

Climate Study for Diversity
Graduate Students Only
Winter 2018

Table of Contents

Executive Summary.....	3
Introduction	4
Charge	4
Committee	4
Instrument	4
Population.....	5
Respondent Characteristics	5
Response Rate.....	5
Race/Ethnicity	5
Additional Demographic Comparisons	7
Skyfactor Items	9
Outcome 1: Overall Satisfaction	10
Outcome 2: Environment for Learning	10
Perceptions of Faculty and Staff	12
Perceptions of Institution	12
Co-Curricular Environment	13
Personal Attitudes and Behaviors.....	14
Northwestern-Specific Items	14
Adjective Pairs.....	14
Bias Incidents	15
Target	15
Sources.....	15
Reasons	16
Location.....	16
Reporting of Bias Events	16
Outcomes of Bias Incidents.....	17
Next Steps	18
Appendix A: Survey Instrument Outline	20
Appendix B: Skyfactor Survey Scale Summaries	40
Appendix C: Northwestern Adjective Pairs.....	53
Appendix D: Northwestern Bias Incidents.....	54
Appendix E: Skyfactor Survey Items by Predictors	60
E1: Predictors of Overall Satisfaction by Demographic Variables	60
E2: Predictors of Overall Environment for Learning	61
E3: Predictors of Perceptions of Faculty and Staff and Perceptions of Institution.....	62
Appendix F: Predictors of those Experiencing Bias Events	65
F1: Predictors of those Experiencing Bias Events	65
F2: Predictors of Targets of Bias Incidents.....	70
F3: Predictors of Sources of Bias Events	71
F5: Predictors of Reasons for Bias Incidents.....	74
F7: Predictors of Impact on Learning.....	76

Executive Summary

In Winter Quarter 2018, the University administered its first-ever Climate Survey for Diversity. The survey was sent to all currently-enrolled undergraduate students and graduate students who are part of The Graduate School, and degree-seeking undergraduates and graduate students in the School of Professional Studies. Of the 14,458 invitations to participate, just over 2,300 students (57% Undergrad/43% Grad) responded, for a response rate of 16 percent. The survey was a modified version of Skyfactor's "Student Campus Climate, Safety, and Sexual Assault Assessment." These modifications included the removal of a block of questions focused on sexual assault and the addition of a new section focused on issues of bias events on campus. Two reports were created: one for undergraduate students and another for graduate students.

This initial survey for diversity was administered to provide a benchmark for the various ongoing initiatives focused on students' experiences on campus. Planned and subsequent climate surveys for diversity will assess the effectiveness of student-facing program and policy improvements.

The climate survey team reviewed these 2018 survey data from a number of different angles: specifically, results were anchored on the two main outcome variables of the Skyfactor survey: satisfaction and environment for learning. In analyzing the results, three different themes emerged. First, questions related to bias incidents generated the most notable results. A striking number of students, 33% overall, had either witnessed or experienced a bias incident or microaggression on campus. This is concerning and must lead to actions to reduce the incidents that occur. Even more alarming was that only 14% of this population reported the event to a university authority. The data generated from this survey can be used to better understand why those students did not report the incidents. Additionally, future surveys will seek additional information from students as to why they choose not to report these incidents.

The second emerging theme the analysis reveals is that females, gender-queer, and lesbian, gay and bisexual students have lower scores for satisfaction and satisfaction predictors when compared to white, male, heterosexuals. Future action steps should be focused on identities that predict variance in satisfaction and the environment for learning. These actions could inform already-existing initiatives designed to enhance the undergraduate and graduate student experience, e.g., [Black Student Experience Task Force Report Recommendations](#); [Gender-Queer, Non-Binary, Transgender Support Task Force](#); [Undergraduate Student Lifecycle](#); [Veterans Support Initiative](#); and [Institution-wide Diversity and Inclusion Strategic Plan](#).

Third, the interactions with faculty and staff were a source of more than half of the bias incidents. Students' ratings of their perceptions of faculty and staff are below the established benchmark¹ in areas of faculty concern for their welfare, value of different perspectives in the classroom, and ability to turn controversial topics into constructive discussions in the classroom. Some of this information informs efforts to advise faculty and staff development and training initiatives.

It should be noted that variance in satisfaction and environment for learning was not highly predicted by a student's School affiliation. The stronger predictors for these measures of satisfaction and the environment for learning were the demographic characteristics of race/ethnicity, gender identity, and sexual orientation. While there are differences in satisfaction and environment for learning by School

¹ The established benchmark is an average score of 5.5 or higher on a 7.0-point scale. This was established by Skyfactor as a suggested goal, whereby approximately 75% of respondents agree with a given item.

affiliation, the reason for these differences is likely to be based on systematic differences in identities of students between various Schools than on any other specific factors occurring within Schools.

Introduction

This is the first of several reports on results from a campus climate study for diversity conducted at Northwestern University during the Winter Quarter of 2018. This report provides a broad overview of the survey data for undergraduate and graduate/professional students, along with a deeper dive into predictive elements found in the data with both populations. Future reports will focus on specific populations within the study body, as this report is intended to provide a wider, comprehensive view of all students at the university.

Charge

In the fall of 2017 Vice President Patricia Telles-Irvin, along with incoming Provost Jonathan Holloway, charged a small committee with the task of developing and implementing the university's first-ever climate survey for diversity of the majority of enrolled students. While there have been numerous studies in the past analyzing the climate for diversity among specific groups of students, for example the Black Student Experience Study from the 2016-2017 academic, there have been no comprehensive analyses done on the entire student body. This study was intended to be the first of an ongoing cycle of data collection for understanding views across the student population.

Committee

The aforementioned committee was comprised of six individuals from a variety of departments at the university: Jabbar Bennett (chair), Provost's Office; Nsombi Ricketts, Provost's Office; Lesley-Ann Brown Henderson, Campus Inclusion & Community; Amit Prachand, Institutional Research; Rob Aaron, Student Affairs Assessment & Planning; and Bill Artz, The Graduate School.

Instrument

Due to the charge of conducting a study across the entire student population, it was decided that a survey would be the best data-collection method for this study. The committee analyzed numerous surveys used by institutions across the country, and it also reviewed several benchmarking surveys run by research firms. Ultimately, the committee decided upon a survey developed by Skyfactor (formerly EBI) entitled the "Student Campus Climate, Safety, and Sexual Assault Assessment." This was chosen for several reasons: 1) it is comprised of several validated scales that predict two major outcomes of Overall Satisfaction and Overall Learning; 2) the company was flexible in allowing for minor modification of the instrument to fit Northwestern's needs; 3) the survey items covered issues of significant interest to the committee.

The survey was modified in a number of ways. First and foremost, the "sexual assault" and "training for sexual assault" sections were removed from the survey. The reason for this is that the university conducted a climate survey for sexual assault awareness and education in 2015, and it plans to re-run a similar survey in 2019. The topic of understanding issues of sexual assault is of paramount importance to the university, so it was decided to keep this topic as a stand-alone study to be conducted next year.

The second modification was to the demographic items of the survey. Skyfactor agreed to allow the committee a great deal of flexibility

Population

The population surveyed for this study was all undergraduate students across the university and all graduate and professional students seeking a degree from The Graduate School (TGS). In addition, degree-seeking undergraduate and graduate students from the School of Professional Studies (SPS) were included in the population. The total population N was 14,458 students who were enrolled at Northwestern during the Winter Quarter in 2018.

Respondent Characteristics

This section will outline an overview of the respondent characteristics including details on the response rate, number of respondents by race/ethnicity, and demographic comparisons between respondents and those of the total university population. Overall, the demographics of the survey respondents are in proportion with the general population.

Response Rate

The overall response rate for the survey was 16%. This includes 2,314 complete and partial responses, all of which are used in the data analysis. The survey was incentivized with a chance to win an Amazon gift cards; there were 30 at \$20 each, and 4 at \$100 each. These were split evenly among 17 undergraduate respondents and 17 graduate respondents, chosen entirely at random after the survey closed.

Of the respondents, just under 1,000 of them were graduate students. The following sections present comparison tables between the graduate respondents and the general population of graduates during the winter 2018 quarter in order to determine whether or not trends in the respondent data could be generalized to the population.

Race/Ethnicity

The committee was intentional about developing a comprehensive list of race/ethnicity identity options in the survey that met two important priorities: 1) develop a current, relevant list that enabled professionals to use survey results in practice when providing support for Northwestern students, particularly those identifying as persons of color or as members of underrepresented categories; and 2) develop a list of race/ethnicity categories that could be used to compare survey respondents with the general university population, and possibly with populations at other institutions. As such, the committee developed the following survey item in order to best meet both priorities (and Skyfactor's race/ethnicity question was not used):

What is your race and/or ethnicity? Mark all that apply.

1. American Indian or Alaska Native (Examples: Navajo Nation, Blackfeet Tribe, or Inupiat Traditional Govt.)
2. Asian (Examples: Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese)
3. Black or African-American (Examples: Jamaican, Nigerian, Haitian, Ethiopian)
4. Hispanic or Latino (Examples: Puerto Rican, Mexican, Cuban, Salvadoran, Colombian)
5. Middle Eastern or North African (Examples: Lebanese, Iranian, Egyptian, Syrian, Moroccan)
6. Native Hawaiian or other Pacific Islander (Examples: Samoan, Guamanian, Chamorro, Tongan)

7. White (Examples: German, Irish, English, Italian, Polish, French)
8. Additional race, ethnicity, or origin, not listed
9. Prefer not to answer

The committee, in consultation with Northwestern University’s Multicultural Student Affairs office, decided to focus particularly on understanding the Asian student population. The committee offered an open-ended item to respondents who indicated they were Asian with the opportunity to complete an open-ended item describing their specific ethnic identity. A complete list of survey items is available in Appendix A.

Table 1 describes the survey responses for the race/ethnicity items. We identified respondents who chose more than one selection as multi-racial.

Table 1: Race/Ethnicity Survey Item Responses (Graduates only)

	Count	Percent
American Indian or Alaska Native	1	0.10%
Unknown	8	0.83%
Middle Eastern or North African	19	1.97%
Prefer not to answer	44	4.55%
Black or African American	55	5.69%
Multi-Racial	93	9.63%
Hispanic or Latino	57	5.90%
Asian (plus open-ended response)	268	27.74%
White	421	43.58%
Total undergraduates	966	

In order to create categories that were consistent with those the university routinely uses for analysis, we assigned students to IPEDS categories based on their responses. Table 2 provides a comparative view of survey respondents vs. the graduate population for Winter Quarter 2018. There is a slight over-representation in survey respondents for students who identify as Asian (10% vs. 8%), and multi-racial (5% vs. 3%). There is a slight underrepresentation of international students (33% vs. 36%). Otherwise, the racial/ethnic categories for survey respondents are similar to their counterparts for the entire population. One can be relatively confident the survey responses reflect those of the general population in terms of race/ethnicity.

Table 2: Comparison of IPEDS Race/Ethnicity Categories (Graduate Students Only)

Climate Survey Respondents			Graduate Population (Winter 2018)		
	Count	Percent		Count	Percent
White	373	40%	White	1618	40%
Asian/Pacific Islander	88	10%	Asian/Pacific Islander	337	8%
Hispanic or Latino	67	7%	Hispanic or Latino	283	7%
Race/Ethnicity Black or African American	47	5%	Race/Ethnicity Black or African American	206	5%
International	301	33%	International	1463	36%
Two or More Races	49	5%	Two or More Races	131	3%
American Indian/Alaskan Native	1	0%	American Indian/Alaskan Native	6	0%

In terms of distribution by gender identification, female students responded at a higher rate than the population (53% vs. 49%), while male students responded at a lower rate (46% vs. 51%).

Table 5: Comparisons of Gender (Graduate Students Only)

Climate Survey Respondents				Graduate Population (Winter 2018)			
		Count	Percent			Count	Percent
Gender Identity	Female	495	53%	Gender Identity	Female	2056	49%
	Male	429	46%		Male	2125	51%
	Trans & Genderqueer	11	1%				

Many of the age groups match, with only slight differences in most of the groups. The small group of students who are between 21 and 23 years old have a lower rate of response (15% vs. 19%) and those who are 30 to 32 are slightly lower as well (11% vs. 12%). Those who are 24 to 26 are slightly overrepresented (32% vs 31%), and those who are 39 and over are over represented (7% vs. 4%).

Table 6: Comparisons of Age (Graduate Students Only)

Climate Survey Respondents				Graduate Population (Winter 2018)			
		Count	Percent			Count	Percent
Age	18-20	1	<1%	Age	18-20	2	<1%
	21-23	139	15%		21-23	791	19%
	24-26	297	32%		24-26	1302	31%
	27-29	236	25%		27-29	1029	25%
	30-32	104	11%		30-32	509	12%
	33-38	101	11%		33-38	401	10%
	39 and over	64	7%		39 and over	165	4%

We have insufficient comparative data available for graduate students in The Graduate School for two surveyed areas: 1st generation and sexual orientation. Twenty-nine percent of students stated that their parents did not complete college. Seventy-four percent of students reported as heterosexual.

Table 6: Self-Identified Sexual Orientation and Parents completing College (Graduate Students Only)

		Count	Percent
Climate Survey Respondents			
Parents Completed College	Yes	686	71%
	No	277	29%
	Dont Know	1	0%
Sexual Orientation	Heterosexual	708	74%
	Prefer not to answer	69	7%
	Gay	51	5%
	Bisexual	40	4%
	Queer	31	3%
	Asexual	23	2%
	Lesbian	16	2%
	Pansexual	13	1%
	Additional orientation, not listed	4	0%
	Questioning	3	0%

Skyfactor Items

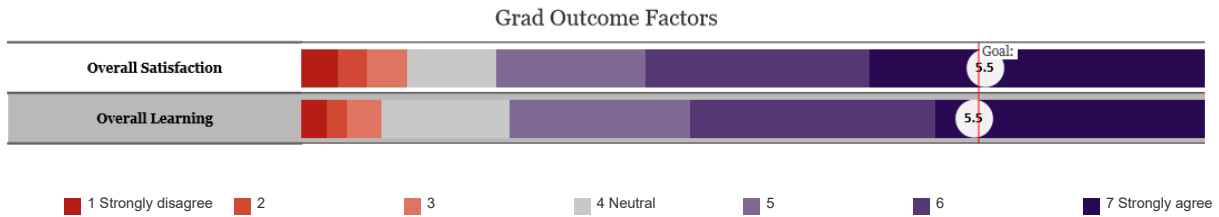
This section of the report includes a brief discussion on the structure of the Skyfactor portion of the survey. At the time of writing this report, benchmarking information was not yet available from Skyfactor. We will incorporate these data into a brief later.

The Skyfactor instrument has two main outcome variables: Satisfaction and Learning. For the purposes of this report, “Learning” means the Environment for Learning, as this is a more descriptive term for how the results will be used. The survey is comprised of several other scales, some of which predict variance in the two outcomes of Satisfaction and Environment for Learning. We will describe each in turn in the remainder of this section.

Figure 1 provides a view of the overall mean and frequency distribution for the two main outcomes of Satisfaction and Learning. Skyfactor’s suggested goal is a mean score of 5.5 (out of a 7-point scale). For graduate students, Northwestern was near the mean for both the Satisfaction variable at 5.5, and Environment for Learning was at the mean at 5.5.

Considering the population of graduate student respondents at Northwestern, we hear mostly from White, heterosexual, older females in their later years in the PhD programs. This report starts to uncover the overall results by subcategories of race, gender, and sexual orientation in order to depict a clearer picture of the climate for diversity. Future reports will focus solely on these under-represented populations with a much more detailed view of their experiences with the climate for diversity at Northwestern.

Figure 1: Satisfaction and Learning Summary

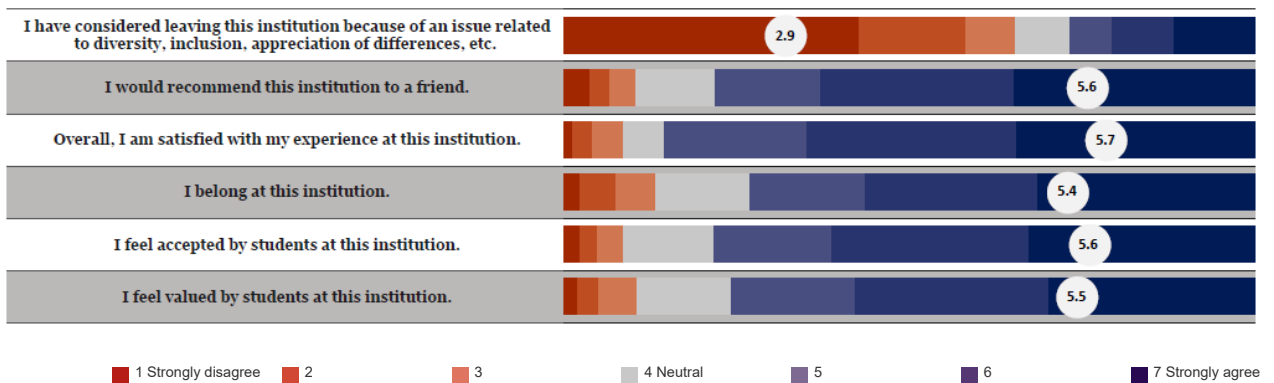


Outcome 1: Overall Satisfaction

The Satisfaction outcome variable is comprised of a six-item scale, shown below in Figure 2. The first item appears quite low at first glance, but the desired score is a low one, seeing that the context involves discussing whether a student would transfer away from Northwestern. Its recoded value out of 7 is a 5.1, which is a bit below the target goal of 5.5. The only other item below the goal mean is “I belong at this institution” (5.4). All of other items are either at the mean or higher.

When analyzing the Overall Satisfaction outcome by race/ethnicity, Black, Latinx and multi-racial students tend to be less satisfied than White students by 4%, 3%, and 6% respectively. By gender, male students are the most satisfied, female students 4 % lower and transgender and genderqueer much lower at 22% and 27% respectively While these latter two differences are high, the sample size is low, and one should proceed with caution.

