Appendix B, Table 1 Washington University in Saint Louis

Diversity Engagement Survey

Diversity Engagement Survey Summary of Findings: Total % Positive Res	rnoncoc			
Summary of Findings. Total % Positive hes	Danforth	Central	School of	
	Schools	Fiscal Unit	Medicine	WUSTL TOTAL
All Questions scored on a 5-point Likert		riscar Offic	Wicalchic	W0312 101/12
n	744	747	3,434	5,028
Vision/Purpose Cluster	7.1.	, ,,	3, 13 1	3,020
% Positive	66%	70%	71%	70%
Common Purpose Factor	00,0	. 0,0	, 1,0	7070
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 Facto	or			
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 Facto	r			
7) In this institution, I have opportunities to work successfully in settings with divers	e colleague	s.		
% 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-cul	tural situatio	ns.	_
% Positive	53%	59%	59%	58%
20) In this institution, there are opportunities for me to engage in service and comm	unity outre			
% Positive	83%	82%	75%	77%
Equitable Reward and Recognition				
10) I receive recognition and reward for my good work similar to others who do good				-
% Positive	60%	67%	64%	64%
16) I my institution, am confident that my accomplishments are compensated similarly to			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%
701 0516140			, 2.0	
13) If I raised a concern about discrimination, I am confident my institution would do	o wnat is rig			63%
13) If I raised a concern about discrimination, I am confident my institution would do % Positive	58%	64%	64%	05%
			64%	03%
% Positive			75%	76%
% Positive 19) I believe that in my institution harassment is not tolerated.	58% 76%	64%		
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive	58% 76%	64%		
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor	58% 76%	64%		
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter.	58% 76%	64% 79%	75%	76%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive	58% 76%	64% 79%	75%	76%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend.	58% 76% 72%	79% 70%	75% 67%	76%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend. % Positive	58% 76% 72%	79% 70%	75% 67%	76%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend. % Positive 21) I feel that I am an integral part of my department or school.	58% 76% 72% 82%	79% 70% 82%	75% 67% 82%	76% 68% 82%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend. % Positive 21) I feel that I am an integral part of my department or school. % Positive	58% 76% 72% 82%	79% 70% 82%	75% 67% 82%	76% 68% 82%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend. % Positive 21) I feel that I am an integral part of my department or school. % Positive Appreciation Cluster	58% 76% 72% 82% 74%	79% 70% 82% 79%	75% 67% 82% 71%	76% 68% 82% 73%
% Positive 19) I believe that in my institution harassment is not tolerated. % Positive Sense of Belonging Factor 6) At work, my opinions matter. % Positive 14) I consider at least one of my co-workers to be a trusted friend. % Positive 21) I feel that I am an integral part of my department or school. % Positive	58% 76% 72% 82%	79% 70% 82%	75% 67% 82%	76% 68% 82%

Appendix B, Table 1 Washington University in Saint Louis

Diversity Engagement Survey Summary of Findings: Total % Positive Responses

	Danforth	Central	School of	
	Schools	Fiscal Unit	Medicine	WUSTL TOTAL
% Positive	76%	79%	79%	78%
12) In my institution, I experience respect among individuals and groups with various	ıs cultural d	ifferences.		
% Positive	80%	80%	81%	81%
18) I believe that my institution reflects a culture of civility.				
% Positive	84%	86%	81%	82%
Appreciation of Individual Attribut	tes 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	Questic	ons)			
	% Positive	71%	74%	73%	73%

Custom Questions				
WUSTL 23 / WUSM 35 How would you rate your ability to interact well with others	across diffe	rent group id	dentities and	communities?
% Positive	81%	87%	87%	86%
WUSTL 24 / WUSM 36) To what extent do you believe that your department/school	leadership	is committee	d to addressi	ng 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 affe	ect your abi	lity to succee	d in the thing	gs 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 enviro	onment for	underreprese	ented minori	ties.
% Positive	68%	71%	70%	69%
WUSM 40) I have to work harder than some of my colleagues to be perceived as have	ving a legiti	mate and val	ued role on n	ny team.
% Positive	1	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 profess	ionally.			
% 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

