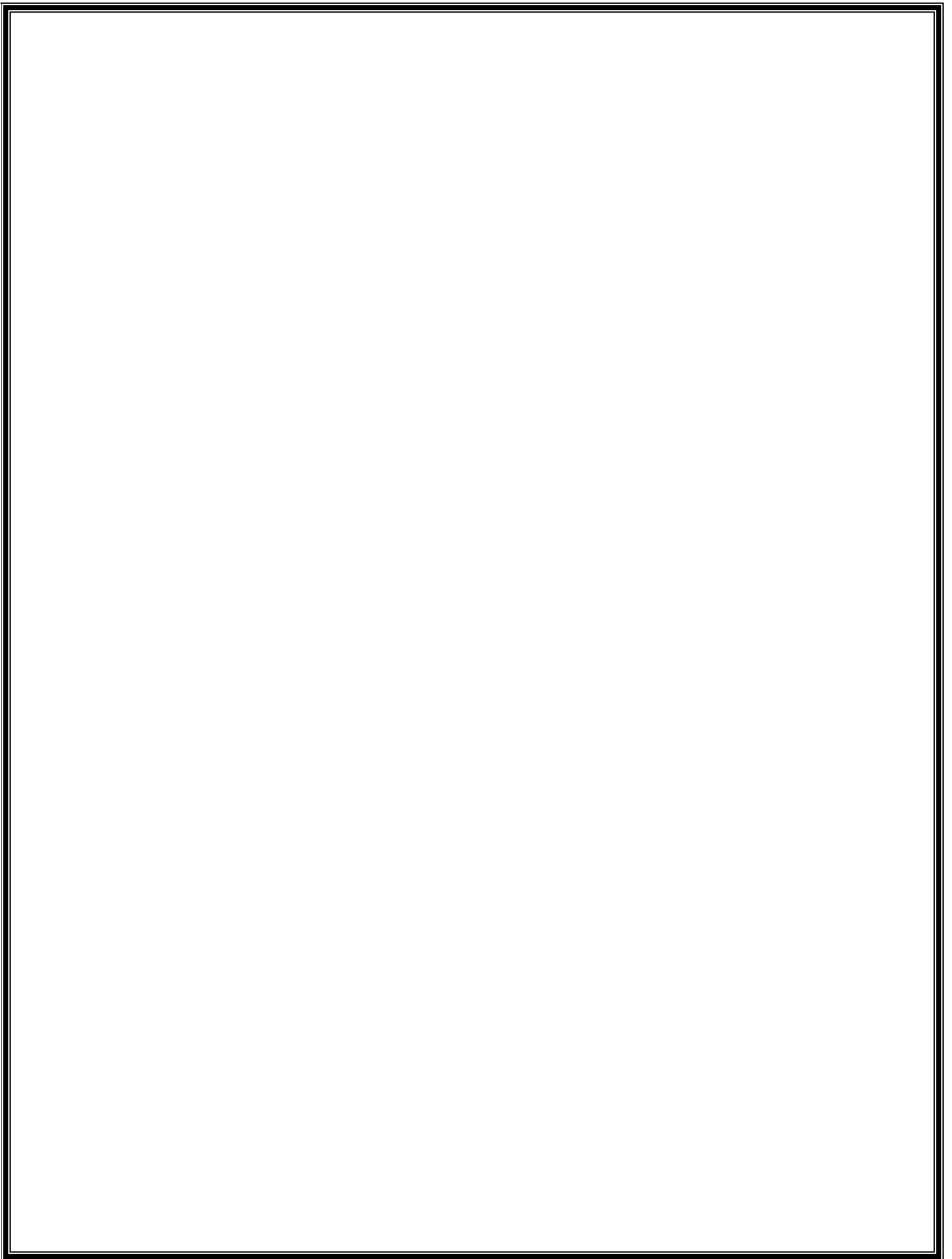


*2018 STUDENT
CLIMATE
ASSESSMENT
SURVEY REPORT*

Joseph Ludlum, Assistant Director

May 2019



GT Climate Assessment Survey Report

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A very special thanks to Mary Frank Fox, professor of Public Policy and ADVANCE professor, for her assistance with reviewing and revising the Climate Assessment Survey's basic questions and research issues explored in this project.

The 2018 Climate Assessment Survey replicated the Climate Assessment Survey that was created and conducted in 2013. In Spring 2012, Provost Rafael L. Bras charged a Climate Assessment Task Force (CATF) to develop a survey to help define, measure, and assess Georgia Tech's progress toward the goals articulated in its Strategic Plan:

We aspire to be an Institute that pursues excellence and embraces and leverages diversity in all of its forms. In the years ahead, we must continue to enhance a culture of collegiality, close collaboration, global perspective, intercultural sensitivity and respect, and thoughtful interaction among a community of scholars that includes all of our students, faculty, and staff..

(Georgia Institute of Technology, 2010, p. 5)

The CATF was chaired by Ervin and co-chaired by Jonathan Gordon, director of the Office of Assessment (OOA). The task force was comprised of faculty, staff, and students and was tasked with developing a survey instrument that would assess the lived experiences, perceptions, and knowledge of faculty, staff, and students with respect to the following issue areas:

- *a culture of collegiality*
- *close collaboration*
- *global perspective*
- *intercultural sensitivity and respect*
- *thoughtful interaction among a diverse community of scholars that includes all of our students, faculty, staff...*

The 2018 survey questions were reviewed and revised for purposes of clarifying questions and survey question format in order to ensure compliance with the University System of Georgia's (USG) Alternative Media Access Center (AMAC) accessibility requirements. Through a consultative and iterative process, the 2013 survey questions were reviewed by a small group that consisted of Ervin, Joe Ludlum, Ancis, and Lewis, with technical advisement from Fox. The content of the 2013 survey questions was not modified in order to analyze changes in survey responses from 2013 to 2018, which allows tracking of responses over time. The 2018 survey was administered to faculty and staff in November 2018. In separate sections, this report presents summary findings of the faculty survey, along with detailed appendices containing means and frequencies for colleges and various subgroups of respondents. These results serve as a baseline against which we may measure institutional progress in subsequent years.

EXECUTIVE SUMMARY

The Georgia Tech student body was invited to participate in the student survey. This section summarizes the results of the respondents. Of the 22,831 students contacted, a total of 2,724 completed the survey for an overall response rate of 11.9 percent. Among the highlights:

- Large majorities of responding students view the overall climate of GT positively. Over 80 percent of graduate and undergraduate respondents agreed that GT is a *generally comfortable and inclusive environment*, and over 85 percent that their *academic aspirations are supported by GT*. Among respondents, 79 percent of undergraduates and 86 percent of graduates agreed that *they feel valued and respected by the GT community*.
 - Differences in the perception of the GT climate among responding men and women are relatively small: over 80 percent of both genders agree that GT is a *generally comfortable and inclusive environment*. Among undergraduates, women were generally more likely to agree that *students at GT were respected* regardless of personal characteristics, with the exception of gender and gender identity: 73.3 percent compared to 82.8 percent of men.
 - Among responding Underrepresented Minority (URM) undergraduates, 78 percent agreed that *GT is a generally comfortable and inclusive environment* (compared to 86 percent of non-URM respondents). For graduate students, the differences were starker: 77.9 percent of URM respondents agreed versus 91.8 percent of non-URM respondents.
- A large majority of respondents agree that GT is supportive of diversity and inclusion goals: over 85 percent of undergraduate and 90 percent of graduate respondents agree that *commitment to diversity is demonstrated by GT*.
 - Among both graduate and undergraduate respondents, women felt *diversity is integral to GT's ability to fulfill its mission* was more true than men (93.2 versus 81.4 percent).
 - Similarly, differences in attitudes arose by ethnicity, with undergraduate URM respondents less likely to agree that *GT effectively recruits students from diverse backgrounds* (75.7 percent) than their non-URM cohorts (86 percent).
- While supportive of diversity, students did not indicate participating in intercultural activities to the same degree. Less than one in five students indicated often participating in *student-focused cultural organizations*, attending *cultural celebrations and holidays*, or *arts and entertainment*.
- Student perceptions and opinions have shifted. Compared to the respondents from 2013, students felt there was less respect based on various characteristics and reported overall less *participation in activities outside of your own culture* as well as comfort in *discussing issues of diversity*. Students also felt that language and culture were less of a *barrier for interaction between U.S. and international students*, and reported lower instances of disparaging remarks in the past year, with a few exceptions.

