



**GRADUATE AND
PROFESSIONAL STUDIES**
TEXAS A&M UNIVERSITY

Executive Summary

Graduate Student
Campus Climate Survey
Spring 2012

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EXECUTIVE SUMMARY

Texas A&M University resolutely and consistently pursues its goal to become a land, sea and space grant institution of global stature. Initiatives including *Vision 2020: Creating a Culture of Excellence* and the associated mid-term planning effort called the *Academic Master Plan* set forth specific guidelines and strategies to help achieve these goals. Included in these measures is the Texas A&M University Diversity Plan, which focuses on three important goals: Accountability, Climate and Equity.

Diversity represents a critical ingredient to desired academic excellence at any institution. Diversity means we recognize and respect individual differences while treating each other respectfully. As noted in the Texas A&M University Diversity Plan, “all campus community members contribute to and are affected by campus climate (Rankin, 1998), and institutional climate is directly associated with academic and professional outcomes: when individuals feel valued, their productivity increases. Thus, creating and ensuring a positive campus climate represents a top priority in reaching our University diversity goals.” (p.7)

As such, in Spring 2012 the Texas A&M Office of Graduate and Professional Studies (OGAPS) partnered with the Graduate Student Campus Climate Guiding Committee to facilitate an assessment of university-wide graduate student campus climate. The survey aimed to improve understanding of the experiences and perspectives graduate students encounter during their time at Texas A&M. To that end, survey goals for the Texas A&M University Graduate Student Campus Climate Survey (Spring 2012) included:

1. Gain knowledge of strengths and challenges related to campus climate for graduate students
2. Proactively prioritize climate issues at the University level
3. Convey support and willingness to create a healthy climate, ideal for academic pursuit
4. Provide services, programs and support mechanisms for climate challenges, which contribute to a more productive graduate student body through improvements to the graduate student campus climate

All full-time and part-time graduate students at Texas A&M University were invited to take the graduate student campus climate survey through an online survey tool. The survey period ran from April 13 to May 14, 2012. In total, 1,410 (15.5%) enrolled graduate students responded to the survey. Table 1 illustrates a summary of demographic characteristics by the gender, degree objective, ethnicity, citizenship, and self-reported historically underrepresented status of the survey respondents. Throughout the survey, survey responses based on respondent affiliation with these five demographic groups were further analyzed to explore potential differences among groups.

To maintain consistency among existing campus climate assessment efforts and to facilitate relevant comparisons among various campus populations, survey questions were selected from a pool of common questions used in previous campus climate assessments. The Office of Student Life Studies in the Division of Student Affairs conducted quantitative analyses, and the Office of Graduate and Professional Studies led qualitative analysis efforts. The Graduate Student Campus Climate Guiding Committee (consisting of a diverse group of graduate students, faculty and staff) contributed valuable guidance throughout the analysis process.

In addition to identifying general trends, OGAPS mined the data for significant differences between or among groups by gender, degree objective, ethnicity, citizenship and self-reported historically underrepresented status. A brief analysis of differences by gender and ethnicity combined was also conducted. To examine the survey instrument, see the Appendix of the full report.

As noted previously, one major survey goal was to identify and prioritize climate issues at the University level. To do so, the survey questions gathered a wide-range of data about the graduate student climate at Texas A&M University, including information regarding commitment to and the valuing of diversity; experiences with incivility and inappropriate behaviors; stress and well-being; and, academic and professional development experiences. These data led to the identification of a number of strengths and challenges related to graduate student campus climate. Four issues, in particular, were selected as our highest priority:

1. Overall campus climate for underrepresented graduate students
2. Institutional commitment to and perceived value of diversity
3. Instances of incivility and inappropriate behavior
4. Quality of life concerns

These issues were formulated from the following identified strengths and challenges:

Institutional Commitment to and Perceived Value of Diversity

The majority of graduate student respondents held positive perceptions of the campus climate at Texas A&M University, indicating that individuals were committed to diversity and valued diverse perspectives (see Figure 1).

- 67% of survey respondents agreed or strongly agreed that faculty were committed to diversity, while 9% disagreed or strongly disagreed.
- 80% of survey respondents agreed or strongly agreed that their faculty advisor/committee chair was committed to diversity, while 3% disagreed or strongly disagreed.
- 70% of survey respondents agreed or strongly agreed that graduate students were committed to diversity, while 7% disagreed or strongly disagreed.
- 74% of survey respondents agreed or strongly agreed that people in the academic department were committed to diversity, while 6% disagreed or strongly disagreed.
- 78% of survey respondents agreed or strongly agreed that people in the research space/lab/group were committed to diversity, while 4% disagreed or strongly disagreed.
- 56% of survey respondents agreed or strongly agreed that staff were committed to diversity, while 10% disagreed or strongly disagreed.

Furthermore, graduate students shared that the diverse student body, respect for diverse views, open communications among faculty and students (among others), and welcoming colleges/departments contributed to a positive campus climate. Graduate students, overall, held very positive perceptions of their faculty advisor's commitment to diversity, sharing that the advisor had played a key role in their success,

was caring/friendly, a good mentor/role model, and challenged them to perform at the highest levels. Findings, however, also revealed a number of areas of concern.

Notably, graduate students who self-identified as being historically underrepresented (“Yes” group in Figure 2), doctoral students, Black, and Hispanic students perceived the campus climate as less welcoming than other groups (see Figure 2). Furthermore, a brief exploration of differences by gender and race combined suggest that Black and Hispanic graduate students, more often than other groups, experience the campus climate at Texas A&M differently, based on their gender. Specifically, Black female and Hispanic male graduate student respondents appeared to hold more negative perceptions of the campus climate.

While survey questions specifically examined faculty, staff, and graduate student commitment to diversity, survey respondents expressed, through open-ended comments, concerns regarding the undergraduate students’ commitment to diversity. One graduate student shared,

The graduate environment at Texas A&M is VERY different from the undergraduate environment. Graduate students are typically very open-minded and accepting of all backgrounds, but undergraduate students are not. Some are, but for the most part, undergraduates are still fairly close-minded. White—Female

Also, graduate student comments revealed that some sensed a superficial (“in name only”) commitment to diversity and a lack of institutional commitment to diversity. One respondent said,

On the surface it might appear that faculty, staff, and grad students are committed to diversity, but if there is any commitment, I have found it to be very superficial. Many who say they are committed have a dangerous color-blind attitude. I hear disparaging comments on a daily basis by well-intentioned people who lack a deep understanding of diversity issues. Hispanic/Latina—Female

Another indicated,

The university community does not appear to value diversity. While, many initiatives are in place which promote this goal as part of Vision 2020, they are perceived at merely their face-value without any true promotion of diversity at the infrastructural level. Hispanic/Latino—Male

Other graduate student comments expressed concerns with the lack of interactions across groups, with incivility, discrimination, and other forms of inappropriate behaviors. In contrast, some graduate students challenged Texas A&M’s diversity initiatives altogether. One respondent expressed,

While Texas A&M is overall predominantly white, with a clear international bias at the graduate level, I think we all get along just fine and the commitment to ‘diversity’ way up at the administrative level is just annoying. I knew the statistical makeup as did everyone else when we applied to Texas A&M, but I chose this university because they...stand up to being politically correct just for the sake of being politically correct....Instead of having lunches and teas discussing how we can better foster a diverse culture, focus on becoming the top university, and people from every country, creed, and walk of life will want to come here. White—Male

Instances of Incivility and Inappropriate Behaviors

At least half of the graduate student respondents reported that they had not experienced or observed any inappropriate behaviors or incivility at Texas A&M University over the past year (see Figure 3 and Figure 4). Reports of various forms of incivility, in particular, were low at 13% or less for each of the nine categories listed in the survey. Also, graduate students reported more often observing than experiencing inappropriate behaviors or incivility, with most reports occurring monthly, a few times or once a year versus on a daily or weekly basis (see Table 2 and Table 3). There were, however, several issues of concern.

Graduate students reported incivility and inappropriate behaviors as occurring in the class/lab, on the job, in the community, and throughout the A&M campus (see Table 4 and Table 6). Furthermore, these issues were reported to arise from other students, faculty, staff, and/or individuals in the community, but most often arose from other students (see Table 6). Respondents most often reported inappropriate behaviors related to race/ethnicity/nationality, language proficiency, political/religious beliefs, and sexual orientation (see Figure 3). Consider the following comments:

I have heard undergraduate students, graduate students, staff and faculty make direct fun of someone's speaking/writing abilities and attach those proficiency discussions to peoples' countries of origin, race, and/or ethnicity. Hispanic/Latino – Female

Students are very unaccepting of individuals with beliefs that differ from their own. This most frequently occurs with respect to political beliefs and/or religion. I find that students frequently push their religious beliefs on others and are not accepting when you do not share their viewpoints. White – Female

I have had professors make large, sweeping generalizations about Mexican/Mexican American/Chicana/o peoples concerning our intelligence, work ethics, religious practices. I have had undergraduate students tell me that people have disabilities because God curses them (as an instructor, I realize that I am also a good position to be able to talk with students about these issues, so I am not complaining--simply pointing to the ways we need to continue to have courses that ask students to critically think through their beliefs, not change their minds). I have heard both students and faculty refer to people of color as "colored people" and not understand what the problems are--and yes, this happens often. Hispanic/Latina – Female

Student Satisfaction with Academic Environment

Graduate student respondents largely reported satisfaction with Texas A&M University (the academic department, having attended Texas A&M, and preparation for career) and satisfactory relationships with their faculty advisors, mentoring, and academic departments (see Figures 5-8):

- 75% strongly agreed or agreed that they were satisfied with their academic department; 13% disagreed or strongly disagreed.
- 81% strongly agreed or agreed that they were glad to have attended Texas A&M University; 8% disagreed or strongly disagreed.

- 74% strongly agreed or agreed that they felt prepared for their future career; 9% disagreed or strongly disagreed.
- 82% strongly agreed or agreed that their faculty advisor/committee chair creates a cooperative and supportive environment; 6% disagreed or strongly disagreed.
- 72% strongly agreed or agreed that people in their academic department create a cooperative and supportive environment; 9% disagreed or strongly disagreed.
- 78% strongly agreed or agreed that they have been satisfied with their mentoring; 9% disagreed or strongly disagreed.

