

**Report of the UIC Department of History's Survey Committee
Spring 2022 Graduate Student Survey on Department Climate
August 2022**

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INTRODUCTION

In April 2022, the Department of History administered a climate survey assessing graduate students' perceptions and experiences of Department climate and support. Spurred by UIC's [Advancing Racial Equity \(ARE\)](#) initiative and ongoing departmental discussions, the survey was conceived as an opportunity to better understand graduate students' senses and experiences of racial equity, diversity, and inclusion, as well as the Department's overall environment.

This report consists of two documents. The first is the report that follows immediately below. It presents an overview of the survey's design and development, the survey's administration, response rate, and approach to the results and analysis, followed by a summary of the quantitative and qualitative responses received from graduate students. The raw data from the survey was seen only by members of the Survey Committee, and the findings in the report draw only on aggregated data from the responses. While care was taken in fashioning the survey and the report, the committee wants to emphasize that, because of the low percentage of responses and other factors, readers should interpret these findings as a starting point for further discussion. The second document is a copy of the actual survey graduate students received.

Survey Design and Development

In December 2021, the Department's Survey Committee, consisting of Professors Gosia Fidelis, Clare Kim, and Kevin M. Schultz was formed to design and implement a graduate student climate survey. With guidance from UIC's Office of Diversity and Office of Institutional Research, the Committee designed the survey in a series of meetings during the Spring 2022 semester. It reviewed other climate surveys to identify specific questions to administer, wrote new questions specific to the Department of History, and determined the sequence of questions. A draft of the climate survey was vetted by the Director of Graduate Studies, the Director of the Teaching of History Program, and then the faculty. Department faculty were invited to provide feedback on the final draft, which was subsequently reviewed and acted on by the Committee.

The Spring 2022 Graduate Student Climate Survey consisted of 24 questions distributed across three sections. The first section asked respondents to share their views about Department climate and their overall experiences as a graduate student. The second section asked respondents to report on their experiences related to racial equity, diversity, and inclusion in the Department. So as to consider similarities and differences in responses across other subgroups within the department, the third and final section asked respondents to provide demographic information about themselves. While the options for demographic categories

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were intended to be inclusive of many different identities, there are important perspectives that were not captured such as questions regarding experiences of exclusion or bias associated with socioeconomic status. The survey also provided respondents with the opportunity to provide open-ended responses at the end of each section. Those qualitative responses reflect individual experiences and opinions, describe specific events or observations of conflict, and offer constructive suggestions.

Survey Administration and Response Rate

The graduate student survey was constructed and administered through the Qualtrics platform. An initial invitation with links to the survey were emailed to ~170 graduate students on April 11, 2022.¹ Responses were accepted for two weeks, until April 22, 2022. During the two-week response period, graduate students received reminder emails encouraging participation.

To ensure the confidentiality of the survey responses, no explicitly identifiable data (names, contact information, etc.) were collected. Responses described in the report have also been presented in aggregate or summary form to protect confidentiality. As a result, not all groups or opinions are fully represented. The findings discussed in the report speak only to issues identified from groups whose department representation is large enough to highlight their opinions without violating confidentiality.

Of the roughly 170 possible respondents, the survey elicited 24 responses with an overall response rate of 14%.² Most responses came from students who identified themselves as part of the PhD track, although several respondents—about 22%—did not wish to disclose which program they were in. Because of the low response rates and the variable rates of students from different programs, any results should be interpreted as representative of the views of the students who provided them and not generally across the whole graduate student body. The results of this survey should therefore be read cautiously and constitute only a starting point for conversation. The History Graduate Society (HGS) Diversity, Equity, and Inclusion DEI Committee would like to highlight that the climate survey was sent to more students than are taking courses, TA'ing, and/or actively completing their dissertation in the Department. The number of students who responded, in the HGS's thought, are much more representative of the latter group than the former.

Approach to the Results and Analysis

As with any report speaking to aggregated data from survey responses, the Committee recognizes that the identified areas of need and the suggested actions only address collective experience, and that each respondent's experience is individual and will not be fully articulated in this document. Because some demographic groups were likely to contain small numbers of

¹ Of the 180 addresses listed on the H-Grad listserv, roughly ten can be removed because they are either faculty or staff administrators or students with duplicate email addresses.

² This rate is similar to that obtained by other departments and institutions that have done climate surveys. For example, the University of Washington's Health Sciences Program (2019) had a response rate of 11% for graduate students, while the Harvard University's Psychology Department reported a 11% response rate from graduate students on its departmental survey.

