Mosaic Project Campus Climate Survey: Graduate/Professional Results

The Mosaic Project Campus Climate Survey was administered in the spring of 2014 to all students on the Danforth Campus. Research has demonstrated that students’ perception of their campus environments impacts their academic and developmental outcomes, and that experiences of discrimination or bias can negatively impact student success. As such, the survey asked questions regarding how comfortable the university is for students, students’ interactions with faculty, staff, and peers, and students’ experiences of discrimination on campus.

4,751 graduate and professional students were invited to participate in the survey and responses were received from 993 individuals (20.90%).

Context
The Mosaic Project was convened by Chancellor Mark Wrighton in the spring of 2013 to examine issues of diversity, and to try to identify concrete ways in which the campus could be made more inclusive. Eight different working groups were created to address various aspects of the student experience. The Assessment and Benchmarking group, consisting of University undergraduates, graduate students, staff, and faculty, performed an internal audit of diversity-related programming and data within the University and also looked at best practices among peer institutions. It became clear that a campus climate survey, specific to these issues, would be informative to the University community as a whole, and would allow the University to assess progress over time.

Survey Structure
After a series of demographic questions, there were twelve questions related to diversity and inclusion on campus. Responses were analyzed to assess how individuals with different identities perceive the University climate. The survey questions attempted to represent as many different identities as possible; however, in analyzing results, some categories needed to be collapsed to ensure statistical power.

Reading the Results Tables
The first part of the results sections presents the aggregate data for all graduate and professional students. The second section provides data broken down by specific identities: ability status, gender, international student status, race, religion, socioeconomic status, and sexual orientation. Not every participant answered every question while other participants selected multiple options for specific identity categories; thus, sample sizes vary slightly by question. Quantitative results are presented in frequency graphs. In each graph, we note the percentage of respondents who selected a particular ranking. The third section presents themes from the qualitative data.

Participant Characteristics

<table>
<thead>
<tr>
<th>Primary Academic Division</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown School of Social Work</td>
<td>20.85%</td>
<td>207</td>
</tr>
<tr>
<td>Graduate School of Arts &amp; Sciences</td>
<td>33.94%</td>
<td>337</td>
</tr>
<tr>
<td>Engineering</td>
<td>10.67%</td>
<td>106</td>
</tr>
<tr>
<td>Olin Business School</td>
<td>14.50%</td>
<td>144</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Sam Fox School of Design &amp; Visual Arts</td>
<td>4.93%</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year In School</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>35.45%</td>
<td>351</td>
</tr>
<tr>
<td>Second</td>
<td>29.70%</td>
<td>294</td>
</tr>
<tr>
<td>Third</td>
<td>15.45%</td>
<td>153</td>
</tr>
<tr>
<td>Fourth</td>
<td>7.27%</td>
<td>72</td>
</tr>
<tr>
<td>Fifth or Beyond</td>
<td>12.12%</td>
<td>120</td>
</tr>
</tbody>
</table>

For identity variables, participants were allowed to select more than one option or no option at all; thus percentages do not always add up to 100%. Additionally, small populations (i.e., identity categories that fewer than ten respondents endorsed) presented a potential challenge. Participant anonymity was our top priority, so identity categories that had a sample size of five or smaller were excluded from analyses.

<table>
<thead>
<tr>
<th>Ability Status</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able-Bodied</td>
<td>95.31%</td>
<td>914</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>1.77%</td>
<td>17</td>
</tr>
<tr>
<td>Mental Health/Emotional Disability</td>
<td>2.29%</td>
<td>23</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>1.36%</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>57.78%</td>
<td>572</td>
</tr>
<tr>
<td>Men</td>
<td>41.01%</td>
<td>406</td>
</tr>
<tr>
<td>Other Preferred Term (Gender Queer, Trans*, etc.)</td>
<td>1.73%</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Student Status/National Origin</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>77.62%</td>
<td>763</td>
</tr>
<tr>
<td>International</td>
<td>22.38%</td>
<td>220</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Asian-American</td>
<td>26.32%</td>
<td>260</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>7.89%</td>
<td>78</td>
</tr>
<tr>
<td>Biracial/Multiracial</td>
<td>2.23%</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>4.76%</td>
<td>47</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>62.04%</td>
<td>613</td>
</tr>
</tbody>
</table>