	Danf	orth S	chools	Cen	tral Fis	cal Unit	Scho	ool of M	ledicine	W	USTL TO	TAL
	Rad		Diff (%		ice	Diff (%		ice	Diff (%		ce	Diff (%
	В	W	Pts)	В	W	Pts)	В	W	Pts)	В	W	Pts)
All Quest		_	a 5-poir		_	e						
n	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%
Co	ommo	n Pur	pose Fa	actor	•							
4) I feel that my work contributes to the mission of the institution	n.											
% Positive	95%	94%	-1%	90%	91%	1%	88%	92%	4%	89%	92%	3%
17) I feel connected to the vision, mission and values of this insti												
% Positive					74%	5%	65%	70%	5%	66%	70%	4%
			rtunity	Fact	or							
5) This last year, I have had opportunities at work to develop pro	ı											
% Positive	70%	70%	0%	70%	72%	2%	65%	72%	7%	66%	72%	6%
9) There is someone at work who encourages my development.		ارممرا	ارمم					500/1	224		555/	
% Positive		69%			71%	7%	69%	69%	0%	68%	69%	1%
			etence									
7) In this institution, I have opportunities to work successfully in						4.404	720/	oro/L	4.204	600/	020/	422
% Positive 11) I believe my institution manages diversity effectively.	58%	/4%	16%	62%	76%	14%	72%	85%	13%	69%	82%	13%
% Positive	210/	450/	2.40/	250/	56%	210/	43%	67%	2.40/	39%	61%	220
% Positive 15) In my institution, I receive support for working with diverse								6/%	24%	39%	61%	22%
% Positive					60%		51%	60%	9%	52%	59%	7%
20) In this institution, there are opportunities for me to engage i							31/0	0070	370	3270	3370	• • • •
% Positive					81%		70%	76%	6%	73%	78%	5%
Equitable 1								<u> </u>			<u> </u>	
10) I receive recognition and reward for my good work similar to												
% Positive					67%		60%	65%	5%	60%	65%	5%
16) In my institution, I am confident that my accomplishments a	re comp	ensate	ed simila	rly to	others	who have	e achie	ved the	ir goals.		•	
% Positive	24%	39%	15%	40%	43%	3%	48%	51%	3%	45%	47%	2%
Camaraderie Cluster												
% Positive	58%	76%	18%	65%	79%	14%	62%	77%	15%	62%	77%	15%
	Ti	rust F	actor		-	<u> </u>		<u>-</u>				
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%
13) If I raised a concern about discrimination, I am confident my								, ,			, <u>, , , , , , , , , , , , , , , , , , </u>	
% Positive					66%	23%	46%	67%	21%	45%	66%	21%
19) I believe that in my institution harassment is not tolerated.	-	·	-			,						
% Positive	62%	77%	15%	71%	80%	9%	69%	76%	7%	69%	77%	8%
Se	nse of	Belo	nging F	acto	r							
6) At work, my opinions matter.												
% Positive	66%	73%	7%	61%	72%	11%	58%	68%	10%	59%	70%	11%
14) I consider at least one of my co-workers to be a trusted frien	-	•	<u>.</u>		,	Į.		-				
% Positive	76%	83%	7%	77%	83%	6%	77%	83%	6%	77%	83%	6%
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%
Appreciation Cluster												
% Positive	66%	83%	17%	71%	83%	12%	69%	82%	13%	69%	82%	13%
751 GSRIVE					-3,0		23,3	/-	1070		/-	20/0
2) The leadership of my institution is somewhat data to the		•	Factor									
2) The leadership of my institution is committed to treating peop		77%	-	710/	80%	00/	66%	81%	4.50/	67%	900/	420
% Positive							00%	81%	15%	6/%	80%	13%
12) In my institution, I experience respect among individuals and % Positive		81%			82%		67%	84%	170/	68%	83%	15%
18) I believe that my institution reflects a culture of civility.	/3/0	01/0	0/0	/1/0	02/0	11/0	07/0	04/0	17/0	0070	03/0	15%
% Positive	68%	87%	19%	75%	87%	12%	66%	84%	18%	68%	85%	17%
// FOSILIVE	0070	07/0	13/0	73/0	07/0	12/0	0070	U-1/U	10/0	0070	03/0	17/0

Appreciation of Individual Attributes Factor

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)

		Danf	orth S	chools	Cen	Central Fiscal Unit			ool of N	1edicine	W	OTAL	
		Rac	e	Diff (%	Ra	ce	Diff (%	6 Race		Diff (%	Race		Diff (%
		В	W	Pts)	В	W	Pts)	В	W	Pts)	В	W	Pts)
3) I am valued as an individual by my institution.													
9	% Positive	55%	63%	8%	66%	66%	0%	64%	66%	2%	64%	65%	1%
8) Someone at work seems to care about me as an indi	vidual.		·	-		·	-		·	<u>-</u>			
9	% Positive	84%	86%	2%	81%	86%	5%	77%	82%	5%	78%	83%	5%
22) The culture of my institution is accepting of people	with diffe	rent ide	eas.			•	_		·			•	
9	% Positive	58%	67%	9%	56%	73%	17%	58%	75%	17%	58%	73%	15%
		•					•						
Total Survey (weighted average exclu	ding Cu	stom	ı Qu	estion	s)								

, , ,	% Positive	55%	73%	18%	67%	76%	9%	62%	75%	13%	<mark>62%</mark>	75%	13%
	7							0_,-					
MUISTI / MUISBA Custom Questions													
WUSTL / WUSM Custom Questions.													
WUSTL 23 / WUSM 35 How would you rate your abil	ity to intera	ct well	with o	thers acr	oss di	fferen	nt group id	entitie	s and c	communities	?		
	% Positive	86%	81%	-5%	89%	87%	-2%	87%	88%	1% 8	88%	86%	-2%
WUSTL 24 / WUSM 36) To what extent do you believe	e that your o	departn	nent/s	chool lea	dersh	ip is c	ommitted	to add	lressing	g issues relat	ted 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 per	ception of c	ampus	clima	te affect	your a	bility	to succeed	d in the	things	that are im	porta	nt to yo	u 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/progr	am creates	a welco	ming	environn	nent fo	or und	derreprese	nted m	ninoriti	es.			
	% Positive	50%	70%	20%	51%	73%	22%	55%	73%	18%	54%	72%	18%
WUSM 40) I have to work harder than some of my co	lleagues to	be perc	eived	as having	g a legi	itimat	e and valu	ed rol	on m	y team.		•	
	% Positive	Not	Appli	cable (Qu	estion	Not A	Asked)	25%	52%	27%	25%	52%	27%
WUSTL 28 / WUSM 41) I feel excluded from an inform	nal network	in my c	lepart	ment/pe	er gro	up.						•	
	% Positive		61%		60%	-	4%	45%	61%	16%	<mark>47%</mark>	61%	14%
WUSTL 29 / WUSM 42) I am satisfied with opportunit	ies at work	to deve	lop pi	ofession	ally.							<u> </u>	
	% Positive				56%	57%	1%	55%	61%	6%	53%	60%	7%

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

XX 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.

