



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Tennessee Health Science Center

Campus Climate Research Study

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Rankin & Associates, Consulting

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Introduction

History of the Project

The University of Tennessee Health Science Center (UTHSC) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. 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.

UTHSC also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UTHSC's mission statement, “The mission of the University of Tennessee Health Science Center is to bring the benefits of the health sciences to the achievement and maintenance of human health, with a focus on the citizens of Tennessee and the region, by pursuing an integrated program of education, research, clinical care, and public service.”¹ To better understand the 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, UTHSC conducted a comprehensive survey of all students to develop a better understanding of the learning, living, and working environment on campus.

In June 2016, members of the University of Tennessee and UTHSC formed the Systemwide Climate Study Team (SCST) and the Local Climate Study Team (LCST). The SCST and LCST were composed of primarily of institutional administrators. Ultimately, the University of Tennessee system contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “MyCampus Student Experience Survey.” Data gathered via reviews of relevant UTC literature, and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at a community forum.

¹<https://www.uthsc.edu/about/mission.php>

Project Design and Campus Involvement

The conceptual model used by Rankin and Associates as the foundation for UTHSC's 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. UTHSC's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

The Systemwide Climate Study Team (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 develop a survey instrument for UTHSC that would reveal the various dimensions of power and privilege that shape the campus experience. The final UTHSC 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, 1,023 people completed the survey. In the end, UTHSC'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 at UTHSC.

UTHSC Participants

UTHSC community members completed 1,023 surveys for an overall response rate of 37%. Only surveys that were at least 50% completed were included in the final data set for analyses²: Seven percent ($n = 76$) of the sample were Undergraduate Students and 93% ($n = 947$) of the sample were Graduate/Professional Students. Table 1 provides a summary of selected

²Twenty-one surveys were removed because they did not complete at least 50% of the survey. Any additional responses ($n = 3$) were removed because they were judged to have been problematic (i.e., duplicate responses or the respondent did not complete the survey in good faith).

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.³

Table 1. UTHSC Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate student	76	7.4
	Graduate/professional student	947	92.6
Gender identity	Woman	620	60.6
	Man	397	38.8
Racial/ethnic identity	Alaska Native	0	0.0
	American Indian/Native	< 5	---
	Asian/Asian American	115	11.2
	Black/African American	69	6.7
	Hispanic/Latin@/Chican@	33	3.2
	Middle Eastern/Southwest Asian	0	0.0
	Native Hawaiian	0	0.0
	Pacific Islander	< 5	---
	White/European American	780	76.2
Sexual identity	Heterosexual	944	92.3
	LGBQ	53	5.2
Citizenship status	U.S. citizen	970	94.8
	Non-U.S. citizen	51	4.9
Disability status	Single Disability	56	5.5
	No Disability	948	92.7
	Multiple Disabilities	17	1.7
Religious/spiritual identity	Christian Religious/Spiritual Identity	712	69.6
	Other Religious/Spiritual Identity	78	7.6
	No Religious/Spiritual Identity	180	17.6
	Multiple Religious/Spiritual Identities	22	2.2

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

³The total *n* for each demographic characteristic may differ because of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at UTHSC

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.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 87% ($n = 887$) of Student respondents were “very comfortable” or “comfortable” with the climate at UTHSC.
- 82% ($n = 834$) of Student respondents were “very comfortable” or “comfortable” with the climate in their academic departments.
- 83% ($n = 853$) of Student 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.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

All Student respondents

- 85% ($n = 843$) of Student respondents had faculty whom they perceived as role models and 76% ($n = 758$) had other students whom they perceived as role models.
- 82% ($n = 821$) of Student respondents felt valued by other students in the classroom and 76% ($n = 752$) felt valued by other students outside of the classroom.
- 78% ($n = 782$) of Student respondents felt valued by faculty in the classroom.
- 76% ($n = 761$) of Student respondents felt valued by UTHSC faculty and 73% ($n = 733$) felt valued by campus staff.

⁴Rankin & Reason, 2008, p. 264

⁵Pascarella & Terenzini, 2005

⁶Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Graduate/Professional Student respondents

- 91% ($n = 918$) of Graduate/Professional Student respondents felt they had adequate access to their advisors.
- 91% ($n = 923$) of Graduate/Professional Student respondents thought that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner.
- 83% ($n = 845$) of Graduate/Professional Student respondents were satisfied with the quality of advising they have received from their departments.

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 these scales revealed:

- A significant difference existed in the overall test for means for Students by racial identity, sexual identity, disability status, first-generation status, income status, and citizenship status on *Perceived Academic Success*.
 - These findings suggest that Graduate/Professional Student respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have a single disability. They also suggest that Graduate/Professional Student respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have no disabilities.
 - Subsequent analyses of Sexual Identity on *Perceived Academic Success* for Students were significant for one comparison—LGBQ vs. Heterosexual. These findings suggest that LGBQ Graduate/Professional Student respondents have lower *Perceived Academic Success* than Heterosexual Graduate/Professional Student respondents.
 - Subsequent analyses of Income Status on *Perceived Academic Success* for Students were significant for one comparison—Low-Income vs. Not-Low-Income. These findings suggest that Low-Income Graduate/Professional Student respondents have lower *Perceived*

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.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 10% ($n = 106$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹
 - 23% ($n = 24$) noted that the conduct was based on their academic performance, 21% ($n = 22$) felt that it was based on their gender/gender identity, 19% ($n = 20$) felt that it was based on their age, and 16% ($n = 17$) felt that it was based on their ethnicity.
 - Differences emerged based on gender/gender identity and racial/ethnicity identity:
 - By gender identity, though not statistically significant, a higher percentage of Women respondents (11%, $n = 69$) than Men respondents (8%, $n = 31$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
 - 28% percent ($n = 19$) of Women respondents and less than five Men respondents who indicated that they had experienced exclusionary, intimidating, offensive,

⁷Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

⁸Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

⁹The 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).

- By racial/ethnicity identity, Black/African American (13%, $n = 8$), Multiracial Respondents (15%, $n = 6$), and Other Respondents of Color (21%, $n = 8$) were more likely than White/European American respondents (9%, $n = 70$), Asian/Asian American (7%, $n = 7$) to indicate that they had experienced this conduct.
 - Of those respondents who noted that they had experienced this conduct, 63% ($n = 5$) of Black/African American and less than five respondents each in other racial/ethnicity identity groups thought that the conduct was based on their race/ethnicity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UTHSC. Thirty-four respondents contributed comments regarding these personal experiences. Three themes emerged from their narratives: Concerns about faculty, discrimination, and fear of reporting/retaliation. Respondents shared examples of experiences with faculty that interfered with their ability to work, learn, or live at UTHSC. This included comments made to and about students by faculty and retaliatory behavior by faculty. In regard to, discrimination, respondents told of experiences of ill-treatment of people of certain races/ethnicities and derogatory comments made about minority groups. Many respondents felt that reporting issues related to harassment or exclusionary conduct were not effectively addressed or ignored, and/or would result in retaliation as a result of lack of confidentiality and mistrust of the process.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, academic department 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).¹⁰

Several groups at UTHSC indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- By gender identity: Men respondents (38%) were more “very comfortable” than Women respondents (32%) with the overall climate at UTHSC. Men respondents (40%) were more “very comfortable” than Women respondents (34%) with the climate in their academic departments. Men respondents (39%) were more “very comfortable” than Women respondents (33%) with the climate in their classes.
- By racial identity: White respondents (35%) were more “very comfortable” than other racial groups (31%) with the overall climate at UTHSC. White respondents (39%) were more “very comfortable” than other racial groups (28%) with the climate in their academic departments. White respondents (38%) were more “very comfortable” than other racial groups (29%) with the climate in their classes.
- By sexual identity: Heterosexual respondents (35%) were more “very comfortable” than LGBTQ respondents (16%) with the overall climate at UTHSC. Heterosexual respondents (37%) were more “very comfortable” than LGBTQ respondents (27%) with the climate in their academic departments. Heterosexual respondents (36%) were more “very comfortable” than LGBTQ respondents (20%) with the climate in their classes.
- By disability status: Respondents with No Disability (34%) were more “very comfortable” than respondents with a Single Disability or Multiple Disabilities (32%) with the overall climate at UTHSC. Respondents with No Disability (47%) were more “comfortable” than respondents with a Single Disability or Multiple Disabilities (32%) with the climate in their academic departments. Respondents with No Disability (36%) were more “very comfortable” than respondents with a Single Disability or Multiple Disabilities (30%) with the climate in their classes.

¹⁰Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

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, influencing 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 UTHSC survey requested information regarding sexual assault.

- 2% ($n = 23$) of respondents indicated that they had an unwanted sexual experience while at UTHSC.
 - 1% ($n = 8$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UTHSC community.
 - Less than five respondents experienced stalking (e.g., physical following, on social media, texting, phone calls) while a member of the UTHSC community.
 - 1% ($n = 14$) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UTHSC community.
- Graduate/Professional Student respondents, Women respondents, LGBTQ respondents, and respondents with a disability more often reported unwanted sexual experiences than their majority counterparts.
- UTHSC students, strangers, and current or former dating/intimate partners were identified as sources of unwanted sexual experiences.
- The majority of respondents did not report the unwanted sexual experience.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual experiences. Two themes emerged among UTHSC's respondents. The primary rationale cited for not reporting these incidents was an expectation of negative consequences associated with a report. The second most common theme for not reporting unwanted sexual conduct, was respondents not knowing the conduct was reportable.

Conclusion

UTHSC's climate findings¹¹ were consistent with, and at times more positive than, those found in higher education institutions across the country based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A larger percentage (86%) of UTHSC respondents indicated that they were “very comfortable” or “comfortable” with the climate at UTHSC. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UTHSC, a smaller percentage of respondents (10%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

UTHSC's climate assessment report provides baseline data on diversity and inclusion, and addresses UTHSC's mission and goals. While the findings may guide decision-making in regard to policies and practices at UTHSC, 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 UTHSC community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. UTHSC, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹¹Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹²Rankin & Associates Consulting, 2015

¹³Guiffreda, 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

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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 & Hersberger, 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 substantiates 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, income 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 UTHSC 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 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, 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). Very recently, the website, thedemands.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 towards equity and inclusion. The call to action to be resilient and authentic when working towards 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.

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.”¹⁵ 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 survey questions were constructed based on the results of the work of Rankin (2003), and with the assistance of the Systemwide Climate Study Team (SCST). The Systemwide Climate Study Team reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the UTHSC population. The final UTHSC campus-wide survey contained 84 questions,¹⁶ 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 UTHSC’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was exclusively available online.

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

¹⁵Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

¹⁶To 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.

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 UTHSC 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.¹⁷ Actual percentages¹⁸ 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.

¹⁷Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁸Actual percentages were derived using the total number of survey respondents.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table, but does 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.

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 two percent (2.2%) 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.¹⁹ 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

¹⁹ 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 0.876 (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 0.785 (Table 2).

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

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at UTHSC.
	I am satisfied with the extent of my intellectual development since enrolling at UTHSC.
	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 UTHSC.

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 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, Transspectrum)
- Racial identity (Asian/Asian American, Black/African American, Multiracial Respondents, Other People of Color²⁰, White/European American)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

²⁰ Per the Local Campus Study Team, the Other People of Color category included respondents who identified as American Indian/Native, Alaska Native, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American and Black/African American are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

When there were only two categories for the specified demographic variable (e.g., income status) 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 were 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 η^2 and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at UTHSC, 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 reviewed²¹ 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.

²¹Any 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 UTHSC's 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 at UTHSC.

Description of the Sample²²

One thousand twenty-three surveys were returned for a 37% overall response rate. The sample and population figures, chi-square analyses,²³ 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 UTHSC.

- Men were significantly underrepresented in the sample. Women were significantly overrepresented in the sample.
- Asian/Asian Americans, Black/African Americans, Hispanic/Latin@/Chican@s, and individuals whose racial/ethnic identity was categorized as Missing/Unknown/Other were significantly underrepresented in the sample. American Indian/Natives, Multiracial individuals, and White/European Americans were significantly overrepresented in the sample.

²²All frequency tables are provided in Appendix B.

²³Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UTHSC.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender identity ^a	Woman	1,614	57.8	618	60.4	38.3
	Man	1,180	42.2	397	38.8	33.6
	Transgender	ND*	ND	< 5	---	N/A
	Missing/Unknown/Other	ND	ND	7	0.7	N/A
Racial/ethnic identity ^b	Alaska Native	ND	ND	ND	ND	N/A
	American Indian/Native	< 5	---	< 5	---	50.0
	Asian/Asian American	344	12.3	103	10.1	29.9
	Black/African American	303	10.8	62	6.1	20.5
	Hispanic/Latin@/Chican@	76	2.7	18	1.8	23.7
	Middle Eastern/Southwest Asian	ND	ND	19	1.9	N/A
	Multiracial	21	0.8	40	3.9	> 100.0
	Native Hawaiian	ND	ND	ND	ND	N/A
	Pacific Islander	ND	ND	ND	ND	N/A
	White/European American	1,927	69.0	746	72.9	38.7
	Missing/Unknown/Other	119	4.3	33	3.2	27.7
Position status ^c	Undergraduate Student	203	7.3	76	7.4	37.4
	Graduate/Professional Student	2,591	92.7	947	92.6	36.5
Citizenship status ^d	A Visa Holder (such as F-1, J-1, H1-B, and U)	63	2.3	23	2.2	36.5
	Currently Under a Withholding of Removal Status	ND	ND	ND	ND	N/A
	DACA (Deferred Action for Childhood Arrival)	ND	ND	< 5	---	N/A
	DAPA (Deferred Action for Parental Accountability)	ND	ND	ND	ND	N/A
	Other Legally Documented Status	ND	ND	ND	ND	N/A
	Permanent Resident	51	1.8	26	2.5	51.0
	Refugee Status	ND	ND	ND	ND	N/A
	Undocumented Resident	ND	ND	ND	ND	N/A
	U.S. Citizen, Birth	2,680	95.9	900	88.0	33.6
	U.S. Citizen, Naturalized	ND	ND	70	6.8	N/A
	Missing/Unknown/Other	ND	ND	< 5	---	N/A

*ND: No Data Available

^a $\chi^2 (1, N = 2,794) = 3.97, p < .05$

^b $\chi^2 (6, N = 2,794) = 161.06, p < .001$

^c $\chi^2 (1, N = 2,794) = 0.03, p = n.s.$

^d $\chi^2 (2, N = 2,794) = 4.83, p = n.s.$

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 UTHSC’s LCST 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 LCST 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.²⁴ 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 coefficients²⁵ are provided in Table 4.

²⁴Internal 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).

²⁵Pearson 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. In other words, a relationship existed between all selected pairs of responses.

A moderate relationship (between .61 and .70) existed for all five pairs of variables: between Positive for People of Color and Not Racist, between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic, between Positive for Transgender People and Not Transphobic, between Positive for Women and Not Sexist, between Positive for People of Low-Income status and Not Classist (income 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 (Socio- economic Status)	Disability Friendly (Not Ableist)
Positive for People of Color	.643*					
Positive for People Who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender		.664*				
Positive for People Who Identify as Transgender			.697*			
Positive for Women				.609*		
Positive for People of Low- Income status					.675*	
Positive for People with Disabilities						.644*

* $p < 0.01$

Note: A correlation of 0.5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics²⁶

For the purposes of several analyses, demographic responses were collapsed into categories established by the LCST 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 less than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, and Graduate/Professional Student respondents.²⁷ Of all respondents, 7% ($n = 76$) were Undergraduate Student respondents and 93% ($n = 947$) were Graduate/Professional Student respondents (Figure 1). Ninety-six percent ($n = 947$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 97% ($n = 73$) of Undergraduate Student respondents and 96% ($n = 874$) of Graduate/Professional Student respondents were full-time in their primary positions. Ten percent ($n = 104$) of respondents were exclusively online students. Subsequent analyses indicated that 7% ($n = 5$) of Undergraduate Student respondents and 11% ($n = 99$) of Graduate/Professional Student respondents were exclusively online students.

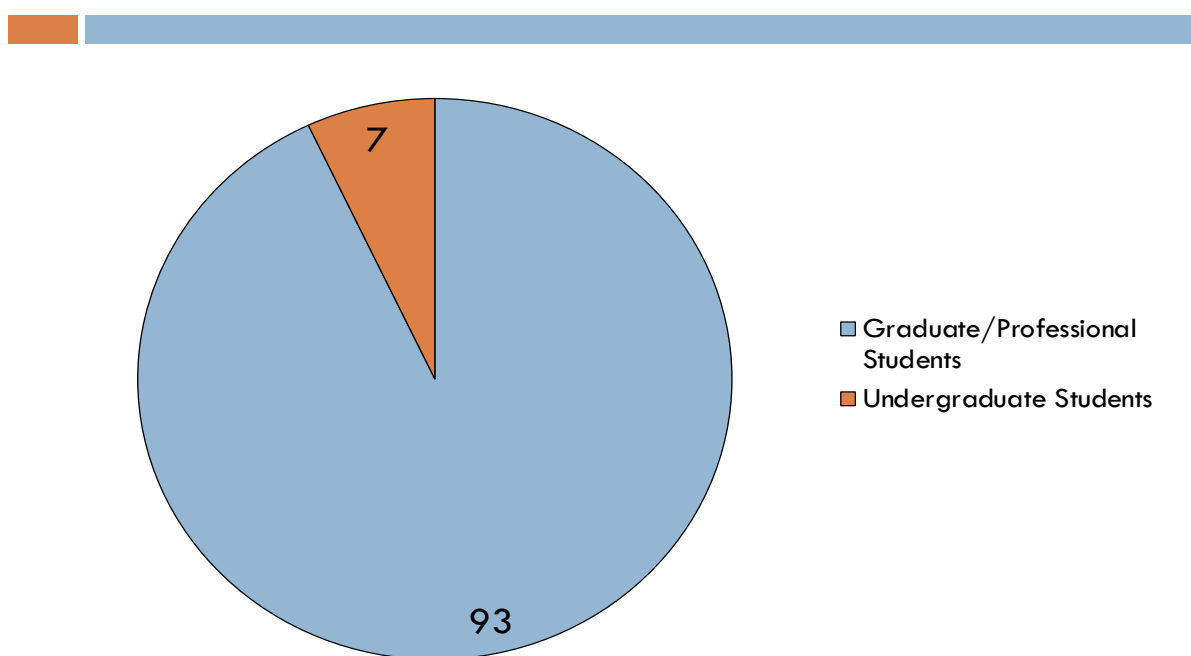


Figure 1. Respondents' Collapsed Position Status (%)

²⁶All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁷Collapsed position status variables were determined by The Systemwide Climate Study Team.

More than half of the sample (61%, $n = 620$) were Women and 39% ($n = 397$) were Men.²⁸ Less than five respondents identified as Transgender.²⁹ Less than five respondents marked “a gender not listed here” and offered identities such as “designated male (intersex)” and “genderqueer.”

The LCST decided to collapse Transgender, Genderqueer, and “gender not listed here” into the “Transspectrum” category ($< 1\%$, $n = 5$). The committee also agreed not to include the Transspectrum category in analyses to maintain the confidentiality of those respondents.

More Women Student respondents (60%, $n = 618$) than Men Student respondents (39%, $n = 397$) completed the survey. Figure 2 illustrates that a greater percentage of Graduate/Professional Student respondents identified as women (59%, $n = 555$) than identified as men (41%, $n = 384$). A greater percentage of Undergraduate Student respondents identified as women (83%, $n = 63$) than identified as men (17%, $n = 13$).

²⁸The majority of respondents identified their birth sex as female (61%, $n = 620$), while 39% ($n = 397$) of respondents identified as male and none identified as intersex. Additionally, 60% ($n = 609$) identified their gender expression as feminine, 37% ($n = 381$) as masculine, 1% ($n = 11$) as androgynous, and 1% ($n = 8$) as “a gender not listed here.”

²⁹Self-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. Because transgender respondents numbered less than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

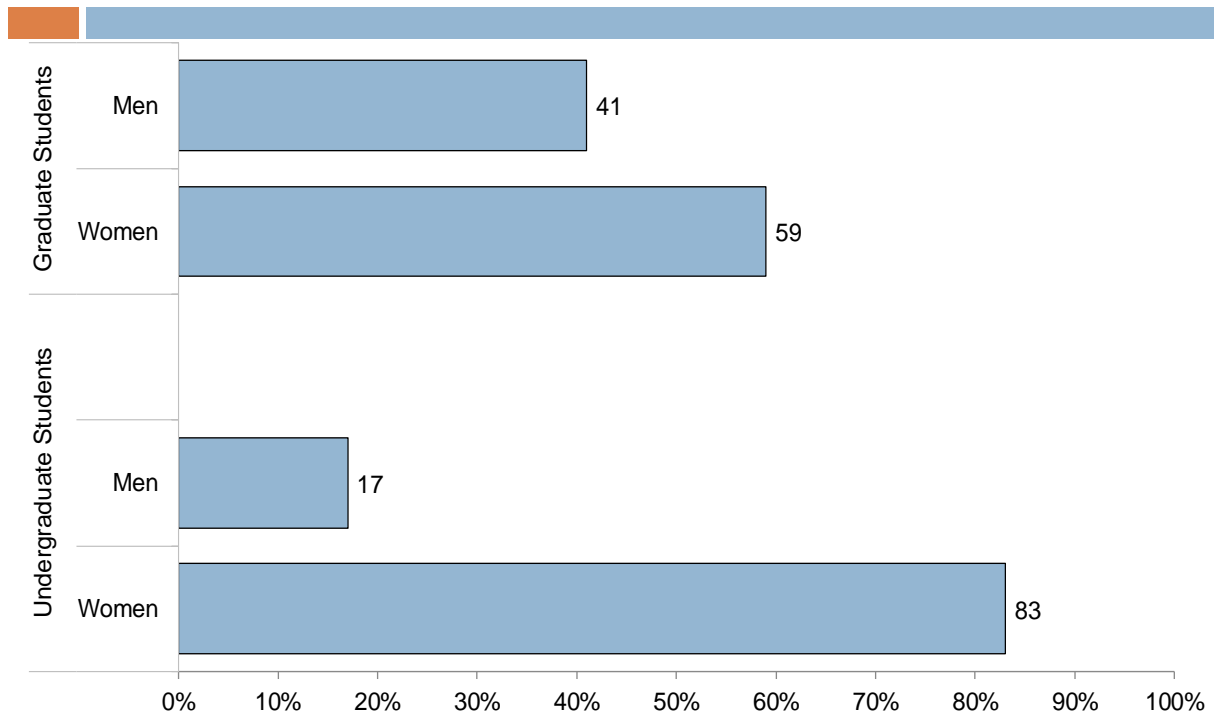
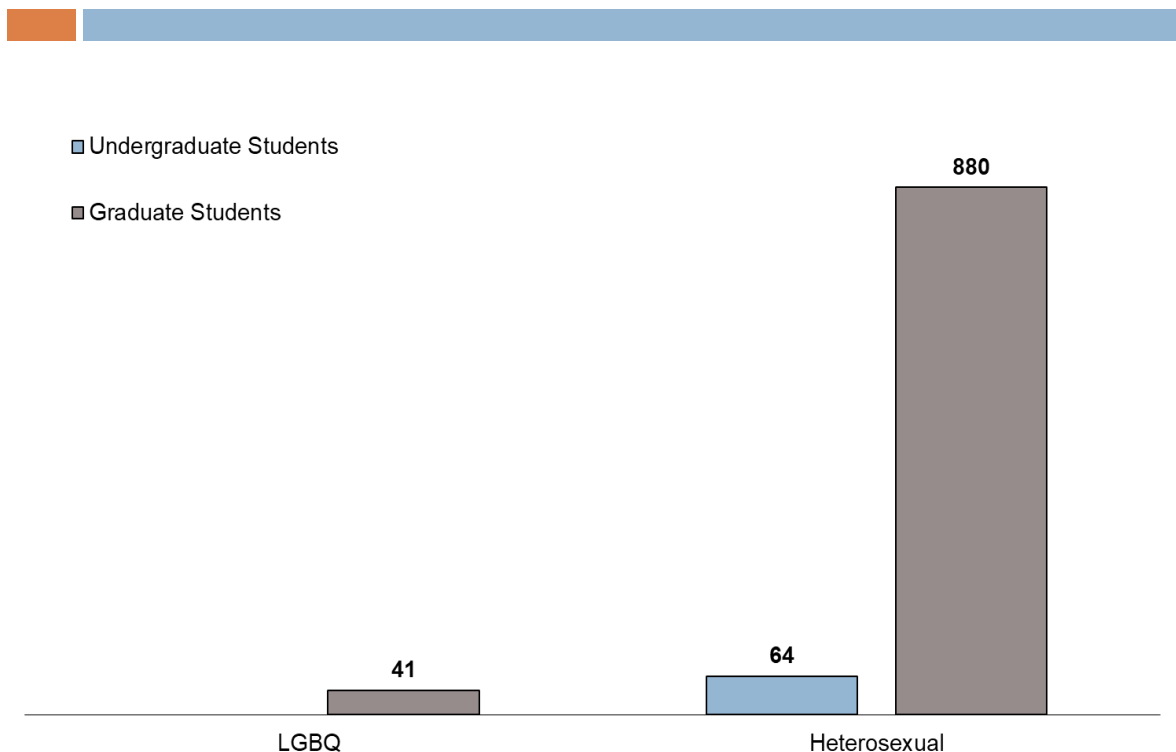


Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents identified as Heterosexual³⁰ (95%, $n = 944$) and 5% ($n = 45$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning). Ninety-four percent ($n = 64$) of Undergraduate Student respondents identified as Heterosexual, and less than five identified as LGBQ. Ninety-six percent ($n = 880$) of Graduate/Professional Student respondents identified as Heterosexual, and 5% ($n = 41$) identified as LGBQ (Figure 3).

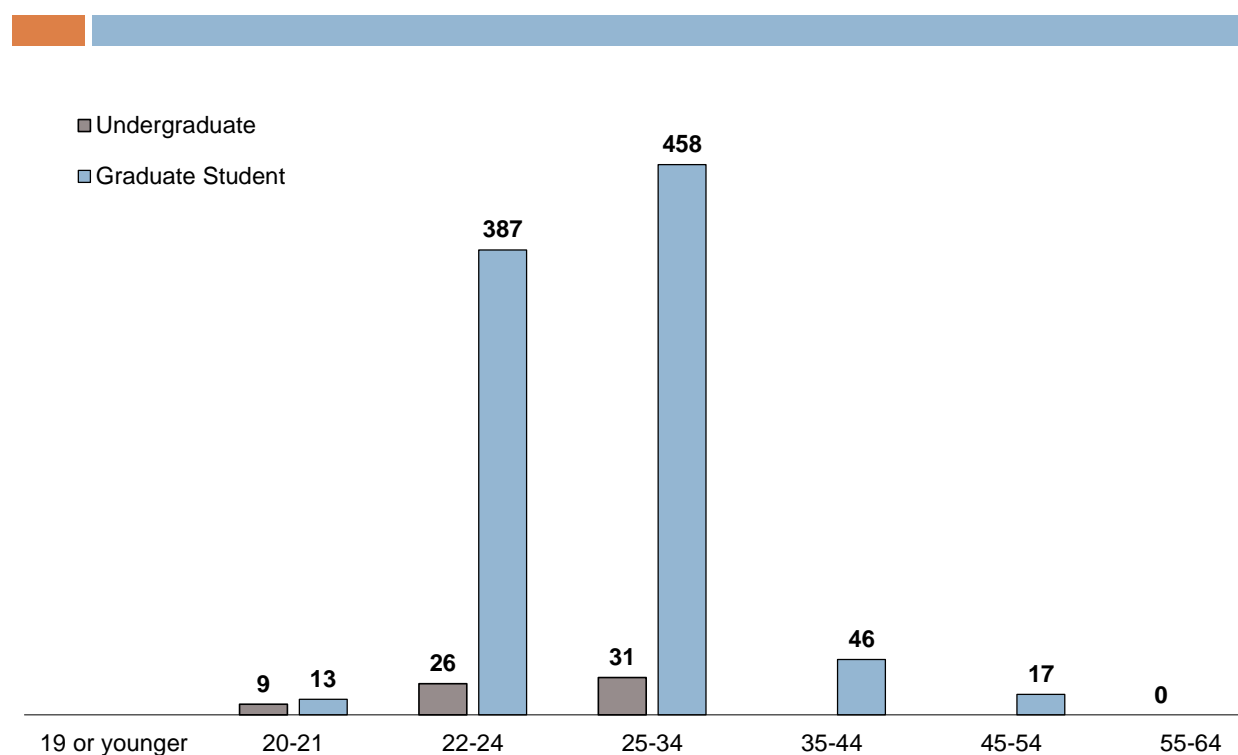


Note: Responses with $n < 5$ are not presented in the figure.

Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁰Respondents 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,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

Of responding Undergraduate Students, less than five were 19 years old or younger, 12% ($n = 9$) were between 20 and 21 years old, 35% ($n = 26$) were between 22 and 24 years old, 42% ($n = 31$) were between 25 and 34 years old, less than five were between 35 and 44 years old, and less than five were between 45 and 54 years old. Of responding Graduate Students, 2% ($n = 13$) were between 20 and 21 years old, 42% ($n = 387$) were between 22 and 24 years old, 50% ($n = 458$) were between 25 and 34 years old, 5% ($n = 46$) were between 35 and 44 years old, 2% ($n = 17$) were between 45 and 54 years old, and less than five were between 55 and 64 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, 76% ($n = 780$) of the respondents identified as White/European American (Figure 5). Eleven percent ($n = 115$) of respondents identified as Asian/Asian American, 7% ($n = 69$) identified as Black/African American, 3% ($n = 33$) identified as Hispanic/Latin@/Chican@, less than five identified as Pacific Islander, and less than five identified as American Indian/Native. Some individuals marked the response category “a racial/ethnic identity not listed here” and typed, “Mixed/Indian American,” “Indian/Southeast Asian,” “Indian,” “Jewish,” “French Cajun,” or identified with a specific country.

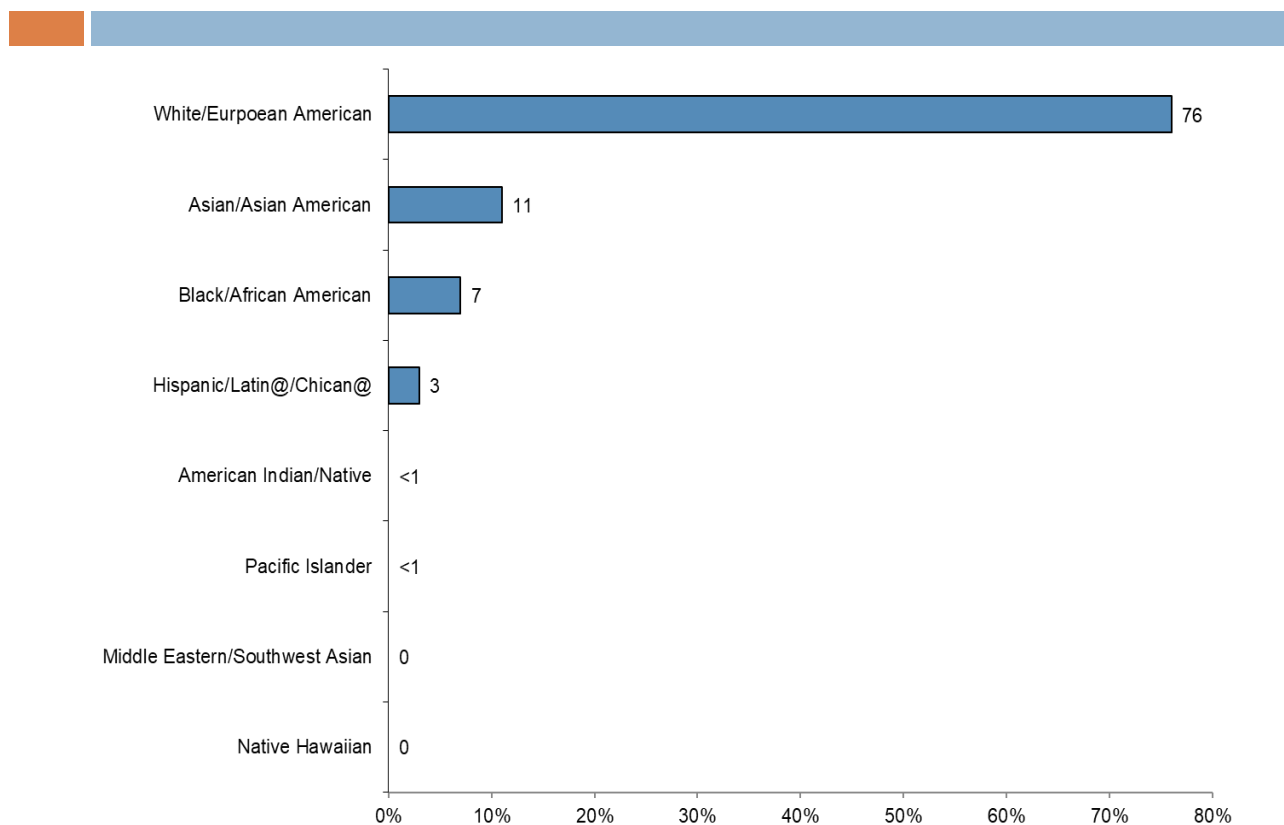


Figure 5. Respondents by Racial/Ethnic Identity (%), Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³¹ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the LCST created five racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (75%, $n = 746$) as their identity (Figure 6). Other respondents identified as Multiracial³² (4%, $n = 40$), Asian/Asian American (10%, $n = 103$), Black/African American (6%, $n = 62$), and Other People of Color³³ (15%, $n = 142$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Missing/Unknown/Other (3%, $n = 33$).

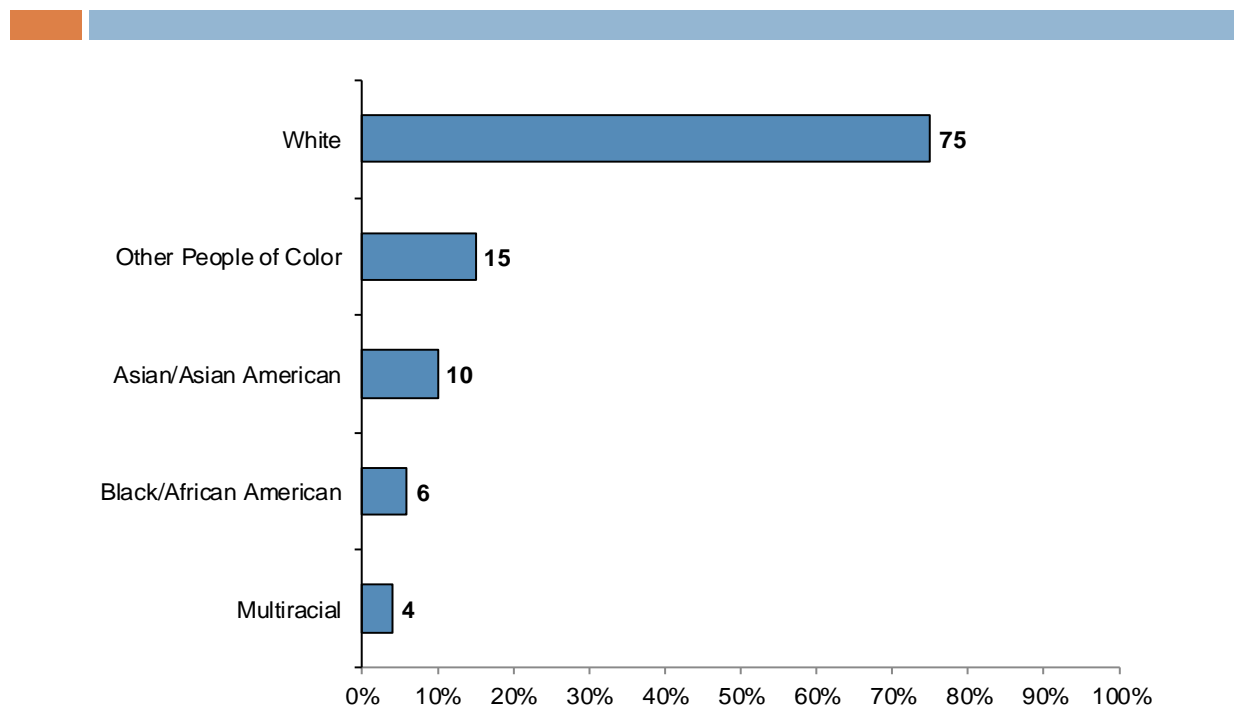


Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

³¹While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) 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 because of the small numbers of respondents in the individual categories.

³²Per the Local Campus Study Team, respondents who identified as more than one racial identity were recoded as Multiracial.

³³Per the Local Campus Study Team, the Other People of Color category included respondents who identified as American Indian/Native, Alaska Native, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American and Black/African American are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Seventy-two percent ($n = 712$) of respondents identified as having a Christian Religious/Spiritual Identity (Figure 7). Eighteen percent ($n = 181$) of respondents reported No Religious/Spiritual Identity. Eight percent ($n = 78$) of respondents identified as Other Religious/Spiritual Identity and 2% ($n = 22$) of respondents chose Multiple Religious/Spiritual Identities.

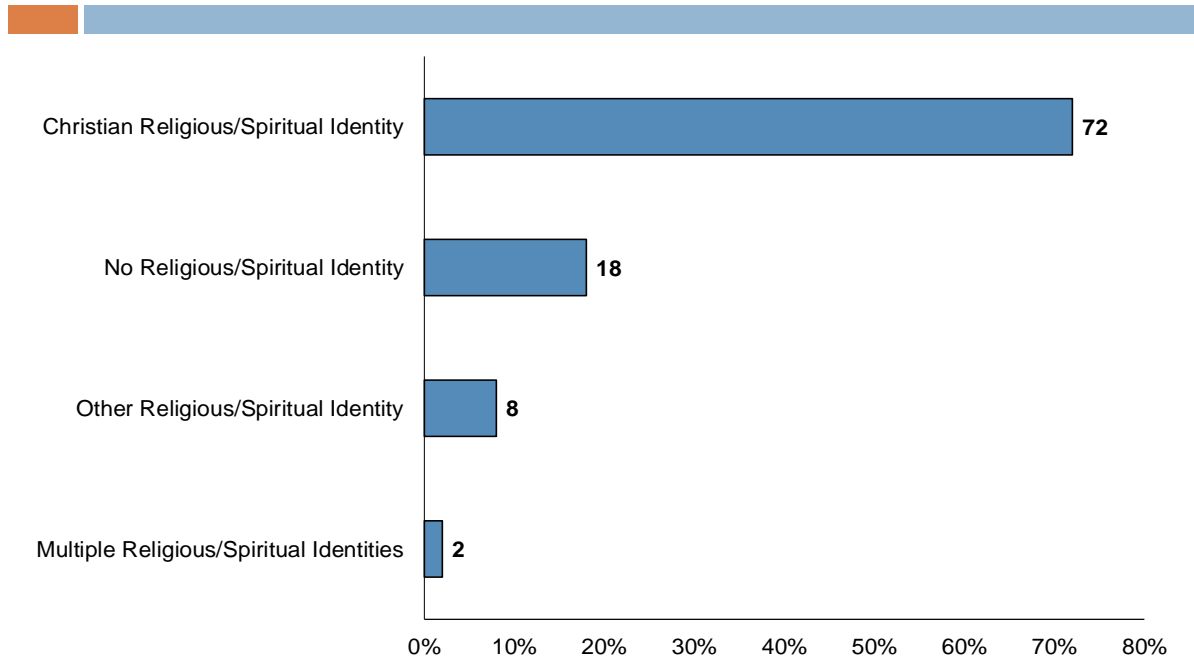


Figure 7. Respondents by Religious/Spiritual Identity (%)

Eighty-nine percent ($n = 903$) of Student respondents had no dependent care responsibilities.

Eighty-one percent ($n = 61$) of Undergraduate Student respondents and 90% ($n = 842$) of Graduate/Professional Student respondents had no dependent care responsibilities (Figure 8).