SURVEY METHODOLOGY AND QUALITY ASSURANCE

All enrolled students were invited by email to complete the GT Climate Survey in February 2018. Two reminders were sent to increase response rates. Of the 22,831 students who were contacted, a total of 2,724 completed the survey for an overall response rate of 11.9 percent, and a sampling error (95% confidence interval) of 1.8%. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were representative of the overall population based on ethnicity, race, and college, but not representative based on gender or citizenship. Measures of effect size on citizenship were relatively small, thus potential bias for this factor in the overall results is minimal. The Institute results in this report are weighted by gender, ethnicity and race, college, and student level to portray the population more accurately.¹

Table 1. Student demographics

	Respondent Frequency	Valid Respondent Percent ²	Student Population Percent
Gender			
Men	1324	56.1%	64.0%
Women	1007	42.7%	36.0%
Transgender / Other	28	1.2%	
Not specified	364		n/a
Ethnicity			
Hispanic or Latino/a	172	7.4%	7.8%
Not Hispanic or Latino/a	2165	92.6%	88.4%
Not specified	386		3.8%
Race			
Asian or Asian American	829	35.4%	34.5%
Black or African American	136	5.8%	6.9%
White or European American	1203	51.4%	50.4%
Other	127	5.4%	4.2%
Not specified	381		4.1%
Student type			
Undergraduate	1422	60.4%	70.0%
Graduate	932	39.6%	30.0%
Not specified	369		n/a
Citizenship			
U.S. Citizen	1621	69.0%	73.8%
Resident Alien	322	13.7%	4.2%
Non-resident Alien	406	17.3%	22.1%
Not specified	374		n/a
College			
Design	109	4.6%	4.1%
Computing	340	14.5%	15.2%
Engineering	1386	59.0%	56.3%
Ivan Allen College	114	4.9%	4.6%
Scheller College of Business	136	5.8%	7.6%
Sciences	263	11.2%	10.8%
Not specified	375		1.4%

¹ The weighting slightly “overcounts” groups with lower response rates and “undercounts” groups with higher response rates. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

² Valid response excludes “not specified” respondents from the overall percentage calculation.

Data Limitations

A significant proportion (about 13 percent) of respondents elected not to provide any demographic information, including sex, race/ethnicity, and student type (undergraduate/graduate). A close analysis of this group of refusals found that while those who did not provide demographics tended to report lower levels of satisfaction, these differences were slight, with significant differences on only four items. Only one item, “Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech,” had a non-marginal difference.

While the differences are borderline trivial, the trend highlights a possible non-response bias in the data—that is, the possibility that survey non-responders might differ in their opinions and perceptions from those who chose to participate in the survey. Consequently, generalizing student responses to the overall GT population of students should be approached with some degree of caution.

Structure of this Report

The structure of this report generally follows the structure of the survey instrument, and results are separately presented for undergraduates and graduates. Respondents were asked to describe the overall climate at Georgia Tech and the degree to which they feel supported by the GT community. Additionally, students were asked their opinions on the value of diversity and the degree to which the Institute is committed to policies that support the principles of diversity and inclusion. Respondents were also asked to reflect on the ways in which they interact with those who are different from them—both in their study habits and in their co- and extracurricular activities. Students were then asked to reflect on whether or not they experienced instances of marginalization (defined as a sense of exclusion or feeling left out) and were also asked to describe the frequency in which they heard other students make disparaging remarks about various groups of people. Open-ended questions were included after each section of the survey in order for participants to further elaborate on the quantitative items. These results were analyzed separately.

Several survey items utilized a four-point Likert scale. The specific response anchors are presented in Table 2. For the purposes of this report, the percentages of those who “agree” are derived from combining responses of 3 and 4 and those who “disagree” are derived from combining responses of 1 and 2.

Table 2 Survey response anchors based on a four-point Likert scale

Rating	Agreement
4*	Strongly Agree
3*	Somewhat Agree
2	Somewhat Disagree
1	Strongly Disagree

* Sufficient score for percentages rating an item as “agree.”

In reporting differences between some groups (such as males and females), large sample sizes make very small differences show up as statistically significant. To address this issue, this report highlights *effect size* alongside statistical significance between values. Effect size is a measure of “practical significance,” that compares the differences (between groups) or associations (for likelihoods and predictions) against the variance or “noise” in the data.

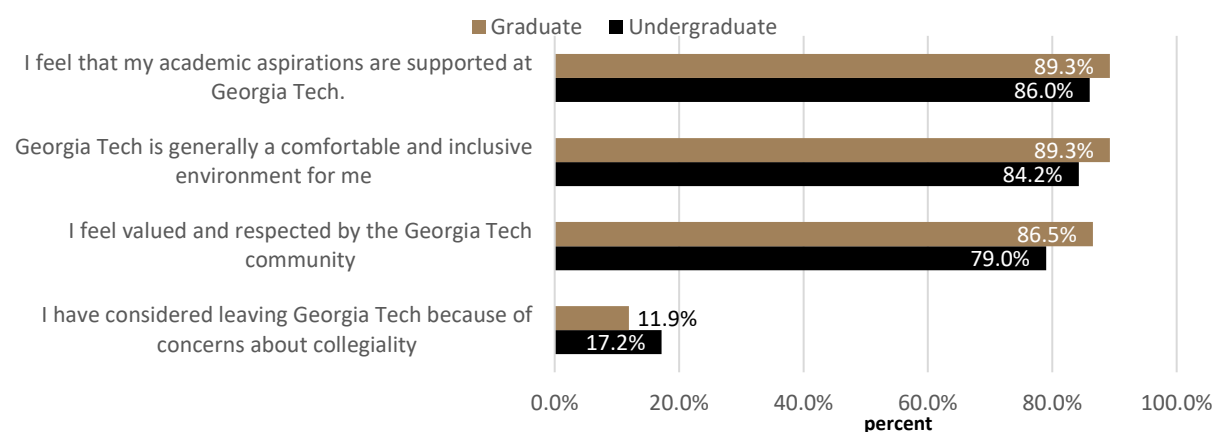
Two measures of effect size are used in this report depending on the nature of the comparisons: Phi and Cramer's ν .^{3.3} This is interpreted in the same way as correlations, where .1 is considered a small effect, .3 a moderate effect, and .5 to be a large effect (Cohen, 1988, 1992). It should also be noted that for some comparisons—particularly those between races/ethnicities, sample sizes are relatively small. Small samples mean low statistical power, making it difficult to discern significant differences between groups even if they exist in reality.

RESULTS

Students were asked about the overall climate at Georgia Tech (see Chart 1). Among responding undergraduate and graduate students, large majorities agreed that *GT supports their academic aspirations and is generally a comfortable and inclusive environment*. About four in five respondents agreed or strongly agreed that they feel *valued and respected by the Georgia Tech community*. Meanwhile, 11.9 percent of responding graduate students and 17.2 percent of responding undergraduates have *considered leaving GT because of concerns about collegiality*.