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respondents, the Committee has taken steps to ensure that no individual would be accidentally identifiable. However, this naturally limited the ability to compare potentially interesting subgroups of individuals.

It was usually not possible to stratify the data according to multiple identities/roles at once, reducing the capacity of the survey to address intersectional identities. For example, the gender demographic had seven response options including male, female, transgender, genderqueer/non-binary/gender-fluid, other identity, unsure, and other. Because the vast majority of responses were in the “Male” and “Female” categories, the other categories had to be collapsed into a single Other category even though these categories represent diverse identities that may have different experiences in our departmental climate.

The report is focused on descriptive, not inferential, presentation of the findings. Our aim is not to estimate the prevalence of particular experiences, attitudes, or beliefs, but to describe group experiences, possibly account for observed relationships, and provide indicators of areas in which improvements would be valued. We encourage this report to be read as informative, for example, about the contexts in which particular attitudes have developed or persist, and the consequences of particular experiences for individuals and the Department. The themes raised by the report provide a basis for potential further exploration of some aspects of the Department’s culture.

SECTION 1 RESULTS: DEPARTMENT CLIMATE AND OVERALL EXPERIENCE

Description of the Data

“Department Climate and Overall Experience” focus on responses to questions regarding various aspects of departmental climate and graduate students’ overall experience in the Department of History. Below, we summarize key themes that emerged from survey responses, including the open-ended question, followed by tabular results for each survey question.

Summary of Results

- Descriptions of Department Climate: Throughout the first section, graduate students were asked to evaluate their perceptions on aspects of the “department” and the impact of their departmental experiences on their work. Across all subgroups (i.e., race/ethnicity, sexual orientation, ability status, and gender identification), graduate student respondents consider the department welcoming (close to 90%). Respondents also reported positive experiences among graduate students (75%) and with staff (87%). The strongest perceptions of a negative climate involve antiracism, sexism, and ableism. 31% of respondents perceive the Department does not do enough antiracist work and 27% perceive the Department as not ableist. Approximately 60% of respondents who identified having a disability perceive the overall institutional climate as intolerant of disability accommodation. No specifics elaborating on these aspects were mentioned in the qualitative comments. The contrast in experience between those reporting more positive experiences and negative experiences highlights the general welcomeness of the department but also the variability of experiences within the department. Because of the committee’s attempts to preserve anonymity and the general low response rate, it was impossible to correlate specific descriptions (e.g. “welcoming”) with specific demographic data (e.g. “female”).
- Department Community: Responses generally indicate positive relations among graduate students (75%) and with staff (87%). There is a divide about faculty engagement, with about 25% of respondents reporting at least some dissatisfaction. Responses and comments about the impact of identity on experiences of inclusion and belonging highlight the perception that parts of the department lack sensitivity to students with primary care-giving responsibilities or those who identify as religious. There is a strong sense from several respondents about the unwillingness of some community members to talk through differences in point-of-view. Of the 13 self-reported Ph.D. respondents, 7 (about 53%) reported discomfort expressing alternative viewpoints in seminars and discussions. Qualitative responses elaborated on their unwillingness to express disagreements in viewpoints stemming from political or religious differences.
- Faculty Engagement: There is a divide about faculty engagement. Graduate student respondents expressed some dissatisfaction with the diversity of faculty’s research and teaching interests (about 37%), as well as the availability of faculty for career advice in academia (about 37%), outside of academia (about 47%), and discussion about mental health and support (about 41%). Responses indicated that faculty often appear too busy

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or too focused on endeavors that didn't allow for sufficient engagement with students. The general sense from the graduate student respondents was that they would appreciate more faculty engagement and participation in departmental events.

- **Communication:** A common issue raised by graduate students is a communication problem, with about 56% of respondents reporting dissatisfaction over the transparency of funding decisions, and about 46% reporting dissatisfaction over their inclusion in the decision-making that affects the direction of their program. Several comments also suggest dissatisfaction with the department's efforts to address student concerns, though they also acknowledged more recent efforts such as the re-formation of the HGS and invitations to participate in department meetings.
- **Department Standards and Expectations:** 33% of respondents expressed dissatisfaction with program structure and requirements. Several qualitative comments reveal a perception that the Department of History does not have, communicate, or enforce department-wide standards of conduct, leading to highly variable experiences. One comment suggested structural issues as a source of concern regarding the distribution of funding among graduate students, citing the tendency to privilege some students over others. Another comment expressed the desire to see more formal structures implemented for graduate students that would encourage cross-departmental collaborations, promote MA-PHD interactions, and foster more student-faculty engagement.
- **Support and Wellbeing:** Responses indicated the desire for a departmental culture focused less on outward markers of achievement and competition and more on collaboration and students' wellbeing. For instance, 50% of respondents expressed dissatisfaction with opportunities for community-engaged work.

