



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Tennessee
Knoxville

Campus Climate
Research Study

January 2018



Rankin & Associates, Consulting

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Executive Summary

Introduction

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

UTK also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UTK's Volunteer Values statement, “The Volunteer community encompasses faculty, staff, students, and alumni of different cultures and backgrounds. Respecting the contributions and strengths of each individual is integral to teamwork and to fostering a culture of inclusive excellence.”¹ To better understand the campus climate, the University of Tennessee system 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, UTK 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 UTK formed the Systemwide Climate Study Team (SCST) and the Local Climate Study Team (LCST). The SCST and LCST were composed primarily of institutional administrators. Ultimately, the University of Tennessee system contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “MyCampus Student Experience Survey.” Data gathered via reviews of relevant UTK literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at a community forum.

Project Design and Campus Involvement

The conceptual model used by Rankin and Associates as the foundation for UTK’s assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes

¹<https://top25.utk.edu/mission-vision/>

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. UTK'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 develop a survey instrument for UTK that would reveal the various dimensions of power and privilege that shape the campus experience. The final UTK 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, 4,747 people completed the survey. In the end, the University's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate with a specific focus on the distribution of power and privilege among differing social groups at UTK.

UTK Participants

UTK community members completed four thousand seven hundred forty-seven (4,747) surveys for an 18% overall response rate. Only surveys that were at least 50% completed were included in the final data set for analyses.² Seventy-seven percent ($n = 3,655$) of the sample were Undergraduate Students and 23% ($n = 1,092$) 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.³

²Eighty-one (81) surveys were removed because they did not complete at least 50% of the survey, and 20 duplicate submissions were removed.

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1. UTK Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	3,655	77.0
	Graduate/Professional Student	1,092	23.0
Gender identity	Woman	2,976	62.7
	Man	1,684	35.5
	Transspectrum	75	1.6
Racial/ethnic identity	Asian/Asian American	236	5.0
	Black/African American	270	5.7
	Hispanic/Latin@/Chican@	94	2.0
	Multiracial	274	5.8
	White/European American	3,733	78.6
	Other People of Color	63	1.3
Sexual identity	LGBQ	415	8.7
	Heterosexual	4,139	81.2
Citizenship status	U.S. Citizen	4,363	91.9
	Non-U.S. Citizen/U.S. Citizen Naturalized	381	8.0
Disability status	Single Disability	373	7.9
	No Disability	4,198	88.4
	Multiple Disabilities	147	3.1
Religious/spiritual affiliation ⁴	Christian Affiliation	3,013	63.5
	Additional Religious/Spiritual Affiliation	216	4.6
	No Religious/Spiritual Affiliation	1,286	27.1
	Multiple Religious/Spiritual Affiliations	163	3.4

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

⁴Per the LCST, Additional Religious/Spiritual Affiliation represents students who singularly identified with an affiliation other than Christian. Multiple Religious/Spiritual Affiliations was coded to represent students who identified with more than one affiliation. No Religious/Spiritual Affiliation represents students who identified as Agnostic, Atheist, No Affiliation, and Spiritual, but no religious affiliation.

Key Findings⁵ – Areas of Strength

1. High levels of comfort with the climate at UTK

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.”⁶ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 76% ($n = 3,594$) of survey respondents were “very comfortable” or “comfortable” with the climate at UTK.
- 85% ($n = 4,019$) of survey respondents were “very comfortable” or “comfortable” with the climate in their academic departments.
- 83% ($n = 3,909$) of survey respondents were “very comfortable” or “comfortable” with the climate in their classes.

2. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁷ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁸ Attitudes toward academic pursuits are one indicator of campus climate.

- 82% ($n = 3,870$) of Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments.
- 79% ($n = 3,658$) of Student respondents “strongly agreed” or “agreed” that they felt valued by faculty in the classroom.
- 72% ($n = 3,367$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTK faculty.
- 71% ($n = 3,287$) of Student respondents felt valued by UTK staff.

⁵For all items referenced throughout the key findings, additional analyses identified significant differences across various demographic groups, these significant differences are further explicated throughout the report

⁶Rankin & Reason, 2008, p. 264

⁷Pascarella & Terenzini, 2005

⁸Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents *Perceived Academic Success*

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

- Transspectrum and Men Undergraduate Student respondents had lower *Perceived Academic Success* than Women Undergraduate Student respondents.
- Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents had lower *Perceived Academic Success* than White/European American Undergraduate Student respondents.
- Asexual and LGBTQ Undergraduate Student respondents had lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.
- Single Disability Undergraduate Student respondents and Multiple Disabilities Undergraduate Student respondents had lower *Perceived Academic Success* than No Disability Undergraduate Student respondents.
- Single Disability Graduate/Professional Student respondents and Multiple Disabilities Graduate/Professional Student respondents had lower *Perceived Academic Success* than No Disability Graduate/Professional Student respondents.
- Low-Income Graduate/Professional Student respondents had lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents.

Key Findings – Opportunities for Improvement

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁹ Research also underscores the relationship between workplace discrimination and

⁹Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

subsequent productivity.¹⁰ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 15% ($n = 730$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.¹¹
 - 32% ($n = 236$) noted that the conduct was based on their political views, 30% ($n = 218$) noted that it was based on their gender/gender identity, 21% ($n = 150$) noted that it was based on their ethnicity, 19% ($n = 136$) noted that it was based on their sexual identity, and 17% ($n = 124$) noted that it was based on their religious/spiritual views.
- Differences emerged based on gender identity, racial identity, and sexual identity:
 - By gender identity, a higher percentage of Transspectrum Student respondents (44%, $n = 33$) than Women Student respondents (14%, $n = 228$) and Men Student respondents (16%, $n = 468$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
 - 73% ($n = 24$) of Transgender Student respondents, 36% ($n = 168$) of Women Student respondents, and 11% ($n = 26$) of Men Student respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.
 - By racial identity, a higher percentage of Black/African American Student respondents (27%, $n = 72$) than Asian/Asian American Student respondents (13%, $n = 31$), or White Student respondents (14%, $n = 519$) 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 higher percentage of Hispanic/Latin@/Chican@ Student respondents (71%, $n = 15$) and Black/African American Student respondents (61%, $n = 44$) than both Multiracial Student respondents (34%, $n = 21$) and White

¹⁰Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

¹¹The 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).

Student respondents (8%, $n = 43$) believed they had experienced this conduct.

- By sexual identity, a higher percentage of LGBQ Student respondents (35%, $n = 144$) indicated that they believed they had experienced this conduct than did Heterosexual Student respondents (13%, $n = 539$).
 - 66% ($n = 95$) of LGBQ Student respondents compared with 4% ($n = 20$) of Heterosexual Student respondents indicated that the exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct that they experienced was based on their sexual identity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UTK. Two hundred ninety-three Student respondents contributed comments regarding these personal experiences. Three themes emerged from their narratives: concerns that the university and some within do not understand the value of inclusion, concerns related to follow through once reports of exclusionary conduct are shared, and a perceived discrimination of students who identify as conservative.

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

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).¹² Several groups at UTK indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- By gender identity: Men respondents were more comfortable than Women respondents and Transspectrum respondents with the overall climate at UTK.
- By sexual identity: Heterosexual respondents were more comfortable than LGBQ respondents with the overall climate at UTK.

¹²Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- By racial identity: Multiracial respondents, White respondents, and Other People of Color respondents were more comfortable than Black/African American respondents with the overall climate at UTK.
- By disability status: No Disability respondents were more comfortable than Single Disability or Multiple Disabilities respondents with the overall climate at UTK.
- By religious/spiritual affiliation: Christian respondents were more comfortable than were Multiple Religious/Spiritual Affiliations respondents and No Religious/Spiritual Affiliation respondents with the overall climate at UTK.
- By income status: a higher percentage of Not-Low-Income respondents than Low-Income respondents were more comfortable with the overall climate at UTK.

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

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

- 494 (10%) respondents indicated that they had experienced unwanted sexual conduct while at UTK.
 - 2% ($n = 83$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UTK community.
 - 2% ($n = 116$) of respondents experienced stalking (e.g., physical following, on social media, texting, phone calls) while a member of the UTK community.
 - 6% ($n = 300$) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UTK community.
 - 3% ($n = 153$) of respondents experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the UTK community.

- 1% ($n = 24$) of respondents experienced unwanted 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 UTK community.
- Undergraduate Student respondents, Women respondents, Heterosexual respondents, and No Disability respondents more often indicated that they experienced some form of unwanted sexual contact/conduct than their counterparts.
- UTK students, acquaintances/friends, strangers, and current or former dating/intimate partners were identified as sources of unwanted sexual experiences.
- The majority of respondents did not report the unwanted sexual experience.

Respondents were offered the opportunity to elaborate on why they did not report the unwanted sexual experiences. Nine themes emerged among UTK's respondents who explained why they did not report the unwanted sexual experiences. The primary rationale cited for not reporting these incidents, across all types, was related to concerns with or a lack of faith in the reporting process and anything happening as a result of reporting the incident.

Conclusion

UTK climate findings¹³ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹⁴ For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A greater percentage (82%) of UTK respondents indicated that they were “very comfortable” or “comfortable” with the climate at UTK. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UTK, however, a smaller percentage of respondents (15%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹⁵

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

¹³Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹⁴[Rankin & Associates Consulting, 2015](#)

¹⁵Guiffreda, 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 – Knoxville (UTK) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community and they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourage students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

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In June 2016, members of UTK formed the Systemwide Climate Study Team (SCST) and the Local Climate Study Team (LCST). The SCST and LCST were composed primarily of 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 UTK literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at community forums.

¹⁶<http://top25.utk.edu/mission-vision/>

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

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Contextual Framework and Summary of Related Literature

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

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

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

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

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

Institutional Climate within Campus Structures

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

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

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

Campus Climate and Student, Faculty, and Staff Success

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

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

The personal and professional development of faculty, administrators, and staff also are

influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiate the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

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

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., position within the institution, age,

socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within “acceptable” definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

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

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

proactively create policies and physical spaces for the diverse array of campus constituents to feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

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

Current national activist movements, such as #BlackLivesMatter and #NoDAPL, are deeply connected to current day activism in education. “Links between the broader social context of what is happening off-campus and students’ on-campus activism have long been a means for students to personalize, contextualize and make sense of what it means to pursue social change” (Barnhardt & Reyes, p. 1, 2016). Recently, the website, themandands.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” (themandands.org, 2016).

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

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁷ 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 Local Climate Study Team (LCST) reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the UTK population. The final UTK campus-wide survey contained 88 questions,¹⁸ 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 UTK'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 the campus chancellor that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information

¹⁷Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

¹⁸To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

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 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UTK in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁹ Actual percentages²⁰ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

¹⁹Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²⁰Actual percentages were derived using the total number of survey respondents.

Chi-square tests provide only omnibus results; as such, they identify that a significant differences exist in the data table, but does not specify if differences exist between specific groups.

Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z -tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

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

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.5%) 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.²¹ One question from the scale (Q11_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the

²¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

scale was 0.847 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach’s alpha was only 0.770.

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

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

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor 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. Where *n*’s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Women, Men, Transspectrum)
- Racial identity (Alaskan Native/American Indian/Native, Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Multiracial Respondents, Other People of Color, White/European American)
- Sexual identity (Asexual, LGBTQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When there were only two categories for the specified demographic variable (e.g., gender identity for Graduate/Professional Students) a *t*-test for difference of means was used. If the

difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at UTK, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²² 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.

²²Any 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 UTK'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 UTK.

Description of the Sample²³

Four thousand seven hundred forty-seven (4,747) surveys were returned for an 18% overall response rate. The sample and population figures, chi-square analyses,²⁴ 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 UTK.

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

²³All frequency tables are provided in Appendix B.

²⁴Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UTK.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender identity ^a	Woman	13,245	50.6	2,976	62.7	22.5
	Man	12,930	49.4	1,684	35.5	13.0
	Transgender	ND*	ND	10	0.2	N/A
	Missing/Unknown/Other	ND	ND	77	1.6	N/A
Racial/ethnic identity ^b	Alaska Native	< 5	---	< 5	---	---
	American Indian/Native	55	0.2	9	0.2	16.4
	Asian/Asian American	1,555	5.9	236	5.0	15.2
	Black/African American	1,687	6.4	270	5.7	16.0
	Hispanic/Latin@/Chican@	307	1.2	94	2.0	30.6
	Middle Eastern/Southwest Asian	ND	ND	50	1.1	N/A
	Multiracial	1,408	5.4	274	5.8	19.5
	Native Hawaiian	ND	ND	ND	ND	N/A
	Pacific Islander	20	0.1	< 5	---	---
	White/European American	20,164	77.0	3,733	78.6	18.5
	Missing/Unknown/Other	976	3.7	77	1.6	7.9
Position status ^c	Undergraduate Student	20,661	78.9	3,655	77.0	17.7
	Graduate/Professional Student	5,514	21.1	1,092	23.0	19.8
Citizenship status ^d	A Visa Holder (such as F-1, J-1, H1-B, and U)	1,125	4.3	170	3.6	15.1
	Currently Under a Withholding of Removal Status	ND	ND	ND	ND	N/A
	DACA (Deferred Action for Childhood Arrival)	ND	ND	ND	ND	N/A
	DAPA (Deferred Action for Parental Accountability)	ND	ND	ND	ND	N/A
	Other Legally Documented Status	ND	ND	< 5	---	N/A
	Permanent Resident	307	1.2	59	1.2	19.2
	Refugee Status	ND	ND	< 5	---	N/A
	Undocumented Resident	ND	ND	ND	ND	N/A
	U.S. Citizen, Birth	24,743	94.5	4,363	91.9	17.6
	U.S. Citizen, Naturalized	ND	ND	148	3.1	N/A
Missing/Unknown/Other	ND	ND	< 5	---	N/A	

*ND: No Data Available

^a $\chi^2(1, N = 4,660) = 327.39, p < .001$

^b $\chi^2(8, N = 4,747) = 99.45, p < .001$

^c $\chi^2(1, N = 4,747) = 10.23, p < .01$

^d $\chi^2(2, N = 4,592) = 4.22, p = n.s.$

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

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

Reliability - Internal Consistency of Responses.²⁵ Correlations between the responses to questions about overall campus climate for various groups (survey Question 69) and to questions that rated overall campus climate on various scales (survey Question 70) were moderate to strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁶ are provided in Table 4.

²⁵Internal 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).

²⁶Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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

A moderate to strong relationship (between .65 and .77) existed for all six pairs of variables— between Positive for People of Color and Not Racist; between Positive for People who Identify as Lesbian, Gay, Bisexual and Not Homophobic; between People who Identify as Transgender and Not Transphobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

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

	Climate Characteristics					
	Not Racist	Not Homophobic	Not Transphobic	Not Sexist	Not Classist (Socioeconomic Status)	Disability-Friendly (Not Ableist)
Positive for People of Color	.701 ¹					
Positive for people who identify as Lesbian, Gay, Bisexual		.757 ¹				
Positive for people who identify as Transgender			.769 ¹			
Positive for Women				.645 ¹		
Positive for people of Low-Socioeconomic Status					.640 ¹	
Positive for persons with Disabilities						.697 ¹

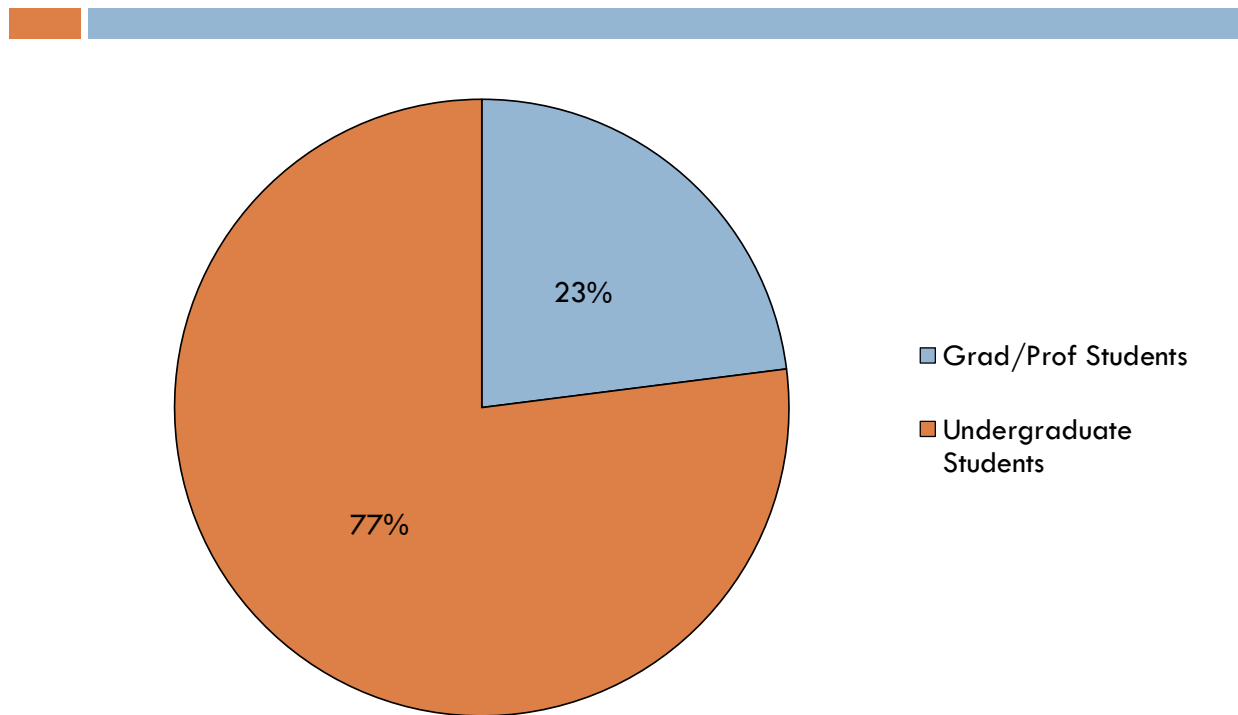
**p* < 0.01

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 2003).

Sample Characteristics²⁷

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.²⁸ Of all respondents, 77% ($n = 3,655$) were Undergraduate Student respondents, 23% ($n = 1,092$) were Graduate/Professional Student respondents (Figure 1). Ninety-two percent ($n = 4,340$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 97% ($n = 3,450$) of Undergraduate Student respondents and 84% ($n = 890$) of Graduate/Professional Student respondents were full-time in their primary positions.



²⁷All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

²⁸Collapsed position status variables were determined by the LCST.

Figure 1. Respondents' Collapsed Position Status (%)

Subsequent analyses revealed that among Undergraduate Student respondents, 82% ($n = 2,985$) indicated that they started at UTK as a first-year student and 18% ($n = 670$) transferred to UTK from another institution.

As indicated in Table 5, 18% ($n = 649$) of Undergraduate Student respondents were at UTK for two semesters, 18% ($n = 644$) were at UTK for four semesters, 16% ($n = 572$) were at UTK for one semester, and 13% ($n = 472$) were at UTK for six semesters.

Table 5. Number of Semesters (Excluding Summer Semesters) Undergraduate Student Respondents Were at UTK

Semester	<i>n</i>	%
Less than one	112	3.1
1	572	15.6
2	649	17.8
3	270	7.4
4	644	17.6
5	250	6.8
6	472	12.9
7	206	5.6
8	366	10.0
9	27	0.7
10	45	1.2
11	8	0.2
12	7	0.2
13 or more	20	0.5

Note: Table reports only Undergraduate Student responses ($n = 3,655$).

Table 6 reveals that 6% of Undergraduate Student respondents were majoring in Psychology ($n = 209$) and Biological Sciences ($n = 207$), 5% were majoring in Animal Science ($n = 173$) and Business Administration ($n = 165$), and 4% were majoring in Pre-Professional Programs ($n =$

160) Supply Chain Management ($n = 156$), Kinesiology ($n = 155$), Accounting ($n = 130$), and Nursing ($n = 127$).

Table 6. Undergraduate Student Respondents' Current Majors

Major	<i>n</i>	%
Accounting	130	3.6
Advertising	31	0.8
Aerospace Engineering	23	0.6
Agricultural Leadership, Education and Communications	38	1.0
Animal Science	173	4.7
Anthropology	52	1.4
Architectural Studies	38	1.0
Audiology and Speech Pathology	45	1.2
Art	15	0.4
Art History	< 5	---
Biological Sciences	207	5.7
Biomedical Engineering	42	1.1
Biosystems Engineering	19	0.5
Business Administration	165	4.5
Chemical Engineering	95	2.6
Chemistry	40	1.1
Child and Family Studies	53	1.5
Civil Engineering	30	0.8
Classics	6	0.2
College Scholars	19	0.5
Communication Studies	57	1.6
Computer Engineering	18	0.5
Computer Science	72	2.0
Counseling & Guidance	< 5	---
Criminal Justice & Criminology	16	0.4
Dance	0	0.0
Dental Hygiene	< 5	---
Early Childhood Education	10	0.3
Economics	44	1.2
Educational Administration	< 5	---
Electrical & Comp Engineering	33	0.9

Table 6. Undergraduate Student Respondents' Current Majors

Major	<i>n</i>	%
Elementary Education	21	0.6
English	74	2.0
Environmental and Soil Sciences	33	0.9
Environmental Studies	6	0.2
English as a Second Language - Non-Degree	5	0.1
Exploratory (Undecided)	76	2.1
Finance	77	2.1
Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – French and Francophone Studies	< 5	---
Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – German	0	0.0
Five-Year BA/MPPA Program – Political Science Major	< 5	---
Five-Year BS/MS Program – Aerospace Engineering Major	0	0.0
Five-Year BS/MS Program – Animal Science Major	< 5	---
Five-Year BS/MS Program – Biomedical Engineering Major	0	0.0
Five-Year BS/MS Program – Civil Engineering Major	< 5	---
Five-Year BS/MS Program – Computer Engineering Major	0	0.0
Five-Year BS/MS Program – Computer Science Major	< 5	---
Five-Year BS/MS Program – Electrical Engineering Major	< 5	---
Five-Year BS/MS Program – Food Science and Technology Major	0	0.0
Five-Year BS/MS Program – Industrial Engineering Major	27	0.7
Five-Year BS/MS Program – Materials Science and Engineering Major	< 5	---
Five-Year BS/MS Program – Materials Science and Engineering Major – Biomaterials Concentration	0	0.0
Five-Year BS/MS Program – Materials Science and Engineering Major – Nanomaterials Concentration	0	0.0
Five-Year BS/MS Program – Nuclear Engineering Major	< 5	---
Five-Year BS/MS Program – Nuclear Engineering Major – Radiological Engineering Concentration	< 5	---
Five-Year BS/MS with Physics Minor	0	0.0
Five-Year BSSW/MSSW Program – Social Work Major	< 5	---
Food and Agricultural Business	16	0.4
Food Science and Technology	54	1.5
Forestry	21	0.6
French	< 5	---
Geography	18	0.5

Table 6. Undergraduate Student Respondents' Current Majors

Major	<i>n</i>	%
Geology and Environmental Studies	16	0.4
German	< 5	---
Graphic Design	28	0.8
Health Sciences	6	0.2
History	38	1.0
Hotel, Restaurant and Tourism	17	0.5
Human Resource Management	20	0.5
Information Technology	< 5	---
Interdisciplinary Programs	87	2.4
Interior Design	14	0.4
Journalism and Electronic Media	61	1.7
Kinesiology	155	4.2
Languages and Literatures	10	0.3
Liberal Arts	< 5	---
Management	45	1.2
Materials Science and Engineering	22	0.6
Mathematics & Statistics	40	1.1
Marketing	121	3.3
Mechanical Engineering	115	3.1
Medical Laboratory Science	5	0.1
Middle School Education	< 5	---
Modern Foreign Languages and Literature	39	1.1
Music	29	0.8
Natural Resource and Environmental Economics	< 5	---
Nuclear Engineering	37	1.0
Nursing	127	3.5
Nutrition	44	1.2
Philosophy	27	0.7
Physics	29	0.8
Plant Sciences	24	0.7
Psychology	209	5.7
Political Science	118	3.2
Pre-Professional Programs	160	4.4
Public Relations	48	1.3

Table 6. Undergraduate Student Respondents' Current Majors

Major	<i>n</i>	%
Recreation and Sports Management	67	1.8
Religious Studies	9	0.2
Retail and Consumer Sciences	12	0.3
Social Work	53	1.5
Sociology	62	1.7
Special Education	29	0.8
Statistics	17	0.5
Studio Art	< 5	---
Supply Chain Management	156	4.3
Theater	15	0.4
Wildlife and Fisheries	37	1.0

Note: Table reports only Undergraduate Student responses ($n = 3,655$). Table does not report majors where $n < 5$. Sum does not total 100% as a result of multiple response choices.

Forty-two percent ($n = 459$) of Graduate/Professional Student respondents were master's degree students, 22% ($n = 240$) were Education Specialist students, 22% were Doctoral students, 12% ($n = 129$) were Veterinary Medicine Students, and 2% ($n = 22$) were law students.

Among Graduate/Professional Student respondents, 4% ($n = 45$) were Master's Educational Leadership and Policy Studies students and 3% each were Master's Educational Psychology and Counseling students ($n = 35$), Master's Information Sciences students ($n = 31$), and Intercollegiate Bredesen Center for Interdisciplinary Research and Graduate Education students ($n = 27$) (Table 7).

Table 7. Graduate/Professional Student Respondents' Academic Program

Academic program	<i>n</i>	%
Master's		
Accounting/ Information Management	13	1.2
Agricultural Leadership, Education & Communications	13	1.2
Agricultural & Resource Economics	8	0.7
Agricultural & Resource Economics/Business Administration-Dual Major	< 5	---
Anesthesia	0	0.0
Animal Science	< 5	---

Table 7. Graduate/Professional Student Respondents' Academic Program

Academic program	<i>n</i>	%
Anthropology	14	1.3
Architecture	< 5	---
Art History	0	0.0
Bioinformatics	< 5	---
Biosystems Engineering and Soil Science	7	0.6
Biosystems Engineering Technology	0	0.0
Biochemistry and Cellular and Molecular Biology	9	0.8
Business Analytics and Statistics	21	1.9
Child and Family Studies	11	1.0
Interdepartmental Business Administration	9	0.8
Information Sciences	31	2.8
Cell & Molecular Biology	< 5	---
Chemistry	18	1.6
Chemical and Biomolecular Engineering	10	0.9
Civil and Environmental Engineering	19	1.7
Computer Science	6	0.5
Earth and Planetary Sciences	9	0.8
Ecology	11	1.0
Economics	6	0.5
Educational Leadership and Policy Studies	45	4.1
Educational Psychology and Counseling	35	3.2
Electrical Engineering	24	2.2
Entomology & Plant Pathology	7	0.6
Evolutionary Biology	< 5	---
Certificate		
Advanced Education in General Dentistry	0	0.0
Black Studies	0	0.0
Clinical Research	0	0.0
Community College Leadership	< 5	---
Educational Foundations	< 5	---
Endodontics	0	0.0
Interdisciplinary Programs/Interdepartmental or Intercollegiate (Life Sciences)	5	0.5
Reading Intervention	0	0.0

Table 7. Graduate/Professional Student Respondents' Academic Program

Academic program	<i>n</i>	%
Doctoral		
Animal Science	8	0.7
Biosystems Engineering	7	0.6
Conducting	< 5	---
Counseling Psychology	14	1.3
Curriculum & Instruction	16	1.5
Entomology, Plant Pathology & Nematology	< 5	---
Food Science & Technology	< 5	---
Natural Resources	16	1.5
Plant, Soil, & Environmental Sciences	19	1.7
Psychology	19	1.7
Intercollegiate		
Comparative and Experimental Medicine	11	1.0
Bredesen Center for Interdisciplinary Research and Graduate Education	27	2.5
Professional (Law, Medical, Dentistry)		
Dentistry	0	0.0
Law	26	2.4
Master of Law	0	0.0
6 Year Combined Bachelor/MD	0	0.0
4 Year Medical	5	0.5
Nursing	9	0.8
Orthodontists/Maxillofacial	0	0.0
Pharmacy	8	0.7
Taxation	0	0.0
Urban Affairs	< 5	---
Veterinary Medicine	128	11.7

Note: Table reports only Graduate/Professional Student responses ($n = 1,092$). Table does not report majors where $n < 5$. Sum does not total 100% as a result of multiple response choices.

As indicated in Table 8, the overwhelming majority (93%, $n = 4,392$) of student respondents have taken 0%-25% of their classes online and 3% ($n = 136$) have taken 100% of their classes online.

Table 8. Percentage of Classes Taken Exclusively Online at UTK

Courses online	<i>n</i>	%
100%	136	2.9
76%-99%	64	1.3
51%-75%	44	0.9
26%-50%	104	2.2
0%-25%	4,392	92.5
Missing	7	0.1

More than half of the sample (63%, $n = 2,976$) were Women and 36% ($n = 1,684$) were Men²⁹ Less than one percent ($n = 10$) of respondents identified as Transgender.³⁰ Sixty-five respondents (1%) marked “a gender not listed here” and offered identities such as “nonbinary,” “demiboy,” “queer,” “agender,” “THERE ARE ONLY TWO GENDERS,” “genderqueer,” “agender/strongly questioning,” and “attack helicopter.”

The LCST decided to collapse Transgender and “gender not listed here” into the “Transspectrum” category (2%, $n = 75$). The Transspectrum category is only used in analyses when it is possible to maintain the confidentiality of those respondents.

²⁹The majority of respondents identified their birth sex as female (63%, $n = 3,009$), while 36% ($n = 1,708$) of respondents identified as male and 19 identified as “an assigned birth sex not listed here.” Additionally, 62% ($n = 2,923$) identified their gender expression as feminine, 35% ($n = 1,651$) as masculine, 2% ($n = 76$) as androgynous, and 2% ($n = 72$) as “a gender expression not listed here.”

³⁰Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

Figure 2 illustrates that more Women Student respondents (63%, $n = 2,976$) than Men Student respondents (36%, $n = 1,684$) completed the survey. Further analyses revealed that similar percentages of Women Undergraduate Student respondents (63%, $n = 2,287$) and Women Graduate/Professional Student respondents (63%, $n = 689$) completed the survey. Likewise, similar percentages of Men Undergraduate Student respondents (36%, $n = 1,293$) and Men Graduate/Professional Student respondents (36%, $n = 391$) completed the survey. By Transpectrum identity, the data revealed that 2% ($n = 67$) of Undergraduate Student respondents identified as Transpectrum and 1% ($n = 8$) of Graduate/Professional Student respondents identified as Transpectrum.

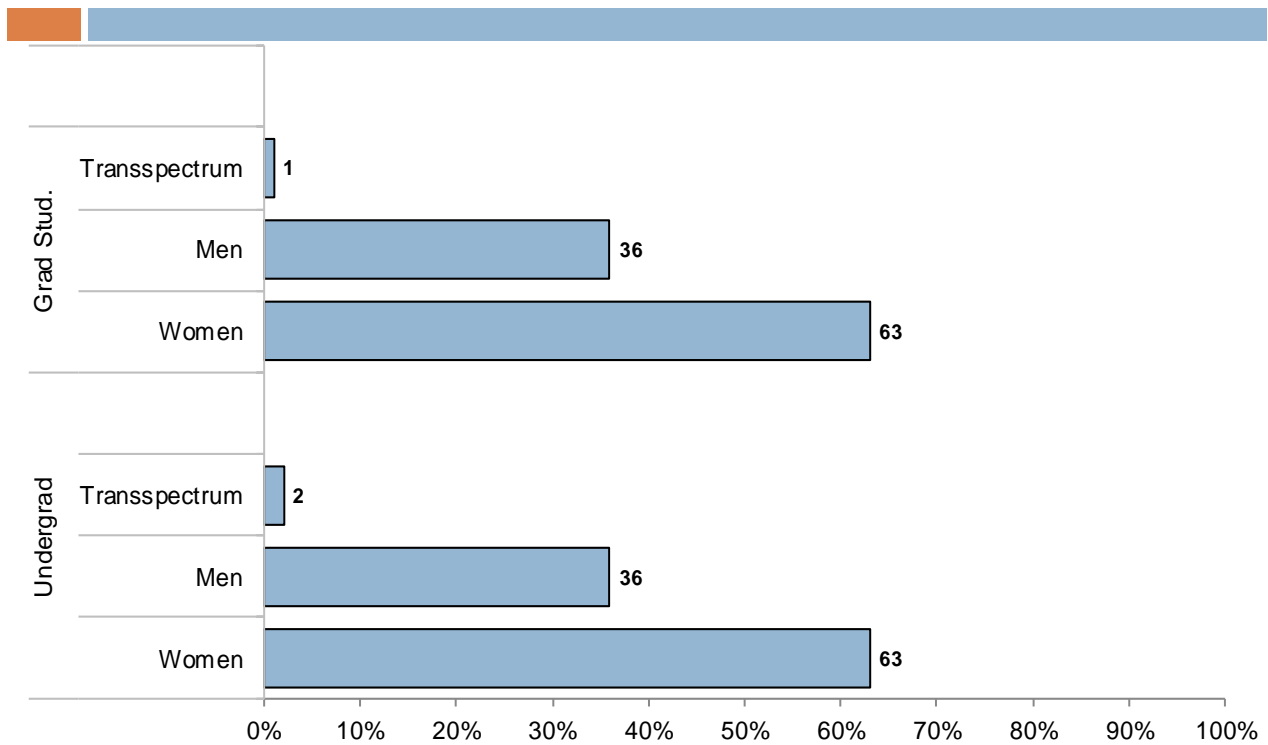


Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents identified as Heterosexual³¹ (87%, $n = 4,139$), 9% ($n = 415$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning), and 1% ($n = 27$) identified as Asexual (Figure 3).

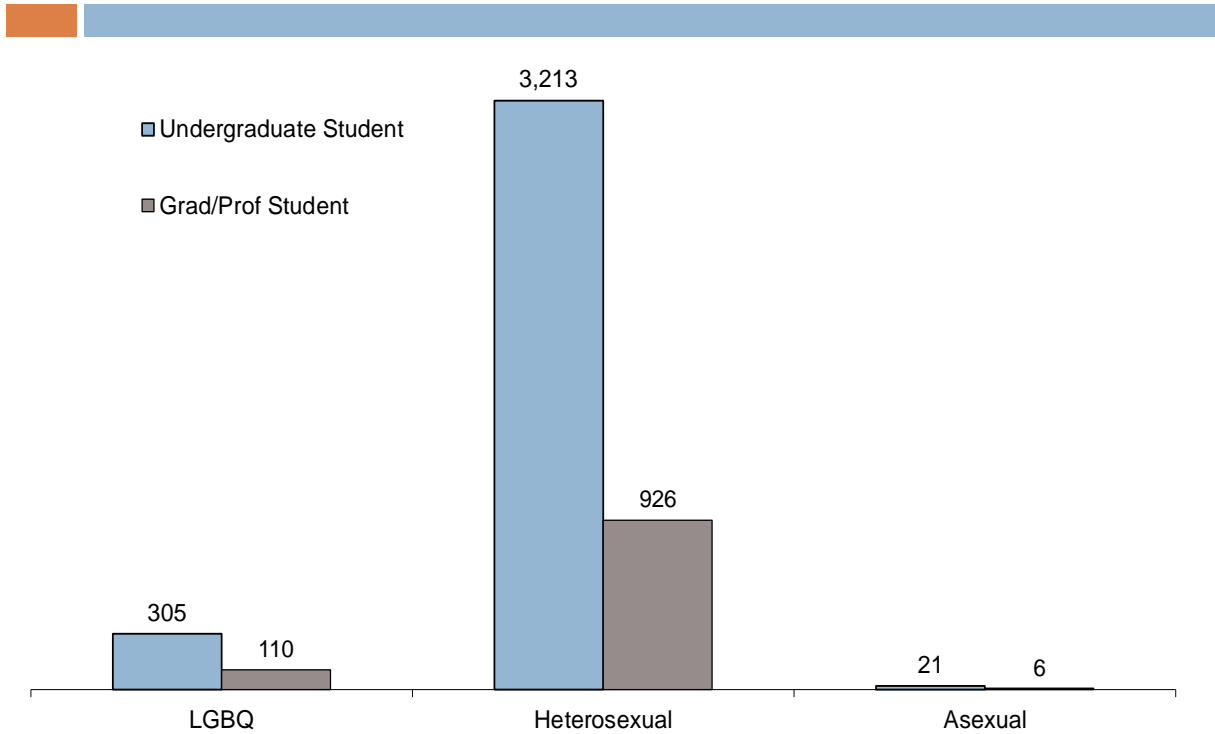
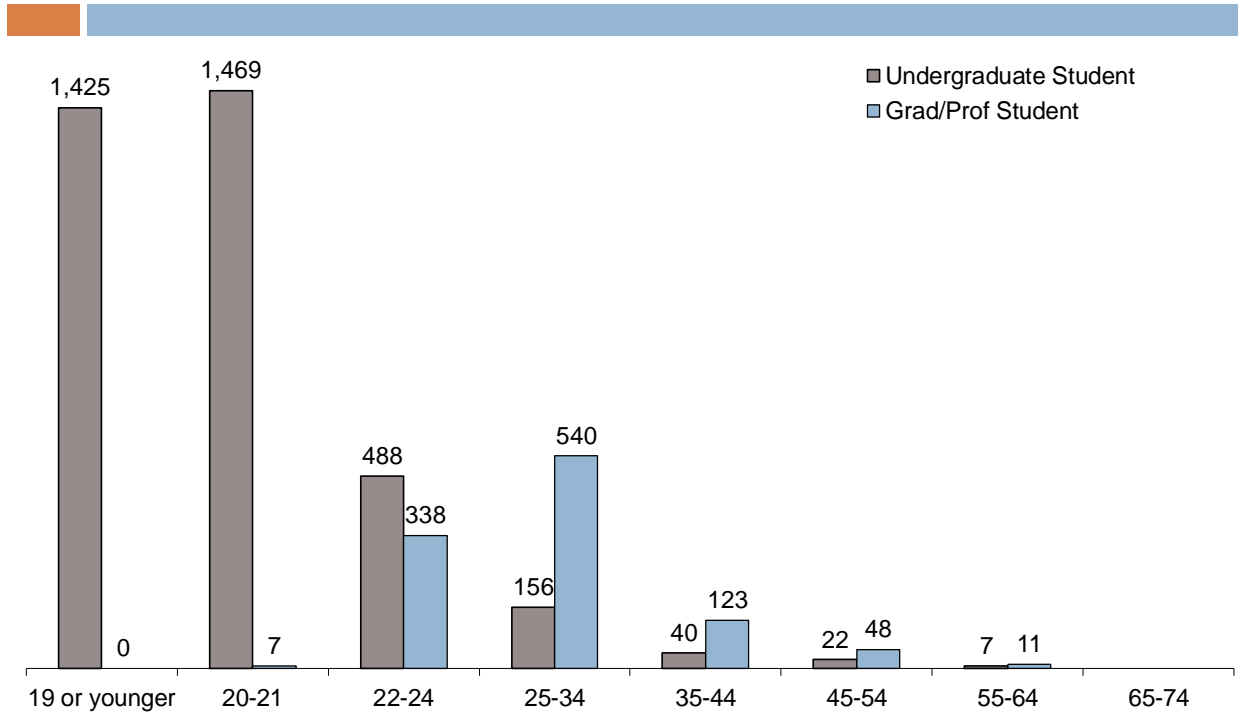


Figure 3. Respondents by Sexual Identity and Position Status (n)

³¹Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

Of responding Students, 31% ($n = 1,476$) were 20 to 21 years old, 30% ($n = 1,425$) were 19 years old or younger, 17% ($n = 826$) were between 22 and 24 years old, and 15% ($n = 696$) were between 25 and 34 years old (Figure 4).



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

Figure 4. Student Respondents by Age (n)

With regard to racial identity, 84% ($n = 3,982$) of the respondents identified as White/European American (Figure 5). Seven percent ($n = 329$) of respondents identified as Black/African American, 6% ($n = 284$) as Asian/Asian American, 4% ($n = 185$) as Hispanic/Latin@/Chican@, 2% each identified as American Indian/Native ($n = 89$) and Middle Eastern/Southwest Asian ($n = 74$). Less than 1% each identified as Pacific Islander ($n = 18$), Native Hawaiian ($n = 6$), and Alaska Native ($n = 5$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “American,” “divided,” “WHITE IS NOT A ‘RACE,’” and “Jewish” or identified with a specific country.

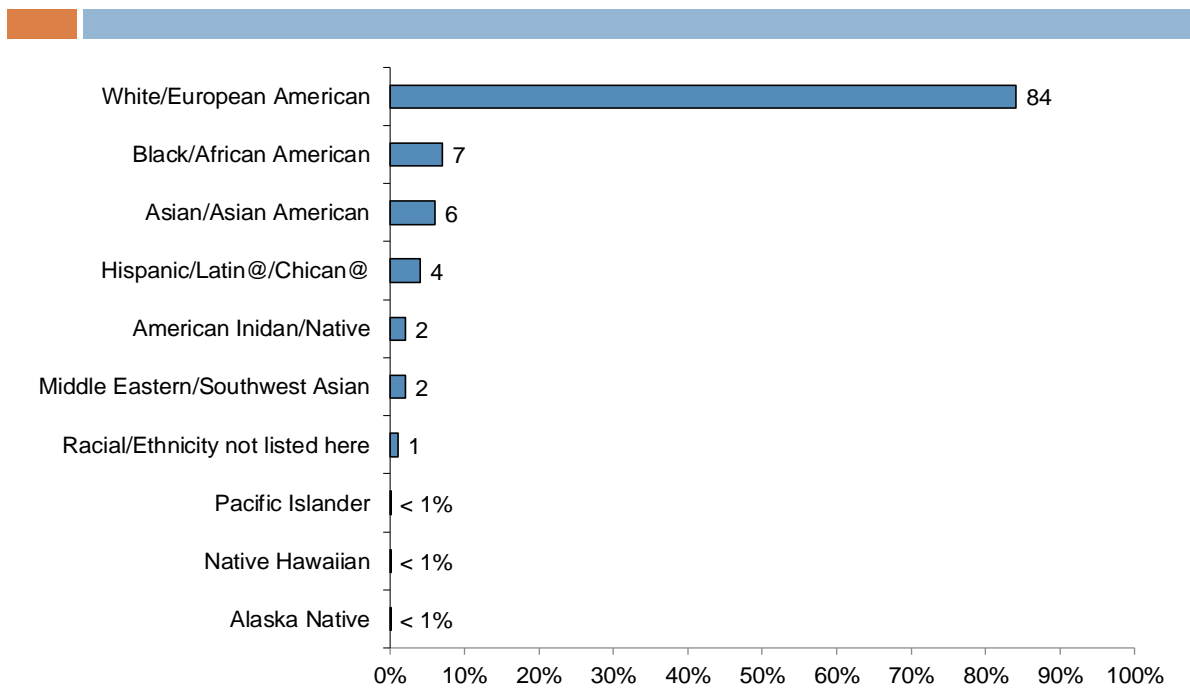


Figure 5. Respondents by Racial/Ethnic Identity (%),
 Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³² allowing them to identify as biracial or multiracial. For the purposes of some analyses, the LCST created seven racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (79%, $n = 3,733$) as their identity (Figure 6). Other respondents identified as Multiracial³³ (6%, $n = 274$), Black/African American (6%, $n = 270$), Asian/Asian American (5%, $n = 236$), Hispanic/Latin@/Chican@ (2%, $n = 94$), Other People of Color³⁴ (1%, $n = 52$), and American Indian/Native/Alaskan Native (< 1%, $n = 11$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 77$).

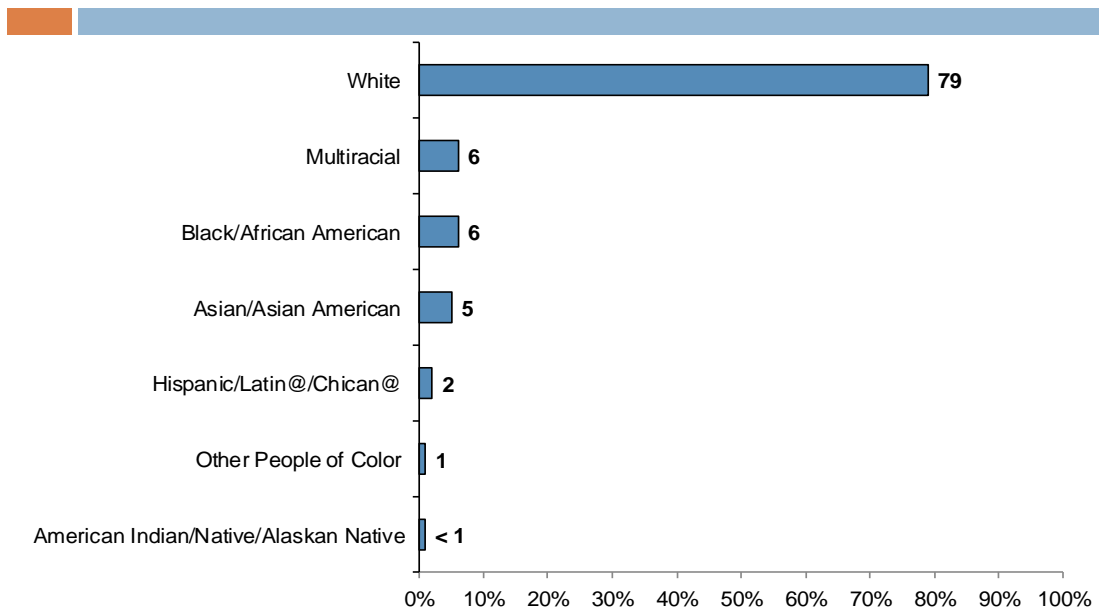


Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

³²While 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.

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

³⁴Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander, or Middle Eastern/Southwest Asian.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories.³⁵ Sixty-four percent ($n = 3,013$) of respondents identified as having a Christian Religious/Spiritual Affiliation (Figure 7). Twenty-seven percent ($n = 1,286$) of respondents indicated they had No Religious/Spiritual Affiliation. Five percent ($n = 216$) of respondents identified with Additional Religious/Spiritual Affiliations and 4% ($n = 163$) of respondents chose Multiple Religious/Spiritual Affiliations.

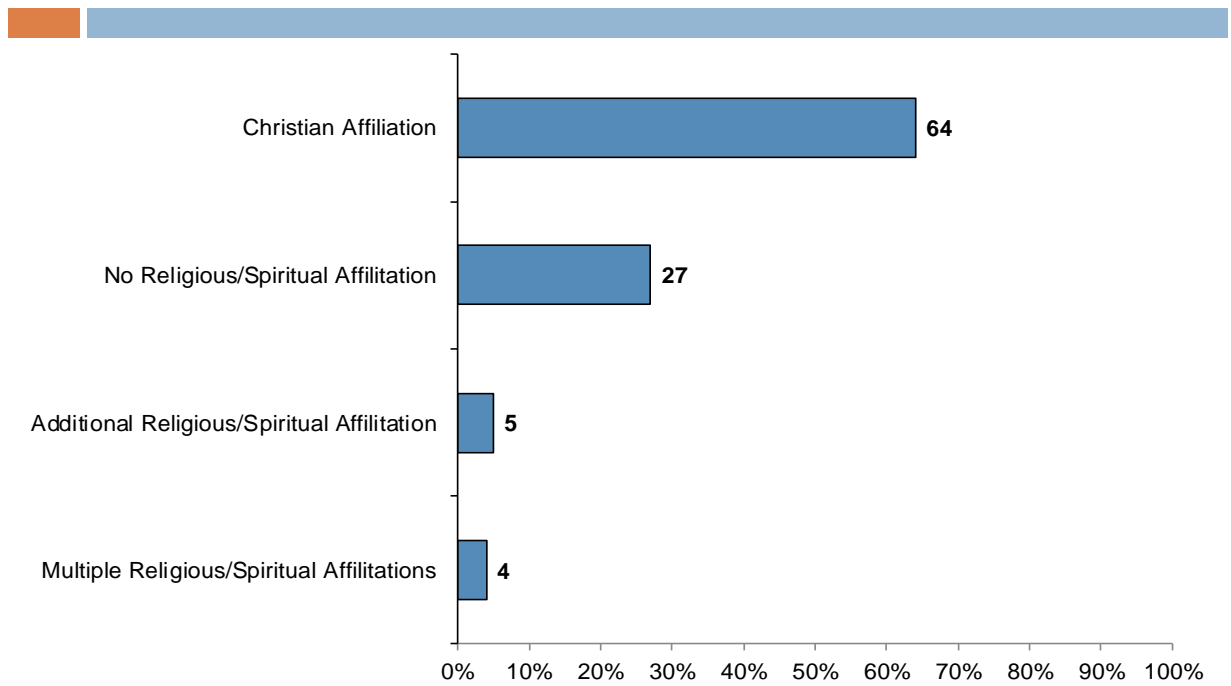
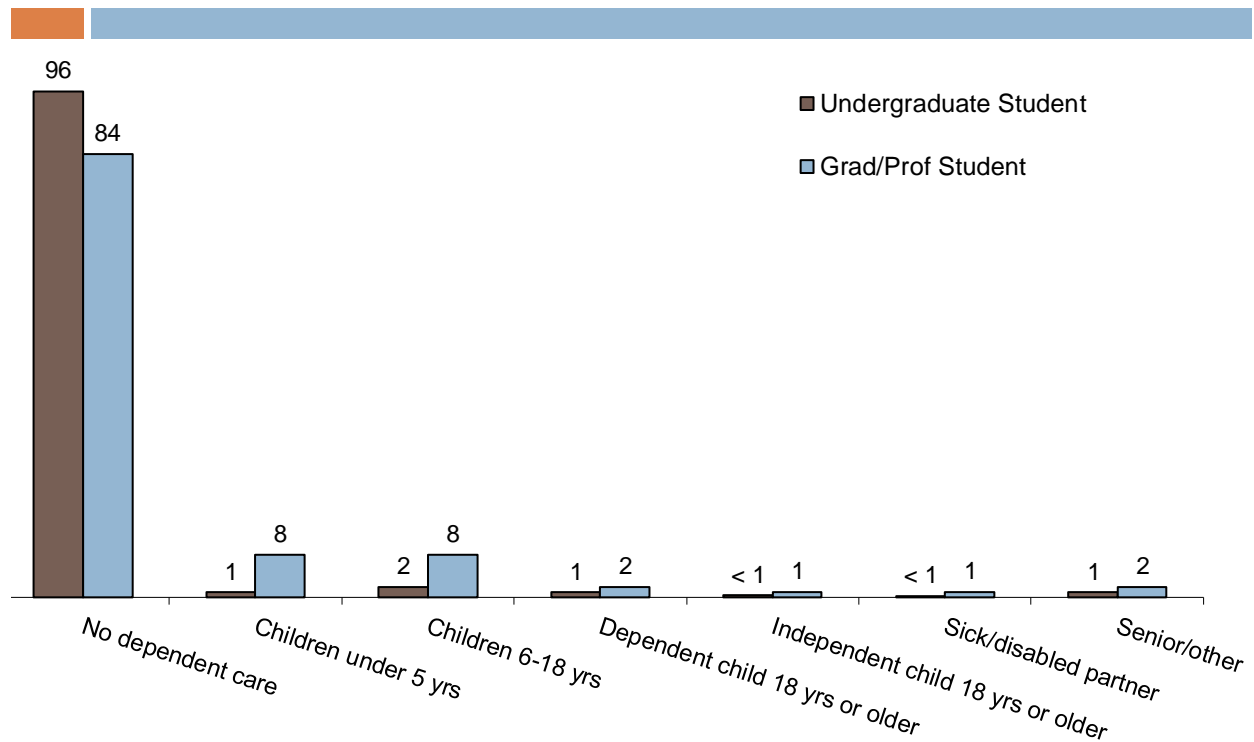


Figure 7. Respondents by Religious/Spiritual Affiliations (%)

³⁵Per the LCST, Additional Religious/Spiritual Affiliation represents students who singularly identified with an affiliation other than Christian. Multiple Religious/Spiritual Affiliations was coded to represent students who identified with more than one affiliation. No Religious/Spiritual Affiliation represents students who identified as Agnostic, Atheist, No Affiliation, and Spiritual, but no religious affiliation.

Ninety-four percent ($n = 4,433$) of respondents had no parenting or caregiving responsibilities. Ninety-six percent ($n = 3,518$) of Undergraduate Student respondents and 84% ($n = 915$) of Graduate/Professional Student respondents had no dependent care responsibilities (Figure 8).



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

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

Eleven percent ($n = 543$) of respondents had conditions that substantially influenced learning, working, or living activities. Forty-four percent ($n = 238$) of respondents had mental health/psychological conditions (e.g., anxiety, depression), 31% ($n = 170$) had Attention deficit/hyperactivity disorder, and 20% ($n = 110$) had chronic diagnoses or medical conditions (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia) (Table 9). Subsequent analyses indicated that 8% ($n = 373$) of respondents had a single condition that substantially influenced learning, working, or living activities and 3% ($n = 147$) had multiple conditions that substantially influenced learning, working, or living activities. Thirty percent ($n = 184$) of respondents who indicated that they had a disability were registered with the Office of Disability Services.

Table 9. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	238	43.8
Attention deficit/hyperactivity disorder	170	31.3
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	110	20.3
Learning disability	54	9.9
Physical/mobility condition that affects walking	33	6.1
Hard of hearing or deaf	21	3.9
Physical/mobility condition that does not affect walking	20	3.7
Acquired/traumatic brain injury	17	3.1
Low vision or blind	16	2.9
Asperger's/autism spectrum	8	1.5
Speech/communication condition	8	1.5
Cognitive/language-based	< 5	---
A disability/condition not listed here	29	5.3

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

Table 10 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the LCST created two citizenship categories:³⁶ 92% ($n = 4,363$) of respondents were U.S. Citizens and 8% ($n = 381$) were Non-U.S. Citizens.

Table 10. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	170	3.6
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	< 5	---
Permanent resident	59	1.2
Refugee status	< 5	---
Undocumented resident	0	0.0
U.S. citizen, birth	4,363	91.9
U.S. citizen, naturalized	148	3.1
Missing	< 5	---

Ninety-three percent ($n = 4,413$) of respondents indicated that English was their primary language. Six percent ($n = 261$) of respondents indicated that a language other than English was their primary language.

Additional analyses revealed that 97% ($n = 4,590$) of respondents had never served in the military. Eighty-three respondents (2%) were formerly on active duty and twenty-five respondents (1%) now on active duty (including Reserved/National Guard). One percent ($n = 41$) of respondents were in ROTC.

³⁶For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 11 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 10% ($n = 371$) of Undergraduate Student respondents and 14% ($n = 151$) of Graduate/Professional Student respondents were First-Generation Students.³⁷

Table 11. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	56	1.2	57	1.2
Some high school	116	2.4	132	2.8
Completed high school/GED	656	13.8	749	15.8
Some college	585	12.3	595	12.5
Business/technical certificate/degree	146	3.1	191	4.0
Associate’s degree	275	5.8	319	6.7
Bachelor’s degree	1,413	29.8	1,530	32.2
Some graduate work	88	1.9	105	2.2
Master’s degree (e.g., MA, MS, MBA)	873	18.4	633	13.3
Specialist degree (e.g., EdS)	40	0.8	39	0.8
Doctoral degree (e.g., PhD, EdD)	220	4.6	106	2.2
Professional degree (e.g., MD, JD)	232	4.9	118	2.5
Unknown	13	0.3	51	1.1
Not applicable	24	0.5	108	2.3
Missing	10	0.2	14	0.3

³⁷With the LCSTS’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college, or Business/Technical certificates/degree.

Analyses revealed that 27% ($n = 983$) of Undergraduate Student respondents and 51% ($n = 557$) of Graduate/Professional Student respondents were employed on-campus, while 34% ($n = 1,247$) of Undergraduate Student respondents and 22% ($n = 245$) of Graduate/Professional Student respondents were employed off-campus (Table 12). Of Undergraduate Student respondents who indicated that they worked on-campus, 47% ($n = 440$) worked between 1-10 hours per week. Of Graduate/Professional Student respondents who indicated that they worked on-campus, 51% ($n = 274$) worked 11-20 hours per week.

Table 12. Student Employment

Employed	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
No	1,569	42.9	330	30.2
Yes, I work on-campus	983	26.9	557	51.0
1-10 hours/week	440	46.8	91	16.9
11-20 hours/week	420	44.6	274	50.9
21-30 hours/week	41	4.4	51	9.5
31- 40 hours/week	22	2.3	65	12.1
More than 40 hours/week	18	1.9	57	10.6
Yes, I work off-campus	1,247	34.1	245	22.4
1-10 hours/week	322	26.9	70	28.6
11-20 hours/week	481	40.2	51	20.8
21-30 hours/week	261	21.8	25	10.2
31- 40 hours/week	98	8.2	49	20.0
More than 40 hours/week	36	3.0	45	18.4

Forty-seven percent ($n = 2,204$) of Student respondents experienced financial hardship while attending UTK, including 46% ($n = 1,674$) of Undergraduate Student respondents and 49% ($n = 530$) of Graduate/Professional Student respondents. Of these 2,204 Student respondents, 62% ($n = 1,365$) had difficulty purchasing their books/course materials, 60% ($n = 1,329$) had difficulty affording tuition, 45% ($n = 984$) had difficulty affording housing, and 40% ($n = 875$) had

difficulty affording food (Table 13). “Other” responses included “a temporary stretch of unemployment,” “bankruptcy,” “both parents were unemployed a majority of 2016,” “debt from undergraduate student loans,” “dental care,” “difficulty paying semester fees,” “GI Bill funds taking forever,” “fraternity dues,” “loans,” “medical expenses,” “UTK doesn’t pay very well,” and “Veterinary care for my pets.”

Table 13. Experienced Financial Hardship

Financial hardship	N	%
Difficulty purchasing my books/course materials	1,365	61.9
Difficulty affording tuition	1,329	60.3
Difficulty in affording housing	984	44.6
Difficulty affording food	875	39.7
Difficulty participating in social events	797	36.2
Difficulty affording academic related activities (e.g., study abroad, service learning)	759	34.4
Difficulty in affording other campus fees	605	27.5
Difficulty in affording unpaid internships/research opportunities	509	23.1
Difficulty in affording health care	471	21.4
Difficulty affording commuting to campus (e.g., transportation, parking)	462	21.0
Difficulty affording co-curricular events or activities	442	20.1
Difficulty affording travel to and from UTK	413	18.7
Difficulty in affording alternative spring breaks	386	17.5
Difficulty finding employment	345	15.7
Difficulty in affording child care	95	4.3
<u>A financial hardship not listed here</u>	<u>98</u>	<u>4.4</u>

Note: Table reports only responses of Students who indicated on the survey that they experienced financial hardship ($n = 2,204$).

Forty-nine percent ($n = 2,316$) of Student respondents depended on family contributions to pay for their education at UTK (Table 14). Fifty-nine percent ($n = 2,171$) of Undergraduate Student respondents and 13% ($n = 145$) of Graduate/Professional Student respondents relied on family

contributions to pay for their education. Subsequent analyses indicated that 12% ($n = 123$) of Low-Income Student respondents,³⁸ 60% ($n = 2,145$) of Not-Low-Income Student respondents, 22% ($n = 117$) of First-Generation student respondents, and 52% ($n = 2,198$) of Not-First-Generation Student respondents depended on family contributions.

Forty-six percent ($n = 2,188$) of Student respondents relied on non-need based scholarships (e.g., HOPE) to pay for their education. Fifty-eight percent ($n = 2,129$) of Undergraduate Student respondents and 5% ($n = 59$) of Graduate/Professional Student respondents relied on non-need based scholarships to pay for their education. When analyzed by income status, the data revealed that 51% ($n = 1,846$) of Not-Low-Income Student respondents and 30% ($n = 312$) of Low-Income Student respondents relied on non-need based scholarships to help pay for college. Likewise, 47% ($n = 1,994$) of Not-First-Generation Student respondents and 37% ($n = 193$) of First-Generation Student respondents depended on non-need based scholarships.

Forty-two percent ($n = 1,975$) of Student respondents used loans to pay for their education. By student status, 44% ($n = 1,592$) of Undergraduate Student respondents and 35% ($n = 383$) of Graduate/Professional Student respondents relied on loans to pay for their education. Analyses also revealed that 48% ($n = 505$) of Low-Income Student respondents and 40% ($n = 1,448$) of Not-Low-Income Student respondents used loans to pay for their education. Lastly, 51% ($n = 266$) of First-Generation Student respondents and 41% ($n = 1,707$) of Not-First-Generation Student respondents relied on loans to pay for their education.

Table 14. How Student Respondents Were Paying for College

<u>Source of funding</u>	<u><i>n</i></u>	<u>%</u>
Family contribution	2,316	48.8
Non-need-based scholarship (e.g., HOPE)	2,188	46.1
Loans	1,975	41.6
Personal contribution/job	996	21.0
Grant (e.g., Pell)	991	20.9

³⁸The LCST defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Table 14. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Off-campus employment	822	17.3
On-campus employment	781	16.5
Need-based scholarship (e.g., ASPIRE)	636	13.4
Graduate/research assistantship	513	10.8
Credit card	367	7.7
Graduate fellowship	143	3.0
GI Bill/Veterans benefits	121	2.5
Dependent tuition (e.g, family member works at UTK)	114	2.4
Resident assistant	56	1.2
Money from home country	40	0.8
A method of payment not listed here	174	3.7

Thirty-two percent ($n = 1,530$) of Student respondents received no support for their living/educational expenses from a family or guardian member (i.e., they were financially independent). Subsequent analyses indicated that 23% ($n = 825$) of Undergraduate Student respondents were financially independent while 67% ($n = 705$) of Graduate/Professional Student respondents were financially independent. Additional analyses also indicated that 74% ($n = 753$) of Low-Income Student respondents, 22% ($n = 753$) of Not-Low-Income Student respondents, 62% ($n = 311$) of First-Generation students, and 30% ($n = 1,216$) of Not-First-Generation Student respondents were financially independent.

Sixteen percent ($n = 572$) of Undergraduate Student respondents indicated that they or their families had annual incomes of less than \$30,000. Thirteen percent ($n = 459$) of Undergraduate Student respondents indicated annual incomes between \$30,000 and \$49,999; 13% ($n = 452$) between \$50,000 and \$69,999; 17% ($n = 617$) between \$70,000 and \$99,999; 21% ($n = 738$) between \$100,000 and \$149,999; 9% ($n = 308$) between \$150,000 and \$199,999; 5% ($n = 183$) between \$200,000 and \$249,999; 5% ($n = 189$) between \$250,000 and \$499,999; and 2% ($n = 68$) indicated an annual income of \$500,000 or more.³⁹ These figures are displayed by dependency student status in Figure 9. Information is provided for those Undergraduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Undergraduate Student respondents who were financially dependent on others.

