



2021 GRADUATE STUDENT CLIMATE REPORT

School of Sociology at University of Arizona

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EXECUTIVE SUMMARY/TAKEAWAYS

Intro and Methods

- Our goals for this project are to provide an empirical foundation for ongoing department conversations; to inspire graduate students to recognize our shared struggles and gain deeper solidarity for individual challenges; and to provide a record and tools for future students.
- We surveyed every student who entered the department between Fall 2011 and Fall 2019, including those who have since graduated or left the department.
- We achieved a 94% response rate and 84% completion rate. This demonstrates the need for this project and a high level of engagement with the department's culture and future.
- Note: Percentages throughout are based on the N for that question and Ns vary by question. See the tables in the Appendix for the N and counts for a given question.

Findings

- The vast majority of students in the department feel that they can go to their peers for support. A majority of students feel that their work is valued and that they are respected.
- Mental and physical health challenges were reported as a major obstacle to success by 46% of current students and 23% of past students (Q53).
- 61% of respondents experienced or witnessed hostility (Q8).
- Experiencing hostility *and* supporting others experiencing hostility created barriers to engagement for students in the department. 70% of students who witnessed/experienced hostility refrained from speaking in class or presenting ideas to avoid hostility (Q16).
- Many students who supported others experiencing hostility would not recommend the department to a prospective student as a result.
- Students largely do not report hostility, both because they don't think that others will think it was a big enough issue to report and because they fear retaliation.
- Over a quarter of students in the program face some degree of financial insecurity, despite supplementing their stipend with paid work. Many students report stigma against working outside the department and class-based hostility.
- 29% students reported having caregiving responsibilities during their time in the program (Q48). 69% of caregivers reported that these responsibilities took significant time away from their work (Q49.B1) and 13% of students experienced hostility based on caregiving responsibilities (Q9).
- Students avoid seeking medical care because of the cost of copays and are missing out on professional opportunities due to cost.
- The pandemic is exacerbating existing issues for many students.

The Future of the Department

- Concrete recommendations are listed at the end of some findings sections.
- Respondents wanted a reporting system where they could report hostility without fear of retaliation.
- Respondents called for increased diversity among faculty (particularly racial diversity).
- We recommend explicit conversations about our beliefs and expectations about what the department can, could, and should do. If we did this survey again in 1, 3, or 5 years, how would we want these results to change? What can we work towards in that time?
- Attempts to address issues identified in this report should recognize variation among graduate students. Even students with shared backgrounds or characteristics have different needs, desires, perspectives, and goals. Our work is grounded in respect for these differences and desires.

INTRODUCTION¹

Report Introduction

This project, which we began developing in early 2020, has been a labor of love. Over the course of the project, twelve graduate students have been involved in some aspect of the survey development, analysis, and report-writing. This project brought together graduate students with different experiences and perspectives to work collaboratively toward building a stronger present and future of the department.

Our goals for this project are three-fold. First, we want to capture the reality of graduate student experiences at UA Sociology to inform future department conversations around diversity, equity, inclusion, and the future of our department. To this end, we collected data on the frequency, severity, and consequences of exclusionary experiences in the department, as well as information about the general climate of the department, relationships among graduate students, existential needs and concerns, and barriers to professional success. We also took care to solicit data about potential strengths of the department, which we can continue to foster as a community moving forward.

The topics we discuss are fraught, personal, and often vulnerable to talk about—especially in a work setting. We hope that by delivering this report, we take the burden of vulnerability off of individual students, set an empirical foundation for conversations around equity, and provide a space for students to recognize shared struggles. This is our second goal: that graduate students here recognize our shared struggles and gain deeper empathy and solidarity with the challenging experiences that we as individuals do not share. We hope—somewhat ambitiously—that the findings of this report will inspire personal and collective care within our community so that we can all work towards our degrees with our needs met and our bodies and minds free to pursue intellectual growth and contributions.

This leads us to our third goal: that this report may serve as a living document of our time here for future students. The nature of graduate programs is turnover. With this report, however, we hope that future students can get a sense of our conversations, concerns, strengths, and challenges as we see them now and can borrow our tools to assess and make sense of their own circumstances after we're gone.

This report contains six major sections. First, we describe our [methods](#). Next, we present our findings in five major sections: [community strengths](#); students' [experiences of hostility](#) in the department; students' [financial precarity](#); and students' [experiences with caregiving](#). We then interpret these findings in light of the [COVID-19 pandemic](#). Finally, we present our respondents' and our own [suggestions for next steps](#). Full data for every question referenced in the report and the full survey instrument are available in the [Appendix](#).

¹ Acknowledgements

We are indebted to the many people who made this project possible. First and foremost, we thank the team for their hard work, generative conversations, and commitment to this project. We feel honored to be in community with such brilliant, thoughtful, and dedicated colleagues. We are also grateful to Nina Conrad, John Powell, Aubrey Limburg, Jax Gonzalez, and Jessica Harrison for pilot testing the survey; your feedback was invaluable. We thank the many experts who advised on survey design, data collection, and analysis: Christina Diaz, Jenn Earl, Jenny Carlson, Corey Abramson, and Desi Rodriguez-Lonebear. Thanks to Meg Lota Brown, for encouragement and survey design resources. Finally, to our partners, Victoria Luizzi and Bridget Connors, who made lunches and ordered takeout, listened supportively, and celebrated our wins.

METHODS

Survey Design

We developed the survey instrument based on a number of surveys from other institutions, guidance from methods experts within our department, and two rounds of pilot testing. We drew on question design and wording from the 2018 Boise State graduate climate survey, a set of surveys from the Council of Graduate Schools, a 2017 Iowa State climate survey, and other surveys. The content and organization of the survey was developed based on the team's diverse experiences with the department and on topics that emerged in department conversations over the past year.

We conducted two rounds of pilot testing with the survey instrument: one with UA sociology students who are members of our survey team and one with out-of-department social sciences PhD students. We used this pilot testing to identify confusing or misleading wording, to calibrate the length of the survey, and to identify concepts and questions that were incongruent with our pilot tester's perceptions.

After significant deliberation, we chose to collect minimal demographic data from respondents. We asked only about their current stage in the program (graduated, left, or still in the program, and within the final category, taking classes or not). After consulting with international students on our team, we also made the decision not to ask respondents if they were international or domestic students. Unfortunately, collecting minimal demographic data means we could not distinguish between domestic and international students, white students and students of color, and/or LGBTQ+ and cisgender, heterosexual students when writing this report. We avoided collecting demographic information both to ensure that participants could not be accidentally identified in the final report and to assure participants that their responses would be as anonymous as possible. Given the relatively small size of our department—and its limited diversity in some respects—information about respondents' social identities could easily become identifiable, and anonymity is essential for accurate, honest responses on such charged topics. Though this involved sacrificing some analytic leverage, we considered the compromise worth the confidence and safety of our respondents.

Finally, readers will note that we asked participants about “discrimination, unfair treatment, microaggressions, and/or hostility” (see full survey instrument in [Appendix](#)). In this report, we refer to these experiences as “hostility” for the sake of brevity. We chose to use this range of terms, without imposed definitions, in order to ensure that we were capturing the full spectrum of experiences that our respondents faced. Our data suggest this strategy was successful: in open-ended response questions, participants reported experiences ranging from hostility that they considered minor to hostility that profoundly affected their wellbeing and access to opportunities.

Sample

Our population of interest is every student who entered the department between Fall 2011 and Fall 2019, including those who have since graduated or left the department before graduating with a PhD. We obtained a list of incoming students during those years from the department (N = 63). We obtained email addresses for 57 of those respondents. Of those 57 respondents, 54 began the survey and 48 completed it. The 6 incomplete responses still contributed valuable data and were included in analyses for the questions they answered. This is a 94% response rate and 84% completion rate. This remarkably high engagement with the survey suggests the need for this project and a high level of engagement with the department's culture and future.

We achieved a 94% response rate and an 84% completion rate.

Please note: Ns vary across questions—please check the data tables in the [Appendix](#) for the N for a given question. Unless a question was needed for survey flow, questions on the survey were optional. This decision was made to reduce participant frustration and potential survey abandonment.

Survey Administration

Past and current students received functionally the same survey, with slight wording changes (e.g., past tense for past students). We collected data using Qualtrics. A link to the survey was sent to respondents from a project-specific non-University of Arizona Gmail account on February 8. We emailed a blind-copied mass reminder to people who had not yet completed the survey a week after the initial contact. On February 16th, the team sent personalized reminders to participants. We sent a final email reminder to those who had not completed the survey on February 22nd.

Analysis

Only the graduate student DEI co-chairs, Sam Scovill and Tori Sisk, had access to the full dataset in Qualtrics. After de-identifying qualitative data (responses to open-ended questions) and generating frequency tables for each closed-ended question, Sam and Tori shared data (aggregated by question) with the analysis and report-writing team. The team began by identifying key findings from each section of the survey. We then identified overarching themes around which the report could be organized. Members of the team drafted sections of the report and Sam and Tori revised and combined the sections into a cohesive whole.

Reading and Interpreting the Report

The [Appendix](#) includes the full survey instrument (current student wording) and tables with data from all questions presented in this report. Data from other questions and the survey with wording for past students are available upon request. The phrasing “students reported” typically denotes students who responded Strongly Agree or Agree to a given question if the responses were recorded using a Likert scale. If you are uncertain about the categories included,

see the Appendix for the original data tables. Unless otherwise specified, we report Strongly Agree and Agree together and report Strongly Disagree and Disagree together.

We recognize that some of the findings that we interpret as strengths may be considered weaknesses by others (and vice versa). Even within our team, we have different expectations and beliefs about what a good or acceptable finding may be. We present these data and our interpretation of them not as a definitive conclusion but as an invitation to begin broader department-wide conversations about our expectations and goals for the graduate program. As described in the introduction, the goal of this report is to provide a methodical, empirical grounding for those conversations. We expect and welcome a variety of positions about how to move forward from graduate students, faculty, and staff.

Our recommendations are guided by two underlying principles: first, that DEI work is an ongoing process and that graduate student individuality matters. Many of the challenges identified in this report are not things that can or will be “resolved” forever. If diversity, equity, and inclusion work is to be successful, it will involve welcoming people with different backgrounds, traits, and intellectual perspectives into our community. These additions will likely result in additional growing pains and new challenges as we come to recognize exclusionary practices and norms. We welcome this ongoing process of making the department inclusive, equal, and diverse, and we hope this report provides one tool for continuing that work. Second, though we have identified shared challenges and needs, we hope that future conversations will respect and value the diversity of desires and needs in the graduate student community. Graduate students—even those who share some group membership—will likely have different desires, needs, and preferences. The recommendations we provide will likely work for some students and not others. We encourage faculty to engage with their advisees and students with curiosity and respect, as experts on their own experiences and desires.

FINDINGS

UA Sociology Community

A strong community and a collegial atmosphere positively impacts not only the productivity of students and faculty, but also their general wellbeing. As you read and consider this report, we ask you to consider the following questions: What does our community do? What can it offer to its graduate students, to its faculty, to its undergraduates, to its staff, and to the advancement of research and sociological knowledge? Who belongs in this community? What are the barriers to belonging for current and future community members? We ask you to consider these questions both in terms of the status quo and an idealistic answer. We, the authors of this report, do not purport to have the answers to these questions, nor are the answers contained within this report alone. Rather, these questions are meant to be starting points for ongoing discussions we may have together as a community as a result of this report.

Many of us chose this department because we were told about and witnessed the collegiality among graduate students, among faculty, and between faculty and graduate students. Other departments can be competitive and anti-social, but our findings from the survey suggest

that graduate students at UA generally do a good job of supporting one another in our professional pursuits.