Mentoring most often was reported as occurring in the areas of research, coursework, and publishing; however, 27% of respondents indicated they had not received mentoring in any area (see Figure 9). Faculty members and committee chairs/advisors most often served as mentors to the graduate student respondents, yet when experiencing equity (e.g., fairness, impartiality) issues, respondents were as likely to speak with another graduate student as a faculty member (see Figure 10):

- 49% of graduate student respondents talked to other students if they were experiencing equity issues at Texas A&M.
- 48% spoke to a faculty member.
- 41% spoke to a committee chair/adviser.
- 30% spoke to an academic advisor.

Of particular concern, 9% of the graduate student respondents indicated there was no one they could consult about equity issues, which points to a possible lack of awareness of existing services and resources on campus.

Access to Professional Development Resources and Services

Most graduate student respondents reported having access to a wide range of professional development resources and services at Texas A&M, whether the opportunities existed campus-wide, in particular Colleges, or in departments; however, not all graduate students participated in these experiences. Graduate students participated most often in department orientation, faculty-led speaker series, conferences, and University Graduate Student Orientation (see Figure 11). Varied reported reasons for lack of participation in professional development opportunities included: professional development offering perceived as not applicable to the graduate student, the graduate student lacked awareness that the professional development opportunity exists, the resource/service did not occur in close physical proximity to the graduate student or the graduate student simply did not possess the time to participate.

Quality of Life Concerns

Texas A&M is committed to providing a healthy climate, ideal for academic pursuit (see survey goal 3). Survey findings addressed the overall stress of graduate students beyond their academic responsibilities, covering areas including the campus environment, financial stress, work/employment, physical/emotional well-being, and safety and security.

Overall, most graduate students considered themselves in good physical and emotional health:

- 77% reported their physical health as excellent or good and 19% as average.
- 71% reported their emotional well-being as excellent or good and 21% as average.

However, doctoral students, Black, Hispanic, and self-reported historically underrepresented graduate students more frequently reported poor, below average or average compared with other groups (see Figure 12 and Figure 13).

More than half of the graduate student respondents reported the campus environment (beyond their academic responsibilities) to be somewhat or very stressful, and more than three-fourths reported being somewhat to very stressed as a result of their financial situation (see Figure 14):

- 12% reported the Texas A&M University environment (beyond workload) as very stressful and 45% as somewhat stressful.
- 25% reported their financial situation as very stressful and 51% as somewhat stressful.

Doctoral, Hispanic/Latino(a), International-Other, Chinese international and self-reported historically underrepresented graduate students experienced higher levels of stress as a result of the Texas A&M University environment (beyond workload), compared with other groups (see Figure 15). Also, doctoral, Black, Hispanic, and self-reported historically underrepresented graduate students experienced higher levels of financial stress compared with other groups (see Figure 16). Financial stress was the only area where statistically significant differences arose by gender, with female graduate students experiencing higher levels of stress.

Financial concerns emerging from the comments included the lack of increases in research assistantship salaries against the rising cost of living and tuition/fees. Graduate students also discussed employment concerns, such as a lack of transparency in the faculty/student relationship regarding time expectations for research versus employment. One graduate student commented,

...Faculty frequently express disbelief that the graduate students in our department are under considerable financial stress, most of us with student loans nearing \$100,000....when we ask for increased compensation when our work loads are doubled, we are told that we are ungrateful and that we shouldn't be complaining. Hispanic/Latino – Male

Finally, graduate students responded to questions related to safety concerns, with most reporting feeling safe on campus, in parking areas, in the Northgate business/residential area, and in their own residential area (see Figure 17). However, graduate students overall, and international students in particular, reported a larger number of safety concerns in the Northgate area (see Figure 18). Common themes from graduate student comments regarding safety at Texas A&M, included: incidents of discrimination against race/ethnicity, citizenship/nationality, and other personal identities and backgrounds; the later study/work hours of graduate students; security incidents; the lack of university transportation late at night, during break periods, and on weekends; and, traffic safety concerns on campus when walking, driving, and biking.

Summary

Overall, most graduate student respondents reported having a positive Texas A&M educational experience, with almost all planning to graduate from Texas A&M and most being satisfied with their campus and academic department experiences. The majority of graduate students are glad they attended Texas A&M and feel prepared for their future career.

Although reports of commitment to and the valuing of diversity at Texas A&M University were largely positive, it is clear from the data that graduate student groups such as Blacks, Hispanics, doctoral, and self-reported historically underrepresented students were less satisfied with the campus climate on multiple levels. This undoubtedly stands out as an issue warranting prioritization for campus climate improvement efforts. Also warranting prioritization, based on the findings reported in this study, were enhancing institutional commitment to diversity, as well as the perceived value of diversity at the individual level. Furthermore, graduate student reports of and experiences with incivility and inappropriate behaviors were identified across the data and negatively impacted campus climate. Finally, graduate students reported a wide variety of quality of life concerns, particularly with respect to stress, safety, well-being, and career preparation, which merit attention.

In order to meet our University commitment to ensure no student leaves Texas A&M University due to a less than welcoming climate, and to encourage a productive environment where graduate students and scholarship can flourish, efforts should focus on these priority areas.

Recommendations

In response to the survey findings, and with input from various graduate student constituent groups across campus, the following recommendations were formulated to encourage activities at the University and department levels that contribute to a climate of understanding, respect, acceptance, and teamwork. Through these efforts the University can focus training, resources, programming, and accountability mechanisms in order to positively impact our campus climate, thereby creating an environment ripe for the recruitment and retention of graduate students of all perspectives.

Enhancing Diversity

- Promote a more visible institutional commitment to and valuing of diversity. Graduate students report varying faculty, staff, graduate student, and undergraduate student commitment levels to diversity. Furthermore, data suggest that graduate students have mixed feelings regarding the institution's commitment to diversity as a whole, while other graduate students question the need for promoting diversity altogether.
- Provide activities that educate people about differences, help individuals see the value of diversity, foster respectful interactions, and encourage higher levels of interaction, including between undergraduate and graduate students. Cliques are prevalent campus-wide and tensions exist between various groups (based on differences in race/ethnicity/nationality, political and religious

beliefs, degree level, etc.), negatively impacting graduate student life and study here at Texas A&M.

- Initiate focus groups to better understand the drivers of lower satisfaction levels for doctoral, Black & 2+/1 Black, Hispanic/Latino(a), and self-reported historically underrepresented students in order to implement appropriate interventions that foster a good climate for all graduate students. These groups, in particular, appear less satisfied with the campus climate, based on their overall impression of campus climate, their academic experience at Texas A&M, and perceptions related to faculty, staff, graduate and undergraduate students; at the university level, in the department, and in the research space/lab/group.
- Improve efforts to work together with the Bryan-College Station community to decrease the occurrences of inappropriate behaviors and/or comments. Racism persists in the ways that graduate student respondents observe/experience inappropriate behaviors and experience acts of incivility.
- Promote existing services and reporting mechanisms designed to address incidents of inappropriate behavior, incivility, concerning behavior, and inequity. Campus-wide services and resources are in place for students who observe or experience climate issues, yet survey data suggest graduate students may not be familiar with the full range of options available.

Student Success in Academic/Work Environment

- Monitor time to degree, achievement of degree milestones, and reasons for leaving. There is a need for monitoring the reasons for turnover, transfer or attrition of graduate students in a longitudinal manner across years of classes to improve the retention and completion rate. Despite low levels of turnover intentions, Vision 2020 aims to reduce to zero the number of students who leave as a result of a less than welcoming environment.
- Enhance academic advising, especially for international graduate students and underrepresented minorities, to monitor adjustment, acculturation, and other issues of concern for these groups. Graduate student respondents across all groups generally had very positive perceptions of their faculty advising interactions, thus offering a leverage point for identifying and addressing climate issues. Furthermore, differences in levels of satisfaction with the Texas A&M climate were identified, based on degree level, ethnicity, citizenship, and self-reported historically underrepresented status.
- The graduate student environment in the academic department and research space/lab/group should be improved with combined efforts of department staff, faculty and students to address issues like cooperation, how well people work to foster harmony, provide constructive criticism, etc. Direction from administration can enhance the atmosphere in the academic departments and the research space/labs/groups in positive ways.
- Educate students about employment policies in place, and encourage more transparency in faculty/student relationships, including up-front articulation of graduate student expectations for research versus employment. The survey responses revealed that graduate student respondents held confusion about how to separate their roles and expectations as students versus employees, as well

as concerns for long working hours, restrictions on working hours, and restrictions on working multiple jobs on campus.

- Improve communication of professional development opportunities and enhance program offerings at department and University levels. Promote existing tools that aggregate professional development opportunities across campus, such as the Graduate Student Professional Development Portal available through the OGAPS website. Graduate student respondents reported mixed levels of participation in various types of professional development and expressed concerns about the availability, marketing, and effectiveness of existing professional development.
- Encourage excellence in faculty mentoring and consider additional incentives for faculty members who excel in advising and mentoring their graduate students. Graduate students were more likely to receive mentoring from faculty members, committee chairs and academic advisers, and these relationships appeared to have a significant impact on their experience at Texas A&M University. Furthermore, graduate student mentoring influences academic and career preparation in many ways (e.g., research, coursework, career placement, etc.), yet 27% of the graduate student respondents reported receiving mentoring in none of these areas.

Graduate Student Quality of Life

- Consider focus group discussions to identify what issues impact physical health and emotional well-being. Work with appropriate offices on campus to enhance services. Graduate students (in general) and, doctoral, Chinese international, self-reported historically underrepresented, Black & 2+/1 Black, Asian, and Hispanic students (specifically) reported concerns such as balancing home, coursework, employment, and research; managing transportation challenges; dealing with stress related to the Texas A&M environment and financial situations; and, maintaining good physical health and emotional well-being.
- Academic departments should ensure they communicate to students the transportation resources available after buses stop running, and Transportation Services should consider an increase in services to students during certain time frames (evenings and weekends). Graduate student respondents shared safety concerns with their travel to and from campus due to long work/study hours.
- Compare personal safety concerns raised in this report with the published Texas A&M University Police Department Survey report. Meetings with the Graduate Student Council, International Student Association and affiliate groups, and the local police to discuss safety issues (in the Northgate business/residential area, particularly) might be useful to address the reported graduate students concerns for personal safety on-campus, in the Northgate business/residential area, and in their own residential areas (though concern levels varied based on location and group).
- Focus efforts on reducing financial stress and enhancing financial planning education for graduate students at various points in their degree program. Possible interventions could be directed toward graduate assistant compensation, financial aid and counseling, and programs to educate graduate

students in various financial matters (e.g., financing graduate studies, etc.). Graduate students (in general) and females, doctoral, historically underrepresented, Black and Hispanic students (specifically) reported significant stress due to their financial situation.