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Figure 1. Question 1—Indicate the extent to which you agree with the following descriptions about the department and overall climate.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree <u>Nor</u> Disagree		Somewhat Disagree		Strongly Disagree		Total
1	Welcoming	30.43%	7	56.52%	13	0.00%	0	8.70%	2	4.35%	1	23
2	Inclusive	17.39%	4	60.87%	14	4.35%	1	13.04%	3	4.35%	1	23
3	Respectful	39.13%	9	34.78%	8	8.70%	2	13.04%	3	4.35%	1	23
4	Antiracist	22.73%	5	27.27%	6	18.18%	4	22.73%	5	9.09%	2	22
5	Not sexist	26.09%	6	30.43%	7	26.09%	6	13.04%	3	4.35%	1	23
6	Not homophobic	43.48%	10	30.43%	7	26.09%	6	0.00%	0	0.00%	0	23
7	Not transphobic	39.13%	9	17.39%	4	39.13%	9	0.00%	0	4.35%	1	23
8	Not xenophobic	50.00%	11	9.09%	2	27.27%	6	13.64%	3	0.00%	0	22
9	Not ableist	36.36%	8	9.09%	2	27.27%	6	22.73%	5	4.55%	1	22

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Figure 2. Question 2—Indicate the extent to which you agree with the following statements regarding perceptions of department climate.

#	Question	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
1	I feel that the program is a good fit for me.	25.00% 6	41.67% 10	8.33% 2	16.67% 4	8.33% 2	24
2	I feel that I have a voice in the decision-making that affects the direction of my program.	12.50% 3	33.33% 8	8.33% 2	16.67% 4	29.17% 7	24
3	I feel comfortable expressing opposing views in seminars or discussions.	26.09% 6	26.09% 6	8.70% 2	30.43% 7	8.70% 2	23
4	I feel excluded from informal networks in the department.	17.39% 4	21.74% 5	17.39% 4	26.09% 6	17.39% 4	23
5	Graduate students in the department are collegial and supportive.	37.50% 9	41.67% 10	8.33% 2	0.00% 0	12.50% 3	24
6	Graduate students in the program are treated with respect by staff and faculty.	21.74% 5	52.17% 12	4.35% 1	8.70% 2	13.04% 3	23
7	The department is responsive to student concerns.	25.00% 6	25.00% 6	12.50% 3	16.67% 4	20.83% 5	24
8	The department helps me obtain the resources I need.	34.78% 8	21.74% 5	17.39% 4	8.70% 2	17.39% 4	23
9	I would encourage a prospective colleague or friend who resembles me (in interests, background, etc.) to work or study in the department.	37.50% 9	12.50% 3	16.67% 4	8.33% 2	25.00% 6	24

Figure 3. Question 3—Indicate the extent to which you are satisfied with the overall quality of your program and department.

#	Question	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
1	Program structure and requirements	29.17% 7	33.33% 8	4.17% 1	29.17% 7	4.17% 1	24
2	Academic advising and guidance	41.67% 10	16.67% 4	12.50% 3	25.00% 6	4.17% 1	24
3	Relationship between faculty and graduate students	25.00% 6	41.67% 10	8.33% 2	12.50% 3	12.50% 3	24
4	Relationship among graduate students	33.33% 8	41.67% 10	8.33% 2	12.50% 3	4.17% 1	24
5	Helpfulness of staff members in my program	62.50% 15	25.00% 6	8.33% 2	0.00% 0	4.17% 1	24
6	Office or workspace	13.04% 3	34.78% 8	26.09% 6	17.39% 4	8.70% 2	23
7	Opportunities to collaborate across programs or disciplines	13.04% 3	39.13% 9	17.39% 4	8.70% 2	21.74% 5	23
8	Overall program quality	34.78% 8	30.43% 7	4.35% 1	21.74% 5	8.70% 2	23

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Figure 4. Question 4—Indicate the extent to which you are satisfied with advising or faculty engagement in the department.

