



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Tennessee  
Martin

Campus Climate  
Research Study

January 2018



Rankin & Associates, Consulting

## Table of Contents

Executive Summary .....	i
Introduction .....	i
History of the Project .....	i
Project Design and Campus Involvement .....	i
UT Martin Participants .....	ii
Key Findings – Areas of Strength .....	iv
Key Findings – Opportunities for Improvement .....	v
Introduction.....	1
History of the Project .....	1
Project Design and Campus Involvement .....	1
Contextual Framework and Summary of Related Literature .....	2
Institutional Climate Within Campus Structures.....	3
Campus Climate and Student, Faculty, and Staff Success.....	4
Accessibility and Inclusivity .....	6
Campus Climate and Student Activism .....	7
Methodology .....	9
Conceptual Framework.....	9
Research Design .....	9
Results .....	14
Description of the Sample .....	14
Sample Characteristics .....	18
Campus Climate Assessment Findings .....	42
Comfort with the Climate at UT Martin .....	42
Barriers at UT Martin for Respondents with Disabilities .....	55
Barriers at UT Martin for Transgender Respondents .....	59
Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct.....	60
Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct.	71
Unwanted Sexual Experiences.....	83
Relationship Violence.....	83
Stalking .....	88
Unwanted Sexual Interaction .....	93
Unwanted Sexual Contact.....	99
Sexual Exploitation.....	104
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources .....	105
Student Perceptions of Campus Climate .....	110
Students' <i>Perceived Academic Success</i> .....	110
Students' Perceptions of Campus Climate.....	116

UT Martin Specific Questions.....	143
Students Who Had Seriously Considered Leaving UT Martin .....	152
Institutional Actions .....	161
Next Steps.....	170
Appendices.....	177
Appendix A – Cross Tabulations by Selected Demographics .....	178
Appendix B – Data Tables .....	179
Appendix C – Comment Analyses (Questions #81, #82, #83, and #84).....	258
Appendix D – Survey: MyCampus Student Experience Survey .....	268

## **Executive Summary**

### **Introduction**

#### **History of the Project**

The University of Tennessee – Martin (UT Martin) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community, and that 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.

UT Martin also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UT Martin's value statement, “UT Martin provides an environment devoted to intellectual and personal discovery where ideas are freely expressed and challenged as individuals learn from and grow with one another within a global community.”<sup>1</sup> To better understand the campus climate, the senior administration at UT Martin 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, UT Martin 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 UT Martin formed the Systemwide Climate Study Team (SCST) and the Local Campus Study Team (LCST). The teams were composed of primarily institutional administrators. Ultimately, the University of Tennessee contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “MyCampus Student Experience Survey” Data gathered via reviews of relevant UT Martin literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at community forums.

#### **Project Design and Campus Involvement**

The conceptual model used by Rankin and Associates as the foundation for UT Martin’s assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin

---

<sup>1</sup><https://www.utm.edu/departments/chancellorscorner/values.php>

(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. UT Martin's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

The LCST collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for UT Martin that would reveal the various dimensions of power and privilege that shape the campus experience. The final UT Martin 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, 1,782 people completed the survey. In the end, the campus'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 UT Martin.

### **UT Martin Participants**

One-thousand eight hundred thirty-five (1,782) surveys were returned for a 32% overall response rate. Only surveys that were at least 50% completed were included in the final data set for analyses.<sup>2</sup> Ninety-five percent ( $n = 1,694$ ) of the sample were Undergraduate Student respondents and 5% ( $n = 88$ ) were Graduate/Professional Student respondents. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for each demographic characteristic.<sup>3</sup>

---

<sup>2</sup>Thirty-eight surveys were removed because the respondents did not complete at least 50% of the survey, and 15 duplicate submissions were removed. Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

<sup>3</sup>The total  $n$  for each demographic characteristic may differ as a result of missing data.

**Table 1. UT Martin Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
Position status	Undergraduate Student	1,694	95.1
	Graduate/Professional Student	88	4.9
Gender identity	Woman	1,281	71.9
	Man	491	27.6
	Transspectrum	6	0.3
	Other/Missing/Not Reported	< 5	---
Racial/ethnic identity	American Indian/Alaska Native	31	1.7
	Asian/Asian American	20	1.1
	Black/African American	182	10.2
	Hispanic/Latin@/Chican@	25	1.4
	Middle Eastern/Southwest Asian	9	0.5
	Multiracial	37	2.1
	Native Hawaiian/Pacific Islander	5	0.3
	White/European American	1,441	80.9
	Missing/Unknown/Other	32	1.8
Citizenship status	A Visa Holder (such as F-1, J-1, H1-B, and U)	28	1.6
	DACA (Deferred Action for Childhood Arrival)	< 5	---
	Other Legally Documented Status	< 5	---
	Permanent Resident	9	0.5
	U.S. Citizen, Birth	1,693	95.0
	U.S. Citizen, Naturalized	46	2.6
	Missing/Unknown/Other	< 5	---

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

## Key Findings – Areas of Strength

### 1. High levels of comfort with the climate at UT Martin

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

- 92% ( $n = 1,627$ ) of the survey respondents were “very comfortable” or “comfortable” with the climate at UT Martin.
- 91% ( $n = 1,615$ ) of respondents were “very comfortable” or “comfortable” with the climate in their academic departments.
- 89% ( $n = 1,590$ ) of 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.<sup>5</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>6</sup> Attitudes toward academic pursuits are one indicator of campus climate.

#### *Student respondents*

- 92% ( $n = 1,633$ ) of respondents felt satisfied with the quality of advising they had received from their department.
- 83% ( $n = 1,446$ ) of respondents believed that their department faculty members encouraged them to produce publications and present research.
- 94% ( $n = 1,649$ ) of respondents felt comfortable sharing their professional goals with their advisor.
- 85% ( $n = 1,475$ ) of respondents felt valued by UT Martin faculty, 83% ( $n = 1,438$ ) by staff, and 76% ( $n = 1,320$ ) by senior administrators.

---

<sup>4</sup>Rankin & Reason, 2008, p. 264

<sup>5</sup>Pascarella & Terenzini, 2005

<sup>6</sup>Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

- 91% ( $n = 1,578$ ) of respondents would recommend the UT Martin campus to friends and family interested in attending college

### **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 for Undergraduate Student respondents in the overall test for means for students by gender identity, racial identity, income status, and disability status on *Perceived Academic Success*. No significant differences existed for Graduate/Professional Student respondents.
- Woman Undergraduate Student respondents had greater *Perceived Academic Success* than Man Undergraduate respondents.
- White Undergraduate Student respondents and Hispanic/Latin@/Chican@ Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American Undergraduate Student respondents.
- No Disability Undergraduate Student respondents had greater *Perceived Academic Success* than Single Disability and Multiple Disabilities Undergraduate Student respondents.
- Low-Income Undergraduate Student respondents had less *Perceived Academic Success* than Not-Low-Income Undergraduate respondents.

### **Key Findings – Opportunities for Improvement**

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.<sup>7</sup> Research also underscores the relationship between workplace discrimination and

---

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

subsequent productivity.<sup>8</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 8% ( $n = 137$ ) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>9</sup>
  - 20% ( $n = 27$ ) indicated that the conduct was based on their ethnicity 18% ( $n = 24$ ) noted that the conduct was based on their age, and 17% ( $n = 23$ ) indicated it was based on their gender identity.
- Differences emerged based on racial identity:
  - By racial identity, significant differences were noted in the percentages of Respondents of Color (15%,  $n = 46$ ), compared with White respondents (6%,  $n = 89$ ), who noted that they believed that they had experienced this conduct.
    - Of those respondents who noted that they believed that they had experienced this conduct, a significantly larger percentage of Respondents of Color (44%,  $n = 20$ ) than White respondents (8%,  $n = 7$ ) thought that the conduct was based on their ethnicity.
- Student respondents identified students as the primary source of the exclusionary conduct.
- 83% ( $n = 113$ ) of respondents did not report the incident.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UT Martin. Fifty-five Undergraduate Student respondents contributed comments regarding these personal experiences. Two themes emerged from these responses: 1) barriers to reporting, and 2) hostile or exclusionary verbal remarks based on an individual's actual or perceived sexuality or nationality.

---

<sup>8</sup>Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

<sup>9</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

**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 had 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).<sup>10</sup>

Several groups at UT Martin indicated that they were less comfortable than their majority counterparts with the campus climate.

- 40% ( $n = 123$ ) of Respondents of Color, compared with 54% ( $n = 770$ ) of White respondents, were “very comfortable” with the overall climate on campus.
- 40% ( $n = 65$ ) of Respondents with at Least One Disability, compared with 52% ( $n = 841$ ) of Respondents with No Disability, indicated that they were “very comfortable” with the overall climate on campus.
- 46% ( $n = 143$ ) of Respondents of Color, compared with 56% ( $n = 804$ ) of White respondents, were “very comfortable” with the climate in their academic departments.
- 46% ( $n = 75$ ) of Respondents with at Least One Disability, compared with 55% ( $n = 887$ ) of Respondents with No Disability, indicated that they were “very comfortable” with the climate in their academic departments.
- 34% ( $n = 105$ ) of Respondents of Color, compared with 46% ( $n = 665$ ) of White respondents, were “very comfortable” with the classroom climate.
- 29% ( $n = 32$ ) of LGBTQ respondents and 45% ( $n = 720$ ) of Heterosexual respondents were “very comfortable” with the classroom climate.
- 38% ( $n = 62$ ) of Respondents with at Least One Disability, compared with 46% ( $n = 746$ ) of Respondents with No Disability, indicated that they were “comfortable” with the classroom climate.
- 6% ( $n = 5$ ) of Non-U.S. Citizen respondents and 2% ( $n = 33$ ) of U.S. Citizen respondents were “uncomfortable” with the classroom climate.

---

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

### **3. Student respondents who seriously considered leaving UT Martin**

- 22% ( $n = 369$ ) of Undergraduate Student respondents and 19% ( $n = 17$ ) of Graduate/Professional Student respondents had seriously considered leaving UT Martin.
- By gender identity, 26% ( $n = 120$ ) of Men Undergraduate Student respondents and 20% ( $n = 247$ ) of Women Undergraduate Student respondents considered leaving the institution.
- By racial identity, 20% ( $n = 267$ ) of White Undergraduate Student respondents considered leaving the institution, while a larger proportion of Undergraduate Student Respondents of Color (40%,  $n = 23$ ), and Black/African American Undergraduate Student respondents (35%,  $n = 61$ ) seriously considered leaving. Multiracial Undergraduate Student respondents (19%,  $n = 7$ ) and Hispanic/Latin@/Chican@ Undergraduate Student respondents ( $n < 5$ ) were not statistically different from the other racial identity categories.
- By sexual identity, a lower percentage of Heterosexual Undergraduate Student respondents (21%,  $n = 310$ ) than LGBQ Undergraduate Student respondents (37%,  $n = 37$ ) considered leaving UT Martin.
- One-third (33%,  $n = 127$ ) of Student respondents who considered leaving suggested that they lacked a sense of belonging at UT Martin.
- The qualitative comments referenced their desired academic major not being offered at UT Martin, negative interactions with faculty, a lack of support and services for students with children and/or non-traditional students, a lack of timely communication from campus staff and faculty, and “rude” exchanges with campus staff and/or faculty.

### **4. 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 significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted

while in college. One section of the UT Martin survey requested information regarding unwanted sexual conduct.

- 105 respondents (6%) indicated that they had experienced some form of unwanted sexual conduct while at UT Martin.
  - 2% ( $n = 26$ ) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UT Martin community.
  - 2% ( $n = 38$ ) of respondents experienced stalking (e.g., following me, on social media, texting, phone calls) while a member of the UT Martin community.
  - 3% ( $n = 48$ ) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UT Martin community.
  - 2% ( $n = 30$ ) of respondents experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, gang rape) while a member of the UT Martin community.
  - <1% ( $n = 8$ ) of respondents experienced 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 UT Martin community.
- Non-Transfer Student respondents, Women respondents, Student Respondents of Color, Campus Housing respondents, and Low-Income Student respondents reported unwanted sexual conduct at higher frequencies than did their counterparts.
- Current or former dating/intimate partners, UT Martin students, and acquaintances/friends were identified as sources of unwanted sexual conduct.
- The unwanted sexual conduct was rarely reported.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual experiences. Several themes emerged among respondents who explained why they did not report unwanted sexual conduct. The primary rationales cited for not reporting these incidents

was thought their report would not be taken seriously, absent or ineffective campus resources, and the perception that verbal harassment does not constitute harassment.

## **Conclusion**

UT Martin climate findings<sup>11</sup> were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>12</sup> For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A slightly higher percentage (89% - 92%) of UT Martin respondents reported that they were “very comfortable” or “comfortable” with the climate at UT Martin. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UT Martin, a much smaller percentage of respondents (8%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results paralleled the findings of other climate studies of differences among specific constituent groups offered in the literature.<sup>13</sup>

UT Martin's climate assessment report provides baseline data on diversity and inclusion, and addresses UT Martin's mission and goals. While the findings may guide decision-making in regard to policies and practices at UT Martin, 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 UT Martin community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. UT Martin, 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.

---

<sup>11</sup>Additional findings disaggregated by student status and other selected demographic characteristics are provided in the full report.

<sup>12</sup>[Rankin & Associates Consulting, 2015](#)

<sup>13</sup>Guiffreda, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

## **Introduction**

### **History of the Project**

The University of Tennessee – Martin (UT Martin) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community, and that 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.

UT Martin also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UT Martin's value statement, “UT Martin provides an environment devoted to intellectual and personal discovery where ideas are freely expressed and challenged as individuals learn from and grow with one another within a global community.”<sup>14</sup> To better understand the campus climate, the senior administration at UT Martin 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, UT Martin 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 UT Martin formed the Systemwide Climate Study Team (SCST) and the Local Campus Study Team (LCST). The teams were composed of primarily institutional administrators. Ultimately, the University of Tennessee contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “MyCampus Student Experience Survey” Data gathered via reviews of relevant UT Martin literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at community forums.

### **Project Design and Campus Involvement**

The conceptual model used by Rankin and Associates as the foundation for UT Martin’s assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin

---

<sup>14</sup><https://www.utm.edu/departments/chancellorscorner/values.php>

(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. UT Martin'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. This report provides an overview of the results of the campus-wide survey.

The SCST collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for UT Martin that would reveal the various dimensions of power and privilege that shape the campus experience. The final UT Martin 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, 1,782 people completed the survey. In the end, the College'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 UT Martin.

### **Contextual Framework and Summary of Related Literature**

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

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

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

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

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

### **Institutional Climate Within Campus Structures**

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

Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a

*process* towards better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

### **Campus Climate and Student, Faculty, and Staff Success**

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

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

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further 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, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within “acceptable” definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

### **Accessibility and Inclusivity**

Currently, institutions of higher education 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 address 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 that all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions’ oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses’ responsibilities for shifting the climate toward equity and inclusion. The call to action to be resilient and authentic when working toward justice from scholars (Ahmed, 2009) is one that

encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

## Methodology

### Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”<sup>15</sup> 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 work of Rankin (2003), and with the assistance of the SCST. The SCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the UT Martin population. The final UT Martin survey contained 85 questions,<sup>16</sup> 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 UT Martin's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

**Sampling Procedure.** Prospective participants received an invitation from President DiPietro and 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

---

<sup>15</sup>Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

<sup>16</sup>To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and was checked for internal consistency.

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 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 24.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UT Martin in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, student 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.<sup>17</sup> Actual percentages<sup>18</sup> 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

---

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

<sup>18</sup>Actual percentages were derived using the total number of survey respondents.

the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that a significant difference exists 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 (Table 2).

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately 3% (3.4%) 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.<sup>19</sup> One question from the scale (Q11\_2) did not hold with the construct and was removed; the scale used for analyses had six

---

<sup>19</sup>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.

questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.885 (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 0.770.

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

<b>Scale</b>	<b>Academic experience</b>
<i>Perceived Academic Success</i>	I am performing up to my full academic potential.
	I am satisfied with my academic experience at UT Martin.
	I am satisfied with the extent of my intellectual development since enrolling at UT Martin.
	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 UT Martin.

**Factor Scores**

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all of 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 and the means for respondents were analyzed using a t-test for difference of means.

Additionally, where *n*’s were of sufficient size, separate 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:<sup>20</sup>

- Gender identity (Woman, Man)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Additional People of Color, Multiracial Respondents, White Respondents)

---

<sup>20</sup>Means were not calculated and means testing was not conducted for graduate students based on racial identity and disability status because there were fewer than five respondents in at least one of the categories.

- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity) 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 any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects were noted.

### **Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences at UT Martin, 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. Among the 1,782 surveys submitted for the UT Martin climate assessment, 925 contained respondents' remarks to at least one open-ended question throughout the survey. These open-ended comments were reviewed<sup>21</sup> 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.

---

<sup>21</sup>Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

## Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UT Martin'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 UT Martin.

### Description of the Sample<sup>22</sup>

One-thousand seven hundred eighty-two (1,782) surveys were returned for a 32% overall response rate. The sample and population figures, chi-square analyses,<sup>23</sup> 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 UT Martin.

- Women and Other/Missing/Not Reported were significantly overrepresented in the sample; men were underrepresented. Transpectrum was provided as an option for the sample, but not for the population.
- American Indian/Alaska Natives, Native Hawaiian/Pacific Islanders, White/European Americans and Missing/Unknown/Other were significantly overrepresented in the sample. Middle Eastern/Southwest Asian was present in the sample but not in the population. Asian/Asian Americans, Black/African Americans,

---

<sup>22</sup>All frequency tables are provided in Appendix B.

<sup>23</sup>Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UT Martin.

Hispanic/Latin@/Chican@, and Multiracial individuals were significantly underrepresented in the sample.

- Undergraduate students were significantly overrepresented in the sample, Graduate/Professional students were underrepresented.
- Non-U.S. Citizens were overrepresented in the sample. U.S. Citizens were underrepresented. There were no Missing/Unknown in the population.

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender identity <sup>a</sup>	Woman	3,208	58.2	1,281	71.9	39.9
	Man	2,304	41.8	491	27.6	21.3
	Transspectrum	ND	ND	6	0.3	N/A
	Other/Missing/Not Reported	0	0.0	< 5	---	---
Racial/ethnic identity <sup>b</sup>	American Indian/Alaska Native	12	0.2	31	1.7	>100.0
	Asian/Asian American	64	1.2	20	1.1	31.3
	Black/African American	782	14.2	182	10.2	23.3
	Hispanic/Latin@/Chican@	127	2.3	25	1.4	19.7
	Middle Eastern/Southwest Asian	0	0.0	9	0.5	N/A
	Multiracial	124	2.2	37	2.1	29.8
	Native Hawaiian/Pacific Islander	0	0.0	5	0.3	N/A
	White/European American	4,402	79.9	1,441	80.9	32.7
	Missing/Unknown/Other	< 5	---	32	1.8	>100.0
Position status <sup>c</sup>	Undergraduate Student	5,057	91.7	1,694	95.1	33.5
	Graduate/Professional Student	455	8.3	88	4.9	19.3
Citizenship status <sup>d</sup>	A Visa Holder (such as F-1, J-1, H1-B, and U)	142	2.6	28	1.6	19.7
	Currently Under a Withholding of Removal Status	ND	ND	ND	ND	N/A

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
	DACA (Deferred Action for Childhood Arrival)	ND	ND	< 5	---	---
	DAPA (Deferred Action for Parental Accountability)	ND	ND	ND	ND	N/A
	Other Legally Documented Status	ND	ND	< 5	---	---
	Permanent Resident	26	0.5	9	0.5	34.6
	Refugee Status	ND	ND	ND	ND	N/A
	Undocumented Resident	ND	ND	ND	ND	N/A
	U.S. Citizen, Birth	5,344	97.0	1,693	95.0	31.7
	U.S. Citizen, Naturalized	ND	ND	46	2.6	N/A
	Missing/Unknown/Other	ND	ND	< 5	---	---

<sup>a</sup>ND: No Data Available

<sup>a</sup> $\chi^2(1, N = 1,772) = 144.63, p < .001$

<sup>b</sup> $\chi^2(5, N = 1,736) = 242.89, p < .001$

<sup>c</sup> $\chi^2(1, N = 1,782) = 26.46, p < .001$

<sup>d</sup> $\chi^2(2, N = 1,730) = 6.08, p < .05$

**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 UT Martin’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.**<sup>24</sup> 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 strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients<sup>25</sup> are provided in Table 4.

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

A strong relationship (between .50 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 Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

---

<sup>24</sup>Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

<sup>25</sup>Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability- Friendly
Positive for People of Color	.640*				
Positive for Lesbian, Gay, Bisexual, or Queer People		.650*			
Positive for Women			.589*		
Positive for People of Low-Income Status				.619*	
Positive for People with Disabilities					.590*

\* $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

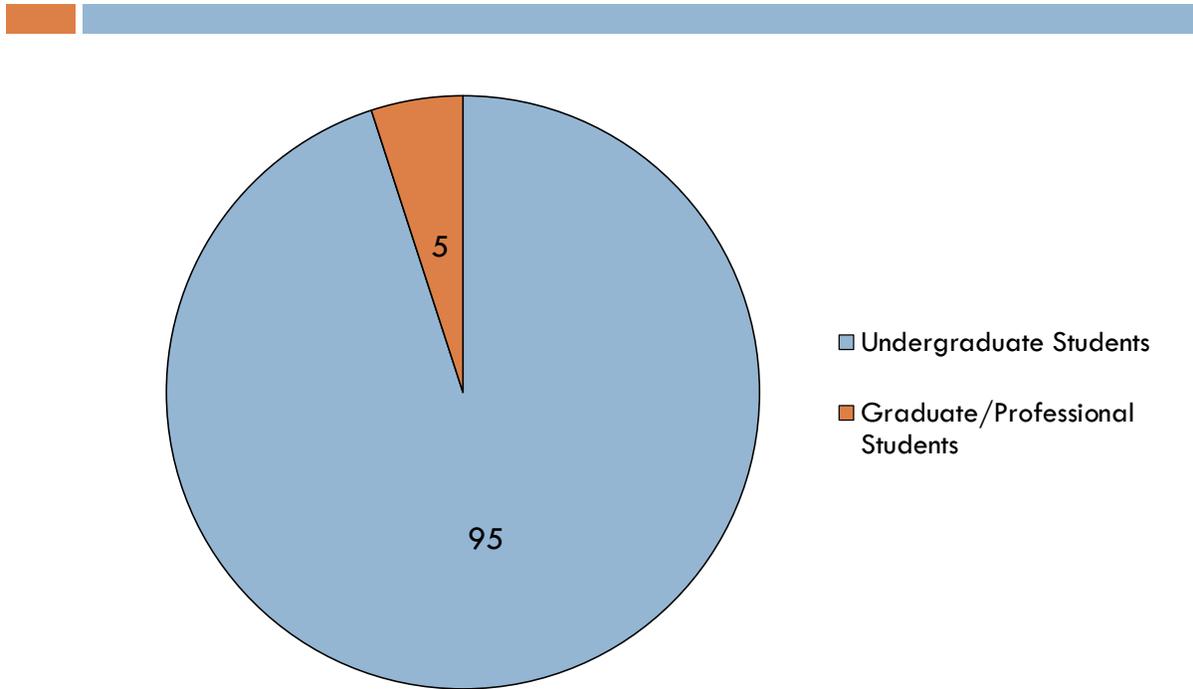
### Sample Characteristics<sup>26</sup>

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 fewer than five ( $n < 5$ ).

Primary status data for respondents were collapsed into Undergraduate Student respondents and Graduate/Professional Student respondents.<sup>27</sup> Of all respondents, 95% ( $n = 1,694$ ) were Undergraduate Student respondents and 5% ( $n = 88$ ) were Graduate/Professional Student respondents (Figure 1). Seventy-four percent ( $n = 1,246$ ) of Undergraduate Student respondents had started at UT Martin as a first-year student and 26% ( $n = 448$ ) had transferred from another institution. Eighty-seven percent ( $n = 1,542$ ) of all respondents were full-time in their primary positions.

<sup>26</sup>All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

<sup>27</sup>Collapsed student status variables were determined by the LCST.



*Figure 1. Respondents' Collapsed Student Status (%)*

Table 5 indicates that 83% ( $n = 1,474$ ) of Student respondents had taken 0% - 25% of their classes exclusively on-line at UT Martin, while 7% ( $n = 130$ ) had taken 100% of their classes on-line. Four percent ( $n = 62$ ) of respondents had taken 26% - 50% of their classes on-line, 3% ( $n = 46$ ) had taken 51% - 75% of their classes on-line, and 4% ( $n = 66$ ) had taken 76% - 99% of their classes on-line.

**Table 5. Percentage of Classes Taken Exclusively On-line at UT Martin**

Courses on-line	<i>n</i>	%
100%	130	7.3
76%-99%	66	3.7
51%-75%	46	2.6
26%- 50%	62	3.5
0%-25%	1,474	82.7
Missing	4	0.2

Seventy-two percent ( $n = 1,281$ ) of the sample were Women; 28% ( $n = 491$ ) were Men<sup>28</sup> Four-tenths of a percent ( $n = 6$ ) of respondents identified as Transgender or marked “a gender not listed here.”<sup>29</sup> Due to the small number of respondents in that category, it was not included in analyses that would endanger the confidentiality of those respondents.

---

<sup>28</sup>The majority of respondents identified their birth sex as female (72%,  $n = 1,284$ ), while 28% ( $n = 493$ ) of respondents identified as male and fewer than five marked “an assigned birth sex not listed here.” Additionally, 71% ( $n = 1,257$ ) identified their gender expression as feminine, 26% ( $n = 471$ ) as masculine, 2% ( $n = 28$ ) as androgynous, and 1% ( $n = 13$ ) as “a gender expression not listed here.”

<sup>29</sup>Self-identification as transgender/trans\* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Figure 2 illustrates that a greater percentage of Undergraduate Student respondents were women (73%,  $n = 1,224$ ) than were men (27%,  $n = 460$ ), and a greater percentage of Graduate/Professional Student respondents identified as women (65%,  $n = 57$ ) than identified as men (35%,  $n = 31$ ).

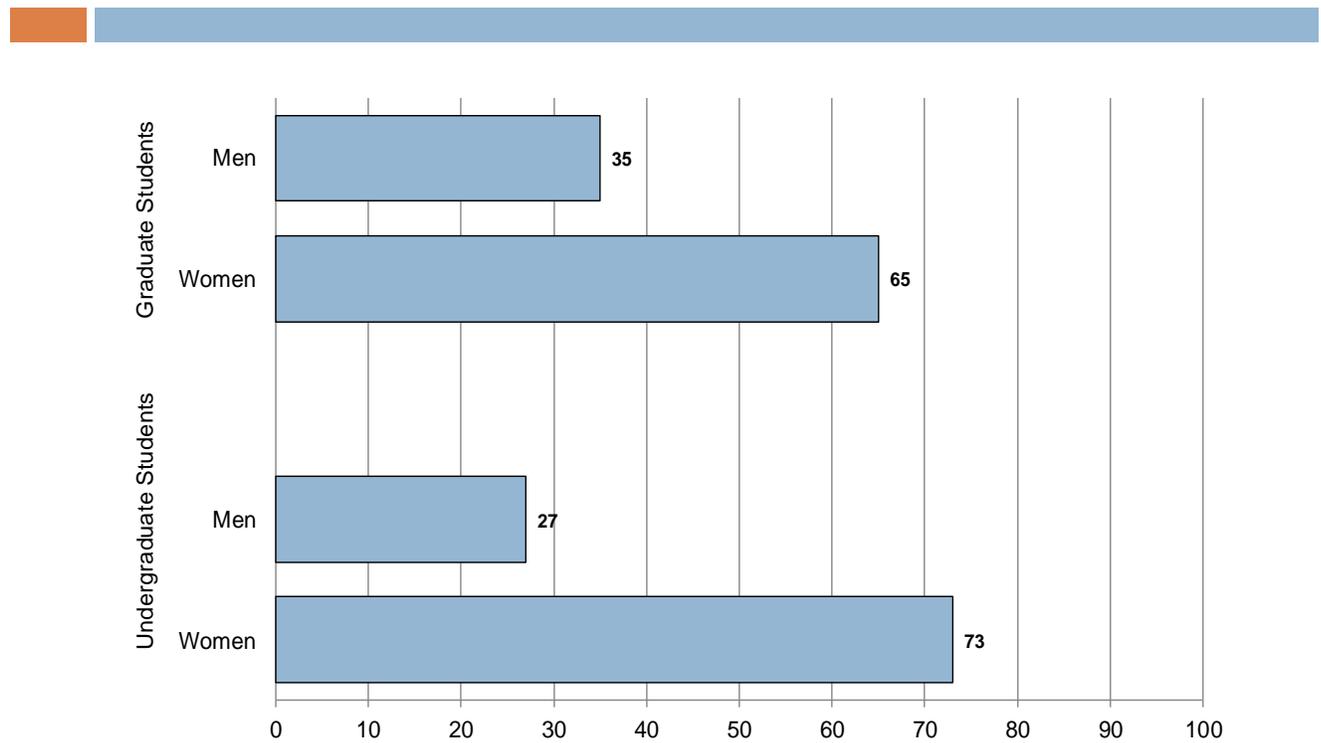


Figure 2. Respondents by Gender Identity and Student Status (%)

One thousand five hundred ninety-two (94%) respondents identified as Heterosexual<sup>30</sup> and 110 (7%) identified as LGBQ (i.e., lesbian, gay, bisexual, asexual, or pansexual) (Figure 3).

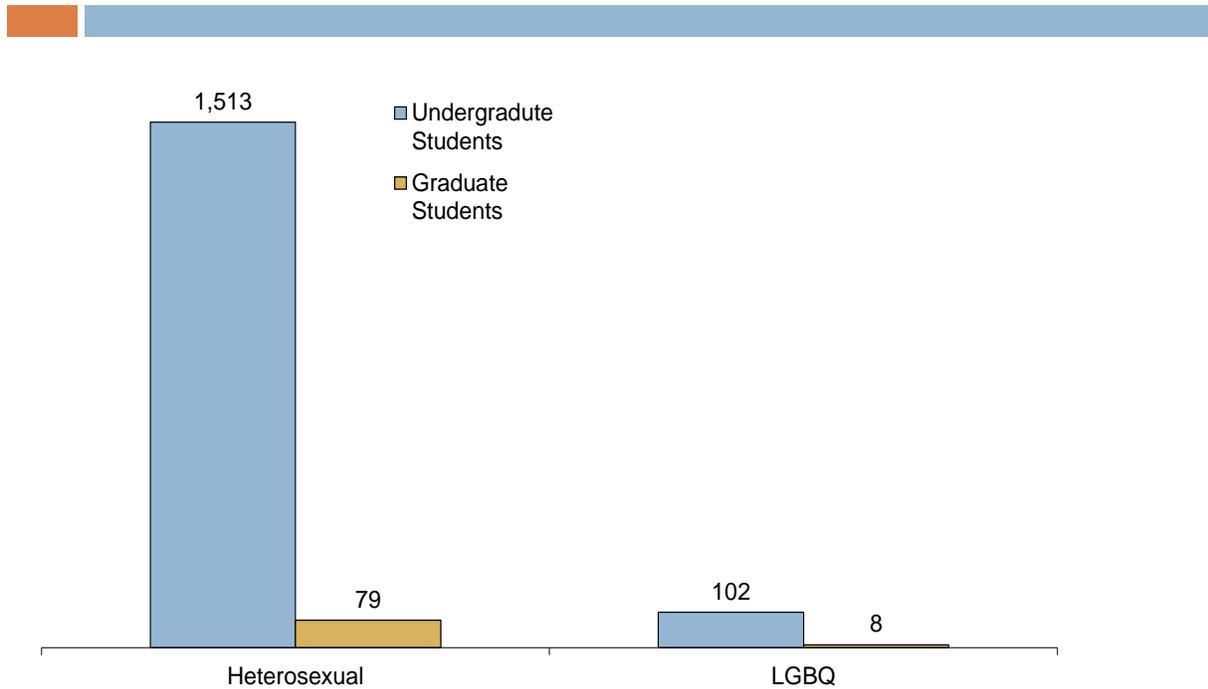
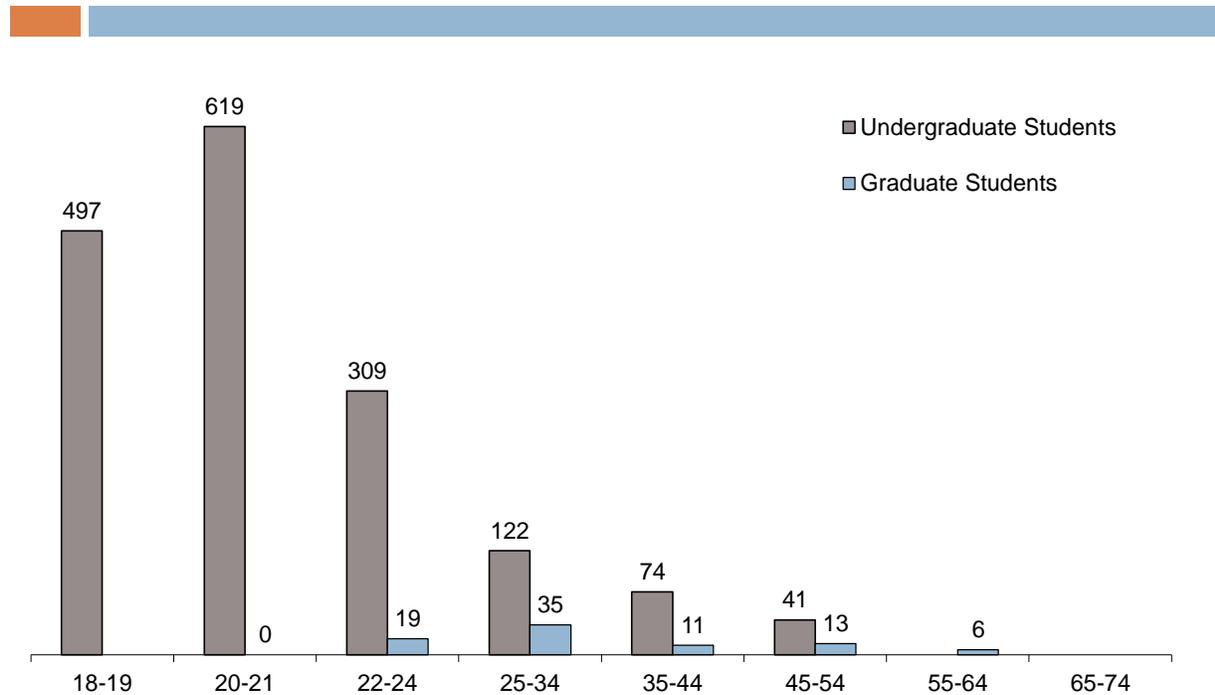


Figure 3. Respondents by Sexual Identity and Student Status (n)

<sup>30</sup>Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” 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, asexual, and pansexual, as well as those who wrote in “other” terms such as “celibate.”

Of Undergraduate Student respondents, 30% ( $n = 497$ ) were 19 years old or younger, 37% ( $n = 619$ ) were 20 or 21 years old, 19% ( $n = 309$ ) were between 22 and 24 years old, 7% ( $n = 122$ ) were between 25 and 34 years old, 4% ( $n = 74$ ) were between 35 and 44 years old, 3% ( $n = 41$ ) were between 45 and 54 years old, and 0.3% ( $n = 5$ ) were between 55 and 74 years old (Figure 4).

Of Graduate/Professional Student respondents, 22% ( $n = 19$ ) were between 22 and 24 years old, 41% ( $n = 35$ ) were between 25 and 34 years old, 13% ( $n = 11$ ) were between 35 and 44 years old, 15% ( $n = 13$ ) were between 45 and 54 years old, 7% ( $n = 6$ ) were between 55 and 64 years old, and there were less than five respondents in each of the other age categories.



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

Figure 4. Respondents by Age and Student Status ( $n$ )

With regard to racial identity, 85% ( $n = 1,509$ ) of the respondents identified as White/European American (Figure 5). Twelve percent ( $n = 206$ ) of respondents identified as Black/African American, 2% ( $n = 26$ ) were American Indian/Native, 1% ( $n = 20$ ) were Asian/Asian American, 3% ( $n = 53$ ) were Hispanic/Latin@/Chican@, 0.5% ( $n = 9$ ) were Middle Eastern/Southwest Asian, and 0.3% ( $n = 5$ ) were Native Hawaiian/Pacific Islander. Seven individuals (0.4%) either did not answer the question or marked the response category “a racial/ethnic identity not listed here” and provided responses such as “biracial,” “mixed Black and White,” or “Interracial,” or identified with a specific country.

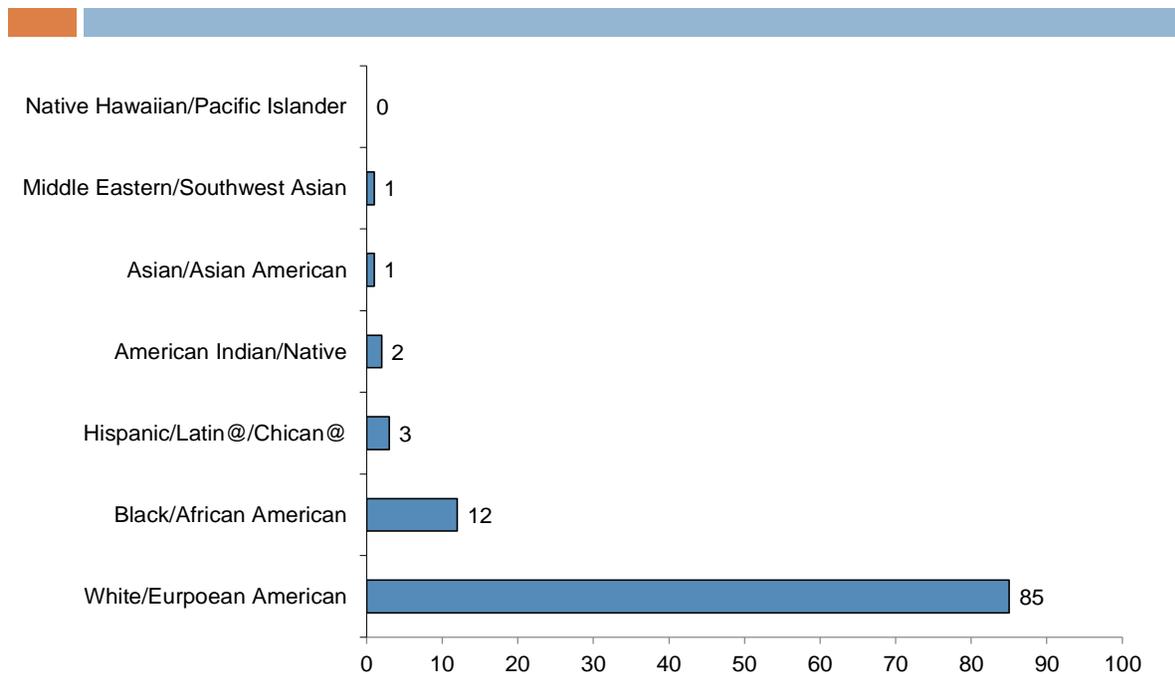


Figure 5. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>31</sup> 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 (82%,  $n = 1,441$ ) as their identity (Figure 6). Other respondents identified as Black/African American (10%,  $n = 182$ ), People of Color<sup>32</sup> (4%,  $n = 65$ ), Multiracial<sup>33</sup> (2%,  $n = 37$ ), or Hispanic/Latin@/Chican@ (1%,  $n = 25$ ).

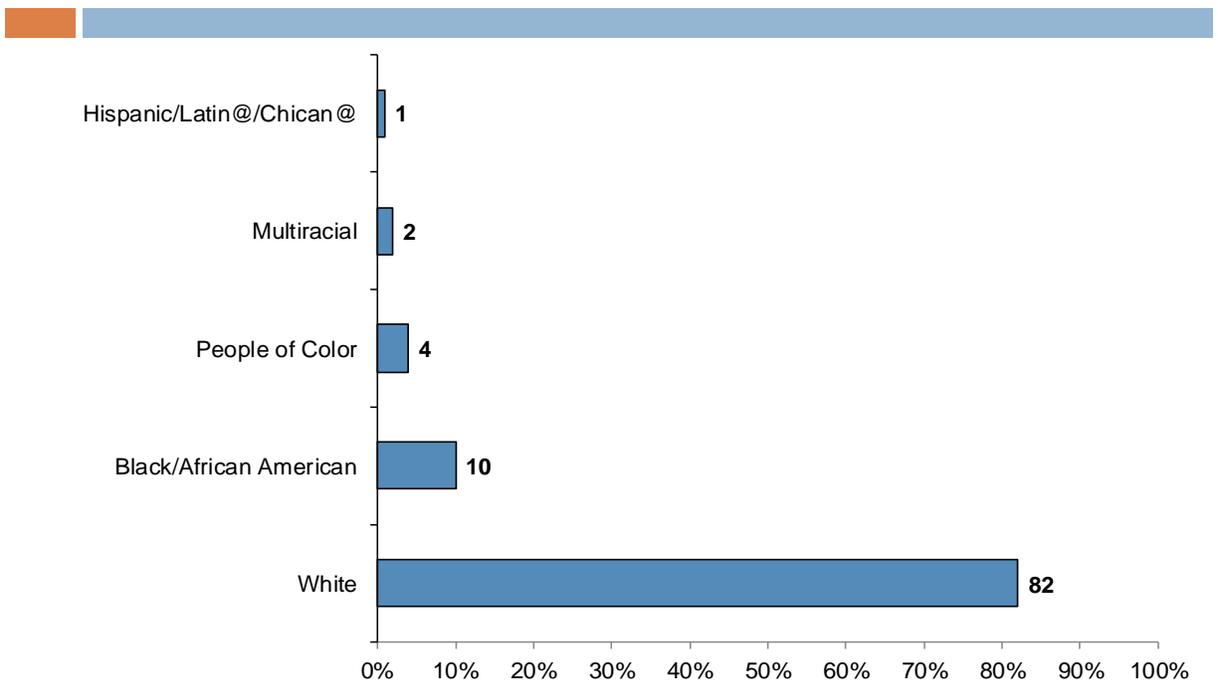


Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

<sup>31</sup>While 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 as a result of the small numbers of respondents in the individual categories.

<sup>32</sup>Per the LCST, the People of Color category included respondents who identified as American Indian/Alaska Native, Asian/Asian American, Middle Eastern/Southwest Asian, Native Hawaiian/Pacific Islander, or “a racial/ethnic identity not listed here.”

<sup>33</sup>Per the LCST, respondents who identified as more than one racial identity were recoded as Multiracial.

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. Fifteen percent ( $n = 265$ ) of respondents reported No Religious/Spiritual Identity (Figure 7). Eighty-two percent ( $n = 1,445$ ) of respondents identified as having a Christian Religious/Spiritual Identity. Two percent ( $n = 29$ ) identified with Other Religious/Spiritual Identity and 2% ( $n = 27$ ) of respondents chose Multiple Religious/Spiritual Identities.

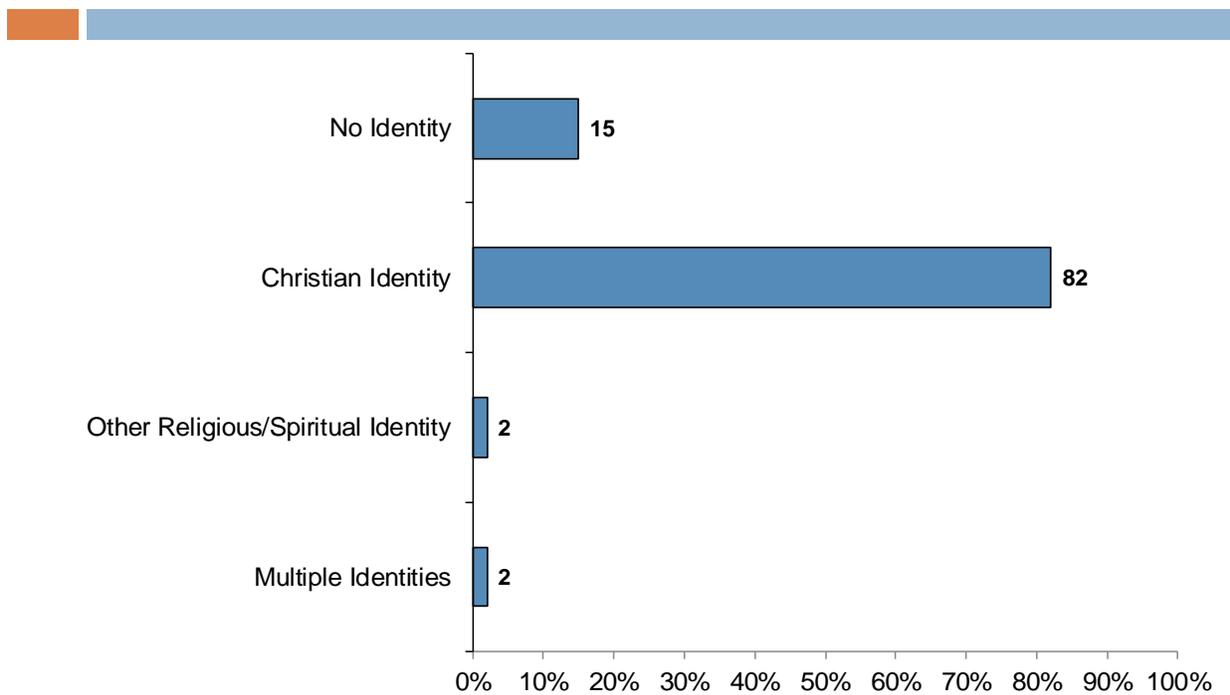
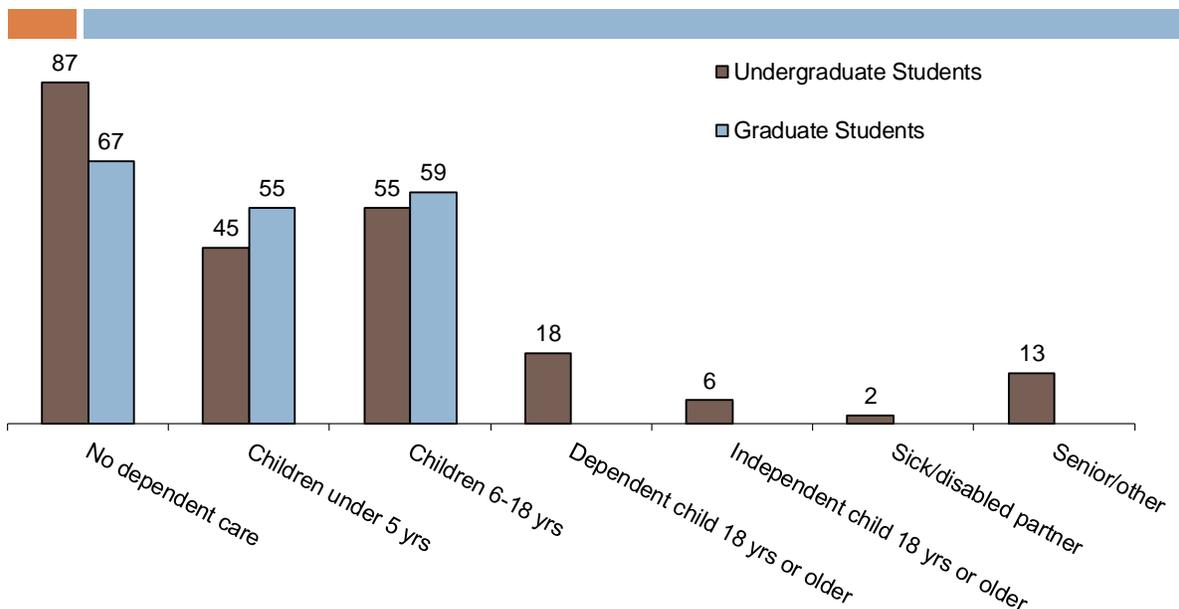


Figure 7. Respondents by Religious/Spiritual Identity (%)

Eighty-seven percent ( $n = 1,454$ ) of Undergraduate Student respondents and 67% ( $n = 58$ ) of Graduate/Professional Student respondents had no substantial parenting or caregiving responsibilities (Figure 8). Of those respondents who indicated they had substantial parenting or caregiving responsibilities, 45% ( $n = 102$ ) of Undergraduate Student respondents and 55% ( $n = 16$ ) of Graduate/Professional Student respondents were caring for children under the age of five years. Fifty-five percent ( $n = 124$ ) of Undergraduate Student respondents and 59% ( $n = 17$ ) of Graduate/Professional Student respondents were caring for children ages 6 to 18. Eighteen percent ( $n = 41$ ) of Undergraduate Student respondents and fewer than 5 Graduate/Professional Student respondents were caring for children over the age of 18 years but still legally dependent. Six percent ( $n = 13$ ) of Undergraduate Student respondents and fewer than 5 Graduate/Professional Student respondents had independent children over the age of 18. Two percent ( $n = 5$ ) of Undergraduate Student respondents and fewer than 5 Graduate/Professional Student respondents were caring for sick and disabled partners. Thirteen percent ( $n = 29$ ) of Undergraduate Student respondents and fewer than 5 Graduate/Professional Student respondents were caring for senior or other family members.



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

Figure 8. Respondents Caregiving Responsibilities by Student Status (%)

Nine percent ( $n = 167$ ) of respondents had conditions that substantially influenced learning, working, or living activities. Of those respondents, 49% ( $n = 81$ ) had mental health/psychological conditions, 32% ( $n = 53$ ) had attention deficit/hyperactivity disorder, 18% ( $n = 30$ ) had chronic health diagnoses or medical conditions, and 15% ( $n = 25$ ) had learning disabilities (Table 6). Subsequent analyses indicated that 7% ( $n = 116$ ) of respondents had a single condition that substantially influenced learning, working, or living activities and 3% ( $n = 47$ ) had multiple conditions that substantially influenced learning, working, or living activities. Forty-one percent ( $n = 69$ ) of respondents had registered with the Office of Disability Services.

**Table 6. Respondents’ Conditions That Affect Learning, Working, Living Activities**

<b>Conditions</b>	<b><i>n</i></b>	<b>%</b>
Mental health/Psychological condition (e.g., anxiety, depression)	81	48.5
Attention Deficit/Hyperactivity Disorder	53	31.7
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	30	18.0
Learning disability	25	15.0
Low vision or blind	10	6.0
Physical/Mobility condition that does not affect walking	10	6.0
Hard of hearing or deaf	9	5.4
Physical/Mobility condition that affects walking	7	4.2
Acquired/Traumatic Brain Injury	5	3.0
Asperger’s/Autism Spectrum	5	3.0
Speech/Communication condition	< 5	---
Cognitive/Language-based	< 5	---
<u>A disability/condition not listed here</u>	<u>&lt; 5</u>	<u>---</u>

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

Table 7 depicts how respondents answered the survey item, “What is your citizenship/immigration status in the U.S.? Mark all that apply.” For the purposes of analyses, the

LCST created two citizenship categories:<sup>34</sup> 95% ( $n = 1,693$ ) of respondents were U.S. Citizens and 5% ( $n = 86$ ) were Non-U.S. Citizens or Naturalized Citizens/Permanent Residents.

**Table 7. Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	<i>n</i>	%
U.S. citizen, birth	1,693	95.2
U.S. citizen, naturalized	46	2.6
A visa holder (such as J-1, H1-B, and U)	28	1.6
Permanent resident	9	0.5
DACA (Deferred Action for Childhood Arrival)	< 5	---
Other legally documented status	< 5	---
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Missing	< 5	---

Ninety-five percent ( $n = 1,686$ ) of respondents reported that only English was spoken in their homes. Three percent ( $n = 58$ ) indicated that a language other than English was spoken in their homes.