Revised April 16, 2015.

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 Wilcoxson 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)

	Danfo	orth Sc	chools	Cent	tral Fisc	al Unit	Schoo	ol of Me	dicine	\//I	USTL TO	ΤΔΙ
	Gend				- 1							
	F	M	Diff (%	Ger	nder M	Diff (%	Gen F	M	Diff (%	Gen F	M	Diff (%
411.0	·		Pts)			Pts)	Г	IVI	Pts)	Г	IVI	Pts)
All Quest			n a 5-poi				2 222	4.04.4		2 206	4.550	
n	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%
C	ommo	n Pu	rpose F	actor	r '			<u> </u>				
4) I feel that my work contributes to the mission of the institutio			•									
% Positive		96%	3%	92%	91%	-1%	91%	92%	1%	92%	93%	1%
17) I feel connected to the vision, mission and values of this insti												
% Positive		69%	5%	71%	78%	7%	70%	67%	-3%	69%	69%	0%
			ortunity									
5) This last year, I have had opportunities at work to develop pro												
% Positive			9%	69%	78%	9%	71%	72%	1%	70%	74%	4%
9) There is someone at work who encourages my development.	0770	7070	370	0370	7070	370	7170	7270	170	7070	7470	470
% Positive	68%	70%	2%	68%	76%	8%	70%	67%	-3%	70%	69%	-1%
			etence			0/0	70/0	07/0	-3/0	70/0	05/0	-1/0
7) In this institution, I have opportunities to work successfully in							0001	ابدو	ا,	7001	025/1	221
% Positive	69%	78%	9%	71%	82%	11%	83%	83%	0%	79%	82%	3%
11) I believe my institution manages diversity effectively.												
% Positive				48%	61%	13%	63%	63%	0%	58%	60%	2%
15) In my institution, I receive support for working with diverse ${\mathfrak g}$												
% Positive				57%	67%	10%	60%	55%	-5%	58%	57%	-1%
20) In this institution, there are opportunities for me to engage i		- 1				_						
% Positive				80%	85%	5%	75%	74%	-1%	77%	78%	1%
Equitable												
10) I receive recognition and reward for my good work similar to	others v	who d	o good v	ork at	this in	stitution.			_			
% Positive	57%	66%	9%	64%	74%	10%	64%	64%	0%	63%	66%	3%
16) In my institution, I am confident that my accomplishments a	re comp	ensate	ed simila	rly to o	others v	vho have	achiev	ed thei	r goals.			
% Positive	29%	50%	21%	36%	54%	18%	48%	55%	7%	44%	54%	10%
Camaraderie Cluster												
% Positive	71%	21%	10%	74%	84%	10%	74%	77%	3%	73%	79%	6%
70 T OSICIVE			actor	7-470	0470	1070	7-70	7770	370	7370	7370	070
1) I truct my institution to be fair to all faculty and staff		usti	actor									
1) I trust my institution to be fair to all faculty and staff.	E 40/	700/ l	4.00/	C40/	740/	420/	720/	770/	F0/	600/	750/	70/
% Positive				61%	74%	13%	72%	77%	5%	68%	75%	7%
13) If I raised a concern about discrimination, I am confident my						420/	620/	cont	F0/	C40/	cont	704
% Positive	54%	65%	11%	60%	73%	13%	63%	68%	5%	61%	68%	7%
19) I believe that in my institution harassment is not tolerated.	720/	020/1	440/	770/	050/	00/	720/	040/1	00/	740/	020/1	004
% Positive	72%		11%		85%	8%	73%	81%	8%	74%	82%	8%
Se	nse of	Belo	nging l	acto	r							
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 frien		•									•	
% 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%
		<u>_</u>			<u> </u>			- 1			- 1	
Approxiation Cluster												
Appreciation Cluster											1	
% Positive			5%	78%	87%	9%	80%	79%	-1%	80%	81%	1%
		•	Factor									
2) The leadership of my institution is committed to treating peop	le respe	ctfull										
% 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 v	arious c	ultural	differe	nces.						
% 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%
		<u> </u>										

