Mosaic Project Campus Climate Survey Undergraduate 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.

6,720 undergraduate students were invited to participate in the survey and responses were received from 1,439 individuals (24.41%).

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 undergraduate 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>College of Arts &amp; Sciences</td>
<td>65.45%</td>
<td>942</td>
</tr>
<tr>
<td>Engineering</td>
<td>17.93%</td>
<td>258</td>
</tr>
<tr>
<td>Olin Business School</td>
<td>11.05%</td>
<td>159</td>
</tr>
<tr>
<td>Sam Fox School of Design &amp; Visual Arts</td>
<td>5.56%</td>
<td>80</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------</td>
<td>-----</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>22.11%</td>
<td>317</td>
</tr>
<tr>
<td>Second</td>
<td>25.10%</td>
<td>360</td>
</tr>
<tr>
<td>Third</td>
<td>23.85%</td>
<td>342</td>
</tr>
<tr>
<td>Fourth</td>
<td>27.89%</td>
<td>400</td>
</tr>
<tr>
<td>Fifth or Beyond</td>
<td>1.05%</td>
<td>15</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>95.68%</td>
<td>1352</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>3.33%</td>
<td>47</td>
</tr>
<tr>
<td>Mental Health/Emotional Disability</td>
<td>4.81%</td>
<td>68</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>0.78%</td>
<td>11</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>54.98%</td>
<td>789</td>
</tr>
<tr>
<td>Men</td>
<td>44.39%</td>
<td>637</td>
</tr>
<tr>
<td>Other Preferred Term (Gender Queer, Trans*, etc.)</td>
<td>1.19%</td>
<td>15</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>92.37%</td>
<td>1320</td>
</tr>
<tr>
<td>International</td>
<td>7.63%</td>
<td>109</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>26.58%</td>
<td>379</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>9.89%</td>
<td>141</td>
</tr>
<tr>
<td>Biracial/Multiracial</td>
<td>4.84%</td>
<td>69</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>6.87%</td>
<td>98</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>62.20%</td>
<td>887</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>40.35%</td>
<td>569</td>
</tr>
<tr>
<td>Buddhist</td>
<td>1.49%</td>
<td>21</td>
</tr>
<tr>
<td>Christian</td>
<td>36.31%</td>
<td>512</td>
</tr>
</tbody>
</table>
Hindu 3.26% 46
Jewish 16.45% 232
Muslim 1.70% 24

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>86.60%</td>
<td>1234</td>
</tr>
<tr>
<td>Gay, Lesbian, Bisexual, Queer, or Questioning</td>
<td>16.42%</td>
<td>234</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>62.84%</td>
<td>866</td>
</tr>
<tr>
<td>Middle SES</td>
<td>30.87%</td>
<td>439</td>
</tr>
<tr>
<td>Lower SES</td>
<td>13.07%</td>
<td>168</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.

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.
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…

Age:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>74.49%</td>
</tr>
<tr>
<td>Infrequently</td>
<td>17.59%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>5.62%</td>
</tr>
<tr>
<td>Often</td>
<td>1.77%</td>
</tr>
<tr>
<td>Very Often</td>
<td>0.59%</td>
</tr>
</tbody>
</table>

Ability Status:

<table>
<thead>
<tr>
<th>Ability Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>93.92%</td>
</tr>
<tr>
<td>Infrequently</td>
<td>4.31%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>1.86%</td>
</tr>
<tr>
<td>Often</td>
<td>0.46%</td>
</tr>
<tr>
<td>Very Often</td>
<td>0.07%</td>
</tr>
</tbody>
</table>
Sexual Orientation:

- Never: 86.92%
- Infrequently: 8.2%
- Occasionally: 4.47%
- Often: 1.04%
- Very Often: 0.37%

Socioeconomic Status:

- Never: 60.39%
- Infrequently: 18.81%
- Occasionally: 10.11%
- Often: 3.42%
- Very Often: 1.26%
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:

- Very Unlikely: 33.61%
- Unlikely: 28.63%
- Unsure: 18.85%
- Likely: 11.52%
- Very Likely: 4.03%
- N/A: 2.97%

My RA/RCD:

- Very Unlikely: 26.61%
- Unlikely: 19.49%
- Unsure: 15.44%
- Likely: 17.82%
- Very Likely: 8.17%
- N/A: 12.67%
My Academic Adviser:

The Bias Report and Support System (BRSS):
Student Health Services:

Question 11: Have you ever considered leaving Washington University?

