Highlights from the Diversity and Inclusion Campus Climate Survey

**UNC-Chapel Hill
Graduate and Professional Students**
Spring 2016

Prepared by the Office of Institutional Research & Assessment

THE UNIVERSITY *of* NORTH CAROLINA *at* CHAPEL HILL

Comparison of Respondent to Population Characteristics
Overall Response Rate: 3,018 (37%) of 8,074

	Population	Survey Respondents
Gender Identity		
Female	54.1%	60.2%
Male	45.9%	38.5%
Other	-	1.3%
Race/Ethnicity		
American Indian or Alaska Native	0.3%	0.2%
Asian	15.8%	14.9%
Black or African American	7.8%	7.5%
Latino or Hispanic	6.6%	3.0%
Native Hawaiian/Other Pacific Islander	0.6%	0.1%
White	62.7%	63.9%
Other race or ethnicity	-	2.3%
Two or More Races or Ethnicities	6.2%	8.0%
Degree Type		
Doctorate degree (academic or professional)	40.0%	56.8%
Master's degree (academic or professional)	52.1%	38.5%
Other/Not Reported	7.9%	4.7%
Unit		
Academic Affairs	69.6%	54.4%
Health Affairs	30.4%	43.8%
Unknown	-	1.8%
Citizenship Status		
U.S. citizen	83.3%	88.5%
Permanent legal resident	2.8%	2.2%
International student	13.9%	9.2%

- Females responded at a higher rate than males and are slightly overrepresented in these results relative to their percentage of the UNC-Chapel Hill population of graduate and professional students.

- There were few differences between respondents and the population by race/ethnicity.

- The group of survey respondents contained a much higher percentage of doctoral students compared to the population.

- Students from Health Affairs programs were overrrepresented among respondents relative to their presence in the population.

Limitations of the 2016 Diversity and Inclusion Campus Climate Survey

- **Examination of this data identified issues with non-completion rates and related issues that should be considered in evaluating the usability of the results.**
- Non-completion rate is the percentage of respondents who started the survey but exited before reaching the last section.
- The overall non-completion rate for the 2016 D&I Survey was 17%. This reduction in the number of responses to items in the latter part of the survey raised additional questions about the representativeness of those results, especially for small groups.
- Students who declined to identify their gender or race/ethnicity, even those who responded to other demographic questions, had higher non-completion rates than those who did respond to those items.
- Some items on this survey, particularly those with branching questions and long lists of response options, yielded partial responses that were difficult to interpret.
- For this report, efforts were made to avoid items with large numbers of missing and partial responses, and to present the results using simple descriptive statistics disaggregated by race/ethnicity, gender, and citizenship status.

Educational Benefits of Diversity

Graduate and Professional Students

THE UNIVERSITY
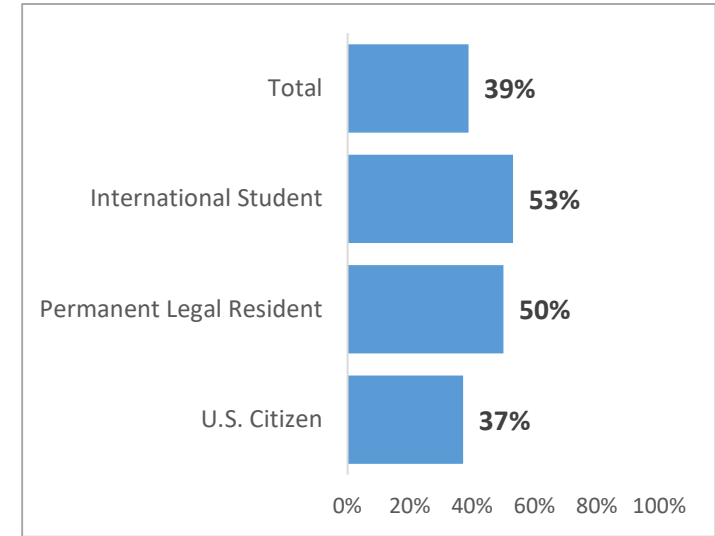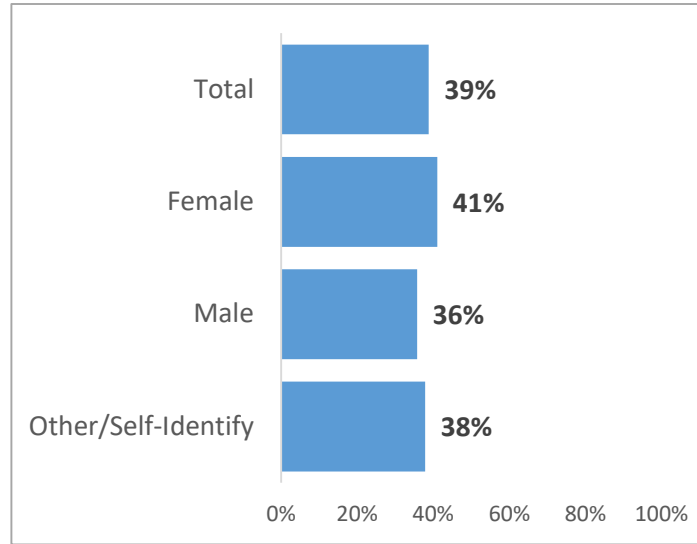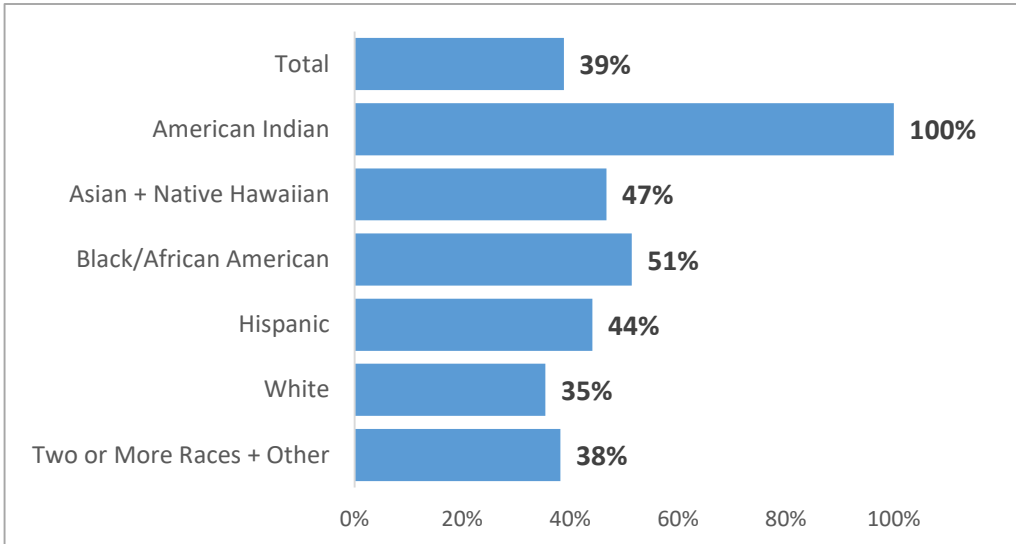*of* NORTH CAROLINA
at CHAPEL HILL

Educational Benefits of Diversity: Key Findings

- **Initial expectations for diversity among faculty, staff, and students:**
  - White students were less likely than students from other race/ethnicity groups to agree that they had chosen to attend UNC-Chapel Hill partly for opportunities to encounter diversity. A lower percentage of U.S. citizens agreed with this statement compared to International and Permanent Legal Residents.

- **Benefits of exposure to diverse people and ideas at UNC-Chapel Hill:**
  - Close to three-fourths of all respondents reported having benefited from being exposed to diverse people and ideas at UNC-Chapel Hill, with White students reporting the highest level of agreement.
  - With little variation across groups, two-thirds reported that this exposure improved their ability to understand people from racial or ethnic backgrounds different their own.
  - The majority of respondents across all groups agreed that their UNC-Chapel Hill interactions with people whose race/ethnicity was different from their own challenged them to think differently about issues.
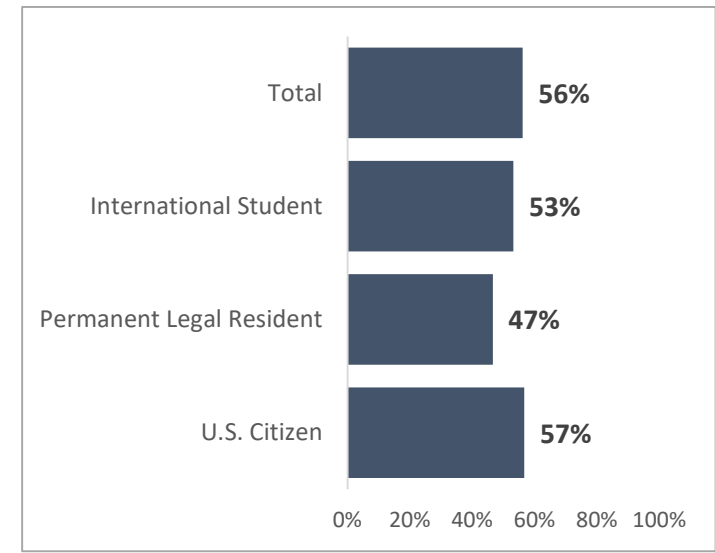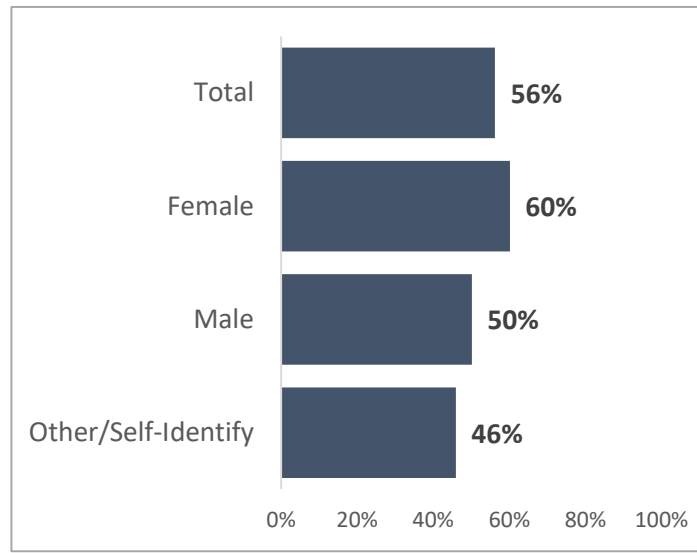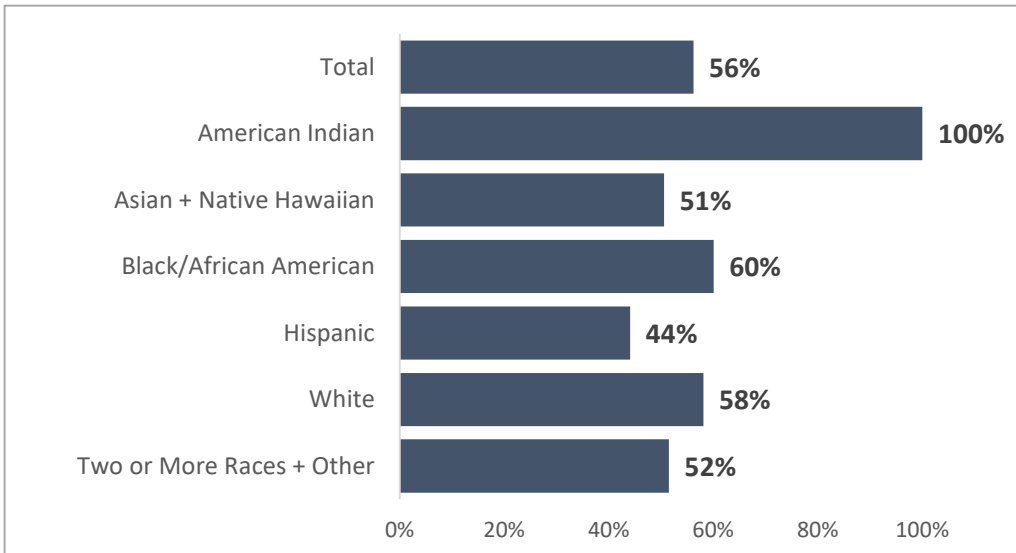
Educational Benefits of Diversity

(% responding Agree + Strongly Agree)

I chose to attend UNC Chapel Hill partly because I expected to encounter students, faculty, and staff from diverse backgrounds.

Category	%
Total	39%
American Indian	100%
Asian + Native Hawaiian	47%
Black/African American	51%
Hispanic	44%
White	35%
Two or More Races + Other	38%

Category	%
Total	39%
Female	41%
Male	36%
Other/Self-Identify	38%

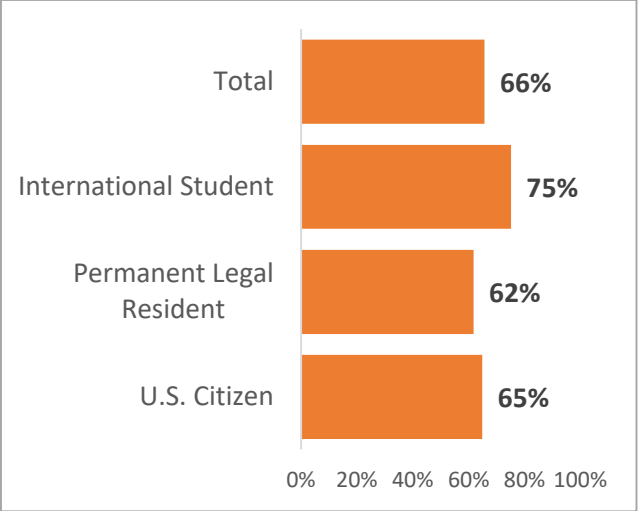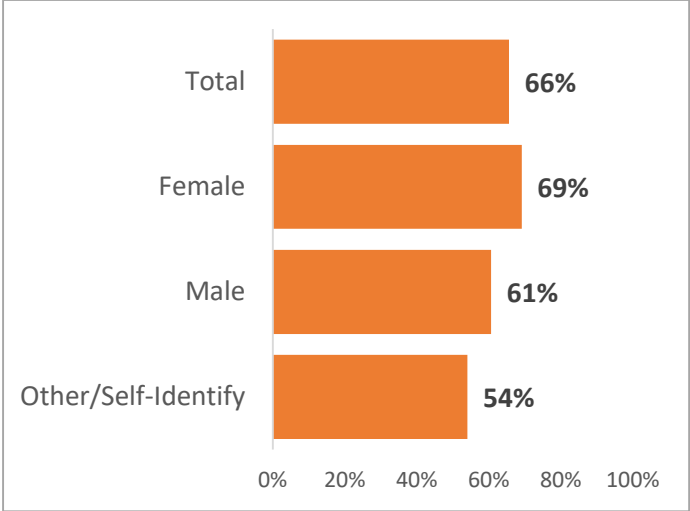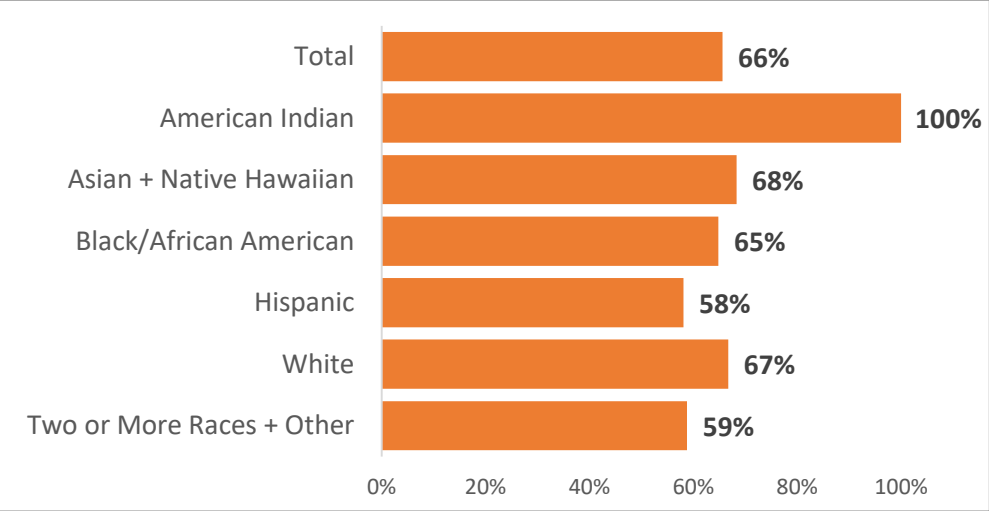| Category	%
Total	39%
International Student	53%
Permanent Legal Resident	50%
U.S. Citizen	37%

I have been challenged at UNC Chapel Hill to think differently about an issue due to my interactions with people whose race or ethnicity is different from my own.
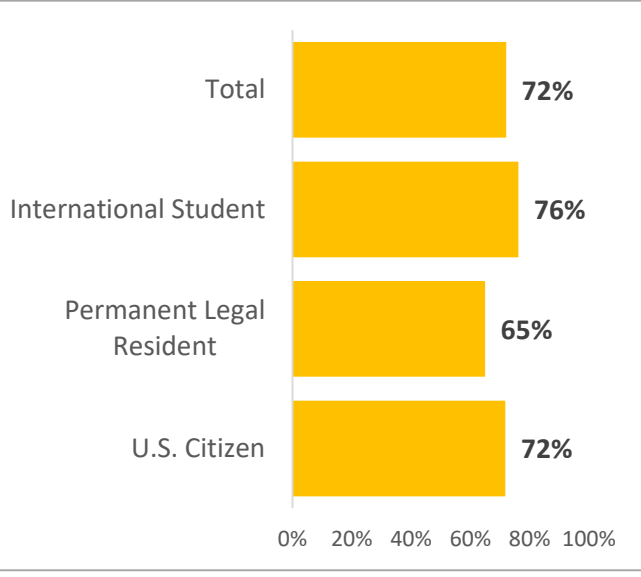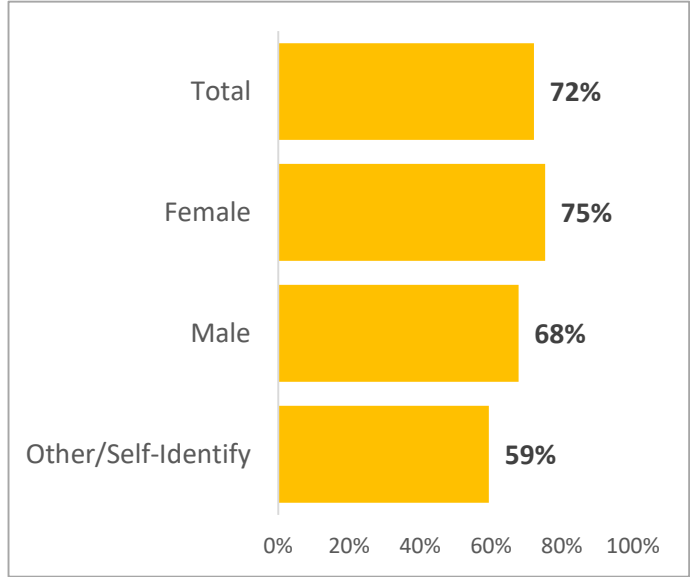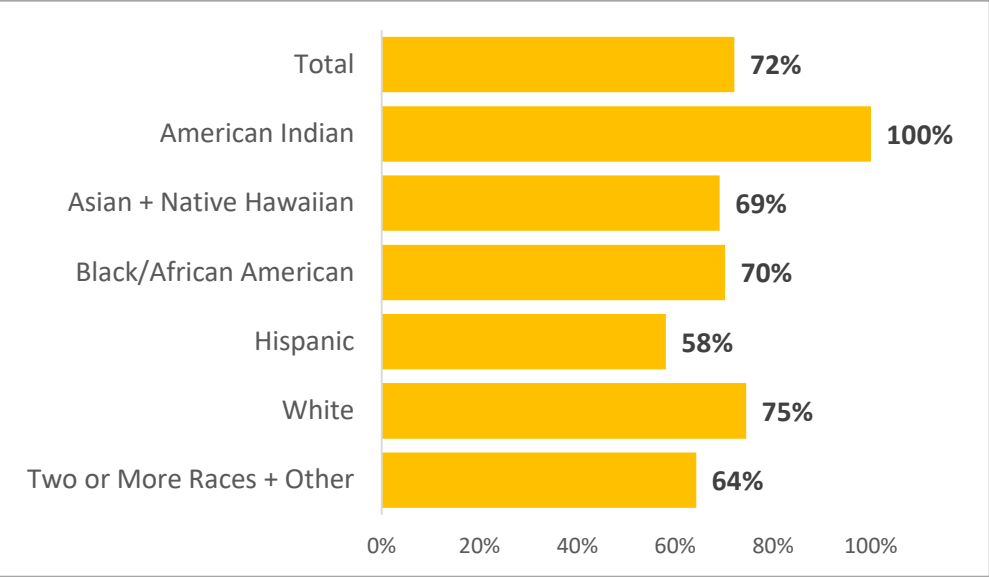
Category	%
Total	56%
American Indian	100%
Asian + Native Hawaiian	51%
Black/African American	60%
Hispanic	44%
White	58%
Two or More Races + Other	52%

Category	%
Total	56%
Female	60%
Male	50%
Other/Self-Identify	46%

Category	%
Total	56%
International Student	53%
Permanent Legal Resident	47%
U.S. Citizen	57%

Educational Benefits of Diversity

(% responding Agree + Strongly Agree)

Being exposed to diverse people and diverse ideas at UNC Chapel Hill has improved my ability to understand people from racial or ethnic backgrounds different from my own.

Category	%
Total	66%
American Indian	100%
Asian + Native Hawaiian	68%
Black/African American	65%
Hispanic	58%
White	67%
Two or More Races + Other	59%

Category	%
Total	66%
Female	69%
Male	61%
Other/Self-Identify	54%

Category	%
Total	66%
International Student	75%
Permanent Legal Resident	62%
U.S. Citizen	65%

I have benefited from being exposed to diverse people and diverse ideas at UNC Chapel Hill.

Category	%
Total	72%
American Indian	100%
Asian + Native Hawaiian	69%
Black/African American	70%
Hispanic	58%
White	75%
Two or More Races + Other	64%

Category	%
Total	72%
Female	75%
Male	68%
Other/Self-Identify	59%

Category	%
Total	72%
International Student	76%
Permanent Legal Resident	65%
U.S. Citizen	72%

Supportive Campus and Sense of Belonging
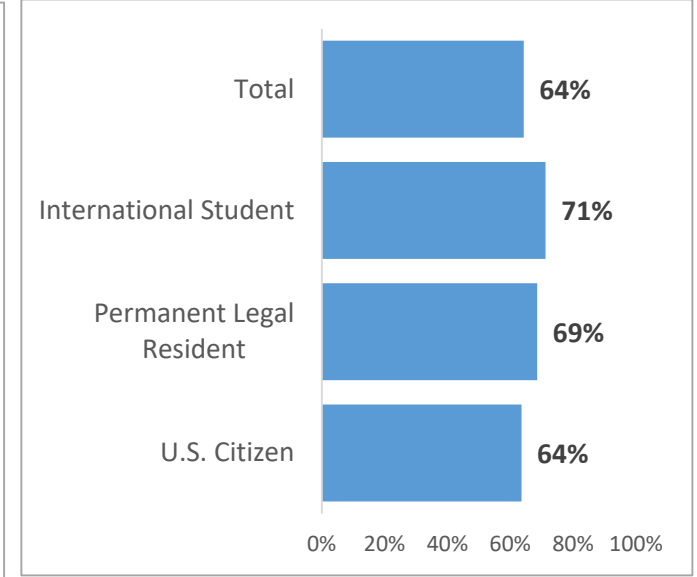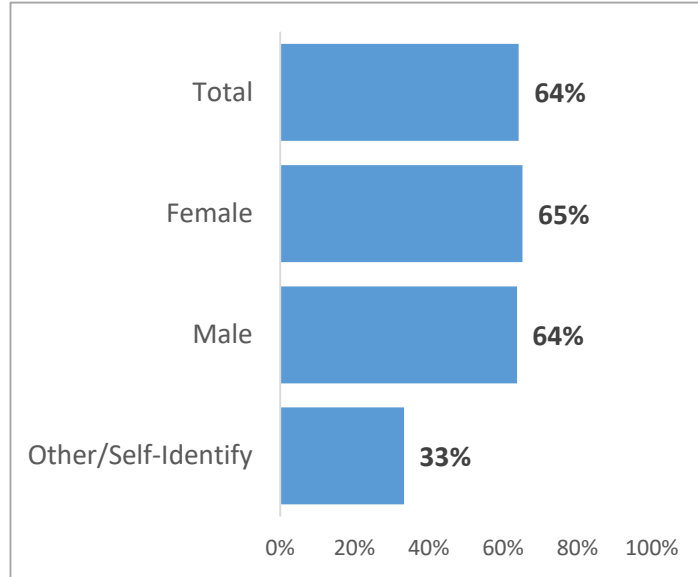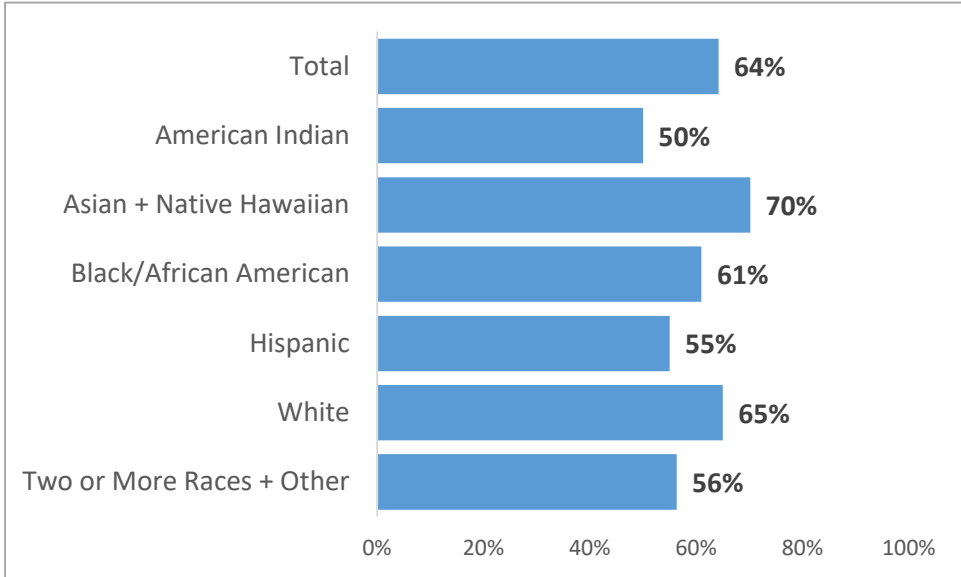
Graduate and Professional Students

Supportive Campus and Sense of Belonging: Key Findings

- **Perceptions of campus support for diversity:**
    - Over half of all respondents agreed that UNC-Chapel Hill was committed to diversity and that it promotes appreciation of cultural differences; however, students who identified as Black/African American and Hispanic had had somewhat lower levels of agreement than White and Asian respondents.