Survey results indicate that there is a strong graduate student community, where graduate students support one another in their academic pursuits. Nearly 90% of all students said they could go to other graduate students for advice (Q7). The strength of the graduate student community was further highlighted by our finding that 69% of all graduate students reported feeling that other grads are friendly and welcoming (Q7). Additionally, 69% agreed or strongly agreed that students in the department work well together (Q7). Student relationships in the department can always be improved, especially with regard to the inclusion of international students, but we do consider these findings indicative of a strong, collegial community.

Nearly 90% of all students said they could go to other graduate students for advice (Q7).

We also found some positives with room for improvement in terms of faculty and student relationships and departmental culture (for the Likert scale questions, the percentages include both the Agree and Strongly Agree categories):

58% of current and 61% of past students felt valued [Q5]
73% of current students and 61% of past students felt intellectually included [Q5]
65% of current students and 59% of past students felt their TA/RA work was valued [Q5]
88% of current students and 78% of past students felt that staff attitudes have been helpful to their wellbeing [Q6]
54% of current students and 73% of past students describe the relationship between faculty and graduate students as good, very good, or excellent. [Q51]
69% of current students and 77% of past students felt faculty treat students with respect [Q52]
62% of current and 73% of past students felt that faculty were respectful of diverse backgrounds, identities, and perspectives [Q52]

Despite these positive findings, there is some evidence of declining enthusiasm: current students were less likely than past students to “Strongly Agree” with many of these positive statements. For instance, although about 60% of both past and current students indicated some form of agreement with the statement “I feel valued,” 0% of current students “Strongly Agreed” that they felt valued compared to nearly 40% of past students (Q5).

Likewise, there were some troubling findings about mental health and wellbeing. Mental and physical health challenges were reported as a major obstacle to success by almost half (46%) of current students and by nearly one-quarter (23%) of past students (Q53). Only half of current students felt that faculty care about students’ mental health and well-being (Q52). Current students who have considered leaving the program were twice as likely as past students to consider leaving due to mental health issues (Q40). They were also more likely to report considering leaving due to poor fit with the program and not feeling welcome due to an aspect of their identity (Q40).

In the following sections, we discuss hostility in the department, financial precarity, and the COVID-19 pandemic, all which we consider to be major contributors to the struggles that students in the department experience around mental health and general wellbeing, and thus major barriers to academic and professional success.

Hostility

Sixty-one percent of respondents reported personally experiencing or witnessing discrimination, unfair treatment, microaggressions, and/or hostility during their time in the department ([Q8](#)).

Throughout this section, we present data on both hostility that respondents *experienced* and hostility they *witnessed*. We predicted that hostility would have ripple effects that amplify its harm beyond the single person experiencing it. As you will read below, our results demonstrate that this is indeed the case. We discuss this finding further in the [Future](#) section.

Sixty-one percent of respondents reported experiencing or witnessing discrimination, unfair treatment, microaggressions, and/or hostility. Students experienced hostility based on each of the factors we asked about.

What is hostility?

Students who experienced hostility reported experiences based on all of the factors we provided as well as four additional factors. As you can see in **Table 1**, none of the factors listed had zero “experienced” responses.

TABLE 1: HOSTILITY EXPERIENCED AND WITNESSED ([Q9](#))

	Experienced		Witnessed		Overall
	Percentage	Count	Percentage	Count	Count
Social class	27%	8	20%	6	14
Racial/ethnic identity	23%	7	33%	10	17
Sex	23%	7	17%	5	12
Political views	20%	6	17%	5	11
Caregiving responsibilities	13%	4	20%	6	10
Cultural differences	13%	4	23%	7	11
English fluency	13%	4	37%	11	15
Based on a factor other than those listed above	13%	4	17%	5	9
Gender identity	10%	3	60%	18	21
Sexual orientation	10%	3	20%	6	9
Disability	10%	3	7%	2	5
Age	10%	3	10%	3	6
Citizenship status	7%	2	10%	3	5
Religion	3%	1	3%	1	2

Note: N = 30

Open-ended question responses allowed students to give their own accounts of these dynamics. Many of these were identifiable and therefore could not be included in this report. Below, however, are some ways that students described hostility they have experienced or witnessed (italics are direct quotes, non-italics are summaries):

- *Most of what I have witnessed have been instances where faculty have shown resistance or even hostility towards using the preferred pronouns of gender-nonconforming students... That said, I have also witnessed anti-trans rhetoric from other graduate students in the past, which was actually more alarming because it... was [overtly] hostile towards the transgender community.*
- *Examples of things I've experienced and/or witnessed include... faculty singling out non-white people as if they are an authority on issues pertaining to race and ethnicity... faculty sexism toward younger faculty who are women... faculty and students misgendering people even after being corrected by multiple others... disregard or non-acknowledgement of disability status... and faculty underestimating the impact of things like financial hardships, being a first-generation student, and the pandemic.*
- One student described a faculty member incorrectly repeating what international students said (in an effort to summarize their arguments) and not allowing them space to correct themselves, saying: *the international students involved in these cases shared at multiple times with [me] they felt uncomfortable and knew they were not being heard.*
- Another student stated that they have seen *almost too many [instances of hostility] to recount... More than one with clear legal liabilities.*

How often do students experience hostility?

Current students were far more likely than past students to report experiencing repeated hostility: 60% of current students who experienced hostility and answered this question (N=15) reported experiencing it 4 or more times, while only 20% of past students who experienced hostility and answered this question (N=8) reported experiencing it 4 or more times (Q12). Current students also reported witnessing hostility more frequently (60% of students reported 4 or more times vs 25% of past students). See **Table 2** for more details.

TABLE 2: TOTAL NUMBER OF TIMES RESPONDENT EXPERIENCED/WITNESSED HOSTILITY (Q12)

		0 times		1 time		2 or 3 times		4 or more		Not sure		N
		Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	
All	<i>Experienced</i>	0%	0	12%	3	28%	7	44%	11	16%	4	25
	<i>Witnessed</i>	4%	1	4%	1	26%	6	48%	11	17%	4	23
Current	<i>Experienced</i>	0%	0	7%	1	20%	3	60%	9	13%	2	15
	<i>Witnessed</i>	0%	0	7%	1	13%	2	60%	9	20%	3	15
Past	<i>Experienced</i>	0%	0	20%	2	40%	4	20%	2	20%	2	10
	<i>Witnessed</i>	13%	1	0%	0	50%	4	25%	2	13%	1	8

Who is involved?

Our data suggest that hostility is a school-wide issue. Current students were far more likely to report that faculty were responsible for at least one instance of hostility that they had witnessed or experienced: 94% of current students reported that faculty had been responsible for at least one instance, compared to 67% of past students (Q13, cross-tab). About three quarters of both past and current students reported that graduate students were responsible for at least one instance (Q13, cross-tab). No graduated students indicated that undergraduates were responsible for an instance of hostility they experienced or witnessed; 24% of current students indicated that undergraduates had been responsible for at least one incident and one of the three students who left the department and answered this question indicated that undergraduates had been responsible for at least one incident (Q13, cross-tab).

Our data suggest that hostility is a school-wide issue.

Where does hostility occur?

The data suggest that hostility is occurring across a range of contexts in the department (Q11). Students reported witnessing or experiencing hostility in graduate classes and at social gatherings (including Brownbag lectures, official department parties, and happy hours). At least one student also reported experiencing hostility in private meetings with faculty members, in faculty committee meetings, while TAing, over email, and while teaching. These results indicate that hostility is occurring throughout the department.

Consequences of Hostility

Hostility has profoundly negative consequences for both students who experience and witness it: 74% of students Agreed or Strongly Agreed that their experience(s) with hostility “negatively affected their mental health” and “shaped [their] overall experience of graduate school” (Q17.4 and Q17.1). Nearly half of respondents to this question reported that they would advise someone against joining the UA School of Sociology because of their experience(s) with hostility in the department (Q17.9). As one past student described: *I did not like being in a space where so many others felt unwelcome & were struggling with DEI related stresses with nothing being addressed in any real or meaningful way.*

Students reported disengaging with department professional and social life to avoid hostility.

In addition to harming students and the department, our findings suggest that hostility presents a serious barrier to the communal and intellectual life of the department. Students reported disengaging with department professional and social life to avoid hostility. Many

students who experienced hostility reported reducing their participation to avoid hostility: 71% reported not speaking in class or meetings, 71% reported not attending social events after class/work, and 61% reported not presenting a question, idea, or view. Over a third (36%) of respondents to this question reported not starting or continuing research in a particular field (Q16). Disengagement is likely an adaptive response to hostility in the department; actions to address it must address the hostility as the root cause. Finally, 23% of students who experienced or witnessed hostility reported that hostility had affected access to research assistantships, quality advising, and/or TA or course assignments (Q18). Though our data cannot speak to the mechanisms behind reduced access to opportunities, this is a significant consequence of hostility which shapes student professional success.

Reporting Hostility

As we will discuss in more detail in the [Future](#) section, the absence of a clear reporting process complicated both students' attempts to report and our attempts to gather data on this topic. We asked students about reporting without imposing a definition: responses reflect what each person considered reporting or not.

The vast majority of students who experience hostility do not report it to department leadership or outside the department.

Results from this question suggest that the vast majority of students who experience hostility do not report it to department leadership or outside the department. Ninety-two percent of respondents to this question experienced at least one incident that they did not report. Thirty-six percent of respondents reported at least one incident to leadership in the UA School of Sociology (Q23). Only two students had reported an incident outside of the department.

When asked to elaborate on their experiences with reporting, one student explained that they experienced “*open discouragement against reporting outside of the department; downplay of issue within & refusal to do anything; "these things just happen" as response & no formal help or support at all—reporting for myself & on behalf of an undergrad student.*”

Another student illustrated their experience of in department reporting as follows: *The first time I reported an event to faculty leadership I was told by [a professor] to toughen up. Then the complaint was passed from [that professor] to [a director] and I was given no follow-up/recap on how/if the issue was resolved. I also never received an apology from the faculty member who I reported.*

TABLE 3: WHY DO STUDENTS NOT REPORT HOSTILITY? (Q28)

	Percentage	Count
Did not think others would consider it a significant issue.	78%	18
Did not believe anything would be done.	61%	14
Fear of retaliation.	48%	11
Did not believe anything could be done.	43%	10
Did not consider it a significant enough issue to report.	35%	8
Did not know how to file a formal report.	30%	7
Knew of others who had negative experience with reporting	30%	7
Did not know they could file a formal report.	26%	6
Had previous negative experience with reporting	17%	4
Other [fill in the blank]	17%	4
N		23

Results suggest that these concerns were warranted. Twenty-eight percent (Q31) of students who had experienced or witnessed hostility reported that they experienced retaliation for talking about their experience with discrimination/hostility in the department. Fifty-five percent of students who reported hostility within the department were dissatisfied (very or moderately) with the process and 66% were dissatisfied (very or moderately) with the outcome (Q26-27). Despite low rates of reporting, half of respondents who experienced hostility spoke to their advisor about the hostility, 29% spoke with the non-advisor faculty members, and a quarter spoke to the person/people involved to address hostility (Q29).

Twenty-eight percent of students who experienced or witnessed hostility reported that they experienced retaliation for talking about their experience with discrimination/hostility in the department.

Based on their experience reporting, a student explained: *Because of my experiences, I would unfortunately recommend that other graduate students not speak up if they experienced what I did. Sympathetic faculty felt powerless to help me and people who did have power to do something treated the issue as no big deal, even though I know the faculty member had done similar things in the past.*

As expected, hostility has ripple effects throughout the graduate student community. Sixty percent of all student respondents reported that they have supported someone else in the department who experienced hostility in a number of ways, including giving advice or talking about the experience (Q20.A).

