



2016 GPSS Report on Race, Diversity and Inclusion



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I. Executive Summary



Overview

In November 2015, the Yale Graduate & Professional Student Senate created the Ad Hoc Committee on Race, Diversity & Inclusion in response to events on campus and concerns about diversity and inclusion within the graduate and professional student body. One of the Ad Hoc Committee's tasks was to create and disseminate a comprehensive survey about student experiences with discrimination and bias, the results of which would be published in a report along with concrete recommendations to GPSS and the administration at the beginning of the 2016-17 academic year. This report is the outcome of that effort, and marks an important first step towards a graduate student community at Yale that achieves our collective vision of diversity and inclusion, broadly defined. While this particular report focuses on issues of racial discrimination, we also aim to study discrimination by gender and/or sexual orientation in the future.

The survey was organized into four distinct categories: Availability of Resources, Bias and Discrimination, Experiences with Faculty, and Community Experiences. Each section had a number of questions that were aimed at providing the Committee with a broad yet nuanced cross-section of student experiences and opinions. The recommendations outlined in this report are a result of data analysis of the survey and conversations with members of the graduate student community, many of whom proposed policy changes for GPSS and the administration to consider moving forward.

In general, the survey data highlighted racial disparities in students' experiences and opinions of diversity and inclusion in the graduate and professional school student community at Yale. Summarizing the survey results by category:

Availability of Resources

Without regard to race, the results raised concerns as to whether resources addressing instances of race-based discrimination are available to and known by students. 56% of students would not know to whom to speak if they experienced an instance of race-based discrimination. 22% of students have reported an instance of race-based discrimination to a staff or faculty member. Of those students, 63% felt that their concern was probably or definitely taken seriously, 18% felt that their concern was probably not or definitely not taken seriously, and 20% were unsure.



When race is taken into consideration, Hispanic/Latino students had the highest response of not knowing about available resources (62%); Black/African American students had the lowest response of not knowing about resources (56%). White students had the highest response rate of knowing the resource and feeling comfortable using it (32%); Black/African American students had the lowest response rate of knowing the resource and feeling comfortable using it (23%).

Bias and Discrimination

A full third of students reported experiencing bias, discrimination, or harassment, an unacceptably high rate. Furthermore, there is a stark racial disparity among students who experience bias or discrimination. In class, 72% of Black/African American students experienced overt or implicit bias, discrimination or harassment due to race or ethnicity, compared to 50% of Asian students, 44% of Hispanic/Latino students, and 26% of White students. Within their departments, 51% of Black/African American students experienced overt or implicit bias, discrimination or harassment due to race or ethnicity, compared to 35% of Asian students, 34% of Hispanic/Latino students, and 15% of White students.

In social settings 58% of Black/African American students experienced overt or implicit bias, discrimination, or harassment due to race or ethnicity as compared to 48% of Asian students, 44% of Latino students, and 20% of White students. In other professional settings such as clinics and conferences, 46% of Black/African American students experienced overt or implicit bias, discrimination, or harassment due to race or ethnicity, compared to 41% of Asian students, 33% of Latino students, and 15% of White students.

Experiences with Faculty

One of the more concerning results of this survey was data showing that 40% of students do not have a faculty mentor. While Black/African American (43%) and Asian (55%) students were less likely than Hispanic/Latino (61%) or White students (62%) to have faculty mentors, the lack of mentorship should be addressed throughout the G&P community. Hispanic/Latino students (44%) and Asian students (59%) were least likely to know of faculty members who share their racial or ethnic background, compared to Black/African American students (65%) and White students (89%).



Community Experiences

We found a broad range of experiences within the graduate student community. One notable trend is that White students have the most people in their cohort with whom they identify, whereas Hispanic/Latino students and Black/African American students tended to identify less with people in their academic and social peer groups. Furthermore, a significant proportion of non-White students stated that there aren't faculty members with whom they can identify. 30% of Black/African American students strongly disagreed, disagreed or somewhat disagreed with the statement “I belong at Yale”, compared with 11% of White students. Black/African American students were overall more dissatisfied with their Yale experience than the rest of the student body, and Hispanic/Latino students had the highest percentage of “strongly dissatisfied” students (8%). Non-White students tended to think that Yale doesn’t try hard enough to make an inclusive environment for them compared to White students.

Another concerning finding was that 18% of students overall (and 25% of non-White students) felt their contributions were valued less than those of their peers. Perhaps relatedly, Asian students (15%) and Black/African American students (13%) had the highest percentage of students who felt that they were “much less” likely to speak up; however, Black/African American students (22%) also had the highest percentage of students who say they would speak up “much more frequently” than the average student.



Recommendations

In light of the survey data illustrating evident disparities in students' experiences and perspectives regarding availability of resources, bias and discrimination, and faculty, among others, the GPSS Ad Hoc Committee on Race, Diversity and Inclusion¹ proposes the following recommendations to GPSS and the broader university administration and faculty, for the purpose of creating a more diverse and inclusive campus that is a non-discriminatory, supportive and empowering learning environment for all students, regardless of race or any other factor.

General Recommendations

1. The university administration should regularly release information regarding the development and implementation of its diversity and inclusion-related policies.
 - a. The administration should send a yearly update to the university community detailing new diversity and inclusion-related initiatives, and progress made on implementing existing programs and policies.
 - b. The President's Task Force on Diversity and Inclusion should be made a permanent committee, comprised of various university stakeholders, that receives progress reports on ongoing administrative initiatives regarding diversity and inclusion, and recommends new initiatives and programs to the faculty and administration.
2. The university administration should regularly release data it collects on student experiences and opinions regarding diversity and inclusion at Yale.
 - a. The administration conducts a survey every 1-2 years that analyzes the state of diversity and inclusion at Yale, not only regarding race, but also gender, gender identity, sexuality, socioeconomic status, differences in physical and mental ability, among others. Representatives from GPSS and GSA should have input on the formatting and content of the survey, which should contain questions about mental health, and the administration should release the data to the student body within 6 months of the closing of the surveys.

¹ Renamed the Ad Hoc Committee on Diversity & Inclusion for the 2016-17 academic year.



3. GPSS should create a permanent Diversity and Inclusion Committee, which would continue to work with the administration to develop and implement diversity and inclusion-related initiatives.
 - a. The Committee should send an annual message to the G&P community with updates on GPSS' progress on diversity initiatives and newly created initiatives based on the results of the administration's survey.
 - a. The Committee should hold town halls and other public forums/events on a periodic basis to disseminate information, solicit input and directly engage with student concerns.
4. GPSS should periodically hold a Diversity Summit, bringing together all of the leaders of diversity-related groups across the graduate and professional community to voice shared concerns and organize collaborative advocacy around common goals.
5. Faculty, staff and students should participate in diversity training programs and workshops designed to provide education regarding cultural awareness, unconscious biases, discrimination and privilege, among other things.
 - a. These programs should be implemented at orientation for every G&P school.
 - b. Staff members should periodically participate in workshops and re-training sessions.
 - c. Deans and department chairs should organize these programs and strongly encourage faculty to attend.
6. GPSS should hold diversity-related events throughout the year, with the purpose of educating students on race, bias, discrimination, etc.
 - a. These could take the form of workshops, talks by experts and scholars, and a variety of other forums.

Availability of Resources

7. The administration should consolidate the "A More Inclusive Yale" website and Diversity & Inclusion portion of the "It's Your Yale" and Yale Student Life websites into a single



online platform that details and gives regular updates on resources, policies, initiatives and developments regarding diversity and inclusion at Yale.

8. The administration should create a “Diversity Fund” that supports the efforts of students, faculty and staff to organize events and programs on campus that aim to foster diversity and inclusion.
9. The “Diversity Handbook” should be widely distributed to students.
 - a. The administrations of the various schools should include the handbook of diversity-related resources at orientation for all new graduate and professional students, as well as a list of diversity-related organizations on campus and contacts for them.
 - b. GPSS should include the handbook and a list of diversity-related organizations on its website.
10. GPSS should hold regular community building events in collaboration with the Cultural Houses.
11. The administration should, in consultation with the Mental Health and Counseling Student Advisory Committee, continue to expand mental health resources, and improve services for students who may have experienced racial bias, harassment or discrimination.
12. The deans of the various graduate and professional schools, in consultation with the administration, should initiate a review of academic advising in the G&P community.
 - a. Departments and schools (particularly professional schools) should consult and survey student groups to determine if there is a need to increase the current level of resources relating to academic advising.

Bias and Discrimination

13. The administration should create a public, university-wide discrimination policy that, like the “Sexual Misconduct Policies and Definitions”, lays out a uniform set of standards and



policies outlining the university's affirmative response to harassment on the basis of race and its official definitions of "harassment" and "discrimination".

14. The administration should create a unified, formal system for reporting instances of racial bias and discrimination.
 - a. The distinct mechanisms of addressing formal complaints of discrimination should be consolidated into a single procedure whose jurisdiction covers all characteristics protected in Yale's Equal Opportunity Statement.
 - b. The President's Committee on Racial and Ethnic Harassment should expand its mandate to include community development and programming, and the collection and release of statistics regarding reported instances of harassment.
15. The administration should dedicate additional resources to building an informal system of addressing and resolving instances of racial harassment and discrimination.
 - a. There should be a uniform system through which each school has a coordinator with responsibilities similar in scope to those of the Title IX Coordinators - tracking and monitoring incidents of discrimination and harassment, ensuring that the university responds effectively to each complaint; and, where appropriate, conducting investigations of particular situations.
 - b. These coordinators should meet semesterly, and share data/best practices.

Experiences with Faculty

16. Every school/program should devote additional resources to developing faculty mentoring initiatives that increase access to mentors for all students.
 - a. Both formal and informal methods of developing a mentor-mentee relationship should be emphasized and publicized by the deans of the schools/programs.
 - b. Mentorship could be based on research area, professional development or other characteristics, including, but not limited to: race, gender, socioeconomic background, and sexual orientation.
17. GPSS should hold networking events where students can meet faculty members and alumni who share their background and/or identify as having diverse backgrounds.



18. As part of the \$50 million initiative to increase faculty diversity, funding should be allocated by the administration and departments/schools for the retention of diverse faculty.
 - a. This should include not just improved faculty development offerings, but also funding to prevent the departure of faculty to other schools (i.e. matching offers, support for spouses, benefits, etc.).
19. The outsized burden on faculty of color of mentoring students of color should be recognized and factored into the promotion and tenure process.
20. The university should emphasize the hiring of junior/tenure-track faculty, particularly faculty of color, in order to enhance cohorts of faculty of color, and provide more mentoring support for students of color.

Community Experiences

Our general and category-specific recommendations regarding diversity-related events and diversity training serve to address the findings in our community experiences section.



II. Introduction



A. Letter from the Committee

“Yale is committed to improving the world today and for future generations through outstanding research and scholarship, education, preservation, and practice. Yale educates aspiring leaders worldwide who serve all sectors of society. We carry out this mission through the free exchange of ideas in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni.”

Yale’s Mission Statement recognizes diversity as a key component of achieving the university’s primary purpose – educating aspiring leaders who want to improve the world. The Diversity & Inclusion section of the “It’s Your Yale” website states, “A diverse workforce and inclusive environment increases productivity, creates new ideas, performs on a higher level, and enhances Yale’s ability to continue to excel in an increasingly complex, competitive and diverse world.” The notion that diversity contributes significant benefits in environments of higher education has been validated by empirical research, university administrators and even the Supreme Court. There is considerable debate as to which, if any, dimensions of diversity should be weighted greater than others, and the means by which to achieve meaningful diversity and an environment of mutual respect and inclusion; however, the core principle is almost universally supported – diversity in higher education is a goal worth pursuing.

The Graduate & Professional Student Senate’s Ad Hoc Committee on Race, Diversity and Inclusion was created in response to the campus discussion on questions of diversity, inclusion and racial/ethnic bias and harassment that took place during the 2015-16 academic year. GPSS convened a Forum on Race, Diversity and Inclusion in October 2015, which was attended by approximately 400 G&P students. The overwhelming sentiment expressed at that forum was a recognition that racial disparities continue to exist in our community, and negatively affect a considerable amount of students in a variety of ways, including but not limited to: bias, intimidation, verbal and physical harassment, lack of resources, explicitly or implicitly hostile faculty/staff, and others. Many students expressed distress at the fact that their experiences were minimized as simple self-victimization and/or improper perceptions of bias/discrimination where there was none. As a result, the Ad Hoc Committee was formed and tasked with disseminating a survey to collect quantitative and qualitative information on graduate and professional students’ experiences and perceptions related to race, diversity and inclusion on



campus, and issuing a report containing the data and a limited set of recommendations aimed at beginning the process of redressing any race-based disparities.

In the spring of 2016, the Committee opened its online survey to the G&P community. There were a total of 28 multiple-answer questions, and a number of open questions, which aimed to collect enough information about a variety of experiences in distinct settings for the Committee to have a reasonable understanding of whether disparities in fact existed. In total, there were 1,142 individuals who filled out all or part of the survey, roughly 17% of the graduate and professional student body. The Committee recognized the limitations of this sample size, and proceeded to make a series of recommendations after reviewing the data (which illustrated significant race-based disparities in experiences on campus) and consulting other university stakeholders, with the knowledge that the proposals would simply be a first step in a long-term collaborative effort among students, faculty, staff and administrators with the ultimate goal of making tangible progress towards goals that are often described as intangible by detractors.

Based on the data and the set of concerns articulated by students both through the survey and at the Forum on Race, Diversity and Inclusion, the Committee judged there to be a need for continuing student advocacy around concrete policies, programs and initiatives that would enhance diversity and inclusion (broadly defined) in the graduate and professional community. This is not simply a question of increasing the numbers of historically underrepresented minorities who attend Yale; it encompasses a widespread concern that the individuals and resources designed to assist these students when they arrive on campus are not sufficient based on presently articulated needs. We note that GPSS and the administration share (though not equally) the responsibility to provide additional resources for students, and must work collaboratively to address concerns over the long run, rather than lurching from one crisis to another. We acknowledge that the administration is currently working on several of our recommendations, and hope to provide useful consultation and feedback on their progress.