- **Feelings of support and sense of belonging:**
    - High percentages of students reported that faculty believe in their ability to succeed academically and show interest in their development; Black/African American and Other/Self-Identify gender students
    - Students who identified as Black/African American, Hispanic, and Two or More Races reported a lower sense of belonging at UNC-Chapel Hill than White students.
    - Overall, 80% of respondents agreed that they would recommend UNC-Chapel Hill to others. The only group that reported a significantly lower level of agreement was made up of Other/Self-Identify gender respondents.
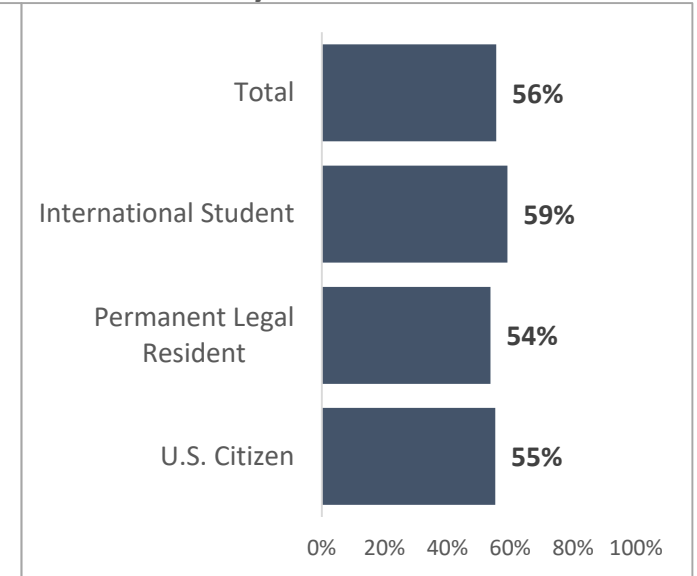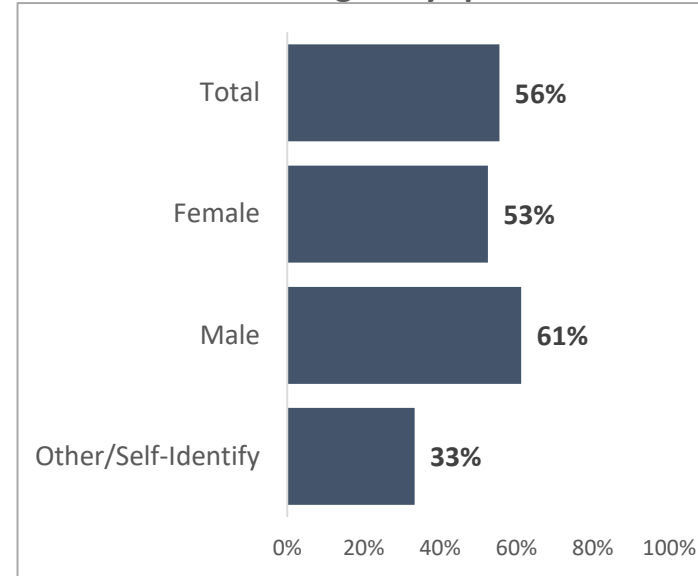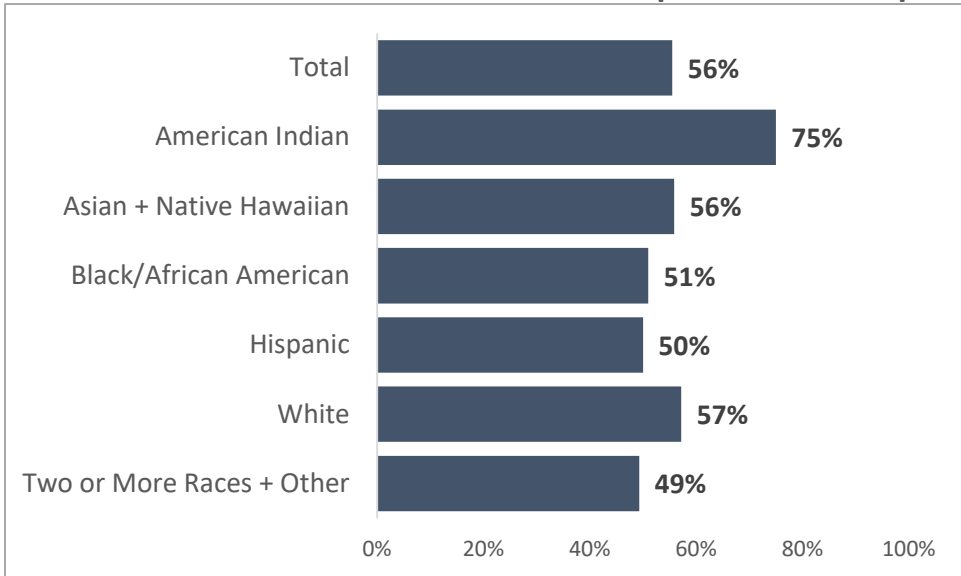
Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)

UNC-Chapel Hill encourages students to have a public voice and share their ideas openly

Category	%
Total	64%
American Indian	50%
Asian + Native Hawaiian	70%
Black/African American	61%
Hispanic	55%
White	65%
Two or More Races + Other	56%

Category	%
Total	64%
Female	65%
Male	64%
Other/Self-Identify	33%

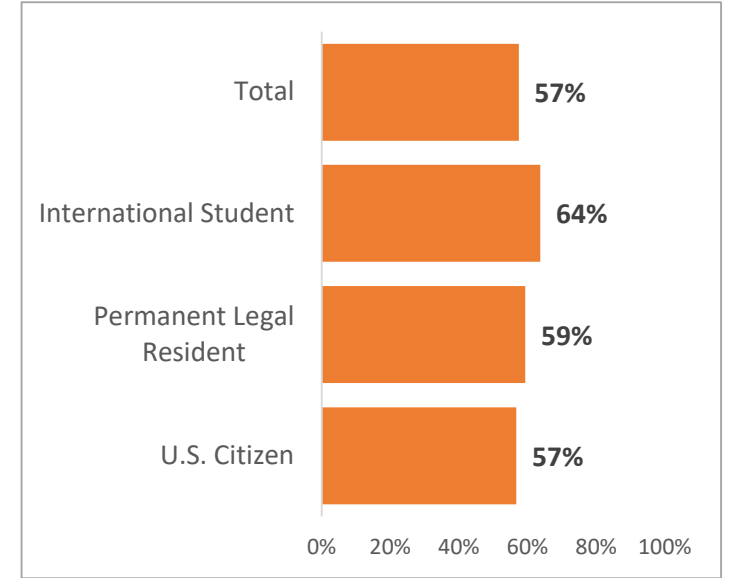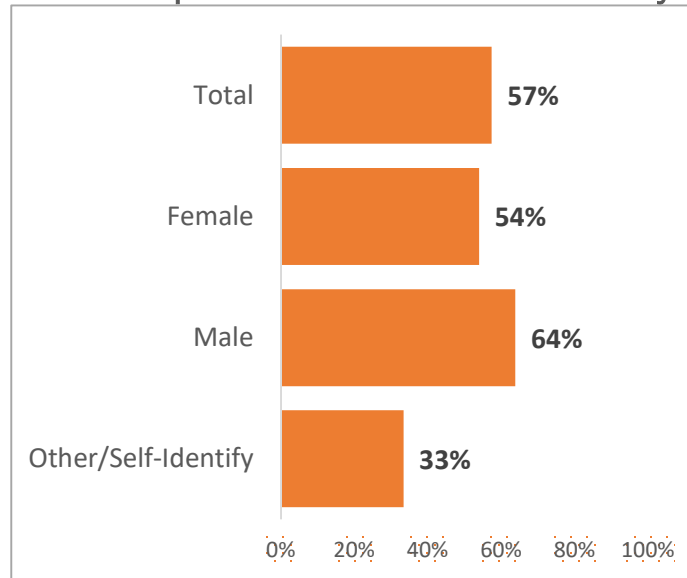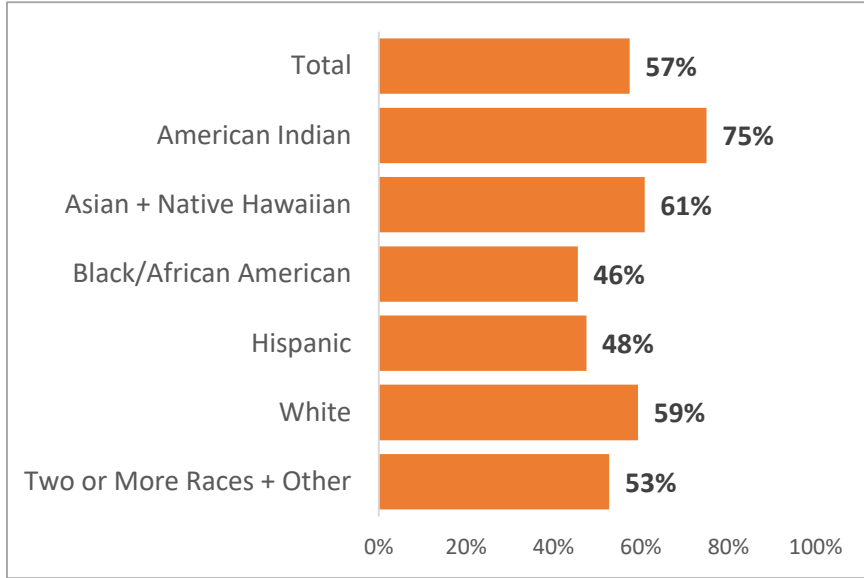| Category	%
Total	64%
International Student	71%
Permanent Legal Resident	69%
U.S. Citizen	64%

UNC-Chapel Hill has campus administrators who regularly speak about the value of diversity

Category	%
Total	56%
American Indian	75%
Asian + Native Hawaiian	56%
Black/African American	51%
Hispanic	50%
White	57%
Two or More Races + Other	49%

Category	%
Total	56%
Female	53%
Male	61%
Other/Self-Identify	33%

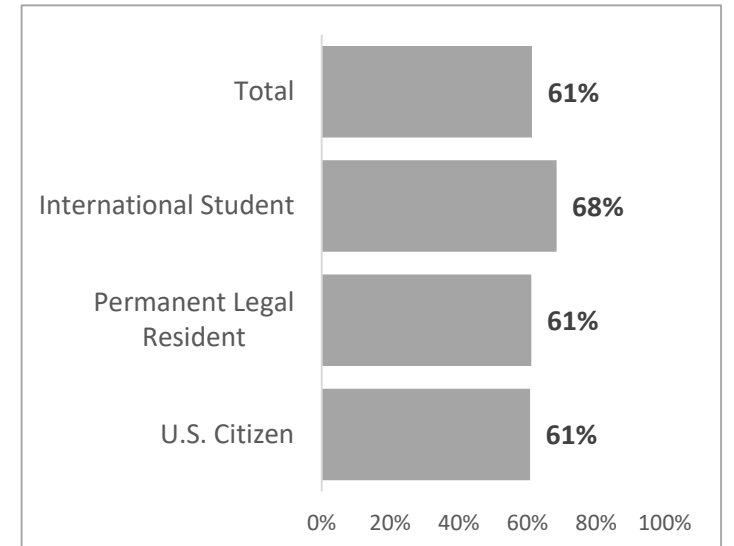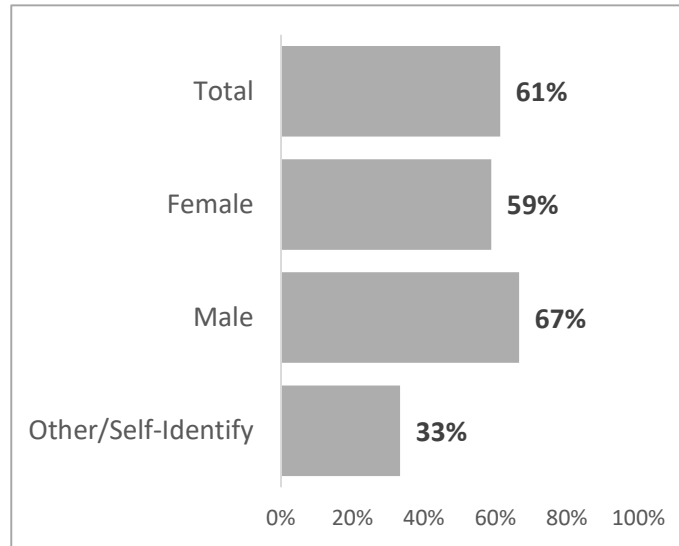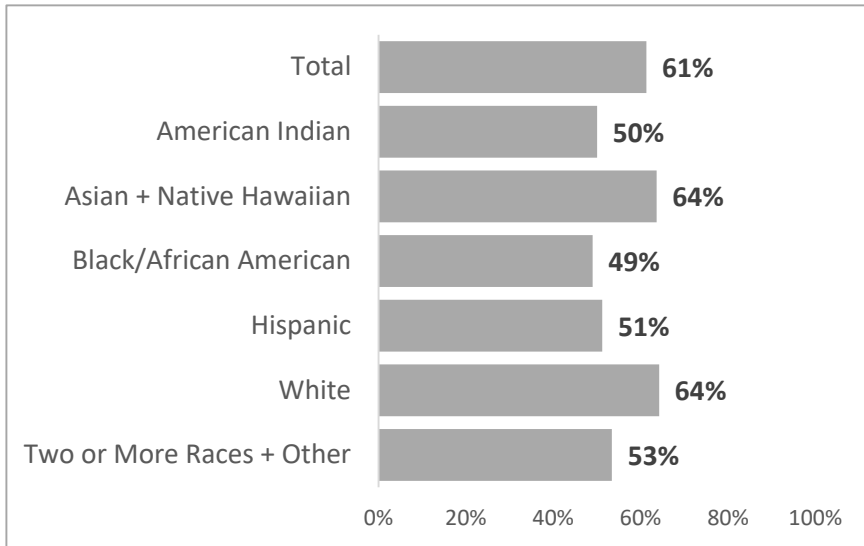| Category	%
Total	56%
International Student	59%
Permanent Legal Resident	54%
U.S. Citizen	55%

Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)

UNC-Chapel Hill is committed to diversity

Chart 1 (Race/Ethnicity):
- Total: 57%
- American Indian: 75%
- Asian + Native Hawaiian: 61%
- Black/African American: 46%
- Hispanic: 48%
- White: 59%
- Two or More Races + Other: 53%

Chart 2 (Gender):
- Total: 57%
- Female: 54%
- Male: 64%
- Other/Self-Identify: 33%

Chart 3 (Citizenship):
- Total: 57%
- International Student: 64%
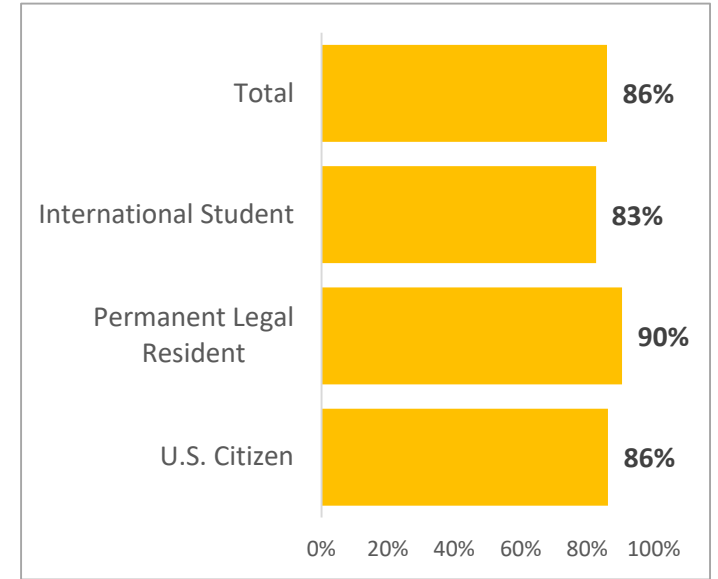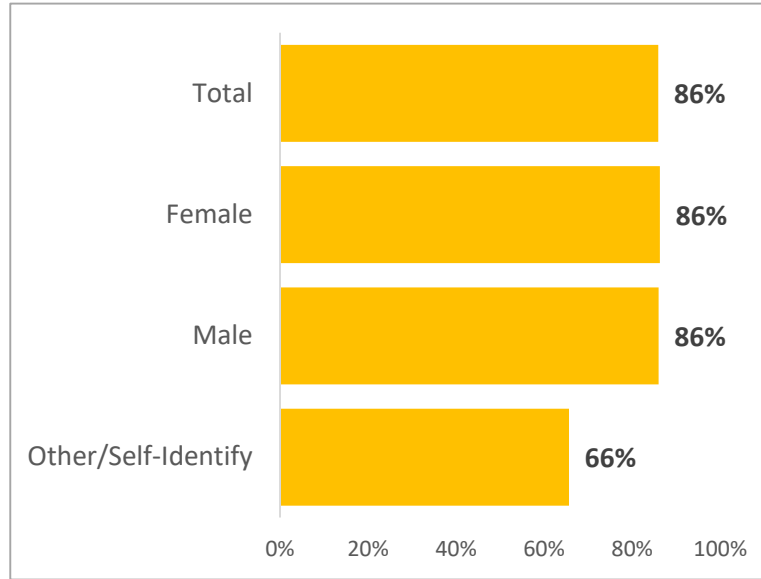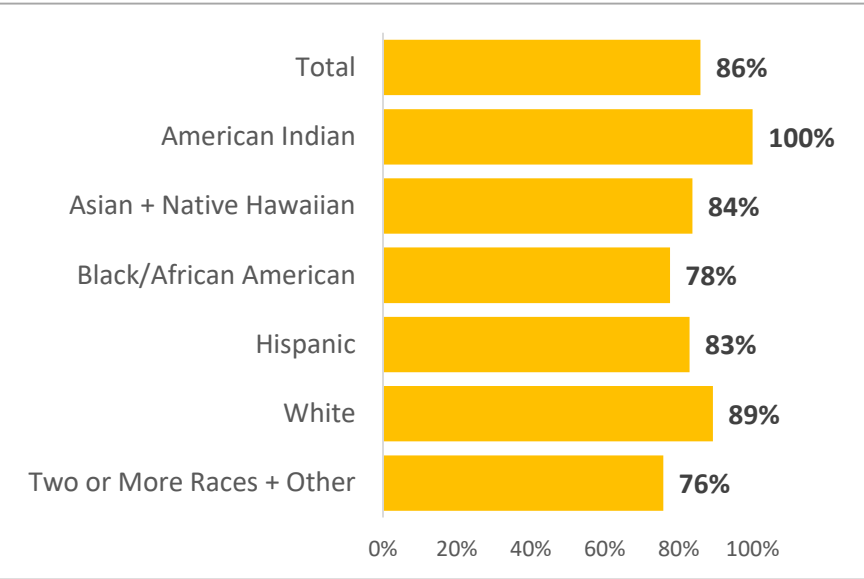- Permanent Legal Resident: 59%
- U.S. Citizen: 57%

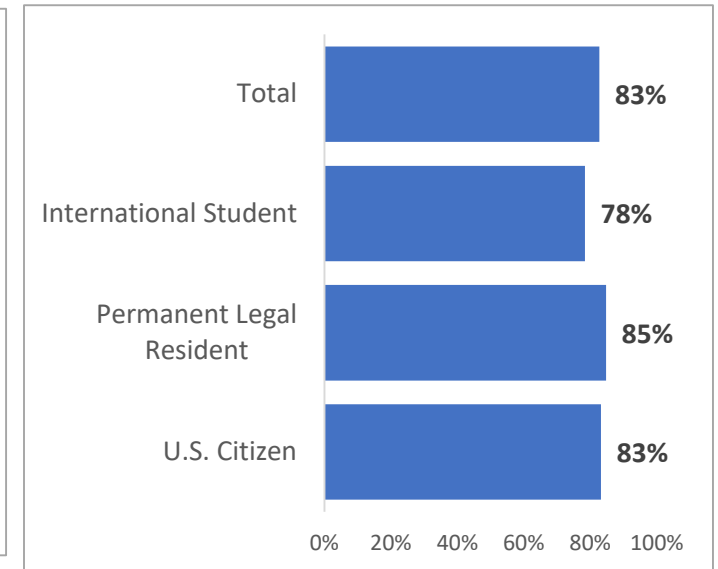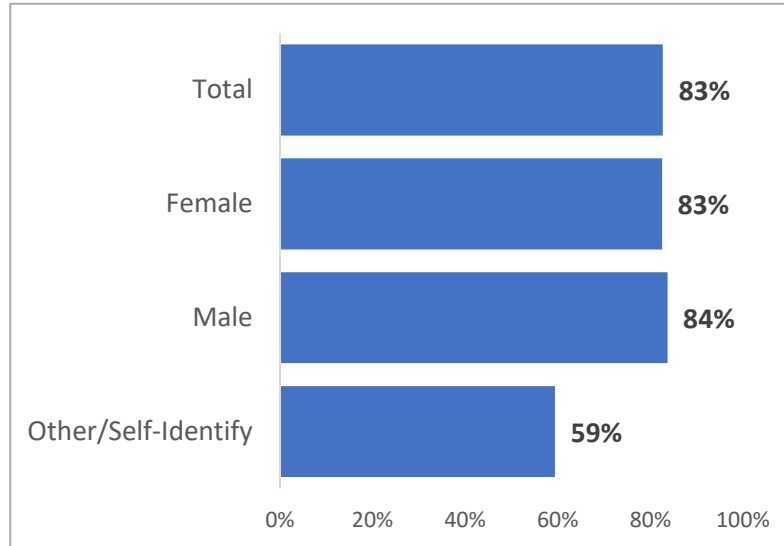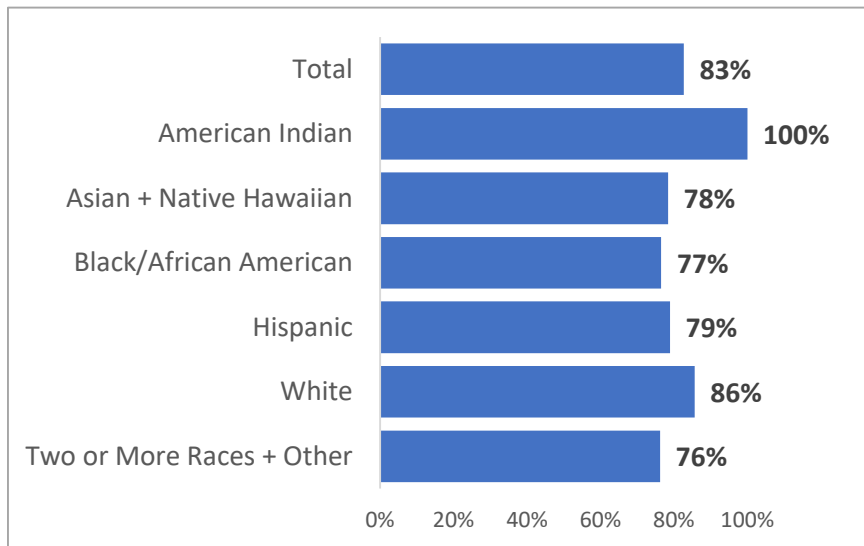## UNC-Chapel Hill promotes the appreciation of cultural differences

Chart 1 (Race/Ethnicity):
- Total: 61%
- American Indian: 50%
- Asian + Native Hawaiian: 64%
- Black/African American: 49%
- Hispanic: 51%
- White: 64%
- Two or More Races + Other: 53%

Chart 2 (Gender):
- Total: 61%
- Female: 59%
- Male: 67%
- Other/Self-Identify: 33%

Chart 3 (Citizenship):
- Total: 61%
- International Student: 68%
- Permanent Legal Resident: 61%
- U.S. Citizen: 61%

Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)

I feel that faculty believe in my potential to succeed academically

Total	86%
American Indian	100%
Asian + Native Hawaiian	84%
Black/African American	78%
Hispanic	83%
White	89%
Two or More Races + Other	76%

Total	86%
Female	86%
Male	86%
Other/Self-Identify	66%

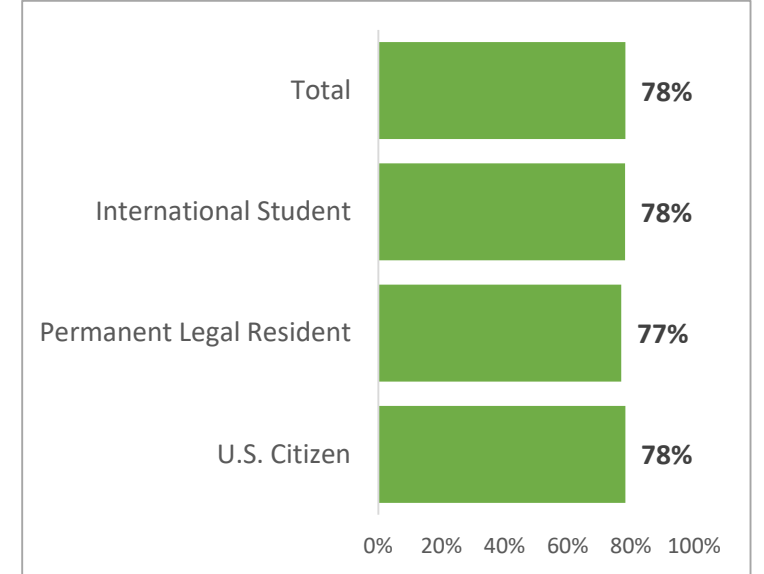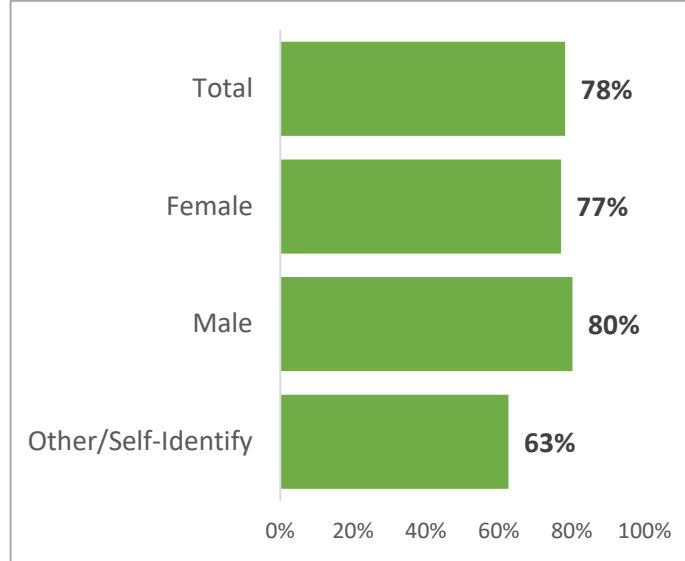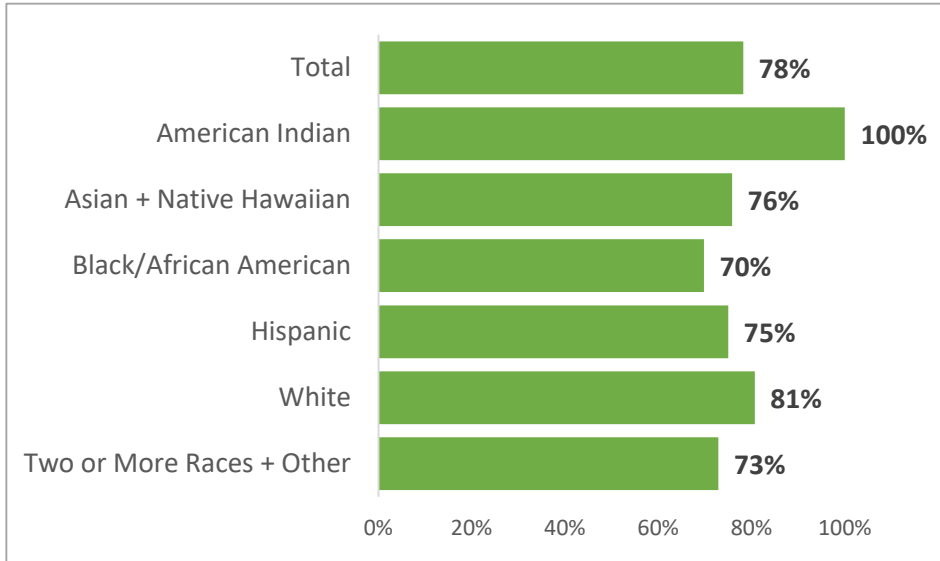|	
Total	86%
International Student	83%
Permanent Legal Resident	90%
U.S. Citizen	86%

I feel that faculty empower me to learn here

Total	83%
American Indian	100%
Asian + Native Hawaiian	78%
Black/African American	77%
Hispanic	79%
White	86%
Two or More Races + Other	76%

Total	83%
Female	83%
Male	84%
Other/Self-Identify	59%

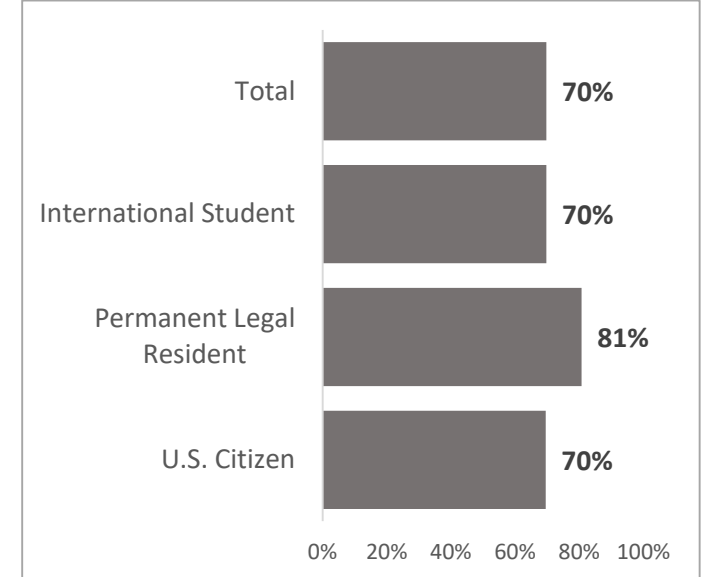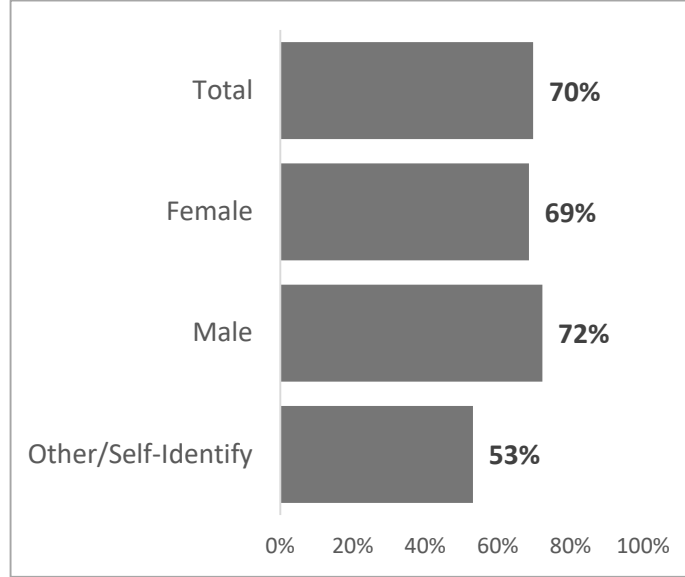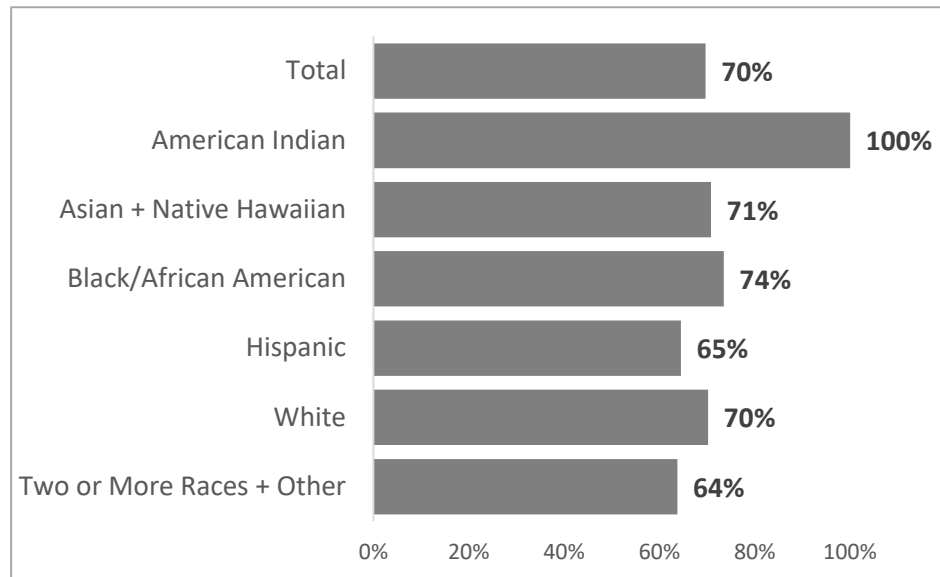|	
Total	83%
International Student	78%
Permanent Legal Resident	85%
U.S. Citizen	83%

Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)

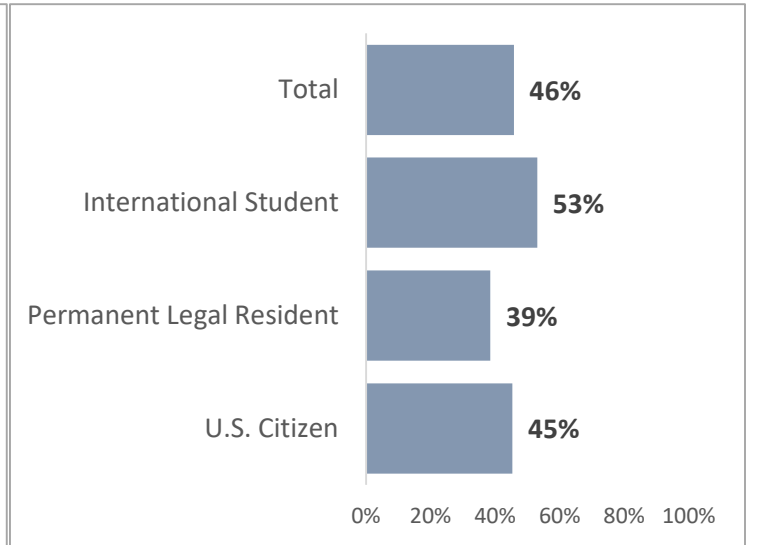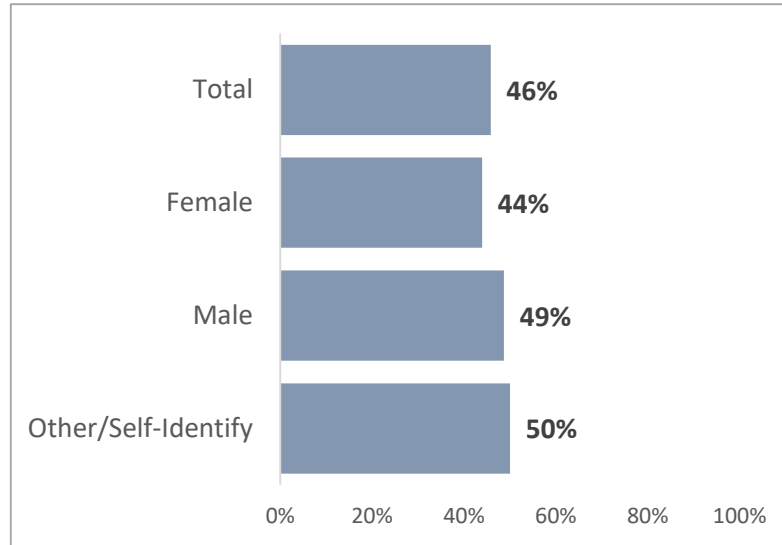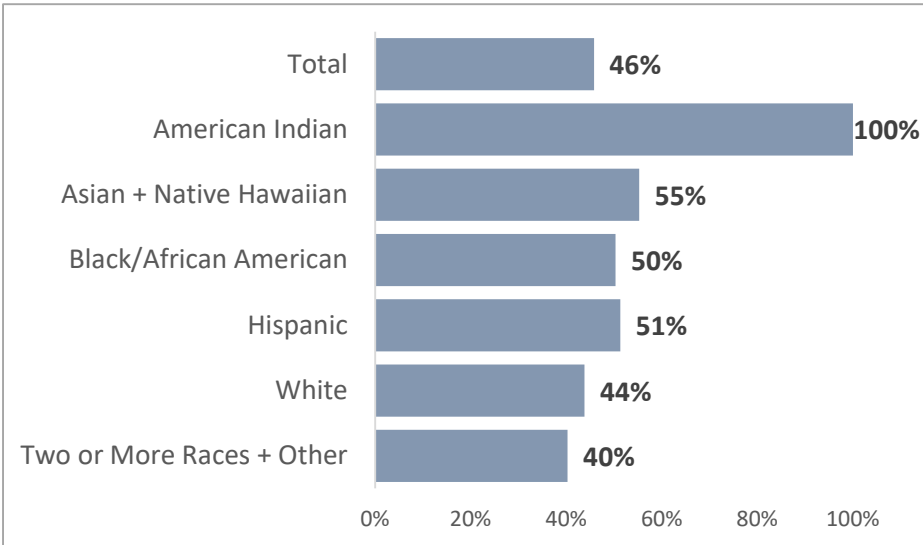## I feel that <u>faculty</u> have taken an interest in my development

Category	%
Total	78%
American Indian	100%
Asian + Native Hawaiian	76%
Black/African American	70%
Hispanic	75%
White	81%
Two or More Races + Other	73%

Category	%
Total	78%
Female	77%
Male	80%
Other/Self-Identify	63%

Category	%
Total	78%
International Student	78%
Permanent Legal Resident	77%
U.S. Citizen	78%

I feel that <u>staff</u> have taken an interest in my development

Category	%
Total	70%
American Indian	100%
Asian + Native Hawaiian	71%
Black/African American	74%
Hispanic	65%
White	70%
Two or More Races + Other	64%

Category	%
Total	70%
Female	69%
Male	72%
Other/Self-Identify	53%

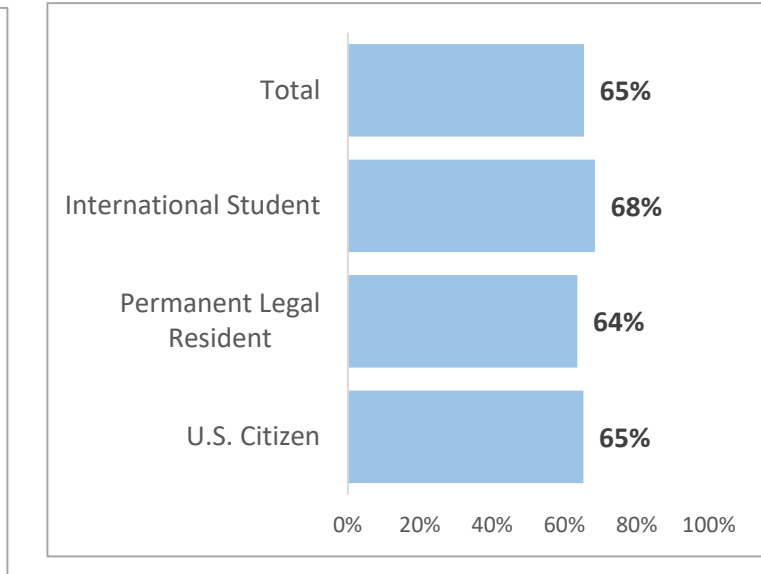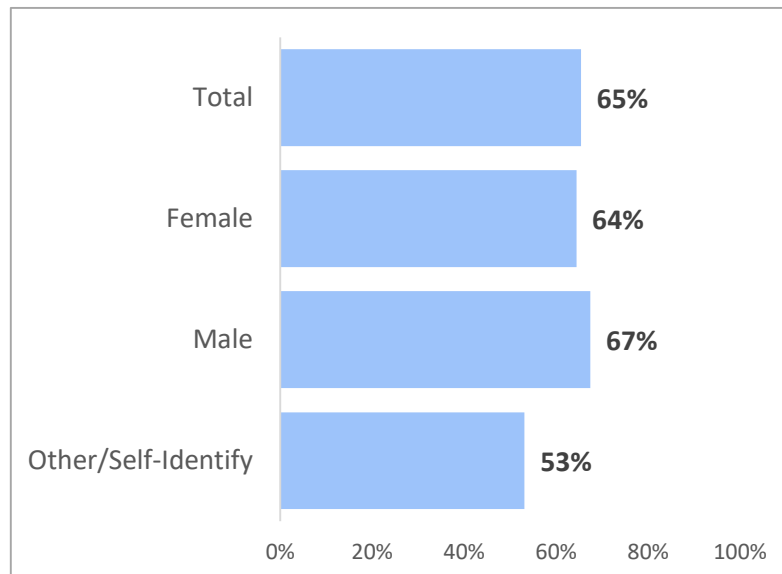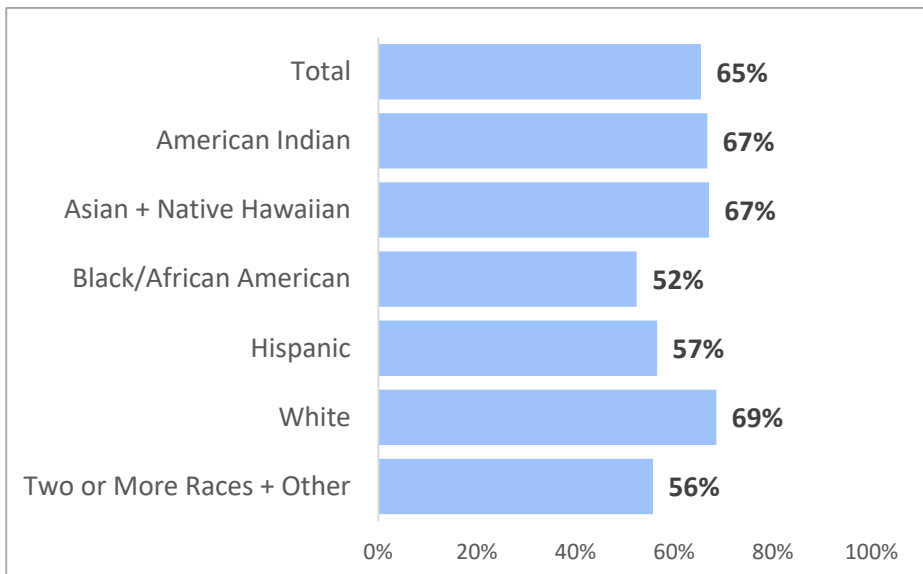| Category	%
Total	70%
International Student	70%
Permanent Legal Resident	81%
U.S. Citizen	70%

Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)
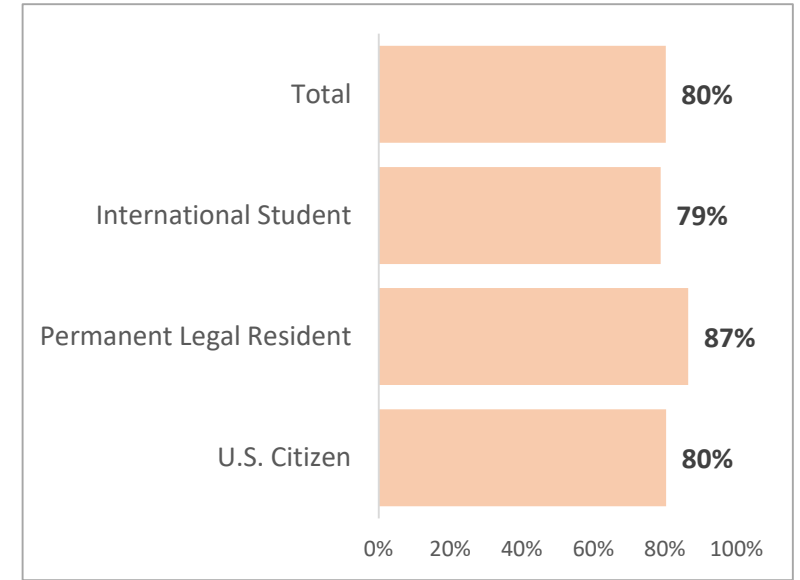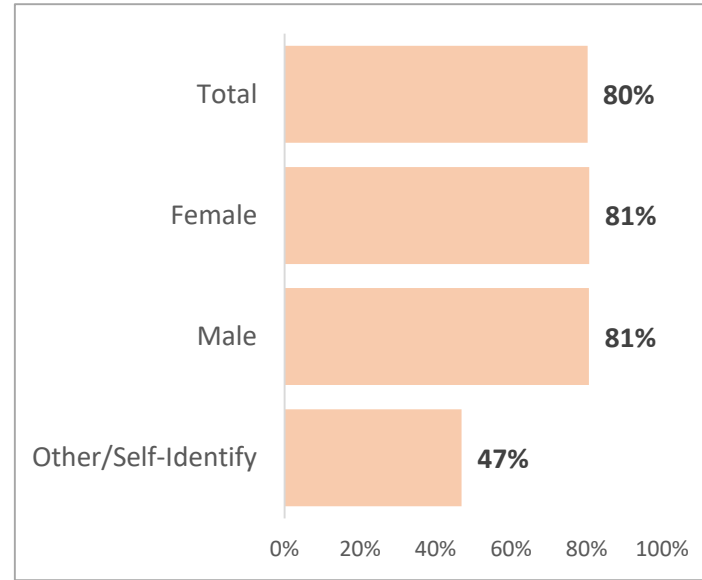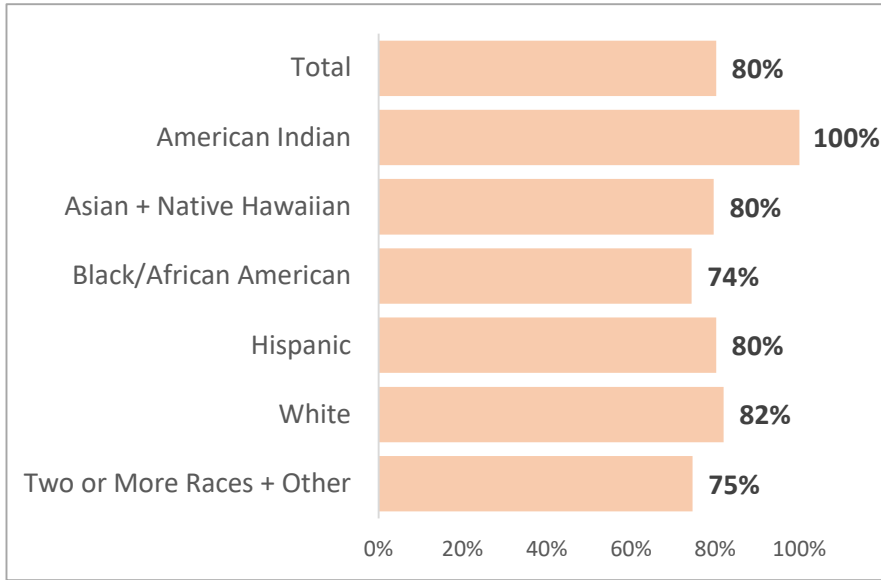
I am encouraged to get involved in campus activities

Category	Percentage
Total	46%
American Indian	100%
Asian + Native Hawaiian	55%
Black/African American	50%
Hispanic	51%
White	44%
Two or More Races + Other	40%

Category	Percentage
Total	46%
Female	44%
Male	49%
Other/Self-Identify	50%

Category	Percentage
Total	46%
International Student	53%
Permanent Legal Resident	39%
U.S. Citizen	45%

I feel a sense of belonging to this campus

Category	Percentage
Total	65%
American Indian	67%
Asian + Native Hawaiian	67%
Black/African American	52%
Hispanic	57%
White	69%
Two or More Races + Other	56%

Category	Percentage
Total	65%
Female	64%
Male	67%
Other/Self-Identify	53%

Category	Percentage
Total	65%
International Student	68%
Permanent Legal Resident	64%
U.S. Citizen	65%

Supportive Campus and Sense of Belonging

(% responding Agree + Strongly Agree)

If asked, I would recommend UNC

Total	80%
American Indian	100%
Asian + Native Hawaiian	80%
Black/African American	74%
Hispanic	80%
White	82%
Two or More Races + Other	75%

Total	80%
Female	81%
Male	81%
Other/Self-Identify	47%

Total	80%
International Student	79%
Permanent Legal Resident	87%
U.S. Citizen	80%

Satisfaction with Campus Diversity

Graduate and Professional Students

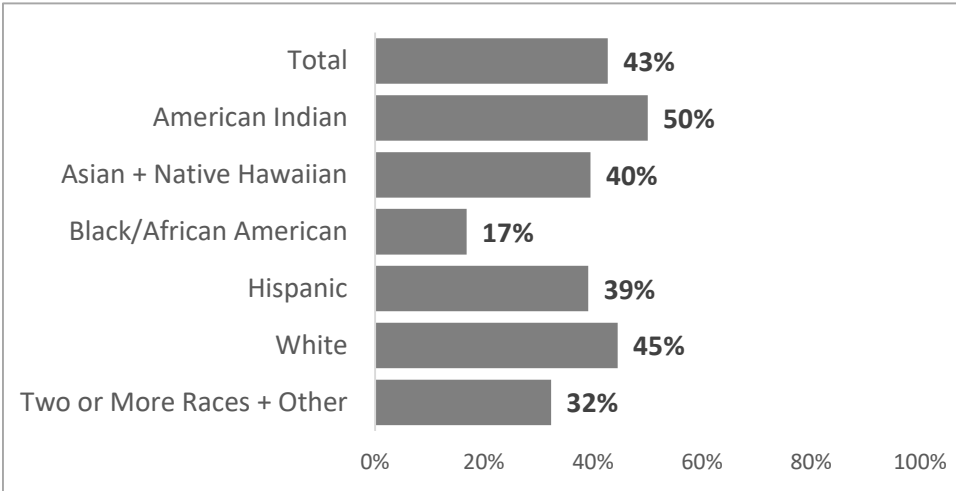THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Satisfaction with Campus Diversity: Key Findings

- **Perceptions of campus diversity:**
    - Results indicate low levels of satisfaction overall with the racial/ethnic diversity of both the faculty and staff.
    - Black/African American students were significantly less satisfied than other groups (17% compared to mean of 43%).   A similar gap was observed in their satisfaction with staff diversity.
    - Overall, respondents were only slightly more satisfied with the gender diversity of faculty.
    - Females were also considerably less likely to be satisfied with the both the racial/ethnic and the gender diversity of the faculty and staff than males.

- **Satisfaction with campus atmosphere:**
    - Across all respondents, 62% described being satisfied with the respect for expression of diverse beliefs at UNC-Chapel Hill; Black/African American and Other/Self-Identify gender students expressed somewhat lower levels of satisfaction.
    - Students who identified as Black/African American students and Other/Self-Identify gender students described notably less satisfaction with the overall sense of community among students.
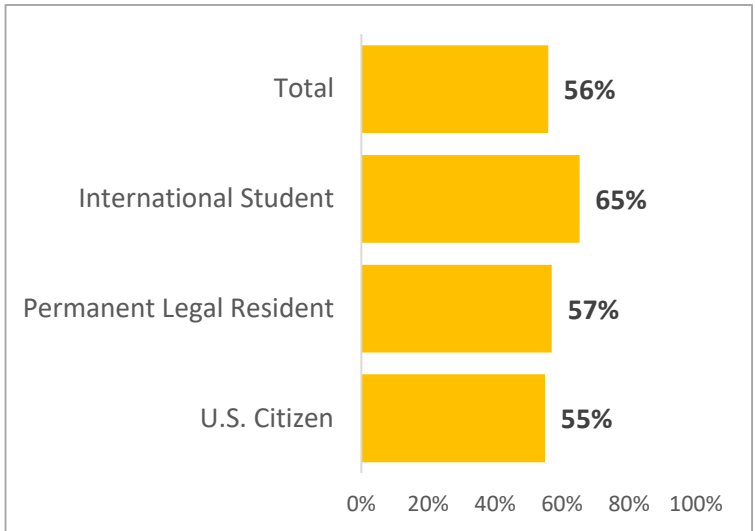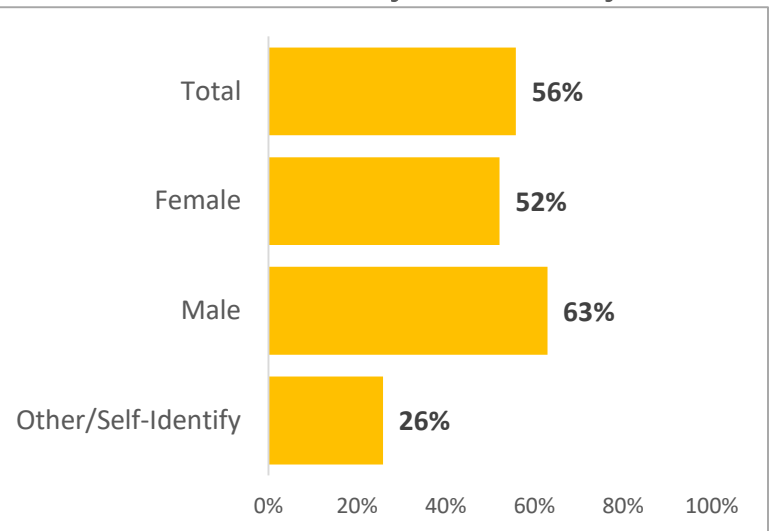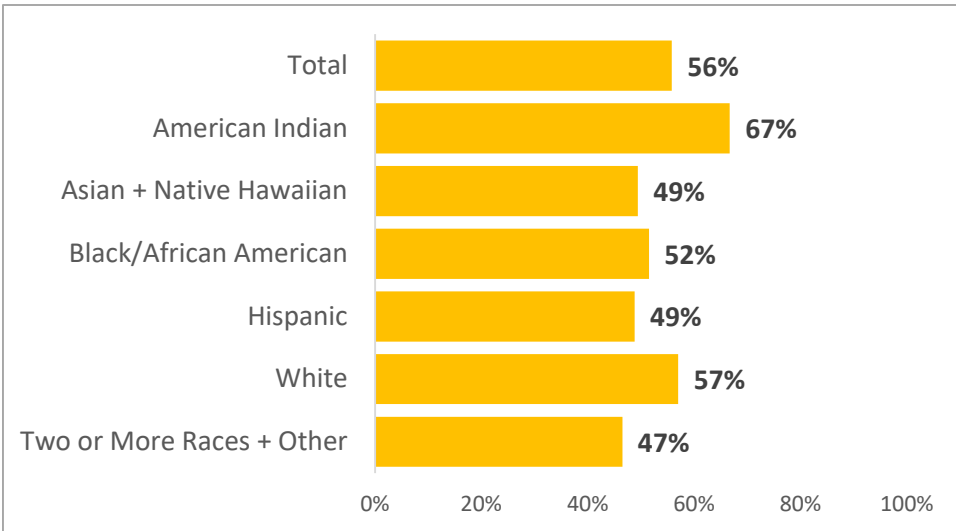
Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)
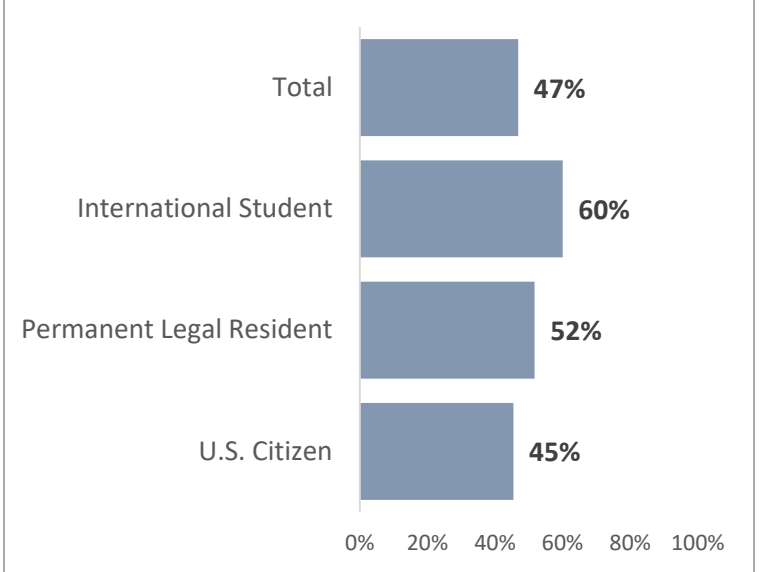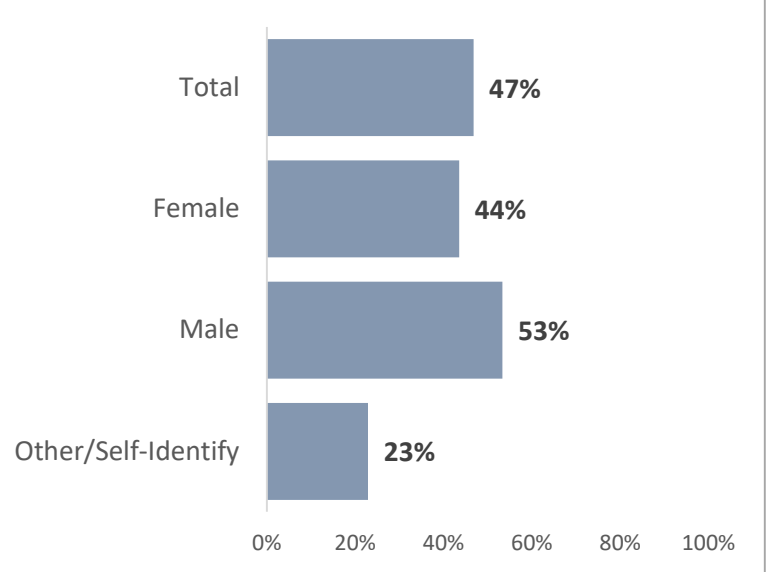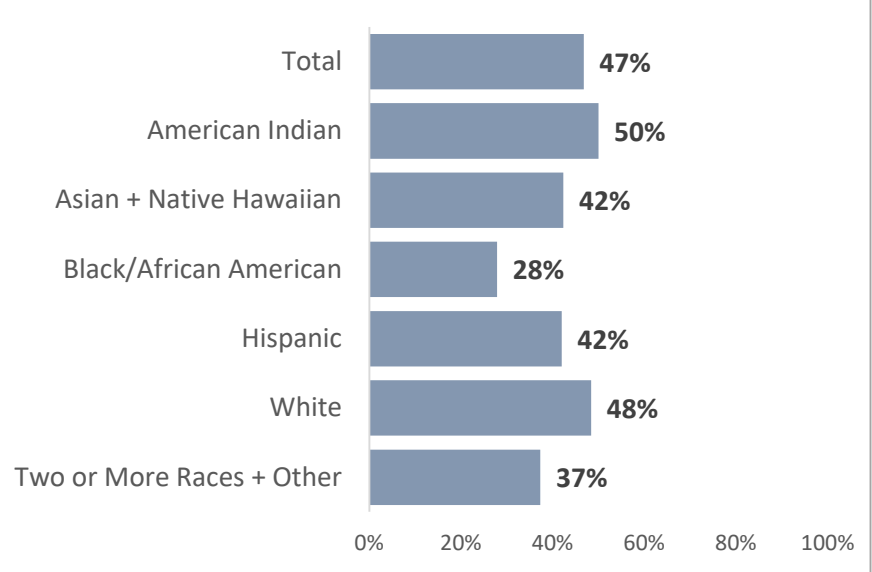
Racial and ethnic diversity of the faculty

Total	43%
American Indian	50%
Asian + Native Hawaiian	40%
Black/African American	17%
Hispanic	39%
White	45%
Two or More Races + Other	32%

Total	43%
Female	38%
Male	51%
Other/Self-Identify	26%

Total	43%
International Student	62%
Permanent Legal Resident	50%
U.S. Citizen	40%