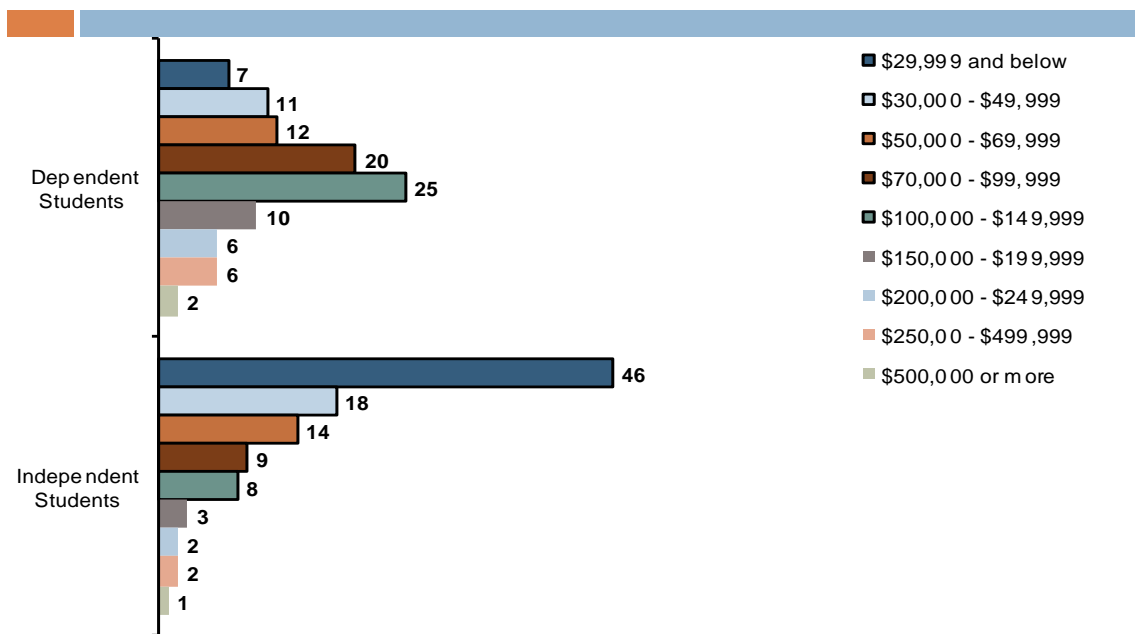


Figure 9. Undergraduate Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

³⁹Refer to Table B23 in Appendix B for the combined Student respondent data.

Of the Undergraduate Students completing the survey, 39% ($n = 1,433$) lived in campus housing, 60% ($n = 2,193$) lived in non-campus housing, and nine (0.2%) Undergraduate Student respondents identified as housing insecure (Table 15).

Table 15. Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	1,433	39.2
Fred D. Brown	160	14.2
North Carrick	51	4.5
South Carrick	89	7.9
Clement	78	6.9
Hess	133	11.8
Humes	< 5	---
Laurel	80	7.1
Massey	101	9.0
Morrill	129	11.5
Reese	82	7.3
Volunteer	102	9.1
White	50	4.5
Orange	67	6.0
Non-campus housing	2,193	60.0
University affiliated apartment/house	269	13.7
Non-University affiliated apartment/house	1,340	68.0
Living with family member/guardian	361	18.3
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	9	0.2
Missing	20	0.5

Note: Table reports only Undergraduate Student responses ($n = 3,655$).

Twenty-nine percent ($n = 1,064$) of Undergraduate Student respondents participated in academic and academic honorary organizations and 24% ($n = 876$) participated in Greek letter organizations at UTK (Table 16). Twenty-three percent ($n = 848$) were faith or spirituality-based organizations and 20% ($n = 746$) were involved in professional or pre-professional organizations. Analyses also revealed that 21% ($n = 760$) of Undergraduate Student respondents did not participate in any clubs or organizations at UTK.

Table 16. Undergraduate Student Respondents' Participation in Clubs/Organizations at UTK

Club/organization	<i>n</i>	%
Academic and academic honorary organizations	1,064	29.1
Greek letter organization	876	24.0
Faith or spirituality-based organization	848	23.2
I do not participate in any clubs or organizations at UTK	760	20.8
Professional or pre-professional organization	746	20.4
Service or philanthropic organization	516	14.1
Sports clubs	475	13.0
Recreational organization	416	11.4
Political or issue-oriented organization	282	7.7
Student Government Association (SGA)	282	7.7
Culture/identity specific organization	250	6.8
Campus programming organization	220	6.0
Health and wellness organization	200	5.5
Creative and/or performing arts organizations	164	4.5
Intercollegiate athletic team	122	3.3
Publication/media organization	100	2.7
A student organization not listed above	311	8.5

Note: Table reports only Undergraduate Student responses ($n = 3,655$). Percentages may not sum to 100% as a result of multiple response choices.

Table 17 indicates that most Undergraduate Student respondents earned passing grades. Forty-eight percent ($n = 1,767$) of Undergraduate Student respondents earned above a 3.5 grade point average (G.P.A.).

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

G.P.A.	<i>n</i>	%
3.75 - 4.00	1,039	28.4
3.50 - 3.74	728	19.9
3.25 - 3.49	609	16.7
3.00 - 3.24	487	13.3
2.75 - 2.99	362	9.9
2.50 - 2.74	176	4.8
2.25 - 2.49	94	2.6
2.00 - 2.24	69	1.9
1.99 and below	68	1.9
Missing	23	0.6

Note: Table reports only Undergraduate Student responses ($n = 3,655$).

Campus Climate Assessment Findings⁴⁰

The following section reviews the major findings of this study.⁴¹ The review explores the climate at UTK 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 UTK

The survey posed questions regarding respondents’ levels of comfort with UTK's campus climate. Table 18 illustrates that 76% ($n = 3,594$) of the survey respondents were “very comfortable” or “comfortable” with the climate at UTK. Eighty-five percent ($n = 4,019$) of survey respondents were “very comfortable” or “comfortable” with the climate in their academic departments. Eighty-three percent ($n = 3,909$) of survey respondents were “very comfortable” or “comfortable” with the climate in their classes.

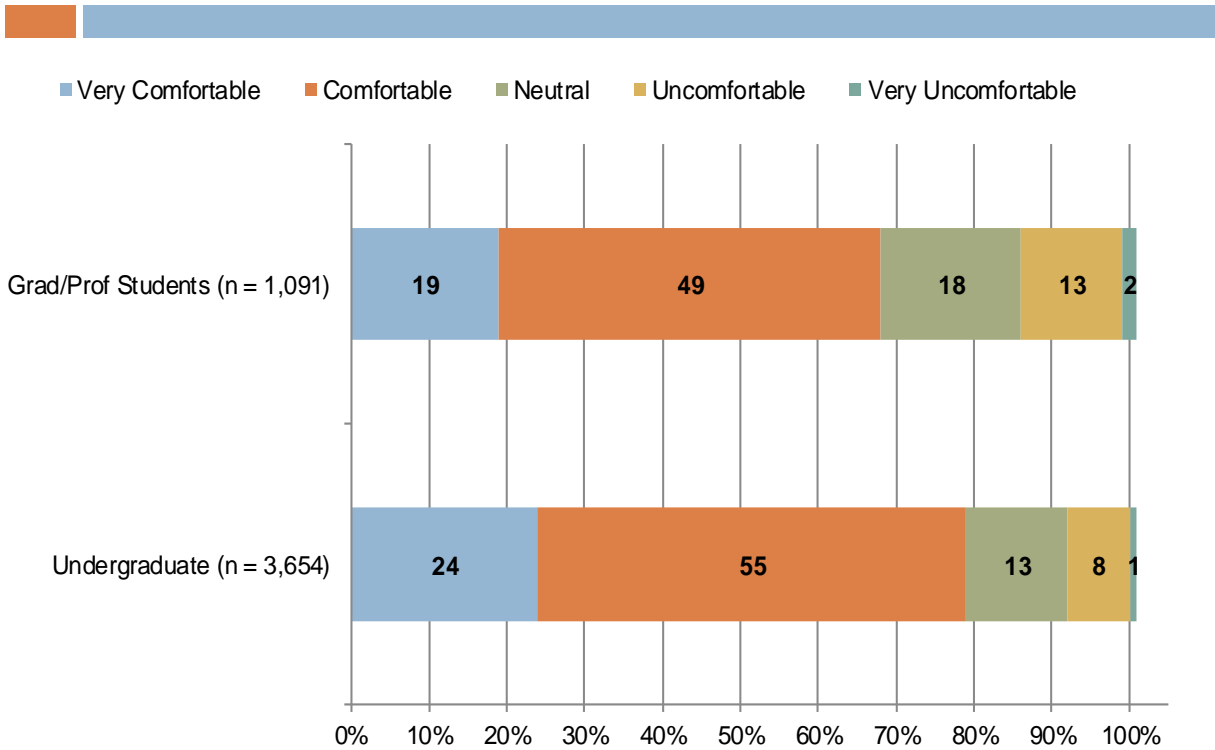
Table 18. Respondents’ Comfort with the Climate at UTK

Level of comfort	Comfort with overall climate		Comfort with climate in academic department		Comfort with climate in class	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	1,068	22.5	1,796	37.9	1,283	27.1
Comfortable	2,526	53.2	2,223	46.8	2,626	55.4
Neither comfortable nor uncomfortable	665	14.0	507	10.7	614	12.9
Uncomfortable	420	8.9	185	3.9	196	4.1
Very uncomfortable	66	1.4	34	0.7	24	0.5

⁴⁰Frequency 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.

⁴¹The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 10⁴² illustrates that a higher percentage of Undergraduate Student respondents (24%, $n = 862$) indicated they were “very comfortable” with the overall climate at UTK than did Graduate/Professional Student respondents (19%, $n = 206$).ⁱ



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

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

⁴²Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

Figure 11 illustrates that a higher percentage of Graduate/Professional Student respondents (6%, $n = 63$) indicated that they were “uncomfortable” with the climate in their academic departments than did Undergraduate Student respondents (3%, $n = 122$).ⁱⁱ

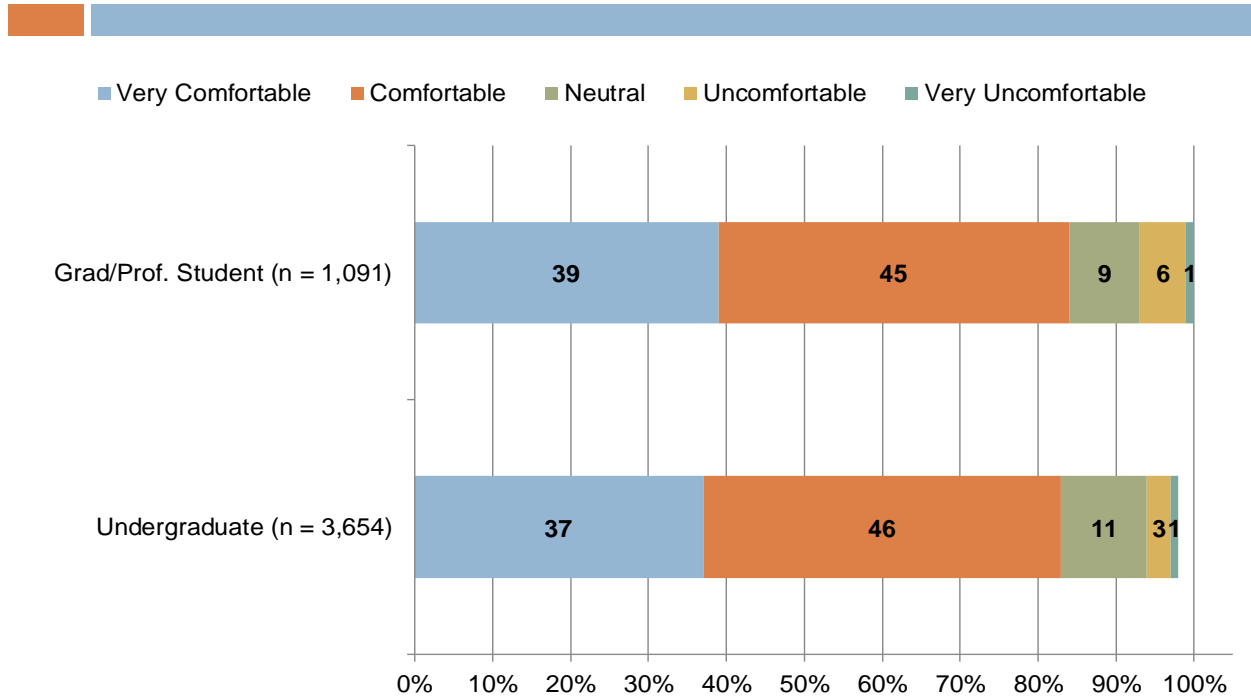


Figure 11. Respondents’ Comfort with Climate in Academic Department by Student Status (%)

Figure 12 illustrates that a higher percentage of Graduate/Professional Student respondents (37%, $n = 401$) indicated that they were “very comfortable” with the climate in their classes than did Undergraduate Student respondents (24%, $n = 882$).ⁱⁱⁱ Interestingly, a higher percentage of Undergraduate Student respondents (57%, $n = 2,083$) indicated that they were “comfortable” with the climate in their classes than did Graduate/Professional Student respondents (50%, $n = 543$).

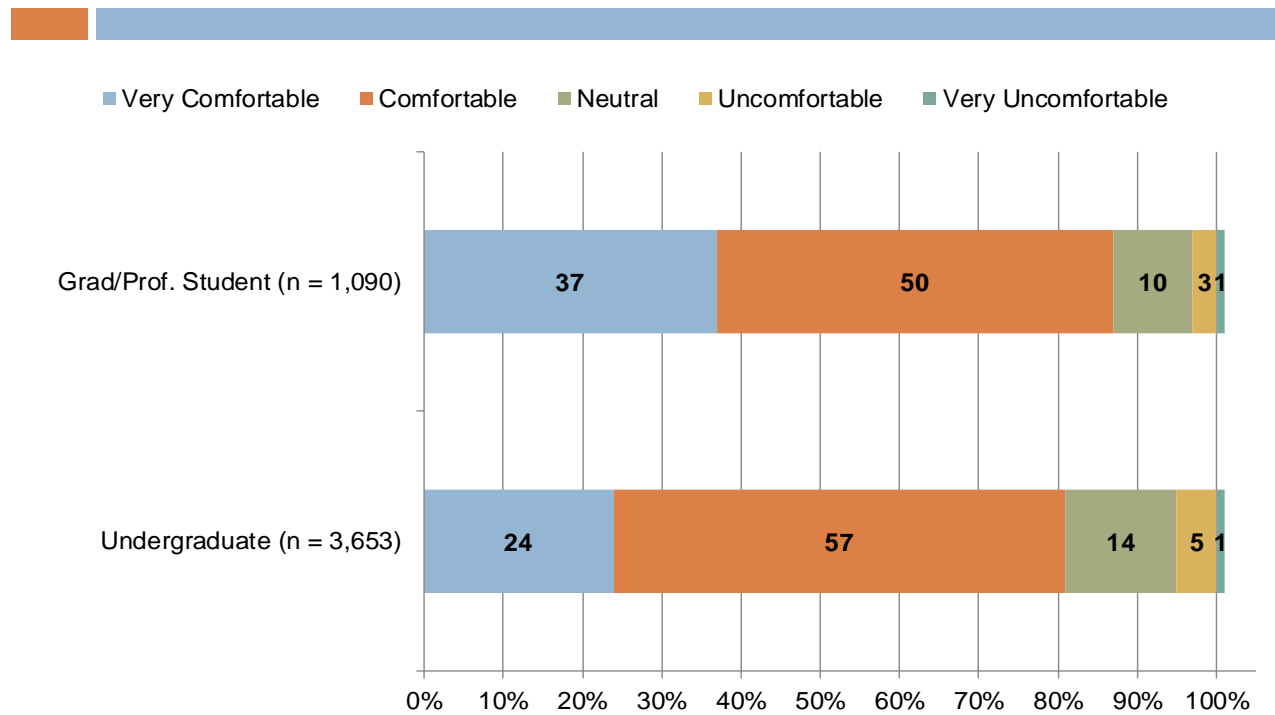


Figure 12. Respondents’ Comfort with Classroom Climate by Student Status (%)

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

By gender identity,⁴³ a higher percentage of Men respondents (28%, $n = 468$) compared with Women respondents (20%, $n = 590$) and Transspectrum respondents (11%, $n = 8$) felt “very comfortable” with the overall climate at UTK (Figure 13).^{iv}

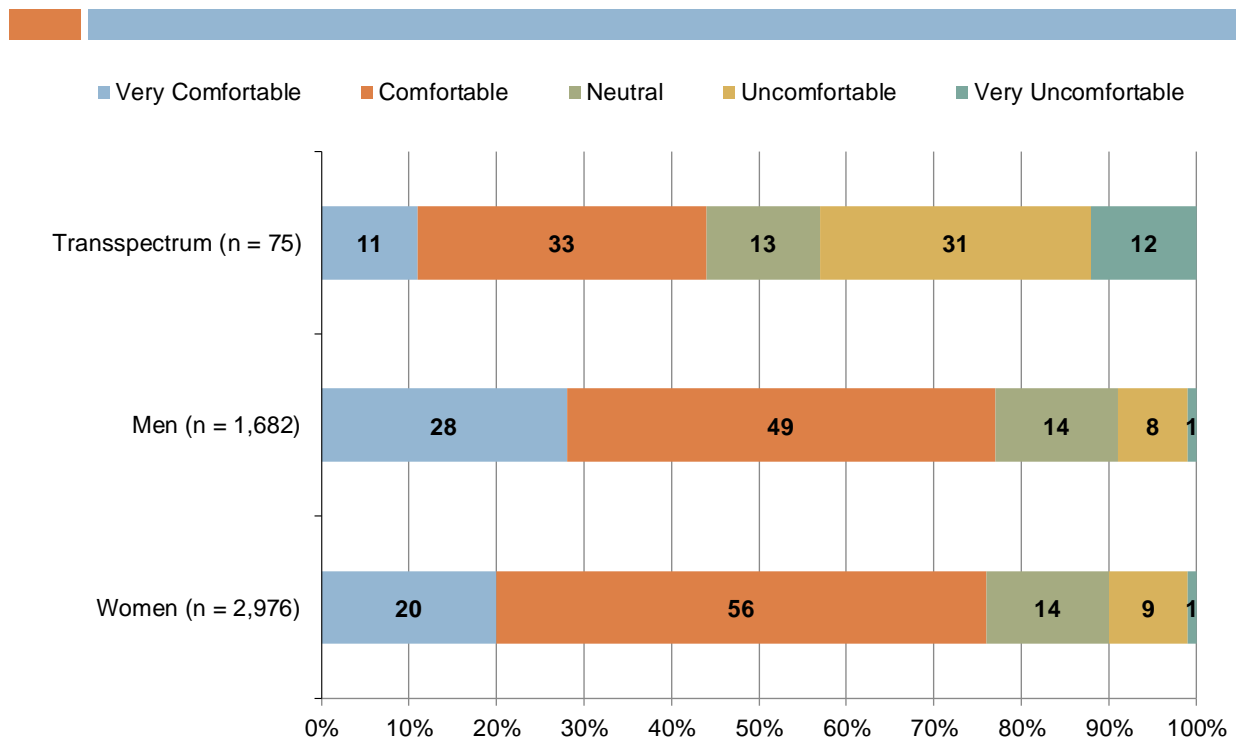
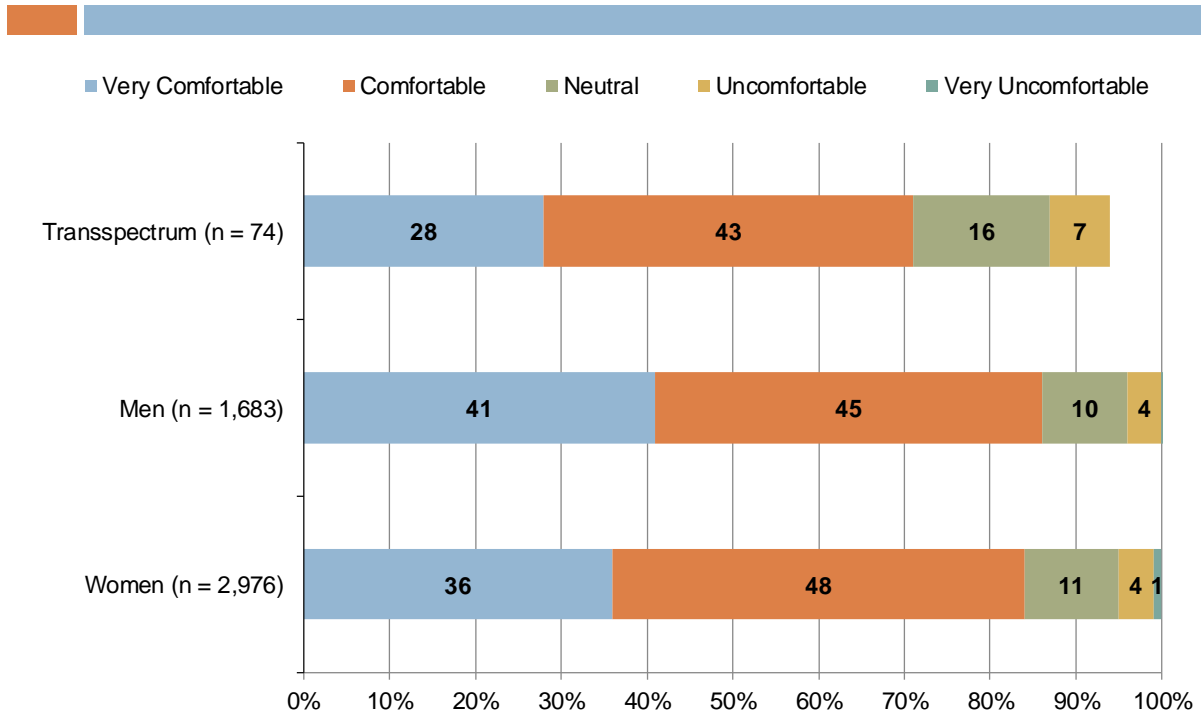


Figure 13. Respondents’ Comfort with Overall Climate by Gender Identity (%)

⁴³Per the LCST, gender identity was recoded into the categories Men ($n = 1,684$), Women ($n = 2,976$), Transspectrum ($n = 75$), where Transspectrum respondents included those individuals who marked “transgender,” or “a gender not listed here” for the question, “What is your gender/gender identity?”

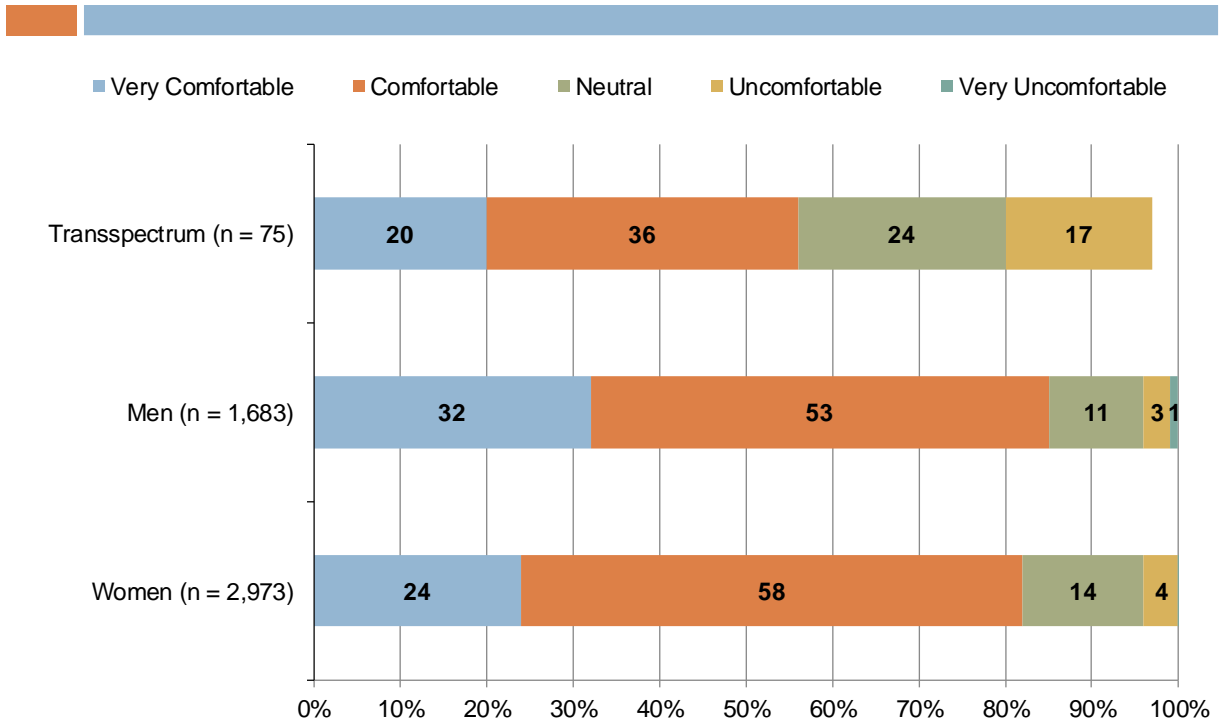
Additional analyses also revealed that a higher percentage of Men respondents (41%, $n = 694$) than Women respondents (36%, $n = 1,077$) felt “very comfortable” with the climate in their academic department at UTK (Figure 14).^v



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

Figure 14. Respondents’ Comfort with Climate in Academic Department by Gender Identity (%)

Analyses also revealed that a higher percentage of Transspectrum respondents (17%, $n = 13$) compared with Men respondents (3%, $n = 53$) or Women respondents (4%, $n = 129$) felt “uncomfortable” with the climate in their classes at UTK (Figure 15).^{vi}



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

Figure 15. Respondents’ Comfort with Overall Climate by Gender Identity (%)

Significant differences occurred in respondents’ levels of comfort with the overall climate based on sexual identity⁴⁴ (Figure 16). A lower percentage of LGBTQ respondents (10%, $n = 43$) indicated that they were “very comfortable” with the overall climate compared with Heterosexual respondents (24%, $n = 992$).^{vii}

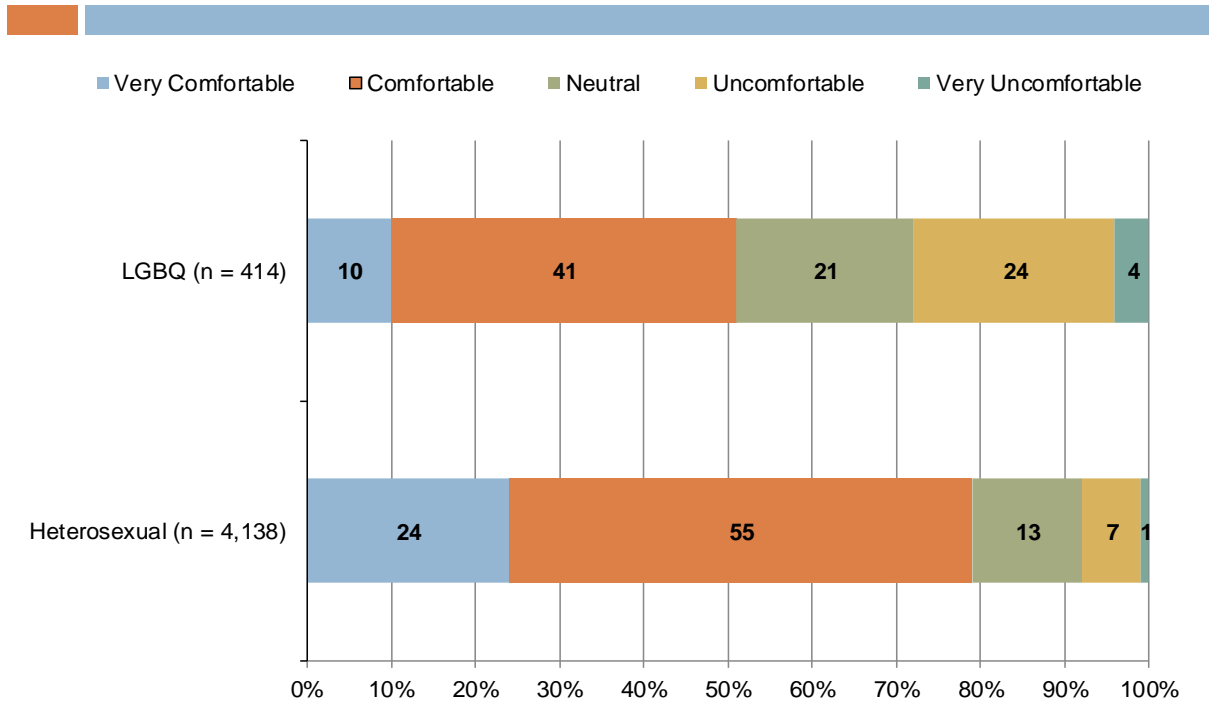
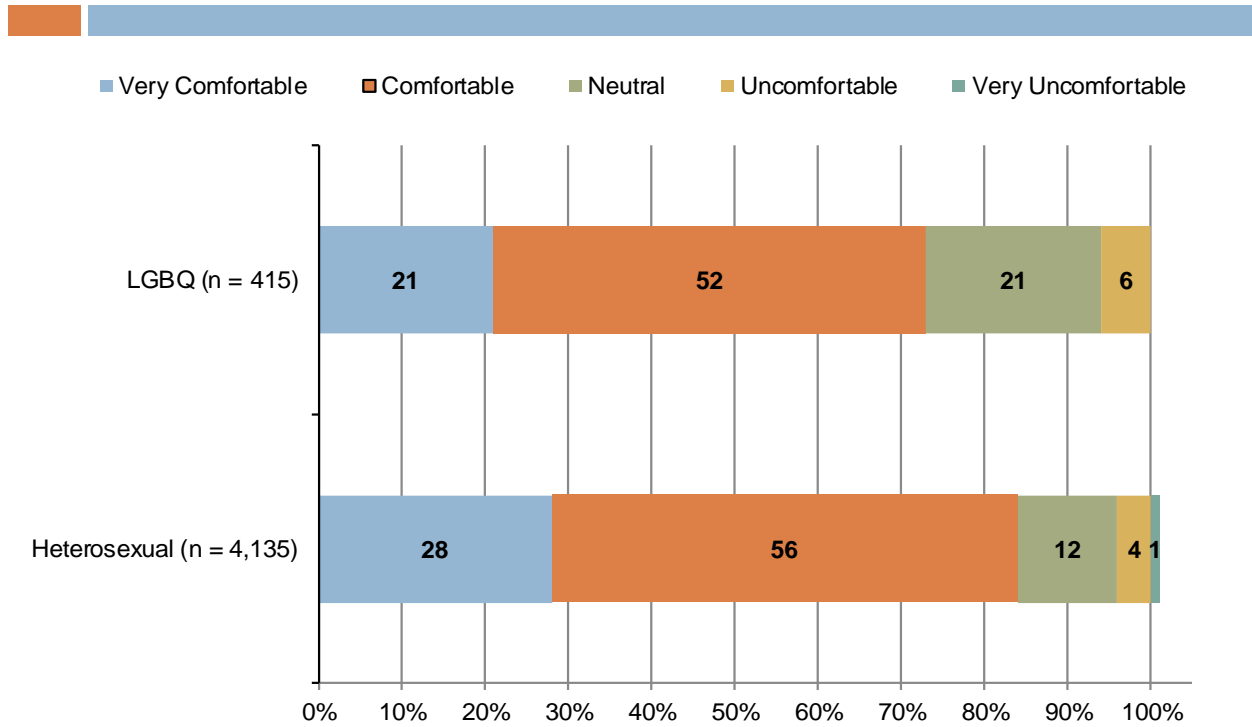


Figure 16. Respondents’ Comfort with Overall Climate by Sexual Identity (%)

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

⁴⁴Per the LCST, sexual identity was recoded into the categories Heterosexual ($n = 4,139$) and LGBTQ ($n = 415$) where LGBTQ respondents included those individuals who marked “Lesbian,” “Gay,” or “Bisexual” for the question, “Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?”

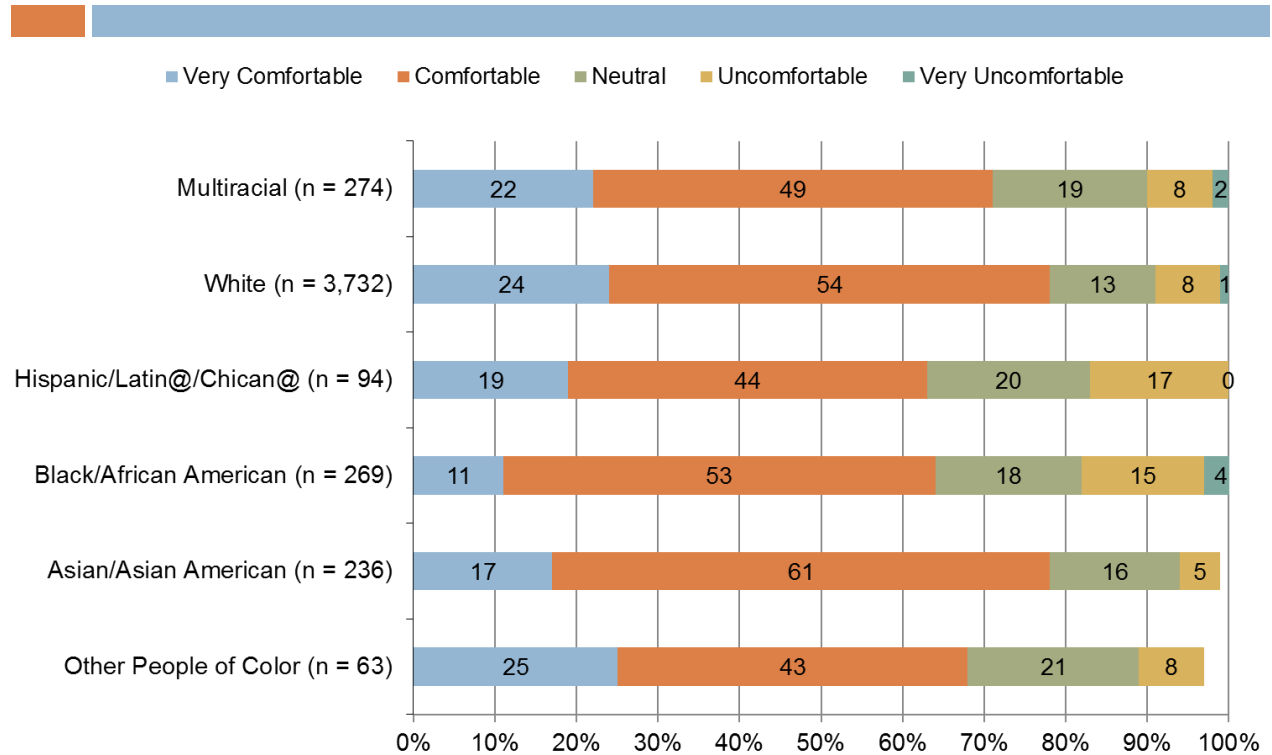
Significant difference was again observed based on respondents’ levels of comfort with the climate in their classes based on sexual identity (Figure 17). Similar to their experiences with the overall campus climate, A lower percentage of LGBQ respondents (21%, $n = 85$) indicated that they were “very comfortable” with the climate in their classes compared with Heterosexual respondents (28%, $n = 1,158$).^{viii}



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

Figure 17. Respondents’ Comfort with Climate in Classes by Sexual Identity (%)

By racial identity,⁴⁵ A lower percentage of Black/African American respondents (11%, $n = 29$) indicated that they were “very comfortable” with the overall climate at UTK compared with Multiracial respondents (22%, $n = 61$), White respondents (24%, $n = 889$), and Other People of Color respondents (25%, $n = 16$) (Figure 18).^{ix}



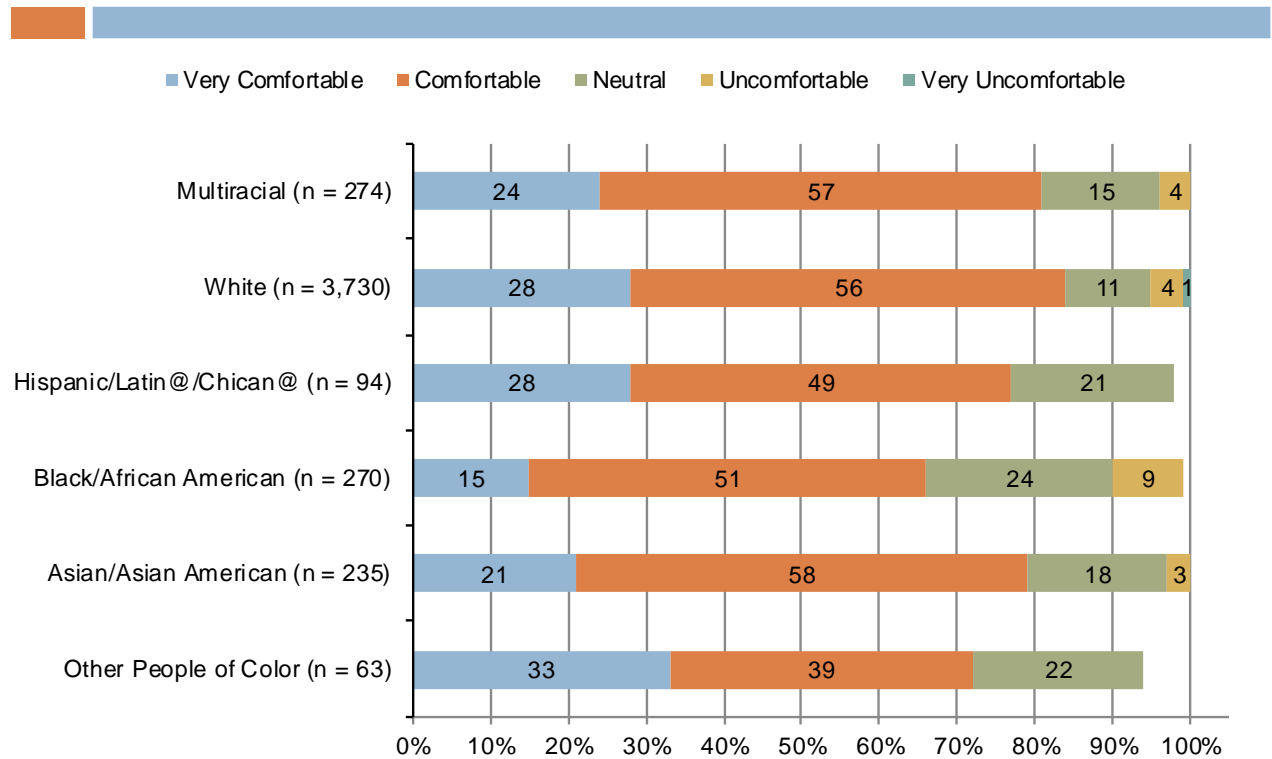
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents’ Comfort with Overall Climate by Racial Identity (%)

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

⁴⁵The LCST proposed seven collapsed racial identity categories (White, Asian/Asian American, Black/African American, American Indian/Native/Alaskan Native, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into six categories (White, Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial), where American Indian/Native/Alaskan Native were collapsed into one Other People of Color category.

Although no significant differences were observed, A lower percentage of Black/African American respondents (15%, $n = 40$) indicated that they were “very comfortable” with the climate in their classes than did White respondents (28%, $n = 1,059$) or Other People of Color respondents (33%, $n = 21$) (Figure 19).^x



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

Figure 19. Respondents’ Comfort with Climate in Classes by Racial Identity (%)

Figure 20 illustrates that a higher percentage of No Disability respondents (24%, $n = 996$) than both Multiple Disabilities respondents (12%, $n = 18$) and Single Disability respondents (14%, $n = 53$) indicated that they were “very comfortable” with the overall climate at UTK.^{xi}

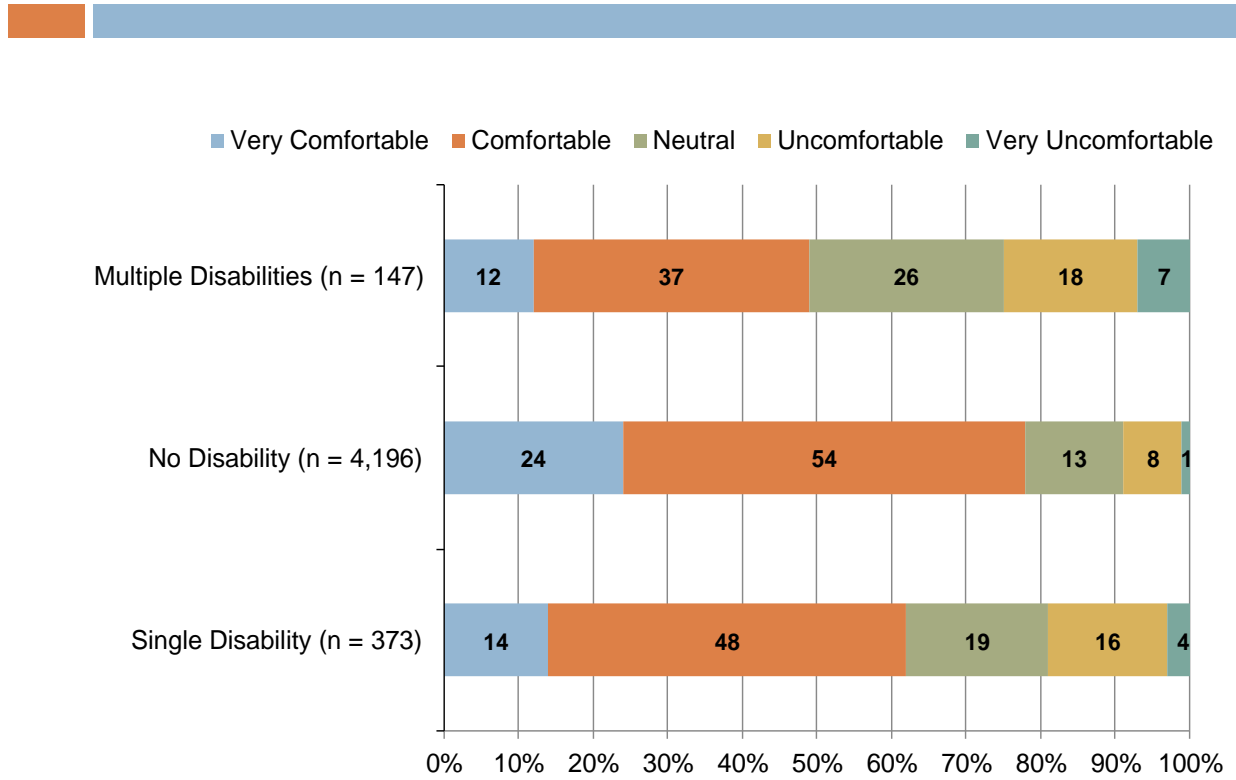
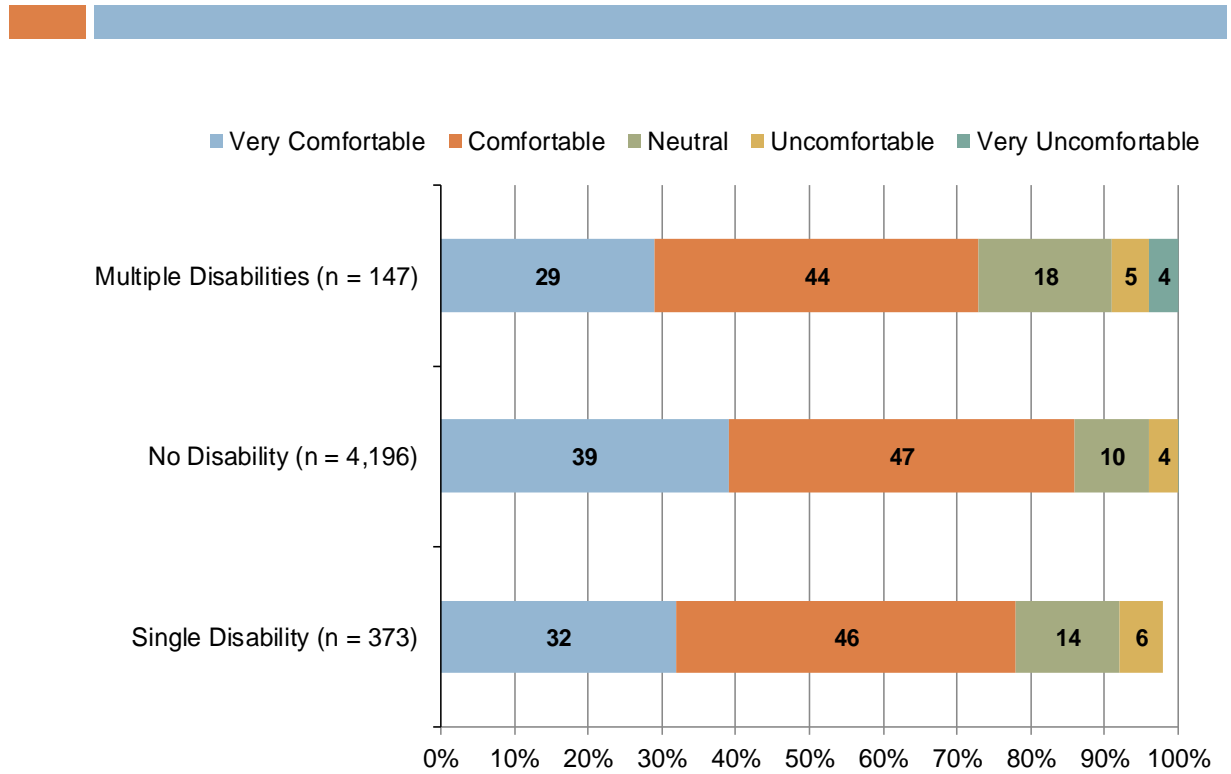


Figure 20. Respondents’ Comfort with Overall Climate by Disability Status (%)

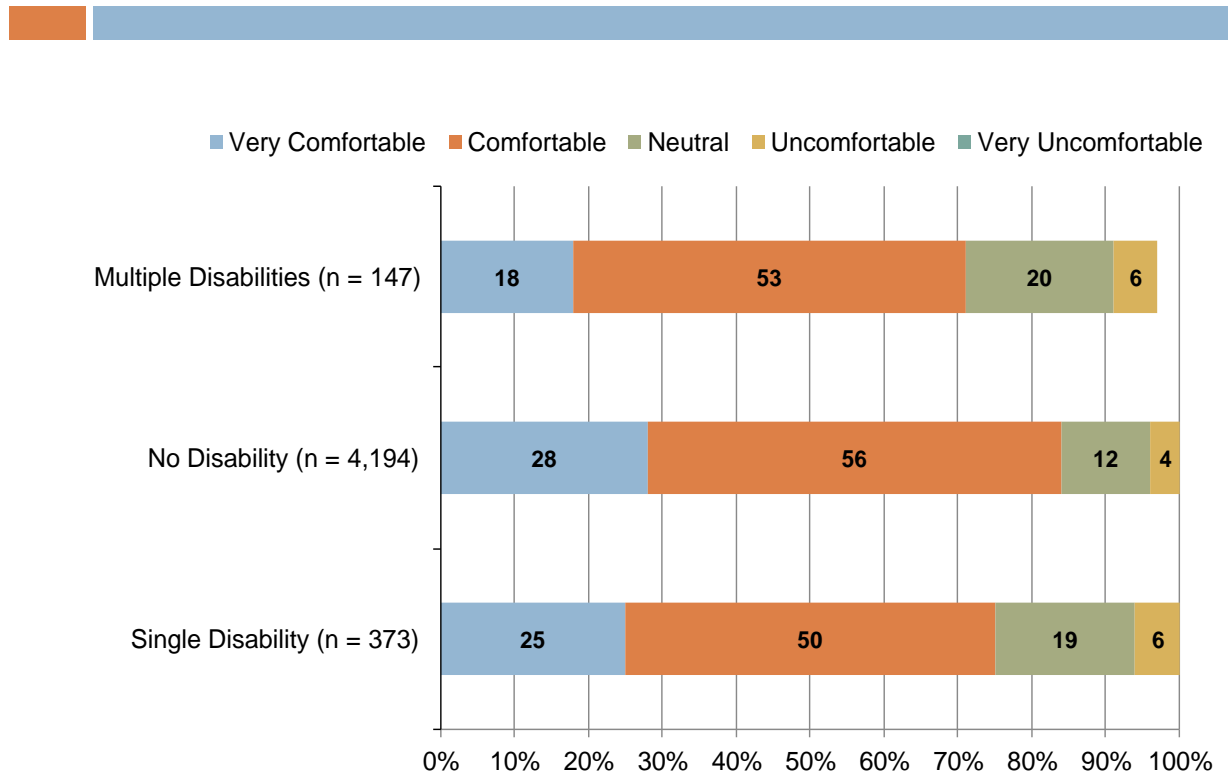
When asked about level of comfort within their academic department, a higher percentage of No Disability respondents (39%, $n = 1,628$) indicated that they were “very comfortable” with the climate in their academic departments compared with Single Disability respondents (32%, $n = 120$) (Figure 21).^{xii}



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

Figure 21. Respondents’ Comfort with Climate in Their Academic Department by Disability Status (%)

Analyses based on comfort with climate in their classes revealed similar results, such that a higher percentage of No Disability respondents (28%, $n = 1,159$) than Multiple Disabilities respondents (18%, $n = 26$) indicated that they were “very comfortable” with the climate in their classes (Figure 22).^{xiii}



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

Figure 22. Respondents’ Comfort with Climate in Their Classes by Disability Status (%)

No significant differences emerged in respondents' levels of comfort with the overall climate or climate in their classes by citizenship status. However, significance was observed based on comfort with climate in their academic department such that a higher percentage of U.S. Citizen respondents (38%, $n = 1,676$) indicated that they were "very comfortable" with the climate in their academic departments compared with Non-U.S. Citizen respondents (31%, $n = 119$) (Figure 23).^{xiv}

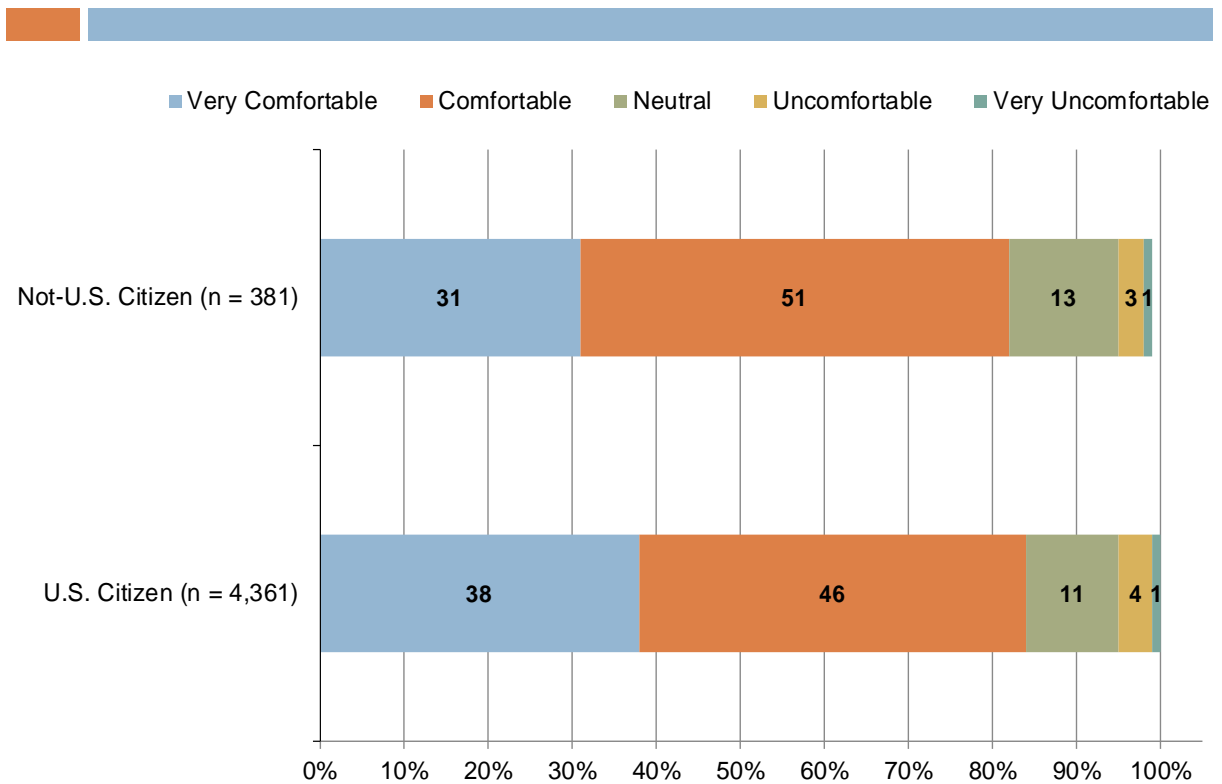


Figure 23. Respondents' Comfort with Climate in Academic Department by Citizenship Status (%)

By Religious/Spiritual Affiliation, a higher percentage of Christian respondents (26%, $n = 770$) than Multiple Religious/Spiritual Affiliations respondents (15%, $n = 25$) or No Religious/Spiritual Affiliation respondents (17%, $n = 217$) indicated that they were “very comfortable” with the overall climate (Figure 24).^{xv}

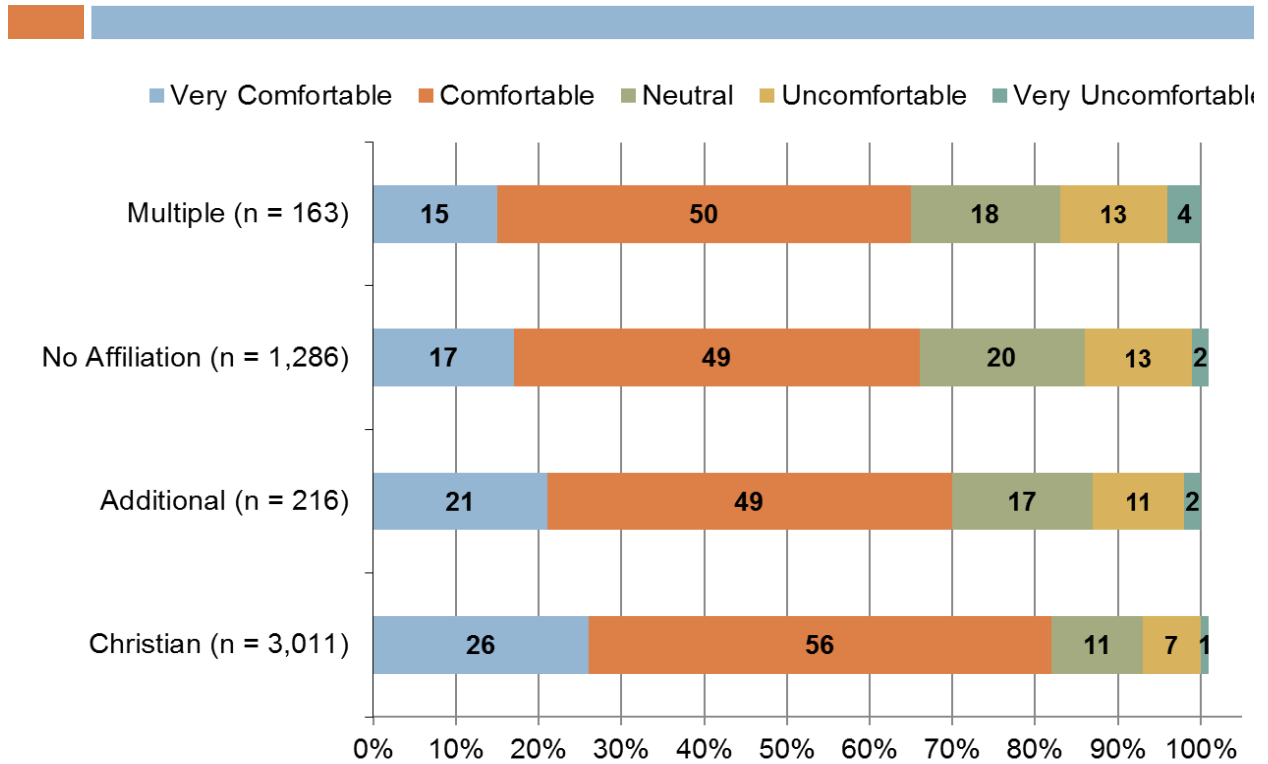
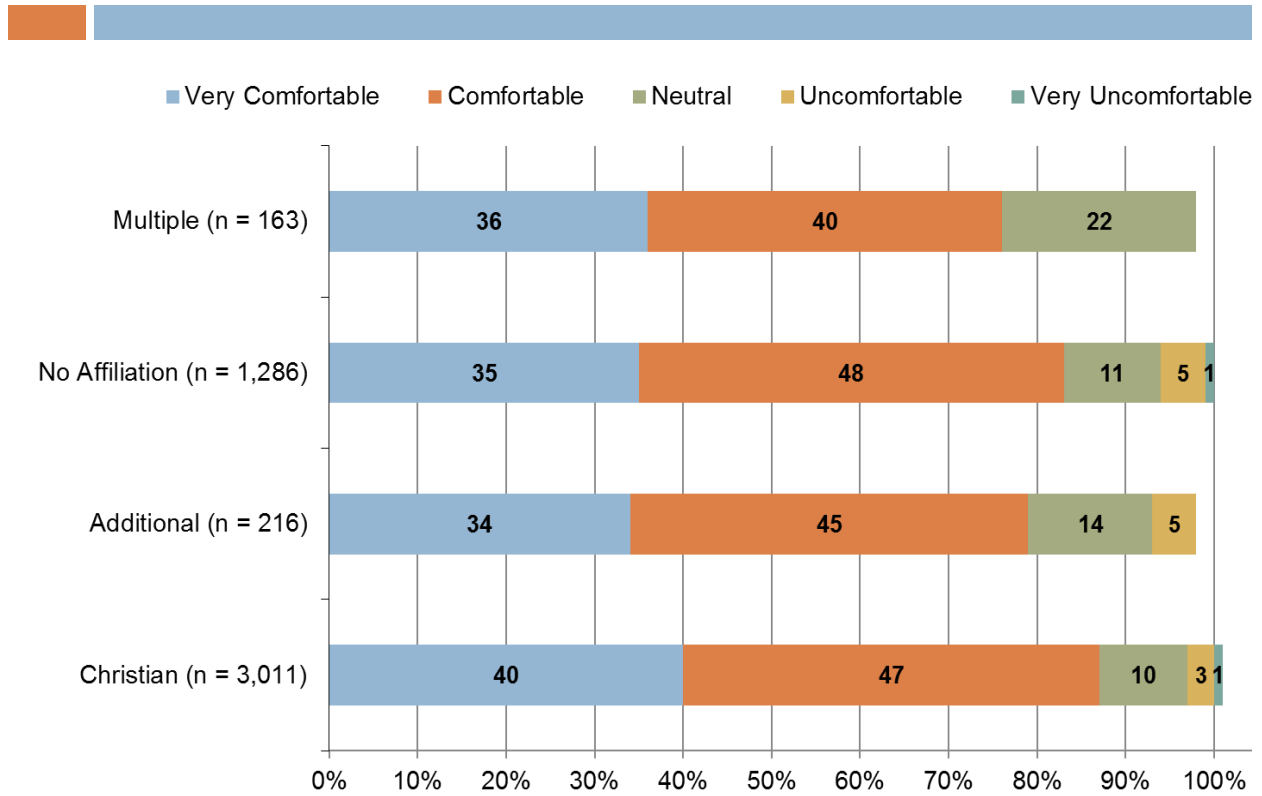


Figure 24. Respondents’ Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

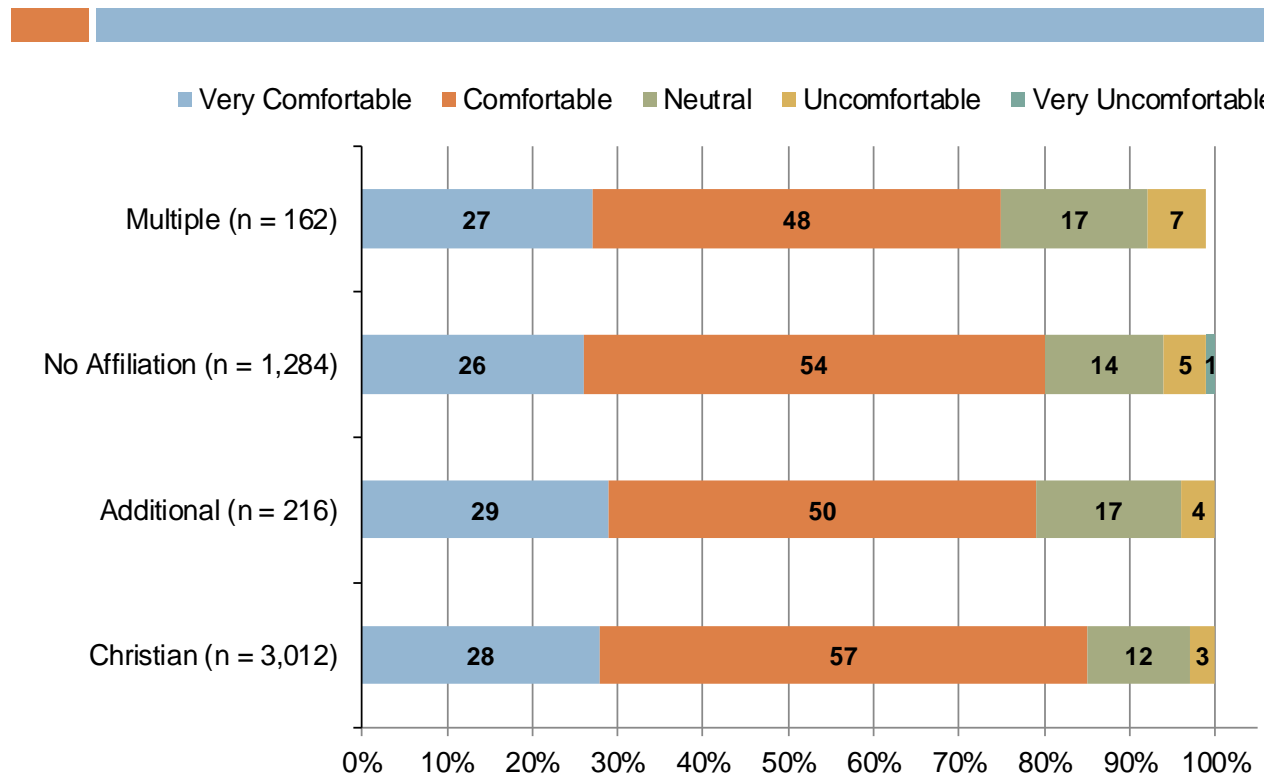
Significance also emerged based on respondents' levels of comfort with the climate in their academic department such that a higher percentage of Christian respondents (40%, $n = 1,194$) than No Religious/Spiritual Affiliation respondents (35%, $n = 445$) indicated that they were "very comfortable" with the climate in their academic departments (Figure 25).^{xvi}



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

Figure 25. Student Respondents' Comfort with Academic Department Climate by Religious/Spiritual Affiliation (%)

Additionally, by Religious/Spiritual Affiliation, significance was also observed based on respondents' levels of comfort within their classes (Figure 26). A higher percentage of Multiple Religious/Spiritual Affiliations respondents (7%, $n = 12$) and No Religious/Spiritual Affiliation respondents (5%, $n = 68$) indicated that they were "uncomfortable" with the climate in their classes compared with Christian respondents (3%, $n = 101$).^{xvii}



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

Figure 26. Student Respondents' Comfort with Class Climate by Religious/Spiritual Affiliation (%)

In regards to respondents' income status, significance was observed, such that a higher percentage of Not-Low-Income respondents (24%, $n = 873$) indicated that they were "very comfortable" with the overall climate compared with Low-Income respondents (17%, $n = 180$) (Figure 27).^{xviii}

