

Climate Study for Diversity
Undergraduate Students Only
Winter 2018

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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 student 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 and incoming Provost Jonathan Holloway charged a small committee with the task of developing and implementing the University's first-ever climate survey for diversity. While there have been numerous studies in the past analyzing this climate, for example the Black Student Experience Study from the 2016-2017 academic, there have been no comprehensive studies 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 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 some flexibility to develop items for race/ethnicity, gender, and sexual orientation. These Northwestern-specific items are discussed in further detail in the Respondent Characteristics section of this report.

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, where possible. 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 card; 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, 1,299 of them were undergraduate students. The following sections present comparison tables between the undergraduate respondents and the general population of undergraduates 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 groups; 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

In addition, the committee, in consultation with Northwestern’s Multicultural Student Affairs office, decided to focus particularly on understanding the Asian student population. So, they offered an additional item to Asian respondents with the opportunity to describe their specific ethnic identity in an open-ended question. A complete list of survey items is available in Appendix A.

Table 1 describes the survey responses for the race/ethnicity items. International students are not included here. The multi-racial category was derived from those choosing more than one selection.

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

	#	%
American Indian or Alaska Native	2	0.2%
Unknown	2	0.2%
Additional Race	5	0.4%
Middle Eastern or North African	11	0.8%
Prefer not to answer	26	2.0%
Black or African American	73	5.6%
Multi-Racial	137	10.5%
Hispanic or Latino	171	13.2%
Asian (plus open-ended response)	306	23.6%
White	566	43.6%
Total undergraduates	1,299	

Categories were then derived from these data that matched the official IPEDS categories the university routinely uses for its data analysis purposes. Table 2 provides a comparative view of survey respondents vs. the undergraduate population for Winter Quarter 2018 (this includes international students). There is a slight over-representation in survey respondents for students who identify as Asian (24% vs. 18%), International (12% vs. 9%), and multi-racial (11% vs. 6%). Otherwise, the racial/ethnic categories for survey respondents are similar to their counterparts for the entire population, and therefore 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 (Undergraduates Only)

Climate Survey Respondents			Undergraduate Population (Winter 2018)		
Race/Ethnicity	Count	Percent	Race/Ethnicity	Count	Percent
White	577	46%	White	3,791	48%
Asian/Pacific Islander	306	24%	Asian/Pacific Islander	1,411	18%
Hispanic or Latino	171	14%	Hispanic or Latino	1,025	13%
Black or African American	73	6%	Black or African American	478	6%
International	146	12%	International	746	9%
Two or More Races	137	11%	Two or More Races	449	6%
American Indian/Alaskan Native	2	0%	American Indian/Alaskan N..	7	0%

Additional Demographic Comparisons

In addition to studying differences in race/ethnicity between the respondent pool and the general population, respondents were also asked about their residence location, first-generation college status, year in school, gender identity, school of study, and their sexual orientation. Comparison tables for each of these categories follow.

Survey respondents are slightly over-represented by those living on campus (48% vs. 43%), as outlined in Table 3. This is not surprising, as those living on campus tend to be more engaged in the student experience and therefore may be more likely to respond to surveys. The question used to identify residential students in the survey is more detailed than what is collected by the university, allowing for a deeper dive into fraternity/sorority housing and type of off-campus living accommodation.

Table 3: Comparison of Residential Status (Undergraduates Only)

Climate Survey Respondents			Undergraduate Population (Winter 2018)		
Residence	Count	Percent	Residence	Count	Percent
Residence hall	625	48%	On Campus	3,482	43%
Off-campus apartment/house	517	40%	Off Campus	4,707	57%
Fraternity/Sorority	112	9%			
Living at home with guardians	16	1%			
Other	15	1%			
On-campus apartment/house	12	1%			

Next, first-generation students (19% vs. 10%), first-year students (28% vs. 26%), and those identifying as female (62% vs. 50%) are slightly over-represented in the survey respondent pool when compared with their peers in the overall undergraduate population (Table 4).

Table 4: Comparisons of 1st Gen Status, Class Rank, and Gender (Undergraduates Only)

Climate Survey Respondents				Undergraduate Population (Winter 2018)			
		Count	Percent			Count	Percent
1st Gen College	Not First Gen	1,043	81%	1st Gen College	Not First Gen	7,362	90%
	1st Gen	249	19%	1st Gen College	1st Gen	827	10%
Class Year	Freshman/first-year	363	28%	Class Year	Freshman/first-year	2,101	26%
	Sophomore	322	25%		Sophomore	2,063	25%
	Junior	312	24%		Junior	2,019	25%
	Senior	302	23%		Senior	1,927	24%
Gender	Female	796	62%	Sex	Female	4,111	50%
	Male	471	37%		Male	4,078	50%
	Trans & Genderqueer	18	1%				

In terms of distribution by school at Northwestern, there are very few differences between the climate survey respondents and the total undergraduate student population, as seen in Table 5.

Table 5: School Comparisons (Undergraduates Only)

Climate Survey Respondents				Undergraduate Population (Winter 2018)			
		Count	Percent			Count	Percent
School	Weinberg	520	45%	School	Weinberg	1,665	48%
	School of Engineering	257	22%		School of Engineering	854	25%
	School of Communication	134	12%		School of Communication	392	11%
	School of Journalism	102	9%		School of Journalism	231	7%
	School of Educ & Soc Policy	86	7%		School of Educ & Soc Policy	185	5%
	Bienen School of Music	49	4%		Bienen School of Music	155	4%

Finally, the committee decided to ask respondents to self-identify their sexual orientation (Table 6). The university does not collect information on sexual orientation, so there is no comparison information at this time.

Table 6: Self-Identified Sexual Orientation (Undergraduates Only)

Climate Survey Respondents			
		Count	Percent
Sexual Orientation	Heterosexual	990	79%
	Bisexual	106	8%
	Gay	42	3%
	Questioning	28	2%
	Queer	27	2%
	Asexual	20	2%
	Lesbian	17	1%
	Pansexual	16	1%
	Additional orientation, not listed	6	0%

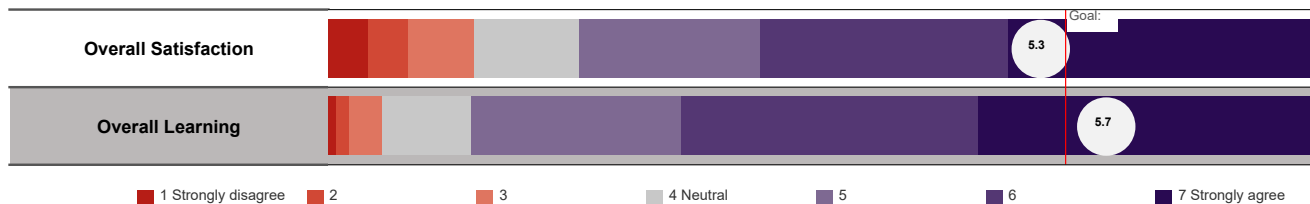
Skyfactor Items

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. These data will be incorporated into a brief to be written at a later date.

The Skyfactor instrument has two main outcome variables: Satisfaction and Learning. For the purposes of this report, “Learning” is referred to as the Environment for Learning, as this is a more descriptive term for how the results will be used. In addition the survey is comprised of several other scales, some of which predict variance in the two outcomes of Satisfaction and Environment for Learning. Each outcome will be described 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. Skyfactor’s suggested goal is a mean score of 5.5 (out of a 7-point scale). This goal represents 80% of respondents’ are in the “agree” or higher range on any given item. Northwestern undergraduate respondents scored slightly below the mean for the Satisfaction variable at 5.3, and Environment for Learning was slightly above the mean at 5.7.

When looking at the overall results in the aggregate, considering the population of respondents at Northwestern, the story that is told by the results is mostly of White, heterosexual females who live in an on-campus residence hall. This report begins 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. However, it is not a full view of these categories. 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



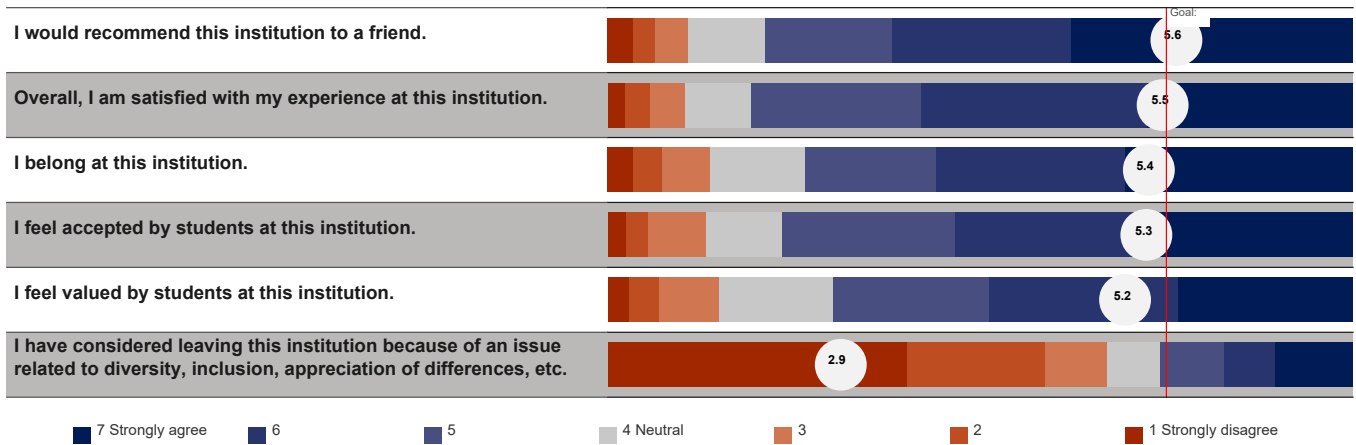
Outcome 1: Overall Satisfaction

The Satisfaction outcome variable is comprised of a six-item scale that is visualized in Figure 2. It should be noted that survey scales discussed in this report vary together at the standard level of Cronbach’s Alpha > 0.75, the acceptable range statistically for the scale holding together. The last item in Figure 2 appears quite low at first glance, but the desired score is a low one, seeing that the context involves discussing whether or not a student would transfer away from Northwestern. Its recoded value out of 7 is a 5.1, which is still below the target goal of 5.5. Other items below the goal mean are sense of belonging (5.4), acceptance by others at this institution (5.3), and feeling valued by students at this institution (5.2).

When analyzing the Overall Satisfaction outcome by race/ethnicity, Black, Latinx and Asian students tend to be less satisfied than White students by 13%, 8%, or 5% respectively. By class rank, first-year students are the most satisfied, with sophomores, juniors and seniors trending less satisfied by 9%, 7.5%, and 6.8% respectively. Finally, first-generation students tend to be about 6% less satisfied overall

than their continuing-generation peers. See Appendix E1 for more detail describing differences by these demographic variables.

Figure 2: Overall Satisfaction Item Summary

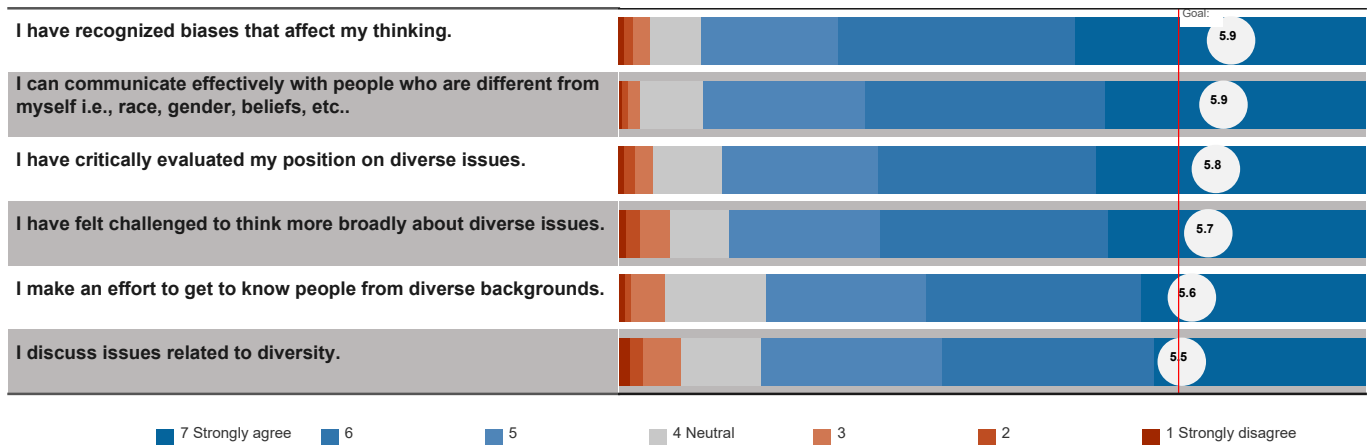


Outcome 2: Environment for Learning

Northwestern’s scale means in the Environment for Learning outcome are quite high, as previously mentioned, with an overall mean of 5.7 out of 7.0. The items comprising this outcome are visualized in Figure 3, below. Of the six items in the scale, one sits directly at the goal of 5.5: discussions of issues related to diversity. All other items are above the mean.

Figure 3: Overall Environment for Learning Item Summary

“As a result of my experience at this university...”



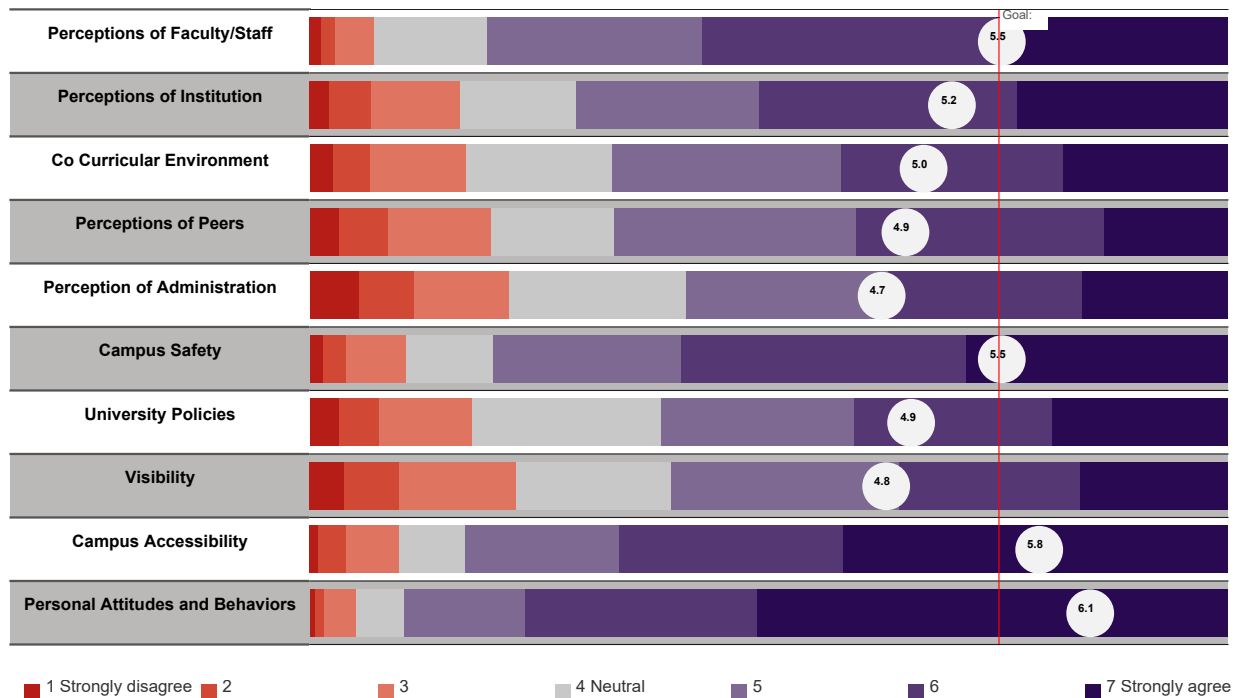
When analyzing demographics, students who identified as Multi-Racial reported 2.3% higher scores in their perceptions of the environment for learning over their White peers. Juniors and seniors had higher scores than first-year students by 3.1% and 1.6% respectively. Regarding sexual orientation, students identifying as LBGQ reported scores that were 2.6% higher than heterosexual peers, and female-identifying students reported almost 4% higher scores than their male counterparts. See Appendix E2 for more detail describing differences by these demographic variables, and also by class year, gender identity, and political views.

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 the two outcome variables of Satisfaction and Environment for Learning. Only two of these scales have means that are above the target of 5.5: Campus Accessibility (5.8) and Personal Attitudes and Behaviors (6.1). These fall at the bottom of the list and thus are among the scales with lowest predictive impact on the outcome scales. While the scores are high in these areas, the items in these scales are generally not predictive of satisfaction or learning.

Figure 4: Skyfactor Predictor Scales

In order of overall predictive impact

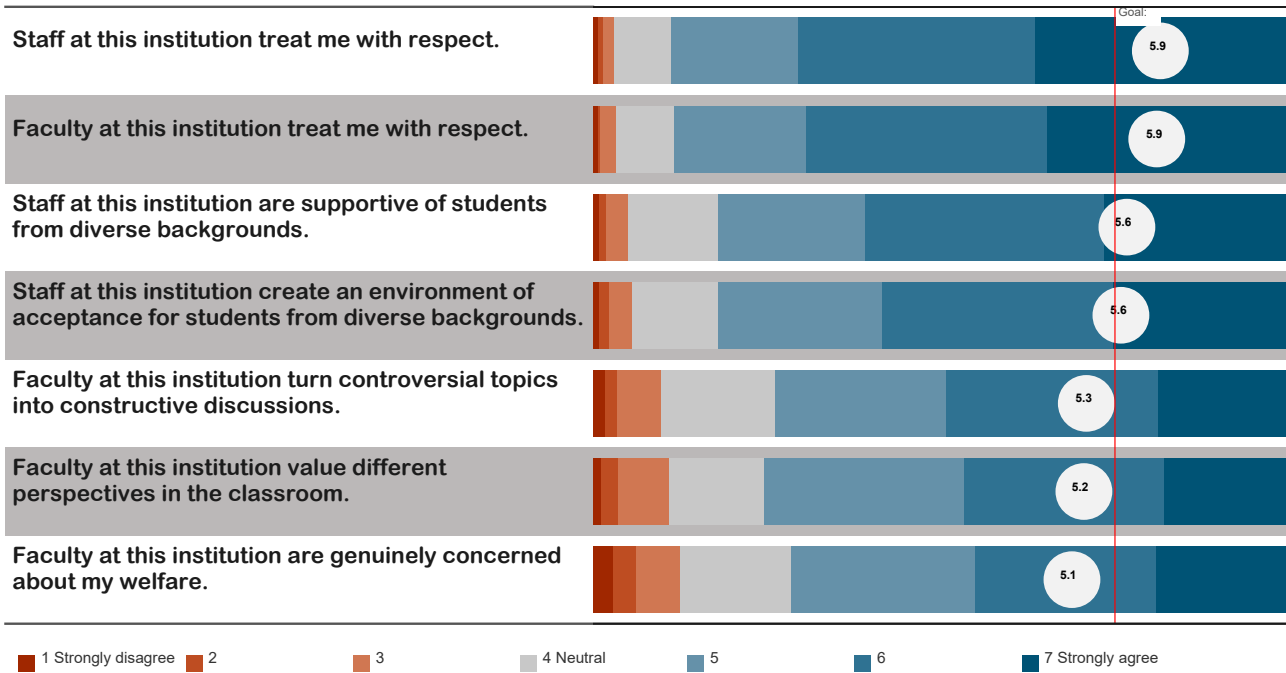


The first three scales listed in Figure 4 have the greatest impact on predicting the outcome variables. The means for these are either at or below the 5.5 target. It will be very important for these scales to be studied in more detail, and as such they are shared in this section. The details of the other 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 Environment for Learning, and the items comprising this scale are visualized in Figure 5. Four of the 7 items have mean scores at or above the 5.5 target goal. The items falling below the target deal with faculty handling issues of controversial topics (5.3), faculty valuing different perspectives in the classroom (5.2), and the perception that faculty are concerned about students' welfare (5.1). Extra care should be used when interpreting these items due to their high predictive value.

