manager	26	2.0
Student teaching assistant/student lab assistant/student tutor	20	1.6
Alumnus/a	15	1.2
Athletic coach/trainer	8	0.6
Donor	5	0.4
Patient	< 5	---
A source not listed above	73	5.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,290). Percentages do not sum to 100% as a result of multiple response choices.

Figure 28 displays the perceived source of experienced exclusionary conduct by student status. Students were the most identified source of exclusionary conduct for both Undergraduate Student respondents and Graduate/Professional Student respondents.
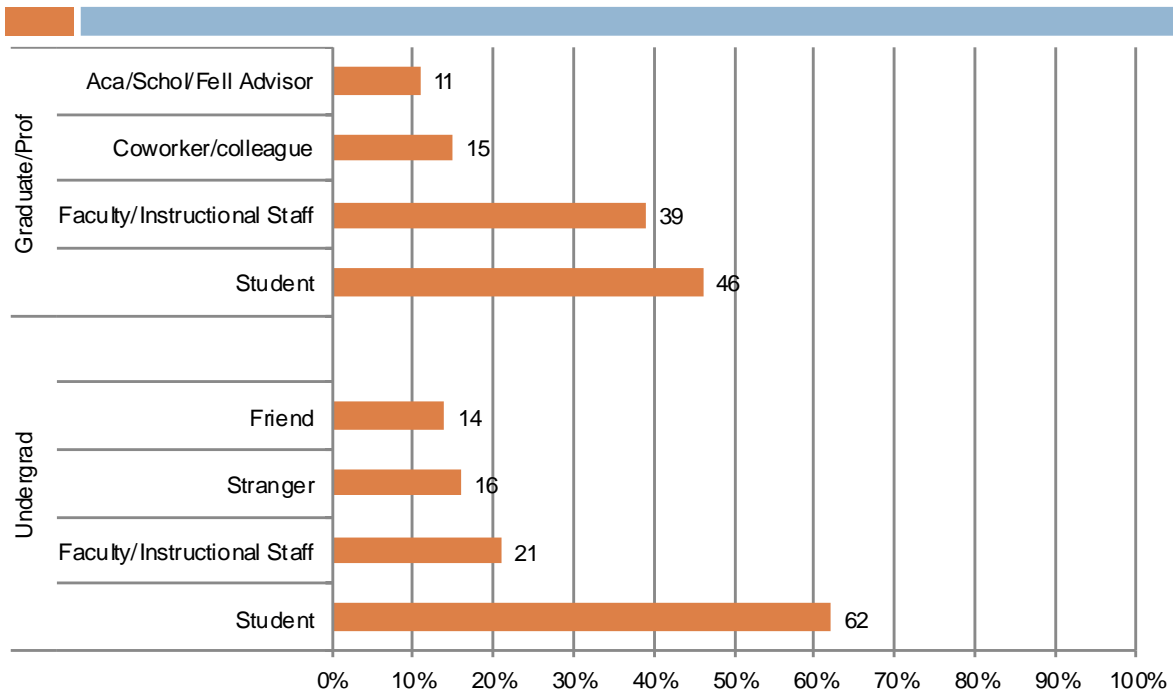
Figure 28. Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

In response to this conduct, 63% ($n = 815$) of respondents felt angry, 42% ($n = 535$) felt embarrassed, 28% ($n = 363$) ignored it, 28% ($n = 360$) felt afraid, and 17% ($n = 223$) felt somehow responsible (Table 24). Of respondents who indicated their experience was not listed, several added comments that indicated that the respondents felt "alone," "annoyed," "ashamed," "belittled," "betrayed," "disappointed," "extremely sad and hurt," "felt harassed," "frustrated," "hopeless," "hostile, annoyed," "humiliated," "hurt," "I felt like another number," "I felt unsafe," "I was shocked," "I've kinda become numb to the whole thing. I mean, this is just the norm here. I've just come to expect it," "irritated," "suicidal," "super pissed," "upset," and "worthless."

Table 24. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I was angry.	815	63.2
I felt embarrassed.	535	41.5
I ignored it.	363	28.1
I was afraid.	360	27.9
I felt somehow responsible.	223	17.3
A feeling not listed above	209	16.2

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,290$). Percentages do not sum to 100% as a result of multiple response choices.

In response to experiencing the conduct, 45% ($n = 586$) told a friend, 40% ($n = 510$) did not do anything, and 39% ($n = 500$) avoided the person/venue (Table 25). Fifteen percent ($n = 204$) of Student respondents sought support from a campus resource. Thirteen percent ($n = 169$) indicated a "response not listed above" and wrote, "I no longer participated in classroom discussions," "began to see counselor at student mental health clinic," "dropped the class," "filled out an evaluation on the professor," "I became more aggressive in my point of view, at least when writing papers, just to spite the professor," "I chose to work in a different department," "I curtailed my class participation," "I got better friends," "I got pepper spray," "not worth doing anything about," "spoke to the dean," "switched rooms," "talked with other faculty," and "transcended my emotions past the present."

Table 25. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	586	45.4
I did not do anything.	510	39.5
I avoided the person/venue.	500	38.8
I told a family member.	414	32.1
I contacted a campus resource.	204	15.8
I did not know to whom to go.	189	14.7
I confronted the person(s) at the time.	186	14.4
I confronted the person(s) later.	128	9.9
I sought information online.	72	5.6
I contacted a local law enforcement official.	37	2.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	36	2.8
I sought support from off-campus hotline/advocacy services.	24	1.9
A response not listed above.	169	13.1

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 730). Percentages do not sum to 100% as a result of multiple response choices.

Table 26 illustrates that 88% (*n* = 1,113) of respondents did not report the incident and that 12% (*n* = 157) of respondents did report the incident. Of the respondents who reported the incident, 49% (*n* = 97) felt the complaint received an appropriate response and 51% (*n* = 63) felt the incident did not receive an appropriate response.

Table 26. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I did not report it.	1,113	87.6
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	157	12.4
Yes, I reported the incident and was satisfied with the outcome.	*26*	*21.1*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*34*	*27.6*

Table 26. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	**% of respondents who experienced conduct**
Yes, I reported the incident, but felt that it was not responded to appropriately.	*63*	*51.2*

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,290). Percentages do not sum to 100% as a result of multiple response choices.

[xv]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender/gender identity: χ^2 (2, $N = 10,759$) = 61.2, $p < .001$.

[xvi]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender/gender identity by gender identity: χ^2 (2, $N = 1,284$) = 94.4, $p < .001$.

[xvii]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: χ^2 (5, $N = 10,586$) = 78.6, $p < .001$.

[xviii]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity by racial identity: χ^2 (5, $N = 1,256$) = 330.2, $p < .001$.

[xix]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual affiliation: χ^2 (3, $N = 10,634$) = 70.9, $p < .001$.

[xx]A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their religious/spiritual affiliation by religious/spiritual affiliation: χ^2 (3, $N = 1,265$) = 15.0, $p < .01$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-one percent ($n = 2,231$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment[44] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on political views (39%, $n = 877$), gender/gender identity (37%, $n = 825$), ethnicity (33%, $n = 727$), sexual identity (32%, $n = 704$), gender expression (29%, $n = 637$), and racial identity (29%, $n = 637$). Ten percent ($n = 213$) of respondents indicated that they did not know the basis (Table 27).

Table 27. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	n	% of respondents who observed conduct
Political views	877	39.3
Gender/gender identity	825	37.0
Ethnicity	727	32.6
Sexual identity	704	31.6
Gender expression	637	28.6
Racial identity	637	28.6
Religious/spiritual views	492	22.1
Immigrant/citizen status	356	16.0
Do not know	213	9.5
International status/national origin	213	9.5
Physical characteristics	213	9.5
Philosophical views	200	9.0
English language proficiency/accent	181	8.1
Socioeconomic status	154	6.9
Mental health/psychological disability/condition	131	5.9
Academic performance	130	5.8

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[44]This report uses "conduct" and the phrase "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at your campus."

Table 27. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Participation in an organization/team	127	5.7
Learning disability/condition	124	5.6
Age	100	4.5
Major field of study	90	4.0
Medical disability/condition	82	3.7
Physical disability/condition	75	3.4
Marital status (e.g., single, married, partnered)	40	1.8
Pregnancy	38	1.7
Parental status (e.g., having children)	25	1.1
Military/veteran status	11	0.5
A reason not listed above	110	4.9

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

Figures 29 and 30 separate by demographic categories (e.g., gender identity, sexual identity, racial identity, citizenship status, military service, and religious/spiritual affiliation) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

Figure 29 shows that a significantly higher percentage of Transspectrum Student respondents (48%, *n* = 60) than Men Student respondents (19%, *n* = 986) and Women Student respondents (21%, *n* = 1,478) observed exclusionary conduct.[xxi]

By sexual identity, a significantly higher percentage of LGBQ Student respondents (41%, *n* = 324) than Heterosexual Student respondents (19%, *n* = 1,773) indicated that they observed such conduct.[xxii]

A significantly higher percentage of U.S. Citizen Student respondents (21%, *n* = 2,110) indicated on the survey that they observed such conduct than did Non-U.S. Citizen Student respondents (15%, *n* = 118).[xxiii]

By military service, significantly higher percentages of Non-Military Service Student respondents (21%, $n = 2{,}159$) compared with Military Service Student respondents (17%, $n = 63$) indicated on the survey that they observed such conduct.[xxiv]
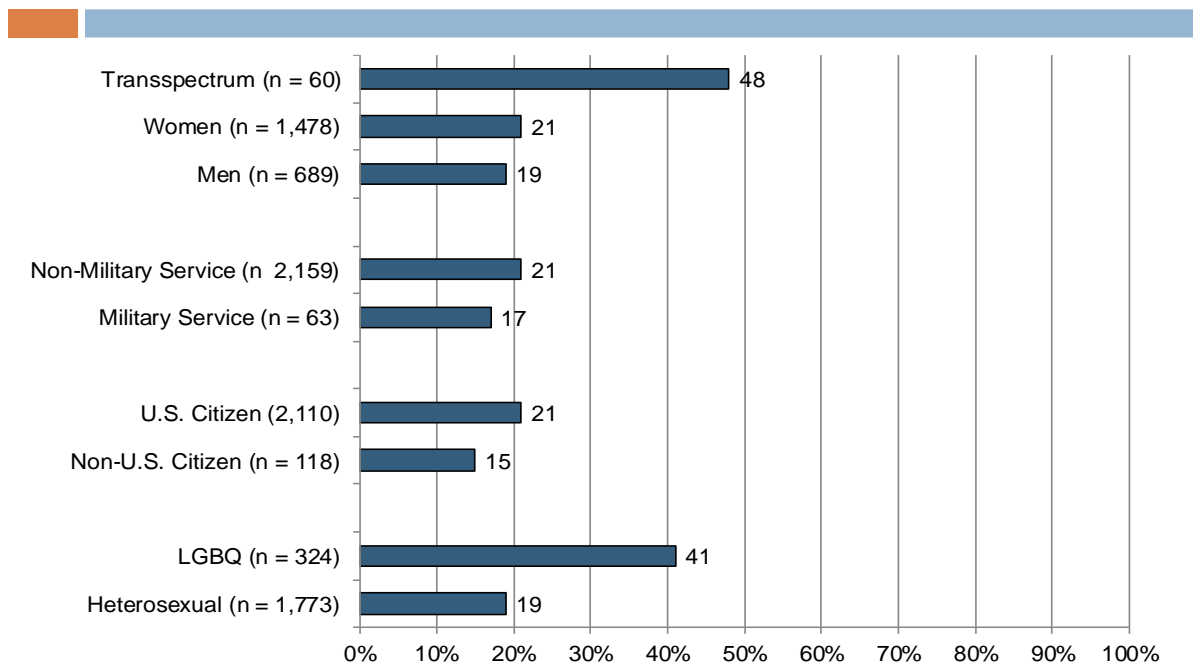
Figure 29. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity, Military Service, Citizenship Status, and Sexual Identity (%)

A significantly higher percentage of Multiracial Student respondents (28%, $n = 160$) and Black/African American Student respondents (25%, $n = 201$) than Asian/Asian American Student respondents (15%, $n = 63$) and White Student respondents (20%, $n = 1,703$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 30).[xxv]

Further, by religious/spiritual affiliation, significantly lower percentages of Christian Affiliation Student respondents (18%, $n = 1,317$) than Multiple Religious/Spiritual Affiliations Student respondents (28%, $n = 81$) and No Affiliation Student respondents (29%, $n = 713$) observed such exclusionary conduct.[xxvi]
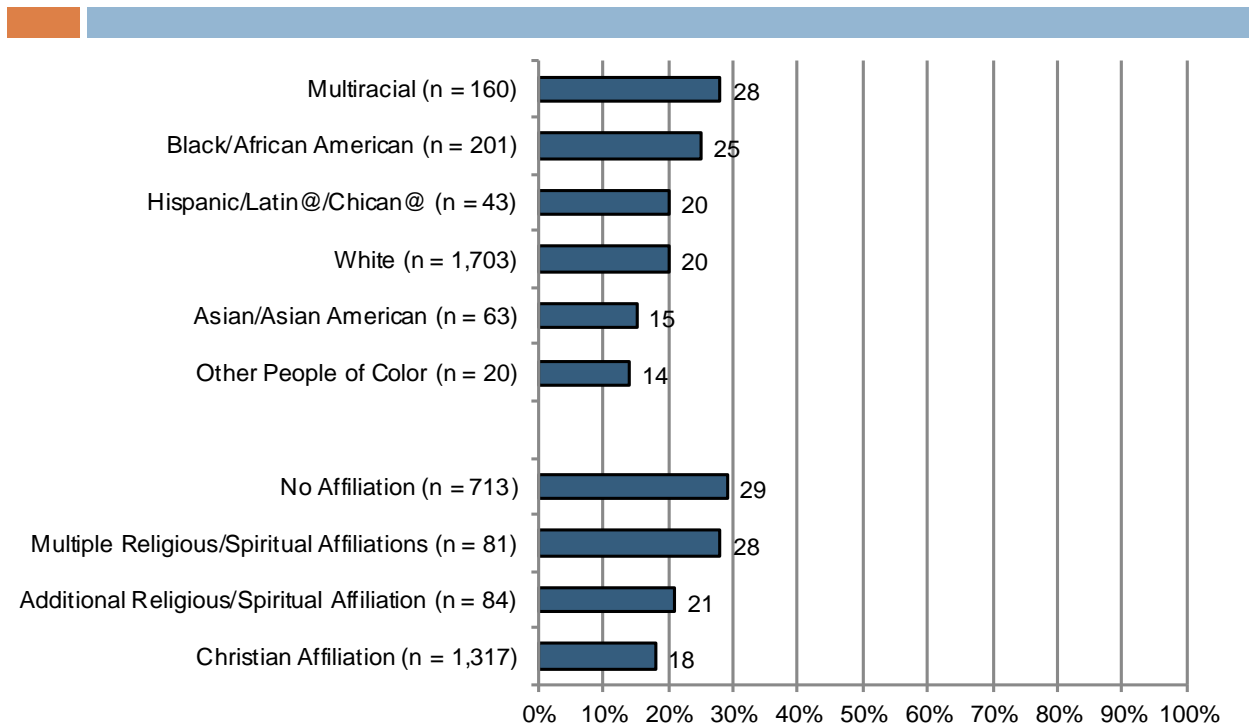
Figure 30. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity and Religious/Spiritual Affiliation (%)

Table 28 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (60%, n = 1,334), being intimidated/bullied (31%, n = 698), racial/ethnic profiling (27%, n = 596), being ignored or excluded (27%, n = 593), and someone being isolated or left out (25%, n = 558).

Table 28. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	n	% of respondents who observed conduct
Derogatory verbal remarks	1,334	59.8
Person intimidated/bullied	698	31.3
Racial/ethnic profiling	596	26.7
Person ignored or excluded	593	26.6
Person isolated or left out	558	25.0
Graffiti/vandalism	487	21.8
Person being stared at	429	19.2
Person experiences a hostile classroom environment	394	17.7
Derogatory written comments	390	17.5
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	300	13.4
Threats of physical violence	251	11.3
Singled out as the spokesperson for their identity group	239	10.7
Physical violence	184	8.2
Assumption that someone was admitted/hired/promoted based on his/her identity	168	7.5
Person experienced a hostile work environment	140	6.3
Derogatory phone calls/text messages/email	135	6.1
Assumption that someone was not admitted/hired/promoted based on his/her identity	91	4.1
Person received a low or unfair performance evaluation	89	4.0
Person was the target of workplace incivility	69	3.1
Person received a poor grade	64	2.9
Person was stalked	54	2.4

Table 28. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Derogatory phone calls	41	1.8
Person was unfairly evaluated in the promotion and tenure process	32	1.4
Something not listed above	136	6.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

Additionally, 42% (*n* = 934) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces on campus (Table 29). Some respondents noted that the incidents occurred while walking on campus (25%, *n* = 565), in a class/lab/clinical setting (22%, *n* = 498), or on social media (15%, *n* = 336).

Table 29. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of respondents who observed conduct
In other public spaces on campus	934	41.9
While walking on campus	565	25.3
In a class/lab/clinical setting	498	22.3
On social media (Facebook/Twitter/Yik-Yak)	336	15.1
At a campus event/program	270	12.1
Off-campus	257	11.5
In a campus residence hall/apartment	170	7.6
In a meeting with a group of people	162	7.3
In a fraternity house	106	4.8
In a campus library	105	4.7
On phone calls/text messages/email	88	3.9
In a campus dining facility	81	3.6
In the University Center/Student Center	72	3.2
In off-campus housing	69	3.1
In a campus administrative office	61	2.7
In a faculty office	58	2.6

Table 29. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of respondents who observed conduct
In a staff office	56	2.5
In a meeting with one other person	51	2.3
In a sorority house	47	2.1
In athletic facilities	44	2.0
While working at a campus job	42	1.9
On a campus shuttle	28	1.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	25	1.1
In a religious center	24	1.1
In an online learning environment	16	0.7
In Counseling Services	9	0.4
In the Health Center	5	0.2
A venue not listed above	153	6.9

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

Seventy-two percent (*n* = 1,612) of Student respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 30). Other respondents identified friends (23%, *n* = 523), strangers (18%, *n* = 404), or a student organization (17%, *n* = 375) as the target of the exclusionary conduct. "Other targets not listed" included, "all diverse students," "all white students," "Americans," "anyone voicing conservative views," "Black students, Muslim students, LGBT students," "Department of Diversity," "Hispanic students," "immigrant students," "international students," "men," "minorities," "people who voted Republican," "politicians," and "veteran students."

Table 30. **Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	*n*	% of respondents who observed conduct
Student	1,612	72.3
Friend	523	23.4
Stranger	404	18.1
Student organization	375	16.8
Don't know target	162	7.3
Faculty member/other instructional staff	108	4.8
Coworker/colleague	92	4.1
Staff member	71	3.2
Student staff	71	3.2
Campus media (e.g., posters, brochures, flyers, handouts, websites)	64	2.9
Off-campus community member	41	1.8
Department/program/division chair	40	1.8
Campus police/security	36	1.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	26	1.2
Academic/scholarship/fellowship advisor	25	1.1
Athletic coach/trainer	18	0.8
Student teaching assistant/student lab assistant/student tutor	16	0.7
Patient	12	0.5
Alumnus/a	8	0.4
Donor	< 5	---
A target not listed above	149	6.7

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 66% (*n* = 1,468) noted that students were the sources of the conduct (Table 31). Respondents identified additional sources as strangers (21%, *n* = 479), faculty members (11%, *n* = 234), and 10% (*n* = 233) did not know the source.

Table 31. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	n	% of respondents who observed conduct
Student	1,468	65.8
Stranger	479	21.5
Faculty member/other instructional staff	234	10.5
Don't know source	233	10.4
Student organization	161	7.2
On social media (e.g., Facebook, Twitter, Yik-Yak)	145	6.5
Off-campus community member	111	5.0
Staff member	111	5.0
Campus media (e.g., posters, brochures, flyers, handouts, websites)	86	3.9
Friend	80	3.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	59	2.6
Student staff	57	2.6
Department/program/division chair	56	2.5
Coworker/colleague	48	2.2
Academic/scholarship/fellowship advisor	45	2.0
Campus police/security	31	1.4
Alumnus/a	22	1.0
Supervisor or manager	19	0.9
Athletic coach/trainer	17	0.8
Student teaching assistant/student lab assistant/student tutor	13	0.6
Donor	10	0.4
Patient	< 5	---
Direct report (e.g., person who reports to me)	< 5	---
A source not listed above	134	6.0

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,501$). Percentages do not sum to 100% as a result of multiple response choices.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 32% ($n = 702$) did not do anything (Table 32). Others told a friend (30%, $n = 464$), avoided the person/venue (20%, $n = 445$), did not know who to go to (15%, $n = 341$), confronted the

person(s) at the time (15%, n = 329), or told a family member (14%, n = 311). One hundred forty-one respondents (6%) contacted a campus resource.

Table 32. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	n	% of respondents who observed conduct
I did not do anything.	702	31.5
I told a friend	659	29.5
I avoided the person/venue.	445	19.9
I did not know who to go to.	341	15.3
I confronted the person(s) at the time.	329	14.7
I told a family member.	311	13.9
I confronted the person(s) later.	158	7.1
I contacted a campus resource.	141	6.3
I sought information online.	139	6.2
I contacted a local law enforcement official.	32	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	25	1.1
I sought support from off-campus hotline/advocacy services.	17	0.8
A response not listed above	290	13.0

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

Table 33 illustrates that 94% (n = 2,051) of respondents did not report the incident and that 7% (n = 142) of respondents did report the incident. Of the respondents who reported the incident, 20% (n = 22) were satisfied with the outcome, 36% (n = 40) felt that the complaint received an appropriate response, and 44% (n = 48) felt that the incident did not receive an appropriate response.

Table 33. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	2,051	93.5
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	142	6.5
Yes, I reported the incident and was satisfied with the outcome.	*22*	*20.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*40*	*36.4*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*48*	*43.6*

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 2,231). Percentages do not sum to 100% as a result of multiple response choices.

[xxi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: χ^2 (2, N = 10,757) = 64.5, p < .001.

[xxii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: χ^2 (1, N = 10,334) = 231.2, p < .001.

[xxiii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: χ^2 (1, N = 10,769) = 14.7, p < .001.

[xxiv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by military service: χ^2 (1, N = 10,756) = 4.1, p < .05.

[xxv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: χ^2 (5, N = 10,584) = 42.6, p < .001.

[xxvi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual affiliation: χ^2 (3, N = 10,632) = 160.3, p < .001.

Unwanted Sexual Experiences

Eight percent (n = 811) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% (n = 142) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% (n = 199) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% (n = 465) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 2% (n = 252) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape), and < 1% (n = 39) experiencing sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) while a member of the University of Tennessee community (Figure 31).
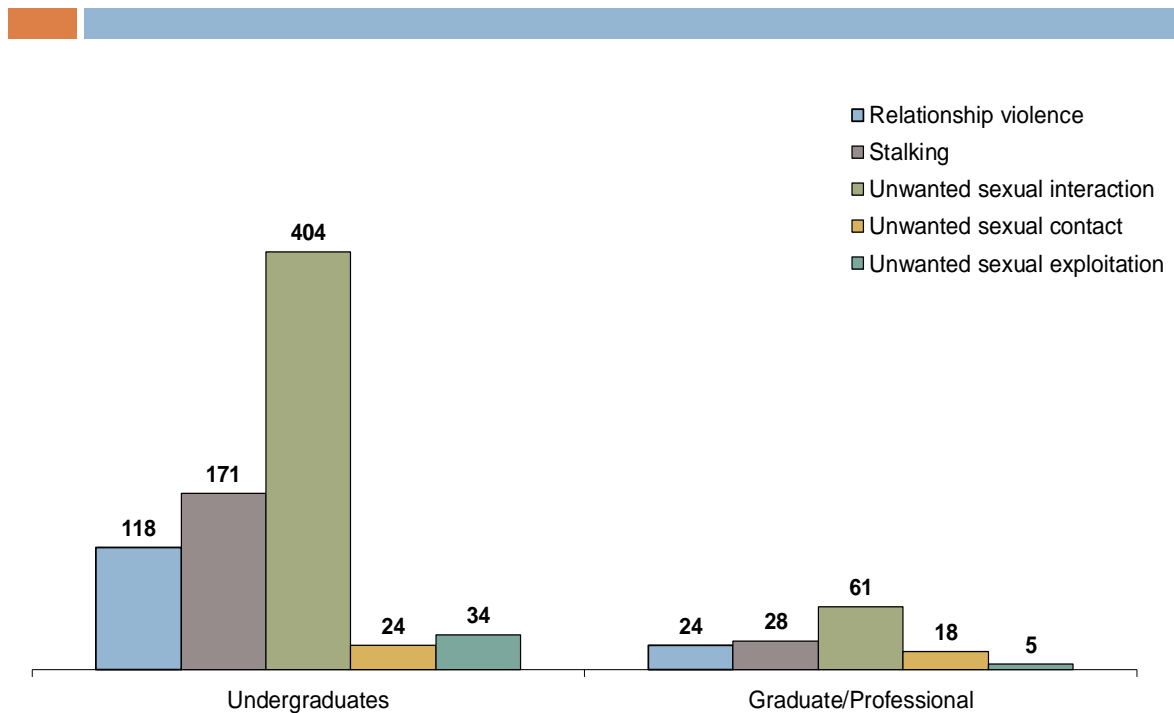
Figure 31. Respondents Experiences of Unwanted Sexual Contact/Conduct
by Position Status (n)

Relationship Violence

Subsequent analyses of the data suggested that there were no significant differences between Undergraduate Student respondents (1%, $n = 118$) or Graduate/Professional Student respondents (1%, $n = 24$) regarding their experience of relationship violence (e.g., ridiculed, controlling, hitting) (Figure 32). By gender identity, a significantly higher percentage of Women Student respondents (2%, $n = 112$) and Transspectrum Student respondents (4%, $n = 5$) than Men Student respondents (1%, $n = 25$) experienced relationship violence.[xxvii] Additionally, a significantly higher percentage of LGBQ Student respondents (3%, $n = 27$) than Heterosexual Student respondents (1%, $n = 110$) experienced relationship violence.[xxviii] Lastly, by religious/spiritual affiliation, a significantly higher percentage of No Affiliation Student respondents (2%, $n = 57$) than Christian Student respondents (1%, $n = 71$) experienced relationship violence.[xxix]

Figure 32. Respondents' Experiences of Relationship Violence
by Student Status, Gender Identity, Sexual Identity, and Religious/Spiritual Affiliation (*n*)

Student respondents were asked if alcohol and/or drugs were involved in the relationship violence and 38% ($n = 52$) indicated "yes." Of those who indicated drugs and alcohol were involved, 62% ($n = 29$) reported it was alcohol only and 32% ($n = 15$) indicated it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they had experienced relationship violence, 46% ($n = 65$) noted that it occurred within their first year, 40% ($n = 57$) noted that it occurred in their second year, 23% ($n = 33$) noted that it occurred in their third year, and 13% ($n = 19$) noted that it occurred during their fourth year (Table 34). Sixteen respondents who experienced relationship violence indicated that it occurred during their time as a Graduate/Professional Student.

Table 34. **Year in Which Student Respondents Experienced Relationship Violence**

Year experience occurred	*n*	*%*
During my time as a graduate/professional student	16	11.3
Undergraduate first year	65	45.8
Fall semester	*53*	*81.5*
Spring semester	*45*	*69.2*
Summer semester	*14*	*21.5*
Undergraduate second year	57	40.1
Fall semester	*42*	*73.7*
Spring semester	*34*	*59.6*
Summer semester	*11*	*19.3*
Undergraduate third year	33	23.2
Fall semester	*24*	*72.7*
Spring semester	*20*	*60.6*
Summer semester	*6*	*18.2*
Undergraduate fourth year	19	13.4
Fall semester	*17*	*89.5*
Spring semester	*10*	*52.6*
Summer semester	*5*	*26.3*
After fourth year as undergraduate	5	3.5

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 142$). Percentages do not sum to 100% as a result of multiple response choices.

Seventy-eight percent ($n = 111$) of the respondents who indicated on the survey that they experienced relationship violence identified a current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as students (36%, $n = 51$) and acquaintances/friends (18%, $n = 25$).

Asked where the relationship violence incidents occurred, 81% ($n = 115$) of respondents indicated that they occurred off of campus and 45% ($n = 64$) indicated they occurred on campus. Respondents who experienced relationship violence off of campus indicated that the incidents occurred in places such as "a friend's house," "apartment," "at his home," "downtown," "house," "in car," "in dorm," "rental apartment," and "Their home." Respondents who experienced relationship violence on campus commented that the instances happened "anywhere we both were," "Dorm," "Fraternity House," "in the lab," "parking garage," and "residence hall."

Asked how they felt in response to experiencing relationship violence, 66% ($n = 94$) felt angry, 57% ($n = 81$) felt somehow responsible, 55% ($n = 78$) felt afraid, and 52% ($n = 44$) felt embarrassed (Table 35).

Table 35. **Emotional Reaction to Relationship Violence**

Emotional reaction	*n*	%
I felt angry.	94	66.2
I felt somehow responsible.	81	57.0
I felt afraid.	78	54.9
I felt embarrassed.	74	52.1
I ignored it.	39	27.5
A feeling not listed above	26	18.3

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 142$).

In response to experiencing relationship violence, seventeen respondents (12%) contacted a campus resource (Table 36). Most respondents told a friend (61%, $n = 86$), avoided the

person/venue (36%, $n = 51$), confronted the person(s) later (33%, $n = 47$), and did not do anything (32%, $n = 46$).

Table 36. **Actions in Response to Relationship Violence**

Action	*n*	%
I told a friend.	86	60.6
I avoided the person/venue.	51	35.9
I confronted the person(s) later.	47	33.1
I did not do anything.	46	32.4
I confronted the person(s) at the time.	39	27.5
I told a family member.	36	25.4
I did not know who to go to.	27	19.0
I sought information online.	26	18.3
I contacted a campus resource.	17	12.0
I contacted a local law enforcement official.	16	11.3
I sought support from off-campus hotline/advocacy services.	11	7.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	3.5
A response not listed above.	13	9.2

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 142$).

Eighty-seven percent ($n = 123$) of respondents did not report the relationship violence and 13% ($n = 18$) reported the incident (Table 37).

Table 37. **Respondents' Reporting Relationship Violence**

Reporting the relationship violence	*n*	% of respondents who experienced conduct
No, I did not report it.	123	87.2
Yes, I reported the incident (e.g., bias incident report, Title IX).	18	12.8
Yes, I reported the incident and was satisfied with the outcome.	*8*	*47.1*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*6*	*35.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 83$). Percentages may not sum to 100% as a result of multiple response choices.