How does supporting each other through hostility affect students? (Q20.B)

Supporting peers who are experiencing hostility seems to have significant impacts on students:

- 66% said it shaped their overall experience in graduate school
- 48% said they would advise against someone joining the department as a result
- 38% said it took significant time away from their work
- 31% said it made them feel not welcome in the UA School of Sociology

Solutions to this issue should focus on the root cause—hostility—rather than attempting to prevent or discourage students from supporting each other. From personal experience and open-ended response data, we conclude that supporting each other leads to disenchantment with the department because we realize that students we recruit may not be treated with the respect and dignity they deserve. As one student wrote: *it felt like graduate students were supporting other graduate students with an issue of discrimination/hostility monthly, if not bi-weekly or even weekly. That's a lot of labor that eventually wears on your view of the integrity of the department.*

Financial Precarity

Financial insecurity is widespread among graduate students in UA Sociology. While there has been discussion of a \$2000 raise for graduate students at the university-level, this raise would not ameliorate financial insecurity given the breadth of grad students' concerns and struggles. Overall, nearly three-quarters of past and current students reported experiencing some level of financial insecurity, reporting their financial security ranging from “okay, I have to get creative sometimes to make ends meet” to “very poor, I experience extreme difficulty making ends meet.” (Q45).

73% of past and current students reported feeling some financial insecurity during their time in the program.

This financial insecurity is severe—nearly half (46%) of students could not afford an unexpected \$400 emergency cost without major financial strain, and one third of students “often worry” about paying for bills and other essential expenses (Q46)—and affects students’ wellbeing and professional success. One student shared the following experience with us: *I almost became homeless when I first arrived because it cost so much to travel here and live without an income until my first check arrived, plus paying to return home for breaks to do caregiving and attend my [family member’s] funeral. That left me almost homeless again the following summer.*

Students' financial precarity has resulted in students having to make serious professional and personal sacrifices. A large majority of students—81%—have depended on sources of funding besides their stipend *to make ends meet* (Q46). **Table 4** illustrates how students have strategized or sacrificed in an attempt to be financially stable.

TABLE 4: WHAT DO STUDENTS DO TO MAKE ENDS MEET? (Q47 AND Q48)

	% of respondents	Count
Applied for grants or fellowships*	80%	35
Borrowed money from family or friends	65%	26
Worked an additional job outside the department/university	58%	23
Skipped a conference/professional development event	55%	22
Avoided seeking medical services due to cost of co-pays	50%	20
Applied for loans or other assistance programs	30%	12
Applied for university jobs outside the department	25%	10
Applied for jobs outside the university	23%	9
Sold their belongings	15%	8
Applied for emergency funds	10%	6
Skipped meals	8%	4
Relied on food banks for groceries or meals	3%	3
Skipped paying bills or rent	3%	1
N		40

Our results suggest that students depend on additional sources of funding out of financial necessity—and that these sources are still not sufficient to ensure financial security. These financial difficulties had significant consequences for students' professional development and wellbeing.

Students' financial precarity is exacerbated by stigma against external employment in the department and, for international students, limited opportunities for outside funding sources due to restrictions on working outside the department and restricted access to US-based fellowships and grants. Despite the high number of respondents working outside the department, more than half of these students felt that they had to hide the fact that they worked other jobs from other students, and more than three-quarters felt they had to hide this fact from faculty (Q49.A1). Further, students' financial precarity impacts their experiences of belonging in the department. In the following section, we expand on the importance of belonging for department culture.

Recommendations

We recognize that graduate stipends are not set at the department level. Faculty who are concerned about this issue could:

- Use their longer tenure at UA to advocate for raises, faster reimbursement/funding up front for travel and research expenses, moving funds for students who relocate, and/or course preparation funds for canceled courses
- Create institutional support for finding external funding: identify funding opportunities (especially for pre-dissertation students) and help with application materials
- Prioritize finding summer funding for students, including first years, through university sources or by connecting students with external funding like internships, teaching opportunities, and RAships
- Recognize that students may work outside the department out of necessity
- Provide funds up-front rather than reimburse students after they pay expenses out-of-pocket
- Donate to the graduate student emergency fund
- Recognize financial precarity as a possible significant stress—do not assume that costs (for workshops, travel, publication, etc.) are inconsequential or even feasible for students
- Offer accommodations up-front—requiring that students inquire about options creates additional, avoidable barriers to accommodation
- Treat funding as a valid constraint in research design (for MA and dissertation) and work with students to identify viable workarounds and funding sources

Caregiving

Students' experiences with caregiving—particularly parenting—highlight how certain expectations/assumptions about who belongs in our community operate in an exclusionary fashion. More than a quarter of students (30%) reported having caregiving responsibilities (for a child, older relative, etc.) during their time in the program (Q48). A quarter of students reported that caregiving responsibilities presented a minor or major obstacle to their academic progress or the quality of their work at some point (Q53) and 69% of caregivers reported that these responsibilities took significant time away from their graduate work (Q49.B1). At the same time, 13% of students who answered the questions relating to hostility reported experiencing hostility based on these caregiving responsibilities (Q9) and 20% reported witnessing such hostility (Q9). The centrality of this exclusion varied for respondents: some felt it was minor and expressed very positive perceptions of the department overall, while others said it impacted their belonging. We can interpret/use these findings in a number of ways to better support caregiving students in our community, but we propose that a central way to interpret the experiences of graduate students who are caregivers is to evaluate how the structures and expectations around grad-

student life do not normatively take into account caregivers or other “non-traditional” life circumstances.

The fact that caregivers don’t seem to comfortably “belong” in this community especially comes through in the voices of student caregivers themselves. One student reflected on how the venues and times for socializing and building a professional community excluded caregivers: *The graduate studies program typically met every Friday at 1700 at a local pub/dining place. On the whole, I believe this was, and is, a wonderful opportunity for students and faculty to...mingle in a 'non-academic' setting. Personally, I found it very difficult to attend these gatherings due to my responsibilities as a parent / spouse. I felt the time slot and venue did not accommodate students like myself with family responsibilities—for that reason, I felt somewhat excluded in that respect...There just seemed to be a degree of disconnect, lack of understanding or consideration. Again, I believed this to be 'ok'—having kids is a life choice that comes with sacrifices; this was just one of many.*

Other students reflected on how aspects of their life and needs as caregivers and family members were invisible in our community, thereby mitigating their sense of belonging: *While members of the grad students and staff inquired, I was rarely asked by the faculty how my family was doing (e.g., how is your partner settled in?, need help finding school enrollment for kids?). This perhaps was intentional as to not to delve too deep into personal affairs, but it made the faculty seem 'cold' to the fact that my family displaced themselves from our previous location so that I could attend the PhD program. Overall, there was a noticeable lack of family consideration from the faculty that impacted my 'sense of belonging' to some degree.*

The normative and restrictive assumptions about who belongs and what a graduate student’s responsibilities ought to entail were voiced by some graduate students as well. As one respondent described: *A graduate student without children [asked] what I had been up to that week. When I answered caring for a sick child, she said “No, but like, what have you been doing?” That specific instance, but also general apathy and aloofness about my caregiving responsibilities.*

The COVID-19 Pandemic

The surge of a global pandemic presented unprecedented challenges for graduate students, faculty, and staff. Students feel that COVID-19 has exacerbated previous barriers to success. The pandemic has affected students both personally and academically. Eighty-five percent of current students indicated that the pandemic has worsened their mental and/or physical health (Q34). Further, 73% of current students reported that the pandemic has negatively impacted their ability to perform academically (Q34).

Students mostly feel that faculty and advisors have been sympathetic to pandemic stresses and consequences. One respondent explained: *I have personally really [appreciated] [Leadership’s] recent efforts to maintain frequent and candid communication with graduate students. I feel they heard graduate students' concerns regarding transparency and concerns with communication and have immediately begun to improve their communication efforts.*

While it is important that faculty express sympathies, fewer students thought there have been concrete actions attached to those sympathies. While three quarters of students (77%) agree that faculty have been sympathetic about pandemic stressors and consequences, only a little more than half (54%) thought that faculty have taken action to ameliorate these stresses and consequences (Q34). One respondent explained: *Generally speaking, the 'I know everything is tough right now' sentiment needs to translate into actual practice. Change the actual, real, tangible expectation of assignments and deadlines. Actually demonstrate compassion rather than pretending to feel it but maintaining elitist views about productivity, graduate school requirements, and responsibility. I will never forget how zero of the assignments in my classes were changed to reflect the catastrophe that was March-May of 2020.* Relatedly, while 65% indicated that their advisor had demonstrated sympathy surrounding pandemic stressors and consequences, only 46% reported that their advisor took action to ameliorate these stresses and consequences (Q34).

While 77% of students agree that faculty have been sympathetic about pandemic stressors and consequences, only 54% thought that faculty have taken action to ameliorate these stresses and consequences (Q34).

Our previously discussed findings indicate that students experience serious financial precarity while they are in the program (see the [financial precarity](#) section for more detail). Forty-six percent of students indicated that the pandemic has increased their financial stress (Q34). While one might think that the stimulus checks would ameliorate financial stress, this does not seem to be the case for graduate students who are currently in the program. Overall, the pandemic seems to be exacerbating many of the problems that students were facing pre-pandemic.

Recommendations

Thanks to rising vaccination rates, we appear to be moving toward more traditional department operations in Fall 2021. However, the pandemic will undoubtedly have lasting impacts on students' wellbeing and productivity. Actions can and should be taken to support students who have been negatively impacted by the pandemic over the last year.

- Recognize that the pandemic significantly disrupted many students' research and negatively impacted their mental and physical health. It will take time for students to heal from more than a year's worth of trauma. Do not expect that people will be back to 100% as soon as university operations are in person again.
- Continue to consider the pandemic when evaluating students' annual performance and their progress in the program for the next two years.
- Recognize that students' experiences of the pandemic varied widely: do not compare students or use one student's achievements during this time as a baseline for others.
- It is still unclear how the job market will be impacted by the pandemic. The department should continue to support students further along in the program as they attempt to navigate through the job market process.
- Create [permission structures](#) that encourage students to rest and take their mental and physical health seriously.

The Future of UA Sociology

As a group, we use various, often-interchangeable terms to refer to ourselves in the School of Sociology—we are a “department,” a “school,” a “faculty and student body,” “cohorts,” and “colleagues.” As we turn toward synthesizing the findings of this report into recommendations for moving forward and into starting points for productive conversations, we would like to advance a framework in which we name and think about ourselves as a “community.” Community connotes what is fundamentally collaborative and human about our group, what our group does, who gets to do it, and the supportive resources and cultures that those of us in this group mutually sustain and use. Community is not separate from professional success or intellectual pursuits; it is a critical foundation for them. This is why throughout the report, we reference community, refer to ourselves as community members, and acknowledge the impact that hostility and insecurity has on our community.

Our report demonstrates areas of strength as a community and places where we can improve. At the end of the survey, we solicited suggestions from respondents about ways they think the climate could be improved. In this section, we share both the findings from this question and some of our own suggestions for continuing these conversations and improving the climate of UA Sociology.

First, students are looking for a place to express concerns where they will be taken seriously and be safe from retaliation. In creating this survey and report, we grappled with the ambiguity of reporting versus asking for advice or guidance from faculty. We recommend that faculty address this ambiguity directly; when students come to you with issues or concerns, ask what they might need out of that conversation and support them in their goals. Given our findings that most people are not reporting because they don't think their issues will be taken seriously (see the [Reporting](#) section), a formal reporting system should also be flexible and equipped to address a range of needs (creating a record of behavior, providing a channel for the issue to be addressed, etc.). Fear of retaliation by faculty or administrators is a real concern for graduate students when it comes to their ability to report behaviors that have been harmful. As one respondent wrote: *Students should not have to fear retaliation from the department for reporting experiencing or witnessing discrimination or microaggressions.*

The second clear prescription that respondents made is to hire more diverse faculty, both in terms of their social identities (e.g., race, ethnicity, gender identity, sexual orientation) and in diversity of intellectual endeavors. One student requested *more diverse faculty in terms of racial/ethnic backgrounds, research areas, and research methods*. Given that the department is hiring for three positions over the next year, we have the ability to be intentional about who we hire into the department. Hiring practices need to intentionally seek out people who are underrepresented in our department and in academia broadly, taking systemic barriers that potential hires might have faced into account when thinking about how much they publish, where they are able to publish, and where they went to graduate school.