Figure 5: Perceptions of Faculty and Staff Item Summary

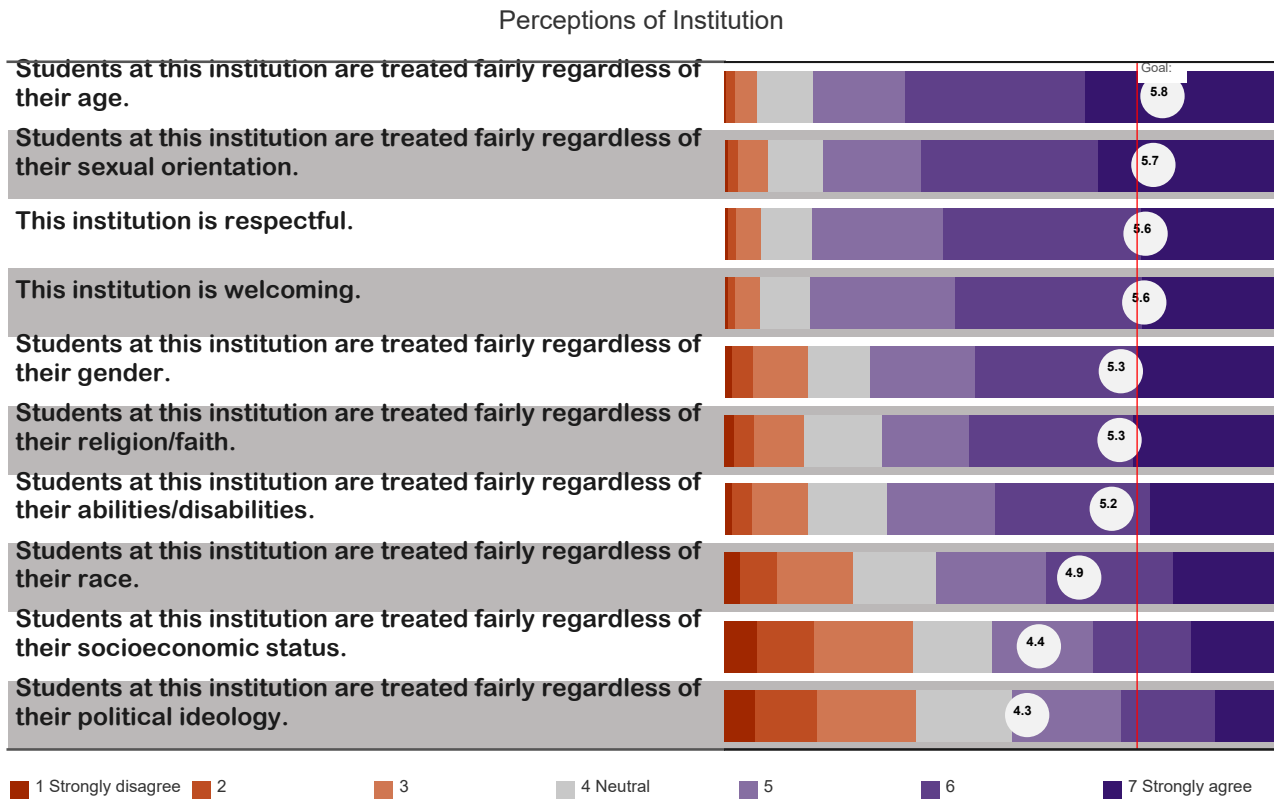


This scale was analyzed for differences among specific demographic characteristics (Appendix E3). In terms of race/ethnicity, the mean score for Black students was 6% lower than their White peers. Regarding gender, female students scored 2.5% lower than males, while those identifying as genderqueer scored approximately 12% lower. There were differences in class year: juniors scored 5.6% lower than first-year peers, while sophomores and seniors scored approximately 6.5% lower than their first-year counterparts. Finally, in terms of sexual orientation, those identifying as LGBTQ scored 4.2% lower on average when compared with heterosexual peers.

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 5.0, thus falling well below the 5.5 target. They relate to perceptions of students being treated fairly regardless of their race (4.8), socioeconomic status (4.4) and their political ideology (4.3). 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

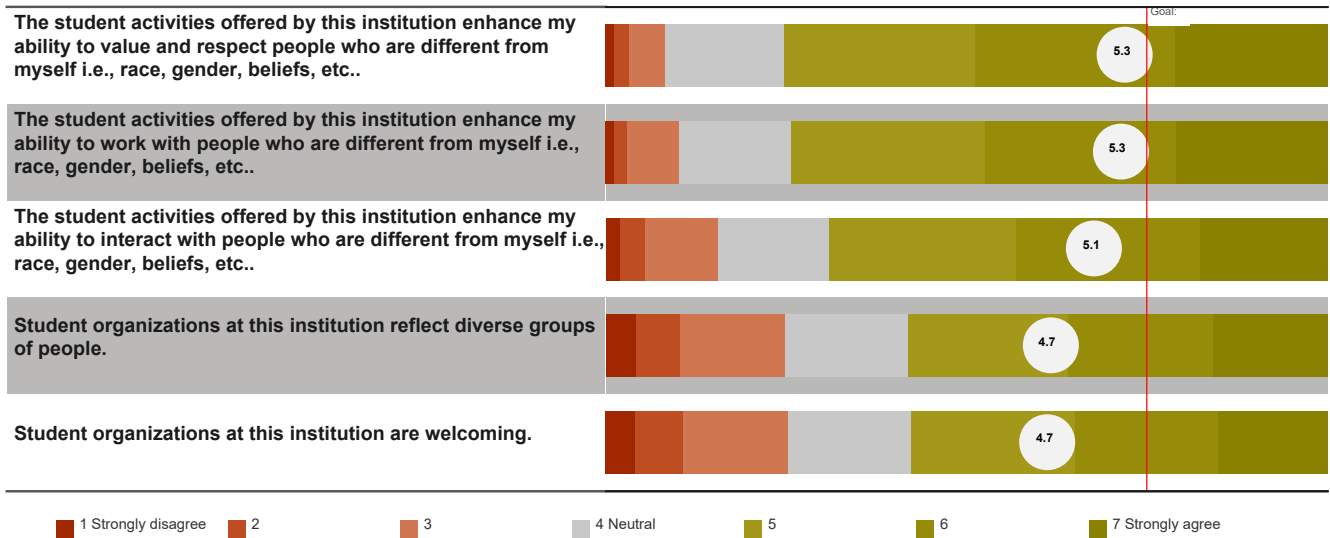


When analyzing by demographic characteristics, there are several differences to note (see Appendix E4). Regarding gender, those identifying as female scored 2.7% lower than their male counterparts, while those identifying as genderqueer scored a whopping 35% lower. Regarding class year with first-year students as the comparison base, seniors scored the lowest by approximately 14%, while juniors and sophomores were slightly less by 11% and 9% respectively. Regarding school with Weinberg as the comparison base, SESP students scored 10.5% lower than their peers. Those in the LGBQ sexual orientation identity category scored 9% lower than heterosexual peers. Those living off campus scored approximately 10% lower than their peers living in residence halls. Finally, regarding political views with “very conservative” as the comparison base, those identifying as “very liberal” scored 14% lower than their more conservative peers in their perceptions of the institution.

Co-Curricular Environment

The third-highest predictor of satisfaction and learning is the Co-curricular Environment scale, comprised of 5 items visualized in Figure 7. Two items related specifically to student organizations have mean scores of 4.7 and therefore fall quite a bit below the 5.5 target: 1) student organizations reflect diversity at the institution, and 2) 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



When studying differences based on demographics (see Appendix E5), genderqueer students scored approximately 29% lower than their male peers and females scored about 3% lower than males. Regarding class year with freshman as the comparison base, sophomores scored 9.4% lower with juniors and seniors at 13% and 12.6% lower, respectively. LGBTQ respondents scored 6% lower than heterosexual peers, and those living off-campus scored 9.5% lower than their peers living in residence halls. Finally regarding political views with “very conservative” as the comparison base, those identifying as “somewhat conservative” scored 2.6% higher, while those identifying as “very liberal scored 6.3% lower than their “very conservative peers” when answering items in the co-curricular environment scale.

There are seven additional scales in the Skyfactor portion of the survey that are not discussed in this report due to their lower predictability. However, this is not to say 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 describing various aspects of the climate, and experiencing or witnessing bias incidents.

Northwestern-Specific Items

Adjective Pairs

The survey committee developed a set of descriptive adjectives that offered an opportunity for respondents to describe the climate for diversity at Northwestern, along with 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). Overall it appears that students perceive Northwestern as mostly a friendly institution with a relatively welcoming climate. The top three adjective pairs (with the stronger-scoring term in **bold font**) are homophobic vs. **non-homophobic** (mean=6.3), ageist vs. **non-ageist** (mean=6.2), and hostile vs. **friendly** (mean=6.2). Conversely the two

lowest mean scores for adjective pairs are **competitive** vs. cooperative (mean=3.7) and **elitist** vs. non-elitist (3.0).

However, when looking at the overall respondent pool, it becomes clear that this overall picture of the university's climate represents the views of the majority, in other words those identifying as White, heterosexual females. When analyzing these pairs by demographic items, several differences emerge (Appendix F1). Regarding race/ethnicity: Black and Multi-Racial students rated Northwestern as 8.5% and 5.4% more hostile than their White peers, respectively. Similarly, Multi-Racial and Black students rated Northwestern is 10% and 24% more racist than their White peers, with Latinx students not far behind at 7.5%. Asian students rated Northwestern as 6.3% more collegial than their White peers, but Black students rated Northwestern as 21% more homogenous than their White peers. Finally, Latinx students find Northwestern to be approximately 6% more competitive than their White peers.

While differences between men and women were relatively small, the degree to which genderqueer students rated the University compared to cisgender men was quite large, indicated by large effect sizes for statistically significant gender differences. Specifically genderqueer students found the university to be more unsupportive (22%), homophobic (26%), homogenous (31%), sexist (38%) and racist (44%) than their cisgender peers. Similarly, LGBTQ students rated Northwestern as more racist (11%), sexist (10%), elitist (8%), homogenous (7.6%), individualistic (7.2%), homophobic (5.8%), and unsupportive (5%) than their heterosexual peers.

Clearly, many more analyses could be run on this set of adjective pairs, as sliced by various demographic categories, in order to better understand the students' perception of climate issues at Northwestern.

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). Thirty-seven percent of all respondents answered "yes" to this item. The following sections describe how that 37% respondent to subsequent questions on the details of these incidents.

The picture looks very different when breaking down these results by demographic groups (Appendix F2). When analyzing bias incidents by race/ethnicity, Black students were 85% more likely to experience bias vs. their White peers, and Multi-Racial students were 61% more likely. Regarding gender identity, females were 58% more likely to experience a bias event than their male peers. When looking particularly at African-American females, these students are more than 3 times as likely to experience bias when compared with White males. Those identifying as genderqueer were 4 times more likely to experience a bias event than their male-identifying peers. Finally regarding sexual orientation, those who identified as LGBTQ were 61% more likely to experience bias, pan-sexual individuals were 3.2 times more likely, and those who are questioning were over 2 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.

Targets of Bias Incidents

Of the 37% of respondents indicating they had witnessed or experienced a bias event, 54% of those indicated the target of the incident was another student, and 36% said it happened to themselves. Smaller percentages of respondents indicated the target was against persons not associated with

Northwestern (2%), faculty members (1%), or administrators/staff members (1%). The full listing of targets is found in Appendix D.

African-American students are more than 2.5 times more likely to be the target of a bias incident than their White peers. In addition, African-American cisgender women are 2.5 times more likely to have personally experienced a bias event compared with their White, cisgender male peers. See Appendix F3.

Sources of Bias Incidents

The vast majority of respondents (65%) indicated the source of the bias event was another student. The second-highest source was a faculty member or instructor (16%) followed by an administrative or staff member (7%). The full listing of sources is found in Appendix D.

In looking at specific demographic variables (Appendix F4), First-Generation students are approximately 40% less likely to report the source is another student when compared with their continuing-generation peers. Cisgender women are 200% more likely than their cisgender male peers that a faculty member is the source of a bias event.

Reasons for Bias Incidents

When responding to possible reasons why the incident occurred, 40% of all respondents indicated it was due to race or ethnicity, and 32% indicated gender as the main reason. Political beliefs and socioeconomic status were next (16% and 12% respectively), followed by sexual orientation (9%), religion or belief systems (8%) and non-group related issues (8%). See Appendix D for full visualizations of the overall reasons for bias events.

It is essential to compare these results (Appendix F5) to the groups that typically are not victims of bias incidents, which are traditionally White males. When controlling for race/ethnicity, Black students are approximately 9 times as likely to report the reason for the bias event was due to race when compared with their White peers. Asian students were 3.9 times as likely, multi-racial students were 3.3 times as likely, and Latinx students were 2.7 times as likely to indicate the bias event was due to race. Similarly, cisgender women were more than 2 times more likely to report the bias incident was related to gender than their cisgender male peers.

First-generation students were approximately two times more likely to indicate a bias event occurred due to socio-economic status than their continuing-generation peers. LGBTQ students were approximately 5 times more likely to indicate a bias event occurred due to sexual orientation when compared with heterosexual peers, and pansexual students were more than 7 times as likely (Appendix F5)

Unfortunately, students who self-identify with multiple layers of underrepresentation – in terms of race/ethnicity, gender identity, socio-economic status, and sexual orientation – experience more instances of bias in each of these areas than compared with the dominant norm of cisgender, White, heterosexual males..

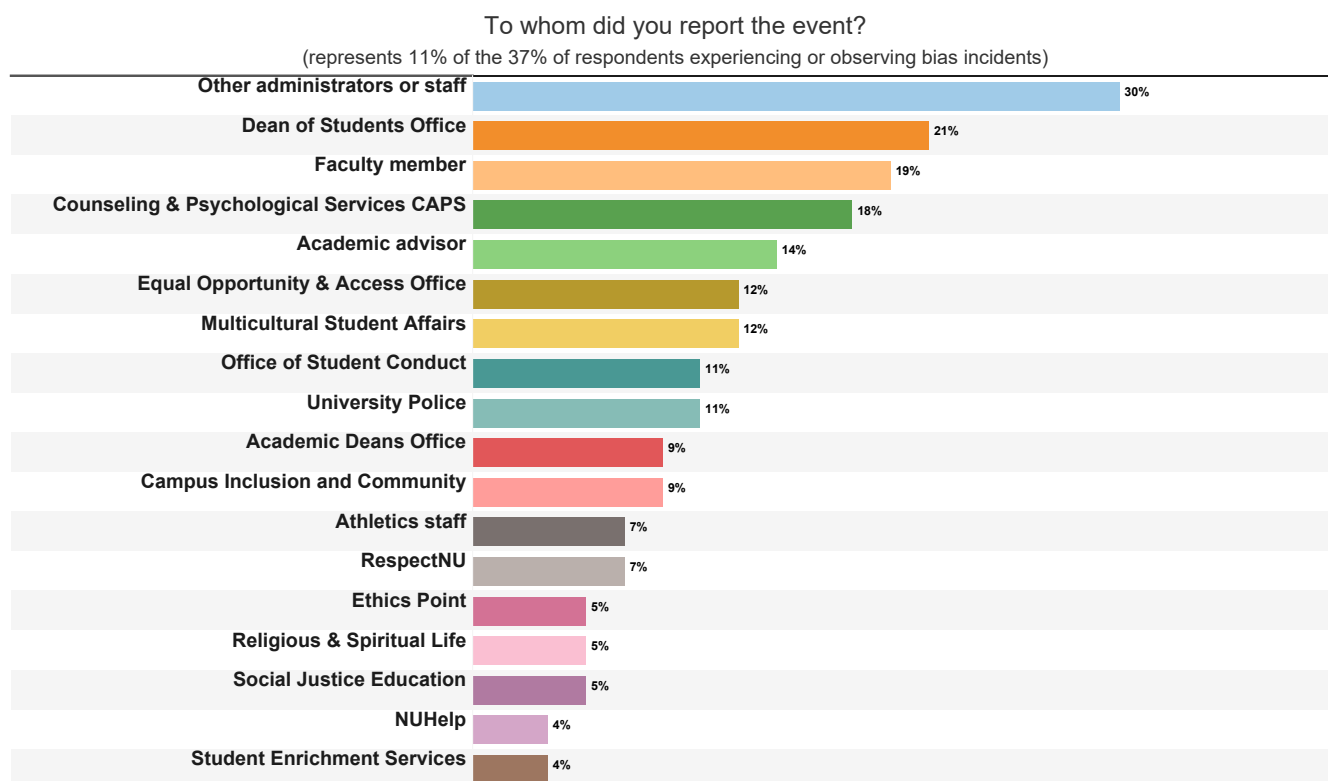
Location

Respondents were asked where the observed or experienced bias event occurred. Over 17% of respondents indicated it occurred in class, and just over 14% described it as occurring in a public space on campus. Approximately 13% cited the incident occurred in on-campus housing, followed by just over 8% in the fraternity quad. A full listing of bias event locations is found in Appendix D.

Reporting of Bias Events

Of the 37% of survey respondents indicating they experienced or witnessed a bias event, only 11% 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 other administrators or staff (30%), the office of the Dean of Students (21%), faculty members (19%), and Counseling and Psychological Services (CAPS) (18%).

Figure 8: Reports of Bias Incidents



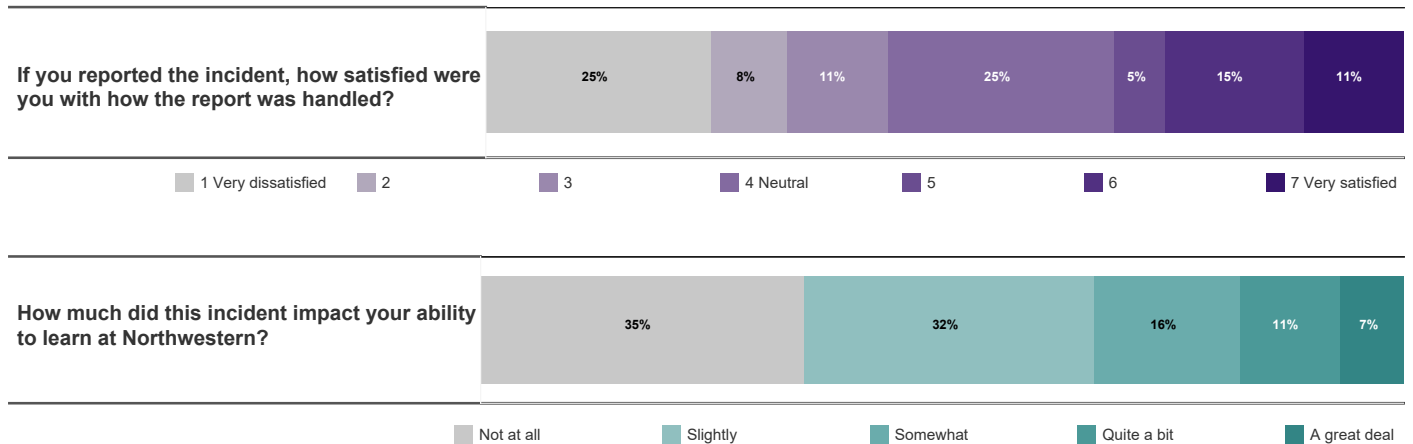
As seen Appendix F6, cisgender women are more 2 times more likely than their cisgender male counterparts to report a bias incident to the university. LGBQ persons are twice more likely to report a bias incident than their heterosexual counterparts. Students who were the victims of a bias event, themselves, were 2.4 times more likely to report than their peers who witnessed the event in others. When controlling for gender and target, victims identifying as cisgender women were 2.8 times more likely than cisgender men who were witnesses to an event. Similarly when controlling for sexual orientation and target of bias event, those who were victims identifying as LGBQ were approximately 3 times more likely to report the incident than heterosexual witnesses.