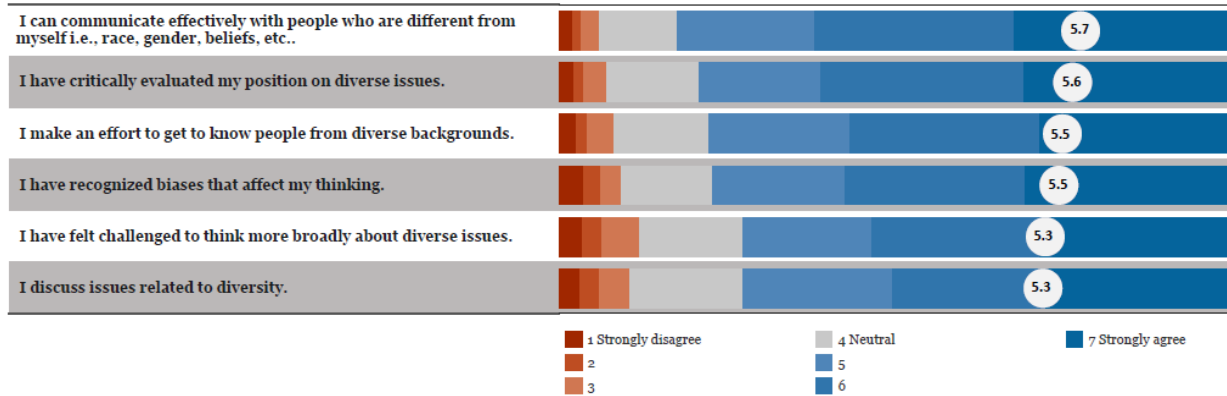
Figure 2: Overall Satisfaction Item Summary



Outcome 2: Environment for Learning

Northwestern graduate students’ scale means in the Environment for Learning outcome are at the expected mean, as previously mentioned, with an overall mean of 5.5 out of 7.0. See Figure 3, below, for the items comprising this outcome. Of the six items in the scale, two sit below the goal of 5.5: discussions of issues related to diversity, and being challenged to think more broadly about diversity issues. All other items are at or above the mean as seen in Figure 3.

Figure 3: Overall Environment for Learning Item Summary
“As a result of my experience at this university...”

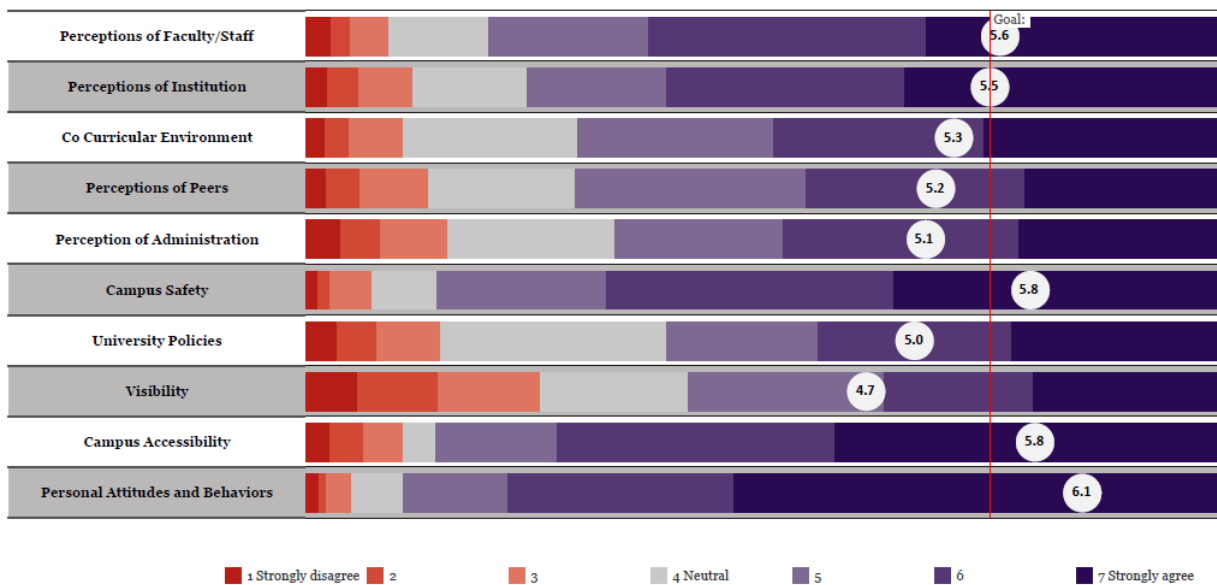


In terms of demographic analysis of this section, the data lack the variance required to identify demographic differences.

Survey Scales

The Skyfactor portion of the survey is comprised of 10 independent scales on a variety of subjects related to the climate for diversity. Their overall mean scores and frequency information are presented in Figure 4, listed in order of their predictive impact on Satisfaction. Five of these scales have means that are at or above the target of 5.5: Perceptions of Faculty/Staff (5.6); Perceptions of Institution (5.5); Campus safety (5.8); Campus Accessibility (5.8); and Personal Attitudes and Behaviors (6.1).

Figure 4: Skyfactor Predictor Scales



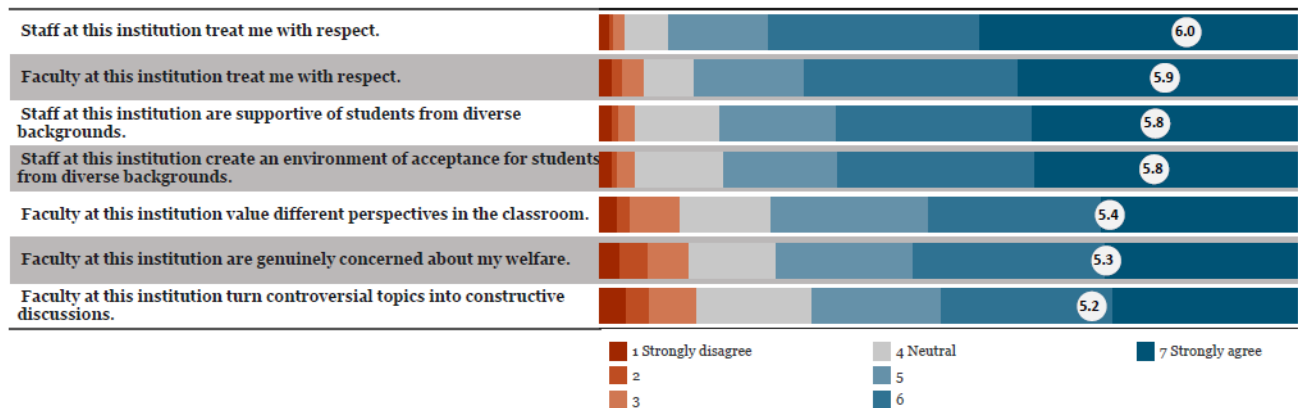
The first two scales listed in Figure 4 have the greatest impact on predicting the satisfaction outcomes; while the first and last variables – Faculty/Staff and Personal Attitudes and Behaviors – have the greatest

impact on predicting overall learning outcomes. The means for these are either at the 5.5 target or above. It will be very important for these scales to be studied in more detail, and as such they are shared in this section. The details of the other scales are shared in Appendix B.

Perceptions of Faculty and Staff

The scale addressing issues of faculty and staff perceptions has the highest predictive value of overall satisfaction and learning (Figure 5). Four of the 7 items have mean scores above the 5.5 target goal. The items falling below the target deal with faculty valuing different perspectives in the classroom (5.4), the perception that faculty are concerned about students' welfare (5.3), and faculty handling issues of controversial topics (5.2). Extra care should be used when interpreting these items due to their highly predictive value.

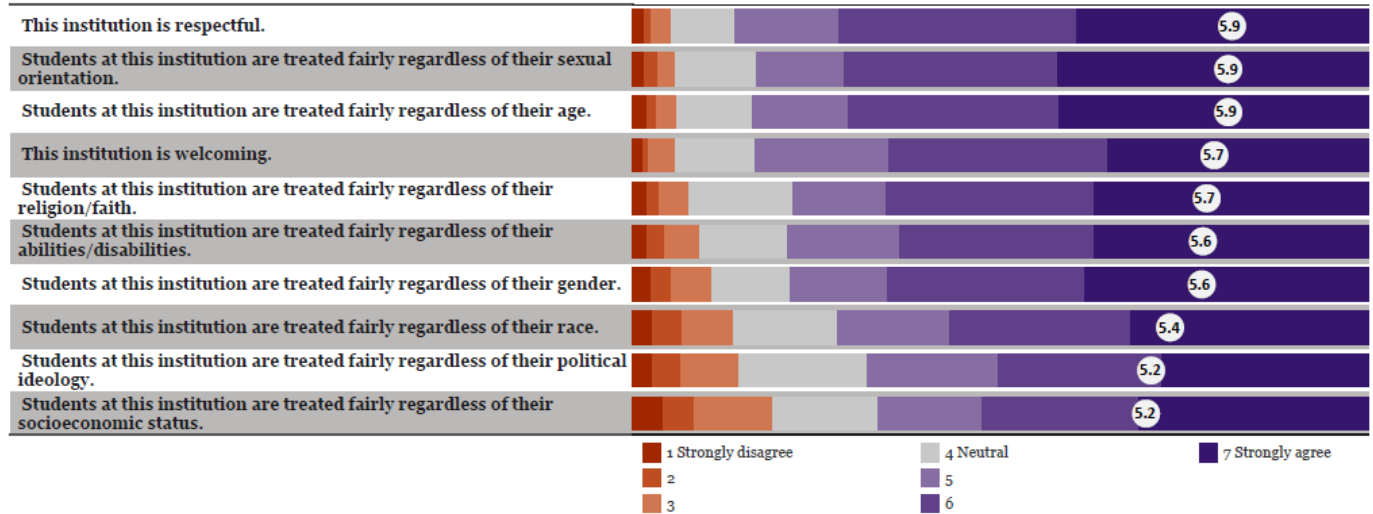
Figure 5: Perceptions of Faculty and Staff Item Summary



Perceptions of Institution

The second-highest predictor was the Perceptions of Institution scale, comprised of 10 items visualized in Figure 6. Three items in this scale had mean scores of below 5.5. They relate to perceptions of students being treated fairly regardless of their race (5.4), socioeconomic status (5.2), and their political ideology (5.2). The mean scores provide practitioners with a starting point for exploring areas for improvement within the Perceptions of Institution scale.

Figure 6: Perceptions of Institution Item Summary

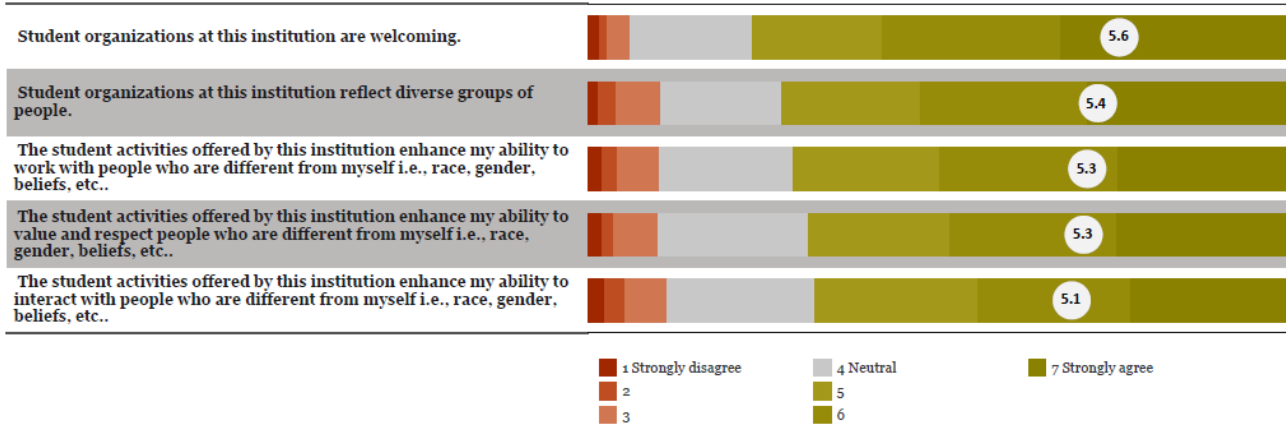


Both females and transgender/genderqueer graduate students rated their perceptions of faculty/staff and perceptions of the institution significantly lower, 5% and 25% respectively, than their male peers. Multi-racial students rated their perceptions of faculty/staff and perceptions of the institution significantly lower, 8% and 10%, respectively than their white peers. Lesbian, gay, bisexual, queer, and pansexual students rated their perceptions of faculty/staff and perceptions of the institution significantly lower, 9% and 10% respectively, than their heterosexual peers.

Co-Curricular Environment

The third-highest predictor of satisfaction is the Co-curricular Environment scale, comprised of 5 items visualized in Figure 7. The only item higher than the 5.5 mean is that student organizations are welcoming. An additional analysis into the environment around student organizations may be a helpful place to start with unpacking these results.

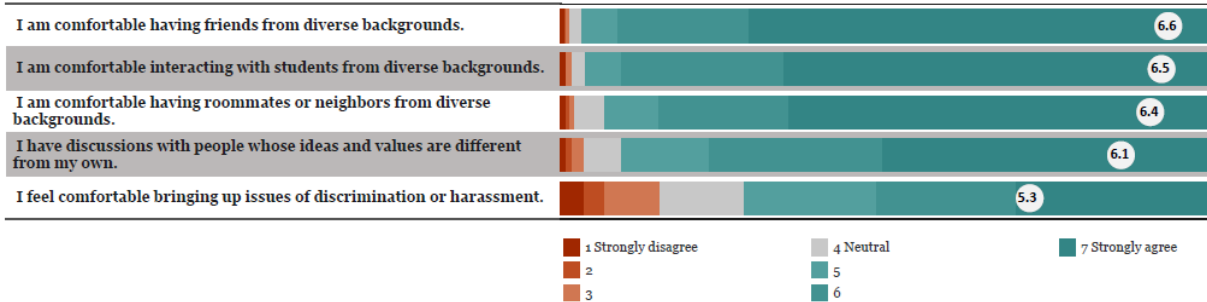
Figure 7: Co-Curricular Environment Item Summary



Personal Attitudes and Behaviors

The second highest predictor for Learning Outcomes for graduate students is Personal Attitudes and Behaviors. All but one of the variables have a rating much higher than 5.5, with the only one below 5.5 being a comfort with bringing up issues of discrimination or harassment. All of the areas in this category are illustrated in Figure 8.

Figure 8: Personal Attitudes and Behaviors



Six additional scales in the Skyfactor portion of the survey are not discussed in this report due to their lower predictability. This is not to say, however, that they are unimportant when interpreting the full set of results for this study. All Skyfactor survey scales are visualized in Appendix B expressly for the purpose of taking a deeper dive into the results to help understand the entire climate for diversity. The next section of this report outlines the Northwestern-specific items related to, in particular, experiencing or witnessing bias incidents.

Northwestern-Specific Items

Adjective Pairs

The committee developed a set of descriptive adjectives that help describe the climate for diversity at Northwestern, along with a few other attributes of the college experience. They are visualized in

Appendix C of this report, where 1 represents the adjective on the left side of the page (and typically is less desirable in nature) and 7 represents the adjective on the right side of the page (and typically is more desirable). It appears that, overall, students perceive Northwestern as a largely friendly institution with a relatively welcoming climate. The top three adjective pairs are homophobic vs. **non-homophobic** (mean=5.4), ageist vs. **non-ageist** (mean=5.2), and hostile vs. **friendly** (mean=5.2). Conversely the two lowest mean scores for adjective pairs are **competitive** vs. cooperative (mean=4.2) and **elitist** vs. non-elitist (3.2).

Bias Incidents

The remaining items in the survey discuss bias events. The definition of a bias event for this study was phrased in survey item OQ29: "Have you ever personally experienced or personally witnessed anything that you would consider to be an act of hostile, harassing, discriminatory, or intimidating behavior?" (Appendix A). Twenty-eight percent of all graduate student respondents answered "yes" to this item. The following sections describe how that 28% respondent to subsequent questions on the details of these incidents.

The picture looks very different when breaking down these results by demographic groups. When analyzing bias incidents by race/ethnicity, multi-racial students are 68% more likely to respond "yes". Regarding gender identity, females were 77% more likely to experience a bias event than their male peers. Trans/Genderqueer individuals were eight times more likely to experience a bias event than white males. Females in their third or fourth year are three times more likely than their white male peers and females in their fourth year are 5 times more likely to experience a bias event than their white male peers. Finally, regarding sexual orientation, those who identified as LGBQP were twelve times more likely to experience bias than their heterosexual peers. There is much more work to be done when looking closely at bias experiences by the various demographic categories collected in this study.

Target

Of the 28% of respondents indicating they had witnessed or experienced a bias event, 44% of those indicated the target of the incident was another student and 41% said it was themselves. Smaller percentages of respondents indicating the target was others who were not listed (6%), Faculty (4%), or administrative staff member (2%). The full listing of targets is found in Appendix D.

Females are more than 2.8 times more likely to be the target of a bias incident than their male peers, and Trans or genderqueer are almost 3.7 times more likely than their cis male peers. LGBQP are 72% more likely to experience a bias event than their heterosexual peers.

Sources

The largest portion of respondents (47%) indicated the source of the bias event was a faculty member or instructor. The second-highest source was another student (31%), followed by an administrative or staff member (10%). The full listing of sources is found in Appendix D.

It is 60% more likely that an LGBQP student will report that the source is a faculty member when compared to their heterosexual peers. LGBQP *women* are over three times as likely to report a faculty member as the source.

Reasons

When responding to possible reasons why the incident occurred, 39% of all respondents indicated it was due to gender, and 38% indicated race or ethnicity as the main reason. The next most cited reason was other than listed (17%) and speaking a language other than English, or Accents (11%). See Appendix D for full visualizations of the overall reasons for bias events.

Asian students are 2 times as likely, Hispanic and Multi-racial students are over 3.5 times as likely, and Black students are more than 6 times as likely to report the reason for the bias event as race or ethnicity.

Women are more than 5 times as likely, and transgender students are more than 17 times as likely than their male peers to report the reason as gender.