Stalking

Subsequent analyses of the data also suggested that significantly higher percentages of Undergraduate Student respondents (2%, $n = 171$) than Graduate/Professional Student respondents (1%, $n = 28$) experienced stalking (e.g., following me, on social media, texting, phone calls) (Figure 33).[xxx] A significantly higher percentage of Transspectrum Student respondents (6%, $n = 8$) than either Men Student respondents (1%, $n = 28$) or Women Student respondents (2%, $n = 163$) than experienced stalking.[xxxi] Additionally, a higher percentage LGBQ Student respondents (5%, $n = 37$) than Heterosexual Student respondents (2%, $n = 152$) experienced stalking.[xxxii] Subsequent analyses revealed that significantly higher percentages of Multiple Religious/Spiritual Affiliations Student respondents (5%, $n = 14$) and No Affiliation Student respondents (3%, $n = 63$) than Christian Student respondents (2%, $n = 110$) experienced stalking.[xxxiii]
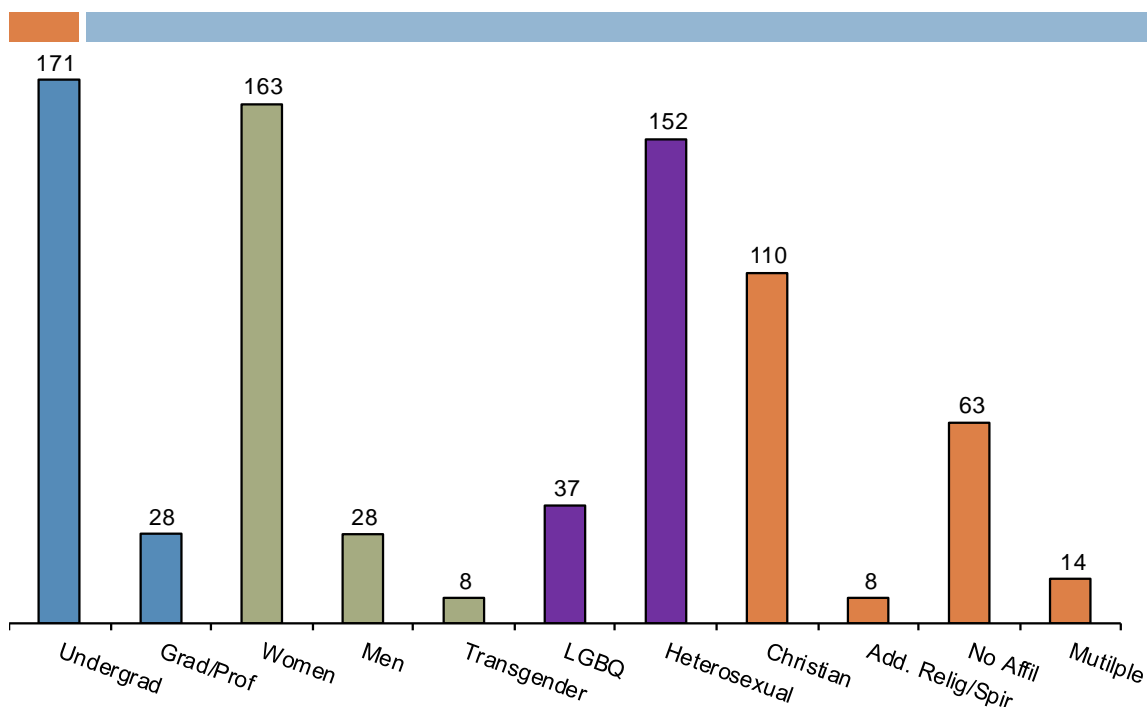
Figure 33. Respondents' Experiences of Stalking by Student Status, Gender Identity, Sexual Identity, and Religious/Spiritual Affiliation (*n*)

Student respondents were asked if alcohol and/or drugs were involved in the stalking and 13% (n = 26) indicated "yes." Of those who indicated drugs and alcohol were involved, 30% (n = 6) indicated it was alcohol only and 65% (n = 13) indicated that it was both alcohol and drugs.
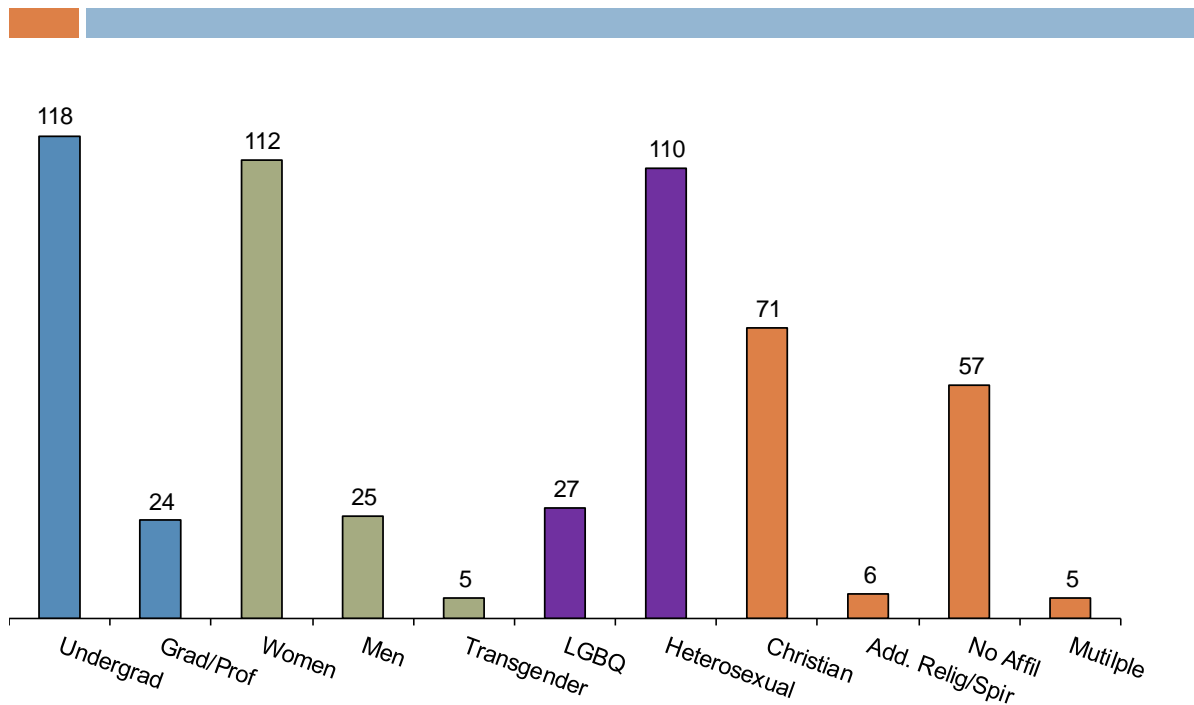
Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, 53% (n = 105) noted that it occurred within their first year, 34% (n = 67) noted that it occurred in their second year, 13% (n = 26) noted that it occurred in their third year, and 9% (n = 17) indicated that it occurred during their fourth year (Table 38). Seven percent (n = 14) of Student respondents who experienced stalking indicated that it occurred during their time as a Graduate/Professional Student.

Table 38. **Year in Which Student Respondents Experienced Stalking**

Year experience occurred	*n*	**%**
During my time as a graduate/professional student	14	7.0
Undergraduate first year	105	52.8
Fall semester	*81*	*77.1*
Spring semester	*55*	*52.4*
Summer semester	*9*	*8.6*
Undergraduate second year	67	33.7
Fall semester	*39*	*58.2*
Spring semester	*34*	*50.7*
Summer semester	*7*	*10.4*
Undergraduate third year	26	13.1
Fall semester	*15*	*57.7*
Spring semester	*13*	*50.0*
Summer semester	*< 5*	*---*
Undergraduate fourth year	17	8.5
Fall semester	*12*	*70.6*
Spring semester	*8*	*47.1*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	6	3.0

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (n = 199).
Percentages do not sum to 100% as a result of multiple response choices.

Fifty-three percent ($n = 106$) of the respondents who indicated on the survey that they experienced stalking identified students as the perpetrators of the conduct. Respondents also identified other sources as current or former dating/intimate partners (26%, $n = 52$), acquaintances/friends (25%, $n = 50$), and strangers (23%, $n = 45$).

Asked where the stalking incidents occurred, 55% ($n = 109$) of respondents indicated that they occurred off of campus and 62% ($n = 124$) indicated they occurred on campus. Respondents who experienced stalking off of campus indicated that the incidents occurred in places such as "Apartment," "at my home," "at my job," "everywhere," "Facebook/texting," "fraternity parties," "Off campus appt," "phone," and "social medial." Respondents who experienced stalking on campus commented that the instances happened in "all of my classes," "around campus," "Dorm," "he was everywhere," "in hallways," "residence hall," and "walking to class."

Asked how they felt in response to experiencing stalking, 48% ($n = 97$) of respondents felt afraid, 43% ($n = 86$) felt angry, and 34% ($n = 68$) ignored it (Table 39).

Table 39. **Emotional Reaction to Stalking**

Emotional reaction	*n*	%
I felt afraid.	97	48.7
I felt angry.	86	43.2
I ignored it.	68	34.2
I felt embarrassed.	48	24.1
I felt somehow responsible.	39	19.6
A feeling not listed above	27	13.6

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 199$).

In response to experiencing stalking, thirty-one respondents (16%) contacted a campus resource (Table 40). Most respondents avoided the person/venue (66%, $n = 131$), told a friend (64%, $n = 127$), or told a family member (34%, $n = 67$).

Table 40. **Actions in Response to Stalking**

Action	*n*	*%*
I avoided the person/venue.	131	65.8
I told a friend.	127	63.8
I told a family member.	67	33.7
I confronted the person(s) at the time.	43	21.6
I did not do anything.	32	16.1
I contacted a campus resource.	31	15.6
I confronted the person(s) later.	26	13.1
I contacted a local law enforcement official.	28	14.1
I did not know who to go to.	19	9.5
I sought information online.	18	9.0
I sought support from off-campus hotline/advocacy services.	7	3.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	3.0
A response not listed above.	19	9.5

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 199).

Eighty-six percent (*n* = 171) of respondents did not report the stalking and 14% (*n* = 27) reported the incident (Table 41).

Table 41. **Respondents' Reporting Stalking**

Reporting the stalking	*n*	% of respondents who experienced conduct
No, I did not report it.	171	86.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	27	13.6
Yes, I reported the incident and was satisfied with the outcome.	*12*	*52.2*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*30.4*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	*---*

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 116).
Percentages may not sum to 100% as a result of multiple response choices.

Unwanted Sexual Interaction

Analyses of the data suggested that a significantly higher percentage of Undergraduate Student respondents (5%, $n = 404$) experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than did Graduate/Professional Student respondents (2%, $n = 61$)[xxxiv] (Figure 34). Additionally, significantly higher percentages of Transspectrum Student respondents (11%, $n = 14$) and Women Student respondents (6%, $n = 425$) than Men respondents (1%, $n = 25$) experienced unwanted sexual interaction.[xxxv] Similarly, a significantly higher percentage of LGBQ Student respondents (12%, $n = 96$) than Heterosexual Student respondents (4%, $n = 340$) experienced unwanted sexual interaction.[xxxvi] By racial identity, significantly higher percentages of Multiracial Student respondents (7%, $n = 39$) than Black/African American Student respondents (3%, $n = 27$) experienced unwanted sexual interaction.[xxxvii] Additionally, significantly higher percentages of U.S. Citizen Student respondents (4%, $n = 442$) than Non-U.S. Citizen Student respondents (3%, $n = 22$) experienced unwanted sexual interaction.[xxxviii] Significantly higher percentages of Non-Military Service Student respondents (4%, $n = 456$) than Military Service Student respondents (2%) also experienced unwanted sexual interaction.[xxxix] Lastly, analyses also revealed that a significantly higher percentages of Multiple Religious/Spiritual Affiliations Student respondents (9%, $n = 25$) and No Affiliation Student respondents (7%, $n = 176$) than Christian Student respondents (3%, $n = 236$) and Additional Religious/Spiritual Affiliation Student respondents (4%, $n = 14$) experienced unwanted sexual interaction.[xl]
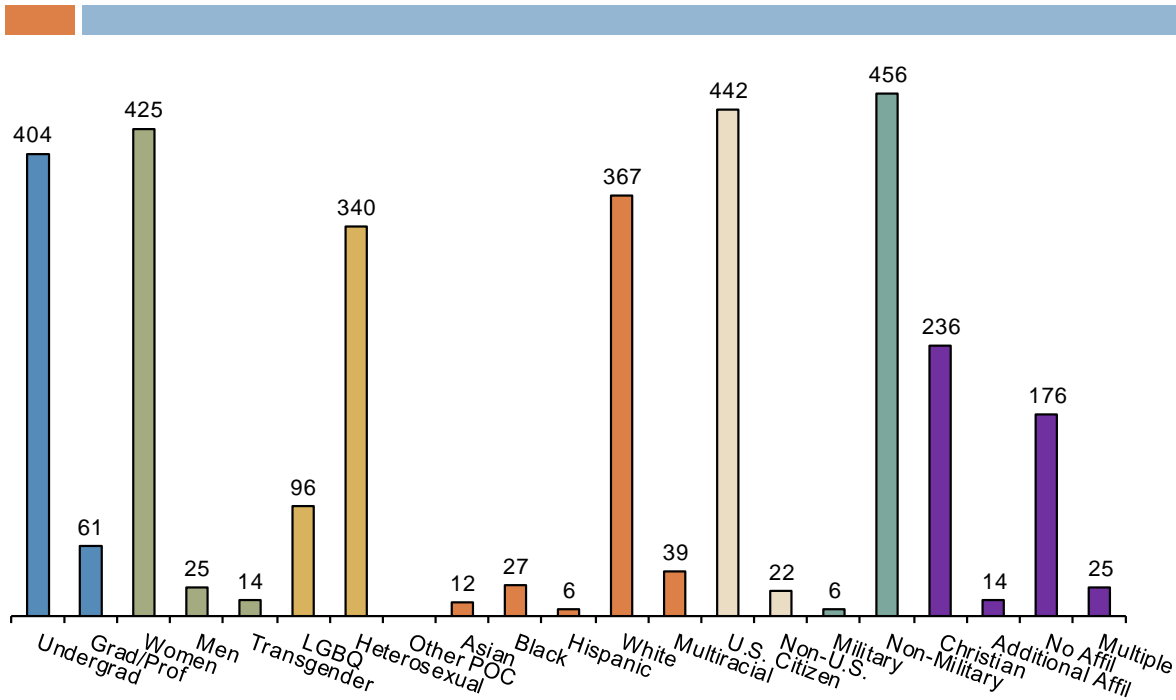
Note: Responses with *n* <5 are not presented in the figure.

Figure 34. Respondents' Experiences of Unwanted Sexual Interaction
by Student Status, Gender Identity, Sexual Identity, Racial Identity, Citizenship Status, Military
Status, and Religious/Spiritual Affiliation (*n*)

Student respondents were asked if alcohol and/or drugs were involved in the sexual interaction and 30% (*n* = 138) indicated "yes." Of those who indicated drugs and alcohol were involved, 78% (*n* = 90) indicated it was alcohol only and 17% (*n* = 20) indicated both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 61% (*n* = 283) noted that it occurred within their first year, 39% (*n* = 182) indicated that it occurred in their second year, 25% (*n* = 118) indicated that it occurred in their third year, and 13% (*n* = 61) indicated that it occurred during their fourth year (Table 42). Eleven percent (*n* = 52) of Student respondents who experienced unwanted sexual interaction indicated that it occurred during their time as a Graduate/Professional Student.

Table 42. **Year in Which Student Respondents Experienced Unwanted Sexual Interaction**

Year experience occurred	*n*	%
During my time as a graduate/professional student	52	11.2
Undergraduate first year	283	60.9
Fall semester	*223*	*78.8*
Spring semester	*166*	*58.7*
Summer semester	*12*	*4.2*
Undergraduate second year	182	39.1
Fall semester	*124*	*68.1*
Spring semester	*102*	*56.0*
Summer semester	*11*	*6.0*
Undergraduate third year	118	25.4
Fall semester	*86*	*72.9*
Spring semester	*62*	*52.5*
Summer semester	*9*	*7.6*
Undergraduate fourth year	61	13.1
Fall semester	*45*	*73.8*
Spring semester	*31*	*50.8*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	15	3.2

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 465). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-eight percent (*n* = 268) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a stranger as the perpetrators of the conduct. Respondents also identified other sources as students (53%, *n* = 248) and acquaintances/friends (20%, *n* = 94).

Asked where the unwanted sexual interaction incidents occurred, 51% (*n* = 237) of respondents indicated that they occurred off campus and 65% (*n* = 302) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off of campus indicated that the incidents occurred in places such as "a club," "apartment," "at a party," "clos house," "frat houses," "friend's house," "my house," off campus apartments," and "Walmart." Respondents who experienced unwanted sexual interaction on campus commented that the instances happened "all over campus," "at work," "dorm," "going to class," "library," "parking lot" "Quad," and "while walking alone at night."

Asked how they felt in response to experiencing sexual interaction, 55% ($n = 255$) felt angry,

47% ($n = 216$) felt embarrassed, and 43% ($n = 200$) ignored it (Table 43).

Table 43. **Emotional Reaction to Unwanted Sexual Interaction**

Emotional reaction	*n*	*%*
I felt angry.	255	54.8
I felt embarrassed.	216	46.5
I ignored it.	200	43.0
I felt afraid.	142	30.5
I felt somehow responsible.	87	18.7
A feeling not listed above	50	10.8

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 465$).

In response to experiencing unwanted sexual interaction, twenty-eight respondents (6%) contacted a campus resource (Table 44). Most respondents did not do anything (51%, $n = 237$), told a friend (43%, $n = 201$), or avoided the person/venue (42%, $n = 193$).

Table 44. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	*%*
I did not do anything.	237	51.0
I told a friend.	201	43.2
I avoided the person/venue.	193	41.5
I confronted the person(s) at the time.	85	18.3
I told a family member.	58	12.5
I confronted the person(s) later.	33	7.1
I contacted a campus resource.	28	6.0
I did not know who to go to.	27	5.8
I contacted a local law enforcement official.	17	3.7
I sought information online.	9	1.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	7	1.5
I sought support from off-campus hotline/advocacy services.	< 5	---
A response not listed above.	33	7.1

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 465$).

Ninety-two percent ($n = 427$) of respondents did not report the unwanted sexual interaction and 8% ($n = 35$) reported the incident(s) (Table 45).

Table 45. **Respondents' Reporting Sexual Interaction**

Reporting the sexual interaction	*n*	% of respondents who experienced conduct
No, I did not report it.	427	92.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	35	7.6
Yes, I reported the incident and was satisfied with the outcome.	*12*	*35.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*20.6*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*15*	*44.1*

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 465$). Percentages may not sum to 100% as a result of multiple response choices.

Unwanted Sexual Contact

Analyses of the data suggested that a significantly higher percentage of Undergraduate Student respondents (3%, $n = 234$) than Graduate/Professional Student respondents (1%, $n = 18$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) (Figure 35).[xli] Additionally, significantly higher percentages of Transspectrum Student respondents (5%, $n = 6$) and Women Student respondents (3%, $n = 222$) than Men Student respondents (1%, $n = 23$) experienced unwanted sexual contact.[xlii] Again, a significantly higher percentage of LGBQ Student respondents (6%, $n = 49$) than Heterosexual Student respondents (2%, $n = 190$) experienced unwanted sexual contact.[xliii] By citizenship status, a significantly higher percentage of U.S. Citizen Student respondents (2%, $n = 244$) than Non-U.S. Citizen Student respondents (1%, $n = 8$) experienced unwanted sexual contact.[xliv] Lastly, by religious/spiritual affiliation, a significantly higher percentage of No Affiliation Student respondents (4%, $n = 87$) than Christian Student respondents (2%, $n = 146$) experienced unwanted sexual contact.[xlv]
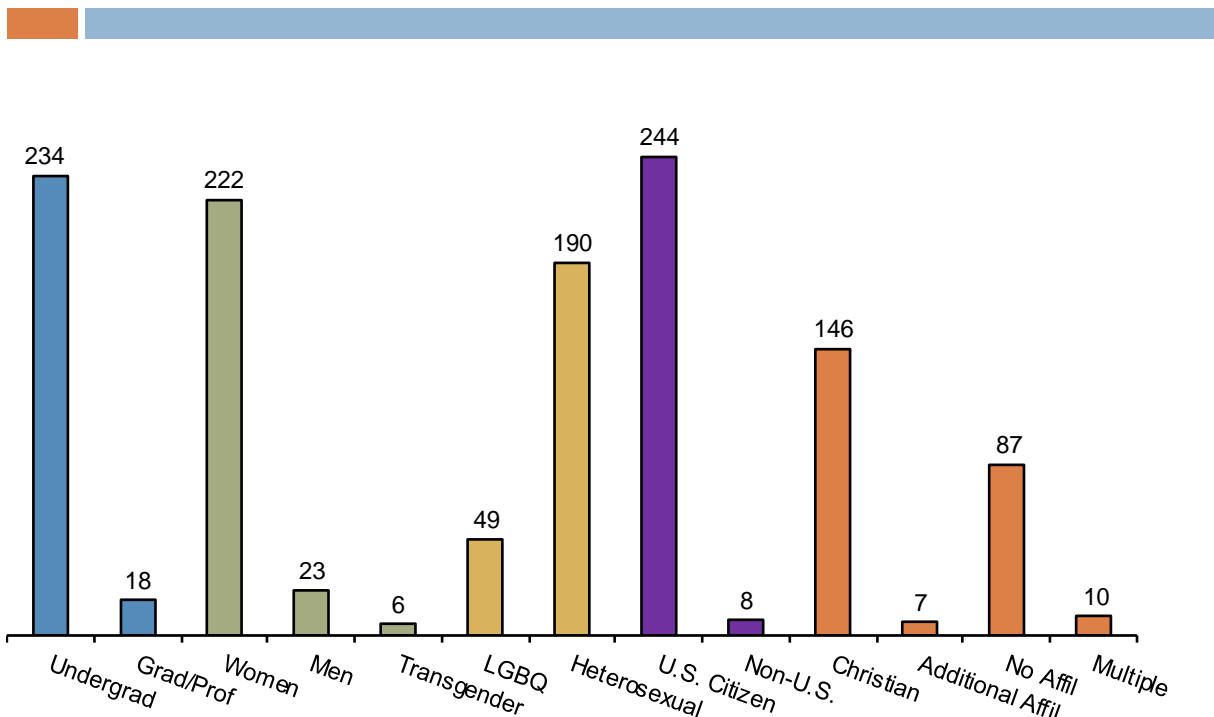
Figure 35. Respondents' Experiences of Unwanted Sexual Contact While by Student Status, Gender Identity, Sexual Identity, Citizenship Status, and Religious/Spiritual Affiliation (*n*)

Student respondents were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 65% ($n = 161$) indicated "yes." Of those who indicated drugs and alcohol were involved, 73% ($n = 98$) indicated it was alcohol only and 26% ($n = 35$) indicated that it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 60% ($n = 152$) noted that it occurred within their first year, 28% ($n = 71$) noted that it occurred in their second year, 11% ($n = 28$) noted that it occurred in their third year, and 8% ($n = 20$) noted that it occurred during their fourth year (Table 46). Three percent ($n = 8$) of Student respondents who experienced unwanted sexual contact indicated that it occurred during their time as a Graduate/Professional Student.

Table 46. **Year in Which Student Respondents Experienced Unwanted Sexual Contact**

Year experience occurred	*n*	**%**
During my time as a graduate/professional student	8	3.2
Undergraduate first year	152	60.3
Fall semester	*104*	*68.4*
Spring semester	*62*	*40.8*
Summer semester	*7*	*4.6*
Undergraduate second year	71	28.2
Fall semester	*41*	*57.7*
Spring semester	*31*	*43.7*
Summer semester	*11*	*15.5*
Undergraduate third year	28	11.1
Fall semester	*18*	*64.3*
Spring semester	*9*	*32.1*
Summer semester	*5*	*17.9*
Undergraduate fourth year	20	7.9
Fall semester	*13*	*65.0*
Spring semester	*7*	*35.0*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 252$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-five percent ($n = 113$) of the respondents who indicated on the survey that they experienced sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified students (43%, $n = 108$), strangers (18%, $n = 46$), and current or former dating/intimate partners (18%, $n = 45$) as the perpetrators of the conduct.

Asked where the unwanted sexual contact incidents occurred, 62% ($n = 155$) of respondents indicated that they occurred off of campus and 43% ($n = 109$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off of campus indicated that the incidents occurred in places such as "a club," "apartment," frat house," "hotel" "house," "his house," and "while studying abroad." Respondents who experienced unwanted sexual contact on campus commented that the instances happened in "dorms," "fraternity row," "residence hall," and "Unknown: fraternity park."

Asked how they felt in response to experiencing sexual contact, 58% ($n = 146$) felt embarrassed, 57% ($n = 143$) felt somehow responsible, and 52% ($n = 130$) felt angry (Table 47).

Table 47. **Emotional Reaction to Unwanted Sexual Contact**

Emotional reaction	*n*	%
I felt embarrassed.	146	57.9
I felt somehow responsible.	143	56.7
I felt angry.	130	51.6
I felt afraid.	102	40.5
I ignored it.	89	35.3
A feeling not listed above	26	10.3

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 252$).

In response to experiencing unwanted sexual contact, forty-one respondents (16%) contacted a campus resource (Table 48). Most respondents told a friend (61%, $n = 154$), avoided the person/venue (55%, $n = 139$), and did not do anything (37%, $n = 92$).

Table 48. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I told a friend.	154	61.1
I avoided the person/venue.	139	55.2

Table 48. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I did not do anything.	92	36.5
I confronted the person(s) later.	44	17.5
I contacted a campus resource.	41	16.3
I told a family member.	38	15.1
I did not know who to go to.	37	14.7
I confronted the person(s) at the time.	29	11.5
I sought information online.	26	10.3
I sought support from off-campus hotline/advocacy services.	18	7.1
I contacted a local law enforcement official.	13	5.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	10	4.0
A response not listed above.	17	6.7

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 252).

Eighty-eight percent (*n* = 219) of respondents did not report the sexual contact and 12% (*n* = 29) of respondents did report the unwanted sexual contact incident(s) (Table 49).

Table 49. **Respondents' Reporting Unwanted Sexual Contact**

Reporting the unwanted sexual contact	*n*	% of respondents who experienced conduct
No, I did not report it.	219	88.3
Yes, I reported the incident (e.g., bias incident report, Title IX).	29	11.7
Yes, I reported the incident and was satisfied with the outcome.	*11*	*39.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*9*	*32.1*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*8*	*28.6*

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 252). Percentages may not sum to 100 as a result of multiple response choices.

Unwanted Sexual Exploitation

Subsequent analyses of the data suggested that there were no significant differences between Undergraduate Student respondents ($< 1\%$, $n = 34$) or Graduate/Professional Student respondents ($< 1\%$, $n = 5$) regarding their experience of unwanted sexual exploitation (Figure 36). No additional analyses yielded significant results.
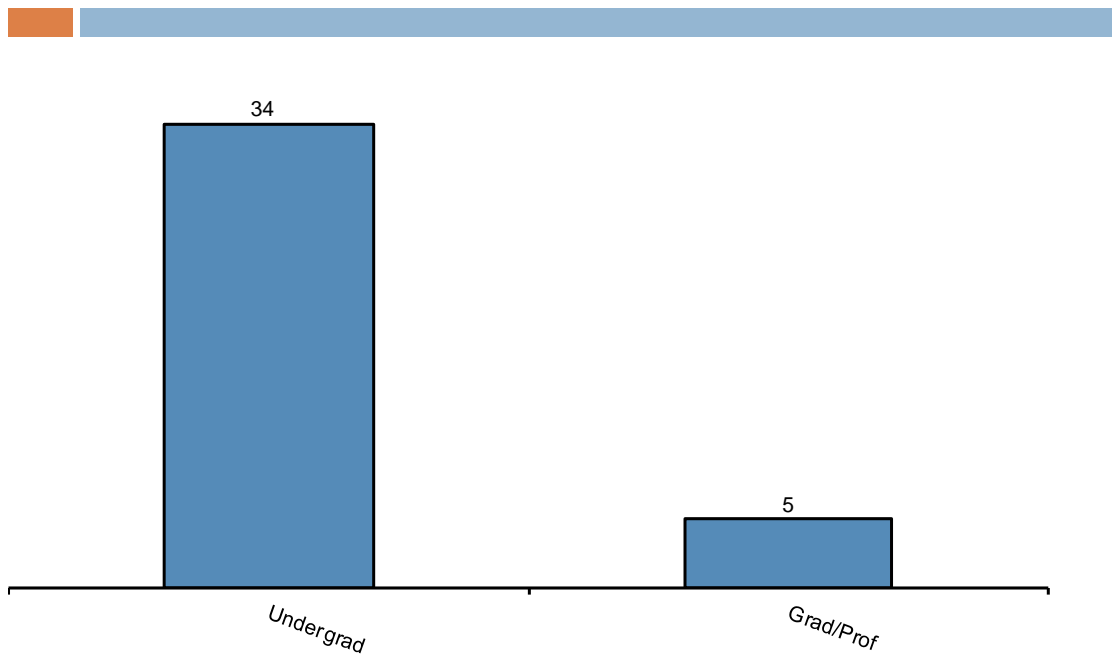
Figure 36. Respondents' Experiences of Unwanted Sexual Exploitation by Student Status (n)

Student respondents were asked if alcohol and/or drugs were involved in the unwanted sexual exploitation and 41% ($n = 15$) indicated "yes." Of those who indicated that drugs and alcohol were involved, fewer than five indicated that it was drugs only or that it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced the unwanted sexual exploitation. Of Undergraduate Student respondents who indicated that they experienced the unwanted sexual exploitation, 39% ($n = 15$) noted that it occurred within their first year, 33% ($n = 13$) noted that it occurred in their second year, 18% ($n = 7$) noted that it occurred in their third year, and fewer than five Undergraduate Student respondents noted that it occurred during their fourth year (Table 50). Fewer than five Student respondents noted that they

had experienced unwanted sexual exploitation during their time as a Graduate/Professional Student.

Table 50. **Year in Which Student Respondents Experienced Unwanted Sexual Exploitation**

Year experience occurred	*n*	*%*
During my time as a graduate/professional student	< 5	---
Undergraduate first year	15	38.5
Fall semester	*13*	*86.7*
Spring semester	*6*	*40.0*
Summer semester	*< 5*	*---*
Undergraduate second year	13	33.3
Fall semester	*10*	*76.9*
Spring semester	*6*	*46.2*
Summer semester	*< 5*	*---*
Undergraduate third year	7	17.9
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
Undergraduate fourth year	< 5	---
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After fourth year as undergraduate	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation ($n = 39$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-one percent ($n = 16$) of the respondents who indicated on the survey that they experienced unwanted sexual exploitation identified a student as the perpetrator of the conduct. Respondents also identified other perpetrators of the conduct as a stranger (33%, $n = 13$), acquaintances/friends (28%, $n = 11$), and current or former dating/intimate partners (15%, $n = 6$).

Asked where the unwanted sexual exploitation incidents occurred, 54% ($n = 21$) of respondents indicated that they occurred off of campus and 36% ($n = 14$) indicated they occurred on campus. Respondents who experienced unwanted sexual exploitation off of campus indicated that the incidents occurred in places such as, "apartment," "frat houses," "my apartment," and "off

campus housing." Respondents who experienced unwanted sexual exploitation on campus commented that the instances happened in places such as "dorm," "Presidential courtyard," and "walking around, gym."

Asked how they felt in response to experiencing the unwanted sexual exploitation, 56% ($n = 22$) felt embarrassed, 54% ($n = 21$) felt angry, and 39% ($n = 15$) ignored it (Table 51).

Table 51. **Emotional Reaction to Unwanted Sexual Exploitation**

Emotional reaction	*n*	%
I felt embarrassed.	22	56.4
I felt angry.	21	53.8
I ignored it.	15	38.5
I felt afraid.	10	25.6
I felt somehow responsible.	10	25.6
A feeling not listed above	5	12.8

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation ($n = 39$).

In response to experiencing unwanted sexual exploitation, fewer than seven respondents (18%) contacted a campus resource (Table 52). Most respondents told a friend (41%, $n = 16$), did not do anything (39%, $n = 15$), or avoided the person/venue (21%, $n = 8$).