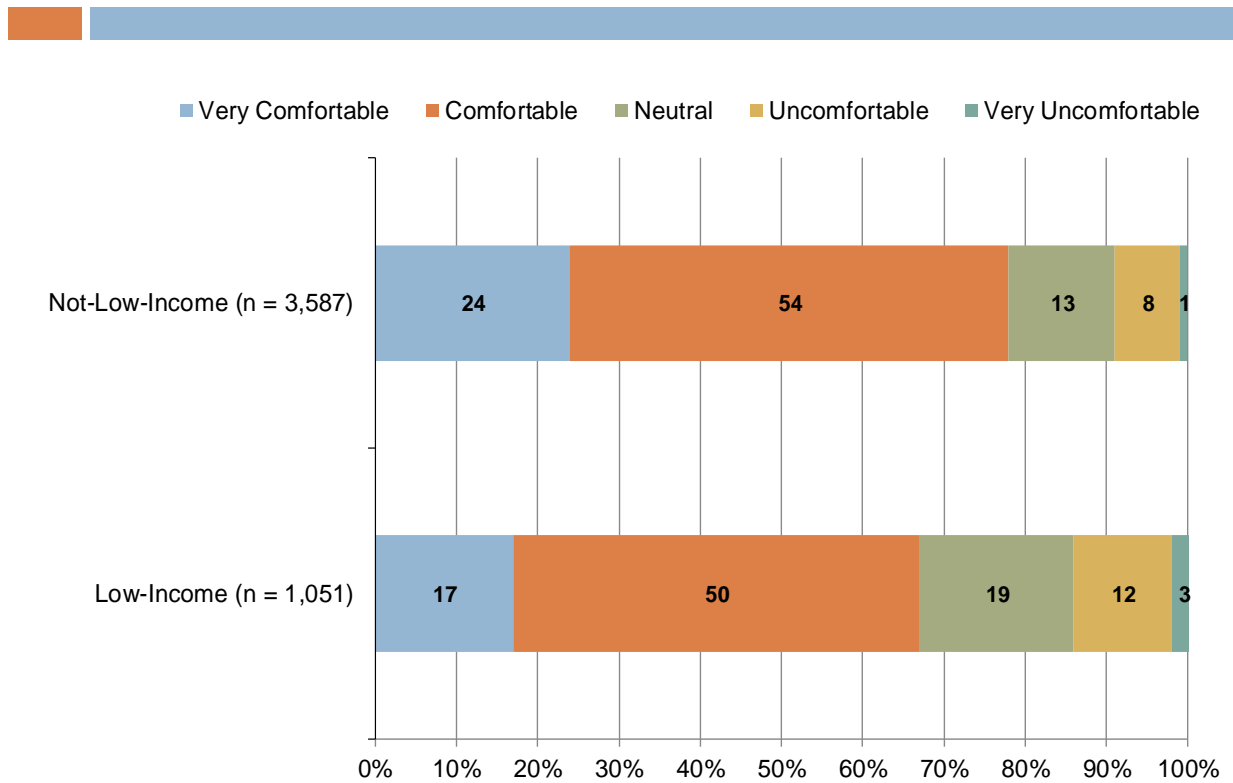


Figure 27. Respondents' Comfort with Overall Climate by Income Status (%)

Additionally, a higher percentage of Not-Low-Income respondents (39%, $n = 1,393$) indicated that they were “very comfortable” with the climate in their academic departments than did Low-Income respondents (35%, $n = 372$) (Figure 28).^{xix}

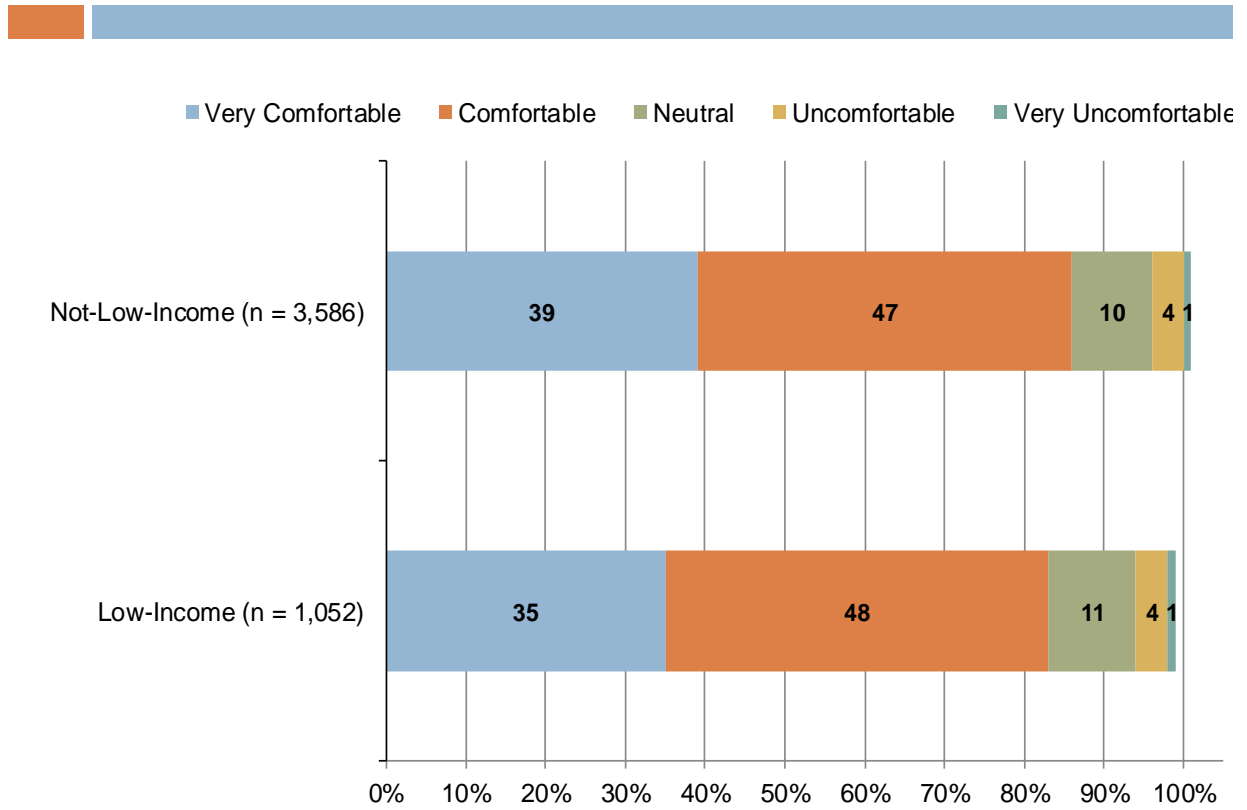


Figure 28. Respondents’ Comfort with Climate in Their Academic Department by Income Status (%)

Lastly, by income status, a higher percentage of Low-Income respondents (6%, $n = 58$) indicated that they were “uncomfortable” with the climate in their classes compared with to Not-Low-Income respondents (4%, $n = 133$) (Figure 29).^{xx}

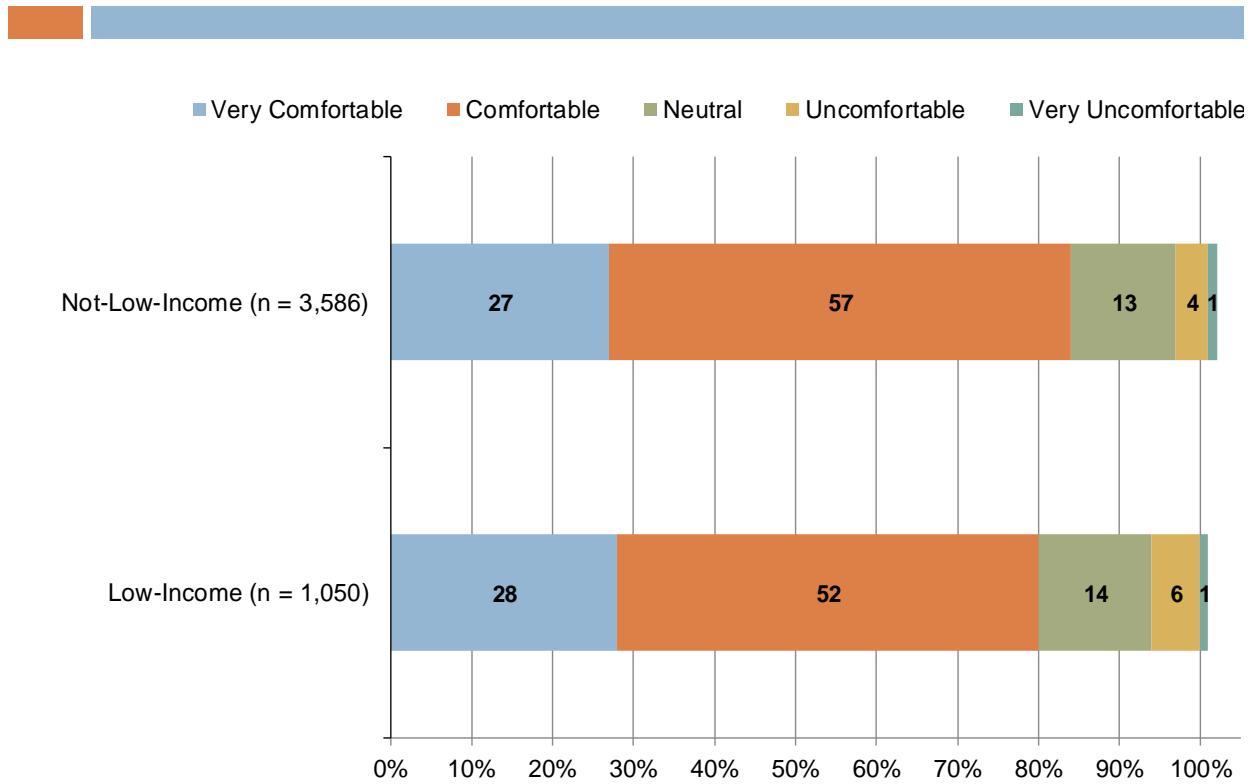


Figure 29. Respondents’ Comfort with Climate in Their Classes by Income Status (%)

No significant differences emerged in respondents’ levels of comfort with the overall climate, climate in their academic departments, or climate in their classes by first-generation status.

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by student status: $\chi^2(4, N = 4,745) = 56.5, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their academic department by student status: $\chi^2(4, N = 4,745) = 22.7, p < .001$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by student status: $\chi^2(4, N = 4,743) = 71.9, p < .001$.

^{iv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by gender identity: $\chi^2(4, N = 4,733) = 155.2, p < .001$.

^vA chi-square test was conducted to compare percentages of Student respondents by degree of comfort the climate their academic department by gender identity: $\chi^2(8, N = 4,733) = 45.3, p < .001$.

^{vi}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2(8, N = 4,731) = 92.7, p < .001$.

^{vii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 4,552) = 217.5, p < .001$.

^{viii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2(4, N = 4,550) = 38.9, p < .001$.

^{ix}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 4,668) = 87.3, p < .001$.

^xA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 4,668) = 87.3, p < .001$.

^{xi}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 4,716) = 143.3, p < .001$.

^{xii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their academic department by disability status: $\chi^2(8, N = 4,716) = 50.7, p < .001$.

^{xiii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort the climate in their classes by disability status: $\chi^2(8, N = 4,714) = 49.2, p < .001$.

^{xiv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their academic department by citizenship status: $\chi^2(4, N = 4,742) = 11.4, p < .05$.

^{xv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by religious/spiritual affiliation: $\chi^2(12, N = 4,676) = 160.2, p < .001$.

^{xvi}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their academic department by religious/spiritual affiliation: $\chi^2(12, N = 4,676) = 47.0, p < .001$.

^{xvii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by religious/spiritual affiliation: $\chi^2(12, N = 4,674) = 30.3, p < .01$.

^{xviii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2(4, N = 4,638) = 69.0, p < .001$.

^{xix}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their academic departments by income status: $\chi^2(4, N = 4,638) = 12.0, p < .05$.

^{xx}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by income status: $\chi^2(4, N = 4,636) = 12.4, p < .05$.

Barriers at UTK for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, identity, or instructional and campus materials at UTK within the past year. Tables 19 through 22 highlight where respondents with one or more disabilities experienced barriers at UTK.⁴⁶ With regard to campus facilities, 17% ($n = 86$) of respondents with disabilities experienced barriers as a result of campus transportation/parking and 13% ($n = 66$) experienced barriers with counseling, health, testing, and disability services within the past year (Table 19).

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	44	8.5	237	45.9	235	45.5
Campus transportation/parking	86	16.8	230	44.8	197	38.4
Classroom buildings	56	10.9	270	52.4	189	36.7
Classrooms, labs (including computer labs)	56	10.9	274	53.1	186	36.0
College housing	36	7.0	228	44.4	249	48.5
Counseling, health, testing, and disability services	66	12.9	281	55.0	164	32.1
Dining facilities	35	6.8	254	49.7	222	43.4
Doors	22	4.3	278	54.3	212	41.4
Elevators/lifts	26	5.1	276	53.8	211	41.1
Emergency preparedness	20	3.9	274	53.5	218	42.6
Office furniture (e.g., chair, desk)	24	4.7	275	53.7	213	41.6
Other campus buildings	27	5.3	279	54.7	204	40.0
Podium	9	1.8	278	54.3	225	43.9
Restrooms	32	6.2	279	54.4	202	39.4
Signage	18	3.5	280	54.7	214	41.8
Studios/performing arts spaces	13	2.5	265	51.8	234	45.7
Temporary barriers due to construction or maintenance	58	11.3	250	48.7	205	40.0
Walkways, pedestrian paths, crosswalks	47	9.3	259	51.3	199	39.4

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 543$).

⁴⁶See Appendix B, Table B96 for all responses to the question, “As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UTK in the past year”

Table 20 illustrates that, in terms of the technological or online environment, 7% ($n = 35$) of respondents with one or more disabilities had difficulty with an accessible electronic format.

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

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	35	6.9	294	58.2	176	34.9
Blackboard	18	3.6	312	62.0	173	34.4
Clickers	20	4.0	282	56.0	202	40.1
Computer equipment (e.g., screens, mouse, keyboard)	17	3.4	316	62.6	172	34.1
Electronic forms	18	3.6	315	62.4	172	34.1
Electronic signage	11	2.2	312	61.9	181	35.9
Electronic surveys (including this one)	11	2.2	323	64.1	170	33.7
Kiosks	9	1.8	305	60.6	189	37.6
Library database	17	3.4	308	61.6	175	35.0
Phone/phone equipment	12	2.4	309	61.6	181	36.1
Software (e.g., voice recognition/audiobooks)	20	4.0	303	60.2	180	35.8
Video/video audio description	20	4.0	305	60.6	178	35.4
Website	21	4.3	305	61.7	168	34.0

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 543$).

In terms of identity, 4% each of respondents with one or more disabilities experienced a barrier related to learning technology ($n = 19$) or intake forms ($n = 18$) (Table 21).

Table 21. Barriers In Identity Experienced by Respondents with Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., Banner)	15	3.0	314	62.5	173	34.5
Email account	13	2.6	323	64.3	166	33.1
Intake forms (e.g., Health Center)	18	3.6	310	61.8	174	34.7
Learning technology	19	3.8	316	63.1	166	33.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 543$).

Lastly, in terms of instructional and campus materials, 8% ($n = 40$) of respondents with one or more disabilities had difficulty with textbooks and 7% ($n = 35$) had difficulty with food menus (Table 22).

Table 22. Barriers In Instructional Campus Materials Experienced by Respondents with Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	13	2.6	316	62.9	173	34.5
Food menus	35	7.0	282	56.2	185	36.9
Forms	15	3.0	317	63.1	170	33.9
Journal articles	19	3.8	316	62.9	167	33.3
Library books	16	3.2	317	63.3	168	33.5
Other publications	11	2.2	322	64.1	169	33.7
Syllabi	20	4.0	315	62.7	167	33.3
Textbooks	40	8.0	295	59.0	165	33.0
Video-closed captioning and text description	20	4.0	294	59.3	182	36.7

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 543$).

One hundred two respondents offered insights into their experiences at UTK with regard to identifying as someone with a disability. Three themes emerged from the data: inadequate/inaccessible facilities, challenging getting accommodations, and unsupportive environment.

Inaccessible/Inadequate Facilities — Respondents described inaccessibility concerns stating, “South Stadium has no handicap accessibility.” Another respondent noted, “For the two semesters when my physical injuries were the most severe, I often just skipped classes because it is not possible to access the Anthropology department without ascending or descending stairs.” One more respondent added, “accessibility around campus and in classrooms, especially in older buildings or buildings like Jesse Harris are horrible.” Respondents also shared their opinions on parking. For example, “Parking is unbearable,” “Parking is a joke on this campus,” and “Some parking is not ideal for handicap use.” Another respondent shared, “The close parking is very limited, and walking from a farther overflow parking lot can be painful.” Other respondents elaborated on other shortcomings in facilities with one respondent sharing that their department is in “desperate need of new furniture and facilities” while another noted, “lecture rooms have

seating not suiting to larger people and the handicapped.” Respondents who elaborated on their experiences navigating campus with a disability described parking and facilities as inaccessible and inadequate.

Challenging Getting Accommodations — Respondents also elaborated on the challenges they face utilizing their accommodations and accessing material needed to participate fully as a student. One respondent concluded an identifiable narrative with the statement, “I am forced to not be able to use my accommodations.” Other respondents elaborated on technology challenges stating, “Do not do well with online required textbooks,” “The websites are often very hard to navigate and find things, regardless of a disability, although that may make things worse.” Respondents also elaborated on their experiences with their professors. One respondent shared, “I have very high ADHD, I struggle when teachers move too fast or too slowly, and when I have to take a test in a set time. I also struggle with distractions in all my big lectures much more than normal students do.” Another respondent noted, “Many professors use power point during lecture and the font can be too small.” Respondents who self-identified as having a disability described challenges in academic setting accessing the material needed to participate fully as a Student.

Unsupportive Environment – Lastly, respondents also described feeling unsupported. One respondent elaborated on handicapped parking policy, stating, “UT's new policy this year requiring their own handicap parking permit IN ADDITION to what the state has already deemed sufficient is absurd, a hassle, and specifically targets handicapped drivers.” Other respondents elaborated on their experiences seeking support from the Disability Services Office with one respondent offering, “I reached out to ODS to begin registering and never heard back. Makes me feel that they don't want to help. My condition is chronic and painful, and somewhat embarrassing so I was hoping to work with them virtually, but was given no such opportunity.” Another respondent added, “Disability services have no idea what they're doing. I contacted them about my mental health issues, and they never replied.” Generally, several respondents who self-identified as having a disability indicated not feeling overly supported by UTK’s resources or policies.

Barriers at UTK for Transgender Respondents

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

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

Fifteen percent ($n = 730$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with their ability to work, learn, or live at UTK.⁴⁸ Table 23 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 32% ($n = 236$) indicated that the conduct was based on their political views. Thirty percent ($n = 218$) noted that the conduct was based on their gender/gender identity, 21% ($n = 150$) felt that it was based on their ethnicity, 19% ($n = 136$) felt that it was based on their sexual identity, and 17% ($n = 124$) felt that it was based on their religious/spiritual views. “Reasons not listed above” included responses such as “academic and professional competition,” “all the liberals that whine distract me from learning. All the damn babies that cry and think they are treated ‘unequal,’” “anti-abortion protesters with graphic/triggering images,” “harassment from law enforcements and the university,” “I am from a rural community and have been often told that nothing intelligent comes from my county,” “my lack of participation in greek life,” “outstanding performance as a woman,” “pride,” “sexual assault,” and “violent partner.”

Table 23. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Political views	236	32.3
Gender/gender identity	218	29.9
Ethnicity	150	20.5
Sexual identity	136	18.6
Religious/spiritual views	124	17.0
Racial identity	112	15.3
Age	96	13.2
Do not know	88	12.1
Philosophical views	85	11.6
Major field of study	77	10.5

⁴⁷This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁸The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

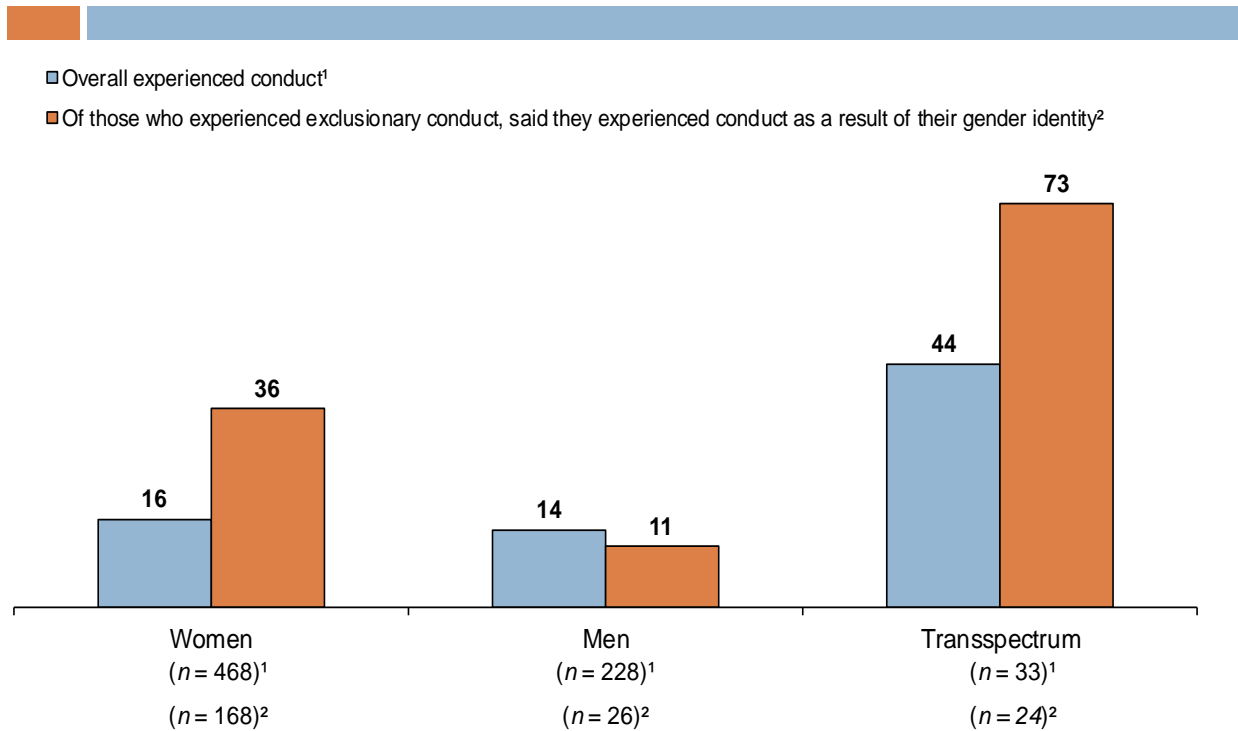
Table 23. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Participation in an organization/team	75	10.3
Mental health/psychological disability/condition	74	10.1
Physical characteristics	72	9.9
Gender expression	70	9.6
Academic performance	65	8.9
Socioeconomic status	60	8.2
Immigrant/citizen status	36	4.9
English language proficiency/accent	30	4.1
International status/national origin	30	4.1
Marital status (e.g., single, married, partnered)	30	4.1
Learning disability/condition	28	3.8
Medical disability/condition	17	2.3
Military/veteran status	11	1.5
Physical disability/condition	11	1.5
Parental status (e.g., having children)	9	1.2
Pregnancy	5	0.7
A reason not listed above	81	11.1

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

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

Significance was observed by gender identity such that a higher percentage of Transspectrum Student respondents (44%, $n = 33$) than Women Student respondents (14%, $n = 228$) and Men Student respondents (16%, $n = 468$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 30).^{xxi} Additionally, a higher percentage of Transspectrum Student respondents (73%, $n = 24$) who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity compared with Women Student respondents (36%, $n = 168$) or Men Student respondents (11%, $n = 26$).^{xxii}



¹ Percentages are based on total n split by group.

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

Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of ethnicity/racial identity, significant differences were noted such that a higher percentage of Black/African American Student respondents (27%, $n = 72$) than Asian/Asian American Student respondents (13%, $n = 31$) or White Student respondents (14%, $n = 519$) indicated that they believed they had experienced this conduct (Figure 31).^{xxiii} Of those respondents who noted that they believed that they had experienced this conduct, a higher percentage of Hispanic/Latino@/Chicano@ Student respondents (71%, $n = 15$) and Black/African American Student respondents (61%, $n = 44$) than both Multiracial Student respondents (34%, $n = 21$) and White Student respondents (8%, $n = 43$) thought that the conduct was based on their ethnicity/race.^{xxiv}

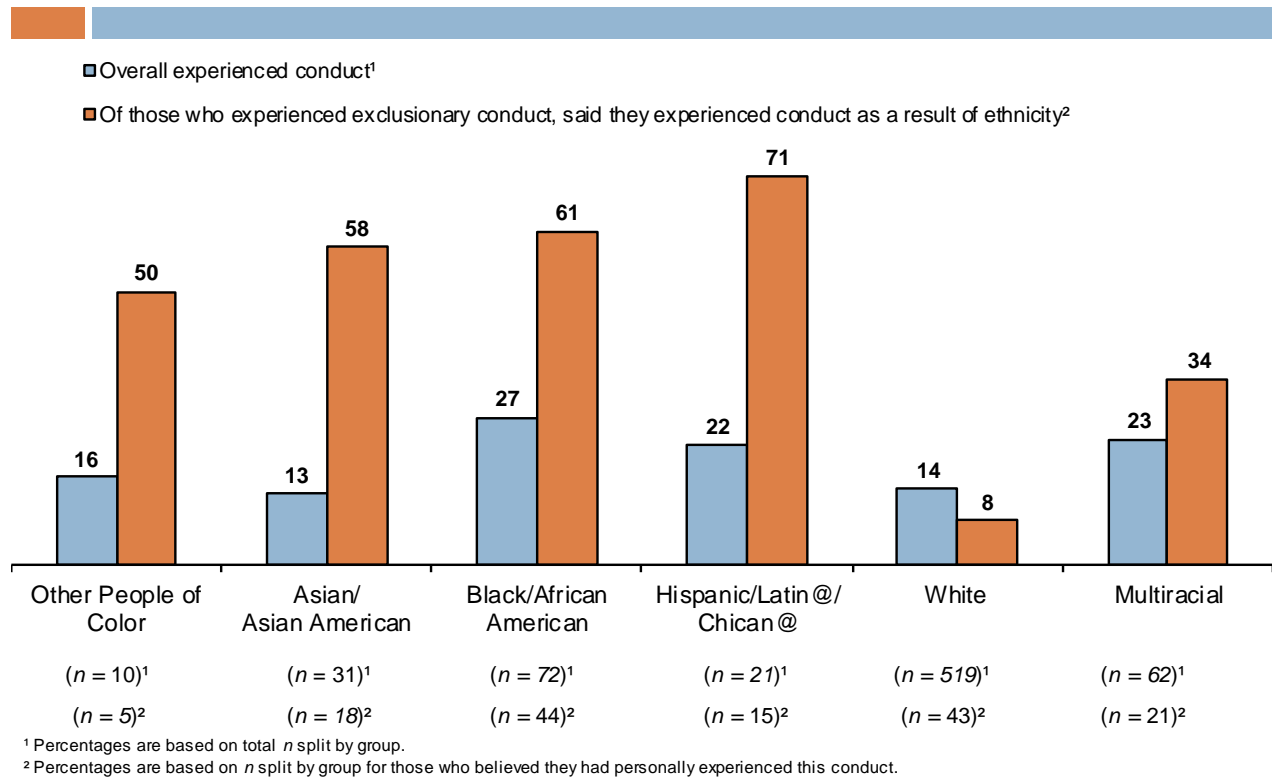


Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

In terms of sexual identity, significance also existed between respondents who indicated on the survey that they had experienced this conduct (Figure 32). A higher percentage of LGBQ respondents (35%, $n = 144$) indicated they had experienced this conduct compared with Heterosexual respondents (13%, $n = 539$).^{xxv} Of those respondents who noted that they had experienced this conduct, a higher percentage of LGBQ respondents (66%, $n = 95$) thought that the conduct was based on their sexual identity compared with Heterosexual respondents (4%, $n = 20$).^{xxvi}

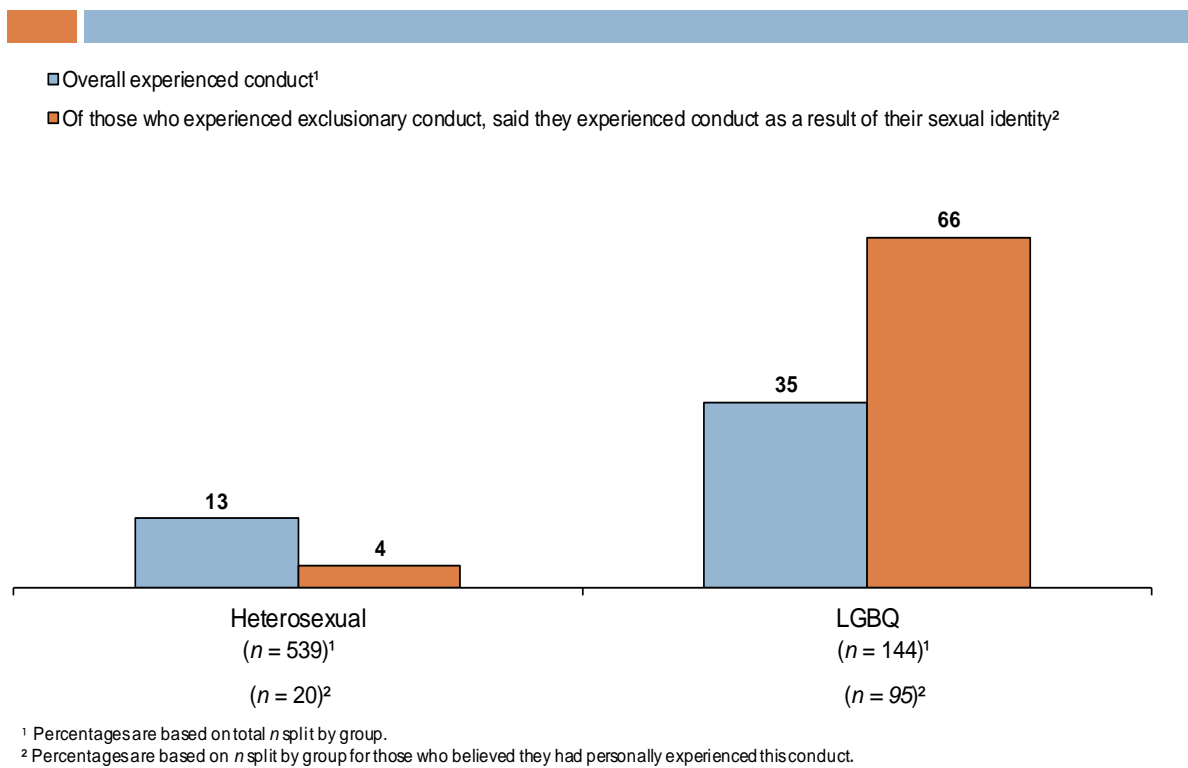


Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Sexual Identity (%)

In terms of religious/spiritual affiliation, significant differences were also observed. A higher percentage of Multiple Affiliations respondents (22%, $n = 36$) and No Affiliation respondents (20%, $n = 262$) compared with Christian respondents (13%, $n = 387$) indicated they had experienced this conduct (Figure 33).^{xxvii} Of those respondents who noted they had experienced this conduct, a higher percentage of Additional Affiliation respondents (30%, $n = 11$) and Christian respondents (20%, $n = 78$) compared with No Affiliation respondents (12%, $n = 30$) thought that the conduct was based on their religious/spiritual affiliation.^{xxviii}

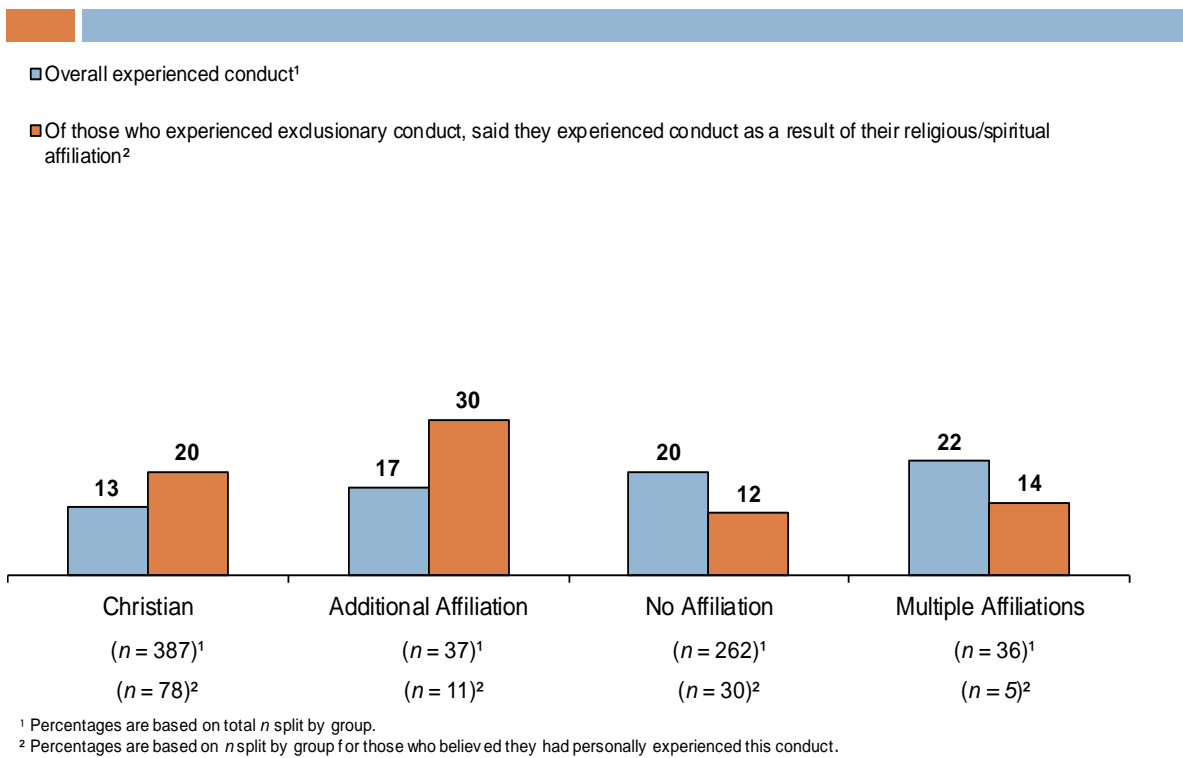


Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Religious/Spiritual Affiliation (%)

Table 24 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-eight percent ($n = 279$) felt isolated or left out, 38% ($n = 278$) felt ignored or excluded, 34% ($n = 251$) felt intimidated or bullied, and 34% ($n = 245$) felt that they were the target of derogatory verbal remarks. Other forms of such conduct included “a professor made derogatory remarks about those who take antidepressants,” “aggressive tone used in a meeting,” “Black lives matter protesters were blocking the road to prevent me from getting to class,” “burglary,” “by ‘protestors’ of Trump’s inauguration on campus,” “discrimination from a teacher,” “hostile acts/threatening behavior,” “I have been misgendered constantly despite my efforts to correct students/faculty,” “I was asked to leave a meeting,” “I was groped,” “I was spit on,” “I was told by the director of my major that I did not fit in at UT,” “sexual assault,” “sexist comments by instructor,” “UT employees unprofessional conduct.”

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 isolated or left out	279	38.2
I was ignored or excluded	278	38.1
I was intimidated/bullied	251	34.4
I was the target of derogatory verbal remarks	245	33.6
I felt others staring at me	188	25.8
I experienced a hostile classroom environment	172	23.6
The conduct made me fear that I would get a poor grade	103	14.1
I was singled out as the spokesperson for my identity group	89	12.2
The conduct threatened my physical safety	80	11.0
I was the target of racial/ethnic profiling	67	9.2
I received threats of physical violence	58	7.9
Someone assumed I was admitted/hired/promoted due to my identity group	58	7.9
I was the target of workplace incivility	54	7.4
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	45	6.2
I received derogatory written comments	41	5.6
I received derogatory phone calls/text messages/email	32	4.4
I was the target of stalking	30	4.1
I was the target of physical violence	28	3.8

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 the target of graffiti/vandalism	23	3.2
Someone assumed I was not admitted/hired/promoted due to my identity group	12	1.6
An experience not listed above	125	17.1

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

Thirty-nine percent ($n = 283$) 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, 30% ($n = 215$) in other public spaces at UTK, and 21% ($n = 156$) while walking on campus (Table 25). Many respondents who marked “a location not listed above” described email, social media, fraternity house, and faculty department meetings as the location of the conduct. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred as the location of the conduct.

Table 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	283	38.8
In other public spaces at UTK	215	29.5
While walking on campus	156	21.4
Off-campus	111	15.2
In a meeting with a group of people	108	14.8
In a campus residence hall/apartment	107	14.7
At an UTK event/program	98	13.4
On social media (Facebook/Twitter/Yik-Yak)	84	11.5
In a fraternity house	53	7.3
In a faculty office	49	6.7
In a meeting with one other person	48	6.6
On phone calls/text messages/email	47	6.4

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

Location of conduct	<i>n</i>	% of respondents who experienced conduct
While working at a UTK job	41	5.6
In a UTK library	40	5.5
In off-campus housing	36	4.9
In a staff office	30	4.1
In a UTK dining facility	30	4.1
In athletic facilities	27	3.7
In a UTK administrative office	24	3.3
In a sorority house	17	2.3
In the University Center/Student Center	15	2.1
On a campus shuttle	12	1.6
In a religious center	9	1.2
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	8	1.1
In the Health Center	7	1.0
In an online learning environment	6	0.8
In Counseling Services	< 5	---
A venue not listed above	47	6.4

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

Sixty-three percent ($n = 460$) 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, 23% ($n = 169$) identified faculty members, and 18% ($n = 130$) strangers as the sources of the conduct (Table 26). Sources of exclusionary, intimidating, offensive, and/or hostile conduct “not listed above” included “all of the liberal demonstrators that got hateful instead of protesting calmly,” “frat guys,” “hall director,” “men in a work truck leaving campus,” “parents and students of UTK,” “professor,” “resident assistant,” “street preachers, religious fanatics,” “trump protestors,” and “university police.”

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

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Student	460	63.0
Faculty member/other instructional staff	169	23.2
Stranger	130	17.8
Friend	85	11.6
Coworker/colleague	63	8.6
Staff member	59	8.1
Student organization	47	6.4
On social media (e.g., Facebook, Twitter, Yik-Yak)	43	5.9
Don't know source	41	5.6
Student staff	38	5.2
Academic/scholarship/fellowship advisor	37	5.1
Off-campus community member	32	4.4
Department/program/division chair	28	3.8
UTK media (e.g., posters, brochures, flyers, handouts, websites)	28	3.8
UTK police/security	19	2.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	16	2.2
Supervisor or manager	16	2.2
Student teaching assistant/student lab assistant/student tutor	15	2.1
Alumnus/a	7	1.0
Athletic coach/trainer	< 5	---
Donor	< 5	---
Patient	< 5	---
A source not listed above	36	4.9

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

Figure 34 displays the perceived source of experienced exclusionary conduct by student status. Students were the most identified source of exclusionary conduct for both Undergraduate Student respondents and Graduate/Professional Student respondents.

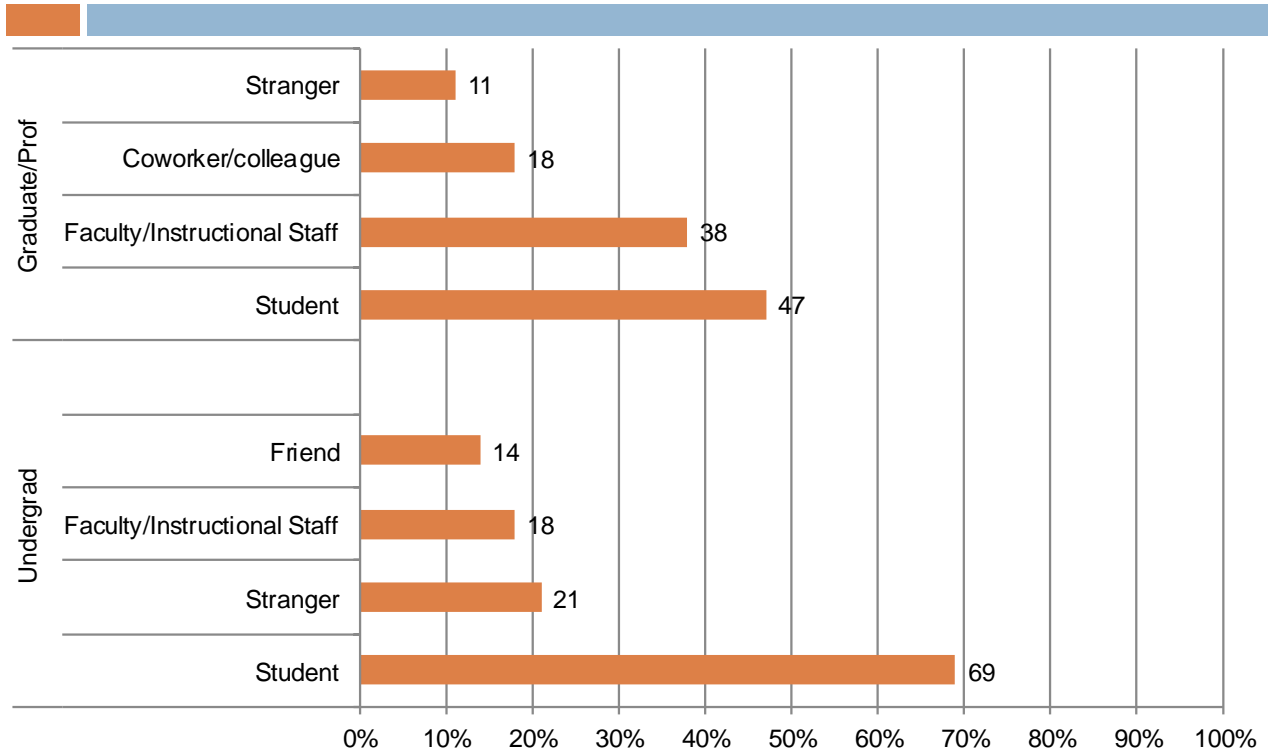


Figure 34. Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

In response to this conduct, 64% ($n = 464$) of respondents felt angry, 40% ($n = 288$) felt embarrassed, 31% ($n = 225$) felt afraid, 27% ($n = 200$) ignored it, and 19% ($n = 140$) felt somehow responsible (Table 27). Of respondents who indicated their experience was not listed, several added comments that indicated felt, “alone, disappointed in choice of school,” “annoyed,” “anxious I would be kicked out,” “ashamed,” “betrayed,” “disappointed,” “extremely sad and hurt,” “hopeless,” “I cried for 20 minutes,” “disrespected,” “depressed,” “unsafe,” “stupid,” “lonely,” “not comfortable in my own room,” “sad,” “stressed,” “suicidal,” “worried,” and “worthless.”

Table 27. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

<u>Emotional response to conduct</u>	<u><i>n</i></u>	<u>% of respondents who experienced conduct</u>
I was angry.	464	63.6
I felt embarrassed.	288	39.5
I was afraid.	225	30.8
I ignored it.	200	27.4
I felt somehow responsible.	140	19.2
<u>A feeling not listed above</u>	<u>117</u>	<u>16.0</u>

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

In response to experiencing the conduct, 47% ($n = 344$) told a friend, 41% ($n = 297$) did not do anything, 38% ($n = 275$) avoided the person/venue, and 30% ($n = 220$) told a family member (Table 28). Of the 14% ($n = 101$) of respondents who sought support from a UTK resource, 39% ($n = 39$) sought support from a faculty member and 19% ($n = 19$) sought help from the counseling center. Some of the “response not listed above” included, “I no longer participated in classroom discussions,” “contacted VA officer on campus,” “currently taking legal measures,” “discussion with professor,” “got over it and moved on so I could graduate,” “I contacted the person’s supervisor,” “I dropped the class,” “I emailed the Dean of Students to discuss it but I never got a reply,” “I got pepper spray,” “I moved into a different room with a friend,” “I notified my advisor about the other student in the research group,” “I went home and cried,” “legal counsel,” and “stopped talking in class.”

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

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	344	47.1
I did not do anything.	297	40.7
I avoided the person/venue.	275	37.7
I told a family member.	220	30.1
I confronted the person(s) at the time.	115	15.8
I did not know to whom to go.	114	15.6
I contacted a UTK resource.	101	13.8
<i>Faculty member</i>	39	38.6
<i>Counseling Center</i>	19	18.8
<i>Office of the Dean of Students</i>	13	12.9
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	10	9.9
<i>Staff person (e.g., Residential Life staff, program director)</i>	10	9.9
<i>UT Police Department</i>	10	9.9
<i>Faculty, staff, or student ombudsperson</i>	8	7.9
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	8	7.9
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	8	7.9
<i>PRIDE Center</i>	7	6.9
<i>ADA Coordinator (Office of Equity and Diversity)</i>	6	5.9
<i>Office of Student Conduct and Community Standards</i>	6	5.9
<i>Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team [SART])</i>	5	5.0
<i>Center for Health Education and Wellness</i>	5	5.0
<i>Human Resources</i>	< 5	---
<i>Multicultural Student Life</i>	< 5	---
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	< 5	---
<i>International House</i>	0	0.0
I confronted the person(s) later.	74	10.1
I sought information online.	42	5.8
I contacted a local law enforcement official.	23	3.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	20	2.7
I sought support from off-campus hotline/advocacy services.	11	1.5
A response not listed above	92	12.6

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

Table 29 illustrates that 89% ($n = 640$) of respondents did not report the incident and that 11% ($n = 82$) of respondents did report the incident. Of the respondents who reported the incident, 48% ($n = 31$) felt the complaint received an appropriate response and 52% ($n = 34$) 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 did not report it.	640	88.6
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	82	11.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	15	23.1
<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>	16	24.6
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	34	52.3

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

Two hundred ninety-three respondents elaborated on their personal experiences of exclusionary conduct. Three overall themes emerged: inclusion concerns, follow-through on reporting, and discrimination of conservatives.

Inclusion Concerns — Respondents offered that they, “do not feel that the University and its affiliates have done enough to educate its students on sensitivity, diversity, understanding of gender and gender identity, and general equality. There are wonderful students and faculty on this campus, but the unfortunate reality is that the people who cause others to feel uncomfortable or unsafe are louder than those who wish to foster an environment of love and inclusivity.” Another respondent shared, “Many times, minorities on campus feel slighted due to a comment or action of others. Many times these actions are viewed as jokes or actions not meant to be taken seriously, yet they are highly offensive to those addressed to.” Several respondents reported bias incidents in the context of cars driving by them. One respondent noted, “random sexist/vulgar comments from frat boys in trucks as they drive by.” Other respondents reported,

“On two occasions students had called derogatory terms at me from passing cars, ‘Nigger’ and ‘Faggot’ was used” and “I was wearing a costume that I wore in the Rocky Horror Picture Show. I was yelled at from two different vehicles. The first vehicle called me a faggot and then yelled Make America Great Again.” Racism was described by several respondents, for example, one respondent noted, “the teacher stated that since I was the only African American in the class and...she wants the class to get my viewpoint on racism and share with the class.” Another respondent shared, “As a black man, I have to be on extra good behavior. I have had a student criticize the legitimacy of my enrollment. They claimed that I must have been accepted because I was black.” Yet another respondent reported, “I was walking to my residence hall and heard someone yell out ‘nigger.’” Other respondents noted concerns such as “I felt aggression from a male faculty member because of my gender” and “I over hear people talking about queer people.” Respondents who elaborated on their experiences with reporting and conduct noted inclusion concerns for minorities, particularly with regard to race, gender, and sexuality.

Follow-Through on Reporting — Respondents noted the perception that their reports were not adequately handled and some respondents shared that there was no follow-through at all. One respondent explained, “Literally nothing happened in response, to this experience or *any* other threatening experience. Why? Why can UTK not follow up on this kind of thing? I've got friends at other universities where this would be a *huge* issue, but here the response from UT administration is non-existent. Why? If I could've afforded to transfer elsewhere I would have.” Another respondent elaborated, “Student Conduct's current policies on bias and hate crimes don't nearly cover the range of things I've experienced, and as a result of that nothing has been done to the people who have made this campus hostile. It's always as if no one can do anything about it; this makes the campus more of a safe place for bullies, racists, ablest, and those who are homophobic, transphobic, or xenophobic.” Similarly, another respondent who reported the incident to campus officials recalled the interaction and was told “verbal abuse and stalking was out of their hands and to contact UTK police who did NOTHING. UT did not do anything at all but say there was no means.” Another respondent elaborated on the police department and wrote, “In reporting acts of bias, or to UTPD, I felt that my report was not adequately addressed or not taken as seriously as it should have.” Other respondents reflected on shortcomings in the reporting process, for example, one respondent shared, “I am unaware of what discipline was given to him.” Another respondent noted, “I did not like how long the process took to receive

justice for me. It took an entire semester for the case to be resolved.” Others described their perception that reporting was ineffective as their rationale for not reporting an incident. For example, one respondent elaborated, “I didn't report it because I didn't think anything would be done about it.” Respondents shared that they had several concerns with reporting and described the lack of follow-through or support from on-campus reporting agencies.

Discrimination of Conservatives – Several respondents expressed that they felt discriminated against because of their conservative beliefs and political affiliations. One respondent explained, “My experience is interesting, because it feels like the pendulum has swung. I'm a pretty conservative person. Typically conservatives have been accused of discriminating against others, but because I'm a minority in my department and the university, I've been discriminated against/marginalized.” Some respondents described their experiences of marginalization in relationship to the presidential election. One respondent explained, “It is ridiculous to be ridiculed for political views one may have. I support Trump and no, I'm not a shitty, racist, xenophobic, homophobic, human. However, when I express my political view, it is looked down upon and I am targeted with ridiculing comments and disgust.” Another respondent added, “I am not racist because of whoever I vote for. If you have a different view from someone else it doesn't make you a racist or a sexist.” Another respondent expressed a desire for the community to relax about the political climate. Specifically, this respondent wrote, “People just need to chill out about our president and about the racial profiling on both minorities and the majority.” One respondent even noted that they were fearful that their political ideology would interfere with their ability to be academically successful, sharing, “I think at a university, teachers should not inflict their political opinions on us unless it specifically has to do with the class. I do not want my grade affected by what I politically believe!” One respondent elaborated on their perspective as a self-identified straight, white, conservative, Christian, “I believe that the special treatment that minorities and homosexuals/transsexuals receive on this campus is unfair. As a straight, white, conservative, Christian male, the public disorder and distaste with which said groups are aloud [*sic*] to publicly conduct themselves is a double standard compared to what people of my ethnicity and philosophy are required to behave.” These respondents expressed feelings of being targeted and discriminated against because of their political views and noted that this was the form of exclusionary conduct they personally experienced at UTK.

^{xxi}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender/gender identity: $\chi^2(2, N = 4,729) = 51.7, p < .001$.

^{xxii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender/gender identity by gender identity: $\chi^2(2, N = 729) = 74.1, p < .001$.

^{xxiii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 4,664) = 48.5, p < .001$.

^{xxiv}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity by racial identity: $\chi^2(5, N = 715) = 193.3, p < .001$.

^{xxv}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 4,548) = 138.6, p < .001$.

^{xxvi}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their sexual identity by sexual identity: $\chi^2(1, N = 683) = 314.6, p < .001$.

^{xxvii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual affiliation: $\chi^2(3, N = 4,672) = 45.7, p < .001$.

^{xxviii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their religious/spiritual affiliation by religious/spiritual affiliation: $\chi^2(3, N = 722) = 12.8, p < .01$.

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

Respondents’ observations of others’ experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Thirty-two percent ($n = 1,501$) 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 UTK⁴⁹ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity (46%, $n = 691$), political views (43%, $n = 645$), sexual identity (41%, $n = 611$), gender expression (36%, $n = 546$), ethnicity (35%, $n = 523$), and racial identity (33%, $n = 490$). Seven percent ($n = 98$) of respondents indicated that they did not know the basis (Table 30).

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

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	691	46.0
Political views	645	43.0
Sexual identity	611	40.7
Gender expression	546	36.4
Ethnicity	523	34.8
Racial identity	490	32.6
Religious/spiritual views	388	25.8
Immigrant/citizen status	270	18.0
International status/national origin	159	10.6
Philosophical views	150	10.0
Physical characteristics	148	9.9
English language proficiency/accent	124	8.3
Socioeconomic status	111	7.4
Do not know	98	6.5
Participation in an organization/team	92	6.1
Mental health/psychological disability/condition	86	5.7

⁴⁹This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UTK?”

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

Characteristic	<i>n</i>	% of respondents who observed conduct
Learning disability/condition	73	4.9
Academic performance	51	3.4
Medical disability/condition	54	3.6
Age	53	3.5
Physical disability/condition	52	3.5
Major field of study	51	3.4
Pregnancy	27	1.8
Marital status (e.g., single, married, partnered)	22	1.5
Parental status (e.g., having children)	12	0.8
Military/veteran status	7	0.5
A reason not listed above	52	3.5

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

Figures 35 and 36 separate by demographic categories (e.g., gender identity, sexual identity, racial identity, disability status, citizenship status, and religious/spiritual affiliation) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. 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, graduate student status, military status, low-income status, first-generation status, or age.

Figure 35 shows that a significantly higher percentage of Transspectrum Student respondents (63%, *n* = 47) than Women Student respondents (33%, *n* = 991) and Men Student respondents (28%, *n* = 463) observed exclusionary conduct.^{xxix}

Further analyses also revealed that a higher percentage of both Multiple Disabilities Student respondents (50%, *n* = 73) and Single Disability Student respondents (47%, *n* = 175) observed such exclusionary conduct, compared with No Disability Student respondents (30%, *n* = 1,242).

By sexual identity, a significantly higher percentage of LGBQ Student respondents (59%, $n = 246$) than Heterosexual Student respondents (28%, $n = 1,175$) indicated that they observed such conduct.^{xxx}

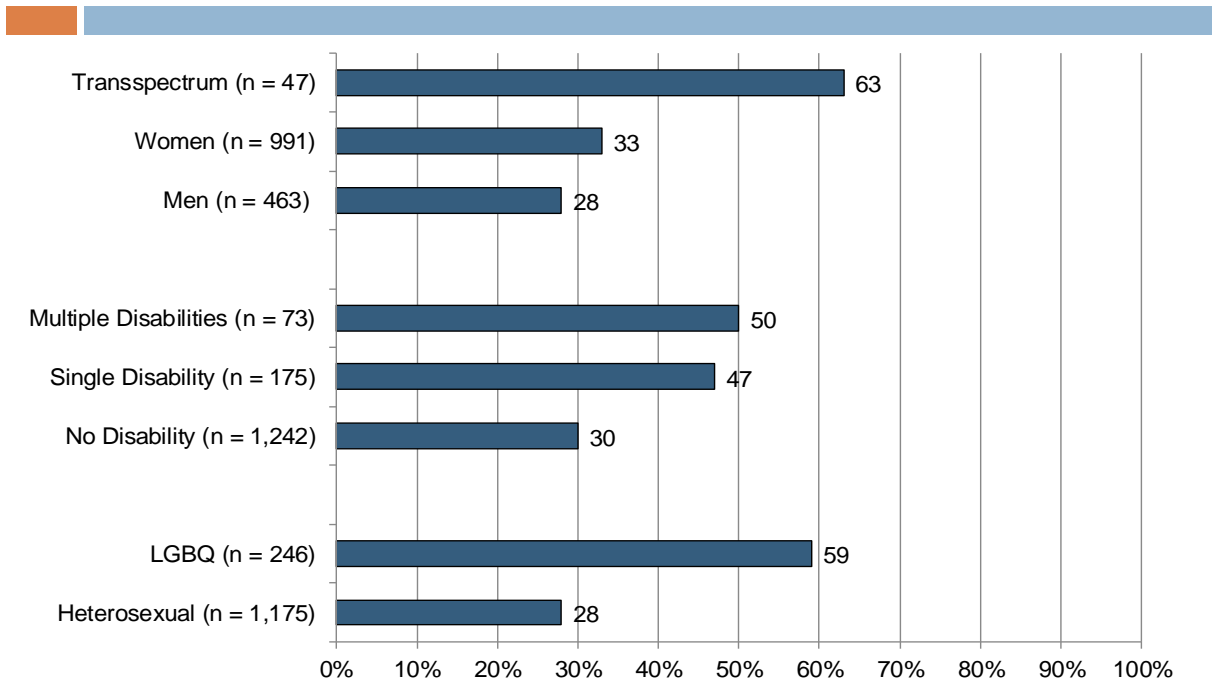


Figure 35. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity, Disability Status, and Sexual Identity (%)

A significantly higher percentage of Black/African American Student respondents (44%, $n = 118$), and Multiracial Student respondents (39%, $n = 108$) than White Student respondents (31%, $n = 1,163$), Other People of Color Student respondents (21%, $n = 13$), and Asian/Asian American Student respondents (20%, $n = 48$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 36).^{xxxii}

A higher percentage of U.S. Citizen Student respondents (33%, $n = 1,415$) indicated on the survey that they observed such conduct than did Non-U.S. Citizen Student respondents (22%, $n = 85$).^{xxxii}

Further, by religious/spiritual affiliation, No Religious/Spiritual Affiliation Student respondents (41%, $n = 527$) compared with either Additional Religious/Spiritual Affiliation Student respondents (30%, $n = 64$) or Christian Affiliation Student respondents (28%, $n = 835$) were more likely to have observed such exclusionary conduct.^{xxxiii}

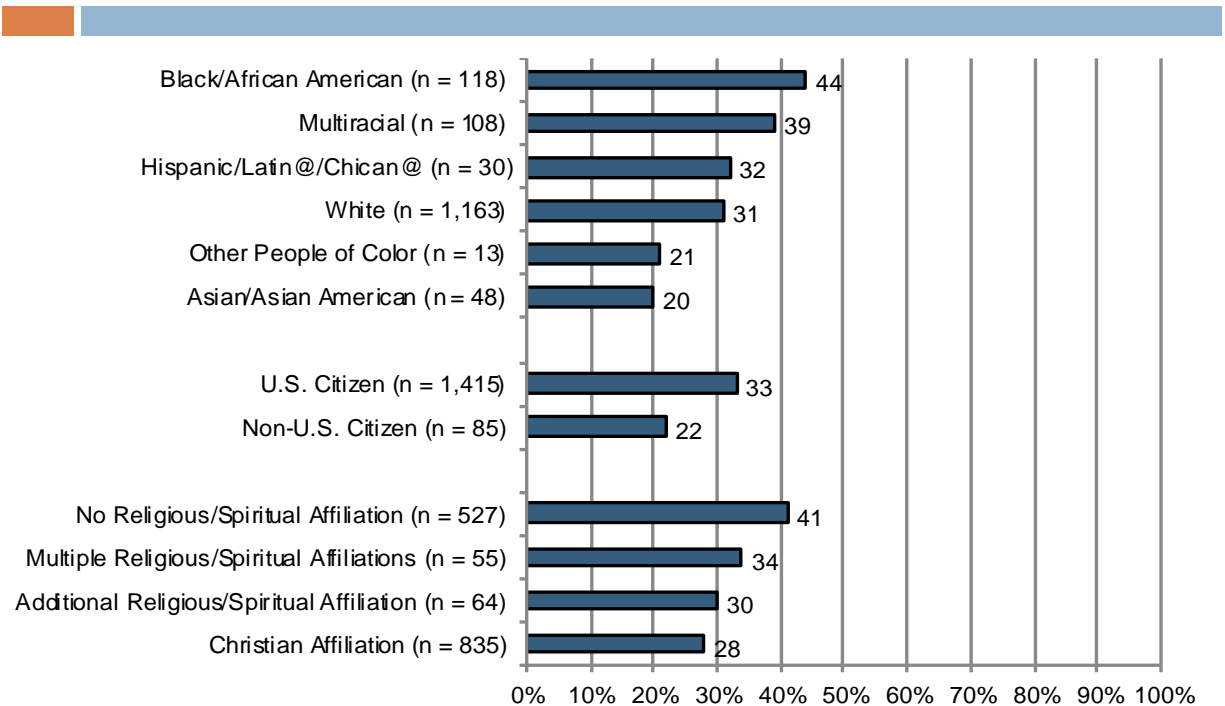


Figure 36. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Citizenship Status, and Religious/Spiritual Affiliation (%)

Though not significant, a higher percentage of Education Specialist Graduate Student respondents (34%, $n = 81$) observed exclusionary conduct at UTK than all other graduate student respondents.

In terms of undergraduate position status at UTK, a significantly higher percentage of Undergraduate Student respondents who Started their First Year at UTK (35%, $n = 1,042$) than Undergraduate Student respondents who Transferred to UTK (21%, $n = 139$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 37).^{xxxiv}

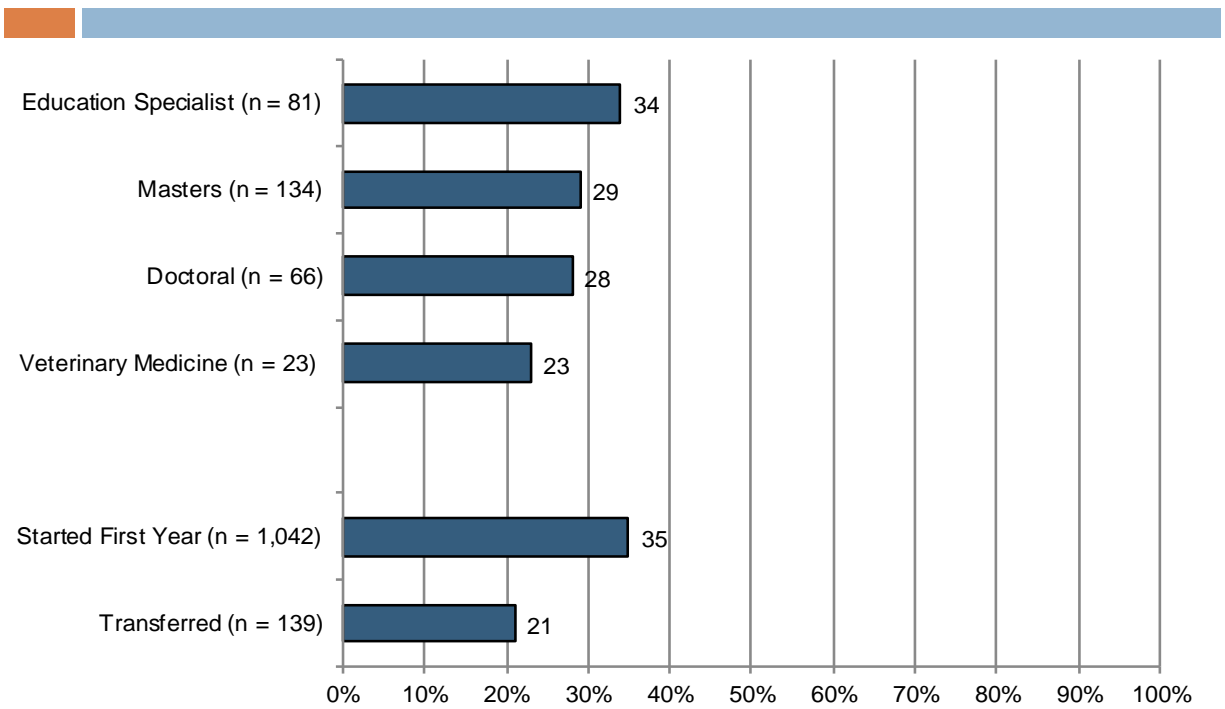


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Undergraduate Student Respondents' Position Status (%)

Table 31 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (65%, $n = 974$), being intimidated/bullied (34%, $n = 511$), racial/ethnic profiling (30%, $n = 447$), and graffiti/vandalism (27%, $n = 405$).