Note: Fewer than ten students identified as Native American/Alaskan Native or Native Hawaiian/Pacific Islander.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atheist or Agnostic</td>
<td>41.09%</td>
<td>401</td>
</tr>
<tr>
<td>Buddhist</td>
<td>4.41%</td>
<td>43</td>
</tr>
<tr>
<td>Religion</td>
<td>Percentage of Sample</td>
<td>Sample Size</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Christian</td>
<td>37.40%</td>
<td>365</td>
</tr>
<tr>
<td>Hindu</td>
<td>4.29%</td>
<td>48</td>
</tr>
<tr>
<td>Jewish</td>
<td>5.94%</td>
<td>58</td>
</tr>
<tr>
<td>Muslim</td>
<td>1.84%</td>
<td>18</td>
</tr>
</tbody>
</table>

Note: Fewer than ten students identified as Baha’i.

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>85.41%</td>
<td>837</td>
</tr>
<tr>
<td>Gay, Lesbian, Bisexual, Queer, or Questioning</td>
<td>15.41%</td>
<td>153</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Percentage of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher SES</td>
<td>32.31%</td>
<td>317</td>
</tr>
<tr>
<td>Middle SES</td>
<td>43.73%</td>
<td>429</td>
</tr>
<tr>
<td>Lower SES</td>
<td>27.41%</td>
<td>269</td>
</tr>
</tbody>
</table>

Next Steps
The campus climate survey had two primary goals. The first was to put empirical information in the hands of important stakeholders—campus administrators, faculty, staff, and students. This information will be given to the Director of the new Center for Diversity and Inclusion, and we also encourage students and student organizations to use this material in ways that spur meaningful and productive conversations on campus. The second goal is to assess the impact of diversity and inclusion initiatives over time. The full impact of new projects like the BRSS and the Center remains to be seen; as such, this survey will be administered every two years to evaluate progress.
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Aggregate Results

Question 1: I am satisfied with the sense of community I have on campus.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.97%</td>
<td>12.7%</td>
<td>33.4%</td>
<td>43.24%</td>
<td>7.68%</td>
</tr>
</tbody>
</table>

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.08%</td>
<td>2.15%</td>
<td>3.51%</td>
<td>36.72%</td>
<td>49.54%</td>
</tr>
</tbody>
</table>
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.
Question 5: During my time at WU, I have felt isolated or out of place on campus.

Question 6: During my time at WU, I have been treated fairly by faculty.
Question 7: During my time at WU, I have been treated fairly by staff.

Question 8: During my time at WU, I have been treated fairly by other students.
Question 9: During the past school year, I have experienced an incident of bias on the basis of my...

Ability Status:

Age:
Gender:

- Never: 65.68%
- Occasionally: 11.12%
- Occasionally: 10.97%
- Often: 2.57%
- Very Often: 1.18%

National Origin/International Student Status:

- Never: 78.03%
- Occasionally: 8.34%
- Occasionally: 10.96%
- Often: 2.9%
- Very Often: 1.18%
Race:

- Never: 71.79%
- Irregularly: 13.46%
- Occasionally: 9.4%
- Often: 3.83%
- Very Often: 1.71%

Religion:

- Never: 76.03%
- Irregularly: 12.5%
- Occasionally: 6.17%
- Often: 1.72%
- Very Often: 0.07%
Sexual Orientation:

- Never: 90.62%
- Infrequently: 5.08%
- Occasionally: 3.12%
- Often: 0.86%
- Very Often: 0.32%

Socioeconomic Status:

- Never: 78.08%
- Infrequently: 11.12%
- Occasionally: 5.48%
- Often: 2.14%
- Very Often: 1.6%
Question 10: If you were to experience an incident of bias, how likely would you be to talk about it with each of the following…

Another student/friend:

A professor:
A University staff member:

My Academic Adviser:
Question 11: Have you ever considered leaving Washington University?

