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

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Population</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54.1%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Male</td>
<td>45.9%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Other</td>
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<td>1.3%</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Population</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.3%</td>
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<tr>
<td>Asian</td>
<td>15.8%</td>
<td>14.9%</td>
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<tr>
<td>Black or African American</td>
<td>7.8%</td>
<td>7.5%</td>
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<tr>
<td>Latino or Hispanic</td>
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<td>3.0%</td>
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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
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<td>White</td>
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<td>63.9%</td>
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<td>Other race or ethnicity</td>
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<tr>
<td>Two or More Races or Ethnicities</td>
<td>6.2%</td>
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<th>Degree Type</th>
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<tr>
<td>Doctorate degree (academic or professional)</td>
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<tr>
<td>Master's degree (academic or professional)</td>
<td>52.1%</td>
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<table>
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<tr>
<th>Unit</th>
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<tr>
<td>Academic Affairs</td>
<td>69.6%</td>
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<tr>
<td>Health Affairs</td>
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<table>
<thead>
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<th>Citizenship Status</th>
<th>Population</th>
<th>Survey Respondents</th>
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</thead>
<tbody>
<tr>
<td>U.S. citizen</td>
<td>83.3%</td>
<td>88.5%</td>
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<tr>
<td>Permanent legal resident</td>
<td>2.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td>International student</td>
<td>13.9%</td>
<td>9.2%</td>
</tr>
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</table>

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

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.
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.

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

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

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

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

- Female: 53%
- Male: 61%
- Other/Self-Identify: 33%

- Total: 64%
- International Student: 71%
- Permanent Legal Resident: 69%
- U.S. Citizen: 64%

- Other/Self-Identify: 56%
- Male: 61%
- Female: 53%
- Total: 56%
UNC-Chapel Hill is committed to diversity

UNC-Chapel Hill promotes the appreciation of cultural differences

Supportive Campus and Sense of Belonging
(% responding Agree + Strongly Agree)
I feel that faculty believe in my potential to succeed academically

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

I feel that faculty empower me to learn here

83%
American Indian
78%
Asian + Native Hawaiian
77%
Black/African American
79%
Hispanic
86%
White
76%
Two or More Races + Other
I feel that faculty have taken an interest in my development

Supportive Campus and Sense of Belonging
(% responding Agree + Strongly Agree)

I feel that staff have taken an interest in my development
Supportive Campus and Sense of Belonging
(% responding Agree + Strongly Agree)

I am encouraged to get involved in campus activities

I feel a sense of belonging to this campus
Supportive Campus and Sense of Belonging
(% responding Agree + Strongly Agree)

If asked, I would recommend UNC

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

- Female: 81%
- Male: 81%
- Other/Self-Identify: 47%

- International Student: 79%
- Permanent Legal Resident: 87%
- U.S. Citizen: 80%
Satisfaction with Campus Diversity

Graduate and Professional Students
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 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 staff

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Total</td>
<td>47%</td>
</tr>
<tr>
<td>American Indian</td>
<td>50%</td>
</tr>
<tr>
<td>Asian + Native Hawaiian</td>
<td>42%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>28%</td>
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<tr>
<td>Hispanic</td>
<td>42%</td>
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<tr>
<td>White</td>
<td>48%</td>
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<tr>
<td>Two or More Races + Other</td>
<td>37%</td>
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<tr>
<th>Gender</th>
<th>Percentage</th>
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<td>Total</td>
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<td>Female</td>
<td>44%</td>
</tr>
<tr>
<td>Male</td>
<td>53%</td>
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<tr>
<td>Other/Self-Identify</td>
<td>23%</td>
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<tbody>
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</tr>
<tr>
<td>International Student</td>
<td>60%</td>
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<tr>
<td>Permanent Legal Resident</td>
<td>52%</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>45%</td>
</tr>
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</table>
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%

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%

Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

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

- Total: 46%
- Female: 43%
- Male: 51%
- Other/Self-Identify: 26%
### For Political beliefs

<table>
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<tr>
<th>Category</th>
<th>Total</th>
<th>American Indian</th>
<th>Asian + Native Hawaiian</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Two or More Races + Other</th>
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</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>51%</td>
<td>75%</td>
<td>57%</td>
<td>44%</td>
<td>50%</td>
<td>51%</td>
<td>43%</td>
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### For Religious beliefs

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<th>Category</th>
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<th>Black/African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Two or More Races + Other</th>
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<tbody>
<tr>
<td>Satisfaction</td>
<td>54%</td>
<td>75%</td>
<td>57%</td>
<td>50%</td>
<td>44%</td>
<td>55%</td>
<td>46%</td>
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</table>

