

GT Climate Assessment Survey Report

Jonathan Gordon, Director of Assessment

September 2013

GT Climate Assessment Survey Report

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Table i.i. Climate Assessment Task force members and affiliation

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In Spring 2012, Provost Rafael 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 co-chaired by Archie Ervin, Vice President for Institute Diversity (VPID), and Jonathan Gordon, Director of the Office of Assessment (OOA). The task force was comprised of GT faculty, staff, and students and was tasked with overseeing a survey development process that would assess the present 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...

Through a consultative and iterative process with the task force, staff in OOA and VPID developed separate survey instruments for GT faculty, staff, and students. The instruments and the research protocol were approved by the GT Institutional Review Board, and the survey was administered to the campus community in February 2013. 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 future years.

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Faculty

EXECUTIVE SUMMARY

Faculty (both tenured/tenure-track and non-tenure-track) and postdoctoral fellows were invited to participate in the GT Climate Faculty Survey. This report focuses specifically on tenured/tenure-track faculty. Of the 913 tenured/tenure-track faculty invited to participate in the survey, a total of 439 responded for an overall response rate of 48.1 percent. This section summarizes the results of respondents. Among the highlights:

- Overall, responding faculty express general satisfaction with the support they receive from their colleagues, with over 70 percent of respondents stating they are very or somewhat satisfied with the support they receive in *establishing professional contacts* (72.8 percent satisfied), *collaboration on research* (71.8 percent satisfied), *advice on the promotion/tenure process* (71.7 percent satisfied), and *mentoring for teaching* (71.5 percent satisfied).
- Responding faculty expressed relatively high levels of satisfaction with the chairs in terms of the *degree to which agreements were honored* (83.3 percent satisfied), *advice on the promotion/tenure process* (76.9 percent satisfied), and *acknowledging individual contributions to the school* (73.4 percent satisfied).
- Faculty expressed less satisfaction with the degree to which their chair provided *mentoring for leadership positions* (58.5 percent satisfied) and *advice on obtaining grants* (56.9 percent satisfied).
- Responding faculty expressed concern over resources. Nearly half (46.6 percent) stated they had *considered leaving GT over the resources available to them for their work*.
- Some differences in perception and opinion exist among male and female faculty: responding female faculty were less likely to feel supported by their chairs in terms of *advice on obtaining grants* (61.9 percent of males felt supported versus 40.3 percent of females). Responding female faculty were less satisfied with their school's efforts to *retain faculty from diverse backgrounds* (56.4 percent of females satisfied versus 80.8 percent of males).
- Over half of responding female faculty (51.6 percent) stated they had *experienced instances of marginalization at GT in the past three years* (compared to 10.9 percent of responding male faculty).
- Underrepresented Minority (URM) faculty were less likely to agree with their non-URM peers that there is *clarity about the promotion and tenure process at Georgia Tech* (37.1 percent of URM respondents agreed versus 72.5 percent of non-URM).
- Generally, faculty report high levels of agreement over the Institute's objectives concerning diversity. A large majority (89.6 percent) agreed that *diversity is integral to GT's ability to successfully fulfill its mission*, and 83.6 percent agreed that their *school demonstrates its commitment to diversity and inclusion*.

SURVEY METHODOLOGY AND QUALITY ASSURANCE

Faculty^{1.1} were invited by email to complete the GT Climate Survey via the web in February 2013. A single reminder was sent to increase response rates. Of the 913 tenured/tenure-track faculty invited, a total of 439 responded to the survey, for an overall response rate of 48.1 percent and a sampling error (95% confidence interval) of 3.4%. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were representative of the overall faculty population on the basis of sex and rank, but were not representative on the basis of ethnicity or college. In the case of college, the respondents overly represented the College of Architecture, Scheller College of Business, and Ivan Allen College. Faculty in the Colleges of Computing and Sciences were underrepresented in the sample. Further analysis revealed significant differences in the responses to many items on the basis of college. To more accurately portray the data, the Institute results presented in this report were weighted by college.^{1.2} Because of the way in which race and ethnicity were collected in the survey versus how they were coded in GT's databases, weighting by these factors was considered impractical and was not performed.

Table 1.1. Faculty demographics

	Respondent Frequency	Valid Respondent Percent ^{1.3}	Faculty Population Percent
Sex			
Male	334	76.6	79.3
Female	102	23.4	20.7
Not specified	3	n/a	
Ethnicity			
Hispanic or Latino/a	20	4.8	3.4
Not Hispanic or Latino/a	400	95.2	96.2
Not specified	19	n/a	0.3
Race			
Asian or Asian American	76	17.7	22.4
Black or African American	18	4.2	3.0
Multiracial	6	1.4	n/a
White or European American	323	75.3	69.5
Other	6	1.4	n/a
Not specified	10	n/a	1.3
Rank			
Full Professor	220	50.1	48.5
Associate Professor	106	24.1	27.7
Assistant Professor	113	25.7	23.8
College			
Architecture	30	6.9	5.3
Computing	26	6.0	7.7
Engineering	191	43.8	43.5
Ivan Allen College	67	15.4	13.4
Scheller College of Business	39	8.9	7.9
Sciences	83	19.0	22.2
Not specified	3	n/a	n/a

^{1.1} Tenured/tenure-track faculty, instructors, and post-doctoral researchers were included in the survey population. However, only the results of tenured/tenure-track faculty are included in this report.

^{1.2} The weighting slightly "overcounts" colleges with lower response rates and "undercounts" colleges with higher response rates. The specific weighting scheme is available upon request from the Office of Assessment.

^{1.3} Valid response excludes "not specified" respondents from the overall percentage calculation.

Data Limitations

In any survey, there is a possibility of non-response bias—this occurs when those who respond to the survey differ in significant ways from those who do not. In the case of this survey, the relatively high response rate (close to 50 percent) and the general representativeness of the respondents relative to the overall faculty population (including the weighting correction for college appointment) tends to mitigate the risk of non-response bias. However, this risk cannot be completely eliminated.

Structure of this Report

The structure of this report generally follows the structure of the survey instrument. Faculty were asked to describe their satisfaction with their *interactions with other faculty colleagues* and satisfaction with *support from their chair or directors*. Next, they were also asked to indicate their agreement about the *overall climate of their academic unit as well as the Institute* in general. Respondents then provided their opinions on the *value of diversity* and the degree to which their unit and the Institute is committed to *policies that support diversity*. Faculty were 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 faculty 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. Finally, respondents answered a series of demographic questions including sex, race, ethnicity, academic rank, and college of appointment. Responses to these demographic questions were used to group faculty responses for subsequent analyses.

Many of the survey items utilized a four-point Likert scale. The specific response anchors are presented in Table 1.2. For the purposes of this report, “satisfied” or “agree” are derived from combining responses of 3 or 4.

Table 1.2. Survey response anchors based on a four-point Likert scale

Rating	Agreement	Satisfaction
4*	Strongly Agree	Very Satisfied
3*	Somewhat Agree	Somewhat Satisfied
2	Somewhat Disagree	Somewhat Dissatisfied
1	Strongly Disagree	Very Dissatisfied

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

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 v .^{1.4} These measures are 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).

^{1.4} 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).

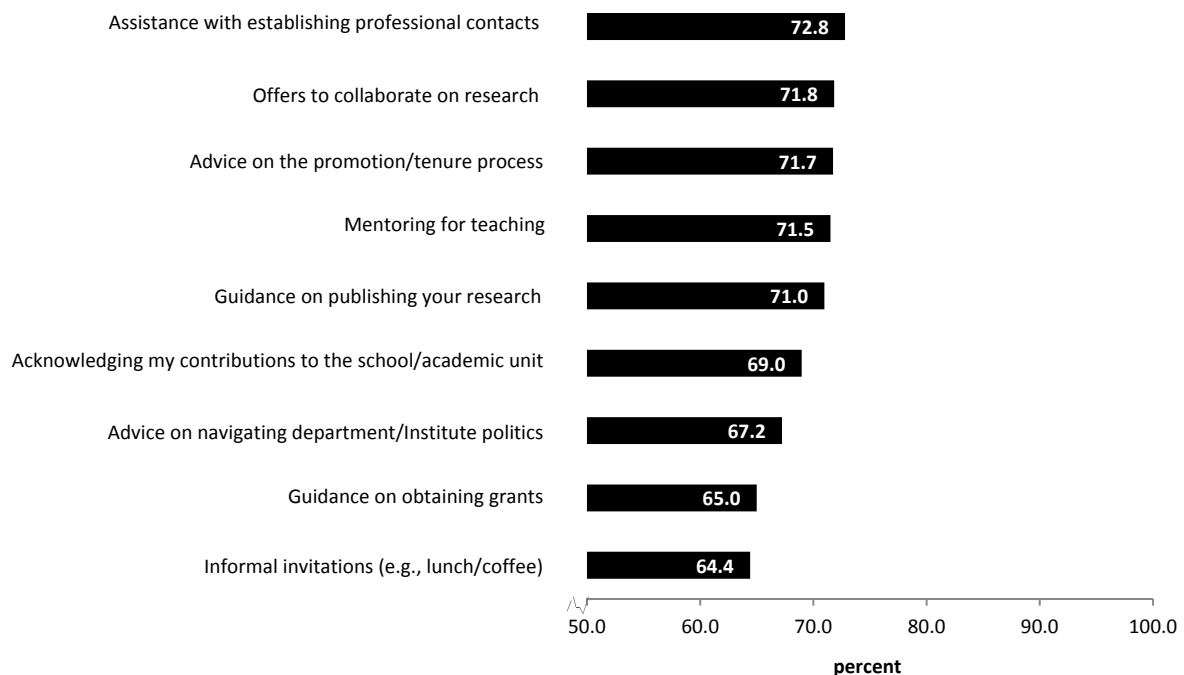
It should also be noted that for some comparisons—particularly those between races/ethnicities, sample sizes are relatively small. Small samples mean low statistical power, making it difficult to discern significant differences between groups even if they exist in reality.

RESULTS

Interactions with Colleagues

Faculty were asked to reflect on their satisfaction with their colleagues based on a variety of interactions that they had with them. Selected items are presented here, while complete results are available in Appendix A. Faculty expressed general satisfaction around most of the items, with over seven in ten respondents stating they were very or somewhat satisfied with the support they receive from their colleagues in *establishing professional contacts*, *collaboration on research*, *advice on the promotion and tenure process*, and *mentoring for teaching*. Respondents were only slightly less satisfied in terms of *guidance on obtaining grants* and *informal invitations to lunch or coffee*, with about two-thirds of respondents expressing some level of satisfaction on these items. Results are presented in Chart 1.1.

Chart 1.1. Faculty satisfaction with colleagues (percent “very satisfied” or “somewhat satisfied”)

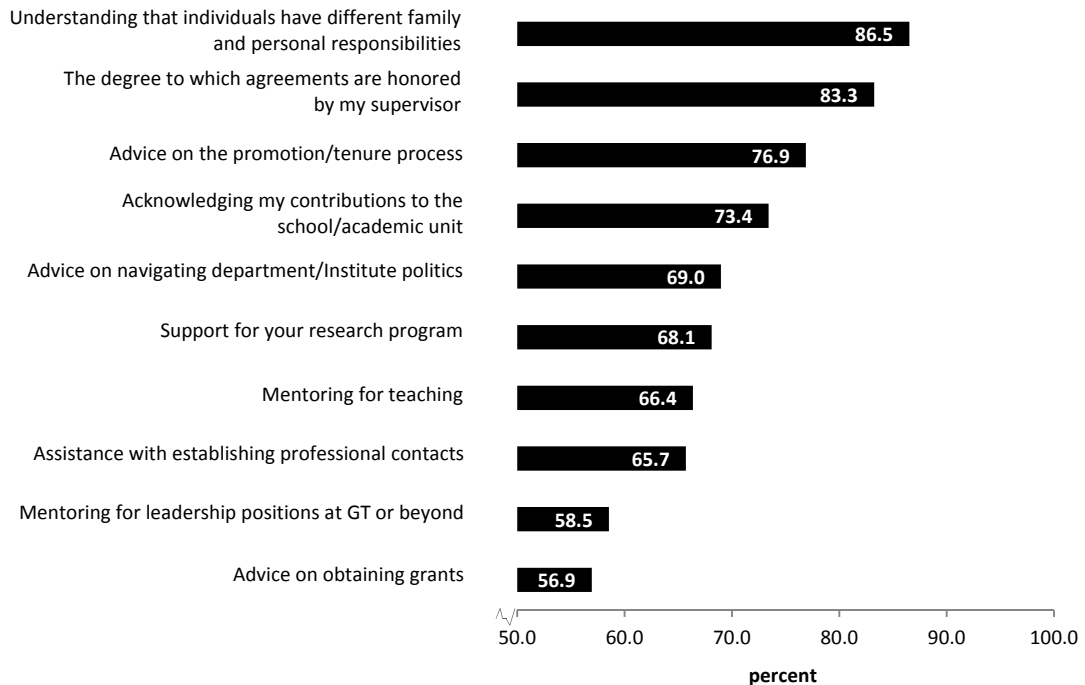


Support from Chairs

Faculty were asked their satisfaction with the support they received from their chair or director in terms of career development, work resources, and promotion and tenure. Satisfaction was generally high on items like *understanding that individuals have different family and personal responsibilities* (86.5 percent somewhat/very satisfied), the *degree to which agreements are honored by my supervisor* (83.3 percent somewhat/very satisfied), and *advice on the third year review*, and *promotion and tenure process* (78.8 percent and 76.9 percent, respectively). Satisfaction was lower on *mentoring for leadership positions*

at GT and beyond (58.5 percent somewhat/very satisfied) and *advice on obtaining grants* (58.5 percent somewhat/very satisfied). See Chart 1.2.

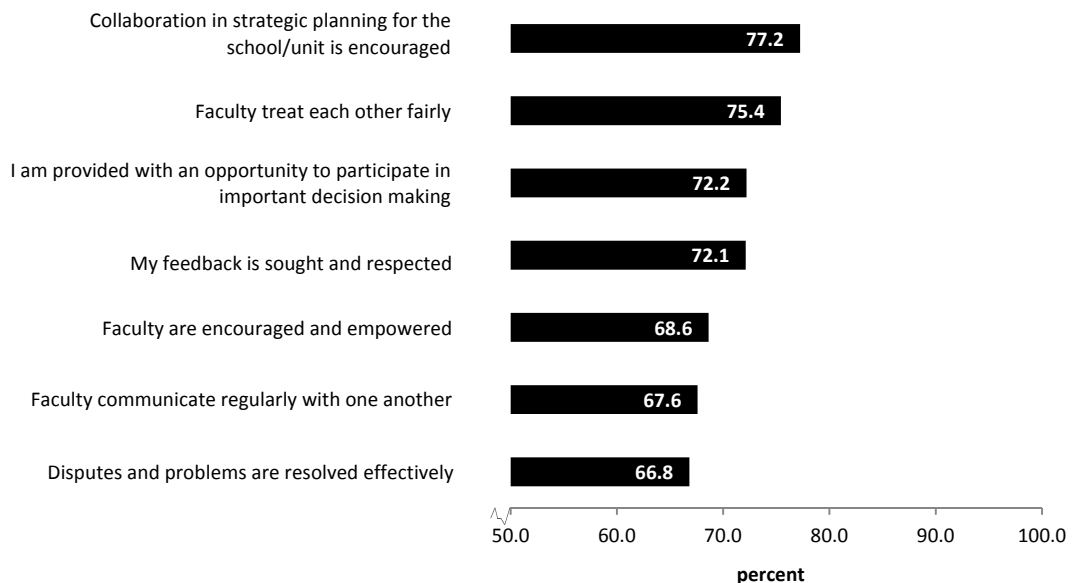
Chart 1.2. Faculty satisfaction with support from chairs (percent “very satisfied” or “somewhat satisfied”)



Climate in School/Academic Unit

Asked about collaboration and the working climate within their schools or academic units, most faculty agreed that they felt included and empowered. For example, over three-quarters (75.4 percent) of respondents agreed that *faculty treat each other fairly*, and over two-thirds agreed that *faculty communicate regularly with each other* and that *disputes and problems are resolved effectively*. See Chart 1.3.

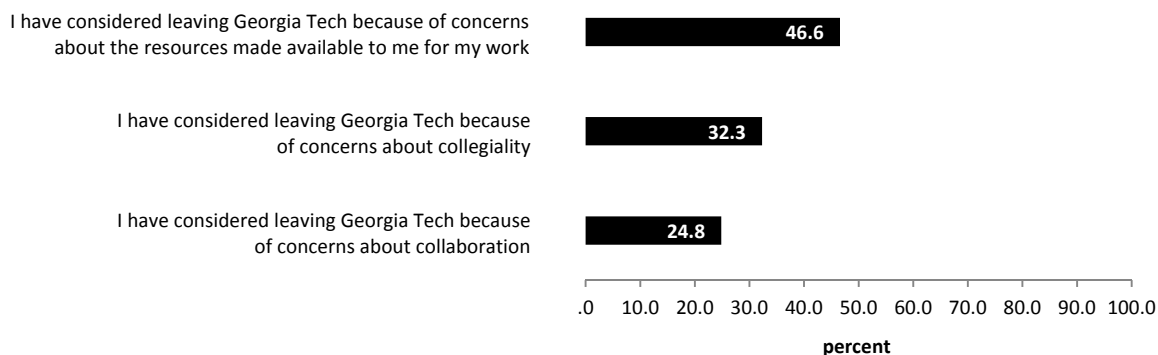
Chart 1.3. Faculty opinions on school/unit climate (percent “strongly” or “somewhat” agreed)



Climate at GT

When asked about the overall climate at Georgia Tech, over 80 percent of respondents agreed that it was a *comfortable and inclusive environment*, and over three-quarters (75.8 percent) stated they were *satisfied with their career progress at Tech, and felt valued and respected by the GT community*. However, a substantial percentage of respondents stated they had considered leaving GT over concerns about available work resources (46.6 percent “strongly” or “somewhat agreeing”). See Chart 1.4.

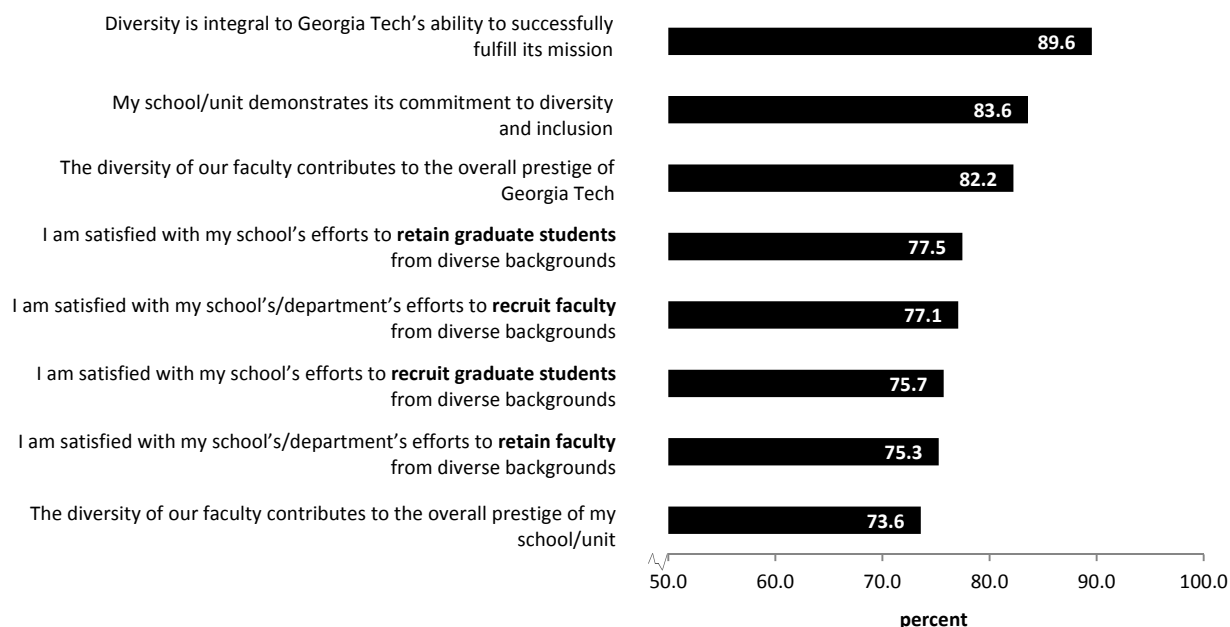
Chart 1.4: Faculty consideration of leaving Georgia Tech (percent “strongly” or “somewhat agreed”)



Diversity/Inclusion

Overall, respondents supported the general diversity goals of the Institute, and expressed satisfaction with their schools’ and the Institute’s commitment to diversity goals. Nearly 90 percent of respondents agreed that *diversity is integral to GT’s ability to successfully fulfill its mission*, and over 80 percent agreed that their school demonstrates its *commitment to diversity and inclusion*. Over three-quarters of respondents expressed satisfaction with their *school’s efforts to recruit and retain faculty from diverse backgrounds*. However, as will be seen in subsequent sections, satisfaction with GT’s diversity recruitment and retention efforts does vary considerably across various demographic groups.

Chart 1.5. Faculty opinions on diversity and inclusion (percent “strongly” or “somewhat agreed”)



Differences by College; Rank; and Gender, Race, and Ethnicity

Responses were analyzed by various factors such as the college of primary appointment, academic rank, gender, and ethnicity. This section highlights some of the statistically significant differences found among various groups on campus.

College

With the exception of questions regarding the value of diversity and inclusion, survey responses varied considerably by college. An analysis of variance (ANOVA) was performed on each item to determine whether there were significant differences in the mean agreement/satisfaction ratings among the colleges. Table 1.3 provides the frequency distributions for selected items in which mean differences ($p < .001$) were found. Full results by college are available in the Appendix A.

Table 1.3. Faculty differences by college

	COA (n ≈ 28)	COC (n ≈ 22)	COE (n ≈ 178)	IAC (n ≈ 67)	SCB (n ≈ 34)	COS (n ≈ 81)	GT (weighted) (n ≈ 439)
(Percent “strongly/somewhat agree,” or “very/somewhat satisfied”)							
I have considered leaving GT because of concerns about the resources made available to me for my work	67.9%	42.3%	50.9%	62.5%	15.8%	36.6%	46.6%
In my school/academic unit, disputes are resolved effectively	69.0%	64.0%	63.2%	41.9%	91.7%	80.5%	66.8%
In my school/academic unit, faculty are encouraged and empowered	60.0%	64.5%	63.1%	58.2%	94.9%	80.0%	68.6%
GT is a comfortable and inclusive environment for me	83.3%	84.6%	81.5%	68.7%	100.0%	86.7%	82.7%
Satisfaction with Colleagues:							
Advice on the promotion/tenure process	57.1%	65.2%	78.8%	44.6%	80.6%	77.5%	71.1%
Support for your research program	44.8%	59.1%	63.1%	44.6%	91.7%	76.5%	63.8%
Mentoring for teaching	57.1%	56.5%	71.0%	55.2%	91.7%	83.8%	71.1%
Support from Chair or Director:							
Advice on obtaining grants	33.3%	53.3%	61.3%	31.0%	57.9%	69.0%	56.9%
Advice on navigating department/institute politics	38.5%	66.7%	70.1%	51.9%	81.8%	79.7%	69.0%
Advice on P&T Process	62.5%	60.0%	79.9%	52.4%	87.9%	88.1%	76.9%
Mentoring for teaching	34.6%	56.3%	68.1%	48.6%	80.6%	79.6%	66.4%
Support for your research program	53.8%	57.9%	63.2%	56.6%	88.6%	82.9%	68.1%
Obtaining the resources you need to excel	51.9%	60.0%	62.7%	35.8%	84.8%	78.7%	63.9%

Academic Rank

When results were analyzed by academic rank, few differences emerged in terms of satisfaction with support from colleagues. However, more differences were found in terms of satisfaction with support from chairs. Generally, when differences were found, associate professors were less satisfied than their full and assistant professor peers. Associate professors expressed particularly low sentiments regarding *mentoring for teaching, guidance on publishing research, and mentoring for leadership positions*. Associates were also considerably more likely to state they *considered leaving GT because of concerns about collegiality*. Assistant and associate professors were less likely to agree with their full professor colleagues that there is *clarity about the promotion and tenure process*. A sample of these items is presented in the Table 1.4. Full results by rank may be found in the Appendix A.

Table 1.4. Faculty satisfaction with support by academic rank

	Full (n ≈ 220)	Associate (n ≈ 106)	Assistant (n ≈ 113)	Sig.	Effect Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5					
(percent “very” or “somewhat satisfied”)					
Based upon your interactions with your colleagues, how satisfied are you with:					
Advice on the third year review process	78.4	68.1	59.4	**	0.18
Advice on the periodic peer review process	73.8	54.8	49.7	***	0.22
Satisfaction with support from your chair/director:					
Mentoring for teaching	68.8	45.7	80.7	***	0.27
Advice on the annual review process	69.0	54.7	82.1	***	0.22
Advice on the third year review process	83.4	63.7	84.3	**	0.22
Guidance on publishing your research	76.3	53.0	72.9	**	0.21
Support for your research program	64.8	59.6	82.1	**	0.18
Obtaining the resources you need to excel	58.0	57.3	81.8	***	0.22
Mentoring for leadership positions at GT or beyond	61.0	43.5	68.7	**	0.19
The degree to which agreements are honored by my supervisor	81.6	77.0	92.7	*	0.15
Acknowledging my contributions to the school/academic unit	70.1	63.1	89.6	***	0.22
At Georgia Tech:					
There is clarity about the promotion and tenure process at Georgia Tech	77.4	62.2	60.8	**	0.17
I have considered leaving GT because of concerns about collegiality	33.9	43.5	17.5	***	0.20

Gender, Race, and Ethnicity

Analysis of responses by gender revealed some similarities as well as several statistically significant differences in terms of satisfaction in support from colleagues. Responding male and female faculty expressed similar levels of agreement or satisfaction in collegial and chair *support for their research programs*. They also expressed similar opinions in the support they received from their chairs regarding *advice on the promotion and tenure process* and the *degree to which agreements are honored*.

In many cases where differences were found, the effect sizes were small (Phi values between .10 and .20). More noteworthy differences were found on items relating to overall climate and perceptions of the degree to which GT supports principles of diversity. For example, female respondents were less likely to agree that GT is generally a *comfortable and inclusive environment for me* or that in their academic unit *disputes and problems are resolved effectively*. Women were also less likely than their male counterparts to believe that their school/unit *demonstrates commitment to diversity and inclusion* and were less satisfied with their unit’s *efforts to retain faculty from diverse backgrounds*. Responding female faculty expressed lower satisfaction with the support they received from the chairs regarding *advice on obtaining grants* and *guidance on publishing research*.

Analysis by race and ethnicity among faculty was complicated by the relatively low numbers in some groups. Faculty who described themselves as Black/African American or Hispanic were categorized as “Underrepresented Minorities” (URM), while White/European Americans, Asians, and “Not Hispanic” were classified as Non-URM. Based on these categories, a Chi-Square Test was performed on the frequency distributions of the responses. Given the small number of URM faculty respondents ($n = 38$), statistical power is relatively low. Generally, few differences emerged between URM and Non-URM faculty in terms of collegiality and support from chairs. Some differences worthy of note include different perceptions of the *promotion and tenure process*, and satisfaction with *efforts to retain diverse faculty*. For example, while 72.5% of non-URM faculty strongly or somewhat agreed that *there is clarity about the promotion and tenure process at GT*, only 37.1% of URM faculty did so. URM faculty were also less likely than their non-URM peers to be satisfied with their school’s efforts to recruit faculty and graduate students from diverse backgrounds (see Table 1.5).

Table 1.5. Faculty selected responses by gender, race, and ethnicity

	Gender				Underrepresented Minorities			
	Male Percent ($n \approx 334$)	Female Percent ($n \approx 102$)	Sig.	Effect Size	Not URM ($n \approx 400$)	URM ($n \approx 38$)	Sig.	Effect Size
(percent “very” or “somewhat satisfied”)								
Based upon your interactions with your colleagues, how satisfied are you with:								
Support for your research program	65.5%	62.1%			64.9%	61.8%		
Understanding that individuals have different family and personal responsibilities	82.2%	65.6%	**	0.17	79.4%	64.9%	*	0.10
Advice on the promotion/tenure process	72.9%	68.5%			73.7%	50.0%	**	0.15

Note. URM = Underrepresented Minorities.

[continued on next page]

Table 1.5. Faculty selected responses by gender, race, and ethnicity [continued]

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 334)	Female Percent (n ≈ 102)	Sig.	Effect Size	Not URM (n ≈ 400)	URM (n ≈ 38)	Sig.	Effect Size
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p>								
(percent "very" or "somewhat satisfied")								
Satisfaction with support from your chair or director:								
Advice on obtaining grants	61.9%	41.2%	**	0.17	58.2%	46.2%		
Support for your research program	69.7%	64.4%			69.3%	56.7%		
Advice on the promotion/tenure process	77.9%	74.3%			77.5%	69.2%		
Obtaining the resources you need to excel	65.4%	59.8%			64.8%	57.6%		
The degree to which agreements are honored by my supervisor	84.1%	80.5%			83.3%	80.6%		
Guidance on publishing your research	73.3%	56.9%	*	0.15	71.0%	56.0%		
(percent "strongly" or "somewhat agreed")								
In my school/academic unit:								
Faculty are encouraged and empowered	72.9%	55.1%	**	0.16	70.3%	54.1%	*	0.10
I am provided with an opportunity to participate in important decision making	73.8%	69.8%			72.8%	68.6%		
Disputes and problems are resolved effectively	72.1%	48.9%	***	0.20	66.9%	69.7%		
At Georgia Tech:								
Georgia Tech is generally a comfortable and inclusive environment for me	86.7%	71.7%	***	0.17	83.5%	75.7%		
I feel valued and respected by the Georgia Tech community	78.0%	69.4%			76.3%	72.2%		
There is clarity about the promotion and tenure process at Georgia Tech	71.2%	63.9%			72.5%	37.1%	***	0.21
I am satisfied with my current workload balance (research/ teaching/ service) as it relates to my career goals	73.5%	56.6%	**	0.16	70.3%	61.1%		
Diversity and Inclusion:								
My school/unit demonstrates its commitment to diversity and inclusion	88.7%	66.3%	***	0.25	85.1%	67.6%	**	0.13
The diversity of our faculty contributes to the overall prestige of my school/unit	74.1%	70.2%			74.5%	63.9%		
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	80.8%	56.4%	***	0.24	77.0%	53.1%	**	0.15
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	79.1%	62.2%	**	0.16	77.5%	57.6%	**	0.13
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	80.1%	66.2%	*	0.13	79.7%	51.6%	***	0.19

Note. URM = Underrepresented Minorities.

Marginalization

Faculty were asked whether in the past three years at GT they had experienced any instances of marginalization—a sense of exclusion or feeling left out—based on their personal identities. While the majority (79.2 percent) of respondents stated they had not experienced any instances of marginalization, proportions were higher for female respondents. As seen in the Table 1.6, 51.6 percent of responding female faculty stated they had experienced marginalization. Queried further to describe the basis for their marginalization, 56.3 percent of responding female faculty members attributed the marginalization they experienced to their *gender*. In examining marginalization by *race/ethnicity*, URM faculty did not report higher rates of marginalization overall, although those that did experience marginalization were more likely (41.7 percent of URM respondents versus 7.1 percent of non-URM faculty) to attribute it to their *race or ethnicity*. Among all faculty respondents who experienced marginalization, about one-fifth (20.9 percent) attributed their marginalization to *age*.

Table 1.6. Faculty experiences with marginalization by gender and ethnicity

	Gender				Underrepresented Minorities				GT Total
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5									
Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering “yes”]									
Percent reporting marginalization experience	10.9%	51.6%	***	.43	20.6%	21.9%			20.8%
Total Respondents	284	91			345	32			375
[If respondent answered “yes”]: To what personal characteristic(s) do you attribute this marginalization:									
Gender	7.7%	56.3%			40.8%	25.0%			39.1%
Age	23.1%	19.7%			21.4%	16.7%			20.9%
Race/ethnicity	15.4%	8.5%			7.1%	41.7%			10.9%
Disability	2.6%	1.4%			2.0%	.0%			1.8%
National origin	17.9%	4.2%			9.2%	8.3%			9.1%
Language difference/accent	5.1%	4.2%			5.1%	0.0%			4.5%
Political perspective	12.8%	2.8%			7.1%	0.0%			6.4%
Religion	10.3%	0.0%			4.1%	0.0%			3.6%
Sexual orientation	5.1%	0.0%			2.0%	0.0%			1.8%
Gender identity/expression	0.0%	2.8%			1.0%	8.3%			1.8%

Note: URM = Underrepresented Minorities.

Disparaging Comments

The survey asked faculty to describe in the past year how frequently they heard disparaging remarks about various groups made by their faculty colleagues. Table 1.7 provides selected results from these items by *gender* and *race/ethnicity*. Because of the small sample sizes in various response cells, no statistical tests were performed on these data. Complete results are available in Appendix 1.

Table 1.7. Faculty experiences with disparaging comments

		Gender		Underrepresented Minorities		All GT (n ≈ 431)
		Male (n ≈ 326)	Female (n ≈ 99)	Not URM (n ≈ 389)	URM (n ≈ 38)	
Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to:						
Women	Never	77.0%	51.0%	71.4%	64.1%	70.8%
	Sometimes	20.2%	42.2%	24.3%	35.9%	25.5%
	Often	2.5%	3.9%	3.3%	0.0%	2.8%
	Very Often	0.3%	2.9%	1.0%	0.0%	0.9%
Men	Never	85.6%	88.1%	86.7%	82.1%	86.2%
	Sometimes	13.2%	11.9%	12.3%	17.9%	12.9%
	Often	0.9%	0.0%	0.8%	0.0%	0.7%
	Very Often	0.3%	0.0%	0.3%	0.0%	0.2%
People's race or ethnicity	Never	85.3%	75.5%	83.9%	74.4%	82.9%
	Sometimes	13.8%	24.5%	15.3%	25.6%	16.4%
	Often	0.6%	0.0%	0.5%	0.0%	0.5%
	Very Often	0.3%	0.0%	0.3%	0.0%	0.2%
People with less education	Never	73.8%	79.8%	76.4%	64.1%	75.2%
	Sometimes	20.7%	17.2%	18.7%	30.8%	19.9%
	Often	5.2%	2.0%	4.7%	2.6%	4.5%
	Very Often	0.3%	1.0%	0.3%	2.6%	0.5%
People with language differences/accents	Never	70.2%	69.0%	70.1%	66.7%	69.9%
	Sometimes	25.5%	29.0%	26.5%	25.6%	26.4%
	Often	3.7%	2.0%	2.8%	7.7%	3.3%
	Very Often	0.6%	0.0%	0.5%	0.0%	0.5%
People with specific political views	Never	54.7%	48.5%	53.2%	53.8%	53.3%
	Sometimes	35.2%	43.4%	37.5%	33.3%	37.1%
	Often	7.3%	4.0%	5.9%	12.8%	6.6%
	Very Often	2.8%	4.0%	3.3%	0.0%	3.1%
People with particular religious affiliations	Never	80.1%	80.0%	80.8%	74.4%	80.1%
	Sometimes	15.9%	15.0%	15.4%	17.9%	15.7%
	Often	2.8%	3.0%	2.3%	7.7%	2.8%
	Very Often	1.2%	2.0%	1.5%	0.0%	1.4%
Gay, lesbian, or bisexual people	Never	89.2%	86.1%	88.9%	84.6%	88.5%
	Sometimes	9.9%	12.9%	10.1%	15.4%	10.6%
	Often	0.6%	1.0%	0.8%	0.0%	0.7%
	Very Often	0.3%	0.0%	0.3%	0.0%	0.2%

Note: URM = Underrepresented Minorities.

CONCLUSION

The results of the Georgia Tech Faculty Climate Survey offer many insights and possible interpretations. Many faculty report high degrees of collegiality and support from both their peers and their chairs, and overall results demonstrate a shared commitment to the principles of diversity and inclusion on the part of academic units and the Institute as a whole. However, the results also illuminate areas of concern that merit deeper exploration. While many items in the survey elicit positive responses from faculty, there remains a consistent and sizeable minority of faculty that express concern over support from their chairs and the resources they feel they need to excel in their careers. These areas include chair support for:

- obtaining grants
- mentoring for teaching
- mentoring for career advancement

Additionally, the results demonstrate that faculty satisfaction with these and other aspects of the campus climate were often quite variable across GT's six colleges. Differences also emerged when the results were broken down by rank and gender, and ethnicity. Associate professors were much less likely than their full and assistant peers to be satisfied with their chairs':

- mentoring for teaching
- mentoring for leadership positions at GT or elsewhere

Meanwhile, female faculty were significantly less likely to believe that:

- faculty were encouraged and empowered
- disputes were effectively resolved within their academic units
- academic units retain faculty from diverse backgrounds

Female faculty were much more likely to have felt marginalized because of their gender, and while the majority still express feelings that Georgia Tech is a comfortable and inclusive environment, they are significantly less likely to express this sentiment than their male colleagues. Compared to Asian and White faculty, Underrepresented Minority faculty were more likely to have negative perceptions regarding the clarity of the promotion and tenure process, and were more skeptical of efforts to retain a diverse faculty at GT.

These findings merit further attention from Institute leadership and the campus community. 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 the wealth of qualitative data in the form of faculty responses to open-ended questions and general comments on the survey. 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.

GT Climate Assessment Survey Report

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Staff

EXECUTIVE SUMMARY

Non-faculty employees at Georgia Tech were invited to participate in the GT Climate Staff Survey. Of the 4,929 staff invited, a total of 2,451 responded to the survey, for an overall response rate of 49.7 percent. Among the highlights of the findings:

- Respondents report relatively high levels of support from their colleagues. For example, over four-fifths (80.2 percent) of respondents were satisfied with assistance from their colleagues in *establishing professional contacts*, and 73.6 percent were satisfied with *informal invitations from their colleagues to social engagements like lunch or coffee*.
- Respondents also reported high levels of satisfaction with the support they received from their supervisors. Over 80 percent of respondents expressed satisfaction with their supervisors in terms of the *degree to which agreements are honored* (85.7 percent satisfied), the *acknowledgement of contributions to the office* (83.0 percent satisfied), and *obtaining the resources needed to excel* (77.2 percent satisfied).
- Respondents were slightly less satisfied with mentoring they received from their supervisors, with 59.7 percent of respondents expressing satisfaction with *mentoring for career advancement*, and 59.0 percent satisfied with *mentoring for leadership positions*.
- Large majorities of respondents felt their specific work environment was collaborative and collegial. For example, 95.1 percent of respondents agreed that they could *freely interact with colleagues in their work setting*, 84.6 percent felt *comfortable sharing thoughts and ideas*, and 82.9 percent agreed that *collaboration is encouraged in the workplace*.
- Respondents were less positive about their *career progress at GT*, with 65.1 percent expressing satisfaction in this area.
- Some respondents expressed concern about promotion practices at Georgia Tech. While 71.5 percent of all respondents agreed that *promotion practices were consistent with GT's commitment to diversity*, 62.8 percent of female respondents and 49.7 percent of Underrepresented Minorities felt this way.
- Regardless of gender or race, respondents were highly positive about several aspects of the overall Institute work environment. Nearly nine in ten (89.5 percent) respondents agreed that *GT was a comfortable and inclusive environment*, and 80.5 percent *felt valued and respected by the GT community*.

SURVEY METHODOLOGY AND QUALITY ASSURANCE

Staff were invited by email to complete the GT Climate Survey via the web in February 2013. Two reminders were sent to increase response rates. Of the 4,929 employees invited, a total of 2,451 responded to the survey, for an overall response rate of 49.7 percent, and a sampling error (95% confidence interval) of 1.4%. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were representative of the overall staff population on the basis of race and ethnicity, but were not representative on the basis of sex, job category, or office of primary appointment.

Table 2.1. Staff demographics

	Respondent Frequency	Valid Respondent Percent ^{2.1}	Staff Population Percent
Sex			
Male	1,149	51.3%	57.0%
Female	1,092	48.7%	43.0%
Not specified	210	n/a	n/a
Ethnicity			
Hispanic or Latino/a	67	3.1%	2.4% ^{2.2}
Not Hispanic or Latino/a	2,072	96.7%	97.6%
Not specified	312	n/a	n/a
Race			
Asian or Asian American	104	4.7%	5.9%
Black or African American	559	25.4%	24.6%
White or European American	1,434	65.3%	58.3%
Other ^{2.3}	100	4.6%	n/a
Not Specified	254	n/a	8.7%
Job Category			
Executive, Administrative and Professional	1,211	53.0%	30.7%
Research	425	18.6%	26.5%
Support Services (Professional support/services, clerical/secretarial, maintenance/skilled crafts)	651	28.5%	42.8%
Not Specified/Other	18	n/a	n/a

[continued on next page]

^{2.1} Valid response excludes “not specified” respondents from the overall percentage calculation.

^{2.2} On the survey, the Hispanic category is separately reported from race. It is included under race in the GT Human Resources database.

^{2.3} Other category includes American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multiracial. GT Human Resources systems do not include a multiracial category.

Table 2.1. Staff demographics [continued]

	Respondent Frequency	Valid Respondent Percent ^{2,4}	Staff Population Percent
Primary Appointment			
Auxiliary Services (Campus Services, OHR, Business Services)	245	10.7%	7.4%
College of Architecture	45	2.0%	1.3%
College of Computing	56	2.4%	2.3%
College of Engineering	238	10.4%	11.4%
College of Sciences	129	5.6%	5.3%
Exec. VP for Administration and Finance	150	6.6%	6.8%
Exec. VP for Research	147	6.4%	6.5%
Facilities	155	6.8%	10.1%
Georgia Tech Athletic Association	72	3.1%	2.8%
Georgia Tech Professional Education	39	1.7%	2.2%
Georgia Tech Research Institute (GTRI)	402	17.6%	22.7%
Ivan Allen College	36	1.6%	1.2%
Libraries and Information Center	79	3.5%	2.8%
Office of Information Technology	150	6.6%	4.7%
Office of the President/Provost	237	10.4%	8.9%
Scheller College of Business	38	1.7%	1.5%
Student Affairs	74	3.2%	2.0%

Data Limitations

Based on a close analysis of the data, it is suspected that many respondents differed from GT’s official classification scheme when it came to describing their job function, with individuals over-selecting the “Executive, Administrative, and Professional” (EAP) category over “Support Services.” Due to these differences, we believe that the results for the EAP group presented in this report do not truly reflect the jobs so categorized in GT’s PeopleSoft database. As noted above, the overall results are not representative of the various constituent offices and departments of the Institute, and generalizations about the entire Institute should be approached with caution. However, the lack of generalizability should not restrict comparisons between subgroups or specific organizations. In any survey, there is a possibility of non-response bias—this occurs when those who respond to the survey differ in significant ways from those who do not. In the case of this survey, the relatively high response rate (close to 50 percent) tends to mitigate the risk of non-response bias. However, this risk cannot be completely eliminated.

Structure of this report

The structure of this report generally follows the structure of the survey instrument. Respondents were asked to describe their satisfaction with their interactions with their colleagues and support from their supervisors. Next, they were also asked to indicate their opinions about the overall work climate of their unit as well as the Institute in general. Respondents then provided their opinions on the value of diversity

^{2,4} Valid response excludes “not specified” respondents from the overall percentage calculation.

and the degree to which their unit and the Institute are committed to policies that support diversity. Staff were 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 staff members 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. Finally, respondents answered a series of demographic questions including sex, race, ethnicity, job type, and area in which they are employed at GT. Responses to these demographic questions were used to group staff responses for subsequent analyses.

Many of the survey items utilized a four-point Likert scale. The specific response anchors are presented in Table 2.2. For the purposes of this report, “satisfied” or “agree” are derived from combining responses of 3 or 4.

Table 2.2. Survey response anchors based on a four-point Likert scale

Rating	Agreement	Satisfaction
4*	Strongly Agree	Very Satisfied
3*	Somewhat Agree	Somewhat Satisfied
2	Somewhat Disagree	Somewhat Dissatisfied
1	Strongly Disagree	Very Dissatisfied

* Sufficient score for percentages rating an item as “agree,” or “satisfied”

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 v .^{2.5} These measures are 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

Support from Colleagues

Staff were asked to reflect on their level of satisfaction with the support they receive from their co-workers and colleagues in several areas. Results are presented in Chart 2.1. Generally, respondents were satisfied in terms of *assistance with establishing professional contacts*, *informal invitations* (e.g., lunch or coffee), and *advice on navigating office politics*. Respondents were less satisfied with support from their colleagues regarding *mentoring for leadership positions* and *career advancement*.

^{2.5} 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 2.1. Staff satisfaction with colleagues (percent “very satisfied” or “somewhat satisfied”)

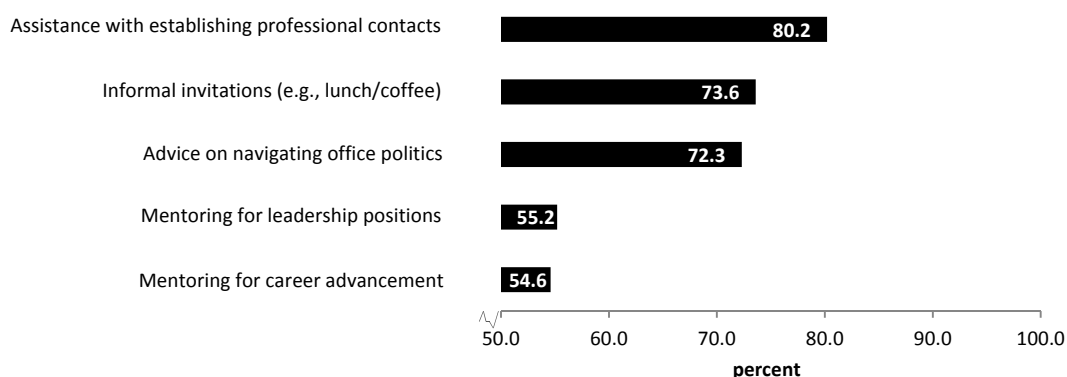


Table 2.3 breaks down staff satisfaction by job category. No significant differences in satisfaction were found based on job type for any collegiality items.

Table 2.3. Staff satisfaction with colleagues by job category

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

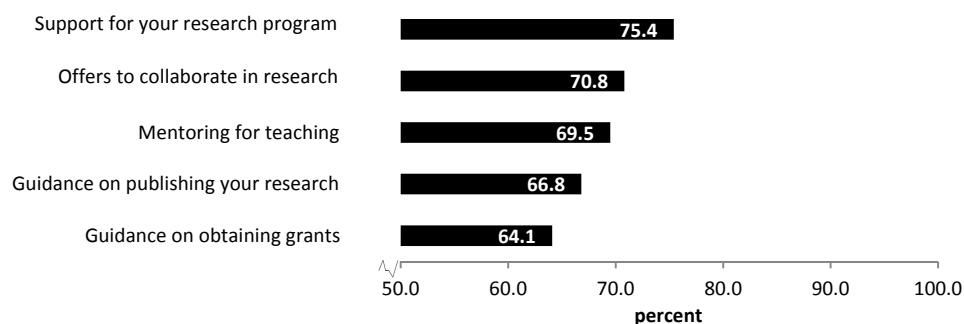
	EAP (n ≈ 1,211)	Research (n ≈ 425)	Support (n ≈ 651)	Sig.	Effect Size
Satisfaction with support from colleagues:					
Assistance with establishing professional contacts	80.3%	79.2%	79.0%		
Informal invitations (e.g., lunch/coffee)	75.1%	74.6%	70.3%		
Advice on navigating office politics	73.8%	72.4%	68.9%		
Mentoring for leadership positions	54.1%	58.2%	53.4%		
Mentoring for career advancement	52.8%	57.1%	54.2%		

(percent “very” or “somewhat satisfied”)

Note: EAP = Executive, Administrative, and Professional.

Staff members for whom teaching or research were part of their job responsibilities (n ≈ 407) were also asked about the support they receive from colleagues in these areas. Results are presented in Chart 2.2. For those with teaching and research responsibilities, staff were generally satisfied with collegial *support for their research programs*, and *offers to collaborate on research*. Respondents were slightly less satisfied with *guidance on obtaining grants*.

Chart 2.2. Staff satisfaction with research and teaching support from colleagues (percent “very satisfied” or “somewhat satisfied”)



Results based on job category are presented in Table 2.4. The number of responding support staff who answered these items was too low to permit analysis. No significant differences were found between EAP and Research staff on these items.

Table 2.4. Staff satisfaction with research and teaching support from colleagues by job category

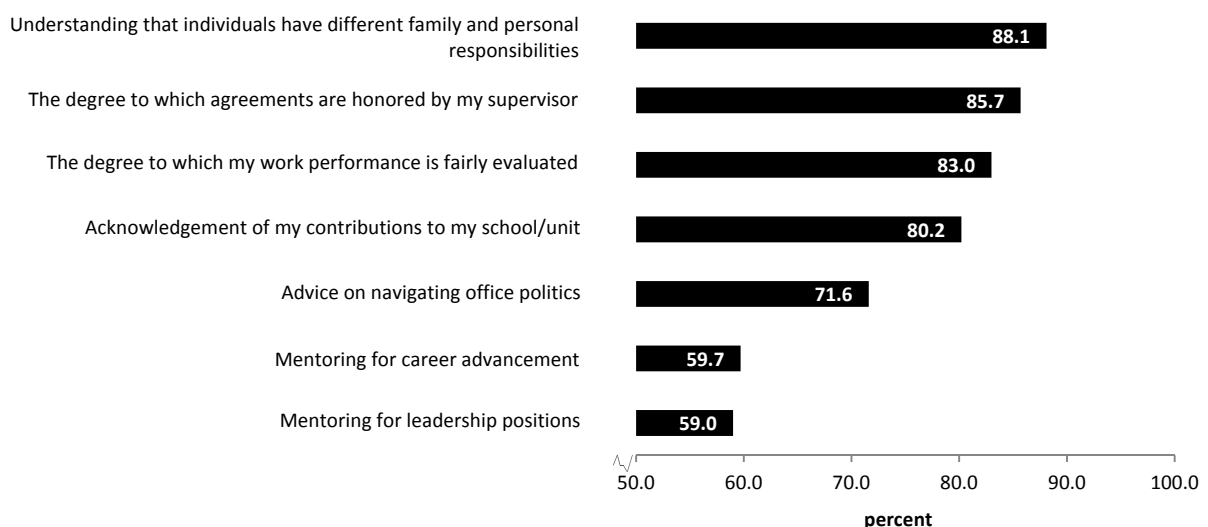
	EAP (n ≈ 1211)	Research (n ≈ 425)	Support (n ≈ 651)	Sig.	Effect Size
	(percent “very” or “somewhat satisfied”)				
Satisfaction with support from colleagues:					
Support for your research program	72.5%	75.5%	n/a		
Offers to collaborate in research	68.6%	71.9%	n/a		
Mentoring for teaching	76.5%	63.6%	n/a		
Guidance on publishing your research	70.5%	65.3%	n/a		
Guidance on obtaining grants	69.1%	62.4%	n/a		

Note: EAP = Executive, Administrative, and Professional.

Support from Supervisors

Respondents were also asked about their satisfaction with the support they receive from their supervisors. As seen in Chart 2.3, over 80 percent of respondents expressed satisfaction with their supervisor *understanding that individuals have different family and personal responsibilities, the degree to which agreements are honored, work performance is fairly evaluated, and acknowledgment of my contributions to my unit.* Respondents were significantly less satisfied with their supervisors in terms of *mentoring for career advancement and mentoring for leadership positions.*

Chart 2.3 Staff satisfaction with support received from their supervisors (percent “very” or “somewhat satisfied”)



Results based on job category are presented in Table 2.5. Minor differences were found in satisfaction with supervisors in the *degree to which agreements were honored and obtaining the resources I need to excel.* On both items, research staff were more highly satisfied than their counterparts in EAP and Support. However, effect sizes on both items were very small.