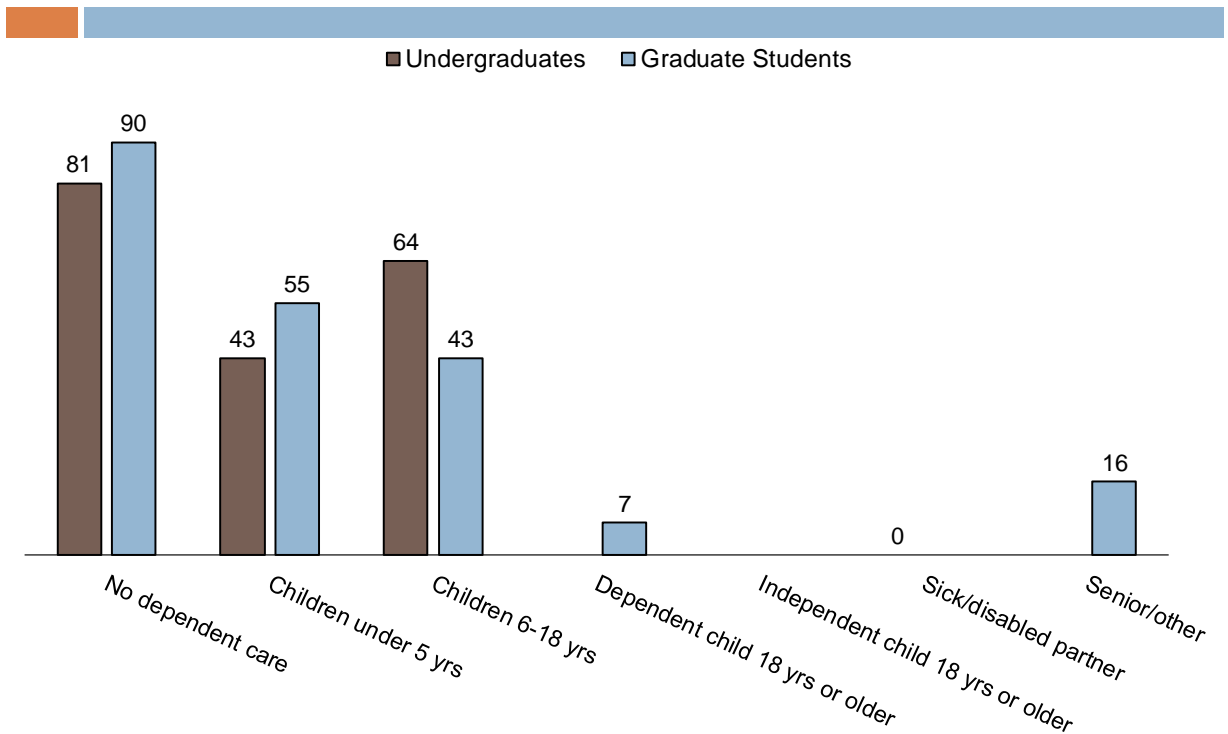


Figure 8. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Seven percent ($n = 73$) of respondents had conditions that substantially influenced learning, working, or living activities. Sixty-three percent ($n = 46$) of respondents identified as having an attention deficit/hyperactivity disorder, 33% ($n = 24$) identified as having a mental health/psychological conditions, and 15% ($n = 11$) identified as having a chronic health diagnoses or medical conditions (Table 5).

Table 5. Respondents’ Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Acquired/traumatic brain injury	< 5	---
Asperger's/autism spectrum	< 5	---
Attention deficit/hyperactivity disorder	46	63.0
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	11	15.1
Hard of hearing or deaf	< 5	---
Cognitive/language-based	0	0.0
Learning disability	8	11.0
Low vision or blind	< 5	---
Mental health/psychological condition (e.g., anxiety, depression)	24	32.9
Physical/mobility condition that affects walking	0	0.0
Physical/mobility condition that does not affect walking	0	0.0
Speech/communication condition	< 5	---
A disability/condition not listed here	0	0.0

Note: Percentages may not sum to 100% because of multiple response choices.

Forty percent ($n = 29$) of respondents who indicated that they had conditions that substantially influenced learning, working, or living activities were registered with the Office of Student Academic Support & Inclusion.

Table 6 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.?” For the purposes of analyses, the LCST created two citizenship categories:³⁴88% ($n = 900$) of respondents indicated they were U.S. Citizens and 10% ($n = 119$) indicated they were Non-U.S. Citizens/Naturalized.

³⁴For 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, and U visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 6. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	23	2.2
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	< 5	---
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Permanent resident	26	2.5
Refugee status	0	0.0
Undocumented resident	0	0.0
U.S. citizen, birth	900	88.0
U.S. citizen, naturalized	70	6.8

Ninety percent ($n = 924$) of respondents indicated that only English was spoken in their homes. Eight percent ($n = 85$) of respondents indicated that a language other than English was spoken in their homes.

Additional analyses revealed that 97% ($n = 982$) of respondents indicated they had never served in the military and 3% ($n = 34$) of respondents indicated they were formerly active military.

Table 7 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 11% ($n = 109$) of Student respondents were first-generation students.³⁵

Table 7. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	10	1.0	14	1.4
Some high school	28	2.7	29	2.8
Completed high school/GED	133	13.0	131	12.8
Some college	109	10.7	117	11.4

³⁵With the Systemwide Climate Study Team’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED.

Table 7. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
Business/technical certificate/degree	29	2.8	42	4.1
Associate’s degree	49	4.8	52	5.1
Bachelor’s degree	272	26.6	343	33.5
Some graduate work	16	1.6	26	2.5
Master’s degree (e.g., MA, MS, MBA)	163	15.9	152	14.9
Specialist degree (e.g., EdS)	7	0.7	< 5	---
Doctoral degree (e.g., PhD, EdD)	61	6.0	18	1.8
Professional degree (e.g., MD, JD)	137	13.4	68	6.6
Unknown	< 5	---	7	0.7
Not applicable	< 5	---	17	1.7

As indicated in Table 8, 29% ($n = 22$) of Undergraduate Student respondents indicated they have attended UTHSC for less than one semester, 22% ($n = 17$) indicated they have attended for two semesters, 16% ($n = 12$) indicated they have attended for four semesters, 12% ($n = 9$) indicated they have attended for one semesters, and less than five each indicated they have attended for remaining semesters.

Table 8. Undergraduate Students Year in College Career

Number of semesters at UTHSC	<i>n</i>	%
Less than one	22	28.9
1	9	11.8
2	17	22.4
3	< 5	---
4	12	15.8
5	< 5	---
6	< 5	---
7	0	0.0
8	< 5	---
9	0	0.0

Table 8. Undergraduate Students Year in College Career

Number of semesters at UTHSC	<i>n</i>	%
10	0	0.0
11	0	0.0
12	0	0.0
13 or more	0	0.0

Note: Table reports only Student responses (*n* = 76).

Table 9 reveals that 46% (*n* = 35) of Undergraduate Student respondents indicated they were majoring in Nursing, 26% (*n* = 20) of Undergraduate Student respondents indicated they were majoring in Dental Hygiene and 7% (*n* = 5) of Undergraduate Student respondents indicated they were majoring in Medical Laboratory Science.

Table 9. Undergraduate Student Respondents' Current or Intended Academic Majors

Academic major	<i>n</i>	%
Dental Hygiene (BSDH)	20	26.3
Audiology and Speech Pathology (BSASP)	0	0.0
Medical Laboratory Science (BSMLS)	5	6.6
Nursing (BSN)	35	46.1

Note: Table reports only Undergraduate Student responses (*n* = 76). Table does not report majors where *n* < 5.

Sum does not total 100% because of multiple response choices.

Fifteen percent (*n* = 141) of Graduate/Professional Student respondents indicated they were master's students, 2% (*n* = 16) indicated they were certificate students, 23% (*n* = 215) indicated they were doctoral students, and 72% (*n* = 681) indicated they were professional students.

More than one-fourth (27%, *n* = 252) of Graduate/Professional Student respondents indicated they were in Medicine, 25% (*n* = 235) indicated they were in Pharmacy, 14% (*n* = 136) indicated they were in Dentistry, and 9% (*n* = 82) indicated they were in Nursing Practice (Table 10).

Table 10. Graduate/Professional Student Respondents'

Academic Programs Academic program	<i>n</i>	%
Master's		
Dental Hygiene (MDH)	6	0.6
Biomedical Engineering (MS)	< 5	---
Biomedical Sciences (MS)	5	0.5

Table 10. Graduate/Professional Student Respondents'

Academic Programs Academic program	<i>n</i>	%
Dental Science (MDS)	8	0.8
Epidemiology (MS)	8	0.8
Health Outcomes and Policy Research (MS)	0	0.0
Pharmaceutical Sciences (MS)	0	0.0
Pharmacology (MS)	16	1.7
Clinical Laboratory Sciences (MSCLS)	< 5	---
Cytopathology Practice (MCP)	< 5	---
Health Informatics and Information Management (MHIIM)	14	1.5
Occupational Therapy (MOT)	50	5.3
Physician Assistant (MMSPA)	24	2.5
Speech-Language Pathology (MSSLP)	< 5	---
Nursing (MSN)	< 5	---
Certificate		
Clinical Research	5	0.5
Health Informatics and Information Management	7	0.7
Adult-Gerontology Acute Care Nurse Practitioner	< 5	---
Doctoral		
Biomedical Engineering (PhD)	< 5	0.1
Biomedical Sciences (PhD)	36	3.8
Health Outcomes and Policy Research (PhD)	< 5	---
Nursing Science (PhD)	< 5	---
Pharmaceutical Sciences (PhD)	23	2.4
Speech and Hearing Science (PhD)	< 5	---
Audiology (AuD)	< 5	---
Physical Therapy (DPT)	62	6.5
Nursing Practice (DNP)	82	8.7
Professional		
Dentistry	136	14.4
Medicine	252	26.6
Nursing	41	4.3
Dentistry	17	1.8
Pharmacy	235	24.8

Note: Table reports only Graduate Student responses ($n = 947$). Table does not report majors where $n < 5$. Sum does not total 100% because of multiple response choices.

Analyses revealed that 11% ($n = 8$) of Undergraduate Student respondents and 13% ($n = 118$) of Graduate/Professional Student respondents indicated they were employed on-campus. Twenty-six percent ($n = 20$) of Undergraduate Student respondents and 31% ($n = 291$) of Graduate/Professional Student respondents indicated they were employed off-campus. Sixty-seven percent ($n = 51$) of Undergraduate Student respondents and 59% ($n = 556$) of Graduate/Professional Student respondents indicated they were not employed (Table 11).

Table 11. Student Employment

	Undergraduate Student respondents		Graduate/Professional Student respondents	
Employed	<i>n</i>	%	<i>n</i>	%
No	51	67.1	556	58.7
Yes, I work on-campus	8	10.5	118	12.5
1-10 hours/week	< 5	---	61	56.0
11-20 hours/week	< 5	---	22	20.2
21-30 hours/week	0	0.0	< 5	---
31- 40 hours/week	0	0.0	8	7.3
More than 40 hours/week	0	0.0	14	12.8
Yes, I work off-campus	20	26.3	291	30.7
1-10 hours/week	7	35.0	148	53.2
11-20 hours/week	5	25.0	64	23.0
21-30 hours/week	5	25.0	20	7.2
31- 40 hours/week	< 5	---	31	11.2
More than 40 hours/week	< 5	---	15	5.4

Note: Table reports only Student responses ($n = 1,023$). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

Thirty-four percent ($n = 349$) of Student respondents experienced financial hardship while attending UTHSC. Of those Student respondents, 43% ($n = 151$) had difficulty affording housing, 38% ($n = 131$) had difficulty participating in social events, 40% ($n = 140$) had difficulty affording tuition, 31% ($n = 108$) had difficulty affording food, 29% ($n = 102$) had difficulty purchasing books/course materials, and 28% ($n = 98$) had difficulty affording health care (Table

12). “Other” responses included, “registration fees” clinical commute,” “paying for hotel during on-campus week,” and “clinical commute.”

Table 12. Experienced Financial Hardship

Experience	<i>n</i>	%
Difficulty in affording housing	151	43.3
Difficulty participating in social events	131	37.5
Difficulty affording tuition	140	40.1
Difficulty affording food	108	30.9
Difficulty purchasing my books/course materials	102	29.2
Difficulty in affording health care	98	28.1
Difficulty affording co-curricular events or activities	91	26.1
Difficulty affording academic related activities (e.g., study abroad, service learning)	80	22.9
Difficulty in affording other campus fees	69	19.8
Difficulty in affording alternative spring breaks	67	19.2
Difficulty affording travel to and from UTHSC	59	16.9
Difficulty in affording unpaid internships/research opportunities	52	14.9
Difficulty affording commuting to campus (e.g., transportation, parking)	35	10.0
Difficulty in affording child care	26	7.4
Difficulty finding employment	15	4.3
A financial hardship not listed here	22	6.3

Note: Table includes answers only from those Students who indicated that they experienced financial hardship ($n = 349$). Percentages may not sum to 100% because of multiple responses.

Seventy-two percent ($n = 733$) of Student respondents depended on loans to pay for their education at UTHSC (Table 13). Sixty-seven percent ($n = 51$) of Undergraduate Student respondents and 72% ($n = 682$) of Graduate/Professional Student respondents relied on loans to pay for their education. Subsequent analyses indicated that 81% ($n = 282$) of Low-Income

Student respondents³⁶ and 67% ($n = 433$) of Not-Low-Income Student respondents depended on loans to pay for their education at UTHSC. Seventy-six percent ($n = 83$) of First-Generation Student respondents and 71% ($n = 648$) of Not-First-Generation Student respondents depended on loans to pay for their education at UTHSC.

Twenty-three percent ($n = 239$) of Student respondents relied on family contributions to pay for their education at UTHSC. Twenty-six percent ($n = 20$) of Undergraduate Student respondents and 23% ($n = 219$) of Graduate/Professional Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 12% ($n = 40$) of Low-Income Student respondents and 31% ($n = 198$) of Not-Low-Income Student respondents relied on family contributions to pay for their education at UTHSC. Nine percent ($n = 10$) of First-Generation Student respondents and 25% ($n = 229$) of Not-First-Generation Student respondents relied on family contributions to pay for their education at UTHSC.

Fourteen percent ($n = 142$) of Student respondents relied on personal contributions/job to pay for college. Sixteen percent ($n = 12$) of Undergraduate Student respondents and 14% ($n = 130$) of Graduate/Professional Student respondents relied on personal contributions/job to pay for their education. Analyses revealed that 13% ($n = 46$) of Low-Income Student respondents and 15% ($n = 94$) of Not-Low-Income Student respondents used personal contributions/job to pay for college. Sixteen percent ($n = 17$) of First-Generation Student respondents and 14% ($n = 125$) of Not-First-Generation Student respondents relied on personal contributions/job to pay for college.

Table 13. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Loans	733	71.7
Family contribution	239	23.4
Personal contribution/job	142	13.9
Off-campus employment	136	13.3
Non-need based scholarship (e.g., HOPE)	86	8.4
Credit card	73	7.1

³⁶The Systemwide Climate Study Team defined Low-Income Student respondents as those students whose families earn less than \$29,999 annually.

Table 13. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
On-campus employment	58	5.7
Graduate/research assistantship	51	5.0
Grant (e.g., Pell)	29	2.8
Need-based scholarship (e.g., ASPIRE)	27	2.6
GI Bill/veterans benefits	18	1.8
Graduate fellowship	13	1.3
Dependent tuition (e.g., family member works at UTHSC)	< 5	---
Money from home country	< 5	---
Resident assistant	0	0.0
<u>A method of payment not listed here</u>	<u>35</u>	<u>3.4</u>

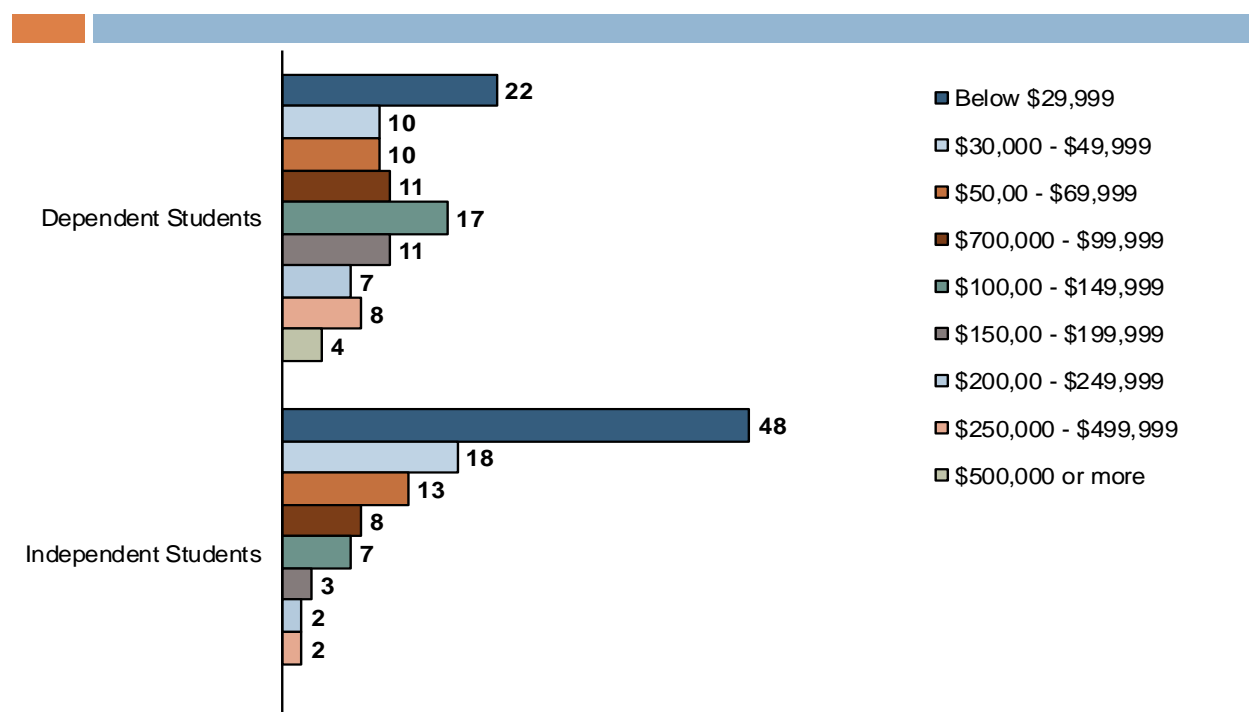
Note: Table reports only Student responses ($n = 1,023$).

Fifty-three percent ($n = 516$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Forty-nine percent ($n = 33$) of Undergraduate Student respondents and 53% ($n = 483$) of Graduate/Professional Student respondents were the sole providers of their living and educational expenses. Subsequent analyses indicated that 71% ($n = 240$) of Low-Income Student respondents and 43% ($n = 264$) of Not-Low-Income Student respondents were the sole providers of their living and educational expenses. Seventy-one percent ($n = 73$) of First-Generation Student respondents and 51% ($n = 443$) of Not-First-Generation Student respondents were the sole providers of their living and educational expenses.

Seven percent ($n = 26$) of Undergraduate Student respondents and 93% ($n = 323$) of Graduate/Professional Student respondents indicated that they or their families had annual incomes of less than \$29,999. Thirty-four percent ($n = 348$) reported annual incomes between \$30,000 and \$99,999; 12% ($n = 120$) between \$100,000 and \$149,999; 11% ($n = 108$) between \$150,000 and \$249,999; and 7% ($n = 68$) reported an annual income of \$250,000 or more.³⁷

³⁷Refer to Table B23 in Appendix B for the combined Student respondent data.

These figures are displayed by student status in Figure 9. Information is provided for those 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 Student respondents who were financially dependent on others.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 9. Undergraduate Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the Undergraduate Student respondents completing the survey, 92% ($n = 70$) lived in non-campus housing and less than five identified as transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab) (Table 14).

Table 14. Undergraduate Student Respondents' Residence

Residence	<i>n</i>	%
Non-campus housing	70	92.1
Apartment/house	39	73.6
Living with family member/guardian	14	26.4
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	< 5	---

Note: Table reports only Undergraduate Student responses (*n* = 76).

Of Undergraduate Student respondents, 12% (*n* = 9) participated in governance organizations, 12% (*n* = 9) participated in professional or pre-professional organizations, and 9% (*n* = 7) each were involved with faith or spirituality-based organizations and service or philanthropic organizations. Forty-five percentage (*n* = 34) of Undergraduate Student respondents did not participate in any clubs or organizations at UTHSC (Table 15).

Table 15. Student Respondents' Participation in Clubs/Organizations at UTHSC

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at UTHSC	34	44.7
Governance organization (SGA, SFC, Councils)	9	11.8
Professional or pre-professional organization	9	11.8
Faith or spirituality-based organization	7	9.2
Service or philanthropic organization	7	9.2
Academic and academic honorary organizations	6	7.9
Culture-specific organization	< 5	---
Health and wellness organization	< 5	---
Political or issue-oriented organization	< 5	---
Recreational organization	< 5	---
Publication/media organization	0	0.0
A student organization not listed above	7	9.2

Note: Table reports only Undergraduate Student responses (*n* = 76). Percentages may not sum to 100% because of multiple response choices.

Table 16 indicates that most Undergraduate Student respondents earned passing grades. Forty-one percent (*n* = 31) earned above a 3.5 grade point average (G.P.A.).

Table 16. Undergraduate Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	<i>n</i>	%
3.75 - 4.00	16	21.1
3.50 - 3.74	15	19.7
3.25 - 3.49	12	15.8
3.00 - 3.24	17	22.4
2.75 - 2.99	5	6.6
2.50 - 2.74	7	9.2
2.25 - 2.49	< 5	---
2.00 - 2.24	< 5	---
1.99 and below	0	0.0

Note: Table reports only Undergraduate Student responses ($n = 76$).

The following section reviews the major findings of this study.³⁹ The review explores the climate at UTHSC 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 at UTHSC

The survey posed questions regarding respondents’ levels of comfort with UTHSC's campus climate. Table 17 illustrates that 87% ($n = 887$) of the survey respondents were “very comfortable” or “comfortable” with the climate at UTHSC. Eighty-two percent ($n = 834$) of Undergraduate and Graduate/Professional Student respondents were “very comfortable” or “comfortable” with the climate in their academic departments. Eighty-three percent ($n = 853$) of Undergraduate and Graduate/Professional Student respondents were “very comfortable” or “comfortable” with the climate in their classes.

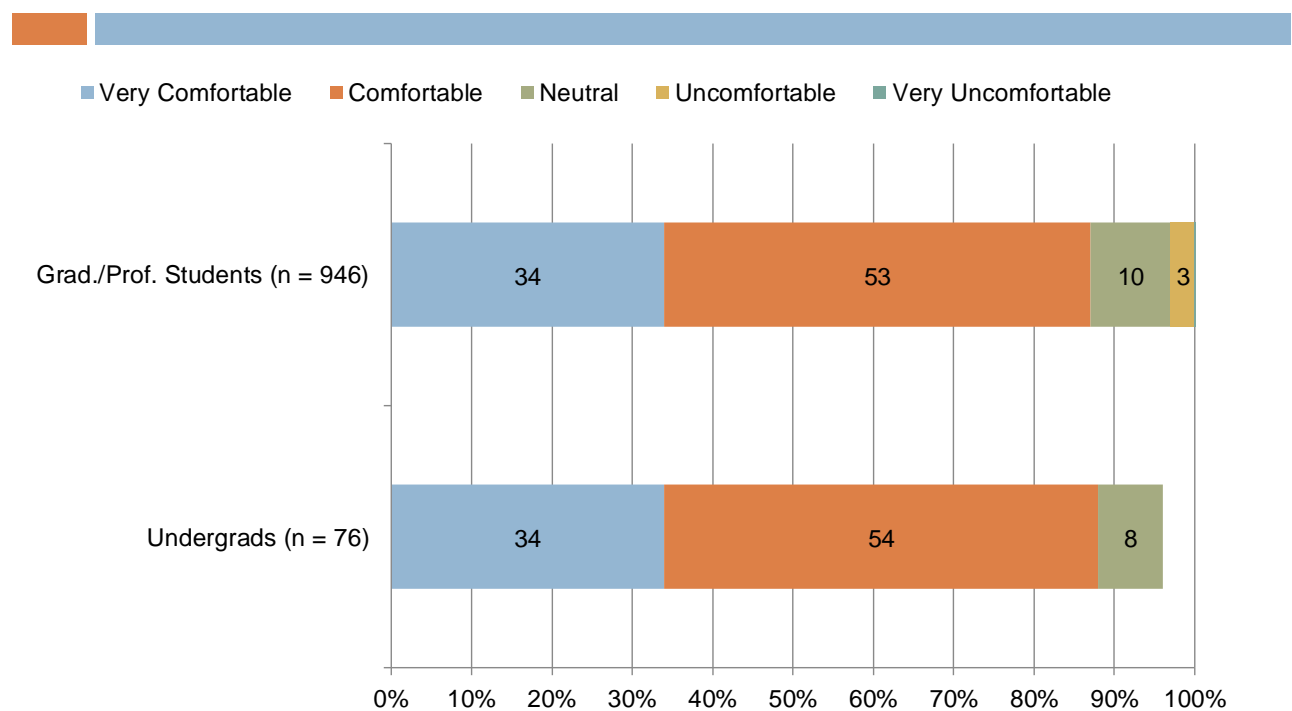
Table 17. Respondents’ Comfort with the Climate at UTHSC

Level of comfort	Comfort with overall climate		Comfort with climate in academic department		Comfort with climate in class	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	346	33.9	367	35.9	363	35.5
Comfortable	541	52.9	467	45.7	490	47.9
Neither comfortable nor uncomfortable	99	9.7	119	11.6	117	11.4
Uncomfortable	31	3.0	52	5.1	40	3.9
Very uncomfortable	5	0.5	18	1.8	12	1.2

³⁸Frequency 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.

³⁹The 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 illustrates that there were no significant differences between Undergraduate Student respondents (34%, $n = 26$) and Graduate/Professional Student respondents (34%, $n = 320$) who were “very comfortable” with the overall climate at UTHSC. By graduate student position status, no significant differences emerged among Graduate/Professional Student respondents’ overall climate at UTHSC.



Note: Responses with $n < 5$ are not presented in the figure.

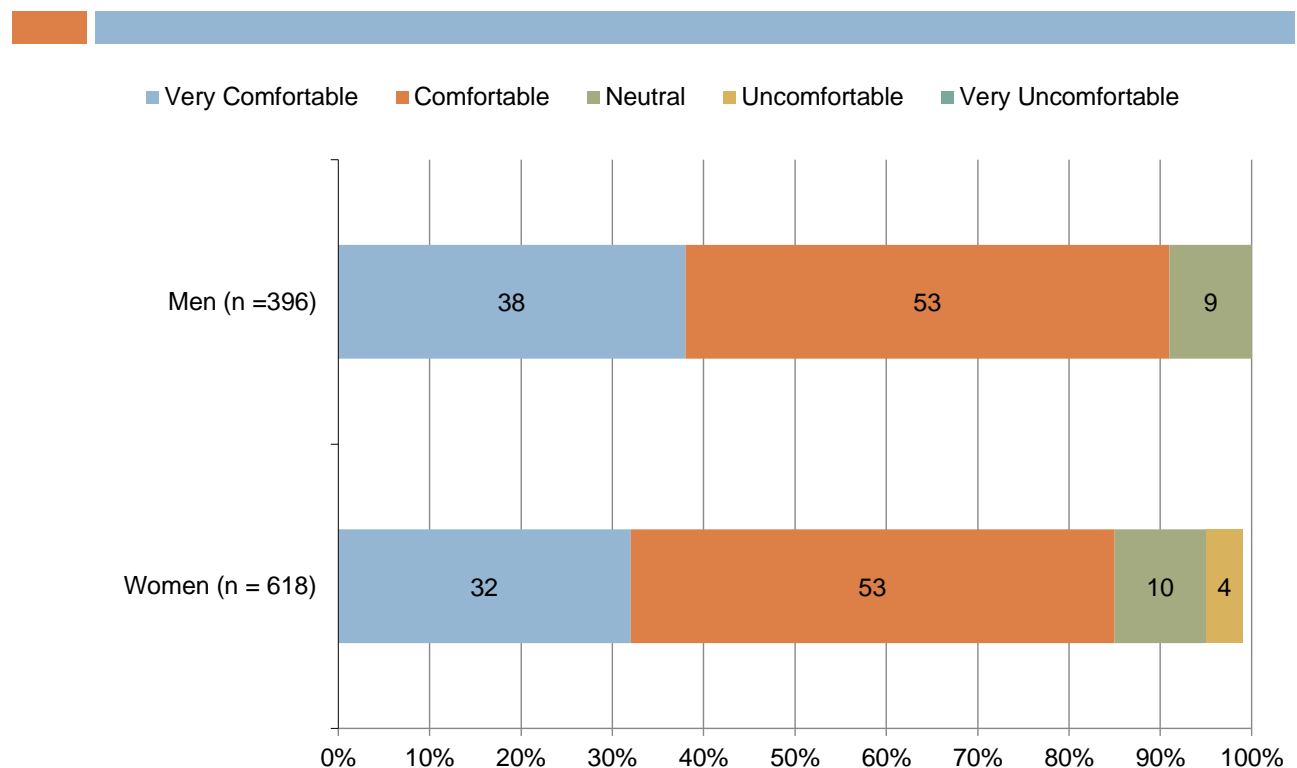
Figure 10. Respondents’ Comfort with Overall Climate by Position Status (%)

No significant differences emerged between Undergraduate Student respondents (26%, $n = 20$) and Graduate/Professional Student respondents (36%, $n = 347$) who were “very comfortable” with the climate in their academic departments. By graduate student position status, no significant differences emerged among Graduate/Professional Student respondents with the climate in their academic departments.

When analyzed by position status, no significant differences emerged with respect to level of comfort with classroom climate emerged between Undergraduate Student respondents and Graduate/Professional Student respondents. Although not significantly different, a higher percentage of Graduate/Professional Student respondents (36%, $n = 340$) than Undergraduate Student respondents (30%, $n = 23$) were “very comfortable” with the climate in their classes. By graduate student position status, no significant differences emerged among Graduate/Professional Student respondents with the climate in their classes.

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.⁴⁰

By gender identity,⁴¹ less than five Men Student respondents compared with 4% ($n = 27$) of Women Student respondents felt “uncomfortable” with the overall climate at UTHSC (Figure 11).ⁱ



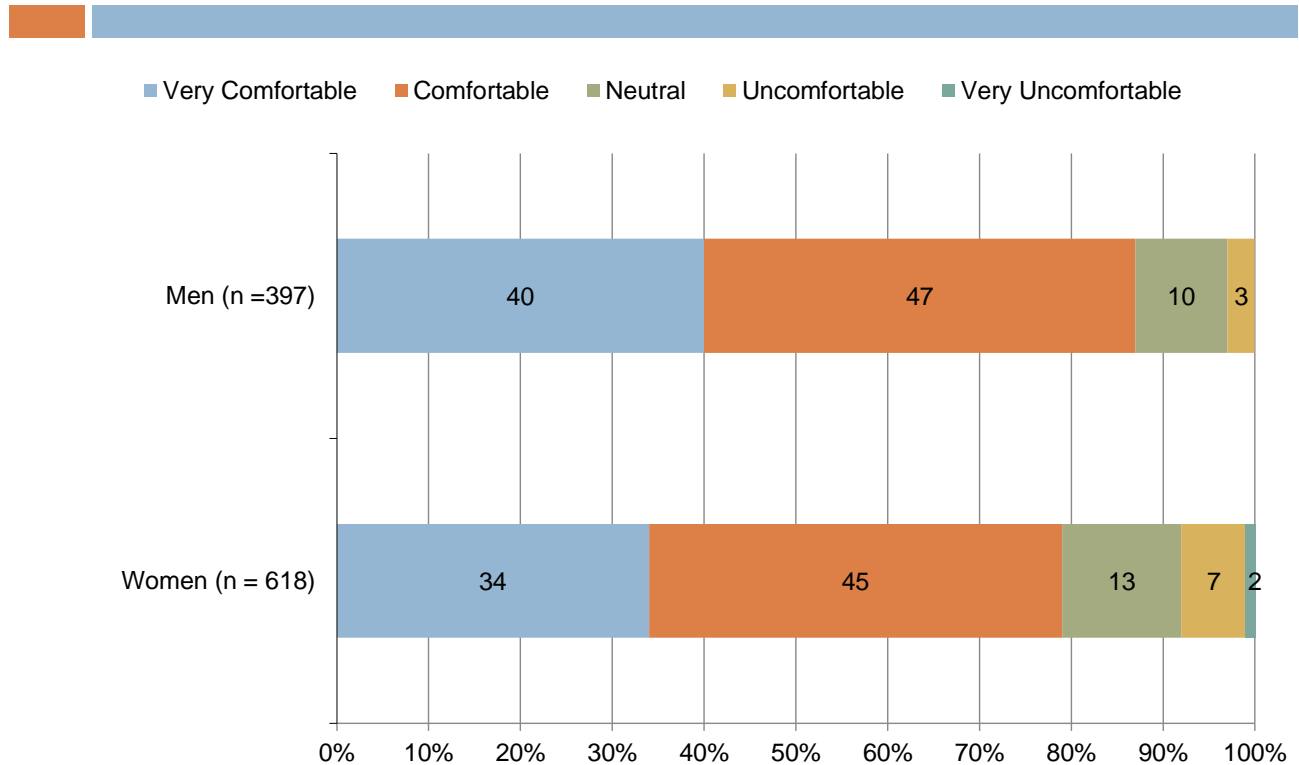
Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Respondents’ Comfort with Overall Climate by Gender Identity (%)

⁴⁰Figures 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%.

⁴¹Per the Systemwide Climate Study Team, gender identity was recoded into the categories Men ($n = 397$), Women ($n = 618$), Transspectrum/Missing/Unknown ($n = 8$), where Transspectrum respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum/Missing/Unknown respondents were not included to maintain the confidentiality of their responses.

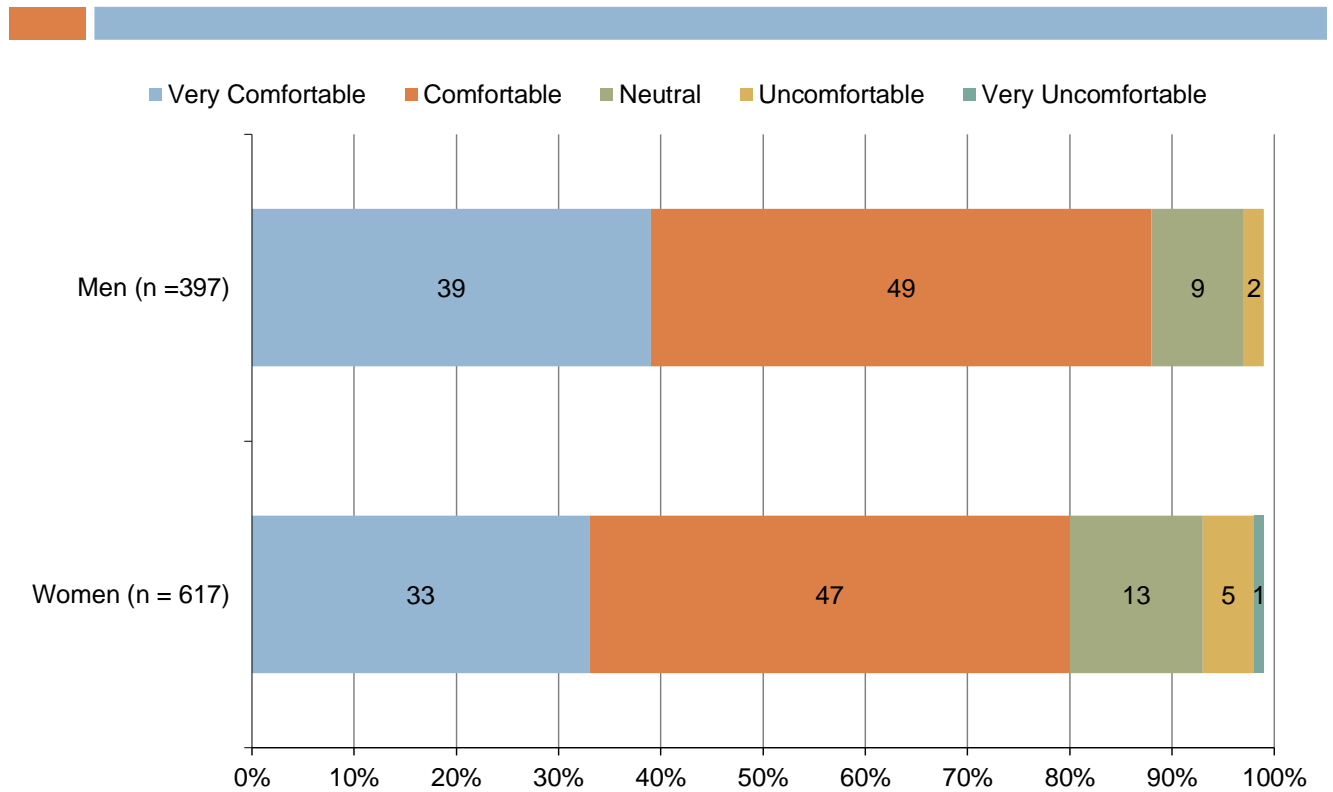
By gender identity, 3% ($n = 10$) of Men Student respondents compared with 7% ($n = 40$) of Women Student respondents felt “uncomfortable” with the climate in their academic departments (Figure 12).ⁱⁱ



Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort with the Climate in their Academic Departments by Gender Identity (%)

A significantly higher percentage of Women Student respondents (5%, $n = 33$) compared with Men Student respondents (2%, $n = 6$) felt “uncomfortable” in their classes (Figure 13).ⁱⁱⁱ

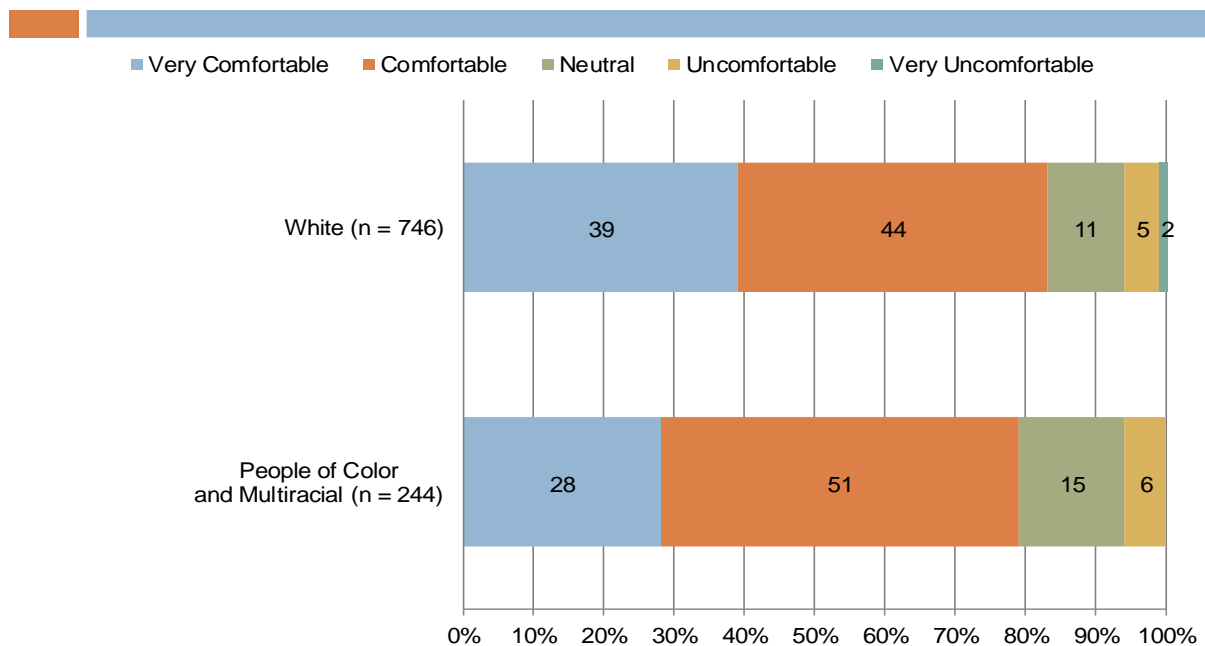


Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Respondents' Comfort with the Climate in their Classes by Gender Identity (%)

By racial identity,⁴² no significant differences emerged with respect to the overall climate at UTHSC between Undergraduate Student respondents and Graduate/Professional Student respondents.

White Student respondents (39%, $n = 288$) were significantly more likely to be “very comfortable” with the climate in their academic departments than were Respondents of Color and Multiracial Student respondents (28%, $n = 67$) (Figure 14).^{iv}

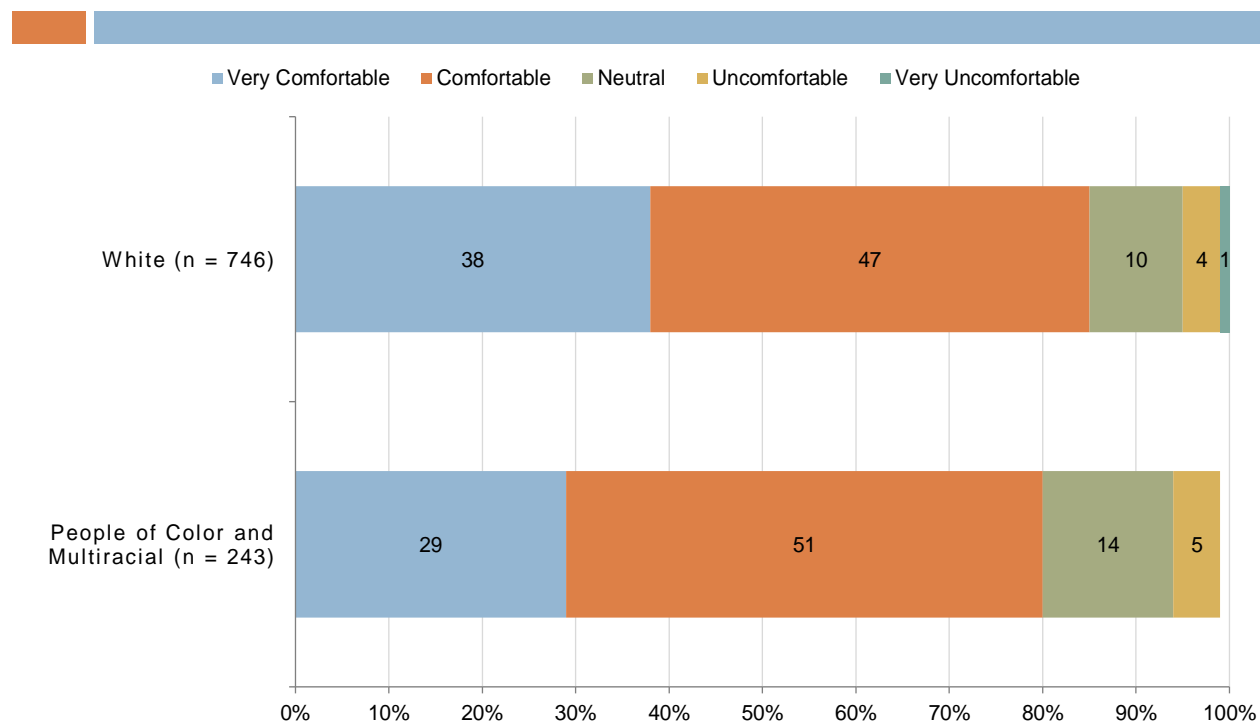


Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Student Respondents’ Comfort with the Climate in their Academic Departments by Racial Identity (%)

⁴²As a result of the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into two categories (White, and People of Color and Multiracial) for the purposes of some analyses. People of Color category included respondents who identified as American Indian/Native, Alaska Native, Black/African American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, Asian/Asian American, and Hispanic/Latin@/Chican@. In this case, for purpose of analyses People of Color were also combined with Multiracial respondents. This is only done when more distinct categorizations are not statistically significantly different.