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 (5-point scale). One quarter of the respondents indicated a “neutral” level of satisfaction, 31% indicated they were satisfied, and 44% indicated they were dissatisfied. Second, when asked how much this incident impacted their ability to learn at Northwestern

(5-point scale), 35% indicated “not at all,” 48% said “slightly,” or “somewhat,” and 18% indicated the incident impacted their learning “quite a bit,” or “a great deal.”

Figure 9: Bias incident Outcomes



Due to the small number of participants who reported satisfaction (n=73), there is not enough statistical power to find meaningful differences between groups for this particular item.

Regarding the impact on ability to learn, there were several significant findings when analyzing by various demographics (Appendix F7). While race/ethnicity was not predictive, there were significant differences in mean scores between women (2.3) and men (1.9), between LGBQ individuals (2.5) and their heterosexual counterparts (2.1), and first-generation students (2.6) vs. their continuing-generation counterparts (2.2). Those who indicated they were the victim reported a significantly higher negative impact on their ability to learn (2.5) than their counterparts who were victims (2.0). Finally, those reporting faculty as the source reported significantly higher negative impact on their learning (2.9) vs. their counterparts reporting other sources of bias incidents (2.1).

Next Steps

This report is an overview of results from a large survey of the entire undergraduate 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 will include 1) gender and race/ethnicity, and their intersectionality; 2) sexual orientation; and 3) political affiliation. In addition, a parallel report was written specifically for graduate and professional students that highlights many similar and some divergent trends. An additional brief focusing on issues for international vs. domestic students will be written focusing specifically on graduate/professional 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 

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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

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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

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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

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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

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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

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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

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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

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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>
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(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

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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>
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(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

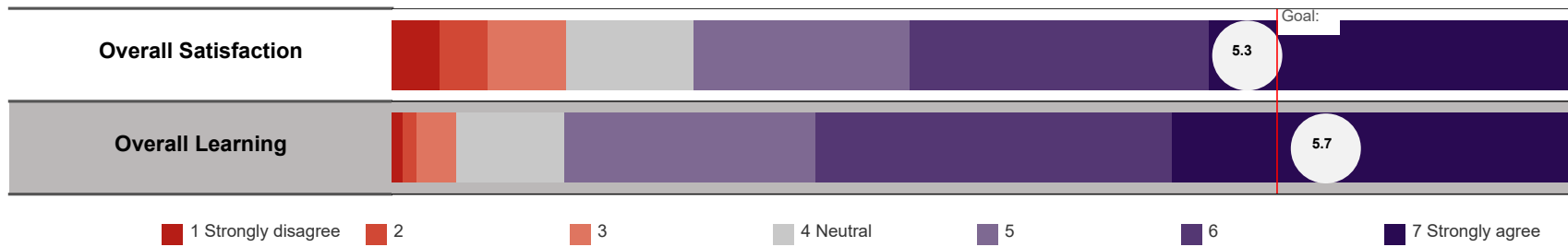
(7) Strongly agree
N/A

OQ38 7
OQ38 8

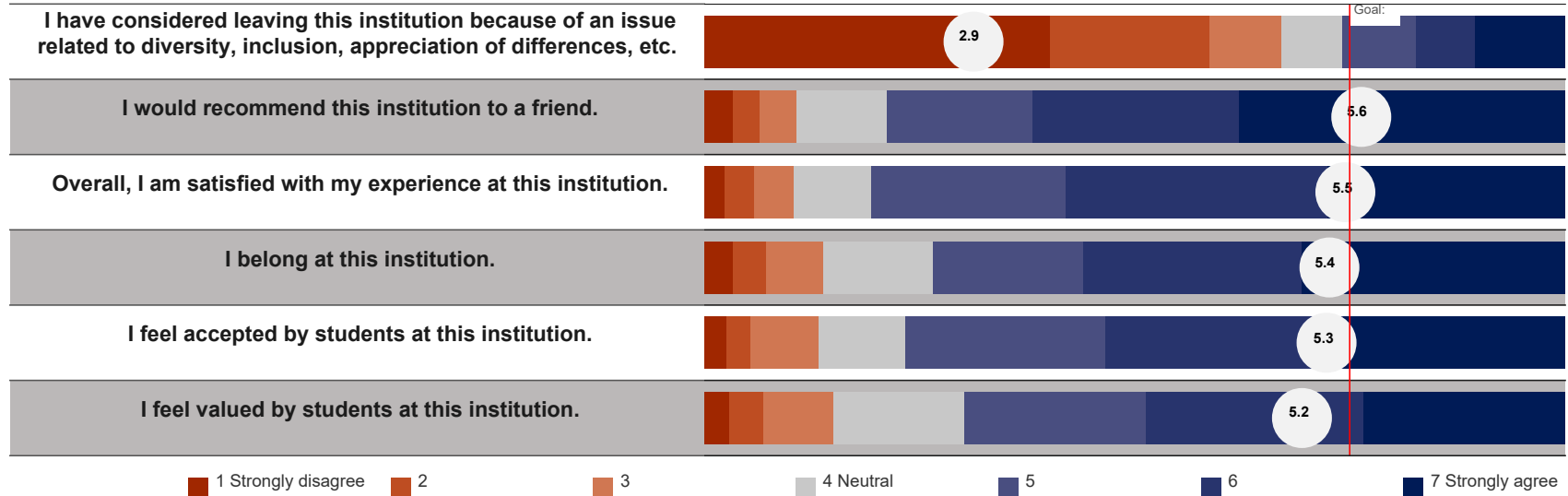
Skyfactor © Copyright 2018, All Rights Reserved.