Additional analyses revealed that 96% ( $n = 1,712$ ) of respondents had never served in the military.

---

<sup>34</sup>For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen or Naturalized Citizen/Permanent Resident (includes 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 resident).

Table 8 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 20% ( $n = 355$ ) of Student respondents were First-Generation Students.<sup>35</sup>

**Table 8. Student Respondents’ Parents’/Guardians’ Highest Level of Education**

<b>Level of education</b>	<b>Parent/legal guardian 1</b>		<b>Parent/legal guardian 2</b>	
	<i>n</i>	%	<i>n</i>	%
No high school	35	2.0	49	2.7
Some high school	74	4.2	93	5.2
Completed high school/GED	439	24.6	523	29.3
Some college	331	18.6	274	15.4
Business/technical certificate/degree	120	6.7	131	7.4
Associate’s degree	121	6.8	112	6.3
Bachelor’s degree	321	18.0	331	18.6
Some graduate work	23	1.3	20	1.1
Master’s degree (MA, MS, MBA)	231	13.0	131	7.4
Specialist degree (EdS)	13	0.7	6	0.3
Doctoral degree (PhD., EdD)	27	1.5	9	0.5
Professional degree (MD, JD)	27	1.5	7	0.4
Unknown	9	0.5	39	2.2
Not applicable	5	0.3	47	2.7
Missing	6	0.3	10	0.6

Note: Table reports only Student responses ( $n = 1,090$ ).

As indicated in Table 9, 32% ( $n = 544$ ) of Undergraduate Student respondents had been at UT Martin for two or fewer semester, 25% ( $n = 418$ ) had been at UT Martin for three or four

<sup>35</sup>With the LCST’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

semesters, 22% ( $n = 364$ ) had been at UT Martin for five or six semesters, and 15% ( $n = 255$ ) had been at UT Martin for seven or eight semesters. One hundred two respondents (7%) had been at UT Martin for at least nine semesters.

**Table 9. Students Year in College Career**

Year in college career	<i>n</i>	%
Less than one	68	4.0
1	203	12.0
2	273	16.1
3	147	8.7
4	271	16.0
5	136	8.0
6	228	13.5
7	91	5.4
8	164	9.7
9	29	1.7
10	38	2.2
11	12	0.7
12	12	0.7
13 or more	21	1.2
Missing	< 5	---

Note: Table reports only Undergraduate Student responses ( $n = 1,694$ ).

Table 10 reveals that 13% ( $n = 219$ ) of Undergraduate Student respondents were majoring in Agriculture (General), 8% ( $n = 130$ ) in Health and Human Performance, 7% ( $n = 122$ ) in Nursing, and 6% ( $n = 103$ ) in Integrated Studies (Education K-8).

**Table 10. Undergraduate Student Respondents' Current or Intended Academic Majors**

<b>Academic major</b>	<b><i>n</i></b>	<b>%</b>
Accounting	77	4.5
Agriculture (General)	219	12.9
Biology	87	5.1
Chemistry	19	1.1
Communications	72	4.3
Computer Science	25	1.5
Criminal Justice	69	4.1
Economics	7	0.4
Engineering	65	3.8
English	24	1.4
Family & Consumer Sciences	37	2.2
Finance	68	4.0
Fine and Performing Arts	32	1.9
Geoscience	13	0.8
Health and Human Performance	130	7.7
History	29	1.7
Information Systems	10	0.6
Integrated Studies (Education K-8)	103	6.1
Interdisciplinary Studies	70	4.1
International Studies	13	0.8
Management	98	5.8
Marketing	60	3.5
Mathematics	12	0.7
Music	27	1.6
Natural Resources Management	38	2.2
Nursing	122	7.2
Philosophy	< 5	---
Political Science	32	1.9
Psychology	86	5.1
Secondary Education	57	3.4
Social Work	79	4.7
Sociology	14	0.8
Spanish	10	0.6
Special Education	14	0.8

Note: Only Undergraduate Student responses ( $n = 1,694$ ). Sum does not total 100% as a result of multiple response choices.

Twenty-eight percent ( $n = 25$ ) of Graduate/Professional Student respondents were in the Teaching Masters program and 23% ( $n = 20$ ) were in Business Administration (Table 11).

**Table 11. Graduate Student Respondents' Academic Programs**

<b>Academic program</b>	<b><i>n</i></b>	<b>%</b>
<b>Masters</b>		
Agriculture & Natural Resources	10	11.4
Business Administration	20	22.7
Counseling	13	14.8
Educational Leadership	9	10.2
Family & Consumer Sciences	8	9.1
Strategic Communication	< 5	---
Teaching	25	28.4

Note: Table reports only Graduate Student responses ( $n = 88$ ). Sum does not total 100% as a result of multiple response choices.

Analyses revealed that 25% ( $n = 425$ ) of Undergraduate Student respondents and 33% ( $n = 29$ ) of Graduate/Professional Student respondents were employed on campus, while 35% ( $n = 598$ ) of Undergraduate Student respondents and 58% ( $n = 51$ ) of Graduate/Professional Student respondents were employed off campus (Table 12). Forty-three percent ( $n = 724$ ) of Undergraduate Student respondents and 11% ( $n = 10$ ) of Graduate/Professional Student respondents were not employed.

**Table 12. Student Employment**

<b>Employed</b>	<b>Undergraduate Student respondents</b>		<b>Graduate/Professional Student respondents</b>	
	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>
<b>No</b>	<b>724</b>	<b>42.7</b>	<b>10</b>	<b>11.4</b>
<b>Yes, I work on campus</b>	<b>425</b>	<b>25.1</b>	<b>29</b>	<b>33.0</b>
1-10 hours/week	170	42.0	< 5	---
11-20 hours/week	188	46.4	11	39.3
21-30 hours/week	35	8.6	6	21.4

**Table 12. Student Employment**

<b>Employed</b>	<b>Undergraduate Student respondents</b>		<b>Graduate/Professional Student respondents</b>	
	<i>n</i>	%	<i>n</i>	%
31- 40 hours/week	11	2.7	< 5	---
More than 40 hours/week	< 5	---	6	21.4
<b>Yes, I work off campus</b>	<b>598</b>	<b>35.3</b>	<b>51</b>	<b>58.0</b>
1-10 hours/week	104	18.5	< 5	---
11-20 hours/week	180	32.0	< 5	---
21-30 hours/week	122	21.7	5	10.6
31- 40 hours/week	97	17.3	18	38.3
More than 40 hours/week	59	10.5	18	38.3

Note: Sum does not total 100% as a result of multiple response choices.

Forty-nine percent ( $n = 879$ ) of Student respondents experienced financial hardship while attending UT Martin, including 50% ( $n = 845$ ) of Undergraduate Student respondents and 39% ( $n = 34$ ) of Graduate/Professional Student respondents. Of these 879 Student respondents, 66% ( $n = 576$ ) had difficulty purchasing books or course materials, 47% ( $n = 410$ ) had difficulty affording tuition, 44% ( $n = 383$ ) had difficulty affording food, 38% ( $n = 334$ ) had difficulty affording housing, and 31% ( $n = 274$ ) had difficulty participating in social events (Table 13). “Other” responses included “Family financial hardship,” “Internet,” and “University sanctioned events such as Conferences for psychology majors.”

**Table 13. Experienced Financial Hardship**

<b>Financial hardship</b>	<i>n</i>	%
Difficulty purchasing my books/course materials	576	65.5
Difficulty affording tuition	410	46.6
Difficulty affording food	383	43.6
Difficulty in affording housing	334	38.0
Difficulty participating in social events	274	31.2

**Table 13. Experienced Financial Hardship**

<b>Financial hardship</b>	<b><i>n</i></b>	<b>%</b>
Difficulty finding employment	225	25.6
Difficulty affording academic related activities (e.g., study abroad, service learning)	212	24.1
Difficulty affording travel to and from UT Martin	182	20.7
Difficulty in affording other campus fees	180	20.5
Difficulty affording co-curricular events or activities	164	18.7
Difficulty affording commuting to campus (e.g., transportation, parking)	150	17.1
Difficulty in affording health care	142	16.2
Difficulty in affording alternative spring breaks	141	16.0
Difficulty in affording unpaid internships/research opportunities	113	12.9
Difficulty in affording childcare	58	6.6
<u>A financial hardship not listed here</u>	<u>39</u>	<u>4.4</u>

Note: Table reports only responses of Students who indicated on the survey that they experienced financial hardship ( $n = 879$ ). Sum does not total 100% as a result of multiple response choices.

Fifty-three percent ( $n = 948$ ) of Student respondents used loans to pay for their education at UT Martin (Table 14). Analyses revealed that 54% ( $n = 914$ ) of Undergraduate Student respondents and 47% ( $n = 34$ ) of Graduate/Professional Student respondents used loans to pay for college. Sixty-five percent ( $n = 331$ ) of Low-Income Student respondents and 49% ( $n = 599$ ) of Not-Low-Income Student respondents used loans to pay for college.<sup>36</sup> Sixty-two percent ( $n = 220$ ) of First-Generation Student respondents and 51% ( $n = 727$ ) of Not-First-Generation Student respondents had loans to pay for college.

Forty-two percent ( $n = 743$ ) of Student respondents relied on non-need-based scholarships to pay for their education. Analyses revealed that 44% ( $n = 739$ ) of Undergraduate Student respondents and less than five Graduate/Professional Student respondents used non-need-based scholarships

<sup>36</sup>The LCST defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

to pay for college. Similarly, 43% ( $n = 614$ ) of Not-First-Generation Student respondents and 36% ( $n = 126$ ) of First-Generation Student respondents depended on non-need-based scholarships.

Thirty-seven percent ( $n = 653$ ) of Student respondents used grants to pay for college. Analyses revealed that 38% ( $n = 649$ ) of Undergraduate Student respondents and less than five Graduate/Professional Student respondents used grants to pay for college. When analyzed by income status, the data revealed that 25% ( $n = 311$ ) of Not-Low-Income Student respondents and 64% ( $n = 328$ ) of Low-Income Student respondents relied on need-based scholarships to help pay for college. Analyzed by first-generation status, 33% ( $n = 467$ ) of Not-First-Generation Student respondents and 52% ( $n = 185$ ) of First-Generation Student respondents depended on need-based scholarships.

Almost one-third (32%,  $n = 841$ ) of Student respondents depended on family contributions to pay for college. One-third (33%,  $n = 566$ ) of Undergraduate Student respondents and 9% ( $n = 8$ ) of Graduate/Professional Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 10% ( $n = 50$ ) of Low-Income Student respondents, 41% ( $n = 508$ ) of Not-Low-Income Student respondents, 14% ( $n = 49$ ) of First-Generation Student respondents, and 37% ( $n = 524$ ) of Not-First-Generation Student respondents depended on family contributions.

**Table 14. How Student Respondents Were Paying for College**

<b>Source of funding</b>	<b><i>n</i></b>	<b>%</b>
Loans	948	53.2
Non-need based scholarship (e.g., HOPE)	743	41.7
Grant (e.g., Pell)	653	36.6
Family contribution	574	32.2
Personal contribution/job	372	20.9
Off campus employment	303	17.0
On campus employment	292	16.4

**Table 14. How Student Respondents Were Paying for College**

Source of funding	<i>n</i>	%
Need-based scholarship (e.g., ASPIRE)	247	13.9
Credit card	146	8.2
GI Bill/Veterans benefits	48	2.7
Dependent tuition (e.g., family member works at UT Martin)	41	2.3
Resident assistant	25	1.4
Money from home country	14	0.8
Graduate/Research assistantship	14	0.8
Graduate fellowship	< 5	---
A method of payment not listed here	114	6.4

Note: Sum does not total 100% as a result of multiple response choices.

Forty-two percent ( $n = 742$ ) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 42% ( $n = 675$ ) of Undergraduate Student respondents, 78% ( $n = 67$ ) of Graduate/Professional Student respondents, 71% ( $n = 352$ ) of Low-Income Student respondents, 33% ( $n = 380$ ) of Not-Low-Income Student respondents, 64% ( $n = 218$ ) of First-Generation Student respondents, and 39% ( $n = 524$ ) of Not-First-Generation Student respondents were financially independent.

Twenty-eight percent ( $n = 512$ ) of Student respondents reported that they or their families had annual incomes of less than \$30,000. Eighteen percent ( $n = 323$ ) reported annual incomes from \$30,000 to \$49,999; 17% ( $n = 193089$ ) from \$50,000 to \$69,999; 16% ( $n = 287$ ) from \$70,000 to \$99,999; and 17% ( $n = 308$ ) reported an annual income of \$100,000 or more.<sup>37</sup> 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

---

<sup>37</sup>Refer to Table B23 in Appendix B for the combined Student respondent data.

providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

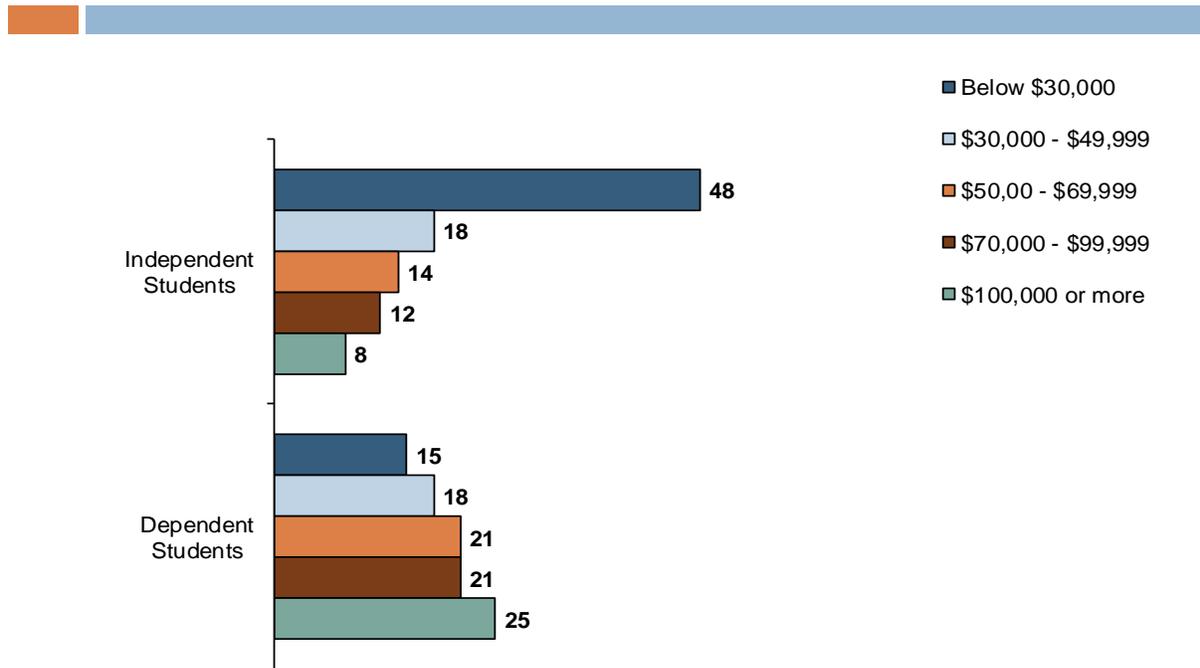


Figure 9. Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the undergraduate students completing the survey, 35% ( $n = 585$ ) lived in campus housing, 63% ( $n = 1,074$ ) lived in non-campus housing, and 1% ( $n = 13$ ) identified as having insecure housing (Table 15).

Table 15. Student Respondents' Residence

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>585</b>	<b>34.5</b>
Browning Hall	84	17.5
Cooper Hall	36	7.5
Ellington Hall	82	17.1
Grove Apartments	10	2.1
University Village Phase I	137	28.6

**Table 15. Student Respondents' Residence**

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
University Village Phase II	105	21.9
University Court Apartments	25	5.2
<b>Non-campus housing</b>	<b>1,074</b>	<b>63.4</b>
Non-University affiliated apartment/house	628	68.5
Living with family member/guardian	289	31.5
<b>Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>13</b>	<b>0.8</b>
<b>Missing</b>	<b>22</b>	<b>1.3</b>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students ( $n = 1,694$ ). Percentages for sub-categories are valid percentages and do not include missing responses.

Thirty percent ( $n = 508$ ) of Undergraduate Student respondents participated in academic organizations, 23% ( $n = 389$ ) participated in honors societies, and 23% ( $n = 383$ ) participated in social Greek organizations while at UT Martin (Table 16). One-quarter of respondents (25%,  $n = 430$ ) did not participate in any clubs or organization at UT Martin.

**Table 16. Student Respondents' Participation in Clubs/Organizations at UT Martin**

<b>Club/organization</b>	<b><i>n</i></b>	<b>%</b>
Academic Organizations	508	30.0
I do not participate in any clubs or organizations at UT Martin	430	25.4
Honors Society	389	23.0
Social Greek Organization	383	22.6
Departmental Club/Organization	214	12.6
Religious Organization	177	10.4
Agriculture and Applied Sciences Organizations	172	10.2
Sport Club	155	9.1
Humanities and Fine Arts Organizations	119	7.0
Education, Health and Behavioral Sciences Organizations	118	7.0

**Table 16. Student Respondents' Participation in Clubs/Organizations at UT Martin**

<b>Club/organization</b>	<b><i>n</i></b>	<b>%</b>
Business and Global Affairs Organizations	115	6.8
Professional and Service Greek Organization	93	5.5
Recreation club	88	5.2
Service Organization	74	4.4
Administrative Organizations	67	4.0
Special Interest Organization	60	3.5
Student Advisory Organization	55	3.2
Multicultural Organizations	51	3.0
Engineering and Natural Sciences Organizations	50	3.0
Residence Hall Organization	48	2.8
Nursing Organization	38	2.2
Discovery	0	0.0
A student organization not listed above	113	6.7

Note: Table reports only Undergraduate Student responses ( $n = 1,694$ ). Percentages may not sum to 100% as a result of multiple response choices.

Table 17 indicates that almost all of the Undergraduate Student respondents earned passing grades. Seventy percent ( $n = 1,182$ ) earned a 3.00 or higher cumulative grade point average (G.P.A.) and 27% ( $n = 449$ ) earned a 2.00 to .99 G.P.A.

**Table 17. Student Respondents' Cumulative G.P.A. at the End of Last Semester**

<b>G.P.A.</b>	<b><i>n</i></b>	<b>%</b>
3.75 – 4.00	347	20.5
3.50 – 3.74	284	16.8
3.25 – 3.49	256	15.1
3.00 – 3.24	295	17.4
2.75 - 2.99	207	12.2

**Table 17. Student Respondents' Cumulative G.P.A.  
at the End of Last Semester**

<b>G.P.A.</b>	<b><i>n</i></b>	<b>%</b>
2.50 – 2.74	123	7.3
2.25 – 2.49	73	4.3
2.00 – 2.24	46	2.7
1.99 and below	41	2.4
<u>Missing</u>	<u>22</u>	<u>1.3</u>

Note: Table reports only Undergraduate Student responses ( $n = 1,694$ ).

## Campus Climate Assessment Findings<sup>38</sup>

The following section reviews the major findings of this study.<sup>39</sup> The review explores the climate at UT Martin 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 UT Martin

The survey posed questions regarding respondents’ levels of comfort with UT Martin's campus climate. Table 18 illustrates that 92% ( $n = 1,627$ ) of the survey respondents were “very comfortable” or “comfortable” with the climate at UT Martin. Ninety-one percent ( $n = 1,615$ ) of respondents were “very comfortable” or “comfortable” with the climate in their academic departments. Eighty-nine percent ( $n = 1,590$ ) of respondents were “very comfortable” or “comfortable” with the climate in their classes.

**Table 18. Respondents’ Comfort With the Climate at UT Martin**

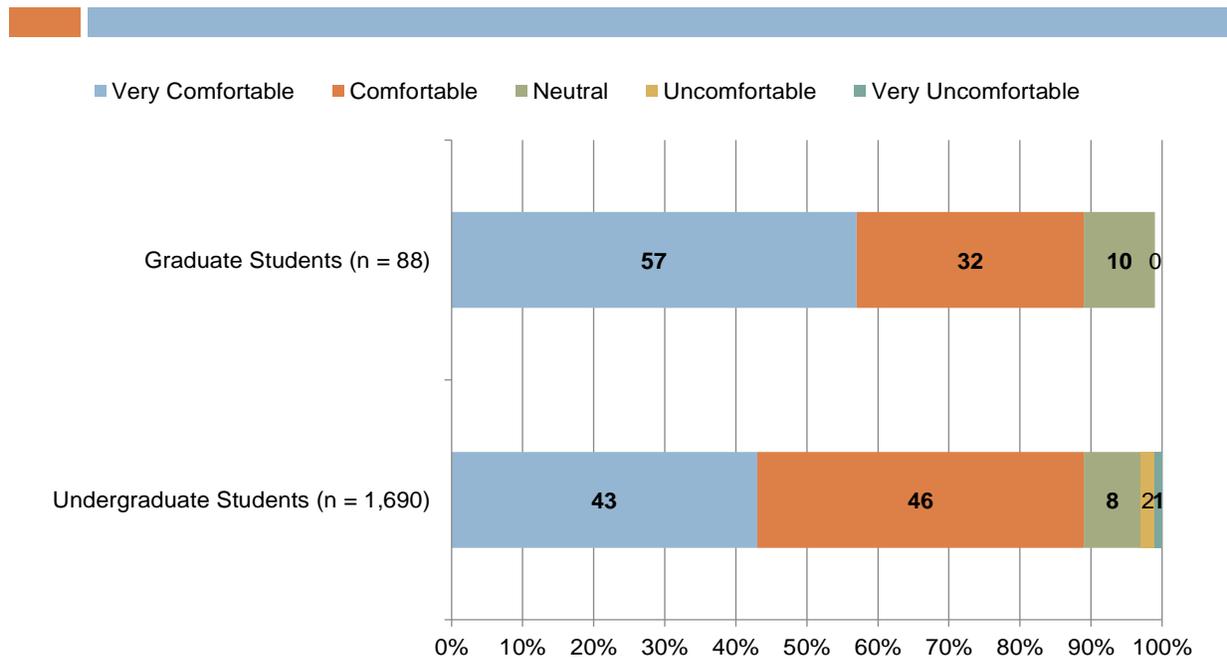
Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit		Comfort with climate in class	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	906	51.0	962	54.0	782	44.0
Comfortable	721	40.6	653	36.7	808	45.4
Neither comfortable nor uncomfortable	110	6.2	124	7.0	140	7.9
Uncomfortable	31	1.7	33	1.9	38	2.1
Very uncomfortable	7	0.4	9	0.5	10	0.6

<sup>38</sup>Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>39</sup>The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

When analyzed by student status, no significant differences emerged with respect to respondents' level of comfort with the overall climate or the climate in their academic departments at UT Martin. No significant differences were found between Undergraduate Student respondents who started at UT Martin their first year and those who transferred from another institution in relation to their level of comfort with the overall climate, the climate in their academic departments, or the climate in their classes at UT Martin.

Figure 10 illustrates that significant differences existed in how Undergraduate Student respondents and Graduate/Professional Student respondents perceived the classroom climate. A higher percentage of Graduate/Professional Student respondents (57%,  $n = 50$ ) than Undergraduate Student respondents (43%,  $n = 732$ ) were "very comfortable" with the climate in their classes, but a higher percentage of Undergraduate Student respondents (46%,  $n = 780$ ) than Graduate/Professional Student respondents (32%,  $n = 28$ ) were "comfortable" with the climate in their classes.<sup>i</sup>

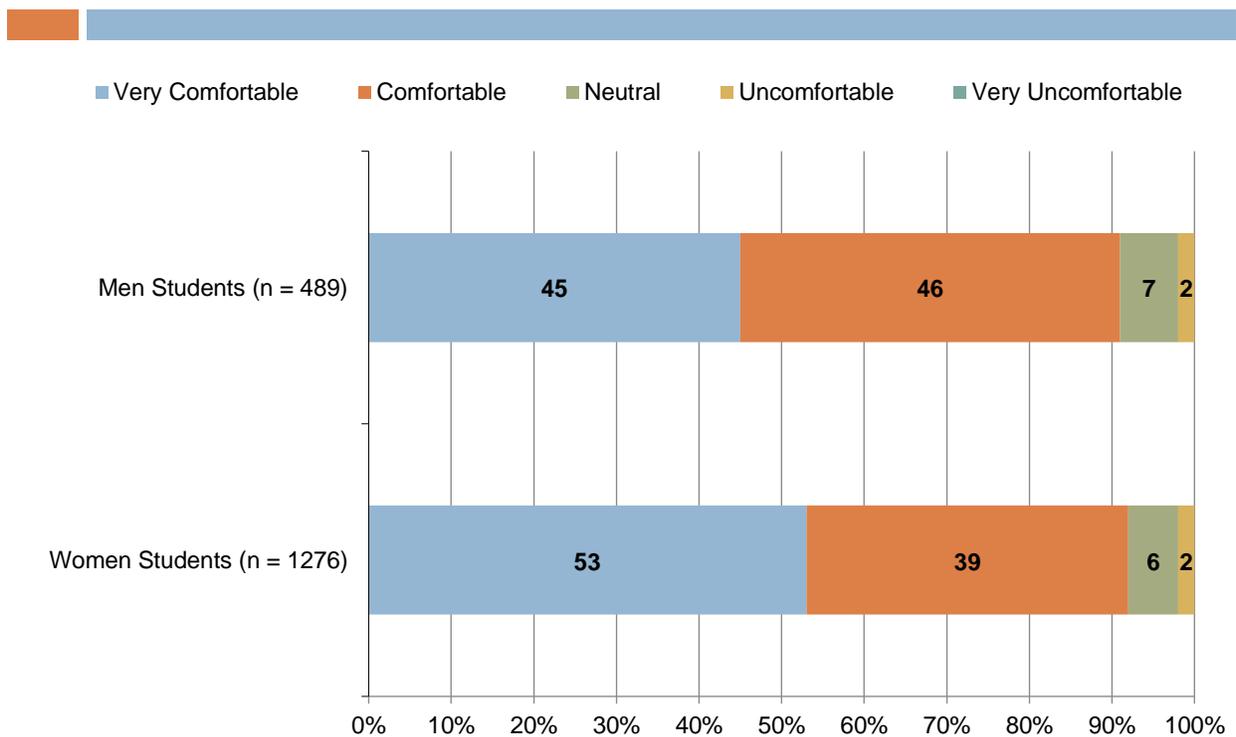


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 10. Student Respondents' Comfort With Classroom Climate by Student Status (%)

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their academic departments, or the climate in their classes differed based on various demographic characteristics.<sup>40</sup>

By gender identity,<sup>41</sup> 45% ( $n = 222$ ) of Men Student respondents compared with 53% ( $n = 680$ ) of Women Student respondents felt “very comfortable” with the overall climate at UT Martin, while 46% ( $n = 223$ ) of Men Student respondents compared with 39% ( $n = 495$ ) of Women Student respondents felt “comfortable” (Figure 11).<sup>ii</sup>



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

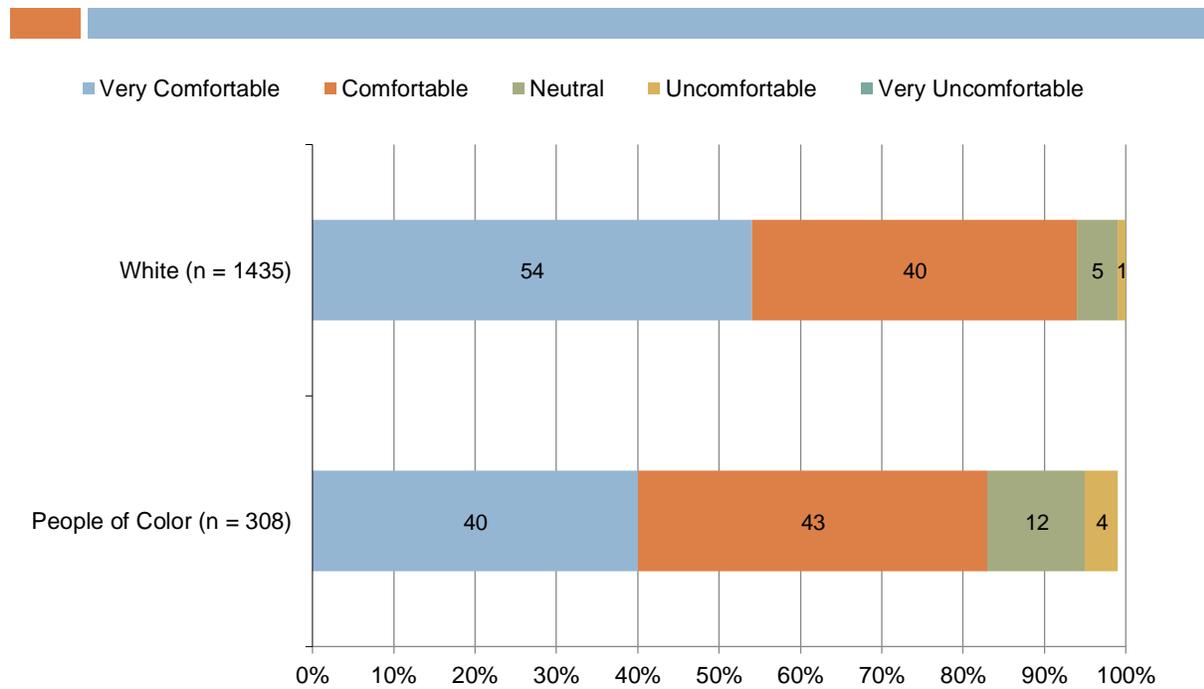
*Figure 11. Respondents’ Comfort With Overall Climate by Gender Identity (%)*

<sup>40</sup>Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

<sup>41</sup>Per the LCST, gender identity was recoded into the categories Men ( $n = 491$ ) and Women ( $n = 1,281$ ). Transspectrum respondents included those individuals who marked “transgender,” “gender non-binary,” “genderqueer,” or “a gender not listed here” only for the question, “What is your gender/gender identity (mark all that apply)?” To maintain the confidentiality of their responses due to the small number of respondents, Transspectrum respondents were not included in subsequent analyses.

No significant differences existed between Men and Women Student respondents' level of comfort with the climate in their academic departments or the climate in their classes.

By racial identity,<sup>42</sup> Respondents of Color (40%,  $n = 123$ ) were significantly less likely to be “very comfortable” with the overall climate at UT Martin than were White respondents (54%,  $n = 770$ )<sup>iii</sup> (Figure 12).

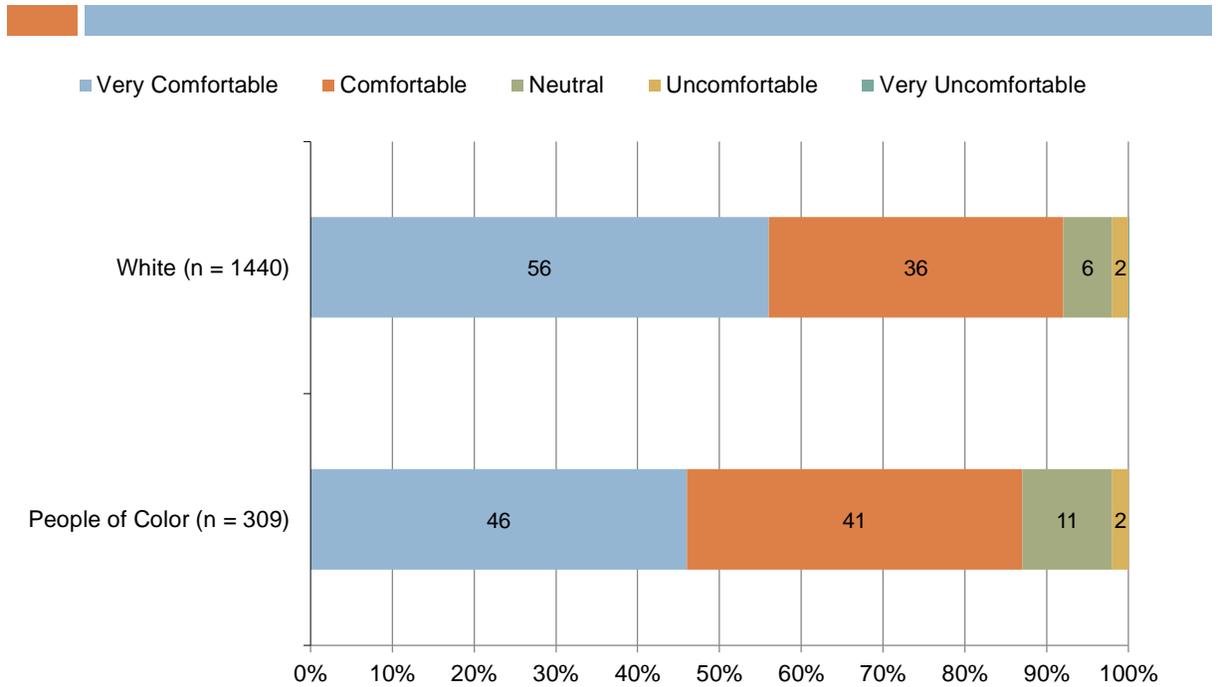


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 12. Respondents' Comfort With Overall Climate by Racial Identity (%)

<sup>42</sup>The LCST proposed five collapsed racial identity categories (White, People of Color, Black/African American, Hispanic/Latin@/Chican@, and Multiracial), where the Alaska Native, American Indian/Native, Asian/Asian American, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, and “a racial/ethnic/national identity not listed here” categories were collapsed into one People of Color category. To maintain the confidentiality of their responses, People of Color, Black/African American, Hispanic/Latin@/Chican@, and Multiracial respondents were combined into a single People of Color category.

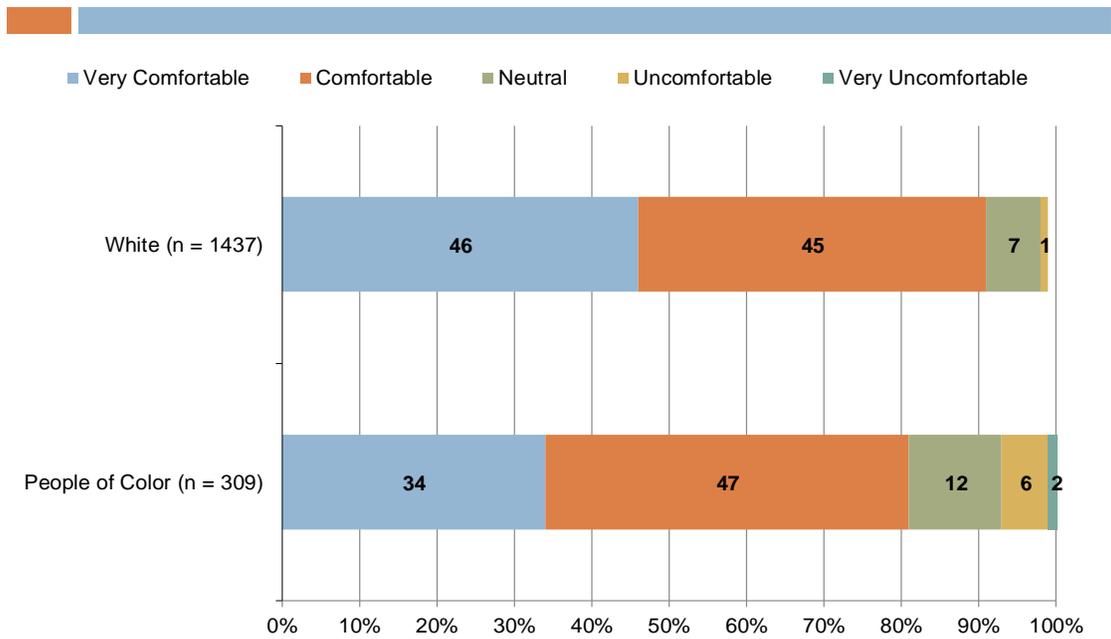
Respondents of Color (46%,  $n = 143$ ) were significantly less likely to be “very comfortable” with the climate in their academic departments than were White respondents (56%,  $n = 804$ )<sup>iv</sup> (Figure 13).



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

Figure 13. Respondents’ Comfort With Academic Department Climate by Racial Identity (%)

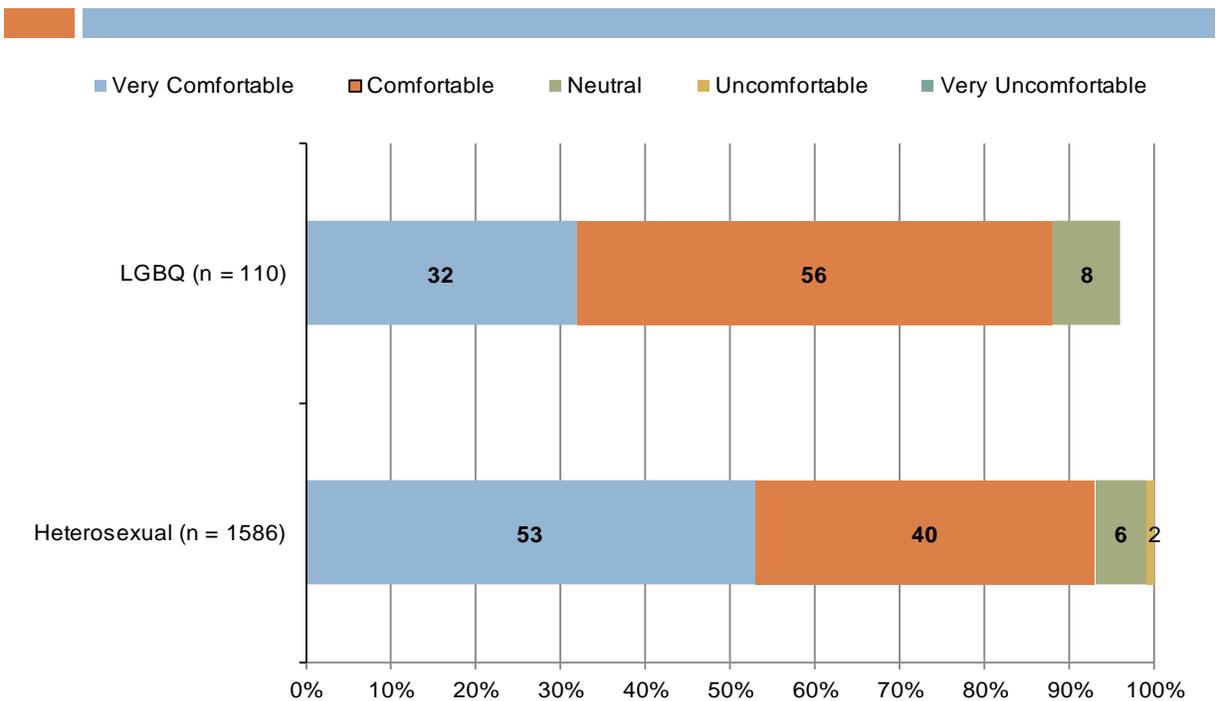
Figure 14 illustrates that White respondents (46%,  $n = 665$ ) were significantly more likely to be “very comfortable” with the climate in their classes than were Respondents of Color (34%,  $n = 105$ ).<sup>v</sup>



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

Figure 14. Respondents’ Comfort With Classroom Climate by Racial Identity (%)

Respondents' level of comfort with the overall climate varied based on sexual identity (Figure 15). A smaller proportion of LGBQ respondents (32%,  $n = 35$ ) felt "very comfortable" with the overall climate than Heterosexual respondents (53%,  $n = 836$ ), while a smaller percentage of Heterosexual respondents (40%,  $n = 628$ ) felt "comfortable" than LGBQ respondents (56%,  $n = 61$ ).<sup>vi</sup>

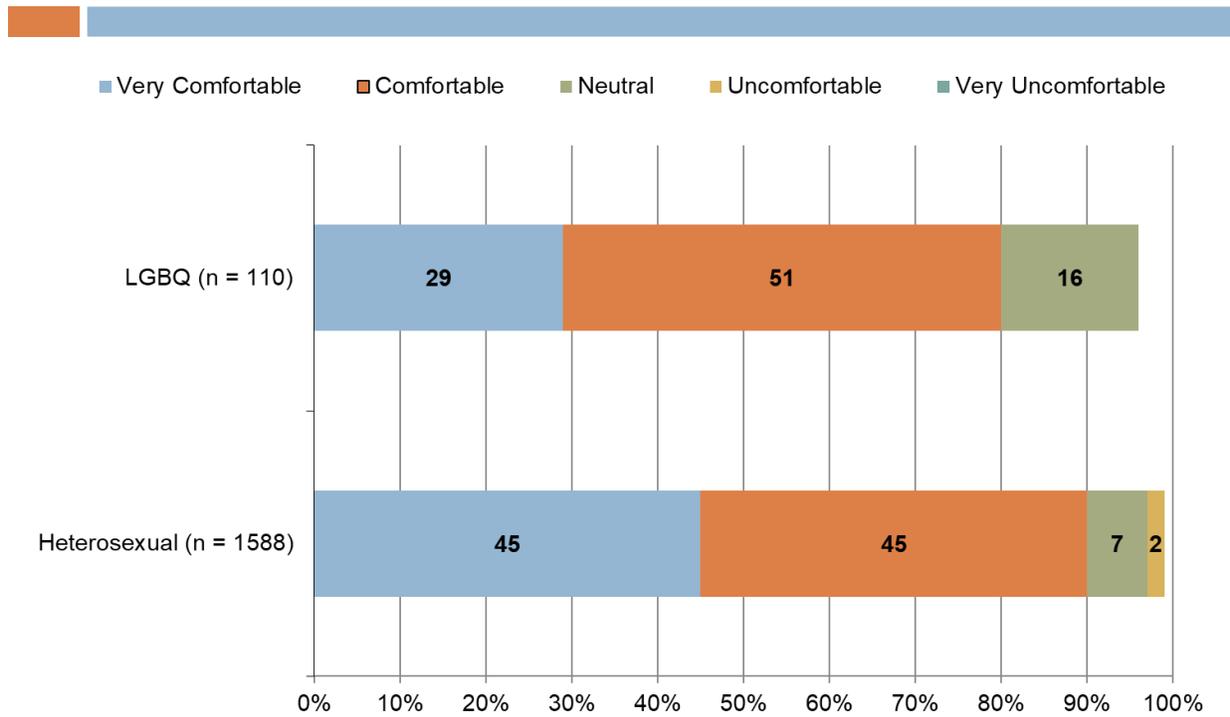


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 15. Respondents' Comfort With Overall Climate by Sexual Identity (%)

Respondents' level of comfort with the climate in their academic departments did not differ based on sexual identity.

Significant differences occurred in respondents' level of comfort with the classroom climate based on sexual identity (Figure 16). LGBQ respondents (29%,  $n = 32$ ) were less likely to feel "very comfortable" with the overall climate than were Heterosexual respondents (45%,  $n = 720$ ).<sup>vii</sup>

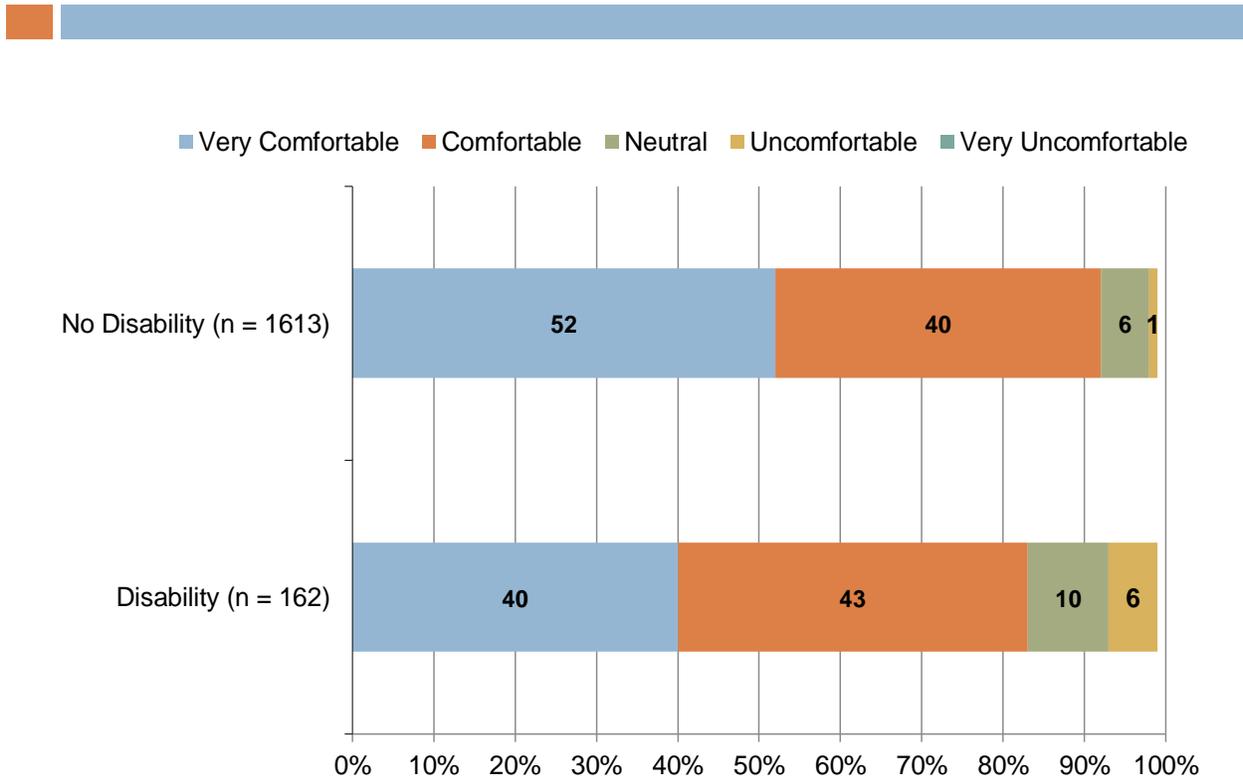


Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 16. Respondents' Comfort With Classroom Climate by Sexual Identity (%)*

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

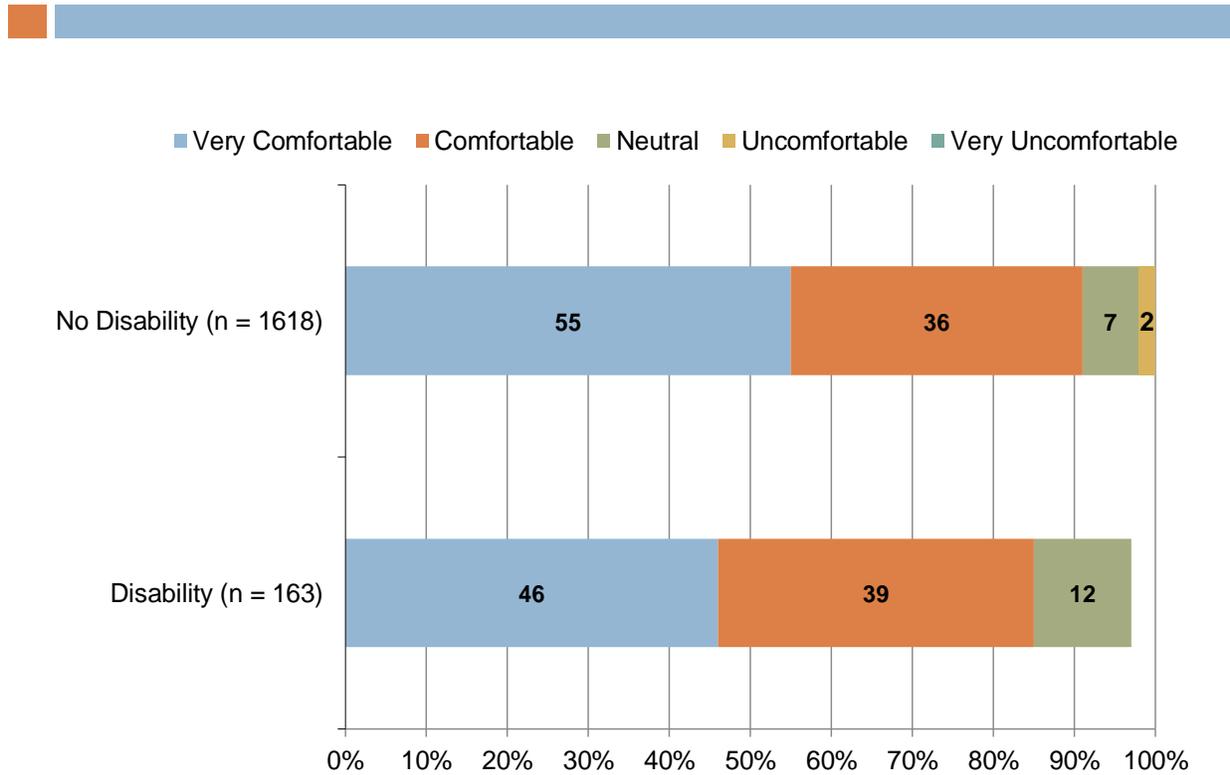
Figure 17 illustrates that Respondents with a Disability (40%,  $n = 65$ ) were significantly less likely to be “very comfortable” with the overall climate than were Respondents with No Disability (52%,  $n = 841$ ).<sup>viii</sup>



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

Figure 17. Respondents’ Comfort With Overall Climate by Disability Status (%)

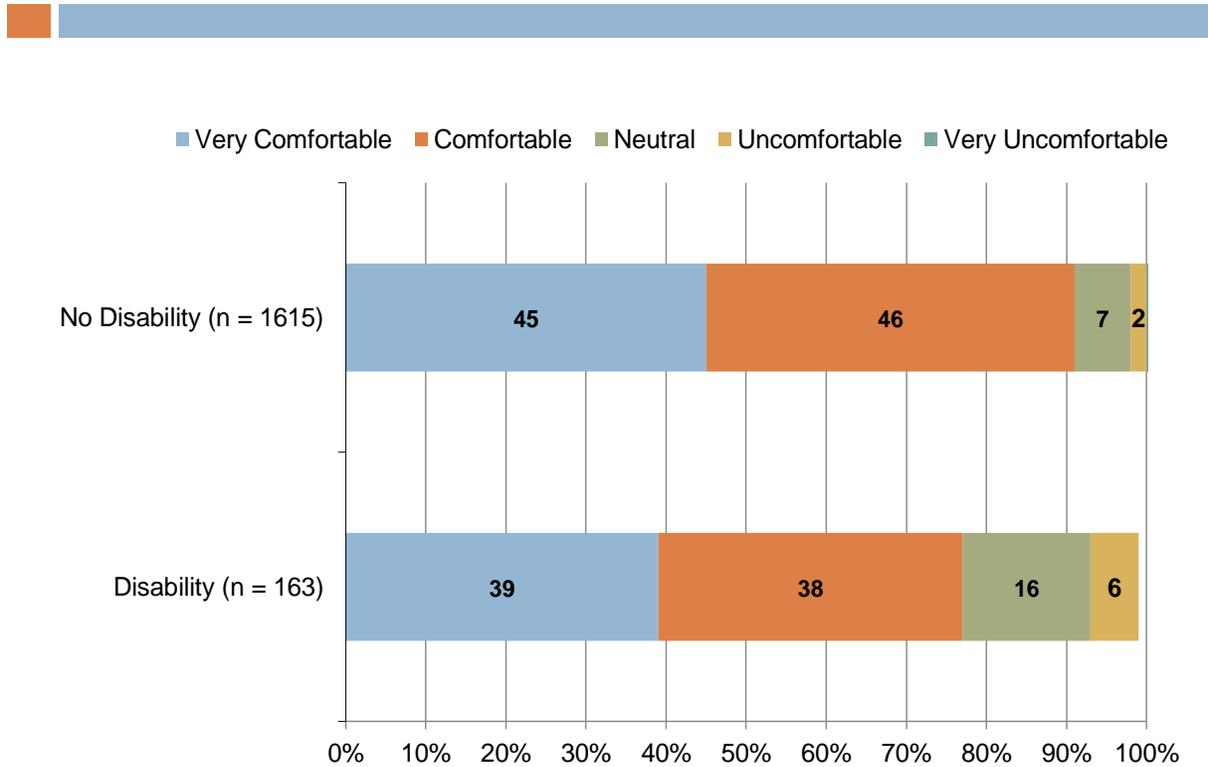
Respondents with a Disability (46%,  $n = 75$ ) were significantly less likely to be “very comfortable” with the overall climate in their academic departments than Respondents with No Disability (55%,  $n = 887$ ) (Figure 18).<sup>ix</sup>



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

Figure 18. Respondents' Comfort With Academic Department Climate by Disability Status (%)

Significant differences existed in respondents' level of comfort with the climate in their classes by disability status (Figure 19). Respondents with No Disability (46%,  $n = 746$ ) were more likely to be "comfortable" with the climate in their classes than were Respondents with a Disability (38%,  $n = 62$ ).<sup>x</sup>

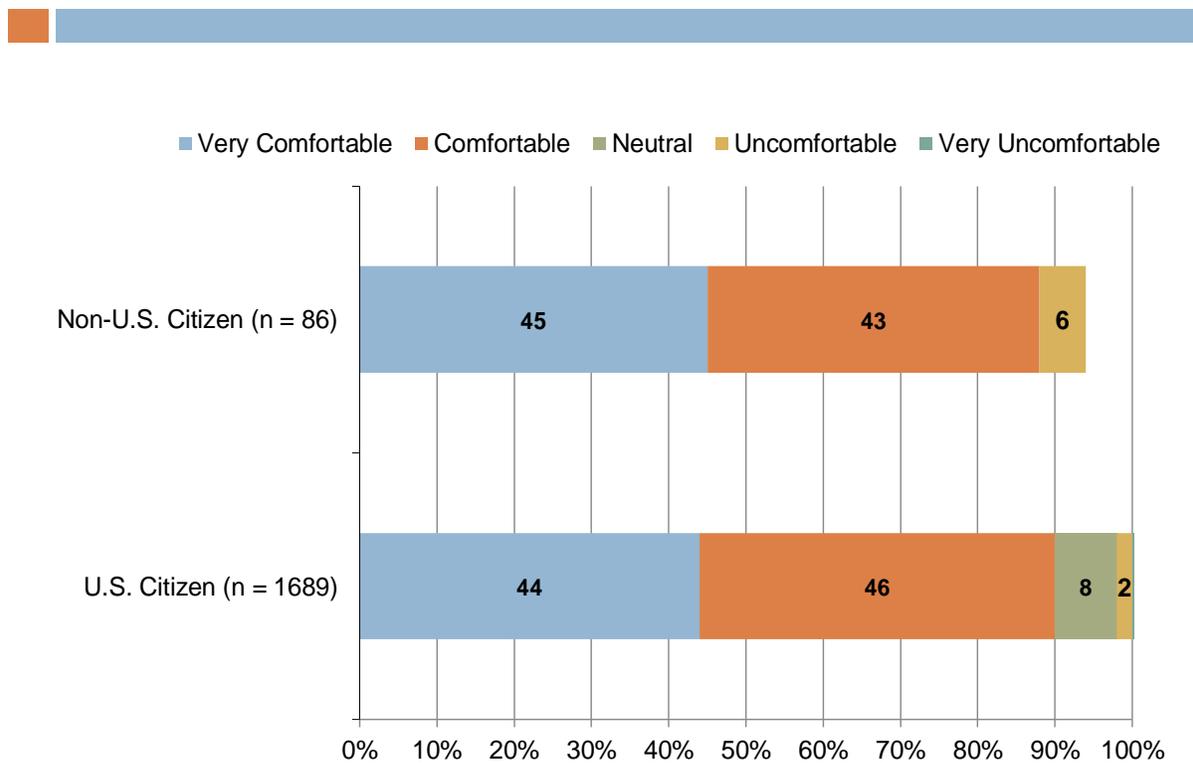


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 19. Respondents' Comfort With Classroom Climate by Disability Status (%)

No significant difference existed in respondents’ perception of the overall climate, academic department climate, or classroom climate by income status, first-generation status, or military status

With regard to citizenship and comfort with the classroom climate on campus, significant differences emerged (Figure 20). Non-U.S. Citizen respondents (6%,  $n = 5$ ) were significantly more likely to feel “uncomfortable” with the classroom climate than were U.S. Citizen respondents (2%,  $n = 33$ ).<sup>xi</sup> There were no differences in level of comfort with the overall or academic department climate.



