



# 2022 Student Climate Assessment Survey Summary

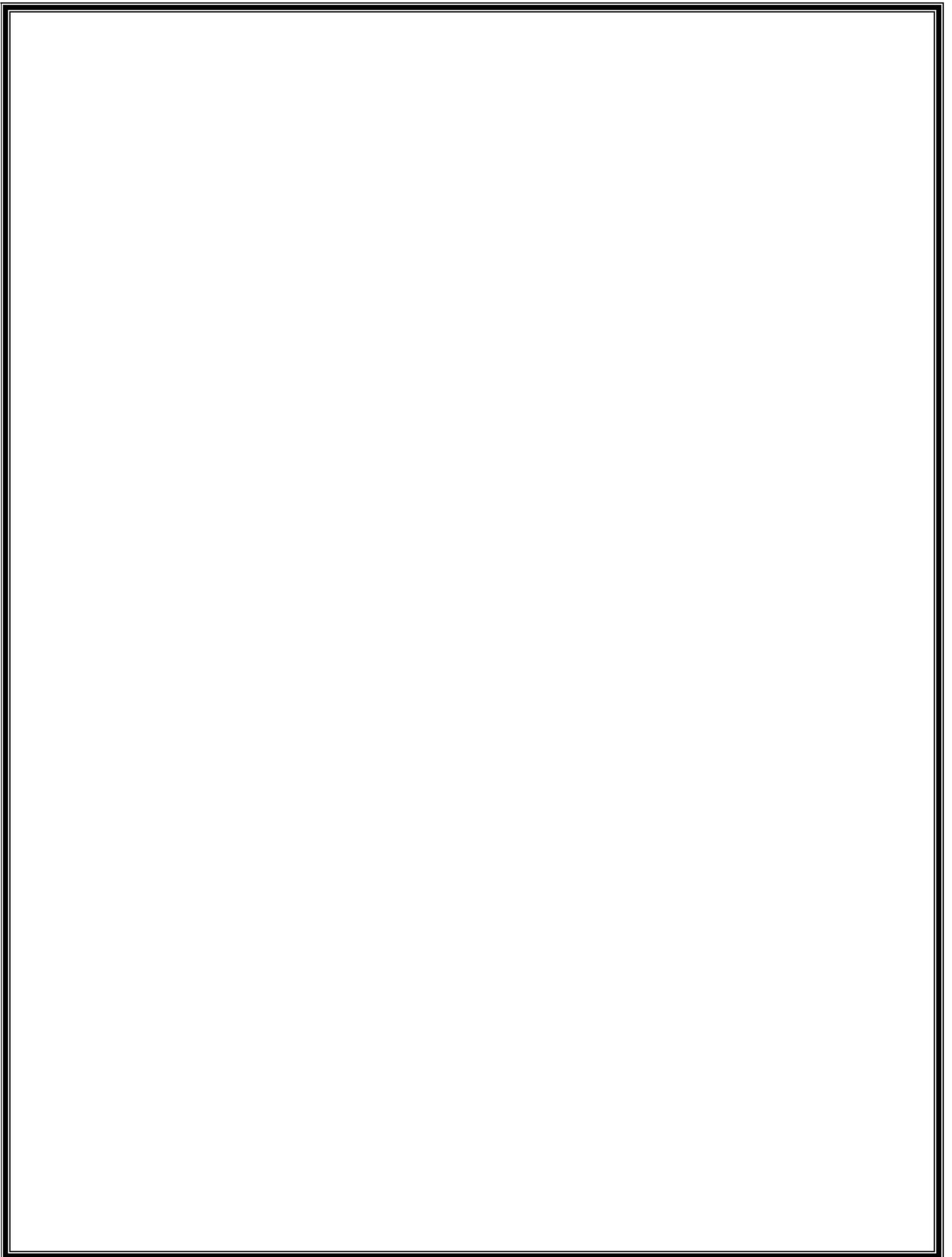
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Academic  
Effectiveness



# GT Climate Assessment Survey Report

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Students

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## Acknowledgements

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## Executive Summary

The Georgia Tech student body was invited to participate in the 2022 Climate Assessment Student Survey. Of the 23,890 students contacted, a total of 1,277 completed the survey for an overall response rate of 5.3 percent. The following constitute some highlights from the report:

- Large majorities of responding students view the overall climate of GT positively. Over 80 percent of graduate and undergraduate respondents agreed that GT is a *generally comfortable and inclusive environment*, and over 85 percent that their *academic aspirations are supported by GT*. Among respondents, 79 percent of undergraduates and 83 percent of graduates agreed that *they feel valued and respected by the GT community*.
  - Differences in the perception of the GT climate among responding men and women are relatively small, but students who identify as nonbinary are less likely to agree that GT is a *generally comfortable and inclusive environment*.
  - Responding Asian/Asian American students felt that *language differences and cultural differences act as a barrier to interaction between U.S. and international students*. Black/African-American and Other BIPOC students were least likely to agree that *GT is a generally comfortable and inclusive environment*.
  - LGBTQ+ students were less likely to agree that *they feel valued and respected by the Georgia Tech community*, and more likely to have *considered leaving Georgia Tech because of concerns about collegiality*.
- High levels of respondents agreed that *diversity is integral to GT's ability to fulfill its mission*. Additionally, 78 percent of undergraduate and 80 percent of graduate respondents felt that the *commitment to diversity is demonstrated by GT*.
  - Women agreement with the statement *diversity is integral to GT's ability to fulfill its mission* was stronger compared to Men, and Nonbinary+ respondents.
  - Similarly, differences in attitudes arose by ethnicity, with Asian students having more positive views of GT, particularly on its *commitment to diversity and offering programs that meet social and cultural needs*.
- Across all groups, students' views were less positive about there being *adequate processes to address student grievances*, with only half of undergraduates and 71 percent of graduates agreeing that the processes are adequate.
- While supportive of diversity, student participation in intercultural activities was low. Less than one in five students indicated often participating in *student-focused cultural organizations* or attending *cultural celebrations and holidays*.

## Background

The 2022 Climate Assessment Survey is the third iteration of the Climate Assessment Survey that was created and conducted in 2013. In Spring 2012, Provost Rafael L. Bras charged a Climate Assessment Task Force (CATF) to develop a survey to help define, measure, and assess Georgia Tech's progress toward the goals articulated in its Strategic Plan:

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

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

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

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

The 2022 version of the climate survey was modified by a subcommittee of President Ángel Cabrera's GT Diversity, Equity, and Inclusion Committee (GTDEIC) to improve the clarity and logical consistency of the survey, and align it to the principal values and goals of our new 2030 Institute Strategic Plan (ISP). The 2030 ISP sees Georgia Tech's mission as "developing leaders who advance technology and improve the human condition."

The results of this survey will help us better understand the experiences of members of the Georgia Tech community and inform what strategies are necessary for ensuring that we are building an inclusive, supportive, and welcoming environment for everyone.