Table 2.5 Staff satisfaction with support from supervisor by job category

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

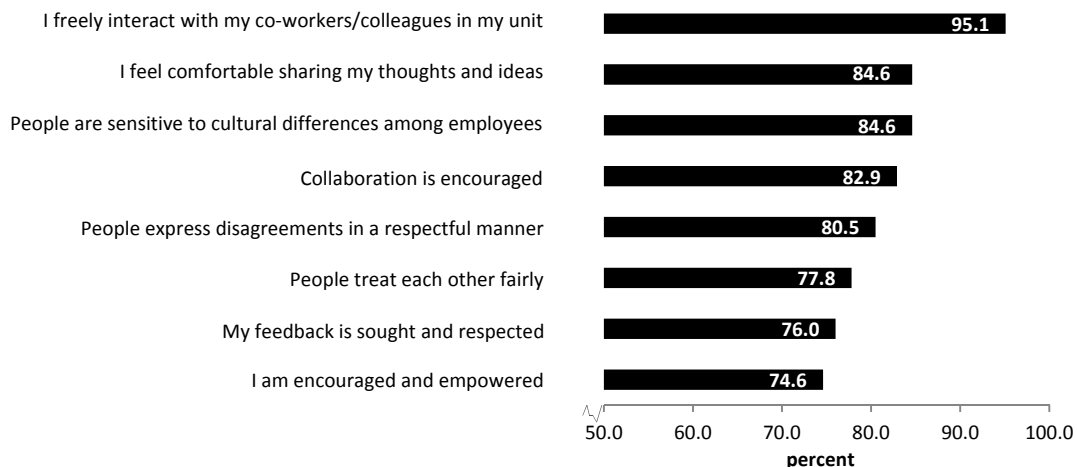
	EAP (n ≈ 1,211)	Research (n ≈ 425)	Support (n ≈ 651)	Sig.	Effect Size
(percent “very” or “somewhat satisfied”)					
Satisfaction with support from supervisor:					
Understanding that individuals have different family and personal responsibilities	88.7%	90.1%	85.6%		
The degree to which agreements are honored by my supervisor	85.8%	90.2%	82.6%	**	0.07
The degree to which my work performance is fairly evaluated	82.3%	85.8%	81.5%		
Acknowledgement of my contributions to my school/unit	80.5%	82.2%	78.0%		
Obtaining the resources I need to excel	76.4%	83.8%	74.6%	**	0.08
Assistance with establishing professional contacts	73.4%	74.0%	74.8%		
Informal invitations (e.g., lunch/coffee)	73.8%	73.9%	72.0%		
Advice on navigating office politics	72.3%	70.7%	70.7%		
Mentoring for career advancement	57.9%	63.1%	59.9%		
Mentoring for leadership positions	58.3%	61.4%	58.0%		

Note: EAP = Executive, Administrative, and Professional.

Unit and Institute Work Environment

The survey asked staff about their work environment. Generally, respondents had positive opinions about the climate of their workplaces, with large majorities agreeing that they *freely interact with their colleagues*, and they *feel comfortable sharing thoughts and ideas*. Most respondents also agreed that *collaboration is encouraged* and that *people are sensitive to cultural differences, express disagreements in a respectful manner, and treat each other fairly*.

Chart 2.4 Staff opinions about their work environment (percent “strongly” or “somewhat agreed”)



Results by job category are reported in Table 2.6. Agreement for most items was relatively high for all three job categories, but research staff had higher levels of agreement on several items including *collaboration is encouraged*, *people express disagreements in a respectful manner*, and *people treat each other fairly*. Effect sizes on all statistically significant items was very small.

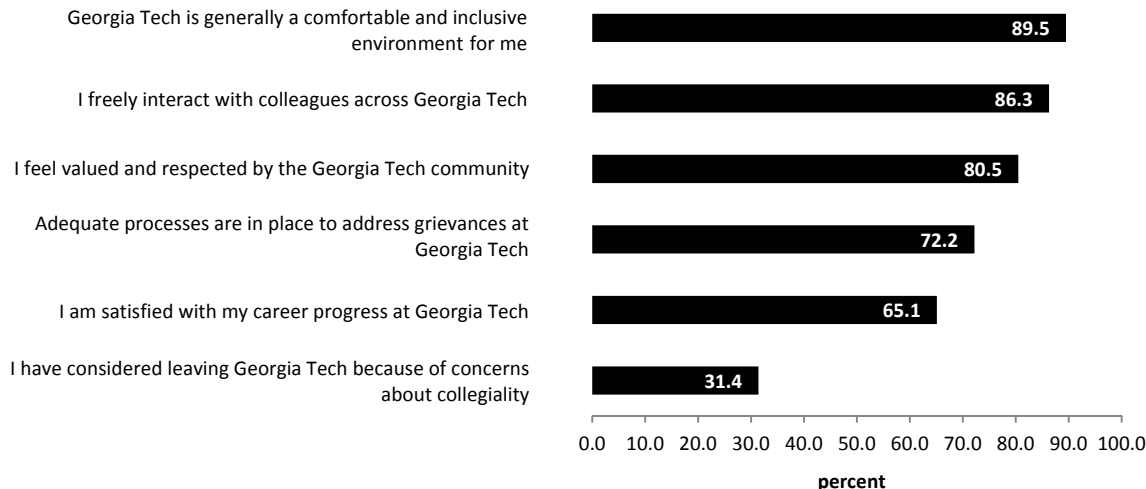
Table 2.6 Staff opinions on work environment by job category

	EAP (n ≈ 1,211)	Research (n ≈ 425)	Support (n ≈ 651)	Sig.	Effect Size
	(percent “strongly” or “somewhat agreed”)				
Opinions about work environment:					
I freely interact with my co-workers/colleagues in my unit	95.8%	93.1%	96.0%		
My supervisor is open-minded when discussing differences among people	86.9%	91.0%	82.7%	**	.08
I feel comfortable sharing my thoughts and ideas	85.2%	88.7%	81.2%	**	.07
People are sensitive to cultural differences among employees	86.2%	84.2%	82.4%		
Collaboration is encouraged	83.6%	87.2%	78.0%	***	.09
I am comfortable expressing an opinion that is different from others in the workplace	80.7%	83.5%	79.3%		
People express disagreements in a respectful manner	80.1%	86.2%	77.5%	**	.07
My co-workers/colleagues are open-minded when discussing differences among people	79.5%	84.0%	79.7%		
People communicate regularly with each other	78.5%	80.6%	78.2%		
People treat each other fairly	77.8%	84.1%	73.9%	**	.02
My feedback is sought and respected	75.5%	79.1%	73.8%		
I am encouraged and empowered	73.8%	81.3%	70.9%	**	.08

Note: EAP = Executive, Administrative, and Professional.

Respondents were also asked their opinion on the larger Georgia Tech work environment. Again, a substantial majority of respondents agreed with many of the items, including *GT is a comfortable and inclusive environment*, *I freely interact with colleagues across GT*, and *I feel valued and respected by the GT community*. A slightly lower majority (about two-thirds of respondents) agreed that they were *satisfied with their career progress at GT*. Results are presented in Chart 2.5.

Chart 2.5 Staff opinions on the larger GT work environment (percent “strongly” or “somewhat agreed”)



In terms of job category (Table 2.7), responding research staff were slightly less likely to state they *freely interacted with colleagues across GT*, but were also less likely to state they *considered leaving GT over concerns about collegiality*. Responding EAP and Support staff were less likely to agree that *adequate processes are in place to address grievances at GT*. Effect sizes were low for all items.

Table 2.7 Staff opinions on the larger GT work environment by job category

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

	EAP (n = 1,211)	Research (n = 425)	Support (n = 651)	Sig.	Effect Size
Opinions about the larger GT work environment:					
Georgia Tech is generally a comfortable and inclusive environment for me	88.4%	90.5%	90.1%		
I freely interact with colleagues across Georgia Tech	88.4%	78.3%	87.7%	***	0.11
I feel valued and respected by the Georgia Tech community	80.4%	80.7%	79.7%		
Adequate processes are in place to address grievances at Georgia Tech	69.7%	79.4%	72.0%	**	0.08
I am satisfied with my career progress at Georgia Tech	63.9%	69.9%	63.5%		
I have considered leaving Georgia Tech because of concerns about collegiality	33.3%	23.4%	32.3%	**	0.08

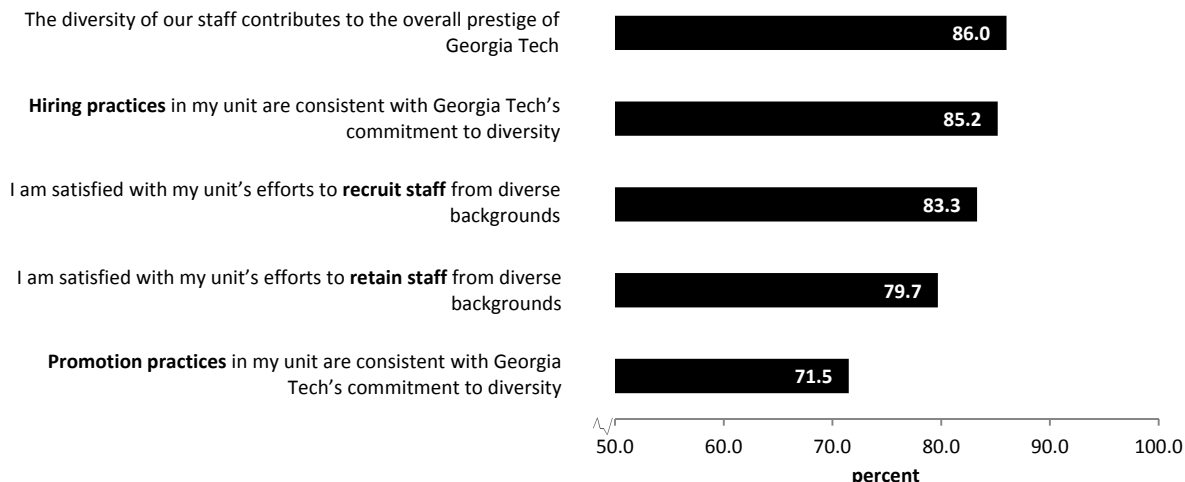
Note: EAP = Executive, Administrative, and Professional.

Diversity and Inclusion

Asked about their opinions regarding the value of diversity and perceptions about GT’s commitment to its principles, most respondents expressed support for the idea that *the diversity of our staff contributes to the overall prestige of GT*, and that *hiring practices in my unit are consistent with GT’s commitment to diversity*. About 80 percent of respondents were satisfied with their unit’s *efforts to both recruit and retain*

staff from diverse backgrounds. However, while still a majority, a slightly lower proportion of respondents agreed that *promotion practices are consistent with GT’s commitment to diversity*. Results are presented in Chart 2.6.

Chart 2.6. Staff opinions on diversity and inclusion (percent “strongly” or “somewhat agreed”)



Examining the results by job category, EAP and Support staff were less likely to agree that *promotion practices in my unit are consistent with GT’s commitment to diversity*. Effect sizes were small for the significant items.

Table 2.8 Staff opinions on diversity and inclusion by job category

	EAP (n ≈ 1,211)	Research (n ≈ 425)	Support (n ≈ 651)	Sig.	Effect Size
Opinions on diversity and inclusion:					
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	92.0%	83.0%	88.8%	***	0.11
The diversity of our staff contributes to the overall prestige of Georgia Tech	87.0%	82.4%	85.2%		
Hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity	85.7%	89.2%	82.3%		
I am satisfied with my unit’s efforts to recruit staff from diverse backgrounds	83.4%	84.0%	82.2%		
I am satisfied with my unit’s efforts to retain staff from diverse backgrounds	78.5%	83.2%	79.3%		
Promotion practices in my unit are consistent with Georgia Tech’s commitment to diversity	71.7%	80.4%	65.3%	***	0.11

Note: EAP = Executive, Administrative, and Professional.

Differences by Gender and Race/Ethnicity

Responses were compared on the basis of gender and 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. The non-URM group was comprised of all other respondents (including Asian/Asian American, White/European Americans, multiracial, and other).

The relatively large sample sizes in these analyses produced statistically significant outcomes in many cases. It is instructive to consider effect sizes rather than the results of the chi-square tests in interpreting the results. Table 2.9 presents selected results by gender and URM status. Detailed results may be found in the Appendix B.

Few meaningful differences existed between the genders on the items relating to support from colleagues and supervisors, with small to moderately small effect sizes in all cases. Perhaps most notably among the results by gender is that 62.8 percent of responding women agreed that *promotion practices were consistent with GT’s commitment to diversity*, compared to 80.3 percent of responding males. Women were also less likely than men to be satisfied with their unit’s efforts to *retain staff from diverse backgrounds*; 84.7 percent of men agreed with this statement compared to 75.1 percent of women.

Differences between URM and non-URM respondents were slightly more pronounced—particularly around hiring, promotion, and retention practices. For example, while 80.5 percent of non-URM respondents agreed that *promotion practices are consistent with GT’s commitment to diversity*, only 49.7 percent of URM respondents concurred. URM respondents were also less satisfied with their unit’s *efforts to retain staff from diverse backgrounds*; 85.2 percent of non-URM respondents expressed satisfaction on this item compared to 67.9 percent of URM respondents. However, it should be noted that overall satisfaction among URM staff remains high and comparable to non-URM peers. For example, 85.1 percent of URM respondents agreed that GT was a comfortable and inclusive environment for them (compared to 91.6 percent of non-URM respondents), and 78.7 percent of URM respondents agreed that they feel valued and respected by the GT community (versus 81.8 percent for non-URM respondents).

Table 2.9: Staff selected responses by gender and Underrepresented Minority status

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 1,149)	Female Percent (n ≈ 1,092)	Sig.	Effect Size	Not URM (n ≈ 1,573)	URM (n ≈ 574)	Sig.	Effect Size
(percent “strongly” or “somewhat agreed”)								
In my work environment...								
I freely interact with my co-workers/colleagues in my unit	95.3	94.6			95.3	94.9		
I am encouraged and empowered	78.3	71.3	***		77.8	70.1	***	0.08
My feedback is sought and respected	80.2	72.8	***	0.09	79.4	70.6	***	0.09
I am comfortable expressing an opinion that is different from others in the workplace	83.1	78.9	*	0.05	83.4	77.1	**	0.07
People are sensitive to cultural differences among employees	86.7	82.7	**	0.06	87.9	74.5	***	0.16
People express disagreements in a respectful manner	84.3	76.5	***	0.10	83.0	74.4	***	0.16
People treat each other fairly	84.3	71.6	***	0.15	84.0	63.1	***	0.23

Note: URM = Underrepresented Minorities.

[continued on next page]

Table 2.9: Staff selected responses by gender and URM status [continued]

	Gender				Underrepresented Minorities			
	Male Percent (n ≈ 1,149)	Female Percent (n ≈ 1,092)	Sig.	Eff. Size	Not URM (n ≈ 1,573)	URM (n ≈ 574)	Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5								
(percent “very” or “somewhat satisfied”)								
Satisfaction with support from your supervisor:								
Obtaining the resources I need to excel	78.2	75.9			78.2	74.5		
Acknowledgement of my contributions to my school/unit	81.8	79.3			82.4	77.3	**	0.06
The degree to which my work performance is fairly evaluated	84.2	82.1			86.0	77.1	***	0.11
Mentoring for career advancement	63.2	56.7	**	0.07	63.1	54.4	**	0.08
The degree to which agreements are honored by my supervisor	87.4	83.9	*	0.05	87.5	81.1	***	0.08
Assistance with establishing professional contacts	77.5	70.9	**	0.08	76.6	70.4	**	0.06
(percent “strongly” or “somewhat agreed”)								
Diversity and Inclusion:								
Georgia Tech is generally a comfortable and inclusive environment for me	91.6	87.3	**	0.07	91.6	85.1	***	0.10
I feel valued and respected by the Georgia Tech community	82.2	78.9			81.8	78.7		
The diversity of our staff contributes to the overall prestige of Georgia Tech	86.6	86.3			87.7	83.3		
I am satisfied with my unit’s efforts to recruit staff from diverse backgrounds	87.1	79.8	***	0.12	87.9	73.9	***	0.17
I am satisfied with my unit’s efforts to retain staff from diverse backgrounds	84.7	75.1	***	0.12	85.2	67.9	***	0.20
Hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity	89.4	81.4	***	0.12	90.8	71.8	***	0.24
Promotion practices in my unit are consistent with Georgia Tech’s commitment to diversity	80.3	62.8	***	0.20	80.5	49.7	***	0.31

Note: URM = Underrepresented Minorities.

Marginalization

Staff were asked whether in the past three years at GT they had experienced any instances of marginalization—a sense of exclusion or feeling left out—based on their personal identities. A large majority (82.0 percent) of respondents stated they had not had this experience. Breaking down the results by gender and race/ethnicity yields slightly higher rates of marginalization for women and Underrepresented Minorities (URM). The percentage of women who had experienced any form of marginalization was 22.9 percent, compared with only 12.9 percent of men. URM staff also reported higher rates of marginalization than non-URM staff. About one-quarter (24.3 percent) of responding URM staff stated they had experienced marginalization, compared to 15.2 percent of non-URM staff. The most common characteristics to which respondents attributed their marginalization experiences were gender, age, and race/ethnicity. Results are presented in Table 2.10.

Table 2.10. Marginalization by gender and Underrepresented Minority

	Gender				Underrepresented Minority				GT Total
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5									
Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering “yes”]									
Percent reporting marginalization experience	12.9%	22.9%	***	0.13	15.2%	24.3%	***	0.11	18.0%
Total Respondents	1,035	974			1,435	497			2,063
[If respondent answered “yes”]: To what personal characteristic(s) do you attribute this marginalization:									
Gender	9.6%	32.9%			28.8%	21.6%			25.8%
Age	18.5%	20.3%			24.1%	14.6%			20.2%
Race/ethnicity	27.5%	26.2%			15.8%	44.7%			27.6%
Disability	5.1%	1.1%			2.2%	2.5%			2.3%
National origin	5.6%	2.9%			3.7%	2.5%			3.8%
Language difference/accent	5.6%	3.5%			2.5%	5.0%			4.3%
Political perspective	10.1%	5.6%			8.4%	5.0%			5.4%
Religion	6.2%	4.5%			6.2%	2.5%			4.7%
Sexual orientation	11.2%	1.6%			7.4%	0.5%			4.7%
Gender identity/expression	0.6%	1.3%			0.9%	1.0%			1.1%

Note: URM = Underrepresented Minorities.

Disparaging Comments

The survey asked staff to describe in the past year how frequently they heard disparaging remarks about various groups made by their staff colleagues. The proportion of respondents who frequently (i.e., often or very often) heard disparaging comments was quite low across the board. About 20 percent of respondents reported “sometimes” hearing disparaging remarks directed at several types of groups. Table 2.11 provides results from these items by gender and race/ethnicity. Comparison of the frequency of reported disparaging comments between males and females revealed no meaningful differences (effect size greater than .15) in any category. Comparisons between URM and non-URM staff revealed one significant difference: responding URM staff were more likely to report hearing disparaging remarks about one’s race/ethnicity than were non-URM staff ($\chi^2 = 70.0$ $df = 3$; $p < .001$, effect size = .18)

Table 2.11. Staff experiences with hearing disparaging comments by gender and Underrepresented Minority

		Gender		Underrepresented Minority		All GT (n ≈ 2,451)
		Male (n ≈ 1,149)	Female (n ≈ 1,092)	Not URM (n ≈ 1,573)	URM (n ≈ 574)	
Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to:						
Women	Never	75.9%	69.1%	74.1%	68.1%	72.7
	Sometimes	20.9%	26.4%	23.6%	24.1%	23.4
	Often	2.4%	3.0%	1.5%	5.5%	2.6
	Very Often	0.9%	1.6%	0.8%	2.3%	1.3
Men	Never	78.5%	79.9%	80.3%	75.4%	79.2
	Sometimes	18.3%	17.1%	17.6%	19.4%	17.8
	Often	2.4%	2.2%	1.5%	4.1%	2.2
	Very Often	0.8%	0.8%	0.6%	1.1%	0.8
Older People	Never	79.3%	76.8%	79.3%	74.2%	78.3
	Sometimes	18.3%	18.7%	18.3%	19.5%	18.3
	Often	1.8%	3.7%	1.9%	4.8%	2.7
	Very Often	0.6%	0.7%	0.4%	1.4%	0.7
Younger People	Never	78.2%	76.2%	78.4%	73.6%	77.2
	Sometimes	19.2%	19.2%	19.0%	20.1%	19.1
	Often	2.3%	3.4%	2.1%	4.6%	2.8
	Very Often	0.4%	1.2%	0.5%	1.6%	0.8
People’s race or ethnicity	Never	79.5%	72.4%	80.3%	65.0%	76.1
	Sometimes	17.1%	23.2%	17.6%	26.9%	20.1
	Often	2.2%	2.7%	1.4%	5.1%	2.4
	Very Often	1.1%	1.7%	0.8%	3.0%	1.4
People with disabilities	Never	92.0%	92.4%	93.1%	89.6%	92.1
	Sometimes	6.7%	6.8%	6.1%	8.4%	6.7
	Often	1.0%	0.8%	0.6%	1.6%	0.8
	Very Often	0.4%	0.1%	0.1%	0.4%	0.3
People with less education	Never	73.7%	69.3%	74.4%	62.5%	71.4
	Sometimes	20.5%	23.4%	20.4%	26.8%	21.9
	Often	4.3%	4.9%	3.7%	7.1%	4.5
	Very Often	1.5%	2.4%	1.4%	3.6%	2.1

Note: URM (Underrepresented Minority)

[continued on next page]

Table 2.11. Staff experiences with hearing disparaging comments by gender and Underrepresented Minority (cont'd)

		Gender		Underrepresented Minority		All GT (n ≈ 2,451)
		Male (n ≈ 1,149)	Female (n ≈ 1,092)	Not URM (n ≈ 1,573)	URM (n ≈ 574)	
Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to:						
Immigrants	Never	81.9%	82.0%	84.6%	75.1%	82.0
	Sometimes	14.8%	13.6%	13.0%	17.6%	14.1
	Often	2.7%	3.5%	2.1%	5.3%	3.0
	Very Often	0.7%	0.9%	0.3%	2.0%	0.8
People with language differences/accents	Never	72.6%	68.3%	73.6%	62.7%	70.9
	Sometimes	22.8%	27.5%	23.0%	30.6%	24.8
	Often	3.3%	3.1%	2.7%	4.4%	3.1
	Very Often	1.3%	1.1%	.7%	2.3%	1.2
People with specific political views	Never	59.3%	60.9%	59.2%	62.6%	60.2
	Sometimes	31.7%	30.6%	31.9%	28.0%	31.1
	Often	6.7%	6.1%	6.6%	6.5%	6.3
	Very Often	2.4%	2.3%	2.2%	2.8%	2.4
People with particular religious affiliations	Never	80.4%	78.0%	80.2%	77.0%	79.3
	Sometimes	16.3%	17.7%	16.8%	17.5%	16.9
	Often	2.5%	3.6%	2.4%	4.6%	3.0
	Very Often	.8%	.7%	.6%	.9%	.8
Gay, lesbian, or bisexual people	Never	78.6%	81.6%	82.1%	74.7%	80.2
	Sometimes	18.2%	15.4%	16.1%	19.3%	16.7
	Often	2.0%	2.2%	1.4%	3.9%	2.0
	Very Often	1.2%	.8%	.5%	2.1%	1.1
Transgendered people	Never	88.3%	88.3%	88.6%	87.7%	88.4
	Sometimes	9.9%	9.9%	10.1%	9.3%	9.8
	Often	1.2%	1.3%	.9%	2.3%	1.2
	Very Often	.6%	.5%	.4%	.7%	.5

CONCLUSION

The results presented here offer an important glimpse of the ways in which various members of the Institute perceive the Georgia Tech community. Generally, respondents express high degrees of collegiality, support, and inclusion within their immediate workplace and across the Institute. The results also offer some areas of concern that merit deeper analysis. For example, a substantial minority of respondents express dissatisfaction with the degree to which they feel mentored for career advancement and leadership opportunities. Some groups on campus—notably women and Underrepresented Minorities—are more likely to express concern that people do not treat each other fairly and that promotion practices are not consistent with Georgia Tech’s commitment to the principles of diversity. While it should be noted that the majority of women and Underrepresented Minorities still agree that GT is a comfortable and inclusive environment, the gap between their opinions and those of their peers is noteworthy. These findings, along with the fact that women and URM staff were more likely to report

having experienced marginalization on campus should be followed up by Institute leadership and the campus community.

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 staff 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.

GT Climate Assessment Survey Report

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Students

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 20,369 students contacted, a total of 3,782 completed the survey for an overall response rate of 18.6 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 that their *academic aspirations are supported by GT*. Among respondents, 79 percent of undergraduates and 84 percent of graduates agreed that they *feel valued and respected by the GT community*.
 - Differences in the perception of the GT climate among responding males and females are relatively small: over 80 percent of both genders agree that GT is a *generally comfortable and inclusive environment*. Among undergraduates, 82.0 percent of females and 76.7 percent of males agree that they *feel valued and respected by the GT community*.
 - Among responding Underrepresented Minority (URM) undergraduates, 80.6 percent agreed that GT is a generally comfortable and inclusive environment (compared to 83.6 percent of non-URM respondents). About 79 percent of both groups also agreed that they felt *valued and respected by the GT community*.
 - Among responding graduate students, URM students were less likely to agree with the sense of inclusion than non-URM students: 76.6 percent of URM respondents agreed versus 89.0 percent of non-URM respondents.
- Respondents generally agreed on the positive effect of both classroom and out-of-classroom experiences on their sense of belonging at GT. Nearly 90 percent of responding undergraduates and 80 percent of responding graduates agreed that *campus social opportunities had a positive effect on their sense of belonging*. Majorities (83.3 percent of graduates and 74.4 percent of undergraduate respondents) agreed that *classroom experiences had a positive effect on their sense of belonging*.
- Some respondents—particularly undergraduates—express concern about the grievance process; 56.6 percent of undergraduate respondents agree that *GT has adequate grievance processes* (compared to 70.0 percent of responding graduate students).
- A large majority of respondents agree that GT is supportive of diversity and inclusion goals: over 90 percent of undergraduate and graduate respondents agree that *commitment to diversity is demonstrated by GT* and that *GT effectively recruits students from diverse backgrounds*.
- Nearly half of both undergraduate and graduate respondents agree that *language differences act as a barrier to interaction between U.S. and international students at GT*, while about 40 percent agree that *cultural differences act as a barrier to interaction*.

SURVEY METHODOLOGY AND QUALITY ASSURANCE

All enrolled students were invited by email to complete the GT Climate Survey in February 2013. Two reminders were sent to increase response rates. Of the 20,369 students who were contacted, a total of 3,782 completed the survey for an overall response rate of 18.6 percent, and a sampling error (95% confidence interval) of 1.4%. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were representative of the overall population based on ethnicity, citizenship, and college, but not representative based on gender or race. However, measures of effect size on sample representativeness were relatively small, thus any potential bias introduced into the overall results based on gender or race is likely to be minimal.

Table 3.1. Student demographics

	Respondent Frequency	Valid Respondent Percent ^{3.1}	Student Population Percent
Sex			
Male	2,078	62.3%	69.6%
Female	1,257	37.7%	30.4%
Not specified	447	n/a	0.0%
Ethnicity			
Hispanic or Latino/a	250	7.6%	6.3%
Not Hispanic or Latino/a	3,048	92.4%	93.1%
Not specified	484	n/a	0.6%
Race			
Asian or Asian American	845	25.6%	32.9%
Black or African American	162	4.9%	6.1%
White or European American	2,088	63.3%	57.2%
Other	205	6.2%	3.1%
Not specified	482	n/a	0.7%
Student type			
Undergraduate	2,125	64.1%	67.8%
Graduate	1,188	35.9%	32.2%
Not specified	469	n/a	0.0%
Citizenship			
U.S. Citizen	2,549	76.7%	74.6%
Resident Alien	142	4.3%	5.5%
Non-resident Alien	632	19.0%	19.9%
Not specified	459	n/a	0.0%
College			
Architecture	120	3.6%	3.9%
Computing	323	9.7%	8.6%
Engineering	2,030	61.2%	60.6%
Ivan Allen College	185	5.6%	4.8%
Scheller College of Business	317	9.6%	9.7%
Sciences	344	10.4%	9.6%
Not specified/other	463	n/a	2.7%

Data Limitations

A significant proportion (about 12 percent) of respondents elected not to provide any demographic information, including sex, race/ethnicity, and student type (undergraduate/graduate). A close analysis of

^{3.1} Valid response excludes “not specified” respondents from the overall percentage calculation.

this group of refusals indicated significant differences in opinion on several survey items. Generally, these respondents were less satisfied than those who did choose to provide demographic information. While these differences were statistically significant, the magnitude of the differences (as measured by effect size) was usually quite low. Nonetheless, these differences highlight 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 3.2. For the purposes of this report, the percentages of those who “agree” are derived from combining responses of 3 and 4.

Table 3.2 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 v .^{3.2} 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).

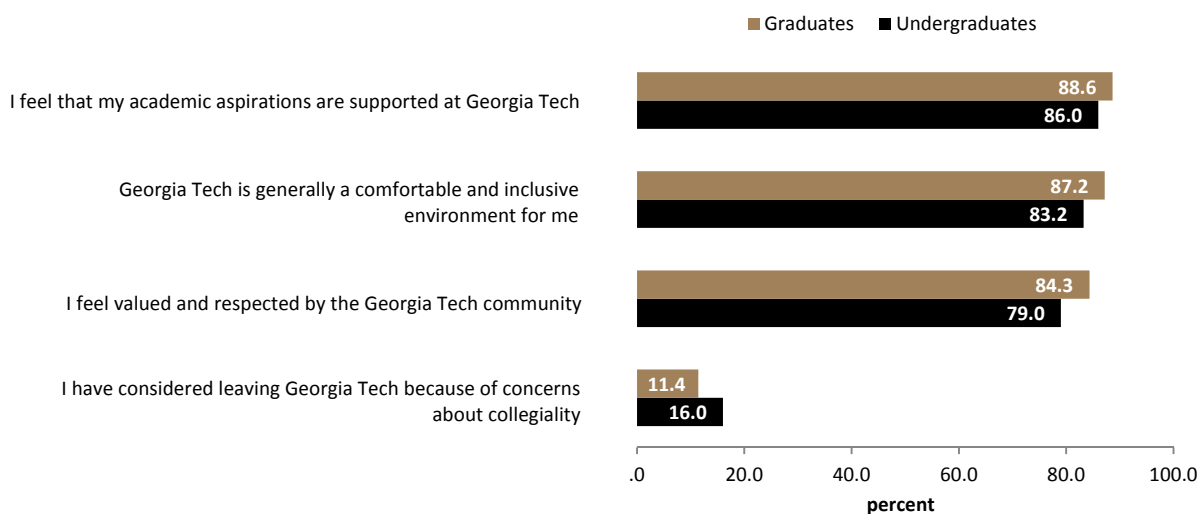
^{3.2} Both statistics measure the strength of association in Chi-square tests—the extent to which membership in one category (such as being male or female) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

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

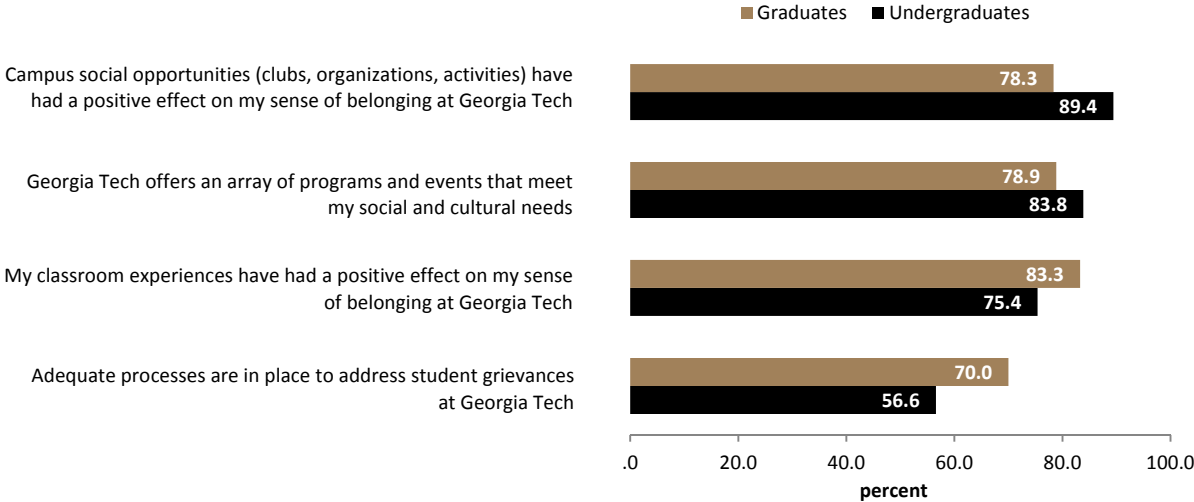
Students were asked about the overall climate at Georgia Tech (see Table 3.1). Among responding undergraduate and graduate students, large majorities agreed that *GT is generally a comfortable and inclusive environment that supports their academic aspirations*. About four in five respondents agreed or strongly agreed that they feel *valued and respected by the Georgia Tech community*. Meanwhile, only 11.4 percent of responding graduate students and 16.0 percent of responding undergraduates have *considered leaving GT because of concerns about collegiality*.

Chart 3.1. Student responses on overall climate at Georgia Tech
(percent “strongly” or “somewhat agreed”)



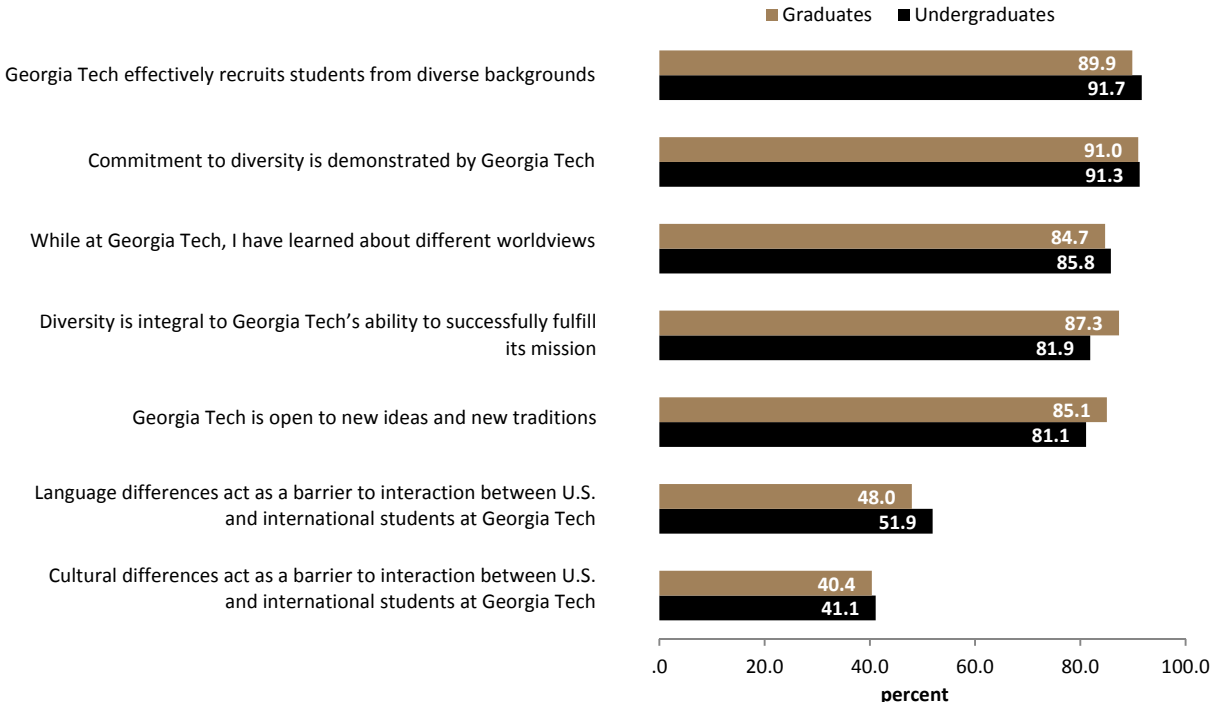
Students were also asked about the degree to which classroom and social opportunities affected their sense of inclusion on campus. As seen in Chart 3.2, responding students were generally positive about the contribution classroom and co-curricular activities had on their sense of belonging. For example, nearly 90 percent of responding undergraduates agreed that *GT clubs, organizations, and activities had a positive effect on their sense of belonging*, and over 80 percent agreed 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*.

Chart 3.2. 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 3.3, responding students were substantially in agreement regarding both the value of diversity and GT’s fulfillment of its goals. For example, over 90 percent of both undergraduate and graduate respondents agreed that *GT demonstrates its commitment to diversity and effectively recruits students from diverse backgrounds*. Over 80 percent of respondents agreed that *GT 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*.

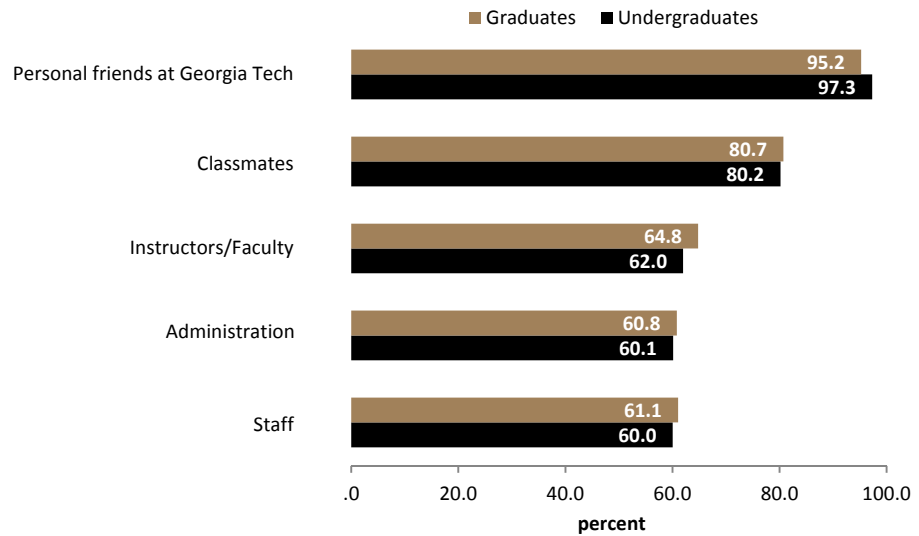
Chart 3.3. Student responses on the value of diversity and inclusion at Georgia Tech
(percent “strongly” or “somewhat agreed”)



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 3.4

Chart 3.4. Student responses on comfort level in discussing issues at Georgia Tech

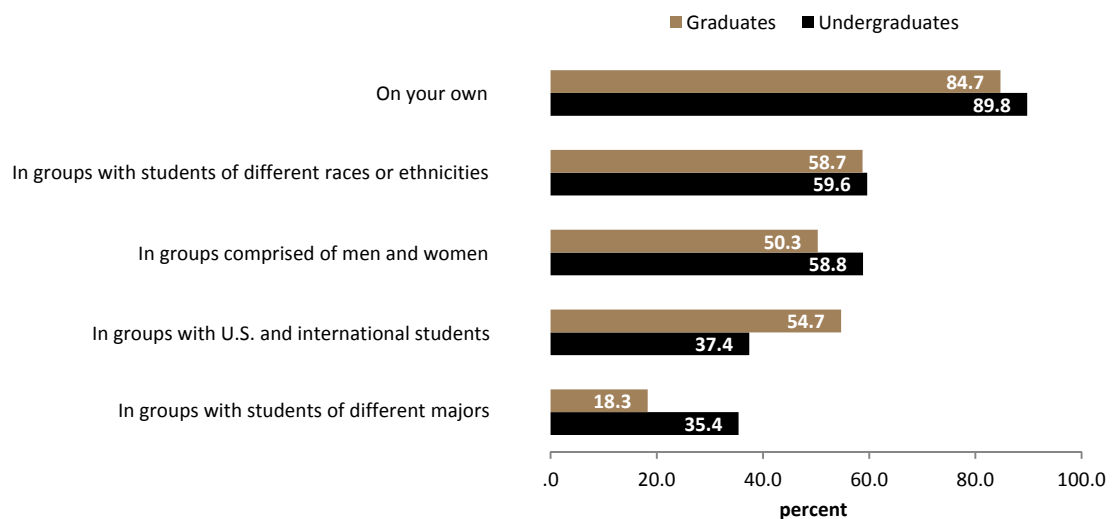
(percent responding “very” or “somewhat comfortable”)



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 (54.7 percent) of responding graduate students, and 37.4 percent of undergraduates stated they frequently *studied in groups with both U.S. and international peers*.

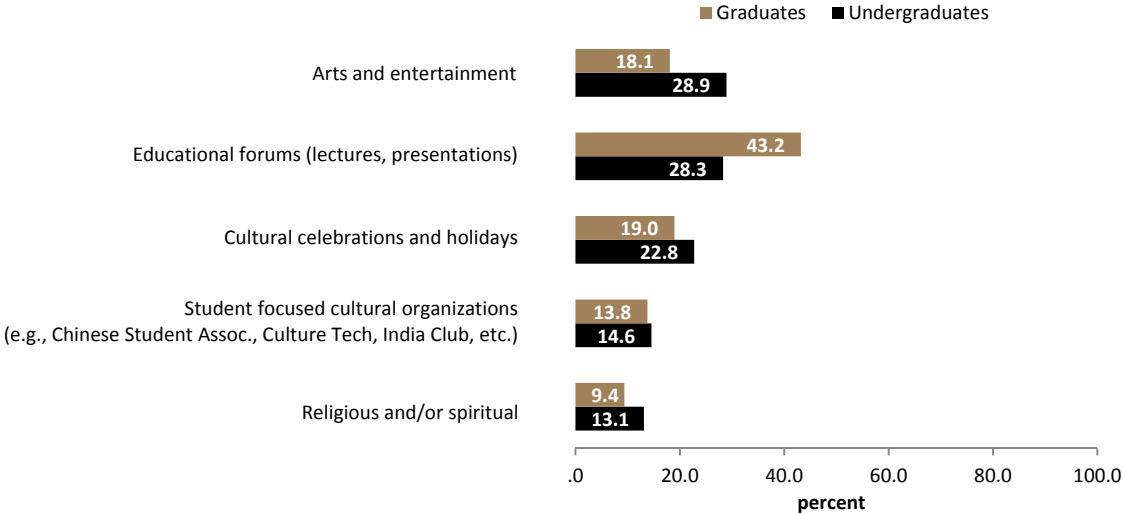
Chart 3.5. Student responses on frequency of studying with diverse groups at Georgia Tech

(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, slightly less than 30 percent 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 3.6. 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 3.3, most responding undergraduate and graduate students agreed that these groups were respected. Two groups where opinions were more mixed among undergraduates were *school athletes* and *fraternity or sorority affiliation*.

Table 3.3. 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 ≈ 2,125)	Graduate Respondents (n ≈ 1,188)
	(percent responding “somewhat” or “strongly agree”)	
Age	86.3	89.3
Gender/gender identity	80.0	87.2
Veteran status or military involvement	94.6	93.7
Status as a school athlete	67.4	80.5
National origin	85.5	86.6
Individual disabilities	86.3	91.1
Race or ethnicity	86.9	88.3
Socioeconomic status	86.9	87.9
Sexual orientation	83.3	86.7
Fraternity or sorority affiliation	60.6	78.6
Religion	84.4	89.3
Political affiliation/opinions	81.8	87.4

Differences by Gender

Responses were compared on the basis of gender. Few significant differences emerged, and those that did manifested relatively small effect sizes. Generally, for both responding undergraduates and graduate students, both genders had high levels of agreement regarding the climate at Georgia Tech. Female undergraduates were more likely to agree about the *importance of diversity to the GT mission*. On the other hand, female graduate students were more likely (16.2 percent of responding females, versus 9.6 percent of males) to state that they had *considered leaving GT because of concerns about collegiality*.

Table 3.4. Student differences by gender

	Undergraduates				Graduates			
	Male (n ≈ 1,219)	Female (n ≈ 897)	Sig.	Eff. Size	Male (n ≈ 833)	Female (n ≈ 352)	Sig.	Eff. Size
	(percent responding “somewhat” or “strongly agree”)							
Georgia Tech is generally a comfortable and inclusive environment for me	82.1%	84.6%			88.4%	84.1%	*	0.06
I feel valued and respected by the Georgia Tech community	76.7%	82.0%	**	0.07	86.1%	80.1%	*	0.08
I have considered leaving Georgia Tech because of concerns about collegiality	16.5%	15.5%			9.6%	16.2%	**	0.09
I feel that my academic aspirations are supported at Georgia Tech	86.1%	85.8%			88.9%	87.9%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	77.4%	88.2%	***	0.14	86.2%	90.3%		
Commitment to diversity is demonstrated by Georgia Tech	89.6%	93.5%	**	0.07	92.2%	88.1%	*	0.03
Georgia Tech effectively recruits students from diverse backgrounds	90.9%	92.5%			91.1%	86.8%	*	0.07
While at Georgia Tech, I have learned about different worldviews	84.7%	87.1%			85.7%	82.5%		
Georgia Tech is open to new ideas and new traditions	80.3%	82.0%			86.6%	81.4%	*	0.07
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	74.2%	76.9%			84.5%	80.2%		
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	87.8%	91.4%	*	0.06	78.2%	78.4%		
Georgia Tech offers an array of programs and events that meet my social and cultural needs	80.5%	88.1%	***	0.10	79.0%	78.3%		
Adequate processes are in place to address student grievances at Georgia Tech	58.2%	54.5%			70.3%	68.9%		

Where significant differences existed in response to questions about the respect for various identities by the GT community, the magnitude of these differences (as measured by effect size) was small. One notable difference: among graduate students, 90.6 percent of male respondents agreed that students were respected regardless of *gender or gender identity*, compared to 79.5 percent of female respondents. The results are presented in Table 3.5.

Table 3.5. Student differences in respect for identity by gender

	Undergraduates				Graduates			
	Male (n ≈ 1,219)	Female (n ≈ 897)	Sig.	Eff. Size	Male (n ≈ 833)	Female (n ≈ 352)	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	85.7%	86.9%			91.2%	85.0%	**	0.09
Gender/gender identity	82.5%	76.7%	**	0.07	90.6%	79.5%	***	0.15
Veteran status or military involvement	93.9%	95.6%			94.1%	92.8%		
Status as a school athlete	67.9%	66.7%			80.4%	80.5%		
National origin	84.1%	87.4%	*	0.05	87.4%	84.3%		
Individual disabilities	85.6%	87.3%			92.2%	88.5%		
Race or ethnicity	86.0%	88.1%			89.6%	85.3%	*	0.06
Socioeconomic status	86.2%	87.7%			89.2%	84.8%		
Sexual orientation	81.9%	85.0%			86.9%	85.8%		
Fraternity or sorority affiliation	61.4%	59.7%			78.4%	79.1%		
Religion	82.6%	86.5%	*	0.05	89.3%	89.1%		
Political affiliation/opinions	81.2%	82.5%			87.1%	87.9%		

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. The non-URM group was comprised of Asian/Asian American, White/European Americans, multiracial, and other. Among responding undergraduates, few differences were found. URM respondents were slightly less likely to agree that *GT effectively recruits students from diverse backgrounds*, but both URM and non-URM groups were substantially in agreement (92.9 percent for non-URM versus 84.4 percent for URM). Among responding graduate students, 76.6 percent of URM students agreed that *GT was a comfortable and inclusive environment*, compared to 89.0 percent of non-URM respondents. However, both URM and non-URM respondents had substantially similar and high levels of agreement regarding the degree to which *GT supports their academic aspirations* and also had similar levels of agreement about *social and cultural opportunities*. Selected results are presented in the Table 3.6. Complete results are available in the Appendix C.

Table 3.6. Student differences by race/ethnicity

	Undergraduates				Graduates			
	Not URM (n ≈ 1,752)	URM (n ≈ 267)	Sig.	Eff. Size	Not URM (n ≈ 992)	URM (n ≈ 142)	Sig.	Eff. Size
	(percent responding “somewhat” or “strongly agree”)							
Georgia Tech is generally a comfortable and inclusive environment for me	83.6%	80.6%			89.0%	76.6%	*	0.12
I feel valued and respected by the Georgia Tech community	79.4%	79.0%			85.4%	79.6%		
I have considered leaving Georgia Tech because of concerns about collegiality	15.4%	20.3%			10.6%	15.7%		
I feel that my academic aspirations are supported at Georgia Tech	85.9%	85.9%			89.0%	90.0%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	80.7%	88.3%	**	0.07	87.6%	89.3%		
Commitment to diversity is demonstrated by Georgia Tech	92.7%	84.2%	***	0.10	92.1%	86.5%	*	0.07
Georgia Tech effectively recruits students from diverse backgrounds	92.9%	84.4%	***	0.10	91.2%	82.5%	**	0.10
While at Georgia Tech, I have learned about different worldviews	85.7%	87.1%			85.2%	83.7%		
Georgia Tech is open to new ideas and new traditions	81.3%	78.2%			86.1%	79.3%		
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	75.6%	76.2%			83.8%	78.8%		
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	89.6%	89.4%			78.4%	78.3%		
Georgia Tech offers an array of programs and events that meet my social and cultural needs	84.1%	85.4%			78.9%	78.4%		
Adequate processes are in place to address student grievances at Georgia Tech	56.9%	59.1%			70.9%	71.6%		

Note: URM = Underrepresented Minorities.

Where significant differences existed in response to questions about the respect for various identities by the GT community, the magnitude of these differences (as measured by effect size) was small. One notable difference among responding undergraduates: 89.3 percent of non-URM respondents agreed that *students were respected regardless of race or ethnicity*, compared to 75.7 percent of URM respondents. The results are presented in Table 3.7.

Table 3.7. Student differences in respect for identity by Underrepresented Minority status

	Undergraduates				Graduates			
	Not URM (n ≈ 1,752)	URM (n ≈ 267)	Sig.	Eff. Size	Not URM (n ≈ 992)	URM (n ≈ 142)	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	86.8%	84.6%			90.0%	89.8%		
Gender/gender identity	80.2%	80.5%			88.3%	80.3%	*	0.08
Veteran status or military involvement	95.2%	92.2%			93.8%	92.0%		
Status as a school athlete	68.6%	60.6%	*	0.06	80.3%	81.7%		
National origin	87.1%	78.7%	***	0.08	87.8%	79.1%	**	0.09
Individual disabilities	86.9%	85.5%			91.3%	88.9%		
Race or ethnicity	89.3%	75.7%	***	0.14	89.3%	82.1%	*	0.08
Socioeconomic status	88.4%	78.1%	***	0.10	88.9%	83.2%		
Sexual orientation	84.2%	80.8%			86.7%	84.8%		
Fraternity or sorority affiliation	61.1%	57.6%			78.8%	78.1%		
Religion	84.7%	84.8%			89.3%	90.2%		
Political affiliation/opinions	83.2%	76.3%	*	0.06	87.9%	88.0%		

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 not heterosexual (i.e., gay/lesbian, bisexual, or other). Statistically significant differences between the two groups tended to be small to very small. At both the undergraduate and graduate levels, both groups were substantially in agreement that *GT is a generally comfortable and inclusive environment for me, and I feel valued and respected by the GT community* (See Table 3.8). However, this sentiment is contradicted on other items in the survey: among both undergraduates and graduate respondents, non-heterosexuals were less likely than their heterosexual peers to agree that *students are respected regardless of their sexual orientation* (Undergraduates: 85.0% heterosexuals agreed versus 61.3% non-heterosexual; Graduates: 87.9 percent heterosexuals agreed versus 71.7% non-heterosexual). A similar gap is seen in the response to respect accorded to others regarding *gender/gender identity*. Results are presented in Table 3.9.