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

Figure 20. Respondents’ Comfort With Classroom Climate by Citizenship Status (%)

<sup>i</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by student status:  $\chi^2(4, N = 1,778) = 10.423, p < .05$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity:  $\chi^2(4, N = 1,765) = 9.723, p < .05$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial/ethnic identity:  $\chi^2(4, N = 1,743) = 43.893, p < .001$ .

<sup>iv</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the academic department climate by racial/ethnic identity:  $\chi^2(4, N = 1,749) = 14.171, p < .01$ .

<sup>v</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by racial/ethnic identity:  $\chi^2(4, N = 1,746) = 49.555, p < .001$ .

<sup>vi</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity:  $\chi^2(4, N = 1,696) = 19.820, p < .01$ .

<sup>vii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by sexual identity:  $\chi^2(4, N = 1,698) = 24.056, p < .001$ .

<sup>viii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status:  $\chi^2(4, N = 1,775) = 31.419, p < .001$ .

<sup>ix</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the academic department climate by disability status:  $\chi^2(4, N = 1,781) = 9.985, p < .05$ .

<sup>x</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by disability status:  $\chi^2(4, N = 1,778) = 31.370, p < .001$ .

<sup>xi</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by citizenship status:  $\chi^2(4, N = 1,775) = 13.054, p < .05$ .

### Barriers at UT Martin 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 UT Martin within the past year. Tables 19 through 22 highlight where Respondents with One or More Disabilities experienced barriers at UT Martin.<sup>43</sup> With regard to campus facilities, 13% ( $n = 20$ ) of Respondents with Disabilities experienced barriers with classrooms and labs and 12% ( $n = 18$ ) experienced barriers with campus transportation/parking.

**Table 19. 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	9	5.8	101	64.7	46	29.5
Classroom buildings	14	9.0	109	69.9	33	21.2
Classrooms, labs (including computer labs)	20	13.0	100	64.9	34	22.1
College housing	14	9.2	91	59.9	47	30.9
Counseling, Health, Testing, & Disability Services	10	6.5	118	77.1	25	16.3
Dining facilities	12	7.8	103	66.9	39	25.3
Doors	8	5.2	114	74.0	32	20.8
Elevators/lifts	9	5.9	110	71.9	34	22.2
Emergency preparedness	9	5.9	111	73.0	32	21.1
Office furniture (e.g., chair, desk)	11	7.1	112	72.7	31	20.1
Campus transportation/parking	18	11.7	102	66.2	34	22.1
Other campus buildings	10	6.5	111	72.1	33	21.4
Podium	5	3.3	114	75.0	33	21.7
Restrooms	8	5.3	113	74.3	31	20.4
Signage	< 5	---	117	76.5	33	21.6
Studios/performing arts spaces	5	3.3	106	69.7	41	27.0
Temporary barriers due to construction or maintenance	9	5.9	110	71.9	34	22.2
Walkways, pedestrian paths, crosswalks	10	6.5	113	73.4	31	20.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability ( $n = 167$ ).

<sup>43</sup>See Appendix B, Table B96 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at UT Martin?”

Table 20 illustrates that, in terms of the technological or online environment, 8% ( $n = 12$ ) of Respondents with One or More Disabilities had difficulty with software.

**Table 20. Barriers in Technology/Online Environment Experienced by Respondents With Disabilities**

<b>Technology/online environment</b>	<b>Yes</b>		<b>No</b>		<b>Not applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	9	6.0	115	76.2	27	17.9
Clickers	< 5	---	111	73.5	36	23.8
Computer equipment (e.g., screens, mouse, keyboard)	9	5.9	112	73.7	31	20.4
Electronic forms	9	5.9	113	74.3	30	19.7
Electronic signage	6	4.0	115	76.2	30	19.9
Electronic surveys (including this one)	< 5	---	118	78.1	30	19.9
Kiosks	< 5	---	113	74.3	36	23.7
Library database	6	4.0	116	76.8	29	19.2
Blackboard	10	6.6	113	74.8	28	18.5
Phone/Phone equipment	9	5.9	112	73.7	31	20.4
Software (e.g., voice recognition/audiobooks)	12	7.9	112	73.7	28	18.4
Video /video audio description	8	5.3	113	74.3	31	20.4
Website	9	6.0	111	74.5	29	19.5

Note: Table reports responses from individuals who indicated on the survey that they had a disability ( $n = 167$ ).

Regarding identity issues, 7% ( $n = 11$ ) each of Respondents with One or More Disabilities had difficulty with electronic databases or learning technology, and 7% ( $n = 10$ ) of Respondents with One or More Disabilities had difficulty with an email account (Table 21).

**Table 21. Barriers in Identity Experienced by Respondents With Disabilities**

<b>Identity</b>	<b>Yes</b>		<b>No</b>		<b>Not applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., Banner)	11	7.3	112	74.7	27	18.0
Email account	10	6.7	112	75.2	27	18.1
Intake forms (e.g., Health Center)	9	6.0	112	74.7	29	19.3
Learning technology	11	7.4	111	74.5	27	18.1
Surveys	8	5.4	114	76.5	27	18.1

**Table 21. Barriers in Identity Experienced by Respondents With Disabilities**

<b>Identity</b>	<b>Yes</b>		<b>No</b>		<b>Not applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Video-closed captioning and text description	9	6.0	112	74.7	29	19.3

Note: Table reports responses from individuals who indicated on the survey that they had a disability ( $n = 167$ ).

In terms of instructional and campus materials, 15% ( $n = 23$ ) of Respondents with One or More Disabilities had difficulty with textbooks (Table 22).

**Table 22. Barriers in Instructional Campus Materials Experienced by Respondents With Disabilities**

<b>Instructional/campus materials</b>	<b>Yes</b>		<b>No</b>		<b>Not applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	9	5.9	113	74.3	30	19.7
Food menus	11	7.2	106	69.7	35	23.0
Forms	8	5.4	111	74.5	30	20.1
Journal articles	11	7.2	113	74.3	28	18.4
Library books	13	8.7	111	74.0	26	17.3
Other publications	12	7.9	113	74.3	27	17.8
Syllabi	13	8.6	114	75.5	24	15.9
Textbooks	23	15.2	105	69.5	23	15.2
Video-closed captioning and text description	9	6.0	112	74.7	29	19.3

Note: Table reports responses from individuals who indicated on the survey that they had a disability ( $n = 167$ ).

Three Graduate/Professional Student respondents provided additional information regarding accessibility at UT Martin; there was insufficient information to determine specific themes.

Fifteen Undergraduate Student respondents elaborated on their responses regarding accessibility. The one theme that emerged from the respondents' comments was services offered by Disability Services.

*Services offered by Disability Services.* Respondents offered comments about services that they would like to see offered by Disability Services. One respondent requested an online option for registering for testing times. The respondent specifically wrote, "I am registered with student

disability for severe anxiety and bipolar disorder. I am registered for extended time on tests and whatever else I may need. However, I am too anxious to physically go to student services and sign up for a time to take a test and therefore just take it in class. I think student services should provide an online sign up for taking tests when you are registered. Another student offered, “It would be nice if more of the information is in audio.” A third student described the difficulties they have experienced related to the temporary testing services space. The respondent wrote, “I have autism with severe anxiety. I also have sensitivity to distractions. It is difficult for me to excel in exams despite how hard I've studied. The testing room in disability services is much smaller (in temporary location due to building construction) and have started refusing taking exams in the testing room this semester. I am attempting to allow professors to proctor my exams.”

### **Barriers at UT Martin for Transgender Respondents**

One survey item asked Transgender respondents if they had experienced barriers in facilities and identity accuracy at UT Martin within the past year. In order to protect the confidentiality of the small number of respondents, the results of that question are not presented in this report.

In addition, there were no replies offered in response to the request that respondents who self-identify as transgender share more information regarding any barriers they have experienced at UT Martin within the past year.

### **Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct<sup>44</sup>**

Eight percent (n = 137) 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 UT Martin within the past year. Table 23 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 20% (n = 27) indicated that the conduct was based on their ethnicity and 18% (n = 24) noted that the conduct was based on their age. “Reasons not listed above” included responses such as “I am in an interracial relationship,” “origin of my name,” and “racist housing manager.”

**Table 23. Bases of Experienced Conduct**

<b>Basis of conduct</b>	<b><i>n</i></b>	<b>%</b>
Ethnicity	27	19.7
Age	24	17.5
Gender/gender identity	23	16.8
Major field of study	22	16.1
Political views	22	16.1
Mental Health/Psychological disability/condition	20	14.6
Racial identity	20	14.6
Academic Performance	16	11.7
Religious/spiritual views	16	11.7
Physical characteristics	13	9.5
Participation in an organization/team	12	8.8
Medical disability/condition	10	7.3
Learning disability/condition	9	6.6
Sexual identity	9	6.6
Philosophical views	8	5.8
Socioeconomic status	8	5.8
Physical disability/condition	6	4.4
English language proficiency/accent	5	3.6
Gender expression	< 5	---

---

<sup>44</sup>This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

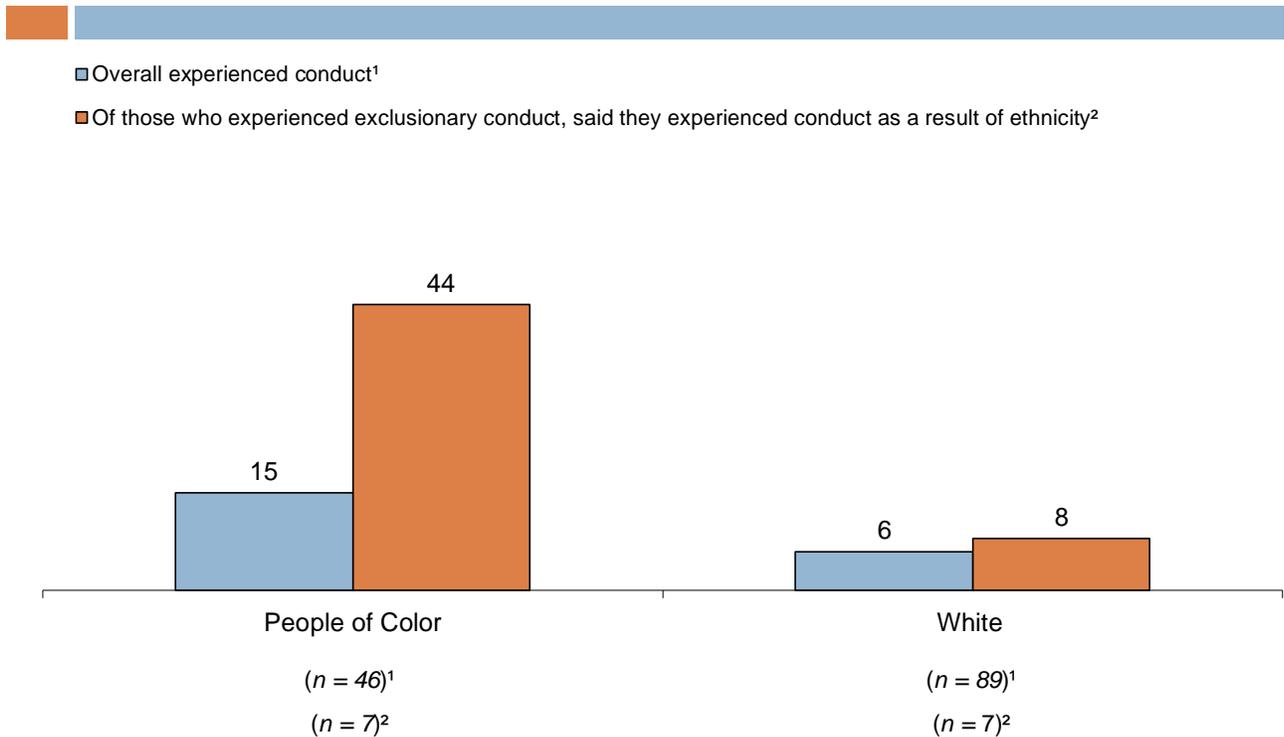
**Table 23. Bases of Experienced Conduct**

Basis of conduct	<i>n</i>	%
Marital status (e.g., single, married, partnered)	< 5	---
International status/national origin	< 5	---
Immigrant/citizen status	< 5	---
Military/veteran status	< 5	---
Parental status (e.g., having children)	< 5	---
Pregnancy	0	0.0
Don't know	26	19.0
A reason not listed above	21	15.3

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 137). Percentages do not sum to 100% as a result of multiple response choices.

The following figures depict the responses by selected characteristics (racial identity, age, gender identity) 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 UT Martin?”

In terms of racial identity, a significantly smaller proportion of White respondents (6%, *n* = 89) than Respondents of Color (15%, *n* = 46) believed that they had experienced this conduct<sup>xii</sup> (Figure 21). Of those respondents who noted that they believed that they had experienced this conduct, a larger percentage of Respondents of Color (44%, *n* = 20) than White respondents (8%, *n* = 7) thought that the conduct was based on their ethnicity.<sup>xiii</sup>



<sup>1</sup> Percentages are based on total *n* split by group.

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

*Figure 21. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)*

No significant differences existed based on age in the proportions of respondents who indicated on the survey that they had experienced this conduct, or who had experienced exclusionary, intimidating, offensive, and/or hostile conduct and indicated the conduct was based on their age. There were also no significant differences based on gender identity.

Table 24 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent (*n* = 59) of respondents felt ignored or excluded, 34% (*n* = 47) felt isolated or left out, 31% (*n* = 42) felt stared at, 28% (*n* = 38) experienced a hostile classroom environment, and 26% (*n* = 36) felt intimidated and bullied. Other forms of such conduct included “concerns about housing dismissed and favoritism given to others based on race,” “I became a topic in class because I looked like one of the ‘dumbass liberals against Trump.’ I wasn’t even talking,” “Watched a student of my race (white) get

berated in front of an audience because of his political stances/race,” “My team mates wont [sic] allow me to sit with them,” and “Snobby conduct from one professor and one office worker.”

**Table 24. 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	59	43.1
I was isolated or left out	47	34.3
I felt others staring at me	42	30.7
I experienced a hostile classroom environment	38	27.7
I was intimidated/bullied	36	26.3
I was the target of derogatory verbal remarks	28	20.4
The conduct made me fear that I would get a poor grade	27	19.7
I received derogatory phone calls/text messages/email	16	11.7
I was singled out as the spokesperson for my identity group	12	8.8
I received derogatory written comments	7	5.1
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group	7	5.1
I was the target of racial/ethnic profiling	7	5.1
I was the target of stalking	7	5.1
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	6	4.4
I received threats of physical violence	6	4.4
I was the target of workplace incivility	5	3.6
Someone assumed I was admitted/hired/promoted due to my identity group	5	3.6
The conduct threatened my physical safety	< 5	---
I was the target of physical violence	< 5	---
I was the target of graffiti/vandalism	< 5	---
An experience not listed above	20	14.6

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 137). Percentages do not sum to 100% as a result of multiple response choices.

Forty-one percent (*n* = 56) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/lab/clinical setting, 18% (*n* = 25) at a UT Martin event/program, and 18% (*n* = 25) in a

public space at UT Martin (Table 25). Respondents who marked “a location not listed above” reported the conduct happened in an on-line administrative environment, on an international travel study, and outside of school.

**Table 25. 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	56	40.9
At a UT Martin event/program	25	18.2
In other public spaces at UT Martin	25	18.2
In a campus residence hall/apartment	20	14.6
While walking on campus	18	13.1
Off-campus	15	10.9
In a staff office	13	9.5
In a meeting with a group of people	12	8.8
In a faculty office	11	8.0
In a UT Martin administrative office	10	7.3
In a UT Martin dining facility	9	6.6
In off-campus housing	9	6.6
On phone calls/text messages/e-mail	9	6.6
On social media (Facebook/Twitter/ Yik-Yak)	9	6.6
In the University Center/Student Center	8	5.8
While working at a UT Martin job	7	5.1
In a meeting with one other person	5	3.6
In an on-line learning environment	5	3.6
In a fraternity house	< 5	---
In a UT Martin library	< 5	---
In a sorority house	< 5	---
In athletic facilities	< 5	---
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	< 5	---
In Counseling Services	< 5	---
In the Health Center	< 5	---
In a religious center	0	0.0

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

<b>Location of conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
On a campus shuttle	0	0.0
A location not listed above	6	4.4

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 137$ ). Percentages do not sum to 100% as a result of multiple response choices.

Fifty-one percent ( $n = 70$ ) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct; 26% ( $n = 35$ ) identified faculty members or other instructional staff (Table 26). Sources of exclusionary, intimidating, offensive, and/or hostile conduct “not listed above” included various members of their house and other specific faculty, staff, and administrators.

**Table 26. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Source of conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
Student	70	51.1
Faculty member/other Instructional Staff	35	25.5
Friend	24	17.5
Staff member	20	14.8
Stranger	16	11.7
Academic/Scholarship/Fellowship Advisor	10	7.3
Department/Program/Division Chair	8	5.8
Student staff	7	5.1
Co-worker/colleague	6	4.4
Off campus community member	< 5	---
UT Martin Police/Security	< 5	---
On social media (e.g., Facebook, Twitter, Yik-Yak)	< 5	---
Supervisor or manager	< 5	---
Student organization	< 5	---
Alumnus/a	< 5	---
Athletic coach/trainer	0	0.0
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
Donor	0	0.0

Patient	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
Don't know source	7	5.1
A source not listed above	10	7.3

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 137$ ). Percentages do not sum to 100% as a result of multiple response choices.

There were no statistically significant differences in the perceived source of experienced exclusionary conduct by student status.

In response to this conduct, 62% ( $n = 85$ ) of respondents felt angry, 46% ( $n = 63$ ) felt embarrassed, and 26% ( $n = 36$ ) felt afraid (Table 27). Twenty-six percent ( $n = 36$ ) of respondents ignored it. Of respondents who indicated their experience was not listed, several added comments that indicated they felt “anxious,” “hopeless,” “hurt,” “depressed,” “left out,” and “sad.”

**Table 27. 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.	85	62.0
I felt embarrassed.	63	46.0
I was afraid.	36	26.3
I ignored it.	36	26.3
I felt somehow responsible.	17	12.4
A feeling not listed above	19	13.9

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 137$ ). Percentages do not sum to 100% as a result of multiple response choices.

Also, in response to experiencing the conduct, 41% ( $n = 56$ ) avoided the person/venue, 39% ( $n = 53$ ) told a friend, and 34% ( $n = 47$ ) told a family member (Table 28). Just over one-third of respondents (34%,  $n = 47$ ) did not do anything and 12% ( $n = 16$ ) didn't know who to go to. Of the 18% ( $n = 24$ ) of respondents who sought support from a UT Martin resource, 50% ( $n = 12$ ) sought support from a faculty member and 29% ( $n = 7$ ) from a senior administrator (e.g., chancellor, vice chancellor, dean, provost). Some “response not listed above” comments

included contacting or discussing the conduct with “Carey Counseling,” “the Director of Housing,” and “RA.”

**Table 28. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Actions in response to conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I avoided the person/venue	56	40.9
I told a friend	53	38.7
I did not do anything	47	34.3
I told a family member	47	34.3
I contacted a UT Martin resource	24	17.5
<i>Faculty member</i>	12	50.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	7	29.2
<i>Staff person (e.g., Residential Life staff, program director)</i>	5	20.8
<i>UT Martin Police Department</i>	< 5	---
<i>Supervisor</i>	< 5	---
<i>Student Health and Counseling Center</i>	< 5	---
<i>Women’s Center</i>	< 5	---
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	< 5	---
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I did not know who to go to	16	11.7
I confronted the person(s) at the time	14	10.2
I confronted the person(s) later	11	8.0
I sought information online	6	4.4
I contacted a local law enforcement official	5	3.6
I sought support from off-campus hot-line/advocacy services	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---
A response not listed above	18	13.1

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 137$ ). Percentages do not sum to 100% as a result of multiple response choices.

Table 29 illustrates that 83% ( $n = 113$ ) of respondents did not report the incident and that 14% ( $n = 19$ ) of respondents did report the incident. Of the respondents who reported the incident, fewer

than five were satisfied with the outcome and 32% ( $n = 6$ ) felt the incident did not receive an appropriate response.

**Table 29. Respondents’ Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	113	82.6
Yes, I reported it (e.g., bias incident report, UT Martin System Ethics and Compliance Hotline)	19	14.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>&lt; 5</i>	<i>---</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>6</i>	<i>31.6</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>6</i>	<i>31.6</i>

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 137$ ). Percentages do not sum to 100% as a result of multiple response choices.

Fifty-five undergraduate students elected to provide additional information regarding exclusionary, intimidating, offensive, and/or hostile conduct that they have personally experienced as a student at UT Martin within the last year. There were no comments offered by graduate/professional students. Two themes emerged from the undergraduate student responses: 1) barriers to reporting and 2) hostile or exclusionary verbal remarks based on an individual’s actual or perceived sexuality or nationality.

*Barriers to reporting.* In conveying information about any exclusionary, intimidating, offensive, and/or hostile conduct that they have experienced, many respondents chose to elaborate on the actual process for reporting said behaviors. Specifically, respondents wrote about a lack of reporting resources and the burdensome reporting process. For example, one respondent wrote, “During SOAR my freshman year, we had to do PSEPP training, so I was familiar with the program. I tried to go to the PSEPP office to talk to someone about the stalking, but then learned that we stopped offering this service.” Respondents also elaborated on their experiences when attempting to report hostile conduct. One respondent wrote, “I was bullied and harassed by this girl and ended up having to quit my on-campus job because of it. I also had to drop a class

because the stress was during midterms and I had to be in emergency counseling during the test... there was no conduct trial. I'm expected to stay away from her, even when I have a class in the place she works and is present even when not on duty. I fully expected a different outcome since this event is dramatically affecting my experience here, and there is no reason for it to be.” One respondent specifically wrote about her experience with reporting harassment to a RA. The respondent wrote, “Honestly, I'm just glad it's over. I had a bad experience with my roommate and her friends. they disliked me and bullied me because I wasn't like them and they made rude remarks and constantly tried to bring me down... the RA who was involved did not check on me to see if I was okay, ask me about my well-being, how I was doing or anything, and I have not spoken to him since. He literally did nothing to help me out and allowed three others to gang up on me and I was completely stunned, shocked, alone, and afraid.” Regarding the burdensome nature of the reporting process, one respondent wrote, “When a person has a legitimate concern and problem they shouldn't have to talk to different people and jump thru hoops to get the issue resolved. I understand the use of a chain of command. But I also know that because of UTMs structure that it seems more of a ploy to cover up incidents that occur from staff members. So most go unresolved or unreported because the victims have to constantly relive what happened and nothing gets done.”

Some respondents shared that they refrained from reporting the incident(s) because of the campus role of the perpetrator. One respondent wrote, “I did not report this because she holds our recommendation letters over my head.” Another respondent shared, “Over the course of a year there have many experiences that I have felt bullied and intimidated by this person. Due to the fact she is my advisor and professor, I have not been able to express my feelings. “

*Hostile or exclusionary verbal remarks based on an individual's actual or perceived sexuality or nationality.* Respondents also elaborated on their experiences as recipients of hostile or exclusionary verbal remarks based either on an individual's actual or perceived sexuality or nationality. Respondents specifically wrote, “The problem is there are some students on UTMs campus who discriminate and use hate speech... I have been called faggot and other names based on my sexuality” and “I was crossing the road returning to campus, and someone in a vehicle shouted gay slurs in response to my hair being a non-natural color.” In regards to hostile verbal remarks related to nationality, a respondent offered, “I was asked if my family and I were

U.S. citizens by my professor. He replied that, if not, he wouldn't be seeing me again because of the new president's actions. I felt very embarrassed at the situation.”

---

<sup>xii</sup>A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by ethnicity/racial identity:  $\chi^2(1, N = 1,748) = 27.287, p < .001$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity by ethnicity/racial identity:  $\chi^2(1, N = 135) = 24.039, p < .001$ .

## 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. Ten percent ( $n = 179$ ) 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 UT Martin<sup>45</sup> within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (37%,  $n = 66$ ), racial identity (25%,  $n = 44$ ) and political views (24%,  $n = 42$ ). Thirteen percent ( $n = 23$ ) of respondents indicated that they did not know the basis (Table 30).

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

<b>Characteristic</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Ethnicity	66	36.9
Racial identity	44	24.6
Political views	42	23.5
Gender/gender identity	26	14.5
Religious/spiritual views	26	14.5
Immigrant/citizen status	24	13.4
Sexual identity	23	12.8
Physical characteristics	22	12.3
International status/national origin	21	11.7
Gender expression	20	11.2
Academic Performance	19	10.6
English language proficiency/accent	19	10.6
Learning disability/condition	14	7.8
Mental Health/Psychological disability/condition	14	7.8
Age	12	6.7
Major field of study	11	6.1
Medical disability/condition	8	4.5

---

<sup>45</sup>This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UT Martin?”

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

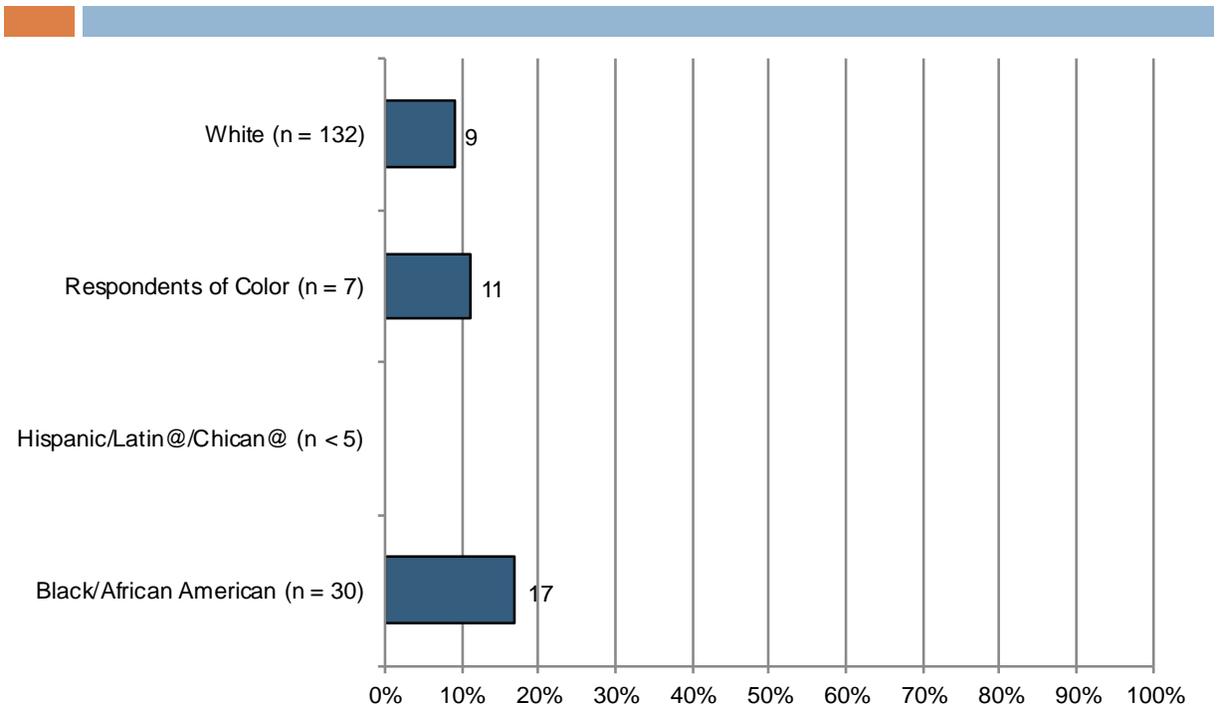
<b>Characteristic</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Participation in an organization/team	8	4.5
Socioeconomic status	8	4.5
Physical disability/condition	6	3.4
Pregnancy	6	3.4
Philosophical views	5	2.8
Marital status (e.g., single, married, partnered)	< 5	---
Military/veteran status	< 5	---
Parental status (e.g., having children)	< 5	---
Don't know	23	12.8
A reason not listed above	8	4.5

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Figures 22, 23, and 24 separate by demographic categories (i.e., racial identity, sexual identity, military status, disability status, employment location, and housing location) 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 student status, gender identity, citizenship status, first-generation status, religious/spiritual identity, or Student respondents' income status.

In terms of racial identity at UT Martin, significantly higher percentages of Black/African American Student respondents (17%,  $n = 30$ ) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did White Student respondents (9%,  $n = 132$ ) (Figure 22).<sup>xiv</sup> Hispanic/Latin@/Chican@ Student respondents and other Student Respondents of Color were not statistically different from the other categories.

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



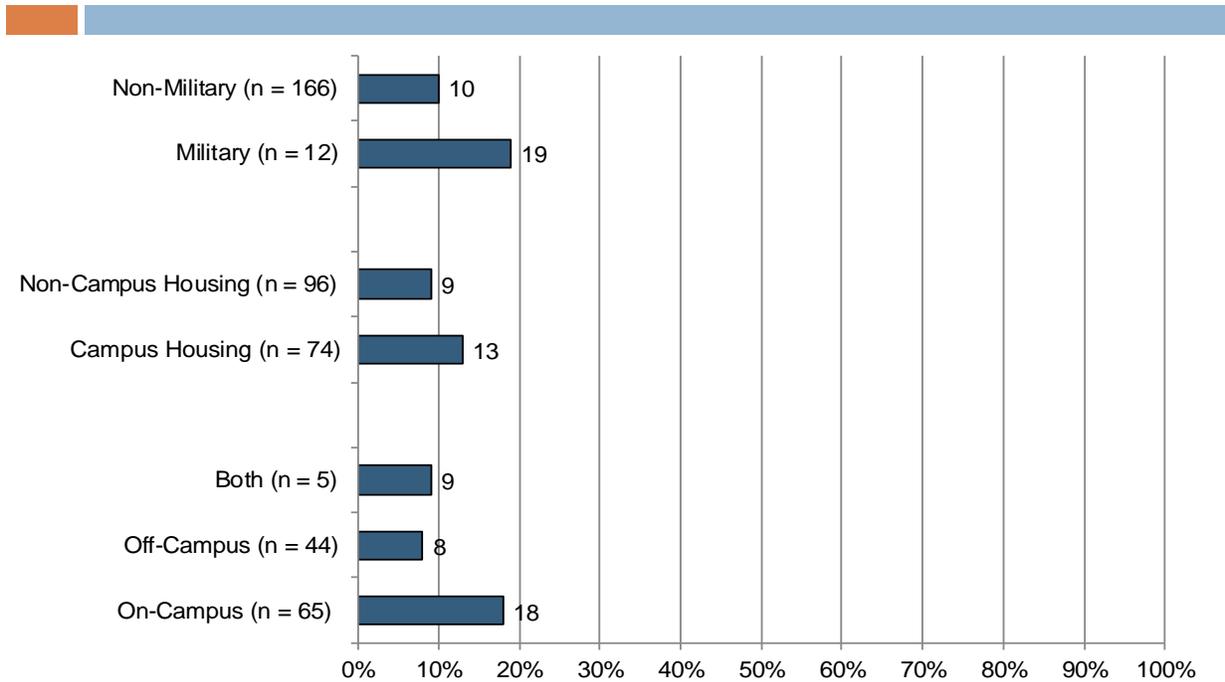
Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 22. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity (%)*

A significantly higher percentage of Military Service Student respondents (19%,  $n = 12$ ) than Non-Military Service Student respondents (10%,  $n = 166$ ) observed such conduct<sup>xv</sup> (Figure 23).

In terms of employment location, higher percentages of On-Campus Undergraduate Student respondents (18%,  $n = 65$ ) than Off-Campus Undergraduate Student respondents (8%,  $n = 44$ ) witnessed exclusionary, intimidating, offensive, and/or hostile conduct; the proportion of Undergraduate Student respondents who worked both on- and off-campus (9%,  $n = 5$ ) did not significantly differ from the other two groups.<sup>xvi</sup>

In addition, larger proportions of Undergraduate Student respondents who lived in campus housing (13%,  $n = 74$ ) observed such conduct than Undergraduate Student respondents who lived in non-campus housing (9%,  $n = 96$ ).<sup>xvii</sup>



*Figure 23. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Military Status, Undergraduate Student Respondents' Employment location, and Undergraduate Student Respondents' Housing location (%)*

Higher percentages of Respondents with Multiple Disabilities (30%,  $n = 14$ ) and Respondents with a Single Disability (17%,  $n = 20$ ) than Respondents with No Disability (9%,  $n = 144$ ) indicated that they had observed such conduct (Figure 24).<sup>xviii</sup>

A higher percentage of LGBQ respondents (17%,  $n = 19$ ) indicated on the survey that they observed such conduct than did Heterosexual respondents (9%,  $n = 148$ ).<sup>xix</sup>

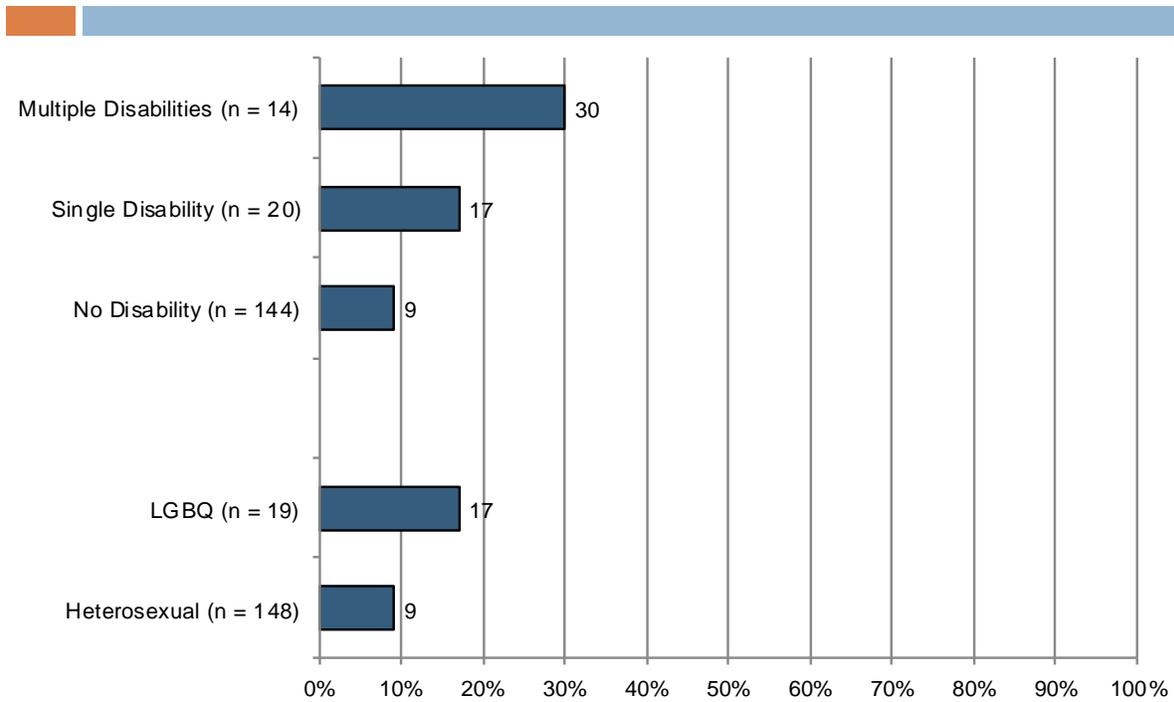


Figure 24. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Sexual Identity (%)

Table 31 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (55%,  $n = 99$ ), being deliberately ignored or excluded (34%,  $n = 60$ ), or being isolated or left out (29%,  $n = 52$ ).

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

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	99	55.3
Person ignored or excluded	60	33.5
Person isolated or left out	52	29.1
Person intimidated/bullied	46	25.7
Racial/ethnic profiling	43	24.0
Person being stared at	38	21.2
Person experiences a hostile classroom environment	33	18.4

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

<b>Form of conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Derogatory written comments	19	10.6
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	12	6.7
Derogatory phone calls/text messages/e-mail	9	5.0
Graffiti/vandalism	8	4.5
Singled out as the spokesperson for their identity group	7	3.9
Threats of physical violence	7	3.9
Assumption that someone was admitted/hired/promoted based on his/her identity	6	3.4
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	3.4
Derogatory phone calls	5	2.8
Person received a low or unfair performance evaluation	< 5	---
Person received a poor grade	< 5	---
Person experienced a hostile work environment	< 5	---
Person was the target of workplace incivility	< 5	---
Physical violence	< 5	---
Person was unfairly evaluated in the promotion and tenure process	< 5	---
Person was stalked	0	0.0
Something not listed above	8	4.5

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Additionally, 30% ( $n = 54$ ) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/lab/clinical setting and 29% ( $n = 52$ ) in another public space at UT Martin (Table 32). Some respondents noted that the incidents occurred while walking on campus (17%,  $n = 30$ ) or on social media (11%,  $n = 19$ ).

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

<b>Location of conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
In a class/lab/clinical setting	54	30.2
In other public spaces at UT Martin	52	29.1
While walking on campus	30	16.8

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

<b>Location of conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
On social media (Facebook/Twitter/ Yik-Yak)	19	10.6
Off-campus	13	7.3
At a UT Martin event/program	11	6.1
In the University Center/Student Center	10	5.6
In a fraternity house	9	5.0
In a campus residence hall/apartment	8	4.5
In a staff office	7	3.9
In a UT Martin dining facility	7	3.9
In a meeting with a group of people	6	3.4
In off-campus housing	< 5	---
On phone calls/text messages/e-mail	< 5	---
In a faculty office	< 5	---
In a UT Martin library	< 5	---
In athletic facilities	< 5	---
In an on-line learning environment	< 5	---
In a sorority house	< 5	---
In a UT Martin administrative office	< 5	---
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	< 5	---
While working at a UT Martin job	< 5	---
In a religious center	0	0.0
In a meeting with one other person	0	0.0
In Counseling Services	0	0.0
In the Health Center	0	0.0
On a campus shuttle	0	0.0
At a venue not listed above	11	6.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Seventy-five percent ( $n = 134$ ) 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 and 22% ( $n = 39$ ) indicated that the targets were friends (Table 33).

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

<b>Target</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Student	134	74.9
Friend	39	21.8
Stranger	26	14.5
Student Organization	7	3.9
Faculty member/Other Instructional Staff	6	3.4
Staff member	6	3.4
Student staff	< 5	---
Co-worker/colleague	< 5	---
UT Martin Police/Security	< 5	---
Off campus community member	< 5	---
Academic/Scholarship/Fellowship Advisor	< 5	---
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	< 5	---
Department/Program/Division Chair	< 5	---
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Patient	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
Don't know target	15	8.4
A target not listed above	7	3.9

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 60% ( $n = 108$ ) noted that students were the sources of the conduct (Table 34). Respondents identified additional sources as strangers (16%,  $n = 29$ ) and faculty members or other instructional staff (15%,  $n = 26$ ).

**Table 34. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Source</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Student	108	60.3
Stranger	29	16.2
Faculty member/Other Instructional Staff	26	14.5
Staff member	13	7.3
On social media (e.g., Facebook, Twitter, Yik-Yak)	11	6.1
Student Organization	9	5.0
Academic/Scholarship/Fellowship Advisor	7	3.9
Friend	6	3.4
Student staff	6	3.4
Co-worker/colleague	< 5	---
Off campus community member	< 5	---
Department/Program/Division Chair	< 5	---
Supervisor or manager	< 5	---
Athletic coach/trainer	< 5	---
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	< 5	---
UT Martin Police/Security	< 5	---
Alumnus/a	0	0.0
Direct Report (e.g., person who reports to me)	0	0.0
Donor	0	0.0
Patient	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
Don't know source	14	7.8
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* = 179). Percentages do not sum to 100% as a result of multiple response choices.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 34% ( $n = 61$ ) did not do anything, 22% ( $n = 40$ ) told a friend, and 18% ( $n = 32$ ) of respondents did not know to whom to go (Table 35). Of the respondents (7%,  $n = 13$ ) who contacted a UT Martin resource, 62% ( $n = 8$ ) sought support from a faculty member. Less than five sought support from a staff person or from a senior administrator.

**Table 35. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Actions in response to observed conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
I did not do anything	61	34.1
I told a friend	40	22.3
I did not know who to go to	32	17.9
I confronted the person(s) at the time	28	15.6
I avoided the person/venue	20	11.2
I told a family member	17	9.5
I contacted a UT Martin resource.	13	7.3
<i>Faculty member</i>	8	61.5
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Supervisor</i>	< 5	---
<i>UT Martin Police Department</i>	0	0.0
<i>Student Health and Counseling Center</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
I confronted the person(s) later	11	6.1
I contacted a local law enforcement official	< 5	---
I sought information online	< 5	---
I sought support from off-campus hot-line/advocacy services	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	22	12.3

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Table 36 illustrates that 93% ( $n = 160$ ) of respondents did not report the incident and that 8% ( $n = 13$ ) of respondents did report the incident. Of the respondents who reported the incident, 39% ( $n = 5$ ) felt that the incident did not receive an appropriate response.

**Table 36. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Reporting the observed conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
No, I didn’t report it.	160	92.5
Yes, I reported it.	13	7.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>&lt; 5</i>	<i>---</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>&lt; 5</i>	<i>---</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	5	38.5

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ( $n = 179$ ). Percentages do not sum to 100% as a result of multiple response choices.

Forty-four Undergraduate Student 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 (no analysis was done regarding Graduate/Professional Student respondents’ observations of conduct because there were an insufficient number of replies). The Undergraduate Student respondents reported observations of hostile or intimidating comments or behaviors directed towards international students or towards Muslim individuals.

*Hostile or intimidating comments or behaviors directed towards international students or towards Muslim individuals.* Regarding hostile comments or actions directed towards international students, respondents wrote, “A student said he would build a wall around all the International students here and I felt that was out of line and straight up disrespectful” and “I just heard someone say something racist about a Saudi Arabian student. I didn't know either party, but I overheard the conversation.” Another respondent shared, “I was told by a stranger that she

avoids going through the back entrance of Gooch because she was intimidated/scared of the foreign students.” One respondent explained that she witnessed “a girl walked by a boy on his phone and she yelled, ‘Speak in English!’”

Multiple respondents described exclusionary or hostile behavior that was specifically directed towards Muslim students and/or individuals. Specifically, a respondent wrote, “The Muslim students are often bullied and cast out while on campus.” Another respondent shared, “The student did not want the incident reported, so I’ll go as far as to say a few guys saw her walking to class while wearing her hijab and were making fun of her ‘towel.’” Commenting on conduct that they have observed from dormitory staff, one respondent wrote, “There are a LOT of racist, homophobic, transphobic, elitist who work for the cleaning crew in the dorms. Some of them have made threatening comments regarding Muslim students and black students as well. When reported, I was told to ‘just ignore it because they’re old.’”

---

<sup>xiv</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity:  $\chi^2(4, N = 1,745) = 9.843, p < .05$ .

<sup>xv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by military status:  $\chi^2(1, N = 1,770) = 6.141, p < .05$ .

<sup>xvi</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by employment location:  $\chi^2(2, N = 965) = 19.793, p < .001$ .

<sup>xvii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by housing location:  $\chi^2(2, N = 1,653) = 5.839, p < .05$ .

<sup>xviii</sup>A 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:  $\chi^2(2, N = 1,770) = 28.982, p < .001$ .

<sup>xix</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity:  $\chi^2(1, N = 1,698) = 7.579, p < .01$ .

## Unwanted Sexual Experiences

Six percent ( $n = 105$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,<sup>46</sup> with 2% ( $n = 26$ ) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ( $n = 38$ ) experiencing stalking (e.g., following me, on social media, texting, phone calls), 3% ( $n = 48$ ) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 2% ( $n = 30$ ) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, gang rape), and <1% ( $n = 8$ ) experiencing sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) while a member of the UT Martin community.

### Relationship Violence

The data were analyzed to determine if significant differences in the proportion of respondents who indicated they had experienced relationship violence existed based on student status, transfer status, gender identity, racial identity, sexual identity, citizenship status, religious/spiritual identity, income status, first-generation status, military status, disability status, employment location, and housing location. No significant differences were found in the percentages of respondents who indicated on the survey that they had experienced relationship violence while at UT Martin.

Student respondents<sup>47</sup> were asked if alcohol and/or drugs were involved in the relationship violence, and 23% ( $n = 6$ ) indicated “yes.”

Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened during the fall or spring semesters. Of Undergraduate Student respondents who indicated that they experienced relationship violence, 39% ( $n = 10$ ) noted that it occurred

---

<sup>46</sup>The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy or gang rape.”

<sup>47</sup>Unless noted, analysis of Undergraduate and Graduate Student responses in this section were combined because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

within their first year, 50% ( $n = 13$ ) noted that it occurred in their second year, 27% ( $n = 10$ ) noted that it occurred in their third year, and fewer than five Undergraduate Student respondents noted that it occurred during their fourth year (Table 37).

**Table 37. Year in Which Student Respondents Experienced Relationship Violence**

<u>Year experience occurred</u>	<u><i>n</i></u>	<u>%</u>
During my time as a graduate/professional student at UT Martin	< 5	---
Undergraduate first year	10	38.5
<i>Fall semester</i>	6	60.0
<i>Spring semester</i>	8	80.0
<i>Summer semester</i>	< 5	---
Undergraduate second year	13	50.0
<i>Fall semester</i>	8	61.5
<i>Spring semester</i>	10	76.9
<i>Summer semester</i>	< 5	---
Undergraduate third year	7	26.9
<i>Fall semester</i>	5	71.4
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
<u>After fourth year as undergraduate</u>	<u>0</u>	<u>0.0</u>

Note: Table reports responses from students who indicated on the survey that they experienced relationship violence ( $n = 26$ ). Percentages do not sum to 100% as a result of multiple response choices.

Eighty-five percent ( $n = 22$ ) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified UT Martin students (23%,  $n = 6$ ) as another source.

Asked where the relationship violence incidents occurred, 42% ( $n = 11$ ) of respondents indicated that they occurred on campus and 81% ( $n = 21$ ) indicated they occurred off campus. Respondents who experienced relationship violence off campus indicated that the incidents occurred in places such as “home,” their partner’s residence, “on vacation,” or “hometown, phone, social media.”

Respondents who experienced relationship violence on campus commented that the instances happened in “my dorm room,” and “anywhere we both were.”

Asked how they felt in response to experiencing relationship violence, 65% ( $n = 17$ ) felt angry, 46% ( $n = 12$ ) felt somehow responsible, 46% ( $n = 12$ ) felt afraid, and 31% ( $n = 8$ ) felt embarrassed. Twenty-three percent ( $n = 6$ ) ignored it (Table 38).

**Table 38. Emotional Reaction to Relationship Violence**

<b>Emotional reaction</b>	<b><i>n</i></b>	<b>%</b>
I felt angry.	17	65.4
I felt somehow responsible.	12	46.2
I felt afraid.	12	46.2
I felt embarrassed.	8	30.8
I ignored it.	6	23.1
A feeling not listed above	5	19.2

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ( $n = 26$ ).