Appreciation of Individual Attributes Factor

Appendix B, Table 3 Washington University in Saint Louis

Diversity Engagement Survey

Summary of Findings b	y Gend	er (By	Difference	ce in %	Positiv	e Respon	ses)					
	Danf	orth S	chools	Cent	ral Fisc	cal Unit	Schoo	ol of Me	edicine	Wl	JSTL TO	TAL
	Gend	der	Diff (%	Gen	der	Diff (%	Gender		Diff (%	Gen	der	Diff (%
	F	М	Pts)	F	М	Pts)	F	М	Pts)	F	М	Pts)
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 diffe												
% Positive	59%	75%	16%	67%	80%	13%	73%	72%	-1%	70%	73%	3%
Total Survey (weighted average excluding Cu	stom	ı Qu	estion	s)								
% 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 intera	ct well	with o	thers acr	oss dif	ferent	group ide	entities	and co	mmunitie	s?		
0/ Positivo	0.40/	770/	70/	050/	020/	70/	0.00/	0.40/	40/	070/	0.40/	204
% Positive		- 1		85%	92%		88%	84%	-4%	87%	84%	-3%
WUSTL 24 / WUSM 36) To what extent do you believe that your or diversity and inclusion?	lepartn	nent/s	chool lea	ıdersnı	p is co	mmittea	to addre	essing i	issues rela	ited to	equity,	
% Positive	63%	64%	1%	62%	77%	15%	62%	66%	4%	62%	67%	59
WUSTL 25 / WUSM 37) To what degree does your perception of c	ampus	clima	te affect	vour al	bility to	o succeed	in the t	hings t	that are in	nportar	t to vo	u in

-6% 50%

3% 67%

9% 61%

8% 52%

51%

79%

66%

68%

Revised April 16, 2015.

reaching your goals at WUSTL / WUSM?

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

1% 54%

70%

47%

59%

60%

12%

16%

50%

70%

46%

56%

62%

53%

69%

47%

59%

-4%

0%

-1%

-3%

49%

71%

46%

59%

63%

-4%

2%

-1%

0%

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.

WUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.

WUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.

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.

% Positive Not Applicable (Question Not Asked)

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.

% Positive 49% 43%

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 56% 65%

WUSTL 27 / WUSM 39) My department/school/program creates a welcoming environment for underrepresented minorities. % Positive 67% 70%

% Positive

As highlighted, t-tests and Wilcoxson 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

	Danf	orth S	chools	Cent	ral Fisca	l Unit	Scho	ool of M	ledicine	W	USTL TO	OTAL
	Gen F	der M	Diff (% Pts)	Gen F	der M	Diff (% Pts)	Ger F	nder M	Diff (% Pts)	Ger F	nder M	Diff (% Pts)
All Quest	ions sc		,	nt Liker	t scale	1 (3)			1 (3)			1 (3)
n	136	196		12	6		287	377		443	584	
Vision/Purpose Cluster												
% Positive	59%	77%	18%	67%	67%	0%	70%	74%	4%	66%	75%	9
			rpose F		0.70	070	7070	7 170	.,,	0070	, 5, 6	
4) I feel that my work contributes to the mission of the institution			_									
% Positive		96%	4%	100%	100%	0%	91%	95%	4%	92%	96%	4
17) I feel connected to the vision, mission and values of this instive % Positive		76%	12%	67%	50%	-17%	70%	72%	2%	69%	74%	į
			ortunity			1770	7070	7270	270	0370	7 470	
5) This last year, I have had opportunities at work to develop pro												
% Positive	77%	83%	6%	67%	60%	-7%	82%	79%	-3%	81%	80%	-1
9) There is someone at work who encourages my development.		1	.1		1						1	
% Positive		73%	1% etence	67%	67%	0%	77%	68%	-9%	75%	70%	-5
7) In this institution, I have opportunities to work successfully in												
% Positive				83%	50%	-33%	77%	82%	5%	72%	79%	7
11) I believe my institution manages diversity effectively.											,	
% Positive				42%	0%	-42%		64%	12%	44%	60%	16
15) In my institution, I receive support for working with diverse g								= 40/l	00/	l ===/	= co/l	
% Positive 20) In this institution, there are opportunities for me to engage in		53%	2%		67%	-8%	54%	54%	0%	55%	56%	:
% Positive		87%		67%	- 1	33%	77%	76%	-1%	80%	81%	:
Equitable								- 1			·	
10) I receive recognition and reward for my good work similar to	others	who d	o good w								_	
% Positive		69%	13%		100%		62%	62%		60%	66%	6
16) In my institution, I am confident that my accomplishments at % Positive		52%	ed similai 24%	rly to of 18%		o have a	44%	ed their 55%		39%	57%	18
/0 F USILIVE	20/0	J2/0	24/0	10/0	03/0	03/6	44/0	33/0	11/0	33/0	3770	10
Camaraderie Cluster												
% Positive	63%	83%	20%	75%	100%	25%	74%	78%	4%	70%	80%	10
			Factor						.,.			
1) I trust my institution to be fair to all faculty and staff.	-											
% Positive			<u> </u>	75%	83%	8%	70%	78%	8%	63%	77%	14
13) If I raised a concern about discrimination, I am confident my						420/	E00/	c=0/	00/	F.CO/	cond	4.5
% Positive 19) I believe that in my institution harassment is not tolerated.	43%	66%	23%	55%	67%	12%	59%	67%	8%	56%	69%	13
% Positive	67%	85%	18%	67%	100%	33%	70%	77%	7%	70%	81%	11
Se			onging I					- '			.	
6) At work, my opinions matter.												
% Positive		77%	9%	75%	83%	8%	70%	72%	2%	69%	75%	e
14) I consider at least one of my co-workers to be a trusted frien		1						1				
% Positive 21) I feel that I am an integral part of my department or school.	85%	81%	-4%	92%	83%	-9%	89%	85%	-4%	88%	84%	-4
21) I feel that I am an integral part of my department of school. % Positive	71%	78%	7%	75%	100%	25%	68%	71%	3%	69%	74%	į
70 T 031CIVE	7170	7070	770	7370	10070	25/0	0070	7170	370	0370	7 470	
Appreciation Cluster				2221	4000/	17%	78%	81%	3%	75%	83%	8
• •	71%	85%	14%	83%	100%1				570	,	-5,0	
Appreciation Cluster % Positive		85% spec	14% t Factor		100%	1770					•	
% Positive	Re	spec	t Factor		100%	1770						
% Positive 2) The leadership of my institution is committed to treating peop % Positive	Re ole resp 66%	spec ectfull 82%	t Factor y. 16%	83%	100%	17%	77%	81%	4%	74%	82%	8
% Positive 2) The leadership of my institution is committed to treating peop % Positive 12) In my institution, I experience respect among individuals and	Re le resp 66% groups	ectfull 82% with	t Factor y. 16% various c	83% ultural	100%	17% ces.	77%	81%			·	
% Positive 2) The leadership of my institution is committed to treating peop % Positive 12) In my institution, I experience respect among individuals and % Positive	Re le resp 66% groups	ectfull 82% with	t Factor y. 16% various c	83% ultural	100%	17%	77%			74% 78%	82% 84%	8
2) The leadership of my institution is committed to treating peop % Positive 12) In my institution, I experience respect among individuals and	Reple resp 66% groups 73%	ectfull 82% s with	t Factor y. 16% various c	83% ultural	100%	17% ces. -25%	77%	81%	5%		·	

