Climate Survey Report

RESULTS FROM THE MARCH 2021 COCKRELL SCHOOL CLIMATE SURVEY

The University of Texas at Austin
Cockrell School of Engineering

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Introduction

This report was prepared by Maura Borrego, professor in the Walker Department of Mechanical Engineering, and Nikhith Kalkunte, graduate student in the Department of Biomedical Engineering, who served as members of the Cockrell School's 2020-2021 Committee on Diversity and Inclusion, leading the Climate Survey Subcommittee. Initial insights from the Climate Survey were shared in July 2021.

The Cockrell School of Engineering is comprised of 8,960 community members on campus. Among Cockrell students, staff, and faculty, we received 1,556 responses to our Climate Survey administered in March 2021. Climate Survey responses represent a diverse array of voices from our community members including but not limited to dis/ability status, gender identity and expression, LGBTQ+, race, nationality, and veteran status. Revisiting our 2020-2021 Diversity, Equity, and Inclusion Plan, the Cockrell School of Engineering emphasizes that promoting diversity includes embracing the unique differences and contributions of each individual in our community, including recognizing and supporting individuals' multiple and intersecting identities.

A Closer Look at Climate Survey Response Rates:

- 181 out of 280[1] Cockrell faculty completed the climate survey (65%)
- 298 out of 680 Cockrell staff completed the climate survey (44%)
- 1,058 out of 6,000 undergrad and 2,000 graduate students completed the climate survey
    - Undergraduate = 732, (12%)
    - Master's = 89, (16% overall grad student response rate)
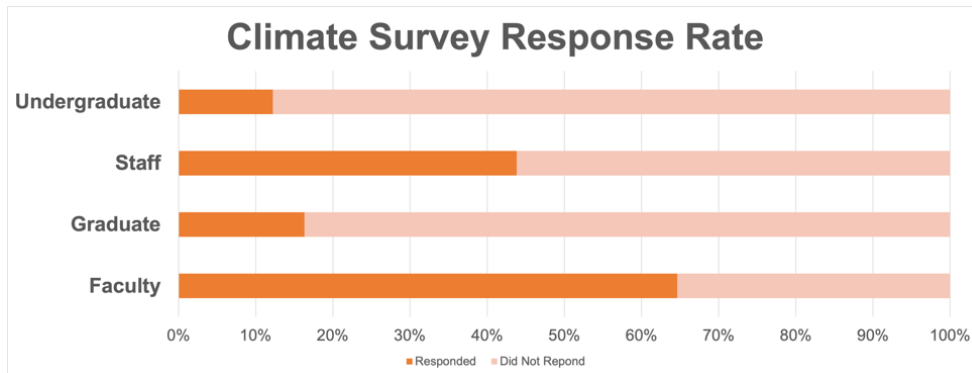   - PhD = 237

Fig. 1

Across all Climate Survey responses, three central themes emerged:

- to what extent, if at all, should diversity be considered imperative to the success of our campus community at the Cockrell School of Engineering
- sense of belonging and facing a welcoming climate
- impact of COVID-19

The quantitative findings from the climate survey cover demographics among those who responded and means for selected items. Both quantitative and qualitative data inform recommendations and next steps.

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[1] https://cockrell.utexas.edu/about/facts-and-rankings

Summary, Recommendations, and Next Steps

This section begins with a summary of main findings organized by undergraduate students, graduate students, staff and faculty. Then, it lists recommendations by each of these groups and provides suggestions for actions that different individuals and groups can take to augment the DEI climate in the Cockrell School of Engineering.

SUMMARY OF MAIN FINDINGS

Undergraduate Students

UT Cockrell School of Engineering majors are challenging and rigorous. While the climate for undergraduate students in not exactly competitive, the dynamic of student interactions is to form social/study groups with students like themselves and to protect those groups. Students who are not in the majority can feel particularly excluded from this culture and perceive additional barriers to their success in engineering. Undergraduate students called out faculty for neglecting to do anything to dismantle this dynamic. Similarly, students from all groups can feel as though professors do not treat them as individuals, which is communicated through a heavy workload, large class sizes, lack of personal connections and microaggressions. Students and faculty alike commented that UT Engineering is built for a specific type of student, one who can afford to live near campus without having to work while attending school, and therefore spend a lot of time with peers outside of class. Others commented that this culture is being perpetuated by the privileged majority that needs to participate in conversations about DEI, noting that thus far DEI conversations have mostly taken place among marginalized communities.

Graduate Students

Graduate students were acutely aware of gender and race representation and dynamics among the faculty and administration in CSE, and they drew inferences about their own future careers. A prioritization of research progress and accomplishments at the expense of learning are felt in graduate training. Lack of diversity among CSE faculty was also cited as a barrier to positive student-faculty interactions. Significant gender bias was described between cisgender male faculty and students with other identities. Students also explained that a culture that values research productivity over everything else is stifling individuality and connection with peers and faculty. The results identified international students as a seriously marginalized group, due to university policies and poor integration of complementary support into department cultures. Compared to other roles in CSE, graduate students had the lowest agreement on the value of DEI, indicating that conversations about DEI have not been prioritized and formalized on the graduate student level in CSE. More than any other group, though, graduate students reported feeling like they belong and are respected by others in the CSE.

Staff Members

Most comments from staff were related to opportunities for growth and advancement and the resources needed to do their jobs. Several staff commented that there is little opportunity for growth or advancement within CSE, and that they would have to leave CSE to move up. Respondents noted that there is little diversity represented among senior staff, which, together with observations of recent staff promotions within their unit, was perceived as bias in rewards and promotions, particularly around race. Some staff feel very disrespected by some faculty members, noting that the hard work of staff is what makes faculty success possible. Staff at the Pickle Research Campus and in some organized research units feel disconnected from the Cockrell School. Other staff feel that they are in the best work environment of their careers, and/or feel appreciated by the students with whom they work.

Faculty Members

There was quite a bit of variation in the nature of comments shared by faculty. Within the faculty, power differentials were noted, such as some powerful senior faculty bending rules, committing microaggressions and otherwise detracting from an inclusive climate in CSE with little or no consequences. There were several comments about diversity of thought not being properly valued by leaders in CSE and UT and administrators being selected with apparently no eye towards representation. There were fewer (but strong) comments by faculty against DEI efforts, stating that current efforts are already too strong or poorly executed, and that diversity, equity and inclusion are incompatible with excellence. These types of comments were primarily made by white cisgender male faculty and white cisgender male undergraduate students.

RECOMMENDATIONS

For Everyone:
- Just try to do better in the climate you create and sustain, even if it comes across as wrong at first. Your effort makes a difference to others and demonstrates your values. Start today.
- Reflect on your actions and ask for feedback. When were professors, mentors or supervisors particularly kind or particularly difficult toward you? Are there things you are doing now that could be construed as you doing the same to others? If you're not sure, have a private conversation and ask. Rather than admitting weakness, it actually demonstrates to others your commitment to DEI.
- Seek out opportunities such as training sessions, lectures, courses, webinars, reading, social media, and television shows to educate yourself about the experiences of people with backgrounds and experiences different from your own, particularly groups who are marginalized in engineering.
- In engineering, we need to educate ourselves about the challenges international students are facing in navigating UT and US policies. Although there is an International Office on campus, they are not meeting the needs of international engineering graduate students, or at the very least engineering graduate programs are not sufficiently integrated with these efforts.

For Undergraduate Students:
- Familiarize yourself with how diversity is both represented and understood among your peers, graduate students, faculty, and staff.
- Seek opportunities to diversify who you collaborate with in classroom discussions or projects, student organizations, and various celebrations or events hosted within CSE and campus overall.
- Vocalize to leadership, course professors, and staff members how they can better assist you with expanding your engagement with all the diversity CSE has to offer, while also holding yourself accountable for fostering a welcoming campus environment in your everyday interactions.
- Undergraduate student organizations and groups, particularly those not focused on DEI identities and issues, need to bring DEI discussions to their meetings. We should all be concerned about the future of the profession if it does not yet reflect the diversity of our broader society.

For Graduate Students:
- Explore and use the [Advocacy Network for Graduate Students and Postdoctoral Scholars](). The Network is a team of supportive Cockrell School of Engineering faculty members who work one on one with engineering graduate students and postdocs to provide confidential assistance and advice that they may not feel comfortable getting from their advisors or within their own departments.
- Start the conversation about DEI in classes, cohorts, lab groups, etc. More than any other group, graduate students need more discussions about how diversity, equity, and inclusion can directly contribute to research productivity and the translatability of your science. Importantly, these conversations will have more of an impact if they are initiated by graduate students.
- Share with undergraduate students, graduate peers, faculty, and staff feedback on what has gone well and the challenges you faced in your experience as a graduate student. Contribute to the changes you want to see in the Cockrell School of Engineering that will improve the experiences of current graduate students and those who come after you.
- Be conscious of your impact. With the undergraduate students who you mentor and teach, and your graduate student peers, your actions influence the inclusivity of the climate in the Cockrell School. Disrupt the norm by being an inclusive instructor and mentor, even if you cannot always change others' actions.

For Staff Members:
- More diversity in staff and supervisors is needed. Diversity of student-facing staff has been documented in the literature to drive diversity among faculty and graduate students, since having someone who understands your background can be particularly supportive for marginalized students.