Figure 15⁴³ illustrates that White Student respondents (38%, $n = 284$) were significantly more likely to be “very comfortable” with the climate in their classes than were Student Respondents of Color and Multiracial Student respondents (29%, $n = 71$).^v



Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Student Respondents’ Comfort with Climate in Classes by Racial Identity (%)

⁴³As a result of the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into two categories (White, and People of Color and Multiracial) for the purposes of some analyses. People of Color category included respondents who identified as American Indian/Native, Alaska Native, Black/African American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, Asian/Asian American, and Hispanic/Latin@/Chican@. In this case, for purpose of analyses People of Color were also combined with Multiracial respondents. This is only done when more distinct categorizations are not statistically significantly different.

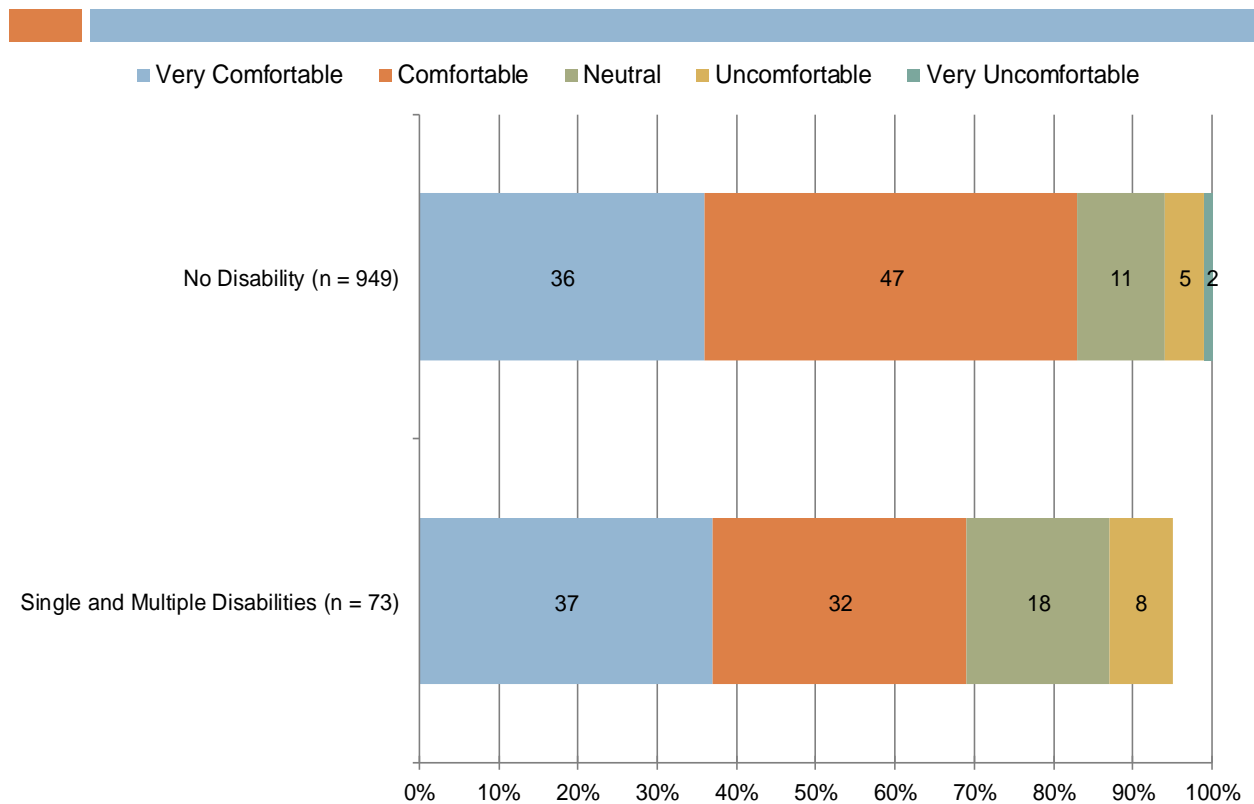
No significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity. Although not significant, LGBQ Student respondents (16%, $n = 7$) were less likely to feel "very comfortable" with the overall climate than were Heterosexual Student respondents (35%, $n = 331$).

No significant differences in Student respondents' levels of comfort with the climate in their academic departments occurred based on sexual identity. Although not statistically significant, LGBQ Student respondents (11%, $n = 5$) were more likely to feel "uncomfortable" with the climate in their academic departments than were Heterosexual Student respondents (5%, $n = 43$).

No significant difference existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on religious/spiritual identity.

No significant differences occurred in respondents' level of comfort with the overall climate based on disability status.

Figure 16 illustrates that respondents with No Disability Student respondents (47%, $n = 443$) were significantly more likely to be “comfortable” with the climate in their academic departments than were Student respondents with Single and Multiple Disabilities⁴⁴(32%, $n = 23$).^{vi}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 16. Respondents' Comfort with the Climate in their Academic Departments by Disability Status (%)

⁴⁴For purpose of analyses Single Disability respondents were combined with Multiple Disabilities respondents. This is only done when more distinct categorizations are not statistically significantly different.

Figure 17 illustrates that respondents with No Disability Student respondents (4%, $n = 33$) were significantly less likely to be “uncomfortable” with the climate in their classes than were Student respondents with Single and Multiple Disabilities⁴⁵(10%, $n = 7$).^{vii}

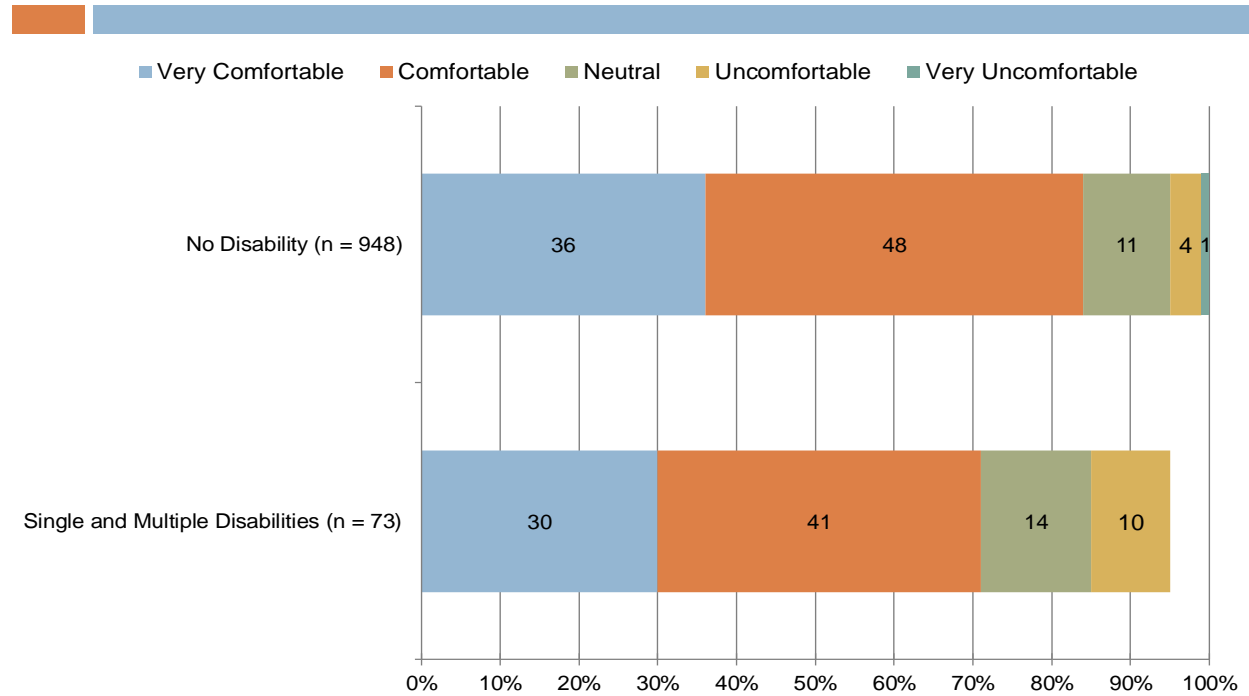


Figure 17. Respondents' Comfort with the Climate in their Classes by Disability Status (%)

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on income status.

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on first-generation status.

⁴⁵For purpose of analyses Single Disability respondents were combined with Multiple Disabilities respondents. This is only done when more distinct categorizations are not statistically significantly different.

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on first-generation status and low-income status.

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on citizenship status.

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on military service status.

No significant differences existed in Student respondents' level of comfort with the overall climate, academic department climate, or classroom climate based on employment status.

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(4, N = 1,014) = 16.05, p < .01$.

ⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their academic departments by gender identity: $\chi^2(4, N = 1,015) = 15.06, p < .01$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2(4, N = 1,014) = 15.73, p < .01$.

^{iv}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their academic departments by racial identity: $\chi^2(4, N = 990) = 14.85, p < .01$.

^vA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2(4, N = 989) = 9.93, p < .05$.

^{vi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their academic departments by disability status: $\chi^2(4, N = 1,022) = 13.70, p < .01$.

^{vii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by disability status: $\chi^2(4, N = 1,021) = 20.60, p < .001$.

Barriers at UTHSC for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, or educational materials at UTHSC within the past year. Tables 18 through 20 highlight where respondents with one or more disabilities experienced barriers at UTHSC.⁴⁶ With regard to campus facilities, 19% ($n = 13$) of respondents with disabilities experienced barriers with counseling, health, testing, and disability services, 10% ($n = 7$) experienced barriers with classroom buildings, and 10% ($n = 7$) experienced barriers with classrooms and labs (including computer labs) within the past year (Table 18).

Table 18. Facilities Barriers Experienced by Respondents with Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	< 5	---	46	65.7	22	31.4
Campus transportation/parking	5	7.2	42	60.9	22	31.9
Classroom buildings	7	10.0	43	61.4	20	28.6
Classrooms, labs (including computer labs)	7	10.0	45	64.3	18	25.7
College housing	< 5	---	34	48.6	34	48.6
Counseling, health, testing, and disability services	13	18.6	40	57.1	17	24.3
Dining facilities	< 5	---	43	61.4	24	34.3
Doors	< 5	---	45	64.3	23	32.9
Elevators/lifts	< 5	---	42	60.9	23	33.3
Emergency preparedness	< 5	---	45	65.2	22	31.9
Office furniture (e.g., chair, desk)	< 5	---	44	63.8	22	31.9
Other campus buildings	< 5	---	45	66.2	21	30.9
Podium	< 5	---	44	63.8	24	34.8
Restrooms	5	7.2	42	60.9	22	31.9
Signage	< 5	---	44	63.8	23	33.3
Studios/performing arts spaces	< 5	---	42	60.9	26	37.7
Temporary barriers due to construction or maintenance	5	7.2	42	60.9	22	31.9
Walkways, pedestrian paths, crosswalks	< 5	---	45	65.2	22	31.9

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 73$).

⁴⁶See Appendix B, Table B96 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 UTHSC in the past year?”

Table 19 illustrates that, in terms of the technological or online environment, 10% ($n = 7$) of Student respondents with one or more disabilities had difficulty with clickers and 7% ($n = 5$) experienced barriers with Blackboard. In terms of identity accuracy, 9% ($n = 6$) of Student respondents experienced barriers with learning technology.

Table 19. Barriers in Technology/Online Environment/Identity Experienced by Respondents with Disabilities

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability						
Accessible electronic format	< 5	---	50	72.5	18	26.1
Blackboard	5	7.2	46	66.7	18	26.1
Clickers	7	10.1	43	62.3	19	27.5
Computer equipment (e.g., screens, mouse, keyboard)	< 5	---	48	70.6	18	26.5
Electronic forms	< 5	---	48	69.6	17	24.6
Electronic signage	< 5	---	49	71.0	17	24.6
Electronic surveys (including this one)	< 5	---	48	69.6	17	24.6
Kiosks	< 5	---	45	65.2	23	33.3
Library database	< 5	---	50	72.5	17	24.6
Phone/phone equipment	< 5	---	48	69.6	20	29.0
Software (e.g., voice recognition/audiobooks)	< 5	---	48	69.6	18	26.1
Video/video audio description	< 5	---	47	68.1	18	26.1
Website	< 5	---	50	72.5	16	23.2
Identity						
Electronic databases (e.g., Banner)	< 5	---	49	72.1	15	22.1
Email account	5	7.4	48	70.6	15	22.1
Intake forms (e.g., Health Center)	< 5	---	49	72.1	15	22.1
Learning technology	6	8.8	49	72.1	13	19.1
Surveys	< 5	---	49	72.1	15	22.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 73$).

In terms of instructional and campus materials, 9% ($n = 6$) of Student respondents with one or more disabilities had difficulty with textbooks and 8% ($n = 5$) of Student respondents experienced barriers with video-closed captioning and text description (Table 20).

Table 20. Barriers in Instructional Campus Materials Experienced by Respondents with Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	< 5	---	48	70.6	17	25.0
Food menus	< 5	---	46	67.6	19	27.9
Forms	< 5	---	49	72.1	16	23.5
Journal articles	< 5	---	50	73.5	16	23.5
Library books	< 5	---	49	72.1	17	25.0
Other publications	< 5	---	49	72.1	16	23.5
Syllabi	< 5	---	49	72.1	15	22.1
Textbooks	6	8.8	48	70.6	14	20.6
Video-closed captioning and text description	5	7.5	45	67.2	17	25.4

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 73$).

Sixty percent ($n = 44$) of Student respondents were not registered and 40% ($n = 29$) of Student respondents were registered with the Office of Student Academic Support & Inclusion (Table 21).

Table 21. Student Respondents with Disabilities Who Are Registered with the Office of Student Academic Support & Inclusion

Registered	<i>n</i>	%
No	44	60.3
Yes	29	39.7

Note: Table reports responses from Student respondents who indicated on the survey that they had a disability ($n = 73$).

Six respondents elaborated on their responses regarding accessibility. “Facilities” was the main theme that emerged in their responses.

Facilities- Respondents commented on how facilities limit their ability to perform optimally as a student. One respondent noted, “Not enough quiet study locations for anyone that is not part of DhP program. More comfortable spaces. The alumni center has some table but it is always way

too hot or too cold no matter the season or weather.” Another respondent shared, “My disabilities are related to ADHD and anxiety. I indicated that the computer labs were a barrier because they were often loud during tests because of ongoing campus construction. This often interfered with my ability to take tests in the computer labs in the GEB. Even with ear plugs, the rooms were loud and distracting.”

One survey item asked Transspectrum Student respondents if they had experienced barriers in facilities and identity accuracy at UTHSC within the past year. No Transspectrum respondents indicated on the survey that they had experienced barriers in facilities and identity accuracy at UTHSC within the past year.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁷

Ten percent ($n = 106$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at UTHSC within the past year.⁴⁸ Table 22 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 23% ($n = 24$) indicated that the conduct was based on their academic performance, however an analysis could not be performed to compare groups since only one group, undergraduate students, indicated the conduct was based on their academic performance. Twenty-one percent ($n = 22$) of Student respondents noted that the conduct was based on their gender/gender identity, 19% ($n = 20$) felt that it was based on their age, and 16% ($n = 17$) felt that it was based on their ethnicity. Twenty-nine percent ($n = 31$) of respondents indicated that they did not know the basis of the exclusionary conduct. “Reasons not listed above” included responses such as, “status as a student,” “stance on cheating,” “ego,” “level of training,” “miscommunication,” and “differing of opinion.”

Table 22. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Don't know	31	29.2
Academic performance	24	22.6
Gender/gender identity	22	20.8
Age	20	18.9
Ethnicity	17	16.0
Major field of study	13	12.3
Racial identity	13	12.3
Political views	11	10.4
Mental Health/psychological disability/condition	10	9.4
Learning disability/condition	8	7.5
Parental status (e.g., having children)	7	6.6

⁴⁷This 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.”

⁴⁸The 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).

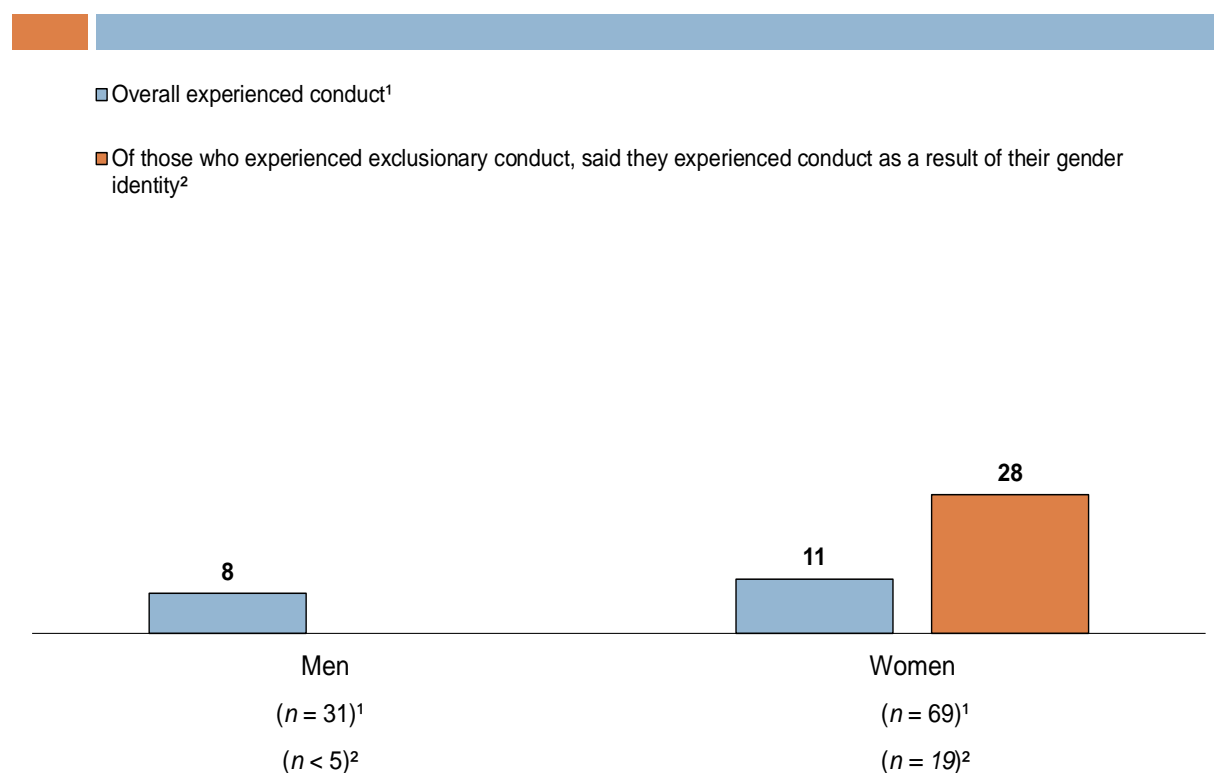
Table 22. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Philosophical views	7	6.6
Physical characteristics	7	6.6
Marital status (e.g., single, married, partnered)	6	5.7
Religious/spiritual views	6	5.7
Participation in an organization/team	5	4.7
Socioeconomic status	5	4.7
English language proficiency/accent	< 5	---
International status/national origin	< 5	---
Medical disability/condition	< 5	---
Pregnancy	< 5	---
Sexual identity	< 5	---
Gender expression	< 5	---
Physical disability/condition	< 5	---
Immigrant/citizen status	0	0.0
Military/veteran status	0	0.0
A reason not listed above	21	19.8

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 106). Percentages do not sum to 100% because of multiple response choices.

The following figures depict the foremost responses by selected characteristics (gender/gender identity, age, and ethnicity) 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 UTHSC?”

By gender identity, while not statistically significant, 11% ($n = 69$) of Women respondents compared to 8% ($n = 31$) of Men respondents indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 18). Twenty-eight percent ($n = 19$) of Women respondents and less than five Men respondents who noted that they had experienced this conduct indicated that they believed the conduct was based on their gender identity.^{viii}



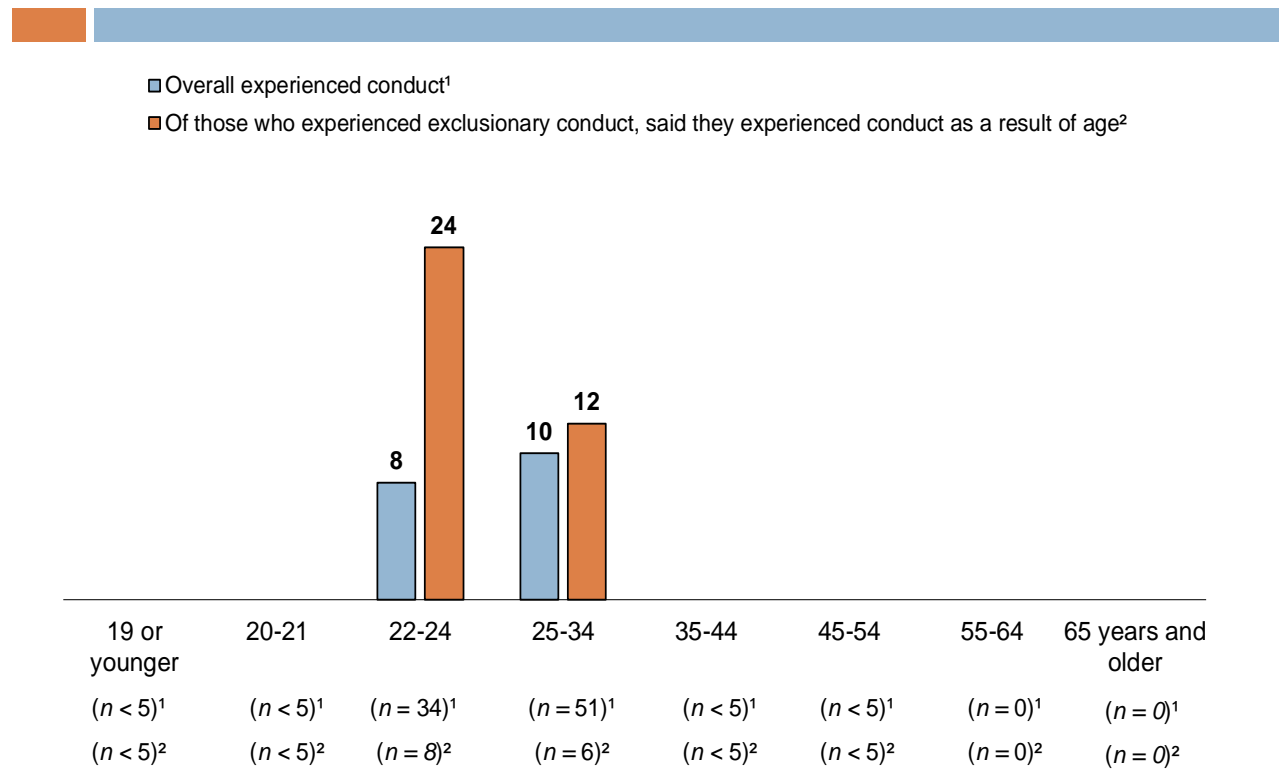
¹ Percentages are based on total n split by group.

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

Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By age, there was no significant difference in those who reported personally experiencing these conducts. Respondents 19 years and younger ($n < 5$), 20-21 years of age ($n < 5$), 22-24 years of age (8%, $n = 34$), 25-34 years of age (10%, $n = 51$), 35-44 years of age ($n < 5$), and 45-54 years of age ($n < 5$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 19). Fewer than five each of respondents 19 years and younger, 20-21 years of age, 45-54 years of age, 24% ($n = 8$) of respondents 22-24 years of age, 12% ($n = 6$) of respondents 25-34 years of age, and fewer than five respondents of 35-44 years of age noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their age. There were no statistically significant differences.



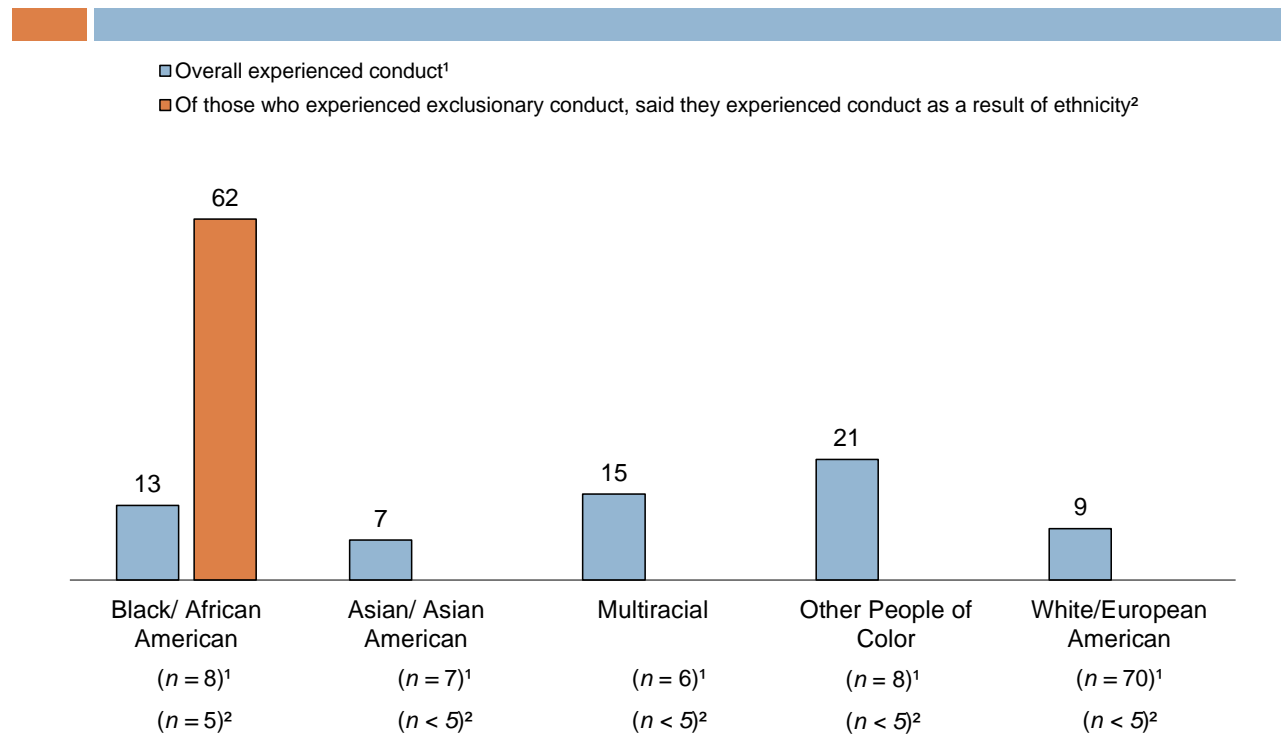
¹ Percentages are based on total n split by group.

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

Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

In terms of ethnicity/racial identity, although not significantly different, Other Respondents of Color (21%, $n = 8$), Multiracial Respondents (15%, $n = 6$), Black/African American (13%, $n = 8$), White/European American respondents (9%, $n = 70$), Asian/Asian American (7%, $n = 7$), believed that they had experienced this conduct (Figure 20). Of those respondents who noted that they had experienced this conduct, although not significantly different, 62% ($n = 5$) of Black/African American and less than five Asian/Asian American, Other Respondents of Color, Multiracial respondents, and White respondents thought that the conduct was based on their ethnicity/race.



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.

Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Table 23 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-one percent ($n = 43$) of respondents felt ignored or excluded, 35% ($n = 37$) of respondents felt intimidated and bullied, 33% ($n = 35$) of respondents felt isolated or left out, and 29% ($n = 31$) of respondents experienced a hostile classroom environment. Respondents who indicated “An experience not listed above” wrote, “opinions disregarded,” “disrespected,” “derogatory comments,” and “rude behaviors.”

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

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded	43	40.6
I was intimidated/bullied	37	34.9
I was isolated or left out	35	33.0
I experienced a hostile classroom environment	31	29.2
The conduct made me fear that I would get a poor grade	31	29.2
I was the target of derogatory verbal remarks	25	23.6
I felt others staring at me	17	16.0
I received derogatory phone calls/text messages/email	10	9.4
I was singled out as the spokesperson for my identity group	9	8.5
I was the target of workplace incivility	9	8.5
Someone assumed I was admitted/hired/promoted due to my identity group	7	6.6
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	5	4.7
I received derogatory written comments	5	4.7
I was the target of racial/ethnic profiling	< 5	---
The conduct threatened my physical safety	< 5	---
I was the target of physical violence	< 5	---
I received threats of physical violence	0	0.0
I was the target of graffiti/vandalism	0	0.0
I was the target of stalking	0	0.0
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group	0	0.0
An experience not listed above	13	12.3

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 106$). Percentages do not sum to 100% because multiple response choices.

Of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct, 60% ($n = 64$) indicated that it occurred in a class/lab/clinical setting, 16% ($n = 17$) indicated that it occurred in a faculty office, and 16% ($n = 17$) indicated that it occurred off campus (Table 24). Many respondents who marked “A location not listed above” described email, and advising as the location of the experienced conduct. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 24. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
In a class/lab/clinical setting	64	60.4
In a faculty office	17	16.0
Off campus	17	16.0
In a meeting with one other person	16	15.1
On phone calls/text messages/email	14	13.2
At a UTHSC event/program	13	12.3
In other public spaces at UTHSC	11	10.4
In a meeting with a group of people	10	9.4
In a UTHSC administrative office	7	6.6
On social media (Facebook/Twitter/Yik-Yak)	6	5.7
While walking on campus	6	5.7
In off-campus housing	5	4.7
In a staff office	< 5	---
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	< 5	---
In the health center	< 5	---
In an online learning environment	< 5	---
In counseling services	< 5	---
In a fraternity house	< 5	---
In a UTHSC dining facility	< 5	---

Table 24. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
While working at a UTHSC job	< 5	---
In a campus residence hall/apartment	0	0.0
In a religious center	0	0.0
In a sorority house	0	0.0
In athletic facilities	0	0.0
In a UTHSC library	0	0.0
In the university center/student center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	6	5.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 106$). Percentages do not sum to 100% because of multiple response choices.

Forty-three percent ($n = 46$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified faculty members/other instructional staff as the source of the conduct, 43% ($n = 46$) identified students as the source of the conduct, and 12% ($n = 13$) identified a department/program/division chair as the sources of the conduct (Table 25). Sources of exclusionary, intimidating, offensive, and/or hostile conduct that were “not listed above” included, “resident,” “parking service staff,” and “university health worker.”

Table 25. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Faculty member/other instructional staff	46	43.4
Student	46	43.4
Department/program/division chair	13	12.3
Academic/scholarship/fellowship advisor	10	9.4
Friend	9	8.5
Coworker/colleague	7	6.6

Table 25. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Staff member	7	6.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	5	4.7
Don't know source	< 5	---
On social media (e.g., Facebook, Twitter, Yik-Yak)	< 5	---
Stranger	< 5	---
UTHSC police/security	< 5	---
Donor	< 5	---
Off-campus community member	< 5	---
Patient	< 5	---
Student staff	< 5	---
Alumnus/a	< 5	---
Student organization	< 5	---
Supervisor or manager	< 5	---
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	< 5	---
Athletic coach/trainer	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
A source not listed above	9	8.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 106$). Percentages do not sum to 100% because of multiple response choices.

Figure 21 displays the perceived source of exclusionary conduct by position status. Faculty, Department/Program/Division Chair, and Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents. Students, Faculty, and Academic/Scholarship/Fellowship Advisor were the greatest sources of reported exclusionary conduct for Graduate/Professional Student respondents.

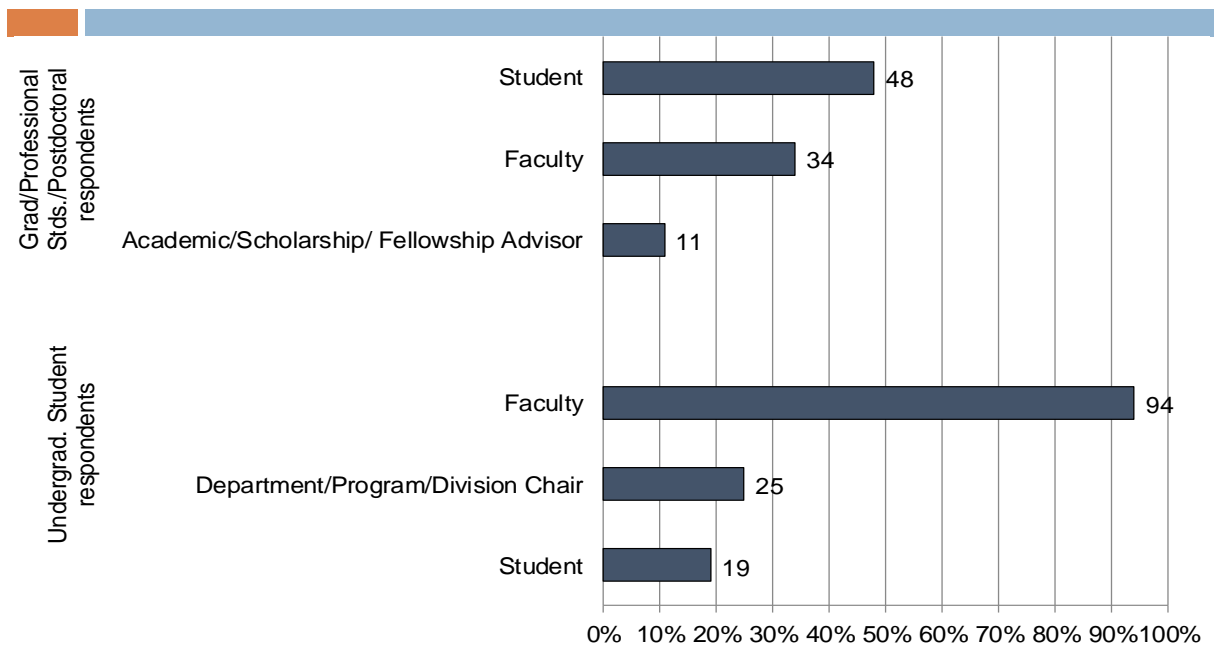


Figure 21. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

In response to this conduct, 67% ($n = 71$) of respondents felt angry, 43% ($n = 46$) felt embarrassed, 24% ($n = 25$) felt afraid, 18% ($n = 19$) felt somehow responsible, and 33% ($n = 35$) ignored it (Table 26). Of respondents who indicated their experience was “not listed above”, several added comments that indicated they felt “disappointed,” “disrespected,” “insecure,” “confused,” “inferior,” “saddened,” “hurt,” “alienated,” “misunderstood,” “annoyed,” “belittled,” “depressed,” and “stressed.”

Table 26. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	71	67.0
I felt embarrassed.	46	43.4
I ignored it.	35	33.0
I was afraid.	25	23.6
I felt somehow responsible.	19	17.9
A feeling not listed above.	19	17.9

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 106$). Percentages do not sum to 100% because of multiple response choices.

Also in response to experiencing the conduct, 44% ($n = 47$) of Student respondents avoided the person/venue, 44% ($n = 47$) told a friend, 40% ($n = 42$) did not do anything, and 37% ($n = 39$) told a family member (Table 27). Of the 18% ($n = 19$) of Student respondents who sought support from a UTHSC resource, 53% ($n = 10$) sought support from a faculty member and 37% ($n = 7$) sought help from a senior administrator (e.g., president, provost, dean, vice provost, vice president). Some “response not listed above” comments included, “wrote about it in evaluation,” “went to therapy,” “initiated an investigation,” “spoke to a lawyer,” and “contacted the HR department.”

Table 27. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I avoided the person/venue.	47	44.3
I told a friend.	47	44.3
I did not do anything.	42	39.6
I told a family member.	39	36.8
I did not know who to go to.	22	20.8
I contacted a UTHSC resource.	19	17.9
<i>Faculty member</i>	10	52.6
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	7	36.8
<i>Staff person (e.g., Student Life staff, program director)</i>	5	26.3
<i>Student Academic Support Services and Inclusion</i>	5	26.3
<i>Counseling Services</i>	< 5	---
<i>Office of Equity & Diversity</i>	< 5	---
<i>Campus Police</i>	< 5	---
<i>Supervisor</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I confronted the person(s) at the time.	16	15.1
I confronted the person(s) later.	16	15.1
I sought information online.	7	6.6
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	---
I contacted a local law enforcement official.	0	0.0
A response not listed above.	18	17.0

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 106$). Percentages do not sum to 100% because of multiple response choices.

Table 28 illustrates that 89% ($n = 94$) of Student respondents did not report the incident and 11% ($n = 12$) did report the incident. Of Student respondents who reported the incident, less than five felt the complaint received an appropriate response and 78% ($n = 7$) felt the incident did not receive an appropriate response.

Table 28. Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the conduct	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	94	88.7
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	12	11.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	7	7.8

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 106). Percentages do not sum to 100% because of multiple response choices.

Thirty-four respondents elaborated on their experiences with 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 at UTHSC. Three themes emerged: Faculty concerns, discrimination, and fear of reporting/retaliation.

Faculty concern- Respondents shared examples of experiences with faculty that interfered with their ability to work, learn, or live at UTHSC. One respondent wrote about a particular instructor who sought revenge for a seemingly innocent comment, “Last year, many students had to appeal to the program to remove her from classes for teaching incorrect information. I said to her in a meeting that I thought our tutor was a smart guy, little did I know that last year he caught her teaching incorrect information. Her dislike for me began that day and she has tried to make my academic situation difficult as a result.” Another respondent shared, “A couple oral surgery faculty personally victimize students. I was one, and it has happened on several occasions.” One respondent wrote, “I am a tall woman. Throughout medical school, many attendings have made comments about this that have made me uncomfortable. My M2 year, a professor made a derogatory comment about tall women in lecture. I went down front afterwards and in a pleasant, non-aggressive manner told the male professor that I wish he had not made that comment. He looked at me and said: "It's true. Tall women scare men. If it's true, I can say it." Another

respondent reported, “[Professor] frequently makes derogatory comments about the President and the government. There are anti-government posts on our class Facebook page.”

Discrimination- A second theme that emerged was discrimination. One respondent wrote, “I was told that the reason why we don't have many black and Hispanic minorities in medical school are because our races are not as intelligent as theirs (Caucasian).” Another respondent reported, “[I] received hostile emails...I forwarded these emails along with my concerns to [a Dean]. The emails were not addressed for several months. When she did broach the subject, it was to justify the offending party's actions and to recommend that I not pursue the issue further.” Additionally, one respondent reported a perception of different treatment based on race, “[Named staff member] of the University Health Services is very rough with students. Based on things I have witnessed, she seems to only be kind to black students. She uses a very harsh tone when talking to me and other students. When I told her what medications, I was on because she was the nurse at UHS, she rolled her eyes at me. When taking my vitals, she was very rough with me and it made me uncomfortable. The event reduced me to tears and when I tried to tell one of the nurse practitioners about it, they assured me that I must be mistaken. I am not the only student that has had issues with [named staff member].”

Fear of reporting/retaliation- Respondents also expressed concern about reporting misconduct. They shared a fear of retaliation from reporting. One respondent shared, “I want to report being harassed, insulted, intimidated and told to leave the program by my director, but if I do will that not make him single me out more as a target.” Another respondent wrote, “Who do you report to when the PI is the offender and HR will not listen to you?” Regarding an unpleasant interaction with a faculty member who was “very angry” and “yelling” one respondent stated, “Up to this date I am a little afraid that this survey gets to their hands.”

^{viii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender by gender identity: $\chi^2(1, N = 100) = 7.90, p < .01$.

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. Eleven percent ($n = 109$) 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 at UTHSC within the past year. Most of the observed conduct⁴⁹ was based on ethnicity (23%, $n = 25$), academic performance (17%, $n = 19$), and racial identity (17%, $n = 19$). Thirty percent ($n = 33$) of respondents indicated that they did not know the basis for the conduct (Table 29).