Chart 1. Student responses on overall climate at Georgia Tech

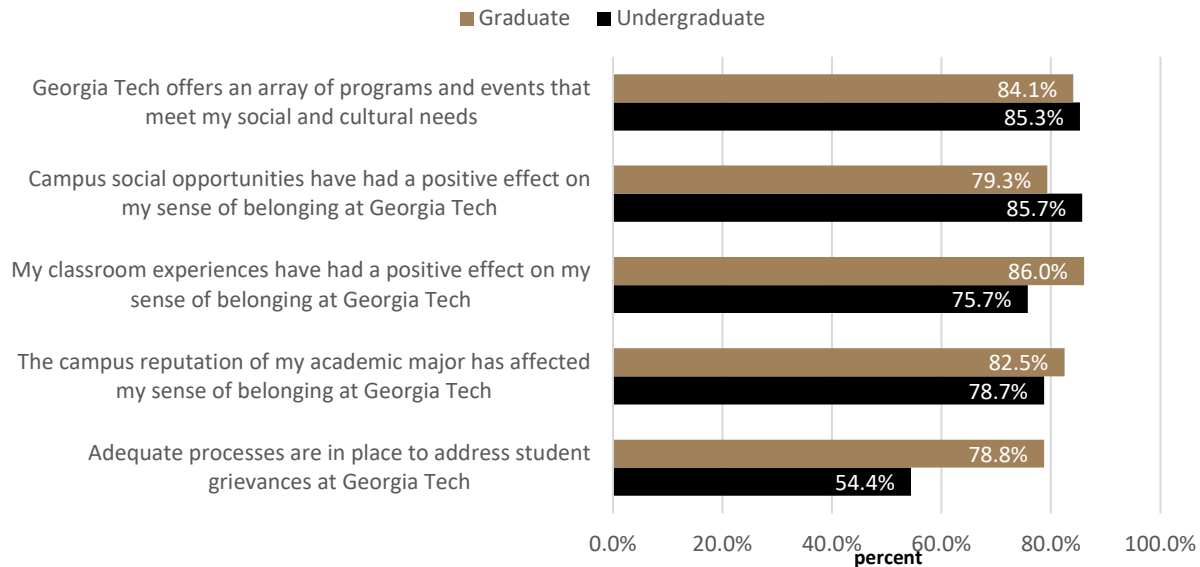
(percent "strongly" or "somewhat agreed")



Students were also asked about the degree to which classroom and social opportunities affected their sense of inclusion on campus. As seen in Chart 2, responding students were generally positive about the contribution classroom and co-curricular activities had on their sense of belonging. For example, nearly 80 percent of responding undergraduates agreed that *GT clubs, organizations, and activities had a positive effect on their sense of belonging*, and that *GT offers an array of programs that meet my social and cultural needs*. Over three-quarters of responding undergraduates, and over 80 percent of responding graduate students, agreed that *classroom experiences have had a positive effect on their sense of belonging*. However, there was less agreement—particularly among responding undergraduates—that *adequate processes are in place to address student grievances at GT*.

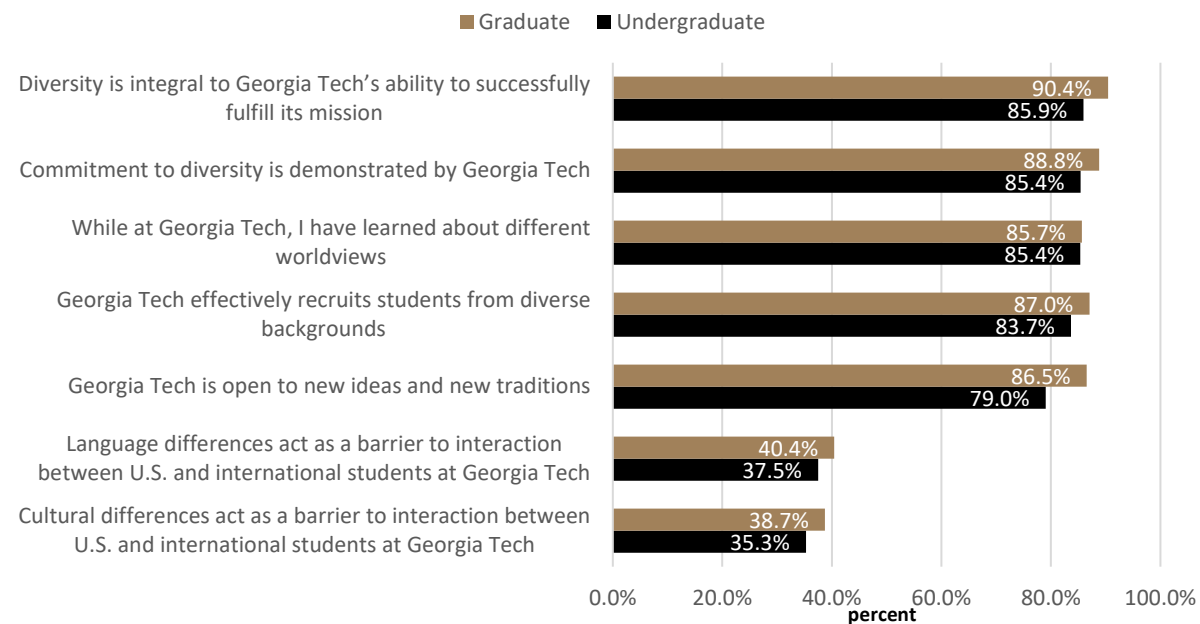
^{3.3} Both statistics measure the strength of association in Chi-square tests—the extent to which membership in one category (such as being male or female) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

Chart 2. Student responses on their sense of belonging at Georgia Tech
(percent “strongly” or “somewhat agreed”)



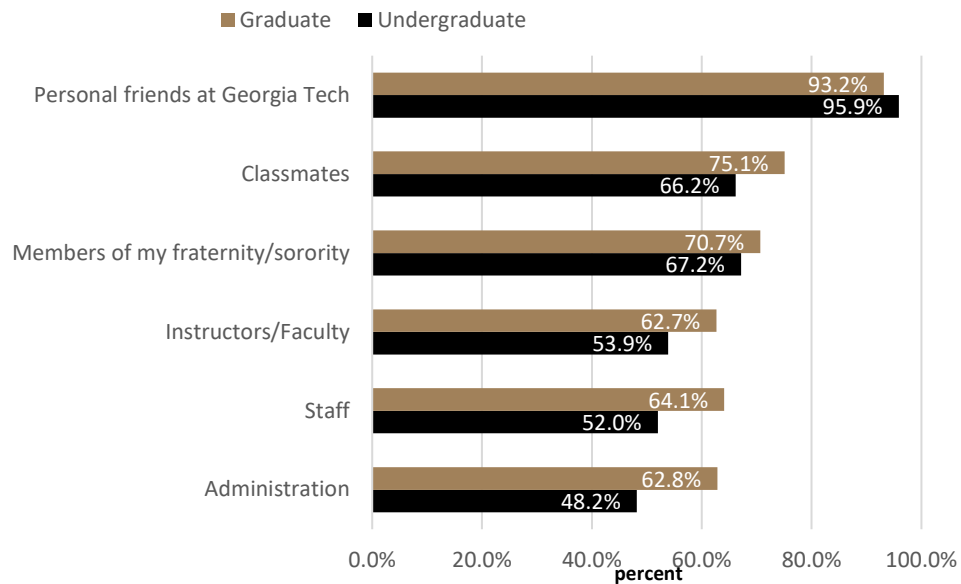
Students were asked about the value of diversity and inclusion as well as the degree to which GT demonstrates its commitment to these values. As seen in Chart 3, responding students were substantially in agreement regarding both the value of diversity and GT’s fulfillment of its goals. For example, roughly 90 percent of graduate and 85 percent of undergraduate and graduate respondent agreed that *Diversity is integral to GT’s ability to fulfill its mission* and *GT demonstrates its commitment to diversity*. Over 80 percent of respondents agreed that *GT effectively recruits students from diverse backgrounds, is open to new ideas and traditions*, and feel that while at Tech they have *learned about different worldviews*. However, a number of respondents also felt that *language and cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech*.