Existing Services and Resources

Texas A&M University efforts to improve the campus climate existed well before OGAPS commissioned this survey. The University provides a variety of services and centers on campus to help all students thrive. Most notably campus climate efforts are led and guided by the Office of the Vice President and Associate Provost for Diversity, which convenes the Diversity Operations Committee and creates, collects, and disseminates a wide variety of information regarding campus climate at Texas A&M University. Other resources and centers include the Women's Resource Center, which aims to raise awareness on gender violence and increase women's leadership skills; the Gay, Lesbian, Bisexual, Transgender Resource Center, which lends support and resources on sexual orientation and gender identity/expression issues; Stop Hate, an online reporting tool to report hate/bias incidents; and the Student Counseling Service, which provides short-term counseling and crisis intervention to students. The Office of Graduate and Professional Studies also offers ombudsperson services to graduate students to provide guidance when graduate education concerns arise, including academic concerns, discrimination, fiscal concerns, grade disputes, faculty or student conflicts.

A large number of student associations exist on campus that support and advocate for those who face challenges common to their specific group, such as the Black Graduate Students' Association, the Hispanic/Latino Graduate Student Association, the International Student Association and many others. The Office of Graduate and Professional Studies facilitates coordination among units that provide graduate student training and maintains a Graduate Student Professional Development portal, which connects students to professional development activities and resources at the department, college, or university level. OGAPS also offers its own workshops such as "Ask OGAPS" and thesis/dissertation workshops.

The International Student Services office provides advising services for international students and offers workshops on topics including taxes, scholarships and financial aid. It also holds semi-annual conferences with a resource fair and informational sessions on networking, Aggie culture, immigration, health insurance, and how to become more involved on campus.

Additionally, departments and units across campus are actively engaging in efforts to assess and improve campus climate through various initiatives. Some examples include services and programs offered through the College of Education and Human Development's Office of Organization Development and Diversity Initiatives (ODDI), the Department of Multicultural Services, Disability Services, and the Student Government Association.

Conclusions

The Office of Graduate and Professional Studies reiterates their commitment to fostering diversity at Texas A&M and encourages all applicable University constituents to implement the aforementioned recommendations in classrooms, labs, offices and throughout campus. Our next steps include formulating actions within OGAPS, encouraging and supporting implementation efforts across campus, and monitoring

associated changes. We will continually re-assess how changes impact the campus climate by re-surveying every three years. Though the current survey makes strides towards the ideal, only with the lasting commitment of the entire campus community will Texas A&M succeed in attaining an optimal campus climate welcoming and respectful to all.

Appendix A: Tables and Figures

Table 1 Graduate Student Campus Climate – Spring 2012 demographics

	Frequency	Percent
<i>By Gender</i>		
Male	771	55%
Female	639	45%
<i>By Degree Objective</i>		
Doctoral	707	51%
Masters	678	49%
<i>By Ethnicity*</i>		
Asian	47	5%
Black & 2+/1 black	70	8%
Hispanic/Latino	140	16%
White	622	71%
<i>By Citizenship</i>		
International – Other	294	21%
China	146	10%
India	107	8%
U.S.	861	61%
<i>By Self-reported Historically Underrepresented Status</i>		
Yes	558	41%
No	707	52%
I prefer not to respond	83	6%

*Ethnicity includes US citizens/permanent residents only

Table 2 Frequency of observing inappropriate behaviors

	Total	Daily	Weekly	Monthly	A few times a year	Once a year
Age	82	5%	4%	20%	54%	18%
Biological sex	112	4%	17%	21%	48%	9%
Disability	65	6%	9%	15%	52%	17%
Gender identity or expression	143	5%	19%	24%	42%	10%
Language proficiency	286	5%	16%	21%	50%	8%
Nationality/citizenship status	256	5%	19%	20%	41%	16%
Political beliefs	251	11%	26%	25%	31%	8%
Race/ ethnicity	312	7%	18%	19%	43%	13%
Religion/spiritual beliefs	237	6%	23%	24%	38%	9%
Sexual orientation	195	9%	23%	21%	35%	12%
Socioeconomic status	100	6%	10%	30%	37%	17%

Table 3 Frequency of experiencing inappropriate behaviors

	Total	Daily	Weekly	Monthly	A few times a year	Once a year
Age	48	4%	8%	19%	42%	27%
Biological sex	56	2%	9%	18%	57%	14%
Disability	20	10%	20%	15%	40%	15%
Gender identity or expression	49	4%	6%	22%	45%	22%
Language proficiency	129	6%	12%	12%	51%	19%
Nationality/citizenship status	119	3%	13%	16%	45%	24%
Political beliefs	159	6%	20%	14%	42%	18%
Race/ ethnicity	169	5%	16%	15%	43%	21%
Religion/spiritual beliefs	147	4%	14%	22%	39%	20%
Sexual orientation	55	4%	25%	24%	27%	20%
Socioeconomic status	55	4%	18%	13%	45%	20%

Table 4 Frequency of experiencing inappropriate behaviors in different locations

	Total	In the classroom	In the research lab	In the workplace	In the B/CS community	Throughout the A&M campus
Age	109	19%	6%	18%	14%	19%
Biological sex	144	13%	9%	16%	15%	15%
Disability	78	8%	5%	15%	13%	17%
Gender identity or expression	164	9%	2%	9%	14%	16%
Language proficiency	345	13%	6%	11%	15%	13%
Nationality/citizenship status	323	10%	7%	8%	18%	19%
Political beliefs	378	16%	5%	12%	24%	22%
Race/ ethnicity	408	12%	4%	10%	23%	20%
Religion/spiritual beliefs	324	13%	7%	12%	21%	23%
Sexual orientation	234	9%	3%	7%	15%	16%
Socioeconomic status	134	11%	6%	13%	21%	22%

Table 5 Frequency of experiencing acts of incivility in different locations

	Total	In the class/lab	On the job	In the Bryan-College Station community	Throughout the A&M campus
Put me down or were condescending to me	206	35%	21%	18%	25%
Pay little attention to my statement or showed little interest in my opinion	231	32%	21%	19%	28%
Make demeaning or derogatory remarks about me	125	30%	18%	23%	29%
Doubt my judgment on a matter over which I have responsibility	178	37%	28%	13%	21%
Make jokes about me	114	25%	23%	22%	31%
Interrupt or speak over me	181	41%	22%	14%	23%
Exclude me	190	30%	21%	22%	27%
Treat me as if I am invisible	176	27%	19%	22%	32%
Talk about me behind my back	193	31%	28%	17%	24%

Table 6 Frequency of experiencing acts of incivility with different people

	Total	Faculty	Staff	Students
Put me down or were condescending to me	189	39%	23%	39%
Pay little attention to my statement or showed little interest in my opinion	210	38%	19%	43%
Make demeaning or derogatory remarks about me	103	34%	17%	49%
Doubt my judgment on a matter over which I have responsibility	159	38%	20%	42%
Make jokes about me	96	23%	10%	67%
Interrupt or speak over me	166	33%	16%	51%
Exclude me	173	29%	14%	57%
Treat me as if I am invisible	160	33%	17%	50%
Talk about me behind my back	178	33%	14%	53%

Figure 1 Graduate student perceptions of commitment to diversity at Texas A&M University

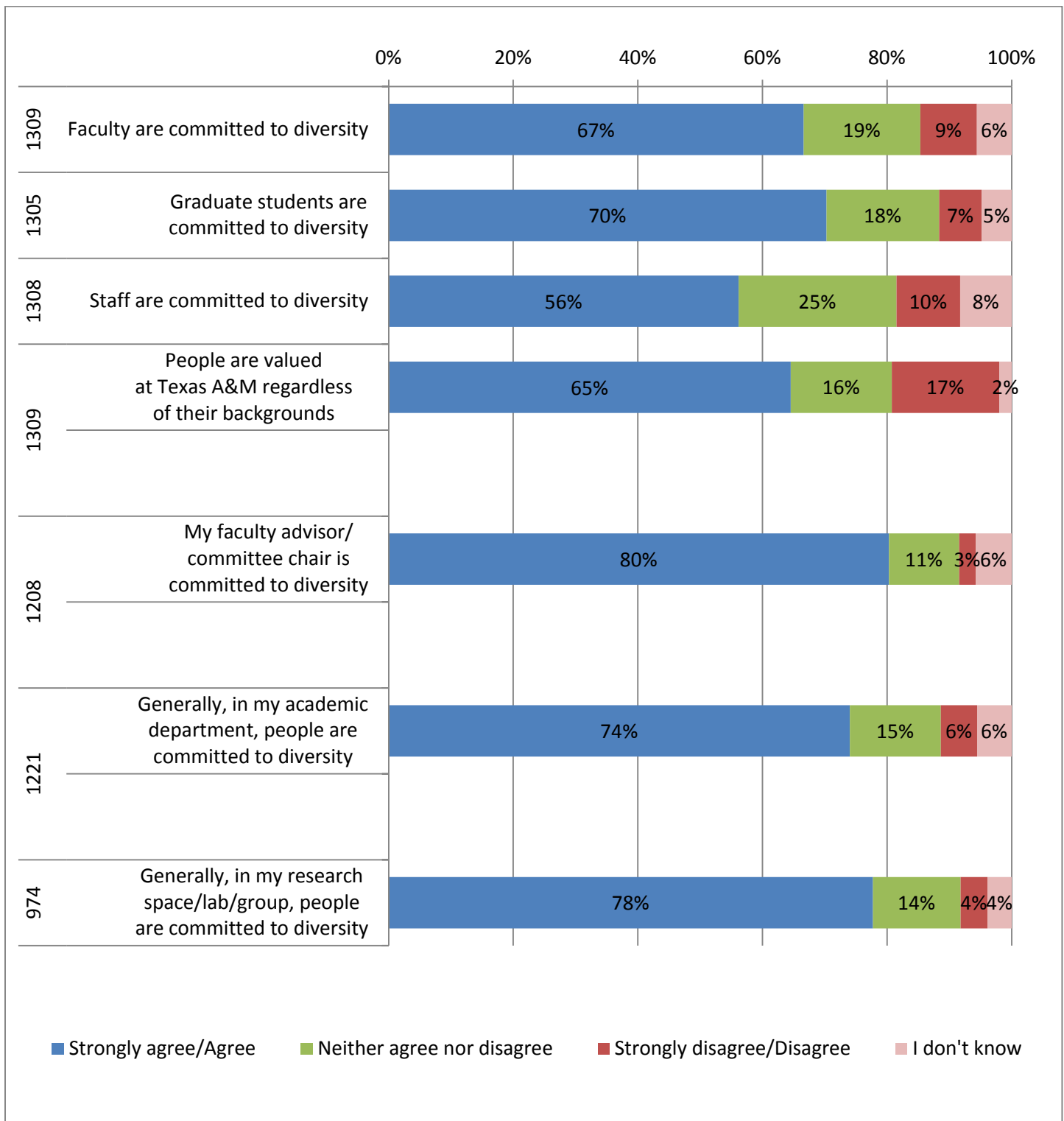


Figure 2 Graduate student perceptions of the valuing of diversity regardless of background at Texas A&M University – by group affiliation