### Satisfaction with the Atmosphere for Diversity at UNC-Chapel Hill

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

(% responding Satisfied + Very Satisfied)

- Total: 62%
- American Indian: 50%
- Asian + Native Hawaiian: 45%
- Black/African American: 59%
- Hispanic: 65%
- White: 51%
- Other/Self-Identify: 37%

Satisfaction with UNC-Chapel Hill in the overall sense of community among students

(% responding Satisfied + Very Satisfied)

- Total: 64%
- American Indian: 75%
- Asian + Native Hawaiian: 65%
- Black/African American: 50%
- Hispanic: 63%
- White: 67%
- Two or More Races + Other: 56%
- Male: 66%
- Female: 63%
- Other/Self-Identify: 37%
Impact of Low Representation

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

**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**

- 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**

- Total: 10\%
- Female: 10\%
- Male: 9\%
- Other/Self-Identify: 58\%
I feel isolated at UNC because of the absence or low representation of people like me.

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

I feel that I need to minimize aspects of my racial or ethnic culture to fit in here.
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 or ethnicity: 68%
    - Race or color: 66%
    - Gender: 34%
    - Academic track: 34%

- **Black/African American**
  - Experienced Bias: Yes, 60%
  - Based on:
    - Race or color: 94%
    - Gender: 37%
    - National origin or ethnicity: 36%

- **Hispanic**
  - Experienced Bias: Yes, 46%
  - Based on:
    - National origin or ethnicity: 68%
    - Socioeconomic status: 41%
    - Gender: 41%
    - Academic track: 41%

- **2 or More + Other**
  - Experienced Bias: Yes, 45%
  - Based on:
    - Race or color: 53%
    - Gender: 46%
    - National origin or ethnicity: 43%

- **White**
  - Experienced Bias: Yes, 30%
  - Based on:
    - Gender: 57%
    - Sex: 43%
    - Academic track: 36%
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%

**Male**

- Experienced Bias: Yes, 30%
- Based on:
  - Race or color: 53%
  - Academic track: 38%
  - Political beliefs: 40%

**Other/Self-Identify**

- Experienced Bias: Yes, 69%
- Based on:
  - Gender: 70%
  - Gender identity: 65%
  - Gender expression: 65%
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%

International Student
- Experienced Bias: Yes, 39%
- Based on:
  - National origin or ethnicity: 78%
  - Citizenship status: 60%
  - Race or color: 52%

Permanent Legal Resident
- Experienced Bias: Yes, 29%
- Based on:
  - National origin or ethnicity: 71%
  - Race or color: 57%
  - Gender: 29%
  - Academic track: 29%
How often at UNC-CH have you heard insensitive or disparaging **racial** 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**: 2%
- **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
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 student.
  - 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

<table>
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<tr>
<th>Category</th>
<th>Total</th>
<th>American Indian</th>
<th>Asian + Native Hawaiian</th>
<th>Black/African American</th>
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</tr>
</thead>
<tbody>
<tr>
<td>U.S. Citizen</td>
<td>51%</td>
<td>0%</td>
<td>57%</td>
<td>53%</td>
<td>41%</td>
<td>50%</td>
<td>52%</td>
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<td>0%</td>
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<td>57%</td>
<td>53%</td>
<td>41%</td>
<td>50%</td>
<td>52%</td>
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I feel comfortable sharing my own perspectives and experiences in class

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<tr>
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<th>White</th>
<th>Two or More Races + Other</th>
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<tbody>
<tr>
<td>U.S. Citizen</td>
<td>71%</td>
<td>0%</td>
<td>67%</td>
<td>61%</td>
<td>61%</td>
<td>74%</td>
<td>66%</td>
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<tr>
<td>Permanent Legal Resident</td>
<td>71%</td>
<td>0%</td>
<td>67%</td>
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<tr>
<th>Gender</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Other/Self-Identify</th>
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</thead>
<tbody>
<tr>
<td>U.S. Citizen</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
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<td>Permanent Legal Resident</td>
<td>51%</td>
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<td>51%</td>
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<tr>
<td>Total</td>
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<tbody>
<tr>
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<td>74%</td>
<td>72%</td>
<td>71%</td>
<td>48%</td>
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<tr>
<td>Hispanic</td>
<td>74%</td>
<td>72%</td>
<td>71%</td>
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<tr>
<td>Black/African American</td>
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<tr>
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<td>72%</td>
<td>71%</td>
<td>48%</td>
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<tr>
<td>American Indian</td>
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<td>71%</td>
<td>48%</td>
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<td>72%</td>
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<td>71%</td>
<td>48%</td>
</tr>
<tr>
<td>International Student</td>
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<td>48%</td>
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<tr>
<td>Total</td>
<td>74%</td>
<td>72%</td>
<td>71%</td>
<td>48%</td>
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</tbody>
</table>
I feel I have to work harder than other students to be perceived as a good student