Table 3.8. Student differences by sexual orientation

	Undergraduates				Graduates			
	Hetero- sexual (n ≈ 1,962)	Not Hetero- sexual (n ≈ 139)	Sig.	Eff. Size	Hetero- sexual (n ≈ 1,104)	Not Hetero- sexual (n ≈ 62)	Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5								
(percent responding “somewhat” or “strongly agree”)								
Georgia Tech is generally a comfortable and inclusive environment for me	83.7%	77.9%			87.6%	80.7%		
I feel valued and respected by the Georgia Tech community	79.7%	73.1%			85.0%	76.3%		
I have considered leaving Georgia Tech because of concerns about collegiality	15.3%	26.4%	**	0.08	11.2%	9.6%		
I feel that my academic aspirations are supported at Georgia Tech	86.7%	76.5%	**	0.07	89.2%	83.1%		
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	81.6%	88.0%			87.5%	87.9%		
Commitment to diversity is demonstrated by Georgia Tech	92.1%	82.9%	***	0.08	91.2%	86.2%		
Georgia Tech effectively recruits students from diverse backgrounds	92.2%	85.5%	**	0.06	90.2%	84.6%		
While at Georgia Tech, I have learned about different worldviews	85.9%	86.4%			85.0%	80.7%		
Georgia Tech is open to new ideas and new traditions	81.8%	74.4%	*	0.05	85.9%	75.5%	*	0.07
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	75.8%	70.1%			83.8%	78.9%		
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	89.5%	89.2%			78.7%	69.6%		
Georgia Tech offers an array of programs and events that meet my social and cultural needs	84.2%	82.2%			79.5%	67.3%	*	0.07
Adequate processes are in place to address student grievances at Georgia Tech	56.9%	52.3%			70.3%	66.7%		

Table 3.9. Student differences in respect for identity by sexual orientation

	Undergraduates				Graduates			
	Hetero- sexual (n ≈ 1,962)	Not Hetero- sexual (n ≈ 139)	Sig.	Eff. Size	Hetero- sexual (n ≈ 1,104)	Not Hetero- sexual (n ≈ 62)	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	86.6%	81.3%			89.8%	86.2%		
Gender/gender identity	81.4%	62.1%	***	0.12	88.0%	75.9%	*	0.08
Veteran status or military involvement	94.7%	92.6%			94.1%	92.5%		
Status as a school athlete	67.8%	60.5%			79.9%	94.4%	*	0.08
National origin	86.0%	77.0%	**	0.06	86.5%	94.6%		
Individual disabilities	87.0%	75.0%	***	0.08	94.6%	84.1%		
Race or ethnicity	87.0%	84.8%			88.4%	94.5%		
Socioeconomic status	87.0%	78.0%	**	0.07	88.3%	81.6%		
Sexual orientation	85.0%	61.3%	***	0.16	87.9%	71.7%	**	0.12
Fraternity or sorority affiliation	61.0%	55.7%			78.5%	85.3%		
Religion	84.9%	75.0%	**	0.07	89.7%	85.7%		
Political affiliation/opinions	82.2%	75.0%	*	0.05	87.5%	88.6%		

Marginalization

Students were asked whether in the past three years at GT they had experienced any instances of marginalization—a sense of exclusion or feeling left out—based on their personal identities. The majority (77.2 percent of responding undergraduate students and 83.0 percent of responding graduate students) stated they had not had this experience. When these figures are broken down by gender, sexual orientation, and URM status, significant differences emerge (see Table 3.9). For responding undergraduates, 27.3 percent of females stated they had experienced marginalization, compared to 19.7 percent of males. For responding URM undergraduates, 29.8 percent experienced marginalization, while 21.5 percent of non-URM students had a similar experience. For responding non-heterosexual students, 41.4 percent had experienced marginalization, compared to 21.5 percent of heterosexual respondents.

For responding graduate students, the gender gap was larger—24.5 percent of females experienced marginalization compared to 13.7 percent of males. URM graduate students also reported higher rates of marginalization, 26.5 percent versus 15.2 percent for non-URM students. The difference in the percentage of heterosexual and non-heterosexual graduate respondents who experienced marginalization was not statistically significant. When asked to attribute their marginalization to particular individual characteristics, *gender, race, and religion* were the most commonly cited by undergraduates. Marginalization based on *sexual orientation* was the most commonly cited issue for non-heterosexual undergraduate respondents. For graduate students who reported marginalization experiences, *gender, race/ethnicity, national origin, and language differences* were the most commonly cited attributions.

Table 3.9. Undergraduates: Marginalization by gender, Underrepresented Minority, and sexual orientation

	Gender		Underrepresented Minority				Sexual Orientation				All Undergraduate Students		
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	Hetero-sexual	Not Hetero-sexual		Sig.	Eff. Size
*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5													
Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering "yes"]													
Percent reporting marginalization experience	19.7%	27.3%	***	0.09	21.5%	29.8%	**	0.07	21.5%	41.4%	***	.12	22.8%
Total Respondents	1,155	858			1,669	252			1,867	133			2,021
[If respondent answered "yes"]: To what personal characteristic(s) do you attribute this marginalization:													
Gender	9.5%	33.9%			25.1%	17.8%			21.8%	20.2%			22.7%
Age	10.7%	9.7%			10.6%	10.5%			11.2%	5.5%			10.2%
Race/ethnicity	25.2%	15.1%			14.0%	34.9%			22.3%	8.3%			19.7%
Disability	4.0%	1.8%			3.2%	0.7%			2.9%	2.8%			2.8%
National origin	7.7%	5.2%			5.8%	5.9%			7.2%	2.8%			6.3%
Language difference /accent	10.7%	7.3%			8.0%	10.5%			9.6%	5.5%			8.9%
Political perspective	8.9%	8.1%			10.0%	4.6%			9.1%	5.5%			8.5%
Religion	14.1%	11.7%			14.4%	9.2%			13.9%	7.3%			12.8%
Sexual orientation	6.1%	4.7%			6.4%	2.6%			0.3%	33.0%			5.4%
Gender identity/expression	3.1%	2.3%			2.6%	3.3%			1.5%	9.2%			2.7%

Note: URM = Underrepresented Minorities.

Table 3.10. Graduates: Marginalization by gender, Underrepresented Minority, and sexual orientation

	Gender				Underrepresented Minority				Sexual Orientation				All Graduate Students
	Male	Female	Sig.	Eff. Size	Not URM	URM	Sig.	Eff. Size	Hetero-sexual	Not Hetero-sexual	Sig.	Eff. Size	
<p>*p < .05; **p < .01; ***p < .001 Effect size: Small .1; Medium .3; Large .5</p>													
<p>Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics? [percent answering "yes"]</p>													
Percent reporting marginalization experience	13.7%	24.5%	***	0.13	15.2%	26.5%	**	0.10	16.3%	25.9%			17.0%
Total Respondents	768	326			915	136			1,021	58			1,096
<p>[If respondent answered "yes"]: To what personal characteristic(s) do you attribute this marginalization:</p>													
Gender	4.3%	31.0%			14.7%	18.0%			16.0%	14.7%			16.0%
Age	9.7%	11.3%			10.7%	8.2%			8.9%	23.5%			10.3%
Race/ethnicity	27.0%	17.6%			18.3%	44.3%			23.8%	17.6%			23.0%
Disability	2.2%	2.1%			2.4%	1.6%			2.5%	0.0%			2.1%
National origin	23.2%	13.4%			20.6%	13.1%			20.2%	5.9%			18.7%
Language difference /accent	17.8%	15.5%			19.0%	11.5%			18.1%	5.9%			16.6%
Political perspective	5.9%	4.9%			6.0%	1.6%			5.0%	8.8%			5.4%
Religion	5.9%	3.5%			6.0%	0.0%			5.0%	5.9%			4.8%
Sexual orientation	3.2%	0.7%			2.0%	1.6%			0.4%	17.6%			2.4%
Gender identity/expression	0.5%	0.0%			0.4%	0.0%			0.4%	0.0%			0.6%

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 3.11 and 3.12 provide selected results from these items by *gender, race/ethnicity, and sexual orientation*. According to respondents, the most common disparaging remarks were directed at *women*. Among responding undergraduates, 26.7 percent of men and 36.5 percent of women heard insensitive remarks with respect to *women* frequently (“often” or “very often”). Disparaging remarks addressed about *race/ethnicity* were also relatively common: among responding undergraduates, 23.9 percent stated they overheard such remarks frequently.

Underrepresented Minorities were slightly more likely to report overhearing such comments (29.6% of URM respondents reported hearing disparaging remarks frequently versus 22.5 percent of non-URM respondents). Another common target of disparaging comments was *gay/lesbian or bisexual people*. Among responding undergraduates, 19.2 percent frequently heard these comments, while 39.6 percent of those who self-identified as *gay/lesbian or bisexual* reported frequently hearing disparaging remarks. Among responding graduate students, the frequency of disparaging remarks was lower than that reported by undergraduates (see Table 3.12). Because of the small sample sizes in various response cells, no statistical tests were performed on these data. Complete results for further identity groups are available in Appendix C.

Table 3.11. Undergraduate students: Frequency of disparaging comments heard

		Gender		Underrepresented Minority		Sexual Orientation		All GT
		Male (n ≈ 1,219)	Female (n ≈ 897)	Not URM* (n ≈ 1,752)	URM* (n ≈ 267)	Hetero- sexual (n ≈ 1,962)	Not Hetero- sexual (n ≈ 139)	
Women	Never	31.9%	18.6%	25.1%	32.4%	26.2%	24.5%	26.3%
	Sometimes	41.4%	44.8%	44.4%	35.5%	43.9%	30.9%	42.8%
	Often	17.7%	22.2%	19.4%	21.0%	19.2%	24.5%	19.6%
	Very Often	9.0%	14.3%	11.0%	11.1%	10.7%	20.1%	11.3%
Men	Never	51.7%	54.3%	52.2%	58.7%	52.8%	51.8%	52.9%
	Sometimes	35.6%	35.8%	37.2%	28.6%	35.8%	35.3%	35.7%
	Often	9.2%	8.8%	8.7%	7.7%	8.9%	11.5%	9.0%
	Very Often	3.4%	1.1%	1.9%	5.0%	2.5%	1.4%	2.4%
People’s race or ethnicity	Never	30.2%	28.6%	30.2%	26.2%	29.7%	25.9%	29.6%
	Sometimes	45.0%	48.8%	47.3%	44.1%	46.7%	47.5%	46.6%
	Often	16.4%	16.5%	15.7%	20.9%	16.1%	20.1%	16.4%
	Very Often	8.4%	6.1%	6.8%	8.7%	7.5%	6.5%	7.5%
Gay, lesbian, or bisexual people	Never	42.3%	44.6%	43.4%	44.7%	44.6%	22.3%	43.3%
	Sometimes	35.9%	39.9%	38.2%	34.4%	37.7%	38.1%	37.6%
	Often	13.9%	11.2%	12.5%	13.0%	12.2%	20.9%	12.8%
	Very Often	8.0%	4.3%	5.9%	8.0%	5.5%	18.7%	6.4%

Note: URM = Underrepresented Minorities.

Table 3.12. Graduate students: Frequency of disparaging comments heard

		Gender		Underrepresented Minority		Sexual Orientation		All GT
		Male (n ≈ 824)	Female (n ≈ 346)	Not URM (n ≈ 973)	URM (n ≈ 139)	Hetero- sexual (n ≈ 1,090)	Not Hetero- sexual (n ≈ 62)	
Women	Never	63.2%	49.1%	58.7%	58.2%	59.4%	50.0%	78.5%
	Sometimes	29.4%	37.0%	32.3%	30.5%	31.7%	32.3%	18.3%
	Often	5.0%	9.2%	6.1%	7.8%	6.1%	11.3%	2.1%
	Very Often	2.4%	4.6%	2.9%	3.5%	2.9%	6.5%	1.1%
Men	Never	78.0%	80.0%	78.4%	78.4%	78.1%	83.3%	74.6%
	Sometimes	18.2%	18.3%	18.3%	20.1%	18.7%	15.0%	22.3%
	Often	2.6%	1.2%	2.4%	0.0%	2.1%	1.7%	2.4%
	Very Often	1.2%	.6%	.9%	1.4%	1.1%	0.0%	0.7%
People’s race or ethnicity	Never	58.9%	58.0%	60.0%	46.8%	58.7%	50.0%	87.4%
	Sometimes	32.5%	31.3%	31.3%	39.7%	32.0%	38.7%	10.1%
	Often	6.3%	7.8%	6.6%	8.5%	6.7%	9.7%	1.5%
	Very Often	2.3%	2.9%	2.2%	5.0%	2.6%	1.6%	0.9%
Gay, lesbian, or bisexual people	Never	69.9%	73.0%	71.3%	64.7%	72.5%	37.1%	79.5%
	Sometimes	24.3%	22.4%	23.6%	27.3%	22.5%	48.4%	16.4%
	Often	4.2%	2.9%	3.8%	2.9%	3.4%	11.3%	2.7%
	Very Often	1.6%	1.7%	1.2%	5.0%	1.6%	3.2%	1.4%

Note: URM = Underrepresented Minorities.

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 in 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 curricular, co-curricular, and extra-curricular activities that bind them into a mutually supportive community. 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, female, and URM respondents were more likely to report feelings of marginalization than their male and non-URM counterparts. And, while the numbers are still relatively high, URM graduate respondents were less likely to agree that *Tech is a comfortable and inclusive environment* (89 percent for non-URM versus 76 percent for URM).

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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GT Climate Assessment Survey Report

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Appendix A—Faculty

Faculty Means by College

	GT Weighted Mean	College					
		College of Architecture	College of Computing	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
Based upon your interactions with your colleagues, how satisfied are you with:							
Assistance with establishing professional contacts	2.87	2.64	2.95	2.83	2.72	3.18	3.03
Advice on navigating department/Institute politics	2.77	2.61	2.64	2.71	2.56	3.14	3.00
Offers to collaborate on research	2.95	2.72	2.80	2.94	2.56	3.26	3.24
Mentoring for teaching	2.87	2.54	2.65	2.84	2.54	3.44	3.10
Advice on the promotion/tenure process	2.94	2.54	2.83	3.08	2.38	3.06	3.14
Advice on the annual review process	2.76	2.30	2.35	2.84	2.47	3.00	2.97
Advice on the third year review process	2.90	2.53	2.71	3.01	2.51	2.93	3.07
Advice on the periodic peer review process	2.72	2.26	2.59	2.81	2.28	2.93	2.96
Guidance on obtaining grants	2.67	2.14	2.59	2.70	2.40	2.71	2.99
Guidance on publishing your research	2.82	2.33	2.77	2.83	2.39	3.22	3.11
Support for your research program	2.74	2.38	2.64	2.66	2.28	3.53	3.05
Mentoring for leadership positions at GT or beyond	2.37	2.15	2.25	2.34	2.30	2.86	2.50
Informal invitations (e.g., lunch/coffee)	2.75	2.69	2.58	2.72	2.56	3.30	2.83
Understanding that individuals have different family and personal responsibilities	3.02	2.93	2.96	2.94	2.79	3.53	3.19
Acknowledging my contributions to the school/academic unit	2.80	2.62	2.80	2.76	2.55	3.21	3.01
Satisfaction with support from your chair or director:							
Assistance with establishing professional contacts	2.76	2.16	2.47	2.83	2.39	2.97	3.06
Advice on navigating department/Institute politics	2.87	2.15	2.81	2.86	2.49	3.21	3.21

Faculty Means by College	GT Weighted Mean	College					
		College of Architecture	College of Computing	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
Satisfaction with support from your chair or director (cont'd):							
Mentoring for teaching	2.78	2.15	2.56	2.81	2.38	3.10	3.06
Advice on the promotion/tenure process	3.04	2.63	2.73	3.13	2.51	3.21	3.28
Advice on the annual review process	2.85	2.15	2.31	2.95	2.46	3.09	3.06
Advice on the third year review process	3.08	2.63	2.55	3.19	2.75	3.12	3.19
Advice on the periodic peer review process	2.81	2.33	2.63	2.88	2.31	3.04	3.03
Advice on obtaining grants	2.60	1.96	2.47	2.68	2.07	2.47	2.98
Guidance on publishing your research	2.80	2.21	2.79	2.77	2.46	3.16	3.14
Support for your research program	2.88	2.54	2.58	2.79	2.56	3.40	3.22
Satisfaction with support from your chair or director (cont'd):							
Obtaining the resources you need to excel	2.77	2.33	2.55	2.74	2.19	3.45	3.12
Mentoring for leadership positions at GT or beyond	2.63	1.91	2.61	2.64	2.26	2.83	3.03
Informal invitations (e.g., lunch/coffee)	2.85	2.33	2.68	2.80	2.71	3.00	3.24
Understanding that individuals have different family and personal responsibilities	3.25	3.11	2.84	3.25	3.10	3.52	3.46
The degree to which agreements are honored by my supervisor	3.30	3.04	2.86	3.29	3.15	3.74	3.47
Acknowledging my contributions to the school/academic unit	3.03	2.71	2.62	3.03	2.82	3.40	3.25

Faculty Means by College	GT Weighted Mean	College					
		College of Architecture	College of Computing	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
In my school/academic unit:							
Faculty communicate regularly with one another	2.87	2.77	3.04	2.79	2.53	3.51	2.99
Faculty treat each other fairly	3.05	3.07	3.08	2.93	2.75	3.74	3.25
Faculty are encouraged and empowered	2.88	2.57	2.85	2.72	2.58	3.59	3.22
My feedback is sought and respected	2.94	2.90	2.96	2.80	2.78	3.44	3.21
I am provided with an opportunity to participate in important decision making	2.96	2.80	3.08	2.77	2.94	3.28	3.29
Disputes and problems are resolved effectively	2.80	2.62	2.72	2.74	2.23	3.42	3.16
Collaboration in strategic planning for the school/unit is encouraged	3.04	3.00	3.23	2.92	2.81	3.23	3.32
At Georgia Tech:							
Georgia Tech is generally a comfortable and inclusive environment for me	3.16	3.03	3.23	3.08	2.91	3.66	3.36
I am satisfied with my career progress at Georgia Tech	3.06	2.73	3.40	2.99	2.82	3.41	3.28
I am satisfied with my current workload balance (research/teaching/service) as it relates to my career goals	2.89	2.80	2.88	2.80	2.49	3.49	3.16
Adequate processes are in place to address grievances at Georgia Tech	2.75	2.77	2.55	2.66	2.56	3.30	3.08
There is clarity about the promotion and tenure process at Georgia Tech	2.84	2.66	2.65	2.87	2.36	3.18	3.09
I feel valued and respected by the Georgia Tech community	3.02	2.97	3.42	2.90	2.77	3.47	3.14
I have considered leaving Georgia Tech because of concerns about collegiality (reverse coded)	1.89	1.96	2.04	1.98	2.26	1.16	1.65
I have considered leaving Georgia Tech because of concerns about collaboration (reverse coded)	1.74	1.85	1.77	1.79	1.98	1.18	1.68
I have considered leaving Georgia Tech because of concerns about the resources made available to me for my work (reverse coded)	2.33	2.89	2.23	2.49	2.68	1.47	1.98

Faculty Means by College	GT Weighted Mean	College					
		College of Architecture	College of Computing	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
Diversity and Inclusion:							
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	3.37	3.43	3.42	3.22	3.59	3.54	3.44
The diversity of our faculty contributes to the overall prestige of Georgia Tech	3.23	3.34	3.23	3.14	3.35	3.38	3.27
My school/unit demonstrates its commitment to diversity and inclusion	3.21	2.83	3.08	3.26	3.13	3.35	3.27
The diversity of our faculty contributes to the overall prestige of my school/unit	3.04	2.72	3.15	2.98	2.90	3.22	3.22
I am satisfied with my school’s/department’s efforts to recruit faculty from diverse backgrounds	3.12	2.83	2.96	3.18	2.97	3.32	3.14
I am satisfied with my school’s/department’s efforts to retain faculty from diverse backgrounds	3.02	2.59	2.96	3.07	2.65	3.29	3.18
I am satisfied with my school’s efforts to recruit graduate students from diverse backgrounds	3.04	2.86	2.72	3.14	2.59	3.19	3.13
I am satisfied with my school’s efforts to retain graduate students from diverse backgrounds	3.07	3.04	2.83	3.09	2.61	3.28	3.21

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with:															
Assistance with establishing professional contacts	Very satisfied	1	3.6%	6	27.3%	41	23.0%	6	9.8%	11	32.4%	21	27.6%	88	22.2%
	Somewhat satisfied	18	64.3%	11	50.0%	81	45.5%	37	60.7%	20	58.8%	37	48.7%	202	50.6%
	Somewhat dissatisfied	7	25.0%	3	13.6%	41	23.0%	13	21.3%	1	2.9%	14	18.4%	79	19.7%
	Very dissatisfied	2	7.1%	2	9.1%	15	8.4%	5	8.2%	2	5.9%	4	5.3%	30	7.5%
	Total Count	28		22		178		61		34		76		399	
Advice on navigating department/Institute politics	Very satisfied	2	7.1%	4	16.0%	33	18.5%	9	13.8%	12	32.4%	23	28.4%	85	20.4%
	Somewhat satisfied	15	53.6%	12	48.0%	78	43.8%	29	44.6%	20	54.1%	40	49.4%	194	46.9%
	Somewhat dissatisfied	9	32.1%	5	20.0%	50	28.1%	16	24.6%	3	8.1%	12	14.8%	94	22.6%
	Very dissatisfied	2	7.1%	4	16.0%	17	9.6%	11	16.9%	2	5.4%	6	7.4%	42	10.1%
	Total Count	28		25		178		65		37		81		415	
Offers to collaborate on research	Very satisfied	6	20.7%	6	24.0%	62	33.3%	6	9.4%	18	47.4%	35	42.7%	136	32.0%
	Somewhat satisfied	13	44.8%	11	44.0%	71	38.2%	31	48.4%	14	36.8%	30	36.6%	169	39.9%
	Somewhat dissatisfied	6	20.7%	5	20.0%	32	17.2%	20	31.3%	4	10.5%	14	17.1%	80	18.9%
	Very dissatisfied	4	13.8%	3	12.0%	21	11.3%	7	10.9%	2	5.3%	3	3.7%	39	9.3%
	Total Count	29		25		186		64		38		82		425	
Mentoring for teaching	Very satisfied	5	17.9%	4	17.4%	41	24.3%	8	13.8%	19	52.8%	18	24.3%	95	24.4%
	Somewhat satisfied	11	39.3%	9	39.1%	79	46.7%	24	41.4%	14	38.9%	44	59.5%	183	47.2%
	Somewhat dissatisfied	6	21.4%	8	34.8%	30	17.8%	18	31.0%	3	8.3%	11	14.9%	76	19.6%
	Very dissatisfied	6	21.4%	2	8.7%	19	11.2%	8	13.8%	0	0.0%	1	1.4%	35	8.9%
	Total Count	28		23		169		58		36		74		388	
Advice on the promotion/tenure process	Very satisfied	5	17.9%	7	30.4%	55	35.3%	7	12.5%	12	33.3%	27	38.0%	116	31.2%
	Somewhat satisfied	11	39.3%	8	34.8%	68	43.6%	18	32.1%	17	47.2%	28	39.4%	150	40.5%
	Somewhat dissatisfied	6	21.4%	5	21.7%	23	14.7%	20	35.7%	4	11.1%	15	21.1%	72	19.6%
	Very dissatisfied	6	21.4%	3	13.0%	10	6.4%	11	19.6%	3	8.3%	1	1.4%	32	8.7%
	Total Count	28		23		156		56		36		71		370	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):															
Advice on the annual review process	Very satisfied	3	11.1%	4	17.4%	41	23.6%	6	9.8%	12	34.3%	22	27.5%	90	22.3%
	Somewhat satisfied	8	29.6%	6	26.1%	81	46.6%	25	41.0%	13	37.1%	35	43.8%	168	42.0%
	Somewhat dissatisfied	10	37.0%	7	30.4%	36	20.7%	21	34.4%	8	22.9%	20	25.0%	101	25.3%
	Very dissatisfied	6	22.2%	6	26.1%	16	9.2%	9	14.8%	2	5.7%	3	3.8%	42	10.4%
	Total Count	27		23		174		61		35		80		401	
Advice on the third year review process	Very satisfied	3	15.8%	5	29.4%	45	34.1%	7	14.6%	9	31.0%	24	40.0%	95	31.2%
	Somewhat satisfied	8	42.1%	5	29.4%	52	39.4%	21	43.8%	12	41.4%	21	35.0%	118	38.6%
	Somewhat dissatisfied	4	21.1%	4	23.5%	26	19.7%	10	20.8%	5	17.2%	10	16.7%	59	19.3%
	Very dissatisfied	4	21.1%	3	17.6%	9	6.8%	10	20.8%	3	10.3%	5	8.3%	33	10.9%
	Total Count	19		17		132		48		29		60		305	
Advice on the periodic peer review process	Very satisfied	1	4.3%	5	22.7%	33	21.3%	5	8.6%	7	25.9%	19	27.5%	73	20.4%
	Somewhat satisfied	10	43.5%	8	36.4%	75	48.4%	19	32.8%	12	44.4%	30	43.5%	155	43.6%
	Somewhat dissatisfied	6	26.1%	4	18.2%	32	20.6%	21	36.2%	7	25.9%	16	23.2%	85	23.9%
	Very dissatisfied	6	26.1%	5	22.7%	15	9.7%	13	22.4%	1	3.7%	4	5.8%	43	12.1%
	Total Count	23		22		155		58		27		69		355	
Guidance on obtaining grants	Very satisfied	2	7.1%	2	9.1%	26	14.9%	7	11.1%	3	12.5%	13	17.8%	54	14.0%
	Somewhat satisfied	5	17.9%	12	54.5%	90	51.7%	25	39.7%	14	58.3%	46	63.0%	196	51.0%
	Somewhat dissatisfied	16	57.1%	5	22.7%	38	21.8%	17	27.0%	4	16.7%	11	15.1%	88	23.0%
	Very dissatisfied	5	17.9%	3	13.6%	20	11.5%	14	22.2%	3	12.5%	3	4.1%	46	12.0%
	Total Count	28		22		174		63		24		73		385	
Guidance on publishing your research	Very satisfied	1	3.7%	5	22.7%	31	19.1%	3	5.2%	11	30.6%	15	23.1%	68	18.4%
	Somewhat satisfied	11	40.7%	10	45.5%	83	51.2%	24	41.4%	23	63.9%	42	64.6%	194	52.6%
	Somewhat dissatisfied	11	40.7%	4	18.2%	37	22.8%	24	41.4%	1	2.8%	7	10.8%	81	21.9%
	Very dissatisfied	4	14.8%	3	13.6%	11	6.8%	7	12.1%	1	2.8%	1	1.5%	26	7.1%
	Total Count	27		22		162		58		36		65		369	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):															
Support for your research program	Very satisfied	7	24.1%	6	27.3%	32	17.9%	7	10.8%	22	61.1%	28	34.6%	103	25.0%
	Somewhat satisfied	6	20.7%	7	31.8%	81	45.3%	22	33.8%	11	30.6%	34	42.0%	162	39.4%
	Somewhat dissatisfied	7	24.1%	4	18.2%	40	22.3%	18	27.7%	3	8.3%	13	16.0%	84	20.4%
	Very dissatisfied	9	31.0%	5	22.7%	26	14.5%	18	27.7%	0	0.0%	6	7.4%	62	15.1%
	Total Count	29		22		179		65		36		81		412	
Mentoring for leadership positions at GT or beyond	Very satisfied	1	3.8%	2	8.3%	17	10.2%	4	7.0%	7	25.0%	14	19.4%	46	12.3%
	Somewhat satisfied	11	42.3%	9	37.5%	64	38.3%	22	38.6%	13	46.4%	20	27.8%	138	36.7%
	Somewhat dissatisfied	5	19.2%	6	25.0%	44	26.3%	18	31.6%	5	17.9%	23	31.9%	102	27.2%
	Very dissatisfied	9	34.6%	7	29.2%	42	25.1%	13	22.8%	3	10.7%	15	20.8%	89	23.8%
	Total Count	26		24		167		57		28		72		376	
Informal invitations (e.g., lunch/coffee)	Very satisfied	3	10.3%	5	20.8%	37	20.0%	11	17.2%	19	51.4%	24	29.3%	100	23.7%
	Somewhat satisfied	18	62.1%	8	33.3%	82	44.3%	27	42.2%	12	32.4%	27	32.9%	172	40.8%
	Somewhat dissatisfied	4	13.8%	7	29.2%	44	23.8%	13	20.3%	4	10.8%	21	25.6%	95	22.6%
	Very dissatisfied	4	13.8%	4	16.7%	22	11.9%	13	20.3%	2	5.4%	10	12.2%	55	13.0%
	Total Count	29		24		185		64		37		82		422	
Understanding that individuals have different family and personal responsibilities	Very satisfied	7	24.1%	7	29.2%	47	26.7%	12	18.8%	22	61.1%	31	39.7%	127	31.2%
	Somewhat satisfied	14	48.3%	12	50.0%	84	47.7%	34	53.1%	11	30.6%	35	44.9%	190	46.7%
	Somewhat dissatisfied	7	24.1%	2	8.3%	33	18.8%	10	15.6%	3	8.3%	6	7.7%	59	14.6%
	Very dissatisfied	1	3.4%	3	12.5%	12	6.8%	8	12.5%	0	0.0%	6	7.7%	31	7.5%
	Total Count	29		24		176		64		36		78		407	
Acknowledging my contributions to the school/academic unit	Very satisfied	3	10.3%	7	28.0%	43	23.5%	11	16.4%	17	44.7%	26	32.1%	109	25.7%
	Somewhat satisfied	15	51.7%	9	36.0%	82	44.8%	30	44.8%	14	36.8%	34	42.0%	183	43.3%
	Somewhat dissatisfied	8	27.6%	6	24.0%	29	15.8%	9	13.4%	5	13.2%	13	16.0%	70	16.6%
	Very dissatisfied	3	10.3%	3	12.0%	29	15.8%	17	25.4%	2	5.3%	8	9.9%	61	14.4%
	Total Count	29		25		183		67		38		81		423	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director:															
Assistance with establishing professional contacts	Very satisfied	2	8.0%	4	21.1%	49	29.2%	6	12.0%	7	22.6%	18	28.6%	88	24.6%
	Somewhat satisfied	9	36.0%	5	26.3%	65	38.7%	17	34.0%	18	58.1%	32	50.8%	146	41.1%
	Somewhat dissatisfied	5	20.0%	6	31.6%	30	17.9%	16	32.0%	4	12.9%	11	17.5%	72	20.2%
	Very dissatisfied	9	36.0%	4	21.1%	24	14.3%	11	22.0%	2	6.5%	2	3.2%	50	14.1%
	Total Count	25		19		168		50		31		63		356	
Advice on navigating department/Institute politics	Very satisfied	2	7.7%	4	19.0%	54	31.0%	7	13.5%	15	45.5%	32	43.2%	117	30.6%
	Somewhat satisfied	8	30.8%	10	47.6%	68	39.1%	20	38.5%	12	36.4%	27	36.5%	146	38.4%
	Somewhat dissatisfied	8	30.8%	6	28.6%	26	14.9%	15	28.8%	4	12.1%	12	16.2%	71	18.5%
	Very dissatisfied	8	30.8%	1	4.8%	26	14.9%	10	19.2%	2	6.1%	3	4.1%	48	12.5%
	Total Count	26		21		174		52		33		74		381	
Mentoring for teaching	Very satisfied	3	11.5%	2	12.5%	40	27.8%	6	16.2%	11	35.5%	16	29.6%	78	25.5%
	Somewhat satisfied	6	23.1%	7	43.8%	58	40.3%	12	32.4%	14	45.2%	27	50.0%	126	40.9%
	Somewhat dissatisfied	9	34.6%	5	31.3%	24	16.7%	9	24.3%	4	12.9%	9	16.7%	59	19.4%
	Very dissatisfied	8	30.8%	2	12.5%	22	15.3%	10	27.0%	2	6.5%	2	3.7%	44	14.3%
	Total Count	26		16		144		37		31		54		307	
Advice on the promotion/tenure process	Very satisfied	5	20.8%	3	20.0%	63	43.8%	8	19.0%	13	39.4%	27	45.8%	120	38.0%
	Somewhat satisfied	10	41.7%	6	40.0%	52	36.1%	14	33.3%	16	48.5%	25	42.4%	123	38.9%
	Somewhat dissatisfied	4	16.7%	5	33.3%	14	9.7%	10	23.8%	2	6.1%	4	6.8%	39	12.3%
	Very dissatisfied	5	20.8%	1	6.7%	15	10.4%	10	23.8%	2	6.1%	3	5.1%	34	10.8%
	Total Count	24		15		144		42		33		59		316	
Advice on the annual review process	Very satisfied	1	3.8%	2	12.5%	60	36.1%	6	15.0%	13	40.6%	25	35.7%	109	30.9%
	Somewhat satisfied	9	34.6%	6	37.5%	61	36.7%	16	40.0%	12	37.5%	28	40.0%	133	37.8%
	Somewhat dissatisfied	9	34.6%	3	18.8%	22	13.3%	8	20.0%	4	12.5%	12	17.1%	57	16.4%
	Very dissatisfied	7	26.9%	5	31.3%	23	13.9%	10	25.0%	3	9.4%	5	7.1%	52	14.9%
	Total Count	26		16		166		40		32		70		351	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):															
Advice on the third year review process	Very satisfied	4	25.0%	2	18.2%	51	45.1%	6	20.7%	9	36.0%	23	43.4%	96	38.8%
	Somewhat satisfied	5	31.3%	5	45.5%	41	36.3%	15	51.7%	12	48.0%	21	39.6%	99	40.0%
	Somewhat dissatisfied	4	25.0%	1	9.1%	13	11.5%	3	10.3%	2	8.0%	6	11.3%	29	11.6%
	Very dissatisfied	3	18.8%	3	27.3%	8	7.1%	5	17.2%	2	8.0%	3	5.7%	24	9.6%
	Total Count	16		11		113		29		25		53		248	
Advice on the periodic peer review process	Very satisfied	1	4.8%	2	12.5%	44	29.3%	5	12.5%	10	38.5%	23	37.1%	87	27.4%
	Somewhat satisfied	10	47.6%	8	50.0%	63	42.0%	12	30.0%	10	38.5%	23	37.1%	127	40.2%
	Somewhat dissatisfied	5	23.8%	4	25.0%	24	16.0%	13	32.5%	3	11.5%	10	16.1%	59	18.5%
	Very dissatisfied	5	23.8%	2	12.5%	19	12.7%	10	25.0%	3	11.5%	6	9.7%	44	13.9%
	Total Count	21		16		150		40		26		62		316	
Advice on obtaining grants	Very satisfied	0	0.0%	2	13.3%	31	20.0%	2	4.8%	2	10.5%	17	29.3%	56	18.0%
	Somewhat satisfied	8	33.3%	6	40.0%	64	41.3%	11	26.2%	9	47.4%	23	39.7%	122	38.9%
	Somewhat dissatisfied	7	29.2%	4	26.7%	39	25.2%	17	40.5%	4	21.1%	17	29.3%	88	28.0%
	Very dissatisfied	9	37.5%	3	20.0%	21	13.5%	12	28.6%	4	21.1%	1	1.7%	47	15.1%
	Total Count	24		15		155		42		19		58		313	
Guidance on publishing your research	Very satisfied	2	8.3%	2	14.3%	32	26.0%	5	12.5%	9	29.0%	14	27.5%	64	22.9%
	Somewhat satisfied	9	37.5%	8	57.1%	47	38.2%	16	40.0%	20	64.5%	30	58.8%	131	46.5%
	Somewhat dissatisfied	5	20.8%	3	21.4%	28	22.8%	11	27.5%	0	0.0%	6	11.8%	52	18.6%
	Very dissatisfied	8	33.3%	1	7.1%	16	13.0%	8	20.0%	2	6.5%	1	2.0%	34	12.0%
	Total Count	24		14		123		40		31		51		281	
Support for your research program	Very satisfied	6	23.1%	4	21.1%	56	32.7%	10	18.9%	19	54.3%	33	43.4%	129	34.0%
	Somewhat satisfied	8	30.8%	7	36.8%	52	30.4%	20	37.7%	12	34.3%	30	39.5%	130	34.1%
	Somewhat dissatisfied	6	23.1%	4	21.1%	34	19.9%	11	20.8%	3	8.6%	9	11.8%	66	17.5%
	Very dissatisfied	6	23.1%	4	21.1%	29	17.0%	12	22.6%	1	2.9%	4	5.3%	55	14.4%
	Total Count	26		19		171		53		35		76		381	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):															
Obtaining the resources you need to excel	Very satisfied	2	7.4%	3	15.0%	49	27.7%	8	15.1%	20	60.6%	32	42.7%	116	30.0%
	Somewhat satisfied	12	44.4%	9	45.0%	62	35.0%	11	20.8%	8	24.2%	27	36.0%	131	33.9%
	Somewhat dissatisfied	6	22.2%	4	20.0%	37	20.9%	16	30.2%	5	15.2%	8	10.7%	74	19.3%
	Very dissatisfied	7	25.9%	4	20.0%	29	16.4%	18	34.0%	0	0.0%	8	10.7%	65	16.8%
	Total Count	27		20		177		53		33		75		386	
Mentoring for leadership positions at GT or beyond	Very satisfied	1	4.3%	3	16.7%	38	24.2%	6	12.8%	5	17.2%	20	32.8%	75	22.4%
	Somewhat satisfied	7	30.4%	7	38.9%	54	34.4%	11	23.4%	16	55.2%	25	41.0%	121	36.1%
	Somewhat dissatisfied	4	17.4%	6	33.3%	35	22.3%	18	38.3%	6	20.7%	11	18.0%	80	23.7%
	Very dissatisfied	11	47.8%	2	11.1%	30	19.1%	12	25.5%	2	6.9%	5	8.2%	59	17.7%
	Total Count	23		18		157		47		29		61		335	
Informal invitations (e.g., lunch/coffee)	Very satisfied	3	12.5%	4	18.2%	52	30.2%	15	28.3%	11	31.4%	32	46.4%	119	31.6%
	Somewhat satisfied	11	45.8%	9	40.9%	64	37.2%	15	28.3%	16	45.7%	20	29.0%	135	35.8%
	Somewhat dissatisfied	1	4.2%	7	31.8%	26	15.1%	14	26.4%	5	14.3%	15	21.7%	70	18.5%
	Very dissatisfied	9	37.5%	2	9.1%	30	17.4%	9	17.0%	3	8.6%	2	2.9%	53	14.0%
	Total Count	24		22		172		53		35		69		376	
Understanding that individuals have different family and personal responsibilities	Very satisfied	9	33.3%	6	31.6%	74	44.6%	22	42.3%	21	63.6%	39	54.9%	171	46.6%
	Somewhat satisfied	14	51.9%	7	36.8%	72	43.4%	18	34.6%	8	24.2%	28	39.4%	147	40.0%
	Somewhat dissatisfied	2	7.4%	3	15.8%	7	4.2%	5	9.6%	4	12.1%	1	1.4%	22	5.9%
	Very dissatisfied	2	7.4%	3	15.8%	13	7.8%	7	13.5%	0	0.0%	3	4.2%	28	7.6%
	Total Count	27		19		166		52		33		71		368	
The degree to which agreements are honored by my supervisor	Very satisfied	12	44.4%	7	31.8%	91	53.2%	28	52.8%	26	76.5%	45	62.5%	209	54.9%
	Somewhat satisfied	9	33.3%	7	31.8%	55	32.2%	11	20.8%	7	20.6%	18	25.0%	108	28.3%
	Somewhat dissatisfied	1	3.7%	6	27.3%	8	4.7%	6	11.3%	1	2.9%	7	9.7%	31	8.1%
	Very dissatisfied	5	18.5%	2	9.1%	17	9.9%	8	15.1%	0	0.0%	2	2.8%	33	8.7%
	Total Count	27		22		171		53		34		72		380	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):															
	Very satisfied	7	25.0%	5	23.8%	72	39.8%	24	42.1%	19	54.3%	38	48.7%	165	41.3%
Acknowledging my contributions to the school/academic unit	Somewhat satisfied	11	39.3%	5	23.8%	67	37.0%	11	19.3%	12	34.3%	23	29.5%	129	32.2%
	Somewhat dissatisfied	5	17.9%	9	42.9%	18	9.9%	8	14.0%	3	8.6%	13	16.7%	58	14.5%
	Very dissatisfied	5	17.9%	2	9.5%	24	13.3%	14	24.6%	1	2.9%	4	5.1%	48	12.0%
	Total Count	28		21		181		57		35		78		400	
In my school/academic unit:															
	Strongly agree	5	16.7%	9	34.6%	52	27.8%	9	13.4%	21	53.8%	27	33.8%	125	29.1%
Faculty communicate regularly with one another	Somewhat agree	16	53.3%	11	42.3%	67	35.8%	26	38.8%	17	43.6%	29	36.3%	165	38.5%
	Somewhat disagree	6	20.0%	4	15.4%	45	24.1%	23	34.3%	1	2.6%	17	21.3%	95	22.2%
	Strongly disagree	3	10.0%	2	7.7%	23	12.3%	9	13.4%	0	0.0%	7	8.8%	44	10.2%
	Total Count	30		26		187		67		39		80		429	
	Strongly agree	10	33.3%	12	46.2%	56	29.9%	16	24.2%	31	79.5%	35	44.9%	161	37.8%
Faculty treat each other fairly	Somewhat agree	15	50.0%	7	26.9%	78	41.7%	26	39.4%	6	15.4%	29	37.2%	160	37.6%
	Somewhat disagree	2	6.7%	4	15.4%	36	19.3%	16	24.2%	2	5.1%	10	12.8%	70	16.4%
	Strongly disagree	3	10.0%	3	11.5%	17	9.1%	8	12.1%	0	0.0%	4	5.1%	35	8.2%
	Total Count	30		26		187		66		39		78		426	
	Strongly agree	3	10.0%	7	26.9%	47	25.1%	9	13.4%	25	64.1%	36	45.0%	130	30.2%
Faculty are encouraged and empowered	Somewhat agree	15	50.0%	10	38.5%	71	38.0%	30	44.8%	12	30.8%	28	35.0%	165	38.4%
	Somewhat disagree	8	26.7%	7	26.9%	39	20.9%	18	26.9%	2	5.1%	13	16.3%	87	20.2%
	Strongly disagree	4	13.3%	2	7.7%	30	16.0%	10	14.9%	0	0.0%	3	3.8%	48	11.2%
	Total Count	30		26		187		67		39		80		429	
	Strongly agree	6	20.7%	8	30.8%	55	29.7%	16	24.6%	22	56.4%	40	48.8%	149	35.0%
My feedback is sought and respected	Somewhat agree	17	58.6%	12	46.2%	67	36.2%	28	43.1%	13	33.3%	23	28.0%	159	37.1%
	Somewhat disagree	3	10.3%	3	11.5%	34	18.4%	11	16.9%	3	7.7%	11	13.4%	65	15.2%
	Strongly disagree	3	10.3%	3	11.5%	29	15.7%	10	15.4%	1	2.6%	8	9.8%	54	12.6%
	Total Count	29		26		185		65		39		82		427	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my school/academic unit (cont'd):															
I am provided with an opportunity to participate in important decision making	Strongly agree	7	23.3%	11	42.3%	50	27.0%	23	34.8%	18	46.2%	42	51.2%	154	35.9%
	Somewhat agree	14	46.7%	9	34.6%	70	37.8%	24	36.4%	16	41.0%	24	29.3%	155	36.3%
	Somewhat disagree	5	16.7%	3	11.5%	37	20.0%	9	13.6%	3	7.7%	9	11.0%	66	15.3%
	Strongly disagree	4	13.3%	3	11.5%	28	15.1%	10	15.2%	2	5.1%	7	8.5%	54	12.5%
	Total Count	30		26		185		66		39		82		429	
Disputes and problems are resolved effectively	Strongly agree	4	13.8%	6	24.0%	39	22.8%	5	8.1%	18	50.0%	31	40.3%	106	26.4%
	Somewhat agree	16	55.2%	10	40.0%	69	40.4%	21	33.9%	15	41.7%	31	40.3%	162	40.4%
	Somewhat disagree	3	10.3%	5	20.0%	42	24.6%	18	29.0%	3	8.3%	11	14.3%	82	20.4%
	Strongly disagree	6	20.7%	4	16.0%	21	12.3%	18	29.0%	0	0.0%	4	5.2%	51	12.8%
	Total Count	29		25		171		62		36		77		401	
Collaboration in strategic planning for the school/unit is encouraged	Strongly agree	12	40.0%	11	42.3%	59	32.6%	14	22.2%	14	40.0%	43	51.8%	157	37.4%
	Somewhat agree	11	36.7%	12	46.2%	70	38.7%	32	50.8%	16	45.7%	27	32.5%	167	39.9%
	Somewhat disagree	2	6.7%	1	3.8%	30	16.6%	8	12.7%	4	11.4%	5	6.0%	49	11.7%
	Strongly disagree	5	16.7%	2	7.7%	22	12.2%	9	14.3%	1	2.9%	8	9.6%	46	11.1%
	Total Count	30		26		181		63		35		83		420	
At Georgia Tech:															
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	7	23.3%	13	50.0%	63	33.3%	19	28.4%	25	65.8%	39	47.0%	169	38.9%
	Somewhat agree	18	60.0%	9	34.6%	91	48.1%	27	40.3%	13	34.2%	33	39.8%	190	43.8%
	Somewhat disagree	4	13.3%	1	3.8%	23	12.2%	16	23.9%	0	0.0%	9	10.8%	52	11.9%
	Strongly disagree	1	3.3%	3	11.5%	12	6.3%	5	7.5%	0	0.0%	2	2.4%	23	5.4%
	Total Count	30		26		189		67		38		83		434	
I am satisfied with my career progress at Georgia Tech	Strongly agree	6	20.0%	14	56.0%	68	36.6%	14	21.2%	20	51.3%	37	45.7%	163	38.2%
	Somewhat agree	12	40.0%	8	32.0%	66	35.5%	29	43.9%	17	43.6%	30	37.0%	161	37.6%
	Somewhat disagree	10	33.3%	2	8.0%	34	18.3%	18	27.3%	0	0.0%	9	11.1%	71	16.5%
	Strongly disagree	2	6.7%	1	4.0%	18	9.7%	5	7.6%	2	5.1%	5	6.2%	33	7.7%
	Total Count	30		25		186		66		39		81		427	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
At Georgia Tech (cont'd):															
I am satisfied with my current workload balance research/teaching/service as it relates to my career goals	Strongly agree	8	26.7%	6	24.0%	53	28.0%	13	19.7%	23	59.0%	31	37.8%	134	31.2%
	Somewhat agree	11	36.7%	12	48.0%	69	36.5%	19	28.8%	12	30.8%	38	46.3%	164	38.0%
	Somewhat disagree	8	26.7%	5	20.0%	44	23.3%	20	30.3%	4	10.3%	7	8.5%	86	19.9%
	Strongly disagree	3	10.0%	2	8.0%	23	12.2%	14	21.2%	0	0.0%	6	7.3%	47	10.9%
	Total Count	30		25		189		66		39		82		431	
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	5	22.7%	6	30.0%	31	20.1%	3	6.5%	11	47.8%	16	30.8%	73	23.2%
	Somewhat agree	9	40.9%	6	30.0%	65	42.2%	24	52.2%	9	39.1%	24	46.2%	136	42.9%
	Somewhat disagree	6	27.3%	1	5.0%	32	20.8%	13	28.3%	2	8.7%	10	19.2%	63	19.7%
	Strongly disagree	2	9.1%	7	35.0%	26	16.9%	6	13.0%	1	4.3%	2	3.8%	45	14.2%
	Total Count	22		20		154		46		23		52		317	
There is clarity about the promotion and tenure process at Georgia Tech	Strongly agree	4	13.8%	5	19.2%	54	29.5%	5	7.7%	14	35.9%	25	33.3%	109	26.1%
	Somewhat agree	15	51.7%	11	42.3%	73	39.9%	28	43.1%	19	48.7%	35	46.7%	181	43.3%
	Somewhat disagree	6	20.7%	6	23.1%	34	18.6%	17	26.2%	5	12.8%	13	17.3%	81	19.4%
	Strongly disagree	4	13.8%	4	15.4%	22	12.0%	15	23.1%	1	2.6%	2	2.7%	47	11.2%
	Total Count	29		26		183		65		39		75		417	
I feel valued and respected by the Georgia Tech community	Strongly agree	6	20.0%	15	57.7%	51	27.3%	14	22.2%	21	55.3%	33	40.7%	144	33.8%
	Somewhat agree	18	60.0%	7	26.9%	87	46.5%	28	44.4%	14	36.8%	27	33.3%	178	41.8%
	Somewhat disagree	5	16.7%	4	15.4%	29	15.5%	13	20.6%	3	7.9%	16	19.8%	70	16.5%
	Strongly disagree	1	3.3%	0	0.0%	20	10.7%	8	12.7%	0	0.0%	5	6.2%	33	7.8%
	Total Count	30		26		187		63		38		81		426	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	2	7.4%	5	19.2%	22	12.6%	11	17.7%	0	0.0%	7	8.8%	48	11.7%
	Somewhat agree	9	33.3%	5	19.2%	38	21.8%	18	29.0%	2	5.4%	13	16.3%	84	20.6%
	Somewhat disagree	2	7.4%	2	7.7%	29	16.7%	11	17.7%	2	5.4%	6	7.5%	51	12.6%
	Strongly disagree	14	51.9%	14	53.8%	85	48.9%	22	35.5%	33	89.2%	54	67.5%	225	55.1%
	Total Count	27		26		174		62		37		80		408	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
At Georgia Tech (cont'd):															
I have considered leaving Georgia Tech because of concerns about collaboration	Strongly agree	1	3.8%	3	11.5%	14	8.0%	8	13.3%	0	0.0%	10	12.5%	37	9.1%
	Somewhat agree	8	30.8%	2	7.7%	31	17.8%	12	20.0%	2	5.3%	10	12.5%	64	15.7%
	Somewhat disagree	3	11.5%	7	26.9%	34	19.5%	11	18.3%	3	7.9%	5	6.3%	63	15.6%
	Strongly disagree	14	53.8%	14	53.8%	95	54.6%	29	48.3%	33	86.8%	55	68.8%	242	59.6%
	Total Count	26		26		174		60		38		80		406	
I have considered leaving Georgia Tech because of concerns about the resources made available to me for my work	Strongly agree	11	39.3%	6	23.1%	47	26.9%	20	31.3%	1	2.6%	12	14.6%	96	23.1%
	Somewhat agree	8	28.6%	5	19.2%	42	24.0%	20	31.3%	5	13.2%	18	22.0%	97	23.5%
	Somewhat disagree	4	14.3%	4	15.4%	36	20.6%	9	14.1%	5	13.2%	12	14.6%	70	17.0%
	Strongly disagree	5	17.9%	11	42.3%	50	28.6%	15	23.4%	27	71.1%	40	48.8%	151	36.5%
	Total Count	28		26		175		64		38		82		414	
Diversity and Inclusion:															
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	14	46.7%	14	53.8%	75	40.1%	42	65.6%	24	64.9%	42	50.6%	210	49.1%
	Somewhat agree	15	50.0%	9	34.6%	84	44.9%	19	29.7%	10	27.0%	35	42.2%	173	40.4%
	Somewhat disagree	1	3.3%	3	11.5%	22	11.8%	2	3.1%	2	5.4%	6	7.2%	37	8.6%
	Strongly disagree	0	0.0%	0	0.0%	6	3.2%	1	1.6%	1	2.7%	0	0.0%	8	1.8%
	Total Count	30		26		187		64		37		83		428	
The diversity of our faculty contributes to the overall prestige of Georgia Tech	Strongly agree	13	44.8%	12	46.2%	69	37.1%	36	59.0%	20	54.1%	34	42.5%	183	43.5%
	Somewhat agree	13	44.8%	8	30.8%	81	43.5%	13	21.3%	12	32.4%	34	42.5%	163	38.7%
	Somewhat disagree	3	10.3%	6	23.1%	29	15.6%	10	16.4%	4	10.8%	11	13.8%	64	15.2%
	Strongly disagree	0	0.0%	0	0.0%	7	3.8%	2	3.3%	1	2.7%	1	1.3%	11	2.6%
	Total Count	29		26		186		61		37		80		420	
My school/unit demonstrates its commitment to diversity and inclusion	Strongly agree	5	16.7%	8	30.8%	85	45.5%	23	37.1%	17	45.9%	39	47.0%	179	41.9%
	Somewhat agree	17	56.7%	13	50.0%	73	39.0%	28	45.2%	16	43.2%	31	37.3%	178	41.6%
	Somewhat disagree	6	20.0%	4	15.4%	21	11.2%	7	11.3%	4	10.8%	10	12.0%	52	12.2%
	Strongly disagree	2	6.7%	1	3.8%	8	4.3%	4	6.5%	0	0.0%	3	3.6%	18	4.2%
	Total Count	30		26		187		62		37		83		426	