#	Question	Very Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Very Dissatisfied		Total
1	Diversity of faculty's research and teaching interests	20.83%	5	25.00%	6	16.67%	4	33.33%	8	4.17%	1	24
2	Teaching and classroom interactions	29.17%	7	33.33%	8	4.17%	1	25.00%	6	8.33%	2	24
3	Written or verbal feedback on academic or pedagogical work	29.17%	7	41.67%	10	12.50%	3	16.67%	4	0.00%	0	24
4	Availability of faculty for discussion of academic topics	33.33%	8	25.00%	6	8.33%	2	29.17%	7	4.17%	1	24
5	Availability of faculty for career advice in academia	29.17%	7	25.00%	6	8.33%	2	25.00%	6	12.50%	3	24
6	Availability of faculty for career advice outside of academia	25.00%	6	8.33%	2	20.83%	5	12.50%	3	33.33%	8	24
7	Availability of faculty to discuss issues of mental health or emotional support	29.17%	7	16.67%	4	12.50%	3	20.83%	5	20.83%	5	24

Figure 5. Question 5—Indicate the extent to which you are satisfied with your academic progress and professional development.

#	Question	Very Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Very Dissatisfied		Total
1	Preparedness as a scholar or researcher	33.33%	8	41.67%	10	4.17%	1	16.67%	4	4.17%	1	24
2	Preparedness as a teacher or instructor	45.83%	11	33.33%	8	0.00%	0	16.67%	4	4.17%	1	24
3	Opportunities to present your teaching or research and receive feedback within the department	29.17%	7	25.00%	6	16.67%	4	20.83%	5	8.33%	2	24
4	Opportunities to mentor undergraduate students or supervise projects	8.33%	2	12.50%	3	45.83%	11	12.50%	3	20.83%	5	24
5	Opportunities to organize departmental events or workshops	16.67%	4	29.17%	7	37.50%	9	0.00%	0	16.67%	4	24
6	Opportunities for community-engaged work	4.17%	1	4.17%	1	41.67%	10	25.00%	6	25.00%	6	24
7	Other	0.00%	0	0.00%	0	50.00%	1	50.00%	1	0.00%	0	2

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Figure 6. Question 6—Indicate the extent to which you are satisfied with communication of funding support in the department.

#	Question	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
1	Transparency of funding decisions	13.04% 3	13.04% 3	17.39% 4	26.09% 6	30.43% 7	23
2	Equitability of funding decisions	13.64% 3	9.09% 2	27.27% 6	18.18% 4	31.82% 7	22
3	Availability of TAs	25.00% 6	33.33% 8	20.83% 5	12.50% 3	8.33% 2	24
4	Availability of RAships or equivalent	12.50% 3	16.67% 4	54.17% 13	16.67% 4	0.00% 0	24
5	Availability of tuition waivers	29.17% 7	20.83% 5	50.00% 12	0.00% 0	0.00% 0	24

Figure 7. Question 7—Indicate the extent to which the following factors have contributed to your academic progress.

#	Question	Very Frequently	Somewhat Frequently	Neither Frequently Nor Rarely or Not Applicable	Rarely	Never	Total
1	Course instruction and materials	58.33% 14	20.83% 5	16.67% 4	4.17% 1	0.00% 0	24
2	Faculty engagement and advising	45.83% 11	33.33% 8	8.33% 2	12.50% 3	0.00% 0	24
3	Research or teaching experience	45.83% 11	33.33% 8	4.17% 1	12.50% 3	4.17% 1	24
4	Peer discussion	54.17% 13	25.00% 6	12.50% 3	8.33% 2	0.00% 0	24
5	Staff and administrative support	41.67% 10	33.33% 8	12.50% 3	12.50% 3	0.00% 0	24
6	Funding	41.67% 10	16.67% 4	25.00% 6	8.33% 2	8.33% 2	24
7	Other	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	2

Figure 8. Question 8—Indicate the extent to which the following factors have hindered your academic progress.