Table 52. **Actions in Response to Unwanted Sexual Exploitation**

Action	*n*	%
I told a friend.	16	41.0
I did not do anything.	15	38.5
I avoided the person/venue.	8	20.5
I contacted a campus resource.	7	17.9
I told a family member.	7	17.9
I confronted the person(s) at the time.	6	15.4
I confronted the person(s) later.	5	12.8
I contacted a local law enforcement official.	< 5	---
I sought information online.	< 5	---
I did not know who to go to.	< 5	---

Table 52. **Actions in Response to Unwanted Sexual Exploitation**

Action	*n*	*%*
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
I sought support from off-campus hotline/advocacy services.	< 5	---
A response not listed above.	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation (*n* = 39).

Eighty-one percent (*n* = 29) of respondents did not report the unwanted sexual exploitation and 20% (*n* = 7) of respondents reported the incident(s) (Table 53).

Table 53. **Respondents' Reporting Sexual Exploitation**

Reporting the sexual interaction	*n*	**% of respondents who experienced conduct**
No, I did not report it.	29	80.6
Yes, I reported the incident (e.g., bias incident report, Title IX).	7	19.4
Yes, I reported the incident and was satisfied with the outcome.	< 5	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	< 5	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation (*n* = 39). Percentages may not sum to 100% as a result of multiple response choices.

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Student respondents were asked to rate their agreement with various statements regarding unwanted sexual contact/conduct definitions, policies and supportive resources (Table 54). Ninety-three percent ($n = 10,003$) of Student respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent. Eighty-four percent ($n = 9,038$) of Student respondents "strongly agreed" or "agreed" that they were generally aware of the role of their campus Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-five percent ($n = 8,036$) of Student respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents. Eighty-four percent ($n = 8,960$) of Student respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. Eighty percent ($n = 8,591$) of Student respondents "strongly agreed" or "agreed" that they were generally aware of the campus resources listed in the table below. Ninety-seven percent ($n = 10,428$) of Student respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they see them occurring on or off campus. Eighty-seven percent ($n = 9,362$) of Student respondents "strongly agreed" or "agreed" that they understood that their campus standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. Seventy-eight percent ($n = 8,356$) of Student respondents "strongly agreed" or "agreed" that they knew the information about the prevalence of sex offenses (including domestic and dating violence) were available in their campus annual Security and Fire Safety Report. Lastly, 96% ($n = 10,276$) of Student respondents "strongly agreed" or "agreed" that they knew that their campus sends a Public Safety Alert to the campus community when such an incident occurs.

Table 54. **Student Respondents' Knowledge of Definitions, Policies, and Resources**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am aware of the definition of affirmative consent.	6,409	59.6	3,594	33.4	625	5.8	132	1.2
I am generally aware of the role of my campus Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	4,510	41.9	4,528	42.1	1,468	13.6	262	2.4
I know how and where to report such incidents.	3,713	34.6	4,323	40.3	2,328	21.7	374	3.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	4,195	39.1	4,765	44.5	1,535	14.3	224	2.1
I am generally aware of the campus resources listed here: http://sexualassault.utk.edu/; http://www.utc.edu/sexual-misconduct/get-help-spread-sheet.php; http://www.utc.edu/sexual-misconduct/on-campus-support.php;; http://uthsc.edu/oed/sexual_assault2014.php; or http://www.utm.edu/departments/equalopp/resources.php	3,791	35.3	4,800	44.7	1,890	17.6	263	2.4
I have a responsibility to report such incidents when I see them occurring on or off campus.	6,332	59.0	4,096	38.1	258	2.4	52	0.5
I understand that my campus standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	4,537	42.3	4,825	45.0	1,169	10.9	196	1.8
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in my campus' Annual Security & Fire Safety Report.	4,055	37.8	4,301	40.1	2,002	18.7	364	3.4
I know that my campus sends a public safety alert to the campus community when such an incident occurs.	6,413	59.8	3,863	36.0	356	3.3	91	0.8

Summary

Eighty-two percent ($n = 8,879$) of respondents were "very comfortable" or "comfortable" with their campus climates, 85% ($n = 9,131$) of respondents were "very comfortable" or "comfortable" with the climate in their academic departments, and 84% ($n = 9,702$) were "very comfortable" or "comfortable" with their classroom climate. The results of the University of Tennessee system align closely to findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable."

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Across the University of Tennessee system, only 12% ($n = 1,290$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. However, the results of this report parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-one percent ($n = 2,231$) of survey respondents indicated that they had observed conduct or communications directed toward a person or group of people that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Transspectrum Student respondents, LGBQ Student respondents, and both Multiracial Student respondents and Black/African American Student respondents observed exclusionary conduct at a higher rate than their majority counterparts.

Eight percent ($n = 811$) of Student respondents indicated on the survey that they had experienced unwanted sexual contact/conduct with 1% ($n = 142$) experiencing relationship violence (e.g.,

ridiculed, controlling, hitting), 2% ($n = 199$) experiencing stalking (e.g., following me, on social

media, texting, phone calls), 4% ($n = 465$) experiencing sexual interaction (e.g., cat-calling,

repeated sexual advances, sexual harassment), 2% ($n = 252$) experiencing unwanted sexual

contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape), and < 1%

($n = 39$) experiencing sexual exploitation (e.g., voyeurism, indecent exposure, recording or

distributing a person's intimate activity or sexual information without consent) while a member

of the University of Tennessee community.

[xxvii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: χ^2 (2, $N = 10,774$) = 22.5, $p < .001$.

[xxviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: χ^2 (1, $N = 10,346$) = 28.8, $p < .001$.

[xxix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by religious/spiritual affiliation: χ^2 (3, $N = 10,650$) = 27.7, $p < .001$.

[xxx]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by student status: χ^2 (1, $N = 10,801$) = 9.8, $p < .01$.

[xxxi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: χ^2 (2, $N = 10,774$) = 46.9, $p < .001$.

[xxxii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: χ^2 (1, $N = 10,346$) = 39.1, $p < .001$.

[xxxiii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by religious/spiritual affiliation: χ^2 (3, $N = 10,650$) = 27.9, $p < .001$.

[xxxiv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by student status: χ^2 (1, $N = 10,801$) = 28.6, $p < .001$.

[xxxv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: χ^2 (2, $N = 10,774$) = 184.4, $p < .001$.

[xxxvi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: χ^2 (1, $N = 10,346$) = 134.2, $p < .001$.

[xxxvii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: χ^2 (5, $N = 10,600$) = 17.0, $p < .01$.

[xxxviii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by citizenship status: χ^2 (1, $N = 10,787$) = 4.4, $p < .05$.

[xxxix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by military service: χ^2 (1, $N = 10,774$) = 7.1, $p < .01$.

[xl]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious/spiritual affiliation: χ^2 (3, $N = 10,650$) = 88.7, $p < .001$.

[xli]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by student status: χ^2 (1, $N = 10,801$) = 38.0, $p < .001$.

[xlii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: χ^2 (2, $N = 10,774$) = 72.0, $p < .001$.

[xliii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: χ^2 (1, $N = 10,346$) = 57.7, $p < .001$.

[xliv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by citizenship status: χ^2 (1, $N = 10,787$) = 6.2, $p < .05$.

[xlv]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by religious/spiritual affiliation: χ^2 (3, $N = 10,650$) = 22.8, $p < .001$.

Student Perceptions of Campus Climate

Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

The questions in each scale (Table 55) were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.3%) of all potential Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[45] One question from the scale (Q11_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.866 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach's alpha was only 0.777.

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[45]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 55. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with my academic experience at my campus.
Perceived Academic Success	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at my campus.
	Q11_5	I have performed academically as well as I anticipated I would.
	Q11_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_7	My interest in ideas and intellectual matters has increased since coming to my campus.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated. Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man, Transgender)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Multiracial, Other People of Color, White)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When there were only two categories for the specified demographic variable (e.g., gender identity for Graduate/Professional Students) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs

of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate to large effects were noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 56).

Table 56. **Undergraduate Student Respondents' Perceived Academic Success by Gender Identity**

Gender identity	*n*	Mean	Std. Dev.
Woman	5,240	1.927	0.684
Man	2,636	2.045	0.684
Transgender	99	2.296	0.892

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for three comparisons—Woman vs. Transspectrum, Woman vs. Man, and Man vs. Transspectrum. These findings suggest that Transspectrum and Man Undergraduate Student respondents have lower *Perceived Academic Success* than Woman Undergraduate Student respondents. They also suggest that Transspectrum Undergraduate Student respondents have lower *Perceived Academic Success* than Man Undergraduate Student respondents (Table 56).

Table 57. **Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity**

Groups compared	Mean Difference
Woman vs. Man	-0.118*
Woman vs. Transgender	-0.370*
Man vs. Transgender	-0.252*

*$p < .05$

A significant difference existed ($p < .01$) in the overall test for means for Graduate/Professional Student respondents by gender identity on *Perceived Academic Success* (Table 58).

109

Table 58. **Graduate Student Respondents' Perceived Academic Success by Gender Identity**

Gender identity	n	Mean	Std. Dev.
Woman	1,520	1.868	0.673
Man	903	1.909	0.645
Transgender	20	2.400	0.968

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were significant for three comparisons—Woman vs. Transspectrum and Man vs. Transspectrum. These findings suggest that Transspectrum Graduate/Professional Student respondents have lower *Perceived Academic Success* than Woman Graduate/Professional Student respondents. They also suggest that Transspectrum Graduate/Professional Student respondents have lower *Perceived Academic Success* than Man Graduate/Professional Student respondents (Table 59).

Table 59. **Difference Between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Gender Identity**

Groups compared	Mean Difference
Woman vs. Man	-0.040
Woman vs. Transgender	-0.532*
Man vs. Transgender	-0.491*

*$p < .05$

Racial Identity

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 60).

Table 60. **Undergraduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial identity	n	Mean	Std. Dev.
Asian/Asian American	189	2.131	0.776
Black/African American	615	2.160	0.748
Hispanic/Latin@/Chican@	154	2.012	0.720
Multiracial	449	2.124	0.747
Other Person of Color	87	2.000	0.718
White	6,363	1.931	0.670

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for three comparisons—Asian/Asian American vs. White/European, Black/African American vs. White/European American, and Multiracial vs. White/European American. These findings suggest that Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents have lower *Perceived Academic Success* than White/European American Undergraduate Student respondents (Table 61).

Table 61. **Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups compared	Mean Difference
Asian/Asian American vs. Black/African American	-0.029
Asian/Asian American vs. Hispanic/Latin@/Chican@	0.119
Asian/Asian American vs. Multiracial	0.006
Asian/Asian American vs. Other People of Color	0.131
Asian/Asian American vs. White	0.200*
Black/African American vs. Hispanic/Latin@/Chican@	0.148
Black/African American vs. Multiracial	0.036
Black/African American vs. Other People of Color	0.160
Black/African American vs. White	0.229*
Hispanic/Latin@/Chican@ vs. Multiracial	-0.112
Hispanic/Latin@/Chican@ vs. Other People of Color	0.012
Hispanic/Latin@/Chican@ vs. White	0.081
Multiracial vs. Other People of Color	0.124
Multiracial vs. White	0.194*
Other People of Color vs. White	0.069

*$p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success* (Table 62).

Table 62. **Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity**

Racial identity	*n*	Mean	Std. Dev.
Asian/Asian American	215	1.914	0.624
Black/African American	136	1.892	0.673
Hispanic/Latin@/Chican@	53	1.903	0.623
Multiracial	102	1.948	0.579
Other Person of Color	49	1.990	0.707
White	1,838	1.871	0.671

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run.

Sexual Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Students by sexual identity on *Perceived Academic Success*, $t (2645) = 4.462$, $p < .001$. These findings suggest that LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents (Table 63).

A significant difference existed ($p < .05$) in the overall test for means for Graduate/Professional Student respondents by sexual identity on *Perceived Academic Success*, $t (2357) = 2.498$, $p < .05$. These findings suggest that LGBQ Graduate/Professional Student respondents have lower *Perceived Academic Success* than Heterosexual Graduate/Professional Student respondents.

Table 63. **Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual identity	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	n	Mean	Std. Dev.	*n*	Mean	Std. Dev.
Heterosexual	7,062	1.951	0.679	2,182	1.875	0.667
LGBQ	585	2.081	0.708	177	2.006	0.670
Mean difference	**0.131***			**0.130****		

*p < .01 ** p < .05

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 64).

Table 64. **Undergraduate Student Respondents' Perceived Academic Success by Disability Status**

Disability status	*n*	Mean	Std. Dev.
Single Disability	890	2.214	0.774
No Disabilities	7,059	1.940	0.673
Multiple Disabilities	38	2.044	0.883

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison—Single Disability vs. No Disability. These findings suggest

that Undergraduate Student respondents with a single disability have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability (Table 65).

Table 65. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.274*
Single Disability vs. Multiple Disabilities	0.170
Multiple Disabilities vs. No Disability	0.104

*p < .05

Due to an insufficient number of Graduate/Professional Student respondents with Multiple Disabilities ($n = 6$), means testing was conducted only on Graduate/Professional Student respondents with a single disability and those with no disabilities. A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success*, $t(261) = 5.428$, $p < .001$. These findings suggest that Graduate/Professional Student respondents with a single disability have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have no disability (Table 66).

Table 66. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status

Disability status	Graduate/Professional Student Respondents		
	n	Mean	Std. Dev.
At Least One Disability	229	2.155	0.789
No Disabilities	2,218	1.862	0.649
Mean difference		**0.293***	

*p < .001

Income Status

A significant difference existed ($p < .05$) in the overall test for means for Undergraduate Students by income status on *Perceived Academic Success*, $t (2464) = 2.073$, $p < .05$. These findings suggest that Low-Income Undergraduate Student respondents have lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents. A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student respondents by income status on *Perceived Academic Success*, $t (2379) = 3.879$, $p < .001$. These findings suggest that Low-Income Graduate/Professional Student respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents (Table 67).

Table 67. **Student Respondents' Perceived Academic Success by Income Status**

Income status	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	n	**Mean**	**Std. Dev.**	*n*	**Mean**	**Std. Dev.**
Low Income	1,645	2.001	0.727	874	1.952	0.680
Not-Low-Income	6,181	1.960	0.680	1,507	1.843	0.652
Mean difference	**0.041***			**0.109****		

*$p < .05$ **$p < .001$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with seventeen statements about their interactions with faculty, students, staff members, and senior administrators at a UT campus. Frequencies and significant differences based on student status, gender identity, sexual identity, racial identity, citizenship status, military status, and religious/spiritual affiliation, are provided in Tables 68 through 73.

Table 68 illustrates that 75% (n = 7,897) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty. A higher percentage of Graduate/Professional Student respondents (45%, n = 1,120) "agreed" that they felt valued by faculty than Undergraduate Student respondents (43%, n = 3,438). A lower percentage of Transspectrum Student respondents (15%, n = 18) than Men Student respondents (32%, n = 1,150) and Women Student respondents (32%, n = 2,160) "strongly agreed" that they felt valued by faculty. By sexual identity, a higher percentage of Heterosexual Student respondents (32%, n = 3,015) than LGBQ Student respondents (26%, n = 202) "strongly agreed" that they felt valued by faculty. By racial identity, a higher percentage of White Student respondents (33%, n = 2,698) "strongly agreed" that they felt valued by faculty compared with their Multiracial Student respondent peers (24%, n = 137). A higher percentage of Non-U.S. Citizen Student respondents (35%, n = 264) than U.S. Citizen Student respondents (31%, n = 3,071) "strongly agreed" that they felt valued by faculty. A higher percentage of Christian Student respondents (34%, n = 2,502) than No Affiliation Student respondents (25%, n = 604) "strongly agreed" that they felt valued by faculty.

Seventy-three percent (n = 7,651) of Student respondents felt valued by staff. A higher percentage of Graduate/Professional Student respondents (44%, n = 1,090) than Undergraduate Student respondents (41%, n = 3,299) "agreed" that they felt valued by staff. A higher percentage of Women Student respondents (31%, n = 2,122) and Men Student respondents (31%, n = 1,115) "strongly agreed" than did Transspectrum Student respondents (12%, n = 14) that they felt valued by staff. By sexual identity, a higher percentage of Heterosexual Student respondents (32%, n = 2,950) than LGBQ Student respondents (25%, n = 194) "strongly agreed" that they felt valued by staff. Higher percentages of Other People of Color Student respondents (37%, n = 49) and White Student respondents (32%, n = 2,631) "strongly agreed" that they felt valued by staff than did Multiracial Student respondents (24%, n = 132). Additionally, a higher

percentage of Christian Student respondents (33%, n = 2,452) than No Affiliation Student respondents (24%, n = 587) "strongly agreed" that they felt valued by staff.

Fifty-seven percent (n = 6,039) of Student respondents "strongly agreed" or "agreed" that they felt valued by senior administrators (e.g., chancellor, vice chancellor, dean, provost). Higher percentages of Undergraduate Student respondents (26%, n = 2,119) than Graduate/Professional Student respondents (23%, n = 563) "strongly agreed" that they felt valued by senior administrators. A higher percentage of Transspectrum Student respondents (28%, n = 34) than either Men Student respondents (7%, n = 253) or Women Student respondents (4%, n = 275) "strongly disagreed" they felt valued by senior administrators. By sexual identity, higher percentages of LGBQ Student respondents (11%, n = 82) "strongly disagreed" that they felt valued by senior administrators than did Heterosexual Student respondents (5%, n = 443). By racial identity, a higher percentage of Other People of Color Student respondents (30%, n = 40), Asian/Asian American Student respondents (26%, n = 109), and White Student respondents (26%, n = 2,156) "strongly agreed" that they felt valued by senior administrators compared with Multiracial Student respondents (18%, n = 103). A lower percentage of U.S. Citizen Student respondents (25%, n = 2,452) "strongly agreed" that they felt valued by senior administrators than did Non-U.S. Citizen Student respondents (30%, n = 226). By religious/spiritual affiliation, a lower percentage of Christian Student respondents (4%, n = 307) "strongly disagreed" that they felt valued by senior administrators compared with all other religious/spiritual affiliations.

Table 68. **Student Respondents' Feelings of Value by Employees**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	$\%$	n	$\%$	n	$\%$	n	$\%$	n	$\%$
I feel valued by faculty.	**3,339**	**31.6**	**4,558**	**43.1**	**1,902**	**18.0**	**578**	**5.5**	**196**	**1.9**
Student status[xlvi]										
Undergrad	2,527	31.2	3,438	42.5	1,534	19.0	449	5.5	145	1.8
Grad/Prof	812	32.7	1,120	45.2	368	14.8	129	5.2	51	2.1
Gender identity[xlvii]										
Women	2,160	31.6	2,943	43.0	1,254	18.3	368	5.4	118	1.7
Men	1,150	32.1	1,561	43.6	610	17.0	196	5.5	66	1.8
Transspectrum	18	14.8	48	39.3	32	26.2	13	10.7	11	9.0
Sexual identity[xlviii]										
LGBQ	202	26.2	346	44.8	150	19.4	55	7.1	19	2.5
Heterosexual	3,015	32.2	4,041	13.1	1,671	17.8	485	5.2	160	1.7

Table 68. **Student Respondents' Feelings of Value by Employees**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Racial identity[xlix]										
Other People of Color	46	34.6	54	40.6	22	16.5	9	6.2	< 5	---
Asian/Asian American	123	29.8	196	47.5	69	16.7	18	4.4	7	1.7
Black/African American	215	28.0	294	38.3	209	27.2	36	4.7	14	1.8
Hispanic/Latin@/Chican@	71	33.8	81	38.6	47	22.4	7	3.3	< 5	--
White	2,698	32.5	3,615	43.6	1,385	16.7	457	5.5	143	1.7
Multiracial	137	24.4	242	43.1	129	23.0	36	6.4	18	3.2
Citizenship status[l]										
U.S. Citizen	3,071	31.3	4,225	43.1	1,786	18.2	545	5.6	180	1.8
Non-U.S. Citizen	264	35.0	331	43.8	112	14.8	32	4.2	16	2.1
Religious/spiritual[li]										
Christian	2,502	34.0	3,140	42.7	1,229	16.7	367	5.0	121	1.6
Add relig/spirit Affiliation	1116	30.1	166	43.1	71	18.4	21	5.5	11	2.9
No Affiliation	604	25.0	1,080	44.8	516	21.4	158	6.6	54	2.2
Multiple Affiliations	75	26.8	122	43.6	58	20.7	18	6.4	7	2.5
I feel valued by staff.	**3,262**	**31.0**	**4,389**	**41.7**	**2,130**	**20.2**	**551**	**5.2**	**204**	**1.9**
Student status[lii]										
Undergrad	2,488	30.9	3,299	40.9	1,669	20.7	448	5.6	159	2.0
Grad/Prof	774	31.3	1,090	44.1	461	18.6	103	4.2	45	1.8
Gender identity[liii]										
Women	2,122	31.2	2,803	41.1	1,405	20.6	356	5.2	126	1.8
Men	1,115	31.2	1,535	42.9	681	19.0	181	5.1	65	1.8
Transspectrum	14	11.5	45	36.9	39	32.0	13	10.7	11	9.0
Sexual identity[liv]										
LGBQ	194	25.2	330	42.9	171	22.2	57	7.4	18	2.3
Heterosexual	2,950	31.6	3,890	41.7	1,865	20.0	465	5.0	167	1.8
Racial identity[lv]										
Other People of Color	49	36.8	49	36.8	24	18.0	9	6.8	< 5	---
Asian/Asian American	121	29.3	194	47.0	77	18.6	14	3.4	7	1.7
Black/African American	214	28.0	306	40.0	201	26.3	32	4.2	12	1.6
Hispanic/Latin@/Chican@	67	32.1	81	38.8	49	23.4	8	3.8	< 5	---
White	2,631	31.8	3,445	41.7	1,601	19.4	437	5.3	152	1.8
Multiracial	132	23.6	238	42.5	133	23.8	38	6.8	19	3.4
Religious/spiritual[lvi]										
Christian	2,452	33.4	3,030	41.3	1,376	18.8	356	4.9	122	1.7
Add relig/spirit Affiliation	108	28.1	165	43.0	76	19.8	21	5.5	14	3.6
No Affiliation	587	24.4	1,036	43.1	576	24.0	146	6.1	57	2.4
Multiple Affiliations	80	28.8	109	39.2	64	23.0	17	6.1	8	2.9
I feel valued by senior administrators.	**2,682**	**25.5**	**3,357**	**31.9**	**2,944**	**28.0**	**986**	**9.4**	**564**	**5.4**
Student status[lvii]										
Undergrad	2,116	26.3	2,546	31.6	2,243	27.8	739	9.2	416	5.2
Grad/Prof	563	22.8	811	32.8	701	28.4	247	10.0	148	6.0
Gender identity[lviii]										
Women	1,752	25.7	2,177	31.9	1,984	29.1	629	9.2	275	4.0
Men	909	25.5	1,156	32.4	919	25.7	333	9.3	253	7.1
Transspectrum	12	9.9	23	19.0	30	24.8	22	18.2	34	28.1

Table 68. **Student Respondents' Feelings of Value by Employees**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Sexual identity[lix]										
LGBQ	138	17.9	205	26.6	230	29.8	116	15.0	82	10.6
Heterosexual	2,449	26.2	3,016	32.3	2,611	28.0	820	8.8	44.	4.7
Racial identity[lx]										
Other People of Color	40	30.1	46	34.6	33	24.8	10	7.5	< 5	---
Asian/Asian American	109	26.4	155	37.5	105	25.4	26	6.3	18	4.4
Black/African American	183	23.8	232	30.2	250	32.5	73	9.5	31	4.0
Hispanic/Latin@/Chican@	55	26.2	62	29.5	66	31.4	14	6.7	13	6.2
White	2,156	26.1	2,627	31.8	2,255	27.3	782	9.5	442	5.3
Multiracial	103	18.4	177	31.6	171	30.5	65	11.6	44	7.9
Citizenship status[lxi]										
U.S. Citizen	2,452	25.1	3,081	31.5	2,763	28.3	938	9.6	534	5.5
Non-U.S. Citizen	226	30.0	272	36.1	178	23.6	48	6.4	30	4.0
Religious/spiritual[lxii]										
Christian	2,082	28.4	2,406	32.8	1,947	26.5	595	8.1	307	4.2
Add relig/spirit Affiliation	94	24.5	132	34.5	90	23.5	36	9.4	31	8.1
No Affiliation	433	18.0	709	89.5	766	31.9	306	12.7	190	7.9
Multiple Affiliations	49	17.8	73	26.4	94	34.1	36	13.0	24	8.7

Eighty percent (*n* = 8,410) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom (Table 69). A higher percentage of Graduate/Professional Student respondents (35%, *n* = 861) than Undergraduate Student respondents (33%, *n* = 2,632) "strongly agreed" that they felt valued by faculty in the classroom. A lower percentage of Transspectrum Student respondents (22%, *n* = 27) than Men Student respondents (34%, *n* = 1,201) and Women Student respondents (33%, *n* = 2,255) "strongly agreed" that they felt valued by faculty in the classroom. By sexual identity, a lower percentage of LGBQ Student respondents (28%, *n* = 219) "strongly agreed" compared with Heterosexual Student respondents (34%, *n* = 3,159) that they felt valued by faculty in the classroom. A higher percentage of White Student respondents (35%, *n* = 2,852) than both Black/African American Student respondents (28%, *n* = 214) and Multiracial Student respondents (27%, *n* = 153) "strongly agreed" that they felt valued by faculty in the classroom. Lastly, a higher percentage of Christian Student respondents (35%, *n* = 2,564) than No Affiliation Student respondents (29%, *n* = 693) "strongly agreed" that they felt valued by faculty in the classroom.

Seventy-two percent (*n* = 7,517) of Student respondents "strongly agreed" or "agreed" that they felt valued by others students in the classroom. A lower percentage of Undergraduate Student

respondents (26%, $n = 2,078$) than Graduate/Professional Student respondents (33%, $n = 822$) "strongly agreed" that they felt valued by other students in the classroom. A lower percentage of Transspectrum Student respondents (16%, $n = 19$) than Men Student respondents (29%, $n = 1,034$) and Women Student respondents (27%, $n = 1,840$) "strongly agreed" that they felt valued by other students in the classroom. Similarly, by sexual identity, a lower percentage of LGBQ Student respondents (20%, $n = 156$) "strongly agreed" that they felt valued by other students in the classroom than did Heterosexual Student respondents (28%, $n = 2,646$). Once again, greater percentages of White Student respondents (29%, $n = 2,370$) than both Multiracial Student respondents (29%, $n = 127$) and Black/African American Student respondents (28%, $n = 174$) "strongly agreed" that they felt valued by other students in the classroom. Additionally, a higher percentage of Christian Student respondents (30%, $n = 2,193$) "strongly agreed" that they felt valued by other students in the classroom than did No Affiliation Student respondents (22%, $n = 524$) and Multiple Religious/Spiritual Affiliations Student respondents (22%, $n = 60$).

More than two-thirds (67%, $n = 6,974$) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students outside of the classroom. A lower percentage of Undergraduate Student respondents (25%, $n = 2,005$) than Graduate/Professional Student respondents (28%, $n = 680$) "strongly agreed" that they felt valued by other students outside the classroom. A higher percentage of Men Student respondents (27%, $n = 965$) and Women Student respondents (25%, $n = 1,695$) than Transspectrum Student respondents (13%, $n = 16$) "strongly agreed" that they felt valued by other students outside the classroom. Further, a higher percentage of Heterosexual Student respondents (27%, $n = 2,455$) than LGBQ Student respondents (19%, $n = 143$) "strongly agreed" that they felt valued by other students outside the classroom. By racial identity, a higher percentage of White Student respondents (27%, $n = 2,186$) "strongly agreed" that they felt valued by students outside the classroom than did Black/African American Student respondents (21%, $n = 164$). By religious/spiritual affiliation, lower percentages of No Affiliation Student respondents (18%, $n = 437$) and Multiple Religious/Spiritual Affiliations Student respondents (20%, $n = 56$) "strongly agreed" that they felt valued by other students outside the classroom than did Christian Student respondents (29%, $n = 2,073$).