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	974	64.9
Person intimidated/bullied	511	34.0
Racial/ethnic profiling	447	29.8
Graffiti/vandalism	405	27.0
Person ignored or excluded	346	23.1
Person isolated or left out	336	22.4
Person being stared at	308	20.5
Derogatory written comments	291	19.4
Person experiences a hostile classroom environment	254	16.9
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	225	15.0
Threats of physical violence	222	14.8
Physical violence	174	11.6
Singled out as the spokesperson for their identity group	173	11.5
Assumption that someone was admitted/hired/promoted based on his/her identity	130	8.7
Person experienced a hostile work environment	101	6.7
Derogatory phone calls/text messages/email	77	5.1
Assumption that someone was not admitted/hired/promoted based on his/her identity	69	4.6
Person was the target of workplace incivility	49	3.3
Person received a low or unfair performance evaluation	48	3.2
Person was stalked	39	2.6
Derogatory phone calls	27	1.8
Person received a poor grade	27	1.8
Person was unfairly evaluated in the promotion and tenure process	18	1.2

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

Form of conduct	<i>n</i>	% of respondents who observed conduct
Something not listed above	96	6.4

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

Additionally, 48% ($n = 725$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at UTK (Table 32). Some respondents noted that the incidents occurred while walking on campus (29%, $n = 440$), in a class/lab/clinical setting (18%, $n = 271$), or on social media (16%, $n = 238$).

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In other public spaces at UTK	725	48.3
While walking on campus	440	29.3
In a class/lab/clinical setting	271	18.1
On social media (Facebook/Twitter/Yik-Yak)	238	15.9
At a UTK event/program	197	13.1
Off-campus	197	13.1
In a campus residence hall/apartment	125	8.3
In a meeting with a group of people	117	7.8
In a UTK library	85	5.7
In a fraternity house	84	5.6
In off-campus housing	55	3.7
In a UTK dining facility	54	3.6
On phone calls/text messages/email	46	3.1
In a UTK administrative office	38	2.5
In a meeting with one other person	35	2.3
In athletic facilities	34	2.3
In a sorority house	34	2.3
In the University Center/Student Center	33	2.2

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a staff office	31	2.1
While working at a UTK job	29	1.9
On a campus shuttle	26	1.7
In a religious center	20	1.3
In a faculty office	19	1.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	14	0.9
In Counseling Services	7	0.5
In an online learning environment	5	0.3
In the Health Center	< 5	---
A venue not listed above	110	7.3

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

Seventy-four percent ($n = 1,113$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 33). Other respondents identified friends (24%, $n = 365$), strangers (21%, $n = 311$), or a student organization (21%, $n = 307$) as the target of the exclusionary conduct. “Other targets not listed” included, “All LGBT+ groups,” “College Republicans/Trump supporters,” “Diversity,” “Football program and Greek life,” “fraternities,” “MMP; NAACP,” “Pride Center,” “Students for Trump,” “UTK VolOut,” and “Young Americans for Freedom.”

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

Target	<i>n</i>	% of respondents who observed conduct
Student	1,113	74.2
Friend	365	24.3
Stranger	311	20.7
Student organization	307	20.5
Do not know target	104	6.9

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

Target	<i>n</i>	% of respondents who observed conduct
Faculty member/other instructional staff	70	4.7
Coworker/colleague	67	4.5
Student staff	57	3.8
UTK media (e.g., posters, brochures, flyers, handouts, websites)	56	3.7
Staff member	51	3.4
Department/program/division chair	37	2.5
Off-campus community member	32	2.1
UTK police/security	27	1.8
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	24	1.6
Academic/scholarship/fellowship advisor	15	1.0
Athletic coach/trainer	14	0.9
Student teaching assistant/student lab assistant/student tutor	14	0.9
Alumnus/a	< 5	---
Patient	< 5	---
Donor	0	0.0
A target not listed above	100	6.7

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

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 70% ($n = 1,049$) noted that students were the sources of the conduct (Table 34). Respondents identified additional sources as strangers (26%, $n = 383$).

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

Source	<i>n</i>	% of respondents who observed conduct
Student	1,049	69.9
Stranger	383	25.5
Don't know source	175	11.7
Faculty member/other instructional staff	115	7.7

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

Source	<i>n</i>	% of respondents who observed conduct
Student organization	101	6.7
On social media (e.g., Facebook, Twitter, Yik-Yak)	99	6.6
Off-campus community member	95	6.3
Staff member	70	4.7
UTK media (e.g., posters, brochures, flyers, handouts, websites)	65	4.3
Friend	47	3.1
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	42	2.8
Student staff	33	2.2
Coworker/colleague	28	1.9
Department/program/division chair	22	1.5
UTK police/security	20	1.3
Academic/scholarship/fellowship advisor	19	1.3
Alumnus/a	16	1.1
Student teaching assistant/student lab assistant/student tutor	10	0.7
Supervisor or manager	10	0.7
Athletic coach/trainer	9	0.6
Donor	6	0.4
Direct Report (e.g., person who reports to me)	< 5	---
Patient	< 5	---
A source not listed above	90	6.0

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

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 31% told a friend ($n = 464$) or did not do anything ($n = 459$) (Table 35). Others avoided the person/venue (23%, $n = 341$), did not know who to go to (16%, $n = 236$), confronted the person(s) at the time (15%, $n = 226$), or told a family member (14%, $n = 209$). Of the respondents (6%, $n = 96$) who contacted a UTK resource, 30% ($n = 29$) sought support from a faculty member, 21% ($n = 20$) sought support from the office of the Dean of Students, and 19% ($n = 18$) sought support from the PRIDE Center.

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

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I told a friend	464	30.9
I did not do anything.	459	30.6
I avoided the person/venue.	341	22.7
I did not know who to go to.	236	15.7
I confronted the person(s) at the time.	226	15.1
I told a family member.	209	13.9
I sought information online.	114	7.6
I contacted a UTK resource.	96	6.4
<i>Faculty member</i>	29	30.2
<i>Office of the Dean of Students</i>	20	20.8
<i>PRIDE Center</i>	18	18.8
<i>Staff person (e.g., residential life staff, program director)</i>	11	11.5
<i>UT Police Department</i>	11	11.5
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	10	10.4
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	10	10.4
<i>Faculty or staff ombudsperson</i>	7	7.3
<i>Office of Student Conduct and Community Standards</i>	6	6.3
<i>Counseling Center</i>	5	5.2
<i>Multicultural Student Life</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Center for Health Education and Wellness</i>	< 5	---
<i>Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team [SART])</i>	< 5	---
<i>ADA Coordinator (Office of Equity and Diversity)</i>	< 5	---
<i>Human Resources</i>	< 5	---
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	< 5	---
<i>International House</i>	0	0.0
I confronted the person(s) later.	90	6.0
I contacted a local law enforcement official.	25	1.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	16	1.1
I sought support from off-campus hotline/advocacy services.	11	0.7

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

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
A response not listed above	186	12.4

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

Table 36 illustrates that 94% (*n* = 1,392) of respondents did not report the incident and that 6% (*n* = 91) of respondents did report the incident. Of the respondents who reported the incident, 15% (*n* = 11) were satisfied with the outcome, 42% (*n* = 31) felt that the complaint received an appropriate response, and 43% (*n* = 32) felt that the incident did not receive an appropriate response.

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

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	1,392	93.9
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	91	6.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	11	14.9
<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>	31	41.9
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	32	43.2

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

Four hundred thirty-eight Student respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile environment. Three broad themes emerged from comments: sociopolitical belief bias, LGBTQ hostility, and broad inclusion concerns.

Sociopolitical Belief Bias — Respondents who elaborated on their observations of conduct described instances with regard to their respective sociopolitical beliefs and behaviors. The sentiments that individuals were “being treated differently for [their] views” and or “some people

were looked down upon because of their views” was widely echoed. One respondent noted the perception that their peers had been “targeted as ‘problems,’ because they had differing opinions or challenges outside of the classroom.” Other respondents elaborated on their perceptions of freedom of thought more generally. For example, respondents noted, “Both sides have a right to their opinion” and “Everyone is entitled to their own opinion, even if it is offensive. It should just not be shared publicly.” Many respondents noted their concerns about sociopolitical belief exclusion and hostility in tandem with the reflections on protests on campus. Respondents described the protests as: “intimidating,” “disrupting to class,” and “very disrespectful.” One respondent reported, “After Trump was elected, someone threw rocks at a girl wearing a headscarf [hijab].” Another respondent noted, “After the election, many people on campus and off campus were bullied and the target of hate speech.” Yet, another respondent shared, “Trump supporters verbally harassed Clinton supporters at an otherwise peaceful protest.” Elaborating further on the demonstrations and mindsets reflected in them, one respondent added, “The exclusive political mindset is dangerous. After Mr. Trump won the presidency, white males, especially those of republican political leaning, were verbally abused and threatened in activist marches.” Finally, one respondent noted observing concerning conduct from “both sides” noting, “This was a reference to the November 9th election protests, during which I witnessed several people engage in verbal and physical confrontations, as well the threat of physical harm. This applies to both sides, as tensions ran very high that day.” Respondents who elaborated on their observations of conduct perceived socio-politically based biases to be the cause of a range of concerning experiences.

LGBTQ Hostility — Respondents also elaborated on their observations of harmful conduct directed toward LGBTQ people. Respondents reported, “I often see graffiti on library desks which insulted homosexual people” and “I believe that the climate at UTK is very homophobic and closed-minded.” One respondent shared, “Two women walking ahead of me, probably students, were holding hands. A young man screamed a slur at them while driving by in a car.” Respondents also mentioned, “constant vandalism of the PRIDE center over my past four years” in their narratives of describing their observations of conduct directed at LGBTQ people. Another respondent noted, “I was upset with the vandalism on the LGBTQ office.” Yet another explained, “Y'all need to make the LGBTQI+ spaces safer for UTK students. There have been a lot of violence towards the center, and it makes me feel like I'm not welcome to go there.” One

described a publicized display of hostility, “There was a tweet that went viral of a gay student who had been badly beaten up outside of Laurel one night. His face was covered in blood, he had an earring torn out, and he looked to be crying.” Another respondent reported, “a member of the LGBT community on campus was attacked while walking through the fort because he looked gay. I saw his face after it happened. He was cut and bleeding. He'd obviously been beaten badly.” Overall, many respondents observed exclusionary conduct directed at LGBTQ people.

Broad Inclusion Concerns — While many respondents noted concerns for LGBTQ people, others also noted concerns for a range of minorities on campus including people of faith, people with disabilities, women, and racial and ethnic minorities. One respondent noted, “The LGBTQ+ Community, Women, and people of Islamic faith have been under attack at UTK.” Another respondent shared, “Minorities on UTs campus seem to be left-out especially after budget cuts. It seems that diversity does not matter to our campus in way.” One respondent stated, “UTK fosters bigoted behavior and doesn't do anything when it comes to dealing with it.” Sharing directly what they saw or heard, respondents wrote, “Someone wrote ‘Fuck that HRC Lying Bitch’ on the rock” and another discussed a professor making “jokes about the Deaf, ASL and disabilities.” Regarding race and ethnicity, respondents noted, “hardcore racially stereotyping” and “Many fellow students were attacked because of their ethnicity one night. They were beaten and called racial slurs.” A respondent’s reflection of exclusionary practices based on gender noted, “Most instances were biasing towards women in science by men. The women in these instances were ignored, dismissed, given tasks not to complete not associated with their position, or were graded more harshly compared to majority of students.” Lastly, respondents also noted their disapproval of “defunding for the office of diversity.” “I was not pleased with the State defunding our Office of Diversity. I thought that office did a great job at making everyone on campus feel included and safe, while also keeping staff and students educated.”

^{xxix}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 4,730) = 50.5, p < .001$.

^{xxx}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: $\chi^2(1, N = 4,550) = 168.5, p < .001$.

^{xxxi}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: $\chi^2(5, N = 4,665) = 43.7, p < .001$.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: $\chi^2(1, N = 4,738) = 16.2, p < .001$.

^{xxxiii}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual affiliation: $\chi^2(3, N = 4,672) = 74.3, p < .001$.

^{xxxiv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by undergraduate student status: $\chi^2(1, N = 3,651) = 50.1, p < .001$.

Unwanted Sexual Experiences

Ten percent ($n = 494$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% ($n = 83$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 116$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 6% ($n = 300$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 3% ($n = 153$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape), and 1% ($n = 24$) 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 UTK community (Figure 38).

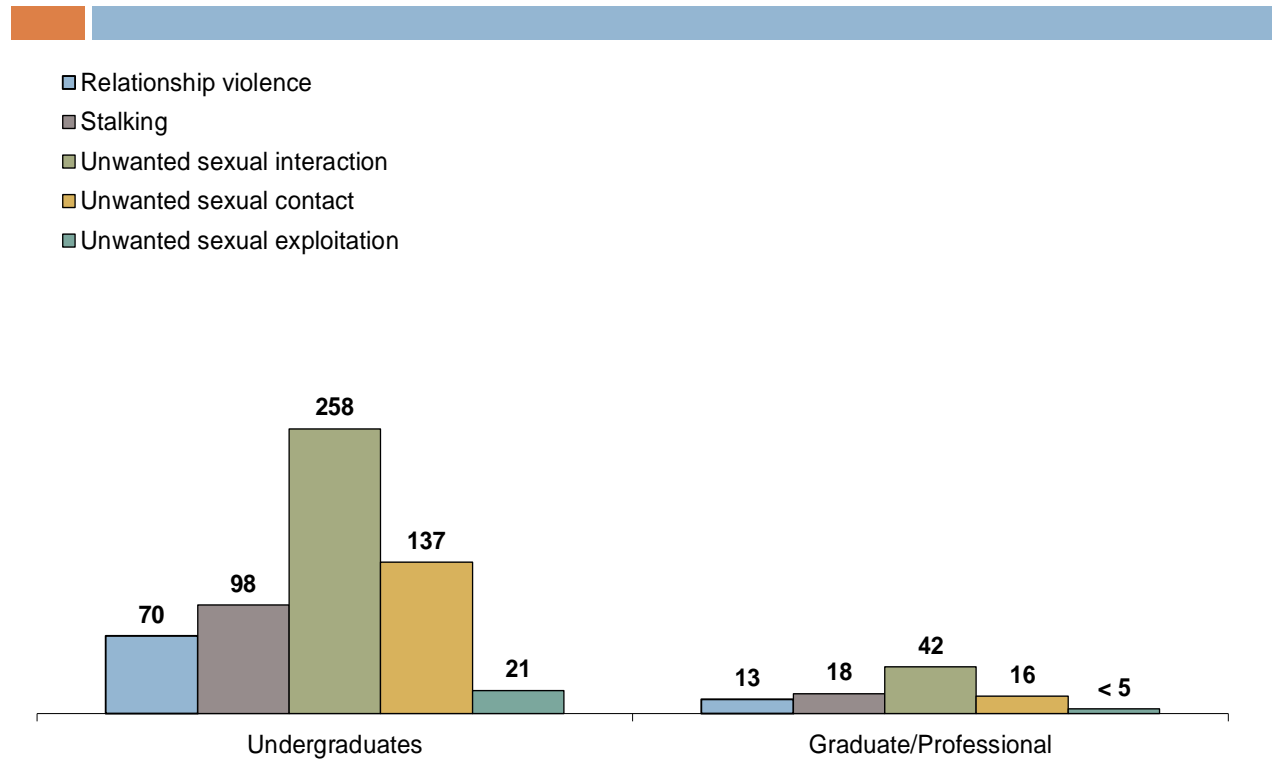


Figure 38. Respondents Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

Relationship Violence

Subsequent analyses of the data suggested that there were no significant differences between Undergraduate Student respondents (2%, $n = 70$) or Graduate/Professional Student respondents

(1%, $n = 13$) regarding their experience of relationship violence (e.g., ridiculed, controlling, hitting) (Figure 39). By gender identity, a significantly higher percentage of Women Student respondents (2%, $n = 69$) than Men Student respondents (1%, $n = 11$) experienced relationship violence.^{xxxv} Similarly, a significantly higher percentage of LGBTQ Student respondents (4%, $n = 18$) than Heterosexual Student respondents (2%, $n = 62$) experienced relationship violence.^{xxxvi} A significantly higher percentage of Multiple Disabilities Student respondents (5%, $n = 7$) and Single Disability Student respondents (4%, $n = 14$) than No Disability Student respondents (1%, $n = 60$) experienced relationship violence.^{xxxvii} Lastly by Undergraduate Student housing status,⁵⁰ a significantly higher percentage of Undergraduate Student respondents who live in Non-Campus Housing (2%, $n = 53$) than Undergraduate Student respondents who live in Campus Housing (1%, $n = 17$) experienced relationship violence.^{xxxviii}

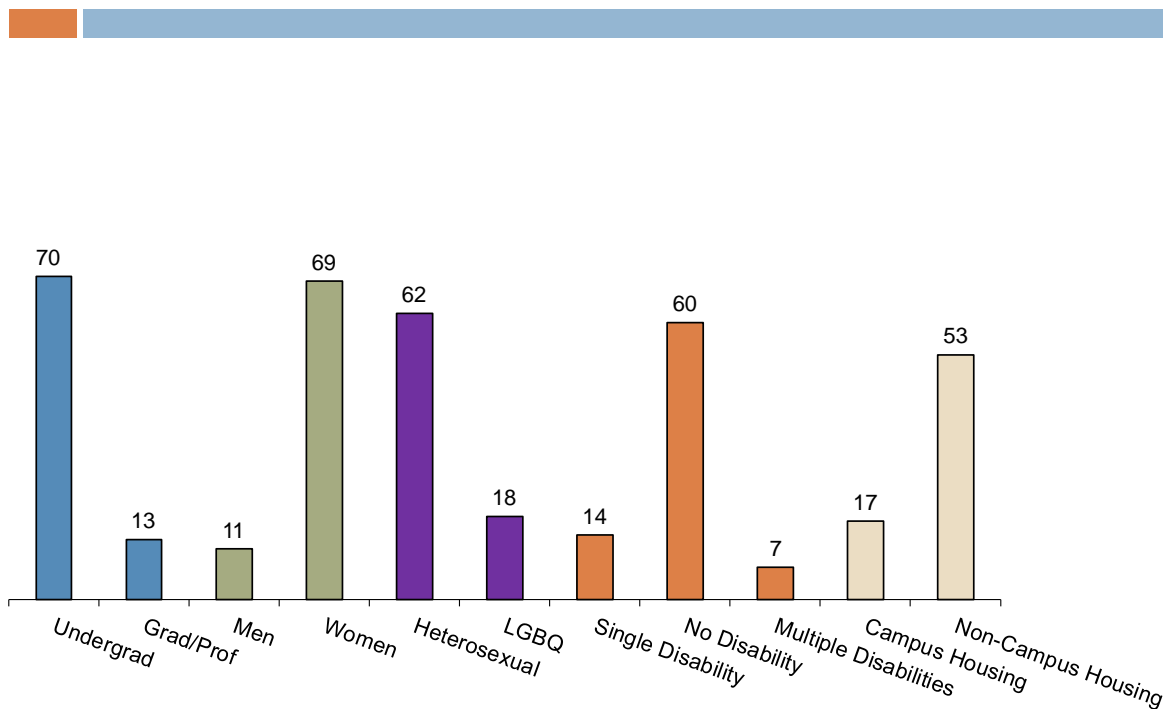


Figure 39. Respondents' Experiences of Relationship Violence While at UTK by Class status, Gender Identity, Sexual Identity, Disability Status, and Housing Status (n)

⁵⁰Housing insecure students were not included in these analyses because their numbers ($n = 9$) were too few to ensure their confidentiality.

Student respondents⁵¹ were asked if alcohol and/or drugs were involved in the relationship violence and 39% ($n = 31$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 55% ($n = 16$) reported it was alcohol only and 35% ($n = 10$) indicated it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they had experienced relationship violence, 52% ($n = 43$) noted that it occurred within their first year, 39% ($n = 32$) noted that it occurred in their second year, 24% ($n = 20$) noted that it occurred in their third year, and 13% ($n = 11$) noted that it occurred during their fourth year (Table 37). Less than five Student respondents who experienced relationship violence indicated that it occurred during their time as a Graduate Student at UTK.

Table 37. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTK	< 5	---
Undergraduate first year	43	51.8
<i>Fall semester</i>	39	90.7
<i>Spring semester</i>	29	67.4
<i>Summer semester</i>	8	18.6
Undergraduate second year	32	38.6
<i>Fall semester</i>	24	75.0
<i>Spring semester</i>	18	56.3
<i>Summer semester</i>	5	15.6
Undergraduate third year	20	24.1
<i>Fall semester</i>	15	75.0
<i>Spring semester</i>	14	70.0
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	11	13.3
<i>Fall semester</i>	10	90.9
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	< 5	---

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

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

Seventy-seven percent ($n = 64$) of the respondents who indicated on the survey that they experienced relationship violence identified a current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as UTK students (39%, $n = 32$) and acquaintances/friends (18%, $n = 15$).

Asked where the relationship violence incidents occurred, 86% ($n = 71$) of respondents indicated that they occurred off of campus and 42% ($n = 35$) indicated they occurred on campus.

Respondents who experienced relationship violence off of campus indicated that the incidents occurred in places such as “a friend’s house,” “apartment,” “downtown,” “fort house,” “his apartment,” “in our apartment or in public,” “several locations,” “The Commons,” and “Their home.” Respondents who experienced relationship violence on campus commented that the instances happened in “Brehm Animal Science,” “Dorm,” “Fraternity House,” “Hess Hall,” “Laurel Hall,” “The Tower at Morgan Hill.”

Asked how they felt in response to experiencing relationship violence, 65% ($n = 54$) felt angry, 58% ($n = 48$) felt somehow responsible, 54% ($n = 45$) felt afraid, and 53% ($n = 44$) felt embarrassed (Table 38). **Table 38. Emotional Reaction to Relationship Violence**

Emotional reaction	<i>n</i>	%
I felt angry.	54	65.1
I felt somehow responsible.	48	57.8
I felt afraid.	45	54.2
I felt embarrassed.	44	53.0
I ignored it.	21	25.3
<u>A feeling not listed above</u>	<u>16</u>	<u>19.3</u>

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 83$).

In response to experiencing relationship violence, eight respondents (10%) contacted a UTK resource (Table 39). Most respondents told a friend (55%, $n = 46$), did not do anything (34%, $n = 28$), avoided the person/venue (33%, $n = 27$), and confronted the person(s) later (31%, $n = 26$).

Table 39. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	46	55.4
I did not do anything.	28	33.7
I avoided the person/venue.	27	32.5
I confronted the person(s) later.	26	31.3
I confronted the person(s) at the time.	21	25.3
I told a family member.	17	20.5
I did not know who to go to.	16	19.3
I sought information online.	12	14.5
I contacted a local law enforcement official.	11	13.3
I contacted a UTK resource.	8	9.6
<i>UT Police Department</i>	<i>< 5</i>	<i>---</i>
<i>Counseling Center</i>	<i>< 5</i>	<i>---</i>
<i>Center for Health Education and Wellness</i>	<i>< 5</i>	<i>---</i>
<i>Faculty member</i>	<i>< 5</i>	<i>---</i>
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	<i>< 5</i>	<i>---</i>
<i>ADA Coordinator (Office of Equity and Diversity)</i>	<i>0</i>	<i>0.0</i>
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	<i>0</i>	<i>0.0</i>
<i>Faculty or staff ombudsperson</i>	<i>0</i>	<i>0.0</i>
<i>Human Resources</i>	<i>0</i>	<i>0.0</i>
<i>International House</i>	<i>0</i>	<i>0.0</i>
<i>Multicultural Student Life</i>	<i>0</i>	<i>0.0</i>
<i>Office of Student Conduct and Community Standards</i>	<i>0</i>	<i>0.0</i>
<i>Office of the Dean of Students</i>	<i>0</i>	<i>0.0</i>
<i>PRIDE Center</i>	<i>0</i>	<i>0.0</i>
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	<i>0</i>	<i>0.0</i>
<i>Staff person (e.g., Residential Life staff, program director)</i>	<i>0</i>	<i>0.0</i>

Table 39. Actions in Response to Relationship Violence

Action	<i>n</i>	%
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I sought support from off-campus hotline/advocacy services.	8	9.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
A response not listed above.	6	7.2

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 83).

Eighty-eight percent (*n* = 72) of respondents did not report the relationship violence and 12% (*n* = 10) reported the incident (Table 40).

Table 40. Respondents' Reporting Relationship Violence

Reporting the relationship violence	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	72	87.8
Yes, I reported the incident (e.g., bias incident report, Title IX).	10	12.2
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 83).

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

Sixty-five respondents elaborated on why they did not report relationship violence. Two themes emerged suggesting respondents did not report because they did not perceive the incidents to be substantial enough to report or because of fears associated with reporting.

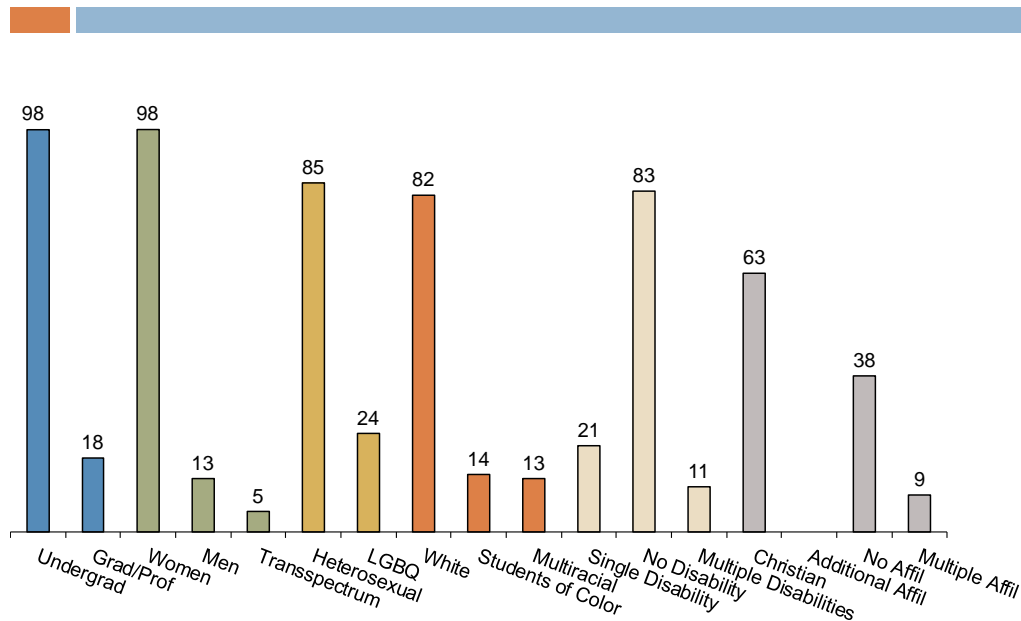
Not Substantial Enough To Report — Respondents who elaborated on why they did not report the relationship violence shared that they perceived the incidents as not substantial enough to merit reporting. For example, one respondent shared, “They were drunk, or strangers, and it wasn't serious enough for me to report.” Other respondents noted, “It was not as intense as I

thought would be necessary” and “It is not something I would consider harsh enough to report.” Other respondents reported not understanding what was happening at the time of the incident and only later being able to name it as problematic. For example, respondents described, “I thought it was okay” and “At the time, I didn't realize how bad it was.” Another respondent added, “I didn't realize the relationship was abusive until later.” Respondents also described certain types of abuse as not substantial enough to be reported. One respondent explained, “It was emotional abuse, not physical.” Another respondent noted, “Verbal assault doesn't need reporting because freedom of speech.” Another respondent clarified, “I moved on and it was not worth it. It was more controlling than physical.” Another respondent shared, “It was verbal abuse, which isn't really something punishable. It didn't cause me much emotional harm.”

Fears Associated with Reporting — Respondents described fears of facing more violence, being blamed for the incidents, and not being believed in their narratives as why they did not report the relationship violence. One respondent described their fear, “I was scared that it would make it worse when my partner found out I told anyone.” Similarly, another respondent echoed, “I didn't want him to get in trouble and was afraid that he would hurt me if I did.” Other respondents echoed, “I was scared” and “was somewhat scared to.” Regarding the fear of being responsible for the relationship violence, one respondent explained, “I felt responsible, like I could have stopped it. I also thought this person ‘loved’ me, and that it would stop.” Other respondents added, “I felt that I was responsible, and I thought there was no way to fix it” and “I felt like it was my fault and it happens to everyone.” Other respondents feared they would not be believed and could not prove themselves and as such did not report the relationship violence they experienced. One respondent noted, “I did not want to have to prove my story to people who would try to say it was my fault or that I didn't have any ground to stand on.” Another respondent shared, “I was afraid, embarrassed, confused, and I wasn't sure if anyone would believe me because the people I did tell didn't believe me, and eventually when I went to the police they still didn't do anything.”

Stalking

Subsequent analyses of the data also suggested that there were no significant differences between Undergraduate Student respondents (3%, $n = 98$) and Graduate/Professional Student respondents (2%, $n = 18$) who experienced stalking (e.g., following me, on social media, texting, phone calls) (Figure 40). A higher percentage of Transgender Student respondents (7%, $n = 5$) and Women Student respondents (3%, $n = 13$) than Men Student respondents (1%, $n = 13$) experienced stalking.^{xxxix} Additionally, a higher percentage LGBQ Student respondents (6%, $n = 24$) than Heterosexual Student respondents (2%, $n = 85$) experienced stalking.^{xl} Further analyses revealed that a higher percentage of Multiracial Student respondents (5%, $n = 13$) than White Student respondents (2%, $n = 82$) experienced stalking.^{xli} A higher percentage Multiple Disabilities Student respondents (8%, $n = 11$) and Single Disability Student respondents (6%, $n = 21$) than No Disability Student respondents (2%, $n = 83$) experienced stalking.^{xlii} By religious/spiritual affiliation, a higher percentage of Multiple Religious/Spiritual Affiliation Student respondents (6%, $n = 9$) than Christian Affiliation Student respondents (2%, $n = 63$) experienced stalking.^{xliii}



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

Figure 40. Respondents' Experiences of Stalking While at UTK by Student Status, Gender Identity, Sexual Identity, Racial Identity, Disability Status, Religious/Spiritual Affiliation (n)

Student respondents⁵² were asked if alcohol and/or drugs were involved in the stalking and 14% ($n = 16$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 39% ($n = 5$) indicated it was alcohol only and 62% ($n = 8$) indicated that it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, 56% ($n = 65$) noted that it occurred within their first year, 30% ($n = 35$) noted that it occurred in their second year, 13% ($n = 15$) noted that it occurred in their third year, and 7% ($n = 8$) indicated that it occurred during their fourth year (Table 41). Nine percent ($n = 10$) of Student respondents who experienced stalking indicated that it occurred during their time as a Graduate/Professional Student at UTK.

Table 41. Year in Which Student Respondents Experienced Stalking

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTK	10	8.6
Undergraduate first year	65	56.0
<i>Fall semester</i>	49	75.4
<i>Spring semester</i>	36	55.4
<i>Summer semester</i>	< 5	---
Undergraduate second year	35	30.2
<i>Fall semester</i>	23	65.7
<i>Spring semester</i>	19	54.3
<i>Summer semester</i>	< 5	---
Undergraduate third year	15	12.9
<i>Fall semester</i>	9	60.0
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	8	6.9
<i>Fall semester</i>	6	75.0
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	< 5	---

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

⁵²Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Fifty-three percent ($n = 62$) of the respondents who indicated on the survey that they experienced stalking identified a UTK student as the perpetrators of the conduct. Respondents also identified other sources as acquaintances/friends (30%, $n = 35$), strangers (27%, $n = 35$), and current or former dating/intimate partners (22%, $n = 25$).

Asked where the stalking incidents occurred, 56% ($n = 65$) of respondents indicated that they occurred off of campus and 61% ($n = 71$) indicated they occurred on campus. Respondents who experienced stalking off of campus indicated that the incidents occurred in places such as “17th Street,” “Apartment,” “at my job,” “everywhere,” “Fort,” “Home/work,” “My phone,” “Near family residence,” “Off campus appt,” “Off Campus Frat parties,” “on social media,” “the strip,” and “the tower and police station.” Respondents who experienced stalking on campus commented that the instances happened in “all of my classes,” “AMB,” “Brown,” “Campus cafeteria, Hodges library, Thompson Boling Arena,” “Dorm,” “Massey,” “PCB cafeteria, Humes Hall,” “throughout campus,” and “would follow me from class to class.”

Asked how they felt in response to experiencing stalking, 44% ($n = 51$) of respondents felt afraid, 46% ($n = 53$) felt angry, and 35% ($n = 41$) ignored it (Table 42).

Table 42. Emotional Reaction to Stalking

Emotional reaction	<i>n</i>	%
I felt afraid.	51	44.0
I felt angry.	53	45.7
I ignored it.	41	35.3
I felt embarrassed.	24	20.7
I felt somehow responsible.	21	18.1
A feeling not listed above	19	16.4

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 116$).

In response to experiencing stalking, fifteen respondents (13%) contacted a UTK resource (Table 43). Most respondents avoided the person/venue (62%, $n = 72$), told a friend (62%, $n = 72$), or told a family member (28%, $n = 33$).

Table 43. Actions in Response to Stalking

Action	<i>n</i>	%
I avoided the person/venue.	72	62.1
I told a friend.	72	62.1
I told a family member.	33	28.4
I confronted the person(s) at the time.	22	19.0
I did not do anything.	22	19.0
I confronted the person(s) later.	17	14.7
I contacted a local law enforcement official.	15	12.9
I contacted a UTK resource.	15	12.9
<i>UT Police Department</i>	6	40.0
<i>Center for Health Education and Wellness</i>	< 5	---
<i>Counseling Center</i>	< 5	---
<i>Faculty member</i>	< 5	---
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	< 5	---
<i>ADA Coordinator (Office of Equity and Diversity)</i>	< 5	---
<i>Office of Student Conduct and Community Standards</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	< 5	---
<i>Office of the Dean of Students</i>	< 5	---
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</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.	10	8.6
I sought information online.	7	6.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---

Table 43. Actions in Response to Stalking

Action	<i>n</i>	%
I sought support from off-campus hotline/advocacy services.	< 5	---
A response not listed above.	8	6.9

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 116).

Ninety percent (*n* = 104) of respondents did not report the stalking and 10% (*n* = 12) reported the incident (Table 44).

Table 44. Respondents' Reporting Stalking

Reporting the stalking	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	104	89.7
Yes, I reported the incident (e.g., bias incident report, Title IX).	12	10.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	8	72.7
<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>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

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

Eighty-nine respondents noted that they did not report their experiences with stalking. Respondents shared that they did not report these incidents because they perceived them as not worth reporting or because they had a lack of faith in the reporting.

Not Worth Reporting — Respondents who elaborated on why they did not report stalking generally noted that they did not perceive the incidents as worth reporting. Respondents noted, “I don't feel it is that serious” and “It wasn't all that serious. He gave up after a week.” Another respondent elaborated, “It was not serious enough to. He was just an annoying, horny boy, and I did not feel threatened, just annoyed.” Similarly, another respondent noted, “I did not think it was serious enough to warrant a formal report.” Other respondents included reflections on how their opinions of the incident and their choice to not report changed over time. For example, one

respondent noted, “it did not seem like that big of deal at the time” while another shared, “It did not seem important. But in hindsight, it was a serious issue.” Other respondents noted reflections on the reporting process in relation to their rationale for why they did not report. “It was not considered serious enough to file a complete report.” “I didn't want to make a big deal out of it.” One respondent explained, “I did know how to report it or if it was serious enough of a problem.”

Lack of Faith in Reporting — Respondents also noted that they did not have faith in the reporting process. Respondents offered, “No one would have done anything,” “I didn't think anything could be done about it,” and “I knew that there was no point.” Most narratives were brief, like the statement cited previously. However, some respondents were more verbose with one respondent sharing, “I don't expect that anything will be done about it, so why devote time and energy to the lengthy process of documenting it?” Another respondent explained, “I feel that this is a common occurrence and even though I find it unacceptable I did not think anything would come of reporting it.” Yet another respondent offered, “I did not share with an official because I know other people that have, one being about the same person, and nothing was done.” Respondents who elaborated on why they did not report their experiences with stalking generally noted that they did not believe anything would happen and that nothing would come from their efforts of reporting the incidents.

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (7%, $n = 258$) experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than did Graduate/Professional Student respondents (4%, $n = 42$)^{xliv} (Figure 41). A higher percentage of Transgender Student respondents (15%, $n = 11$) and Women Student respondents (9%, $n = 278$) than Men respondents (1%, $n = 11$) experienced unwanted sexual interaction.^{xlv} Similarly, a higher percentage of LGBTQ Student respondents (15%, $n = 62$) than Heterosexual Student respondents (5%, $n = 218$) experienced unwanted sexual interaction.^{xlvi} A higher percentage of Multiple Disabilities Student respondents (13%, $n = 19$) and Single Disability Student respondents (13%, $n = 47$) than No Disability Student respondents (6%, $n = 231$) experienced unwanted sexual interaction.^{xlvii} Further analyses also revealed that a higher percentage of Multiple Religious/Spiritual Affiliation Student respondents (12%, $n = 19$) and No Religious/Spiritual Affiliation Student respondents (9%, $n = 119$) than Christian Student respondents (5%, $n = 146$) experienced unwanted sexual interaction.^{xlviii}

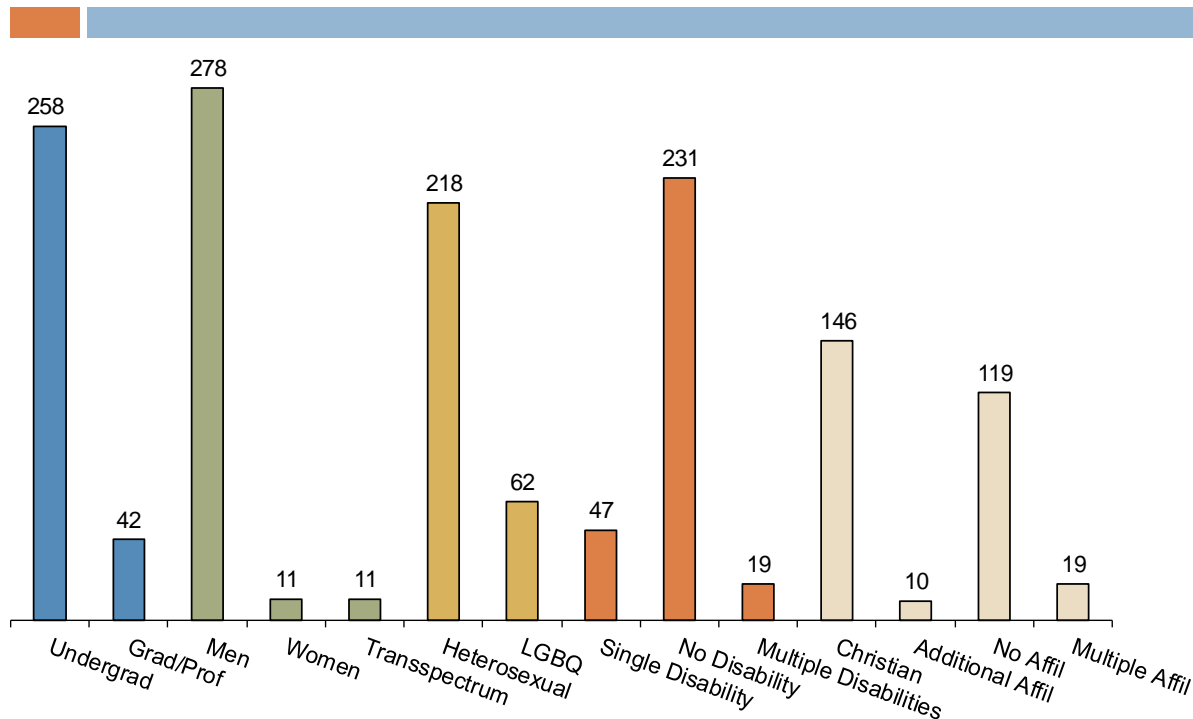


Figure 41. Respondents' Experiences of Unwanted Sexual Interaction While at UTK by Student Status, Gender Identity, Sexual Identity, Disability Status, and Religious/Spiritual Affiliation (n)

Student respondents⁵³ were asked if alcohol and/or drugs were involved in the sexual interaction and 35% ($n = 102$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 79% ($n = 68$) indicated it was alcohol only and 16% ($n = 14$) indicated both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 62% ($n = 185$) noted that it occurred within their first year, 38% ($n = 115$) indicated that it occurred in their second year, 25% ($n = 76$) indicated that it occurred in their third year, and 12% ($n = 36$) indicated that it occurred during their fourth year (Table 45).

Twelve percent ($n = 35$) of Student respondents who experienced unwanted sexual interaction indicated that it occurred during their time as a Graduate Student at UTK.

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

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTK	35	11.7
Undergraduate first year	185	61.7
<i>Fall semester</i>	149	80.5
<i>Spring semester</i>	114	61.6
<i>Summer semester</i>	7	3.8
Undergraduate second year	115	38.3
<i>Fall semester</i>	81	70.4
<i>Spring semester</i>	64	55.7
<i>Summer semester</i>	7	6.1
Undergraduate third year	76	25.3
<i>Fall semester</i>	55	72.4
<i>Spring semester</i>	39	51.3
<i>Summer semester</i>	3	3.9
Undergraduate fourth year	36	12.0
<i>Fall semester</i>	27	75.0
<i>Spring semester</i>	16	44.4
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	8	2.7

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 300$). Percentages may not sum to 100 as a result of multiple response choices.

⁵³Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Sixty-three percent ($n = 190$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a stranger as the perpetrators of the conduct. Respondents also identified other sources as a UTK student (52%, $n = 155$) and acquaintances/friends (20%, $n = 59$).

Asked where the unwanted sexual interaction incidents occurred, 57% ($n = 171$) of respondents indicated that they occurred off of campus and 61% ($n = 184$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off of campus indicated that the incidents occurred in places such as “17th street,” “a club,” “apartment,” “at an event,” “bar,” “Chattanooga,” “close to Vol Hall,” “Cumberland ave,” “Fort,” “frat houses,” “Grand house,” “his house,” “house party,” “on the strip,” “party,” “walking around on street,” “Walking to class,” and “World Fair Park.” Respondents who experienced unwanted sexual interaction on campus commented that the instances happened “all over campus,” “between PCB and Brown Hall,” “chemistry lab,” “class,” “Clement Hall,” “Dorm,” “Fraternity row,” “Garage behind Melrose road,” “in my acting class,” “in the HSS hallways,” “Library,” “on the student bridge,” “parking garage by dorms,” “residence halls,” and “walking to/in Clement Hall.”

Asked how they felt in response to experiencing sexual interaction, 57% ($n = 170$) felt angry, 46% ($n = 137$) felt embarrassed, and 42% ($n = 125$) ignored it (Table 46).

Table 46. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	170	56.7
I felt embarrassed.	137	45.7
I ignored it.	125	41.7
I felt afraid.	89	29.7
I felt somehow responsible.	57	19.0
A feeling not listed above	30	10.0

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 300$).

In response to experiencing unwanted sexual interaction, twelve respondents (4%) contacted a UTK resource (Table 47). Most respondents did not do anything (53%, $n = 160$), told a friend (41%, $n = 122$), or avoided the person/venue (40%, $n = 120$).

Table 47. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I did not do anything.	160	53.3
I told a friend.	122	40.7
I avoided the person/venue.	120	40.0
I confronted the person(s) at the time.	47	15.7
I told a family member.	33	11.0
I confronted the person(s) later.	23	7.7
I did not know who to go to.	18	6.0
I contacted a UTK resource.	12	4.0
<i>Counseling Center</i>	5	41.7
<i>Faculty member</i>	< 5	---
<i>UT Police Department</i>	< 5	---
<i>Office of Student Conduct and Community Standards</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>ADA Coordinator (Office of Equity and Diversity)</i>	< 5	---
<i>Center for Health Education and Wellness</i>	< 5	---
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	< 5	---
<i>Office of the Dean of Students</i>	< 5	---
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	< 5	---
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I contacted a local law enforcement official.	9	3.0
I sought information online.	6	2.0

Table 47. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	1.7
I sought support from off-campus hotline/advocacy services.	< 5	---
A response not listed above.	20	6.7

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 300).

Ninety-five percent (*n* = 284) of respondents did not report the unwanted sexual interaction and 5% (*n* = 14) 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 did not report it.	284	95.3
Yes, I reported the incident (e.g., bias incident report, Title IX).	14	4.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	7	53.8

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 300). Percentages may not sum to 100% as a result of multiple response choices.

Two hundred twenty-seven respondents elaborated on why they did not report the unwanted sexual interaction. Two themes emerged from the responses: perceived incident as trivial and concerns regarding reporting.

Perceived Incident as Trivial — Respondents who elaborated on why they did not report the unwanted sexual interaction primarily referenced cat-calling and perceived it as trivial.

Respondents reported, “Didn't feel like it was that big of a deal” and “I don't think it was that serious.” Other respondent noted, “It was just cat-calling,” “Cat-calling is considered normal in society,” and “I get cat called sometimes walking down to the strip but I always ignore it.” Specifically noting cat-calling and perceptions about reporting, one respondent noted, “Cat-

calling isn't an offense that I think to report" and "Cat calling and lewd comments by strangers aren't very reportable." Some respondents noted the triviality of the event in tandem with reports of interactions with unknown individuals. Other respondents shared, "With cat-calling and unwanted advances in a party environment, I do not know who the person is that's advancing toward me and I do not know how to report someone who is relatively anonymous," "It was a cat-call by a stranger riding in a car, so I was not able to identify the person," and "I had no idea who the person was and the school doesn't take it seriously anyway." Respondents generally shared that they did not report the unwanted sexual interaction because these incidents were not perceived as worthwhile to report.

Concerns Regarding Reporting — Respondents who elaborated on why they did not report the unwanted sexual interaction shared that they had concerns with the reporting process. Respondents noted, "I felt that I would be in danger if I reported," and "It seems like a process I did not want to go through." Some respondents elaborated on the opinion that they did not have enough time and or information to report the incident. One respondent noted, "did not get a good look at their car to file an appropriate report." Another respondent shared, "I had final exams the next day so I didn't have time to file a formal report, or else I would have." Other respondents offered questions and uncertainty about the reporting process. One respondent asked, "Why report something that can't be proven?" Another respondent noted, "I don't know how to report it or who to go to. UTK seems to have a lot of information about consent but few if any resources to help victims or report issues."

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (4%, $n = 137$) than Graduate/Professional Student respondents (2%, $n = 16$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape)^{lix} (Figure 42). Additionally, a higher percentage of Women Student respondents (5%, $n = 134$) than Men Student respondents (1%, $n = 14$) experienced unwanted sexual contact.^l Again, a higher percentage of LGBTQ Student respondents (7%, $n = 30$) than were Heterosexual Student respondents (3%, $n = 115$) experienced unwanted sexual contact.^{li} By disability status, a higher percentage of Multiple Disabilities Student respondents (8%, $n = 12$) and Single Disability Student respondents (7%, $n = 25$) than No Disability Student respondents (3%, $n = 113$) experienced unwanted sexual contact.^{lii} Lastly, by religious/spiritual affiliation, a higher percentage of No Religious/Spiritual Affiliation Student respondents (4%, $n = 57$) than Christian Student respondents (3%, $n = 80$) experienced unwanted sexual contact.^{liii}

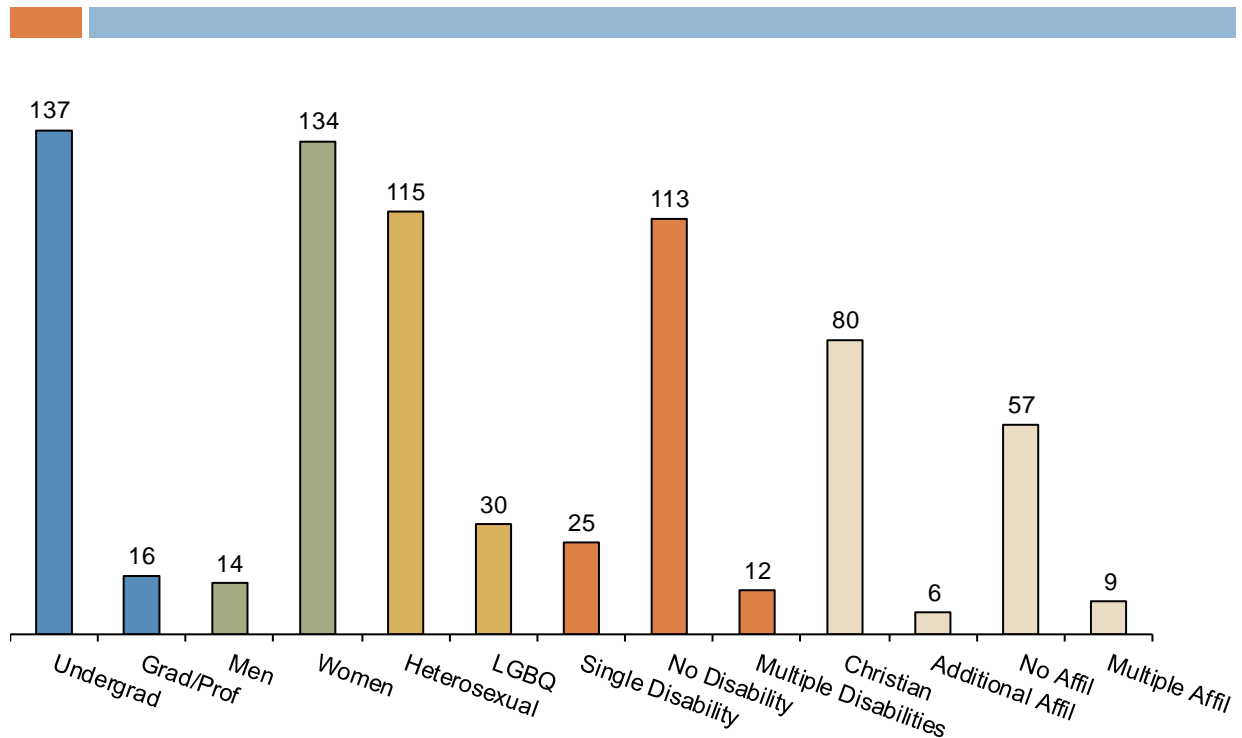


Figure 42. Respondents' Experiences of Unwanted Sexual Contact While at UTK by Student Status, Gender Identity, Sexual Identity, Disability Status, and Religious/Spiritual Affiliation (n)

Student respondents⁵⁴ were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 64% ($n = 96$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 72% ($n = 57$) indicated it was alcohol only and 27% ($n = 21$) indicated that it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced sexual contact, 56% ($n = 86$) noted that it occurred within their first year, 30% ($n = 46$) noted that it occurred in their second year, 9% ($n = 14$) noted that it occurred in their third year, and 8% ($n = 12$) noted that it occurred during their fourth year (Table 49). Five percent ($n = 7$) of Student respondents who experienced unwanted sexual contact indicated that it occurred during their time as a Graduate/Professional Student at UTK.

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

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTK	7	4.6
Undergraduate first year	86	56.2
<i>Fall semester</i>	61	70.9
<i>Spring semester</i>	39	45.3
<i>Summer semester</i>	< 5	---
Undergraduate second year	46	30.1
<i>Fall semester</i>	28	60.9
<i>Spring semester</i>	16	34.8
<i>Summer semester</i>	< 5	---
Undergraduate third year	14	9.2
<i>Fall semester</i>	9	64.3
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	12	7.8
<i>Fall semester</i>	8	66.7
<i>Spring semester</i>	5	41.7
<i>Summer semester</i>	< 5	---
	< 5	---

⁵⁴Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

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

Year experience occurred	<i>n</i>	%
After fourth year as undergraduate		

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 153). Percentages may not sum to 100 as a result of multiple response choices.

Forty-eight percent (*n* = 72) of the respondents who indicated on the survey that they experienced sexual contact identified a UTK student as the perpetrators of the conduct. Respondents also identified acquaintances/friends (42%, *n* = 64) and strangers (20%, *n* = 30) as the perpetrators of the conduct.

Asked where the unwanted sexual contact incidents occurred, 67% (*n* = 102) of respondents indicated that they occurred off of campus and 40% (*n* = 61) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off of campus indicated that the incidents occurred in places such as “a club,” “apartment,” “at a frat party in the fort,” “bedroom,” “Boxing Weekend-Knoxville Civic Center,” “event,” “Fort Sanders,” “his house,” “hotel,” “Knoxville,” “my apartment,” “on the strip,” “out of state,” “party,” “16th block of Forrest,” “the heights,” and “The Retreat apartments/condos.” Respondents who experienced unwanted sexual contact on campus commented that the instances happened in “Brown Hall,” “Clement elevator,” “Dorm,” “dorm showers,” “Fiji Island,” “Morrill Hall,” “Reese Hall,” “South Carrick,” “Vol Hall,” and “Unknown: fraternity park.”

Asked how they felt in response to experiencing sexual contact, 56% (*n* = 86) felt embarrassed, 54% (*n* = 83) felt somehow responsible, and 52% (*n* = 80) felt angry (Table 50).

Table 50. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt embarrassed.	86	56.2
I felt somehow responsible.	83	54.2
I felt angry.	80	52.3
I felt afraid.	64	41.8
I ignored it.	56	36.6
A feeling not listed above	16	10.5

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 153).

In response to experiencing unwanted sexual contact, twenty-four respondents (16%) contacted a UTK resource (Table 51). Most respondents told a friend (61%, $n = 94$), avoided the person/venue (50%, $n = 76$), and did not do anything (37%, $n = 57$).

Table 51. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	94	61.4
I avoided the person/venue.	76	49.7
I did not do anything.	57	37.3
I did not know who to go to.	25	16.3
I confronted the person(s) later.	24	15.7
I contacted a UTK resource.	24	15.7
<i>Counseling Center</i>	17	70.8
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	10	41.7
<i>Center for Health Education and Wellness</i>	5	20.8
<i>UT Police Department</i>	5	20.8
<i>Faculty member</i>	< 5	---
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	< 5	---
<i>ADA Coordinator (Office of Equity and Diversity)</i>	< 5	---
<i>Office of Student Conduct and Community Standards</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	< 5	---
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>Office of the Dean of Students</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0

Table 51. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a family member.	19	12.4
I confronted the person(s) at the time.	18	11.8
I sought information online.	16	10.5
I sought support from off-campus hotline/advocacy services.	11	7.2
I contacted a local law enforcement official.	9	5.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
A response not listed above.	11	7.2

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 153).

Eighty-nine percent (*n* = 133) of respondents did not report the sexual contact and 11% (*n* = 17) of respondents did report the unwanted sexual contact incident(s) (Table 52).

Table 52. Respondents' Reporting Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	133	88.7
Yes, I reported the incident (e.g., bias incident report, Title IX).	17	11.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	8	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>	5	31.3
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 153). Percentages may not sum to 100 as a result of multiple response choices.

One hundred ten respondents elaborated on why they did not report the unwanted sexual contact. Broad themes suggested that respondents had fears associated with reporting or had concerns with reporting as reasons why they did not report the unwanted sexual contact.

Fears Associated with Reporting — Respondents who elaborated on why they did not report the unwanted sexual contact noted fears of being blamed, not believed, and shunned. One respondent shared, “Scared, I did not want those people to hate me. I did not want my parents to know.”

Another respondent noted, “I was scared and wanted to just erase the incident.” Regarding the fear of not being believed, respondents noted, “didn’t think people would believe me since I’m a male” and “I was afraid no one would believe me.” Other respondents feared being blamed, for example, one respondent noted, “I didn’t want his wife to find out and blame me.” Another respondent shared, “I was scared that they would tell me it was somehow my fault because alcohol was involved, or not tell me. I was also scared that if he found out I reported him he would come back.” One reflection captured many layers of fears noted by several respondents. “Because I felt that my credibility would be called into question, that I would be blamed, that I would be labeled a slut or a liar, that mutual friends would shun me, that I would be embarrassed if anybody knew I had been raped, that men would not want to date me if they knew, and over everything, because I knew it would be highly unlikely that the school or authorities would have done [anything] about it at all, despite the fact the rapist being a UT student living in my building.” Lastly, one respondent shared, “Again, I was afraid for my wellbeing in addition to his safety. He threatened to cut himself or kill himself if I sought help. He would force me into sexual acts that I told him I did not want to do. He would lock me in his room and stand in front of the door and not allow me to leave. He was verbally, sexually, and mentally abusive.”

Concerns with Reporting — Respondents also noted that they were anxious that they would not be supported or that the reporting would not be taken seriously. Respondents expressed sentiments such as, “did not want to report and be interrogated,” “would make the situation worse,” and “didn’t think me reporting it would change anything.” One respondent shared, “I did not report the rape because I feel like UT always tries to hide sexual assault that happens on campus. It was a very difficult time for me and I knew if I reported it, I would be told it was my fault.” Another respondent echoed, “Because I knew with the rape culture at UT that nothing would get done and there was no point in reporting it. I knew The University of Tennessee would somehow blame me and make me the victim [*sic*] - as they always do.” Another respondent explained, “Felt no one would believe me. He’s popular, has connections...feared speaking out would only bring unwanted looks, hostile encounters with people who liked him, and jeopardize my safety...I didn’t want to re-tell everything that happened knowing nothing would be done.”

Unwanted Sexual Exploitation

Analyses of the data suggested that a higher percentage LGBQ Student respondents (1%, $n = 6$) experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) than did Heterosexual Student respondents (< 1%, $n = 16$)^{iv} (Figure 43). A higher percentage of At Least One Disability Student respondents (2%, $n = 8$) than No Disability Student respondents (< 1%, $n = 16$) experienced unwanted sexual exploitation. Lastly by Undergraduate Student housing status,⁵⁵ a significantly higher percentage of Undergraduate Students respondents who live in Non-Campus Housing (1%, $n = 19$) than Undergraduate Student respondents who live in Campus Housing (< 1%, $n < 5$) experienced unwanted sexual exploitation.^{iv}

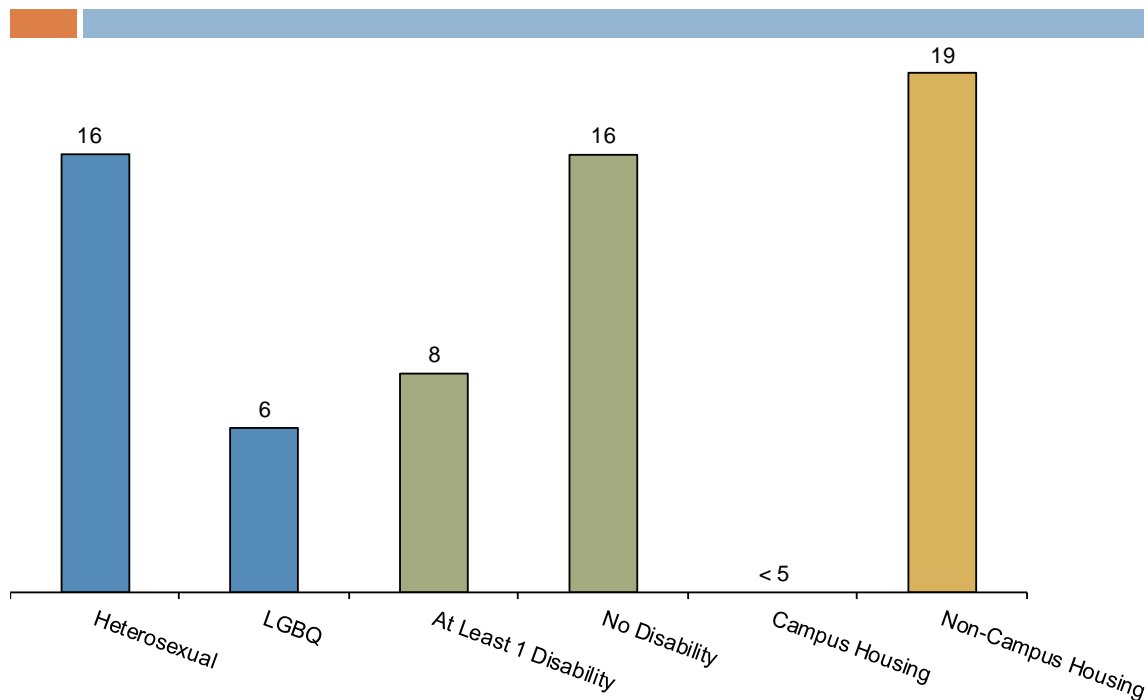


Figure 43. Respondents’ Experiences of Unwanted Sexual Exploitation While at UTK by Sexual Identity, Disability Status, and Undergraduate Housing Status (n)

⁵⁵Housing insecure students were not included in these analyses because their numbers ($n = 9$) were too few to ensure their confidentiality.

Student respondents⁵⁶ were asked if alcohol and/or drugs were involved in the unwanted sexual exploitation and 39% ($n = 9$) indicated “yes.” Of those who indicated drugs and alcohol were involved, less than five indicated it was alcohol only or that it was both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced the unwanted sexual exploitation. Of Undergraduate Student respondents who indicated that they experienced the unwanted sexual exploitation, 38% ($n = 9$) noted that it occurred within their first year, 42% ($n = 10$) noted that it occurred in their second year, less than five noted that it occurred in their third year, and zero Undergraduate Student respondents noted that it occurred during their fourth year (Table 53). Less than five Graduate/Professional Student respondents noted that they had experienced unwanted sexual interaction during their time as a Graduate/Professional Student at UTK.

Table 53. Year in Which Student Respondents Experienced Unwanted Sexual Exploitation

Year experience occurred	<i>n</i>	%
During my time as a graduate/professional student at UTK	< 5	---
Undergraduate first year	9	37.5
<i>Fall semester</i>	9	100.0
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate second year	10	41.7
<i>Fall semester</i>	8	80.0
<i>Spring semester</i>	5	50.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0

⁵⁶Analysis of Undergraduate and Graduate/Professional Student responses were combined because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Table 53. Year in Which Student Respondents Experienced Unwanted Sexual Exploitation

Year experience occurred	<i>n</i>	%
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
After fourth year as undergraduate	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 24). Percentages may not sum to 100 as a result of multiple response choices.

Forty-two percent (*n* = 10) of the respondents who indicated on the survey that they experienced unwanted sexual exploitation identified a UTK student as the perpetrators of the conduct.

Respondents also identified other perpetrators of the conduct as a stranger (38%, *n* = 9) and acquaintances/friends (29%, *n* = 7).

Asked where the unwanted sexual exploitation incidents occurred, 54% (*n* = 13) of respondents indicated that they occurred off of campus and 46% (*n* = 11) indicated they occurred on campus. Respondents who experienced unwanted sexual exploitation off of campus indicated that the incidents occurred in places such as, “apartment,” “fraternity,” “In Fort Sanders,” “Outside Vol Hall,” and “The Commons apartments.” Respondents who experienced unwanted sexual exploitation on campus commented that the instances happened in places such as, “dorm,” “Fiji island,” “Humes Hall,” “Presidential courtyard,” “Vol Hall,” and “walking around, gym.”

Asked how they felt in response to experiencing the unwanted sexual exploitation, 58% (*n* = 14) felt embarrassed, 50% (*n* = 12) felt angry, and 38% (*n* = 9) ignored it (Table 54).