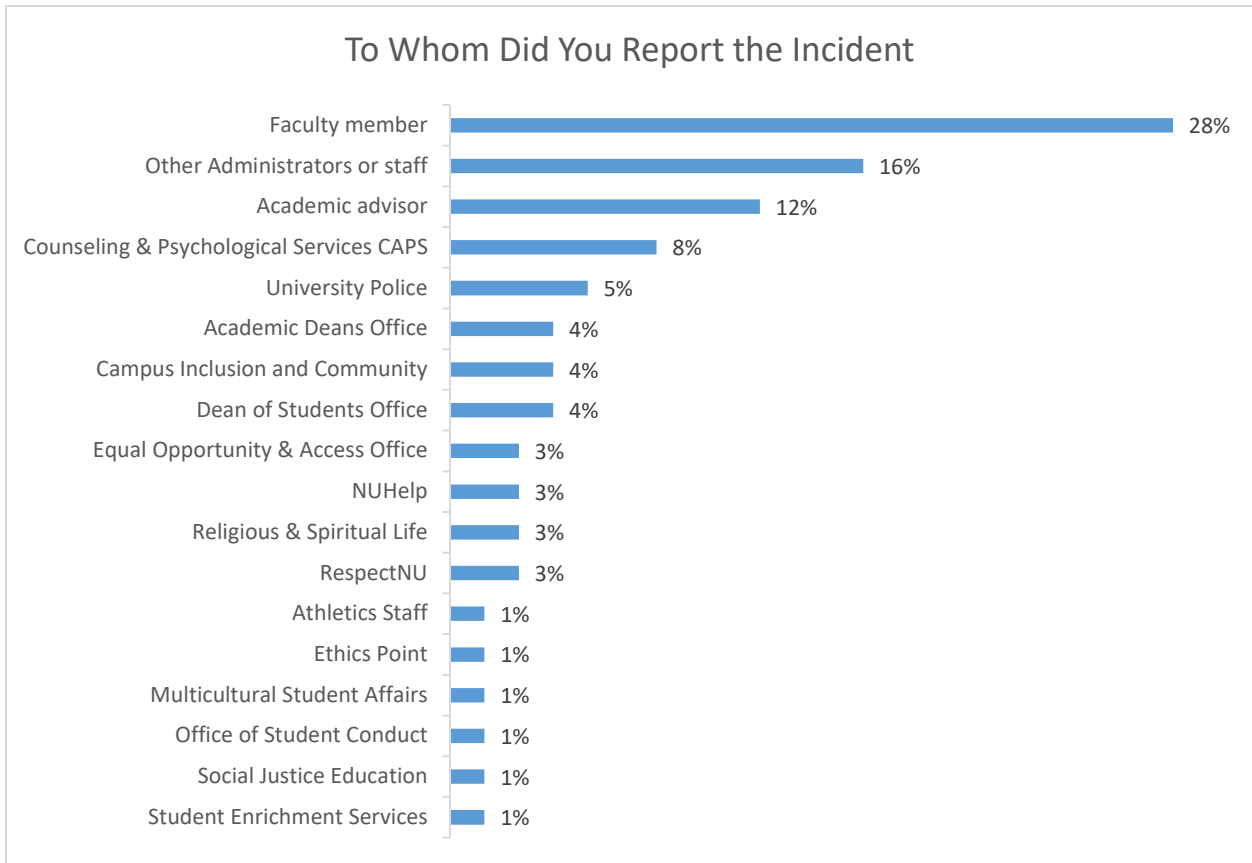
Location

Respondents were asked where the observed or experienced bias event occurred. Twenty-two percent of respondents indicated it occurred in class, 12% described it occurring in a campus office, and another 12% indicated it happened in a place other than listed. A little more than 10% indicated it happened off campus. A full listing of bias event locations is found in Appendix D.

Reporting of Bias Events

Of the 28% of survey respondents indicating they experienced or witnessed a bias event, only 18% reported the incident. Therefore, the number of those reporting in the various categories offered in the survey is quite small. When represented in percentages (Figure 8), the top categories were Faculty member (28%), Other Administrators or staff (16%), Academic Advisor (12%), and Counseling and Psychological Services (CAPS) (8%).

Figure 8: Reports of Bias Incidents

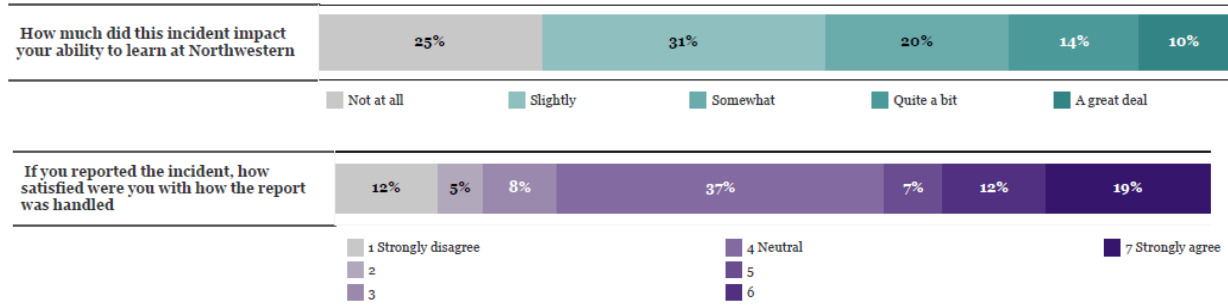


Outcomes of Bias Incidents

The 11% of respondents reporting bias incidents were asked two final questions related to the incident they experienced or witnessed (Figure 9). First, they were asked how satisfied they were with the manner in which the report was handled. One third of the respondents indicated a “neutral” level of satisfaction, 38% indicated they were satisfied, and 25% indicated they were dissatisfied. Second, when asked how much this incident impacted their ability to learn at Northwestern, 25% indicated “not at all,” 51% said “slightly,” or “somewhat,” and 24% indicated the incident impacted their learning “quite a bit,” or “a great deal.”

Women and transgender both note a higher impact from a bias event on their learning outcomes than do their male peers. LGBTQP students note a higher impact on their learning outcomes than their heterosexual peers. There is also a significant difference between first generation and non-first generation students.

Figure 9: Bias incident Outcomes



Next Steps

This report is an overview of results from a large survey of the entire student population at Northwestern University. However, it does not delve deeply into details of specific populations. Therefore, additional briefs will be developed in order to delve into the greater details of these populations. Topics of particular interest for undergraduate students will include 1) gender and race/ethnicity, and their intersectionality; 2) sexual orientation; and 3) political affiliation. In addition, an additional brief focusing on issues for international vs. domestic students will be written focusing specifically on graduate students. Finally, a benchmarking brief will be written with information on how Northwestern respondents compare with six selected peer institutions as well as the larger respondent pool from institutions participating in the Skyfactor survey during the 2017-2018 academic year.

Appendices

Appendix A: Survey Instrument Outline

Northwestern University - Student Campus Climate, Safety Assessment

[You are currently viewing your order specific outline. Click here to view the basic outline of Student Campus Climate, Safety and Sexual Assault Assessment.](#)

[Print](#) 

Page 2 - Page 2

Section 1 - Response Key Section

To what extent do you agree with the following statements?

This institution is welcoming.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q001	1
(2)	Q001	2
(3)	Q001	3
(4) Neutral	Q001	4
(5)	Q001	5
(6)	Q001	6
(7) Strongly agree	Q001	7
Not applicable	Q001	99

This institution is respectful.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q002	1
(2)	Q002	2
(3)	Q002	3
(4) Neutral	Q002	4
(5)	Q002	5
(6)	Q002	6
(7) Strongly agree	Q002	7
Not applicable	Q002	99

Students at this institution are treated fairly regardless of their abilities/disabilities.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q003	1
(2)	Q003	2
(3)	Q003	3
(4) Neutral	Q003	4
(5)	Q003	5
(6)	Q003	6
(7) Strongly agree	Q003	7
Not applicable	Q003	99

Students at this institution are treated fairly regardless of their age.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q004	1
(2)	Q004	2
(3)	Q004	3
(4) Neutral	Q004	4
(5)	Q004	5
(6)	Q004	6
(7) Strongly agree	Q004	7
Not applicable	Q004	99

Students at this institution are treated fairly regardless of their gender.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q005	1
(2)	Q005	2
(3)	Q005	3
(4) Neutral	Q005	4
(5)	Q005	5
(6)	Q005	6
(7) Strongly agree	Q005	7
Not applicable	Q005	99

Students at this institution are treated fairly regardless of their political ideology.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q006	1

(2)	Q006	2
(3)	Q006	3
(4) Neutral	Q006	4
(5)	Q006	5
(6)	Q006	6
(7) Strongly agree	Q006	7
Not applicable	Q006	99

Students at this institution are treated fairly regardless of their race.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q007	1
(2)	Q007	2
(3)	Q007	3
(4) Neutral	Q007	4
(5)	Q007	5
(6)	Q007	6
(7) Strongly agree	Q007	7
Not applicable	Q007	99

Students at this institution are treated fairly regardless of their religion/faith.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q008	1
(2)	Q008	2
(3)	Q008	3
(4) Neutral	Q008	4
(5)	Q008	5
(6)	Q008	6
(7) Strongly agree	Q008	7
Not applicable	Q008	99

Students at this institution are treated fairly regardless of their sexual orientation.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q009	1
(2)	Q009	2
(3)	Q009	3
(4) Neutral	Q009	4
(5)	Q009	5
(6)	Q009	6
(7) Strongly agree	Q009	7
Not applicable	Q009	99

Students at this institution are treated fairly regardless of their socioeconomic status.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q010	1
(2)	Q010	2
(3)	Q010	3
(4) Neutral	Q010	4
(5)	Q010	5
(6)	Q010	6
(7) Strongly agree	Q010	7
Not applicable	Q010	99

Section 2 - Response Key Section

To what extent do you agree with the following statements?

This institution has students from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q011	1
(2)	Q011	2
(3)	Q011	3
(4) Neutral	Q011	4
(5)	Q011	5
(6)	Q011	6
(7) Strongly agree	Q011	7
Not applicable	Q011	99

This institution has faculty from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q012	1
(2)	Q012	2
(3)	Q012	3
(4) Neutral	Q012	4
(5)	Q012	5
(6)	Q012	6
(7) Strongly agree	Q012	7
Not applicable	Q012	99

This institution has staff from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q013	1
(2)	Q013	2
(3)	Q013	3
(4) Neutral	Q013	4
(5)	Q013	5
(6)	Q013	6
(7) Strongly agree	Q013	7
Not applicable	Q013	99

This institution has senior leadership from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q014	1
(2)	Q014	2
(3)	Q014	3
(4) Neutral	Q014	4
(5)	Q014	5
(6)	Q014	6
(7) Strongly agree	Q014	7
Not applicable	Q014	99

Page 3 - Page 3

Section 1 - Response Key Section

To what extent do you agree with the following statements?

I am comfortable interacting with students from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q015	1
(2)	Q015	2
(3)	Q015	3
(4) Neutral	Q015	4
(5)	Q015	5
(6)	Q015	6
(7) Strongly agree	Q015	7
Not applicable	Q015	99

I am comfortable having friends from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q016	1
(2)	Q016	2
(3)	Q016	3
(4) Neutral	Q016	4
(5)	Q016	5
(6)	Q016	6
(7) Strongly agree	Q016	7
Not applicable	Q016	99

I am comfortable having roommates or neighbors from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q017	1
(2)	Q017	2
(3)	Q017	3
(4) Neutral	Q017	4
(5)	Q017	5
(6)	Q017	6
(7) Strongly agree	Q017	7
Not applicable	Q017	99

I have discussions with people whose ideas and values are different from my own.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q018	1
(2)	Q018	2
(3)	Q018	3
(4) Neutral	Q018	4
(5)	Q018	5
(6)	Q018	6
(7) Strongly agree	Q018	7

Not applicable	Q018	99
I feel comfortable bringing up issues of discrimination or harassment.		
<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q019	1
(2)	Q019	2
(3)	Q019	3
(4) Neutral	Q019	4
(5)	Q019	5
(6)	Q019	6
(7) Strongly agree	Q019	7
Not applicable	Q019	99

Page 4 - Page 4

Section 1 - Response Key Section

To what extent do you agree with the following statements?

The student activities offered by this institution enhance my ability to interact with people who are different from myself (i.e., race, gender, beliefs, etc.).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q020	1
(2)	Q020	2
(3)	Q020	3
(4) Neutral	Q020	4
(5)	Q020	5
(6)	Q020	6
(7) Strongly agree	Q020	7
Not applicable	Q020	99

The student activities offered by this institution enhance my ability to value and respect people who are different from myself (i.e., race, gender, beliefs, etc.).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q021	1
(2)	Q021	2
(3)	Q021	3
(4) Neutral	Q021	4
(5)	Q021	5
(6)	Q021	6
(7) Strongly agree	Q021	7
Not applicable	Q021	99

The student activities offered by this institution enhance my ability to work with people who are different from myself (i.e., race, gender, beliefs, etc.).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q022	1
(2)	Q022	2
(3)	Q022	3
(4) Neutral	Q022	4
(5)	Q022	5
(6)	Q022	6
(7) Strongly agree	Q022	7
Not applicable	Q022	99

Student organizations at this institution are welcoming.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q023	1
(2)	Q023	2
(3)	Q023	3
(4) Neutral	Q023	4
(5)	Q023	5
(6)	Q023	6
(7) Strongly agree	Q023	7
Not applicable	Q023	99

Student organizations at this institution reflect diverse groups of people.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q024	1
(2)	Q024	2

(3)	Q024	3
(4) Neutral	Q024	4
(5)	Q024	5
(6)	Q024	6
(7) Strongly agree	Q024	7
Not applicable	Q024	99

Page 5 - Page 5

Section 1 - Response Key Section

To what extent do you agree with the following statements?

Students at this institution encourage free and open discussions about difficult topics.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q025	1
(2)	Q025	2
(3)	Q025	3
(4) Neutral	Q025	4
(5)	Q025	5
(6)	Q025	6
(7) Strongly agree	Q025	7
Not applicable	Q025	99

Students at this institution are willing to talk about group differences.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q026	1
(2)	Q026	2
(3)	Q026	3
(4) Neutral	Q026	4
(5)	Q026	5
(6)	Q026	6
(7) Strongly agree	Q026	7
Not applicable	Q026	99

Students at this institution are open-minded when it comes to sharing different ideas and beliefs.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q027	1
(2)	Q027	2
(3)	Q027	3
(4) Neutral	Q027	4
(5)	Q027	5
(6)	Q027	6
(7) Strongly agree	Q027	7
Not applicable	Q027	99

Section 2 - Response Key Section

To what extent do you agree with the following statements?

Faculty at this institution value different perspectives in the classroom.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q028	1
(2)	Q028	2
(3)	Q028	3
(4) Neutral	Q028	4
(5)	Q028	5
(6)	Q028	6
(7) Strongly agree	Q028	7
Not applicable	Q028	99

Faculty at this institution treat me with respect.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q029	1
(2)	Q029	2
(3)	Q029	3
(4) Neutral	Q029	4
(5)	Q029	5
(6)	Q029	6
(7) Strongly agree	Q029	7
Not applicable	Q029	99

Faculty at this institution turn controversial topics into constructive discussions.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q030	1
(2)	Q030	2
(3)	Q030	3
(4) Neutral	Q030	4
(5)	Q030	5
(6)	Q030	6
(7) Strongly agree	Q030	7
Not applicable	Q030	99

Faculty at this institution are genuinely concerned about my welfare.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q031	1
(2)	Q031	2
(3)	Q031	3
(4) Neutral	Q031	4
(5)	Q031	5
(6)	Q031	6
(7) Strongly agree	Q031	7
Not applicable	Q031	99

Section 3 - Response Key Section

To what extent do you agree with the following statements?

Staff at this institution are supportive of students from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q032	1
(2)	Q032	2
(3)	Q032	3
(4) Neutral	Q032	4
(5)	Q032	5
(6)	Q032	6
(7) Strongly agree	Q032	7
Not applicable	Q032	99

Staff at this institution create an environment of acceptance for students from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q033	1
(2)	Q033	2
(3)	Q033	3
(4) Neutral	Q033	4
(5)	Q033	5
(6)	Q033	6
(7) Strongly agree	Q033	7
Not applicable	Q033	99

Staff at this institution treat me with respect.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q034	1
(2)	Q034	2
(3)	Q034	3
(4) Neutral	Q034	4
(5)	Q034	5
(6)	Q034	6
(7) Strongly agree	Q034	7
Not applicable	Q034	99

Section 4 - Response Key Section

To what extent do you agree with the following statements?

Administrators at this institution are genuinely concerned about my welfare.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q035	1
(2)	Q035	2
(3)	Q035	3
(4) Neutral	Q035	4
(5)	Q035	5
(6)	Q035	6
(7) Strongly agree	Q035	7
Not applicable	Q035	99

Administrators at this institution respect what students think.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q036	1

(2)	Q036	2
(3)	Q036	3
(4) Neutral	Q036	4
(5)	Q036	5
(6)	Q036	6
(7) Strongly agree	Q036	7
Not applicable	Q036	99

Administrators at this institution treat students fairly.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q037	1
(2)	Q037	2
(3)	Q037	3
(4) Neutral	Q037	4
(5)	Q037	5
(6)	Q037	6
(7) Strongly agree	Q037	7
Not applicable	Q037	99

Administrators at this institution regularly speak about the value of diversity.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q038	1
(2)	Q038	2
(3)	Q038	3
(4) Neutral	Q038	4
(5)	Q038	5
(6)	Q038	6
(7) Strongly agree	Q038	7
Not applicable	Q038	99

Administrators at this institution demonstrate leadership that fosters diversity.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q039	1
(2)	Q039	2
(3)	Q039	3
(4) Neutral	Q039	4
(5)	Q039	5
(6)	Q039	6
(7) Strongly agree	Q039	7
Not applicable	Q039	99

Page 6 - Page 6

Section 1 - Response Key Section

Administrative Policies-To what extent do you agree with the following statements?

This institution proactively implements policies to prevent discrimination related to abilities/disabilities.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q040	1
(2)	Q040	2
(3)	Q040	3
(4) Neutral	Q040	4
(5)	Q040	5
(6)	Q040	6
(7) Strongly agree	Q040	7
Not applicable	Q040	99

This institution proactively implements policies to prevent discrimination related to age.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q041	1
(2)	Q041	2
(3)	Q041	3
(4) Neutral	Q041	4
(5)	Q041	5
(6)	Q041	6
(7) Strongly agree	Q041	7
Not applicable	Q041	99

This institution proactively implements policies to prevent discrimination related to gender.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q042	1
(2)	Q042	2
(3)	Q042	3
(4) Neutral	Q042	4
(5)	Q042	5
(6)	Q042	6
(7) Strongly agree	Q042	7
Not applicable	Q042	99

This institution proactively implements policies to prevent discrimination related to political ideology.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q043	1
(2)	Q043	2
(3)	Q043	3
(4) Neutral	Q043	4
(5)	Q043	5
(6)	Q043	6
(7) Strongly agree	Q043	7
Not applicable	Q043	99

This institution proactively implements policies to prevent discrimination related to race.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q044	1
(2)	Q044	2
(3)	Q044	3
(4) Neutral	Q044	4
(5)	Q044	5
(6)	Q044	6
(7) Strongly agree	Q044	7
Not applicable	Q044	99

This institution proactively implements policies to prevent discrimination related to religion/faith.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q045	1
(2)	Q045	2
(3)	Q045	3
(4) Neutral	Q045	4
(5)	Q045	5
(6)	Q045	6
(7) Strongly agree	Q045	7
Not applicable	Q045	99

This institution proactively implements policies to prevent discrimination related to sexual orientation.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q046	1
(2)	Q046	2
(3)	Q046	3
(4) Neutral	Q046	4
(5)	Q046	5
(6)	Q046	6
(7) Strongly agree	Q046	7
Not applicable	Q046	99

This institution proactively implements policies to prevent discrimination related to socioeconomic status.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q047	1
(2)	Q047	2
(3)	Q047	3
(4) Neutral	Q047	4
(5)	Q047	5
(6)	Q047	6
(7) Strongly agree	Q047	7
Not applicable	Q047	99

Section 2 - Standard Question Section

Do you have a documented or diagnosed disability?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
No	D048	0
Yes	D048	1
Branch: - Page 7 Prefer not to answer	D048	2

Page 7 - Page 7

The following answers branch to this page:

Answered: Yes Question: **Do you have a documented or diagnosed disability?**

Section 1 - Response Key Section

To what extent do you agree with the following statements?