Table 69. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom.	**3,493**	**33.2**	**4,917**	**46.7**	**1,627**	**15.4**	**374**	**3.6**	**121**	**1.1**
Student status[lxiii]										
Undergrad	2,632	32.7	3,748	46.5	1,299	16.1	293	36	8	1.1
Grad/Prof	861	34.8	1,169	47.3	328	13.3	81	3.3	33	1.3
Gender identity[lxiv]										
Women	2,255	33.1	3,178	46.6	1,050	15.4	264	3.9	68	1.0
Men	1,201	33.6	1,682	47.1	539	15.1	105	2.9	44	1.2
Transspectrum	27	22.3	46	38.0	36	29.8	5	4.1	7	5.8
Sexual identity[lxv]										
LGBQ	219	28.4	369	47.9	137	17.8	36	4.7	10	1.3
Heterosexual	3,159	33.8	4,351	46.6	1,413	15.1	313	3.4	100	1.1
Racial identity[lxvi]										
Other People of Color	41	31.1	57	43.2	27	20.5	5	3.8	< 5	---
Asian/Asian American	118	28.6	216	52.4	64	15.5	10	2.4	< 5	---
Black/African American	214	27.9	339	44.2	166	21.6	41	5.3	7	0.9
Hispanic/Latin@/Chican@	70	33.7	93	44.7	34	16.3	6	2.9	5	2.4
White	2,852	34.5	3,851	16.6	1,197	14.5	280	3.4	85	1.0
Multiracial	153	27.3	271	48.4	97	17.3	27	4.8	12	2.1
Religious/spiritual[lxvii]										
Christian	2,564	35.0	3,355	45.8	1,085	14.8	249	3.4	78	1.1
Add relig/spirit Affiliation	113	29.4	188	48.8	69	17.9	11	2.9	< 5	---
No Affiliation	693	28.9	1,185	49.3	403	16.8	93	3.9	28	1.2
Multiple Affiliations	86	30.8	131	47.0	40	14.3	15	5.4	7	2.5
I feel valued by other students in the classroom.	**2,900**	**27.6**	**4,617**	**43.9**	**2,358**	**22.4**	**516**	**4.9**	**121**	**1.2**
Student status[lxviii]										
Undergrad	2,078	25.8	3,446	42.8	1,970	24.5	451	5.6	102	1.3
Grad/Prof	822	33.3	1,171	47.5	388	15.7	65	2.6	19	0.8
Gender identity[lxix]										
Women	1,840	27.0	2,964	43.5	1,582	23.2	351	5.2	72	1.1
Men	1,034	29.1	1,608	45.2	731	20.5	145	4.1	41	1.2
Transspectrum	19	16.0	36	30.3	39	32.8	19	16.0	6	5.0
Sexual identity[lxx]										
LGBQ	156	20.3	315	41.1	227	29.6	58	7.6	11	1.4
Heterosexual	2,646	28.4	4,142	44.4	2,015	21.6	424	4.5	94	1.0
Racial identity[lxxi]										
Other People of Color	37	28.0	45	34.1	40	30.3	7	5.3	< 5	---
Asian/Asian American	102	24.8	99	48.3	90	21.8	19	4.6	< 5	---
Black/African American	174	22.7	276	36.0	253	33.0	51	6.7	12	1.6
Hispanic/Latin@/Chican@	52	24.9	86	41.1	52	24.9	14	6.7	5	2.4
White	2,370	28.7	3,696	44.8	1,729	21.0	375	4.5	78	0.9
Multiracial	127	22.8	242	43.4	137	24.6	38	6.8	14	2.5
Religious/spiritual[lxxii]										
Christian	2,193	29.9	3,236	44.2	1,529	20.9	297	4.1	70	1.0
Add relig/spirit Affiliation	94	24.7	172	45.1	89	23.4	20	5.2	6	1.6
No Affiliation	524	21.9	1,031	43.1	642	26.8	164	9.9	32	1.3
Multiple Affiliations	60	21.5	120	43.0	65	23.3	25	9.0	9	3.2

Table 69. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by other students outside of the classroom.	**2,685**	**25.8**	**4,289**	**41.2**	**2,671**	**25.6**	**611**	**5.9**	**164**	**1.6**
Student status[lxxiii]										
Undergrad	2,005	25.1	3,240	40.6	2,077	26.0	516	6.5	137	1.7
Grad/Prof	680	27.8	1,049	42.9	594	24.3	95	3.9	27	1.1
Gender identity[lxxiv]										
Women	1,695	25.2	2,758	41.0	1,771	26.3	407	6.1	96	1.4
Men	965	27.2	1,488	41.9	852	24.0	185	5.2	58	1.6
Transspectrum	16	13.2	39	32.2	38	31.4	19	15.7	9	7.4
Sexual identity[lxxv]										
LGBQ	143	18.8	294	38.7	224	29.5	82	10.8	17	2.2
Heterosexual	2,455	26.6	3,832	41.5	2,332	25.2	493	5.3	129	1.4
Racial identity[lxxvi]										
Other People of Color	34	26.6	48	37.5	36	28.1	6	4.7	< 5	---
Asian/Asian American	96	23.2	192	46.5	104	25.2	17	4.1	< 5	---
Black/African American	164	21.4	285	37.2	247	32.2	55	7.2	15	2.0
Hispanic/Latin@/Chican@	47	23.2	78	38.4	49	24.1	23	11.3	6	3.0
White	2,186	26.8	3,387	41.5	2,031	24.9	452	5.5	109	1.3
Multiracial	122	21.8	227	40.5	141	25.2	48	8.6	22	3.9
Religious/spiritual[lxxvii]										
Christian	2,073	28.6	2,997	41.3	1,738	24.0	359	4.9	88	1.2
Add relig/spirit Affiliation	92	24.1	158	41.5	102	26.8	22	5.8	7	1.8
No Affiliation	437	18.4	970	40.8	721	30.3	198	8.3	52	2.2
Multiple Affiliations	56	20.2	113	40.8	73	26.4	24	8.7	11	4.0

One-third of Student respondents (33%, *n* = 3,476) "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background (Table 70). A higher percentage of Men Student respondents (14%, *n* = 505) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background than did Women Student respondents (12%, *n* = 805). Higher percentages of Asian/Asian American Student respondents (29%, *n* = 120) and Black/African American Student respondents (27%, *n* = 207) "agreed" than did White Student respondents (19%, *n* = 1,564) that faculty prejudged their abilities based on their perception of their identity/background. By citizenship status, a higher percentage of Non-U.S. Citizens Student respondents (20%, *n* = 148) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background than did U.S. Citizen Student respondents (12%, *n* = 1,185). Further, a higher percentage of Non-Military Service Student respondents (28%, *n* = 2,860) "disagreed" that faculty prejudged their abilities based on their perception of their identity/background than did Military Service Student respondents (19%, *n* = 72). By religious/spiritual affiliation, a higher percentage of Additional

Religious/Spiritual Affiliation Student respondents (16%, *n* = 60) and Christian Student respondents (14%, *n* = 998) than No Affiliation Student respondents (9%, *n* = 225) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Slightly less than one-third of Student respondents (31%, *n* = 3,253) "strongly agreed" or "agreed" that staff prejudged their abilities based on their perception of their identity/background. Higher percentages of Undergraduate Student respondents (13%, *n* = 1,023) "strongly agreed" that staff prejudged their abilities based on their perception of their identity/background than did Graduate/Professional Student respondents (11%, *n* = 258). Additionally, higher percentages of Men Student respondents (14%, *n* = 498) than Women Student respondents (11%, *n* = 762) "strongly agreed" that staff prejudged their abilities based on their perception of their identity/background. By sexual identity, higher percentages of Heterosexual Student respondents (12%, *n* = 1,143) than LGBQ Student respondents (9%, *n* = 71) "strongly agreed" that staff prejudged their abilities based on their perception of their identity/background. Once again, higher percentages of Asian/Asian American Student respondents (31%, *n* = 125) and Black/African American Student respondents (26%, *n* = 195) "agreed" that staff prejudged their abilities based on their perception of their identity/background than did White Student respondents (17%, *n* = 1,432). By citizenship status, a higher percentage of Non-U.S. Citizens Student respondents (19%, *n* = 140) "strongly agreed" that staff prejudged their abilities based on their perception of their identity/background than did U.S. Citizen Student respondents (12%, *n* = 1,139). Similar to their experiences with faculty, a higher percentage of Non-Military Service Student respondents (29%, *n* = 2,898) "disagreed" that staff prejudged their abilities based on their perception of their identity/background than did Military Service Student respondents (21%, *n* = 80). By religious/spiritual affiliation, a higher percentage of Christian Student respondents (13%, *n* = 967) and Additional Religious/Spiritual Affiliation Student respondents (15%, *n* = 56) than No Affiliation Student respondents (9%, *n* = 209) "strongly agreed" that staff prejudged their abilities based on their perception of their identity/background.

Table 70. **Student Respondents' Perceptions of Prejudgment**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty prejudge my abilities based on their perception of my identity/background.	**1,335**	**12.7**	**2,141**	**20.4**	**2,761**	**26.3**	**2,934**	**27.9**	**1,345**	**12.8**
Gender identity[lxxviii]										
Women	805	11.8	1,343	19.7	1,790	26.3	2,015	29.6	859	12.6
Men	505	14.2	771	21.7	925	26.0	892	25.1	465	13.1
Transspectrum	18	14.9	26	21.5	37	30.6	21	17.4	19	15.7
Racial identity[lxxix]										
Other People of Color	24	18.3	36	27.5	39	29.8	18	13.7	14	10.7
Asian/Asian American	69	16.7	120	29.0	115	27.8	78	18.8	32	7.7
Black/African American	124	16.2	207	27.0	251	32.7	133	17.3	52	6.8
Hispanic/Latin@/Chican@	30	14.4	49	23.6	56	26.9	53	25.5	20	9.6
White	1,003	12.2	1,564	19.0	2,086	25.3	2,468	29.9	1,129	13.7
Multiracial	60	10.7	113	20.2	157	28.0	152	27.1	78	13.9
Citizenship status[lxxx]										
U.S. Citizen	1,185	12.1	1,951	20.0	2,545	26.1	2,792	28.6	1,282	13.1
Non-U.S. Citizen	148	19.7	189	25.1	212	28.2	140	18.6	63	8.4
Military status[lxxxi]										
Military Service	55	14.7	83	22.3	121	32.4	72	19.3	42	11.3
Non-Military Service	1,275	12.6	2,051	20.3	2,631	26.0	2,860	28.3	1,301	12.9
Religious/spiritual[lxxxii]										
Christian	998	13.6	1,451	19.8	1,849	25.3	2,021	27.6	1,003	13.7
Add relig/spirit Affiliation	60	15.6	100	26	107	27.9	78	20.3	39	10.2
No Affiliation	225	9.4	507	21.1	683	28.4	725	30.2	261	10.9
Multiple Affiliations	30	10.8	56	20.1	78	28.1	82	29.5	32	11.5
I think that staff prejudge my abilities based on their perception of my identity/background.	**1,281**	**12.2**	**1,972**	**18.8**	**2,866**	**27.4**	**2,979**	**28.5**	**1,373**	**13.1**
Student status[lxxxiii]										
Undergrad	1,023	12.89	1,538	19.2	2,186	27.3	2,241	27.9	1,034	12.9
Grad/Prof	258	10.5	434	17.7	680	27.8	738	30.1	339	13.8
Gender identity[lxxxiv]										
Woman	762	11.2	1,227	18.1	1,869	27.6	2,045	30.1	880	13.0
Man	498	14.1	724	20.4	950	26.8	902	25.5	470	13.3
Transspectrum	16	13.4	20	16.8	38	31.9	24	20.2	21	17.6
Sexual identity[lxxxv]										
LGBQ	71	9.3	135	17.6	250	32.7	219	28.6	90	11.8
Heterosexual	1,143	12.3	1,732	18.7	2,487	26.8	2,671	28.8	1,251	13.5
Racial identity[lxxxvi]										
Other People of Color	24	18.5	31	23.8	41	31.5	20	15.4	14	10.8
Asian/Asian American	57	14.0	125	30.7	112	27.5	79	19.4	34	8.4
Black/African American	120	15.7	195	25.5	256	33.4	145	18.9	50	6.5
Hispanic/Latin@/Chican@	33	15.7	43	20.5	60	28.6	54	25.7	20	9.5
White	964	11.7	1,432	17.4	2,169	26.4	2,495	30.4	1,155	14.1
Multiracial	57	10.2	107	19.2	165	29.6	149	26.8	79	14.2

Table 70. **Student Respondents' Perceptions of Prejudgment**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status[lxxxvii]										
U.S. Citizen	1,139	11.7	1,786	18.4	2,659	27.4	2,828	29.1	1,306	13.4
Non-U.S. Citizen	140	18.8	184	24.7	204	27.4	149	20.0	67	9.0
Military service[lxxxviii]										
Military	54	14.5	68	18.2	128	34.3	80	21.4	43	11.5
Non-Military Service	1,223	12.1	1,896	18.8	2,728	27.1	2,898	28.8	1,328	13.2
Religious/spiritual[lxxxix]										
Christian	967	13.3	1,355	18.6	1,903	26.1	2,053	28.2	1,010	13.9
Add relig/spirit Affiliation	56	14.7	94	24.7	108	28.4	82	21.6	40	10.5
No Affiliation	209	8.7	451	18.8	721	30.1	765	30.7	280	11.7
Multiple Affiliations	28	10.1	47	17.0	89	32.2	79	28.6	33	12.0

Sixty-five percent (*n* = 6,773) of Student respondents "strongly agreed" or "agreed" that the campus climate encourages free and open discussion of difficult topics (Table 71). A higher percentage of Undergraduate Student respondents (26%, *n* = 2,086) than Graduate/Professional Student respondents (22%, *n* = 530) "strongly agreed" that the campus climate encourages free and open discussion of difficult topics. A lower percentage of Transspectrum Student respondents (13%, *n* = 16) than either Men Student respondents (25%, *n* = 884) or Women Student respondents (25%, *n* = 1,710) "strongly agreed" that the campus climate encourages free and open discussion of difficult topics. By sexual identity, a higher percentage of LGBQ Student respondents (10%, *n* = 73) "strongly disagreed" the campus climate encourages free and open discussion of difficult topics than did Heterosexual Student respondents (4%, *n* = 374). By racial identity, higher percentages of Multiracial Student respondents (9%, *n* = 48) than White Student respondents (4%, *n* = 351) or Asian/Asian American Student respondents (3%, *n* = 11) "strongly disagreed" that the campus climate encourages free and open discussion of difficult topics. A higher percentage of U.S. Citizen Student respondents (11%, *n* = 1,065) "disagreed" that the campus climate encourages free and open discussion of difficult topics than did Non-U.S. Citizen Student respondents (7%, *n* = 52). Analyses also revealed higher percentages of Christian Student respondents (28%, *n* = 2,019) "strongly agreed" that the campus climate encourages free and open discussion of difficult topics than did all other religious/spiritual identities.

Seventy-one percent (*n* = 7,479) of Student respondents "strongly agreed" or "agreed" that the classroom climate encourages free speech within the classroom. A higher percentage of Undergraduate Student respondents (29%, *n* = 2,313) than Graduate/Professional Student

respondents (25%, $n = 606$) "strongly agreed" that the classroom climate encourages free speech within the classroom. A lower percentage of Transspectrum Student respondents (16%, $n = 19$) than both Women Student respondents (28%, $n = 1,888$) and Men Student respondents (28%, $n = 1,006$) "strongly agreed" that the classroom climate encourages free speech within the classroom. By sexual identity, a higher percentage of Heterosexual Student respondents (29%, $n = 2,669$) "strongly agreed" that the classroom climate encourages free and open discussion of difficult topics than did LGBQ Student respondents (20%, $n = 156$). Higher percentages of Multiracial Student respondents (11%, $n = 61$) "disagreed" that the classroom climate encourages free speech within the classroom than did Asian/Asian American Student respondents (5%, $n = 22$) and White Student respondents (7%, $n = 595$). Further analyses also revealed that a higher percentage of Christian Student respondents (30%, $n = 2,198$) than No Affiliation Student respondents (22%, $n = 538$) "strongly agreed" that the classroom climate encourages free speech within the classroom.

Sixty-nine percent ($n = 7,180$) of Student respondents "strongly agreed" or "agreed" that the campus climate encourages free speech outside the classroom. A higher percentage of Undergraduate Student respondents (28%, $n = 2,251$) than Graduate/Professional Student respondents (23%, $n = 572$) "strongly agreed" that the campus climate encourages free speech outside the classroom. A lower percentage of Transspectrum Student respondents (12%, $n = 15$) than both Women Student respondents (27%, $n = 1,839$) and Men Student respondents (27%, $n = 964$) "strongly agreed" that the campus climate encourages free speech outside the classroom. By sexual identity, a higher percentage of LGBQ Student respondents (6%, $n = 47$) "strongly disagreed" that the campus climate encourages free speech outside the classroom than did Heterosexual Student respondents (4%, $n = 339$). Greater percentages of Multiracial Student respondents (7%, $n = 37$) than White Student respondents (4%, $n = 311$) "strongly disagreed" that the campus climate encourages free speech outside the classroom. Analyses also revealed that lower percentages of No Affiliation Student respondents (20%, $n = 479$) "strongly agreed" that the campus climate encourages free speech outside the classroom than did Christian Student respondents (30%, $n = 2,170$).

Table 71. **Student Respondents' Perceptions of Campus Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that the campus climate encourages free and open discussion of difficult topics.	**2,616**	**24.9**	**4,157**	**39.6**	**2,126**	**20.2**	**1,119**	**10.7**	**486**	**4.6**
Student status[xc]										
Undergrad	2,086	25.9	3,203	39.8	1,578	19.6	823	10.2	351	4.4
Grad/Prof	530	21.5	954	38.7	548	22.2	296	12.0	135	5.5
Gender identity[xci]										
Woman	1,710	25.1	2,695	39.6	1,411	20.7	730	10.7	260	3.8
Man	884	24.9	1,432	40.3	686	19.3	356	10.0	196	5.5
Transspectrum	16	13.4	25	21.0	24	20.2	26	21.8	28	23.5
Sexual identity[xcii]										
LGBQ	121	15.8	270	35.2	164	21.4	139	18.1	73	9.5
Heterosexual	2,414	25.9	3,737	40.1	1,870	20.1	918	9.9	374	4.0
Racial identity[xciii]										
Other People of Color	37	28.2	55	42.0	28	21.4	9	6.9	< 5	---
Asian/Asian American	90	21.9	173	42.1	103	25.1	34	8.3	11	2.7
Black/African American	164	21.4	286	37.2	177	23.0	98	12.8	43	5.6
Hispanic/Latin@/Chican@	51	24.4	74	35.4	46	22.0	23	11.0	15	7.2
White	2,131	25.9	3,285	39.9	1,619	19.6	856	10.4	351	4.3
Multiracial	114	20.4	222	39.7	102	18.2	73	13.1	48	8.6
Citizenship status[xciv]										
U.S. Citizen	2,410	24.7	3,850	39.5	1,963	20.1	1,065	10.9	459	4.7
Non-U.S. Citizen	204	27.3	304	40.6	161	21.5	52	7.0	27	3.6
Religious/spiritual[xcv]										
Christian	2,019	27.6	2,955	40.4	1,395	19.1	652	8.9	298	4.1
Add relig/spirit Affiliation	79	20.8	157	41.3	90	23.7	38	10.0	16	4.2
No Affiliation	439	18.3	909	37.9	547	22.8	364	15.2	138	5.8
Multiple Affiliations	55	19.9	95	34.3	61	22.0	46	16.6	20	7.2
I believe that the classroom climate encourages free speech within the classroom.	**2,919**	**27.8**	**4,560**	**43.4**	**1,910**	**18.2**	**784**	**7.5**	**332**	**3.2**
Student status[xcvi]										
Undergrad	2,313	28.8	3,476	43.2	1,431	17.8	564	7.0	259	3.2
Grad/Prof	606	24.6	1,084	44.0	479	19.5	220	8.9	73	3.0
Gender identity[xcvii]										
Woman	1,888	27.7	3,000	44.1	1,251	18.4	503	7.4	167	2.5
Man	1,006	28.3	1,520	42.8	634	17.9	250	7.0	140	3.9
Transspectrum	19	15.7	34	28.1	19	15.7	25	20.7	24	19.8
Sexual identity[xcviii]										
LGBQ	156	20.3	338	44.0	159	20.7	86	11.2	29	3.8
Heterosexual	2,669	28.7	4,049	43.5	1,667	17.9	352	7.0	275	3.0
Racial identity[xcix]										
Other People of Color	36	27.5	57	43.5	26	19.8	10	7.6	< 5	---
Asian/Asian American	96	23.4	198	48.2	88	21.4	22	5.4	7	1.7
Black/African American	190	24.7	318	41.3	174	22.6	60	7.8	28	3.6
Hispanic/Latin@/Chican@	61	29.2	81	38.8	44	21.1	15	7.2	8	3.8
White	2,369	28.7	3,603	43.7	1,424	17.3	595	7.2	252	3.1
Multiracial	133	23.9	235	42.2	104	18.7	61	11.0	24	4.3

Table 71. **Student Respondents' Perceptions of Campus Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Religious/spiritual[c]										
Christian	2,198	30.1	3,144	43.0	1,265	17.3	485	6.6	222	3.0
Add relig/spirit Affiliation	93	24.5	166	43.7	81	21.3	31	8.2	9	2.4
No Affiliation	538	22.4	1,087	45.3	480	20.0	219	9.1	78	3.2
Multiple Affiliations	65	23.5	114	41.2	53	19.1	32	11.6	13	4.7
I believe that the campus climate encourages free speech outside of the classroom.	**2,823**	**26.9**	**4,357**	**41.6**	**2,031**	**19.4**	**858**	**8.2**	**413**	**3.9**
Student status[ci]										
Undergrad	2,251	28.1	3,337	41.6	1,501	18.7	625	7.8	308	3.8
Grad/Prof	572	23.3	1,020	41.5	530	21.5	233	9.5	105	4.3
Gender identity[cii]										
Woman	1,839	27.1	2,859	42.1	1,346	19.8	529	7.8	216	3.2
Man	964	27.2	1,463	41.2	651	18.3	300	8.5	171	4.8
Transspectrum	15	12.4	29	24.0	27	22.3	25	20.7	25	20.7
Sexual identity[ciii]										
LGBQ	142	18.5	306	39.8	168	21.8	106	13.8	47	6.1
Heterosexual	2,596	27.6	3,881	41.8	1,767	19.0	708	7.6	339	3.6
Racial identity[civ]										
Other People of Color	38	29.0	54	41.2	28	21.4	8	6.1	< 5	---
Asian/Asian American	97	23.6	192	46.7	85	20.7	26	6.3	11	2.7
Black/African American	185	24.1	287	37.4	199	25.9	65	8.5	31	4.0
Hispanic/Latin@/Chican@	55	26.4	78	37.5	51	24.5	16	7.7	8	3.8
White	2,284	27.8	3,458	42.0	1,507	18.3	664	8.1	311	3.8
Multiracial	134	24.0	220	39.4	112	20.1	55	9.9	37	6.6
Religious/spiritual[cv]										
Christian	2,170	29.7	3,061	41.9	1,318	18.0	493	6.8	261	3.6
Add relig/spirit Affiliation	89	23.5	161	42.6	87	23.0	28	7.4	13	3.4
No Affiliation	479	20.0	982	41.0	526	22.0	296	12.4	112	4.7
Multiple Affiliations	66	23.8	103	37.2	67	24.2	25	9.0	16	5.8

Seventy-five percent (*n* = 7,874) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models. Table 72 illustrates the significant differences. A higher percentage of Graduate/Professional Student respondents (42%, *n* = 1,041) than Undergraduate Student respondents (37%, *n* = 2,937) "strongly agreed" that they had faculty whom they perceived as role models. A higher percentage of Transspectrum Student respondents (10%, *n* = 12) "strongly disagreed" that they had faculty whom they perceived as role models than did either Women Student respondents (2%, *n* = 108) or Men Student respondents (2%, *n* = 86). A higher percentage of LGBQ Student respondents (43%, *n* = 332) "strongly agreed" that they had faculty whom they perceived as role models than did Heterosexual Student respondents (38%, *n* = 3,505). By racial identity, higher percentages of White Student respondents (40%, *n* =

3,262) than Black/African American Student respondents (28%, n = 218) and Multiracial Student respondents "strongly agreed" that they had faculty whom they perceived as role models.

Sixty-four percent (n = 6,662) of Student respondents "strongly agreed" or "agreed" that they had staff whom they perceived as role models. A higher percentage of Women Student respondents (32%, n = 2,183) than both Men Student respondents (27%, n = 962) and Transspectrum Student respondents (21%, n = 25) "strongly agreed" that they had staff whom they perceived as role models. By sexual identity, higher percentages of Heterosexual Student respondents (34%, n = 3,114) "agreed" that they had staff whom they perceived as role models compared with LGBQ Student respondents (29%, n = 223). Higher percentages of White Student respondents (32%, n = 2,596) than Black/African American Student respondents (25%, n = 193) and Multiracial Student respondents (25%, n = 140) "strongly agreed" that they had staff whom they perceived as role models. By citizenship status, higher percentages of Non-U.S. Citizen Student respondents (37%, n = 277) "agreed" that they had staff whom they perceived as role models than did U.S. Citizen Student respondents (33%, n = 3,205). A lower percentage of Military Service Student respondents (27%, n = 102) "agreed" that they had staff whom they perceived as role models than did Non-Military Service Student respondents (33%, n = 3,373). By religious/spiritual affiliation, higher percentages of Christian Student respondents (32%, n = 2,357) than No Affiliation Student respondents (26%, n = 620) "strongly agreed" that they had staff whom they perceived as role models.

Sixty-seven percent (n = 6,956) of Student respondents "strongly agreed" or "agreed" that they had students whom they perceived as role models. Greater percentages of Graduate/Professional Student respondents (40%, n = 982) than Undergraduate Student respondents (36%, n = 2,866) "agreed" that they had students whom they perceived as role models. By gender identity, higher percentages of Transspectrum Student respondents (13%, n = 16) than both Women Student respondents (2%, n = 148) and Men Student respondents (3%, n = 104) "strongly disagreed" that they had students whom they perceived as role models. Once again, by racial identity, higher percentages of White Student respondents (31%, n = 2,540) than both Multiracial Student respondents (24%, n = 130) and Black/African American Student respondents (25%, n = 189) "strongly agreed" that they had students whom they perceived as role models. Additionally, a lower percentage of Military Service Student respondents (22%, n = 83) "strongly agreed" that

they had students whom they perceived as role models than did Non-Military Service Student respondents (30%, *n* = 3,020). Lastly, by religious/spiritual affiliation, lower percentages of both No Affiliation Student respondents (24%, *n* = 569) and Additional Religious/Spiritual Affiliation Student respondents (25%, *n* = 96) than Christian Student respondents (32%, *n* = 2,338) "strongly agreed" that they had students whom they perceived as role models.

Table 72. **Student Respondents' Perceptions of Role Models**

Perceptions	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Neither agree nor disagree *n*	Neither agree nor disagree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
I have faculty whom I perceive as role models.	**3,978**	**37.8**	**3,896**	**37.1**	**1,832**	**17.4**	**597**	**5.7**	**207**	**2.0**
Student status[cvi]										
Undergrad	2,973	36.5	2,887	35.9	1,542	19.2	503	6.3	175	2.2
Grad/Prof	1,041	42.2	1,009	40.9	290	11.8	94	3.8	32	1.3
Gender identity[cvii]										
Woman	2,678	39.3	2,538	37.3	1,111	16.3	377	5.5	108	1.6
Man	1,254	35.3	1,319	37.1	690	19.4	204	5.7	86	2.4
Transspectrum	37	30.6	32	26.4	26	21.5	14	11.6	12	9.9
Sexual identity[cviii]										
LGBQ	332	43.2	251	32.6	118	15.3	51	6.6	17	2.2
Heterosexual	3,505	37.6	3,491	37.5	1,632	17.5	514	5.5	174	1.9
Racial identity[cix]										
Other People of Color	38	29.5	48	37.2	31	24.0	9	7.0	< 5	---
Asian/Asian American	134	32.4	170	41.2	82	19.9	19	4.6	8	1.9
Black/African/African American	218	28.4	286	37.3	173	22.6	68	8.9	22	2.9
Hispanic/Latin@/Chican@	84	40.4	68	32.7	37	17.8	14	6.7	5	2.4
White	3,262	39.5	3,045	36.9	1,355	16.4	443	5.4	144	1.7
Multiracial	186	33.3	209	37.4	116	20.8	33	5.9	15	2.7
I have staff whom I perceive as role models.	**3,178**	**30.3**	**3,484**	**33.2**	**2,769**	**26.4**	**818**	**7.8**	**249**	**2.4**
Gender identity[cx]										
Woman	2,183	32.1	2,272	33.4	1,702	25.0	512	7.5	134	2.0
Man	962	27.1	1,181	33.3	1,019	28.7	287	8.1	101	2.8
Transspectrum	25	20.7	24	19.8	43	35.5	16	13.2	13	10.7
Sexual identity[cxi]										
LGBQ	238	30.9	223	29.0	211	27.4	74	9.6	23	3.0
Heterosexual	2,834	30.5	3,114	33.5	2,448	26.3	702	7.5	208	2.2
Racial identity[cxii]										
Other People of Color	34	26.6	40	31.3	41	32.0	10	7.8	< 5	---
Asian/Asian American	108	26.2	153	37.0	120	29.1	23	5.6	9	2.2
Black/African American	193	25.2	278	36.3	203	26.5	68	8.9	24	3.1
Hispanic/Latin@/Chican@	66	31.4	70	33.3	46	21.9	21	10.0	7	3.3
White	2,596	31.5	2,703	32.8	2,127	25.8	634	7.7	176	2.1
Multiracial	140	25.0	175	31.3	176	31.5	50	8.9	18	3.2
Citizenship status[cxiii]										
U.S. Citizen	2,968	30.5	3,205	32.9	2,574	26.4	771	7.9	222	2.3
Non-U.S. Citizen	208	27.7	277	36.9	193	25.7	45	6.0	27	3.6

Table 72. **Student Respondents' Perceptions of Role Models**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Military status[cxiv]										
Military Service	97	26.0	102	27.3	128	34.3	32	8.6	14	3.8
Non-Military Service	3,075	30.4	3,373	33.4	2,633	26.1	785	7.8	235	2.3
Religious/spiritual[cxv]										
Christian	2,357	32.3	2,463	33.7	1,799	24.6	532	7.3	156	2.1
Add relig/spirit Affiliation	99	26.1	130	34.2	112	29.5	29	7.6	10	2.6
No Affiliation	620	25.8	770	32.0	732	30.4	211	8.8	71	3.0
Multiple Affiliations	71	25.7	82	29.7	83	30.1	32	11.6	8	2.9
I have students whom I perceive as role models.	**3,108**	**29.7**	**3,848**	**36.8**	**2,477**	**23.7**	**752**	**7.2**	**269**	**2.6**
Student status[cxvi]										
Undergrad	2,361	29.5	2,866	35.8	1,936	24.2	618	7.7	222	2.8
Grad/Prof	747	30.5	982	40.1	641	22.1	134	5.5	47	1.9
Gender identity[cxvii]										
Woman	2,135	31.5	2,507	37.0	1,530	22.6	455	6.7	148	2.2
Man	940	26.6	1,302	36.8	912	25.8	278	7.9	104	2.9
Transspectrum	26	21.7	33	27.5	28	23.3	17	14.2	16	13.3
Racial identity[cxviii]										
Other People of Color	32	24.8	47	36.4	38	29.5	11	8.5	< 5	---
Asian/Asian American	105	25.6	163	39.8	109	26.6	25	6.1	8	2.0
Black/African/African American	189	24.9	280	36.8	201	26.4	60	7.9	30	3.9
Hispanic/Latin@/Chican@	66	31.4	62	29.5	59	28.1	15	7.1	8	3.8
White	2,540	30.9	3,023	36.8	1,885	23.0	571	7.0	188	2.3
Multiracial	130	23.5	208	37.6	135	24.4	54	9.8	26	4.7
Military status[cxix]										
Military Service	83	22.4	111	29.9	112	30.2	46	12.4	19	5.1
Non-Military Service	3,020	30.0	3,726	37.0	2,358	23.4	705	7.0	250	2.5
Religious/spiritual[cxx]										
Christian	2,338	32.1	2,649	36.4	1,664	22.8	480	6.6	156	2.1
Add relig/spirit Affiliation	96	25.4	144	38.1	102	27.0	27	7.0	9	2.4
No Affiliation	569	23.8	907	38.0	608	25.5	218	9.1	85	3.6
Multiple Affiliations	76	27.7	99	36.1	64	23.4	22	8.0	13	4.7

Table 73 reflects Student respondents' perceptions of actions taken by senior administrators, faculty, and students to address the needs of at-risk and underserved students. Analyses were done by student status, gender identity, sexual identity, racial identity, citizenship status, military service, and religious/spiritual affiliation.

Less than half (49%, *n* = 5,119) of Student respondents "strongly agreed" or "agreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Undergraduate Student respondents (20%, *n* = 1,612) than Graduate/Professional Student respondents (18%, *n* = 435) "strongly agreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students.

Higher percentages of Transspectrum Student respondents (28%, $n = 32$) than either Women Student respondents (4%, $n = 247$) or Men Student respondents (5%, $n = 165$) "strongly disagreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, greater percentages of LGBQ Student respondents (11%, $n = 86$) "strongly disagreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (4%, $n = 323$). By racial identity, greater percentages of Multiracial Student respondents (7%, $n = 38$) and Hispanic/Latin@/Chican@ Student respondents (8%, $n = 17$) also "strongly disagreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did White Student respondents (4%, $n = 323$). Greater percentages of Non-U.S. Citizen Student respondents (33%, $n = 249$) than U.S. Citizen Student respondents (29%, $n = 2,820$) "agreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Analyses by religious/spiritual affiliation revealed that a higher percentage of Christian Student respondents (22%, $n = 1,607$) "strongly agreed" that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did all other religious/spiritual affiliations.

Fifty-four percent ($n = 5,680$) of Student respondents "strongly agreed" or "agreed" that faculty had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Undergraduate Student respondents (22%, $n = 1,739$) than Graduate/Professional Student respondents (19%, $n = 474$) "strongly agreed" that faculty had taken direct actions to address the needs of at-risk/underserved students. Higher percentages of Transspectrum Student respondents (13%, $n = 15$) than Women Student respondents (2%, $n = 160$) and Men Student respondents (3%, $n = 88$) "strongly disagreed" that faculty had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, lower percentages of LGBQ Student respondents (18%, $n = 137$) "strongly agreed" that faculty taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (22%, $n = 1,999$). Greater percentages of Multiracial Student respondents (6%, $n = 31$) and Black/African American Student respondents (4%, $n = 30$) "strongly disagreed" that faculty had taken direct actions to address the needs of at-risk/underserved students than did White Student respondents (2%, $n = 175$). Greater percentages of Non-U.S. Citizen Student respondents (39%, $n = 289$) than U.S. Citizen Student respondents (33%, $n = 3,175$) "agreed" that faculty had taken direct actions to

address the needs of at-risk/underserved students. Lastly, by religious/spiritual affiliation, greater percentages of No Affiliation Student respondents (8%, $n = 180$) than Christian Student respondents (6%, $n = 399$) "disagreed" that faculty had taken direct actions to address the needs of at-risk/underserved students than did all other religious/spiritual affiliations.