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			Scho	ol of N	1edicine	W	OTAL	
	Gen	der	Diff (%	Gen	der	Diff (%	Gender		Diff (%	Gen	der	Diff (%
	F	М	Pts)	F	М	Pts)	F	М	Pts)	F	М	Pts)
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 diffe	rent id	eas.	-		·					-		
% Positive	54%	76%	22%	58%	100%	42%	64%	73%	9%	61%	75%	14%
Total Survey (weighted average excluding Co	uston	ո Qu	estion	s)								

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% 800 -30% 800 -30% 800 -30% 800 -30% 800 -30% 800 -30% 800 -30% 800 -3% 800 -30% 800 -	, , , ,	% Positive	61%	80%	19%	75%	100%	25%	72%	76%	4% 68%	77%	9%
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% 800 -				<u> </u>							<u> </u>	· ·	
% Positive 81% 78% -3% 100% 67% -33% 87% 86% -1% 86% 83% -3% NUSTL 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% NUSTL 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% NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	WUSTL / WUSM Custom Questions.												
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% 68% 8% 68% 8% 68% 8%	WUSTL 23 / WUSM 35 How would you rate your abil	ity to interac	t well	with ot	hers acr	oss diff	erent g	roup ide	ntities	and com	munities?		
% Positive 56% 63% 7% 92% 67% -25% 60% 69% 9% 60% 68% 8% 8% NUSTL 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% NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.		% Positive	81%	78%	-3%	100%	67%	-33%	87%	86%	-1% 86%	83%	-3%
% 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.	WUSTL 24 / WUSM 36) To what extent do you believe	e that your d	epartn	nent/sc	hool lea	dership	is com	mitted t	o addr	essing is	sues related to	equity, d	liversity
NUSTL 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% NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	and inclusion?												
reaching your goals at WUSTL / WUSM? % Positive 52% 43% -9% 83% 50% -33% 52% 52% 0% 56% 50% -6% NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.		% Positive	56%	63%	7%	92%	67%	-25%	60%	69%	9% 60%	68%	8%
% Positive 52% 43% -9% 83% 50% -33% 52% 52% 0% 56% 50% -6% NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	WUSTL 25 / WUSM 37) To what degree does your per	rception of ca	ampus	climate	affect y	our ab	ility to	succeed	in the	things th	at are importan	t to you	in
NUSTL 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% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	reaching your goals at WUSTL / WUSM?												
% Positive 58% 69% 11% 67% 83% 16% 65% 70% 5% 64% 72% 8% NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.		% Positive	52%	43%	-9%	83%	50%	-33%	52%	52%	0% 56%	50%	-6%
NUSM 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% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	WUSTL 27 / WUSM 39) My department/school/progr	am creates a	welco	ming e	nvironm	ent for	underr	epresen	ted mi	norities.	-	·	
% Positive Not Applicable (Question Not Asked) 37% 49% 12% 37% 49% 12% 37% 49% 12% 37% 49% 12% 37% 49% 12% NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.		% Positive	58%	69%	11%	67%	83%	16%	65%	70%	5% 64%	72%	8%
NUSTL 28 / WUSM 41) I feel excluded from an informal network in my department/peer group.	WUSM 40) I have to work harder than some of my co	lleagues to b	e perc	eived a	s having	a legit	imate a	nd value	d role	on my te	eam.		
		% Positive	No	t Applic	able (Qu	uestion	Not Ask	ced)	37%	49%	12% 37%	49%	12%
% Positive 47% 64% 17% 92% 67% -25% 52% 59% 7% 52% 61% 9%	WUSTL 28 / WUSM 41) I feel excluded from an inform	nal network i	n my c	lepartn	nent/pe	er grou	p.						
		% Positive	47%	64%	17%	92%	67%	-25%	52%	59%	7% 52%	61%	9%
NUSTL 29 / WUSM 42) I am satisfied with opportunities at work to develop professionally.	WUSTL 29 / WUSM 42) I am satisfied with opportunit	ies at work t	o deve	lop pro	fessiona	ally.							