Appendix B: Skyfactor Survey Scale Summaries

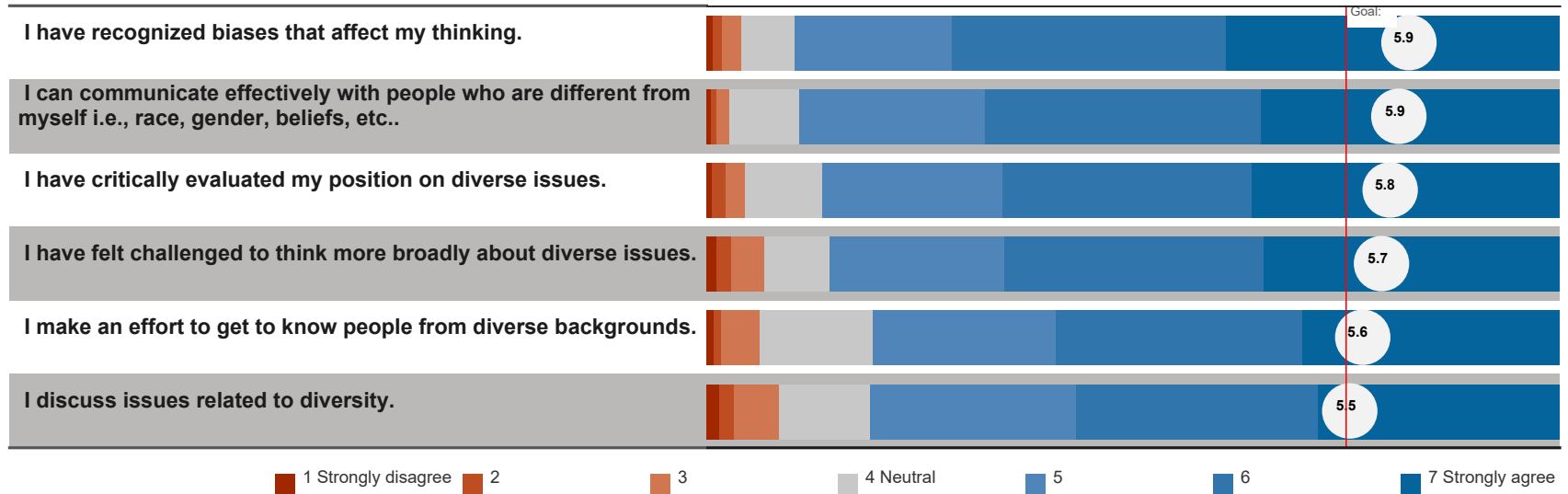
Main Outcome Variables



Overall Satisfaction

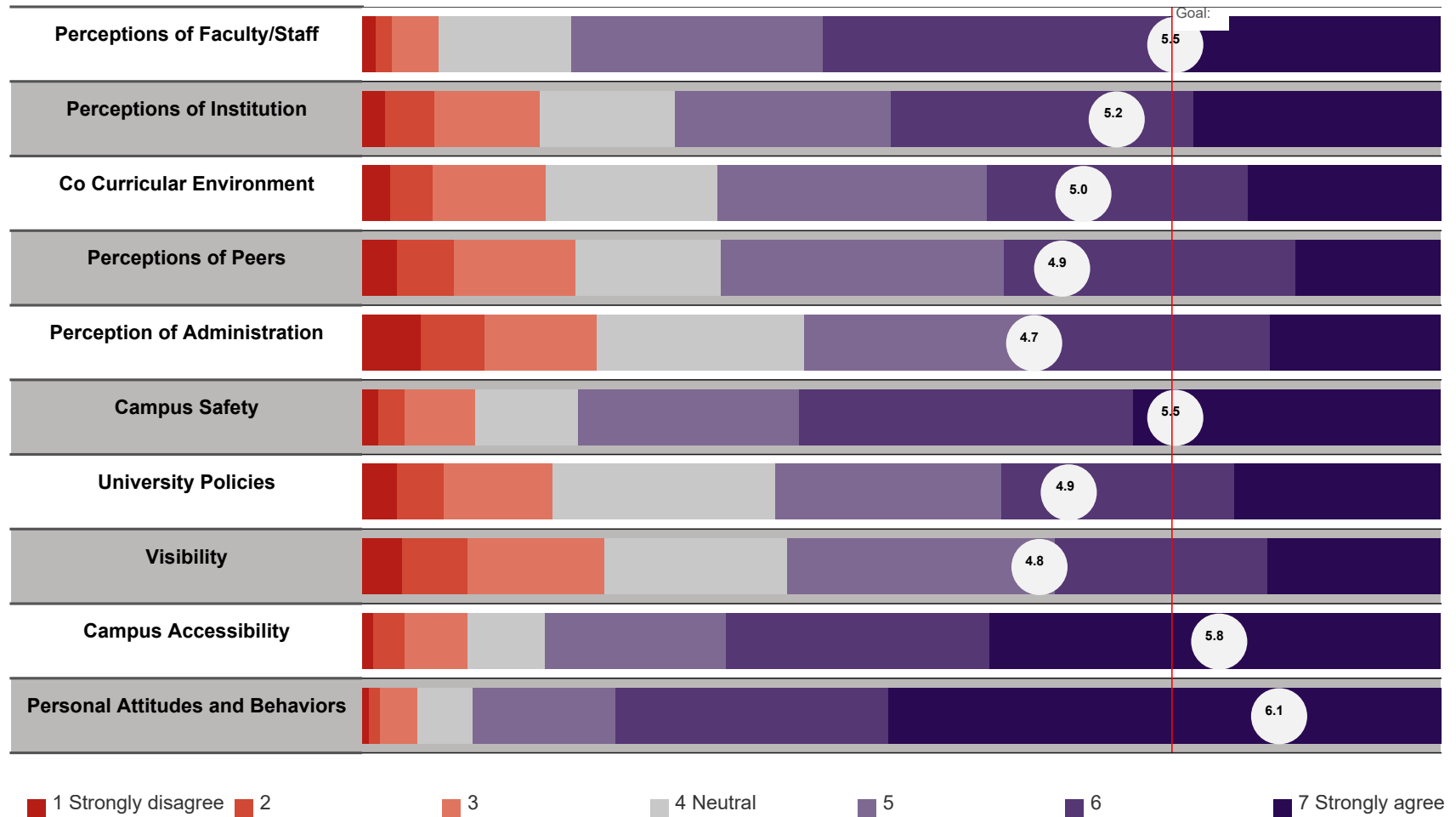


Overall Learning

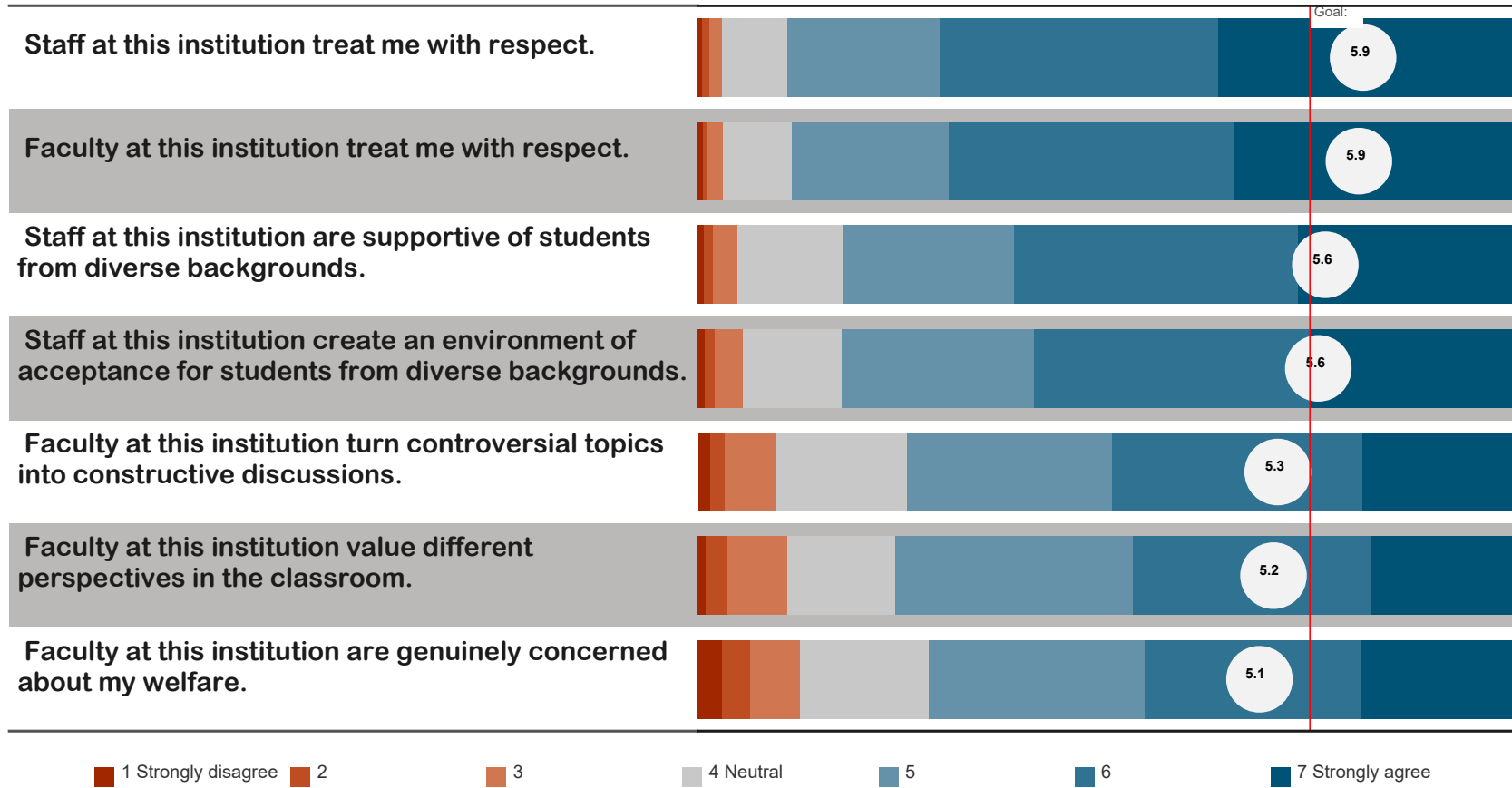


Predictors of Outcomes

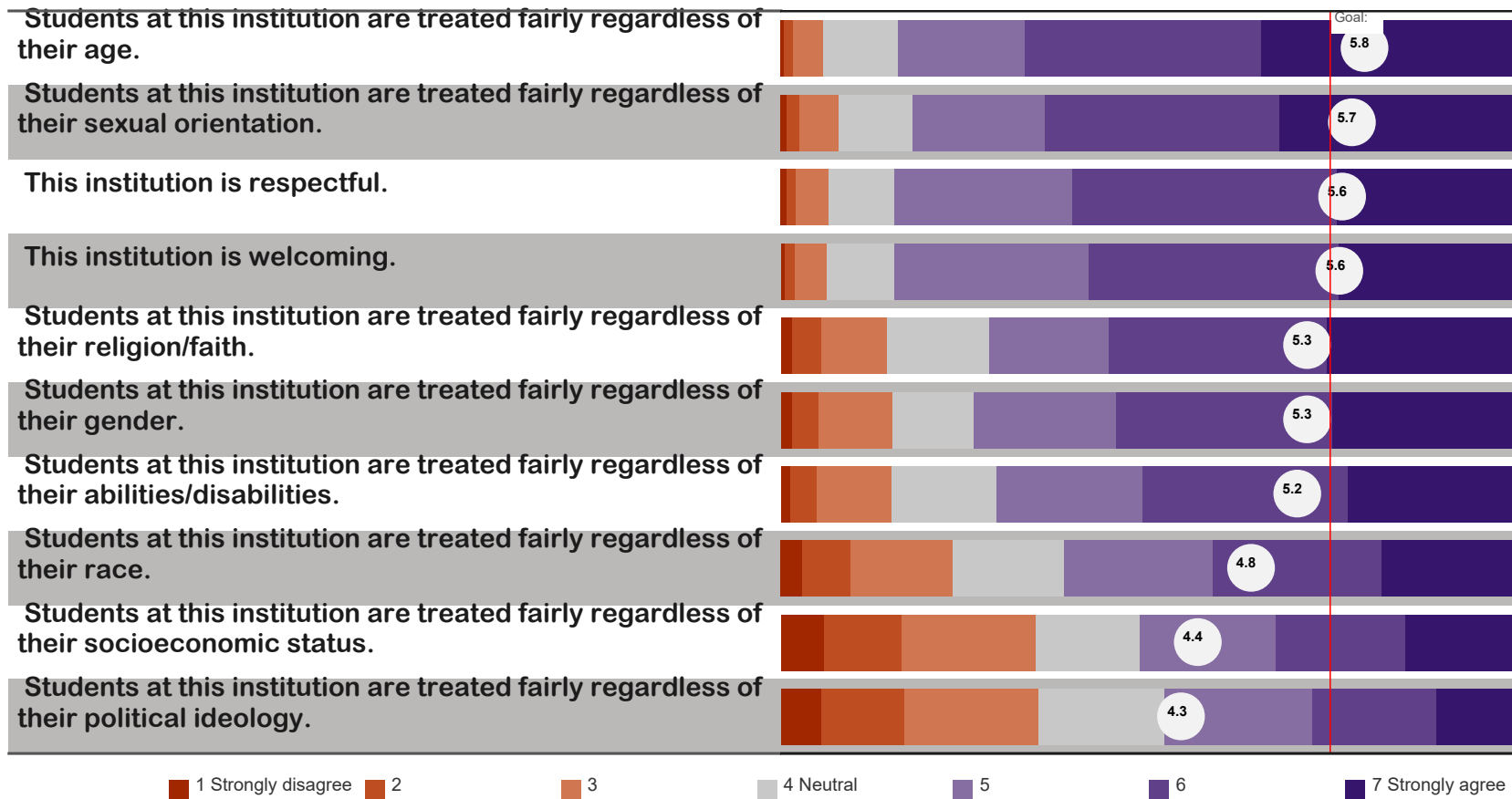
In order of overall predictive impact



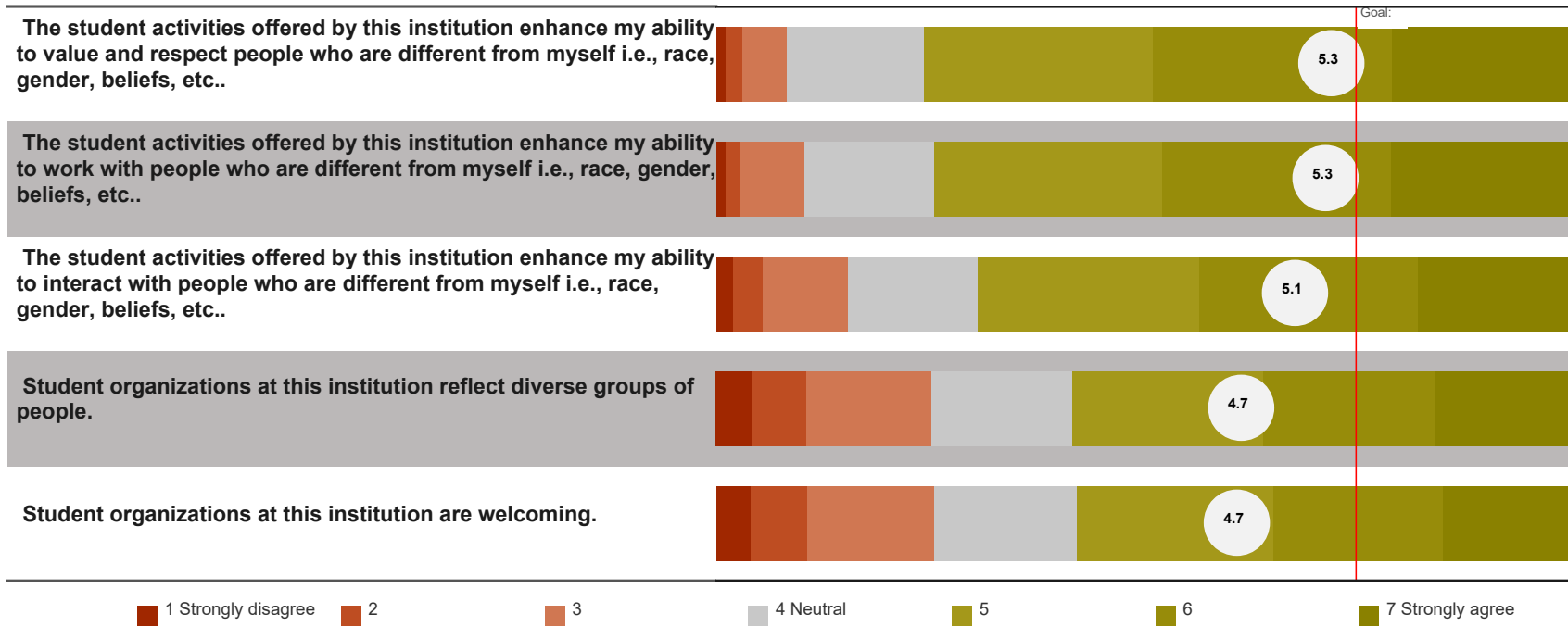
Perceptions of Faculty and Staff



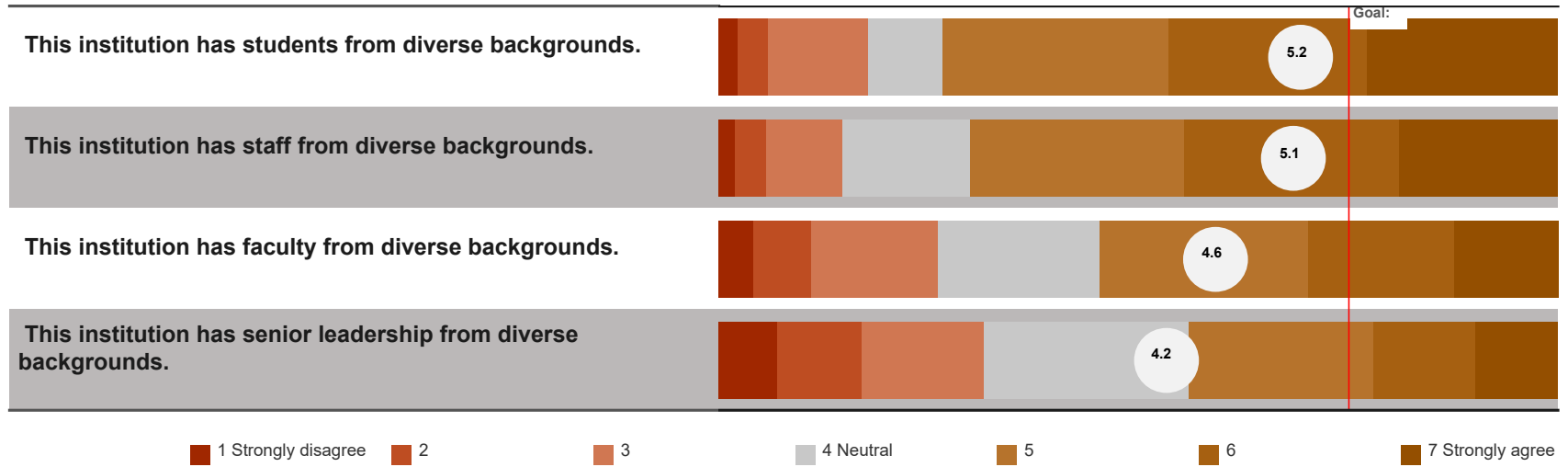
Perceptions of the Institution



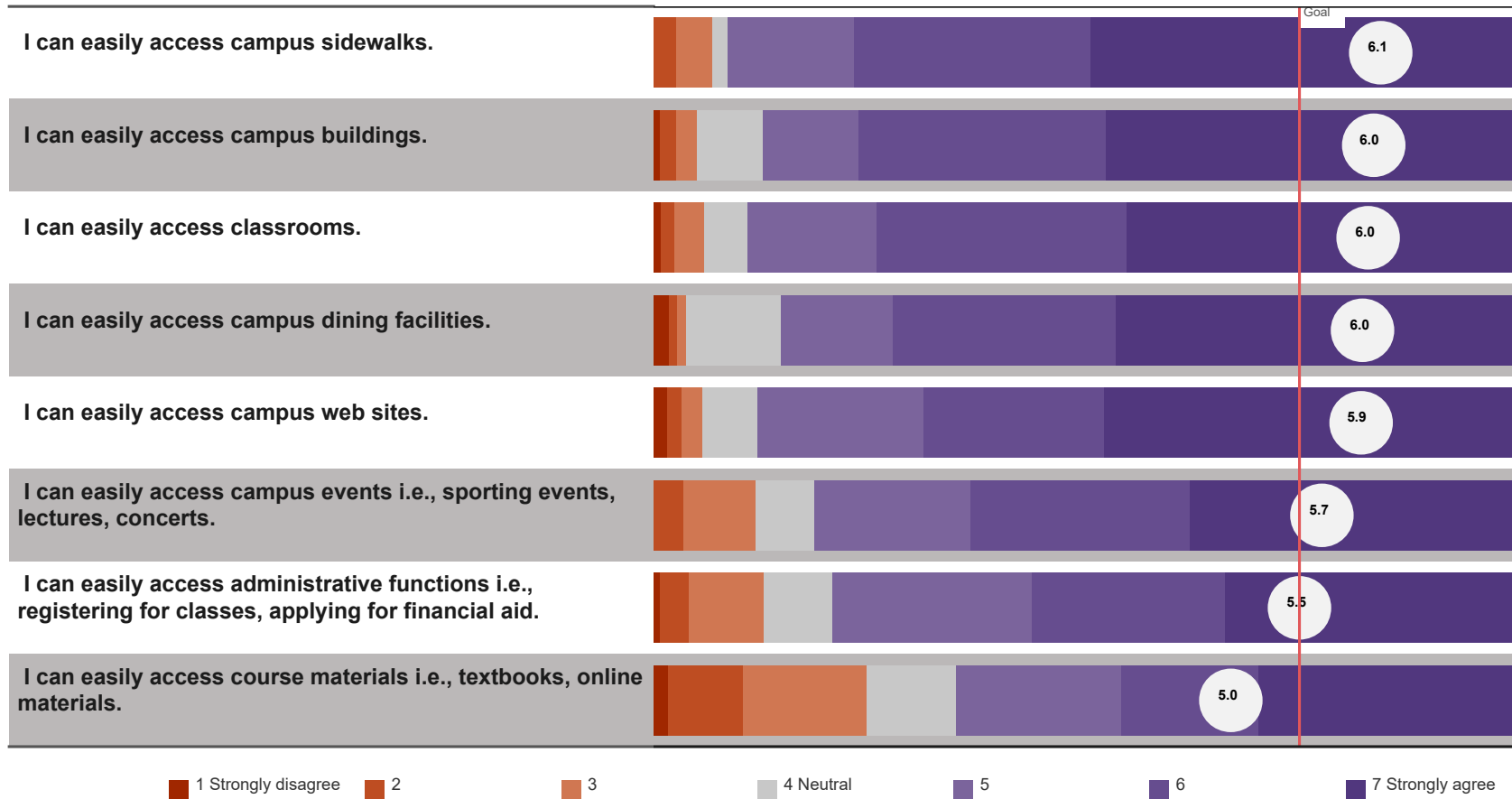
Co-Curricular Environment



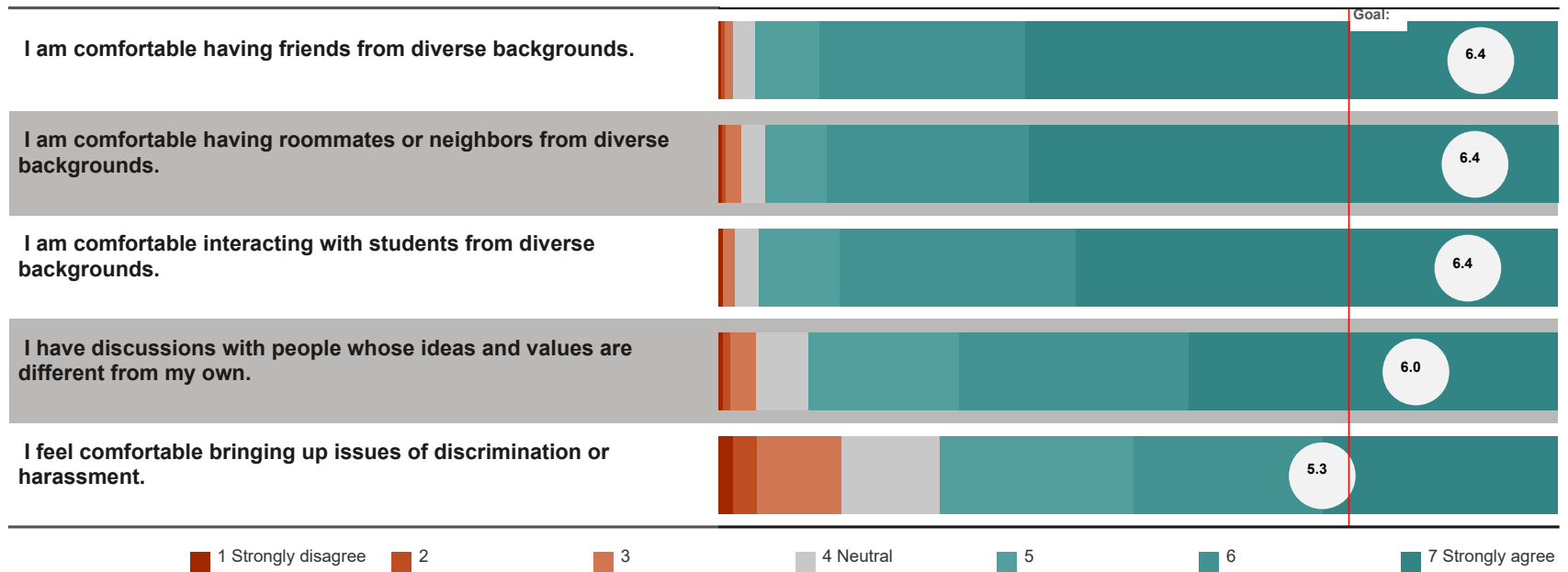
Visibility



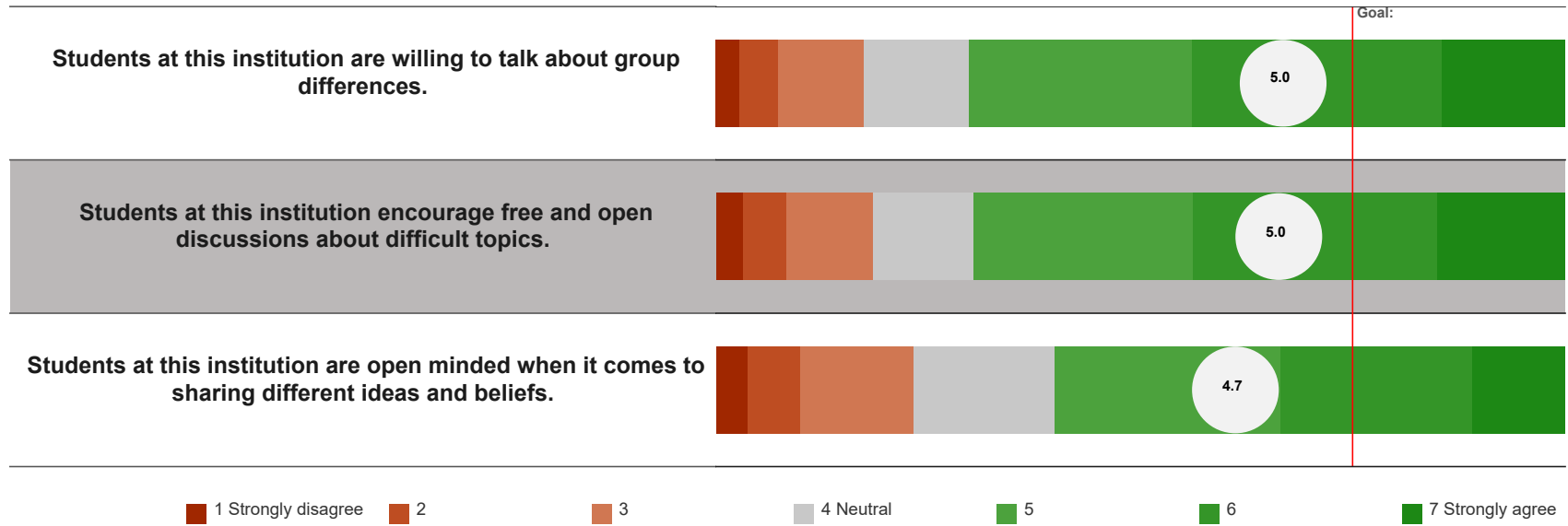
Campus Accessibility