- Add transparency to the criteria for promotion of staff within CSE departments and units. Without it, promotions are viewed as biased.
- There should be diverse representation on staff search committees, even if it means going outside the department.
- Performance reviews should have standard items for DEI education and promoting an inclusive work culture.
- More time should be allocated to each staff member for professional development and growth.

For Faculty Members:
- Faculty should disrupt student habits such as studying with friends only. Do not always allow students to pick groups, or be more conscious of how and when you allow that. Students are excluded from groups because they are different and not necessarily because they are less capable or less hardworking. Ask students who are not well-represented in the class how they would like to be distributed across teams when you make assignments—students have strong but varying opinions on this. Consider assigning roles to group members or having them rotate roles. Collect peer feedback and use it in grading and updating your assignments for future semesters, but be aware that there may be social dynamics influencing the results (i.e., students may score students like them higher).
- Get to know the students in your classes! Learn their names and correct pronunciation if you can. Learn correct pronunciation of their names. Ask their pronouns and preferred names in case they vary from university records, and encourage students to indicate this information in Canvas. Before and after class and during office hours, ask them about their lives. Do a survey to find out more about your students' interest in the class and why they are at UT.
- Reconsider the workload. Do students really need to do all these problems to learn the material, or is there a way to slow down and focus that might result in stronger motivation and better learning?
- Bring diverse perspectives to class through the examples you use, the practicing engineers and projects you highlight and by allowing students some flexibility in helping you identify some of these examples and topics for real-life applications of course material.
- Speak more directly to graduate students about lack of diversity among the faculty and in the field, and what efforts are being done to counteract it. More than any other group, graduate students need more discussions about DEI in classes, cohorts, lab groups, etc.
- Be more open with grad students about your own priorities, work life balance, career decisions, and why you are at UT Austin. They are drawing their own (often negative) conclusions about this anyway.
- Faculty need to be discussing DEI more often with each other, for example in faculty meetings and around issues of faculty and graduate student recruiting. We need to approach consensus about the relationship between diversity and excellence.
- Demonstrate respect and appreciation for the staff members who support you. Staff members are part of the team doing research and teaching at UT Austin, and they make it possible for faculty to focus on their jobs. Involve staff in decisions that influence their workloads and work life. Ask how to improve on current communication methods and convey information in ways that make it easier for everyone.

For Administrators:
- There is a lot of visibility when research funding takes precedence over DEI, teaching or service. Highlight and publicize situations when DEI is made a priority within CSE. Without this context, celebrations of diversity are sending mixed messages. In your daily interactions, counteract the narrative that research dominates every decision at UT Austin.
- Across all roles and levels, stricter requirements are needed for interviewing a diverse pool of competitive applicants. Search committees should elevate standards and increase weighting for DEI statements and experiences. This is especially important in high visibility roles such as dean, associate deans and department chairs where decisions on DEI have the potential to define department and school culture.

- Educate search committees and all other faculty meeting with candidates about bias in targeted search strategies, bias in evaluating where candidates were educated, and respectfully hosting visitors.
- Create, publicize and support meaningful leadership development opportunities for our faculty from backgrounds that are not well represented among CSE leadership.
- Work with students to develop peer mentoring groups. Postdocs should also be included in these groups and are an untapped resource as mentors for graduate and undergraduate students.

NEXT STEPS

How can we work together to improve our community climate in the Cockrell School of Engineering?

- Facilitating Small Group Community Conversations to Process Climate Survey Report(s)
- Understanding How Perspectives and Experiences on the Climate, Belonging, and Diversity Widely Differ
- Strategizing Solutions with Cockrell School of Engineering Leadership, Units, Organizations, and Programs
- Building Solidarities Across Existing and Emerging Diversity, Equity, and Inclusion Efforts

This climate survey was intended to guide and assess ongoing efforts in diversity, equity and inclusion in the Cockrell School of Engineering. It is clear we still have a lot of work to do, and a lot to talk about. With this is mind, we invite the entire Cockrell School community to lead and engage in conversations to help us understand each other and make positive changes at every level. Student organizations, research centers and groups, departments, and staffing units are invited to start their own conversations. The following questions may guide your discussions.

Discussion Questions

- What are our organization/department/unit's definitions of diversity, equity and inclusion? What types of diversity do we need to focus our efforts on, and at what level (undergraduates, graduate students, staff, faculty)?
- What is the relationship between diversity and excellence?
- When have we as an organization been criticized as making decisions that prioritize funding or research at the expense of diversity, equity and inclusion? What could we have done differently?
- What policies, practices, or criteria could our organization change to become more diverse, equitable and inclusive?
- In what ways are people with different backgrounds experiencing the Cockrell School and our organization's climate in very different ways that erode their sense of belonging?
- What might I as an individual be doing inadvertently to make the climate less welcoming and more difficult to navigate for certain people? What type of support or resources can I use to improve my contributions to a more welcoming climate?

Thematic Findings: CSE Diversity, Equity, and Inclusion Climate Survey

THEME: DIVERSITY IMPERATIVE

The good news is that overall, there is consistent and strong agreement that diversity is important to the success of CSE. Figure 2 shows mean results broken down by the four roles of undergraduate students, graduate students, staff and faculty. We note that staff and faculty had the highest levels of agreement with the statement and that the agreement of both undergraduate and graduate students were statistically significantly lower than staff. These results indicate we may need to discuss the value of DEI with CSE students more frequently.

When the results are considered by gender identity, there are statistically significant differences. Cisgender males agree statistically significantly less strongly with the statement as compared to all others (Appendix B). When considered by race, there were statistically significant differences for the combined group of graduate students, staff and faculty; among this group, Native American respondents agreed less strongly than Latinx, combined URM, white only and Middle Eastern/North African respondents (Appendix B).
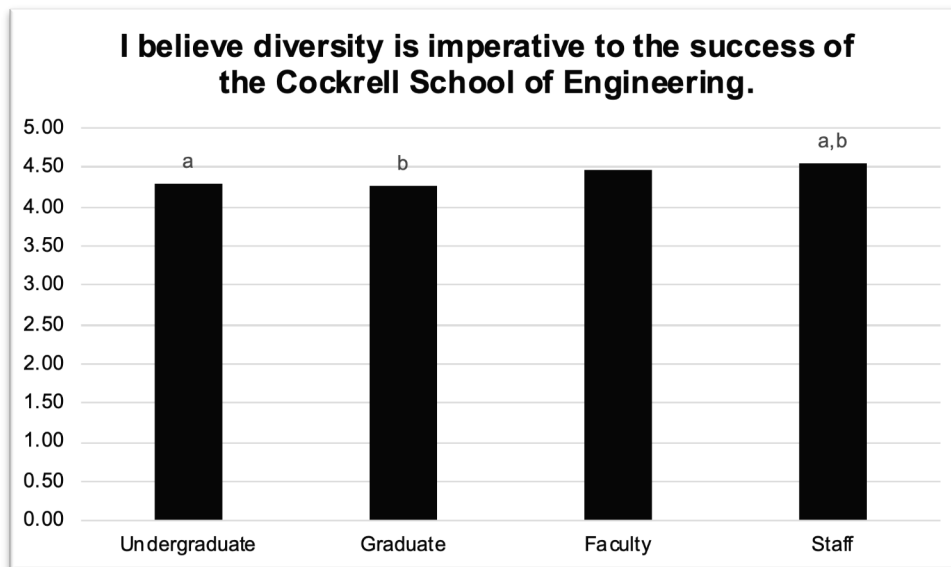

Fig 2

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Letters indicate statistically significant differences between paired groups of responses, i.e., undergraduate students answered differently from staff and graduate students answered differently from staff.

From written comments, it is clear we in the Cockrell School of Engineering do not have consensus on definitions or dimensions of desired diversity in CSE. For example, two dimensions of diversity that were cited in multiple comments as not being given enough attention in CSE were LGBTQ+ and disability:

"*there are no out LGBTQ faculty that I know of*" [undergraduate student]

"There is almost no transgender or gender nonbinary visibility (or broader LGBTQ visibility) in the Cockrell school at all." [graduate student]

"I think ableism is an unexamined issue in Cockrell. A lot of students and professors are casually ableist about cognitive abilities, neurodivergence, learning disorders, etc." [undergraduate student]

"I have not found Cockrell School of Engineering to be embracing of students with disabilities." [undergraduate student]

"While it's commendable to be focusing on diversity in regards to race/equality. I don't feel the school or university is paying an equal amount of attention to individuals with disabilities (i.e. mental health issues; medical issues)." [staff member]

Representation Among CSE Faculty and Administrators

There were more open-ended comments on "I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering" than any other item in the questionnaire. Quantitative results by race/ethnicity are included in Figure 3 for reference; as expected, there were many differences by ethnic/racial group which reflect the makeup of CSE faculty and administration. Many thought the question to be inappropriate or at least misguided, explaining that other aspects of diversity or one's character are more important than their visible identities. Undergraduate students tended to interpret this item in terms of their engineering instructors:

"The diversity in Cockrell is awful. Since being in Cockrell I have yet to even have a professor of color and the diversity of the student in the classes aren't much better. I believe more minorities should receive opportunities in the school of engineering so people like me know that we do belong here and we can make it in this school." [Black/African American undergraduate]

"I have not had a single female professor in Cockrell and I'm completing my third year." [white woman undergraduate]

"I have not had a black or Hispanic professor so far in any of my engineering classes." [Black 3rd year undergraduate]