I can easily access administrative functions (i.e., registering for classes, applying for financial aid).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q049	1
(2)	Q049	2
(3)	Q049	3
(4) Neutral	Q049	4
(5)	Q049	5
(6)	Q049	6
(7) Strongly agree	Q049	7
Not applicable	Q049	99

I can easily access campus web sites.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q050	1
(2)	Q050	2
(3)	Q050	3
(4) Neutral	Q050	4
(5)	Q050	5
(6)	Q050	6
(7) Strongly agree	Q050	7
Not applicable	Q050	99

I can easily access course materials (i.e., textbooks, online materials).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q051	1
(2)	Q051	2
(3)	Q051	3
(4) Neutral	Q051	4
(5)	Q051	5
(6)	Q051	6
(7) Strongly agree	Q051	7
Not applicable	Q051	99

I can easily access classrooms.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q052	1
(2)	Q052	2
(3)	Q052	3
(4) Neutral	Q052	4
(5)	Q052	5
(6)	Q052	6
(7) Strongly agree	Q052	7
Not applicable	Q052	99

I can easily access campus buildings.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q053	1
(2)	Q053	2
(3)	Q053	3
(4) Neutral	Q053	4
(5)	Q053	5
(6)	Q053	6
(7) Strongly agree	Q053	7
Not applicable	Q053	99

I can easily access campus dining facilities.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q054	1
(2)	Q054	2
(3)	Q054	3
(4) Neutral	Q054	4
(5)	Q054	5
(6)	Q054	6
(7) Strongly agree	Q054	7

Not applicable Q054 99

I can easily access campus sidewalks.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q055	1
(2)	Q055	2
(3)	Q055	3
(4) Neutral	Q055	4
(5)	Q055	5
(6)	Q055	6
(7) Strongly agree	Q055	7
Not applicable	Q055	99

I can easily access campus events (i.e., sporting events, lectures, concerts).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q056	1
(2)	Q056	2
(3)	Q056	3
(4) Neutral	Q056	4
(5)	Q056	5
(6)	Q056	6
(7) Strongly agree	Q056	7
Not applicable	Q056	99

Page 8 - Page 8

Section 1 - Response Key Section

To what extent do you agree with the following statements?

This institution is a safe place for students.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q057	1
(2)	Q057	2
(3)	Q057	3
(4) Neutral	Q057	4
(5)	Q057	5
(6)	Q057	6
(7) Strongly agree	Q057	7
Not applicable	Q057	99

This institution keeps the campus safe.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q058	1
(2)	Q058	2
(3)	Q058	3
(4) Neutral	Q058	4
(5)	Q058	5
(6)	Q058	6
(7) Strongly agree	Q058	7
Not applicable	Q058	99

This institution does enough to protect the safety of students.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q059	1
(2)	Q059	2
(3)	Q059	3
(4) Neutral	Q059	4
(5)	Q059	5
(6)	Q059	6
(7) Strongly agree	Q059	7
Not applicable	Q059	99

This institution has adequate outdoor lighting.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q060	1
(2)	Q060	2
(3)	Q060	3
(4) Neutral	Q060	4
(5)	Q060	5
(6)	Q060	6

(7) Strongly agree	Q060	7
Not applicable	Q060	99

This institution is safe to walk around at night.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q061	1
(2)	Q061	2
(3)	Q061	3
(4) Neutral	Q061	4
(5)	Q061	5
(6)	Q061	6
(7) Strongly agree	Q061	7
Not applicable	Q061	99

Page 12 - Page 12

Section 1 - Response Key Section

As a result of my experiences at this institution:

I discuss issues related to diversity.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q077	1
(2)	Q077	2
(3)	Q077	3
(4) Neutral	Q077	4
(5)	Q077	5
(6)	Q077	6
(7) Strongly agree	Q077	7
Not applicable	Q077	99

I make an effort to get to know people from diverse backgrounds.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q078	1
(2)	Q078	2
(3)	Q078	3
(4) Neutral	Q078	4
(5)	Q078	5
(6)	Q078	6
(7) Strongly agree	Q078	7
Not applicable	Q078	99

I have felt challenged to think more broadly about diverse issues.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q079	1
(2)	Q079	2
(3)	Q079	3
(4) Neutral	Q079	4
(5)	Q079	5
(6)	Q079	6
(7) Strongly agree	Q079	7
Not applicable	Q079	99

I have recognized biases that affect my thinking.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q080	1
(2)	Q080	2
(3)	Q080	3
(4) Neutral	Q080	4
(5)	Q080	5
(6)	Q080	6
(7) Strongly agree	Q080	7
Not applicable	Q080	99

I have critically evaluated my position on diverse issues.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q081	1
(2)	Q081	2
(3)	Q081	3
(4) Neutral	Q081	4
(5)	Q081	5

(6)	Q081	6
(7) Strongly agree	Q081	7
Not applicable	Q081	99

I can communicate effectively with people who are different from myself (i.e., race, gender, beliefs, etc.).

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q082	1
(2)	Q082	2
(3)	Q082	3
(4) Neutral	Q082	4
(5)	Q082	5
(6)	Q082	6
(7) Strongly agree	Q082	7
Not applicable	Q082	99

Section 2 - Response Key Section

To what extent do you agree with the following statements?

Overall, I am satisfied with my experience at this institution.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q083	1
(2)	Q083	2
(3)	Q083	3
(4) Neutral	Q083	4
(5)	Q083	5
(6)	Q083	6
(7) Strongly agree	Q083	7
Not applicable	Q083	99

I belong at this institution.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q084	1
(2)	Q084	2
(3)	Q084	3
(4) Neutral	Q084	4
(5)	Q084	5
(6)	Q084	6
(7) Strongly agree	Q084	7
Not applicable	Q084	99

I would recommend this institution to a friend.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q085	1
(2)	Q085	2
(3)	Q085	3
(4) Neutral	Q085	4
(5)	Q085	5
(6)	Q085	6
(7) Strongly agree	Q085	7
Not applicable	Q085	99

I feel accepted by students at this institution.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q086	1
(2)	Q086	2
(3)	Q086	3
(4) Neutral	Q086	4
(5)	Q086	5
(6)	Q086	6
(7) Strongly agree	Q086	7
Not applicable	Q086	99

I feel valued by students at this institution.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	Q087	1
(2)	Q087	2
(3)	Q087	3
(4) Neutral	Q087	4
(5)	Q087	5
(6)	Q087	6
(7) Strongly agree	Q087	7
Not applicable	Q087	99

I have considered leaving this institution because of an issue related to diversity, inclusion, appreciation of differences, etc.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
----------------	---------------	--------------

(1) Strongly disagree	Q088	1
(2)	Q088	2
(3)	Q088	3
(4) Neutral	Q088	4
(5)	Q088	5
(6)	Q088	6
(7) Strongly agree	Q088	7
Not applicable	Q088	99

Section 3 - Response Key Section

I intend to:

Return to this institution next year (please mark N/A if graduating or studying abroad).

Answers	Column	Value
(1) Strongly disagree	Q089	1
(2)	Q089	2
(3)	Q089	3
(4) Neutral	Q089	4
(5)	Q089	5
(6)	Q089	6
(7) Strongly agree	Q089	7
Not applicable	Q089	99

Graduate from this institution.

Answers	Column	Value
(1) Strongly disagree	Q090	1
(2)	Q090	2
(3)	Q090	3
(4) Neutral	Q090	4
(5)	Q090	5
(6)	Q090	6
(7) Strongly agree	Q090	7
Not applicable	Q090	99

Section 4 - Standard Question Section

What is one thing you would do to improve the campus culture at this institution?

Answers	Column	Value
Text Answer	LA092	0

Page 13 - Page 13

Section 1 - Standard Question Section

Race/Ethnicity (reporting only) Hidden Question

Answers	Column	Value
Hispanic (regardless of race)	D097	0
American Indian/Alaska Native/First Nation	D097	1
Asian	D097	2
Black or African American	D097	3
Native Hawaiian or other Pacific Islander	D097	4
White	D097	5
Two or more races	D097	6
Race and ethnicity unknown	D097	7

Are you an international student (i.e., not a US citizen or permanent resident)?

Answers	Column	Value
No	D098	0
Yes	D098	1
Prefer not to answer	D098	2

Did you transfer to this institution this academic year?

Answers	Column	Value
No	D101	0
Yes	D101	1

Have you ever served in the Armed Forces of the United States?

Answers	Column	Value
No previous or current military service	D102	0
Yes, currently serving (including Guard or Reservist)	D102	1

Yes, previous service but not currently serving

D102 2

What is your place of residence?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Residence hall	D104	0
Fraternity/Sorority	D104	1
On-campus apartment/house	D104	2
Off-campus apartment/house	D104	3
Living at home with parents/guardians	D104	4
Other	D104	5

Did either of your parents/guardians graduate from college?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
No	D105	0
Yes	D105	1
Don't know	D105	2

Page 13 - Institution Specific Questions

What is your race and/or ethnicity? Mark all that apply

<i>Answers</i>	<i>Column</i>	<i>Value</i>
American Indian or Alaska Native (Examples: Navajo Nation, Blackfeet Tribe, or Inupiat Traditional Govt.)	OQ1_1	1
Asian (Examples: Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese)	OQ1_2	2
Black or African-American (Examples: Jamaican, Nigerian, Haitian, Ethiopian)	OQ1_3	3
Hispanic or Latino (Examples: Puerto Rican, Mexican, Cuban, Salvadoran, Colombian)	OQ1_4	4
Middle Eastern or North African (Examples: Lebanese, Iranian, Egyptian, Syrian, Moroccan)	OQ1_5	5
Native Hawaiian or other Pacific Islander (Examples: Samoan, Guamanian, Chamorro, Tongan)	OQ1_6	6
White (Examples: German, Irish, English, Italian, Polish, French)	OQ1_7	7
Additional race, ethnicity, or origin, not listed	OQ1_8	8
Prefer not to answer	OQ1_9	9

If you answered "Asian" in the preceding question, please provide your specific ethnic identity.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Text Answer	OQ2	0

What is your gender identity?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Female	OQ3	1
Male	OQ3	2
Intersex	OQ3	3
Transgender	OQ3	4
Genderqueer	OQ3	5
Additional gender, not listed	OQ3	6
Prefer not to answer	OQ3	7

What is your sexual orientation?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Asexual	OQ4	1
Pansexual	OQ4	2
Bisexual	OQ4	3
Gay	OQ4	4
Heterosexual	OQ4	5
Lesbian	OQ4	6
Queer	OQ4	7
Questioning	OQ4	8
Additional orientation, not listed	OQ4	9
Prefer not to answer	OQ4	10

How old are you?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
18-20	OQ5	1
21-23	OQ5	2
24-26	OQ5	3
27-29	OQ5	4
30-32	OQ5	5
33-38	OQ5	6
39 and over	OQ5	7
Prefer not to respond	OQ5	8

What is your current academic class standing?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Freshman/first-year	OQ6	1
Sophomore	OQ6	2

Junior	OQ6	3
Senior	OQ6	4
Master's student	OQ6	5
PhD student 1st or 2nd year	OQ6	6
PhD student 3rd to 5th year	OQ6	7
PhD student > 5th year	OQ6	8
Non-degree or other	OQ6	9

This question is only seen by those who:

Answered: Yes Question: **Do you have a documented or diagnosed disability?**

Earlier, you indicated you have a documented or diagnosed disability. Do you have a physical disability?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Yes	OQ7	1
No	OQ7	2

This question is only seen by those who:

Answered: Yes Question: **Do you have a documented or diagnosed disability?**

Earlier, you indicated you have a documented or diagnosed disability. Do you have a psychological disability?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Yes	OQ8	1
No	OQ8	2

This question is only seen by those who:

Answered: Yes Question: **Do you have a documented or diagnosed disability?**

Earlier, you indicated you have a documented or diagnosed disability. Do you have a learning disability?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Yes	OQ9	1
No	OQ9	2

In terms of political views, would you say you are:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Very liberal	OQ10	1
Somewhat liberal	OQ10	2
Moderate	OQ10	3
Somewhat conservative	OQ10	4
Very conservative	OQ10	5
No political views	OQ10	6
Additional political view, not listed	OQ10	7

Are you an undocumented student?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
No	OQ11	1
Yes	OQ11	2
Prefer not to respond	OQ11	3

What is your marital status?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Not married	OQ12	1
Married	OQ12	2
Domestic partner	OQ12	3
Additional status, not listed	OQ12	4

Are you a parent or primary caregiver of another individual?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
No	OQ13	1
Yes	OQ13	2
Prefer not to respond	OQ13	3

How many dependents (children, spouse, partner) live with you, if any?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
None	OQ14	1
1	OQ14	2
2	OQ14	3
3	OQ14	4
4 or more	OQ14	5

Are you or were you Pell Grant eligible in college?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
No	OQ15	1
Yes	OQ15	2
Prefer not to respond	OQ15	3

With what religion, if any, do you most identify?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Agnostic	OQ16	1
Atheist	OQ16	2
Baha'i	OQ16	3

Baptist	OQ16	4
Buddhist	OQ16	5
Catholic	OQ16	6
Church of Christ	OQ16	7
Christian: Non-Denominational	OQ16	8
Confucian	OQ16	9
Eastern Orthodox	OQ16	10
Episcopalian	OQ16	11
Hindu	OQ16	12
Muslim	OQ16	13
Jain	OQ16	14
Jehovah's Witness	OQ16	15
Jewish	OQ16	16
LDS (Mormon)	OQ16	17
Lutheran	OQ16	18
Methodist	OQ16	19
Pentecostal	OQ16	20
Presbyterian	OQ16	21
Protestant: Non-Denominational	OQ16	22
Quaker	OQ16	23
Seventh-Day Adventist	OQ16	24
Sikh	OQ16	25
Taoist	OQ16	26
Unitarian/Universalist	OQ16	27
UCC/Congregational	OQ16	28
None	OQ16	29
Additional religion, not listed	OQ16	30

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Hostile	OQ17	1
(2)	OQ17	2
(3)	OQ17	3
(4)	OQ17	4
(5)	OQ17	5
(6)	OQ17	6
(7) Friendly	OQ17	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Racist	OQ18	1
(2)	OQ18	2
(3)	OQ18	3
(4)	OQ18	4
(5)	OQ18	5
(6)	OQ18	6
(7) Non-racist	OQ18	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Homogenous	OQ19	1
(2)	OQ19	2
(3)	OQ19	3
(4)	OQ19	4
(5)	OQ19	5
(6)	OQ19	6
(7) Diverse	OQ19	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Contentious	OQ20	1
(2)	OQ20	2
(3)	OQ20	3
(4)	OQ20	4
(5)	OQ20	5
(6)	OQ20	6
(7) Collegial	OQ20	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
----------------	---------------	--------------

(1) Sexist	OQ21	1
(2)	OQ21	2
(3)	OQ21	3
(4)	OQ21	4
(5)	OQ21	5
(6)	OQ21	6
(7) Non-sexist	OQ21	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Individualistic	OQ22	1
(2)	OQ22	2
(3)	OQ22	3
(4)	OQ22	4
(5)	OQ22	5
(6)	OQ22	6
(7) Collaborative	OQ22	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Competitive	OQ23	1
(2)	OQ23	2
(3)	OQ23	3
(4)	OQ23	4
(5)	OQ23	5
(6)	OQ23	6
(7) Cooperative	OQ23	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Homophobic	OQ24	1
(2)	OQ24	2
(3)	OQ24	3
(4)	OQ24	4
(5)	OQ24	5
(6)	OQ24	6
(7) Non-homophobic	OQ24	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Unsupportive	OQ25	1
(2)	OQ25	2
(3)	OQ25	3
(4)	OQ25	4
(5)	OQ25	5
(6)	OQ25	6
(7) Supportive	OQ25	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Responsive	OQ26	1
(2)	OQ26	2
(3)	OQ26	3
(4)	OQ26	4
(5)	OQ26	5
(6)	OQ26	6
(7) Unresponsive	OQ26	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Ageist	OQ27	1
(2)	OQ27	2
(3)	OQ27	3
(4)	OQ27	4
(5)	OQ27	5
(6)	OQ27	6
(7) Non-ageist	OQ27	7

Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Elitist	OQ28	1
(2)	OQ28	2
(3)	OQ28	3
(4)	OQ28	4
(5)	OQ28	5
(6)	OQ28	6
(7) Non-elitist	OQ28	7

Have you ever personally experienced or personally witnessed anything that you would consider to be an act of hostile, harassing, discriminatory, or intimidating behavior?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Yes	OQ29	1
No	OQ29	2

The remaining eight (8) questions in this survey ask about the details of the incident you witnessed or experienced, if you answered "yes" to the preceding question. If you answered "no" to the previous question, please choose "N/A" where prompted in these next 8 questions.

If you answered yes, and if you have more than one incident in mind, please consider the most severe incident as you answer these questions.

Who was the target of the hostile, harassing, discriminatory, or intimidating behavior that you experienced or witnessed?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Me	OQ30	1
Administrator/staff member	OQ30	2
Another student	OQ30	3
Faculty member	OQ30	4
Resident assistant or resident director	OQ30	5
Teaching assistant	OQ30	6
Person not associated with Northwestern	OQ30	7
Other	OQ30	8
N/A	OQ30	9

In which college or school are you currently enrolled? Mark all that apply

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Bienen School of Music	OQ31_1	1
Feinberg School of Medicine	OQ31_2	2
Kellogg School of Management	OQ31_3	3
McCormick School of Engineering & Applied Science	OQ31_4	4
Medill School of Journalism, Media, Integrated Marketing Communications	OQ31_5	5
School of Communication	OQ31_6	6
School of Education & Social Policy	OQ31_7	7
School of Professional Studies	OQ31_8	8
The Graduate School	OQ31_9	9
Weinberg College of Arts and Sciences	OQ31_10	10

What do you think was the reason for the incident? Select all that apply.