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## Survey Methodology and Quality Assurance

All enrolled students were invited by email to participate in the GT Climate Survey in March and April, 2022. Two reminders were sent to increase response rates. Of the 23,890 students who were contacted, a total of 1,277 completed the survey for an overall response rate of 5.3 percent, and a sampling error (95% confidence interval) of 2.7%. Chi Square Goodness of Fit Tests ( $p < .01$ ) revealed that the respondents were not proportionally representative of the overall population based on gender, ethnicity, race, citizenship, or college. The Institute results in this report are weighted on all these traits to portray the population more accurately.<sup>1</sup>

**Table 1. Student demographics**

	Respondent Frequency	Valid Respondent Percent <sup>2</sup>	Student Population Percent
<b>Gender Identity</b>			
Men	529	49.8%	62.9%
Women	477	44.9%	37.1%
Nonbinary & other identities	56	5.2%	
Not specified	215		n/a
<b>Ethnicity</b>			
Hispanic or Latino/a/x	90	8.2%	8.5%
Not Hispanic or Latino/a/x	1001	91.8%	90.3%
Not specified	186		1.1%
<b>Race</b>			
Asian or Asian American	374	34.2%	39.5%
Black or African American	69	6.3%	7.4%
White or European American	483	44.2%	45.8%
Other	165	15.1%	7.3%
Not specified	186		
<b>Student type</b>			
Undergraduate	610	55.2%	67.0%
Graduate	495	44.8%	33.0%
Not specified	172		n/a
<b>Citizenship</b>			
U.S. Citizen	811	74.3%	73.9%
Alien, Resident	143	13.1%	3.9%
Alien, Non-resident	138	12.6%	22.2%
Not specified	185		n/a
<b>College</b>			
Design	64	5.8%	4.7%
Computing	244	22.2%	20.3%
Engineering	547	49.7%	50.9%
Ivan Allen College	67	6.1%	4.6%
Scheller College of Business	42	3.8%	7.8%
Sciences	136	12.4%	11.6%
Not specified	177		

<sup>1</sup> The weighting slightly “overcounts” groups with lower response rates and “undercounts” groups with higher response rates to adjust for the representativeness of each group within the GT population. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

<sup>2</sup> Valid response excludes “not specified” respondents from the overall percentage calculation.

## Data Limitations

A significant proportion (about 14 percent) of respondents elected not to provide any demographic information, including gender, race/ethnicity, and student type (undergraduate/graduate). A close analysis of this group revealed that while those who did not provide demographics tended to report lower levels of feelings of support and inclusion, these differences were slight, and significantly different on five items. Only one item, “*Students at GT are respected with regard to socioeconomic status*” had a non-marginal difference. This non-disclosing group also reported higher instances of experiences with marginalization and disparaging remarks; with large, significant differences on five of the ten marginalization categories, and four of the 14 disparaging remarks groups.

These differences in responses point to a possible non-response bias in the data—that is, the possibility that survey non-responders might differ in their opinions and perceptions from those who chose to participate in the survey. Consequently, generalizing student responses to the overall GT population of students should be approached with some degree of caution. The weighting of respondents to match the overall population demographics (including division, gender identity, and race and ethnicity) mitigates some risk of non-response bias, but this risk cannot be completely eliminated. The use of weighting can introduce biases, by over-representing the views of a few people who may not accurately reflect their under-responding demographic group. While generalizations about the entire Institute should be approached with caution, this should not restrict comparisons between subgroups or within specific units when applicable.

## Structure of this Report

The structure of this report generally follows the order of the survey instrument questions: study habits, perceptions of overall climate and support from the GT community, views on the value of diversity, GT’s commitment to policies that support the principles of diversity and inclusion, co- and extracurricular activities related to different cultural experiences, instances of marginalization (defined as a sense of exclusion or feeling left out), and exposure to disparaging remarks about various groups of people.

In addition, differences in experience between students based on self-reported gender identity, race/ethnicity, and sexual orientation are discussed using the following groupings<sup>3</sup>:

- For gender identity, individuals identifying as Non-Binary, gender fluid, and all other self-defined identities were pooled into a Non-Binary+ grouping, in addition to the Women and Men groups.
- For race and ethnicity, responses were clustered into five groups: Asian/Asian American (including Pacific Islanders), Black/African-American, Hispanic/Latinx, White/European American, and Other BIPOC/Multiracial (which included American Indian/Alaskan Native, Middle Eastern or North African, “Other” responses, and all respondents that identified with two or more ethnic groups)<sup>4</sup>.
- For LGBTQ+, we grouped individuals who reported a sexual orientation other than heterosexual (i.e., gay/lesbian, bisexual, or other orientation), as well as nonbinary and transgender respondents. Responses for this group compare LGBTQ+ and non-LGBTQ+ participants.

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<sup>3</sup> To provide a larger, more reliable numbers for the smallest groups, graduate and undergraduate students were combined for demographic analyses.

<sup>4</sup> An analysis of the Other BIPOC/Multiracial group was conducted to check for consistency or differences between the combined groups. No significant differences were noted.

The survey questions utilized a four-point Likert scale. The specific response anchors are presented in Table 2. For the purposes of this report, the percentages of those who “agree,” are “comfortable,” or “often” participate are derived from combining responses of 3 and 4, with the converse derived from combining responses of 1 and 2.

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

Rating	Frequency	Agreement	Comfort Level	Marginalization
4*†	Very often	Strongly agree	Very comfortable	Greatly
3*†	Often	Somewhat agree	Somewhat comfortable	Somewhat
2†	Sometimes	Somewhat disagree	Somewhat uncomfortable	Slightly
1	Never	Strongly disagree	Very uncomfortable	Not at all

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

† Sufficient score for indicating instances of marginalization or disparaging remarks

Given the large number of comparisons and relatively large sample sizes, this report highlights *effect size* alongside statistical significance between values. Effect size is a measure of “practical significance,” that compares the differences (between groups) or associations (for likelihoods and predictions) against the variance or “noise” in the data.

Two measures of effect size are used in this report depending on the nature of the comparisons: Phi and Cramer’s V.<sup>5</sup> These effect sizes can be interpreted similarly to correlations, with .1 is considered a small effect, .3 a moderate effect, and .5 to be a large effect (Cohen, 1988, 1992). It should also be noted that for some comparisons—particularly those between races/ethnicities, sample sizes are relatively small. Small samples mean low statistical power, making it difficult to discern significant differences between groups even when they exist in reality. In those cases, effect sizes constitute a better indicator of the practical importance of the result.

## Results

### Attitudes and Experiences

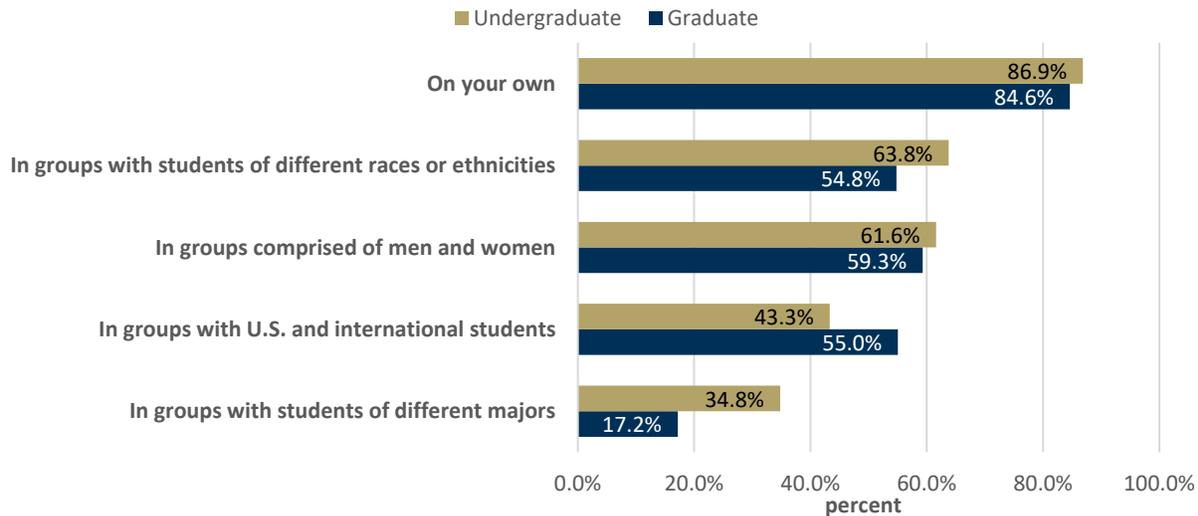
#### Study Habits

Students were asked to gauge the frequency in which they studied with diverse groups. As seen in Chart 1, responding undergraduate and graduate students most frequently studied on their own. However, about 55 percent of graduate students and 64 percent of undergraduates stated they often or very often *studied in groups with students of different races or ethnicities, or in mixed-gender groups*. Slightly over half (55 percent) of responding graduate students, and 43.3 percent of undergraduates stated they frequently *studied in groups with both U.S. and international peers*.

