
UW–MADISON 2021 STUDENT CAMPUS CLIMATE SURVEY TECHNICAL REPORT

FALL 2022

PREPARED BY

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1 Executive Summary

In fall 2016, UW–Madison conducted its first student-wide Campus Climate Survey. Over 8,600 students participated—a 20.6% response rate. Students who completed the survey were representative of the overall student population. Results from the 2016 survey indicated most students' perceptions of campus climate were positive. A majority of students from nearly all backgrounds found UW–Madison to be safe, welcoming, respectful, and a place where they belong. Students also indicated that they value diversity and reported that a strong commitment to diversity by UW–Madison was important to them. However, the survey also showed that some groups of historically underrepresented and marginalized students reported a less positive experience.

UW–Madison conducted a similar follow-up student-wide Campus Climate Survey in fall 2021. Over 13,400 students participated, a 28.2% response rate. The respondents were broadly representative of the student population. This summary describes selected findings and trends from the 2021 Student Campus Climate Survey, emphasizing core measures of campus climate—like students' general feelings about their campus experiences. The summary also highlights some areas where student perceptions changed between 2016 and 2021.

The years between 2016 and 2021 were turbulent ones at UW–Madison and other universities. The COVID-19 pandemic disrupted campuses, cancelling in-person learning for many classes for more than a year and continuing to impose public health restrictions through the spring of 2022. In the summer of 2020, a series of police shootings of black men gave energy to a nation-wide social justice movement focused on racial equity which resulted in campus protests and demands at UW–Madison and elsewhere. Meanwhile, a partisan political environment also created political and social divisions that intensified attention on campus to issues such as free speech and the ways in which American history is taught. Given all of this, it was not clear how the results of a Campus Climate Survey in the fall of 2021 would compare to those from 2016.

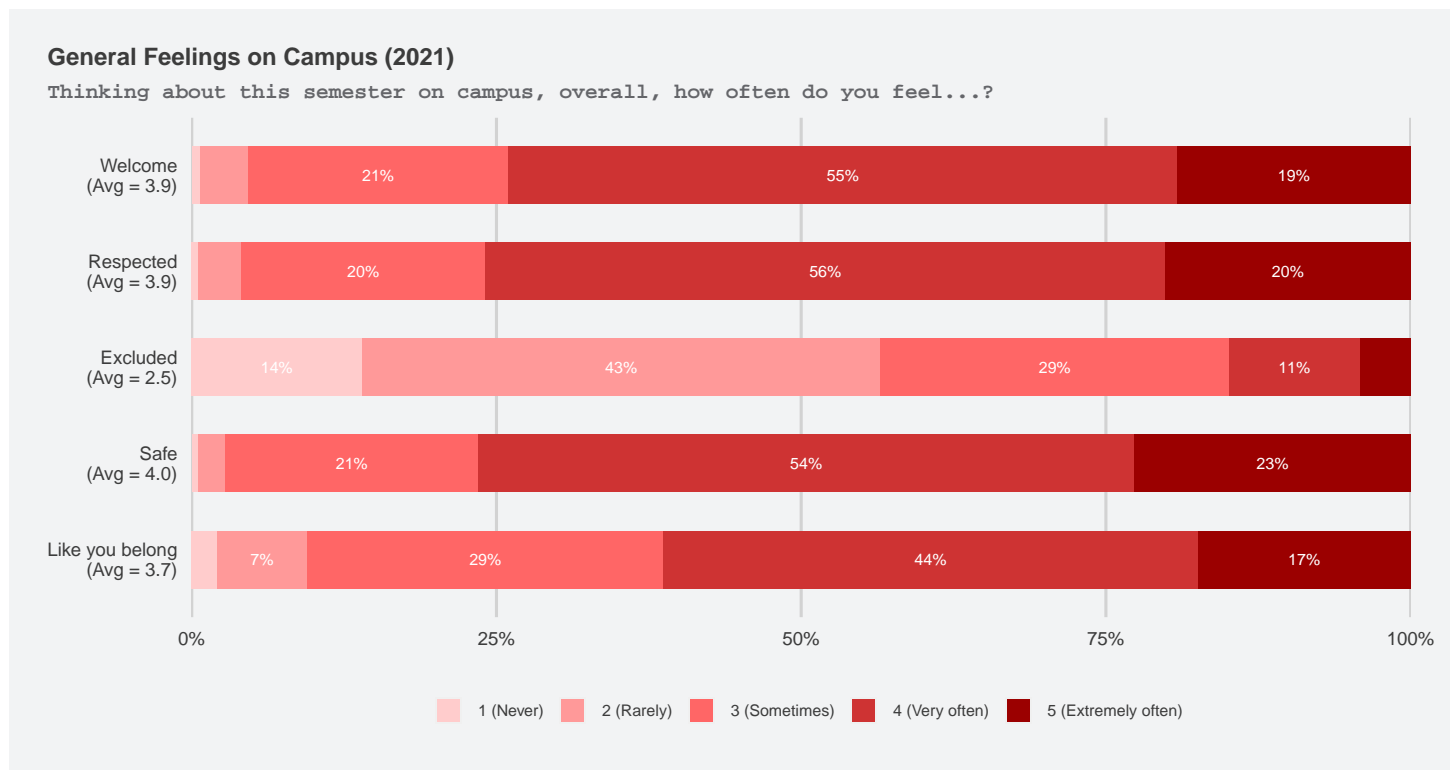
As it turns out, student perceptions of campus climate were stable in most areas from 2016 to 2021. Overall, students continued to report a generally positive experience of campus climate at UW–Madison, with most students feeling welcome, respected, and safe on campus. Other areas that remained the same included feeling respected in class by faculty/instructors and other students, feeling comfortable approaching teaching assistants and faculty with questions or concerns, finding others to study and socialize with, the percent of students reporting experiencing or witnessing hostile, harassing, or intimidating behavior, and perceptions of UW–Madison's commitment to diversity.

However, results from the survey—particularly for 22 core items measuring students' personal experiences of campus climate—also reflected nearly the same set of group differences seen in 2016. The survey showed consistent differences in perceptions of campus climate for historically underrepresented and marginalized groups, in which students with a disability, nonbinary, and African American/Black students responded significantly less positively on most items (18 or more of 22). Transgender, Buddhist, undergraduate older students, American Indian/Alaska Native, LGBTQ+, domestic students of color, and undergraduate Pell Grant eligible students reported a less positive experience than their peers on at least half (11 or more) of the 22 core items. The survey showed less consistent differences (10 or fewer out of 22) for Hispanic students, first-generation college students, and veteran students. Differences by other student characteristics, such as political and religious worldviews, school/college affiliation, in-state or out-of-state residency, student level (undergraduate, graduate/professional, special), international status, etc., were either less frequent or inconsistent.

General Feelings on Campus

On both the 2016 and 2021 surveys, students were asked how often they feel welcome, respected, excluded, safe, and like you belong. Response choices were 1=*Never*, 2=*Rarely*, 3=*Sometimes*, 4=*Very often*, and 5=*Extremely often*. (Note that *excluded* was negatively worded, so lower values indicate a more positive experience.)

Overall, students' general feelings on campus were broadly positive, averaging between 3.7 and 4.0 on the 1 to 5 scale for how often they feel welcome, respected, safe, and like they belong and 2.5 for feeling excluded. Most students reported *very* or *extremely often* feeling welcome (74%), respected (76%), and safe (77%). About 61% of students reported *very* or *extremely often* feeling like they belong, and 57% of students reported *never* or *rarely* feeling excluded.



Students reported feeling about the same on campus in 2016 and 2021. None of the General Feelings on Campus items changed substantially since the previous survey.

General Feelings on Campus		2016	2021	Change [†]
Thinking about this semester on campus, overall, how often do you feel...? ^a	Welcome	4.0	3.9	—
	Respected	4.0	3.9	—
	Excluded [‡]	2.4	2.5	—
	Safe	4.0	4.0	—
	Like you belong	3.8	3.7	—

^a Response choices were 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Very often, 5 = Extremely often. [†] Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. A dash (—) indicates that there were no significant changes between 2016 and 2021. [‡] Negatively worded.

One of the primary goals of the survey was to understand how students from different backgrounds experience life at UW–Madison. Like the 2016 survey, each question was separately analyzed by student characteristics. While most students reported a generally positive campus climate experience, there was a consistent pattern of students from historically underrepresented and marginalized groups responding less favorably.

Nonbinary, transgender, students of color, and students with a disability responded less positively than their counterparts to all five General Feelings on Campus questions. LGBTQ+ students reported less often feeling welcome, respected, safe, and like they belong.

Student Characteristics	General Feelings on Campus				
	Welcome [1:5]	Respected [1:5]	Excluded [1:5]‡	Safe [1:5]	Like you belong [1:5]
Overall					
All Students (2021)	<i>N</i> = 12,154 3.9	<i>N</i> = 12,150 3.9	<i>N</i> = 12,151 2.5	<i>N</i> = 12,153 4.0	<i>N</i> = 12,152 3.7
Gender					
Man	—	—	—	4.1	—
Nonbinary/Gender not Listed	3.4	3.5	2.8	3.6	3.1
Woman	—	—	—	3.8	—
Transgender*					
No	3.9	3.9	2.5	4.0	3.7
Yes	3.5	3.5	2.7	3.6	3.1
LGBTQ+					
No	3.9	4.0	—	4.0	3.7
Yes	3.7	3.7	—	3.8	3.4
Domestic Race/Ethnicity Summary					
Domestic White (Only)	4.0	4.0	2.4	4.0	3.8
Domestic Student of Color	3.6	3.7	2.7	3.8	3.4
Religious Views					
Atheist/Agnostic/None (Only)	—	—	—	—	—
Buddhist (Only)	3.5	3.6	2.8	3.7	3.3
Christian (Only)	—	—	—	—	3.8
Hindu (Only)	—	—	—	—	—
Jewish (Only)	—	—	—	—	3.9
Muslim (Only)	—	—	—	—	—
Other/Multifaith	—	—	—	—	3.5
Age Group (Undergraduate)*					
25 Years or Older	3.5	3.6	2.7	—	3.1
Less than 25 Years	3.9	3.9	2.5	—	3.7
Disability					
No	3.9	3.9	2.5	4.0	3.7
Yes	3.6	3.7	2.7	3.8	3.3

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. * Variable not included in 2016; no time comparison. ‡ Negatively worded.

Hostile, Harassing, Intimidating Behavior

Students were asked whether they ever *personally witnessed* or *personally experienced* anything that they would consider an act of hostile, harassing, or intimidating behavior (HHIB) at UW–Madison. In 2021, 23% of students reported ever witnessing hostile, harassing, or intimidating behavior at UW–Madison, and 14% said they had ever personally experienced such behavior at UW–Madison. These were about the same as in 2016.

Hostile, Harassing, Intimidating Behavior	2016	2021	Change†
Ever <i>WITNESSED</i> hostile, harassing, or intimidating behavior at UW–Madison ^a	20%	23%	—
Ever <i>EXPERIENCED</i> hostile, harassing, or intimidating behavior at UW–Madison ^a	12%	14%	—

^a Response choices were Yes, No. † Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. A dash (—) indicates that there were no significant changes between 2016 and 2021.

Like responses to the General Feelings on Campus questions, nonbinary, transgender, LGBTQ+, and students with a disability were more likely than other students to report ever witnessing or experiencing hostile, harassing, or intimidating behavior at UW–Madison. Students of color were more likely to report experiencing hostile, harassing, or intimidating behavior.

Student Characteristics	Hostile, Harassing, Intimidating Behavior	
	Witness, Ever [0=N,1=Y]	Experience, Ever [0=N,1=Y]
Overall		
All Students (2021)	<i>N</i> = 13,463 23%	<i>N</i> = 13,335 14%
Gender		
Man	—	—
Nonbinary/Gender not Listed	40%	31%
Woman	—	—
Transgender*		
No	23%	14%
Yes	37%	30%
LGBTQ+		
No	21%	12%
Yes	33%	25%
Domestic Race/Ethnicity Summary		
Domestic White (Only)	—	12%
Domestic Student of Color	—	21%
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—	22%
Christian (Only)	—	—
Hindu (Only)	—	—
Jewish (Only)	—	—
Muslim (Only)	—	—
Other/Multifaith	—	—
Age Group (Undergraduate)*		
25 Years or Older	—	—
Less than 25 Years	—	—
Disability		
No	21%	12%
Yes	37%	29%

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. * Variable not included in 2016; no time comparison.

What Changed?

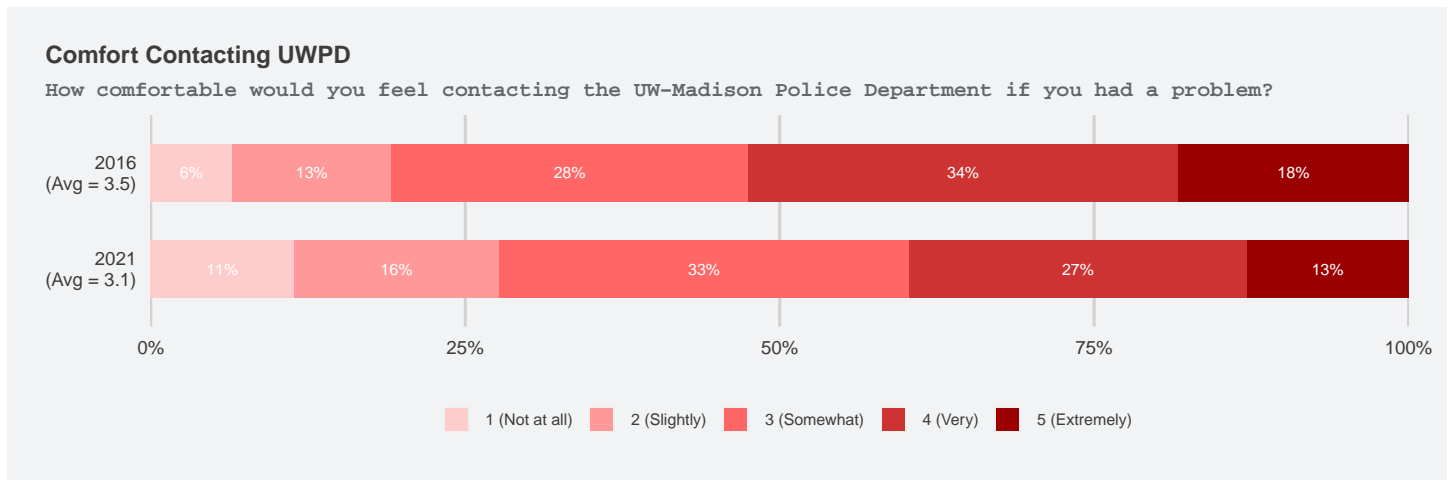
While student views and experiences of campus climate were often comparable to the previous survey in 2016, there were some notable changes.

Comfort Contacting UWPB

Students were asked *How comfortable would you feel contacting the UW–Madison Police Department if you had a problem?* Response choices were 1=*Not at all comfortable*, 2=*Slightly comfortable*, 3=*Somewhat comfortable*, 4=*Very comfortable*, and 5=*Extremely comfortable*.

Students generally reported feeling somewhat comfortable contacting the UW–Madison Police Department (UWPB) if they had a problem, averaging 3.1 on the 1 to 5 scale. However, this was a significant decline from the average of 3.5 in 2016. In the previous survey, half of students (53%) reported feeling *very* or *extremely comfortable* contacting UWPB if they had a problem. By 2021, that dropped to 40%. The percentage of students who reported feeling *not at all* or *slightly comfortable* increased from 19% in 2016 to 28% in 2021. Students reporting feeling *somewhat comfortable* remained about the same.

Much of the qualitative feedback referenced general concerns about law enforcement and policing issues. Relatively few students mentioned specific concerns about UWPB in particular.

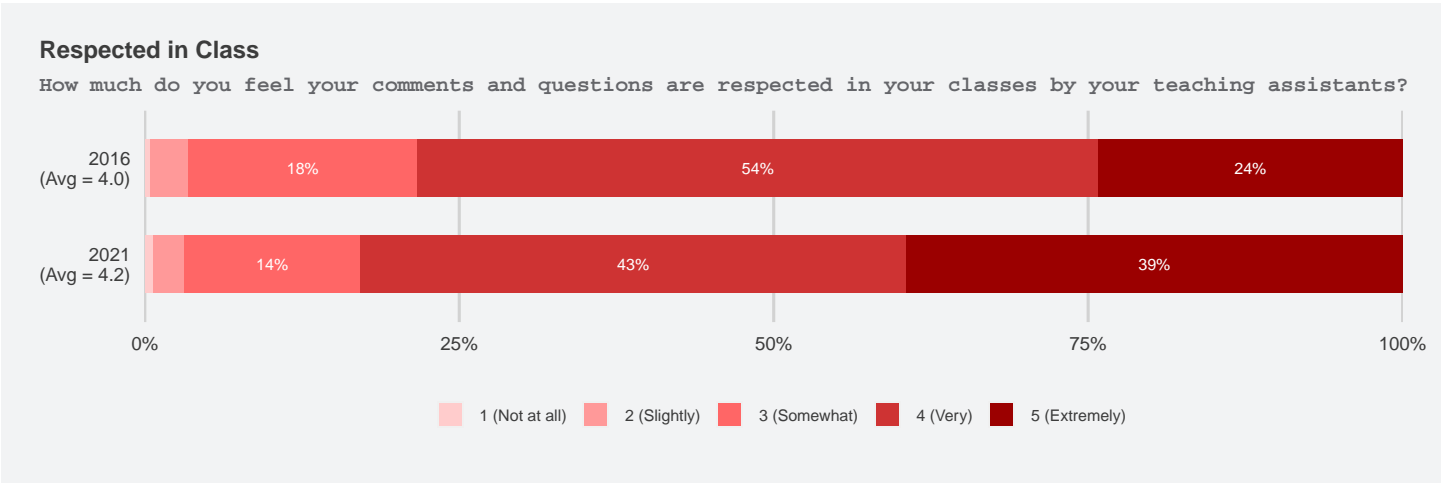


There were some improvements, though.

Feeling Respected by Teaching Assistants

Undergraduate students were asked *How much do you feel your comments and questions are respected in your classes by your teaching assistants?* Response choices were 1=*Not at all respected*, 2=*Slightly respected*, 3=*Somewhat respected*, 4=*Very respected*, 5=*Extremely respected*, and 6=*Not Applicable*. (Values of *Not Applicable* were excluded from analysis.)