College (Primary Appointment)

Faculty Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		GT (Weighted)	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):															
The diversity of our faculty contributes to the overall prestige of my school/unit	Strongly agree	4	13.8%	9	34.6%	59	32.1%	23	37.7%	17	47.2%	34	42.5%	148	35.4%
	Somewhat agree	16	55.2%	12	46.2%	72	39.1%	16	26.2%	12	33.3%	30	37.5%	159	38.2%
	Somewhat disagree	6	20.7%	5	19.2%	43	23.4%	15	24.6%	5	13.9%	15	18.8%	89	21.3%
	Strongly disagree	3	10.3%	0	0.0%	10	5.4%	7	11.5%	2	5.6%	1	1.3%	21	5.1%
	Total Count	29		26		184		61		36		80		417	
I am satisfied with my school's/department's efforts to recruit faculty from diverse backgrounds	Strongly agree	7	23.3%	6	23.1%	79	43.6%	25	39.7%	20	54.1%	34	41.0%	171	40.5%
	Somewhat agree	15	50.0%	14	53.8%	65	35.9%	17	27.0%	11	29.7%	30	36.1%	154	36.6%
	Somewhat disagree	4	13.3%	5	19.2%	27	14.9%	15	23.8%	4	10.8%	16	19.3%	72	17.0%
	Strongly disagree	4	13.3%	1	3.8%	10	5.5%	6	9.5%	2	5.4%	3	3.6%	25	5.9%
	Total Count	30		26		181		63		37		83		421	
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	Strongly agree	5	17.2%	6	23.1%	65	36.9%	15	24.6%	14	45.2%	32	43.2%	139	34.8%
	Somewhat agree	12	41.4%	13	50.0%	72	40.9%	22	36.1%	14	45.2%	27	36.5%	161	40.4%
	Somewhat disagree	7	24.1%	7	26.9%	26	14.8%	12	19.7%	1	3.2%	12	16.2%	66	16.5%
	Strongly disagree	5	17.2%	0	0.0%	13	7.4%	12	19.7%	2	6.5%	3	4.1%	33	8.2%
	Total Count	29		26		176		61		31		74		398	
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	Strongly agree	6	21.4%	7	28.0%	70	38.9%	7	17.9%	17	45.9%	30	38.5%	139	35.6%
	Somewhat agree	14	50.0%	7	28.0%	72	40.0%	16	41.0%	13	35.1%	34	43.6%	157	40.1%
	Somewhat disagree	6	21.4%	8	32.0%	31	17.2%	9	23.1%	4	10.8%	9	11.5%	68	17.4%
	Strongly disagree	2	7.1%	3	12.0%	7	3.9%	7	17.9%	3	8.1%	5	6.4%	27	6.9%
	Total Count	28		25		180		39		37		78		391	
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	Strongly agree	7	29.2%	7	29.2%	61	35.1%	9	25.0%	15	46.9%	34	44.2%	136	36.5%
	Somewhat agree	13	54.2%	9	37.5%	75	43.1%	11	30.6%	13	40.6%	30	39.0%	152	41.0%
	Somewhat disagree	2	8.3%	5	20.8%	30	17.2%	9	25.0%	2	6.3%	9	11.7%	58	15.6%
	Strongly disagree	2	8.3%	3	12.5%	8	4.6%	7	19.4%	2	6.3%	4	5.2%	26	7.0%
	Total Count	24		24		174		36		32		77		372	

Faculty Frequencies by Gender

		Male		Female		GT	
		Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with:							
Guidance on publishing your research	Very satisfied	60	21.2%	8	9.5%	68	18.5%
	Somewhat satisfied	150	53.0%	43	51.2%	193	52.6%
	Somewhat dissatisfied	56	19.8%	24	28.6%	80	21.8%
	Very dissatisfied	17	6.0%	9	10.7%	26	7.1%
	Total Count	283		84		367	
Understanding that individuals have different family and personal responsibilities	Very satisfied	107	34.6%	20	20.8%	127	31.4%
	Somewhat satisfied	147	47.6%	43	44.8%	190	46.9%
	Somewhat dissatisfied	38	12.3%	21	21.9%	59	14.6%
	Very dissatisfied	17	5.5%	12	12.5%	29	7.2%
	Total Count	309		96		405	
Satisfaction with support from your chair or director:							
Assistance with establishing professional contacts	Very satisfied	76	27.9%	11	13.8%	87	24.7%
	Somewhat satisfied	113	41.5%	33	41.3%	146	41.5%
	Somewhat dissatisfied	47	17.3%	23	28.8%	70	19.9%
	Very dissatisfied	36	13.2%	13	16.3%	49	13.9%
	Total Count	272		80		352	
Advice on navigating department/Institute politics	Very satisfied	101	34.6%	15	17.0%	116	30.5%
	Somewhat satisfied	110	37.7%	37	42.0%	147	38.7%
	Somewhat dissatisfied	48	16.4%	23	26.1%	71	18.7%
	Very dissatisfied	33	11.3%	13	14.8%	46	12.1%
	Total Count	292		88		380	
Advice on the periodic peer review process	Very satisfied	75	30.5%	11	16.4%	86	27.5%
	Somewhat satisfied	95	38.6%	32	47.8%	127	40.6%
	Somewhat dissatisfied	47	19.1%	10	14.9%	57	18.2%
	Very dissatisfied	29	11.8%	14	20.9%	43	13.7%
	Total Count	246		67		313	

Faculty Frequencies by Gender

		Male		Female		GT	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):							
Advice on obtaining grants	Very satisfied	51	20.9%	5	7.5%	56	18.0%
	Somewhat satisfied	100	41.0%	22	32.8%	122	39.2%
	Somewhat dissatisfied	58	23.8%	27	40.3%	85	27.3%
	Very dissatisfied	35	14.3%	13	19.4%	48	15.4%
	Total Count	244		67		311	
Guidance on publishing your research	Very satisfied	58	26.1%	6	10.5%	64	22.9%
	Somewhat satisfied	104	46.8%	26	45.6%	130	46.6%
	Somewhat dissatisfied	35	15.8%	16	28.1%	51	18.3%
	Very dissatisfied	25	11.3%	9	15.8%	34	12.2%
	Total Count	222		57		279	
In my school/academic unit:							
Faculty are encouraged and empowered	Strongly agree	108	32.8%	21	21.4%	129	30.2%
	Somewhat agree	132	40.1%	33	33.7%	165	38.6%
	Somewhat disagree	57	17.3%	28	28.6%	85	19.9%
	Strongly disagree	32	9.7%	16	16.3%	48	11.2%
	Total Count	329		98		427	
Disputes and problems are resolved effectively	Strongly agree	89	28.9%	15	16.7%	104	26.1%
	Somewhat agree	133	43.2%	29	32.2%	162	40.7%
	Somewhat disagree	57	18.5%	24	26.7%	81	20.4%
	Strongly disagree	29	9.4%	22	24.4%	51	12.8%
	Total Count	308		90		398	
At Georgia Tech:							
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	147	44.3%	22	22.2%	169	39.2%
	Somewhat agree	141	42.5%	49	49.5%	190	44.1%
	Somewhat disagree	30	9.0%	19	19.2%	49	11.4%
	Strongly disagree	14	4.2%	9	9.1%	23	5.3%
	Total Count	332		99		431	

Faculty Frequencies by Gender

	Male		Female		GT		
	Count	Percent	Count	Percent	Count	Percent	
At Georgia Tech (cont'd):							
I am satisfied with my career progress at Georgia Tech	Strongly agree	135	41.2%	28	29.2%	163	38.4%
	Somewhat agree	125	38.1%	35	36.5%	160	37.7%
	Somewhat disagree	46	14.0%	25	26.0%	71	16.7%
	Strongly disagree	22	6.7%	8	8.3%	30	7.1%
	Total Count	328		96		424	
I am satisfied with my current workload balance (research/teaching/service) as it relates to my career goals	Strongly agree	113	34.5%	21	21.2%	134	31.4%
	Somewhat agree	128	39.0%	35	35.4%	163	38.2%
	Somewhat disagree	61	18.6%	23	23.2%	84	19.7%
	Strongly disagree	26	7.9%	20	20.2%	46	10.8%
	Total Count	328		99		427	
Diversity and Inclusion:							
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	149	45.6%	61	61.6%	210	49.3%
	Somewhat agree	136	41.6%	35	35.4%	171	40.1%
	Somewhat disagree	35	10.7%	2	2.0%	37	8.7%
	Strongly disagree	7	2.1%	1	1.0%	8	1.9%
	Total Count	327		99		426	
My school/unit demonstrates its commitment to diversity and inclusion	Strongly agree	151	46.3%	27	27.6%	178	42.0%
	Somewhat agree	138	42.3%	38	38.8%	176	41.5%
	Somewhat disagree	25	7.7%	27	27.6%	52	12.3%
	Strongly disagree	12	3.7%	6	6.1%	18	4.2%
	Total Count	326		98		424	
I am satisfied with my school’s/department’s efforts to recruit faculty from diverse backgrounds	Strongly agree	141	43.9%	29	29.9%	170	40.7%
	Somewhat agree	117	36.4%	35	36.1%	152	36.4%
	Somewhat disagree	48	15.0%	24	24.7%	72	17.2%
	Strongly disagree	15	4.7%	9	9.3%	24	5.7%
	Total Count	321		97		418	

Faculty Frequencies by Gender

		Male		Female		GT	
		Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):							
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	Strongly agree	117	38.7%	21	22.3%	138	34.8%
	Somewhat agree	127	42.1%	32	34.0%	159	40.2%
	Somewhat disagree	40	13.2%	26	27.7%	66	16.7%
	Strongly disagree	18	6.0%	15	16.0%	33	8.3%
	Total Count	302		94		396	
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	Strongly agree	115	37.6%	23	28.0%	138	35.6%
	Somewhat agree	127	41.5%	28	34.1%	155	39.9%
	Somewhat disagree	45	14.7%	23	28.0%	68	17.5%
	Strongly disagree	19	6.2%	8	9.8%	27	7.0%
	Total Count	306		82		388	
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	Strongly agree	117	39.5%	17	23.0%	134	36.2%
	Somewhat agree	120	40.5%	32	43.2%	152	41.1%
	Somewhat disagree	41	13.9%	17	23.0%	58	15.7%
	Strongly disagree	18	6.1%	8	10.8%	26	7.0%
	Total Count	296		74		370	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with:							
Assistance with establishing professional contacts	Very satisfied	84	23.2%	4	11.4%	88	22.2%
	Somewhat satisfied	184	50.8%	18	51.4%	202	50.9%
	Somewhat dissatisfied	66	18.2%	11	31.4%	77	19.4%
	Very dissatisfied	28	7.7%	2	5.7%	30	7.6%
	Total Count	362		35		397	
Advice on navigating department/Institute politics	Very satisfied	77	20.4%	7	18.9%	84	20.3%
	Somewhat satisfied	181	48.0%	14	37.8%	195	47.1%
	Somewhat dissatisfied	82	21.8%	12	32.4%	94	22.7%
	Very dissatisfied	37	9.8%	4	10.8%	41	9.9%
	Total Count	377		37		414	
Offers to collaborate on research	Very satisfied	127	32.8%	9	23.7%	136	32.0%
	Somewhat satisfied	155	40.1%	15	39.5%	170	40.0%
	Somewhat dissatisfied	71	18.3%	9	23.7%	80	18.8%
	Very dissatisfied	34	8.8%	5	13.2%	39	9.2%
	Total Count	387		38		425	
Mentoring for teaching	Very satisfied	87	24.6%	8	22.9%	95	24.5%
	Somewhat satisfied	168	47.6%	15	42.9%	183	47.2%
	Somewhat dissatisfied	67	19.0%	8	22.9%	75	19.3%
	Very dissatisfied	31	8.8%	4	11.4%	35	9.0%
	Total Count	353		35		388	
Advice on the promotion/tenure process	Very satisfied	109	32.2%	7	22.6%	116	31.4%
	Somewhat satisfied	141	41.6%	9	29.0%	150	40.5%
	Somewhat dissatisfied	62	18.3%	10	32.3%	72	19.5%
	Very dissatisfied	27	8.0%	5	16.1%	32	8.6%
	Total Count	339		31		370	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):							
Advice on the annual review process	Very satisfied	84	23.1%	6	17.1%	90	22.6%
	Somewhat satisfied	156	42.9%	12	34.3%	168	42.1%
	Somewhat dissatisfied	93	25.5%	8	22.9%	101	25.3%
	Very dissatisfied	31	8.5%	9	25.7%	40	10.0%
	Total Count	364		35		399	
Advice on the third year review process	Very satisfied	88	31.7%	7	25.0%	95	31.0%
	Somewhat satisfied	110	39.6%	8	28.6%	118	38.6%
	Somewhat dissatisfied	49	17.6%	10	35.7%	59	19.3%
	Very dissatisfied	31	11.2%	3	10.7%	34	11.1%
	Total Count	278		28		306	
Advice on the periodic peer review process	Very satisfied	70	21.6%	3	9.7%	73	20.6%
	Somewhat satisfied	141	43.5%	14	45.2%	155	43.7%
	Somewhat dissatisfied	79	24.4%	6	19.4%	85	23.9%
	Very dissatisfied	34	10.5%	8	25.8%	42	11.8%
	Total Count	324		31		355	
Guidance on obtaining grants	Very satisfied	50	14.3%	4	11.8%	54	14.1%
	Somewhat satisfied	179	51.3%	17	50.0%	196	51.2%
	Somewhat dissatisfied	78	22.3%	9	26.5%	87	22.7%
	Very dissatisfied	42	12.0%	4	11.8%	46	12.0%
	Total Count	349		34		383	
Guidance on publishing your research	Very satisfied	64	19.2%	4	11.4%	68	18.4%
	Somewhat satisfied	176	52.7%	18	51.4%	194	52.6%
	Somewhat dissatisfied	69	20.7%	11	31.4%	80	21.7%
	Very dissatisfied	25	7.5%	2	5.7%	27	7.3%
	Total Count	334		35		369	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):							
Support for your research program	Very satisfied	95	25.3%	8	22.9%	103	25.1%
	Somewhat satisfied	149	39.6%	14	40.0%	163	39.7%
	Somewhat dissatisfied	76	20.2%	8	22.9%	84	20.4%
	Very dissatisfied	56	14.9%	5	14.3%	61	14.8%
	Total Count	376		35		411	
Mentoring for leadership positions at GT or beyond	Very satisfied	40	11.7%	6	18.2%	46	12.3%
	Somewhat satisfied	131	38.4%	7	21.2%	138	36.9%
	Somewhat dissatisfied	91	26.7%	11	33.3%	102	27.3%
	Very dissatisfied	79	23.2%	9	27.3%	88	23.5%
	Total Count	341		33		374	
Informal invitations (e.g., lunch/coffee)	Very satisfied	92	24.0%	8	21.1%	100	23.8%
	Somewhat satisfied	157	41.0%	15	39.5%	172	40.9%
	Somewhat dissatisfied	84	21.9%	10	26.3%	94	22.3%
	Very dissatisfied	50	13.1%	5	13.2%	55	13.1%
	Total Count	383		38		421	
Understanding that individuals have different family and personal responsibilities	Very satisfied	119	32.2%	8	21.6%	127	31.3%
	Somewhat satisfied	174	47.2%	16	43.2%	190	46.8%
	Somewhat dissatisfied	48	13.0%	12	32.4%	60	14.8%
	Very dissatisfied	28	7.6%	1	2.7%	29	7.1%
	Total Count	369		37		406	
Acknowledging my contributions to the school/academic unit	Very satisfied	101	26.2%	8	22.2%	109	25.8%
	Somewhat satisfied	168	43.5%	15	41.7%	183	43.4%
	Somewhat dissatisfied	62	16.1%	9	25.0%	71	16.8%
	Very dissatisfied	55	14.2%	4	11.1%	59	14.0%
	Total Count	386		36		422	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)				GT	
		Not URM		URM			
		Count	Percent	Count	Percent		
Satisfaction with support from your chair or director:							
Assistance with establishing professional contacts	Very satisfied	82	25.3%	6	19.4%	88	24.8%
	Somewhat satisfied	134	41.4%	12	38.7%	146	41.1%
	Somewhat dissatisfied	62	19.1%	9	29.0%	71	20.0%
	Very dissatisfied	46	14.2%	4	12.9%	50	14.1%
	Total Count	324		31		355	
Advice on navigating department/Institute politics	Very satisfied	111	31.9%	6	18.8%	117	30.8%
	Somewhat satisfied	131	37.6%	15	46.9%	146	38.4%
	Somewhat dissatisfied	65	18.7%	6	18.8%	71	18.7%
	Very dissatisfied	41	11.8%	5	15.6%	46	12.1%
	Total Count	348		32		380	
Mentoring for teaching	Very satisfied	72	26.0%	6	21.4%	78	25.6%
	Somewhat satisfied	112	40.4%	12	42.9%	124	40.7%
	Somewhat dissatisfied	55	19.9%	5	17.9%	60	19.7%
	Very dissatisfied	38	13.7%	5	17.9%	43	14.1%
	Total Count	277		28		305	
Advice on the promotion/tenure process	Very satisfied	111	38.4%	9	34.6%	120	38.1%
	Somewhat satisfied	113	39.1%	9	34.6%	122	38.7%
	Somewhat dissatisfied	36	12.5%	3	11.5%	39	12.4%
	Very dissatisfied	29	10.0%	5	19.2%	34	10.8%
	Total Count	289		26		315	
Advice on the annual review process	Very satisfied	103	32.1%	6	20.7%	109	31.1%
	Somewhat satisfied	123	38.3%	10	34.5%	133	38.0%
	Somewhat dissatisfied	51	15.9%	6	20.7%	57	16.3%
	Very dissatisfied	44	13.7%	7	24.1%	51	14.6%
	Total Count	321		29		350	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):							
	Very satisfied	91	40.1%	5	23.8%	96	38.7%
	Somewhat satisfied	89	39.2%	10	47.6%	99	39.9%
Advice on the third year review process	Somewhat dissatisfied	26	11.5%	3	14.3%	29	11.7%
	Very dissatisfied	21	9.3%	3	14.3%	24	9.7%
	Total Count	227		21		248	
Advice on the periodic peer review process	Very satisfied	83	28.6%	4	16.0%	87	27.6%
	Somewhat satisfied	117	40.3%	10	40.0%	127	40.3%
	Somewhat dissatisfied	54	18.6%	5	20.0%	59	18.7%
	Very dissatisfied	36	12.4%	6	24.0%	42	13.3%
	Total Count	290		25		315	
Advice on obtaining grants	Very satisfied	51	17.8%	5	20.0%	56	17.9%
	Somewhat satisfied	116	40.4%	6	24.0%	122	39.1%
	Somewhat dissatisfied	79	27.5%	8	32.0%	87	27.9%
	Very dissatisfied	41	14.3%	6	24.0%	47	15.1%
	Total Count	287		25		312	
Guidance on publishing your research	Very satisfied	59	23.3%	5	20.0%	64	23.0%
	Somewhat satisfied	121	47.8%	9	36.0%	130	46.8%
	Somewhat dissatisfied	45	17.8%	6	24.0%	51	18.3%
	Very dissatisfied	28	11.1%	5	20.0%	33	11.9%
	Total Count	253		25		278	
Support for your research program	Very satisfied	120	34.4%	9	30.0%	129	34.0%
	Somewhat satisfied	122	35.0%	8	26.7%	130	34.3%
	Somewhat dissatisfied	59	16.9%	7	23.3%	66	17.4%
	Very dissatisfied	48	13.8%	6	20.0%	54	14.2%
	Total Count	349		30		379	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):							
Obtaining the resources you need to excel	Very satisfied	106	30.2%	9	28.1%	115	30.0%
	Somewhat satisfied	121	34.5%	9	28.1%	130	33.9%
	Somewhat dissatisfied	69	19.7%	6	18.8%	75	19.6%
	Very dissatisfied	55	15.7%	8	25.0%	63	16.4%
	Total Count	351		32		383	
Mentoring for leadership positions at GT or beyond	Very satisfied	69	22.7%	6	20.0%	75	22.5%
	Somewhat satisfied	112	36.8%	9	30.0%	121	36.2%
	Somewhat dissatisfied	71	23.4%	9	30.0%	80	24.0%
	Very dissatisfied	52	17.1%	6	20.0%	58	17.4%
	Total Count	304		30		334	
Informal invitations (e.g., lunch/coffee)	Very satisfied	109	31.7%	10	31.3%	119	31.6%
	Somewhat satisfied	126	36.6%	9	28.1%	135	35.9%
	Somewhat dissatisfied	63	18.3%	7	21.9%	70	18.6%
	Very dissatisfied	46	13.4%	6	18.8%	52	13.8%
	Total Count	344		32		376	
Understanding that individuals have different family and personal responsibilities	Very satisfied	160	47.9%	11	33.3%	171	46.6%
	Somewhat satisfied	129	38.6%	17	51.5%	146	39.8%
	Somewhat dissatisfied	20	6.0%	2	6.1%	22	6.0%
	Very dissatisfied	25	7.5%	3	9.1%	28	7.6%
	Total Count	334		33		367	
The degree to which agreements are honored by my supervisor	Very satisfied	195	56.0%	13	43.3%	208	55.0%
	Somewhat satisfied	95	27.3%	11	36.7%	106	28.0%
	Somewhat dissatisfied	28	8.0%	3	10.0%	31	8.2%
	Very dissatisfied	30	8.6%	3	10.0%	33	8.7%
	Total Count	348		30		378	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from your chair or director (cont'd):							
	Very satisfied	151	41.0%	14	42.4%	165	41.1%
	Somewhat satisfied	122	33.2%	7	21.2%	129	32.2%
Acknowledging my contributions to the school/academic unit	Somewhat dissatisfied	50	13.6%	8	24.2%	58	14.5%
	Very dissatisfied	45	12.2%	4	12.1%	49	12.2%
	Total Count	368		33		401	
In my school/academic unit:							
Faculty communicate regularly with one another	Strongly agree	117	29.9%	8	21.6%	125	29.2%
	Somewhat agree	152	38.9%	13	35.1%	165	38.6%
	Somewhat disagree	82	21.0%	12	32.4%	94	22.0%
	Strongly disagree	40	10.2%	4	10.8%	44	10.3%
	Total Count	391		37		428	
Faculty treat each other fairly	Strongly agree	148	38.0%	13	36.1%	161	37.9%
	Somewhat agree	148	38.0%	12	33.3%	160	37.6%
	Somewhat disagree	61	15.7%	8	22.2%	69	16.2%
	Strongly disagree	32	8.2%	3	8.3%	35	8.2%
	Total Count	389		36		425	
Faculty are encouraged and empowered	Strongly agree	121	31.0%	8	21.1%	129	30.1%
	Somewhat agree	153	39.2%	12	31.6%	165	38.6%
	Somewhat disagree	73	18.7%	13	34.2%	86	20.1%
	Strongly disagree	43	11.0%	5	13.2%	48	11.2%
	Total Count	390		38		428	
My feedback is sought and respected	Strongly agree	138	35.5%	11	30.6%	149	35.1%
	Somewhat agree	145	37.3%	13	36.1%	158	37.2%
	Somewhat disagree	59	15.2%	6	16.7%	65	15.3%
	Strongly disagree	47	12.1%	6	16.7%	53	12.5%
	Total Count	389		36		425	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
In my school/academic unit (cont'd):							
I am provided with an opportunity to participate in important decision making	Strongly agree	143	36.4%	11	32.4%	154	36.1%
	Somewhat agree	143	36.4%	12	35.3%	155	36.3%
	Somewhat disagree	60	15.3%	6	17.6%	66	15.5%
	Strongly disagree	47	12.0%	5	14.7%	52	12.2%
	Total Count	393		34		427	
Disputes and problems are resolved effectively	Strongly agree	99	27.0%	7	20.6%	106	26.4%
	Somewhat agree	146	39.8%	16	47.1%	162	40.4%
	Somewhat disagree	73	19.9%	8	23.5%	81	20.2%
	Strongly disagree	49	13.4%	3	8.8%	52	13.0%
	Total Count	367		34		401	
Collaboration in strategic planning for the school/unit is encouraged	Strongly agree	145	38.0%	12	32.4%	157	37.5%
	Somewhat agree	154	40.3%	14	37.8%	168	40.1%
	Somewhat disagree	42	11.0%	7	18.9%	49	11.7%
	Strongly disagree	41	10.7%	4	10.8%	45	10.7%
	Total Count	382		37		419	
At Georgia Tech:							
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	158	39.8%	11	29.7%	169	38.9%
	Somewhat agree	173	43.6%	17	45.9%	190	43.8%
	Somewhat disagree	45	11.3%	6	16.2%	51	11.8%
	Strongly disagree	21	5.3%	3	8.1%	24	5.5%
	Total Count	397		37		434	
I am satisfied with my career progress at Georgia Tech	Strongly agree	150	38.3%	13	37.1%	163	38.2%
	Somewhat agree	153	39.0%	8	22.9%	161	37.7%
	Somewhat disagree	59	15.1%	12	34.3%	71	16.6%
	Strongly disagree	30	7.7%	2	5.7%	32	7.5%
	Total Count	392		35		427	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
At Georgia Tech (cont'd):							
I am satisfied with my current workload balance (research/teaching/service) as it relates to my career goals	Strongly agree	125	31.8%	9	25.0%	134	31.2%
	Somewhat agree	151	38.4%	13	36.1%	164	38.2%
	Somewhat disagree	76	19.3%	8	22.2%	84	19.6%
	Strongly disagree	41	10.4%	6	16.7%	47	11.0%
	Total Count	393		36		429	
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	66	22.8%	7	25.0%	73	23.0%
	Somewhat agree	125	43.3%	12	42.9%	137	43.2%
	Somewhat disagree	56	19.4%	6	21.4%	62	19.6%
	Strongly disagree	42	14.5%	3	10.7%	45	14.2%
	Total Count	289		28		317	
There is clarity about the promotion and tenure process at Georgia Tech	Strongly agree	104	27.2%	5	14.3%	109	26.1%
	Somewhat agree	173	45.3%	8	22.9%	181	43.4%
	Somewhat disagree	66	17.3%	15	42.9%	81	19.4%
	Strongly disagree	39	10.2%	7	20.0%	46	11.0%
	Total Count	382		35		417	
I feel valued and respected by the Georgia Tech community	Strongly agree	134	34.4%	10	27.0%	144	33.7%
	Somewhat agree	163	41.8%	16	43.2%	179	41.9%
	Somewhat disagree	63	16.2%	8	21.6%	71	16.6%
	Strongly disagree	30	7.7%	3	8.1%	33	7.7%
	Total Count	390		37		427	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	45	12.1%	3	8.1%	48	11.8%
	Somewhat agree	72	19.4%	11	29.7%	83	20.3%
	Somewhat disagree	46	12.4%	6	16.2%	52	12.7%
	Strongly disagree	208	56.1%	17	45.9%	225	55.1%
	Total Count	371		37		408	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)				GT	
		Not URM		URM			
		Count	Percent	Count	Percent		
At Georgia Tech (cont'd):							
I have considered leaving Georgia Tech because of concerns about collaboration	Strongly agree	35	9.5%	2	5.6%	37	9.1%
	Somewhat agree	55	14.9%	9	25.0%	64	15.8%
	Somewhat disagree	55	14.9%	7	19.4%	62	15.3%
	Strongly disagree	224	60.7%	18	50.0%	242	59.8%
	Total Count	369		36		405	
I have considered leaving Georgia Tech because of concerns about the resources made available to me for my work	Strongly agree	88	23.3%	7	19.4%	95	23.0%
	Somewhat agree	90	23.9%	7	19.4%	97	23.5%
	Somewhat disagree	64	17.0%	6	16.7%	70	16.9%
	Strongly disagree	135	35.8%	16	44.4%	151	36.6%
	Total Count	377		36		413	
Diversity and Inclusion:							
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	189	48.5%	21	56.8%	210	49.2%
	Somewhat agree	157	40.3%	15	40.5%	172	40.3%
	Somewhat disagree	36	9.2%	1	2.7%	37	8.7%
	Strongly disagree	8	2.1%	0		8	1.9%
	Total Count	390		37		427	
The diversity of our faculty contributes to the overall prestige of Georgia Tech	Strongly agree	169	44.0%	14	38.9%	183	43.6%
	Somewhat agree	148	38.5%	14	38.9%	162	38.6%
	Somewhat disagree	57	14.8%	7	19.4%	64	15.2%
	Strongly disagree	10	2.6%	1	2.8%	11	2.6%
	Total Count	384		36		420	
My school/unit demonstrates its commitment to diversity and inclusion	Strongly agree	168	43.3%	10	27.0%	178	41.9%
	Somewhat agree	162	41.8%	15	40.5%	177	41.6%
	Somewhat disagree	42	10.8%	10	27.0%	52	12.2%
	Strongly disagree	16	4.1%	2	5.4%	18	4.2%
	Total Count	388		37		425	

Faculty Frequencies by Underrepresented Minorities (URM)

		Underrepresented Minorities (URM)					
		Not URM		URM		GT	
		Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):							
The diversity of our faculty contributes to the overall prestige of my school/unit	Strongly agree	138	36.3%	10	27.8%	148	35.6%
	Somewhat agree	145	38.2%	13	36.1%	158	38.0%
	Somewhat disagree	79	20.8%	10	27.8%	89	21.4%
	Strongly disagree	18	4.7%	3	8.3%	21	5.0%
	Total Count	380		36		416	
I am satisfied with my school's/department's efforts to recruit faculty from diverse backgrounds	Strongly agree	160	41.7%	10	27.8%	170	40.5%
	Somewhat agree	140	36.5%	13	36.1%	153	36.4%
	Somewhat disagree	63	16.4%	9	25.0%	72	17.1%
	Strongly disagree	21	5.5%	4	11.1%	25	6.0%
	Total Count	384		36		420	
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	Strongly agree	133	36.4%	5	16.1%	138	34.8%
	Somewhat agree	148	40.5%	11	35.5%	159	40.2%
	Somewhat disagree	57	15.6%	9	29.0%	66	16.7%
	Strongly disagree	27	7.4%	6	19.4%	33	8.3%
	Total Count	365		31		396	
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	Strongly agree	131	36.8%	8	23.5%	139	35.6%
	Somewhat agree	145	40.7%	11	32.4%	156	40.0%
	Somewhat disagree	59	16.6%	9	26.5%	68	17.4%
	Strongly disagree	21	5.9%	6	17.6%	27	6.9%
	Total Count	356		34		390	
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	Strongly agree	129	37.9%	7	22.6%	136	36.7%
	Somewhat agree	142	41.8%	9	29.0%	151	40.7%
	Somewhat disagree	49	14.4%	9	29.0%	58	15.6%
	Strongly disagree	20	5.9%	6	19.4%	26	7.0%
	Total Count	340		31		371	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Based upon your interactions with your colleagues, how satisfied are you with:							
Assistance with establishing professional contacts	Very satisfied	53	27.0%	15	15.4%	20	19.5%
	Somewhat satisfied	97	49.1%	53	54.3%	52	50.0%
	Somewhat dissatisfied	36	18.2%	20	20.2%	23	22.1%
	Very dissatisfied	11	5.7%	10	10.1%	9	8.4%
	Total	197		97		105	
Advice on navigating department/Institute politics	Very satisfied	46	22.1%	15	14.6%	24	22.3%
	Somewhat satisfied	105	50.5%	45	45.0%	45	41.4%
	Somewhat dissatisfied	41	19.8%	25	25.4%	28	25.6%
	Very dissatisfied	16	7.6%	15	14.9%	11	10.6%
	Total	208		100		107	
Offers to collaborate on research	Very satisfied	69	32.3%	28	26.7%	40	36.3%
	Somewhat satisfied	91	42.6%	42	40.5%	37	34.0%
	Somewhat dissatisfied	32	15.1%	27	25.9%	22	19.7%
	Very dissatisfied	21	10.0%	7	7.0%	11	10.1%
	Total	212		103		109	
Mentoring for teaching	Very satisfied	44	23.7%	18	18.2%	33	31.0%
	Somewhat satisfied	91	49.3%	45	46.4%	47	44.2%
	Somewhat dissatisfied	36	19.4%	22	22.8%	18	17.1%
	Very dissatisfied	14	7.6%	12	12.6%	8	7.7%
	Total	185		96		107	
Advice on the promotion/tenure process	Very satisfied	65	39.3%	18	18.1%	33	30.8%
	Somewhat satisfied	64	38.5%	47	47.9%	39	36.8%
	Somewhat dissatisfied	28	16.9%	21	21.6%	23	22.0%
	Very dissatisfied	9	5.3%	12	12.5%	11	10.4%
	Total	166		99		106	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):							
Advice on the annual review process	Very satisfied	59	30.0%	8	7.8%	23	22.1%
	Somewhat satisfied	73	37.3%	53	52.7%	42	40.4%
	Somewhat dissatisfied	47	23.8%	28	27.7%	27	25.8%
	Very dissatisfied	18	9.0%	12	11.8%	12	11.7%
	Total	196		102		104	
Advice on the third year review process	Very satisfied	52	39.2%	14	18.1%	30	30.7%
	Somewhat satisfied	52	39.2%	38	49.9%	28	28.8%
	Somewhat dissatisfied	19	14.2%	14	18.2%	26	27.2%
	Very dissatisfied	10	7.4%	11	13.8%	13	13.4%
	Total	132		76		97	
Advice on the periodic peer review process	Very satisfied	55	28.8%	5	5.2%	13	17.7%
	Somewhat satisfied	86	45.0%	46	49.7%	23	32.0%
	Somewhat dissatisfied	34	17.8%	27	29.6%	23	32.7%
	Very dissatisfied	16	8.5%	14	15.5%	13	17.5%
	Total	191		93		71	
Guidance on obtaining grants	Very satisfied	33	17.4%	6	5.8%	15	15.5%
	Somewhat satisfied	101	53.5%	49	50.8%	46	46.4%
	Somewhat dissatisfied	37	19.5%	30	30.7%	22	22.1%
	Very dissatisfied	18	9.6%	12	12.7%	16	16.0%
	Total	189		97		98	
Guidance on publishing your research	Very satisfied	44	25.7%	6	6.4%	18	17.3%
	Somewhat satisfied	88	52.0%	54	56.4%	52	50.1%
	Somewhat dissatisfied	28	16.7%	29	30.3%	24	22.8%
	Very dissatisfied	9	5.6%	6	6.8%	10	9.8%
	Total	169		95		105	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Based upon your interactions with your colleagues, how satisfied are you with (cont'd):							
Support for your research program	Very satisfied	48	23.5%	17	16.8%	38	35.8%
	Somewhat satisfied	82	39.6%	41	41.0%	40	37.8%
	Somewhat dissatisfied	42	20.4%	25	25.6%	17	15.5%
	Very dissatisfied	34	16.6%	17	16.7%	12	10.8%
	Total	206		99		106	
Mentoring for leadership positions at GT or beyond	Very satisfied	27	14.2%	9	9.3%	10	11.4%
	Somewhat satisfied	70	37.1%	33	34.1%	34	39.1%
	Somewhat dissatisfied	51	26.8%	29	29.1%	23	26.0%
	Very dissatisfied	42	22.0%	27	27.6%	21	23.6%
	Total	190		98		87	
Informal invitations (e.g., lunch/coffee)	Very satisfied	46	21.7%	21	21.3%	32	29.7%
	Somewhat satisfied	84	39.6%	42	42.1%	46	41.7%
	Somewhat dissatisfied	54	25.5%	24	23.6%	17	15.8%
	Very dissatisfied	28	13.1%	13	13.1%	14	12.8%
	Total	212		101		109	
Understanding that individuals have different family and personal responsibilities	Very satisfied	58	28.8%	29	28.9%	40	38.1%
	Somewhat satisfied	106	52.7%	41	40.0%	43	41.6%
	Somewhat dissatisfied	27	13.3%	18	17.3%	15	14.5%
	Very dissatisfied	10	5.2%	14	13.8%	6	5.8%
	Total	201		102		104	
Acknowledging my contributions to the school/academic unit	Very satisfied	58	26.7%	18	17.8%	33	31.3%
	Somewhat satisfied	89	41.0%	46	44.9%	49	46.4%
	Somewhat dissatisfied	37	16.9%	19	18.6%	15	14.2%
	Very dissatisfied	33	15.4%	19	18.7%	8	8.1%
	Total	217		102		105	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Satisfaction with support from your chair or director:							
Assistance with establishing professional contacts	Very satisfied	48	27.5%	13	15.1%	27	28.1%
	Somewhat satisfied	70	40.1%	34	39.4%	42	44.4%
	Somewhat dissatisfied	37	21.1%	21	25.0%	13	14.3%
	Very dissatisfied	20	11.4%	18	20.5%	12	13.2%
	Total	175		86		94	
Advice on navigating department/Institute politics	Very satisfied	63	32.7%	17	18.1%	37	38.3%
	Somewhat satisfied	73	37.9%	36	39.2%	37	38.5%
	Somewhat dissatisfied	33	17.2%	22	24.3%	15	15.7%
	Very dissatisfied	23	12.2%	17	18.3%	7	7.6%
	Total	192		92		97	
Mentoring for teaching	Very satisfied	38	25.5%	9	11.4%	32	38.1%
	Somewhat satisfied	64	43.3%	26	34.3%	36	42.6%
	Somewhat dissatisfied	23	15.8%	26	34.5%	10	12.0%
	Very dissatisfied	23	15.5%	15	19.8%	6	7.2%
	Total	147		76		84	
Advice on the promotion/tenure process	Very satisfied	56	43.5%	27	30.1%	37	37.9%
	Somewhat satisfied	44	34.1%	34	38.4%	45	45.5%
	Somewhat dissatisfied	15	11.3%	17	19.3%	7	7.3%
	Very dissatisfied	14	11.1%	11	12.1%	9	9.3%
	Total	130		88		98	
Advice on the annual review process	Very satisfied	58	34.2%	20	22.2%	30	33.5%
	Somewhat satisfied	59	34.8%	29	32.5%	44	48.7%
	Somewhat dissatisfied	26	15.2%	26	28.8%	6	6.4%
	Very dissatisfied	27	15.9%	15	16.5%	10	11.5%
	Total	171		89		91	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Satisfaction with support from your chair or director (cont'd):							
Advice on the third year review process	Very satisfied	48	46.6%	17	28.2%	31	37.0%
	Somewhat satisfied	38	36.8%	22	35.5%	39	47.4%
	Somewhat dissatisfied	7	6.8%	16	25.3%	6	7.4%
	Very dissatisfied	10	9.9%	7	11.0%	7	8.3%
	Total	103		62		83	
Advice on the periodic peer review process	Very satisfied	53	32.0%	14	16.8%	20	29.2%
	Somewhat satisfied	65	39.3%	33	40.1%	28	42.4%
	Somewhat dissatisfied	23	13.7%	25	30.5%	11	15.7%
	Very dissatisfied	25	15.0%	10	12.6%	9	12.7%
	Total	167		83		67	
Advice on obtaining grants	Very satisfied	30	19.1%	5	6.7%	21	27.4%
	Somewhat satisfied	62	39.5%	32	39.8%	29	36.9%
	Somewhat dissatisfied	40	25.8%	27	33.9%	20	26.2%
	Very dissatisfied	24	15.6%	16	19.6%	7	9.5%
	Total	156		79		78	
Guidance on publishing your research	Very satisfied	31	25.3%	10	13.9%	24	26.9%
	Somewhat satisfied	63	51.1%	28	39.0%	40	46.0%
	Somewhat dissatisfied	16	13.1%	19	27.6%	17	19.1%
	Very dissatisfied	13	10.6%	14	19.4%	7	8.0%
	Total	123		71		87	
Support for your research program	Very satisfied	54	27.8%	23	25.9%	53	53.1%
	Somewhat satisfied	72	37.0%	29	33.6%	29	29.0%
	Somewhat dissatisfied	40	20.7%	16	18.5%	10	10.3%
	Very dissatisfied	28	14.5%	19	22.0%	8	7.6%
	Total	194		88		99	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Satisfaction with support from your chair or director (cont'd):							
Obtaining the resources you need to excel	Very satisfied	48	24.8%	21	22.8%	46	46.8%
	Somewhat satisfied	64	33.1%	32	34.5%	35	35.0%
	Somewhat dissatisfied	45	23.6%	16	17.3%	13	12.9%
	Very dissatisfied	36	18.5%	24	25.4%	5	5.3%
	Total	192		94		99	
Mentoring for leadership positions at GT or beyond	Very satisfied	47	27.5%	11	13.1%	17	21.2%
	Somewhat satisfied	57	33.5%	25	30.4%	38	47.4%
	Somewhat dissatisfied	41	24.0%	24	29.2%	14	17.5%
	Very dissatisfied	26	14.9%	23	27.3%	11	13.8%
	Total	171		83		81	
Informal invitations (e.g., lunch/coffee)	Very satisfied	63	32.9%	19	21.5%	37	38.4%
	Somewhat satisfied	66	34.6%	32	36.1%	36	38.0%
	Somewhat dissatisfied	36	18.9%	18	20.4%	16	16.2%
	Very dissatisfied	26	13.6%	19	22.0%	7	7.4%
	Total	192		88		96	
Understanding that individuals have different family and personal responsibilities	Very satisfied	81	44.3%	37	40.4%	53	57.1%
	Somewhat satisfied	79	43.0%	35	38.5%	33	35.4%
	Somewhat dissatisfied	13	7.2%	5	5.7%	3	3.2%
	Very dissatisfied	10	5.4%	14	15.3%	4	4.3%
	Total	184		91		93	
The degree to which agreements are honored by my supervisor	Very satisfied	104	53.8%	39	43.1%	65	68.7%
	Somewhat satisfied	54	27.8%	31	33.9%	23	24.1%
	Somewhat dissatisfied	20	10.2%	8	8.8%	3	3.1%
	Very dissatisfied	16	8.2%	13	14.2%	4	4.2%
	Total	194		91		95	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Satisfaction with support from your chair or director (cont'd):							
Acknowledging my contributions to the school/academic unit	Very satisfied	81	39.5%	31	32.5%	54	52.9%
	Somewhat satisfied	63	30.6%	29	30.6%	37	36.7%
	Somewhat dissatisfied	33	16.1%	20	21.8%	5	4.6%
	Very dissatisfied	28	13.7%	14	15.1%	6	5.8%
	Total	205		94		101	
At Georgia Tech:							
Faculty communicate regularly with one another	Strongly agree	69	31.4%	23	22.3%	33	31.1%
	Somewhat agree	81	37.1%	40	38.8%	44	41.0%
	Somewhat disagree	50	22.7%	28	26.6%	18	17.0%
	Strongly disagree	19	8.8%	13	12.3%	12	11.0%
	Total	219		103		107	
Faculty treat each other fairly	Strongly agree	79	36.4%	34	32.8%	48	45.7%
	Somewhat agree	85	39.0%	41	39.6%	35	32.9%
	Somewhat disagree	37	16.8%	16	16.1%	17	15.8%
	Strongly disagree	17	7.8%	12	11.5%	6	5.6%
	Total	218		102		106	
Faculty are encouraged and empowered	Strongly agree	67	30.4%	22	21.5%	41	38.1%
	Somewhat agree	77	35.4%	46	44.9%	41	38.4%
	Somewhat disagree	47	21.5%	20	19.6%	20	18.3%
	Strongly disagree	28	12.7%	14	14.0%	6	5.3%
	Total	219		102		108	
My feedback is sought and respected	Strongly agree	80	36.8%	28	27.4%	41	38.6%
	Somewhat agree	71	32.4%	41	40.1%	47	43.9%
	Somewhat disagree	32	14.5%	22	21.3%	12	11.0%
	Strongly disagree	36	16.3%	11	11.2%	7	6.5%
	Total	218		102		106	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
At Georgia Tech (cont'd):							
I am provided with an opportunity to participate in important decision making	Strongly agree	87	39.8%	28	27.5%	38	36.2%
	Somewhat agree	67	30.8%	40	38.9%	48	45.0%
	Somewhat disagree	36	16.4%	17	16.1%	13	12.4%
	Strongly disagree	29	13.1%	18	17.5%	7	6.4%
	Total	219		103		106	
Disputes and problems are resolved effectively	Strongly agree	53	25.9%	20	20.6%	32	33.4%
	Somewhat agree	84	40.9%	37	37.0%	41	42.9%
	Somewhat disagree	39	19.0%	25	25.6%	17	17.9%
	Strongly disagree	29	14.2%	17	16.8%	6	5.8%
	Total	205		99		97	
Collaboration in strategic planning for the school/unit is encouraged	Strongly agree	78	36.2%	35	35.2%	43	42.1%
	Somewhat agree	87	40.2%	37	36.3%	44	42.6%
	Somewhat disagree	27	12.5%	14	13.4%	8	8.2%
	Strongly disagree	24	11.1%	15	15.0%	7	7.1%
	Total	216		101		103	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	91	41.0%	33	31.6%	45	41.6%
	Somewhat agree	92	41.2%	50	48.6%	48	44.4%
	Somewhat disagree	26	11.7%	15	14.4%	11	10.1%
	Strongly disagree	13	6.1%	6	5.4%	4	4.0%
	Total	222		103		108	
I am satisfied with my career progress at Georgia Tech	Strongly agree	95	43.3%	25	24.4%	43	41.0%
	Somewhat agree	74	33.7%	46	45.4%	40	38.2%
	Somewhat disagree	32	14.5%	21	21.0%	17	16.4%
	Strongly disagree	19	8.5%	9	9.2%	5	4.4%
	Total	221		102		104	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
At Georgia Tech (cont'd):							
I am satisfied with my current workload balance (research/teaching/service) as it relates to my career goals	Strongly agree	66	30.1%	27	26.5%	41	37.9%
	Somewhat agree	88	40.2%	38	36.8%	38	34.7%
	Somewhat disagree	46	20.9%	20	19.8%	19	17.8%
	Strongly disagree	19	8.8%	17	16.9%	10	9.5%
	Total	220		103		108	
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	42	23.1%	12	16.8%	19	30.6%
	Somewhat agree	79	44.0%	35	47.2%	22	34.9%
	Somewhat disagree	31	17.2%	16	21.6%	16	24.8%
	Strongly disagree	28	15.7%	11	14.4%	6	9.7%
	Total	181		74		63	
There is clarity about the promotion and tenure process at Georgia Tech	Strongly agree	72	34.2%	14	13.7%	23	22.0%
	Somewhat agree	90	43.2%	49	48.5%	41	38.7%
	Somewhat disagree	26	12.4%	27	26.8%	28	26.0%
	Strongly disagree	21	10.2%	11	11.0%	14	13.3%
	Total	209		101		106	
I feel valued and respected by the Georgia Tech community	Strongly agree	89	40.9%	22	21.6%	33	30.7%
	Somewhat agree	78	35.8%	48	47.2%	52	49.1%
	Somewhat disagree	31	14.4%	25	24.5%	14	13.3%
	Strongly disagree	19	8.8%	7	6.7%	7	6.9%
	Total	218		101		106	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	28	13.3%	15	14.6%	5	5.2%
	Somewhat agree	43	20.5%	29	28.9%	12	12.3%
	Somewhat disagree	27	12.9%	11	10.6%	14	13.9%
	Strongly disagree	112	53.2%	46	45.9%	67	68.6%
	Total	210		100	100.0%	97	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
At Georgia Tech (cont'd):							
I have considered leaving Georgia Tech because of concerns about collaboration	Strongly agree	16	7.6%	12	11.8%	9	9.7%
	Somewhat agree	32	15.0%	21	21.5%	11	11.3%
	Somewhat disagree	35	16.5%	12	12.6%	16	16.6%
	Strongly disagree	128	60.8%	53	54.1%	61	62.4%
	Total	210		98		98	
I have considered leaving Georgia Tech because of concerns about the resources made available to me for my work	Strongly agree	49	22.9%	28	27.8%	19	18.8%
	Somewhat agree	58	27.3%	23	23.0%	16	15.8%
	Somewhat disagree	38	17.8%	15	15.4%	17	16.8%
	Strongly disagree	68	32.0%	34	33.8%	49	48.5%
	Total	213		101		101	
Diversity and Inclusion:							
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	100	45.3%	52	51.7%	58	54.7%
	Somewhat agree	90	40.7%	43	42.6%	40	37.9%
	Somewhat disagree	25	11.4%	5	4.8%	7	6.6%
	Strongly disagree	6	2.7%	1	1.0%	1	0.8%
	Total	220		101		107	
The diversity of our faculty contributes to the overall prestige of Georgia Tech	Strongly agree	86	39.9%	46	46.0%	51	48.8%
	Somewhat agree	84	39.0%	39	39.2%	39	37.6%
	Somewhat disagree	39	18.0%	12	11.7%	13	12.8%
	Strongly disagree	7	3.1%	3	3.2%	1	0.9%
	Total	216		99		105	
My school/unit demonstrates its commitment to diversity and inclusion	Strongly agree	93	42.4%	32	31.4%	54	51.1%
	Somewhat agree	97	44.3%	45	44.7%	35	33.2%
	Somewhat disagree	20	8.9%	19	18.4%	14	13.1%
	Strongly disagree	10	4.4%	5	5.4%	3	2.6%
	Total	219		101		106	

Faculty Frequencies by Rank

		Full Professor		Associate Professor		Assistant Professor	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Diversity and Inclusion (cont'd):							
The diversity of our faculty contributes to the overall prestige of my school/unit	Strongly agree	69	32.1%	30	30.6%	49	46.8%
	Somewhat agree	89	41.8%	40	40.7%	29	28.3%
	Somewhat disagree	47	21.7%	22	22.4%	20	19.3%
	Strongly disagree	9	4.4%	6	6.2%	6	5.6%
	Total	214		99		104	
I am satisfied with my school's/department's efforts to recruit faculty from diverse backgrounds	Strongly agree	86	39.7%	30	29.8%	55	52.6%
	Somewhat agree	83	38.6%	40	39.8%	30	29.3%
	Somewhat disagree	31	14.4%	24	24.0%	16	15.5%
	Strongly disagree	16	7.3%	6	6.4%	3	2.6%
	Total	216		101		104	
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	Strongly agree	72	34.2%	28	28.9%	38	43.0%
	Somewhat agree	89	41.9%	43	44.3%	29	32.7%
	Somewhat disagree	37	17.3%	14	14.5%	15	16.9%
	Strongly disagree	14	6.6%	12	12.4%	7	7.4%
	Total	212		97		89	
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	Strongly agree	76	37.0%	23	25.4%	40	42.7%
	Somewhat agree	82	39.7%	44	48.4%	31	32.7%
	Somewhat disagree	34	16.4%	17	19.0%	17	17.8%
	Strongly disagree	14	6.9%	7	7.1%	6	6.8%
	Total	206		91		94	
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	Strongly agree	74	36.6%	23	27.1%	39	45.9%
	Somewhat agree	83	41.3%	40	46.0%	30	35.0%
	Somewhat disagree	31	15.2%	17	19.2%	11	12.6%
	Strongly disagree	14	6.9%	7	7.7%	5	6.5%
	Total	201		86		84	