- Very Unlikely: 42.14%
- Unlikely: 26.19%
- Unsure: 18.55%
- Likely: 6.07%
- Very Likely: 2.74%
- N/A: 3.41%

- Yes: 34.49%
- No: 65.51%
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?
Results on the Basis of Ability Status

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

<table>
<thead>
<tr>
<th>Ability Status</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able-Bodied Learning Disability</td>
<td>2.2%</td>
<td>18.23%</td>
</tr>
<tr>
<td>Able-Bodied Mental Health/Emotional Disability</td>
<td>18.62%</td>
<td>82.54%</td>
</tr>
<tr>
<td>Able-Bodied Physical Disability</td>
<td>18.11%</td>
<td>85.11%</td>
</tr>
<tr>
<td>Learning Disability Mental Health/Emotional Disability</td>
<td>22.22%</td>
<td>77.78%</td>
</tr>
<tr>
<td>Learning Disability Physical Disability</td>
<td>17.70%</td>
<td>82.30%</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>Ability Status</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able-Bodied Learning Disability</td>
<td>1.2%</td>
<td>1.23%</td>
</tr>
<tr>
<td>Able-Bodied Mental Health/Emotional Disability</td>
<td>7.70%</td>
<td>92.30%</td>
</tr>
<tr>
<td>Able-Bodied Physical Disability</td>
<td>24.48%</td>
<td>75.52%</td>
</tr>
<tr>
<td>Learning Disability Mental Health/Emotional Disability</td>
<td>9.09%</td>
<td>90.91%</td>
</tr>
<tr>
<td>Learning Disability Physical Disability</td>
<td>6.08%</td>
<td>93.92%</td>
</tr>
</tbody>
</table>
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**

- Degree
- Major
- Minor
- AA
- Other
- Very Other

**Learning Disability**

- Degree
- Major
- Minor
- AA
- Other
- Very Other

**Mental Health/Emotional Disability**

- Degree
- Major
- Minor
- AA
- Other
- Very Other

**Physical Disability**

- Degree
- Major
- Minor
- AA
- Other
- Very Other

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

**Able-Bodied**

- Degree
- Major
- Minor
- AA
- Other
- Very Other

**Learning Disability**

- Degree
- Major
- Minor
- AA
- Other
- Very Other
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**
  - [Graph showing distribution]

- **Learning Disability**
  - [Graph showing distribution]

- **Mental Health/Emotional Disability**
  - [Graph showing distribution]

- **Physical Disability**
  - [Graph showing distribution]
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**

- Strongly Agree: 9.8%  
- Agree: 34.1%  
- Neutral: 10.5%  
- Disagree: 20.7%  
- Strongly Disagree: 11.2%

**Men**

- Strongly Agree: 41.9%  
- Agree: 15.3%  
- Neutral: 10.6%  
- Disagree: 24.1%  
- Strongly Disagree: 14.4%

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

**Women**

- Strongly Agree: 8.7%  
- Agree: 29.3%  
- Neutral: 16.5%  
- Disagree: 23.7%  
- Strongly Disagree: 11.5%

**Men**

- Strongly Agree: 27.4%  
- Agree: 23.4%  
- Neutral: 12.0%  
- Disagree: 30.1%  
- Strongly Disagree: 16.7%
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

Other Preferred Term

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**

- Very Fairly: 41.1%
- Fairly: 40.8%
- Occasional: 1.7%
- Other: 1.3%
- None: 0.2%

**Men**

- Very Fairly: 41.1%
- Fairly: 40.8%
- Occasional: 1.7%
- Other: 1.3%
- None: 0.2%

**Other Preferred Term**

- Very Fairly: 42.0%
- Fairly: 41.4%
- Occasional: 7.1%
- Other: 2.8%
- None: 0.2%
Question 7: During my time at WU, I have been treated fairly by staff.

![Bar chart for women's treatment by staff](chart1)

Women: 55.8% frequently, 41.2% moderately, 0% infrequently, 0% occasion, 0% never, 0% very often

![Bar chart for men's treatment by staff](chart2)

Men: 54.2% frequently, 41.3% moderately, 0% infrequently, 0% occasion, 0% never, 0% very often

Other Preferred Term

![Bar chart for other preferred terms](chart3)

Other: 64.8% frequently, 26.1% moderately, 0% infrequently, 0% occasion, 0% never, 0% very often

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

![Bar chart for women's treatment by other students](chart4)

Women: 80.7% frequently, 39.8% moderately, 6.1% infrequently, 0% occasion, 0% never, 0% very often

![Bar chart for men's treatment by other students](chart5)

Men: 51.8% frequently, 10.3% moderately, 8.7% infrequently, 0% occasion, 0% never, 0% very often
Question 9: During the past school year, I have experienced an incident of bias on the basis of my gender:

**Women**

- 40.51%
- 22.95%
- 10.00%
- 4.08%
- 13.47%

**Men**

- 72.74%
- 17.11%
- 3.12%
- 0.51%
- 0.00%

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.