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Race or ethnicity	OQ32_1	1
Sexual orientation	OQ32_2	2
Gender	OQ32_3	3
Gender identity	OQ32_4	4
Disability	OQ32_5	5
Religion or belief systems	OQ32_6	6
Political beliefs	OQ32_7	7
Socioeconomic status	OQ32_8	8
Speaking a language other than English, or having an accent	OQ32_9	9
National origin	OQ32_10	10
Non-group related	OQ32_11	11
Don't know	OQ32_12	12
Other	OQ32_13	13
N/A	OQ32_14	14

Who/what was the source of the incident you witnessed or experienced?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Administrator/staff member	OQ33	1
Another student	OQ33	2
Campus police or security officer	OQ33	3
Faculty member or instructor	OQ33	4

Publication (posters, brochures, handouts)	OQ33	5
Resident assistant or resident director	OQ33	6
Teaching assistant	OQ33	7
Person not associated with Northwestern	OQ33	8
Don't know/unknown	OQ33	9
Other	OQ33	10
N/A	OQ33	11

Where did it occur?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Campus event	OQ34	1
Campus office	OQ34	2
In a class	OQ34	3
In a faculty office	OQ34	4
In a group meeting	OQ34	5
In a meeting with one other person	OQ34	6
In a public space on campus	OQ34	7
Off-campus housing	OQ34	8
On-campus housing	OQ34	9
On-campus dining facility	OQ34	10
On-campus recreation or athletic facility	OQ34	11
Fraternity Quad	OQ34	12
Sorority Quad	OQ34	13
Norris	OQ34	14
University Library	OQ34	15
While walking on campus	OQ34	16
While working in a campus job	OQ34	17
Off campus	OQ34	18
Other	OQ34	19
N/A	OQ34	20

How much did this incident impact your ability to learn at Northwestern?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Not at all	OQ35	1
Slightly	OQ35	2
Somewhat	OQ35	3
Quite a bit	OQ35	4
A great deal	OQ35	5
N/A	OQ35	6

Did you report the incident?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
Yes	OQ36	1
No	OQ36	2
N/A	OQ36	3

To whom did you report the incident?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
I did not report the incident	OQ37_1	1
Multicultural Student Affairs	OQ37_2	2
Campus Inclusion and Community	OQ37_3	3
Student Enrichment Services	OQ37_4	4
Social Justice Education	OQ37_5	5
RespectNU	OQ37_6	6
NUHelp	OQ37_7	7
University Police	OQ37_8	8
Counseling & Psychological Services (CAPS)	OQ37_9	9
Office of Student Conduct	OQ37_10	10
Equal Opportunity & Access Office	OQ37_11	11
Ethics Point	OQ37_12	12
Faculty member	OQ37_13	13
Academic advisor	OQ37_14	14
Dean of Students Office	OQ37_15	15
Academic Dean's Office	OQ37_16	16
Athletics staff	OQ37_17	17
Religious & Spiritual Life	OQ37_18	18
Other administrators or staff	OQ37_19	19
N/A	OQ37_20	20

If you reported the incident, how satisfied were you with how the report was handled?

<i>Answers</i>	<i>Column</i>	<i>Value</i>
(1) Strongly disagree	OQ38	1
(2)	OQ38	2
(3)	OQ38	3
(4) Neutral	OQ38	4
(5)	OQ38	5
(6)	OQ38	6

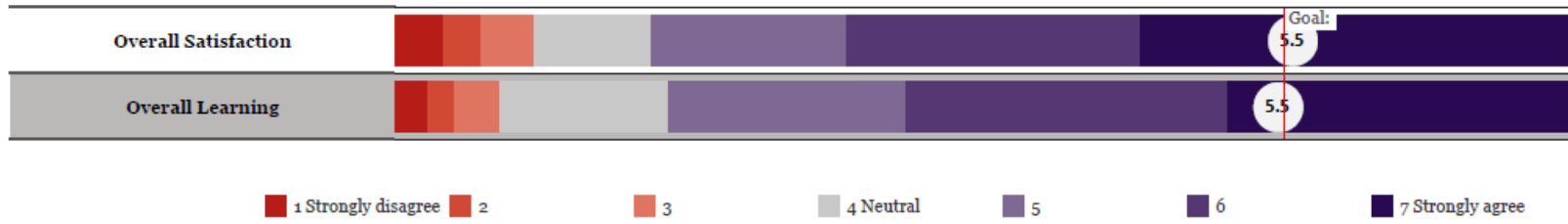
(7) Strongly agree
N/A

OQ38 7
OQ38 8

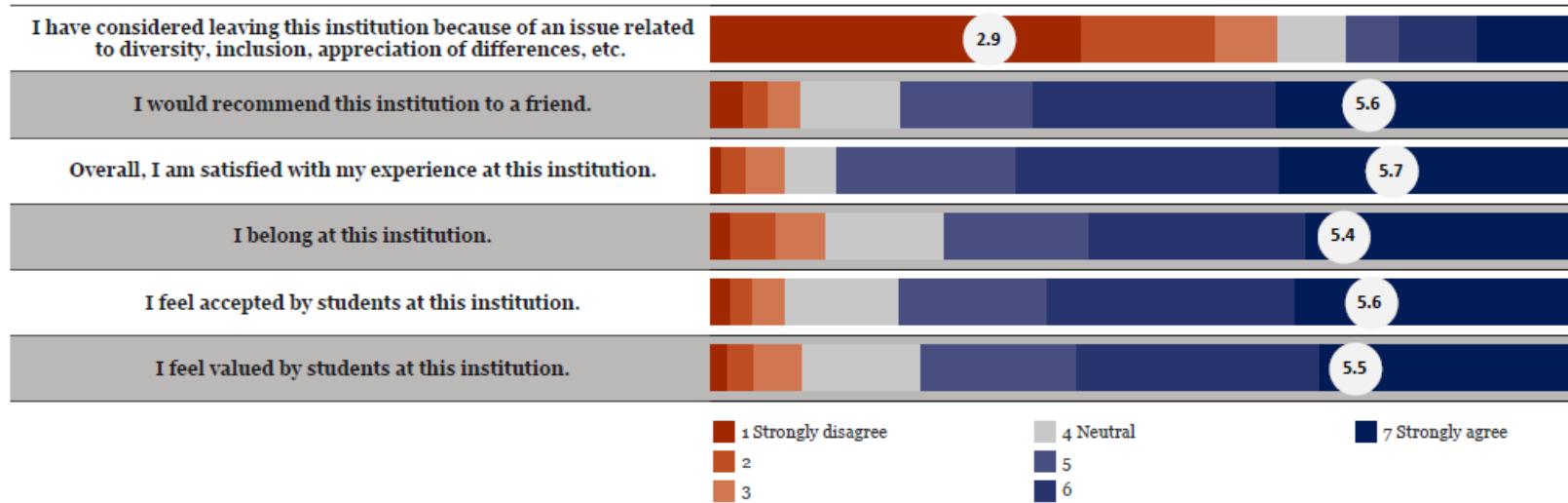
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Appendix B: Skyfactor Survey Scale Summaries