Table 54. Emotional Reaction to Unwanted Sexual Exploitation

Emotional reaction	<i>n</i>	%
I felt embarrassed.	14	58.3
I felt angry.	12	50.0
I ignored it.	9	37.5
I felt afraid.	6	25.0
I felt somehow responsible.	6	25.0
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation (*n* = 24).

In response to experiencing unwanted sexual exploitation, less than five respondents contacted a UTK resource (Table 55). Most respondents told a friend (46%, $n = 11$), did not do anything (33%, $n = 8$), or avoided the person/venue (21%, $n = 5$).

Table 55. Actions in Response to Unwanted Sexual Exploitation

Action	<i>n</i>	%
I told a friend.	11	45.8
I did not do anything.	8	33.3
I avoided the person/venue.	5	20.8
I contacted a UTK resource.	< 5	---
<i>Counseling Center</i>	< 5	---
<i>Office of Student Conduct and Community Standards</i>	< 5	---
<i>Office of the Dean of Students</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>UT Police Department</i>	< 5	---
<i>ADA Coordinator (Office of Equity and Diversity)</i>	0	0.0
<i>Center for Health Education and Wellness</i>	0	0.0
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
I confronted the person(s) at the time.	< 5	---
I did not know who to go to.	< 5	---
I told a family member.	< 5	---
I confronted the person(s) later.	< 5	---

Table 55. Actions in Response to Unwanted Sexual Exploitation

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

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation ($n = 24$).

Eighty-six percent ($n = 19$) of respondents did not report the unwanted sexual exploitation and less than five respondents reported the incident(s) (Table 56).

Table 56. Respondents' Reporting Sexual Exploitation

Reporting the sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	19	86.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	< 5	---
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual exploitation ($n = 24$). Percentages may not sum to 100% as a result of multiple response choices.

Twelve respondents elaborated on why they did not report unwanted sexual exploitation. The theme that emerged was a lack of faith in change.

Lack of Faith in Change — Respondents who elaborated on why they did not report unwanted sexual exploitation cited a lack of faith in the university to take action on reports of unwanted sexual exploitation. One respondent noted, “Because UT and law enforcement don’t care and wouldn’t have done anything.” Another respondent explained, “I didn’t think there was anything that could be done about it.” Lastly, one respondent elaborated, “This was the same incident as

the last one. It didn't matter that someone had slipped something into my drink or that I was essentially unconscious...All that mattered was how the video made me look. No. One. Ever. Believes. You." Respondents who elaborated on why they did not report unwanted sexual exploitation described a lack of faith that university would take action on their reports.

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 57). A majority (93%, $n = 4,419$) of Student respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent. Eighty-one percent ($n = 3,813$) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the role of UTK Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Eighty percent ($n = 3,351$) of Student respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents. Eighty-one percent ($n = 3,831$) “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. Seventy-six percent ($n = 3,582$) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the campus resources listed in the table below. Ninety-six percent ($n = 4,548$) of Student respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they see them occurring on or off campus. Eighty-four percent ($n = 3,964$) of Student respondents “strongly agreed” or “agreed” that they understood that UTK standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. Seventy-three percent ($n = 3,415$) 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 Annual Security and Fire Safety Report. Finally, 98% ($n = 4,612$) of Student respondents “strongly agreed” or “agreed” that they knew that UTK sends a Public Safety Alert to the campus community when such an incident occurs.

Table 57. 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.	2,893	61.1	1,526	32.2	260	5.5	54	1.1
I am generally aware of the role of UTK Title IX Coordinator with regard to	1,772	37.4	2,041	43.1	774	16.3	151	3.2

Table 57. 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>	%
reporting incidents unwanted sexual contact/conduct.								
I know how and where to report such incidents.	1,391	29.4	1,960	41.5	1,191	25.2	186	3.9
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,650	35.0	2,181	46.2	782	16.6	108	2.3
I am generally aware of the campus resources listed here http://sexualassault.utk.edu/.	1,440	30.4	2,142	45.3	1,001	21.2	149	3.1
I have a responsibility to report such incidents when I see them occurring on or off campus.	2,742	58.1	1,806	38.3	141	3.0	28	0.6
I understand that UTK standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,790	38.0	2,174	46.1	641	13.6	107	2.3
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Annual Security & Fire Safety Report.	1,540	32.7	1,875	39.8	1,080	22.9	219	4.6
I know that UTK sends a public safety alert to the campus community when such an incident occurs.	2,945	62.4	1,667	35.3	73	1.5	32	0.7

Summary

Seventy-six percent ($n = 3,594$) of respondents were “very comfortable” or “comfortable” with the climate at UTK, 85% ($n = 4,019$) of respondents were “very comfortable” or “comfortable” with the climate in their academic departments. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests a similar range for UTK respondents (76%) as “very comfortable” or “comfortable” with the climate at UTK.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UTK, 15% ($n = 730$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. 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 & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty-two percent ($n = 1,501$) of UTK survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at UTK that they noted they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Transspectrum Student respondents, LGBQ Student respondents, and both Multiple Disabilities and Single Disability Student respondents observed exclusionary conduct at a higher rate than their majority counterparts.

Ten percent ($n = 494$) of Student respondents indicated on the survey that they had experienced unwanted sexual contact/conduct with 2% ($n = 83$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 116$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 6% ($n = 300$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 3% ($n = 153$) experiencing unwanted sexual

contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape), and less than 1% ($n = 24$) 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 UTK community.

^{xxxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2(1, N = 4,660) = 17.7, p < .001$.

^{xxxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(1, N = 4,554) = 17.6, p < .001$.

^{xxxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2(2, N = 4,718) = 19.3, p < .001$.

^{xxxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by housing status: $\chi^2(1, N = 3,626) = 6.9, p < .01$.

^{xxxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 4,735) = 34.3, p < .001$.

^{xl}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(1, N = 4,554) = 22.5, p < .001$.

^{xli}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: $\chi^2(2, N = 4,670) = 4.4, p < .05$.

^{xlii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 4,718) = 35.5, p < .001$.

^{xliiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by religious/spiritual affiliation: $\chi^2(3, N = 4,678) = 9.8, p < .05$.

^{xliv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by student status: $\chi^2(1, N = 4,747) = 14.7, p < .001$.

^{xlv}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: $\chi^2(2, N = 4,735) = 145.7, p < .001$.

^{xlvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 4,554) = 61.2, p < .001$.

^{xlvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 4,718) = 40.6, p < .001$.

^{xlviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious/spiritual affiliation: $\chi^2(3, N = 4,678) = 35.8, p < .001$.

^{xlix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by student status: $\chi^2(1, N = 4,747) = 14.1, p < .001$.

^lA 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: $\chi^2(1, N = 4,660) = 47.1, p < .001$.

^{li}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 4,554) = 24.2, p < .001$.

^{lii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 4,718) = 30.1, p < .001$.

^{liii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by religious/spiritual affiliation: $\chi^2(3, N = 4,678) = 11.9, p < .01$.

^{liv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual exploitation by sexual identity: $\chi^2(1, N = 4,554) = 8.8, p < .01$.

^{lv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual exploitation by housing status: $\chi^2(1, N = 3,626) = 8.0, p < .01$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to UTK 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 in each scale (Table 58) were answered on a Likert metric from 'strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.5%) of all potential Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁵⁷ One question from the scale (Q11_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.847 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach's alpha was only 0.770.

⁵⁷Factor 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 58. Survey Items Included in the *Perceived Academic Success* Factor Analyses

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

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

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

- Gender identity (Women, Men, Transspectrum)
- Racial identity (Alaskan Native/American Indian/Native, Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Multiracial Respondents, Other People of Color, White/European American)
- Sexual identity (Asexual, LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

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

ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

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

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

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 59).

Table 59. Undergraduate Student Respondents’ Perceived Academic Success by Gender Identity

Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	2,204	2.000	0.661
Man	1,253	2.102	0.676
Transpectrum	64	2.271	0.841

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons—Women vs. Transpectrum and Women vs. Men. These findings suggest that Transpectrum and Men Undergraduate Student respondents have lower *Perceived Academic Success* than Women Undergraduate Student respondents (Table 60).

Table 60. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity

Groups compared	Mean Difference
Woman vs. Man	-0.103*
Woman vs. Transpectrum	-0.271*
Man vs. Transpectrum	-0.169

* $p < .05$

Owing to an insufficient number of Transpectrum Graduate/Professional Student respondents ($n = 7$), means testing was conducted only on Women and Men Graduate/Professional Student respondents. No significant difference existed in the overall test for means for Graduate/Professional Student respondents by gender identity on *Perceived Academic Success* (Table 61).

Table 61. Graduate/Professional Student Respondents' Perceived Academic Success by Gender Identity

Graduate/Professional Student Respondents			
Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	669	1.866	0.644
Man	373	1.852	0.613
Mean difference		0.013	

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 62).

Table 62. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Asian/Asian American	122	2.264	0.782
Black/African American	202	2.187	0.687
Hispanic/Latin@/Chican@	59	2.110	0.678
Middle Eastern/Southwest Asian	31	2.156	0.734
Multiracial	220	2.197	0.741
Other People of Color	6	2.333	0.782
White/European American	2,839	2.002	0.652

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for three comparisons—White/European American vs. Asian/Asian American, White/European American vs. Black/African American, and White People vs. Multiracial. These findings suggest that Asian/Asian American, Black/African American, and Multiracial Undergraduate Student respondents have lower *Perceived Academic Success* than White/European American Undergraduate Student respondents (Table 63).

Table 63. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

Groups compared	Mean Difference
Asian/Asian American vs. Black/African American	0.764
Asian/Asian American vs. Hispanic/Latin@/Chican@	0.153
Asian/Asian American vs. Middle Eastern/Southwest Asian	0.108
Asian/Asian American vs. Multiracial	0.667
Asian/Asian American vs. Other People of Color	-0.070
Asian/Asian American vs. White/European American	0.262*
Black/African American vs. Hispanic/Latin@/Chican@	0.077
Black/African American vs. Middle Eastern/Southwest Asian	0.031
Black/African American vs. Multiracial	-0.010
Black/African American vs. Other People of Color	-0.146
Black/African American vs. White/European American	0.186*
Hispanic/Latin@/Chican@ vs. Middle Eastern/Southwest Asian	-0.046
Hispanic/Latin@/Chican@ vs. Multiracial	-0.087
Hispanic/Latin@/Chican@ vs. Other People of Color	-0.223
Hispanic/Latin@/Chican@ vs. White/European American	0.109
Middle Eastern/Southwest Asian vs. Multiracial	-0.041
Middle Eastern/Southwest Asian vs. Other People of Color	-0.177
Middle Eastern/Southwest Asian vs. White/European American	0.154
Multiracial vs. Other People of Color	-0.136
Multiracial vs. White/European American	0.196*
Other People of Color vs. White/European American	0.332

* $p < .05$

Owing to an insufficient number of Other Person of Color Graduate/Professional Student respondents ($n = 6$), means testing was conducted only on Asian/American, Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Multiracial, and White/European American Graduate/Professional Student respondents. No significant difference existed in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success* (Table 64).

Table 64. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Asian/Asian American	103	1.837	0.565
Black/African American	49	2.068	0.734
Hispanic/Latin@/Chican@	31	1.866	0.640
Middle Eastern/Southwest Asian	17	1.765	0.629
Multiracial	50	1.907	0.551
White/European American	775	1.853	0.645

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

Sexual Identity

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Students by sexual identity on *Perceived Academic Success* (Table 65).

Table 65. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	<i>n</i>	Mean	Std. Dev.
Asexual	19	2.447	0.776
Heterosexual	3,101	2.024	0.660
LGBQ	295	2.124	0.687

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons—Asexual vs. Heterosexual and LGBQ vs. Heterosexual. These findings suggest that Asexual and LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents (Table 66).

Table 66. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Sexual Identity

Groups compared	Mean Difference
LGBQ vs. Asexual	-0.324
LGBQ vs. Heterosexual	0.100*
Heterosexual vs. Asexual	-0.423*

* $p < .05$

Owing to an insufficient number of Asexual Graduate/Professional Student respondents ($n = 6$), means testing was conducted only on Heterosexual and LGBTQ Graduate/Professional Student respondents (Table 67). No significant difference existed in the overall test for means for Graduate/Professional Student respondents by sexual identity on *Perceived Academic Success*.

Table 67. Graduate/Professional Student Respondents' Perceived Academic Success by Sexual Identity

Graduate/Professional Student Respondents			
Sexual identity	<i>n</i>	Mean	Std. Dev.
LGBQ	106	1.975	0.636
Heterosexual	894	1.849	0.637
Mean difference		0.126	

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 68)

Table 68. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	274	2.264	0.764
No Disabilities	3,124	2.012	0.653
Multiple Disabilities	109	2.300	0.805

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons—Single Disability vs. No Disability and Multiple Disabilities vs. No Disability. These findings suggest that Undergraduate Student respondents with a single disability have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability. They also suggest that Undergraduate Student respondents with multiple disabilities have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability (Table 69).

Table 69. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.252*
Single Disability vs. Multiple Disabilities	-0.036
Multiple Disabilities vs. No Disability	0.288*

* $p < .05$

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success* (Table 70).

Table 70. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	83	2.115	0.722
No Disabilities	933	1.830	0.614
Multiple Disabilities	31	2.140	0.788

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were significant for two comparisons—Single Disability vs. No Disability and Multiple Disabilities vs. No Disability. These findings suggest that Graduate/Professional Student respondents with a single disability have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have no disability. They also suggest that Graduate/Professional Student respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student respondents who have no disability (Table 71).

Table 71. Difference between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.285*
Single Disability vs. Multiple Disabilities	-0.025
Multiple Disabilities vs. No Disability	0.311*

* $p < .05$

Income Status

A significant difference existed ($p < .05$) in the overall test for means for Undergraduate Students by income status on *Perceived Academic Success*, $t(729) = 2.579$, $p < .05$. These findings suggest that Low-Income Undergraduate Student respondents have lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents. A significant difference existed ($p < .01$) in the overall test for means for Graduate/Professional Student respondents by income status on *Perceived Academic Success*, $t(933) = 2.657$, $p < .01$. These findings suggest that Low-Income Graduate/Professional Student respondents have lower *Perceived Academic*

Success than Not-Low-Income Graduate/Professional Student respondents (Table 72).

Table 72. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate Student Respondents			Graduate/Professional Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Low-Income	550	2.112	0.729	463	1.920	0.677
Not-Low-Income	2,914	2.026	0.661	554	1.812	0.602
Mean difference		0.086			0.108	

**p* < .001

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with seventeen statements about their interactions with faculty, students, staff members, and senior administrators at UTK. Frequencies and significant differences based on student status, undergraduate student status, graduate/professional student status, gender identity, sexual identity, racial identity, disability status, religious/spiritual affiliation, citizenship status, military status, income status, and first-generation status, and first-generation low-income status are provided in Tables 73 through 77.

Table 73 illustrates that 72% ($n = 3,367$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTK faculty. A higher percentage of Graduate/Professional Student respondents (33%, $n = 352$) “strongly agreed” that they felt valued by UTK faculty than Undergraduate Student respondents (24%, $n = 859$). A lower percentage of Transspectrum Student respondents (14%, $n = 10$) and Women Student respondents (25%, $n = 723$) “strongly agreed” that they felt valued by UTK faculty than did Men Student respondents (29%, $n = 473$). By racial identity, a higher percentage of Black/African American Student respondents (31%, $n = 80$) “neither agreed nor disagreed” that they felt valued UTK by faculty compared with their Asian/Asian American Student respondent peers (14%, $n = 33$). By disability status, a higher percentage of Multiple Disabilities Student respondents (6%, $n = 8$) and Single Disability Student respondents (4%, $n = 14$) “disagreed” that they felt valued by UTK faculty compared with No Disability Student respondents (2%, $n = 76$). A higher percentage of Christian Student respondents (27%, $n = 799$) than No Affiliation Student respondents (23%, $n = 288$) “strongly agreed” that they felt valued by UTK faculty.

Seventy-one percent ($n = 3,287$) of Student respondents felt valued by UTK staff. A higher percentage of Graduate/Professional Student respondents (31%, $n = 326$) than Undergraduate Student respondents (24%, $n = 865$) “strongly agreed” that they felt valued by UTK staff. A higher percentage of Men Student respondents (28%, $n = 459$) and Women Student respondents (25%, $n = 721$) “strongly agreed” than did Transspectrum Student respondents (10%, $n = 7$) that they felt valued by UTK staff. By racial identity, a higher percentage of Black/African American Student respondents (29%, $n = 75$) “neither agreed nor disagreed” that they felt valued by UTK staff compared with White Student respondents (20%, $n = 746$) or Asian/Asian American

Student respondents (17%, $n = 40$). Additional analyses also indicated that a lower percentage of Multiple Disabilities Student respondents (15%, $n = 22$) than No Disability Student respondents (27%, $n = 1,087$) “strongly agreed” that they felt valued by UTK staff. A higher percentage of Christian Student respondents (27%, $n = 788$) than No Affiliation Student respondents (22%, $n = 282$) “strongly agreed” that they felt valued by UTK staff. Lastly, A lower percentage of U.S. Citizen Student respondents (25%, $n = 1,085$) “strongly agreed” that they felt valued by UTK staff than did Non-U.S. Citizen Student respondents (29%, $n = 106$).

Less than half (48%, $n = 2,239$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTK senior administrators (e.g., chancellor, vice chancellor, dean, provost). A higher percentage of Veterinary Science Graduate/Professional Student respondents (26%, $n = 32$) than Education Specialist Graduate/Professional Student respondents (13%, $n = 31$) “strongly agreed” that they felt valued by UTK senior administrators. A higher percentage of Transpectrum Student respondents (32%, $n = 24$) than either Men Student respondents (10%, $n = 167$) or Women Student respondents (6%, $n = 174$) “strongly disagreed” they felt valued by UTK senior administrators. Analyses by sexual identity identified significant findings, suggesting that a lower percentage of LGBTQ Student respondents (15%, $n = 62$) “strongly disagreed” that they felt valued by UTK senior administrators than did Heterosexual Student respondents (7%, $n = 279$). By racial identity, a higher percentage of Asian/Asian American Student respondents (26%, $n = 61$) “strongly agreed” that they felt valued by UTK senior administrators compared with White Student respondents (18%, $n = 668$) or Multiracial Student respondents (13%, $n = 36$). A higher percentage of No Disability Student respondents (20%, $n = 801$) than either Single Disability Student respondents (11%, $n = 40$) or Multiple Disabilities Student respondents (9%, $n = 13$) “strongly agreed” that they felt valued by UTK senior administrators. Similarly, A lower percentage of U.S. Citizen Student respondents (18%, $n = 770$) “strongly agreed” that they felt valued by UTK senior administrators than did Non-U.S. Citizen Student respondents (24%, $n = 87$). By religious/spiritual affiliation, a higher percentage of No Affiliation Student respondents (10%, $n = 130$) than Christian Student respondents (7%, $n = 193$) “strongly disagreed” that they felt valued by UTK senior administrators. Lastly, a higher percentage of Low-Income Student respondents (10%, $n = 103$) “strongly disagreed” that they felt valued by UTK senior administrators than did Not-Low-Income Student respondents (7%, $n = 252$).

Table 73. Student Respondents' Feelings of Value by Employees

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by UTK faculty.	1,211	26.0	2,156	46.4	890	19.1	296	6.4	98	2.1
Student status ^{lvi}										
Undergrad	859	24.0	1,652	46.1	749	20.9	242	6.8	79	2.2
Grad/Prof	352	32.9	504	47.1	141	13.2	54	5.0	19	1.8
Gender identity ^{lvii}										
Women	723	24.8	1,366	46.9	594	20.4	172	5.9	59	2.0
Men	473	28.6	756	45.7	274	16.6	117	7.1	33	2.0
Transpectrum	10	13.5	31	41.9	20	27.0	7	9.5	6	8.1
Racial identity ^{lviii}										
Other People of Color	18	30.5	28	47.5	7	11.9	5	8.5	< 5	---
Asian/Asian American	68	29.4	115	49.8	33	14.3	11	4.8	< 5	---
Black/African American	62	23.8	105	40.2	80	30.7	9	3.4	5	1.9
Hispanic/Latin@/Chican@	25	26.9	37	39.8	27	29.0	< 5	---	< 5	---
White	966	26.4	1,723	47.0	660	18.0	243	6.6	71	1.9
Multiracial	55	20.3	120	44.3	66	24.4	18	6.6	12	4.4
Disability status ^{lix}										
Single Disability	76	20.6	157	42.5	89	24.1	33	8.9	14	3.8
No Disability	1,106	26.9	1,921	46.7	753	18.3	254	6.2	76	1.8
Multiple Disabilities	25	17.2	69	47.6	35	24.1	8	5.5	8	5.5
Religious/spiritual ^{lx}										
Christian	799	27.0	1,383	46.8	544	18.4	175	5.9	57	1.9
Add relig/spirit Affiliation	61	28.9	96	45.5	32	15.2	12	5.7	10	4.7
No Affiliation	288	22.8	586	46.4	261	20.9	94	7.4	31	2.5
Multiple Affiliations	42	26.4	69	43.4	39	24.5	9	5.7	0	0.0
I feel valued by UTK staff.	1,191	25.7	2,096	45.2	988	21.3	269	5.8	95	2.0
Student status ^{lxi}										
Undergrad	865	24.2	1,581	44.3	812	22.7	231	6.5	81	2.3
Grad/Prof	326	30.5	515	48.2	176	16.5	38	3.6	14	1.3
Gender identity ^{lxii}										
Women	721	24.8	1,313	45.2	645	22.2	165	5.7	59	2.0
Men	459	27.8	749	45.3	318	19.2	97	5.9	29	1.8
Transpectrum	7	9.5	31	41.9	23	31.1	7	9.5	6	8.1
Racial identity ^{lxiii}										
Other People of Color	19	32.2	25	42.4	9	15.3	5	8.5	< 5	---
Asian/Asian American	67	29.0	113	48.9	40	17.3	7	3.0	< 5	---
Black/African/African American	60	23.1	114	43.8	75	28.8	7	2.7	< 5	---
Hispanic/Latin@/Chican@	24	25.8	40	43.0	27	29.0	< 5	---	< 5	---
White	951	26.0	1,657	45.4	476	20.4	228	6.2	70	1.9
Multiracial	51	18.8	122	45.0	71	26.2	16	5.9	11	4.1
Disability status ^{lxiv}										
Single Disability	79	21.4	142	38.4	102	27.6	33	8.9	14	3.8
No Disability	1,087	26.5	1,876	45.8	836	20.4	225	5.5	75	1.8
Multiple Disabilities	22	15.3	68	47.2	39	27.1	9	6.3	6	4.2
Religious/spiritual ^{lxv}										
Christian	788	26.7	1,352	45.8	597	20.2	64	5.6	52	1.8
Add relig/spirit Affiliation	60	28.4	92	43.6	39	18.5	9	4.3	11	5.2
No Affiliation	282	22.4	564	44.8	299	23.8	83	6.6	30	2.4

Table 73. Student Respondents' Feelings of Value by Employees

Perceptions	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>	%
Multiple Affiliations	44	28.0	65	41.4	38	24.2	9	5.7	< 5	---
Citizenship status ^{lxvi}										
U.S. Citizen	1,085	25.4	1,915	44.9	922	21.6	257	6.0	88	2.1
Non-U.S. Citizen	106	28.6	180	48.6	65	17.6	12	3.2	7	1.9
I feel valued by UTK senior administrators	857	18.5	1,382	29.8	1,420	30.6	613	13.2	366	7.9
Grad/Prof Student status ^{lxvii}										
Masters	81	18.0	140	31.1	131	29.1	65	14.4	33	7.3
Education Specialist	31	13.1	64	27.0	83	35.0	29	12.2	30	12.7
Doctoral	49	21.3	73	31.7	53	23.0	37	16.1	18	7.8
Veterinary Medicine	32	25.8	43	34.7	35	28.2	11	8.9	< 5	---
Gender identity ^{lxviii}										
Women	520	17.9	875	30.1	959	33.0	379	13.0	174	6.0
Men	331	20.1	494	30.0	441	26.8	214	13.0	167	10.1
Transpectrum	< 5	---	13	17.6	15	20.3	18	24.3	24	32.4
Sexual identity ^{lxix}										
Heterosexual	774	19.1	1,238	30.5	1,264	31.2	499	12.3	279	6.9
LGBQ	50	12.3	92	22.7	114	287.1	87	21.5	62	15.3
Racial identity ^{lxx}										
Other People of Color	15	25.4	20	33.9	14	23.7	8	13.6	< 5	---
Asian/Asian American	61	26.4	86	37.2	57	24.7	14	6.1	13	5.6
Black/African/African American	44	16.9	73	28.0	97	37.2	32	12.3	15	5.7
Hispanic/Latin@/Chican@	18	19.4	20	21.5	36	38.7	10	10.8	9	9.7
White	668	18.3	1,088	29.8	1,101	30.1	500	13.7	295	8.1
Multiracial	36	13.6	79	29.3	89	33.0	41	15.2	25	9.3
Disability status ^{lxxi}										
Single Disability	40	10.8	99	26.8	107	28.9	69	18.6	55	14.9
No Disability	801	19.6	1,246	30.4	1,252	30.6	518	12.6	280	6.8
Multiple Disabilities	13	9.0	32	22.1	48	33.1	26	17.9	26	17.9
Citizenship status ^{lxxii}										
U.S. Citizen	770	18.0	1,240	29.1	1,328	31.1	581	13.6	347	8.1
Non-U.S. Citizen	87	23.5	140	37.8	92	24.9	32	8.6	19	5.1
Religious/spiritual ^{lxxiii}										
Christian	594	20.1	923	31.3	893	30.3	348	11.8	193	6.5
Add relig/spirit Affiliation	52	24.6	73	34.6	39	18.5	28	13.3	19	9.0
No Affiliation	180	14.3	336	26.7	407	32.3	207	16.4	130	10.3
Multiple Affiliations	21	13.5	34	21.8	62	39.7	23	14.7	16	10.3
Income status ^{lxxiv}										
Low-Income	173	16.7	293	28.3	322	31.1	143	13.8	103	10.0
Not-Low-Income	662	18.9	1,064	30.4	1,068	30.5	457	13.0	252	7.2

Seventy-nine percent ($n = 3,658$) of Student respondents “strongly agreed” or “agreed” that they felt valued by faculty in the classroom (Table 74). A higher percentage of Graduate/Professional Student respondents (35%, $n = 378$) than Undergraduate Student respondents (26%, $n = 921$) “strongly agreed” that they felt valued by faculty in the classroom. A lower percentage of

Undergraduate Student respondents who transferred to UTK (45%, $n = 295$) “agreed” that they felt valued by faculty in the classroom than did Undergraduate Student respondents who started their first year at UTK (52%, $n = 1,517$). A lower percentage of Transpectrum Student respondents (34%, $n = 25$) than Women Student respondents (52%, $n = 1,509$) and Men Student respondents (50%, $n = 820$) “agreed” that they felt valued by faculty in the classroom. By disability status, a higher percentage of Single Disability Student respondents (3%, $n = 9$) than No Disability Student respondents (1%, $n = 37$) “strongly disagreed” that they felt valued by faculty in the classroom. Additionally, a higher percentage of Non-U.S. Citizen Student respondents (2%, $n = 9$) “strongly disagreed” that they felt valued by faculty in the classroom than did U.S. Citizen Student respondents (1%, $n = 41$). Lastly, A lower percentage of Non-Military Service Student respondents (1%, $n = 46$) “strongly disagreed” that they felt valued by faculty in the classroom than did Military Service Student respondents ($n < 5$).

Sixty-eight percent ($n = 3,158$) of Student respondents “strongly agreed” or “agreed” that they felt valued by others students in the classroom. A lower percentage of Undergraduate Student respondents (19%, $n = 688$) than Graduate/Professional Student respondents (31%, $n = 325$) “strongly agreed” that they felt valued by other students in the classroom. Once again, a lower percentage of Transpectrum Student respondents (30%, $n = 21$) than Women Student respondents (46%, $n = 1,342$) and Men Student respondents (47%, $n = 777$) “agreed” that they felt valued by other students in the classroom. By sexual identity, a higher percentage of LGBTQ Student respondents (9%, $n = 37$) “disagreed” that they felt valued by other students in the classroom than did Heterosexual Student respondents (6%, $n = 228$). A lower percentage of Black/African American Student respondents (32%, $n = 83$) “agreed” that they felt valued by other students in the classroom than did White Student respondents (48%, $n = 1,748$) or Asian/Asian American Student respondents (51%, $n = 117$). A higher percentage of No Disability Student respondents (23%, $n = 927$) “strongly agreed” that they felt valued by other students in the classroom than did No Disability Student respondents (16%, $n = 59$). Additionally, a higher percentage of Christian Student respondents (48%, $n = 1,413$) “agreed” that they felt valued by other students in the classroom than did No Affiliation Student respondents (43%, $n = 543$). Significance also emerged by first-generation status, such that a higher percentage of First-Generation Student respondents (3%, $n = 14$) “strongly disagreed” that

they felt valued by other students in the classroom than did Not-First-Generation Student respondents (1%, $n = 47$).

Only 63% ($n = 2,898$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A lower percentage of Undergraduate Student respondents (19%, $n = 686$) than Graduate/Professional Student respondents (23%, $n = 248$) “strongly agreed” that they felt valued by other students outside the classroom. Additionally, A lower percentage of Undergraduate Student respondents who transferred to UTK (36%, $n = 229$) “agreed” that they felt valued by other students outside of the classroom, than did Undergraduate Student respondents who started their first year at UTK (44%, $n = 1,270$). A higher percentage of Men Student respondents (23%, $n = 370$) than Women Student respondents (19%, $n = 552$) “strongly agreed” that they felt valued by other students outside the classroom. Further, a lower percentage of LGBTQ Student respondents (14%, $n = 56$) “strongly agreed” that they felt valued by other students outside the classroom than Heterosexual Student respondents (21%, $n = 845$). By racial identity, a higher percentage of White Student respondents (44%, $n = 1,578$) and Asian/Asian American Student respondents (47%, $n = 109$) “agreed” that they felt valued by students outside the classroom than did Black/African American Student respondents (34%, $n = 87$). Subsequent analyses also revealed that a higher percentage of Single Disability Student respondents (12%, $n = 44$) and Multiple Disabilities Student respondents (13%, $n = 18$) than No Disability Student respondents (7%, $n = 287$) “disagreed” that they felt valued by other students outside the classroom. Additionally, a higher percentage of Non-U.S. Citizen Student respondents (4%, $n = 13$) “strongly disagreed” that they felt valued by other students outside the classroom than did U.S. Citizen Student respondents (2%, $n = 68$). By religious/spiritual affiliation, a lower percentage of No Affiliation Student respondents (16%, $n = 201$) “strongly agreed” that they felt valued by other students outside the classroom than did Christian Student respondents (22%, $n = 648$).

Table 74. Student Respondents' Feelings of Value Inside and Outside the Classroom

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	1,299	28.0	2,359	50.9	749	16.2	180	3.9	50	1.1
Student status ^{lxxv}										
Undergrad	921	25.8	1,812	50.8	641	18.0	155	4.3	40	1.1
Grad/Prof	378	35.4	547	51.2	108	10.1	25	2.3	10	0.9
Undergrad Student status ^{lxxvi}										
Transferred to at UTK	187	28.5	295	44.9	132	20.1	35	5.3	8	1.2
Started first year UTK	734	25.2	1,517	52.1	509	17.5	120	4.1	32	1.1
Gender identity ^{lxxvii}										
Women	780	26.8	1,509	51.9	473	16.3	119	4.1	26	0.9
Men	499	30.3	820	49.8	248	15.1	59	3.6	20	1.2
Transpectrum	16	21.9	25	34.2	27	37.0	< 5	---	< 5	---
Disability status ^{lxxviii}										
Single Disability	85	23.2	1,876	50.8	64	17.5	22	6.0	9	2.5
No Disability	1,178	28.7	2,085	50.9	652	15.9	148	3.6	37	0.9
Multiple Disabilities	30	20.7	78	53.8	24	16.6	9	6.2	< 5	---
Citizenship status ^{lxxix}										
U.S. Citizen	1,192	27.9	2,163	50.7	701	16.4	168	3.9	41	1.0
Non-U.S. Citizen	106	28.6	195	52.7	48	13.0	12	3.2	9	2.4
Military service ^{lxxx}										
Military	43	29.5	62	42.5	27	18.5	10	6.8	< 5	---
Non-Military Service	1,255	28.0	2,293	51.1	720	6.1	170	3.8	46	1.0
I feel valued by other students in the classroom.	1,013	21.9	2,145	46.4	1,123	24.3	283	6.1	61	1.3
Student status ^{lxxxi}										
Undergrad	688	19.3	1,618	45.4	960	26.9	246	6.9	51	1.4
Grad/Prof	325	30.6	527	49.6	163	15.3	37	3.5	10	0.9
Gender identity ^{lxxxii}										
Women	606	20.9	1,342	46.3	723	24.9	189	6.5	41	1.4
Men	392	23.9	777	47.3	374	22.8	80	4.9	19	1.2
Transpectrum	11	15.5	21	29.6	24	33.8	14	19.7	< 5	---
Sexual identity ^{lxxxiii}										
Heterosexual	908	22.5	1,899	47.0	953	23.6	228	5.6	55	1.4
LGBQ	67	16.7	172	42.8	124	30.8	37	9.2	< 5	---
Racial identity ^{lxxxiv}										
Other People of Color	15	25.9	20	34.5	16	27.6	5	8.6	< 5	---
Asian/Asian American	44	19.1	117	50.9	51	22.2	16	7.0	< 5	---
Black/African American	44	16.9	83	31.8	102	39.1	26	10.0	6	2.3
Hispanic/Latin@/Chican@	16	17.2	39	41.9	26	28.0	8	8.6	< 5	---
White	825	22.6	1,748	48.0	836	22.9	198	5.4	36	1.0
Multiracial	55	20.5	116	43.3	63	23.5	25	9.3	9	3.4
Disability status ^{lxxxv}										
Single Disability	59	16.1	151	14.1	107	29.2	42	11.4	8	2.2
No Disability	927	22.7	1,924	47.1	965	23.6	222	5.4	51	1.2
Multiple Disabilities	21	14.7	64	44.8	41	28.7	16	11.2	< 5	---
Religious/spiritual ^{lxxxvi}										
Christian	677	23.0	1,413	48.0	667	22.6	157	5.3	32	1.1

Table 74. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Perceptions	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>	%
Add relig/spirit Affiliation	45	21.7	92	44.4	49	23.7	16	7.7	5	2.4
No Affiliation	247	19.7	543	43.3	350	27.9	93	7.4	20	1.6
Multiple Affiliations	31	19.5	69	43.4	43	27.0	13	8.2	< 5	---
First-Gen status ^{lxxxvii}										
First-Gen	106	20.7	245	47.9	116	22.7	30	5.9	14	2.7
Not-First-Gen	905	22.0	1,898	46.2	1,003	24.4	252	6.1	47	1.1
I feel valued by other students outside of the classroom.	934	20.3	1,964	42.8	1,262	27.5	351	7.6	81	1.8
Student status ^{lxxxviii}										
Undergrad	686	19.4	1,499	42.4	990	28.0	291	8.2	67	1.9
Grad/Prof	248	23.4	465	43.9	272	25.7	60	5.7	14	1.3
Undergrad Student status ^{lxxxix}										
Transferred to UTK	122	18.9	229	35.6	205	31.8	68	10.6	20	3.1
Started first year at UTK	564	19.5	1,270	44.0	785	27.2	223	7.7	47	1.6
Gender identity ^{xc}										
Women	552	19.2	1,221	42.5	817	28.4	235	8.2	47	1.6
Men	370	22.6	716	43.7	418	25.5	102	6.2	31	1.9
Transspectrum	8	11.0	25	34.2	23	31.5	14	19.2	< 5	---
Sexual identity ^{xcii}										
Heterosexual	845	21.1	1,740	43.4	1,083	27.0	275	6.9	70	1.7
LGBQ	56	14.0	153	38.3	126	31.5	60	15.0	5	1.3
Racial identity ^{xciii}										
Other People of Color	13	22.4	24	41.4	15	25.9	< 5	---	< 5	---
Asian/Asian American	44	19.0	109	47.2	58	25.1	16	6.9	< 5	---
Black/African/African American	41	15.8	87	33.6	95	36.7	31	12.0	5	1.9
Hispanic/Latin@/Chican@	15	16.5	35	38.5	25	27.5	12	13.2	< 5	---
White	757	21.0	1,578	43.7	971	26.9	257	7.1	48	1.3
Multiracial	51	18.9	108	40.0	67	24.8	28	10.4	16	5.9
Disability status ^{xciiii}										
Single Disability	59	16.2	136	37.3	118	32.3	44	12.1	8	2.2
No Disability	851	21.0	1,763	43.4	1,089	26.8	287	7.1	69	1.7
Multiple Disabilities	19	13.4	59	41.5	43	30.3	18	12.7	< 5	---
Citizenship status ^{xcv}										
U.S. Citizen	862	20.4	1,795	42.5	1,170	27.7	329	7.8	68	1.6
Non-U.S. Citizen	72	19.7	168	45.9	91	24.9	22	6.0	13	3.6
Religious/spiritual ^{xcvi}										
Christian	648	22.2	1,283	43.9	754	25.8	198	6.8	38	1.3
Add relig/spirit Affiliation	46	21.9	86	41.0	57	27.1	15	7.1	6	2.9
No Affiliation	201	16.2	504	40.5	388	31.2	120	9.7	30	2.4
Multiple Affiliations	27	17.0	68	42.8	45	28.3	14	8.8	5	3.1

Slightly less than a one-third (32%, *n* = 1,469) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 75). A higher percentage of Undergraduate Student respondents who transferred to UTK (14%, *n* = 91) “strongly agreed” that faculty prejudged their abilities based

on their perception of their identity/background, than did Undergraduate Student respondents who started their first year at UTK (10%, $n = 278$). A higher percentage of Women Student respondents (32%, $n = 941$) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background than did either Transspectrum Student respondents (16%, $n = 12$) or Men Student respondents (27%, $n = 437$). A lower percentage of Black/African American Student respondents (18%, $n = 47$) “disagreed” than did Multiracial Student respondents (30%, $n = 81$) and White Student respondents (32%, $n = 1,173$) that faculty prejudged their abilities based on their perception of their identity/background. By citizenship status, a higher percentage of Non-U.S. Citizens Student respondents (17%, $n = 63$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background than did U.S. Citizen Student respondents (10%, $n = 416$). Further, a higher percentage of Military Service Student respondents (16%, $n = 24$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background than did Non-Military Service Student respondents (10%, $n = 455$). By religious/spiritual affiliation, a higher percentage of Additional Religious/Spiritual Affiliation Student respondents (15%, $n = 31$) than No Affiliation Student respondents (9%, $n = 109$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Subsequent analyses also revealed that a higher percentage of First-Generation Student respondents (13%, $n = 67$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background than did Not-First-Generation Student respondents (10%, $n = 411$). Secondary analysis revealed that a higher percentage of First-Generation Low-Income Student respondents (15%, $n = 33$) “agreed” that faculty prejudged their abilities based on their perception of their identity/background when compared with Not-First-Generation Not-Low-Income Student respondents (10%, $n = 446$).

Twenty-nine percent ($n = 1,325$) of Student respondents “strongly agreed” or “agreed” that staff prejudged their abilities based on their perception of their identity/background. Similarly, a higher percentage of Undergraduate Student respondents who transferred to UTK (13%, $n = 87$) “strongly agreed” that staff prejudged their abilities based on their perception of their identity/background, than did Undergraduate Student respondents who started their first year at UTK (9%, $n = 266$). Additionally, a lower percentage of Women Student respondents (9%, $n = 250$) than Men Student respondent (12%, $n = 189$) “strongly agreed” that staff prejudged their

abilities based on their perception of their identity/background. A higher percentage of White Student respondents (33%, $n = 1,208$) “disagreed” that staff prejudged their abilities based on their perception of their identity/background than did either Asian/Asian American Student respondents (22%, $n = 51$) or Black/African American Student respondents (23%, $n = 59$). By citizenship status, a higher percentage of Non-U.S. Citizens Student respondents (16%, $n = 60$) “strongly agreed” that staff prejudged their abilities based on their perception of their identity/background than did U.S. Citizen Student respondents (9%, $n = 388$). Similar to their experiences with faculty, a higher percentage of Military Service Student respondents (17%, $n = 24$) “strongly agreed” that staff prejudged their abilities based on their perception of their identity/background than did Non-Military Service Student respondents (10%, $n = 424$). By religious/spiritual affiliation, a higher percentage of Christian Student respondents (10%, $n = 302$) and Additional Religious/Spiritual Affiliation Student respondents (15%, $n = 31$) than No Affiliation Student respondents (8%, $n = 96$) “strongly agreed” that staff prejudged their abilities based on their perception of their identity/background. Once again, subsequent analyses revealed that a higher percentage of First-Generation Student respondents (13%, $n = 65$) “strongly agreed” that staff prejudged their abilities based on their perception of their identity/background than did Not-First-Generation Student respondents (9%, $n = 382$).

Table 75. Student Respondents’ Perceptions of Prejudgment

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudice my abilities based on their perception of my identity/background.	479	10.3	990	21.4	1,239	26.8	1,393	30.1	529	11.4
Undergrad Student status ^{xcvi}										
Transferred to UTK	91	13.8	139	21.1	186	28.3	166	25.2	76	11.6
Started first year at UTK	278	9.6	621	21.4	168	26.4	911	31.3	328	11.3
Gender identity ^{xcvii}										
Woman	266	9.2	596	20.5	793	27.3	941	32.4	307	10.6
Man	201	12.2	376	22.9	418	25.4	437	26.6	211	12.8
Transpectrum	9	12.3	18	24.7	24	32.9	12	16.4	10	13.7
Racial identity ^{xcviii}										
Other People of Color	11	19.0	14	24.1	16	27.6	10	17.2	7	12.1
Asian/Asian American	39	16.8	65	28.0	61	26.3	51	22.0	16	6.9
Black/African/African American	31	11.9	73	28.1	95	36.5	47	18.1	14	5.4
Hispanic/Latin@/Chican@	11	12.0	23	25.0	29	31.5	22	23.9	7	7.6
White	353	9.7	735	20.2	942	25.8	1,173	32.2	442	12.1

Table 75. Student Respondents' Perceptions of Prejudgment

Perceptions	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>	%
Multiracial	24	8.9	59	19.9	73	27.0	81	30.0	33	12.2
Citizenship status ^{xcix}										
U.S. Citizen	416	9.8	888	20.8	1,129	26.5	1,324	31.1	501	11.8
Non-U.S. Citizen	63	17.0	102	27.6	108	29.2	69	18.6	28	7.6
Military service ^c										
Military	24	16.4	39	26.7	48	32.9	24	16.4	11	7.5
Non-Military Service	455	10.2	948	21.2	1,187	26.5	1,369	30.6	518	11.6
Religious/spiritual ^{ci}										
Christian	318	10.8	617	21.0	759	25.8	888	30.2	358	12.2
Add relig/spirit Affiliation	31	14.7	59	28.0	54	25.6	49	23.2	18	8.5
No Affiliation	109	8.6	265	21.0	356	28.2	400	31.7	131	10.4
Multiple Affiliations	14	8.8	34	21.4	51	32.1	44	27.7	16	10.1
First-Gen status ^{cii}										
First-Gen	67	13.1	121	23.7	141	27.6	160	25.4	52	10.2
Not-First-Gen	411	10.0	868	21.1	1,095	26.6	1,261	30.7	475	11.6
First-Gen/Low-Inc status ^{ciii}										
Not-First-Gen/Not-Low-Inc	446	10.1	949	21.5	1,174	26.6	1,335	30.2	511	11.6
First-Gen/Low-Inc	33	15.3	41	19.1	65	30.2	58	27.0	18	8.4
I think that staff prejudice my abilities based on their perception of my identity/background.	448	9.7	877	19.0	1,290	28.0	1,440	31.2	555	12.0
Undergrad Student status ^{civ}										
Transferred to UTK	87	13.3	120	18.4	194	29.8	172	26.4	79	12.1
Started first year at UTK	266	9.2	577	19.9	788	27.2	931	32.1	337	11.6
Gender identity ^{cv}										
Woman	250	8.6	515	17.8	828	28.6	978	33.8	322	11.1
Man	189	11.6	348	21.3	433	26.5	444	27.2	220	13.5
Transspectrum	8	11.1	14	19.4	24	33.3	14	19.4	12	16.7
Racial identity ^{cvi}										
Other People of Color	12	21.1	10	17.5	19	33.3	9	15.8	7	12.3
Asian/Asian American	30	13.0	73	31.7	59	25.7	51	22.2	17	7.4
Black/African/African American	29	11.2	70	26.9	88	33.8	59	22.7	14	5.4
Hispanic/Latin@/Chican@	12	12.9	23	24.7	29	31.2	22	23.7	7	7.5
White	333	9.2	633	17.4	989	27.3	1,208	33.3	466	12.8
Multiracial	20	7.5	55	20.5	82	30.6	77	28.7	34	12.7
Citizenship status ^{cvi}										
U.S. Citizen	388	9.1	779	18.4	1,183	27.9	1,367	32.2	526	12.4
Non-U.S. Citizen	60	16.4	97	26.6	106	29.0	73	20.0	29	7.9
Military service ^{cvi}										
Military	24	16.6	28	19.3	54	37.2	26	17.9	13	9.0
Non-Military Service	424	9.5	846	19.0	1,232	27.6	1,414	31.7	542	12.2
Religious/spiritual ^{cix}										
Christian	302	10.3	557	19.0	783	26.7	922	31.5	366	12.5
Add relig/spirit Affiliation	31	14.8	54	25.7	54	25.7	53	25.2	18	8.6
No Affiliation	96	7.7	224	17.9	378	30.1	409	32.6	147	11.7
Multiple Affiliations	14	89.9	27	17.2	56	35.7	42	26.8	18	11.565

Table 75. Student Respondents’ Perceptions of Prejudgment

Perceptions	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>	%
First-Gen status ^{cx}										
First-Gen	65	12.7	109	21.3	145	28.3	137	26.8	56	10.9
Not-First-Gen	382	9.3	766	18.7	1,143	28.0	1,301	31.8	497	12.2

Fifty-seven percent ($n = 2,646$) of Student respondents “strongly agreed” or “agreed” that the campus climate encourages free and open discussion of difficult topics (Table 76). A higher percentage of Undergraduate Student respondents (19%, $n = 672$) than Graduate/Professional Student respondents (15%, $n = 164$) “strongly agreed” that the campus climate encourages free and open discussion of difficult topics. A lower percentage of Transspectrum Student respondents (21%, $n = 15$) than either Women Student respondents (39%, $n = 1,144$) and Men Student respondents (40%, $n = 648$) “agreed” that the campus climate encourages free and open discussion of difficult topics. By sexual identity, a higher percentage of LGBTQ Student respondents (13%, $n = 52$) “strongly disagreed” the campus climate encourages free and open discussion of difficult topics than did Heterosexual Student respondents (6%, $n = 221$). Analyses by racial identity revealed that a lower percentage of Black/African American Student respondents (13%, $n = 33$) than Other People of Color Student respondents (29%, $n = 17$) “strongly agreed” that the campus climate encourages free and open discussion of difficult topics. Additionally, a lower percentage of Single Disability Student respondents (12%, $n = 44$) “strongly agreed” that the campus climate encourages free and open discussion of difficult topics than did No Disability Student respondents (19%, $n = 771$). A higher percentage of U.S. Citizen Student respondents (16%, $n = 667$) “disagreed” that the campus climate encourages free and open discussion of difficult topics than did Non-U.S. Citizen Student respondents (11%, $n = 41$). Further analyses also revealed that a higher percentage of both Multiple Religious/Spiritual Affiliation Student respondents (21%, $n = 33$) and No Affiliation Student respondents (21%, $n = 265$) “disagreed” that the campus climate encourages free and open discussion of difficult topics than did Christian Student respondents (13%, $n = 376$). By income status, a higher percentage of Low-Income Student respondents (19%, $n = 191$) “disagreed” that the campus climate encourages free and open discussion of difficult topics than did Not-Low-Income Student respondents (14%, $n = 502$). By first-generation status, significance emerged such that a higher

percentage of Not-First-Generation Student respondents (22%, $n = 883$) than First-Generation Student respondents (18%, $n = 90$) “neither agreed nor disagreed” that the campus climate encourages free and open discussion of difficult topics.

Sixty-seven percent ($n = 3,088$) of Student respondents “strongly agreed” or “agreed” that the classroom climate encourages free and open discussion of difficult topics. A higher percentage of Masters Graduate/Professional Student respondents (51%, $n = 229$) than Doctoral Graduate/Professional Student respondents (39%, $n = 89$) “agreed” that the classroom climate encourages free and open discussion of difficult topics. A lower percentage of Transspectrum Student respondents (11%, $n = 8$) and Women Student respondents (20%, $n = 576$) than Men Student respondents (24%, $n = 388$) “strongly agreed” that the classroom climate encourages free and open discussion of difficult topics. By sexual identity, a higher percentage of Heterosexual Student respondents (22%, $n = 883$) “strongly agreed” that the classroom climate encourages free and open discussion of difficult topics than did LGBTQ Student respondents (15%, $n = 60$). Additionally, a higher percentage of Multiple Disabilities Student respondents (17%, $n = 24$) and Single Disability Student respondents (18%, $n = 65$) “disagreed” that the classroom climate encourages free and open discussion of difficult topics than did No Disability Student respondents (9%, $n = 368$). Further analyses also revealed that a higher percentage of both Christian Student respondents (22%, $n = 655$) than No Affiliation Student respondents (18%, $n = 230$) “strongly agreed” that the classroom climate encourages free and open discussion of difficult topics. By income status, A lower percentage of Low-Income Student respondents (42%, $n = 439$) “agreed” that the classroom climate encourages free and open discussion of difficult topics than did Not-Low-Income Student respondents (47%, $n = 1,630$). By first-generation status, significance once again emerged such that a higher percentage of Not-First-Generation Student respondents (20%, $n = 817$) compared with First-Generation Student respondents (16%, $n = 80$) “neither agreed nor disagreed” that the classroom climate encourages free and open discussion of difficult topics.

Sixty-three percent ($n = 2,887$) of Student respondents “strongly agreed” or “agreed” that the campus climate encourages free speech outside the classroom. A higher percentage of Undergraduate Student respondents (21%, $n = 753$) than Graduate/Professional Student respondents (18%, $n = 191$) “strongly agreed” that the campus climate encourages free speech

outside the classroom. Additionally, a higher percentage of Undergraduate Student respondents who started their first year at UTK (11%, $n = 329$) than Undergraduate Student respondents who transferred to UTK (8%, $n = 54$) “disagreed” that the campus climate encourages free speech outside the classroom. A lower percentage of both Transspectrum Student respondents (10%, $n = 7$) and Women Student respondents (19%, $n = 559$) than Men Student respondents (23%, $n = 376$) “strongly agreed” that the campus climate encourages free speech outside the classroom. By sexual identity, a higher percentage of LGBTQ Student respondents (8%, $n = 34$) “strongly disagreed” that the campus climate encourages free speech outside the classroom than did Heterosexual Student respondents (5%, $n = 196$). Similar to the aforementioned analysis, a lower percentage of Black/African American Student respondents (14%, $n = 36$) than Other People of Color Student respondents (31%, $n = 18$) “strongly agreed” that the campus climate encourages free speech outside the classroom. Additionally, a lower percentage of Single Disability Student respondents (14%, $n = 51$) “strongly agreed” that the campus climate encourages free speech outside the classroom than did No Disability Student respondents (21%, $n = 870$). Further analyses also revealed that a higher percentage of No Affiliation Student respondents (18%, $n = 219$) “disagreed” that the campus climate encourages free speech outside the classroom than did both Additional Religious/Spiritual Affiliation Student respondents (9%, $n = 18$) and Christian Student respondents (10%, $n = 284$). Lastly, by income status, A lower percentage of Low-Income Student respondents (39%, $n = 401$) “agreed” that the campus climate encourages free speech outside the classroom than did Not-Low-Income Student respondents (43%, $n = 1,506$).

Table 76. Student Respondents’ Perceptions of Campus Climate

Perceptions	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 believe that the campus climate encourages free and open discussion of difficult topics.	836	18.1	1,810	39.1	976	21.1	709	15.3	293	6.3
Student status ^{cx}										
Undergrad	672	18.9	1,437	40.4	745	20.9	497	14.0	210	5.9
Grad/Prof	164	15.4	373	35.1	231	21.7	212	19.9	83	7.8
Gender identity ^{cxii}										
Woman	501	17.3	1,144	39.4	633	21.8	461	15.9	161	5.6
Man	326	19.9	648	39.5	329	20.0	225	13.7	114	6.9
Transspectrum	7	9.9	15	21.1	12	16.9	19	26.8	18	25.4
Sexual identity ^{cxiii}										
Heterosexual	765	18.9	1,632	40.4	855	21.2	568	14.1	221	5.5

Table 76. Student Respondents' Perceptions of Campus Climate

Perceptions	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	41	10.2	117	29.1	87	21.6	105	26.1	52	12.9
Racial identity ^{cxiv}										
Other People of Color	17	29.3	19	32.8	15	25.9	5	8.6	< 5	---
Asian/Asian American	43	18.7	98	42.6	54	23.5	27	11.7	8	3.5
Black/African/African American	33	12.6	99	37.9	64	24.5	41	15.7	24	9.2
Hispanic/Latin@/Chican@	17	18.5	29	31.5	20	21.7	17	18.5	9	9.8
White	667	18.3	1,445	39.7	754	20.7	560	15.4	214	5.9
Multiracial	47	17.4	104	38.5	46	17.0	43	15.9	30	11.1
Disability status ^{cxv}										
Single Disability	44	12.0	112	30.6	76	20.8	88	24.0	46	12.6
No Disability	771	18.9	1,652	40.4	858	21.0	584	14.3	223	5.5
Multiple Disabilities	16	11.1	40	27.8	34	23.6	35	24.3	19	13.2
Citizenship status ^{cxvi}										
U.S. Citizen	758	17.8	1,652	38.8	902	21.2	667	15.7	276	6.5
Non-U.S. Citizen	78	21.3	158	43.1	73	19.9	41	11.2	17	4.6
Religious/spiritual ^{cxvii}										
Christian	582	19.8	1,224	41.6	593	20.1	379	12.8	169	5.7
Add relig/spirit Affiliation	41	19.7	83	39.9	50	24.0	23	11.1	11	5.3
No Affiliation	179	14.3	437	34.8	281	22.4	265	21.1	93	7.4
Multiple Affiliations	26	16.5	49	31.0	38	24.1	33	20.9	12	7.6
Income status ^{cxviii}										
Low-Income	177	17.1	358	34.7	228	22.1	191	18.5	79	7.6
Not-Low-Income	640	18.3	1,424	40.8	719	20.6	502	14.4	206	5.9
First-Gen status ^{cxix}										
First-Gen	106	20.7	221	43.1	90	17.5	667	13.1	29	5.7
Not-First-Gen	730	17.8	1,585	38.6	883	21.5	641	15.6	263	6.4
I believe that the classroom climate encourages free speech within the classroom.	974	21.1	2,114	45.7	899	19.4	458	9.9	181	3.9
Grad/Prof Student status ^{cxx}										
Masters	100	22.3	229	51.0	71	15.8	39	8.7	10	2.2
Education Specialist	34	14.5	108	46.0	49	20.9	31	13.2	13	5.5
Doctoral	50	21.6	89	38.5	56	24.2	34	14.7	< 5	---
Veterinary Medicine	22	17.6	52	41.6	24	19.2	21	16.8	6	4.8
Gender identity ^{cxxi}										
Woman	576	19.9	1,365	47.1	576	19.9	294	10.1	90	3.1
Man	388	23.6	725	44.2	308	18.8	144	8.8	76	4.6
Transspectrum	8	11.0	21	28.8	12	16.4	17	23.3	15	20.5
Sexual identity ^{cxii}										
Heterosexual	883	21.9	1,849	45.8	790	19.5	368	9.1	151	3.7
LGBQ	60	14.9	188	46.5	78	19.3	61	15.1	17	4.2
Disability status ^{cxiii}										
Single Disability	54	14.7	149	40.5	70	19.0	65	17.7	30	8.2
No Disability	891	21.8	1,892	46.3	790	19.3	368	9.0	146	3.6
Multiple Disabilities	23	15.9	62	42.8	33	22.8	24	16.6	< 5	---

Table 76. Student Respondents' Perceptions of Campus Climate

Perceptions	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>	%
Religious/spiritual ^{cxxiv}										
Christian	655	22.3	1,354	46.1	545	18.5	269	9.1	117	4.0
Add relig/spirit Affiliation	49	23.4	93	44.5	45	21.5	16	7.7	6	2.9
No Affiliation	230	18.3	575	45.7	265	21.0	143	11.4	146	3.7
Multiple Affiliations	32	20.3	67	42.4	29	18.4	23	14.6	7	4.4
Income status ^{cxxv}										
Low-Income	214	20.7	439	42.4	227	21.9	116	11.2	39	3.8
Not-Low-Income	742	21.2	1,630	46.7	651	18.6	332	9.5	137	3.9
First-Gen status ^{cxxvi}										
First-Gen	120	23.4	252	49.2	80	15.6	40	7.8	20	3.9
Not-First-Gen	854	20.8	1,857	45.2	817	19.9	417	10.2	160	3.9
I believe that the campus climate encourages free speech outside of the classroom.	944	20.5	1,943	42.2	934	20.3	541	11.7	244	5.3
Student status ^{cxxvii}										
Undergrad	753	21.3	1,527	43.1	702	19.8	383	10.8	178	5.0
Grad/Prof	191	18.0	416	39.1	232	21.8	158	14.9	66	6.2
Undergrad Student status ^{cxxviii}										
Started first year at UTK	156	24.0	265	40.7	146	22.4	54	8.3	30	4.6
Transferred to UTK	597	20.6	1,262	43.6	556	19.2	329	11.4	148	5.1
Gender identity ^{cxxix}										
Woman	559	19.4	1,259	43.6	604	20.9	329	11.4	136	4.7
Man	376	23.0	664	40.6	313	19.1	191	11.7	92	5.6
Transpectrum	7	9.6	17	23.3	13	17.8	20	27.4	16	21.9
Sexual identity ^{cxix}										
Heterosexual	864	21.5	1,723	42.8	810	20.1	431	10.7	196	4.9
LGBQ	51	12.7	148	36.7	87	21.6	83	20.6	34	8.4
Racial identity ^{cxixi}										
Other People of Color	18	31.0	20	34.5	13	22.4	5	8.6	<5	---
Asian/Asian American	50	21.7	104	45.2	47	20.4	22	9.6	7	3.0
Black/African/African American	36	13.9	105	40.5	72	27.8	34	13.1	12	4.6
Hispanic/Latin@/Chican@	19	20.9	27	29.7	29	31.9	13	14.3	< 5	----
White	755	20.8	1,558	43.0	701	19.3	423	11.7	190	5.2
Multiracial	54	21.1	108	10.1	50	18.6	32	11.9	25	9.3
Disability status ^{cxixii}										
Single Disability	51	14.0	132	36.2	82	22.5	60	16.4	40	11.0
No Disability	870	21.4	1,754	53.1	807	19.8	450	11.1	190	4.7
Multiple Disabilities	19	13.2	49	34.0	38	26.4	27	18.8	11	7.6
Religious/spiritual ^{cxixiii}										
Christian	660	22.5	1,286	43.9	550	18.8	284	9.7	151	5.2
Add relig/spirit Affiliation	50	24.3	89	43.2	42	20.4	18	8.7	7	3.4
No Affiliation	195	15.6	486	38.8	283	22.6	219	17.5	70	5.6
Multiple Affiliations	34	21.5	58	36.7	41	25.9	15	9.5	10	6.3
Income status ^{cxixiv}										
Low-Income	200	19.4	401	38.9	233	22.6	135	13.1	61	5.9
Not-Low-Income	725	20.9	1,506	43.3	673	19.4	396	11.4	175	5.0

Seventy-three percent ($n = 3,387$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Table 77 illustrates the significant differences. A higher percentage of Graduate/Professional Student respondents (44%, $n = 465$) than Undergraduate Student respondents (32%, $n = 1,133$) “strongly agreed” that they had faculty whom they perceived as role models. A higher percentage of Undergraduate Student respondents who started their first year at UTK (39%, $n = 1,144$) than Undergraduate Student respondents who transferred to UTK (33%, $n = 214$) “agreed” that they had faculty whom they perceived as role models. By graduate/professional student status, a higher percentage of Veterinary Science Graduate/Professional Student respondents (55%, $n = 69$) than Masters Graduate/Professional Student respondents (39%, $n = 172$) “strongly agreed” that they had faculty whom they perceived as role models. Analyses also revealed that a higher percentage of Men Student respondents (3%, $n = 52$) and Transpectrum Student respondents (8%, $n = 6$) “strongly disagreed” that they had faculty whom they perceived as role models than did Women Student respondents (1%, $n = 42$). A higher percentage of LGBTQ Student respondents (41%, $n = 166$) “strongly agreed” that they had faculty whom they perceived as role models than did Heterosexual Student respondents (34%, $n = 1,375$). By racial identity, a higher percentage of Black/African American Student respondents (12%, $n = 30$) than White Student respondents (7%, $n = 239$) “disagreed” that they had faculty whom they perceived as role models. A lower percentage of Military Service Student respondents (25%, $n = 37$) “strongly agreed” that they had faculty whom they perceived as role models than did Non-Military Service Student respondents (35%, $n = 1,560$). Lastly, a higher percentage of Low-Income Student respondents (38%, $n = 394$) than Not-Low-Income Student respondents (34%, $n = 1,176$) “strongly agreed” that they had faculty whom they perceived as role models.

Sixty-one percent ($n = 2,824$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A higher percentage of Undergraduate Student respondents who started their first year at UTK (36%, $n = 1,043$) than Undergraduate Student respondents who transferred to UTK (29%, $n = 192$) “agreed” that they had staff whom they perceived as role models. A higher percentage of Veterinary Science Graduate/Professional Student respondents (38%, $n = 48$) than Education Specialist Graduate/Professional Student respondents (22%, $n = 52$) “strongly agreed” that they had staff whom they perceived as role models. By gender identity, again a higher percentage of Men Student respondents (3%, $n = 53$)

and Transspectrum Student respondents (8%, $n = 6$) “strongly disagreed” that they had staff whom they perceived as role models than did Women Student respondents (2%, $n = 50$). A lower percentage of Military Service Student respondents (26%, $n = 38$) “agreed” that they had staff whom they perceived as role models than did Non-Military Service Student respondents (35%, $n = 1,551$). By religious/spiritual affiliation, significance emerged such that a higher percentage of Additional Religious/Spiritual Affiliation Student respondents (36%, $n = 75$) “neither agreed nor disagreed” that they had staff whom they perceived as role models than were Multiple Religious/Spiritual Affiliations Student respondents (35%, $n = 55$). Lastly, a higher percentage of Low-Income Student respondents (4%, $n = 37$) than Not-Low-Income Student respondents (2%, $n = 71$) “strongly disagreed” that they had staff whom they perceived as role models.