While a number of respondents suggested expanding faculty diversity through hiring, we think it's important to acknowledge that just increasing the racial and ethnic diversity of our faculty will not solve departmental problems. Diversity, equity, and inclusion require that systemic barriers to success are actively deconstructed—even if those barriers arose from good intentions or ignorance. Hiring new faculty will not address the issues identified in this report if new hires are not committed to equity in every aspect of their work—regardless of their social identities—or if they face barriers to belonging and thriving in our community. When we hire new faculty, it is imperative that as a community we reflect on the possible barriers new hires might face with regard to success and work to actively support them.

Our data illustrate how hostility functions to exclude students from our community. It is a serious issue even if only one member of a community is experiencing discrimination or microaggressions based on some aspect of their identity. As we have demonstrated, this hostility also negatively impacts others in the department. We included witnessing hostility and supporting others with hostility because we knew from our own experiences that hostility based on group membership—even if we do not share that group membership—changed our perceptions of the department and our places in it. Our results demonstrate that these experiences were shared. Racism, transphobia, classism, xenophobia, sexism, and other forms of hostility—no matter how accidental or well-intentioned—poison the water we all swim in. Witnessing someone dismissing, othering, singling out, or demeaning a colleague makes everyone in the

room aware that our colleagues and peers are not valued as equals and that our presence there is conditional on our conformity.

However, we have hope for the future of our department. Part of our work moving forward is to create a shared vision for the department and graduate program. We hope this survey opens the possibility for explicit conversations about our expectations and normative beliefs about what the department can, could, and should do. If we did this survey again in one, three, or five years, how would we want these results to change? What are we striving for and what are we satisfied with? We expect differences of opinion among graduate students and among faculty on these issues and we welcome the process of coming to shared goals and ideals for the future. We expect that many of the issues we identified—including the finding that mental and physical health challenges a major obstacle to success for almost half (46%) of current students—can be improved upon with feasible changes to the program.

If we did this survey again in one, three, or five years, how would we want these results to change? What are we striving for and what are we satisfied with?

We view removing and reducing the barriers we identified in this report as a critical goal for the future. Addressing hostility, financial precarity and stigma, exclusion of caregivers, and the challenges of the COVID-19 pandemic are a critical prerequisite for students' professional success and holistic wellbeing. We hope that future department work will focus on cultivating community belonging. Belonging, to us, means that a person's aspirations, practices, and voice are recognized as valid by the group. It means that people can access the resources and support they need to meet those goals without risk to their safety or wellbeing; it means their presence in our community is not met with hostility or erasure, nor are they required to radically assimilate in order to escape hostility or to be seen. A sense of belonging is fundamental for all members—faculty, staff, and students alike—to flourish as scholars and do their best work without fear for their safety or dignity.

On that note, we hope that one of the takeaways from this report will be recognition of the profound variation within the graduate student body. Even students with shared backgrounds or characteristics have different needs, perspectives, desires, and goals. We hope that both individual and collective conversations will recognize and celebrate these differences. Creating an inclusive department—whatever we take that to mean—will be a process that requires flexibility, reflectiveness, and responsiveness. We do not view the challenges we have identified here as things that can be resolved in a single semester of hard work, but rather as evidence that we must cultivate an orientation to the diversity of needs and perspectives within our school. In a sense, these challenges are evidence of successful diversification in the graduate student body. As this work continues, new challenges and opportunities will arise. We hope this project provides a foundation for *making explicit* the norms and values that operate as we build our community.

Overall, we have findings to celebrate and efforts toward inclusion that are certainly worth honoring. We have a diverse graduate student body, many of whom are committed to fostering inclusion and equity in this community. Many students report that they feel included and that their work is valued. A collaborative and supportive community exists among graduate students as well, as students report that they can turn to their colleagues for support. We celebrate the fact that many students feel committed to their community here and feel, at least to some degree, that they belong and can flourish here. These strengths of our community are a fruitful starting point for our discussions about how we can further build on this commitment and sense of belonging.

Appendix

Data Tables

Below, we present full data for every question referenced in the report above. For all tables in this section, percentages may sum to more than 100 due to rounding to the nearest integer. Data not provided below is available upon request.

Q3 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>I am/was satisfied with the overall climate in the School of Sociology at the University of Arizona.</i>						
	Overall		Past		Current	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	14	7	29	7	0	0
Agree	41	21	33	8	48	13
Neither agree nor disagree	10	5	0	0	19	5
Disagree	24	12	38	9	11	3
Strongly disagree	12	6	0	0	22	6
N	51		24		27	

Q5.1 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>I feel/felt valued.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	18	9	0	0	39	9
Agree	41	20	58	15	22	5
Neither agree nor disagree	22	11	23	6	22	5
Disagree	12	6	12	3	13	3
Strongly disagree	6	3	8	2	4	1
N	49		26		23	

Q5.2 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>I feel/felt socially included.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	15	7	4	1	26	6
Agree	38	18	48	12	26	6
Neither agree nor disagree	29	14	24	6	35	8
Disagree	15	7	20	5	9	2
Strongly disagree	4	2	4	1	4	1
N	48		25		23	

Q5.3 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>I feel/felt intellectually included.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	16	8	12	3	22	5
Agree	51	25	62	16	39	9
Neither agree nor disagree	10	5	0	0	22	5
Disagree	20	10	23	6	17	4
Strongly disagree	2	1	4	1	0	0
N	49		26		23	

Q5.4 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>My research is/was valued.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	21	10	19	5	23	5
Agree	33	16	38	10	27	6
Neither agree nor disagree	19	9	15	4	23	5
Disagree	19	9	19	5	18	4
Strongly disagree	8	4	8	2	9	2
N	48		26		22	

Q5.5 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>My work as a TA/RA is/was valued.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	29	14	23	6	36	8
Agree	33	16	42	11	23	5
Neither agree nor disagree	19	9	12	3	27	6
Disagree	13	6	19	5	5	1
Strongly disagree	6	3	4	1	9	2
N	48		26		22	

Q5.6 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>My work as an instructor is/was valued.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	18	7	20	4	16	3
Agree	21	8	25	5	16	3
Neither agree nor disagree	31	12	20	4	42	8
Disagree	26	10	30	6	21	4
Strongly disagree	5	2	5	1	5	1
N	39		20		19	

Q5.7 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>UA Sociology was a place where I feel/felt supported in taking any career path.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	10	5	4	1	19	4
Agree	42	20	54	14	27	6
Neither agree nor disagree	17	8	12	3	23	5
Disagree	25	12	31	8	18	4
Strongly disagree	6	3	0	0	14	3
N	48		26		22	

Q5.8 - Thinking back to your time in UA School of Sociology, please indicate how strongly you agree or disagree with each of the following statements: <i>UA Sociology was a place where I can/could flourish.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	10	5	8	2	13	3
Agree	42	20	38	10	43	10
Neither agree nor disagree	17	8	27	7	4	1
Disagree	23	11	15	4	30	7
Strongly disagree	10	5	12	3	9	2
N	48		26		23	

Q6.1 - Please indicate how the following aspects of workplace culture in the School of Sociology have affected your wellbeing during your time in the program: <i>work hour flexibility</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Very helpful	31	15	27	7	35	8
Helpful	49	24	54	14	43	10
No impact	16	8	15	4	17	4
Harmful	4	2	4	1	4	1
Very harmful	0	0	0	0	0	0
N	49		26		23	

Q6.3 - Please indicate how the following aspects of workplace culture in the School of Sociology have affected your wellbeing during your time in the program: <i>graduate student attitudes</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Very helpful	20	10	19	5	22	5
Helpful	41	20	38	10	43	10
No impact	18	9	15	4	22	5
Harmful	16	8	19	5	13	3
Very harmful	4	2	8	2	0	0
N	49		26		23	

Q6.4 - Please indicate how the following aspects of workplace culture in the School of Sociology have affected your wellbeing during your time in the program: <i>faculty attitudes</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Very helpful	12	6	8	2	17	4
Helpful	41	20	35	9	48	11
No impact	12	6	19	5	4	1
Harmful	24	12	23	6	26	6
Very harmful	10	5	15	4	4	1
N	49		26		23	

Q6.5 - Please indicate how the following aspects of workplace culture in the School of Sociology have affected your wellbeing during your time in the program: <i>staff attitudes</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Very helpful	45	22	46	12	43	10
Helpful	39	19	42	11	35	8
No impact	14	7	12	3	17	4
Harmful	2	1	0	0	4	1
Very harmful	0	0	0	0	0	0
N	49		26		23	

Q7.3 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: <i>I do/did not experience discrimination or hostility from other graduate students.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	35	17	23	6	48	11
Agree	20	10	19	5	22	5
Neither agree nor disagree	10	5	15	4	4	1
Disagree	31	15	35	9	26	6
Strongly disagree	4	2	8	2	0	0
N	49		26		23	

Q7.4 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: <i>I could go to other graduate students for advice (on teaching, coursework, program requirements, etc).</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	57	28	50	13	65	15
Agree	33	16	38	10	26	6
Neither agree nor disagree	8	4	8	2	9	2
Disagree	2	1	4	1	0	0
Strongly disagree	0	0	0	0	0	0
N	49		26		23	

Q7.5 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: <i>I have/had as many friends in the department as I want(ed) to have.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	29	14	19	5	39	9
Agree	18	9	12	3	26	6
Neither agree nor disagree	20	10	27	7	13	3
Disagree	27	13	38	10	13	2
Strongly disagree	6	3	4	1	9	2
N	49		26		23	

Q7.6 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: *I rarely feel/felt lonely or alienated from other graduate students in the department.*

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	16	8	12	3	22	5
Agree	22	11	15	4	30	7
Neither agree nor disagree	22	11	31	8	13	3
Disagree	29	14	31	8	26	6
Strongly disagree	10	5	12	3	9	2
N	49		26		23	

Q7.7 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: *Other graduate students were/are friendly and welcoming.*

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	35	17	23	6	48	11
Agree	35	17	35	9	35	8
Neither agree nor disagree	24	12	35	9	13	3
Disagree	2	1	0	0	4	1
Strongly disagree	4	2	8	2	0	0
N	49		26		23	

Q7.8 - Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology: *Students in the department work(ed) well together.*

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	29	14	16	4	43	10
Agree	40	19	52	13	26	6
Neither agree nor disagree	25	12	20	5	30	7
Disagree	2	1	4	1	0	0
Strongly disagree	4	2	8	2	0	0
N	48		25		23	

Q8 - During your time in the department, have you personally experienced or witnessed discrimination, unfair treatment, microaggressions, and/or hostility?						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Yes	61	30	65	17	56	13
No	31	15	27	7	35	8
Prefer not to say	8	4	8	2	9	2
N	49		26		23	

Q9 - Which of the following factors did you personally experience or witnessed discrimination, unfair treatment, microaggressions, and/or hostility based on?						
	Overall		Experienced		Witnessed	
	Percentage	Count	Percentage	Count	Percentage	Count
Racial/ethnic identity	57	17	23	7	33	10
Sex	40	12	23	7	17	5
Gender identity	70	21	10	3	60	18
Sexual orientation	30	9	10	3	20	6
Disability	17	5	10	3	7	2
Caregiving responsibilities	33	10	13	4	20	6
Religion	7	2	3	1	3	1
Political views	37	11	20	6	17	5
Social class	47	14	27	8	20	6
Age	20	6	10	3	10	3
Citizenship status	17	5	7	2	10	3
Cultural differences	37	11	13	4	23	7
English fluency	50	15	13	4	37	11
Based on a factor other than those listed above	30	9	13	4	17	5
N	30		25		24	

Q11 - In what context(s) did these events related to [factor reported in Question 9] take place? Please check all that apply.			
	Overall	Current	Past
	Count	Count	Count
In a graduate class	81	54	24
While TA-ing	18	13	5
While RA-ing	1	1	0
In a private meeting with a faculty member	34	22	12
During an informal social gathering (e.g. happy hour)	31	12	19
During a formal social gathering (e.g. Brownbag, official dept. party)	34	21	13
Somewhere else (please specify)	36	26	10
Not sure	4	3	1
Count Total	239	152	84
N	29	17	12
Note: Participants could select multiple and answered for each factor they experienced or witnessed, so percentages are not presented.			