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

Characteristic	<i>n</i>	% of respondents who observed conduct
Don't know	33	30.3
Ethnicity	25	22.9
Academic performance	19	17.4
Racial identity	19	17.4
Gender/gender identity	15	13.8
Political views	15	13.8
Philosophical views	11	10.1
Physical characteristics	11	10.1
Religious/spiritual views	10	9.2
English language proficiency/accent	8	7.3
Gender expression	8	7.3
Major field of study	8	7.3
Immigrant/citizen status	7	6.4
Sexual identity	7	6.4
Socioeconomic status	7	6.4
Age	5	4.6
Parental status (e.g., having children)	5	4.6
International status/national origin	< 5	---

⁴⁹This 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 the UTHSC?"

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

Characteristic	<i>n</i>	% of respondents who observed conduct
Mental health/psychological disability/condition	< 5	---
Learning disability/condition	< 5	---
Marital status (e.g., single, married, partnered)	< 5	---
Medical disability/condition	< 5	---
Participation in an organization/team	< 5	---
Military/veteran status	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
A reason not listed above	15	13.8

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages do not sum to 100% because of multiple response choices.

Figures 22 and 23 separate by demographic categories (i.e. students' disability status and position status) 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. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, first-generation status, or income status.

In terms of position status at UTHSC, a significantly higher percentage of Undergraduate Student respondents (18%, $n = 14$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Graduate/Professional Student respondents (10%, $n = 95$) (Figure 22).^{ix}

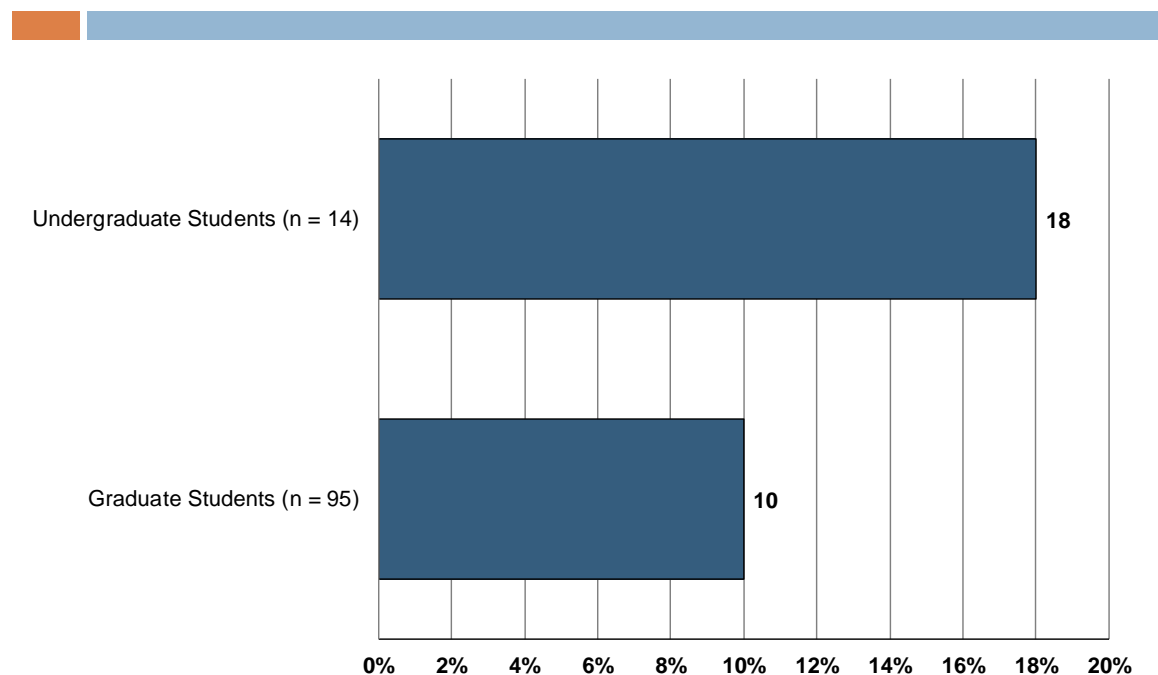


Figure 22. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

A higher percentage of Student respondents with Multiple Disabilities (41%, $n = 7$) and Single Disability Student respondents (21%, $n = 12$) than Student respondents with No Disability (10%, $n = 90$) indicated that they had observed such conduct (Figure 23).^x

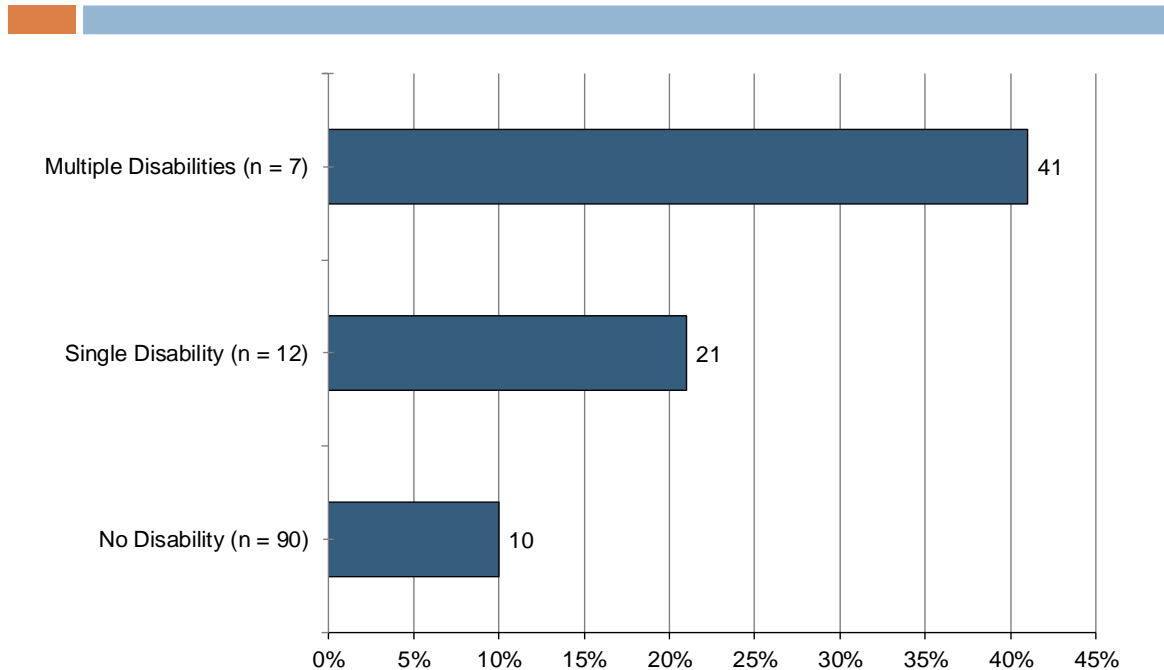


Figure 23. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status (%)

Table 30 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (44%, $n = 48$), deliberately ignored or excluded (36%, $n = 39$), being isolated or left out (33%, $n = 36$), experiencing a hostile classroom environment (28%, $n = 30$), being intimidated/bullied (24%, $n = 26$), or being the target of racial profiling (17%, $n = 18$).

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

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	48	44.0
Person ignored or excluded	39	35.8
Person isolated or left out	36	33.0
Person experiences a hostile classroom environment	30	27.5
Person intimidated/bullied	26	23.9
Racial/ethnic profiling	18	16.5
Person experienced a hostile work environment	15	13.8
Person being stared at	11	10.1
Person received a poor grade	11	10.1
Derogatory phone calls/text messages/email	10	9.2
Person received a low or unfair performance evaluation	10	9.2
Assumption that someone was admitted/hired/promoted based on his/her identity	7	6.4
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	7	6.4
Derogatory written comments	6	5.5
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	5	4.6
Person was the target of workplace incivility	5	4.6
Singled out as the spokesperson for their identity group	5	4.6
Person was unfairly evaluated in the promotion and tenure process	< 5	---
Derogatory phone calls	< 5	---
Person was stalked	< 5	---
Graffiti/vandalism	0	0.0
Physical violence	0	0.0
Threats of physical violence	0	0.0
Something not listed above	5	4.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages do not sum to 100% because of multiple response choices.

Additionally, 60% ($n = 65$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/lab/clinical setting (Table 31). Some respondents noted that the incidents occurred on social media (14%, $n = 15$), while at a UTHSC event/program (11%, $n = 12$), or in a meeting with a group of people (10%, $n = 11$).

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class/lab/clinical setting	65	59.6
On social media (Facebook/Twitter/Yik-Yak)	15	13.8
At a UTHSC event/program	12	11.0
In a meeting with a group of people	11	10.1
In other public spaces at UTHSC	9	8.3
In a faculty office	8	7.3
Off campus	8	7.3
On phone calls/text messages/email	8	7.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	6	5.5
While walking on campus	6	5.5
In a staff office	< 5	---
In a meeting with one other person	< 5	---
In a UTHSC administrative office	< 5	---
In an online learning environment	< 5	---
In a fraternity house	< 5	---
In a UTHSC dining facility	< 5	---
In the health center	< 5	---
While working at a UTHSC job	< 5	---
In a campus residence hall/apartment	0	0.0
In a religious center	0	0.0
In a sorority house	0	0.0
In athletic facilities	0	0.0
In a UTHSC library	0	0.0

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In counseling services	0	0.0
In off-campus housing	0	0.0
In the university center/student center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	6	5.5

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages do not sum to 100% because of multiple response choices.

Seventy-eight percent ($n = 85$) of 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 32). Other respondents identified friends (18%, $n = 20$), faculty members/other instructional staff (11%, $n = 12$), coworkers/colleagues (7%, $n = 8$), and staff members (6%, $n = 6$) as targets. “Other sources not listed” included, “resident,” “post-doc in lab,” and “an entire group of people who were not White Christians.”

Table 32. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	85	78.0
Friend	20	18.3
Faculty member/other instructional staff	12	11.0
Coworker/colleague	8	7.3
Staff member	6	5.5
Patient	< 5	---
Stranger	< 5	---
Academic/scholarship/fellowship advisor	< 5	---
Student staff	< 5	---
Alumnus/a	< 5	---
Donor	< 5	---
Off-campus community member	< 5	---

Table 32. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student organization	< 5	---
Athletic coach/trainer	0	0.0
Department/program/division chair	0	0.0
Don't know target	0	0.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
Supervisor or manager	0	0.0
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	0	0.0
UTHSC police/security	0	0.0
A target not listed above	7	6.4

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages do not sum to 100% because of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 57% ($n = 62$) noted that students were the sources of the conduct (Table 33). Respondents identified additional sources as faculty members/other instructional staff (33%, $n = 36$), a department/program/division chair (9%, $n = 10$), and a coworker/colleague (6%, $n = 6$).

Table 33. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	62	56.9
Faculty member/other instructional staff	36	33.0
Department/program/division chair	10	9.2
Coworker/colleague	6	5.5
Academic/scholarship/fellowship advisor	5	4.6
Stranger	5	4.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	< 5	---

Table 33. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Friend	< 5	---
Staff member	< 5	---
Off-campus community member	< 5	---
On social media (e.g., Facebook, Twitter, Yik-Yak)	< 5	---
Student staff	< 5	---
Supervisor or manager	< 5	---
Alumnus/a	< 5	---
Donor	< 5	---
Don't know source	< 5	---
Patient	< 5	---
Student organization	< 5	---
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	< 5	---
Direct report (e.g., person who reports to me)	0	0.0
UTHSC police/security	0	0.0
Athletic coach/trainer	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
A source not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 109). Percentages do not sum to 100% because of multiple response choices.

In response to observing the exclusionary conduct, 42% (*n* = 46) of respondents did not do anything, 25% (*n* = 27) of respondents told a friend, 15% (*n* = 16) of respondents did not know to whom to go, 15% (*n* = 16) of respondents told a family member, and 14% (*n* = 15) of respondents avoided the person/venue (Table 34). Of the respondents (6%, *n* = 6) who contacted a UTHSC resource, less than five sought support from a faculty member, senior administrator, campus police, staff person, or supervisor.

Table 34. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	46	42.2
I told a friend.	27	24.8
I did not know who to go to.	16	14.7
I told a family member.	16	14.7
I avoided the person/venue.	15	13.8
I confronted the person(s) later.	14	12.8
I confronted the person(s) at the time.	13	11.9
I contacted a UTHSC resource.	6	5.5
<i>Faculty member</i>	< 5	---
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Campus Police</i>	< 5	---
<i>Staff person (e.g., student life staff, program director)</i>	< 5	---
<i>Supervisor</i>	< 5	---
<i>Counseling Services</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	8	7.3

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages do not sum to 100% because of multiple response choices.

Table 35 illustrates that 93% ($n = 101$) of respondents did not report the incident and that 7% ($n = 8$) of respondents did report the incident. Of the respondents who reported the incident, less than five were satisfied with the outcome, less than five felt that the complaint received an appropriate response, and less than five felt that the incident did not receive an appropriate response.

Table 35. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	101	92.7
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	8	7.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 109). Percentages do not sum to 100% because of multiple response choices.

Twenty-seven respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Two themes emerged: discrimination and disrespect.

Discrimination- Respondents reported observations of discriminatory statements and actions generally related to gender or race/ethnicity. One respondent wrote, “During my surgery rotation in Chattanooga, a male attending was talking with a pregnant resident. The male attending said: “I hear you are becoming chief? I also hear you're pregnant. ‘A pregnant chief’ is an oxymoron. If I had had anything to do with the selection process, you would not have been selected as chief. That's just not okay to be pregnant and chief.” Another respondent stated, “It is unfortunate, but racism still exists in 2017 at UTHSC. It is also upsetting that these people assume that everyone thinks the way they do or otherwise they don't seem to see their words as troubling.” One respondent noted, “There was a clinic group leader in [a specific group] that constantly ridiculed students, patients, and the other group leader. He would make sexist, racist remarks, as well as make very uncomfortable and inappropriate jokes that was offensive to both students and patients.” Other respondents observed individuals making inappropriate comments and assumptions about students who were “Trans” or “Muslim.”

Disrespect- The second theme that emerged was disrespect for other people. Respondents reported community members who “laugh” about instructors because of their “accents” and stated they observed others, “making fun of people’s accents or place of birth; suggesting someone is not intelligent because of their accent.” Other respondents reported, “The instructor was downing the student in front of the patient. Making comments that the student is new and they don’t really know what they are doing.” Another respondent reported, “An instructor yelled at a student during simulation lab, asking if she had even done her clinical hours. This was very embarrassing to her since this was supposed to be a learning environment. The same instructor told me I was too quiet and meek to be a nurse practitioner, and that I should just quit the program.”

^{ix}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(1, N = 1,020) = 5.15, p < .05$.

^xA chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 1,019) = 24.67, p < .001$.

Unwanted Sexual Experiences

Two percent ($n = 23$) of respondents indicated on the survey that they had experienced unwanted sexual conduct,⁵⁰ with 1% ($n = 8$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), less than five experiencing stalking (e.g., following me, on social media, texting, phone calls), and 1% ($n = 14$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UTHSC community. No respondents indicated that they experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) or 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 UTHSC community (Figure 24).

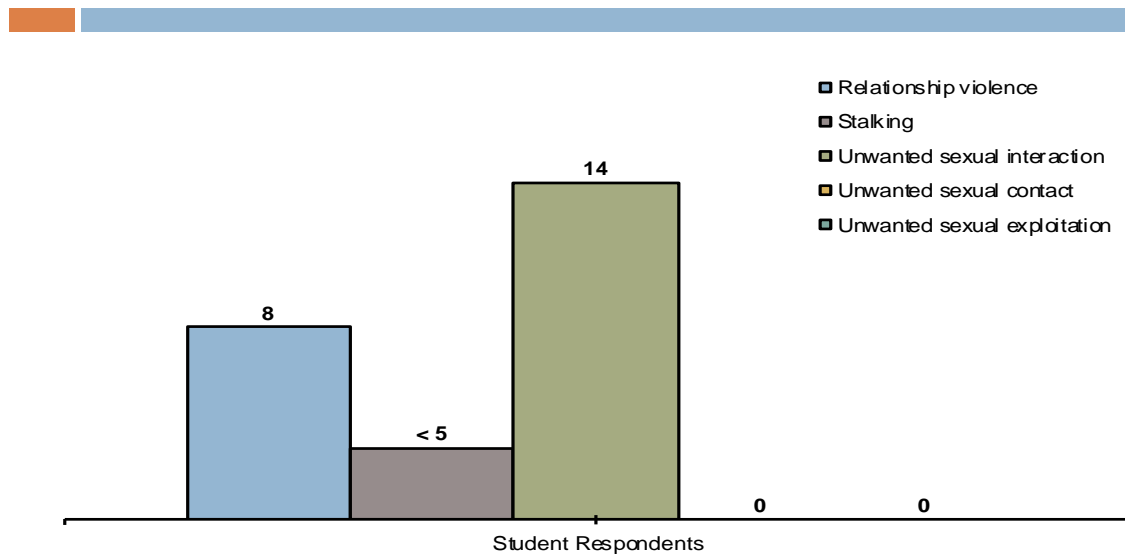


Figure 24. Respondents Experiences of Unwanted Sexual Conduct by Position Status (n)

⁵⁰The survey used the term “unwanted sexual conduct” to depict any unwanted sexual experiences and defined it as “unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; sexual harassment involving physical contact; and sexual exploitation (including voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent).”

Relationship Violence

One percent ($n = 8$) respondents indicated on the survey that they had experienced unwanted sexual conduct related to relationship violence (e.g., ridiculed, controlling, hitting). As a result of the low number of responses subsequent analyses could not be performed for this question.

Student respondents⁵¹ were asked if alcohol and/or drugs were involved in the relationship violence and 63% ($n = 5$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 100% ($n = 5$) reported it was alcohol only.

One-hundred percent ($n = 8$) of Student respondents who experienced relationship violence indicated that it occurred during their time as a Graduate/Professional Student at UTHSC (Table 36).

Table 36. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	8	100.0
During time as an Undergraduate	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 8$).

Seventy-five percent ($n = 6$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as UTHSC students (63%, $n = 5$) and less than five identified UTHSC staff member.

Asked where the relationship violence incidents occurred, 100% ($n = 8$) of respondents indicated that they occurred off campus and less than five indicated they occurred on campus. Respondents who experienced relationship violence off campus wrote that the incidents occurred in places such as, “my apartment,” “residence,” and “at home.” Respondents who experienced relationship violence on campus wrote that the incidents occurred in places such as, “in the lab,” “in the classroom,” and “in the parking lot.”

⁵¹Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Undergraduate Student respondents was too low to maintain confidentiality.

Asked how they felt in response to experiencing relationship violence, 75% ($n = 6$) felt afraid, 75% ($n = 6$) felt angry, 75% ($n = 6$) felt embarrassed, and 63% ($n = 5$) felt somehow responsible (Table 37).

Table 37. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt afraid.	6	75.0
I felt angry.	6	75.0
I felt embarrassed.	6	75.0
I felt somehow responsible.	5	62.5
I ignored it.	< 5	---
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 8$).

In response to experiencing relationship violence, less than five respondents contacted a UTHSC resource. Most respondents told a friend (88%, $n = 7$) and avoided the person/venue (63%, $n = 5$) (Table 38).

Table 38. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	7	87.5
I avoided the person/venue.	5	62.5
I told a family member.	< 5	---
I confronted the person(s) later.	< 5	---
I contacted a UTHSC resource.	< 5	---
<i>Counseling Services</i>	< 5	---
<i>Faculty member</i>	< 5	---
<i>Campus Police</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
I did not know who to go to.	< 5	---
I sought information online.	< 5	---
I confronted the person(s) at the time.	< 5	---
I did not do anything.	< 5	---
I contacted a local law enforcement official.	0	0.0

Table 38. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 8$).

One-hundred percent ($n = 8$) of respondents did not report the relationship violence.

Seven respondents elaborated on why they did not report the unwanted interpersonal violence/contact. One theme emerged from their responses: an expectation of negative consequences.

Expectation of negative consequences- Respondents reported a belief that making a report would result in a negative consequence to them personally. One respondent wrote, “I did not want to make the graduate experience uncomfortable for mutual friends nor get the person in trouble. I felt like avoiding the person and the mutual friend group was the best solution. I do not regret my decision.” Other respondents shared, “I have a reputation to uphold and that is not part of how I want people to think of me. As a person who lets themselves get walked over,” and “It did not occur on campus or at any school-related function. Changing schools would have been the only way to avoid this classmate and I did not want this person to be able to take UT away from me. I did not involve campus officials because I wanted to prevent further hurt and damage to myself. I did not want to appear dysfunctional. I did not think there was anything a campus official could do to change the situation.”

Stalking

Less than five respondents indicated on the survey that they had experienced unwanted sexual conduct related to stalking (e.g., following me, on social media, texting, phone calls). As a result of the low number of responses subsequent analyses could not be performed for this question.

Student respondents⁵² were asked if alcohol and/or drugs were involved in the stalking and none indicated “yes.” 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, less than five noted that it occurred within their first year and none indicated that it occurred in any of their subsequent undergraduate years. No Student respondents who experienced stalking indicated that it occurred during their time as a Graduate Student at UTHSC.

Less than five of the respondents who indicated on the survey that they experienced stalking identified a UTHSC stranger as the perpetrators of the conduct. Asked where the stalking incidents occurred, Student respondents did not indicate whether the incident occurred on or off campus.

Asked how they felt in response to experiencing stalking, less than five Student respondents indicated that they ignored it. In response to experiencing stalking, no respondents contacted a UTHSC resource and less than five Student respondents sought support from off-campus hotline/advocacy services. Additionally, less than five Student respondents reported the stalking incident.

Student respondents were given the opportunity to elaborate on why they did not report the stalking incident. There were not enough responses to develop a theme.

⁵²Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Undergraduate respondents ($n < 5$) was too low to maintain confidentiality.

Unwanted Sexual Interaction

One percent ($n = 14$) respondents indicated on the survey that they had experienced unwanted sexual conduct related to sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment). As a result of the low number of responses subsequent analyses could not be performed for this question.

Student respondents⁵³ were asked if alcohol and/or drugs were involved in the unwanted sexual interaction and less than five indicated “yes.” Of those who indicated drugs and alcohol were involved, less than five reported it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced the unwanted sexual interaction. Seventy-nine percent ($n = 11$) of Student respondents who experienced sexual interaction indicated that it occurred during their time as a Graduate/Professional Student at UTHSC. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual interaction, less than five noted that it occurred in either their first year, their second year, or their third year. No Student respondents indicated that the sexual interaction occurred during their fourth year (Table 39).

Table 39. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	11	78.6
Undergraduate first year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate second year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---

⁵³Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Undergraduate Student respondents ($n < 5$) was too low to maintain confidentiality.

Table 39. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 14$). Percentages may not sum to 100 because of multiple response choices.

Forty-three percent ($n = 6$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified strangers as the perpetrators of the conduct.

Asked where the unwanted sexual interaction incidents occurred, less than five respondents indicated that they occurred off campus and 79% ($n = 11$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus indicated that the incidents occurred in places such as, “via texting,” “organization event,” and “online/Facebook.” Respondents who experienced unwanted sexual interaction on campus commented that the instances happened in place such as, “walking to parking lot,” “stairwell,” “in the hospital,” “clinic,” “Health Sciences Park,” “Madison Ave,” and “right outside GEB.”

Asked how they felt in response to experiencing the sexual interaction, 57% ($n = 8$) felt embarrassed, 57% ($n = 8$) ignored it, and 50% ($n = 7$) felt angry (Table 40).

Table 40. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt embarrassed.	8	57.1
I ignored it.	8	57.1
I felt angry.	7	50.0
I felt afraid.	< 5	---
I felt somehow responsible.	< 5	---
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 14$).

In response to experiencing unwanted sexual interaction, less than five respondents contacted a UTHSC resource (Table 41). Most respondents did not do anything (64%, $n = 9$), avoided the person/venue (50%, $n = 7$), or told a friend (43%, $n = 6$).

Table 41. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I did not do anything.	9	64.3
I avoided the person/venue.	7	50.0
I told a friend.	6	42.9
I told a family member.	< 5	---
I contacted a UTHSC resource.	< 5	---
<i>Faculty member</i>	< 5	---
<i>Office of Equity & Diversity</i>	< 5	---
<i>Campus Police</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Student Life staff, program director)</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Supervisor</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I did not know who to go to.	< 5	---
I confronted the person(s) at the time.	< 5	---
I confronted the person(s) later.	0	0.0
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 14$).

Seventy-nine percent ($n = 11$) of respondents did not report the unwanted sexual interaction and less than five respondents did report the sexual interaction incident(s) (Table 42).

Table 42. Respondents' Reporting Sexual Interaction

Reporting the sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	11	78.6
Yes, I reported the incident (e.g., bias incident report, Title IX).	< 5	---
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 14). Percentages may not sum to 100% because of multiple response choices.

Ten respondents provided information which indicated that they did not report the unwanted sexual interaction to a campus official or staff member. One theme emerged from responses: Unaware conduct was reportable.

Unaware conduct was reportable- Respondents reported a general sense of uncertainty regarding whether the conduct was reportable. Respondents wrote, “I didn't think cat-calling was serious enough to report.” Other respondents shared, “It was a stranger on the street. I didn't think reporting street harassment was something I could do,” and “unsure if it was ‘bad enough’ to report.”

One respondent provided information which indicated that they did report unwanted sexual interaction but that it was not responded to appropriately. While one response does not justify presentation of a theme, the response is important to share since it notes the importance of feedback to reports of unwanted sexual interaction. Specifically, the respondent wrote, “I said it was not responded to appropriately because I had no way of knowing what the outcome was since I reported it anonymously in the Hall Tacket.”

Unwanted Sexual Contact

No respondents indicated on the survey that they had experienced unwanted sexual conduct related to sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape). As a result of the lack of responses subsequent analyses could not be performed for this question.

Unwanted Sexual Exploitation

No respondents indicated on the survey that they had experienced unwanted sexual conduct related to unwanted sexual exploitation (e.g. voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent). As a result of the lack of responses subsequent analyses could not be performed for this question.

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 43). Eighty-eight percent ($n = 898$) of Student respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent. Eighty-two percent ($n = 832$) “strongly agreed” or “agreed” that they were generally aware of the role of UTHSC Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Only 67% ($n = 681$) of Student respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents. Seventy-nine percent ($n = 805$) of Student respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. Seventy-seven percent ($n = 777$) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the campus resources listed in the table below. Ninety-seven percent ($n = 993$) 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-six percent ($n = 880$) of Student respondents “strongly agreed” or “agreed” that they understood that UTHSC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. Seventy-four percent ($n = 747$) 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 the UTHSC annual Security/Fire Safety Report. Finally, 89% ($n = 908$) “strongly agreed” or “agreed” that they knew that UTHSC sends a Public Safety Alert to the campus community when such an incident occurs.

Table 43. Respondents’ Awareness of Campus Standards of Conduct

Standards of Conduct	Strongly agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of affirmative consent.	465	45.7	433	42.5	104	10.2	16	1.6
I am generally aware of the role of UTHSC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	330	32.4	502	49.3	171	16.8	15	1.5
I know how and where to report such incidents.	229	22.5	452	44.4	309	30.4	28	2.8

Table 43. Respondents' Awareness of Campus Standards of Conduct

Standards of Conduct	Strongly agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	281	27.6	524	51.5	194	19.1	18	1.8
I am generally aware of the campus resources listed here: http://uthsc.edu/oed/sexual_assault2014.php .	259	25.5	518	51.0	222	21.9	16	1.6
I have a responsibility to report such incidents when I see them occurring on or off campus.	533	52.3	460	45.1	25	2.5	< 5	---
I understand that UTHSC standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	336	32.9	544	53.3	130	12.7	10	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UTHSC Crime and Fire Statistics Report.	278	27.4	469	46.3	240	23.7	27	2.7
I know that UTHSC sends a public safety alert to the campus community when such an incident occurs.	421	41.4	487	47.8	99	9.7	11	1.1

Summary

Eighty-seven percent ($n = 887$) of respondents were “comfortable” or “very comfortable” with the climate at UTHSC. The 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,” suggests a greater number of UTHSC respondents (87%) were “comfortable” or “very comfortable” with the climate at UTHSC. Eighty-two percent ($n = 834$) of Student respondents were “comfortable” or “very comfortable” with the climate in their academic departments. Eighty-three percent ($n = 853$) of Student respondents were “comfortable” or “very comfortable” with the climate in their classes.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UTHSC, 10% ($n = 106$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results were lower than the findings of other climate studies of specific constituent groups offered in the literature. In these comparable climate studies, 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 & Quayle, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Eleven percent ($n = 109$) of UTHSC survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at UTHSC within the past year that they noted created an exclusionary, intimidating, offensive, and/or hostile working or learning environment.

Two percent ($n = 23$) of respondents indicated on the survey that they had experienced a form of unwanted sexual conduct, with 1% ($n = 8$) of those respondents experiencing relationship violence (e.g., ridiculed, controlling, hitting), less than five experiencing stalking (e.g., following, on social media, texting, phone calls) and 1% ($n = 14$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UTHSC community. No respondents indicated that they had experienced unwanted sexual

contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) or 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 UTHSC community.

For the campus climate assessment, overall, analyses revealed significant differences in responses among groups, where the answers of Women respondents, Undergraduate Student respondents, Non-U.S. Citizen respondents, Respondents with disability, Respondents of Color and Multiracial, and respondents with No Religious/Spiritual Identities and Multiple Religious/Spiritual Identities were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to UTHSC students. 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

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 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 two percent (2.2%) 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.⁵⁴ 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 0.876 (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 0.785 (Table 44).

⁵⁴ 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 44. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
Perceived Academic Success	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with my academic experience at UTHSC.
	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at UTHSC.
	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 UTHSC.

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 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, Transspectrum)
- Racial identity (Asian/Asian American, Black/African American, Multiracial Respondents, Other People of Color⁵⁵, White/European American)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

⁵⁵ Per the Local Campus Study Team, the Other People of Color category included respondents who identified as American Indian/Native, Alaska Native, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander. This group is used when Asian/Asian American and Black/African American are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).

When there were only two categories for the specified demographic variable (e.g., income status) 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 η^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. As a result of insufficient numbers of Transspectrum Undergraduate Student respondents and Transspectrum Graduate/Professional Student respondents, means testing was only conducted on Women and Men Undergraduate and Graduate/Professional Student respondents. No significant difference existed in the overall test for means for Undergraduate or Graduate/Professional Student respondents by gender identity on *Perceived Academic Success* (Table 45).

Table 45. Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Women	61	2.022	0.742	541	1.948	0.681
Men	13	2.115	0.851	377	2.016	0.665
Mean difference		-0.094			-0.068	

Racial Identity. As a result of an insufficient number of Asian/Asian American Undergraduate Student respondents and Multiracial Undergraduate Student respondents, these respondents were included in the Other People of Color Undergraduate Student respondents' category. No significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 46).

Table 46. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Black/African American	11	2.121	1.103
Other Person of Color	13	2.180	0.815
White/European American	48	2.004	0.663

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

No significant difference existed in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success* (Table 47).

Table 47. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Asian/Asian American	96	2.083	0.645
Black/African American	48	1.913	0.656
Multiracial	35	2.062	0.524
Other Person of Color	33	2.066	0.691
White/European American	683	1.952	0.683

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

Sexual Identity. No significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*. A significant difference existed ($p < .01$) in the overall test for means for Graduate/Professional Student respondents by sexual identity on *Perceived Academic Success*, $t(898) = 2.681$, $p < .01$. These findings suggest that LGBTQ Graduate/Professional Student respondents have lower *Perceived Academic Success* than Heterosexual Graduate/Professional Student respondents (Table 48).

Table 48. Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Heterosexual	62	2.027	0.733	860	1.964	0.678
LGBQ	< 5	---	---	40	2.258	0.706
Mean difference		0.444			-0.294*	

* $p < .01$

Disability Status. As a result of an insufficient number of Undergraduate Student respondents with a Single Disability and Undergraduate Student respondents with Multiple Disabilities, means testing was conducted only on Undergraduate Student respondents with at least one disability and those with no disabilities. No significant difference existed in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 49).

Table 49. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	Undergraduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.
At Least One Disability	8	2.083	1.050
No Disabilities	66	2.033	0.724
Mean difference		-0.051	

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success* (Table 50).

Table 50. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	50	2.160	0.713
No Disabilities	860	1.954	0.657
Multiple Disabilities	15	2.944	1.055

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were significant for two comparisons: Multiple Disabilities vs. Single Disability and Multiple Disabilities vs. No Disability. These findings suggest that Graduate/Professional Student respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have a single disability. They also suggest that

Graduate/Professional Student respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have no disabilities (Table 51).

Table 51. Difference between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.207
Multiple Disabilities vs. Single Disability	0.784*
Multiple Disabilities vs. No Disability	0.991*

* $p < .05$

Income Status. No significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*. A significant difference existed ($p < .05$) in the overall test for means for Graduate/Professional Student respondents by income status on *Perceived Academic Success*, $t(900) = 2.299$, $p < .05$. These findings suggest that Low-Income Graduate/Professional Student respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents (Table 52).

Table 52. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Low-Income	25	1.913	0.782	311	2.037	0.686
Not-Low-Income	44	2.076	0.695	591	1.930	0.655
Mean difference		-0.162			0.107*	

* $p < .05$

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 UTHSC. Frequencies and significant differences based on student status, gender identity,⁵⁶ racial identity, sexual identity,⁵⁷ religious/spiritual identity, citizenship status, disability status, housing status, employment status, income status, and first-generation status are provided in Tables 53 through 57.

Seventy-six percent ($n = 761$) of Student respondents felt valued by UTHSC faculty (Table 53). Student Respondents of Color and Multiracial Student respondents⁵⁸ (23%, $n = 55$) were more likely to “neither agree nor disagree” that they felt valued by faculty than White Student respondents (14%, $n = 102$). A higher percentage of Low-Income Student respondents (3%, $n = 10$) were more likely to “strongly disagree” that they felt valued by faculty than Not-Low-Income Student respondents (1%, $n = 6$). Christian Religious/Spiritual Identity Student respondents (15%, $n = 101$) were less likely to “neither agree nor disagree” that they felt valued by faculty than were No Religious/Spiritual Identity Student respondents (22%, $n = 39$).

Table 53 illustrates that 73% ($n = 733$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTHSC staff. A higher percentage of Men Student respondents (48%, $n = 186$) than Women Student respondents (39%, $n = 233$) “agreed” that they felt valued by staff. Christian Religious/Spiritual Identity Student respondents (18%, $n = 122$) were less likely to “neither agree nor disagree” that they felt valued by staff than No Religious/Spiritual Identity Student respondents (26%, $n = 46$).

⁵⁶As noted earlier, per the Local Campus Study Team, gender identity was categorized to only Men and Women to maintain response confidentiality.

⁵⁷As noted earlier, per the Local Campus Study Team, sexual identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

⁵⁸ As a result of the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into two categories (White, and People of Color and Multiracial) for the purposes of some analyses. People of Color category included respondents who identified as American Indian/Native, Alaska Native, Black/African American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, Asian/Asian American, and Hispanic/Latin@/Chican@. In this case, for purpose of analyses People of Color were also combined with Multiracial respondents. This is only done when more distinct categorizations are not statistically significantly different.

Sixty-one percent ($n = 613$) of Student respondents “strongly agreed” or “agreed” that they felt valued by senior administrators (Table 53). No significant differences were found.

Table 53. Student Respondents’ Feelings of Value by Employees

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by UTHSC faculty.	308	30.6	453	45.1	163	16.2	63	6.3	18	1.8
Racial identity^{xi}										
White	232	31.7	340	46.4	102	13.9	45	6.1	13	1.8
People of Color and Multiracial	66	27.4	100	41.5	55	22.8	17	7.1	< 5	---
Income status^{xii}										
Low-Income	99	28.9	148	43.3	66	19.3	19	5.6	10	2.9
Not-Low-Income	203	32.1	292	46.1	92	14.5	40	6.3	6	0.9
Religious/spiritual identity^{xiii}										
Christian Religious/Spiritual Identity	46	25.6	75	41.7	39	21.7	15	8.3	5	2.8
No Religious/Spiritual Identity	230	33.0	318	45.6	101	14.5	39	5.6	9	1.3
I feel valued by UTHSC staff.	311	31.0	422	42.1	194	19.4	55	5.5	20	2.0
Gender identity^{xiv}										
Women	196	32.5	233	38.6	122	20.2	36	6.0	17	2.8
Men	113	29.0	186	47.7	69	17.7	19	4.9	< 5	---
Religious/spiritual identity^{xv}										
Christian Religious/Spiritual Identity	48	26.8	73	40.8	46	25.7	6	3.4	6	3.4
No Religious/Spiritual Identity	233	33.5	295	42.4	122	17.6	36	5.2	9	1.3
I feel valued by UTHSC senior administrators (e.g., dean, vice president, provost).	262	26.1	351	35.0	255	25.4	84	8.4	50	5.0

Note: Table reports only Student responses ($n = 1,023$).

Seventy-eight percent ($n = 782$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTHSC faculty in the classroom (Table 54). No statistically significant differences were found between groups.

Eighty-two percent ($n = 821$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. Sixteen percent ($n = 99$) of Women Student respondents “neither agreed nor disagreed” that they felt valued by other students in classroom compared with 11% ($n = 43$) of Men Student respondents. Student Respondents of Color and Multiracial Student respondents (29%, $n = 70$) were less likely to “strongly agree” that they felt

valued by other students in classroom than White Student respondents (37%, $n = 268$). A higher percentage (24%, $n = 26$) of First-Generation Student respondents versus (14%, $n = 121$) of Not-First-Generation Student respondents “neither agreed nor disagreed” that they felt valued by other students in classroom. A lower percentage of Student respondents with No Disability (2%, $n = 19$) than Student respondents with Single and Multiple Disabilities⁵⁹ (11%, $n = 8$) “disagreed” that they felt valued by other students in classroom.

Seventy-six percent ($n = 752$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside the classroom. A higher percentage of Graduate/Professional Student respondents (46%, $n = 424$) than Undergraduate Student respondents (30%, $n = 22$) “agreed” that they felt valued by other students outside of the classroom. Twenty-three percent ($n = 134$) of Women Student respondents “neither agreed nor disagreed” that they felt valued by other students outside of the classroom, compared with 15% ($n = 59$) of Men Student respondents. Eighteen percent ($n = 130$) of White Student respondents and less than five Multiracial Student respondents “neither agreed nor disagreed” that they felt valued by other students outside of the classroom, compared with 29% ($n = 57$) of Student Respondents of Color. A higher percentage of First-Generation Student respondents (30%, $n = 32$) versus of Not-First-Generation Student respondents (19%, $n = 165$) “neither agreed nor disagreed” that they felt valued by other students outside of the classroom. A lower percentage of No Disability Student respondents (3%, $n = 25$), compared with Single and Multiple Disabilities Student respondents (7%, $n = 5$) “disagreed” that they felt valued by other students outside of the classroom.

Table 54. Student Respondents’ Feelings of Value Inside and Outside the Classroom

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	329	32.8	453	45.2	164	16.4	42	4.2	14	1.4
I feel valued by other students in classroom.	345	34.4	476	47.5	147	14.7	27	2.7	7	0.7
Gender identity^{xvi}										
Women	207	34.2	277	45.8	99	16.4	21	3.5	< 5	---
Men	138	35.5	197	50.6	43	11.1	6	1.5	5	1.3

⁵⁹For purpose of analyses Single Disability respondents were combined with Multiple Disabilities respondents. This is only done when more distinct categorizations are not statistically significantly different.

Table 54. Student Respondents’ Feelings of Value Inside and Outside the Classroom

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Racial identity^{xvii}										
White	268	36.8	354	48.6	84	11.5	16	2.2	6	0.8
Respondents of Color and Multiracial	70	28.9	103	42.6	58	24.0	10	4.1	< 5	---
Generation status^{xviii}										
Not-First-Generation	309	34.7	429	48.1	121	13.6	25	2.8	7	0.8
First-Generation	36	33.3	44	40.7	26	24.1	< 5	---	0	0.0
Disability status^{xix}										
No Disability	327	35.2	443	47.7	137	14.7	19	2.0	< 5	---
Single and Multiple Disabilities	18	25.0	32	44.4	10	13.9	8	11.1	< 5	---
I feel valued by other students outside of the classroom.	306	30.9	446	45.0	198	20.0	30	3.0	11	1.1
Position status^{xx}										
Undergraduate	25	33.8	22	29.7	20	27.0	5	6.8	< 5	---
Graduate	281	30.6	424	46.2	178	19.4	25	2.7	9	1.0
Gender identity^{xxi}										
Women	182	30.5	257	43.1	134	22.5	19	3.2	< 5	---
Men	123	31.8	188	48.6	59	15.2	11	2.8	6	1.6
Racial identity^{xxii}										
White	233	32.3	326	45.2	130	18.0	23	3.2	9	1.2
Respondents of Color	56	28.0	80	40.0	57	28.5	5	2.5	< 5	---
Multiracial	11	27.5	23	57.5	< 5	---	< 5	---	0	0.0
Generation status^{xxiii}										
First-Generation	32	30.2	41	38.7	32	30.2	< 5	---	0	0.0
Not-First-Generation	273	31.0	404	45.8	165	18.7	29	3.3	11	1.2
Disability status^{xxiv}										
No Disability	287	31.2	415	45.1	187	20.3	25	2.7	7	0.8
Single and Multiple Disabilities	19	27.5	30	43.5	11	15.9	5	7.2	< 5	---

Note: Table reports only Student responses (*n* = 1,023).

