

Appendix B, Table 1
 Washington University in Saint Louis
 Diversity Engagement Survey
 Summary of Findings: Total % Positive Responses

	Danforth Schools	Central Fiscal Unit	School of Medicine	WUSTL TOTAL
All Questions scored on a 5-point Likert scale				
<i>n</i>	744	747	3,434	5,028
Vision/Purpose Cluster				
% Positive	66%	70%	71%	70%
Common Purpose Factor				
4) I feel that my work contributes to the mission of the institution.				
% Positive	94%	92%	92%	92%
17) I feel connected to the vision, mission and values of this institution.				
% Positive	66%	73%	69%	69%
Access to Opportunity Factor				
5) This last year, I have had opportunities at work to develop professionally.				
% Positive	71%	72%	71%	71%
9) There is someone at work who encourages my development.				
% Positive	68%	70%	69%	69%
Cultural Competence Factor				
7) In this institution, I have opportunities to work successfully in settings with diverse colleagues.				
% Positive	72%	74%	83%	80%
11) I believe my institution manages diversity effectively.				
% Positive	42%	52%	63%	58%
15) In my institution, I receive support for working with diverse groups and working in cross-cultural situations.				
% Positive	53%	59%	59%	58%
20) In this institution, there are opportunities for me to engage in service and community outreach.				
% Positive	83%	82%	75%	77%
Equitable Reward and Recognition Factor				
10) I receive recognition and reward for my good work similar to others who do good work at this institution.				
% Positive	60%	67%	64%	64%
16) In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.				
% Positive	38%	42%	50%	47%
Camaraderie Cluster				
% Positive	74%	77%	75%	75%
Trust Factor				
1) I trust my institution to be fair to all faculty and staff.				
% Positive	60%	65%	73%	70%
13) If I raised a concern about discrimination, I am confident my institution would do what is right.				
% Positive	58%	64%	64%	63%
19) I believe that in my institution harassment is not tolerated.				
% Positive	76%	79%	75%	76%
Sense of Belonging Factor				
6) At work, my opinions matter.				
% Positive	72%	70%	67%	68%
14) I consider at least one of my co-workers to be a trusted friend.				
% Positive	82%	82%	82%	82%
21) I feel that I am an integral part of my department or school.				
% Positive	74%	79%	71%	73%
Appreciation Cluster				
% Positive	80%	81%	80%	80%
Respect Factor				
2) The leadership of my institution is committed to treating people respectfully.				

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 Summary of Findings: Total % Positive Responses

	Danforth Schools	Central Fiscal Unit	School of Medicine	WUSTL TOTAL
% Positive	76%	79%	79%	78%
12) In my institution, I experience respect among individuals and groups with various cultural differences.				
% Positive	80%	80%	81%	81%
18) I believe that my institution reflects a culture of civility.				
% Positive	84%	86%	81%	82%
Appreciation of Individual Attributes Factor				
3) I am valued as an individual by my institution.				
% Positive	62%	65%	66%	65%
8) Someone at work seems to care about me as an individual.				
% Positive	84%	85%	81%	82%
22) The culture of my institution is accepting of people with different ideas.				
% Positive	65%	71%	73%	71%

Total Survey (weighted average excluding Custom Questions)				
% Positive	71%	74%	73%	73%

Custom Questions				
WUSTL 23 / WUSM 35 How would you rate your ability to interact well with others across different group identities and communities?				
% Positive	81%	87%	87%	86%
WUSTL 24 / WUSM 36) To what extent do you believe that your department/school leadership is committed to addressing issues related to equity, diversity and inclusion?				
% Positive	64%	66%	63%	63%
WUSTL 25 / WUSM 37) To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at WUSTL / WUSM?				
% Positive	46%	51%	53%	51%
WUSTL 27 / WUSM 39) My department/school/program creates a welcoming environment for underrepresented minorities.				
% Positive	68%	71%	70%	69%
WUSM 40) I have to work harder than some of my colleagues to be perceived as having a legitimate and valued role on my team.				
% Positive	N/A		46%	46%
WUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.				
% Positive	60%	62%	58%	59%
WUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.				
% Positive	58%	57%	60%	59%

Revised April 16, 2015.

NOTES: For individual questions, responses of "Unable to Evaluate" are coded as Non-Responses.

Percentages shown reflect the total of "Agree" and "Strongly Agree" except for questions 40 and 41, where the total of "Disagree" and "Strongly Disagree" is used to indicate the total % positive.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others (such as yes/no questions) not scored on the same 1-to-5 Likert scale as the rest of the survey.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 2
 Washington University in Saint Louis
 Diversity Engagement Survey
 Summary of Findings by Race/Ethnicity - Black/White (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Race		Diff (%)	Race		Diff (%)	Race		Diff (%)	Race		Diff (%)
	B	W		B	W		B	W		B	W	
All Questions scored on a 5-point Likert scale												
<i>n</i>	38	608		72	620		391	2,616		507	3,889	

Vision/Purpose Cluster

% Positive	53%	68%	15%	64%	71%	7%	60%	73%	13%	60%	72%	12%
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Common Purpose Factor

4) I feel that my work contributes to the mission of the institution.