Fifty-five percent ($n = 5,712$) of Student respondents "strongly agreed" or "agreed" that students had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Undergraduate Student respondents (6%, $n = 456$) than Graduate/Professional Student respondents (4%, $n = 106$) "disagreed" that students had taken direct actions to address the needs of at-risk/underserved students. Once again, higher percentages of Transspectrum Student respondents (10%, $n = 12$) than Women Student respondents (2%, $n = 140$) and Men Student respondents (2%, $n = 75$) "strongly disagreed" that students had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, greater percentages of LGBQ Student respondents (3%, $n = 26$) "strongly disagreed" that students taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (2%, $n = 178$). Greater percentages of Multiracial Student respondents (4%, $n = 24$) and Black/African American Student respondents (3%, $n = 26$) "strongly disagreed" that students had taken direct actions to address the needs of at-risk/underserved students than did White Student respondents (2%, $n = 149$). By religious/spiritual affiliation, greater percentages of Christian Student respondents (23%, $n = 1,690$) than No Affiliation Student respondents (17%, $n = 412$) "strongly agreed" that students had taken direct actions to address the needs of at-risk/underserved students than did all other religious/spiritual affiliations.

Table 73. **Student Respondents' Feelings of Actions Taken**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	**2,047**	**19.5**	**3,072**	**29.3**	**4,085**	**39.0**	**828**	**7.9**	**446**	**4.3**
Student status[cxxi]										
Undergrad	1,612	20.1	2,386	29.7	3,073	38.3	626	7.8	328	4.1
Grad/Prof	435	17.7	686	28.0	1,012	41.3	202	8.2	118	4.8

Table 73. **Student Respondents' Feelings of Actions Taken**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Gender identity[cxxii]										
Women	1,348	19.9	1,912	28.2	2,699	39.8	575	8.5	247	3.6
Men	685	19.3	1,138	32.0	1,324	37.3	242	6.8	165	4.6
Transspectrum	10	8.3	18	15.0	50	41.7	10	8.3	32	26.7
Sexual identity[cxxiii]										
LGBQ	103	13.4	189	24.6	276	36.0	113	14.7	86	11.2
Heterosexual	1,868	20.1	2,766	29.8	3,655	39.3	679	7.3	323	3.5
Racial identity[cxxiv]										
Other People of Color	27	20.9	46	35.7	45	34.9	8	6.2	< 5	---
Asian/Asian American	73	17.8	145	35.3	148	36.0	29	7.1	16	3.9
Black/African American	127	16.6	223	29.2	301	39.4	72	9.4	41	5.4
Hispanic/Latin@/Chican@	36	17.2	59	28.2	81	38.8	16	7.7	17	8.1
White	1,667	20.3	2,38	29.0	3,207	39.0	638	7.8	323	3.9
Multiracial	89	15.9	152	27.2	229	41.0	51	9.1	38	6.8
Citizenship status[cxxv]										
U.S. Citizen	1,885	19.4	2,820	29.0	3,818	39.3	784	8.1	415	4.3
Non-U.S. Citizen	161	21.5	249	33.3	263	35.2	44	5.9	31	4.1
Religious/spiritual[cxxvi]										
Christian	1,607	22.0	2,196	30.1	2,790	38.2	493	6.8	209	2.9
Add relig/spirit Affiliation	62	16.3	122	32.0	143	37.5	30	7.9	24	6.3
No Affiliation	324	13.5	650	27.1	977	40.8	268	11.2	178	7.4
Multiple Affiliations	36	13.0	75	27.1	113	40.8	29	10.5	24	8.7
Faculty have taken direct actions to address the needs of at-risk/underserved students.	**2,213**	**21.2**	**3,467**	**33.1**	**3,879**	**37.1**	**637**	**6.1**	**264**	**2.5**
Student status[cxxvii]										
Undergrad	1,739	21.7	2,645	33.0	2,923	36.5	501	6.3	22	2.5
Grad/Prof	474	19.3	822	33.6	956	39.0	136	5.6	62	2.5
Gender identity[cxxviii]										
Women	1,443	21.3	2,146	31.7	2,571	38.0	454	6.7	160	2.4
Men	745	21.0	1,283	36.2	1,252	35.3	175	4.9	88	2.5
Transspectrum	19	15.8	33	27.5	46	38.3	7	5.8	15	12.5
Sexual identity[cxxix]										
LGBQ	137	17.9	244	31.9	272	35.5	82	10.7	31	4.0
Heterosexual	1,99	21.6	3,077	33.2	3,469	37.4	522	5.6	209	2.3
Racial identity[cxxx]										
Other People of Color	29	22.3	45	34.6	44	33.8	10	7.7	< 5	---
Asian/Asian American	80	19.5	164	40.0	142	34.6	15	3.7	9	2.2
Black/African American	144	18.9	234	30.7	303	39.7	52	6.8	30	3.9
Hispanic/Latin@/Chican@	43	20.7	70	33.78	71	34.1	14	6.7	10	4.8
White	1,79	21.9	2,704	32.9	3,043	37.1	488	5.9	175	2.1
Multiracial	94	16.9	181	32.5	202	36.3	49	8.8	31	5.6
Citizenship status[cxxxi]										
U.S. Citizen	2,044	21.1	3,175	32.7	3,640	37.5	603	6.2	243	2.5
Non-U.S. Citizen	168	22.5	289	38.7	235	31.5	34	4.6	21	2.8
Religious/spiritual[cxxxii]										
Christian	1,687	23.2	2,397	32.9	2,654	36.5	399	5.5	142	2.0
Add relig/spirit Affiliation	73	19.2	131	34.4	142	37.3	28	7.3	7	1.8

133

Table 73. **Student Respondents' Feelings of Actions Taken**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
No Affiliation	391	16.3	810	33.8	921	38.4	180	7.5	95	4.0
Multiple Affiliations	40	14.5	95	34.5	102	37.1	23	8.4	15	5.5
Students have taken direct actions to address the needs of at-risk/underserved students.	**2,256**	**21.6**	**3,456**	**33.1**	**3,943**	**37.8**	**562**	**5.4**	**228**	**2.2**
Student status[cxxxiii]										
Undergrad	1,758	22.0	2,621	32.8	2,975	37.2	456	5.7	185	2.3
Grad/Prof	498	20.3	835	31.1	968	39.5	106	4.3	43	1.8
Gender identity[cxxxiv]										
Women	1,474	21.8	2,172	32.1	2,587	38.2	395	5.8	140	2.1
Men	755	21.4	1,246	35.3	1,302	36.8	156	4.4	75	2.1
Transspectrum	21	17.5	32	26.7	45	37.5	10	8.3	12	10.0
Sexual identity[cxxxv]										
LGBQ	177	23.2	239	31.3	266	34.9	55	7.2	26	3.4
Heterosexual	1,994	21.5	3,076	33.2	3,537	38.2	477	5.2	178	1.9
Racial identity[cxxxvi]										
Other People of Color	26	20.0	46	35.4	48	36.9	7	5.4	< 5	---
Asian/Asian American	80	19.5	162	39.4	140	34.1	17	4.1	12	2.9
Black/African American	160	21.1	246	32.4	283	37.2	45	5.9	26	3.4
Hispanic/Latin@/Chican@	40	19.0	64	30.5	85	40.5	15	7.1	6	2.9
White	1,818	22.2	2,705	33.0	3,094	37.8	430	5.2	149	1.8
Multiracial	107	19.3	167	30.1	216	39.0	40	7.2	24	4.3
Religious/spiritual[cxxxvii]										
Christian	1,690	23.2	2,400	33.0	2,701	37.1	358	4.9	129	1.8
Add relig/spirit Affiliation	80	20.9	129	33.8	139	36.4	26	6.8	8	2.1
No Affiliation	412	17.3	798	33.5	943	39.6	148	6.2	79	3.3
Multiple Affiliations	51	18.4	91	32.9	103	37.2	23	8.3	9	3.2

Student Respondents' Views on Advising and Departmental Support

Ten survey items queried Student respondents about their opinions regarding various issues specific to advising and departmental support (Tables 74 through 76). Chi-square analyses were conducted by student status, gender identity, sexual identity, racial identity, citizenship status, military service, and religious/spiritual affiliation; only significant differences are reported.

Table 74 illustrates that the majority of Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their departments (84%, $n = 9,036$). A higher percentage of Undergraduate Student respondents (45%, $n = 3,658$) than Graduate/Professional Student respondents (38%, $n = 941$) "strongly agreed" that they were satisfied with the quality of advising they have received from their departments. Higher percentages of Transspectrum Student respondents (12%, $n = 15$) than both Woman Student respondents (4%, $n = 309$) and Men Student respondents (5%, $n = 164$) "strongly disagreed" that they were satisfied with the quality of advising they have received from their departments. By racial identity, higher percentages of White Student respondents (44%, $n = 3,689$) than Asian/ Asian American Student respondents (36%, $n = 150$) "strongly agreed" that they were satisfied with the quality of advising they have received from their departments. Lastly, by religious/spiritual affiliation, higher percentages of Christian Student respondents (45%, $n = 3,360$) "strongly agreed" that they were satisfied with the quality of advising they have received from their departments than did either Additional Religious/Spiritual Affiliation Student respondents (37%, $n = 144$) or No Affiliation Student respondents (38%, $n = 932$).

Eighty-five percent ($n = 9,083$) of Student respondents "strongly agreed" or "agreed" that their department advisor provided clear expectations. Significance again emerged by student status such that a higher percentage of Undergraduate Student respondents (45%, $n = 3,705$) than Graduate/Professional Student respondents (38%, $n = 942$) "strongly agreed" that their department advisor provided clear expectations. Also, higher percentages of Transspectrum Student respondents (12%, $n = 15$) than both Women Student respondents (4%, $n = 247$) and Men Student respondents (4%, $n = 127$) "strongly disagreed" that their department advisor provided clear expectations. By sexual identity, higher percentages of LGBQ Student respondents (5%, $n = 42$) "strongly disagreed" that their department advisor provided clear expectations than did Heterosexual Student respondents (3%, $n = 315$.) Additionally, higher

percentages of Asian/Asian American Student respondents (49%, *n* = 202) than White Student respondents (41%, *n* = 3,403) "agreed" that their department advisor provided clear expectations. Lastly, by religious/spiritual affiliation, higher percentages of Multiple Religious/Spiritual Affiliations Student respondents (7%, *n* = 20) "strongly disagreed" that their department advisor provided clear expectations than did Christian Student respondents (3%, *n* = 244).

Eighty percent (*n* = 8,510) of Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests. A higher percentage of Graduate/Professional Student respondents (44%, *n* = 1,103) than Undergraduate Student respondents (40%, *n* = 3,286) "agreed" that they received support from their advisors to pursue personal research interests. A higher percentage of Transspectrum Student respondents (15%, *n* = 19) "strongly disagreed" that they received support from their advisors to pursue personal research interests than did Men Student respondents (4%, *n* = 146) or Women Student respondents (5%, *n* = 348). By citizenship status, a higher percentage of U.S. Citizen Student respondents (16%, *n* = 1,534) "disagreed" that they received support from their advisors to pursue personal research interests than did Non-U.S. Citizen Student respondents (12%, *n* = 91). Analyses also revealed that higher percentages of Christian Student respondents (40%, *n* = 2,962) than No Affiliation Student respondents (36%, *n* = 863) "strongly agreed" that they received support from their advisors to pursue personal research interests.

Ninety-one percent (*n* = 9,656) of Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors. Higher percentages of Undergraduate Student respondents (52%, *n* = 4,198) than Graduate/Professional Student respondents (48%, *n* = 1,180) "strongly agreed" that they felt comfortable sharing their professional goals with their advisors. By sexual identity, higher percentages of Transspectrum Student respondents (11%, *n* = 13) than either Men Student respondents (2%, *n* = 71) or Women Student respondents (3%, *n* = 202) "strongly disagreed" that they felt comfortable sharing their professional goals with their advisors. Lastly, by religious/spiritual affiliation, higher percentages of Christian Student respondents (53%, *n* = 3,871) "strongly agreed" that they felt comfortable sharing their professional goals with their advisors than did No Affiliation Student respondents (47%, *n* = 1,134).

Table 74. **Student Respondents' Perceptions of Advising**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am satisfied with the quality of advising I have received from my department.	**4,599**	**42.8**	**4,437**	**41.3**	**1,210**	**11.3**	**491**	**4.6**
Student status[cxxxviii]								
Undergrad	3,658	44.5	3,287	40.0	906	11.0	374	4.5
Grad/Prof	941	37.5	1,150	45.8	304	12.1	117	4.7
Gender identity[cxxxix]								
Women	2,983	42.9	2,843	40.9	815	11.7	309	4.4
Men	1,562	43.0	1,535	42.2	373	10.3	164	4.5
Transspectrum	47	37.3	45	35.7	19	15.1	15	11.9
Sexual identity[cxl]								
LGBQ								
Heterosexual								
Racial identity[cxli]								
Other People of Color	52	37.4	66	47.5	16	11.5	5	3.6
Asian/Asian American	150	35.9	203	48.6	45	10.8	20	4.8
Black/African American	318	40.2	360	45.5	81	10.2	32	4.0
Hispanic/Latin@/Chican@	84	39.6	102	48.1	21	9.9	5	2.4
White	3,689	43.8	3,391	40.3	954	11.3	383	4.6
Multiracial	231	40.9	228	40.4	71	12.6	35	6.2
Religious/spiritual[cxlii]								
Christian	3,360	45.0	3,013	40.3	782	10.5	313	4.2
Add relig/spirit Affiliation	144	36.9	169	43.3	50	12.8	27	6.9
No Affiliation	932	38.0	1,071	43.7	323	13.2	125	5.1
Multiple Affiliations	112	39.3	119	41.8	37	13.0	17	6.0
My department advisor provides clear expectations.	**4,647**	**43.4**	**4,436**	**41.4**	**1,234**	**11.5**	**391**	**3.7**
Student status[cxliii]								
Undergrad	3,705	45.2	3,303	40.3	899	11.0	293	3.6
Grad/Prof	942	37.6	1,133	45.2	335	13.4	98	3.9
Gender identity[cxliv]								
Women	3,028	43.7	2,802	40.5	849	12.3	247	3.6
Men	1,562	43.0	1,574	43.4	367	10.1	127	3.5
Transspectrum	46	36.8	48	38.4	16	12.8	15	12.0
Sexual identity[cxlv]								
LGBQ	316	40.5	322	41.2	101	12.9	42	5.4
Heterosexual	4,154	43.8	3,931	41.4	1,084	11.4	315	3.3
Racial identity[cxlvi]								
Other People of Color	50	35.5	66	46.8	20	14.2	5	3.5
Asian/Asian American	157	37.7	202	48.6	42	10.1	15	3.6
Black/African American	334	42.4	352	44.7	83	10.5	19	2.4
Hispanic/Latin@/Chican@	89	42.2	98	46.4	19	9.0	5	2.4
White	3,711	44.2	3,403	40.5	972	11.6	308	3.7
Multiracial	234	41.5	226	10.1	77	13.7	27	4.8
Religious/spiritual[cxlvii]								
Christian	3,401	45.7	3,003	40.3	798	10.7	244	3.3
Add relig/spirit Affiliation	146	37.4	177	45.4	45	11.5	22	5.6
No Affiliation	934	38.2	1,082	44.2	330	13.5	100	4.1
Multiple Affiliations	110	38.6	112	39.3	43	15.1	20	7.0

Table 74. **Student Respondents' Perceptions of Advising**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I receive support from my advisor to pursue personal research interests.	**4,121**	**38.7**	**4,389**	**41.2**	**1,628**	**15.3**	**515**	**4.8**
Student status[cxlviii]								
Undergrad	3,187	39.0	3,286	40.2	1,294	15.8	404	4.9
Grad/Prof	934	37.6	1,103	44.4	334	13.5	111	4.5
Gender identity[cxlix]								
Women	2,696	39.1	2,755	40.0	1,096	15.9	348	5.0
Men	1,371	38.0	1,581	43.8	508	14.1	146	4.0
Transspectrum	44	35.2	43	34.4	19	15.2	19	15.2
Citizenship status[cl]								
U.S. Citizen	3,796	38.4	4,066	41.2	1,534	15.5	478	4.8
Non-U.S. Citizen	321	42.0	316	41.3	91	11.9	37	4.8
Religious/spiritual[cli]								
Christian	2,962	39.9	3,035	40.9	1,113	15.0	311	4.2
Add relig/spirit Affiliation	153	39.4	151	38.9	58	14.9	26	6.7
No Affiliation	863	35.6	1,017	41.9	395	16.3	150	6.2
Multiple Affiliations	96	34.2	124	44.1	38	13.5	23	8.2
I feel comfortable sharing my professional goals with my advisor.	**5,378**	**50.7**	**4,278**	**40.4**	**654**	**6.2**	**289**	**2.7**
Student status[clii]								
Undergrad	4,198	51.6	3,223	39.6	496	6.1	214	2.6
Grad/Prof	1,180	47.8	1,055	42.7	158	6.4	75	3.0
Gender identity[cliii]								
Women	3,484	50.8	2,728	39.7	449	6.5	202	2.9
Men	1,826	50.9	1,496	41.7	192	5.4	71	2.0
Transspectrum	54	43.5	45	36.3	12	9.7	13	10.5
Religious/spiritual[cliv]								
Christian	3,871	52.5	2,905	39.4	415	5.6	175	2.4
Add relig/spirit Affiliation	180	47.0	161	42.0	33	8.6	9	2.3
No Affiliation	1,134	46.7	1,037	42.7	172	7.1	83	3.4
Multiple Affiliations	131	46.1	119	41.9	21	7.4	13	4.6

Table 75 illustrates that the majority of Student respondents (90%, *n* = 9,648) "strongly agreed" or "agreed" that their advisors responded to emails, calls, or voicemails in a prompt manner. A higher percentage of Undergraduate Student respondents (51, *n* = 4,151) than Graduate/Professional Student respondents (47%, *n* = 1,164) "strongly agreed" their advisors responded to emails, calls, or voicemails in a prompt manner. Higher percentages of Women Student respondents (7%, *n* = 494) "disagreed" that their advisors responded to emails, calls, or voicemails in a prompt manner than did Men Student respondents (6%, *n* = 207). By racial identity, higher percentages of Other People of Color Student respondents (52%, *n* = 73) than

White Student respondents (40%, *n* = 3,314) "agreed" that their advisors responded to emails, calls, or voicemails in a prompt manner. Additionally, higher percentages of U.S. Citizen Student respondents (7%, *n* = 674) "disagreed" that their advisors responded to emails, calls, or voicemails in a prompt manner than did Non-U.S. Citizen Student respondents (5%, *n* = 35). By religious/spiritual affiliation, higher percentages of Christian Student respondents (51%, *n* = 3,811) than No Affiliation Student respondents (46%, *n* = 1,126) "strongly agreed" that their advisors responded to emails, calls, or voicemails in a prompt manner.

Ninety-three percent (*n* = 9,976) of Student respondents "strongly agreed" or "agreed" that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Higher percentages of Graduate/Professional Student respondents (6%, *n* = 160) than Undergraduate Student respondents (5%, *n* = 393) "disagreed" that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Higher percentages of Transspectrum Student respondents (5%, *n* = 6) than Men Student respondents (1%, *n* = 38) or Women Student respondents (2%, *n* = 110) "strongly disagreed" that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Additionally, higher percentages of Christian Student respondents (48%, *n* = 3,567) "strongly agreed" that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner than did No Affiliation Student respondents (42%, *n* = 1,034).

Similarly, 94% (*n* = 10,037) of Student respondents "strongly agreed" or "agreed" that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Significance emerged by gender identity such that higher percentages of Transspectrum Student respondents (6%, *n* = 7) than both Men Student respondents (1%, *n* = 33) and Women Student respondents (1%, *n* = 84) "strongly disagreed" that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Lastly, higher percentages of Christian Student respondents (47%, *n* = 3,523) "strongly agreed" that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner than did No Affiliation Student respondents (44%, *n* = 1,066).

Table 75. **Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**5,315**	**49.8**	**4,333**	**40.6**	**712**	**6.7**	**304**	**2.9**
Student status[clv]								
Undergrad	4,151	50.8	3,235	39.6	545	6.7	241	2.9
Grad/Prof	1,164	46.7	1,098	44.1	167	6.7	63	2.5
Gender identity[clvi]								
Women	3,434	49.8	2,780	40.3	494	7.2	190	2.8
Men	1,814	50.2	1,487	41.2	207	5.7	105	2.9
Transspectrum	54	42.9	56	44.4	9	7.1	7	5.6
Racial identity[clvii]								
Other People of Color	55	39.3	73	52.1	9	6.4	< 5	---
Asian/Asian American	196	47.1	192	46.2	21	5.0	7	1.7
Black/African American	370	47.1	335	42.6	62	7.9	19	2.4
Hispanic/Latin@/Chican@	109	51.4	88	41.5	12	5.7	< 5	---
White	4,239	50.7	3,314	39.7	559	6.7	245	2.9
Multiracial	265	47.2	237	42.2	40	7.1	19	3.4
Citizenship status[clviii]								
U.S. Citizen	4,918	49.8	4,002	40.5	674	6.8	289	2.9
Non-U.S. Citizen	391	51.0	326	42.5	35	4.6	15	2.0
Religious/spiritual[clix]								
Christian	3,811	51.3	2,940	39.6	474	6.4	203	2.7
Add relig/spirit Affiliation	180	46.5	175	45.2	23	5.9	9	2.3
No Affiliation	1,126	46.4	1,033	42.5	190	7.8	80	3.3
Multiple Affiliations	137	48.6	123	43.6	14	5.0	8	2.8
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**4,971**	**46.5**	**5,005**	**46.8**	**553**	**5.2**	**156**	**1.5**
Student status[clx]								
Undergrad	3,836	46.9	3,839	46.9	393	4.8	113	1.4
Grad/Prof	1,135	45.3	1,166	46.6	160	6.4	43	1.7
Gender identity[clxi]								
Women	3,217	46.5	3,210	46.4	377	5.5	110	1.6
Men	1,690	46.7	1,721	47.5	171	4.7	38	1.0
Transspectrum	49	39.2	65	52.0	5	4.0	6	4.8
Religious/spiritual[clxii]								
Christian	3,567	48.0	3,403	45.8	365	4.9	100	1.3
Add relig/spirit Affiliation	184	47.4	176	45.4	23	5.9	5	1.3
No Affiliation	1,034	42.4	1,227	50.3	140	5.7	38	1.6
Multiple Affiliations	123	43.3	141	49.6	13	4.6	7	2.5
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**4,948**	**46.3**	**5,089**	**47.6**	**522**	**4.9**	**125**	**1.2**
Gender identity[clxiii]								
Women	3,193	46.2	3,287	47.6	344	5.0	84	1.2
Men	1,691	46.6	1,729	47.7	172	4.7	33	0.9
Transspectrum	50	40.0	63	50.4	5	4.0	7	5.6

Table 75. **Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Religious/spiritual[clxiv]								
Christian	3,523	47.4	3,481	46.8	350	4.7	83	1.1
Add relig/spirit Affiliation	184	47.3	180	46.3	18	4.6	7	1.8
No Affiliation	1,066	43.7	1,222	50.1	126	5.2	23	0.9
Multiple Affiliations	115	41.1	140	50.0	18	6.4	7	2.5

Table 76 illustrates that 79% (*n* = 8,475) of Student respondents "strongly agreed" or "agreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments. A higher percentage of Undergraduate Student respondents (39%, *n* = 3,153) than Graduate/Professional Student respondents (31%, *n* = 777) "strongly agreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments. By gender identity, higher percentages of Transspectrum Student respondents (23%, *n* = 28) and Women Student respondents (19%, *n* = 1,280) than Men Student respondents (14%, *n* = 516) "disagreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments. Higher percentages of Heterosexual Student respondents (37%, *n* = 3,533) than LGBQ Student respondents (33%, *n* = 255) "strongly agreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments. Additionally, higher percentages of Multiple Religious/Spiritual Affiliation Student respondents (7%, *n* = 20) than Christian Student respondents (3%, *n* = 222) "strongly disagreed" that there were adequate opportunities for them to interact with other university faculty outside of their departments.

Seventy-five percent (*n* = 7,919) of Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. A higher percentage of Graduate/Professional Student respondents (39%, *n* = 972) than Undergraduate Student respondents (34%, *n* = 2,728) "strongly agreed" that their department faculty members encouraged them to produce publications and present research. Additionally, a higher percentage of Men Student respondents (42%, *n* = 1,521) "agreed" than did Women Student respondents (38%, *n* = 2,642) that their department faculty members encouraged them to produce publications and present research. By citizenship status, a higher percentage of Non-U.S. Citizen Student respondents (40%, *n* = 305) "strongly agreed" that their department faculty

members encouraged them to produce publications and present research than did U.S. Citizen Student respondents (35%, n = 3,393). Lastly, higher percentages of Christian Student respondents (36%, n = 2,641) "strongly agreed" that their department faculty members encouraged them to produce publications and present research than did No Affiliation Student respondents (32%, n = 783).

Seventy-five percent (n = 7,983) of Student respondents "strongly agreed" or "agreed" that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. A higher percentage of Graduate/Professional Student respondents (43%, n = 1,066) than Undergraduate Student respondents (39%, n = 3,214) "agreed" that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Additionally, lower percentages of Women Student respondents (39%, n = 2,664) "agreed" than did Men Student respondents (43%, n = 1,560) that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Further, lower percentages of LGBQ Student respondents (31%, n = 238) than Heterosexual Student respondents (35%, n = 3,323) "strongly agreed" that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. By citizenship status, higher percentages of U.S. Citizen Student respondents (20%, n = 1,971) "disagreed" that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research than did Non-U.S. Citizen Student respondents (16%, n = 119). Lastly, by religious/spiritual affiliation, higher percentages of No Affiliation Student respondents (7%, n = 167) "strongly disagreed" that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research than did Christian Student respondents (4%, n = 329).

Table 76. **Student Respondents' Perceptions of Student Opportunities**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
There are adequate opportunities for me to interact with other university faculty outside of my department.	**3,930**	**36.8**	**4,545**	**42.6**	**1,829**	**17.1**	**368**	**3.4**
Student status[clxv]								
Undergrad	3,153	38.6	3,491	42.7	1,299	15.9	233	2.8
Grad/Prof	777	31.1	1,054	42.2	530	21.2	135	5.4
Gender identity[clxvi]								
Women	2,485	36.0	2,883	41.7	1,280	18.5	258	3.7
Men	1,400	38.7	1,601	44.3	516	14.3	98	2.7
Transspectrum	37	29.8	51	41.1	28	22.6	8	6.5
Sexual identity[clxvii]								
LGBQ	255	32.8	330	42.4	159	20.4	34	4.4
Heterosexual	3,533	37.4	4,005	42.4	1,603	17.0	312	3.3
Citizenship status[clxviii]								
U.S. Citizen								
Non-U.S. Citizen								
Religious/spiritual[clxix]								
Christian	2,872	38.7	3,125	42.1	1,211	16.3	222	3.0
Add relig/spirit Affiliation	136	35.1	174	44.8	61	15.7	17	4.4
No Affiliation	786	32.3	1,080	44.4	468	19.3	97	4.0
Multiple Affiliations	95	33.3	109	38.2	61	21.4	20	7.0
My department faculty members encourage me to produce publications and present research.	**3,700**	**34.8**	**4,219**	**39.7**	**2,175**	**20.5**	**536**	**5.0**
Student status[clxx]								
Undergrad	2,728	33.5	3,168	38.9	1,801	22.1	449	5.5
Grad/Prof	972	39.1	1,051	42.3	374	15.1	87	3.5
Gender identity[clxxi]								
Women	2,411	35.1	2,642	38.4	1,470	21.4	353	5.1
Men	1,242	34.5	1,521	42.2	672	18.7	167	4.6
Transspectrum	38	30.4	46	36.8	28	22.4	13	10.4
Citizenship status[clxxii]								
U.S. Citizen	3,393	34.5	3,905	39.6	2,061	20.9	490	5.0
Non-U.S. Citizen	305	39.8	306	39.9	110	14.3	46	6.0
Religious/spiritual[clxxiii]								
Christian	2,641	35.7	2.934	39.7	1,482	20.0	340	4.6
Add relig/spirit Affiliation	144	37.3	158	40.9	65	16.8	19	4.9
No Affiliation	783	32.3	970	40.0	522	21.5	151	6.2
Multiple Affiliations	92	32.4	101	35.6	72	25.4	19	6.7
My department has provided me opportunities to serve the department or University in various capacities outside of teaching or research.	**3,703**	**34.9**	**4,280**	**40.3**	**2,095**	**19.7**	**546**	**5.1**
Student status[clxxiv]								
Undergrad	2,866	35.2	3,214	39.4	1,649	20.2	423	5.2
Grad/Prof	837	33.9	1,066	43.1	446	18.0	123	5.0

Table 76. **Student Respondents' Perceptions of Student Opportunities**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity[clxxv]								
Women	2,401	34.9	2,664	38.8	1,442	21.0	365	5.3
Men	1,254	34.8	1,560	43.3	629	17.5	159	4.4
Transspectrum	39	31.5	47	37.9	19	15.3	19	15.3
Sexual identity[clxxvi]								
LGBQ	238	30.6	308	39.5	175	22.5	58	7.4
Heterosexual	3,323	35.3	3,782	40.2	1,864	19.8	443	4.7
Citizenship status[clxxvii]								
U.S. Citizen	3,425	34.8	3,953	40.1	1,971	20.0	497	5.0
Non-U.S. Citizen	275	36.0	321	42.0	119	15.6	49	6.4
Religious/spiritual[clxxviii]								
Christian	2,683	36.3	2,961	40.0	1,422	19.2	329	4.4
Add relig/spirit Affiliation	133	34.2	167	42.9	69	17.7	20	5.1
No Affiliation	763	31.5	978	40.3	518	21.4	167	6.9
Multiple Affiliations	84	29.7	117	41.3	61	21.6	21	7.4

[xlvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by student status: χ^2 (4, $N = 10,573$) = 23.6, $p < .001$.

[xlvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by gender identity: χ^2 (8, $N = 10,548$) = 59.3, $p < .001$.

[xlviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by sexual identity: χ^2 (4, $N = 10,144$) = 17.0, $p < .01$.

[xlix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by racial identity: χ^2 (20, $N = 10,384$) = 89.4, $p < .001$.

[l]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by citizenship status: χ^2 (4, $N = 10,562$) = 10.0, $p < .05$.

[li]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by religious/spiritual affiliation: χ^2 (12, $N = 10,436$) = 89.2, $p < .001$.

[lii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by student status: χ^2 (4, $N = 10,536$) = 15.9, $p < .01$.

[liii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by gender identity: χ^2 (8, $N = 10,511$) = 68.3, $p < .001$.

[liv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by sexual identity: χ^2 (4, $N = 10,107$) = 20.6, $p < .001$.

[lv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by racial identity: χ^2 (20, $N = 10,346$) = 58.5, $p < .001$.

[lvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by religious/spiritual affiliation: χ^2 (12, $N = 10,400$) = 94.5, $p < .001$.

[lvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by student status: χ^2 (4, $N = 10,533$) = 14.0, $p < .01$.

[lviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by gender identity: χ^2 (8, $N = 10,508$) = 197.6, $p < .001$.

[lix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by sexual identity: χ^2 (4, $N = 10,110$) = 105.3, $p < .001$.

[lx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by racial identity: χ^2 (20, $N = 10,347$) = 51.4, $p < .001$.

[lxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by citizenship status: χ^2 (4, $N = 10,522$) = 27.2, $p < .001$.

[lxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by senior administrators by religious/spiritual affiliation: χ^2 (12, $N = 10,400$) = 222.5, $p < .001$.

[lxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: χ^2 (4, $N = 10,532$) = 14.5, $p < .01$.

[lxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: χ^2 (8, $N = 10,507$) = 53.3, $p < .001$.

[lxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by sexual identity: χ^2 (4, $N = 10,107$) = 13.7, $p < .01$.

[lxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: χ^2 (20, $N = 10,344$) = 73.0, $p < .001$.

[lxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual affiliation: χ^2 (12, $N = 10,397$) = 44.0, $p < .001$.

[lxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: χ^2 (4, $N = 10,512$) = 150.3, $p < .001$.

[lxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: χ^2 (8, $N = 10,487$) = 81.2, $p < .001$.

[lxx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: χ^2 (4, $N = 10,088$) = 53.3, $p < .001$.

[lxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: χ^2 (20, N = 10,325) = 118.3, p < .001.

[lxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual affiliation: χ^2 (12, N = 10,378) = 130.4, p < .001.

[lxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by student status: χ^2 (4, N = 10,420) = 35.6, p < .001.

[lxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by gender identity: χ^2 (8, N = 10,396) = 70.8, p < .001.

[lxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: χ^2 (4, N = 10,001) = 62.2, p < .001.

[lxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: χ^2 (20, N = 10,235) = 88.5, p < .001.

[lxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious/spiritual affiliation: χ^2 (12, N = 10,291) = 166.0, p < .001.

[lxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by gender identity: χ^2 (8, N = 10,491) = 39.4, p < .001.

[lxxix]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by racial identity: χ^2 (20, N = 10,330) = 182.8, p < .001.

[lxxx]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: χ^2 (4, N = 10,507) = 78.9, p < .001.

[lxxxi]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by military status: χ^2 (4, N = 10,491) = 18.7, p < .01.

[lxxxii]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: χ^2 (12, N = 10,385) = 72.0, p < .001.

[lxxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by student status: χ^2 (4, N = 10,471) = 14.3, p < .01.

[lxxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by gender identity: χ^2 (8, N = 10,446) = 46.7, p < .001.

[lxxxv]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by sexual identity: χ^2 (4, N = 10,049) = 16.3, p < .01.

[lxxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by racial identity: χ^2 (20, N = 10,285) = 188.5, p < .001.

[lxxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by citizenship status: χ^2 (4, N = 10,462) = 73.6, p < .001.

[lxxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by military service: χ^2 (4, N = 10,446) = 16.1, p < .01.

[lxxxix]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: χ^2 (12, N = 10,340) = 74.1, p < .001.

[xc]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by student status: χ^2 (4, N = 10,504) = 32.5, p < .001.

[xci]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by gender identity: χ^2 (8, N = 10,479) = 142.7, p < .001.

[xcii]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 10{,}080$) = 128.5, $p < .001$.

[xciii]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by racial identity: χ^2 (20, $N = 10{,}320$) = 70.1, $p < .001$.

[xciv]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by citizenship status: χ^2 (4, $N = 10{,}495$) = 14.8, $p < .01$.

[xcv]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by religious/spiritual affiliation: χ^2 (12, $N = 10{,}373$) = 181.4, $p < .001$.

[xcvi]A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by student status: χ^2 (4, $N = 10{,}505$) = 24.5, $p < .001$.

[xcvii]A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by gender identity: χ^2 (8, $N = 10{,}480$) = 168.5, $p < .001$.

[xcviii]A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 10{,}080$) = 39.4, $p < .001$.

[xcix]A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by racial identity: χ^2 (20, $N = 10{,}321$) = 50.9, $p < .001$.

[c]A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by religious/spiritual affiliation: χ^2 (12, $N = 10{,}373$) = 79.3, $p < .001$.

[ci]A chi-square test was conducted to compare percentages of Stu who felt that the campus climate encourages free speech outside the classroom by who felt that the classroom climate encourages free and open discussion of difficult topics by student status: χ^2 (4, $N = 10{,}482$) = 31.3, $p < .001$.

[cii]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by gender identity: χ^2 (8, $N = 10{,}459$) = 149.8, $p < .001$

[ciii]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by sexual identity: χ^2 (4, $N = 10{,}060$) = 71.6, $p < .001$.

[civ]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by racial identity: χ^2 (20, $N = 10{,}299$) = 59.1, $p < .001$.

[cv]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by religious/spiritual affiliation: χ^2 (12, $N = 10{,}353$) = 167.2, $p < .001$.

[cvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by student status: χ^2 (4, $N = 10{,}510$) = 115.7, $p < .001$.

[cvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by gender identity: χ^2 (8, $N = 10{,}486$) = 84.9, $p < .001$.

[cviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by sexual identity: χ^2 (8, $N = 10{,}085$) = 14.2, $p < .01$.

[cix]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by racial identity: χ^2 (20, $N = 10{,}325$) = 84.5, $p < .001$.

[cx]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by gender identity: χ^2 (8, $N = 10{,}474$) = 94.8, $p < .001$

[cxi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by sexual identity: χ^2 (8, $N = 10{,}075$) = 10.4, $p < .05$.

[cxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by racial identity: χ^2 (20, $N = 10{,}312$) = 47.0, $p < .01$.

[cxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by citizenship status: χ^2 (4, $N = 10{,}490$) = 13.7, $p < .01$.

[cxiv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by military status: χ^2 (4, $N = 10{,}474$) = 19.0, $p < .01$.

[cxv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by religious/spiritual affiliation: χ^2 (12, $N = 10,367$) = 74.9, $p < .001$.

[cxvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by student status: χ^2 (4, $N = 10,454$) = 32.0, $p < .001$.

[cxvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by gender identity: χ^2 (8, $N = 10,431$) = 107.0, $p < .001$

[cxviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by racial identity: χ^2 (20, $N = 10,269$) = 63.1, $p < .001$.

[cxix]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by military status: χ^2 (4, $N = 10,430$) = 42.9, $p < .001$.

[cxx]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by religious/spiritual affiliation: χ^2 (12, $N = 10,326$) = 88.7, $p < .001$.

[cxxi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by student status: χ^2 (4, $N = 10,478$) = 14.3, $p < .01$.

[cxxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, $N = 10,455$) = 189.9, $p < .001$

[cxxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (8, $N = 10,058$) = 178.4, $p < .001$.

[cxxiv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (20, $N = 10,295$) = 46.4, $p < .01$.

[cxxv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by citizenship status: χ^2 (4, $N = 10,470$) = 13.2, $p < .05$.

[cxxvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: χ^2 (12, $N = 10,350$) = 240.0, $p < .001$.

[cxxvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by student status: χ^2 (4, $N = 10,460$) = 9.9, $p < .05$.

[cxxviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, $N = 10,437$) = 81.6, $p < .001$

[cxxix]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (8, $N = 10,042$) = 45.4, $p < .001$.

[cxxx]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (20, $N = 10,277$) = 68.9, $p < .001$.

[cxxxi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by citizenship status: χ^2 (4, $N = 10,452$) = 18.4, $p < .01$.

[cxxxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: χ^2 (12, $N = 10,332$) = 104.6, $p < .001$.

[cxxxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by student status: χ^2 (4, $N = 10,445$) = 15.3, $p < .01$.

cxxxivA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, N = 10,422) = 55.7, $p < .001$

cxxxvA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (8, N = 10,025) = 17.0, $p < .01$.

cxxxviA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (20, N = 10,261) =44.1, $p < .01$.

cxxxviiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: χ^2 (12, N = 10,317) = 66.8, $p < .001$.

cxxxviiiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by student status: χ^2 (3, N = 10,737) = 39.9, $p < .001$.

cxxxixA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by gender identity: χ^2 (8, N = 10,710) = 24.2, $p < .001$

cxlA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by sexual identity: χ^2 (6, N = 10,025) = 17.0, $p < .01$.

cxliA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by racial identity: χ^2 (15, N = 10,542) = 32.9, $p < .01$.

cxliiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by religious/spiritual affiliation: χ^2 (9, N = 10,594) = 54.3, $p < .001$.

cxliiiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by student status: χ^2 (3, N = 10,708) = 47.0, $p < .001$.

cxlivA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by gender identity: χ^2 (6, N = 10,681) = 40.7, $p < .001$

cxlvA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by sexual identity: χ^2 (6, N = 10,265) = 12.0, $p < .01$.

cxlviA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by racial identity: χ^2 (15, N = 10,514) = 30.3, $p < .05$.

cxlviiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by religious/spiritual affiliation: χ^2 (9, N = 10,567) = 70.3, $p < .001$.

cxlviiiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by student status: χ^2 (3, N = 10,653) = 17.1, $p < .01$.

cxlixA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by gender identity: χ^2 (6, N = 10,626) = 49.4, $p < .001$.

clA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by citizenship status: χ^2 (3, N = 10,639) = 8.4, $p < .05$.

cliA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by religious/spiritual affiliation: χ^2 (9, N = 10,515) = 39.3, $p < .001$.

cliiA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by student status: χ^2 (3, N = 10,599) = 11.4, $p < .05$.

149

[cliii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by gender identity: χ^2 (6, N = 10,572) = 48.1, $p < .001$.

[cliv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by religious/spiritual affiliation: χ^2 (9, N = 10,462) = 42.0, $p < .001$.

[clv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by student status: χ^2 (3, N = 10,664) = 17.0, $p < .01$.

[clvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (6, N = 10,637) = 13.1, $p < .05$.

[clvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by racial identity: χ^2 (15, N = 10,472) = 26.8, $p < .05$.

[clviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by citizenship status: χ^2 (3, N = 10,650) = 8.7, $p < .05$.

[clix]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by religious/spiritual affiliation: χ^2 (9, N = 10,526) = 26.6, $p < .01$.

[clx]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by student status: χ^2 (3, N = 10,685) = 11.9, $p < .01$.

[clxi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (6, N = 10,659) = 20.3, $p < .01$.

[clxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by religious/spiritual affiliation: χ^2 (9, N = 10,546) = 27.7, $p < .01$.

[clxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (6, N = 10,658) = 25.2, $p < .001$.

[clxiv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by religious/spiritual affiliation: χ^2 (9, N = 10,543) = 21.0, $p < .05$.

[clxv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by student status: χ^2 (3, N = 10,672) = 97.0, $p < .001$.

[clxvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by gender identity: χ^2 (6, N = 10,645) = 48.2, $p < .001$.

[clxvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by sexual identity: χ^2 (15, N = 10,231) = 11.6, $p < .01$.

[clxviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by citizenship status: χ^2 (3, N = 10,650) = 8.7, $p < .05$.

[clxix]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by religious/spiritual affiliation: χ^2 (9, N = 10,534) = 56.7, $p < .001$.

[clxx]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by student status: χ^2 (3, N = 10,630) = 84.5, $p < .001$.

[clxxi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by gender identity: χ^2 (6, N = 10,603) = 27.0, p < .001.

[clxxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by citizenship status: χ^2 (3, N = 10,616) = 22.3, p < .001.

[clxxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by religious/spiritual affiliation: χ^2 (9, N = 10,493) = 27.7, p < .01.

[clxxiv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by student status: χ^2 (3, N = 10,624) = 12.1, p < .01.

[clxxv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by gender identity: χ^2 (6, N = 10,598) = 58.0, p < .001.

[clxxvi]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by sexual identity: χ^2 (15, N = 10,191) = 18.2, p < .001.

[clxxvii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by citizenship status: χ^2 (3, N = 10,610) = 10.6, p < .05.

[clxxviii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by religious/spiritual affiliation: χ^2 (9, N = 10,493) = 45.1, p < .001.

Students Who Have Seriously Considered Leaving Their Campus

Twenty-three percent ($n = 2,496$) of respondents had seriously considered leaving their campus. With regard to student status, 25% ($n = 2,081$) of Undergraduate Student respondents and 16% ($n = 415$) of Graduate/Professional Student respondents had seriously considered leaving their campus. Of the Student respondents who considered leaving, 38% ($n = 944$) considered leaving in their first semester, 48% ($n = 1,187$) considered leaving in their first year as a student, 38% ($n = 947$) in their second year, 19% ($n = 463$) in their third year, 8% ($n = 187$) in their fourth year, 3% ($n = 63$) in their fifth year, and 2% ($n = 41$) after their fifth year as a student.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, sexual identity, racial identity, citizenship status, military status, and religious/spiritual affiliation.

Significant results for Undergraduate Student respondents indicated that:

- By gender identity, a higher percentage of Transspectrum Student respondents (50%, $n = 52$) than both Women Student respondents (25%, $n = 1,346$) and Men Student respondents (25%, $n = 678$) considered leaving the institution.[clxxix]

- By sexual identity, a higher percentage of LGBQ Undergraduate Student respondents (37%, $n = 222$) than Heterosexual Undergraduate Student respondents (24%, $n = 1,739$) considered leaving the institution.[clxxx]

- By racial identity, higher percentages of Black/African American Undergraduate Student respondents (36%, $n = 239$) and Multiracial Undergraduate Student respondents (31%, $n = 143$) than White Undergraduate Student respondents (23%, $n = 1,529$) considered leaving the institution.[clxxxi]

- By religious/spiritual affiliation, higher percentages of Multiple Religious/Spiritual Affiliations Undergraduate Student respondents (33%, $n = 63$), Additional Religious/Spiritual Affiliation Undergraduate Student respondents (32%, $n = 73$) and No Affiliation Undergraduate Student respondents (31%, $n = 564$) than Christian Undergraduate Student respondents (23%, $n = 1,350$) considered leaving the institution.[clxxxii]

Significant results for Graduate/Professional Student respondents indicated that:

- By gender identity, significantly greater percentages of Transgender Graduate/Professional Student respondents (44%, $n = 10$) than either Women Graduate/Professional Student respondents (18%, $n = 277$) or Men Graduate/Professional Student respondents (14%, $n = 127$) considered leaving the institution.[clxxxiii]

- By sexual identity, a higher percentage of LGBQ Graduate/Professional Student respondents (33%, $n = 60$) than Heterosexual Graduate/Professional Student respondents (15%, $n = 332$) considered leaving the institution.[clxxxiv]

- By racial identity, higher percentages of Black/African American Graduate/Professional Student respondents (22%, $n = 31$) and White Graduate/Professional Student respondents (17%, $n = 322$) than Asian/Asian American Graduate/Professional Student respondents (7%, $n = 16$) considered leaving the institution.[clxxxv]

- By religious/spiritual affiliation, higher percentages of Multiple Religious/Spiritual Affiliation Graduate/Professional Student respondents (25%, $n = 23$) and No Affiliation Graduate/Professional Student respondents (23%, $n = 151$) than Christian Graduate/Professional Student respondents (14%, $n = 209$) considered leaving the institution.[clxxxvi]

Forty-four percent ($n = 919$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging (Table 77). Others considered leaving because of the lack of social life (29%, $n = 600$), financial reasons (26%, $n = 541$), personal reasons (25%, $n = 520$), the climate was not welcoming (25%, $n = 515$), lack of a support group (20%, $n = 406$), and/or because they were homesick (19%, $n = 402$).

Table 77. **Reasons Why Undergraduate Student Respondents Considered Leaving Their Campus**

Reason	*n*	*%*
Lack of a sense of belonging	919	44.2
Lack of social life	600	28.8
Financial reasons	541	26.0
Personal reasons (e.g., medical, mental health, family emergencies)	520	25.0

Table 77. **Reasons Why Undergraduate Student Respondents Considered Leaving Their Campus**

Reason	*n*	*%*
Climate was not welcoming	515	24.7
Lack of support group	406	19.5
Homesick	402	19.3
Didn't like major	253	12.2
Coursework was too difficult	242	11.6
Lack of support services	193	9.3
Unhealthy social relationships	194	9.3
My marital/relationship status	127	6.1
Didn't have my major	151	7.3
Coursework not challenging enough	113	5.4
Didn't meet the selection criteria for a major	95	4.6
A reason not listed above	496	23.8

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving their campus (*n* = 2,081).

Forty percent (*n* = 165) of Graduate/Professional Student respondents who considered leaving suggested that the climate was not welcoming (Table 78). Others contemplated leaving because they lacked a sense of belonging (35%, *n* = 143), personal reasons (20%, *n* = 81), they lacked a support group (18%, *n* = 75), lack of social life (17%, *n* = 71), and/or financial reasons (17%, *n* = 69).

Table 78. **Reasons Why Graduate/Professional Student respondents Considered Leaving Their Campus**

Reason	*n*	*%*
Climate was not welcoming	165	39.8
Lack of a sense of belonging	143	34.5
Personal reasons (e.g., medical, mental health, family emergencies)	81	19.5
Lack of support group	75	18.1
Lack of social life	71	17.1
Financial reasons	69	16.6
Lack of support services	63	15.2

Table 78. **Reasons Why Graduate/Professional Student respondents Considered Leaving Their Campus**

Reason	*n*	*%*
Coursework was too difficult	50	12
Coursework not challenging enough	29	7
Didn't like major	28	6.7
Unhealthy social relationships	28	6.7
Homesick	27	6.5
My marital/relationship status	25	6
Didn't have my major	7	1.7
Didn't meet the selection criteria for a major	< 5	---
A reason not listed above	170	41

Note: Table reports only Graduate/Professional Student respondents who indicated that they considered leaving their campus (*n* = 415).

Additionally, 11% (*n* = 1,159) of Student respondents "strongly agreed" or "agreed" that it was likely that they would leave their campus without meeting their academic goal. Subsequent analyses were run for Student respondents who thought that they would likely leave their campus without meeting their academic goal by student status, gender identity, sexual identity, racial identity, military service, and religious/spiritual affiliation. The analyses yielded significant results for all demographic groups except military service.

- By student status, higher percentages of Undergraduate Student respondents (6%, *n* = 525) than Graduate/Professional Student respondents (5%, *n* = 119) "agreed" that it was likely they would leave their campus without meeting their academic goal.[clxxxvii]

- By gender identity, a higher percentage of Transspectrum Student respondents (12%, *n* = 15) than Women Student respondents (5%, *n* = 321) and Men Student respondents (5%, *n* = 177) "strongly agreed" that it was likely they would leave their campus without meeting their academic goal.[clxxxviii]

- By sexual identity, a higher percentage of Heterosexual Student respondents (51%, *n* = 4,853) than LGBQ Student respondents (46%, *n* = 357) "strongly disagreed" that it was likely they would leave their campus without meeting their academic goal.[clxxxix]

- By racial identity, higher percentages of Other People of Color Student respondents (11%, $n = 16$), Asia/Asian American Student respondents (8%, $n = 34$), and Black/African American Student respondents (8%, $n = 60$) than Multiracial Student respondents (4%, $n = 20$) and White Student respondents (4%, $n = 358$) "strongly agreed" that it was likely they would leave their without meeting their academic goal.[cxc]

- By citizenship status, a higher percentage of Non-U.S. Citizen Student respondents (8%, $n = 59$) "strongly agreed" that they would leave their campus without meeting their academic goal than U.S. Citizen Student respondents (5%, $n = 453$).[cxci]

- By religious/spiritual affiliation, a higher percentage of No Affiliation Student respondents (32%, $n = 781$) than Christian Student respondents (29%, $n = 2,148$) "disagreed" that they would leave their campus without meeting their academic goal.[cxcii]

Summary

Student respondents were asked to share their perceptions of their academic success. Significant differences by select demographics existed, where some historically underrepresented groups had lower perceived academic success than their counterparts. For example, Transspectrum Undergraduate Student respondents and Men Undergraduate Student respondents have lower *Perceived Academic Success* than Women Undergraduate Student respondents. White Undergraduate Student respondents have higher *Perceived Academic Success* than Black/African American, Multiracial Undergraduate Student respondents, and Asian/Asian American Undergraduate Student respondents. LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Single Disability Undergraduate Student respondents. Similarly, No Disability Graduate/Professional Student respondents have higher *Perceived Academic Success* than Single Disability Graduate/Professional Student respondents and Multiple Disabilities Graduate/Professional Student respondents. Lastly, Low-Income Graduate/Professional Student respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents. In addition to *Perceived Academic Success*, 11% (n = 1,159) of Student respondents "strongly agreed" or "agreed" that it was likely that they would leave their campus without meeting their academic goal.

Student respondents shared many positive attitudes about the climate of the University of Tennessee campuses. For example, 80% (n = 8,410) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in their classroom. Ninety percent (n = 9,648) of Student respondents "strongly agreed" or "agreed" that their advisors responded to emails, calls, or voicemails in a prompt manner. Eighty percent (n = 8,510) of Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests.

Student respondents also shared less than positive attitudes about the campus climate. One-third of Student respondents (33%, n = 3,476) "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. Slightly less than one-third

of Student respondents (31%, $n = 3{,}253$) "strongly agreed" or "agreed" that staff prejudged their abilities based on their perception of their identity/background.

Twenty-three percent ($n = 2{,}496$) of respondents had seriously considered leaving their campus. With regard to student status, 25% ($n = 2{,}081$) of Undergraduate Student respondents and 16% ($n = 415$) of Graduate/Professional Student respondents had seriously considered leaving their campus. Forty-three percent ($n = 1{,}062$) of all Student respondents seriously considered leaving due to a lack of sense of belonging while 28% ($n = 680$) of all Student respondents considered leaving their campus because the climate was not welcoming.

[clxxix]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving their campus by gender identity: χ^2 (2, $N = 8,250$) = 35.5, $p < .001$.

[clxxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving their campus by sexual identity: χ^2 (1, $N = 7,910$) = 49.8, $p < .001$.

[clxxxi]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving their campus by racial identity: χ^2 (5, $N = 8,128$) = 66.4, $p < .001$.

[clxxxii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving their campus by religious/spiritual affiliation: χ^2 (3, $N = 8,176$) = 66.4, $p < .001$.

[clxxxiii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving their campus by gender identity: χ^2 (2, $N = 2,513$) = 19.5, $p < .001$.

[clxxxiv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving their campus by sexual identity: χ^2 (1, $N = 2,425$) = 41.0, $p < .001$.

[clxxxv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving their campus by racial identity: χ^2 (5, $N = 2,461$) = 18.5, $p < .01$.

[clxxxvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving their campus by religious/spiritual affiliation: χ^2 (3, $N = 2,463$) = 36.7, $p < .001$.

[clxxxvii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by student status: χ^2 (4, $N = 10,736$) = 108.8, $p < .001$.

[clxxxviii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by gender identity: χ^2 (8, $N = 10,710$) = 79.4, $p < .001$.

[clxxxix]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by sexual identity: χ^2 (4, $N = 10,288$) = 16.6, $p < .01$.

[cxc]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by racial identity: χ^2 (20, $N = 10,538$) = 157.0, $p < .001$.

[cxci]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by citizenship status: χ^2 (4, $N = 10,722$) = 117.4, $p < .001$.

[cxcii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave their campus without completing their academic goal by religious/spiritual affiliation: χ^2 (12, $N = 10,585$) = 107.8, $p < .001$.

Institutional Actions

In addition to constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which their campus does, and should, promote diversity to shape campus climate.

Student respondents were asked in the survey to respond to a list of initiatives, provided in Table 79. Seventy-eight percent ($n = 7,565$) of the Student respondents thought that diversity and equity training for students was available at their campus and 22% ($n = 2,160$) of Student respondents thought that it was not available. Seventy-six percent ($n = 5,727$) of the Student respondents who thought that diversity and equity training for students was available believed it positively influenced the climate and 74% ($n = 1,587$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 7,777$) of the Student respondents thought that diversity and equity training for staff was available at their campus and 19% ($n = 1,872$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 6,083$) of the Student respondents who thought that diversity and equity training for staff was available believed it positively influenced the climate and 78% ($n = 1,465$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 7,730$) of the Student respondents thought that diversity and equity training for faculty was available at their campus and 19% ($n = 1,826$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 6,070$) of the Student respondents who thought that diversity and equity training for faculty was available believed it positively influenced the climate and 79% ($n = 1,440$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-eight percent ($n = 7,440$) of the Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 22% ($n = 2,140$) of Student respondents thought that such a person was not available. Seventy-eight percent ($n = 5,821$) of the Student respondents who thought that a

person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 81% (*n* = 1,725) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent (*n* = 7,384) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 23% (*n* = 2,176) of Student respondents thought that such a resource was not available. Seventy-seven percent (*n* = 5,670) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed this resource positively influenced the climate and 75% (*n* = 1,633) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-eight percent (*n* = 7,433) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 22% (*n* = 2,132) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-nine percent (*n* = 5,890) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 83% (*n* = 1,770) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 77% (*n* = 7,308) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at their campus and 24% (*n* = 2,245) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-nine percent (*n* = 5,776) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available believed they positively influenced the climate and 84% (*n* = 1,888) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-six percent (*n* = 7,248) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at

their campus and 24% ($n = 2,275$) of Student respondents thought that it was not available. Seventy-five percent ($n = 5,413$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed it positively influenced the climate and 76% ($n = 1,734$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ($n = 7,800$) of the Student respondents thought that effective faculty mentorship of students was available and 18% ($n = 1,754$) of Student respondents thought that it was not available. Eighty-six percent ($n = 6,669$) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 87% ($n = 1,520$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-seven percent ($n = 8,304$) of the Student respondents thought that effective academic advising was available at their campus and 13% ($n = 1,231$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 7,246$) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 84% ($n = 1,038$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty percent ($n = 7,623$) of the Student respondents thought that diversity training for student staff (e.g., University Center/Student Center, resident assistants) was available and 20% ($n = 1,908$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 5,872$) of the Student respondents who thought that diversity/inclusivity training for student staff was available believed it positively influenced the climate and 78% ($n = 1,482$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-two percent ($n = 5,882$) of the Student respondents thought that affordable child care was available and 38% ($n = 3,653$) of Student respondents thought that it was not available. Seventy-five percent ($n = 4,387$) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 85% ($n = 3,099$) of Student

respondents who did not think it was available thought it would positively influence the climate at their campus if it were available.

Sixty-two percent ($n = 5,935$) of the Student respondents thought that adequate child care was available and 38% ($n = 3,577$) of Student respondents thought that it was not available. Seventy-five percent ($n = 4,463$) of the Student respondents who thought that adequate child care was available believed it positively influenced the climate and 86% ($n = 3,061$) of Student respondents who did not think it was available thought it would positively influence the climate at their campus if it were available.

Sixty-four percent ($n = 6,099$) of the Student respondents thought that support/resources for spouse/partner employment were available and 36% ($n = 3,418$) of Student respondents thought that they were not available. Seventy-five percent ($n = 4,463$) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 81% ($n = 2,772$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty percent ($n = 7,624$) of the Student respondents thought that adequate social space was available at their campus and 20% ($n = 1,923$) of Student respondents thought that it was not available. Eighty-three percent ($n = 6,292$) of the Student respondents who thought that adequate social space was available believed it positively influenced the climate and 82% ($n = 1,582$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 79. **Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at my campus								Initiative NOT available at my campus							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for students.	5,727	75.7	1,511	20.0	327	4.3	7,565	77.8	1,587	73.5	439	20.3	134	6.2	2,160	22.2
Providing diversity and equity training for staff.	6,083	78.2	1,430	18.4	264	3.4	7,777	80.6	1,465	78.3	307	16.4	100	5.3	1,872	19.4
Providing diversity and equity training for faculty.	6,070	78.5	1,395	18.0	265	3.4	7,730	80.9	1,440	78.9	285	15.6	101	5.5	1,826	19.1
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	5,821	78.2	1,379	18.5	240	3.2	7,440	77.7	1,725	80.6	289	13.5	126	5.9	2,140	22.3
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	5,670	76.8	1,423	19.3	291	3.9	7,384	77.2	1,633	75.0	388	17.8	155	7.1	2,176	22.8
Increasing opportunities for cross-cultural dialogue among students.	5,890	79.2	1,382	18.6	161	2.2	7,433	77.7	1,770	83.0	289	13.6	73	3.4	2,132	22.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	5,776	79.0	1,372	18.8	160	2.2	7,308	76.5	1,888	84.1	290	12.9	67	3.0	2,245	23.5
Incorporating issues of diversity and cross-cultural	5,413	74.7	1,484	20.5	351	4.8	7,248	76.1	1,734	76.2	396	17.4	145	6.4	2,275	23.9

Table 79. **Student Respondents' Perceptions of Institutional Initiatives**

| | Initiative available at my campus | | | | | | | Initiative NOT available at my campus | | | | | | | |
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
competence more effectively into the curriculum.																
Providing effective faculty mentorship of students.	6,669	85.5	1,033	13.2	98	1.3	7,800	81.6	1,520	86.7	160	9.1	74	4.2	1,754	18.4
Providing effective academic advising.	7,246	87.3	953	11.5	105	1.3	8,304	87.1	1,038	84.3	112	9.1	81	6.6	1,231	12.9
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	5,872	77.0	1,487	19.5	264	3.5	7,623	80.0	1,482	77.7	319	16.7	107	5.6	1,908	20.0
Providing affordable child care.	4,387	74.6	1,375	23.4	120	2.0	5,882	61.7	3,099	84.8	447	12.2	107	2.9	3,653	38.3
Providing adequate child care resources.	4,463	75.2	1,343	22.6	129	2.2	5,935	62.4	3,061	85.6	412	11.5	104	2.9	3,577	37.6
Providing support/resources for spouse/partner employment.	4,563	74.8	1,413	23.2	123	2.0	6,099	64.1	2,772	81.1	562	16.4	84	2.5	3,418	35.9
Providing adequate social space.	6,292	82.5	1,194	15.7	138	1.8	7,624	79.9	1,582	82.3	253	13.2	88	4.6	1,923	20.1

Summary

Student perceptions of actions and initiatives at their respective campuses contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on campus climate. Notably, Student respondents indicated that several initiatives were not available at their campus. If, in fact, these initiatives are available, campus leadership would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of The University of Tennessee's commitment to ensuring that all students live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to offer a systemwide assessment of the campus climate, including how students felt about issues related to inclusion and sense of value issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the University of Tennessee Student community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by community members at the outset of this project. Also, it is recommended that this type of assessment process be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix A

Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate/ Professional Student		Total	
		n	*%*	*n*	*%*	*n*	*%*
Gender identity	Woman	5,425	65.6	1,561	61.8	6,986	64.7
	Man	2,729	33.0	933	36.9	3,662	33.9
	Transspectrum	103	1.2	23	0.9	126	1.2
	Missing	17	0.2	10	0.4	27	0.2
Racial identity	Asian/Asian American	198	2.4	223	8.8	421	3.9
	Black/African American	656	7.9	142	5.6	798	7.4
	Hispanic/Latin@/Chican@	157	1.9	57	2.3	214	2.0
	Multiracial	462	5.6	106	4.2	568	5.3
	Other People of Color	92	1.1	49	1.9	141	1.3
	White/European American	6,570	79.4	1,888	74.7	8,458	78.3
	Missing/Other	139	1.7	62	2.5	201	1.9
Sexual identity	Heterosexual	7,311	88.4	2,247	88.9	9,558	88.5
	LGBQ	606	7.3	182	7.2	788	7.3
	Missing/Other	357	4.3	98	3.9	455	4.2
Citizenship status	Non-U.S. Citizen/U.S. Citizen Naturalized	430	5.2	346	13.7	776	7.2
	U.S. Citizen	7,835	94.7	2,176	86.1	10,011	92.7
	Missing	9	0.1	5	0.2	14	0.1

		Undergraduate Student		Graduate/ Professional Student		Total	
		n	*%*	*n*	*%*	*n*	*%*
Disability status	Multiple Disabilities	41	0.5	6	0.2	47	0.4
	No Disability	7,304	88.3	2,283	90.3	9,587	88.8
	Single Disability	925	11.2	238	9.4	1,163	10.8
	Missing	4	0.0	0	0.0	4	0.0
Religious/ spiritual identity	Christian Affiliation	5,964	72.1	1,546	61.2	7,510	69.5
	Multiple Affiliations	194	2.3	92	3.6	286	2.6
	Additional Faith Based	225	2.7	170	6.7	395	3.7
	No Affiliation	1,800	21.8	659	26.1	2,459	22.8
	Missing	91	1.1	60	2.4	151	1.4

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your current status at your campus? (Question 1)**

Position	*n*	%
Undergraduate student	**8,274**	**76.6**
Started at your campus as a first-year student	6,216	75.1
Transferred to your campus from another institution	1,982	24.0
Graduate/professional student	**2,527**	**23.4**
Master's	843	33.4
Education Specialist	358	14.2
MD	247	9.8
Doctoral	238	9.4
PharmD	229	9.1
DDS	134	5.3
Veterinary Medicine	129	5.1
Certificate	107	4.2
DNP	83	3.3
PhD (UTHSC)	64	2.5
DPT	61	2.4
Law	22	0.9
Non-degree	12	0.5

Note: No missing data exists for the primary categories in this question; all respondents were required to select an answer.