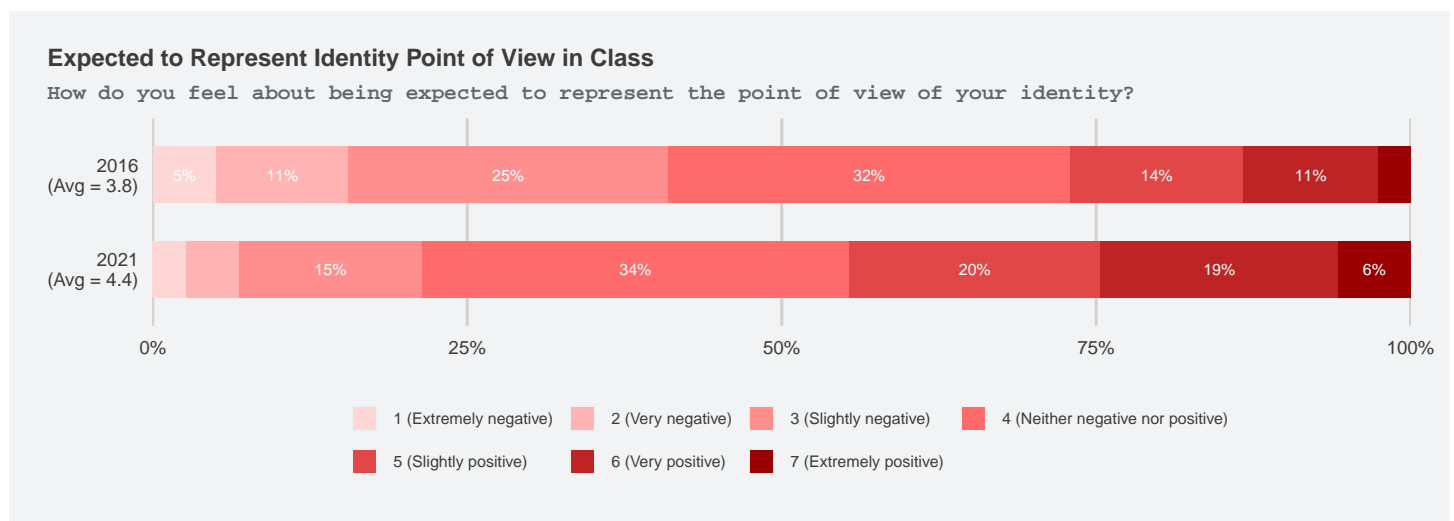
Undergraduate students reported feeling their comments and questions were very respected by their teaching assistants, averaging 4.2 on the 1 to 5 scale, up from 4.0 in 2016. The percentage of students who reported their comments and questions were *very* or *extremely respected* by their teaching assistants increased from 78% in 2016 to 83% in 2021 (*extremely respected* increased from 24% to 39%) and the percentage of students who reported *somewhat respected* decreased from 18% to 14%.



Representing Point of View of Identity in Class

Students were asked, *This semester, how often have you felt expected to represent the point of view of your identity (e.g., your race, ethnicity, gender, sexual orientation, disability, religion, socioeconomic status, country of origin, etc.) in your classes?* Students who responded *sometimes*, *very often*, or *extremely often* were then asked, *How do you feel about being expected to represent the point of view of your identity?* Response choices were 1=*Extremely negative*, 2=*Very negative*, 3=*Slightly negative*, 4=*Neither negative nor positive*, 5=*Slightly positive*, 6=*Very positive*, and 7=*Extremely positive*.

The percentage of students who said they *sometimes*, *very often*, or *extremely often* felt expected to represent the point of view of their identity in class increased from 22% in 2016 to 47% in 2021. However, students' perception of this behavior shifted. In 2016, 41% of students reported feeling negatively about the expectation and 27% reported feeling positively. By 2021 those percentages flipped: 21% reported feeling negatively and 45% reported feeling positively about the expectation.



2 Introduction

2.1 Background

The University of Wisconsin–Madison is strongly committed to providing an inclusive and welcoming environment for all. The university's institutional statement on diversity is clear:¹

Diversity is a source of strength, creativity, and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Campus climate—the extent to which individuals feel personally welcome, included, like they belong, safe, listened to, valued, and treated fairly and with respect—plays an important role in a person's success in achieving their educational goals and in the overall success of the university.

In 2013-14, a committee of students, faculty, staff, and community members developed *Forward Together: A Framework for Diversity and Inclusive Excellence*. It stressed the importance of diversity and inclusion at UW–Madison and outlined goals to maintain and improve campus climate, including calling for regular assessments of the campus climate as an important measure of our diversity efforts. The framework also defined diversity broadly, encompassing “race and ethnicity; sex; gender and gender identity or expression; marital status; age; sexual orientation; country of origin; language; disability; socioeconomic status; and affiliations that are based on cultural, political, religious, or other identities.”

2.2 2016 Survey

The Division of Diversity, Equity, and Educational Achievement (DDEEA) developed a survey in 2015-2016 to understand students' experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW–Madison. DDEEA worked with students, campus governance groups, faculty, staff, administrators, and survey experts to develop survey topics and questions. The survey was sent to all enrolled students in fall 2016. Over 8,600 students completed the survey—a 20.6% response rate. Students who completed the survey were broadly representative of the overall student population.

Results from the 2016 survey indicated most students' perceptions of campus climate were positive. A majority of students from nearly all backgrounds found UW–Madison to be safe, welcoming, respectful, and a place where they belong. Students also indicated that they value diversity and reported that a strong commitment to diversity by UW–Madison was important to them.

While most students reported a positive campus climate, the survey showed that some groups of historically underrepresented and marginalized students reported a less positive experience. Students of color, nonbinary students, students with a disability, and LGBTQ+ students consistently reported less positive views of campus climate than their peers. Among students of color, African American/Black students were least likely to report a positive climate. Differences by other student characteristics were less frequent or inconsistent, although students from a working-class background, first-generation college, international, transfer, Muslim, and Buddhist students reported a less positive climate on some survey measures.

¹<https://diversity.wisc.edu/institutional-statement-on-diversity/>

In late spring 2017, the university appointed a Student Campus Climate Survey Task Force comprised of students, faculty, and staff to review the results of the survey and develop recommendations to address its findings. The Task Force issued its final report in fall 2017 and presented an overview of findings and recommendations at the 2017 Diversity Forum in November. The Task Force also held public information sessions in fall 2017 and spring 2018 to share highlights of the survey results, discuss next steps, and collect feedback from students about the survey.

2.3 2021 Survey

DDEEA began developing a follow-up student-wide Campus Climate Survey in fall 2019. Feedback from students and other stakeholders in 2017 and 2018 indicated that while most of the content of the 2016 survey was useful for understanding student experiences, the survey itself was too long. In spring 2020, DDEEA convened an advisory group of campus climate and survey experts to review the previous survey's content and recommend a plan for future campus climate assessments.

Because understanding trends in student experiences of campus climate over time is a primary concern, the advisory group recommended retaining many questions from the 2016 survey. However, the advisory group identified opportunities to streamline some survey areas to reduce completion time (while preserving comparability) and added some questions about overall satisfaction, feeling connected to others and the institution, feeling respected by advisors, and working in a lab or research group. The group also recommended updating some question wordings to reflect advancements in survey best practices.

DDEEA intended to distribute the student-wide survey in fall 2020. In summer 2020, the advisory group recommended delaying the survey until fall 2021 because of the substantial disruptions and unique circumstances of the COVID-19 pandemic. Planning for the survey resumed in summer 2021.

DDEEA contracted with the UW-Madison Survey Center (UWSC) to administer the 2021 Student Campus Climate Survey. On October 19, UWSC sent survey invitation emails to all enrolled students (over 47,800). The online survey was open for three weeks and closed on November 9. Over 13,400 students completed the survey—a 28.2% response rate—broadly representing the student population.

3 Methodology

3.1 Survey Details

The survey instrument was comparable to the 2016 survey but included modest modifications based on feedback from students, campus stakeholders, and survey experts. Specifically, student feedback regarding the 2016 survey was obtained from town hall sessions in December 2017 and January 2018. Additional expert review from the University of Wisconsin Survey Center (UWSC) and campus stakeholders was conducted during Summer 2020. The survey content was mostly retained from the 2016 instrument with minor additions, streamlining of questions, dropping of unnecessary items, and question subsampling. These modifications did not substantially limit comparisons to the 2016 survey and reduced survey completion time. As was the case in 2016, DDEEA contracted with the UWSC to administer the survey. Appendix B contains a copy of the survey instrument.

The survey included multiple-choice and open-ended questions. Open-ended questions allowed respondents to express in their own words their experience of climate at UW–Madison and offer suggestions for improvements. DDEEA facilitated the review of responses to open-ended questions with the 2021 Student Campus Climate Survey Task Force.

UWSC fielded the campus-wide survey of 47,822 students between October 19 and November 8, 2021. All students enrolled in the fall semester, including graduate and professional students, undergraduates, and special students (not enrolled in a degree program), were sent an email inviting them to fill out the online survey. To improve response rates, all students randomly received some form of compensation for completing the survey (e.g., \$5 incentive, \$10 incentive, be entered into a drawing to receive 1 of 25 \$100 prizes). Overall, 13,479 students (28.2% of eligible students) completed the survey. Table 3.1-1 shows the distribution of students enrolled in fall 2021 compared with the respondents to the survey. In general, the demographic characteristics of the total eligible students are very similar to the survey respondents. However, women were somewhat more likely to respond to the survey.

Table 3.1-1. Comparison of Student Population and Survey Respondents by Selected Student Characteristics

Student Characteristics	Eligible Population		Survey Respondents		Survey Weight	
	N	%	N	%	Average	IQR*
Overall						
All Students (2021)	47,822	100%	13,479	100%	1.00	0.83 - 1.27
Student Level						
Undergraduate	33,457	70%	8,682	64%	1.09	0.93 - 1.32
Graduate/Professional	12,451	26%	4,475	33%	0.78	0.71 - 0.83
Special	1,914	4%	322	2%	1.68	1.36 - 2.35
Sex						
Male	22,598	47%	5,376	40%	1.18	1.00 - 1.32
Female	25,224	53%	8,103	60%	0.88	0.76 - 0.93
Race/Ethnicity Summary						
Domestic White (Only)	31,563	66%	8,727	65%	1.02	0.93 - 1.32
Domestic Student of Color	9,786	20%	2,676	20%	1.03	0.92 - 1.36
International	6,473	14%	2,076	15%	0.88	0.67 - 0.97

Note: Data are from administrative records. *IQR=interquartile range, from the 25th percentile to the 75th percentile, shows the spread of the middle half of the distribution of survey weights by demographic group. That is, half of the sample for each group has a survey weight between the lower bound (25th percentile) and the upper bound (75th percentile).

To facilitate comparisons over time and ensure representative results, all analyses incorporated post-stratification weights jointly estimated for combinations of student level, sex, and race/ethnicity summary available from administrative records for the eligible student population in fall 2021. (No weights were less than 0.2 or greater than 5.0.) Tables 3.1-2 and 3.1-3 show the demographic characteristics of weighted sample characteristics for both 2016 and 2021.

Table 3.1-2. Comparison to Previous Survey Respondents by Weighted Sample Characteristics: School/College and Student Status

Weighted Sample Characteristics: School/College and Student Status	2016		2021	
	N	%	N	%
Overall				
All Students	8,652	100%	13,479	100%
School/College†				
ALS - College of Agricultural and Life Sciences	936	11%	1,091	8%
BUS - School of Business	631	7%	1,059	8%
DCS - Division of Continuing Studies	342	4%	539	4%
EDU - School of Education	513	6%	738	5%
EGR - College of Engineering	1,255	15%	1,905	14%
HEC - School of Human Ecology	262	3%	312	2%
IES - Nelson Institute for Environmental Studies	33	<1%	51	<1%
LS - College of Letters and Science	3,861	45%	6,477	48%
LAW - Law School	154	2%	268	2%
MED - School of Medicine and Public Health	282	3%	450	3%
NUR - School of Nursing	179	2%	327	2%
PHM - School of Pharmacy	143	2%	180	1%
VET - School of Veterinary Medicine	61	1%	81	1%
Missing	0	0%	0	0%
Student Level†				
Undergraduate	6,038	70%	9,430	70%
Graduate/Professional	2,311	27%	3,509	26%
Special	302	3%	539	4%
Missing	0	0%	0	0%
Academic Level (Undergraduate)*,†				
Freshman (<24 credits)	—	—	2,129	23%
Sophomore (24 to 53 credits)	—	—	2,158	23%
Junior (54 to 85 credits)	—	—	2,301	24%
Senior (86+ credits)	—	—	2,842	30%
Missing	—	—	0	0%
Full-Time Student (Excluding Special)†				
No	487	6%	782	6%
Yes	7,862	94%	12,158	94%
Missing	0	0%	0	0%
New Student (Undergraduate)†				
No	4,453	74%	5,979	63%
Yes	1,582	26%	3,451	37%
Missing	3	<1%	0	0%
Transfer Student (Undergraduate)†				
No	5,359	89%	8,401	89%
Yes	676	11%	1,029	11%
Missing	3	<1%	0	0%
WI Resident (Undergraduate)*,†				
No	—	—	3,812	40%
Yes	—	—	5,618	60%
Missing	—	—	0	0%

*Variable not included in 2016; no time comparison.

†Data are from administrative records.

Table 3.1-3. Comparison to Previous Survey Respondents by Weighted Sample Characteristics: Student Characteristics

Weighted Sample Characteristics: Student Characteristics	2016		2021	
	N	%	N	%
Overall				
All Students	8,652	100%	13,479	100%
Gender[‡]				
Man	4,043	47%	6,175	46%
Nonbinary/Gender not Listed	75	1%	366	3%
Woman	4,513	52%	6,841	51%
Missing	21	<1%	97	1%
Transgender^{*,‡}				
No	—	—	13,243	98%
Yes	—	—	195	1%
Missing	—	—	41	<1%
LGBTQ+[‡]				
No	7,826	90%	11,019	82%
Yes	809	9%	2,401	18%
Missing	18	<1%	59	<1%
International[†]				
No (Domestic/Permanent Resident)	7,411	86%	11,655	86%
Yes (International)	1,241	14%	1,824	14%
Missing	0	0%	0	0%
Domestic Race/Ethnicity Summary[‡]				
Domestic White (Only)	5,625	76%	8,808	76%
Domestic Student of Color	1,786	24%	2,847	24%
Missing	0	0%	0	0%
Domestic Race/Ethnicity Detail[‡]				
Hispanic (All Races)	533	7%	852	7%
African American/Black (Only)	232	3%	265	2%
American Indian/Alaska Native (Only)	42	1%	35	<1%
Asian/Asian American (Only)	523	7%	1,127	10%
Native Hawaiian/Pacific Islander (Only)	6	<1%	10	<1%
White (Only)	5,352	72%	8,641	74%
2 or More Races (Non-Hispanic)	451	6%	557	5%
Other/Unknown	272	4%	167	1%
Missing	0	0%	0	0%
Religious Views[‡]				
Atheist/Agnostic/None (Only)	2,845	33%	5,159	38%
Buddhist (Only)	131	2%	162	1%
Christian (Only)	3,634	42%	4,584	34%
Hindu (Only)	117	1%	344	3%
Jewish (Only)	204	2%	414	3%
Muslim (Only)	142	2%	229	2%
Other/Multifaith	1,199	14%	2,347	17%
Missing	380	4%	241	2%
Political Views[‡]				
Conservative	1,512	17%	1,821	14%
Moderate	1,682	19%	2,395	18%
Liberal	4,462	52%	7,442	55%
Other/None	899	10%	1,632	12%
Missing	98	1%	189	1%
Age Group (Undergraduate)^{*,†}				
25 Years or Older	—	—	197	2%
Less than 25 Years	—	—	9,233	98%
Missing	—	—	0	0%
Disability[‡]				
No	7,889	91%	11,992	89%
Yes	479	6%	1,439	11%
Missing	284	3%	48	<1%
Veteran^{*,‡}				
No	—	—	13,207	98%
Yes	—	—	220	2%
Missing	—	—	52	<1%
First-Generation College[‡]				
No	6,764	78%	10,722	80%
Yes	1,876	22%	2,728	20%
Missing	12	<1%	30	<1%
Pell Grant Eligible (Undergraduate)^{*,†}				
No	—	—	7,570	80%
Yes	—	—	1,860	20%
Missing	—	—	0	0%

*Variable not included in 2016; no time comparison.

† Data are from administrative records.

‡ Data are self-reported.

3.2 Data and Measures

The Diversity Framework defined diversity broadly, encompassing many aspects of a person's identity. Students from different backgrounds, especially those from historically disadvantaged groups, may have different attitudes and experiences with regard to campus climate. Therefore, this analysis compared responses across a broad array of student characteristics:

- Student enrollment and student status characteristics
- Gender and sexual orientation
- International status and race/ethnicity
- Religious and political views
- Age (undergraduate)
- Disability
- Veteran status
- First-generation college status
- Pell Grant eligibility (undergraduate)

Tables 3.2-1 and 3.2-2 provide technical definitions of the above factors used for analysis in this report.

Survey results are divided into sections according to the survey's core themes. The text describes the overall findings and notes differences between student demographic groups that are both statistically significant and large enough to be meaningful.