#	Question	Very Frequently	Somewhat Frequently	Neither Frequently Nor Rarely or Not Applicable	Rarely	Never	Total
1	Unclear program requirements or expectations of workload	20.83% 5	25.00% 6	8.33% 2	29.17% 7	16.67% 4	24
2	Course instruction or lack of courses aligned with research interests/program requirements	12.50% 3	29.17% 7	20.83% 5	25.00% 6	12.50% 3	24
3	Availability of resources needed for my research or teaching	8.33% 2	25.00% 6	25.00% 6	16.67% 4	25.00% 6	24
4	Faculty availability or advising	8.33% 2	20.83% 5	16.67% 4	25.00% 6	29.17% 7	24
5	Family obligations	12.50% 3	16.67% 4	12.50% 3	33.33% 8	25.00% 6	24
6	Work or financial commitments	20.83% 5	29.17% 7	16.67% 4	20.83% 5	12.50% 3	24
7	Academic and/or social isolation	20.83% 5	29.17% 7	29.17% 7	16.67% 4	4.17% 1	24
8	Other	75.00% 3	25.00% 1	0.00% 0	0.00% 0	0.00% 0	4

SECTION 2 RESULTS: EXPERIENCES OF RACIAL EQUITY, DIVERSITY, AND INCLUSION

Description of the Data

“Experiences and Consequences of Racial Equity, Diversity, and Inclusion” focus on responses to eight questions, including 1 free-response question. Below, we summarize key themes that emerged from survey responses, including the open-ended question, followed by tabular results for each survey question.

Summary of Results

- Diversity and Inclusion: Generally, 65% of students reported not experiencing unwelcome and exclusionary behavior in the department, whether based on nationality, politics, religions, gender, sexuality, ethnicity, race, and ability. However, 17% agreed that they had experienced unwelcome comments based on their gender. There is a divide about the department’s commitment to racial and ethnic diversity and inclusion, with 56% of respondents agreeing that instructors in the department are committed. 35% express dissatisfaction over the reflection of racial and ethnic diversity in class discussions and departmental events, although this dissatisfaction was not spread evenly across degree programs. 100% of M.A./M.A.T. students reported satisfaction with discussions of racial diversity being reflected in their curricula, whereas about 61% of Ph.D. students reported dissatisfaction. In their comments, several respondents recommended that sustained attention should be devoted to increasing the diversity among course offerings and faculty hirings.
- Racial Equity: 32% report witnessing acts of racial stereotyping in departmental spaces. A high percentage of students also report dissatisfaction with racial learning and literacy, feeling that racial/ethnic diversity is not reflected in departmental events. In the qualitative responses, a handful of student respondents expressed wanting more explicit written and said commitment to racial justice, noting in particular the lack of such statements in undergraduate courses and syllabi. Other comments noted a divide between commitments to and experiences of racial and ethnic diversity and inclusion.
- Bias and Harassment: A high percentage of students report positive experiences of cross-racial engagement and interactions in the department, with more than 80% reporting positive interactions with faculty, staff, and students. While a majority of respondents reported not personally experiencing acts of bias or harassment, 32% reported witnessing acts of racial microaggressions and racial stereotyping in departmental spaces and events. Some respondents acknowledged the department’s recent activities to address issues of bias and harassment. Despite these activities, comments suggest that more can be done.
- Accountability: A common issue raised by survey responses is that the department does not hold others accountable for problematic behaviors. There is also a perception that there is a lack of follow-up addressing problematic behaviors. Microaggressive behaviors, in particular, are an issue that several respondents report experiencing or having witnessed. Several comments state they feel the department is unwilling to actively address these concerns while others compliment the department on the

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manner in which some actions have been handled. While comments about the culture of silence suggest inaction on the part of the department, comments and responses also suggest that graduate students do not always report issues when they arise out of fear of retaliation. Despite this, the graduate student community seems to discuss these issues among themselves and with a handful of faculty, with many if not most comments about microaggressions referencing hearing about problematic incidences or situations. The majority of the respondents want more DEI work, including a clear communication of the DEI issues and commitments through the departmental website.

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Figure 9. Question 10—Indicate the extent to which you agree with the following statements of departmental and institutional commitment.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree Nor Disagree		Somewhat Disagree		Strongly Disagree		Total
1	My instructors in my department are committed to racial/ethnic diversity and inclusion.	31.82%	7	27.27%	6	13.64%	3	27.27%	6	0.00%	0	22
2	My institutional leaders in the History Department (Chair, DGS, Director of MAT) are committed to responding to racial problems in the department/on campus.	22.73%	5	27.27%	6	18.18%	4	27.27%	6	4.55%	1	22
3	The department provides opportunities to learn about racial equity, diversity, and inclusion.	22.73%	5	31.82%	7	4.55%	1	13.64%	3	27.27%	6	22
4	The department leadership is taking steps toward an inclusive environment.	27.27%	6	36.36%	8	13.64%	3	9.09%	2	13.64%	3	22

Figure 10. Question 11—Indicate the extent to which you agree with the following statements about reaching out.