Yes: 22.09%
No: 77.01%

Question 12: Do you know anyone who has left Washington University due to bias or discrimination on the basis of some aspect of their identity?

Yes: 5.68%
No: 94.32%
Results on the Basis of Ability Status

Question 1: I am satisfied with the sense of community I have on campus.

Able-Bodied

Learning Disability

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

Able-Bodied

Learning Disability
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

Able-Bodied

Learning Disability

Mental Health/Emotional Disability

Physical Disability
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

Able-Bodied

Learning Disability

Question 5: During my time at WU, I have felt isolated or out of place on campus.

Able-Bodied

Learning Disability
Question 6: During my time at WU, I have been treated fairly by faculty.

Able-Bodied Learning Disability
Question 7: During my time at WU, I have been treated fairly by staff.

**Able-Bodied**

Learning Disability

**Mental Health/Emotional Disability**

Physical Disability

Question 8: During my time at WU, I have been treated fairly by other students.

**Able-Bodied**

Learning Disability
Question 9: During the past school year, I have experienced an incident of bias on the basis of my ability status:

**Able-Bodied**

**Learning Disability**

**Mental Health/Emotional Disability**

**Physical Disability**
Question 11: Have you ever considered leaving Washington University?

- Able-Bodied
- Learning Disability
- Mental Health/Emotional Disability
- Physical Disability
Results on the Basis of Gender

Question 1: I am satisfied with the sense of community I have on campus.

Women

Men

Other Preferred Term (Gender Queer, Trans*, etc)

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

Women

Men
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

Women

Men

Question 5: During my time at WU, I have felt isolated or out of place on campus.

Women

Men
Question 6: During my time at WU, I have been treated fairly by faculty.

Women

Other Preferred Term

Men

Other Preferred Term
Question 7: During my time at WU, I have been treated fairly by staff.

Women

Other Preferred Term

Men

Question 8: During my time at WU, I have been treated fairly by other students.

Women

Other Preferred Term

Men
Question 9: During the past school year, I have experienced an incident of bias on the basis of my gender:

**Women**

- Home: 51.67%
- Inperson: 18.39%
- Occasionally: 19.64%
- Other: 2.02%
- Very Often: 1.20%

**Men**

- Home: 97.71%
- Inperson: 4.17%
- Occasionally: 1.02%
- Other: 1.02%
- Very Often: 0.47%

*Other Preferred Term*
Question 11: Have you ever considered leaving Washington University?

Women

Men

Other Preferred Term
Results on the Basis of International Student Status/National Origin

Question 1: I am satisfied with the sense of community I have on campus.

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.0%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>36.4%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>36.0%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8.1%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Neutral</td>
<td>28.3%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>53.0%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>9.7%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.7%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.5%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>52.8%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>39.1%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7.3%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

Domestic

International

Question 5: During my time at WU, I have felt isolated or out of place on campus.

Domestic

International

Question 6: During my time at WU, I have been treated fairly by faculty.

Domestic

International
Question 7: During my time at WU, I have been treated fairly by staff.

Domestic

International

Question 8: During my time at WU, I have been treated fairly by other students.

Domestic

International

Question 9: During the past school year, I have experienced an incident of bias on the basis of my national origin.

Domestic

International
Question 11: Have you ever considered leaving Washington University?

Domestic

International
Results on the Basis of Race

Question 1: I am satisfied with the sense of community I have on campus.

- **Asian/Asian-American**
  - Strongly Disagree: 3.8%
  - Disagree: 6.0%
  - Somewhat Disagree: 37.6%
  - Somewhat Agree: 27.4%
  - Strongly Agree: 22.3%

- **Black/African-American**
  - Strongly Disagree: 3.8%
  - Disagree: 3.8%
  - Somewhat Disagree: 38.6%
  - Somewhat Agree: 27.4%
  - Strongly Agree: 21.6%

- **Biracial/Multiracial**
  - Strongly Disagree: 3.8%
  - Disagree: 14.2%
  - Somewhat Disagree: 36.7%
  - Somewhat Agree: 47.8%
  - Strongly Agree: 4.7%