% Positive	95%	94%	-1%	90%	91%	1%	88%	92%	4%	89%	92%	3%
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17) I feel connected to the vision, mission and values of this institution.

% Positive	61%	66%	5%	69%	74%	5%	65%	70%	5%	66%	70%	4%
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Access to Opportunity Factor

5) This last year, I have had opportunities at work to develop professionally.

% Positive	70%	70%	0%	70%	72%	2%	65%	72%	7%	66%	72%	6%
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9) There is someone at work who encourages my development.

% Positive	63%	69%	6%	64%	71%	7%	69%	69%	0%	68%	69%	1%
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Cultural Competence Factor

7) In this institution, I have opportunities to work successfully in settings with diverse colleagues.

% Positive	58%	74%	16%	62%	76%	14%	72%	85%	13%	69%	82%	13%
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11) I believe my institution manages diversity effectively.

% Positive	21%	45%	24%	25%	56%	31%	43%	67%	24%	39%	61%	22%
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15) In my institution, I receive support for working with diverse groups and working in cross-cultural situations.

% Positive	51%	54%	3%	58%	60%	2%	51%	60%	9%	52%	59%	7%
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20) In this institution, there are opportunities for me to engage in service and community outreach.

% Positive	89%	84%	-5%	84%	81%	-3%	70%	76%	6%	73%	78%	5%
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Equitable Reward and Recognition Factor

10) I receive recognition and reward for my good work similar to others who do good work at this institution.

% Positive	45%	62%	17%	67%	67%	0%	60%	65%	5%	60%	65%	5%
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16) In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.

% Positive	24%	39%	15%	40%	43%	3%	48%	51%	3%	45%	47%	2%
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Camaraderie Cluster

% Positive	58%	76%	18%	65%	79%	14%	62%	77%	15%	62%	77%	15%
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Trust Factor

1) I trust my institution to be fair to all faculty and staff.

% Positive	49%	61%	12%	56%	68%	12%	59%	76%	17%	57%	72%	15%
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13) If I raised a concern about discrimination, I am confident my institution would do what is right.

% Positive	49%	60%	11%	43%	66%	23%	46%	67%	21%	45%	66%	21%
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19) I believe that in my institution harassment is not tolerated.

% Positive	62%	77%	15%	71%	80%	9%	69%	76%	7%	69%	77%	8%
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Sense of Belonging Factor

6) At work, my opinions matter.

% Positive	66%	73%	7%	61%	72%	11%	58%	68%	10%	59%	70%	11%
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14) I consider at least one of my co-workers to be a trusted friend.

% Positive	76%	83%	7%	77%	83%	6%	77%	83%	6%	77%	83%	6%
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21) I feel that I am an integral part of my department or school.

% Positive	81%	75%	-6%	79%	80%	1%	69%	72%	3%	71%	74%	3%
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Appreciation Cluster

% Positive	66%	83%	17%	71%	83%	12%	69%	82%	13%	69%	82%	13%
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Respect Factor

2) The leadership of my institution is committed to treating people respectfully.

% Positive	70%	77%	7%	71%	80%	9%	66%	81%	15%	67%	80%	13%
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12) In my institution, I experience respect among individuals and groups with various cultural differences.

% Positive	73%	81%	8%	71%	82%	11%	67%	84%	17%	68%	83%	15%
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18) I believe that my institution reflects a culture of civility.

% Positive	68%	87%	19%	75%	87%	12%	66%	84%	18%	68%	85%	17%
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Appreciation of Individual Attributes Factor

Appendix B, Table 2
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 Diversity Engagement Survey
 Summary of Findings by Race/Ethnicity - Black/White (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL			
	Race		Diff (% Pts)	Race		Diff (% Pts)	Race		Diff (% Pts)	Race		Diff (% Pts)	
	B	W		B	W		B	W		B	W		
3) I am valued as an individual by my institution.	% Positive	55%	63%	8%	66%	66%	0%	64%	66%	2%	64%	65%	1%
8) Someone at work seems to care about me as an individual.	% Positive	84%	86%	2%	81%	86%	5%	77%	82%	5%	78%	83%	5%
22) The culture of my institution is accepting of people with different ideas.	% Positive	58%	67%	9%	56%	73%	17%	58%	75%	17%	58%	73%	15%

Total Survey (weighted average excluding Custom Questions)													
% Positive	55%	73%	18%	67%	76%	9%	62%	75%	13%	62%	75%	13%	