In response to experiencing relationship violence, fewer than five respondents contacted a UT Martin resource (Table 39). Most respondents told a friend (62%,  $n = 16$ ) or avoided the person/venue.

**Table 39. Actions in Response to Relationship Violence**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I told a friend	16	61.5
I avoided the person/venue.	9	34.6
I did not do anything.	7	26.9
I confronted the person(s) at the time.	7	26.9
I confronted the person(s) later.	7	26.9
I told a family member	7	26.9
I didn't know who to go to.	< 5	---
I sought information online.	< 5	---
I contacted a local law enforcement official.	< 5	---
I contacted a UT Martin resource.	< 5	---
<i>Student Health and Counseling Center</i>	< 5	---

**Table 39. Actions in Response to Relationship Violence**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>UT Martin Police Department</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
<i>Supervisor</i>	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
<b>A response not listed above</b>	<b>5</b>	<b>19.2</b>

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ( $n = 26$ ).

Ninety-six percent ( $n = 25$ ) of respondents did not report the relationship violence while less than five reported the incident (Table 40).

**Table 40. Respondents' Reporting Relationship Violence**

<b>Reporting the relationship violence</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
No, I didn't report it.	25	96.2
Yes, I reported the incident.	< 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>	0	0.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	0	0.0

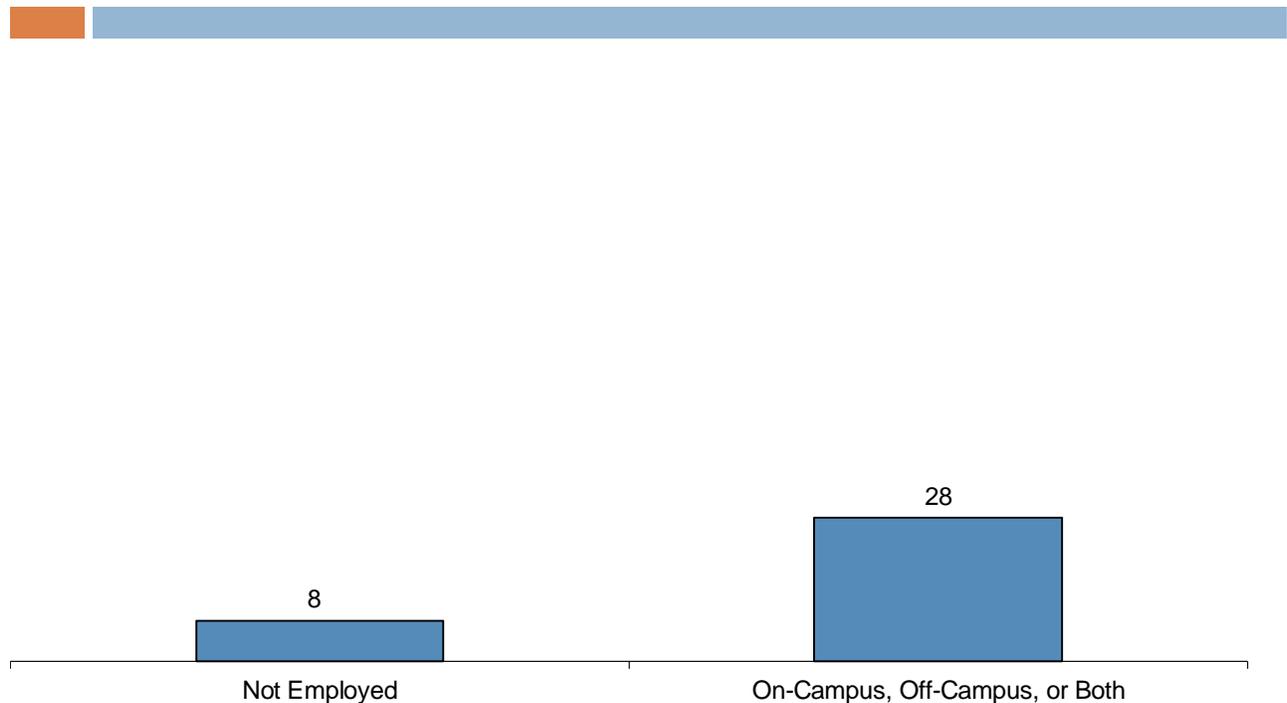
Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ( $n = 39$ ). Percentages may not sum to 100% as a result of multiple response choices.

No respondents explained why they felt that their report of relationship violence was not responded to appropriately. Twenty respondents provided information related to why they chose to not report their experience as a victim of relationship violence, nineteen of the respondents were undergraduate students. The most commonly cited reason for not reporting their experience with relationship violence was that, according to the respondent, the violence did not include physical violence.

*Excused the behavior because it did not include physical abuse.* The sentiment that the violence was “just” verbal was expressed in comments such as, “I didn't think it was a big deal. It wasn't physical violence, just mental” and “Because I didn't think it was a big deal. If he had hit me or raped me I would have reported it but he was just really controlling.” Another respondent wrote, “I wasn't aware mental abuse was still abuse.” Respondents also described the shame and self-doubt that accompanied their assumption that for an experience to be considered “violence” it must entail physical violence. Specifically, respondents wrote, “There was no significant physical violence, so it didn't seem like an option. It was only a highly controlling environment and emotional abuse. I felt like it was my own fault for being in the situation,” and “I didn't realize he was controlling and verbally abusive for a while. I just tolerated it but he got too controlling and I left him. Had to block his number and block him on all social media to make him leave me alone but he finally did.” Overall, there was a perception amongst undergraduate students who have experienced relationship violence that the experience must include physical violence to be considered violence, and thus, appropriate to report.

## Stalking

Subsequent analyses of the data indicated that a greater proportion of Undergraduate Student respondents who were employed on-campus, off-campus, or both (3%,  $n = 28$ ) reported stalking (e.g., following me, on social media, texting, phone calls) than Undergraduate Student respondents who were not employed (1%,  $n = 8$ ) (Figure 25).<sup>xx</sup> No significant differences existed based on the other demographic characteristics analyzed.



*Figure 25. Respondents' Experiences of Stalking While at UT Martin by Employment location (n)*

Student respondents were asked if alcohol and/or drugs were involved in the stalking and 84% ( $n = 32$ ) indicated “no.”

Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they had experienced stalking, 50% ( $n = 19$ ) noted that it occurred within their first year, 45% ( $n = 17$ ) noted that it occurred in their second year, 16% ( $n = 6$ ) noted that it occurred in their third year, and fewer than five noted that it occurred in their fourth year (Table 41).

**Table 41. Year in Which Student Respondents Experienced Stalking**

<b>Year experience occurred</b>	<b><i>n</i></b>	<b>%</b>
During my time as a graduate student at UT Martin	< 5	---
Undergraduate first year	19	50.0
<i>Fall semester</i>	15	78.9
<i>Spring semester</i>	8	42.1
<i>Summer semester</i>	< 5	---
Undergraduate second year	17	44.7
<i>Fall semester</i>	8	47.1
<i>Spring semester</i>	6	35.3
<i>Summer semester</i>	< 5	---
Undergraduate third year	6	15.8
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
After fourth year as undergraduate	< 5	---

Note: Table reports responses from students who indicated on the survey that they experienced stalking ( $n = 38$ ). Percentages do not sum to 100% as a result of multiple response choices.

Fifty-five percent ( $n = 21$ ) of the respondents who indicated on the survey that they experienced stalking identified a UT Martin student as the perpetrators of the conduct. Respondents also identified current or former dating/intimate partners (42%,  $n = 16$ ).

Asked where the stalking incidents occurred, 68% ( $n = 26$ ) of respondents indicated that they occurred on campus and 50% ( $n = 19$ ) indicated they occurred off campus. Respondents who experienced stalking on campus indicated that the incidents occurred in places such as “dorms,”

“quad area,” “dining hall,” specific buildings and classes, and “got my number, wouldnt leave me alone. creeped me out. Blocked him on facebook and he made another account. He would be where I was and it creeped me out bad.” Respondents who experienced stalking off campus commented that the instances happened in “fraternity houses,” “everywhere,” “home,” and online or via social media.

Asked how they felt in response to experiencing stalking, 58% ( $n = 22$ ) of respondents felt afraid, 34% ( $n = 13$ ) felt angry, and 18% ( $n = 7$ ) felt embarrassed (Table 42).

**Table 42. Emotional Reaction to Stalking**

Emotional reaction	<i>n</i>	%
I felt afraid.	22	57.9
I felt angry.	13	34.2
I ignored it.	12	31.6
I felt embarrassed.	7	18.4
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 stalking ( $n = 38$ ).

In response to experiencing stalking, fewer than five respondents contacted a UT Martin resource (Table 43). Most respondents avoided the person/venue (74%,  $n = 28$ ), told a friend (66%,  $n = 25$ ), told a family member (29%,  $n = 11$ ), or confronted the person(s) at the time (24%,  $n = 9$ ).

**Table 43. Actions in Response to Stalking**

Action	<i>n</i>	%
I avoided the person/venue.	28	73.7
I told a friend	25	65.8
I told a family member	11	28.9
I confronted the person(s) at the time.	9	23.7
I did not do anything.	< 5	---
I contacted a local law enforcement official.	< 5	---
I sought information online.	< 5	---

**Table 43. Actions in Response to Stalking**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I contacted a UT Martin resource.	< 5	---
<i>Faculty member</i>	< 5	---
<i>UT Martin Police Department</i>	< 5	---
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Student Health and Counseling Center</i>	0	0.0
<i>Title IX Coordinator/Clergy Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Supervisor</i>	0	0.0
I confronted the person(s) later.	< 5	---
I didn't know who to go to.	< 5	---
I sought support from off-campus hot-line/advocacy services.	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	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ( $n = 38$ ). Ninety-two percent ( $n = 35$ ) of respondents did not report the stalking (Table 44).

**Table 44. Respondents' Reporting Stalking**

<b>Reporting the stalking</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
No, I didn't report it.	35	92.1
Yes, I reported the incident.	< 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>	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ( $n = 38$ ). Percentages may not sum to 100% as a result of multiple response choices.

There were no replies offered in response to the request that respondents share more information regarding their perception that their report of stalking was not handled properly by UT Martin.

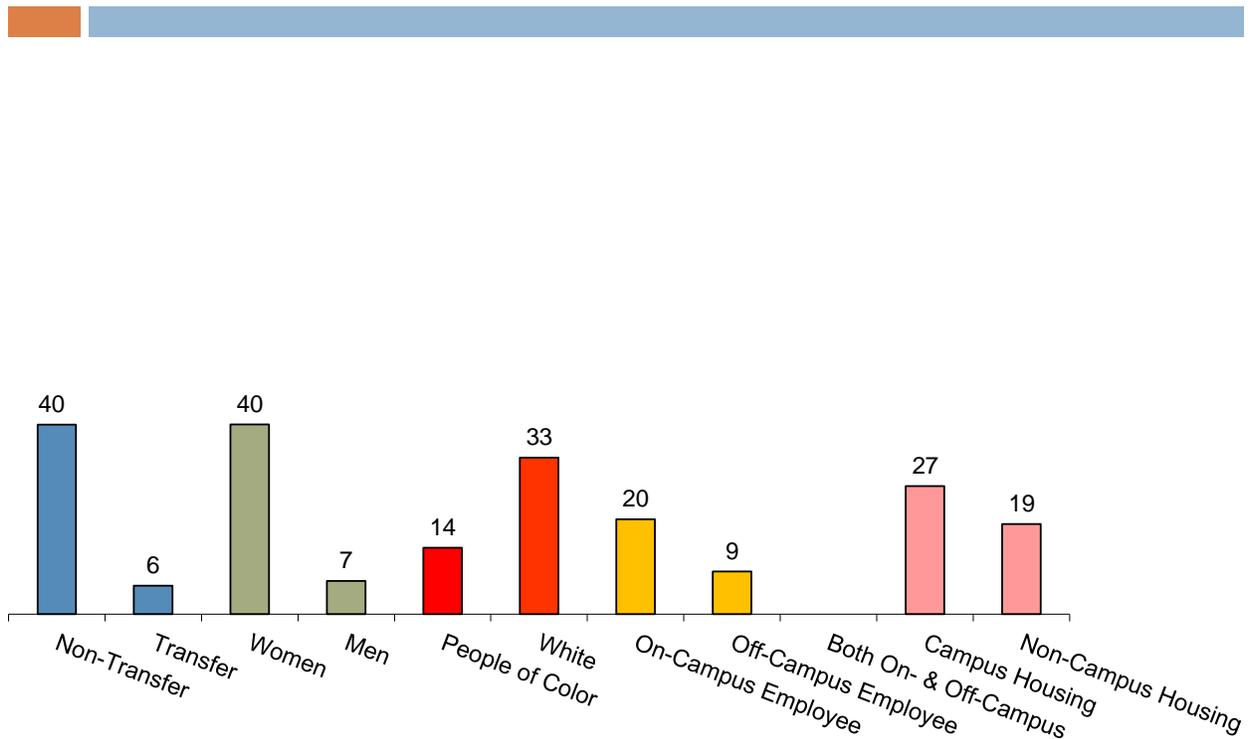
Of the 30 respondent who provided comments regarding why they chose not to report a personal experience with stalking, 28 respondents were undergraduate students. There were an insufficient number of replies regarding why a Graduate/Professional Student respondent chose to not report their experience with stalking necessary to identify a theme. Two themes emerged from the Undergraduate Student responses: 1) absent or ineffective campus resources and 2) fear of retribution.

*Absent or ineffective campus resources.* Respondents stated they chose to not report the incidents because campus resources were unavailable or because they felt that campus resources would be ineffective in responding to their situation. One respondent wrote, “I tried to contact the PSEP office and found out that there wasn't one anymore. Freshman year, we were told to report this kind of thing to PSEP. I didn't think there was anything public safety could do.” Other respondents shared, “I did not know who to go to, I did not know if it would be considered stalking since we had been friends” and “Because I didn't know who to tell. The guy was a blank profile in a dating app and I didn't think anyone could help me.” Respondents also explained that they felt campus resources would be ineffectively in responding to their individual situation. Respondents wrote, “I didn't think it would help” and “I did not feel like it would make any difference.” Another respondent wrote, “They would not want to help me, nor would they be able.”

*Fear of retribution* – Respondents also expressed fear that reporting their experience with stalking would result in retribution from the perpetrator. In describing the fear that prevented them from reporting the incident(s) they experienced, one respondent wrote, “I was afraid of the actions that the student responsible would take.” Other respondents shared, “afraid it would make the situation worse” and “fear they would come after me.” Another respondent added, “Because he was an RA and he was well liked on campus and as a new freshman I didn't want to acknowledge it.”

## Unwanted Sexual Interaction

Analyses of the data suggested that higher percentages of Non-Transfer Student respondents (3%,  $n = 40$ ) than Transfer Student respondents (1%,  $n = 6$ ) experienced unwanted sexual interaction (Figure 26).<sup>xxi</sup> A larger proportion of Women respondents (3%,  $n = 40$ ) than Men respondents (1%,  $n = 7$ ) to have experienced unwanted sexual interaction.<sup>xxii</sup> A higher percentage of Respondents of Color (5%,  $n = 14$ ) than White respondents (2%,  $n = 33$ ) experienced unwanted sexual interaction.<sup>xxiii</sup> In addition, based on employment location, a higher percentage of On-Campus Employee respondents (5%,  $n = 20$ ) than Off-Campus Employee respondents (2%,  $n = 9$ ) experienced unwanted sexual interaction, with those respondents who worked both on- and off-campus ( $n < 5$ ) not being statistically different from the other two groups.<sup>xxiv</sup> Lastly, a larger proportion of Campus Housing respondents (5%,  $n = 27$ ) than Non-Campus Housing respondents (2%,  $n = 19$ ) experienced unwanted sexual interaction.<sup>xxv</sup>



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

Figure 26. Respondents' Experiences of Relationship Violence While at UT Martin by Transfer Status, Gender Identity, Racial Identity, Employment Location, and Housing Location ( $n$ )

Student respondents were asked if alcohol and/or drugs were involved in the sexual interaction and 28% ( $n = 13$ ) indicated “yes.” Of those who indicated drugs and alcohol were involved, 62% ( $n = 8$ ) reported it was alcohol only and fewer than five reported both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 56% ( $n = 27$ ) noted that it occurred within their first year, 38% ( $n = 18$ ) in their second year, 31% ( $n = 15$ ) in their third year, and 13% ( $n = 6$ ) during their fourth year (Table 45). Fewer than five Student respondents who experienced sexual interaction indicated that it occurred during their time as a Graduate/Professional Student at UT Martin.

**Table 45. Year in Which Student Respondents Experienced Unwanted Sexual Interaction**

Year experience occurred	<i>n</i>	%
During my time as a graduate student at UT Martin	< 5	---
Undergraduate first year	27	56.3
<i>Fall semester</i>	19	70.4
<i>Spring semester</i>	10	37.0
<i>Summer semester</i>	< 5	---
Undergraduate second year	18	37.5
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	8	44.4
<i>Summer semester</i>	< 5	---
Undergraduate third year	15	31.3
<i>Fall semester</i>	10	66.7
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	6	12.5
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	< 5	---

Note: Table reports responses from students who indicated on the survey that they experienced unwanted sexual interaction ( $n = 48$ ). Percentages may not sum to 100% as a result of multiple response choices.

Fifty-eight percent ( $n = 28$ ) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified UT Martin students as the perpetrators of the conduct and

44% ( $n = 21$ ) identified strangers. Respondents also identified acquaintances/friends (19%,  $n = 9$ ) and current or former dating/intimate partners (15%,  $n = 7$ ) as sources of the conduct.

Asked where the unwanted sexual interaction incidents occurred, 42% ( $n = 20$ ) of respondents indicated that they occurred off campus and 67% ( $n = 32$ ) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus indicated that the incidents occurred in places such as “fraternity houses,” “apartments,” “walking downtown,” and specific buildings. Respondents who experienced unwanted sexual interaction on campus commented that the instances happened in academic buildings, specific housing areas, “the quad,” “the cafe,” “library,” “the UC,” “parking lot,” and “everywhere.”

Asked how they felt in response to experiencing the unwanted sexual interaction, 52% ( $n = 25$ ) felt embarrassed, 42% ( $n = 20$ ) felt angry, 33% ( $n = 16$ ) felt afraid, and 17% ( $n = 8$ ) felt somehow responsible; 48% ( $n = 23$ ) ignored it (Table 46).

**Table 46. Emotional Reaction to Unwanted Sexual Interaction**

<b>Emotional reaction</b>	<b><i>n</i></b>	<b>%</b>
I felt embarrassed.	25	52.1
I ignored it.	23	47.9
I felt angry.	20	41.7
I felt afraid.	16	33.3
I felt somehow responsible.	8	16.7
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ( $n = 48$ ).

In response to experiencing the unwanted sexual interaction, five respondents (10%) contacted a UT Martin resource (Table 47). Most respondents did not do anything (54%,  $n = 26$ ), avoided the person/venue (42%,  $n = 20$ ), told a friend (33%,  $n = 16$ ), or confronted the person(s) at the time (21%,  $n = 10$ ).

**Table 47. Actions in Response to Unwanted Sexual Interaction**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I did not do anything.	26	54.2
I avoided the person/venue.	20	41.7
I told a friend	16	33.3
I confronted the person(s) at the time.	10	20.8
I contacted a UT Martin resource.	5	10.4
<i>UT Martin Police Department</i>	<i>&lt; 5</i>	<i>---</i>
<i>Faculty member</i>	<i>&lt; 5</i>	<i>---</i>
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	<i>&lt; 5</i>	<i>---</i>
<i>Supervisor</i>	<i>&lt; 5</i>	<i>---</i>
<i>Student Health and Counseling Center</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	<i>0</i>	<i>0.0</i>
<i>Multicultural Student Affairs Office</i>	<i>0</i>	<i>0.0</i>
<i>Women's Center</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	<i>0</i>	<i>0.0</i>
<i>Staff person (e.g., Residential Life staff, program director)</i>	<i>0</i>	<i>0.0</i>
I told a family member	5	10.4
I confronted the person(s) later.	<i>&lt; 5</i>	<i>---</i>
I didn't know who to go to.	<i>&lt; 5</i>	<i>---</i>
I sought information online.	<i>&lt; 5</i>	<i>---</i>
I contacted a local law enforcement official.	<i>&lt; 5</i>	<i>---</i>
I sought support from off-campus hot-line/advocacy services.	<i>0</i>	<i>0.0</i>
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	<i>0</i>	<i>0.0</i>
A response not listed above	<i>&lt; 5</i>	<i>---</i>

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 48).

Eighty-eight percent ( $n = 42$ ) of respondents did not report the unwanted sexual interaction and 13% ( $n = 6$ ) reported the incident(s) (Table 48).

**Table 48. Respondents’ Reporting Sexual Interaction**

Reporting the sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	42	87.5
Yes, I reported the incident.	6	12.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>&lt; 5</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>&lt; 5</i>	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>&lt; 5</i>	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ( $n = 48$ ). Percentages may not sum to 100% as a result of multiple response choices.

Two respondents provided additional information regarding their perception that their report of an unwanted sexual interaction was not handled properly by UT Martin; there was insufficient information to determine a major theme.

Thirty-four undergraduate students elaborated on their decision to not report their experience with unwanted sexual interaction to a campus official or staff member. There were an insufficient number of replies from Graduate/Professional Student respondents to identify a theme. Two themes emerged from the Undergraduate Student responses provided: 1) perception that verbal harassment does not constitute harassment and 2) unaware of campus of resources or doubtful that campus resources would be able to effectively address the situation.

*Perception that verbal harassment does not constitute harassment.* Respondents explained that the interactions were often verbal, specifically, “cat-calling,” and thus, according to respondents, not necessary to report. The term “cat-calling” was repeatedly used by respondents. Their comments specifically included, “It was just cat-calling, nothing serious. I just ignored them and kept going about my business,” “I did not report it because it was only "cat calling". I ignored it, and the person stopped,” “Because I did not feel threatened by it (cat-calling), just annoyed,” “It

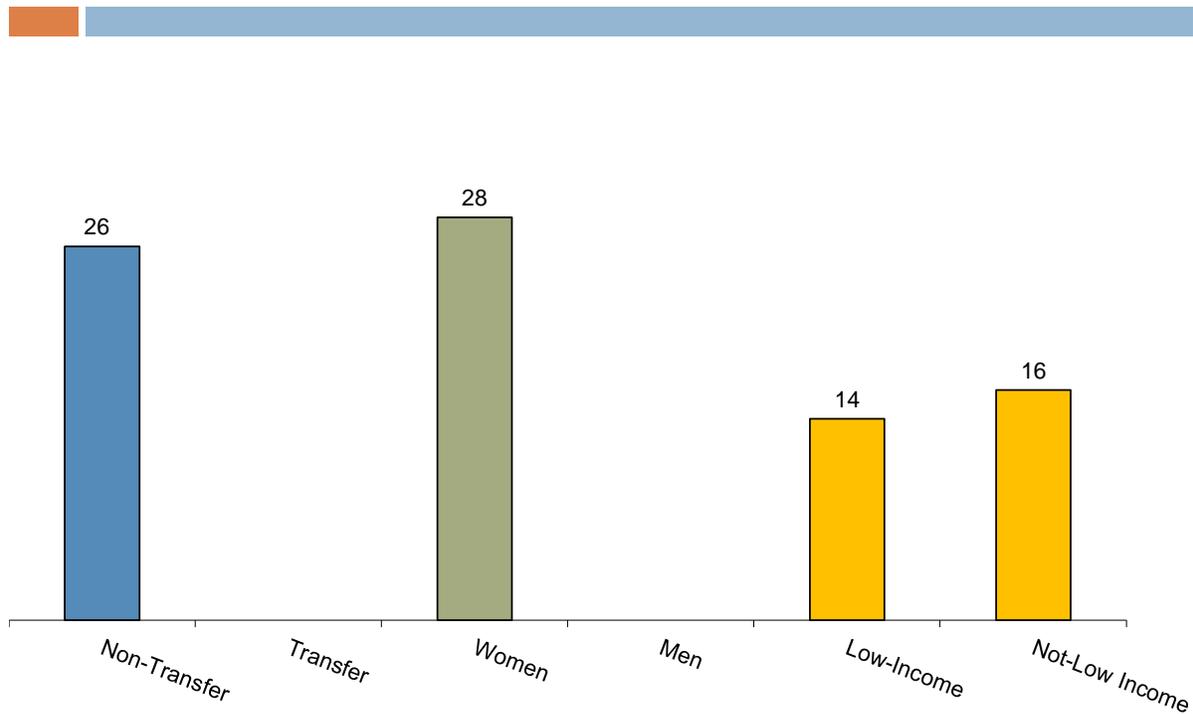
was mainly cat-calling and verbal harassment. I didn't feel the need to.” Respondents also wrote, “The ‘sexual interaction’ was just cat-calling. I was heading to my car and some guys just started calling at me for maybe 10 seconds, I ignored it and kept walking to my car, got in and left” and “I was cat-called outside of the UC by a group of male students. I didn't feel like it was serious enough to be reported. It bothered me but I didn't feel threatened or in danger.” Another respondent shared, “It was this older man who said he wanted me to sit my fat ass on his face. I just ignored it. I didn't see a reason to report it.” Respondents described their experience with an unwanted sexual interaction as “just” verbal suggesting the respondents view unwanted sexual interactions as normal behavior.

*Unaware of campus of resources and doubts about the effectiveness of campus resources.*

Undergraduate Student respondents also elaborated on their decision to not report unwanted sexual interactions to a campus official or staff member by stating that they were either unaware of campus resources or that they doubted campus resources could effectively address the situation. In regard to knowledge about campus resources, respondents wrote, “I didn't know who else to go to at the time” and “One, I didn't know who to go to. Two, I didn't want to be judged.” Respondents expressed also doubts that reporting the matter to a campus official would improve the situation. Specifically, respondents wrote, “I didn't think it was severe enough to report or it would be unnecessary and blown off,” and “Reporting it would have been a waste of time and energy. Nothing would have come from reporting it.” Respondents also wrote, “I don't feel that I would've been taken seriously” and “It doesn't help. Reporting things like this is made out to be a waste of time or a joke on campus.”

## Unwanted Sexual Contact

Analyses of the data suggested that Non-Transfer Student respondents (2%,  $n = 26$ ) reported having experienced unwanted sexual contact at larger proportions than Transfer Student respondents ( $n < 5$ ).<sup>xxvi</sup> Higher percentages of Women respondents (2%,  $n = 28$ ) than men respondents ( $n < 5$ ) experienced unwanted sexual contact.<sup>xxvii</sup> In addition, larger proportions of Low-Income respondents (3%,  $n = 14$ ) than Not-Low-Income respondents (1%,  $n = 16$ ) experienced unwanted sexual contact<sup>xxviii</sup> (Figure 27). No significant differences were found in the proportion of respondents who reported experiencing unwanted sexual contact based on the other demographic categories analyzed.



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

Figure 27. Respondents' Experiences of Unwanted Sexual Contact While at UT Martin by Transfer Status, Gender Identity, and Income Status, ( $n$ )

Student respondents were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 37% ( $n = 11$ ) indicated “no” while 63% ( $n = 19$ ) indicated “yes.” Of those who indicated drugs and alcohol were involved, 58% ( $n = 11$ ) reported it was alcohol only and 32% ( $n = 6$ ) reported both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of Undergraduate Student respondents who indicated that they had experienced sexual contact, 70% ( $n = 21$ ) noted that it occurred within their first year, 23% ( $n = 7$ ) in their second year, and fewer than five noted that it occurred during their third or fourth year (Table 49).

**Table 49. Year in Which Student Respondents Experienced Unwanted Sexual Contact**

<b>Year experience occurred</b>	<b><i>n</i></b>	<b>%</b>
During my time as a graduate student at UT Martin	0	0.0
Undergraduate first year	21	70.0
<i>Fall semester</i>	13	61.9
<i>Spring semester</i>	8	38.1
<i>Summer semester</i>	0	0.0
Undergraduate second year	7	23.3
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After fourth year as undergraduate	0	0.0

Note: Table reports responses from students who indicated on the survey that they experienced unwanted sexual contact ( $n = 30$ ). Percentages may not sum to 100% as a result of multiple response choices.

Forty-three percent ( $n = 13$ ) of the respondents who indicated on the survey that they experienced sexual contact identified acquaintances/friends as the perpetrators of the conduct.

Respondents also identified UT Martin students (43%,  $n = 13$ ) and current or former dating/intimate partner(s) (20%,  $n = 6$ ).

Asked where the unwanted sexual contact incidents occurred, 43% ( $n = 13$ ) of respondents indicated that they occurred off campus and 57% ( $n = 17$ ) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “apartment,” “at a bar,” and “his house.” Respondents who experienced unwanted sexual contact on campus commented that the instances happened in “dorm,” “Cooper Hall,” and other specific on-campus housing buildings.

Asked how they felt in response to experiencing sexual contact, 67% ( $n = 20$ ) felt somehow responsible, 60% ( $n = 18$ ) felt embarrassed, and 40% ( $n = 12$ ) ignored it (Table 50).

**Table 50. Emotional Reaction to Unwanted Sexual Contact**

<b>Emotional reaction</b>	<b><i>n</i></b>	<b>%</b>
I felt somehow responsible.	20	66.7
I felt embarrassed.	18	60.0
I ignored it.	12	40.0
I felt afraid.	10	33.3
I felt angry.	9	30.0
A feeling not listed above	2	6.7

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 30$ ).

In response to experiencing unwanted sexual contact, fewer than five respondents contacted a UT Martin resource (Table 51). Most respondents avoided the person/venue (57%,  $n = 17$ ), told a friend (50%,  $n = 15$ ), or did not do anything (50%,  $n = 15$ ).

**Table 51. Actions in Response to Unwanted Sexual Contact**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I avoided the person/venue.	17	56.7
I did not do anything.	15	50.0
I told a friend	15	50.0
I told a family member	8	26.7

**Table 51. Actions in Response to Unwanted Sexual Contact**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I didn't know who to go to.	< 5	---
I contacted a UT Martin resource.	< 5	---
<i>Student Health and Counseling Center</i>	< 5	---
<i>UT Martin Police Department</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Women's Center</i>	< 5	---
<i>Supervisor</i>	< 5	---
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
I confronted the person(s) at the time.	< 5	---
I confronted the person(s) later.	< 5	---
I sought information online.	< 5	---
I contacted a local law enforcement official.	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ( $n = 30$ ). Percentages may not sum to 100% because of multiple responses.

Ninety percent ( $n = 26$ ) of respondents did not report the sexual contact and fewer than five reported the incident(s). One respondent provided additional information regarding why their report of unwanted sexual conduct/contact was not responded to appropriately. There was insufficient information to determine a major theme.

Eighteen Undergraduate Student respondents elaborated on their decision to not report their experience with unwanted sexual contact while a student at UT Martin (there were no Graduate/Professional Student responses). The primary reason that respondents stated they chose

to not report the incident to a campus official or staff member is because the respondent thought their report would not be taken seriously or that the respondent would be assigned blame for the incident itself.

*Assumption that their report would not be taken seriously.* Describing the feeling that the report would not be taken seriously, respondents wrote, “Because no one ever takes it seriously, they just say you were drunk of you have to get over it, so that is what I did” and “I was touched, but not raped. There was no proof. Reporting it would have been a waste of my time and energy. Also, why piss off the guy?” Another wrote, “Women who report sexual assault are brought into the media and made out to be horrible people.” Respondents also specified that they were reluctant to report the situation when alcohol was involved. Respondents explained that in situations where the respondent had consumed alcohol prior to experiencing unwanted sexual contact the respondent feared that either they would be blamed or their report would not be taken seriously by police and resource officials. Articulating this sentiment, one respondent wrote, “Alcohol was involved so I thought reporting it would do nothing/the blame would be put on me.” Other respondents shared, “I did not report it because I had previously had sex with the person, so I didn't think anyone would believe me. I was drunk at the time” and “The alcohol involved and the belief the police would do nothing because of it.”

## **Sexual Exploitation**

Analyses of the data indicated that no significant differences were found in the proportion of respondents who reported experiencing sexual exploitation based on student status, transfer status, gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, military status, disability, income status, first-generation status, employment status, employment location, or housing location.

Student respondents were asked if alcohol and/or drugs were involved in the sexual exploitation and 71% ( $n = 5$ ) indicated “no.” Fewer than five respondents indicated “yes.”

Student respondents were also asked to share what year in their college career they experienced sexual exploitation. There were fewer than five respondents in each category so no further analysis was done to ensure confidentiality.

Responses were not analyzed based on the source of the sexual exploitation, the location of the conduct, or the respondents’ responses to ensure confidentiality of the respondents.

Asked how they felt in response to experiencing sexual exploitation, 63% ( $n = 5$ ) felt angry.

Eighty-six percent ( $n = 6$ ) of respondents did not report the sexual contact and fewer than five reported the incident(s).

There were no replies offered in response to the request that respondents share more information regarding their perception that their report of sexual exploitation was not handled properly by UT Martin.

Of the five respondents who provided additional information regarding their decision to not report an incident of sexual exploitation to a campus official or staff member, all five were Undergraduate Student respondents. No themes emerged from the five responses offered.

## 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 52). A majority (91%,  $n = 1,606$ ) of Student respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent. Eighty-four percent ( $n = 1,493$ ) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the role of UT Martin Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Eighty-two percent ( $n = 1,457$ ) of Student respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents. Eighty-six percent ( $n = 1,524$ ) “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. Eighty-five percent ( $n = 1,500$ ) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the campus resources listed in the table below. Ninety-eight percent ( $n = 1,737$ ) 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. Ninety-one percent ( $n = 1,614$ ) of Student respondents “strongly agreed” or “agreed” that they understood that UT Martin standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. Eighty-five percent ( $n = 1,507$ ) 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 UT Martin annual Security/Fire Safety Report. Finally, 91% ( $n = 1,611$ ) “strongly agreed” or “agreed” that they knew that UT Martin sends a Public Safety Alert to the campus community when such an incident occurs.

**Table 52. Student Respondents’ Knowledge of Definitions, Policies, and Resources**

	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.	1,047	59.1	559	31.5	133	7.5	34	1.9

**Table 52. Student Respondents' Knowledge of Definitions, Policies, and Resources**

	<b>Strongly agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am generally aware of the role of UT Martin's Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	815	45.8	678	38.1	232	13.0	53	3.0
I know how and where to report such incidents.	786	44.3	671	37.8	262	14.8	54	3.0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	826	46.8	698	39.5	204	11.6	38	2.2
I am generally aware of the campus resources listed here: <a href="http://www.utm.edu/departments/equalopp.php">http://www.utm.edu/departments/equalopp.php</a>	766	43.3	734	41.4	235	13.3	36	2.0
I have a responsibility to report such incidents when I see them occurring on or off campus.	1,081	61.0	656	37.0	29	1.6	6	1,081
I understand that UT Martin standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	882	49.9	732	41.4	124	7.0	31	882
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UT Martin's annual Security/Fire Safety Report	831	46.9	676	38.1	217	12.2	49	831
I know that UT Martin sends a Public Safety Alert to the campus community when such an incident occurs.	954	53.9	657	37.1	122	6.9	37	954

<sup>xx</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by employment location:  $\chi^2(1, N = 1,690) = 6.386, p < .05$ .

<sup>xxi</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by transfer status:  $\chi^2(1, N = 1,694) = 4.367, p < .05$ .

<sup>xxii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity:  $\chi^2(1, N = 1,772) = 3.958, p < .05$ .

<sup>xxiii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity:  $\chi^2(1, N = 1,750) = 4.888, p < .05$ .

<sup>xxiv</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by employment location:  $\chi^2(2, N = 966) = 10.719, p < .01$ .

<sup>xxv</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by housing location:  $\chi^2(1, N = 1,659) = 11.381, p < .01$ .

<sup>xxvi</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by transfer status:  $\chi^2(1, N = 1,694) = 3.932, p < .05$ .

<sup>xxvii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity:  $\chi^2(1, N = 1,772) = 6.745, p < .01$ .

<sup>xxviii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by income status:  $\chi^2(1, N = 1,738) = 4.350, p < .05$ .

## Summary

Ninety-two percent ( $n = 1,627$ ) of the survey respondents were “very comfortable” or “comfortable” with the climate at UT Martin. Ninety-one percent ( $n = 1,615$ ) of respondents were “very comfortable” or “comfortable” with the climate in their academic departments. Eighty-nine percent ( $n = 1,590$ ) of respondents were “very comfortable” or “comfortable” with the climate in their classes. 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 “very comfortable” or “comfortable,” suggests a higher range for UT Martin respondents (89% - 92%) as being “very comfortable” or “comfortable” with the climate at UT Martin.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UT Martin, 8% ( $n = 137$ ) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Ethnicity, age, and gender identity were the three most common reported bases for the experienced conduct. Respondents of Color reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct at higher rates than did White respondents. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quayle, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009). Student respondents identified students as the primary source of the exclusionary conduct. Eighty-three percent ( $n = 113$ ) of respondents did not report the incident.

Ten percent ( $n = 179$ ) of UT Martin survey respondents indicated that they had observed conduct directed toward a person or group of people at UT Martin that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was

based on ethnicity, racial identity, or political views. Black/African American Student respondents, LGBTQ respondents, Military Service Student respondents, Undergraduate Student respondents who worked on campus, and Undergraduate Student respondents who lived in campus housing, Respondents with Multiple Disabilities, and Respondents with a Single Disability reported observing exclusionary conduct at higher rates than did their colleagues. The qualitative comments offered by respondents reported observations of hostile or intimidating comments or behaviors directed towards international students or towards Muslim individuals. Ninety-three percent ( $n = 160$ ) of respondents did not report the incident.

Six percent ( $n = 105$ ) of respondents indicated on the survey that they experienced some sort of unwanted sexual experience while members of the UT Martin community, with 2% ( $n = 26$ ) experiencing relationship violence, 2% ( $n = 38$ ) experiencing stalking, 3% ( $n = 48$ ) experiencing unwanted sexual interaction, 2% ( $n = 30$ ) experiencing unwanted sexual contact, and <1% ( $n = 8$ ) experiencing sexual exploitation. Of note, Non-Transfer Student respondents, Women respondents, Student Respondents of Color, Campus Housing respondents, and Low-Income Student respondents reported unwanted sexual conduct at higher frequencies than did their colleagues, and the largest percentage of occurrences of any unwanted sexual conduct happened during Undergraduate Student respondents' first or second years at UT Martin. Unwanted sexual experiences of all forms largely went unreported to authorities.

## **Student Perceptions of Campus Climate**

This section of the report is dedicated to survey items that were specific to UT Martin 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**

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

The questions on the 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, respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.4%) of all potential respondents were removed from the analysis due to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.<sup>48</sup> One question from the scale (Q11\_2) did not hold 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 0.885 (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 0.770.

---

<sup>48</sup> 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 53. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with my academic experience at UT Martin.
	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at UT Martin.
	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 UT Martin.
	Q11_7	UT Martin.

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 of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests 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 and the means for respondents were analyzed using a t-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate 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:<sup>49</sup>

- Gender identity (Woman, Man)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Additional People of Color, Multiracial Respondents, White Respondents)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)

---

<sup>49</sup>Means were not calculated and means testing was not conducted for graduate students based on racial identity and disability status because there were fewer than five respondents in at least one of the categories.

- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity) 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 any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects were noted.

### Means Testing Results

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

#### Gender Identity

A significant difference ( $p < .05$ ) existed in the test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success*. This finding suggests that Woman Undergraduate Student respondents have greater *Perceived Academic Success* than Man Undergraduate respondents. No significant difference ( $p > .05$ ) existed for Graduate/Professional Student respondents.

**Table 54. Student Respondents’ Perceived Academic Success by Gender Identity**

Gender identity	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Woman	1,182	1.774	0.674	57	1.550	0.666
Man	445	1.864	0.651	29	1.667	0.427
<b>Mean difference</b>		<b>-0.090*</b>			<b>-0.117</b>	

\* $p < .05$

**Table 55. Graduate Student Respondents' Perceived Academic Success by Gender Identity**

<b>Gender identity</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
Woman	253	1.777	0.706
Man	124	1.810	0.670
Transspectrum	8	2.167	1.098

No subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run because the overall test was not significant.

### Racial Identity

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

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

<b>Racial identity</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
Black/African American	163	2.015	0.725
Hispanic/Latin@/Chican@	25	1.607	0.525
Additional People of Color	55	1.888	0.793
White People	1,326	1.765	0.650
Multiracial	35	1.814	0.703

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for two comparisons – Black/African American vs. Hispanic/Latin@/Chican@ and Black/African American vs. White. These findings suggest that White Undergraduate Student respondents and Hispanic/Latin@/Chican@ Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American Undergraduate Student respondents.

**Table 57. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups Compared	Mean difference
Black/African American vs. Hispanic/Latin@/Chican@	0.409*
Black/African American vs. Additional People of Color	0.127
Black/African American vs. White	0.251***
Black/African American vs. Multiracial	0.201
Hispanic/Latin@/Chican@ vs. Additional People of Color	-0.281
Hispanic/Latin@/Chican@ vs. White	-0.158
Hispanic/Latin@/Chican@ vs. Multiracial	-0.208
Additional People of Color vs. White	0.123
Additional People of Color vs. Multiracial	0.074
White vs. Multiracial	-0.050

\*\*\* $p < .001$ , \* $p < .05$

### Sexual Identity

A significant difference ( $p < .05$ ) existed in the test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*. This finding suggests that LGBQ Undergraduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate respondents. No significant difference ( $p > .05$ ) existed for Graduate/Professional Student respondents.

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

Sexual identity	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
LGBQ	100	2.065	0.730	8	1.604	0.591
Heterosexual	1,460	1.771	0.652	77	1.582	0.603
<b>Mean difference</b>		<b>0.294***</b>				<b>0.022</b>

\*\*\* $p < .001$

### Disability Status

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

**Table 59. Undergraduate Student Respondents' Perceived Academic Success by Disability Status**

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	107	2.024	0.742
No Disability	1,484	1.775	0.654
Multiple Disabilities	38	2.044	0.883

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons No Disability vs. Single and Multiple Disability. These findings suggest that No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Single Disability and Multiple Disabilities Undergraduate Student respondents.

**Table 60. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status**

Groups compared	Mean Difference
Single Disability vs. No Disability	0.250***
Single Disability vs. Multiple Disabilities	-0.019
No Disability vs. Multiple Disabilities	-0.269*

\* $p < .05$ ; \*\*\* $p < .001$

Income Status

A significant difference ( $p < .05$ ) existed in the test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*. This finding suggests that Low-Income Undergraduate Student respondents have less *Perceived Academic Success* than Not-Low-Income Undergraduate respondents. No significant difference ( $p > .05$ ) existed for Graduate/Professional Student respondents.

**Table 61. Student Respondents' Perceived Academic Success by Income Status**

Income status	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Low-Income	473	1.857	0.679	21	1.722	0.708
Not-Low-Income	1,123	1.771	0.662	63	1.561	0.557
<b>Mean difference</b>		<b>0.086*</b>				<b>0.161</b>

\* $p < .05$

## Students' Perceptions of Campus Climate

One survey item asked Student respondents the degree to which they agreed with ten statements about their experiences with advising, communication, and academic career development at UT Martin. Ninety-two percent ( $n = 1,633$ ) of Student respondents felt satisfied with the quality of advising they had received from their department, 92% ( $n = 1,621$ ) felt that their department advisor provides clear expectations, and 94% ( $n = 1,647$ ) felt that their advisor responds to their email, calls, or voicemails in a prompt manner. Frequencies and significant differences based on analyzing student status, transfer status, gender/gender identity,<sup>50</sup> racial identity,<sup>51</sup> sexual identity,<sup>52</sup> religious/spiritual identity,<sup>53</sup> citizenship status,<sup>54</sup> income status, first-generation status, disability status,<sup>55</sup> military status, employment status, employment location, and housing location are provided in Tables 62 and 63.

Several small but significant differences were found among student groups. A significantly lower percentage of Transfer Student respondents (54%,  $n = 240$ ) than Non-Transfer Student respondents (60%,  $n = 738$ ) “strongly agreed” that they felt satisfied with the quality of advising they had received from their department. A smaller proportion of LGBQ Student respondents (49%,  $n = 53$ ) “strongly agreed” that they felt satisfied with the quality of advising they had received from their department than did Heterosexual Student respondents (59%,  $n = 935$ ). Similarly, a significantly higher percentage of Student Respondents with At Least One Disability (10%,  $n = 17$ ) than those with Student Respondents with No Disability (5%,  $n = 82$ ) “disagreed” that they felt satisfied with the quality of advising they had received from their department.

---

<sup>50</sup>Per the LCST and owing to the small number of Transspectrum Student respondents, gender/gender identity was categorized to only Men and Women to maintain response confidentiality.

<sup>51</sup>Per the LCST, racial identity was categorized to only White, Hispanic/Latin@/Chican@, Black/African American, Multiracial, and Additional People of Color (including Alaska Native, Asian/Asian American, Middle Eastern/Southwest, American Indian/Native, Native Hawaiian, and Pacific Islander) to maintain response confidentiality. When necessary, analyses were conducted based on only White and Person of Color Student respondents.

<sup>52</sup>Per the LCST, sexual identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

<sup>53</sup>Per the LCST, religious/spiritual identity was categorized to Christian Religious/Spiritual Identity, Other Religious/Spiritual Identities, No Religious/Spiritual Identity, and Multiple Religious/Spiritual Identities.

<sup>54</sup>Per the LCST, citizenship status was categorized to only U.S. Citizen by Birth and Non-U.S. Citizen by Birth.

<sup>55</sup>Per the LCST, disability status was categorized to Single Disability, Multiple Disabilities, and No Disability to maintain response confidentiality. When necessary, analyses were conducted based on only At Least One Disability and No Disability to maintain response confidentiality.

A larger proportion of LGBTQ Student respondents (6%,  $n = 6$ ) “strongly disagreed” that their department advisor provided clear expectations than did Heterosexual Student respondents (2%,  $n = 26$ ). Similarly, a larger proportion of Student Respondents with At Least One Disability (15%,  $n = 24$ ) than those with Student Respondents with No Disability (7%,  $n = 119$ ) did not think that their department advisor provided clear expectations.

A larger proportion of Employed Student respondents (5%,  $n = 50$ ) “disagreed” that their advisor responded to their email, calls, or voicemails in a prompt manner than did Not-Employed Student respondents (3%,  $n = 18$ ). Similarly, a larger proportion of Student Respondents with At Least One Disability (9%,  $n = 15$ ) than those with Student Respondents with No Disability (4%,  $n = 61$ ) “disagreed” that their advisor responded to their email, calls, or voicemails in a prompt manner.

A small, but significantly larger proportion of Student Respondents of Color (2%,  $n = 5$ ) “strongly disagreed” that department faculty members (other than their advisor) responded to their email, calls, or voicemails in a prompt manner than did White Student respondents (0.3%,  $n = 5$ ).

There were no statistically significant differences in how respondents thought that department staff members (other than their advisor) responded to their email, calls, or voicemails in a prompt manner.

**Table 62. Student Respondents’ Experiences with Advising**

Feelings of value	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am satisfied with the quality of advising I have received from my department.</b>	<b>1,032</b>	<b>58.3</b>	<b>601</b>	<b>33.9</b>	<b>99</b>	<b>5.6</b>	<b>39</b>	<b>2.2</b>
<b>Transfer status<sup>xxix</sup></b>								
Non-Transfer	738	59.6	420	33.9	56	4.5	24	1.9
Transfer	240	53.9	159	35.7	35	7.9	11	2.5
<b>Sexual identity<sup>xxx</sup></b>								
LGBQ	53	48.6	43	39.4	8	7.3	5	4.6
Heterosexual	935	59.1	535	33.8	86	5.4	27	1.7

Feelings of value	Strongly agree		Agree		Disagree		Strongly disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<b>Disability status<sup>xxxii</sup></b>									
No Disability	946	58.8	548	34.1	82	5.1	32	2.0	
At Least One Disability	86	52.8	53	32.5	17	10.4	7	4.3	
<b>My department advisor provides clear expectations.</b>									
	<b>1,043</b>	<b>59.1</b>	<b>578</b>	<b>32.8</b>	<b>106</b>	<b>6.0</b>	<b>37</b>	<b>2.1</b>	
<b>Sexual identity<sup>xxxiii</sup></b>									
LGBQ	57	52.8	38	35.2	7	6.5	6	5.6	
Heterosexual	944	59.8	518	32.8	91	5.8	26	1.6	
<b>Disability status<sup>xxxiii</sup></b>									
No Disability	953	59.4	532	33.2	90	5.6	29	1.8	
At Least One Disability	90	56.3	46	28.8	16	10.0	8	5.0	
<b>My advisor respond(s) to my email, calls, or voicemails in a prompt manner.</b>									
	<b>1,102</b>	<b>62.7</b>	<b>545</b>	<b>31.0</b>	<b>76</b>	<b>4.3</b>	<b>35</b>	<b>2.0</b>	
<b>Employment status<sup>xxxiv</sup></b>									
Not Employed	448	63.0	232	32.6	18	2.5	13	1.8	
Employed	597	62.4	290	30.3	50	5.2	19	2.0	
<b>Disability status<sup>xxxv</sup></b>									
At Least One Disability	1005	63.0	499	31.3	61	3.8	30	1.9	
No Disability	97	59.5	46	28.2	15	9.2	5	3.1	
<b>Department faculty members (other than my advisor) respond to my email, calls, or voicemails in a prompt manner.</b>									
	<b>1,090</b>	<b>61.7</b>	<b>618</b>	<b>35.0</b>	<b>50</b>	<b>2.8</b>	<b>10</b>	<b>0.6</b>	
<b>Racial identity<sup>xxxvi</sup></b>									
White	898	62.8	489	34.2	39	2.7	5	0.3	
Student of Color	176	57.5	115	37.6	10	3.3	5	1.6	
<b>Department staff members (other than my advisor) respond to my email, calls, or voicemails in a prompt manner.</b>									
	<b>1,082</b>	<b>61.2</b>	<b>637</b>	<b>36.0</b>	<b>42</b>	<b>2.4</b>	<b>7</b>	<b>0.4</b>	

Ninety-one percent ( $n = 1,593$ ) of respondents thought that there were adequate opportunities for them to interact with other university faculty outside of their department (Table 63). A larger proportion of Graduate/Professional Student respondents (21%,  $n = 18$ ) than Undergraduate Student respondents (9%,  $n = 143$ ) did not think that there were adequate opportunities for them to interact with other university faculty outside of their department. Additionally, A larger proportion of Non-Transfer Student respondents (56%,  $n = 690$ ) than Transfer Student

respondents (48%,  $n = 213$ ) “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their department, while 36% ( $n = 439$ ) of Non-Transfer Student respondents and 42% ( $n = 184$ ) of Transfer Student respondents “agreed” with the statement.

Eighty-eight percent ( $n = 1,545$ ) of respondents noted that they received support from their advisor to pursue personal research interests. A larger proportion of Non-Transfer Student respondents (55%,  $n = 682$ ) than Transfer Student respondents (49%,  $n = 216$ ) “strongly agreed” that they received support from their advisor to pursue personal research interests. Additionally, a larger proportion of Women respondents (56%,  $n = 710$ ) than Men respondents (47%,  $n = 227$ ) “strongly agreed” that they received support from their advisor to pursue personal research interests, while 32% ( $n = 407$ ) of Women respondents and 40% ( $n = 193$ ) of Men respondents “agreed” with the statement. A smaller percentage of LGBTQ respondents (44%,  $n = 47$ ) “strongly agreed” that they received support from their advisor to pursue personal research interests than did Heterosexual respondents (55%,  $n = 856$ ).