In sum, the Committee believes this report to be one step of an ongoing process of creating a more genuinely welcoming and respectful campus for all students, regardless of their background. It asks GPSS, the administration, and the faculty to take action on the proposed recommendations, and encourages the broader student community to remain engaged with this topic, and continue expressing concerns and ideas to student government representatives and university administrators. Because this survey and report was a direct response to the Forum and recent events surrounding race on campus, and as a result of the limited timeline for producing



this report, the survey and report have largely been limited to issues of racial diversity. However, we hope that this survey will set a precedent for a wider analysis of diversity across different axes of identity. Ultimately, it is only through a collective community effort to recognize and prevent structural and personal bias and discrimination on the basis of race that Yale will truly fulfill and live up to the ideals of its stated mission.

Members of the 2015-16 Ad Hoc Committee on Race, Diversity & Inclusion

Katherine Demby, Law
2015-16 Chair

Sameer Jaywant, Law
Committee Member
2016-17 Chair

Nientara Anderson, Medicine
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Ben Artin, Public Health, Medicine
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Patrick Bringardner, Nursing
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Amber Droomgole, Divinity
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Isaac Howell, Art
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Kevin Terry Lee, Forestry & Environmental Studies
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Gabby Cudjoe Wilkes, Divinity
Committee Member

Jack Zhao, Medicine
Committee Member



III. Findings



A. Availability of Resources^{2 3}

While it is important for the university to provide a comprehensive set of resources available to students to address issues of bias and discrimination on campus, the value of these resources depends on wide knowledge and usage by the student body. The Committee therefore sought to understand graduate and professional students' perceptions about the availability of resources related to diversity, race and discrimination, as well as their experiences using those resources. Without regard to race, the survey results raised concerns about the resources available to all students to address instances of race-based discrimination, and how well students know about them. But there were also notable differences when we separated the data based on race and analyzed the responses. These results lead us to propose a specific set of recommendations that would increase knowledge of and access to resources that will be vital to the long-term institutionalization of diversity and inclusion in the Yale graduate and professional student community.

The first question asked was **“If you were to experience race-based discrimination, would you know where to go and would you feel comfortable using that resource?”**

- Overall, 57% of students did not know who to speak to if they were to experience an instance of race-based discrimination, 12% did not feel comfortable using that resource, and 31% knew the resource and did feel comfortable using it.
- Hispanic/Latino students had the highest response rates of not knowing the resource (62%), and Black/African American students had the lowest response rates of not knowing the resource (56%).
- Black/African American (21%) and Asian (17%) students had the highest response rates of not feeling comfortable using the resource, and White students (10%) had the lowest response rate of not feeling comfortable using the resource.

² Data charts containing the full results are included as Appendix A, pg. 50

³ Due to a limited sample size, this summary of the findings does not include comparisons involving students of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander background, or students who selected “Other” or “Decline to state” as their racial/ethnic origin.



- White students had the highest response rate of knowing the resource and feeling comfortable using it (32%), and Black/African American students had the lowest response rate of knowing the resource and feeling comfortable using it (23%).

The second question was **“Have you ever approached a member of the University faculty or staff with an issue related to diversity or race?”**

- Overall, 22% of students answered “Yes”, and 78% answered “No”.
- Black/African American students had the highest proportion of “Yes” responses (41%), and White students had the highest proportion of “No” responses (80%).
- Asian (23%) and Hispanic/Latino (25%) students fell in the middle of “Yes” responses.

The third question, which was asked to students who answered “Yes” to the second question, was **“Do you feel that your concern was taken seriously?”**

- Overall, 63% said “Definite or Probably Yes”, 20% said “Might or Might Not”, and 17% said “Definite or Probably No”.
- All major categories had a similar proportion of “Definite/Probably Yes” answers: Hispanic/Latino was 68%, Asian was 58%, Black/African American was 66%, and White was 65%.
- Black/African American students (15%) and White students (14%) had the lowest proportion of Definite/Probably No.
- In general, there were no major deviations based on race in responses to this question.



B. Bias & Discrimination

One of the major objectives of the survey was to better understand how many students have experienced, witnessed or heard of instances of bias and discrimination during their time at Yale. The reasoning behind this is that discrimination in institutions of higher education is far more difficult to identify, as these institutions have virtually no remaining explicitly discriminatory policies. Instead, bias and discrimination in the modern university tend to exist at a more local level, and be perpetuated by individuals rather than policies. While the lack of explicit university-sanctioned discrimination represents substantial progress, considering that the majority of current students would have been denied admission on the basis of their race, gender or religion throughout the majority of Yale's history, the task of minimizing discrimination at the local level remains unfulfilled. To that end, the Committee sought to understand what proportion of students have experienced, witnessed or heard of instances of bias and discrimination. Undoubtedly, these statistics do not tell the entire story given the percentage of graduate and professional students who filled out the survey; nonetheless, both the absolute numbers and the percentages of students of various races who have encountered discrimination at Yale should inform the work of the Committee and the university administration going forward.

The first set of questions in this section asked, **“How frequently have you personally experienced overt or implicit bias, discrimination or harassment due to race?”**

In the classroom setting:

- 61% of respondents answered “Never”; 18% answered “Once or twice”; 9% answered “Once or twice a semester”; and 9% answered “More frequently than once or twice a semester” (4% answered “Not applicable”).
- White students (72%) and Asian students (46%) had the highest response rate of “Never”. Black/African American students (24%) had the lowest response rate of “Never”.
- Black/African American students (31%) and Asian students (25%) had the highest response rate of “Once or twice”; White students (14%) had the lowest response rate of “Once or twice”.



- Black/African American students (16%) and Asian students (16%) had the highest response rate of “Once or twice a semester”; White students (6%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (25%) had the highest response rate of “More frequently than once or twice a semester”; White students (5%) had the lowest response rate of “More frequently than once or twice a semester”.

In the laboratory setting:

- 56% of respondents stated they had never experienced bias, discrimination or harassment; 5% answered “Once or twice”; 2% answered “Once or twice a semester”; 3% answered “More than once or twice a semester”; and 34% answered “Not applicable”.
- White students (65%) had the highest response rate of “Never”; Black/African American students (28%) had the lowest response rate of “Never”.
- Asian students (10%) had the highest response rate of “Once or twice”; White students (3%) had the lowest response rate of “Once or twice”.
- Black/African American students (8%) had the highest response rate of “Once or twice a semester”; White students (0.5%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (9%) had the highest response rate of “More frequently than once or twice a semester”; White students (2%), Asian students (3%) and Hispanic/Latino students (3%) had the lowest response rate of “More frequently than once or twice a semester”.

In the department setting:

- 63% of respondents stated they had never experienced bias, discrimination or harassment; 11% answered “Once or twice”; 7% answered “Once or twice a semester”; 6% answered “More than once or twice a semester”; and 13% answered “Not applicable”.



- White students (73%) and Hispanic/Latino students (61%) had the highest response rate of “Never”; Black/African American students (30%) had the lowest response rate of “Never”.
- Black/African American students (19%) and Asian students (16%) had the highest response rate of “Once or twice”; White students (8%) had the lowest response rate of “Once or twice”.
- Black/African American students (16%) had the highest response rate of “Once or twice a semester”; White students (4%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (17%) had the highest response rate of “More frequently than once or twice a semester”; White students (3%) had the lowest response rate of “More frequently than once or twice a semester”.

In on-campus social settings (e.g., GPSCY, department happy hours)

- 62% of respondents stated they had never experienced bias, discrimination or harassment; 15% answered “Once or twice”; 8% answered “Once or twice a semester”; 7% answered “More than once or twice a semester”; and 8% answered “Not applicable”.
- White students (74%) had the highest response rate of “Never”; Black/African American students (30%) had the lowest response rate of “Never”.
- Asian students (25%) had the highest response rate of “Once or twice”; White students (11%) had the lowest response rate of “Once or twice”.
- Hispanic/Latino students (17%), Asian students (15%) and Black/African American students (14%) had the highest response rate of “Once or twice a semester”; White students (5%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (25%) had the highest response rate of “More frequently than once or twice a semester”; White students (4%) had the lowest response rate of “More frequently than once or twice a semester”.



In other professional settings (e.g., clinics, conferences)

- 66% of respondents stated they had never experienced bias, discrimination or harassment; 12% answered “Once or twice”; 6% answered “Once or twice a semester”; 5% answered “More than once or twice a semester”; and 10% answered “Not applicable”.
- White students (76%) had the highest response rate of “Never”; Black/African American students (39%) had the lowest response rate of “Never”.
- Asian students (22%) and Black/African American students (22%) had the highest response rate of “Once or twice”; White students (8%) and Hispanic/Latino students (12%) had the lowest response rate of “Once or twice”.
- Hispanic/Latino students (12%), Asian students (11%) and Black/African American students (10%) had the highest response rate of “Once or twice a semester”; White students (4%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (14%) had the highest response rate of “More frequently than once or twice a semester”; White students (2%) had the lowest response rate of “More frequently than once or twice a semester”.

The second set of questions asked, “**How frequently have you witnessed overt or implicit bias, discrimination or harassment due to race?**”

In the classroom setting:

- 45% of respondents answered “Never”; 22% answered “Once or twice”; 15% answered “Once or twice a semester”; and 15% answered “More frequently than once or twice a semester” (2% answered “Not applicable”).
- White students (50%) had the highest response rate of “Never”; Black/African American students (27%) had the lowest response rate of “Never”.
- All categories answered “Once or twice” in similar proportions: Asian students were 24%; Black/African American students were 23%; White students were 22%; and Hispanic/Latino students were 21%.



- Black/African American students (20%) had the highest response rate of “Once or twice a semester”; Hispanic/Latino students (15%), Asian students (14%) and White students (14%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (28%) had the highest response rate of “More frequently than once or twice a semester”; White students (12%) had the lowest response rate of “More frequently than once or twice a semester”.

In the laboratory setting:

- 48% of respondents stated they had never witnessed bias, discrimination or harassment; 6% answered “Once or twice”; 3% answered “Once or twice a semester”; 5% answered “More than once or twice a semester”; and 39% answered “Not applicable”.
- White students (51%) had the highest response rate of “Never”; Black/African American students (34%) had the lowest response rate of “Never”.
- All categories answered “Once or twice” in similar proportions: White students were 6%; Black/African American students were 6%; Asian students were 6%; and Hispanic/Latino students were 4%.
- All categories answered “Once or twice a semester” in similar proportions: Asian students were 4%; Black/African American students were 3%; Hispanic/Latino students were 2%; and White students were 2%.
- Black/African American students (10%) had the highest response rate of “More frequently than once or twice a semester”; White students (4%), Asian students (6%) and Hispanic/Latino students (6%) had the lowest response rate of “More frequently than once or twice a semester”.

In the department setting:

- 51% of respondents stated they had never witnessed bias, discrimination or harassment; 15% answered “Once or twice”; 9% answered “Once or twice a semester”; 11% answered “More than once or twice a semester”; and 14% answered “Not applicable”.



- White students (53%) and Hispanic/Latino students (51%) had the highest response rate of “Never”; Black/African American students (40%) had the lowest response rate of “Never”.
- Hispanic/Latino students (19%) had the highest response rate of “Once or twice”; Black/African American students (8%) had the lowest response rate of “Once or twice”.
- All categories answered “Once or twice a semester” in similar proportions: Asian students were 12%; Black/African American students were 10%; Hispanic/Latino students were 8%; and White students were 8%.
- Black/African American students (23%) had the highest response rate of “More frequently than once or twice a semester”; White students (9%) had the lowest response rate of “More frequently than once or twice a semester”.

In on-campus social settings (e.g., GPSCY, department happy hours)

- 48% of respondents stated they had never witnessed bias, discrimination or harassment; 20% answered “Once or twice”; 10% answered “Once or twice a semester”; 13% answered “More than once or twice a semester”; and 9% answered “Not applicable”.
- White students (55%) had the highest response rate of “Never”; Black/African American students (33%) and Asian students (35%) had the lowest response rate of “Never”.
- Asian students (24%) had the highest response rate of “Once or twice”; Hispanic students (17%) and African American students (18%) had the lowest response rate of “Once or twice”.
- Hispanic/Latino students (13%), Asian students (13%) and Black/African American students (12%) had the highest response rate of “Once or twice a semester”; White students (8%) had the lowest response rate of “Once or twice a semester”.
- Hispanic students (22%) and Black/African American students (21%) had the highest response rate of “More frequently than once or twice a semester”; White



students (10%) had the lowest response rate of “More frequently than once or twice a semester”.

In other professional settings (e.g., clinics, conferences)

- 54% of respondents stated they had never witnessed bias, discrimination or harassment; 16% answered “Once or twice”; 8% answered “Once or twice a semester”; 10% answered “More than once or twice a semester”; and 12% answered “Not applicable”.
- White students (58%) and Hispanic/Latino students (54%) had the highest response rate of “Never”; Black/African American students (41%) and Asian students (44%) had the lowest response rate of “Never”.
- Hispanic/Latino students (21%) and Asian students (20%) had the highest response rate of “Once or twice”; White students (15%) and Black/African American students (17%) had the lowest response rate of “Once or twice”.
- Black/African American students (12%) and Asian students (10%) had the highest response rate of “Once or twice a semester”; Hispanic students (3%) and White students (7%) had the lowest response rate of “Once or twice a semester”.
- Asian students (15%), Hispanic students (15%), and Black/African American students (14%) had the highest response rate of “More frequently than once or twice a semester”; White students (8%) had the lowest response rate of “More frequently than once or twice a semester”.

The third set of questions asked, “**How frequently have you heard of overt or implicit bias, discrimination or harassment due to race?**”

In the classroom setting:

- 36% of respondents answered “Never”; 21% answered “Once or twice”; 15% answered “Once or twice a semester”; and 25% answered “More frequently than once or twice a semester” (2% answered “Not applicable”).
- White students (39%) and Hispanic/Latino students (39%) had the highest response rate of “Never”; Black/African American students (19%) had the lowest response rate of “Never”.



- Asian students (25%) had the highest response rate of “Once or twice”; Hispanic/Latino students (19%) had the lowest response rate of “Once or twice”.
- Black/African American students (21%) had the highest response rate of “Once or twice a semester”; White students (14%) and Hispanic/Latino students (15%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (35%) had the highest response rate of “More frequently than once or twice a semester”; White students (23%), Hispanic/Latino students (25%) and Asian students (26%) had the lowest response rate of “More frequently than once or twice a semester”.