<sup>5</sup> Both statistics measure the strength of association in Chi-square tests—the extent to which membership in one category (such as being a Women or a Men) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

**Chart 1. Student responses on frequency of studying with diverse groups at Georgia Tech**

*This semester, how often have you studied in the following groups or environments? (percent responding “often” or “very often”)*

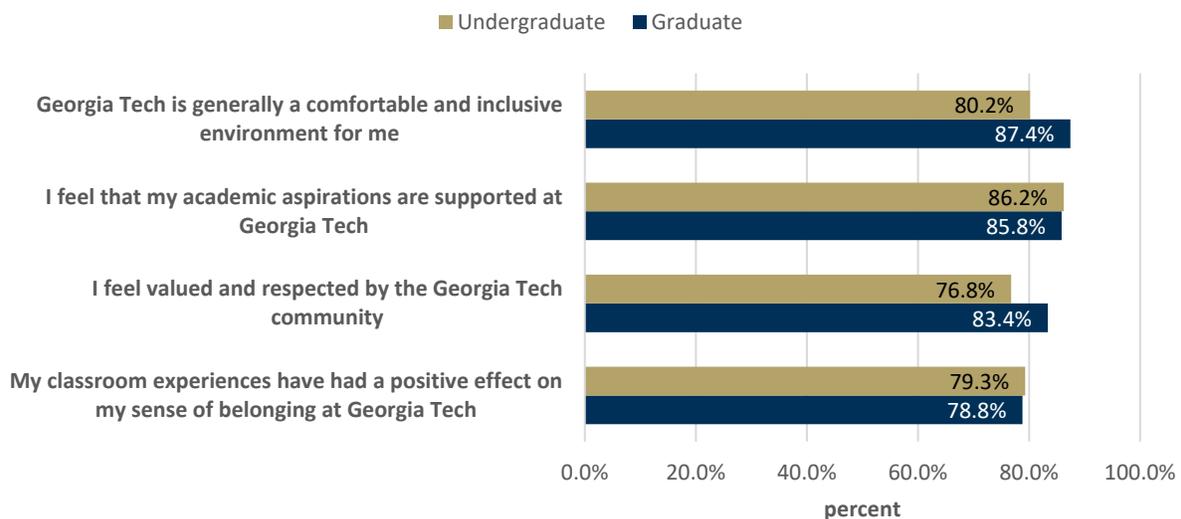


### Overall Climate

Students were asked about the overall climate at Georgia Tech (see Charts 2 and 3). Overall, students had positive ratings of the campus environment. For example, large majorities agreed that *GT is generally a comfortable and inclusive environment and supports their academic aspirations*. About four in five respondents agreed or strongly agreed that they feel *valued and respected by the Georgia Tech community*. Similarly, only 16.2 percent of responding graduate students and 17.8 percent of responding undergraduates have *considered leaving GT because of concerns about collegiality*. The least favorable aspects of the campus environment were found in *barriers to interaction between U.S. and international students*, with about one-third of undergraduates and 40% of graduates feeling that language and culture represented a significant barrier for interactions among students.

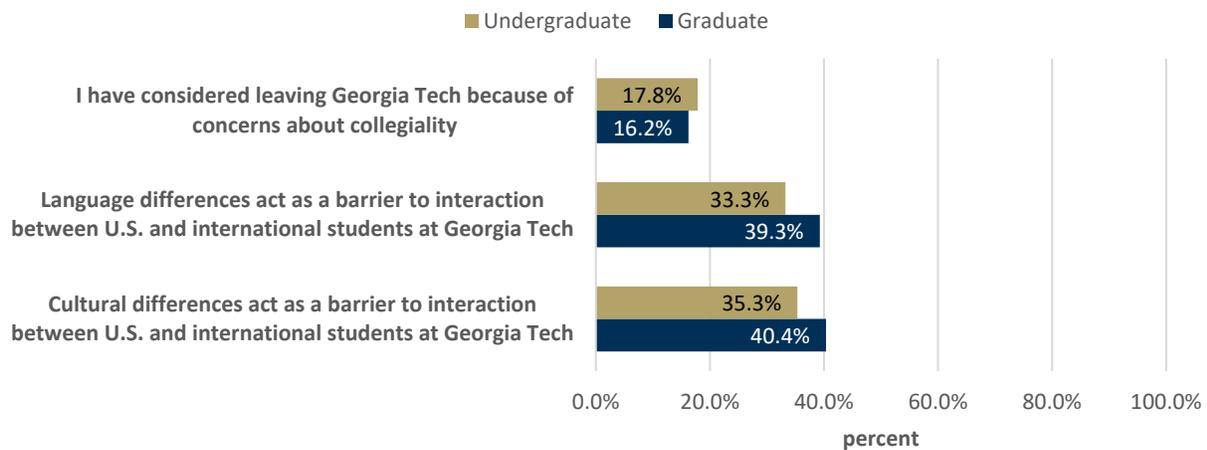
**Chart 2. Student responses on overall climate at Georgia Tech**

*Please indicate your level of agreement with each of the following statements: (percent “strongly” or “somewhat agreed”)*



**Chart 3. Student responses on barriers and leaving Georgia Tech**

Please indicate your level of agreement with each of the following statements: (percent “strongly” or “somewhat agreed”)



Differences in overall climate views by demographic groups (gender identity, race/ethnicity, LGBTQ+) are presented in Table 3. These and subsequent tables show the mean/average of responses (on a 1-4 scale), as well as “heat” indicators. When the mean scores are closer to the low end of the means presented for the different groups, the cells appear in red, with higher color intensity indicating lower scores. When the means are closer to the high positive end the cells appear in green, with higher color intensity indicating higher scores.

Looking at gender identity, Nonbinary+ respondents had a less positive view of the GT climate compared to Men and Women, with a meaningful gap for perceptions of Georgia Tech *being a comfortable and inclusive environment*. Men and Women did not differ meaningfully from each other on general climate, save that Women were more likely to agree that *social opportunities have a positive effect on my sense of belonging*, and Men were more likely to think that *language differences act as a barrier to interaction between U.S. and international students*.

When disaggregating by race and ethnicity, we identify distinct patterns of experiences that differ between racial and ethnic groups. Asian/Asian American students, for example, were more likely to agree that *GT is a comfortable and inclusive environment* and that they *feel valued and respected by the community*; while also being more likely to report *language and culture* as barriers to interactions between U.S. and international students. Hispanic/Latinx and White students were least likely to report *considering leaving Georgia Tech because of concerns about collegiality*, while the Other BIPOC/Multiracial respondents were most likely to report this. Overall, the Other BIPOC/Multiracial ethnicity group had lower levels of agreement with these items, with the most substantial differences being found in feeling *valued and respected by the Georgia Tech community* and *my academic aspirations are supported at Georgia Tech*.