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 Wilcoxson 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)

		Danfo	rth Sc	hools			Centr	al Fisca	al Unit			School o	of Med	dicine			WUST	L TOT	AL	
	G	enerati	on	Diff (% Pts)	Ge	enerati	on	Diff (%	6 Pts)	Ge	neratio	n	Diff (% Pts)	Ge	neratio	n	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 (Questi	ons sco	ored or	1 a 5-pc	int Li	kert sca	le				_				
1	292	294	104			290	306	126			1,351	1,363	598			1,954	1,988	835		

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

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

77%

Total Survey (weight	ed a	vera	ge e	xclu	din	g Cu	stom	ı Que	estion	s)										
% 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%

% Positive 76% 74% 75%

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

3%

73%

74% 78%

75% 77%

1%

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.

-2%

-1%

74% 80%

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 Wilcoxson 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	Ce	entral Fis	scal Unit	Sch	ool of M	edicine	WI	JSTL TO	TAL
	Sex. Orien	. % Diff	Sex. 0	Orient.	% Diff	Sex. C	rient.	% Diff	Sex. C	rient.	% Diff
	LGBTQIA	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)	LGBTQIA	Heterosexual	Diff (% Points)
		All Ques	tions so	cored or	a 5-point Li	kert scale	•		_		
n	67 6)4	56	641		336	2,824		466	4,116	

Vision/Purpose Clust	er											
% 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 (weight	ed ave	erag	e excl	uding C	Custo	om Que	stions)					
% 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 Wilcoxson 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)

	Danfo	rth Sc	hools	Ce	ntral Fis	cal Unit	Scho	ool of Me	edicine	WL	JSTL TO	TAL
	Belie	ef	% Diff	Be	elief	% Diff	Bel	ief	% Diff	Bel	ief	% Diff
	Non-Christian	Christian	Diff (% Points)									
		-	All Quest	ions sc	ored on	a 5-point Li	kert scale			_		
n	352	266		231	425		1,010	2,062		1,612	2,781	

Vision/Purpose Cluste	r										
% 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%	70%	83%	1%	80%	82%	2%

Total Survey (wei	ghted av	erag	e excl	uding	g Cust	om Que	stions					
% Po	itive 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.

XX 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 Wilcoxson 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)

Diff (% Pts)

School of Medicine

S

76% 70% 71% **-14%** -5%

1%

86%

75%

Diff (% Pts)

Length of Service

WUSTL TOTAL

Ś

70% 71% -15%

Diff (% Pts)

Length of Service

Central Fiscal Unit

S

Length of Service

	Less than 1 year	1 to 5 Years	5 to 10 Years	10 or More Year	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 Year	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 Year	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 Year	LT 1 - 10+	1 to - 10+	5 to 1 - 10+
All Questions scored on a 5-point Likert scale																												
ı	n 55	160	172	347				67	206	174	298				285	761	677	1,674				412	1,143	1,040	2,349			
Vision/Purpose Clus % Positive	e 85 %	70%	62%	64%	-21%	-6%	2%	82%	67% <mark></mark>	<mark>66%</mark>	72%	-10%	5%	<mark>6%</mark>	84%	74%	69%	68%	-16%	-6%	-1%	84%	72%	67%	68%	-16%	-4%	1%
Camaraderie Clustei % Positive	e 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%										81%	-10%	1%	2%	90%	82%	77%	79%	-11%	-3%	2%	91%	82%	77%	78%	-13%	-4%	1%
Total Survey (weight	ted a	vera	ge e	exclu	ding	Cus	tom	Que	stio	ns)																		

2% 3% 85%

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.

Danforth Schools

S

Diff (% Pts)

Length of Service

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.

% Positive 89% 76% 69% 69% -20% -7% 0% 91% 72% 71% 74% -17%

As highlighted, t-tests and Wilcoxson 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

			Gender			Race/Eth	nicity		.,	Generati	on	Sexual	Orientation Hetero-	Belief Non-	System	Length of Service			
% Positive by Role	All	n	Female	Male	Black	Hispanic	Asian	White	Boomer	Gen X	Millennial	LGBTQIA	sexual	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	• •		custom qu	estions	exclude	d.)													
Management	80%	1,093		81%	69%	n/a	85%	82%	78%	83%	81%	78%		81%		89%	81%	77%	81%
Faculty	73%	,	68%	77%	63%	76%	80%	74%	71%	72%	88%	63%					76%	71%	72%
Staff	70%	,	70%	73%	61%	63%	72%	72%	66%	70%	77%	69%					74%		64%
Total	73%	,	72%	76%	62%	67%	78%	75%	70%	73%	79%	68%		73%	76%	86%	75%	70%	71%
n	4,909		3,221	1,527	487	60	248	3,813	1,912	1,944	814	458	,	1,578	2,724	393	1,119	1,018	2,303
Pavisad Anril 16 2015	V0/	Indicat	oc Ctaticti	ممالي منحد	aificant .	difference /	a+ +ha 0	OF lovel	from the	oforonce	group in ne	vaativa dira	etion						