Thirty-six percent (*n* = 359) of Student respondents “strongly agreed” or “agreed” that they felt faculty prejudged their abilities based on their perception of their identity/background (Table 55). A higher percentage of Non-U.S. Citizen Student respondents (21%, *n* = 25) than U.S. Citizen Student respondents (12%, *n* = 109) “strongly agreed” that they felt that faculty prejudged their abilities based on their perception of their identity/background. Student Respondents of Color and Multiracial Student respondents (27%, *n* = 66) were more likely to “agree” than were White Student respondents (21%, *n* = 150) that they felt that faculty prejudged their abilities based on their perception of their identity/background.

Thirty-three percent ($n = 324$) of Student respondents “strongly agreed” or “agreed” that they felt staff prejudged their abilities based on their perception of their identity/background. A larger percentage of Non-U.S. Citizen Student respondents (21%, $n = 25$) than U.S. Citizen Student respondents (11%, $n = 98$) “strongly agreed” that they felt that staff prejudged their abilities based on their perception of their identity/background. Student Respondents of Color and Multiracial Student respondents (25%, $n = 59$) were more likely than White Student respondents (19%, $n = 134$) to “agree” that they felt that staff prejudged their abilities based on their perception of their identity/background.

Sixty-nine percent ($n = 687$) of Student respondents noted that they “strongly agreed” or “agreed” that the campus climate at UTHSC encourages free and open discussion of difficult topics. A lower percentage of Not-Low-Income Student respondents (2%, $n = 13$) compared with Low-Income Student respondents (5%, $n = 17$) “strongly disagreed” that the campus climate at UTHSC encourages free and open discussion of difficult topics. Twenty-eight percent ($n = 194$) of Christian Religious/Spiritual Identity Student respondents “strongly agreed” that the campus climate at UTHSC encourages free and open discussion of difficult topics compared with 20% ($n = 36$) of No Religious/Spiritual Identity Student respondents. No Disability Student respondents (44%, $n = 408$) were more likely than Single and Multiple Disabilities Student respondents (32%, $n = 23$) to “agree” that the campus climate at UTHSC encourages free and open discussion of difficult topics.

Sixty-nine percent ($n = 693$) of Student respondents noted that they “strongly agreed” or “agreed” that the classroom climate encourages free speech within the classroom. A higher percentage of LGBTQ Student respondents (20%, $n = 9$) than Heterosexual Student respondents (7%, $n = 67$) “disagreed” that the classroom climate encourages free speech within the classroom. Six percent ($n = 44$) of Christian Religious/Spiritual Identity Student respondents noted that they “disagreed” that the classroom climate encourages free speech within the classroom compared to 12% ($n = 22$) of No Religious/Spiritual Identity Student respondents. No Disability Student respondents (3%, $n = 24$) were less likely than Single and Multiple Disabilities Student respondents (10%, $n = 7$) to “strongly disagree” that the classroom climate encourages free speech within the classroom.

Seventy-two percent ($n = 721$) of Student respondents noted that they “strongly agreed” or “agreed” that the campus climate encourages free speech outside of the classroom. A lower percentage of Not-Low-Income Student respondents (17%, $n = 104$) compared with Low-Income Student respondents (23%, $n = 77$) “neither agreed nor disagreed” that the campus climate encourages free speech outside of the classroom. No Religious/Spiritual Identity Student respondents (20%, $n = 36$) were less likely than Christian Religious/Spiritual Identity Student respondents (30%, $n = 206$) to “strongly agree” that the campus climate encourages free speech outside of the classroom.

Table 55. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudice my abilities based on their perception of my identity/background.	134	13.4	225	22.5	238	23.8	269	26.9	135	13.5
Citizenship status^{xxv}										
U.S. Citizen	109	12.4	194	22.1	207	23.5	245	27.9	124	14.1
Non-U.S. Citizen	25	20.8	31	25.8	30	25.0	23	19.2	11	9.2
Racial identity^{xxvi}										
White	93	12.8	150	20.6	162	22.2	214	29.4	110	15.1
Respondents of Color and Multiracial	37	15.4	66	27.4	64	26.6	50	20.7	24	10.0
I think that staff prejudice my abilities based on their perception of my identity/background.	123	12.4	201	20.3	250	25.2	282	28.4	136	13.7
Citizenship status^{xxvii}										
U.S. Citizen	98	11.3	171	19.6	223	25.6	256	29.4	123	14.1
Non-U.S. Citizen	25	20.8	30	25.2	26	21.8	25	21.0	13	10.9
Racial identity^{xxviii}										
White	86	11.9	134	18.5	173	23.9	221	30.5	110	15.2
Respondents of Color and Multiracial	34	14.3	59	24.9	64	27.0	55	23.2	25	10.5
I believe that the campus climate encourages free and open discussion of difficult topics.	255	25.5	432	43.2	215	21.5	63	6.3	34	3.4
Income status^{xxix}										
Low-Income	77	22.6	135	39.6	86	25.2	26	7.6	17	5.0
Not-Low-Income	175	27.8	287	45.6	123	19.6	31	4.9	13	2.1
Religious/Spiritual Identity^{xxx}										
No Religious/Spiritual Identity	36	20.3	71	40.1	41	23.2	17	9.6	12	6.8
Christian Religious/Spiritual Identity	194	27.9	307	44.1	144	20.7	36	5.2	15	2.2
Disability status^{xxxi}										

Table 55. Student Respondents’ Perceptions of Campus Climate

Perception		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No Disability		235	25.4	408	44.1	200	21.6	55	5.9	28	3.0
Single and Multiple Disabilities		20	27.8	23	31.9	15	20.8	8	11.1	6	8.3
I believe that the classroom climate encourages free speech within the classroom.		266	26.6	427	42.7	197	19.7	79	7.9	31	3.1
Sexual identity^{xxxii}											
LGBQ		8	17.8	14	31.1	12	26.7	9	20.0	< 5	---
Heterosexual		251	27.2	401	43.4	178	19.3	67	7.3	27	2.9
Religious/Spiritual Identity^{xxxiii}											
No Religious/Spiritual Identity		39	21.9	67	37.6	42	23.6	22	12.4	8	4.5
Christian											
Religious/Spiritual Identity		201	28.8	307	44.0	128	18.4	44	6.3	17	2.4
Disability status^{xxxiv}											
No Disability		249	26.9	400	43.1	184	19.8	70	7.6	24	2.6
Single and Multiple Disabilities		17	23.6	26	36.1	13	18.1	9	12.5	7	9.7
I believe that the campus climate encourages free speech outside of the classroom.		267	26.7	454	45.4	190	19.0	59	5.9	31	3.1
Income status^{xxxv}											
Low-Income		81	23.8	146	42.8	77	22.6	23	6.7	14	4.1
Not Low-Income		184	29.2	296	46.9	104	16.5	33	5.2	14	2.2
Religious/Spiritual Identity^{xxxvi}											
No Religious/Spiritual Identity		36	20.2	76	42.7	42	23.6	15	8.4	9	5.1
Christian											
Religious/Spiritual Identity		206	29.6	325	46.6	120	17.2	31	4.4	15	2.2

Note: Table reports only Student responses (*n* = 1,023).

Eighty-five percent (*n* = 843) of Student Respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. White Student respondents (44%, *n* = 321) were more likely than Student Respondents of Color and Multiracial Student respondents (35%, *n* = 83) to “strongly agree” that they had faculty whom they perceived as role models. Table 56 shows comparisons for groups with significant differences.

Sixty-eight percent (*n* = 681) of Student Respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. Women Student respondents (34%, *n* = 205) were more likely than Men Student respondents (25%, *n* = 98) to “strongly agree” that they had staff

whom they perceived as role models. No Religious/Spiritual Identity Student respondents (34%, $n = 60$) were more likely than Christian Religious/Spiritual Identity Student respondents (22%, $n = 152$) to “neither agree nor disagree” that they had staff whom they perceived as role models.

Seventy-six percent ($n = 758$) of Student Respondents “strongly agreed” or “agreed” that they had students whom they perceived as role models. A higher percentage of Graduate/Professional Student respondents (45%, $n = 414$) compared with Undergraduate Student respondents (20%, $n = 27$) “agreed” that they had students whom they perceived as role models. Women Student respondents (35%, $n = 213$) were more likely than Men Student respondents (29%, $n = 111$) to “strongly agree” that they had students whom they perceived as role models. White Student respondents (16%, $n = 117$) were less likely than Multiracial Student respondents (23%, $n = 9$) and Student Respondents of Color (26%, $n = 51$) to “neither agree nor disagree” that they had students whom they perceived as role models. No Religious/Spiritual Identity Student respondents (24%, $n = 43$) were less likely than Christian Religious/Spiritual Identity Student respondents (36%, $n = 245$) to “strongly agree” that they had students whom they perceived as role models.

Table 56. Student Respondents’ Perceptions of Faculty and Staff as Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	414	41.4	432	43.2	110	11.0	35	3.5	10	1.0
Racial identity^{xxxvii}										
White	321	44.0	317	43.4	67	9.2	18	2.5	7	1.0
Respondents of Color and Multiracial	83	34.7	100	41.8	40	16.7	15	6.3	< 5	---
I have staff whom I perceive as role models.	304	30.4	377	37.7	238	23.8	57	5.7	23	2.3
Gender identity^{xxxviii}										
Men	98	25.4	154	39.9	95	24.6	28	7.3	11	2.8
Women	205	33.9	218	36.0	141	23.3	29	4.8	12	2.0
Religious/Spiritual Identity^{xxxix}										
No Religious/Spiritual Identity	45	25.3	58	32.6	60	33.7	9	5.1	6	3.4
Christian Religious/Spiritual Identity	227	32.6	267	38.4	152	21.8	37	5.3	13	1.9
I have students whom I perceive as role models.	324	32.6	434	43.7	183	18.4	40	4.0	13	1.3
Position status^{xl}										
Undergraduate	25	33.8	20	27.0	24	32.4	< 5	---	< 5	---
Graduate	299	32.5	414	45.0	159	17.3	36	3.9	12	1.3
Gender identity^{xli}										
Men	111	28.8	172	44.7	72	18.7	22	5.7	8	2.1
Women	213	35.4	258	42.9	108	18.0	17	2.8	5	0.8
Racial identity^{xlii}										
White	250	34.5	325	44.9	117	16.2	23	3.2	9	1.2
Respondents of Color	58	29.1	74	37.2	51	25.6	12	6.0	< 5	---
Multiracial	8	20.5	20	51.3	9	23.1	< 5	---	0	0.0
Religious/Spiritual Identity^{xliii}										
No Religious/Spiritual Identity	43	24.3	83	46.9	42	23.7	6	3.4	< 5	---
Christian Religious/Spiritual Identity	245	35.5	297	43.0	113	16.4	28	4.1	8	1.2

Note: Table reports only Student responses (*n* = 1,023).

Fifty-two percent (*n* = 521) of Student respondents “strongly agreed” or “agreed” that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 57). A significantly lower percentage of Women Student respondents (27%, *n* = 160) than Men Student respondents (37%, *n* = 143) “agreed” that senior administrators have taken direct

actions to address the needs of at-risk/underserved students. A higher percentage of Non-U.S. Citizen Student respondents (31%, $n = 37$) than U.S. Citizen Student respondents (21%, $n = 179$) “strongly agreed” that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Not-Low-Income Student respondent (4%, $n = 26$) compared with Low-Income Student respondents (9%, $n = 32$) “disagreed” that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of No Disability Student respondents (2%, $n = 21$) than Single and Multiple Disabilities Student respondents (10%, $n = 7$) “strongly disagreed” that senior administrators have taken direct actions to address the needs of at-risk/underserved students.

Fifty-five percent ($n = 547$) of Student respondents “strongly agreed” or “agreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Graduate/Professional Student respondents (4%, $n = 38$) compared with Undergraduate Student respondents (12%, $n = 9$) “disagreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Women Student respondents (29%, $n = 173$) than Men Student respondents (39%, $n = 149$) “agreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Non-U.S. Citizen Student respondents (32%, $n = 38$) than U.S. Citizen Student respondents (21%, $n = 185$) “strongly agreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Not-Low-Income Student respondents (3%, $n = 18$) compared with Low-Income Student respondents (8%, $n = 26$) “disagreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of No Disability Student respondents (2%, $n = 17$) than Single and Multiple Disabilities Student respondents (8%, $n = 6$) “strongly disagreed” that faculty have taken direct actions to address the needs of at-risk/underserved students.

Fifty-eight percent ($n = 570$) of Student respondents “strongly agreed” or “agreed” that students have taken direct actions to address the needs of at-risk/underserved students. White Student respondents (3%, $n = 20$) were less likely than Student Respondents of Color and Multiracial Student respondents (7%, $n = 16$) to “disagree” that students have taken direct actions to address the needs of at-risk/underserved students. First-Generation Student respondents (21%, $n = 23$) were less likely than Not-First-Generation Student respondents (36%, $n = 318$) to “agree” that

students have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Not-Low-Income Student respondents (2%, $n = 15$) compared with Low-Income Student respondents (6%, $n = 19$) “disagreed” that students have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of No Disability Student respondents (3%, $n = 30$) than Single and Multiple Disabilities Student respondents (8%, $n = 6$) “disagreed” that students have taken direct actions to address the needs of at-risk/underserved students.

Table 57. Student Respondents’ Perception of Actions

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	216	21.7	305	30.7	383	38.5	62	6.2	28	2.8
Gender identity^{xliv}										
Men	80	20.8	143	37.1	132	34.3	21	5.5	9	2.3
Women	136	22.6	160	26.6	247	41.1	39	6.5	19	3.2
Citizenship status^{xlv}										
U.S. Citizen	179	20.5	264	30.2	353	40.4	51	5.8	26	3.0
Non-U.S. Citizen	37	31.1	40	33.6	29	24.4	11	9.2	< 5	---
Income status^{xlvi}										
Low-Income	72	21.1	96	28.2	127	37.2	32	9.4	14	4.1
Not-Low-Income	141	22.6	203	32.5	243	38.9	26	4.2	12	1.9
Disability status^{xlvii}										
No Disability	200	21.7	289	31.4	356	38.7	55	6.0	21	2.3
Single and Multiple Disabilities	16	22.2	15	20.8	27	37.5	7	9.7	7	9.7
Faculty have taken direct actions to address the needs of at-risk/underserved students.	223	22.4	324	32.5	379	38.1	47	4.7	23	2.3
Position status^{xlviii}										
Undergraduate	20	26.7	20	26.7	25	33.3	9	12.0	< 5	---
Graduate	203	22.0	304	33.0	354	38.4	38	4.1	22	2.4
Gender identity^{xlix}										
Men	88	22.9	149	38.8	126	32.8	17	4.4	< 5	---
Women	135	22.4	173	28.6	249	41.2	28	4.6	19	3.1
Citizenship status^l										
U.S. Citizen	185	21.1	279	31.9	349	39.9	41	4.7	21	2.4
Non-U.S. Citizen	38	31.9	44	37.0	29	24.4	6	5.0	< 5	---
Income status^{li}										
Low-Income	77	22.6	101	29.6	126	37.0	26	7.6	11	3.2
Not Low-Income	142	22.7	214	34.2	243	38.8	18	2.9	9	1.4
Disability status^{lii}										
No Disability	208	22.5	306	33.2	350	37.9	42	4.6	17	1.8
Single and Multiple Disabilities	15	20.8	17	23.6	29	40.3	5	6.9	6	8.3

Table 57. Student Respondents' Perception of Actions

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Students have taken direct actions to address the needs of at-risk/underserved students.	226	22.8	344	34.7	372	37.5	36	3.6	14	1.4
Racial identity^{liii}										
White	173	23.9	245	33.9	276	38.2	20	2.8	9	1.2
Respondents of Color and Multiracial	49	20.6	85	35.7	83	34.9	16	6.7	5	2.1
Generation status^{liv}										
First-Generation	28	25.9	23	21.3	51	47.2	< 5	---	< 5	---
Not-First-Generation	198	22.5	318	36.1	321	36.4	33	3.7	11	1.2
Income status^{lv}										
Low-Income	71	20.9	119	35.0	124	36.5	19	5.6	7	2.1
Not-Low-Income	152	24.4	210	33.7	240	38.5	15	2.4	6	1.0
Disability status^{lvi}										
No Disability	214	23.3	318	34.6	346	37.6	30	3.3	11	1.2
Single and Multiple Disabilities	12	16.7	25	34.7	26	36.1	6	8.3	< 5	---

Note: Table reports only Faculty responses (*n* = 1,023).

Fifty-four respondents elaborated on their responses related to their sense of value. Two themes emerged: student support and open dialogue.

Student support- Respondents reported that their sense of value had been influenced by faculty, administrator, and staff support. Respondents noted that “lack of interaction” was equated to not valuing students. One respondent wrote, “Administrators never attend meetings pertaining to improving clinical experiences. We never see the higher administrative faculty (dean, assoc. dean, etc.), and there is a disconnect between students and administration.” Another respondent wrote, “Deans have very little interactions with the students making us feel undervalued.” Additionally, one respondent shared, “It seems that no one in the upper level administration cares about the personal lives of students unless there is a crisis at hand. They seem too overwhelmed with maintaining the university structure and bare minimum requirements of being an LCME accredited medical school to truly address improving student's quality of life.” Regarding staff, one respondent stated, “My interactions with staff members are consistently negative. They have a belittling attitude towards students and a penchant for hand-holding. I find most staff to be unnecessarily rude towards students and they approach their interactions with us in a hostile manner without giving us the benefit of the doubt.”

Respondents also provided examples of positive student support from UTHSC faculty, staff, and administrators. Respondents wrote, “As far as any interaction I have had or have witnessed, faculty and staff do a good job of treating everyone the same. I have loved my experience at UTHSC to date.” Another respondent shared, “One of my classmates needed to leave [for a particular reason] in the middle of the semester and the faculty were more than willing to help him out and work with him to get the help he needed; as well as allowing him to take the semester off and resume class in the Fall.”

Respondents also made it a point to address the excellent work of the custodial staff and how their presence made the students feel valued. One respondents wrote, “Custodian (women) cleaning staff member on third floor of GEB is so positive and friendly every day. She creates a sense of value and instills positivity in each person she meets.” Another respondent added that the custodial staff were “incredibly nice and some of the warmest people I have had the opportunity to speak with. Their kind words and smiles make my stressful days brighter.”

Open Dialogue- The second theme that emerged was a belief that open dialogue was not valued or sought. On respondent share that if the stance being taken did not, “conform to the current popular opinion on social issues” such as LGBTQ or race. Respondents described a climate that was, “politically correct” and hostile to “other viewpoints.” One respondents stated, “Free speech is only available to people who agree with and support liberal ideologies.” Another respondent wrote, “Any conservative/right wing values/ideas are attacked maliciously by the tyrannical left that makes up most of this school because any one not agreeing with their ideas are bullied into submission.”

^{xi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by racial identity: $\chi^2(4, N = 973) = 11.50, p < .05$.

^{xii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by income status: $\chi^2(4, N = 975) = 9.71, p < .05$.

^{xiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty by religious/spiritual identity: $\chi^2(4, N = 877) = 11.36, p < .05$.

^{xiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by gender identity: $\chi^2(4, N = 994) = 11.80, p < .05$.

^{xv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by staff by religious/spiritual identity: $\chi^2(4, N = 874) = 11.50, p < .05$.

^{xvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(4, N = 994) = 14.12, p < .01$.

^{xvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(4, N = 970) = 26.79, p < .001$.

^{xviii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by generation status: $\chi^2(4, N = 999) = 9.55, p < .05$.

^{xix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(4, N = 1,001) = 48.72, p < .001$.

^{xx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by position status: $\chi^2(4, N = 991) = 11.86, p < .05$.

^{xxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2(4, N = 983) = 9.80, p < .05$.

^{xxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2(8, N = 961) = 15.57, p < .05$.

^{xxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by generation status: $\chi^2(4, N = 988) = 10.38, p < .05$.

^{xxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2(4, N = 990) = 19.93, p < .01$.

^{xxv}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 999) = 11.25, p < .05$.

^{xxvi}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(4, N = 970) = 14.53, p < .01$.

^{xxvii}A chi-square test was conducted to compare percentages of Student respondents who thought that staff prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 990) = 13.58, p < .01$.

^{xxviii}A chi-square test was conducted to compare percentages of Student respondents who thought that staff prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(4, N = 961) = 11.27, p < .05$.

^{xxix}A chi-square test was conducted to compare percentages of Student respondents who noted that the campus climate at UTHSC encourages free and open discussion of difficult topics by income status: $\chi^2(4, N = 970) = 16.31, p < .01$.

^{xxx}A chi-square test was conducted to compare percentages of Student respondents who noted that the campus climate at UTHSC encourages free and open discussion of difficult topics by religious/spiritual identity: $\chi^2(4, N = 873) = 18.29, p < .01$.

^{xxxi}A chi-square test was conducted to compare percentages of Student respondents who noted that the campus climate at UTHSC encourages free and open discussion of difficult topics by disability status: $\chi^2(4, N = 998) = 10.80, p < .05$.

^{xxxii}A chi-square test was conducted to compare percentages of Student respondents who noted that the classroom climate encourages free speech within the classroom by sexual identity: $\chi^2(4, N = 969) = 13.35, p < .05$.

^{xxxiii}A chi-square test was conducted to compare percentages of Student respondents who noted that the classroom climate encourages free speech within the classroom by religious/spiritual identity: $\chi^2(4, N = 875) = 14.81, p < .01$.

^{xxxiv}A chi-square test was conducted to compare percentages of Student respondents who noted that the classroom climate encourages free speech within the classroom by religious/spiritual identity: $\chi^2(4, N = 875) = 14.81, p < .01$.

^{xxxv}A chi-square test was conducted to compare percentages of Student respondents who noted that the campus climate encourages free speech outside of the classroom by income status: $\chi^2(4, N = 972) = 11.23, p < .05$.

^{xxxvi}A chi-square test was conducted to compare percentages of Student respondents who noted that the campus climate encourages free speech outside of the classroom by religious/spiritual identity: $\chi^2(4, N = 875) = 16.69, p < .01$.

^{xxxvii}A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by racial identity: $\chi^2(4, N = 969) = 21.42, p < .001$.

^{xxxviii}A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by gender identity: $\chi^2(4, N = 991) = 9.91, p < .05$.

^{xxxix}A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by religious/spiritual identity: $\chi^2(4, N = 874) = 13.45, p < .01$.

^{xl}A chi-square test was conducted to compare percentages of Student respondents who felt believed that they had students whom they perceived as role models by position status: $\chi^2(4, N = 994) = 14.02, p < .01$.

^{xli}A chi-square test was conducted to compare percentages of Student respondents who believed that they had students whom they perceived as role models by gender identity: $\chi^2(4, N = 986) = 11.06, p < .05$.

^{xlii}A chi-square test was conducted to compare percentages of Student respondents who believed that they had students whom they perceived as role models by racial identity: $\chi^2(8, N = 962) = 18.74, p < .05$.

^{xliii}A chi-square test was conducted to compare percentages of Student respondents who believed that they had students whom they perceived as role models by religious/spiritual identity: $\chi^2(4, N = 868) = 10.56, p < .05$.

^{xliv}A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(4, N = 986) = 12.63, p < .05$.

^{xlv}A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by citizenship status: $\chi^2(4, N = 992) = 15.36, p < .01$.

^{xlvi}A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 966) = 15.64, p < .01$.

^{xlvii}A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(4, N = 993) = 17.08, p < .01$.

^{xlviii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by position status: $\chi^2(4, N = 996) = 11.44, p < .05$.

^{xlix}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(4, N = 988) = 16.33, p < .01$.

^lA chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by citizenship status: $\chi^2(4, N = 994) = 13.17, p < .05$.

^{li}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 967) = 15.97, p < .01$.

^{lii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(4, N = 995) = 15.04, p < .01$.

^{liii}A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(4, N = 961) = 9.94, p < .05$.

^{liiv}A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by generation status: $\chi^2(4, N = 989) = 11.43, p < .05$.

^{liv}A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 963) = 9.79, p < .05$.

^{lvi}A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(4, N = 991) = 10.22, p < .05$.

Graduate/Professional Student Respondents’ Views on Advising and Departmental Support

Three survey items queried Graduate/Professional Student respondents ($n = 947$) about their opinions regarding various issues specific to advising and departmental support (Tables 58 through 60). Chi-square analyses were conducted by gender identity, racial identity, sexual identity, age, military status, religious/spiritual identity, employment status, income status, citizenship status, and disability status; only significant differences are reported.⁶⁰

Table 58 illustrates that the majority of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (83%, $n = 845$). Christian Religious/Spiritual Identity Graduate/Professional Student respondents (35%, $n = 251$) were more likely to “strongly agree” than Other Religious/Spiritual Identity Graduate/Professional Student respondents (32%, $n = 24$), Multiple Religious/Spiritual Identity Graduate/Professional Student respondents (32%, $n = 7$), and No Religious/Spiritual Identity Graduate/Professional Student respondents (24%, $n = 43$) that they were satisfied with the quality of advising they have received from their departments.

Eighty-four percent ($n = 850$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. A significantly lower percentage of Men Graduate/Professional Student respondents (2%, $n = 7$) than Women Graduate/Professional Student respondents (5%, $n = 31$) “strongly disagreed” that their advisors provided clear expectations. Christian Religious/Spiritual Identity Graduate/Professional Student respondents (36%, $n = 253$) were more likely to “strongly agree” than Other Religious/Spiritual Identity Graduate/Professional Student respondents (29%, $n = 22$), Multiple Religious/Spiritual Identity Graduate/Professional Student respondents (23%, $n = 5$), and No Religious/Spiritual Identity Graduate/Professional Student respondents (23%, $n = 42$) that their advisors provided clear expectations. A higher percentage of No Disability Graduate/Professional Student respondents

⁶⁰Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men, Transspectrum, and Women. Transspectrum was not used for analyses to maintain confidentiality.

(33%, $n = 314$) than Single and Multiple Disabilities⁶¹ Graduate/Professional Student respondents (22%, $n = 16$) “strongly agreed” that their advisors provided clear expectations.

Table 58. Graduate Student Respondents’ Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	331	32.6	514	50.6	123	12.1	48	4.7
Religious/Spiritual Identity^{lvii}								
Christian Religious/Spiritual Identity	251	35.4	361	50.8	74	10.4	24	3.4
Other Religious/Spiritual Identity	24	31.6	36	47.4	12	15.8	< 5	---
No Religious/Spiritual Identity	43	23.9	95	52.8	28	15.6	14	7.8
Multiple Religious/Spiritual Identities	7	31.8	10	45.5	< 5	---	< 5	---
My advisor provides clear expectations.	330	32.5	520	51.2	127	12.5	39	3.8
Gender identity^{lviii}								
Men	124	31.6	214	54.6	47	12.0	7	1.8
Women	205	33.3	300	48.7	80	13.0	31	5.0
Religious/Spiritual Identity^{lix}								
Christian Religious/Spiritual Identity	253	35.6	358	50.4	77	10.8	22	3.1
Other Religious/Spiritual Identity	22	29.3	41	54.7	10	13.3	< 5	---
No Religious/Spiritual Identity	42	23.2	101	55.8	28	15.5	10	5.5
Multiple Religious/Spiritual Identities	5	22.7	9	40.9	6	27.3	< 5	---
Disability status^{lx}								
No Disability	314	33.3	477	50.6	119	12.6	32	3.4
Single and Multiple Disabilities	16	21.9	42	57.5	8	11.0	7	9.6

Note: Table reports only Graduate/Professional Student responses ($n = 947$)

Table 59 illustrates that the majority of Graduate/Professional Student respondents “strongly agreed” or “agreed” that advisors respond to emails, calls, or voicemails in a prompt manner (91%, $n = 918$). A higher percentage of Men Graduate/Professional Student respondents (58%, $n = 225$) than Women Graduate/Professional Student respondents (49%, $n = 300$) “agreed” that their advisors respond to emails, calls, or voicemails in a prompt manner. Christian Religious/Spiritual Identity Graduate/Professional Student respondents (42%, $n = 297$) were more likely to “strongly agree” than No Religious/Spiritual Identity Graduate/Professional Student respondents (31%, $n = 55$) that their advisors respond to emails, calls, or voicemails in a prompt manner. A lower percentage of Not Employed Graduate/Professional Student

⁶¹For purpose of analyses Single Disability respondents were combined with Multiple Disabilities respondents. This is only done when more distinct categorizations are not statistically significantly different.

respondents (55%, $n = 303$), Employed Off-Campus Graduate/Professional Student respondents (48%, $n = 128$), and Employed On-Campus Graduate/Professional Student respondents (40%, $n = 38$) “agreed” that their advisors respond to emails, calls, or voicemails in a prompt manner than Employed Both On/Off-Campus Graduate/Professional Student respondents (82%, $n = 18$).

Ninety-one percent ($n = 924$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Although less than five, a significantly lower percentage of Men Graduate/Professional Student respondents, than Women Graduate/Professional Student respondents (3%, $n = 20$) “strongly disagreed” that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Christian Religious/Spiritual Identity Graduate/Professional Student respondents (42%, $n = 299$) were more likely to “strongly agree” than No Religious/Spiritual Identity Graduate/Professional Student respondents (29%, $n = 52$) that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Ninety-one percent ($n = 923$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Christian Religious/Spiritual Identity Graduate/Professional Student respondents (41%, $n = 288$) were more likely to “strongly agree” than No Religious/Spiritual Identity Graduate/Professional Student respondents (29%, $n = 53$) that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Table 59. Graduate Student Respondents’ Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My advisor responds to my emails, calls, or voicemails in a prompt manner.	388	38.5	530	52.5	71	7.0	20	2.0
Gender identity^{bx}								
Men	140	36.0	225	57.8	20	5.1	< 5	---
Women	246	40.2	300	49.0	51	8.3	15	2.5

Table 59. Graduate Student Respondents’ Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious/Spiritual Identity^{lxii}								
No Religious/Spiritual Identity	55	31.1	97	54.8	17	9.6	8	4.5
Christian Religious/Spiritual Identity	297	41.9	359	50.6	43	6.1	10	1.4
Employment status^{lxiii}								
Not Employed	199	36.3	303	55.3	34	6.2	12	2.2
Employed On-Campus	49	52.1	38	40.4	6	6.4	< 5	---
Employed Off-Campus	105	39.5	128	48.1	27	10.2	6	2.3
Employed Both	< 5	---	18	81.8	0	0.0	0	0.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	390	38.5	534	52.7	68	6.7	22	2.2
Gender identity^{lxiv}								
Men	149	38.2	219	56.2	20	5.1	< 5	---
Women	240	39.0	309	50.2	47	7.6	20	3.2
Religious/Spiritual Identity^{lxv}								
No Religious/Spiritual Identity	52	28.7	112	61.9	12	6.6	5	2.8
Christian Religious/Spiritual Identity	299	42.2	350	49.4	46	6.5	13	1.8
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	378	37.3	545	53.8	72	7.1	18	1.8
Religious/Spiritual Identity^{lxvi}								
No Religious/Spiritual Identity	53	29.3	115	63.5	11	6.1	< 5	---
Christian Religious/Spiritual Identity	288	40.7	363	51.3	46	6.5	11	1.6

Note: Table reports only Graduate Student responses (*n* = 947).

Table 60 illustrates that the majority of Graduate/Professional Student respondents “strongly agreed” or “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments (77%, *n* = 774). A lower percentage of Men Graduate/Professional Student respondents (15%, *n* = 60) than Women Graduate/Professional Student respondents (23%, *n* = 140) “disagreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. A lower percentage of LGBTQ Graduate/Professional Student respondents (14%, *n* = 6) than Heterosexual Graduate/Professional Student respondents (30%, *n* = 284) “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. Other Religious/Spiritual Identity Graduate/Professional Student respondents (63%, *n* = 47) were more likely to “agree” that there were adequate opportunities for them to interact

with other university faculty outside of their departments than Christian Religious/Spiritual Identity Graduate/Professional Student respondents (46%, $n = 327$), Multiple Religious/Spiritual Identity Graduate/Professional Student respondents (27%, $n = 6$), and No Religious/Spiritual Identity Graduate/Professional Student respondents (50%, $n = 90$).

Eighty-one percent ($n = 815$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they received support from their advisor to pursue personal research interests. No significant differences existed among groups.

Seventy-eight percent ($n = 782$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that department faculty members encouraged them to produce publications and present research. A lower percentage of Undergraduate Student respondents (20%, $n = 15$) than Graduate/Professional Student respondents (32%, $n = 297$) “strongly agreed” that department faculty members encouraged them to produce publications and present research. A higher percentage of Non-U.S. Citizen Graduate/Professional Student respondents (42%, $n = 50$) than U.S. Citizen Graduate/Professional Student respondents (30%, $n = 262$) “strongly agreed” that department faculty members encouraged them to produce publications and present research. A lower percentage of Graduate/Professional Student Respondents of Color and Multiracial Student respondents⁶² (13%, $n = 31$) than White Graduate/Professional Student respondents (20%, $n = 147$) “disagreed” that department faculty members encouraged them to produce publications and present research.

Seventy-nine percent ($n = 786$) of Graduate/Professional 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. Although less than five, a higher percentage of LGBTQ Graduate/Professional Student respondents than Heterosexual Graduate/Professional Student respondents (3%, $n = 27$) “strongly disagreed” that their

⁶² As a result of the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into two categories (White, and People of Color and Multiracial) for the purposes of some analyses. People of Color category included respondents who identified as American Indian/Native, Alaska Native, Black/African American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, Asian/Asian American, and Hispanic/Latin@/Chican@. In this case, for purpose of analyses People of Color were also combined with Multiracial respondents. This is only done when more distinct categorizations are not statistically significantly different.

department provided them opportunities to serve the department or university in various capacities outside of teaching or research. A lower percentage of No Disability Graduate/Professional Student respondents (17%, $n = 160$) than Single and Multiple Disabilities Graduate/Professional Student respondents (27%, $n = 20$) “disagreed” that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Ninety percent ($n = 895$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisor. A lower percentage of Christian Religious/Spiritual Identity Graduate/Professional Student respondents (1%, $n = 9$) than No Religious/Spiritual Identity Graduate/Professional Student respondents (5%, $n = 8$) “strongly disagreed” that they felt comfortable sharing their professional goals with their advisor. A lower percentage of Not Employed Graduate/Professional Student respondents (49%, $n = 261$), Employed Off-Campus Graduate/Professional Student respondents (44%, $n = 115$), and Employed On-Campus Graduate/Professional Student respondents (48%, $n = 45$) than Employed Both On/Off-Campus Graduate/Professional Student respondents (82%, $n = 18$) “agreed” that they felt comfortable sharing their professional goals with their advisor.

Table 60. Graduate Student Respondents’ Perceptions of Graduate Student Opportunities at UTHSC

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are adequate opportunities for me to interact with other university faculty outside of my department.	294	29.1	480	47.4	201	19.9	37	3.7
Gender identity^{lxvii}								
Men	124	31.7	196	50.1	60	15.3	11	2.8
Women	69	27.6	278	45.4	140	22.8	26	4.2
Sexual identity^{lxviii}								
LGBQ	6	13.6	21	47.7	15	34.1	< 5	---
Heterosexual	284	30.4	435	46.5	183	19.6	33	3.5
Religious/Spiritual Identity^{lxix}								
Christian Religious/Spiritual Identity	219	31.0	327	46.3	140	19.8	21	3.0
Other Religious/Spiritual Identity	18	24.0	47	62.7	7	9.3	< 5	---
No Religious/Spiritual Identity	46	25.4	90	49.7	37	20.4	8	4.4
Multiple Religious/Spiritual Identities	5	22.7	6	27.3	9	40.9	< 5	---
I receive support from my advisor to pursue personal research interests.	322	32.1	493	49.1	146	14.5	43	4.3

Table 60. Graduate Student Respondents’ Perceptions of Graduate Student Opportunities at UTHSC

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My department faculty members encourage me to produce publications and present research.	312	31.2	470	47.0	180	18.0	37	3.7
Position status^{lxx}								
Undergraduate	15	20.3	38	51.4	15	20.3	6	8.1
Graduate	297	32.1	432	46.7	165	17.8	31	3.4
Citizenship status^{lxxi}								
U.S. Citizen	262	29.8	417	47.5	168	19.1	31	3.5
Non-U.S. Citizen	50	42.0	51	42.9	12	10.1	6	5.0
Racial identity^{lxxii}								
White	231	31.6	330	45.1	147	20.1	23	3.1
People of Color and Multiracial	73	30.8	121	51.1	31	13.1	12	5.1
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	299	29.9	487	48.7	180	18.0	34	3.4
Sexual identity^{lxxiii}								
LGBQ	9	20.0	28	62.2	< 5	---	< 5	---
Heterosexual	286	31.0	437	47.3	174	18.8	27	2.9
Disability status^{lxxiv}								
No Disability	284	30.7	453	48.9	160	17.3	29	3.1
Single and Multiple Disabilities	15	20.5	33	45.2	20	27.4	5	6.8
I feel comfortable sharing my professional goals with my advisor.	419	42.2	476	48.0	77	7.8	20	2.0
Religious/Spiritual Identity^{lxxv}								
No Religious/Spiritual Identity	66	37.5	88	50.0	14	8.0	8	4.5
Christian Religious/Spiritual Identity	309	44.6	328	47.3	47	6.8	9	1.3
Employment status^{lxxvi}								
Not Employed	227	42.3	261	48.6	40	7.4	9	1.7
Employed On-Campus	43	46.2	45	48.4	< 5	---	< 5	---
Employed Off-Campus	112	42.7	115	43.9	26	9.9	9	5.4
Employed Both	< 5	---	18	81.8	0	0.0	0	0.0

Note: Table reports only Graduate Student responses (*n* = 947).

One hundred eighteen respondents elaborated on their experiences as a student. Two themes emerged: advising and positive student experience.

Advising- Respondents shared several perspectives related to advising and/or their advisor. Several respondents noted that they were “not aware” or “did not think” that they had an advisor or that they did not know who their advisor was. Respondents did express the belief that an advisor would have a positive effect on them as students. One respondent shared, “Who is my

advisor and what is their role? I'm not familiar with this. I would appreciate having an advisor who is available for me to meet with occasionally (NOT required, just available) to make sure that I'm on track to graduate with my clinic requirements.” Another respondent added, “I was unaware that I even had an academic advisor. Personalized academic/career planning meetings would be nice.”

Respondents who stated that they were assigned advisors reported some negative experiences. One respondent wrote, “I emailed my advisor three times, and never heard back. After calling her cell phone multiple times and finally getting an answer, I asked if she had received my emails. She said that she had, and chose not to respond. I could not believe she told me this information, or that she ignored my emails.” Other respondents elaborated, “I have had minimal interaction with my advisor. We were supposed to meet when I started school, but that never happened. She seems too busy to deal with things other than the classes that she teaches.” Another respondent wrote, “There is not that much advising going in pharmacy school. Most students get information from past students.”

Regarding students enrolled in the medical program, respondents offered the following, “There is no formal advising structure for medical students. It would be incredibly useful to have a dedicated advisor to help in career selection/guidance. The "advisors" appointed up until this point have too many other work responsibilities to actually serve in their role as advisors.” Another respondent added, “There was a lot of advising about the first 2 years of medical school, but almost NONE about the 4th year. I wish advising had been focused more on ERAS, interviewing, ranking, and matching. That was lacking and I had to seek the help of older student who had graduated.” One respondent summarized the issue as, “We do not have specific advisors in the medical program. I think that this should be a possibility for us, as it would help us better navigate through the academic and clinical years and have advise on career decisions instead of being fairly autonomous in the entire process. It can be overwhelming without one on one guidance, and I personally can say I question whether or not I am doing things "correctly.”

Respondents did report several positive experiences with their advisors. One respondent noted, “I am very pleased with my adviser, Dr. Lynn Russell. I am grateful for her always being available even on the weekends or when school is not in session. I value all advice she gives.” Another

respondent reported, “I have an overall positive professional relationship with my advisor.

Although there have been several difficult to navigate situations regarding my graduate degree, we have been able to successfully navigate them in a way we are both happy with.”

Positive student experience. Respondents expressed positive aspects of the student experience. One respondent wrote, “I believe that UTHSC goes above and beyond to include and educate every individual. The daily digest always offers something positive.” Another respondent added, “I am comfortable talking to any of the University staff and expecting them to help me with whatever I need and they never disappoint.” Respondents described their experience as, “great,” “welcoming,” and “helpful.”

^{lvii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who were satisfied with the quality of advising they have received from their department by religious/spiritual identity: $\chi^2(9, N = 988) = 17.78, p < .05$.

^{lviii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor provided clear expectations by gender identity: $\chi^2(3, N = 1,008) = 8.72, p < .05$.

^{lix}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor provided clear expectations by religious/spiritual identity: $\chi^2(9, N = 988) = 20.37, p < .05$.

^{lx}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor provided clear expectations by disability status: $\chi^2(3, N = 1,015) = 10.26, p < .05$.

^{lxi}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor responds to their emails, calls, or voicemails in a prompt manner by gender identity: $\chi^2(3, N = 1,001) = 10.57, p < .05$.

^{lxii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor responds to their emails, calls, or voicemails in a prompt manner by religious/spiritual identity: $\chi^2(3, N = 886) = 14.01, p < .01$.

^{lxiii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their advisor responds to their emails, calls, or voicemails in a prompt manner by employment status: $\chi^2(9, N = 930) = 22.32, p < .01$.