Gender diversity of the faculty

Total	56%
American Indian	67%
Asian + Native Hawaiian	49%
Black/African American	52%
Hispanic	49%
White	57%
Two or More Races + Other	47%

Total	56%
Female	52%
Male	63%
Other/Self-Identify	26%

Total	56%
International Student	65%
Permanent Legal Resident	57%
U.S. Citizen	55%

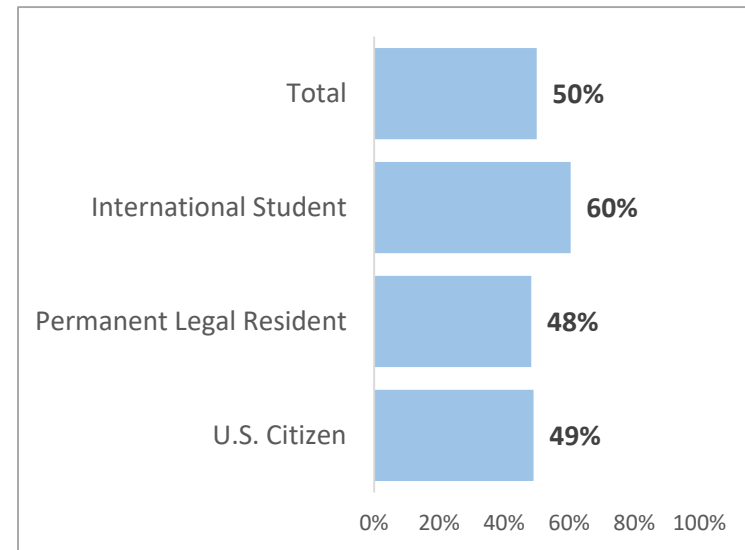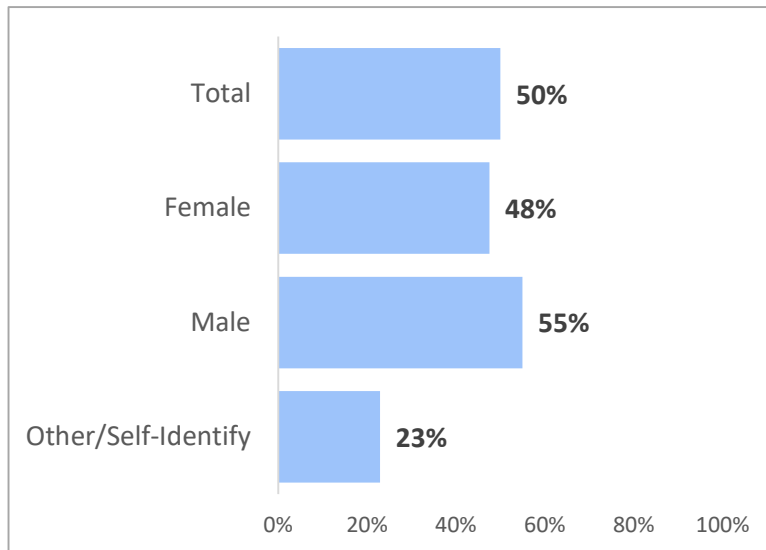# Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

Racial and ethnic diversity of the staff

Chart 1:
Category	Percent
Total	47%
American Indian	50%
Asian + Native Hawaiian	42%
Black/African American	28%
Hispanic	42%
White	48%
Two or More Races + Other	37%

Chart 2:
Category	Percent
Total	47%
Female	44%
Male	53%
Other/Self-Identify	23%

Chart 3:
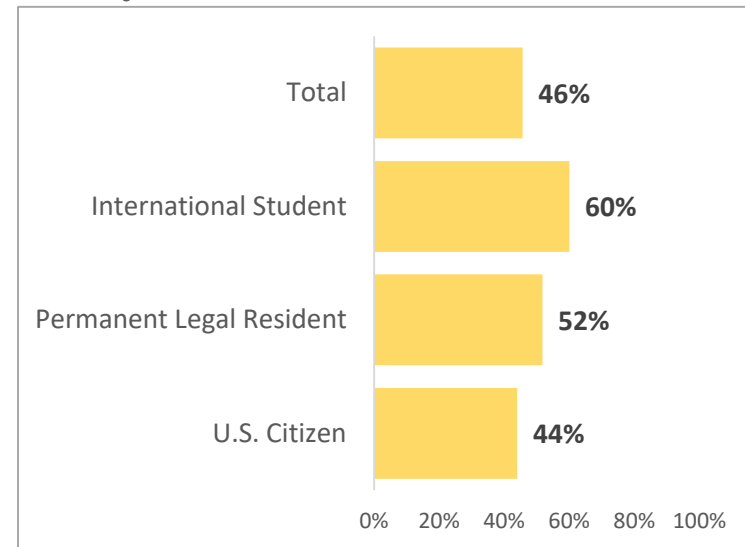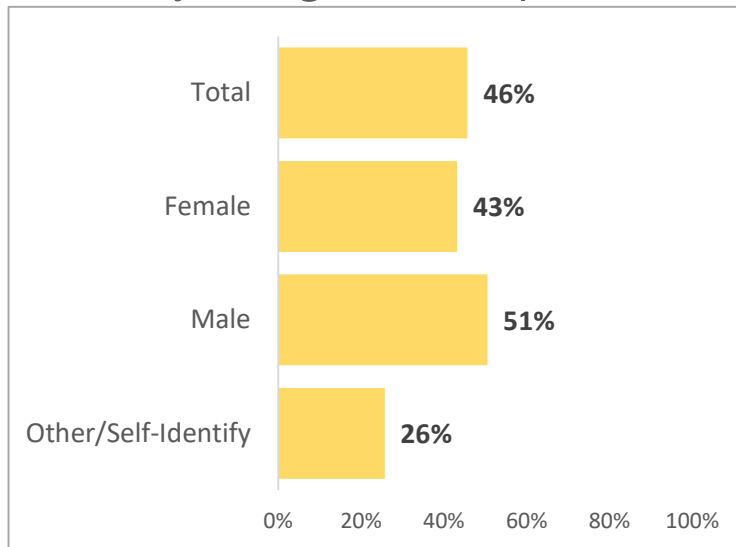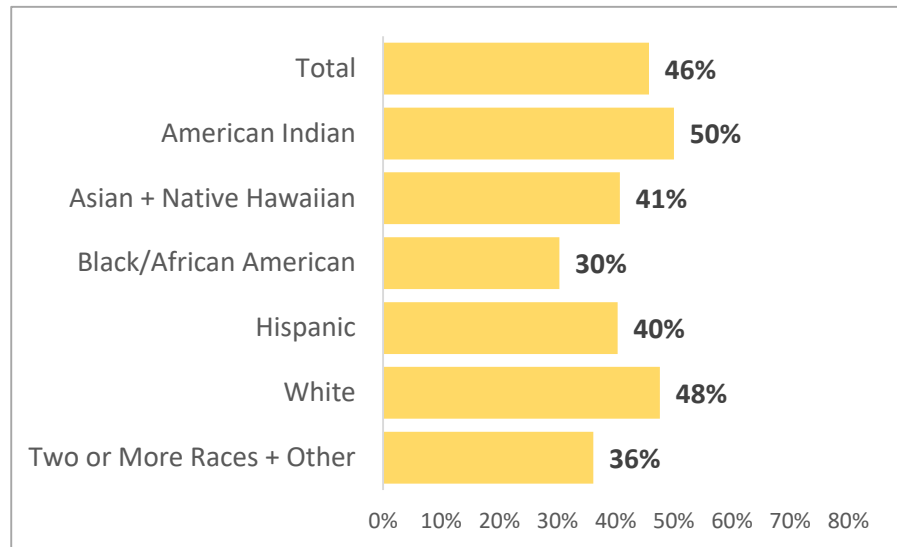| Category	Percent
Total	47%
International Student	60%
Permanent Legal Resident	52%
U.S. Citizen	45%

Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

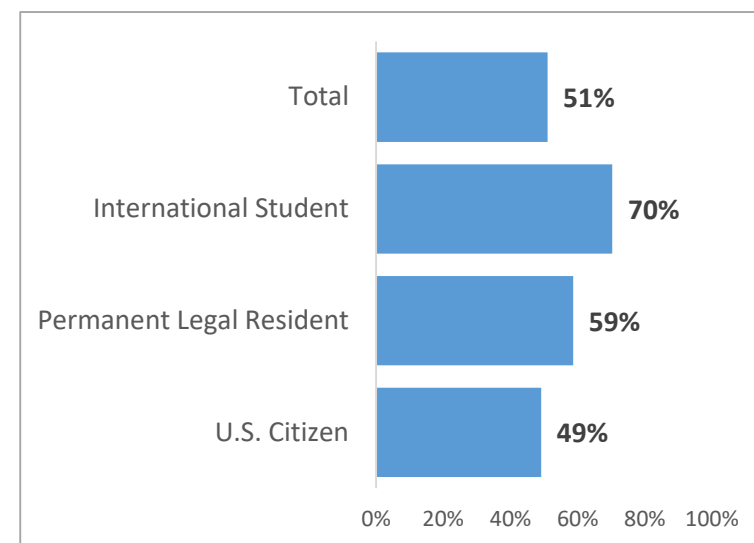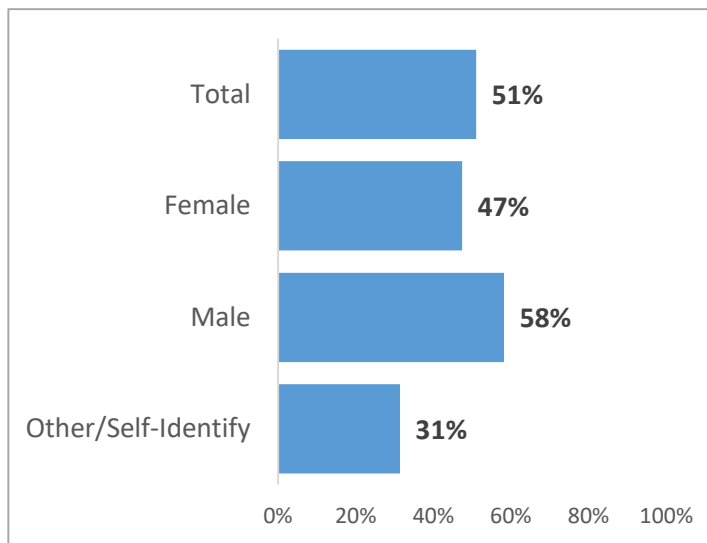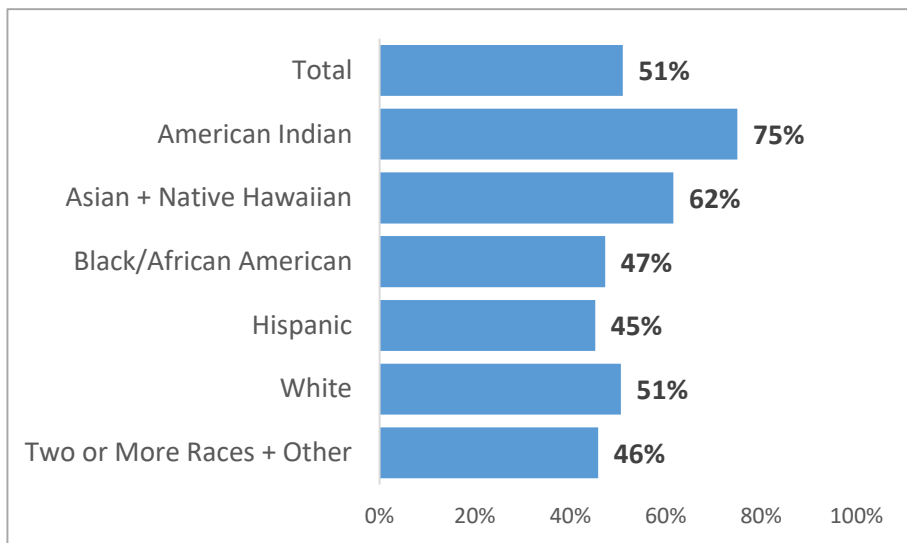## Racial and ethnic diversity of the graduate and professional student body

Total	50%
American Indian	50%
Asian + Native Hawaiian	40%
Black/African American	29%
Hispanic	39%
White	53%
Two or More Races + Other	37%

Total	50%
Female	48%
Male	55%
Other/Self-Identify	23%

Total	50%
International Student	60%
Permanent Legal Resident	48%
U.S. Citizen	49%

Socioeconomic diversity of the graduate and professional student body

Total	46%
American Indian	50%
Asian + Native Hawaiian	41%
Black/African American	30%
Hispanic	40%
White	48%
Two or More Races + Other	36%

Total	46%
Female	43%
Male	51%
Other/Self-Identify	26%

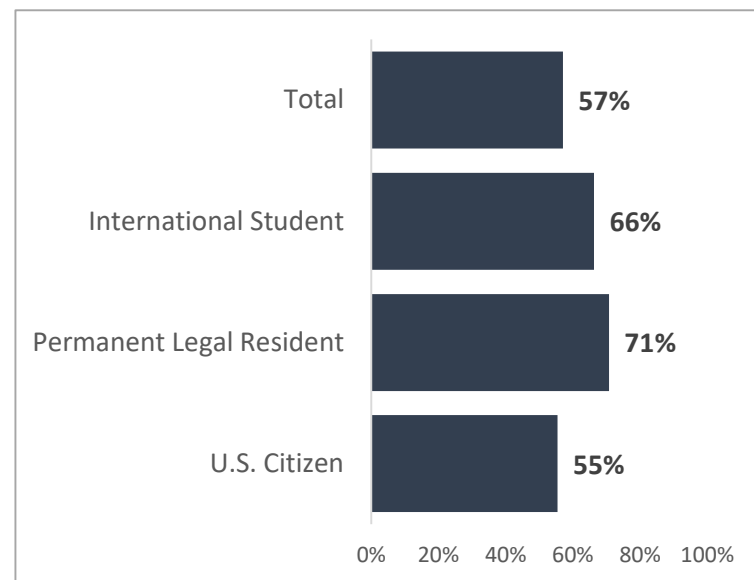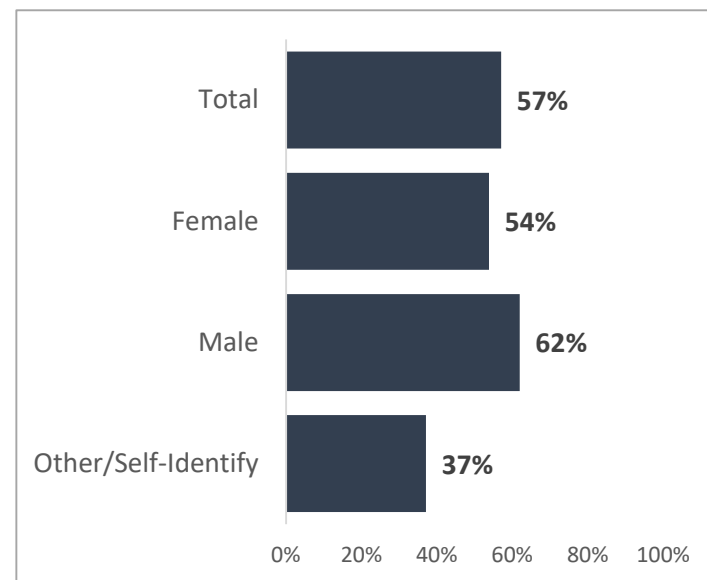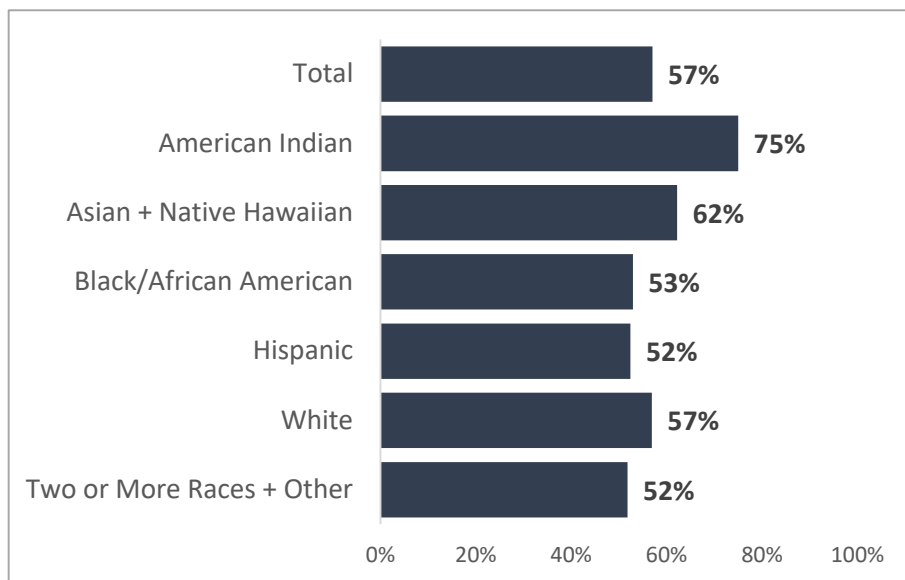|	
Total	46%
International Student	60%
Permanent Legal Resident	52%
U.S. Citizen	44%

Satisfaction with the Atmosphere for Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

For Gender identity

Chart 1 (Race/Ethnicity):
Category	%
Total	51%
American Indian	75%
Asian + Native Hawaiian	62%
Black/African American	47%
Hispanic	45%
White	51%
Two or More Races + Other	46%

Chart 2 (Gender):
Category	%
Total	51%
Female	47%
Male	58%
Other/Self-Identify	31%

Chart 3 (Citizenship):
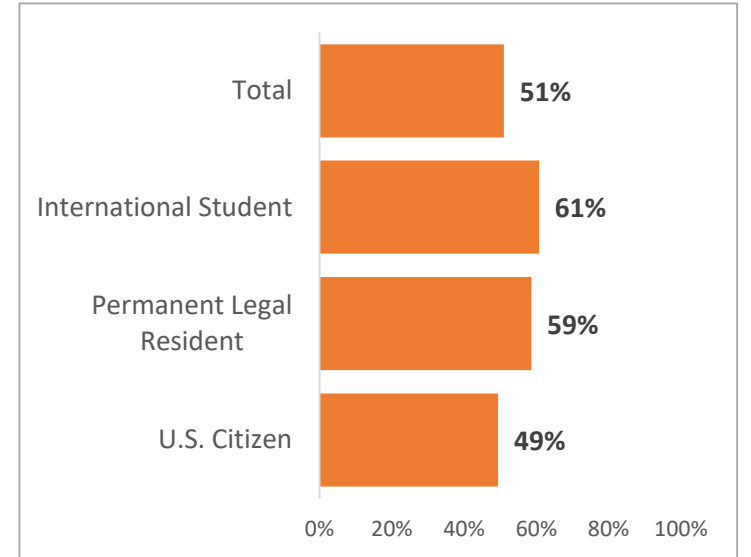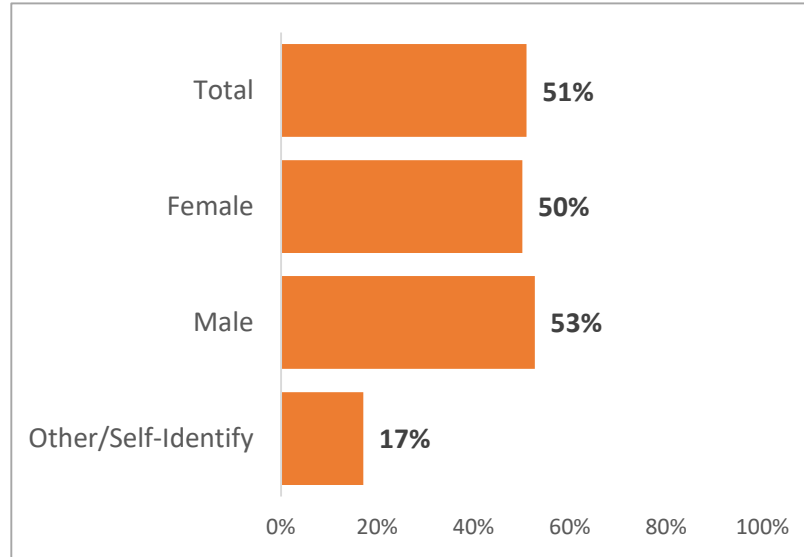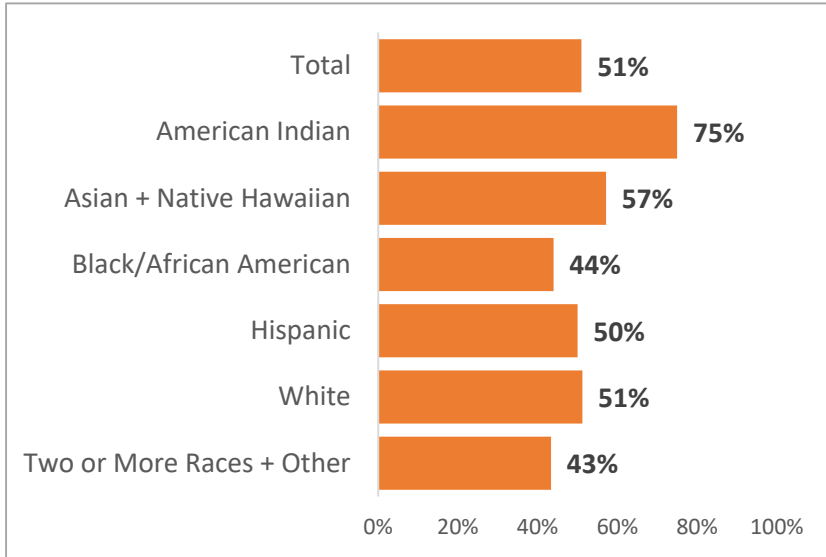| Category	%
Total	51%
International Student	70%
Permanent Legal Resident	59%
U.S. Citizen	49%

For Sexual orientation

Chart 4 (Race/Ethnicity):
Category	%
Total	57%
American Indian	75%
Asian + Native Hawaiian	62%
Black/African American	53%
Hispanic	52%
White	57%
Two or More Races + Other	52%

Chart 5 (Gender):
Category	%
Total	57%
Female	54%
Male	62%
Other/Self-Identify	37%

Chart 6 (Citizenship):
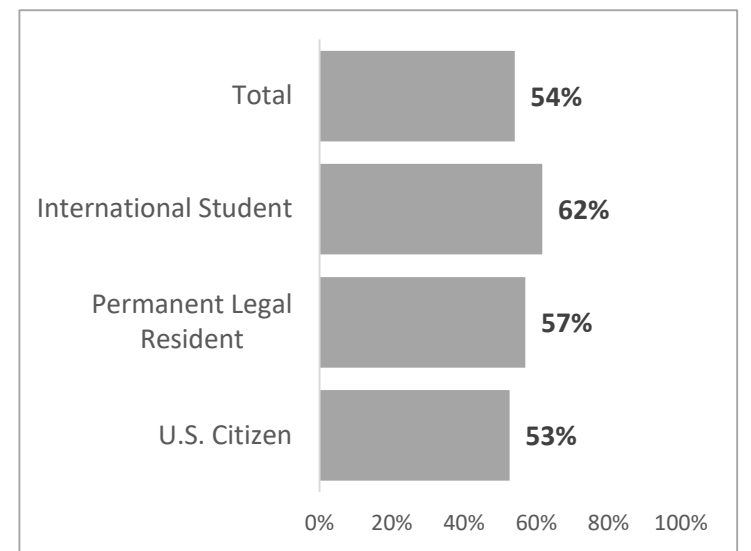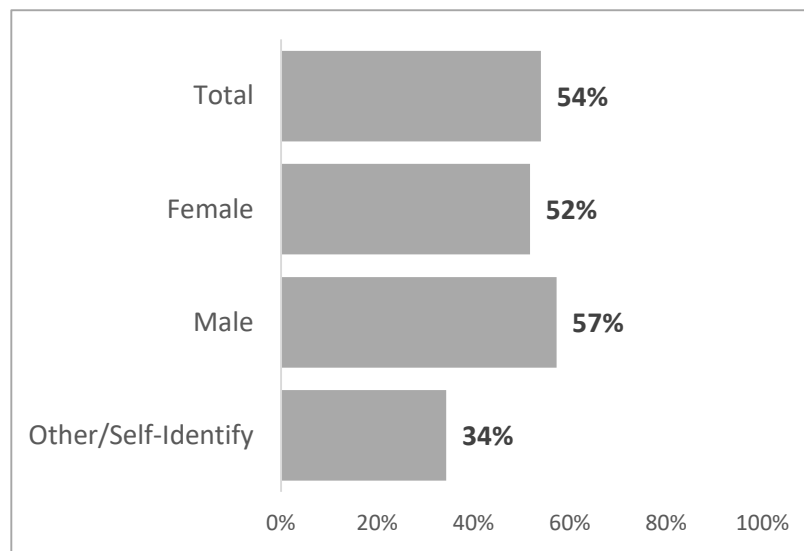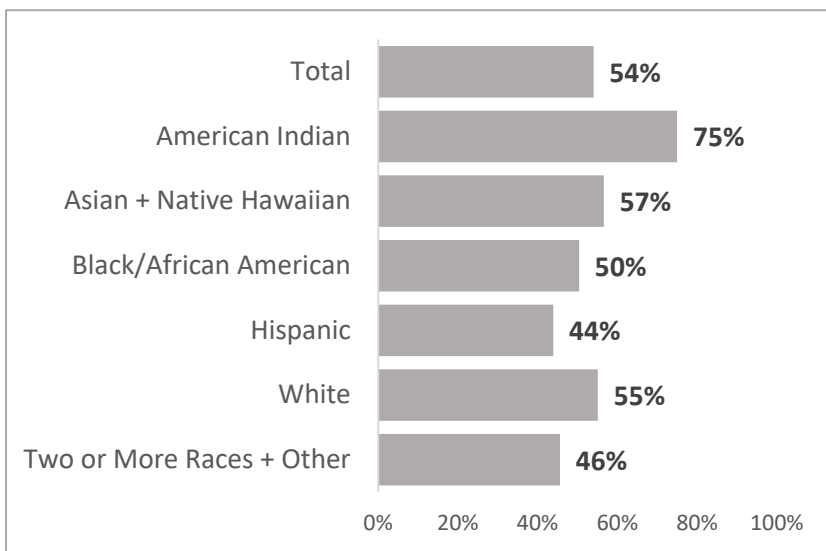| Category	%
Total	57%
International Student	66%
Permanent Legal Resident	71%
U.S. Citizen	55%

Satisfaction with the Atmosphere for Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

For Political beliefs

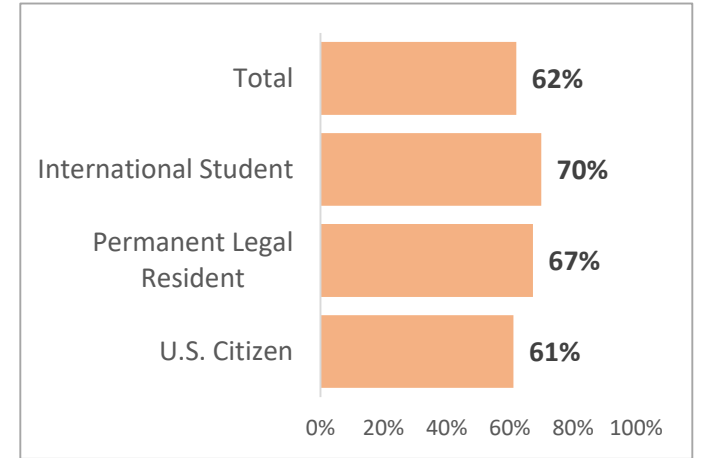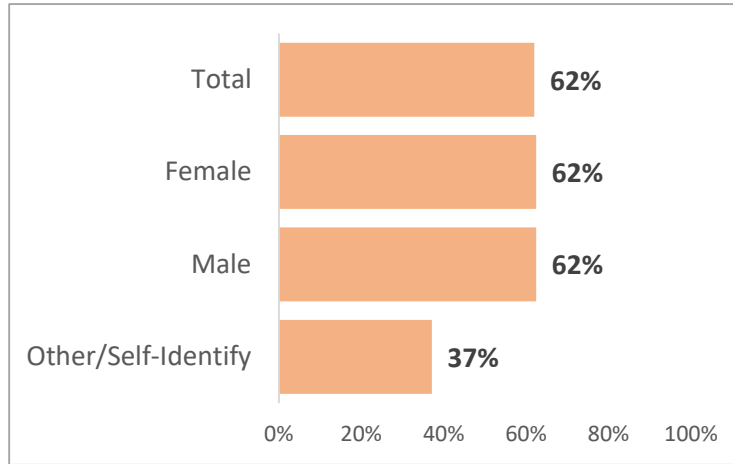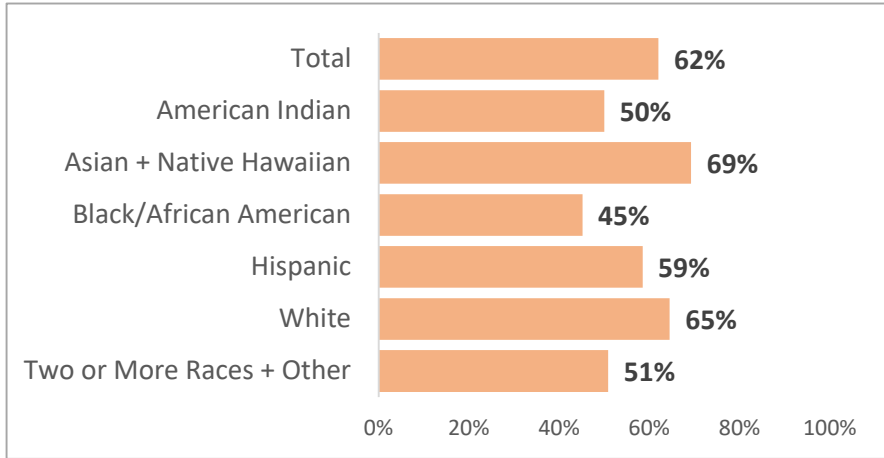|	
Total	51%
American Indian	75%
Asian + Native Hawaiian	57%
Black/African American	44%
Hispanic	50%
White	51%
Two or More Races + Other	43%