Table 3.2-1. Definitions of School/College and Student Status Variables

School/College and Student Status	Notes
School/College <ul style="list-style-type: none"> ALS - College of Agricultural and Life Sciences BUS - School of Business DCS - Division of Continuing Studies EDU - School of Education EGR - College of Engineering HEC - School of Human Ecology IES - Nelson Institute for Environmental Studies LS - College of Letters and Science LAW - Law School MED - School of Medicine and Public Health NUR - School of Nursing PHM - School of Pharmacy VET - School of Veterinary Medicine 	[ADMIN] From student's UW–Madison primary academic program.
Student Level <ul style="list-style-type: none"> Undergraduate Graduate/Professional Special 	[ADMIN] From student's academic record for the semester. * <i>Note:</i> On the 2016 survey, students self-reported their current enrollment status.
Academic Level (Undergraduate) <ul style="list-style-type: none"> Freshman (<24 credits) Sophomore (24 to 53 credits) Junior (54 to 85 credits) Senior (86+ credits) 	[ADMIN] From student's academic record for the semester based on academic level as determined by credits. * <i>Note:</i> Only populated for undergraduate students; Variable not included in 2016 (no time comparison).
Full-Time Student (Excluding Special) <ul style="list-style-type: none"> No Yes 	[ADMIN] From student's academic record for the semester according to standards for their primary academic program. * <i>Note:</i> Only populated for undergraduate students and graduate/professional students.
New Student (Undergraduate) <ul style="list-style-type: none"> No Yes 	[ADMIN] From student's academic record for the semester based on admission status. * <i>Note:</i> On the 2016 survey, students self-reported how many years they were enrolled at UW–Madison. Only populated for undergraduate students.
Transfer Student (Undergraduate) <ul style="list-style-type: none"> No Yes 	[ADMIN] From student's academic record based on admission status; students who were ever admitted to UW–Madison as transfer students. * <i>Note:</i> On the 2016 survey, students self-reported whether they began college at UW–Madison or elsewhere; Only populated for undergraduate students.
WI Resident (Undergraduate) <ul style="list-style-type: none"> No Yes 	[ADMIN] From student's academic record for the semester based on residency for tuition purposes. * <i>Note:</i> Only populated for undergraduate students; Variable not included in 2016 (no time comparison).

Table 3.2-2. Definitions of Student Characteristics Variables

Student Characteristics	Notes
Gender <ul style="list-style-type: none"> Man Nonbinary/Gender not Listed Woman 	[SURVEY] QR7A Students were asked, "What is your gender?" Response choices were "Man," "Nonbinary," "Woman," or "Not listed, please tell us." Individuals who responded "Nonbinary" or "Not listed, please tell us" were classified as "Nonbinary/Gender not Listed." Individuals who declined to answer this question were excluded from the analyses by gender.
Transgender <ul style="list-style-type: none"> No Yes 	[SURVEY] QR8 Students were asked, "Are you transgender?" Response choices were "Yes" or "No." Individuals who declined to answer this question were excluded from the analyses by transgender status. <i>* Note: Variable not included in 2016 (no time comparison)</i>
LGBTQ+ <ul style="list-style-type: none"> No Yes 	[SURVEY] QR9 Students were asked, "Do you identify as part of an LGBTQ+ community?" Response choices were "Yes" or "No." Individuals who declined to answer this question were excluded from the analyses by LGBTQ+ status.
International <ul style="list-style-type: none"> No Yes 	[ADMIN] International/domestic students are from student's academic record for the semester.
Domestic Race/Ethnicity Summary <ul style="list-style-type: none"> Domestic White (Only) Domestic Student of Color 	[SURVEY] QR10 Students were asked "With which of the following racial or ethnic groups do you identify? Please select all that apply." Corresponding to Federal reporting categories, domestic students who identified as "White, European Descent" and no other race or ethnic category were classified as "Domestic White (Only)." Domestic students who checked any other combination of race/ethnicity groups were classified as "Domestic Student of Color." Individuals who declined to answer this question were excluded from the analyses by student of color status. <i>* Note: Only populated for domestic students.</i>
Domestic Race/Ethnicity Detail <ul style="list-style-type: none"> Hispanic (All Races) African American/Black (Only) American Indian/Alaska Native (Only) Asian/Asian American (Only) Native Hawaiian/Pacific Islander (Only) White (Only) 2 or More Races (Non-Hispanic) Other/Unknown 	[SURVEY] QR10 Students were asked "With which of the following racial or ethnic groups do you identify? Please select all that apply." Corresponding to Federal reporting categories, all students are classified into a single race/ethnicity category. Domestic students who identified as "Chicano(a), Latino(a), or Hispanic" were classified as "Hispanic (All Races)" even if other racial identities were provided. Domestic students who did not identify as "Chicano(a), Latino(a), or Hispanic" are classified in their single race category if only one race was provided, or as "2 or More Races (Non-Hispanic)" if more than one race is provided. Those who were not international and declined to answer this question were excluded from the analyses by race/ethnicity. <i>* Note: Only populated for domestic students.</i>
Religious Views <ul style="list-style-type: none"> Atheist/Agnostic/None (Only) Buddhist (Only) Christian (Only) Hindu (Only) Jewish (Only) Muslim (Only) Other/Multifaith 	[SURVEY] QR11 Students were asked "With which of the following religions or spiritual affiliations do you identify? Please select all that apply." Individuals who identified as "Atheist," "Agnostic," or "No religious affiliation" were classified as "Agnostic/Atheist/None (Only)". Individuals who identified as "Other religion or faith practice," "Spiritual, but not religious," or chose more than one category were classified as "Other/Multifaith." Individuals who declined to answer this question were excluded from the analyses by religious views.
Political Views <ul style="list-style-type: none"> Conservative Moderate Liberal Other/None 	[SURVEY] QR12 Students were asked, "In terms of political views, would you say you are..." Students who considered themselves as having "Very liberal" or "Somewhat liberal" political views were categorized as "Liberal." Students who identified as "Moderate" were categorized as "Moderate." Students who considered themselves as having "Very conservative" or "Somewhat conservative" political views were categorized as "Conservative." Students who identified as "Other" or "No political views" were categorized as "Other/None." Individuals who declined to answer this question were excluded from the analyses by political views.

Table 3.2-2. Definitions of Student Characteristics Variables

Student Characteristics	Notes
Age Group (Undergraduate) <ul style="list-style-type: none"> 25 Years or Older Less than 25 Years 	[ADMIN] From student's age as of the first day of classes for the semester. <i>* Note:</i> Only populated for undergraduate students; Variable not included in 2016 (no time comparison).
Disability <ul style="list-style-type: none"> No Yes 	[SURVEY] QR13 Students were asked, "Do you identify as a person with a disability?" Response choices were "Yes" or "No." Individuals who declined to answer this question were excluded from the analyses by disability status.
Veteran <ul style="list-style-type: none"> No Yes 	[SURVEY] QR14 Students were asked, "Have you ever served in the United States Armed Forces, Military Reserves, or National Guard?" Response choices were "Yes" or "No." Individuals who declined to answer this question were excluded from the analyses by veteran status. <i>* Note:</i> Variable not included in 2016 (no time comparison).
First-Generation College <ul style="list-style-type: none"> No Yes 	[SURVEY] QR6 Students were asked, "Do you have at least one parent or guardian who raised you who completed a bachelor's degree?" Response choices were "Yes" or "No." Individuals who declined to answer this question were excluded from the analyses by first-generation college status.
Pell Grant Eligibility (Undergraduate) <ul style="list-style-type: none"> No Yes 	[ADMIN] From student's academic record for the semester based on financial aid information. <i>* Note:</i> Only populated for undergraduate students; Variable not included in 2016 (no time comparison).

3.3 Statistical Methods

Most survey questions offered multi-point response scales (e.g., 1="Never" to 5="Extremely often"). For statistical analyses, the scales were treated as interval level data in order to calculate a difference in mean scores (t-test). For nominal categorical responses, a set of dummy variables was created, one for each response category.

Statistical significance (i.e., statistical precision, a p -value <0.05) is a common first step in determining what differences between groups are, and are not, meaningful. However, in large samples, even small differences may be statistically significant but not substantively meaningful. In these situations, it is also common to consider measures of effect size. Effect sizes are a way of calculating the magnitude of a relationship distinct from statistical significance.

For this report, a group difference was considered meaningful only if it satisfied two conditions: (a) the difference in mean scores was statistically significant at $p < 0.05$, and (b) the effect size exceeded a value of 0.20 on the Cohen's d statistic (continuous) or Cohen's h statistic (dichotomous).

3.4 Interpreting Survey Results

As with all survey research, there are a few things to keep in mind when reading this report. First, the results presented in this report reflect the attitudes and experiences of survey respondents, which may not represent students who did not complete the survey.

Second, the number of respondents for a particular question may be small depending on the size of the group, skip patterns, and other survey design factors. It is important to interpret small numbers with caution. Results for groups with fewer than 10 individuals are suppressed.

Third, differences across groups may be the result of real differences in experiences, different aspects or different perceptions of the same experience, or differing expectations. For example, something that occurs once a week may be perceived as often to one respondent but rare to another.

Fourth, individuals have many facets to their identity, including gender, race, religion, and socioeconomic background, among others. This report presents climate data by major student demographic characteristics. Each table included in Appendix C and described below reflects the responses to a particular theme for a single demographic characteristic. However, it is not always clear which aspect(s) of one's identity a student has in mind when answering questions. In addition, analyzing student responses by single characteristics may not capture the complexity of students' intersecting identities.

Fifth, many personal characteristics are correlated with each other. For example, students who reported their religion as Hindu are more likely to be international students and more likely to be graduate students. A finding that Hindu students have a different experience at UW–Madison may really reflect the different experience that graduate students have, the experience of international students, or the unique experience of international graduate students.

Finally, the 2021 survey was fielded shortly after a period of remote instruction because of the COVID-19 pandemic. All results should be interpreted in light of the unique challenges of the time.

3.5 How to Read the Report

Each section corresponds to a set of outcomes or college environments included on the survey. Each section starts with a summary of the results for that section and information about the data, followed by a series of figures and tables showing overall results for 2021, overall changes from 2016, and breakdowns for 2021 by school/college, student status measures, and student characteristics. The image below describes how to read the tables in this report.

The means and Ns for **All UW-Madison (2021)** are displayed at the top of each table for comparison purposes.

Each factor (shaded in **light gray**) and its respective categories are grouped together so that comparisons can be made across outcomes.

The tables in this report summarize statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 for outcome measures.

Means represent the average score for all cases on an outcome measure with higher numbers indicating higher response.

- A **dash (-)** indicates the group difference was not meaningful.
- Means displayed in **UNBOLDED GRAY** text indicate that the comparison group mean had a more positive response compared to the general population mean.
- Means displayed in **BOLDED BLACK** text indicate that the comparison group mean had a less positive response compared to the general population mean.

School/College and Student Status	General Feelings on Campus				
	Welcome [1:5]	Respected [1:5]	Excluded [1:5]‡	Safe [1:5]	Like you belong [1:5]
Overall					
All Students (2021)	N = 12,154 3.9	N = 12,150 3.9	N = 12,151 2.5	N = 12,153 4.0	N = 12,152 3.7
School/College					
ALS - College of Agricultural and Life Sciences	—	—	—	—	—
BUS - School of Business	▼	▼	▲	—	▼
DCS - Division of Continuing Studies	—	—	2.2▼	4.2	—
EDU - School of Education	—	—	—	3.8	—
EGR - College of Engineering	▼	—	—	—	▼
HEC - School of Human Ecology	—	—	—	—	—
IES - Nelson Institute for Environmental Studies	—	—	2.2	—	—
LS - College of Letters and Science	—	—	—	—	—
LAW - Law School	▼	—	▲	4.1	—
MED - School of Medicine and Public Health	—	—	—	▼	—
NUR - School of Nursing	—	—	—	—	—
PHM - School of Pharmacy	—	—	—	—	—
VET - School of Veterinary Medicine	—	▼	—	—	—
			•		
			•		
Transfer Student (Undergraduate)					
No	3.9▼	—	—	—	3.7
Yes	3.7	—	—	—	3.5
WI Resident (Undergraduate)*					
No	—	—	—	—	—
Yes	—	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison. ‡Negatively worded.

The Notes section contains additional information.

Outcome measures with the range of the variables listed in brackets [min:max].

Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4 Results

4.1 Overall Climate Satisfaction

SUMMARY

Overall

- Student satisfaction with campus climate averaged 3.5 on the 1 to 5 scale, roughly halfway between somewhat and very satisfied. Half of students (52%) reported being very or extremely satisfied, 37% somewhat satisfied, and 11% not at all or a little satisfied.

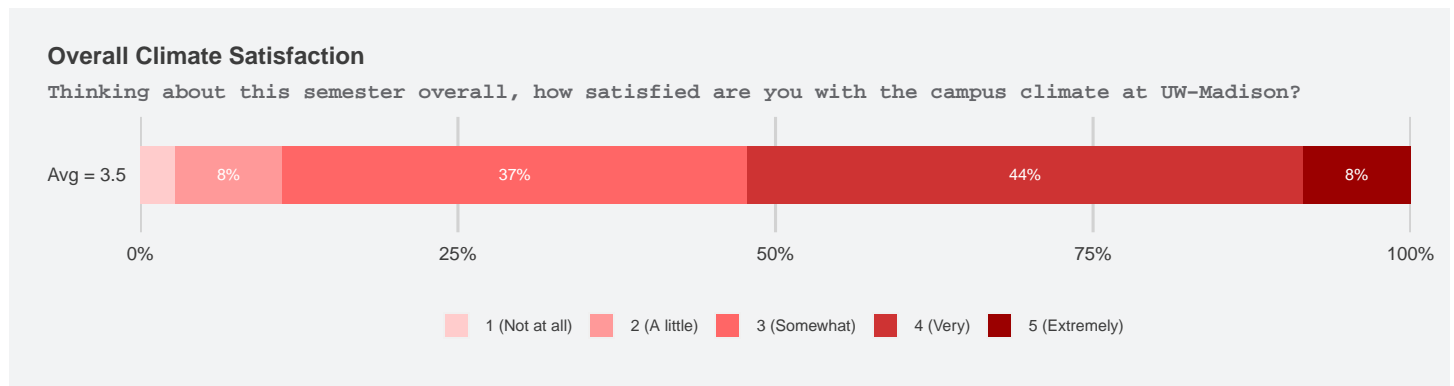
Group Differences

- There were few or no differences in student satisfaction by school/college, full-time status, undergraduate transfer status, undergraduate residency, international status, religious or political views, veteran status, or first-generation college status.
- Special students, undergraduate freshmen, and undergraduate new students reported greater satisfaction than their peers. Undergraduate seniors, nonbinary, transgender, LGBTQ+, domestic students of color, Buddhist students, older undergraduate students, students with a disability, and undergraduate Pell Grant eligible students all reported less satisfaction than their counterparts. Among domestic students of color, African American/Black and American Indian/Alaska Native reported the least satisfaction with campus climate, followed by students of Other/Unknown race, Hispanic students, and students of 2 or More Races.

ABOUT THE DATA

A new addition to the 2021 survey, students were asked, "Thinking about this semester overall, how satisfied are you with the campus climate at UW-Madison?" Response choices were 1="Not at all satisfied," 2="A little satisfied," 3="Somewhat satisfied," 4="Very satisfied," and 5="Extremely satisfied." The measure was treated as continuous for analysis.

4.1.1 All UW-Madison (2021)



4.1.2 Survey Year

This question was added to the 2021 survey and has no comparison to 2016.

4.1.3 School/College and Student Status

	Overall Climate Satisfaction
School/College and Student Status	How satisfied are you with the campus climate at UW–Madison? [1:5]
Overall	
All Students (2021)	<i>N = 12,161</i> 3.5
School/College	
ALS - College of Agricultural and Life Sciences	—
BUS - School of Business	—
DCS - Division of Continuing Studies	3.7
EDU - School of Education	—
EGR - College of Engineering	—
HEC - School of Human Ecology	—
IES - Nelson Institute for Environmental Studies	—
LS - College of Letters and Science	—
LAW - Law School	—
MED - School of Medicine and Public Health	—
NUR - School of Nursing	—
PHM - School of Pharmacy	—
VET - School of Veterinary Medicine	—
Student Level	
Undergraduate	—
Graduate/Professional	—
Special	3.7
Academic Level (Undergraduate)	
Freshman (<24 credits)	3.7
Sophomore (24 to 53 credits)	—
Junior (54 to 85 credits)	—
Senior (86+ credits)	3.3
Full-Time Student (Excluding Special)	
No	—
Yes	—
New Student (Undergraduate)	
No	3.4
Yes	3.6
Transfer Student (Undergraduate)	
No	—
Yes	—
WI Resident (Undergraduate)	
No	—
Yes	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.1.4 Student Characteristics

Student Characteristics	Overall Climate Satisfaction	
	How satisfied are you with the campus climate at UW–Madison? [1:5]	
Overall		
All Students (2021)	<i>N = 12,161</i>	3.5
Gender		
Man		—
Nonbinary/Gender not Listed		2.9
Woman		—
Transgender		
No		3.5
Yes		3.0
LGBTQ+		
No		3.5
Yes		3.2
International		
No (Domestic/Permanent Resident)		—
Yes (International)		—
Domestic Race/Ethnicity Summary		
Domestic White (Only)		3.5
Domestic Student of Color		3.2
Domestic Race/Ethnicity Detail		
Hispanic (All Races)		3.3
African American/Black (Only)		2.9
American Indian/Alaska Native (Only)		2.9
Asian/Asian American (Only)		—
Native Hawaiian/Pacific Islander (Only)		S
White (Only)		3.5
2 or More Races (Non-Hispanic)		3.3
Other/Unknown		3.1
Religious Views		
Atheist/Agnostic/None (Only)		—
Buddhist (Only)		3.2
Christian (Only)		—
Hindu (Only)		—
Jewish (Only)		—
Muslim (Only)		—
Other/Multifaith		—
Political Views		
Conservative		—
Moderate		—
Liberal		—
Other/None		—
Age Group (Undergraduate)		
25 Years or Older		3.0
Less than 25 Years		3.5
Disability		
No		3.5
Yes		3.2
Veteran		
No		—
Yes		—
First-Generation College		
No		—
Yes		—
Pell Grant Eligible (Undergraduate)		
No		3.5
Yes		3.3

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.2 General Feelings on Campus

SUMMARY

Overall

- Students broadly reported feeling positive about their time on campus this semester, averaging on the 1 to 5 scale between 3.7 and 4.0 for how often they feel welcome, respected, safe, and like they belong and 2.5 for feeling excluded, with no overall changes since 2016. Most students reported very or extremely often feeling welcome (74%), respected (76%), and safe (77%). Nearly 2 out of 3 of students reported very or extremely often feeling like they belong (61%) and over half (57%) reported never or rarely feeling excluded.