Chart 3. Student responses on the value of diversity and inclusion at Georgia Tech
(percent “strongly” or “somewhat agreed”)



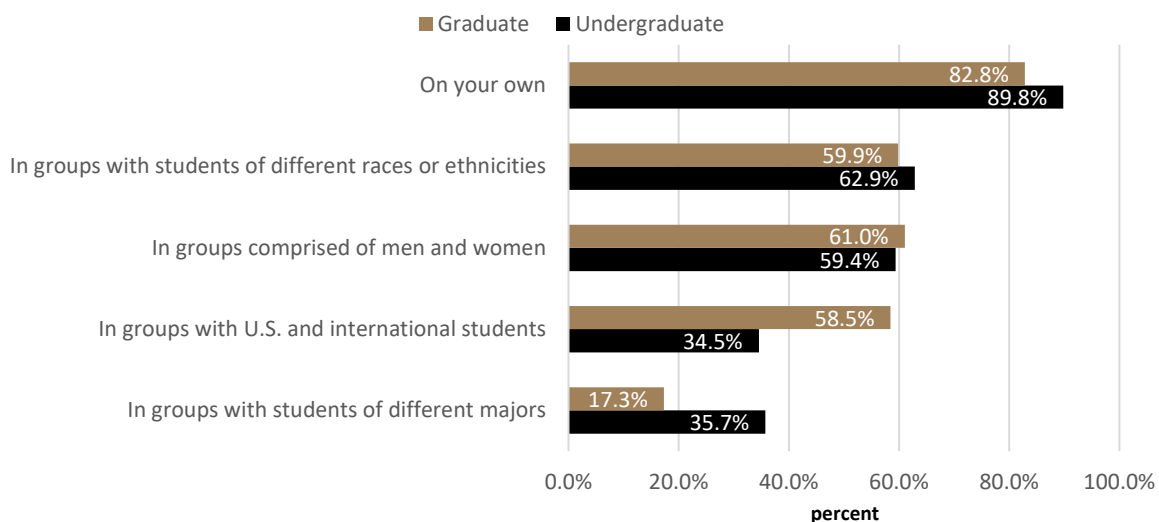
Asked about their comfort level in discussing diversity related issues, undergraduate and graduate respondents provided similar answers. Both groups were largely quite comfortable *discussing these issues with personal friends and classmates*, but somewhat less comfortable *having discussions with GT faculty, administrators, and staff*. Results are presented in Chart 4.

Chart 4. Student responses on comfort level in discussing issues at Georgia Tech
(percent responding “very” or “somewhat comfortable”)



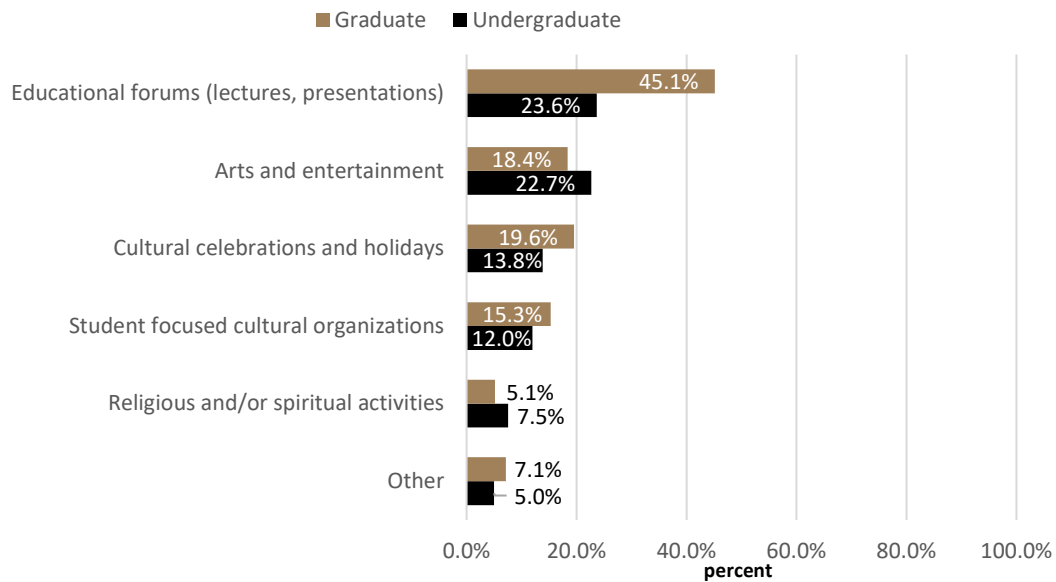
Students were asked to gauge the frequency in which they studied with diverse groups. As seen in Chart 3.5, responding undergraduate and graduate students most frequently studied on their own. However, about 60 percent stated they often or very often *studied in groups with students of different races or ethnicities, or in mixed-gender groups*. Slightly over half (58.5 percent) of responding graduate students, and 34.5 percent of undergraduates stated they frequently *studied in groups with both U.S. and international peers*.

Chart 5. Student responses on frequency of studying with diverse groups at Georgia Tech
(percent responding “often” or “very often”)



Students were asked about the amount of time they spent engaged in various activities outside their own culture while at Georgia Tech. For responding undergraduates, less than a quarter indicated they frequently engaged in *arts and entertainment* and *educational forums* outside their culture. Engagement by students in *cultural celebrations or holidays*, *student cultural clubs*, and *religious or spiritual activities* was less common. Responding graduate students expressed similar patterns of engagement, although they were more likely to report attending *educational forums* outside their own culture.

Chart 6. Student responses on participation in different types of intercultural engagement
(percent responding “often” or “very often”)



Students were asked whether or not various groups on campus were respected by the Georgia Tech community. As can be seen in Table 3, most responding undergraduate and graduate students agreed that these groups were respected. Two groups where opinions were more mixed for both graduates and undergraduates were *socioeconomic status*, and most extremely for *political affiliation and opinions*.

Table 3. Student responses on respect based on identity

Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:	Undergraduate Respondents (n ≈ 1,540)	Graduate Respondents (n ≈ 730)
	(percent responding “somewhat” or “strongly agree”)	
Age	85.3	79.2
Gender/gender identity	78.2	75.9
Veteran status or military involvement	86.3	86.5
Status as a school athlete	79.8	83.8
National origin	82.6	78.8
Individual disabilities	78.0	78.9
Race or ethnicity	81.6	78.4
Socioeconomic status	73.9	72.1
Sexual orientation	78.0	76.7
Fraternity or sorority affiliation	79.8	79.5
Religion	77.9	77.3
Political affiliation/opinions	64.0	69.3

Differences by Gender

Responses were compared on the basis of gender. Few significant differences emerged, and those that did evidenced very small effect sizes. Generally, for both responding undergraduates and graduate students, both genders had high levels of agreement regarding the climate at Georgia Tech. Women, both graduate and undergraduate, were more likely to agree about the *importance of diversity to the GT mission*. On the other hand, graduate student women were less likely (82.9 percent of responding women, versus 88.3 percent of men) to state that their *classroom experiences have had a positive effect on my sense of belonging at Georgia Tech*.

Table 4. Student differences by gender

	Undergraduates				Graduates			
	Men (n ≈ 925)	Women (n ≈ 585)	Sig.	Eff. Size	Men (n ≈ 520)	Women (n ≈ 205)	Sig.	Eff. Size
	(percent responding “somewhat” or “strongly agree”)							
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	76.4%	75.2%			88.3%	82.9%		
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	84.2%	88.7%	*	.064	79.3%	80.3%		
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	80.1%	77.8%			84.5%	78.6%		
Georgia Tech is generally a comfortable and inclusive environment for me	85.9%	84.1%			91.0%	86.6%		
I feel valued and respected by the Georgia Tech community	80.1%	79.6%			88.4%	84.2%		
<i>I have considered leaving Georgia Tech because of concerns about collegiality</i>	16.2%	17.1%			10.9%	13.1%		
I feel that my academic aspirations are supported at Georgia Tech	87.7%	84.3%			90.4%	87.5%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	81.4%	93.2%	***	.165	88.5%	95.5%	**	.108
Commitment to diversity is demonstrated by Georgia Tech	86.5%	86.0%			90.2%	86.9%		
Georgia Tech effectively recruits students from diverse backgrounds	83.5%	85.2%			88.3%	85.4%		
Georgia Tech offers an array of programs and events that meet my social and cultural needs	84.7%	88.0%			84.6%	84.5%		
Adequate processes are in place to address student grievances at Georgia Tech	56.6%	53.1%			80.6%	76.3%		
While at Georgia Tech, I have learned about different worldviews	82.8%	89.6%			86.1%	85.6%		
Georgia Tech is open to new ideas and new traditions	79.0%	80.9%			89.0%	82.9%	*	.083

Very few differences, and only among undergraduates, were noted for questions regarding the respect for various identities by the GT community. Where significant differences were found, the magnitude of these differences (as measured by effect size) was small. One notable difference: among undergraduate students, 60.9 percent of male respondents agreed that students were respected regardless of *political affiliation or opinions*, compared to 69 percent of responding women. The results are presented in Table 5.