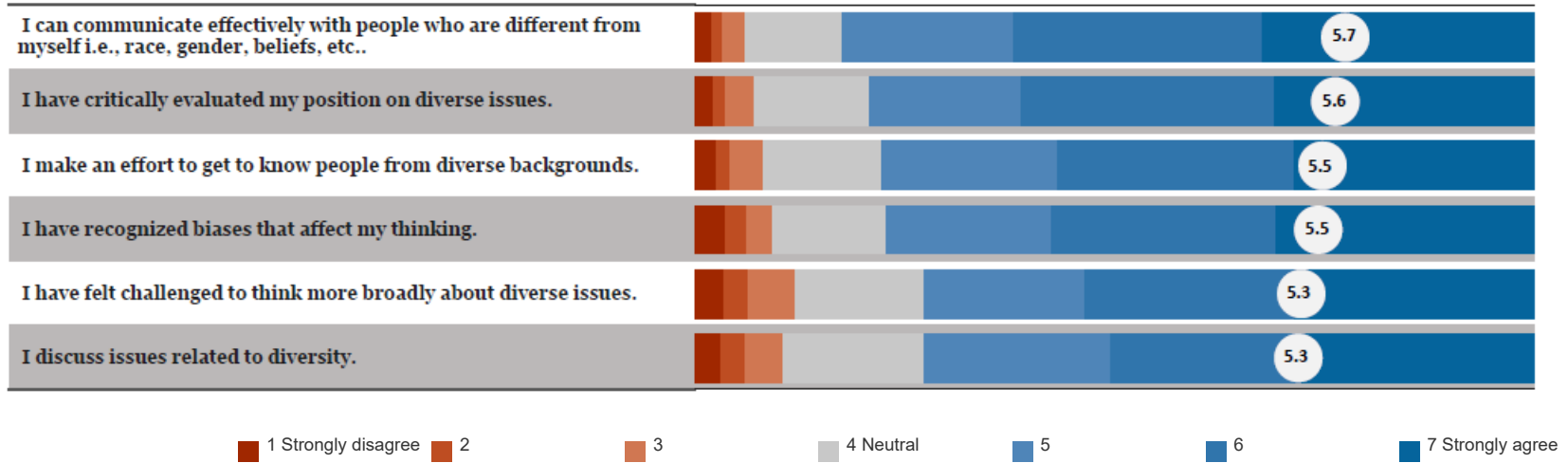
Main Outcome Variables



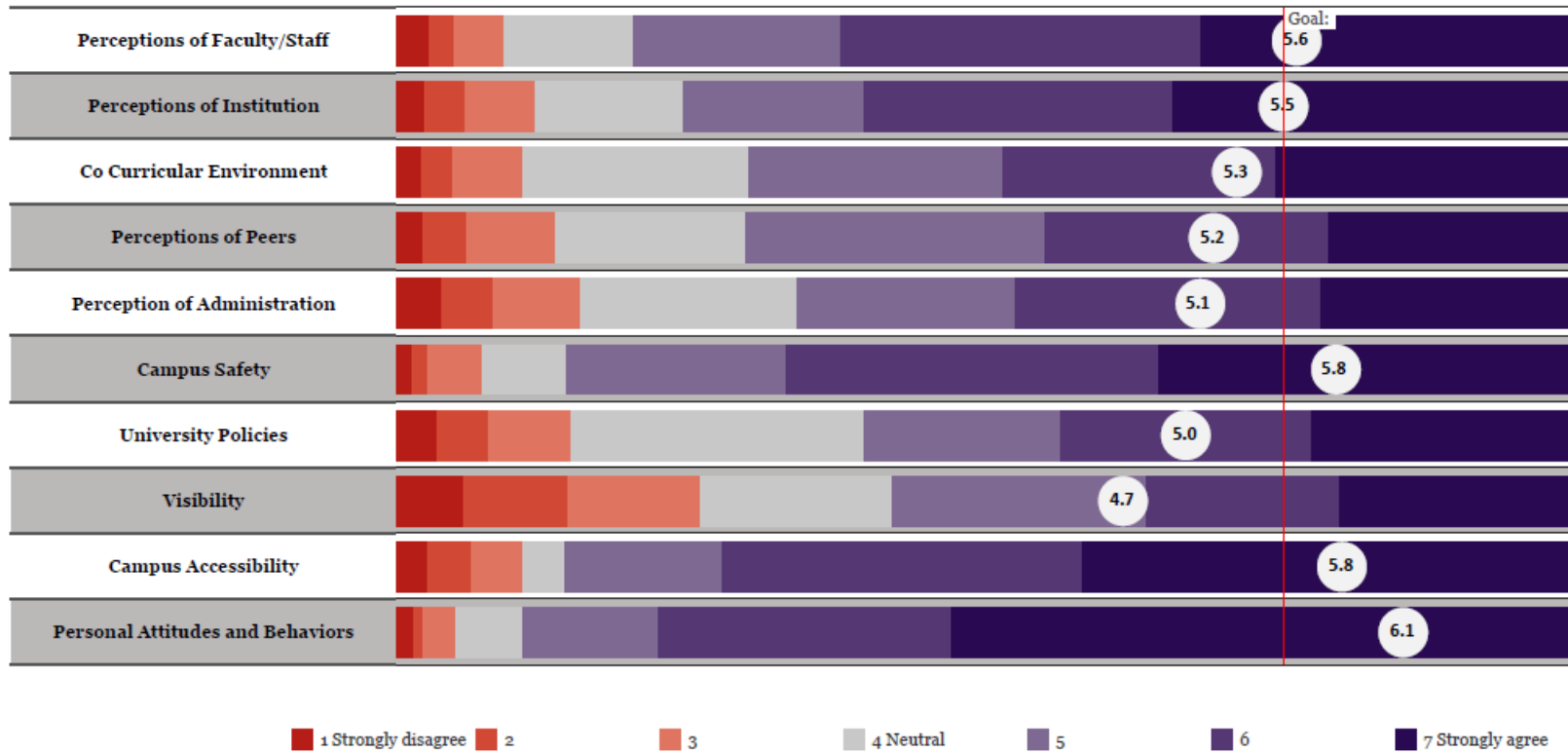
Overall Satisfaction



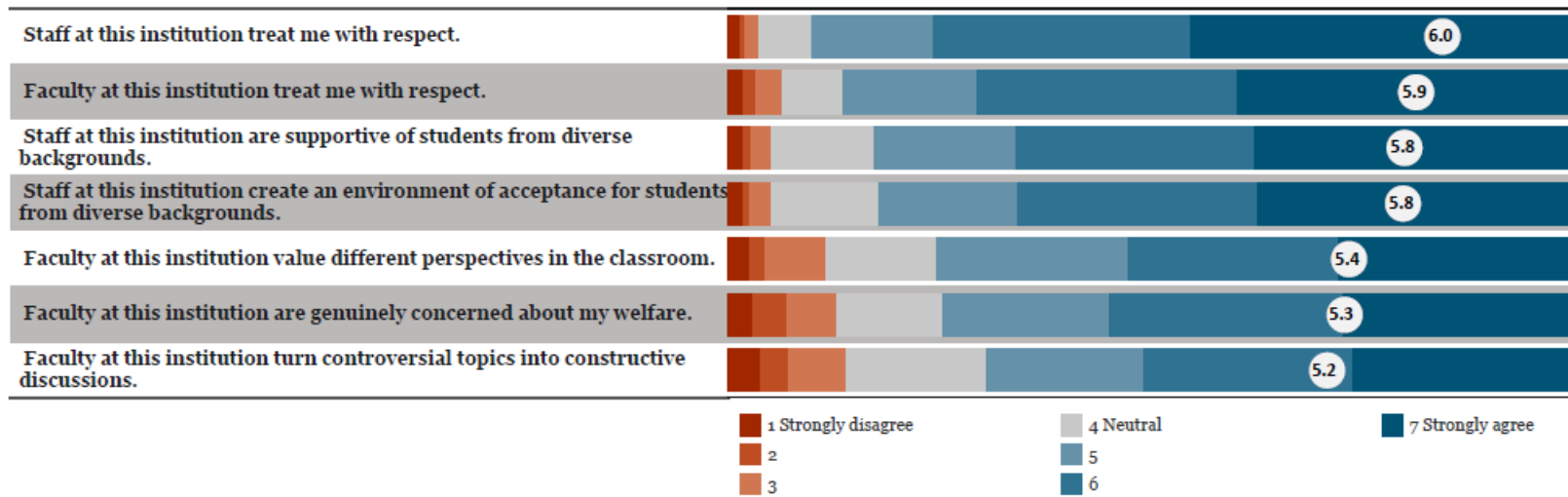
Overall Learning



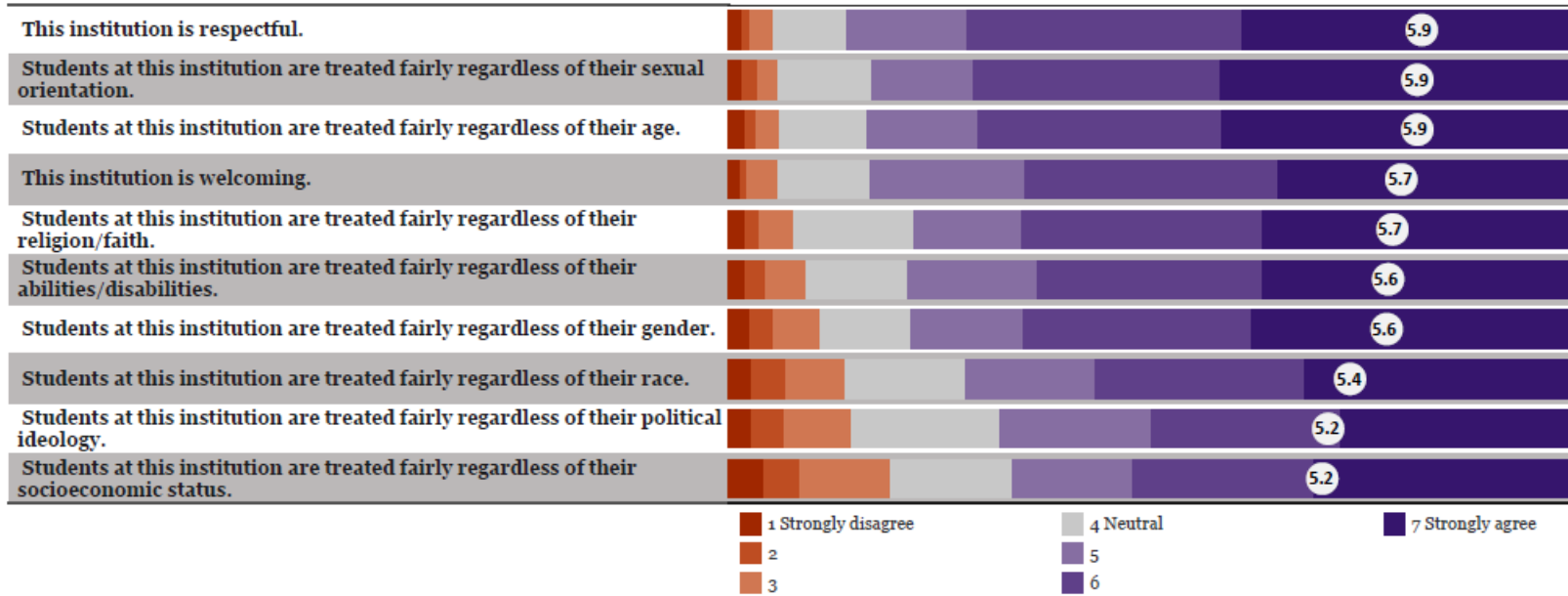
Predictors of Outcomes



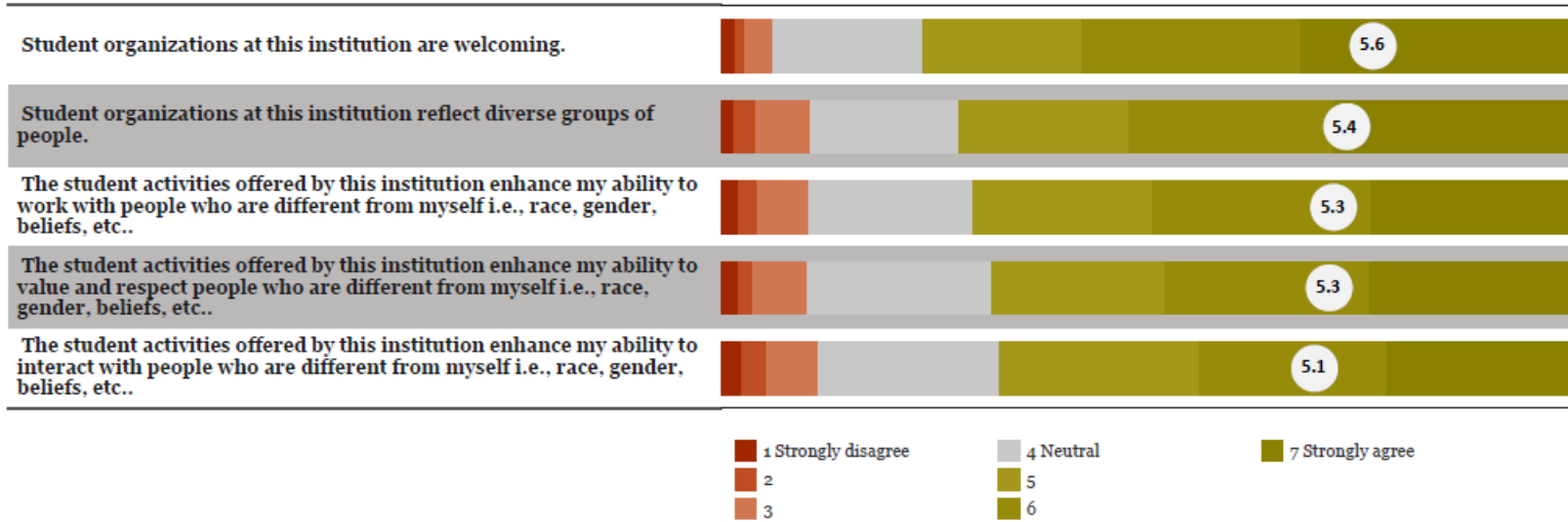
Perceptions of Faculty and Staff



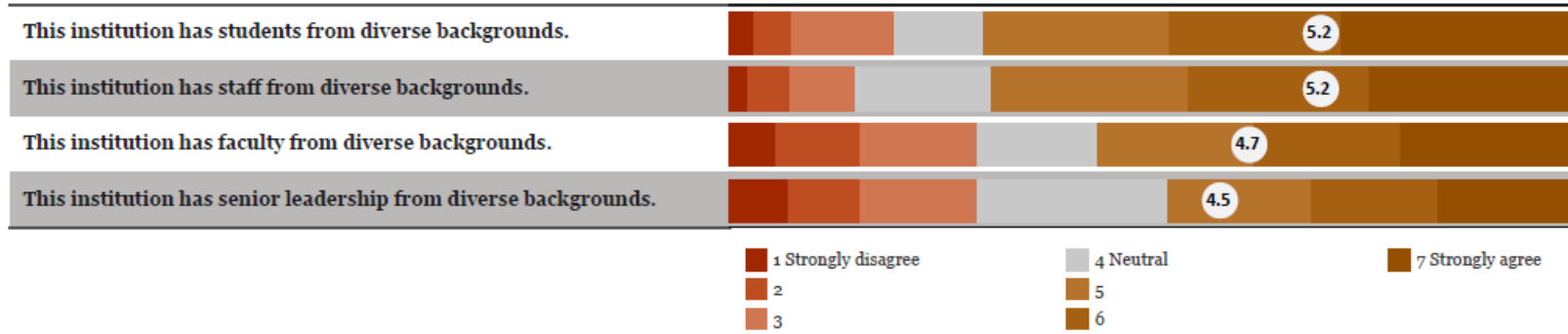
Perceptions of the Institution



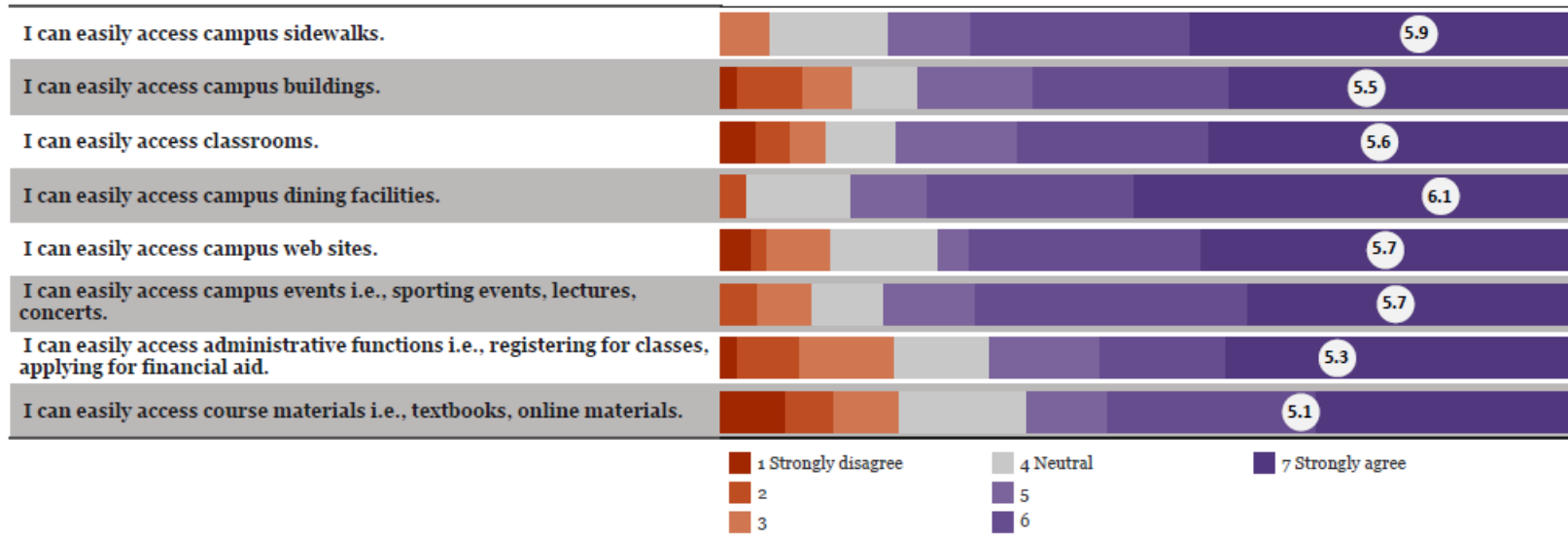
Co-Curricular Environment



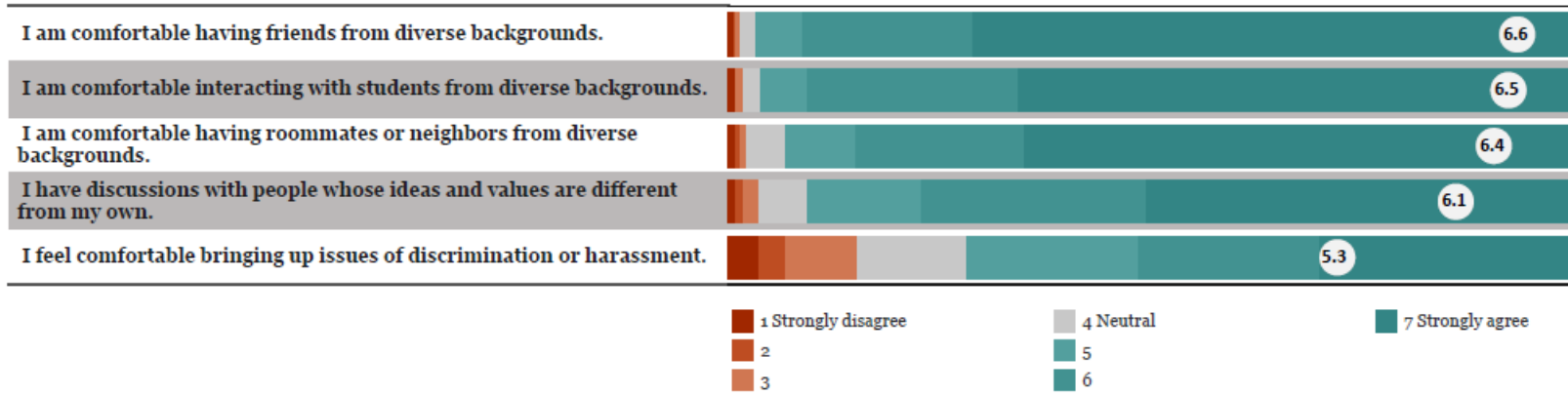
Visibility



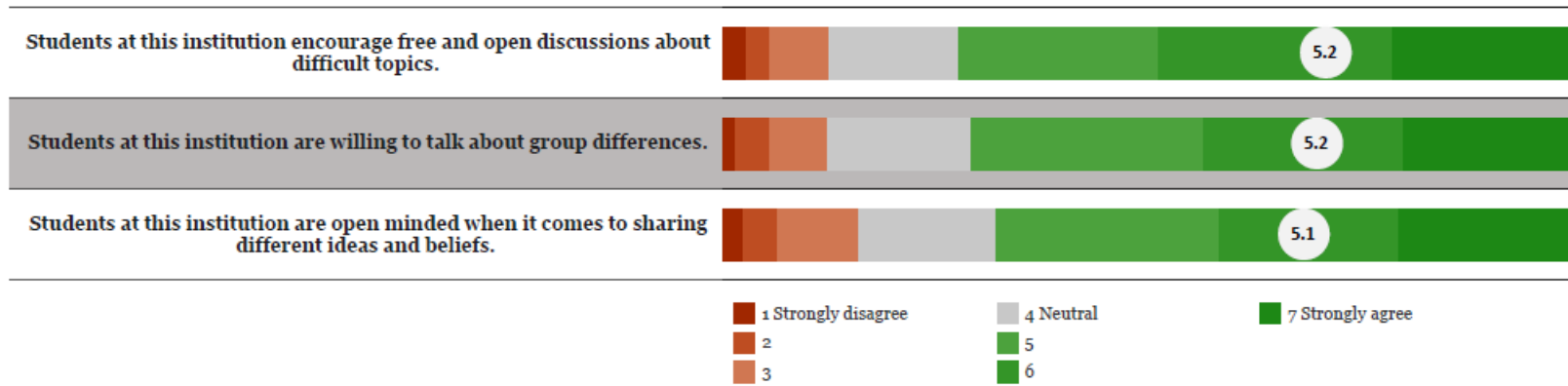
Campus Accessibility



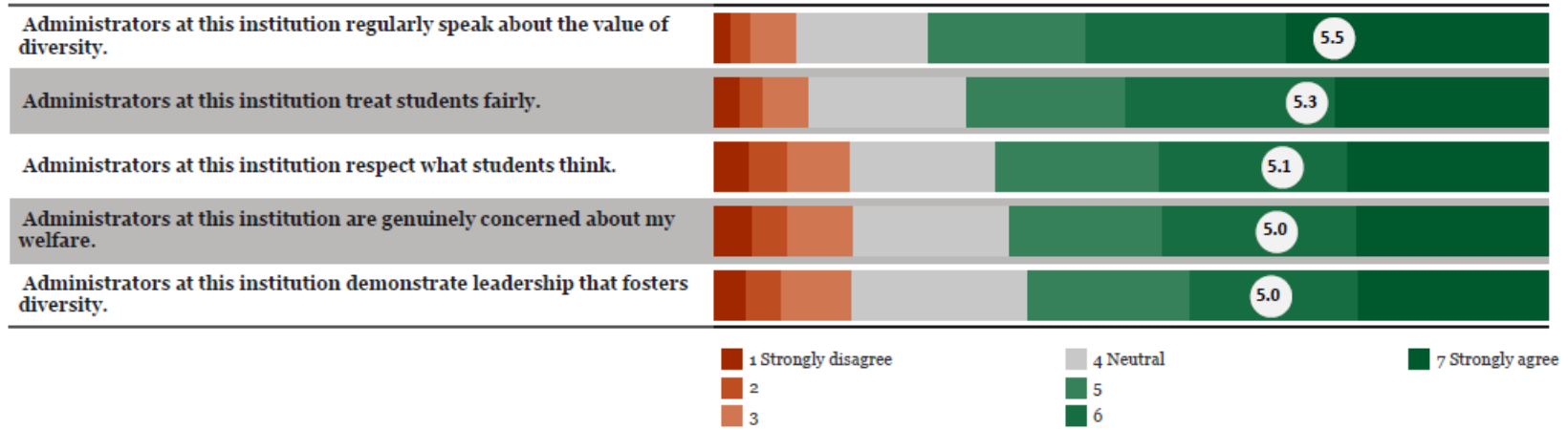
Personal Attitudes and Behaviors



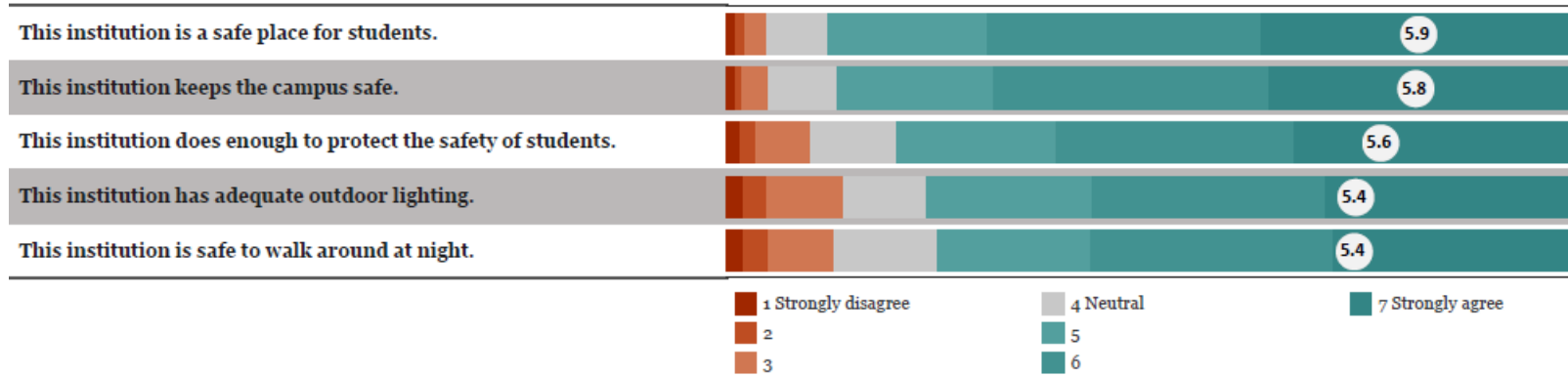
Perceptions of Peers



Perception of Administration

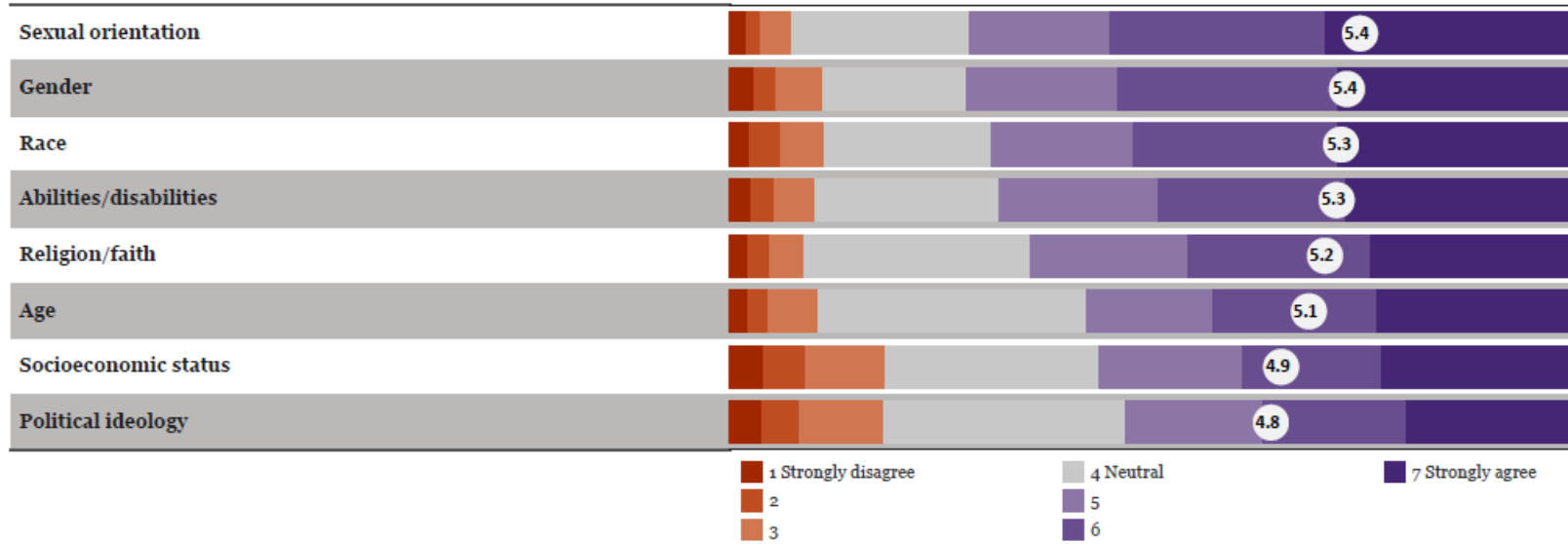


Campus Safety

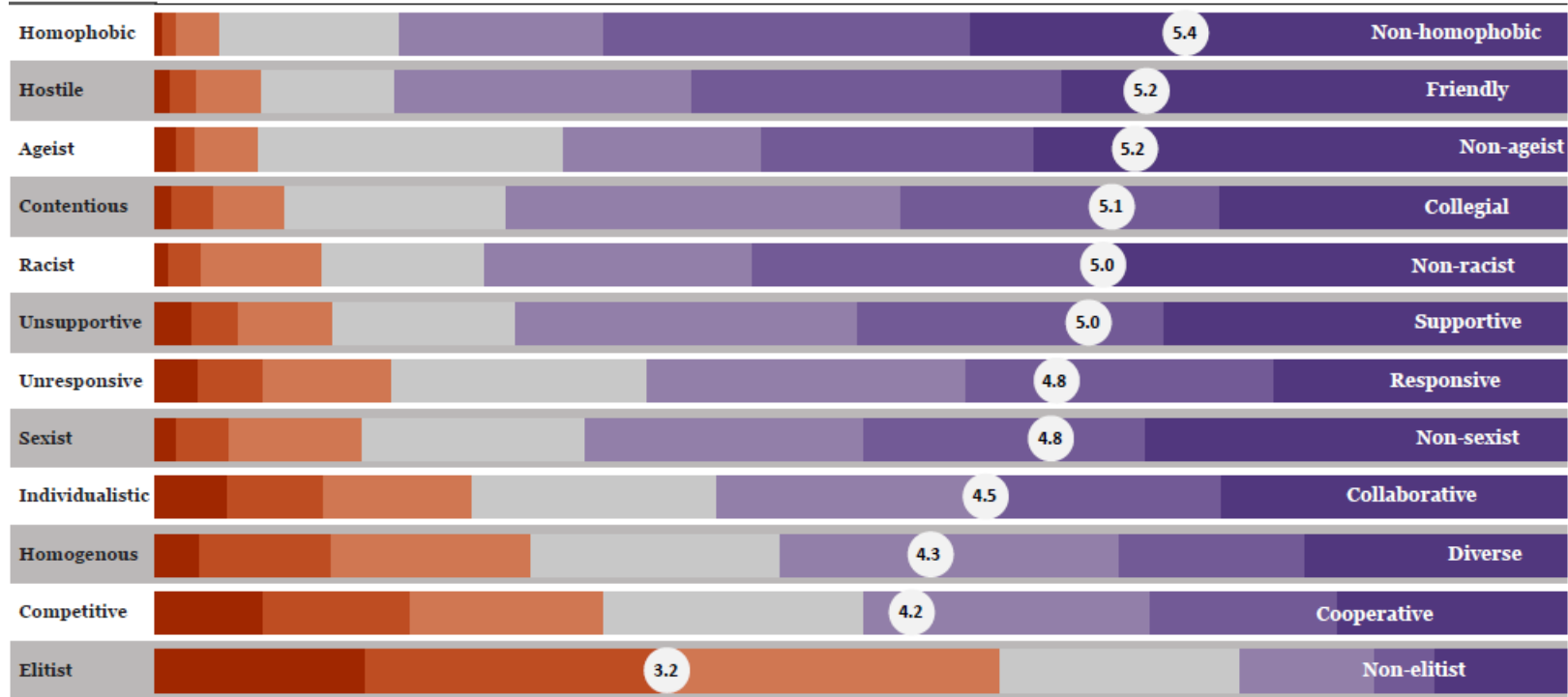


University Policies

This institution proactively implements policies to prevent discrimination related to...