Total	51%
Female	50%
Male	53%
Other/Self-Identify	17%

Total	51%
International Student	61%
Permanent Legal Resident	59%
U.S. Citizen	49%

For Religious beliefs

Total	54%
American Indian	75%
Asian + Native Hawaiian	57%
Black/African American	50%
Hispanic	44%
White	55%
Two or More Races + Other	46%

Total	54%
Female	52%
Male	57%
Other/Self-Identify	34%

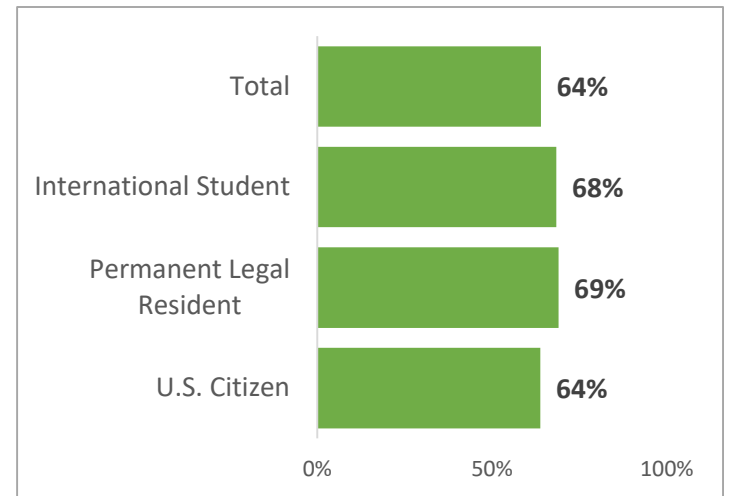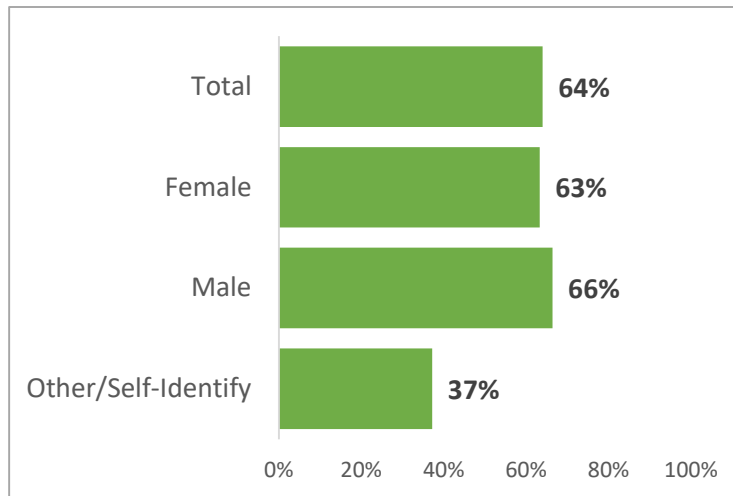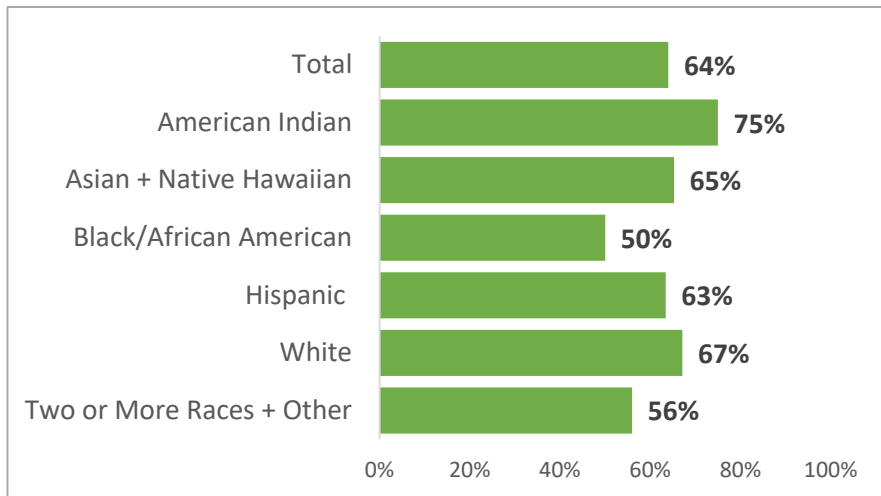|	
Total	54%
International Student	62%
Permanent Legal Resident	57%
U.S. Citizen	53%

Satisfaction with UNC-Chapel Hill in the respect for expression of diverse beliefs
(% responding Satisfied + Very Satisfied)

Chart 1 (by race/ethnicity):

Category	Percent
Total	62%
American Indian	50%
Asian + Native Hawaiian	69%
Black/African American	45%
Hispanic	59%
White	65%
Two or More Races + Other	51%

Chart 2 (by gender):

Category	Percent
Total	62%
Female	62%
Male	62%
Other/Self-Identify	37%

Chart 3 (by citizenship):

Category	Percent
Total	62%
International Student	70%
Permanent Legal Resident	67%
U.S. Citizen	61%

Satisfaction with UNC-Chapel Hill in the overall sense of community among students
(% responding Satisfied + Very Satisfied)

Chart 1 (by race/ethnicity):

Category	Percent
Total	64%
American Indian	75%
Asian + Native Hawaiian	65%
Black/African American	50%
Hispanic	63%
White	67%
Two or More Races + Other	56%

Chart 2 (by gender):

Category	Percent
Total	64%
Female	63%
Male	66%
Other/Self-Identify	37%

Chart 3 (by citizenship):

Category	Percent
Total	64%
International Student	68%
Permanent Legal Resident	69%
U.S. Citizen	64%

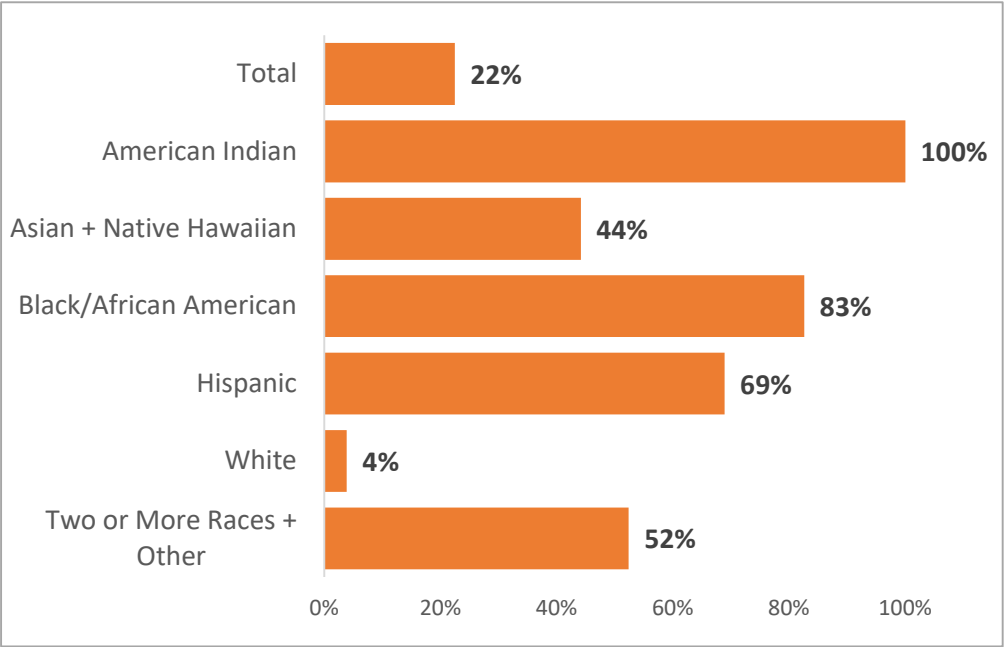# Impact of Low Representation: Key Findings

- **Situations in which the respondent is the only person with his/her identity:**
  - Very high percentages of American Indian (100%), Black/African American (83%), Hispanic (69%), Two or More Races (52%), and Asian/Native Hawaiian (44%) respondents reported often being in situations at UNC-Chapel Hill in which they were the only person of their race/ethnicity. Other/Self-Identify gender respondents (52%) also reported finding themselves to be alone in these settings.

- **Feeling isolated at UNC-Chapel Hill:**
  - Black/African American, Hispanic, Two or More Races, and Other/Self-Identify gender respondents reported feeling isolated at UNC-Chapel Hill because of the low representation of others who were like them.   A substantial number of non-U.S. citizens expressed a similar sense of isolation.
  - Students who identified as Black/African American, Hispanic, Two or More Races, and Asian/Native Hawaiian reported feeling pressured at UNC-Chapel Hill to:
    - Represent the views of all people from their racial/ethnic background.
    - Minimize aspects of their racial/ethnic culture to fit in here.
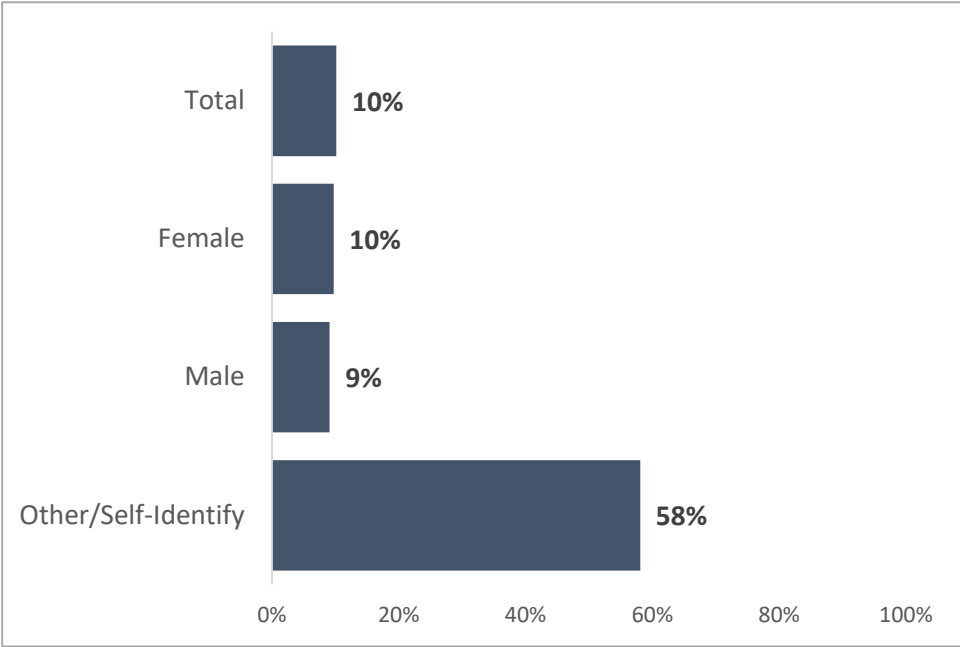
Impact of Low Representation

(% responding Often + Very Often)

While at UNC-Chapel Hill I have been in situations where I was the only person...
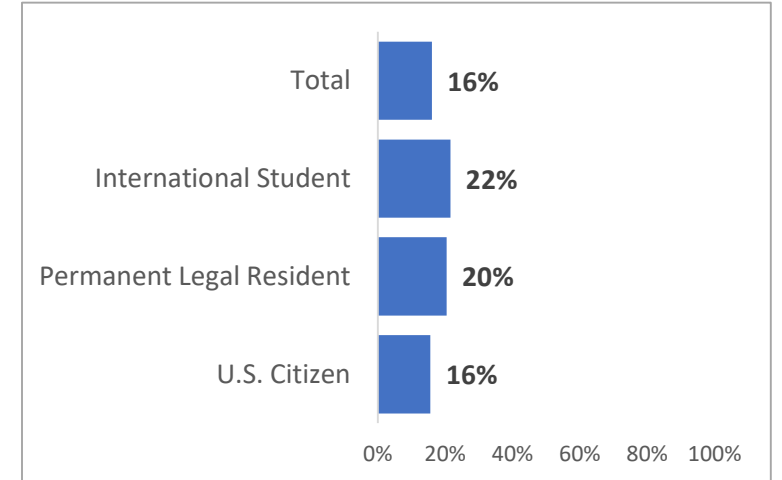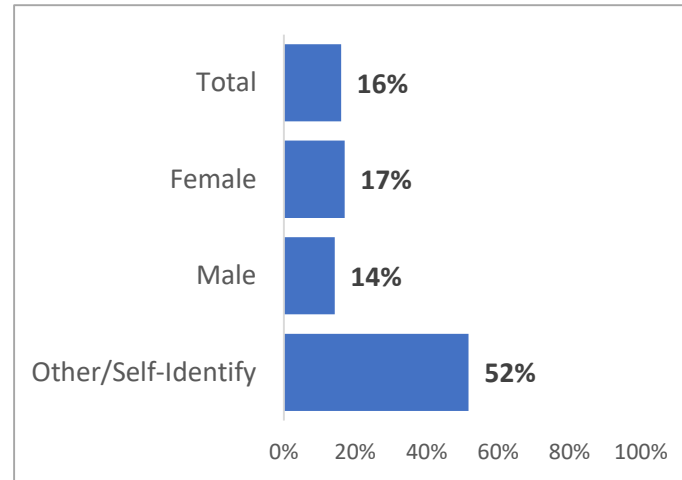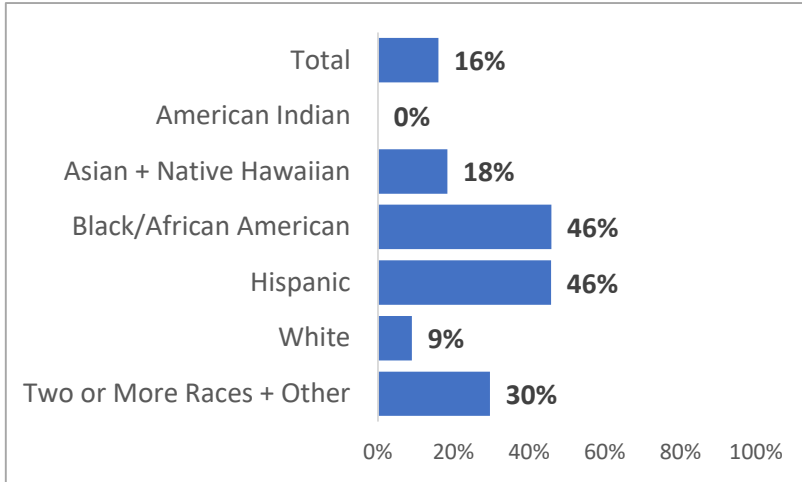

Of my race or ethnic group

Category	Percentage
Total	22%
American Indian	100%
Asian + Native Hawaiian	44%
Black/African American	83%
Hispanic	69%
White	4%
Two or More Races + Other	52%

Of my gender identity

Category	Percentage
Total	10%
Female	10%
Male	9%
Other/Self-Identify	58%

Impact of Low Representation

(% responding Often + Very Often)

I feel isolated at UNC because of the absence or low representation of people like me

Category	%
Total	16%
American Indian	0%
Asian + Native Hawaiian	18%
Black/African American	46%
Hispanic	46%
White	9%
Two or More Races + Other	30%

Category	%
Total	16%
Female	17%
Male	14%
Other/Self-Identify	52%

Category	%
Total	16%
International Student	22%
Permanent Legal Resident	20%
U.S. Citizen	16%

I feel pressured at UNC to represent the views of all people from my racial/ethnic background

Category	%
Total	11%
American Indian	0%
Asian + Native Hawaiian	16%
Black/African American	50%
Hispanic	39%
White	2%
Two or More Races + Other	23%
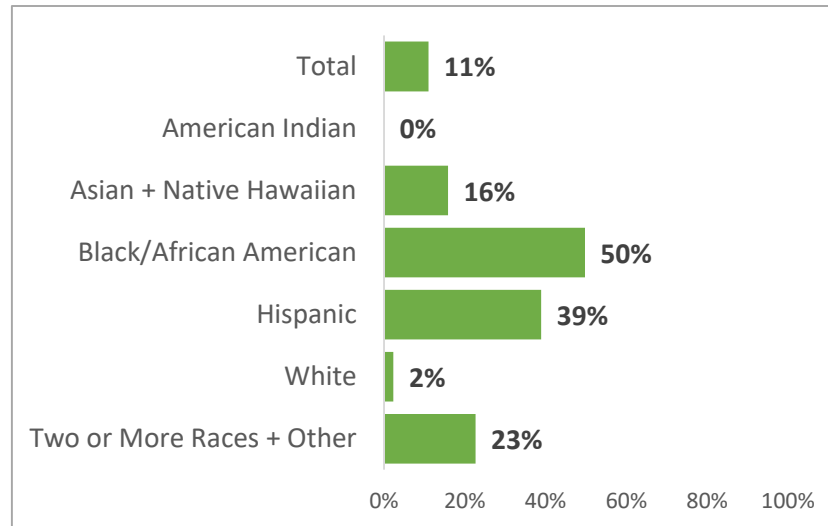
I feel that I need to minimize aspects of my racial or ethnic culture to fit in here

Category	%
Total	14%
American Indian	0%
Asian + Native Hawaiian	21%
Black/African American	48%
Hispanic	39%
White	6%
Two or More Races + Other	25%
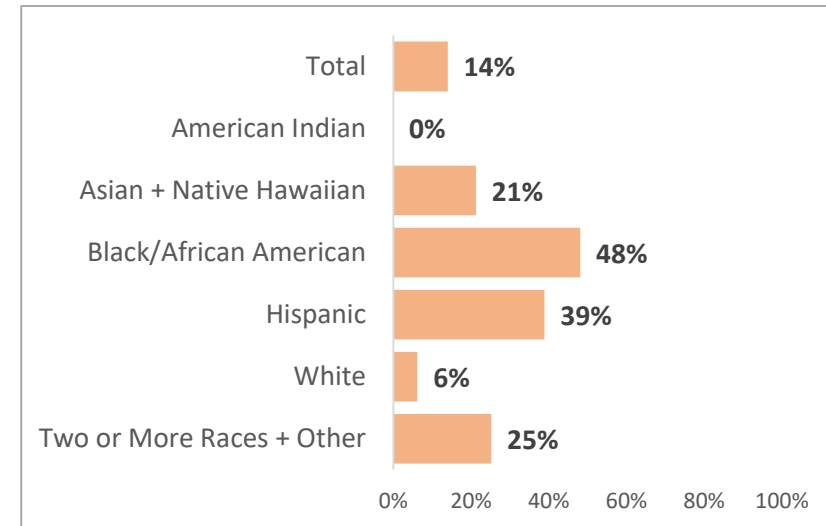
Experienced Bias

Graduate and Professional Students

Experienced Bias: Key Findings

- **Personal experience with bias:**
  - A higher percentage of students who identified as Black/African American, Hispanic, and two or more races experienced bias than White students. While Black/African American students and students of Two or More Races described "race or color" as being the most common source of bias, "national origin or ethnicity" was the most common source of bias identified by Hispanic students.
  - Other/Self-Described gender respondents reported having experienced bias at a higher rate than students who identified as Male or Female.
  - Females who indicated they had experienced bias reported gender as the most common reason.
- **Hearing insensitive or disparaging remarks:**
  - Only a tenth of all respondents indicated they had heard insensitive or disparaging racial remarks made by students; however, a quarter of Black/African American respondents described having heard these remarks often.
  - A large proportion of American Indian students reported having heard staff make insensitive or disparaging racial remarks.

At UNC-Chapel Hill, do you believe you have personally experienced bias?
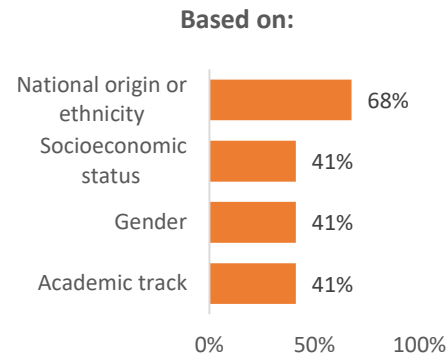
By Respondent Race/Ethnicity

Asian + Hawaiian

Experienced Bias
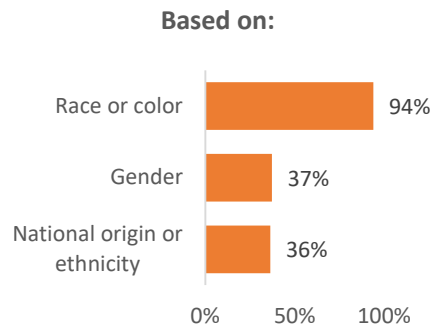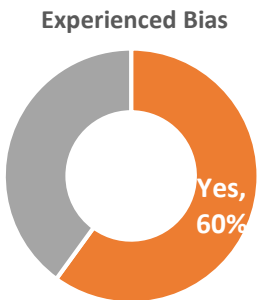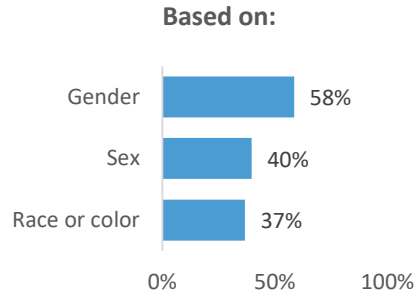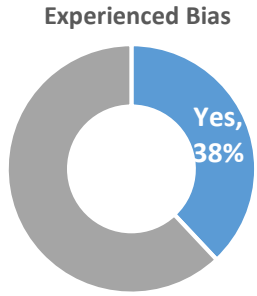
Yes, 37%

Based on:

National origin...	68%
Race or color	66%
Gender	34%
Academic track	34%

0% — 50% — 100%

2 or More + Other

Experienced Bias

Yes, 45%

Based on:

Race or color	53%
Gender	46%
National origin or ethnicity	43%

0% — 50% — 100%

Hispanic

Experienced Bias

Yes, 46%

Based on:

National origin or ethnicity	68%
Socioeconomic status	41%
Gender	41%
Academic track	41%

0% — 50% — 100%

Black/African American

Experienced Bias

Yes, 60%

Based on:

Race or color	94%
Gender	37%
National origin or ethnicity	36%

0% — 50% — 100%

White

Experienced Bias

Yes, 30%

Based on:

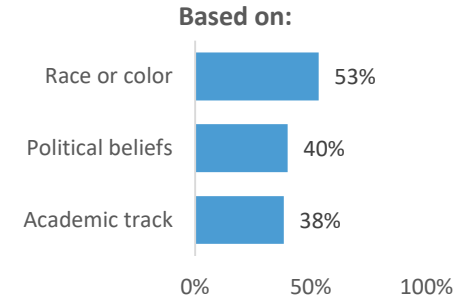|	
Gender	57%
Sex	43%
Academic track	36%

0% — 50% — 100%
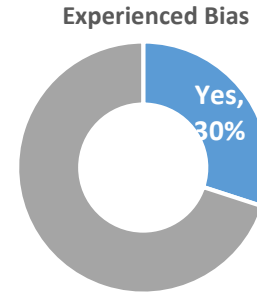
At UNC-Chapel Hill, do you believe you have personally experienced bias?

By Respondent Gender

Female

Experienced Bias

Yes, 38%

Based on:

Gender	58%
Sex	40%
Race or color	37%

0% — 50% — 100%

Male

Experienced Bias

Yes, 30%

Based on:

Race or color	53%
Political beliefs	40%
Academic track	38%

0% — 50% — 100%

Other/Self-Identify

Experienced Bias

Yes, 69%

Based on:

Gender	70%
Gender identity	65%
Gender expression	65%

0% — 50% — 100%
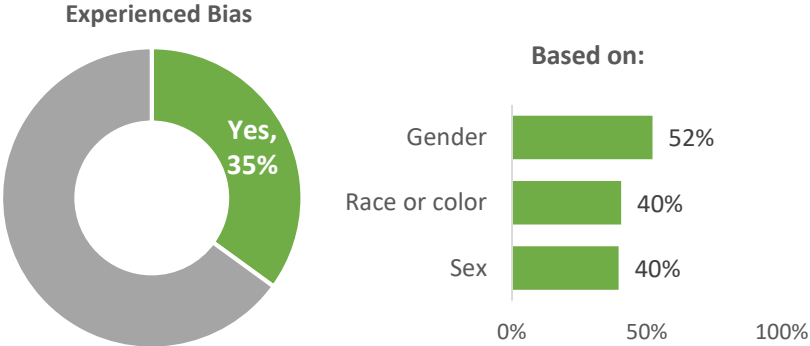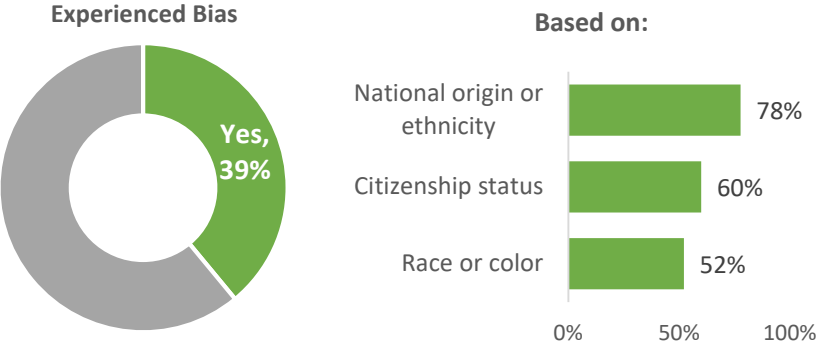
At UNC-Chapel Hill, do you believe you have personally experienced bias?