For LGBTQ+ respondents, there is a trend of lower agreement with these overall climate items. These differences are meaningful on items such as *GT being a comfortable and inclusive environment for me* and *I feel valued and respected by the Georgia Tech community*; but also on academically-oriented items, such as *my classroom experiences have had a positive effect on my sense of belonging* and *my academic aspirations are supported at Georgia Tech*.

**Table 3. Student Differences on Overall Climate**

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

	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ+	LGBTQ+
My classroom experiences have had a positive effect on my sense of belonging at Georgia Tech	2.97	3.03	2.73	3.00	2.93	2.97	2.77	3.01	3.04	2.84
Campus social opportunities have had a positive effect on my sense of belonging at Georgia Tech	3.03	<b>3.31</b>	3.05	3.13	2.97	3.16	2.96	3.14	3.14	3.10
The campus reputation of my academic major has affected my sense of belonging at Georgia Tech	3.06	3.08	2.83	<b>3.17</b>	3.03	3.06	2.95	2.97	3.11	2.93
Language differences act as a barrier to interaction between U.S. and international students at Georgia Tech <b>(reversed)*</b>	<b>2.66</b>	2.95	3.11	<b>2.64</b>	<b>3.13</b>	2.85	2.76	2.85	2.77	2.84
Cultural differences act as a barrier to interaction between U.S. and international students at Georgia Tech <b>(reversed)*</b>	2.70	2.85	2.91	<b>2.59</b>	2.78	2.76	2.64	2.96	2.73	2.90
Georgia Tech is generally a comfortable and inclusive environment for me	3.19	3.17	<b>2.60</b>	<b>3.22</b>	2.90	3.02	2.94	<b>3.24</b>	3.21	<b>3.02</b>
I feel valued and respected by the Georgia Tech community	3.11	3.11	2.74	<b>3.22</b>	3.02	3.11	<b>2.78</b>	3.01	3.15	<b>2.94</b>
I have considered leaving Georgia Tech because of concerns about collegiality <b>(reversed)*</b>	<b>3.42</b>	<b>3.38</b>	3.01	3.32	3.27	<b>3.57</b>	3.05	<b>3.52</b>	3.47	<b>3.22</b>
I feel that my academic aspirations are supported at Georgia Tech.	3.23	3.24	3.08	3.22	3.31	3.38	<b>2.86</b>	3.28	3.29	<b>3.10</b>

\* Reversed items are scored so that larger values represent a more positive outcome (in this case, lower agreement with negative views or outcomes)

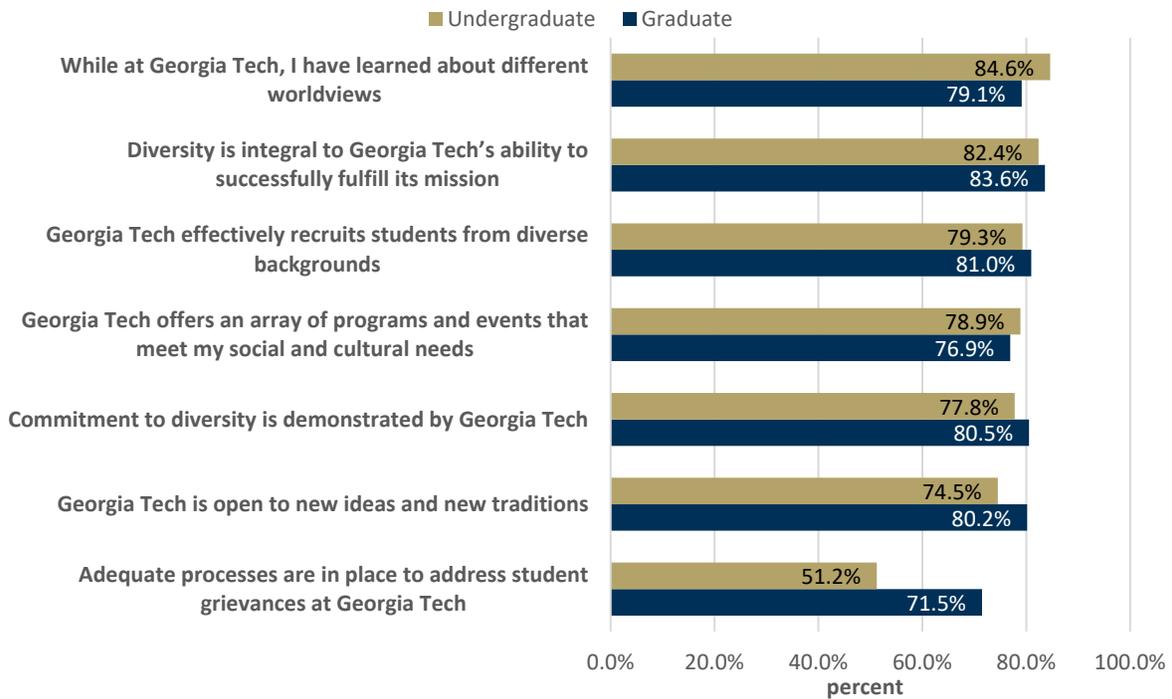
**Bold** numbers indicate statistically significant, meaningful differences ( $p < .05$ , "small" or greater effect size)

## Diversity and Inclusion

Students were asked about the value of diversity and inclusion, as well as the degree to which GT demonstrates its commitment to these values. As seen in Chart 4, responding students were substantially in agreement regarding both the value of diversity and GT’s fulfillment of its goals. For example, over 80 percent of graduate and undergraduate respondents agreed that *Diversity is integral to GT’s ability to fulfill its mission, GT effectively recruits students from diverse backgrounds, and a commitment to diversity is demonstrated by GT*. However, respondents were less in agreement with respect to grievance processes, with 71.5 percent of graduates, and just 51 percent of undergraduates agreeing that *Adequate processes are in place to address student grievances at Georgia Tech*.

**Chart 4. Student responses on the value of diversity and inclusion at Georgia Tech**

Please indicate your level of agreement with each of the following statements: (percent “strongly” or “somewhat agreed”)



Overall, most demographic groups in the student population agreed that *diversity is integral to GT’s ability to fulfill its mission*, with little meaningful variation, and disagreed that *Adequate processes are in place to address student grievances* (See Table 4 for demographic groups differences). However, the Nonbinary+, Other BIPOC/Multiracial ethnic grouping, and LGBTQ+ students rated grievance processes significantly lower than their peers.

As with overall climate, Men and Women were more likely to agree with the diversity statements, with perceptions that *commitment to diversity is demonstrated by GT* and *GT effectively recruits students from diverse backgrounds* being rated notably lower by Nonbinary+ students. Similarly, students in the Other BIPOC/Multiracial group had generally lower ratings than other ethnic groups, especially on items related to GT’s demonstration of *commitment to diversity, recruiting diverse students*, and there being *an array of programs and events that meet [their] social and cultural needs*. Asian/Asian American students had the most positive responses, with *commitment to diversity* and perceptions that GT offers programs and events that meet their *social and cultural needs* being rated significantly higher than other groups.