WUSTL / WUSM Custom Questions.													
WUSTL 23 / WUSM 35 How would you rate your ability to interact well with others across different group identities and communities?													
% Positive	86%	81%	-5%	89%	87%	-2%	87%	88%	1%	88%	86%	-2%	
WUSTL 24 / WUSM 36) To what extent do you believe that your department/school leadership is committed to addressing issues related to equity, diversity and inclusion?													
% Positive	53%	66%	13%	60%	68%	8%	49%	66%	17%	50%	66%	16%	
WUSTL 25 / WUSM 37) To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at WUSTL / WUSM?													
% Positive	47%	46%	-1%	57%	50%	-7%	51%	53%	2%	52%	51%	-1%	
WUSTL 27 / WUSM 39) My department/school/program creates a welcoming environment for underrepresented minorities.													
% Positive	50%	70%	20%	51%	73%	22%	55%	73%	18%	54%	72%	18%	
WUSM 40) I have to work harder than some of my colleagues to be perceived as having a legitimate and valued role on my team.													
% Positive	Not Applicable (Question Not Asked)						25%	52%	27%	25%	52%	27%	
WUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.													
% Positive	50%	61%	11%	60%	64%	4%	45%	61%	16%	47%	61%	14%	
WUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.													
% Positive	35%	58%	23%	56%	57%	1%	55%	61%	6%	53%	60%	7%	

Revised April 16, 2015.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (white), in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (white), in positive direction.

NOTES: For individual questions, responses of "Unable to Evaluate" are coded as Non-Responses.

Percentages shown reflect the total of "Agree" and "Strongly Agree" except for questions 40 and 41, where the total of "Disagree" and "Strongly Disagree" is used.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between Black and White respondents. We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 3
Washington University in Saint Louis
Diversity Engagement Survey
Summary of Findings by Gender (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)
	F	M		F	M		F	M		F	M	
All Questions scored on a 5-point Likert scale												
<i>n</i>	419	298		500	234		2,332	1,014		3,296	1,559	

Vision/Purpose Cluster													
	% Positive	62%	73%	11%	67%	78%	11%	71%	71%	0%	69%	73%	4%
Common Purpose Factor													
4) I feel that my work contributes to the mission of the institution.													
	% Positive	93%	96%	3%	92%	91%	-1%	91%	92%	1%	92%	93%	1%
17) I feel connected to the vision, mission and values of this institution.													
	% Positive	64%	69%	5%	71%	78%	7%	70%	67%	-3%	69%	69%	0%
Access to Opportunity Factor													
5) This last year, I have had opportunities at work to develop professionally.													
	% Positive	67%	76%	9%	69%	78%	9%	71%	72%	1%	70%	74%	4%
9) There is someone at work who encourages my development.													
	% Positive	68%	70%	2%	68%	76%	8%	70%	67%	-3%	70%	69%	-1%
Cultural Competence Factor													
7) In this institution, I have opportunities to work successfully in settings with diverse colleagues.													
	% Positive	69%	78%	9%	71%	82%	11%	83%	83%	0%	79%	82%	3%
11) I believe my institution manages diversity effectively.													
	% Positive	38%	49%	11%	48%	61%	13%	63%	63%	0%	58%	60%	2%
15) In my institution, I receive support for working with diverse groups and working in cross-cultural situations.													
	% Positive	53%	55%	2%	57%	67%	10%	60%	55%	-5%	58%	57%	-1%
20) In this institution, there are opportunities for me to engage in service and community outreach.													
	% Positive	83%	85%	2%	80%	85%	5%	75%	74%	-1%	77%	78%	1%
Equitable Reward and Recognition Factor													
10) I receive recognition and reward for my good work similar to others who do good work at this institution.													
	% Positive	57%	66%	9%	64%	74%	10%	64%	64%	0%	63%	66%	3%
16) In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.													
	% Positive	29%	50%	21%	36%	54%	18%	48%	55%	7%	44%	54%	10%

Camaraderie Cluster													
	% Positive	71%	81%	10%	74%	84%	10%	74%	77%	3%	73%	79%	6%
Trust Factor													
1) I trust my institution to be fair to all faculty and staff.													
	% Positive	54%	70%	16%	61%	74%	13%	72%	77%	5%	68%	75%	7%
13) If I raised a concern about discrimination, I am confident my institution would do what is right.													
	% Positive	54%	65%	11%	60%	73%	13%	63%	68%	5%	61%	68%	7%
19) I believe that in my institution harassment is not tolerated.													
	% Positive	72%	83%	11%	77%	85%	8%	73%	81%	8%	74%	82%	8%
Sense of Belonging Factor													
6) At work, my opinions matter.													
	% Positive	68%	79%	11%	66%	79%	13%	66%	69%	3%	66%	72%	6%
14) I consider at least one of my co-workers to be a trusted friend.													
	% Positive	85%	79%	-6%	83%	80%	-3%	83%	79%	-4%	83%	79%	-4%
21) I feel that I am an integral part of my department or school.													
	% Positive	72%	78%	6%	77%	85%	8%	72%	71%	-1%	72%	75%	3%