Appendix C: Northwestern Adjective Pairs

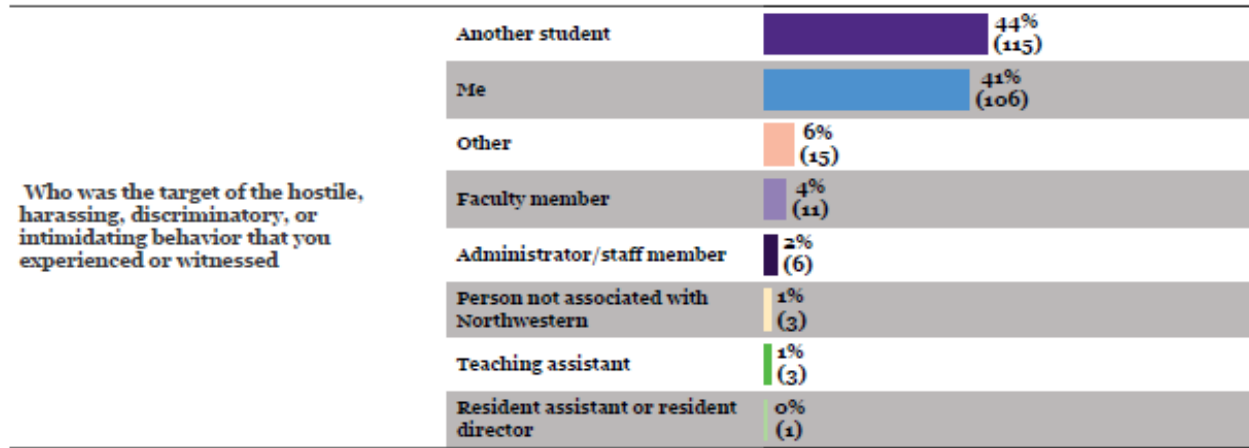


Key:

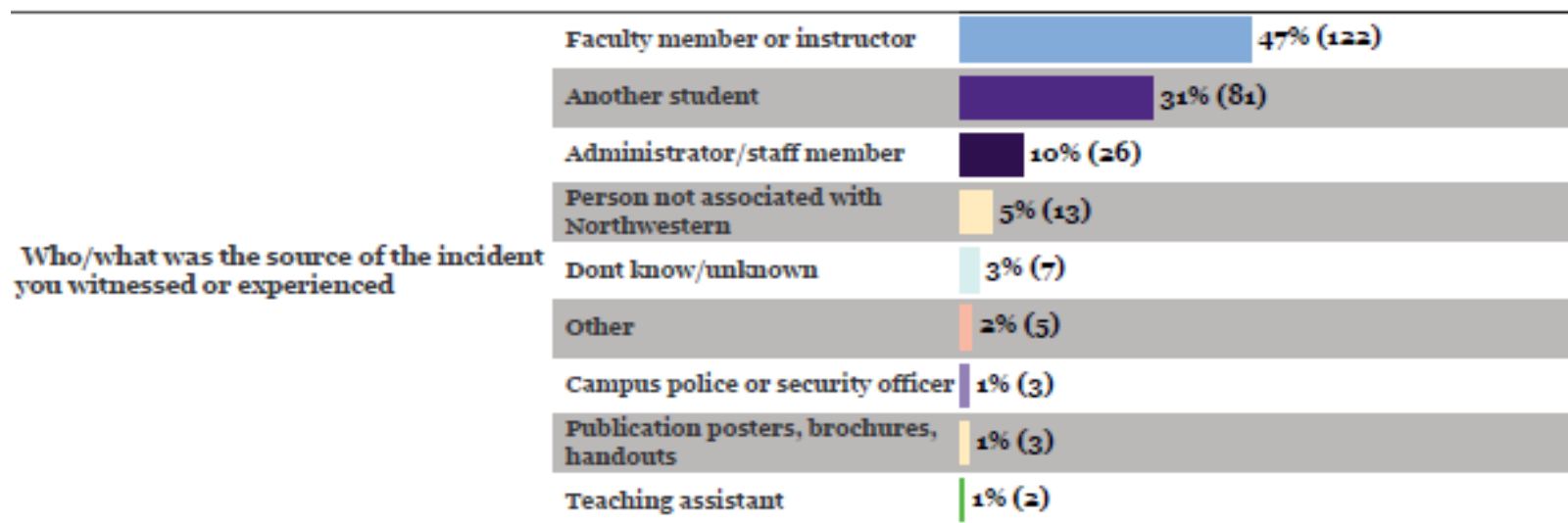
1=left-side adjective; 7=right-side adjective

Appendix D: Northwestern Bias Incidents

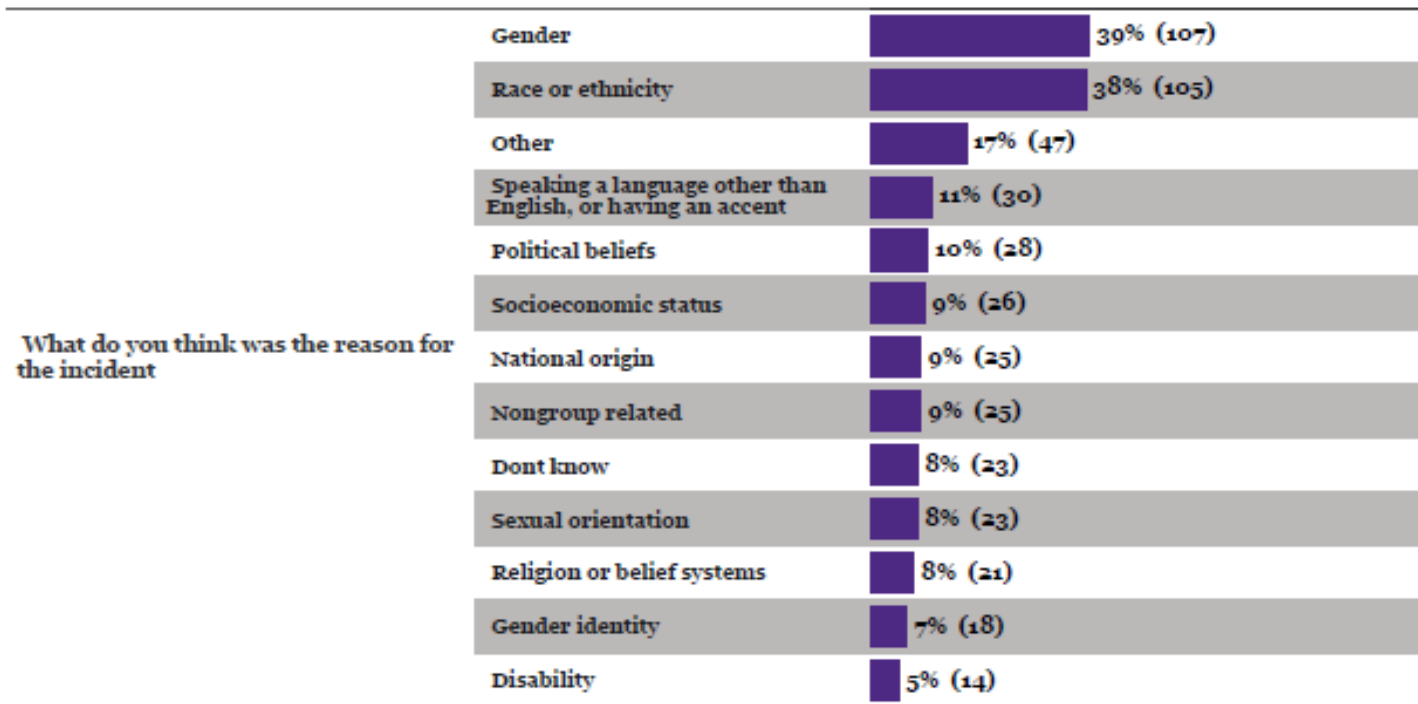
Target of Bias Event



Source of Bias Event



Reason for Bias Event



Location of Bias Event

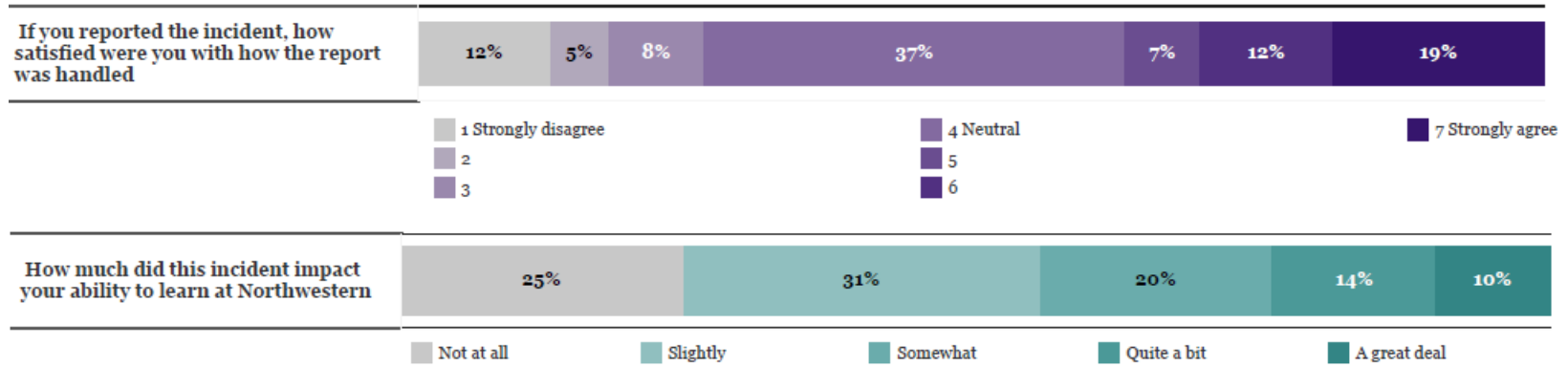
Where did it occur	In a class	21.8% (57)
	In a public space on campus	10.0% (26)
	Off campus	10.3% (27)
	Other	11.9% (31)
	Campus event	4.6% (12)
	In a faculty office	10.0% (26)
	While walking on campus	1.1% (3)
	Off-campus housing	1.5% (4)
	Campus office	11.9% (31)
	In a group meeting	8.8% (23)
	On-campus dining facility	0.4% (1)
	While working in a campus job	1.5% (4)
	Norris	0.4% (1)
	On-campus recreation or athletic f..	0.4% (1)
	In a meeting with one other person	5.4% (14)

Incident Report

Did you report the incident	No	82% (194)
	Yes	18% (42)

To whom did you report the incident	I did not report the incident	77% (150)
	Faculty member	11% (21)
	Other administrators or staff	6% (12)
	Academic advisor	5% (9)
	Counseling & Psychological Services CAPS	3% (6)
	University Police	2% (4)
	Academic Deans Office	2% (3)
	Campus Inclusion and Community	2% (3)
	Dean of Students Office	2% (3)
	Equal Opportunity & Access Office	1% (2)
	NUHelp	1% (2)
	Religious & Spiritual Life	1% (2)
	RespectNU	1% (2)
	Athletics staff	1% (1)
	Ethics Point	1% (1)
	Multicultural Student Affairs	1% (1)
	Office of Student Conduct	1% (1)
Social Justice Education	1% (1)	
Student Enrichment Services	1% (1)	

Bias Incident Outcomes



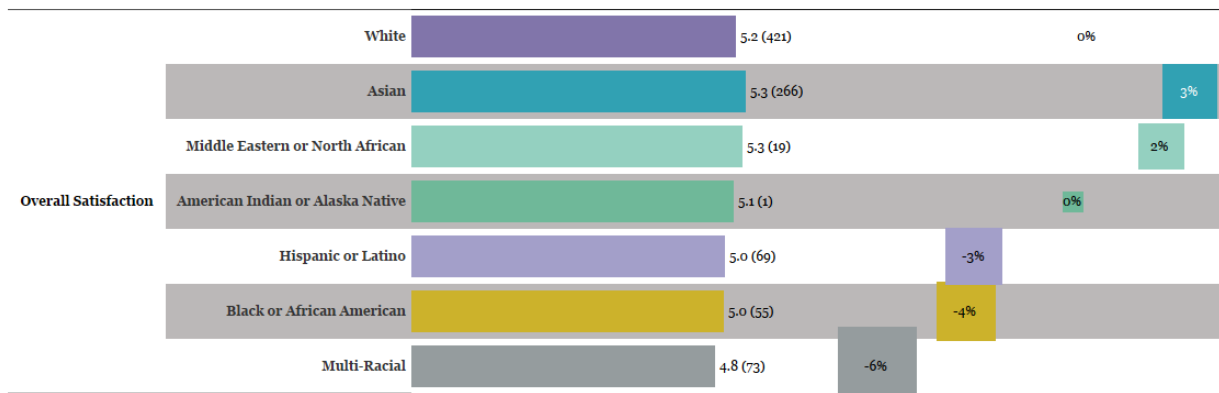
Appendix E: Skyfactor Survey Items by Predictors

E1: Predictors of Overall Satisfaction by Demographic Variables

Race/Ethnicity

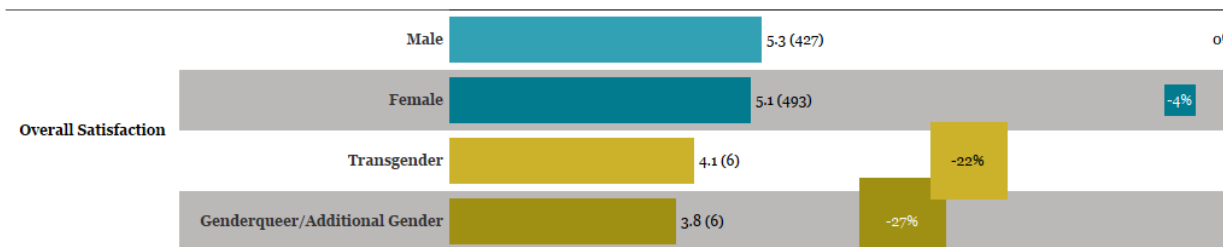
Of note- when controlling for Skyfactor variables, race effect on satisfaction is washed away. However, the ANOVA-findings are presented below.

- **Multi-racial** students were lower in satisfaction compared to their white peers ($p = .006$).



Gender

Summary: Trans or Genderqueer students were less likely to be satisfied than their cis or binary-identified peers. ($\beta = -.082$, $p = .012$)



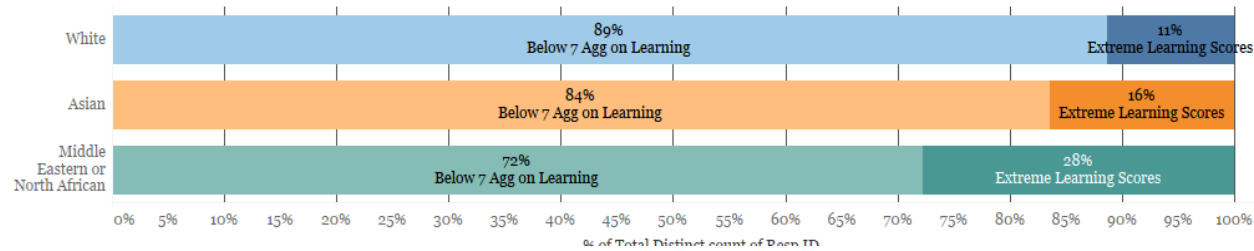
Sexual Orientation

Summary: LGBTQ students were less likely to report being satisfied compared to their heterosexual peers ($\beta = -.087$, $p = .008$)



E2: Predictors of Overall Environment for Learning Race/Ethnicity

Summary: Being Asian (Odds Ratio: 2.467, $p < .025$) or Middle Eastern/North African (Odds Ratio: 6.478, $p < .025$) predicted falling into the extremely high Overall Learning group



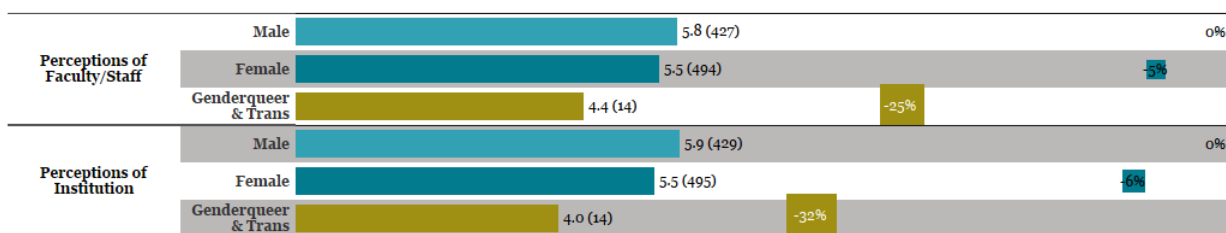
No other demographic characteristics were notable in predictive extreme values. Overall, the data lack the variance required, which differs dramatically from the undergraduate sample.

E3: Predictors of Perceptions of Faculty and Staff and Perceptions of Institution

Gender

Summary: Both women and transgender/genderqueer graduate students rated their perceptions of faculty/staff and perceptions of the institution significantly lower than their male peers. The difference was especially stark for transgender and genderqueer students.

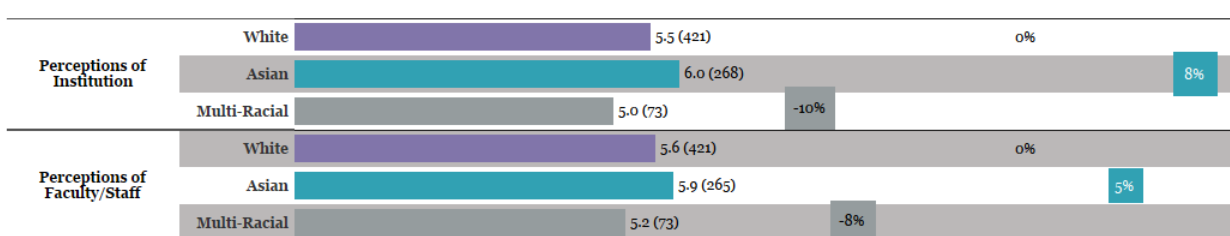
Univariate ANOVAs ($p < .01$) w/ comparison group set to Men, ($p < .05$ for all mean differences)



Race/Ethnicity

Summary: Multi-racial students rated their perceptions of faculty/staff and perceptions of the institution significantly lower than their white peers. Asian graduate students rated their perceptions of faculty/staff and perceptions of the institution significantly higher than their white peers did.