Table 5. Student differences in respect for identity by gender

	Undergraduates				Graduates			
	Men (n ≈ 920)	Women (n ≈ 587)	Sig.	Eff. Size	Men (n ≈ 510)	Women (n ≈ 205)	Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5								
(percent responding “somewhat” or “strongly agree”)								
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:								
Age	84.4%	86.3%			79.9%	76.6%		
Gender/gender identity	82.8%	73.3%	***	.113	77.1%	74.0%		
Veteran status or military involvement	85.0%	88.3%			86.1%	87.2%		
Status as a school athlete	79.7%	79.6%			83.5%	83.9%		
National origin	81.5%	84.3%			79.5%	77.8%		
Individual disabilities	78.8%	78.3%			80.3%	76.2%		
Race or ethnicity	81.2%	83.4%			77.6%	80.6%		
Socioeconomic status	74.8%	74.1%			70.8%	75.9%		
Sexual orientation	79.5%	77.6%			76.0%	78.7%		
Fraternity or sorority affiliation	78.1%	82.3%	*	.051	77.5%	83.9%		
Religion	76.3%	80.6%	*	.051	76.8%	77.6%		
Political affiliation/opinions	60.9%	69.0%	**	.082	69.1%	70.8%		

Differences by Race/Ethnicity

Responses were also compared by race/ethnicity. Because there were low numbers of respondents in certain racial or ethnic groups, responses were combined to create two classifications: Underrepresented Minorities (URM) combined American Indian, Hispanic (regardless of race) and Black/African Americans, and multiracial. The non-URM group was comprised of Asian/Asian American, White/European Americans, and other. In contrast to gender, several differences were found for both graduate and undergraduate students, though these differences were still of limited magnitude, as expressed by effect size.

URM respondents, particularly undergraduates, generally had less favorable views of the GT climate compared to Non-URM respondents. For example, URM respondents were slightly less likely to agree that *GT effectively recruits students from diverse backgrounds*, and *GT was a comfortable and inclusive environment*, though both groups still report positively on these factors. For undergraduate students,

URM respondents were more likely to *have considered leaving GT because of collegiality* (23.3 percent for URM versus 15.5 percent for Non-URM). Among responding graduate students, language was a curious factor, with *fewer* URM students feeling that *language differences act as a barrier to interaction between U.S. and international students* (32.4%, compared to 42.2 percent of their Non-URM student colleagues). Selected results are presented in Table 6.

Table 6. Student differences by race/ethnicity

	Undergraduates				Graduates			
	Not URM (n ≈ 1,195)	URM (n ≈ 340)	Sig.	Eff. Size	Not URM (n ≈ 600)	URM (n ≈ 133)	Sig.	Eff. Size
	(percent responding “somewhat” or “strongly agree”)							
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	77.6%	69.3%	**	.081	87.9%	77.5%	**	.116
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	87.0%	81.3%	**	.066	79.9%	76.7%		
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	81.1%	70.5%	***	.106	83.9%	75.8%	*	.083
<i>Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech</i>	37.9%	36.2%			42.2%	32.4%	*	.077
Georgia Tech is generally a comfortable and inclusive environment for me	86.0%	78.0%	***	.092	91.8%	77.9%	***	.170
I feel valued and respected by the Georgia Tech community	80.0%	75.5%			87.7%	81.4%		
<i>I have considered leaving Georgia Tech because of concerns about collegiality</i>	15.5%	23.3%	***	.086	12.2%	10.8%		
I feel that my academic aspirations are supported at Georgia Tech	87.4%	81.2%	**	.075	89.9%	86.2%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	86.5%	83.9%			91.0%	87.6%		
Commitment to diversity is demonstrated by Georgia Tech	87.0%	80.0%	**	.084	89.8%	84.3%		
Georgia Tech effectively recruits students from diverse backgrounds	86.0%	75.7%	***	.118	88.4%	81.0%	*	.085
Georgia Tech offers an array of programs and events that meet my social and cultural needs	87.4%	77.8%	***	.113	86.5%	73.0%	***	.142
Adequate processes are in place to address student grievances at Georgia Tech	54.7%	53.4%			80.9%	69.0%	**	.110
While at Georgia Tech, I have learned about different worldviews	86.1%	82.9%	***	.094	88.0%	75.0%	***	.142

Note: URM = Underrepresented Minorities.

Where many significant differences exist in response to questions about the respect for various identities by the GT community, the magnitude of these differences (as measured by effect size) were small. One notable difference was that while there was no difference for responding graduate students, among undergraduates 84.1 percent of non-URM respondents agreed that *students were respected regardless of race or ethnicity*, compared to 72.8 percent of URM respondents. The results are presented in Table 7.

Table 7. Student differences in respect for identity by Underrepresented Minority status

	Undergraduates				Graduates			
	Not URM (n ≈ 1,195)	URM (n ≈ 338)	Sig.	Eff. Size	Not URM (n ≈ 590)	URM (n ≈ 130)	Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5								
(percent responding “somewhat” or “strongly agree”)								
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:								
Age	86.3%	81.8%	*	.054	78.5%	82.1%		
Gender/gender identity	78.3%	77.7%			75.3%	78.7%	*	.091
Veteran status or military involvement	86.5%	85.3%			85.1%	93.0%		
Status as a school athlete	80.1%	78.4%			82.5%	89.8%	*	.078
National origin	83.8%	78.5%	*	.057	77.2%	85.8%	*	.077
Individual disabilities	78.8%	75.0%			77.9%	83.4%		
Race or ethnicity	84.1%	72.8%	***	.122	78.3%	78.7%		
Socioeconomic status	75.8%	67.0%	**	.084	71.5%	75.0%		
Sexual orientation	79.2%	73.9%	*	.051	74.4%	86.9%	**	.115
Fraternity or sorority affiliation	79.4%	81.4%			77.7%	88.2%	*	.097
Religion	79.2%	73.4%	*	.057	76.8%	79.6%		
Political affiliation/opinions	64.5%	62.1%			68.3%	73.7%		

Note: URM = Underrepresented Minorities.

Differences by Sexual Orientation

Students were asked to categorize their sexual orientation—heterosexual, gay/lesbian, bisexual, or other. To facilitate statistical comparisons, respondents were grouped into two categories: heterosexual and LGBTQ (i.e., gay/lesbian, bisexual, or other). Statistically significant differences between the two groups were generally small to moderate, particularly for graduate respondents.

At both the undergraduate and graduate levels, both groups agree that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*, but disagree as to what extent the climate supports this. At all levels, LGBTQ students were less likely than their heterosexual peers to agree that *GT is generally a comfortable and inclusive environment for me, I feel valued and respected by the Georgia Tech community*, and that *commitment to diversity is demonstrated by Georgia Tech*. Similarly, they were more likely to *have considered leaving Georgia Tech because of concerns about collegiality* (27.4 percent for undergrads and 24.5 percent for grad respondents, compared to 15.2 percent and 10.6 percent of heterosexual respondents). Results are presented in Table 8.