Graduate students were more likely to respond in terms of department or college leadership, with more connection to the message they receive about their own possibilities for advancement in the field:

"The department I belong to is very welcoming and open but not diverse at all. It's a majority white and majority male department and there are neither professors of color nor female professors. I would really like to see some improvement in having a diverse set of professors and also looking for a diverse set of students to be part of the department." [graduate]

"As a Black graduate student in Cockrell, I'd like to see more representation. Though I think the attention towards Diversity and Inclusion in the Cockrell School is long overdue, I am happy that the school is making strides to analyze and create lasting change. We need more activities for community building amongst graduate engineers. The social side of engineering is important and I'm happy to see groups like GUM gaining traction. I want to see more faculty that look like me." [graduate]

"Severely lacking representation for the Black and Latinx communities (especially women in these communities)…It's frustrating not to see myself in positions in academia. The only people that I see myself in is in the janitorial staff and that's a problem that needs to be addressed by the department." [graduate]

Staff commented on hiring and promotion processes in their departments or units:

"In recent years, I have not seen or heard of any hiring or promotion of men or women of Hispanic or Native American origin within Cockrell." [staff]

"This is difficult to evaluate because the concept of being diverse and actually taking steps to be diverse are very different. CSE doesn't demonstrate much diversity in supervisory or leadership roles and in most departments, people who are promoted within or have leadership roles do not reflect people who look like me (person of color)." [staff]

"I am a caucasian female, so working with people who look like me doesn't necessarily equate to diversity." [staff]

"I am a privileged white male. It saddens me that so many colleagues 'look like me'. We need more diversity." [staff]

Several faculty members commented on the diversity of deans, department chairs and center directors. A few of these comments are listed here; others are included below since they also address climate concerns.

"The CSE leadership is not diverse, e.g., no Asian, African American, ..."
https://www.engr.utexas.edu/about/leadership" [faculty]

"no Black or Brown people in positions of leadership ... some current leaders are change resistant, and leadership hiring practices are "based on when it's 'their turn' not because they would truly be best" [faculty]

"Department Chairs, heads of important committees, associate deans, research leaders, etc., all seem to be chosen with the same racial profile. Likewise, they seem to be chosen because of their loyalty to the Dean and Provost. What ever happened to choosing leaders and representatives who are brilliant and creative thinkers despite their race and loyalty to the system? I think that the CSE is overdue for truly transformative leadership changes. Where is DEI in this process?" [Hispanic male faculty]
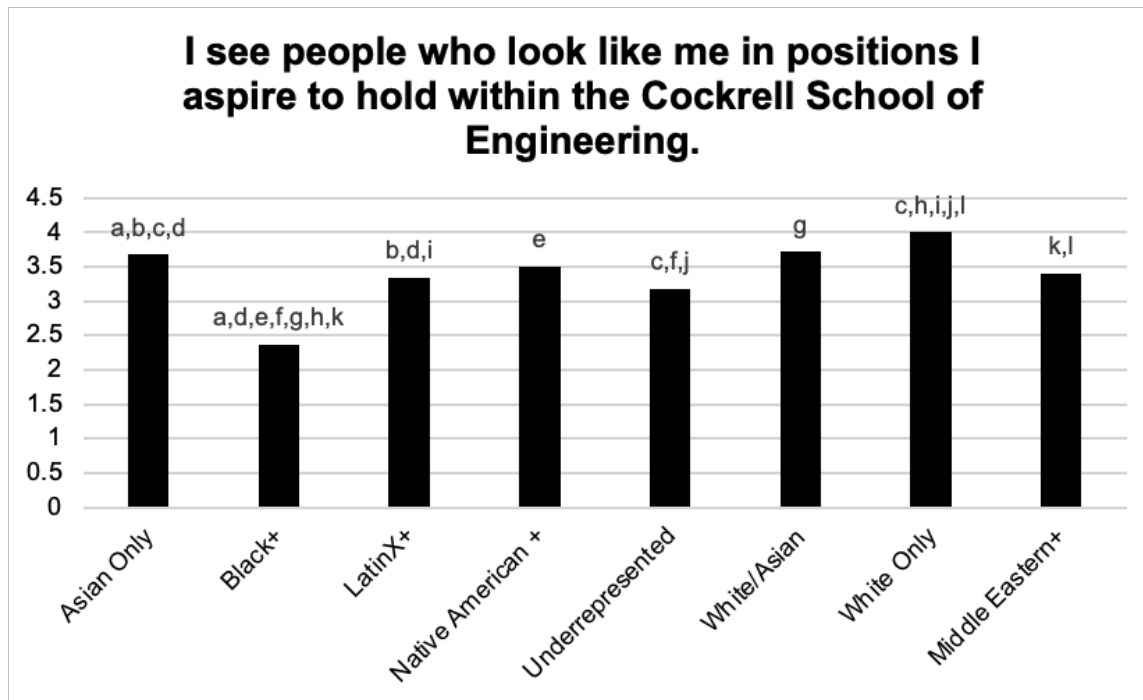
Fig 3

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Letters indicate statistically significant differences between paired groups of responses, e.g., a indicates that Asian only respondents agreed statistically significantly more strongly than Black+ respondents to this survey item.

Dissenting Opinions on Diversity

There was also a number of comments arguing that in CSE, attention to diversity, equity and inclusion is incompatible with excellence or results in compromised quality. Most of these comments were made by white and/or male-identifying respondents.

> *"The concentration of diversity, equity, and inclusion has suppressed merit-based recognition in favor of race, class, and power dynamics. To be of majority status in Cockrell is simultaneously to be denied the dignity of the common struggle and to be blamed for the struggle of those of minority status. It is my belief that the concentration of these values as an engineering school has instilled an incorrect power-dynamic that has forces the community into toxic fixation on immutable factors such as a race. As opposed to embracing the core pursuit which binds all students: engineering, the Cockrell school has chosen to divide and segregate everyone based on race."* [white cisgender male undergraduate]

> *"Avoid "discrimination by low expectations" which is what happens if you spend a disproportionate amount of time sending emails like "congratulate our women in engineering" or "congratulate Black engineers" as if it's surprising that they are successful."* [Asian male undergraduate]

"I think tying together diversity and success is misleading. The diversity of the department and success of the department are two separate issues, albeit very important issues, but I do not think one causes or is dependent on the other." [white cisgender male graduate]

"I feel the Cockrell School is focusing on diversity so much that they have lost track of being the best. To be the best you must hire and retain the best, regardless of gender and skin color." [white cisgender woman staff]

"feel less welcomed and valued when we place too much emphasis on 'diversity'...and 'inclusion' as opposed to intellectual merit, hard work, and achievements" [white cisgender male faculty]

In particular, there are different interpretations of DEI-related messaging from the Dean's office:

"The constant promotion of minority/special sub groups is divisive. The "diversity" emails seek to continue to point out differences among students rather than find common ground to include everyone. They are counterproductive." [white graduate student]

DEI messages from CSE leadership *"sow division within our school and society… doing more harm than good."* [Hispanic faculty member]

THEME: CLIMATE AND BELONGING

While it is straightforward to separate the quantitative items listed in Appendix B into separate sets addressing climate and belonging, most of the open-ended comments discussed the impact of climate on belonging.

Members of our CSE community are experiencing the climate in very different ways, with many feeling censored or unsupported and others seeing no problem at all. There were many positive comments such as "Cockrell has been inclusive and welcoming to the fullest possible extent," particularly from first- and second-year undergraduate students, master's students, and some staff who were comparing against previous employment experiences.

When the data are compared by role (Figure 4), graduate students had the highest sense of belonging in CSE and undergraduate students the lowest. This difference was statistically significant.

By gender identity, there were statistically significant differences between cisgender men and all others (including cisgender women, trans* people and gender nonconforming people) on every one of the 19 items. Cisgender men agreed more strongly with all items except that diversity is imperative to the success of the CSE. Appendix B lists the means and breakdown by role for each item.

With respect to sense of belonging, there was one statistically significant difference by race/ethnicity. For "I feel like I belong at the Cockrell School of Engineering", white only students, staff and faculty (combined) reported a stronger sense of belonging than Middle Eastern/North African students, staff, and faculty (Appendix B). Related items were also statistically significant. For "There is someone in CSE who encourages my professional development" Middle Eastern/North African respondents agreed much less strongly than Latinx, Asian only, white and Asian, and white only respondents. This result was driven by undergraduate student responses, as analysis excluding undergraduate students yields no significant difference. For "There is someone in CSE who encourages my academic success" URM and Latinx undergraduate students agreed more strongly than Middle Eastern/North African undergraduate students. The same pattern held for "I feel respected and valued by staff in the CSE," and "At the CSE I have opportunities to work or learn successfully in settings with diverse individuals." For "I trust the CSE to be fair to all employees and students," Latinx undergraduate students agreed more strongly than Middle Eastern/North African undergraduate students. Across all roles, Asian only respondents agreed less strongly than white only respondents that "I feel that my work or studies contribute to the excellence of the CSE."