**Table 4. Student responses on the value of diversity and inclusion at Georgia Tech**

Please indicate your level of agreement with each of the following statements:  
(percent “strongly” or “somewhat agreed”)

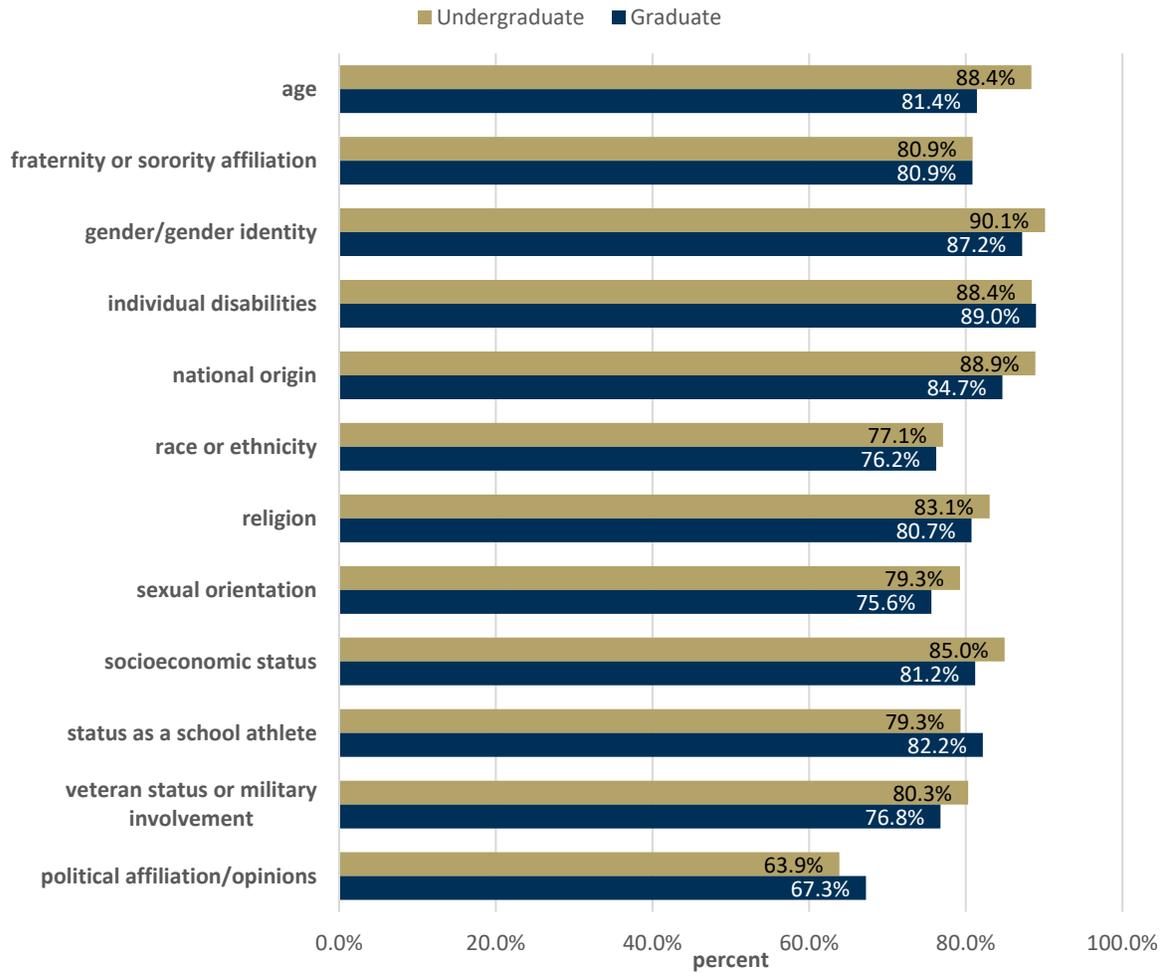
	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ	LGBTQ
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	3.16	3.50	3.30	3.28	3.33	3.39	3.17	3.21	3.26	3.37
Commitment to diversity is demonstrated by Georgia Tech	3.10	3.03	<b>2.29</b>	<b>3.13</b>	2.87	3.07	<b>2.76</b>	3.04	3.15	<b>2.72</b>
Georgia Tech effectively recruits students from diverse backgrounds	3.12	3.04	<b>2.61</b>	3.14	2.87	3.21	<b>2.74</b>	3.08	3.18	<b>2.79</b>
Georgia Tech offers an array of programs and events that meet my social and cultural needs	3.03	3.08	2.81	<b>3.16</b>	2.84	3.10	<b>2.64</b>	2.98	3.08	<b>2.89</b>
Adequate processes are in place to address student grievances at Georgia Tech	2.73	2.51	<b>1.93</b>	<b>2.81</b>	2.66	2.55	<b>2.21</b>	2.50	2.74	<b>2.23</b>
While at Georgia Tech, I have learned about different worldviews	3.10	3.18	3.21	3.11	2.99	<b>3.33</b>	2.92	3.17	3.14	3.08
Georgia Tech is open to new ideas and new traditions	3.00	3.04	<b>2.49</b>	<b>3.12</b>	2.82	2.98	<b>2.66</b>	2.96	3.08	<b>2.71</b>

**Bold** numbers indicate statistically significant, meaningful differences ( $p < .05$ , “small” or greater effect size)

Students were also asked whether various groups on campus were respected by the Georgia Tech community. As can be seen in Chart 5, most responding undergraduate and graduate students agreed that members of these groups were respected, with the notable exception of *political affiliation and opinions*.

**Chart 5. Student responses on respect based on identity**

*Students at Georgia Tech are respected with regard to their:*  
(percent “strongly” or “somewhat agreed”)



Differences in perceptions between demographic groups (See Table 5) were primarily related to *fraternity or sorority affiliation, race or ethnicity, religion, and sexual orientation*. For gender, Men consistently had higher levels of agreement that students were respected at GT based on their various identities, and Nonbinary+ students the lowest, with Women’s ratings in the middle. One significant divergence from this pattern is student athlete status, where Men rate respect marginally lower, and Nonbinary+ marginally higher. Similar patterns are seen between the overall LGBTQ+ student population and the non-LGBTQ students. Looking at race and ethnic groups, more White and Hispanic/Latinx students indicated that students were respected across almost all categories, with higher ratings for *age, gender/gender identity, and religion*. Interestingly, for *national origin* more White students agree that students are respected regardless of origin, with Hispanic/Latinx students perceptions being marginally lower, and all other groups expressing significantly less agreement. The only break in this pattern is regarding *political opinions*, which shows a marginal reversal of the pattern.