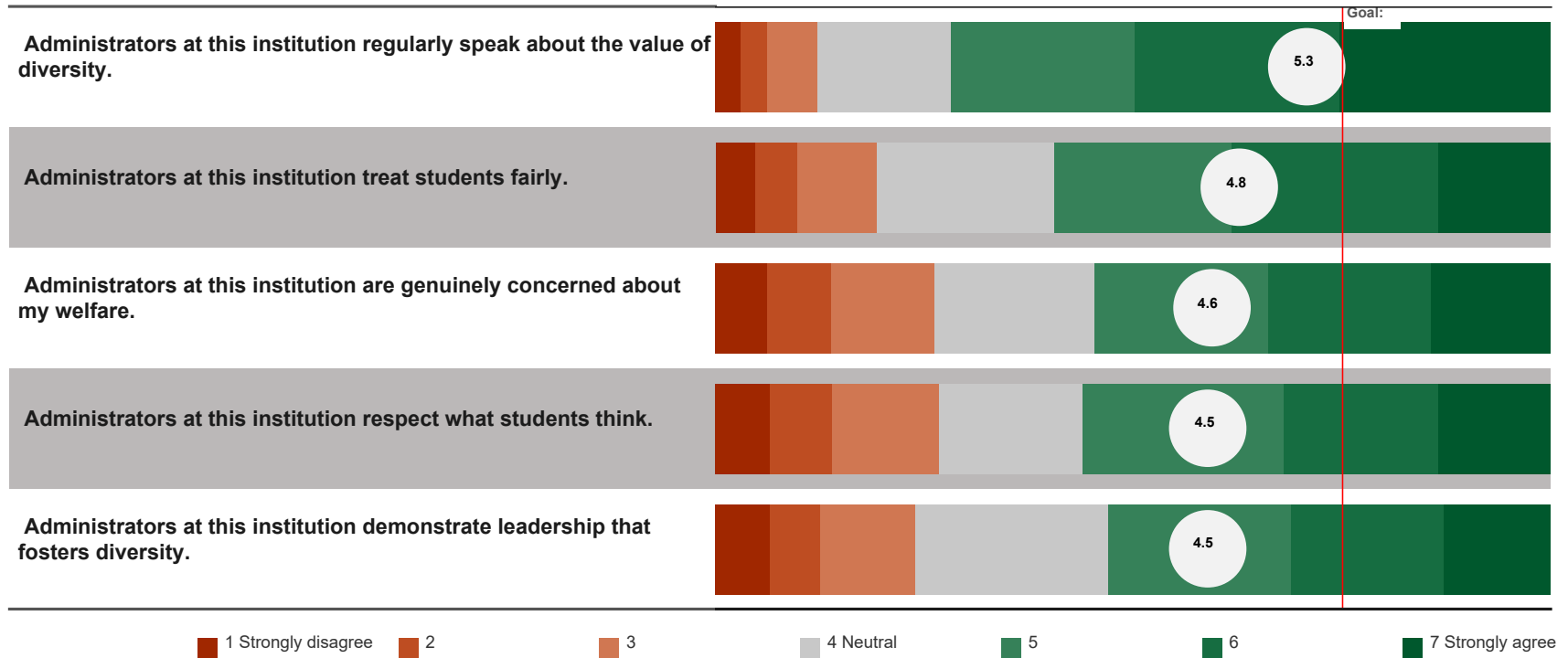
Personal Attitudes and Behaviors



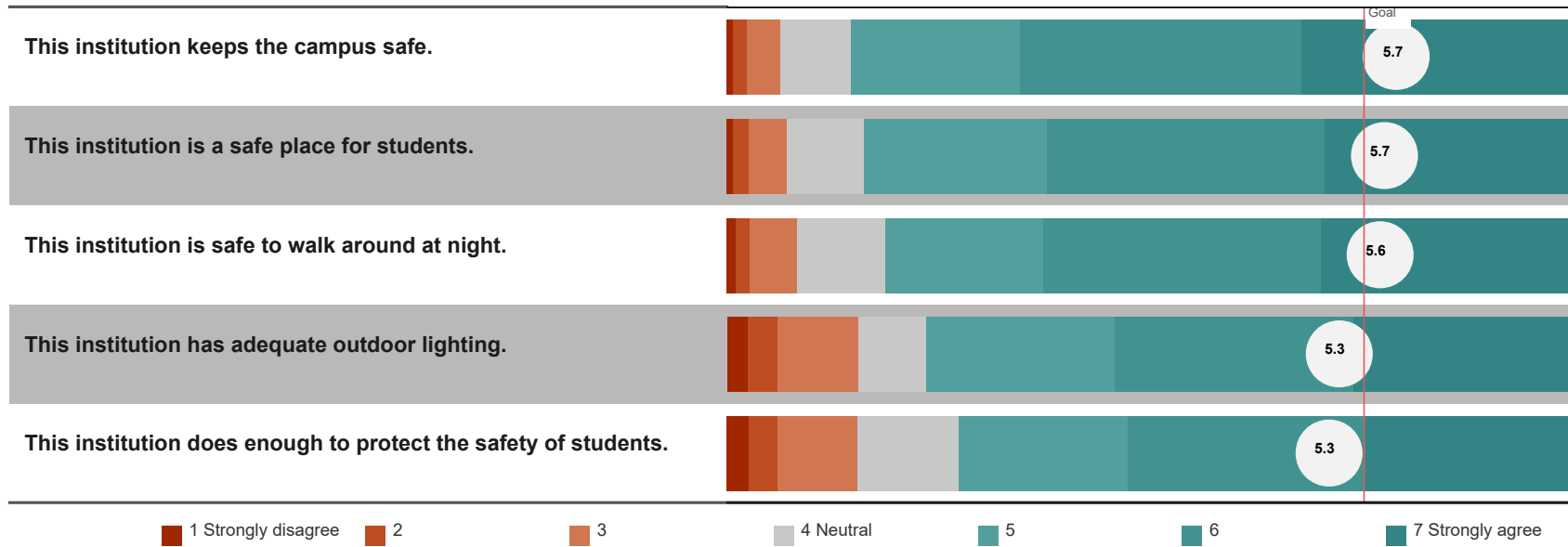
Perceptions of Peers



Perception of Administration

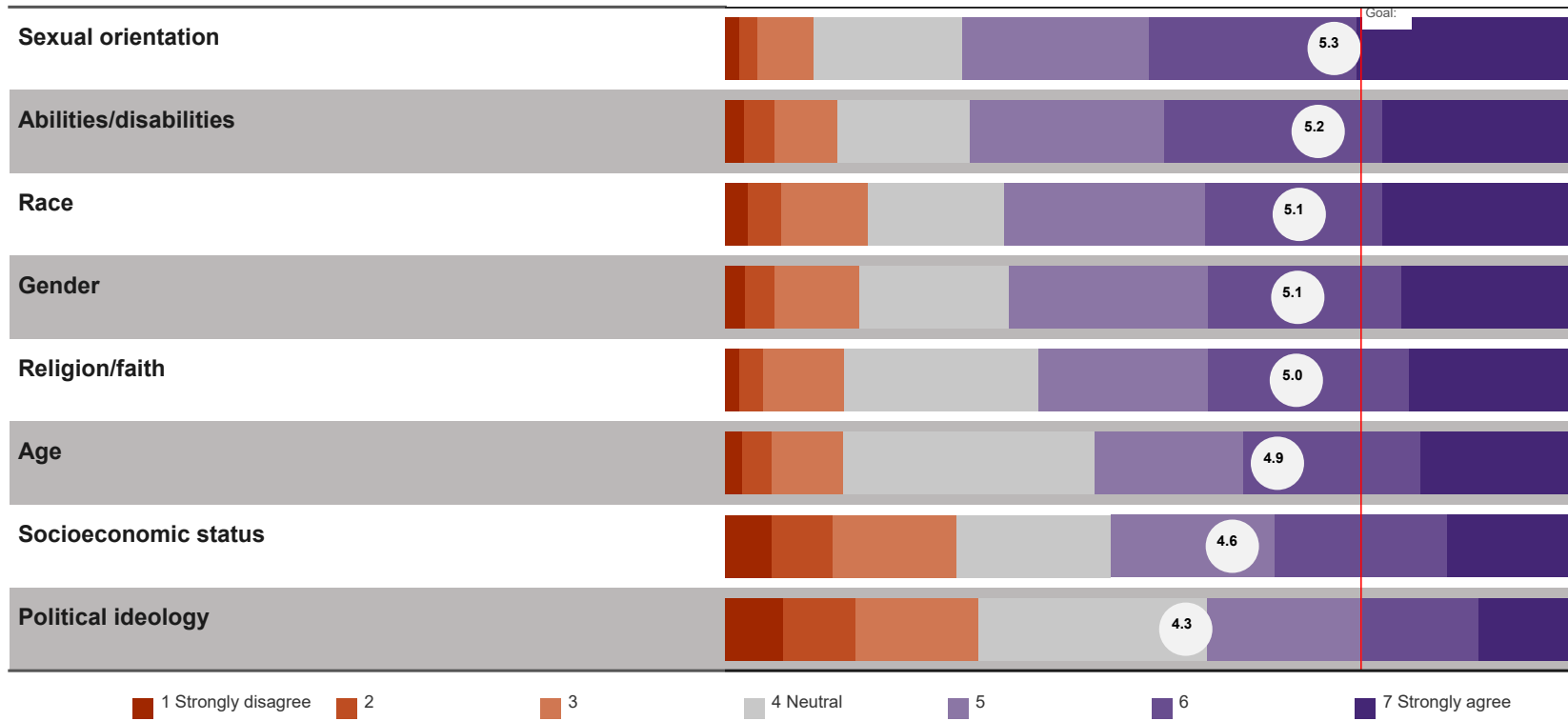


Campus Safety



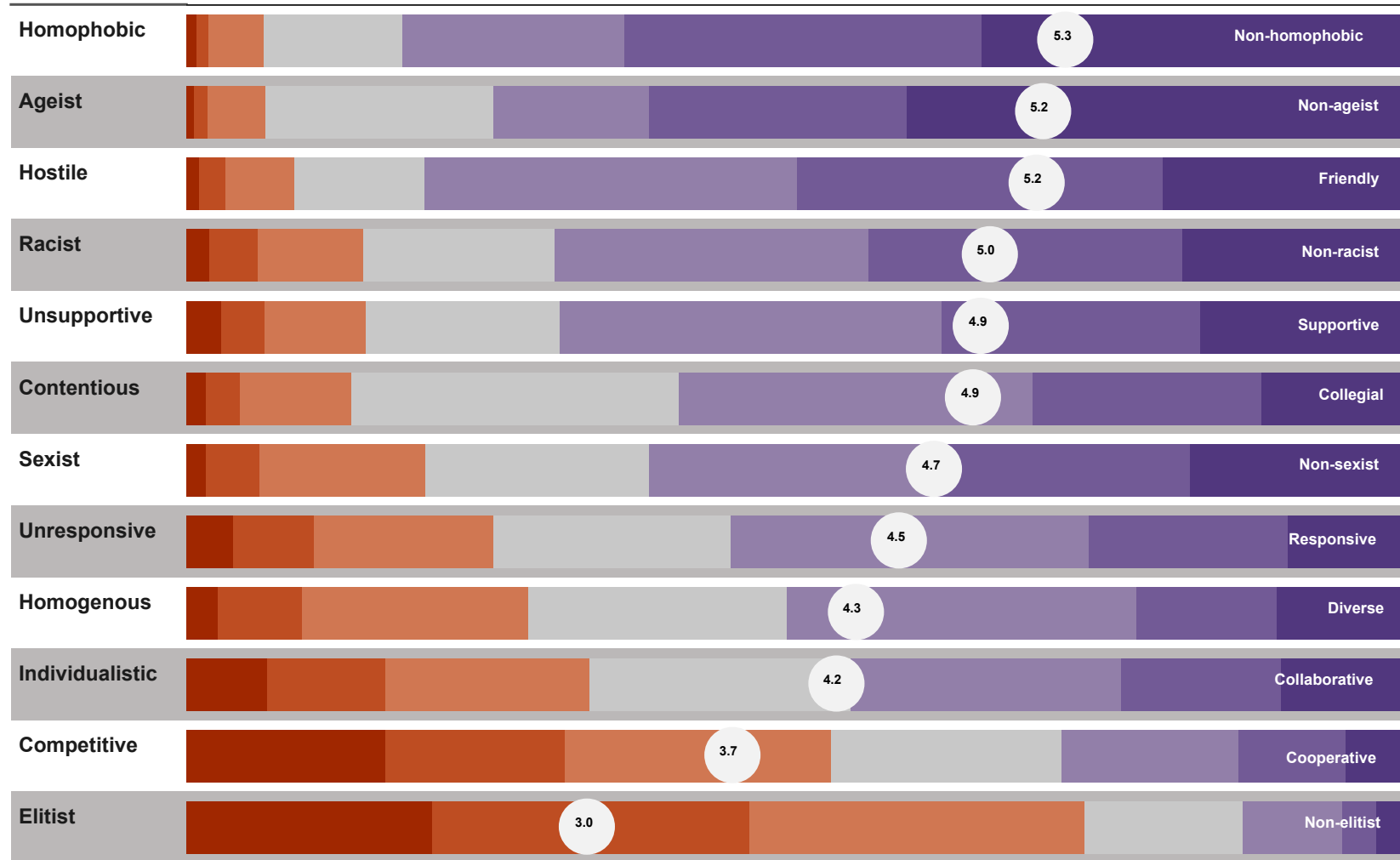
University Policies

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



Appendix C: Northwestern Adjective Pairs

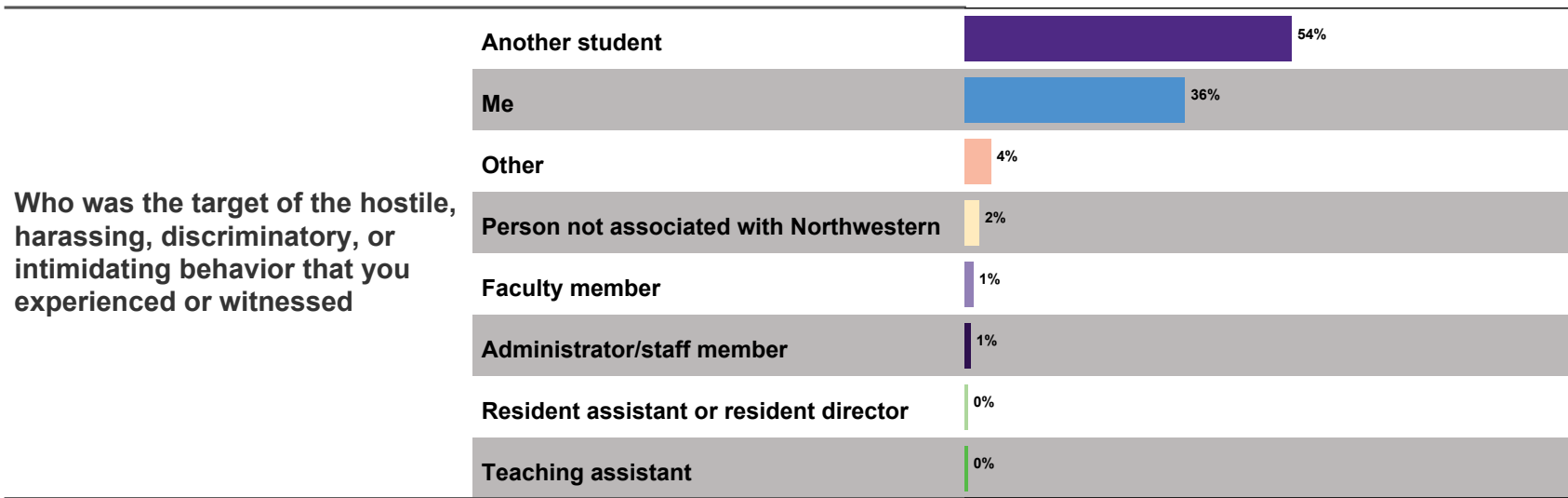
Select one option between this pair of adjectives that best represents how you would rate Northwestern based on your direct experiences:



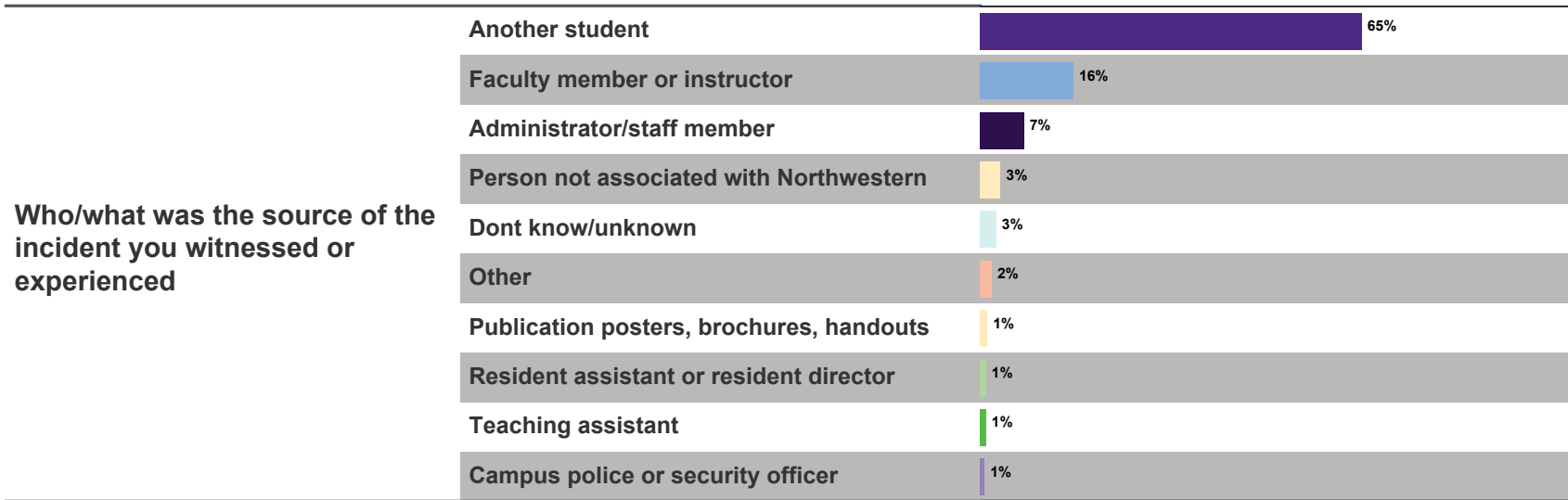
Key: 1=left-side adjective; 7=right-side adjective