^{lxiv}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that department faculty members (other than my advisor) responds to their emails, calls, or voicemails in a prompt manner by gender identity: $\chi^2(3, N = 1,006) = 12.08, p < .01$.

^{lxv}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that department faculty members (other than my advisor) responds to their emails, calls, or voicemails in a prompt manner by religious/spiritual identity: $\chi^2(3, N = 889) = 11.57, p < .01$.

^{lxvi}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that department faculty members (other than my advisor) responds to their emails, calls, or voicemails in a prompt manner by religious/spiritual identity: $\chi^2(3, N = 889) = 11.57, p < .01$.

^{lxvii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that there are adequate opportunities for them to interact with other university faculty outside of their department by gender identity: $\chi^2(3, N = 1,004) = 10.61, p < .05$.

^{lxviii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that there are adequate opportunities for them to interact with other university faculty outside of their department by sexual identity: $\chi^2(3, N = 979) = 8.49, p < .05$.

^{lxix}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that there are adequate opportunities for them to interact with other university faculty outside of their department by religious/spiritual identity: $\chi^2(9, N = 985) = 20.84, p < .05$.

^{lxx}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who thought that their department faculty members encourage them to produce publications and present research by position status: $\chi^2(3, N = 999) = 7.80, p < .05$.

^{lxxi}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who thought that their department faculty members encourage them to produce publications and present research by citizenship status: $\chi^2(6, N = 997) = 17.84, p < .01$.

^{lxxii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who thought that their department faculty members encourage them to produce publications and present research by racial identity: $\chi^2(3, N = 968) = 8.01, p < .05$.

^{lxxiii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that their department has provided me opportunities to serve the department or university in various capacities outside of teaching or research by sexual identity: $\chi^2(3, N = 969) = 10.77, p < .05$.

^{lxxiv}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt their department has provided me opportunities to serve the department or university in various capacities outside of teaching or research by disability status: $\chi^2(3, N = 999) = 9.10, p < .05$.

^{lxxv}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt comfortable sharing their professional goals with their advisor by religious/spiritual identity: $\chi^2(3, N = 869) = 9.68, p < .05$.

^{lxxvi}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt comfortable sharing their professional goals with their advisor by employment status: $\chi^2(9, N = 914) = 18.07, p < .05$.

Students Who Have Seriously Considered Leaving UTHSC

Ten percent ($n = 102$) of respondents had seriously considered leaving UTHSC. With regard to student status, 16% ($n = 12$) of Undergraduate Student respondents and 10% ($n = 90$) of Graduate/Professional Student respondents had seriously considered leaving UTHSC. Of the Student respondents who considered leaving, 31% ($n = 32$) considered leaving in their first semester, 51% ($n = 52$) considered leaving in their first year, 40% ($n = 41$) in their second year, 15% ($n = 15$) in their third year, and 8% ($n = 8$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Professional Student respondents who had considered leaving the University by gender identity, racial identity, sexual identity, citizenship status, military service status, religious/spiritual identity, disability status, income status, employment status, and first-generation status. There were no significant differences among Undergraduate Student respondents.

Significant results for Graduate/Professional respondents indicated that:

- By gender identity, 11% ($n = 62$) of Women Graduate/Professional Student respondents, and 6% ($n = 24$) of Men Graduate/Professional Student respondents considered leaving UTHSC.^{lxxvii}
- By religious/spiritual identity, 29% ($n = 6$) of Graduate/Professional Student respondents with multiple religious/spiritual identities, 14% ($n = 24$) of Graduate/Professional Student respondents with no religious/spiritual identity, 6% ($n = 6$) of Graduate/Professional Student respondents with other religious/spiritual identity, and 8% ($n = 51$) of Graduate/Professional Student respondents with Christian religious/spiritual identity, considered leaving UTHSC.^{lxxviii}
- By disability status, 23% ($n = 15$) of Graduate/Professional Student respondents with a Disability and 9% ($n = 75$) of Graduate/Professional Student respondents with No Disability considered leaving UTHSC.^{lxxix}
- By employment status, 13% ($n = 49$) of Employed Graduate/Professional Student respondents and 7% ($n = 41$) of Not-Employed Graduate/Professional Student respondents considered leaving UTHSC.^{lxxx}

Thirty-three percent ($n = 34$) of Student respondents who considered leaving suggested that the climate was not welcoming at UTHSC (Table 61). Others considered leaving because they lacked a sense of belonging (26%, $n = 26$), personal reasons (25%, $n = 25$), and/or a lack of a social life (16%, $n = 16$).

Table 61. Reasons Why Student Respondents Considered Leaving UTHSC

Reason	<i>n</i>	%
Climate was not welcoming	34	33.3
Lack of a sense of belonging	26	25.5
Personal reasons (e.g., medical, mental health, family emergencies)	25	24.5
Lack of social life	16	15.7
Coursework was too difficult	15	14.7
Financial reasons	14	13.7
Lack of support group	14	13.7
Lack of support services	12	11.8
Homesick	8	7.8
Unhealthy social relationships	8	7.8
My marital/relationship status	6	5.9
Coursework not challenging enough	< 5	---
Didn't like major	< 5	---
Didn't meet the selection criteria for a major	< 5	---
Didn't have my major	0	0.0
A reason not listed above	44	43.1

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving UTHSC ($n = 102$).

Student respondents were also asked if thinking ahead, it is likely that they would leave UTHSC without meeting their academic goal. Four percent ($n = 43$) of Student respondents “strongly agreed” that thinking ahead, it is likely that they would leave UTHSC without meeting their academic goal. Subsequent analyses were run for Student respondents who were likely to leave the UTHSC without meeting their academic goal by gender identity, racial identity, sexual identity, citizenship status, military service status, first-generation status, disability status,

income status, religious/spiritual identity, and employment status. Significant results are presented in Table 62.

A higher percentage of Non-U.S. Citizen Student respondents (12%, $n = 15$) than U.S. Citizen Student respondents (6%, $n = 49$) “agreed” that thinking ahead, it is likely that they would leave UTHSC without meeting their academic goal. A higher percentage of White Student respondents (62%, $n = 464$) than Student Respondents of Color (49%, $n = 100$) and Multiracial Student respondents (48%, $n = 19$) “strongly disagreed” that thinking ahead, it is likely that they would leave UTHSC without meeting their academic goal. A higher percentage of First-Generation Student respondents (9%, $n = 10$) than Not-First-Generation Student respondents (4%, $n = 33$) “strongly agreed” that thinking ahead, it is likely that they would leave UTHSC without meeting their academic goal.

Table 62. Student Respondents’ Who Noted That Thinking Ahead It Is Likely That They Will be Leaving UTHSC Without Meeting Their Academic Goal

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Thinking ahead it is likely that I will leave UTHSC without meeting my academic goal.	43	4.2	64	6.3	58	5.7	256	25.1	599	58.7
Citizenship status^{lxxxix}										
U.S. Citizen	36	4.0	49	5.5	50	5.6	226	25.2	536	59.8
Non-U.S. Citizen	7	5.8	15	12.4	8	6.6	29	24.0	62	51.2
Racial identity^{lxxxii}										
White	30	4.0	40	5.4	32	4.3	177	23.8	464	62.4
Respondents of Color	8	3.9	17	8.3	20	9.8	59	28.9	100	49.0
Multiracial	< 5	---	< 5	---	< 5	---	12	30.0	19	47.5
First-Generation status^{lxxxiii}										
First-Generation	10	9.2	8	7.3	8	7.3	28	25.7	55	50.5
Not-First-Generation	33	3.6	55	6.1	49	5.4	227	25.0	544	59.9

Note: Table includes Student respondents ($n = 1,023$) only.

Student respondents were also asked if they intended to graduate from UTHSC. Eighty-one percent ($n = 817$) of “strongly agreed” that they intended to graduate from UTHSC (Table 63). Subsequent analyses were run for Student respondents who intended to graduate from UTHSC by gender identity, racial identity, sexual identity, citizenship status, military service status, first-generation status, disability status, income status, religious/spiritual identity, and employment status. No significant results were found.

Table 63. Student Respondents Who Intended to Graduate from UTHSC University.

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I intend to graduate from UTHSC	817	80.6	181	17.9	12	1.2	0	0.0	< 5	---

Note: Table includes Student respondents (*n* = 1,023) only.

Fifty-seven respondents elaborated on why they seriously considered leaving UTHSC. Four themes emerged: academic program concerns, diversity/inclusion, lack of support, and leadership.

Academic program concern- Respondents shared that they considered leaving because of academic program concerns. One respondent wrote, “Overall, UTCOP does a ton of great things which is why I chose to come here. I immediately found out there is a huge disconnect between the actual students and our leaders. We have a set class schedule, yet they are constantly double scheduling things.” Another respondent shared, “Communication to the students about what is expected of us is lacking. Curriculum changed during the time of our 2-year without clear indications of what we were supposed to be doing. Scheduling is never given to us in a timely manner. And we are always having to rearrange our schedules to accommodate their changes or because they didn't tell us we had to do a certain thing.” Another respondent elaborated, “The DNP program has not been disappointing. The scheduling of assignments and exams has not been good for those who work. The timeframes and days were limited making it hard to participate to the fullest. The courses are not as organized and do not run very smoothly. Some material is outdated, links do not work, etc.”

Other respondents expressed dissatisfaction with faculty. One respondent noted, “The instructors are very condescending towards students. They make you feel uncomfortable asking questions, even something as simple as clarifying due dates.” Another respondent wrote, “Coursework and information presented was disorganized, as well as different instructors having different opinions about information that should be standardized.” One respondent summarized the issue as, “Excess amount of busy work just to keep students busy; lack of engagement by faculty; “read this article, look at these objectives, and take this test” approach.”

Diversity/inclusion- Respondents shared that they considered leaving because of diversity and inclusion concerns. Respondents described concerns such as, “sexism,” discrimination,” “lack of diversity,” and “Not very inclusive.” One respondent described, “Pervasive sexism and lack of administrative support.” Another respondent wrote, “There is a 'good old boy' climate in the dental program at UTHSC. Tradition seems to trump integrity.” One respondent shared, “As an African American student, Medicine is not very diverse and many of the students are not cultural competent or comfortable with students of other races and ethnicities. I actually made a lot of friends in pharmacy which is more diverse as well as the Graduate Health and Dental colleges. Meeting others in different colleges and realizing I wasn't alone was comforting and provided a support system. Over time, classmates became a little bit more comfortable and the climate was a bit better.”

Lack of support- In the third theme, respondents elaborated on reasons they seriously considering leaving because they felt there was a lack of support for students. Specifically, respondents shared concern when medical issues arose. One respondent wrote, “I could not receive a “I” for both of my courses, only one would allow me to make-up the course work due to my hospitalization. I had to wait one full year to retake the other course because it was offered once a year. I was not happy with this but I did retake the other course.” Another respondent noted, “I struggled academically due to medical reasons. During those problems occurring I received minimal support from UTHSC COP faculty and staff, particularly on the Memphis campus. Once I moved on to the Knoxville campus I received the necessary help and support in order to complete my degree. If my experience hadn't improved when I moved to Knoxville I would have transferred out and almost did after my first year.” Another respondent shared concern about support provided to parents, “The lack of support for new parents is staggering. There is no parental leave policy, no on-site daycare, and not even a department to talk to about recommendations for childcare in the city. Having to pump breastmilk in a separate building is exceedingly inconvenient; I would have to spend most of my lunchbreak walking back and forth between buildings to pump and rushing to set up for my afternoon appointment.” One respondent noted disappointment with offices providing direct support to students, they wrote, “In addition, a serious complaint I have (but did not truly contribute to my seriously considering leaving) is the caliber of staff in offices like student affairs, registrar, financial aid, parking office, one stop shop, etc. When a student tries to call any of these offices on any day at any time, they are 100%

guaranteed to get no answer. NO ONE EVER answers the phone. It's truly unbelievable. You can leave a voicemail, but it will never be returned. You have to shotgun call repeatedly until someone finally calls and then they are 100% guaranteed to be rude and unhelpful. Dealing with anyone at UTHSC on the phone is an absolute nightmare. There is no reason for this to continue.”

Leadership- Respondents reported that program and/or campus leadership contributed to them seriously considering leaving. Some respondents noted that they were leaving because their mentor or the individual who recruited them was leaving. Other respondents described a general lack of leadership and concern for students. One respondent wrote, “The administration at UT Pharmacy does not act like they care about the students at all. The ONLY thing they care about is looking good to outsiders, having the most prestigious people on staff, and having crazy coursework and schedules no matter how badly it affects the degree candidates. I understand having prestigious staff and high-level coursework is important, don't get me wrong, but they care MORE about that than actually TEACHING US ABOUT PHARMACY.” Another respondent shared, “There is a huge lack of communication. Students and education are not put first. The University is run as a business, and students are expected to be professional at all times. However, the College of Pharmacy does not uphold these standards. The school is disrespectful to students and does not seem to care. Things are put upon students last minute with unreasonable expectations due to time restraints.” Another respondent summarized the issue as, “Issues with mentorship, lack of direction, UTHSC did not meet expectations that were established during interview process when they were obviously making things seem much better than they were, professionalism of faculty.” Lastly, a respondent shared that they considered leaving because of, “disorganization within the department and lack of appropriate support and leadership in concentration.”

^{lxxvii} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTHSC by gender identity: $\chi^2(1, N = 938) = 6.55, p < .05$.

^{lxxviii} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTHSC by religious/spiritual identity: $\chi^2(3, N = 921) = 15.29, p < .01$.

^{lxxix} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTHSC by disability status: $\chi^2(1, N = 945) = 14.88, p < .001$.

^{lxxx} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTHSC by employment status: $\chi^2(1, N = 942) = 7.46, p < .01$.

^{lxxxii} A chi-square test was conducted to compare percentages of Student respondents who were considering leaving UTHSC without meeting their academic goal by citizenship status: $\chi^2(4, N = 1,018) = 10.53, p < .05$.

^{lxxxii} A chi-square test was conducted to compare percentages of Student respondents who were considering leaving UTHSC without meeting their academic goal by racial identity: $\chi^2(4, N = 987) = 20.31, p < .01$.

^{lxxxiii} A chi-square test was conducted to compare percentages of Student respondents who were considering leaving UTHSC without meeting their academic goal by generation status: $\chi^2(4, N = 1,017) = 9.47, p < .05$.

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UTHSC in a very positive light.

The majority of Student respondents felt valued by faculty (76%, $n = 761$), staff 73% ($n = 733$), and other students (82%, $n = 821$) in the classroom, but fewer felt valued by senior administration (61%, $n = 613$). Student respondents also thought that UTHSC faculty (85%, $n = 843$), staff (68%, $n = 681$), and other students (76%, $n = 758$) were role models. Sixty-one percent ($n = 597$) of Student respondents believed that the campus climate at UTHSC encouraged free and open discussion of difficult topics.

Thirty-six percent ($n = 359$) of Student respondents felt faculty prejudged their abilities based on their perception of their identity/background, 16% ($n = 12$) of Undergraduate Student respondents and 10% ($n = 90$) of Graduate/Professional Student respondents had seriously considered leaving UTHSC.

Sixty-three percent ($n = 5$) of Student respondents indicated on the survey that they experienced unwanted sexual conduct related to relationship violence while members of the UTHSC community. One percent ($n = 14$) respondents indicated on the survey that they had experienced unwanted sexual conduct related to sexual interaction while members of the UTHSC community. Unwanted sexual contact largely went unreported to authorities.

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of UTHSCs' 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 UTHSC does, and should, promote diversity to shape campus climate.

The survey asked Student respondents to indicate how they thought various initiatives influenced the climate at UTHSC if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 64). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Eighty-six percent ($n = 796$) of Student respondents thought that diversity and equity training for students was available at UTHSC and 14% ($n = 129$) of Student respondents thought that it was not available. Seventy-three percent ($n = 579$) of Student respondents who thought that diversity and equity training for students was available believed it positively influenced the climate and 67% ($n = 86$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-seven percent ($n = 792$) of Student respondents thought that diversity and equity training for staff was available at UTHSC and 13% ($n = 119$) of Student respondents thought that it was not available. Seventy-five percent ($n = 597$) of Student respondents who thought that diversity and equity training for staff was available believed it positively influenced the climate and 71% ($n = 85$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-seven percent ($n = 790$) of Student respondents thought that diversity and equity training for faculty was available at UTHSC and 13% ($n = 116$) of Student respondents thought that it was not available. Seventy-six percent ($n = 598$) of Student respondents who thought that diversity and equity training for faculty was available believed it positively influenced the

climate and 74% ($n = 86$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-three percent ($n = 749$) of 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 17% ($n = 156$) of Student respondents thought that such a person was not available. Eighty-one percent ($n = 603$) 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 76% ($n = 119$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-three percent ($n = 751$) of Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 18% ($n = 159$) of Student respondents thought that such a resource was not available. Eighty-one percent ($n = 605$) of Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 69% ($n = 109$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-nine percent ($n = 713$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 21% ($n = 191$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-seven percent ($n = 550$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 77% ($n = 147$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 78% ($n = 709$) of Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at UTHSC and 22% ($n = 196$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-eight percent ($n = 551$) of 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 79% ($n = 154$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available (Table 64).

Eighty percent ($n = 726$) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at University of Tennessee HSC and 20% ($n = 179$) of Student respondents thought that it was not available. Seventy-five percent ($n = 541$) 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 74% ($n = 133$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available (Table 64).

Eighty-four percent ($n = 759$) of the Student respondents thought that effective faculty mentorship of students was available and 16% ($n = 148$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 665$) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 85% ($n = 126$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available (Table 64).

Eighty-four percent ($n = 762$) of the Student respondents thought that effective academic advising was available at University of Tennessee HSC and 16% ($n = 145$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 660$) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 86% ($n = 124$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available (Table 64).

Eighty-two percent ($n = 735$) of the Student respondents thought that diversity training for student staff (e.g., University Center/Student Center, resident assistants) was available and 18% ($n = 165$) of Student respondents thought that it was not available. Seventy-three percent ($n = 537$) of the Student respondents who thought that diversity training for student staff was

available believed it positively influenced the climate and 63% ($n = 104$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available (Table 64).

Fifty-eight percent ($n = 522$) of the Student respondents thought that affordable child care was available and 42% ($n = 384$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 405$) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 82% ($n = 314$) of Student respondents who did not think it was available thought it would positively influence the climate at University of Tennessee HSC if it were available (Table 64).

Fifty-eight percent ($n = 522$) of the Student respondents thought that adequate child care resources was available and 42% ($n = 378$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 405$) of the Student respondents who thought that adequate child care resources was available believed it positively influenced the climate and 83% ($n = 313$) of Student respondents who did not think it was available thought it would positively influence the climate at University of Tennessee HSC if it were available (Table 64).

Sixty-two percent ($n = 557$) of the Student respondents thought that support/resources for spouse/partner employment were available and 39% ($n = 348$) of Student respondents thought that they were not available. Seventy-seven percent ($n = 430$) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 82% ($n = 285$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available (Table 64).

Eighty percent ($n = 718$) of Student respondents thought that adequate social space was available at UTHSC and 20% ($n = 184$) of Student respondents thought that it was not available. Eighty-three percent ($n = 597$) of Student respondents who thought that adequate social space was available believed it positively influenced the climate and 80% ($n = 147$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 64. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UTHSC								Initiative NOT available at UTHSC							
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students.	579	72.7	188	23.6	29	3.6	796	86.1	86	66.7	33	25.6	10	7.8	129	13.9
Providing diversity and equity training for staff.	597	75.4	171	21.6	24	3.0	792	86.9	85	71.4	25	21.0	9	7.6	119	13.1
Providing diversity and equity training for faculty.	598	75.7	169	21.4	23	2.9	790	87.2	86	74.1	20	17.2	10	8.6	116	12.8
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	603	80.5	130	17.4	16	2.1	749	82.8	119	76.3	26	16.7	11	7.1	156	17.2
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	605	80.6	128	17.0	18	2.4	751	82.5	109	68.6	37	23.3	13	8.2	159	17.5
Increasing opportunities for cross-cultural dialogue among students.	550	77.1	148	20.8	15	2.1	713	78.9	147	77.0	36	18.8	8	4.2	191	21.1
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	551	77.7	144	20.3	14	2.0	709	78.3	154	78.6	34	17.3	8	4.1	196	21.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	541	74.5	156	21.5	29	4.0	726	80.2	133	74.3	37	20.7	9	5.0	179	19.8

Table 64. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UTHSC								Initiative NOT available at UTHSC							
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective faculty mentorship of students.	665	87.6	85	11.2	9	1.2	759	83.7	126	85.1	14	9.5	8	5.4	148	16.3
Providing effective academic advising.	660	86.6	94	12.3	8	1.0	762	84.0	124	85.5	13	9.0	8	5.5	145	16.0
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	537	73.1	169	23.0	29	3.9	735	81.7	104	63.0	52	31.5	9	5.5	165	18.3
Providing affordable child care.	405	77.6	106	20.3	11	2.1	522	57.6	314	81.8	58	15.1	12	3.1	384	42.4
Providing adequate child care resources.	405	77.6	105	20.1	12	2.3	522	58.0	313	82.8	55	14.6	10	2.6	378	42.0
Providing support/resources for spouse/partner employment.	430	77.2	120	21.5	7	1.3	557	61.5	285	81.9	55	15.8	8	2.3	348	38.5
Providing adequate social space.	597	83.1	110	15.3	11	1.5	718	79.6	147	79.9	31	16.8	6	3.3	184	20.4

Note: Table reports only Student responses (*n* = 1,023).

Forty-five respondents elaborated on their responses regarding institutional actions. Three themes emerged: diversity/inclusion, facilities, and lack of awareness.

Diversity/inclusion- Respondents expressed support for training and programs related to diversity and inclusion. One respondent wrote, “I would strongly support more faculty and student training on diversity and equity. If you are not part of a group that experiences discrimination due to your identity (race, sex, etc.), it may be difficult for you to identify and stand up for your colleague when they experience discrimination.” Another respondent added, “I think that more opportunities for cross-cultural discussions between students that is incorporated into the curriculum would be amazing. As a black female medical student, I probably have some experiences, directly related to healthcare, that other students would find useful for their practice in the future.”

One respondent shared suggestions for improving the diversity initiatives on campus, they stated, “I believe that everything regarding diversity training would positively influence the climate; however, the current way in which diversity training is conducted does not allow for free exchange of ideas between students of diverse backgrounds. Hearing opinions from people that are different from you is the best way to begin to overcome bias. Presenting lectures of peoples' beliefs and why some beliefs are ‘wrong’ or ‘better’ than others only leads to more bias and worse communication between people of diverse backgrounds. Having more directed discussions that allow students and faculty to discuss issues with each other would be a better method for improving relationships between diverse student and faculty.” Another respondent expressed frustration regarding diversity and inclusion initiatives, sharing, “Pushing so hard to create an ‘inclusive’ campus in turn actually does the opposite. Students are already welcoming to everyone, we do not need staff and university telling us how we should treat a person. Every person has the same worth whether we are gay, straight, white, black, etc. We have created a society that has put more value of being diverse above just actually loving and welcoming each other. For example, we receive emails about LGBT community regularly, but we never receive emails about heterosexual students etc. in my opinion this just puts pressure or attention on ‘diverse’ groups that don't necessarily need extra attention. We are all adults, and we should be able to love each other without help.”

Facilities- Respondents reported a desire for institutional attention to matters related to facilities. Specifically, respondents described problems with space allocated for study, dining, and social activities. Respondents also commented on facility construction schedules. One respondent shared, “There is a lack of study space that is for medical students only. As a medical student studying for my board exams, I was competing for limited study space in the GEB with dental hygiene students who like to sit in our study rooms and browse their Facebook pages. Every other medical school I am aware of has medical-student reserved study areas. Ours does not and it directly affected my experience in a very negative way. It is very, very difficult to find quiet space on campus as a medical student.” Another respondent wrote, “Institutional actions that would vastly affect our campus would be changes to the scheduling of the construction that is done. Every year the times that students prepare for boards is known by the institution. We have had a lot of difficulty this year dividing up the study rooms and the library due to issues in malfunction and repair in various study areas. I and the majority of my class study at school and it has been burdensome over the past 2 months to have to find alternate places to study while there are little seating availabilities and the climate is not conducive to learning. I understand they have to meet a deadline with repairs, but this should NOT harm our ability to learn, study, and prepare for boards.” Other respondents shared that more space on campus for “social” interaction and “expanded “dining” options were missing. Specifically, respondents shared, “I definitely think there could be more space on campus for social space. All eating areas are overflowing, and we still have to congregate in the lobby” and another respondent wanted, “Better and more kinds of social space.”

Lack of awareness- Respondents reported a lack of awareness regarding institutional actions and programs available. Respondents stated they “didn’t know” if programs were offered. One respondent shared they were “not familiar with any of the institutional actions,” One respondent added, “Really not familiar with a lot of these things for students. I know there are optional events and things but feel it should be emphasized more if you want to see good feedback and cooperation from students.” Another respondent wrote, “I don't really know what we have or don't have. Regardless, I think all of these would be positive on campus. Although they may have positive impacts on the culture, they may not be feasible to have everything listed above. They also may not be worth it if not utilized by many people.”

Summary

Perceptions of UTHSC's actions and initiatives 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 the campus climate. Notably, some Student respondents indicated that many of the initiatives were not available on UTHSC's campus. If, in fact, these initiatives are available, UTHSC would benefit from better publicizing all that they offer to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of The University of Tennessee Health Science Center's (UTHSC) commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within UTHSC, including how members of the student community felt about issues related to inclusion and campus life. 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 UTHSC 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 The University of Tennessee Health Science Center community members at the outset of this project. Also, the assessment process should 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 C – Comment Analyses (Questions #81, #82, #83, and #84)

Appendix D – Survey: *University of Tennessee [UTHSC] Climate for Learning and Living*

Appendix A

Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional Student		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Woman	63	82.9	555	58.6	618	60.4
	Man	13	17.1	384	40.5	397	38.8
	Transspectrum	0	0.0	5	0.5	5	0.5
	Unknown/Missing/Other	0	0.0	3	0.3	3	0.3
Racial identity	Asian/Asian American	3	3.9	100	10.6	103	10.1
	Black/African American	12	15.8	50	5.3	62	6.1
	Multiracial	5	6.6	35	3.7	40	3.9
	Other People of Color	5	6.6	34	3.6	39	3.8
	White/European American	49	64.5	697	73.6	746	72.9
	Unknown/Missing/Other	2	2.6	31	3.3	33	3.2
Sexual identity	Heterosexual	64	84.2	880	92.9	944	92.3
	LGBQ	4	5.3	41	4.3	45	4.4
	Unknown/Missing/Other	8	10.5	26	2.7	34	3.3
Citizenship status	Non-U.S. Citizen/U.S. Citizen Naturalized	6	7.9	115	12.1	121	11.8
	U.S. Citizen	70	92.1	830	87.6	900	88.0
	Unknown/Missing	0	0.0	2	0.2	2	0.2

Crosstabs of Level 1 Demographic Categories by Primary Status (cont.)

		Undergraduate Student		Graduate/ Professional Student		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	Multiple Disabilities	2	2.6	15	1.6	17	1.7
	No Disability	68	89.5	881	93.0	949	92.8
	Single Disability	6	7.9	50	5.3	56	5.5
	Unknown/Missing/Other	0	0.0	1	0.1	1	0.1
Religious/ spiritual identity	Christian Affiliation	58	76.3	654	69.1	712	69.6
	Multiple Affiliations	1	1.3	21	2.2	22	2.2
	Additional Faith-Based	3	3.9	75	7.9	78	7.6
	No Affiliation	9	11.8	172	18.2	181	17.7
	Unknown/Missing	5	6.6	25	2.6	30	2.9

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your current status at UTHSC? (Question 1)

Position	<i>n</i>	%
Undergraduate student	76	7.4
Graduate/professional student	947	92.6
Non-degree	0	0.0
Certificate	4	0.4
Master's degree	125	13.2
DPT	61	6.4
DNP	83	8.8
AUD	0	0.0
PhD	64	6.8
DDS	134	14.1
MD	247	26.1
PharmD	229	24.2

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	<i>n</i>	%
Full-time	947	92.6
Part-time	40	3.9
Missing	36	3.5

Table B3. What percentage of your classes have you taken exclusively online? (Question 3)

Online classes	<i>n</i>	%
100%	104	10.2
76%-99%	15	1.5
51%-75%	13	1.3
26%-50%	19	1.9
0%-25%	871	85.1
Missing	1	0.1

Table B4. What is your age? (Question 32)

Age	<i>n</i>	%
19 or younger	4	0.4
20-21	22	2.2
22-24	413	40.4
25-34	489	47.8
35-44	50	4.9
45-54	18	1.8
55-64	2	0.2
65-74	0	0.0
75 and older	0	0.0
Missing	25	2.4

Table B5. What is your citizenship/immigration status in the U.S.? (Question 33)

Citizenship status	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	23	2.2
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	2	0.2
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Permanent resident	26	2.5
Refugee status	0	0.0
Undocumented resident	0	0.0
U.S. citizen, birth	900	88.0
U.S. citizen, naturalized	70	6.8
Missing	2	0.2

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	<i>n</i>	%
Alaska Native	0	0.0
American Indian/Native	4	0.4
Asian/Asian American	115	11.2
Black/African American	69	6.7
Hispanic/Latin@/Chican@	33	3.2
Middle Eastern/Southwest Asian	0	0.0
Native Hawaiian	0	0.0
Pacific Islander	3	0.3
White/European American	780	76.2
A racial/ethnic identity not listed here	11	1.1

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	<i>n</i>	%
Bisexual	17	1.7
Gay	24	2.3
Heterosexual	944	92.3
Lesbian	4	0.4
A sexual identity not listed here	8	0.8
Missing	26	2.5

Table B8. Do you have substantial parenting or caregiving responsibility?

Caregiving responsibility	<i>n</i>	%
No	903	88.3
Yes	111	10.9
Children 5 years or under	59	53.2
Children 6-18 years	51	45.9
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	8	7.2
Independent adult children over 18 years of age	4	3.6
Sick or disabled partner	3	2.7
Senior or other family member	16	14.4
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	5	4.5
Missing	9	0.9

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	<i>n</i>	%
Never served in the military	982	96.0
Now on active duty (including Reserves or National Guard)	16	1.6
On active duty in the past but not now	12	1.2
ROTC	6	0.6
Missing	7	0.7

Table B10. What is your birth sex (assigned)? (Question 38)

Birth sex	<i>n</i>	%
Female	620	60.6
Male	397	38.8
An assigned birth sex not listed here	3	0.3
Missing	3	0.3

Table B11. What is your gender/gender identity? (Question 39)

Gender identity	<i>n</i>	%
Man	397	38.8
Transgender	1	0.1
Woman	618	60.4
A gender not listed here	4	0.4
Missing	3	0.3

Table B12. What is your current gender expression? (Question 40)

Gender expression	<i>n</i>	%
Androgynous	11	1.1
Feminine	609	59.5
Masculine	381	37.2
A gender expression not listed here	8	0.8
Missing	14	1.4

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	
	<i>n</i>	%	<i>n</i>	%
No high school	10	1.0	14	1.4
Some high school	28	2.7	29	2.8
Completed high school/GED	133	13.0	131	12.8
Some college	109	10.7	117	11.4
Business/technical certificate/degree	29	2.8	42	4.1
Associate's degree	49	4.8	52	5.1
Bachelor's degree	272	26.6	343	33.5
Some graduate work	16	1.6	26	2.5
Master's degree (e.g., MA, MS, MBA)	163	15.9	152	14.9
Specialist degree (e.g., EdS)	7	0.7	3	0.3
Doctoral degree (e.g., PhD, EdD)	61	6.0	18	1.8
Professional degree (e.g., MD, JD)	137	13.4	68	6.6
Unknown	2	0.2	7	0.7
Not applicable	4	0.4	17	1.7
Missing	3	0.3	4	0.4

Table B14. Undergraduate Students only: How many semesters have you been at UTHSC (excluding summer semester)? (Question 42)

Number of semesters at UTHSC	<i>n</i>	%
Less than one	22	28.9
1	9	11.8
2	17	22.4
3	4	5.3
4	12	15.8
5	4	5.3
6	3	3.9
7	0	0.0
8	1	1.3
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13 or more	0	0.0
Missing	4	5.3

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76).

Table B15. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 43)

Academic major	<i>n</i>	%
Dental Hygiene (BSDH)	20	26.3
Audiology and Speech Pathology (BSASP)	0	0.0
Medical Laboratory Science (BSMLS)	5	6.6
Nursing (BSN)	35	46.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76). Percentages may not sum to 100% because of multiple responses.

Table B16. Graduate/Professional Students only: What is your academic program? (Mark all that apply.) (Question 44)

Academic program	<i>n</i>	%
Master's		
Dental Hygiene (MDH)	6	0.6
Biomedical Engineering (MS)	1	0.1
Biomedical Sciences (MS)	5	0.5
Dental Science (MDS)	8	0.8
Epidemiology (MS)	8	0.8
Health Outcomes and Policy Research (MS)	0	0.0
Pharmaceutical Sciences (MS)	0	0.0
Pharmacology (MS)	16	1.7
Clinical Laboratory Sciences (MSCLS)	3	0.3
Cytopathology Practice (MCP)	4	0.4
Health Informatics and Information Management (MHIIM)	14	1.5
Occupational Therapy (MOT)	50	5.3
Physician Assistant (MMSPA)	24	2.5
Speech-Language Pathology (MSSLP)	1	0.1
Nursing (MSN)	1	0.1
Certificate		
Clinical Research	5	0.5
Health Informatics and Information Management	7	0.7
Adult-Gerontology Acute Care Nurse Practitioner	4	0.4
Doctoral		
Biomedical Engineering (PhD)	1	0.1

Table B16 (cont.)

Academic program	<i>n</i>	%
Biomedical Sciences (PhD)	36	3.8
Health Outcomes and Policy Research (PhD)	4	0.4
Nursing Science (PhD)	3	0.3
Pharmaceutical Sciences (PhD)	23	2.4
Speech and Hearing Science (PhD)	2	0.2
Audiology (AuD)	2	0.2
Physical Therapy (DPT)	62	6.5
Nursing Practice (DNP)	82	8.7
Professional		
Dentistry	136	14.4
Medicine	252	26.6
Nursing	41	4.3
Dentistry	17	1.8
Pharmacy	235	24.8

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 947). Percentages may not sum to 100% because of multiple responses.

Table B17. Do you have a condition/disability that influences your learning, working, or living activities? (Question 45)

Condition	<i>n</i>	%
No	949	92.8
Yes	73	7.1
Missing	1	0.1

Table B18. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 46)

Condition	<i>n</i>	%
Acquired/traumatic brain injury	2	2.7
Asperger's/autism spectrum	1	1.4
Attention deficit/hyperactivity disorder	46	63.0
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	11	15.1
Hard of hearing or deaf	1	1.4
Cognitive/language-based	0	0.0
Learning disability	8	11.0
Low vision or blind	2	2.7
Mental health/psychological condition (e.g., anxiety, depression)	24	32.9
Physical/mobility condition that affects walking	0	0.0
Physical/mobility condition that does not affect walking	0	0.0
Speech/communication condition	1	1.4
A disability/condition not listed here	0	0.0

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 45 (*n* = 73). Percentages may not sum to 100% because of multiple responses.

Table B19. Are you registered with the Office of Student Academic Support & Inclusion? (Question 47)

Registered	<i>n</i>	%
No	44	60.3
Yes	29	39.7

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 45 ($n = 73$). Percentages may not sum to 100% because of multiple responses.

Table B20. Is English your primary language? (Question 48)

English primary language	<i>n</i>	%
No	85	8.3
Yes	924	90.3
Missing	14	1.4

Table B21. What is your religious or spiritual identity? (Mark all that apply.) (Question 49)

Religious or spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	75	7.3	United Methodist	70	9.6
Atheist	49	4.8	United Church of Christ	1	0.1
Baha’i	1	0.1	A Christian affiliation not listed above	15	2.1
Buddhist	14	1.4	Druid	0	0.0
Christian	730	71.4	Hindu	33	3.2
African Methodist Episcopal	0	0.0	Jain	2	0.2
African Methodist Episcopal Zion	0	0.0	Jehovah’s Witness	0	0.0
Assembly of God	1	0.1	Jewish	14	1.4
Baptist	192	26.3	Conservative	4	28.6
Catholic/Roman Catholic	118	16.2	Orthodox	1	7.1
Church of Christ	38	5.2	Reform	8	57.1
Church of God in Christ	5	0.7	A Jewish affiliation not listed above	0	0.0
Christian Orthodox	3	0.4	Muslim	18	1.8
Christian Methodist Episcopal	5	0.7	Ahmadi	0	0.0
Christian Reformed Church (CRC)	0	0.0	Shi’ite	3	16.7
Disciples of Christ	4	0.5	Sufi	0	0.0
Episcopalian	19	2.6	Sunni	11	61.1
Evangelical	8	1.1	A Muslim affiliation not listed here	0	0.0
Greek Orthodox	3	0.4	Native American Traditional Practitioner or Ceremonial	0	0.0
Lutheran	8	1.1	Pagan	1	0.1
Mennonite	0	0.0	Rastafarian	0	0.0
Moravian	1	0.1	Scientologist	1	0.1
Nazarene	0	0.0	Secular Humanist	2	0.2
Nondenominational Christian	120	16.4	Shinto	0	0.0
Pentecostal	8	1.1	Sikh	1	0.1
Presbyterian	53	7.3	Taoist	1	0.1
Protestant	16	2.2	Tenrikyo	0	0.0
Protestant Reformed Church (PR)	0	0.0	Unitarian Universalist	0	0.0
Quaker	0	0.0	Wiccan	0	0.0
Reformed Church of America (RCA)	0	0.0	Spiritual, but no religious affiliation	43	4.2
Russian Orthodox	1	0.1	No affiliation	52	5.1
Seventh Day Adventist	6	0.8	A religious affiliation or spiritual identity not listed above	5	0.5
The Church of Jesus Christ of Latter-day Saints	10	1.4			

Note: Percentages may not sum to 100% because of multiple responses.

Table B22. Do you receive financial support from a family member or guardian to assist with your living/educational expenses (Question 50)

Receive financial support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian.	516	50.4
I receive support for living/educational expenses from family/guardian.	460	45.0
Missing	47	4.6

Table B23. 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	<i>n</i>	%
29,999 and below	349	34.1
\$30,000 - \$49,999	140	13.7
\$50,000 - \$69,999	116	11.3
\$70,000 - \$99,999	92	9.0
\$100,000 - \$149,999	120	11.7
\$150,000 - \$199,999	68	6.6
\$200,000 - \$249,999	40	3.9
\$250,000 - \$499,999	49	4.8
\$500,000 or more	19	1.9
Missing	30	2.9

Table B24. Undergraduate Students only: Where do you live? (Question 52)

Residence	<i>n</i>	%
Non-campus housing	70	92.1
Apartment/house	39	73.6
Living with family member/guardian	14	26.4
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	4	5.3
Missing	2	2.6

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B25. Undergraduate Students only: Since having been a student at UTHSC, have you been a member of or participated in any of the following? (Mark all that apply.) (Question 53)

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs or organizations at UTHSC	34	44.7
Governance organization (SGA, SFC, Councils)	9	11.8
Professional or pre-professional organization	9	11.8
Faith or spirituality-based organization	7	9.2
Service or philanthropic organization	7	9.2
Academic and academic honorary organizations	6	7.9
Culture-specific organization	3	3.9
Health and wellness organization	3	3.9
Political or issue-oriented organization	1	1.3
Recreational organization	1	1.3
Publication/media organization	0	0.0
A student organization not listed above	7	9.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76). Percentages may not sum to 100% because of multiple responses.

Table B26. Undergraduate Students only: At the end of your last semester, what was your cumulative grade point average? (Question 54)

GPA	<i>n</i>	%
3.75 - 4.00	16	21.1
3.50 - 3.74	15	19.7
3.25 - 3.49	12	15.8
3.00 - 3.24	17	22.4
2.75 - 2.99	5	6.6
2.50 - 2.74	7	9.2
2.25 - 2.49	2	2.6
2.00 - 2.24	1	1.3
1.99 and below	0	0.0
Missing	1	1.3

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76). Percentages may not sum to 100% because of multiple responses.

Table B27. Have you experienced financial hardship while at UTHSC? (Question 55)

Financial hardship	<i>n</i>	%
No	668	65.3
Yes	349	34.1
Missing	6	0.6

**Table B28. How have you experienced the financial hardship? (Mark all that apply.)
(Question 56)**

Experience	<i>n</i>	%
Difficulty in affording housing	151	43.3
Difficulty participating in social events	131	37.5
Difficulty affording tuition	140	40.1
Difficulty affording food	108	30.9
Difficulty purchasing my books/course materials	102	29.2
Difficulty in affording health care	98	28.1
Difficulty affording co-curricular events or activities	91	26.1
Difficulty affording academic related activities (e.g., study abroad, service learning)	80	22.9
Difficulty in affording other campus fees	69	19.8
Difficulty in affording alternative spring breaks	67	19.2
Difficulty affording travel to and from UTHSC	59	16.9
Difficulty in affording unpaid internships/research opportunities	52	14.9
Difficulty affording commuting to campus (e.g., transportation, parking)	35	10.0
Difficulty in affording childcare	26	7.4
Difficulty finding employment	15	4.3
A financial hardship not listed here	22	6.3

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 55 (*n* = 349). Percentages may not sum to 100% because of multiple responses.