In the laboratory setting:

- 41% of respondents stated they had never heard of bias, discrimination or harassment; 9% answered “Once or twice”; 4% answered “Once or twice a semester”; 9% answered “More than once or twice a semester”; and 37% answered “Not applicable”.
- White students (45%) had the highest response rate of “Never”; Black/African American students (27%) had the lowest response rate of “Never”.
- Asian students (13%) had the highest response rate of “Once or twice”; Black/African American students (6%) and Hispanic/Latino students (7%) had the lowest response rate of “Once or twice”.
- All categories answered “Once or twice a semester” in similar proportions: Asian students were 6%; Black/African American students were 6%; Hispanic/Latino students were 6%; and White students were 4%.
- Black/African American students (18%) had the highest response rate of “More frequently than once or twice a semester”; White students (7%), Asian students (9%) and Hispanic/Latino students (9%) had the lowest response rate of “More frequently than once or twice a semester”.

In the department setting:

- 40% of respondents stated they had never heard of bias, discrimination or harassment; 18% answered “Once or twice”; 11% answered “Once or twice a



semester”; 18% answered “More than once or twice a semester”; and 13% answered “Not applicable”.

- White students (41%) and Hispanic/Latino students (41%) had the highest response rate of “Never”; Black/African American students (22%) had the lowest response rate of “Never”.
- All categories answered “Once or twice” in similar proportions: Hispanic/Latino students were 20%; White students were 19%; Asian students were 18%; and Black/African American students were 18%.
- All categories answered “Once or twice a semester” in similar proportions: Asian students were 13%; Hispanic/Latino students were 12%; Black/African American students were 11%; and White students were 11%.
- Black/African American students (30%) had the highest response rate of “More frequently than once or twice a semester”; White students (15%) had the lowest response rate of “More frequently than once or twice a semester”.

In on-campus social settings (e.g., GPSCY, department happy hours)

- 39% of respondents stated they had never heard of bias, discrimination or harassment; 20% answered “Once or twice”; 14% answered “Once or twice a semester”; 21% answered “More than once or twice a semester”; and 7% answered “Not applicable”.
- White students (43%) had the highest response rate of “Never”; Black/African American students (29%) and Asian students (30%) had the lowest response rate of “Never”.
- Asian students (20%), Hispanic students (20%) and White students (20%) had the highest response rate of “Once or twice”; African American students (15%) had the lowest response rate of “Once or twice”.
- All categories answered “Once or twice a semester” in similar proportions: Black/African American students were 14%; White students were 14%; Asian students were 13%; and Hispanic/Latino students were 13%.



- Black/African American students (31%) had the highest response rate of “More frequently than once or twice a semester”; White students (18%) had the lowest response rate of “More frequently than once or twice a semester”.

In other professional settings (e.g., clinics, conferences)

- 43% of respondents stated they had never heard of bias, discrimination or harassment; 19% answered “Once or twice”; 10% answered “Once or twice a semester”; 17% answered “More than once or twice a semester”; and 11% answered “Not applicable”.
- White students (47%) and Hispanic/Latino students (46%) had the highest response rate of “Never”; Black/African American students (33%) and Asian students (35%) had the lowest response rate of “Never”.
- All categories answered “Once or twice” in similar proportions: Asian students were 22%; Hispanic/Latino students were 20%; White students were 19%; and Black/African American students were 17%.
- Black/African American students (14%) and Asian students (12%) had the highest response rate of “Once or twice a semester”; Hispanic students (8%) and White students (10%) had the lowest response rate of “Once or twice a semester”.
- Black/African American students (23%) and Asian students (21%) had the highest response rate of “More frequently than once or twice a semester”; White students (15%) and Hispanic/Latino students (14%) had the lowest response rate of “More frequently than once or twice a semester”.



C. Experiences with Faculty

At the GPSS Forum on Race, Diversity and Inclusion, a number of concerns were shared regarding experiences with faculty members. Some students highlighted prejudiced remarks by professors in classroom or laboratory settings; others pointed out that Yale's graduate and professional schools' faculty is largely homogenous with respect to race, gender and sexual orientation. Many students felt that the lack of diverse faculty members directly contributed to their lack of faculty support through faculty mentors or other more informal channels, and generally made their experience at Yale less fulfilling. For these reasons, the Committee sought to understand how students perceive their interactions with faculty members in their school/department, particularly as it relates to race and diversity.

The first question asked was **“Do you have a faculty mentor”**?

- 60% answered “Yes”; 40% answered “No”.
- 63% of White students, 61% of Hispanic/Latino students, 56% of Asian students and 44% of Black/African American students answered “Yes”.

The second question, asked to individuals who answered “Yes” to question 1 was **“How did you connect with your mentor? Did they seek you out, or did you seek them out”**?

- 34% answered “My mentor was assigned to me”; 4% answered “My mentor sought me out”; 60% answered “I sought my mentor out”; and 2% answered “I do not remember”.
- Black/African American students (53%) had the highest response rate of “My mentor was assigned to me”; Asian students (34%) and White students (31%) had the lowest response rate of “My mentor was assigned to me”.
- Hispanic/Latino students (6%) and White students (4%) had the highest response rate of “My mentor sought me out”; Black/African American students (0%) and Asian students (1%) had the lowest response rate of “My mentor sought me out”.
- White students (64%) and Asian students (62%) had the highest response rate of “I sought my mentor out”; Black/African American (45%) and Hispanic/Latino students (48%) had the lowest response rate of “I sought my mentor out”.



The third question was “**Do you know of faculty members who share your racial or ethnic background**”?

- 79% answered “Yes”; 21% answered “No”.
- 89% of White students, 65% of Black/African American students, 59% of Asian students, and 44% of Hispanic/Latino students answered “Yes”.

The fourth question was “**How many faculty members do you know who you would feel comfortable asking to meet to ask for professional [advice]**”?

- 8% answered “None”; 36% answered “One or two”; 27% answered “A few”; and 30% answered “Several”.
- Hispanic/Latino students (12%), Asian students (12%) and Black/African American students (11%) had the highest response rate of “None”; White students (6%) had the lowest response rate of “None”.
- Black/African American students (49%) and Asian students (49%) had the highest response rate of “One or two”; White students (31%) had the lowest response rate of “One or two”.
- White students (29%) had the highest response rate of “A few”; Black/African American students (21%), Hispanic/Latino students (22%), and Asian students (23%) had the lowest response rate of “A few”.
- White students (35%) had the highest response rate of “Several”; Asian students (16%) and Black/African American students (19%) had the lowest response rate of “Several”.

The fifth question was “**Has a faculty member ever called you by the wrong name**”?

- 46% answered “Yes”; 54% answered “No”.
- 53% of Asian students, 45% of Hispanic/Latino students, 44% of White students and 42% of Black/African American students answered “Yes”.



The sixth question was “**Do you think race played a role in the faculty member calling you by the wrong name**”?

- 13% answered “Yes”; 66% answered “No”; 10% answered “I’m not sure”; and 11% answered “Other”.
- Asian students (34%) had the highest response rate of “Yes”; White students (4%) had the lowest response rate of “Yes”.



D. Community Experiences

The Committee also sought to understand the range of graduate and professional school students' experiences with respect to diversity and inclusion on campus. The questions in the "Community Experiences" section were aimed at gathering information on the depth of students' engagement with the university community in the context of diversity.

The first question asked was **"How frequently do you have conversations about diversity, race, or inclusion in the following spaces"?**

In the classroom setting:

- 18% answered "Often"; 50% answered "Sometimes"; and 32% answered "Never".
- White students (19%) and Hispanic/Latino students (17%) had the highest proportion of "Often" responses; Asian students (12%) and Black/African American students (14%) had the lowest proportion of "Often" responses.
- Hispanic/Latino students (48%) had the highest proportion of "Never" responses; Black/African American students (23%) had the lowest proportion of "Never" responses.

In the department/school setting:

- 28% answered "Often"; 53% answered "Sometimes"; and 19% answered "Never".
- White students (30%) and Hispanic/Latino students (28%) had the highest proportion of "Often" responses; Asian students (20%) and Black/African American students (20%) had the lowest proportion of "Often" responses.
- Hispanic/Latino students (24%) and Asian students (22%) had the highest proportion of "Never" responses; Black/African American students (17%) and White students (19%) had the lowest proportion of "Never" responses.

In the laboratory setting:

- 9% answered "Often"; 28% answered "Sometimes"; and 63% answered "Never".



- White students (9%) and Black/African American students (8%) had the highest proportion of “Often” responses; Hispanic/Latino students (3%) had the lowest proportion of “Often” responses.
- Hispanic/Latino students (80%) had the highest proportion of “Never” responses; White students (61%) had the lowest proportion of “Never” responses.

In social settings:

- 41% answered “Often”; 51% answered “Sometimes”; and 8% answered “Never”.
- Black/African American students (48%) had the highest proportion of “Often” responses; Asian students (33%) had the lowest proportion of “Often” responses.
- Hispanic/Latino students (17%) had the highest proportion of “Never” responses; Black/African American students (7%), White students (8%) and Asian students (9%) had the lowest proportion of “Never” responses.

The second question asked was “**In your class, lab, or other professional space at Yale, do you think you are more or less likely than your colleagues to speak up**”?

- 13% answered “Much more frequently”; 28% answered “Somewhat more frequently”; 30% answered “About the same”; 20% answered “Somewhat less”; and 10% answered “Much less”.
- Black/African American students (22%) had the highest proportion of “Much more frequently” responses; Asian students (9%) had the lowest proportion of “Much more frequently” responses.
- White students (29%) and Asian students (29%) had the highest proportion of “Somewhat more frequently” responses; Black/African American students (20%) had the lowest proportion of “Somewhat more frequently” responses.
- White students (35%) had the highest proportion of “About the same” responses; Asian students (19%) had the lowest proportion of “About the same” responses.
- Asian students (27%) had the highest proportion of “Somewhat less” responses; White students (17%) had the lowest proportion of “Somewhat less” responses.



- Asian students (15%) and Black/African American students (13%) had the highest proportion of “Much less” responses; White students (7%) and Hispanic/Latino students (9%) had the lowest proportion of “Much less” responses.

The third question asked was **“When you speak in your class, lab, or other professional space at Yale, how do you think your contributions are valued relative to your peers”?**

- 6% answered “My contributions are valued more than those of my colleagues”; 76% answered “My contributions are valued the same as those of my colleagues”; and 18% answered “My contributions are valued less than those of my colleagues”.
- White students (7%) and Black/African American students (7%) had the highest proportion of “My contributions are valued more than those of my colleagues” responses; Hispanic/Latino students (1%) had the lowest proportion of “My contributions are valued more than those of my colleagues” responses.
- Asian students (27%) and Black/African American students (26%) had the highest proportion of “My contributions are valued less than those of my colleagues” responses; White students (14%) had the lowest proportion of “My contributions are valued less than those of my colleagues” responses.

The fourth question asked was **“To what extent do you agree with the following statements”?** Variations in responses to this question include:

- 89% of White students and 80% of Asian students strongly agreed, agreed or somewhat agreed that there are people in their cohort with whom they identify, compared with 73% of Black/African American students and 69% of Hispanic/Latino students.
- 84% of White students strongly agreed, agreed or somewhat agreed that there are faculty on campus with whom they identify, compared with 48% of Hispanic/Latino students, 58% of Black/African American students and 60% of Asian students.



- 30% of Black/African American students strongly disagreed, disagreed or somewhat disagreed with the statement “I belong at Yale”, compared with 11% of White students, 15% of Hispanic/Latino students and 17% of Asian students.
- 62% of White students, 58% of Hispanic/Latino students and 56% of Asian students strongly agreed, agreed or somewhat agreed that Yale tries hard to create an inclusive environment, compared with 34% of Black/African American students.

The fifth question asked was “**Imagine a hypothetical situation in which you need to call someone to ask for help. How many people at Yale can you think of immediately who you would feel comfortable calling**”?

- 9% answered “1”; 35% answered “2-3”; 32% answered “4-6”; 12% answered “6-10”; and 12% answered “More than 10”.
- Black/African American students (19%) had the highest proportion of “1” responses; White students (7%), Hispanic students (7%) and Asian students (9%) had the lowest proportion of “1” responses.
- White students (14%) had the highest proportion of “More than 10” responses; Black/African American students (7%) had the lowest proportion of “More than 10” responses.



IV. Recommendations



A. What Do Students Want?

In formulating a set of recommendations to begin to address racial disparities identified in the survey data, the Committee consulted a variety of sources, including student comments in the survey, previous diversity and inclusion reports at Yale, external reports at other institutions⁴, academic literature, and quantitative analyses that sought to empirically validate the impact of particular policies and initiatives.

The Committee placed considerable emphasis on understanding what Yale G&P students want, as articulated in the “Moving Forward” section of the survey, which asked “How can Yale do better”? While the responses to this section were many and diverse, there were a few trends that came up in multiple narratives across all races and genders. The most common ones are listed below along with examples of common comments:

1. More resources for community/cultural centers so that students are not tasked with initiating spaces for themselves while still handling work and rigorous academic loads.

“Invest more into building community centers - hire more staff to support certain people groups instead of even letting students lead this initiative because I found that Yalies are over-studying and stressed out. We need more professional staff to deal with these things.”

2. Faculty training and conflict resolution training to aid in dialogue.

“I believe in sensitivity training to some extent, but I really wish that the efforts of the University to cultivate diversity went beyond counting the number of cultural centers, the number of students that can check a box that indicates they are “under-represented” minorities, and really engaged with a question of how groups carry out practices of exclusion/inclusion, and how this goes much further than discrete categories of group membership.”

“Sensitivity training for faculty and students. Mandatory orientation and workshops about privilege, un-teaching racism, speaking in a group. More staff in cultural houses. More diversity in student body and faculty. Better outreach to and inclusion of the surrounding community. More diversity in syllabi, reading lists and references. Further discussion about less talked about categories such as class and disability.”

3. More diversity amongst (tenured) faculty and graduate students.

⁴ Brown University’s “Pathways to Diversity and Inclusion” action plan is a compelling example of institutional commitment to specific policies that would tangibly increase diversity and inclusion: <https://www.brown.edu/about/administration/institutional-diversity/pathways>



“Hiring more faculty from diverse backgrounds. Faculty plays an important role in inclusion.”

“Hiring more diverse faculty for tenure track positions. Accepting more undergraduate and graduate students from diverse backgrounds and cultures.”

4. More transparency amongst this committee and GPSS as a whole when it comes to initiatives like these.

“I think an important role for GPSS will be communicating to students how the new 50 million dollar initiative will work.”