Appendix D: Northwestern Bias Incidents

Target of Bias Event

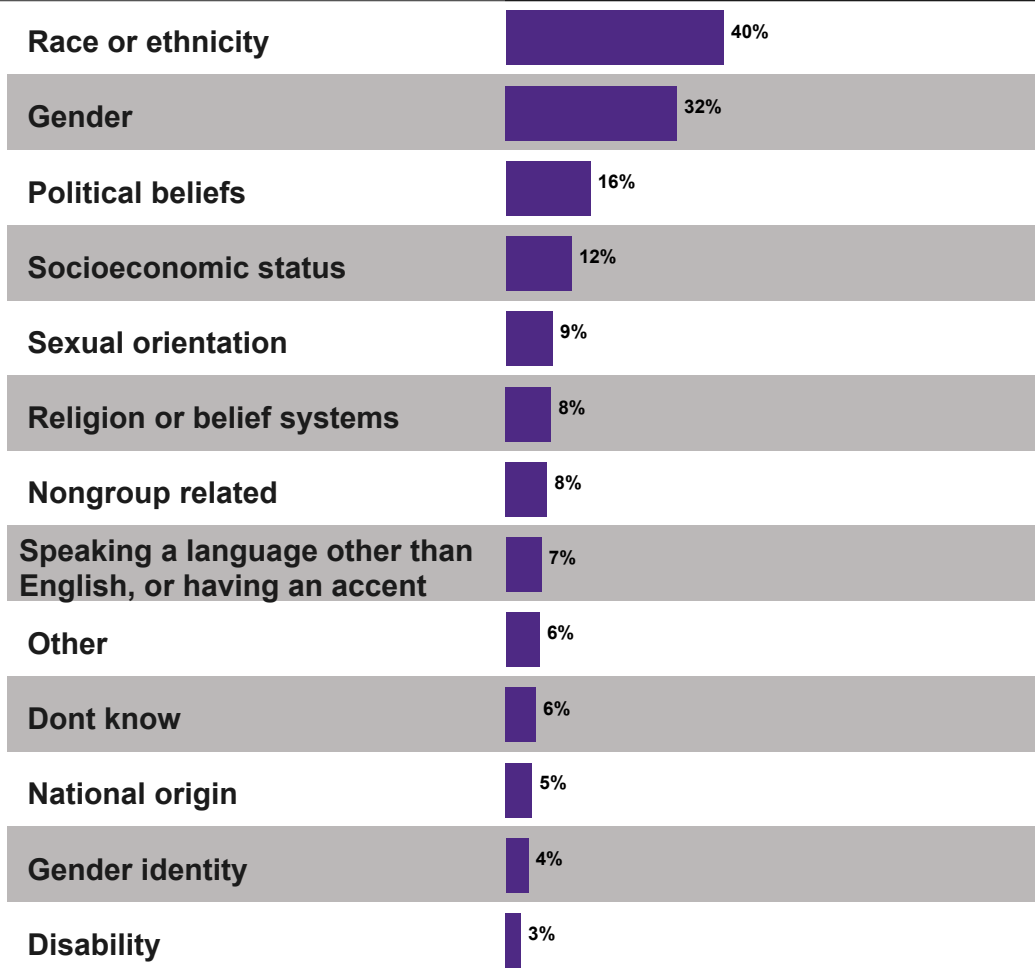


Source of Bias Event

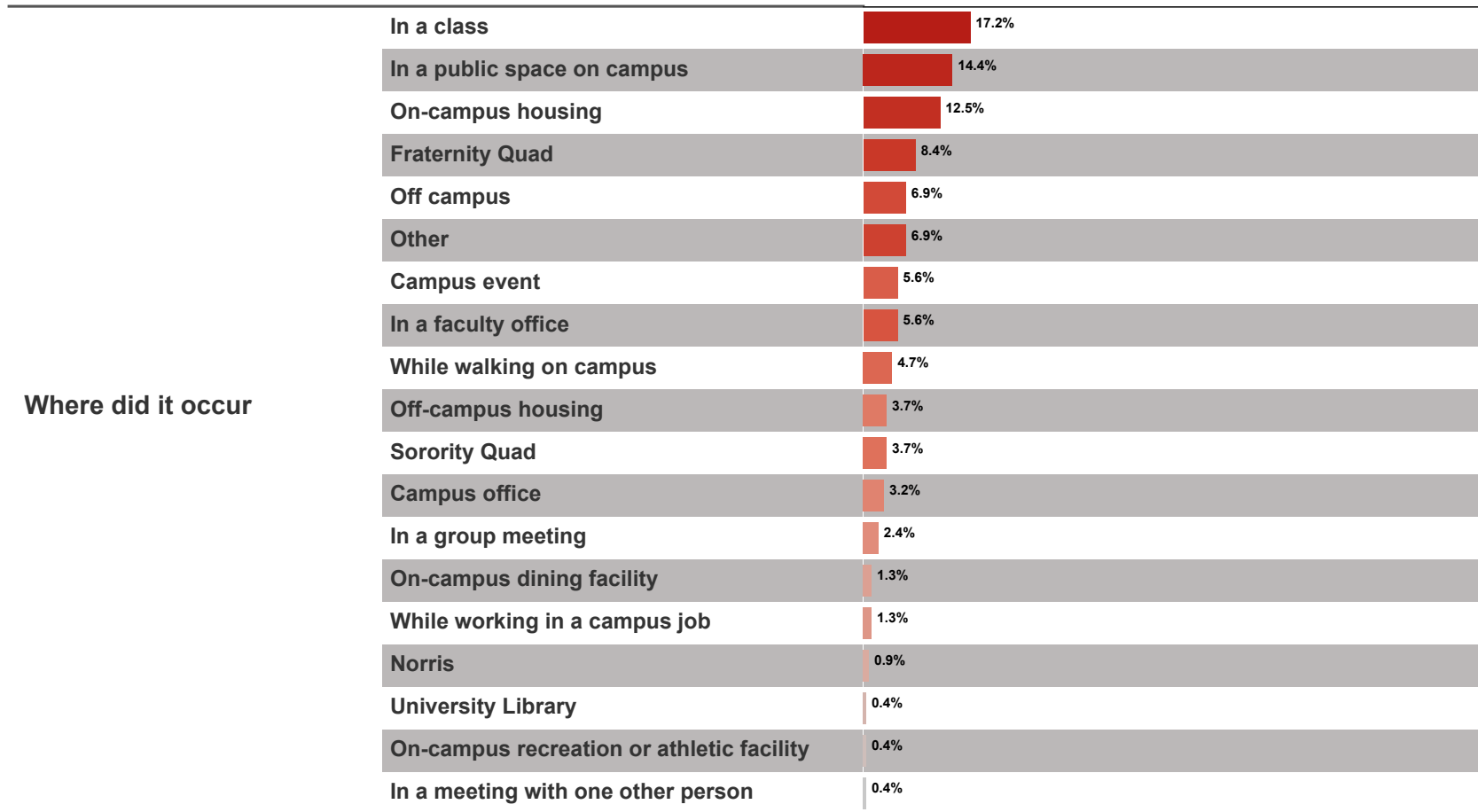


Reason for Bias Event

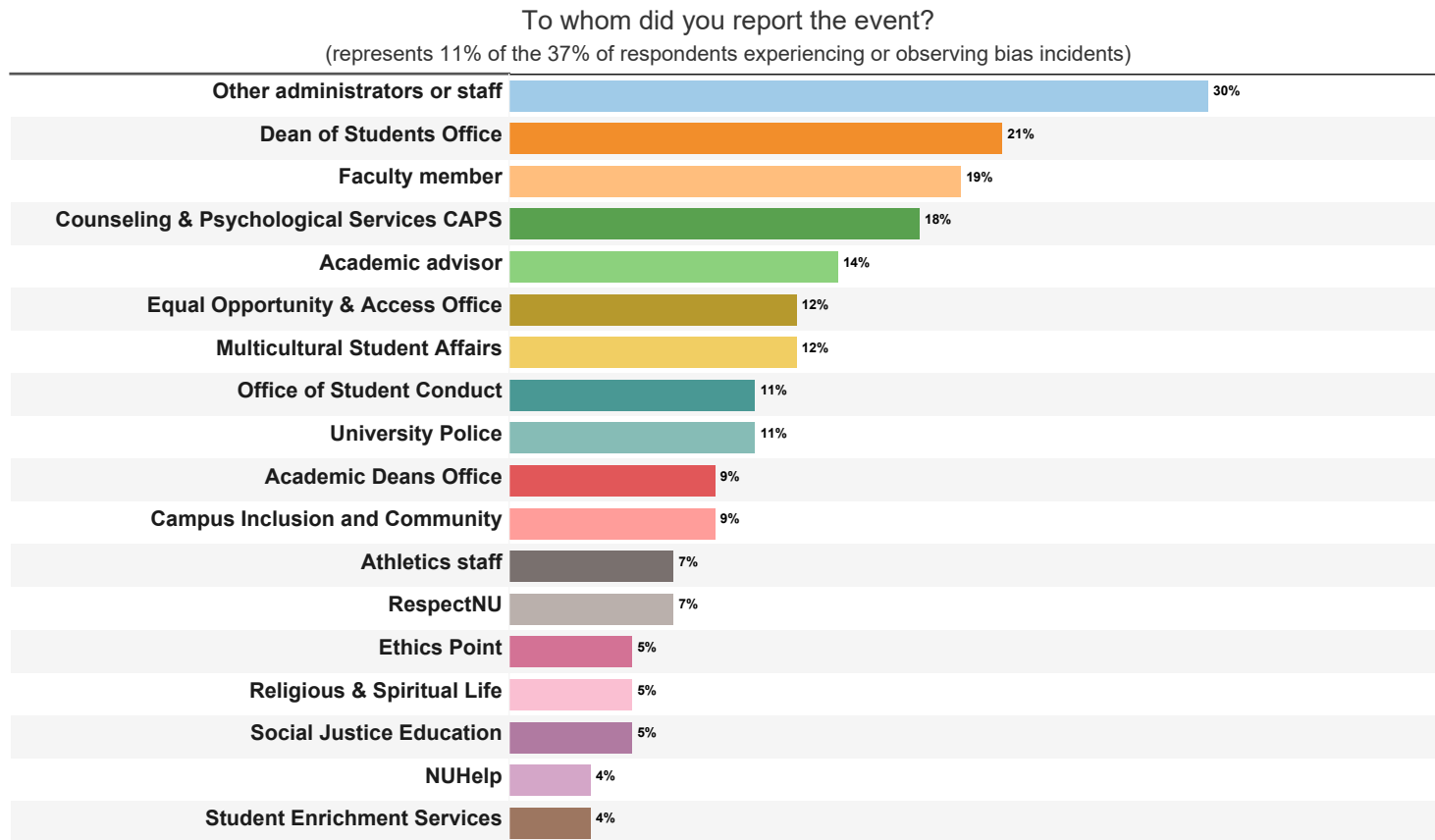
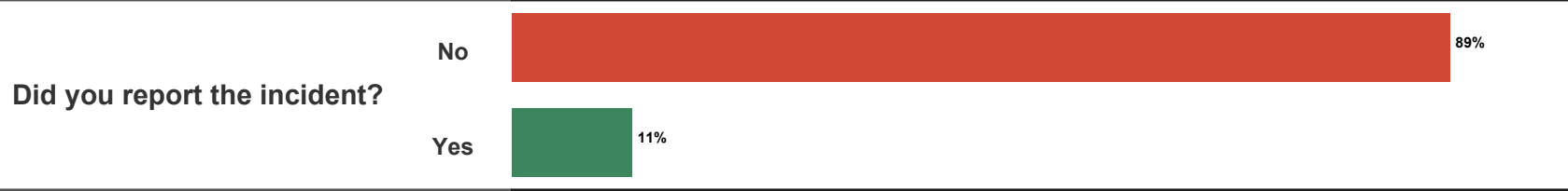
What do you think was the reason for the incident



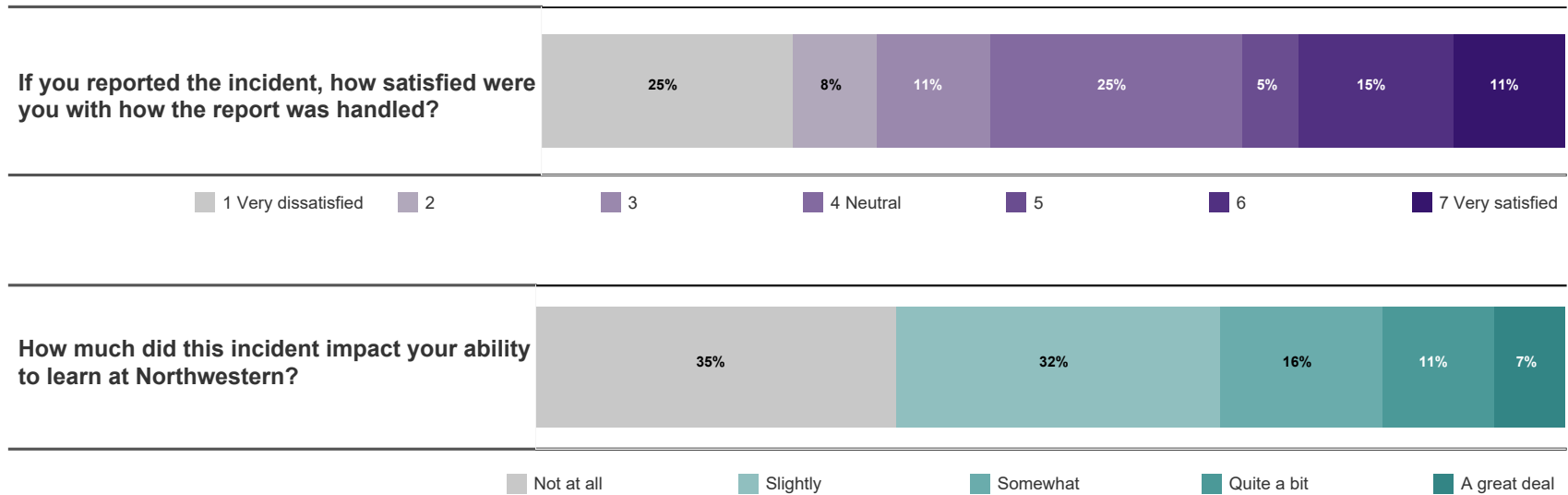
Location of Bias Event



Incident Report



Bias Incident Outcomes



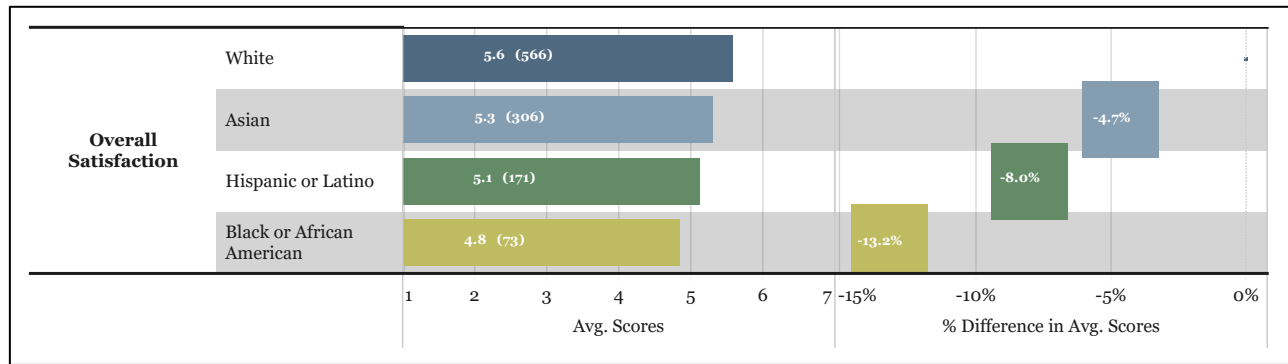
Appendix E: Skyfactor Survey Items by Predictors

E1: Predictors of Overall Satisfaction by Demographic Variables

Race/Ethnicity

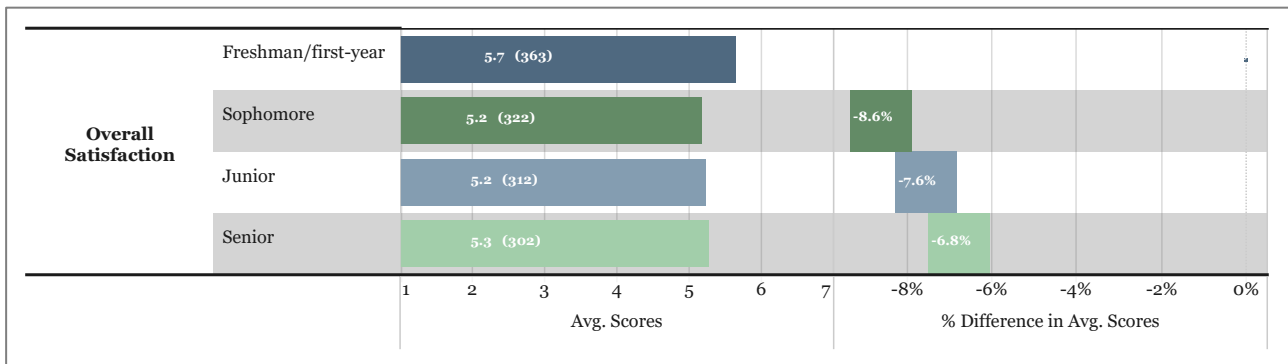
Summary: Being Asian, Hispanic, Black, and upperclassman or first-generation student predicted decreases in overall satisfaction.

- Race (Comparison Group: White)
 - a. Asian ($\beta = -.076$)
 - b. Hispanic ($\beta = -.120$)
 - c. Black ($\beta = -.098$)

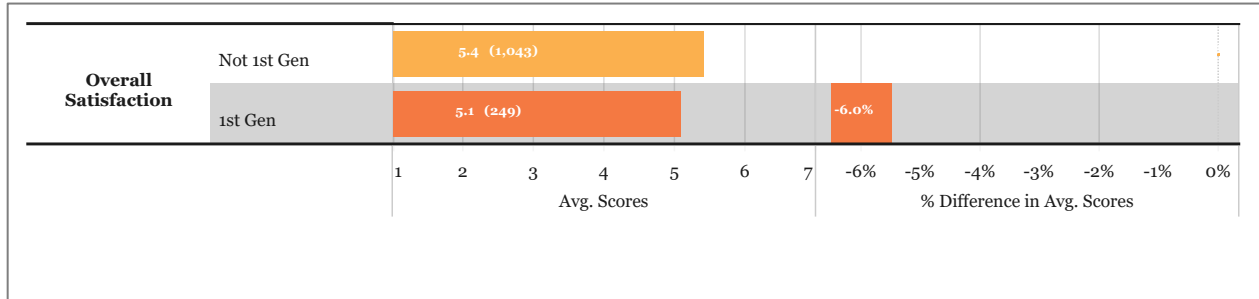


Class Year

Freshman vs Upperclassmen ($\beta = -.064$)



First Generation Status
 First Generation Students ($\beta = -.068$)

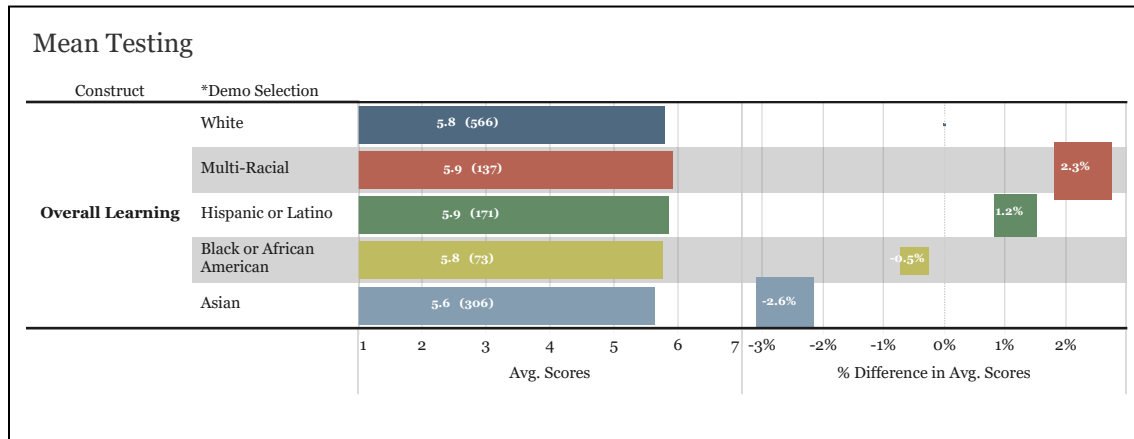


E2: Predictors of Overall Environment for Learning

Summary: Being multi-racial, an upperclassmen, LGBTQ, female, liberal or in SESP predicted higher learning scores.

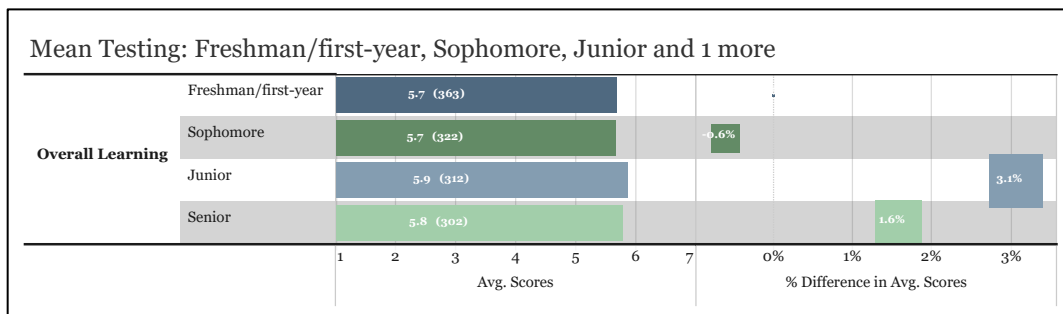
Race/Ethnicity

Multi-Racial ($\beta = .061$) (Comparison Group: White)

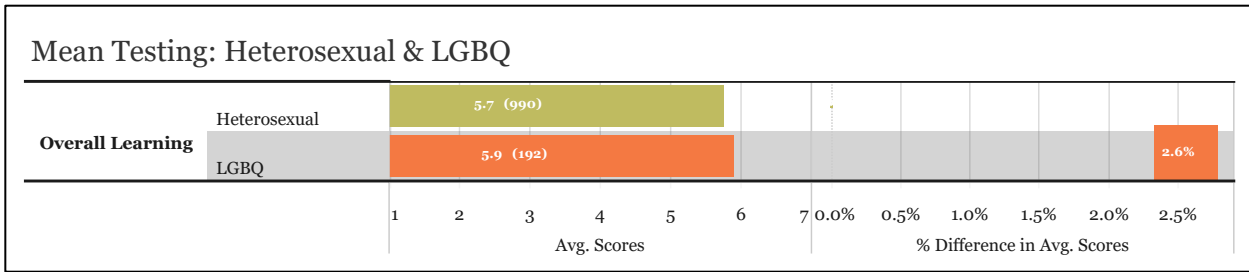


Class Year

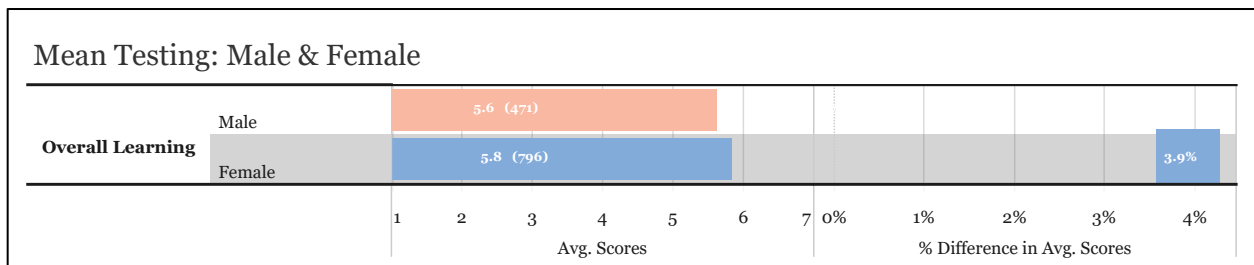
Freshmen vs Upperclassmen ($\beta = -.108$)