Sixty-six percent ($n = 3,056$) of Student respondents “strongly agreed” or “agreed” that they had other students whom they perceived as role models. Once again, a higher percentage of Undergraduate Student respondents who started their first year at UTK (29%, $n = 835$) than Undergraduate Student respondents who transferred to UTK (21%, $n = 134$) “strongly agreed” that they had other students whom they perceived as role models. By gender identity, a higher percentage of Transspectrum Student respondents (11%, $n = 8$) than either Men Student respondents (4%, $n = 61$) or Women Student respondents (2%, $n = 58$) “strongly disagreed” that they had other students whom they perceived as role models. By racial identity, a higher percentage of Multiracial Student respondents (6%, $n = 15$) than White Student respondents (3%, $n = 91$) “strongly disagreed” that they had other students whom they perceived as role models. Additionally, a lower percentage of Military Service Student respondents (19%, $n = 28$) “strongly agreed” that they had other students whom they perceived as role models than did Non-Military Service Student respondents (28%, $n = 1,237$). By income status, a lower percentage of Low-Income Student respondents (35%, $n = 359$) than Not-Low-Income Student respondents (40%, $n = 1,394$) “agreed” that they had other students whom they perceived as role models.

Table 77. Student Respondents' Perceptions of Role Models

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	1,598	34.6	1,789	38.7	820	17.7	315	6.8	100	2.2
Student status ^{cxxxv}										
Undergrad	1,133	31.8	1,358	38.1	712	20.0	271	7.6	86	2.4
Grad/Prof	465	43.8	431	40.6	108	10.2	44	4.1	14	1.3
Undergrad Student status ^{cxxxvi}										
Transferred to UTK	218	33.3	214	32.7	144	22.0	59	9.0	19	2.9
Started first year at UTK	915	31.5	1,144	39.4	568	19.5	212	7.3	67	2.3
Grad/Prof Student status ^{cxxxvii}										
Masters	172	38.6	200	44.8	44	9.9	22	4.9	8	1.8
Education Specialist	113	47.7	86	36.3	29	12.2	6	2.5	< 5	---
Doctoral	100	43.7	86	37.6	25	10.9	15	6.6	< 5	---
Veterinary Medicine	69	55.2	50	4.0	6	4.8	0	0.0	0	0.0
Gender identity ^{cxxxviii}										
Woman	1,019	35.2	1,157	39.9	482	16.6	199	6.9	42	1.4
Man	547	33.4	611	37.3	323	19.7	106	6.5	52	3.2
Transspectrum	27	37.0	20	27.4	11	15.1	9	12.3	6	8.2
Sexual identity ^{cxxxix}										
Heterosexual	1,375	34.1	1,570	38.9	739	18.3	2,696	6.7	85	2.1
LGBQ	166	41.2	150	37.2	52	12.9	27	6.7	8	2.0
Racial identity ^{cxli}										
Other People of Color	17	29.8	19	33.3	15	26.3	< 5	---	< 5	---
Asian/Asian American	73	31.5	88	37.9	51	22.0	13	5.6	7	3.0
Black/African/African American	70	26.9	100	38.5	54	20.8	30	11.5	6	2.3
Hispanic/Latin@/Chican@	39	42.9	27	29.7	16	17.6	6	6.6	< 5	---
White	1,298	35.7	1,422	39.1	608	16.7	239	6.6	72	2.0
Multiracial	77	28.5	113	41.9	57	21.1	17	6.3	6	2.2
Military status ^{cxlii}										
Military Service	37	25.3	49	33.6	36	24.7	17	11.6	7	4.8
Non-Military Service	1,560	34.9	1,736	38.8	782	17.5	298	6.7	93	2.1
Income status ^{cxliii}										
Low-Income	394	38.1	368	35.6	184	17.8	58	5.6	29	2.8
Not-Low-Income	1,176	33.7	1,385	39.7	607	17.4	250	7.2	70	2.0
I have staff whom I perceive as role models.	1,232	26.7	1,592	34.5	1,260	27.3	425	9.2	109	2.4
Undergrad Student status ^{cxliiii}										
Transferred to UTK	173	26.5	192	29.4	203	31.1	64	9.8	21	3.2
Started first year at UTK	759	26.1	1,043	35.9	753	25.9	277	9.5	72	2.5
Grad/Prof Student status ^{cxliv}										
Masters	128	28.7	153	34.3	124	27.8	33	7.4	8	1.8
Education Specialist	52	22.0	79	33.5	82	34.7	19	8.1	< 5	---
Doctoral	66	28.8	73	31.9	60	26.2	27	11.8	< 5	---
Veterinary Medicine	48	38.4	45	36.0	30	24.	< 5	---	0	0.0
Gender identity ^{cxlv}										
Woman	801	27.7	1,024	35.4	753	26.0	268	9.3	50	1.7
Man	410	25.0	551	33.6	477	29.1	147	9.0	53	3.2
Transspectrum	16	21.9	16	21.9	26	35.9	9	12.3	6	8.2
Disability status ^{cxlvi}										

Table 77. Student Respondents’ Perceptions of Role Models

Perceptions	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>	%
Single Disability	81	22.0	130	35.3	98	26.6	41	11.1	18	4.9
No Disability	1,110	27.2	1,413	34.6	1,103	27.0	368	9.0	86	2.1
Multiple Disabilities	34	23.6	44	30.6	48	33.3	14	9.7	< 5	---
Military status ^{exlvii}										
Military Service	32	21.9	38	26.0	50	34.2	18	12.3	8	5.5
Non-Military Service	1,199	25.9	1,551	34.7	1,207	27.0	407	9.1	101	2.3
Religious/spiritual ^{exlviii}										
Christian	810	27.6	1,050	35.8	744	25.4	263	9.0	65	2.2
Add relig/spirit Affiliation	51	24.3	63	30.0	75	35.7	15	7.1	6	2.9
No Affiliation	319	25.3	417	33.1	363	28.8	127	10.1	33	2.6
Multiple Affiliations	38	24.1	45	28.5	55	34.8	17	10.8	< 5	---
Income status ^{exlix}										
Low-Income	286	27.7	343	33.2	289	27.9	79	7.6	37	3.6
Not-Low-Income	927	26.6	1,215	34.9	936	26.9	335	9.6	71	2.0
I have other students whom I perceive as mentors.	1,266	27.5	1,790	38.9	1,039	22.6	384	8.3	127	2.8
Undergrad Student status ^{cl}										
Transferred to UTK	134	20.6	219	33.7	178	27.4	87	13.4	32	4.9
Started first year at UTK	835	28.8	1,151	39.7	626	21.6	219	7.6	68	2.3
Gender identity ^{cli}										
Woman	824	28.6	1,137	39.4	624	21.6	243	8.4	58	2.0
Man	420	25.7	628	38.4	398	24.3	130	7.9	61	3.7
Transpectrum	17	23.3	25	34.2	13	17.8	10	13.7	8	11.0
Racial identity ^{clii}										
Other People of Color	14	24.1	20	34.5	19	32.8	< 5	---	< 5	---
Asian/Asian American	53	23.1	86	37.6	67	29.3	20	8.7	< 5	---
Black/African/African American	58	22.5	108	41.9	60	23.3	23	8.9	9	3.5
Hispanic/Latin@/Chican@	31	33.3	27	29.0	27	29.0	< 5	---	< 5	---
White	1,027	28.3	1,424	39.2	788	21.7	300	8.3	91	2.5
Multiracial	62	23.4	109	41.1	53	20.0	26	9.8	15	5.7
Military status ^{cliii}										
Military Service	28	19.2	40	27.4	40	27.4	26	17.8	12	8.2
Non-Military Service	1,237	27.8	1,746	38.2	997	22.4	358	8.0	115	2.6
Income status ^{cliv}										
Low-Income	273	26.5	359	34.9	264	25.7	84	8.2	49	4.8
Not-Low-Income	976	28.1	1,394	40.1	741	21.3	290	8.3	75	2.2

Table 78 reflects Student respondents’ perceptions of actions taken by senior administrators, faculty, and students to address the needs of at-risk and underserved students. Analyses were done by student status, gender identity, sexual identity, racial identity, disability status, religious/spiritual affiliation, income status, and first-generation status, and first-generation low-income status and are provided in Tables 78 through 87.

Less than half, (43%, $n = 2,001$) of Student respondents “strongly agreed” or “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Undergraduate Student respondents (30%, $n = 1,071$) than Graduate/Professional Student respondents (27%, $n = 286$) “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Additionally, a higher percentage of Transpectrum Student respondents (35%, $n = 25$) than either Men Student respondents (7%, $n = 116$) or Women Student respondents (5%, $n = 150$) “strongly disagreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, a lower percentage of LGBTQ Student respondents (8%, $n = 33$) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (15%, $n = 585$). A higher percentage of Multiple Disabilities Student respondents (14%, $n = 20$) and Single Disability Student respondents (14%, $n = 51$) “strongly disagreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did No Disability Student respondents (5%, $n = 218$). Analyses by religious/spiritual affiliation revealed that a higher percentage of Christian Student respondents (16%, $n = 453$) than No Affiliation Student respondents (11%, $n = 135$) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Lastly, a higher percentage of Not-Low-Income Student respondents (31%, $n = 1,080$) “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did Low-Income Student respondents (24%, $n = 250$).

Fifty-one percent ($n = 2,336$) of Student respondents “strongly agreed” or “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Men Student respondents (37%, $n = 612$) than Women Student respondents (33%, $n = 962$) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, a higher percentage of LGBTQ Student respondents (13%, $n = 51$) “disagreed” that faculty had taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (7%, $n = 290$). A higher percentage of No Disability Student respondents (36%, $n = 1,446$) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students than did Single Disability Student respondents (29%, $n = 105$). A lower percentage of Christian Student respondents (2%, $n = 70$) than No

Affiliation Student respondents (5%, $n = 64$) “disagreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. By income status, a higher percentage of Not-Low-Income Student respondents (36%, $n = 1,238$) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students than did Low-Income Student respondents (32%, $n = 329$).

Fifty-three percent ($n = 2,446$) of Student respondents “strongly agreed” or “agreed” that students had taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Women Student respondents (8%, $n = 218$) than Men Student respondents (6%, $n = 90$) “disagreed” that students had taken direct actions to address the needs of at-risk/underserved students. By sexual identity, a higher percentage of LGBTQ Student respondents (25%, $n = 101$) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students than did Heterosexual Student respondents (17%, $n = 700$). A higher percentage of Single Disability Student respondents (6%, $n = 23$) “strongly disagreed” that students had taken direct actions to address the needs of at-risk/underserved students than did No Disability Student respondents (2%, $n = 84$). Analysis by income status revealed that a higher percentage of Not-Low-Income Student respondents (36%, $n = 1,263$) “agreed” that students had taken direct actions to address the needs of at-risk/underserved students than did Low-Income Student respondents (30%, $n = 312$). Secondary analyses revealed significance such that a higher percentage of First-Generation Low-Income Student respondents (24%, $n = 51$) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students than did Not-First-Generation Not-Low-Income Student respondents (18%, $n = 787$).

Table 78. Student Respondents’ Feelings of Actions Taken

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	644	14.0	1,357	29.4	1,806	39.2	511	11.1	292	6.3
Student status ^{clv}										
Undergrad	509	14.3	1,071	30.2	1,381	38.9	383	10.8	207	5.5
Grad/Prof	135	12.7	286	27.0	425	40.1	128	12.1	85	8.0

Table 78. Student Respondents' Feelings of Actions Taken

Perceptions	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>	%
Gender identity ^{clvi}										
Women	396	13.7	829	28.7	1,161	40.2	351	12.2	150	5.2
Men	241	14.7	517	31.5	616	37.5	151	9.2	116	7.1
Transspectrum	5	6.9	10	13.9	23	31.9	9	12.5	25	34.7
Sexual identity ^{clvii}										
Heterosexual	585	14.5	1,214	30.1	1,618	40.2	409	10.2	201	5.0
LGBQ	33	8.2	94	23.3	127	31.5	81	20.1	68	16.9
Disability status ^{clviii}										
Single Disability	36	9.8	81	22.1	37	37.3	62	16.9	51	13.9
No Disability	593	14.6	1,246	30.6	1,91	39.1	425	10.4	218	5.4
Multiple Disabilities	13	9.0	25	17.4	65	45.1	21	14.6	20	13.9
Religious/spiritual ^{clix}										
Christian	453	15.5	898	30.6	1,185	40.4	278	9.5	116	4.0
Add relig/spirit Affiliation	33	15.8	70	33.5	70	33.5	18	8.6	18	8.6
No Affiliation	135	10.8	329	26.2	469	37.4	188	15.0	134	10.7
Multiple Affiliations	18	11.4	46	29.1	57	36.1	21	13.3	16	10.1
Income status ^{clx}										
Low-Income	140	13.6	250	24.2	411	39.8	129	12.5	102	9.9
Not-Low-Income	496	14.3	1,080	31.1	1,343	38.6	374	10.8	184	5.3

Faculty have taken direct actions to address the needs of at-risk/underserved students.

	738	16.0	1,598	34.7	1,762	38.3	358	7.8	148	3.2
Gender identity ^{clxi}										
Women	450	15.6	962	33.3	1,141	39.5	255	8.8	78	2.7
Men	273	16.7	612	37.4	591	36.1	98	6.0	62	3.8
Transspectrum	12	16.7	23	31.9	24	33.3	5	6.9	8	11.1
Sexual identity ^{clxii}										
Heterosexual	650	12.2	1,402	34.8	1,565	38.9	290	7.2	117	2.9
LGBQ	60	15.0	134	33.4	136	33.9	51	12.7	20	5.0
Disability status ^{clxiii}										
Single Disability	44	12.0	105	28.6	141	38.4	53	14.4	24	6.5
No Disability	671	16.5	1,446	35.6	1,546	38.0	293	7.2	111	2.7
Multiple Disabilities	21	14.6	41	28.5	61	42.4	11	7.6	10	6.9
Religious/spiritual ^{clxiv}										
Christian	486	16.6	1,013	34.6	1,153	39.4	205	7.0	70	2.4
Add relig/spirit Affiliation	42	20.1	72	34.4	73	34.9	17	8.1	5	2.4
No Affiliation	181	14.4	435	34.7	457	36.5	116	9.3	64	5.1
Multiple Affiliations	22	13.9	62	39.2	53	33.5	14	8.9	7	4.4
Income status ^{clxv}										
Low-Income	157	15.2	329	31.9	403	39.1	93	9.0	48	4.7
Not-Low-Income	572	16.5	1,238	35.6	1,305	37.6	258	7.5	100	2.9

Students have taken direct actions to address the needs of at-risk/underserved students.

	838	18.2	1,608	35.0	1,724	37.5	315	6.8	115	2.5
Gender identity ^{clxvi}										
Women	516	17.9	988	34.2	1,101	38.1	218	7.6	64	2.2
Men	305	18.7	597	36.6	593	36.4	90	5.5	46	2.8
Transspectrum	14	19.4	21	29.2	25	34.7	7	9.7	5	6.9

Table 78. Student Respondents’ Feelings of Actions Taken

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Sexual identity ^{clxvii}										
Heterosexual	700	17.4	1,415	35.2	1,543	38.4	265	6.6	97	2.4
LGBQ	101	25.2	135	33.7	119	29.7	35	8.7	11	2.7
Disability status ^{clxviii}										
Single Disability	67	18.3	108	29.5	137	37.4	31	8.5	23	6.3
No Disability	740	18.2	1,451	35.7	1,518	37.4	271	6.7	84	2.1
Multiple Disabilities	28	19.4	41	28.5	58	40.3	12	8.3	5	3.5
Income status ^{clxix}										
Low-Income	198	19.2	312	30.2	402	38.9	86	8.3	35	3.4
Not-Low-Income	631	18.2	1,263	36.4	1,269	36.6	225	6.5	79	2.3
First-Gen/Low-Inc status ^{clxx}										
Not-First-Gen/Not-Low-Inc	787	18.0	1,538	35.1	1,656	37.8	292	6.7	111	2.5
First-Gen/Low-Inc	51	23.6	70	32.4	68	31.5	23	10.6	< 5	---

Four hundred eighty-eight respondents elaborated on their sense of value at UTK. Many Student respondents simply wrote “na” or some variation of “no.” Others who elaborated further offered inconsistent reflections, expressed leadership concerns, or described feeling marginalized.

Inconsistent Reflections — One respondent shared, “I have had a few excellent instructors here at UT, but I've also had some terrible ones,” which captured the nuances and ranges of opinions that were noted by respondents who elaborated their sense of value. Another respondent offered, “One thing I love about UT is there are some amazing professors working here. They are what I value most about this school.” Another respondent explained, “The UTK faculty and staff have gone above and beyond to assist me when I struggle with my mental health, yet I want to remain in school. They are truly unbelievable!!” One respondent added, “The staff and faculty are friendly here!” Another respondent described feeling lost in the system and poor communication with Faculty. One respondent noted, “At UT, because there are so many students, especially in my core STEM courses, I have never really felt cared for by my professors.” Another respondent explained, “Faculty are only here to do research -- not to teach. I had to find a faculty member who didn't have tenure to even get a response to my emails about wanting to do an Honors thesis. Students shouldn't have to BEG for help from faculty.” Other respondents reported, “There is a lack of engagement between professors and students outside of the classroom” and “At such a big school it's tough for faculty to have a great relationship with students.” Respondents who

elaborated on their sense of value offered both positive and negative reflections on their sense of value from faculty and staff.

Leadership Concerns — Respondents who elaborated on their sense of value noted leadership concerns including feeling that leadership is frail, not supportive, and primarily focused on financial gain. Respondents described leadership as “weak,” “very disappointing,” and one respondent urged leadership to “take a real stance” instead of continuing to bow to outside pressures. One respondent elaborated, “on the whole, I think senior administrators have not been proactive in protecting students from the hostile political actions.” Respondents perceived administration to be more focused on financial gain than student well-being. “Administration is too worried about making as much money as possible and kicking off Greek Life to actually be doing anything meaningful.” Another respondent added, “The UTK senior administrators could care less about the students. Nearly the entire University is filled with a bunch of carpetbaggers who are here solely for the money.” Some respondents reflected on not feeling well supported by leadership. One respondent noted, “I think over the past year the administrators have not fully been behind their students when they've needed them most.” Another respondent shared, “Senior administrators show much less encouragement and support than professors and other faculty members.” Similarly, another respondent reflected, “My teachers here have been excellent, to a great extent, but the senior administrators often leave me feeling that they don't care at all about the concerns of minorities on campus.” Respondents who elaborated on their sense of value shared their concerns about the university's leadership.

Feeling Marginalized — Respondents who elaborated on their sense of value also described feeling marginalized and excluded based on their affiliations with white, Christian and heteronormative identities. One respondent noted, “Trying to be inclusive in today's society occasionally leads to exclusion of people who are of the majority sex, race, gender identity, etc.” Another respondent echoed, “I feel that so much emphasis is placed on students of ethnic/non-traditional sexual/gender backgrounds, that students who simply do have traditional backgrounds are forgotten about/thrown to the wayside.” Another respondent elaborated, “There is no sense of inclusion for anyone that doesn't share the popular opinion. As a conservative, I am labeled as a pariah and a bigot for having opinions contrary to the popular opinion.” Some respondents described their perceptions of exclusion in tandem with fears. One respondent shared, “I feel like

being on this university, a good majority frowns upon republicans. With multiple protests and people screaming all around campus, sometimes I feel that if I say I am republican I may get attacked.” Another respondent shared, “I often feel that political issues are encouraged only on one side. Conservative students are not encouraged to share their opinions and are met with opposition, name-calling, and hatred from those with opposing views.” Some respondent noted these reflections in association with the presidential election. One respondent explained, “There is a feeling of hostility on campus for political views, mainly pertaining to those who have conservative or moderate beliefs. It feels like after this elections, conservatives are demonized as xenophobic transphobic or any other phobic that you can come up with.” Respondents who elaborated on their sense of value described feeling excluded based their identities that align with the perceived majority.

Student Respondents' Views on Advising and Departmental Support

Ten survey items queried Student respondents about their opinions regarding various issues specific to advising and departmental support (Tables 79 through 81). Chi-square analyses were conducted by student status, gender identity, sexual identity, racial identity, disability status, religious/spiritual affiliation, income status, first-generation status, and first-generation low-income status; only significant differences are reported.

Table 79 illustrates that the majority of Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (82%, $n = 3,870$). A higher percentage of Single Disability Student respondents (8%, $n = 30$) than No Disability Student respondents (5%, $n = 191$) “strongly disagreed” that they were satisfied with the quality of advising they have received from their departments. Analyses also revealed that a higher percentage of First-Generation Low-Income Student respondents (51%, $n = 112$) “strongly agreed” that they were satisfied with the quality of advising they have received from their departments than did Not-First-Generation Not-Low-Income Student respondents (39%, $n = 1,755$).

Eighty-three percent ($n = 3,911$) of Student respondents “strongly agreed” or “agreed” that their department advisor provided clear expectations. Significance again emerged by disability status such that a higher percentage of Multiple Disabilities Student respondents (19%, $n = 28$) and Single Disability Student respondents (17%, $n = 63$) “disagreed” that their department advisor provided clear expectations. Additionally, a higher percentage of First-Generation Low-Income Student respondents (47%, $n = 103$) “strongly agreed” that their department advisor provided clear expectations than did Not-First-Generation Not-Low-Income Student respondents (40%, $n = 1,802$).

Seventy-eight percent ($n = 3,649$) of Student respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. A higher percentage of Graduate/Professional Student respondents (40%, $n = 433$) than Undergraduate Student respondents (34%, $n = 1,233$) “strongly agreed” that they received support from their advisors to pursue personal research interests. A higher percentage of Transspectrum Student respondents (12%, $n = 9$) “strongly disagreed” that they received support from their advisors to pursue personal research interests than did Men Student respondents (5%, $n = 76$). By disability status, a

higher percentage of Single Disability Student respondents (11%, $n = 41$) and Multiple Disabilities Student respondents (11%, $n = 16$) “strongly disagreed” that they received support from their advisors to pursue personal research interests. Analyses revealed significance by Low-Income Status such that a higher percentage of Not-Low-Income Student respondents (18%, $n = 623$) “disagreed” that they received support from their advisors to pursue personal research interests than did Low-Income Student respondents (13%, $n = 139$). Lastly, a higher percentage of First-Generation Low-Income Student respondents (43%, $n = 94$) “strongly agreed” that they received support from their advisors to pursue personal research interests than did Not-First-Generation Not-Low-Income Student respondents (35%, $n = 1,572$).

Ninety-one percent ($n = 4,240$) of Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors. A higher percentage of Single Disability Student respondents (12%, $n = 42$) “disagreed” that they felt comfortable sharing their professional goals with their advisors than did No Disability Student respondents (6%, $n = 242$).

Table 79. Student Respondents’ Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	1,867	39.5	2,003	42.4	616	13.0	236	5.0
Disability status ^{clxxi}								
Single Disability	127	34.1	141	37.9	74	19.9	30	8.1
No Disability	1,683	40.3	1,793	42.9	509	12.2	191	4.6
Multiple Disabilities	52	35.6	57	39.0	25	17.1	12	8.2
First-Gen/Low-Inc status ^{clxxii}								
Not-First-Gen/Not-Low-Inc	1,755	39.0	1,923	42.7	599	13.3	225	5.0
First-Gen/Low-Inc	112	50.9	80	36.4	17	7.7	11	5.0
My department advisor provides clear expectations.	1,905	40.4	2,006	42.6	608	12.9	192	4.1
Disability status ^{clxxiii}								
Single Disability	129	34.9	152	41.1	63	17.0	26	7.0
No Disability	1,716	41.2	1,783	42.8	512	12.3	156	3.7
Multiple Disabilities	55	37.4	56	38.1	28	19.0	8	5.4
First-Gen/Low-Inc status ^{clxxiv}								
Not-First-Gen/Not-Low-Inc	1,802	40.1	1,914	42.6	592	13.2	184	4.1
First-Gen/Low-Inc	103	47.0	92	42.0	16	7.3	8	3.7

Table 79. Student Respondents’ Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I receive support from my advisor to pursue personal research interests.	1,666	35.5	1,983	42.3	782	16.7	258	5.5
Student status ^{clxxv}								
Undergrad	1,233	34.1	1,525	42.2	649	18.0	208	5.8
Grad/Prof	433	40.3	458	42.6	133	12.4	50	4.7
Gender identity ^{clxxvi}								
Women	1,029	35.0	1,221	41.6	515	17.5	172	5.9
Men	602	36.2	733	44.0	254	15.3	76	4.6
Transspectrum	32	42.7	23	30.7	11	14.7	9	12.0
Disability status ^{clxxvii}								
Single Disability	120	32.8	129	35.2	76	20.8	41	11.2
No Disability	1,501	36.2	1,777	42.8	677	16.3	196	4.7
Multiple Disabilities	39	26.9	66	45.5	24	16.6	16	11.0
Income status ^{clxxviii}								
Low-Income	401	38.3	447	42.7	139	13.3	61	5.8
Not-Low-Income	1,242	35.1	1,482	41.9	623	17.6	190	5.4
First-Gen/Low-Inc status ^{clxxix}								
Not-First-Gen/Not-Low-Inc	1,572	35.2	1,832	42.3	760	17.0	244	5.5
First-Gen/Low-Inc	94	42.5	91	41.2	22	10.0	14	6.3
I feel comfortable sharing my professional goals with my advisor.	2,291	49.0	1,949	41.7	303	6.5	133	2.8
Disability status ^{clxxx}								
Single Disability	158	43.2	147	40.2	42	11.5	19	5.2
No Disability	2,064	49.9	1,727	41.8	242	5.9	103	2.5
Multiple Disabilities	60	41.1	64	43.8	14	9.6	8	5.5

Table 80 illustrates that the majority of Student respondents (90%, *n* = 4,220) “strongly agreed” or “agreed” that their advisors responded to emails, calls, or voicemails in a prompt manner. A higher percentage of Graduate/Professional Student respondents (51%, *n* = 550) than Undergraduate Student respondents (48, *n* = 1,716) “strongly agreed” that their advisors responded to emails, calls, or voicemails in a prompt manner. By disability status, a higher percentage of Single Disability Student respondents (6%, *n* = 21) than No Disability Student respondents (3%, *n* = 109) “strongly disagreed” that their advisors responded to emails, calls, or voicemails in a prompt manner.

Ninety-three percent (*n* = 4,365) of Student respondents “strongly agreed” or “agreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Similarly, a higher percentage of Graduate/Professional Student respondents

(49%, $n = 528$) than Undergraduate Student respondents (43%, $n = 1,564$) “strongly agreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Additionally, a higher percentage of Multiple Disabilities Student respondents (12%, $n = 17$) than No Disability Student respondents (5%, $n = 211$) “disagreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Lastly, a higher percentage of First-Generation Low-Income Student respondents (54%, $n = 118$) than did Not-First-Generation Not-Low-Income Student respondents (44%, $n = 1,974$) “strongly agreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner.

Likewise, 94% ($n = 4,414$) of Student respondents “strongly agreed” or “agreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Similarly, a higher percentage of Graduate/Professional Student respondents (54%, $n = 586$) than Undergraduate Student respondents (42%, $n = 1,529$) “strongly agreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Additionally, a higher percentage of Multiple Disabilities Student respondents (9%, $n = 13$) and Single Disability Student respondents (8%, $n = 28$) “disagreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner than did No Disability Student respondents (4%, $n = 181$). By income status, a higher percentage of Low-Income Student respondents (49%, $n = 511$) than Not-Low-Income Student respondents (44%, $n = 1,568$) “strongly agreed,” whereas a higher percentage of Not-Low-Income Student respondents (50%, $n = 1,771$) than Low-Income Student respondents (45%, $n = 472$) “agreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner.

Table 80. Student Respondents’ Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My advisor responds to my emails, calls, or voicemails in a prompt manner.	2,266	48.3	1,954	41.7	329	7.0	139	3.0
Student status ^{clxxxii}								
Undergrad	1,716	47.5	1,513	41.9	271	4.5	111	3.1
Grad/Prof	550	51.1	441	40.9	58	5.4	28	2.6

Table 80. Student Respondents’ Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Disability status^{clxxxii}									
Single Disability	163	44.5	153	41.8	29	7.9	21	5.7	
No Disability	2,031	49.0	1,721	41.5	287	6.9	109	2.6	
Multiple Disabilities	64	43.5	65	44.2	11	7.5	7	4.8	
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.									
	2,092	44.6	2,273	48.4	258	5.5	69	1.5	
Student status^{clxxxiii}									
Undergrad	1,564	43.3	1,797	49.8	196	5.4	53	1.5	
Grad/Prof	528	48.8	476	44.0	62	5.7	16	1.5	
Disability status^{clxxxiv}									
Single Disability	157	42.5	174	47.2	27	7.3	11	3.0	
No Disability	1,868	45.0	2,016	48.6	211	5.1	53	1.3	
Multiple Disabilities	57	38.8	69	49.9	17	11.6	< 5	---	
First-Gen/Low-Inc status^{clxxxv}									
Not-First-Gen/Not-Low-Inc	1,974	44.1	2,182	48.8	249	5.6	67	1.5	
First-Gen/Low-Inc	118	53.6	91	41.4	9	4.1	< 5	---	
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.									
	2,115	45.1	2,299	49.0	226	4.8	54	1.2	
Student status^{clxxxvi}									
Undergrad	1,529	42.3	1,858	51.4	179	5.0	48	1.3	
Grad/Prof	586	54.3	441	40.8	47	4.4	6	0.6	
Disability status^{clxxxvii}									
Single Disability	160	43.7	168	45.9	28	7.7	10	2.7	
No Disability	1,891	45.5	2,045	49.2	181	4.4	38	0.9	
Multiple Disabilities	54	37.0	74	50.7	13	8.9	5	3.4	
Income status^{clxxxviii}									
Low-Income	511	48.9	472	45.2	52	5.0	10	1.0	
Not-Low-Income	1,568	44.2	1,771	50.0	165	4.7	41	1.2	

Table 81 illustrates that 76% (*n* = 3,581) of Student respondents “strongly agreed” or “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. A higher percentage of Undergraduate Student respondents (44%, *n* = 1,604) than Graduate/Professional Student respondents (39%, *n* = 421) “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. By gender identity, a higher percentage of Men Student respondents (36%, *n* = 607) than Women Student respondents (31%, *n* = 920) “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. A lower percentage of Multiple Disabilities Student respondents (24%, *n* = 35) than No Disability

Student respondents (34%, $n = 1,399$) “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. Analyses also revealed that a lower percentage of Low-Income Student respondents (40%, $n = 413$) than Not-Low-Income Student respondents (44%, $n = 1,553$) “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments.

Seventy-two percent ($n = 3,349$) of Student respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research. A higher percentage of Graduate/Professional Student respondents (44%, $n = 477$) than Undergraduate Student respondents (28%, $n = 1,002$) “strongly agreed” that their department faculty members encouraged them to produce publications and present research. Additionally, a higher percentage of Women Student respondents (24%, $n = 696$) “disagreed” than did Men Student respondents (20%, $n = 328$) that their department faculty members encouraged them to produce publications and present research. By disability status, a higher percentage of Multiple Disabilities Student respondents (45%, $n = 66$) and No Disability Student respondents (40%, $n = 1,671$) “agreed” that their department faculty members encouraged them to produce publications and present research than did Single Disability Student respondents (33%, $n = 120$). By income status, a higher percentage of Low-Income Student respondents (37%, $n = 387$) than Not-Low-Income Student respondents (30%, $n = 1,062$) “strongly agreed” that their department faculty members encouraged them to produce publications and present research. Secondary analyses revealed that a higher percentage of First-Generation Low-Income Student respondents (42%, $n = 92$) “strongly agreed” that their department faculty members encouraged them to produce publications and present research than did Not-First-Generation Not-Low-Income Student respondents (31%, $n = 1,387$).

Seventy-one percent ($n = 3,340$) of Student respondents “strongly agreed” or “agreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. A higher percentage of Graduate/Professional Student respondents (37%, $n = 394$) than Undergraduate Student respondents (30%, $n = 1,084$) “strongly agreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Additionally, a higher percentage of Women Student respondents (24%, $n = 697$) “disagreed” than did Men Student respondents

(20%, $n = 329$) that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. By disability status, a higher percentage of No Disabilities Student respondents (13%, $n = 46$) “strongly disagreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research than did No Disability Student respondents (6%, $n = 234$). Analysis by income status revealed that a higher percentage of Low-Income Student respondents (35%, $n = 370$) than Not-Low-Income Student respondents (31%, $n = 1,081$) “strongly agreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Lastly, a higher percentage of First-Generation Low-Income Student respondents (40%, $n = 88$) “strongly agreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research than did Not-First-Generation Not-Low-Income Student respondents (31%, $n = 1,390$).

Table 81. Student Respondents’ Perceptions of Student Opportunities at UTK

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are adequate opportunities for me to interact with other university faculty outside of my department.	1,556	33.2	2,025	43.2	918	19.6	193	4.1
Student status ^{clxxxix}								
Undergrad	1,223	33.8	1,604	44.4	667	18.5	121	3.3
Grad/Prof	333	30.9	421	39.1	251	23.3	72	6.7
Gender identity ^{exc}								
Women	920	31.3	1,249	42.5	634	21.6	136	4.6
Men	607	36.4	743	44.6	265	15.9	52	3.1
Transpectrum	25	33.8	29	39.2	16	21.6	< 5	---
Disability status ^{exci}								
Single Disability	116	31.5	136	37.0	94	25.5	22	6.0
No Disability	1,399	33.7	1,815	43.7	780	18.8	155	3.7
Multiple Disabilities	35	23.8	61	43.5	35	23.8	13	8.8
Income status ^{excii}								
Low-Income	355	34.0	413	39.6	223	21.4	53	5.1
Not-Low-Income	1,187	33.5	1,553	43.8	672	19.0	132	3.7
My department faculty members encourage me to produce publications and present research.	1,479	31.6	1,870	40.0	1,043	22.3	287	6.1
Student status ^{exciii}								
Undergrad	1,002	27.8	1,431	39.7	918	25.5	250	6.9
Grad/Prof	477	44.2	439	40.7	125	11.6	37	3.4

Table 81. Student Respondents’ Perceptions of Student Opportunities at UTK

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree		
	n	%	n	%	n	%	n	%	
Gender identity^{exciv}									
Women	902	30.8	1,140	38.9	696	23.7	193	6.6	
Men	547	32.9	699	42.1	328	19.7	87	5.2	
Transspectrum	27	36.0	26	34.7	16	21.3	6	8.0	
Disability status^{excv}									
Single Disability	105	28.8	120	32.9	101	27.7	39	10.7	
No Disability	1,336	32.3	1,671	40.4	902	21.8	230	5.6	
Multiple Disabilities	34	23.1	66	44.9	33	22.4	14	9.5	
Income status^{excvi}									
Low-Income	387	37.1	418	40.0	180	17.2	59	5.7	
Not-Low-Income	1,062	30.1	1,401	39.7	846	24.0	222	6.3	
First-Gen/Low-Inc status^{excvii}									
Not-First-Gen/Not-Low-Inc	1,387	31.1	1,785	40.0	1,015	22.7	275	6.2	
First-Gen/Low-Inc	92	41.8	85	38.6	31	14.1	12	5.5	
My department has provided me opportunities to serve the department or University in various capacities outside of teaching or research.									
	1,478	31.6	1,862	39.8	1,042	22.3	300	6.4	
Student status^{excviii}									
Undergrad	1,084	30.0	1,439	39.8	856	23.7	233	6.5	
Grad/Prof	394	36.8	423	39.5	186	17.4	67	6.3	
Gender identity^{excix}									
Women	906	30.9	1,127	38.4	697	23.8	202	6.9	
Men	542	32.6	703	42.2	329	19.8	90	5.4	
Transspectrum	27	36.5	27	36.5	13	17.6	7	9.5	
Disability status^{exc}									
Single Disability	101	27.7	128	35.2	89	24.5	46	12.6	
No Disability	1,335	32.2	1,669	40.3	905	21.8	234	5.6	
Multiple Disabilities	38	25.9	52	35.4	42	28.6	15	10.2	
Income status^{ccii}									
Low-Income	370	35.4	391	37.4	208	19.9	76	7.3	
Not-Low-Income	1,081	30.6	1,425	40.3	815	23.0	216	6.1	
First-Gen/Low-Inc status^{ccii}									
Not-First-Gen/Not-Low-Inc	1,390	31.1	1,785	40.0	1,008	22.6	280	6.3	
First-Gen/Low-Inc	88	40.2	77	35.2	34	15.5	20	9.1	

Eight hundred and eighty-nine respondents elaborated on their opinions of advising, research support and opportunities, and their opinions of their department’s personnel. Two themes emerged from the data suggesting respondents had either inconsistent experiences with advisors and praise for Faculty, Professors, and Staff.

Inconsistent Experiences with Advisors — Respondents who provided further insights into their experiences with their advisors offered inconsistent reports. Some respondents described their advisors as “terrible,” “overwhelmed,” “useless and degrading,” and “non-supportive, extremely

negative, and not helpful.” Other respondents described their advisors as “very busy” or that “advising is a low priority for faculty members.” Some respondents elaborated on specific challenges they faced in building their relationships with their advisors. One respondent noted, “The communication between myself and my advisor is not clear and many mistakes have been made due to this miscommunication.” Another respondent explained, “I just don't get along with my advisor, mostly utilize him to clear me for the semester. He actually almost convinced me to take my classes out of order, which would have incidentally made it so I couldn't graduate on time.” Conversely, respondents who elaborated on their experiences with their advisors also described them favorably. One Student described being a Student at UTK as “a very positive experience.” Respondents contributed positive reflections attributed much of their positive experiences to their advisors. Respondents described their advisors as “extremely helpful”, “an absolute angel” and “FANTASTIC!!!” Another respondent added, “I absolutely love my advisor.” Other respondents noted, “I feel that my advisor does a very good job of guiding me in my appointment” and “My advisor is excellent, and my teachers have been pretty good.” One respondent described many layers of their department, “I love my program and my advisor and professors. They are a strong support system for us.” Respondents who elaborated on their experiences with their advisors reported varying experiences.

Praise for Faculty, Professors, and Staff— Respondent who elaborated on their experiences with Faculty, Professors, and Staff described them as “beyond outstanding,” “wonderful,” and noted that “they all genuinely care for the students.” Other respondents added, “outstanding faculty that is extremely supportive of students and their needs” and “some of the most kind, passionate, smart teachers I've ever had.” Another respondent explained, “All the faculty that I interact with are genuinely interested in the students feedback and success.” Other respondents noted appreciation for the support they have received from their professors. For example, one respondent elaborated, “I have received so much support and extra help from the professors.” One respondent noted, “faculty and staff has been wonderful in helping me advance in my academic career.” Another respondent added, “If it was not for my academic program, especially the professor, I know for sure I would have left UTK.” One respondent noted support beyond academics as well, “I feel comfortable going to any of the faculty regarding professional development and to just chat about anything really.” Respondents who elaborated on Faculty,

Professors and Staff described their experiences with them and opinions of them with high regard.

^{lvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK faculty by student status: $\chi^2(4, N = 4,651) = 55.6, p < .001$.

^{lvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK faculty by gender identity: $\chi^2(8, N = 4,641) = 37.7, p < .01$.

^{lviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK faculty by racial identity: $\chi^2(20, N = 4,578) = 59.1, p < .001$.

^{lix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK faculty by disability status: $\chi^2(8, N = 4,624) = 37.5, p < .001$.

^{lx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK faculty by religious/spiritual affiliation: $\chi^2(12, N = 4,591) = 29.2, p < .01$.

^{lxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by student status: $\chi^2(4, N = 4,639) = 46.3, p < .001$.

^{lxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by gender identity: $\chi^2(8, N = 4,629) = 35.0, p < .001$.

^{lxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by racial identity: $\chi^2(20, N = 4,566) = 45.2, p < .01$.

^{lxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by disability status: $\chi^2(8, N = 4,613) = 41.2, p < .001$.

^{lxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by religious/spiritual affiliation: $\chi^2(12, N = 4,579) = 31.1, p < .01$.

^{lxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK staff by citizenship status: $\chi^2(4, N = 4,637) = 9.6, p < .05$.

^{lxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by grad/prof student status: $\chi^2(12, N = 1,041) = 31.0, p < .01$.

^{lxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by gender identity: $\chi^2(8, N = 4,628) = 116.9, p < .001$.

^{lxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by sexual identity: $\chi^2(4, N = 4,459) = 75.5, p < .001$.

^{lxx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by racial identity: $\chi^2(20, N = 4,566) = 47.5, p < .01$.

^{lxxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by disability status: $\chi^2(8, N = 4,612) = 85.7, p < .001$.

^{lxxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by citizenship status: $\chi^2(4, N = 4,636) = 28.9, p < .001$.

^{lxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by religious/spiritual affiliation: $\chi^2(12, N = 4,578) = 82.1, p < .001$.

^{lxxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTK senior administrators by income status: $\chi^2(4, N = 4,537) = 11.4, p < .05$.

^{lxxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 4,637) = 67.1, p < .001$.

^{lxxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by undergraduate student status: $\chi^2(4, N = 3,569) = 11.6, p < .01$.

^{lxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 4,626) = 39.8, p < .001$.

^{lxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 4,611) = 25.8, p < .01$.

^{lxxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by citizenship status: $\chi^2(4, N = 4,635) = 10.1, p < .05$.

- ^{lxxx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by military service: $\chi^2(4, N = 4,630) = 10.0, p < .05$.
- ^{lxxxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: $\chi^2(4, N = 4,625) = 113.2, p < .001$.
- ^{lxxxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 4,614) = 41.8, p < .001$.
- ^{lxxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 4,445) = 24.9, p < .001$.
- ^{lxxxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(20, N = 4,553) = 89.3, p < .001$.
- ^{lxxxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 4,599) = 47.3, p < .001$.
- ^{lxxxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual affiliation: $\chi^2(12, N = 4,565) = 32.7, p < .01$.
- ^{lxxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: $\chi^2(4, N = 4,616) = 10.0, p < .05$.
- ^{lxxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by student status: $\chi^2(4, N = 4,592) = 17.0, p < .01$.
- ^{lxxxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by undergraduate student status: $\chi^2(4, N = 3,533) = 24.2, p < .001$.
- ^{xc}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by gender identity: $\chi^2(8, N = 4,582) = 35.1, p < .001$.
- ^{xcⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(8, N = 4,413) = 46.1, p < .001$.
- ^{xcⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: $\chi^2(20, N = 4,520) = 74.1, p < .001$.
- ^{xcⁱⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(8, N = 4,566) = 30.8, p < .001$.
- ^{xc^{iv}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by citizenship status: $\chi^2(4, N = 4,590) = 10.6, p < .05$.
- ^{xc^v}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious/spiritual affiliation: $\chi^2(12, N = 4,533) = 48.0, p < .001$.
- ^{xc^{vi}}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by undergraduate student status: $\chi^2(4, N = 3,564) = 16.8, p < .01$.
- ^{xc^{vii}}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(8, N = 4,619) = 36.8, p < .001$.
- ^{xc^{viii}}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(20, N = 4,557) = 83.7, p < .001$.
- ^{xc^{ix}}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 4,628) = 48.2, p < .001$.
- ^cA chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by military service: $\chi^2(4, N = 4,623) = 20.9, p < .001$.
- ^{ci}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(12, N = 4,571) = 25.9, p < .05$.
- ^{cⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 4,621) = 10.7, p < .05$.

^{ciii}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by first-generation low-income status: $\chi^2(4, N = 4,630) = 9.6, p < .05$.

^{civ}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by undergraduate student status: $\chi^2(4, N = 3,551) = 16.9, p < .01$.

^{cv}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(8, N = 4,599) = 42.5, p < .001$

^{cvi}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(20, N = 4,537) = 95.7, p < .001$.

^{cvii}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 4,608) = 52.1, p < .001$.

^{cviii}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by military service: $\chi^2(4, N = 4,603) = 21.5, p < .001$.

^{cix}A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(12, N = 4,551) = 32.6, p < .01$.

^{cx}A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 4,601) = 11.1, p < .05$.

^{cxii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by student status: $\chi^2(4, N = 4,624) = 35.3, p < .001$.

^{cxiii}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 gender identity: $\chi^2(8, N = 4,613) = 68.4, p < .001$

^{cxiiii}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 sexual identity: $\chi^2(8, N = 4,443) = 95.5, p < .001$.

^{cxv}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: $\chi^2(20, N = 4,551) = 40.7, p < .01$.

^{cxvi}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: $\chi^2(8, N = 4,598) = 93.4, p < .001$.

^{cxvii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by citizenship status: $\chi^2(4, N = 4,622) = 10.3, p < .001$.

^{cxviii}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 religious/spiritual affiliation: $\chi^2(12, N = 4,565) = 82.6, p < .001$.

^{cxix}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by income status: $\chi^2(4, N = 4,524) = 21.7, p < .001$.

^{cx}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by first-generation status: $\chi^2(4, N = 4,615) = 10.2, p < .05$.

^{cxii}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by grad/prof student status: $\chi^2(12, N = 1,040) = 36.3, p < .001$.

^{cxiii}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encouraged free and open discussion of difficult topics by gender identity: $\chi^2(8, N = 4,615) = 92.3, p < .001$

^{cxiiii}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(8, N = 4,445) = 22.4, p < .001$.

^{cxv}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encouraged free and open discussion of difficult topics by disability status: $\chi^2(8, N = 4,600) = 65.3, p < .001$.

^{cxvi}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encouraged free and open discussion of difficult topics by religious/spiritual affiliation: $\chi^2(12, N = 4,566) = 21.1, p < .05$.

- ^{cxxv}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encouraged free and open discussion of difficult topics by income status: $\chi^2(4, N = 4,527) = 10.1, p < .05$.
- ^{cxxvi}A chi-square test was conducted to compare percentages of Student respondents who felt that the classroom climate encourages free and open discussion of difficult topics by first-generation status: $\chi^2(4, N = 4,617) = 9.9, p < .05$.
- ^{cxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by student status: $\chi^2(4, N = 4,606) = 22.6, p < .001$.
- ^{cxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by undergraduate student status: $\chi^2(4, N = 3,543) = 11.5, p < .05$.
- ^{cxxix}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by gender identity: $\chi^2(8, N = 4,596) = 77.1, p < .001$.
- ^{cxix}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by sexual identity: $\chi^2(8, N = 4,427) = 57.2, p < .001$.
- ^{cxixi}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by racial identity: $\chi^2(20, N = 4,534) = 44.0, p < .01$.
- ^{cxixii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by disability status: $\chi^2(8, N = 4,580) = 64.3, p < .001$.
- ^{cxixiii}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by religious/spiritual affiliation: $\chi^2(12, N = 4,548) = 87.5, p < .001$.
- ^{cxixiv}A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free speech outside the classroom by income status: $\chi^2(4, N = 4,505) = 11.8, p < .05$.
- ^{cxixv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by student status: $\chi^2(4, N = 4,622) = 98.7, p < .001$.
- ^{cxixvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by undergraduate student status: $\chi^2(4, N = 3,560) = 11.3, p < .05$.
- ^{cxixvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by grad/prof student status: $\chi^2(12, N = 1,047) = 28.5, p < .01$.
- ^{cxixviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by gender identity: $\chi^2(8, N = 4,611) = 41.8, p < .001$.
- ^{cxixix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by sexual identity: $\chi^2(8, N = 4,441) = 11.7, p < .05$.
- ^{cxli}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by racial identity: $\chi^2(20, N = 4,549) = 36.4, p < .001$.
- ^{cxli}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by military status: $\chi^2(4, N = 4,615) = 18.8, p < .01$.
- ^{cxlii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by income status: $\chi^2(4, N = 4,521) = 13.2, p < .05$.
- ^{cxliii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by undergraduate student status: $\chi^2(4, N = 3,557) = 13.0, p < .05$.
- ^{cxliiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by grad/prof student status: $\chi^2(12, N = 1,036) = 26.1, p < .05$.
- ^{cxliv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by gender identity: $\chi^2(8, N = 4,607) = 35.0, p < .001$.
- ^{cxlvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by disability status: $\chi^2(8, N = 4,592) = 19.7, p < .05$.
- ^{cxlvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by military status: $\chi^2(4, N = 4,611) = 14.9, p < .01$.
- ^{cxlviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by religious/spiritual affiliation: $\chi^2(12, N = 4,559) = 25.1, p < .05$.

^{cxlix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by income status: $\chi^2(4, N = 4,518) = 12.7, p < .05$.

^{cl}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by undergraduate student status: $\chi^2(4, N = 3,549) = 59.3, p < .001$.

^{cli}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by gender identity: $\chi^2(8, N = 4,596) = 40.5, p < .001$

^{clii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by racial identity: $\chi^2(20, N = 4,533) = 37.6, p < .05$.

^{cliii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had students whom they perceived as role models by military status: $\chi^2(4, N = 4,599) = 42.9, p < .001$.

^{cliv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by income status: $\chi^2(4, N = 4,505) = 32.5, p < .001$.

^{clv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 4,610) = 12.0, p < .05$.

^{clvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 4,600) = 122.4, p < .001$

^{clvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by sexual identity: $\chi^2(8, N = 4,430) = 141.2, p < .001$.

^{clviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 4,584) = 92.3, p < .001$.

^{clix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: $\chi^2(12, N = 4,552) = 122.0, p < .001$.

^{clx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 4,509) = 41.8, p < .001$.

^{clxi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 4,594) = 38.5, p < .001$

^{clxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by sexual identity: $\chi^2(8, N = 4,425) = 22.4, p < .001$.

^{clxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 4,578) = 56.3, p < .001$.

^{clxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: $\chi^2(12, N = 4,547) = 37.0, p < .001$.

^{clxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 4,503) = 14.7, p < .01$.

^{clxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 4,590) = 18.3, p < .05$.

^{clxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by sexual identity: $\chi^2(8, N = 4,421) = 22.4, p < .001$.

^{clxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 4,574) = 33.0, p < .001$.

^{clxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that student had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 4,500) = 18.1, p < .01$.

^{clxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by first-generation and low-income status: $\chi^2(4, N = 4,600) = 11.4, p < .05$.

^{clxxi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by disability status: $\chi^2(6, N = 4,694) = 35.6, p < .001$.

^{clxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by first-generation and low-income status: $\chi^2(3, N = 4,722) = 14.5, p < .01$.

^{clxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by disability status: $\chi^2(6, N = 4,684) = 24.8, p < .001$.

^{clxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by first-generation and low-income status: $\chi^2(3, N = 4,711) = 8.2, p < .05$.

^{clxxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by student status: $\chi^2(4, N = 4,689) = 26.2, p < .001$.

^{clxxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by gender identity: $\chi^2(8, N = 4,677) = 18.0, p < .01$.

^{clxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by disability status: $\chi^2(6, N = 4,662) = 47.9, p < .001$.

^{clxxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by income status: $\chi^2(4, N = 4,585) = 11.9, p < .01$.

^{clxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by first-generation and low-income status: $\chi^2(3, N = 4,689) = 9.8, p < .05$.

^{clxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by disability status: $\chi^2(6, N = 4,648) = 37.1, p < .001$.

^{clxxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by student status: $\chi^2(4, N = 4,688) = 8.3, p < .05$.

^{clxxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(6, N = 4,661) = 15.7, p < .05$.

^{clxxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by student status: $\chi^2(4, N = 4,692) = 11.5, p < .01$.

^{clxxxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(6, N = 4,664) = 23.7, p < .01$.

^{clxxxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by first-generation and low-income status: $\chi^2(3, N = 4,692) = 8.0, p < .05$.

^{clxxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by student status: $\chi^2(4, N = 4,694) = 50.3, p < .001$.

^{clxxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(6, N = 4,667) = 33.1, p < .001$.

^{clxxxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by income status: $\chi^2(3, N = 4,590) = 8.1, p < .05$.

^{clxxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by student status: $\chi^2(4, N = 4,692) = 40.0, p < .001$.

^{cxcc}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by gender identity: $\chi^2(8, N = 4,680) = 33.6, p < .001$.

^{cxcci}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by disability status: $\chi^2(6, N = 4,664) = 30.1, p < .001$.

^{cxccii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by income status: $\chi^2(3, N = 4,588) = 9.5, p < .05$.

^{cxcciii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by student status: $\chi^2(4, N = 4,679) = 159.5, p < .001$.

^{cxcciv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by gender identity: $\chi^2(8, N = 4,677) = 16.5, p < .05$.

^{cxccv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by disability status: $\chi^2(6, N = 4,651) = 33.1, p < .001$.

^{cxccvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by income status: $\chi^2(3, N = 4,575) = 29.2, p < .001$.

^{cxccvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by first-generation and low-income status: $\chi^2(3, N = 4,679) = 14.9, p < .01$.

^{cxccviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by student status: $\chi^2(4, N = 4,682) = 27.0, p < .001$.

^{cxccix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by gender identity: $\chi^2(8, N = 4,670) = 18.7, p < .01$.

^{cc}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by disability status: $\chi^2(6, N = 4,654) = 39.8, p < .001$.

^{ccci}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by income status: $\chi^2(3, N = 4,582) = 12.9, p < .01$.

^{ccii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by first-generation and low-income status: $\chi^2(3, N = 4,682) = 14.0, p < .01$.

Students Who Have Seriously Considered Leaving UTK

Twenty-six percent ($n = 1,245$) of respondents had seriously considered leaving UTK. With regard to student status, 28% ($n = 1,004$) of Undergraduate Student respondents and 22% ($n = 241$) of Graduate/Professional Student respondents had seriously considered leaving UTK. Of the Student respondents who considered leaving, 42% ($n = 520$) considered leaving in their first semester, 52% ($n = 648$) considered leaving in their first year as a student, 38% ($n = 470$) in their second year, 17% ($n = 214$) in their third year, 7% ($n = 90$) in their fourth year, 2% ($n = 29$) in their fifth year, and 2% ($n = 22$) after their fifth year as a student.

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

Significant results for Undergraduate Student respondents indicated that:

- By sexual identity, a higher percentage of LGBTQ Undergraduate Student respondents (43%, $n = 132$) than Heterosexual Undergraduate Student respondents (26%, $n = 820$) considered leaving the institution.^{cciii}
- By racial identity, a higher percentage of Black/African American Undergraduate Student respondents (38%, $n = 82$) than White Undergraduate Student respondents (26%, $n = 764$) considered leaving the institution.^{cciv}
- By disability status, a higher percentage of both Multiple Disabilities Undergraduate Student respondents (48%, $n = 55$) and Single Disability Undergraduate Student respondents (40%, $n = 115$) than No Disability Undergraduate Student respondents (26%, $n = 824$) considered leaving the institution.^{ccv}
- By religious/spiritual affiliation, a higher percentage of both Multiple Religious/Spiritual Affiliations Undergraduate Student respondents (36%, $n = 38$) and No Religious/Spiritual Affiliation Undergraduate Student respondents (35%, $n = 311$) than Christian Undergraduate Student respondents (24%, $n = 598$) considered leaving the institution.^{ccvi}

- By income status, a higher percentage of Low-Income Undergraduate Student respondents (35%, $n = 202$) than Not-Low-Income Undergraduate Student respondents (26%, $n = 783$) considered leaving the institution.^{ccvii}

Significant results for Graduate respondents indicated that:

- By sexual identity, a higher percentage of LGBTQ Graduate/Professional Student respondents (37%, $n = 41$) than Heterosexual Graduate/Professional Student respondents (20%, $n = 184$) considered leaving the institution.^{ccviii}
- By racial identity, a higher percentage of Black/African American Graduate/Professional Student respondents (35%, $n = 18$) and White Graduate/Professional Student respondents (23%, $n = 187$) than Asian/Asian American Graduate/Professional Student respondents (9%, $n = 9$) considered leaving the institution.^{ccix}
- By disability status, a higher percentage of both Multiple Disabilities Graduate/Professional Student respondents (39%, $n = 13$) and Single Disability Graduate/Professional Student respondents (36%, $n = 31$) than No Disability Graduate/Professional Student respondents (20%, $n = 196$) considered leaving the institution.^{ccx}
- By citizenship status, a higher percentage of U.S. Citizen Graduate/Professional Student respondents (24%, $n = 211$) than Non-U.S. Citizen Graduate/Professional Student respondents (16%, $n = 30$) considered leaving the institution.^{ccxi}
- By religious/spiritual affiliation, a higher percentage of No Religious/Spiritual Affiliation Graduate/Professional Student respondents (29%, $n = 111$) than Christian Graduate/Professional Student respondents (18%, $n = 98$) considered leaving the institution.^{ccxii}
- By income status, a higher percentage of Low-Income Graduate/Professional Student respondents (26%, $n = 126$) than Not-Low-Income Graduate/Professional Student respondents (18%, $n = 105$) considered leaving the institution.^{ccxiii}

Fifty-one percent ($n = 515$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging (Table 82). Others considered leaving because

the climate was not welcoming (32%, $n = 319$), lack of social life (30%, $n = 305$), financial reasons (30%, $n = 302$), personal reasons (28%, $n = 276$), and/or lack of a support group (25%, $n = 248$).

Table 82. Reasons Why Undergraduate Student Respondents Considered Leaving UTK

Reason	<i>n</i>	%
Lack of a sense of belonging	515	51.3
Climate was not welcoming	319	31.8
Lack of social life	305	30.4
Financial reasons	302	30.1
Personal reasons (e.g., medical, mental health, family emergencies)	276	27.5
Lack of support group	248	24.7
Homesick	210	20.9
Didn't like major	133	13.2
Coursework was too difficult	125	12.5
Lack of support services	105	10.5
Unhealthy social relationships	101	10.1
My marital/relationship status	65	6.5
Didn't have my major	64	6.4
Coursework not challenging enough	63	6.3
Didn't meet the selection criteria for a major	41	4.1
<u>A reason not listed above</u>	<u>193</u>	<u>19.2</u>

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving UTK ($n = 1,004$).

Forty-four percent ($n = 106$) of Graduate/Professional Student respondents who considered leaving suggested that the climate was not welcoming (Table 83). Others contemplated leaving because they lacked a sense of belonging (42%, $n = 100$), they lacked a support group (22%, $n = 52$), personal reasons (20%, $n = 49$), lack of support services (19%, $n = 45$), and/or financial reasons (18%, $n = 44$).

Table 83. Reasons Why Graduate/Professional Student respondents Considered Leaving UTK

Reason	<i>n</i>	%
Climate was not welcoming	106	44.0
Lack of a sense of belonging	100	41.5
Lack of support group	52	21.6
Personal reasons (e.g., medical, mental health, family emergencies)	49	20.3
Lack of support services	45	18.7
Financial reasons	44	18.3
Lack of social life	39	16.2
Didn't like major	23	9.5
Coursework not challenging enough	23	9.5
Coursework was too difficult	18	7.5
Unhealthy social relationships	17	7.1
My marital/relationship status	15	6.2
Homesick	14	5.8
Didn't have my major	< 5	---
Didn't meet the selection criteria for a major	< 5	---
A reason not listed above	86	35.7

Note: Table reports only Graduate/Professional Student respondents who indicated that they considered leaving UTK (*n* = 241).

Additionally, 9% (*n* = 411) of Student respondents “strongly agreed” or “agreed” that it was likely that they would leave UTK without meeting their academic goal. Subsequent analyses were run for Student respondents who thought that they would likely leave UTK without meeting their academic goal by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status. The analyses yielded significant results for all demographic groups except sexual identity and disability status.

- By gender identity, a higher percentage of Women Student respondents (51%, *n* = 1,507) than Men Student respondents (47%, *n* = 783) “strongly disagreed” that it was likely they would leave UTK without meeting their academic goal.^{ccxiv}

- By sexual identity, a higher percentage of LGBTQ Student respondents (6%, $n = 23$) than Heterosexual Student respondents (3%, $n = 129$) “strongly agreed” that it was likely they would leave UTK without meeting their academic goal.^{ccxv}
- By racial identity, a lower percentage of White Student respondents (4%, $n = 159$) than Black Student respondents (9%, $n = 23$), Asian/Asian American Student respondents (12%, $n = 29$), and Other People of Color Student respondents (18%, $n = 11$) “agreed” that it was likely they would leave UTK without meeting their academic goal.^{ccxvi}
- By disability status, a lower percentage of No Disability Student respondents (9%, $n = 382$) “neither agreed nor disagreed” that they would leave UTK without meeting their academic goal than did both Single Disability Student respondents (13%, $n = 50$) and Multiple Disabilities Student respondents (18%, $n = 27$).^{ccxvii}
- By citizenship status, a higher percentage of Non-U.S. Citizen Student respondents (6%, $n = 21$) “strongly agreed” that they would leave UTK without meeting their academic goal than U.S. Citizen Student respondents (3%, $n = 137$).^{ccxviii}
- By religious/spiritual affiliation, a higher percentage of Additional Religious/Spiritual Affiliation Student respondents (13%, $n = 27$) than Multiple Religious/Spiritual Affiliation Student respondents (4%, $n = 7$), Christian Student respondents (4%, $n = 133$), and No Religious/Affiliation Student respondents (6%, $n = 77$) “agreed” that they would leave UTK without meeting their academic goal.^{ccxix}
- By income status, A lower percentage of Not-Low-Income Student respondents (9%, $n = 328$) “neither agreed nor disagreed” that they would leave UTK without meeting their academic goal than Low-Income Student respondents (12%, $n = 125$).^{ccxx}

Undergraduate Student Respondents

Five hundred one Undergraduate Student respondents elaborated on why they seriously considered leaving UTK. Undergraduate student respondents shared concerns about their academic experiences, low sense of belonging, and financial challenges.

Academic Experiences — Respondents who noted academic concerns reflected on their perceptions of institutional priorities with regard to academics, “UTK cancelled classes for a football game. That speaks loud and clear on the importance of academics in this University.”

Another respondent addressed the perceived a lack of an intellectual community on campus, “Initially, I felt that my coursework was not challenging enough, and that UT lacked a strong academic community.” Another respondent echoed, “I was not satisfied with the academic quality of my major's department. I felt my classes were not as challenging or as mentally stimulating as they could've/should've been.” Other respondents described their opinions and experiences in classes. One respondent shared, “The mathematical department expects students to learn all of the material independently.” Another respondent noted, “I also feel that the professors in the science class (Chemistry & Physics) are here to collect a paycheck. They are not here to help.” Elaborating on Faculty, one respondent added, “Professors who are tenured and heavily researched focused, in my experience, are essentially much less caring or dedicated to teaching students.” Another respondent concluded a similar narrative with the statement, “I started to feel like a number instead of a valuable student.” One respondent described their experiences with enrollment and required coursework, “Horrible departments, stuck in classes I didn't need, and kicked out of classes because they were full, and now I'm so behind and overwhelmed.”

Low Sense of Belonging — Respondents also described a low sense of belonging. Some respondents noted this sentiment in general terms, for example, “The culture is one that I do not feel a part of” and “I feel like I don't belong here.” One respondent reflected on their sense of belonging and value with regard to campus leadership, “I haven't had very good experiences with some administration and I definitely do not feel like a priority to a large portion of those that oversee the school.” Other respondents noted challenges with building meaningful community with their peers. One respondent shared, “There were not many people who were interested/had the same morals as me and I had a really hard time finding friends.” Greek life was often mentioned in these types of narratives as well. For example, “Didn't get into the sorority I wanted and couldn't make friends.” Another respondent explained, “I have not had much luck in finding a group of like-minded students with whom I would wish to spend my free time. The abrasive presence of Greek life on this campus is nauseating.” Other respondents reported challenges in their sense of belonging in relationship to a range of minority identities. One respondent reported, “UT isn't welcoming to minorities.” Another respondent explained, “The narrow-mindedness of this college and the community can be oppressive at times. I never thought I would see the day where a university defunds its diversity and inclusion program even

if that university is in the South.” Regarding racial identities, respondents shared, “This campus is not welcoming to students of color specifically black males and black women,” “Being an African American here on campus I wasn't accepted and felt out of place.” Gender and sexual minorities also elaborated on inclusion concerns, sharing, “As a gay and transgender individual, I have not felt very welcome on campus,” and “It's hard to be successful as a trans student in a very transphobic environment.” Other Undergraduate Students respondents added, “UTK has become increasingly unfriendly to students with disabilities.” Respondents who elaborated on why they seriously considered leaving noted inclusion concerns ranging from challenges in making friends to feeling explicitly excluded as their reasons for seriously considering leaving the university.