5. More diversity amongst curricula, requiring non-Western courses.

“More in the formal curriculum about diversity, social disparities in health, race, etc. More faculty from different backgrounds and identities. More work/research in the community + partnerships with people and organizations in New Haven”

“More conversations and more ethnic studies, weaving diversity into curriculum and faculty”

6. More mental health resources for minority and under-represented student populations.

“Providing improved access to mental health services. I've been waiting for over 5 weeks to be assigned to a therapist after seeking counseling to aid with my daily experiences of dealing with micro-aggressions due to gender and ethnicity on this campus.”

7. Addressing issues of faculty and student retention, not simply recruitment; improvement in how we support these communities.

“Listening to the experiences of people of color, their suggestions, vetting and researching those ideas (easy wins especially - like an ethnic studies requirement) and IMPLEMENTING them...not just giving lip service to how great it would be. Also seriously focusing on retention and satisfaction of faculty of color.”

“Hire more minority of faculty to be mentors and grant them tenure. Retention is a serious issue. Require students to take courses on ethnic studies, sociology, inequality, gender.”

8. Maintaining spaces for dialogue where diversity of opinion and free speech is welcomed.

“Yale is working on doing better by beginning to talk about diversity. Keep the dialog going, and create spaces for people to discuss diversity issues in a respectful and calm manner. Diversity of ideas about diversity and inclusion is important!”



9. Keeping issues of race and social justice at the forefront of conversations, not simply addressing them when crises arise.

“Raise the issue to the top of the agenda. Openly articulate all the issues from all angles. We live in a society in which racism is becoming increasingly subtle and buried in everyday life.”

“Yale can create a forum for dialogue and a way to show tangible progress so people feel heard. I think the key problem right now is people don't feel heard, regardless of whether they are heard.”

10. Acknowledgement of Yale's sordid history surrounding privilege and oppression.

“Make a concerted effort to address the systemic problems that perpetuate inequality within the institution. Right now, there are many problems which minority students feel are obvious in our day to day experience, but the University seems unwilling to address the fact that those problems even exist.”

“Addressing socio-economic and racial issues in the broader New Haven community.”

“Study diversity, acknowledge the problem, implement solid, research-backed actionable plans”

The Committee sought to address the wide variety of student needs with a discrete set of policy-based recommendations that would broadly address student concerns. The Committee recognizes that as a result of this approach, the recommendations contained in this report are limited in scope, and do not fully address root causes of bias and discrimination in settings of higher education. Instead, it sought a balanced approach that would emphasize transparency and reporting on the part of the university administration, as well as delineate a number of actions that GPSS could take with respect to community building efforts. These recommendations, therefore, are designed to be a starting point for student advocacy during the 2016-17 academic year, and may be supplemented with additional requests depending on the campus climate and continued engagement with a variety of student groups.



B. General Recommendations

The Committee identified several core recommendations that, if implemented, would address several of the category-specific concerns and disparities shown by the survey data. In general, these recommendations are aimed at creating/modifying institutional mechanisms of accountability and transparency on the part of the administration and GPSS, and forms of community-building that emphasize collaboration and synergy among students and student organizations that are broadly concerned with diversity and inclusion. One key reason for emphasizing public accountability was the Committee's concern that there should be ongoing mechanisms for feedback and reporting even when the issues of diversity and inclusion are not featured prominently in headlines and agendas. The "November 17 Initiatives" announced by the administration, while substantive and wide-ranging, are not a comprehensive and sustainable long-term resolution to the outstanding concerns of students; instead, they are a starting point upon which the university administration must build and constantly reevaluate how its official policies and funding allocations are advancing or hindering the collective goal of diversity and inclusion. The following recommendations are thus intended to provide an institutional platform for collaboration and feedback among the various university stakeholders, and for building a long-term strategy for success (which may need to be modified over time).

1. The university administration should regularly release information regarding the development and implementation of its diversity and inclusion-related policies.
 - a. The administration should send a yearly update to the university community detailing new diversity and inclusion-related initiatives, and progress made on implementing existing programs and policies.
 - b. The President's Task Force on Diversity and Inclusion should be made a permanent committee, comprised of various university stakeholders, that receives progress reports on ongoing administrative initiatives regarding diversity and inclusion, and recommends new initiatives and programs to the faculty and administration.
2. The university administration should regularly release data it collects on student experiences and opinions regarding diversity and inclusion at Yale.



- a. The administration conducts a survey every 1-2 years that analyzes the state of diversity and inclusion at Yale, not only regarding race, but also gender, gender identity, sexuality, socioeconomic status, differences in physical and mental ability, among others. Representatives from GPSS and GSA should have input on the formatting and content of the survey, which should contain questions about mental health, and the administration should release the data to the student body within 6 months of the closing of the surveys.
3. GPSS should create a permanent Diversity and Inclusion Committee, which would continue to work with the administration to develop and implement diversity and inclusion-related initiatives.
 - a. The Committee should send an annual message to the G&P community with updates on GPSS' progress on diversity initiatives and newly created initiatives based on the results of the administration's survey.
 - b. The Committee should hold town halls and other public forums/events on a periodic basis to disseminate information, solicit input and directly engage with student concerns.
4. GPSS should periodically hold a Diversity Summit, bringing together all of the leaders of diversity-related groups across the graduate and professional community to voice shared concerns and organize collaborative advocacy around common goals.
5. Faculty, staff and students should participate in diversity training programs and workshops designed to provide education regarding cultural awareness, unconscious biases, discrimination and privilege, among other things.
 - a. These programs should be implemented at orientation for every G&P school.
 - b. Staff members should periodically participate in workshops and re-training sessions.
 - c. Deans and department chairs should organize these programs and strongly encourage faculty to attend.



6. GPSS should hold diversity-related events throughout the year, with the purpose of educating students on race, bias, discrimination, etc.
 - a. These could take the form of workshops, talks by experts and scholars, and a variety of other forums.



C. Recommendations by Category

i. Availability of Resources

The Committee was concerned about the results from the Availability of Resources questions for a number of reasons. First, over half of respondents did not know of any resource they could turn to if they experienced race-based discrimination. It is undoubtedly true that students should be proactive in finding university programs, but there seems to be a discrepancy between the visibility of resources related to sexual harassment and of those related to racial bias. In order to make these resources available to students, we believe the University should include the handbook of diversity-related resources at orientation for all new graduate students, which prominently displays the University's discrimination policy and information about accessing the reporting system (both of which should be improved). In addition, the University should create a single website devoted to this issue and its related resources, similar to the "Sexual Misconduct Response" site; currently, there are multiple websites that provide information about diversity/inclusion-related resources and initiatives. The Committee also believes that this information should be available on the GPSS website, and recommend that GPSS take the lead on publicizing information about relevant university resources, programs and events. This would lead to more procedural clarity on when/what action should be taken in response to complaints of racial bias and discrimination, individual instances of which may be difficult to report by students.

Finally, the Committee felt that academic advising resources are highly important for increasing access to information and resources for students, and yet the quality of academic advising varies dramatically across schools/programs. While some variation is to be expected, it should not occupy the extremes that it currently appears to do. The Committee thus recommends that schools and departments undertake efforts to assess whether the quality of academic advising is sufficient to meet the needs of students. The needs and resources will necessarily differ depending on the school, department or program; this is why change must take place at the local level.

While we have outlined a number of steps that Yale should take to improve the availability and notoriety of resources on campus, we acknowledge that GPSS must work in tandem with the administration to achieve our mutually desired goals. To that end, we also recommend that GPSS collaborate with the various Cultural Houses, leaders of which should be



included on the list of speakers that come to GPSS meetings throughout the semester and academic year.

Overall, the Committee believes that the responses to the “Availability of Resources” questions on our survey indicate a gap between the existence and accessibility of resources related to racial discrimination on campus. We propose a set of recommendations that we believe would substantially improve students’ knowledge of and access to the relevant resources on campus:

7. The administration should consolidate the “A More Inclusive Yale” website and Diversity & Inclusion portion of the “It’s Your Yale” and Yale Student Life websites into a single online platform that details and gives regular updates on resources, policies, initiatives and developments regarding diversity and inclusion at Yale.
8. The administration should create a “Diversity Fund” that supports the efforts of students, faculty and staff to organize events and programs on campus that aim to foster diversity and inclusion.
9. The “Diversity Handbook” should be widely distributed to students.
 - a. The administrations of the various schools should include the handbook of diversity-related resources at orientation for all new graduate and professional students, as well as a list of diversity-related organizations on campus and contacts for them.
 - b. GPSS should include the handbook and a list of diversity-related organizations on its website.
10. GPSS should hold regular community building events in collaboration with the Cultural Houses.
11. The administration should, in consultation with the Mental Health and Counseling Student Advisory Committee, continue to expand mental health resources, and improve services for students who may have experienced racial bias, harassment or discrimination.



12. The deans of the various graduate and professional schools, in consultation with the administration, should initiate a review of academic advising in the G&P community.
 - a. Departments and schools (particularly professional schools) should consult and survey student groups to determine if there is a need to increase the current level of resources relating to academic advising.

ii. Bias and Discrimination

The university has aggressively reformed and publicized its array of programs related to minimizing and addressing sexual misconduct on campus, and the Committee strongly believes a similar strategy should be adopted regarding racial discrimination. For these reasons, the Committee has proposed that the University create a public, university-wide discrimination policy that lays out a uniform set of standards and policies outlining the university's affirmative response to harassment on the basis of race and its official definitions of "harassment" and "discrimination", and consolidate its reporting systems for instances of racial bias and discrimination. In addition, the Committee believes that the administration should devote more resources to the "informal" system of addressing racial bias and harassment; schools and departments should have the equivalent of Title IX coordinators, in order to provide local resources for students who may not wish to utilize the formal reporting system in place. Finally, there should be an administrative mechanism for both collecting *and* reporting statistics regarding reported instances of racial/ethnic-based harassment. The AAU Report on Sexual Misconduct provided a sobering glimpse into the unacceptably high prevalence of sexual harassment and assault on campus and helped the administration to provide a targeted response; greater reporting on statistics of race-based harassment on campus would have a similar effect and provide insight into how the administration should shape its longer-term strategies for mitigating racial bias, intimidation and harassment at Yale.

13. The administration should create a public, university-wide discrimination policy that, like the "Sexual Misconduct Policies and Definitions", lays out a uniform set of standards and policies outlining the university's affirmative response to harassment on the basis of race and its official definitions of "harassment" and "discrimination".



14. The administration should create a unified, formal system for reporting instances of racial bias and discrimination.
 - a. The distinct mechanisms of addressing formal complaints of discrimination should be consolidated into a single procedure whose jurisdiction covers all characteristics protected in Yale's Equal Opportunity Statement.
 - b. The President's Committee on Racial and Ethnic Harassment should expand its mandate to include community development and programming, and the collection and release of statistics regarding reported instances of harassment.
15. The administration should dedicate additional resources to building an informal system of addressing and resolving instances of racial harassment and discrimination.
 - a. There should be a uniform system through which each school has a coordinator with responsibilities similar in scope to those of the Title IX Coordinators - tracking and monitoring incidents of discrimination and harassment, ensuring that the university responds effectively to each complaint; and, where appropriate, conducting investigations of particular situations.
 - b. These coordinators should meet semesterly, and share data/best practices.

iii. Experiences with Faculty

Over three-fourths of respondents have never approached a faculty member or administrator about a race- or diversity-related issue. The Committee did not ask how many students experienced an instance of discrimination *and* approached someone about the incident, but it is always a benefit for more university employees to be more knowledgeable and approachable about these issues. This is supported by the qualitative responses by individual students one of whom wrote, "Many administrators or professors seem to not know how to follow up with the racial discrimination." This is why one of our general recommendations is to encourage or require faculty, staff and students to participate in diversity training programs designed to educate people about privilege, structural oppression, and micro-aggressions, among other things. This should be implemented at orientation for every G&P school, and would go a long way in opening a conversation among members of the community, so that it is not foreign when students need to reach out to someone. This would undoubtedly improve students' perceptions of whether their concerns are taken seriously, and reduce the proportion of students (37%) who did



not answer “Definitely/Probably Yes”. One student wrote, “I was told I was being too sensitive and that the lecturer(s) who had made explicitly racist comments ‘didn't mean it that way.’ The response when students bring up racial issues has usually been that minorities make too much of situations and constantly bring up race, while the well-meaning white faculty, lecturers, staff, etc. are unfairly targeted.” These situations are unacceptable, and it is imperative that *all* students’ concerns are internalized and considered worthy of attention by the faculty and university administration.

16. Every school/program should devote additional resources to developing faculty mentoring initiatives that increase access to mentors for all students.
 - a. Both formal and informal methods of developing a mentor-mentee relationship should be emphasized and publicized by the deans of the schools/programs.
 - b. Mentorship could be based on research area, professional development or other characteristics, including, but not limited to: race, gender, socioeconomic background, and sexual orientation.
17. GPSS should hold networking events where students can meet faculty members and alumni who share their background and/or identify as having diverse backgrounds.
18. As part of the \$50 million initiative to increase faculty diversity, funding should be allocated by the administration and departments/schools for the retention of diverse faculty.
 - a. This should include not just improved faculty development offerings, but also funding to prevent the departure of faculty to other schools (i.e. matching offers, support for spouses, benefits, etc.).
19. The outsized burden on faculty of color of mentoring students of color should be recognized and factored into the promotion and tenure process.
20. The university should emphasize the hiring of junior/tenure-track faculty, particularly faculty of color, in order to enhance cohorts of faculty of color, and provide more mentoring support for students of color.



iv. Community Experiences

Our general and category-specific recommendations regarding diversity-related events and diversity training serve to address the findings in our community experiences section.



IV. Conclusion



Moving Forward & Next Steps

This Committee was formed in the midst of an atmosphere of tension and strife, at Yale and across the country, regarding the disparities that continue to negatively impact students of color on campus. We acknowledge that the complexity of the issue means that a single report will not provide a comprehensive and enduring solution to the root causes of institutional structures that continue to privilege certain students and their backgrounds over others. This report is simply an intermediate step in the longstanding project of achieving conditions of mutual respect and equal opportunity at institutions of higher education such as Yale.