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#	Question	Strongly Agree		Somewhat Agree		Neither Agree <u>Nor</u> Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I am confident in my knowledge of how and where to report incidents of bias or discrimination if/when they occur.	17.39%	4	39.13%	9	8.70%	2	21.74%	5	13.04%	3	23
2	I feel comfortable reaching out to instructors in my department if I witness or experience an act of bias.	30.43%	7	26.09%	6	4.35%	1	21.74%	5	17.39%	4	23
3	I feel comfortable reaching out to my academic advisor if I witness or experience an act of bias.	52.17%	12	30.43%	7	4.35%	1	4.35%	1	8.70%	2	23
4	I feel comfortable reaching out to a faculty member who is not my instructor if I witness or experience an act of bias.	21.74%	5	30.43%	7	13.04%	3	21.74%	5	13.04%	3	23
5	I feel comfortable reaching out to the department chair or DGS if I witness or experience an act of bias.	26.09%	6	21.74%	5	8.70%	2	17.39%	4	26.09%	6	23
6	I feel comfortable reaching out to an outside facilitator if I witness or experience an act of bias.	22.73%	5	13.64%	3	13.64%	3	31.82%	7	18.18%	4	22

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Figure 11. Question 12—Indicate the extent to which you agree with the following statements about encounters with unwelcome and exclusionary behavior in the department.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree Nor Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my politics.	0.00%	0	13.04%	3	21.74%	5	17.39%	4	47.83%	11	23
2	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my religion.	0.00%	0	13.04%	3	21.74%	5	21.74%	5	43.48%	10	23
3	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my ethnicity.	4.35%	1	0.00%	0	21.74%	5	8.70%	2	65.22%	15	23
4	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my race.	4.35%	1	4.35%	1	21.74%	5	8.70%	2	60.87%	14	23
5	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my nationality.	0.00%	0	0.00%	0	21.74%	5	8.70%	2	69.57%	16	23
6	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my sexuality.	0.00%	0	0.00%	0	21.74%	5	13.04%	3	65.22%	15	23
7	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my gender.	8.70%	2	8.70%	2	17.39%	4	13.04%	3	52.17%	12	23
8	I have experienced unwelcome comments, jokes, offensive remarks, or images directed at me based on my ability.	13.04%	3	0.00%	0	17.39%	4	8.70%	2	60.87%	14	23

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Figure 12. Question 13—Indicate the extent to which you agree with the following statements about encounters with racial stress in the department.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree Nor Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I have experienced racial microaggressions in classes.	4.55%	1	4.55%	1	27.27%	6	13.64%	3	50.00%	11	22
2	I have witnessed racial microaggressions in departmental spaces and events.	22.73%	5	9.09%	2	22.73%	5	13.64%	3	31.82%	7	22
3	I have experienced racial stereotyping in classes.	8.70%	2	8.70%	2	26.09%	6	13.04%	3	43.48%	10	23
4	I have witnessed racial stereotyping in departmental spaces and events.	22.73%	5	9.09%	2	22.73%	5	0.00%	0	45.45%	10	22
5	I have experienced overt acts of racial harassment in classes.	4.35%	1	0.00%	0	30.43%	7	17.39%	4	47.83%	11	23
6	I have witnessed overt acts of racial harassment in departmental spaces and events.	4.55%	1	9.09%	2	27.27%	6	9.09%	2	50.00%	11	22

Figure 13. Question 14—Indicate the extent to which you agree with the following statements about feelings of affirmation in the department.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree Nor Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I feel that peers from my racial/ethnic group are affirmed in my department.	31.82%	7	18.18%	4	36.36%	8	4.55%	1	9.09%	2	22
2	I feel that peers from other racial/ethnic groups are affirmed in my department.	27.27%	6	22.73%	5	22.73%	5	18.18%	4	9.09%	2	22
3	I feel that faculty members in my department affirm me.	40.91%	9	36.36%	8	18.18%	4	4.55%	1	0.00%	0	22
4	I feel that there is adequate discussion of diversity, inclusion, and climate issues in the department.	9.09%	2	27.27%	6	22.73%	5	13.64%	3	27.27%	6	22