Appreciation Cluster													
	% Positive	79%	84%	5%	78%	87%	9%	80%	79%	-1%	80%	81%	1%
Respect Factor													
2) The leadership of my institution is committed to treating people respectfully.													
	% Positive	75%	81%	6%	77%	84%	7%	79%	79%	0%	78%	80%	2%
12) In my institution, I experience respect among individuals and groups with various cultural differences.													
	% Positive	80%	81%	1%	78%	86%	8%	81%	82%	1%	81%	82%	1%
18) I believe that my institution reflects a culture of civility.													
	% Positive	81%	90%	9%	83%	91%	8%	82%	80%	-2%	82%	84%	2%
Appreciation of Individual Attributes Factor													

Appendix B, Table 3
Washington University in Saint Louis
Diversity Engagement Survey
Summary of Findings by Gender (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)
	F	M		F	M		F	M		F	M	
3) I am valued as an individual by my institution.												
% Positive	57%	70%	13%	62%	74%	12%	66%	67%	1%	64%	68%	4%
8) Someone at work seems to care about me as an individual.												
% Positive	85%	85%	0%	84%	88%	4%	83%	77%	-6%	83%	80%	-3%
22) The culture of my institution is accepting of people with different ideas.												
% Positive	59%	75%	16%	67%	80%	13%	73%	72%	-1%	70%	73%	3%

Total Survey (weighted average excluding Custom Questions)												
% Positive	67%	79%	12%	71%	84%	13%	73%	74%	1%	72%	76%	4%

WUSTL / WUSM Custom Questions.												
WUSTL 23 / WUSM 35 How would you rate your ability to interact well with others across different group identities and communities?												
% Positive	84%	77%	-7%	85%	92%	7%	88%	84%	-4%	87%	84%	-3%
WUSTL 24 / WUSM 36) To what extent do you believe that your department/school leadership is committed to addressing issues related to equity, diversity and inclusion?												
% Positive	63%	64%	1%	62%	77%	15%	62%	66%	4%	62%	67%	5%
WUSTL 25 / WUSM 37) To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at WUSTL / WUSM?												
% Positive	49%	43%	-6%	50%	51%	1%	54%	50%	-4%	53%	49%	-4%
WUSTL 27 / WUSM 39) My department/school/program creates a welcoming environment for underrepresented minorities.												
% Positive	67%	70%	3%	67%	79%	12%	70%	70%	0%	69%	71%	2%
WUSM 40) I have to work harder than some of my colleagues to be perceived as having a legitimate and valued role on my team.												
% Positive	Not Applicable (Question Not Asked)						47%	46%	-1%	47%	46%	-1%
WUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.												
% Positive	56%	65%	9%	61%	66%	5%	59%	56%	-3%	59%	59%	0%
WUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.												
% Positive	55%	63%	8%	52%	68%	16%	60%	62%	2%	57%	63%	6%

Revised April 16, 2015.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (male), in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (male), in positive direction.

NOTES: For individual questions, responses of "Unable to Evaluate" are coded as Non-Responses.

Percentages shown reflect the total of "Agree" and "Strongly Agree" except for questions 40 and 41, where the total of "Disagree" and "Strongly Disagree" is used.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between Female and Male respondents.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 4
Washington University in Saint Louis
Diversity Engagement Survey

Summary of Findings by Gender (By Difference in % Positive Responses): Faculty Only

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)
	F	M		F	M		F	M		F	M	
All Questions scored on a 5-point Likert scale												
<i>n</i>	136	196		12	6		287	377		443	584	

Vision/Purpose Cluster												
% Positive												
	59%	77%	18%	67%	67%	0%	70%	74%	4%	66%	75%	9%
Common Purpose Factor												
4) I feel that my work contributes to the mission of the institution.												
% Positive												
	92%	96%	4%	100%	100%	0%	91%	95%	4%	92%	96%	4%
17) I feel connected to the vision, mission and values of this institution.												
% Positive												
	64%	76%	12%	67%	50%	-17%	70%	72%	2%	69%	74%	5%
Access to Opportunity Factor												
5) This last year, I have had opportunities at work to develop professionally.												
% Positive												
	77%	83%	6%	67%	60%	-7%	82%	79%	-3%	81%	80%	-1%
9) There is someone at work who encourages my development.												
% Positive												
	72%	73%	1%	67%	67%	0%	77%	68%	-9%	75%	70%	-5%
Cultural Competence Factor												
7) In this institution, I have opportunities to work successfully in settings with diverse colleagues.												
% Positive												
	63%	74%	11%	83%	50%	-33%	77%	82%	5%	72%	79%	7%
11) I believe my institution manages diversity effectively.												
% Positive												
	25%	50%	25%	42%	0%	-42%	52%	64%	12%	44%	60%	16%
15) In my institution, I receive support for working with diverse groups and working in cross-cultural situations.												
% Positive												
	51%	53%	2%	75%	67%	-8%	54%	54%	0%	55%	56%	1%
20) In this institution, there are opportunities for me to engage in service and community outreach.												
% Positive												
	83%	87%	4%	67%	100%	33%	77%	76%	-1%	80%	81%	1%
Equitable Reward and Recognition Factor												
10) I receive recognition and reward for my good work similar to others who do good work at this institution.												
% Positive												
	56%	69%	13%	67%	100%	33%	62%	62%	0%	60%	66%	6%
16) In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.												
% Positive												
	28%	52%	24%	18%	83%	65%	44%	55%	11%	39%	57%	18%