We further reject the ill-conceived notion that pursuing a diverse and inclusive community necessarily requires sacrificing free speech. Both can (and do) coexist, and are mutually supportive endeavors – a community that is truly diverse represents an enormous range of perspectives and experiences, and respects the value of intellectual inquiry, which involves dissension and disagreement. However, there is a clear difference between intellectual disagreement and racial discrimination, bias and harassment; the latter has no place in a community that strives to respect the individual dignity and humanity of its members. And while explicit discrimination in administrative policies is largely minimized, prejudice may continue to pervade the local and/or informal structures of power that have an equally significant impact on the lives of students. It is counterproductive and inaccurate to dismiss the concerns of students as the result of a victimization complex, or a desire to disengage with ideas. The survey results illustrate that what many students seek is an institution that recognizes how inequities continue to persist at multiple layers, and constantly works to ensure that all students are afforded equal opportunity and respect, regardless of their race, sex, sexual orientation, socioeconomic status, or any other factor.

This is why GPSS remains committed to working alongside other university stakeholders to achieve our community's collective vision of diversity and inclusion, and how the Committee perceives the purpose of this report. The 2016-17 Ad Hoc Committee will advocate for the recommendations outlined in this report, as well as for other specific policies, programs and initiatives that are suggested by students. We encourage you to share your concerns and ideas with GPSS⁵ and with the university administration, and continue to engage with the university community as we all continue this project of achieving a Yale that is genuinely diverse and inclusive, and fully embodies the ideals of its stated mission.

⁵ Please share your thoughts here: <http://gpss.yale.edu/contact-us>



Appendix A: Survey Data

Final Report

Last Modified: 03/08/2016

1. Which best describes your school / program?

#	Answer	Bar	Response	%
1	GSAS	<div></div>	450	39%
2	SOM	<div></div>	127	11%
3	Law	<div></div>	91	8%
4	Music	<div></div>	11	1%
5	Drama	<div></div>	20	2%
6	Medicine (including PA program)	<div></div>	88	8%
7	Art	<div></div>	44	4%
8	Architecture	<div></div>	27	2%
10	Divinity	<div></div>	58	5%
11	Forestry	<div></div>	73	6%
12	Engineering	<div></div>	26	2%
13	Nursing	<div></div>	61	5%
14	Public Health	<div></div>	66	6%
	Total		1,142	

Statistic	Value
Min Value	1
Max Value	14
Mean	4.89
Variance	20.87
Standard Deviation	4.57
Total Responses	1,142

2. In which GSAS division are you enrolled?

#	Answer	Bar	Response	%
1	Humanities	<div></div>	147	34%
2	Social Sciences	<div></div>	103	24%
3	Sciences	<div></div>	179	42%
	Total		429	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.07
Variance	0.76
Standard Deviation	0.87
Total Responses	429

3. In which year of your program are you?

#	Answer	Bar	Response	%
1	First	<div></div>	379	36%
2	Second	<div></div>	322	30%
3	Third	<div></div>	152	14%
4	Fourth	<div></div>	85	8%
5	Fifth	<div></div>	71	7%
6	Sixth	<div></div>	32	3%
7	Seventh or beyond	<div></div>	18	2%
	Total		1,059	

Statistic	Value
Min Value	1
Max Value	7
Mean	2.35
Variance	2.21
Standard Deviation	1.49
Total Responses	1,059

4. Select one or more of the following which best describe your racial or ethnic identity.

#	Answer	Bar	Response	%
1	Hispanic / Latino	<div></div>	110	10%
2	American Indian or Alaska Native	<div></div>	9	1%
3	Asian	<div></div>	203	18%
4	Black or African American	<div></div>	104	9%
5	Native Hawaiian or Other Pacific Islander	<div></div>	5	0%
6	White	<div></div>	679	62%
7	Other	<div></div>	59	5%
8	Decline to state	<div></div>	56	5%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	1,102

5. Which best describes your gender identity?

#	Answer	Bar	Response	%
1	Cis-gendered woman	<div></div>	619	56%
2	Cis-gendered Man	<div></div>	403	37%
3	Transgender Man		3	0%
4	Transgender Woman		0	0%
5	Genderqueer or gender non-conforming	<div></div>	14	1%
6	Questioning	<div></div>	5	0%
7	Not listed	<div></div>	14	1%
8	Decline to state	<div></div>	45	4%
	Total		1,103	

Statistic	Value
Min Value	1
Max Value	8
Mean	1.81
Variance	2.50
Standard Deviation	1.58
Total Responses	1,103

6. Which of the following best describes your sexual orientation?

#	Answer	Bar	Response	%
1	Heterosexual or straight	<div></div>	856	78%
2	Gay or lesbian	<div></div>	84	8%
3	Bisexual	<div></div>	81	7%
4	Asexual	<div></div>	7	1%
5	Questioning	<div></div>	9	1%
6	Not listed	<div></div>	18	2%
7	Decline to state	<div></div>	49	4%
	Total		1,104	

Statistic	Value
Min Value	1
Max Value	7
Mean	1.62
Variance	2.18
Standard Deviation	1.48
Total Responses	1,104

7. If you were to experience an instance of race-based discrimination on campus, would you know where to report it to the University or to seek University-provided resources?

#	Answer	Bar	Response	%
1	Yes, and I would feel comfortable using that resource.	<div></div>	331	31%
2	Yes, but I would not feel comfortable using that resource.	<div></div>	131	12%
3	No, I do not know to whom I would speak.	<div></div>	597	56%
	Total		1,059	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.25
Variance	0.81
Standard Deviation	0.90
Total Responses	1,059

8. Have you ever approached a member of the University faculty or staff with an issue related to diversity, race, or inclusion?

#	Answer	Bar	Response	%
1	Yes	<div></div>	237	22%
2	No	<div></div>	823	78%
	Total		1,060	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.78
Variance	0.17
Standard Deviation	0.42
Total Responses	1,060

9. Do you feel that your concern was taken seriously?

#	Answer	Bar	Response	%
1	Definite yes	<div></div>	64	27%
2	Probably yes	<div></div>	84	36%
3	Might or might not	<div></div>	46	20%
4	Probably not	<div></div>	28	12%
5	Definitely not	<div></div>	13	6%
	Total		235	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.33
Variance	1.34
Standard Deviation	1.16
Total Responses	235

11. How frequently have you personally experienced overt or implicit bias, discrimination, or harassment due to race or ethnicity in the following settings?:

#	Question	Never	Once or twice	Once or twice a semester	More frequently than once or twice a semester	Not Applicable	Total Responses	Mean
1	Class	608	177	89	86	37	997	1.76
2	Lab	554	46	20	30	338	988	2.55
3	Department	623	108	69	58	127	985	1.94
4	On-campus social settings (e.g., GPSCY, department happy hours)	614	147	80	75	77	993	1.85
5	Other professional settings (e.g., clinics, conferences)	651	121	64	54	99	989	1.82

Statistic	Class	Lab	Department	On-campus social settings (e.g., GPSCY, department happy hours)	Other professional settings (e.g., clinics, conferences)
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	1.76	2.55	1.94	1.85	1.82
Variance	1.32	3.49	2.10	1.68	1.81
Standard Deviation	1.15	1.87	1.45	1.29	1.35
Total Responses	997	988	985	993	989

13. How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to race or ethnicity in the following settings?:

#	Question	Never	Once or twice	Once or twice a semester	More frequently than once or twice a semester	Not Applicable	Total Responses	Mean
1	Class	434	216	141	148	23	962	2.07
2	Lab	451	54	24	48	371	948	2.82
3	Department	481	139	84	104	138	946	2.24
4	On-campus social settings (e.g., GPSCY, department happy hours)	458	189	94	120	88	949	2.15
5	Other professional settings (e.g., clinics, conferences)	505	154	76	96	116	947	2.12

Statistic	Class	Lab	Department	On-campus social settings (e.g., GPSCY, department happy hours)	Other professional settings (e.g., clinics, conferences)
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.07	2.82	2.24	2.15	2.12
Variance	1.42	3.55	2.30	1.90	2.11
Standard Deviation	1.19	1.88	1.52	1.38	1.45
Total Responses	962	948	946	949	947

15. How frequently have you heard of overt or implicit bias, discrimination, or harassment due to race or ethnicity in the following settings?:

#	Question	Never	Once or twice	Once or twice a semester	More frequently than once or twice a semester	Not Applicable	Total Responses	Mean
1	Class	326	195	134	229	20	904	2.36
2	Lab	366	78	39	79	328	890	2.92
3	Department	353	162	98	161	119	893	2.47
4	On-campus social settings (e.g., GPSCY, department happy hours)	345	175	123	191	61	895	2.38
5	Other professional settings (e.g., clinics, conferences)	385	168	88	150	98	889	2.33

Statistic	Class	Lab	Department	On-campus social settings (e.g., GPSCY, department happy hours)	Other professional settings (e.g., clinics, conferences)
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.36	2.92	2.47	2.38	2.33
Variance	1.59	3.29	2.20	1.85	2.09
Standard Deviation	1.26	1.81	1.48	1.36	1.45
Total Responses	904	890	893	895	889

17. Do you have a faculty mentor?

#	Answer	Bar	Response	%
1	Yes	<div><div></div></div>	547	60%
2	No	<div><div></div></div>	369	40%
	Total		916	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.24
Standard Deviation	0.49
Total Responses	916

18. How did you connect with your mentor? Did they seek you out, or did you seek them out?

#	Answer	Bar	Response	%
1	My mentor was assigned to me.	<div></div>	186	34%
2	My mentor sought me out.	<div></div>	20	4%
3	I sought my mentor out.	<div></div>	329	60%
4	I do not remember.	<div></div>	11	2%
	Total		546	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.30
Variance	0.93
Standard Deviation	0.97
Total Responses	546

19. Do you know of faculty members who share your racial or ethnic background?

#	Answer	Bar	Response	%
1	Yes	<div></div>	723	79%
2	No	<div></div>	194	21%
	Total		917	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.21
Variance	0.17
Standard Deviation	0.41
Total Responses	917

20. How many faculty members do you know who you would feel comfortable asking to meet to ask for professional advice?

#	Answer	Bar	Response	%
1	None	<div></div>	73	8%
2	One or two	<div></div>	327	36%
3	A few	<div></div>	245	27%
4	Several	<div></div>	272	30%
	Total		917	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.78
Variance	0.92
Standard Deviation	0.96
Total Responses	917

21. Has a faculty member ever called you by the wrong name?

#	Answer	Bar	Response	%
1	Yes	<div><div></div></div>	421	46%
2	No	<div><div></div></div>	495	54%
	Total		916	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.25
Standard Deviation	0.50
Total Responses	916

22. Do you think race played a role in the faculty member calling you be the wrong name?

#	Answer	Bar	Response	%
1	Yes	<div></div>	103	13%
2	No	<div></div>	534	66%
3	I'm not sure.	<div></div>	79	10%
4	Other	<div></div>	88	11%
	Total		804	

Other
gender
Not applicable
gender
Race no. Nationality for sure. Almost none can pronounce my name properly, even after I say how to pronounce it
N/A
It didn't happen
n/a
yes, but not on purpose or maliciously
Just a hard name to pronounce anyway
N/A
I think gender play a role but not race
This is a dumb question.
N/A
Not applicable.
na
N/A
N/A
NA
not race, but non-Anglican ethnicity. (my name is Yiddish)
N/A
This is an awful question and I refuse to answer this. I used to do my best to call people by their names, but after being at this institution I no longer risk getting someone's name wrong and being labeled as racist or biased.
NA
I get mixed up with the other red head all the time
n/a
Not applicable
not applicable
How could one know?
my name is just not common, but I dont think it has to do with my race
Never happened.
N/A
n/a
not applicable
Ethnic misidentification
Never been called by a wrong name
N/A
N/A
Didn't happen
N/A
N/A
N/A
NA
not applicable
n/a
N/A

Gender-based
I was confused with the other redhead
Never happened
N/A
n/a
Wow, just wow
what the fuck?
Definitely Not. Probably because there are hundreds of students.
N/A
N/A
NA
never occurred
N/A
NA
N/a
n/a
n/a
Why would I?
This is a loaded question-- you're asking questions to confirm your hypothesis without really testing it.
Not applicable

Statistic	Value
Min Value	1
Max Value	4
Mean	2.19
Variance	0.63
Standard Deviation	0.79
Total Responses	804

24. How frequently do you have conversations about diversity, race, or inclusion in the following spaces?:

#	Question	Often	Sometimes	Never	Total Responses	Mean
1	In classes	159	443	280	882	2.14
2	At your department or school	248	466	171	885	1.91
3	In your lab	71	214	482	767	2.54
4	In social settings at Yale	365	448	73	886	1.67

Statistic	In classes	At your department or school	In your lab	In social settings at Yale
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.14	1.91	2.54	1.67
Variance	0.48	0.47	0.43	0.39
Standard Deviation	0.69	0.68	0.66	0.62
Total Responses	882	885	767	886

25. In your class, lab, or other professional space at Yale, do you think you are more or less likely than your colleagues to speak up?

#	Answer	Bar	Response	%
1	Much more frequently	<div></div>	112	13%
2	Somewhat more frequently	<div></div>	251	28%
3	About the same	<div></div>	264	30%
4	Somewhat less	<div></div>	177	20%
5	Much less	<div></div>	84	9%
	Total		888	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.85
Variance	1.34
Standard Deviation	1.16
Total Responses	888

26. When you speak in your class, lab, or other professional space at Yale, how do you think your contributions are valued relative to your peers?

#	Answer	Bar	Response	%
1	My contributions are valued more than those of my colleagues	<div></div>	56	6%
2	My contributions are valued the same as those of my colleagues	<div></div>	667	76%
3	My contributions are valued less than those of my colleagues	<div></div>	160	18%
	Total		883	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.12
Variance	0.23
Standard Deviation	0.48
Total Responses	883

27. Two what extent do you agree with the following statements?

#	Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Total Responses	Mean
1	There are people in my cohort with whom I identify.	302	265	178	31	46	30	30	882	2.39
2	There are faculty on campus with whom I can identify.	217	273	177	67	57	46	46	883	2.77
3	I belong at Yale.	234	255	162	100	70	40	21	882	2.68
4	I am satisfied with my Yale experience.	196	292	178	66	83	41	27	883	2.75
5	Yale tries hard to create an inclusive environment.	155	169	191	112	128	69	59	883	3.38
6	I have friends of widely varied ethnic or racial backgrounds at Yale.	273	215	192	55	79	48	20	882	2.63

Statistic	There are people in my cohort with whom I identify.	There are faculty on campus with whom I can identify.	I belong at Yale.	I am satisfied with my Yale experience.	Yale tries hard to create an inclusive environment.	I have friends of widely varied ethnic or racial backgrounds at Yale.
Min Value	1	1	1	1	1	1
Max Value	7	7	7	7	7	7
Mean	2.39	2.77	2.68	2.75	3.38	2.63
Variance	2.40	2.88	2.47	2.52	3.23	2.62
Standard Deviation	1.55	1.70	1.57	1.59	1.80	1.62
Total Responses	882	883	882	883	883	882

28. Imagine a hypothetical situation in which you need to call someone to ask for help. How many people at Yale can you think of immediately who you would feel comfortable calling?