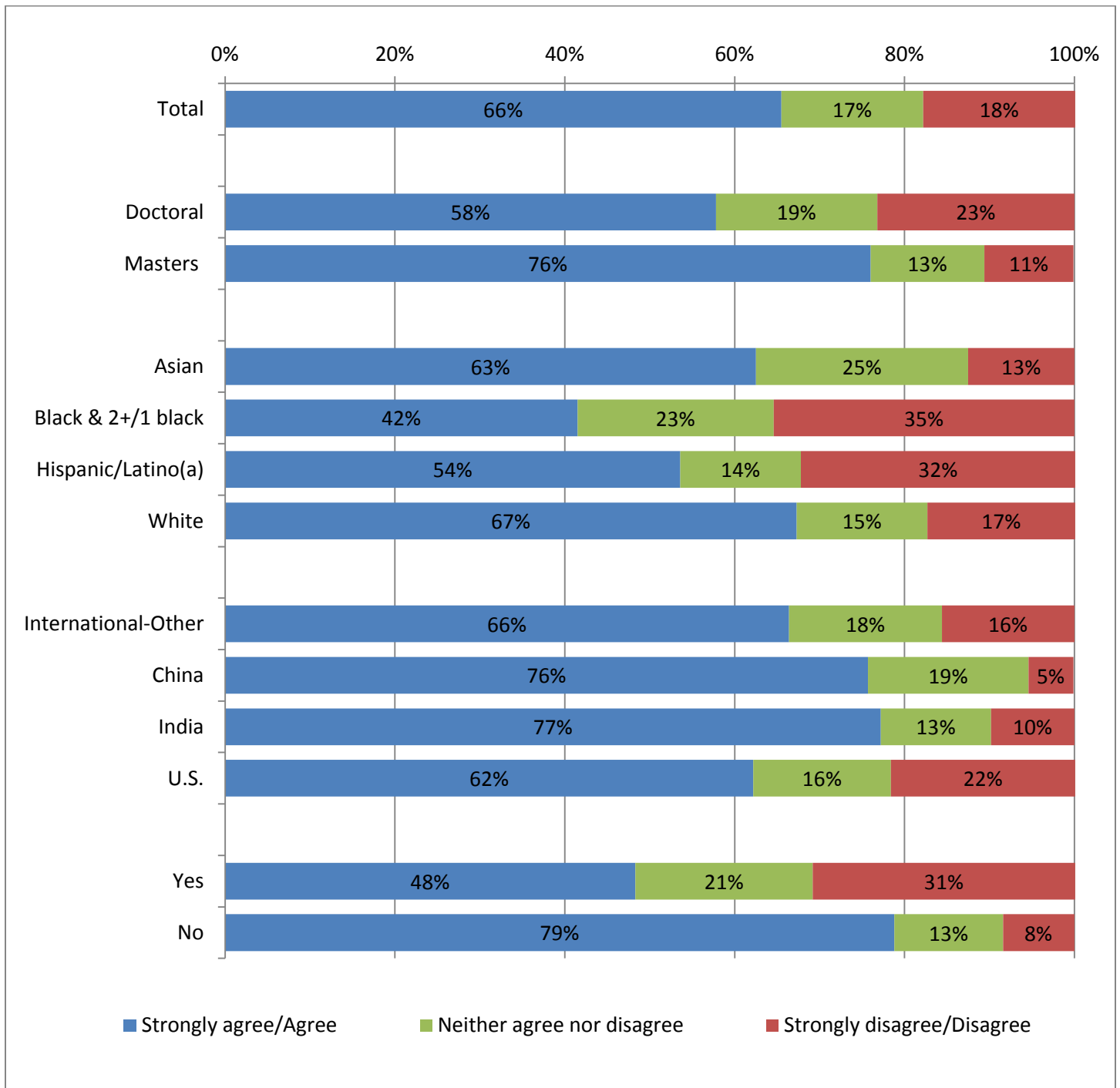


Figure 3 Graduate student observation of and/or experience with inappropriate behaviors

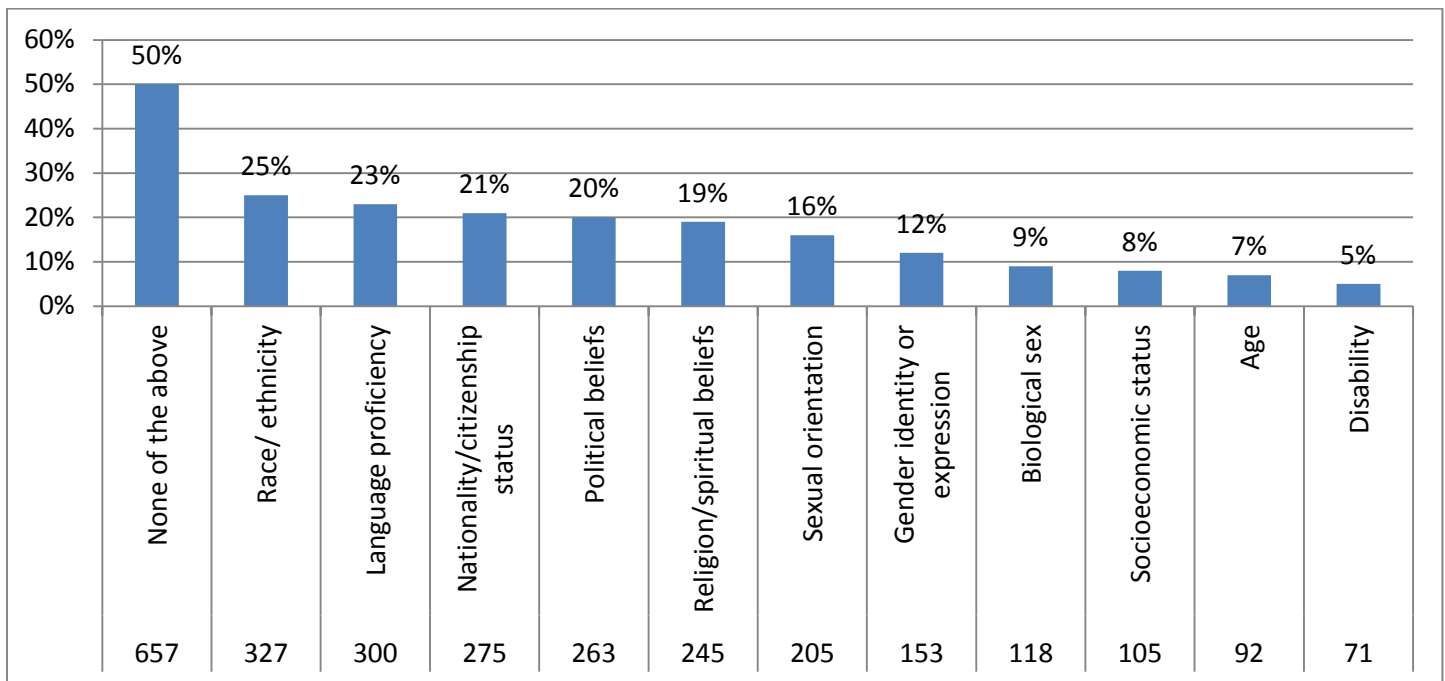


Figure 4 Graduate student experience with acts of incivility

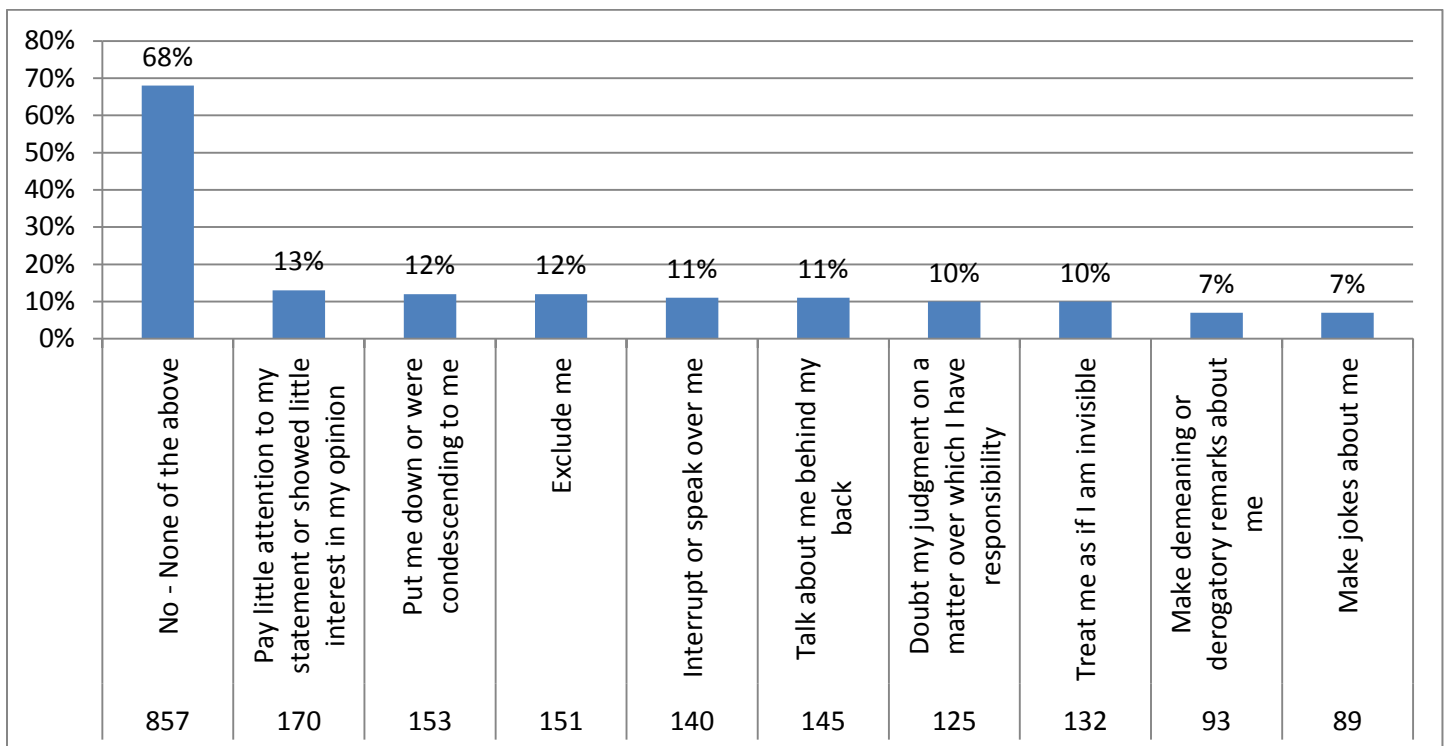


Figure 5 Graduate student satisfaction with Texas A&M University academic environment