Table 8. Student differences by sexual orientation

	Undergraduates				Graduates			
	Hetero- sexual (n ≈ 1,270)	LGBTQ (n ≈ 252)	Sig.	Eff. Size	Hetero- sexual (n ≈ 655)	LGBTQ (n ≈ 72)	Sig.	Eff. Size
	(percent responding "somewhat" or "strongly agree")							
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	76.2%	73.0%			87.7%	73.0%	**	.121
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	86.8%	80.6%	**	.066	80.2%	71.8%		
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	80.1%	72.4%	**	.072	83.5%	75.7%		
Georgia Tech is generally a comfortable and inclusive environment for me	86.5%	72.7%	***	.140	91.5%	70.1%	***	.212
I feel valued and respected by the Georgia Tech community	80.9%	69.4%	***	.106	88.9%	67.2%	***	.197
<i>I have considered leaving Georgia Tech because of concerns about collegiality</i>	15.2%	27.4%	***	.120	10.6%	24.5%	***	.132
I feel that my academic aspirations are supported at Georgia Tech	87.7%	77.5%	***	.110	90.3%	82.5%		
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	86.0%	86.2%			90.6%	88.4%		
Commitment to diversity is demonstrated by Georgia Tech	87.9%	73.4%	***	.152	90.7%	70.7%	***	.190
Georgia Tech effectively recruits students from diverse backgrounds	85.2%	77.0%	**	.084	89.1%	69.0%	***	.178
Georgia Tech offers an array of programs and events that meet my social and cultural needs	87.1%	77.0%	***	.107	86.0%	67.7%	***	.150
Adequate processes are in place to address student grievances at Georgia Tech	56.0%	47.8%	*	.061	80.8%	62.4%	***	.132
While at Georgia Tech, I have learned about different worldviews	85.0%	87.0%			86.8%	77.4%	*	.077
Georgia Tech is open to new ideas and new traditions	80.7%	72.1%			88.7%	68.4%	***	.183

This sentiment is consistent to an extent with other items in the survey: among both undergraduates and graduate respondents, LGBTQ students were less likely than their heterosexual peers to agree that *students are respected regardless of their gender / gender identity* (Undergraduates: 81.1% heterosexuals agreed versus 62.9% LGBTQ; Graduates: 77.8% heterosexuals agreed versus 59.7% LGBTQ). A similar gap is seen in the response to respect accorded to other identities regarding *sexual orientation*, though not significantly so among graduate respondents. Results are presented in Table 9.

Table 9. Student differences in respect for identity by sexual orientation

	Undergraduates				Graduates			
	Hetero- sexual (n ≈ 1,270)	LGBTQ (n ≈ 252)	Sig.	Eff. Size	Hetero- sexual (n ≈ 640)	LGBTQ (n ≈ 72)	Sig.	Eff. Size
(percent responding “somewhat” or “strongly agree”)								
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:								
Age	85.3%	85.9%			79.3%	77.6%		
Gender/gender identity	81.1%	62.9%	***	.163	77.8%	59.7%	***	.123
Veteran status or military involvement	85.7%	89.3%			86.4%	87.1%		
Status as a school athlete	80.0%	78.0%			84.0%	81.4%		
National origin	81.9%	86.0%			79.6%	72.5%		
Individual disabilities	80.0%	67.8%	***	.109	79.6%	72.2%		
Race or ethnicity	82.0%	79.7%			79.1%	71.1%		
Socioeconomic status	75.5%	65.6%	**	.082	73.3%	62.0%	*	.076
Sexual orientation	79.8%	68.9%	***	.098	77.3%	71.5%		
Fraternity or sorority affiliation	79.5%	81.2%			79.6%	79.2%		
Religion	77.4%	80.6%			77.1%	77.7%		
Political affiliation/opinions	62.6%	70.5%	*	.060	70.1%	66.0%		

Marginalization

Students were asked to what extent they had experienced marginalization—a sense of exclusion or feeling left out—in the past three years at Georgia Tech, based on various aspects of their identity and personal characteristics. To account for the small number of responses in some cells, the responses were recoded for statistical tests. Responses were reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). While this does lose some of the details of the responses, the majority of those reporting “any” marginalization reported “slight” marginalization. The actual frequencies for these items can be found in Appendix A.

The majority (73.4 percent of responding undergraduate students and 61.2 percent of responding graduate students) stated they had experienced some form of marginalization, based on at least one characteristic. Looking at the individual characteristics, *gender, race, and political perspective* were the most commonly cited by undergraduates. For graduate students who reported marginalization experiences, *gender, race/ethnicity, national origin, and language differences* were the most commonly cited attributions. Breaking out by demographics characteristics, differences are found (see Tables 10 and 11).

For responding undergraduates, 63.7 percent of women stated they had experienced marginalization based on gender, compared to 18.7 percent of men. Similarly, for responding URM undergraduates, 56.3 percent experienced marginalization based on race or ethnicity, while 25.7 percent of non-URM students had a similar experience. For responding LGBTQ students, 48.9 percent had experienced marginalization based on sexual orientation, and 23.7 percent on gender identity/expression, compared to 7.8 and 7.9 percent of heterosexual respondents, respectively.

For responding graduate students, the gender gap was less prevalent, though there was still a gap—43.3 percent of women experienced marginalization based on gender compared to 12.2 percent of men. URM graduate students also reported higher rates of marginalization based on race or ethnicity, 56.3% percent versus 25.7 percent for non-URM students. The difference in the percentage of heterosexual and LGBTQ graduate respondents who experienced marginalization on gender identity or sexual orientation was lower than among undergraduates, but still significant, with over a quarter of LGBTQ graduate respondents indicating they experienced some marginalization.

Table 10. Undergraduates: Marginalization by gender, Underrepresented Minority, and sexual orientation

	Gender			Underrepresented Minority			Sexual Orientation			All Undergraduate Students			
	Men	Women	Sig.	Not URM	URM	Sig.	Hetero-sexual	LGBTQ	Sig.				
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p> <p>Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics? [percent answering "slightly," "somewhat," or "greatly"]</p>													
Gender	18.7%	63.7%	***	.457	37.0%	37.9%		33.8%	18.6%	***	.156	37.2%	
Age	23.3%	21.3%			20.8%	30.0%	***	.091	23.0%	18.3%		22.8%	
Race/ethnicity	33.8%	29.8%			25.7%	56.3%	***	.271	31.8%	31.4%		32.4%	
Disability	10.2%	11.3%			10.4%	15.3%	*	.062	9.8%	7.4%	***	.128	11.5%
National origin	17.7%	15.2%			14.1%	26.3%	***	.134	17.6%	26.8%	*	.056	16.7%
Language difference /accent	17.3%	16.3%			14.9%	24.6%	***	.107	16.8%	31.9%		17.0%	
Political perspective	39.3%	35.5%			38.0%	38.7%			36.9%	21.5%	*	.054	38.1%
Religion	23.5%	28.0%			25.4%	25.3%			25.8%	13.8%		25.4%	
Sexual orientation	13.6%	12.7%			14.0%	16.2%			7.8%	5.4%	***	.433	14.5%
Gender identity/expression	9.5%	8.3%			10.8%	9.1%			7.9%	6.1%	***	.190	10.4%

Note: URM = Underrepresented Minorities.

Table 11. Graduates: Marginalization by gender, Underrepresented Minority, and sexual orientation

	Gender		Eff. Size	Underrepresented Minority		Eff. Size	Sexual Orientation		Eff. Size	All Graduate Students
	Men	Women		URM	URM		Hetero-sexual	LGBTQ		
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p> <p>Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics? [percent answering "slightly," "somewhat," or "greatly"]</p>										
Gender	12.2%	43.3%	*** .344	21.5%	22.0%		18.6%	45.0%	*** .197	21.6%
Age	18.3%	24.4%		20.5%	20.6%		18.3%	33.6%	** .111	20.5%
Race/ethnicity	32.3%	33.6%		32.2%	36.2%		31.4%	45.7%	* .093	32.9%
Disability	7.3%	11.2%		9.3%	7.0%		7.4%	18.8%	** .124	8.9%
National origin	27.7%	25.8%		27.9%	24.9%		26.8%	29.5%		27.3%
Language difference /accent	34.6%	31.5%		35.4%	26.1%	* .076	31.9%	47.2%	** .097	33.7%
Political perspective	23.0%	21.8%		23.1%	21.7%		21.5%	30.8%		22.8%
Religion	14.0%	15.7%		14.5%	14.9%		13.8%	16.6%		14.5%
Sexual orientation	6.1%	11.0%	* .083	8.6%	4.5%		5.4%	29.2%	*** .271	7.9%
Gender identity/expression	6.6%	10.4%		8.6%	6.4%		6.1%	26.1%	*** .226	8.2%

Note: URM = Underrepresented Minorities.