Camaraderie Cluster												
% Positive												
	63%	83%	20%	75%	100%	25%	74%	78%	4%	70%	80%	10%
Trust Factor												
1) I trust my institution to be fair to all faculty and staff.												
% Positive												
	48%	73%	25%	75%	83%	8%	70%	78%	8%	63%	77%	14%
13) If I raised a concern about discrimination, I am confident my institution would do what is right.												
% Positive												
	43%	66%	23%	55%	67%	12%	59%	67%	8%	56%	69%	13%
19) I believe that in my institution harassment is not tolerated.												
% Positive												
	67%	85%	18%	67%	100%	33%	70%	77%	7%	70%	81%	11%
Sense of Belonging Factor												
6) At work, my opinions matter.												
% Positive												
	68%	77%	9%	75%	83%	8%	70%	72%	2%	69%	75%	6%
14) I consider at least one of my co-workers to be a trusted friend.												
% Positive												
	85%	81%	-4%	92%	83%	-9%	89%	85%	-4%	88%	84%	-4%
21) I feel that I am an integral part of my department or school.												
% Positive												
	71%	78%	7%	75%	100%	25%	68%	71%	3%	69%	74%	5%

Appreciation Cluster												
% Positive												
	71%	85%	14%	83%	100%	17%	78%	81%	3%	75%	83%	8%
Respect Factor												
2) The leadership of my institution is committed to treating people respectfully.												
% Positive												
	66%	82%	16%	83%	100%	17%	77%	81%	4%	74%	82%	8%
12) In my institution, I experience respect among individuals and groups with various cultural differences.												
% Positive												
	73%	84%	11%	75%	50%	-25%	79%	84%	5%	78%	84%	6%
18) I believe that my institution reflects a culture of civility.												
% Positive												
	76%	90%	14%	75%	83%	8%	79%	82%	3%	78%	85%	7%
Appreciation of Individual Attributes Factor												

Appendix B, Table 4
 Washington University in Saint Louis
 Diversity Engagement Survey

Summary of Findings by Gender (By Difference in % Positive Responses): Faculty Only

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)	Gender		Diff (% Pts)
	F	M		F	M		F	M		F	M	
3) I am valued as an individual by my institution.												
% Positive	57%	75%	18%	58%	83%	25%	64%	67%	3%	62%	70%	8%
8) Someone at work seems to care about me as an individual.												
% Positive	80%	86%	6%	83%	83%	0%	85%	76%	-9%	83%	80%	-3%
22) The culture of my institution is accepting of people with different ideas.												
% Positive	54%	76%	22%	58%	100%	42%	64%	73%	9%	61%	75%	14%

Total Survey (weighted average excluding Custom Questions)												
% Positive	61%	80%	19%	75%	100%	25%	72%	76%	4%	68%	77%	9%

WUSTL / WUSM Custom Questions.												
WUSTL 23 / WUSM 35 How would you rate your ability to interact well with others across different group identities and communities?												
% Positive	81%	78%	-3%	100%	67%	-33%	87%	86%	-1%	86%	83%	-3%
WUSTL 24 / WUSM 36) To what extent do you believe that your department/school leadership is committed to addressing issues related to equity, diversity and inclusion?												
% Positive	56%	63%	7%	92%	67%	-25%	60%	69%	9%	60%	68%	8%
WUSTL 25 / WUSM 37) To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at WUSTL / WUSM?												
% Positive	52%	43%	-9%	83%	50%	-33%	52%	52%	0%	56%	50%	-6%
WUSTL 27 / WUSM 39) My department/school/program creates a welcoming environment for underrepresented minorities.												
% Positive	58%	69%	11%	67%	83%	16%	65%	70%	5%	64%	72%	8%
WUSM 40) I have to work harder than some of my colleagues to be perceived as having a legitimate and valued role on my team.												
% Positive	Not Applicable (Question Not Asked)						37%	49%	12%	37%	49%	12%
WUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.												
% Positive	47%	64%	17%	92%	67%	-25%	52%	59%	7%	52%	61%	9%
WUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.												
% Positive	65%	71%	6%	58%	67%	9%	62%	67%	5%	63%	69%	6%

Revised April 17, 2015.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (male), in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group (male), in positive direction.

NOTES: For individual questions, responses of "Unable to Evaluate" are coded as Non-Responses.