Table B29. How are you currently paying for your education at UTHSC? (Mark all that apply.) (Question 57)

Source of funding	<i>n</i>	%
Loans	733	71.7
Family contribution	239	23.4
Personal contribution/job	142	13.9
Off-campus employment	136	13.3
Non-need based scholarship (e.g., HOPE)	86	8.4
Credit card	73	7.1
On-campus employment	58	5.7
Graduate/research assistantship	51	5.0
Grant (e.g., Pell)	29	2.8
Need-based scholarship (e.g., ASPIRE)	27	2.6
GI Bill/veterans benefits	18	1.8
Graduate fellowship	13	1.3
Dependent tuition (e.g., family member works at UTHSC)	4	0.4
Money from home country	3	0.3
Resident assistant	0	0.0
A method of payment not listed here	35	3.4

Percentages may not sum to 100% because of multiple responses.

Table B30. Undergraduate Students only: Are you employed either on campus or off campus during the academic year? (Question 58)

Employed	<i>n</i>	%
No	51	67.1
Yes, I work on campus	8	10.5
1-10 hours/week	4	50.0
11-20 hours/week	4	50.0
21-30 hours/week	0	0.0
31-40 hours/week	0	0.0
More than 40 hours/week	0	0.0
Yes, I work off campus	20	26.3
1-10 hours/week	7	35.0
11-20 hours/week	5	25.0
21-30 hours/week	5	25.0
31-40 hours/week	2	10.0
More than 40 hours/week	1	5.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 76). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B31. Graduate Students only: Are you employed either on campus or off campus during the academic year? (Question 59)

Employed	<i>n</i>	%
No	556	58.7
Yes, I work on campus	118	12.5
1-10 hours/week	61	56.0
11-20 hours/week	22	20.2
21-30 hours/week	4	3.7
31-40 hours/week	8	7.3
More than 40 hours/week	14	12.8
Yes, I work off campus	291	30.7
1-10 hours/week	148	53.2
11-20 hours/week	64	23.0
21-30 hours/week	20	7.2
31-40 hours/week	31	11.2
More than 40 hours/week	15	5.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 947). 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 B32. Overall, how comfortable are you with the climate at UTHSC? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	346	33.9
Comfortable	541	52.9
Neither comfortable nor uncomfortable	99	9.7
Uncomfortable	31	3.0
Very uncomfortable	5	0.5

Table B33. Overall, how comfortable are you with the climate in your academic department at UTHSC? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	367	35.9
Comfortable	467	45.7
Neither comfortable nor uncomfortable	119	11.6
Uncomfortable	52	5.1
Very uncomfortable	18	1.8

Table B34. Overall, how comfortable are you with the climate in your classes at UTHSC? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	363	35.5
Comfortable	490	47.9
Neither comfortable nor uncomfortable	117	11.4
Uncomfortable	40	3.9
Very uncomfortable	12	1.2

Table B35. Have you ever seriously considered leaving UTHSC? (Question 7)

Considered leaving	<i>n</i>	%
No	920	90.0
Yes	102	10.0

Table B36. When did you seriously consider leaving UTHSC? (Mark all that apply.) (Question 8)

When considered leaving	<i>n</i>	%
During my first semester	32	31.4
During my first year as a student	52	51.0
During my second year as a student	41	40.2
During my third year as a student	15	14.7
During my fourth year as a student	8	7.8
During my fifth year as a student	1	1.0
After my fifth year as a student	2	2.0

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 (*n* = 102). Percentages may not sum to 100% because of multiple responses.

Table B37. Why did you seriously consider leaving UTHSC? (Mark all that apply). (Question 9)

	<i>n</i>	%
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Reasons		
Climate was not welcoming	34	33.3
Lack of a sense of belonging	26	25.5
Personal reasons (e.g., medical, mental health, family emergencies)	25	24.5
Lack of social life	16	15.7
Coursework was too difficult	15	14.7
Financial reasons	14	13.7
Lack of support group	14	13.7
Lack of support services	12	11.8
Homesick	8	7.8
Unhealthy social relationships	8	7.8
My marital/relationship status	6	5.9
Coursework not challenging enough	2	2.0
Didn't like major	2	2.0
Didn't meet the selection criteria for a major	1	1.0
Didn't have my major	0	0.0
A reason not listed above	44	43.1

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 ($n = 102$). Percentages may not sum to 100% because of multiple responses.

Table B38. Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UTHSC. (Question 11)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	294	28.8	531	52.0	106	10.4	83	8.1	7	0.7
Few of my courses this year have been intellectually stimulating.	128	12.6	222	21.9	131	12.9	374	36.8	160	15.8
I am satisfied with my academic experience at UTHSC.	263	25.8	567	55.5	112	11.0	65	6.4	14	1.4
I am satisfied with the extent of my intellectual development since enrolling at UTHSC.	334	32.8	557	54.7	80	7.9	41	4.0	7	0.7
I have performed academically as well as I anticipated I would.	249	24.5	473	46.5	145	14.2	129	12.7	22	2.2
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	333	32.7	532	52.2	104	10.2	41	4.0	9	0.9
My interest in ideas and intellectual matters has increased since coming to UTHSC.	332	32.6	493	48.4	141	13.8	42	4.1	11	1.1
I intend to graduate from UTHSC.	817	80.6	181	17.9	12	1.2	0	0.0	4	0.4
Thinking ahead it is likely that I will leave UTHSC without meeting my academic goal.	43	4.2	64	6.3	58	5.7	256	25.1	599	58.7

Table B39. 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 UTHSC? (Question 12)

Experienced conduct	<i>n</i>	%
No	916	89.6
Yes	106	10.4

Table B40. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)

Basis	<i>n</i>	%
Don't know	31	29.2
Academic performance	24	22.6
Gender/gender identity	22	20.8
Age	20	18.9
Ethnicity	17	16.0
Major field of study	13	12.3
Racial identity	13	12.3
Political views	11	10.4
Mental Health/psychological disability/condition	10	9.4
Learning disability/condition	8	7.5
Parental status (e.g., having children)	7	6.6
Philosophical views	7	6.6
Physical characteristics	7	6.6
Marital status (e.g., single, married, partnered)	6	5.7
Religious/spiritual views	6	5.7
Participation in an organization/team	5	4.7
Socioeconomic status	5	4.7
English language proficiency/accent	4	3.8
International status/national origin	4	3.8
Medical disability/condition	4	3.8
Pregnancy	4	3.8
Sexual identity	3	2.8
Gender expression	2	1.9
Physical disability/condition	1	0.9
Immigrant/citizen status	0	0.0
Military/veteran status	0	0.0
A reason not listed above	21	19.8

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B41. How would you describe what happened? (Mark all that apply.) (Question 14)

Form	<i>n</i>	%
I was ignored or excluded	43	40.6
I was intimidated/bullied	37	34.9
I was isolated or left out	35	33.0
I experienced a hostile classroom environment	31	29.2
The conduct made me fear that I would get a poor grade	31	29.2
I was the target of derogatory verbal remarks	25	23.6
I felt others staring at me	17	16.0
I received derogatory phone calls/text messages/email	10	9.4
I was singled out as the spokesperson for my identity group	9	8.5
I was the target of workplace incivility	9	8.5
Someone assumed I was admitted/hired/promoted due to my identity group	7	6.6
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	5	4.7
I received derogatory written comments	5	4.7
I was the target of racial/ethnic profiling	4	3.8
The conduct threatened my physical safety	3	2.8
I was the target of physical violence	2	1.9
I received threats of physical violence	0	0.0
I was the target of graffiti/vandalism	0	0.0
I was the target of stalking	0	0.0
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group	0	0.0
An experience not listed above	13	12.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B42. Where did the conduct occur? (Mark all that apply.) (Question 15)

Location	<i>n</i>	%
In a class/lab/clinical setting	64	60.4
In a faculty office	17	16.0
Off campus	17	16.0
In a meeting with one other person	16	15.1
On phone calls/text messages/email	14	13.2
At a UTHSC event/program	13	12.3
In other public spaces at UTHSC	11	10.4
In a meeting with a group of people	10	9.4
In a UTHSC administrative office	7	6.6
On social media (Facebook/Twitter/Yik-Yak)	6	5.7
While walking on campus	6	5.7
In off-campus housing	5	4.7
In a staff office	4	3.8
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	4	3.8
In the health center	3	2.8
In an online learning environment	3	2.8
In counseling services	2	1.9
In a fraternity house	1	0.9
In a UTHSC dining facility	1	0.9
While working at a UTHSC job	1	0.9
In a campus residence hall/apartment	0	0.0
In a religious center	0	0.0
In a sorority house	0	0.0
In athletic facilities	0	0.0
In a UTHSC library	0	0.0
In the university center/student center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	6	5.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B43. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)

Source	<i>n</i>	%
Faculty member/other instructional staff	46	43.4
Student	46	43.4
Department/program/division chair	13	12.3
Academic/scholarship/fellowship advisor	10	9.4
Friend	9	8.5
Coworker/colleague	7	6.6
Staff member	7	6.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	5	4.7
Don't know source	4	3.8
On social media (e.g., Facebook, Twitter, Yik-Yak)	3	2.8
Stranger	3	2.8
UTHSC police/security	2	1.9
Donor	2	1.9
Off-campus community member	2	1.9
Patient	2	1.9
Student staff	2	1.9
Alumnus/a	1	0.9
Student organization	1	0.9
Supervisor or manager	1	0.9
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	1	0.9
Athletic coach/trainer	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
A source not listed above	9	8.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B44. How did you experience the conduct? (Mark all that apply.) (Question 17)

Feeling	<i>n</i>	%
I felt embarrassed.	46	43.4
I felt somehow responsible.	19	17.9
I was afraid.	25	23.6
I was angry.	71	67.0
I ignored it.	35	33.0
A feeling not listed above.	19	17.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 106$). Percentages may not sum to 100% because of multiple responses.

Table B45. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)

Response	<i>n</i>	%
I avoided the person/venue.	47	44.3
I told a friend.	47	44.3
I did not do anything.	42	39.6
I told a family member.	39	36.8
I did not know who to go to.	22	20.8
I contacted a UTHSC resource.	19	17.9
<i>Faculty member</i>	10	52.6
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	7	36.8
<i>Staff person (e.g., Student Life staff, program director)</i>	5	26.3
<i>Student Academic Support Services and Inclusion</i>	5	26.3
<i>Counseling Services</i>	4	21.1
<i>Office of Equity & Diversity</i>	3	15.8
<i>Campus Police</i>	1	5.3
<i>Supervisor</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I confronted the person(s) at the time.	16	15.1
I confronted the person(s) later.	16	15.1
I sought information online.	7	6.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	4	3.8
I sought support from off-campus hotline/advocacy services.	3	2.8
I contacted a local law enforcement official.	0	0.0
A response not listed above.	18	17.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B46. Did you report the conduct? (Question 19)

Reported conduct	<i>n</i>	%
No, I did not report it.	94	88.7
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	12	11.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>11.1</i>
<i>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.</i>	<i>1</i>	<i>11.1</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>7</i>	<i>77.8</i>

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 106). Percentages may not sum to 100% because of multiple responses.

Table B47. While a member of the UTHSC 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, sodomy, or gang rape)? (Question 21)

Experienced unwanted sexual contact/conduct	<i>n</i>	%
No	1,000	97.8
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	8	0.8
Yes – stalking (e.g., following me, on social media, texting, phone calls)	1	0.1
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	14	1.4
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	0	0.0
Yes – sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)	0	0.0

Percentages may not sum to 100% because of multiple responses.

Table B48. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 22rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	3	37.5
Yes	5	62.5
<i>Alcohol only</i>	5	100.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B49. What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 23rv)

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	8	100.0
Undergraduate first year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B50. Who did this to you? (Mark all that apply.) (Question 24rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	6	75.0
UTHSC student	5	62.5
UTHSC staff member	1	12.5
Acquaintance/friend	0	0.0
Family member	0	0.0
Stranger	0	0.0
UTHSC faculty member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B51. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 25rv)

Location	<i>n</i>	%
Off campus	8	100.0
On campus	2	25.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B52. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)

Feeling after experiencing conduct	<i>n</i>	%
I felt afraid.	6	75.0
I felt angry.	6	75.0
I felt embarrassed.	6	75.0
I felt somehow responsible.	5	62.5
I ignored it.	3	37.5
A feeling not listed above	2	25.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) ($n = 8$). Percentages may not sum to 100% because of multiple responses.

Table B53. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)

Response	<i>n</i>	%
I told a friend.	7	87.5
I avoided the person/venue.	5	62.5
I told a family member.	4	50.0
I confronted the person(s) later.	3	37.5
I contacted a UTHSC resource.	3	37.5
<i>Counseling Services</i>	2	66.7
<i>Faculty member</i>	1	33.3
<i>Campus Police</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Student Life staff, program director)</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Supervisor</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I did not know who to go to.	3	37.5
I sought information online.	3	37.5
I confronted the person(s) at the time.	2	25.0
I did not do anything.	2	25.0
I contacted a local law enforcement official.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	1	12.5

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B54. Did you report the unwanted sexual conduct (Question 28rv)

Reported conduct	<i>n</i>	%
No, I did not report it.	8	100.0
Yes, I reported the incident (e.g., bias incident report, Title IX).	0	0.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>0</i>	<i>0.0</i>
<i>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.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 8). Percentages may not sum to 100% because of multiple responses.

Table B55. 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	<i>n</i>	%
No	0	0.0
Yes	0	0.0
<i>Alcohol only</i>	<i>0</i>	<i>0.0</i>
<i>Drugs only</i>	<i>0</i>	<i>0.0</i>
<i>Both alcohol and drugs</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 1). Percentages may not sum to 100% because of multiple responses.

Table B56. 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	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	0	0.0
Undergraduate first year	1	100.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 1). Percentages may not sum to 100% because of multiple responses.

Table B57. Who did this to you? (Mark all that apply.) (Question 24stlk)

Source	<i>n</i>	%
Stranger	1	100.0
Acquaintance/friend	0	0.0
Current or former dating/intimate partner	0	0.0
Family member	0	0.0
UTHSC faculty member	0	0.0
UTHSC staff member	0	0.0
UTHSC student	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 1). Percentages may not sum to 100% because of multiple responses

Table B58. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 25stlk)

Location	<i>n</i>	%
Off campus	0	0.0
On campus	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 1). Percentages may not sum to 100% because of multiple responses.

Table B59. 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	<i>n</i>	%
I ignored it.	1	100.0
I felt afraid.	0	0.0
I felt angry.	0	0.0
I felt embarrassed.	0	0.0
I felt somehow responsible.	0	0.0
A feeling not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls ($n = 1$)). Percentages may not sum to 100% because of multiple responses.

Table B60. 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	<i>n</i>	%
I sought support from off-campus hotline/advocacy services.	1	100.0
I avoided the person/venue.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I contacted a local law enforcement official.	0	0.0
I contacted a UTHSC resource.	0	0.0
<i>Campus Police</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Student Life staff, program director)</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Supervisor</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I did not do anything.	0	0.0
I did not know who to go to.	0	0.0
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I told a family member.	0	0.0
I told a friend.	0	0.0
A response not listed above.	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 1). Percentages may not sum to 100% because of multiple responses.

Table B61. Did you report the unwanted sexual conduct (Question 28stlk)

Reported conduct	<i>n</i>	%
No, I did not report it.	0	0.0
Yes, I reported the incident (e.g., bias incident report, Title IX).	1	100.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>0</i>	<i>0.0</i>
<i>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.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 1). Percentages may not sum to 100% because of multiple responses.

Table B62. 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	<i>n</i>	%
No	13	92.9
Yes	1	7.1
<i>Alcohol only</i>	<i>1</i>	<i>100.0</i>
<i>Drugs only</i>	<i>0</i>	<i>0.0</i>
<i>Both alcohol and drugs</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B63. 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	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	11	78.6
Undergraduate first year	2	14.3
<i>Fall semester</i>	1	50.0
<i>Spring semester</i>	2	100.0
<i>Summer semester</i>	1	50.0
Undergraduate second year	1	7.1
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	1	7.1
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	1	100.0
<i>Summer semester</i>	1	100.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) ($n = 14$). Percentages may not sum to 100% because of multiple responses.

Table B64. Who did this to you? (Mark all that apply.) (Question 24si)

Source	<i>n</i>	%
Stranger	6	42.9
UTHSC student	4	28.6
Acquaintance/friend	3	21.4
UTHSC staff member	1	7.1
Current or former dating/intimate partner	0	0.0
Family member	0	0.0
UTHSC faculty member	0	0.0
Other role/relationship not listed above	3	21.4

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B65. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 25si)

Location	<i>n</i>	%
Off campus	4	28.6
On campus	11	78.6

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B66. 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	<i>n</i>	%
I felt embarrassed.	8	57.1
I ignored it.	8	57.1
I felt angry.	7	50.0
I felt afraid.	2	14.3
I felt somehow responsible.	1	7.1
A feeling not listed above	1	7.1

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B67. 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	<i>n</i>	%
I did not do anything.	9	64.3
I avoided the person/venue.	7	50.0
I told a friend.	6	42.9
I told a family member.	4	28.6
I contacted a UTHSC resource.	2	14.3
<i>Faculty member</i>	<i>1</i>	<i>50.0</i>
<i>Office of Equity & Diversity</i>	<i>1</i>	<i>50.0</i>
<i>Campus Police</i>	<i>0</i>	<i>0.0</i>
<i>Counseling Services</i>	<i>0</i>	<i>0.0</i>
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	<i>0</i>	<i>0.0</i>
<i>Staff person (e.g., Student Life staff, program director)</i>	<i>0</i>	<i>0.0</i>
<i>Student Academic Support Services and Inclusion</i>	<i>0</i>	<i>0.0</i>
<i>Supervisor</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	<i>0</i>	<i>0.0</i>
I did not know who to go to.	2	14.3
I confronted the person(s) at the time.	1	7.1
I confronted the person(s) later.	0	0.0
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	3	21.4

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B68. Did you report the unwanted sexual conduct (Question 28si)

Reported conduct	<i>n</i>	%
No, I did not report it.	11	78.6
Yes, I reported the incident (e.g., bias incident report, Title IX).	3	21.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>33.3</i>
<i>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.</i>	<i>1</i>	<i>33.3</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>1</i>	<i>33.3</i>

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 14). Percentages may not sum to 100% because of multiple responses.

Table B69. 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	<i>n</i>	%
No	0	0.0
Yes	0	0.0
<i>Alcohol only</i>	<i>0</i>	<i>0.0</i>
<i>Drugs only</i>	<i>0</i>	<i>0.0</i>
<i>Both alcohol and drugs</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 0). Percentages may not sum to 100% because of multiple responses.

Table B70. 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	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	0	0.0
Undergraduate first year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 0). Percentages may not sum to 100% because of multiple responses.

Table B71. Who did this to you? (Mark all that apply.) (Question 24sc)

Source	<i>n</i>	%
Acquaintance/friend	0	0.0
Family member	0	0.0
UTHSC faculty member	0	0.0
UTHSC staff member	0	0.0
Stranger	0	0.0
UTHSC student	0	0.0
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 0$). Percentages may not sum to 100% because of multiple responses.

Table B72. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 25sc)

Location	<i>n</i>	%
Off campus	0	0.0
On campus	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 0$). Percentages may not sum to 100% because of multiple responses.

Table B73. 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	<i>n</i>	%
I felt embarrassed.	0	0.0
I felt somehow responsible.	0	0.0
I felt afraid.	0	0.0
I felt angry.	0	0.0
I ignored it.	0	0.0
An feeling not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 0$). Percentages may not sum to 100% because of multiple responses.

Table B74. 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	<i>n</i>	%
I did not do anything.	0	0.0
I avoided the person/venue.	0	0.0
I contacted a local law enforcement official.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I did not know who to go to.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I contacted a UTHSC resource.	0	0.0
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Campus Police</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Staff person (e.g., Student Life staff, program director)</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Supervisor</i>	0	0.0
I told a family member.	0	0.0
I told a friend.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 0). Percentages may not sum to 100% because of multiple responses.

Table B75. Did you report the unwanted sexual conduct (Question 28sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	0	0.0
Yes, I reported the incident (e.g., bias incident report, Title IX).	0	0.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>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.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 0). Percentages may not sum to 100% because of multiple responses.

Table B76. 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	<i>n</i>	%
No	0	0.0
Yes	0	0.0
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	0	0.0

Note: Table includes answers only from 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* = 0). Percentages may not sum to 100% because of multiple responses.

Table B77. 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	<i>n</i>	%
During my time as a graduate/professional student at UTHSC	0	0.0
Undergraduate first year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from 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* = 0).

Percentages may not sum to 100% because of multiple responses.

Table B78. Who did this to you? (Mark all that apply.) (Question 24se)

Source	<i>n</i>	%
Acquaintance/friend	0	0.0
Family member	0	0.0
UTHSC faculty member	0	0.0
UTHSC staff member	0	0.0
Stranger	0	0.0
UTHSC student	0	0.0
Current or former dating/intimate partner	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from 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* = 0). Percentages may not sum to 100% because of multiple responses.

Table B79. 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	<i>n</i>	%
Off campus	0	0.0
On campus	0	0.0

Note: Table includes answers only from 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* = 0). Percentages may not sum to 100% because of multiple responses.

Table B80. 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	<i>n</i>	%
I felt embarrassed.	0	0.0
I felt somehow responsible.	0	0.0
I felt afraid.	0	0.0
I felt angry.	0	0.0
I ignored it.	0	0.0
An feeling not listed above	0	0.0

Note: Table includes answers only from 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* = 0). Percentages may not sum to 100% because of multiple responses.

Table B81. 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	<i>n</i>	%
I did not do anything.	0	0.0
I avoided the person/venue.	0	0.0
I contacted a local law enforcement official.	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I did not know who to go to.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I contacted a UTHSC resource.	0	0.0
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Campus Police</i>	0	0.0
<i>Counseling Services</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Staff person (e.g., Student Life staff, program director)</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Supervisor</i>	0	0.0
I told a family member.	0	0.0
I told a friend.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	0	0.0

Note: Table includes answers only from 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* = 0). Percentages may not sum to 100% because of multiple responses.

Table B82. Did you report the unwanted sexual conduct (Question 28se)

Reported conduct	<i>n</i>	%
No, I did not report it.	0	0.0
Yes, I reported the incident (e.g., bias incident report, Title IX).	0	0.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>0</i>	<i>0.0</i>
<i>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.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from 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* = 0).

Percentages may not sum to 100% because of multiple responses.

Table B83. Please offer your response to the following comments. (Question 31)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of affirmative consent.	465	45.7	433	42.5	104	10.2	16	1.6
I am generally aware of the role of UTHSC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	330	32.4	502	49.3	171	16.8	15	1.5
I know how and where to report such incidents.	229	22.5	452	44.4	309	30.4	28	2.8
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	281	27.6	524	51.5	194	19.1	18	1.8
I am generally aware of the campus resources listed here: http://uthsc.edu/oed/sexual_assault2014.php .	259	25.5	518	51.0	222	21.9	16	1.6
I have a responsibility to report such incidents when I see them occurring on or off campus.	533	52.3	460	45.1	25	2.5	2	0.2
I understand that UTHSC standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	336	32.9	544	53.3	130	12.7	10	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UTHSC Crime and Fire Statistics Report.	278	27.4	469	46.3	240	23.7	27	2.7
I know that UTHSC sends a public safety alert to the campus community when such an incident occurs.	421	41.4	487	47.8	99	9.7	11	1.1

Table B84. 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 UTHSC? (Question 60)

Observed conduct	<i>n</i>	%
No	911	89.3
Yes	109	10.7

Table B85. Who/what was the target of the conduct? (Mark all that apply.) (Question 61)

Target	<i>n</i>	%
Student	85	78.0
Friend	20	18.3
Faculty member/other instructional staff	12	11.0
Coworker/colleague	8	7.3
Staff member	6	5.5
Patient	4	3.7
Stranger	4	3.7
Academic/scholarship/fellowship advisor	3	2.8
Student staff	2	1.8
Alumnus/a	1	0.9
Donor	1	0.9
Off-campus community member	1	0.9
Student organization	1	0.9
Athletic coach/trainer	0	0.0
Department/program/division chair	0	0.0
Don't know target	0	0.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
Supervisor or manager	0	0.0
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	0	0.0
UTHSC police/security	0	0.0
A target not listed above	7	6.4

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

Table B86. Who/what was the source of the conduct? (Mark all that apply.) (Question 62)

Source	<i>n</i>	%
Student	62	56.9
Faculty member/other instructional staff	36	33.0
Department/program/division chair	10	9.2
Coworker/colleague	6	5.5
Academic/scholarship/fellowship advisor	5	4.6
Stranger	5	4.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	4	3.7
Friend	3	2.8
Staff member	3	2.8
Off-campus community member	2	1.8
On social media (e.g., Facebook, Twitter, Yik-Yak)	2	1.8
Student staff	2	1.8
Supervisor or manager	2	1.8
Alumnus/a	1	0.9
Donor	1	0.9
Don't know source	1	0.9
Patient	1	0.9
Student organization	1	0.9
UTHSC media (e.g., posters, brochures, flyers, handouts, websites)	1	0.9
Direct report (e.g., person who reports to me)	0	0.0
UTHSC police/security	0	0.0
Athletic coach/trainer	0	0.0
Student teaching assistant/student lab assistant/student tutor	0	0.0
A source not listed above	4	3.7

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

**Table B87. Which of the target’s characteristics do you believe was/were the basis for the conduct?
(Mark all that apply.) (Question 63)**

Characteristic	<i>n</i>	%
Don’t know	33	30.3
Ethnicity	25	22.9
Academic performance	19	17.4
Racial identity	19	17.4
Gender/gender identity	15	13.8
Political views	15	13.8
Philosophical views	11	10.1
Physical characteristics	11	10.1
Religious/spiritual views	10	9.2
English language proficiency/accent	8	7.3
Gender expression	8	7.3
Major field of study	8	7.3
Immigrant/citizen status	7	6.4
Sexual identity	7	6.4
Socioeconomic status	7	6.4
Age	5	4.6
Parental status (e.g., having children)	5	4.6
International status/national origin	4	3.7
Mental health/psychological disability/condition	4	3.7
Learning disability/condition	3	2.8
Marital status (e.g., single, married, partnered)	3	2.8
Medical disability/condition	3	2.8
Participation in an organization/team	2	1.8
Military/veteran status	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
A reason not listed above	15	13.8

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

**Table B88. Which of the following did you observe because of the target's identity? (Mark all that apply.)
(Question 64)**

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	48	44.0
Person ignored or excluded	39	35.8
Person isolated or left out	36	33.0
Person experiences a hostile classroom environment	30	27.5
Person intimidated/bullied	26	23.9
Racial/ethnic profiling	18	16.5
Person experienced a hostile work environment	15	13.8
Person being stared at	11	10.1
Person received a poor grade	11	10.1
Derogatory phone calls/text messages/email	10	9.2
Person received a low or unfair performance evaluation	10	9.2
Assumption that someone was admitted/hired/promoted based on his/her identity	7	6.4
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	7	6.4
Derogatory written comments	6	5.5
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	5	4.6
Person was the target of workplace incivility	5	4.6
Singled out as the spokesperson for their identity group	5	4.6
Person was unfairly evaluated in the promotion and tenure process	2	1.8
Derogatory phone calls	1	0.9
Person was stalked	1	0.9
Graffiti/vandalism	0	0.0
Physical violence	0	0.0
Threats of physical violence	0	0.0
Something not listed above	5	4.6

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

Table B89. Where did this conduct occur? (Mark all that apply.) (Question 65)

Location	<i>n</i>	%
In a class/lab/clinical setting	65	59.6
On social media (Facebook/Twitter/ Yik-Yak)	15	13.8
At a UTHSC event/program	12	11.0
In a meeting with a group of people	11	10.1
In other public spaces at UTHSC	9	8.3
In a faculty office	8	7.3
Off campus	8	7.3
On phone calls/text messages/email	8	7.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	6	5.5
While walking on campus	6	5.5
In a staff office	4	3.7
In a meeting with one other person	3	2.8
In a UTHSC administrative office	3	2.8
In an online learning environment	2	1.8
In a fraternity house	1	0.9
In a UTHSC dining facility	1	0.9
In the health center	1	0.9
While working at a UTHSC job	1	0.9
In a campus residence hall/apartment	0	0.0
In a religious center	0	0.0
In a sorority house	0	0.0
In athletic facilities	0	0.0
In a UTHSC library	0	0.0
In counseling services	0	0.0
In off-campus housing	0	0.0
In the university center/student center	0	0.0
On a campus shuttle	0	0.0
A venue not listed above	6	5.5

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

Table B90. What was your response to observing this conduct? (Mark all that apply.)
(Question 66)

Response	<i>n</i>	%
I did not do anything.	46	42.2
I told a friend.	27	24.8
I did not know who to go to.	16	14.7
I told a family member.	16	14.7
I avoided the person/venue.	15	13.8
I confronted the person(s) later.	14	12.8
I confronted the person(s) at the time.	13	11.9
I contacted a UTHSC resource.	6	5.5
<i>Faculty member</i>	3	50.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	3	50.0
<i>Campus Police</i>	1	16.7
<i>Staff person (e.g., student life staff, program director)</i>	1	16.7
<i>Supervisor</i>	1	16.7
<i>Counseling Services</i>	0	0.0
<i>Office of Equity & Diversity</i>	0	0.0
<i>Student Academic Support Services and Inclusion</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	0.9
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	8	7.3

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

Table B91. Did you report the conduct? (Question 67)

Reported conduct	<i>n</i>	%
No, I didn't report it.	101	92.7
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	8	7.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	2	33.3
<i>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.</i>	1	16.7
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	3	50.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 109). Percentages may not sum to 100% because of multiple responses.

Table B92. Using a scale of 1-5, please rate the overall campus climate at UTHSC on the following dimensions: (Question 69)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	519	51.0	363	35.7	109	10.7	22	2.2	4	0.4	1.7	0.8
Inclusive/Exclusive	435	42.9	351	34.6	181	17.8	41	4.0	7	0.7	1.9	0.9
Improving/Regressing	399	39.4	364	36.0	206	20.4	30	3.0	13	1.3	1.9	0.9
Positive for persons with disabilities/Negative	398	39.3	329	32.4	246	24.3	31	3.1	10	1.0	1.9	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	365	36.1	346	34.2	272	26.9	22	2.2	7	0.7	2.0	0.9
Positive for people who identify as transgender	342	33.9	291	28.8	321	31.8	43	4.3	12	1.2	2.1	1.0
Positive for people of various spiritual/religious backgrounds/Negative	400	39.4	345	34.0	217	21.4	40	3.9	12	1.2	1.9	0.9
Positive for People of Color/Negative	493	48.6	321	31.7	154	15.2	38	3.7	8	0.8	1.8	0.9
Positive for men/Negative	562	55.3	297	29.2	139	13.7	12	1.2	6	0.6	1.6	0.8
Positive for women/Negative	481	47.5	328	32.4	174	17.2	24	2.4	5	0.5	1.8	0.9
Positive for non-native English speakers/Negative	378	37.5	306	30.4	272	27.0	44	4.4	8	0.8	2.0	0.9
Positive for people who are not U.S. citizens/Negative	425	42.1	313	31.0	238	23.6	28	2.8	6	0.6	1.9	0.9
Welcoming/Not welcoming	506	49.8	357	35.1	121	11.9	27	2.7	5	0.5	1.7	0.8
Respectful/Disrespectful	482	47.5	358	35.3	126	12.4	35	3.4	14	1.4	1.8	0.9
Positive for people of high socioeconomic status/Negative	534	52.9	304	30.1	154	15.2	14	1.4	4	0.4	1.7	0.8
Positive for people of low socioeconomic status/Negative	401	39.5	321	31.7	220	21.7	58	5.7	14	1.4	2.0	1.0

	1		2		3		4		5		Mean	Standard Deviation
Table B92 cont.	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Positive for people of various political affiliations/Negative	382	37.7	300	29.6	257	25.3	58	5.7	17	1.7	2.0	1.0
Positive for people in active military/veterans status/Negative	478	47.2	324	32.0	200	19.7	10	1.0	1	0.1	1.7	0.8
Positive for students 25 and older/Negative	481	47.4	336	33.1	157	15.5	35	3.4	6	0.6	1.8	0.9

Table B93. 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
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	486	48.1	329	32.5	142	14.0	46	4.5	8	0.8	1.8	0.9
Not sexist/Sexist	487	48.2	302	29.9	161	15.9	49	4.9	11	1.1	1.8	0.9
Not homophobic/Homophobic	492	48.9	309	30.7	165	16.4	33	3.3	7	0.7	1.8	0.9
Not biphobic/Biphobic	490	48.9	300	29.9	183	18.3	22	2.2	7	0.7	1.8	0.9
Not transphobic/Transphobic	481	47.9	286	28.5	182	18.1	44	4.4	12	1.2	1.8	1.0
Not ageist/Ageist	518	51.5	292	29.0	161	16.0	27	2.7	8	0.8	1.7	0.9
Not classist (socioeconomic status)/Classist	478	47.5	301	29.9	159	15.8	51	5.1	17	1.7	1.8	1.0
Disability friendly (not ableist)/Not disability friendly	501	49.7	310	30.8	163	16.2	28	2.8	6	0.6	1.7	0.9
Not xenophobic/Xenophobic	510	50.5	303	30.0	163	16.2	26	2.6	7	0.7	1.7	0.9
Not ethnocentric/Ethnocentric	495	49.1	300	29.8	166	16.5	37	3.7	10	1.0	1.8	0.9

Table B94. As a student, I feel... (Question 71)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	331	32.6	514	50.6	123	12.1	48	4.7
My department advisor provides clear expectations.	330	32.5	520	51.2	127	12.5	39	3.8
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	388	38.5	530	52.5	71	7.0	20	2.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	390	38.5	534	52.7	68	6.7	22	2.2
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	378	37.3	545	53.8	72	7.1	18	1.8
There are adequate opportunities for me to interact with other university faculty outside of my department.	294	29.1	480	47.4	201	19.9	37	3.7
I receive support from my advisor to pursue personal research interests.	322	32.1	493	49.1	146	14.5	43	4.3
My department faculty members encourage me to produce publications and present research.	312	31.2	470	47.0	180	18.0	37	3.7
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	299	29.9	487	48.7	180	18.0	34	3.4
I feel comfortable sharing my professional goals with my advisor.	419	42.2	476	48.0	77	7.8	20	2.0

Table B95. 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by UTHSC faculty.	308	30.6	453	45.1	163	16.2	63	6.3	18	1.8
I feel valued by UTHSC staff.	311	31.0	422	42.1	194	19.4	55	5.5	20	2.0
I feel valued by UTHSC senior administrators (e.g., chancellor, vice chancellor, dean, provost).	262	26.1	351	35.0	255	25.4	84	8.4	50	5.0
I feel valued by faculty in the classroom.	329	32.8	453	45.2	164	16.4	42	4.2	14	1.4
I feel valued by other students in the classroom.	345	34.4	476	47.5	147	14.7	27	2.7	7	0.7
I feel valued by other students outside of the classroom.	306	30.9	446	45.0	198	20.0	30	3.0	11	1.1
I think that faculty prejudice my abilities based on their perception of my identity/background.	134	13.4	225	22.5	238	23.8	269	26.9	135	13.5
I think that staff prejudice my abilities based on their perception of my identity/background.	123	12.4	201	20.3	250	25.2	282	28.4	136	13.7
I believe that the campus climate encourages free and open discussion of difficult topics.	255	25.5	432	43.2	215	21.5	63	6.3	34	3.4
I believe that the classroom climate encourages free speech within the classroom.	266	26.6	427	42.7	197	19.7	79	7.9	31	3.1
I believe that the campus climate encourages free speech outside of the classroom.	267	26.7	454	45.4	190	19.0	59	5.9	31	3.1
I have faculty whom I perceive as role models.	414	41.4	432	43.2	110	11.0	35	3.5	10	1.0
I have staff whom I perceive as role models.	304	30.4	377	37.7	238	23.8	57	5.7	23	2.3
I have students whom I perceive as role models.	324	32.6	434	43.7	183	18.4	40	4.0	13	1.3

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
<i>Table B95 cont.</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	216	21.7	305	30.7	383	38.5	62	6.2	28	2.8
Faculty have taken direct actions to address the needs of at-risk/underserved students.	223	22.4	324	32.5	379	38.1	47	4.7	23	2.3
Students have taken direct actions to address the needs of at-risk/underserved students.	226	22.8	344	34.7	372	37.5	36	3.6	14	1.4

Table B96. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UTHSC in the past year? (Question 75)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	2	2.9	46	65.7	22	31.4
Campus transportation/parking	5	7.2	42	60.9	22	31.9
Classroom buildings	7	10.0	43	61.4	20	28.6
Classrooms, labs (including computer labs)	7	10.0	45	64.3	18	25.7
College housing	2	2.9	34	48.6	34	48.6
Counseling, health, testing, and disability services	13	18.6	40	57.1	17	24.3
Dining facilities	3	4.3	43	61.4	24	34.3
Doors	2	2.9	45	64.3	23	32.9
Elevators/lifts	4	5.8	42	60.9	23	33.3
Emergency preparedness	2	2.9	45	65.2	22	31.9
Office furniture (e.g., chair, desk)	3	4.3	44	63.8	22	31.9
Other campus buildings	2	2.9	45	66.2	21	30.9
Podium	1	1.4	44	63.8	24	34.8
Restrooms	5	7.2	42	60.9	22	31.9
Signage	2	2.9	44	63.8	23	33.3
Studios/performing arts spaces	1	1.4	42	60.9	26	37.7
Temporary barriers due to construction or maintenance	5	7.2	42	60.9	22	31.9
Walkways, pedestrian paths, crosswalks	2	2.9	45	65.2	22	31.9
Technology/online environment						
Accessible electronic format	1	1.4	50	72.5	18	26.1
Blackboard	5	7.2	46	66.7	18	26.1
Clickers	7	10.1	43	62.3	19	27.5
Computer equipment (e.g., screens, mouse, keyboard)	2	2.9	48	70.6	18	26.5
Electronic forms	4	5.8	48	69.6	17	24.6
Electronic signage	3	4.3	49	71.0	17	24.6
Electronic surveys (including this one)	4	5.8	48	69.6	17	24.6
Kiosks	1	1.4	45	65.2	23	33.3
Library database	2	2.9	50	72.5	17	24.6
Phone/phone equipment	1	1.4	48	69.6	20	29.0
Software (e.g., voice recognition/audiobooks)	3	4.3	48	69.6	18	26.1

Table B96 cont.	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Video/video audio description	4	5.8	47	68.1	18	26.1
Website	3	4.3	50	72.5	16	23.2
Identity						
Electronic databases (e.g., Banner)	4	5.9	49	72.1	15	22.1
Email account	5	7.4	48	70.6	15	22.1
Intake forms (e.g., Health Center)	4	5.9	49	72.1	15	22.1
Learning technology	6	8.8	49	72.1	13	19.1
Surveys	4	5.9	49	72.1	15	22.1
Instructional/campus materials						
Brochures	3	4.4	48	70.6	17	25.0
Food menus	3	4.4	46	67.6	19	27.9
Forms	3	4.4	49	72.1	16	23.5
Journal articles	2	2.9	50	73.5	16	23.5
Library books	2	2.9	49	72.1	17	25.0
Other publications	3	4.4	49	72.1	16	23.5
Syllabi	4	5.9	49	72.1	15	22.1
Textbooks	6	8.8	48	70.6	14	20.6
Video-closed captioning and text description	5	7.5	45	67.2	17	25.4

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 73).

Table B97. 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 UTHSC in the past year? (Question 77)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	0	0.0	0	0.0	0	0.0
Changing rooms/locker rooms	0	0.0	0	0.0	0	0.0
College housing (including Greek houses, apartments)	0	0.0	0	0.0	0	0.0
Dining facilities	0	0.0	0	0.0	0	0.0
Counseling, health, testing, and disability services	0	0.0	0	0.0	0	0.0
Campus transportation/parking	0	0.0	0	0.0	0	0.0
Other campus buildings	0	0.0	0	0.0	0	0.0
Restrooms	0	0.0	0	0.0	0	0.0
Studios/performing arts spaces	0	0.0	0	0.0	0	0.0
Identity accuracy						
Blackboard	0	0.0	0	0.0	0	0.0
UTHSC college ID card	0	0.0	0	0.0	0	0.0
Electronic databases (e.g., Banner)	0	0.0	0	0.0	0	0.0
Email account	0	0.0	0	0.0	0	0.0
Intake forms (e.g., Health Center)	0	0.0	0	0.0	0	0.0
Learning technology	0	0.0	0	0.0	0	0.0
Surveys	0	0.0	0	0.0	0	0.0
Instructional/campus materials						
Forms	0	0.0	0	0.0	0	0.0
Syllabi	0	0.0	0	0.0	0	0.0

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* = 0).