**Table 5. Demographic breakout of student responses on respect with regard to identity**

*Students at Georgia Tech are respected with regard to their:*

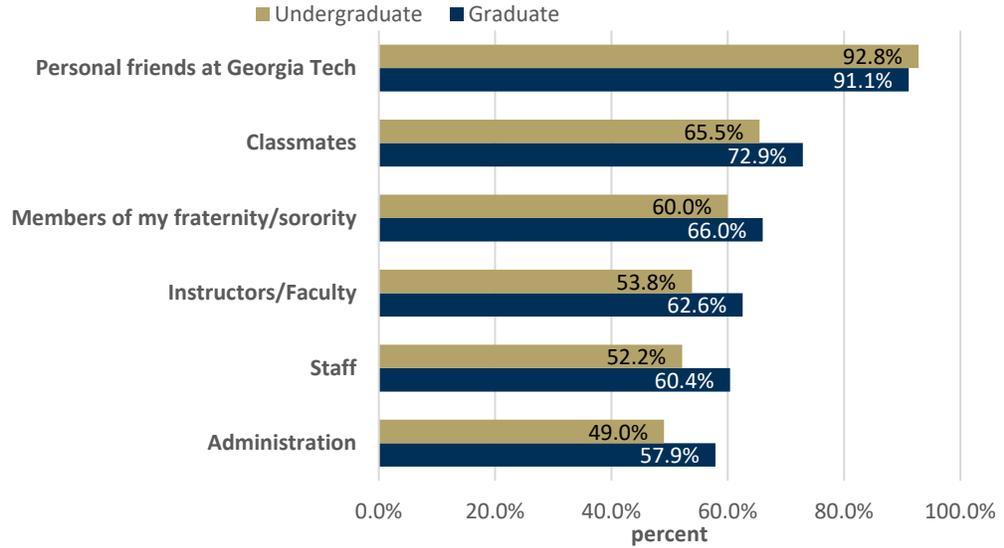
	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ	LGBTQ
age	3.28	3.32	3.17	3.21	3.15	3.32	3.23	<b>3.40</b>	3.31	3.28
fraternity or sorority affiliation	3.23	3.11	<b>2.39</b>	3.17	3.08	3.10	3.03	3.22	3.25	<b>2.88</b>
gender/gender identity	3.32	3.31	3.30	3.24	3.17	<b>3.43</b>	3.33	<b>3.40</b>	3.32	3.33
individual disabilities	3.32	3.34	3.33	3.29	3.26	3.30	3.27	3.39	3.37	3.17
national origin	3.28	3.18	3.16	3.15	3.16	3.24	<b>3.07</b>	<b>3.41</b>	3.28	3.17
race or ethnicity	3.10	2.99	<b>2.51</b>	3.04	2.88	3.12	<b>2.81</b>	3.11	3.14	<b>2.77</b>
religion	3.22	3.13	<b>2.71</b>	3.08	3.00	<b>3.26</b>	3.02	<b>3.32</b>	3.22	<b>3.00</b>
sexual orientation	3.12	3.01	<b>2.62</b>	3.05	2.90	3.05	<b>2.82</b>	<b>3.16</b>	3.14	<b>2.86</b>
socioeconomic status	3.19	3.17	2.84	3.15	3.02	3.18	3.15	3.24	3.23	3.07
status as a school athlete	3.08	3.24	3.29	3.04	3.17	3.25	3.22	3.19	3.13	3.19
veteran status or military involvement	3.09	3.06	3.15	3.00	2.93	3.12	3.10	3.17	3.07	3.13
political affiliation/opinions	2.76	2.85	2.71	2.86	2.91	2.72	2.74	2.69	2.77	2.85

**Bold** numbers indicate statistically significant, meaningful differences ( $p < .05$ , "small" or greater effect size)

When asked about their comfort level in discussing diversity related issues, undergraduate and graduate students’ responses are consistent. Both groups were largely comfortable *discussing these issues with personal friends and classmates*, but somewhat less comfortable *having discussions with their instructors or faculty, administrators, and staff*. Results are presented in Chart 6.

**Chart 6. Student responses on comfort level in discussing diversity issues at Georgia Tech**

*How comfortable are you discussing issues of diversity with the following people or groups (percent responding “very” or “somewhat comfortable”)*

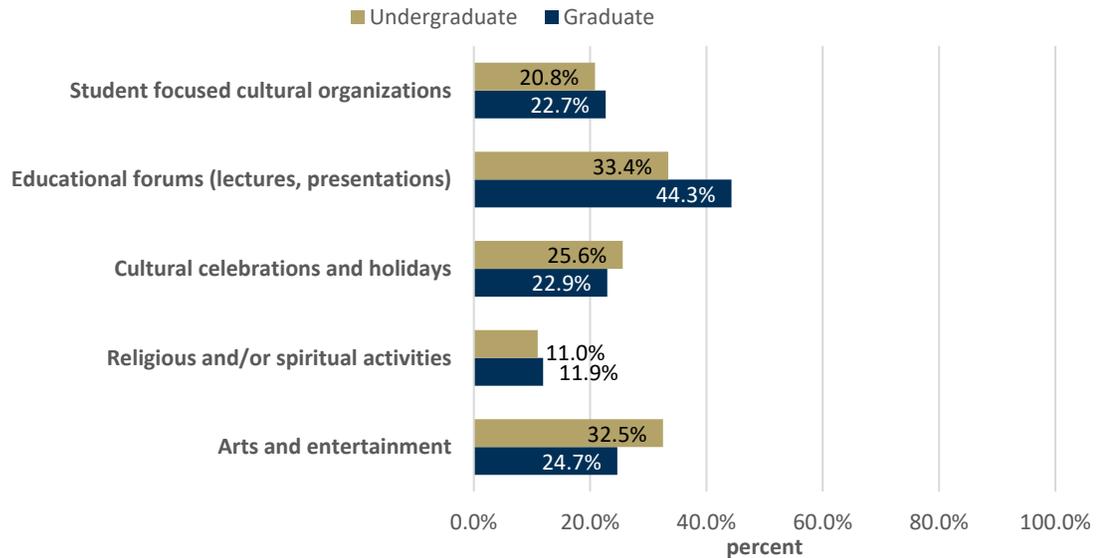


The different demographic groups were largely in agreement on their comfort levels with discussing diversity issues. While still overwhelmingly positive, Men were slightly less comfortable talking about diversity issues with friends. Black/African-American and Other BIPOC/Multiracial students were overall less comfortable with discussing diversity with *members of their fraternity/sorority* compared to other racial/ethnic groups. Interestingly, Black/African American students in particular were more comfortable discussing diversity with faculty members than with their fraternity/sorority members. These differences can be seen on Table 6.

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

**Chart 7. Student responses on participation in different types of intercultural engagement**

*How often do you participate in the following types of activities outside of your own culture?*  
(percent responding “often” or “very often”)



Overall, Women are more likely to have participated in intercultural activities, with *arts and entertainment* and *educational forums* being the largest difference. Participation in *arts and entertainment* is more common for Other BIPOC/Multiracial, Asian/Asian American, and LGBTQ+ students. Overall, Asian/Asian American students reported engaging in more intercultural activities, with substantial differences in participating in *cultural celebrations and holidays* and *student focused cultural organizations*. Black/African American students were significantly more likely to have participated in *educational forums*. The demographic breakout for student engagement in intercultural activities is presented in Table 7.

**Table 6. Student comfort level in discussing diversity issues by demographics**

*How comfortable are you discussing issues of diversity with the following people or groups:*

	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ	LGBTQ
Personal friends at Georgia Tech	3.51	3.68	3.67	3.52	3.55	3.56	3.50	3.62	3.53	3.70
Classmates	2.82	2.89	2.52	2.86	2.73	2.71	2.68	2.87	2.82	2.85
Members of my fraternity/sorority	2.76	2.69	2.74	2.71	2.46	2.64	2.44	2.94	2.76	2.60
Instructors/Faculty	2.65	2.53	2.50	2.56	2.78	2.55	2.43	2.62	2.60	2.57
Staff	2.58	2.50	2.26	2.56	2.64	2.44	2.52	2.52	2.55	2.51
Administration	2.53	2.41	2.21	2.47	2.55	2.39	2.41	2.51	2.52	2.37

**Table 7. Student participation in intercultural activities by demographics**

*How often do you participate in the following types of activities outside of your own culture?*

	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ	LGBTQ
Arts and entertainment	2.06	2.26	2.16	2.21	1.93	2.17	2.31	2.07	2.08	2.37
Religious and/or spiritual	1.49	1.49	1.41	1.54	1.56	1.54	1.67	1.40	1.51	1.41
Cultural celebrations and holidays	1.98	2.10	1.81	2.19	1.90	2.12	2.07	1.84	1.99	2.10
Educational forums (lectures, presentations)	2.25	2.36	2.18	2.41	2.44	2.08	2.31	2.18	2.28	2.31
Student focused cultural organizations	1.79	2.00	1.66	2.15	1.77	1.93	1.84	1.54	1.87	1.85
Other	1.58	1.44	1.73	1.58	1.89	1.47	1.78	1.43	1.54	1.63