I feel like I belong at the Cockrell School of Engineering.
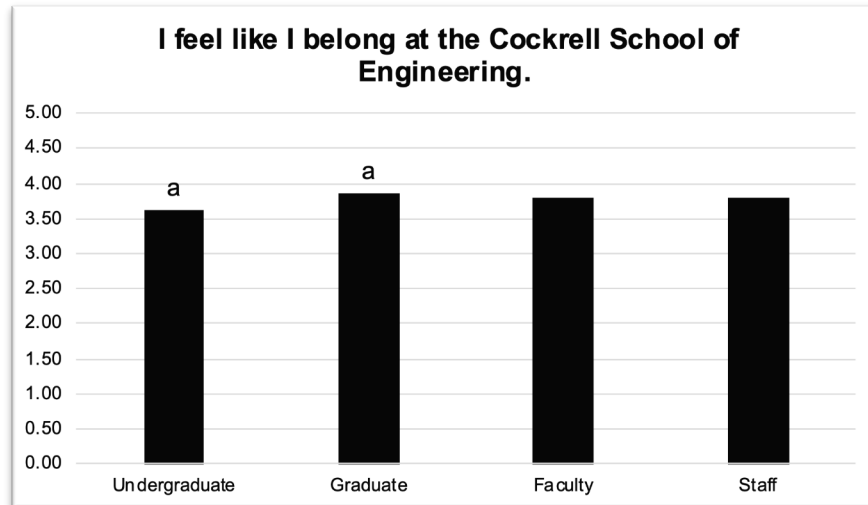
Fig 4

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Letters indicate statistically significant differences between paired groups of responses.

Another way the survey measured the climate is by the extent to which individuals feel the Cockrell School is accepting of people with different ideas. (There is a similar item related to different backgrounds reported in Appendix B.) Figure 5 reports means and statistically significant differences by role. Undergraduate and graduate students tended to agree with this item, and students were statistically significantly higher in their agreement than faculty and staff. There were statistically significant differences by gender in each of the four roles (Appendix B). By race/ethnicity, there were no statistically significant differences for this item.

The culture of the Cockrell School of Engineering is accepting of people with different ideas.
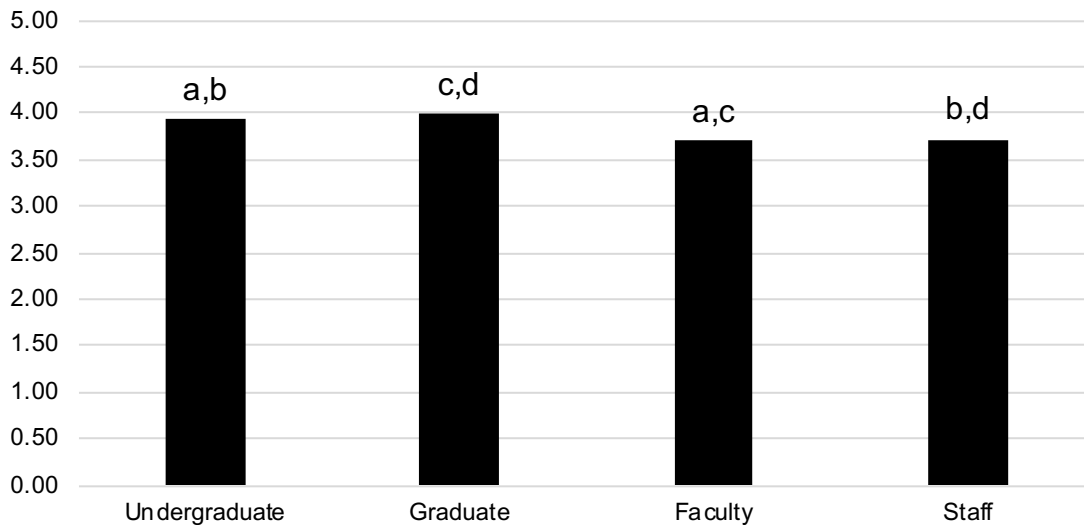

Fig 5

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Letters indicate statistically significant differences between paired groups of responses.

Figures 6-9 report items about feeling respected and valued by others in the Cockrell School, by role. Across these items undergraduate students report feeling least respected and graduate students and faculty being most respected. The staff mean for feeling respected and valued by faculty is lower than that of undergraduate students. Similarly, on feelings of "recognition and praise similar to my peers," undergraduate students rated their experiences statistically significantly lower than graduate students, staff, and faculty. Many of the open-ended comments below help to explain these trends.

When analyzed by race/ethnicity (see Appendix B), Middle Eastern/North African undergraduate students felt less respected and valued by staff than Latinx undergraduate students. There were several gender differences when cisgender males were compared to a combined group of cisgender females, trans* people and gender nonconforming people. Undergraduate students who did not identify as cisgender men felt less respected by faculty, staff and students. Staff who did not identify as cisgender male felt less respected by faculty. Faculty who did not identify as cisgender male felt less respected by faculty and students. There were no gender differences for graduate students on these three items.
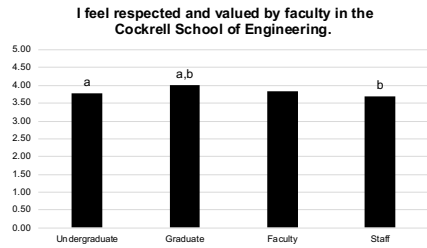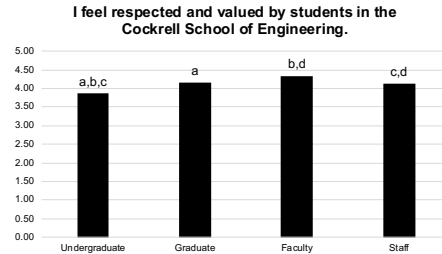
I feel respected and valued by faculty in the Cockrell School of Engineering.

a   a,b   b

Undergraduate   Graduate   Faculty   Staff

Fig 6

I feel respected and valued by students in the Cockrell School of Engineering.

a,b,c   a   b,d   c,d

Undergraduate   Graduate   Faculty   Staff

Fig 8

I feel respected and valued by staff in the Cockrell School of Engineering.

a,b,c   a   b   c

Undergraduate   Graduate   Faculty   Staff

Fig 7

I receive recognition and praise for my good work similar to my peers.

a,b,c   a   b   c
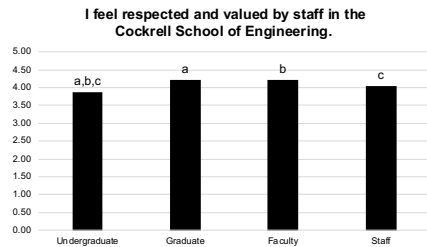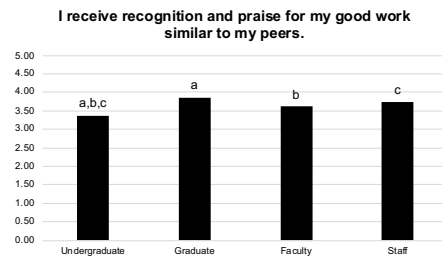
Undergraduate   Graduate   Faculty   Staff

Fig 9

Notes: 1 = strongly disagree, 2 = agree, 3 = neutral, 4 = agree, 5 = strongly agree. Letters indicate statistically significant differences between paired groups of responses.

Conformity in the Cockrell School

Most of the open-ended comments in this report are organized by role, since different issues arise for different groups. However, across groups, there was one set of related comments about students needing to conform to a single, narrowly defined ideal student, which further explains some of the belonging and climate results.

"Starting as a low-income student, I feel like my peers started college with a greater amount of knowledge and skill set than me. As I work to be able to pay off college, I'm at a major disadvantage when it comes to my studies, practicing my skills, and competing for opportunities. Therefore, I somewhat feel that the culture of the Cockrell School of Engineering favors the success of students from higher-income backgrounds. However, there are professors in the Cockrell School that has helped me get through that along the way, which is great effort from the Cockrell School faculty. If there were programs or classes for us to connect with other low-income students and learn about the resources out there to help us, then I think that would help a lot!" [Undergraduate]

"While the Cockrell school tries at a surface-level to be open and welcoming to people of all backgrounds, the *culture* of the Cockrell school overwhelmingly favors the success of students who are affluent, white, male, and perhaps more than anything, students who possess familiarity to that culture through their parents or other people close to them." [PhD student]

"I find the College to have a high level of conformity... especially with a strong bias towards middle and upper middle class. Diversity is far more than just race. Racial diversity means nothing if it is only composed of people who are only superficially diverse. I see many students feel demoralized and marginalized because they are from struggling backgrounds or do not fit a

traditional engineering mold. There are a million subtle things around them that reinforce they don't fit in and they suffer from it." [Faculty]

Undergraduate Comments on Climate and Belonging

A number of undergraduate students commented on microaggressions, stereotype threat and other experiences that erode their sense of belonging.

"I love Cockrell but often feel dismissed by faculty about SSD accommodations. I know it's an inconvenience for them but they shouldn't make it so apparent. Also I wish they got more training on how to deal with the accommodations because I am tired of having to fight with my professors at the beginning of every semester to get what I require. I feel like it puts a strain on the relationship between me and my professor." [Undergraduate]

"Overall, I think the culture of Cockrell School is relatively healthy for its size; however, I feel like some of my professors are insensitive with comments surrounding race, gender, and sexual orientation. These microaggressions can always be improved upon, but it is something that I, as an Asian male that is well represented in my major, notice as a bystander." [Undergraduate]

"I think the Cockrell School of Engineering does encourage students to make them feel included and like they can succeed within engineering. There are a variety of resources like WEP and others that look out for me and want me to succeed. I think they could do more for student's mental health awareness (e.g. more counselors). I have heard from some students experiencing microaggressions from professors but personally have never really experienced it from a faculty within the Cockrell School." [Undergraduate]

"It is really difficult to walk into a big lecture hall and see a majority of white men. I feel really intimidated and I feel the need to be correct in everything I say otherwise they will doubt my ability and intelligence." [White cisgender woman undergraduate]

"I still believe my female professors lack the support they require, especially in regards to maternity leave, based off several of my female professors' experiences." [Undergraduate]

Other undergraduate students commented on ways that large class size and faculty attitudes or actions cause them to feel like they are not being respected as individuals.