Financial Challenges — Respondents who elaborated on why they seriously considered leaving reported a range of “financial hardships.” Respondents emphasized their negative opinions of the current flex meal plan. “The Flex Meal plan was one financial stress that resulted in me having to take a semester off in order to save money and be able to come back and finish my degree.” Another respondent shared, “I waste 300 dollars on the Flex Plan. If I use a loan to pay this fee, I may get the plan refunded at the end of the semester, but I still must pay the interest on it.” Another respondent simply added, “The flex plan has caused nothing but issues. It is a scam to get money from us.” Other respondents reflected on challenges with financial aid and loan disbursements. One respondent elaborated, “My government aid is not enough to cover the year next year, and I have no money saved. UTK has no need-based endowment like many other schools have, so I'm transferring to a school that can help me financially.” Another respondent noted, “Financial aid messed up my loan disbursement and surprised me with a bill.” Some respondents noted the sentiment that “All they [UTK] truly care about is making money” in tandem with their reports of financial hardships. Another respondent explained, “UT does nothing to help students. Everything UT does is to make more money and look better. They don't care about the success or well being of students at all.” Noting several of the sub-themes cited above, one respondent concluded, “It is incredibly expensive for the shoddy education you get. Hardly any scholarship is offered to transfer students. The administration cares more about money than the students, their education, and their comfort.” Respondents who elaborated on why they seriously considered leaving reported a range of financial concerns and challenges.

Graduate/Professional Student Respondents

One hundred fifty-one Graduate/Professional Student respondents elaborated on why they seriously considered leaving UTK. Graduate/Professional Student respondents cited academic concerns as their primary rationale for considering leaving while others a low sense of belonging or needs related to improving support systems for Graduate Students.

Academic Concerns — Some respondents shared academic concerns and or shortcomings in their programs as “a let down,” “lack of engagement,” “very unwelcoming,” and “disorganized and un-communicative” as reasons why they had considered leaving UTK. Other respondents noted concerns with the intellectual community on campus. For example, one respondent shared, “There is a lack of scholarly debate within my department.” Another respondent added, “I found my classmates unethical, using google and purchasing answers for quizzes rather than learning the material.” One respondent reported a challenging circumstance effecting their education in which they felt they were “not able to go the department for help with my [their] situation.” Another respondent noted a concern with their department, stating, “The department as a whole and the department head is overly willing to accept and turn-a-blind-eye towards cheaters in the department.” Another respondent addressed many layers of their academic experience, “I feel like the professors were uninterested in the success of the students in my program and didn't offer coursework that helped enhance my experience and learn new skills. There were no peers interested in the same field as me. And the professors seemed uneducated in it as well.” Respondents who elaborated on why they seriously considered leaving reported a range of concerns they have encountered in their academic engagement with UTK.

Sense of Belonging — Respondents reported challenges in their efforts to connect with others socially. One respondent shared, “departments here do not seem to have open environments that enable their students to interact and make new friends after first arriving here.” Another respondent noted, “Being an out-of-state student was financially strenuous and socially isolating from the other students from Tennessee.” One respondent elaborated extensively, “I have suffered two very blatant racist experiences at the University of Tennessee. One I made an official complaint about...that is still unresolved. The other worked itself out because in my department there are more good and kind people who actually care about underrepresented students than who DON'T care.” They concluded their narrative with, “I would never encourage

a student of color to come here. I have NEVER had a desire to attend Homecoming activities (I opt to return to my undergraduate institution where I felt a deep sense of belonging). I will also never give a dime back to the university.” Other respondents who elaborated on why they seriously considered leaving offered suggestions. Respondents suggested, “there should be more events held with speakers or workshops to bring all of the grad students closer” and “There should be study groups formed for research.” Respondents who elaborated on why they seriously considered leaving described a low sense of belonging.

Graduate Student Support — Respondents also expressed a desire for more support and/or reported feeling unsupported currently. Respondent, in elaborating on their experiences with their advisors noted, “There were some issues with my research advisor. I feel as though I was being set up to fail.” and “There is very little accountability for advisors to their students.” One more respondent reported, “I thought that my advisor had implicit biases about me at the start of our mentor-student relationship.” Other respondents noted a lack of support for their respective research interests. One respondent shared, “I didn't feel that the environment was supportive of my research interests.” Another respondent explained, “The research facilities have very outdated equipment or are too small to do cutting edge research yet the only research topics my advisor wants me to work on for my dissertation are cutting edge.” Some respondents expressed a desire for more support for minorities. One respondent noted, “More services and support for women and queer graduate students would be great. The subtle sexism and homophobia on campus adds up, and it's not easy to operate in this environment sometimes.” Another respondent shared, “I was extremely disappointed when they got rid of the Diversity Office that provides support services for minority groups on campus.” Another respondent stated, “it bears repeating: lack of support/services for marginalized students.” Respondents, who elaborated on why they seriously considered leaving, noted a perceived need for improved support from their advisors, support for conducting research and support systems minorities.

Summary

Student respondents were asked to share their perceptions of their academic success. Significant differences by select demographics existed, where some historically underrepresented groups had lower perceived academic success than their counterparts. For example, Transpectrum Undergraduate Student respondents and Men Undergraduate Student respondents have lower *Perceived Academic Success* than Women Undergraduate Student respondents. White Undergraduate Student respondents have higher *Perceived Academic Success* than Black/African American, Multiracial Undergraduate Student respondents, and Asian/Asian American Undergraduate Student respondents. Asexual Undergraduate Student respondents and LGBTQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Single Disability Undergraduate Student respondents and Multiple Disabilities Undergraduate Student respondents. Similarly, No Disability Graduate/Professional Student respondents have higher *Perceived Academic Success* than Single Disability Graduate/Professional Student respondents and Multiple Disabilities Graduate/Professional Student respondents. Lastly, Low-Income Graduate/Professional Student respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student respondents. In addition to *Perceived Academic Success*, 9% ($n = 411$) of Student respondents “strongly agreed” or “agreed” that it was likely that they would leave UTK without meeting their academic goal.

Student respondents shared many positive attitudes about the campus climate. For example, 82% ($n = 3,870$) of Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they received from their departments. Eighty-three percent ($n = 3,911$) of Student respondents “strongly agreed” or “agreed” that their department advisor provided clear expectations. Ninety-one percent ($n = 4,240$) of Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors.

Student respondents also shared less than positive attitudes about the campus climate. Slightly less than a one-third (32%, $n = 1,469$) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. Twenty-

nine percent ($n = 1,325$) of Student respondents “strongly agreed” or “agreed” that staff prejudged their abilities based on their perception of their identity/background.

Twenty-six percent ($n = 1,245$) of respondents had seriously considered leaving UTK. With regard to student status, 28% ($n = 1,004$) of Undergraduate Student respondents and 22% ($n = 241$) of Graduate/Professional Student respondents had seriously considered leaving UTK. More than half of all Student respondents (51%, $n = 515$) who seriously considered leaving indicated that it was as a result of a lack of sense of belonging. Nearly a third (32%, $n = 319$) shared that they had seriously considered leaving UTK because the climate was not welcoming.

^{cciii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTK by sexual identity: $\chi^2(1, N = 3,515) = 44.4, p < .001$.

^{cciv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTK by racial identity: $\chi^2(5, N = 3,600) = 17.1, p < .01$.

^{ccv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTK by disability status: $\chi^2(2, N = 3,629) = 54.3, p < .001$.

^{ccvi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTK by religious/spiritual affiliation: $\chi^2(3, N = 3,613) = 43.4, p < .001$.

^{ccvii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTK by income status: $\chi^2(1, N = 3,583) = 21.2, p < .001$.

^{ccviii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by sexual identity: $\chi^2(1, N = 1,033) = 17.3, p < .001$.

^{ccix}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by racial identity: $\chi^2(5, N = 1,064) = 17.9, p < .01$.

^{ccx}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by disability status: $\chi^2(2, N = 1,083) = 16.7, p < .001$.

^{ccxi}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by citizenship status: $\chi^2(2, N = 1,086) = 5.3, p < .05$.

^{ccxii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by religious/spiritual affiliation: $\chi^2(3, N = 1,059) = 15.4, p < .01$.

^{ccxiii}A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving UTK by income status: $\chi^2(1, N = 1,051) = 9.6, p < .01$.

^{ccxiv}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by gender identity: $\chi^2(4, N = 4,633) = 20.0, p < .001$.

^{ccxv}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by sexual identity: $\chi^2(4, N = 4,528) = 21.5, p < .001$.

^{ccxvi}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by racial identity: $\chi^2(20, N = 4,644) = 87.8, p < .001$.

^{ccxvii}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by disability status: $\chi^2(8, N = 4,689) = 23.1, p < .01$.

^{ccxviii}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by citizenship status: $\chi^2(4, N = 4,715) = 84.2, p < .001$.

^{ccxix}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by religious/spiritual affiliation: $\chi^2(12, N = 4,649) = 71.0, p < .001$.

^{ccxx}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely that they would leave UTK without completing their academic goal by income status: $\chi^2(4, N = 4,613) = 11.5, p < .05$.

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 UTK does, and should, promote diversity to shape campus climate.

Student respondents were asked in the survey to respond to a list of initiatives, provided in Table 84. Seventy-five percent ($n = 3,221$) of the Student respondents thought that diversity and equity training for students was available at UTK and 25% ($n = 1,086$) of Student respondents thought that it was not available. Seventy-three percent ($n = 2,357$) of the Student respondents who thought that diversity and equity training for students was available believed it positively influenced the climate and 74% ($n = 808$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent ($n = 3,361$) of the Student respondents thought that diversity and equity training for staff was available at UTK and 21% ($n = 914$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 2,577$) of the Student respondents who thought that diversity and equity training for staff was available believed it positively influenced the climate and 79% ($n = 723$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent ($n = 3,329$) of the Student respondents thought that diversity and equity training for faculty was available at UTK and 21% ($n = 900$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 2,566$) of the Student respondents who thought that diversity and equity training for faculty was available believed it positively influenced the climate and 80% ($n = 719$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-five percent ($n = 3,167$) 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 25% ($n = 1,074$) of Student respondents thought that such a person was not available. Seventy-six percent ($n = 2,409$) 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% ($n = 879$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-four percent ($n = 3,138$) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 26% ($n = 1,088$) of Student respondents thought that such a resource was not available. Seventy-four percent ($n = 2,336$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed this resource positively influenced the climate and 77% ($n = 834$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-six percent ($n = 3,202$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 24% ($n = 1,029$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-nine percent ($n = 2,531$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 84% ($n = 868$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 74% ($n = 3,140$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at UTK and 26% ($n = 1,089$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-eight percent ($n = 2,459$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available believed they positively influenced the climate and 86% ($n = 931$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-two percent ($n = 3,046$) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at

UTK and 28% ($n = 1,162$) of Student respondents thought that it was not available. Seventy-two percent ($n = 2,198$) 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% ($n = 890$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent ($n = 3,345$) of the Student respondents thought that effective faculty mentorship of students was available and 21% ($n = 885$) of Student respondents thought that it was not available. Eighty-five percent ($n = 2,853$) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 88% ($n = 782$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-six percent ($n = 3,619$) of the Student respondents thought that effective academic advising was available at UTK and 14% ($n = 598$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 3,161$) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 86% ($n = 513$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Seventy-eight percent ($n = 3,301$) of the Student respondents thought that diversity training for student staff (e.g., University Center/Student Center, resident assistants) was available and 22% ($n = 920$) of Student respondents thought that it was not available. Seventy-five percent ($n = 2,484$) of the Student respondents who thought that diversity/inclusivity training for student staff was available believed it positively influenced the climate and 80% ($n = 735$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-six percent ($n = 2,378$) of the Student respondents thought that affordable child care was available and 44% ($n = 1,851$) of Student respondents thought that it was not available. Seventy-two percent ($n = 1,705$) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 84% ($n = 1,560$) of Student

respondents who did not think it was available thought it would positively influence the climate at UTK if it were available.

Fifty-seven percent ($n = 2,384$) of the Student respondents thought that adequate child care was available and 43% ($n = 1,829$) of Student respondents thought that it was not available. Seventy-three percent ($n = 1,731$) of the Student respondents who thought that adequate child care was available believed it positively influenced the climate and 85% ($n = 1,562$) of Student respondents who did not think it was available thought it would positively influence the climate at UTK if it were available.

Fifty-nine percent ($n = 2,485$) of the Student respondents thought that support/resources for spouse/partner employment were available and 41% ($n = 1,731$) of Student respondents thought that they were not available. Seventy-two percent ($n = 1,780$) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 81% ($n = 1,399$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-six percent ($n = 3,204$) of the Student respondents thought that adequate social space was available at UTK and 24% ($n = 1,017$) of Student respondents thought that it was not available. Eighty-one percent ($n = 2,590$) of the Student respondents who thought that adequate social space was available believed it positively influenced the climate and 83% ($n = 840$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 84. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UTK								Initiative NOT available at UTK							
	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.	2,357	73.2	667	20.7	197	6.1	3,221	74.8	808	74.4	196	18.0	82	7.6	1,086	25.2
Providing diversity and equity training for staff.	2,577	76.7	623	18.5	161	4.8	3,361	78.6	723	79.1	136	14.9	55	6.0	914	21.4
Providing diversity and equity training for faculty.	2,566	77.1	606	18.2	157	4.7	3,329	78.7	719	79.9	127	14.1	54	6.0	900	21.3
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	2,409	76.1	626	19.8	132	4.2	3,167	74.7	879	81.8	132	12.3	63	5.9	1,074	25.3
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	2,336	74.4	642	20.5	160	5.1	3,138	74.3	834	76.7	167	15.3	87	8.0	1,088	25.7
Increasing opportunities for cross-cultural dialogue among students.	2,531	79.0	587	18.3	84	2.6	3,202	75.7	868	84.4	123	12.0	38	3.7	1,029	24.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	2,459	78.3	596	19.0	85	2.7	3,140	74.2	931	85.5	125	11.5	33	3.0	1,089	25.8
Incorporating issues of diversity and cross-cultural	2,198	72.2	644	21.1	204	6.7	3,046	72.4	890	76.6	187	16.1	85	7.3	1,162	27.6

Table 84. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UTK								Initiative NOT available at UTK							
	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>	%
competence more effectively into the curriculum.																
Providing effective faculty mentorship of students.	2,853	85.3	446	13.3	46	1.4	3,345	79.1	782	88.4	68	7.7	35	4.0	885	20.9
Providing effective academic advising.	3,161	87.3	412	11.4	46	1.3	3,619	85.8	513	85.8	42	7.0	43	7.2	598	14.2
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	2,484	75.2	667	20.2	150	4.5	3,301	78.2	735	79.9	130	14.1	55	6.0	920	21.8
Providing affordable child care.	1,705	71.7	616	25.9	57	2.4	2,378	56.2	1,560	84.3	242	13.1	49	2.6	1,851	43.8
Providing adequate child care resources.	1,731	72.6	593	24.9	60	2.5	2,384	56.6	1,562	85.4	217	11.9	50	2.7	1,829	43.4
Providing support/resources for spouse/partner employment.	1,780	71.6	639	25.7	66	2.7	2,485	58.9	1,399	80.8	292	16.9	40	2.3	1,731	41.1
Providing adequate social space.	2,590	80.8	547	17.1	67	2.1	3,204	75.9	840	82.6	128	12.6	49	4.8	1,017	24.1

Three hundred seventy-three respondents elaborated on their opinions of institutional actions. Respondents elaborated on the need for support for underrepresented students, need for child care, and the perceived negative effects of efforts to support minorities.

Support for Underrepresented Students — Respondents described a lack of support for underrepresented students and a desire for more support for them as well. One respondent explained, “The university's actions towards marginalized students is nothing less than a ‘fuck you’...e.g., ‘If you don't want your pride flags torn down, stop putting up flags.’ Victim blaming is not the solution, proper punishment of white frat guys is.” Respondents repeatedly wrote, “Refund the office of diversity” and “Please bring back the Office of Diversity and Inclusion as well as the VC for Diversity and Inclusion” in their narratives noting concerns for underrepresented students. One respondent elaborated, “Ignoring and de-funding diversity efforts does nothing but to further isolate students, which can negatively affect retention and enrollment if continued.” Some respondents offered additional suggestions to improve the climate and enhance the sense of support, sharing, “Maybe try and fight for the offices that protect students” and “We have to separate our decisions from those of the State legislature. This very negatively affects our campus. We are not represented by our state's legislature.” Another respondent offered, “The issues that permeate in a campus need to be discussed, not ignored. Race and gender identity are massive issues on campus and ignoring them serves no purpose.” Finally, one respondent shared, “Yes to diversity training! We need staff and faculty to have training on being inclusive!” On a positive note, one respondent shared, “I have met several faculty members who are a part of the diversity awareness here, and they have been a huge comfort to me. The diversity program needs to be bolstered with more of these people so that everyone can feel like they belong here.”

Need for Child Care — Respondents also noted the need for child care. One respondent shared, “I work hard enough at 40 + hours, raising a child, and full time school. Child care at UT would be a huge help!” Another respondent explained, “Would love to have affordable childcare options. The only daycare is always packed, and super expensive. As a law student and military family, we still didn’t get off the wait list and it has been over a year.” One respondent offered, “Providing childcare options would open so many doors for Graduate students who don't have any other options. The on-campus childcare is difficult to get into and extremely expensive.”

Other respondents echoed, “Providing affordable childcare would be a game changer for UT” and “Child care. Dear god, please.” Another respondent explained, “I think it is crazy that UTK doesn't offer affordable childcare for student parents. I have seriously considered taking time away from school because of the huge lack of resources available to students with children and the negative climate towards students with children.”

Perceived Negative Effects of Efforts to Support Minorities — Some respondents who elaborated on their opinion that they did not appreciate the institutions efforts to take action to support minorities. One respondent plainly stated, “Stop ‘taking action’” and noted the perception that action to support minorities is “destroying our student unity at the University of Tennessee.” Another respondent elaborated on institutional efforts to keep its constituents informed about diversity and inclusion concerns, “I think pointing issues out that aren't even issues, would negatively influence some people's views because you are introducing them to an idea they hadn't thought of before.” Other respondents noted concerns with “Providing special services or privileges to people based on race” and asserted that such practices are “divisive and the very definition of racism.” Another respondent added, “It doesn't help to further separate everyone into small groups. 50 years ago that was called segregation and it didn't work then.” Respondents also noted financial concerns in tandem with their opinion of institutional actions to support minorities. One respondent shared, “Please stop wasting my tuition money on gay people and transgender people. They are the minority and do not deserve my money.” Another echoed, “Once again, academics should be the only priority. Stop providing expensive services that are utilized by minuscule portions of the student body and paid for by all.”

Summary

Perceptions of UTK'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, Student respondents indicated that many of the initiatives were not available on UTK's campus. If, in fact, these initiatives are available, UTK would benefit from better publicizing all that the institution offers to positively influence the campus climate.

UTIA Specific Questions

Five survey items were offered specifically for students who were enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM). Fourteen percent ($n = 626$) of Student respondents indicated that they were enrolled in one of the aforementioned colleges. Chi-square analyses were conducted by, gender identity, sexual identity, racial identity, disability status, religious/spiritual affiliation, income status, first-generation status, and first-generation low-income status; only significant differences are reported.

Table 85 illustrates that the majority (88%, $n = 530$) of CASNR or CVM Student respondents “strongly agreed” or “agreed” that the application and admissions process supports a welcoming and inclusive environment. No significant differences were observed.

Ninety percent ($n = 540$) of CASNR or CVM Student respondents “strongly agreed” or “agreed” that staff create a climate that is welcoming and inclusive. No significant differences were observed.

Ninety percent ($n = 535$) of CASNR or CVM Student respondents “strongly agreed” or “agreed” that faculty create a climate that is welcoming and inclusive. No significant differences were observed.

Eighty-four percent ($n = 499$) of CASNR or CVM Student respondents “strongly agreed” or “agreed” that the facilities (e.g., teaching hospital, lecture halls, restrooms) of UTIA (CASNR & CVM) promote a welcoming and accommodating environment. No significant differences were observed.

Eighty-three percent ($n = 495$) of CASNR or CVM Student respondents “strongly agreed” or “agreed” that during experiential learning activities (e.g., study abroad, clinical visits, internships) when they engage with the public-at-large, UT provides experiences that promote a welcoming and inclusive environment. No significant differences were observed.

Table 85. CASNR or CVM Student Respondents' Perceptions of UTIA

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
The application and admissions process supports a welcoming and inclusive environment.	338	56.2	192	31.9	52	8.7	16	2.7	< 5	---
Staff create a climate that is welcoming and inclusive.	350	58.6	190	31.8	45	7.5	11	1.8	< 5	---
Faculty create a climate that is welcoming and inclusive.	349	58.7	186	31.3	43	7.2	15	2.5	< 5	---
The facilities (e.g., teaching hospital, lecture halls, restrooms) of UTIA (CASNR & CVM) promote a welcoming and accommodating environment.	303	51.1	196	33.1	59	9.9	26	4.4	9	1.5
During experiential learning activities (e.g., study abroad, clinical visits, internships) you will engage with the public-at-large. UT provides experiences that promote a welcoming and inclusive environment.	311	52.1	184	30.8	86	14.4	11	1.8	5	0.8

Note: Table includes only CASNR or CVM respondents who answered yes to Question 86 (*n* = 626).

One hundred twenty-eight respondents elaborated on their experiences with the College of Agricultural Sciences and Natural Resources (CASNR) and the College of Veterinary Medicine (CVM) at UTK and UTIA. Two themes emerged: positive reflections and concerns with the parking and facilities.

Positive Reflections — Respondents offered positive reflections describing their departments as “very inclusive” and “very supportive and welcoming.” Other respondents reflected on their sense of community in their departments, for example, one respondent shared, “wonderful community where I feel safe and accepted.” Another respondent elaborated, “The faculty and community within the Forestry, Wildlife, and Fisheries Department are excellent. The environment is friendly, welcoming, and focused on learning.” Referencing the Veterinarian School, one respondent noted, “The vet school community is the most accepting and intelligent group of staff, faculty, and students I have had the pleasure of getting involved with.” One respondent reported, “The CASNR program was welcoming and helpful from the moment I took my campus tour my senior year of high school.” Another respondent elaborated on their experiences within the Agricultural Department, “The College of Ag has been a wonderful experience for me. It is truly the most inclusive and open to discussion part of UT's campus that I have experienced.” One respondent noted, “I have always felt like part of a family at the CVM.” Some respondents who offered positive reflections compared their campus experiences in contrast to the main campus. For example, one respondent shared, “The Ag Campus is a little more personal compared to the Main Campus.” Another respondent explained, “I believe the UTK CASNR community to be a friendlier, and a more welcoming environment than other parts of campus.”

Concerns with Parking & Facilities — Respondents also noted concerns with parking and facilities. One respondent noted, “Parking is a major hindrance to making it to class on time.” Another respondent explained, “the biggest issue is parking!! It is not really user friendly, nor accommodating to the students; particularly commuters.” Other respondents commented on temperature problems in some of the facilities. One respondent shared, “Ellington is a joke right now-not nearly enough usable classroom space, it's falling apart, and for the last two weeks has been UNGODLY hot.” Another respondent explained, “Facilities on Ag campus need to be maintained at normal temperature and humidity; currently many class rooms on the ag campus

have periods of extreme temperature and humidity, to the point of students having health crisis such as fainting during class.” Another respondent added, “Some facilities on the Ag. campus are grossly out of date.” Classrooms were also noted with concern with other facility concerns. One respondent shared, “Some of the facilities are seriously lacking given the cost of tuition. The classrooms are terribly outdated.” Lastly, another respondent elaborated, “Some of the classrooms are very small and awkwardly arranged to have a classroom that is accommodating.”

Next Steps

Embarking on this campus-wide assessment is further evidence of UTK'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 UTK, 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 UTK 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 UTK community members at the outset of this project. Also, as recommended by UTK'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.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #81, #82, #83, #84, and #85)

Appendix D – MyCampus Student Experience Survey

Appendix A

Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional Student		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Woman	2,287	62.6	689	63.1	2,976	62.7
	Man	1,293	35.4	391	35.8	1,684	35.5
	Transpectrum	67	1.8	8	0.7	75	1.6
	Unknown/Missing/Other	8	0.2	4	0.4	12	0.3
Racial identity	Alaskan Native/American Indian/Native	7	0.2	4	0.4	11	0.2
	Asian/Asian American	130	3.6	106	9.7	236	5.0
	Black/African American	218	6.0	52	4.8	270	5.7
	Hispanic/Latin@/Chican@	61	1.7	33	3.0	94	2.0
	Middle Eastern/Southwest Asian	33	0.9	17	1.6	50	1.1
	Multiracial	222	6.1	52	4.8	274	5.8
	Other People of Color	1	0.0	1	0.1	2	0.0
	White/European American	2,931	80.2	802	73.4	3,733	78.6
	Unknown/Missing/Other	52	1.4	25	2.3	77	1.6
Sexual identity	Asexual	21	0.6	6	0.5	27	0.6
	Heterosexual	3,213	87.9	926	84.8	4,139	87.2
	LGBQ	305	8.3	110	10.1	415	8.7
	Unknown/Missing/Other	116	3.2	50	4.6	166	3.5

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

		Undergraduate Student		Graduate/ Professional Student		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status	Non U.S. Citizen/U.S. Citizen Naturalized	192	5.3	189	17.3	381	8.0
	U.S. Citizen	3,463	94.7	900	82.4	4,363	91.9
	Unknown/Missing	0	0.0	3	0.3	3	0.1
Disability status	Multiple Disabilities	114	3.1	33	3.0	147	3.1
	No Disability	3,232	88.4	966	88.5	4,198	88.4
	Single Disability	286	7.8	87	8.0	373	7.9
	Unknown/Missing/Other	23	0.6	6	0.5	29	0.6
Religious/ spiritual identity	Christian Affiliation	2,478	67.8	535	49.0	3,013	63.5
	Multiple Affiliations	105	2.9	58	5.3	163	3.4
	Additional Faith Based	136	3.7	80	7.3	216	4.6
	No Affiliation	897	24.5	389	35.6	1,286	27.1
	Unknown/Missing	39	1.1	30	2.7	69	1.5

Note: % is the percent of each column for that demographic category (e.g., percent of Undergraduate 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 status at UTK? (Question 1)

Position	<i>n</i>	%
Undergraduate student	3,655	77.0
Started at UTK as a first-year student	2,985	81.7
Transferred to UTK from another institution	670	18.3
Graduate/professional student	1,092	23.0
Non-degree	0	0.0
Certificate	4	0.4
Master’s	459	42.0
Education Specialist	240	22.0
Doctoral	238	21.8
Law	22	2.0
Veterinary Medicine	129	11.8

Note: No missing data exists for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that current student status? (Question 2)

Status	<i>n</i>	%
Full-time	4,340	91.4
Part-time	286	6.0
Missing	121	2.5

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

Online classes	<i>n</i>	%
100%	136	2.9
76%-99%	64	1.3
51%-75%	44	0.9
26%-50%	104	2.2
0%-25%	4,392	92.5
Missing	7	0.1

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

Age	<i>n</i>	%
19 or younger	1,425	30.0
20-21	1,476	31.1
22-24	826	17.4
25-34	696	14.7
35-44	163	3.4
45-54	70	1.5
55-64	18	0.4
65-74	5	0.1
75 and older	1	0.0
Missing	67	1.4

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

Citizenship status	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	170	3.6
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	3	0.1
Permanent resident	59	1.2
Refugee status	1	0.0
Undocumented resident	0	0.0
U.S. citizen, birth	4,363	91.9
U.S. citizen, naturalized	148	3.1
Missing	3	0.1

Table B6. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 34)

Racial/ethnic identity	<i>n</i>	%
Alaska Native	5	0.1
American Indian/Native	89	1.9
Asian/Asian American	284	6.0
Black/African American	329	6.9
Hispanic/Latin@/Chican@	185	3.9
Middle Eastern/Southwest Asian	74	1.6
Native Hawaiian	6	0.1
Pacific Islander	18	0.4
White/European American	3,982	83.9
A racial/ethnic identity not listed here	38	0.8

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

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity? (Question 35)

Sexual identity	<i>n</i>	%
Asexual	27	0.6
Bisexual	250	5.3
Gay	103	2.2
Heterosexual	4,139	87.2
Lesbian	62	1.3
Pansexual	21	0.4
A sexual identity not listed here	69	1.5
Missing	76	1.6

Table B8. Do you have substantial parenting or caregiving responsibility? (Question 36)

Caregiving responsibility	<i>n</i>	%
No	4,433	93.4
Yes (Mark all that apply)	305	6.4
Children 5 years or under	133	43.6
Children 6-18 years	148	48.5
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	37	12.1
Independent adult children over 18 years of age	25	8.2
Sick or disabled partner	17	5.6
Senior or other family member	42	13.8
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	13	4.3
Missing	9	0.2

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

Table B9. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? (Question 37)

Military status	<i>n</i>	%
Never served in the military	4,590	96.7
Now on active duty (including Reserves or National Guard)	25	0.5
On active duty in the past but not now	83	1.7
ROTC	41	0.9
Missing	8	0.2

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

Birth sex	<i>n</i>	%
Female	3,009	63.4
Male	1,708	36.0
An assigned birth sex not listed here	19	0.4
Missing	11	0.2

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

Gender identity	<i>n</i>	%
Man	1,684	35.5
Transgender	10	0.2
Woman	2,976	62.7
A gender not listed here	65	1.4
Missing	12	0.3

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

Gender expression	<i>n</i>	%
Androgynous	76	1.6
Feminine	2,923	61.6
Masculine	1,651	34.8
A gender expression not listed here	72	1.5
Missing	25	0.5

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	56	1.2	57	1.2
Some high school	116	2.4	132	2.8
Completed high school/GED	656	13.8	749	15.8
Some college	585	12.3	595	12.5
Business/technical certificate/degree	146	3.1	191	4.0
Associate's degree	275	5.8	319	6.7
Bachelor's degree	1,413	29.8	1,530	32.2
Some graduate work	88	1.9	105	2.2
Master's degree (e.g., MA, MS, MBA)	873	18.4	633	13.3
Specialist degree (e.g., EdS)	40	0.8	39	0.8
Doctoral degree (e.g., PhD, EdD)	220	4.6	106	2.2
Professional degree (e.g., MD, JD)	232	4.9	118	2.5
Unknown	13	0.3	51	1.1
Not applicable	24	0.5	108	2.3
Missing	10	0.2	14	0.3

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

Number of semesters at UTK	<i>n</i>	%
Less than one	112	3.1
1	572	15.6
2	649	17.8
3	270	7.4
4	644	17.6
5	250	6.8
6	472	12.9
7	206	5.6
8	366	10.0
9	27	0.7
10	45	1.2
11	8	0.2
12	7	0.2
13 or more	20	0.5
Missing	7	0.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655).

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

Academic major	<i>n</i>	%
Accounting	130	3.6
Advertising	31	0.8
Aerospace Engineering	23	0.6
Agricultural Leadership, Education and Communications	38	1.0
Animal Science	173	4.7
Anthropology	52	1.4
Architectural Studies	38	1.0
Audiology and Speech Pathology	45	1.2
Art	15	0.4
Art History	2	0.1
Biological Sciences	207	5.7
Biomedical Engineering	42	1.1
Biosystems Engineering	19	0.5
Business Administration	165	4.5
Chemical Engineering	95	2.6
Chemistry	40	1.1
Child and Family Studies	53	1.5
Civil Engineering	30	0.8
Classics	6	0.2
College Scholars	19	0.5
Communication Studies	57	1.6
Computer Engineering	18	0.5
Computer Science	72	2.0
Counseling & Guidance	3	0.1
Criminal Justice & Criminology	16	0.4
Dance	0	0.0
Dental Hygiene	1	0.0
Early Childhood Education	10	0.3
Economics	44	1.2
Educational Administration	1	0.0
Electrical & Comp Engineering	33	0.9
Elementary Education	21	0.6
English	74	2.0

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

Academic major	<i>n</i>	%
Environmental and Soil Sciences	33	0.9
Environmental Studies	6	0.2
English as a Second Language - Non-Degree	5	0.1
Exploratory (Undecided)	76	2.1
Finance	77	2.1
Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – French and Francophone Studies	1	0.0
Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – German	0	0.0
Five-Year BA/MPPA Program – Political Science Major	2	0.1
Five-Year BS/MS Program – Aerospace Engineering Major	0	0.0
Five-Year BS/MS Program – Animal Science Major	2	0.1
Five-Year BS/MS Program – Biomedical Engineering Major	0	0.0
Five-Year BS/MS Program – Civil Engineering Major	2	0.1
Five-Year BS/MS Program – Computer Engineering Major	0	0.0
Five-Year BS/MS Program – Computer Science Major	3	0.1
Five-Year BS/MS Program – Electrical Engineering Major	2	0.1
Five-Year BS/MS Program – Food Science and Technology Major	0	0.0
Five-Year BS/MS Program – Industrial Engineering Major	27	0.7
Five-Year BS/MS Program – Materials Science and Engineering Major	2	0.1
Five-Year BS/MS Program – Materials Science and Engineering Major – Biomaterials Concentration	0	0.0
Five-Year BS/MS Program – Materials Science and Engineering Major – Nanomaterials Concentration	0	0.0
Five-Year BS/MS Program – Nuclear Engineering Major	4	0.1
Five-Year BS/MS Program – Nuclear Engineering Major – Radiological Engineering Concentration	4	0.1
Five-Year BS/MS with Physics Minor	0	0.0
Five-Year BSSW/MSSW Program – Social Work Major	2	0.1
Food and Agricultural Business	16	0.4
Food Science and Technology	54	1.5

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

Academic major	<i>n</i>	%
Forestry	21	0.6
French	3	0.1
Geography	18	0.5
Geology and Environmental Studies	16	0.4
German	4	0.1
Graphic Design	28	0.8
Health Sciences	6	0.2
History	38	1.0
Hotel, Restaurant and Tourism	17	0.5
Human Resource Management	20	0.5
Information Technology	3	0.1
Interdisciplinary Programs	87	2.4
Interior Design	14	0.4
Journalism and Electronic Media	61	1.7
Kinesiology	155	4.2
Languages and Literatures	10	0.3
Liberal Arts	2	0.1
Management	45	1.2
Materials Science and Engineering	22	0.6
Mathematics & Statistics	40	1.1
Marketing	121	3.3
Mechanical Engineering	115	3.1
Medical Laboratory Science	5	0.1
Middle School Education	2	0.1
Modern Foreign Languages and Literature	39	1.1
Music	29	0.8
Natural Resource and Environmental Economics	4	0.1
Nuclear Engineering	37	1.0
Nursing	127	3.5
Nutrition	44	1.2
Philosophy	27	0.7
Physics	29	0.8
Plant Sciences	24	0.7

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

Academic major	<i>n</i>	%
Psychology	209	5.7
Political Science	118	3.2
Pre-Professional Programs	160	4.4
Public Relations	48	1.3
Recreation and Sports Management	67	1.8
Religious Studies	9	0.2
Retail and Consumer Sciences	12	0.3
Social Work	53	1.5
Sociology	62	1.7
Special Education	29	0.8
Statistics	17	0.5
Studio Art	3	0.1
Supply Chain Management	156	4.3
Theater	15	0.4
Wildlife and Fisheries	37	1.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655). Percentages may not sum to 100% because of multiple responses.

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

Academic program	<i>n</i>	%
Master's		
Accounting/ Information Management	13	1.2
Agricultural Leadership, Education & Communications	13	1.2
Agricultural & Resource Economics	8	0.7
Agricultural & Resource Economics/Business Administration-Dual Major	3	0.3
Anesthesia	0	0.0
Animal Science	4	0.4
Anthropology	14	1.3
Architecture	3	0.3
Art History	0	0.0
Bioinformatics	1	0.1
Biosystems Engineering and Soil Science	7	0.6
Biosystems Engineering Technology	0	0.0
Biochemistry and Cellular and Molecular Biology	9	0.8
Business Analytics and Statistics	21	1.9
Child and Family Studies	11	1.0
Interdepartmental Business Administration	9	0.8
Information Sciences	31	2.8
Cell & Molecular Biology	2	0.2
Chemistry	18	1.6
Chemical and Biomolecular Engineering	10	0.9
Civil and Environmental Engineering	19	1.7
Computer Science	6	0.5
Earth and Planetary Sciences	9	0.8
Ecology	11	1.0
Economics	6	0.5
Educational Leadership and Policy Studies	45	4.1
Educational Psychology and Counseling	35	3.2
Electrical Engineering	24	2.2
Entomology & Plant Pathology	7	0.6
Evolutionary Biology	3	0.3

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

Academic program	<i>n</i>	%
Certificate		
Advanced Education in General Dentistry	0	0.0
Black Studies	0	0.0
Clinical Research	0	0.0
Community College Leadership	1	0.1
Educational Foundations	1	0.1
Endodontics	0	0.0
Interdisciplinary Programs/Interdepartmental or Intercollegiate (Life Sciences)	5	0.5
Reading Intervention	0	0.0
Doctoral		
Animal Science	8	0.7
Biosystems Engineering	7	0.6
Conducting	1	0.1
Counseling Psychology	14	1.3
Curriculum & Instruction	16	1.5
Entomology, Plant Pathology & Nematology	3	0.3
Food Science & Technology	4	0.4
Natural Resources	16	1.5
Plant, Soil, & Environmental Sciences	19	1.7
Psychology	19	1.7
Intercollegiate		
Comparative and Experimental Medicine	11	1.0
Bredesen Center for Interdisciplinary Research and Graduate Education	27	2.5
Professional (Law, Medical, Dentistry)		
Dentistry	0	0.0
Law	26	2.4
Master of Law	0	0.0
6 Year Combined Bachelor/MD	0	0.0
4 Year Medical	5	0.5
Nursing	9	0.8
Orthodontists/Maxillofacial	0	0.0
Pharmacy	8	0.7

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

Academic program	<i>n</i>	%
Taxation	0	0.0
Urban Affairs	1	0.1
Veterinary Medicine	128	11.7

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 1,092). Percentages may not sum to 100% because of multiple responses.

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

Condition	<i>n</i>	%
No	4,198	88.4
Yes	543	11.4
Missing	6	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)	238	43.8
Attention deficit/hyperactivity disorder	170	31.3
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	110	20.3
Learning disability	54	9.9
Physical/mobility condition that affects walking	33	6.1
Hard of hearing or deaf	21	3.9
Physical/mobility condition that does not affect walking	20	3.7
Acquired/traumatic brain injury	17	3.1
Low vision or blind	16	2.9
Asperger's/autism spectrum	8	1.5
Speech/communication condition	8	1.5
Cognitive/language-based	4	0.7
A disability/condition not listed here	29	5.3

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 45 (*n* = 543). Percentages may not sum to 100% because of multiple responses.

Table B19. Are you registered with the Office of Disability Services? (Question 47)

Registered	<i>n</i>	%
No	382	70.3
Yes	161	29.7

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 45 (*n* = 543). Percentages may not sum to 100% because of multiple responses.

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

<u>English primary language</u>	<u><i>n</i></u>	<u>%</u>
No	261	5.5
Yes	4,413	93.0
<u>Missing</u>	<u>73</u>	<u>1.5</u>

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

Religious or spiritual identity	<i>n</i>	%	<i>n</i>	%
Agnostic	441	9.3	United Methodist	304 9.7
Atheist	371	7.8	United Church of Christ	4 0.1
Baha’i	5	0.1	A Christian affiliation not listed above	83 2.7
Buddhist	39	0.8	Druid	6 0.1
Christian	3,121	65.7	Hindu	67 1.4
African Methodist Episcopal	5	0.2	Jain	2 0.0
African Methodist Episcopal Zion	0	0.0	Jehovah’s Witness	5 0.1
Assembly of God	14	0.4	Jewish	41 0.9
Baptist	913	29.3	Conservative	9 22.0
Catholic/Roman Catholic	479	15.3	Orthodox	2 4.9
Church of Christ	117	3.7	Reform	22 53.7
Church of God in Christ	20	0.6	A Jewish affiliation not listed above	6 14.6
Christian Orthodox	8	0.3	Muslim	62 1.3
Christian Methodist Episcopal	18	0.6	Ahmadi	0 0.0
Christian Reformed Church (CRC)	1	0.0	Shi’ite	16 25.8
Disciples of Christ	14	0.4	Sufi	0 0.0
Episcopalian	80	2.6	Sunni	39 62.9
Evangelical	57	1.8	A Muslim affiliation not listed here	3 4.8
Greek Orthodox	13	0.4	Native American Traditional Practitioner or Ceremonial	6 0.1
Lutheran	65	2.1	Pagan	22 0.5
Mennonite	2	0.1	Rastafarian	2 0.0
Moravian	0	0.0	Scientologist	4 0.1
Nazarene	7	0.2	Secular Humanist	20 0.4
Nondenominational Christian	497	15.9	Shinto	3 0.1
Pentecostal	27	0.9	Sikh	2 0.0
Presbyterian	204	6.5	Taoist	5 0.1
Protestant	52	1.7	Tenrikyo	1 0.0
Protestant Reformed Church (PR)	3	0.1	Unitarian Universalist	24 0.5
Quaker	1	0.0	Wiccan	14 0.3
Reformed Church of America (RCA)	2	0.1	Spiritual, but no religious affiliation	237 5.0
Russian Orthodox	3	0.1	No affiliation	432 9.1
Seventh Day Adventist	10	0.3	A religious affiliation or spiritual identity not listed above	42 0.9
The Church of Jesus Christ of Latter-day Saints	21	0.7		

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

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

Receive financial support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian.	1,530	32.2
I receive support for living/educational expenses from family/guardian.	3,046	64.2
Missing	171	3.6

Table B23. What is your *best estimate* of your family’s yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 51)

Income	<i>n</i>	%
29,999 and below	1,052	22.2
\$30,000 - \$49,999	632	13.3
\$50,000 - \$69,999	558	11.8
\$70,000 - \$99,999	742	15.6
\$100,000 - \$149,999	828	17.4
\$150,000 - \$199,999	336	7.1
\$200,000 - \$249,999	201	4.2
\$250,000 - \$499,999	215	4.5
\$500,000 or more	76	1.6
Missing	107	2.3

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

Residence	<i>n</i>	%
Campus housing	1,433	39.2
Fred D. Brown	160	14.2
North Carrick	51	4.5
South Carrick	89	7.9
Clement	78	6.9
Hess	133	11.8
Humes	1	0.1
Laurel	80	7.1
Massey	101	9.0
Morrill	129	11.5
Reese	82	7.3
Volunteer	102	9.1
White	50	4.5
Orange	67	6.0
Non-campus housing	2,193	60.0
University affiliated apartment/house	269	13.7
Non-University affiliated apartment/house	1,340	68.0
Living with family member/guardian	361	18.3
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	9	0.2
Missing	20	0.5

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655). Percentages for sub-categories are valid percentages and do not include missing responses.

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

Clubs/organizations	<i>n</i>	%
Academic and academic honorary organizations	1,064	29.1
Greek letter organization	876	24.0
Faith or spirituality-based organization	848	23.2
I do not participate in any clubs or organizations at UTK	760	20.8
Professional or pre-professional organization	746	20.4
Service or philanthropic organization	516	14.1
Sports clubs	475	13.0
Recreational organization	416	11.4
Political or issue-oriented organization	282	7.7
Student Government Association (SGA)	282	7.7
Culture/identity specific organization	250	6.8
Campus programming organization	220	6.0
Health and wellness organization	200	5.5
Creative and/or performing arts organizations	164	4.5
Intercollegiate athletic team	122	3.3
Publication/media organization	100	2.7
<u>A student organization not listed above</u>	<u>311</u>	<u>8.5</u>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655). Percentages may not sum to 100% because of multiple responses.

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

GPA	<i>n</i>	%
3.75 - 4.00	1,039	28.4
3.50 - 3.74	728	19.9
3.25 - 3.49	609	16.7
3.00 - 3.24	487	13.3
2.75 - 2.99	362	9.9
2.50 - 2.74	176	4.8
2.25 - 2.49	94	2.6
2.00 - 2.24	69	1.9
1.99 and below	68	1.9
Missing	23	0.6

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655). Percentages may not sum to 100% because of multiple responses.

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

Financial hardship	<i>n</i>	%
No	2,528	53.3
Yes	2,204	46.4
Missing	15	0.3

**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	1,365	61.9
Difficulty affording tuition	1,329	60.3
Difficulty in affording housing	984	44.6
Difficulty affording food	875	39.7
Difficulty participating in social events	797	36.2
Difficulty affording academic related activities (e.g., study abroad, service learning)	759	34.4
Difficulty in affording other campus fees	605	27.5
Difficulty in affording unpaid internships/research opportunities	509	23.1
Difficulty in affording health care	471	21.4
Difficulty affording commuting to campus (e.g., transportation, parking)	462	21.0
Difficulty affording co-curricular events or activities	442	20.1
Difficulty affording travel to and from UTK	413	18.7
Difficulty in affording alternative spring breaks	386	17.5
Difficulty finding employment	345	15.7
Difficulty in affording childcare	95	4.3
A financial hardship not listed here	98	4.4

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 55 (*n* = 2,204). Percentages may not sum to 100% because of multiple responses.

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

Source of funding	<i>n</i>	%
Family contribution	2,316	48.8
Non-need-based scholarship (e.g., HOPE)	2,188	46.1
Loans	1,975	41.6
Personal contribution/job	996	21.0
Grant (e.g., Pell)	991	20.9
Off-campus employment	822	17.3
On-campus employment	781	16.5
Need-based scholarship (e.g., ASPIRE)	636	13.4
Graduate/research assistantship	513	10.8
Credit card	367	7.7
Graduate fellowship	143	3.0
GI Bill/Veterans benefits	121	2.5
Dependent tuition (e.g, family member works at UTK)	114	2.4
Resident assistant	56	1.2
Money from home country	40	0.8
A method of payment not listed here	174	3.7

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

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

Employed	<i>n</i>	%
No	1,569	42.9
Yes, I work on campus	983	26.9
1-10 hours/week	440	46.8
11-20 hours/week	420	44.6
21-30 hours/week	41	4.4
31-40 hours/week	22	2.3
More than 40 hours/week	18	1.9
Yes, I work off campus	1,247	34.1
1-10 hours/week	322	26.9
11-20 hours/week	481	40.2
21-30 hours/week	261	21.8
31-40 hours/week	98	8.2
More than 40 hours/week	36	3.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,655). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

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

Employed	<i>n</i>	%
No	330	30.2
Yes, I work on campus	557	51.0
1-10 hours/week	91	16.9
11-20 hours/week	274	50.9
21-30 hours/week	51	9.5
31-40 hours/week	65	12.1
More than 40 hours/week	57	10.6
Yes, I work off campus	245	22.4
1-10 hours/week	70	28.6
11-20 hours/week	51	20.8
21-30 hours/week	25	10.2
31-40 hours/week	49	20.0
More than 40 hours/week	45	18.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (n = 1,092). Percentages may not sum to 100% because of multiple responses. Percentages for sub-categories are valid percentages and do not include missing responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B32. Overall, how comfortable are you with the climate at UTK? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	1,068	22.5
Comfortable	2,526	53.2
Neither comfortable nor uncomfortable	665	14.0
Uncomfortable	420	8.9
Very uncomfortable	66	1.4

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

Comfort	<i>n</i>	%
Very comfortable	1,796	37.9
Comfortable	2,223	46.8
Neither comfortable nor uncomfortable	507	10.7
Uncomfortable	185	3.9
Very uncomfortable	34	0.7

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

Comfort	<i>n</i>	%
Very comfortable	1,283	27.1
Comfortable	2,626	55.4
Neither comfortable nor uncomfortable	614	12.9
Uncomfortable	196	4.1
Very uncomfortable	24	0.5

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

Considered leaving	<i>n</i>	%
No	3,496	73.7
Yes	1,245	26.3

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

When considered leaving	<i>n</i>	%
During my first semester	520	41.8
During my first year as a student	648	52.0
During my second year as a student	470	37.8
During my third year as a student	214	17.2
During my fourth year as a student	90	7.2
During my fifth year as a student	29	2.3
After my fifth year as a student	22	1.8

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 (*n* = 1,245). Percentages may not sum to 100% because of multiple responses.

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

Reasons	<i>n</i>	%
Lack of a sense of belonging	615	49.4
Climate was not welcoming	425	34.1
Financial reasons	346	27.8
Lack of social life	344	27.6
Personal reasons (e.g., medical, mental health, family emergencies)	325	26.1
Lack of support group	300	24.1
Homesick	224	18.0
Didn't like major	156	12.5
Lack of support services	150	12.0
Coursework was too difficult	143	11.5
Unhealthy social relationships	118	9.5
Coursework not challenging enough	86	6.9
My marital/relationship status	80	6.4
Didn't have my major	66	5.3
Didn't meet the selection criteria for a major	44	3.5
A reason not listed above	279	22.4

Note: Table includes answers only from individuals who indicated that they considered leaving in Question 7 (*n* = 1,245). Percentages may not sum to 100% because of multiple responses.

Table B38. Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UTK. (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.	1,352	28.6	2,502	52.9	453	9.6	403	8.5	24	0.5
Few of my courses this year have been intellectually stimulating.	572	12.1	1,118	23.7	701	14.9	1,695	36.0	628	13.3
I am satisfied with my academic experience at UTK.	1,159	24.7	2,606	55.5	616	13.1	268	5.7	50	1.1
I am satisfied with the extent of my intellectual development since enrolling at UTK.	1,386	29.4	2,519	53.4	535	11.3	227	4.8	48	1.0
I have performed academically as well as I anticipated I would.	1,207	25.6	2,064	43.7	700	14.8	635	13.5	115	2.4
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,586	33.6	2,310	48.9	572	12.1	210	4.4	45	1.0
My interest in ideas and intellectual matters has increased since coming to UTK.	1,639	34.7	2,156	45.7	632	13.4	236	5.0	55	1.2
I intend to graduate from UTK.	3,352	71.5	1,076	23.0	209	4.5	33	0.7	18	0.4
Thinking ahead it is likely that I will leave UTK without meeting my academic goal.	159	3.4	252	5.3	467	9.9	1,521	32.2	2,319	49.2

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 UTK? (Question 12)

<u>Experienced conduct</u>	<u><i>n</i></u>	<u>%</u>
No	4,011	84.6
Yes	730	15.4

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

Basis	<i>n</i>	%
Political views	236	32.3
Gender/gender identity	218	29.9
Ethnicity	150	20.5
Sexual identity	136	18.6
Religious/spiritual views	124	17.0
Racial identity	112	15.3
Age	96	13.2
Do not know	88	12.1
Philosophical views	85	11.6
Major field of study	77	10.5
Participation in an organization/team	75	10.3
Mental health/psychological disability/condition	74	10.1
Physical characteristics	72	9.9
Gender expression	70	9.6
Academic performance	65	8.9
Socioeconomic status	60	8.2
Immigrant/citizen status	36	4.9
English language proficiency/accent	30	4.1
International status/national origin	30	4.1
Marital status (e.g., single, married, partnered)	30	4.1
Learning disability/condition	28	3.8
Medical disability/condition	17	2.3
Military/veteran status	11	1.5
Physical disability/condition	11	1.5
Parental status (e.g., having children)	9	1.2
Pregnancy	5	0.7
A reason not listed above	81	11.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Form	<i>n</i>	%
I was isolated or left out	279	38.2
I was ignored or excluded	278	38.1
I was intimidated/bullied	251	34.4
I was the target of derogatory verbal remarks	245	33.6
I felt others staring at me	188	25.8
I experienced a hostile classroom environment	172	23.6
The conduct made me fear that I would get a poor grade	103	14.1
I was singled out as the spokesperson for my identity group	89	12.2
The conduct threatened my physical safety	80	11.0
I was the target of racial/ethnic profiling	67	9.2
I received threats of physical violence	58	7.9
Someone assumed I was admitted/hired/promoted due to my identity group	58	7.9
I was the target of workplace incivility	54	7.4
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	45	6.2
I received derogatory written comments	41	5.6
I received derogatory phone calls/text messages/email	32	4.4
I was the target of stalking	30	4.1
I was the target of physical violence	28	3.8
I was the target of graffiti/vandalism	23	3.2
Someone assumed I was not admitted/hired/promoted due to my identity group	12	1.6
An experience not listed above	125	17.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Location	<i>n</i>	%
In a class/lab/clinical setting	283	38.8
In other public spaces at UTK	215	29.5
While walking on campus	156	21.4
Off-campus	111	15.2
In a meeting with a group of people	108	14.8
In a campus residence hall/apartment	107	14.7
At an UTK event/program	98	13.4
On social media (Facebook/Twitter/Yik-Yak)	84	11.5
In a fraternity house	53	7.3
In a faculty office	49	6.7
In a meeting with one other person	48	6.6
On phone calls/text messages/e-mail	47	6.4
While working at a UTK job	41	5.6
In a UTK library	40	5.5
In off-campus housing	36	4.9
In a staff office	30	4.1
In a UTK dining facility	30	4.1
In athletic facilities	27	3.7
In a UTK administrative office	24	3.3
In a sorority house	17	2.3
In the University Center/Student Center	15	2.1
On a campus shuttle	12	1.6
In a religious center	9	1.2
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	8	1.1
In the Health Center	7	1.0
In an on-line learning environment	6	0.8
In Counseling Services	2	0.3
A venue not listed above	47	6.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Source	<i>n</i>	%
Student	460	63.0
Faculty member/other instructional staff	169	23.2
Stranger	130	17.8
Friend	85	11.6
Coworker/colleague	63	8.6
Staff member	59	8.1
Student organization	47	6.4
On social media (e.g., Facebook, Twitter, Yik-Yak)	43	5.9
Don't know source	41	5.6
Student staff	38	5.2
Academic/scholarship/fellowship advisor	37	5.1
Off-campus community member	32	4.4
Department/program/division chair	28	3.8
UTK media (e.g., posters, brochures, flyers, handouts, websites)	28	3.8
UTK police/security	19	2.6
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	16	2.2
Supervisor or manager	16	2.2
Student teaching assistant/student lab assistant/student tutor	15	2.1
Alumnus/a	7	1.0
Athletic coach/trainer	4	0.5
Donor	1	0.1
Patient	1	0.1
A source not listed above	36	4.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Feeling	<i>n</i>	%
I was angry.	464	63.6
I felt embarrassed.	288	39.5
I was afraid.	225	30.8
I ignored it.	200	27.4
I felt somehow responsible.	140	19.2
<u>A feeling not listed above</u>	<u>117</u>	<u>16.0</u>

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Response	<i>n</i>	%
I told a friend.	344	47.1
I did not do anything.	297	40.7
I avoided the person/venue.	275	37.7
I told a family member.	220	30.1
I confronted the person(s) at the time.	115	15.8
I did not know to whom to go.	114	15.6
I contacted a UTK resource.	101	13.8
<i>Faculty member</i>	39	38.6
<i>Counseling Center</i>	19	18.8
<i>Office of the Dean of Students</i>	13	12.9
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	10	9.9
<i>Staff person (e.g., Residential Life staff, program director)</i>	10	9.9
<i>UT Police Department</i>	10	9.9
<i>Faculty, staff, or student ombudsperson</i>	8	7.9
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	8	7.9
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	8	7.9
<i>PRIDE Center</i>	7	6.9
<i>ADA Coordinator (Office of Equity and Diversity)</i>	6	5.9
<i>Office of Student Conduct and Community Standards</i>	6	5.9
<i>Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team [SART])</i>	5	5.0
<i>Center for Health Education and Wellness</i>	5	5.0
<i>Human Resources</i>	3	3.0
<i>Multicultural Student Life</i>	2	2.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	1.0
<i>International House</i>	0	0.0
I confronted the person(s) later.	74	10.1
I sought information online.	42	5.8
I contacted a local law enforcement official.	23	3.2

Table B45 (cont.)

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	20	2.7
I sought support from off-campus hotline/advocacy services.	11	1.5
A response not listed above	92	12.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

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

Reported conduct	<i>n</i>	%
No, I did not report it.	640	88.6
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	82	11.4
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	15	23.1
<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>	16	24.6
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	34	52.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 730). Percentages may not sum to 100% because of multiple responses.

Table B47. While a member of the UTK community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy)? (Question 21)

Experienced unwanted sexual contact/conduct	<i>n</i>	%
No	4,253	89.6
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	83	1.7
Yes – stalking (e.g., following me, on social media, texting, phone calls)	116	2.4
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	300	6.3
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	153	3.2
Yes – sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)	24	0.5

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

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

Alcohol and/or drugs involved	<i>n</i>	%
No	49	61.3
Yes	31	38.8
<i>Alcohol only</i>	16	55.2
<i>Drugs only</i>	3	10.3
<i>Both alcohol and drugs</i>	10	34.5

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTK	4	4.8
Undergraduate first year	43	51.8
<i>Fall semester</i>	39	90.7
<i>Spring semester</i>	29	67.4
<i>Summer semester</i>	8	18.6
Undergraduate second year	32	38.6
<i>Fall semester</i>	24	75.0
<i>Spring semester</i>	18	56.3
<i>Summer semester</i>	5	15.6
Undergraduate third year	20	24.1
<i>Fall semester</i>	15	75.0
<i>Spring semester</i>	14	70.0
<i>Summer semester</i>	3	15.0
Undergraduate fourth year	11	13.3
<i>Fall semester</i>	10	90.9
<i>Spring semester</i>	4	36.4
<i>Summer semester</i>	3	27.3
After my fourth year as an undergraduate	3	3.6

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Source	<i>n</i>	%
Current or former dating/intimate partner	64	77.1
UTK student	32	38.6
Acquaintance/friend	15	18.1
Stranger	5	6.0
UTK faculty member	2	2.4
UTK staff member	1	1.2
Family member	0	0.0
Other role/relationship not listed above	2	2.4

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Location	<i>n</i>	%
Off campus	71	85.5
On campus	35	42.2

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Feeling after experiencing conduct	<i>n</i>	%
I felt angry.	54	65.1
I felt somehow responsible.	48	57.8
I felt afraid.	45	54.2
I felt embarrassed.	44	53.0
I ignored it.	21	25.3
A feeling not listed above	16	19.3

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Response	<i>n</i>	%
I told a friend.	46	55.4
I did not do anything.	28	33.7
I avoided the person/venue.	27	32.5
I confronted the person(s) later.	26	31.3
I confronted the person(s) at the time.	21	25.3
I told a family member.	17	20.5
I did not know who to go to.	16	19.3
I sought information online.	12	14.5
I contacted a local law enforcement official.	11	13.3
I contacted a UTK resource.	8	9.6
<i>UT Police Department</i>	4	50.0
<i>Counseling Center</i>	3	37.5
<i>Center for Health Education and Wellness</i>	1	12.5
<i>Faculty member</i>	1	12.5
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	1	12.5
<i>ADA Coordinator (Office of Equity and Diversity)</i>	0	0.0
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>Office of Student Conduct and Community Standards</i>	0	0.0
<i>Office of the Dean of Students</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I sought support from off-campus hotline/advocacy services.	8	9.6

Table B53 (cont.)

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	2.4
A response not listed above.	6	7.2

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

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

Reported conduct	<i>n</i>	%
No, I did not report it.	72	87.8
Yes, I reported the incident (e.g., bias incident report, Title IX).	10	12.2
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	4	40.0
<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>	3	30.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	3	30.0

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 83). Percentages may not sum to 100% because of multiple responses.

Table B55. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 22stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	98	86.0
Yes	16	14.0
<i>Alcohol only</i>	5	38.5
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	8	61.5

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 116). Percentages may not sum to 100% because of multiple responses.

Table B56. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 23stlk)

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTK	10	8.6
Undergraduate first year	65	56.0
<i>Fall semester</i>	49	75.4
<i>Spring semester</i>	36	55.4
<i>Summer semester</i>	4	6.2
Undergraduate second year	35	30.2
<i>Fall semester</i>	23	65.7
<i>Spring semester</i>	19	54.3
<i>Summer semester</i>	2	5.7
Undergraduate third year	15	12.9
<i>Fall semester</i>	9	60.0
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	8	6.9
<i>Fall semester</i>	6	75.0
<i>Spring semester</i>	2	25.0
<i>Summer semester</i>	1	12.5
After my fourth year as an undergraduate	1	0.9

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 116). Percentages may not sum to 100% because of multiple responses.

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

Source	<i>n</i>	%
UTK student	62	53.4
Acquaintance/friend	35	30.2
Stranger	31	26.7
Current or former dating/intimate partner	25	21.6
UTK staff member	5	4.3
UTK faculty member	1	0.9
Family member	0	0.0
Other role/relationship not listed above	3	2.6

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 116). Percentages may not sum to 100% because of multiple responses

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

Location	<i>n</i>	%
Off campus	65	56.0
On campus	71	61.2

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 116). Percentages may not sum to 100% because of multiple responses.

Table B59. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)

Feeling after experiencing conduct	<i>n</i>	%
I felt afraid.	51	44.0
I felt angry.	53	45.7
I ignored it.	41	35.3
I felt embarrassed.	24	20.7
I felt somehow responsible.	21	18.1
A feeling not listed above	19	16.4

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 116). Percentages may not sum to 100% because of multiple responses.

Table B60. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Response	<i>n</i>	%
I avoided the person/venue.	72	62.1
I told a friend.	72	62.1
I told a family member.	33	28.4
I confronted the person(s) at the time.	22	19.0
I did not do anything.	22	19.0
I confronted the person(s) later.	17	14.7
I contacted a local law enforcement official.	15	12.9
I contacted a UTK resource.	15	12.9
<i>UT Police Department</i>	6	40.0
<i>Center for Health Education and Wellness</i>	4	26.7
<i>Counseling Center</i>	4	26.7
<i>Faculty member</i>	3	20.0
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	3	20.0
<i>ADA Coordinator (Office of Equity and Diversity)</i>	2	13.3
<i>Office of Student Conduct and Community Standards</i>	2	13.3
<i>Staff person (e.g., Residential Life staff, program director)</i>	2	13.3
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	2	13.3
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	1	6.7
<i>Office of the Dean of Students</i>	1	6.7
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</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.	10	8.6

Table B60 (cont.)

Response	<i>n</i>	%
I sought information online.	7	6.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	2.6
I sought support from off-campus hotline/advocacy services.	3	2.6
A response not listed above.	8	6.9

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 116). Percentages may not sum to 100% because of multiple responses.

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

Reported conduct	<i>n</i>	%
No, I did not report it.	104	89.7
Yes, I reported the incident (e.g., bias incident report, Title IX).	12	10.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	8	72.7
<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	9.1
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	2	18.2

Note: Table includes answers only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls (*n* = 116). Percentages may not sum to 100% because of multiple responses.