GT Climate Assessment Survey Report

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Appendix B—Staff

Staff Means by Office	Auxiliary Services (Campus Services, OHR, Bus. Services)	Exec. VP for Admin and Finance	Exec. VP for Research	Facilities	GT Athletic Association	GT Professional Education	GT Research Institute (GTRI)	Libraries and Information Center	Office of Information Technology	Office of the President /Provost	Student Affairs	GT Total
In my work environment:												
I freely interact with my co-workers/colleagues in my unit	3.58	3.73	3.60	3.61	3.64	3.51	3.73	3.72	3.70	3.71	3.51	3.65
People are sensitive to cultural differences among employees	3.09	3.22	3.09	3.04	3.06	3.13	3.25	3.23	3.25	3.29	3.13	3.17
I feel comfortable sharing my thoughts and ideas	3.15	3.30	3.16	3.19	3.15	2.79	3.40	3.31	3.25	3.33	2.89	3.23
I am comfortable expressing an opinion that is different from others in the workplace	3.10	3.21	3.03	3.12	3.03	2.79	3.28	3.14	3.20	3.26	2.83	3.15
People express disagreements in a respectful manner	2.89	3.15	3.13	2.89	2.94	2.79	3.30	3.05	3.08	3.23	2.83	3.08
My co-workers/colleagues are open-minded when discussing differences among people	2.98	3.12	3.06	2.93	3.01	2.84	3.21	3.18	3.06	3.28	2.94	3.08
My supervisor is open-minded when discussing differences among people	3.25	3.37	3.46	3.17	3.10	3.18	3.48	3.51	3.41	3.54	3.25	3.37
People communicate regularly with each other	2.90	3.21	2.92	3.09	3.00	2.76	3.19	3.14	3.17	3.24	2.88	3.08
People treat each other fairly	2.83	3.13	2.99	2.88	3.07	2.69	3.26	3.15	3.08	3.20	2.70	3.03
I am encouraged and empowered	2.95	3.07	2.92	2.93	2.94	2.67	3.24	3.19	3.05	3.16	2.64	3.02

Staff Means by Office	Auxiliary Services (Campus Services, OHR, Bus. Services)	Exec. VP for Admin and Finance	Exec. VP for Research	Facilities	GT Athletic Association	GT Professional Education	GT Research Institute (GTRI)	Libraries and Information Center	Office of Information Technology	Office of the President /Provost	Student Affairs	GT Total
In my work environment:												
My feedback is sought and respected	2.94	3.13	3.00	2.94	2.87	2.56	3.20	3.16	3.10	3.17	2.77	3.04
Collaboration is encouraged	3.02	3.29	3.09	3.03	2.93	3.00	3.40	3.39	3.31	3.30	3.16	3.21
Support for co-workers/colleagues:												
Assistance with establishing professional contacts	3.03	3.21	3.12	2.97	2.97	2.66	3.12	3.01	3.02	3.19	2.88	3.06
Advice on navigating office politics	2.79	2.98	2.69	2.73	2.86	2.70	2.99	3.01	2.92	3.08	2.70	2.89
Mentoring for leadership positions	2.48	2.68	2.39	2.40	2.61	2.00	2.72	2.65	2.53	2.70	2.28	2.55
Mentoring for career advancement	2.47	2.71	2.28	2.34	2.67	2.03	2.75	2.71	2.53	2.66	2.12	2.53
Informal invitations (e.g., lunch/coffee)	2.80	2.94	2.75	2.76	2.89	2.76	3.12	3.07	2.93	3.17	2.68	2.94
Mentoring/Support from colleagues:												
Guidance on obtaining grants	0.00	0.00	0.00	0.00	0.00	0.00	2.73	0.00	0.00	0.00	0.00	2.73
Guidance on publishing your research	0.00	0.00	0.00	0.00	0.00	0.00	2.75	0.00	0.00	0.00	0.00	2.83

Staff Means by Office	Auxiliary Services (Campus Services, OHR, Bus. Services)	Exec. VP for Admin and Finance	Exec. VP for Research	Facilities	GT Athletic Association	GT Professional Education	GT Research Institute (GTRI)	Libraries and Information Center	Office of Information Technology	Office of the President /Provost	Student Affairs	GT Total
Mentoring/Support from colleagues (cont'd):												
Offers to collaborate in research	0.00	0.00	0.00	0.00	0.00	0.00	2.95	0.00	0.00	0.00	0.00	2.91
Support for your research program	0.00	0.00	0.00	0.00	0.00	0.00	3.13	0.00	0.00	0.00	0.00	2.98
Mentoring for teaching	0.00	0.00	0.00	0.00	0.00	0.00	2.82	0.00	0.00	0.00	0.00	2.82
Satisfaction with support from supervisor:												
Assistance with establishing professional contacts	2.96	3.06	3.10	2.97	2.80	2.59	3.06	2.97	2.92	3.11	2.69	3.00
Advice on navigating office politics	2.88	3.00	2.85	2.79	2.86	2.65	3.06	3.03	2.89	3.12	2.76	2.95
Mentoring for leadership positions	2.63	2.77	2.53	2.54	2.76	2.11	2.81	2.78	2.62	2.85	2.34	2.68
Mentoring for career advancement	2.62	2.83	2.50	2.59	2.71	2.21	2.87	2.81	2.57	2.84	2.29	2.69
Informal invitations (e.g., lunch/coffee)	2.93	3.07	2.97	2.87	2.84	2.62	3.09	3.00	2.94	3.16	2.76	2.99
Understanding that individuals have different family and personal responsibilities	3.33	3.45	3.46	3.29	3.13	3.31	3.55	3.51	3.43	3.61	3.07	3.44

Staff Means by Office	Auxiliary Services (Campus Services, OHR, Bus. Services)	Exec. VP for Admin and Finance	Exec. VP for Research	Facilities	GT Athletic Association	GT Professional Education	GT Research Institute (GTRI)	Libraries and Information Center	Office of Information Technology	Office of the President /Provost	Student Affairs	GT Total
Satisfaction with support from supervisor (cont'd):												
Acknowledgement of my contributions to my school/unit	3.05	3.24	3.24	3.09	2.97	3.00	3.30	3.40	3.19	3.40	3.00	3.21
The degree to which agreements are honored by my supervisor	3.20	3.33	3.33	3.09	3.17	3.14	3.50	3.46	3.36	3.51	3.12	3.34
The degree to which my work performance is fairly evaluated	3.15	3.32	3.20	3.10	3.03	3.16	3.48	3.43	3.23	3.45	3.13	3.28
Obtaining the resources I need to excel	3.07	3.19	3.02	2.93	3.00	2.95	3.26	3.14	3.04	3.15	2.73	3.11
Diversity and Inclusion:												
Georgia Tech is generally a comfortable and inclusive environment for me	3.32	3.36	3.36	3.27	3.34	3.08	3.48	3.49	3.36	3.44	2.99	3.36
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	3.50	3.49	3.43	3.30	3.51	3.61	3.19	3.55	3.43	3.59	3.47	3.44
The diversity of our staff contributes to the overall prestige of Georgia Tech	3.34	3.34	3.31	3.23	3.30	3.31	3.15	3.30	3.43	3.48	3.26	3.32
Adequate processes are in place to address grievances at Georgia Tech	2.84	2.92	2.85	2.86	2.93	2.67	3.12	2.98	2.92	3.03	2.42	2.92
I feel valued and respected by the Georgia Tech community	3.08	3.29	3.04	3.03	3.01	2.79	3.20	3.20	3.14	3.26	2.65	3.11
I have considered leaving Georgia Tech because of concerns about collegiality	2.06	1.71	1.93	2.06	2.23	2.49	1.72	1.83	1.85	1.85	2.30	1.91

Staff Means by Office	Auxiliary Services (Campus Services, OHR, Bus. Services)	Exec. VP for Admin and Finance	Exec. VP for Research	Facilities	GT Athletic Association	GT Professional Education	GT Research Institute (GTRI)	Libraries and Information Center	Office of Information Technology	Office of the President /Provost	Student Affairs	GT Total
Diversity and Inclusion (cont'd):												
I am satisfied with my career progress at Georgia Tech	2.69	2.89	2.61	2.68	2.85	2.31	3.08	2.90	2.62	2.88	2.36	2.79
I freely interact with colleagues across Georgia Tech	3.30	3.55	3.16	3.30	3.02	3.10	3.20	3.21	3.35	3.45	3.10	3.28
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	3.18	3.23	3.21	3.08	3.19	3.14	3.27	3.18	3.27	3.41	3.05	3.22
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	3.03	3.17	3.12	3.05	3.07	2.72	3.30	3.22	3.19	3.31	2.77	3.14
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	3.17	3.34	3.24	3.17	3.33	3.19	3.39	3.29	3.36	3.48	3.05	3.30
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	2.69	3.01	2.91	2.73	2.90	2.73	3.27	3.04	2.96	3.24	2.60	2.97

Staff Means by College	College of Architecture	College of Computing	College of Engineering	College of Sciences	Ivan Allen College	Scheller College of Business	GT Total
In my work environment:							
I freely interact with my co-workers/colleagues in my unit	3.50	3.69	3.61	3.59	3.64	3.53	3.65
People are sensitive to cultural differences among employees	3.11	3.40	3.05	3.20	3.12	3.16	3.17
I feel comfortable sharing my thoughts and ideas	3.00	3.30	3.18	3.25	3.14	3.13	3.23
I am comfortable expressing an opinion that is different from others in the workplace	2.91	3.15	3.16	3.17	3.08	2.97	3.15
People express disagreements in a respectful manner	2.48	2.94	3.07	3.22	3.03	2.92	3.08
My co-workers/colleagues are open-minded when discussing differences among people	2.70	3.11	3.04	3.07	3.11	2.97	3.08
My supervisor is open-minded when discussing differences among people	3.42	3.49	3.33	3.38	3.43	3.08	3.37
People communicate regularly with each other	2.70	3.11	2.99	3.25	2.79	3.00	3.08
People treat each other fairly	2.66	2.87	2.95	3.09	2.94	2.89	3.03
I am encouraged and empowered	2.67	2.90	2.99	3.02	2.94	2.74	3.02
My feedback is sought and respected	2.81	2.93	3.01	3.06	3.09	2.68	3.04
Collaboration is encouraged	2.80	3.35	3.17	3.26	3.22	2.92	3.21

Staff Means by College	College of Architecture	College of Computing	College of Engineering	College of Sciences	Ivan Allen College	Scheller College of Business	GT Total
Support for co-workers/colleagues:							
Assistance with establishing professional contacts	2.71	3.24	3.13	2.99	2.90	2.94	3.06
Advice on navigating office politics	2.43	2.98	2.90	2.87	2.94	2.67	2.89
Mentoring for leadership positions	2.02	2.65	2.50	2.54	2.70	2.31	2.55
Mentoring for career advancement	2.00	2.64	2.53	2.47	2.58	2.28	2.53
Informal invitations (e.g., lunch/coffee)	2.79	3.09	2.94	2.88	2.66	2.94	2.94
Mentoring/Support from colleagues:							
Guidance on obtaining grants	n/a	0.00	2.82	2.93	0.00	0.00	2.73
Guidance on publishing your research	0.00	0.00	3.19	3.13	0.00	0.00	2.83
Offers to collaborate in research	0.00	0.00	3.06	3.09	0.00	0.00	2.91
Support for your research program	0.00	0.00	3.13	3.02	0.00	0.00	2.98
Mentoring for teaching	0.00	0.00	2.89	3.07	0.00	0.00	2.82
Satisfaction with support from supervisor:							
Assistance with establishing professional contacts	2.76	3.26	3.10	2.90	3.12	2.80	3.00
Advice on navigating office politics	2.63	3.10	2.97	2.95	3.21	2.84	2.95

Staff Means by College	College of Architecture	College of Computing	College of Engineering	College of Sciences	Ivan Allen College	Scheller College of Business	GT Total
Satisfaction with support from supervisor (cont'd):							
Mentoring for leadership positions	2.46	2.85	2.71	2.67	2.86	2.53	2.68
Mentoring for career advancement	2.51	2.96	2.70	2.60	2.77	2.62	2.69
Informal invitations (e.g., lunch/coffee)	2.79	3.14	2.95	2.99	2.93	3.00	2.99
Understanding that individuals have different family and personal responsibilities	3.20	3.56	3.43	3.53	3.63	3.24	3.44
Acknowledgement of my contributions to my school/unit	3.10	3.38	3.14	3.20	3.42	3.00	3.21
The degree to which agreements are honored by my supervisor	3.23	3.49	3.30	3.41	3.44	3.42	3.34
The degree to which my work performance is fairly evaluated	2.88	3.33	3.18	3.31	3.33	3.30	3.28
Obtaining the resources I need to excel	2.88	3.30	3.23	3.11	2.91	3.16	3.11
Diversity and Inclusion:							
Georgia Tech is generally a comfortable and inclusive environment for me	3.33	3.25	3.35	3.40	3.44	3.19	3.36
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	3.38	3.41	3.52	3.47	3.56	3.51	3.44
The diversity of our staff contributes to the overall prestige of Georgia Tech	3.21	3.38	3.36	3.44	3.33	3.39	3.32
Adequate processes are in place to address grievances at Georgia Tech	2.47	2.79	2.97	3.02	2.93	2.77	2.92
I feel valued and respected by the Georgia Tech community	2.98	2.98	3.13	3.00	3.21	2.92	3.11

Staff Means by College	College of Architecture	College of Computing	College of Engineering	College of Sciences	Ivan Allen College	Scheller College of Business	GT Total
Diversity and Inclusion (cont'd):							
I have considered leaving Georgia Tech because of concerns about collegiality	2.10	2.00	1.81	1.90	1.79	2.09	1.91
I am satisfied with my career progress at Georgia Tech	2.69	2.77	2.81	2.75	2.74	2.51	2.79
I freely interact with colleagues across Georgia Tech	3.24	3.27	3.30	3.25	3.48	3.25	3.28
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	2.77	3.06	3.25	3.22	3.39	3.22	3.22
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	2.65	3.05	3.15	3.10	3.42	2.94	3.14
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	2.91	3.21	3.37	3.29	3.45	3.23	3.30
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	2.70	2.87	2.98	2.92	3.16	2.47	2.97

Staff Frequencies by Office (Offices continued on next page...)		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment...													
I freely interact with my co-workers/colleagues in my unit	Strongly agree	161	67.1%	110	73.8%	102	69.9%	101	66.4%	49	68.1%	25	64.1%
	Somewhat agree	65	27.1%	38	25.5%	32	21.9%	44	28.9%	20	27.8%	10	25.6%
	Somewhat disagree	5	2.1%	1	.7%	9	6.2%	5	3.3%	3	4.2%	3	7.7%
	Strongly disagree	9	3.8%	0		3	2.1%	2	1.3%	0		1	2.6%
	Total Count	240		149		146		152		72		39	
People are sensitive to cultural differences among employees	Strongly agree	73	31.3%	47	35.1%	46	32.6%	51	34.7%	21	30.0%	12	30.8%
	Somewhat agree	118	50.6%	72	53.7%	71	50.4%	63	42.9%	37	52.9%	21	53.8%
	Somewhat disagree	31	13.3%	13	9.7%	14	9.9%	21	14.3%	7	10.0%	5	12.8%
	Strongly disagree	11	4.7%	2	1.5%	10	7.1%	12	8.2%	5	7.1%	1	2.6%
	Total Count	233		134		141		147		70		39	
I feel comfortable sharing my thoughts and ideas	Strongly agree	90	37.5%	69	46.6%	59	41.0%	65	43.0%	31	43.7%	7	18.4%
	Somewhat agree	111	46.3%	58	39.2%	60	41.7%	58	38.4%	26	36.6%	20	52.6%
	Somewhat disagree	25	10.4%	18	12.2%	14	9.7%	19	12.6%	8	11.3%	7	18.4%
	Strongly disagree	14	5.8%	3	2.0%	11	7.6%	9	6.0%	6	8.5%	4	10.5%
	Total Count	240		148		144		151		71		38	
I am comfortable expressing an opinion that is different from others in the workplace	Strongly agree	87	36.7%	65	43.9%	49	33.8%	61	40.9%	22	31.0%	12	31.6%
	Somewhat agree	103	43.5%	53	35.8%	62	42.8%	53	35.6%	34	47.9%	11	28.9%
	Somewhat disagree	31	13.1%	26	17.6%	23	15.9%	27	18.1%	10	14.1%	10	26.3%
	Strongly disagree	16	6.8%	4	2.7%	11	7.6%	8	5.4%	5	7.0%	5	13.2%
	Total Count	237		148		145		149		71		38	
People express disagreements in a respectful manner	Strongly agree	64	27.1%	51	35.7%	47	33.1%	43	28.3%	18	25.4%	6	15.4%
	Somewhat agree	103	43.6%	69	48.3%	75	52.8%	63	41.4%	38	53.5%	22	56.4%
	Somewhat disagree	49	20.8%	17	11.9%	11	7.7%	33	21.7%	8	11.3%	8	20.5%
	Strongly disagree	20	8.5%	6	4.2%	9	6.3%	13	8.6%	7	9.9%	3	7.7%
	Total Count	236		143		142		152		71		39	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment...											
I freely interact with my co-workers/colleagues in my unit	Strongly agree	309	77.8%	58	74.4%	111	74.5%	179	76.5%	46	62.2%
	Somewhat agree	73	18.4%	18	23.1%	33	22.1%	44	18.8%	21	28.4%
	Somewhat disagree	12	3.0%	2	2.6%	4	2.7%	10	4.3%	6	8.1%
	Strongly disagree	3	.8%	0		1	.7%	1	.4%	1	1.4%
	Total Count	397		78		149		234		74	
People are sensitive to cultural differences among employees	Strongly agree	150	42.9%	31	41.3%	53	37.6%	100	44.2%	22	31.9%
	Somewhat agree	156	44.6%	34	45.3%	73	51.8%	101	44.7%	39	56.5%
	Somewhat disagree	26	7.4%	6	8.0%	12	8.5%	15	6.6%	3	4.3%
	Strongly disagree	18	5.1%	4	5.3%	3	2.1%	10	4.4%	5	7.2%
	Total Count	350		75		141		226		69	
I feel comfortable sharing my thoughts and ideas	Strongly agree	219	55.7%	37	48.1%	61	42.1%	108	47.0%	22	30.6%
	Somewhat agree	126	32.1%	30	39.0%	67	46.2%	99	43.0%	29	40.3%
	Somewhat disagree	33	8.4%	7	9.1%	9	6.2%	13	5.7%	12	16.7%
	Strongly disagree	15	3.8%	3	3.9%	8	5.5%	10	4.3%	9	12.5%
	Total Count	393		77		145		230		72	
I am comfortable expressing an opinion that is different from others in the workplace	Strongly agree	195	49.2%	29	38.2%	59	40.4%	96	41.7%	16	22.5%
	Somewhat agree	134	33.8%	33	43.4%	65	44.5%	104	45.2%	35	49.3%
	Somewhat disagree	50	12.6%	10	13.2%	14	9.6%	23	10.0%	12	16.9%
	Strongly disagree	17	4.3%	4	5.3%	8	5.5%	7	3.0%	8	11.3%
	Total Count	396		76		146		230		71	
People express disagreements in a respectful manner	Strongly agree	169	43.6%	24	31.2%	42	29.4%	88	38.3%	13	18.3%
	Somewhat agree	174	44.8%	34	44.2%	75	52.4%	112	48.7%	37	52.1%
	Somewhat disagree	36	9.3%	18	23.4%	22	15.4%	24	10.4%	17	23.9%
	Strongly disagree	9	2.3%	1	1.3%	4	2.8%	6	2.6%	4	5.6%
	Total Count	388		77		143		230		71	

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):													
My co-workers/colleagues are open-minded when discussing differences among people	Strongly agree	63	27.6%	44	31.9%	44	32.8%	40	26.7%	20	28.2%	8	21.1%
	Somewhat agree	111	48.7%	70	50.7%	61	45.5%	75	50.0%	36	50.7%	19	50.0%
	Somewhat disagree	41	18.0%	21	15.2%	22	16.4%	20	13.3%	11	15.5%	8	21.1%
	Strongly disagree	13	5.7%	3	2.2%	7	5.2%	15	10.0%	4	5.6%	3	7.9%
	Total Count	228		138		134		150		71		38	
My supervisor is open-minded when discussing differences among people	Strongly agree	115	49.8%	73	52.1%	89	64.0%	69	46.0%	28	40.6%	21	55.3%
	Somewhat agree	79	34.2%	52	37.1%	33	23.7%	51	34.0%	25	36.2%	6	15.8%
	Somewhat disagree	17	7.4%	9	6.4%	9	6.5%	16	10.7%	11	15.9%	8	21.1%
	Strongly disagree	20	8.7%	6	4.3%	8	5.8%	14	9.3%	5	7.2%	3	7.9%
	Total Count	231		140		139		150		69		38	
People communicate regularly with each other	Strongly agree	69	28.9%	57	39.6%	44	30.8%	53	34.9%	21	29.2%	11	28.9%
	Somewhat agree	102	42.7%	62	43.1%	59	41.3%	69	45.4%	36	50.0%	14	36.8%
	Somewhat disagree	43	18.0%	23	16.0%	24	16.8%	20	13.2%	9	12.5%	6	15.8%
	Strongly disagree	25	10.5%	2	1.4%	16	11.2%	10	6.6%	6	8.3%	7	18.4%
	Total Count	239		144		143		152		72		38	
People treat each other fairly	Strongly agree	63	26.3%	55	38.2%	48	33.6%	43	28.1%	25	34.7%	6	15.4%
	Somewhat agree	100	41.7%	62	43.1%	61	42.7%	67	43.8%	33	45.8%	19	48.7%
	Somewhat disagree	49	20.4%	18	12.5%	19	13.3%	24	15.7%	8	11.1%	10	25.6%
	Strongly disagree	28	11.7%	9	6.3%	15	10.5%	19	12.4%	6	8.3%	4	10.3%
	Total Count	240		144		143		153		72		39	
I am encouraged and empowered	Strongly agree	87	37.0%	62	42.2%	54	38.0%	52	34.2%	23	32.4%	11	28.2%
	Somewhat agree	76	32.3%	47	32.0%	44	31.0%	58	38.2%	28	39.4%	9	23.1%
	Somewhat disagree	46	19.6%	25	17.0%	22	15.5%	22	14.5%	13	18.3%	14	35.9%
	Strongly disagree	26	11.1%	13	8.8%	22	15.5%	20	13.2%	7	9.9%	5	12.8%
	Total Count	235		147		142		152		71		39	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):											
My co-workers/colleagues are open-minded when discussing differences among people	Strongly agree	148	39.5%	28	36.4%	38	27.0%	97	42.5%	17	23.9%
	Somewhat agree	173	46.1%	37	48.1%	77	54.6%	102	44.7%	36	50.7%
	Somewhat disagree	40	10.7%	10	13.0%	23	16.3%	24	10.5%	15	21.1%
	Strongly disagree	14	3.7%	2	2.6%	3	2.1%	5	2.2%	3	4.2%
	Total Count	375		77		141		228		71	
My supervisor is open-minded when discussing differences among people	Strongly agree	226	60.8%	49	65.3%	83	58.9%	150	65.8%	33	48.5%
	Somewhat agree	109	29.3%	18	24.0%	39	27.7%	56	24.6%	25	36.8%
	Somewhat disagree	26	7.0%	5	6.7%	13	9.2%	17	7.5%	4	5.9%
	Strongly disagree	11	3.0%	3	4.0%	6	4.3%	5	2.2%	6	8.8%
	Total Count	372		75		141		228		68	
People communicate regularly with each other	Strongly agree	170	43.4%	30	39.5%	54	37.2%	95	41.9%	21	28.4%
	Somewhat agree	156	39.8%	33	43.4%	66	45.5%	100	44.1%	29	39.2%
	Somewhat disagree	37	9.4%	7	9.2%	21	14.5%	24	10.6%	18	24.3%
	Strongly disagree	29	7.4%	6	7.9%	4	2.8%	8	3.5%	6	8.1%
	Total Count	392		76		145		227		74	
People treat each other fairly	Strongly agree	174	44.4%	31	41.3%	46	31.9%	91	39.6%	14	19.2%
	Somewhat agree	165	42.1%	29	38.7%	74	51.4%	102	44.3%	35	47.9%
	Somewhat disagree	34	8.7%	10	13.3%	14	9.7%	29	12.6%	12	16.4%
	Strongly disagree	19	4.8%	5	6.7%	10	6.9%	8	3.5%	12	16.4%
	Total Count	392		75		144		230		73	
I am encouraged and empowered	Strongly agree	178	46.2%	32	42.7%	50	34.2%	99	42.9%	17	23.6%
	Somewhat agree	145	37.7%	31	41.3%	64	43.8%	82	35.5%	23	31.9%
	Somewhat disagree	38	9.9%	6	8.0%	22	15.1%	37	16.0%	21	29.2%
	Strongly disagree	24	6.2%	6	8.0%	10	6.8%	13	5.6%	11	15.3%
	Total Count	385		75		146		231		72	

Staff Frequencies by Office (Offices continued on next page...)		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):													
My feedback is sought and respected	Strongly agree	84	35.4%	64	43.5%	55	38.5%	47	31.1%	19	26.8%	11	28.2%
	Somewhat agree	81	34.2%	50	34.0%	51	35.7%	64	42.4%	33	46.5%	7	17.9%
	Somewhat disagree	45	19.0%	21	14.3%	19	13.3%	24	15.9%	10	14.1%	14	35.9%
	Strongly disagree	27	11.4%	12	8.2%	18	12.6%	16	10.6%	9	12.7%	7	17.9%
	Total Count	237		147		143		151		71		39	
Collaboration is encouraged	Strongly agree	93	39.1%	67	46.2%	58	41.1%	53	35.1%	24	33.8%	11	28.2%
	Somewhat agree	79	33.2%	56	38.6%	55	39.0%	65	43.0%	27	38.0%	20	51.3%
	Somewhat disagree	43	18.1%	19	13.1%	10	7.1%	17	11.3%	11	15.5%	5	12.8%
	Strongly disagree	23	9.7%	3	2.1%	18	12.8%	16	10.6%	9	12.7%	3	7.7%
	Total Count	238		145		141		151		71		39	
Support from co-workers/colleagues:													
Assistance with establishing professional contacts	Very satisfied	71	32.3%	54	40.6%	46	36.5%	34	25.8%	17	25.0%	4	12.5%
	Somewhat satisfied	106	48.2%	59	44.4%	57	45.2%	71	53.8%	35	51.5%	15	46.9%
	Somewhat dissatisfied	22	10.0%	14	10.5%	15	11.9%	16	12.1%	13	19.1%	11	34.4%
	Very dissatisfied	21	9.5%	6	4.5%	8	6.3%	11	8.3%	3	4.4%	2	6.3%
	Total Count	220		133		126		132		68		32	
Advice on navigating office politics	Very satisfied	50	23.3%	39	29.3%	22	17.9%	26	19.7%	15	23.1%	8	21.6%
	Somewhat satisfied	95	44.2%	63	47.4%	56	45.5%	61	46.2%	31	47.7%	14	37.8%
	Somewhat dissatisfied	45	20.9%	21	15.8%	30	24.4%	28	21.2%	14	21.5%	11	29.7%
	Very dissatisfied	25	11.6%	10	7.5%	15	12.2%	17	12.9%	5	7.7%	4	10.8%
	Total Count	215		133		123		132		65		37	
Mentoring for leadership positions	Very satisfied	35	17.0%	33	24.8%	17	13.4%	18	13.2%	17	25.4%	4	11.1%
	Somewhat satisfied	76	36.9%	46	34.6%	42	33.1%	53	39.0%	20	29.9%	5	13.9%
	Somewhat dissatisfied	47	22.8%	33	24.8%	41	32.3%	30	22.1%	17	25.4%	14	38.9%
	Very dissatisfied	48	23.3%	21	15.8%	27	21.3%	35	25.7%	13	19.4%	13	36.1%
	Total Count	206		133		127		136		67		36	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):											
My feedback is sought and respected	Strongly agree	169	43.3%	28	37.8%	50	34.5%	105	45.7%	20	27.4%
	Somewhat agree	156	40.0%	32	43.2%	70	48.3%	77	33.5%	25	34.2%
	Somewhat disagree	40	10.3%	12	16.2%	14	9.7%	30	13.0%	19	26.0%
	Strongly disagree	25	6.4%	2	2.7%	11	7.6%	18	7.8%	9	12.3%
	Total Count	390		74		145		230		73	
Collaboration is encouraged	Strongly agree	214	54.6%	38	49.4%	66	45.8%	114	48.9%	28	37.8%
	Somewhat agree	134	34.2%	33	42.9%	62	43.1%	84	36.1%	34	45.9%
	Somewhat disagree	32	8.2%	4	5.2%	11	7.6%	26	11.2%	8	10.8%
	Strongly disagree	12	3.1%	2	2.6%	5	3.5%	9	3.9%	4	5.4%
	Total Count	392		77		144		233		74	
Support from co-workers/colleagues:											
Assistance with establishing professional contacts	Very satisfied	131	36.6%	20	29.9%	40	31.3%	80	38.3%	14	21.5%
	Somewhat satisfied	154	43.0%	33	49.3%	57	44.5%	96	45.9%	37	56.9%
	Somewhat dissatisfied	57	15.9%	9	13.4%	24	18.8%	26	12.4%	6	9.2%
	Very dissatisfied	16	4.5%	5	7.5%	7	5.5%	7	3.3%	8	12.3%
	Total Count	358		67		128		209		65	
Advice on navigating office politics	Very satisfied	111	31.0%	20	29.4%	30	22.9%	64	30.0%	15	23.4%
	Somewhat satisfied	159	44.4%	33	48.5%	70	53.4%	112	52.6%	26	40.6%
	Somewhat dissatisfied	62	17.3%	11	16.2%	22	16.8%	27	12.7%	12	18.8%
	Very dissatisfied	26	7.3%	4	5.9%	9	6.9%	10	4.7%	11	17.2%
	Total Count	358		68		131		213		64	
Mentoring for leadership positions	Very satisfied	89	24.8%	12	19.0%	20	15.6%	48	23.2%	9	14.1%
	Somewhat satisfied	134	37.3%	27	42.9%	47	36.7%	77	37.2%	16	25.0%
	Somewhat dissatisfied	84	23.4%	14	22.2%	42	32.8%	54	26.1%	23	35.9%
	Very dissatisfied	52	14.5%	10	15.9%	19	14.8%	28	13.5%	16	25.0%
	Total Count	359		63		128		207		64	

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Support from co-workers/colleagues (cont'd):													
Mentoring for career advancement	Very satisfied	34	16.1%	34	26.6%	18	13.3%	20	14.2%	15	22.4%	7	18.4%
	Somewhat satisfied	79	37.4%	45	35.2%	39	28.9%	48	34.0%	25	37.3%	3	7.9%
	Somewhat dissatisfied	51	24.2%	27	21.1%	41	30.4%	33	23.4%	17	25.4%	12	31.6%
	Very dissatisfied	47	22.3%	22	17.2%	37	27.4%	40	28.4%	10	14.9%	16	42.1%
	Total Count	211		128		135		141		67		38	
Informal invitations (e.g., lunch/coffee)	Very satisfied	55	25.6%	38	28.4%	31	24.6%	31	23.5%	17	25.8%	13	34.2%
	Somewhat satisfied	91	42.3%	63	47.0%	49	38.9%	58	43.9%	32	48.5%	11	28.9%
	Somewhat dissatisfied	40	18.6%	20	14.9%	29	23.0%	23	17.4%	10	15.2%	6	15.8%
	Very dissatisfied	29	13.5%	13	9.7%	17	13.5%	20	15.2%	7	10.6%	8	21.1%
	Total Count	215		134		126		132		66		38	
Mentoring or support from colleagues in:													
Guidance on obtaining grants	Very satisfied					3	12.5%						
	Somewhat satisfied					11	45.8%						
	Somewhat dissatisfied					8	33.3%						
	Very dissatisfied					2	8.3%						
	Total Count					24							
Guidance on publishing your research	Very satisfied					1	6.3%						
	Somewhat satisfied					8	50.0%						
	Somewhat dissatisfied					6	37.5%						
	Very dissatisfied					1	6.3%						
	Total Count					16							
Offers to collaborate in research	Very satisfied					5	20.8%						
	Somewhat satisfied					9	37.5%						
	Somewhat dissatisfied					5	20.8%						
	Very dissatisfied					5	20.8%						
	Total Count					24							

Staff Frequencies by Office

(...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Support from co-workers/colleagues (cont'd):											
Mentoring for career advancement	Very satisfied	98	26.8%	14	21.5%	23	18.0%	45	21.6%	7	10.6%
	Somewhat satisfied	132	36.1%	26	40.0%	46	35.9%	78	37.5%	16	24.2%
	Somewhat dissatisfied	83	22.7%	17	26.2%	35	27.3%	55	26.4%	21	31.8%
	Very dissatisfied	53	14.5%	8	12.3%	24	18.8%	30	14.4%	22	33.3%
	Total Count	366		65		128		208		66	
Informal invitations (e.g., lunch/coffee)	Very satisfied	149	40.3%	26	37.1%	37	27.2%	86	39.4%	14	20.3%
	Somewhat satisfied	143	38.6%	29	41.4%	62	45.6%	97	44.5%	29	42.0%
	Somewhat dissatisfied	52	14.1%	9	12.9%	28	20.6%	21	9.6%	16	23.2%
	Very dissatisfied	26	7.0%	6	8.6%	9	6.6%	14	6.4%	10	14.5%
	Total Count	370		70		136		218		69	
Mentoring or support from colleagues in:											
Guidance on obtaining grants	Very satisfied	27	19.6%	1	11.1%						
	Somewhat satisfied	64	46.4%	4	44.4%						
	Somewhat dissatisfied	30	21.7%	1	11.1%						
	Very dissatisfied	17	12.3%	3	33.3%						
	Total Count	138		9							
Guidance on publishing your research	Very satisfied	32	21.1%	3	16.7%						
	Somewhat satisfied	63	41.4%	10	55.6%						
	Somewhat dissatisfied	44	28.9%	4	22.2%						
	Very dissatisfied	13	8.6%	1	5.6%						
	Total Count	152		18							
Offers to collaborate in research	Very satisfied	49	27.1%	6	31.6%						
	Somewhat satisfied	85	47.0%	8	42.1%						
	Somewhat dissatisfied	36	19.9%	3	15.8%						
	Very dissatisfied	11	6.1%	2	10.5%						
	Total Count	181		19							

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Mentoring or support from colleagues in (cont'd):													
	Very satisfied					6	27.3%						
	Somewhat satisfied					7	31.8%						
Support for your research program	Somewhat dissatisfied					2	9.1%						
	Very dissatisfied					7	31.8%						
	Total Count					22							
	Very satisfied					4	25.0%						
	Somewhat satisfied					6	37.5%						
Mentoring for teaching	Somewhat dissatisfied					3	18.8%						
	Very dissatisfied					3	18.8%						
	Total Count					16							
Satisfaction with support from supervisor:													
	Very satisfied	75	36.8%	51	40.5%	48	40.3%	43	32.8%	17	26.6%	10	29.4%
	Somewhat satisfied	73	35.8%	43	34.1%	45	37.8%	56	42.7%	24	37.5%	7	20.6%
Assistance with establishing professional contacts	Somewhat dissatisfied	28	13.7%	20	15.9%	16	13.4%	17	13.0%	16	25.0%	10	29.4%
	Very dissatisfied	28	13.7%	12	9.5%	10	8.4%	15	11.5%	7	10.9%	7	20.6%
	Total Count	204		126		119		131		64		34	
	Very satisfied	68	31.6%	47	36.4%	33	27.7%	37	27.8%	20	31.3%	10	27.0%
	Somewhat satisfied	83	38.6%	47	36.4%	49	41.2%	55	41.4%	24	37.5%	9	24.3%
Advice on navigating office politics	Somewhat dissatisfied	34	15.8%	23	17.8%	23	19.3%	17	12.8%	11	17.2%	13	35.1%
	Very dissatisfied	30	14.0%	12	9.3%	14	11.8%	24	18.0%	9	14.1%	5	13.5%
	Total Count	215		129		119		133		64		37	
	Very satisfied	54	26.2%	43	33.1%	27	21.4%	25	19.2%	20	30.3%	6	17.1%
	Somewhat satisfied	67	32.5%	36	27.7%	40	31.7%	44	33.8%	20	30.3%	6	17.1%
Mentoring for leadership positions	Somewhat dissatisfied	40	19.4%	29	22.3%	32	25.4%	37	28.5%	16	24.2%	9	25.7%
	Very dissatisfied	45	21.8%	22	16.9%	27	21.4%	24	18.5%	10	15.2%	14	40.0%
	Total Count	206		130		126		130		66		35	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Mentoring or support from colleagues in (cont'd):											
Support for your research program	Very satisfied	63	36.2%	1	8.3%						
	Somewhat satisfied	77	44.3%	8	66.7%						
	Somewhat dissatisfied	28	16.1%	2	16.7%						
	Very dissatisfied	6	3.4%	1	8.3%						
	Total Count	174		12							
Mentoring for teaching	Very satisfied	22	25.3%	5	27.8%						
	Somewhat satisfied	35	40.2%	9	50.0%						
	Somewhat dissatisfied	22	25.3%	1	5.6%						
	Very dissatisfied	8	9.2%	3	16.7%						
	Total Count	87		18							
Satisfaction with support from supervisor:											
Assistance with establishing professional contacts	Very satisfied	134	39.8%	20	31.7%	39	30.7%	80	40.8%	17	25.0%
	Somewhat satisfied	118	35.0%	28	44.4%	56	44.1%	69	35.2%	25	36.8%
	Somewhat dissatisfied	55	16.3%	8	12.7%	15	11.8%	35	17.9%	14	20.6%
	Very dissatisfied	30	8.9%	7	11.1%	17	13.4%	12	6.1%	12	17.6%
	Total Count	337		63		127		196		68	
Advice on navigating office politics	Very satisfied	137	40.4%	22	33.3%	43	32.6%	86	41.7%	22	32.4%
	Somewhat satisfied	111	32.7%	29	43.9%	53	40.2%	74	35.9%	18	26.5%
	Somewhat dissatisfied	64	18.9%	10	15.2%	15	11.4%	31	15.0%	18	26.5%
	Very dissatisfied	27	8.0%	5	7.6%	21	15.9%	15	7.3%	10	14.7%
	Total Count	339		66		132		206		68	
Mentoring for leadership positions	Very satisfied	105	31.4%	14	23.3%	26	20.2%	62	31.6%	14	20.9%
	Somewhat satisfied	109	32.6%	25	41.7%	50	38.8%	64	32.7%	15	22.4%
	Somewhat dissatisfied	70	21.0%	15	25.0%	31	24.0%	48	24.5%	18	26.9%
	Very dissatisfied	50	15.0%	6	10.0%	22	17.1%	22	11.2%	20	29.9%
	Total Count	334		60		129		196		67	

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):													
Mentoring for career advancement	Very satisfied	52	25.2%	46	34.8%	26	20.5%	28	21.1%	19	28.8%	8	21.1%
	Somewhat satisfied	71	34.5%	39	29.5%	40	31.5%	48	36.1%	18	27.3%	5	13.2%
	Somewhat dissatisfied	35	17.0%	25	18.9%	33	26.0%	32	24.1%	20	30.3%	12	31.6%
	Very dissatisfied	48	23.3%	22	16.7%	28	22.0%	25	18.8%	9	13.6%	13	34.2%
	Total Count	206		132		127		133		66		38	
Informal invitations (e.g., lunch/coffee)	Very satisfied	69	33.3%	58	45.0%	47	38.8%	34	27.4%	18	29.0%	12	32.4%
	Somewhat satisfied	76	36.7%	37	28.7%	42	34.7%	56	45.2%	22	35.5%	10	27.0%
	Somewhat dissatisfied	40	19.3%	19	14.7%	13	10.7%	18	14.5%	16	25.8%	4	10.8%
	Very dissatisfied	22	10.6%	15	11.6%	19	15.7%	16	12.9%	6	9.7%	11	29.7%
	Total Count	207		129		121		124		62		37	
Understanding that individuals have different family and personal responsibilities	Very satisfied	124	54.6%	84	60.4%	83	61.9%	71	50.4%	28	41.2%	19	48.7%
	Somewhat satisfied	70	30.8%	41	29.5%	35	26.1%	47	33.3%	27	39.7%	16	41.0%
	Somewhat dissatisfied	16	7.0%	7	5.0%	10	7.5%	16	11.3%	7	10.3%	1	2.6%
	Very dissatisfied	17	7.5%	7	5.0%	6	4.5%	7	5.0%	6	8.8%	3	7.7%
	Total Count	227		139		134		141		68		39	
Acknowledgement of my contributions to my school/unit	Very satisfied	96	42.1%	69	49.6%	71	53.0%	54	38.6%	24	35.8%	16	42.1%
	Somewhat satisfied	72	31.6%	46	33.1%	35	26.1%	58	41.4%	25	37.3%	9	23.7%
	Somewhat dissatisfied	36	15.8%	12	8.6%	17	12.7%	15	10.7%	10	14.9%	10	26.3%
	Very dissatisfied	24	10.5%	12	8.6%	11	8.2%	13	9.3%	8	11.9%	3	7.9%
	Total Count	228		139		134		140		67		38	
The degree to which agreements are honored by my supervisor	Very satisfied	116	51.3%	72	53.3%	74	56.1%	56	40.0%	28	43.8%	17	45.9%
	Somewhat satisfied	64	28.3%	43	31.9%	38	28.8%	53	37.9%	25	39.1%	12	32.4%
	Somewhat dissatisfied	21	9.3%	12	8.9%	10	7.6%	18	12.9%	5	7.8%	4	10.8%
	Very dissatisfied	25	11.1%	8	5.9%	10	7.6%	13	9.3%	6	9.4%	4	10.8%
	Total Count	226		135		132		140		64		37	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):											
Mentoring for career advancement	Very satisfied	114	32.4%	16	25.0%	25	19.7%	64	32.5%	13	19.1%
	Somewhat satisfied	122	34.7%	26	40.6%	46	36.2%	61	31.0%	17	25.0%
	Somewhat dissatisfied	71	20.2%	16	25.0%	32	25.2%	48	24.4%	15	22.1%
	Very dissatisfied	45	12.8%	6	9.4%	24	18.9%	24	12.2%	23	33.8%
	Total Count	352		64		127		197		68	
Informal invitations (e.g., lunch/coffee)	Very satisfied	133	39.2%	23	35.4%	39	31.5%	86	42.8%	22	35.5%
	Somewhat satisfied	123	36.3%	25	38.5%	52	41.9%	74	36.8%	12	19.4%
	Somewhat dissatisfied	64	18.9%	11	16.9%	19	15.3%	29	14.4%	19	30.6%
	Very dissatisfied	19	5.6%	6	9.2%	14	11.3%	12	6.0%	9	14.5%
	Total Count	339		65		124		201		62	
Understanding that individuals have different family and personal responsibilities	Very satisfied	233	64.9%	45	60.8%	82	59.4%	161	71.2%	31	43.7%
	Somewhat satisfied	99	27.6%	24	32.4%	41	29.7%	47	20.8%	21	29.6%
	Somewhat dissatisfied	19	5.3%	3	4.1%	8	5.8%	12	5.3%	12	16.9%
	Very dissatisfied	8	2.2%	2	2.7%	7	5.1%	6	2.7%	7	9.9%
	Total Count	359		74		138		226		71	
Acknowledgement of my contributions to my school/unit	Very satisfied	188	52.4%	43	59.7%	63	46.0%	129	56.8%	28	39.4%
	Somewhat satisfied	114	31.8%	18	25.0%	49	35.8%	72	31.7%	22	31.0%
	Somewhat dissatisfied	35	9.7%	8	11.1%	13	9.5%	14	6.2%	14	19.7%
	Very dissatisfied	22	6.1%	3	4.2%	12	8.8%	12	5.3%	7	9.9%
	Total Count	359		72		137		227		71	
The degree to which agreements are honored by my supervisor	Very satisfied	224	62.7%	39	55.7%	70	52.6%	139	63.2%	29	42.0%
	Somewhat satisfied	98	27.5%	26	37.1%	47	35.3%	61	27.7%	25	36.2%
	Somewhat dissatisfied	23	6.4%	3	4.3%	10	7.5%	13	5.9%	9	13.0%
	Very dissatisfied	12	3.4%	2	2.9%	6	4.5%	7	3.2%	6	8.7%
	Total Count	357		70		133		220		69	

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):													
The degree to which my work performance is fairly evaluated	Very satisfied	108	47.8%	78	56.1%	69	52.3%	60	41.4%	29	43.9%	15	40.5%
	Somewhat satisfied	69	30.5%	39	28.1%	37	28.0%	55	37.9%	20	30.3%	14	37.8%
	Somewhat dissatisfied	23	10.2%	11	7.9%	10	7.6%	15	10.3%	7	10.6%	7	18.9%
	Very dissatisfied	26	11.5%	11	7.9%	16	12.1%	15	10.3%	10	15.2%	1	2.7%
	Total Count	226		139		132		145		66		37	
Obtaining the resources I need to excel	Very satisfied	90	39.5%	65	47.4%	52	38.8%	49	34.3%	20	29.9%	12	30.8%
	Somewhat satisfied	83	36.4%	43	31.4%	47	35.1%	53	37.1%	32	47.8%	15	38.5%
	Somewhat dissatisfied	36	15.8%	19	13.9%	21	15.7%	23	16.1%	10	14.9%	10	25.6%
	Very dissatisfied	19	8.3%	10	7.3%	14	10.4%	18	12.6%	5	7.5%	2	5.1%
	Total Count	228		137		134		143		67		39	
Diversity and Inclusion:													
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	102	44.3%	62	44.6%	69	49.3%	67	45.9%	30	44.1%	13	33.3%
	Somewhat agree	106	46.1%	67	48.2%	55	39.3%	57	39.0%	31	45.6%	18	46.2%
	Somewhat disagree	15	6.5%	8	5.8%	13	9.3%	16	11.0%	7	10.3%	6	15.4%
	Strongly disagree	7	3.0%	2	1.4%	3	2.1%	6	4.1%	0		2	5.1%
	Total Count	230		139		140		146		68		39	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	141	61.8%	81	60.4%	80	58.8%	65	47.4%	40	61.5%	27	71.1%
	Somewhat agree	67	29.4%	39	29.1%	40	29.4%	54	39.4%	18	27.7%	8	21.1%
	Somewhat disagree	13	5.7%	13	9.7%	10	7.4%	12	8.8%	7	10.8%	2	5.3%
	Strongly disagree	7	3.1%	1	.7%	6	4.4%	6	4.4%	0		1	2.6%
	Total Count	228		134		136		137		65		38	
The diversity of our staff contributes to the overall prestige of Georgia Tech	Strongly agree	119	52.2%	72	52.9%	66	49.3%	65	46.4%	29	43.9%	20	51.3%
	Somewhat agree	76	33.3%	45	33.1%	50	37.3%	49	35.0%	30	45.5%	14	35.9%
	Somewhat disagree	25	11.0%	12	8.8%	11	8.2%	19	13.6%	5	7.6%	2	5.1%
	Strongly disagree	8	3.5%	7	5.1%	7	5.2%	7	5.0%	2	3.0%	3	7.7%
	Total Count	228		136		134		140		66		39	

Staff Frequencies by Office
 (...continued from previous page)

			Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):												
The degree to which my work performance is fairly evaluated	Very satisfied		218	61.1%	41	56.9%	66	53.2%	129	59.4%	30	43.5%
	Somewhat satisfied		102	28.6%	24	33.3%	34	27.4%	63	29.0%	24	34.8%
	Somewhat dissatisfied		28	7.8%	4	5.6%	11	8.9%	19	8.8%	9	13.0%
	Very dissatisfied		9	2.5%	3	4.2%	13	10.5%	6	2.8%	6	8.7%
	Total Count		357		72		124		217		69	
Obtaining the resources I need to excel	Very satisfied		176	47.6%	35	49.3%	50	37.3%	93	42.7%	19	26.8%
	Somewhat satisfied		136	36.8%	16	22.5%	50	37.3%	76	34.9%	23	32.4%
	Somewhat dissatisfied		38	10.3%	15	21.1%	23	17.2%	38	17.4%	20	28.2%
	Very dissatisfied		20	5.4%	5	7.0%	11	8.2%	11	5.0%	9	12.7%
	Total Count		370		71		134		218		71	
Diversity and Inclusion:												
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree		207	56.3%	42	57.5%	67	48.9%	128	55.7%	19	27.9%
	Somewhat agree		135	36.7%	25	34.2%	56	40.9%	78	33.9%	32	47.1%
	Somewhat disagree		20	5.4%	6	8.2%	11	8.0%	21	9.1%	14	20.6%
	Strongly disagree		6	1.6%	0		3	2.2%	3	1.3%	3	4.4%
	Total Count		368		73		137		230		68	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree		151	43.9%	45	60.8%	69	52.7%	146	65.8%	40	60.6%
	Somewhat agree		129	37.5%	26	35.1%	51	38.9%	64	28.8%	19	28.8%
	Somewhat disagree		44	12.8%	2	2.7%	9	6.9%	8	3.6%	5	7.6%
	Strongly disagree		20	5.8%	1	1.4%	2	1.5%	4	1.8%	2	3.0%
	Total Count		344		74		131		222		66	
The diversity of our staff contributes to the overall prestige of Georgia Tech	Strongly agree		135	39.8%	36	50.7%	67	52.8%	128	58.4%	35	53.0%
	Somewhat agree		141	41.6%	24	33.8%	49	38.6%	73	33.3%	17	25.8%
	Somewhat disagree		43	12.7%	7	9.9%	9	7.1%	14	6.4%	10	15.2%
	Strongly disagree		20	5.9%	4	5.6%	2	1.6%	4	1.8%	4	6.1%
	Total Count		339		71		127		219		66	

Staff Frequencies by Office
(Offices continued on next page...)