I don’t feel comfortable contributing to class discussions
I feel isolated in class because of the absence or low representation of people like me

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

Black/African American
- Singled Out: 24%
- Because of:
  - Race or color: 70%
  - National origin or ethnicity: 34%
  - Socioeconomic status: 25%

Hispanic
- Singled Out: 29%
- Because of:
  - National origin or ethnicity: 67%
  - Race or color: 57%
  - Socioeconomic status: 52%

White
- Singled Out: 21%
- Because of:
  - Religious affiliation: 17%
  - Political beliefs: 18%
  - Gender: 20%

2 or More + Other
- Singled Out: 25%
- Because of:
  - National origin or ethnicity: 33%
  - Race or color: 32%
  - Political beliefs: 30%
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%

Male

- Singled Out: 20%
- Because of:
  - Race or color: 25%
  - Political beliefs: 21%
  - National origin or ethnicity: 20%

Other/Self-Identify

- Singled Out: 31%
- Because of:
  - Gender identity: 67%
  - National origin or ethnicity: 44%
  - Race or color: 44%
Classroom Experiences

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

By Citizenship Status

U.S. Citizen

- Singled Out: 24%
- Race or color: 24%
- Gender: 20%
- Political beliefs: 18%

By Citizenship Status

International Student

- Singled Out: 29%
- National origin or ethnicity: 52%
- Race or color: 36%
- Gender: 12%

Permanent Legal Resident

- Singled Out: 29%
- National origin or ethnicity: 36%
- Political beliefs: 21%
- Race or color: 21%
Have you heard faculty at UNC-Chapel Hill express stereotypes?
(% responding Yes)

Classroom Experiences

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>American Indian</th>
<th>Asian + Native Hawaiian</th>
<th>Black/African American</th>
<th>American Indian</th>
<th>White</th>
<th>Two or More Races + Other</th>
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<td>20%</td>
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<td>20%</td>
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<table>
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<td>28%</td>
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<td>36%</td>
<td>20%</td>
<td>28%</td>
<td>36%</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Total</td>
<td>17%</td>
</tr>
<tr>
<td>American Indian</td>
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</tr>
<tr>
<td>Asian + Native Hawaiian</td>
<td>16%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18%</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
</tr>
<tr>
<td>Two or More Races + Other</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
</tr>
<tr>
<td>Male</td>
<td>14%</td>
</tr>
<tr>
<td>Other/Self-identify</td>
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</tr>
<tr>
<td>International Student</td>
<td>17%</td>
</tr>
<tr>
<td>Permanent Legal Resident</td>
<td>15%</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>17%</td>
</tr>
</tbody>
</table>
Classroom Experiences

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

### Gender identity

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

### National origin or ethnicity

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

### Other/Self-Identify

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

- International Student: 7%
- Permanent Legal Resident: 23%
- U.S. Citizen: 9%
How often have you heard faculty at UNC-Chapel Hill express stereotypes based on the following? (% responding Often + Very Often)

### Political beliefs

<table>
<thead>
<tr>
<th>Category</th>
<th>U.S. Citizen</th>
<th>Permanent Legal Resident</th>
<th>International Student</th>
<th>Other</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>22%</td>
<td>31%</td>
<td>18%</td>
<td>22%</td>
<td>22%</td>
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</tbody>
</table>

### Race or color

<table>
<thead>
<tr>
<th>Category</th>
<th>U.S. Citizen</th>
<th>Permanent Legal Resident</th>
<th>International Student</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>11%</td>
<td>15%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Male

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

### Female

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

### Other/Self-Identify

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

### Gender

- Male: 26%
- Female: 19%

Classroom Experiences
Classroom Experiences

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

(% responding Often + Very Often)

### Religious affiliation

<table>
<thead>
<tr>
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<th>Percentage</th>
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<td>Black/African American</td>
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<td>Hispanic</td>
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### Sexual orientation

<table>
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<tr>
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<td>Asian + Native Hawaiian</td>
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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)

<table>
<thead>
<tr>
<th>Group</th>
<th>Total</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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<tbody>
<tr>
<td>American Indian</td>
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<td>Other/Self-Identify</td>
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</table>

I have felt stressed or overwhelmed in my program (% responding Agree + Strongly Agree)

<table>
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<th>Total</th>
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<th>Strongly Agree</th>
<th>Total</th>
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I may have to choose between financially supporting myself or my family and remaining in my program (% responding Agree + Strongly Agree)

<table>
<thead>
<tr>
<th>Group</th>
<th>Total</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
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