"Because of the size of Cockrell, it seems like the school as a whole does not have any interest in me as an individual." [cisgender woman undergraduate]

"I feel like the professors sometimes forget that students are human beings with lives as well, and they don't treat us with the appropriate amount of respect at times." [cisgender woman undergraduate]

"Most faculty (my professors) are less than respectful to students in my experience. Many act stuck up and obviously view themselves as better than everybody else, including the students. Many don't work collaboratively with their students, but rather view their students as underlings that use up their time because their research and their pride are more important." [White cisgender male undergraduate]

"My professors for classes outside of Cockrell are always emphasizing that they care about students and their mental health, or leave comments on graded assignments giving

positive/constructive feedback. My Cockrell professors often overload classes with work or don't take an interest in whether or not we are having negative experiences in the class. I just generally get the feeling that some of my professors don't really care, especially as some of them were very inflexible after the events of the snowstorm and throughout the pandemic." [cisgender woman undergraduate]

Peer interactions among undergraduate students are also a substantial influence on the climate and undergraduate students' sense of belonging in the Cockrell School of Engineering.

"I feel sometimes like my male peers look down on me, and have had some very misogynistic and sexist things said to me. …It can get tiring hearing that "I probably was able to transfer in because I'm a girl and Cockrell needed to meet a quota" or that I'm "passive aggressive and overly emotional" for literally asking my group mates to do their portion of a project … I have to say I am extremely frustrated with some of the sexist conversations that go on, and as I have become friends with some other girl [] majors, they have also all shared this issue." [white cisgender woman undergraduate]

"While this is not particularly the university's fault, I feel extremely disconnected from my peers in engineering. I believe this is because I am a woman, and there is an extremely disproportional gender ratio in my major … The men naturally tend to befriend each other and form groups while I feel awkward or intrusive or 'late to the party' in a sense. Of course, it is very alienating to be a somewhat shy person starting a new life in a new city, but I feel I must go so extremely out of my way to find people who pay enough attention to include me or to see other women with similar interests that it's not sustainable. This has definitely impacted my school work because I tend to have trouble finding partners for projects, and I have few peers who happen to be in the same classes to turn to for questions or help. This is already a difficult major to pursue, and I just feel like I'm having to work harder than the men around me because I am at a disadvantage socially. Honestly, I don't have a great suggestion for fixing this problem because I've not really experienced blatant sexism or exclusion from staff/faculty/students. I'm starting to wonder if this major just isn't for me although I'm capable of learning it because I'm not sure if I would want to endure this in the actual work environment for the rest of my career." [white cisgender woman undergraduate]

"Certain places are most welcoming to certain people in the Cockrell School. Obviously, organizations like NSBE, SWE, SHPE are welcoming to everyone. But, for example, engineering honor organizations can be a little isolating and in my own experience, as I pledge for one of these orgs I feel like an outcast. And that discourages me from joining the organization, even if I have the academic merit to be a part of the org." [Asian cisgender woman undergraduate]

"I am immensely happy to be supported by the incredible staff in the Cockrell School. However, I think the clique-ish nature of the student body in Cockrell is very unhealthy. I've seen peers exclude people from study groups through omission and directly and also I've seen peers ask people to go sit somewhere else just so they can sit next to their friend instead of someone they don't want to know or speak to and there's multiple other exclusionary actions I've seen or been on the receiving end of. I wouldn't recommend someone to join the Cockrell School unless they have the financial support to live next to campus and not work as you can't keep friends if you have other commitments outside of class because all the people who don't have to work are going to eventually exclude everyone else." [Hispanic cisgender male undergraduate]

Undergraduate students also made several comments that diversity discussions and training must extend to include majority member of the CSE community:

> "There is little or no push for diversity and cultural competence, between students and staff. I've had very little assistance professionally or academically by either faculty or staff." [Hispanic cisgender male undergraduate]

> "Instead of preaching DEI to marginalized students, make DEI training necessary for other students -- specifically white male students. In my experience as a marginalized student, they contribute the most to an environment that is hostile to me." [Black cisgender female undergraduate]

> "The student body within the Cockrell School of engineering is comprised of people from all over the world, coming from different backgrounds and having different values. The faculty and staff have done a good job of incorporating diversity through projects, lectures, TA's, and who they accept to work in their labs." [White cisgender male undergraduate]

> I feel that the Cockrell School is a welcoming place, however, I am not a minority based on my ethnicity, so my view of the environment comes from a privileged place. [White cisgender female undergraduate]

Graduate Student Comments on Climate and Belonging

Graduate students commented on different aspects of climate, but in particular on the perceived emphasis on research productivity at the expense of diversity, equity and inclusion.

> "I have not seen any evidence that faculty, especially in [my] department, have any concern for anything besides money and number of publications. I would bet that many professors have never even heard words like 'pedagogy' before, and it does not seem like there is any incentive to actually be good at teaching and mentoring. The typical professor is just a man who does research and little else. Faculty desperately need training in teaching, recognizing/respecting different backgrounds, helping students with disabilities, etc." [graduate student]

> "I see peers in my lab who are not treated equally." [graduate student]

> "Many grad students go through imposter syndrome during their studies. I don't feel enough support within Cockrell School of engineering." [graduate student]

> "The way in which the department makes me feel most alienated is in …students who do not want to devote their whole lives to research. We're all encouraged to do out-reach and given opportunities for career development in R&D or academia, but there isn't any guidance for students who get a little farther into the program and realize that maybe research isn't their passion. Furthermore, I don't even feel comfortable talking with supervisors or any PIs about this. I feel pretty mentor-less." [graduate student]

> "Overall faculty minority representation makes it difficult to see myself in these positions and to have a confidant in which I can openly discuss identity related issues as they pertain to the school." [graduate student]

Other graduate students made positive comments about climate:

> *"My supervisor not only values my inputs but also mentors and shapes all of us to see the value in diversity of thought, which comes from a diversity of background." [graduate student]*

At the graduate level, international students are a group that is marginalized by policies and climate issues:

> *"As an international graduate student, I don't think I feel there's good communication between international office and CSE/Graduate School because the level of stress that I have to go through to interact with UT ISSS or Texas Global for basic immigration related stuff is unprecedented. There are several issues with that org and I don't think CSE or Graduate School provide any resources/portals to help international graduate student navigate these challenges." [graduate student]*

> *"The school hardly cares about international students. There are 'rules' which are neither transparent and discriminate certain students in my opinion. Money is spent on things to look good for the school but not on several resources which are really needed." [graduate student]*

Staff Comments on Climate and Belonging

Multiple staff respondents commented about how their units are not recognized as part of the Cockrell School, or that they feel disconnected since they work at the Pickle Research Campus:

> *"I work at an organized research unit associated with Cockrell and feel very disconnected and isolated from the rest of Cockrell." [staff]*

Many of the staff comments focused on professional development, promotion opportunities and inequities among staff within a unit.

> *"I know of multiple situations where equity in pay and reclassification is questionable. Many staff members feel as though they work hard and go unnoticed or unappreciated on a regular basis." [staff]*

> *"The verbal recognition does not show the proper appreciation. I am in the lowest range of the salary in my group." [staff]*

> *"Staff development is hindered through vague and strict policies in [my] office. The lack of staff professional development opportunities, career trajectory guidelines, and promotion options given to supervisors (standard answer is usually 'no' to promote good staff) make it very difficult to retain and develop diverse talent among the staff." [staff]*

> *"Weak leadership and workplace favoritism are quietly eroding the morale in our department. There are a select few 'very vocal' individuals who are rewarded with praise and opportunities not offered to other equally or more qualified people." [staff]*

> *"My department is not very diverse and there are few people I feel like I can talk to about challenges with. The department takes a heavy top-down approach to decision making about staff structure and responsibilities that makes me feel like I have no say or expertise to contribute to those decisions. As a staff member, I don't feel there are any opportunities for growth for me within the department and I will have to leave to continue my professional development." [staff]*

A number of staff comments also focused on disrespectful treatment they receive from faculty members, which is part of the culture in the Cockrell School.

> "I feel very comfortable and valued in the Cockrell School. While I feel respected by faculty, I think faculty could definitely work on respecting Cockrell School staff as a whole and realize that a lot of what they can accomplish is made possible by staff assistance." [staff]

> "I think that CSE should work on creating a better balance between faculty and staff. There is currently a bit of a power imbalance in this arena, and some faculty do tend to talk down to staff." [staff]

> "There is always a sense/lack of diversity and cultural/age issues within the school. There is an overall top layer of togetherness but within, there seems to be a lack of understanding, lack of diversity, and unwillingness to accept change." [staff]

Faculty Comments on Climate and Belonging

In addition to comments cited elsewhere in this report, faculty commented on hierarchies within the faculty ranks and interactions between faculty and administrators.