#	Answer	Bar	Response	%
1	1	<div></div>	75	9%
2	2-3	<div></div>	309	35%
3	4-6	<div></div>	278	32%
4	6-10	<div></div>	109	12%
5	More than 10	<div></div>	104	12%
	Total		875	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.84
Variance	1.27
Standard Deviation	1.13
Total Responses	875

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
If you were to experience an instance of race-based discrimination on campus, would you know wher...	Yes, and I would feel comfortable using that resource.	28 26.67%	1 11.11%	51 25.63%	23 23.00%	2 40.00%	211 32.16%	15 25.86%	22 46.81%	330 31.22%
	Yes, but I would not feel comfortable using that resource.	11 10.48%	3 33.33%	34 17.09%	21 21.00%	1 20.00%	65 9.91%	10 17.24%	4 8.51%	130 12.30%
	No, I do not know to whom I would speak.	66 62.86%	5 55.56%	114 57.29%	56 56.00%	2 40.00%	380 57.93%	33 56.90%	21 44.68%	597 56.48%
Total		105 100.00%	9 100.00%	199 100.00%	100 100.00%	5 100.00%	656 100.00%	58 100.00%	47 100.00%	1057 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
If you were to experience an instance of race-based discrimination on campus, would you know wher...	Chi Square	31.32*
	Degrees of Freedom	14
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
Have you ever approached a member of the University faculty or staff with an issue related to div...	Yes	26 24.76%	6 66.67%	45 22.61%	41 40.59%	0 0.00%	128 19.54%	18 31.58%	9 19.15%	236 22.33%
	No	79 75.24%	3 33.33%	154 77.39%	60 59.41%	5 100.00%	527 80.46%	39 68.42%	38 80.85%	821 77.67%
	Total	105 100.00%	9 100.00%	199 100.00%	101 100.00%	5 100.00%	655 100.00%	57 100.00%	47 100.00%	1057 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Have you ever approached a member of the University faculty or staff with an issue related to div...	Chi Square	37.46*
	Degrees of Freedom	7
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Do you feel that your concern was taken seriously?	Definite yes	10 40.00%	2 33.33%	13 28.89%	10 24.39%	0 0.00%	37 29.13%	4 22.22%	3 33.33%	64 27.35%
	Probably yes	7 28.00%	2 33.33%	13 28.89%	17 41.46%	0 0.00%	46 36.22%	6 33.33%	1 11.11%	84 35.90%
	Might or might not	3 12.00%	2 33.33%	10 22.22%	8 19.51%	0 0.00%	26 20.47%	2 11.11%	1 11.11%	46 19.66%
	Probably not	3 12.00%	0 0.00%	6 13.33%	4 9.76%	0 0.00%	15 11.81%	3 16.67%	2 22.22%	27 11.54%
	Definitely not	2 8.00%	0 0.00%	3 6.67%	2 4.88%	0 0.00%	3 2.36%	3 16.67%	2 22.22%	13 5.56%
	Total	25 100.00%	6 100.00%	45 100.00%	41 100.00%	0 100.00%	127 100.00%	18 100.00%	9 100.00%	234 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Do you feel that your concern was taken seriously?	Chi Square	21.47*
	Degrees of Freedom	28
	p-value	0.81

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Class	Never	51 53.13%	2 22.22%	86 45.50%	22 23.66%	2 50.00%	450 72.35%	24 46.15%	28 66.67%	608 61.17%
	Once or twice	19 19.79%	1 11.11%	48 25.40%	29 31.18%	1 25.00%	84 13.50%	8 15.38%	7 16.67%	177 17.81%
	Once or twice a semester	10 10.42%	3 33.33%	30 15.87%	15 16.13%	1 25.00%	35 5.63%	5 9.62%	2 4.76%	88 8.85%
	More frequently than once or twice a semester	13 13.54%	3 33.33%	17 8.99%	23 24.73%	0 0.00%	30 4.82%	13 25.00%	5 11.90%	85 8.55%
	Not Applicable	3 3.13%	0 0.00%	8 4.23%	4 4.30%	0 0.00%	23 3.70%	2 3.85%	0 0.00%	36 3.62%
	Total	96 100.00%	9 100.00%	189 100.00%	93 100.00%	4 100.00%	622 100.00%	52 100.00%	42 100.00%	994 100.00%
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Lab	Never	51 53.13%	2 22.22%	77 41.40%	25 27.78%	2 50.00%	401 64.57%	24 46.15%	25 60.98%	554 56.24%
	Once or twice	7 7.29%	0 0.00%	18 9.68%	5 5.56%	0 0.00%	17 2.74%	2 3.85%	2 4.88%	46 4.67%
	Once or twice a semester	3 3.13%	0 0.00%	7 3.76%	7 7.78%	0 0.00%	3 0.48%	1 1.92%	1 2.44%	20 2.03%
	More frequently than once or twice a semester	3 3.13%	0 0.00%	6 3.23%	8 8.89%	0 0.00%	13 2.09%	2 3.85%	2 4.88%	30 3.05%
	Not Applicable	32 33.33%	7 77.78%	78 41.94%	45 50.00%	2 50.00%	187 30.11%	23 44.23%	11 26.83%	335 34.01%
	Total	96 100.00%	9 100.00%	186 100.00%	90 100.00%	4 100.00%	621 100.00%	52 100.00%	41 100.00%	985 100.00%
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Department	Never	57 60.64%	2 22.22%	90 48.65%	27 30.00%	2 50.00%	450 72.82%	26 49.06%	25 59.52%	623 63.44%
	Once or twice	13 13.83%	1 11.11%	29 15.68%	17 18.89%	1 25.00%	50 8.09%	10 18.87%	5 11.90%	108 11.00%
	Once or twice a semester	10 10.64%	2 22.22%	20 10.81%	14 15.56%	1 25.00%	25 4.05%	6 11.32%	2 4.76%	68 6.92%
	More frequently than once or twice a semester	9 9.57%	2 22.22%	17 9.19%	15 16.67%	0 0.00%	16 2.59%	8 15.09%	3 7.14%	57 5.80%
	Not Applicable	5 5.32%	2 22.22%	29 15.68%	17 18.89%	0 0.00%	77 12.46%	3 5.66%	7 16.67%	126 12.83%
	Total	94 100.00%	9 100.00%	185 100.00%	90 100.00%	4 100.00%	618 100.00%	53 100.00%	42 100.00%	982 100.00%
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - On-campus social settings (e.g., GPSCY, department happy hours)	Never	50 52.08%	3 33.33%	79 42.25%	27 29.67%	2 50.00%	459 73.79%	25 48.08%	26 61.90%	614 62.02%
	Once or twice	14 14.58%	2 22.22%	47 25.13%	17 18.68%	2 50.00%	71 11.41%	6 11.54%	6 14.29%	147 14.85%
	Once or twice a semester	16 16.67%	0 0.00%	28 14.97%	13 14.29%	0 0.00%	30 4.82%	4 7.69%	4 9.52%	80 8.08%
	More frequently than once or twice a semester	12 12.50%	4 44.44%	15 8.02%	23 25.27%	0 0.00%	22 3.54%	11 21.15%	3 7.14%	73 7.37%
	Not Applicable	4 4.17%	0 0.00%	18 9.63%	11 12.09%	0 0.00%	40 6.43%	6 11.54%	3 7.14%	76 7.68%
	Total	96 100.00%	9 100.00%	187 100.00%	91 100.00%	4 100.00%	622 100.00%	52 100.00%	42 100.00%	990 100.00%
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Other professional settings (e.g., clinics, conferences)	Never	58 61.70%	2 22.22%	88 47.31%	36 39.13%	3 75.00%	472 76.01%	26 50.00%	28 66.67%	651 66.02%
	Once or twice	11 11.70%	2 22.22%	41 22.04%	20 21.74%	1 25.00%	51 8.21%	6 11.54%	4 9.52%	121 12.27%
	Once or twice a semester	11 11.70%	2 22.22%	21 11.29%	9 9.78%	0 0.00%	26 4.19%	5 9.62%	3 7.14%	64 6.49%
	More frequently than once or twice a semester	9 9.57%	1 11.11%	15 8.06%	13 14.13%	0 0.00%	15 2.42%	6 11.54%	4 9.52%	52 5.27%
	Not Applicable	5 5.32%	2 22.22%	21 11.29%	14 15.22%	0 0.00%	57 9.18%	9 17.31%	3 7.14%	98 9.94%
	Total	94 100.00%	9 100.00%	186 100.00%	92 100.00%	4 100.00%	621 100.00%	52 100.00%	42 100.00%	986 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Class	Chi Square	169.19*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Lab	Chi Square	107.34*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Department	Chi Square	142.25*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - On-campus social settings (e.g., GPSCY, department happy hours)	Chi Square	196.14*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you personally experienced overt or implicit bias, discrimination, or harassm... - Other professional settings (e.g., clinics, conferences)	Chi Square	132.69*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Class	Never	40 43.96%	1 11.11%	67 37.22%	25 27.17%	0 0.00%	303 50.08%	20 37.74%	21 53.85%	434 45.30%
	Once or twice	19 20.88%	2 22.22%	44 24.44%	21 22.83%	2 50.00%	135 22.31%	14 26.42%	8 20.51%	215 22.44%
	Once or twice a semester	14 15.38%	3 33.33%	26 14.44%	18 19.57%	2 50.00%	83 13.72%	6 11.32%	3 7.69%	141 14.72%
	More frequently than once or twice a semester	15 16.48%	3 33.33%	37 20.56%	26 28.26%	0 0.00%	73 12.07%	11 20.75%	7 17.95%	147 15.34%
	Not Applicable	3 3.30%	0 0.00%	6 3.33%	2 2.17%	0 0.00%	11 1.82%	2 3.77%	0 0.00%	21 2.19%
	Total	91 100.00%	9 100.00%	180 100.00%	92 100.00%	4 100.00%	605 100.00%	53 100.00%	39 100.00%	958 100.00%
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Lab	Never	39 43.82%	2 22.22%	73 40.78%	30 33.71%	3 75.00%	304 51.01%	22 42.31%	23 58.97%	451 47.78%
	Once or twice	4 4.49%	0 0.00%	10 5.59%	5 5.62%	0 0.00%	36 6.04%	4 7.69%	2 5.13%	54 5.72%
	Once or twice a semester	2 2.25%	0 0.00%	8 4.47%	3 3.37%	0 0.00%	10 1.68%	1 1.92%	2 5.13%	24 2.54%
	More frequently than once or twice a semester	5 5.62%	0 0.00%	10 5.59%	9 10.11%	0 0.00%	24 4.03%	2 3.85%	1 2.56%	47 4.98%
	Not Applicable	39 43.82%	7 77.78%	78 43.58%	42 47.19%	1 25.00%	222 37.25%	23 44.23%	11 28.21%	368 38.98%
	Total	89 100.00%	9 100.00%	179 100.00%	89 100.00%	4 100.00%	596 100.00%	52 100.00%	39 100.00%	944 100.00%
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Department	Never	45 51.14%	2 22.22%	78 44.07%	36 40.00%	2 50.00%	315 53.03%	26 50.00%	23 58.97%	481 51.06%
	Once or twice	17 19.32%	1 11.11%	26 14.69%	7 7.78%	1 25.00%	93 15.66%	9 17.31%	4 10.26%	138 14.65%
	Once or twice a semester	7 7.95%	2 22.22%	21 11.86%	9 10.00%	1 25.00%	48 8.08%	6 11.54%	3 7.69%	84 8.92%
	More frequently than once or twice a semester	11 12.50%	2 22.22%	26 14.69%	21 23.33%	0 0.00%	51 8.59%	8 15.38%	3 7.69%	103 10.93%
	Not Applicable	8 9.09%	2 22.22%	26 14.69%	17 18.89%	0 0.00%	87 14.65%	3 5.77%	6 15.38%	136 14.44%
	Total	88 100.00%	9 100.00%	177 100.00%	90 100.00%	4 100.00%	594 100.00%	52 100.00%	39 100.00%	942 100.00%
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - On-campus social settings (e.g., GPSCY, department happy hours)	Never	37 41.57%	2 22.22%	62 34.83%	30 33.33%	1 25.00%	326 54.52%	23 45.10%	23 58.97%	458 48.47%
	Once or twice	15 16.85%	2 22.22%	42 23.60%	16 17.78%	2 50.00%	122 20.40%	5 9.80%	7 17.95%	189 20.00%
	Once or twice a semester	12 13.48%	2 22.22%	23 12.92%	11 12.22%	0 0.00%	47 7.86%	5 9.80%	2 5.13%	93 9.84%
	More frequently than once or twice a semester	20 22.47%	3 33.33%	30 16.85%	19 21.11%	1 25.00%	57 9.53%	12 23.53%	3 7.69%	119 12.59%
	Not Applicable	5 5.62%	0 0.00%	21 11.80%	14 15.56%	0 0.00%	46 7.69%	6 11.76%	4 10.26%	86 9.10%
	Total	89 100.00%	9 100.00%	178 100.00%	90 100.00%	4 100.00%	598 100.00%	51 100.00%	39 100.00%	945 100.00%
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Other professional settings (e.g., clinics, conferences)	Never	48 53.93%	1 11.11%	78 43.82%	37 41.11%	1 25.00%	344 57.62%	23 46.00%	23 58.97%	505 53.55%
	Once or twice	19 21.35%	2 22.22%	35 19.66%	15 16.67%	1 25.00%	91 15.24%	8 16.00%	6 15.38%	154 16.33%
	Once or twice a semester	3 3.37%	2 22.22%	18 10.11%	11 12.22%	2 50.00%	44 7.37%	4 8.00%	1 2.56%	76 8.06%
	More frequently than once or twice a semester	13 14.61%	2 22.22%	27 15.17%	13 14.44%	0 0.00%	46 7.71%	7 14.00%	4 10.26%	95 10.07%
	Not Applicable	6 6.74%	2 22.22%	20 11.24%	14 15.56%	0 0.00%	72 12.06%	8 16.00%	5 12.82%	113 11.98%
	Total	89 100.00%	9 100.00%	178 100.00%	90 100.00%	4 100.00%	597 100.00%	50 100.00%	39 100.00%	943 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Class	Chi Square	54.06*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Lab	Chi Square	33.80*
	Degrees of Freedom	28
	p-value	0.21