		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):													
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	55	29.3%	33	30.8%	32	30.5%	40	31.7%	19	32.8%	6	18.2%
	Somewhat agree	73	38.8%	44	41.1%	42	40.0%	47	37.3%	23	39.7%	14	42.4%
	Somewhat disagree	34	18.1%	18	16.8%	14	13.3%	20	15.9%	9	15.5%	9	27.3%
	Strongly disagree	26	13.8%	12	11.2%	17	16.2%	19	15.1%	7	12.1%	4	12.1%
	Total Count	188		107		105		126		58		33	
I feel valued and respected by the Georgia Tech community	Strongly agree	75	33.0%	56	42.1%	47	33.8%	49	34.3%	19	27.9%	11	28.2%
	Somewhat agree	108	47.6%	63	47.4%	61	43.9%	63	44.1%	32	47.1%	13	33.3%
	Somewhat disagree	32	14.1%	10	7.5%	20	14.4%	18	12.6%	16	23.5%	11	28.2%
	Strongly disagree	12	5.3%	4	3.0%	11	7.9%	13	9.1%	1	1.5%	4	10.3%
	Total Count	227		133		139		143		68		39	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	32	15.8%	11	8.9%	14	11.6%	15	12.9%	12	18.8%	11	29.7%
	Somewhat agree	39	19.2%	21	17.1%	23	19.0%	27	23.3%	15	23.4%	9	24.3%
	Somewhat disagree	41	20.2%	12	9.8%	25	20.7%	24	20.7%	13	20.3%	4	10.8%
	Strongly disagree	91	44.8%	79	64.2%	59	48.8%	50	43.1%	24	37.5%	13	35.1%
	Total Count	203		123		121		116		64		37	
I am satisfied with my career progress at Georgia Tech	Strongly agree	46	21.1%	50	36.8%	32	23.2%	33	23.6%	16	23.5%	5	12.8%
	Somewhat agree	96	44.0%	38	27.9%	45	32.6%	56	40.0%	32	47.1%	12	30.8%
	Somewhat disagree	38	17.4%	31	22.8%	36	26.1%	24	17.1%	14	20.6%	12	30.8%
	Strongly disagree	38	17.4%	17	12.5%	25	18.1%	27	19.3%	6	8.8%	10	25.6%
	Total Count	218		136		138		140		68		39	
I freely interact with colleagues across Georgia Tech	Strongly agree	104	45.4%	90	64.7%	56	40.0%	66	46.8%	18	29.0%	14	35.9%
	Somewhat agree	100	43.7%	37	26.6%	59	42.1%	57	40.4%	30	48.4%	18	46.2%
	Somewhat disagree	14	6.1%	10	7.2%	16	11.4%	12	8.5%	11	17.7%	4	10.3%
	Strongly disagree	11	4.8%	2	1.4%	9	6.4%	6	4.3%	3	4.8%	3	7.7%
	Total Count	229		139		140		141		62		39	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):											
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	108	38.2%	18	35.3%	30	29.1%	53	31.2%	11	20.0%
	Somewhat agree	118	41.7%	19	37.3%	43	41.7%	81	47.6%	15	27.3%
	Somewhat disagree	41	14.5%	9	17.6%	22	21.4%	24	14.1%	15	27.3%
	Strongly disagree	16	5.7%	5	9.8%	8	7.8%	12	7.1%	14	25.5%
	Total Count	283		51		103		170		55	
I feel valued and respected by the Georgia Tech community	Strongly agree	148	40.8%	32	45.1%	47	35.9%	90	40.5%	14	20.6%
	Somewhat agree	155	42.7%	24	33.8%	62	47.3%	102	45.9%	23	33.8%
	Somewhat disagree	46	12.7%	12	16.9%	15	11.5%	28	12.6%	24	35.3%
	Strongly disagree	14	3.9%	3	4.2%	7	5.3%	2	.9%	7	10.3%
	Total Count	363		71		131		222		68	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	32	9.9%	5	7.9%	14	12.1%	27	12.6%	11	18.3%
	Somewhat agree	47	14.5%	14	22.2%	18	15.5%	37	17.3%	19	31.7%
	Somewhat disagree	43	13.3%	9	14.3%	21	18.1%	26	12.1%	7	11.7%
	Strongly disagree	202	62.3%	35	55.6%	63	54.3%	124	57.9%	23	38.3%
	Total Count	324		63		116		214		60	
I am satisfied with my career progress at Georgia Tech	Strongly agree	133	36.8%	23	33.3%	26	19.8%	70	31.5%	10	14.9%
	Somewhat agree	148	41.0%	23	33.3%	53	40.5%	81	36.5%	17	25.4%
	Somewhat disagree	57	15.8%	16	23.2%	28	21.4%	46	20.7%	27	40.3%
	Strongly disagree	23	6.4%	7	10.1%	24	18.3%	25	11.3%	13	19.4%
	Total Count	361		69		131		222		67	
I freely interact with colleagues across Georgia Tech	Strongly agree	152	42.9%	28	41.8%	63	47.0%	117	52.9%	22	31.4%
	Somewhat agree	140	39.5%	27	40.3%	56	41.8%	87	39.4%	35	50.0%
	Somewhat disagree	44	12.4%	10	14.9%	14	10.4%	16	7.2%	11	15.7%
	Strongly disagree	18	5.1%	2	3.0%	1	.7%	1	.5%	2	2.9%
	Total Count	354		67		134		221		70	

Staff Frequencies by Office (Offices continued on next page...)		Auxiliary Services (Campus Services, OHR, Business Services)		Exec. VP for Administration and Finance		Exec. VP for Research		Facilities		Georgia Tech Athletic Association		Georgia Tech Professional Education	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):													
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	Strongly agree	86	41.7%	56	47.5%	47	42.3%	55	42.0%	26	41.3%	14	40.0%
	Somewhat agree	84	40.8%	43	36.4%	46	41.4%	46	35.1%	27	42.9%	14	40.0%
	Somewhat disagree	24	11.7%	9	7.6%	12	10.8%	15	11.5%	6	9.5%	5	14.3%
	Strongly disagree	12	5.8%	10	8.5%	6	5.4%	15	11.5%	4	6.3%	2	5.7%
	Total Count	206		118		111		131		63		35	
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	Strongly agree	78	38.8%	52	44.4%	39	36.1%	52	40.6%	21	34.4%	12	33.3%
	Somewhat agree	70	34.8%	40	34.2%	51	47.2%	45	35.2%	27	44.3%	10	27.8%
	Somewhat disagree	35	17.4%	18	15.4%	10	9.3%	16	12.5%	9	14.8%	6	16.7%
	Strongly disagree	18	9.0%	7	6.0%	8	7.4%	15	11.7%	4	6.6%	8	22.2%
	Total Count	201		117		108		128		61		36	
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	93	46.0%	62	53.4%	46	43.4%	57	44.9%	28	45.9%	18	50.0%
	Somewhat agree	69	34.2%	39	33.6%	46	43.4%	43	33.9%	25	41.0%	11	30.6%
	Somewhat disagree	22	10.9%	7	6.0%	7	6.6%	18	14.2%	8	13.1%	3	8.3%
	Strongly disagree	18	8.9%	8	6.9%	7	6.6%	9	7.1%	0		4	11.1%
	Total Count	202		116		106		127		61		36	
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	62	33.3%	48	43.2%	36	33.6%	38	32.2%	16	26.7%	10	30.3%
	Somewhat agree	46	24.7%	32	28.8%	41	38.3%	35	29.7%	29	48.3%	11	33.3%
	Somewhat disagree	37	19.9%	15	13.5%	14	13.1%	20	16.9%	8	13.3%	5	15.2%
	Strongly disagree	41	22.0%	16	14.4%	16	15.0%	25	21.2%	7	11.7%	7	21.2%
	Total Count	186		111		107		118		60		33	

Staff Frequencies by Office
 (...continued from previous page)

		Georgia Tech Research Institute (GTRI)		Libraries and Information Center		Office of Information Technology		Office of the President/Provost		Student Affairs	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):											
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	Strongly agree	156	50.0%	29	42.6%	50	43.1%	108	55.1%	22	36.1%
	Somewhat agree	103	33.0%	29	42.6%	50	43.1%	66	33.7%	24	39.3%
	Somewhat disagree	33	10.6%	3	4.4%	13	11.2%	17	8.7%	11	18.0%
	Strongly disagree	20	6.4%	7	10.3%	3	2.6%	5	2.6%	4	6.6%
	Total Count	312		68		116		196		61	
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	Strongly agree	158	51.5%	32	47.1%	49	41.9%	95	49.7%	16	25.8%
	Somewhat agree	99	32.2%	26	38.2%	45	38.5%	70	36.6%	25	40.3%
	Somewhat disagree	34	11.1%	3	4.4%	19	16.2%	16	8.4%	12	19.4%
	Strongly disagree	16	5.2%	7	10.3%	4	3.4%	10	5.2%	9	14.5%
	Total Count	307		68		117		191		62	
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	163	56.0%	32	47.1%	57	50.4%	113	61.7%	24	40.7%
	Somewhat agree	92	31.6%	27	39.7%	43	38.1%	51	27.9%	21	35.6%
	Somewhat disagree	22	7.6%	6	8.8%	10	8.8%	13	7.1%	7	11.9%
	Strongly disagree	14	4.8%	3	4.4%	3	2.7%	6	3.3%	7	11.9%
	Total Count	291		68		113		183		59	
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	153	53.3%	28	41.8%	37	35.6%	91	52.9%	15	31.9%
	Somewhat agree	83	28.9%	22	32.8%	39	37.5%	45	26.2%	11	23.4%
	Somewhat disagree	26	9.1%	9	13.4%	15	14.4%	22	12.8%	8	17.0%
	Strongly disagree	25	8.7%	8	11.9%	13	12.5%	14	8.1%	13	27.7%
	Total Count	287		67		104		172		47	

Staff Frequencies by College

	College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
In my work environment...													
I freely interact with my co-workers/colleagues in my unit	Strongly agree	24	54.5%	40	72.7%	152	64.7%	26	72.2%	24	63.2%	85	66.4%
	Somewhat agree	18	40.9%	13	23.6%	74	31.5%	8	22.2%	11	28.9%	35	27.3%
	Somewhat disagree	2	4.5%	2	3.6%	9	3.8%	1	2.8%	2	5.3%	7	5.5%
	Strongly disagree	0		0		0		1	2.8%	1	2.6%	1	.8%
	Total Count	44		55		235		36		38		128	
People are sensitive to cultural differences among employees	Strongly agree	17	38.6%	25	47.2%	75	33.6%	15	44.1%	14	37.8%	50	41.7%
	Somewhat agree	17	38.6%	25	47.2%	96	43.0%	11	32.4%	17	45.9%	50	41.7%
	Somewhat disagree	8	18.2%	2	3.8%	40	17.9%	5	14.7%	4	10.8%	14	11.7%
	Strongly disagree	2	4.5%	1	1.9%	12	5.4%	3	8.8%	2	5.4%	6	5.0%
	Total Count	44		53		223		34		37		120	
I feel comfortable sharing my thoughts and ideas	Strongly agree	12	27.3%	29	51.8%	96	41.4%	14	40.0%	14	36.8%	58	45.7%
	Somewhat agree	22	50.0%	18	32.1%	96	41.4%	16	45.7%	17	44.7%	50	39.4%
	Somewhat disagree	8	18.2%	6	10.7%	25	10.8%	1	2.9%	5	13.2%	12	9.4%
	Strongly disagree	2	4.5%	3	5.4%	15	6.5%	4	11.4%	2	5.3%	7	5.5%
	Total Count	44		56		232		35		38		127	
I am comfortable expressing an opinion that is different from others in the workplace	Strongly agree	14	31.8%	25	45.5%	89	37.7%	14	38.9%	11	28.9%	47	37.0%
	Somewhat agree	19	43.2%	19	34.5%	106	44.9%	14	38.9%	17	44.7%	61	48.0%
	Somewhat disagree	4	9.1%	5	9.1%	30	12.7%	5	13.9%	8	21.1%	13	10.2%
	Strongly disagree	7	15.9%	6	10.9%	11	4.7%	3	8.3%	2	5.3%	6	4.7%
	Total Count	44		55		236		36		38		127	
People express disagreements in a respectful manner	Strongly agree	3	6.8%	17	31.5%	70	30.4%	12	34.3%	8	21.6%	52	41.6%
	Somewhat agree	20	45.5%	23	42.6%	118	51.3%	15	42.9%	20	54.1%	56	44.8%
	Somewhat disagree	16	36.4%	8	14.8%	30	13.0%	5	14.3%	7	18.9%	10	8.0%
	Strongly disagree	5	11.4%	6	11.1%	12	5.2%	3	8.6%	2	5.4%	7	5.6%
	Total Count	44		54		230		35		37		125	

Staff Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):													
My co-workers/colleagues are open-minded when discussing differences among people	Strongly agree	7	16.3%	19	35.8%	74	32.6%	16	45.7%	10	27.0%	38	31.9%
	Somewhat agree	20	46.5%	24	45.3%	97	42.7%	10	28.6%	19	51.4%	58	48.7%
	Somewhat disagree	12	27.9%	7	13.2%	48	21.1%	6	17.1%	5	13.5%	16	13.4%
	Strongly disagree	4	9.3%	3	5.7%	8	3.5%	3	8.6%	3	8.1%	7	5.9%
	Total Count	43		53		227		35		37		119	
My supervisor is open-minded when discussing differences among people	Strongly agree	24	55.8%	33	62.3%	117	52.7%	25	71.4%	15	39.5%	67	55.4%
	Somewhat agree	14	32.6%	14	26.4%	72	32.4%	4	11.4%	15	39.5%	39	32.2%
	Somewhat disagree	4	9.3%	5	9.4%	23	10.4%	2	5.7%	4	10.5%	9	7.4%
	Strongly disagree	1	2.3%	1	1.9%	10	4.5%	4	11.4%	4	10.5%	6	5.0%
	Total Count	43		53		222		35		38		121	
People communicate regularly with each other	Strongly agree	11	25.6%	20	37.0%	69	30.4%	11	32.4%	12	32.4%	53	42.4%
	Somewhat agree	17	39.5%	24	44.4%	100	44.1%	11	32.4%	17	45.9%	54	43.2%
	Somewhat disagree	6	14.0%	6	11.1%	44	19.4%	6	17.6%	4	10.8%	14	11.2%
	Strongly disagree	9	20.9%	4	7.4%	14	6.2%	6	17.6%	4	10.8%	4	3.2%
	Total Count	43		54		227		34		37		125	
People treat each other fairly	Strongly agree	8	18.2%	16	29.6%	71	31.1%	13	37.1%	11	28.9%	45	35.2%
	Somewhat agree	21	47.7%	23	42.6%	96	42.1%	12	34.3%	17	44.7%	59	46.1%
	Somewhat disagree	7	15.9%	7	13.0%	40	17.5%	5	14.3%	5	13.2%	15	11.7%
	Strongly disagree	8	18.2%	8	14.8%	21	9.2%	5	14.3%	5	13.2%	9	7.0%
	Total Count	44		54		228		35		38		128	
I am encouraged and empowered	Strongly agree	9	20.9%	20	38.5%	78	33.6%	13	39.4%	8	21.1%	48	37.5%
	Somewhat agree	18	41.9%	16	30.8%	93	40.1%	12	36.4%	17	44.7%	48	37.5%
	Somewhat disagree	9	20.9%	7	13.5%	41	17.7%	1	3.0%	8	21.1%	18	14.1%
	Strongly disagree	7	16.3%	9	17.3%	20	8.6%	7	21.2%	5	13.2%	14	10.9%
	Total Count	43		52		232		33		38		128	

Staff Frequencies by College		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):													
My feedback is sought and respected	Strongly agree	12	27.9%	20	37.0%	81	34.5%	15	44.1%	8	21.1%	54	41.9%
	Somewhat agree	17	39.5%	18	33.3%	94	40.0%	12	35.3%	15	39.5%	44	34.1%
	Somewhat disagree	8	18.6%	8	14.8%	42	17.9%	2	5.9%	10	26.3%	16	12.4%
	Strongly disagree	6	14.0%	8	14.8%	18	7.7%	5	14.7%	5	13.2%	15	11.6%
	Total Count	43		54		235		34		38		129	
Collaboration is encouraged	Strongly agree	12	27.3%	26	48.1%	96	41.6%	14	43.8%	10	26.3%	62	48.8%
	Somewhat agree	16	36.4%	23	42.6%	90	39.0%	14	43.8%	18	47.4%	45	35.4%
	Somewhat disagree	11	25.0%	3	5.6%	33	14.3%	1	3.1%	7	18.4%	11	8.7%
	Strongly disagree	5	11.4%	2	3.7%	12	5.2%	3	9.4%	3	7.9%	9	7.1%
	Total Count	44		54		231		32		38		127	
Support from co-workers/colleagues:													
Assistance with establishing professional contacts	Very satisfied	7	18.4%	21	46.7%	69	33.2%	7	24.1%	10	29.4%	37	33.9%
	Somewhat satisfied	18	47.4%	17	37.8%	103	49.5%	15	51.7%	16	47.1%	44	40.4%
	Somewhat dissatisfied	8	21.1%	4	8.9%	29	13.9%	4	13.8%	4	11.8%	18	16.5%
	Very dissatisfied	5	13.2%	3	6.7%	7	3.4%	3	10.3%	4	11.8%	10	9.2%
	Total Count	38		45		208		29		34		109	
Advice on navigating office politics	Very satisfied	4	10.0%	19	37.3%	55	26.6%	9	28.1%	5	15.2%	27	24.8%
	Somewhat satisfied	16	40.0%	21	41.2%	91	44.0%	15	46.9%	16	48.5%	54	49.5%
	Somewhat dissatisfied	13	32.5%	2	3.9%	47	22.7%	5	15.6%	8	24.2%	15	13.8%
	Very dissatisfied	7	17.5%	9	17.6%	14	6.8%	3	9.4%	4	12.1%	13	11.9%
	Total Count	40		51		207		32		33		109	
Mentoring for leadership positions	Very satisfied	5	12.2%	10	20.8%	36	16.9%	10	33.3%	5	14.3%	16	14.5%
	Somewhat satisfied	7	17.1%	20	41.7%	78	36.6%	8	26.7%	9	25.7%	48	43.6%
	Somewhat dissatisfied	13	31.7%	9	18.8%	56	26.3%	5	16.7%	13	37.1%	25	22.7%
	Very dissatisfied	16	39.0%	9	18.8%	43	20.2%	7	23.3%	8	22.9%	21	19.1%
	Total Count	41		48		213		30		35		110	

Staff Frequencies by College			College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Support from co-workers/colleagues (cont'd):															
Mentoring for career advancement	Very satisfied	4	9.8%	13	26.0%	46	21.1%	9	29.0%	5	13.9%	16	14.4%		
	Somewhat satisfied	10	24.4%	17	34.0%	73	33.5%	8	25.8%	9	25.0%	43	38.7%		
	Somewhat dissatisfied	9	22.0%	9	18.0%	50	22.9%	6	19.4%	13	36.1%	29	26.1%		
	Very dissatisfied	18	43.9%	11	22.0%	49	22.5%	8	25.8%	9	25.0%	23	20.7%		
	Total Count	41		50		218		31		36		111			
Informal invitations (e.g., lunch/coffee)	Very satisfied	12	28.6%	24	44.4%	60	29.3%	10	31.3%	10	28.6%	35	28.9%		
	Somewhat satisfied	17	40.5%	17	31.5%	93	45.4%	8	25.0%	16	45.7%	47	38.8%		
	Somewhat dissatisfied	5	11.9%	7	13.0%	31	15.1%	7	21.9%	6	17.1%	29	24.0%		
	Very dissatisfied	8	19.0%	6	11.1%	21	10.2%	7	21.9%	3	8.6%	10	8.3%		
	Total Count	42		54		205		32		35		121			
Mentoring or support from colleagues in:															
Guidance on obtaining grants	Very satisfied	0		3	33.3%	8	20.5%	2	22.2%	0		11	25.0%		
	Somewhat satisfied	3	21.4%	4	44.4%	17	43.6%	3	33.3%	1		21	47.7%		
	Somewhat dissatisfied	7	50.0%	1	11.1%	13	33.3%	2	22.2%	0		10	22.7%		
	Very dissatisfied	4	28.6%	1	11.1%	1	2.6%	2	22.2%	0		2	4.5%		
	Total Count	14		9		39		9		1		44			
Guidance on publishing your research	Very satisfied	0		5	55.6%	16	37.2%	0				19	36.5%		
	Somewhat satisfied	3	21.4%	1	11.1%	20	46.5%	3	37.5%			23	44.2%		
	Somewhat dissatisfied	7	50.0%	3	33.3%	6	14.0%	3	37.5%			8	15.4%		
	Very dissatisfied	4	28.6%	0		1	2.3%	2	25.0%			2	3.8%		
	Total Count	14		9		43		8				52			
Offers to collaborate in research	Very satisfied	1	7.1%	5	41.7%	17	35.4%	2	20.0%			19	33.9%		
	Somewhat satisfied	2	14.3%	6	50.0%	20	41.7%	3	30.0%			24	42.9%		
	Somewhat dissatisfied	8	57.1%	1	8.3%	8	16.7%	2	20.0%			12	21.4%		
	Very dissatisfied	3	21.4%	0		3	6.3%	3	30.0%			1	1.8%		
	Total Count	14		12		48		10				56			

Staff Frequencies by College		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Mentoring or support from colleagues in (cont'd):													
Support for your research program	Very satisfied	0		3	37.5%	17	37.8%	0				15	27.3%
	Somewhat satisfied	5	35.7%	1	12.5%	19	42.2%	4	40.0%			29	52.7%
	Somewhat dissatisfied	5	35.7%	2	25.0%	7	15.6%	4	40.0%			8	14.5%
	Very dissatisfied	4	28.6%	2	25.0%	2	4.4%	2	20.0%			3	5.5%
	Total Count	14		8		45		10				55	
Mentoring for teaching	Very satisfied	0		2	22.2%	9	25.0%	2	22.2%	1	50.0%	13	31.0%
	Somewhat satisfied	4	36.4%	2	22.2%	17	47.2%	5	55.6%	0		21	50.0%
	Somewhat dissatisfied	4	36.4%	4	44.4%	7	19.4%	0		0		6	14.3%
	Very dissatisfied	3	27.3%	1	11.1%	3	8.3%	2	22.2%	1	50.0%	2	4.8%
	Total Count	11		9		36		9		2		42	
Satisfaction with support from supervisor:													
Assistance with establishing professional contacts	Very satisfied	11	29.7%	24	52.2%	74	38.7%	8	30.8%	10	33.3%	34	32.4%
	Somewhat satisfied	13	35.1%	14	30.4%	74	38.7%	15	57.7%	9	30.0%	39	37.1%
	Somewhat dissatisfied	6	16.2%	4	8.7%	31	16.2%	1	3.8%	6	20.0%	20	19.0%
	Very dissatisfied	7	18.9%	4	8.7%	12	6.3%	2	7.7%	5	16.7%	12	11.4%
	Total Count	37		46		191		26		30		105	
Advice on navigating office politics	Very satisfied	10	26.3%	23	44.2%	74	37.6%	13	44.8%	9	29.0%	37	34.9%
	Somewhat satisfied	11	28.9%	17	32.7%	65	33.0%	12	41.4%	14	45.2%	41	38.7%
	Somewhat dissatisfied	10	26.3%	6	11.5%	36	18.3%	1	3.4%	2	6.5%	14	13.2%
	Very dissatisfied	7	18.4%	6	11.5%	22	11.2%	3	10.3%	6	19.4%	14	13.2%
	Total Count	38		52		197		29		31		106	
Mentoring for leadership positions	Very satisfied	10	25.6%	15	32.6%	57	28.9%	9	31.0%	7	21.9%	30	27.3%
	Somewhat satisfied	8	20.5%	15	32.6%	60	30.5%	10	34.5%	10	31.3%	31	28.2%
	Somewhat dissatisfied	11	28.2%	10	21.7%	45	22.8%	7	24.1%	8	25.0%	32	29.1%
	Very dissatisfied	10	25.6%	6	13.0%	35	17.8%	3	10.3%	7	21.9%	17	15.5%
	Total Count	39		46		197		29		32		110	

Staff Frequencies by College

		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):													
Mentoring for career advancement	Very satisfied	10	24.4%	19	39.6%	65	30.8%	8	26.7%	9	26.5%	27	24.3%
	Somewhat satisfied	11	26.8%	14	29.2%	61	28.9%	11	36.7%	10	29.4%	31	27.9%
	Somewhat dissatisfied	10	24.4%	9	18.8%	42	19.9%	7	23.3%	8	23.5%	35	31.5%
	Very dissatisfied	10	24.4%	6	12.5%	43	20.4%	4	13.3%	7	20.6%	18	16.2%
	Total Count	41		48		211		30		34		111	
Informal invitations (e.g., lunch/coffee)	Very satisfied	11	28.2%	20	40.8%	67	34.9%	11	37.9%	13	40.6%	32	29.4%
	Somewhat satisfied	15	38.5%	19	38.8%	73	38.0%	9	31.0%	10	31.3%	52	47.7%
	Somewhat dissatisfied	7	17.9%	7	14.3%	27	14.1%	5	17.2%	5	15.6%	17	15.6%
	Very dissatisfied	6	15.4%	3	6.1%	25	13.0%	4	13.8%	4	12.5%	8	7.3%
	Total Count	39		49		192		29		32		109	
Understanding that individuals have different family and personal responsibilities	Very satisfied	20	48.8%	37	68.5%	129	59.7%	24	80.0%	21	56.8%	78	66.1%
	Somewhat satisfied	13	31.7%	12	22.2%	58	26.9%	3	10.0%	9	24.3%	30	25.4%
	Somewhat dissatisfied	4	9.8%	3	5.6%	22	10.2%	1	3.3%	2	5.4%	5	4.2%
	Very dissatisfied	4	9.8%	2	3.7%	7	3.2%	2	6.7%	5	13.5%	5	4.2%
	Total Count	41		54		216		30		37		118	
Acknowledgement of my contributions to my school/unit	Very satisfied	21	51.2%	32	61.5%	105	47.3%	20	60.6%	17	45.9%	64	52.5%
	Somewhat satisfied	8	19.5%	12	23.1%	67	30.2%	10	30.3%	8	21.6%	31	25.4%
	Somewhat dissatisfied	7	17.1%	4	7.7%	27	12.2%	0		7	18.9%	15	12.3%
	Very dissatisfied	5	12.2%	4	7.7%	23	10.4%	3	9.1%	5	13.5%	12	9.8%
	Total Count	41		52		222		33		37		122	
The degree to which agreements are honored by my supervisor	Very satisfied	21	52.5%	36	67.9%	111	51.4%	21	65.6%	21	58.3%	72	61.5%
	Somewhat satisfied	11	27.5%	9	17.0%	72	33.3%	7	21.9%	11	30.6%	29	24.8%
	Somewhat dissatisfied	4	10.0%	6	11.3%	20	9.3%	1	3.1%	2	5.6%	8	6.8%
	Very dissatisfied	4	10.0%	2	3.8%	13	6.0%	3	9.4%	2	5.6%	8	6.8%
	Total Count	40		53		216		32		36		117	

Staff Frequencies by College		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):													
The degree to which my work performance is fairly evaluated	Very satisfied	17	41.5%	34	63.0%	111	49.8%	18	54.5%	20	54.1%	69	58.0%
	Somewhat satisfied	9	22.0%	10	18.5%	66	29.6%	11	33.3%	11	29.7%	30	25.2%
	Somewhat dissatisfied	8	19.5%	4	7.4%	22	9.9%	1	3.0%	3	8.1%	8	6.7%
	Very dissatisfied	7	17.1%	6	11.1%	24	10.8%	3	9.1%	3	8.1%	12	10.1%
	Total Count	41		54		223		33		37		119	
Obtaining the resources I need to excel	Very satisfied	13	31.7%	28	51.9%	105	46.9%	15	46.9%	15	40.5%	49	40.8%
	Somewhat satisfied	16	39.0%	17	31.5%	80	35.7%	5	15.6%	16	43.2%	45	37.5%
	Somewhat dissatisfied	6	14.6%	6	11.1%	24	10.7%	6	18.8%	3	8.1%	16	13.3%
	Very dissatisfied	6	14.6%	3	5.6%	15	6.7%	6	18.8%	3	8.1%	10	8.3%
	Total Count	41		54		224		32		37		120	
Diversity and Inclusion:													
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	18	42.9%	24	46.2%	106	47.5%	18	52.9%	16	43.2%	61	50.4%
	Somewhat agree	20	47.6%	19	36.5%	94	42.2%	14	41.2%	13	35.1%	49	40.5%
	Somewhat disagree	4	9.5%	7	13.5%	18	8.1%	1	2.9%	7	18.9%	10	8.3%
	Strongly disagree	0		2	3.8%	5	2.2%	1	2.9%	1	2.7%	1	.8%
	Total Count	42		52		223		34		37		121	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	18	46.2%	31	60.8%	132	62.0%	22	68.8%	22	59.5%	71	61.2%
	Somewhat agree	19	48.7%	13	25.5%	65	30.5%	7	21.9%	13	35.1%	31	26.7%
	Somewhat disagree	1	2.6%	4	7.8%	10	4.7%	2	6.3%	1	2.7%	12	10.3%
	Strongly disagree	1	2.6%	3	5.9%	6	2.8%	1	3.1%	1	2.7%	2	1.7%
	Total Count	39		51		213		32		37		116	
The diversity of our staff contributes to the overall prestige of Georgia Tech	Strongly agree	16	41.0%	29	58.0%	115	53.7%	17	56.7%	19	52.8%	68	60.2%
	Somewhat agree	17	43.6%	14	28.0%	69	32.2%	8	26.7%	12	33.3%	32	28.3%
	Somewhat disagree	4	10.3%	4	8.0%	23	10.7%	3	10.0%	5	13.9%	8	7.1%
	Strongly disagree	2	5.1%	3	6.0%	7	3.3%	2	6.7%	0		5	4.4%
	Total Count	39		50		214		30		36		113	

Staff Frequencies by College		College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):													
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	4	13.3%	13	31.0%	55	31.3%	11	36.7%	9	29.0%	29	34.5%
	Somewhat agree	11	36.7%	15	35.7%	75	42.6%	10	33.3%	12	38.7%	37	44.0%
	Somewhat disagree	10	33.3%	6	14.3%	32	18.2%	5	16.7%	4	12.9%	9	10.7%
	Strongly disagree	5	16.7%	8	19.0%	14	8.0%	4	13.3%	6	19.4%	9	10.7%
	Total Count	30		42		176		30		31		84	
I feel valued and respected by the Georgia Tech community	Strongly agree	11	26.2%	18	34.6%	73	33.8%	13	39.4%	11	30.6%	39	32.5%
	Somewhat agree	21	50.0%	20	38.5%	106	49.1%	16	48.5%	16	44.4%	51	42.5%
	Somewhat disagree	8	19.0%	9	17.3%	28	13.0%	2	6.1%	4	11.1%	21	17.5%
	Strongly disagree	2	4.8%	5	9.6%	9	4.2%	2	6.1%	5	13.9%	9	7.5%
	Total Count	42		52		216		33		36		120	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	4	9.8%	8	16.0%	17	9.0%	4	11.8%	6	17.6%	18	15.9%
	Somewhat agree	12	29.3%	11	22.0%	36	19.0%	4	11.8%	7	20.6%	15	13.3%
	Somewhat disagree	9	22.0%	4	8.0%	30	15.9%	7	20.6%	5	14.7%	18	15.9%
	Strongly disagree	16	39.0%	27	54.0%	106	56.1%	19	55.9%	16	47.1%	62	54.9%
	Total Count	41		50		189		34		34		113	
I am satisfied with my career progress at Georgia Tech	Strongly agree	5	11.9%	15	28.8%	64	29.4%	8	23.5%	9	24.3%	30	25.2%
	Somewhat agree	24	57.1%	17	32.7%	75	34.4%	13	38.2%	8	21.6%	46	38.7%
	Somewhat disagree	8	19.0%	13	25.0%	53	24.3%	9	26.5%	13	35.1%	26	21.8%
	Strongly disagree	5	11.9%	7	13.5%	26	11.9%	4	11.8%	7	18.9%	17	14.3%
	Total Count	42		52		218		34		37		119	
I freely interact with colleagues across Georgia Tech	Strongly agree	20	48.8%	25	49.0%	98	45.2%	20	60.6%	16	44.4%	55	45.1%
	Somewhat agree	13	31.7%	20	39.2%	93	42.9%	9	27.3%	15	41.7%	47	38.5%
	Somewhat disagree	6	14.6%	1	2.0%	20	9.2%	4	12.1%	3	8.3%	15	12.3%
	Strongly disagree	2	4.9%	5	9.8%	6	2.8%	0		2	5.6%	5	4.1%
	Total Count	41		51		217		33		36		122	

Staff Frequencies by College

	College of Architecture		College of Computing		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Diversity and Inclusion (cont'd):													
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	Strongly agree	7	20.0%	20	42.6%	83	46.4%	17	54.8%	16	50.0%	46	47.4%
	Somewhat agree	18	51.4%	17	36.2%	69	38.5%	10	32.3%	10	31.3%	35	36.1%
	Somewhat disagree	5	14.3%	3	6.4%	16	8.9%	3	9.7%	3	9.4%	7	7.2%
	Strongly disagree	5	14.3%	7	14.9%	11	6.1%	1	3.2%	3	9.4%	9	9.3%
	Total Count	35		47		179		31		32		97	
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	Strongly agree	7	18.9%	20	45.5%	71	39.9%	17	54.8%	13	40.6%	36	38.3%
	Somewhat agree	18	48.6%	14	31.8%	74	41.6%	10	32.3%	9	28.1%	41	43.6%
	Somewhat disagree	4	10.8%	2	4.5%	22	12.4%	4	12.9%	5	15.6%	7	7.4%
	Strongly disagree	8	21.6%	8	18.2%	11	6.2%	0		5	15.6%	10	10.6%
	Total Count	37		44		178		31		32		94	
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	10	30.3%	23	48.9%	95	54.3%	16	55.2%	17	54.8%	43	46.7%
	Somewhat agree	14	42.4%	16	34.0%	57	32.6%	10	34.5%	8	25.8%	38	41.3%
	Somewhat disagree	5	15.2%	3	6.4%	15	8.6%	3	10.3%	2	6.5%	6	6.5%
	Strongly disagree	4	12.1%	5	10.6%	8	4.6%	0		4	12.9%	5	5.4%
	Total Count	33		47		175		29		31		92	
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	Strongly agree	10	30.3%	15	38.5%	66	38.8%	11	44.0%	8	25.0%	27	32.5%
	Somewhat agree	11	33.3%	12	30.8%	53	31.2%	9	36.0%	8	25.0%	34	41.0%
	Somewhat disagree	4	12.1%	4	10.3%	32	18.8%	3	12.0%	7	21.9%	10	12.0%
	Strongly disagree	8	24.2%	8	20.5%	19	11.2%	2	8.0%	9	28.1%	12	14.5%
	Total Count	33		39		170		25		32		83	

Staff Frequencies by Gender

	Male		Female		GT Total		
	Count	Percent	Count	Percent	Count	Percent	
In my work environment...							
I freely interact with my co-workers/colleagues in my unit	Strongly agree	849	74.6%	727	67.1%	1,576	71.0%
	Somewhat agree	236	20.7%	297	27.4%	533	24.0%
	Somewhat disagree	40	3.5%	45	4.2%	85	3.8%
	Strongly disagree	13	1.1%	14	1.3%	27	1.2%
	Total Count	1,138		1,083		2,221	
People are sensitive to cultural differences among employees	Strongly agree	440	41.3%	360	34.9%	800	38.1%
	Somewhat agree	485	45.5%	489	47.4%	974	46.4%
	Somewhat disagree	99	9.3%	119	11.5%	218	10.4%
	Strongly disagree	42	3.9%	63	6.1%	105	5.0%
	Total Count	1,066		1,031		2,097	
I feel comfortable sharing my thoughts and ideas	Strongly agree	570	50.4%	425	39.8%	995	45.3%
	Somewhat agree	410	36.3%	457	42.8%	867	39.5%
	Somewhat disagree	94	8.3%	118	11.1%	212	9.6%
	Strongly disagree	56	5.0%	67	6.3%	123	5.6%
	Total Count	1,130		1,067		2,197	
I am comfortable expressing an opinion that is different from others in the workplace	Strongly agree	505	44.7%	376	35.1%	881	40.0%
	Somewhat agree	434	38.4%	468	43.7%	902	41.0%
	Somewhat disagree	132	11.7%	160	15.0%	292	13.3%
	Strongly disagree	59	5.2%	66	6.2%	125	5.7%
	Total Count	1,130		1,070		2,200	
People express disagreements in a respectful manner	Strongly agree	420	37.3%	311	29.5%	731	33.5%
	Somewhat agree	530	47.0%	497	47.1%	1,027	47.0%
	Somewhat disagree	136	12.1%	178	16.9%	314	14.4%
	Strongly disagree	41	3.6%	70	6.6%	111	5.1%
	Total Count	1,127		1,056		2,183	
My co-workers/colleagues are open-minded when discussing differences among people	Strongly agree	405	37.1%	310	30.0%	715	33.6%
	Somewhat agree	520	47.6%	488	47.1%	1,008	47.4%
	Somewhat disagree	122	11.2%	186	18.0%	308	14.5%
	Strongly disagree	46	4.2%	51	4.9%	97	4.6%
	Total Count	1,093		1,035		2,128	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
In my work environment... (cont'd):							
My supervisor is open-minded when discussing differences among people	Strongly agree	646	59.7%	560	53.7%	1,206	56.8%
	Somewhat agree	325	30.0%	310	29.8%	635	29.9%
	Somewhat disagree	62	5.7%	109	10.5%	171	8.1%
	Strongly disagree	49	4.5%	63	6.0%	112	5.3%
	Total Count	1,082		1,042		2,124	
People communicate regularly with each other	Strongly agree	453	40.3%	358	33.8%	811	37.2%
	Somewhat agree	459	40.8%	445	42.0%	904	41.4%
	Somewhat disagree	139	12.4%	178	16.8%	317	14.5%
	Strongly disagree	73	6.5%	78	7.4%	151	6.9%
	Total Count	1,124		1,059		2,183	
People treat each other fairly	Strongly agree	466	41.5%	301	28.1%	767	35.0%
	Somewhat agree	480	42.8%	467	43.6%	947	43.2%
	Somewhat disagree	109	9.7%	187	17.4%	296	13.5%
	Strongly disagree	67	6.0%	117	10.9%	184	8.4%
	Total Count	1,122		1,072		2,194	
I am encouraged and empowered	Strongly agree	462	41.2%	376	35.4%	838	38.4%
	Somewhat agree	416	37.1%	381	35.9%	797	36.5%
	Somewhat disagree	155	13.8%	183	17.2%	338	15.5%
	Strongly disagree	89	7.9%	121	11.4%	210	9.6%
	Total Count	1,122		1,061		2,183	
My feedback is sought and respected	Strongly agree	453	40.3%	384	36.0%	837	38.2%
	Somewhat agree	448	39.9%	393	36.8%	841	38.4%
	Somewhat disagree	136	12.1%	175	16.4%	311	14.2%
	Strongly disagree	87	7.7%	116	10.9%	203	9.3%
	Total Count	1,124		1,068		2,192	
Collaboration is encouraged	Strongly agree	537	47.7%	445	41.8%	982	44.8%
	Somewhat agree	435	38.6%	397	37.3%	832	38.0%
	Somewhat disagree	97	8.6%	143	13.4%	240	11.0%
	Strongly disagree	57	5.1%	79	7.4%	136	6.2%
	Total Count	1,126		1,064		2,190	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Support from co-workers/colleagues:							
Assistance with establishing professional contacts	Very satisfied	355	34.5%	307	32.6%	662	33.6%
	Somewhat satisfied	491	47.7%	428	45.4%	919	46.6%
	Somewhat dissatisfied	131	12.7%	135	14.3%	266	13.5%
	Very dissatisfied	52	5.1%	72	7.6%	124	6.3%
	Total Count	1,029		942		1,971	
Advice on navigating office politics	Very satisfied	288	28.2%	236	24.7%	524	26.5%
	Somewhat satisfied	493	48.3%	417	43.6%	910	46.1%
	Somewhat dissatisfied	160	15.7%	201	21.0%	361	18.3%
	Very dissatisfied	79	7.7%	102	10.7%	181	9.2%
	Total Count	1,020		956		1,976	
Mentoring for leadership positions	Very satisfied	219	21.5%	175	18.4%	394	20.0%
	Somewhat satisfied	383	37.6%	314	33.0%	697	35.4%
	Somewhat dissatisfied	249	24.4%	256	26.9%	505	25.6%
	Very dissatisfied	168	16.5%	206	21.7%	374	19.0%
	Total Count	1,019		951		1,970	
Mentoring for career advancement	Very satisfied	231	22.2%	188	19.4%	419	20.9%
	Somewhat satisfied	377	36.3%	304	31.4%	681	33.9%
	Somewhat dissatisfied	239	23.0%	250	25.8%	489	24.4%
	Very dissatisfied	193	18.6%	226	23.3%	419	20.9%
	Total Count	1,040		968		2,008	
Informal invitations (e.g., lunch/coffee)	Very satisfied	343	32.6%	308	31.3%	651	32.0%
	Somewhat satisfied	440	41.8%	409	41.6%	849	41.7%
	Somewhat dissatisfied	174	16.5%	159	16.2%	333	16.3%
	Very dissatisfied	96	9.1%	108	11.0%	204	10.0%
	Total Count	1,053		984		2,037	
Mentoring or support from colleagues in:							
Guidance on obtaining grants	Very satisfied	45	20.3%	19	22.9%	64	21.0%
	Somewhat satisfied	95	42.8%	35	42.2%	130	42.6%
	Somewhat dissatisfied	55	24.8%	18	21.7%	73	23.9%
	Very dissatisfied	27	12.2%	11	13.3%	38	12.5%
	Total Count	222		83		305	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Mentoring or support from colleagues in (cont'd):							
Guidance on publishing your research	Very satisfied	61	25.6%	22	24.4%	83	25.3%
	Somewhat satisfied	100	42.0%	34	37.8%	134	40.9%
	Somewhat dissatisfied	56	23.5%	27	30.0%	83	25.3%
	Very dissatisfied	21	8.8%	7	7.8%	28	8.5%
	Total Count	238		90		328	
Offers to collaborate in research	Very satisfied	83	29.7%	34	31.8%	117	30.3%
	Somewhat satisfied	114	40.9%	43	40.2%	157	40.7%
	Somewhat dissatisfied	58	20.8%	16	15.0%	74	19.2%
	Very dissatisfied	24	8.6%	14	13.1%	38	9.8%
	Total Count	279		107		386	
Support for your research program	Very satisfied	87	33.3%	29	29.9%	116	32.4%
	Somewhat satisfied	113	43.3%	39	40.2%	152	42.5%
	Somewhat dissatisfied	42	16.1%	18	18.6%	60	16.8%
	Very dissatisfied	19	7.3%	11	11.3%	30	8.4%
	Total Count	261		97		358	
Mentoring for teaching	Very satisfied	45	24.3%	25	29.4%	70	25.9%
	Somewhat satisfied	83	44.9%	35	41.2%	118	43.7%
	Somewhat dissatisfied	37	20.0%	17	20.0%	54	20.0%
	Very dissatisfied	20	10.8%	8	9.4%	28	10.4%
	Total Count	185		85		270	
Satisfaction with support from supervisor:							
Assistance with establishing professional contacts	Very satisfied	372	36.9%	346	37.6%	718	37.2%
	Somewhat satisfied	408	40.5%	307	33.3%	715	37.1%
	Somewhat dissatisfied	139	13.8%	160	17.4%	299	15.5%
	Very dissatisfied	88	8.7%	108	11.7%	196	10.2%
	Total Count	1,007		921		1,928	
Advice on navigating office politics	Very satisfied	379	36.8%	327	34.2%	706	35.5%
	Somewhat satisfied	394	38.3%	329	34.4%	723	36.4%
	Somewhat dissatisfied	155	15.1%	170	17.8%	325	16.4%
	Very dissatisfied	101	9.8%	131	13.7%	232	11.7%
	Total Count	1,029		957		1,986	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):							
Mentoring for leadership positions	Very satisfied	279	27.5%	261	27.7%	540	27.6%
	Somewhat satisfied	362	35.7%	258	27.4%	620	31.7%
	Somewhat dissatisfied	215	21.2%	235	24.9%	450	23.0%
	Very dissatisfied	157	15.5%	189	20.0%	346	17.7%
	Total Count	1,013		943		1,956	
Mentoring for career advancement	Very satisfied	294	28.5%	275	28.1%	569	28.3%
	Somewhat satisfied	359	34.8%	279	28.6%	638	31.7%
	Somewhat dissatisfied	213	20.6%	227	23.2%	440	21.9%
	Very dissatisfied	167	16.2%	196	20.1%	363	18.1%
	Total Count	1,033		977		2,010	
Informal invitations (e.g., lunch/coffee)	Very satisfied	367	36.1%	341	36.7%	708	36.4%
	Somewhat satisfied	391	38.4%	328	35.3%	719	36.9%
	Somewhat dissatisfied	166	16.3%	150	16.1%	316	16.2%
	Very dissatisfied	94	9.2%	110	11.8%	204	10.5%
	Total Count	1,018		929		1,947	
Understanding that individuals have different family and personal responsibilities	Very satisfied	655	60.0%	631	60.2%	1286	60.1%
	Somewhat satisfied	312	28.6%	290	27.6%	602	28.1%
	Somewhat dissatisfied	81	7.4%	71	6.8%	152	7.1%
	Very dissatisfied	43	3.9%	57	5.4%	100	4.7%
	Total Count	1,091		1,049		2,140	
Acknowledgement of my contributions to my school/unit	Very satisfied	535	48.8%	517	49.3%	1,052	49.1%
	Somewhat satisfied	361	32.9%	314	30.0%	675	31.5%
	Somewhat dissatisfied	121	11.0%	118	11.3%	239	11.1%
	Very dissatisfied	79	7.2%	99	9.4%	178	8.3%
	Total Count	1,096		1,048		2,144	
The degree to which agreements are honored by my supervisor	Very satisfied	617	56.6%	543	53.7%	1,160	55.2%
	Somewhat satisfied	336	30.8%	306	30.2%	642	30.5%
	Somewhat dissatisfied	77	7.1%	92	9.1%	169	8.0%
	Very dissatisfied	61	5.6%	71	7.0%	132	6.3%
	Total Count	1,091		1,012		2,103	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):							
The degree to which my work performance is fairly evaluated	Very satisfied	586	53.9%	540	52.3%	1,126	53.1%
	Somewhat satisfied	330	30.3%	308	29.8%	638	30.1%
	Somewhat dissatisfied	102	9.4%	89	8.6%	191	9.0%
	Very dissatisfied	70	6.4%	96	9.3%	166	7.8%
	Total Count	1,088		1,033		2,121	
Obtaining the resources I need to excel	Very satisfied	469	42.4%	434	41.6%	903	42.0%
	Somewhat satisfied	397	35.9%	358	34.3%	755	35.1%
	Somewhat dissatisfied	156	14.1%	168	16.1%	324	15.1%
	Very dissatisfied	85	7.7%	84	8.0%	169	7.9%
	Total Count	1,107		1,044		2,151	
Diversity and Inclusion:							
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	614	54.2%	475	44.1%	1,089	49.3%
	Somewhat agree	423	37.4%	466	43.2%	889	40.2%
	Somewhat disagree	75	6.6%	110	10.2%	185	8.4%
	Strongly disagree	20	1.8%	27	2.5%	47	2.1%
	Total Count	1,132		1,078		2,210	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	578	53.2%	654	62.6%	1,232	57.8%
	Somewhat agree	376	34.6%	307	29.4%	683	32.1%
	Somewhat disagree	87	8.0%	62	5.9%	149	7.0%
	Strongly disagree	45	4.1%	22	2.1%	67	3.1%
	Total Count	1,086		1,045		2,131	
The diversity of our staff contributes to the overall prestige of Georgia Tech	Strongly agree	526	49.1%	558	53.7%	1,084	51.4%
	Somewhat agree	401	37.4%	340	32.7%	741	35.1%
	Somewhat disagree	94	8.8%	103	9.9%	197	9.3%
	Strongly disagree	50	4.7%	39	3.8%	89	4.2%
	Total Count	1,071		1,040		2,111	
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	321	35.7%	232	28.3%	553	32.2%
	Somewhat agree	370	41.2%	323	39.4%	693	40.3%
	Somewhat disagree	130	14.5%	157	19.2%	287	16.7%
	Strongly disagree	78	8.7%	107	13.1%	185	10.8%
	Total Count	899		819		1,718	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):							
I feel valued and respected by the Georgia Tech community	Strongly agree	433	38.6%	351	33.6%	784	36.2%
	Somewhat agree	488	43.5%	473	45.3%	961	44.4%
	Somewhat disagree	144	12.8%	166	15.9%	310	14.3%
	Strongly disagree	56	5.0%	54	5.2%	110	5.1%
	Total Count	1,121		1,044		2,165	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	119	11.8%	135	14.3%	254	13.0%
	Somewhat agree	166	16.4%	189	20.1%	355	18.2%
	Somewhat disagree	168	16.6%	141	15.0%	309	15.8%
	Strongly disagree	557	55.1%	476	50.6%	1,033	52.9%
	Total Count	1,010		941		1,951	
I am satisfied with my career progress at Georgia Tech	Strongly agree	313	28.3%	291	27.8%	604	28.1%
	Somewhat agree	440	39.8%	362	34.6%	802	37.3%
	Somewhat disagree	222	20.1%	240	22.9%	462	21.5%
	Strongly disagree	131	11.8%	153	14.6%	284	13.2%
	Total Count	1,106		1,046		2,152	
I freely interact with colleagues across Georgia Tech	Strongly agree	519	47.0%	483	45.8%	1,002	46.4%
	Somewhat agree	438	39.6%	429	40.7%	867	40.2%
	Somewhat disagree	108	9.8%	105	10.0%	213	9.9%
	Strongly disagree	40	3.6%	37	3.5%	77	3.6%
	Total Count	1,105		1,054		2,159	
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	Strongly agree	485	49.5%	388	41.9%	873	45.8%
	Somewhat agree	368	37.6%	351	37.9%	719	37.7%
	Somewhat disagree	72	7.4%	117	12.6%	189	9.9%
	Strongly disagree	54	5.5%	70	7.6%	124	6.5%
	Total Count	979		926		1,905	
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	Strongly agree	452	46.7%	348	38.3%	800	42.7%
	Somewhat agree	368	38.1%	334	36.8%	702	37.4%
	Somewhat disagree	91	9.4%	133	14.6%	224	11.9%
	Strongly disagree	56	5.8%	93	10.2%	149	7.9%
	Total Count	967		908		1,875	

Staff Frequencies by Gender

		Male		Female		GT Total	
		Count	Percent	Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):							
Hiring practices in my unit are consistent with Georgia Tech’s commitment to diversity	Strongly agree	530	56.0%	400	45.2%	930	50.8%
	Somewhat agree	316	33.4%	320	36.2%	636	34.7%
	Somewhat disagree	56	5.9%	100	11.3%	156	8.5%
	Strongly disagree	44	4.7%	65	7.3%	109	6.0%
	Total Count	946		885		1,831	
Promotion practices in my unit are consistent with Georgia Tech’s commitment to diversity	Strongly agree	417	46.3%	285	34.0%	702	40.4%
	Somewhat agree	306	34.0%	242	28.8%	548	31.5%
	Somewhat disagree	88	9.8%	153	18.2%	241	13.9%
	Strongly disagree	89	9.9%	159	19.0%	248	14.3%
	Total Count	900		839		1,739	

Staff Frequencies by Underrepresented Minorities (URM)

		Not URM		URM	
		Count	Percent	Count	Percent
In my work environment...					
I freely interact with my co-workers/colleagues in my unit	Strongly agree	1,129	72.2%	395	69.7%
	Somewhat agree	360	23.0%	143	25.2%
	Somewhat disagree	62	4.0%	17	3.0%
	Strongly disagree	12	.8%	12	2.1%
	Total Count	1,563		567	
People are sensitive to cultural differences among employees	Strongly agree	637	43.2%	130	24.3%
	Somewhat agree	660	44.7%	268	50.2%
	Somewhat disagree	128	8.7%	87	16.3%
	Strongly disagree	50	3.4%	49	9.2%
	Total Count	1,475		534	
I feel comfortable sharing my thoughts and ideas	Strongly agree	761	49.2%	198	35.3%
	Somewhat agree	599	38.7%	246	43.9%
	Somewhat disagree	124	8.0%	70	12.5%
	Strongly disagree	62	4.0%	47	8.4%
	Total Count	1,546		561	
I am comfortable expressing an opinion that is different from others in the workplace	Strongly agree	633	40.9%	217	38.5%
	Somewhat agree	658	42.5%	218	38.7%
	Somewhat disagree	189	12.2%	86	15.2%
	Strongly disagree	68	4.4%	43	7.6%
	Total Count	1,548		564	
People express disagreements in a respectful manner	Strongly agree	555	36.1%	154	27.6%
	Somewhat agree	720	46.8%	261	46.8%
	Somewhat disagree	202	13.1%	98	17.6%
	Strongly disagree	60	3.9%	45	8.1%
	Total Count	1,537		558	
My co-workers/colleagues are open-minded when discussing differences among people	Strongly agree	541	36.1%	147	27.1%
	Somewhat agree	722	48.2%	248	45.7%
	Somewhat disagree	191	12.8%	103	19.0%
	Strongly disagree	44	2.9%	45	8.3%
	Total Count	1,498		543	

Staff Frequencies by Underrepresented Minorities (URM)