By Citizenship Status

U.S. Citizen

Experienced Bias

Yes, 35%

Based on:

Gender	52%
Race or color	40%
Sex	40%

0% 50% 100%

International Student

Experienced Bias

Yes, 39%

Based on:

National origin or ethnicity	78%
Citizenship status	60%
Race or color	52%

0% 50% 100%

Permanent Legal Resident

Experienced Bias

Yes, 29%

Based on:

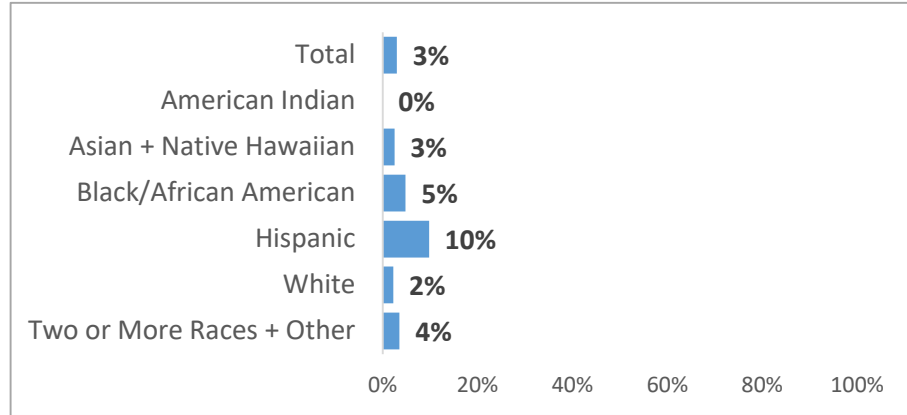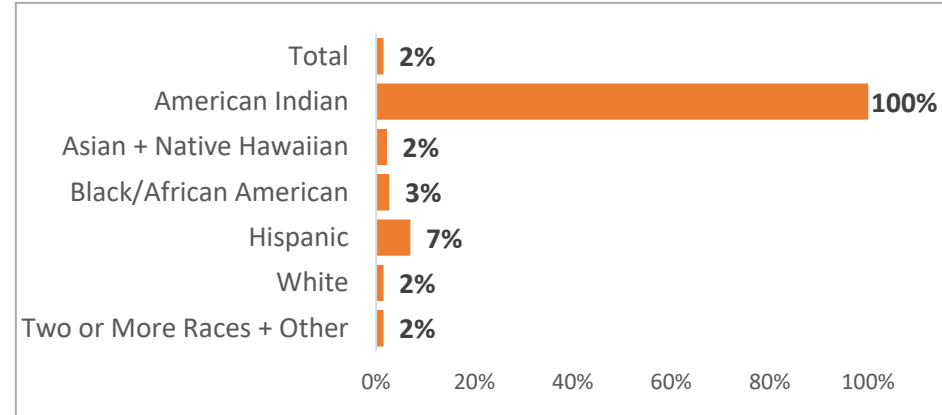|	
National origin or ethnicity	71%
Race or color	57%
Gender	29%
Academic track	29%

0% 50% 100%
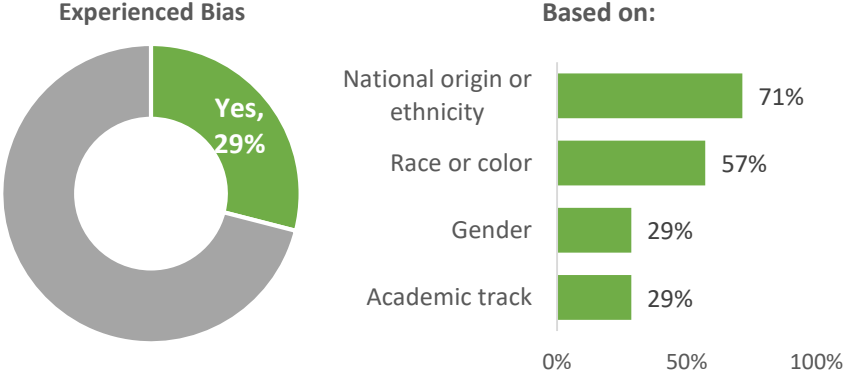
How often at UNC-CH have you heard insensitive or disparaging <u>racial</u> remarks made by...
(% responding Often + Very Often):

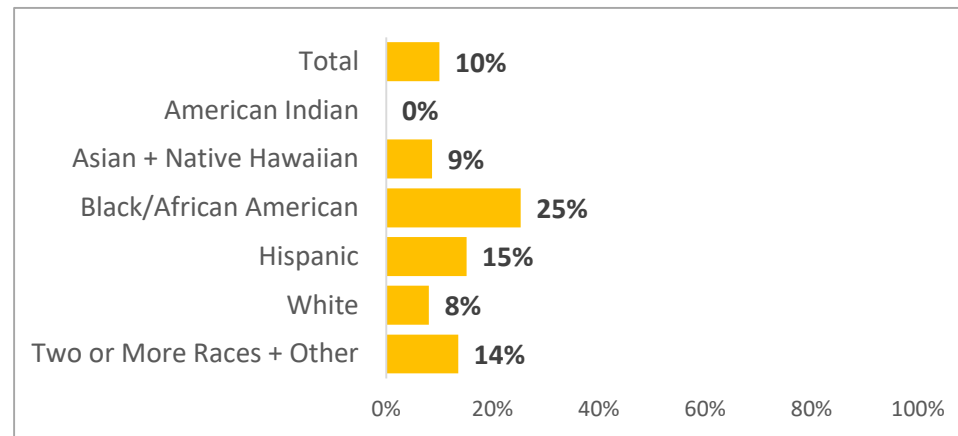## Heard Racial Remarks Made By Faculty

Total	3%
American Indian	0%
Asian + Native Hawaiian	3%
Black/African American	5%
Hispanic	10%
White	2%
Two or More Races + Other	4%

Heard Racial Remarks Made By Staff

Total	2%
American Indian	100%
Asian + Native Hawaiian	2%
Black/African American	3%
Hispanic	7%
White	2%
Two or More Races + Other	2%

Heard Racial Remarks Made By Students

Total	10%
American Indian	0%
Asian + Native Hawaiian	9%
Black/African American	25%
Hispanic	15%
White	8%
Two or More Races + Other	14%

Classroom Experiences

Graduate and Professional Students

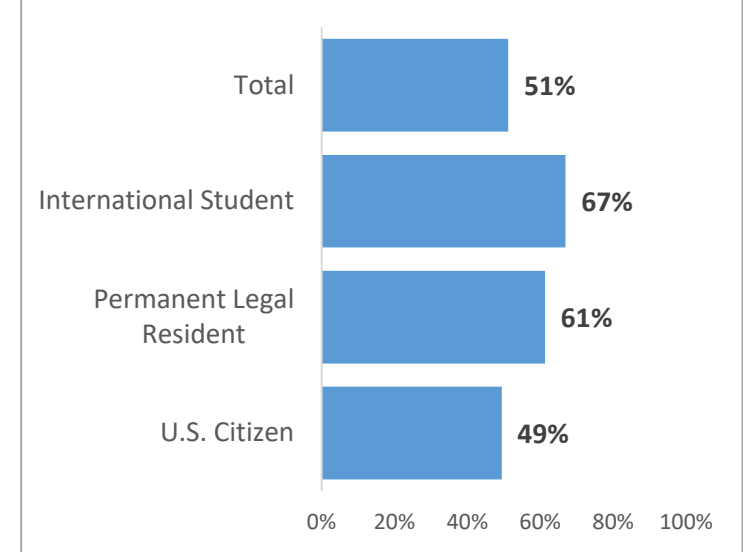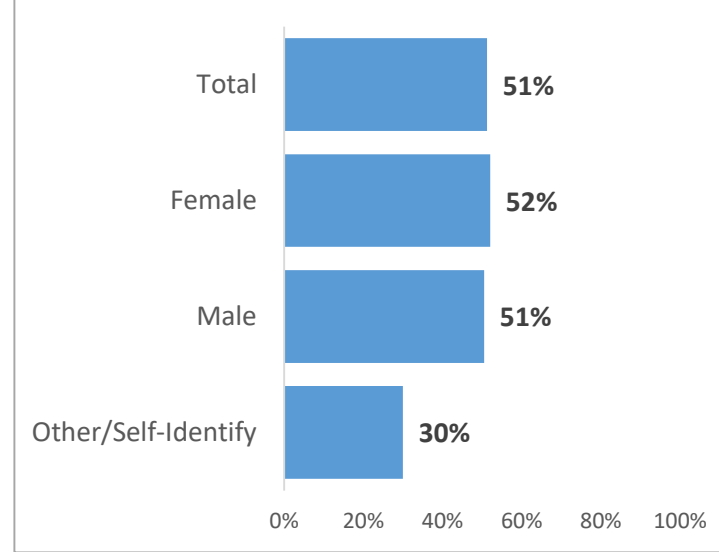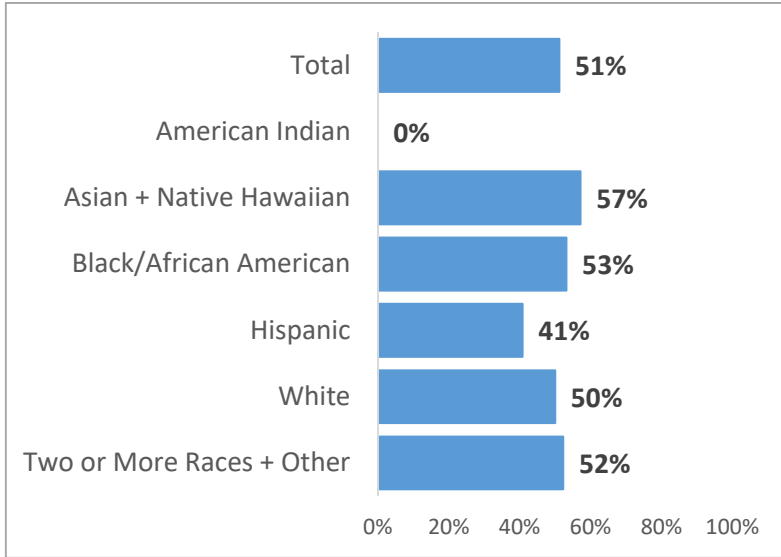THE UNIVERSITY *of* NORTH CAROLINA *at* CHAPEL HILL

Classroom Experiences: Key Findings

- **Classroom experiences**
  - A majority of respondents (71%) agreed that they felt comfortable sharing their own perspectives and experiences in class; however, only 61% of Black/African American students and 61% of Hispanic students agreed.
  - High percentages of Black/African American (70%), 63% of Hispanic (63%), and Asian/Native Hawaiian (52%) respondent groups indicated they feel they have to work harder than other students to be perceived as a good students.
  - 55% of Black/African American respondents and 44% of Hispanic respondents indicate that they feel isolated in class because of the absence or low representation of people like themselves, compared to 18% overall.
  - 48% of Black/African American students describe having heard faculty express stereotypes, compared to 36% overall.
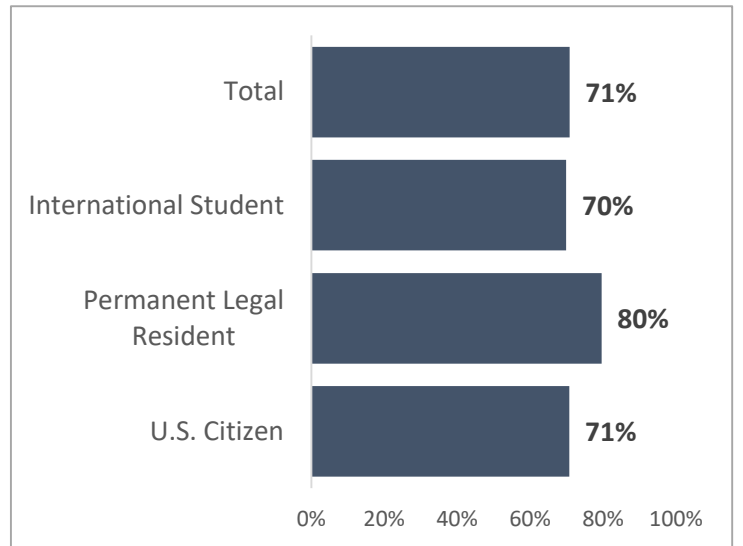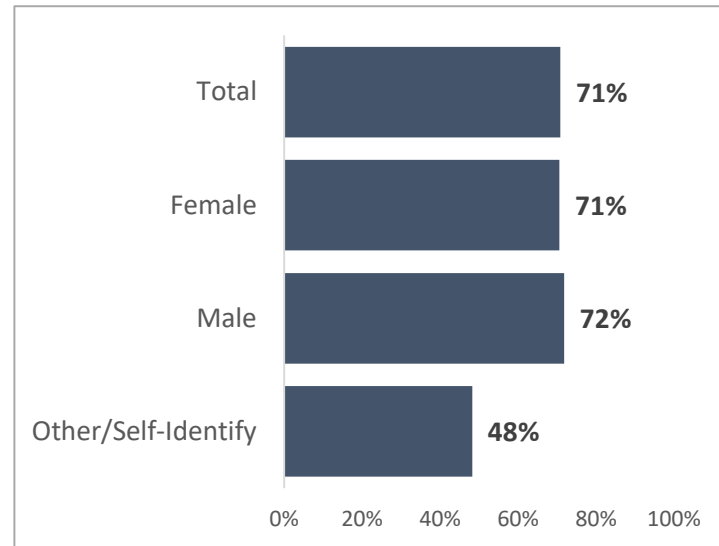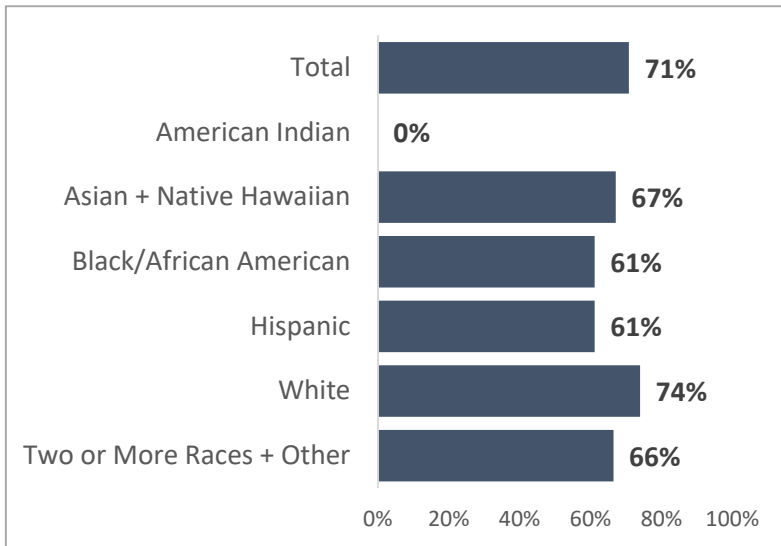
Classroom Experiences
(% responding Agree + Strongly Agree)

I am able to explore my own background through class projects/assignments

Group	%
Total	51%
American Indian	0%
Asian + Native Hawaiian	57%
Black/African American	53%
Hispanic	41%
White	50%
Two or More Races + Other	52%

Group	%
Total	51%
Female	52%
Male	51%
Other/Self-Identify	30%

Group	%
Total	51%
International Student	67%
Permanent Legal Resident	61%
U.S. Citizen	49%

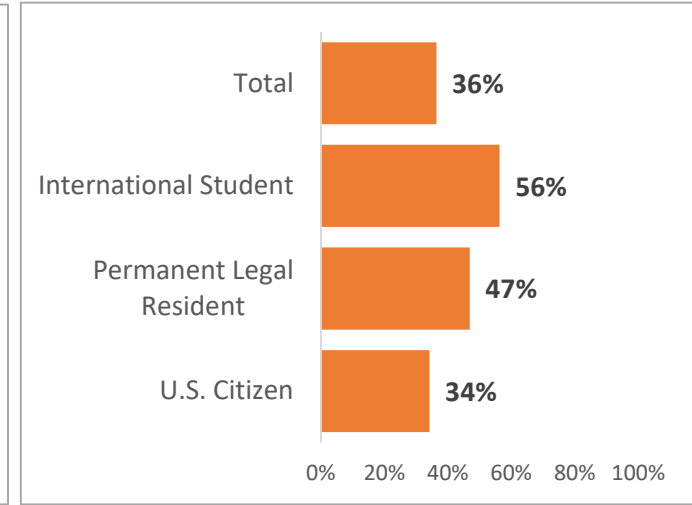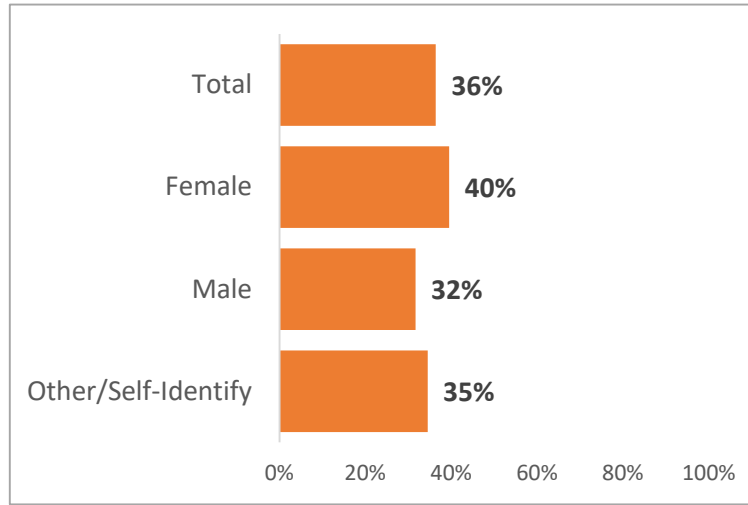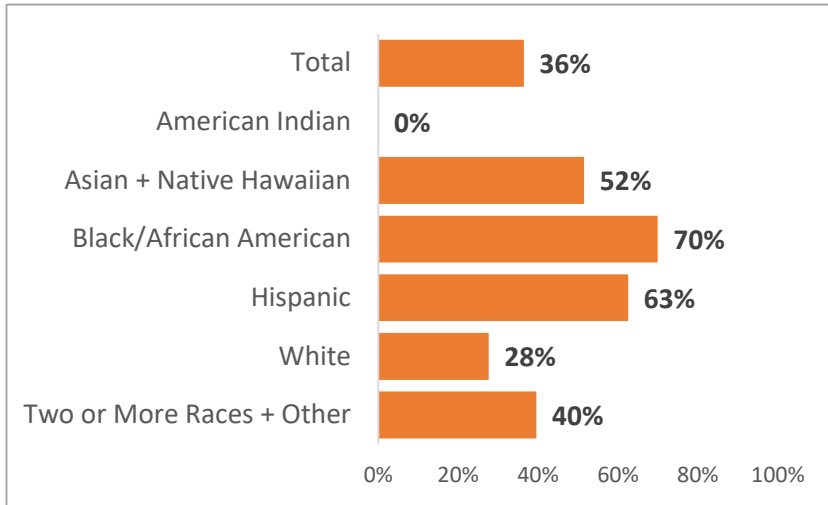### I feel comfortable sharing my own perspectives and experiences in class

Group	%
Total	71%
American Indian	0%
Asian + Native Hawaiian	67%
Black/African American	61%
Hispanic	61%
White	74%
Two or More Races + Other	66%

Group	%
Total	71%
Female	71%
Male	72%
Other/Self-Identify	48%

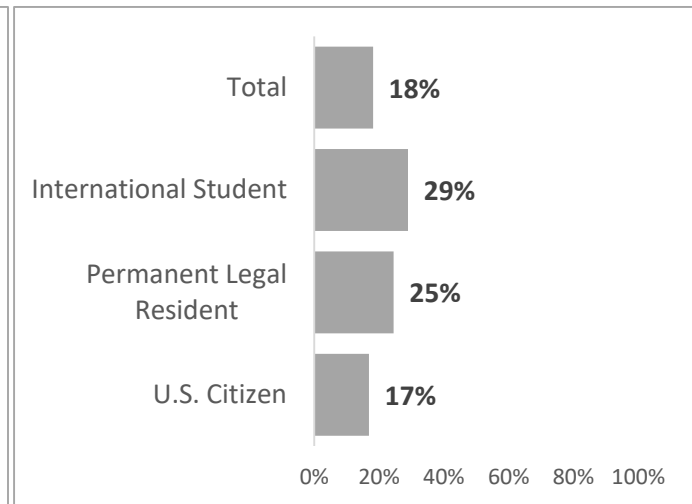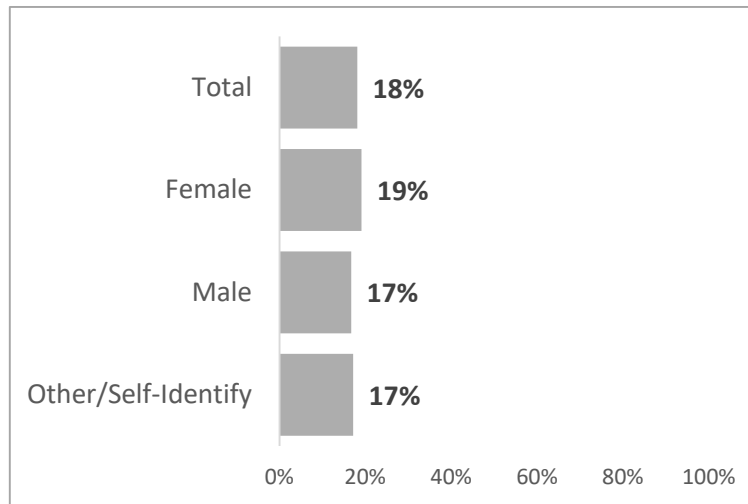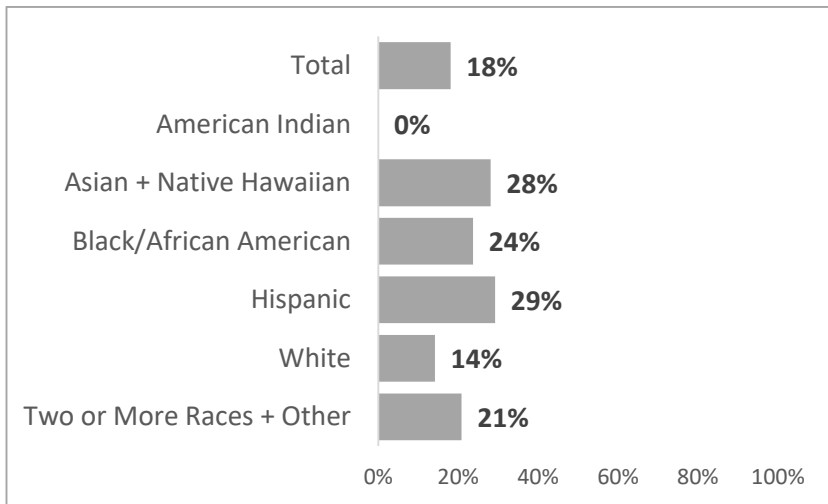| Group	%
Total	71%
International Student	70%
Permanent Legal Resident	80%
U.S. Citizen	71%

Classroom Experiences
(% responding Agree + Strongly Agree)

I feel I have to work harder than other students to be perceived as a good student
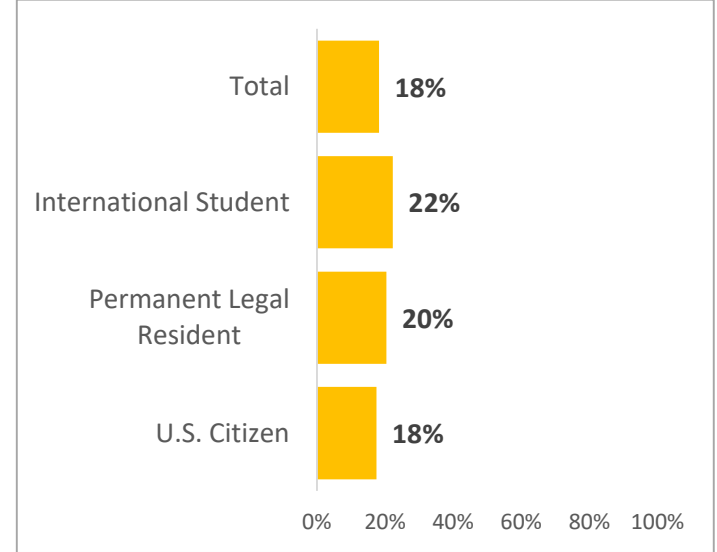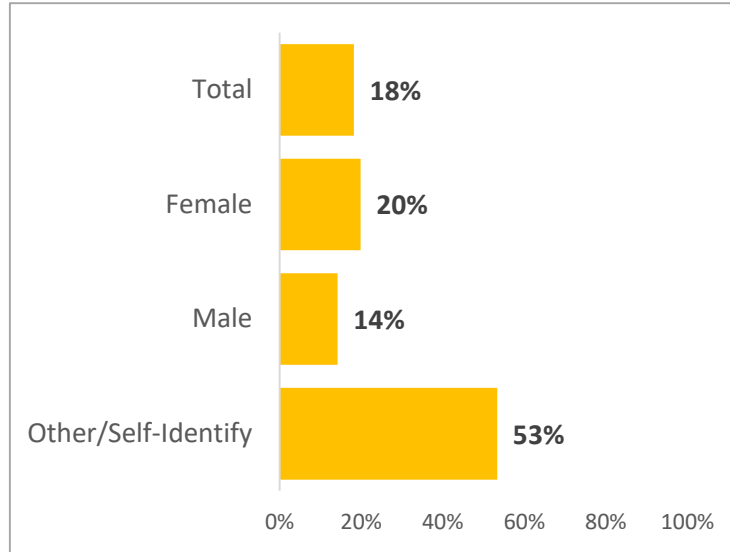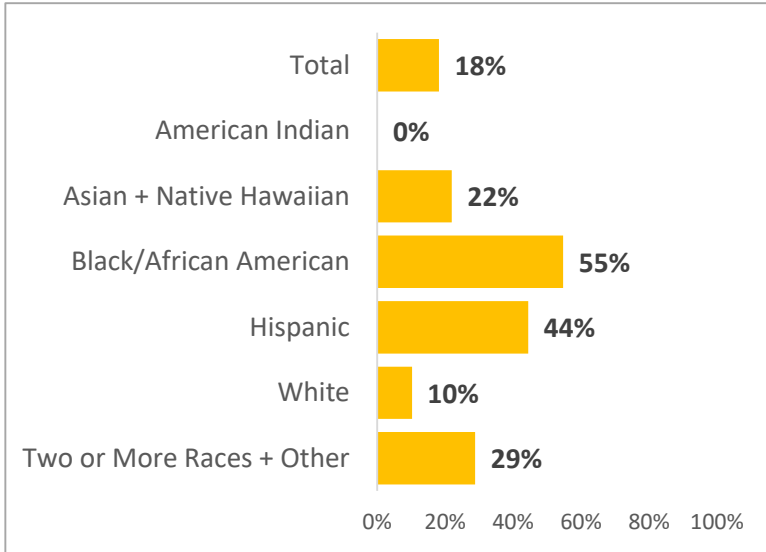
Category	%
Total	36%
American Indian	0%
Asian + Native Hawaiian	52%
Black/African American	70%
Hispanic	63%
White	28%
Two or More Races + Other	40%

Category	%
Total	36%
Female	40%
Male	32%
Other/Self-Identify	35%

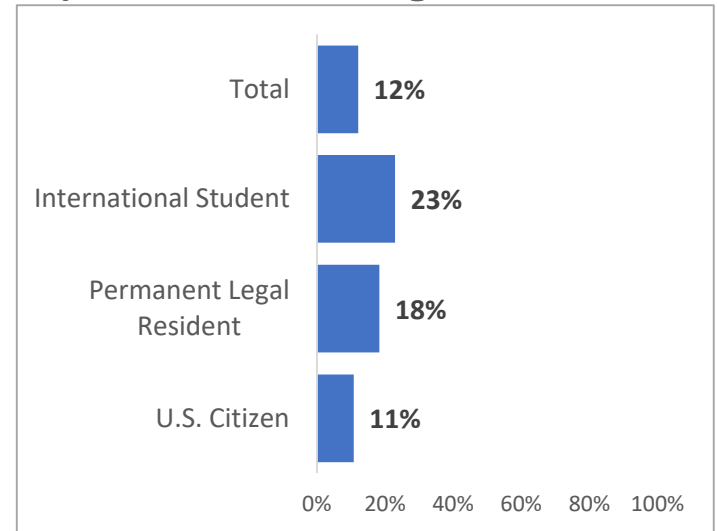| Category	%
Total	36%
International Student	56%
Permanent Legal Resident	47%
U.S. Citizen	34%

I don't feel comfortable contributing to class discussions

Category	%
Total	18%
American Indian	0%
Asian + Native Hawaiian	28%
Black/African American	24%
Hispanic	29%
White	14%
Two or More Races + Other	21%

Category	%
Total	18%
Female	19%
Male	17%
Other/Self-Identify	17%

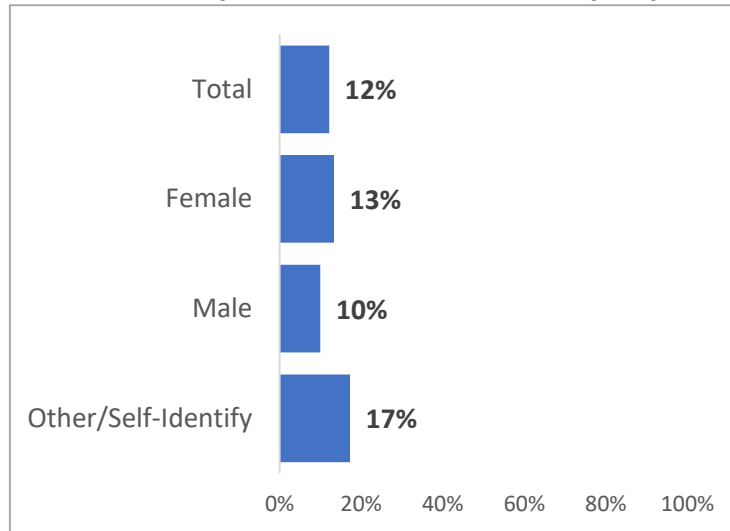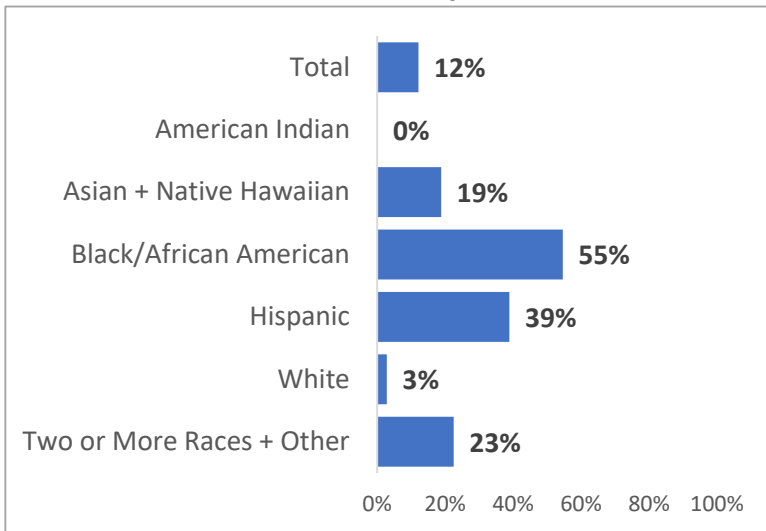| Category	%
Total	18%
International Student	29%
Permanent Legal Resident	25%
U.S. Citizen	17%