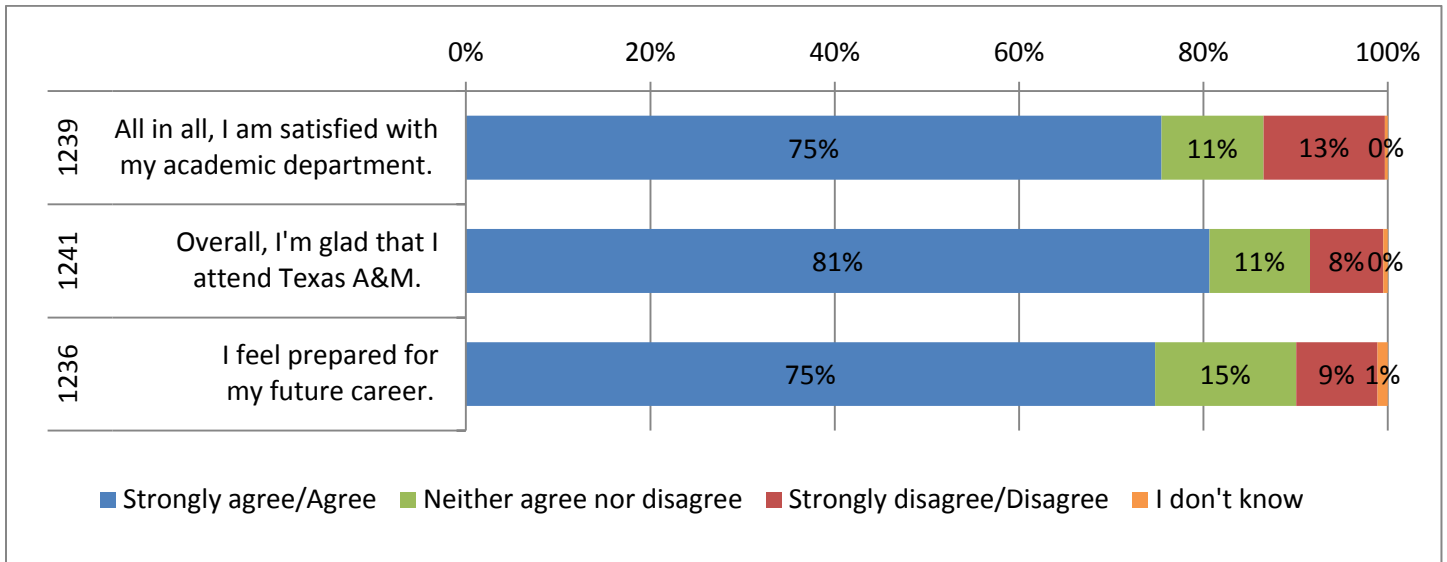


Figure 6 Graduate student perceptions of their faculty adviser/committee chair

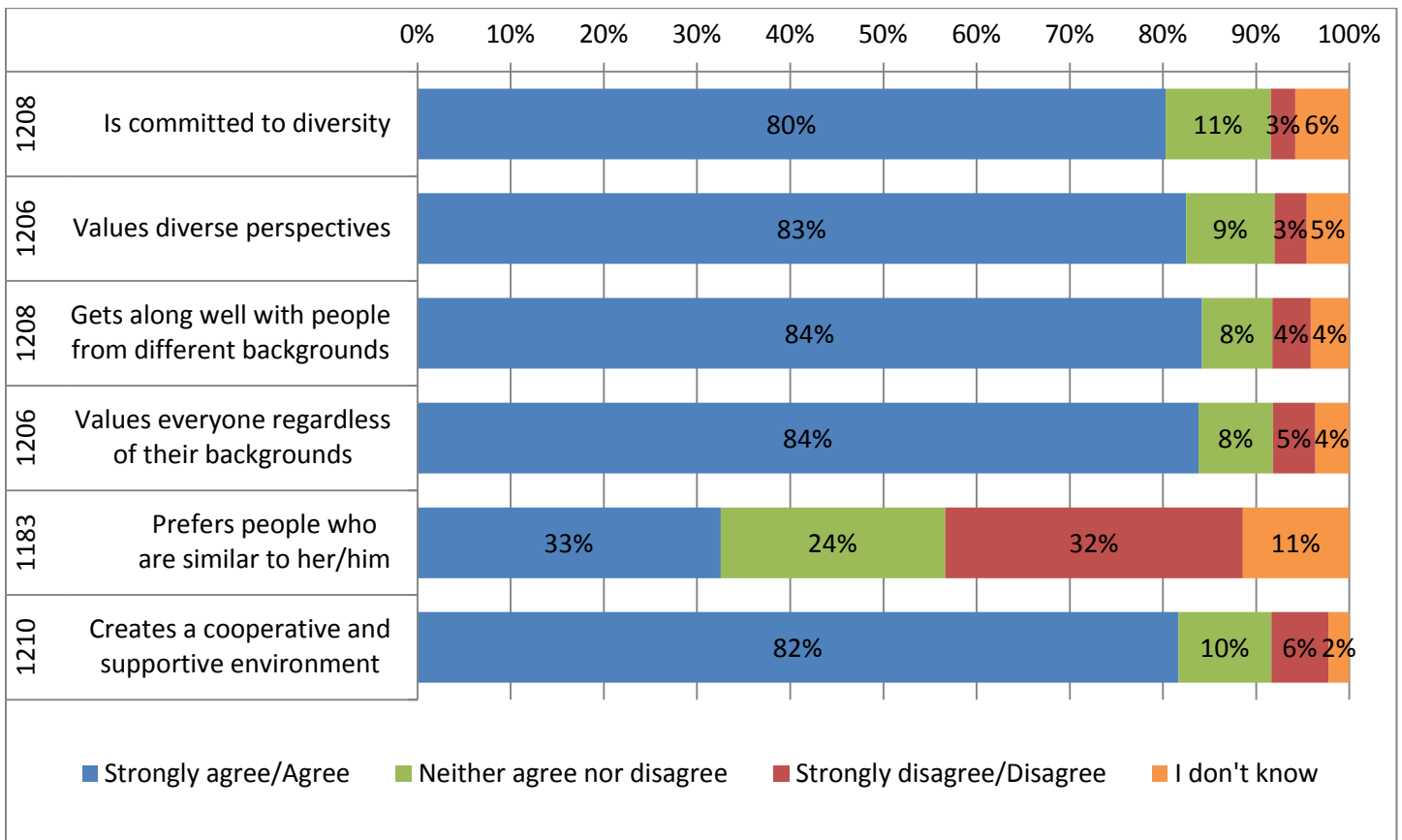


Figure 7 Graduate student perceptions of people in their academic department

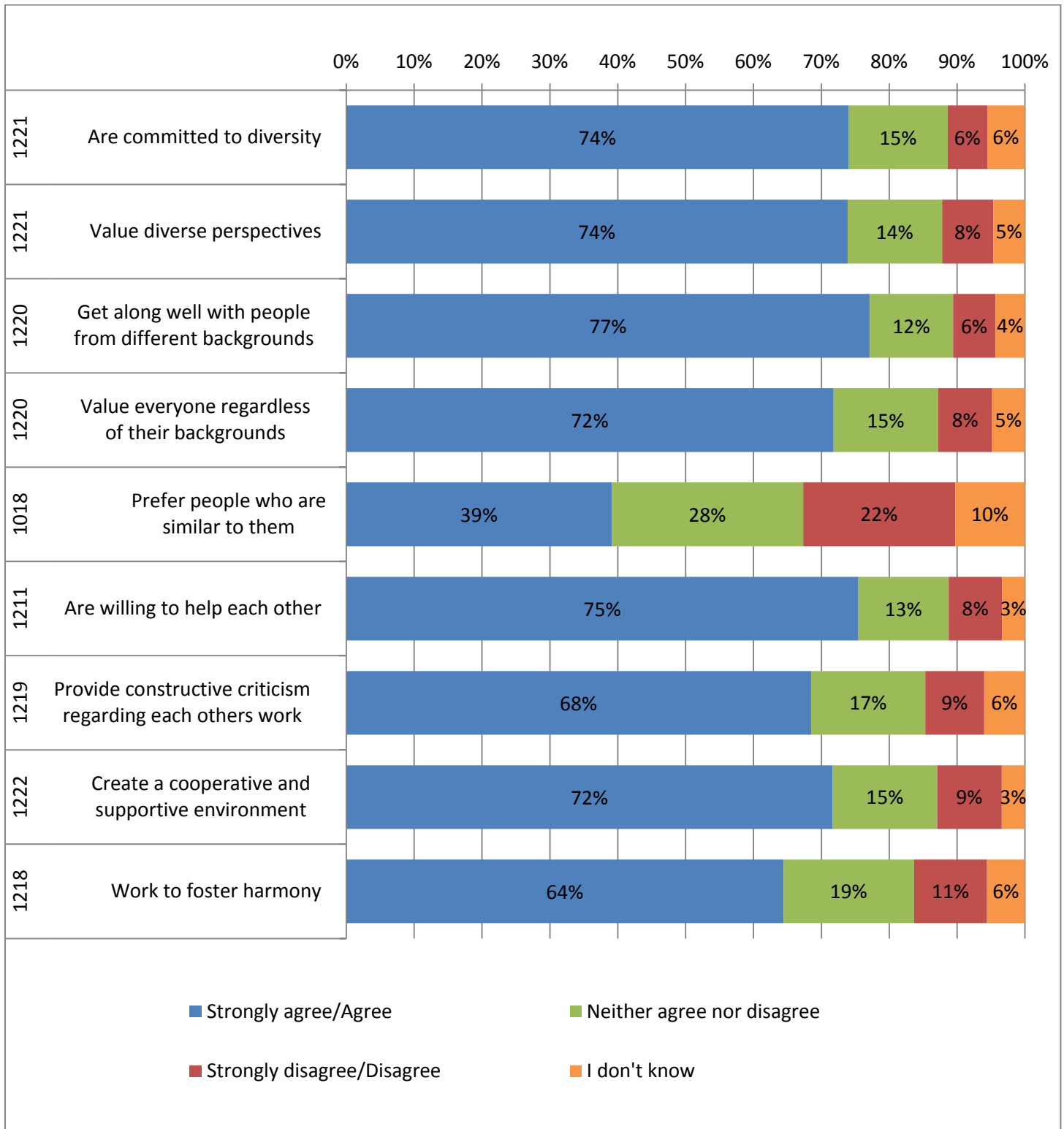


Figure 8 Graduate student satisfaction with mentoring

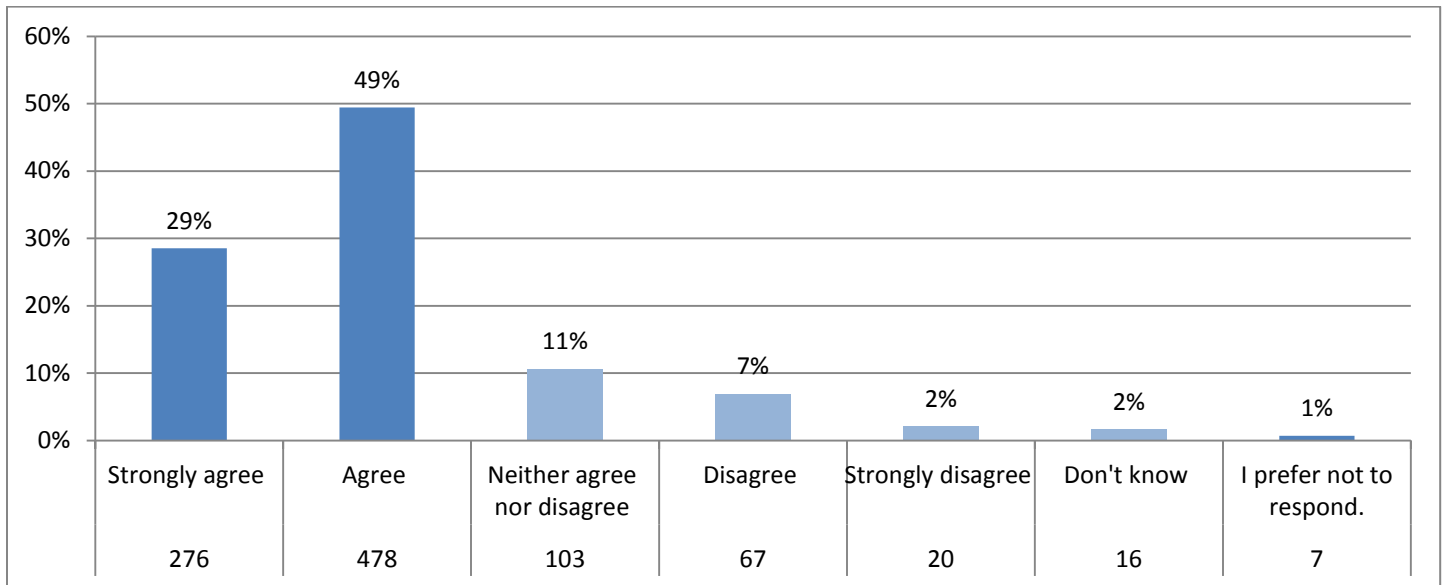