Group Differences

- There were no differences in student responses by undergraduate academic level, full-time status, or undergraduate residency. The relatively few differences by school/college, student level, undergraduate new student status, and undergraduate transfer status were scattered. Students in the Division of Continuing Studies and the Nelson Institute reported less often feeling excluded, students in the Division of Continuing Studies and Law School reported more often feeling safe, and students in the School of Education reported less often feeling safe. Special students reported less often feeling excluded and more often feeling safe. Undergraduate new students reported more often feeling respected, and undergraduate transfer students reported less often feeling welcome or like they belong.
- There was a consistent pattern where nonbinary, transgender, LGBTQ+, domestic students of color, older undergraduate students, and students with a disability responded less positively than their counterparts—about the same as the 2016 survey. Among domestic students of color, American Indian/Alaska Native and African American/Black students reported the least positively, followed roughly by students of Other/Unknown race, Hispanic students, and Asian/Asian American students. Students who identified as Buddhist responded less positively than their peers to all items. Christian and Jewish students reported more often feeling like they belong and students of Other/Multifaith reported less often feeling like they belong.
- There were no differences in student responses by international status or political views. Veteran students reported more often feeling safe and less often feeling like they belong. First-generation college students reported less often feeling welcome or like they belong, while undergraduate Pell Grant eligible students reported less often feeling welcome, respected, or like they belong.

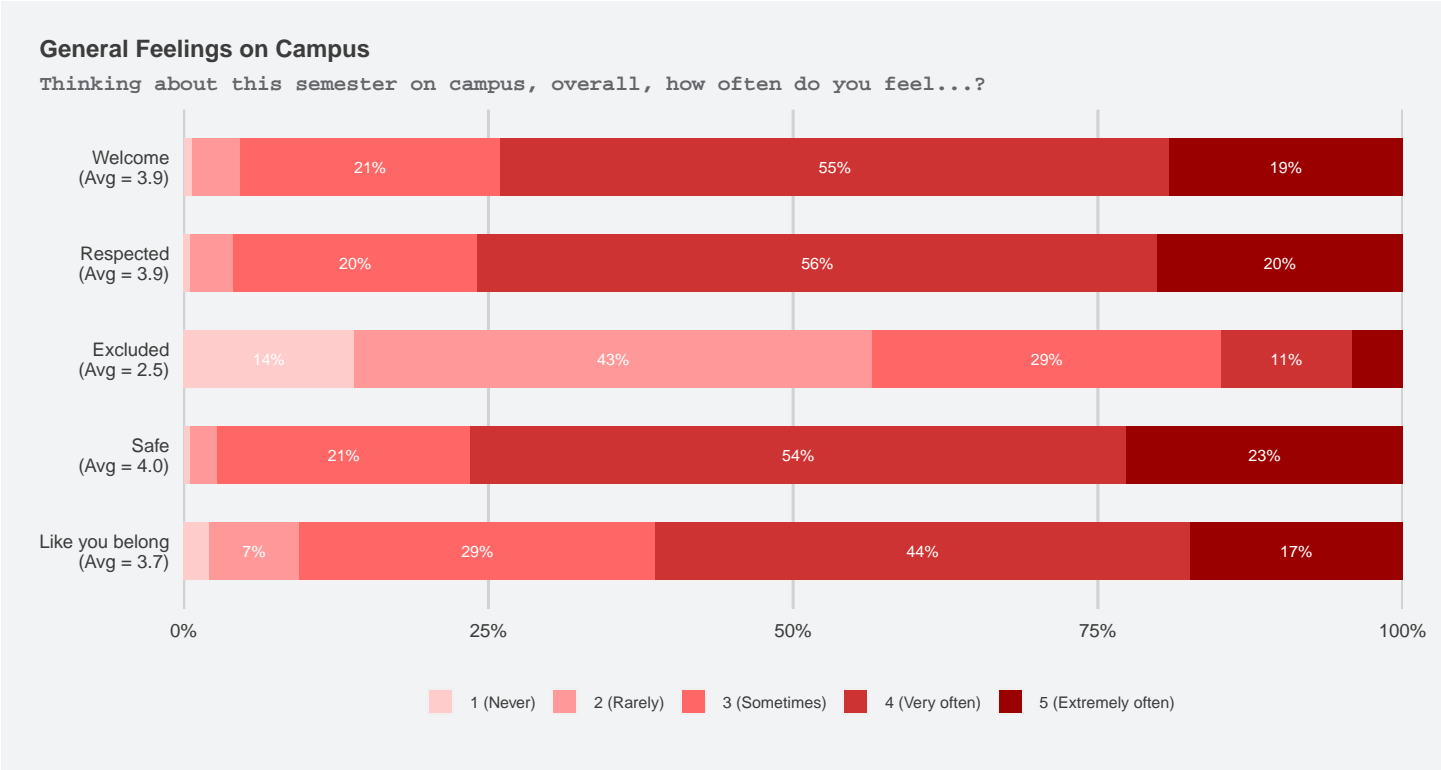
Within-Group Changes

- Within-group changes between 2016 and 2021 were generally limited or scattered and tended to either reduce or not affect between-group differences. Students in the School of Business, Division of Continuing Studies, College of Engineering, Law School, School of Medicine and Public Health, and School of Veterinary Medicine all had less positive responses on some or several items in 2021. Special students reported less often feeling excluded. Among undergraduate students, continuing students and non-transfer students reported less often feeling welcome than in 2016, with continuing students also reporting less often feeling like they belong. Domestic students and White students reported less often feeling welcome, American Indian/Alaska Native students reported less often feeling welcome, respected, safe, or like they belong, and students of Other/Unknown race responded less positively on all items compared to 2016. Students who identified as Buddhist or Other/Multifaith reported less often feeling welcome, but Muslim students reported more often feeling respected than in the previous survey. Students who identified as politically conservative reported less often feeling welcome, respected, or like they belong and more often feeling excluded than in 2016, bringing them in line with other students.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked a set of five questions about their general feelings on campus. The stem of the question was "Thinking about this semester on campus, overall, how often do you feel...?" and the question leaves were "welcome," "respected," "excluded," "safe," and "like you belong." Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." (Note that "excluded" was negatively worded.) The measures were treated as continuous for analysis.

4.2.1 All UW-Madison (2021)



4.2.2 Survey Year

Survey Year	General Feelings on Campus				
	Welcome [1:5]	Respected [1:5]	Excluded [1:5]‡	Safe [1:5]	Like you belong [1:5]
Overall					
All Students (2021)	N = 12,154 3.9	N = 12,150 3.9	N = 12,151 2.5	N = 12,153 4.0	N = 12,152 3.7
Survey Year					
2016	—	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. ‡ Negatively worded.

4.2.3 School/College and Student Status

School/College and Student Status	General Feelings on Campus				
	Welcome [1:5]	Respected [1:5]	Excluded [1:5]‡	Safe [1:5]	Like you belong [1:5]
Overall					
All Students (2021)	<i>N</i> = 12,154 3.9	<i>N</i> = 12,150 3.9	<i>N</i> = 12,151 2.5	<i>N</i> = 12,153 4.0	<i>N</i> = 12,152 3.7
School/College					
ALS - College of Agricultural and Life Sciences	—	—	—	—	—
BUS - School of Business	—▼	—▼	—▲	—	—▼
DCS - Division of Continuing Studies	—	—	2.2▼	4.2	—
EDU - School of Education	—	—	—	3.8	—
EGR - College of Engineering	—▼	—	—	—	—▼
HEC - School of Human Ecology	—	—	—	—	—
IES - Nelson Institute for Environmental Studies	—	—	2.2	—	—
LS - College of Letters and Science	—	—	—	—	—
LAW - Law School	—▼	—	—▲	4.1	—
MED - School of Medicine and Public Health	—	—	—	—▼	—
NUR - School of Nursing	—	—	—	—	—
PHM - School of Pharmacy	—	—	—	—	—
VET - School of Veterinary Medicine	—	—▼	—	—	—
Student Level					
Undergraduate	—	—	—	—	—
Graduate/Professional	—	—	—	—	—
Special	—	—	2.2▼	4.2	—
Academic Level (Undergraduate)*					
Freshman (<24 credits)	—	—	—	—	—
Sophomore (24 to 53 credits)	—	—	—	—	—
Junior (54 to 85 credits)	—	—	—	—	—
Senior (86+ credits)	—	—	—	—	—
Full-Time Student (Excluding Special)					
No	—	—	—	—	—
Yes	—	—	—	—	—
New Student (Undergraduate)					
No	—▼	3.9	—	—	—▼
Yes	—	4.0	—	—	—
Transfer Student (Undergraduate)					
No	3.9▼	—	—	—	3.7
Yes	3.7	—	—	—	3.5
WI Resident (Undergraduate)*					
No	—	—	—	—	—
Yes	—	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison. ‡ Negatively worded.

4.2.4 Student Characteristics

Student Characteristics	General Feelings on Campus				
	Welcome [1:5]	Respected [1:5]	Excluded [1:5]‡	Safe [1:5]	Like you belong [1:5]
Overall					
All Students (2021)	<i>N</i> = 12,154 3.9	<i>N</i> = 12,150 3.9	<i>N</i> = 12,151 2.5	<i>N</i> = 12,153 4.0	<i>N</i> = 12,152 3.7
Gender					
Man	—	—	—	4.1	—
Nonbinary/Gender not Listed	3.4	3.5	2.8	3.6	3.1
Woman	—	—	—	3.8	—
Transgender*					
No	3.9	3.9	2.5	4.0	3.7
Yes	3.5	3.5	2.7	3.6	3.1
LGBTQ+					
No	3.9	4.0	—	4.0	3.7
Yes	3.7	3.7	—	3.8	3.4
International					
No (Domestic/Permanent Resident)	—▼	—	—	—	—
Yes (International)	—	—	—	—	—
Domestic Race/Ethnicity Summary					
Domestic White (Only)	4.0▼	4.0	2.4	4.0	3.8
Domestic Student of Color	3.6	3.7	2.7	3.8	3.4
Domestic Race/Ethnicity Detail					
Hispanic (All Races)	3.6	3.7	2.7	—	3.3
African American/Black (Only)	3.3	3.4	3.1	3.6 ▼	2.9
American Indian/Alaska Native (Only)	3.2 ▼	3.2 ▼	—	3.6 ▼	3.1 ▼
Asian/Asian American (Only)	3.7	—	—	3.8	3.5
Native Hawaiian/Pacific Islander (Only)	S	S	S	S	S▲
White (Only)	4.0▼	4.0	2.4	4.0	3.8
2 or More Races (Non-Hispanic)	—	—	—	—	3.5
Other/Unknown	3.4 ▼	3.5 ▼	3.0 ▲	—▼	3.2 ▼
Religious Views					
Atheist/Agnostic/None (Only)	—	—	—	—	—
Buddhist (Only)	3.5 ▼	3.6	2.8	3.7	3.3
Christian (Only)	—	—	—	—	3.8
Hindu (Only)	—	—	—	—	—
Jewish (Only)	—	—	—	—	3.9
Muslim (Only)	—	—▲	—	—	—
Other/Multifaith	—▼	—	—	—	3.5
Political Views					
Conservative	—▼	—▼	—▲	—	—▼
Moderate	—	—	—	—	—
Liberal	—	—	—	—	—
Other/None	—	—	—	—	—
Age Group (Undergraduate)*					
25 Years or Older	3.5	3.6	2.7	—	3.1
Less than 25 Years	3.9	3.9	2.5	—	3.7
Disability					
No	3.9	3.9	2.5	4.0	3.7
Yes	3.6	3.7	2.7	3.8	3.3
Veteran*					
No	—	—	—	4.0	3.7
Yes	—	—	—	4.2	3.5
First-Generation College					
No	3.9	—	—	—	3.7
Yes	3.7	—	—	—	3.5
Pell Grant Eligible (Undergraduate)*					
No	3.9	4.0	—	—	3.8
Yes	3.7	3.8	—	—	3.4

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison. ‡ Negatively worded.

4.3 Connection

SUMMARY

Overall

- Students generally reported feeling connected to their peers and UW–Madison, averaging 3.6 and 3.5 on the 1 to 5 scale, respectively, or about halfway between somewhat and very connected. Over half of students (55%) said they very or extremely often feel connected to their peers, a third (34%) said sometimes, and 11% said they never or rarely feel connected to their peers. Nearly half of students (46%) said they very or extremely often feel connected to UW–Madison, over a third (38%) said sometimes, and 16% said they never or rarely feel connected to UW–Madison.

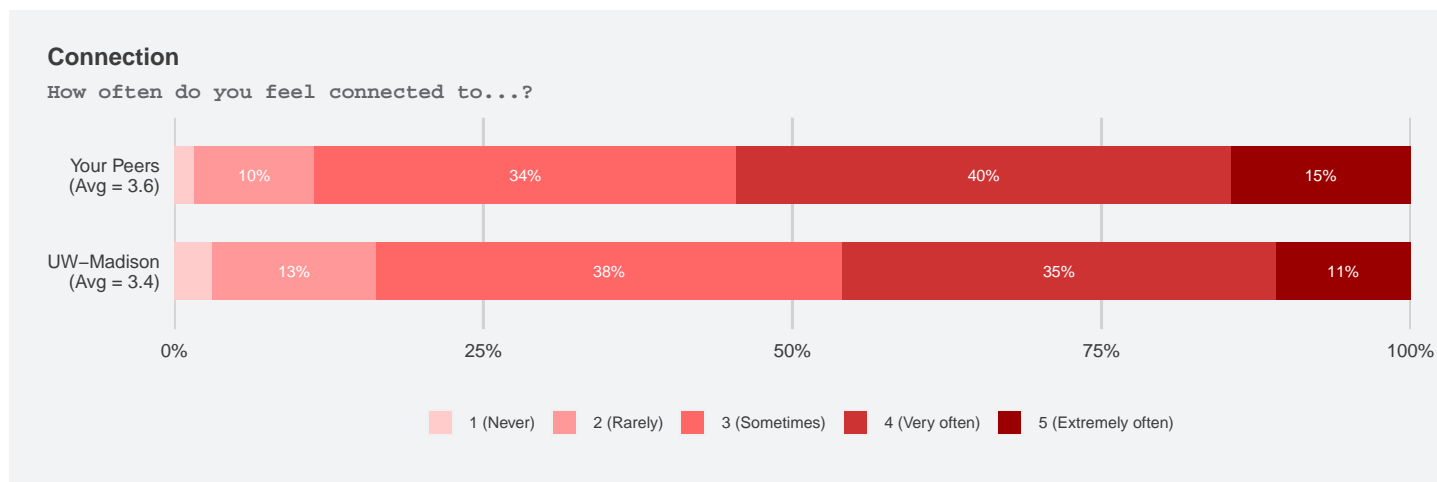
Group Differences

- There were some differences in student reports of feeling connected by school/college and other student status characteristics. Students in the Division of Continuing Studies (special students) reported less often feeling connected to their peers but more often feeling connected to UW–Madison. Students in the Law School reported less often feeling connected to either. Students in the School of Nursing reported more often feeling connected to UW–Madison and students in the School of Veterinary Medicine reported less often feeling connected to UW–Madison. While special students reported less often feeling connected to their peers, both special and undergraduate students reported more often feeling connected to UW–Madison than graduate/professional students. Undergraduate freshmen reported more often feeling connected to both and seniors less connected to UW–Madison. Part-time students, undergraduate transfer students, and undergraduate WI resident students reported feeling less often connected to peers and UW–Madison than their counterparts, while undergraduate new students reported feeling more connected to UW–Madison.
- There was a consistent pattern where nonbinary, transgender, LGBTQ+, domestic students of color, older undergraduate students, students with a disability, veteran students, and undergraduate Pell Grant eligible students reported less often feeling connected to their peers or UW–Madison than their counterparts. Among domestic students of color, American Indian/Alaska Native, African American/Black, and Hispanic students reported less often feeling connected to their peers, and students of Other/Unknown race, African American/Black, and Hispanic students reported less often feeling connected to UW–Madison. International students reported more often feeling connected to UW–Madison than domestic students. Buddhist students reported less often feeling connected to peers, but Christian and Jewish students reported more often feeling connected to both peers and UW–Madison. First-generation college students reported less often feeling connected to peers. There were no differences in feeling connected to peers or UW–Madison by political views.

ABOUT THE DATA

A new addition to the 2021 survey, a random half of students were asked about feeling connected to others and the institution. The stem of the question was "This semester, how often do you feel connected to...?" and the question leaves were "your peers" and "UW–Madison." Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." The measures were treated as continuous for analysis.

4.3.1 All UW–Madison (2021)



4.3.2 Survey Year

These questions were added to the 2021 survey and have no comparison to 2016.

4.3.3 School/College and Student Status

School/College and Student Status	Connection	
	Connection to Peers [1:5]	Connection to UW–Madison [1:5]
Overall		
All Students (2021)	<i>N</i> = 6,727 3.6	<i>N</i> = 6,727 3.4
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	—	—
DCS - Division of Continuing Studies	3.3	3.7
EDU - School of Education	—	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	—	—
LS - College of Letters and Science	—	—
LAW - Law School	3.3	3.1
MED - School of Medicine and Public Health	—	—
NUR - School of Nursing	—	3.6
PHM - School of Pharmacy	—	—
VET - School of Veterinary Medicine	—	3.0
Student Level		
Undergraduate	—	3.4
Graduate/Professional	—	3.2
Special	3.3	3.7
Academic Level (Undergraduate)		
Freshman (<24 credits)	3.8	3.7
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	3.3
Full-Time Student (Excluding Special)		
No	3.4	3.1
Yes	3.6	3.4
New Student (Undergraduate)		
No	—	3.3
Yes	—	3.6
Transfer Student (Undergraduate)		
No	3.6	3.5
Yes	3.2	3.2
WI Resident (Undergraduate)		
No	3.7	3.5
Yes	3.5	3.4

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.3.4 Student Characteristics

Student Characteristics	Connection	
	Connection to Peers [1:5]	Connection to UW–Madison [1:5]
Overall		
All Students (2021)	<i>N</i> = 6,727 3.6	<i>N</i> = 6,727 3.4
Gender		
Man	—	—
Nonbinary/Gender not Listed	3.1	2.7
Woman	—	—
Transgender		
No	3.6	3.4
Yes	3.2	2.7
LGBTQ+		
No	3.6	3.4
Yes	3.4	3.1
International		
No (Domestic/Permanent Resident)	—	3.3
Yes (International)	—	3.5
Domestic Race/Ethnicity Summary		
Domestic White (Only)	3.6	3.4
Domestic Student of Color	3.4	3.2
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	3.3	3.1
African American/Black (Only)	3.2	2.8
American Indian/Alaska Native (Only)	3.0	—
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	3.6	3.4
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	—	2.7
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	3.4	—
Christian (Only)	3.7	3.5
Hindu (Only)	—	—
Jewish (Only)	3.8	3.7
Muslim (Only)	—	—
Other/Multifaith	—	—
Political Views		
Conservative	—	—
Moderate	—	—
Liberal	—	—
Other/None	—	—
Age Group (Undergraduate)		
25 Years or Older	2.8	3.0
Less than 25 Years	3.6	3.4
Disability		
No	3.6	3.4
Yes	3.3	3.0
Veteran		
No	3.6	3.4
Yes	3.2	3.2
First-Generation College		
No	3.6	—
Yes	3.4	—
Pell Grant Eligible (Undergraduate)		
No	3.7	3.5
Yes	3.3	3.2

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.4 Study and Work Groups for Class

SUMMARY

Overall

- Students reported feeling respected and included in study and work groups for class, averaging 4.2 and 4.1 on the 1 to 5 scale, respectively, or a bit higher than very often. Most students (84%) reported very or extremely often feeling respected, 14% somewhat respected, and only 2% never or rarely respected. Similarly, most students (80%) reported very or extremely often feeling included, 17% somewhat included, and 3% never or rarely included. There was no overall change in student reports of feeling respected in study and work groups between 2016 and 2021.