Q12 - What is the total number of times you personally experienced or witnessed discrimination/unfair treatment/hostility/microaggressions? This includes experiences based on any of the factors you checked above.												
		0 times		1 time		2 or 3 times		4 or more		Not sure		N
		Perce nt	Cou nt	Perce nt	Cou nt	Perce nt	Cou nt	Perce nt	Cou nt	Perce nt	Cou nt	
All	<i>Experienc ed</i>	0%	0	12%	3	28%	7	44%	11	16%	4	2 5
	<i>Witnesse d</i>	4%	1	4%	1	26%	6	48%	11	17%	4	2 3
Curre nt	<i>Experienc ed</i>	0%	0	7%	1	20%	3	60%	9	13%	2	1 5
	<i>Witnesse d</i>	0%	0	7%	1	13%	2	60%	9	20%	3	1 5
Past	<i>Experienc ed</i>	0%	0	20%	2	40%	4	20%	2	20%	2	1 0
	<i>Witnesse d</i>	13%	1	0%	0	50%	4	25%	2	13%	1	8

Q13 - When you personally experienced and/or witnessed discrimination/unfair treatment/hostility/microaggressions, which of the following describes the responsible party/parties?
Note: This includes all relevant experiences, based on any of the factors you checked above. Please do not include experiences involving faculty, students, or staff in non-sociology departments.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Faculty	83	24	94	16	67	8
Graduate Students	76	22	76	13	75	9
Staff	7	2	6	1	8	1
Undergraduate students	17	5	24	4	8	1
Other	7	2	6	1	8	1
N		29		17		12

Question 13. Cross-tab by Current/Past/Left

Q13: When you personally experienced and/or witnessed discrimination/unfair treatment/hostility/microaggressions, which of the following describes the responsible party?

Note: This includes all relevant experiences based on any of the factors you checked above. Please do not include experiences involving faculty, students, or staff in non-sociology departments.

	Current		Graduated		Left Before Graduation	
	Percentage	Count	Percentage	Count	Percentage	Count
Faculty	94	16	67	6	67	2
Graduate students	76	13	78	7	67	2
Undergraduates	24	4	0	0	33	1
Staff	6	1	11	1	0	0
Other	6	1	11	1	0	0
Total		17		9		3

Q16 - During your time as a student studying sociology, have you ever done any of the following to avoid possible harassment, discrimination, microaggressions, or unfair or disrespectful treatment by one or more faculty member(s)? Please check all that apply.						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not presented your question, idea, or view at your school or place of work	61	17	63	10	58	7
Not participated in a conference	0	0	0	0	0	0
Not spoken/participated in class or meetings	71	20	69	11	75	9
Not applied to an external or internal fellowship/grants opportunity	18	5	13	2	25	3
Not attended social events after class or at work	71	20	75	12	67	8
Changed the topic, content, or method of a class you teach	4	1	6	1	0	0
Changed the content, method, or conclusions of a research paper	11	3	6	1	17	2
Changed one or more comprehensive exam topic to avoid a grader	21	6	19	3	25	3
Not started or continued research in a particular field	36	10	19	3	58	7
Felt like you had to work harder than your classmates/colleagues to be perceived as a competent scholar	54	15	44	7	67	8
Other (please specify)	11	3	13	2	8	1
None of the above	7	2	0	0	17	2
N	28		16		12	

Q17.1 - Please indicate the extent to which you agree with the following statements: Note, "this experience" refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed. <i>This experience shaped my overall experience of graduate school.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	52	14	56	9	45	5
Agree	22	6	19	3	27	3
Neither agree nor disagree	15	4	6	1	27	3
Disagree	11	3	19	3	0	0
Strongly disagree	0	0	0	0	0	0
Unsure	0	0	0	0	0	0
N	27		16		11	

Q17.2 - Please indicate the extent to which you agree with the following statements: Note, "this experience" refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed.

This experience took significant time away from my work.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	30	8	38	6	18	2
Agree	22	6	25	4	18	2
Neither agree nor disagree	11	3	0	0	27	3
Disagree	30	8	25	4	36	4
Strongly disagree	7	2	13	2	0	0
Unsure	0	0	0	0	0	0
N	27		16		11	

Q17.4 - Please indicate the extent to which you agree with the following statements: Note, "this experience" refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed.

This experience negatively affected my mental health.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	37	10	38	6	36	4
Agree	37	10	38	6	36	4
Neither agree nor disagree	7	2	6	1	9	1
Disagree	15	4	13	2	18	2
Strongly disagree	4	1	6	1	0	0
Unsure	0	0	0	0	0	0
N	27		16		11	

Q17.8 - Please indicate the extent to which you agree with the following statements: Note, "this experience" refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed.

This experience negatively affected the jobs I have/will apply/applied to post-PhD.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	26	7	25	4	27	3
Agree	11	3	13	2	9	1
Neither agree nor disagree	19	5	13	2	27	3
Disagree	11	3	6	1	18	2
Strongly disagree	30	8	38	6	18	2
Unsure		1	6	1	0	0
N	27		16		11	

Q17.9 - Please indicate the extent to which you agree with the following statements: Note, "this experience" refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed. <i>Because of this experience, I would advise someone against joining the UA School of Sociology.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	26	7	19	3	36	4
Agree	22	6	25	4	18	2
Neither agree nor disagree	26	7	25	4	27	3
Disagree	11	3	6	1	18	2
Strongly disagree	15	4	25	4	0	0
Unsure	0	0	0	0	0	0
N	27		16		11	

Q18 - When you personally experienced and/or witnessed discrimination/unfair treatment/hostility/microaggressions, which of the following describes the responsible party/parties? Note: This includes all relevant experiences, based on any of the factors you checked above. Please do not include experiences involving faculty, students, or staff in non-sociology departments.						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Access to RAships	23	6	17	4	11	2
Access to advisors	19	5	13	3	11	2
Access to quality advising	23	6	13	3	17	3
Access to desirable TA or course assignments	23	6	13	3	17	3
Access to job market support (advice, preparations)	19	5	13	3	11	2
Other (please specify)	8	2	4	1	6	1
None of the above	46	12	29	7	28	5
N	55		24		18	

Q23 - Which of the following best describes your reporting in response to discrimination, microaggressions, or hostility that you personally experienced? Check all that apply.		
	Percentage	Count
I have reported at least one incident formally to offices outside of the department (e.g. Title IX, DEI office, DRC).	8	2
I have reported at least one incident to leadership in the UA School of Sociology (DGS, Director).	36	9
I have experienced at least one incident that I did not formally report within or outside of the department.	92	23
N=25		

Q24 - When you experienced discrimination/hostility and <i>filed a formal report outside the department...</i> how satisfied were you by the <i>process</i> of reporting?		
	Overall	
	Percentage	Count
Very dissatisfied	50	1
Moderately dissatisfied	0	0
Neither satisfied nor dissatisfied	0	0
Moderately satisfied	50	1
Very satisfied	0	0
N		2

Q25 - When you experienced discrimination/hostility and <i>filed a formal report outside the department...</i> how satisfied were you by the <i>outcome</i> of reporting?		
	Overall	
	Percentage	Count
Very dissatisfied	0	0
Moderately dissatisfied	100	2
Neither satisfied nor dissatisfied	0	0
Moderately satisfied	0	0
Very satisfied	0	0
N		2

Q26 - When you experienced discrimination/hostility and <i>reported an incident within the department...</i> how satisfied were you by the <i>process</i> of reporting?		
	Overall	
	Percentage	Count
Very dissatisfied	56	5
Moderately dissatisfied	0	0
Neither satisfied nor dissatisfied	11	1
Moderately satisfied	11	1
Very satisfied	22	2
N		9

Q27 - When you experienced discrimination/hostility and <i>reported an incident within the department...</i> how satisfied were you by the <i>outcome</i> of reporting?		
	Overall	
	Percentage	Count
Very dissatisfied	44	4
Moderately dissatisfied	22	2
Neither satisfied nor dissatisfied	11	1
Moderately satisfied	22	2
Very satisfied	0	0
N		9

Q28 - When you experienced discrimination/hostility and did not file a report, which of the following reasons affected your decision not to file a report?		
	Overall	
	Percentage	Count
I did not know if I could file a formal report.	26	6
I did not know how to file a formal report.	30	7
I was afraid of retaliation.	48	11
I did not believe anything could be done.	43	10
I did not believe anything would be done.	61	14
I did not consider it a significant enough issue to report.	35	8
I did not think others would consider it a significant enough issue to report.	78	18
I had previously filed a report and the experience was negative.	17	4
I knew of other people who previously filed a report and the experience was negative.	30	7
Other	17	4
N = 23		

Q29 - People might address discrimination, hostility, microaggressions, and unfair treatment in a number of ways other than reporting. Which, if any, of the following have you ever done in response to discrimination/hostility that you experienced:		
	Overall	
	Percentage	Count
Discussed the issue with the person/people involved	25	7
Changed your own behavior	54	15
Talked with your advisor in the department	50	14
Talked with the School of Sociology Director	25	7
Talked with the Director of Graduate Studies	29	8
Talked with School of Sociology faculty members (not advisor)	29	8
Talked with other students in the sociology department	79	22
Talked with the Ombudsperson	25	7
Talked with mentors/advisors outside of the department	36	10
Talked with family and friends outside of the department	79	22
Something else	7	2
Nothing	7	2
N = 28		

Q31 - To what extent do you agree with the following statement: "I have experienced retaliation for talking about my experience with discrimination/hostility in the department."		
	Overall	
	Percentage	Count
Strongly agree	17	5
Agree	10	3
Neither agree nor disagree	21	6
Disagree	21	6
Strongly disagree	31	9
Prefer not to say	0	0
N	29	

Q20.A - During your time in the department, have you ever supported someone else in the department who was experiencing discrimination/hostility/microaggressions/unfair treatment? Support includes giving advice, talking about the experience, and so on. If you supported someone, please select yes even if you did not personally witness the event(s).		
	Overall	
	Percentage	Count
Yes	60	29
No	31	15
Prefer not to say	8	4
N	48	

Q20.B1 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements: <i>This experience shaped my overall experience of graduate school.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	38	11	44	8	27	3
Agree	28	8	28	5	27	3
Neither agree nor disagree	17	5	11	2	27	3
Disagree	14	4	17	3	9	1
Strongly disagree	3	1	0	0	9	1
Unsure	0	0	0	0	0	0
N	29		18		11	

Q20.B2 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements:

This experience took significant time away from my work.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	17	5	28	5	0	0
Agree	21	6	22	4	18	2
Neither agree nor disagree	14	4	11	2	18	2
Disagree	34	10	28	5	45	5
Strongly disagree	14	4	11	2	18	2
Unsure	0	0	0	0	0	0
N	29		18		11	

Q20.B4 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements:

This experience negatively affected my mental health.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	14	4	22	4	0	0
Agree	24	7	28	5	18	2
Neither agree nor disagree	17	5	17	3	18	2
Disagree	28	8	17	3	45	5
Strongly disagree	17	5	17	3	18	2
Unsure	0	0	0	0	0	0
N	29		18		11	

Q20.B6 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements:

This experience made me feel that I am not welcome in the UA School of Sociology..