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - Department	Chi Square	45.45*
	Degrees of Freedom	28
	p-value	0.02

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to ra... - On-campus social settings (e.g., GPSCY, department happy hours)	Chi Square	72.04*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you witnessed overt or implicit bias, discrimination, or harassment due to race - Other professional settings (e.g., clinics, conferences)	Chi Square	52.45*
	Degrees of Freedom	28
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Class	Never	33 38.82%	1 12.50%	47 29.38%	17 19.10%	1 25.00%	223 38.85%	20 38.46%	18 52.94%	326 36.18%
	Once or twice	16 18.82%	2 25.00%	40 25.00%	19 21.35%	2 50.00%	124 21.60%	11 21.15%	7 20.59%	193 21.42%
	Once or twice a semester	13 15.29%	1 12.50%	28 17.50%	19 21.35%	0 0.00%	82 14.29%	5 9.62%	1 2.94%	134 14.87%
	More frequently than once or twice a semester	21 24.71%	4 50.00%	41 25.62%	31 34.83%	1 25.00%	134 23.34%	16 30.77%	7 20.59%	228 25.31%
	Not Applicable	2 2.35%	0 0.00%	4 2.50%	3 3.37%	0 0.00%	11 1.92%	0 0.00%	1 2.94%	20 2.22%
	Total	85 100.00%	8 100.00%	160 100.00%	89 100.00%	4 100.00%	574 100.00%	52 100.00%	34 100.00%	901 100.00%
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Lab	Never	30 36.59%	1 12.50%	48 30.57%	23 27.06%	2 50.00%	256 45.07%	22 44.00%	19 55.88%	366 41.22%
	Once or twice	6 7.32%	1 12.50%	21 13.38%	5 5.88%	1 25.00%	52 9.15%	2 4.00%	4 11.76%	78 8.78%
	Once or twice a semester	5 6.10%	0 0.00%	10 6.37%	5 5.88%	0 0.00%	20 3.52%	2 4.00%	1 2.94%	39 4.39%
	More frequently than once or twice a semester	7 8.54%	2 25.00%	14 8.92%	15 17.65%	0 0.00%	39 6.87%	4 8.00%	3 8.82%	78 8.78%
	Not Applicable	34 41.46%	4 50.00%	64 40.76%	37 43.53%	1 25.00%	201 35.39%	20 40.00%	7 20.59%	327 36.82%
	Total	82 100.00%	8 100.00%	157 100.00%	85 100.00%	4 100.00%	568 100.00%	50 100.00%	34 100.00%	888 100.00%
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Department	Never	34 40.96%	2 25.00%	53 33.76%	19 21.84%	2 50.00%	236 41.48%	25 49.02%	18 52.94%	353 39.66%
	Once or twice	17 20.48%	1 12.50%	28 17.83%	16 18.39%	1 25.00%	108 18.98%	9 17.65%	5 14.71%	160 17.98%
	Once or twice a semester	10 12.05%	1 12.50%	21 13.38%	10 11.49%	0 0.00%	61 10.72%	2 3.92%	2 5.88%	98 11.01%
	More frequently than once or twice a semester	17 20.48%	2 25.00%	34 21.66%	26 29.89%	1 25.00%	86 15.11%	13 25.49%	4 11.76%	160 17.98%
	Not Applicable	5 6.02%	2 25.00%	21 13.38%	16 18.39%	0 0.00%	78 13.71%	2 3.92%	5 14.71%	119 13.37%
	Total	83 100.00%	8 100.00%	157 100.00%	87 100.00%	4 100.00%	569 100.00%	51 100.00%	34 100.00%	890 100.00%
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - On-campus social settings (e.g., GPSCY, department happy hours)	Never	30 36.14%	1 12.50%	47 29.94%	25 28.74%	1 25.00%	245 42.98%	17 33.33%	19 55.88%	345 38.88%
	Once or twice	17 20.48%	1 12.50%	32 20.38%	13 14.94%	1 25.00%	115 20.18%	10 19.61%	5 14.71%	175 19.62%
	Once or twice a semester	11 13.25%	4 50.00%	21 13.38%	12 13.79%	1 25.00%	77 13.51%	6 11.76%	2 5.88%	123 13.79%
	More frequently than once or twice a semester	22 26.51%	2 25.00%	43 27.39%	27 31.03%	1 25.00%	104 18.25%	14 27.45%	5 14.71%	189 21.19%
	Not Applicable	3 3.61%	0 0.00%	14 8.92%	10 11.49%	0 0.00%	29 5.09%	4 7.84%	3 8.82%	60 6.73%
	Total	83 100.00%	8 100.00%	157 100.00%	87 100.00%	4 100.00%	570 100.00%	51 100.00%	34 100.00%	892 100.00%
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Other professional settings (e.g., clinics, conferences)	Never	38 45.78%	2 25.00%	54 34.62%	28 32.56%	1 25.00%	265 46.65%	21 42.00%	18 54.55%	385 43.45%
	Once or twice	17 20.48%	1 12.50%	35 22.44%	15 17.44%	2 50.00%	107 18.84%	8 16.00%	6 18.18%	168 18.96%
	Once or twice a semester	7 8.43%	1 12.50%	18 11.54%	12 13.95%	0 0.00%	56 9.86%	3 6.00%	0 0.00%	88 9.93%
	More frequently than once or twice a semester	12 14.46%	2 25.00%	32 20.51%	20 23.26%	1 25.00%	83 14.61%	12 24.00%	5 15.15%	149 16.82%
	Not Applicable	9 10.84%	2 25.00%	17 10.90%	11 12.79%	0 0.00%	57 10.04%	6 12.00%	4 12.12%	96 10.84%
	Total	83 100.00%	8 100.00%	156 100.00%	86 100.00%	4 100.00%	568 100.00%	50 100.00%	33 100.00%	886 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Class	Chi Square	34.93*
	Degrees of Freedom	28
	p-value	0.17

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Lab	Chi Square	44.74*
	Degrees of Freedom	28
	p-value	0.02

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - Department	Chi Square	41.06*
	Degrees of Freedom	28
	p-value	0.05

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently have you heard of overt or implicit bias, discrimination, or harassment due to rac... - On-campus social settings (e.g., GPSCY, department happy hours)	Chi Square	44.96*
	Degrees of Freedom	28
	p-value	0.02

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

How frequently have you heard of overt or implicit bias, discrimination, or harassment due to race... - Other professional settings (e.g., clinics, conferences)	Select one or more of the following which best describe your racial or ethnic identity.	
	Chi Square	28.69*
	Degrees of Freedom	28
	p-value	0.43

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Do you have a faculty mentor?	Yes	52 61.18%	4 50.00%	92 55.76%	40 43.96%	3 75.00%	366 62.89%	33 63.46%	22 59.46%	545 59.69%
	No	33 38.82%	4 50.00%	73 44.24%	51 56.04%	1 25.00%	216 37.11%	19 36.54%	15 40.54%	368 40.31%
	Total	85 100.00%	8 100.00%	165 100.00%	91 100.00%	4 100.00%	582 100.00%	52 100.00%	37 100.00%	913 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Do you have a faculty mentor?	Chi Square	13.98*
	Degrees of Freedom	7
	p-value	0.05

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity .								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
How did you connect with your mentor? Did they seek you out, or did you seek them out?	My mentor was assigned to me.	22 42.31%	2 50.00%	31 33.70%	21 52.50%	1 33.33%	113 30.87%	12 36.36%	7 33.33%	184 33.82%
	My mentor sought me out.	3 5.77%	1 25.00%	1 1.09%	0 0.00%	0 0.00%	16 4.37%	1 3.03%	1 4.76%	20 3.68%
	I sought my mentor out.	25 48.08%	1 25.00%	57 61.96%	18 45.00%	2 66.67%	233 63.66%	19 57.58%	11 52.38%	329 60.48%
	I do not remember.	2 3.85%	0 0.00%	3 3.26%	1 2.50%	0 0.00%	4 1.09%	1 3.03%	2 9.52%	11 2.02%
	Total	52 100.00%	4 100.00%	92 100.00%	40 100.00%	3 100.00%	366 100.00%	33 100.00%	21 100.00%	544 100.00%

		Select one or more of the following which best describe your racial or ethnic identity .
How did you connect with your mentor? Did they seek you out, or did you seek them out?	Chi Square	29.95*
	Degrees of Freedom	21
	p-value	0.09

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity .								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
Do you know of faculty members who share your racial or ethnic background?	Yes	37 43.53%	2 25.00%	98 59.39%	59 64.84%	0 0.00%	516 88.66%	25 48.08%	29 78.38%	720 78.86%
	No	48 56.47%	6 75.00%	67 40.61%	32 35.16%	4 100.00%	66 11.34%	27 51.92%	8 21.62%	193 21.14%
	Total	85 100.00%	8 100.00%	165 100.00%	91 100.00%	4 100.00%	582 100.00%	52 100.00%	37 100.00%	913 100.00%

		Select one or more of the following which best describe your racial or ethnic identity .
Do you know of faculty members who share your racial or ethnic background?	Chi Square	203.83*
	Degrees of Freedom	7
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
How many faculty members do you know who you would feel comfortable asking to meet to ask for pro...	None	10 11.76%	1 12.50%	19 11.52%	10 10.99%	1 25.00%	32 5.50%	6 11.54%	5 13.51%	73 8.00%
	One or two	31 36.47%	3 37.50%	81 49.09%	45 49.45%	3 75.00%	178 30.58%	21 40.38%	7 18.92%	325 35.60%
	A few	19 22.35%	2 25.00%	38 23.03%	19 20.88%	0 0.00%	170 29.21%	15 28.85%	7 18.92%	243 26.62%
	Several	25 29.41%	2 25.00%	27 16.36%	17 18.68%	0 0.00%	202 34.71%	10 19.23%	18 48.65%	272 29.79%
	Total	85 100.00%	8 100.00%	165 100.00%	91 100.00%	4 100.00%	582 100.00%	52 100.00%	37 100.00%	913 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
How many faculty members do you know who you would feel comfortable asking to meet to ask for pro...	Chi Square	68.02*
	Degrees of Freedom	21
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Has a faculty member ever called you by the wrong name?	Yes	38 44.71%	1 12.50%	87 52.73%	38 41.76%	1 25.00%	253 43.55%	25 48.08%	26 70.27%	419 45.94%
	No	47 55.29%	7 87.50%	78 47.27%	53 58.24%	3 75.00%	328 56.45%	27 51.92%	11 29.73%	493 54.06%
	Total	85 100.00%	8 100.00%	165 100.00%	91 100.00%	4 100.00%	581 100.00%	52 100.00%	37 100.00%	912 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Has a faculty member ever called you by the wrong name?	Chi Square	18.32*
	Degrees of Freedom	7
	p-value	0.01

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity .								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Do you think race played a role in the faculty member calling you be the wrong name?	Yes	11 14.86%	0 0.00%	51 34.00%	20 26.67%	0 0.00%	21 4.18%	8 16.00%	6 17.65%	102 12.75%
	No	43 58.11%	3 42.86%	67 44.67%	28 37.33%	4 100.00%	396 78.88%	24 48.00%	24 70.59%	531 66.38%
	I'm not sure.	12 16.22%	1 14.29%	20 13.33%	13 17.33%	0 0.00%	33 6.57%	10 20.00%	1 2.94%	79 9.88%
	Other	8 10.81%	3 42.86%	12 8.00%	14 18.67%	0 0.00%	52 10.36%	8 16.00%	3 8.82%	88 11.00%
	Total	74 100.00%	7 100.00%	150 100.00%	75 100.00%	4 100.00%	502 100.00%	50 100.00%	34 100.00%	800 100.00%

		Select one or more of the following which best describe your racial or ethnic identity .
Do you think race played a role in the faculty member calling you be the wrong name?	Chi Square	168.38*
	Degrees of Freedom	21
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In classes	Often	14 16.87%	1 12.50%	19 12.03%	12 13.64%	0 0.00%	106 18.79%	16 30.77%	8 24.24%	158 17.97%
	Sometimes	29 34.94%	4 50.00%	88 55.70%	56 63.64%	3 75.00%	281 49.82%	19 36.54%	14 42.42%	441 50.17%
	Never	40 48.19%	3 37.50%	51 32.28%	20 22.73%	1 25.00%	177 31.38%	17 32.69%	11 33.33%	280 31.85%
Total		83 100.00%	8 100.00%	158 100.00%	88 100.00%	4 100.00%	564 100.00%	52 100.00%	33 100.00%	879 100.00%
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - At your department or school	Often	23 27.71%	1 12.50%	31 19.62%	18 20.45%	2 50.00%	171 30.16%	14 26.92%	10 30.30%	246 27.89%
	Sometimes	40 48.19%	6 75.00%	93 58.86%	55 62.50%	2 50.00%	291 51.32%	27 51.92%	18 54.55%	465 52.72%
	Never	20 24.10%	1 12.50%	34 21.52%	15 17.05%	0 0.00%	105 18.52%	11 21.15%	5 15.15%	171 19.39%
Total		83 100.00%	8 100.00%	158 100.00%	88 100.00%	4 100.00%	567 100.00%	52 100.00%	33 100.00%	882 100.00%
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In your lab	Often	2 2.90%	0 0.00%	9 6.34%	6 8.00%	0 0.00%	46 9.48%	5 11.36%	5 16.67%	70 9.16%
	Sometimes	12 17.39%	0 0.00%	41 28.87%	19 25.33%	2 50.00%	144 29.69%	12 27.27%	8 26.67%	214 28.01%
	Never	55 79.71%	8 100.00%	92 64.79%	50 66.67%	2 50.00%	295 60.82%	27 61.36%	17 56.67%	480 62.83%
Total		69 100.00%	8 100.00%	142 100.00%	75 100.00%	4 100.00%	485 100.00%	44 100.00%	30 100.00%	764 100.00%
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In social settings at Yale	Often	37 44.58%	3 37.50%	52 33.12%	43 48.31%	3 75.00%	237 41.73%	26 50.00%	11 33.33%	362 41.00%
	Sometimes	32 38.55%	4 50.00%	91 57.96%	40 44.94%	0 0.00%	286 50.35%	23 44.23%	19 57.58%	448 50.74%
	Never	14 16.87%	1 12.50%	14 8.92%	6 6.74%	1 25.00%	45 7.92%	3 5.77%	3 9.09%	73 8.27%
Total		83 100.00%	8 100.00%	157 100.00%	89 100.00%	4 100.00%	568 100.00%	52 100.00%	33 100.00%	883 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In classes	Chi Square	30.89*
	Degrees of Freedom	14
	p-value	0.01