**Bold numbers indicate statistically significant, meaningful differences ( $p < .05$ , "small" or greater effect size)**

## Marginalization

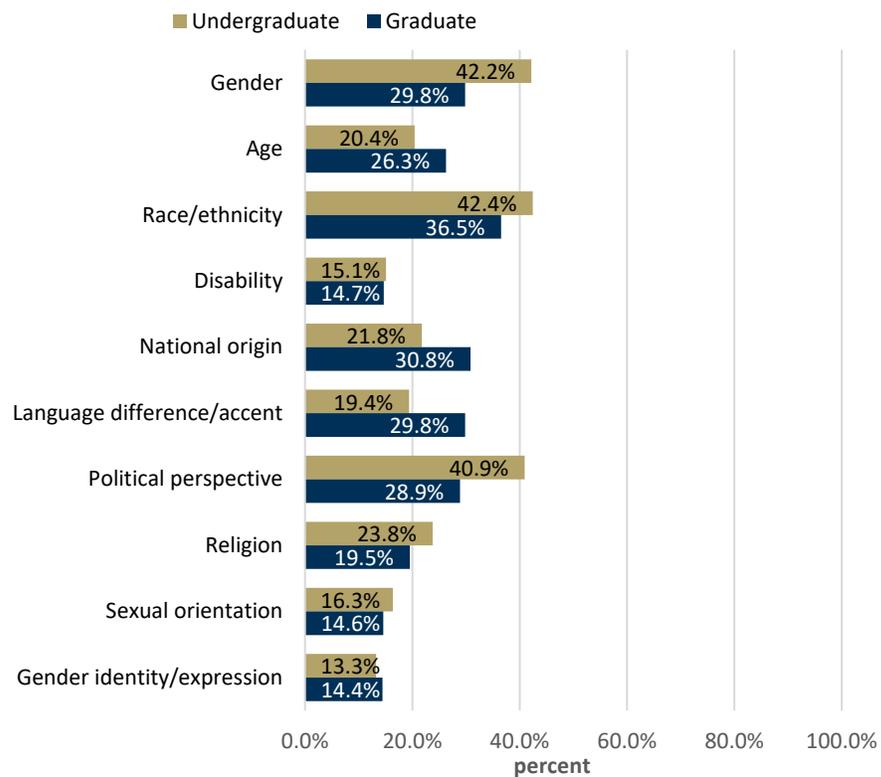
Students were asked to what extent they had experienced marginalization—a sense of exclusion or feeling left out—in the past three years at Georgia Tech, based on various aspects of their identity and personal characteristics. To account for the small number of responses in some cells, the responses were recoded for statistical testing, and reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). The percentages for any marginalization are shown in Chart 8. While this approach reduces our ability to look at detailed responses, most of those reporting “any” marginalization reported “slight” marginalization. The actual frequencies for these items can be found in Appendix A.

A majority of students (74.4 percent of responding undergraduate and 64.9 percent of responding graduates) stated they had experienced some form of marginalization, based on at least one characteristic.

Looking at the individual characteristics, marginalization based on *race/ethnicity, gender, and political perspective* were the most commonly cited by undergraduates. For graduate students who reported marginalization experiences, *race/ethnicity, national origin, gender, and language differences* were the most commonly selected attributions.

**Chart 8. Student responses on experiences of marginalization**

***Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics?***  
(percent responding “slightly,” “somewhat,” or “greatly”)



Given how marginalization items overlap with demographic categories, the differences found by demographic groups were expected. A summary of the means by group is presented in Table 7. Both Women and Nonbinary+ respondents, for instance, reported experiencing much higher levels of marginalization based on *gender*, compared to Men. Similarly, Nonbinary+ students indicated higher levels of marginalization based on *gender identity/expression* and *sexual orientation* compared to Men or Women.

Looking at race and ethnicity, White students reported substantially lower instances of marginalization by *race/ethnicity*, *national origin*, and *language differences/accent* than all other groups. The only item for which White students reported higher marginalization was *political perspective*. Asian/Asian American students reported more marginalization based on *national origin* and *language difference/accent*. Black/African American students reported the highest levels of marginalization by *race/ethnicity*, as well as the lowest levels of marginalization based on *political perspective*. Where differences were found, Other BIPOC/Multiracial students consistently reported higher levels of marginalization.

For LGBTQ+ students, marginalization was substantially higher based on *gender*, *sexual orientation* and *gender identity/expression*.

**Table 7. Marginalization by gender identity, race / ethnicity, and LGBTQ+**

*Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics:*

	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ	LGBTQ
Gender	1.38	<b>2.09</b>	<b>2.42</b>	1.58	1.52	1.84	1.69	1.71	1.57	<b>1.94</b>
Age	1.41	1.29	1.35	1.39	1.50	1.30	1.42	1.33	1.33	1.41
Race/ethnicity	1.62	1.67	1.70	<b>1.77</b>	<b>2.20</b>	<b>1.82</b>	<b>1.98</b>	<b>1.28</b>	1.61	1.67
Disability	<b>1.19</b>	1.30	1.74	1.20	1.38	<b>1.12</b>	1.49	1.26	1.20	1.38
National origin	1.43	1.39	1.20	1.61	1.38	1.46	1.60	<b>1.15</b>	1.40	1.38
Language difference/accent	1.42	1.37	<b>1.18</b>	1.58	1.42	1.42	1.55	<b>1.12</b>	1.36	1.39
Political perspective	1.62	1.47	1.77	1.47	<b>1.23</b>	1.64	1.78	<b>1.76</b>	1.58	1.64
Religion	1.36	1.37	1.44	1.37	<b>1.13</b>	1.26	<b>1.57</b>	1.44	1.35	1.40
Sexual orientation	1.24	1.23	<b>2.02</b>	1.26	1.15	1.21	1.43	1.29	1.11	<b>1.75</b>
Gender identity/expression	1.21	1.23	<b>2.43</b>	1.25	1.14	1.37	1.28	1.27	1.16	<b>1.65</b>

**Bold** numbers indicate statistically significant, meaningful differences ( $p < .05$ , “small” effect size)

## Disparaging Comments

The survey asked students to describe in the past year how frequently they heard disparaging remarks about various groups made by their peers. Overall, the incidence of comments about different groups varies markedly, with exposure to disparaging comments about *Younger people* and *People with disabilities* being the lowest, and *People with specific political views* being the highest. In all cases, more undergraduate students reported hearing disparaging comments than their graduate peers.