Figure 9 Graduate student mentoring experience

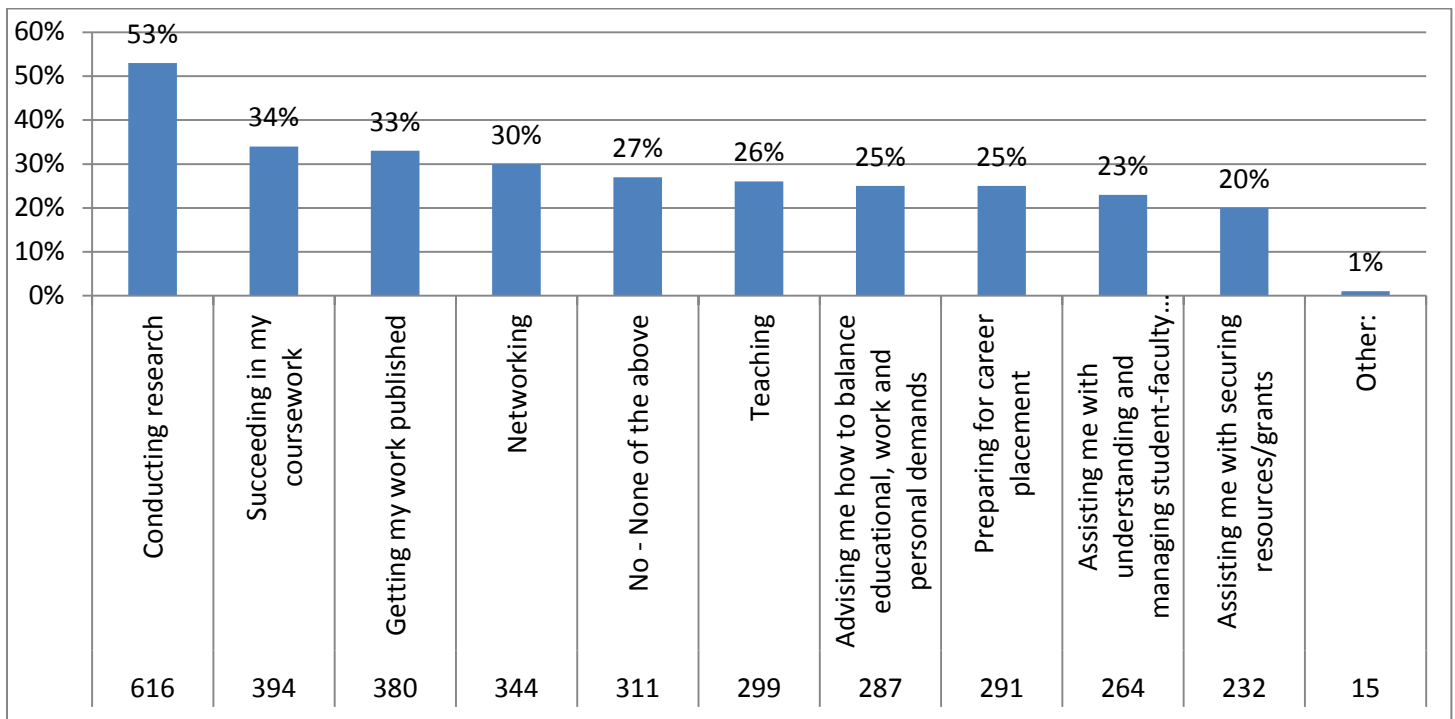


Figure 10 Graduate student resource persons when experiencing equity issues

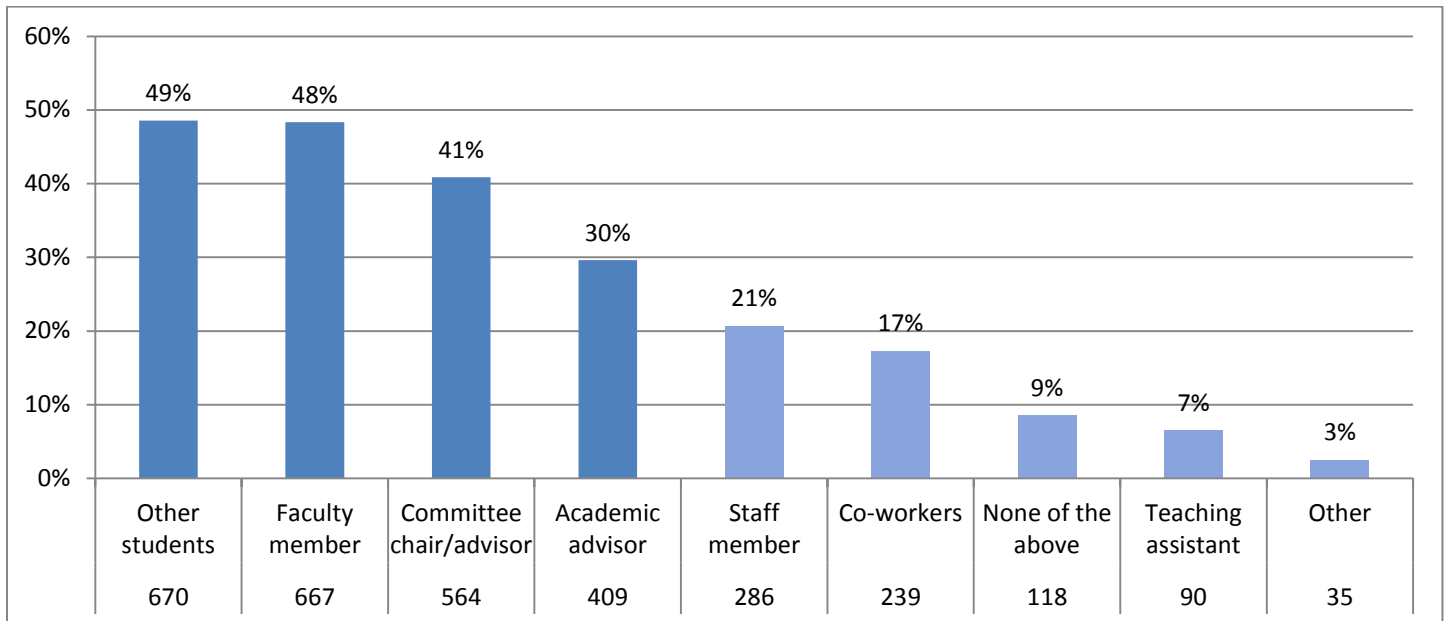


Figure 11 Graduate student participation in professional development

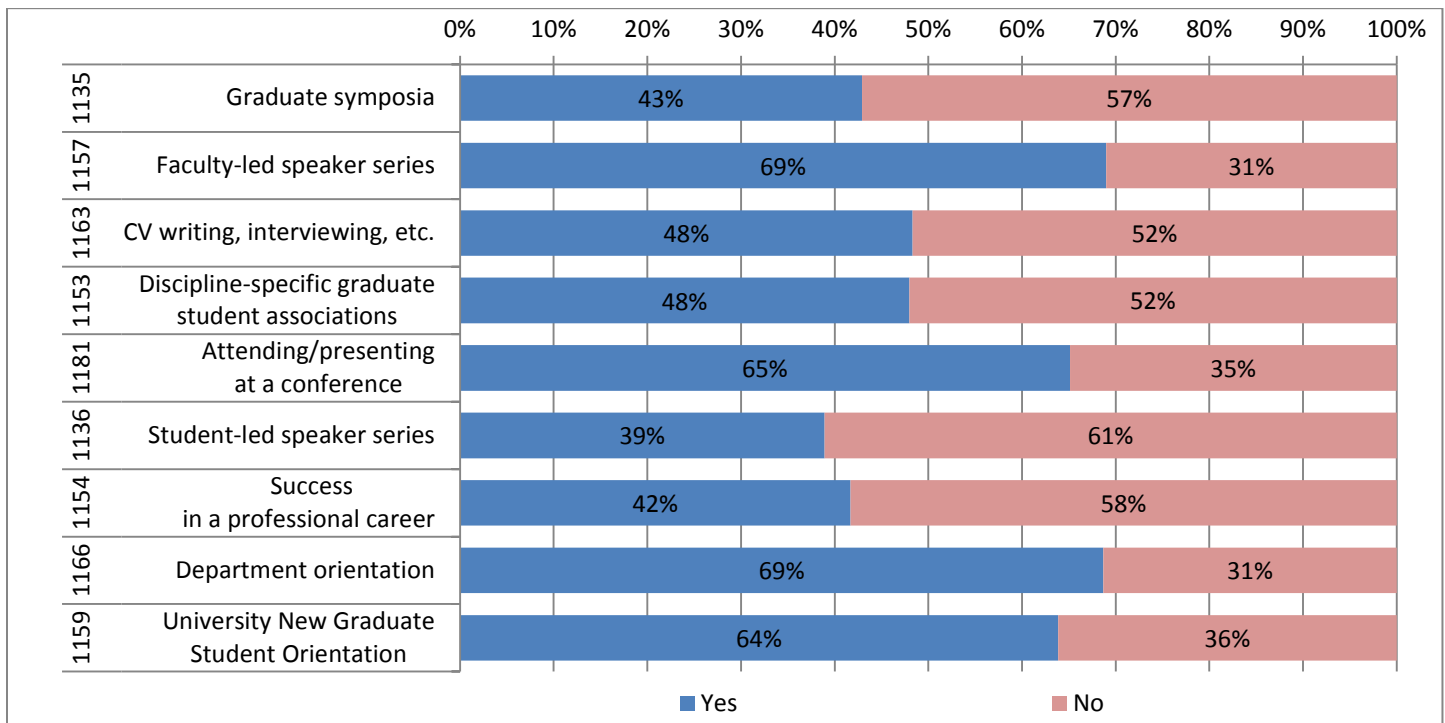


Figure 12 Graduate student physical health – by group affiliation

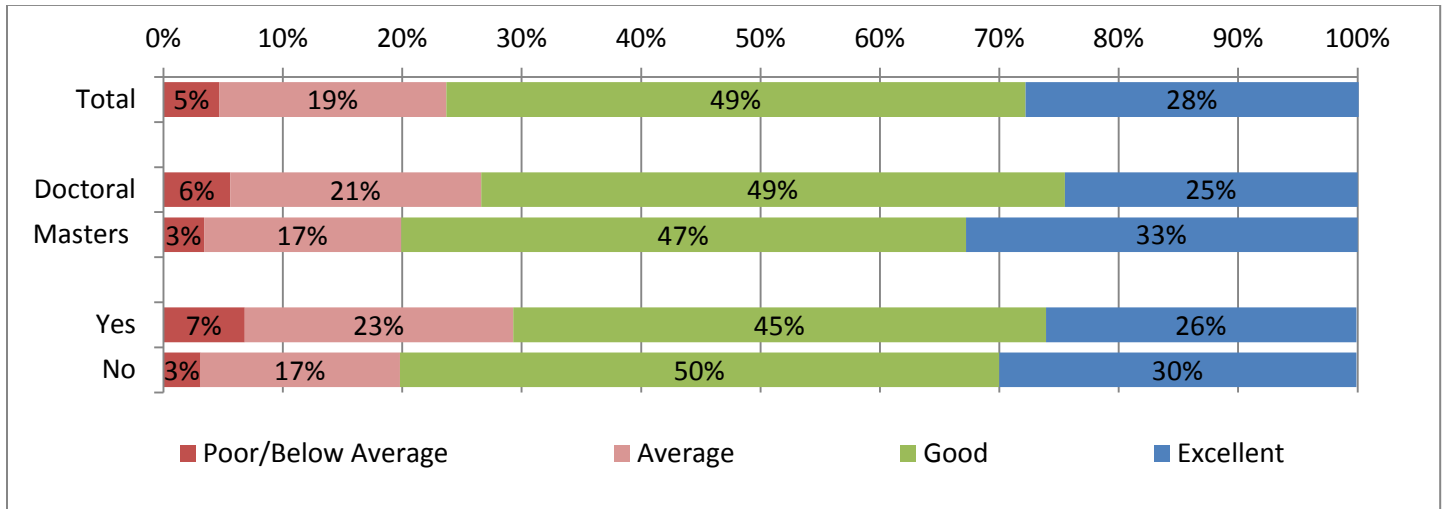