Eighty-three percent ( $n = 1,446$ ) of respondents believed that their department faculty members encouraged them to produce publications and present research. A larger proportion of Non-Transfer Student respondents (51%,  $n = 620$ ) than Transfer Student respondents (44%,  $n = 195$ ) “strongly agreed” that their department faculty members encouraged them to produce publications and present research. A larger proportion of Women respondents (51%,  $n = 642$ ) than Men respondents (43%,  $n = 207$ ) “strongly agreed” that their department faculty members encouraged them to produce publications and present research, while 32% ( $n = 403$ ) of Women respondents and 39% ( $n = 187$ ) of Men respondents “agreed” with the statement. A smaller percentage of LGBTQ respondents (37%,  $n = 40$ ) “strongly agreed” that their department faculty members encouraged them to produce publications and present research than did Heterosexual respondents (50%,  $n = 780$ ). A larger proportion of Respondents with Multiple Disabilities (50%,  $n = 22$ ) than Respondents with a Single Disability (29%,  $n = 33$ ) “agreed” that their department faculty members encouraged them to produce publications and present research (Respondents with No Disability (34%,  $n = 536$ ) were not statistically different), while a larger proportion of Respondents with a Single Disability (25%,  $n = 29$ ) “disagreed” with the statement

than did Respondents with Multiple Disabilities ( $n < 5$ ) and Respondents with No Disability (14%,  $n = 221$ ).

Eighty-five percent ( $n = 1,478$ ) of respondents indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. In regard to student status, a larger percentage of Graduate/Professional Student respondents (30%,  $n = 25$ ) than Undergraduate Student respondents (15%,  $n = 246$ ) did not agree that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A larger proportion of Non-Transfer Student respondents (52%,  $n = 642$ ) than Transfer Student respondents (43%,  $n = 190$ ) “strongly agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A larger proportion of Women respondents (51%,  $n = 646$ ) than Men respondents (45%,  $n = 217$ ) “strongly agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research, while 33% ( $n = 415$ ) of Women respondents and 40% ( $n = 192$ ) of Men respondents “agreed” with the statement. A smaller percentage of LGBTQ respondents (33%,  $n = 36$ ) “strongly agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research than did Heterosexual respondents (51%,  $n = 796$ ). A larger proportion of Respondents with Multiple Disabilities (49%,  $n = 23$ ) than Respondents with a Single Disability (29%,  $n = 33$ ) “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research (Respondents with No Disability (35%,  $n = 553$ ) were not statistically different), while a larger proportion of Respondents with a Single Disability (25%,  $n = 28$ ) “disagreed” with the statement than did Respondents with No Disability (13%,  $n = 198$ ) (Respondents with Multiple Disabilities ( $n < 5$ ) were not statistically different).

Lastly, 94% ( $n = 1,649$ ) of respondents felt comfortable sharing their professional goals with their advisor. A larger proportion of Non-Transfer Student respondents (65%,  $n = 793$ ) than Transfer Student respondents (57%,  $n = 252$ ) “strongly agreed” that they felt comfortable sharing their professional goals with their advisor, while 30% ( $n = 366$ ) of Non-Transfer Student respondents and 36% ( $n = 160$ ) of Transfer Student respondents “agreed” with the statement.

Similarly, a larger percentage of White respondents (65%,  $n = 919$ ) than Student Respondents of Color (55%,  $n = 165$ ) “strongly agreed” that they felt comfortable sharing their professional goals with their advisor, while 29% ( $n = 415$ ) of White respondents and 40% ( $n = 119$ ) of Student Respondents of Color “agreed” with the statement.

**Table 63. Student Respondents’ Experiences with Academic Career Development**

Feelings of value	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>There are adequate opportunities for me to interact with other university faculty outside of my department.</b>	<b>941</b>	<b>53.6</b>	<b>652</b>	<b>37.2</b>	<b>141</b>	<b>8.0</b>	<b>20</b>	<b>1.1</b>
<b>Student status<sup>xxxvii</sup></b>								
Undergraduate	903	54.1	623	37.3	128	7.7	15	0.9
Graduate/Professional	38	44.7	29	34.1	13	15.3	5	5.9
<b>Transfer status<sup>xxxviii</sup></b>								
Non-Transfer	690	56.2	439	35.7	89	7.2	10	0.8
Transfer	213	48.3	184	41.7	39	8.8	5	1.1
<b>I receive support from my advisor to pursue personal research interests.</b>	<b>942</b>	<b>53.6</b>	<b>603</b>	<b>34.3</b>	<b>171</b>	<b>9.7</b>	<b>40</b>	<b>2.3</b>
<b>Transfer status<sup>xxxix</sup></b>								
Non-Transfer	682	55.4	422	34.3	103	8.4	23	1.9
Transfer	216	49.0	156	35.4	57	12.9	12	2.7
<b>Gender identity<sup>xl</sup></b>								
Women	710	56.0	407	32.1	120	9.5	30	2.4
Men	227	47.4	193	40.3	51	10.6	8	1.7
<b>Sexual identity<sup>xli</sup></b>								
LGBQ	47	43.5	44	40.7	10	9.3	7	6.5
Heterosexual	856	54.5	532	33.9	154	9.8	28	1.8
<b>My department faculty members encourage me to produce publications and present research.</b>	<b>854</b>	<b>48.9</b>	<b>592</b>	<b>33.9</b>	<b>253</b>	<b>14.5</b>	<b>46</b>	<b>2.6</b>
<b>Transfer status<sup>xlii</sup></b>								
Non-Transfer	620	50.8	410	33.6	159	13.0	32	2.6
Transfer	195	44.4	157	35.8	77	17.5	10	2.3
<b>Gender identity<sup>xliii</sup></b>								
Women	642	51.1	403	32.1	179	14.3	32	2.5
Men	207	43.2	187	39.0	73	15.2	12	2.5
<b>Sexual identity<sup>xliv</sup></b>								
LGBQ	40	37.4	35	32.7	26	24.3	6	5.6
Heterosexual	780	49.9	528	33.8	218	14.0	36	2.3

Feelings of value	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Disability status<sup>xlv</sup></b>								
Single Disability	52	45.2	33	28.7	29	25.2	< 5	---
No Disability	779	49.3	536	33.9	221	14.0	44	2.8
Multiple Disabilities	19	43.2	22	50.0	< 5	---	< 5	---

**My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.**

	<b>868</b>	<b>49.6</b>	<b>610</b>	<b>34.9</b>	<b>230</b>	<b>13.2</b>	<b>41</b>	<b>2.3</b>
<b>Student status<sup>xlvi</sup></b>								
Undergraduate	832	49.9	588	35.3	210	12.6	36	2.2
Graduate/Professional	36	43.4	22	26.5	20	24.1	5	6.0
<b>Transfer status<sup>xlvii</sup></b>								
Non-Transfer	642	52.4	433	35.3	127	10.4	24	2.0
Transfer	190	43.2	155	35.2	83	18.9	12	2.7
<b>Gender identity<sup>xlviii</sup></b>								
Women	646	51.2	415	32.9	169	13.4	31	2.5
Men	217	45.4	192	40.2	61	12.8	8	1.7
<b>Sexual identity<sup>xliv</sup></b>								
LGBQ	36	33.3	46	42.6	21	19.4	5	4.6
Heterosexual	796	50.9	538	34.4	202	12.9	29	1.9
<b>Disability status<sup>l</sup></b>								
Single Disability	51	44.7	33	28.9	28	24.6	< 5	---
No Disability	795	50.3	553	35.0	198	12.5	36	2.3
Multiple Disabilities	17	36.2	23	48.9	< 5	---	< 5	---

**I feel comfortable sharing my professional goals with my advisor.**

	<b>1,096</b>	<b>62.7</b>	<b>553</b>	<b>31.6</b>	<b>70</b>	<b>4.0</b>	<b>29</b>	<b>1.7</b>
<b>Transfer status<sup>li</sup></b>								
Non-Transfer	793	64.9	366	30.0	44	3.6	19	1.6
Transfer	252	57.1	160	36.3	22	5.0	7	1.6
<b>Racial identity<sup>lii</sup></b>								
White	919	64.9	415	29.3	56	4.0	26	1.8
Students of Color	165	54.8	119	39.5	14	4.7	< 5	---

Undergraduate Student Respondents:

Of the nearly 250 respondents who elaborated on their experiences with advising, communication, and academic career development, 227 were Undergraduate Student

respondents. Two themes emerged: 1) positive experiences specific to the respondent's academic department and 2) positive and negative interactions with academic advising.

*Positive experiences specific to their academic department* – The most common experience that respondents chose to elaborate on related to their experiences within their academic department, was a feeling of support and respect. Respondents specifically wrote, “Many faculty members in the College of Business have capitalized on my positive experiences while at UTM. It is because of their experience, care, and mentorship that I have succeeded and been afforded multiple career-advancing opportunities while earning my degree,” “The engineering staff are very engaging. It’s been an amazing experience and I have had a lot of opportunities to serve with the staff and been encouraged to expand my own thinking,” and “The departments of accounting and finance at UT Martin have been extremely helpful in my personal, professional development and have always worked diligently to push me toward my goals.” Other respondents wrote, “I couldn't be happier with my department. I have been shown nothing but care and respect,” and “Every teacher I have had in this department, and advisors, help me understand how to make my goals obtainable. Also, they are always willing to take time out of their personal day to help myself, or anyone else, with any issues we may be having.”

*Positive and negative interactions with academic advising* – In addition to comments regarding their experiences within their academic department, respondents also elaborated significantly on their interactions with their academic advisor. Few respondents offered neutral comments regarding academic advising. Rather, respondents offered either strongly positive or strongly negative remarks regarding their interactions with their advisor. Positive remarks regarding academic advising included, “My advisor has taken a real interest in my education. He shows lots of knowledge about what I need to be doing in order to appeal to graduate schools. I am very pleased with my advisor and all of the faculty that I have encountered from my department,” “I am fully confident in my advisers' abilities to guide me along my path to success. All of the staff at my UT Martin campus work hard to ensure I receive the most opportunity possible to succeed in my long term goals,” and “My advisor has helped me not only academically but personally. He is always happy to help and gives me prompt answers.”

Negative remarks regarding academic advising primarily centered on advisors' lack of interest in students' academic goals and lack of timeliness in their communication with students. In regard to their negative interactions with advisors, students wrote, "My advisor doesn't seem to care too much about my personal preferences or goals but rather more interested in the normal route for things. As a transfer student this is very frustrating because now I am not graduating when I anticipated graduating," "My advisor seemed to already have pre-determined how much advice he would give regardless of my questions or professional goals," "My advisor is generally very slow to respond and does not seem interested in answering questions-there has never been an advising appointment, just unlocked online enrollment," and "It usually takes several days for my advisor to contact me after I reach out to her." Respondents also questioned the quality of the academic advising they had received with comments including, "I knew more about my classes and major than my advisor did" and "I have trouble getting a straight answer from my advisor. I have to reach out many times and ask several staff members before I am sure if the information I received from my advisor is correct. Sometimes it is not." Regarding the practice of academic advising at UT Martin, one respondent wrote, "We need professional advisers." Another respondent also wrote, "I don't believe academic advisors should be the same as department heads and professors. It's hard to seek guidance when you feel intimidated by the individual."

#### Graduate/Professional Student Respondents:

Of the 248 respondents who provided additional information regarding their experiences with advising, communication, and academic career development, 21 were Graduate/Professional Student respondents. The primary theme that respondents elected to elaborate on related to their negative experiences with academic advising.

*Negative experiences with academic advising* – In regards to their negative experiences with academic advising, respondents wrote, "I like my advisor and she is helpful, but she does not answer all of my questions and oftentimes I am referred to someone else who sometimes cannot answer my questions either" and "I have had to register myself with no help, and I almost always need assistance from faculty other than my advisor." Many respondents identified delayed response time to requests for communication as a primary point of frustration with their advisor. For example, one respondent wrote, "I am a brand new student and currently taking my first

class at UTM. I was very disappointed that it took my advisor almost 4 weeks to get back with me. I left him several voicemails and also sent several emails... It was a very stressful beginning [to the semester] and made me second guess my decision to pursue my Master's Degree at UTM.” Other respondents wrote, “My advisor is good overall but she has problems in responding fast” and “My advisor respond(s) to my email, calls, or voicemails in a prompt manner. -- strongly disagree.”

One survey item asked Student respondents the degree to which they agreed with seventeen statements about their interactions with faculty members, students, staff members, and senior administrators at UT Martin. Eighty-five percent ( $n = 1,475$ ) of Student respondents felt valued by UT Martin faculty, 83% ( $n = 1,438$ ) felt valued by UT Martin staff, and 76% ( $n = 1,320$ ) felt valued by UT Martin senior administrators (e.g., chancellor, vice chancellor, dean, provost). Frequencies and significant differences based on analyzing student status, transfer status, gender/gender identity,<sup>56</sup> racial identity,<sup>57</sup> sexual identity,<sup>58</sup> religious/spiritual identity,<sup>59</sup> citizenship status,<sup>60</sup> income status, first-generation status, disability status,<sup>61</sup> military status, employment status, employment location, and housing location are provided in Tables 64 through 68.

Several significant differences were found among student groups. A significantly lower percentage of Student Respondents of Color (41%,  $n = 121$ ) than White Student respondents (51%,  $n = 720$ ) “strongly agreed” that they felt valued by UT Martin faculty. A smaller proportion of LGBQ Student respondents (36%,  $n = 39$ ) “strongly agreed” that they felt valued by UT Martin faculty than did Heterosexual Student respondents (50%,  $n = 783$ ). Similarly, a smaller proportion of Low-Income Student respondents (44%,  $n = 224$ ) than Not-Low-Income Student respondents (51%,  $n = 608$ ) “strongly agreed” that they felt valued by UT Martin faculty. Lastly, a significantly higher percentage of Student Respondents with At Least One Disability (6%,  $n = 10$ ) than those with Student Respondents with No Disability (2%,  $n = 37$ ) “disagreed” that they felt valued by UT Martin faculty.

---

<sup>56</sup>Per the LCST and owing to the small number of Transpectrum Student respondents, gender/gender identity was categorized to only Men and Women to maintain response confidentiality.

<sup>57</sup>Per the LCST, racial identity was categorized to only White, Hispanic/Latin@/Chican@, Black/African American, Multiracial, and Additional People of Color (including Alaska Native, Asian/Asian American, Middle Eastern/Southwest, American Indian/Native, Native Hawaiian, and Pacific Islander) to maintain response confidentiality. When necessary, analyses were conducted based on only White and Person of Color Student respondents.

<sup>58</sup>Per the LCST, sexual identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

<sup>59</sup>Per the LCST, religious/spiritual identity was categorized to Christian Religious/Spiritual Identity, Other Religious/Spiritual Identities, No Religious/Spiritual Identity, and Multiple Religious/Spiritual Identities.

<sup>60</sup>Per the LCST, citizenship status was categorized to only U.S. Citizen by Birth and Non-U.S. Citizen by Birth.

<sup>61</sup>Per the LCST, disability status was categorized to Single Disability, Multiple Disabilities, and No Disability to maintain response confidentiality. When necessary, analyses were conducted based on only At Least One Disability and No Disability to maintain response confidentiality.

A smaller proportion of Students of Color Respondents (40%,  $n = 118$ ) “strongly agreed” that they felt valued by UT Martin staff than did White Student respondents (50%,  $n = 695$ ). Similarly, a smaller proportion of LGBTQ Student respondents (35%,  $n = 38$ ) than Heterosexual Student respondents (49%,  $n = 753$ ) “strongly agreed” that they felt valued by UT Martin staff. Lastly, a significantly higher percentage of Student Respondents with At Least One Disability (10%,  $n = 16$ ) than those with No Disabilities (3%,  $n = 54$ ) noted that they did not feel valued by UT Martin staff.

A larger proportion of Non-Transfer Student respondents (47%,  $n = 557$ ) than Transfer Student respondents (39%,  $n = 169$ ) “strongly agreed” that they felt valued by senior administrators. A significantly higher percentage of White Student respondents (47%,  $n = 654$ ) than Students of Color Respondents (33%,  $n = 98$ ) “strongly agreed” that they felt valued by senior administrators. Heterosexual Student respondents (45%,  $n = 697$ ) were more likely than LGBTQ Student respondents (32%,  $n = 35$ ) to “strongly agree” that they felt valued by senior administrators. A larger proportion of First-Generation Student respondents (24%,  $n = 85$ ) “neither agreed nor disagreed” that they felt valued by UT Martin senior administrators than did Not-First-Generation Student respondents (18%,  $n = 254$ ). A smaller percentage of Low-Income Student respondents (38%,  $n = 190$ ) than Not-Low-Income Student respondents (46%,  $n = 551$ ) “strongly agreed” that they feel valued by senior administrators. A larger percentage of Student Respondents with No Disability (45%,  $n = 705$ ) than Student Respondents with At Least One Disability (34%,  $n = 54$ ) “strongly agreed” that they felt valued by senior administrators.

**Table 64. Student Respondents’ Feelings of Value by Employees**

Feelings of value	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>	%
<b>I feel valued by UT Martin faculty.</b>	<b>850</b>	<b>48.9</b>	<b>625</b>	<b>35.9</b>	<b>204</b>	<b>11.7</b>	<b>47</b>	<b>2.7</b>	<b>13</b>	<b>0.7</b>
<b>Racial identity<sup>liii</sup></b>										
White	720	51.0	506	35.9	137	9.7	37	2.6	11	0.8
People of Color	121	40.7	104	35.0	60	20.2	10	3.4	< 5	---
<b>Sexual identity<sup>liv</sup></b>										
LGBTQ	39	36.1	43	39.8	22	20.4	< 5	---	< 5	---
Heterosexual	783	50.4	553	35.6	168	10.8	41	2.6	9	0.6

**Table 64. Student Respondents' Feelings of Value by Employees**

Feelings of value	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>	%
<b>Income status<sup>lv</sup></b>										
Low-Income	224	44.4	186	36.9	76	15.1	13	2.6	5	1.0
Not-Low-Income	608	50.9	423	35.4	124	10.4	32	2.7	7	0.6
<b>Disability status<sup>lvi</sup></b>										
No Disability	779	49.4	572	36.2	179	11.3	37	2.3	11	0.7
At Least One Disability	71	44.1	53	32.9	25	15.5	10	6.2	< 5	---
<b>I feel valued by UT Martin staff.</b>										
	<b>820</b>	<b>47.3</b>	<b>618</b>	<b>35.7</b>	<b>225</b>	<b>13.0</b>	<b>52</b>	<b>3.0</b>	<b>18</b>	<b>1.0</b>
<b>Racial identity<sup>lvii</sup></b>										
White	695	49.5	489	34.8	165	11.7	40	2.8	16	1.1
People of Color	118	39.7	114	38.4	51	17.2	12	4.0	< 5	---
<b>Sexual identity<sup>lviii</sup></b>										
LGBQ	38	34.9	43	39.4	21	19.3	5	4.6	< 5	---
Heterosexual	753	48.7	547	35.4	189	12.2	43	2.8	15	1.0
<b>Disability status<sup>lix</sup></b>										
No Disability	755	48.0	565	35.9	198	12.6	41	2.6	13	0.8
At Least One Disability	65	40.4	53	32.9	27	16.8	11	6.8	5	3.1
<b>I feel valued by UT Martin senior administrators (e.g., chancellor, vice chancellor, dean, provost).</b>										
	<b>759</b>	<b>43.8</b>	<b>561</b>	<b>32.4</b>	<b>341</b>	<b>19.7</b>	<b>52</b>	<b>3.0</b>	<b>21</b>	<b>1.2</b>
<b>Transfer status<sup>lx</sup></b>										
Non-Transfer	557	46.1	395	32.7	212	17.5	29	2.4	15	1.2
Transfer	169	38.5	140	31.9	108	24.6	18	4.1	< 5	---
<b>Racial identity<sup>lxi</sup></b>										
White	654	46.5	441	31.4	253	18.0	41	2.9	16	1.1
People of Color	98	32.9	108	36.2	76	25.5	11	3.7	5	1.7
<b>Sexual identity<sup>lxii</sup></b>										
LGBQ	35	32.4	39	36.1	26	24.1	< 5	---	< 5	---
Heterosexual	697	45.0	498	32.1	295	19.0	45	2.9	15	1.0
<b>First-Generation status<sup>lxiii</sup></b>										
First-Generation	142	40.8	111	31.9	85	24.4	5	1.4	5	1.4
Not-First-Generation	615	44.6	448	32.5	254	18.4	47	3.4	16	1.2
<b>Income status<sup>lxiv</sup></b>										
Low-Income	190	37.9	179	35.7	110	22.0	11	2.2	11	2.2
Not-Low-Income	551	46.3	370	31.1	220	18.5	41	3.4	9	0.8
<b>Disability status<sup>lxv</sup></b>										
At Least One Disability	705	44.8	514	32.7	299	19.0	41	2.6	14	0.9
No Disability	54	33.5	47	29.2	42	26.1	11	6.8	7	4.3

Eighty-six percent ( $n = 1,483$ ) of respondents felt valued by UT Martin faculty in the classroom (Table 65). A significantly higher percentage of Non-Transfer Student respondents (50%,  $n = 606$ ) than Transfer Student respondents (44%,  $n = 194$ ) “strongly agreed” that they felt valued by faculty in the classroom. A smaller proportion of Student Respondents of Color (41%,  $n = 120$ ) felt valued by faculty in the classroom than did White Student respondents (51%,  $n = 708$ ). Similarly, a smaller proportion of LGBTQ Student respondents (38%,  $n = 41$ ) than Heterosexual Student respondents (50%,  $n = 768$ ) “strongly agreed” that they felt valued by UT Martin faculty in the classroom. Lastly, a greater percentage of Student Respondents with At Least One Disability (6%,  $n = 10$ ) than Student Respondents with no Disability (2%,  $n = 29$ ) “disagreed” that they felt valued by faculty in the classroom

Seventy-six percent ( $n = 1,307$ ) of respondents felt valued by other students in the classroom. A significantly higher percentage of White Student respondents (41%,  $n = 572$ ) than Student Respondents of Color (31%,  $n = 90$ ) “strongly agreed” that they felt valued by other students in the classroom. A smaller proportion of LGBTQ Student respondents (27%,  $n = 29$ ) “strongly agreed” that they felt valued by UT Martin faculty in the classroom than did Heterosexual Student respondents (40%,  $n = 618$ ). Similarly, a smaller proportion of Low-Income Student respondents (34%,  $n = 171$ ) than Not-Low-Income Student respondents (41%,  $n = 482$ ) “strongly agreed” that they felt valued by UT Martin faculty in the classroom. A greater percentage of Student Respondents with No Disability (40%,  $n = 624$ ) than Student Respondents with At Least One Disability (28%,  $n = 44$ ) “strongly agreed” that they felt valued by other students outside of the classroom.

Seventy-four percent ( $n = 1,261$ ) of respondents felt valued by other students OUTSIDE of the classroom. A larger proportion of Transfer Student respondents (24%,  $n = 105$ ) “neither agreed nor disagreed” that they felt valued by other students outside of the classroom than did Non-Transfer Student respondents (20%,  $n = 232$ ). A greater percentage of White respondents (40%,  $n = 547$ ) than Student Respondents of Color (30%,  $n = 88$ ) “strongly agreed” that they felt valued by other students outside of the classroom. A higher percentage of Heterosexual Student respondents (39%,  $n = 590$ ) versus LGBTQ Student respondents (27%,  $n = 29$ ) “strongly agreed” that they felt valued by other students outside of the classroom. Similarly, a smaller proportion of

Low-Income Student respondents (33%,  $n = 166$ ) than Not-Low-Income Student respondents (39%,  $n = 460$ ) “strongly agreed” that they felt valued by other students outside of the classroom.

**Table 65. Student Respondents’ Feelings of Value Inside and Outside the Classroom**

Feelings of value	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>	%
<b>I feel valued by faculty in the classroom.</b>	<b>836</b>	<b>48.4</b>	<b>647</b>	<b>37.5</b>	<b>191</b>	<b>11.1</b>	<b>39</b>	<b>2.3</b>	<b>13</b>	<b>0.8</b>
<b>Transfer status<sup>lxvi</sup></b>										
Non-Transfer	606	50.4	449	37.3	115	9.6	22	1.8	11	0.9
Transfer	194	44.3	166	37.9	61	13.9	15	3.4	< 5	---
<b>Racial identity<sup>lxvii</sup></b>										
White	708	50.5	512	36.5	138	9.9	32	2.3	11	0.8
Students of Color	120	40.7	119	40.3	47	15.9	7	2.4	< 5	---
<b>Sexual identity<sup>lxviii</sup></b>										
LGBQ	41	38.0	40	37.0	23	21.3	< 5	---	< 5	---
Heterosexual	768	49.8	581	37.7	152	9.9	32	2.1	10	0.6
<b>Disability status<sup>lxix</sup></b>										
At Least One Disability	770	49.1	590	37.6	167	10.7	29	1.8	12	0.8
No Disability	66	41.8	57	36.1	24	15.2	10	6.3	< 5	---
<b>I feel valued by other students in the classroom.</b>	<b>668</b>	<b>38.8</b>	<b>639</b>	<b>37.1</b>	<b>332</b>	<b>19.3</b>	<b>69</b>	<b>4.0</b>	<b>13</b>	<b>0.8</b>
<b>Racial identity<sup>lxx</sup></b>										
White	572	40.9	525	37.6	240	17.2	51	3.7	9	0.6
Students of Color	90	30.6	103	35.0	82	27.9	15	5.1	< 5	---
<b>Sexual identity<sup>lxxi</sup></b>										
LGBQ	29	27.1	38	35.5	30	28.0	9	8.4	< 5	---
Heterosexual	618	40.2	576	37.4	282	18.3	53	3.4	10	0.6
<b>Income status<sup>lxxii</sup></b>										
Low-Income	171	34.3	175	35.1	121	24.3	26	5.2	5	1.0
Not-Low-Income	482	40.7	450	38.0	204	17.2	41	3.5	6	0.5
<b>Disability status<sup>lxxiii</sup></b>										
No Disability	624	39.9	572	36.6	300	19.2	55	3.5	12	0.8
At Least One Disabilities	44	27.8	67	42.4	32	20.3	14	8.9	< 5	---
<b>I feel valued by other students outside of the classroom.</b>	<b>641</b>	<b>37.5</b>	<b>620</b>	<b>36.3</b>	<b>362</b>	<b>21.2</b>	<b>66</b>	<b>3.9</b>	<b>20</b>	<b>1.2</b>
<b>Transfer status<sup>lxxiv</sup></b>										
Non-Transfer	463	38.9	441	37.0	232	19.5	39	3.3	16	1.3
Transfer	150	34.6	152	35.1	105	24.2	23	5.3	< 5	---
<b>Racial identity<sup>lxxv</sup></b>										
White	547	39.6	503	36.4	267	19.3	51	3.7	15	1.1
Students of Color	88	29.7	104	35.1	86	29.1	13	4.4	5	1.7

**Table 65. Student Respondents’ Feelings of Value Inside and Outside the Classroom**

Feelings of value	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>	%
<b>Sexual identity<sup>lxxvi</sup></b>										
LGBQ	29	27.4	34	32.1	35	33.0	6	5.7	< 5	---
Heterosexual	590	38.6	558	36.5	310	20.3	56	3.7	15	1.0
<b>Income status<sup>lxxvii</sup></b>										
Low-Income	166	33.4	166	33.4	130	26.2	27	5.4	8	1.6
Not-Low-Income	460	39.2	440	37.5	225	19.2	37	3.2	10	0.9

Approximately one-third (34%) of respondents thought that faculty ( $n = 584$ ) or staff ( $n = 583$ ) prejudged their abilities based on their perception of their identity/background. A significantly higher percentage of Women Student respondents (19%,  $n = 233$ ) than Men Student respondents (14%,  $n = 65$ ) “strongly disagreed” that they felt faculty prejudged their abilities based on their perception of their identity/background (Table 66). A significantly higher percentage of White Student respondents (44%,  $n = 619$ ) than Students of Color respondents (29%,  $n = 86$ ) did not feel that faculty prejudged their abilities based on their perception of their identity/background. Conversely, a higher percentage of Non-U.S. Citizen respondents (52%,  $n = 44$ ) versus U.S. Citizen Respondents (33%,  $n = 540$ ) felt faculty prejudged their abilities based on their perception of their identity/background. Lastly, a larger proportion of Not-Employed Student respondents (20%,  $n = 142$ ) “strongly agreed” that they felt faculty prejudged their abilities based on their perception of their identity/background than did Employed Student respondents (15%,  $n = 144$ ).

A significantly higher percentage of Women Student respondents (19%,  $n = 232$ ) than Men Student respondents (14%,  $n = 64$ ) “strongly disagreed” that they felt staff prejudged their abilities based on their perception of their identity/background. A significantly higher percentage of White Student respondents (45%,  $n = 622$ ) than Students of Color respondents (30%,  $n = 88$ ) did not feel that staff prejudged their abilities based on their perception of their identity/background. Conversely, a higher percentage of Non-U.S. Citizen respondents (53%,  $n = 45$ ) versus U.S. Citizen Respondents (33%,  $n = 538$ ) felt staff prejudged their abilities based on their perception of their identity/background. A larger proportion of Not-Low-Income Student respondents (26%,  $n = 309$ ) than Low-Income Student respondents (21%,  $n = 105$ ) “disagreed”

that staff prejudged their abilities based on their perception of their identity/background. Lastly, a larger proportion of Not-Employed Student respondents (21%,  $n = 148$ ) “strongly agreed” that they felt staff prejudged their abilities based on their perception of their identity/background than did Employed Student respondents (15%,  $n = 140$ ).

Seventy-eight percent ( $n = 1,338$ ) of respondents believed that the classroom climate encouraged free and open discussion of difficult topics. A small but statistically smaller percentage of Women Student respondents (2%,  $n = 23$ ) versus Men Student respondents (4%,  $n = 19$ ) “strongly disagreed” that the classroom climate encouraged free and open discussion of difficult topics. A significantly higher percentage of White Student respondents (43%,  $n = 601$ ) than Students of Color respondents (33%,  $n = 97$ ) “strongly agreed” that they believed that the classroom climate encouraged free and open discussion of difficult topics. A higher percentage of Student Respondents with No Disability (42%,  $n = 659$ ) than Student Respondents with At Least One Disability (28%,  $n = 45$ ) “strongly agreed” that they believed that the classroom climate encouraged free and open discussion of difficult topics. A larger proportion of Student Respondents Employed On Campus (9%,  $n = 32$ ) “disagreed” that they believed that the classroom climate encouraged free and open discussion of difficult topics, compared with Student Respondents Employed Off Campus (3%,  $n = 15$ ). Student Respondents Employed Both On and Off Campus (9%,  $n = 5$ ) were not statistically different from the other two groups.

Eighty-one percent of respondents believed that the campus climate encourages free speech within ( $n = 1,400$ ) and outside of ( $n = 1,383$ ) the classroom. A significantly higher percentage of White Student respondents (46%,  $n = 642$ ) than Student Respondents of Color (34%,  $n = 101$ ) “strongly agreed” that the campus climate encourages free speech within the classroom. One-third (33%,  $n = 35$ ) of LGBQ Student respondents “strongly agreed” that they believed that the campus climate encourages free speech within the classroom compared with 45% ( $n = 692$ ) of Heterosexual Student respondents. A statistically higher percentage of Student Respondents with No Disability (45%,  $n = 698$ ) than Student Respondents with At Least One Disability (33%,  $n = 52$ ) “strongly agreed” that they believed that the campus climate encourages free speech within the classroom.

A small but statistically lower percentage of Women Student respondents (1%,  $n = 15$ ) versus Men Student respondents (3%,  $n = 13$ ) “strongly disagreed” that the campus climate encourages free speech outside of the classroom. A significantly higher percentage of White Student respondents (45%,  $n = 625$ ) than Student Respondents of Color (36%,  $n = 107$ ) “strongly agreed” that the campus climate encourages free speech outside of the classroom. Thirty-one percent ( $n = 33$ ) of LGBTQ Student respondents “strongly agreed” that they believed that the campus climate encourages free speech outside of the classroom compared with 45% ( $n = 683$ ) of Heterosexual Student respondents. A small but statistically lower percentage of First-Generation Student respondents ( $n < 5$ ) versus Not-First-Generation Student respondents (4%,  $n = 52$ ) “disagreed” that the campus climate encourages free speech outside of the classroom. A statistically higher percentage of Student Respondents with No Disability (44%,  $n = 687$ ) than Student Respondents with At Least One Disability (33%,  $n = 51$ ) “strongly agreed” that they believed that the campus climate encourages free speech outside of the classroom. Less than five Student Respondents Employed Off Campus “disagreed” that the campus climate encourages free speech outside of the classroom, compared with larger proportions of Student Respondents Employed On Campus (5%,  $n = 19$ ) and Student Respondents Employed Both On and Off Campus (9%,  $n = 5$ ).

**Table 66. 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>	%
<b>I feel that faculty pre-judge my abilities based on their perception of my identity/background.</b>	<b>295</b>	<b>17.1</b>	<b>289</b>	<b>16.8</b>	<b>427</b>	<b>24.8</b>	<b>414</b>	<b>24.0</b>	<b>300</b>	<b>17.4</b>
<b>Gender identity<sup>lxxviii</sup></b>										
Women	212	17.0	208	16.7	287	23.1	304	24.4	233	18.7
Men	80	16.9	80	16.9	138	29.2	110	23.3	65	13.7
<b>Racial identity<sup>lxxix</sup></b>										
White	240	17.2	213	15.2	326	23.3	361	25.8	258	18.5
Students of Color	53	17.8	70	23.6	88	29.6	48	16.2	38	12.8
<b>Citizenship status<sup>lxxx</sup></b>										
U.S. Citizen	273	16.6	267	16.3	414	25.2	397	24.2	289	17.6
Not U.S. Citizen	22	26.2	22	26.2	12	14.3	17	20.2	11	13.1
<b>Employment status<sup>lxxxi</sup></b>										
Not-Employed	142	20.3	123	17.5	179	25.5	147	21.0	110	15.7
Employed	144	15.4	149	15.9	226	24.1	246	26.3	172	18.4

**Table 66. 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>	%
<b>I feel that staff pre-judge my abilities based on their perception of my identity/background.</b>	<b>297</b>	<b>17.3</b>	<b>286</b>	<b>16.6</b>	<b>418</b>	<b>24.3</b>	<b>421</b>	<b>24.5</b>	<b>298</b>	<b>17.3</b>
<b>Gender identity<sup>lxxxii</sup></b>										
Women	210	16.9	209	16.9	281	22.7	307	24.8	232	18.7
Men	84	17.8	75	15.9	136	28.8	114	24.1	64	13.5
<b>Racial identity<sup>lxxxiii</sup></b>										
White	239	17.2	215	15.4	317	22.8	364	26.1	258	18.5
Students of Color	55	18.5	67	22.6	87	29.3	52	17.5	36	12.1
<b>Citizenship status<sup>lxxxiv</sup></b>										
U.S. Citizen	275	16.8	263	16.1	405	24.8	404	24.7	287	17.6
Not U.S. Citizen	22	25.9	23	27.1	12	14.1	17	20.0	11	12.9
<b>Income status<sup>lxxxv</sup></b>										
Low-Income	80	16.0	86	17.2	153	30.7	105	21.0	75	15.0
Not-Low-Income	209	17.7	191	16.1	256	21.6	309	26.1	218	18.4
<b>Employment status<sup>lxxxvi</sup></b>										
Not-Employed	148	21.1	123	17.6	177	25.3	144	20.6	108	15.4
Employed	140	15.0	146	15.7	218	23.4	256	27.5	172	18.5
<b>I believe that the classroom climate encourages free and open discussion of difficult topics.</b>	<b>704</b>	<b>40.9</b>	<b>634</b>	<b>36.8</b>	<b>252</b>	<b>14.6</b>	<b>88</b>	<b>5.1</b>	<b>43</b>	<b>2.5</b>
<b>Gender identity<sup>lxxxvii</sup></b>										
Women	524	42.2	444	35.7	184	14.8	67	5.4	23	1.9
Men	177	37.6	188	39.9	67	14.2	20	4.2	19	4.0
<b>Racial identity<sup>lxxxviii</sup></b>										
White	601	43.1	516	37.0	189	13.5	61	4.4	29	2.1
Students of Color	97	32.8	105	35.5	55	18.6	26	8.8	13	4.4
<b>Disability status<sup>lxxxix</sup></b>										
No Disability	659	42.2	579	37.1	215	13.8	74	4.7	35	2.2
At Least One Disability	45	28.3	55	34.6	37	23.3	14	8.8	8	5.0
<b>Employment location<sup>xc</sup></b>										
On-Campus	142	39.7	124	34.6	51	14.2	32	8.9	9	2.5
Off-Campus	226	43.5	195	37.6	70	13.5	15	2.9	13	2.5
Both	22	39.3	20	35.7	7	12.5	5	8.9	< 5	---
<b>I feel that the campus climate encourages free speech within the classroom.</b>	<b>750</b>	<b>43.5</b>	<b>650</b>	<b>37.7</b>	<b>231</b>	<b>13.4</b>	<b>71</b>	<b>4.1</b>	<b>22</b>	<b>1.3</b>
<b>Racial identity<sup>xci</sup></b>										
White	642	45.9	530	37.9	161	11.5	48	3.4	17	1.2
Students of Color	101	34.0	107	36.0	61	20.5	23	7.7	5	1.7
<b>Sexual identity<sup>xcii</sup></b>										

**Table 66. 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>	%
LGBQ	35	32.7	42	39.3	23	21.5	6	5.6	< 5	---
Heterosexual	692	44.9	576	37.4	195	12.6	61	4.0	18	1.2
<b>Disability status<sup>xciii</sup></b>										
No Disability	698	44.6	591	37.7	203	13.0	56	3.6	18	1.1
At Least One Disability	52	32.9	59	37.3	28	17.7	15	9.5	< 5	---
<b>I feel that the campus climate encourages free speech outside of the classroom.</b>	<b>738</b>	<b>43.0</b>	<b>645</b>	<b>37.6</b>	<b>249</b>	<b>14.5</b>	<b>56</b>	<b>3.3</b>	<b>29</b>	<b>1.7</b>
<b>Gender identity<sup>xciv</sup></b>										
Women	546	44.0	456	36.7	178	14.3	46	3.7	15	1.2
Men	189	40.4	186	39.7	70	15.0	10	2.1	13	2.8
<b>Racial identity<sup>xcv</sup></b>										
White	625	44.9	528	38.0	178	12.8	39	2.8	21	1.5
Students of Color	107	36.0	104	35.0	62	20.9	16	5.4	8	2.7
<b>Sexual identity<sup>xcvi</sup></b>										
LGBQ	33	30.8	43	40.2	23	21.5	5	4.7	< 5	---
Heterosexual	683	44.5	565	36.8	212	13.8	51	3.3	24	1.6
<b>First-Generation identity<sup>xcvii</sup></b>										
First-Generation	153	44.6	117	34.1	63	18.4	< 5	---	6	1.7
Not-First-Generation	584	42.6	525	38.3	186	13.6	52	3.8	23	1.7
<b>Disability status<sup>xcviii</sup></b>										
No Disability	687	44.0	588	37.7	217	13.9	46	2.9	23	1.5
At Least One Disability	51	32.7	57	36.5	32	20.5	10	6.4	6	3.8
<b>Employment location<sup>xcix</sup></b>										
On-Campus	150	41.7	136	37.8	51	14.2	19	5.3	< 5	---
Off-Campus	234	45.3	200	38.8	70	13.6	< 5	---	9	1.7
Both	22	39.3	20	35.7	8	14.3	5	8.9	< 5	---

Table 67 illustrates Student respondents' opinions about having faculty, staff, and student role models. Eighty-one percent ( $n = 1,401$ ) of respondents indicated that they have faculty, 74% ( $n = 1,273$ ) have staff, and 70% ( $n = 1,192$ ) have students whom they perceive as role models. Small, but statistically significant, differences existed. Fifty-three percent ( $n = 641$ ) of Non-Transfer Student respondents "strongly agreed" that they had faculty whom they perceived as role models compared to 44% ( $n = 193$ ) of Transfer Student respondents. A larger proportion of Women respondents (53%,  $n = 658$ ) than Men respondents (45%,  $n = 211$ ) "strongly agreed" that they had faculty whom they perceived as role models. A lower percentage of Student Respondents of Color (38%,  $n = 111$ ), compared with White Student respondents (54%,  $n = 753$ ), "strongly agreed" that they had faculty whom they perceived as role models, while a lower percentage of

Student Respondents of Color (29%,  $n = 105$ ), compared with White Student respondents (36%,  $n = 411$ ), “agreed” with the statement. Additionally, a larger proportion of Not-Low-Income Student respondents (53%,  $n = 622$ ) than Low-Income Student respondents (47%,  $n = 234$ ) “strongly agreed” that they had faculty whom they perceived as role models.

Forty-eight percent ( $n = 577$ ) of Non-Transfer Student respondents “strongly agreed” that they had staff whom they perceived as role models, compared to 41% ( $n = 176$ ) of Transfer Student respondents. A larger proportion of Women respondents (49%,  $n = 604$ ) than Men respondents (38%,  $n = 180$ ) “strongly agreed” that they had staff whom they perceived as role models. A lower percentage of Student Respondents of Color (36%,  $n = 107$ ), compared with White Student respondents (48%,  $n = 674$ ), “strongly agreed” that they had staff whom they perceived as role models. In the only statistically significant result pertaining to military status, Military Student respondents (31%,  $n = 19$ ) indicated they “neither agreed nor disagreed” that they have staff whom they perceived as role models more so than Not-Military Student respondents (20%,  $n = 329$ ).

In one of the few statistically significant results based on student status, Graduate/Professional Student respondents (41%,  $n = 35$ ) indicated they “neither agreed nor disagreed” that they have students whom they perceived as role models less so than Undergraduate Student respondents (22%,  $n = 357$ ). Sixty-one percent ( $n = 261$ ) of Transfer Student respondents noted that they had students whom they perceived as role models, compared to 74% ( $n = 886$ ) of Non-Transfer Student respondents. A larger proportion of Women respondents (43%,  $n = 535$ ) than Men respondents (31%,  $n = 145$ ) “strongly agreed” that they had students whom they perceived as role models, while 28% ( $n = 345$ ) of Women respondents and 34% ( $n = 160$ ) of Men respondents “agreed” with the statement, and 22% ( $n = 268$ ) of Women respondents and 27% ( $n = 124$ ) of Men respondents “neither agreed nor disagreed.” A lower percentage of Student Respondents of Color (30%,  $n = 89$ ), compared with White Student respondents (43%,  $n = 590$ ), “strongly agreed” that they had students whom they perceived as role models. A larger proportion of Not-First-Generation Student respondents (41%,  $n = 563$ ) than First-Generation Student respondents (35%,  $n = 121$ ) “strongly agreed” that they had students whom they perceived as role models. Additionally, a larger proportion of Not-Low-Income Student respondents (42%,  $n = 495$ ) than

Low-Income Student respondents (36%,  $n = 177$ ) “strongly agreed” that they had faculty whom they perceived as role models.

**Table 67. 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>	%
<b>I have faculty whom I perceive as role models.</b>	<b>874</b>	<b>50.7</b>	<b>527</b>	<b>30.6</b>	<b>253</b>	<b>14.7</b>	<b>52</b>	<b>3.0</b>	<b>17</b>	<b>1.0</b>
<b>Transfer status<sup>c</sup></b>										
Not-Transfer	641	53.4	370	30.8	148	12.3	34	2.8	8	0.7
Transfer	193	44.4	131	30.1	85	19.5	17	3.9	9	2.1
<b>Gender identity<sup>ci</sup></b>										
Women	658	52.9	365	29.3	172	13.8	37	3.0	12	1.0
Men	211	44.8	160	34.0	81	17.2	15	3.2	< 5	---
<b>Racial identity<sup>cii</sup></b>										
White	753	53.8	411	29.4	185	13.2	40	2.9	10	0.7
Students of Color	111	37.5	105	35.5	62	20.9	11	3.7	7	2.4
<b>Income status<sup>ciii</sup></b>										
Low-Income	234	46.9	157	31.5	83	16.6	16	3.2	9	1.8
Not-Low-Income	622	52.5	359	30.3	163	13.8	34	2.9	7	0.6
<b>I have staff whom I perceive as role models.</b>	<b>788</b>	<b>45.8</b>	<b>485</b>	<b>28.2</b>	<b>349</b>	<b>20.3</b>	<b>80</b>	<b>4.6</b>	<b>19</b>	<b>1.1</b>
<b>Transfer status<sup>civ</sup></b>										
Not-Transfer	577	48.0	348	29.0	216	18.0	51	4.2	10	0.8
Transfer	176	40.6	115	26.5	109	25.1	25	5.8	9	2.1
<b>Gender identity<sup>cv</sup></b>										
Women	604	48.6	338	27.2	233	18.8	51	4.1	16	1.3
Men	180	38.2	147	31.2	115	24.4	27	5.7	< 5	---
<b>Racial identity<sup>cvi</sup></b>										
White	674	48.2	380	27.2	269	19.3	62	4.4	12	0.9
Students of Color	107	36.3	93	31.5	71	24.1	17	5.8	7	2.4
<b>Military status<sup>cvi</sup></b>										
Military	23	37.1	12	19.4	19	30.6	6	9.7	< 5	---
Not-Military	762	46.1	472	28.6	329	19.9	73	4.4	17	1.0
<b>I have students whom I perceive as role models.</b>	<b>685</b>	<b>40.0</b>	<b>507</b>	<b>29.6</b>	<b>392</b>	<b>22.9</b>	<b>95</b>	<b>5.6</b>	<b>32</b>	<b>1.9</b>
<b>Student status<sup>cvi</sup></b>										
Undergraduate	659	40.6	488	30.0	357	22.0	89	5.5	32	2.0
Graduate/Professional	26	30.2	19	22.1	35	40.7	6	7.0	< 5	---
<b>Transfer status<sup>cix</sup></b>										
Not-Transfer	510	42.6	376	31.4	223	18.6	66	5.5	21	1.8
Transfer	149	34.7	112	26.1	134	31.2	23	5.4	11	2.6

**Table 67. 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>	%
<b>Gender identity<sup>cx</sup></b>										
Women	535	43.2	345	27.9	268	21.6	66	5.3	24	1.9
Men	145	31.2	160	34.4	124	26.7	29	6.2	7	1.5
<b>Racial identity<sup>cx</sup></b>										
White	590	42.5	408	29.4	298	21.5	74	5.3	18	1.3
Students of Color	89	30.3	87	29.6	86	29.3	19	6.5	13	4.4
<b>First-Generation status<sup>cxii</sup></b>										
First-Generation	121	35.4	92	26.9	98	28.7	26	7.6	5	1.5
Not-First Generation	563	41.2	413	30.3	293	21.5	69	5.1	27	2.0
<b>Income status<sup>cxiii</sup></b>										
Low-Income	177	35.7	142	28.6	130	26.2	35	7.1	12	2.4
Not-Low-Income	495	42.1	351	29.8	254	21.6	58	4.9	18	1.5

Less than two-thirds of respondents thought that senior administrators (62%, *n* = 1,058), faculty (65%, *n* = 1,115), or students (62%, *n* = 1,050) had taken direct actions to address the needs of at-risk/underserved students (Table 68). In one of the few statistically significant results based on student status, Graduate/Professional Student respondents (14%, *n* = 12) “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students less so than Undergraduate Student respondents (28%, *n* = 453), while 51% (*n* = 43) of Graduate/Professional Student respondents and 32% (*n* = 523) of Undergraduate respondents “neither agreed nor disagreed.” Twenty-seven percent (*n* = 117) of Transfer Student respondents “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students, compared to 38% (*n* = 451) of Non-Transfer Student respondents. A lower percentage of Student Respondents of Color (26%, *n* = 77), compared with White Student respondents (37%, *n* = 510), “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. A larger proportion of Not-U.S. Citizen Student respondents (39%, *n* = 33) than U.S. Citizen Student respondents (27%, *n* = 432) “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students, while 20% (*n* = 17) of Not-U.S. Citizen Student respondents and 34% (*n* = 548) of U.S. Citizen Student respondents “neither agreed nor disagreed.” Thirty-six percent (*n* = 553) of Heterosexual Student respondents “strongly agreed” that senior administrators had

taken direct actions to address the needs of at-risk/underserved students, compared to 20% ( $n = 21$ ) of LGBQ Student respondents. Additionally, a larger proportion of Not-Low-Income Student respondents (37%,  $n = 432$ ) than Low-Income Student respondents (30%,  $n = 147$ ) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Lastly, a statistically higher percentage of Student Respondents with No Disability (36%,  $n = 556$ ) than Student Respondents with At Least One Disability (24%,  $n = 37$ ) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students.

Graduate/Professional Student respondents (19%,  $n = 16$ ) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students less so than Undergraduate Student respondents (30%,  $n = 482$ ), while 44% ( $n = 38$ ) of Graduate/Professional Student respondents and 30% ( $n = 483$ ) of Undergraduate respondents “neither agreed nor disagreed.” Twenty-eight percent ( $n = 120$ ) of Transfer Student respondents “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students, compared to 39% ( $n = 470$ ) of Non-Transfer Student respondents. A larger proportion of Not-U.S. Citizen Student respondents (42%,  $n = 35$ ) than U.S. Citizen Student respondents (29%,  $n = 463$ ) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students, while 17% ( $n = 14$ ) of Not-U.S. Citizen Student respondents and 31% ( $n = 506$ ) of U.S. Citizen Student respondents “neither agreed nor disagreed.” Thirty-seven percent ( $n = 573$ ) of Heterosexual Student respondents “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students, compared to 23% ( $n = 25$ ) of LGBQ Student respondents.

Additionally, a larger proportion of Not-Low-Income Student respondents (38%,  $n = 450$ ) than Low-Income Student respondents (31%,  $n = 153$ ) “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. Lastly, a statistically higher percentage of Student Respondents with No Disability (37%,  $n = 578$ ) than Student Respondents with At Least One Disability (25%,  $n = 39$ ) “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students.

Graduate/Professional Student respondents (16%,  $n = 13$ ) “agreed” that students had taken direct actions to address the needs of at-risk/underserved students less so than Undergraduate Student

respondents (29%,  $n = 472$ ), while 55% ( $n = 46$ ) of Graduate/Professional Student respondents and 33% ( $n = 533$ ) of Undergraduate respondents “neither agreed nor disagreed.” Twenty-seven percent ( $n = 115$ ) of Transfer Student respondents “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students, compared to 36% ( $n = 428$ ) of Non-Transfer Student respondents. A larger proportion of Women Student respondents (35%,  $n = 425$ ) than Men Student respondents (29%,  $n = 136$ ) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students, while 27% ( $n = 335$ ) of Women Student respondents and 32% ( $n = 150$ ) of Men Student respondents “agreed,” and 4% ( $n = 52$ ) of Women Student respondents and 2% ( $n = 9$ ) of Men Student respondents “disagreed.” A larger proportion of Not-Low-Income Student respondents (35%,  $n = 415$ ) than Low-Income Student respondents (27%,  $n = 136$ ) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students. Additionally, a statistically higher percentage of Student Respondents with No Disability (34%,  $n = 530$ ) than Student Respondents with At Least One Disability (23%,  $n = 35$ ) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students.