		Not URM		URM	
		Count	Percent	Count	Percent
In my work environment... (cont'd):					
My supervisor is open-minded when discussing differences among people	Strongly agree	909	60.8%	254	47.0%
	Somewhat agree	427	28.6%	180	33.3%
	Somewhat disagree	104	7.0%	58	10.7%
	Strongly disagree	55	3.7%	49	9.1%
	Total Count	1,495		541	
People communicate regularly with each other	Strongly agree	599	38.9%	184	33.2%
	Somewhat agree	647	42.0%	223	40.3%
	Somewhat disagree	204	13.3%	95	17.1%
	Strongly disagree	89	5.8%	52	9.4%
	Total Count	1,539		554	
People treat each other fairly	Strongly agree	616	40.0%	122	21.7%
	Somewhat agree	679	44.1%	233	41.4%
	Somewhat disagree	161	10.4%	120	21.3%
	Strongly disagree	85	5.5%	88	15.6%
	Total Count	1,541		563	
I am encouraged and empowered	Strongly agree	637	41.4%	171	30.8%
	Somewhat agree	560	36.4%	219	39.4%
	Somewhat disagree	233	15.1%	81	14.6%
	Strongly disagree	109	7.1%	85	15.3%
	Total Count	1,539		556	
My feedback is sought and respected	Strongly agree	630	40.8%	171	30.7%
	Somewhat agree	596	38.6%	222	39.9%
	Somewhat disagree	204	13.2%	89	16.0%
	Strongly disagree	115	7.4%	75	13.5%
	Total Count	1,545		557	
Collaboration is encouraged	Strongly agree	739	47.9%	202	36.3%
	Somewhat agree	583	37.8%	220	39.6%
	Somewhat disagree	150	9.7%	77	13.8%
	Strongly disagree	72	4.7%	57	10.3%
	Total Count	1,544		556	

		Not URM		URM	
		Count	Percent	Count	Percent
Support from co-workers/colleagues:					
Assistance with establishing professional contacts	Very satisfied	486	34.8%	151	30.8%
	Somewhat satisfied	660	47.3%	226	46.1%
	Somewhat dissatisfied	188	13.5%	66	13.5%
	Very dissatisfied	62	4.4%	47	9.6%
	Total Count	1,396		490	
Advice on navigating office politics	Very satisfied	396	28.2%	112	22.9%
	Somewhat satisfied	668	47.6%	213	43.5%
	Somewhat dissatisfied	243	17.3%	94	19.2%
	Very dissatisfied	95	6.8%	71	14.5%
	Total Count	1,402		490	
Mentoring for leadership positions	Very satisfied	299	21.7%	82	16.4%
	Somewhat satisfied	510	36.9%	169	33.7%
	Somewhat dissatisfied	361	26.1%	112	22.4%
	Very dissatisfied	211	15.3%	138	27.5%
	Total Count	1,381		501	
Mentoring for career advancement	Very satisfied	311	22.1%	93	18.2%
	Somewhat satisfied	502	35.7%	161	31.4%
	Somewhat dissatisfied	349	24.8%	114	22.3%
	Very dissatisfied	246	17.5%	144	28.1%
	Total Count	1,408		512	
Informal invitations (e.g., lunch/coffee)	Very satisfied	492	33.9%	133	26.5%
	Somewhat satisfied	613	42.3%	212	42.3%
	Somewhat dissatisfied	235	16.2%	76	15.2%
	Very dissatisfied	110	7.6%	80	16.0%
	Total Count	1,450		501	
Mentoring or support from colleagues in:					
Guidance on obtaining grants	Very satisfied	57	21.2%	5	25.0%
	Somewhat satisfied	117	43.5%	8	40.0%
	Somewhat dissatisfied	64	23.8%	4	20.0%
	Very dissatisfied	31	11.5%	3	15.0%
	Total Count	269		20	

		Not URM		URM	
		Count	Percent	Count	Percent
Mentoring or support from colleagues in (cont'd):					
Guidance on publishing your research	Very satisfied	75	25.9%	5	29.4%
	Somewhat satisfied	126	43.4%	3	17.6%
	Somewhat dissatisfied	68	23.4%	7	41.2%
	Very dissatisfied	21	7.2%	2	11.8%
	Total Count	290		17	
Offers to collaborate in research	Very satisfied	103	30.2%	9	37.5%
	Somewhat satisfied	143	41.9%	8	33.3%
	Somewhat dissatisfied	66	19.4%	3	12.5%
	Very dissatisfied	29	8.5%	4	16.7%
	Total Count	341		24	
Support for your research program	Very satisfied	101	32.1%	9	39.1%
	Somewhat satisfied	135	42.9%	10	43.5%
	Somewhat dissatisfied	54	17.1%	2	8.7%
	Very dissatisfied	25	7.9%	2	8.7%
	Total Count	315		23	
Mentoring for teaching	Very satisfied	61	27.0%	6	22.2%
	Somewhat satisfied	99	43.8%	12	44.4%
	Somewhat dissatisfied	45	19.9%	5	18.5%
	Very dissatisfied	21	9.3%	4	14.8%
	Total Count	226		27	
Satisfaction with support from supervisor:					
Assistance with establishing professional contacts	Very satisfied	529	38.6%	161	34.0%
	Somewhat satisfied	522	38.0%	172	36.4%
	Somewhat dissatisfied	208	15.2%	76	16.1%
	Very dissatisfied	113	8.2%	64	13.5%
	Total Count	1,372		473	
Advice on navigating office politics	Very satisfied	529	37.4%	156	31.8%
	Somewhat satisfied	527	37.3%	171	34.9%
	Somewhat dissatisfied	222	15.7%	81	16.5%
	Very dissatisfied	136	9.6%	82	16.7%
	Total Count	1,414		490	

Staff Frequencies by Underrepresented Minorities (URM)

		Not URM		URM	
		Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):					
Mentoring for leadership positions	Very satisfied	408	29.5%	117	23.6%
	Somewhat satisfied	461	33.4%	141	28.5%
	Somewhat dissatisfied	304	22.0%	123	24.8%
	Very dissatisfied	209	15.1%	114	23.0%
	Total Count	1,382		495	
Mentoring for career advancement	Very satisfied	425	30.0%	127	24.8%
	Somewhat satisfied	469	33.1%	152	29.6%
	Somewhat dissatisfied	303	21.4%	112	21.8%
	Very dissatisfied	219	15.5%	122	23.8%
	Total Count	1,416		513	
Informal invitations (e.g., lunch/coffee)	Very satisfied	539	38.8%	151	31.7%
	Somewhat satisfied	509	36.6%	176	37.0%
	Somewhat dissatisfied	220	15.8%	84	17.6%
	Very dissatisfied	122	8.8%	65	13.7%
	Total Count	1,390		476	
Understanding that individuals have different family and personal responsibilities	Very satisfied	952	63.3%	282	51.5%
	Somewhat satisfied	404	26.9%	174	31.8%
	Somewhat dissatisfied	92	6.1%	54	9.9%
	Very dissatisfied	55	3.7%	38	6.9%
	Total Count	1,503		548	
Acknowledgement of my contributions to my School/unit	Very satisfied	779	51.3%	237	44.1%
	Somewhat satisfied	472	31.1%	179	33.3%
	Somewhat dissatisfied	159	10.5%	63	11.7%
	Very dissatisfied	108	7.1%	59	11.0%
	Total Count	1,518		538	
The degree to which agreements are honored by my supervisor	Very satisfied	873	58.4%	239	45.3%
	Somewhat satisfied	434	29.0%	189	35.8%
	Somewhat dissatisfied	109	7.3%	51	9.7%
	Very dissatisfied	78	5.2%	49	9.3%
	Total Count	1,494		528	

Staff Frequencies by Underrepresented Minorities (URM)		Not URM		URM	
		Count	Percent	Count	Percent
Satisfaction with support from supervisor (cont'd):					
The degree to which my work performance is fairly evaluated	Very satisfied	857	57.6%	228	41.8%
	Somewhat satisfied	423	28.4%	192	35.2%
	Somewhat dissatisfied	114	7.7%	62	11.4%
	Very dissatisfied	94	6.3%	63	11.6%
	Total Count	1,488		545	
Obtaining the resources I need to excel	Very satisfied	670	44.1%	198	36.3%
	Somewhat satisfied	517	34.1%	209	38.3%
	Somewhat dissatisfied	229	15.1%	79	14.5%
	Very dissatisfied	102	6.7%	60	11.0%
	Total Count	1,518		546	
Diversity and Inclusion:					
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	837	53.9%	215	38.1%
	Somewhat agree	586	37.7%	266	47.1%
	Somewhat disagree	108	7.0%	64	11.3%
	Strongly disagree	22	1.4%	20	3.5%
	Total Count	1,553		565	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	855	57.5%	323	58.1%
	Somewhat agree	483	32.5%	181	32.6%
	Somewhat disagree	107	7.2%	33	5.9%
	Strongly disagree	42	2.8%	19	3.4%
	Total Count	1,487		556	
The diversity of our staff contributes to the overall prestige of Georgia Tech	Strongly agree	779	52.7%	262	48.0%
	Somewhat agree	517	35.0%	193	35.3%
	Somewhat disagree	128	8.7%	62	11.4%
	Strongly disagree	53	3.6%	29	5.3%
	Total Count	1,477		546	
Adequate processes are in place to address grievances at Georgia Tech	Strongly agree	417	34.9%	120	25.9%
	Somewhat agree	493	41.3%	180	38.8%
	Somewhat disagree	173	14.5%	105	22.6%
	Strongly disagree	111	9.3%	59	12.7%
	Total Count	1,194		464	

Staff Frequencies by Underrepresented Minorities (URM)

		Not URM		URM	
		Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):					
I feel valued and respected by the Georgia Tech community	Strongly agree	598	39.1%	163	29.9%
	Somewhat agree	652	42.6%	266	48.8%
	Somewhat disagree	210	13.7%	84	15.4%
	Strongly disagree	69	4.5%	32	5.9%
	Total Count	1,529		545	
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	166	11.9%	70	15.0%
	Somewhat agree	234	16.7%	110	23.5%
	Somewhat disagree	223	15.9%	75	16.0%
	Strongly disagree	777	55.5%	213	45.5%
	Total Count	1,400		468	
I am satisfied with my career progress at Georgia Tech	Strongly agree	453	29.9%	133	24.2%
	Somewhat agree	576	38.0%	197	35.9%
	Somewhat disagree	308	20.3%	126	23.0%
	Strongly disagree	180	11.9%	93	16.9%
	Total Count	1,517		549	
I freely interact with colleagues across Georgia Tech	Strongly agree	733	48.3%	243	43.9%
	Somewhat agree	588	38.7%	235	42.5%
	Somewhat disagree	152	10.0%	49	8.9%
	Strongly disagree	45	3.0%	26	4.7%
	Total Count	1,518		553	
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	Strongly agree	672	51.2%	176	34.0%
	Somewhat agree	481	36.7%	206	39.8%
	Somewhat disagree	110	8.4%	68	13.2%
	Strongly disagree	49	3.7%	67	13.0%
	Total Count	1,312		517	
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	Strongly agree	618	47.5%	154	30.5%
	Somewhat agree	491	37.7%	189	37.4%
	Somewhat disagree	127	9.8%	88	17.4%
	Strongly disagree	65	5.0%	74	14.7%
	Total Count	1,301		505	

Staff Frequencies by Underrepresented Minorities (URM)

		Not URM		URM	
		Count	Percent	Count	Percent
Diversity and Inclusion (cont'd):					
	Strongly agree	736	57.6%	158	32.7%
	Somewhat agree	424	33.2%	189	39.1%
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	Somewhat disagree	74	5.8%	78	16.1%
	Strongly disagree	44	3.4%	58	12.0%
	Total Count	1,278		483	
	Strongly agree	580	48.1%	96	20.5%
	Somewhat agree	391	32.4%	137	29.2%
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	Somewhat disagree	133	11.0%	105	22.4%
	Strongly disagree	102	8.5%	131	27.9%
	Total Count	1,206		469	

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Appendix C—Students

Undergraduate and Graduate Student Frequencies		Undergraduate		Graduate	
		Count	Percent	Count	Percent
This semester, how frequently have you studied in the following groups:					
In groups with students of different majors	Very Often	282	13.3	67	5.7
	Often	467	22.1	148	12.6
	Sometimes	841	39.7	381	32.4
	Never	527	24.9	580	49.3
	Total Count	2,117		1,176	
In groups with students of different races or ethnicities	Very Often	543	25.6	340	28.7
	Often	719	34.0	355	30.0
	Sometimes	627	29.6	313	26.5
	Never	228	10.8	175	14.8
	Total Count	2,117		1,183	
In groups with U.S. and international students	Very Often	289	13.7	308	26.1
	Often	502	23.7	338	28.6
	Sometimes	805	38.1	324	27.4
	Never	518	24.5	211	17.9
	Total Count	2,114		1,181	
In groups comprised of men and women	Very Often	615	29.1	294	24.9
	Often	628	29.7	299	25.4
	Sometimes	633	30.0	353	29.9
	Never	237	11.2	233	19.8
	Total Count	2,113		1,179	
On your own	Very Often	1,343	63.6	691	58.6
	Often	551	26.1	308	26.1
	Sometimes	202	9.6	140	11.9
	Never	14	.7	40	3.4
	Total Count	2,110		1,179	
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	351	17.2	338	30.7
	Somewhat agree	1,189	58.2	578	52.5
	Somewhat disagree	368	18.0	137	12.5
	Strongly disagree	135	6.6	47	4.3
	Total Count	2,043		1,100	

Undergraduate and Graduate Student Frequencies		Undergraduate		Graduate	
		Count	Percent	Count	Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	1,110	56.8	256	29.0
	Somewhat agree	638	32.6	435	49.3
	Somewhat disagree	140	7.2	132	15.0
	Strongly disagree	67	3.4	59	6.7
	Total Count	1,955		882	
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	Strongly agree	767	38.7	418	40.9
	Somewhat agree	875	44.2	444	43.4
	Somewhat disagree	211	10.7	105	10.3
	Strongly disagree	127	6.4	56	5.5
	Total Count	1,980		1,023	
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	307	15.3	134	12.0
	Somewhat agree	736	36.7	402	36.0
	Somewhat disagree	589	29.3	327	29.3
	Strongly disagree	376	18.7	254	22.7
	Total Count	2,008		1,117	
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	239	11.9	110	9.8
	Somewhat agree	587	29.2	341	30.5
	Somewhat disagree	652	32.4	367	32.9
	Strongly disagree	532	26.5	299	26.8
	Total Count	2,010		1,117	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	764	36.6	491	43.2
	Somewhat agree	972	46.6	500	44.0
	Somewhat disagree	262	12.6	114	10.0
	Strongly disagree	88	4.2	32	2.8
	Total Count	2,086		1,137	
I feel valued and respected by the Georgia Tech community	Strongly agree	654	32.4	413	36.7
	Somewhat agree	942	46.6	535	47.6
	Somewhat disagree	307	15.2	122	10.9
	Strongly disagree	117	5.8	54	4.8
	Total Count	2,020		1,124	

Undergraduate and Graduate Student Frequencies

		Undergraduate		Graduate	
		Count	Percent	Count	Percent
This semester, how frequently have you studied in the following groups (cont'd):					
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	85	4.5	29	2.8
	Somewhat agree	221	11.6	91	8.7
	Somewhat disagree	270	14.1	132	12.6
	Strongly disagree	1,333	69.8	797	76.0
	Total Count	1,909		1,049	
I feel that my academic aspirations are supported at Georgia Tech.	Strongly agree	952	45.7	556	47.9
	Somewhat agree	838	40.2	472	40.7
	Somewhat disagree	209	10.0	103	8.9
	Strongly disagree	83	4.0	29	2.5
	Total Count	2,082		1,160	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	784	40.1	512	47.6
	Somewhat agree	816	41.8	427	39.7
	Somewhat disagree	244	12.5	99	9.2
	Strongly disagree	110	5.6	37	3.4
	Total Count	1,954		1,075	
Commitment to diversity is demonstrated by Georgia Tech	Strongly agree	970	48.0	479	44.0
	Somewhat agree	873	43.2	511	47.0
	Somewhat disagree	145	7.2	76	7.0
	Strongly disagree	31	1.5	22	2.0
	Total Count	2,019		1,088	
Georgia Tech effectively recruits students from diverse backgrounds	Strongly agree	1,046	53.2	492	46.6
	Somewhat agree	756	38.5	457	43.3
	Somewhat disagree	125	6.4	86	8.1
	Strongly disagree	39	2.0	21	2.0
	Total Count	1,966		1,056	
Georgia Tech offers an array of programs and events that meet my social and cultural needs	Strongly agree	782	39.5	267	27.0
	Somewhat agree	879	44.4	513	51.9
	Somewhat disagree	231	11.7	154	15.6
	Strongly disagree	89	4.5	55	5.6
	Total Count	1,981		989	

Undergraduate and Graduate Student Frequencies		Undergraduate		Graduate	
		Count	Percent	Count	Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Adequate processes are in place to address student grievances at Georgia Tech	Strongly agree	258	16.3	154	21.9
	Somewhat agree	639	40.3	338	48.1
	Somewhat disagree	457	28.8	151	21.5
	Strongly disagree	231	14.6	60	8.5
	Total Count	1,585		703	
While at Georgia Tech, I have learned about different worldviews	Strongly agree	761	37.6	405	37.3
	Somewhat agree	975	48.2	515	47.4
	Somewhat disagree	212	10.5	125	11.5
	Strongly disagree	75	3.7	41	3.8
	Total Count	2,023		1,086	
Georgia Tech is open to new ideas and new traditions	Strongly agree	648	33.2	326	33.6
	Somewhat agree	934	47.9	499	51.4
	Somewhat disagree	287	14.7	118	12.2
	Strongly disagree	82	4.2	27	2.8
	Total Count	1,951		970	
How comfortable are you discussing diversity related issues with:					
Personal friends at Georgia Tech	Very comfortable	1,717	81.3	852	72.4
	Somewhat comfortable	339	16.0	269	22.9
	Somewhat uncomfortable	37	1.8	44	3.7
	Very uncomfortable	20	.9	12	1.0
	Total Count	2,113		1,177	
Classmates	Very comfortable	658	31.2	394	33.6
	Somewhat comfortable	1,032	49.0	553	47.1
	Somewhat uncomfortable	347	16.5	177	15.1
	Very uncomfortable	71	3.4	49	4.2
	Total Count	2,108		1,173	

Undergraduate and Graduate Student Frequencies		Undergraduate		Graduate	
		Count	Percent	Count	Percent
How comfortable are you discussing diversity related issues with (cont'd):					
Members of my fraternity/sorority	Very comfortable	837	44.0	289	30.1
	Somewhat comfortable	683	35.9	412	42.9
	Somewhat uncomfortable	195	10.2	144	15.0
	Very uncomfortable	188	9.9	116	12.1
	Total Count	1,903		961	
Instructors/Faculty	Very comfortable	483	22.9	283	24.2
	Somewhat comfortable	822	39.0	475	40.6
	Somewhat uncomfortable	601	28.6	285	24.4
	Very uncomfortable	199	9.5	127	10.9
	Total Count	2,105		1,170	
Staff	Very comfortable	456	21.7	252	21.7
	Somewhat comfortable	807	38.4	457	39.4
	Somewhat uncomfortable	628	29.8	324	27.9
	Very uncomfortable	213	10.1	128	11.0
	Total Count	2,104		1,161	
Administration	Very comfortable	469	22.3	263	22.6
	Somewhat comfortable	795	37.8	445	38.2
	Somewhat uncomfortable	584	27.8	311	26.7
	Very uncomfortable	254	12.1	145	12.5
	Total Count	2,102		1,164	

Undergraduate and Graduate Student Frequencies		Undergraduate		Graduate	
		Count	Percent	Count	Percent
In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture:					
Arts and entertainment	Very Often	210	9.9	63	5.4
	Often	401	19.0	150	12.7
	Sometimes	961	45.5	627	53.3
	Never	540	25.6	337	28.6
	Total Count	2,112		1,177	
Religious and/or spiritual	Very Often	134	6.3	45	3.8
	Often	143	6.8	65	5.5
	Sometimes	522	24.7	266	22.7
	Never	1,312	62.2	797	67.9
	Total Count	2,111		1,173	
Cultural celebrations and holidays	Very Often	134	6.4	46	3.9
	Often	345	16.4	176	15.0
	Sometimes	940	44.7	560	47.9
	Never	686	32.6	388	33.2
	Total Count	2,105		1,170	
Educational forums (lectures, presentations)	Very Often	204	9.7	175	14.9
	Often	393	18.6	332	28.3
	Sometimes	932	44.2	450	38.3
	Never	581	27.5	217	18.5
	Total Count	2,110		1,174	
Student focused cultural organizations (e.g., Chinese Student Assoc., Culture Tech, India Club, etc.)	Very Often	115	5.4	45	3.8
	Often	193	9.1	117	9.9
	Sometimes	549	26.0	372	31.6
	Never	1,257	59.5	642	54.6
	Total Count	2,114		1,176	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups:							
In groups with students of different majors	Very Often	135	11.1%	146	16.3%	281	13.3%
	Often	275	22.7%	191	21.3%	466	22.1%
	Sometimes	471	38.8%	368	41.1%	839	39.8%
	Never	332	27.4%	190	21.2%	522	24.8%
	Total Count	1,213		895		2,108	
In groups with students of different races or ethnicities	Very Often	270	22.2%	268	30.0%	538	25.5%
	Often	442	36.4%	276	30.9%	718	34.1%
	Sometimes	352	29.0%	272	30.5%	624	29.6%
	Never	151	12.4%	77	8.6%	228	10.8%
	Total Count	1,215		893		2,108	
In groups with U.S. and international students	Very Often	148	12.2%	138	15.4%	286	13.6%
	Often	312	25.8%	190	21.3%	502	23.8%
	Sometimes	463	38.2%	340	38.0%	803	38.1%
	Never	288	23.8%	226	25.3%	514	24.4%
	Total Count	1,211		894		2,105	
In groups comprised of men and women	Very Often	258	21.3%	354	39.6%	612	29.1%
	Often	343	28.3%	284	31.8%	627	29.8%
	Sometimes	423	35.0%	206	23.0%	629	29.9%
	Never	186	15.4%	50	5.6%	236	11.2%
	Total Count	1,210		894		2,104	
On your own	Very Often	742	61.2%	593	66.7%	1,335	63.5%
	Often	345	28.5%	205	23.1%	550	26.2%
	Sometimes	116	9.6%	86	9.7%	202	9.6%
	Never	9	.7%	5	.6%	14	.7%
	Total Count	1,212		889		2,101	
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	200	17.2%	149	17.1%	349	17.1%
	Somewhat agree	665	57.1%	520	59.8%	1,185	58.2%
	Somewhat disagree	218	18.7%	148	17.0%	366	18.0%
	Strongly disagree	82	7.0%	53	6.1%	135	6.6%
	Total Count	1,165		870		2,035	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	567	51.6%	536	63.3%	1,103	56.7%
	Somewhat agree	398	36.2%	238	28.1%	636	32.7%
	Somewhat disagree	89	8.1%	51	6.0%	140	7.2%
	Strongly disagree	45	4.1%	22	2.6%	67	3.4%
	Total Count	1,099		847		1,946	
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	Strongly agree	449	39.7%	313	37.2%	762	38.6%
	Somewhat agree	484	42.8%	389	46.2%	873	44.3%
	Somewhat disagree	127	11.2%	84	10.0%	211	10.7%
	Strongly disagree	70	6.2%	56	6.7%	126	6.4%
	Total Count	1,130		842		1,972	
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	186	16.2%	121	14.1%	307	15.3%
	Somewhat agree	409	35.7%	324	37.8%	733	36.6%
	Somewhat disagree	332	29.0%	256	29.9%	588	29.4%
	Strongly disagree	218	19.0%	156	18.2%	374	18.7%
	Total Count	1,145		857		2,002	
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	150	13.1%	89	10.4%	239	11.9%
	Somewhat agree	333	29.1%	251	29.3%	584	29.2%
	Somewhat disagree	360	31.5%	291	34.0%	651	32.5%
	Strongly disagree	301	26.3%	226	26.4%	527	26.3%
	Total Count	1,144		857		2,001	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	402	33.7%	357	40.4%	759	36.5%
	Somewhat agree	578	48.4%	391	44.2%	969	46.7%
	Somewhat disagree	163	13.7%	98	11.1%	261	12.6%
	Strongly disagree	50	4.2%	38	4.3%	88	4.2%
	Total Count	1,193		884		2,077	
I feel valued and respected by the Georgia Tech community	Strongly agree	339	29.5%	312	36.2%	651	32.4%
	Somewhat agree	542	47.2%	396	45.9%	938	46.6%
	Somewhat disagree	197	17.1%	109	12.6%	306	15.2%
	Strongly disagree	71	6.2%	46	5.3%	117	5.8%
	Total Count	1,149		863		2,012	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	49	4.5%	36	4.4%	85	4.5%
	Somewhat agree	130	12.0%	90	11.0%	220	11.6%
	Somewhat disagree	152	14.0%	116	14.2%	268	14.1%
	Strongly disagree	754	69.5%	573	70.3%	1,327	69.8%
	Total Count	1,085		815		1,900	
I feel that my academic aspirations are supported at Georgia Tech.	Strongly agree	531	44.7%	416	47.0%	947	45.7%
	Somewhat agree	491	41.4%	344	38.8%	835	40.3%
	Somewhat disagree	119	10.0%	89	10.0%	208	10.0%
	Strongly disagree	46	3.9%	37	4.2%	83	4.0%
	Total Count	1,187		886		2,073	
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	401	36.0%	380	45.8%	781	40.2%
	Somewhat agree	462	41.4%	352	42.4%	814	41.9%
	Somewhat disagree	169	15.2%	74	8.9%	243	12.5%
	Strongly disagree	83	7.4%	24	2.9%	107	5.5%
	Total Count	1,115		830		1,945	
Commitment to diversity is demonstrated by Georgia Tech	Strongly agree	519	45.2%	446	51.7%	965	48.0%
	Somewhat agree	510	44.4%	360	41.8%	870	43.3%
	Somewhat disagree	97	8.4%	47	5.5%	144	7.2%
	Strongly disagree	22	1.9%	9	1.0%	31	1.5%
	Total Count	1,148		862		2,010	
Georgia Tech effectively recruits students from diverse backgrounds	Strongly agree	566	50.7%	477	56.7%	1,043	53.3%
	Somewhat agree	449	40.2%	302	35.9%	751	38.4%
	Somewhat disagree	76	6.8%	49	5.8%	125	6.4%
	Strongly disagree	25	2.2%	14	1.7%	39	2.0%
	Total Count	1,116		842		1,958	
Georgia Tech offers an array of programs and events that meet my social and cultural needs	Strongly agree	371	33.2%	407	47.5%	778	39.4%
	Somewhat agree	529	47.3%	347	40.5%	876	44.4%
	Somewhat disagree	154	13.8%	77	9.0%	231	11.7%
	Strongly disagree	64	5.7%	25	2.9%	89	4.5%
	Total Count	1,118		856		1,974	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
Adequate processes are in place to address student grievances at Georgia Tech	Strongly agree	139	15.7%	117	16.8%	256	16.2%
	Somewhat agree	375	42.5%	263	37.7%	638	40.4%
	Somewhat disagree	229	25.9%	226	32.4%	455	28.8%
	Strongly disagree	140	15.9%	91	13.1%	231	14.6%
	Total Count	883		697		1,580	
While at Georgia Tech, I have learned about different worldviews	Strongly agree	419	36.5%	337	38.8%	756	37.5%
	Somewhat agree	553	48.2%	420	48.3%	973	48.3%
	Somewhat disagree	117	10.2%	95	10.9%	212	10.5%
	Strongly disagree	58	5.1%	17	2.0%	75	3.7%
	Total Count	1,147		869		2,016	
Georgia Tech is open to new ideas and new traditions	Strongly agree	339	30.7%	306	36.4%	645	33.2%
	Somewhat agree	547	49.6%	383	45.6%	930	47.9%
	Somewhat disagree	160	14.5%	126	15.0%	286	14.7%
	Strongly disagree	57	5.2%	25	3.0%	82	4.2%
	Total Count	1,103		840		1,943	
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:							
Age	Strongly agree	570	49.0%	424	48.2%	994	48.7%
	Somewhat agree	427	36.7%	340	38.7%	767	37.6%
	Somewhat disagree	124	10.7%	93	10.6%	217	10.6%
	Strongly disagree	42	3.6%	22	2.5%	64	3.1%
	Total Count	1,163		879		2,042	
Gender/gender identity	Strongly agree	535	46.0%	326	37.1%	861	42.2%
	Somewhat agree	425	36.5%	347	39.5%	772	37.8%
	Somewhat disagree	156	13.4%	167	19.0%	323	15.8%
	Strongly disagree	47	4.0%	38	4.3%	85	4.2%
	Total Count	1,163		878		2,041	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):							
Veteran status or military involvement	Strongly agree	595	65.2%	418	65.7%	1,013	65.4%
	Somewhat agree	261	28.6%	190	29.9%	451	29.1%
	Somewhat disagree	43	4.7%	22	3.5%	65	4.2%
	Strongly disagree	13	1.4%	6	.9%	19	1.2%
	Total Count	912		636		1,548	
Status as a school athlete	Strongly agree	370	34.7%	238	30.1%	608	32.7%
	Somewhat agree	353	33.1%	290	36.6%	643	34.6%
	Somewhat disagree	233	21.9%	186	23.5%	419	22.6%
	Strongly disagree	109	10.2%	78	9.8%	187	10.1%
	Total Count	1,065		792		1,857	
National origin	Strongly agree	516	44.9%	371	43.3%	887	44.2%
	Somewhat agree	450	39.2%	378	44.1%	828	41.3%
	Somewhat disagree	154	13.4%	89	10.4%	243	12.1%
	Strongly disagree	29	2.5%	19	2.2%	48	2.4%
	Total Count	1,149		857		2,006	
Individual disabilities	Strongly agree	488	46.6%	363	46.5%	851	46.6%
	Somewhat agree	409	39.0%	318	40.8%	727	39.8%
	Somewhat disagree	124	11.8%	82	10.5%	206	11.3%
	Strongly disagree	27	2.6%	17	2.2%	44	2.4%
	Total Count	1,048		780		1,828	
Race or ethnicity	Strongly agree	570	49.0%	421	48.6%	991	48.8%
	Somewhat agree	430	37.0%	343	39.6%	773	38.1%
	Somewhat disagree	131	11.3%	81	9.3%	212	10.4%
	Strongly disagree	32	2.8%	22	2.5%	54	2.7%
	Total Count	1,163		867		2,030	
Socioeconomic status	Strongly agree	567	50.8%	420	50.0%	987	50.5%
	Somewhat agree	395	35.4%	317	37.7%	712	36.4%
	Somewhat disagree	116	10.4%	79	9.4%	195	10.0%
	Strongly disagree	38	3.4%	24	2.9%	62	3.2%
	Total Count	1,116		840		1,956	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):							
Sexual orientation	Strongly agree	418	42.1%	305	40.8%	723	41.5%
	Somewhat agree	395	39.8%	331	44.3%	726	41.7%
	Somewhat disagree	129	13.0%	87	11.6%	216	12.4%
	Strongly disagree	51	5.1%	25	3.3%	76	4.4%
	Total Count	993		748		1,741	
Fraternity or sorority affiliation	Strongly agree	291	26.7%	181	21.7%	472	24.5%
	Somewhat agree	378	34.7%	317	38.0%	695	36.1%
	Somewhat disagree	290	26.6%	245	29.4%	535	27.8%
	Strongly disagree	131	12.0%	91	10.9%	222	11.5%
	Total Count	1,090		834		1,924	
Religion	Strongly agree	454	41.3%	348	41.3%	802	41.3%
	Somewhat agree	454	41.3%	381	45.2%	835	43.0%
	Somewhat disagree	153	13.9%	96	11.4%	249	12.8%
	Strongly disagree	38	3.5%	18	2.1%	56	2.9%
	Total Count	1,099		843		1,942	
Political affiliation/opinions	Strongly agree	418	38.7%	304	37.5%	722	38.2%
	Somewhat agree	458	42.4%	365	45.0%	823	43.5%
	Somewhat disagree	158	14.6%	112	13.8%	270	14.3%
	Strongly disagree	45	4.2%	30	3.7%	75	4.0%
	Total Count	1,079		811		1,890	
How comfortable are you discussing diversity related issues with:							
Personal friends at Georgia Tech	Very comfortable	952	78.7%	758	84.8%	1,710	81.3%
	Somewhat comfortable	221	18.3%	116	13.0%	337	16.0%
	Somewhat uncomfortable	26	2.1%	11	1.2%	37	1.8%
	Very uncomfortable	11	.9%	9	1.0%	20	1.0%
	Total Count	1,210		894		2,104	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
How comfortable are you discussing diversity related issues with (cont'd):							
Classmates	Very comfortable	380	31.5%	277	31.1%	657	31.3%
	Somewhat comfortable	571	47.3%	455	51.0%	1,026	48.9%
	Somewhat uncomfortable	211	17.5%	134	15.0%	345	16.4%
	Very uncomfortable	45	3.7%	26	2.9%	71	3.4%
	Total Count	1,207		892		2,099	
Members of my fraternity/sorority	Very comfortable	471	43.5%	363	44.6%	834	44.0%
	Somewhat comfortable	386	35.6%	293	36.0%	679	35.8%
	Somewhat uncomfortable	116	10.7%	79	9.7%	195	10.3%
	Very uncomfortable	110	10.2%	78	9.6%	188	9.9%
	Total Count	1,083		813		1,896	
Instructors/Faculty	Very comfortable	277	23.0%	205	23.0%	482	23.0%
	Somewhat comfortable	467	38.8%	352	39.5%	819	39.1%
	Somewhat uncomfortable	341	28.3%	256	28.7%	597	28.5%
	Very uncomfortable	120	10.0%	78	8.8%	198	9.4%
	Total Count	1,205		891		2,096	
Staff	Very comfortable	261	21.7%	193	21.6%	454	21.7%
	Somewhat comfortable	461	38.3%	343	38.5%	804	38.4%
	Somewhat uncomfortable	357	29.7%	268	30.0%	625	29.8%
	Very uncomfortable	124	10.3%	88	9.9%	212	10.1%
	Total Count	1,203		892		2,095	
Administration	Very comfortable	271	22.5%	197	22.1%	468	22.4%
	Somewhat comfortable	458	38.1%	333	37.4%	791	37.8%
	Somewhat uncomfortable	326	27.1%	255	28.7%	581	27.8%
	Very uncomfortable	148	12.3%	105	11.8%	253	12.1%
	Total Count	1,203		890		2,093	

Student Frequencies by Gender—Undergraduate

		Undergraduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture:							
Arts and entertainment	Very Often	102	8.4%	107	12.0%	209	9.9%
	Often	211	17.4%	188	21.1%	399	19.0%
	Sometimes	553	45.6%	406	45.6%	959	45.6%
	Never	347	28.6%	190	21.3%	537	25.5%
	Total Count	1,213		891		2,104	
Religious and/or spiritual	Very Often	78	6.4%	56	6.3%	134	6.4%
	Often	67	5.5%	76	8.5%	143	6.8%
	Sometimes	287	23.7%	233	26.2%	520	24.7%
	Never	780	64.4%	525	59.0%	1,305	62.1%
	Total Count	1,212		890		2,102	
Cultural celebrations and holidays	Very Often	68	5.6%	66	7.4%	134	6.4%
	Often	178	14.7%	167	18.8%	345	16.5%
	Sometimes	542	44.9%	395	44.5%	937	44.7%
	Never	420	34.8%	260	29.3%	680	32.4%
	Total Count	1,208		888		2,096	
Educational forums (lectures, presentations)	Very Often	116	9.6%	86	9.7%	202	9.6%
	Often	235	19.4%	158	17.8%	393	18.7%
	Sometimes	527	43.5%	402	45.2%	929	44.2%
	Never	334	27.6%	243	27.3%	577	27.5%
	Total Count	1,212		889		2,101	
Student focused cultural organizations (e.g. Chinese Student Assoc., Culture Tech, India Club, etc.)	Very Often	62	5.1%	53	6.0%	115	5.5%
	Often	95	7.8%	98	11.0%	193	9.2%
	Sometimes	305	25.1%	238	26.7%	543	25.8%
	Never	753	62.0%	501	56.3%	1,254	59.6%
	Total Count	1,215		890		2,105	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups:							
In groups with students of different majors	Very Often	47	5.7%	20	5.8%	67	5.7%
	Often	101	12.2%	47	13.6%	148	12.6%
	Sometimes	271	32.7%	109	31.6%	380	32.4%
	Never	409	49.4%	169	49.0%	578	49.3%
	Total Count	828		345		1,173	
In groups with students of different races or ethnicities	Very Often	242	29.1%	96	27.5%	338	28.6%
	Often	246	29.6%	109	31.2%	355	30.1%
	Sometimes	215	25.9%	98	28.1%	313	26.5%
	Never	128	15.4%	46	13.2%	174	14.7%
	Total Count	831		349		1,180	
In groups with U.S. and international students	Very Often	214	25.8%	93	26.6%	307	26.1%
	Often	242	29.2%	95	27.1%	337	28.6%
	Sometimes	223	26.9%	101	28.9%	324	27.5%
	Never	149	18.0%	61	17.4%	210	17.8%
	Total Count	828		350		1,178	
In groups comprised of men and women	Very Often	174	21.0%	119	34.2%	293	24.9%
	Often	197	23.8%	102	29.3%	299	25.4%
	Sometimes	264	31.9%	88	25.3%	352	29.9%
	Never	193	23.3%	39	11.2%	232	19.7%
	Total Count	828		348		1,176	
On your own	Very Often	482	58.4%	208	59.3%	690	58.7%
	Often	218	26.4%	90	25.6%	308	26.2%
	Sometimes	100	12.1%	39	11.1%	139	11.8%
	Never	25	3.0%	14	4.0%	39	3.3%
	Total Count	825		351		1,176	
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	242	31.5%	94	28.7%	336	30.6%
	Somewhat agree	408	53.1%	169	51.5%	577	52.6%
	Somewhat disagree	89	11.6%	48	14.6%	137	12.5%
	Strongly disagree	30	3.9%	17	5.2%	47	4.3%
	Total Count	769		328		1,097	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	181	29.4%	73	27.7%	254	28.9%
	Somewhat agree	300	48.8%	134	50.8%	434	49.4%
	Somewhat disagree	95	15.4%	37	14.0%	132	15.0%
	Strongly disagree	39	6.3%	20	7.6%	59	6.7%
	Total Count	615		264		879	
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	Strongly agree	313	42.8%	103	35.5%	416	40.7%
	Somewhat agree	315	43.1%	129	44.5%	444	43.5%
	Somewhat disagree	66	9.0%	39	13.4%	105	10.3%
	Strongly disagree	37	5.1%	19	6.6%	56	5.5%
	Total Count	731		290		1,021	
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	93	11.9%	41	12.4%	134	12.0%
	Somewhat agree	273	34.8%	128	38.7%	401	36.0%
	Somewhat disagree	235	30.0%	91	27.5%	326	29.2%
	Strongly disagree	183	23.3%	71	21.5%	254	22.8%
	Total Count	784		331		1,115	
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	78	9.9%	32	9.7%	110	9.9%
	Somewhat agree	238	30.4%	103	31.1%	341	30.6%
	Somewhat disagree	266	33.9%	100	30.2%	366	32.8%
	Strongly disagree	202	25.8%	96	29.0%	298	26.7%
	Total Count	784		331		1,115	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	352	44.3%	136	40.1%	488	43.0%
	Somewhat agree	351	44.2%	149	44.0%	500	44.1%
	Somewhat disagree	76	9.6%	38	11.2%	114	10.1%
	Strongly disagree	16	2.0%	16	4.7%	32	2.8%
	Total Count	795		339		1,134	
I feel valued and respected by the Georgia Tech community	Strongly agree	290	36.9%	121	36.0%	411	36.7%
	Somewhat agree	386	49.2%	148	44.0%	534	47.6%
	Somewhat disagree	77	9.8%	45	13.4%	122	10.9%
	Strongly disagree	32	4.1%	22	6.5%	54	4.8%
	Total Count	785		336		1,121	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	12	1.6%	17	5.6%	29	2.8%
	Somewhat agree	59	7.9%	32	10.6%	91	8.7%
	Somewhat disagree	92	12.4%	40	13.2%	132	12.6%
	Strongly disagree	580	78.1%	214	70.6%	794	75.9%
	Total Count	743		303		1,046	
I feel that my academic aspirations are supported at Georgia Tech.	Strongly agree	392	48.0%	161	47.4%	553	47.8%
	Somewhat agree	334	40.9%	138	40.6%	472	40.8%
	Somewhat disagree	66	8.1%	37	10.9%	103	8.9%
	Strongly disagree	25	3.1%	4	1.2%	29	2.5%
	Total Count	817		340		1,157	
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	349	46.3%	161	50.6%	510	47.6%
	Somewhat agree	301	39.9%	126	39.6%	427	39.8%
	Somewhat disagree	76	10.1%	23	7.2%	99	9.2%
	Strongly disagree	28	3.7%	8	2.5%	36	3.4%
	Total Count	754		318		1,072	
Commitment to diversity is demonstrated by Georgia Tech	Strongly agree	344	45.3%	134	41.0%	478	44.0%
	Somewhat agree	356	46.9%	154	47.1%	510	47.0%
	Somewhat disagree	46	6.1%	30	9.2%	76	7.0%
	Strongly disagree	13	1.7%	9	2.8%	22	2.0%
	Total Count	759		327		1,086	
Georgia Tech effectively recruits students from diverse backgrounds	Strongly agree	355	47.8%	137	44.1%	492	46.7%
	Somewhat agree	322	43.3%	133	42.8%	455	43.2%
	Somewhat disagree	51	6.9%	35	11.3%	86	8.2%
	Strongly disagree	15	2.0%	6	1.9%	21	2.0%
	Total Count	743		311		1,054	
Georgia Tech offers an array of programs and events that meet my social and cultural needs	Strongly agree	184	26.4%	81	27.9%	265	26.9%
	Somewhat agree	366	52.6%	146	50.3%	512	51.9%
	Somewhat disagree	107	15.4%	47	16.2%	154	15.6%
	Strongly disagree	39	5.6%	16	5.5%	55	5.6%
	Total Count	696		290		986	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
This semester, how frequently have you studied in the following groups (cont'd):							
Adequate processes are in place to address student grievances at Georgia Tech	Strongly agree	104	21.0%	50	24.3%	154	22.0%
	Somewhat agree	244	49.3%	92	44.7%	336	47.9%
	Somewhat disagree	107	21.6%	44	21.4%	151	21.5%
	Strongly disagree	40	8.1%	20	9.7%	60	8.6%
	Total Count	495		206		701	
While at Georgia Tech, I have learned about different worldviews	Strongly agree	291	37.7%	114	36.3%	405	37.3%
	Somewhat agree	370	48.0%	145	46.2%	515	47.5%
	Somewhat disagree	81	10.5%	44	14.0%	125	11.5%
	Strongly disagree	29	3.8%	11	3.5%	40	3.7%
	Total Count	771		314		1,085	
Georgia Tech is open to new ideas and new traditions	Strongly agree	243	35.4%	81	28.9%	324	33.5%
	Somewhat agree	352	51.2%	147	52.5%	499	51.6%
	Somewhat disagree	74	10.8%	43	15.4%	117	12.1%
	Strongly disagree	18	2.6%	9	3.2%	27	2.8%
	Total Count	687		280		967	
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:							
Age	Strongly agree	396	52.2%	164	50.3%	560	51.7%
	Somewhat agree	295	38.9%	113	34.7%	408	37.6%
	Somewhat disagree	52	6.9%	40	12.3%	92	8.5%
	Strongly disagree	15	2.0%	9	2.8%	24	2.2%
	Total Count	758		326		1,084	
Gender/gender identity	Strongly agree	423	56.0%	152	45.2%	575	52.7%
	Somewhat agree	262	34.7%	115	34.2%	377	34.5%
	Somewhat disagree	57	7.5%	52	15.5%	109	10.0%
	Strongly disagree	14	1.9%	17	5.1%	31	2.8%
	Total Count	756		336		1,092	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):							
Veteran status or military involvement	Strongly agree	343	61.8%	138	66.3%	481	63.0%
	Somewhat agree	179	32.3%	55	26.4%	234	30.7%
	Somewhat disagree	25	4.5%	11	5.3%	36	4.7%
	Strongly disagree	8	1.4%	4	1.9%	12	1.6%
	Total Count	555		208		763	
Status as a school athlete	Strongly agree	244	49.2%	104	52.0%	348	50.0%
	Somewhat agree	155	31.3%	57	28.5%	212	30.5%
	Somewhat disagree	68	13.7%	30	15.0%	98	14.1%
	Strongly disagree	29	5.8%	9	4.5%	38	5.5%
	Total Count	496		200		696	
National origin	Strongly agree	345	45.2%	137	43.8%	482	44.8%
	Somewhat agree	322	42.2%	127	40.6%	449	41.7%
	Somewhat disagree	80	10.5%	42	13.4%	122	11.3%
	Strongly disagree	16	2.1%	7	2.2%	23	2.1%
	Total Count	763		313		1,076	
Individual disabilities	Strongly agree	333	55.4%	142	54.6%	475	55.2%
	Somewhat agree	221	36.8%	88	33.8%	309	35.9%
	Somewhat disagree	39	6.5%	21	8.1%	60	7.0%
	Strongly disagree	8	1.3%	9	3.5%	17	2.0%
	Total Count	601		260		861	
Race or ethnicity	Strongly agree	384	50.1%	157	48.0%	541	49.5%
	Somewhat agree	302	39.4%	122	37.3%	424	38.8%
	Somewhat disagree	63	8.2%	41	12.5%	104	9.5%
	Strongly disagree	17	2.2%	7	2.1%	24	2.2%
	Total Count	766		327		1,093	
Socioeconomic status	Strongly agree	360	53.3%	146	50.3%	506	52.4%
	Somewhat agree	242	35.9%	100	34.5%	342	35.4%
	Somewhat disagree	55	8.1%	35	12.1%	90	9.3%
	Strongly disagree	18	2.7%	9	3.1%	27	2.8%
	Total Count	675		290		965	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):							
Sexual orientation	Strongly agree	262	48.2%	115	52.5%	377	49.4%
	Somewhat agree	211	38.8%	73	33.3%	284	37.2%
	Somewhat disagree	56	10.3%	25	11.4%	81	10.6%
	Strongly disagree	15	2.8%	6	2.7%	21	2.8%
	Total Count	544		219		763	
Fraternity or sorority affiliation	Strongly agree	188	39.8%	75	41.2%	263	40.2%
	Somewhat agree	182	38.6%	69	37.9%	251	38.4%
	Somewhat disagree	78	16.5%	33	18.1%	111	17.0%
	Strongly disagree	24	5.1%	5	2.7%	29	4.4%
	Total Count	472		182		654	
Religion	Strongly agree	338	51.6%	126	48.8%	464	50.8%
	Somewhat agree	247	37.7%	104	40.3%	351	38.4%
	Somewhat disagree	55	8.4%	24	9.3%	79	8.7%
	Strongly disagree	15	2.3%	4	1.6%	19	2.1%
	Total Count	655		258		913	
Political affiliation/opinions	Strongly agree	276	46.2%	111	44.8%	387	45.7%
	Somewhat agree	245	41.0%	107	43.1%	352	41.6%
	Somewhat disagree	64	10.7%	27	10.9%	91	10.8%
	Strongly disagree	13	2.2%	3	1.2%	16	1.9%
	Total Count	598		248		846	
How comfortable are you discussing diversity related issues with:							
Personal friends at Georgia Tech	Very comfortable	599	72.5%	250	71.8%	849	72.3%
	Somewhat comfortable	194	23.5%	75	21.6%	269	22.9%
	Somewhat uncomfortable	25	3.0%	19	5.5%	44	3.7%
	Very uncomfortable	8	1.0%	4	1.1%	12	1.0%
	Total Count	826		348		1,174	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
How comfortable are you discussing diversity related issues with (cont'd):							
Classmates	Very comfortable	283	34.3%	109	31.5%	392	33.5%
	Somewhat comfortable	391	47.5%	161	46.5%	552	47.2%
	Somewhat uncomfortable	117	14.2%	60	17.3%	177	15.1%
	Very uncomfortable	33	4.0%	16	4.6%	49	4.2%
	Total Count	824		346		1,170	
Members of my fraternity/sorority	Very comfortable	206	29.7%	82	30.9%	288	30.0%
	Somewhat comfortable	301	43.4%	111	41.9%	412	43.0%
	Somewhat uncomfortable	100	14.4%	44	16.6%	144	15.0%
	Very uncomfortable	87	12.5%	28	10.6%	115	12.0%
	Total Count	694		265		959	
Instructors/Faculty	Very comfortable	199	24.2%	83	24.0%	282	24.2%
	Somewhat comfortable	339	41.3%	135	39.0%	474	40.6%
	Somewhat uncomfortable	203	24.7%	82	23.7%	285	24.4%
	Very uncomfortable	80	9.7%	46	13.3%	126	10.8%
	Total Count	821		346		1,167	
Staff	Very comfortable	176	21.6%	76	22.2%	252	21.8%
	Somewhat comfortable	331	40.6%	125	36.4%	456	39.4%
	Somewhat uncomfortable	222	27.2%	101	29.4%	323	27.9%
	Very uncomfortable	86	10.6%	41	12.0%	127	11.0%
	Total Count	815		343		1,158	
Administration	Very comfortable	183	22.4%	80	23.3%	263	22.7%
	Somewhat comfortable	323	39.5%	121	35.3%	444	38.2%
	Somewhat uncomfortable	217	26.5%	93	27.1%	310	26.7%
	Very uncomfortable	95	11.6%	49	14.3%	144	12.4%
	Total Count	818		343		1,161	