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

Black / African-American 60% 486 60% 59% 67% 75% 64% 57% 56% Hispanic / Latino 62% 59 71% 48% 67											Difference (from White) in Percentage Points by Sub-Cohort								
Vision/Purpose Cluster Black / African-American 60% 486 60% 59% 67% 75% 64% 57% 56% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 59% 64% 73% 65% 70% 64% 73% 65% 70% 65%																			
Black / African-American 60% 686 69% 59% 67% 75% 64% 57% 56% Hispanic / Latino 62% 59 71% 48% 67% 67% 92% 79% 63% 71% Asian 64% 248 71% 76% 67% 92% 79% 63% 71% White 72% 3,786 68% 73% 59% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 78% 73% 77% 78% 79% 86% 71% 78% 75% 61% 61% 66% 67% 61% 61% 60% 72% 74% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	% Positive by Race/Ethnicity All		n	Boomer	Gen X	Millennial	LT 1 yr	1-5 yrs 5	5-10 yrs	10+ yrs	Cluster and Race	All	Boomer	Gen X	Millennial	LT 1 yr 1	L-5 yrs 5	-10 yrs 1	.0+ yrs
Hispanic / Latino Asian	Vision/Purpose Cluster										Vision/Purpose Cluster								
Asian 64% 248 71% 76% 67% 92% 79% 63% 71% Mitte 72% 3,786 68% 73% 77% 86% 74% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 86% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 68% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 76% 86% 70% 75% 84% 72% 67% 76% 86% 70% 70% 61% 61% 60% 81% 77% 82% 86% 71% 76% 81% 76% 72% 74% 82% 86% 71% 76% 81% 76% 72% 74% 75% 75% 84% 76% 72% 74% 75% 75% 84% 76% 72% 74% 75% 75% 84% 76% 72% 74% 75% 75% 84% 76% 72% 74% 75% 75% 84% 76% 72% 74% 82% 82% 85% 75% 76% 75% 83% 87% 82% 82% 82% 82% 82% 82% 82% 82% 82% 82	Black / African-American	60%	486	60%	59%	67%	75%	64%	57%	56%	Black / African-American	-12%	-9%	-14%	-11%	-11%	-10%	-11%	-14%
White 72% 3,786 68% 73% 77% 86% 74% 68% 70% 70% 68% 70% 70% 67% 70% 75% 84% 77% 67% 68% 68% 70% 70% 70% 70% 70% 84% 70% 70% 67%	Hispanic / Latino	62%	59	71%	48%	67%	n/a	64%	73%	59%	Hispanic / Latino	-10%	n/a	-25%	-11%	n/a	-10%	4%	-11%
Total notes of the control of the co	Asian	64%	248	71%	76%	67%	92%	79%	63%	71%	Asian	-8%	3%	4%	-11%	6%	5%	-6%	1%
Camaraderie Cluster Black / African-American Hispanic / Latino 70% 60 71% 70% 67% 77% 84% 78% 71% 78% Appreciation Cluster Black / African-American Asian 80% 246 80% 81% 77% 92% 86% 71% 78% 78% 78% 71% 78% 78% 704 81% 81% 77% 92% 85% 71% 78% 78% 78% 71% 78% 81% 76% 81% 83% 85% 77% 96% 81% 76% 81% 83% 85% 77% 96% 81% 76% 81% 83% 85% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 81% 76% 81% 81% 81% 76% 81% 81% 81% 81% 76% 81% 81% 81% 81% 76% 81% 81% 81% 81% 81	White	72%	3,786	68%	73%	77%	86%	74%	68%	70%									
Camaraderie Cluster Black / African-American 62% 486 63% 61% 62% 75% 61% 61% 60% Asian 80% 246 80% 81% 77% 92% 86% 71% 78% Asian 80% 246 80% 81% 77% 92% 86% 72% 74% Asian 80% 4,919 1 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% 84% 76% 77% 82% 82% 82% Hispanic / Latino 79% 60 82% 70% 83% 87% 92% 85% 79% 81% Total 80% 4,952 1,926 1,962 823 402 1,128 1,027 2,318 Total Survey (DES Questions Only, WUSM custom questions excluded.) Total Survey (DES Questions Only, WUSM custom questions excluded.) Black / African-American Asian 78% 248 77% 80% 69% 96% 76% 71% 77% 65% 66% 68% 68% 68% 68% 68% 68% 68% 68% 68	Total		4,877																
Black / African-American 62% 486 63% 61% 62% 75% 61% 61% 60% Hispanic / Latino 70% 60 71% 70% 67% n/a 64% 82% 77% Mispanic / Latino 70% 60 71% 70% 67% n/a 64% 82% 77% Mispanic / Latino 70% 60 71% 70% 67% n/a 64% 82% 77% Mispanic / Latino 70% n/a -8% -13% n/a -15% 9% 00% Mispanic / Latino 70% n/a -8% -13% n/a -15% 9% 00% N/a N/a 15% 9% 00% N/a N/a 15% 9% 00% N/a N/a 15% 1,915 1,948 817 395 1,120 1,018 2,309 N/a	n	4,877		1,902	1,932	808	385	1,114	1,012	2,290									
Hispanic / Latino Asian 80% 246 80% 81% 77% 92% 86% 71% 78% Asian 80% 246 80% 81% 77% 92% 86% 71% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 3% 5% 4% -3% 6% 7% -2% 11% 78% Asian 4% -2% 3% Asian 4% -2% -2% -2% -2% Asian 4% -2% -2% -2% -2% Asian 4% -2% -2% -2% -2% -2% -2% -2% -2% -2% -2	Camaraderie Cluster										Camaraderie Cluster								