Figure 13 Graduate student emotional well-being – by group affiliation

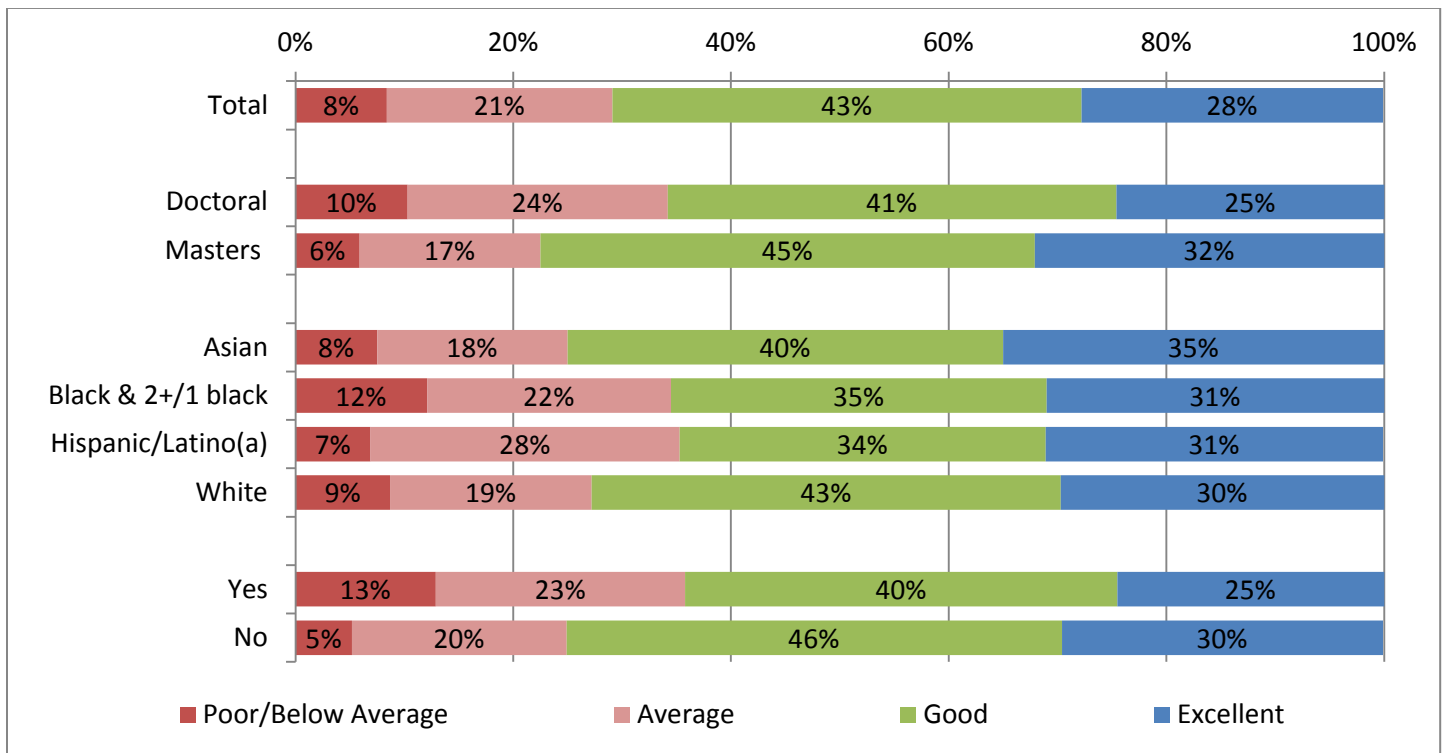


Figure 14 Graduate student stress at Texas A&M University

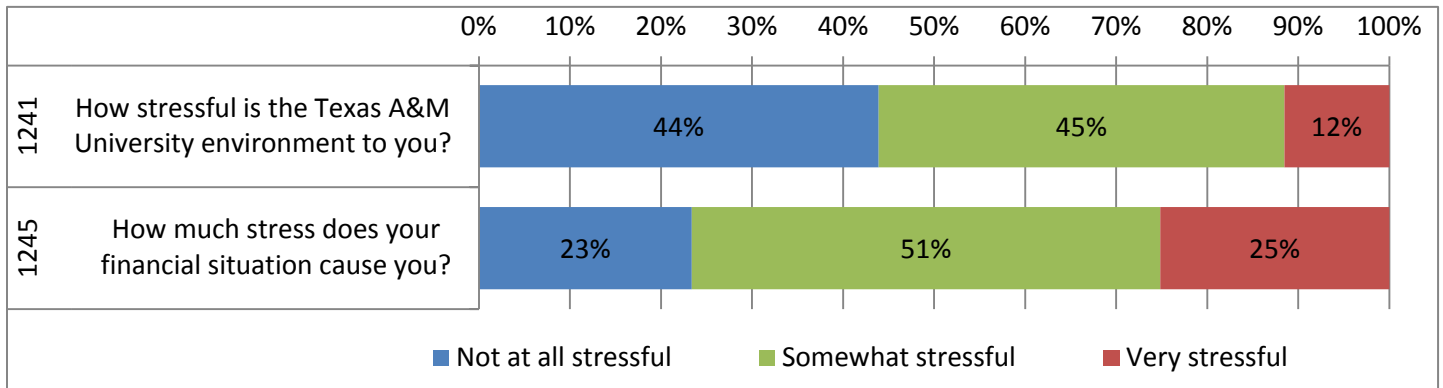


Figure 15 Graduate student stress as a result of the Texas A&M University environment, beyond workload (courses, working, student organization involvement, etc.) – by group affiliation