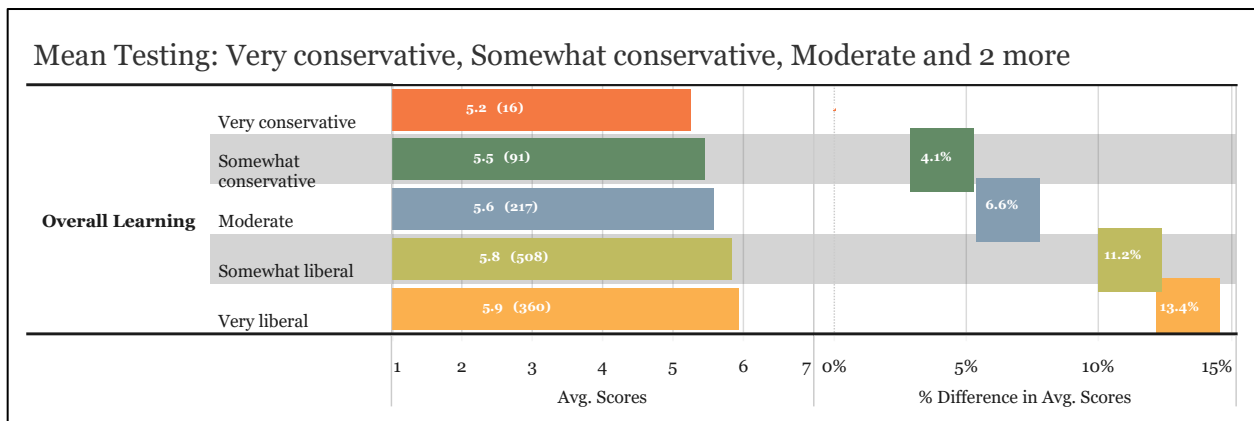
Sexual Orientation
 LGBQ [Q = Queer] ($\beta = .055$)



Gender
 Female ($\beta = .102$) (Male comparison group)



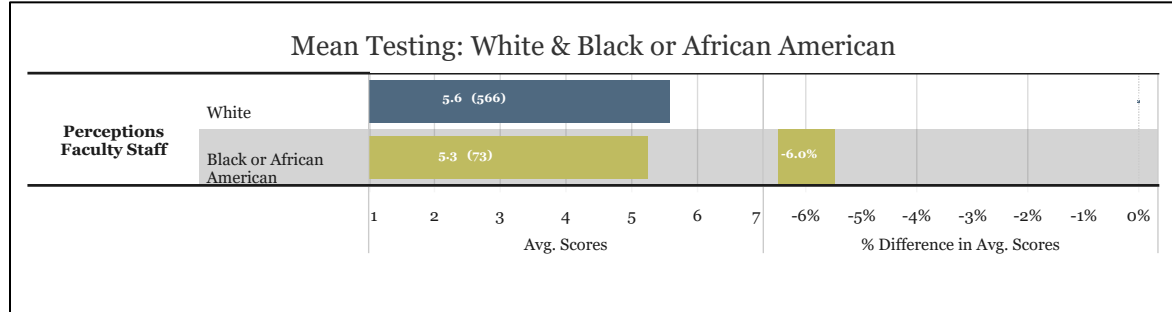
Political Views
 (Continuous variable with "Very Conservative" as comparison group) Liberal ($\beta = .098$)



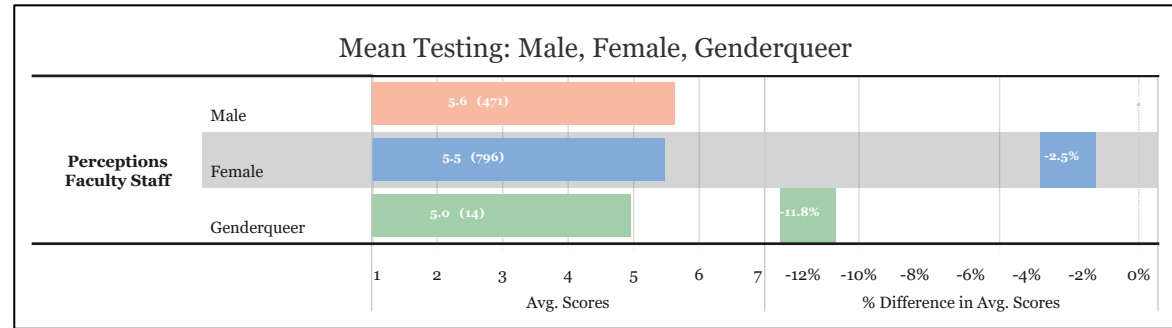
E3: Predictors of Perceptions of Faculty and Staff

Summary: Students who identified as Black, women, upperclassmen, or LGBTQ reported lower perceptions of the Faculty and staff.

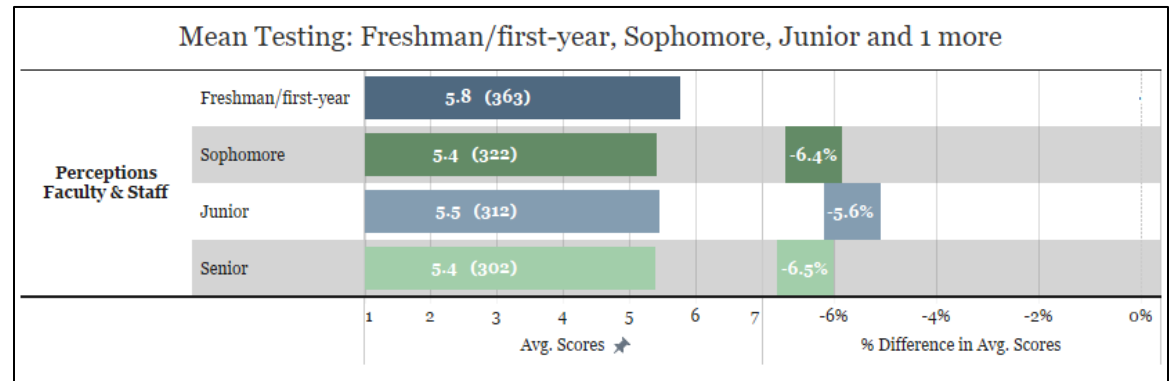
Race/Ethnicity



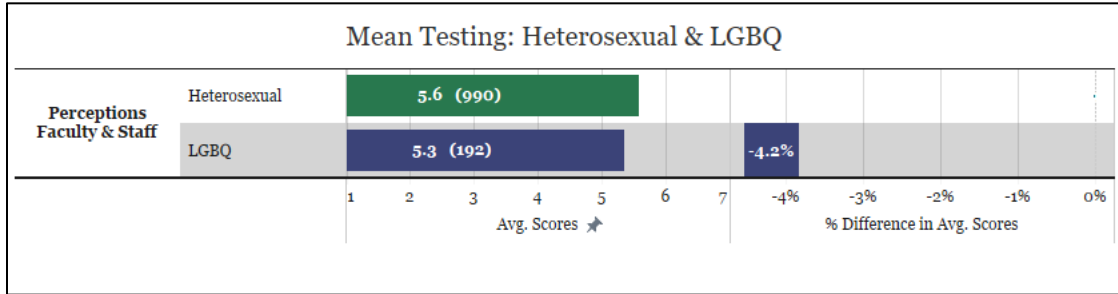
Gender



Class Year



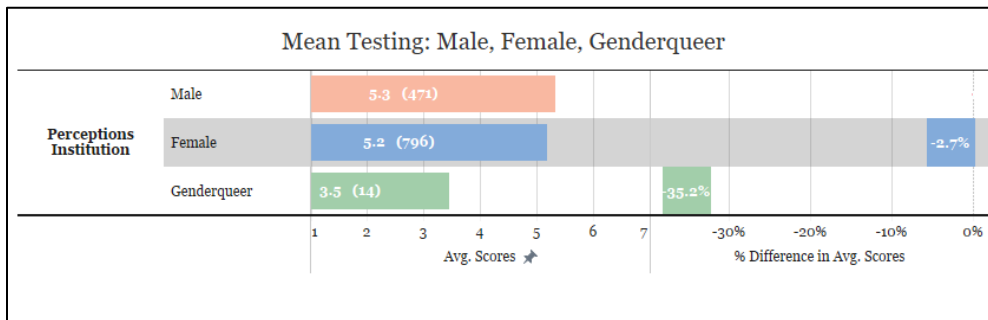
Sexual Orientation



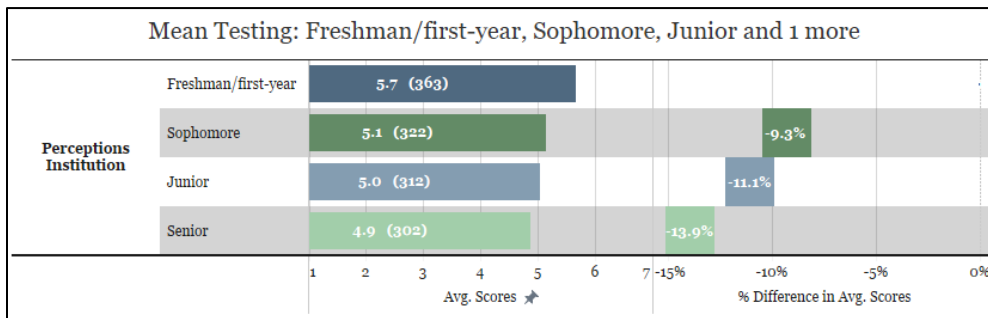
E4: Predictors of Perceptions of the Institution

Summary: Students who were women, upperclassmen, LGBQ, liberal, or living off-campus reported lower perceptions of the institution.

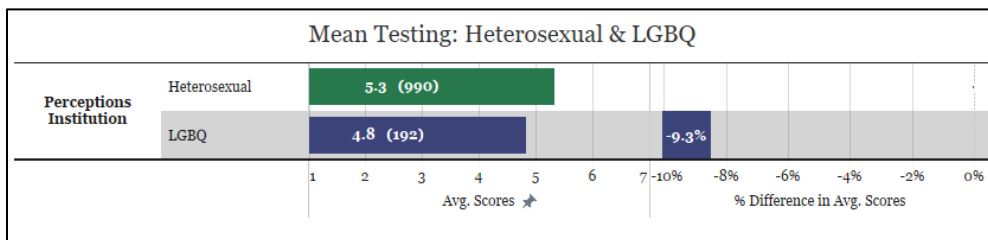
Gender



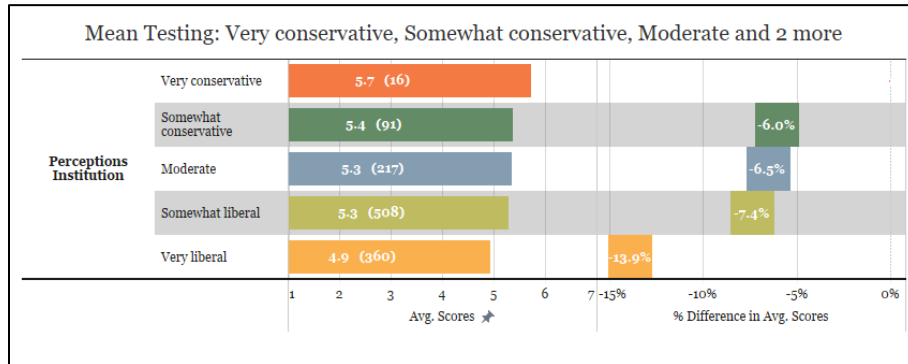
Class Year



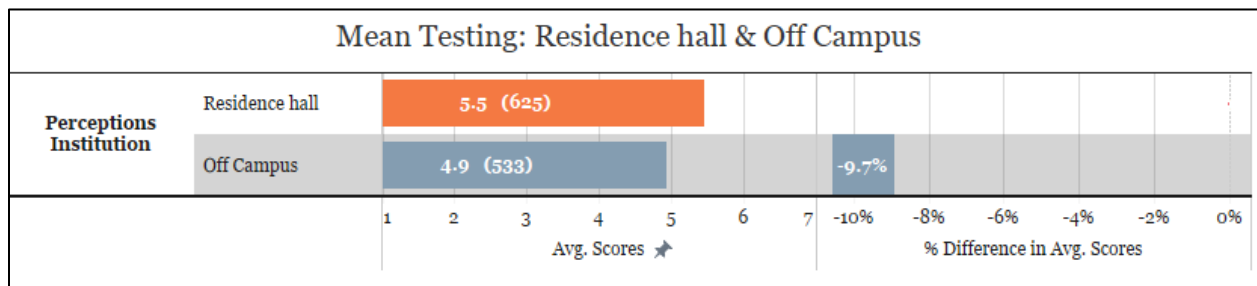
Sexual Orientation



Political Views



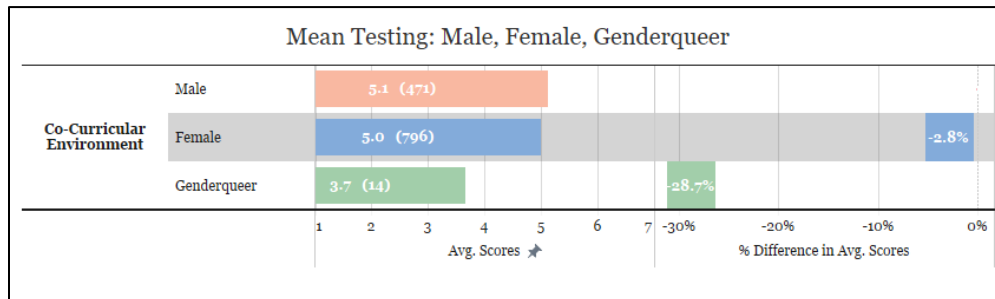
Residence



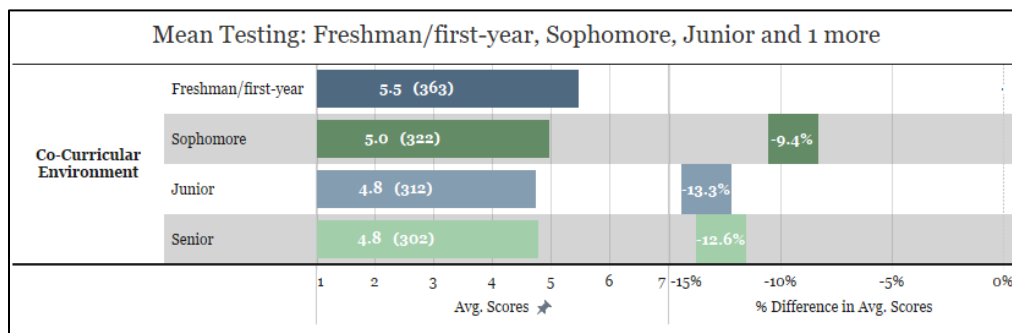
E5: Predictors of Co-Curricular Environment

Summary: Students who were women, upperclassmen, LGBTQ, liberal, or off-campus reported lower perceptions of the co-curricular environment.

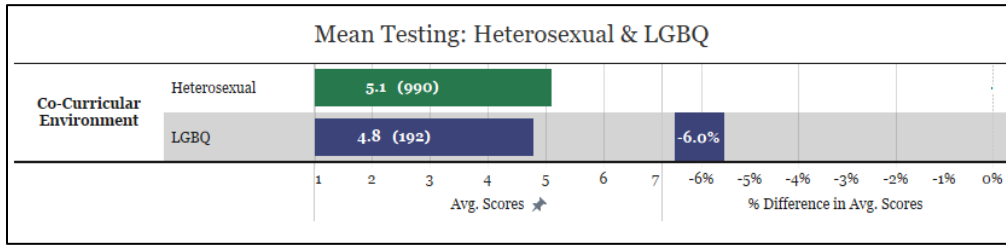
Gender



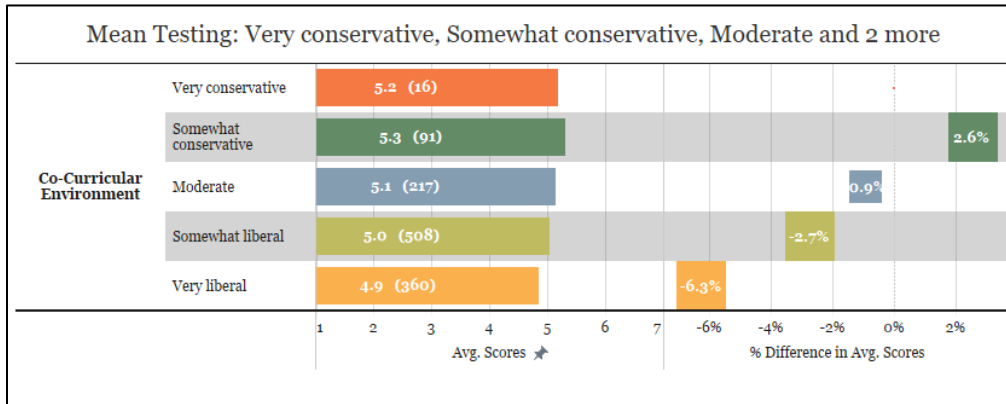
Class Year



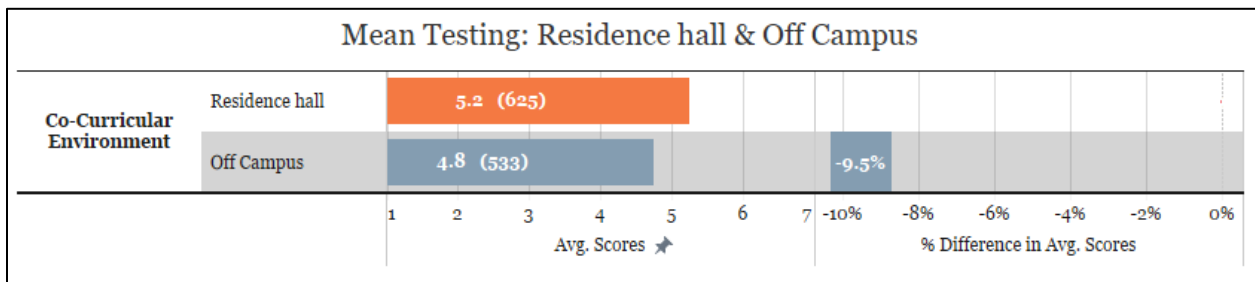
Sexual Orientation



Political Views



Residence

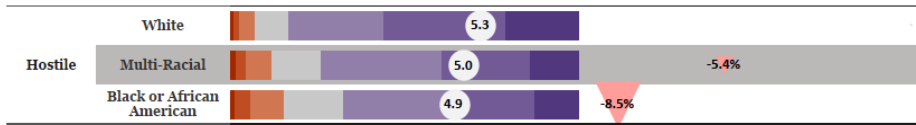


Appendix F: Northwestern-Specific Survey Items by Predictors

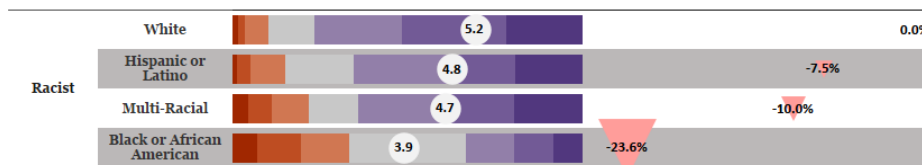
F1: Predictors of Adjective Pairs

Race/Ethnicity

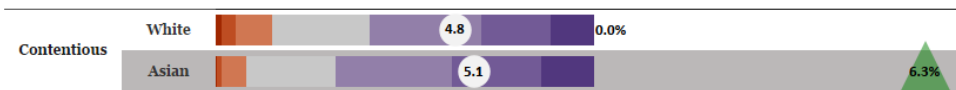
Hostile: Black and multi-racial student rated Northwestern as more hostile



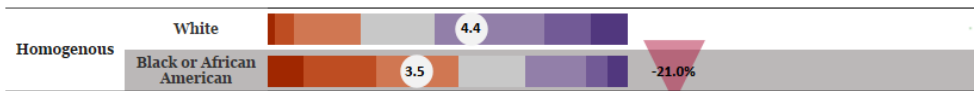
Racist: Hispanic, Black and Multi-racial students rated Northwestern as more racist



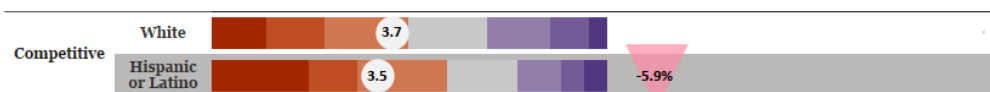
Contentious: Asian students rated Northwestern as less contentious