Percentages shown reflect the total of "Agree" and "Strongly Agree" except for questions 40 and 41, where the total of "Disagree" and "Strongly Disagree" is used.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between Female and Male respondents.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 5.i
 Washington University in Saint Louis
 Diversity Engagement Survey

Summary of Findings by Generation (By Difference in % Positive Responses)

	Danforth Schools					Central Fiscal Unit					School of Medicine					WUSTL TOTAL				
	Generation			Diff (% Pts)		Generation			Diff (% Pts)		Generation			Diff (% Pts)		Generation			Diff (% Pts)	
	Boomer	Gen X	Millennial	Boom-GenX	Mill-GenX	Boomer	Gen X	Millennial	Boom-GenX	Mill-GenX	Boomer	Gen X	Millennial	Boom-GenX	Mill-GenX	Boomer	Gen X	Millennial	Boom-GenX	Mill-GenX
All Questions scored on a 5-point Likert scale																				
<i>n</i>	292	294	104			290	306	126			1,351	1,363	598			1,954	1,988	835		

Vision/Purpose Cluster																				
% Positive	66%	65%	71%	-1%	-6%	68%	73%	71%	5%	2%	68%	71%	77%	3%	-6%	68%	70%	75%	2%	-5%

Camaraderie Cluster																				
% Positive	76%	74%	75%	-2%	-1%	74%	80%	77%	6%	3%	73%	74%	78%	1%	-4%	74%	75%	77%	1%	-2%

Appreciation Cluster																				
% Positive	79%	81%	86%	2%	-5%	78%	84%	83%	6%	1%	78%	78%	87%	0%	-9%	78%	80%	86%	2%	-6%

Total Survey (weighted average excluding Custom Questions)																				
% Positive	72%	70%	76%	-2%	-6%	72%	78%	76%	6%	2%	70%	73%	80%	3%	-7%	70%	73%	79%	3%	-6%

Revised May 18, 2015.

X%

Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X%

Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

Generation X is the reference group for this table.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between generational cohorts.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 5.ii
 Washington University in Saint Louis
 Diversity Engagement Survey

Summary of Findings by Sexual Orientation (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Sex. Orient.		% Diff	Sex. Orient.		% Diff	Sex. Orient.		% Diff	Sex. Orient.		% Diff
	LGBTQIA	Heterosexual	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)
All Questions scored on a 5-point Likert scale												
<i>n</i>	67	604		56	641		336	2,824		466	4,116	

Vision/Purpose Cluster												
% Positive	63%	68%	5%	68%	72%	4%	68%	72%	4%	67%	71%	4%

Camaraderie Cluster												
% Positive	61%	77%	16%	68%	78%	10%	71%	76%	5%	69%	76%	7%

Appreciation Cluster												
% Positive	73%	82%	9%	73%	83%	10%	80%	80%	0%	78%	81%	3%

Total Survey (weighted average excluding Custom Questions)												
% Positive	60%	74%	14%	64%	76%	12%	71%	74%	3%	68%	74%	6%

Revised May 18, 2015. X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

Heterosexual ('straight') is the reference group for this table.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between LGBT and Heterosexual respondents.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 5.iii
 Washington University in Saint Louis
 Diversity Engagement Survey

Summary of Findings by Generation (By Difference in % Positive Responses)

	Danforth Schools			Central Fiscal Unit			School of Medicine			WUSTL TOTAL		
	Belief		% Diff	Belief		% Diff	Belief		% Diff	Belief		% Diff
	Non-Christian	Christian	Diff (% Points)	Non-Christian	Christian	Diff (% Points)	Non-Christian	Christian	Diff (% Points)	Non-Christian	Christian	Diff (% Points)
All Questions scored on a 5-point Likert scale												
<i>n</i>	352	266		231	425		1,010	2,062		1,612	2,781	

Vision/Purpose Cluster												
% Positive	69%	66%	-3%	71%	72%	1%	70%	74%	4%	69%	73%	4%

Camaraderie Cluster												
% Positive	77%	73%	-4%	79%	78%	-1%	75%	77%	2%	76%	77%	1%

Appreciation Cluster												
% Positive	83%	80%	-3%	82%	83%	1%	79%	83%	4%	80%	82%	2%

Total Survey (weighted average excluding Custom Questions)												
% Positive	76%	71%	-5%	75%	77%	2%	72%	76%	4%	73%	76%	3%

Revised May 18, 2015.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

Christian is the reference group for this table.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between Non-Christian and Christian respondents.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 5.iv
 Washington University in Saint Louis
 Diversity Engagement Survey

Summary of Findings by Generation (By Difference in % Positive Responses)

	Danforth Schools						Central Fiscal Unit						School of Medicine						WUSTL TOTAL									
	Length of Service				Diff (% Pts)		Length of Service				Diff (% Pts)		Length of Service				Diff (% Pts)		Length of Service				Diff (% Pts)					
	Less than 1 year	1 to 5 Years	5 to 10 Years	10 or More Years	LT 1 - 10+	1 to - 10+	5 to 1 - - 10+	Less than 1 year	1 to 5 Years	5 to 10 Years	10 or More Years	LT 1 - 10+	1 to - 10+	5 to 1 - - 10+	Less than 1 year	1 to 5 Years	5 to 10 Years	10 or More Years	LT 1 - 10+	1 to - 10+	5 to 1 - - 10+	Less than 1 year	1 to 5 Years	5 to 10 Years	10 or More Years	LT 1 - 10+	1 to - 10+	5 to 1 - - 10+
All Questions scored on a 5-point Likert scale																												
n	55	160	172	347			67	206	174	298				285	761	677	1,674				412	1,143	1,040	2,349				