**Table 68. 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>	%
<b>Senior administrators have taken direct actions to address the needs of at-risk/underserved students.</b>	<b>593</b>	<b>34.6</b>	<b>465</b>	<b>27.1</b>	<b>566</b>	<b>33.0</b>	<b>70</b>	<b>4.1</b>	<b>20</b>	<b>1.2</b>
<b>Student status<sup>cxiv</sup></b>										
Undergraduate	568	34.9	453	27.8	523	32.1	66	4.1	19	1.2
Graduate/Professional	25	29.4	12	14.1	43	50.6	< 5	---	< 5	---
<b>Transfer status<sup>cxv</sup></b>										
Not-Transfer	451	37.7	338	28.3	344	28.8	48	4.0	15	1.3
Transfer	117	27.0	115	26.6	179	41.3	18	4.2	< 5	---
<b>Racial identity<sup>cxvi</sup></b>										
White	510	36.7	367	26.4	444	31.9	56	4.0	14	1.0
Students of Color	77	26.2	84	28.6	114	38.8	13	4.4	6	2.0
<b>Citizenship status<sup>cxvii</sup></b>										
U.S. Citizen	561	34.5	432	26.5	548	33.7	68	4.2	19	1.2
Not U.S. Citizen	32	37.6	33	38.8	17	20.0	< 5	---	< 5	---
<b>Sexual identity<sup>cxviii</sup></b>										
LGBQ	21	19.8	34	32.1	39	36.8	11	10.4	< 5	---
Heterosexual	553	36.0	407	26.5	501	32.6	57	3.7	17	1.1

**Table 68. 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>	%
<b>Income status<sup>cxix</sup></b>										
Low-Income	147	29.5	143	28.7	176	35.3	23	4.6	10	2.0
Not-Low-Income	432	36.7	310	26.3	380	32.3	46	3.9	9	0.8
<b>Disability status<sup>cxx</sup></b>										
No Disability	556	35.7	424	27.2	505	32.4	58	3.7	14	0.9
At Least One Disability	37	23.6	41	26.1	61	38.9	12	7.6	6	3.8
<b>Faculty have taken direct actions to address the needs of at-risk/underserved students.</b>										
	<b>617</b>	<b>36.1</b>	<b>498</b>	<b>29.1</b>	<b>521</b>	<b>30.5</b>	<b>58</b>	<b>3.4</b>	<b>17</b>	<b>1.0</b>
<b>Student status<sup>cxxi</sup></b>										
Undergraduate	590	36.3	482	29.7	483	29.7	54	3.3	16	1.0
Graduate/Professional	27	31.4	16	18.6	38	44.2	< 5	---	< 5	---
<b>Transfer status<sup>cxvii</sup></b>										
Not-Transfer	470	39.3	354	29.6	319	26.7	39	3.3	13	1.1
Transfer	120	27.9	128	29.8	164	38.1	15	3.5	< 5	---
<b>Citizenship status<sup>cxviii</sup></b>										
U.S. Citizen	585	36.0	463	28.5	506	31.1	56	3.4	16	1.0
Not U.S. Citizen	32	38.1	35	41.7	14	16.7	< 5	---	< 5	---
<b>Sexual identity<sup>cxviii</sup></b>										
LGBQ	25	23.4	35	32.7	36	33.6	10	9.3	< 5	---
Heterosexual	573	37.4	438	28.6	461	30.1	45	2.9	14	0.9
<b>Income status<sup>cxv</sup></b>										
Low-Income	153	30.8	159	32.1	153	30.8	24	4.8	7	1.4
Not-Low-Income	450	38.2	327	27.8	357	30.3	34	2.9	9	0.8
<b>Disability status<sup>cxvii</sup></b>										
No Disability	578	37.1	451	29.0	468	30.1	48	3.1	11	0.7
At Least One Disability	39	25.2	47	30.3	53	34.2	10	6.5	6	3.9
<b>Students have taken direct actions to address the needs of at-risk/underserved students.</b>										
	<b>565</b>	<b>33.1</b>	<b>485</b>	<b>28.4</b>	<b>579</b>	<b>33.9</b>	<b>61</b>	<b>3.6</b>	<b>18</b>	<b>1.1</b>
<b>Student status<sup>cxvii</sup></b>										
Undergraduate	543	33.4	472	29.1	533	32.8	58	3.6	18	1.1
Graduate/Professional	22	26.2	13	15.5	46	54.8	< 5	---	< 5	---
<b>Transfer status<sup>cxviii</sup></b>										
Not-Transfer	428	35.9	361	30.3	349	29.3	41	3.4	14	1.2
Transfer	115	26.7	111	25.8	184	42.7	17	3.9	< 5	---
<b>Gender identity<sup>cxviii</sup></b>										
Women	425	34.5	335	27.2	409	33.2	52	4.2	12	1.0
Men	136	29.1	150	32.1	167	35.8	9	1.9	5	1.1
<b>Income status<sup>cxv</sup></b>										
Low-Income	136	27.4	155	31.3	177	35.7	22	4.4	6	1.2
Not-Low-Income	415	35.3	320	27.3	391	33.3	38	3.2	10	0.9

**Table 68. 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>	%
<b>Disability status<sup>cxxx</sup></b>										
No Disability	530	34.1	433	27.9	526	33.9	52	3.3	12	0.8
At Least One Disability	35	22.6	52	33.5	53	34.2	9	5.8	6	3.9

Three Graduate/Professional Student respondents provided additional information for this set of questions; there was insufficient information to determine a major theme specific to graduate/professional students’ sense of value at UT Martin. Eighty-three Undergraduate Student respondents provided additional comments regarding their sense of value as a student at UT Martin. Most of comments offered described respondents’ experiences and sense of value as positive and welcoming.

*Positive and welcoming environment.* Respondents used terms such as “open” and “respected” to describe their sense of value as a member of the UT Martin community. Specifically, respondents wrote, “My experience here, at UT Martin, has been very positive. The majority of people I come across are very welcoming and open” and “I have never felt more of a sense of belonging than when I am in the doors of the UTM Parsons Center.” Respondents also wrote, “I love the classroom climate at the school,” “I feel valued as a student,” and “UT Martin has always felt like my home away from home. I always feel comfortable going to people for help and I always receive the help I need.” One respondent summarized the positive sentiment with the comment, “I feel that as a student, I am not just lost in the hustle and bustle of college. My teachers, advisors, and fellow students all respect one another and I feel that my voice as well as everyone else's have been equally heard and I have not had any complaints.”

### UT Martin Specific Questions

Three UT Martin specific questions were included in the survey. Ninety-one percent ( $n = 1,578$ ) of Student respondents would recommend the UT Martin campus to friends and family interested in attending college, 80% ( $n = 1,365$ ) believe their perception of UT Martin has improved since they enrolled, and 71% ( $n = 1,210$ ) thought that a multicultural center on the UT Martin campus would foster diversity and inclusion. Table 69 illustrates significant differences. A smaller proportion of Students of Color respondents (54%,  $n = 162$ ) than White Student respondents (72%,  $n = 1,015$ ) “strongly agreed” that they would recommend the UT Martin campus to friends and family interested in attending college. A higher percentage of Heterosexual respondents (71%,  $n = 1,102$ ) than LGBQ respondents (46%,  $n = 46$ ) “strongly agreed” that they would recommend the UT Martin campus to friends and family interested in attending college, while 21% ( $n = 326$ ) of Heterosexual respondents and 43% ( $n = 43$ ) of LGBQ respondents “agreed” with the statement. Similarly, 70% ( $n = 1,104$ ) of No Disability respondents and 57% ( $n = 88$ ) of One Disability respondents “strongly agreed” that they would recommend the UT Martin campus to friends and family interested in attending college, while 22% ( $n = 341$ ) of No Disability respondents and 29% ( $n = 45$ ) of One Disability respondents “agreed” with the statement. Lastly, 71% ( $n = 742$ ) of Non-Campus Housing respondents and 65% ( $n = 368$ ) of Campus Housing respondents “strongly agreed” that they would recommend the UT Martin campus to friends and family interested in attending college.

Graduate/Professional Student respondents (23%,  $n = 20$ ) “neither agreed nor disagreed” that their perception of UT Martin had improved since they enrolled at a higher rate than Undergraduate Student respondents (13%,  $n = 210$ ). A higher percentage of Men respondents (8%,  $n = 36$ ) versus Women respondents (4%,  $n = 52$ ) “disagreed” that their perception of UT Martin had improved since they enrolled. Sixty-two percent ( $n = 861$ ) of White respondents and 47% ( $n = 139$ ) of Student Respondents of Color “strongly agreed” that their perception of UT Martin had improved since they enrolled, while 19% ( $n = 271$ ) of White respondents and 26% ( $n = 76$ ) of Student Respondents of Color “agreed” with the statement. A lower percentage of LGBQ respondents (44%,  $n = 44$ ) versus Heterosexual respondents (60%,  $n = 929$ ) “strongly agreed” that their perception of UT Martin had improved since they enrolled. Ten percent ( $n = 6$ ) of Military Service respondents “strongly disagreed” that their perception of UT Martin had

improved since they enrolled, compared to 2% ( $n = 27$ ) of Non-Military Service respondents. Fifty-three percent ( $n = 261$ ) of Low-Income Student respondents and 61% ( $n = 726$ ) of Not-Low-Income Student respondents “strongly agreed” that their perception of UT Martin had improved since they enrolled, while 24% ( $n = 120$ ) of Low-Income Student respondents and 19% ( $n = 225$ ) of Not-Low-Income Student respondents “agreed” with the statement, and 4% ( $n = 17$ ) of Low-Income Student respondents and 1% ( $n = 14$ ) of Not-Low-Income Student respondents “strongly disagreed.” Lastly, a higher percentage of No Disability respondents (60%,  $n = 932$ ) compared with One Disability respondents (50%,  $n = 77$ ) “strongly agreed” that they felt that their perception of UT Martin had improved since they enrolled.

A higher percentage of Women respondents (51%,  $n = 624$ ) versus Men respondents (43%,  $n = 202$ ) “strongly agreed” that a multicultural center on the UT Martin campus would foster diversity and inclusion. Similarly, a larger proportion of Student Respondents of Color (58%,  $n = 172$ ) than White respondents (47%,  $n = 646$ ) “strongly agreed” that a multicultural center on the UT Martin campus would foster diversity and inclusion. In addition, higher percentage of Low-Income Student respondents (54%,  $n = 265$ ) versus Not-Low-Income Student respondents (46%,  $n = 546$ ) “strongly agreed” that a multicultural center on the UT Martin campus would foster diversity and inclusion. Lastly, a higher percentage of On-Campus Employed respondents (54%,  $n = 192$ ) than Off-Campus Employed respondents (45%,  $n = 238$ ) “strongly agreed” that a multicultural center on the UT Martin campus would foster diversity and inclusion, while 15% ( $n = 55$ ) of On-Campus Employed respondents and 25% ( $n = 133$ ) of Off-Campus Employed respondents “neither agreed nor disagreed” with the statement. Respondents who were employed both on and off campus were not statistically different.

**Table 69. Student Respondents’ Additional Experiences at UT Martin**

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>	%
<b>I would recommend the UT Martin campus to friends and family interested in attending college</b>	<b>1,192</b>	<b>68.9</b>	<b>386</b>	<b>22.3</b>	<b>103</b>	<b>6.0</b>	<b>30</b>	<b>1.7</b>	<b>20</b>	<b>1.2</b>
<b>Racial identity<sup>cxviii</sup></b>										
White	1015	72.2	294	20.9	70	5.0	17	1.2	9	0.6
Students of Color	162	54.4	83	27.9	29	9.7	13	4.4	11	3.7

**Table 69. Student Respondents' Additional Experiences at UT Martin**

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>	%
<b>Sexual identity<sup>cxviii</sup></b>										
Heterosexual	1102	70.9	326	21.0	85	5.5	26	1.7	15	1.0
LGBQ	46	45.5	43	42.6	9	8.9	< 5	---	< 5	---
<b>Disability status<sup>cxvix</sup></b>										
No Disability	1104	70.1	341	21.6	92	5.8	25	1.6	14	0.9
At Least One Disability	88	56.8	45	29.0	11	7.1	5	3.2	6	3.9
<b>Housing location<sup>cxv</sup></b>										
Campus	368	65.4	132	23.4	43	7.6	9	1.6	11	2.0
Non-Campus	742	70.7	228	21.7	53	5.1	19	1.8	7	0.7
<b>My perception of UT Martin has improved since I enrolled.</b>										
	<b>1,009</b>	<b>58.8</b>	<b>356</b>	<b>20.7</b>	<b>230</b>	<b>13.4</b>	<b>89</b>	<b>5.2</b>	<b>33</b>	<b>1.9</b>
<b>Student status<sup>cxvii</sup></b>										
Undergraduate	963	59.0	342	21.0	210	12.9	86	5.3	30	1.8
Graduate/Professional	46	53.5	14	16.3	20	23.3	< 5	---	< 5	---
<b>Gender/gender identity<sup>cxviii</sup></b>										
Women	742	59.9	253	20.4	171	13.8	52	4.2	21	1.7
Men	263	56.2	102	21.8	56	12.0	36	7.7	11	2.4
<b>Racial identity<sup>cxviii</sup></b>										
White	861	61.8	271	19.4	175	12.6	68	4.9	19	1.4
Students of Color	139	47.0	76	25.7	47	15.9	20	6.8	14	4.7
<b>Sexual identity<sup>cxvix</sup></b>										
LGBQ	44	44.0	27	27.0	20	20.0	6	6.0	< 5	---
Heterosexual	929	60.3	316	20.5	192	12.5	79	5.1	25	1.6
<b>Military status<sup>cx</sup></b>										
Military	28	46.7	8	13.3	13	21.7	5	8.3	6	10.0
Not-Military	975	59.1	348	21.1	217	13.2	83	5.0	27	1.6
<b>Income status<sup>cxii</sup></b>										
Low-Income	261	53.2	120	24.4	65	13.2	28	5.7	17	3.5
Not-Low-Income	726	61.4	225	19.0	159	13.4	59	5.0	14	1.2
<b>Disability status<sup>cxlii</sup></b>										
No Disability	932	59.6	321	20.5	210	13.4	76	4.9	24	1.5
At Least One Disability	77	50.0	35	22.7	20	13.0	13	8.4	9	5.8
<b>A Multicultural Center on the UT Martin campus would foster diversity and inclusion.</b>										
	<b>830</b>	<b>48.5</b>	<b>390</b>	<b>22.8</b>	<b>388</b>	<b>22.7</b>	<b>53</b>	<b>3.1</b>	<b>51</b>	<b>3.0</b>
<b>Gender/gender identity<sup>cxliii</sup></b>										
Women	624	50.5	274	22.2	285	23.1	29	2.3	23	1.9
Transpectrum	202	43.3	116	24.8	100	21.4	24	5.1	25	5.4
<b>Racial identity<sup>cxliv</sup></b>										
White	646	46.5	322	23.2	327	23.5	49	3.5	45	3.2
Students of Color	172	58.3	61	20.7	53	18.0	< 5	---	6	2.0
<b>Income status<sup>cxlv</sup></b>										
Low-Income	265	53.9	114	23.2	88	17.9	13	2.6	12	2.4
Not-Low-Income	546	46.3	268	22.8	286	24.3	39	3.3	39	3.3

**Table 69. Student Respondents' Additional Experiences at UT Martin**

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>	%
<b>Employment location<sup>cxlvi</sup></b>										
On-Campus	192	53.8	86	24.1	55	15.4	10	2.8	14	3.9
Off-Campus	238	45.3	122	23.2	133	25.3	17	3.2	15	2.9
Both	28	52.8	8	15.1	13	24.5	< 5	---	< 5	---

<sup>xxix</sup>A chi-square test was conducted to compare percentages of Student respondents who felt satisfied with the quality of advising they received from their department by racial identity:  $\chi^2(3, N = 1,683) = 9.335, p < .05$ .

<sup>xxx</sup>A chi-square test was conducted to compare percentages of Student respondents who felt satisfied with the quality of advising they received from their department by sexual identity:  $\chi^2(3, N = 1,692) = 8.002, p < .05$ .

<sup>xxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt satisfied with the quality of advising they received from their department by disability status:  $\chi^2(3, N = 1,771) = 12.133, p < .01$ .

<sup>xxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their department advisor provided clear expectations by sexual identity:  $\chi^2(3, N = 1,687) = 9.243, p < .05$ .

<sup>xxxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their department advisor provided clear expectations by disability status:  $\chi^2(3, N = 1,764) = 12.844, p < .01$ .

<sup>xxxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their advisor responds to their email/calls/voicemails in a prompt manner by employment status:  $\chi^2(3, N = 1,667) = 8.039, p < .05$ .

<sup>xxxv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their advisor responds to their email/calls/voicemails in a prompt manner by disability status:  $\chi^2(3, N = 1,758) = 11.677, p < .01$ .

<sup>xxxvi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that department faculty members (other than their advisor) respond to their email, calls, or voicemails in a prompt manner by racial identity:  $\chi^2(3, N = 1,737) = 9.450, p < .05$ .

<sup>xxxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt there were adequate opportunities for them to interact with other university faculty outside of their department by racial identity:  $\chi^2(3, N = 1,754) = 25.022, p < .001$ .

<sup>xxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt there were adequate opportunities for them to interact with other university faculty outside of their department by racial identity:  $\chi^2(3, N = 1,669) = 8.282, p < .05$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of Student respondents who felt they received support from their advisor to pursue personal research interests by transfer status:  $\chi^2(3, N = 1,671) = 10.778, p < .05$ .

<sup>xl</sup>A chi-square test was conducted to compare percentages of Student respondents who felt they received support from their advisor to pursue personal research interests by gender identity:  $\chi^2(3, N = 1,746) = 12.862, p < .01$ .

<sup>xli</sup>A chi-square test was conducted to compare percentages of Student respondents who felt they received support from their advisor to pursue personal research interests by sexual identity:  $\chi^2(3, N = 1,678) = 14.381, p < .01$ .

<sup>xlii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt department faculty members encouraged them to produce publications and present research by transfer status:  $\chi^2(3, N = 1,660) = 7.896, p < .05$ .

- 
- <sup>xliii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt department faculty members encouraged them to produce publications and present research by gender identity:  $\chi^2(3, N = 1,735) = 9.588, p < .05$ .
- <sup>xliiv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt department faculty members encouraged them to produce publications and present research by sexual identity:  $\chi^2(3, N = 1,669) = 14.915, p < .01$ .
- <sup>xliiv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt department faculty members encouraged them to produce publications and present research by disability status:  $\chi^2(6, N = 1,739) = 18.856, p < .01$ .
- <sup>xlivi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by student status:  $\chi^2(3, N = 1,749) = 15.410, p < .01$ .
- <sup>xliivii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by transfer status:  $\chi^2(3, N = 1,666) = 24.937, p < .001$ .
- <sup>xliiviii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity:  $\chi^2(3, N = 1,739) = 8.664, p < .05$ .
- <sup>xlix</sup>A chi-square test was conducted to compare percentages of Student respondents who felt their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by sexual identity:  $\chi^2(3, N = 1,673) = 15.267, p < .01$ .
- <sup>l</sup>A chi-square test was conducted to compare percentages of Student respondents who felt their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by disability status:  $\chi^2(6, N = 1,743) = 22.152, p < .01$ .
- <sup>li</sup>A chi-square test was conducted to compare percentages of Student respondents who felt comfortable sharing their professional goals with their advisor by transfer status:  $\chi^2(3, N = 1,663) = 8.779, p < .05$ .
- <sup>lii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt comfortable sharing their professional goals with their advisor by racial identity:  $\chi^2(3, N = 1,717) = 13.677, p < .01$ .
- <sup>liii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin faculty by racial identity:  $\chi^2(4, N = 1,708) = 29.273, p < .001$ .
- <sup>liiv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin faculty by sexual identity:  $\chi^2(4, N = 1,662) = 15.449, p < .01$ .
- <sup>liv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin faculty by income status:  $\chi^2(4, N = 1,698) = 10.719, p < .05$ .
- <sup>livi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin faculty by disability status:  $\chi^2(4, N = 1,739) = 12.122, p < .05$ .
- <sup>lvii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin staff by first-generation status:  $\chi^2(4, N = 1,702) = 13.088, p < .05$ .
- <sup>lviii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin staff by sexual identity:  $\chi^2(4, N = 1,656) = 10.425, p < .05$ .
- <sup>lix</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin staff by disability status:  $\chi^2(4, N = 1,733) = 20.128, p < .001$ .
- <sup>lx</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by transfer status:  $\chi^2(4, N = 1,647) = 16.103, p < .01$ .
- <sup>lxi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by racial identity:  $\chi^2(4, N = 1,703) = 20.401, p < .001$ .
- <sup>lxii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by sexual identity:  $\chi^2(4, N = 1,658) = 12.242, p < .05$ .
- <sup>lxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by first-generation status:  $\chi^2(4, N = 1,728) = 9.814, p < .05$ .
- <sup>lxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by income status:  $\chi^2(4, N = 1,692) = 18.128, p < .01$ .
- <sup>lxv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt valued by UT Martin senior administrators by disability status:  $\chi^2(4, N = 1,734) = 31.630, p < .001$ .



---

<sup>lxxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by racial identity:  $\chi^2(4, N = 1,692) = 25.236, p < .001$ .

<sup>lxxxix</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by disability status:  $\chi^2(4, N = 1,721) = 25.118, p < .001$ .

<sup>xc</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by employment location:  $\chi^2(8, N = 933) = 16.856, p < .05$ .

<sup>xc<sup>i</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech within the classroom by gender identity:  $\chi^2(4, N = 1,695) = 34.670, p < .001$ .

<sup>xc<sup>ii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their peers encouraged free speech within the classroom by sexual identity:  $\chi^2(4, N = 1,649) = 10.101, p < .05$ .

<sup>xc<sup>iii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that their peers encouraged free speech within the classroom by disability status:  $\chi^2(4, N = 1,724) = 21.270, p < .001$ .

<sup>xc<sup>iv</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by gender identity:  $\chi^2(4, N = 1,709) = 9.596, p < .05$ .

<sup>xc<sup>v</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by racial identity:  $\chi^2(4, N = 1,688) = 23.286, p < .001$ .

<sup>xc<sup>vi</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by sexual identity:  $\chi^2(4, N = 1,642) = 10.183, p < .05$ .

<sup>xc<sup>vii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by first-generation status:  $\chi^2(4, N = 1,713) = 11.688, p < .05$ .

<sup>xc<sup>viii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by disability status:  $\chi^2(4, N = 1,717) = 18.493, p < .01$ .

<sup>xc<sup>ix</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free speech outside of the classroom by employment location:  $\chi^2(8, N = 932) = 25.348, p < .01$ .

<sup>c</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by transfer status:  $\chi^2(4, N = 1,636) = 24.044, p < .001$ .

<sup>c<sup>i</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by gender identity:  $\chi^2(4, N = 1,715) = 9.541, p < .05$ .

<sup>c<sup>ii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by racial identity:  $\chi^2(4, N = 1,695) = 32.979, p < .001$ .

<sup>c<sup>iii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by income status:  $\chi^2(4, N = 1,684) = 9.881, p < .05$ .

<sup>c<sup>iv</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by transfer status:  $\chi^2(4, N = 1,636) = 18.533, p < .01$ .

<sup>c<sup>v</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by gender identity:  $\chi^2(4, N = 1,713) = 19.804, p < .01$ .

<sup>c<sup>vi</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by racial identity:  $\chi^2(4, N = 1,692) = 17.890, p < .01$ .

<sup>c<sup>vii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by military status:  $\chi^2(4, N = 1,715) = 12.443, p < .05$ .

<sup>c<sup>viii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by student status:  $\chi^2(4, N = 1,711) = 18.439, p < .01$ .

<sup>c<sup>ix</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by transfer status:  $\chi^2(4, N = 1,625) = 31.702, p < .001$ .

<sup>c<sup>x</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by gender identity:  $\chi^2(4, N = 1,703) = 21.678, p < .001$ .

<sup>c<sup>xi</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by racial identity:  $\chi^2(4, N = 1,682) = 28.851, p < .001$ .

<sup>c<sup>xii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by first-generation status:  $\chi^2(4, N = 1,707) = 13.138, p < .05$ .

<sup>c<sup>xiii</sup></sup>A chi-square test was conducted to compare percentages of Student respondents who believed that they had students they perceived as role models by income status:  $\chi^2(4, N = 1,672) = 11.334, p < .05$ .

---

<sup>cxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by student status:  $\chi^2(4, N = 1,714) = 14.718, p < .01$ .

<sup>cxv</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by transfer status:  $\chi^2(4, N = 1,629) = 26.723, p < .001$ .

<sup>cxvi</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by racial identity:  $\chi^2(4, N = 1,685) = 13.802, p < .01$ .

<sup>cxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by citizenship status:  $\chi^2(4, N = 1,713) = 9.959, p < .05$ .

<sup>cxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by sexual identity:  $\chi^2(4, N = 1,641) = 19.764, p < .01$ .

<sup>cxix</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students as role models by income status:  $\chi^2(4, N = 1,676) = 12.129, p < .05$ .

<sup>cxx</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that senior administrators had taken direct actions to address the needs of at-risk/underserved students as role models by disability status:  $\chi^2(4, N = 1,714) = 23.724, p < .001$ .

<sup>cxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by student status:  $\chi^2(4, N = 1,711) = 10.039, p < .05$ .

<sup>cxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by transfer status:  $\chi^2(4, N = 1,625) = 25.840, p < .001$ .

<sup>cxxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by citizenship status:  $\chi^2(4, N = 1,710) = 10.659, p < .05$ .

<sup>cxxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by sexual identity:  $\chi^2(4, N = 1,638) = 18.636, p < .01$ .

<sup>cxxv</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students as role models by income status:  $\chi^2(4, N = 1,673) = 12.859, p < .05$ .

<sup>cxxvi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that faculty had taken direct actions to address the needs of at-risk/underserved students as role models by disability status:  $\chi^2(4, N = 1,711) = 25.402, p < .001$ .

<sup>cxxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by student status:  $\chi^2(4, N = 1,708) = 18.735, p < .01$ .

<sup>cxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by transfer status:  $\chi^2(4, N = 1,624) = 28.035, p < .001$ .

<sup>cxxix</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by gender identity:  $\chi^2(4, N = 1,700) = 11.497, p < .05$ .

<sup>cxxxx</sup>A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students as role models by income status:  $\chi^2(4, N = 1,670) = 11.041, p < .05$ .

<sup>cxxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that students had taken direct actions to address the needs of at-risk/underserved students as role models by disability status:  $\chi^2(4, N = 1,708) = 22.500, p < .001$ .

---

<sup>cxxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who would recommend the UT Martin campus to friends and family interested in attending college by racial identity:  $\chi^2(4, N = 1,703) = 59.593, p < .001$ .

<sup>cxxxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who would recommend the UT Martin campus to friends and family interested in attending college by sexual identity:  $\chi^2(4, N = 1,655) = 30.668, p < .001$ .

<sup>cxxxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who would recommend the UT Martin campus to friends and family interested in attending college by disability status:  $\chi^2(4, N = 1,731) = 20.504, p < .001$ .

<sup>cxxxv</sup>A chi-square test was conducted to compare percentages of Student respondents who would recommend the UT Martin campus to friends and family interested in attending college by housing location:  $\chi^2(4, N = 1,612) = 11.652, p < .05$ .

<sup>cxxxvi</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by student status:  $\chi^2(4, N = 1,717) = 9.524, p < .05$ .

<sup>cxxxvii</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by gender identity:  $\chi^2(4, N = 1,707) = 10.785, p < .05$ .

<sup>cxxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by racial identity:  $\chi^2(4, N = 1,690) = 31.550, p < .001$ .

<sup>cxxxix</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by sexual identity:  $\chi^2(4, N = 1,641) = 11.411, p < .05$ .

<sup>cxli</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by military status:  $\chi^2(4, N = 1,710) = 28.531, p < .001$ .

<sup>cxlii</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by income status:  $\chi^2(4, N = 1,674) = 18.999, p < .01$ .

<sup>cxliii</sup>A chi-square test was conducted to compare percentages of Student respondents whose perception of UT Martin had improved since they enrolled by disability status:  $\chi^2(4, N = 1,717) = 19.562, p < .01$ .

<sup>cxliiii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that a multicultural center on the UT Martin campus would foster diversity and inclusion by gender identity:  $\chi^2(4, N = 1,702) = 28.267, p < .001$ .

<sup>cxliiii</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that a multicultural center on the UT Martin campus would foster diversity and inclusion by racial identity:  $\chi^2(4, N = 1,684) = 17.130, p < .01$ .

<sup>cxlv</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that a multicultural center on the UT Martin campus would foster diversity and inclusion by income status:  $\chi^2(4, N = 1,670) = 11.753, p < .05$ .

<sup>cxlvi</sup>A chi-square test was conducted to compare percentages of Student respondents who felt that a multicultural center on the UT Martin campus would foster diversity and inclusion by employment location:  $\chi^2(8, N = 935) = 15.848, p < .05$ .

## Students Who Had Seriously Considered Leaving UT Martin

Twenty-two percent ( $n = 386$ ) of respondents had seriously considered leaving UT Martin.

Regarding student status, 22% ( $n = 369$ ) of Undergraduate Student respondents and 19% ( $n = 17$ ) of Graduate/Professional Student respondents had seriously considered leaving UT Martin.

Of the Student respondents who considered leaving, 40% ( $n = 155$ ) considered leaving in their first year as a student (28% ( $n = 106$ ) in their first semester), 39% ( $n = 149$ ) in their second year, 24% ( $n = 91$ ) in their third year, and 12% ( $n = 45$ ) in their fourth year or after.

Subsequent analyses were run for Undergraduate Student respondents<sup>62</sup> who had considered leaving UT Martin by transfer status, gender identity, racial identity, sexual identity, citizenship status, religious/spiritual identity, income status, first-generation status, military status, disability status, employment location, and housing location.

Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 26% ( $n = 120$ ) of Men Undergraduate Student respondents and 20% ( $n = 247$ ) of Women Undergraduate Student respondents considered leaving the institution.<sup>cxlvii</sup>
- By racial identity, 20% ( $n = 267$ ) of White Undergraduate Student respondents considered leaving the institution, while a larger proportion of Undergraduate Student Respondents of Color (40%,  $n = 23$ ), and Black/African American Undergraduate Student respondents (35%,  $n = 61$ ) seriously considered leaving. Multiracial Undergraduate Student respondents (19%,  $n = 7$ ) and Hispanic/Latin@/Chican@ Undergraduate Student respondents ( $n < 5$ ) were not statistically different from the other racial identity categories.<sup>cxlviii</sup>
- By sexual identity, a lower percentage of Heterosexual Undergraduate Student respondents (21%,  $n = 310$ ) than LGBTQ Undergraduate Student respondents (37%,  $n = 37$ ) considered leaving UT Martin.<sup>cxlix</sup>
- By religious/spiritual identity, a higher percentage of No Affiliation Undergraduate Student respondents (31%,  $n = 78$ ) than Christian Undergraduate Student respondents

---

<sup>62</sup>Analyses were not conducted for Graduate/Professional Student respondents to protect confidentiality.

(20%,  $n = 269$ ) considered leaving the institution. Undergraduate Student Respondents with Multiple Affiliations (22%,  $n = 6$ ) and Undergraduate Student Respondents with Other Faith-Based Affiliations (39%,  $n = 11$ ) were not statistically different from the other religious/spiritual identity categories.<sup>cl</sup>

- By disability status, a higher percentage of Undergraduate Student Respondents with Multiple Disabilities (44%,  $n = 18$ ) and Undergraduate Student Respondents with a Single Disability (34%,  $n = 38$ ) considered leaving the institution than did Undergraduate Student Respondents with No Disability (20%,  $n = 311$ ).<sup>cli</sup>

One-third (33%,  $n = 127$ ) of all Student respondents who considered leaving suggested that they lacked a sense of belonging at UT Martin (Table 70). Others considered leaving because of personal reasons (24%,  $n = 91$ ), and/or because of a lack of social life (23%,  $n = 87$ ).

**Table 70. Reasons Why Student Respondents Considered Leaving UT Martin**

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Lack of a sense of belonging	127	32.9
Personal reasons (e.g., medical, mental health, family emergencies)	91	23.6
Lack of social life	87	22.5
Climate was not welcoming	60	15.5
Homesick	57	14.8
Financial reasons	56	14.5
Lack of support group	52	13.5
Didn't like major	46	11.9
Coursework was too difficult	44	11.4
Unhealthy social relationships	37	9.6
Lack of support services	34	8.8
Didn't have my major	32	8.3
My marital/relationship status	30	7.8
Didn't meet the selection criteria for a major	18	4.7
Coursework not challenging enough	10	2.6
A reason not listed above	120	31.1

Note: Table reports only Student respondents who indicated that they considered leaving UT Martin ( $n = 386$ ). Percentages may not sum to 100% because of multiple responses.

Thirteen percent ( $n = 217$ ) of Undergraduate Student respondents thought that it was likely that they would leave UT Martin without meeting their academic goals. Subsequent analyses were run for Undergraduate Student respondents<sup>63</sup> who thought that they would likely leave UT Martin by transfer status, gender identity,<sup>clii</sup> racial identity,<sup>cliii</sup> sexual identity, citizenship status,<sup>cliv</sup> religious/spiritual identity, income status, first-generation status, military status, disability status, employment location, and housing location.<sup>clv</sup>

Men Undergraduate Student respondents (45%,  $n = 206$ ) were less likely than Women Undergraduate Student respondents (56%,  $n = 676$ ) to “strongly disagree” that they would leave UT Martin, and more likely to “disagree” (32%,  $n = 147$ ) and “neither agree nor disagree” (11%,  $n = 52$ ) than were Women Undergraduate Student respondents (24%,  $n = 293$  and 7%,  $n = 82$ , respectively). Other significant results for demographic groups are presented in Figure 28.

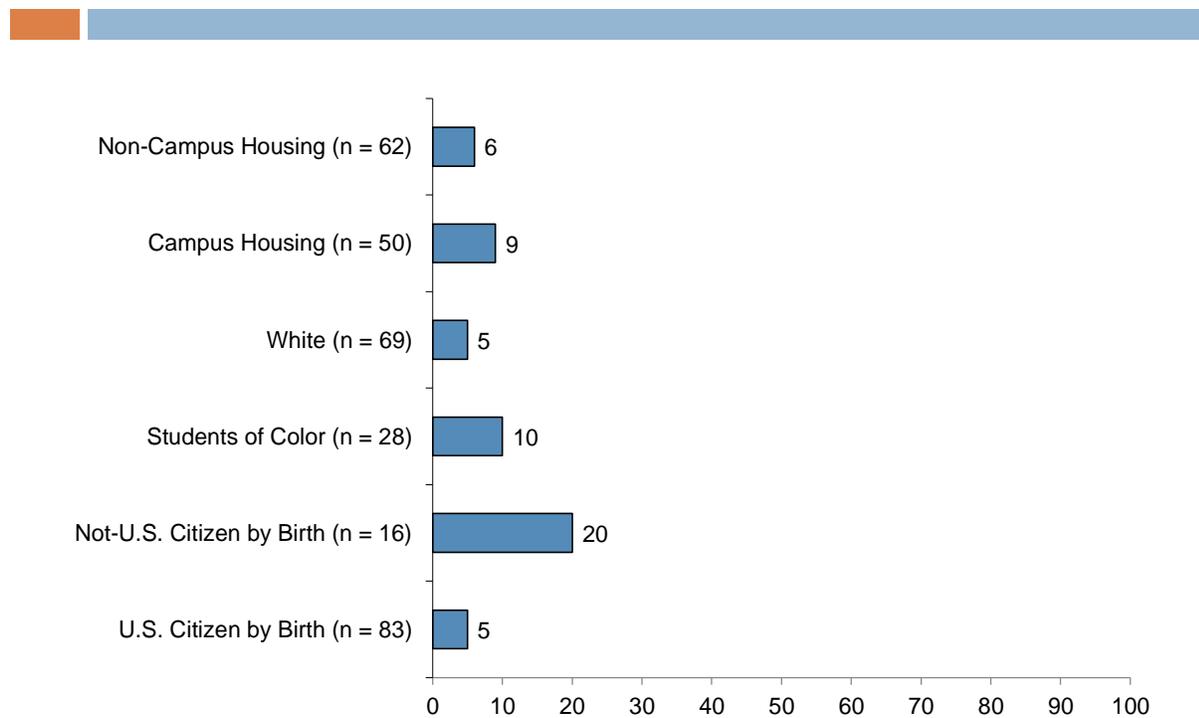


Figure 28. Undergraduate Student Respondents Who “Agreed” That It Was Likely That They Would Leave UT Martin (“Strongly Agree” for Housing Location) (%)

<sup>63</sup>Analyses were not conducted for Graduate/Professional Student respondents to protect confidentiality.

### Undergraduate Student Respondents:

Of the more than 170 respondents who elaborated as to why they had considered leaving UT Martin, 161 were Undergraduate Student respondents. Three themes emerged from their responses: 1) desired academic major not offered at UT Martin, 2) negative interactions with faculty, and 3) lack of support and services for students with children and/or non-traditional students.

*Desired academic major not offered at UT Martin.* The reason most commonly cited for why a respondent had considered leaving UT Martin was lack of major and/or course offerings. For example, one respondent shared, “I’m thinking about switching to Chemical Engineering and the Engineering Department here is so small. Also UT Martin doesn’t offer a Chemical Engineering Program like Knoxville does.” A second respondent wrote, “I was disappointed to find out the Interior Design major had been removed from UT Martin’s program.” Other responses included: “main reason was no chemical engineering department,” “what I really wanted to major in wasn’t here,” and “I was wanting to major in equine science however, Martin does not offer that as a major.”

*Negative and/or hostile interactions with faculty.* Respondents also identified negative and/or hostile interactions with faculty as a reason they have considered leaving UT Martin. Specifically, one respondent wrote, “Throughout my experience here I have experienced many difficulties in regards to professors that have been unhelpful, argumentative, and unwilling to be supportive in the needs of the students.” Respondents also wrote, “The professors are all awful and do not care about students,” “I took a class last semester and the experience with my professor was awful,” and “a professor in my major bullied me.” Respondents specifically indicated their desire to transfer institutions based on their hostile interactions with faculty. One respondent wrote, “The lack of teaching and professionalism from professors who will be recurrent throughout my major has caused me to look into other programs where my credits will transfer.” Respondents’ need for reoccurring enrollment with problematic faculty was also brought up by a respondent who wrote, “There’s a lack of support and many students within my major feel that we cannot answer the end of course reviews truthfully, because we have the some of the same teachers throughout our coursework.”

*Lack of support and services for students with children and/or non-traditional students.* Multiple Undergraduate Student respondents expressed frustrations regarding their experiences as non-traditional students. The comments offered by non-traditional students centered primarily around their family and work obligations outside of school and their childcare responsibilities. In reference to class time and availability, respondents wrote, “I am a nontraditional student. I work full-time and need classes that start at 3 pm. This semester there was only one class available at that time. I am now taking four online classes and I do not enjoy online classes. I prefer on campus classes,” “As a non-traditional student at a distance learning facility, it is sometimes difficult to get the classes I need to complete my degree... On several occasions, I've signed up for classes I need only to have them closed a few days before the semester begins because there are not enough students signed up,” and “You need to cater to the working adult. Your online courses are too demanding and time consuming compared to many other colleges offering online classes.” Multiple respondents offered comments about their experiences as a UT Martin student and parent. Remarks included, “They think your home life does not matter. They feel as if UTM should come first and it shouldn't. Especially if you have kids and a single parent,” “I am a parent who goes to UTM. All of my family is lives in Memphis. They need support groups or housing that encourages mothers,” and “I can be hard on my life since I am married with two kids who are active in sports.”

Non-traditional Undergraduate Student respondents also remarked on the reception they have received from fellow students, faculty, and staff as a non-traditional student. One respondent wrote, “I'm a combat veteran and a grown up, not some high school kid with no clue. So to be treated as such is a waste of my time and money. There are some professors and instructors who need to realize the diversity of the student body and to know that those of us who have lived and gained knowledge and experiences see thru them.” A second respondent shared, “They think because you are older that you should know everything. That is not true especially when you have been out of school for 20 plus years!” A third respondent wrote, “I did leave my freshman year. I was a newlywed and it was hard to make friends on campus that were interested in more than partying. I quit and returned 3 years later.”

Graduate/Professional Student Respondents:

Twelve Graduate/Professional Student respondents provided additional information about why they had considered leaving UT-Martin. The reason most commonly noted was a lack of timely communication from campus staff and faculty and “rude” exchanges with campus staff and/or faculty.

*Negative interactions with staff/faculty.* One respondent wrote, “I couldn't get answers to my questions in a timely manner. It didn't matter if it was registration, transfer work, or course expectations.” A second respondent provided information regarding a grade dispute before stating, “I attempted multiple times to contact the instructor, but never got a response. I was discouraged at the lack of response/feedback, and the fact that I would have to go through this experience multiple times with the same lack of feedback in order to graduate.” Another respondent wrote, “The first floor administration building workers are very rude and unhelpful. Also many of the professors in my graduate field are condescending and unreasonable... Also, the financial aid department carries this same attitude. In short, the attitude of the employees at UTM act as if I need them and not the other way around.” Unlike the Undergraduate Student responses which primarily focused on frustrations with faculty interactions, Graduate/Professional Student respondents explained that they had experienced negative interactions with both faculty and staff, interactions that they found to be insufficient, untimely, and occasionally, rude.

---

<sup>cxlvii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UT Martin by gender identity:  $\chi^2(1, N = 1,680) = 6.835, p < .01$ .

<sup>cxlviii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UT Martin by racial identity:  $\chi^2(4, N = 1,658) = 32.883, p < .001$ .

<sup>cxlix</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UT Martin by sexual identity:  $\chi^2(1, N = 1,611) = 14.527, p < .001$ .

<sup>cl</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UT Martin by religious/spiritual identity:  $\chi^2(3, N = 1,674) = 22.081, p < .001$ .

<sup>cli</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UT Martin by disability status:  $\chi^2(2, N = 1,684) = 22.976, p < .001$ .

<sup>clii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they would leave UT Martin by gender identity:  $\chi^2(4, N = 1,671) = 26.116, p < .001$ .

<sup>cliii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they would leave UT Martin by racial identity:  $\chi^2(4, N = 1,648) = 30.126, p < .001$ .

<sup>cliv</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they would leave UT Martin by citizenship status:  $\chi^2(4, N = 1,677) = 34.024, p < .001$ .

<sup>clv</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they would leave UT Martin by housing location:  $\chi^2(4, N = 1,646) = 9.737, p < .05$ .

## Summary

Woman Undergraduate Student respondents have greater *Perceived Academic Success* than Man Undergraduate respondents. White Undergraduate Student respondents and Hispanic/Latin@/Chican@ Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American Undergraduate Student respondents. No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Single Disability and Multiple Disabilities Undergraduate Student respondents. Low-Income Undergraduate Student respondents have less *Perceived Academic Success* than Not-Low-Income Undergraduate respondents. No significant differences existed for Graduate/Professional Student respondents.

Ninety-two percent of Student respondents felt satisfied with the quality of advising they had received from their department, 92% felt that their department advisor provides clear expectations, and 94% felt that their advisor responds to their email, calls, or voicemails in a prompt manner. Smaller percentages of Transfer Student respondents, Student Respondents of Color, LGBTQ respondents, and Student Respondents with At Least One Disability were satisfied than their colleagues. Qualitative comments from Undergraduate Student respondents illustrated their positive experiences specific to the respondent's academic department, as well as their positive and negative interactions with academic advising. Comments from Graduate/Professional Student respondents elaborate on their negative experiences with academic advising.

Eighty-five percent of Student respondents felt valued by UT Martin faculty, 83% felt valued by UT Martin staff, and 76% felt valued by UT Martin senior administrators. Significantly lower percentages of Transfer Student respondents, Student Respondents of Color, LGBTQ respondents, Low-Income Student respondents, Student Respondents with At Least One Disability noted feeling valued compared to their colleagues. Approximately one-third (34%) of respondents thought that faculty or staff prejudged their abilities based on their perception of their identity/background. Eighty-one percent of respondents believed that the campus climate encourages free speech within and outside of the classroom. Eighty-one percent of respondents

indicated that they have faculty, 74% have staff, and 70% have students whom they perceive as role models. Less than two-thirds of respondents thought that senior administrators, faculty, or students had taken direct actions to address the needs of at-risk/underserved students. In addition, 91% of respondents would recommend the UT Martin campus to friends and family interested in attending college, 80% believe their perception of UT Martin has improved since they enrolled, and 71% thought that a multicultural center on the UT Martin campus would foster diversity and inclusion. Significant differences between demographic groups emerged upon further analysis of the questions asked in this section of the survey. In general, Graduate/Professional Student respondents, Transfer Student respondents, Women respondents, Student Respondents of Color, LGBTQ respondents, Low-Income respondents, Non-U.S. Citizen respondents, and Student Respondents with Disabilities noted more negative perceptions of the campus climate than did their colleagues. In one of the few statistically significant results pertaining to military service, a higher percentage of Military Service respondents “strongly disagreed” that their perception of UT Martin had improved since they enrolled. Qualitative comments from Undergraduate Student respondents described their experiences and sense of value at UT Martin as being positive and welcoming.

Twenty-two percent of Undergraduate Student respondents and 19% of Graduate/Professional Student respondents had seriously considered leaving UT Martin. Significant results for Undergraduate Student respondents indicated that Men respondents, Student Respondents of Color, Black/African American respondents, LGBTQ respondents, No Religious/Spiritual Affiliation respondents, Respondents with Multiple Disabilities, and Respondents with a Single Disability were more likely than their colleagues to consider leaving the institution. Almost one-third of Student respondents who considered leaving suggested that they lacked a sense of belonging at UT Martin. The qualitative comments referenced a lack of their desired major, a lack of support and services for students with children and/or other non-traditional students, and both a lack of timely communication from campus staff and faculty and “rude” exchanges with campus staff and/or faculty.

### **Institutional Actions**

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which UT Martin does, and should, promote diversity to shape campus climate.

Student respondents ( $n = 1,090$ ) were asked in the survey to respond regarding a list of initiatives, provided in Table 71. Seventy-nine percent ( $n = 1,266$ ) of the Student respondents thought that diversity and equity training for students was available at UT Martin and 21% ( $n = 330$ ) of Student respondents thought that it was not available. Eighty-one percent ( $n = 1,031$ ) of the Student respondents who thought that diversity and equity training for students was available believed it positively influenced the climate and 76% ( $n = 250$ ) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ( $n = 1,310$ ) of the Student respondents thought that diversity and equity training for staff was available at UT Martin and 18% ( $n = 279$ ) of Student respondents thought that it was not available. Eighty-three percent ( $n = 1,082$ ) of the Student respondents who thought that diversity and equity training for staff was available believed it positively influenced the climate and 81% ( $n = 225$ ) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-three percent ( $n = 1,311$ ) of the Student respondents thought that diversity and equity training for faculty was available at UT Martin and 17% ( $n = 267$ ) of Student respondents thought that it was not available. Eighty-three percent ( $n = 1,088$ ) of the Student respondents who thought that diversity and equity training for faculty was available believed it positively influenced the climate and 81% ( $n = 217$ ) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ( $n = 1,297$ ) of the Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 18% ( $n = 282$ ) of Student respondents thought that such a person was not available. Eighty-two percent ( $n = 1,061$ ) 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 82% ( $n = 232$ ) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-two percent ( $n = 1,285$ ) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 18% ( $n = 284$ ) of Student respondents thought that such a resource was not available. Eighty-one percent ( $n = 1,037$ ) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that such a resource positively influenced the climate and 74% ( $n = 210$ ) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-two percent ( $n = 1,294$ ) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 18% ( $n = 290$ ) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-three percent ( $n = 1,072$ ) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 83% ( $n = 241$ ) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 81% ( $n = 1,281$ ) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available at UT Martin and 19% ( $n = 294$ ) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-three percent ( $n = 1,062$ ) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were

available believed they positively influenced the climate and 85% ( $n = 250$ ) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty percent ( $n = 1,261$ ) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at UT Martin and 20% ( $n = 313$ ) of Student respondents thought that it was not available. Seventy-nine percent ( $n = 999$ ) 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 77% ( $n = 240$ ) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-nine percent ( $n = 1,261$ ) of the Student respondents thought that effective faculty mentorship of students was available and 11% ( $n = 176$ ) of Student respondents thought that it was not available. Eighty-eight percent ( $n = 1,229$ ) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 82% ( $n = 144$ ) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Ninety-two percent ( $n = 1,446$ ) of the Student respondents thought that effective academic advising was available at UT Martin and 8% ( $n = 126$ ) of Student respondents thought that it was not available. Eighty-nine percent ( $n = 1,286$ ) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 79% ( $n = 99$ ) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-four percent ( $n = 1,322$ ) of the Student respondents thought that diversity training for student staff (e.g., University Center/Student Center, resident assistants) was available and 16% ( $n = 253$ ) of Student respondents thought that it was not available. Eighty-two percent ( $n = 1,087$ ) of the Student respondents who thought that diversity training for student staff was available believed it positively influenced the climate and 80% ( $n = 202$ ) of Student respondents

who did not think it was available thought it would positively influence the climate if it were available.

Seventy-six percent ( $n = 1,194$ ) of the Student respondents thought that affordable child care was available and 24% ( $n = 375$ ) of Student respondents thought that it was not available. Eighty percent ( $n = 950$ ) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 85% ( $n = 318$ ) of Student respondents who did not think it was available thought it would positively influence the climate at UT Martin if it were available.

Seventy-seven percent ( $n = 1,206$ ) of the Student respondents thought that adequate child care resources were available and 23% ( $n = 364$ ) of Student respondents thought that they were not available. Eighty percent ( $n = 964$ ) of the Student respondents who thought that adequate child care resources were available believed they positively influenced the climate and 85% ( $n = 311$ ) of Student respondents who did not think they were available thought they would positively influence the climate at UT Martin if they were available.

Seventy-six percent ( $n = 1,190$ ) of the Student respondents thought that support/resources for spouse/partner employment were available and 24% ( $n = 378$ ) of Student respondents thought that they were not available. Seventy-nine percent ( $n = 941$ ) of the Student respondents who thought that support/resources for spouse/partner employment were available believed they positively influenced the climate and 81% ( $n = 305$ ) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty-five percent ( $n = 1,349$ ) of the Student respondents thought that adequate social space was available at UT Martin and 15% ( $n = 230$ ) of Student respondents thought that it was not available. Eighty-six percent ( $n = 1,154$ ) of the Student respondents who thought that adequate social space outside of residential housing was available believed it positively influenced the climate and 82% ( $n = 189$ ) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

**Table 71. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at UT Martin							Initiative NOT available at UT Martin								
	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.	1,031	81.4	211	16.7	24	1.9	<b>1,266</b>	<b>79.3</b>	250	75.8	65	19.7	15	4.5	<b>330</b>	<b>20.7</b>
Providing diversity and equity training for staff.	1,082	82.6	206	15.7	22	1.7	<b>1,310</b>	<b>82.4</b>	225	80.6	40	14.3	14	5.0	<b>279</b>	<b>17.6</b>
Providing diversity and equity training for faculty.	1,088	83.0	204	15.6	19	1.4	<b>1,311</b>	<b>83.1</b>	217	81.3	37	13.9	13	4.9	<b>267</b>	<b>16.9</b>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	1,061	81.8	212	16.3	24	1.9	<b>1,297</b>	<b>82.1</b>	232	82.3	35	12.4	15	5.3	<b>282</b>	<b>17.9</b>
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	1,037	80.7	214	16.7	34	2.6	<b>1,285</b>	<b>81.9</b>	210	73.9	56	19.7	18	6.3	<b>284</b>	<b>18.1</b>
Increasing opportunities for cross-cultural dialogue among students.	1,072	82.8	206	15.9	16	1.2	<b>1,294</b>	<b>81.7</b>	241	83.1	38	13.1	11	3.8	<b>290</b>	<b>18.3</b>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	1,062	82.9	206	16.1	13	1.0	<b>1,281</b>	<b>81.3</b>	250	85.0	33	11.2	11	3.7	<b>294</b>	<b>18.7</b>

**Table 71. Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at UT Martin								Initiative NOT available at UT Martin							
	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>	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	999	79.2	235	18.6	27	2.1	<b>1,261</b>	<b>80.1</b>	240	76.7	57	18.2	16	5.1	<b>313</b>	<b>19.9</b>
Providing effective faculty mentorship of students.	1,229	87.8	161	11.5	10	0.7	<b>1,400</b>	<b>88.8</b>	144	81.8	21	11.9	11	6.3	<b>176</b>	<b>11.2</b>
Providing effective academic advising.	1,286	88.9	146	10.1	14	1.0	<b>1,446</b>	<b>92.0</b>	99	78.6	15	11.9	12	9.5	<b>126</b>	<b>8.0</b>
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	1,087	82.2	215	16.3	20	1.5	<b>1,322</b>	<b>83.9</b>	202	79.8	39	15.4	12	4.7	<b>253</b>	<b>16.1</b>
Providing affordable childcare.	950	79.6	230	19.3	14	1.2	<b>1,194</b>	<b>76.1</b>	318	84.8	45	12.0	12	3.2	<b>375</b>	<b>23.9</b>
Providing adequate childcare resources.	964	79.9	227	18.8	15	1.2	<b>1,206</b>	<b>76.8</b>	311	85.4	41	11.3	12	3.3	<b>364</b>	<b>23.2</b>
Providing support/resources for spouse/partner employment.	941	79.1	233	19.6	16	1.3	<b>1,190</b>	<b>75.9</b>	305	80.7	60	15.9	13	3.4	<b>378</b>	<b>24.1</b>
Providing adequate social space.	1,154	85.5	180	13.3	15	1.1	<b>1,349</b>	<b>85.4</b>	189	82.2	28	12.2	13	5.7	<b>230</b>	<b>14.6</b>

Five Graduate/Professional Student respondents elaborated on their responses regarding the impact of institutional actions on campus climate. No theme emerged from the responses provided.