- **Domestic**
- **International**

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

- **Domestic**
- **International**

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

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

*Domestic*

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3.52%</td>
<td>4.49%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10.20%</td>
<td>11.27%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10.78%</td>
<td>15.68%</td>
</tr>
<tr>
<td>Agree</td>
<td>34.80%</td>
<td>42.13%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>25.05%</td>
<td>9.52%</td>
</tr>
</tbody>
</table>

*International*

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>10.78%</td>
<td>15.68%</td>
</tr>
<tr>
<td>Agree</td>
<td>34.80%</td>
<td>42.13%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>25.05%</td>
<td>9.52%</td>
</tr>
</tbody>
</table>

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

*Domestic*

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>9.31%</td>
<td>4.68%</td>
</tr>
<tr>
<td>Disagree</td>
<td>38.11%</td>
<td>41.75%</td>
</tr>
<tr>
<td>Neutral</td>
<td>37.88%</td>
<td>32.15%</td>
</tr>
<tr>
<td>Agree</td>
<td>12.26%</td>
<td>38.24%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2.55%</td>
<td>0.87%</td>
</tr>
</tbody>
</table>

*International*

<table>
<thead>
<tr>
<th>Agreement Level</th>
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</tr>
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<td>41.75%</td>
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<tr>
<td>Neutral</td>
<td>37.88%</td>
<td>32.15%</td>
</tr>
<tr>
<td>Agree</td>
<td>12.26%</td>
<td>38.24%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2.55%</td>
<td>0.87%</td>
</tr>
</tbody>
</table>

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

*Domestic*

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3.51%</td>
<td>5.91%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.52%</td>
<td>0.72%</td>
</tr>
<tr>
<td>Neutral</td>
<td>5.58%</td>
<td>42.32%</td>
</tr>
<tr>
<td>Agree</td>
<td>42.46%</td>
<td>42.33%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>40.28%</td>
<td>5.68%</td>
</tr>
</tbody>
</table>

*International*

<table>
<thead>
<tr>
<th>Agreement Level</th>
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<th>International</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Disagree</td>
<td>0.52%</td>
<td>0.72%</td>
</tr>
<tr>
<td>Neutral</td>
<td>5.58%</td>
<td>42.32%</td>
</tr>
<tr>
<td>Agree</td>
<td>42.46%</td>
<td>42.33%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>40.28%</td>
<td>5.68%</td>
</tr>
</tbody>
</table>
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*

<table>
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<td><strong>Total</strong></td>
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*International*

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<td><strong>Total</strong></td>
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<tr>
<td><strong>Percentage</strong></td>
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</tr>
</tbody>
</table>
Results on the Basis of Race

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

- **Asian/Asian-American**
- **Black/African-American**
- **Biracial/Multiracial**
- **Hispanic/Latino(a)**
- **White**
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**

- Very Often: 33.4%
- Occasionally: 23.8%
- Infrequently: 11.9%
- Rarely: 11.9%
- Never: 11.9%

**Black/African-American**

- Very Often: 22.0%
- Occasionally: 20.8%
- Infrequently: 11.9%
- Rarely: 11.9%
- Never: 11.9%

**Biracial/Multiracial**

- Very Often: 30.9%
- Occasionally: 30.9%
- Infrequently: 27.0%
- Rarely: 4.4%
- Never: 4.4%

**Hispanic/Latino(a)**

- Very Often: 46.5%
- Occasionally: 28.0%
- Infrequently: 14.1%
- Rarely: 9.1%
- Never: 3.0%

**White**

- Very Often: 76.5%
- Occasionally: 13.3%
- Infrequently: 7.9%
- Rarely: 1.6%
- Never: 0.1%
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

[Bar charts comparing support by religion]
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

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**

- Strongly Disagree: 2.8%
- Disagree: 14.8%
- Neither: 19.6%
- Agree: 42.3%
- Strongly Agree: 15.3%

**LGBQ**

- Strongly Disagree: 3.2%
- Disagree: 15.1%
- Neither: 24.8%
- Agree: 47.5%
- Strongly Agree: 8.3%