Vision/Purpose Cluster																												
% Positive	85%	70%	62%	64%	-21%	-6%	2%	82%	67%	66%	72%	-10%	5%	6%	84%	74%	69%	68%	-16%	-6%	-1%	84%	72%	67%	68%	-16%	-4%	1%

Camaraderie Cluster																												
% Positive	85%	77%	74%	72%	-13%	-5%	-2%	89%	74%	74%	77%	-12%	3%	3%	83%	76%	71%	74%	-9%	-2%	3%	84%	76%	72%	74%	-10%	-2%	2%

Appreciation Cluster																												
% Positive	95%	86%	76%	77%	-18%	-9%	1%	91%	80%	79%	81%	-10%	1%	2%	90%	82%	77%	79%	-11%	-3%	2%	91%	82%	77%	78%	-13%	-4%	1%

Total Survey (weighted average excluding Custom Questions)																												
% Positive	89%	76%	69%	69%	-20%	-7%	0%	91%	72%	71%	74%	-17%	2%	3%	85%	76%	70%	71%	-14%	-5%	1%	86%	75%	70%	71%	-15%	-4%	1%

Revised May 18, 2015. **X%** Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

10 or more years of service is the reference group for this table.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Questions not included in this summary are demographic questions or others not scored on the same 1-to-5 Likert scale as the rest of the survey.

As highlighted, t-tests and Wilcoxon rank-sum tests showed statistically significant differences in the mean between respondents in each length of service cohort.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

These data reflect total counts and total % positive responses for faculty, staff, and management at all schools (students/trainees are excluded.)

Appendix B, Table 6

Washington University in Saint Louis
Diversity Engagement Survey

Cluster Level Summary: Cross-Tabulation by Role and Gender, Race/Ethnicity, Generation, Sexual Orientation, Belief System & Length of Service -- % Positive by WUSTL Role

% Positive by Role All	n	Gender		Race/Ethnicity				Generation			Sexual Orientation		Belief System		Length of Service				
		Female	Male	Black	Hispanic	Asian	White	Boomer	Gen X	Millennial	LGBTQJA	Hetero-sexual	Non-Christian	Christian	LT 1 yr	1-5 yrs	5-10 yrs	10+ yrs	
Vision/Purpose Cluster																			
Management	77%	1,087	77%	77%	67%	n/a	81%	79%	75%	80%	78%	80%	78%	77%	79%	87%	78%	74%	78%
Faculty	71%	1,032	66%	75%	63%	64%	77%	73%	69%	70%	88%	62%	73%	70%	76%	85%	75%	69%	69%
Staff	67%	2,604	67%	68%	59%	63%	68%	69%	63%	66%	73%	66%	68%	66%	69%	83%	71%	63%	61%
Total	70%	4,877	69%	73%	60%	62%	74%	72%	68%	70%	75%	67%	71%	69%	73%	84%	72%	67%	68%
n	4,877		3,200	1,517	486	59	248	3,786	1,902	1,932	808	455	3,998	1,567	2,706	385	1,114	1,012	2,290
Camaraderie Cluster																			
Management	82%	1,097	81%	86%	70%	n/a	85%	84%	80%	84%	82%	70%	84%	84%	83%	89%	82%	81%	82%
Faculty	75%	1,038	70%	80%	63%	76%	78%	77%	77%	73%	83%	66%	77%	75%	78%	79%	78%	71%	76%
Staff	72%	2,628	71%	75%	61%	66%	80%	74%	69%	72%	76%	70%	73%	74%	74%	84%	74%	69%	68%
Total	75%	4,919	73%	79%	62%	70%	80%	77%	74%	75%	77%	69%	76%	76%	77%	84%	76%	72%	74%
n	4,919		3,227	1,529	486	60	246	3,825	1,915	1,948	817	459	4,032	1,582	2,731	395	1,120	1,018	2,309
Appreciation Cluster																			
Management	85%	1,102	85%	85%	76%	n/a	85%	86%	83%	87%	82%	82%	86%	83%	87%	91%	81%	83%	86%
Faculty	79%	1,048	75%	83%	66%	80%	83%	81%	78%	76%	94%	73%	80%	78%	83%	90%	85%	74%	78%
Staff	79%	2,643	79%	79%	68%	75%	83%	81%	75%	78%	85%	80%	79%	81%	81%	91%	82%	76%	74%
Total	80%	4,952	80%	81%	69%	79%	83%	82%	78%	80%	86%	78%	81%	80%	82%	91%	82%	77%	78%
n	4,952		3,248	1,540	490	60	251	3,846	1,926	1,962	823	461	4,062	1,593	2,747	402	1,128	1,027	2,318
Total Survey (DES Questions Only, WUSTL custom questions excluded.)																			
Management	80%	1,093	80%	81%	69%	n/a	85%	82%	78%	83%	81%	78%	81%	81%	82%	89%	81%	77%	81%
Faculty	73%	1,038	68%	77%	63%	76%	80%	74%	71%	72%	88%	63%	75%	72%	78%	85%	76%	71%	72%
Staff	70%	2,621	70%	73%	61%	63%	72%	72%	66%	70%	77%	69%	71%	71%	73%	86%	74%	66%	64%
Total	73%	4,909	72%	76%	62%	67%	78%	75%	70%	73%	79%	68%	74%	73%	76%	86%	75%	70%	71%
n	4,909		3,221	1,527	487	60	248	3,813	1,912	1,944	814	458	4,025	1,578	2,724	393	1,119	1,018	2,303