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	10	3	11	2	9	1
Agree	21	6	28	5	9	1
Neither agree nor disagree	21	6	17	3	27	3
Disagree	28	8	22	4	36	4
Strongly disagree	21	6	22	4	18	2
Unsure	0	0	0	0	0	0
N	29		18		11	

<p>Q20.B8 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements: <i>This experience affected the jobs I applied to/will apply to post-PhD.</i></p>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	18	5	22	4	10	1
Agree	21	6	28	5	10	1
Neither agree nor disagree	7	2	6	1	10	1
Disagree	21	6	17	3	30	3
Strongly disagree	29	8	22	4	40	4
Unsure	4	1	6	1	0	0
N	28		18		10	

<p>Q20.B9 - Thinking about any of the times you supported a person or people dealing with discrimination/hostility in the School of Sociology, please indicate the extent to which you agree with the following statements: <i>Because of this experience, I would advise someone against joining the UA School of Sociology.</i></p>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	24	7	17	3	36	4
Agree	24	7	28	5	18	2
Neither agree nor disagree	7	2	11	2	0	0
Disagree	17	5	17	3	18	2
Strongly disagree	24	7	22	4	27	3
Unsure	3	1	2	1	0	0
N	29		18		11	

<p>Q34.1 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements: <i>The pandemic has negatively impacted my ability to perform academically.</i></p>		
	Current	
	Percentage	Count
Strongly agree	50	13
Agree	23	6
Neither agree nor disagree	15	4
Disagree	12	3
Strongly disagree	0	0
N	26	

Q34.3 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements:

The pandemic has negatively impacted my mental and/or physical health.

	Current	
	Percentage	Count
Strongly agree	35	9
Agree	50	13
Neither agree nor disagree	12	3
Disagree	4	1
Strongly disagree	0	0
N	26	

Q34.4 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements:

The pandemic has increased my financial stress.

	Current	
	Percentage	Count
Strongly agree	27	7
Agree	19	5
Neither agree nor disagree	23	6
Disagree	27	7
Strongly disagree	4	1
N	26	

Q34.5 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements:

I feel that faculty have been sympathetic about pandemic stressors and consequences.

	Current	
	Percentage	Count
Strongly agree	12	3
Agree	65	17
Neither agree nor disagree	19	5
Disagree	0	0
Strongly disagree	4	1
N	26	

Q34.6 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements: <i>I feel that faculty have taken actions to ameliorate pandemic stressors and consequences..</i>		
	Current	
	Percentage	Count
Strongly agree	12	3
Agree	42	11
Neither agree nor disagree	23	6
Disagree	19	5
Strongly disagree	4	1
N		26

Q34.7 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements: <i>I feel that my advisor has been sympathetic about pandemic stressors and consequences..</i>		
	Current	
	Percentage	Count
Strongly agree	27	7
Agree	39	10
Neither agree nor disagree	19	5
Disagree	15	4
Strongly disagree	0	0
N		26

Q34.8 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements: <i>I feel that my advisor has taken actions to ameliorate pandemic stressors and consequences.</i>		
	Current	
	Percentage	Count
Strongly agree	19	5
Agree	27	7
Neither agree nor disagree	23	6
Disagree	31	8
Strongly disagree	0	0
N		26

Q34.9 - The following question is specific to your experiences in the School of Sociology during the COVID-19 pandemic. Please indicate how strongly you agree or disagree with each of the following statements:

I feel that staff have been understanding of pandemic stressors and consequences.

	Current	
	Percentage	Count
Strongly agree	31	8
Agree	42	11
Neither agree nor disagree	23	6
Disagree	4	1
Strongly disagree	0	0
N		26

Q37 - During your time in the UA school of sociology, have you ever considered leaving the program?

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Yes	54	22	54	14	53	8
No	41	17	38	10	47	7
Prefer not to say	5	2	8	2	0	0
N		41		26		15

Q38 - How seriously have you considered leaving the program?

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not seriously at all	5	1	0	0	13	1
Somewhat seriously	68	15	64	9	75	6
Seriously, made some plans	9	2	14	2	0	0
Very seriously, made/took concrete steps to exit the department	18	4	21	3	13	1
N		22		14		8

Q40 - Which of the following are the most important reasons you have considered leaving the program? (select up to 4)						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
The stresses and demands of graduate school became overwhelming	27	6	7	1	63	5
New or worsening anxiety and/or depression, worsening mental health	45	10	57	8	25	2
Difficulty balancing graduate school with familial/caregiving responsibilities or other life demands	32	7	29	4	38	3
This program is not a good fit for me	45	10	57	8	25	2
I do not have a good working relationship with my mentor(s)/advisor(s)	27	6	36	5	13	1
My ideas and research are not a good fit for this program	36	8	50	7	13	1
I can not or do not want to manage financial hardships	14	3	14	2	13	1
Too much of my time is taken up addressing DEI issues	14	3	21	3	0	0
I do not feel welcome in the department due to [factors listed in Q9].	36	8	50	7	13	1
I want to pursue other opportunities that I don't need a PhD for	9	2	7	1	13	2
Other	14	3	14	2	13	1
N	22		14		8	

Q45 - Overall, how would you describe your financial security during your time as a graduate student?						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Very good, it was generally easy for me to make ends meet	27	13	19	5	36	8
Okay, I have to get creative sometimes to make ends meet	50	24	62	16	36	8
Poor, I often have difficulty making ends meet	17	8	15	4	18	4
Very poor, I experience extreme difficulty making ends meet.	6	3	4	1	9	2
N	48		26		22	

Q46.1 - Please indicate how strongly you agree or disagree with the following statements:
The funding/stipend I earn(ed) as a graduate student is/was enough to support myself and make ends meet without financial strain.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	6	3	0	0	14	3
Agree	13	6	8	2	18	4
Neither agree nor disagree	17	8	19	5	14	3
Disagree	35	17	42	11	27	6
Strongly disagree	29	14	31	8	27	6
Not applicable	0	0	0	0	0	0
N	48		26		22	

Q46.2 - Please indicate how strongly you agree or disagree with the following statements:
I can/could afford an unexpected \$400 emergency cost without major financial strain.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	10	5	4	1	18	4
Agree	33	16	38	10	27	6
Neither agree nor disagree	8	4	8	2	9	2
Disagree	21	10	23	6	18	4
Strongly disagree	25	12	23	6	27	6
Not applicable	0	0	4	1	0	0
N	48		26		22	

Q46.3 - Please indicate how strongly you agree or disagree with the following statements:
I depend(ed) on money from sources other than my stipend to make ends meet.

	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	60	29	69	18	50	11
Agree	21	10	15	4	27	6
Neither agree nor disagree	2	1	4	1	0	0
Disagree	15	7	12	3	18	4
Strongly disagree	2	1	0	0	5	1
Not applicable	0	0	0	0	0	0
N	48		26		22	

Q46.4 - Please indicate how strongly you agree or disagree with the following statements: <i>I am/was often worried about how I will/would pay for bills and other essential expenses.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	17	8	15	4	18	4
Agree	17	8	19	5	14	3
Neither agree nor disagree	17	8	19	5	14	3
Disagree	35	17	35	9	36	8
Strongly disagree	13	6	8	2	18	4
Not applicable	0	0	4	1	0	0
N	48		26		22	

Q47 - Did you ever do any of the following to help you make ends meet? Check all that apply.						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Worked an additional job outside the department/university to supplement your graduate stipend	58	23	65	15	47	8
Applied for university jobs outside the department	25	10	39	9	6	1
Applied for jobs outside the university	23	9	30	7	12	2
Applied for loans or other assistance programs (not including professional or research grants)	30	12	22	5	41	7
Applied for emergency funds	10	4	13	3	6	1
Borrowed money from family or friends	65	26	74	7	53	9
Skipped a conference or professional development event because you could not afford fees or travel expenses	55	22	61	14	47	8
Sold your belongings	15	6	13	3	18	3
Skipped meals	8	3	9	2	6	1
Relied on food banks for groceries or meals	3	1	0	0	6	1
Skipped paying bills or rent	3	1	4	1	0	0
Avoided seeking medical services due to cost of co-pays	50	20	52	12	47	8
Other	20	8	17	4	24	4
N	40		23		17	

Q48 - During your time in the UA School of Sociology PhD program, please select all that apply to indicate whether you:						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Worked additional jobs to supplement your graduate funding/assistantship stipend	50	22	24	14	15	8
Had caregiving responsibilities (for a child, older relative, etc)	30	13	10	9	13	7
Spent time finding affordable food	34	15	14	8	13	7
Dealt with loan agents, banks, credit agencies, or bill collectors	25	11	10	6	9	5
Applied for funding (loans, assistance programs, emergency)	34	15	9	5	19	10
Applied for grants or fellowships	80	35	33	19	30	16
N	44		22		22	

Q49.A4 - Please indicate the extent to which you agree with the following statements. My experience working additional jobs... <i>Was something I felt like I had to hide from other students.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	27	6	21	3	38	3
Agree	32	7	43	6	13	1
Neither agree nor disagree	5	1	7	1	0	0
Disagree	27	6	29	4	25	2
Strongly disagree	9	2	0	0	25	2
Not sure/not applicable	0	0	0	0	0	0
N	22		14		8	

Q49.A5 - Please indicate the extent to which you agree with the following statements. My experience working additional jobs... <i>Was something I felt like I had to hide from faculty.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	50	11	57	8	38	3
Agree	27	6	29	4	25	2
Neither agree nor disagree	5	1	0	0	13	1
Disagree	14	3	14	2	13	1
Strongly disagree	5	1	0	0	13	1
Not sure/not applicable	0	0	0	0	0	0
N	22		14		8	

Q49.B1 - Please indicate the extent to which you agree with the following statements. My experience caregiving... <i>Took significant time that I could not spend on graduate work.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	62	8	67	4	57	4
Agree	8	1	17	1	0	0
Neither agree nor disagree	0	0	0	0	0	0
Disagree	23	3	0	0	43	3
Strongly disagree	0	0	0	0	0	0
Not sure/not applicable	8	1	17	1	0	0
N	13		6		7	

Q51.1 - Overall how would you describe the... <i>Relationship between faculty and graduate students?</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Excellent	8	4	4	1	14	3
Very good	21	10	19	5	23	5
Good	33	16	31	8	36	8
Fair	27	13	35	9	18	4
Poor	8	4	8	2	9	2
Not sure/not applicable	2	1	4	1	0	0
N	48		26		22	

Q51.3 - Overall how would you describe the... <i>Helpfulness of staff members?</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Excellent	38	18	38	10	36	8
Very good	27	13	31	8	23	5
Good	29	14	27	7	32	7
Fair	4	2	0	0	9	2
Poor	0	0	0	0	0	0
Not sure/not applicable	2	1	4	1	0	0
N	48		26		22	

Q52.1 - The sociology faculty generally... <i>Treat students with respect</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	29	14	23	6	36	8
Agree	44	21	46	12	41	9
Neither agree nor disagree	15	7	19	5	9	2
Disagree	10	5	12	3	9	2
Strongly disagree	2	1	0	0	5	1
N	48		26		22	

Q52.2 - The sociology faculty generally... <i>Are respectful of diverse backgrounds, identities, and perspectives.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	15	7	8	2	23	5
Agree	52	25	54	14	50	11
Neither agree nor disagree	17	8	15	4	18	4
Disagree	13	6	15	4	9	2
Strongly disagree	4	2	8	2	0	0
N	48		26		22	

Q52.3 - The sociology faculty generally... <i>Are committed to mentoring students.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	19	9	12	3	27	6
Agree	46	22	50	13	41	9
Neither agree nor disagree	17	8	23	6	9	2
Disagree	15	7	12	3	18	4
Strongly disagree	4	2	4	1	5	1
N	48		26		22	

Q52.6 - The sociology faculty generally... <i>Demonstrate high ethical standards.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	15	7	15	4	14	3
Agree	46	22	31	8	64	14
Neither agree nor disagree	25	12	42	11	5	1
Disagree	10	5	8	2	14	3
Strongly disagree	4	2	4	1	5	1
N	48		26		22	