**Chart 9. Student experiences with disparaging comments**

*Within the past year, how often have you heard a student make an insensitive or disparaging remark about one or more of these groups of people?*  
(percent responding with “sometimes,” “often,” or “very often”)

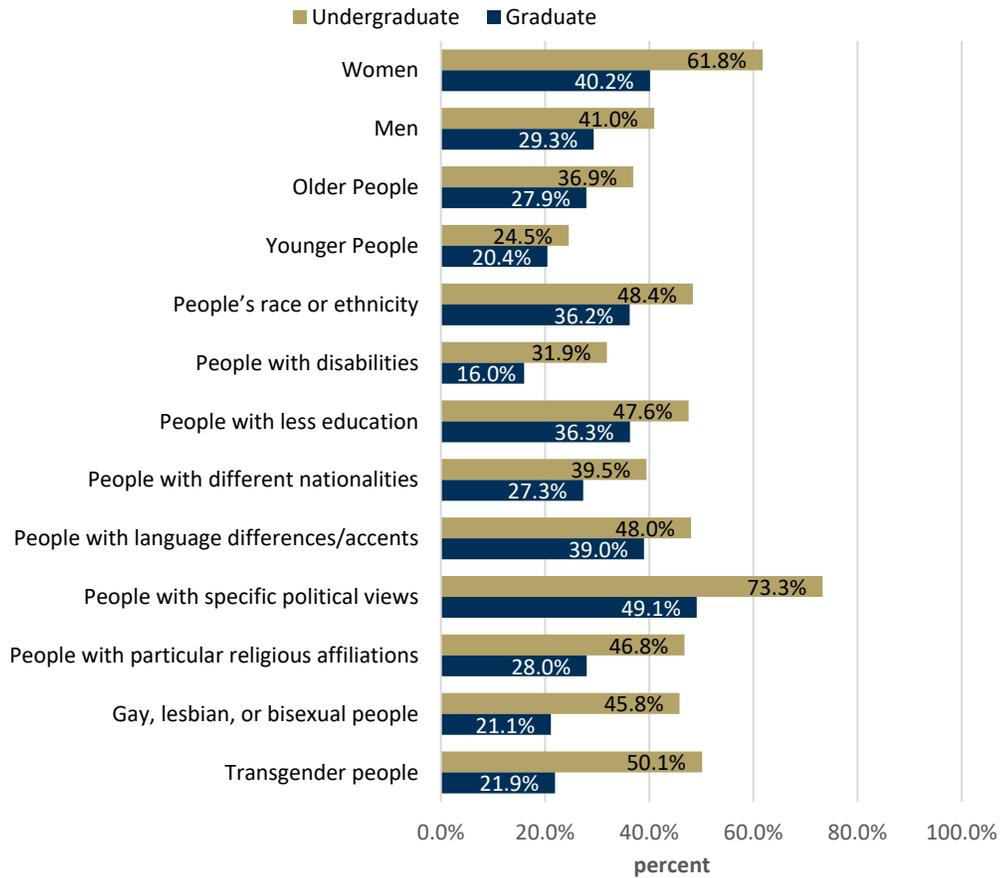


Table 8 provides comparisons of disparaging comments encountered by different demographic groups. Overall, the Nonbinary+ students reported hearing disparaging comments more often, with significant differences from binary identities for remarks about *Women*, *People with disabilities*, *People with less education*, *People with language differences/accents*, *Gay, lesbian, or bisexual people*, and *Transgender people*. Women also reported hearing more disparaging comments regarding *Women* compared to *Men*.

In contrast with other questions, White students reported hearing more disparaging comments regarding several groups, including *Men*, *Women*, *People with less education*, and *People with particular political views*. Overall, Black/African American students reported encountering fewer disparaging comments,

with *nationality, language differences/accent*s, and *religious affiliations* encountered the least. Both Asian/Asian American and Black/African-American students reported hearing fewer disparaging remarks about *Transgender people* than other groups.

LGBTQ+ students reported encountering disparaging comments far more often than their non-LGBTQ peers. Comments about *Women, Gay, lesbian, or bisexual people*, and *Transgender people* were the largest of these differences.

**Table 8. Disparaging comments by gender, race / ethnicity, and LGBTQ+**

*Within the past year, how often have you heard a student make an insensitive or disparaging remark about one or more of these groups of people?*

	Gender Identity			Race / Ethnicity					LGBTQ+	
	Man	Woman	Nonbinary/ fluid/ self- ID	Asian	Black / African- American	Hispanic/ Latinx	Other BIPOC, Multiracial	White	Non- LGBTQ+	LGBTQ+
Women	1.62	1.94	<b>2.27</b>	1.67	<b>1.57</b>	1.80	1.80	<b>1.84</b>	1.65	<b>2.11</b>
Men	1.57	1.46	1.49	1.46	1.40	1.40	1.60	<b>1.66</b>	1.47	<b>1.69</b>
Older People	1.47	1.42	1.70	1.45	1.45	1.42	1.46	1.47	1.39	<b>1.64</b>
Younger People	<b>1.31</b>	<b>1.26</b>	1.36	1.32	<b>1.18</b>	1.33	1.37	1.28	<b>1.23</b>	<b>1.49</b>
People's race or ethnicity	1.55	1.68	1.82	1.66	1.55	1.61	1.71	1.52	1.54	<b>1.81</b>
People with disabilities	<b>1.29</b>	1.37	<b>1.68</b>	1.33	<b>1.18</b>	1.29	1.41	1.37	1.27	<b>1.55</b>
People with less education	1.60	1.74	<b>2.02</b>	1.56	1.56	1.62	1.70	<b>1.76</b>	1.59	<b>1.89</b>
People with different nationalities	1.45	1.48	1.56	1.53	1.41	1.55	<b>1.68</b>	<b>1.36</b>	1.43	1.57
People with language differences/accents	1.56	1.73	<b>1.85</b>	1.72	<b>1.39</b>	1.60	1.82	1.54	1.55	<b>1.80</b>
People with particular political views	<b>2.08</b>	<b>2.03</b>	<b>2.36</b>	<b>1.77</b>	<b>1.75</b>	<b>2.12</b>	<b>2.23</b>	<b>2.43</b>	2.00	<b>2.29</b>
People with particular religious affiliations	1.55	1.52	1.79	1.45	<b>1.31</b>	1.46	<b>1.89</b>	1.70	1.49	<b>1.73</b>
Gay, lesbian, or bisexual people	1.47	1.48	<b>1.90</b>	1.43	1.47	1.59	1.64	1.50	1.38	<b>1.83</b>
Transgender people	1.54	1.64	<b>2.42</b>	<b>1.49</b>	<b>1.43</b>	1.79	1.83	1.67	1.44	<b>2.11</b>

**Bold** numbers indicate statistically significant, meaningful differences ( $p < .05$ , "small" effect size)

## Conclusion

The results of the 2022 Climate Assessment Student Survey add to the Institute's understanding of the student experience at Georgia Tech, and the ways in which students interact within the GT community.

Generally, student respondents express high degrees of collegiality, support, and inclusion at GT, with some notable differences. The majority of students perceive diversity as highly important to Georgia Tech, and a positive aspect of the Georgia Tech experience, but are not as certain of the Institute's commitment to diversity and its implementation. Similarly, most students believe that Tech offers a variety of activities and opportunities to grow and come together as a community; but there is a disconnect in their perceptions of existing opportunities and what is accessed by students, as few indicate that they have actively engaged in diverse groups or activities, either through specific intercultural experiences, or in day-to-day practice, such as discussing with others, or their choices for study groups.

While there are some differences in the ways in which various groups at GT perceive the campus climate, these differences are generally small. However, there are some concerns uncovered by the results regarding the adequacy of the grievance process at GT—and further study is warranted to more fully understand the specific issues involved in this aspect of student life. The reticence of most students for discussing diversity topics with GT employees presents a particular problem, as this lack of communication between students and staff/administration could hamper future efforts to address diversity issues.

The Office of Diversity, Equity, and Inclusion aims to utilize data from this report to identify issues that merit additional attention and follow-up, including a deeper look into the nine years of collected climate data. It is hoped that those currently engaged in campus initiatives related to campus climate will use these survey results as a guide to identify areas of strength and challenge, and inform current and future activities and programming, so that new initiatives might be launched that explore and address more deeply the issues raised by these data. Continuing the use of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

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