Asian 80% 246 80% 81% 77% 92% 86% 71% 78% White 77% 3,825 75% 77% 79% 86% 78% 73% 77% 77% 78% 79% 86% 78% 73% 77% 78% 79% 86% 78% 78% 78% 78% 78% 78% 78% 78% 78% 78	Black / African-American	62%	486	63%	61%	62%	75%	61%	61%	60%	Black / African-American	-15%	-12%	-17%	-18%	-11%	-18%	-12%	-17%
White Total 75% 4,919 74% 75% 77% 84% 76% 72% 74% 74% 75% 77% 84% 76% 72% 74% 74% 75% 77% 84% 76% 72% 74% 75% 77% 84% 76% 72% 74% 75% 77% 84% 76% 72% 74% 75% 77% 84% 76% 72% 74% 75% 77% 84% 76% 76% 76% 76% 76% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 76% 84% 76% 76% 84% 76% 76% 76% 84% 84% 76% 76% 84% 76% 76% 84% 76% 76% 84% 76% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 76% 84% 84% 84% 76% 84% 84% 76% 84% 84% 84% 76% 84% 84% 84% 84% 84% 84% 84% 84% 84% 84	Hispanic / Latino	70%	60	71%	70%	67%	n/a	64%	82%	77%	Hispanic / Latino	-7%	n/a	-8%	-13%	n/a	-15%	9%	0%
Total 75% 4,919 74% 75% 77% 84% 76% 72% 74% 74% 74% 74% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	Asian	80%	246	80%	81%	77%	92%	86%	71%	78%	Asian	3%	5%	4%	-3%	6%	7%	-2%	1%
Appreciation Cluster Black / African-American	White	77%	3,825	75%	77%	79%	86%	78%	73%										
Appreciation Cluster Black / African-American	Total		,	-															
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 Asian 83% 251 83% 85% 77% 96% 81% 76% 84% Asian 70tal 80% 4,952 78% 80% 86% 91% 82% 77% 78% Asian 7 4,952 1,926 1,962 823 402 1,128 1,027 2,318 Contact Survey (DES Questions Only, WUSM custom questions excluded.)	n	4,919		1,915	1,948	817	395	1,120	1,018	2,309									
Hispanic / Latino	Appreciation Cluster										Appreciation Cluster					_			
Asian 83% 251 83% 85% 77% 96% 81% 76% 84% White 82% 3,846 79% 83% 87% 92% 85% 79% 81% 70tal 80% 4,952 78% 80% 86% 91% 82% 77% 78% 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% Asian 78% 248 77% 80% 69% 96% 76% 71% 77% Asian 78% Asian 78% 248 77% 80% 69% 96% 76% 71% 77% Asian 78% 248 77% 80% 73% 79% 86% 75% 70% 71% 73% Asian 78% 248 77% 80% 73% 79% 86% 75% 70% 71% 73% Asian 78% 248 77% 80% 75% 70% 71% 73% Asian 78% 248 77% 80% 76% 71% 75% Asian 78% 248 77% 80% 76% 71% 77% Asian 78% 248 77% 80% 76% 75% 70% 71% 77% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 78% 248 75% 80% 75% 70% 71% 75% Asian 75% 75% 70% 71% 75% Asian 75% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 75% 70% 71% 75% 75% 75% 75% 75% 70% 71% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	Black / African-American	69%	490	70%	67%	75%	83%	70%	66%	67%	Black / African-American	-13%	-9%	-16%	-12%	-10%	-15%	-13%	-14%
White 82% 3,846 79% 83% 87% 92% 85% 79% 81% 70tal 80% 4,952 78% 80% 86% 91% 82% 77% 78% 78% 70tal 80% 4,952 78% 80% 86% 91% 82% 77% 78% 70tal 80% 4,952 78% 80% 86% 91% 82% 77% 78% 70tal 80% Asian 78% 248 77% 80% 69% 96% 76% 71% 77% Asian 78% Yellow 19 10 10 10 10 10 10 10 10 10 10 10 10 10	Hispanic / Latino	79%	60	82%	70%	83%	n/a	77%	82%	82%	Hispanic / Latino	-3%	n/a	-13%	-4%	n/a	-8%	3%	1%
Total 80% 4,952 78% 80% 86% 91% 82% 77% 78% 78% 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% 73% Total 73% 4,909 70% 73% 79% 86% 75% 70% 71% Total 73% 4,909 70% 73% 79% 86% 75% 70% 71% Total 73% 73% 73% 74% 75% Total 73% 73% 74% 75% Total 73% 74% Total 73% 74% Total 73% 74% Total 73% 74% Total 74% 74% Total	Asian	83%	251				96%	81%			Asian	1%	4%	2%	-10%	4%	-4%	-2%	3%
Total Survey (DES Questions Only, WUSM custom questions excluded.) Black / African-American 62% 487 62% 61% 67% 77% 65% 60% 58% 68%			,																
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White 75% 3,813 71% 76% 81% 88% 78% 71% 73% Total 73% 4,909 70% 73% 79% 86% 75% 70% 71%	Hispanic / Latino	67%	60	65%	57%	78%	n/a	68%	64%	68%	Hispanic / Latino	-8%	n/a	-19%	-3%	n/a		-7%	-5%
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	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.