Group Differences

- There were almost no differences in feeling respected or included in study and work groups by school/college, student level, undergraduate academic level, full-time status, undergraduate new student or transfer status, or undergraduate residency. The one exception was that students in the School of Pharmacy reported more often feeling respected in study and work groups.
- There was a consistent pattern of nonbinary, transgender, domestic students of color, older undergraduate students, students with a disability, first-generation college students, and undergraduate Pell Grant eligible students reporting feeling less respected and included in study and work groups than their counterparts. LGBTQ+ and veteran students reported feeling less included. Buddhist students reported less often feeling respected or included study or work groups, while Jewish students reported feeling more respected and included. Muslim students reported feeling less included. There were no differences in feeling respected or included in study and work groups by international status or political views.

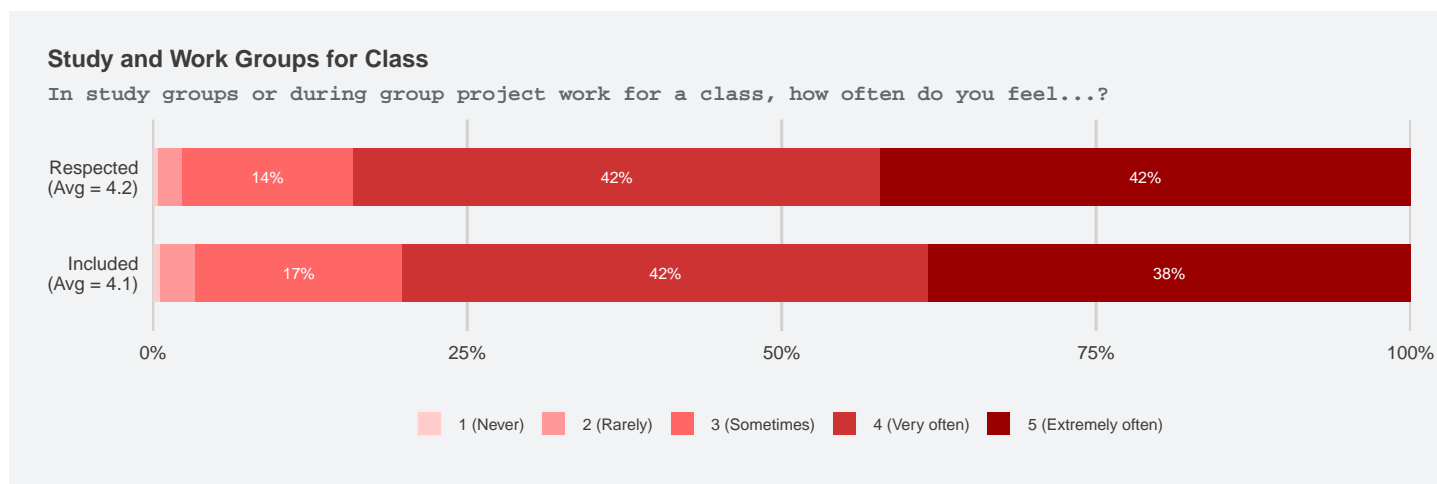
Within-Group Changes

- While the overall average did not change between 2016 and 2021, there were many within-group changes for how respected students felt in study and work groups. About half of the schools/colleges saw increases in students feeling respected. The same was true for graduate/professional students and undergraduate new students. Men, women, non-LGBTQ+ students, international students, African American/Black students, students of 2 or More Races, Buddhist students, Christian students, Hindu students, Jewish students, Muslim students, students who identified as politically conservative, students who identified as politically liberal, students who identified as having Other/No political views, students without a disability, and non-first-generation college students all increased in feeling respected in study and work groups. American Indian/Alaska Native students, on the other hand, reported feeling less respected in study and work groups than in 2016.

ABOUT THE DATA

Students were asked about feeling respected in study and work groups for class, the same as on the 2016 survey. An additional item was added to the 2021 survey to ask about feeling included. The stem of the question was "In study groups or during group project work for class, how often do you feel...?" and the question leaves were "respected" and "included." Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," 5="Extremely often," and 6="Not applicable." The measures were treated as continuous and values of 6="Not applicable" were excluded from analysis.

4.4.1 All UW-Madison (2021)



4.4.2 Survey Year

Survey Year	Study and Work Groups for Class	
	Respected [1:5] [†]	Included [1:5]
Overall		
All Students (2021)	<i>N</i> = 11,104 4.2	<i>N</i> = 11,113 4.1
Survey Year		
2016	—	U

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. [†] Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.4.3 School/College and Student Status

School/College and Student Status	Study and Work Groups for Class	
	Respected [1:5] [†]	Included [1:5]
Overall		
All Students (2021)	<i>N</i> = 11,104 4.2	<i>N</i> = 11,113 4.1
School/College		
ALS - College of Agricultural and Life Sciences	—▲	—
BUS - School of Business	—	—
DCS - Division of Continuing Studies	—	—
EDU - School of Education	—▲	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—▲	—
IES - Nelson Institute for Environmental Studies	—	—
LS - College of Letters and Science	—▲	—
LAW - Law School	—▲	—
MED - School of Medicine and Public Health	—	—
NUR - School of Nursing	—▲	—
PHM - School of Pharmacy	4.4▲	—
VET - School of Veterinary Medicine	—	—
Student Level		
Undergraduate	—	—
Graduate/Professional	—▲	—
Special	—	—
Academic Level (Undergraduate)*		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	—	—
Yes	—	—
New Student (Undergraduate)		
No	—	—
Yes	—▲	—
Transfer Student (Undergraduate)		
No	—	—
Yes	—	—
WI Resident (Undergraduate)*		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. *Variable not included in 2016; no time comparison. [†] Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.4.4 Student Characteristics

Student Characteristics	Study and Work Groups for Class	
	Respected [1:5] [†]	Included [1:5]
Overall		
All Students (2021)	<i>N</i> = 11,104 4.2	<i>N</i> = 11,113 4.1
Gender		
Man	—▲	—
Nonbinary/Gender not Listed	3.9	3.8
Woman	—▲	—
Transgender*		
No	4.2	4.2
Yes	3.9	3.8
LGBTQ+		
No	—▲	4.2
Yes	—	4.0
International		
No (Domestic/Permanent Resident)	—	—
Yes (International)	—▲	—
Domestic Race/Ethnicity Summary		
Domestic White (Only)	4.3	4.2
Domestic Student of Color	4.1	3.9
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	—	3.9
African American/Black (Only)	3.7▲	3.7
American Indian/Alaska Native (Only)	3.3▼	3.3
Asian/Asian American (Only)	—▲	4.0
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	4.3	4.2
2 or More Races (Non-Hispanic)	—▲	—
Other/Unknown	3.9	3.8
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	4.0	3.9
Christian (Only)	—▲	—
Hindu (Only)	—▲	—
Jewish (Only)	4.4▲	4.4
Muslim (Only)	—▲	4.0
Other/Multifaith	—	—
Political Views		
Conservative	—▲	—
Moderate	—	—
Liberal	—▲	—
Other/None	—▲	—
Age Group (Undergraduate)*		
25 Years or Older	4.0	3.8
Less than 25 Years	4.2	4.1
Disability		
No	4.3▲	4.2
Yes	4.0	3.9
Veteran*		
No	—	4.1
Yes	—	4.0
First-Generation College		
No	4.3▲	4.2
Yes	4.1	4.0
Pell Grant Eligible (Undergraduate)*		
No	4.3	4.2
Yes	4.1	3.9

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. *Variable not included in 2016; no time comparison. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.5 Respected in Class

SUMMARY

Overall

- Students generally reported feeling their comments/questions are respected in classes by teaching assistants, faculty/instructors, and other students, averaging 4.2, 3.9, and 3.7 on the 1 to 5 scale, respectively. Most students said their comments/questions were very or extremely respected by their teaching assistants (83%) and faculty/instructors (76%). Nearly 2 out of 3 students said their comments/questions were very or extremely respected by other students (65%).
- Student reports of feeling their comments/questions were respected by either faculty/instructors or other students did not change between 2016 and 2021. However, undergraduate student reports of feeling their comments/questions were respected by teaching assistants increased.

Group Differences

- There were no differences in student responses by undergraduate academic level, full-time status, undergraduate new student status, undergraduate transfer status, or undergraduate residency. The relatively few differences by school/college and student level were mixed. Undergraduate students in the School of Pharmacy reported feeling their comments/questions in class were more respected by teaching assistants. Students in the School of Medicine and Public Health and School of Pharmacy reported their comments/questions in class were more respected by other students. Undergraduate students reported their comments/questions in class were less respected by other students and graduate/professional students reported that their comments/questions were more respected.
- Buddhist and older undergraduate students reported feeling their comments/questions in class were less respected by teaching assistants, faculty/instructors, or other students. Nonbinary and students with a disability reported their comments/questions were less respected in class by faculty/instructors or other students. International students reported feeling their comments/questions in class were more respected by faculty/instructors compared to domestic students. African American/Black, American Indian/Alaska Native, and students of Other/Unknown race reported feeling their comments/questions in class were less respected by teaching assistants or faculty/instructors. Hispanic, African American/Black, and students of Other/Unknown race also reported feeling their comments/questions in class were less respected by other students. There were no differences in student responses for transgender or LGBTQ+ status, domestic student of color status, political views, first-generation college status, or undergraduate Pell Grant eligibility.

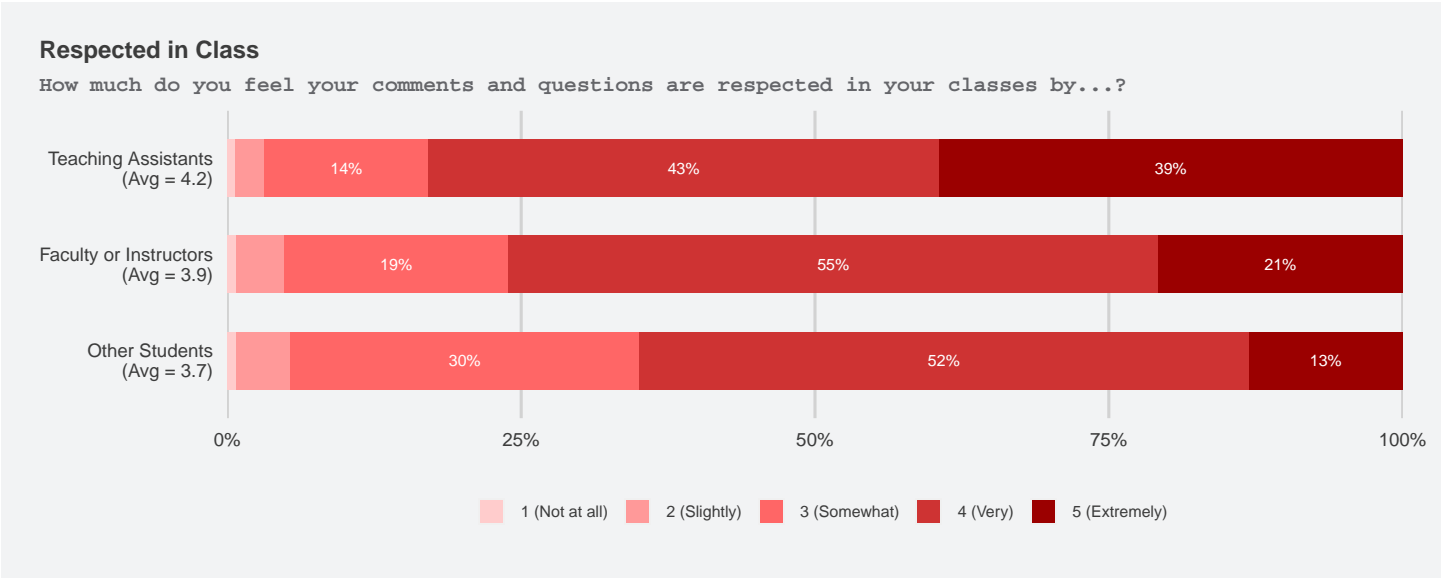
Within-Group Changes

- The overall increase in undergraduate students feeling their comments/questions were respected by teaching assistants since the 2016 survey was mirrored in many within-group increases between 2016 and 2021, but changes for the other two questions were generally limited. Students in the School of Business reporting feeling their comments/questions in class were less respected by faculty/instructors or other students, but students in the School of Pharmacy reported feeling their comments/questions in class were more respected by other students than in 2016. While African American/Black students reported feeling their comments/questions in class were more respected by other students, American Indian/Alaska Native students and students of Other/Unknown race reported their comments/questions in class were less respected by faculty/instructors or other students than in 2016. Students who identified as Buddhist reported feeling their comments/questions in class were less respected by faculty/instructors than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked a set of three questions about how much their comments and questions were respected in class. The stem of the question was "How much do you feel your comments and questions are respected in your classes by..." and the question leaves were "teaching assistants," "faculty or instructors," and "other students." (The first item regarding teaching assistants was only asked of undergraduate students.) Response choices were 1="Not at all respected," 2="Slightly respected," 3="Somewhat respected," 4="Very respected," and 5="Extremely respected." (The item about teaching assistants included the response choice 6="Not Applicable." These responses were excluded from analysis.) The measures were treated as continuous for analysis.

4.5.1 All UW-Madison (2021)



4.5.2 Survey Year

Survey Year	Respected in Class		
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]	Other Students [1:5]
Overall			
All Students (2021)	N = 9,243 4.2▲	N = 13,452 3.9	N = 13,442 3.7
Survey Year			
2016	4.0	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.5.3 School/College and Student Status

School/College and Student Status	Respected in Class		
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]	Other Students [1:5]
Overall			
All Students (2021)	<i>N</i> = 9,243 4.2▲	<i>N</i> = 13,452 3.9	<i>N</i> = 13,442 3.7
School/College			
ALS - College of Agricultural and Life Sciences	—▲	—	—
BUS - School of Business	—	—▼	—▼
DCS - Division of Continuing Studies	N/A	—	—
EDU - School of Education	—▲	—	—
EGR - College of Engineering	—	—	—
HEC - School of Human Ecology	—▲	—	—
IES - Nelson Institute for Environmental Studies	N/A	—	—
LS - College of Letters and Science	—▲	—	—
LAW - Law School	N/A	—	—
MED - School of Medicine and Public Health	N/A	—	3.9
NUR - School of Nursing	—	—	—
PHM - School of Pharmacy	4.6▲	—	3.9▲
VET - School of Veterinary Medicine	N/A	—	—
Student Level			
Undergraduate	—▲	—	3.7
Graduate/Professional	N/A	—	3.8
Special	N/A	—	—
Academic Level (Undergraduate)*			
Freshman (<24 credits)	—	—	—
Sophomore (24 to 53 credits)	—	—	—
Junior (54 to 85 credits)	—	—	—
Senior (86+ credits)	—	—	—
Full-Time Student (Excluding Special)			
No	—	—	—
Yes	—▲	—	—
New Student (Undergraduate)			
No	—▲	—	—
Yes	—▲	—	—
Transfer Student (Undergraduate)			
No	—▲	—	—
Yes	—▲	—	—
WI Resident (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.5.4 Student Characteristics

Student Characteristics	Respected in Class		
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]	Other Students [1:5]
Overall			
All Students (2021)	<i>N</i> = 9,243 4.2▲	<i>N</i> = 13,452 3.9	<i>N</i> = 13,442 3.7
Gender			
Man	—	—	—
Nonbinary/Gender not Listed	—	3.7	3.5
Woman	—▲	—	—
Transgender*			
No	—	—	—
Yes	—	—	—
LGBTQ+			
No	—▲	—	—
Yes	—▲	—	—
International			
No (Domestic/Permanent Resident)	—▲	3.9	—
Yes (International)	—▲	4.1	—
Domestic Race/Ethnicity Summary			
Domestic White (Only)	—▲	—	—
Domestic Student of Color	—▲	—	—
Domestic Race/Ethnicity Detail			
Hispanic (All Races)	—▲	—	3.6
African American/Black (Only)	3.9▲	3.7	3.4▲
American Indian/Alaska Native (Only)	3.6	3.3▼	—▼
Asian/Asian American (Only)	—▲	—	—
Native Hawaiian/Pacific Islander (Only)	S	—	—
White (Only)	—▲	—	—
2 or More Races (Non-Hispanic)	—▲	—	—
Other/Unknown	3.8	3.5▼	3.4▼
Religious Views			
Atheist/Agnostic/None (Only)	—▲	—	—
Buddhist (Only)	4.0	3.7▼	3.5
Christian (Only)	—▲	—	—
Hindu (Only)	—	—	—
Jewish (Only)	—▲	—	—
Muslim (Only)	—▲	—	—
Other/Multifaith	—	—	—
Political Views			
Conservative	—	—	—
Moderate	—	—	—
Liberal	—▲	—	—
Other/None	—▲	—	—
Age Group (Undergraduate)*			
25 Years or Older	3.9	3.7	3.5
Less than 25 Years	4.2	3.9	3.7
Disability			
No	—▲	3.9	3.7
Yes	—▲	3.8	3.5
Veteran*			
No	4.2	—	—
Yes	4.0	—	—
First-Generation College			
No	—▲	—	—
Yes	—▲	—	—
Pell Grant Eligible (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.6 Comfort Approaching Instructors

SUMMARY

Overall

- Students generally reported feeling comfortable approaching teaching assistants and faculty/instructors with questions or concerns, averaging 3.9 and 3.5 on the 1 to 5 scale, respectively. Two out of three students (69%) said that they felt very or extremely comfortable approaching teaching assistants with questions or concerns, 23% said somewhat comfortable, and 7% said that they were not at all or slightly comfortable. Similarly, about half of students (54%) said that they felt very or extremely comfortable approaching faculty/instructors with questions or concerns, 31% said somewhat comfortable, and 15% said that they were not at all or slightly comfortable. There were no overall changes from 2016.