Revised April 16, 2015.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

NOTES: Reference group for Gender is Male; Reference group for Race/Ethnicity is White; Reference group for Generation is Generation X; for Sexual Orientation is Heterosexual; for Belief System is Christian; and for Length of Service is 10+ years.

All statistical tests shown refer to a Wilcoxon rank-sum (also known as Mann-Whitney) test, which is appropriate for analysis of Likert scale data.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

For cluster and factor level analyses, blank responses and responses of "Unable to Evaluate" are excluded.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

These cohorts exclude those individuals who participated in the survey but did not identify their role at WUSTL / WUSM. They are included in the total.

Cluster and factor level analyses do not include WUSTL / WUSM custom questions, only the standard set of Diversity Engagement Survey questions.

Appendix B, Table 7
Washington University in Saint Louis
Diversity Engagement Survey

Cluster Level Summary: Cross-Tabulation by Race/Ethnicity Across Generation & Length of Service -- % Positive by Race/Ethnicity

% Positive by Race/Ethnicity All	n	Difference (from White) in Percentage Points by Sub-Cohort							
		Generation			Length of Service				
		Boomer	Gen X	Millennial	LT 1 yr	1-5 yrs	5-10 yrs	10+ yrs	
Vision/Purpose Cluster									
Black / African-American	60%	486	60%	59%	67%	75%	64%	57%	56%
Hispanic / Latino	62%	59	71%	48%	67%	n/a	64%	73%	59%
Asian	64%	248	71%	76%	67%	92%	79%	63%	71%
White	72%	3,786	68%	73%	77%	86%	74%	68%	70%
Total	70%	4,877	68%	70%	75%	84%	72%	67%	68%
n	4,877		1,902	1,932	808	385	1,114	1,012	2,290
Camaraderie Cluster									
Black / African-American	62%	486	63%	61%	62%	75%	61%	61%	60%
Hispanic / Latino	70%	60	71%	70%	67%	n/a	64%	82%	77%
Asian	80%	246	80%	81%	77%	92%	86%	71%	78%
White	77%	3,825	75%	77%	79%	86%	78%	73%	77%
Total	75%	4,919	74%	75%	77%	84%	76%	72%	74%
n	4,919		1,915	1,948	817	395	1,120	1,018	2,309
Appreciation Cluster									
Black / African-American	69%	490	70%	67%	75%	83%	70%	66%	67%
Hispanic / Latino	79%	60	82%	70%	83%	n/a	77%	82%	82%
Asian	83%	251	83%	85%	77%	96%	81%	76%	84%
White	82%	3,846	79%	83%	87%	92%	85%	79%	81%
Total	80%	4,952	78%	80%	86%	91%	82%	77%	78%
n	4,952		1,926	1,962	823	402	1,128	1,027	2,318
Total Survey (DES Questions Only, WUSM custom questions excluded.)									
Black / African-American	62%	487	62%	61%	67%	77%	65%	60%	58%
Hispanic / Latino	67%	60	65%	57%	78%	n/a	68%	64%	68%
Asian	78%	248	77%	80%	69%	96%	76%	71%	77%
White	75%	3,813	71%	76%	81%	88%	78%	71%	73%
Total	73%	4,909	70%	73%	79%	86%	75%	70%	71%
n	4,909		1,912	1,944	814	393	1,119	1,018	2,303

Revised May 15, 2015. X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in negative direction.

X% Indicates Statistically significant difference (at the 0.05 level) from the reference group, in positive direction.

NOTES: Reference group is White for all statistical significance analyses on this table.

All statistical tests shown refer to a Wilcoxon rank-sum (also known as Mann-Whitney) test, which is appropriate for analysis of Likert scale data.

We recognize that even small differences in percentages might indicate important variation in engagement across groups. However, for the sake of generating starting conclusions, a +/- 4% margin-of-error (confidence bound) was considered a quick test of substantive significance on this survey in cases where differences did not reach statistical significance.

For cluster-level analyses, blank responses and responses of "Unable to Evaluate" are excluded.

Non-Responses are excluded from both the respondent counts and the percentage calculations.

Other Race (approx. 100 respondents) not reported, but included in totals.

These cohorts exclude approx. 100 individuals who participated in the survey but did not identify their role at WUSM. They are included in the total.

Cluster and factor level analyses do not include WUSTL nor WUSM custom questions, only the standard set of Diversity Engagement Survey questions.