Q52.7 - The sociology faculty generally... <i>Care about students' mental health and well-being.</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Strongly agree	8	4	8	2	9	2
Agree	38	18	42	11	32	7
Neither agree nor disagree	33	16	38	10	27	6
Disagree	15	7	12	3	18	4
Strongly disagree	6	3	0	0	14	3
N	48		26		22	

Q53.1 - To what extent have the following been obstacles in your academic progress or impacted the quality of your work? <i>Finding an advisor</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not an obstacle	56	27	46	12	68	15
Minor obstacle	21	10	19	5	23	5
Major obstacle	23	11	35	9	9	2
Not applicable	0	0	0	0	0	0
N	48		26		22	

Q53.3 - To what extent have the following been obstacles in your academic progress or impacted the quality of your work? <i>Availability of faculty for guidance</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not an obstacle	40	19	38	10	41	9
Minor obstacle	35	17	31	8	41	9
Major obstacle	23	11	31	8	14	3
Not applicable	2	1	0	0	5	1

N	48	26	22
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Q53.6 - To what extent have the following been obstacles in your academic progress or impacted the quality of your work? <i>Caregiving responsibilities (for a child, elder, or other)</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not an obstacle	40	19	38	10	41	9
Minor obstacle	10	5	12	3	9	2
Major obstacle	15	7	12	3	18	4
Not applicable	35	17	38	10	32	7
N	48		26		22	

Q53.7 - To what extent have the following been obstacles in your academic progress or impacted the quality of your work? <i>Mental or physical challenges or illness</i>						
	Overall		Current		Past	
	Percentage	Count	Percentage	Count	Percentage	Count
Not an obstacle	15	7	12	3	18	4
Minor obstacle	40	19	38	10	41	9
Major obstacle	35	17	46	12	23	5
Not applicable	10	5	4	1	18	4
N	48		26		22	

Survey Instrument

Below is the survey instrument for current students. Past students did not take the COVID-19 pandemic questions. Wording for past students was adjusted to past tense. Questions were otherwise identical.

Question Block #0: Consent

1. (Q0) Welcome to the University of Arizona School of Sociology graduate climate survey!

This graduate-student designed survey was created to collect information about graduate students': 1) perceptions of the UA School of Sociology's culture and atmosphere; and 2) experiences with exclusion, discrimination, and harassment. Survey results will provide an empirical foundation for ongoing conversations around diversity, equity, and inclusion in the department.

You are invited to take this survey because you entered the University of Arizona sociology PhD program between 2009 and 2019. The results of this survey will be presented to the School of Sociology faculty and graduate students in a written form to be decided based on community preferences and needs.

Your responses are anonymous, confidential, and will be de-identified before report-writing. We will not collect identifying data (such as your name, research topics, etc), but we will ask about your status in the program. Multiple-response answers will be reported in aggregate only. You will have the opportunity to indicate whether we can report direct quotes from your open-ended responses; we will not include stories, specifics, or potentially identifying information regardless of your choice. This survey is for community assessment, not research purposes -- we did not go through an IRB and we will not publish our findings.

We expect the survey to take you about 10-15 minutes. You may stop responding at any time. Incomplete responses will be included in the report. If you have any questions or concerns about this survey, please see the Frequently Asked Questions Document [insert_LINK] or contact GSA diversity, equity, and inclusion representatives Victoria Sisk and Sam Scovill at uasociologydeisurvey@gmail.com.

2. (Q0.A) If you consent to take the survey, please check the box below:
Response options: Yes, I consent; No, I do not consent

Skip logic: if No, I do not consent is selected, skip to end of survey

3. (Q0.B) Before you begin the survey, please indicate whether we have permission to use direct quotes from your open-ended responses in the report.

Regardless of what you select, we will not include stories, specifics, or potentially identifying information in the report. You are free to use as much or as little detail as you would like in your responses. If you have any clarification questions or concerns about how your data will be used, please check [the FAQ](#) or email Victoria Sisk and Sam Scovill at uasociologydeisurvey@gmail.com

Response options: Yes, you may use direct quotes from my text-box entry responses; No, do not use direct quotes from my text-box entry responses

4. (Q0.C) Thank you. Your participant ID is: *random number*

Note: we will not collect any identifying information (name, year, etc) in this survey. Please save this ID in case to contact us about your response later.

Question Block #1: Participant Information

1. (Q1) Which of the following best describes your relationship to the UA Sociology PhD Program?

Response Options: I am currently enrolled in the program, I graduated from the program, I left the program before graduating with a PhD

2. (Q2) What is your current stage in the program?

Response Options: Taking classes, finished with classes

Question Block #2: General Climate Questions

Progress bar: 25%

1. (Q3) Please indicate how strongly you agree or disagree with each of the following statements:

Note: 'Climate' can be defined as behaviors and attitudes within a workplace or learning environment, ranging from subtle to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

Response Options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- I am satisfied with the overall climate in the School of Sociology at the University of Arizona
- I am satisfied with the overall climate at the University of Arizona
- I am satisfied with the overall climate within the field of sociology

(Q4) Added text description box: "Thank you for your responses so far. The rest of this survey focuses on your experiences in the **University of Arizona School of Sociology only**, not the university or field of sociology more broadly."

2. (Q5) Please indicate how strongly you agree or disagree with each of the following statements:

Response Options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- I feel valued
- I feel socially included
- I feel intellectually included
- My research is valued
- My work as an TA/RA is valued
- My work as an instructor is valued
- UA Sociology is a place where I feel supported in taking any career path.
- UA Sociology is a place where I can flourish.

3. (Q6) Please indicate how the following aspects of workplace culture in the School of Sociology have affected your wellbeing during your time in the program.

Response Options: Very Helpful, Helpful, No Impact, Harmful, Very Harmful

- Work hour flexibility
- Total workload
- Graduate student attitudes
- Faculty attitudes
- Staff attitudes

Question Block #3: Relationships with Other Graduate Students

Progress bar: 35%

1. (Q7) Please indicate the extent to which you agree with the following statements, thinking about your relationships with other graduate students in the School of Sociology.

Response Options: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree, Not applicable/Prefer not to say

- Other graduate students are getting the same amount of attention and resources from the faculty as me.
- Other graduate students are not competitive.
- I do not experience discrimination or hostility from other graduate students.
- I can go to other graduate students for advice (on teaching, coursework, program requirements, etc).
- I have as many friends in the department as I would like to have.
- I rarely feel lonely or alienated from other graduate students in the department.
- Other graduate students are friendly and welcoming.
- Students in the department work well together.

Question Block #4: Experiencing or Witnessing Identity Discrim/Microagg/Hostility

Progress bar: 40%

1. (Q8) During your time in the department, have you personally experienced or witnessed discrimination, unfair treatment, microaggressions, and/or hostility?

Note: Please only include instances that you personally experienced or observed, not experiences someone told you about.

- Yes
- No
- Prefer not to say

If “no” or “prefer not to say” selected, skip to end of Block 4

2. (Q9) Which of the following factors did you personally experience or witnessed discrimination, unfair treatment, microaggressions, and/or hostility based on?

Note: Please check all that apply. If you have not experienced discrimination/hostility/etc based on any factor, please select “none of the above” in the experienced column (and the same for witnessed). We understand some of these distinctions are complicated. Please choose the category you feel best applies to the experience(s) you’re thinking of.

Response Options: Check all that apply

- Racial/ethnic identity
- Sex
- Gender identity
- Sexual orientation
- Disability
- Caregiving responsibilities
- Religion
- Political views
- Social class
- Age
- Citizenship status
- Cultural differences
- English as an additional language
- Based on a factor other than the ones listed above [add the option to specify]
- None of the above

If any of the above are checked:

3. (Q10.A-M) How many times did you personally experience or witness discrimination, unfair treatment, hostility, or microaggressions based on [the checked off factors]?

Response Options: 0 times, 1 time, 2 or 3 times, 4 or more times, Not sure

4. (Q11.A-M) In what context(s) did these events related to racial/ethnic identity take place? Please check all that apply.

Response options: Check all that apply

- In a graduate class
- While TA-ing
- While RA-ing
- In a private meeting with a faculty member
- During an informal social gathering (e.g. happy hour)
- During a formal social gathering (e.g. Brownbag, official dept. party)

- Somewhere else (fill in the blank)
- Not sure

If any from Question 9 are checked:

1. (Q12) What is the total number of times you personally experienced or witnessed discrimination/unfair treatment/hostility/microaggressions? This includes experiences based on *any* of the factors you checked above.

Response Options: 0 times, 1 time, 2 or 3 times, 4 or more times, Not sure

2. (Q13) When you personally experienced and/or witnessed discrimination/unfair treatment/hostility/microaggressions, which of the following describes the responsible party?

Note: This includes **all** relevant experiences based on **any** of the factors you checked above. Please do not include experiences involving faculty, students, or staff in non-sociology departments.

Response options: Faculty, Graduate students, Undergraduate students, Staff, other (please specify)

3. (Q14) If you would like to elaborate on your answers above, please do so here::

Response Options: Open ended text-box

Question Block #5: Consequences of Discrim/microagg/hostility/unfair treatment

(this will be visible for people who indicated yes to Question 8)

Progress bar: 50%

(Q15) You are seeing this section because you answered that you have experienced or witnessed discrimination/hostility based on one of more factors in the department. We would like to understand how these experiences affect students in the program.

Please note: we may use the term “discrimination/hostility” to refer to the full range of discrimination, hostility, microaggressions, and unfair treatment in this section.

1. (Q16) During your time as a student studying sociology, have you ever done any of the following to avoid possible harassment, discrimination, microaggressions, or unfair or disrespectful treatment by one or more faculty member(s)? Select all that apply.

- Not presented your question, idea, or view at your school or place of work
- Not participated in a conference
- Not spoken/participated in class or meetings
- Not applied to an external or internal fellowship/grants opportunity
- Not attended social events after class or at work
- Changed the topic, content, or method of a class you teach
- Changed the content, method, or conclusions of a research paper
- Changed one or more comprehensive exam topic to avoid a grader
- Not started or continued research in a particular field
- Felt like you had to work harder than your classmates/colleagues to be perceived as a competent scholar

2. (Q17) Please indicate the extent to which you agree with the following statements:

Note, “this experience” refers to any of the discrimination/hostility/microaggressions you have experienced and/or witnessed.

Response options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not sure

- This experience shaped my overall experience of graduate school.
- This experience took significant time away from my work.
- This experience took significant time away from my personal life.
- This experience negatively affected my mental health.
- This experience negatively affected my physical health.
- This experience made me feel that I am not welcome in the UA School of Sociology.
- This experience made me feel that I am not welcome in academia.
- This experience affected the jobs I applied to/will apply to post-PhD.
- Because of this experience, I would advise someone against joining the UA School of Sociology.
- Because of this experience, I would advise someone against getting a PhD.

4. (Q18) Which, if any, of the options below were affected by any of the discrimination/hostility issues you have experienced or witnessed?

Response Options: Check all that apply

3. Access to research assistantships
4. Access to advisors
5. Access to quality advising
6. Access to desirable TA or course assignments
7. Job market advice, preparations
8. None of the above
9. Prefer not to say
- 10.
11. (Q19) Is there anything else you would like us to know about how these experiences affected you?

Response Options: Open ended text-box

Question Block #6: Formal Reporting of Issues

(this will be visible for people who indicated yes to Question 8)

Progress bar: 55%

(Q22) You are seeing this section because you answered that you have experienced or witnessed discrimination, unfair treatment, microaggressions, and/or hostility based on one or more factors in the department. We would like to understand how students attempt to address these situations.

1. (Q23) Which of the following best describes your reporting in response to discrimination, microaggressions, or hostility that you personally experienced?

Response Options: Check all that apply

- I have reported at least one incident formally to offices outside of the department (e.g. Title IX, DEI office, DRC).
- I have reported at least one incident to leadership in the UA School of Sociology (DGS, Director).
- I have experienced at least one incident that I did not report within or outside of the department.