Classroom Experiences
(% responding Agree + Strongly Agree)

I feel isolated in class because of the absence or low representation of people like me

Category	%
Total	18%
American Indian	0%
Asian + Native Hawaiian	22%
Black/African American	55%
Hispanic	44%
White	10%
Two or More Races + Other	29%

Category	%
Total	18%
Female	20%
Male	14%
Other/Self-Identify	53%

Category	%
Total	18%
International Student	22%
Permanent Legal Resident	20%
U.S. Citizen	18%

I feel pressured in class discussions to represent the views of all people from my racial or ethnic background

Category	%
Total	12%
American Indian	0%
Asian + Native Hawaiian	19%
Black/African American	55%
Hispanic	39%
White	3%
Two or More Races + Other	23%

Category	%
Total	12%
Female	13%
Male	10%
Other/Self-Identify	17%

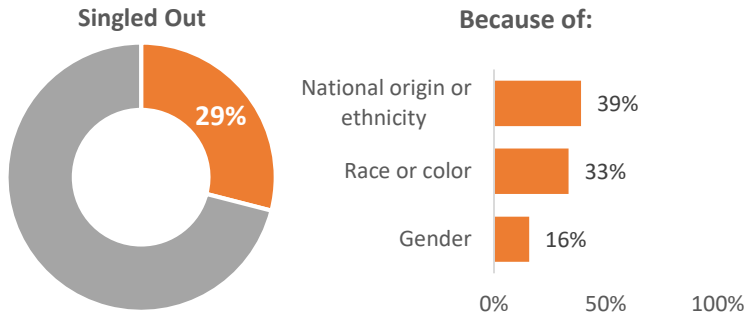| Category	%
Total	12%
International Student	23%
Permanent Legal Resident	18%
U.S. Citizen	11%

Classroom Experiences

I have been uncomfortable being singled out in class
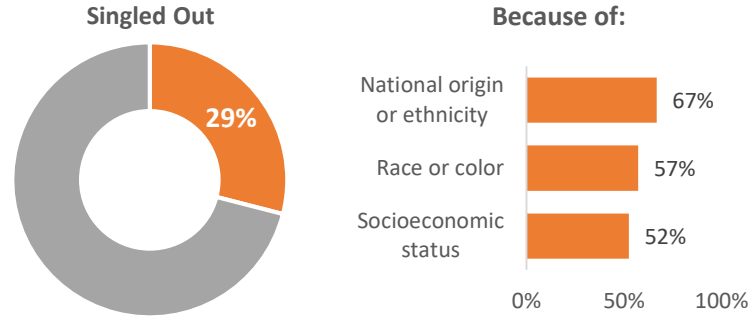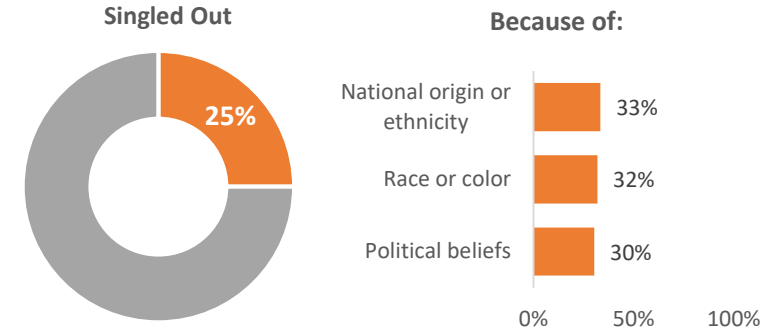*(% Agree and Strongly Agree)*
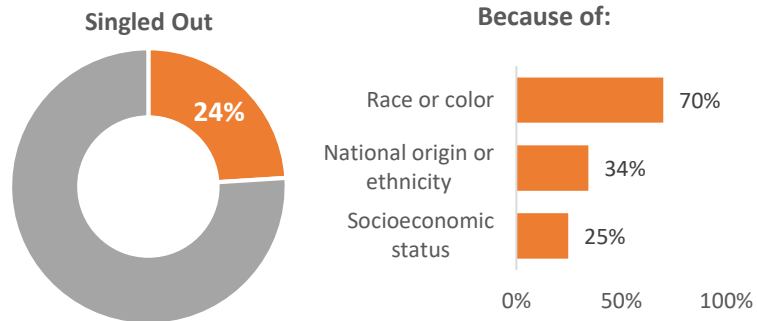
By Respondent Race/Ethnicity

Asian + Hawaiian

Singled Out

29%

Because of:

National origin or ethnicity	39%
Race or color	33%
Gender	16%

0% 50% 100%

2 or More + Other

Singled Out

25%

Because of:

National origin or ethnicity	33%
Race or color	32%
Political beliefs	30%

0% 50% 100%

Hispanic

Singled Out

29%

Because of:

National origin or ethnicity	67%
Race or color	57%
Socioeconomic status	52%

0% 50% 100%

Black/African American

Singled Out

24%

Because of:

Race or color	70%
National origin or ethnicity	34%
Socioeconomic status	25%

0% 50% 100%

White

Singled Out

21%

Because of:

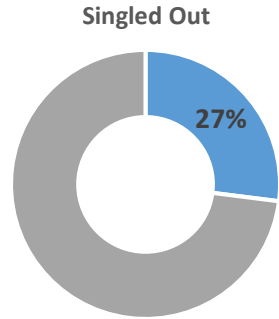|	
Gender	20%
Political beliefs	18%
Religious affiliation	17%

0% 50% 100%

Classroom Experiences

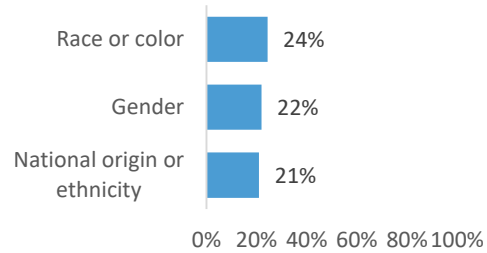## I have been uncomfortable being singled out in class
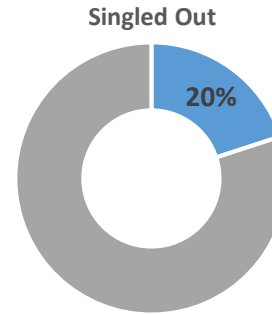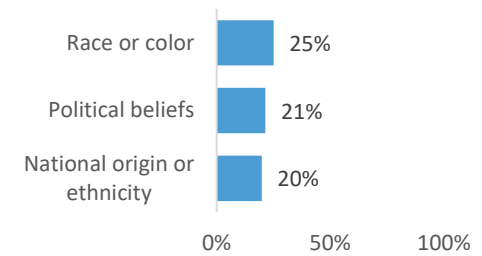*(% Agree and Strongly Agree)*

By Respondent Gender

Female

Singled Out

27%

Because of:

Race or color	24%
Gender	22%
National origin or ethnicity	21%

0% 20% 40% 60% 80% 100%

Male

Singled Out

20%

Because of:

Race or color	25%
Political beliefs	21%
National origin or ethnicity	20%

0% 50% 100%

Other/Self-Identify

Singled Out

31%

Because of:

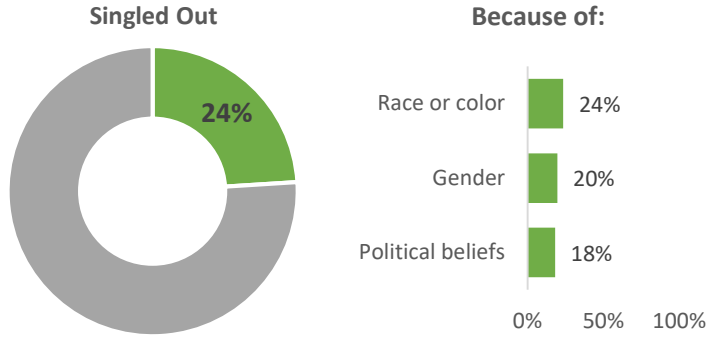|	
Gender identity	67%
National origin or ethnicity	44%
Race or color	44%

0% 50% 100%

Classroom Experiences

I have been uncomfortable being singled out in class
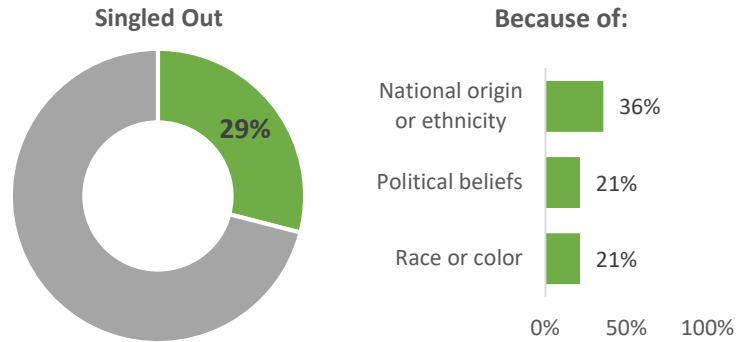*(% Agree and Strongly Agree)*

By Citizenship Status

U.S. Citizen

Singled Out

24%

Because of:

Race or color	24%
Gender	20%
Political beliefs	18%

0% 50% 100%

International Student

Singled Out

29%

Because of:

National origin or ethnicity	52%
Race or color	36%
Gender	12%

0% 50% 100%

Permanent Legal Resident

Singled Out

29%

Because of:

National origin or ethnicity	36%
Political beliefs	21%
Race or color	21%

0% 50% 100%
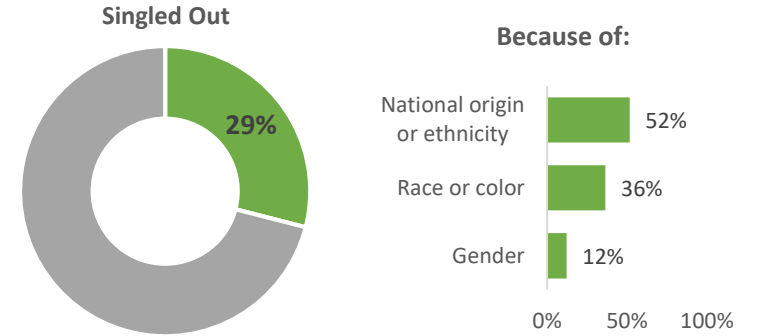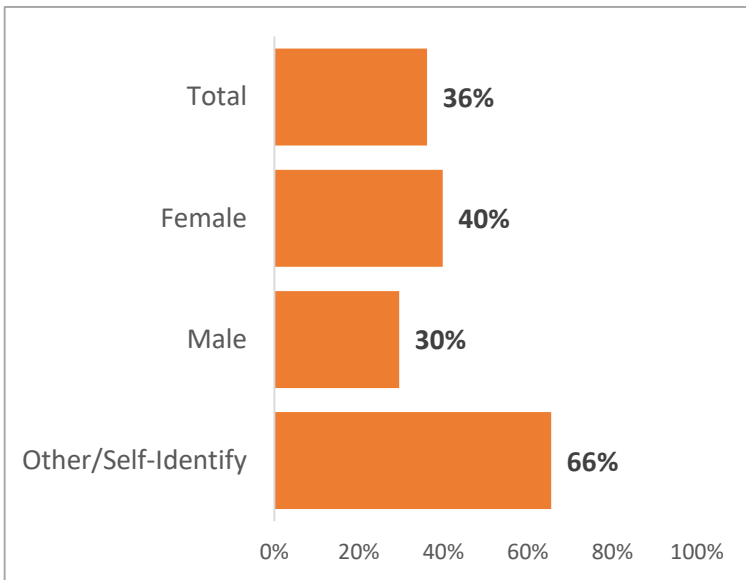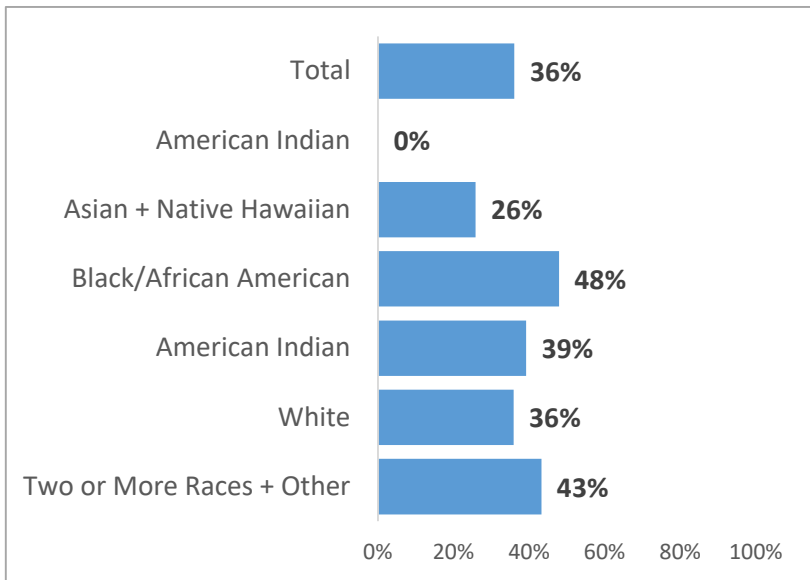
Classroom Experiences

Have you heard faculty at UNC-Chapel Hill express stereotypes?
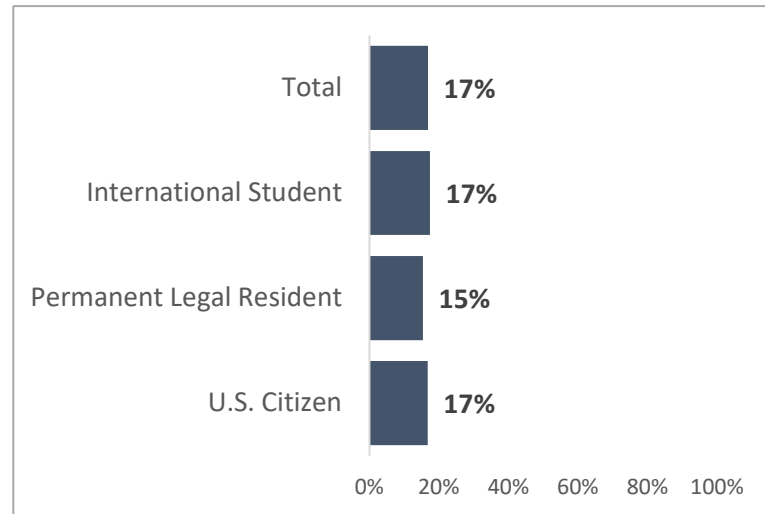*(% responding Yes)*
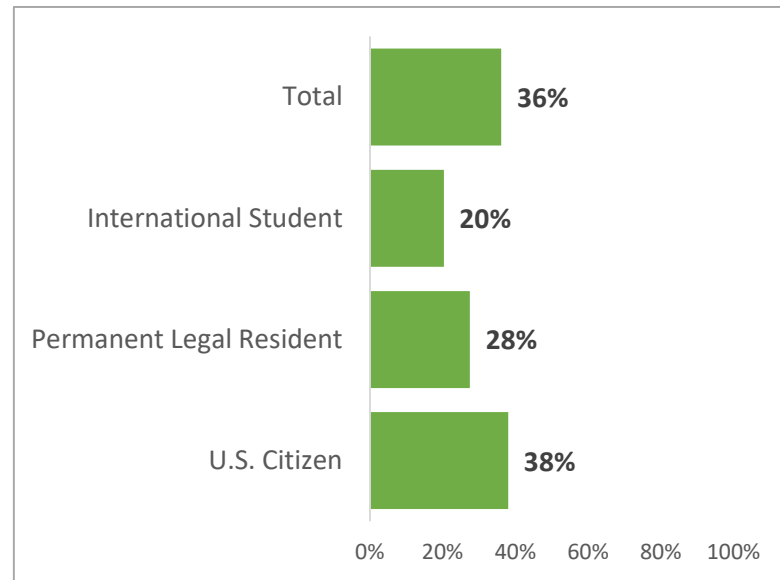
Classroom Experiences

How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following:

(% responding Often + Very Often)

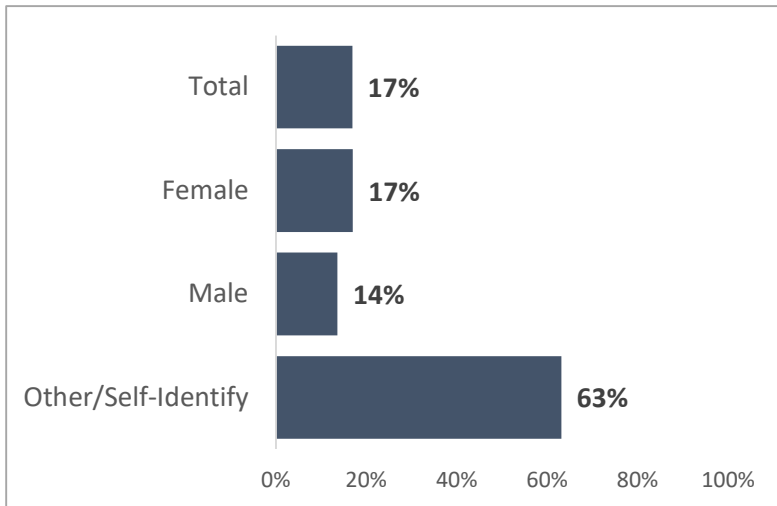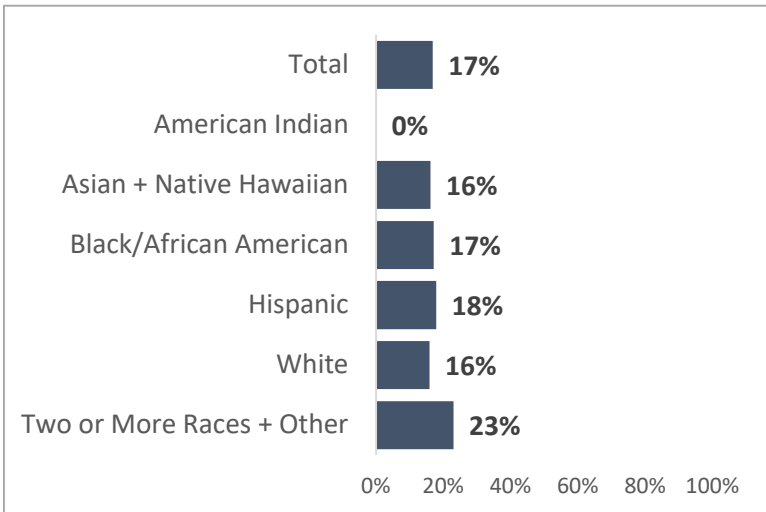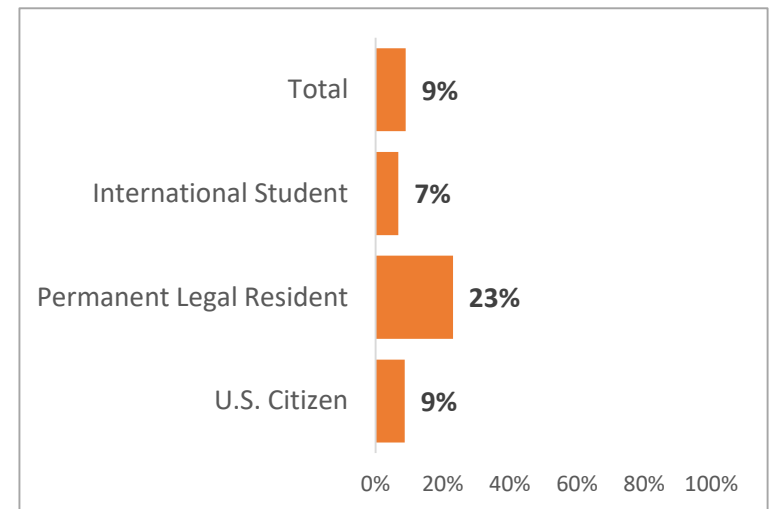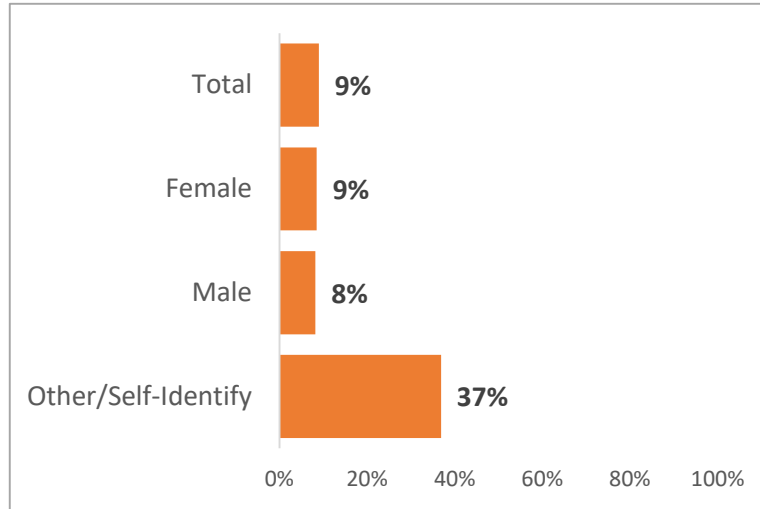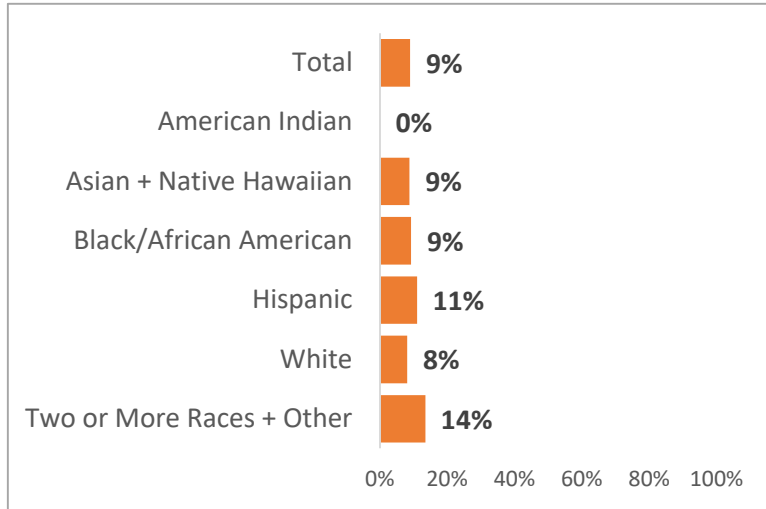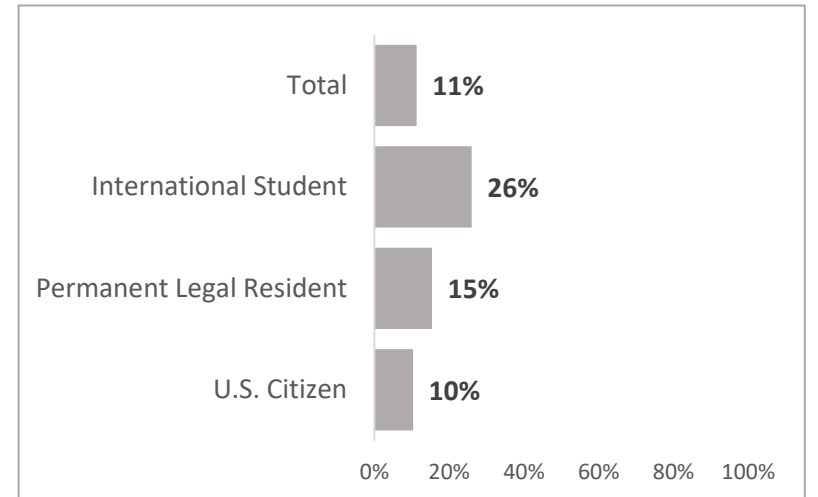### Heard Faculty Express Stereotypes About Gender
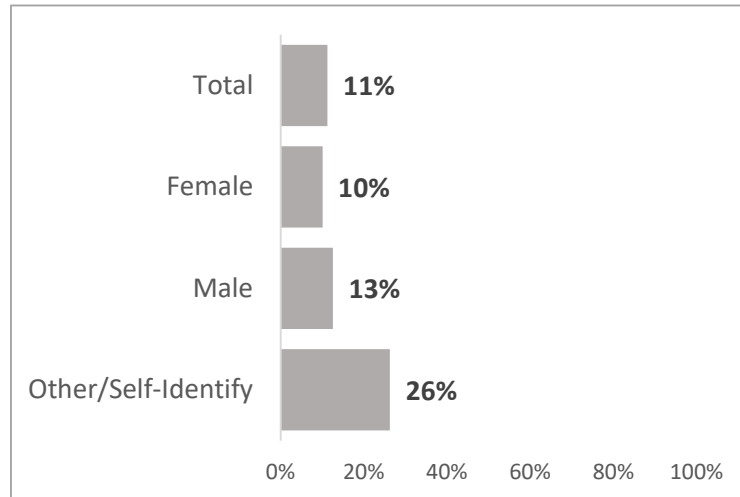
Classroom Experiences

How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following:

(% responding Often + Very Often)

Gender identity

Category	Percent
Total	9%
American Indian	0%
Asian + Native Hawaiian	9%
Black/African American	9%
Hispanic	11%
White	8%
Two or More Races + Other	14%

Category	Percent
Total	9%
Female	9%
Male	8%
Other/Self-Identify	37%

Category	Percent
Total	9%
International Student	7%
Permanent Legal Resident	23%
U.S. Citizen	9%

National origin or ethnicity

Category	Percent
Total	11%
American Indian	0%
Asian + Native Hawaiian	21%
Black/African American	13%
Hispanic	15%
White	8%
Two or More Races + Other	17%

Category	Percent
Total	11%
Female	10%
Male	13%
Other/Self-Identify	26%

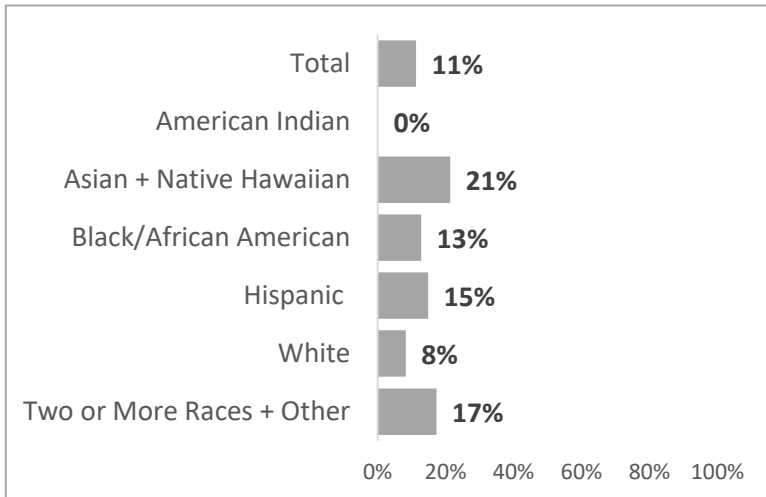| Category	Percent
Total	11%
International Student	26%
Permanent Legal Resident	15%
U.S. Citizen	10%

Classroom Experiences

How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following?
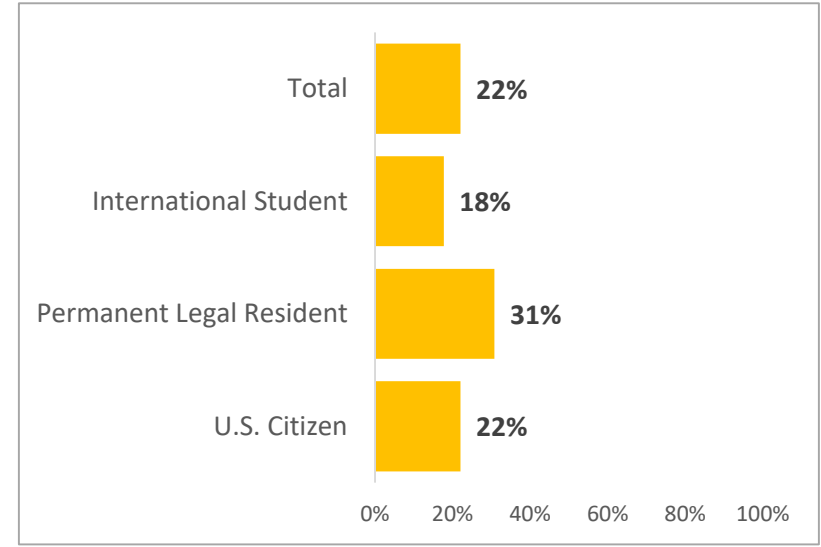
(% responding Often + Very Often)

Political beliefs

Category	%
Total	22%
American Indian	0%
Asian + Native Hawaiian	12%
Black/African American	25%
Hispanic	22%
White	21%
Two or More Races + Other	32%

Category	%
Total	22%
Female	19%
Male	26%
Other/Self-Identify	47%

Category	%
Total	22%
International Student	18%
Permanent Legal Resident	31%
U.S. Citizen	22%

Race or color

Category	%
Total	11%
American Indian	0%
Asian + Native Hawaiian	17%
Black/African American	23%
Hispanic	19%
White	8%
Two or More Races + Other	15%