Disparaging Comments

The survey asked students to describe in the past year how frequently they heard disparaging remarks about various groups made by their peers. Tables 12 and 13 provide selected results from these items by *gender, race/ethnicity, and sexual orientation*. According to respondents, the most common disparaging remarks were directed at *people with specific political views*. Among responding undergraduates, 62.4 percent of men and 75.7 percent of women heard insensitive remarks with respect to *women*. Disparaging remarks addressed about *race/ethnicity* were also relatively common: among responding undergraduates, 57.0 percent stated they overheard such remarks.

Among undergraduates, URM respondents were slightly more likely to report overhearing such comments about *people's race or ethnicity*, (67.3% of URM respondents reported hearing disparaging remarks frequently versus 54.1 percent of non-URM respondents), as well as comments about *immigrants* (50.2 percent of URM respondents, compared to 39.5 percent of non-URM respondents). Another common target of disparaging comments was *gay/lesbian or bisexual people*. Among responding undergraduates, 41.5 percent heard these comments, while 59.1 percent of those who self-identified as *gay/lesbian or bisexual* reported hearing disparaging remarks. The frequency of disparaging remarks for graduate students was overall lower than that reported by undergraduates (see Table 12), but follows similar patterns. Complete results for further identity groups are available in Appendix A.

Table 12. Undergraduate student experiences with disparaging comments

	Gender			Underrepresented Minority			Sexual Orientation			All Undergraduate Students		
	Men	Women	Sig.	Not URM	URM	Sig.	Hetero-sexual	LGBTQ	Sig.			
<p>^ap < .05; ^{**}p < .01; ^{***}p < .001 Effect size: Small .1; Medium .3; Large .5 [percent answering "sometimes," "often," or "very often"]</p>												
<p>Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to:</p>												
Women	62.4%	75.7%	***	.138	69.4%	62.1%	*	.064	66.8%	73.4%	*	.051
Men	52.8%	46.1%	*	.064	52.0%	44.1%	*	.065	51.7%	42.3%	**	.070
Older People	33.8%	30.5%			33.0%	33.4%			32.5%	34.8%		
Younger People	32.9%	33.4%			33.4%	32.9%			33.6%	31.1%		
People's race or ethnicity	54.4%	60.7%	*	.062	54.1%	67.3%	***	.110	56.7%	58.4%		
People with disabilities	32.0%	29.9%			32.6%	28.7%			30.2%	39.5%	**	.072
People with less education	56.8%	66.4%	***	.097	60.4%	61.6%			60.5%	62.0%		
Immigrants	41.8%	41.1%			39.5%	50.2%	***	.089	41.5%	43.6%		
People with language differences or accents	49.3%	56.4%	**	.070	50.7%	57.1%	*	.053	52.4%	50.7%		
People with particular political views	72.7%	78.7%	**	.068	75.3%	74.6%			74.8%	76.7%		
People with particular religious affiliations	45.1%	45.0%			44.8%	46.8%			44.8%	47.1%		
Gay, lesbian, or bisexual people	43.1%	45.0%			43.9%	45.9%			41.5%	59.1%		
Transgender people	43.1%	46.6%			43.9%	49.0%			42.0%	60.8%	***	.130

Note: URM = Underrepresented Minorities.

Table 13. Graduate student experiences with disparaging comments

	Gender		Eff. Size	Underrepresented Minority		Sexual Orientation		All Graduate Students
	Men	Women		URM	URM	Hetero-sexual	LGBTQ	
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p> <p>Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to: [percent answering "sometimes," "often," or "very often"]</p>								
Women	29.4%	46.7%	*** .165	35.2%	33.4%	33.9%	43.9%	34.9%
Men	22.9%	20.9%		22.8%	22.3%	22.6%	21.8%	22.7%
Older People	18.6%	23.4%		19.7%	21.7%	19.5%	24.2%	20.0%
Younger People	21.8%	24.0%		22.3%	25.4%	22.1%	28.0%	22.8%
People's race or ethnicity	36.0%	40.0%		36.9%	40.3%	36.6%	44.2%	37.5%
People with disabilities	8.8%	10.7%		10.4%	5.2%	8.2%	21.4%	9.5%
People with less education	29.5%	33.9%		30.5%	35.2%	30.0%	42.1%	31.4%
Immigrants	26.8%	31.4%		28.8%	26.2%	27.3%	37.3%	28.4%
People with language differences or accents	36.3%	39.6%		38.0%	33.8%	36.9%	43.9%	37.3%
People with particular political views	43.4%	42.2%		43.0%	45.7%	42.3%	54.5%	43.5%
People with particular religious affiliations	25.0%	20.6%		23.6%	27.1%	23.7%	27.6%	24.3%
Gay, lesbian, or bisexual people	12.3%	20.8%		15.5%	12.6%	12.9%	33.2%	15.0%
Transgender people	13.2%	21.1%	** .108	16.4%	13.6%	13.5%	36.9%	15.9%

Note: URM = Underrepresented Minorities.

2013-2018 COMPARISONS

As a continuation of the research started with the 2013 survey, much of the content and format was kept the same, which allows the opportunity to make comparisons between the two survey administrations. This provides an opportunity to look for changes in the attitudes and experiences of students. For this analysis, the 2013 data was reweighted using the same procedures as the 2018 data. This puts both groups of responses at a close approximation to their respective populations. Because of this shift in weights, some of the numbers presented here vary slightly from what presented in the 2013 report. Select comparisons to highlight changes are presented here. Complete results are available in Appendix A.

Overall Climate & Respect

Overall, student perspectives of the campus climate and belonging declined slightly from 2013. While undergrad attitudes about the impact of *social opportunities* and *reputation of academic major on their sense of belonging* showed marginal declines, there were also significant decreases in the view of *language differences* (37.5%, compared to 51.3 % in 2013) or *cultural differences act as barriers to interactions* (35.3%, from 41.3% in 2013). Select results are shown in Table 14.

Table 14. Changes in Overall Climate & Belonging: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
(percent “strongly” or “somewhat agreed”)					
Undergraduate					
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	89.0%	-3.2	85.7%	**	.049
Campus reputation of my academic major has affected my sense of belonging at Georgia Tech	83.0%	-4.3	78.7%	**	.054
Language differences act as a barrier to interaction between U.S. and international students at GT	51.3%	-13.8	37.5%	***	.137
Cultural differences act as a barrier to interaction between U.S. and international students at GT	41.3%	-6.0	35.3%	***	.061
GT is generally a comfortable and inclusive environment for me	83.0%	1.3	84.2%		
Graduate					
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	78.2%	1.2	79.3%		
Campus reputation of my academic major has affected my sense of belonging at Georgia Tech	85.4%	-2.9	82.5%		
Language differences act as a barrier to interaction between U.S. and international students at GT	47.2%	-6.8	40.4%	**	.068
Cultural differences act as a barrier to interaction between U.S. and international students at GT	40.7%	-2.0	38.7%		
GT is generally a comfortable and inclusive environment for me	88.1%	1.2	89.3%		

Regarding the Institute’s efforts towards diversity, fewer students agreed that GT demonstrated *commitment to diversity* and *efforts to recruit students from diverse backgrounds* declined from over 90% in 2013, but remain high. *Processes to address grievances* remains a low point for undergraduates, while more graduate students feel this is true compared to where they were five years prior (78.8 percent, up from 70.4 in 2013). Compared to five years ago, fewer respondents indicated that *students at GT are respected with regard to* almost every attribute prompted, with the exception of *student athlete* and *fraternity or sorority affiliation*. Interestingly, the changes observed have resulted in student respect being similar for all traits, with the exception of *political opinions* (see Tables 15a and 15b).