Group Differences

- There were no differences in student responses by undergraduate academic level, undergraduate new student status, and undergraduate transfer status. Students in the Division of Continuing Studies, Nelson Institute for Environmental Studies, School of Medicine and Public Health, and School of Veterinary Medicine reported feeling more comfortable approaching faculty/instructors with questions or concerns. Graduate/professional students and special students reported feeling more comfortable approaching faculty/instructors and undergraduate students reported feeling less comfortable. Full-time students and undergraduate WI resident students reported feeling less comfortable approaching faculty/instructors.
- There were no differences in feeling comfortable approaching teaching assistants or faculty/instructors by LGBTQ+ status, domestic student of color status, political views, undergraduate age group, or veteran status.
- There was a pattern where nonbinary, domestic students, and students with a disability reported feeling less comfortable approaching teaching assistants or faculty/instructors than their counterparts. Men reported feeling more comfortable approaching faculty/instructors whereas transgender students felt less comfortable. African American/Black students reported feeling less comfortable approaching teaching assistants, and American Indian/Alaska Native students reported feeling less comfortable approaching faculty/instructors. Students who identified as Hindu reported feeling more comfortable approaching faculty/instructors. First-generation college students and undergraduate Pell Grant eligible students reported feeling less comfortable approaching teaching assistants.

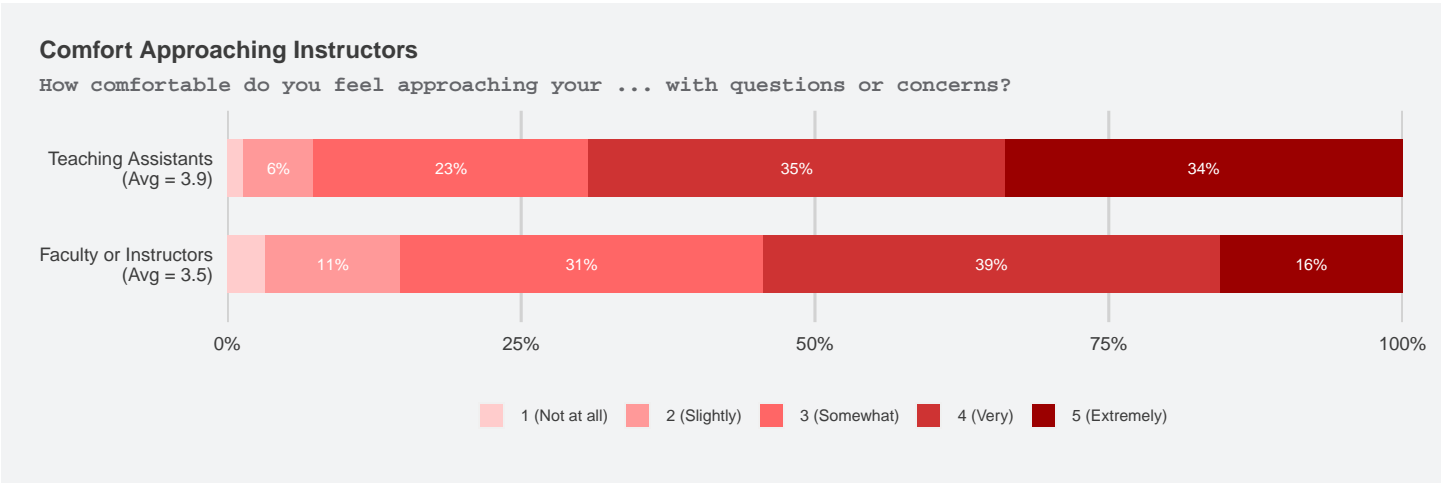
Within-Group Changes

- Within-group changes between 2016 and 2021 were generally limited. Students in the School of Education and School of Human Ecology reported feeling more comfortable approaching teaching assistants, but students in the School of Business reported feeling less comfortable approaching faculty/instructors than in 2016. International students and African American/Black students reported feeling more comfortable approaching teaching assistants than in 2016. American Indian/Alaska Native students and students of Other/Unknown race reported feeling less comfortable approaching faculty/instructors than in 2016. Buddhist students reported feeling less comfortable approaching teaching assistants or faculty/instructors than in 2016. Hindu students also reported less often feeling comfortable approaching faculty/instructors than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked how comfortable they felt approaching teaching assistants or faculty/instructors with questions or concerns. The stem of the question was "How comfortable do you feel approaching your ... with questions or concerns?" and the question leaves were "teaching assistants" and "faculty or instructors." (The first item regarding teaching assistants was only asked of undergraduate students.) Response choices were 1="Not at all comfortable," 2="Slightly comfortable," 3="Somewhat comfortable," 4="Very comfortable," and 5="Extremely comfortable." (The item about teaching assistants included the response choice 6="Not Applicable." These responses were excluded from analysis.) The measures were treated as continuous for analysis.

4.6.1 All UW-Madison (2021)



4.6.2 Survey Year

Survey Year	Comfort Approaching Instructors	
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]
Overall		
All Students (2021)	N = 9,289 3.9	N = 13,469 3.5
Survey Year		
2016	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.6.3 School/College and Student Status

School/College and Student Status	Comfort Approaching Instructors	
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]
Overall		
All Students (2021)	<i>N</i> = 9,289 3.9	<i>N</i> = 13,469 3.5
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	—	—▼
DCS - Division of Continuing Studies	N/A	3.9
EDU - School of Education	—▲	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—▲	—
IES - Nelson Institute for Environmental Studies	N/A	4.0
LS - College of Letters and Science	—	—
LAW - Law School	N/A	—
MED - School of Medicine and Public Health	N/A	3.8
NUR - School of Nursing	—	—
PHM - School of Pharmacy	—	—
VET - School of Veterinary Medicine	N/A	3.8
Student Level		
Undergraduate	—	3.4
Graduate/Professional	N/A	3.8
Special	N/A	3.9
Academic Level (Undergraduate)*		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	—	3.7
Yes	—	3.5
New Student (Undergraduate)		
No	—	—
Yes	—	—
Transfer Student (Undergraduate)		
No	—	—
Yes	—	—
WI Resident (Undergraduate)*		
No	—	3.5
Yes	—	3.3

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.6.4 Student Characteristics

Student Characteristics	Comfort Approaching Instructors	
	Teaching Assistants [1:5]	Faculty or Instructors [1:5]
Overall		
All Students (2021)	<i>N</i> = 9,289 3.9	<i>N</i> = 13,469 3.5
Gender		
Man	—	3.6
Nonbinary/Gender not Listed	3.7	3.2
Woman	—	—
Transgender*		
No	—	3.5
Yes	—	3.3
LGBTQ+		
No	—	—
Yes	—	—
International		
No (Domestic/Permanent Resident)	3.9	3.5
Yes (International)	4.2▲	3.9
Domestic Race/Ethnicity Summary		
Domestic White (Only)	—	—
Domestic Student of Color	—	—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	—	—
African American/Black (Only)	3.7▲	—
American Indian/Alaska Native (Only)	—	3.0▼
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	S	—
White (Only)	—	—
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	—	—▼
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—▼	—▼
Christian (Only)	—	—
Hindu (Only)	—	3.8▼
Jewish (Only)	—	—
Muslim (Only)	—	—
Other/Multifaith	—	—
Political Views		
Conservative	—	—
Moderate	—	—
Liberal	—	—
Other/None	—	—
Age Group (Undergraduate)*		
25 Years or Older	—	—
Less than 25 Years	—	—
Disability		
No	4.0	3.5
Yes	3.8	3.3
Veteran*		
No	—	—
Yes	—	—
First-Generation College		
No	4.0	—
Yes	3.8	—
Pell Grant Eligible (Undergraduate)*		
No	4.0	—
Yes	3.8	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.7 Expected to Represent Identity Point of View in Class

SUMMARY

Overall

- Around 20% of students reported that they very or extremely often felt expected to represent the point of view of their identity in class, 28% reported sometimes, and 53% reported never or rarely. Of those who felt expected to represent their identity, 45% perceived it as a positive experience and 21% viewed it negatively (34% considered it neither positive nor negative).
- Students reported more often feeling expected to represent the point of view of their identity in class between 2016 and 2021, but students felt more positive about being expected to represent the point of view of their identity than in 2016.

Group Differences

- There were no differences in student responses by full-time status. Students in the Division of Continuing Studies and Nelson Institute for Environmental Studies reported less often feeling expected to represent the point of view of their identity in class and students in the School of Education and School of Nursing more often. Students in the Division of Continuing Studies and School of Nursing reported feeling more positive about being expected to represent the point of view of their identity, and students in Law School reported feeling less positive. Special students reported less often feeling expected to represent the point of view of their identity in class, but felt more positive about it. Undergraduate WI resident students reported less often feeling expected to represent the point of view of their identity, but felt less positive about it. Among undergraduate students, seniors reported feeling less positive about being expected to represent the point of view of their identity. Freshmen, new students, and transfer students reported feeling more positive about the expectation.
- There were no differences in student responses by undergraduate age group, veteran status, first-generation college status, or undergraduate Pell Grant eligibility.
- Nonbinary and transgender students reported more often feeling expected to represent the point of view of their identity in class and nonbinary, transgender, and LGBTQ+ students tended to regard this as a less positive experience. International students reported more often feeling expected to represent the point of view of their identity in class and reported feeling more positive about this expectation. Domestic students of color also reported more often feeling expected to represent the point of view of their identity in class but reported feeling less positive about it than domestic White students did. This pattern was generally reflected in almost every domestic race/ethnicity group. Hispanic, African American/Black, American Indian/Alaska Native, Asian/Asian American, and students of 2 or More races reported more often feeling expected to represent the point of view of their identity in class, and White students less often. African American/Black, American Indian/Alaska Native, students of 2 or More races, and students of Other/Unknown race reported feeling less positive about such expectations, and White students more positive. Buddhist students and Muslim students reported more often feeling expected to represent the point of view of their identity in class. Muslim students and students who identified as having Other/No political views reported feeling more positive about being expected to represent the point of view of their identity in class, whereas students of Other/Multifaith religion and students with a disability reported feeling less positive about such expectations.

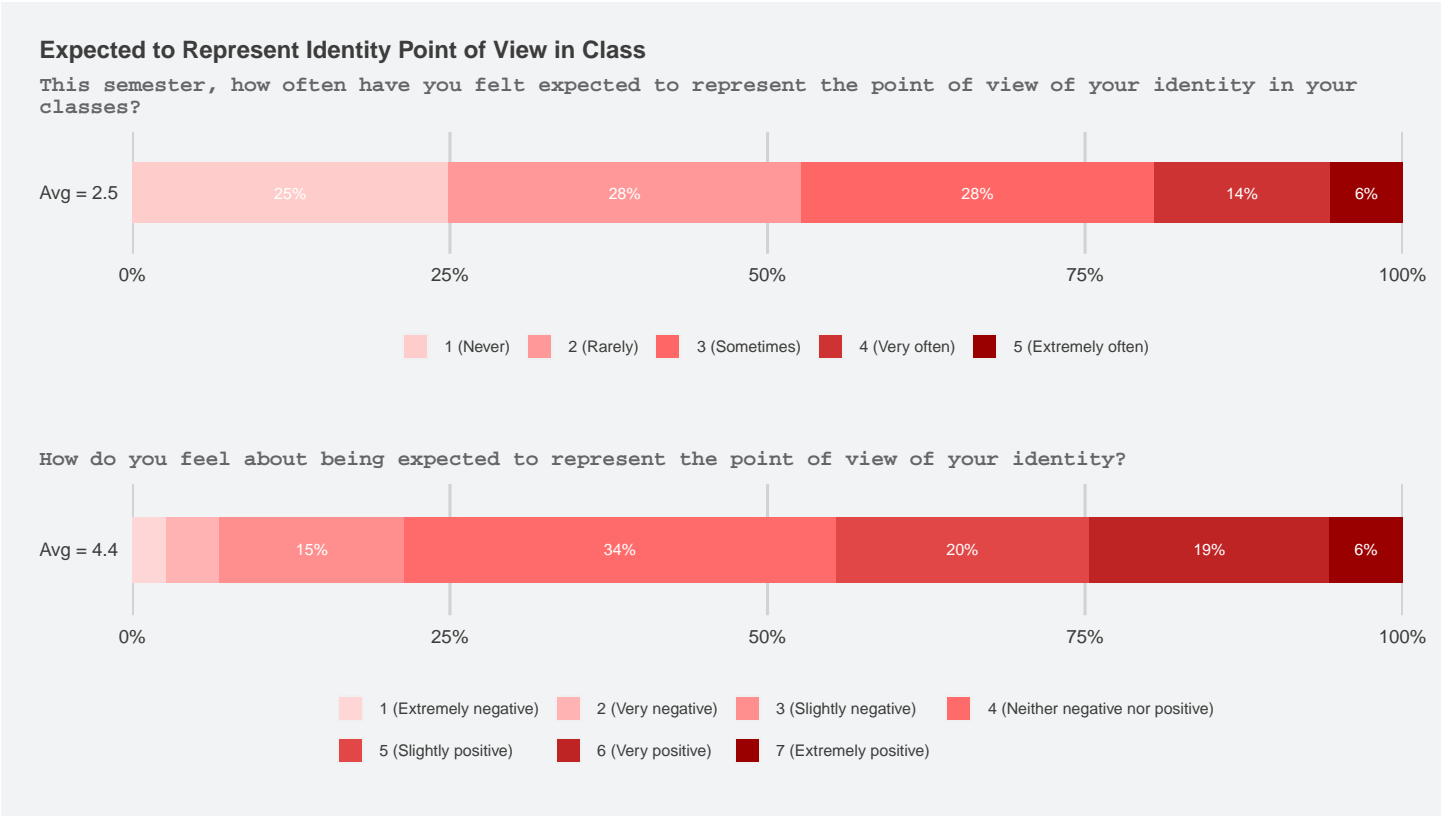
Within-Group Changes

- The overall increase in student reports of feeling expected to represent the point of view of their identity in class and student reports of feeling more positive about being expected to represent the point of view of their identity compared to the 2016 survey was mirrored in many within-group increases between 2016 and 2021. There were within-group increases since 2016 by school/college, student level, full-time status, undergraduate new student status, undergraduate transfer status, gender, LGBTQ+ status, international status, domestic student of color status, domestic race/ethnicity, religious views, political views, disability status, and first-generation college status.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked a set of questions about being expected to represent the "point of view" of their identity. (The wording was slightly modified for the 2021 survey.) Students were asked, "This semester, how often have you felt expected to represent the point of view of your identity (e.g., your race, ethnicity, gender, sexual orientation, disability, religion, socioeconomic status, country of origin, etc.) in your classes?" Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." Students who responded "Sometimes," "Very often," or "Extremely often" were then asked, "How do you feel about being expected to represent the point of view of your identity?" for which response choices were 1="Extremely negative," 2="Very negative," 3="Slightly negative," 4="Neither negative nor positive," 5="Slightly positive," 6="Very positive," and 7="Extremely positive." The measures were treated as continuous for analysis.

4.7.1 All UW-Madison (2021)



4.7.2 Survey Year

Survey Year	Expected to Represent Identity Point of View in Class	
	How often [1:5]	How do you feel [1:7]
Overall		
All Students (2021)	N = 13,443 2.5▲	N = 6,361 4.4▲
Survey Year		
2016	1.6	3.8

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.7.3 School/College and Student Status

School/College and Student Status	Expected to Represent Identity Point of View in Class	
	How often [1:5]	How do you feel [1:7]
Overall		
All Students (2021)	<i>N</i> = 13,443 2.5▲	<i>N</i> = 6,361 4.4▲
School/College		
ALS - College of Agricultural and Life Sciences	—▲	—▲
BUS - School of Business	—▲	—▲
DCS - Division of Continuing Studies	2.2▲	4.7
EDU - School of Education	2.7▲	—▲
EGR - College of Engineering	—▲	—▲
HEC - School of Human Ecology	—▲	—▲
IES - Nelson Institute for Environmental Studies	2.0▲	—
LS - College of Letters and Science	—▲	—▲
LAW - Law School	—▲	3.8
MED - School of Medicine and Public Health	—▲	—▲
NUR - School of Nursing	2.7▲	4.7▲
PHM - School of Pharmacy	—▲	—▲
VET - School of Veterinary Medicine	—▲	—
Student Level		
Undergraduate	—▲	—▲
Graduate/Professional	—▲	—▲
Special	2.2▲	4.7
Academic Level (Undergraduate)*		
Freshman (<24 credits)	—	4.8
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	4.2
Full-Time Student (Excluding Special)		
No	—▲	—▲
Yes	—▲	—▲
New Student (Undergraduate)		
No	—▲	4.3▲
Yes	—▲	4.8▲
Transfer Student (Undergraduate)		
No	—▲	4.4▲
Yes	—▲	4.8▲
WI Resident (Undergraduate)*		
No	2.6	4.7
Yes	2.4	4.3

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.7.4 Student Characteristics

Student Characteristics	Expected to Represent Identity Point of View in Class	
	How often [1:5]	How do you feel [1:7]
Overall		
All Students (2021)	<i>N</i> = 13,443 2.5▲	<i>N</i> = 6,361 4.4▲
Gender		
Man	—▲	—▲
Nonbinary/Gender not Listed	2.9▲	3.7▲
Woman	—▲	—▲
Transgender*		
No	2.5	4.5
Yes	2.8	3.6
LGBTQ+		
No	—▲	4.6▲
Yes	—▲	4.0▲
International		
No (Domestic/Permanent Resident)	2.4▲	4.3▲
Yes (International)	2.8▲	5.0▲
Domestic Race/Ethnicity Summary		
Domestic White (Only)	2.3▲	4.4▲
Domestic Student of Color	2.8▲	4.1▲
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	2.8▲	—▲
African American/Black (Only)	3.1▲	3.1▲
American Indian/Alaska Native (Only)	3.2▲	3.7
Asian/Asian American (Only)	2.7▲	—▲
Native Hawaiian/Pacific Islander (Only)	—	S
White (Only)	2.3▲	4.4▲
2 or More Races (Non-Hispanic)	2.7▲	4.0▲
Other/Unknown	—▲	3.4
Religious Views		
Atheist/Agnostic/None (Only)	—▲	—▲
Buddhist (Only)	2.9▲	—▲
Christian (Only)	—▲	—▲
Hindu (Only)	—▲	—
Jewish (Only)	—▲	—▲
Muslim (Only)	2.8▲	4.7▲
Other/Multifaith	—▲	4.2▲
Political Views		
Conservative	—▲	—▲
Moderate	—▲	—▲
Liberal	—▲	—▲
Other/None	—▲	4.7▲
Age Group (Undergraduate)*		
25 Years or Older	—	—
Less than 25 Years	—	—
Disability		
No	—▲	4.5▲
Yes	—▲	4.0▲
Veteran*		
No	—	—
Yes	—	—
First-Generation College		
No	—▲	—▲
Yes	—▲	—▲
Pell Grant Eligible (Undergraduate)*		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.8 Research Setting

SUMMARY

Overall

- Students generally reported feeling welcome and respected in research settings, averaging between 4.2 and 4.3 on the 1 to 5 scale, or between very and extremely respected. Most students said that they felt very or extremely welcome (84%) as well as very or extremely respected by research/lab leaders (85%) and other students (86%) this semester.