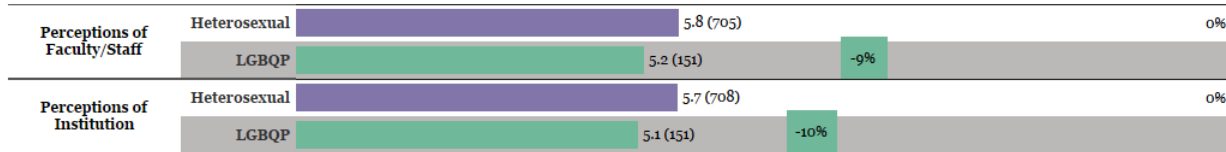
Univariate ANOVAs ($p < .01$) w/ comparison group set to White, ($p < .05$ for all mean differences)



Sexual Orientation

Summary: Lesbian, gay, bisexual, queer and pansexual students rated their perceptions of faculty/staff and perceptions of the institution significantly lower than their heterosexual peers.

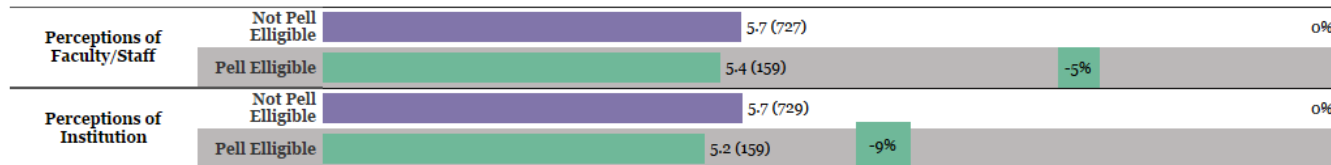
Univariate ANOVAs ($p < .01$) w/ comparison group set to Heterosexual, ($p < .05$ for all mean differences)



Pell Eligibility

Summary: Pell eligible graduate students rated their **perceptions of faculty/staff** and **perceptions of the institution** significantly lower than peers who were not Pell eligible.

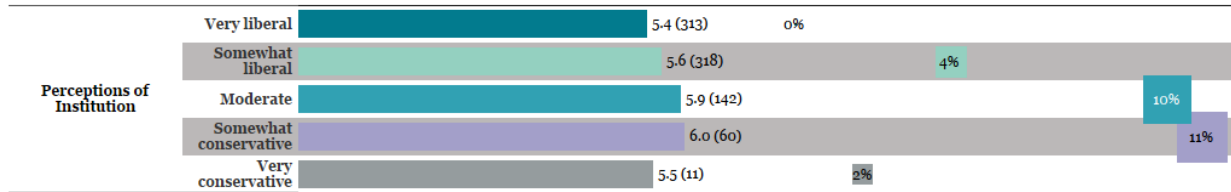
Univariate ANOVAs ($p < .05$)



Political Orientation

Summary: Political polarization predicted perceptions of the institutions, such that very liberal students (and to an extent, very conservative students) were less satisfied than their more moderate peers.

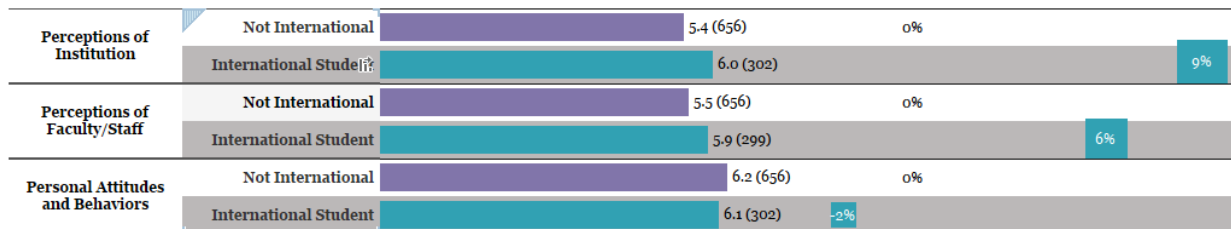
Univariate ANOVAs ($p < .05$) w/ comparison group set to Very Liberal, ($p < .05$ for all mean differences)



International Students

Summary: Being an international predicted perceptions of faculty/staff, perceptions of the institution and personal attitudes and beliefs such that being an international student was associated with higher perceptions of Northwestern and its faculty and staff. However, being an international student was negatively associated with attitudes and beliefs.

Univariate ANOVAs ($p < .01$)



Appendix F: Predictors of those Experiencing Bias Events

F1: Predictors of those Experiencing Bias Events

Logistic Regressions resulting in odds ratios ($p < .05$)

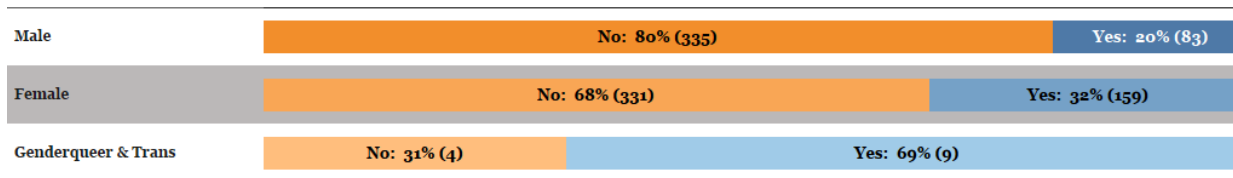
Race/Ethnicity

- White (comparison group – odds ratio .395 or 60% less likely):
- Asian:
 - Odds Ratio: .661 or 40% less likely to experience/witness bias
- Multi-Racial:
 - Odds Ratio: 1.689 or 69% more likely to experience/witness bias

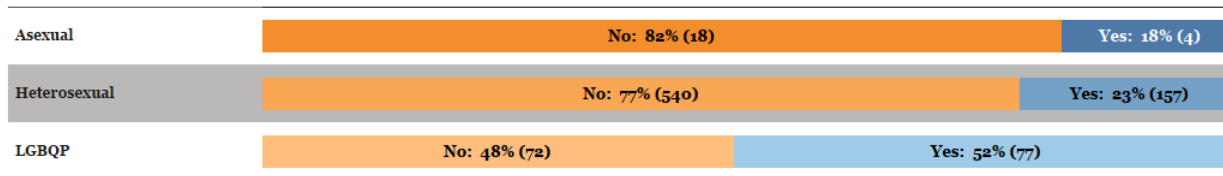
Asian	No: 79% (207)	Yes: 21% (54)
Middle Eastern or North African	No: 74% (14)	Yes: 26% (5)
White	No: 72% (299)	Yes: 28% (118)
Hispanic or Latino	No: 69% (46)	Yes: 31% (21)
Black or African American	No: 62% (34)	Yes: 38% (21)
Multi-Racial	No: 60% (42)	Yes: 40% (28)

Gender

- CIS Males (comparison group – odds ratio is .271 or 73% less likely)
- Female
 - OR: 1.770 or 77% more likely to experience/witness bias
- Trans/Genderqueer
 - OR: 8.289 or 8 times more likely to experience/witness bias



Sexual Orientation:



- Heterosexuals (comparison group – odds ratio is .291 or 70% less likely)
- LGBQP
 - OR: 3.678 or 3.7 times more likely to experience/witness bias
- Asexual non-sig results

Intersectionality: Class Year by Gender

Non-degree or other	Male	No: 71% (5)	Yes: 29% (2)
	Female	No: 100% (4)	
Masters student	Male	No: 91% (115)	
	Female	No: 81% (118)	Yes: 19% (28)
PhD student 1st or 2nd year	Male	No: 86% (95)	
	Female	No: 77% (108)	Yes: 23% (33)
PhD student 3rd to 5th year	Male	No: 70% (98)	Yes: 30% (43)
	Female	No: 53% (84)	Yes: 47% (74)
PhD student > 5th year	Male	No: 67% (22)	Yes: 33% (11)
	Female	No: 41% (17)	Yes: 59% (24)

- Men in Non-degree class year (comparison group – odds ratio is .248)
- Women in PhD 3rd & 4th year
 - OR: 3.292 or 3.3 times more likely
- Women in PhD 5+ years
 - OR: 5.276 or 5.3 times more likely

Intersectionality Sexuality by Gender

Heterosexual	Male	No: 83% (272)		Yes: 17% (54)
	Female	No: 72% (267)		Yes: 28% (102)
LGBQP	Male	No: 59% (35)		Yes: 41% (24)
	Female	No: 44% (35)		Yes: 56% (44)
	Genderqueer/ Additional Gender	No: 20% (2)		Yes: 80% (8)

- Heterosexual & CIS Males (comparison group – odds ratio is .312)
- LGBQP Women:
 - OR: 4.032 or 4 times more likely
- LGBQP Trans/Genderqueer:
 - OR: 12.931 or 13 times more likely

Intersectionality: Race by Sexual Orientation

White	Heterosexual	No: 77% (247)	Yes: 23% (73)
	LGBQP	No: 51% (41)	Yes: 49% (39)
Multi-Racial	Heterosexual	No: 73% (33)	Yes: 27% (12)
	LGBQP	No: 33% (6)	Yes: 67% (12)
Black or African American	Heterosexual	No: 71% (29)	Yes: 29% (12)
	LGBQP	No: 27% (3)	Yes: 73% (8)

- Heterosexual & White (comparison group – odds ratio is .349)
- Multi-Racial & LGBQP
 - OR: 5.723 or 5.7 times more likely
- Black & LGBQP
 - OR: 7.631 or 7.6 times more likely

F2: Predictors of Targets of Bias Incidents

Logistic Regressions resulting in odds ratios ($p < .05$) for having answered “Me” as the target of a bias event

Gender:

Grad Target

Male	83	Me: 27% (22)	Other person: 73% (61)
Female	158	Me: 48% (76)	Other person: 52% (82)
Genderqueer & Trans	9	Me: 56% (5)	Other person: 44% (4)

- Male (comparison group – OR of answering “Me” is .319 or 68% less likely than non-males)
- Women:
 - OR: 2.795 or 2.8 times more likely
- Trans or genderqueer
 - OR: 3.913 or almost 4 times as likely ($p = .055$, marginal)

Sexual Orientation:

- Heterosexual (comparison group – OR: .539 or 46% less likely to answer “me”)
- LGBQP
 - OR: 1.715 or 7 times more likely (p -value = .056, marginal)

Grad Target

Heterosexual	159	Me: 36% (58)	Other person: 64% (101)
LGBQP	76	Me: 49% (37)	Other person: 51% (39)

F3: Predictors of Sources of Bias Events

Logistic Regressions resulting in odds ratios ($p < .05$)

Sample filtered to those who answered "Yes" to having experienced a bias event ($n = 475$)

Another Student

No clear differences between demographic characteristics.

Faculty

Race: no main effect of race

When broken out in to 3 groups (White, Asian, and PoC, one trend emerged- Asian students are less likely to have the bias event be faculty)

Grad Source

Asian	56	Faculty member or instructor: 32% (18)	Other person: 68% (38)
Black or African American, Hispanic or Latino, Middle Eastern or North African and 1 more	75	Faculty member or instructor: 44% (33)	Other person: 56% (42)
White	116	Faculty member or instructor: 53% (61)	Other person: 47% (55)

Gender

Gender: no main effect of gender (though tendency toward men less likely for it to be a faculty member)

Sexual Orientation

Heterosexual	158	Faculty member or instructor: 43% (68)	Other person: 57% (90)
LGBQP	77	Faculty member or instructor: 55% (42)	Other person: 45% (35)

- Heterosexual comparison group (OR: .725 or 25% less likely to have source be faculty)
- *LGBQP (marginal, indicates trend):*
 - 1.655, *p* = .072

Intersectionality: Gender and Sexual Orientation

- CIS Male, Heterosexual (comparison group – OR: .670 (*p* < .01), or 33% less likely to have source be faculty)
- LGBQ Women:
 - OR: 3.20 or 3.2 times as likely (*p* = .001)

Heterosexual	Female	102	Faculty member or instructor: 44% (45)	Other person: 56% (57)
	Male	55	Faculty member or instructor: 42% (23)	Other person: 58% (32)
LGBQP	Female	44	Faculty member or instructor: 68% (30)	Other person: 32% (14)
	Male	24	Faculty member or instructor: 29% (7)	Other person: 71% (17)

Intersectionality: Gender & Class Year

- Non-degree seeking, male (comparison group, OR: .696 (p = .083), marginal)
- PhD 5+ women:
 - OR: 2.872 or 2.9 times as likely, p = .028

Non-degree or other	Male	2	Other person: 100% (2)	
Masters student	Female	26	Faculty member or instructor: 31% (8)	Other person: 69% (18)
	Male	14	Faculty member or instructor: 7% (1)	Other person: 93% (13)
PhD student 1st or 2nd year	Female	33	Faculty member or instructor: 48% (16)	Other person: 52% (17)
	Male	16	Faculty member or instructor: 44% (7)	Other person: 56% (9)
PhD student 3rd to 5th year	Female	76	Faculty member or instructor: 50% (38)	Other person: 50% (38)
	Male	42	Faculty member or instructor: 45% (19)	Other person: 55% (23)
PhD student > 5th year	Female	22	Faculty member or instructor: 73% (16)	Other person: 27% (6)
	Male	11	Faculty member or instructor: 55% (6)	Other person: 45% (5)

F5: Predictors of Reasons for Bias Incidents

Logistic Regressions resulting in odds ratios ($p < .05$)

Sample filtered to those who answered "Yes" to having experienced a bias event ($n = 475$)

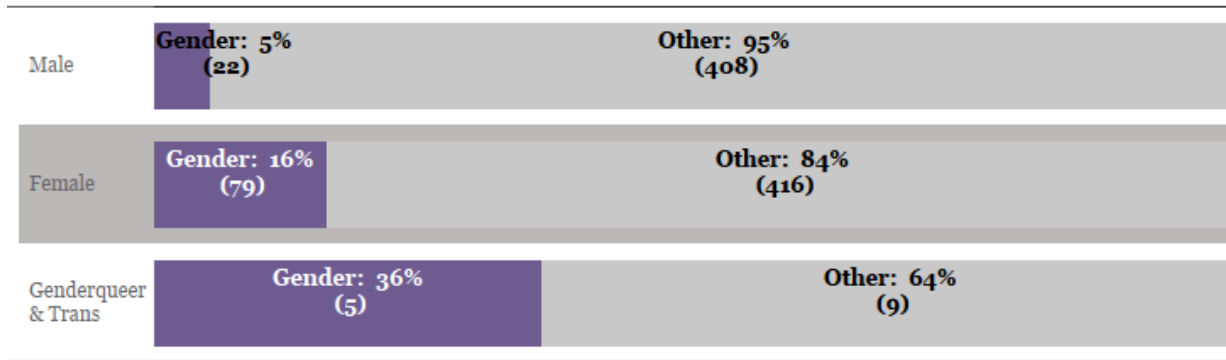
Reason: Race

- White (comparison group – OR: .311, ~69% decreased chance of it being race related)
- Hispanic
 - OR: 3.536 or 3.5 times more likely
- Black
 - OR: 6.429 or 6.4 times more likely
- Asian
 - OR: 2.045 or 2 times more likely
- Multi-Racial
 - OR: 3.214 or 3.2 times more likely

White	Race or ethnicity: 16% (29)	Other: 84% (107)
Middle Eastern or North African	Race or ethnicity: 14% (1)	Other: 86% (5)
Asian	Race or ethnicity: 25% (26)	Other: 75% (56)
Hispanic or Latino	Race or ethnicity: 33% (11)	Other: 67% (18)
Multi-Racial	Race or ethnicity: 16% (16)	Other: 84% (28)
Prefer not to answer	Race or ethnicity: 30% (8)	Other: 70% (12)
Black or African American	Race or ethnicity: 38% (14)	Other: 62% (15)

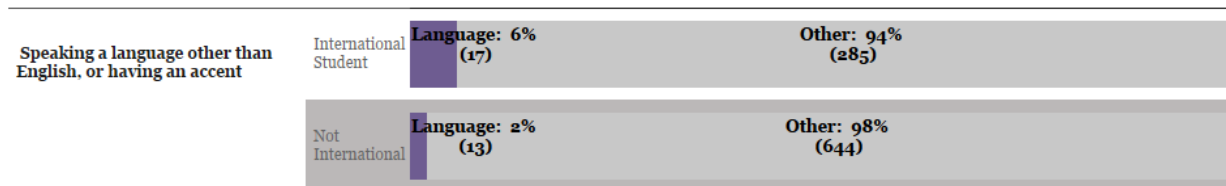
Reason: Gender

- Males (comparison group – OR: .284 or 72% less likely to attribute BE to gender)
- Women:
 - OR: 5.458 or 5.5 times more likely
- Trans or Genderqueer
 - OR: 17.884 or 17.9 times more likely



Reason: International

- Not international (comparison group – OR: .063 – basically not at all likely to have language be the bias event reason)
- International
 - OR: 4.341 or 4.3 times more likely



F7: Predictors of Impact on Learning

ANOVAs testing mean differences ($p < .05$)

Linear regressions on dummy coded variables ($p < .05$)

NOTE: Sample filtered to respondents who answered “Yes” to having experienced a Bias Event ($n = 475$)

Significant differences in mean scores on the question, “How much did this incident impact your ability to learn at Northwestern?” were found for the following categories:

Gender



Women: $\beta = .130$

Trans/genderqueer: $\beta = .184$

Sexual Orientation



LGBQP: $\beta = .207$

First-Generation Status



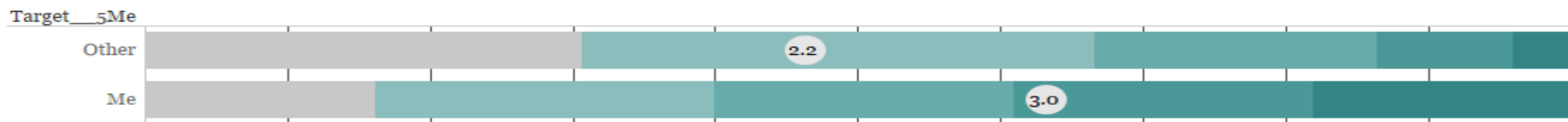
First Gen: $\beta = .283$

Pell



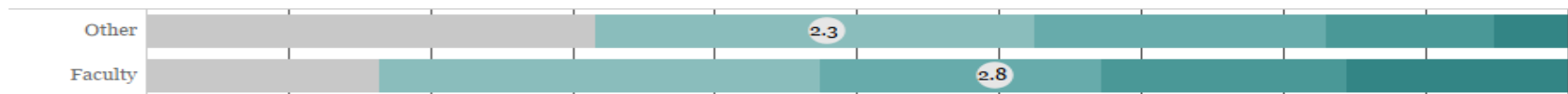
Pell: $\beta = .206$

Target of Bias was "Me"



Me: $\beta = .307$

Bias Source was "Faculty"



Faculty: $\beta = .206$