- **Hispanic/Latino(a)**
  - Strongly Disagree: 3.8%
  - Disagree: 14.2%
  - Somewhat Disagree: 36.7%
  - Somewhat Agree: 47.8%
  - Strongly Agree: 4.7%

- **White**
  - Strongly Disagree: 2.3%
  - Disagree: 31.1%
  - Somewhat Disagree: 31.4%
  - Somewhat Agree: 40.5%
  - Strongly Agree: 3.5%
Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

- **Asian/Asian-American**
- **Black/African-American**
- **Biracial/Multiracial**
- **Hispanic/Latino(a)**
- **White**
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

- Asian/Asian-American
- Black/African-American
- Biracial/Multiracial
- Hispanic/Latino(a)
- White
Question 5: During my time at WU, I have felt isolated or out of place on campus.

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Question 6: During my time at WU, I have been treated fairly by faculty.

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Question 7: During my time at WU, I have been treated fairly by staff.

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Question 8: During my time at WU, I have been treated fairly by other students.

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Question 9: During the past school year, I have experienced an incident of bias on the basis of my race:

- Asian/Asian-American
- Black/African-American
- Biracial/Multiracial
- Hispanic/Latino(a)
- White
Question 11: Have you ever considered leaving Washington University?

Asian/Asian-American

Black/African-American

Biracial/Multiracial

Hispanic/Latino(a)

White
Results on the Basis of Religion

Question 1: I am satisfied with the sense of community I have on campus.

*Agnostic/Atheist*

*Buddhist*

*Christian*

*Hindu*

*Jewish*

*Muslim*
Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

- **Agnostic/Atheist**
  - **Buddhist**
  - **Christian**
  - **Hindu**
  - **Jewish**
  - **Muslim**
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

- **Agnostic/Atheist**
- **Buddhist**
- **Christian**
- **Hindu**
- **Jewish**
- **Muslim**
Question 5: During my time at WU, I have felt isolated or out of place on campus.

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim
Question 6: During my time at WU, I have been treated fairly by faculty.

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim
Question 7: During my time at WU, I have been treated fairly by staff.

- **Agnostic/Atheist**

- **Buddhist**

- **Christian**

- **Hindu**

- **Jewish**

- **Muslim**
Question 8: During my time at WU, I have been treated fairly by other students.

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim
Question 9: During the past school year, I have experienced an incident of bias on the basis of my religion:

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim


Question 11: Have you ever considered leaving Washington University?

Agnostic/Atheist

Buddhist

Christian

Hindu

Jewish

Muslim
Results on the Basis of Sexual Orientation

Question 1: I am satisfied with the sense of community I have on campus.

Heterosexual

LGBQ

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.

Heterosexual

LGBQ

Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.

Heterosexual

LGBQ
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

Heterosexual

LGBQ

Question 5: During my time at WU, I have felt isolated or out of place on campus.

Heterosexual

LGBQ

Question 6: During my time at WU, I have been treated fairly by faculty.

Heterosexual

LGBQ
Question 7: During my time at WU, I have been treated fairly by staff.

Heterosexual

LGBQ

Question 8: During my time at WU, I have been treated fairly by other students.

Heterosexual

LGBQ

Question 9: During the past school year, I have experienced an incident of bias on the basis of my sexual orientation:

Heterosexual

LGBQ
Question 11: Have you ever considered leaving Washington University?

Heterosexual

LGBTQ
Results on the Basis of Socioeconomic Status

Question 1: I am satisfied with the sense of community I have on campus.

Higher SES

Middle SES

Lower SES

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education.
Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support.
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

<table>
<thead>
<tr>
<th>Higher SES</th>
<th>Middle SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
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<tr>
<td>Strongly Agree</td>
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</tbody>
</table>

Question 5: During my time at WU, I have felt isolated or out of place on campus.

<table>
<thead>
<tr>
<th>Higher SES</th>
<th>Middle SES</th>
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<tbody>
<tr>
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</tbody>
</table>
Question 6: During my time at WU, I have been treated fairly by faculty.
Question 7: During my time at WU, I have been treated fairly by staff.

Higher SES

Middle SES

Lower SES

Question 8: During my time at WU, I have been treated fairly by other students.