Table B2. **Are you full-time or part-time in that current student status? (Question 2)**

Status	*n*	%
Full-time	9,552	88.4
Part-time	839	7.8
Missing	410	3.8

Table B3. **What percentage of your classes have you taken exclusively online at your campus? (Question 3)**

Online classes	n	%
100%	496	4.6
76%-99%	246	2.3
51%-75%	223	2.1
26%-50%	600	5.6
0%-25%	9,222	85.4
Missing	14	0.1

Table B4. **What is your age? (Question 32)**

Age	n	%
19 or younger	2,850	26.4
20-21	3,078	28.5
22-24	2,177	20.2
25-34	1,756	16.3
35-44	437	4
45-54	240	2.2
55-64	67	0.6
65-74	16	0.1
75 and older	2	0
Missing	178	1.6

Table B5. **What is your citizenship/immigration status in the U.S.? (Question 33)**

Citizenship status	*n*	%
U.S. citizen, birth	10,011	92.7
U.S. citizen, naturalized	379	3.5
A visa holder (such as F-1, J-1, H1-B, and U)	247	2.3
Permanent resident	138	1.3
DACA (Deferred Action for Childhood Arrival)	5	0.0
Other legally documented status	5	0.0
DAPA (Deferred Action for Parental Accountability)	1	0.0
Refugee status	1	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0
Missing	14	0.1

Table B6. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 34)**

Racial/ethnic identity	n	%
White/European American	8,964	83.0
Black/African American	955	8.8
Asian/Asian American	522	4.8
Hispanic/Latin@/Chican@	400	3.7
American Indian/Native	188	1.7
Middle Eastern/Southwest Asian	149	1.4
Pacific Islander	48	0.4
Alaska Native	15	0.1
Native Hawaiian	13	0.1
A racial/ethnic identity not listed here	84	0.8

Note: Percentages may not sum to 100% because of multiple responses.

Table B7. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity? (Question 35)**

Sexual identity	n	%
Heterosexual	9,558	88.5
Bisexual	490	4.5
Gay	183	1.7
Lesbian	115	1.1
Asexual*	46	0.4
Pansexual*	41	0.4
A sexual identity not listed here	151	1.4
Missing	217	2.0

*Asexual and Pansexual were not options offered in the original survey, but sufficient numbers of respondents wrote them in so they were identified as categories and included in the table.

Table B8. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.)
(Question 36)

Caregiving responsibility	*n*	%
No	**9,736**	**90.1**
Yes	**1,021**	**9.5**
Children 5 years or under	461	45.2
Children 6-18 years	524	51.3
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	129	12.6
Independent adult children over 18 years of age	75	7.3
Sick or disabled partner	39	3.8
Senior or other family member	153	15.0
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	46	4.5
Missing	**44**	**0.4**

Note: Percentages may not sum to 100% because of multiple responses.

Table B9. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?
(Question 37)

Military status	*n*	%
Never served in the military	10,392	96.2
On active duty in the past but not now	212	2.0
ROTC	88	0.8
Now on active duty (including Reserves or National Guard)	82	0.8
Missing	27	0.2

Table B10. **What is your birth sex (assigned)? (Question 38)**

Birth sex	*n*	%
Female	7,037	65.2
Male	3,701	34.3
An assigned birth sex not listed here	38	0.4
Missing	25	0.2

Table B11. **What is your gender/gender identity? (Question 39)**

Gender identity	*n*	%
Woman	6,986	64.7
Man	3,662	33.9
A gender not listed here	106	1.0
Transgender	20	0.2
Missing	27	0.2

Table B12. **What is your current gender expression? (Question 40)**

Gender expression	*n*	%
Feminine	6,846	63.4
Masculine	3,551	32.9
Androgynous	179	1.7
A gender expression not listed here	149	1.4
Missing	76	0.7

Table B13. **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 41)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
No high school	153	1.4	169	1.6
Some high school	322	3.0	378	3.5
Completed high school/GED	1,844	17.1	2,039	18.9
Some college	1,553	14.4	1,533	14.2
Business/technical certificate/degree	434	4.0	533	4.9
Associate's degree	663	6.1	714	6.6
Bachelor's degree	2,837	26.3	3,059	28.3
Some graduate work	179	1.7	203	1.9
Master's degree (e.g., MA, MS, MBA)	1,754	16.2	1,266	11.7
Specialist degree (e.g., EdS)	84	0.8	61	0.6
Doctoral degree (e.g., PhD, EdD)	398	3.7	163	1.5
Professional degree (e.g., MD, JD)	459	4.2	226	2.1
Unknown	42	0.4	163	1.5
Not applicable	55	0.5	253	2.3
Missing	24	0.2	41	0.4

Table B14. Undergraduate Students only: **How many semesters have you been at your campus (excluding summer semester)? (Question 42)**

Number of semesters at your campus	*n*	%
Less than one	331	4.0
1	1,137	13.7
2	1,463	17.7
3	703	8.5
4	1,389	16.8
5	565	6.8
6	1,068	12.9
7	427	5.2
8	798	9.6
9	97	1.2
10	142	1.7
11	29	0.4
12	36	0.4
13 or more	74	0.9
Missing	15	0.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 8,274).

Table B15. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 45)**

Condition	*n*	%
No	9,587	88.8
Yes	1,200	11.1
Missing	14	0.1

Table B16. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 46)**

Condition	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	521	43.4
Attention deficit/hyperactivity disorder	430	35.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	222	18.5
Learning disability	150	12.5
Physical/mobility condition that affects walking	66	5.5
Low vision or blind	45	3.8
Hard of hearing or deaf	43	3.6
Asperger's/autism spectrum	41	3.4
Physical/mobility condition that does not affect walking	40	3.3
Acquired/traumatic brain injury	34	2.8
Speech/communication condition	20	1.7
Cognitive/language-based	15	1.3
A disability/condition not listed here	39	3.3

Note: Table includes answers only from those respondents who indicated that they have a disability in Question 45 (*n* = 1,200). Percentages may not sum to 100% because of multiple responses.

Table B17. **Are you registered with the Office of Disability Services? (Question 47)**

Registered	*n*	%
No	753	63.0
Yes	443	37.0

Note: Table includes answers only from those respondents who indicated that they have a disability in Question 45 (*n* = 1,200). Percentages may not sum to 100% because of multiple responses.

Table B18. **Is English your primary language? (Question 48)**

English primary language	*n*	%
No	512	4.7
Yes	10,094	93.5
Missing	195	1.8

Table B19. **What is your religious or spiritual identity? (Mark all that apply.) (Question 49)**

Religious or spiritual identity	*n*	*%*		*n*	*%*
Agnostic	**832**	**7.7**	United Methodist	688	8.9
Atheist	**632**	**5.9**	United Church of Christ	15	0.2
Baha'i	**7**	**0.1**	A Christian affiliation not listed above	148	1.9
Buddhist	**91**	**0.8**	**Druid**	**15**	**0.1**
Christian	**7,712**	**71.4**	**Hindu**	**121**	**1.1**
African Methodist Episcopal	17	0.2	**Jain**	**8**	**0.1**
African Methodist Episcopal Zion	4	0.1	**Jehovah's Witness**	**14**	**0.1**
Assembly of God	48	0.6	**Jewish**	**73**	**0.7**
Baptist	2,693	34.9	Conservative	19	26.0
Catholic/Roman Catholic	966	12.5	Orthodox	4	5.5
Church of Christ	457	5.9	Reform	36	49.3
Church of God in Christ	79	1.0	A Jewish affiliation not listed above	10	13.7
Christian Orthodox	18	0.2	**Muslim**	**107**	**1.0**
Christian Methodist Episcopal	39	0.5	Ahmadi	1	0.9
Christian Reformed Church (CRC)	4	0.1	Shi'ite	23	21.5
Disciples of Christ	31	0.4	Sufi	2	1.9
Episcopalian	143	1.9	Sunni	68	63.6
Evangelical	92	1.2	A Muslim affiliation not listed here	6	5.6
Greek Orthodox	22	0.3	**Native American Traditional Practitioner or Ceremonial**	**13**	**0.1**
Lutheran	122	1.6	**Pagan**	**43**	**0.4**
Mennonite	5	0.1	**Rastafarian**	**5**	**0.0**
Moravian	3	0.0	**Scientologist**	**9**	**0.1**
Nazarene	27	0.4	**Secular Humanist**	**33**	**0.3**
Nondenominational Christian	1,157	15.0	**Shinto**	**9**	**0.1**
Pentecostal	111	1.4	**Sikh**	**5**	**0.0**
Presbyterian	399	5.2	**Taoist**	**17**	**0.2**
Protestant	102	1.3	**Tenrikyo**	**3**	**0.0**
Protestant Reformed Church (PR)	9	0.1	**Unitarian Universalist**	**38**	**0.4**
Quaker	4	0.1	**Wiccan**	**21**	**0.2**
Reformed Church of America (RCA)	5	0.1	**Spiritual, but no religious affiliation**	**478**	**4.4**
Russian Orthodox	8	0.1	**No affiliation**	**842**	**7.8**
Seventh Day Adventist	57	0.7	**A religious affiliation or spiritual identity not listed above**	**98**	**0.9**
The Church of Jesus Christ of Latter-day Saints	46	0.6			

Note: Percentages may not sum to 100% because of multiple responses.

187

Table B20. **Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 50)**

Receive financial support	*n*	%
I receive no support for living/educational expenses from family/guardian.	3,954	36.6
I receive support for living/educational expenses from family/guardian.	6,388	59.1
Missing	459	4.2

Table B21. **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 51)**

Income	*n*	%
29,999 and below	2,614	24.2
$30,000 - $49,999	1,592	14.7
$50,000 - $69,999	1,513	14.0
$70,000 - $99,999	1,658	15.4
$100,000 - $149,999	1,651	15.3
$150,000 - $199,999	690	6.4
$200,000 - $249,999	345	3.2
$250,000 - $499,999	361	3.3
$500,000 or more	129	1.2
Missing	248	2.3

Table B22. Undergraduate Students only: **Where do you live? (Question 52)**

Residence	*n*	%
Campus housing	3,089	37.3
Non-campus housing	5,085	61.5
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	45	0.5
Missing	55	0.7

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 8,274). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B23. Undergraduate Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 54)**

GPA	*n*	%
3.75 - 4.00	2,013	24.3
3.50 - 3.74	1,499	18.1
3.25 - 3.49	1,326	16.0
3.00 - 3.24	1,209	14.6
2.75 - 2.99	941	11.4
2.50 - 2.74	531	6.4
2.25 - 2.49	289	3.5
2.00 - 2.24	203	2.5
1.99 and below	198	2.4
Missing	65	0.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 8,274). Percentages may not sum to 100% because of multiple responses.

Table B24. **Have you experienced financial hardship while at your campus? (Question 55)**

Financial hardship	*n*	%
No	5,806	53.8
Yes	4,967	46.0
Missing	28	0.3

Table B25. **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 56)

Experience	*n*	%
Difficulty purchasing my books/course materials	3,008	60.6
Difficulty affording tuition	2,795	56.3
Difficulty in affording housing	2,133	42.9
Difficulty affording food	2,018	40.6
Difficulty participating in social events	1,671	33.6
Difficulty affording academic related activities (e.g., study abroad, service learning)	1,411	28.4
Difficulty in affording other campus fees	1,201	24.2
Difficulty in affording health care	1,000	20.1
Difficulty affording commuting to campus (e.g., transportation, parking)	997	20.1
Difficulty affording co-curricular events or activities	976	19.6
Difficulty affording travel to and from your campus	968	19.5
Difficulty in affording unpaid internships/research opportunities	942	19.0
Difficulty in affording alternative spring breaks	923	18.6
Difficulty finding employment	880	17.7
Difficulty in affording childcare	258	5.2
A financial hardship not listed here	233	4.7

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 55 (*n* = 4,967). Percentages may not sum to 100% because of multiple responses.

***Table B26.* How are you currently paying for your education at your campus? (Mark all that apply.) (Question 57)**

Source of funding	*n*	%
Loans	5,247	48.6
Family contribution	4,484	41.5
Non-need-based scholarship (e.g., HOPE)	4,318	40.0
Grant (e.g., Pell)	2,500	23.1
Personal contribution/job	2,232	20.7
Off-campus employment	2,106	19.5
On-campus employment	1,438	13.3
Need-based scholarship (e.g., ASPIRE)	1,215	11.2
Credit card	877	8.1
Graduate/research assistantship	666	6.2
GI Bill/veterans benefits	320	3.0
Dependent tuition (e.g., family member works at your campus)	198	1.8
Graduate fellowship	162	1.5
Resident assistant	124	1.1
Money from home country	75	0.7
A method of payment not listed here	473	4.4

Note: Percentages may not sum to 100% because of multiple responses.

Table B27. Undergraduate Students only: **Are you employed either on campus or off campus during the academic year? (Question 58)**

Employed	*n*	%
No	**3,395**	**41.0**
Yes, I work on campus	**1,853**	**22.4**
1-10 hours/week	798	44.9
11-20 hours/week	796	44.8
21-30 hours/week	107	6.0
31-40 hours/week	52	2.9
More than 40 hours/week	24	1.4
Yes, I work off campus	**3,317**	**40.1**
1-10 hours/week	649	20.6
11-20 hours/week	1,138	36.1
21-30 hours/week	797	25.3
31-40 hours/week	398	12.6
More than 40 hours/week	174	5.5

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 8,274). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B28. Graduate Students only: **Are you employed either on campus or off campus during the academic year? (Question 59)**

Employed	*n*	%
No	**991**	**39.2**
Yes, I work on campus	**818**	**32.4**
1-10 hours/week	179	22.7
11-20 hours/week	356	45.2
21-30 hours/week	72	9.1
31-40 hours/week	91	11.6
More than 40 hours/week	89	11.3
Yes, I work off campus	**795**	**31.5**
1-10 hours/week	234	30.7
11-20 hours/week	143	18.8
21-30 hours/week	64	8.4
31-40 hours/week	154	20.2
More than 40 hours/week	166	21.8

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 2,527). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B29. **Overall, how comfortable are you with the climate at your campus? (Question 4)**

Comfort	*n*	%
Very comfortable	3,481	32.3
Comfortable	5,398	50.1
Neither comfortable nor uncomfortable	1,221	11.3
Uncomfortable	587	5.4
Very uncomfortable	98	0.9

Table B30. **Overall, how comfortable are you with the climate in your academic department at your campus? (Question 5)**

Comfort	*n*	%
Very comfortable	4,330	40.1
Comfortable	4,801	44.5
Neither comfortable nor uncomfortable	1,157	10.7
Uncomfortable	404	3.7
Very uncomfortable	106	1.0

Table B31. **Overall, how comfortable are you with the climate in your classes at your campus? (Question 6)**

Comfort	*n*	%
Very comfortable	3,404	31.6
Comfortable	5,668	52.6
Neither comfortable nor uncomfortable	1,257	11.7
Uncomfortable	380	3.5
Very uncomfortable	76	0.7

Table B32. **Have you ever seriously considered leaving your campus? (Question 7)**

Considered leaving	*n*	%
No	8,294	76.9
Yes	2,496	23.1

Table B33. **When did you seriously consider leaving your campus? (Mark all that apply.) (Question 8)**

When considered leaving	*n*	%
During my first semester	944	37.8
During my first year as a student	1,187	47.6
During my second year as a student	947	37.9
During my third year as a student	463	18.5
During my fourth year as a student	187	7.5
During my fifth year as a student	63	2.5
After my fifth year as a student	41	1.6

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 (*n* = 2,496). Percentages may not sum to 100% because of multiple responses.

Table B34. **Why did you seriously consider leaving your campus? (Mark all that apply.) (Question 9)**

Reasons	*n*	%
Lack of a sense of belonging	1,062	42.5
Climate was not welcoming	680	27.2
Lack of social life	671	26.9
Financial reasons	610	24.4
Personal reasons (e.g., medical, mental health, family emergencies)	601	24.1
Lack of support group	481	19.3
Homesick	429	17.2
Coursework was too difficult	292	11.7
Didn't like major	281	11.3
Lack of support services	256	10.3
Unhealthy social relationships	222	8.9
Didn't have my major	158	6.3
My marital/relationship status	152	6.1
Coursework not challenging enough	142	5.7
Didn't meet the selection criteria for a major	99	4.0
A reason not listed above	666	26.7

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 (*n* = 2,496).
Percentages may not sum to 100% because of multiple responses.

Table B35. **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at your campus. (Question 11)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	3,407	31.6	5,408	50.2	1,043	9.7	855	7.9	68	0.6
Few of my courses this year have been intellectually stimulating.	1,530	14.3	2,788	26.0	1,580	14.7	3,479	32.4	1,350	12.6
I am satisfied with my academic experience at my campus.	3,165	29.5	5,613	52.4	1,253	11.7	566	5.3	118	1.1
I am satisfied with the extent of my intellectual development since enrolling at my campus.	3,534	32.9	5,486	51.1	1,164	10.8	447	4.2	98	0.9
I have performed academically as well as I anticipated I would.	2,968	27.6	4,601	42.8	1,580	14.7	1,345	12.5	255	2.4
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	3,956	36.8	5,053	47.1	1,204	11.2	426	4.0	97	0.9
My interest in ideas and intellectual matters has increased since coming to my campus.	4,007	37.3	4,743	44.2	1,421	13.2	458	4.3	110	1.0
I intend to graduate from my campus.	7,698	72.0	2,387	22.3	463	4.3	79	0.7	68	0.6
Thinking ahead it is likely that I will leave my campus without meeting my academic goal.	515	4.8	644	6.0	998	9.3	3,183	29.6	5,396	50.3

Table B36. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at your campus? (Question 12)**

Experienced conduct	*n*	%
No	9,495	88.0
Yes	1,290	12.0

Table B37. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)**

Basis	*n*	%
Political views	356	27.6
Gender/gender identity	310	24.0
Ethnicity	242	18.8
Don't know	210	16.3
Age	195	15.1
Religious/spiritual views	187	14.5
Racial identity	179	13.9
Sexual identity	170	13.2
Academic performance	160	12.4
Major field of study	155	12.0
Mental health/psychological disability/condition	136	10.5
Participation in an organization/team	127	9.8
Philosophical views	126	9.8
Physical characteristics	118	9.1
Socioeconomic status	90	7.0
Gender expression	89	6.9
Learning disability/condition	67	5.2
Marital status (e.g., single, married, partnered)	50	3.9
English language proficiency/accent	48	3.7
International status/national origin	43	3.3
Medical disability/condition	43	3.3
Immigrant/citizen status	42	3.3
Parental status (e.g., having children)	28	2.2
Physical disability/condition	21	1.6
Pregnancy	16	1.2
Military/veteran status	15	1.2
A reason not listed above	174	13.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B38. How would you describe what happened? (Mark all that apply.) (Question 14)

Form	*n*	%
I was ignored or excluded.	502	38.9
I was isolated or left out.	481	37.3
I was intimidated/bullied.	423	32.8
I was the target of derogatory verbal remarks.	382	29.6
I experienced a hostile classroom environment.	319	24.7
I felt others staring at me.	309	24.0
The conduct made me fear that I would get a poor grade.	230	17.8
I was singled out as the spokesperson for my identity group.	137	10.6
The conduct threatened my physical safety.	108	8.4
I was the target of racial/ethnic profiling.	98	7.6
I received derogatory phone calls/text messages/email.	86	6.7
Someone assumed I was admitted/hired/promoted due to my identity group.	83	6.4
I was the target of workplace incivility.	81	6.3
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak).	80	6.2
I received derogatory written comments.	76	5.9
I received threats of physical violence.	76	5.9
I was the target of stalking.	52	4.0
I was the target of physical violence.	39	3.0
I was the target of graffiti/vandalism.	31	2.4
Someone assumed I was not admitted/hired/promoted due to my identity group.	24	1.9
An experience not listed above.	216	16.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B39. **Where did the conduct occur? (Mark all that apply.) (Question 15)**

Location	*n*	%
In a class/lab/clinical setting	543	42.1
In other public spaces on campus	306	23.7
While walking on campus	224	17.4
In a campus residence hall/apartment	188	14.6
Off campus	182	14.1
In a meeting with a group of people	166	12.9
At a campus event/program	164	12.7
On social media (Facebook/Twitter/Yik-Yak)	131	10.2
In a faculty office	108	8.4
On phone calls/text messages/email	107	8.3
In a meeting with one other person	92	7.1
In a campus library	69	5.3
In a staff office	68	5.3
In a fraternity house	64	5.0
In a campus administrative office	62	4.8
In off-campus housing	62	4.8
While working at a campus job	60	4.7
In a campus dining facility	53	4.1
In the University Center/Student Center	41	3.2
In athletic facilities	36	2.8
In a sorority house	27	2.1
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	23	1.8
In an online learning environment	22	1.7
On a campus shuttle	15	1.2
In the Health Center	14	1.1
In a religious center	13	1.0
In Counseling Services	11	0.9
A venue not listed above	79	6.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B40. **Who/what was the source of the conduct? (Mark all that apply.) (Question 16)**

Source	n	%
Student	751	58.2
Faculty member/other instructional staff	322	25.0
Stranger	180	14.0
Friend	159	12.3
Staff member	112	8.7
Coworker/colleague	92	7.1
Academic/scholarship/fellowship advisor	85	6.6
Don't know source	70	5.4
Student organization	63	4.9
Department/program/division chair	61	4.7
On social media (e.g., Facebook, Twitter, Yik-Yak)	60	4.7
Student staff	58	4.5
Off-campus community member	50	3.9
Campus media (e.g., posters, brochures, flyers, handouts, websites)	38	2.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	29	2.2
Campus police/security	28	2.2
Supervisor or manager	26	2.0
Student teaching assistant/student lab assistant/student tutor	20	1.6
Alumnus/a	15	1.2
Athletic coach/trainer	8	0.6
Donor	5	0.4
Patient	4	0.3
A source not listed above	73	5.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,290$).
Percentages may not sum to 100% because of multiple responses.

Table B41. **How did you feel about experiencing the conduct? (Mark all that apply.) (Question 17)**

Feeling	*n*	%
I was angry.	815	63.2
I felt embarrassed.	535	41.5
I ignored it.	363	28.1
I was afraid.	360	27.9
I felt somehow responsible.	223	17.3
A feeling not listed above	209	16.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B42. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)**

Response	*n*	%
I told a friend.	586	45.4
I did not do anything.	510	39.5
I avoided the person/venue.	500	38.8
I told a family member.	414	32.1
I contacted a campus resource.	204	15.8
I did not know to whom to go.	189	14.7
I confronted the person(s) at the time.	186	14.4
I confronted the person(s) later.	128	9.9
I sought information online.	72	5.6
I contacted a local law enforcement official.	37	2.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	36	2.8
I sought support from off-campus hotline/advocacy services.	24	1.9
A response not listed above.	169	13.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B43. **Did you report the conduct? (Question 19)**

Reported conduct	*n*	%
No, I did not report it.	1,113	87.6
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	157	12.4
Yes, I reported the incident and was satisfied with the outcome.	*26*	*21.1*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*34*	*27.6*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*63*	*51.2*

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,290).
Percentages may not sum to 100% because of multiple responses.

Table B44. **While a member of your campus community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy)? (Question 21)**

Experienced unwanted sexual contact/conduct	*n*	%
No	9,990	92.5
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	142	1.3
Yes – stalking (e.g., following me, on social media, texting, phone calls)	199	1.8
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	465	4.3
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	252	2.3
Yes – sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)	39	0.4

Note: Percentages may not sum to 100% because of multiple responses.

***Table B45.* Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 22rv)**

Alcohol and/or drugs involved	*n*	%
No	86	62.3
Yes	52	37.7
Alcohol only	*29*	*61.7*
Drugs only	*3*	*6.4*
Both alcohol and drugs	*15*	*31.9*

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

***Table B46.* What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 23rv)**

Semester	*n*	%
During my time as a graduate/professional student at your campus	16	11.3
Undergraduate first year	65	45.8
Fall semester	*53*	*81.5*
Spring semester	*45*	*69.2*
Summer semester	*14*	*21.5*
Undergraduate second year	57	40.1
Fall semester	*42*	*73.7*
Spring semester	*34*	*59.6*
Summer semester	*11*	*19.3*
Undergraduate third year	33	23.2
Fall semester	*24*	*72.7*
Spring semester	*20*	*60.6*
Summer semester	*6*	*18.2*
Undergraduate fourth year	19	13.4
Fall semester	*17*	*89.5*
Spring semester	*10*	*52.6*
Summer semester	*5*	*26.3*
After my fourth year as an undergraduate	5	3.5

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

Table B47. **Who did this to you? (Mark all that apply.) (Question 24rv)**

Source	*n*	%
Current or former dating/intimate partner	111	78.2
Campus student	51	35.9
Acquaintance/friend	25	17.6
Stranger	9	6.3
Faculty member	4	2.8
Family member	4	2.8
Staff member	3	2.1
Other role/relationship not listed above	5	3.5

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

Table B48. **Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 25rv)**

Location	*n*	%
Off campus	115	81.0
On campus	64	45.1

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

Table B49. **How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)**

Feeling after experiencing conduct	*n*	%
I felt angry.	94	66.2
I felt somehow responsible.	81	57.0
I felt afraid.	78	54.9
I felt embarrassed.	74	52.1
I ignored it.	39	27.5
A feeling not listed above	26	18.3

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

Table B50. **What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)**

Response	*n*	%
I told a friend.	86	60.6
I avoided the person/venue.	51	35.9
I confronted the person(s) later.	47	33.1
I did not do anything.	46	32.4
I confronted the person(s) at the time.	39	27.5
I told a family member.	36	25.4
I did not know who to go to.	27	19.0
I sought information online.	26	18.3
I contacted a campus resource.	17	12.0
I contacted a local law enforcement official.	16	11.3
I sought support from off-campus hotline/advocacy services.	11	7.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	3.5
A response not listed above.	13	9.2

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

Table B51. **Did you report the unwanted sexual conduct? (Question 28rv)**

Reported conduct	*n*	%
No, I did not report it.	123	87.2
Yes, I reported the incident (e.g., bias incident report, Title IX).	18	12.8
Yes, I reported the incident and was satisfied with the outcome.	*8*	*47.1*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*6*	*35.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*3*	*17.6*

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 142). Percentages may not sum to 100% because of multiple responses.

***Table B52.* Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 22stlk)**

Alcohol and/or drugs involved	*n*	%
No	170	86.7
Yes	26	13.3
Alcohol only	*6*	*30.0*
Drugs only	*1*	*5.0*
Both alcohol and drugs	*13*	*65.0*

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

***Table B53*. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 23stlk)**

Semester	*n*	%
During my time as a graduate/professional student at your campus	14	7.0
Undergraduate first year	105	52.8
Fall semester	*81*	*77.1*
Spring semester	*55*	*52.4*
Summer semester	*9*	*8.6*
Undergraduate second year	67	33.7
Fall semester	*39*	*58.2*
Spring semester	*34*	*50.7*
Summer semester	*7*	*10.4*
Undergraduate third year	26	13.1
Fall semester	*15*	*57.7*
Spring semester	*13*	*50.0*
Summer semester	*1*	*3.8*
Undergraduate fourth year	17	8.5
Fall semester	*12*	*70.6*
Spring semester	*8*	*47.1*
Summer semester	*3*	*17.6*
After my fourth year as an undergraduate	6	3.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

Table B54. **Who did this to you? (Mark all that apply.) (Question 24stlk)**

Source	*n*	%
A student	106	53.3
Current or former dating/intimate partner	52	26.1
Acquaintance/friend	50	25.1
Stranger	45	22.6
Staff member	7	3.5
Faculty member	3	1.5
Family member	1	0.5
Other role/relationship not listed above	11	5.5

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses

Table B55. **Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 25stlk)**

Location	*n*	%
Off campus	109	54.8
On campus	124	62.3

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

Table B56. **How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)**

Feeling after experiencing conduct	*n*	%
I felt afraid.	97	48.7
I felt angry.	86	43.2
I ignored it.	68	34.2
I felt embarrassed.	48	24.1
I felt somehow responsible.	39	19.6
A feeling not listed above	27	13.6

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

Table B57. **What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)**

Response	*n*	%
I avoided the person/venue.	131	65.8
I told a friend.	127	63.8
I told a family member.	67	33.7
I confronted the person(s) at the time.	43	21.6
I did not do anything.	32	16.1
I contacted a campus resource.	31	15.6
I confronted the person(s) later.	26	13.1
I contacted a local law enforcement official.	28	14.1
I did not know who to go to.	19	9.5
I sought information online.	18	9.0
I sought support from off-campus hotline/advocacy services.	7	3.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	3.0
A response not listed above.	19	9.5

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

Table B58. **Did you report the unwanted sexual conduct? (Question 28stlk)**

Reported conduct	*n*	%
No, I did not report it.	171	86.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	27	13.6
Yes, I reported the incident and was satisfied with the outcome.	*12*	*52.2*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*30.4*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*4*	*17.4*

Note: Table includes answers only from those respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 199). Percentages may not sum to 100% because of multiple responses.

Table B59. **Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 22si)**

Alcohol and/or drugs involved	*n*	%
No	320	69.9
Yes	138	30.1
Alcohol only	*90*	*78.3*
Drugs only	*5*	*4.3*
Both alcohol and drugs	*20*	*17.4*

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B60. **What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 23si)**

Semester	*n*	%
During my time as a graduate/professional student at your campus	52	11.2
Undergraduate first year	283	60.9
Fall semester	*223*	*78.8*
Spring semester	*166*	*58.7*
Summer semester	*12*	*4.2*
Undergraduate second year	182	39.1
Fall semester	*124*	*68.1*
Spring semester	*102*	*56.0*
Summer semester	*11*	*6.0*
Undergraduate third year	118	25.4
Fall semester	*86*	*72.9*
Spring semester	*62*	*52.5*
Summer semester	*9*	*7.6*
Undergraduate fourth year	61	13.1
Fall semester	*45*	*73.8*
Spring semester	*31*	*50.8*
Summer semester	*4*	*6.6*
After my fourth year as an undergraduate	15	3.2

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B61. **Who did this to you? (Mark all that apply.) (Question 24si)**

Source	*n*	%
Stranger	268	57.6
A student	248	53.3
Acquaintance/friend	94	20.2
Current or former dating/intimate partner	29	6.2
Staff member	13	2.8
Faculty member	8	1.7
Family member	1	0.2
Other role/relationship not listed above	20	4.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B62. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 25si)**

Location	*n*	%
Off campus	237	51.0
On campus	302	64.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

***Table B63.* How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)**

Feeling after experiencing conduct	*n*	%
I felt angry.	255	54.8
I felt embarrassed.	216	46.5
I ignored it.	200	43.0
I felt afraid.	142	30.5
I felt somehow responsible.	87	18.7
A feeling not listed above	50	10.8

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B64. **What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)**

Response	*n*	%
I did not do anything.	237	51.0
I told a friend.	201	43.2
I avoided the person/venue.	193	41.5
I confronted the person(s) at the time.	85	18.3
I told a family member.	58	12.5
I confronted the person(s) later.	33	7.1
I contacted a campus resource.	28	6.0
I did not know who to go to.	27	5.8
I contacted a local law enforcement official.	17	3.7
I sought information online.	9	1.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	7	1.5
I sought support from off-campus hotline/advocacy services.	2	0.4
A response not listed above.	33	7.1

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B65. **Did you report the unwanted sexual conduct (Question 28si)**

Reported conduct	*n*	%
No, I did not report it.	427	92.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	35	7.6
Yes, I reported the incident and was satisfied with the outcome.	*12*	*35.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*7*	*20.6*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*15*	*44.1*

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 465). Percentages may not sum to 100% because of multiple responses.