Sixty-nine Undergraduate Student respondents elaborated on the impact of institutional actions on the campus climate at UT Martin. Three themes emerged: 1) N/A, no, none, 2) lack of awareness, and 3) childcare.

*N/A, no, none* – Undergraduate Student respondents who elected to elaborate on their responses regarding the impact of institutional actions on campus climate simply answered “no,” “none,” or “n/a” to this question. Other respondents wrote, “I have nothing more to elaborate on” and “None really. Everything is kind of quiet and calm at the Parsons Center.”

*Lack of awareness* – Undergraduate Student respondents also reported a lack of awareness regarding institutional actions and available programs. Respondents wrote, “I am not aware of which programs are or are not available (question 79) so I cannot accurately answer the questions” and “I don't know enough information to answer any of these questions.” Some respondents self-identified as online students in their statement regarding their lack of awareness of campus actions and programs. Online students specifically wrote, “I'm an online student, so I'm not sure if these are available or not,” “I have no idea what initiatives exist, as they are generally not well known to online only students,” and “I am an online student so I am not able to speak knowledgeably on some of these things.” Other respondents shared that they are unaware of the listed resources, but that can see the positive nature of the programs and actions listed. One respondent wrote, “I don't know if some of these programs exist and I'm just unaware of them, but none of these sound bad.” Another responded shared, “I'm not aware of a lot of these programs if we do have them so we may need to make these programs more known.”

*Childcare* – Undergraduate Student respondents specifically discussed childcare in regard to the impact of institutional actions on campus climate. One respondent simply replied, “childcare provider.” Other respondents specified their thoughts regarding the price and availability of on-campus childcare. Respondents specifically wrote, “I know of several friends that would be

INFINITELY benefited if the university provided quality, affordable daycare for children,” and “Our childcare center here is HIGHLY overpriced. People are required to pay nearly \$200 per week for the full week, even if your child is only there for one or two days out of the week.” Another respondent shared, “I think they need to expand the daycare and make it more affordable because there are many people on campus with kids that are on a waiting list for these spots, and some of them are not available for months at a time.” Specifying what they view as the limitations of on-campus childcare, one respondent wrote, “It is extremely difficult to get a child into the UTM childcare services. Also, having a child with special needs is beyond their capabilities.”

## **Summary**

Perceptions of UT Martin'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 respondents indicated that many of the initiatives were not available on UT Martin's campus. If, in fact, these initiatives are available, UT Martin would benefit from better publicizing all that the institution offers to positively influence the campus climate.

## **Next Steps**

Embarking on this campus-wide assessment is further evidence of UT Martin's 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 UT Martin, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UT Martin 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 UT Martin community members at the outset of this project. Also, as recommended by UT Martin's senior leadership, 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.

## References

- Aguirre, A., & Messineo, M. (1997). Racially motivated incidents in higher education: What do they say about the campus climate for minority students? *Equity & Excellence in Education, 30*(2), 26–30.
- Ahmed, S. (2009). Embodying diversity: Problems and paradoxes for black feminists. *Race Ethnicity and Education, 12*(1), 41-52.
- Association of American Colleges and Universities (AAC&U). (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Barnhardt, C. L. & Reyes, K. (2016). Embracing Student Activism. *Higher Education Today: American Council on Education*.
- Bartz, A. E. (1988). *Basic statistical concepts*. New York: Macmillan.
- Bilimoria, D., & Stewart, A.J. (2009). "Don't ask, don't tell": The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *National Women's Studies Association Journal, 21*(2), 85-103.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brookfield, S. D. (2005). *The Power of Critical Theory: Liberating Adult Learning and Teaching*. San Diego, CA: Jossey-Bass.
- Chang, M.J. (2003). Racial differences in viewpoints about contemporary issues among entering college students: Fact or fiction? *NASPA Journal, 40*(5), 55-71.
- Chang, M. J., Denson, N., Sáenz, V., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *Journal of Higher Education, 77*(3), 430–455.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd. ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* (3rd. ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- D'Augelli, A. R., & Hershberger, S. L. (1993). African American undergraduates on a predominantly White campus: Academic factors, social networks, and campus climate. *Journal of Negro Education, 62*(1), 67–81.

- Flowers, L., & Pascarella, E. (1999). Cognitive effects of college racial composition on African American students after 3 years of college. *Journal of College Student Development, 40*, 669–677.
- Gardner, S. K. (2013). Women and faculty departures from a striving institution: Between a rock and a hard place. *The Review of Higher Education, 36*(3), 349-370.
- Griffin, K.A., Bennett, J.C., & Harris, J. (2011). Analyzing gender differences in Black faculty marginalization through a sequential mixed methods design. In S. Museus & K. Griffin, (Eds.), *New Directions for Institutional Research*, No. 151, (pp. 45-61). San Francisco, CA: Jossey-Bass.
- Guiffrida, D., Gouveia, A., Wall, A., & Seward, D. (2008). Development and validation of the Need for Relatedness at College Questionnaire (nRC-Q). *Journal of Diversity in Higher Education, 1*(4), 251–261.
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72*, 330–365.
- Hale, F. W. (2004). What makes racial diversity work in higher education: Academic leaders present successful policies and strategies: Stylus Publishing, LLC.
- Harper, S., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services, 2007*(120), 7–24.
- Harper, S. R., & Quayle, S. J. (2004). Taking seriously the evidence regarding the effects of diversity on student learning in the college classroom: A call for faculty accountability. *UrbanEd, 2*(2), 43–47.
- Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education, 1*(4), 222–234.
- Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education, 63*(5), 539-569.
- Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education, 4*(3), 235–251.
- Ingle, G. (2005). Will your campus diversity initiative work? *Academe, 91*(5), 6–10.
- Johnson, A. (2005). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw-Hill.
- Johnson, D. R., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K. K., Rowan, K. H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates

- from different racial/ethnic groups. *Journal of College Student Development*, 48(5), 525–542.
- Johnsrud, L. K., & Sadao, K. C. (1998). The common experience of “otherness”: Ethnic and racial minority faculty. *The Review of Higher Education*, 21(4), 315-342.
- Kingkade, T., Workneh, L., & Grenoble, R. (2015, Nov. 16). Campus racism protests didn’t come out of nowhere, and they aren’t going away quickly. *The Huffington Post: College*. Retrieved from [http://www.huffingtonpost.com/entry/campus-racism-protests-didnt-come-out-of-nowhere\\_us\\_56464a87e4b08cda3488bfb4](http://www.huffingtonpost.com/entry/campus-racism-protests-didnt-come-out-of-nowhere_us_56464a87e4b08cda3488bfb4).
- Maramba, D.C. & Museus, S.D. (2011). The utility of using mixed-methods and intersectionality approaches in conducting research on Filipino American students’ experiences with the campus climate and on sense of belonging. In S. Museus & K. Griffin, (Eds.), *New Directions for Institutional Research, No. 151*, (pp. 93-101). San Francisco, CA: Jossey-Bass.
- Milem, J., Chang, M., & Antonio, A. (2005). *Making diversity work on campus: A research based perspective*. Washington, DC: Association of American Colleges and Universities.
- Navarro, R.L., Worthington, R.L., Hart, J., & Khairallah, T. (2009). Liberal and conservative ideology, experiences with harassment, and perceptions of campus climate. *Journal of Diversity in Higher Education*, 2(2), 78-90.
- Nelson-Laird, T. & Niskodé-Dossett, A.S. (2010). How gender and race moderate the effect of interaction across difference on student perceptions of the campus environment. *The Review of Higher Education*, 33(3), 333-356.
- Norris, W. P. (1992). Liberal attitudes and homophobic acts: the paradoxes of homosexual experience in a liberal institution. *Journal of Homosexuality*, 22(3), 81–120.
- Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *The Journal of Higher Education*, 51(1), 60–75.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Diego: Jossey-Bass.
- Peña, E. V. (2014). Marginalization of published scholarship on students with disabilities in higher education journals. *Journal of College Student Development*, 55, 30-40.
- Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher

- education. *Urban Education*, 51(3), 315.
- Patton, L.D. (2011). Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men at one historically Black college. *Journal of College Student Development*, 52(1), 77-100.
- Patton, L. D., & Catching, C. (2009). Teaching while Black: Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education*, 22(6), 713-728.
- Pittman, C.T. (2010). Race and gender oppression in the classroom. The experiences of women faculty of color with White male students. *Teaching Sociology*, 38(3), 183-196.
- Pike, G. R., & Kuh, G. D. (2006). Relationships among structural diversity, informal peer interactions, and perceptions of the campus environment. *Review of Higher Education*, 29(4), 425–450.
- Rankin & Associates Consulting. (2015, January 5). Recent Clients. Retrieved from <http://www.rankin-consulting.com/clients>.
- Rankin, S. (2003). *Campus climate for LGBT people: A national perspective*. New York: NGLTF Policy Institute.
- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of Student College Development*, 46(1), 43–61.
- Rankin, S., & Reason, R. (2008). Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262–274.
- Sáenz, V. B., Nagi, H. N., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian American, Latino, and White college students.” *Research in Higher Education*, 48(1), 1–38.
- Sears, J. T. (2002). The institutional climate for Lesbian, Gay and Bisexual education faculty. *Journal of Homosexuality*, 43(1), 11–37.
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30(1), 47–58. doi: 10.1111/j.1471-6402.2006.00261.x.
- Sharpe, D. (2015). Your chi-square test is statistically significant: Now what? *Practical*

- Assessment, Research & Evaluation*, 20(8).
- Silverschanz, P., Cortina, L., Konik, J., & Magley, V. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles*, 58(3–4), 179–191.
- Smith, D. (2009). *Diversity's promise for higher education: Making it work*. Baltimore: Johns Hopkins Press.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Smith, E., & Witt, S. L. (1993). A comparative study of occupational stress among African American and White faculty: A research note. *Research in Higher Education*, 34(2), 229–241.
- Solórzano, D. G., Ceja, M., & Yosso, T. J. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1), 60-73.
- Stodden, R. A. (2015). Supporting students with disabilities in higher education in the USA: 30 years of advocacy. Center on Disability Studies: University of Hawaii at Manoa.
- Strayhorn, T.L. (2013). Measuring race and gender difference in undergraduate perceptions of campus climate and intentions to leave college: An analysis in Black and White. *Journal of Student Affairs Research and Practice*, 50(2), 115-132.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.
- The Demands. (2016). Retrieved from [www.thedemands.org](http://www.thedemands.org).
- Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog.
- Tynes, B.M., Rose, C.A., & Markoe, S.L. (2013). Extending campus life to the internet: Social media, discrimination, and perceptions of racial climate. *Journal of Diversity in Higher Education*, 6(2), 102-114.
- Turner, C. S. V. (2002). "Women of color in academe: Living with multiple marginality." *The Journal of Higher Education*, 73(1): 74-93.

- Turner, C. S. V., Myers, S. L., & Creswell, J. W. (1999). Exploring underrepresentation: The case of faculty of color in the Midwest. *The Journal of Higher Education, 70*(1), 27–59.
- Villalpando, O., & Delgado Bernal, D. (2002). A critical race theory analysis of barriers that impede the success of faculty of color. In W. A. Smith, P. G. Altbach, & K. Lomotey (Eds.), *The racial crisis in American higher education: Continuing challenges for the twenty-first century*. (pp. 243–270). Albany, NY: State University of New York Press.
- Waldo, C. (1999). Out on campus: Sexual orientation and academic climate in a university context. *American Journal of Community Psychology, 26*, 745–774. doi: 10.1023/A:1022110031745
- Weiner, D. (2016, Nov. 21). Intersectional Politics and Accessibility. *The Huffington Post*. Retrieved from <http://www.huffingtonpost.com/diane-r-wiener-phd-lmsw/intersectionality-not-just-b-12934036.html>.
- Wessel, R. D., Jones, J. A., Markle, L., & Westfall, C. (2009). Retention and graduation of students with disabilities: Facilitating student success. *Journal of Postsecondary Education and Disability, 21*, 116-125.
- Whitt, E. J., Edison, M. I., Pascarella, E. T., Terenzini, P. T., & Nora, A. (2001). Influences on students' openness to diversity and challenge in the second and third years of college. *The Journal of Higher Education, 72*(2), 172–204.
- Worthington, R. L., Navarro, R. L., Loewy, M., & Hart, J. L. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education 1*(1), 8–19.
- Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review, 79*(4), 659–690, 781, 785–786.

## **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: *MyCampus Student Experience Survey*

## Appendix A Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Woman	1,224	72.3	57	64.8	1,281	71.9
	Man	460	27.2	31	35.2	491	27.6
	Transpectrum	6	0.4	0	0.0	6	0.3
	Unknown/Missing	4	0.2	0	0.0	4	0.2
Racial identity	Black/African American	175	10.3	7	8.0	182	10.2
	Hispanic/Latin@/Chican@	25	1.5	0	0.0	25	1.4
	Other Person of Color	58	3.4	7	8.0	65	3.7
	White	1,368	80.8	73	83.0	1,441	80.9
	Multiracial	36	2.1	1	1.1	37	2.1
	Missing/Unknown/Other	32	1.9	0	0.0	32	1.8
Sexual identity	LGBQ including demisexual	102	6.0	8	9.1	110	6.2
	Heterosexual	1,513	89.3	79	89.8	1,592	89.3
	Missing/Unknown/Asexual	79	4.7	1	1.1	80	4.5
Citizenship status	U.S. Citizen	1,610	95.0	83	94.3	1,693	95.0
	Not U.S. Citizen	81	4.8	5	5.7	86	4.8
	Missing/Unknown	3	0.2	0	0.0	3	0.2
Disability status	Single Disability	113	6.7	3	3.4	116	6.5
	No Disability	1,534	90.6	79	89.8	1,613	90.5
	Multiple Disability	41	2.4	6	6.8	47	2.6
	Unknown/Missing/Other	6	0.4	0	0.0	6	0.3
Religious/Spiritual identity	Christian Religious/Spiritual Identity	1,374	81.1	71	80.7	1,445	81.1
	Other Religious/Spiritual Identity	28	1.7	1	1.1	29	1.6
	No Religious/Spiritual Identity including Not Listed	249	14.7	16	18.2	265	14.9
	Multiple Religious/Spiritual Identity	27	1.6	0	0.0	27	1.5
	Missing/Unknown	16	0.9	0	0.0	16	0.9

Note: % is the percent of each column for that demographic category (e.g., percent of Student respondents who are men)

## Appendix B – Data Tables

### PART I: Demographics

*The demographic information tables contain actual percentages except where noted.*

**Table B1. What is your current student status at UT Martin? (Question 1)**

Student status	<i>n</i>	%
<b>Undergraduate student</b>	<b>1,694</b>	<b>95.1</b>
Started at UT Martin as a first-year student	1,246	73.6
Transferred to UT Martin from another institution	448	26.4
<b>Graduate student</b>	<b>88</b>	<b>4.9</b>
Non-degree	0	0.0
Master's Degree	88	100.0

Note: There are no missing data 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	1,542	86.5
Part-time	148	8.3
Missing	92	5.2

**Table B3. What percentage of your classes have you taken exclusively on-line at UT Martin? (Question 3)**

Courses on-line	<i>n</i>	%
100%	130	7.3
76%-99%	66	3.7
51%-75%	46	2.6
26%- 50%	62	3.5
0%-25%	1,474	82.7
Missing	4	0.2

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

Age	<i>n</i>	%
19 or younger	498	27.9
20-21	619	34.7
22-24	328	18.4
25-34	157	8.8
35-44	85	4.8
45-54	54	3.0
55-64	9	0.5
65-74	3	0.2
75 and older	0	0.0
Missing	29	1.6

**Table B5. What is your citizenship/immigration status in the U.S.? (Mark all that apply.)  
 (Question 33)**

Citizenship status	<i>n</i>	%
U.S. citizen, birth	1,693	95.2
U.S. citizen, naturalized	46	2.6
A visa holder (such as J-1, H1-B, and U)	28	1.6
Permanent resident	9	0.5
DACA (Deferred Action for Childhood Arrival)	2	0.1
Other legally documented status	1	0.1
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Missing	3	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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 34)

Racial/ethnic identity	<i>n</i>	%
White/European American	1,509	84.7
Black/African American	206	11.6
Hispanic/Latin@/Chicano@	53	3.0
American Indian/Native	26	1.5
Asian/Asian American	20	1.1
Middle Eastern/Southwest Asian	9	0.5
Alaska Native	5	0.3
Pacific Islander	4	0.2
Native Hawaiian	1	0.1
A racial/ethnic/national identity not listed here	7	0.4

**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>	%
Heterosexual	1,592	89.3
Bisexual	70	3.9
Asexual*	19	1.1
Gay	18	1.0
Lesbian	17	1.0
Pansexual*	5	0.3
A sexual identity not listed here	10	0.6
Missing	51	2.9

*\*Asexual and Pansexual were not options offered in the original survey, but sufficient numbers of respondents wrote them in so they were identified as categories and included in the table.*

**Table B8. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 36)**

Caregiving responsibility	<i>n</i>	%
<b>No</b>	<b>1,512</b>	<b>84.8</b>
<b>Yes</b>	<b>255</b>	<b>14.3</b>
Children 5 years or younger	118	46.3
Children 6-18 years	141	55.3
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	42	16.5
Independent adult children over 18 years of age	15	5.9
Sick or disabled partner	7	2.7
Senior or other family member	30	11.8
A parenting or caregiving responsibility not listed here	17	6.7
<b>Missing</b>	<b>15</b>	<b>0.8</b>

Note: Percentages may not sum to 100% due to 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	1,712	96.1
On active duty in the past, but not now	35	2.0
Now on active duty (including Reserves or National Guard)	16	0.9
ROTC	12	0.7
Missing	7	0.4

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

Birth sex	<i>n</i>	%
Female	1,284	72.1
Male	493	27.7
An assigned birth sex not listed here	2	0.1
Missing	3	0.2

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

Gender identity	<i>n</i>	%
Woman	1,281	71.9
Man	491	27.6
Transgender	1	0.1
A gender not listed here	5	0.3
Missing	4	0.2

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

Gender expression	<i>n</i>	%
Feminine	1,257	70.5
Masculine	471	26.4
Androgynous	28	1.6
A gender expression not listed here	13	0.7
Missing	13	0.7

**Table B13. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 41)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	35	2.0	49	2.7
Some high school	74	4.2	93	5.2
Completed high school/GED	439	24.6	523	29.3
Some college	331	18.6	274	15.4
Business/technical certificate/degree	120	6.7	131	7.4
Associate's degree	121	6.8	112	6.3
Bachelor's degree	321	18.0	331	18.6
Some graduate work	23	1.3	20	1.1
Master's degree (MA, MS, MBA)	231	13.0	131	7.4
Specialist degree (EdS)	13	0.7	6	0.3
Doctoral degree (PhD., EdD)	27	1.5	9	0.5
Professional degree (MD, JD)	27	1.5	7	0.4
Unknown	9	0.5	39	2.2
Not applicable	5	0.3	47	2.7
Missing	6	0.3	10	0.6

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

Semesters at UT Martin	<i>n</i>	%
Less than one	68	4.0
1	203	12.0
2	273	16.1
3	147	8.7
4	271	16.0
5	136	8.0
6	228	13.5
7	91	5.4
8	164	9.7
9	29	1.7
10	38	2.2
11	12	0.7
12	12	0.7
13 or more	21	1.2
Missing	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694).

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

Major	<i>n</i>	%
Accounting	77	4.5
Agriculture (General)	219	12.9
Biology	87	5.1
Chemistry	19	1.1
Communications	72	4.3
Computer Science	25	1.5
Criminal Justice	69	4.1
Economics	7	0.4
Engineering	65	3.8
English	24	1.4
Family & Consumer Sciences	37	2.2
Finance	68	4.0
Fine and Performing Arts	32	1.9
Geoscience	13	0.8
Health and Human Performance	130	7.7
History	29	1.7
Information Systems	10	0.6
Integrated Studies (Education K-8)	103	6.1
Interdisciplinary Studies	70	4.1
International Studies	13	0.8
Management	98	5.8
Marketing	60	3.5
Mathematics	12	0.7
Music	27	1.6
Natural Resources Management	38	2.2
Nursing	122	7.2
Philosophy	1	0.1
Political Science	32	1.9
Psychology	86	5.1
Secondary Education	57	3.4
Social Work	79	4.7
Sociology	14	0.8
Spanish	10	0.6
Special Education	14	0.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694). Sum does not total 100% as a result of multiple response choices.

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

Academic program	<i>n</i>	%
<b>Masters</b>		
Agriculture & Natural Resources	10	11.4
Business Administration	20	22.7
Counseling	13	14.8
Educational Leadership	9	10.2
Family & Consumer Sciences	8	9.1
Strategic Communication	4	4.5
Teaching	25	28.4

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 88). Sum does not total 100% as a result of multiple response choices.

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

Condition/disability	<i>n</i>	%
No	1,613	90.5
Yes	167	9.4
Missing	2	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>	%
Mental health/Psychological condition (e.g., anxiety, depression)	81	48.5
Attention Deficit/Hyperactivity Disorder	53	31.7
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	30	18.0
Learning disability	25	15.0
Low vision or blind	10	6.0
Physical/Mobility condition that does not affect walking	10	6.0
Hard of hearing or deaf	9	5.4
Physical/Mobility condition that affects walking	7	4.2
Acquired/Traumatic Brain Injury	5	3.0
Asperger's/Autism Spectrum	5	3.0
Speech/Communication condition	4	2.4
Cognitive/Language-based	3	1.8
A disability/condition not listed here	2	1.2

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 45 (*n* = 167). Percentages may not sum to 100% due to multiple responses.

**Table B19. Are you registered with the Office of Disability Services? (Question 47)**

Registered with Office of Disability Services	<i>n</i>	%
No	95	56.9
Yes	69	41.3
Missing	3	1.8

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 167).

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

<u>English primary language</u>	<i>n</i>	%
No	58	3.3
Yes	1686	94.6
<u>Missing</u>	<u>38</u>	<u>2.1</u>

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

Spiritual identity	<i>n</i>	%		<i>n</i>	%
<b>Agnostic</b>	<b>70</b>	<b>3.9</b>	United Methodist	103	7.0
<b>Atheist</b>	<b>62</b>	<b>3.5</b>	United Church of Christ	5	0.3
<b>Baha'i</b>	<b>0</b>	<b>0.0</b>	Christian affiliation not listed	19	1.3
<b>Buddhist</b>	<b>9</b>	<b>0.5</b>	<b>Druid</b>	<b>1</b>	<b>0.1</b>
<b>Christian</b>	<b>1,465</b>	<b>82.2</b>	<b>Hindu</b>	<b>5</b>	<b>0.3</b>
African Methodist Episcopal	1	0.1	<b>Jain</b>	<b>3</b>	<b>0.2</b>
AME Zion	0	0.0	<b>Jehovah's Witness</b>	<b>3</b>	<b>0.2</b>
Assembly of God	18	1.2	<b>Jewish</b>	<b>1</b>	<b>0.1</b>
Baptist	746	50.9	Conservative	0	0.0
Catholic/Roman Catholic	97	6.6	Orthodox	0	0.0
Church of Christ	166	11.3	Reform	0	0.0
Church of God in Christ	15	1.0	Jewish affiliation not listed here	0	0.0
Christian Orthodox	1	0.1	<b>Muslim</b>	<b>8</b>	<b>0.4</b>
Christian Methodist Episcopal	5	0.3	Ahmadi	0	0.0
Christian Reformed Church (CRC)	0	0.0	Shi'ite	3	37.5
Disciples of Christ	3	0.2	Sufi	0	0.0
Episcopalian	9	0.6	Sunni	5	53.5
Evangelical	5	0.3	Muslim affiliation not listed here	0	0.0
Greek Orthodox	1	0.1	<b>Native American Traditional Practitioner or Ceremonial</b>	<b>1</b>	<b>0.1</b>
Lutheran	8	0.5	<b>Pagan</b>	<b>7</b>	<b>0.4</b>
Mennonite	0	0.0	<b>Rastafarian</b>	<b>0</b>	<b>0.0</b>
Moravian	0	0.0	<b>Scientologist</b>	<b>1</b>	<b>0.1</b>
Nazarene	6	0.4	<b>Secular Humanist</b>	<b>3</b>	<b>0.2</b>
Nondenominational Christian	125	8.5	<b>Shinto</b>	<b>4</b>	<b>0.2</b>
Pentecostal	38	2.6	<b>Sikh</b>	<b>0</b>	<b>0.0</b>
Presbyterian	32	2.2	<b>Taoist</b>	<b>1</b>	<b>0.1</b>
Protestant	6	0.4	<b>Tenrikyo</b>	<b>0</b>	<b>0.0</b>
Protestant Reformed Church (PR)	0	0.0	<b>Unitarian Universalist</b>	<b>6</b>	<b>0.3</b>
Quaker	0	0.0	<b>Wiccan</b>	<b>0</b>	<b>0.0</b>
Reformed Church of America (RCA)	0	0.0	<b>Spiritual, but no religious affiliation</b>	<b>55</b>	<b>3.1</b>
Russian Orthodox	0	0.0	<b>No affiliation</b>	<b>104</b>	<b>5.8</b>
Seventh Day Adventist	3	0.2	<b>A religious affiliation or spiritual identity not listed above</b>	<b>9</b>	<b>0.5</b>
The Church of Jesus Christ of Latter-day Saints	6	0.4			

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

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

Financial Support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian	742	41.6
I receive support for living/educational expenses from family/guardian	956	53.6
Missing	84	4.7

**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	512	28.7
\$30,000 - \$49,999	323	18.1
\$50,000 - \$69,999	308	17.3
\$70,000 - \$99,999	287	16.1
\$100,000 - \$149,999	198	11.1
\$150,000 - \$199,999	56	3.1
\$200,000 - \$249,999	23	1.3
\$250,000 - \$499,999	28	1.6
\$500,000 or more	3	0.2
Missing	44	2.5

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

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>585</b>	<b>34.5</b>
Browning Hall	84	17.5
Cooper Hall	36	7.5
Ellington Hall	82	17.1
Grove Apartments	10	2.1
University Village Phase I	137	28.6
University Village Phase II	105	21.9
University Court Apartments	25	5.2
<b>Non-campus housing</b>	<b>1,074</b>	<b>63.4</b>
Non-University affiliated apartment/house	628	68.5
Living with family member/guardian	289	31.5
<b>Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)</b>	<b>13</b>	<b>0.8</b>
<b>Missing</b>	<b>22</b>	<b>1.3</b>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694). Percentages for sub-categories are valid percentages and do not include missing responses.

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

Clubs/organizations	<i>n</i>	%
Academic Organizations	508	30.0
I do not participate in any clubs or organizations at UT Martin	430	25.4
Honors Society	389	23.0
Social Greek Organization	383	22.6
Departmental Club/Organization	214	12.6
Religious Organization	177	10.4
Agriculture and Applied Sciences Organizations	172	10.2
Sport Club	155	9.1
Humanities and Fine Arts Organizations	119	7.0
Education, Health and Behavioral Sciences Organizations	118	7.0
Business and Global Affairs Organizations	115	6.8
Professional and Service Greek Organization	93	5.5
Recreation club	88	5.2
Service Organization	74	4.4
Administrative Organizations	67	4.0
Special Interest Organization	60	3.5
Student Advisory Organization	55	3.2
Multicultural Organizations	51	3.0
Engineering and Natural Sciences Organizations	50	3.0
Residence Hall Organization	48	2.8
Nursing Organization	38	2.2
Discovery	0	0.0
A student organization not listed above	113	6.7

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694). Percentages may not sum to 100% due to 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	347	20.5
3.50 – 3.74	284	16.8
3.25 – 3.49	256	15.1
3.00 – 3.24	295	17.4
2.75 - 2.99	207	12.2
2.50 – 2.74	123	7.3
2.25 – 2.49	73	4.3
2.00 – 2.24	46	2.7
1.99 and below	41	2.4
Missing	22	1.3

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694).

**Table B27. Have you experienced financial hardship while at UT Martin? (Question 55)**

Financial hardship	<i>n</i>	%
No	900	50.5
Yes	879	49.3
Missing	3	0.2

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

Experience	<i>n</i>	%
Difficulty purchasing my books/course materials	576	65.5
Difficulty affording tuition	410	46.6
Difficulty affording food	383	43.6
Difficulty in affording housing	334	38.0
Difficulty participating in social events	274	31.2
Difficulty finding employment	225	25.6
Difficulty affording academic related activities (e.g., study abroad, service learning)	212	24.1
Difficulty affording travel to and from UT Martin	182	20.7
Difficulty in affording other campus fees	180	20.5
Difficulty affording co-curricular events or activities	164	18.7
Difficulty affording commuting to campus (e.g., transportation, parking)	150	17.1
Difficulty in affording health care	142	16.2
Difficulty in affording alternative spring breaks	141	16.0
Difficulty in affording unpaid internships/research opportunities	113	12.9
Difficulty in affording childcare	58	6.6
A financial hardship not listed here	39	4.4

Note: Table includes answers only from those respondents who indicated that they experienced financial hardship in Question 55 (*n* = 879). Percentages may not sum to 100% due to multiple responses.

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

Source of funding	<i>n</i>	%
Loans	948	53.2
Non-need based scholarship (e.g., HOPE)	743	41.7
Grant (e.g., Pell)	653	36.6
Family contribution	574	32.2
Personal contribution/job	372	20.9
Off campus employment	303	17.0
On campus employment	292	16.4
Need-based scholarship (e.g., ASPIRE)	247	13.9
Credit card	146	8.2
GI Bill/Veterans benefits	48	2.7
Dependent tuition (e.g., family member works at UT Martin)	41	2.3
Resident assistant	25	1.4
Money from home country	14	0.8
Graduate/Research assistantship	14	0.8
Graduate fellowship	4	0.2
A method of payment not listed here	114	6.4

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

Employed	<i>n</i>	%
<b>No</b>	<b>724</b>	<b>42.7</b>
<b>Yes, I work on campus</b>	<b>425</b>	<b>25.1</b>
1-10 hours/week	170	42.0
11-20 hours/week	188	46.4
21-30 hours/week	35	8.6
31-40 hours/week	11	2.7
More than 40 hours/week	1	0.2
<b>Yes, I work off campus</b>	<b>598</b>	<b>35.3</b>
1-10 hours/week	104	18.5
11-20 hours/week	180	32.0
21-30 hours/week	122	21.7
31-40 hours/week	97	17.3
More than 40 hours/week	59	10.5

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,694).

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

Employed	<i>n</i>	%
<b>No</b>	<b>10</b>	<b>11.4</b>
<b>Yes, I work on campus</b>	<b>29</b>	<b>33.0</b>
1-10 hours/week	1	3.6
11-20 hours/week	11	39.3
21-30 hours/week	6	21.4
31-40 hours/week	4	14.3
More than 40 hours/week	6	21.4
<b>Yes, I work off campus</b>	<b>51</b>	<b>58.0</b>
1-10 hours/week	3	6.4
11-20 hours/week	3	6.4
21-30 hours/week	5	10.6
31-40 hours/week	18	38.3
More than 40 hours/week	18	38.3

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 88).

## 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 UT Martin? (Question 4)**

Comfort	<i>n</i>	%
Very comfortable	906	51.0
Comfortable	721	40.6
Neither comfortable nor uncomfortable	110	6.2
Uncomfortable	31	1.7
Very uncomfortable	7	0.4

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

Comfort	<i>n</i>	%
Very comfortable	962	54.0
Comfortable	653	36.7
Neither comfortable nor uncomfortable	124	7.0
Uncomfortable	33	1.9
Very uncomfortable	9	0.5

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

Comfort	<i>n</i>	%
Very comfortable	782	44.0
Comfortable	808	45.4
Neither comfortable nor uncomfortable	140	7.9
Uncomfortable	38	2.1
Very uncomfortable	10	0.6

**Table B35. Have you ever seriously considered leaving UT Martin? (Question 7)**

Considered leaving	<i>n</i>	%
No	1,392	78.1
Yes	386	21.7
Missing	4	0.2

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

Year	<i>n</i>	%
During my first semester	106	27.5
During my first year as a student	155	40.2
During my second year as a student	149	38.6
During my third year as a student	91	23.6
During my fourth year as a student	27	7.0
During my fifth year as a student	12	3.1
After my fifth year as a student	6	1.6

Note: Table includes answers only from those who indicated that they considered leaving in Question 7 (*n* = 386).

**Table B37. Why did you seriously consider leaving UT Martin? (Question 12)**

<u>Reasons</u>	<u>n</u>	<u>%</u>
Lack of a sense of belonging	127	32.9
Personal reasons (e.g., medical, mental health, family emergencies)	91	23.6
Lack of social life	87	22.5
Climate was not welcoming	60	15.5
Homesick	57	14.8
Financial reasons	56	14.5
Lack of support group	52	13.5
Didn't like major	46	11.9
Coursework was too difficult	44	11.4
Unhealthy social relationships	37	9.6
Lack of support services	34	8.8
Didn't have my major	32	8.3
My marital/relationship status	30	7.8
Didn't meet the selection criteria for a major	18	4.7
Coursework not challenging enough	10	2.6
<u>A reason not listed above</u>	<u>120</u>	<u>31.1</u>

Note: Table includes answers only from those who indicated that they considered leaving in Question 7 (*n* = 386).

**Table B38. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UT Martin. (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.	713	40.1	817	45.9	149	8.4	93	5.2	7	0.4
Few of my courses this year have been intellectually stimulating.	356	20.1	494	27.9	265	15.0	459	25.9	195	11.0
I am satisfied with my academic experience at UT Martin.	781	44.1	777	43.9	144	8.1	58	3.3	11	0.6
I am satisfied with the extent of my intellectual development since enrolling at UT Martin.	775	43.7	801	45.2	136	7.7	51	2.9	9	0.5
I have performed academically as well as I anticipated I would.	597	33.7	707	39.9	267	15.1	170	9.6	32	1.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	808	45.8	745	42.2	153	8.7	54	3.1	6	0.3
My interest in ideas and intellectual matters has increased since coming to UT Martin.	803	45.3	714	40.3	198	11.2	48	2.7	8	0.5
I intend to graduate from UT Martin.	1,280	72.4	386	21.8	70	4.0	17	1.0	14	0.8
Thinking ahead, it is likely that I will leave UT Martin without meeting my academic goal.	123	7.0	100	5.7	140	7.9	455	25.7	950	53.7

**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 UT Martin? (Question 12)**

Experienced conduct	<i>n</i>	%
No	1,642	92.3
Yes	137	7.7

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

Basis	<i>n</i>	%
Ethnicity	27	19.7
Age	24	17.5
Gender/gender identity	23	16.8
Major field of study	22	16.1
Political views	22	16.1
Mental Health/Psychological disability/condition	20	14.6
Racial identity	20	14.6
Academic Performance	16	11.7
Religious/spiritual views	16	11.7
Physical characteristics	13	9.5
Participation in an organization/team	12	8.8
Medical disability/condition	10	7.3
Learning disability/condition	9	6.6
Sexual identity	9	6.6
Philosophical views	8	5.8
Socioeconomic status	8	5.8
Physical disability/condition	6	4.4
English language proficiency/accent	5	3.6
Gender expression	4	2.9
Marital status (e.g., single, married, partnered)	4	2.9
International status/national origin	3	2.2
Immigrant/citizen status	2	1.5
Military/veteran status	1	0.7
Parental status (e.g., having children)	1	0.7
Pregnancy	0	0.0
Don't know	26	19.0
A reason not listed above	21	15.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 due to multiple responses.

**Table B42. How would you describe what happened? (Mark all that apply.) (Question 14)**

Form	<i>n</i>	%
I was ignored or excluded	59	43.1
I was isolated or left out	47	34.3
I felt others staring at me	42	30.7
I experienced a hostile classroom environment	38	27.7
I was intimidated/bullied	36	26.3
I was the target of derogatory verbal remarks	28	20.4
The conduct made me fear that I would get a poor grade	27	19.7
I received derogatory phone calls/text messages/email	16	11.7
I was singled out as the spokesperson for my identity group	12	8.8
I received derogatory written comments	7	5.1
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group	7	5.1
I was the target of racial/ethnic profiling	7	5.1
I was the target of stalking	7	5.1
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	6	4.4
I received threats of physical violence	6	4.4
I was the target of workplace incivility	5	3.6
Someone assumed I was admitted/hired/promoted due to my identity group	5	3.6
The conduct threatened my physical safety	3	2.2
I was the target of physical violence	3	2.2
I was the target of graffiti/vandalism	1	0.7
An experience not listed above	20	14.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 due to multiple responses.

**Table B43. Where did the conduct occur? (Mark all that apply.) (Question 15)**

Location	<i>n</i>	%
In a class/lab/clinical setting	56	40.9
At a UT Martin event/program	25	18.2
In other public spaces at UT Martin	25	18.2
In a campus residence hall/apartment	20	14.6
While walking on campus	18	13.1
Off-campus	15	10.9
In a staff office	13	9.5
In a meeting with a group of people	12	8.8
In a faculty office	11	8.0
In a UT Martin administrative office	10	7.3
In a UT Martin dining facility	9	6.6
In off-campus housing	9	6.6
On phone calls/text messages/e-mail	9	6.6
On social media (Facebook/Twitter/ Yik-Yak)	9	6.6
In the University Center/Student Center	8	5.8
While working at a UT Martin job	7	5.1
In a meeting with one other person	5	3.6
In an on-line learning environment	5	3.6
In a fraternity house	4	2.9
In a UT Martin library	4	2.9
In a sorority house	3	2.2
In athletic facilities	2	1.5
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	1	0.7
In Counseling Services	1	0.7
In the Health Center	1	0.7
In a religious center	0	0.0
On a campus shuttle	0	0.0
A location not listed above	6	4.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 as a result of multiple responses.

**Table B44. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)**

Source	<i>n</i>	%
Student	70	51.1
Faculty member/other Instructional Staff	35	25.5
Friend	24	17.5
Staff member	20	14.8
Stranger	16	11.7
Academic/Scholarship/Fellowship Advisor	10	7.3
Department/Program/Division Chair	8	5.8
Student staff	7	5.1
Co-worker/colleague	6	4.4
Off campus community member	4	2.9
UT Martin Police/Security	3	2.2
On social media (e.g., Facebook, Twitter, Yik-Yak)	3	2.2
Supervisor or manager	3	2.2
Student organization	2	1.5
Alumnus/a	1	0.7
Athletic coach/trainer	0	0.0
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
Donor	0	0.0
Patient	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
Don't know source	7	5.1
A source not listed above	10	7.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 as a result of multiple responses.

**Table B45. How did you experience the conduct? (Mark all that apply.) (Question 17)**

Experience	<i>n</i>	%
I was angry.	85	62.0
I felt embarrassed.	63	46.0
I was afraid.	36	26.3
I ignored it.	36	26.3
I felt somehow responsible.	17	12.4
A feeling not listed above	19	13.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 as a result of multiple responses.

**Table B46. 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	56	40.9
I told a friend	53	38.7
I did not do anything	47	34.3
I told a family member	47	34.3
I contacted a UT Martin resource	24	17.5
<i>Faculty member</i>	12	50.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	7	29.2
<i>Staff person (e.g., Residential Life staff, program director)</i>	5	20.8
<i>UT Martin Police Department</i>	3	12.5
<i>Supervisor</i>	3	12.5
<i>Student Health and Counseling Center</i>	1	4.2
<i>Women's Center</i>	1	4.2
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	1	4.2
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I did not know who to go to	16	11.7
I confronted the person(s) at the time	14	10.2
I confronted the person(s) later	11	8.0
I sought information online	6	4.4
I contacted a local law enforcement official	5	3.6
I sought support from off-campus hot-line/advocacy services	3	2.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	1.5
A response not listed above	18	13.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 as a result of multiple responses.

**Table B47. Did you report the conduct? (Question 19)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	113	82.6
Yes, I reported it (e.g., bias incident report, UT Martin System Ethics and Compliance Hotline)	19	14.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>5.3</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>6</i>	<i>31.6</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>6</i>	<i>31.6</i>

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 137). Percentages may not sum to 100 as a result of multiple responses.

**Table B48. While a member of the UT Martin 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	1677	94.1
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	26	1.5
Yes – stalking (e.g., following me, on social media, texting, phone calls)	38	2.1
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	48	2.7
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	30	1.7
Yes – sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)	8	0.4

**Table B49. Were alcohol and/or drugs involved in the relationship violence? (Question 22rv)**

Year	<i>n</i>	%
No	20	76.9
Yes	6	23.1
<i>Alcohol only</i>	4	66.7
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	2	33.3

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B50. What semester were you in when you experienced the relationship violence? (Mark all that apply.) (Question 23rv)**

Year	<i>n</i>	%
During my time as a graduate/ professional student at UT Martin	1	3.8
Undergraduate first year	10	38.5
<i>Fall semester</i>	6	60.0
<i>Spring semester</i>	8	80.0
<i>Summer semester</i>	2	20.0
Undergraduate second year	13	50.0
<i>Fall semester</i>	8	61.5
<i>Spring semester</i>	10	76.9
<i>Summer semester</i>	3	23.1
Undergraduate third year	7	26.9
<i>Fall semester</i>	5	71.4
<i>Spring semester</i>	2	28.6
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	3	11.5
<i>Fall semester</i>	2	66.7
<i>Spring semester</i>	3	100.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>0</u>	<u>0.0</u>

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B51. Who did this to you? (Mark all that apply.) (Question 24rv)**

Source	<i>n</i>	%
Current or former dating/intimate partner	22	84.6
UT Martin student	6	23.1
Acquaintance/friend	3	11.5
Family member	2	7.7
UT Martin faculty member	1	3.8
Stranger	1	3.8
UT Martin staff member	0	0.0
Other role/relationship not listed above	1	3.8

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B52. Where did the relationship violence occur? (Mark all that apply.) (Question 25rv)**

Location	<i>n</i>	%
Off campus	21	80.8
On campus	11	42.3

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B53. How did you feel after experiencing the relationship violence? (Mark all that apply.) (Question 26rv)**

<u>Feeling after experiencing relationship violence</u>	<u><i>n</i></u>	<u>%</u>
I felt angry.	17	65.4
I felt somehow responsible.	12	46.2
I felt afraid.	12	46.2
I felt embarrassed.	8	30.8
I ignored it.	6	23.1
<u>A feeling not listed above</u>	<u>5</u>	<u>19.2</u>

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ( $n = 26$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B54. What did you do in response to experiencing the relationship violence? (Mark all that apply.)  
 (Question 27rv)**

Reaction	<i>n</i>	%
I told a friend	16	61.5
I avoided the person/venue.	9	34.6
I did not do anything.	7	26.9
I confronted the person(s) at the time.	7	26.9
I confronted the person(s) later.	7	26.9
I told a family member	7	26.9
I didn't know who to go to.	4	15.4
I sought information online.	3	11.5
I contacted a local law enforcement official.	2	7.7
I contacted a UT Martin resource.	1	3.8
<i>Student Health and Counseling Center</i>	<i>1</i>	<i>100.0</i>
<i>Faculty member</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>UT Martin Police Department</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	<i>0</i>	<i>0.0</i>
<i>Multicultural Student Affairs Office</i>	<i>0</i>	<i>0.0</i>
<i>Women's Center</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	<i>0</i>	<i>0.0</i>
<i>Staff person (e.g., Residential Life staff, program director)</i>	<i>0</i>	<i>0.0</i>
<i>Supervisor</i>	<i>0</i>	<i>0.0</i>
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
<u>A response not listed above</u>	<u>5</u>	<u>19.2</u>

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B55. Did you report the relationship violence? (Question 28rv)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	25	96.2
Yes, I reported the incident (e.g., bias incident report, Title IX)	1	3.8
<i>Yes, I reported the incident and was satisfied with the outcome</i>	<i>1</i>	<i>100.0</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 those respondents who indicated that they experienced relationship violence (*n* = 26). Percentages may not sum to 100 as a result of multiple responses.

**Table B56. Were alcohol and/or drugs involved in the stalking? (Question 22stlk)**

Year	<i>n</i>	%
No	32	84.2
Yes	6	15.8
<i>Alcohol only</i>	<i>1</i>	<i>16.7</i>
<i>Drugs only</i>	<i>0</i>	<i>0.0</i>
<i>Both alcohol and drugs</i>	<i>4</i>	<i>66.7</i>

Note: Table includes answers only from respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B57. What semester were you in when you experienced the stalking? (Mark all that apply.) (Question 23stlk)**

Year	<i>n</i>	%
During my time as a graduate/ professional student at UT Martin	2	5.3
Undergraduate first year	19	50.0
<i>Fall semester</i>	15	78.9
<i>Spring semester</i>	8	42.1
<i>Summer semester</i>	1	5.3
Undergraduate second year	17	44.7
<i>Fall semester</i>	8	47.1
<i>Spring semester</i>	6	35.3
<i>Summer semester</i>	2	11.8
Undergraduate third year	6	15.8
<i>Fall semester</i>	3	50.0
<i>Spring semester</i>	2	33.3
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	2	5.3
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>2</u>	<u>5.3</u>

Note: Table includes answers only from respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B58. Who did this to you? (Mark all that apply.) (Question 24stlk)**

Source	<i>n</i>	%
UT Martin student	21	55.3
Current or former dating/intimate partner	16	42.1
Stranger	7	18.4
Acquaintance/friend	6	15.8
UT Martin staff member	1	2.6
Family member	0	0.0
UT Martin faculty member	0	0.0
Other role/relationship not listed above	3	7.9

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B59. Where did the stalking occur? (Mark all that apply.) (Question 25stlk)**

Location	<i>n</i>	%
Off campus	19	50.0
On campus	26	68.4

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B60. How did you feel after experiencing the stalking? (Mark all that apply.) (Question 26stlk)**

<u>Feeling after experiencing stalking</u>	<u><i>n</i></u>	<u>%</u>
I felt afraid.	22	57.9
I felt angry.	13	34.2
I ignored it.	12	31.6
I felt embarrassed.	7	18.4
I felt somehow responsible.	4	10.5
<u>A feeling not listed above</u>	<u>2</u>	<u>5.3</u>

Note: Table includes answers only from those respondents who indicated that they experienced stalking ( $n = 38$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B61. What did you do in response to experiencing the stalking? (Mark all that apply.) (Question 27stlk)**

Reaction	<i>n</i>	%
I avoided the person/venue.	28	73.7
I told a friend	25	65.8
I told a family member	11	28.9
I confronted the person(s) at the time.	9	23.7
I did not do anything.	4	10.5
I contacted a local law enforcement official.	4	10.5
I sought information online.	4	10.5
I contacted a UT Martin resource.	4	10.5
<i>Faculty member</i>	2	50.0
<i>UT Martin Police Department</i>	2	50.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	1	25.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	1	25.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	1	25.0
<i>Student Health and Counseling Center</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Supervisor</i>	0	0.0
I confronted the person(s) later.	3	7.9
I didn't know who to go to.	3	7.9
I sought support from off-campus hot-line/advocacy services.	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	3	7.9

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B62. Did you report the stalking? (Question 28stlk)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	35	92.1
Yes, I reported the incident (e.g., bias incident report, Title IX)	3	7.9
<i>Yes, I reported the incident and was satisfied with the outcome</i>	2	66.7
<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	33.3
<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 those respondents who indicated that they experienced stalking (*n* = 38). Percentages may not sum to 100 as a result of multiple responses.

**Table B63. Were alcohol and/or drugs involved in the sexual interaction? (Question 22si)**

Year	<i>n</i>	%
No	33	71.7
Yes	13	28.3
<i>Alcohol only</i>	8	61.5
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	4	30.8

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B64. What semester were you in when you experienced the sexual interaction? (Mark all that apply.) (Question 23si)**

Year	<i>n</i>	%
During my time as a graduate/ professional student at UT Martin	2	4.2
Undergraduate first year	27	56.3
<i>Fall semester</i>	19	70.4
<i>Spring semester</i>	10	37.0
<i>Summer semester</i>	1	3.7
Undergraduate second year	18	37.5
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	8	44.4
<i>Summer semester</i>	1	5.6
Undergraduate third year	15	31.3
<i>Fall semester</i>	10	66.7
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	2	13.3
Undergraduate fourth year	6	12.5
<i>Fall semester</i>	3	50.0
<i>Spring semester</i>	2	33.3
<i>Summer semester</i>	1	16.7
<u>After my fourth year as an undergraduate</u>	<u>1</u>	<u>2.1</u>

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B65. Who did this to you? (Mark all that apply.) (Question 24si)**

Source	<i>n</i>	%
UT Martin student	28	58.3
Stranger	21	43.8
Acquaintance/friend	9	18.8
Current or former dating/intimate partner	7	14.6
UT Martin staff member	2	4.2
UT Martin faculty member	1	2.1
Family member	0	0.0
Other role/relationship not listed above	4	8.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B66. Where did the sexual interaction occur? (Mark all that apply.) (Question 25si)**

Location	<i>n</i>	%
Off campus	20	41.7
On campus	32	66.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B67. How did you feel after experiencing the sexual interaction? (Mark all that apply.) (Question 26si)**

Feeling after experiencing sexual interaction	<i>n</i>	%
I felt embarrassed.	25	52.1
I ignored it.	23	47.9
I felt angry.	20	41.7
I felt afraid.	16	33.3
I felt somehow responsible.	8	16.7
A feeling not listed above	4	8.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B68. What did you do in response to experiencing the sexual interaction? (Mark all that apply.) (Question 27si)**

Reaction	<i>n</i>	%
I did not do anything.	26	54.2
I avoided the person/venue.	20	41.7
I told a friend	16	33.3
I confronted the person(s) at the time.	10	20.8
I contacted a UT Martin resource.	5	10.4
<i>UT Martin Police Department</i>	3	60.0
<i>Faculty member</i>	2	40.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	1	20.0
<i>Supervisor</i>	1	20.0
<i>Student Health and Counseling Center</i>	0	0.0
<i>Title IX Coordinator</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
I told a family member	5	10.4
I confronted the person(s) later.	3	6.3
I didn't know who to go to.	3	6.3
I sought information online.	2	4.2
I contacted a local law enforcement official.	1	2.1
I sought support from off-campus hot-line/advocacy services.	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	3	6.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B69. Did you report the sexual interaction? (Question 28si)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	42	87.5
Yes, I reported the incident (e.g., bias incident report, Title IX)	6	12.5
<i>Yes, I reported the incident and was satisfied with the outcome</i>	3	50.0
<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>	1	16.7
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	2	33.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 48). Percentages may not sum to 100 as a result of multiple responses.