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

**Heterosexual**

- Strongly Disagree: 1.2%
- Disagree: 1.3%
- Neither: 7.9%
- Agree: 57.6%
- Strongly Agree: 39.3%

**LGBQ**

- Strongly Disagree: 2.8%
- Disagree: 2.1%
- Neither: 10.2%
- Agree: 27.4%
- Strongly Agree: 68.5%

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

**Heterosexual**

- Strongly Disagree: 1.9%
- Disagree: 3.0%
- Neither: 5.0%
- Agree: 41.8%
- Strongly Agree: 51.3%

**LGBQ**

- Strongly Disagree: 1.8%
- Disagree: 2.0%
- Neither: 5.0%
- Agree: 38.2%
- Strongly Agree: 64.4%
Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support.

Heterosexual

LGBTQ

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

Heterosexual

LGBTQ

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

Heterosexual

LGBTQ
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

LGBQ
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.

Higher SES

Middle SES
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.

Higher SES

Middle SES

Lower SES

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

Higher SES

Middle SES
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:
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=307).

- General satisfaction with campus community.
- Students feel connected to smaller communities, such as, friend groups, student organizations, or residence hall floors.
- Students feel less connected to the University as a whole and report a lack of “school spirit”.
- Students report that peers are “friendly” and “nice”, but that establishing deeper, more meaningful relationships can be difficult.
- There is some sense that most students spend their time with people similar to them, and that this is problematic.
- Students feel a divide between Greek and non-Greek students.

Question 2: I believe that meaningful interactions with those different than me is an essential part of my college education (n=197).

- Strong endorsement of this statement.
- Some students noted that meaningful interactions can only occur with people who respect and value differences.

Question 3: There is a fellow student on campus that I feel comfortable turning to if I need support (n=109).

- Many students discussed having a friend or group of friends to turn to; frequently someone they knew through a student organization or freshman floor.
- Some students reported that it took time to develop trusting relationships; as such, they did not feel comfortable turning to a peer in their first year.

Question 4: There is a faculty or staff member on campus that I feel comfortable turning to if I need support (n=172).

- Most people felt comfortable turning to a faculty member regarding an academic 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=200).

- 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-semester freshmen
• International students
• Non-drinkers
• Non-Greeks (particularly right after fraternity/sorority recruitment)
• Non-traditional students (students older than 18-22)
• Students from lower socioeconomic backgrounds
• Students who identify as racial minorities
• Students who “look different” in a classroom or group event (e.g., being the only student of a particular race)
• Students with conservative political beliefs
• Students with a mental health diagnosis
• Many students reported feeling isolated because they doubted their academic capacity, or reported feeling “not smart enough”.

**Question 6: During my time at WU, I have been treated fairly by faculty (n=97).**

• 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)
  • Mental health diagnosis
  • Religion (classes/tests on religious holidays)

**Question 7: During my time at WU, I have been treated fairly by staff (n=93).**

• Most people reported positive interactions with staff.
• Many students discussed experiences with dining services or housekeeping staff; fewer students described experiences with professional staff.

**Question 8: During my time at WU, I have been treated fairly by other students (n=98).**

• Students reported microaggressions, tokenism, and stereotypes (based on race, Greek affiliation, international status, etc.)
• Some students who identified as white, upper/upper-middle class, male, and/or heterosexual sometimes feel that their opinions were unwelcome or unvalued.

**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=153).**

• Students described incidents of bias based on (in alphabetical order):
  • Gender (both in terms of discrimination within certain departments and in terms of a campus rape culture)
  • Mental health diagnosis
  • Race
• Religion (Christian students felt judged by non-Christians; Muslim students felt marginalized)
• Socioeconomic status
• Some students with majority identities feel marginalized and excluded from conversations about diversity.

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 RA or RCD, my academic adviser, the Bias Report and Support System, Student Health Services. (n=91)

• Many students reported that they were most comfortable speaking to a peer.
• Some students stated that they would only use the BRSS or other reporting mechanism when there was a “serious issue”, and would discuss “more minor issues” with friends.

Question 11: Have you ever considered leaving Washington University? (n=360)

• 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 major of interest
  • Experiencing bias/marginalization and/or the lack of diversity on campus
  • Feeling “out of place” or of “not fitting in” (for many this dissipated after the first year)
  • Mental health concerns
  • 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=75)

• Students had heard of or knew peers who left the University based on:
  • Gender (experienced sexual assault)
  • Mental health issues
  • Race (African-American)
  • Religion (Muslim)
  • Socioeconomic status