If reported at least 1 incident outside the department:

2. (Q24) When you experienced discrimination/hostility and filed a formal report outside the department, how satisfied were you by the process of reporting?

Response options: Very dissatisfied, Moderately dissatisfied, Neither satisfied nor dissatisfied, Moderately satisfied, Very satisfied

3. (Q25) When you experienced discrimination/hostility and filed a formal report, how satisfied were you by the outcome of reporting?

Response Options: Very dissatisfied, Moderately dissatisfied, Neither satisfied nor dissatisfied, Moderately satisfied, Very satisfied

If reported at least 1 incident within the department:

4. (Q26) When you experienced discrimination/hostility and reported an incident within the department, how satisfied were you by the process of reporting?

Response Options: Very dissatisfied, Moderately dissatisfied, Neither satisfied nor dissatisfied, Moderately satisfied, Very satisfied

5. (Q27) When you experienced discrimination/hostility and filed a formal report within the department, how satisfied were you by the outcome of reporting?

Response Options: Very dissatisfied, Moderately dissatisfied, Neither satisfied nor dissatisfied, Moderately satisfied, Very satisfied

If respondent did not file a formal report:

6. (Q28) When you experienced discrimination/hostility and did not file a report, which of the following reasons affected your decision not to file a report?

Response Options: Check all that apply

- I did not know if I could file a formal report.
- I did not know how to file a formal report.
- I was afraid of retaliation.
- I did not believe anything could be done.
- I did not believe anything would be done.

- I did not consider it a significant enough issue to report.
- I did not think **others** would consider it a significant enough issue to report.
- I had previously filed a report and the experience was negative.
- I knew of other people who previously filed a report and the experience was negative.
- Other [fill in the blank]

Question Block #7 Other Ways of Addressing Issues:

(this will be visible for people who indicated yes to Question 8)

Progress bar: 60%

1. (Q29) People might address discrimination, hostility, microaggressions, and unfair treatment in a number of ways other than formal reporting. Which, if any, of the following have you ever done in response to discrimination/hostility:

Note: throughout this section, we will use "discrimination/hostility" to refer to any experience that you consider discrimination, hostility, microaggressions, and/or unfair treatment.

Response Options: Check all that apply

- Discussed the issue with the person/people involved
- Changed your own behavior
- Talked with your advisor in the department
- Talked with the School of Sociology Director
- Talked with the Director of Graduate Studies
- Talked with School of Sociology faculty members (not advisor)
- Talked with others students in the sociology department
- Talked with the Ombudsperson
- Talked with mentors/advisors outside of the department
- Talked with family and friends outside of the department
- Something else (fill in the blank)
- Nothing

For each response:

2. (Q30A-I) When you experienced discrimination/hostility and took [action], how satisfied were you by the outcome of this action?

Response Options: Very dissatisfied, Moderately Dissatisfied, Neither satisfied nor dissatisfied, Moderately satisfied, Very satisfied.

3. (Q31) To what extent do you agree with the following statement: "I have experienced retaliation for talking about my experience with discrimination/hostility in the department."

Response Options: Strongly Agree, Agree, Neither agree nor disagree, Disagree, Strongly Disagree, Prefer not to answer

4. (Q32) Is there anything else you would like us to know about your actions to address discrimination/hostility, including formal reporting or not?

Response Options: Open ended text-box

Question Block #8: Consequences of Discrim/microagg/hostility/unfair treatment, SUPPORT

(this will be visible to everyone)

Progress bar: 65%

1. (Q20.A) During your time in the department, have you ever supported someone else in the department who was experiencing discrimination/hostility/microaggressions/unfair treatment? Support includes giving advice, talking about the experience, and so on.

If you supported someone, please select yes even if you did not personally witness the event(s).

Response options: Yes/No/Prefer not to say

If "no" selected, skip to end of Block 8

2. (Q20.B) Thinking about any of the times you supported a person or people dealing with discrimination/hostility/microaggressions in the School of Sociology, please indicate the extent to which you agree with the following statements:

Response options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- This experience shaped my overall experience of graduate school.
- This experience took significant time away from my work.
- This experience took significant time away from my personal life.
- This experience negatively affected my mental health.
- This experience negatively affected my physical health.
- This experience made me feel that I am not welcome in the UA School of Sociology.

- This experience made me feel that I am not welcome in academia.
- This experience affected the jobs I applied to/will apply to post-PhD.
- Because of this experience, I would advise someone against joining the UA School of Sociology.
- Because of this experience, I would advise someone against getting a PhD.

12. (Q21) Is there anything else you would like us to know about your experiences supporting others dealing with discrimination/hostility/microaggressions?

Response Options: Open ended text-box

Question Block #9 Covid-19 Challenges:

Progress bar: 70%

(Q33) Thank you for your responses. We'll now ask you some questions about how the covid-19 pandemic has affected you and your graduate school experience.

For currently enrolled students:

1. (Q34) The following question is specific to your experiences in the School of Sociology *during the COVID-19 pandemic*. Please indicate how strongly you agree or disagree with each of the following statements:

Response Options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- The pandemic has negatively impacted my ability to perform academically
 - The pandemic has negatively impacted my teaching, TAs, or RA work
 - The pandemic has negatively impacted my mental and/or physical health
 - The pandemic has increased my financial stress
 - I feel that faculty have been sympathetic about pandemic stressors and consequences.
 - I feel that faculty have taken actions to ameliorate pandemic stressors and consequences.
 - I feel that my advisor has been sympathetic about pandemic stressors and consequences.
 - I feel that my advisor has taken actions to ameliorate pandemic stressors and consequences.
 - I feel that staff have been understanding of pandemic stressors and consequences.
 - I feel that the School of Sociology has taken action to support graduate students during the pandemic
 - I am satisfied with the School of Sociology's communication with graduate students during the pandemic
2. (Q35) What, if anything, would you like to see the school of sociology do to address challenges associated with the pandemic?

Response Options: Open ended text-box

Question Block #10: Leaving the Program

Progress bar: 75%

(Q36) The following questions are about student retention and factors that influence students' decisions to exit or stay in the program.

For current students and graduated students (language should change to “did” for graduated students)

1. (Q37) During your time in the UA school of sociology, have you ever considered leaving the program?

Response Options: Yes (moves to #2 and beyond), No (skips section), Prefer not to say (skips section)

2. (Q38) How seriously have you considered leaving?

Response Options: 1 = not seriously at all, 2 = somewhat seriously, 3 = seriously, made some plans, 4 = very seriously, made or took concrete steps to exit the department

3. (Q39) At what points did you consider leaving?

Response Options: Check all that apply

- During first year
- During the MA stage
- During comprehensive exams
- During dissertation stage
- During job search
- Other (please specify)

4. (Q40) Which of the following are the most important reasons you have considered leaving the program? (select up to 4)

Response Options: Check 4 that apply the best

- The stresses and demands of graduate school became overwhelming
- New or worsening anxiety and/or depression, worsening mental health
- Difficulty balancing graduate school with familial/caregiving responsibilities or other life demands
- This program is not a good fit for me
- I do not have good working relationship with my mentor(s)/advisor(s)
- My research trajectory and agenda are no longer a good fit for this program
- I can not or do not want to manage financial hardships

- I do not feel welcome in the department due to my race/ethnicity, gender identity, sexual orientation, disability, marital status, age, religion, political values, social class, nationality, and/or citizenship status.
 - Too much of my time is taken up addressing DEI issues
 - I want to pursue other opportunities that I don't need a PhD for
 - Other (please elaborate)
5. (Q41) Is there anything else you'd like to share about your thoughts about leaving the program?

Response Options: Open ended text-box

6. (Q43) Is there anything else you'd like to share about your thoughts about leaving the program?

Response Options: Open ended text-box

Question Block #11: Financial Hardship

Progress bar: 85%

(Q44) Thank you for your responses so far. We'll now ask you about experiences, sources, and consequences of financial hardship for graduate students. In this section we are specifically asking about your financial situation during your time in the UA Sociology graduate program.

This is the second-to-last section of the survey.

1. (Q45) Overall, how would you describe your financial security during your time as a graduate student?

Response options: Very good, it's generally easy for me to make ends meet, Okay, I have to get creative sometimes to make ends meet, Poor, I often have difficulty making ends meeting, Very poor, I experience extreme difficulty making ends meet.

2. (Q46) Please indicate how strongly you agree or disagree with the following statements:

Response Options: Strongly agree, agree, neutral, disagree, strongly disagree, not applicable

- The funding/stipend I earn as a graduate student is enough to support myself and make ends meet without financial strain.
- I could afford an unexpected \$400 emergency cost without major financial strain.
- I depend on money from sources other than my stipend to make ends meet.
- I am often worried about how I will pay for bills and other essential expenses.

3. (Q47) Have you ever done any of the following to help you make ends meet?

Response Options: check all that apply

- Worked an additional job outside the department/university to supplement your graduate stipend
- Applied for university jobs outside the department
- Applied for jobs outside the university
- Applied for loans or other assistance programs (not including professional or research grants)
- Applied for emergency funds
- Borrowed money from family or friends
- Skipped a conference or professional development event because you could not afford fees or travel expenses
- Sold your belongings
- Skipped meals
- Relied on food banks for groceries or meals
- Skipped paying bills or rent
- Avoided seeking medical services due to cost of co-pays
- Other (please specify)

4. (Q48) During your time in the UA School of Sociology PhD program, please select all that apply to indicate whether you:

- Worked additional jobs to supplement your graduate funding/assistantship stipend.
- Had caregiving responsibilities (for a child, older relative, etc)
- Spent time finding affordable food
- Dealt with loan agents, banks, credit agencies, or bill collectors
- Applied for funding (loans, assistance programs, emergency)
- Applied for grants or fellowships

5. (Q49A-C) Please indicate the extent to which you agree with the following statements. My experience [working additional jobs/caregiving/applying for funding]...

Response Options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not sure/Not applicable

- Took significant time that I could not spend on my graduate work.
- Took significant time that I could not spend on my personal life.
- Negatively affected my mental and/or physical health.
- Was something I felt like I had to hide from other students.
- Was something I felt like I had to hide from faculty.
- Was not something faculty were willing to support or accommodate.

Question Block #12: Support and Mentoring

Progress bar: 90%

(Q50) Descriptive textbox: Thank you for your responses so far. We'll now ask you some questions about support and mentoring in the sociology department. This is the last section of the survey!

1. (Q51) Overall how would you describe the...

Response Options: Poor, Fair, Good, Very Good, Excellent, Not applicable

- Relationship between faculty and graduate students?
- Quality of academic advising and guidance?
- Helpfulness of staff members?

2. (Q52) The sociology faculty generally...

Response Options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- Treat students with respect
- Are respectful of diverse backgrounds, identities, and perspectives.
- Are committed to mentoring students.
- Set clear expectations of students.
- Are receptive to hearing concerns.
- Demonstrate high ethical standards.
- Care about students' mental health and well-being.

3. (Q53) To what extent have the following been obstacles in your academic progress or impacted the quality of your work?

Response Options: Not an obstacle, Minor obstacle, Major obstacle, Not Applicable

- Finding an advisor
- Relationship and communication with advisor
- Availability of faculty for guidance
- Research assistant responsibilities
- Teaching assistant responsibilities

- Caregiving responsibilities (for a child, elder, or other)
- Mental or physical challenges or illness
- Bereavement
- Other (please specify)

Question Block #13: Recommendations

Progress bar: 96%

(Q54) These are the final two questions in the survey. Thank you for taking the time to fill out the survey so far -- we value your thoughts.

1. (Q55) What, if anything, do you think could be done to improve the climate of the School of Sociology? Please be as specific as possible.

Response Options: Open ended text-box

2. (Q56) This is the last question of the survey.

Is there anything else you would like to tell us that we missed or that you would like to expand on?

Response Options: Open ended text-box