**Table B70. Were alcohol and/or drugs involved in the sexual contact? (Question 22sc)**

Year	<i>n</i>	%
No	11	36.7
Yes	19	63.3
<i>Alcohol only</i>	11	57.9
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	6	31.6

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B71. What semester were you in when you experienced the sexual contact? (Mark all that apply.) (Question 23sc)**

Year	<i>n</i>	%
During my time as a graduate/ professional student at UT Martin	0	0.0
Undergraduate first year	21	70.0
<i>Fall semester</i>	<i>13</i>	<i>61.9</i>
<i>Spring semester</i>	<i>8</i>	<i>38.1</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
Undergraduate second year	7	23.3
<i>Fall semester</i>	<i>2</i>	<i>28.6</i>
<i>Spring semester</i>	<i>4</i>	<i>57.1</i>
<i>Summer semester</i>	<i>1</i>	<i>14.3</i>
Undergraduate third year	4	13.3
<i>Fall semester</i>	<i>4</i>	<i>100.0</i>
<i>Spring semester</i>	<i>1</i>	<i>25.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
Undergraduate fourth year	1	3.3
<i>Fall semester</i>	<i>1</i>	<i>100.0</i>
<i>Spring semester</i>	<i>0</i>	<i>0.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
<i>After my fourth year as an undergraduate</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B72. Who did this to you? (Mark all that apply.) (Question 24sc)**

Source	<i>n</i>	%
Acquaintance/friend	13	43.3
UT Martin student	13	43.3
Current or former dating/intimate partner	6	20.0
Stranger	3	10.0
Family member	1	3.3
UT Martin faculty member	0	0.0
UT Martin staff member	0	0.0
Other role/relationship not listed above	1	3.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B73. Where did the sexual contact occur? (Mark all that apply.) (Question 25sc)**

Location	<i>n</i>	%
Off campus	13	43.3
On campus	17	56.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B74. How did you feel after experiencing the sexual contact? (Mark all that apply.) (Question 26sc)**

<u>Feeling after experiencing sexual contact</u>	<u><i>n</i></u>	<u>%</u>
I felt somehow responsible.	20	66.7
I felt embarrassed.	18	60.0
I ignored it.	12	40.0
I felt afraid.	10	33.3
I felt angry.	9	30.0
<u>A feeling not listed above</u>	<u>2</u>	<u>6.7</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact ( $n = 30$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B74. What did you do in response to experiencing the sexual contact? (Mark all that apply.) (Question 27sc)**

Reaction	<i>n</i>	%
I avoided the person/venue.	17	56.7
I did not do anything.	15	50.0
I told a friend	15	50.0
I told a family member	8	26.7
I didn't know who to go to.	4	13.3
I contacted a UT Martin resource.	4	13.3
<i>Student Health and Counseling Center</i>	3	75.0
<i>UT Martin Police Department</i>	1	25.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	1	25.0
<i>Women's Center</i>	1	25.0
<i>Supervisor</i>	1	25.0
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
I confronted the person(s) at the time.	3	10.0
I confronted the person(s) later.	3	10.0
I sought information online.	2	6.7
I contacted a local law enforcement official.	1	3.3
I sought support from off-campus hot-line/advocacy services.	1	3.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1	3.3
A response not listed above	2	6.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact ( $n = 30$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B75. Did you report the sexual contact? (Question 28sc)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	26	89.7
Yes, I reported the incident (e.g., bias incident report, Title IX)	3	10.3
<i>Yes, I reported the incident and was satisfied with the outcome</i>	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>	1	33.3
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	2	66.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 30). Percentages may not sum to 100 as a result of multiple responses.

**Table B76. Were alcohol and/or drugs involved in the sexual exploitation? (Question 22se)**

Year	<i>n</i>	%
No	5	71.4
Yes	2	28.6
<i>Alcohol only</i>	2	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 sexual exploitation (*n* = 8). Percentages may not sum to 100 as a result of multiple responses.

**Table B77. What semester were you in when you experienced the sexual exploitation? (Mark all that apply.) (Question 23se)**

Year	<i>n</i>	%
During my time as a graduate/ professional student at UT Martin	0	0.0
Undergraduate first year	4	50.0
<i>Fall semester</i>	2	50.0
<i>Spring semester</i>	3	75.0
<i>Summer semester</i>	0	0.0
Undergraduate second year	1	12.5
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	100.0
Undergraduate third year	1	12.5
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	100.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	100.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced sexual exploitation ( $n = 8$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B78. Who did this to you? (Mark all that apply.) (Question 24se)**

Source	<i>n</i>	%
UT Martin student	3	37.5
Acquaintance/friend	2	25.0
Stranger	1	12.5
Current or former dating/intimate partner	1	12.5
Family member	0	0.0
UT Martin faculty member	0	0.0
UT Martin staff member	0	0.0
Other role/relationship not listed above	1	12.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ( $n = 8$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B79. Where did the sexual exploitation occur? (Mark all that apply.) (Question 30se)**

Location	<i>n</i>	%
Off campus	4	50.0
On campus	1	12.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ( $n = 8$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B80. How did you feel after experiencing the sexual exploitation? (Mark all that apply.) (Question 26se)**

<u>Feeling after experiencing sexual exploitation</u>	<u><i>n</i></u>	<u>%</u>
I felt angry.	5	62.5
I felt embarrassed.	3	37.5
I felt somehow responsible.	1	12.5
I felt afraid.	1	12.5
I ignored it.	1	12.5
<u>A feeling not listed above</u>	<u>1</u>	<u>12.5</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ( $n = 8$ ). Percentages may not sum to 100 as a result of multiple responses.

**Table B81. What did you do in response to experiencing the sexual exploitation? (Mark all that apply.) (Question 27se)**

Reaction	<i>n</i>	%
I did not do anything.	3	37.5
I confronted the person(s) at the time.	2	25.0
I confronted the person(s) later.	2	25.0
I told a family member	2	25.0
I told a friend	2	25.0
I sought information online.	1	12.5
I contacted a UT Martin resource.	1	12.5
<i>Women's Center</i>	<i>1</i>	<i>100.0</i>
<i>Supervisor</i>	<i>1</i>	<i>100.0</i>
<i>Faculty member</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>UT Martin Police Department</i>	<i>0</i>	<i>0.0</i>
<i>Student Health and Counseling Center</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator</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>Multicultural Student Affairs Office</i>	<i>0</i>	<i>0.0</i>
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	<i>0</i>	<i>0.0</i>
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	<i>0</i>	<i>0.0</i>
<i>Staff person (e.g., Residential Life staff, program director)</i>	<i>0</i>	<i>0.0</i>
I avoided the person/venue.	0	0.0
I contacted a local law enforcement official.	0	0.0
I didn't know who to go to.	0	0.0
I sought support from off-campus hot-line/advocacy services.	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	1	12.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (*n* = 8). Percentages may not sum to 100 as a result of multiple responses.

**Table B82. Did you report the sexual exploitation? (Question 28se)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	6	85.7
Yes, I reported the incident (e.g., bias incident report, Title IX)	1	14.3
<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>1</i>	<i>100.0</i>

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ( $n = 8$ ). Percentages may not sum to 100 as a result 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.	1,047	59.1	559	31.5	133	7.5	34	1.9
I am generally aware of the role of UT Martin’s Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	815	45.8	678	38.1	232	13.0	53	3.0
I know how and where to report such incidents.	786	44.3	671	37.8	262	14.8	54	3.0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	826	46.8	698	39.5	204	11.6	38	2.2
I am generally aware of the campus resources listed here: <a href="http://www.utm.edu/departments/equalopp/resources.php">http://www.utm.edu/departments/equalopp/resources.php</a>	766	43.3	734	41.4	235	13.3	36	2.0
I have a responsibility to report such incidents when I see them occurring on or off campus.	1,081	61.0	656	37.0	29	1.6	6	0.3
I understand that UT Martin standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	882	49.9	732	41.4	124	7.0	31	1.8
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UT Martin’s Annual Security/Fire Report	831	46.9	676	38.1	217	12.2	49	2.8
I know that UT Martin sends a Public Safety Alert to the campus community when such an incident occurs.	954	53.9	657	37.1	122	6.9	37	2.1

**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 UT Martin? (Question 60)**

Observed conduct	<i>n</i>	%
No	1,597	89.9
Yes	179	10.1

**Table B85. Who/what was the target of the conduct? (Mark all that apply.) (Question 61)**

Source	<i>n</i>	%
Student	134	74.9
Friend	39	21.8
Stranger	26	14.5
Student Organization	7	3.9
Faculty member/Other Instructional Staff	6	3.4
Staff member	6	3.4
Student staff	4	2.2
Co-worker/colleague	3	1.7
UT Martin Police/Security	2	1.1
Off campus community member	2	1.1
Academic/Scholarship/Fellowship Advisor	1	0.6
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	1	0.6
Department/Program/Division Chair	1	0.6
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Patient	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
Don't know target	15	8.4
A target not listed above	7	3.9

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 as a result of multiple responses.

**Table B86. Who/what was the source of the conduct? (Mark all that apply.) (Question 62)**

Source	<i>n</i>	%
Student	108	60.3
Stranger	29	16.2
Faculty member/Other Instructional Staff	26	14.5
Staff member	13	7.3
On social media (e.g., Facebook, Twitter, Yik-Yak)	11	6.1
Student Organization	9	5.0
Academic/Scholarship/Fellowship Advisor	7	3.9
Friend	6	3.4
Student staff	6	3.4
Co-worker/colleague	4	2.2
Off campus community member	4	2.2
Department/Program/Division Chair	2	1.1
Supervisor or manager	2	1.1
Athletic coach/trainer	1	0.6
UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)	1	0.6
UT Martin Police/Security	1	0.6
Alumnus/a	0	0.0
Direct Report (e.g., person who reports to me)	0	0.0
Donor	0	0.0
Patient	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
Don't know source	14	7.8
A source not listed above	2	1.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 as a result 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)**

Basis	<i>n</i>	%
Ethnicity	66	36.9
Racial identity	44	24.6
Political views	42	23.5
Gender/gender identity	26	14.5
Religious/spiritual views	26	14.5
Immigrant/citizen status	24	13.4
Sexual identity	23	12.8
Physical characteristics	22	12.3
International status/national origin	21	11.7
Gender expression	20	11.2
Academic Performance	19	10.6
English language proficiency/accent	19	10.6
Learning disability/condition	14	7.8
Mental Health/Psychological disability/condition	14	7.8
Age	12	6.7
Major field of study	11	6.1
Medical disability/condition	8	4.5
Participation in an organization/team	8	4.5
Socioeconomic status	8	4.5
Physical disability/condition	6	3.4
Pregnancy	6	3.4
Philosophical views	5	2.8
Marital status (e.g., single, married, partnered)	2	1.1
Military/veteran status	2	1.1
Parental status (e.g., having children)	1	0.6
Don’t know	23	12.8
A reason not listed above	8	4.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 due to multiple responses.

**Table B88. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 64)**

Observed	<i>n</i>	%
Derogatory verbal remarks	99	55.3
Person ignored or excluded	60	33.5
Person isolated or left out	52	29.1
Person intimidated/bullied	46	25.7
Racial/ethnic profiling	43	24.0
Person being stared at	38	21.2
Person experiences a hostile classroom environment	33	18.4
Derogatory written comments	19	10.6
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	12	6.7
Derogatory phone calls/text messages/e-mail	9	5.0
Graffiti/vandalism	8	4.5
Singled out as the spokesperson for their identity group	7	3.9
Threats of physical violence	7	3.9
Assumption that someone was admitted/hired/promoted based on his/her identity	6	3.4
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	6	3.4
Derogatory phone calls	5	2.8
Person received a low or unfair performance evaluation	4	2.2
Person received a poor grade	4	2.2
Person experienced a hostile work environment	3	1.7
Person was the target of workplace incivility	2	1.1
Physical violence	2	1.1
Person was unfairly evaluated in the promotion and tenure process	1	0.6
Person was stalked	0	0.0
Something not listed above	8	4.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 due to multiple responses.

**Table B89. Where did the conduct occur? (Mark all that apply.) (Question 65)**

Location	<i>n</i>	%
In a class/lab/clinical setting	54	30.2
In other public spaces at UT Martin	52	29.1
While walking on campus	30	16.8
On social media (Facebook/Twitter/ Yik-Yak)	19	10.6
Off-campus	13	7.3
At a UT Martin event/program	11	6.1
In the University Center/Student Center	10	5.6
In a fraternity house	9	5.0
In a campus residence hall/apartment	8	4.5
In a staff office	7	3.9
In a UT Martin dining facility	7	3.9
In a meeting with a group of people	6	3.4
In off-campus housing	4	2.2
On phone calls/text messages/e-mail	4	2.2
In a faculty office	3	1.7
In a UT Martin library	3	1.7
In athletic facilities	3	1.7
In an on-line learning environment	3	1.7
In a sorority house	2	1.1
In a UT Martin administrative office	2	1.1
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	1	0.6
While working at a UT Martin job	1	0.6
In a religious center	0	0.0
In a meeting with one other person	0	0.0
In Counseling Services	0	0.0
In the Health Center	0	0.0
On a campus shuttle	0	0.0
A location not listed above	11	6.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 as a result of multiple responses.

**Table B90. What was your response to observing the conduct? (Mark all that apply.) (Question 66)**

Response	<i>n</i>	%
I did not do anything	61	34.1
I told a friend	40	22.3
I did not know who to go to	32	17.9
I confronted the person(s) at the time	28	15.6
I avoided the person/venue	20	11.2
I told a family member	17	9.5
I contacted a UT Martin resource	13	7.3
<i>Faculty member</i>	8	61.5
<i>Staff person (e.g., Residential Life staff, program director)</i>	4	30.8
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	3	23.1
<i>Supervisor</i>	1	7.7
<i>UT Martin Police Department</i>	0	0.0
<i>Student Health and Counseling Center</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
I confronted the person(s) later	11	6.1
I contacted a local law enforcement official	3	1.7
I sought information online	3	1.7
I sought support from off-campus hot-line/advocacy services	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	22	12.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 as a result of multiple responses.

**Table B91. Did you report the conduct? (Question 67)**

Reported conduct	<i>n</i>	%
No, I didn't report it.	160	92.5
Yes, I reported it.	13	7.5
Yes, I reported the incident and was satisfied with the outcome.	1	7.7
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.	3	23.1
Yes, I reported the incident, but felt that it was not responded to appropriately.	5	38.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 179). Percentages may not sum to 100 as a result of multiple responses.

**Table B92. Using a scale of 1-5, please rate the overall campus climate at UT Martin on the following dimensions: (Question 69)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	1,126	63.4	451	25.4	169	9.5	19	1.1	10	0.6	<b>1.5</b>	<b>0.8</b>
Inclusive/Exclusive	784	44.3	491	27.8	396	22.4	74	4.2	23	1.3	<b>1.9</b>	<b>1.0</b>
Improving/Regressing	871	49.5	531	30.2	310	17.6	36	2.0	10	0.6	<b>1.7</b>	<b>0.9</b>
Positive for persons with disabilities/Negative	927	52.6	496	28.2	284	16.1	41	2.3	13	0.7	<b>1.7</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual, queer/Negative	590	33.4	454	25.7	562	31.8	120	6.8	39	2.2	<b>2.2</b>	<b>1.0</b>
Positive for people who identify as transgender/Negative	553	31.5	359	20.4	635	36.1	148	8.4	63	3.6	<b>2.3</b>	<b>1.1</b>
Positive for people of various religious/spiritual backgrounds/Negative	767	43.5	513	29.1	366	20.7	87	4.9	32	1.8	<b>1.9</b>	<b>1.0</b>
Positive for People of Color/Negative	919	52.1	496	28.1	258	14.6	69	3.9	21	1.2	<b>1.7</b>	<b>0.9</b>
Positive for men/Negative	1,114	63.0	448	25.4	186	10.5	8	0.5	11	0.6	<b>1.5</b>	<b>0.8</b>
Positive for women/Negative	1,022	58.1	479	27.2	221	12.6	29	1.6	7	0.4	<b>1.6</b>	<b>0.8</b>
Positive for non-native English speakers/Negative	739	41.9	504	28.6	398	22.6	91	5.2	30	1.7	<b>2.0</b>	<b>1.0</b>
Positive for people who are not U.S. citizens/Negative	746	42.4	462	26.3	418	23.8	97	5.5	37	2.1	<b>2.0</b>	<b>1.0</b>
Welcoming/Not welcoming	1,092	61.8	454	25.7	175	9.9	34	1.9	12	0.7	<b>1.5</b>	<b>0.8</b>
Respectful/Disrespectful	1,029	58.3	498	28.2	192	10.9	37	2.1	9	0.5	<b>1.6</b>	<b>0.8</b>
Positive for people of high socioeconomic status/Negative	1,000	56.9	455	25.9	275	15.6	17	1.0	12	0.7	<b>1.6</b>	<b>0.8</b>
Positive for people of low socioeconomic status/Negative	802	45.6	479	27.2	361	20.5	94	5.3	24	1.4	<b>1.9</b>	<b>1.0</b>
Positive for people of various political affiliations/Negative	758	43.0	446	25.3	378	21.5	124	7.0	55	3.1	<b>2.0</b>	<b>1.1</b>
Positive for people in active military/veteran status/Negative	1,020	58.0	458	26.1	258	14.7	14	0.8	8	0.5	<b>1.6</b>	<b>0.8</b>
Positive for students 25 and older/Negative	901	50.9	472	26.7	315	17.8	68	3.8	13	0.7	<b>1.8</b>	<b>0.9</b>

**Table B93. Using a scale of 1-5, please rate the overall campus climate at UT Martin 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	809	45.9	456	25.9	333	18.9	129	7.3	36	2.0	<b>1.9</b>	<b>1.1</b>
Not sexist/Sexist	842	47.8	482	27.4	312	17.7	103	5.8	22	1.2	<b>1.9</b>	<b>1.0</b>
Not homophobic/Homophobic	727	41.5	464	26.5	375	21.4	146	8.3	40	2.3	<b>2.0</b>	<b>1.1</b>
Not biphobic/Biphobic	740	42.3	463	26.5	407	23.3	108	6.2	30	1.7	<b>2.0</b>	<b>1.0</b>
Not transphobic/Transphobic	716	41.1	437	25.1	394	22.6	147	8.4	49	2.8	<b>2.1</b>	<b>1.1</b>
Not ageist/Ageist	843	48.1	487	27.8	356	20.3	54	3.1	12	0.7	<b>1.8</b>	<b>0.9</b>
Not classist (socioeconomic status)/Classist	817	46.7	478	27.3	343	19.6	90	5.1	20	1.1	<b>1.9</b>	<b>1.0</b>
Disability friendly (not ableist)/ Not disability friendly (ableist)	944	54.1	483	27.7	274	15.7	34	1.9	11	0.6	<b>1.7</b>	<b>0.9</b>
Not xenophobic/Xenophobic	813	46.3	434	24.7	410	23.4	70	4.0	28	1.6	<b>1.9</b>	<b>1.0</b>
Not ethnocentric/Ethnocentric	800	45.6	449	25.6	407	23.2	70	4.0	27	1.5	<b>1.9</b>	<b>1.0</b>

**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.	1,032	58.3	601	33.9	99	5.6	39	2.2
My department advisor provides clear expectations.	1,043	59.1	578	32.8	106	6.0	37	2.1
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	1,102	62.7	545	31.0	76	4.3	35	2.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	1,090	61.7	618	35.0	50	2.8	10	0.6
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	1,082	61.2	637	36.0	42	2.4	7	0.4
There are adequate opportunities for me to interact with other university faculty outside of my department.	941	53.6	652	37.2	141	8.0	20	1.1
I receive support from my advisor to pursue personal research interests.	942	53.6	603	34.3	171	9.7	40	2.3
My department faculty members encourage me to produce publications and present research.	854	48.9	592	33.9	253	14.5	46	2.6
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	868	49.6	610	34.9	230	13.2	41	2.3
I feel comfortable sharing my professional goals with my advisor.	1,096	62.7	553	31.6	70	4.0	29	1.7

**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 UT Martin faculty.	850	48.9	625	35.9	204	11.7	47	2.7	13	0.7
I feel valued by UT Martin staff.	820	47.3	618	35.7	225	13.0	52	3.0	18	1.0
I feel valued by UT Martin senior administrators (e.g., chancellor, vice chancellor, dean, provost).	759	43.8	561	32.4	341	19.7	52	3.0	21	1.2
I feel valued by faculty in the classroom.	836	48.4	647	37.5	191	11.1	39	2.3	13	0.8
I feel valued by other students in the classroom.	668	38.8	639	37.1	332	19.3	69	4.0	13	0.8
I feel valued by other students outside of the classroom.	641	37.5	620	36.3	362	21.2	66	3.9	20	1.2
I think that faculty pre-judge my abilities based on their perception of my identity/background.	295	17.1	289	16.8	427	24.8	414	24.0	300	17.4
I think that staff pre-judge my abilities based on their perception of my identity/background.	297	17.3	286	16.6	418	24.3	421	24.5	298	17.3
I believe that the classroom climate encourages free and open discussion of difficult topics.	704	40.9	634	36.8	252	14.6	88	5.1	43	2.5
I believe that the campus climate encourages free speech within the classroom.	750	43.5	650	37.7	231	13.4	71	4.1	22	1.3
I believe that the campus climate encourages free speech outside of the classroom.	738	43.0	645	37.6	249	14.5	56	3.3	29	1.7
I have faculty whom I perceive as role models.	874	50.7	527	30.6	253	14.7	52	3.0	17	1.0
I have staff whom I perceive as role models.	788	45.8	485	28.2	349	20.3	80	4.6	19	1.1
I have students whom I perceive as role models.	685	40.0	507	29.6	392	22.9	95	5.6	32	1.9

Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	593	34.6	465	27.1	566	33.0	70	4.1	20	1.2
Faculty have taken direct actions to address the needs of at-risk/underserved students.	617	36.1	498	29.1	521	30.5	58	3.4	17	1.0
Students have taken direct actions to address the needs of at-risk/underserved students.	565	33.1	485	28.4	579	33.9	61	3.6	18	1.1

---

**Table B96. Respondents with disabilities only: Within the past year, have you experienced a barrier in any of the following areas at UT Martin? (Question 75)**

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic and recreational facilities	9	5.8	101	64.7	46	29.5
Classroom buildings	14	9.0	109	69.9	33	21.2
Classrooms, labs (including computer labs)	20	13.0	100	64.9	34	22.1
College housing	14	9.2	91	59.9	47	30.9
Counseling, Health, Testing, & Disability Services	10	6.5	118	77.1	25	16.3
Dining facilities	12	7.8	103	66.9	39	25.3
Doors	8	5.2	114	74.0	32	20.8
Elevators/lifts	9	5.9	110	71.9	34	22.2
Emergency preparedness	9	5.9	111	73.0	32	21.1
Office furniture (e.g., chair, desk)	11	7.1	112	72.7	31	20.1
Campus transportation/parking	18	11.7	102	66.2	34	22.1
Other campus buildings	10	6.5	111	72.1	33	21.4
Podium	5	3.3	114	75.0	33	21.7
Restrooms	8	5.3	113	74.3	31	20.4
Signage	3	2.0	117	76.5	33	21.6
Studios/performing arts spaces	5	3.3	106	69.7	41	27.0
Temporary barriers due to construction or maintenance	9	5.9	110	71.9	34	22.2
Walkways, pedestrian paths, crosswalks	10	6.5	113	73.4	31	20.1
<b>Technology/Online Environment</b>						
Accessible electronic format	9	6.0	115	76.2	27	17.9
Clickers	4	2.6	111	73.5	36	23.8
Computer equipment (e.g., screens, mouse, keyboard)	9	5.9	112	73.7	31	20.4
Electronic forms	9	5.9	113	74.3	30	19.7
Electronic signage	6	4.0	115	76.2	30	19.9
Electronic surveys (including this one)	3	2.0	118	78.1	30	19.9
Kiosks	3	2.0	113	74.3	36	23.7
Library database	6	4.0	116	76.8	29	19.2
Blackboard	10	6.6	113	74.8	28	18.5
Phone/Phone equipment	9	5.9	112	73.7	31	20.4

Software (e.g., voice recognition/audiobooks)	12	7.9	112	73.7	28	18.4
Video /video audio description	8	5.3	113	74.3	31	20.4
Website	9	6.0	111	74.5	29	19.5
<b>Identity</b>						
Electronic databases (e.g., Banner)	11	7.3	112	74.7	27	18.0
Email account	10	6.7	112	75.2	27	18.1
Intake forms (e.g., Health Center)	9	6.0	112	74.7	29	19.3
Learning technology	11	7.4	111	74.5	27	18.1
Surveys	8	5.4	114	76.5	27	18.1
<b>Instructional/Campus Materials</b>						
Brochures	9	5.9	113	74.3	30	19.7
Food menus	11	7.2	106	69.7	35	23.0
Forms	8	5.4	111	74.5	30	20.1
Journal articles	11	7.2	113	74.3	28	18.4
Library books	13	8.7	111	74.0	26	17.3
Other publications	12	7.9	113	74.3	27	17.8
Syllabi	13	8.6	114	75.5	24	15.9
Textbooks	23	15.2	105	69.5	23	15.2
Video-closed captioning and text description	9	6.0	112	74.7	29	19.3

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 ( $n = 167$ ).

***Table B97. Respondents who identify as transgender only: Have you experienced a barrier in any of the following areas at UT Martin within the past year? (Question 77)***

Less than five respondents identified as transgender so their information is not shown in order to ensure confidentiality.

**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 UT Martin. (Question 79)**

	Initiative available at UT Martin								Initiative NOT available at UT Martin							
	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.	1,031	81.4	211	16.7	24	1.9	<b>1,266</b>	<b>79.3</b>	250	75.8	65	19.7	15	4.5	<b>330</b>	<b>20.7</b>
Providing diversity and equity training for staff.	1,082	82.6	206	15.7	22	1.7	<b>1,310</b>	<b>82.4</b>	225	80.6	40	14.3	14	5.0	<b>279</b>	<b>17.6</b>
Providing diversity and equity training for faculty.	1,088	83.0	204	15.6	19	1.4	<b>1,311</b>	<b>83.1</b>	217	81.3	37	13.9	13	4.9	<b>267</b>	<b>16.9</b>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	1,061	81.8	212	16.3	24	1.9	<b>1,297</b>	<b>82.1</b>	232	82.3	35	12.4	15	5.3	<b>282</b>	<b>17.9</b>
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	1,037	80.7	214	16.7	34	2.6	<b>1,285</b>	<b>81.9</b>	210	73.9	56	19.7	18	6.3	<b>284</b>	<b>18.1</b>
Increasing opportunities for cross-cultural dialogue among students.	1,072	82.8	206	15.9	16	1.2	<b>1,294</b>	<b>81.7</b>	241	83.1	38	13.1	11	3.8	<b>290</b>	<b>18.3</b>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	1,062	82.9	206	16.1	13	1.0	<b>1,281</b>	<b>81.3</b>	250	85.0	33	11.2	11	3.7	<b>294</b>	<b>18.7</b>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	999	79.2	235	18.6	27	2.1	<b>1,261</b>	<b>80.1</b>	240	76.7	57	18.2	16	5.1	<b>313</b>	<b>19.9</b>
Providing effective faculty mentorship of students.	1,229	87.8	161	11.5	10	0.7	<b>1,400</b>	<b>88.8</b>	144	81.8	21	11.9	11	6.3	<b>176</b>	<b>11.2</b>

Providing effective academic advising.	1,286	88.9	146	10.1	14	1.0	<b>1,446</b>	<b>92.0</b>	99	78.6	15	11.9	12	9.5	<b>126</b>	<b>8.0</b>
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	1,087	82.2	215	16.3	20	1.5	<b>1,322</b>	<b>83.9</b>	202	79.8	39	15.4	12	4.7	<b>253</b>	<b>16.1</b>
Providing affordable childcare.	950	79.6	230	19.3	14	1.2	<b>1,194</b>	<b>76.1</b>	318	84.8	45	12.0	12	3.2	<b>375</b>	<b>23.9</b>
Providing adequate childcare resources.	964	79.9	227	18.8	15	1.2	<b>1,206</b>	<b>76.8</b>	311	85.4	41	11.3	12	3.3	<b>364</b>	<b>23.2</b>
Providing support/resources for spouse/partner employment.	941	79.1	233	19.6	16	1.3	<b>1,190</b>	<b>75.9</b>	305	80.7	60	15.9	13	3.4	<b>378</b>	<b>24.1</b>
Providing adequate social space.	1,154	85.5	180	13.3	15	1.1	<b>1,349</b>	<b>85.4</b>	189	82.2	28	12.2	13	5.7	<b>230</b>	<b>14.6</b>

**Table B99. Please indicate the extent to which you agree with each of the following statements regarding your experiences at UT Martin: (Question 85)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend the UT Martin campus to friends and family interested in attending college	1,192	68.9	386	22.3	103	6.0	30	1.7	20	1.2
My perception of UT Martin has improved since I enrolled.	1,009	58.8	356	20.7	230	13.4	89	5.2	33	1.9
A Multicultural Center on the UT Martin campus would foster diversity and inclusion.	830	48.5	390	22.8	388	22.7	53	3.1	51	3.0

## Appendix C

### Comment Analyses (Questions #81, #82, #83, and #84)

Among the 1,782 surveys submitted for the UT Martin climate assessment, 925 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final four open-ended survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

#### **Why Students Left UT Martin**

More than 550 respondents responded to the inquiry, "In your time at UT Martin 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." Almost all of the 35 graduate/professional students who responded wrote either "no" or "n/a." Some respondents specified that they do not know of anyone who has left their university due to climate related issues because they are either new to the university or because they are enrolled in exclusively online classes.

Five hundred seventeen respondents were undergraduate students. Over 360 of them replied to the question with either "no," "n/a," or "none." The three most commonly cited reasons for a student's departure from UT Martin were 1) financial reasons, 2) hostile and/or unsupportive interactions with faculty, and 3) the feeling that they were unwelcome, often due to a lack of racial diversity or hostile interactions specific to the individual's sexuality or trans-spectrum identity.

*Financial reasons.* Respondents repeatedly cited financial reasons as the reason a peer chose to leave the institution. Specifically, respondents wrote, "I know students who left due to financial issues," "I have known several of my friends who have dropped out in the past due to financial

problems,” and “Yes, they left for financial reasons.” Some respondents indicated that financial difficulties are the only reason they have known for a student to leave the university. To this end, respondents wrote, “I don't know anyone who has quit going to UTM other than financial reasons,” “I know that some students have left because of monetary issues, but nothing other than that,” and “The only reasons that I have seen students leave this campus is due to increasing tuition and decreasing assistance from the University.” Respondents also specified that they have known students to leave because “pricing was too high” or because the cost to attend UT Martin was “too expensive.”

*Hostile and/or unsupportive interactions with faculty.* Respondents wrote that peers that no longer attend UT Martin chose to leave the university because the individual felt ostracized or “bullied” by a faculty member. Specifically, respondents wrote, “Yes, I know a student who left this institution because she felt singled out and bullied by a faculty member,” “I know of several students who are considering leaving UTM due to some professors’ lack of professionalism, teaching and respect,” and “I personally know a student from my major who left UTM because of the classroom climate repeatedly created by one of our professors.” One respondent wrote that a peer left the institution because “they did not get along with faculty.” Respondents also wrote, “Because faculty and staff shut them down and told them they would never make it” and “There is a student that left campus because of an instructor criticized him, telling him that he wasn't going to graduate or accomplish anything, especially in her class.” The majority of comments regarding faculty did not reference a faculty member’s departmental affiliation, the exception to this being the Nursing program. Regarding the Nursing program respondents wrote, “Former students have left the nursing program for others in search of a more efficient, fair, and positive learning experience,” “Many students that i know have left UT Martin due to poor management in the nursing program. There is not a checks and balance system,” and “yes, they did not agree with the academic atmosphere of the nursing school department.”

*Feeling unwelcoming due to a lack of racial diversity or hostile interactions specific to individuals’ queer and/or trans-spectrum identity.* In addition to concerns related to cost and negative faculty interactions, respondents also listed an unwelcoming environment as a major theme for why former classmates elected to leave the university.

Speaking broadly about former students' feelings of being unwelcome at UT Martin, respondents wrote, "Yes. Some do not feel welcome or like they are at home here," "I feel that they left because they didn't feel welcomed," "Yes, many students leave because they feel like they don't belong," and "Environment in Martin isn't very welcoming or entertaining." Other respondents specified that their peers' lack of feeling welcome was related to the lack of racial diversity at UT Martin. Remarking on the university's lack of racial diversity, one respondent wrote, "I know a few who have left because Martin doesn't relate to certain groups outside of the Caucasian group. Everything is done to appeal them and not others. From the music to the events, it all deals with them. Then Martin doesn't recruit a lot of African Americans from certain areas and instead they let MTSU or APSU snatch them up." A second respondent simply wrote, "Yes, because there is not enough people of color." One respondent summarized the sentiment that there is a lack of diversity at UT Martin when they wrote, "People leave UT Martin because there isn't a wide group of people who attend. Everyone here is usually from Martin or surrounding areas. Where is the diversity? Where are the interesting people you meet? We don't get that here. Everyone from Martin comes in already knowing each other and the rest of us have no one. That's why people leave."

Respondents also elaborated about peers who have left the university due to feeling unwelcomed based on the student's queer-identity or trans-spectrum identity. Regarding queer-spectrum identities, respondents wrote, "Before I attended UTM, I know of a gay student who left UTM because he felt that he was un-welcomed due to his sexuality" and "My friend left because he was harassed for being gay." Another respondent offered, "Yes. She was bisexual and trying to come out. Many people were very judgmental. She joined a group for LGBT and was told she 'wasn't gay enough' when she brought her boyfriend." Two respondents specifically addressed their experience of having a trans-identified peer leave the institution due to bullying and exclusion. One respondent wrote, "I have known a few transgendered students who left because they were being labeled or excluded from many aspects of student life on and off campus." Another respondent shared, "I don't personally know the person, however, I have had heard stories about a transgender student who became suicidal because of probable bullying and had to take a medical leave due to the emotional and psychological toll the person has received."

## **Campus Compared to the Community**

Undergraduate Students:

Of the 513 respondents who offered their perspective on the contrasts between UT Martin and the Martin community surrounding campus, 480 respondents were undergraduate students. Two themes emerged: 1) no, N/A, none, and 2) campus identified as more inclusive, positive, and welcoming than the surrounding Martin community.

*No, N/A, none* – Respondents who elected to elaborate on their survey responses commonly answered: “no,” “n/a,” “nope,” “not really,” “same,” “no difference.”

*Campus as more inclusive, positive, and welcoming* – Of the respondents who drew a contrast between campus and the surrounding community, the primary perspective expressed was that UT Martin is more inclusive, positive, and welcoming in comparison to the surrounding Martin community. Regarding diversity, respondents wrote, “I think campus is more diverse and open to diversity than off-campus,” “The campus has a much more diverse student and employee base than the surrounding community,” “I believe our climate on campus is much more accepting than the general public,” and “I think I am able to meet more diverse people than the average person who just lives in Martin.” Another respondent offered, “On campus, there is a culture of differing opinions and ideas, and it's a place of discovering your own, unlike in the local community, where if your opinions are different, you are looked upon differently.

Some respondents elaborated on their experiences feeling unsafe or targeted while off-campus. Specifically, respondents wrote, “The campus generally has a much more friendly climate than the general community; more people are willing to speak and interact with me. I feel much safer on campus than I do just walking around the city of Martin” and “Yes. If I leave the campus I am sometimes racially profiled. When shopping in stores or taking night strolls. I tend to get stopped by the police or sometimes they trail behind me.” Another respondent wrote, “I do not feel safe being a BLACK woman in Martin, Tennessee alone at night.”

A number of respondents qualified their statements campus is more inclusive and welcoming of diversity in comparison to the surrounding community by noting that UT Martin remains insufficient regarding its support for diversity and equity. For example, one respondent wrote, “The university is a little more open-minded and inclusive than the community around it. However, it has not reached its full potential of being inclusive for everyone.” Another shared, “Our campus is more open to talking about the issues and trying to solve them. Sometimes I think we as a university get distracted from our goals sometimes or focus too much on the wrong things. For example, there is a REAL big focus on Greeks and hazing and while I agree that is a huge problem, we tend to do nothing about the fact that every day I hear someone be rude or exclude a foreign student (Asian or Middle Eastern mainly) because they are scared or ‘afraid that they will get blown up’ or ‘lose the curve thanks to the Asian kid.’”

In contrast, some respondents shared that they feel that the community of Martin is more welcoming. Respondents specifically wrote, “Yes, I feel more comfortable and relaxed in the community outside of campus,” and “Yes, it is more inclusive off campus.” Respondents who described Martin as more inclusive also often mentioned their age or economic status in describing their experiences on and off campus. For example, one respondent wrote, “Yes. I am a non-traditional student so I always get the looks of: 'What are you doing here?' and 'Aren't you too OLD for college?' In the community all ages are working and living, so age is irrelevant.” Respondents also offered, “Yes, the community provides more economic and age diversity” and “Yes, because outside they can consider my skills, and UTM considered my disadvantages over the other students, age (they prefer young student), they prefer pretty faces (old face like my face).”

#### Graduate/Professional Students:

Thirty-three graduate/professional students offered a response regarding their contrasting experiences between UT Martin and the community surrounding campus. Two themes emerged: 1) no, N/A, none, and 2) campus as more welcoming and diverse than the surrounding community.

*No, N/A, none:* The majority of graduate/professional students responded, “no,” “none,” n/a” or “not really” in response to the question. The primary perspective offered by students who elaborated on their experiences on and off campus was that the campus is more welcoming and diverse than the surrounding community.

*Campus as more welcoming and diverse than the surrounding community.* Elaborating on their perspective that campus is more welcoming and diverse than the surrounding community, one respondent wrote, “The experiences are different because on campus it is more diverse.” Another respondent shared, “People are usually more small-minded in the surrounding community.” Another respondent wrote, “I feel that the university as a whole is a more accepting environment from people of all ethnic and cultural backgrounds, whereas the community is not. Although I would say there is still room for improvement on campus, the community does not have the same welcoming environment.”

### **Recommendations for Improving the Climate at UT Martin**

#### **Undergraduate Students:**

Five hundred and thirty-one Undergraduate Student respondents elaborated on specific recommendations they had for improving the climate at UT Martin. From the responses, three themes emerged: 1) no suggestions for improvements, 2) provide diversity education and cultural learning opportunities, 3) additional social activities and student involvement opportunities.

*No suggestions for improvement.* Respondents who reported they had no suggestions for improving the climate answered “no,” “none,” or “n/a” to this question. Respondents who elaborated in their response explained they saw no reason for change because they view the current climate as satisfactory. One respondent stated, “None... I love it just the way it is!” Another student respondent explained, “Not particularly. Very welcoming atmosphere. Unlike any other campus I've ever visited.” Other respondents wrote, “None at all. Just keep it up,” and “No, it is fine the way it is.”

*Provide diversity education and cultural learning opportunities.* The second theme that emerged included recommendations for additional diversity education opportunities. Respondents

expressed a desire to learn from and engage with peers that are different from them in one way or another. Specifically, respondents wrote, “Put cultural training in the freshman PEP classes,” “Diversity training or seminars for students would be great. Maybe then we could break down some of the walls that are keeping us from uniting as one” and “More diversity programs.” One respondent wrote, “A general increase in education on how to deal with cultures, religions, sexual-identities, etc. different from the norm would better the climate overall.”

Other respondents specifically recommended education and engagement opportunities designed to increase interaction with international and exchange students in order to enhance cultural understanding. Expressing their desire for programming specifically related to international and exchange students, respondents wrote, “More diversification and inclusive events and activities, especially for our International Students and exchange students,” and “Having and promoting more multicultural events and opportunities for people to gain awareness and tolerance of other cultures and ethnicities.” Respondents also wrote, “I know we already have international themed events on campus throughout the year, but I would like to see more,” and “I would be interesting in a larger and more organized way to interact with/ learn the culture of our many different international students. I worry that they are kept in their own little bubble because of the distinct differences that we have, but reaching out can be difficult if I am not sure how it will be perceived by them.”

*Additional social activities and student involvement opportunities.* The third theme that emerged from respondents’ recommendations for improving campus climate was a desire for additional social activities and student involvement opportunities. Specifically, respondents wrote, “More campus events,” “More social activities!” and “Provide more events for social interaction among students outside of the classroom.” Other respondents wrote, “The only recommendation that I have, for UTM Selmer specifically, is to offer more opportunities for students to come together outside of the classroom” and “help people like me to get involved in something that makes them feel like they are a part of the university and not just a student.” Referencing weekend activities, respondents wrote, “Add more things to do around campus on the weekends. I would also urge you to consider making the hours of the cafe longer on the weekends; instead of closing at 6, close at 7 like the weekdays.” and “There should be more activities offered on campus on the

weekends and during the school year.” A number of respondents specified that they would like to see UT Martin offer more social activities and engagement opportunities that are non-Greek affiliated. Respondents specifically wrote, “There need to be options for events/ things to do in the community and on campus that aren't strictly alcohol related or Greek related...I'm not Greek and I don't drink so it almost feels like I'm irrelevant to the area,” “More social functions that are not greek,” and “Non-Greek related activities for other students not interested in the "Greek" life.”

#### Graduate/Professional Students:

Thirty Graduate/Professional Student respondents elaborated on specific recommendations they had for improving the climate at UT Martin. Two themes emerged: 1) no suggestions for improvements, and 2) diversity education.

*No suggestions for improvements.* Respondents who reported they had no suggestions for improving the climate responded with “no,” “none,” or “n/a” to this question. One respondent offered, “None - love it!”

*Diversity education.* A theme that emerged from the recommendations offered by graduate/professional students was actions regarding diversity trainings. Recommendations regarding diversity trainings varied with some respondents asserting a call for additional diversity trainings while other respondents recommended that UT Martin limit focus on “safe spaces.” One respondent who suggested that UT Martin provide additional diversity trainings wrote, “Diversity training for all students would be an excellent addition to creating a more welcoming environment.” Another wrote, “Increase diversity awareness programming for students. Increase social activism support for student groups.” One student recommended that UT Martin increase its diversity effort but in a manner that is “truly inclusive” of conservative values and a “Christian lifestyle.” Specifically, the respondent wrote, “Yes, do a better job at developing a true inclusive environment that includes those of us who are more conservative in our values and beliefs and who place a priority on our Christian lifestyle.”

In addition, a respondent who recommended that UT Martin limit its focus on providing a “safe space” offered, “Be far less concerned with political correctness. Stop coddling students. Help them mature by doing what a university is supposed to do - expose them to many different ideas even if it is ‘uncomfortable’ for them. College students do not need to be comforted. They do not need ‘safe spaces’ where they are sheltered from ideas that do not perfectly match their own narrow views. They do not need any more self-esteem. They need to grow up.” Another respondent wrote, “Safe spaces are not for grown-up academics. I think the campus is fine.”

### **Additional Elaboration on Survey Responses**

Undergraduate Students:

One hundred seventy-one respondents elaborated on responses they provided in the survey, of those, 154 were Undergraduate Student respondents. Two themes emerged: 1) no, N/A, or none, and 2) positive overall campus experience.

*No, N/A, or None* – Respondents who elected to elaborate on their survey responses commonly answered “no,” “none,” or “n/a” to this question. Other responses included, “I do not wish to elaborate on any of my responses,” “I don't have much more to express” and “I have nothing to add.”

*Positive overall campus experience.* Respondents who provided additional information regarding their survey responses expressed satisfaction with their overall experience at UT Martin. One respondent wrote, “I love UTM and I have been happy with my decision to attend this University. I have received a wonderful education thus far, and look forward to the short time I have left here.” Other respondents shared comments including, “UTM is a wonderful school,” “My experience has been amazing,” and “All of my experiences for have been really good and I'm so happy to be a skyhawk.” Other respondents wrote, “I have enjoyed my time here at UTM and I would recommend this school to anyone” and “I have enjoyed my experience and would choose Utm all over again if I could!!”

**Graduate/Professional Students:**

*N/A or no.* Seventeen Graduate/Professional Student respondents elaborated on responses they provided in the survey. One theme emerged: N/A or no. Respondents who elaborated on their responses simply answered “n/a,” “no,” or “not at this time” to this question.



## **University of Tennessee Martin**

### **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:

Will Flowers  
Office of Disability Services  
Wflower3@utm.edu

#### **Incentives**

Participants of this research study 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 research study, but wish to be entered into the drawing, please email Joe Henderson at [jhende33@utm.edu](mailto:jhende33@utm.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 UT Martin?
  - Undergraduate student
    - Started at UT Martin as a first-year student
    - Transferred to UT Martin from another institution
  - Graduate/Professional student
    - Non-degree
    - Master's degree
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 UT Martin?
  - 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 UT Martin.**

4. Overall, how comfortable are you with the climate at UT Martin?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

5. Overall, how comfortable are you with the climate in your academic department at UT Martin?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

6. Overall, how comfortable are you with the climate in your classes at UT Martin?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

7. Have you ever **seriously considered** leaving UT Martin?

- No
- Yes

8. When did you seriously consider leaving UT Martin? **(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 UT Martin? **(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 UT Martin.

	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 UT Martin.	<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 UT Martin.	<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 UT Martin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UT Martin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave UT Martin 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 UT Martin?

- 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 UT Martin 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 UT Martin administrative office
- In a UT Martin dining facility
- In a UT Martin library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UT Martin
- 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 UT Martin 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
- UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)
- UT Martin 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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://www.utm.edu/departments/equalopp/resources.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 UT Martin 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 UT Martin
- 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
- UT Martin faculty member
- UT Martin staff member
- Stranger
- UT Martin 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.
- An 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 UT Martin
- 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
- UT Martin faculty member
- UT Martin staff member
- Stranger
- UT Martin 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.
- An 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 UT Martin
- 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
- UT Martin faculty member
- UT Martin staff member
- Stranger
- UT Martin 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 UT Martin
- 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
- UT Martin faculty member
- UT Martin staff member
- Stranger
- UT Martin 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 UT Martin
- 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
- UT Martin faculty member
- UT Martin staff member
- Stranger
- UT Martin 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 <b>UT Martin</b> 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: <a href="http://www.utm.edu/departments/equalopp/resources.php">http://www.utm.edu/departments/equalopp/resources.php</a>	<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 <b>UT Martin</b> 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 <b>UT Martin</b> UT Martin's Annual Security/Fire Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that <b>UT Martin</b> 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://www.utm.edu/departments/equalopp/resources.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 UT Martin (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.)**

- Accounting
- Agriculture (General)
- Biology
- Chemistry
- Communications
- Computer Science
- Criminal Justice
- Economics
- Engineering
- English
- Family & Consumer Sciences
- Finance
- Fine and Performing Arts
- Geoscience
- Health and Human Performance
- History
- Information Systems
- Integrated Studies (Education K-8)
- Interdisciplinary Studies
- International Studies
- Management

- Marketing
- Mathematics
- Music
- Natural Resources Management
- Nursing
- Philosophy
- Political Science
- Psychology
- Secondary Education
- Social Work
- Sociology
- Spanish
- Special Education

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

**Masters**

- Agriculture & Natural Resources
- Business Administration
- Counseling
- Educational Leadership
- Family & Consumer Sciences
- Strategic Communication
- Teaching

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 Disability Services?

- 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
  - Browning Hall
  - Cooper Hall
  - Ellington Hall
  - Grove Apartments
  - University Village Phase I
  - University Village Phase II
  - University Court Apartments
- Non-campus housing
  - Non-University affiliated 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 UT Martin, 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 UT Martin
- Academic Organizations
- Administrative Organizations
- Agriculture and Applied Sciences Organizations
- Business and Global Affairs Organizations
- Humanities and Fine Arts Organizations
- Sport Club
- Departmental Club/Organization
- Discovery
- Education, Health and Behavioral Sciences Organizations
- Engineering and Natural Sciences Organizations
- Honors Society
- Multicultural Organizations
- Nursing Organization
- Professional and Service Greek Organization
- Recreation club
- Religious Organization
- Residence Hall Organization
- Service Organization
- Social Greek Organization
- Special Interest Organization
- Student Advisory 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 UT Martin?

- 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 UT Martin
- 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 UT Martin? **(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 UT Martin)
- 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 UT Martin?

- No
- Yes

61. Who/what was the **target** of the conduct? **(Mark all that apply.)**

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)
- UT Martin 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
- UT Martin media (e.g., posters, brochures, flyers, handouts, web sites)
- UT Martin 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 UT Martin 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 UT Martin administrative office
- In a UT Martin dining facility
- In a UT Martin library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UT Martin
- 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 UT Martin 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 UT Martin resource
  - Faculty member
  - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - UT Martin Police Department
  - Student Health and Counseling Center
  - Title IX Coordinator/Clery Act Compliance Officer
  - Multicultural Student Affairs Office
  - Women's Center
  - Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - Student staff (e.g., Resident Assistants, student ambassadors)
  - Staff person (e.g., Residential Life staff, program director)
  - 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 UT Martin 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"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, bisexual	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual				
Positive for people who identify as transgender	<input type="radio"/>	Negative for people who identify as transgender				
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				
Positive for people in active military/veterans status	<input type="radio"/>	Negative for people in active military/veterans status				
Positive for students 25 and older	<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"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not ageist	<input type="radio"/>	Ageist				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Disability friendly (Not ableist)	<input type="radio"/>	Not disability friendly (Ableist)				
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<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 UT Martin <b>faculty</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UT Martin <b>staff</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UT Martin <b>senior administrators</b> (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 UT Martin in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
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"/>
<b>Technology/Online Environment</b>			
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"/>
<b>Identity</b>			
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"/>
<b>Instructional/Campus Materials</b>			
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 UT Martin in the past year?

	Yes	No	Not applicable
<b>Facilities</b>			
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"/>
<b>Identity Accuracy</b>			
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UT Martin 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"/>
<b>Instructional/Campus materials</b>			
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 UT Martin.

	If This Initiative IS Available at UT Martin			If This Initiative IS NOT Available at UT Martin		
	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 UT Martin 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 UT Martin?

---

---

---

---

---

---

---

---

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.

---

---

---

---

---

---

---

---

85. Please indicate the extent to which you agree with each of the following statements regarding your experiences at UT Martin.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I would recommend the UT Martin campus to friends and family interested in attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My perception of UT Martin has improved since I enrolled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Multicultural Center on the UT Martin campus would foster diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*\*\*\*\*

## THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank students for their participation in this survey, we are offering you a chance to win one of several prizes:

- UTM T-shirts
- 40, \$25 Amazon gift cards
- 2, Grand Prizes of \$500 Amazon Gift Cards
- Other UTM prizes

Entering the drawing is optional. **No survey information is connected to entering your information**, as the information is stored separately.

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 you. If you have experienced any discomfort in responding to these questions and would like to speak with someone, please take advantage of the campus resources listed on the website below:

<http://www.utm.edu/departments/equalopp/resources.php>

\*\*\*\*\*