Table 15a. Changes in Inclusion and Respect: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
(percent “strongly” or “somewhat agreed”)					
Undergraduate					
Diversity is integral to GT’s ability to successfully fulfill its mission	82.4%	3.5	85.9%	**	.047
Commitment to diversity is demonstrated by GT	90.4%	-4.9	85.4%	***	.076
Adequate processes are in place to address student grievances at Georgia Tech	57.8%	-3.3	54.4%		
Students at Georgia Tech are respected with regard to:					
Age	86.1%	-0.8	85.3%		
Gender /Gender identity	80.7%	-2.6	78.2%		
National origin	84.5%	-1.9	82.6%		
Race or ethnicity	85.5%	-3.9	81.6%	**	.052
Sexual orientation	82.7%	-4.7	78.0%	**	.059
Fraternity or sorority affiliation	60.9%	18.9	79.8%	***	.202
Political affiliation / opinions	81.4%	-17.4	64.0%	***	.196

*p < .05; **p < .01; ***p < .001
Effect size: Small .1; Medium .3; Large .5

Table 15b. Changes in Inclusion and Respect: 2013-2018

*p < .05; **p < .01; ***p < .001
 Effect size: Small .1; Medium .3; Large .5

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
(percent "strongly" or "somewhat agreed")					
Graduate					
Diversity is integral to GT's ability to successfully fulfill its mission	87.8%	2.6	90.4%		
Commitment to diversity is demonstrated by GT	91.2%	-2.4	88.8%		
Adequate processes are in place to address student grievances at Georgia Tech	70.4%	8.4	78.8%	***	.096
Students at Georgia Tech are respected with regard to:					
Age	89.9%	-10.7	79.2%	***	.150
Gender /Gender identity	88.1%	-12.2	75.9%	***	.161
National origin	86.3%	-7.5	78.8%	***	.100
Race or ethnicity	88.4%	-10.0	78.4%	***	.135
Sexual orientation	86.8%	-10.1	76.7%	***	.132
Fraternity or sorority affiliation	79.6%	0.0	79.5%		
Political affiliation / opinions	87.9%	-18.6	69.3%	***	.228

Behaviors: Discussion and Participation

While relatively stable for graduate students, undergraduate participation in multicultural or diversity-related activities, and comfort in discussing issues of diversity has shown substantial declines from where they were in 2013. Students remained the most comfortable discussing issues with their friends (a marginal shift from 97.5 percent to 95.9 percent in 2018), but had larger declines in other groups, with Administration dropping to below half (48.2, from 60.8 in 2013).

Table 16. Undergraduate Changes in Discussion and Participation: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
How comfortable are you discussing issues of diversity with: (percent "somewhat" or "very comfortable")					
Personal friends at Georgia Tech	97.1%	-1.2	95.9%	*	.033
Classmates	80.2%	-14.0	66.2%	***	.158
Instructors / Faculty	63.0%	-9.1	53.9%	***	.091
Administration	60.8%	-12.6	48.2%	***	.124
How often do you participate in the following activities outside your own culture: (percent "often" or "very often")					
Arts and entertainment	29.2%	-6.5	22.7%	***	.073
Educational forums (lectures, presentations)	29.8%	-6.2	23.6%	***	.068
Student focused cultural organizations	16.2%	-4.3	12.0%	***	.059

Table 17. Graduate Changes in Discussion and Participation: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
How comfortable are you discussing issues of diversity with: (percent "somewhat" or "very comfortable")					
Personal friends at Georgia Tech	95.5%	-2.3	93.2%	*	.050
Classmates	81.5%	-6.4	75.1%	**	.077
Instructors / Faculty	66.1%	-3.4	62.7%		
Administration	62.3%	0.5	62.8%		
How often do you participate in the following activities outside your own culture: (percent "often" or "very often")					
Arts and entertainment	18.1%	0.3	18.4%		
Educational forums (lectures, presentations)	44.0%	1.2	45.1%		
Student focused cultural organizations	14.2%	1.1	15.3%		

Disparaging Remarks^{1.5}

Compared with the general stability and decline found in other areas of the climate survey, the reports regarding disparaging remarks present some hopeful gains. Compared to the 2013 survey, both graduate and undergraduate students reporting significantly fewer disparaging remarks regarding many groups. The biggest reductions in remarks reported for students of all levels was regarding *language differences / accents*. Among undergraduates, *race/ethnicity* also declined markedly, from almost 70 percent in 2013 to 57 percent in 2018. While similar, smaller shifts was found for most other groups, among undergraduates, disparaging remarks about two groups increased from 2013: *Transgender people* and *people with particular political views*. Comparisons are presented in Tables 18 and 19.

Table 18. Undergraduate Student Changes in Encountering Disparaging Remarks: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
(percent "sometimes," "often," or "very often")					
Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to:					
Women	71.0%	-3.2	67.8%	*	.034
Men	47.1%	3.2	50.3%		
People's race or ethnicity	69.9%	-13.0	57.0%	***	.133
People with less education	62.5%	-1.8	60.7%		
Immigrants	51.1%	-9.2	41.9%	***	.091
People with language differences or accents	76.1%	-24.1	52.1%	***	.250
People with particular political views	66.7%	8.5	75.2%	***	.091
Gay, lesbian, or bisexual people	56.6%	-12.3	44.3%	***	.120
Transgender people	37.1%	7.9	45.0%	***	.079

*p < .05; **p < .01; ***p < .001
Effect size: Small .1; Medium .3; Large .5

^{1.5} Marginalization is not compared between surveys. In 2018, 69.5% of students reported any instance of marginalization, compared to the 22.8% in 2013. Given the results found elsewhere, this tripling of marginalization seems unlikely. It is possible that the more detailed approach used in 2018 may have prompted more introspection on the topic, producing very different numbers than if the 2013 format was used.

Table 19. Graduate Student Changes in Encountering Disparaging Remarks: 2013-2018

	2013 Percent	Change 2013 to 2018	2018 Percent	Sig.	Eff Size.
(percent “sometimes,” “often,” or “very often”)					
Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to:					
Women	39.2%	-4.3	34.9%		
Men	21.1%	1.6	22.7%		
People’s race or ethnicity	41.0%	-3.6	37.5%		
People with less education	38.9%	-7.6	31.4%	**	.078
Immigrants	35.2%	-6.8	28.4%	**	.071
People with language differences or accents	57.0%	-19.7	37.3%	***	.193
People with particular political views	42.9%	0.6	43.5%		
Gay, lesbian, or bisexual people	29.1%	-14.1	15.0%	***	.165
Transgender people	20.2%	-4.3	15.9%	*	.055

CONCLUSION

The results of the student climate survey add to the Institute’s understanding of the student experience and the ways in which students interact within the GT community. Generally, student respondents from all walks of life express high degrees of collegiality, support, and inclusion at GT. Substantial majorities believe that Tech offers a variety of activities, experiences, and opportunities to grow and come together as a community. However, it is rather striking that the majority students perceive diversity as highly valued at Georgia Tech, and a positive aspect of the Georgia Tech experience, yet few indicate that they have actively pursued engaging in diversity, either through specific intercultural experiences, or in day-to-day practice, such as discussing with others, or their choices in study groups.

While there are some differences in the ways in which various groups on campus perceive the climate, these differences are generally small in magnitude. There are some concerns uncovered by the results regarding the adequacy of the grievance process at GT—and further investigation is likely necessary to more fully understand the specific issues involved in this aspect of student life. Among graduate students, women and URM respondents were more likely to report feelings of marginalization than their male and non-URM counterparts. While the numbers are still relatively high, URM respondents were less likely to agree that *Tech is a comfortable and inclusive environment* (86 percent for non-URM versus 78 percent for URM undergraduates and 92 percent versus 78 percent for graduates).

Looking at the changes from 2013, there is a mix of shifts, with a broad decline in perceptions of respect for students, and for participation, or even comfort with discussing diversity. At the same time, students see a more positive environment for diversity, feeling that there are fewer barriers for interacting with international students, and with fewer respondents reporting disparaging remarks about various groups. As with the faculty and staff surveys, political views or affiliation is a sticking point – with lower respect and more disparaging remarks reported.

The Office of Institute Diversity is expected to utilize data in this report to identify issues that merit additional attention and follow-up, including a report detailing qualitative analytic results in the form of student survey responses to open-ended questions and general comments. Planned focus group research will further complement the quantitative and qualitative analyses and is expected to contribute to the formulation of strategic actions that will enhance our campus climate. It is hoped that those currently engaged in campus initiatives addressing campus climate will use these survey results as a guide to their activities and programming, and that new initiatives might be launched to more deeply explore the issues raised by these data. Future iterations of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

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