Homogenous: Black students rated Northwestern as more homogenous



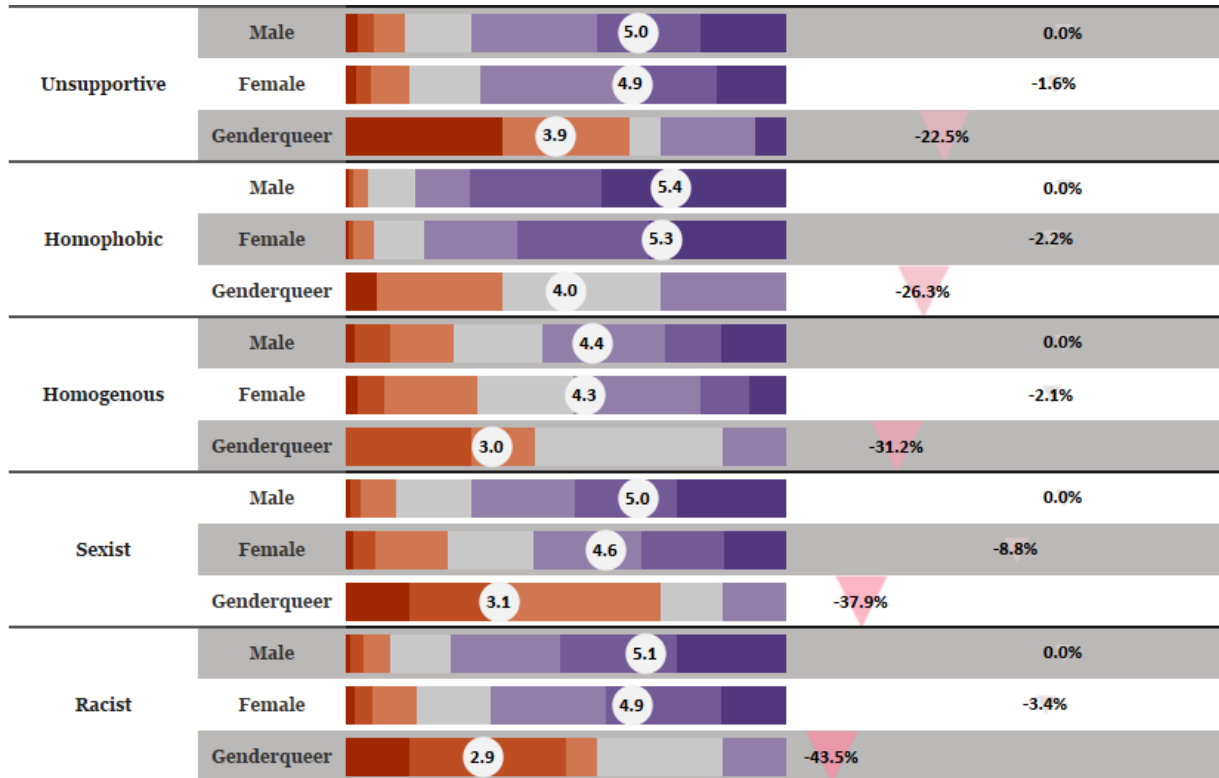
Competitive: Hispanic students rated Northwestern as more competitive



Gender Differences

- Genderqueer and CIS Women found the university to be more **sexist, racist, homogenous, homophobic, and elitist**.
- CIS women rated Northwestern as more **competitive**.
- Genderqueer students rated Northwestern as more **hostile, unsupportive and unresponsive**.

While differences between men and women were relatively small, the degree to which genderqueer students rated the University compared to CIS men was quite large, indicating large effect sizes for statistically significant gender differences.



F2: Predictors of those Experiencing Bias Events

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

Race/Ethnicity

- White (comparison group – odds ratio .53 or 47% less likely):
- Black:
 - Odds Ratio: 1.837, or 84% more likely to experience bias
- Multi-Racial:
 - Odds Ratio: 1.607, or 61% more likely to experience bias

Who Experiences Bias Events?

White	Yes: 35% (N = 196)	No: 65% (N = 364)
Asian	Yes: 30% (N = 90)	No: 70% (N = 214)
Hispanic or Latino	Yes: 41% (N = 70)	No: 59% (N = 101)
Multi-Racial	Yes: 46% (N = 63)	No: 54% (N = 74)
Black or African American	Yes: 49% (N = 36)	No: 51% (N = 37)
Middle Eastern or North African	Yes: 60% (N = 6)	No: 40% (N = 4)

Gender

- CIS Males (comparison group – odds ratio is .423 or 58% less likely)
- Female
 - Odds ratio: 1.581, or 58% more likely to experience bias
- Genderqueer
 - Odds ratio: 4.256, or 4.3 times (425%) more likely to experience bias

Who Experiences Bias Events?

Male	Yes: 30% (N = 140)	No: 70% (N = 327)
Female	Yes: 40% (N = 319)	No: 60% (N = 471)
Transgender	Yes: 50% (N = 2)	No: 50% (N = 2)
Genderqueer	Yes: 64% (N = 9)	No: 36% (N = 5)

Sexual Orientation:

- Heterosexuals (comparison group – odds ratio is .514 or 49% less likely)
- LGBTQ
 - Odds ratio: 1.613, or 61% more likely to experience bias
- Pan-Sexual:
 - Odds ratio: 3.244, or 3.2 times (324%) more likely to experience bias
- Questioning:
 - Odds ratio: 2.246, or 2.3 times (225%) more likely to experience bias

Who Experiences Bias Events?

Asexual	Yes: 15% (N = 3)	No: 85% (N = 17)
Heterosexual	Yes: 34% (N = 336)	No: 66% (N = 648)
LGBQ	Yes: 46% (N = 87)	No: 54% (N = 103)
Questioning	Yes: 54% (N = 15)	No: 46% (N = 13)
Pansexual	Yes: 63% (N = 10)	No: 38% (N = 6)

Intersectionality: Sexual Orientation and Gender

- Heterosexual & Cisgender Males (comparison group – odds ratio is .521 or 48% less likely)
- Female & LGBTQ
 - OR: 1.596, or 60% more likely to experience bias
- Female & Questioning
 - OR: 5.378, or 5.4 times (538%) more likely to experience bias

Who Experiences Bias Events?

Male	Heterosexual	Yes: 28% (N = 107)	No: 72% (N = 270)
	LGBQ	Yes: 44% (N = 27)	No: 56% (N = 35)
	Questioning	Yes: 14% (N = 1)	No: 86% (N = 6)
Female	Heterosexual	Yes: 38% (N = 229)	No: 62% (N = 374)
	LGBQ	Yes: 46% (N = 54)	No: 54% (N = 63)
	Questioning	Yes: 74% (N = 14)	No: 26% (N = 5)

Intersectionality: Race and Gender

- White & CIS Males (comparison group – odds ratio is .501, or 50% less likely to experience bias)
- Black Women
 - Odds ratio: 3.543, or 3.5 times (354%) more likely to experience bias
- Multi-Racial Women
 - Odds ratio: 3.109, or 3.1 times (311%) more likely to experience bias
- Genderqueer & Multi-Racial
 - Odds ratio: 71.794 , or 72 times more likely
(NOTE: this is marginally significant at p = .064)

Who Experiences Bias Events?

White	Male	Yes: 29% (N = 62)	No: 71% (N = 155)
	Female	Yes: 39% (N = 129)	No: 61% (N = 202)
	Genderqueer/ Additional Gender	Yes: 67% (N = 4)	No: 33% (N = 2)
Black or African American	Male	Yes: 48% (N = 11)	No: 52% (N = 12)
	Female	Yes: 50% (N = 25)	No: 50% (N = 25)
Multi-Racial	Male	Yes: 33% (N = 14)	No: 67% (N = 28)
	Female	Yes: 50% (N = 44)	No: 50% (N = 44)
	Genderqueer/ Additional Gender	Yes: 80% (N = 4)	No: 20% (N = 1)

F3: 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

Race/Ethnicity

- White (comparison group – odds ratio for answering “Me” is .474 or 52% less likely)
- Black:
 - Odds ratio: 2.639, i.e., Black students are 263% more likely to have personally experienced a bias event compared to their White peers.

White	Another student	118 (60%)
	Me	66 (33%)
	Other Person	14 (7%)
Black or African American	Another student	10 (28%)
	Me	20 (56%)
	Other Person	6 (17%)

Intersectionality of Race and Gender

- White cisgender men (comparison group – odds ratio answering “Me” is .500 or 50% less likely)
- Black cisgender women:
 - Odds ratio: 2.545, i.e., Black women are 2.5 times (255%) more likely to have personally experienced a bias event compared to their White, male peers

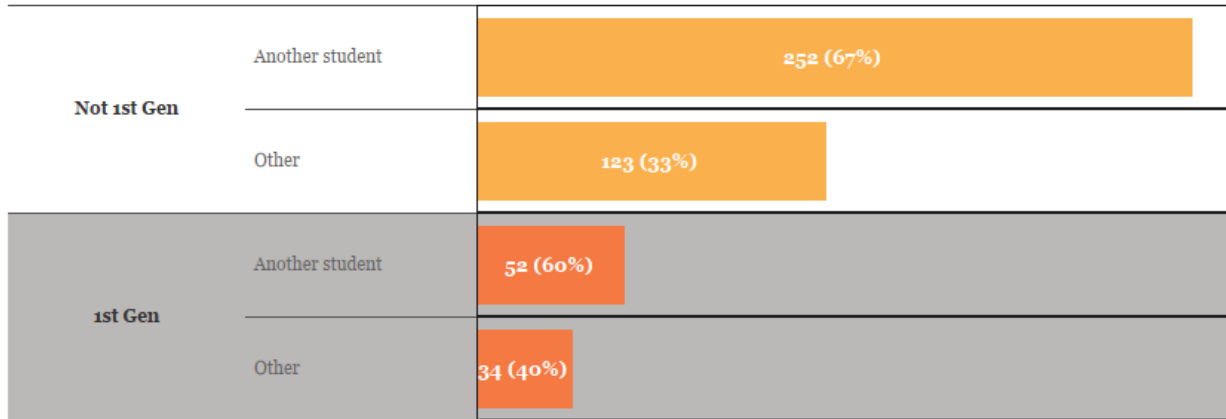
F4: Predictors of Sources of Bias Events

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

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

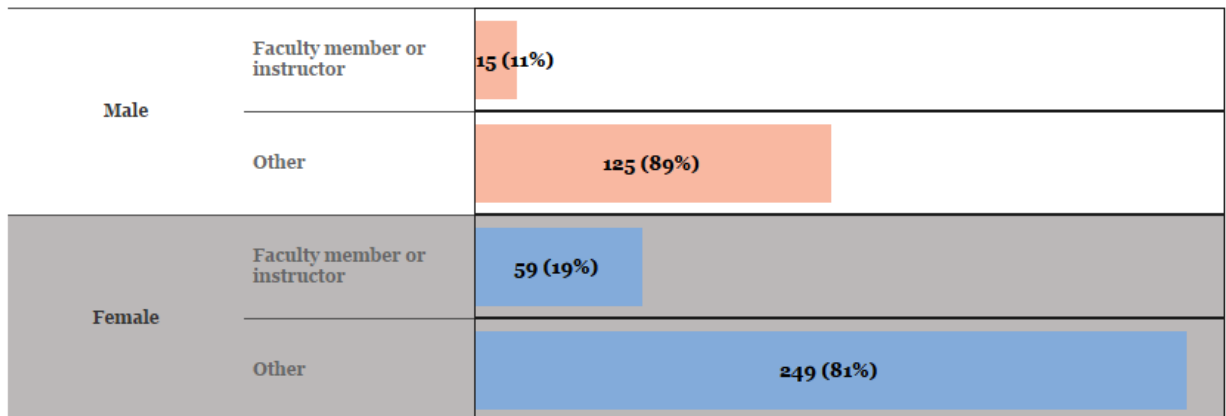
Another Student

- Continuing-generation students are almost 2 times as likely (odds ratio: 1.915) to indicate the source of a bias incident is another student when compared with their first-generation peers
- First-generation students are 40% less likely to have the source be another student than their continuing-generation peers (odds ratio: .622)



Faculty

- Cisgender men (comparison group – odds ratio of answering "Faculty member" is .111 or 89% less likely)
- Cisgender women:
 - Odds ratio: 2.042, i.e., cisgender women are 2 times (200%) more likely to indicate the source of the bias event was a faculty member than their cisgender male peers



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: .289, ~70% decreased chance of the bias incident being race-related)
- Hispanic/Latinx
 - Odds ratio: 2.746, or 2.7 times more likely than their White peers that the bias incident was race-related
- Black
 - Odds ratio: 8.982, or 9 times more likely ...
- Asian
 - Odds ratio: 3.948, or 3.9 times more likely...
- Multi-Racial
 - Odds ratio: 3.347, or 3.3 times more likely...

White	Not this reason	520 (92%)
	Race or ethnicity	46 (8%)
Hispanic or Latino	Not this reason	140 (82%)
	Race or ethnicity	31 (18%)
Black or African American	Not this reason	47 (64%)
	Race or ethnicity	26 (36%)
Asian	Not this reason	257 (84%)
	Race or ethnicity	49 (16%)
Multi-Racial	Not this reason	104 (76%)
	Race or ethnicity	33 (24%)

Reason: Gender

Cisgender women were 2.2 times more likely to indicate the bias event was related to gender than their cisgender male counterparts

Female	Not this Reason	683 (86%)
	Gender	113 (14%)
Male	Not this Reason	442 (94%)
	Gender	29 (6%)

Reason: Socio-Economic Status

First-generation students were 1.9 times more likely than their continuing-generation peers to indicate a bias event occurred due to socio-economic status.

Not 1st Gen	Not this reason	342 (90%)
	SES	37 (10%)
1st Gen	Not this reason	76 (83%)
	SES	16 (17%)

Reason: Sexual Orientation

- Heterosexual (comparison group – odds ratio: .019, or 98% less likely to indicate the reason for the event was due to sexual orientation)
- LGBTQ:
 - Odds ratio: 4.909, or 4.9 times more likely than heterosexual peers to indicate a bias event occurred due to sexual orientation
- Pansexual:
 - Odds ratio: 7.714, or 7.7 times more likely than heterosexual peers to indicate a bias event occurred due to sexual orientation

Heterosexual	Other Reason	321 (96%)
	Sexual Orientation	15 (4%)
LGBQ	Other Reason	71 (82%)
	Sexual Orientation	16 (18%)
Pansexual	Other Reason	9 (90%)
	Sexual Orientation	1 (10%)

F6: Predictors of Reporters of Bias Events

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

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

Overall, only 11% of respondents who experienced a bias event actually reported it.

Gender

Cisgender women are 2.2 times as likely (odds ratio: 2.231) as cisgender men to report a bias event.

Female	No	242 (86%)
	Yes	38 (14%)
Male	No	121 (94%)
	Yes	8 (6%)

Sexual Orientation

Those identifying as LGBQ were 2 times more likely than their heterosexual peers to report a bias event.

Heterosexual	No	267 (90%)
	Yes	29 (10%)
LGBQ	No	66 (83%)
	Yes	14 (18%)

Gender x Target of Bias Event

Cisgender women who also identified as the target of a bias event were 2.8 times more likely to report it than cisgender male counterparts who witnessed an event.

Female	Me	21 (19%)	91 (81%)
	Other	17 (10%)	150 (90%)
Male	Me	5 (11%)	39 (89%)
	Other		80 (96%)

Sexual Orientation x Target of Bias event

LGBQ victims were 2.9 times more likely to report the incident than heterosexual witnesses.

Heterosexual	Me	17 (16%)	92 (84%)
	Other	12 (6%)	173 (94%)
LGBQ	Me	8 (22%)	28 (78%)
	Other	6 (14%)	37 (86%)

F7: Predictors of Impact on Learning

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

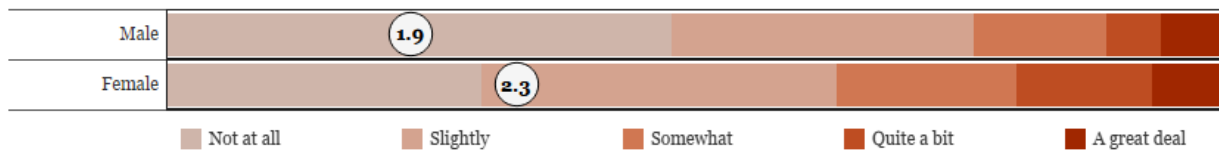
Linear regressions on dummy coded variables ($p < .05$)

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

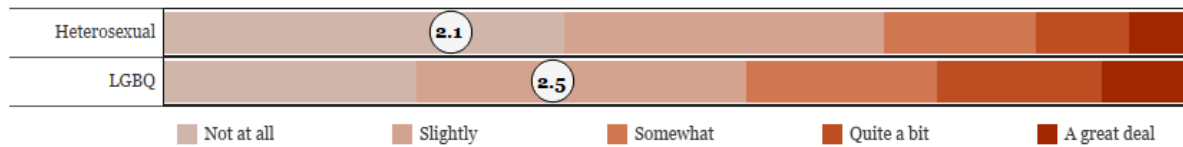
How much did this incident impact your ability to learn at Northwestern?



Women: $\beta = .107$

Sexual Orientation

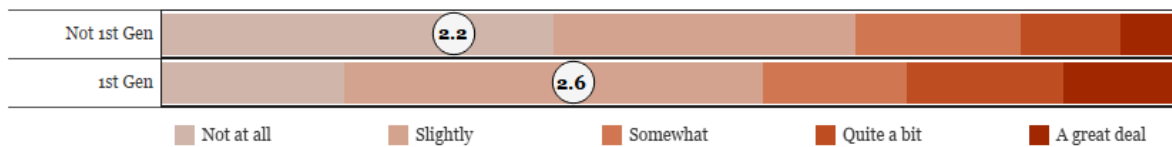
How much did this incident impact your ability to learn at Northwestern?



Heterosexual: $\beta = -.089$

First Generation Students

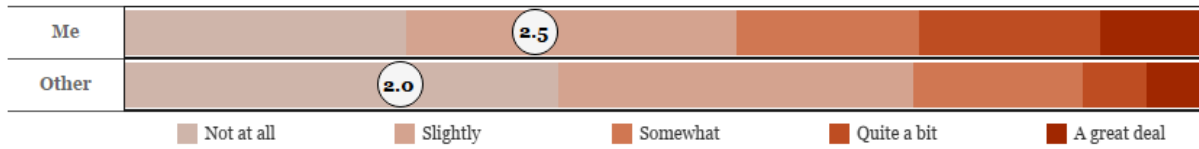
How much did this incident impact your ability to learn at Northwestern?



First Gen ($\beta = .124$)

Target of Bias was "Me"

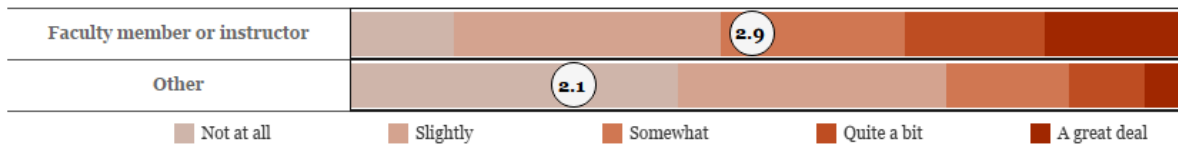
How much did this incident impact your ability to learn at Northwestern?



Me ($\beta = .225$)

Bias Source was "Faculty"

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



Faculty ($\beta = .255$)