> "There is a serious lack of diversity at different levels of leadership positions at UT, including CSE and my department. Several important administrative positions are held by those who do not respect contributions from people from a different background or with a different perspective." [faculty]

> "Overall I feel respected but I have experienced bullying from department leadership." [faculty]

> "I think there are cases of tenured/more established professors getting preference or leeway in their actions over more junior faculty." [faculty]

THEME: COVID-19 SOCIAL DISTANCING

None of the multiple-choice items addressed COVID-19 directly, but written comments provide some insight into the impacts on climate and belonging. While we all hope to put many aspects of 2020-21 behind us, several comments illustrate how the pandemic has exacerbated pre-existing issues in the Cockrell School.

Undergraduate Student Comments on COVID-19

Undergraduate students in particular made a wide range of comments about the impacts of COVID-19 social distancing protocols on their classroom learning, sense of belonging and connection with others, support systems, and access to undergraduate research and internship opportunities.

"While classes have been online, the Cockrell School of Engineering faculty has been supportive and understandable to students with certain circumstances. This has created a welcoming atmosphere that encourages growth and success within the majors." [undergraduate]

"With zoom school for the past 3 semesters, I feel very disconnected from the Cockrell School. It's hard for me to check yes to a lot of questions, because I don't feel connected at all and don't see much support from peers and professors. It's all the same thing, just go on your computer to watch online lectures and there's not much interaction beyond that. You'd have to already have a strong community within the school before corona happened to have support." [undergraduate]

"In terms of the resources being available to succeed, I have found it difficult to talk to TAs and professors at times in large classes because there are many people at office hours. You wait a while to ask a question and then the TA/professor often moves to the next and it feels rushed. This might be because of zoom and how crowded it gets." [undergraduate]

"I think as a result of covid the one on one experience has been limited so I have not been able to form relationships with staff members and don't feel comfortable asking for letters of recommendations and such." [undergraduate]

"This semester especially, I've felt most of my support system in academics come from peers within the Cockrell School, not necessarily the leadership and administration. In fact, I have felt the administration has let students get through these 'less than ideal' times primarily on their own. That's not to say some staff and faculty have not been supportive of students on an individual level, I feel like professors have done a great job of adjusting with the times to help students grow academically. But the system surrounding students and professors has somewhat disappeared. I feel very little community within the school. Opportunities to reach into a professional setting have ceased, and that's saying a lot because I'm a junior looking for internships and jobs. The school hasn't showed me any." [undergraduate]

"The lack of access to research labs for undergraduate students is having horrible effects on their personal and professional development. Many other universities have undergraduates working in labs during Covid and there have been no significant issues with safety. I feel the Cockrell School had not considered the damaging effects of being too cautious with Covid protocols. The education and opportunities students are receiving now is only a fraction as rich as it was pre-Covid. The classroom setting has suffered along with so many extracurriculars." [undergraduate]

Graduate Student Comments on COVID-19

The comments reported here relate to master's students' experiences in coursework. Many doctoral students also commented on strained advising relationships and disruptions to their research progress, but few tied these challenges explicitly to COVID-19.

> *"Although students receive support in finishing their courses and study there is no personal element in the faculty and student relationship. Especially with covid, there was no opportunity for informal discussions. Faculty hardly know the students names or what they set out to achieve. The whole experience feels isolated, there was no attempt made or no opportunities for students of the same class to interact outside of class." [Master's student]*

> *"hard to feel community/sense of belonging over zoom" [Master's student]*

Staff Comments on COVID-19

> *"I also feel that staff don't get enough recognition or support to do the work we do. Student services work can be a thankless job, so that becomes difficult in times of stress. All we want it to be seen, heard, and appreciated for the foundation we provide for student success. ... Although money and faculty drive progress in Cockrell, they are not the only piece to the puzzle. Staff are often an afterthought on this campus and in the Cockrell School and that has not gone unnoticed. Please try to do better." [staff]*

> *"If COVID has confirmed anything it is that the majority of students do not respect staff. ...I feel that over time respect from your supervisor can be earned hopefully leading to their support in times of need. I still don't get the support from my supervisor that is needed in trying times. I often wonder if he is on my side at all." [staff]*

Faculty Comment on COVID-19

> *"I think over the last year, with the pandemic, I do feel that the Cockrell School has not valued/recognized the extra effort this year has required for those of us with small children. This is related to being valued as a women in engineering, although I know my male colleagues have faced these challenges too. Understandably, we did not receive a raise this year, but many of us have chosen to have in-home childcare due to the pandemic, which is more expensive than daycare. When childcare is not available, it is not easy to seek additional care since that requires breaking our quarantine bubble. ... I feel that I have been asked to do the same amount of service as previous non-pandemic years, and need to fit that into the narrow hours I have childcare while still completing my research and teaching goals. This means almost nightly I am working until very late. I do not feel like anyone knows these struggles, since we only have perfunctory Zoom interactions. And, everyone is struggling so I feel like there is nowhere to go to get support, since the answer is 'everyone is struggling.' " [faculty]*

Appendix A — Methodology

In 2019, Engineering Dean Sharon Wood charged the Cockrell School of Engineering's Diversity, Equity and Inclusion Committee with conducting a regular climate survey of all students, staff and faculty in the Cockrell School. A subcommittee of students, faculty and staff, with evolving membership, started by benchmarking existing diversity, equity and inclusion climate surveys conducted at US higher education institutions, including University of Michigan, Higher Education Research Institute, University of Florida, other colleges at UT Austin and PACE surveys conducted previously with CSE engineering undergraduates. There were no engineering-specific examples that covered student, faculty and staff. A planned survey data collection in spring 2020 was postponed due to the COVID-19 pandemic. In spring 2021, a significantly shorter version was administered taking into account continued social distancing and virtual work modes. That version was based on a 14-item culture of inclusion scale developed for the CELL-MET Engineering Research Center by Lindsey McGowen and colleagues in the Department of Psychology at North Carolina State University. That team developed items based on an extensive literature review and factor analyses of their own data. Items were adapted by replacing "CELL-MET" with "Cockrell School of Engineering" or similar wording to refer to the organization of interest. The subcommittee also piloted the survey with a few CSE students, staff, and faculty and made adjustments. Students, staff and faculty in the Cockrell School of Engineering were invited via email from Dean Wood to complete the survey online via Qualtrics between March 3 and March 26, 2021. Response rates were encouraged by a drawing of 25 Amazon gift cards worth $50 and a message from Associate Dean for DEI Christine Julien to faculty encouraging them to set aside class time for students to complete the survey.

The subcommittee used a number of strategies to encourage candid responses and protect the identities of respondents, many of which were communicated to participants through the informed consent information at the beginning of the questionnaire. No CSE administrators will have access to the raw data; access is limited to researchers listed on the protocol filed with UT Austin's Human Subjects IRB office. In reporting results by role, if there were less than 5 individuals in a category, we combined it with another. We gave participants the option to skip any survey items, and we provided various levels of detail about race, ethnicity, gender identity and sexuality, including options to write in a response. In reporting open-ended comments, we provide limited information about the respondents' identities, using our judgement about which are most salient to contextualizing the comments. We intentionally did not ask respondents their department or major. The survey was administered and data were analyzed and reported by Maura Borrego and Nikhith Kalkunte. Consultant Mariama Nagbe worked with us to frame the initial themes and preliminary results report.

Data were downloaded from Qualtrics, cleaned, and analyzed using R. Likert responses were recoded to a numerical scale (Strongly Disagree= 1, Strongly Agree=5). Means were calculated across a variety of cross sections including role, ethnicity, and gender. Statistical significance of calculated means was determined using ANOVA and post-hoc pairwise t-tests with Bonferroni adjustments.

For quantitative analysis purposes, race/ethnicity responses were handled in the following way. A combined URM group was created using responses to a separate item about URM status and/or more specific responses identifying as African American/Black, Hispanic/Latinx, or Native American/Alaskan Native. The number of responses for Native Hawaiian/Other Pacific Islander were below our reporting threshold, so these individuals were also included with the combined URM group. If we had detailed data (from a separate survey item), URM individuals were also included in Black+, Latinx+, and/or Native American+ groups as relevant; multiracial individuals appear in all of these groups with which they identify. We created other groups for individuals identifying as Asian American/Asian only, white only, white and Asian but no other identities, and Middle Eastern+ (i.e., individuals identifying as Middle Eastern/North African only and multiracial combinations including Middle Eastern/North African and white).

Open-ended comments were read and categorized by three team members, who agreed upon the themes to organize the reports and the types of comments to present. One team member selected specific quotes to include in reports.