Higher SES

Middle SES
Question 9: During the past school year, I have experienced an incident of bias on the basis of my socioeconomic status:

**Higher SES**

**Middle SES**

**Lower SES**
Question 11: Have you ever considered leaving Washington University?

**Higher SES**

**Middle SES**

**Lower SES**
Summary of Qualitative Results

Question 1: I am satisfied with the sense of community I have on campus (n=213).

- Students report feeling connected to groups, departments, or individuals within their schools at the University, but they feel less connected to the University as a whole.
- Students report a lack of “school spirit”, particularly when compared to their undergraduate institutions.
- Some students identified primary support communities outside of the University (e.g., established relationships with friends and family prior to enrolling at WU). Therefore, they did not feel the need to establish a strong community within the University.
- Many students noted that they do not spend much time on the campus and this makes it difficult to feel connected.
- Many students expressed a desire to be more connected to other graduate and professional students within the University.

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education (n=104).

- Strong endorsement of this statement.
- Some students noted that it was easier to engage in these types of interactions at their undergraduate institution.

Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support (n=70).

- Answers were fairly split; some respondents strongly endorsed this statement, but many other did not.
- Some students reported that while fellow students were friendly, they did not feel they had established close relationships.
- Some students noted that it felt uncomfortable to establish personal relationships with future colleagues.

Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support (n=77).

- Many students felt comfortable turning to a faculty member regarding an academic or professional issue.
- Students felt much less comfortable approaching a faculty or staff member regarding a personal or identity-based issue.
Question 5: During my time at WU, I have felt isolated or out of place on campus (n=123).

- Students with the following identities reported feeling isolated and out of place on campus (in alphabetical order):
  - Christian students (often feel judged as less “academic” by their non-religious peers)
  - First-generation graduate students
  - International students
  - Part-time students
  - Older students
  - Students from lower socioeconomic backgrounds
  - Students who identify as racial minorities
  - Students with conservative political beliefs
- Many students reported feeling out of place in areas dominated by undergraduate students.

Question 6: During my time at WU, I have been treated fairly by faculty (n=61).

- Most students reported being treated fairly.
- Students with the following identities reported feeling that they had been treated unfairly on the basis of (in alphabetical order):
  - Gender (particularly in STEM fields and Law)
  - International student status (particularly Asian international students)

Question 7: During my time at WU, I have been treated fairly by staff (n=43).

- Most students report being treated fairly.
- Some students reported negative interactions with members of the administration.

Question 8: During my time at WU, I have been treated fairly by other students (n=51).

- Answers were divided; some students strongly endorsed this statement, while others identified instances of unfair treatment.
- A number of descriptions of microaggressions

Question 9: During the past school year, I have experienced an incident of bias on the basis of my ability status, age, gender, national origin, race, religion, sexual orientation, socioeconomic status, veteran status (n=81).

- Students described incidents of bias based on (in alphabetical order):
  - Age (older students feel marginalized; younger students feel “talked down to”)
  - Gender
• International student status
• Race
• Religion (Christian students felt judged by non-Christians)
• Sexual orientation
• Socioeconomic status

Question 10: If you were to experience an incident of bias, how likely would you be to talk about it with each of the following: another student/friend, a professor, a University staff member, my academic adviser, the Bias Report and Support System, Student Health Services (n=59)

• Many students noted that the context would be crucial in determining who they would talk to about an incident. They indicated that they would be more likely to report “serious” issues to University resources.
• Some students reported being unfamiliar with the BRSS.

Question 11: Have you ever considered leaving Washington University?  (n=159)

• The most frequent reasons students considered leaving the University include (in alphabetical order):
  - Academic difficulty
  - Cost
  - Dissatisfaction with academics and/or the University did not offer a program of interest
  - Lack of diversity
  - Experiencing bias/marginalization
  - Problem with a professor
  - Sense of “not belonging”
  - Stress/workload

Question 12: Do you know anyone who has left Washington University due to bias or discrimination on the basis of some aspect of their identity?  (n=47)

• Students had heard of or knew peers who left the University based on:
  - Gender
  - Mental health issues
  - Race
  - Socioeconomic status