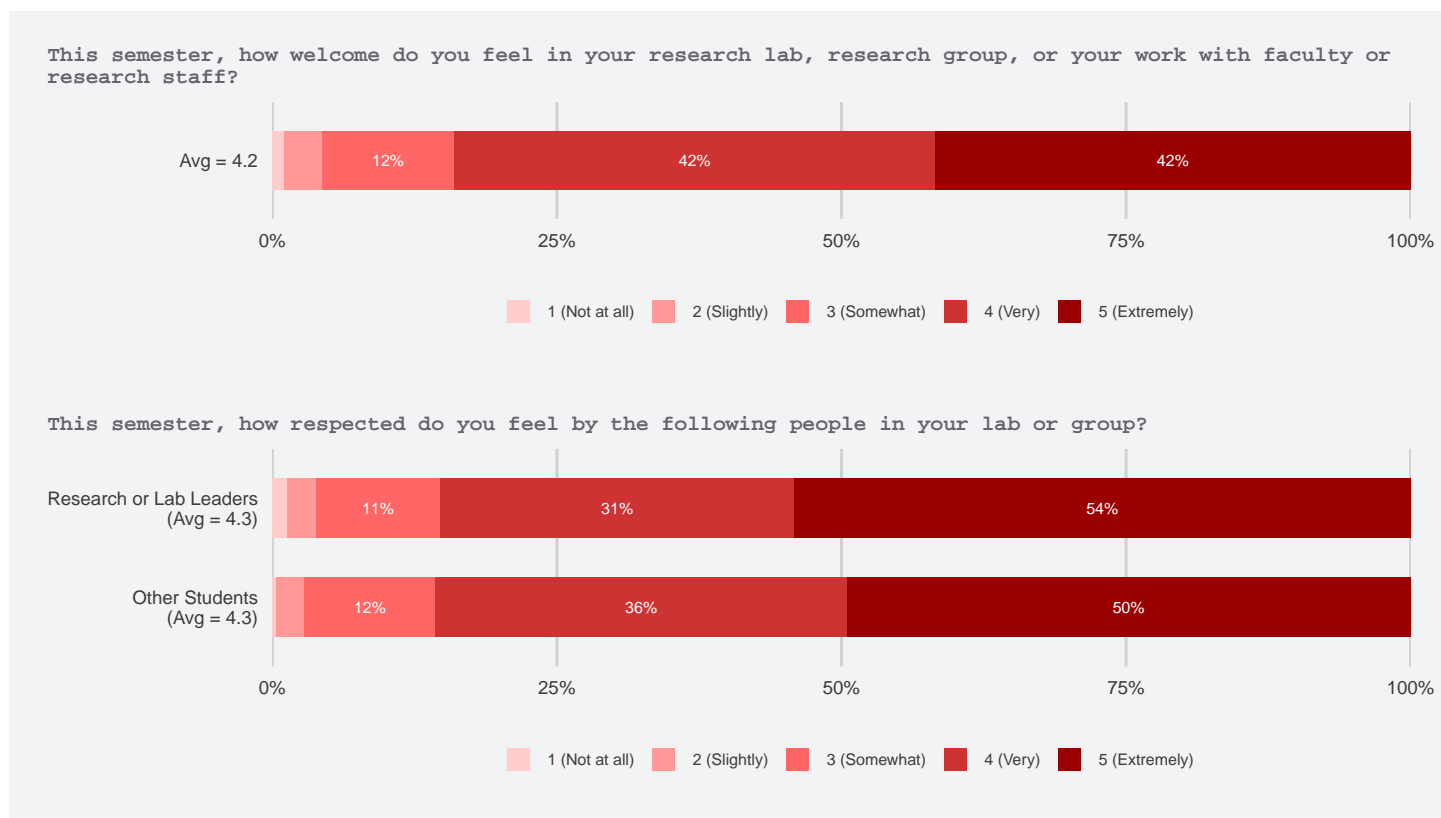
Group Differences

- There were few differences in student reports of feeling welcome and respected in research settings by school/college and other student status characteristics. Students in the School of Human Ecology reported feeling more respected by research/lab leaders. Undergraduate freshmen and sophomores reported feeling less welcome, whereas seniors reported feeling more welcome. Undergraduate sophomores also reported feeling less respected by other students compared to their counterparts. Similarly, undergraduate new students reported feeling less welcome than undergraduate continuing students.
- There were no differences in student reports of feeling welcome and respected in research settings by transgender status, LGBTQ+ status, international status, domestic student of color status, domestic race/ethnicity, religious views, political views, undergraduate age group, first-generation college status, or undergraduate Pell Grant eligibility. Nonbinary students felt less respected by research/lab leaders or other students than their counterparts. Students with a disability and veteran students reported feeling less welcome. Students with a disability and veteran students also reported feeling less respected by research/lab leaders or other students than their counterparts.

ABOUT THE DATA

A new addition to the 2021 survey, students who indicated working or volunteering in a research lab, with a research group, or closely with faculty or research staff (24%) were asked a set of three questions about their experience in research settings. Students were asked, "This semester, how welcome do you feel in your research lab, research group, or your work with faculty or research staff?" Response choices were 1="Not at all welcome," 2="Slightly welcome," 3="Somewhat welcome," 4="Very welcome," and 5="Extremely welcome." The stem of the next set of questions was "This semester, how respected do you feel by the following people in your lab or group?" and the question leaves were "research or lab leaders" and "other students." Response choices were 1="Not at all respected," 2="Slightly respected," 3="Somewhat respected," 4="Very respected," 5="Extremely respected," and 6="Not applicable." The measures were treated as continuous and values of 6="Not applicable" were excluded from analysis.

4.8.1 All UW-Madison (2021)



4.8.2 Survey Year

These questions were added to the 2021 survey and have no comparison to 2016.

4.8.3 School/College and Student Status

School/College and Student Status	Research Setting		
	This semester: How welcome [1:5]	Respected: Research or Lab Leaders [1:5]	Respected: Other Students [1:5]
Overall			
All Students (2021)	<i>N</i> = 3,203 4.2	<i>N</i> = 3,117 4.3	<i>N</i> = 2,922 4.3
School/College			
ALS - College of Agricultural and Life Sciences	—	—	—
BUS - School of Business	—	—	—
DCS - Division of Continuing Studies	—	—	—
EDU - School of Education	—	—	—
EGR - College of Engineering	—	—	—
HEC - School of Human Ecology	—	4.7	—
IES - Nelson Institute for Environmental Studies	—	—	—
LS - College of Letters and Science	—	—	—
LAW - Law School	—	—	—
MED - School of Medicine and Public Health	—	—	—
NUR - School of Nursing	—	—	—
PHM - School of Pharmacy	—	—	—
VET - School of Veterinary Medicine	—	—	—
Student Level			
Undergraduate	—	—	—
Graduate/Professional	—	—	—
Special	—	—	—
Academic Level (Undergraduate)			
Freshman (<24 credits)	4.0	—	—
Sophomore (24 to 53 credits)	4.1	—	4.2
Junior (54 to 85 credits)	—	—	—
Senior (86+ credits)	4.3	—	—
Full-Time Student (Excluding Special)			
No	—	—	—
Yes	—	—	—
New Student (Undergraduate)			
No	4.3	—	—
Yes	4.0	—	—
Transfer Student (Undergraduate)			
No	—	—	—
Yes	—	—	—
WI Resident (Undergraduate)			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.8.4 Student Characteristics

Student Characteristics	Research Setting		
	This semester: How welcome [1:5]	Respected: Research or Lab Leaders [1:5]	Respected: Other Students [1:5]
Overall			
All Students (2021)	<i>N</i> = 3,203 4.2	<i>N</i> = 3,117 4.3	<i>N</i> = 2,922 4.3
Gender			
Man	—	—	—
Nonbinary/Gender not Listed	—	4.2	4.1
Woman	—	—	—
Transgender			
No	—	—	—
Yes	—	—	—
LGBTQ+			
No	—	—	—
Yes	—	—	—
International			
No (Domestic/Permanent Resident)	—	—	—
Yes (International)	—	—	—
Domestic Race/Ethnicity Summary			
Domestic White (Only)	—	—	—
Domestic Student of Color	—	—	—
Domestic Race/Ethnicity Detail			
Hispanic (All Races)	—	—	—
African American/Black (Only)	—	—	—
American Indian/Alaska Native (Only)	S	S	S
Asian/Asian American (Only)	—	—	—
Native Hawaiian/Pacific Islander (Only)	S	S	S
White (Only)	—	—	—
2 or More Races (Non-Hispanic)	—	—	—
Other/Unknown	—	—	—
Religious Views			
Atheist/Agnostic/None (Only)	—	—	—
Buddhist (Only)	—	—	—
Christian (Only)	—	—	—
Hindu (Only)	—	—	—
Jewish (Only)	—	—	—
Muslim (Only)	—	—	—
Other/Multifaith	—	—	—
Political Views			
Conservative	—	—	—
Moderate	—	—	—
Liberal	—	—	—
Other/None	—	—	—
Age Group (Undergraduate)			
25 Years or Older	—	—	—
Less than 25 Years	—	—	—
Disability			
No	4.2	4.4	4.3
Yes	4.0	4.2	4.1
Veteran			
No	4.2	4.3	4.3
Yes	3.8	3.8	3.8
First-Generation College			
No	—	—	—
Yes	—	—	—
Pell Grant Eligible (Undergraduate)			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.9 Undergraduate Ethnic Studies Course

SUMMARY

Overall

- Students generally reported that their ethnic studies courses were useful, averaging between 3.6 and 3.7 on the 1 to 5 scale, or about halfway between somewhat and very useful. Around 2 out of 3 students said that their ethnic studies course was very or extremely useful at encouraging them to value diversity (62%), notice and manage biases (61%), and be sensitive to others' perspectives (67%).
- Student perceptions of how useful their ethnic studies course was at encouraging them to value diversity, notice and manage biases, and be sensitive to others' perspectives all increased between 2016 and 2021.

Group Differences

- There were no differences in student responses by undergraduate transfer status or undergraduate residency. Students in the College of Engineering reported that their ethnic studies course was less useful in encouraging them to value diversity, notice and manage biases, or be sensitive to others' perspectives. Students in the School of Nursing reported their ethnic studies course were more useful for being sensitive to others' perspectives. Undergraduate freshmen reported that their ethnic studies course was more useful in encouraging them to value diversity and be sensitive to others' perspectives, but seniors found it less useful in encouraging them to notice and manage biases or be sensitive to others' perspectives. Full-time students found the course to be more useful in encouraging them to be sensitive to others' perspectives compared to part-time students. Undergraduate new students found the course to be more useful in encouraging them to value diversity, notice and manage biases, or be sensitive to others' perspectives than continuing students.
- There were no differences in student responses by transgender status, international status, domestic student of color status, disability status, first-generation college status, or undergraduate Pell Grant eligibility.
- Women found the course to be more useful on all three questions compared to men, and LGBTQ+ students found the course to be more useful compared to non-LGBTQ+ students. American Indian/Alaska Native students reported that their ethnic studies course was less useful in encouraging them to value diversity or be sensitive to others' perspectives, and students of Other/Unknown race similarly found that their ethnic studies course was less useful in encouraging them to value diversity, notice and manage biases, or be sensitive to others' perspectives. Hindu students found their ethnic studies course to be more useful in encouraging them to value diversity, while Buddhist students reported the course less useful in being sensitive to others' perspectives. Students who identified as politically conservative reported that their ethnic studies course was less useful in encouraging them to value diversity, notice and manage biases, or be sensitive to others' perspectives whereas students who identified as politically liberal found them more useful. Older undergraduate students reported that their ethnic studies course was less useful in encouraging them to notice and manage biases, and veteran students reported that their ethnic studies course was less useful in encouraging them to value diversity, notice and manage biases, or be sensitive to others' perspectives.

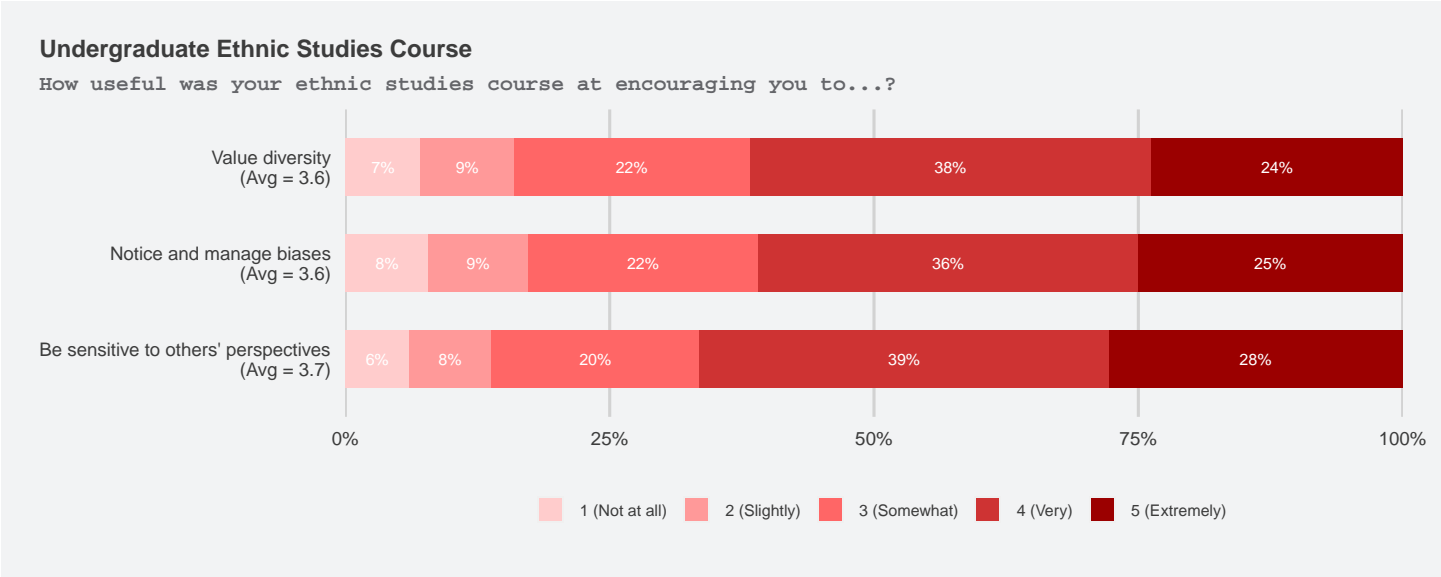
Within-Group Changes

- The overall increase in student reports of finding their ethnic studies course useful compared to the 2016 survey was mirrored in many within-group increases between 2016 and 2021. There were within-group increases since 2016 by school/college, student level, full-time status, undergraduate new student status, undergraduate transfer status, gender, LGBTQ+ status, international status, domestic student of color status, domestic race/ethnicity, religious views, political views, disability status, and first-generation college status.

ABOUT THE DATA

On both the 2016 and 2021 surveys, about half of undergraduate students indicated ever taking a course at UW–Madison that met the ethnic studies requirement in a prior semester. They were then asked a set of three questions about the usefulness of their ethnic studies courses. The stem of the question was "How useful was your ethnic studies course at encouraging you to..." and the question leaves were "value diversity," "notice and manage biases," and "be sensitive to others' perspectives." Response choices were 1="Not at all useful," 2="Slightly useful," 3="Somewhat useful," 4="Very useful," and 5="Extremely useful." The measures were treated as continuous for analysis.