Table B66. **Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 22sc)**

Alcohol and/or drugs involved	*n*	%
No	88	35.3
Yes	161	64.7
Alcohol only	*98*	*72.6*
Drugs only	*2*	*1.5*
Both alcohol and drugs	*35*	*25.9*

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B67. **What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 23sc)**

Semester	*n*	%
During my time as a graduate/professional student at your campus	8	3.2
Undergraduate first year	152	60.3
Fall semester	*104*	*68.4*
Spring semester	*62*	*40.8*
Summer semester	*7*	*4.6*
Undergraduate second year	71	28.2
Fall semester	*41*	*57.7*
Spring semester	*31*	*43.7*
Summer semester	*11*	*15.5*
Undergraduate third year	28	11.1
Fall semester	*18*	*64.3*
Spring semester	*9*	*32.1*
Summer semester	*5*	*17.9*
Undergraduate fourth year	20	7.9
Fall semester	*13*	*65.0*
Spring semester	*7*	*35.0*
Summer semester	*3*	*15.0*
After my fourth year as an undergraduate	4	1.6

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B68. **Who did this to you? (Mark all that apply.) (Question 24sc)**

Source	*n*	%
Acquaintance/friend	113	44.8
A student	108	42.9
Stranger	46	18.3
Current or former dating/intimate partner	45	17.9
Staff member	4	1.6
Faculty member	2	0.8
Family member	2	0.8
Other role/relationship not listed above	10	4.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B69. **Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 25sc)**

Location	*n*	%
Off campus	155	61.5
On campus	109	43.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B70. **How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)**

Feeling after experiencing conduct	*n*	%
I felt embarrassed.	146	57.9
I felt somehow responsible.	143	56.7
I felt angry.	130	51.6
I felt afraid.	102	40.5
I ignored it.	89	35.3
A feeling not listed above	26	10.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B71. **What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)**

Response	*n*	%
I told a friend.	154	61.1
I avoided the person/venue.	139	55.2
I did not do anything.	92	36.5
I confronted the person(s) later.	44	17.5
I contacted a campus resource.	41	16.3
I told a family member.	38	15.1
I did not know who to go to.	37	14.7
I confronted the person(s) at the time.	29	11.5
I sought information online.	26	10.3
I sought support from off-campus hotline/advocacy services.	18	7.1
I contacted a local law enforcement official.	13	5.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	10	4.0
A response not listed above.	17	6.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B72. **Did you report the unwanted sexual conduct? (Question 28sc)**

Reported conduct	*n*	%
No, I did not report it.	219	88.3
Yes, I reported the incident (e.g., bias incident report, Title IX).	29	11.7
Yes, I reported the incident and was satisfied with the outcome.	*11*	*39.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*9*	*32.1*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*8*	*28.6*

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 252). Percentages may not sum to 100% because of multiple responses.

Table B73. **Were alcohol and/or drugs involved in the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? (Question 22se)**

Alcohol and/or drugs involved	*n*	%
No	22	59.5
Yes	15	40.5
Alcohol only	*7*	*70.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*3*	*30.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

***Table B74.* What semester were you in when you experienced the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? (Mark all that apply.) (Question 23se)**

Semester	*n*	%
During my time as a graduate/professional student at your campus	2	5.1
Undergraduate first year	15	38.5
Fall semester	*13*	*86.7*
Spring semester	*6*	*40.0*
Summer semester	*1*	*6.7*
Undergraduate second year	13	33.3
Fall semester	*10*	*76.9*
Spring semester	*6*	*46.2*
Summer semester	*2*	*15.4*
Undergraduate third year	7	17.9
Fall semester	*3*	*42.9*
Spring semester	*3*	*42.9*
Summer semester	*2*	*28.6*
Undergraduate fourth year	4	10.3
Fall semester	*2*	*50.0*
Spring semester	*3*	*75.0*
Summer semester	*1*	*25.0*
After my fourth year as an undergraduate	1	2.6

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B75. **Who did this to you? (Mark all that apply.) (Question 24se)**

Source	*n*	%
A student	16	41.0
Stranger	13	33.3
Acquaintance/friend	11	28.2
Current or former dating/intimate partner	6	15.4
Staff member	2	5.1
Faculty member	1	2.6
Family member	1	2.6
Other role/relationship not listed above	4	10.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B76. **Where did the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) occur? (Mark all that apply.) (Question 25se)**

Location	*n*	%
Off campus	21	53.8
On campus	14	35.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B77. **How did you feel after experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? (Mark all that apply.) (Question 26se)**

Feeling after experiencing conduct	*n*	%
I felt embarrassed.	22	56.4
I felt angry.	21	53.8
I ignored it.	15	38.5
I felt afraid.	10	25.6
I felt somehow responsible.	10	25.6
A feeling not listed above	5	12.8

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B78. **What did you do in response to experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? (Mark all that apply.) (Question 27se)**

Response	*n*	%
I told a friend.	16	41.0
I did not do anything.	15	38.5
I avoided the person/venue.	8	20.5
I contacted a campus resource.	7	17.9
I told a family member.	7	17.9
I confronted the person(s) at the time.	6	15.4
I confronted the person(s) later.	5	12.8
I contacted a local law enforcement official.	4	10.3
I sought information online.	4	10.3
I did not know who to go to.	3	7.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	2.6
I sought support from off-campus hotline/advocacy services.	1	2.6
A response not listed above.	4	10.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B79. **Did you report the unwanted sexual conduct? (Question 28se)**

Reported conduct	*n*	%
No, I did not report it.	29	80.6
Yes, I reported the incident (e.g., bias incident report, Title IX).	7	19.4
Yes, I reported the incident and was satisfied with the outcome.	*2*	*33.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*1*	*16.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*3*	*50.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) (*n* = 39). Percentages may not sum to 100% because of multiple responses.

Table B80. **Please offer your response to the following comments. (Question 31)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of affirmative consent.	6,409	59.6	3,594	33.4	625	5.8	132	1.2
I am generally aware of the role of my campus Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	4,510	41.9	4,528	42.1	1,468	13.6	262	2.4
I know how and where to report such incidents.	3,713	34.6	4,323	40.3	2,328	21.7	374	3.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	4,195	39.1	4,765	44.5	1,535	14.3	224	2.1
I am generally aware of the campus resources listed here: http://sexualassault.utk.edu/; http://www.utc.edu/sexual-misconduct/get-help-spread-sheet.php; http://www.utc.edu/sexual-misconduct/on-campus-support.php; http://uthsc.edu/oed/sexual_assault2014.php; or http://www.utm.edu/departments/equalopp/resources.php	3,791	35.3	4,800	44.7	1,890	17.6	263	2.4
I have a responsibility to report such incidents when I see them occurring on or off campus.	6,332	59.0	4,096	38.1	258	2.4	52	0.5
I understand that my campus standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	4,537	42.3	4,825	45.0	1,169	10.9	196	1.8
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in my campus' Annual Security & Fire Safety Report.	4,055	37.8	4,301	40.1	2,002	18.7	364	3.4
I know that my campus sends a public safety alert to the campus community when such an incident occurs.	6,413	59.8	3,863	36.0	356	3.3	91	0.8

Table B81. **Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at your campus? (Question 60)**

Observed conduct	*n*	%
No	8,551	79.3
Yes	2,231	20.7

Table B82. **Who/what was the target of the conduct? (Mark all that apply.) (Question 61)**

Target	*n*	%
Student	1,612	72.3
Friend	523	23.4
Stranger	404	18.1
Student organization	375	16.8
Don't know target	162	7.3
Faculty member/other instructional staff	108	4.8
Coworker/colleague	92	4.1
Staff member	71	3.2
Student staff	71	3.2
Campus media (e.g., posters, brochures, flyers, handouts, websites)	64	2.9
Off-campus community member	41	1.8
Department/program/division chair	40	1.8
Campus police/security	36	1.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	26	1.2
Academic/scholarship/fellowship advisor	25	1.1
Athletic coach/trainer	18	0.8
Student teaching assistant/student lab assistant/student tutor	16	0.7
Patient	12	0.5
Alumnus/a	8	0.4
Donor	3	0.1
A target not listed above	149	6.7

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B83. **Who/what was the <u>source</u> of the conduct? (Mark all that apply.) (Question 62)**

Source	*n*	%
Student	1,468	65.8
Stranger	479	21.5
Faculty member/other instructional staff	234	10.5
Don't know source	233	10.4
Student organization	161	7.2
On social media (e.g., Facebook, Twitter, Yik-Yak)	145	6.5
Off-campus community member	111	5.0
Staff member	111	5.0
Campus media (e.g., posters, brochures, flyers, handouts, websites)	86	3.9
Friend	80	3.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	59	2.6
Student staff	57	2.6
Department/program/division chair	56	2.5
Coworker/colleague	48	2.2
Academic/scholarship/fellowship advisor	45	2.0
Campus police/security	31	1.4
Alumnus/a	22	1.0
Supervisor or manager	19	0.9
Athletic coach/trainer	17	0.8
Student teaching assistant/student lab assistant/student tutor	13	0.6
Donor	10	0.4
Patient	4	0.2
Direct report (e.g., person who reports to me)	3	0.1
A source not listed above	134	6.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B84. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 63)**

Characteristic	*n*	%
Political views	877	39.3
Gender/gender identity	825	37.0
Ethnicity	727	32.6
Sexual identity	704	31.6
Gender expression	637	28.6
Racial identity	637	28.6
Religious/spiritual views	492	22.1
Immigrant/citizen status	356	16.0
Do not know	213	9.5
International status/national origin	213	9.5
Physical characteristics	213	9.5
Philosophical views	200	9.0
English language proficiency/accent	181	8.1
Socioeconomic status	154	6.9
Mental health/psychological disability/condition	131	5.9
Academic performance	130	5.8
Participation in an organization/team	127	5.7
Learning disability/condition	124	5.6
Age	100	4.5
Major field of study	90	4.0
Medical disability/condition	82	3.7
Physical disability/condition	75	3.4
Marital status (e.g., single, married, partnered)	40	1.8
Pregnancy	38	1.7
Parental status (e.g., having children)	25	1.1
Military/veteran status	11	0.5
A reason not listed above	110	4.9

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B85. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 64)**

Form of observed conduct	*n*	%
Derogatory verbal remarks	1,334	59.8
Person intimidated/bullied	698	31.3
Racial/ethnic profiling	596	26.7
Person ignored or excluded	593	26.6
Person isolated or left out	558	25.0
Graffiti/vandalism	487	21.8
Person being stared at	429	19.2
Person experiences a hostile classroom environment	394	17.7
Derogatory written comments	390	17.5
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	300	13.4
Threats of physical violence	251	11.3
Singled out as the spokesperson for their identity group	239	10.7
Physical violence	184	8.2
Assumption that someone was admitted/hired/promoted based on his/her identity	168	7.5
Person experienced a hostile work environment	140	6.3
Derogatory phone calls/text messages/email	135	6.1
Assumption that someone was not admitted/hired/promoted based on his/her identity	91	4.1
Person received a low or unfair performance evaluation	89	4.0
Person was the target of workplace incivility	69	3.1
Person received a poor grade	64	2.9
Person was stalked	54	2.4
Derogatory phone calls	41	1.8
Person was unfairly evaluated in the promotion and tenure process	32	1.4
Something not listed above	136	6.1

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231). Percentages may not sum to 100% because of multiple responses.

Table B86. **Where did this conduct occur? (Mark all that apply.) (Question 65)**

Location	*n*	%
In other public spaces on campus	934	41.9
While walking on campus	565	25.3
In a class/lab/clinical setting	498	22.3
On social media (Facebook/Twitter/Yik-Yak)	336	15.1
At a campus event/program	270	12.1
Off-campus	257	11.5
In a campus residence hall/apartment	170	7.6
In a meeting with a group of people	162	7.3
In a fraternity house	106	4.8
In a campus library	105	4.7
On phone calls/text messages/email	88	3.9
In a campus dining facility	81	3.6
In the University Center/Student Center	72	3.2
In off-campus housing	69	3.1
In a campus administrative office	61	2.7
In a faculty office	58	2.6
In a staff office	56	2.5
In a meeting with one other person	51	2.3
In a sorority house	47	2.1
In athletic facilities	44	2.0
While working at a campus job	42	1.9
On a campus shuttle	28	1.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	25	1.1
In a religious center	24	1.1
In an online learning environment	16	0.7
In Counseling Services	9	0.4
In the Health Center	5	0.2
A venue not listed above	153	6.9

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B87. **What was your response to observing this conduct? (Mark all that apply.)**
(Question 66)

Response	*n*	%
I did not do anything.	702	31.5
I told a friend	659	29.5
I avoided the person/venue.	445	19.9
I did not know who to go to.	341	15.3
I confronted the person(s) at the time.	329	14.7
I told a family member.	311	13.9
I confronted the person(s) later.	158	7.1
I contacted a campus resource.	141	6.3
I sought information online.	139	6.2
I contacted a local law enforcement official.	32	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	25	1.1
I sought support from off-campus hotline/advocacy services.	17	0.8
A response not listed above	290	13.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B88. **Did you report the conduct? (Question 67)**

Reported conduct	*n*	%
No, I didn't report it.	2,051	93.5
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	142	6.5
Yes, I reported the incident and was satisfied with the outcome.	*22*	*20.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*40*	*36.4*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*48*	*43.6*

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 2,231).
Percentages may not sum to 100% because of multiple responses.

Table B89. **Using a scale of 1-5, please rate the overall campus climate at your campus on the following dimensions: (Question 69)**

	1		2		3		4		5			Standard
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	Mean	Deviation
Friendly/Hostile	4,700	43.7	3,949	36.7	1,708	15.9	328	3.0	73	0.7	**1.8**	**0.9**
Inclusive/Exclusive	3,253	30.3	3,615	33.7	2,684	25.0	933	8.7	239	2.2	**2.2**	**1.0**
Improving/Regressing	3,625	33.9	3,812	35.6	2,336	21.8	651	6.1	276	2.6	**2.1**	**1.0**
Positive for persons with disabilities/Negative	4,062	38.0	3,528	33.0	2,388	22.3	536	5.0	183	1.7	**2.0**	**1.0**
Positive for people who identify as lesbian, gay, bisexual/Negative	3,089	28.9	3,145	29.4	2,970	27.7	1,026	9.6	477	4.5	**2.3**	**1.1**
Positive for people who identify as transgender	2,854	26.7	2,617	24.5	3,363	31.5	1,152	10.8	694	6.5	**2.5**	**1.2**
Positive for people of various spiritual/religious backgrounds/Negative	3,484	32.5	3,319	31.0	2,518	23.5	981	9.2	415	3.9	**2.2**	**1.1**
Positive for People of Color/Negative	4,264	39.8	3,363	31.4	2,013	18.8	777	7.2	306	2.9	**2.0**	**1.1**
Positive for men/Negative	5,870	54.8	3,108	29.0	1,372	12.8	215	2.0	154	1.4	**1.7**	**0.9**
Positive for women/Negative	4,636	43.3	3,573	33.4	1,829	17.1	542	5.1	132	1.2	**1.9**	**0.9**
Positive for non-native English speakers/Negative	3,268	30.6	3,119	29.2	3,118	29.2	910	8.5	275	2.6	**2.2**	**1.1**
Positive for people who are not U.S. citizens/Negative	3,409	31.9	3,075	28.8	3,066	28.7	831	7.8	299	2.8	**2.2**	**1.1**
Welcoming/Not welcoming	4,724	44.0	3,792	35.3	1,622	15.1	441	4.1	149	1.4	**1.8**	**0.9**
Respectful/Disrespectful	4,263	39.8	3,711	34.7	1,955	18.3	587	5.5	188	1.8	**1.9**	**1.0**
Positive for people of high socioeconomic status/Negative	5,737	53.6	3,001	28.0	1,684	15.7	172	1.6	117	1.1	**1.7**	**0.9**
Positive for people of low socioeconomic status/Negative	3,391	31.7	3,019	28.2	2,706	25.3	1,187	11.1	400	3.7	**2.3**	**1.1**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Positive for people of various political affiliations/Negative	3,053	28.5	2,690	25.1	2,762	25.8	1,377	12.9	819	7.7	**2.5**	**1.2**
Positive for people in active military/veterans status/Negative	4,934	46.2	3,327	31.1	2,192	20.5	169	1.6	66	0.6	**1.8**	**0.9**
Positive for students 25 and older/Negative	3,959	36.9	3,398	31.7	2,648	24.7	563	5.2	157	1.5	**2.0**	**1.0**

Table B90. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 70)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	3,527	32.9	3,299	30.8	2,385	22.3	1,146	10.7	352	3.3	**2.2**	**1.1**
Not sexist/Sexist	3,603	33.7	3,246	30.4	2,402	22.5	1,129	10.6	314	2.9	**2.2**	**1.1**
Not homophobic/Homophobic	3,389	31.8	3,039	28.5	2,506	23.5	1,258	11.8	461	4.3	**2.3**	**1.2**
Not biphobic/Biphobic	3,486	32.8	3,060	28.8	2,750	25.8	952	8.9	391	3.7	**2.2**	**1.1**
Not transphobic/Transphobic	3,341	31.4	2,846	26.8	2,604	24.5	1,264	11.9	573	5.4	**2.3**	**1.2**
Not ageist/Ageist	4,020	37.8	3,457	32.5	2,512	23.6	515	4.8	143	1.3	**2.0**	**1.0**
Not classist (socioeconomic status)/Classist	3,558	33.4	3,201	30.1	2,495	23.5	1,049	9.9	334	3.1	**2.2**	**1.1**
Disability friendly (not ableist)/Not disability friendly	4,355	40.9	3,432	32.2	2,160	20.3	509	4.8	198	1.9	**1.9**	**1.0**
Not xenophobic/Xenophobic	3,737	35.1	3,091	29.0	2,697	25.3	789	7.4	343	3.2	**2.1**	**1.1**
Not ethnocentric/Ethnocentric	3,630	34.1	3,075	28.9	2,701	25.4	870	8.2	373	3.5	**2.2**	**1.1**

Table B91. **As a student, I feel... (Question 71)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	4,599	42.8	4,437	41.3	1,210	11.3	491	4.6
My department advisor provides clear expectations.	4,647	43.4	4,436	41.4	1,234	11.5	391	3.7
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	5,315	49.8	4,333	40.6	712	6.7	304	2.9
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	4,971	46.5	5,005	46.8	553	5.2	156	1.5
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	4,948	46.3	5,089	47.6	522	4.9	125	1.2
There are adequate opportunities for me to interact with other university faculty outside of my department.	3,930	36.8	4,545	42.6	1,829	17.1	368	3.4
I receive support from my advisor to pursue personal research interests.	4,121	38.7	4,389	41.2	1,628	15.3	515	4.8
My department faculty members encourage me to produce publications and present research.	3,700	34.8	4,219	39.7	2,175	20.5	536	5.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	3,703	34.9	4,280	40.3	2,095	19.7	546	5.1
I feel comfortable sharing my professional goals with my advisor.	5,378	50.7	4,278	40.4	654	6.2	289	2.7

Table B92. **Please indicate the extent to which you agree with each of the following statements. (Question 73)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty.	3,339	31.6	4,558	43.1	1,902	18.0	578	5.5	196	1.9
I feel valued by staff.	3,262	31.0	4,389	41.7	2,130	20.2	551	5.2	204	1.9
I feel valued by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	2,682	25.5	3,357	31.9	2,944	28.0	986	9.4	564	5.4
I feel valued by faculty in the classroom.	3,493	33.2	4,917	46.7	1,627	15.4	374	3.6	121	1.1
I feel valued by other students in the classroom.	2,900	27.6	4,617	43.9	2,358	22.4	516	4.9	121	1.2
I feel valued by other students outside of the classroom.	2,685	25.8	4,289	41.2	2,671	25.6	611	5.9	164	1.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	1,335	12.7	2,141	20.4	2,761	26.3	2,934	27.9	1,345	12.8
I think that staff prejudge my abilities based on their perception of my identity/background.	1,281	12.2	1,972	18.8	2,866	27.4	2,979	28.5	1,373	13.1
I believe that the campus climate encourages free and open discussion of difficult topics.	2,616	24.9	4,157	39.6	2,126	20.2	1,119	10.7	486	4.6
I believe that the classroom climate encourages free speech within the classroom.	2,919	27.8	4,560	43.4	1,910	18.2	784	7.5	332	3.2
I believe that the campus climate encourages free speech outside of the classroom.	2,823	26.9	4,357	41.6	2,031	19.4	858	8.2	413	3.9
I have faculty whom I perceive as role models.	3,978	37.8	3,896	37.1	1,832	17.4	597	5.7	207	2.0
I have staff whom I perceive as role models.	3,178	30.3	3,484	33.2	2,769	26.4	818	7.8	249	2.4
I have students whom I perceive as role models.	3,108	29.7	3,848	36.8	2,477	23.7	752	7.2	269	2.6

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	2,047	19.5	3,072	29.3	4,085	39.0	828	7.9	446	4.3
Faculty have taken direct actions to address the needs of at-risk/underserved students.	2,213	21.2	3,467	33.1	3,879	37.1	637	6.1	264	2.5
Students have taken direct actions to address the needs of at-risk/underserved students.	2,256	21.6	3,456	33.1	3,943	37.8	562	5.4	228	2.2

Table B93. Respondents with disabilities only: **As a person who identifies with a disability, have you experienced a barrier in any of the following areas at your campus in the past year? (Question 75)**

	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Facilities						
Athletic and recreational facilities	76	6.6	623	54.3	449	39.1
Campus transportation/parking	160	14.0	607	53.2	373	32.7
Classroom buildings	122	10.6	669	58.4	355	31.0
Classrooms, labs (including computer labs)	139	12.1	667	58.2	340	29.7
College housing	80	7.0	565	49.6	493	43.3
Counseling, health, testing, and disability services	126	11.1	699	61.5	312	27.4
Dining facilities	74	6.5	662	58.2	402	35.3
Doors	48	4.2	707	61.9	387	33.9
Elevators/lifts	58	5.1	696	61.0	387	33.9
Emergency preparedness	46	4.0	695	61.1	396	34.8
Office furniture (e.g., chair, desk)	67	5.9	686	60.4	382	33.7
Other campus buildings	57	5.0	696	61.4	380	33.5
Podium	24	2.1	696	61.4	413	36.5
Restrooms	60	5.3	700	61.7	375	33.0
Signage	32	2.8	707	62.3	396	34.9
Studios/performing arts spaces	30	2.6	663	58.5	441	38.9
Temporary barriers due to construction or maintenance	110	9.6	645	56.6	385	33.8
Walkways, pedestrian paths, crosswalks	88	7.8	667	59.1	374	33.1
Technology/online environment						
Accessible electronic format	71	6.3	734	65.4	317	28.3
Blackboard	67	6.0	744	66.5	308	27.5
Clickers	53	4.7	702	62.6	366	32.6
Computer equipment (e.g., screens, mouse, keyboard)	52	4.6	757	67.5	312	27.8
Electronic forms	54	4.8	756	67.4	312	27.8
Electronic signage	36	3.2	759	67.9	323	28.9
Electronic surveys (including this one)	37	3.3	776	69.3	307	27.4
Kiosks	26	2.3	745	66.5	349	31.2
Library database	47	4.2	751	67.4	316	28.4
Phone/phone equipment	42	3.8	750	67.1	326	29.2
Software (e.g., voice recognition/audiobooks)	59	5.3	741	66.2	320	28.6

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Video/video audio description	55	4.9	737	66.1	323	29.0
Website	58	5.3	743	67.4	301	27.3
Identity						
Electronic databases (e.g., Banner)	50	4.5	759	68.1	306	27.4
Email account	48	4.3	776	69.6	291	26.1
Intake forms (e.g., Health Center)	45	4.0	756	67.8	314	28.2
Learning technology	58	5.2	763	68.5	293	26.3
Surveys	44	4.0	775	70.3	284	25.7
Instructional/campus materials						
Brochures	39	3.5	763	68.3	315	28.2
Food menus	70	6.3	712	63.7	335	30.0
Forms	44	3.9	761	68.3	309	27.7
Journal articles	47	4.2	766	68.6	304	27.2
Library books	44	4.0	766	68.8	303	27.2
Other publications	41	3.7	771	69.1	304	27.2
Syllabi	61	5.5	762	68.3	292	26.2
Textbooks	101	9.1	728	65.4	284	25.5
Video-closed captioning and text description	50	4.5	728	66.0	325	29.5

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 1,200).

Table B94. Respondents who identify as transgender only: **As a person who identifies as transgender, have you experienced a barrier in any of the following areas at your campus in the past year? (Question 77)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	2	40.0	1	20.0	2	40.0
Campus transportation/parking	0	0.0	2	40.0	3	60.0
Changing rooms/locker rooms	2	40.0	1	20.0	2	40.0
College housing (including Greek houses, apartments)	2	33.3	0	0.0	4	66.7
Counseling, health, testing, and disability services	1	16.7	2	33.3	3	50.0
Dining facilities	1	16.7	1	16.7	4	66.7
Other campus buildings	1	16.7	3	50.0	2	33.3
Restrooms	3	50.0	1	16.7	2	33.3
Studios/performing arts spaces	0	0.0	3	60.0	2	40.0
Identity accuracy						
Blackboard	2	33.3	2	33.3	2	33.3
College ID card	2	33.3	2	33.3	2	33.3
Electronic databases (e.g., Banner)	2	33.3	2	33.3	2	33.3
Email account	2	33.3	2	33.3	2	33.3
Intake forms (e.g., Health Center)	2	33.3	2	33.3	2	33.3
Learning technology	2	33.3	1	16.7	3	50.0
Surveys	3	60.0	1	20.0	1	20.0
Instructional/campus materials						
Forms	3	50.0	1	16.7	2	33.3
Syllabi	3	50.0	1	16.7	2	33.3

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 39 and did not indicate that they have a disability (*n* = 7).

Table B95. **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at your campus. (Question 79)**

Institutional initiatives	If this initiative available at your campus								If this initiative NOT available at your campus							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for students	5,727	75.7	1,511	20.0	327	4.3	7,565	77.8	1,587	73.5	439	20.3	134	6.2	2,160	22.2
Providing diversity and equity training for staff	6,083	78.2	1,430	18.4	264	3.4	7,777	80.6	1,465	78.3	307	16.4	100	5.3	1,872	19.4
Providing diversity and equity training for faculty	6,070	78.5	1,395	18.0	265	3.4	7,730	80.9	1,440	78.9	285	15.6	101	5.5	1,826	19.1
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs)	5,821	78.2	1,379	18.5	240	3.2	7,440	77.7	1,725	80.6	289	13.5	126	5.9	2,140	22.3
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs)	5,670	76.8	1,423	19.3	291	3.9	7,384	77.2	1,633	75.0	388	17.8	155	7.1	2,176	22.8
Increasing opportunities for cross-cultural dialogue among students	5,890	79.2	1,382	18.6	161	2.2	7,433	77.7	1,770	83.0	289	13.6	73	3.4	2,132	22.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	5,776	79.0	1,372	18.8	160	2.2	7,308	76.5	1,888	84.1	290	12.9	67	3.0	2,245	23.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	5,413	74.7	1,484	20.5	351	4.8	7,248	76.1	1,734	76.2	396	17.4	145	6.4	2,275	23.9
Providing effective faculty mentorship of students	6,669	85.5	1,033	13.2	98	1.3	7,800	81.6	1,520	86.7	160	9.1	74	4.2	1,754	18.4

	If this initiative available at your campus								If this initiative NOT available at your campus							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Table B95 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective academic advising	7,246	87.3	953	11.5	105	1.3	8,304	87.1	1,038	84.3	112	9.1	81	6.6	1,231	12.9
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants)	5,872	77.0	1,487	19.5	264	3.5	7,623	80.0	1,482	77.7	319	16.7	107	5.6	1,908	20.0
Providing affordable childcare	4,387	74.6	1,375	23.4	120	2.0	5,882	61.7	3,099	84.8	447	12.2	107	2.9	3,653	38.3
Providing adequate childcare resources	4,463	75.2	1,343	22.6	129	2.2	5,935	62.4	3,061	85.6	412	11.5	104	2.9	3,577	37.6
Providing support/resources for spouse/partner employment	4,563	74.8	1,413	23.2	123	2.0	6,099	64.1	2,772	81.1	562	16.4	84	2.5	3,418	35.9
Providing adequate social space	6,292	82.5	1,194	15.7	138	1.8	7,624	79.9	1,582	82.3	253	13.2	88	4.6	1,923	20.1

Table B96. University of Tennessee Martin Students Only: **Please indicate the extent to which you agree with each of the following statements regarding your experiences at UT Martin: (Question 85)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend the UT Martin campus to friends and family interested in attending college	1,192	68.9	386	22.3	103	6.0	30	1.7	20	1.2
My perception of UT Martin has improved since I enrolled.	1,009	58.8	356	20.7	230	13.4	89	5.2	33	1.9
A Multicultural Center on the UT Martin campus would foster diversity and inclusion.	830	48.5	390	22.8	388	22.7	53	3.1	51	3.0

Note: Table includes answers only from those respondents who attend University of Tennessee Martin (*n* = 1,782).

Table B97. University of Tennessee Knoxville Students Only: **Are you enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM)? (Question 86)**

Enrolled	*n*	%
No	3,869	86.1
Yes	626	13.9

Note: Table includes answers only from those respondents who attend University of Tennessee Knoxville (*n* = 4,747).

Table B98. University of Tennessee Knoxville Students Only: **The College of Agricultural Sciences and Natural Resources (CASNR) and the College of Veterinary Medicine (CVM) are part of both the University of Tennessee, Knoxville (your campus) and the University of Tennessee Institute of Agriculture (UTIA). Staff and faculty of the UTIA include persons appointed by UT Extension and AgResearch as well as CASNR and CVM, and facilities are managed somewhat differently than your campus. Please indicate the extent to which you agree with each of the following statements regarding your experiences within CASNR or CVM. (Question 87)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The application and admissions process supports a welcoming and inclusive environment.	338	56.2	192	31.9	52	8.7	16	2.7	3	0.5
Staff create a climate that is welcoming and inclusive.	350	58.6	190	31.8	45	7.5	11	1.8	1	0.2
Faculty create a climate that is welcoming and inclusive.	349	58.7	186	31.3	43	7.2	15	2.5	2	0.3
The facilities (e.g., teaching hospital, lecture halls, restrooms) of UTIA (CASNR & CVM) promote a welcoming and accommodating environment.	303	51.1	196	33.1	59	9.9	26	4.4	9	1.5
During experiential learning activities (e.g., study abroad, clinical visits, internships) you will engage with the public-at-large. UT provides experiences that promote a welcoming and inclusive environment.	311	52.1	184	30.8	86	14.4	11	1.8	5	0.8

Note: Table includes answers only from those respondents who indicated that they are enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM) in Question 86 (*n* = 626).