Appendix B — Data and Charts

RESPONDENT DEMOGRAPHICS

B.1: Gender Identity

Gender Identity
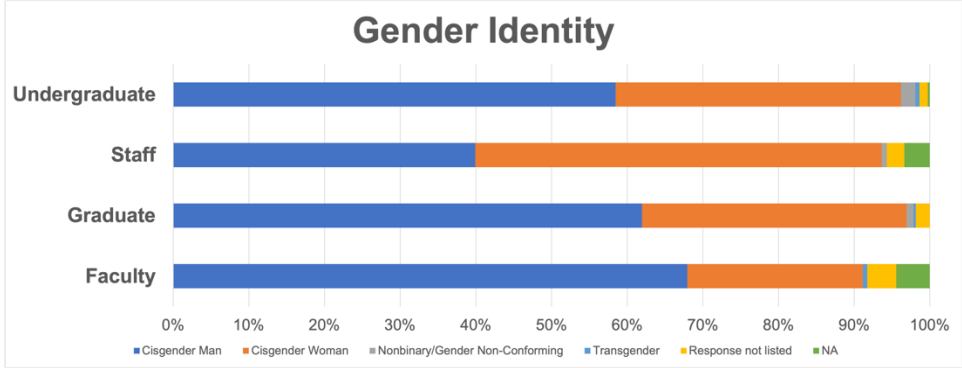
B.2: LGBTQ+ Identity

LGBTQ+
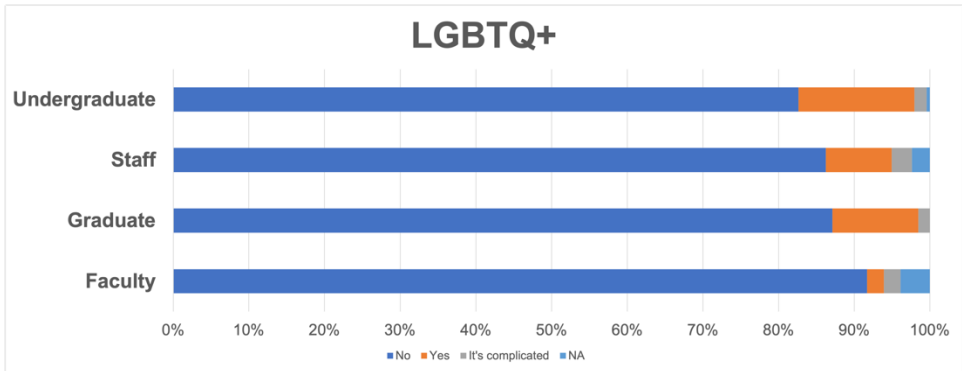
B.3 Disability Status

Disability+
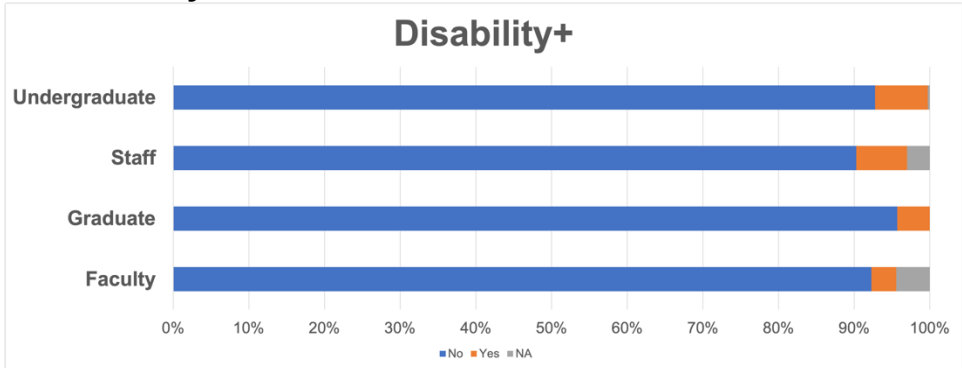
Among undergraduate students, the most common responses to the follow-up question were Mental Health/Psychological Condition (n=27), Attention Deficit/Hyperactivity Disorder (n=16), Chronic Illness/Medical Condition (n=15), Cognitive or Learning Disability (n=7), and Asperger's/Autism Spectrum (n=5). Graduate students indicated a similar pattern of responses, but at rates below our reporting threshold. Faculty and staff indicated different disabilities, including Chronic Illness/Medical Condition (n=8), Mental Health/Psychological Condition (n=8), Physical/Mobility condition that affects walking (n=6), and a few others below our reporting threshold.

CLIMATE QUESTION RESPONSES BY ROLE

Superscript letters indicate which pairs of responses are statistically significantly different

Question Number	Prompt	Undergraduate	Graduate	Faculty	Staff	Significance (P, Anova)
1	The resources I need to do my work effectively are readily available.	3.95	4.05	3.98	3.98	0.563
2	My growth and development has been supported through opportunities within the Cockrell School of Engineering.	3.76[a,b]	3.97[a,c]	3.88[d]	3.56[b,c,d]	0.000***
3	I receive recognition and praise for my good work similar to my peers.	3.38[a,b,c]	3.87[b]	3.62[a]	3.75[c]	0.000***
4	There is someone in the Cockrell School of Engineering who encourages my professional development.	3.59[a]	4.04[a,b,c]	3.57[b]	3.58[c]	0.000***
5	I feel like I belong at the Cockrell School of Engineering.	3.62[a]	3.86[a]	3.81	3.81	0.003**
6	I feel respected and valued by faculty in the Cockrell School of Engineering.	3.78[a]	4.00[a,b]	3.82	3.68[b]	0.003**
7	I feel respected and valued by staff in the Cockrell School of Engineering.	3.87[a,b,c]	4.22[a]	4.21[b]	4.04[c]	0.000***
8	I feel respected and valued by students in the Cockrell School of Engineering.	3.86[a,b,c]	4.16[a]	4.34[b,d]	4.13[c,d]	0.000***
9	When I speak up in my daily interactions within the Cockrell School of Engineering community, my opinion is valued.	3.70[a]	4.00[a,b,c]	3.74[b]	3.74[c]	0.000***
10	I feel that my work or studies contribute to the excellence of the Cockrell School of Engineering.	3.49[a,b,c]	4.00[a,d,e]	4.52[b,d]	4.36[c,e]	0.000***
11	I trust the Cockrell School of Engineering administration to be fair to all employees and students.	3.71	3.85	3.73	3.63	0.089
12	At the Cockrell School of Engineering, I have opportunities to work or learn successfully in settings with diverse individuals.	3.93	3.99	3.91	3.85	0.242

13	The culture of the Cockrell School of Engineering is accepting of people with different ideas.	3.93[a,b]	4.00[c,d]	3.70[a,c]	3.73[b,d]	0.000***
14	The culture of the Cockrell School of Engineering is accepting of people from all backgrounds.	4.00	4.02	3.87	3.89	0.009**
15	I believe diversity is imperative to the success of the Cockrell School of Engineering.	4.29[a]	4.27[b]	4.47	4.55[a,b]	0.000***
16	I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering.	3.62	3.81	3.82	3.73	0.044
17	I feel respected and valued by my primary supervisor at the Cockrell School of Engineering.	3.76[a,b]	4.22[a]	N/A	4.23[b]	0.000***
18	I feel respected and valued by my department chair/center director at the Cockrell School of Engineering.	Not Asked	Not Asked	4.08	Not Asked	
19	There is someone in the Cockrell School of Engineering who encourages my academic success.	3.82[a]	4.16[b]	Not Asked	Not Asked	0.000***

CLIMATE QUESTION RESPONSES BY ETHNICITY
Superscript letters indicate which pairs of responses are statistically significantly different

	Asian Only	Black+	LatinX+	Native Amer +	Under-rep	White and Asian	White Only	Middle Eastern+	Anova P val
1	3.97	4.08	4.11	3.94	4.03	4.17	3.98	3.74	0.170
2	3.83	3.68	3.87	3.82	3.80	3.98	3.74	3.58	0.370
3	3.62	3.37	3.69	3.47	3.59	3.49	3.58	3.33	0.385
4	3.69^a	3.74	3.79^b	3.41	3.73	3.85^c	3.69^d	3.07 ^{a,b,c,d}	0.019*
5	3.71	3.50	3.72	3.71	3.68	3.88	3.80a	3.28a	0.036*
6	3.85	3.91	3.87	3.94	3.81	3.76	3.82	3.37	0.206
7	3.97	4.02	4.09	4.12	4.02	4.12	4.05	3.65	0.139
8	3.98	3.91	4.03	4.06	3.97	4.15	4.09	3.83	0.204
9	3.80	3.73	3.82	3.71	3.75	3.73	3.79	3.63	0.939
10	3.76^a	3.89	3.84	4.06	3.85	3.85	3.99^a	3.62	0.007**
11	3.84	3.72	3.83	3.82	3.77	3.90	3.69	3.42	0.089
12	3.98	3.77	3.99	4.18	3.92	3.78	3.93	3.51	0.091
13	4.00	3.68	3.98	3.59	3.91	3.68	3.85	3.65	0.011
14	4.00	3.76	4.07	3.88	3.96	3.85	3.99	3.77	0.286
15	4.36	4.20	4.44	3.81	4.40	4.20	4.36	4.30	0.097
16	3.68 ^{a,b,c,d}	2.37 ^{a,d,e,f,g,h,k}	3.34 ^{b,d,i}	3.50^e	3.18 ^{c,f,j}	3.72^g	4.00 ^{c,h,i,j,l}	3.40^{k,l}	0.000***
17	3.97	4.00	3.98	4.00	3.94	3.97	4.02	3.69	0.729
18	3.84	NaN	3.64	NaN	3.64	4.00	4.19	4.75	0.256
19	3.88	3.95	4.04	4.20	3.97	4.27^a	3.94	3.49^a	0.031*

CLIMATE QUESTION RESPONSES BY ETHNICITY
UNDERGRADUATES ONLY
Superscript letters indicate which pairs of responses are statistically significantly different