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Figure 14. Question 15—Indicate the extent to which you agree with the following statements about racial learning and literacy in the department.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree <u>Nor</u> Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I feel that racial/ethnic diversity is reflected in class curricula.	26.09%	6	26.09%	6	21.74%	5	13.04%	3	13.04%	3	23
2	I feel that racial/ethnic diversity is reflected in class discussions.	26.09%	6	30.43%	7	8.70%	2	21.74%	5	13.04%	3	23
3	I feel that racial/ethnic diversity is reflected in departmental events.	21.74%	5	21.74%	5	21.74%	5	21.74%	5	13.04%	3	23
4	I feel that racial/ethnic diversity is reflected in departmental discussions.	22.73%	5	18.18%	4	27.27%	6	18.18%	4	13.64%	3	22

Figure 15. Question 16—Indicate the extent to which you agree with the following statements about cross-racial engagement and interactions in the department.

#	Question	Strongly Agree		Somewhat Agree		Neither Agree <u>Nor</u> Disagree		Somewhat Disagree		Strongly Disagree		Total
1	I have positive interactions with peers from my racial/ethnic group.	65.22%	15	17.39%	4	17.39%	4	0.00%	0	0.00%	0	23
2	I have positive interactions with peers from different racial/ethnic groups.	69.57%	16	21.74%	5	8.70%	2	0.00%	0	0.00%	0	23
3	I have positive interactions with faculty and staff from my racial/ethnic group.	60.87%	14	17.39%	4	17.39%	4	0.00%	0	4.35%	1	23
4	I have positive interactions with faculty and staff from different racial/ethnic groups.	69.57%	16	17.39%	4	0.00%	0	8.70%	2	4.35%	1	23
5	I am comfortable discussing issues related to race with peers from my racial/ethnic group.	60.87%	14	26.09%	6	13.04%	3	0.00%	0	0.00%	0	23
6	I am comfortable discussing issues related to race with peers from different racial/ethnic groups.	52.17%	12	30.43%	7	8.70%	2	8.70%	2	0.00%	0	23

SECTION 3 RESULTS: ABOUT YOURSELF

Description of the Data

“About Yourself” focus on responses to demographic questions and forms of self-identification. Below, we list tabular results for each survey question. To protect the confidentiality of student respondents, members of the Climate Survey Committee decided that any reported subgroups require at least 3 respondents. Consequently, not all responses are fully represented in the tabular results below.

Respondent Demographics Results

Figure 16. By Planned Degree

#	Answer	%	Count
1	M.A./M.A.T.	21.74%	5
2	Ph.D.	56.52%	13
3	Prefer not <u>answer</u>	21.74%	5
	Total	100%	23

NOTE: Combining M.A. and M.A.T into one category was required due to small number of respondents in each group.

Figure 17. By Gender

#	Answer	%	Count
1	Male	32.14%	9
2	Female	21.43%	6
3	Other	21.43%	6
4	Prefer not to answer	25.00%	7
	Total	100%	28

NOTE: Combining Cisgender, Transgender, Genderqueer/Gender Non-Conforming/Non-Binary, and other self-reported responses into one category (reported in aggregate as Other) was required due to small number of respondents in each group.

Figure 18. By Sexual Orientation

#	Answer	%	Count
1	Heterosexual	43.48%	10
2	Other	21.74%	5
3	Prefer not to answer	34.78%	8
	Total	100%	23

NOTE: Combining Gay/Lesbian, Bisexual, and Asexual/Pansexual, and other self-reported responses into one category (reported in aggregate as Other) was required due to small number of respondents in each group.

Figure 19. By Race/Ethnicity

#	Answer	%	Count
1	White/European	58.33%	14
2	Other	12.50%	3
3	Prefer not to answer	29.17%	7
	Total	100%	24

NOTE: Combining East/Southeast Asian or Asian American, Black or African American, Latino/Latina/Latinx/Hispanic, Middle Eastern or North African, Native American or Other Pacific Islander, and other self-reported responses into one category (reported in aggregate as Other) was required due to small number of respondents in each group.

Figure 20. Disabilities, ailments, or medical conditions

#	Answer	%	Count
1	Mental health of psychological condition	42.11%	8
2	Other	15.78%	3
3	Prefer not to answer	42.11%	8
	Total	100%	19

NOTE: Combining learning disability, physical disability, chronic illness, and other self-reported responses into one category (reported in aggregate as Other) was required due to small number of respondents in each group.