Category	%
Total	11%
Female	11%
Male	10%
Other/Self-Identify	26%

Category	%
Total	11%
International Student	15%
Permanent Legal Resident	15%
U.S. Citizen	11%

Classroom Experiences
How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following?
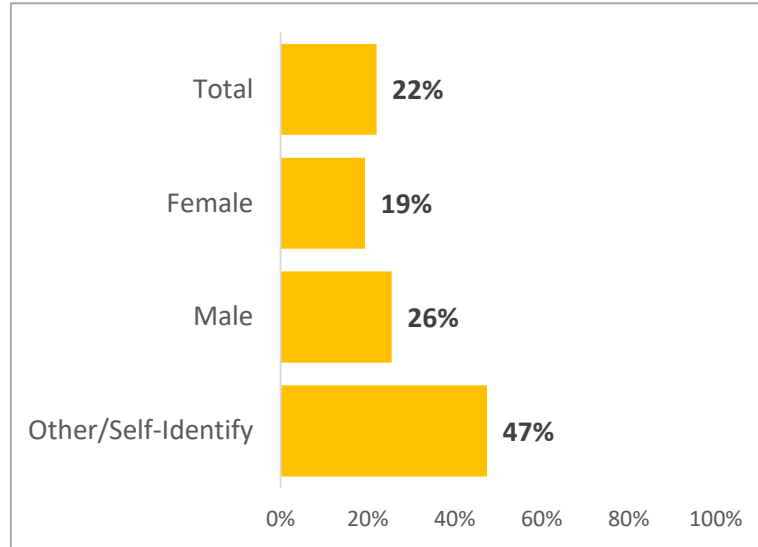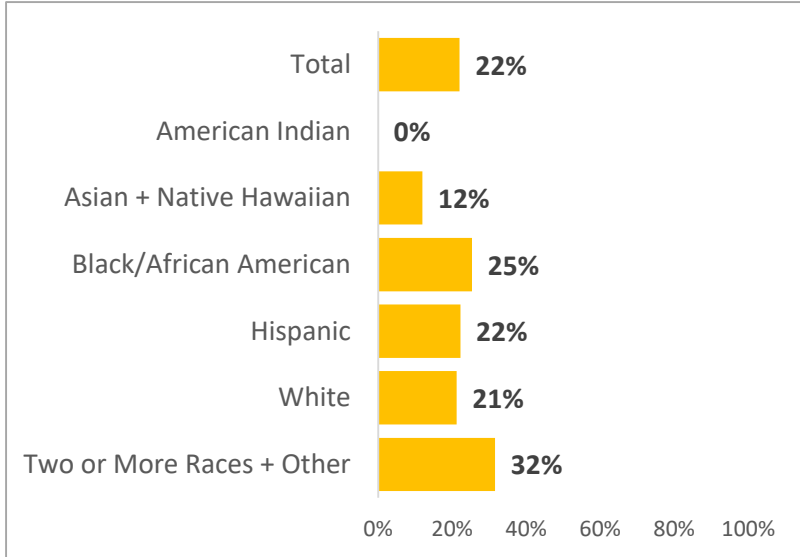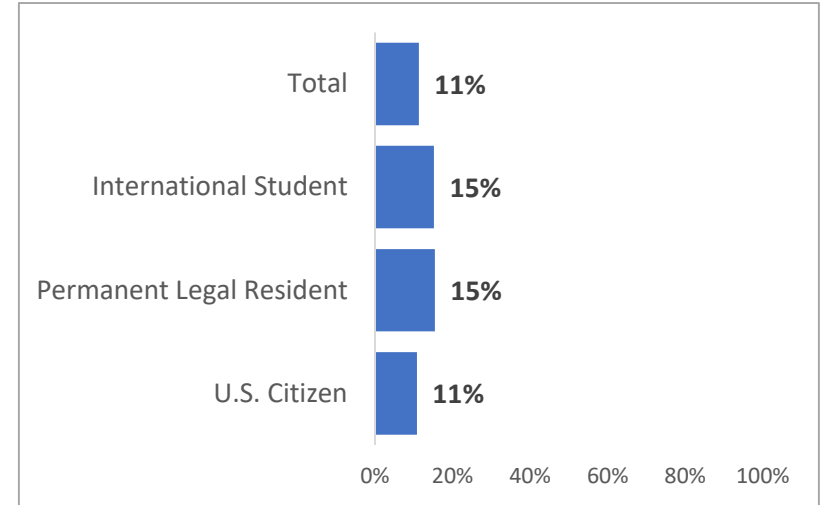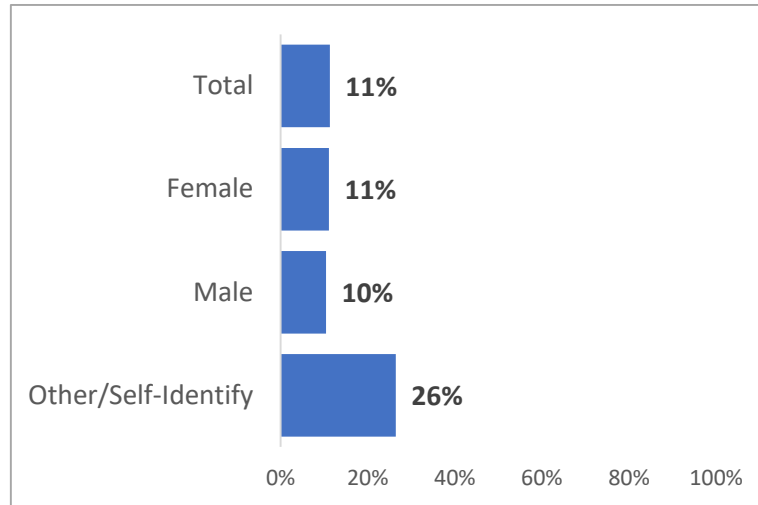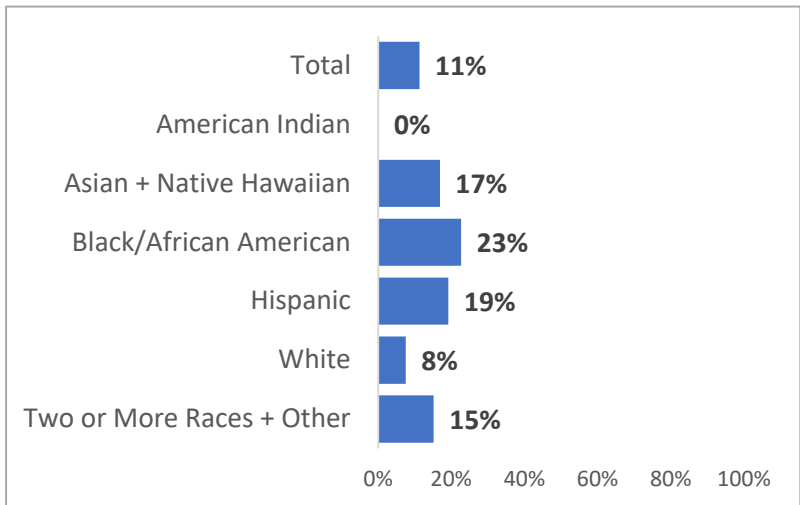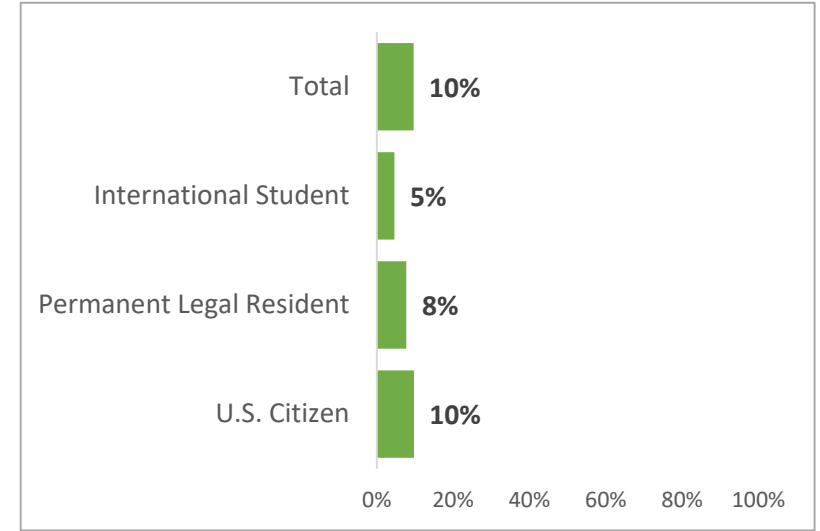### *(% responding Often + Very Often)*

Religious affiliation

Total	10%
American Indian	0%
Asian + Native Hawaiian	10%
Black/African American	12%
Hispanic	19%
White	8%
Two or More Races + Other	13%

Total	10%
Female	9%
Male	10%
Other/Self-Identify	21%

Total	10%
International Student	5%
Permanent Legal Resident	8%
U.S. Citizen	10%

Sexual orientation

Total	6%
American Indian	0%
Asian + Native Hawaiian	3%
Black/African American	5%
Hispanic	7%
White	6%
Two or More Races + Other	8%

Total	6%
Female	4%
Male	8%
Other/Self-Identify	16%

Total	6%
International Student	5%
Permanent Legal Resident	0%
U.S. Citizen	6%

Classroom Experiences
How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following
(% responding Often + Very Often)

Socioeconomic status

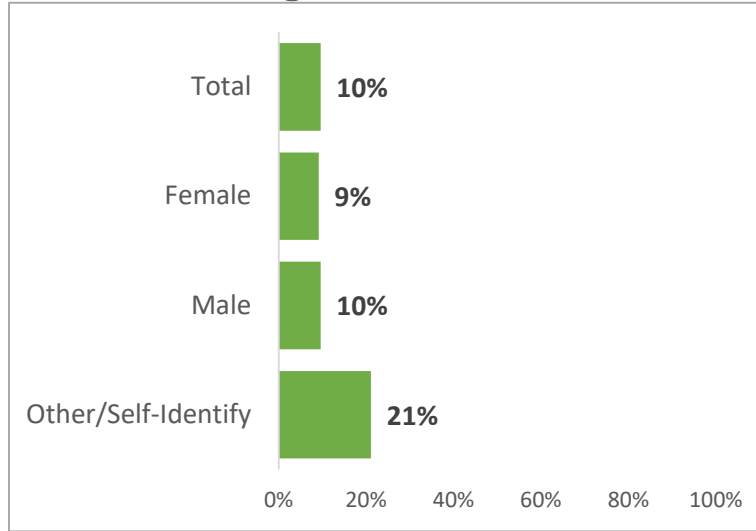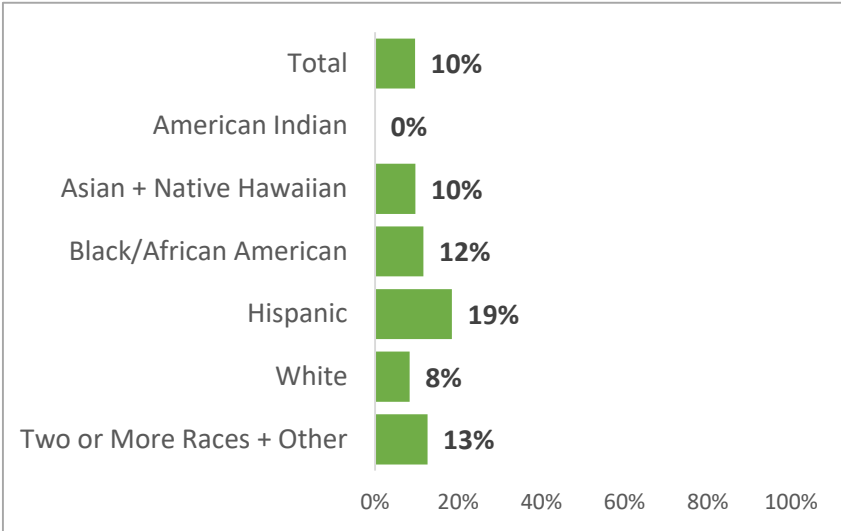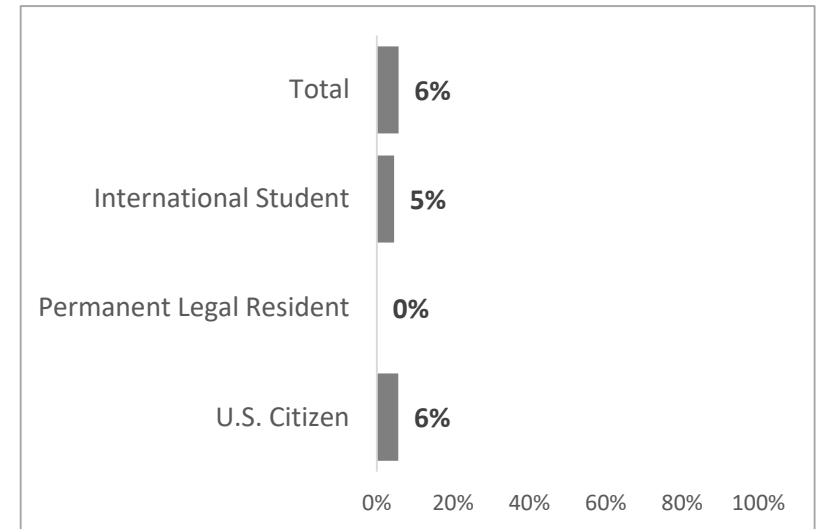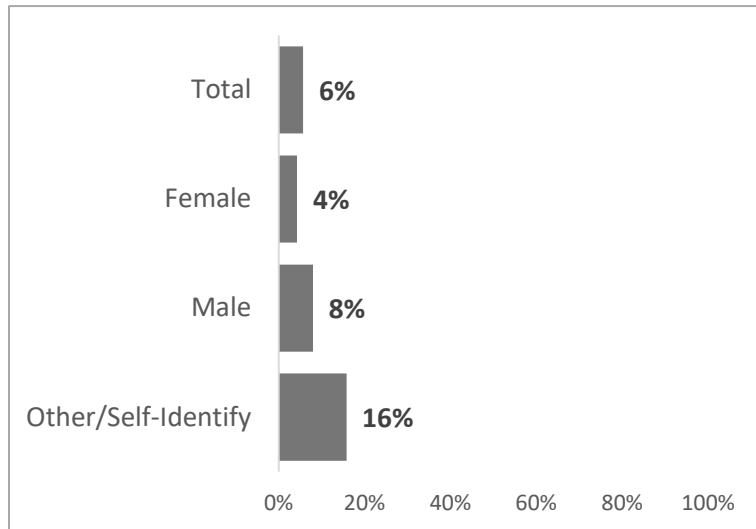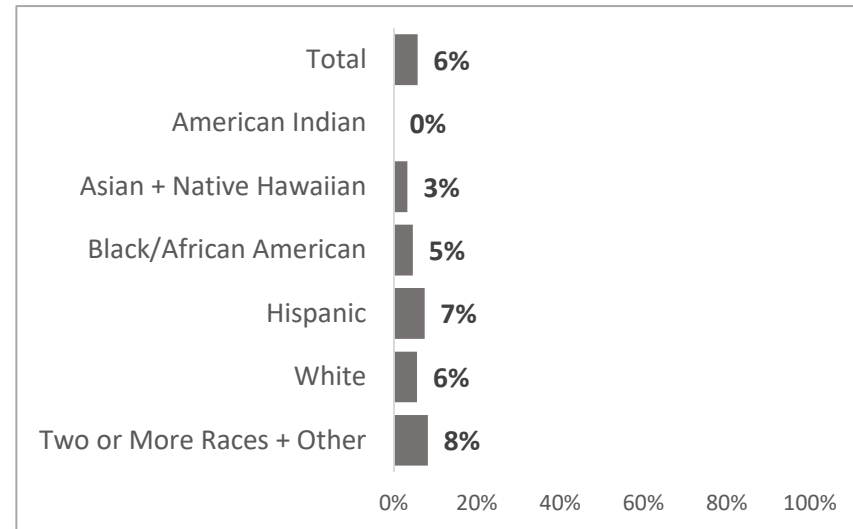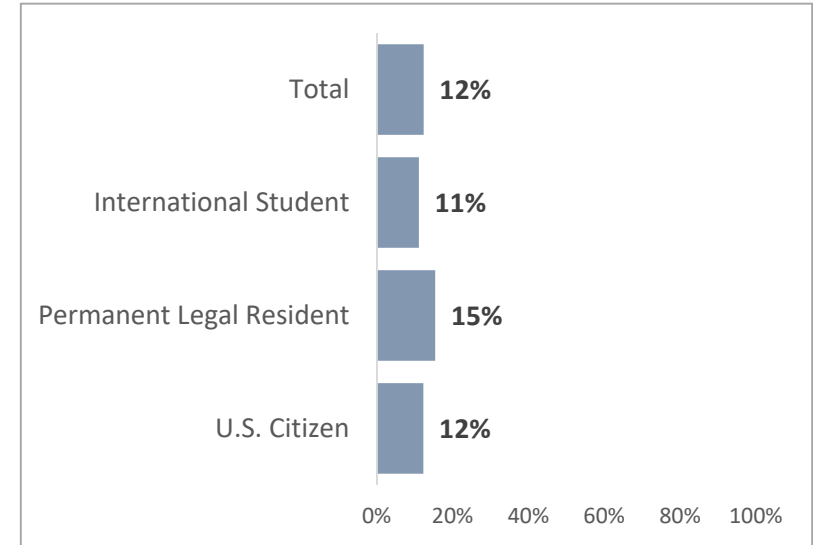|	
Total	12%
American Indian	0%
Asian + Native Hawaiian	15%
Black/African American	23%
Hispanic	26%
White	9%
Two or More Races + Other	15%

Total	12%
Female	11%
Male	14%
Other/Self-Identify	32%

Total	12%
International Student	11%
Permanent Legal Resident	15%
U.S. Citizen	12%
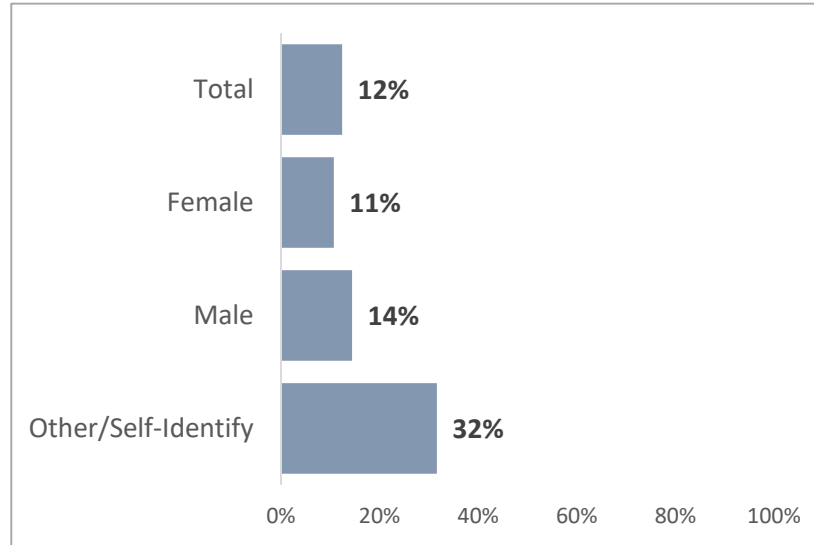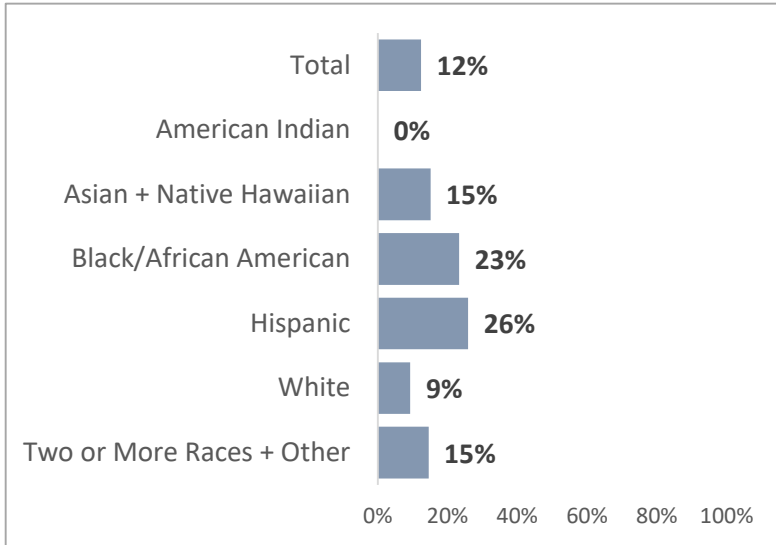
Pressures and Obstacles to Completing Program

Graduate and Professional Students

Pressures and Obstacles to Completing Programs: Key Findings

- **Pressures related to completing program:**
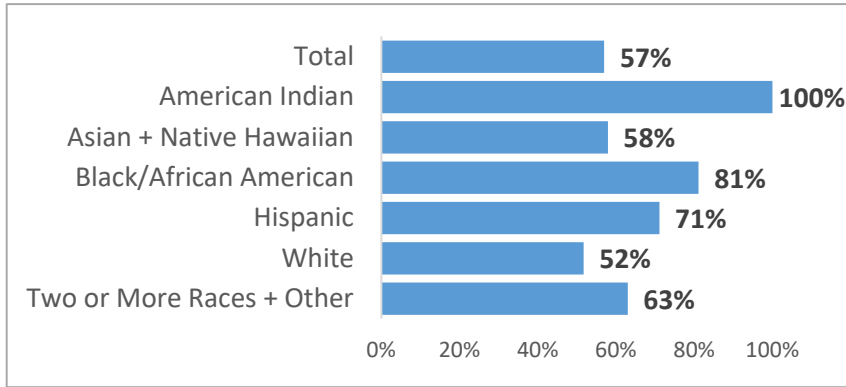   - Among all respondents, 57% indicated that people in their community were counting on them to do well in their graduate studies. The percentage was considerably higher for American Indian (100%), Black/African American (81%), and Hispanic (72%) respondents.
    - Nearly three-quarters of respondents described feeling stressed or overwhelmed by their program. The proportion was consistent across ethnic groups, with the exception of Asian/Native Hawaiian/Pacific Islander students which was somewhat lower and American Indian students which was somewhat higher.
- **Obstacles related to completing program:**
    - Overall, 22% of respondents indicated they may have to choose between financially supporting themselves or their family and remaining in their program. The proportion of respondents with this concern was especially high among American Indians.

People in my community are counting on me to do well in my graduate studies *(% responding Agree + Strongly Agree)*

Group	%
Total	57%
American Indian	100%
Asian + Native Hawaiian	58%
Black/African American	81%
Hispanic	71%
White	52%
Two or More Races + Other	63%

Group	%
Total	57%
Female	59%
Male	54%
Other/Self-Identify	41%

Group	%
Total	57%
International Student	57%
Permanent Legal Resident	64%
U.S. Citizen	56%
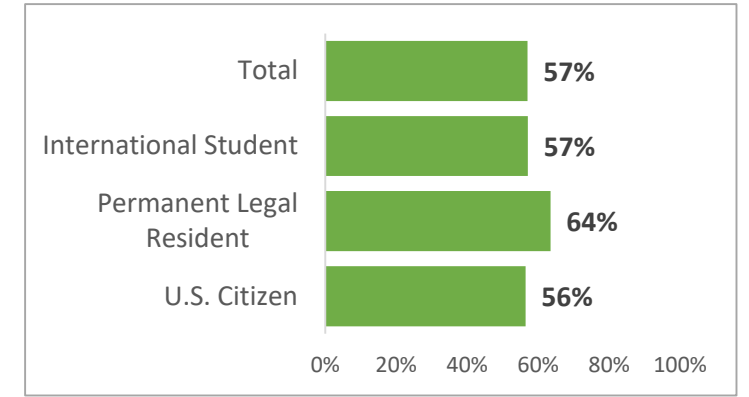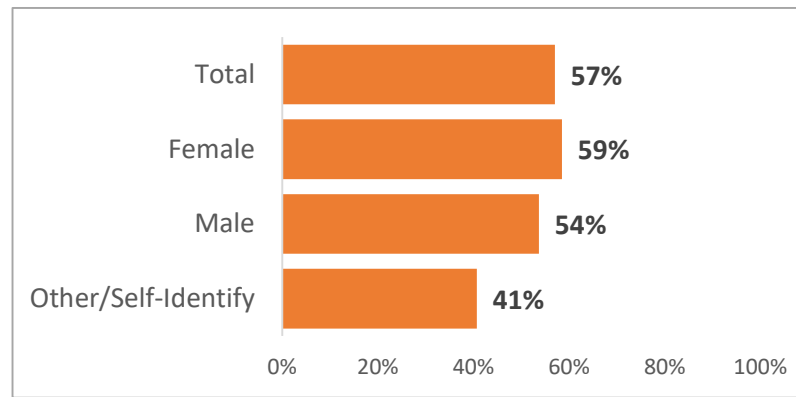
I have felt stressed or overwhelmed in my program *(% responding Agree + Strongly Agree)*

Group	%
Total	74%
American Indian	100%
Asian + Native Hawaiian	62%
Black/African American	75%
Hispanic	75%
White	76%
Two or More Races + Other	77%

Group	%
Total	74%
Female	77%
Male	69%
Other/Self-Identify	72%

Group	%
Total	74%
International Student	59%
Permanent Legal Resident	67%
U.S. Citizen	76%
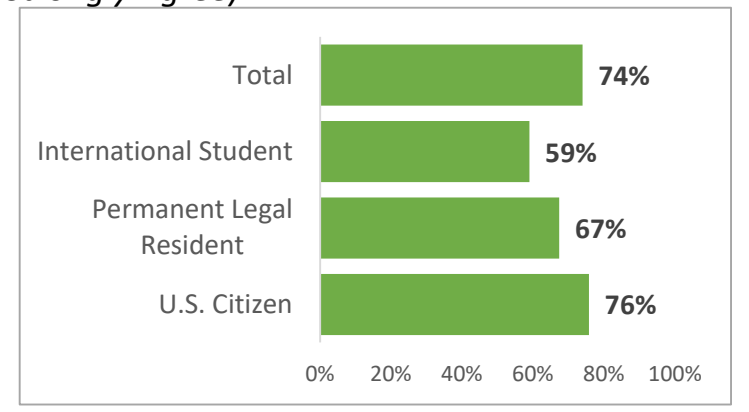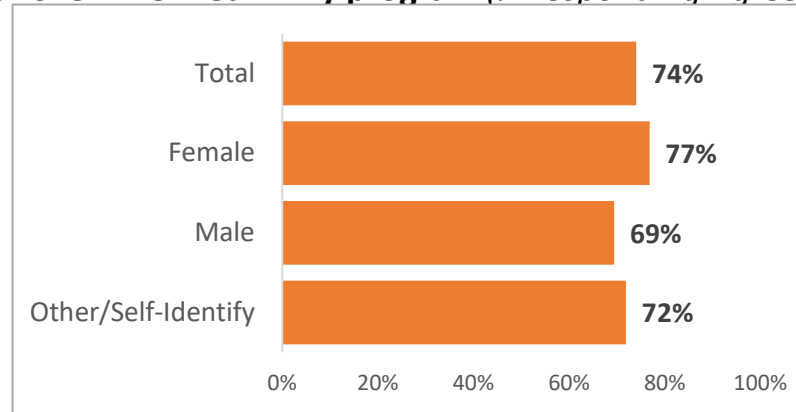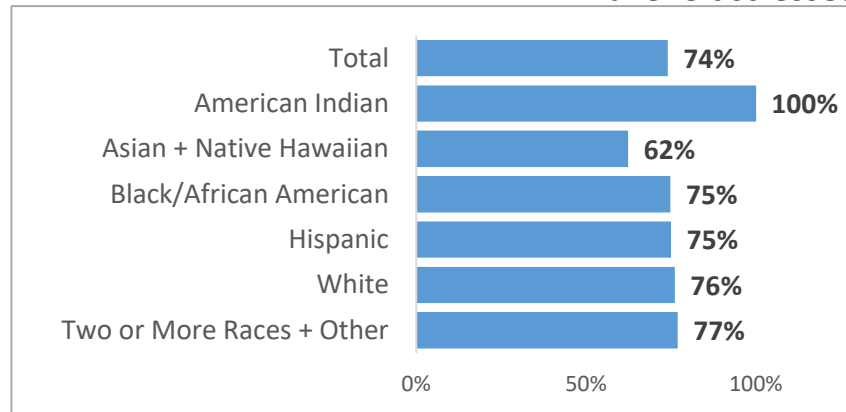
I may have to choose between financially supporting myself or my family and remaining in my program *(% responding Agree + Strongly Agree)*

Group	%
Total	22%
American Indian	100%
Asian + Native Hawaiian	29%
Black/African American	26%
Hispanic	24%
White	19%
Two or More Races + Other	25%

Group	%
Total	22%
Female	22%
Male	22%
Other/Self-Identify	31%

Group	%
Total	22%
International Student	32%
Permanent Legal...	19%
U.S. Citizen	21%