	Asian Only	Black+	LatinX+	Native American +	Underrepresented	White/Asian	White Only	Middle Eastern+	Anova P val
1	3.94	3.92	4.10	4.60	4.03	4.11	3.92	3.73	0.188
2	3.77	3.56	3.90	4.00	3.84	4.00	3.71	3.43	0.158
3	3.42	2.92	3.54	3.40	3.45	3.41	3.36	2.86	0.032*[1]
4	3.54	3.52	3.82[a]	3.40	3.74[b]	3.93[c]	3.55	2.95[a,b,c]	0.005**
5	3.64	3.24	3.64	4.00	3.60	3.89	3.64	3.22	0.252
6	3.81	3.76	3.92	4.60	3.85	3.74	3.75	3.30	0.092
7	3.89	3.68	4.03[a]	4.20	3.92	3.93	3.86	3.26[a]	0.037*
8	3.92	3.72	3.86	4.40	3.83	3.96	3.86	3.65	0.585
9	3.74	3.50	3.83	4.00	3.73	3.69	3.68	3.35	0.315
10	3.48	3.42	3.58	3.60	3.57	3.48	3.48	3.14	0.698
11	3.72	3.48	3.89[a]	4.00	3.81	3.93	3.68	3.09[a]	0.026*
12	3.93	3.68	4.08[a]	4.20	4.00	3.67	3.98	3.35[a]	0.022*
13	3.98	3.76	4.07	4.40	4.00	3.89	3.88	3.52	0.091
14	3.99	3.68	4.12	4.20	4.01	3.89	4.06	3.57	0.093
15	4.33	4.08	4.40	4.40	4.36	4.33	4.22	4.26	0.497
16	3.58[a]	2.36[a,b,c,d,e,g]	3.57[b]	3.20	3.38[c,f]	3.84[d]	3.82[e,f]	3.48[g]	0.000***
17	3.82	3.57	3.87	4.40	3.79	3.75	3.70	3.32	0.154
18	Not Asked	Not Asked	Not Asked	Not Asked	Not Asked	Not Asked	Not	Not	-
19	3.79	3.76	4.024[a]	4.40	3.94[b]	4.22	3.78	3.23[a,b]	0.003**

[1] No pairwise significance

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CLIMATE QUESTION RESPONSES BY ETHNICITY
GRADUATE STUDENTS, STAFF and FACULTY COMBINED
Superscript letters indicate which pairs of responses are statistically significantly different

	Asian Only	Black+	LatinX+	Native American +	Underrepresented	White/Asian	White Only	Middle Eastern+	Anova P val
1	4.02	4.21	4.13	3.67	4.04	4.29	4.01	3.75	0.394
2	3.91	3.79	3.83	3.75	3.75	3.93	3.77	3.75	0.875
3	3.90	3.78	3.89	3.50	3.77	3.64	3.71	3.85	0.540
4	3.92	3.93	3.76	3.42	3.72	3.71	3.78	3.20	0.217
5	3.82	3.72	3.84	3.58	3.77	3.86	3.90	3.35	0.366
6	3.91	4.04	3.80	3.67	3.76	3.79	3.86	3.45	0.596
7	4.10	4.35	4.18	4.08	4.15	4.50	4.17	4.10	0.704
8	4.07	4.07	4.28	3.92	4.16	4.50	4.23	4.05	0.123
9	3.88	3.96	3.80	3.58	3.79	3.79	3.86	3.95	0.924
10	4.14	4.28	4.20	4.25	4.19	4.57	4.29	4.15	0.312
11	4.02	3.93	3.75	3.75	3.72	3.86	3.69	3.8	0.068
12	4.06	3.86	3.86	4.17	3.83	4.00	3.89	3.70	0.479
13	4.03	3.61	3.85	3.25	3.80	3.29	3.83	3.80	0.016*[1]
14	4.01	3.83	4.01	3.75	3.91	3.79	3.95	4.00	0.926
15	4.40[a]	4.31	4.49[b]	3.55[a,b,c,d]	4.46[c]	3.93	4.45[d]	4.35	0.011*
16	3.81[a,b,c]	2.37[a,d]	3.02[b,e]	3.64	2.94[c,f]	3.50	4.11[d,e,f]	3.3	0.000***
17	4.21	4.36	4.16	3.83	4.14	4.50	4.27	4.13	0.639
18	3.84	NaN	3.64	NaN	3.64	4.00	4.19	4.75	0.256
19	4.06	4.24	4.09	4.00	4.05	4.50	4.24	3.92	0.641

[1] No pairwise significance

CLIMATE QUESTION RESPONSES BY GENDER IDENTITY
Across all roles and UNDERGRADUATE ONLY

		All Roles			Undergraduate Students		
		Cisgender Man	All Else	T. Test Pvals	Cisgender Man	All Else	T. Test Pvals
1	The resources I need to do my work effectively are readily available.	4.07	3.87	0.000***	4.06	3.80	0.000***
2	My growth and development has been supported through opportunities within the Cockrell School of Engineering.	3.90	3.64	0.000***	3.85	3.65	0.005**
3	I receive recognition and praise for my good work similar to my peers.	3.68	3.45	0.000***	3.48	3.24	0.002**
4	There is someone in the Cockrell School of Engineering who encourages my professional development.	3.74	3.64	0.033*	3.61	3.55	0.487
5	I feel like I belong at the Cockrell School of Engineering.	3.89	3.52	0.000***	3.79	3.38	0.000***
6	I feel respected and valued by faculty in the Cockrell School of Engineering.	3.94	3.65	0.000***	3.92	3.59	0.000***
7	I feel respected and valued by staff in the Cockrell School of Engineering.	4.11	3.89	0.000***	3.97	3.73	0.001**
8	I feel respected and valued by students in the Cockrell School of Engineering.	4.11	3.93	0.000***	3.96	3.73	0.001**
9	When I speak up in my daily interactions within the Cockrell School of Engineering community, my opinion is valued.	3.89	3.64	0.000***	3.81	3.53	0.000***
10	I feel that my work or studies contribute to the excellence of the Cockrell School of Engineering.	3.97	3.78	0.001**	3.62	3.31	0.000***

11	I trust the Cockrell School of Engineering administration to be fair to all employees and students.	3.88	3.54	0.000***	3.86	3.51	0.000***
12	At the Cockrell School of Engineering, I have opportunities to work or learn successfully in settings with diverse individuals.	4.05	3.77	0.000***	4.04	3.79	0.001**
13	The culture of the Cockrell School of Engineering is accepting of people with different ideas.	4.03	3.68	0.000***	4.04	3.78	0.000***
14	The culture of the Cockrell School of Engineering is accepting of people from all backgrounds.	4.13	3.76	0.000***	4.13	3.83	0.000***
15	I believe diversity is imperative to the success of the Cockrell School of Engineering.	4.25	4.51	0.000***	4.12	4.53	0.000***
16	I see people who look like me in positions I aspire to hold within the Cockrell School of Engineering.	3.92	3.43	0.000***	3.88	3.27	0.000***
17	I feel respected and valued by my primary supervisor at the Cockrell School of Engineering.	4.04	3.92	0.021*	3.84	3.65	0.017*
18	I feel respected and valued by my department chair/center director at the Cockrell School of Engineering.	4.22	3.78	0.037*	Not Asked	Not Asked	
19	There is someone in the Cockrell School of Engineering who encourages my academic success.	3.97	3.86	0.095	3.86	3.78	0.294

CLIMATE QUESTION RESPONSES BY GENDER IDENTITY
GRADUATE STUDENTS, STAFF and FACULTY breakdowns

	Graduate Students			Staff			Faculty		
	Cisgender Man	All Else	T.test Pvals	Cisgender Man	All Else	T.test Pvals	Cisgender Man	All Else	T.test Pvals
1	4.10	3.97	0.144	4.08	3.91	0.169	4.07	3.79	0.075
2	4.02	3.89	0.158	3.81	3.39	0.002**	3.95	3.72	0.181
3	3.93	3.76	0.106	3.91	3.64	0.037*	3.78	3.29	0.014*
4	4.09	3.96	0.239	3.68	3.52	0.254	3.63	3.47	0.437
5	3.99	3.65	0.004**	3.99	3.69	0.015*	3.99	3.42	0.003**
6	4.03	3.95	0.496	3.86	3.55	0.021*	3.94	3.57	0.044*
7	4.27	4.13	0.104	4.10	3.99	0.282	4.31	4.00	0.063
8	4.23	4.06	0.080	4.06	4.17	0.253	4.45	4.12	0.013*
9	4.06	3.90	0.112	3.96	3.60	0.003**	3.79	3.62	0.266
10	4.07	3.89	0.054	4.38	4.35	0.658	4.56	4.43	0.205
11	3.92	3.76	0.172	3.93	3.43	0.000***	3.86	3.45	0.027*
12	4.05	3.88	0.155	4.10	3.67	0.000***	4.03	3.65	0.031*
13	4.11	3.83	0.006**	4.06	3.50	0.000***	3.86	3.36	0.006**
14	4.11	3.88	0.028*	4.23	3.66	0.000***	4.07	3.45	0.001**
15	4.23	4.33	0.320	4.48	4.60	0.187	4.48	4.43	0.736
16	3.98	3.55	0.004**	3.92	3.60	0.018*	3.96	3.51	0.027*
17	4.28	4.12	0.165	4.32	4.17	0.200	Not Asked	Not Asked	-
18	Not Asked	Not Asked	-	Not Asked	Not Asked	-	4.22	3.79	0.037*
19	4.20	4.09	0.270	Not Asked	Not Asked	-	Not Asked	Not Asked	-