Table B62. Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 22si)

Alcohol and/or drugs involved	<i>n</i>	%
No	194	65.5
Yes	102	34.5
<i>Alcohol only</i>	68	79.1
<i>Drugs only</i>	4	4.7
<i>Both alcohol and drugs</i>	14	16.3

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

Table B63. What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 23si)

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTK	35	11.7
Undergraduate first year	185	61.7
<i>Fall semester</i>	<i>149</i>	<i>80.5</i>
<i>Spring semester</i>	<i>114</i>	<i>61.6</i>
<i>Summer semester</i>	<i>7</i>	<i>3.8</i>
Undergraduate second year	115	38.3
<i>Fall semester</i>	<i>81</i>	<i>70.4</i>
<i>Spring semester</i>	<i>64</i>	<i>55.7</i>
<i>Summer semester</i>	<i>7</i>	<i>6.1</i>
Undergraduate third year	76	25.3
<i>Fall semester</i>	<i>55</i>	<i>72.4</i>
<i>Spring semester</i>	<i>39</i>	<i>51.3</i>
<i>Summer semester</i>	<i>3</i>	<i>3.9</i>
Undergraduate fourth year	36	12.0
<i>Fall semester</i>	<i>27</i>	<i>75.0</i>
<i>Spring semester</i>	<i>16</i>	<i>44.4</i>
<i>Summer semester</i>	<i>1</i>	<i>2.8</i>
After my fourth year as an undergraduate	8	2.7

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

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

Source	<i>n</i>	%
Stranger	190	63.3
UTK student	155	51.7
Acquaintance/friend	59	19.7
Current or former dating/intimate partner	16	5.3
UTK staff member	7	2.3
UTK faculty member	5	1.7
Family member	0	0.0
Other role/relationship not listed above	8	2.7

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

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

Location	<i>n</i>	%
Off campus	171	57.0
On campus	184	61.3

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

Table B66. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)

Feeling after experiencing conduct	<i>n</i>	%
I felt angry.	170	56.7
I felt embarrassed.	137	45.7
I ignored it.	125	41.7
I felt afraid.	89	29.7
I felt somehow responsible.	57	19.0
A feeling not listed above	30	10.0

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

Table B67. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)

Response	<i>n</i>	%
I did not do anything.	160	53.3
I told a friend.	122	40.7
I avoided the person/venue.	120	40.0
I confronted the person(s) at the time.	47	15.7
I told a family member.	33	11.0
I confronted the person(s) later.	23	7.7
I did not know who to go to.	18	6.0
I contacted a UTK resource.	12	4.0
<i>Counseling Center</i>	5	41.7
<i>Faculty member</i>	3	25.0
<i>UT Police Department</i>	3	25.0
<i>Office of Student Conduct and Community Standards</i>	2	16.7
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	2	16.7
<i>ADA Coordinator (Office of Equity and Diversity)</i>	1	8.3
<i>Center for Health Education and Wellness</i>	1	8.3
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	1	8.3
<i>Office of the Dean of Students</i>	1	8.3
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	1	8.3
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I contacted a local law enforcement official.	9	3.0
I sought information online.	6	2.0

Table B67 (cont.)

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	1.7
I sought support from off-campus hotline/advocacy services.	1	0.3
A response not listed above.	20	6.7

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

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

Reported conduct	<i>n</i>	%
No, I did not report it.	284	95.3
Yes, I reported the incident (e.g., bias incident report, Title IX).	14	4.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	3	23.1
<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>	3	23.1
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	7	53.8

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 300). Percentages may not sum to 100% because of multiple responses.

Table B69. Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 22sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	55	36.4
Yes	96	63.6
<i>Alcohol only</i>	57	72.2
<i>Drugs only</i>	1	1.3
<i>Both alcohol and drugs</i>	21	26.6

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B70. What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 23sc)

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTK	7	4.6
Undergraduate first year	86	56.2
<i>Fall semester</i>	61	70.9
<i>Spring semester</i>	39	45.3
<i>Summer semester</i>	2	2.3
Undergraduate second year	46	30.1
<i>Fall semester</i>	28	60.9
<i>Spring semester</i>	16	34.8
<i>Summer semester</i>	4	8.7
Undergraduate third year	14	9.2
<i>Fall semester</i>	9	64.3
<i>Spring semester</i>	4	28.6
<i>Summer semester</i>	1	7.1
Undergraduate fourth year	12	7.8
<i>Fall semester</i>	8	66.7
<i>Spring semester</i>	5	41.7
<i>Summer semester</i>	1	8.3
After my fourth year as an undergraduate	2	1.3

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

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

Source	<i>n</i>	%
UTK student	72	47.1
Acquaintance/friend	64	41.8
Stranger	30	19.6
Current or former dating/intimate partner	26	17.0
UTK faculty member	1	0.7
UTK staff member	2	1.3
Family member	0	0.0
Other role/relationship not listed above	4	2.6

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B72. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 25sc)

Location	<i>n</i>	%
Off campus	102	66.7
On campus	61	39.9

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B73. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)

Feeling after experiencing conduct	<i>n</i>	%
I felt embarrassed.	86	56.2
I felt somehow responsible.	83	54.2
I felt angry.	80	52.3
I felt afraid.	64	41.8
I ignored it.	56	36.6
A feeling not listed above	16	10.5

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B74. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Response	<i>n</i>	%
I told a friend.	94	61.4
I avoided the person/venue.	76	49.7
I did not do anything.	57	37.3
I did not know who to go to.	25	16.3
I confronted the person(s) later.	24	15.7
I contacted a UTK resource.	24	15.7
<i>Counseling Center</i>	17	70.8
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	10	41.7
<i>Center for Health Education and Wellness</i>	5	20.8
<i>UT Police Department</i>	5	20.8
<i>Faculty member</i>	3	12.5
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	2	8.3
<i>ADA Coordinator (Office of Equity and Diversity)</i>	1	4.2
<i>Office of Student Conduct and Community Standards</i>	1	4.2
<i>Staff person (e.g., Residential Life staff, program director)</i>	1	4.2
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	1	4.2
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>Office of the Dean of Students</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I told a family member.	19	12.4
I confronted the person(s) at the time.	18	11.8
I sought information online.	16	10.5
I sought support from off-campus hotline/advocacy services.	11	7.2

Table B74 (cont.)

Response	<i>n</i>	%
I contacted a local law enforcement official.	9	5.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	2.0
A response not listed above.	11	7.2

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B75. Did you report the unwanted sexual conduct? (Question 28sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	133	88.7
Yes, I reported the incident (e.g., bias incident report, Title IX).	17	11.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	8	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>	5	31.3
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	3	18.8

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 153). Percentages may not sum to 100% because of multiple responses.

Table B76. Were alcohol and/or drugs involved in the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)? (Question 22se)

Alcohol and/or drugs involved	<i>n</i>	%
No	14	60.9
Yes	9	39.1
<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 sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B77. What semester were you in when you experienced the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)? (Mark all that apply.) (Question 23se)

Semester	<i>n</i>	%
During my time as a graduate/professional student at UTK	1	4.2
Undergraduate first year	9	37.5
<i>Fall semester</i>	9	100.0
<i>Spring semester</i>	2	22.2
<i>Summer semester</i>	0	0.0
Undergraduate second year	10	41.7
<i>Fall semester</i>	8	80.0
<i>Spring semester</i>	5	50.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	4	16.7
<i>Fall semester</i>	2	50.0
<i>Spring semester</i>	1	25.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B78. Who did this to you? (Mark all that apply.) (Question 24se)

Source	<i>n</i>	%
UTK student	10	41.7
Stranger	9	37.5
Acquaintance/friend	7	29.2
Current or former dating/intimate partner	3	12.5
UTK staff member	1	4.2
Family member	0	0.0
UTK faculty member	0	0.0
Other role/relationship not listed above	1	4.2

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B79. Where did the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) occur? (Mark all that apply.) (Question 25se)

Location	<i>n</i>	%
Off campus	13	54.2
On campus	11	45.8

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B80. How did you feel after experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)? (Mark all that apply.) (Question 26se)

Feeling after experiencing conduct	<i>n</i>	%
I felt embarrassed.	14	58.3
I felt angry.	12	50.0
I ignored it.	9	37.5
I felt afraid.	6	25.0
I felt somehow responsible.	6	25.0
A feeling not listed above	1	4.2

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B81. What did you do in response to experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent)? (Mark all that apply.) (Question 27se)

Response	<i>n</i>	%
I told a friend.	11	45.8
I did not do anything.	8	33.3
I avoided the person/venue.	5	20.8
I contacted a UTK resource.	4	16.7
<i>Counseling Center</i>	2	50.0
<i>Office of Student Conduct and Community Standards</i>	1	25.0
<i>Office of the Dean of Students</i>	1	25.0
<i>Staff person (e.g., Residential Life staff, program director)</i>	1	25.0
<i>UT Police Department</i>	1	25.0
<i>ADA Coordinator (Office of Equity and Diversity)</i>	0	0.0
<i>Center for Health Education and Wellness</i>	0	0.0
<i>Employee Assistance (e.g., 974-HELP/Sexual Assault Response Team [SART])</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>International House</i>	0	0.0
<i>Multicultural Student Life</i>	0	0.0
<i>PRIDE Center</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	0	0.0
I confronted the person(s) at the time.	2	8.3
I did not know who to go to.	2	8.3
I told a family member.	2	8.3
I confronted the person(s) later.	1	4.2
I contacted a local law enforcement official.	1	4.2
I sought information online.	1	4.2

Table B81 (cont.)

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	2	8.3

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B82. Did you report the unwanted sexual conduct? (Question 28se)

Reported conduct	<i>n</i>	%
No, I did not report it.	19	86.4
Yes, I reported the incident (e.g., bias incident report, Title IX).	3	13.6
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>33.3</i>
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	<i>1</i>	<i>33.3</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>1</i>	<i>33.3</i>

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) (*n* = 24). Percentages may not sum to 100% because of multiple responses.

Table B83. Please offer your response to the following comments: (Question 31)

	Strongly agree		Agree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of affirmative consent.	2,893	61.1	1,526	32.2	260	5.5	54	1.1
I am generally aware of the role of UTK Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	1,772	37.4	2,041	43.1	774	16.3	151	3.2
I know how and where to report such incidents.	1,391	29.4	1,960	41.5	1,191	25.2	186	3.9
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,650	35.0	2,181	46.2	782	16.6	108	2.3
I am generally aware of the campus resources listed here http://sexualassault.utk.edu/ .	1,440	30.4	2,142	45.3	1,001	21.2	149	3.1
I have a responsibility to report such incidents when I see them occurring on or off campus.	2,742	58.1	1,806	38.3	141	3.0	28	0.6
I understand that UTK standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,790	38.0	2,174	46.1	641	13.6	107	2.3
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Annual Security & Fire Safety Report.	1,540	32.7	1,875	39.8	1,080	22.9	219	4.6
I know that UTK sends a public safety alert to the campus community when such an incident occurs.	2,945	62.4	1,667	35.3	73	1.5	32	0.7

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 UTK? (Question 60)

<u>Observed conduct</u>	<u><i>n</i></u>	<u>%</u>
No	3,240	68.3
Yes	1,501	31.7

Table B85. Who/what was the target of the conduct? (Mark all that apply.) (Question 61)

Target	<i>n</i>	%
Student	1,113	74.2
Friend	365	24.3
Stranger	311	20.7
Student organization	307	20.5
Do not know target	104	6.9
Faculty member/other instructional staff	70	4.7
Coworker/colleague	67	4.5
Student staff	57	3.8
UTK media (e.g., posters, brochures, flyers, handouts, websites)	56	3.7
Staff member	51	3.4
Department/program/division chair	37	2.5
Off-campus community member	32	2.1
UTK police/security	27	1.8
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	24	1.6
Academic/scholarship/fellowship advisor	15	1.0
Athletic coach/trainer	14	0.9
Student teaching assistant/student lab assistant/student tutor	14	0.9
Alumnus/a	4	0.3
Patient	4	0.3
Donor	0	0.0
A target not listed above	100	6.7

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B86. Who/what was the source of the conduct? (Mark all that apply.) (Question 62)

Source	<i>n</i>	%
Student	1,049	69.9
Stranger	383	25.5
Don't know source	175	11.7
Faculty member/other instructional staff	115	7.7
Student organization	101	6.7
On social media (e.g., Facebook, Twitter, Yik-Yak)	99	6.6
Off-campus community member	95	6.3
Staff member	70	4.7
UTK media (e.g., posters, brochures, flyers, handouts, websites)	65	4.3
Friend	47	3.1
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	42	2.8
Student staff	33	2.2
Coworker/colleague	28	1.9
Department/program/division chair	22	1.5
UTK police/security	20	1.3
Academic/scholarship/fellowship advisor	19	1.3
Alumnus/a	16	1.1
Student teaching assistant/student lab assistant/student tutor	10	0.7
Supervisor or manager	10	0.7
Athletic coach/trainer	9	0.6
Donor	6	0.4
Direct Report (e.g., person who reports to me)	1	0.1
Patient	1	0.1
A source not listed above	90	6.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B87. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 63)

Characteristic	<i>n</i>	%
Gender/gender identity	691	46.0
Political views	645	43.0
Sexual identity	611	40.7
Gender expression	546	36.4
Ethnicity	523	34.8
Racial identity	490	32.6
Religious/spiritual views	388	25.8
Immigrant/citizen status	270	18.0
International status/national origin	159	10.6
Philosophical views	150	10.0
Physical characteristics	148	9.9
English language proficiency/accent	124	8.3
Socioeconomic status	111	7.4
Do not know	98	6.5
Participation in an organization/team	92	6.1
Mental health/psychological disability/condition	86	5.7
Learning disability/condition	73	4.9
Academic performance	51	3.4
Medical disability/condition	54	3.6
Age	53	3.5
Physical disability/condition	52	3.5
Major field of study	51	3.4
Pregnancy	27	1.8
Marital status (e.g., single, married, partnered)	22	1.5
Parental status (e.g., having children)	12	0.8
Military/veteran status	7	0.5
A reason not listed above	52	3.5

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B88. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 64)

Form of observed conduct	<i>n</i>	%
Derogatory verbal remarks	974	64.9
Person intimidated/bullied	511	34.0
Racial/ethnic profiling	447	29.8
Graffiti/vandalism	405	27.0
Person ignored or excluded	346	23.1
Person isolated or left out	336	22.4
Person being stared at	308	20.5
Derogatory written comments	291	19.4
Person experiences a hostile classroom environment	254	16.9
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	225	15.0
Threats of physical violence	222	14.8
Physical violence	174	11.6
Singled out as the spokesperson for their identity group	173	11.5
Assumption that someone was admitted/hired/promoted based on his/her identity	130	8.7
Person experienced a hostile work environment	101	6.7
Derogatory phone calls/text messages/email	77	5.1
Assumption that someone was not admitted/hired/promoted based on his/her identity	69	4.6
Person was the target of workplace incivility	49	3.3
Person received a low or unfair performance evaluation	48	3.2
Person was stalked	39	2.6
Derogatory phone calls	27	1.8
Person received a poor grade	27	1.8
Person was unfairly evaluated in the promotion and tenure process	18	1.2
Something not listed above	96	6.4

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B89. Where did this conduct occur? (Mark all that apply.) (Question 65)

Location	<i>n</i>	%
In other public spaces at UTK	725	48.3
While walking on campus	440	29.3
In a class/lab/clinical setting	271	18.1
On social media (Facebook/Twitter/Yik-Yak)	238	15.9
At a UTK event/program	197	13.1
Off-campus	197	13.1
In a campus residence hall/apartment	125	8.3
In a meeting with a group of people	117	7.8
In a UTK library	85	5.7
In a fraternity house	84	5.6
In off-campus housing	55	3.7
In a UTK dining facility	54	3.6
On phone calls/text messages/email	46	3.1
In a UTK administrative office	38	2.5
In a meeting with one other person	35	2.3
In athletic facilities	34	2.3
In a sorority house	34	2.3
In the University Center/Student Center	33	2.2
In a staff office	31	2.1
While working at a UTK job	29	1.9
On a campus shuttle	26	1.7
In a religious center	20	1.3
In a faculty office	19	1.3
In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)	14	0.9
In Counseling Services	7	0.5
In an online learning environment	5	0.3
In the Health Center	2	0.1
A venue not listed above	110	7.3

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501).

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

**Table B90. What was your response to observing this conduct? (Mark all that apply.)
 (Question 66)**

Response	<i>n</i>	%
I told a friend	464	30.9
I did not do anything.	459	30.6
I avoided the person/venue.	341	22.7
I did not know who to go to.	236	15.7
I confronted the person(s) at the time.	226	15.1
I told a family member.	209	13.9
I sought information online.	114	7.6
I contacted a UTK resource.	96	6.4
<i>Faculty member</i>	29	30.2
<i>Office of the Dean of Students</i>	20	20.8
<i>PRIDE Center</i>	18	18.8
<i>Staff person (e.g., residential life staff, program director)</i>	11	11.5
<i>UT Police Department</i>	11	11.5
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	10	10.4
<i>Student staff (e.g., resident assistants, student ambassadors)</i>	10	10.4
<i>Faculty or staff ombudsperson</i>	7	7.3
<i>Office of Student Conduct and Community Standards</i>	6	6.3
<i>Counseling Center</i>	5	5.2
<i>Multicultural Student Life</i>	4	4.2
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	4	4.2
<i>Center for Health Education and Wellness</i>	3	3.1
<i>Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team [SART])</i>	3	3.1
<i>ADA Coordinator (Office of Equity and Diversity)</i>	2	2.1
<i>Human Resources</i>	2	2.1
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	2	2.1
<i>International House</i>	0	0.0
I confronted the person(s) later.	90	6.0
I contacted a local law enforcement official.	25	1.7

Table B90 (cont.)

Response	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	16	1.1
I sought support from off-campus hotline/advocacy services.	11	0.7
<u>A response not listed above</u>	<u>186</u>	<u>12.4</u>

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B91. Did you report the conduct? (Question 67)

Reported conduct	<i>n</i>	%
No, I didn't report it.	1,392	93.9
Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline).	91	6.1
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>11</i>	<i>14.9</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>31</i>	<i>41.9</i>
<u><i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i></u>	<u><i>32</i></u>	<u><i>43.2</i></u>

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,501). Percentages may not sum to 100% because of multiple responses.

Table B92. Using a scale of 1-5, please rate the overall campus climate at UTK on the following dimensions: (Question 69)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	1,525	32.2	1,964	41.5	976	20.6	225	4.8	41	0.9	2.0	0.9
Inclusive/Exclusive	1,036	21.9	1,631	34.5	1,282	27.1	625	13.2	149	3.2	2.4	1.1
Improving/Regressing	1,182	25.1	1,711	36.3	1,147	24.3	468	9.9	207	4.4	2.3	1.1
Positive for persons with disabilities/Negative	1,413	30.0	1,620	34.4	1,211	25.7	342	7.3	120	2.5	2.2	1.0
Positive for people who identify as lesbian, gay, bisexual/Negative	1,052	22.3	1,268	26.9	1,227	26.0	768	16.3	402	8.5	2.6	1.2
Positive for people who identify as transgender	971	20.6	1,036	22.0	1,361	28.9	779	16.6	557	11.8	2.8	1.3
Positive for people of various spiritual/religious backgrounds/Negative	1,134	24.0	1,379	29.2	1,224	26.0	674	14.3	305	6.5	2.5	1.2
Positive for People of Color/Negative	1,418	30.1	1,486	31.5	1,042	22.1	537	11.4	235	5.0	2.3	1.2
Positive for men/Negative	2,480	52.6	1,436	30.4	583	12.4	126	2.7	92	2.0	1.7	0.9
Positive for women/Negative	1,594	33.7	1,698	36.0	910	19.3	422	8.9	99	2.1	2.1	1.0
Positive for non-native English speakers/Negative	1,078	22.9	1,365	29.0	1,473	31.3	593	12.6	197	4.2	2.5	1.1
Positive for people who are not U.S. citizens/Negative	1,116	23.7	1,376	29.2	1,451	30.8	552	11.7	210	4.5	2.4	1.1
Welcoming/Not welcoming	1,578	33.4	1,841	39.0	912	19.3	290	6.1	99	2.1	2.0	1.0
Respectful/Disrespectful	1,340	28.5	1,681	35.7	1,153	24.5	412	8.8	122	2.6	2.2	1.0
Positive for people of high socioeconomic status/Negative	2,582	54.7	1,300	27.6	668	14.2	98	2.1	70	1.5	1.7	0.9
Positive for people of low socioeconomic status/Negative	1,098	23.3	1,268	26.9	1,307	27.7	769	16.3	270	5.7	2.5	1.2

<i>Table B92 cont.</i>	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Positive for people of various political affiliations/Negative	906	19.2	1,129	24.0	1,311	27.8	859	18.2	504	10.7	2.8	1.3
Positive for people in active military/veterans status/Negative	1,865	39.7	1,558	33.1	1,131	24.1	111	2.4	35	0.7	1.9	0.9
Positive for students 25 and older/Negative	1,298	27.5	1,590	33.7	1,426	30.2	316	6.7	85	1.8	2.2	1.0

Table B93. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 70)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	1,014	21.5	1,420	30.1	1,264	26.8	771	16.3	250	5.3	2.5	1.2
Not sexist/Sexist	1,047	22.2	1,379	29.3	1,282	27.2	774	16.4	229	4.9	2.5	1.1
Not homophobic/Homophobic	968	20.6	1,164	24.8	1,265	26.9	915	19.5	385	8.2	2.7	1.2
Not biphobic/Biphobic	1,036	22.1	1,202	25.6	1,427	30.4	707	15.1	319	6.8	2.6	1.2
Not transphobic/Transphobic	963	20.6	1,078	23.0	1,300	27.7	893	19.1	452	9.6	2.7	1.2
Not ageist/Ageist	1,373	29.3	1,579	33.7	1,331	28.4	323	6.9	86	1.8	2.2	1.0
Not classist (socioeconomic status)/Classist	1,078	23.0	1,404	30.0	1,263	27.0	707	15.1	229	4.9	2.5	1.1
Disability friendly (not ableist)/Not disability friendly	1,491	31.8	1,569	33.4	1,139	24.3	348	7.4	145	3.1	2.2	1.1
Not xenophobic/Xenophobic	1,157	24.6	1,324	28.2	1,358	28.9	589	12.5	266	5.7	2.5	1.2
Not ethnocentric/Ethnocentric	1,121	23.9	1,284	27.4	1,364	29.1	638	13.6	287	6.1	2.5	1.2

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.	1,867	39.5	2,003	42.4	616	13.0	236	5.0
My department advisor provides clear expectations.	1,905	40.4	2,006	42.6	608	12.9	192	4.1
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	2,266	48.3	1,954	41.7	329	7.0	139	3.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	2,092	44.6	2,273	48.4	258	5.5	69	1.5
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	2,115	45.1	2,299	49.0	226	4.8	54	1.2
There are adequate opportunities for me to interact with other university faculty outside of my department.	1,556	33.2	2,025	43.2	918	19.6	193	4.1
I receive support from my advisor to pursue personal research interests.	1,666	35.5	1,983	42.3	782	16.7	258	5.5
My department faculty members encourage me to produce publications and present research.	1,479	31.6	1,870	40.0	1,043	22.3	287	6.1
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	1,478	31.6	1,862	39.8	1,042	22.3	300	6.4
I feel comfortable sharing my professional goals with my advisor.	2,291	49.0	1,949	41.7	303	6.5	133	2.8

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 UTK faculty.	1,211	26.0	2,156	46.4	890	19.1	296	6.4	98	2.1
I feel valued by UTK staff.	1,191	25.7	2,096	45.2	988	21.3	269	5.8	95	2.0
I feel valued by UTK senior administrators (e.g., chancellor, vice chancellor, dean, provost).	857	18.5	1,382	29.8	1,420	30.6	613	13.2	366	7.9
I feel valued by faculty in the classroom.	1,299	28.0	2,359	50.9	749	16.2	180	3.9	50	1.1
I feel valued by other students in the classroom.	1,013	21.9	2,145	46.4	1,123	24.3	283	6.1	61	1.3
I feel valued by other students outside of the classroom.	934	20.3	1,964	42.8	1,262	27.5	351	7.6	81	1.8
I think that faculty prejudice my abilities based on their perception of my identity/background.	479	10.3	990	21.4	1,239	26.8	1,393	30.1	529	11.4
I think that staff prejudice my abilities based on their perception of my identity/background.	448	9.7	877	19.0	1,290	28.0	1,440	31.2	555	12.0
I believe that the campus climate encourages free and open discussion of difficult topics.	836	18.1	1,810	39.1	976	21.1	709	15.3	293	6.3
I believe that the classroom climate encourages free speech within the classroom.	974	21.1	2,114	45.7	899	19.4	458	9.9	181	3.9
I believe that the campus climate encourages free speech outside of the classroom.	944	20.5	1,943	42.2	934	20.3	541	11.7	244	5.3
I have faculty whom I perceive as role models.	1,598	34.6	1,789	38.7	820	17.7	315	6.8	100	2.2
I have staff whom I perceive as role models.	1,232	26.7	1,592	34.5	1,260	27.3	425	9.2	109	2.4
I have students whom I perceive as role models.	1,266	27.5	1,790	38.9	1,039	22.6	384	8.3	127	2.8

	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>Table B95 cont.</i>										
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	644	14.0	1,357	29.4	1,806	39.2	511	11.1	292	6.3
Faculty have taken direct actions to address the needs of at-risk/underserved students.	738	16.0	1,598	34.7	1,762	38.3	358	7.8	148	3.2
Students have taken direct actions to address the needs of at-risk/underserved students.	838	18.2	1,608	35.0	1,724	37.5	315	6.8	115	2.5

Table B96. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UTK in the past year? (Question 75)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	44	8.5	237	45.9	235	45.5
Campus transportation/parking	86	16.8	230	44.8	197	38.4
Classroom buildings	56	10.9	270	52.4	189	36.7
Classrooms, labs (including computer labs)	56	10.9	274	53.1	186	36.0
College housing	36	7.0	228	44.4	249	48.5
Counseling, health, testing, and disability services	66	12.9	281	55.0	164	32.1
Dining facilities	35	6.8	254	49.7	222	43.4
Doors	22	4.3	278	54.3	212	41.4
Elevators/lifts	26	5.1	276	53.8	211	41.1
Emergency preparedness	20	3.9	274	53.5	218	42.6
Office furniture (e.g., chair, desk)	24	4.7	275	53.7	213	41.6
Other campus buildings	27	5.3	279	54.7	204	40.0
Podium	9	1.8	278	54.3	225	43.9
Restrooms	32	6.2	279	54.4	202	39.4
Signage	18	3.5	280	54.7	214	41.8
Studios/performing arts spaces	13	2.5	265	51.8	234	45.7
Temporary barriers due to construction or maintenance	58	11.3	250	48.7	205	40.0
Walkways, pedestrian paths, crosswalks	47	9.3	259	51.3	199	39.4
Technology/online environment						
Accessible electronic format	35	6.9	294	58.2	176	34.9
Blackboard	18	3.6	312	62.0	173	34.4
Clickers	20	4.0	282	56.0	202	40.1
Computer equipment (e.g., screens, mouse, keyboard)	17	3.4	316	62.6	172	34.1
Electronic forms	18	3.6	315	62.4	172	34.1
Electronic signage	11	2.2	312	61.9	181	35.9
Electronic surveys (including this one)	11	2.2	323	64.1	170	33.7
Kiosks	9	1.8	305	60.6	189	37.6
Library database	17	3.4	308	61.6	175	35.0
Phone/phone equipment	12	2.4	309	61.6	181	36.1
Software (e.g., voice recognition/audiobooks)	20	4.0	303	60.2	180	35.8

Table B96 cont.	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Video/video audio description	20	4.0	305	60.6	178	35.4
Website	21	4.3	305	61.7	168	34.0
Identity						
Electronic databases (e.g., Banner)	15	3.0	314	62.5	173	34.5
Email account	13	2.6	323	64.3	166	33.1
Intake forms (e.g., Health Center)	18	3.6	310	61.8	174	34.7
Learning technology	19	3.8	316	63.1	166	33.1
Surveys	15	3.0	320	64.6	160	32.3
Instructional/campus materials						
Brochures	13	2.6	316	62.9	173	34.5
Food menus	35	7.0	282	56.2	185	36.9
Forms	15	3.0	317	63.1	170	33.9
Journal articles	19	3.8	316	62.9	167	33.3
Library books	16	3.2	317	63.3	168	33.5
Other publications	11	2.2	322	64.1	169	33.7
Syllabi	20	4.0	315	62.7	167	33.3
Textbooks	40	8.0	295	59.0	165	33.0
Video-closed captioning and text description	20	4.0	294	59.3	182	36.7

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 543).

Table B97. Respondents who identify as transgender only. As a person who identifies as transgender, have you experienced a barrier in any of the following areas at UTK in the past year? (Question 77)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	1	50.0	0	0.0	1	50.0
Changing rooms/locker rooms	1	50.0	0	0.0	1	50.0
College housing (including Greek houses, apartments)	1	33.3	0	0.0	2	66.7
Dining facilities	1	33.3	0	0.0	2	66.7
Counseling, health, testing, and disability services	1	33.3	1	33.3	1	33.3
Campus transportation/parking	1	50.0	0	0.0	1	50.0
Other campus buildings	1	33.3	1	33.3	1	33.3
Restrooms	2	66.7	0	0.0	1	33.3
Studios/performing arts spaces	1	50.0	0	0.0	1	50.0
Identity accuracy						
Blackboard	1	33.3	1	33.3	1	33.3
UTK college ID card	1	33.3	1	33.3	1	33.3
Electronic databases (e.g., Banner)	1	33.3	1	33.3	1	33.3
Email account	1	33.3	1	33.3	1	33.3
Intake forms (e.g., Health Center)	1	33.3	1	33.3	1	33.3
Learning technology	1	33.3	0	0.0	2	66.7
Surveys	2	66.7	0	0.0	1	33.3
Instructional/campus materials						
Forms	1	33.3	1	33.3	1	33.3
Syllabi	1	33.3	1	33.3	1	33.3

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 39 and did not indicate that they have a disability (*n* = 4).

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 UTK. (Question 79)

Institutional initiatives	If this initiative available at UTK								If this initiative NOT available at UTK							
	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.	2,357	73.2	667	20.7	197	6.1	3,221	74.8	808	74.4	196	18.0	82	7.6	1,086	25.2
Providing diversity and equity training for staff.	2,577	76.7	623	18.5	161	4.8	3,361	78.6	723	79.1	136	14.9	55	6.0	914	21.4
Providing diversity and equity training for faculty.	2,566	77.1	606	18.2	157	4.7	3,329	78.7	719	79.9	127	14.1	54	6.0	900	21.3
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	2,409	76.1	626	19.8	132	4.2	3,167	74.7	879	81.8	132	12.3	63	5.9	1,074	25.3
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	2,336	74.4	642	20.5	160	5.1	3,138	74.3	834	76.7	167	15.3	87	8.0	1,088	25.7
Increasing opportunities for cross-cultural dialogue among students.	2,531	79.0	587	18.3	84	2.6	3,202	75.7	868	84.4	123	12.0	38	3.7	1,029	24.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	2,459	78.3	596	19.0	85	2.7	3,140	74.2	931	85.5	125	11.5	33	3.0	1,089	25.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	2,198	72.2	644	21.1	204	6.7	3,046	72.4	890	76.6	187	16.1	85	7.3	1,162	27.6
Providing effective faculty mentorship of students.	2,853	85.3	446	13.3	46	1.4	3,345	79.1	782	88.4	68	7.7	35	4.0	885	20.9

	If this initiative available at UTK								If this initiative NOT available at UTK							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Table B98 cont.																
Providing effective academic advising.	3,161	87.3	412	11.4	46	1.3	3,619	85.8	513	85.8	42	7.0	43	7.2	598	14.2
Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants).	2,484	75.2	667	20.2	150	4.5	3,301	78.2	735	79.9	130	14.1	55	6.0	920	21.8
Providing affordable childcare.	1,705	71.7	616	25.9	57	2.4	2,378	56.2	1,560	84.3	242	13.1	49	2.6	1,851	43.8
Providing adequate childcare resources.	1,731	72.6	593	24.9	60	2.5	2,384	56.6	1,562	85.4	217	11.9	50	2.7	1,829	43.4
Providing support/resources for spouse/partner employment.	1,780	71.6	639	25.7	66	2.7	2,485	58.9	1,399	80.8	292	16.9	40	2.3	1,731	41.1
Providing adequate social space.	2,590	80.8	547	17.1	67	2.1	3,204	75.9	840	82.6	128	12.6	49	4.8	1,017	24.1

Table B99. Are you enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM)? (Question 86)

<u>Enrolled</u>	<u><i>n</i></u>	<u>%</u>
No	3,869	86.1
Yes	626	13.9

Table B100. The College of Agricultural Sciences and Natural Resources (CASNR) and the College of Veterinary Medicine (CVM) are part of both the University of Tennessee, Knoxville (UTK) and the University of Tennessee Institute of Agriculture (UTIA). Staff and faculty of the UTIA include persons appointed by UT Extension and AgResearch as well as CASNR and CVM, and facilities are managed somewhat differently than UTK. Please indicate the extent to which you agree with each of the following statements regarding your experiences within CASNR or CVM. (Question 87)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The application and admissions process supports a welcoming and inclusive environment.	338	56.2	192	31.9	52	8.7	16	2.7	3	0.5
Staff create a climate that is welcoming and inclusive.	350	58.6	190	31.8	45	7.5	11	1.8	1	0.2
Faculty create a climate that is welcoming and inclusive.	349	58.7	186	31.3	43	7.2	15	2.5	2	0.3
The facilities (e.g., teaching hospital, lecture halls, restrooms) of UTIA (CASNR & CVM) promote a welcoming and accommodating environment.	303	51.1	196	33.1	59	9.9	26	4.4	9	1.5
During experiential learning activities (e.g., study abroad, clinical visits, internships) you will engage with the public-at-large. UT provides experiences that promote a welcoming and inclusive environment.	311	52.1	184	30.8	86	14.4	11	1.8	5	0.8

Note: Table includes answers only from those respondents who indicated that they are enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM) in Question 86 (*n* = 626).

Appendix C

Comment Analyses (Questions #81, #82, #83, #84, and #85)

Among the 4,747 surveys submitted for the University of Tennessee - Knoxville (UTK) climate assessment, 3,401 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 five open-ended survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous follow-up questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Q81. This survey has asked you a lot of questions about your experiences and perceptions related to climate issues. In your time at UTK 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.

One thousand nine hundred sixty-six respondents elaborated on if they knew of any students who have left because any of the issues addressed in the survey. The majority of respondents wrote, "no," or "No, I do not," or some variation of "not applicable." After these responses were pulled, the remaining themes suggested that respondents knew other students who left because of a low sense of belonging, issues related to academic challenges/concerns, and unmet financial needs.

Low Sense of Belonging — Respondents who elaborated on if they knew of any students who had left because any of issues addressed in the survey, noted a low sense of belonging in their peers who left. One respondent shared, "Yes, because this place sucks and doesn't care about students as people, only students as enrollment numbers!" Some respondents reflected on feeling, "lost in the shuffle" given their perception that, "the institution was too big and they didn't feel connected." Other respondents noted challenges with building community. For example, one respondent noted, "They didn't connect with the right group for them," "Yes, she felt isolated, ostracized, and alone," and "UT is very cliquy and it is difficult to branch out and meet people sometimes."

Many of the narratives describing a low sense of belonging as the rationale for why the person they knew left included notes on negative experiences in relation to a range of minority identities including; racial minorities, LGBTQ people, and survivors of sexual assault. Several respondents simply noted, “racism” as the reason. Other respondents elaborated, “direct racism and threats of physical harm” and “racial harassment from various sources.” One respondent explained, “The institution tends to assume all black males are inherently ‘thugs.’ It creates a harsh environment.” Regarding concerns for LGBTQ individuals, one respondent shared, “There is little diversity on this campus. Gay people are openly victimized.” Another respondent added, “Yeah, I actually knew a girl who left UTK because of the locally unfriendly LGBTQ+ environment. She moved to a different school in a more progressive area.” Other respondents elaborated on their perceptions of their peers who were survivors of sexual assault. One respondent noted, “We need to address the way the University handles sexual assault cases and the way that women are treated on campus.” Another respondent added, “I know a girl who left UTK because of how UT handled her sexual assault case.” Lastly, one respondent explained, “I had a friend who transferred because she reported a sexual assault and it involved an athlete. The entire school was a part of it. Judging her. Judging him. It was unfair to both of them.”

Academic Challenges/Concerns — Respondents also noted “academics” as a rationale for why their peers left. One respondent offered, “Academics: both poor performance and desiring a better education.” Some respondents reflected on the academic engagement with an emphasis on their faculty and professors. One respondent shared, “Lack of support from faculty, staff, and administration.” Another respondent elaborated, “I think they left because most professors believe students remember old material, even if it was years ago since they learned it.” One respondent explained, “I know a person who has considered leaving because she did not feel as if the staff and faculty were willing to work with her and her disabilities.” Another respondent described, “I know a few students who felt that there was not an ability for them to have personal relationships with their professors (classrooms were too big) who left.” Other respondents reflected on the grading policies or other parts of the academic experience. One respondent shared, “My boyfriend has thought about leaving because of the way that the GPA system is set up.” Another respondent, reflecting on many layers of their experience, noted, “I know of 4 who have left due to academic problems. The teachers that they had did not care if students passed important classes such as microbiology, organic chemistry, and BCMB. The teachers didn't put

effort forward and in turn classes suffered for not learning the information and being rigorously tested, which obviously pulls GPA, scholarships etc down. And then the students had to leave.”

Unmet Financial Needs — Respondents shared that another reason students left was because of issues related to their unmet financial needs and or their financial challenges. Many responses were brief. For example, respondents noted, “They have left because of cost,” “Financial aid issues,” “financial reasons,” and “Yes. Money.” Some respondents reported financial concerns being the reason for many of their peers who have left. “Yes. I know many people whom have dropped out due to not being able to afford tuition.” “Yes. Many peers whom I have known since my freshman year have left due to financial issues to the point of stressing.” “Yes, I know of several. Generally, it is a combination of social and financial factors that have forced marginalized students to take time away from school.” Finally, one respondent added, “The only instances that I have personally known students to leave is because of their socioeconomic status and inability to pay for school.” Respondents who elaborated on if they knew of any students who have left because any of the issues addressed in the survey reported unmet financial needs as one of the reasons.

Q82. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

One thousand eight hundred sixty-three respondents elaborated on their perceptions of the differences between their experiences on campus versus community surrounding campus. Many of the respondents described the two as the “same,” “not different,” or “na.” The remaining respondents described a preference for campus because of the perception that it was more inclusive.

Campus More Inclusive — Respondents described the campus community as, “more open and accepting,” “more inclusive & familial,” and “more inclusive than the surrounding community.” Other respondents commented that campus had “more diversity” and “the people here are more diverse.” One respondent explained, “I believe the students, faculty, and staff at UT try to foster an inviting and friendly climate. However, I do not feel that view is shared by the greater Tennessee support system and taxpayers (outside of downtown) or the administration.” Another respondent commented on the larger climate in Tennessee, “UTK climate is more inclusive,

understanding, and welcoming than the rest of the state of TN.” Other respondents reflected directly on Knoxville. For example, one respondent noted, “I do feel like the climate at UT is better than the climate in the rest of Knoxville. UT has many people who are willing to fight for other people and for diversity.” Another respondent shared, “UTK is certainly more diverse and welcoming than most of Knoxville. I feel like I always have to be vigilant of every word in my interactions outside of UTK.” One respondent shared, “Yeah, they are always better in the classroom because people are forced to be civilized. But outside of the classroom, it reverts right back to clicks and minorities are instantly shunned aside.”

Q83. Do you have any specific recommendations for improving the campus climate at UTK?

Two thousand eighty-eight respondents elaborated on their suggestions to improve the climate at UTK. Similarly, the majority of respondents offered responses that indicated they did not have any suggestions including, “na,” “no,” “not at this time,” “no idea,” or a similar sentiment. The major themes related to the inclusion efforts for underrepresented students and the need to foster a sense of community between different groups. Lastly, respondents suggested improvements be made to the facilities and physical resources on campus.

Inclusion Efforts for Underrepresented Students – Respondents who made suggestions to improve the climate noted concerns for underrepresented students and suggested more efforts be made to support them. Respondents suggested racism more effectively be addressed at UTK. For example, respondents stated, “Don't be racist” and “Do not judge people based on their skin color or social background.” One respondent suggested, “REPRESENT US MORE WE ARE LITERALLY DYING. PLEASE. WE NEED TO SEE OTHERS LIKE US. HIRE POC I KNOW THEY ARE APPLYING FOR THE POSITIONS WE NEED THEM.” Another respondent shared, “They need to police what happens in fraternities more. My ex-boyfriend was in DTD, and the racism that runs rampant whether behind closed doors or in group messages is absolutely sickening. The amount of Greek life members in SGA serves as a protective blanket for them.” Many respondents also suggested that the university, “Restore funding to the Pride Center.” One respondent elaborated further, “Reinstate the Pride Center! Value our students of color and our LGBT students at an equal rate!” Similarly, another respondent added, “Make a women's center

and reinstate the Pride Center.” More broadly, respondent suggested, “UTK should fund project and support for ‘minorities’” and “UT should demonstrate it is committed to diversity.” One respondent explained, “The University (senior admin and faculty/staff) needs to do more to encourage state funding of diversity programs that both support minorities on campus (LGBTQ, immigrants, etc.) and serve to open a dialogue between different groups.”

However, while an overwhelming number of respondents expressed concerns related to the lack of inclusion for underrepresented students, others described the recent emphasis on safe spaces, diversity, and inclusion to be “coddling” and too “politically correct.” Respondents who shared these beliefs, suggested that UTK, “stop being so afraid about offending someone” and “quit trying so hard not to offend anyone.” Other respondents suggested, “Stop fostering an overly sensitive environment” and “Stop babying everyone. Stop having safe spaces. This is the real world.” Some respondents perceived diversity and inclusion efforts to be forced. One respondent noted, “Quit forcing everything.” Another respondent explained, “It's okay to be accepting of all kinds of people but do not force their LGBT beliefs down everyone’s throat.” Other suggestions in this theme included, “Drop the politicism,” “drop the ‘inclusiveness’ push,” “stop letting a good amount of us millennials be babied,” and “tell people to stop whining and do what they are here for, school.” One respondents described inclusion efforts by explaining, “It's backfiring. Each student within their silo is wondering why ‘their’ needs aren't being met, which leads to resentment, which spills over to other students. Increase more inclusivity pushes, more students feel the same, and the spiral continues.” Respondents who elaborated on suggestions for improving the climate suggested the university place less emphasis on safe spaces and inclusion efforts.

Foster Community Between Groups – Respondents who elaborated on suggestions for improving the climate expressed a desire for more efforts to be made in finding common ground through thoughtful dialogues with people who are different from one another. Respondents described a desire for students to have a chance to “know the world” and a fuller range of opinions on matters. One respondent shared, “Encouraging students to consider both sides of an argument and not just the most popular solution.” Another respondent suggested, “Keep encouraging and allowing dissident speakers on campus. College is not supposed to be comfortable in terms of ideas.” Respondents also expressed a desire for “More dialogue.” One respondent noted, “Just

keep working to create positive conversation around sensitive topics.” Another respondent suggested, “Interdisciplinary campus dialogue on pertinent controversial issues.” One respondent explained, “Everyone is so hostile and has something to say about everything. It would be nice to find a way to make everyone see everyone else’s point of view, without making each other feel unwanted.” Another respondent elaborated, “Somehow encourage and promote students to acknowledge the personhood of other individuals. I feel like students are told to focus on themselves and their own needs, and not encouraged to try to step beyond themselves to help others or to acknowledge that others may have the same struggles, passions, and complexities that they have. I think this has led to a system where everyone is more important than everyone else, and so as a whole, we digress.” Respondents also suggested, “More campus events that being us all together would be cool” and “More campus-wide events that are strongly encouraged for all students/large groups of students to attend.”

Improve Facilities and Physical Resources – Respondents who elaborated on suggestions for improving the climate suggested improving the campus’s facilities including outdoor spaces, food options, study spaces, and parking. Some respondents suggested improving the landscaping. For example, respondents noted, “More trees,” “More greenery,” and “more open green space.” Respondents also noted a desire for more food options. Respondents elaborated, “More food options and not gross Aramark stuff” “Open the food places on campus on the weekends!” and “Provide more fruit options in the cafeterias to take with me to class.” Some respondents suggested expanding study spaces or increasing awareness around what is available, “More quiet areas to study besides the library...or a map of where they are if they already exist!” Another respondent added, “Casual study areas.” One respondent elaborated on many aspects of the facilities and aesthetics of the campus, noting, “repave the crumbling sidewalks, repair the roads, add some vegetation, tear down HSS and McClung tower, have a cohesive architectural theme.” Many respondents mentioned the current construction projects. For example, respondents suggested, “less construction,” “stop construction,” and “reduce construction.” Respondents also noted suggestions for improving classrooms and study spaces sharing, “fix the ACs,” “make rooms more comfortable,” and “Turn on the heat in the library at night.” Other respondents described a need to improve parking and on campus transportation. One respondent elaborated, “Offer better areas for parking and also longer bus routes (T-Link) so that students can travel safer at night.” One respondent explained, “Please address the parking issues...I understand that

selling parking passes provides a great deal of money to the university, but overselling spaces to the point where students are panicking for parking and feeling as though they have no other choices but to park illegally in order to make it to an exam on time is ridiculous.”

Q84. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Six hundred forty respondents elaborated on their responses to the survey. Once again, the majority of respondents noted, “na,” “n/a,” “no,” “not at this time,” or something similar. The remaining themes that emerged addressed concerns about inclusion, challenges with different parts of their academic experiences, and a perceived lack of support for the social majority.

Inclusion Concerns – Respondents who elaborated on their survey responses elaborated on inclusion, with comments including, “some more diversity wouldn’t hurt” and “Actually be inclusive.” One respondent reported UTK is “absolutely not welcoming to anyone perceived as different.” Another respondent explained, “The biggest con would be the lack of diversity and the lack of inclusivity that happens as a result. I think the climate would feel better if my peers were more inclusive, ODI way still around, and if there was more transparency about admin's plans to potentially bring it back or better aid marginalized students.” Another respondent offered, “I just think that there are a lot of bigots in the student body that inhibit UT from becoming a harmonious and inclusive campus. But I think that’s because we’re in the South, not necessarily because UT accepts an inordinate amount of bigotry.” One respondent specifically noted concerns for the honors college, “I think that while there is education for faculty on diversity there are lots of micro aggression's that need to be addressed. Also, the lack of diversity in our honors programs is embarrassing. How are we supposed to be striving for a top 25 university if we cannot practice diversity on a whole university level.” Other respondents added, “Refund the office of diversity,” “Restaff the pride center,” and “Work to create a safe space for sexual assault survivors to report so they don’t get shamed.” Finally, one respondent shared their experience of feeling excluded, “I’m weird for not being in a sorority and that's not a fun feeling.

I'm also not a true minority, being only biracial. I get excluded from both sides. There's no common middle group or space for everyone."

Academic Challenges – Respondents who elaborated on their survey responses described a range of experiences and opinions impacting their academics. One respondent noted, "My complaint is the GPA weighted scale for the honors courses but it is what it is." Another respondent shared, "I honestly believe that UTK should improve Utrack for students that change their majors."

Regarding academic support, one respondent explained, "On the issue of academic advisors, this is a very destructive area for most students because professors do not have enough time to commit to meeting after meeting to confused undergrads." Another respondent shared, "There needs to be more oversight in regards to research advising and activities for students that work at offsite, such as at ORNL." Other respondents elaborated on concerns with their professors. For example, one respondent noted, "Several professors in various departments hold attitudes against people of faith and different political values, and there is little oversight over this issue." Another respondent added, "Professors often use class lessons to preach their own political agenda. This really detracts from the learning experience, especially if you disagree with them." One respondent offered a different perspective on professors, noting, "Boring professors make it hard for students to be engaged in class, and on the other hand professors with interactive or outgoing personalities make students want to learn material more and are more likely to succeed."

Perceived Lack of Support for Social Majority – Some respondents who elaborated on their survey responses perceived a lack of support for the social majority. One respondent shared, "Please get rid of the pride center or let us create a straight pride center so it is equal." Another respondent offered, "this climate of affirmative action for minorities and women has created a negative environment for men and Caucasians to voice their opinions and has negatively affected opportunities for the future." One respondent reported, "I have felt that I am less cared about because I do not agree with the majority of the school's political opinions." Other respondents noted the perception that diversity and inclusion efforts take away from the experiences of the majority. For example, one respondent shared, "I believe that the special treatment that minorities and homosexuals/transsexuals receive on this campus is unfair. As a straight, white, conservative, Christian male, the public disorder and mistaste with which said groups are allowed to publicly conduct themselves is a double standard compared to what people of my

ethnicity and philosophy are required to behave.” Other respondents expressed a desire to focus more of academics and less on inclusion. For example, one respondent explained, “Placing a focus on education rather than ethnic backgrounds and sexuality would greatly improve the climate at UTK. The campus has excellent academic resources and should promote these rather than racial/sexual issues.” Respondents who elaborated on their survey responses perceived a lack of support of the social majority and often in tandem with a desire for more support for either men, Christians, heterosexual people, and White people.

Q85. Should the university communicate with the student body when reports of bias occur on campus? And, if so, what would be the best mechanism to facilitate the communication.

Two thousand sixty-four respondents elaborated on if the university should communicate with the student body when reports of bias occur on campus. Responses were split with many respondents indicating that the university should communicate with the student body when reports of bias occur while others noted they do not believe the university should share these reports with the student body.

Communicate with the Student Body When Bias Is Reported — Respondents who believed the university should communicate when reports of bias occur conveyed their support with insights and recommendation as to how to go about doing this. The majority of respondents left brief comments such as, “Yes. Email,” “Yes by email,” “Via email or text,” and “Yes, and email or text.” Some respondents provided more insights into how they would like to be communicated with. One respondent shared, “Yes, similar to alerts of sexual assault.” One respondent elaborated, “Using the UTK email database, but allowing students to opt-out of receiving them if they feel they are unnecessary.” Another respondent explained, “I think it should be available on a website, but not necessarily an email every time an incident occurs.” One respondent suggested, “General discussions disseminated via email, perhaps. When incidents occur, OED can write up a very general statement on how to address similar situations and best practices for reporting/etc.” Another respondent suggested, “Yes! They should open and offer platforms to not only denounce instances of bias, but also educate students who may not understand. The University does not always do a good job of SPEAKING UP, which is concerning as a queer and black student.” The sentiment that, “it’s important for students to know this information” and

“The University should make transparency a priority” were widely echoed by respondents. One respondent added, “I think that open communication is the only way to address issues. Emails, group discussions, etc. would be effective.” The vast majority of respondents who elaborated on why the university should communicate with the student body when reports of bias occur reported that they would like this information available through digital means.

Do Not Share Bias Reports with the Student Body — Respondents who noted that they did not want the university to share bias reports primarily responded by sampling stating, “no.” Other respondents elaborated more on why they stated ‘no’. One respondent shared, “NO, it would just create problems. I don’t want to have what happened at Missouri happen here.” Some respondents described the fear that acknowledging these reports would “continue to feed the beast by continually focusing on flaws.” Another respondent explained, “Hold people accountable but broadcasting negative examples rather than positive examples [is] creating a false and negative environment by only discussing negative examples.” Other respondents noted that bias occurs frequently, and therefore was not necessary to report. One respondent elaborated, “No. People encounter all kinds of bias every single day on campus and in the real world. Most adults learn how to deal effectively with other people having different opinions or beliefs and are able to function at a high level.” One respondent noted, “Treating ‘hurt feelings’ as a crime does nothing to prepare students for the real world and serves only to cripple them in the long run.” Another respondent added, “No. Bias occurs everywhere, everyday.” Other respondents believed this type of communication would hurt and or disrupt the community. For example, one respondent explained, “No! Drawing attention to it, only brings out more and more protest that don't really understand what's happening anyway, and only destroys the peace and community of UTK.” Another respondent added, “it would cause an uproar with students, unfortunately.” Respondents who noted they do not believe the university should share bias reports with the student body provided rationales including fears of creating more problems, focusing on negativity, and disturbing the community on campus as reasons why they would not want the university to share reports of bias.



University of Tennessee Knoxville

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:

Annazette Houston
Office of Disability Services
865-974-6087
annazette@utk.edu
ods@utk.edu

Questions regarding the survey process may be directed to:

Noma Anderson
Special Assistant to the President
901-448-7951
nander13@uthsc.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 Melissa Shivers at mshivers@utk.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 UTK?
 - Undergraduate student
 - Started at UTK as a first-year student
 - Transferred to UTK from another institution
 - Graduate/Professional student
 - Non-degree
 - Certificate
 - Master’s
 - Education Specialist
 - Doctoral
 - Law
 - Veterinary Medicine
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 UTK?
- 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 UTK.

4. Overall, how comfortable are you with the climate at UTK?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
5. Overall, how comfortable are you with the climate in your academic department at UTK?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. Overall, how comfortable are you with the climate in your classes at UTK?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
7. Have you ever **seriously considered** leaving UTK?
- No
 - Yes
8. When did you seriously consider leaving UTK? **(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 UTK? **(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 UTK.

	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 UTK.	<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 UTK.	<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 UTK.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UTK.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave UTK 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 UTK?

- 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 UTK 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 UTK administrative office
- In a UTK dining facility
- In a UTK library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UTK
- 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 UTK 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
- UTK media (e.g., posters, brochures, flyers, handouts, web sites)
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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://volresources.utk.edu/>

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 UTK 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 UTK
- 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
- UTK faculty member
- UTK staff member
- Stranger
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK
- 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
- UTK faculty member
- UTK staff member
- Stranger
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK
- 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
- UTK faculty member
- UTK staff member
- Stranger
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK
- 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
- UTK faculty member
- UTK staff member
- Stranger
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK
- 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
- UTK faculty member
- UTK staff member
- Stranger
- UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: http://sexualassault.utk.edu/	<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 UTK 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 UTK Annual Security & Fire Safety Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that UTK 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://volresources.utk.edu/>

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 UTK (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
- Advertising
- Aerospace Engineering
- Agricultural Leadership, Education and Communications
- Animal Science
- Anthropology
- Architectural Studies
- Audiology and Speech Pathology
- Art
- Art History
- Biological Sciences
- Biomedical Engineering
- Biosystems Engineering
- Business Administration
- Chemical Engineering
- Chemistry
- Child and Family Studies
- Civil Engineering
- Classics
- College Scholars
- Communication Studies
- Computer Engineering

- Computer Science
- Counseling & Guidance
- Criminal Justice & Criminology
- Dance
- Dental Hygiene
- Early Childhood Education
- Economics
- Educational Administration
- Electrical & Comp Engineering
- Elementary Education
- English
- Environmental and Soil Sciences
- Environmental Studies
- English as a Second Language - Non-Degree
- Exploratory (Undecided)
- Finance
- Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – French and

Francophone Studies

- Five-Year BA/MA Program – Modern Foreign Languages and Literatures Major – German
- Five-Year BA/MPPA Program – Political Science Major
- Five-Year BS/MS Program – Aerospace Engineering Major
- Five-Year BS/MS Program – Animal Science Major
- Five-Year BS/MS Program – Biomedical Engineering Major
- Five-Year BS/MS Program – Civil Engineering Major
- Five-Year BS/MS Program – Computer Engineering Major
- Five-Year BS/MS Program – Computer Science Major
- Five-Year BS/MS Program – Electrical Engineering Major
- Five-Year BS/MS Program – Food Science and Technology Major
- Five-Year BS/MS Program – Industrial Engineering Major
- Five-Year BS/MS Program – Materials Science and Engineering Major
- Five-Year BS/MS Program – Materials Science and Engineering Major – Biomaterials Concentration
- Five-Year BS/MS Program – Materials Science and Engineering Major – Nanomaterials Concentration
- Five-Year BS/MS Program – Nuclear Engineering Major
- Five-Year BS/MS Program – Nuclear Engineering Major – Radiological Engineering Concentration
- Five-Year BS/MS with Physics Minor
- Five-Year BSSW/MSSW Program – Social Work Major
- Food and Agricultural Business
- Food Science and Technology
- Forestry
- French
- Geography
- Geology and Environmental Studies
- German
- Graphic Design
- Health Sciences
- History
- Hotel, Restaurant and Tourism
- Human Resource Management
- Information Technology
- Interdisciplinary Programs
- Interior Design
- Journalism and Electronic Media
- Kinesiology
- Languages and Literatures
- Liberal Arts
- Management
- Materials Science and Engineering
- Mathematics & Statistics
- Marketing
- Mechanical Engineering
- Medical Laboratory Science
- Middle School Education

- Modern Foreign Languages and Literature
- Music
- Natural Resource and Environmental Economics
- Nuclear Engineering
- Nursing
- Nutrition
- Philosophy
- Physics
- Plant Sciences
- Psychology
- Political Science
- Pre-Professional Programs
- Public Relations
- Recreation and Sports Management
- Religious Studies
- Retail and Consumer Sciences
- Social Work
- Sociology
- Special Education
- Statistics
- Studio Art
- Supply Chain Management
- Theater
- Wildlife and Fisheries

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

Masters

- Accounting/ Information Management
- Agricultural Leadership, Education & Communications
- Agricultural & Resource Economics
- Agricultural & Resource Economics/Business Administration-Dual Major
- Anesthesia
- Animal Science
- Anthropology
- Architecture
- Art History
- Bioinformatics
- Biosystems Engineering and Soil Science
- Biosystems Engineering Technology
- Biochemistry and Cellular and Molecular Biology
- Business Analytics and Statistics
- Child and Family Studies
- Interdepartmental Business Administration
- Information Sciences
- Cell & Molecular Biology
- Chemistry
- Chemical and Biomolecular Engineering
- Civil and Environmental Engineering
- Computer Science
- Earth and Planetary Sciences
- Ecology
- Economics
- Educational leadership and Policy Studies
- Educational Psychology and Counseling
- Electrical Engineering
- Entomology & Plant Pathology
- Environmental & Soil Sciences
- Evolutionary Biology
- Food Science & Technology
- Forestry
- History
- Industrial and Systems Engineering

- Interdepartmental (Communication and Information)
- Kinesiology, Recreation and Sports Studies
- Management
- Materials Science and Engineering
- Mathematics
- Mechanical, Aerospace, and Biomedical Engineering
- Microbiology
- Modern Foreign Languages and Literature
- Music
- Nursing
- Nutrition
- Nuclear Engineering
- Political Science
- Psychology
- Public Health
- Landscape Architecture
- Philosophy
- Physics and Astronomy
- Plant Sciences
- Social Work
- Sociology
- Studio Art
- Retail, Tourism, and Hospitality Management
- Teaching
- Theory and Practice in Teacher Education
- Theater
- Wildlife & Fisheries Science

Certificate

- Advanced Education in General Dentistry
- Black Studies
- Clinical Research
- Community College Leadership
- Educational Foundations
- Endodontics
- Interdisciplinary Programs/Interdepartmental or Intercollegiate (Life Sciences)
- Reading Intervention

Doctoral

- Animal Science
- Biosystems Engineering
- Conducting
- Counseling Psychology
- Curriculum & Instruction
- Entomology, Plant Pathology & Nematology
- Food Science & Technology
- Natural Resources
- Plant, Soil, & Environmental Sciences
- Psychology

Intercollegiate

- Comparative and Experimental Medicine
- Bredesen Center for Interdisciplinary Research and Graduate Education

Professional (Law, Medical, Dentistry)

- Dentistry
- Law
- Master of Law
- 6 Year Combined Bachelor/MD
- 4 Year Medical
- Nursing
- Orthodontists/Maxillofacial

- Pharmacy
- Taxation
- Urban Affairs
- Veterinary Medicine

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
 - Fred D. Brown
 - North Carrick
 - South Carrick
 - Clement

- Hess
- Humes
- Laurel
- Massey
- Morrill
- Reese
- Volunteer
- White
- Orange
- Non-campus housing
 - University affiliated apartment/house
 - 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 UTK, 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 [UTK]
- Academic and Academic Honorary Organizations
- Culture/Identity specific organization
- Faith or spirituality-based organization
- Student Government Association (SGA)
- Greek Letter Organization
- Health and Wellness organization
- Intercollegiate Athletic Team
- Political or Issue-oriented organization
- Professional or pre-professional organization
- Publication/media organization
- Recreational Organization
- Service or Philanthropic Organization
- Creative and/or Performing Arts Organizations
- Campus Programming Organization
- Sports Clubs
- 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 UTK?

- 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 UTK
- 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 UTK? **(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 UTK)
- 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 UTK?

- No
- Yes

61. Who/what was the **target** of the conduct? **(Mark all that apply.)**

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UTK media (e.g., posters, brochures, flyers, handouts, web sites)
- UTK 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
- UTK media (e.g., posters, brochures, flyers, handouts, web sites)
- UTK 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 UTK 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 UTK administrative office
- In a UTK dining facility
- In a UTK library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UTK
- 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 UTK 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 UTK resource
 - Faculty member
 - ADA Coordinator (Office of Equity and Diversity)
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UT Police Department
 - Counseling Center
 - Employee Assistance (e.g., 974-HELP/ Sexual Assault Response Team (SART))
 - Title IX Coordinator/Clery Act Compliance Officer
 - Faculty, staff, or student ombudsperson
 - Human Resources
 - Multicultural Student Life
 - 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)
 - Office of the Dean of Students
 - Office of Student Conduct and Community Standards
 - Center for Health Education and Wellness
 - PRIDE Center
 - International House
- 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 UTK on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status
Positive for students 25 and older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for students 25 and older

70. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Disability friendly (Not ableist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly (Ableist)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

71. As a student I feel...

	Strongly agree	Agree	Disagree	Strongly agree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

73. Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly agree
I feel valued by UTK faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UTK staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UTK senior administrators (e.g., chancellor, vice chancellor, dean, provost).	<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"/>
I feel valued by other students in the classroom.	<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"/>
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"/>
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"/>
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"/>
I believe that the classroom climate encourages free speech within the classroom.	<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"/>
I have faculty whom I perceive as role models.	<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"/>
I have students whom I perceive as role models.	<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"/>
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"/>
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"/>

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 UTK in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling, Health, Testing, & Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/Phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

77. As a person who identifies as transgender, have you experienced a barrier in any of the following areas at UTK in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing (including Greek houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling, Health, Testing, & Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UTK College ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus materials			
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

79. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UTK.

	If This Initiative IS Available at UTK			If This Initiative IS NOT Available at UTK		
	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 UTK 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 UTK?

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.

Part 7: OUT Knoxville Specific Items

85. Should the university communicate with the student body when reports of bias occur on campus? And, if so, what would be the best mechanism to facilitate the communication.

86. Are you enrolled in the College of Agricultural Sciences and Natural Resources (CASNR) or the College of Veterinary Medicine (CVM)?

- No
- Yes

87. The College of Agricultural Sciences and Natural Resources (CASNR) and the College of Veterinary Medicine (CVM) are part of both the University of Tennessee, Knoxville (UTK) and the University of Tennessee Institute of Agriculture (UTIA). Staff and faculty of the UTIA include persons appointed by UT Extension and AgResearch as well as CASNR and CVM, and facilities are managed somewhat differently than UTK. Please indicate the extent to which you agree with each of the following statements regarding your experiences within CASNR or CVM.

	Strongly agree	Agree	Disagree	Strongly agree
The application and admissions process supports a welcoming and inclusive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff create a climate that is welcoming and inclusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty create a climate that is welcoming and inclusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities (e.g., teaching hospital, lecture halls, restrooms) of UTIA (CASNR & CVM) promote a welcoming and accommodating environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During experiential learning activities (e.g., study abroad, clinical visits, internships) you will engage with the public-at-large. UT provides experiences that promote a welcoming and inclusive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements, please do so here.

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:

- 40 - \$25 Amazon gift cards
- 20 - \$100 VolCard Gift Cards
- 2 - Grand Prizes of \$500 Visa Gift Cards

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://volresources.utk.edu>