Student Frequencies by Gender—Graduate

		Graduate					
		Male Count	Male Percent	Female Count	Female Percent	Total Count	Total Percent
In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture:							
Arts and entertainment	Very Often	37	4.5%	25	7.2%	62	5.3%
	Often	97	11.8%	53	15.2%	150	12.8%
	Sometimes	442	53.6%	184	52.7%	626	53.3%
	Never	249	30.2%	87	24.9%	336	28.6%
	Total Count	825		349		1,174	
Religious and/or spiritual	Very Often	34	4.1%	11	3.2%	45	3.8%
	Often	46	5.6%	19	5.5%	65	5.6%
	Sometimes	183	22.2%	82	23.6%	265	22.6%
	Never	560	68.0%	235	67.7%	795	67.9%
	Total Count	823		347		1,170	
Cultural celebrations and holidays	Very Often	27	3.3%	19	5.5%	46	3.9%
	Often	124	15.1%	52	15.0%	176	15.1%
	Sometimes	402	49.0%	156	45.0%	558	47.8%
	Never	267	32.6%	120	34.6%	387	33.2%
	Total Count	820		347		1,167	
Educational forums (lectures, presentations)	Very Often	117	14.2%	58	16.7%	175	14.9%
	Often	238	28.9%	93	26.7%	331	28.3%
	Sometimes	314	38.2%	135	38.8%	449	38.3%
	Never	154	18.7%	62	17.8%	216	18.4%
	Total Count	823		348		1,171	
Student focused cultural organizations (e.g., Chinese Student Assoc., Culture Tech, India Club, etc.)	Very Often	32	3.9%	13	3.7%	45	3.8%
	Often	81	9.8%	36	10.3%	117	10.0%
	Sometimes	272	33.0%	100	28.7%	372	31.7%
	Never	440	53.3%	199	57.2%	639	54.5%
	Total Count	825		348		1,173	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups:					
In groups with students of different majors	Very Often	230	13.2%	37	14.1%
	Often	394	22.5%	51	19.4%
	Sometimes	687	39.3%	104	39.5%
	Never	437	25.0%	71	27.0%
	Total Count	1,748		263	
In groups with students of different races or ethnicities	Very Often	415	23.8%	91	34.5%
	Often	592	33.9%	93	35.2%
	Sometimes	547	31.3%	56	21.2%
	Never	193	11.0%	24	9.1%
	Total Count	1,747		264	
In groups with U.S. and international students	Very Often	216	12.4%	53	20.2%
	Often	407	23.3%	67	25.6%
	Sometimes	674	38.6%	99	37.8%
	Never	449	25.7%	43	16.4%
	Total Count	1,746		262	
In groups comprised of men and women	Very Often	501	28.7%	82	31.3%
	Often	514	29.5%	85	32.4%
	Sometimes	532	30.5%	70	26.7%
	Never	198	11.3%	25	9.5%
	Total Count	1,745		262	
On your own	Very Often	1,101	63.2%	173	65.8%
	Often	465	26.7%	59	22.4%
	Sometimes	164	9.4%	28	10.6%
	Never	11	.6%	3	1.1%
	Total Count	1,741		263	
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	279	16.5%	50	19.8%
	Somewhat agree	997	59.1%	142	56.3%
	Somewhat disagree	300	17.8%	42	16.7%
	Strongly disagree	112	6.6%	18	7.1%
	Total Count	1,688		252	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	918	57.0%	139	56.7%
	Somewhat agree	526	32.7%	80	32.7%
	Somewhat disagree	117	7.3%	15	6.1%
	Strongly disagree	50	3.1%	11	4.5%
	Total Count	1,611		245	
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	Strongly agree	618	37.8%	111	45.3%
	Somewhat agree	738	45.1%	95	38.8%
	Somewhat disagree	183	11.2%	21	8.6%
	Strongly disagree	97	5.9%	18	7.3%
	Total Count	1,636		245	
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	264	15.9%	28	11.3%
	Somewhat agree	642	38.7%	64	25.8%
	Somewhat disagree	480	28.9%	74	29.8%
	Strongly disagree	275	16.6%	82	33.1%
	Total Count	1,661		248	
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	186	11.2%	38	15.0%
	Somewhat agree	493	29.8%	64	25.3%
	Somewhat disagree	554	33.5%	66	26.1%
	Strongly disagree	423	25.5%	85	33.6%
	Total Count	1,656		253	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	635	36.8%	90	34.9%
	Somewhat agree	807	46.8%	118	45.7%
	Somewhat disagree	215	12.5%	35	13.6%
	Strongly disagree	67	3.9%	15	5.8%
	Total Count	1,724		258	
I feel valued and respected by the Georgia Tech community	Strongly agree	535	32.1%	80	31.7%
	Somewhat agree	790	47.3%	119	47.2%
	Somewhat disagree	252	15.1%	35	13.9%
	Strongly disagree	92	5.5%	18	7.1%
	Total Count	1,669		252	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups (cont'd):					
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	68	4.3%	15	6.2%
	Somewhat agree	175	11.1%	34	14.1%
	Somewhat disagree	228	14.5%	29	12.0%
	Strongly disagree	1,104	70.1%	163	67.6%
	Total Count	1,575		241	
I feel that my academic aspirations are supported at Georgia Tech.	Strongly agree	797	46.2%	110	43.1%
	Somewhat agree	685	39.7%	109	42.7%
	Somewhat disagree	172	10.0%	27	10.6%
	Strongly disagree	71	4.1%	9	3.5%
	Total Count	1,725		255	
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	Strongly agree	590	36.6%	144	58.1%
	Somewhat agree	709	44.0%	75	30.2%
	Somewhat disagree	221	13.7%	16	6.5%
	Strongly disagree	90	5.6%	13	5.2%
	Total Count	1,610		248	
Commitment to diversity is demonstrated by Georgia Tech	Strongly agree	797	47.9%	122	48.2%
	Somewhat agree	746	44.8%	91	36.0%
	Somewhat disagree	108	6.5%	27	10.7%
	Strongly disagree	14	.8%	13	5.1%
	Total Count	1,665		253	
Georgia Tech effectively recruits students from diverse backgrounds	Strongly agree	876	54.0%	118	48.6%
	Somewhat agree	631	38.9%	87	35.8%
	Somewhat disagree	95	5.9%	24	9.9%
	Strongly disagree	21	1.3%	14	5.8%
	Total Count	1,623		243	
Georgia Tech offers an array of programs and events that meet my social and cultural needs	Strongly agree	640	39.3%	109	43.1%
	Somewhat agree	730	44.8%	107	42.3%
	Somewhat disagree	191	11.7%	25	9.9%
	Strongly disagree	68	4.2%	12	4.7%
	Total Count	1,629		253	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Adequate processes are in place to address student grievances at Georgia Tech	Strongly agree	201	15.2%	41	22.0%
	Somewhat agree	552	41.7%	69	37.1%
	Somewhat disagree	379	28.6%	53	28.5%
	Strongly disagree	192	14.5%	23	12.4%
	Total Count	1,324		186	
While at Georgia Tech, I have learned about different worldviews	Strongly agree	602	36.1%	121	47.3%
	Somewhat agree	825	49.5%	102	39.8%
	Somewhat disagree	178	10.7%	24	9.4%
	Strongly disagree	61	3.7%	9	3.5%
	Total Count	1,666		256	
Georgia Tech is open to new ideas and new traditions	Strongly agree	534	33.1%	78	32.8%
	Somewhat agree	778	48.2%	108	45.4%
	Somewhat disagree	237	14.7%	40	16.8%
	Strongly disagree	65	4.0%	12	5.0%
	Total Count	1,614		238	
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:					
Age	Strongly agree	816	48.1%	136	53.8%
	Somewhat agree	656	38.7%	78	30.8%
	Somewhat disagree	175	10.3%	29	11.5%
	Strongly disagree	49	2.9%	10	4.0%
	Total Count	1,696		253	
Gender/gender identity	Strongly agree	715	42.1%	111	44.2%
	Somewhat agree	647	38.1%	91	36.3%
	Somewhat disagree	263	15.5%	43	17.1%
	Strongly disagree	73	4.3%	6	2.4%
	Total Count	1,698		251	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):					
Veteran status or military involvement	Strongly agree	844	65.1%	125	69.8%
	Somewhat agree	391	30.1%	40	22.3%
	Somewhat disagree	49	3.8%	10	5.6%
	Strongly disagree	13	1.0%	4	2.2%
	Total Count	1,297		179	
Status as a school athlete	Strongly agree	498	32.2%	83	36.7%
	Somewhat agree	563	36.4%	54	23.9%
	Somewhat disagree	344	22.3%	60	26.5%
	Strongly disagree	141	9.1%	29	12.8%
	Total Count	1,546		226	
National origin	Strongly agree	742	44.6%	106	42.6%
	Somewhat agree	709	42.6%	90	36.1%
	Somewhat disagree	184	11.1%	44	17.7%
	Strongly disagree	30	1.8%	9	3.6%
	Total Count	1,665		249	
Individual disabilities	Strongly agree	708	46.3%	110	49.8%
	Somewhat agree	621	40.6%	79	35.7%
	Somewhat disagree	169	11.0%	25	11.3%
	Strongly disagree	32	2.1%	7	3.2%
	Total Count	1,530		221	
Race or ethnicity	Strongly agree	851	50.5%	104	40.8%
	Somewhat agree	653	38.8%	89	34.9%
	Somewhat disagree	151	9.0%	45	17.6%
	Strongly disagree	30	1.8%	17	6.7%
	Total Count	1,685		255	
Socioeconomic status	Strongly agree	832	51.3%	113	45.7%
	Somewhat agree	603	37.2%	80	32.4%
	Somewhat disagree	148	9.1%	36	14.6%
	Strongly disagree	40	2.5%	18	7.3%
	Total Count	1,623		247	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):					
Sexual orientation	Strongly agree	600	41.3%	90	43.3%
	Somewhat agree	623	42.9%	78	37.5%
	Somewhat disagree	169	11.6%	31	14.9%
	Strongly disagree	60	4.1%	9	4.3%
	Total Count	1,452		208	
Fraternity or sorority affiliation	Strongly agree	388	24.2%	64	27.7%
	Somewhat agree	593	36.9%	69	29.9%
	Somewhat disagree	441	27.5%	72	31.2%
	Strongly disagree	184	11.5%	26	11.3%
	Total Count	1,606		231	
Religion	Strongly agree	671	41.4%	98	42.4%
	Somewhat agree	703	43.3%	98	42.4%
	Somewhat disagree	207	12.8%	27	11.7%
	Strongly disagree	41	2.5%	8	3.5%
	Total Count	1,622		231	
Political affiliation/opinions	Strongly agree	598	37.9%	91	39.9%
	Somewhat agree	715	45.3%	83	36.4%
	Somewhat disagree	209	13.2%	42	18.4%
	Strongly disagree	56	3.5%	12	5.3%
	Total Count	1,578		228	
How comfortable are you discussing diversity related issues with:					
Personal friends at Georgia Tech	Very comfortable	1,408	80.7%	225	85.2%
	Somewhat comfortable	295	16.9%	28	10.6%
	Somewhat uncomfortable	27	1.5%	7	2.7%
	Very uncomfortable	15	.9%	4	1.5%
	Total Count	1,745		264	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

		Undergraduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
How comfortable are you discussing diversity related issues with (cont'd):					
Classmates	Very comfortable	526	30.2%	95	36.3%
	Somewhat comfortable	870	50.0%	114	43.5%
	Somewhat uncomfortable	288	16.5%	42	16.0%
	Very uncomfortable	57	3.3%	11	4.2%
	Total Count	1,741		262	
Members of my fraternity/sorority	Very comfortable	695	43.9%	112	47.5%
	Somewhat comfortable	574	36.3%	77	32.6%
	Somewhat uncomfortable	159	10.1%	25	10.6%
	Very uncomfortable	154	9.7%	22	9.3%
	Total Count	1,582		236	
Instructors/Faculty	Very comfortable	383	22.0%	75	28.5%
	Somewhat comfortable	680	39.1%	103	39.2%
	Somewhat uncomfortable	514	29.6%	58	22.1%
	Very uncomfortable	161	9.3%	27	10.3%
	Total Count	1,738		263	
Staff	Very comfortable	354	20.4%	78	29.7%
	Somewhat comfortable	665	38.3%	102	38.8%
	Somewhat uncomfortable	539	31.0%	63	24.0%
	Very uncomfortable	178	10.3%	20	7.6%
	Total Count	1,736		263	
Administration	Very comfortable	367	21.2%	77	29.3%
	Somewhat comfortable	661	38.1%	95	36.1%
	Somewhat uncomfortable	491	28.3%	66	25.1%
	Very uncomfortable	215	12.4%	25	9.5%
	Total Count	1,734		263	

**Student Frequencies by Underrepresented Minority (URM)—
Undergraduate**

Undergraduate			
Not URM Count	Not URM Percent	URM Count	URM Percent

In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture:

Arts and entertainment	Very Often	151	8.7%	44	16.7%
	Often	323	18.5%	56	21.2%
	Sometimes	813	46.6%	108	40.9%
	Never	456	26.2%	56	21.2%
	Total Count	1,743		264	
Religious and/or spiritual	Very Often	97	5.6%	28	10.6%
	Often	109	6.3%	25	9.5%
	Sometimes	433	24.9%	66	25.1%
	Never	1,103	63.3%	144	54.8%
	Total Count	1,742		263	
Cultural celebrations and holidays	Very Often	94	5.4%	27	10.3%
	Often	274	15.8%	53	20.3%
	Sometimes	769	44.2%	122	46.7%
	Never	601	34.6%	59	22.6%
	Total Count	1,738		261	
Educational forums (lectures, presentations)	Very Often	150	8.6%	42	15.9%
	Often	313	18.0%	56	21.2%
	Sometimes	770	44.3%	114	43.2%
	Never	507	29.1%	52	19.7%
	Total Count	1,740		264	
Student focused cultural organizations (e.g. Chinese Student Assoc., Culture Tech, India Club, etc.)	Very Often	66	3.8%	39	14.7%
	Often	135	7.7%	45	17.0%
	Sometimes	442	25.4%	75	28.3%
	Never	1,100	63.1%	106	40.0%
	Total Count	1,743		265	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups:					
In groups with students of different majors	Very Often	55	5.6%	10	7.1%
	Often	125	12.7%	14	10.0%
	Sometimes	324	33.0%	40	28.6%
	Never	479	48.7%	76	54.3%
	Total Count	983		140	
In groups with students of different races or ethnicities	Very Often	263	26.6%	55	38.7%
	Often	309	31.3%	34	23.9%
	Sometimes	272	27.6%	27	19.0%
	Never	143	14.5%	26	18.3%
	Total Count	987		142	
In groups with U.S. and international students	Very Often	246	24.9%	44	31.2%
	Often	291	29.5%	33	23.4%
	Sometimes	280	28.4%	32	22.7%
	Never	169	17.1%	32	22.7%
	Total Count	986		141	
In groups comprised of men and women	Very Often	227	23.0%	47	33.1%
	Often	257	26.1%	29	20.4%
	Sometimes	306	31.1%	34	23.9%
	Never	195	19.8%	32	22.5%
	Total Count	985		142	
On your own	Very Often	566	57.6%	89	62.7%
	Often	267	27.2%	27	19.0%
	Sometimes	120	12.2%	16	11.3%
	Never	30	3.1%	10	7.0%
	Total Count	983		142	
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	290	31.7%	31	22.6%
	Somewhat agree	477	52.1%	77	56.2%
	Somewhat disagree	112	12.2%	21	15.3%
	Strongly disagree	36	3.9%	8	5.8%
	Total Count	915		137	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	Strongly agree	203	28.1%	37	32.2%
	Somewhat agree	364	50.3%	53	46.1%
	Somewhat disagree	107	14.8%	17	14.8%
	Strongly disagree	49	6.8%	8	7.0%
	Total Count	723		115	
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	Strongly agree	344	40.1%	54	44.6%
	Somewhat agree	387	45.1%	40	33.1%
	Somewhat disagree	85	9.9%	16	13.2%
	Strongly disagree	42	4.9%	11	9.1%
	Total Count	858		121	
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	117	12.5%	11	8.4%
	Somewhat agree	340	36.2%	44	33.6%
	Somewhat disagree	269	28.7%	44	33.6%
	Strongly disagree	212	22.6%	32	24.4%
	Total Count	938		131	
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	Strongly agree	87	9.3%	16	12.2%
	Somewhat agree	302	32.2%	32	24.4%
	Somewhat disagree	303	32.3%	46	35.1%
	Strongly disagree	245	26.1%	37	28.2%
	Total Count	937		131	
Georgia Tech is generally a comfortable and inclusive environment for me	Strongly agree	422	44.4%	46	33.6%
	Somewhat agree	424	44.6%	59	43.1%
	Somewhat disagree	85	8.9%	24	17.5%
	Strongly disagree	20	2.1%	8	5.8%
	Total Count	951		137	
I feel valued and respected by the Georgia Tech community	Strongly agree	344	36.8%	48	35.0%
	Somewhat agree	455	48.6%	61	44.5%
	Somewhat disagree	99	10.6%	17	12.4%
	Strongly disagree	38	4.1%	11	8.0%
	Total Count	936		137	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

This semester, how frequently have you studied in the following groups (cont'd):

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
I have considered leaving Georgia Tech because of concerns about collegiality	Strongly agree	23	2.6%	3	2.2%
	Somewhat agree	69	7.9%	18	13.4%
	Somewhat disagree	119	13.7%	10	7.5%
	Strongly disagree	658	75.7%	103	76.9%
	Total Count	869		134	
I feel that my academic aspirations are supported at Georgia Tech.	Strongly agree	453	46.8%	78	55.7%
	Somewhat agree	409	42.3%	48	34.3%
	Somewhat disagree	79	8.2%	13	9.3%
	Strongly disagree	27	2.8%	1	.7%
	Total Count	968		140	
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	Strongly agree	413	46.1%	80	61.1%
	Somewhat agree	372	41.5%	37	28.2%
	Somewhat disagree	86	9.6%	9	6.9%
	Strongly disagree	25	2.8%	5	3.8%
	Total Count	896		131	
Commitment to diversity is demonstrated by Georgia Tech	Strongly agree	414	45.5%	45	33.8%
	Somewhat agree	423	46.5%	70	52.6%
	Somewhat disagree	56	6.2%	15	11.3%
	Strongly disagree	16	1.8%	3	2.3%
	Total Count	909		133	
Georgia Tech effectively recruits students from diverse backgrounds	Strongly agree	423	47.8%	50	39.7%
	Somewhat agree	384	43.4%	54	42.9%
	Somewhat disagree	62	7.0%	18	14.3%
	Strongly disagree	16	1.8%	4	3.2%
	Total Count	885		126	
Georgia Tech offers an array of programs and events that meet my social and cultural needs	Strongly agree	210	25.9%	41	30.6%
	Somewhat agree	430	53.0%	64	47.8%
	Somewhat disagree	131	16.2%	20	14.9%
	Strongly disagree	40	4.9%	9	6.7%
	Total Count	811		134	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
This semester, how frequently have you studied in the following groups (cont'd):					
Adequate processes are in place to address student grievances at Georgia Tech	Strongly agree	132	22.3%	16	19.8%
	Somewhat agree	287	48.6%	42	51.9%
	Somewhat disagree	124	21.0%	15	18.5%
	Strongly disagree	48	8.1%	8	9.9%
	Total Count	591		81	
While at Georgia Tech, I have learned about different worldviews	Strongly agree	328	36.0%	61	45.2%
	Somewhat agree	448	49.2%	52	38.5%
	Somewhat disagree	101	11.1%	17	12.6%
	Strongly disagree	34	3.7%	5	3.7%
	Total Count	911		135	
Georgia Tech is open to new ideas and new traditions	Strongly agree	277	33.8%	35	31.5%
	Somewhat agree	428	52.3%	53	47.7%
	Somewhat disagree	93	11.4%	19	17.1%
	Strongly disagree	21	2.6%	4	3.6%
	Total Count	819		111	
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:					
Age	Strongly agree	471	51.4%	69	54.3%
	Somewhat agree	354	38.6%	45	35.4%
	Somewhat disagree	74	8.1%	9	7.1%
	Strongly disagree	18	2.0%	4	3.1%
	Total Count	917		127	
Gender/gender identity	Strongly agree	481	52.2%	68	53.5%
	Somewhat agree	333	36.1%	34	26.8%
	Somewhat disagree	84	9.1%	21	16.5%
	Strongly disagree	24	2.6%	4	3.1%
	Total Count	922		127	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

Graduate			
Not URM Count	Not URM Percent	URM Count	URM Percent

Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):

Veteran status or military involvement	Strongly agree	401	61.9%	59	67.8%
	Somewhat agree	207	31.9%	21	24.1%
	Somewhat disagree	31	4.8%	4	4.6%
	Strongly disagree	9	1.4%	3	3.4%
	Total Count	648		87	
Status as a school athlete	Strongly agree	287	48.6%	48	58.5%
	Somewhat agree	187	31.7%	19	23.2%
	Somewhat disagree	80	13.6%	13	15.9%
	Strongly disagree	36	6.1%	2	2.4%
	Total Count	590		82	
National origin	Strongly agree	408	45.2%	53	41.1%
	Somewhat agree	384	42.6%	49	38.0%
	Somewhat disagree	91	10.1%	25	19.4%
	Strongly disagree	19	2.1%	2	1.6%
	Total Count	902		129	
Individual disabilities	Strongly agree	395	54.7%	60	55.6%
	Somewhat agree	264	36.6%	36	33.3%
	Somewhat disagree	49	6.8%	9	8.3%
	Strongly disagree	14	1.9%	3	2.8%
	Total Count	722		108	
Race or ethnicity	Strongly agree	463	50.7%	57	42.5%
	Somewhat agree	353	38.6%	53	39.6%
	Somewhat disagree	79	8.6%	21	15.7%
	Strongly disagree	19	2.1%	3	2.2%
	Total Count	914		134	
Socioeconomic status	Strongly agree	429	52.9%	57	50.4%
	Somewhat agree	292	36.0%	37	32.7%
	Somewhat disagree	68	8.4%	16	14.2%
	Strongly disagree	22	2.7%	3	2.7%
	Total Count	811		113	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
Based on my experiences, I feel that students at Georgia Tech are respected regardless of their (cont'd):					
Sexual orientation	Strongly agree	317	49.5%	42	45.7%
	Somewhat agree	239	37.3%	36	39.1%
	Somewhat disagree	69	10.8%	11	12.0%
	Strongly disagree	16	2.5%	3	3.3%
	Total Count	641		92	
Fraternity or sorority affiliation	Strongly agree	222	39.6%	34	46.6%
	Somewhat agree	220	39.2%	23	31.5%
	Somewhat disagree	92	16.4%	15	20.5%
	Strongly disagree	27	4.8%	1	1.4%
	Total Count	561		73	
Religion	Strongly agree	389	50.2%	56	54.9%
	Somewhat agree	303	39.1%	36	35.3%
	Somewhat disagree	69	8.9%	6	5.9%
	Strongly disagree	14	1.8%	4	3.9%
	Total Count	775		102	
Political affiliation/opinions	Strongly agree	322	45.2%	49	49.0%
	Somewhat agree	305	42.8%	39	39.0%
	Somewhat disagree	76	10.7%	9	9.0%
	Strongly disagree	10	1.4%	3	3.0%
	Total Count	713		100	
How comfortable are you discussing diversity related issues with:					
Personal friends at Georgia Tech	Very comfortable	702	71.3%	111	78.2%
	Somewhat comfortable	234	23.8%	25	17.6%
	Somewhat uncomfortable	37	3.8%	5	3.5%
	Very uncomfortable	11	1.1%	1	.7%
	Total Count	984		142	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

		Graduate			
		Not URM Count	Not URM Percent	URM Count	URM Percent
How comfortable are you discussing diversity related issues with (cont'd):					
Classmates	Very comfortable	333	34.0%	45	31.7%
	Somewhat comfortable	458	46.7%	69	48.6%
	Somewhat uncomfortable	151	15.4%	21	14.8%
	Very uncomfortable	38	3.9%	7	4.9%
	Total Count	980		142	
Members of my fraternity/sorority	Very comfortable	238	29.6%	40	33.6%
	Somewhat comfortable	345	42.9%	48	40.3%
	Somewhat uncomfortable	126	15.7%	14	11.8%
	Very uncomfortable	95	11.8%	17	14.3%
	Total Count	804		119	
Instructors/Faculty	Very comfortable	235	24.0%	34	24.3%
	Somewhat comfortable	405	41.3%	54	38.6%
	Somewhat uncomfortable	241	24.6%	32	22.9%
	Very uncomfortable	99	10.1%	20	14.3%
	Total Count	980		140	
Staff	Very comfortable	206	21.2%	31	22.5%
	Somewhat comfortable	385	39.6%	52	37.7%
	Somewhat uncomfortable	268	27.5%	45	32.6%
	Very uncomfortable	114	11.7%	10	7.2%
	Total Count	973		138	
Administration	Very comfortable	214	21.9%	35	25.4%
	Somewhat comfortable	387	39.7%	46	33.3%
	Somewhat uncomfortable	250	25.6%	44	31.9%
	Very uncomfortable	124	12.7%	13	9.4%
	Total Count	975		138	

**Student Frequencies by Underrepresented Minority (URM)—
Graduate**

Graduate			
Not URM Count	Not URM Percent	URM Count	URM Percent

In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture:

Arts and entertainment	Very Often	52	5.3%	6	4.3%
	Often	121	12.3%	19	13.5%
	Sometimes	532	54.1%	71	50.4%
	Never	279	28.4%	45	31.9%
	Total Count	984		141	
Religious and/or spiritual	Very Often	34	3.5%	7	5.0%
	Often	52	5.3%	11	7.9%
	Sometimes	217	22.1%	30	21.4%
	Never	679	69.1%	92	65.7%
	Total Count	982		140	
Cultural celebrations and holidays	Very Often	41	4.2%	3	2.1%
	Often	147	15.0%	21	14.9%
	Sometimes	460	47.0%	71	50.4%
	Never	330	33.7%	46	32.6%
	Total Count	978		141	
Educational forums (lectures, presentations)	Very Often	146	14.9%	19	13.6%
	Often	274	27.9%	40	28.6%
	Sometimes	373	38.0%	61	43.6%
	Never	189	19.2%	20	14.3%
	Total Count	982		140	
Student focused cultural organizations (e.g. Chinese Student Assoc., Culture Tech, India Club, etc.)	Very Often	39	4.0%	3	2.1%
	Often	106	10.8%	7	5.0%
	Sometimes	303	30.8%	50	35.7%
	Never	536	54.5%	80	57.1%
	Total Count	984		140	

Georgia Tech Climate Survey

In 2010, Georgia Tech adopted a twenty-five year strategic vision that guides our efforts in becoming a leading technological university in the twenty-first century. Central to this vision is the creation of an inclusive campus community characterized by collaboration, appreciation of diversity, and personal integrity.

The questions in this survey are designed to allow you to tell us about your perceptions of the Georgia Tech campus community. Your responses will enable the Institute's leadership to understand the progress we are making towards achieving our goal of an inclusive, supportive, and welcoming environment for everyone at Georgia Tech.

If you complete the survey, you will be entered into a drawing for one of forty \$50 gift cards. If you choose not to complete the survey, you can still enter the drawing by sending an email request (including your name) to survey@oars.gatech.edu.

Your participation in this research study is completely voluntary. The data that is collected about you will be kept private to the extent allowed by law. The survey has an identification number so we can check your name off the list when your response is received; this list is not associated with your actual survey responses. The list of respondents (and non-respondents) will be destroyed as soon as data collection activities have been completed (no later than February 28, 2013). The survey should take approximately 15-20 minutes to complete. For more information about this study, click here: ([Survey Consent Form](#)). If you have any questions about the survey itself, please call (404-385-1420) or e-mail the Georgia Tech Office of Assessment at survey@oars.gatech.edu. If you have any questions about your rights or role as a participant in this project, please contact the Georgia Tech Institutional Review Board at 404-385-2175.

There are 28 questions in this survey

In 2010, Georgia Tech adopted a twenty-five year strategic vision that guides our efforts in becoming a leading technological university in the twenty-first century. Central to this vision is the creation of an inclusive campus community characterized by collaboration, appreciation of diversity, and personal integrity.

The questions in this survey are designed to allow you to tell us about your perceptions of the Georgia Tech campus community. Your responses will enable the Institute's leadership to understand the progress we are making towards achieving our goal of an inclusive, supportive, and welcoming environment for everyone at Georgia Tech.

If you complete the survey, you will be entered into a drawing for one of forty \$50 gift cards. If you choose not to complete the survey, you can still enter the drawing by sending an email request (including your name) to survey@oars.gatech.edu.

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*

Please choose **all** that apply:

I have read the Survey Consent Form

Based upon your interactions with your colleagues, how satisfied are you with the following:

Please choose the appropriate response for each item:

	Not applicable	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Assistance with establishing professional contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on navigating department/Institute politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers to collaborate on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the promotion/tenure process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the annual review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the third year review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the periodic peer review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on obtaining grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on publishing your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for your research program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for leadership positions at GT or beyond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal invitations (e.g., lunch/coffee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding that individuals have different family and personal responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledging my contributions to the school/academic unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the questions above.

Please write your answer here:

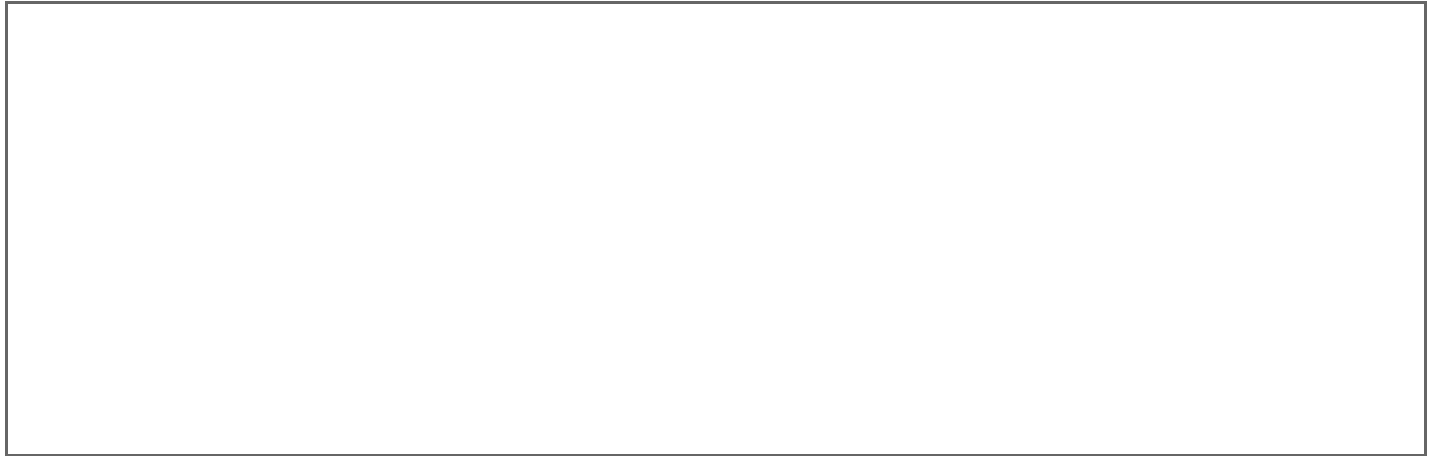
How satisfied are you with the following types of support you are receiving from your chair or director?

Please choose the appropriate response for each item:

	Not applicable	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Assistance with establishing professional contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on navigating department/Institute politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the promotion/tenure process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the annual review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the third year review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on the periodic peer review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on obtaining grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on publishing your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for your research program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining the resources you need to excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for leadership positions at GT or beyond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal invitations (e.g., lunch/coffee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding that individuals have different family and personal responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree to which agreements are honored by my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledging my contributions to the school/academic unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the questions.

Please write your answer here:

A large, empty rectangular box with a thin black border, intended for the user to write their answer. It occupies the majority of the page's width and a significant portion of its height.

Please indicate your level of agreement with each of the following statements about your school/academic unit.

In my school/academic unit...

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Faculty communicate regularly with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty treat each other fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are encouraged and empowered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My feedback is sought and respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided with an opportunity to participate in important decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disputes and problems are resolved effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration in strategic planning for the school/unit is encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with the following statements

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Georgia Tech is generally a comfortable and inclusive environment for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my career progress at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my current workload balance (research/teaching/service) as it relates to my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate processes are in place to address grievances at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is clarity about the promotion and tenure process at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by the Georgia Tech community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving Georgia Tech because of concerns about collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving Georgia Tech because of concerns about collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving Georgia Tech because of concerns about the resources made available to me for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with the following statements

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The diversity of our faculty contributes to the overall prestige of Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school/unit demonstrates its commitment to diversity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The diversity of our faculty contributes to the overall prestige of my school/unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my school's/department's efforts to recruit faculty from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my school's/department's efforts to retain faculty from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the questions.

Please write your answer here:

Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?

Please choose **only one** of the following:

- Yes
- No

To what personal characteristic(s) do you attribute this marginalization?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '12 [6.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please choose **all** that apply:

- Gender
- Age
- Race/ethnicity
- Disability
- National origin
- Language difference/accent
- Political perspective
- Religion
- Sexual orientation
- Gender identity/expression
- Other:

If you are willing to elaborate on instances of the marginalization you experienced, please use the space below:

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '12 [6.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please write your answer here:

Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to one or more of the following?

Please choose the appropriate response for each item:

	Never	Sometimes	Often	Very Often
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Younger People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People's race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with less education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with language differences/accents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with specific political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with particular religious affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, or bisexual people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgendered people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

Only answer this question if the following conditions are met:

Answer was 'Very Often' or 'Often' or 'Sometimes' at question '15 [9.0]' (Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) *and* Answer was 'Very Often' or 'Often' or 'Sometimes' at question '15 [9.0]' (Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) *and* Answer was 'Very Often' or 'Often' or 'Sometimes' at question '15 [9.0]' (Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below)))

Please write your answer here:

If you are willing to elaborate on any of your responses above, please use the space below.

Please write your answer here:

Demographic Questions

We are asking the following questions so that we may better understand the responses provided by the Georgia Tech community. We will use the information you provide for statistical purposes only and will hold the information in confidence to the full extent permitted by law. Your responses will not be disclosed in identifiable form.

Gender

Please choose **only one** of the following:

- Male
- Female

Ethnicity

Please choose **only one** of the following:

- Hispanic or Latino/a
- Not Hispanic or Latino/a

Race

Please choose **only one** of the following:

- American Indian or Alaskan Native
- Asian or Asian American
- Black or African American
- Hawaiian or Pacific Islander
- Multiracial
- White or European American
- Other

Sexual Orientation

Please choose **only one** of the following:

- Heterosexual
- Gay/Lesbian
- Bisexual
- Other

Do you have a disability?

Please choose **only one** of the following:

- Yes
- No

College (Primary appointment)

Please choose **only one** of the following:

- Architecture
- Computing
- Engineering
- Ivan Allen College
- Scheller College of Business
- Sciences
- GTRI

What is your appointment type?

Please choose **only one** of the following:

- Tenured/Tenure Track
- Non-Tenure Track
- Post-doc

Do you hold an administrative position (e.g. Chair, Director, Dean, etc.?)

Please choose **only one** of the following:

- Yes
- No

What is your rank?

Please choose **only one** of the following:

- Full Professor
- Associate Professor
- Assistant Professor
- Instructor/Lecturer
- Academic Professional
- Post-doc
- Other

Years of Service at Georgia Tech:

Please choose **only one** of the following:

- 0–5
- 6–10
- 11–14
- 15–20
- 21–25
- Over 25

Please use the space below for any additional comments about the climate at Georgia Tech or suggestions for improving this survey:

Please write your answer here:

28.02.2013 – 12:00

Submit your survey.

Thank you for completing this survey.

Georgia Tech Climate Survey

In 2010, Georgia Tech adopted a twenty-five year strategic vision that guides our efforts in becoming a leading technological university in the twenty-first century. Central to this vision is the creation of an inclusive campus community characterized by collaboration, appreciation of diversity, and personal integrity.

The questions in this survey are designed to allow you to tell us about your perceptions of the Georgia Tech campus community. Your responses will enable the Institute's leadership to understand the progress we are making towards achieving our goal of an inclusive, supportive, and welcoming environment for everyone at Georgia Tech.

If you complete the survey, you will be entered into a drawing for one of forty \$50 gift cards. If you choose not to complete the survey, you can still enter the drawing by sending an email request (including your name) to survey@oars.gatech.edu.

Your participation in this research study is completely voluntary. The data that is collected about you will be kept private to the extent allowed by law. The survey has an identification number so we can check your name off the list when your response is received; this list is not associated with your actual survey responses. The list of respondents (and non-respondents) will be destroyed as soon as data collection activities have been completed (no later than February 28, 2013). The survey should take approximately 15-20 minutes to complete. For more information about this study, click here: ([Survey Consent Form](#)). If you have any questions about the survey itself, please call (404-385-1420) or e-mail the Georgia Tech Office of Assessment at survey@oars.gatech.edu. If you have any questions about your rights or role as a participant in this project, please contact the Georgia Tech Institutional Review Board at 404-385-2175.

There are 30 questions in this survey

In 2010, Georgia Tech adopted a twenty-five year strategic vision that guides our efforts in becoming a leading technological university in the twenty-first century. Central to this vision is the creation of an inclusive campus community characterized by collaboration, appreciation of diversity, and personal integrity.

The questions in this survey are designed to allow you to tell us about your perceptions of the Georgia Tech campus community. Your responses will enable the Institute's leadership to understand the progress we are making towards achieving our goal of an inclusive, supportive, and welcoming environment for everyone at Georgia Tech.

If you complete the survey, you will be entered into a drawing for one of forty \$50 gift cards. If you choose not to complete the survey, you can still enter the drawing by sending an email request (including your name) to survey@oars.gatech.edu.

Your participation in this research study is completely voluntary. The data that is collected about you will be kept private to the extent allowed by law. The survey has an identification number so we can check your name off the list when your response is received; this list is not associated with your actual survey responses. The list of respondents (and non-respondents) will be destroyed as soon as data collection activities have been completed (no later than February 28, 2013). The survey should take approximately 15-20 minutes to complete. For more information about this study, click here: ([Survey Consent Form](#)). If you have any questions about the survey itself, please call (404-385-1420) or e-mail the Georgia Tech Office of Assessment at survey@oars.gatech.edu. If you have any questions about your rights or role as a participant in this project, please contact the Georgia Tech Institutional Review Board at 404-385-2175.

*

Please choose **all** that apply:

I have read the Survey Consent Form

Where is your primary appointment?

Please choose **only one** of the following:

- Auxiliary Services (Campus Services, OHR, Business Services)
- College of Architecture
- College of Computing
- College of Engineering
- College of Sciences
- Exec. VP for Administration and Finance
- Exec. VP for Research
- Facilities
- Georgia Tech Athletic Association
- Georgia Tech Professional Education
- Georgia Tech Research Institute (GTRI)
- Ivan Allen College
- Libraries and Information Center
- Office of Information Technology
- Office of the President/Provost
- Scheller College of Business
- Student Affairs
- Other

Job Category

Please choose **only one** of the following:

- Executive, Administrative, and Professional
- Research
- Support Services (Professional Support/Services, Clerical/Secretarial, Maintenance/Skilled Crafts)
- Other

Please indicate your level of agreement with each of the following statements about your work environment.

In my work environment...

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I freely interact with my co-workers/colleagues in my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People are sensitive to cultural differences among employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my thoughts and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable expressing an opinion that is different from others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People express disagreements in a respectful manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co-workers/colleagues are open-minded when discussing differences among people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is open- minded when discussing differences among people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People communicate regularly with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People treat each other fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged and empowered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My feedback is sought and respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration is encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

How satisfied are you with the following types of support you are receiving from your co-workers/colleagues?

Please choose the appropriate response for each item:

	Not applicable / No opinion	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Assistance with establishing professional contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on navigating office politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal invitations (e.g., lunch/coffee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Do your job responsibilities include teaching or research?

Please choose **only one** of the following:

- Yes
- No

How satisfied are you with the mentoring or support you receive from your colleagues in each of the following:

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '8 [5.0]' (Do your job responsibilities include teaching or research?)

Please choose the appropriate response for each item:

	Not applicable / No opinion	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Guidance on obtaining grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on publishing your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers to collaborate in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for your research program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '8 [5.0]' (Do your job responsibilities include teaching or research?)

Please write your answer here:

How satisfied are you with the following types of support you are receiving from your supervisor?

Please choose the appropriate response for each item:

	Not applicable / No opinion	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Assistance with establishing professional contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on navigating office politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal invitations (e.g., lunch/coffee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding that individuals have different family and personal responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledgement of my contributions to my school/unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree to which agreements are honored by my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree to which my work performance is fairly evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining the resources I need to excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with each of the following statements:

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Georgia Tech is generally a comfortable and inclusive environment for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The diversity of our staff contributes to the overall prestige of Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate processes are in place to address grievances at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by the Georgia Tech community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving Georgia Tech because of concerns about collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my career progress at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I freely interact with colleagues across Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with each of the following statements regarding

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I am satisfied with my unit's efforts to recruit staff from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my unit's efforts to retain staff from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring practices in my unit are consistent with Georgia Tech's commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion practices in my unit are consistent with Georgia Tech's commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?

Please choose **only one** of the following:

- Yes
 No

To what personal characteristic(s) do you attribute this marginalization?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '17 [9.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please choose **all** that apply:

- Gender
 Age
 Race/ethnicity
 Disability
 National origin
 Language difference/accent
 Political perspective
 Religion
 Sexual orientation
 Gender identity/expression
 Other:

If you are willing to elaborate on instances of the marginalization you experienced, please use the space below:

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '17 [9.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please write your answer here:

Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to one or more of the following?

Please choose the appropriate response for each item:

	Never	Sometimes	Often	Very Often
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Younger People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People's race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with less education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with language differences/accents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with specific political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with particular religious affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, or bisexual people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgendered people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

Only answer this question if the following conditions are met:

Answer was 'Very Often' or 'Often' or 'Sometimes' at question '20 [12.0]' (Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) and Answer was 'Very Often' or 'Often' or 'Sometimes' at question '20 [12.0]' (Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) and Answer was 'Very Often' or 'Often' or 'Sometimes' at question '20 [12.0]' (Within the past year, how often have you heard a staff member make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below)))

Please write your answer here:

If you are willing to elaborate on any of your responses above, please use the space below.

Please write your answer here:

Demographic Questions

We are asking the following questions so that we may better understand the responses provided by the Georgia Tech community. We will use the information you provide for statistical purposes only and will hold the information in confidence to the full extent permitted by law. Your responses will not be disclosed in identifiable form.

Gender

Please choose **only one** of the following:

- Male
- Female

Ethnicity

Please choose **only one** of the following:

- Hispanic or Latino/a
- Not Hispanic or Latino/a

Race

Please choose **only one** of the following:

- American Indian or Alaskan Native
- Asian or Asian American
- Black or African American
- Hawaiian or Pacific Islander
- Multiracial
- White or European American
- Other

Sexual Orientation

Please choose **only one** of the following:

- Heterosexual
- Gay/Lesbian
- Bisexual
- Other

Do you have a disability?

Please choose **only one** of the following:

- Yes
- No

Do you supervise permanent employees?

Please choose **only one** of the following:

- Yes
- No

Years of Service at Georgia Tech:

Please choose **only one** of the following:

- 0–5
- 6–10
- 11–14
- 15–20
- 21–25
- Over 25

Please use the space below for any additional comments about the climate at Georgia Tech or suggestions for improving this survey:

Please write your answer here:

28.02.2013 – 12:00

Submit your survey.

Thank you for completing this survey.

Georgia Tech Climate Survey

In 2010, Georgia Tech adopted a twenty-five year strategic vision that guides our efforts in becoming a leading technological university in the twenty-first century. Central to this vision is the creation of an inclusive campus community characterized by collaboration, appreciation of diversity, and personal integrity.

The questions in this survey are designed to allow you to tell us about your perceptions of the Georgia Tech campus community. Your responses will enable the Institute's leadership to understand the progress we are making towards achieving our goal of an inclusive, supportive, and welcoming environment for everyone at Georgia Tech.

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Your participation in this research study is completely voluntary. The data that is collected about you will be kept private to the extent allowed by law. The survey has an identification number so we can check your name off the list when your response is received; this list is not associated with your actual survey responses. The list of respondents (and non-respondents) will be destroyed as soon as data collection activities have been completed (no later than February 28, 2013). The survey should take approximately 15-20 minutes to complete. For more information about this study, click here: ([Survey Consent Form](#)). If you have any questions about the survey itself, please call (404-385-1420) or e-mail the Georgia Tech Office of Assessment at survey@oars.gatech.edu. If you have any questions about your rights or role as a participant in this project, please contact the Georgia Tech Institutional Review Board at 404-385-2175.

There are 31 questions in this survey

This semester, how frequently have you studied in the following groups?

Please choose the appropriate response for each item:

	Never	Sometimes	Often	Very Often
In groups with students of different majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In groups with students of different races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In groups with U.S. and international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In groups comprised of men and women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with each of the following statements:

Please choose the appropriate response for each item:

	No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus social opportunities (clubs, organizations, activities) have had a positive effect on my sense of belonging at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgia Tech is generally a comfortable and inclusive environment for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by the Georgia Tech community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving Georgia Tech because of concerns about collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my academic aspirations are supported at Georgia Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with the following statements:

Please choose the appropriate response for each item:

	Don't know / No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to diversity is demonstrated by Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgia Tech effectively recruits students from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgia Tech offers an array of programs and events that meet my social and cultural needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate processes are in place to address student grievances at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While at Georgia Tech, I have learned about different worldviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgia Tech is open to new ideas and new traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

Please indicate your level of agreement with each of the following statements:

Based on my experiences, I feel that students at Georgia Tech are respected regardless of their:

Please choose the appropriate response for each item:

	Don't know / No opinion	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gender/gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
veteran status or military involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
status as a school athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
national origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
individual disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fraternity or sorority affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
political affiliation/opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below if you wish to elaborate on your responses to any of the above questions.

Please write your answer here:

How comfortable are you discussing diversity related issues with the following?

Please choose the appropriate response for each item:

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
Personal friends at Georgia Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of my fraternity/sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors/Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture?

Please choose the appropriate response for each item:

	Never	Sometimes	Often	Very Often
Arts and entertainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious and/or spiritual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural celebrations and holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational forums (lectures, presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student focused cultural organizations (e.g. Chinese Student Assoc., Culture Tech, India Club, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other activities:

Only answer this question if the following conditions are met:

Answer was 'Often' or 'Sometimes' or 'Very Often' at question '9 [6.0]' (In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture? (Other (specify below))) and Answer was 'Often' or 'Sometimes' or 'Very Often' at question '9 [6.0]' (In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture? (Other (specify below))) and Answer was 'Often' or 'Sometimes' or 'Very Often' at question '9 [6.0]' (In your time at Georgia Tech, how often do you participate in the following types of activities outside of your own culture? (Other (specify below)))

Please write your answer here:

Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?

Please choose **only one** of the following:

- Yes
- No

To what personal characteristic(s) do you attribute this marginalization?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '11 [7.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please choose **all** that apply:

- Gender
- Age
- Race/ethnicity
- Disability
- National origin
- Language difference/accent
- Political perspective
- Religion
- Sexual orientation
- Gender identity/expression
- Other:

If you are willing to elaborate on instances of the marginalization you experienced, please use the space below:

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '11 [7.0]' (Within the last three years, have you experienced instances of marginalization (a sense of exclusion or feeling left out) at Georgia Tech based on your personal identity or characteristics?)

Please write your answer here:

Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to one or more of the following?

Please choose the appropriate response for each item:

	Never	Sometimes	Often	Very Often
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Younger People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People's race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with less education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with language differences/accents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with specific political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with particular religious affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, or bisexual people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgendered people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

Only answer this question if the following conditions are met:

Answer was 'Very Often' or 'Often' or 'Sometimes' at question '14 [10.0]' (Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) and Answer was 'Very Often' or 'Often' or 'Sometimes' at question '14 [10.0]' (Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below))) and Answer was 'Very Often' or 'Often' or 'Sometimes' at question '14 [10.0]' (Within the past year, how often have you heard a student make an insensitive or disparaging remark with respect to one or more of the following? (Others (please specify below)))

Please write your answer here:

If you are willing to elaborate on any of your responses above, please use the space below.

Please write your answer here:

Demographic Questions

We are asking the following questions so that we may better understand the responses provided by the Georgia Tech community. We will use the information you provide for statistical purposes only and will hold the information in confidence to the full extent permitted by law. Your responses will not be disclosed in identifiable form.

Gender

Please choose **only one** of the following:

- Male
- Female

Ethnicity

Please choose **only one** of the following:

- Hispanic or Latino/a
- Not Hispanic or Latino/a

Race

Please choose **only one** of the following:

- American Indian or Alaskan Native
- Asian or Asian American
- Black or African American
- Hawaiian or Pacific Islander
- Multiracial
- White or European American
- Other

Sexual Orientation

Please choose **only one** of the following:

- Heterosexual
- Gay/Lesbian
- Bisexual
- Other

Do you have a disability?

Please choose **only one** of the following:

- Yes
- No

Where do you live?

Please choose **only one** of the following:

- University-owned housing
- Fraternity/Sorority houses
- Off campus

Citizenship

Please choose **only one** of the following:

- U.S. citizen
- Resident alien
- Non-resident alien

Are you a:

Only answer this question if the following conditions are met:

Answer was 'U.S. citizen' or 'Resident alien' at question '23 [18.0]' (Citizenship) *and* Answer was 'U.S. citizen' or 'Resident alien' at question '23 [18.0]' (Citizenship)

Please choose **only one** of the following:

- GA Resident
- Non-GA Resident

Student Type

Please choose **only one** of the following:

- Undergraduate
- Graduate

Year

Only answer this question if the following conditions are met:

Answer was 'Undergraduate' at question '25 [19.0]' (Student Type)

Please choose **only one** of the following:

- Freshman
- Sophomore
- Junior
- Senior

Are you:

Only answer this question if the following conditions are met:

Answer was 'Undergraduate' at question '25 [19.0]' (Student Type)

Please choose **only one** of the following:

- Part-time student (less than 12 hours per semester)
- Full-time student (12 or more hours per semester)

Are you:

Only answer this question if the following conditions are met:

Answer was 'Graduate' at question '25 [19.0]' (Student Type)

Please choose **only one** of the following:

- Part-time graduate student (less than 9 hours per semester)
- Full-time graduate student (9 or more hours per semester)

What year did you begin your studies at GT?

Please write your answer here:

Please enter the year

College

Please choose **only one** of the following:

- Architecture
- Computing
- Engineering
- Ivan Allen College
- Scheller College of Business
- Sciences

Please use the space below for any additional comments about the climate at Georgia Tech or suggestions for improving this survey:

Please write your answer here:

28.02.2013 – 12:00

Submit your survey.

Thank you for completing this survey.

Georgia Institute of Technology
Project Title: Georgia Tech Climate Survey

Investigators: Jonathan Gordon, Ph.D., Julie Ancis, Ph.D., Archie Ervin, Ph.D., Caroline Noyes, Ph.D., Joe Ludlum, Ph.D.

Purpose:

The purpose of this research is to benchmark the current climate for collegiality, collaboration, inclusion and mutual respect among students, faculty and staff at Georgia Tech. The results will be used to inform Institute leadership about the prevailing attitudes, practices, and dispositions of the Georgia Tech community surrounding these issues.

Exclusion/Inclusion Criteria:

Participants must be current Georgia Tech students or employees.

Procedures:

If you decide to be in this study, your part will involve completing a 10-15 minute survey online. You will access the survey through a URL that is included in your invitation to participate.

Risks or Discomforts:

Participants may feel slightly uncomfortable responding to questions related to personal experiences with others. You may decline to answer any questions you choose, for any reason that you choose.

Benefits:

You are not likely to directly benefit in any way from participating in this study. By volunteering to participate in this survey, you will be contributing to the larger efforts of Georgia Tech to improve its support of faculty, students and staff.

Compensation to You:

There is no compensation for participation and participation in this study is entirely voluntary. You will be qualified to win a prize for completing the survey. You will have a chance to win one of forty \$50 gift cards regardless of whether or not you complete the survey. If you do not complete the survey you can enter the raffle by presenting your survey invitation email to Georgia Tech Office of Assessment in the A. French Building, Suite 003 during regular business hours and completing an entry form during the survey period.

Confidentiality:

Survey responses will be stored without personal identifiers, and will be analyzed by researchers in aggregate. When you fill out the survey on-line, the data will be encoded and data transmission will occur over a secure computer system. The data transmission is encrypted and firewall securities are in place. Data security is achieved through use of SSL encryption during storage and transmission to protect it from external access or viewing. The survey has an identification number so we can check your name off the list when your response is received; this list is not associated with your actual survey responses in any database. In general the server software will log the IP address of the machine you use to access this page, e.g., 192.168.1.1, but this will not be stored with your responses. No other identifying information will be stored unless you explicitly enter it.

Please be assured that your participation or non-participation will not affect your status at Georgia Tech. The data collected about you will be kept private to the extent allowed by law. All data will be kept in secure files and only study staff will be allowed to look at them. To make sure that this research is being carried out in the proper way, the Georgia Institute of Technology IRB may review study records. The United States Office of Human Research Protections may also look over study records during required reviews.

Costs to You:

There are no costs to you, other than your time, for being in this study.

In Case of Injury/Harm:

If you are harmed as a result of being in this study, please contact Dr. Jonathan Gordon at 404-385-1419. Neither the Principal Investigator nor Georgia Institute of Technology has made provision for payment of costs associated with any injury resulting from participation in this study.

Participant Rights:

- Your participation in this study is voluntary. You do not have to be in this study if you don't want to be.
- You have the right to decline to answer any question or questions that you choose.
- You have the right to change your mind and leave the study at any time without giving any reason and without penalty.
- Any new information that may make you change your mind about being in this study will be given to you.
- You can print a copy of this consent form to keep.
- You do not waive any of your legal rights by participating in this research study.

Questions about the Study:

If you have any questions about the study, you may contact Dr. Jonathan Gordon at jon.gordon@gatech.edu or at telephone number 404-385-1419

Questions about Your Rights as a Research Participant:

If you have any questions about your rights as a research participant, you may contact Ms. Kelly Winn, Georgia Institute of Technology, Office of Research Integrity Assurance, at (404) 385-2175.

If you complete the survey, it means that you have read -- or have had read to you -- the information contained in this letter and would like to be a volunteer in this research study.