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - At your department or school	Chi Square	15.33*
	Degrees of Freedom	14
	p-value	0.36

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In your lab	Chi Square	19.75*
	Degrees of Freedom	14
	p-value	0.14

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
How frequently do you have conversations about diversity, race, or inclusion in the following spa... - In social settings at Yale	Chi Square	23.73*
	Degrees of Freedom	14
	p-value	0.05

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
In your class, lab, or other professional space at Yale, do you think you are more or less likely...	Much more frequently	11 13.41%	2 25.00%	14 8.86%	20 22.47%	0 0.00%	66 11.62%	10 19.23%	3 9.09%	111 12.56%
	Somewhat more frequently	20 24.39%	2 25.00%	46 29.11%	18 20.22%	0 0.00%	166 29.23%	17 32.69%	9 27.27%	249 28.17%
	About the same	25 30.49%	3 37.50%	30 18.99%	21 23.60%	2 50.00%	197 34.68%	7 13.46%	10 30.30%	264 29.86%
	Somewhat less	19 23.17%	0 0.00%	44 27.85%	18 20.22%	2 50.00%	98 17.25%	12 23.08%	7 21.21%	176 19.91%
	Much less	7 8.54%	1 12.50%	24 15.19%	12 13.48%	0 0.00%	41 7.22%	6 11.54%	4 12.12%	84 9.50%
Total		82 100.00%	8 100.00%	158 100.00%	89 100.00%	4 100.00%	568 100.00%	52 100.00%	33 100.00%	884 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
In your class, lab, or other professional space at Yale, do you think you are more or less likely...	Chi Square	56.39*
	Degrees of Freedom	28
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	Total
When you speak in your class, lab, or other professional space at Yale, how do you think your con...	My contributions are valued more than those of my colleagues	1 1.20%	0 0.00%	6 3.80%	6 6.82%	0 0.00%	40 7.05%	6 11.76%	3 9.38%	56 6.36%
	My contributions are valued the same as those of my colleagues	63 75.90%	6 75.00%	110 69.62%	59 67.05%	1 25.00%	450 79.37%	33 64.71%	24 75.00%	666 75.60%
	My contributions are valued less than those of my colleagues	19 22.89%	2 25.00%	42 26.58%	23 26.14%	3 75.00%	77 13.58%	12 23.53%	5 15.63%	159 18.05%
	Total	83 100.00%	8 100.00%	158 100.00%	88 100.00%	4 100.00%	567 100.00%	51 100.00%	32 100.00%	881 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
When you speak in your class, lab, or other professional space at Yale, how do you think your con...	Chi Square	39.22*
	Degrees of Freedom	14
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Two what extent do you agree with the following statements? - There are people in my cohort with whom I identify.	Strongly agree	22 26.19%	2 25.00%	34 21.79%	19 21.59%	0 0.00%	228 40.28%	12 23.08%	9 28.13%	301 34.20%
	Agree	20 23.81%	2 25.00%	47 30.13%	23 26.14%	3 75.00%	172 30.39%	18 34.62%	10 31.25%	265 30.11%
	Somewhat agree	16 19.05%	0 0.00%	42 28.02%	22 25.00%	0 0.00%	104 18.37%	10 19.23%	6 18.75%	178 20.23%
	Neither agree nor disagree	5 7.14%	0 0.00%	7 4.49%	5 5.68%	0 0.00%	14 2.47%	3 5.77%	4 12.50%	31 3.52%
	Somewhat disagree	6 7.14%	1 12.50%	12 7.69%	4 4.55%	1 25.00%	26 4.59%	4 7.69%	1 3.13%	45 5.11%
	Disagree	4 4.76%	2 25.00%	8 5.13%	9 10.23%	0 0.00%	9 1.59%	1 1.92%	1 3.13%	30 3.41%
	Strongly disagree	10 11.90%	1 12.50%	6 3.85%	6 6.82%	0 0.00%	13 2.30%	4 7.69%	1 3.13%	30 3.41%
	Total	84 100.00%	8 100.00%	156 100.00%	88 100.00%	4 100.00%	566 100.00%	52 100.00%	32 100.00%	880 100.00%
Two what extent do you agree with the following statements? - There are faculty on campus with whom I can identify.	Strongly agree	12 14.29%	1 12.50%	16 10.19%	8 9.09%	0 0.00%	178 31.45%	9 17.31%	9 28.13%	217 24.63%
	Agree	18 21.43%	2 25.00%	40 25.48%	19 21.59%	0 0.00%	194 34.28%	13 25.00%	10 31.25%	272 30.87%
	Somewhat agree	10 11.90%	2 25.00%	38 24.20%	24 27.27%	1 25.00%	104 18.37%	14 26.92%	3 9.38%	177 20.09%
	Neither agree nor disagree	12 14.29%	0 0.00%	18 11.46%	5 5.68%	0 0.00%	39 6.89%	6 11.54%	4 12.50%	67 7.60%
	Somewhat disagree	12 14.29%	0 0.00%	15 9.55%	11 12.50%	3 75.00%	26 4.59%	3 5.77%	3 9.38%	57 6.47%
	Disagree	10 11.90%	2 25.00%	14 8.92%	13 14.77%	0 0.00%	14 2.47%	3 5.77%	1 3.13%	45 5.11%
	Strongly disagree	10 11.90%	1 12.50%	10 6.25%	8 9.09%	0 0.00%	11 1.94%	4 7.69%	2 6.25%	46 5.22%
	Total	84 100.00%	8 100.00%	157 100.00%	88 100.00%	4 100.00%	566 100.00%	52 100.00%	32 100.00%	881 100.00%
Two what extent do you agree with the following statements? - I belong at Yale.	Strongly agree	20 23.81%	1 12.50%	44 28.03%	20 22.73%	0 0.00%	145 25.84%	13 25.00%	8 25.00%	233 26.48%
	Agree	22 26.19%	4 50.00%	36 22.93%	15 17.05%	0 0.00%	189 33.45%	13 25.00%	9 28.13%	255 28.98%
	Somewhat agree	16 19.05%	0 0.00%	29 18.47%	14 15.91%	2 50.00%	105 18.58%	11 21.15%	3 9.38%	161 18.30%
	Neither agree nor disagree	13 15.48%	1 12.50%	22 14.01%	13 14.77%	2 50.00%	61 10.80%	4 7.69%	7 21.88%	100 11.36%
	Somewhat disagree	6 7.14%	0 0.00%	11 7.01%	15 17.05%	0 0.00%	36 6.37%	5 9.62%	1 3.13%	70 7.95%
	Disagree	1 1.19%	1 12.50%	13 8.28%	9 10.23%	0 0.00%	22 3.89%	3 5.77%	1 3.13%	40 4.55%
	Strongly disagree	6 7.14%	1 12.50%	2 1.27%	2 2.27%	0 0.00%	6 1.06%	3 5.77%	3 9.38%	21 2.39%
	Total	84 100.00%	8 100.00%	157 100.00%	88 100.00%	4 100.00%	565 100.00%	52 100.00%	32 100.00%	880 100.00%
Two what extent do you agree with the following statements? - I am satisfied with my Yale experience.	Strongly agree	21 25.00%	1 12.50%	28 17.83%	12 13.64%	0 0.00%	136 24.03%	11 21.15%	5 15.63%	195 22.13%
	Agree	23 27.38%	3 37.50%	46 29.30%	21 23.86%	0 0.00%	208 36.75%	15 28.85%	8 25.00%	292 33.14%
	Somewhat agree	19 22.62%	1 12.50%	35 22.29%	16 18.18%	2 50.00%	115 20.32%	9 17.31%	4 12.50%	178 20.20%
	Neither agree nor disagree	8 9.52%	2 25.00%	16 10.19%	12 13.64%	0 0.00%	33 5.83%	1 1.92%	5 15.63%	65 7.38%
	Somewhat disagree	5 5.95%	0 0.00%	19 12.10%	15 17.05%	1 25.00%	41 7.24%	8 15.63%	5 15.63%	83 9.42%
	Disagree	1 1.19%	0 0.00%	9 5.73%	8 9.09%	1 25.00%	22 3.89%	4 7.69%	3 9.38%	41 4.65%
	Strongly disagree	7 8.33%	1 12.50%	4 2.55%	4 4.55%	0 0.00%	11 1.94%	4 7.69%	2 6.25%	27 3.06%
	Total	84 100.00%	8 100.00%	157 100.00%	88 100.00%	4 100.00%	566 100.00%	52 100.00%	32 100.00%	881 100.00%
Two what extent do you agree with the following statements? - Yale tries hard to create an inclusive environment.	Strongly agree	18 21.43%	1 12.50%	25 15.92%	7 7.95%	0 0.00%	96 16.96%	9 17.31%	14 43.75%	155 17.59%
	Agree	13 15.48%	1 12.50%	31 19.75%	8 9.09%	1 25.00%	117 20.67%	10 19.23%	4 12.50%	168 19.07%
	Somewhat agree	18 21.43%	2 25.00%	32 20.38%	15 17.05%	1 25.00%	139 24.56%	9 17.31%	3 9.38%	191 21.68%
	Neither agree nor disagree	7 8.33%	0 0.00%	17 10.83%	13 14.77%	0 0.00%	78 13.78%	4 7.69%	2 6.25%	112 12.71%
	Somewhat disagree	9 10.71%	1 12.50%	25 15.92%	19 21.59%	1 25.00%	77 13.60%	7 13.46%	4 12.50%	127 14.42%
	Disagree	11 13.10%	1 12.50%	11 7.01%	16 18.18%	0 0.00%	34 6.01%	3 5.77%	2 6.25%	69 7.83%
	Strongly disagree	8 9.52%	2 25.00%	16 10.19%	10 11.36%	1 25.00%	25 4.42%	10 19.23%	3 9.38%	59 6.70%
	Total	84 100.00%	8 100.00%	157 100.00%	88 100.00%	4 100.00%	566 100.00%	52 100.00%	32 100.00%	881 100.00%
Two what extent do you agree with the following statements? - I have friends of widely varied ethnic or racial backgrounds at Yale.	Strongly agree	31 36.90%	4 50.00%	56 35.67%	24 27.27%	1 25.00%	160 28.32%	21 40.38%	14 43.75%	271 30.80%
	Agree	18 21.43%	1 12.50%	33 21.02%	20 22.73%	2 50.00%	144 25.46%	8 15.38%	0 0.00%	215 24.43%
	Somewhat agree	15 17.86%	2 25.00%	32 20.38%	14 15.91%	0 0.00%	133 23.54%	10 19.23%	3 9.38%	162 18.52%
	Neither agree nor disagree	5 5.95%	0 0.00%	13 8.28%	10 11.36%	0 0.00%	30 5.31%	2 3.85%	2 6.25%	55 6.25%
	Somewhat disagree	7 8.33%	1 12.50%	10 6.37%	15 17.05%	0 0.00%	55 9.73%	7 13.46%	2 6.25%	79 8.98%
	Disagree	5 5.95%	0 0.00%	9 5.73%	3 3.41%	1 25.00%	34 6.02%	2 3.85%	1 3.13%	48 5.45%
	Strongly disagree	3 3.57%	0 0.00%	4 2.55%	2 2.27%	0 0.00%	9 1.59%	2 3.85%	1 3.13%	20 2.27%
	Total	84 100.00%	8 100.00%	157 100.00%	88 100.00%	4 100.00%	565 100.00%	52 100.00%	32 100.00%	880 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - There are people in my cohort with whom I identify.	Chi Square	116.66*
	Degrees of Freedom	42
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - There are faculty on campus with whom I can identify.	Chi Square	192.87*
	Degrees of Freedom	42
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - I belong at Yale.	Chi Square	87.66*
	Degrees of Freedom	42
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - I am satisfied with my Yale experience.	Chi Square	83.88*
	Degrees of Freedom	42
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - Yale tries hard to create an inclusive environment.	Chi Square	90.99*
	Degrees of Freedom	42
	p-value	0.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

		Select one or more of the following which best describe your racial or ethnic identity.
Two what extent do you agree with the following statements? - I have friends of widely varied ethnic or racial backgrounds at Yale.	Chi Square	43.42*
	Degrees of Freedom	42
	p-value	0.41

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

GPSS Race, Diversity, & Inclusion Survey Cross Tabulation(1)

		Select one or more of the following which best describe your racial or ethnic identity.								Total
		Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Other	Decline to state	
Imagine a hypothetical situation in which you need to call someone to ask for help. How many peop...	1	6 7.23%	1 12.50%	14 9.03%	17 19.32%	2 50.00%	37 6.61%	7 13.46%	3 9.38%	75 8.59%
	2-3	40 48.19%	4 50.00%	56 36.13%	35 39.77%	1 25.00%	181 32.32%	18 34.62%	14 43.75%	308 35.28%
	4-6	21 25.30%	2 25.00%	50 32.26%	21 23.86%	1 25.00%	189 33.75%	16 30.77%	9 28.13%	277 31.73%
	6-10	8 9.64%	1 12.50%	20 12.90%	9 10.23%	0 0.00%	76 13.57%	6 11.54%	2 6.25%	109 12.49%
	More than 10	8 9.64%	0 0.00%	15 9.68%	6 6.82%	0 0.00%	77 13.75%	5 9.62%	4 12.50%	104 11.91%
	Total	83 100.00%	8 100.00%	155 100.00%	88 100.00%	4 100.00%	560 100.00%	52 100.00%	32 100.00%	873 100.00%

		Select one or more of the following which best describe your racial or ethnic identity.
Imagine a hypothetical situation in which you need to call someone to ask for help. How many peop...	Chi Square	44.28*
	Degrees of Freedom	28
	p-value	0.03

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.