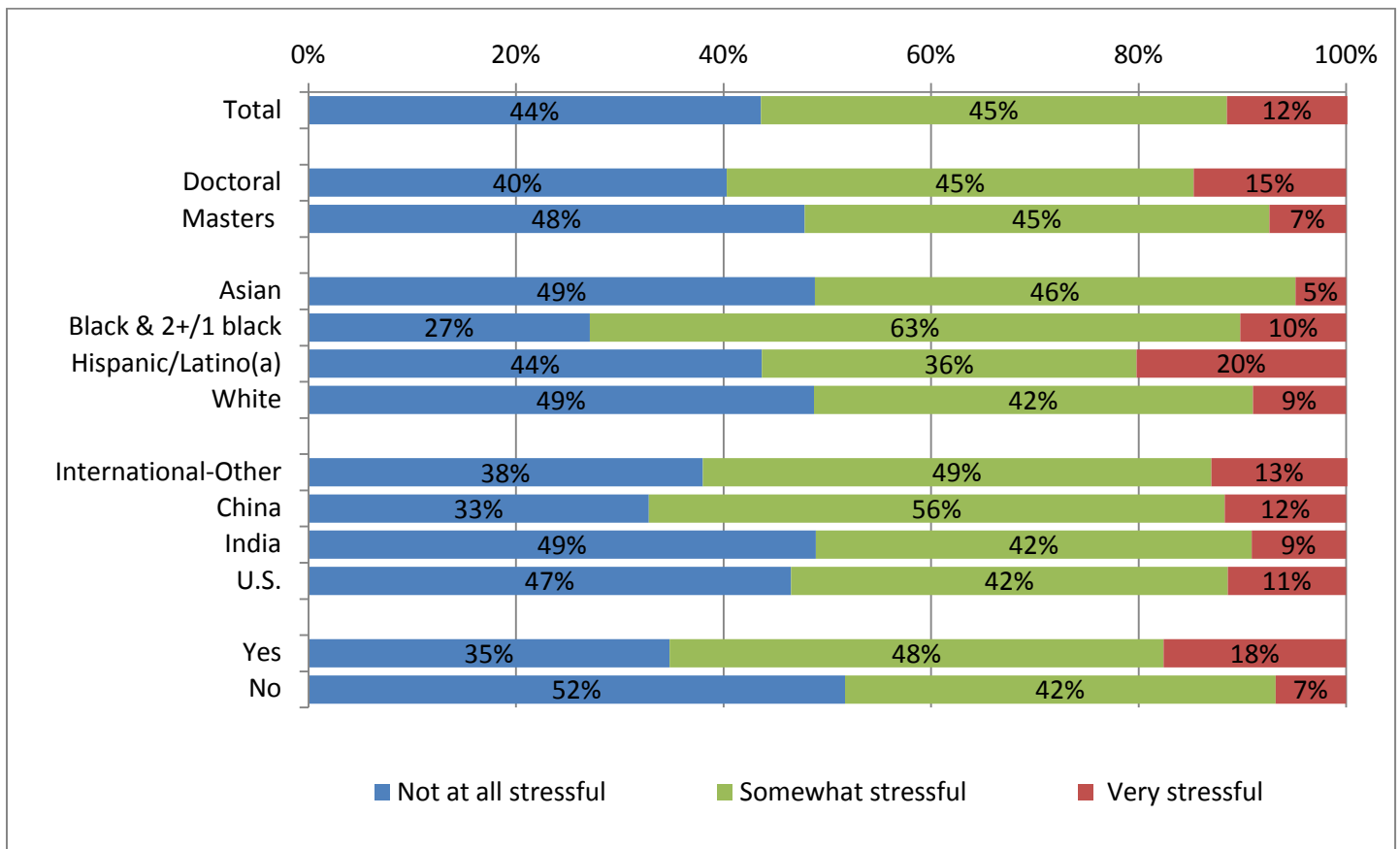


Figure 16 Graduate student stress as a result of financial situation – by group affiliation

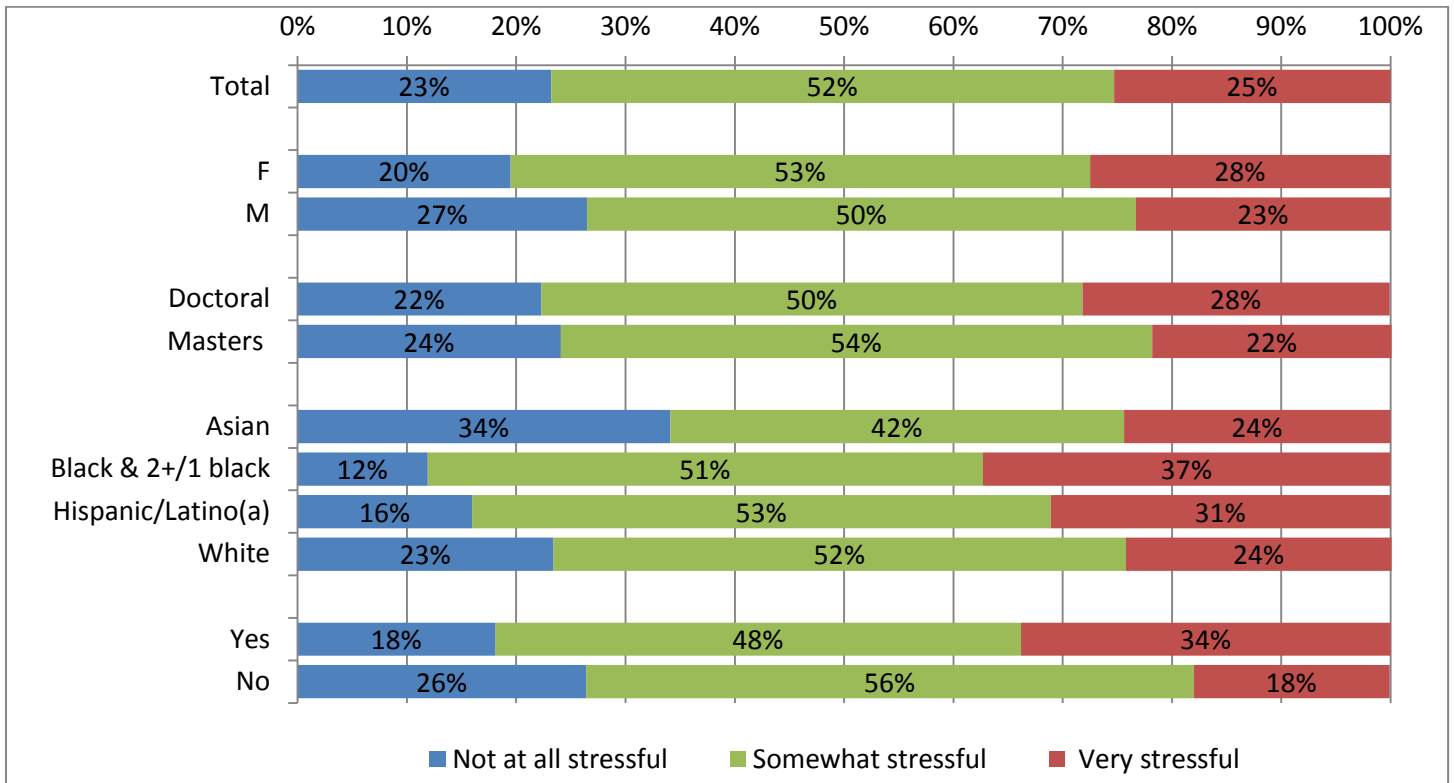


Figure 17 Graduate student frequency of safety concerns

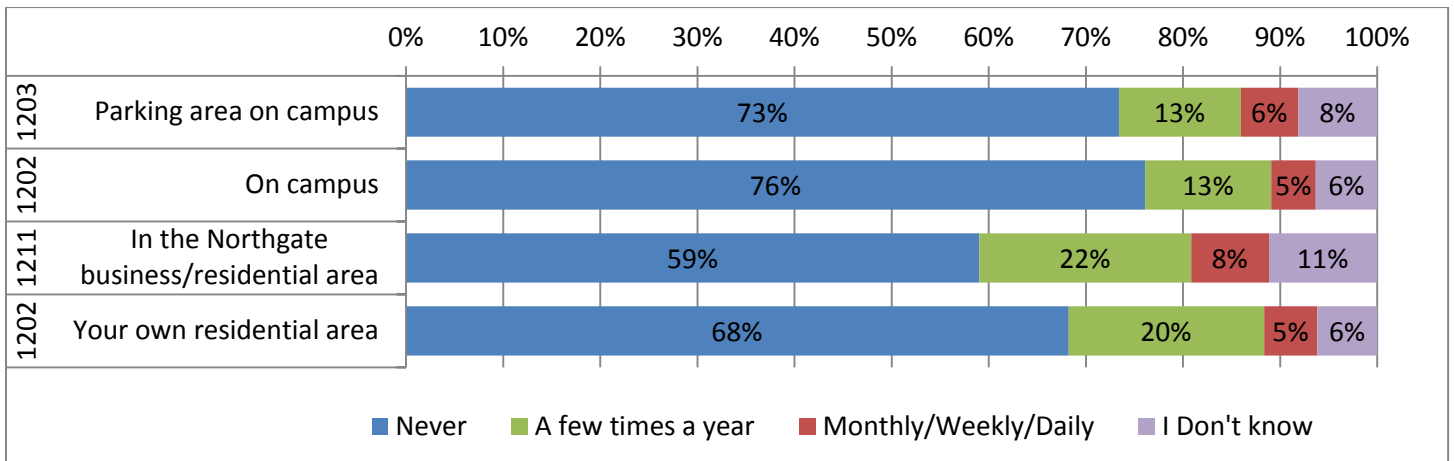


Figure 18 Graduate student frequency of safety concerns in the Northgate business and residential areas – by group affiliation