Table B98. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UTHSC. (Question 79)

Institutional initiatives	If this initiative available at UTHSC								If this initiative NOT available at UTHSC							
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students.	579	72.7	188	23.6	29	3.6	796	86.1	86	66.7	33	25.6	10	7.8	129	13.9
Providing diversity and equity training for staff.	597	75.4	171	21.6	24	3.0	792	86.9	85	71.4	25	21.0	9	7.6	119	13.1
Providing diversity and equity training for faculty.	598	75.7	169	21.4	23	2.9	790	87.2	86	74.1	20	17.2	10	8.6	116	12.8
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	603	80.5	130	17.4	16	2.1	749	82.8	119	76.3	26	16.7	11	7.1	156	17.2
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	605	80.6	128	17.0	18	2.4	751	82.5	109	68.6	37	23.3	13	8.2	159	17.5
Increasing opportunities for cross-cultural dialogue among students.	550	77.1	148	20.8	15	2.1	713	78.9	147	77.0	36	18.8	8	4.2	191	21.1
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	551	77.7	144	20.3	14	2.0	709	78.3	154	78.6	34	17.3	8	4.1	196	21.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	541	74.5	156	21.5	29	4.0	726	80.2	133	74.3	37	20.7	9	5.0	179	19.8
Providing effective faculty mentorship of students.	665	87.6	85	11.2	9	1.2	759	83.7	126	85.1	14	9.5	8	5.4	148	16.3

	If this initiative available at UTHSC								If this initiative NOT available at UTHSC							
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Table B98 cont.																
Providing effective academic advising.	660	86.6	94	12.3	8	1.0	762	84.0	124	85.5	13	9.0	8	5.5	145	16.0
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	537	73.1	169	23.0	29	3.9	735	81.7	104	63.0	52	31.5	9	5.5	165	18.3
Providing affordable childcare.	405	77.6	106	20.3	11	2.1	522	57.6	314	81.8	58	15.1	12	3.1	384	42.4
Providing adequate childcare resources.	405	77.6	105	20.1	12	2.3	522	58.0	313	82.8	55	14.6	10	2.6	378	42.0
Providing support/resources for spouse/partner employment.	430	77.2	120	21.5	7	1.3	557	61.5	285	81.9	55	15.8	8	2.3	348	38.5
Providing adequate social space.	597	83.1	110	15.3	11	1.5	718	79.6	147	79.9	31	16.8	6	3.3	184	20.4

Appendix C

Comment Analyses (Questions 81, 82, 83, and 84)

Among the 1,023 surveys submitted for the University of Tennessee Health Science Center (UTHSC) climate assessment, 982 surveys contained responses to the open-ended questions placed throughout the survey. These open-ended questions allowed respondents to provide more detail about their selections to survey questions; they were included in the body of the full report. In addition to the open-ended questions, respondents had the opportunity to provide comments on four follow-up questions (Questions 81, 82, 83, and 84) at the end of the survey. This section summarizes those comments¹ into themes that were echoed by multiple respondents. Any responses that related to previous open-ended questions were added to the relevant sections in the report narrative.

Q81: This survey has asked you a lot of questions about your experiences and perceptions related to climate issues. In your time at UTHSC do you know of any students who have left the institution related to issues addressed earlier in the survey, and if so please share why you believe they left the institution.

There were 319 respondents who elaborated on their knowledge regarding students who have left UTHSC. Four themes emerged: not knowing anyone who left academic support, mental health and discrimination.

Not knowing anyone who left. Respondents often provided answers to this question that included simply “no,” “not to my knowledge,” and “none that I know.” Other respondents stated, “I do not know of anyone who has left due to the aforementioned issues,” “I am not aware of any such cases,” and “I don't know any students who left UTHSC due to climate issues.”

Academic support. Some respondents shared that they knew students who had left UTHSC because of academic issues or concerns. Respondents shared that some students had issues with being able to “keep up with” the curriculum and the “academic load being too intense.” One respondent wrote, “I do know students who have left the program and believe at least one or two of them left due to the lack of basic science support/encouragement from the administrative level. In addition, I know several other students who have considered leaving or have felt

¹ This report provides respondents’ verbatim comments.

excluded by similar climate changes/policies/etc.” Another respondent shared, “A classmate of mine in my very first semester was having trouble with the courses due to a language barrier. As far as I know she didn't receive any help with the issue and ending up leaving UT because she didn't feel welcomed at the institution.”

Mental health. Another theme reflected respondents awareness of students who had left UTHSC due to mental health/stress. One respondent wrote, “In my experience, the individuals I know that have needed to leave the institution were not receiving the best treatment and/or couldn't find the resources to help them maintain a positive mental health status. PhD programs as well as Masters and Medical programs I'm sure take a toll on mental health more so than we probably recognize. This seems still taboo and advisors/faculty on campus don't really like to talk about it or bring it up. At registration in the first week I think someone addresses one slide about the mental health center and counseling we have on campus and that is the extent of it. Upon graduation UTHSC should want its grad students to be prepared for their careers but also be prepared for life--mental health is key to this.” Other respondents shared that they knew students or heard about students that left the institution for “mental health reasons.” Other respondents commented on departures as a result of “stress” or “stress levels” and “competitiveness” within the program.

Discrimination. Respondents shared that they were aware of students who had left UTHSC as a result of facing discrimination. One respondent stated, “A student felt attacked by other students due to his minority status and his leadership role. He was then suspended from the school for a year due to the other students plans to have him out of the school.” Another respondent reported, “I know of one student who is planning to transfer out due to transphobic/homophobic discrimination experienced from university/hospital faculty.” Respondents also reported discriminatory responses related to extra-curricular activities and expressions made on social media. One respondent elaborated, “As a P1, one of our fellow students was dismissed for non-academic reasons for violating "professionalism." The way this situation developed left a bad taste in the mouth of many African-American students. This has developed to the point that several students in my class (and students in later classes who have heard about the incident) have told me that they no longer participated in extracurricular activities since they felt that the school would be out to get them.” Another respondent wrote, “A pharmacy student was suspended and forced to go to another pharmacy school because another student of another race

reported something from his social media years before pharmacy school. I think it was very uncalled for and he was targeted because of his skin color.” One respondent reported, “[Student] almost left because he was wrongly accused and attacked by for being racist by several BLM people in our class. He simply made a joke on social media that was light hearted and was only be interpreted as offensive by a couple of people in our class who are dead set on race baiting and stirring up drama wherever they go. [Student] is a fantastic and very respectful student but he almost left because above students bullied him into thinking he was racist and called upon administrators (after our class cleared him of any ridiculous charges) to expel him. It was only resolved when [Senior Administrator] overruled [Professor’s] expulsion of [Student].

Q82: Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

There were 267 respondents who elaborated on their experiences on-campus versus off-campus. Three themes emerged: inclusivity, no difference, and safety.

Inclusivity: Respondents reported that their campus experience was more positive and inclusive. One respondent wrote, “many areas of Memphis are a mixture of people from different backgrounds and beliefs. This is true of UTHSC as well, but with the exception that students are highly educated. I think that education in a professional degree directly results in open-mindedness, and overall awareness of cultural, and social topics relating to healthcare. It is refreshing and encouraging that students from many backgrounds can work together successfully.” Another respondent shared, “Generally, UTHSC campus is more welcoming and multiculturally inclusive than the rest of Memphis, but I feel that this is gradually improving.” Other respondents reported, “In general, campus is a much more inclusive and diverse environment than the surrounding community.” and “My experiences on campus are great. I experience more positivity on campus than I do off campus.” Respondents also used succinct statements to describe why their campus experience was better, writing, “more inclusive on campus” and “friendlier on campus.”

No difference. The second theme that emerged was little or no difference between experiences on campus and those in the surrounding community. Respondents reported, “they are about the same,” “Not that I am aware of,” “No difference,” and simply, “No.”

Safety. In the third theme, respondents reported that the environment on campus was safer than the surrounding community. One respondent shared, “UTHSC is kind of an oasis in the heart of Memphis and we have a lot of resources that I'm sure local parts of Memphis don't have. We also have a great security and police department that works hard to keep us safe.” Another respondent stated, “I feel a lot safer on campus compared to off campus. The community around it is sketchy. If we could pick the campus up and move it to a safer location, then that would be great.” Respondents also stated simply, “safer on campus,” “Memphis can be a tough city,” and “I feel safer on campus than in the surrounding community. The surrounding community feels pretty unsafe.”

Q83: Do you have any specific recommendations for improving the climate at the University of Kansas?

There were 299 respondents who provided specific recommendations for improving the climate at UTHSC. Three themes emerged: no suggestion, inclusion, and facilities.

No suggestion. Respondents who reported they had no suggestions for improving the climate simply answered “no” to this question. Other respondents elaborated that they saw no reason for change. Another respondent stated, “No, climate is very friendly here.” A Student respondent explained, “No. From what I've experienced, I think it's really good, and I can't think of anything to add.” Other respondents wrote, “Not at this time,” and “No, I think it's pretty good.”

Inclusion. The second theme that emerged was related to diversity and inclusion. Some respondents shared suggestions for improvement that were focused on increasing diversity on campus. One respondent wrote, “I think UTHSC should make strides to recruit more African American faculty and students, especially males. Black men are by far the least represented demographic in the school, especially considering their percentage of the local population.” Another respondent stated, “Stop hire old white men as administrators. Start hiring younger, qualified applicants to keep the dental program moving forward.” One respondent shared, “I think the UTHSC campus climate could benefit from more diversity in regard to race, gender, and LGBT identities.” Other respondents simply stated, “More diversity amongst the students,” “Recruit with more diversity in mind,” and “more diversity in the students that are selected for acceptance into the programs.”

Respondents also recommended training and engagement focused on diversity and inclusion.

One respondent wrote, “More training for faculty, staff, and incoming students on addressing cross cultural/diversity issues, increase social events on campus for students to build community among students.” Another respondent suggested, “Mandatory cultural competence and education sessions for all students and faculty.” One respondent elaborated, “Training professors to avoid bias against students based on personal factors would help create a more inclusive and non-prejudiced environment. In particular, evaluation of students should be based exclusively on performance and should focus on methods for improvement. They should not include the student's personal intrinsic characteristics that the student is unable to change. Such commentary is not helpful to the student's growth, and it is hurtful, demeaning, and highly unprofessional.”

Respondents noted the need for improvement regarding the campus climate and the LGBTQ community. One respondent advised, “I think UTHSC should include LGBTQ+ individuals in their diversity affirmation clauses and specifically vow to protect LGBTQ+ individuals from harassment. UTHSC should openly welcome LGBTQ+ students. When I first arrived on UTHSC's campus in 2013, there was no mention of LGBTQ+ people ANYWHERE.” Another respondent wrote, “Increase support resources for LGBTQ students/faculty.” One respondent shared, “This university can be an uncomfortable place to be LGBT at times; not extremely difficult, but uncomfortable.”

Respondents also noted that diversity and inclusion efforts were in their view, “delusional” and a form of “indoctrination.” Respondents shared, “Drop all delusional efforts of diversity, cultural awareness, and inclusion immediately if you are genuinely interested in improving the climate and quality of graduates at UTHSC. The apparently innocent notion that diversity and cultural training improve anyone's experience is nothing more than a fantasy.” Another respondent wrote, “I am here to learn medicine. Not become indoctrinated in the latest progressive views on gender and sexuality that I do not agree with.”

Diversity and inclusion concerns related to the Nathan Bedford Forest statue were also highlighted by respondents and they recommended removal of the statue. One respondent wrote, “Remove and relocate the Nathan Bedford Forrest Statue from the Health Sciences Park to Elmwood Cemetery. This statue represents a negative time in history and sometimes draws crowds of people that want to celebrate the hatred/racism that Forrest was a symbol of in the

past. The statue simply doesn't fit on the UTHSC campus any more. It is difficult to give tours of our campus and try to explain why the statue is still there and who the statue is of. This would be a huge improvement to our campus climate.” Other respondents elaborated, “Make it loud and clear to the campus and community that UTHSC wants the monument of Nathan Bedford Forest moved out of University Park! The park is otherwise beautiful and central to the campus, it needs to reflect our modern attitudes of cultural inclusivity. Keep speaking up until it's gone!” Another respondent shared, “Get rid of that statue in the park! I literally had a guy on a horse ride up to me waving a confederate flag in my face during my first summer here because they were having an event.”

Facilities. The third theme that emerged focused on recommendations for facility improvements. Respondents provided recommendations that focused on construction and temperature control. Regarding construction, one respondent wrote, “Construction around the quiet study rooms is really unacceptable during step prep period for M2s. We were shown these rooms as available for us to study and when we need them now, they are impossible to study in.” Another respondent shared, “I think changes could be made with the timing of the construction (more in the summer or during holiday breaks) that would provide a better more conducive environment for learning and study habits among all the colleges.” Other respondents simply stated, “Hurry up and finish construction,” and “Finish construction!” Some respondents gave feedback specifically on facility temperature control. One respondent stated, “Make the classrooms warmer. It is freezing.” Another respondent wrote, “Better temperature control in the GEB (it's FREEZING).” Another respondent stated simply, “AC control in the rooms.”

Q84: This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Ninety-seven respondents elaborated on responses they provided in the survey. No theme emerged from the data. Respondents simply answered “N/A,” “No,” or “none” to this question. While no major themes emerged, respondents did echo the previously reported information regarding room temperature in facilities. Other respondents reported a positive experience at UTHSC.



University of Tennessee Health Science Center

Student Living and Learning Experience Survey

(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Dr. Michael Alston, Assistant Vice Chancellor/Title IX Coordinator
Office of Equity and Diversity
910 Madison, Suite 826
UT Health Science Center
Memphis, TN 38163
901-448-2112
mialston@uthsc.edu

Incentives

Participants of this survey will have an opportunity to be entered into a drawing for one of several possible incentives. For those who do not wish to participate in this survey, but wish to be entered into the drawing, please email Michael Alston at mialston@uthsc.edu to be entered. Awards will be reported in accordance with IRS and financial aid regulations. Please consult with your tax professional or your financial aid office if you have questions.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) as that of an individual baby at birth.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Biphobia: An irrational dislike or fear of bisexual people.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: 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.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. “Queer” is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one’s level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate oval and/or fill in the appropriate blank. If you want to change an answer, click on the oval of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions.

The survey will take between 8 and 12 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your current student status at UTHSC?

- ☐ Undergraduate student
- ☐ Graduate/Professional student
 - ☐ Non-degree
 - ☐ Certificate
 - ☐ Master’s degree
 - ☐ DPT
 - ☐ DNP
 - ☐ AUD
 - ☐ PhD
 - ☐ DDS
 - ☐ MD
 - ☐ PharmD

2. Are you full-time or part-time in that current student status?

- ☐ Full-time
- ☐ Part-time

3. What percentage of your classes have you taken exclusively on-line at UTHSC?

- ☐ 100%
- ☐ 76%-99%
- ☐ 51%-75%
- ☐ 26%- 50%
- ☐ 0%-25%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at UTHSC.

4. Overall, how comfortable are you with the climate at UTHSC?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Uncomfortable
- ☐ Very uncomfortable

5. Overall, how comfortable are you with the climate in your academic department at UTHSC?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Uncomfortable
- ☐ Very uncomfortable

6. Overall, how comfortable are you with the climate in your classes at UTHSC?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Uncomfortable
- ☐ Very uncomfortable

7. Have you ever **seriously considered** leaving UTHSC?

- ☐ No
- ☐ Yes

8. When did you seriously consider leaving UTHSC? **(Mark all that apply.)**

- ☐ During my first semester
- ☐ During my first year as a student
- ☐ During my second year as a student
- ☐ During my third year as a student
- ☐ During my fourth year as a student
- ☐ During my fifth year as a student
- ☐ After my fifth year as a student

9. Why did you seriously consider leaving UTHSC? **(Mark all that apply.)**

- ☐ Climate was not welcoming
- ☐ Coursework was too difficult
- ☐ Coursework not challenging enough
- ☐ Didn't like major
- ☐ Didn't have my major
- ☐ Didn't meet the selection criteria for a major
- ☐ Financial reasons
- ☐ Homesick
- ☐ Lack of a sense of belonging
- ☐ Lack of social life
- ☐ Lack of support group
- ☐ Lack of support services
- ☐ My marital/relationship status
- ☐ Personal reasons (e.g., medical, mental health, family emergencies)
- ☐ Unhealthy social relationships
- ☐ A reason not listed above (please specify): _____

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UTHSC.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at UTHSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at UTHSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to UTHSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UTHSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave UTHSC without meeting my academic goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **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 UTHSC?

- ☐ No
- ☐ Yes

13. What do you believe was the basis of the conduct? **(Mark all that apply.)**

- ☐ Academic Performance
- ☐ Age
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status/national origin
- ☐ Learning disability/condition
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (please specify): _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify): _____

14. How would you describe what happened? **(Mark all that apply.)**

- ☐ I was ignored or excluded
- ☐ I was intimidated/bullied
- ☐ I was isolated or left out
- ☐ I felt others staring at me
- ☐ I experienced a hostile classroom environment
- ☐ The conduct made me fear that I would get a poor grade
- ☐ I was the target of workplace incivility
- ☐ I was the target of derogatory verbal remarks
- ☐ I received derogatory written comments
- ☐ I received derogatory phone calls/text messages/email
- ☐ I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)
- ☐ I was singled out as the spokesperson for my identity group
- ☐ Someone assumed I was admitted/hired/promoted due to my identity group
- ☐ Someone assumed I was not admitted/hired/promoted due to my identity group
- ☐ I was the target of graffiti/vandalism
- ☐ I was the target of racial/ethnic profiling
- ☐ I was the target of stalking
- ☐ The conduct threatened my physical safety
- ☐ I received threats of physical violence
- ☐ I was the target of physical violence
- ☐ An experience not listed above (please specify): _____

15. Where did the conduct occur? **(Mark all that apply.)**

- ☐ At a UTHSC event/program
- ☐ In a class/lab/clinical setting
- ☐ In a faculty office
- ☐ In a staff office
- ☐ In a religious center
- ☐ In a fraternity house
- ☐ In a sorority house
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a UTHSC administrative office
- ☐ In a UTHSC dining facility
- ☐ In a UTHSC library
- ☐ In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- ☐ In athletic facilities
- ☐ In other public spaces at UTHSC
- ☐ In a campus residence hall/apartment
- ☐ In Counseling Services
- ☐ In off-campus housing
- ☐ In the Health Center
- ☐ In an on-line learning environment
- ☐ In the University Center/Student Center
- ☐ Off-campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/e-mail
- ☐ On social media (e.g., Facebook, Twitter, Yik-Yak)
- ☐ While walking on campus
- ☐ While working at a UTHSC job
- ☐ A venue not listed above (please specify): _____

16. Who/what was the source of the conduct? **(Mark all that apply.)**

- ☐ Academic/Scholarship/Fellowship Advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ UTHSC media (e.g., posters, brochures, flyers, handouts, web sites)
- ☐ UTHSC Police/Security
- ☐ Co-worker/colleague
- ☐ Department/Program/Division Chair
- ☐ Donor
- ☐ Faculty member/other Instructional Staff
- ☐ Friend
- ☐ Off campus community member
- ☐ Patient
- ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- ☐ On social media (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (please specify): _____
- ☐ Supervisor or manager
- ☐ Student teaching assistant/student lab assistant/student tutor
- ☐ Don't know source
- ☐ A source not listed above (please specify): _____

17. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I was afraid
- ☐ I was angry
- ☐ I ignored it
- ☐ A feeling not listed above (please specify): _____

18. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know to whom to go
- ☐ I sought information online
- ☐ I sought support from off-campus hotline/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

19. Did you report the conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

20. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

http://uthsc.edu/oed/sexual_assault2014.php

Part 2: Unwanted Sexual Contact/Conduct

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

21. **While a member of the UTHSC 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)?

- ☐ No **[Goto question Q31]**
- ☐ Yes - relationship violence (e.g., ridiculed, controlling, hitting) **[Please complete questions 22rv – 30rv]**
- ☐ Yes - stalking (e.g., following me, on social media, texting, phone calls) **[Please complete questions**

22stlk – 30stlk]

☐ Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) **[Please complete questions 22si – 30si]**

☐ Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) **[Please complete questions 22sc – 30sc]**

☐ Yes - sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) **[Please complete questions 22se – 30se]**

22rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23rv. What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ During my time as a graduate/professional student at UTHSC
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

24rv. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ UTHSC faculty member
- ☐ UTHSC staff member
- ☐ Stranger
- ☐ UTHSC student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

25rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- ☐ Off campus (please specify location): _____
- ☐ On campus (please specify location): _____

26rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (please specify): _____

27rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

28rv. Did you report the unwanted sexual conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported the incident (e.g., bias incident report, Title IX)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

29rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please share why you did not.

30rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please share why you felt that it was not.

22stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23stlk. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ During my time as a graduate/professional student at UTHSC
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

24stlk. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ UTHSC faculty member
- ☐ UTHSC staff member
- ☐ Stranger
- ☐ UTHSC student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

25stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- ☐ Off campus (please specify location): _____
- ☐ On campus (please specify location): _____

26stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (please specify): _____

27stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

28stlk. Did you report the unwanted sexual conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported the incident (e.g., bias incident report, Title IX)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

29stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please share why you did not.

30stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please share why you felt that it was not.

22si. Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23si. What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ During my time as a graduate/professional student at UTHSC
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

24si. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ UTHSC faculty member
- ☐ UTHSC staff member
- ☐ Stranger
- ☐ UTHSC student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

25si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- ☐ Off campus (please specify location): _____
- ☐ On campus (please specify location): _____

26si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ An feeling not listed above (please specify): _____

27si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

28si. Did you report the unwanted sexual conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported the incident (e.g., bias incident report, Title IX)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

29si. You indicated that you **DID NOT** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please share why you did not.

30si. You indicated that you **DID** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please share why you felt that it was not.

22sc. Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23sc. What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ During my time as a graduate/professional student at UTHSC
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

24sc. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ UTHSC faculty member
- ☐ UTHSC staff member
- ☐ Stranger
- ☐ UTHSC student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

25sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- ☐ Off campus (please specify location): _____
- ☐ On campus (please specify location): _____

26sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ An feeling not listed above (please specify): _____

27sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

28sc. Did you report the unwanted sexual conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported the incident (e.g., bias incident report, Title IX)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

29sc. You indicated that you **DID NOT** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please share why you did not.

30sc. You indicated that you **DID** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), but that it was not responded to appropriately. Please share why you felt that it was not.

22se. 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)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23se. 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.)**

- ☐ During my time as a graduate/professional student at UTHSC
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

24se. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ UTHSC faculty member
- ☐ UTHSC staff member
- ☐ Stranger
- ☐ UTHSC student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

25se. 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.)**

- ☐ Off campus (please specify location): _____
- ☐ On campus (please specify location): _____

26se. 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.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ An feeling not listed above (please specify): _____

27se. 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.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

28se. Did you report the unwanted sexual conduct?

- ☐ No, I did not report it
- ☐ Yes, I reported the incident (e.g., bias incident report, Title IX)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

29se. You indicated that you **DID NOT** report the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) to a campus official or staff member. Please share why you did not.

30se. You indicated that you **DID** report the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent), but that it was not responded to appropriately. Please share why you felt that it was not.

31. Please offer your response to the following comments:

	Strongly agree	Agree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of UTHSC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: http://uthsc.edu/oed/sexual_assault2014.php	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that UTHSC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UTHSC Crime & Fire Statistics Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that UTHSC sends a Public Safety Alert to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

http://uthsc.edu/oed/sexual_assault2014.php

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

32. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 16 | <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 |
| <input type="radio"/> 17 | <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 |
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |

33. What is your citizenship/immigration status in the U.S.?

- ☐ A visa holder (such as F-1, J-1, H1-B, and U)
- ☐ Currently under a withholding of removal status
- ☐ DACA (Deferred Action for Childhood Arrival)
- ☐ DAPA (Deferred Action for Parental Accountability)
- ☐ Other legally documented status
- ☐ Permanent Resident
- ☐ Refugee status
- ☐ Undocumented resident
- ☐ U.S. citizen, birth
- ☐ U.S. citizen, naturalized

34. 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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**

- ☐ Alaska Native (if you wish please specify your enrolled or principal corporation): _____
- ☐ American Indian/Native (if you wish please specify your enrolled or principal tribe): _____
- ☐ Asian/Asian American (if you wish please specify): _____
- ☐ Black/African American (if you wish please specify): _____
- ☐ Hispanic/Latin@/Chican@ (if you wish please specify): _____
- ☐ Middle Eastern/Southwest Asian (if you wish please specify): _____
- ☐ Native Hawaiian (if you wish please specify): _____
- ☐ Pacific Islander (if you wish please specify): _____
- ☐ White/European American (if you wish please specify): _____
- ☐ A racial/ethnic/national identity not listed here (please specify): _____

35. 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?

- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ A sexual identity not listed here (please specify): _____

36. Do you have substantial parenting or caregiving responsibility?

- ☐ No
- ☐ Yes **(Mark all that apply.)**
 - ☐ Children 5 years or under
 - ☐ Children 6-18 years
 - ☐ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - ☐ Independent adult children over 18 years of age
 - ☐ Sick or disabled partner
 - ☐ Senior or other family member
 - ☐ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify): _____

37. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- ☐ Never served in the military
- ☐ Now on active duty (including Reserves or National Guard)
- ☐ On active duty in the past, but not now
- ☐ ROTC

38. What is your birth sex (assigned)?

- ☐ Female
- ☐ Male
- ☐ An assigned birth sex not listed here (please specify): _____

39. What is your gender/gender identity?

- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ A gender not listed here (please specify): _____

40. What is your current gender expression?

- ☐ Androgynous
- ☐ Feminine
- ☐ Masculine
- ☐ A gender expression not listed here (please specify): _____

41. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown
- ☐ Not applicable

Parent/Guardian 2:

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown
- ☐ Not applicable

42. **Undergraduate Students only:** How many semesters have you been at UTHSC (excluding summer semester)?

- ☐ Less than one
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13 or more

43. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**

- ☐ Dental Hygiene (BSDH)
- ☐ Audiology and Speech Pathology (BSASP)
- ☐ Medical Laboratory Science (BSMLS)
- ☐ Nursing (BSN)

44. Graduate/Professional Students only: What is your academic program? (Mark all that apply.)

Masters

- ☐ Dental Hygiene (MDH)
- ☐ Biomedical Engineering (MS)
- ☐ Biomedical Sciences (MS)
- ☐ Dental Science (MDS)
- ☐ Epidemiology (MS)
- ☐ Health Outcomes and Policy Research (MS)
- ☐ Pharmaceutical Sciences (MS)
- ☐ Pharmacology (MS)
- ☐ Clinical Laboratory Sciences (MSCLS)
- ☐ Cytopathology Practice (MCP)
- ☐ Health Informatics and Information Management (MHIIM)
- ☐ Occupational Therapy (MOT)
- ☐ Physician Assistant (MMSPA)
- ☐ Speech-Language Pathology (MSSLP)
- ☐ Nursing (MSN)

Certificate

- ☐ Clinical Research
- ☐ Health Informatics and Information Management
- ☐ Adult-Gerontology Acute Care Nurse Practitioner

Doctoral

- ☐ Biomedical Engineering (PhD)
- ☐ Biomedical Sciences (PhD)
- ☐ Health Outcomes and Policy Research (PhD)
- ☐ Nursing Science (PhD)
- ☐ Pharmaceutical Sciences (PhD)
- ☐ Speech and Hearing Science (PhD)
- ☐ Audiology (AuD)
- ☐ Physical Therapy (DPT)
- ☐ Nursing Practice (DNP)

Professional

- ☐ Dentistry
- ☐ Medicine
- ☐ Nursing
- ☐ Dentistry
- ☐ Pharmacy

45. Do you have a condition/disability that influences your learning, working, or living activities?

- ☐ No
- ☐ Yes

46. Which, if any, of the conditions listed below impact your learning, working or living activities? (Mark all that apply.)

- ☐ Acquired/Traumatic Brain Injury
- ☐ Asperger's/Autism Spectrum
- ☐ Attention Deficit/Hyperactivity Disorder,
- ☐ Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis,

Fibromyalgia)

- ☐ Hard of Hearing or Deaf
- ☐ Cognitive/Language-based
- ☐ Learning Disability
- ☐ Low Vision or Blind
- ☐ Mental Health/Psychological Condition (e.g., anxiety, depression)
- ☐ Physical/Mobility condition that affects walking
- ☐ Physical/Mobility condition that does not affect walking
- ☐ Speech/Communication Condition
- ☐ A disability/condition not listed here (please specify): _____

47. Are you registered with the Office of Student Academic Support & Inclusion?

- ☐ No
- ☐ Yes

48. Is English your primary language?

- ☐ No
- ☐ Yes

49. What is your religious or spiritual identity? **(Mark all that apply.)**

- ☐ Agnostic
- ☐ Atheist
- ☐ Baha'i
- ☐ Buddhist
- ☐ Christian
 - ☐ African Methodist Episcopal
 - ☐ African Methodist Episcopal Zion
 - ☐ Assembly of God
 - ☐ Baptist
 - ☐ Catholic/Roman Catholic
 - ☐ Church of Christ
 - ☐ Church of God in Christ
 - ☐ Christian Orthodox
 - ☐ Christian Methodist Episcopal
 - ☐ Christian Reformed Church (CRC)
 - ☐ Disciples of Christ
 - ☐ Episcopalian
 - ☐ Evangelical
 - ☐ Greek Orthodox
 - ☐ Lutheran
 - ☐ Mennonite
 - ☐ Moravian
 - ☐ Nazarene
 - ☐ Nondenominational Christian
 - ☐ Pentecostal
 - ☐ Presbyterian
 - ☐ Protestant
 - ☐ Protestant Reformed Church (PR)
 - ☐ Quaker
 - ☐ Reformed Church of America (RCA)
 - ☐ Russian Orthodox
 - ☐ Seventh Day Adventist
 - ☐ The Church of Jesus Christ of Latter-day Saints
 - ☐ United Methodist
 - ☐ United Church of Christ
 - ☐ A Christian affiliation not listed above (please specify): _____
- ☐ Druid
- ☐ Hindu
- ☐ Jain
- ☐ Jehovah's Witness
- ☐ Jewish
 - ☐ Conservative
 - ☐ Orthodox
 - ☐ Reform
 - ☐ A Jewish affiliation not listed here (please specify): _____
- ☐ Muslim
 - ☐ Ahmadi
 - ☐ Shi'ite
 - ☐ Sufi
 - ☐ Sunni
 - ☐ A Muslim affiliation not listed here (please specify): _____
- ☐ Native American Traditional Practitioner or Ceremonial
- ☐ Pagan
- ☐ Rastafarian
- ☐ Scientologist
- ☐ Secular Humanist
- ☐ Shinto

- ☐ Sikh
- ☐ Taoist
- ☐ Tenrikyo
- ☐ Unitarian Universalist
- ☐ Wiccan
- ☐ Spiritual, but no religious affiliation
- ☐ No affiliation
- ☐ A religious affiliation or spiritual identity not listed above (please specify _____)

50. Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- ☐ I receive no support for living/educational expenses from family/guardian.
- ☐ I receive support for living/educational expenses from family/guardian.

51. 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)?

- ☐ \$29,999 and below
- ☐ \$30,000 - \$49,999
- ☐ \$50,000 - \$69,999
- ☐ \$70,000 - \$99,999
- ☐ \$100,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 - \$249,999
- ☐ \$250,000 - \$499,999
- ☐ \$500,000 or more

52. **Undergraduate Students only:** Where do you live?

- ☐ Campus housing
- ☐ Non-campus housing
 - ☐ Apartment/house
 - ☐ Living with family member/guardian
- ☐ Housing Insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

53. **Undergraduate Students only:** Since having been a student at UTHSC, have you been a member or participated in any of the following? **(Mark all that apply.)**

- ☐ I do not participate in any clubs or organizations at UTHSC
- ☐ Academic and Academic Honorary Organizations
- ☐ Culture-specific organization
- ☐ Faith or spirituality-based organization
- ☐ Governance organization (SGA, SFC, Councils)
- ☐ Health and Wellness organization
- ☐ Political or Issue-oriented organization
- ☐ Professional or pre-professional organization
- ☐ Publication/media organization
- ☐ Recreational Organization
- ☐ Service or Philanthropic organization
- ☐ A student organization not listed above (please specify): _____

54. **Undergraduate Students only:** At the end of your last semester, what was your cumulative grade point average?

- ☐ 3.75 – 4.00
- ☐ 3.50 – 3.74
- ☐ 3.25 – 3.49
- ☐ 3.00 – 3.24
- ☐ 2.75 – 2.99
- ☐ 2.50 – 2.74
- ☐ 2.25 – 2.49
- ☐ 2.00 - 2.24
- ☐ 1.99 and below

55. Have you experienced financial hardship while at UTHSC?

- ☐ No
- ☐ Yes

56. How have you experienced the financial hardship? **(Mark all that apply.)**

- ☐ Difficulty affording tuition
- ☐ Difficulty purchasing my books/course materials
- ☐ Difficulty participating in social events
- ☐ Difficulty affording food
- ☐ Difficulty affording co-curricular events or activities
- ☐ Difficulty affording academic related activities (e.g., study abroad, service learning)
- ☐ Difficulty in affording unpaid internships/research opportunities
- ☐ Difficulty in affording alternative spring breaks
- ☐ Difficulty affording travel to and from UTHSC
- ☐ Difficulty affording commuting to campus (e.g., transportation, parking)
- ☐ Difficulty in affording housing
- ☐ Difficulty in affording health care
- ☐ Difficulty in affording childcare
- ☐ Difficulty in affording other campus fees
- ☐ Difficulty finding employment
- ☐ A financial hardship not listed here (please specify): _____

57. How are you currently paying for your education at UTHSC? **(Mark all that apply.)**

- ☐ On Campus employment
- ☐ Off Campus employment
- ☐ Money from home country
- ☐ Credit card
- ☐ Family contribution
- ☐ GI Bill/Veterans benefits
- ☐ Graduate/Research assistantship
- ☐ Graduate fellowship
- ☐ Loans
- ☐ Need-based scholarship (e.g., ASPIRE)
- ☐ Non-need based scholarship (e.g., HOPE)
- ☐ Grant (e.g., Pell)
- ☐ Personal contribution /job
- ☐ Dependent tuition (e.g., family member works at UTHSC)
- ☐ Resident assistant
- ☐ A method of payment not listed here (please specify): _____

58. **Undergraduate Students only:** Are you employed either on campus or off campus during the academic year? **(Mark all that apply.)**

- ☐ No
- ☐ Yes, I work on campus – (Please indicate total number of hours you are employed)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
- ☐ Yes, I work off campus – (Please indicate total number of hours you are employed)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week

59. **Graduate Students only:** Are you employed either on campus or off campus during the academic year?

(Mark all that apply.)

- ☐ No
- ☐ Yes, I work on campus – (Please indicate total number of hours you are employed)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
- ☐ Yes, I work off campus – (Please indicate total number of hours you are employed)
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week

Part 4: Perceptions of Campus Climate

60. **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 UTHSC?

- ☐ No
- ☐ Yes

61. Who/what was the **target** of the conduct? (Mark all that apply.)

- ☐ Academic/Scholarship/Fellowship Advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ UTHSC media (e.g., posters, brochures, flyers, handouts, web sites)
- ☐ UTHSC Police/Security
- ☐ Co-worker/colleague
- ☐ Department/Program/Division Chair
- ☐ Donor
- ☐ Faculty member/Other Instructional Staff
- ☐ Friend
- ☐ Patient
- ☐ Off campus community member
- ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student Organization (please specify): _____
- ☐ Student Teaching Assistant/Student Lab Assistant/Student Tutor
- ☐ Don't know target
- ☐ A target not listed above (please specify): _____

62. Who/what was the **source** of the conduct? **(Mark all that apply.)**

- ☐ Academic/Scholarship/Fellowship Advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ UTHSC media (e.g., posters, brochures, flyers, handouts, web sites)
- ☐ UTHSC Police/Security
- ☐ Co-worker/colleague
- ☐ Department/Program/Division Chair
- ☐ Direct Report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/Other Instructional Staff
- ☐ Friend
- ☐ Patient
- ☐ Off campus community member
- ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- ☐ On social media (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student Organization (please specify): _____
- ☐ Supervisor or manager
- ☐ Student Teaching Assistant/Student Lab Assistant/Student Tutor
- ☐ Don't know source
- ☐ A source not listed above (please specify): _____

63. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- ☐ Academic Performance
- ☐ Age
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status/national origin
- ☐ Learning disability/condition
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental Health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (please specify): _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above (please specify): _____

64. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- ☐ Assumption that someone was admitted/hired/promoted based on his/her identity
- ☐ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ☐ Derogatory verbal remarks
- ☐ Derogatory phone calls/text messages/e-mail
- ☐ Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Derogatory written comments
- ☐ Derogatory phone calls
- ☐ Graffiti/vandalism
- ☐ Person intimidated/bullied
- ☐ Person ignored or excluded
- ☐ Person isolated or left out
- ☐ Person experiences a hostile classroom environment
- ☐ Person experienced a hostile work environment
- ☐ Person was the target of workplace incivility
- ☐ Person being stared at
- ☐ Racial/ethnic profiling
- ☐ Person received a low or unfair performance evaluation
- ☐ Person received a poor grade
- ☐ Person was unfairly evaluated in the promotion and tenure process
- ☐ Person was stalked
- ☐ Physical violence
- ☐ Singled out as the spokesperson for their identity group
- ☐ Threats of physical violence
- ☐ Something not listed above (please specify): _____

65. Where did this conduct occur? **(Mark all that apply.)**

- ☐ At a UTHSC event/program
- ☐ In a class/lab/clinical setting
- ☐ In a faculty office
- ☐ In a staff office
- ☐ In a religious center
- ☐ In a fraternity house
- ☐ In a sorority house
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a UTHSC administrative office
- ☐ In a UTHSC dining facility
- ☐ In a UTHSC library
- ☐ In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- ☐ In athletic facilities
- ☐ In other public spaces at UTHSC
- ☐ In a campus residence hall/apartment
- ☐ In Counseling Services
- ☐ In off-campus housing
- ☐ In the Health Center
- ☐ In an on-line learning environment
- ☐ In the University Center/Student Center
- ☐ Off-campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/e-mail
- ☐ On social media (e.g., Facebook, Twitter, Yik-Yak)
- ☐ While walking on campus
- ☐ While working at a UTHSC job
- ☐ A venue not listed above (please specify): _____

66. What was your response to observing this conduct? **(Mark all that apply.)**

- ☐ I did not do anything
- ☐ I avoided the person/venue
- ☐ I contacted a local law enforcement official
- ☐ I confronted the person(s) at the time
- ☐ I confronted the person(s) later
- ☐ I did not know who to go to
- ☐ I sought information online
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I contacted a UTHSC resource
 - ☐ Faculty member
 - ☐ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - ☐ Campus Police
 - ☐ Counseling Services
 - ☐ Title IX Coordinator/Clery Act Compliance Officer
 - ☐ Office of Equity & Diversity
 - ☐ Staff person (e.g., Student Life staff, program director)
 - ☐ Student Academic Support Services and Inclusion
 - ☐ Supervisor
- ☐ I told a family member
- ☐ I told a friend
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ☐ A response not listed above (please specify): _____

67. Did you report the conduct?

- ☐ No, I didn't report it
- ☐ Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline)
 - ☐ Yes, I reported the incident and was satisfied with the outcome
 - ☐ 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
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately

68. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

69. Using a scale of 1–5, please rate the overall campus climate at UTHSC on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status
Positive for students 25 and older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for students 25 and older

70. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Disability friendly (Not ableist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly (Ableist)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

71. As a student I feel...

	Strongly agree	Agree	Disagree	Strongly agree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

73. Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by UTHSC faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UTHSC staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UTHSC senior administrators (e.g., chancellor, vice chancellor, dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that staff pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the classroom climate encourages free speech within the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free speech outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have students whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

75. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UTHSC in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling, Health, Testing, & Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/Phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

77. As a person who identifies as transgender, have you experienced a barrier in any of the following areas at UTHSC in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing (including Greek houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling, Health, Testing, & Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UTHSC College ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus materials			
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

79. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UTHSC.

	If This Initiative IS Available at UTHSC			If This Initiative IS NOT Available at UTHSC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate social space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

81. This survey has asked you a lot of questions about your experiences and perceptions related to climate issues. In your time at UTHSC do you know of any students who have left the institution related to issues addressed earlier in the survey, and if so please share why you believe they left the institution.

82. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

83. Do you have any specific recommendations for improving the campus climate at UTHSC?

84. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all students of the UTHSC community for their participation in this survey, you have an opportunity to win an award.

- 40, \$25 Amazon gift cards
- 2, \$500 Visa gift cards
- 4, \$250 Bookstore Vouchers
- 12, \$100 Bookstore Vouchers
- 4, Free Parking Passes for 1 term
- 40, UTHSC Embroidered Golf Shirts

To be eligible to win a survey award, select the link below and provide your email address.

Please know that submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

Please submit only one entry per person; duplicate entries will be discarded. Winners will be selected by a random drawing.

<https://tiny.utk.edu/surveyresponse>

All cash/gift card awards given by the University must be included in student financial aid packages, if applicable. Please note that acceptance of this gift could impact the amount of financial aid you are eligible to receive if you already receive the maximum amount of aid for which you qualify. Please consult with your tax professional or your financial aid office if you have questions.

As a reminder, responses to this survey are not considered official notice to The University of Tennessee about conduct prohibited by University policies for purposes of triggering a University obligation to investigate or otherwise respond to a particular incident disclosed in your responses to this survey.

We recognize that answering some of the questions on this survey may have been difficult for people. If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

http://uthsc.edu/oed/sexual_assault2014.php