4.9.1 All UW–Madison (2021)



4.9.2 Survey Year

Survey Year	Undergraduate Ethnic Studies Course		
	Useful: Value diversity [1:5]	Useful: Notice and manage biases [1:5]	Useful: Be sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	N = 4,858 3.6▲	N = 4,858 3.6▲	N = 4,858 3.7▲
Survey Year			
2016	3.3	3.2	3.4

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.9.3 School/College and Student Status

School/College and Student Status	Undergraduate Ethnic Studies Course		
	Useful: Value diversity [1:5]	Useful: Notice and manage biases [1:5]	Useful: Be sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	<i>N</i> = 4,858 3.6▲	<i>N</i> = 4,858 3.6▲	<i>N</i> = 4,858 3.7▲
School/College			
ALS - College of Agricultural and Life Sciences	—▲	—▲	—▲
BUS - School of Business	—▲	—▲	—▲
DCS - Division of Continuing Studies	N/A	N/A	N/A
EDU - School of Education	—▲	—▲	—▲
EGR - College of Engineering	3.3	3.3	3.4
HEC - School of Human Ecology	—▲	—▲	—▲
IES - Nelson Institute for Environmental Studies	N/A	N/A	N/A
LS - College of Letters and Science	—▲	—▲	—▲
LAW - Law School	N/A	N/A	N/A
MED - School of Medicine and Public Health	N/A	N/A	N/A
NUR - School of Nursing	—▲	—▲	4.0▲
PHM - School of Pharmacy	—	—	—
VET - School of Veterinary Medicine	N/A	N/A	N/A
Student Level			
Undergraduate	—▲	—▲	—▲
Graduate/Professional	N/A	N/A	N/A
Special	N/A	N/A	N/A
Academic Level (Undergraduate)*			
Freshman (<24 credits)	4.0	—	4.1
Sophomore (24 to 53 credits)	—	—	—
Junior (54 to 85 credits)	—	—	—
Senior (86+ credits)	—	3.5	3.6
Full-Time Student (Excluding Special)			
No	—	—	3.5
Yes	—▲	—▲	3.8▲
New Student (Undergraduate)			
No	3.6▲	3.6▲	3.7▲
Yes	4.0▲	4.0▲	4.2▲
Transfer Student (Undergraduate)			
No	—▲	—▲	—▲
Yes	—	—	—▲
WI Resident (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.9.4 Student Characteristics

Student Characteristics	Undergraduate Ethnic Studies Course		
	Useful: Value diversity [1:5]	Useful: Notice and manage biases [1:5]	Useful: Be sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	<i>N</i> = 4,858 3.6▲	<i>N</i> = 4,858 3.6▲	<i>N</i> = 4,858 3.7▲
Gender			
Man	3.4	3.3	3.5
Nonbinary/Gender not Listed	—	—	—
Woman	3.8▲	3.8▲	4.0▲
Transgender*			
No	—	—	—
Yes	—	—	—
LGBTQ+			
No	3.6▲	3.6▲	3.7▲
Yes	3.8▲	3.9▲	3.9▲
International			
No (Domestic/Permanent Resident)	—▲	—▲	—▲
Yes (International)	—▲	—▲	—▲
Domestic Race/Ethnicity Summary			
Domestic White (Only)	—▲	—▲	—▲
Domestic Student of Color	—	—▲	—▲
Domestic Race/Ethnicity Detail			
Hispanic (All Races)	—▲	—▲	—▲
African American/Black (Only)	—	—▲	—
American Indian/Alaska Native (Only)	2.7	—	2.4
Asian/Asian American (Only)	—	—	—
Native Hawaiian/Pacific Islander (Only)	S	S	S
White (Only)	—▲	—▲	—▲
2 or More Races (Non-Hispanic)	—	—▲	—▲
Other/Unknown	2.6	2.6	2.5
Religious Views			
Atheist/Agnostic/None (Only)	—▲	—▲	—▲
Buddhist (Only)	—	—	3.4
Christian (Only)	—▲	—▲	—▲
Hindu (Only)	3.9▲	—▲	—▲
Jewish (Only)	—▲	—▲	—▲
Muslim (Only)	—	—▲	—▲
Other/Multifaith	—▲	—▲	—▲
Political Views			
Conservative	3.0	3.0	3.2
Moderate	—▲	—▲	—▲
Liberal	3.9▲	3.9▲	4.0▲
Other/None	—	—	—▲
Age Group (Undergraduate)*			
25 Years or Older	—	3.3	—
Less than 25 Years	—	3.6	—
Disability			
No	—▲	—▲	—▲
Yes	—▲	—▲	—▲
Veteran*			
No	3.6	3.6	3.8
Yes	3.1	3.1	3.2
First-Generation College			
No	—▲	—▲	—▲
Yes	—▲	—▲	—▲
Pell Grant Eligible (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.10 Instructional Accommodation - Religious

SUMMARY

Overall

- Among the 2% of students who indicated requesting a religious accommodation this semester, 58% reported that their requests were usually or always granted, 19% reported that they were sometimes granted, and 24% never or rarely granted. In terms of effectiveness, around 54% stated the accommodations were very or extremely effective, 28% somewhat effective, and 19% reported that the accommodations were not at all or slightly effective.

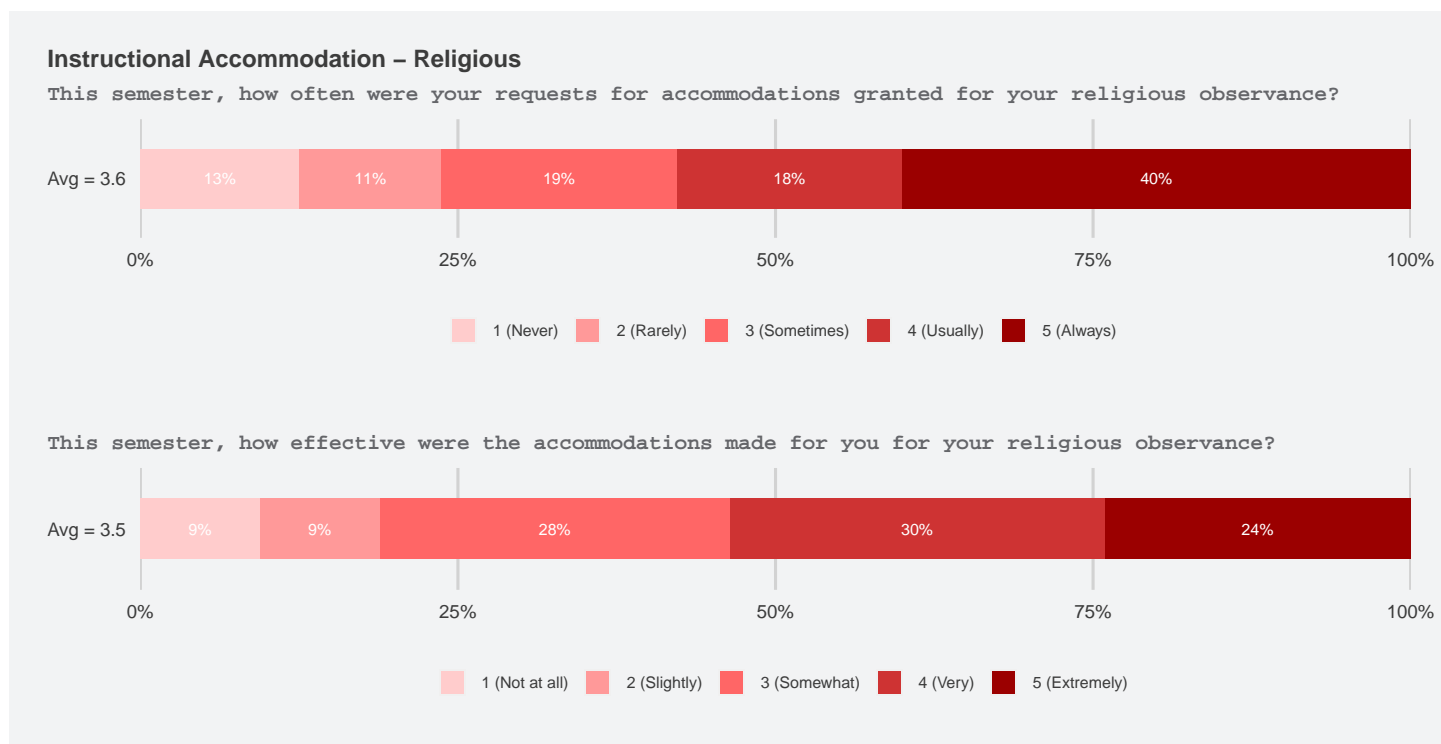
Group Differences

- There were no differences in student responses by student level, undergraduate academic level, undergraduate new student status, or undergraduate residency. Students in the College of Letters and Science reported that their requests were more often granted. Full-time students and undergraduate transfer students reported that their requests were less often granted.
- There were no differences in student responses by gender, transgender status, LGBTQ+ status, disability status, veteran status, or undergraduate Pell Grant eligibility.
- International students and domestic students of color reported that their requests were less often granted than their counterparts. While Hispanic students reported that their requests were less often granted and less effective, White students reported that their requests were more often granted. Atheist students reported that their requests were less often granted, but Jewish students reported that their requests were more often granted. Christian students reported that their accommodations were more effective than their counterparts. Students who identified as politically liberal reported that their accommodations were more often granted, but also reported that they were less effective. Students who identified as having Other/No political views reported that their accommodations were more effective. Older undergraduate older students reported that their religious observance accommodations were more often granted as well as more effective. First-generation college students reported that their accommodations were less often granted than their counterparts.

ABOUT THE DATA

Students were asked about instructional accommodations for religious observances. While this was a section on the 2016 survey, the wording of the questions was modified to better understand student experiences. Direct comparisons over time are limited. A response choice was added to the 2021 survey to capture instructional accommodation requests made this semester. Students were asked, "Have you ever requested that a UW–Madison professor, instructor, teaching assistant, or the McBurney Center provide an instructional accommodation for your religious observance?" Response choices were "Yes, most recently this semester," "Yes, most recently in a prior semester," and "No." Students who indicated requesting a religious observance accommodation this semester (2%) were then asked two follow-up questions. First, "This semester, how often were your requests for accommodations granted for your religious observance?" Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." Second, "This semester, how effective were the accommodations made for you for your religious observance?" for which response choices were 1="Not at all effective," 2="Slightly effective," 3="Somewhat effective," 4="Very effective," and 5="Extremely effective." These two measures were treated as continuous for analysis.

4.10.1 All UW–Madison (2021)



4.10.2 Survey Year

These questions were modified for the 2021 survey and have no comparison to 2016.

4.10.3 School/College and Student Status

School/College and Student Status	Instructional Accommodation - Religious	
	How often granted [1:5]	How effective [1:5]
Overall		
All Students (2021)	<i>N</i> = 270 3.6	<i>N</i> = 268 3.5
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	—	—
DCS - Division of Continuing Studies	—	—
EDU - School of Education	—	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	S	S
LS - College of Letters and Science	3.8	—
LAW - Law School	S	S
MED - School of Medicine and Public Health	S	S
NUR - School of Nursing	S	S
PHM - School of Pharmacy	S	S
VET - School of Veterinary Medicine	—	—
Student Level		
Undergraduate	—	—
Graduate/Professional	—	—
Special	—	—
Academic Level (Undergraduate)		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	4.4	—
Yes	3.6	—
New Student (Undergraduate)		
No	—	—
Yes	—	—
Transfer Student (Undergraduate)		
No	3.7	—
Yes	3.0	—
WI Resident (Undergraduate)		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.10.4 Student Characteristics

Student Characteristics	Instructional Accommodation - Religious	
	How often granted [1:5]	How effective [1:5]
Overall		
All Students (2021)	<i>N</i> = 270 3.6	<i>N</i> = 268 3.5
Gender		
Man	—	—
Nonbinary/Gender not Listed	S	S
Woman	—	—
Transgender		
No	—	—
Yes	S	S
LGBTQ+		
No	—	—
Yes	—	—
International		
No (Domestic/Permanent Resident)	3.8	—
Yes (International)	3.0	—
Domestic Race/Ethnicity Summary		
Domestic White (Only)	4.0	—
Domestic Student of Color	3.2	—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	2.7	2.9
African American/Black (Only)	S	S
American Indian/Alaska Native (Only)	S	S
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	4.1	—
2 or More Races (Non-Hispanic)	S	S
Other/Unknown	S	S
Religious Views		
Atheist/Agnostic/None (Only)	3.0	—
Buddhist (Only)	S	S
Christian (Only)	—	3.8
Hindu (Only)	S	S
Jewish (Only)	4.1	—
Muslim (Only)	—	—
Other/Multifaith	—	—
Political Views		
Conservative	—	—
Moderate	—	—
Liberal	3.8	3.3
Other/None	—	3.9
Age Group (Undergraduate)		
25 Years or Older	4.3	4.1
Less than 25 Years	3.6	3.4
Disability		
No	—	—
Yes	—	—
Veteran		
No	—	—
Yes	S	S
First-Generation College		
No	3.8	—
Yes	2.9	—
Pell Grant Eligible (Undergraduate)		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.11 Instructional Accommodation - Disability

SUMMARY

Overall

- Among the 6% of students who said they requested a disability accommodation this semester, 80% reported that their requests were usually or always granted, 13% reported that they were sometimes granted, and 7% never or rarely granted. In terms of effectiveness, around 64% stated the accommodations were very or extremely effective, 24% somewhat effective, and 12% reported that the accommodations were not at all or slightly effective.

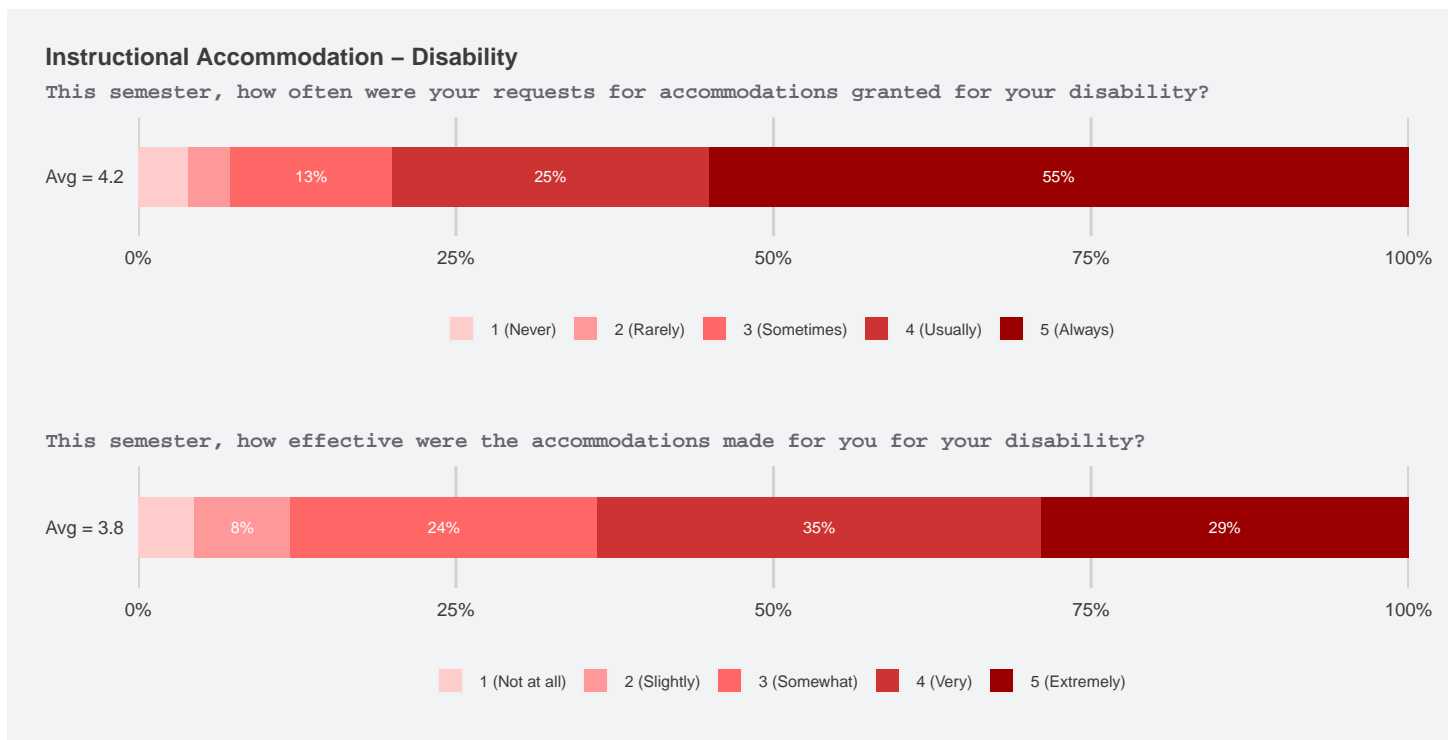
Group Differences

- There were no differences in student responses by undergraduate academic level, full-time status, undergraduate new student status, or undergraduate residency. Students in the Law School reported that their requests were more often granted. Undergraduate students reported that the accommodations were more effective and graduate/professional students less effective. Undergraduate transfer students reported that their requests were less often granted than their counterparts.
- International, domestic students of color, African American/Black, students of Other/No political views, and first-generation college students all reported that their accommodations were less often granted than their counterparts. Nonbinary, transgender, LGBTQ+, African American/Black, students of Other/No political views, students with a disability, and undergraduate Pell Grant eligible students reported the accommodations were less effective than their counterparts. Christian students and students who identified as politically conservative reported the accommodations were more effective.

ABOUT THE DATA

Students were asked about instructional accommodations for disability. While this was a section on the 2016 survey, the wording of the questions was modified to better understand student experiences. Direct comparisons over time are limited. A response choice was added to the 2021 survey to capture instructional accommodation requests made this semester. Students were asked, "Have you ever requested that a UW–Madison professor, instructor, teaching assistant, or the McBurney Center provide an instructional accommodation for your disability?" Response choices were "Yes, most recently this semester," "Yes, most recently in a prior semester," and "No." Students who indicated requesting a disability accommodation this semester (6%) were then asked two follow-up questions. First, "This semester, how often were your requests for accommodations granted for your disability?" Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." Second, "This semester, how effective were the accommodations made for you for your disability?" for which response choices were 1="Not at all effective," 2="Slightly effective," 3="Somewhat effective," 4="Very effective," and 5="Extremely effective." These two measures were treated as continuous for analysis.

4.11.1 All UW–Madison (2021)



4.11.2 Survey Year

These questions were modified for the 2021 survey and have no comparison to 2016.

4.11.3 School/College and Student Status

School/College and Student Status	Instructional Accommodation - Disability	
	How often granted [1:5]	How effective [1:5]
Overall		
All Students (2021)	<i>N</i> = 806 4.2	<i>N</i> = 797 3.8
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	—	—
DCS - Division of Continuing Studies	—	—
EDU - School of Education	—	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	S	S
LS - College of Letters and Science	—	—
LAW - Law School	4.8	—
MED - School of Medicine and Public Health	—	—
NUR - School of Nursing	—	—
PHM - School of Pharmacy	S	S
VET - School of Veterinary Medicine	S	S
Student Level		
Undergraduate	—	3.8
Graduate/Professional	—	3.5
Special	—	—
Academic Level (Undergraduate)		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	—	—
Yes	—	—
New Student (Undergraduate)		
No	—	—
Yes	—	—
Transfer Student (Undergraduate)		
No	4.3	—
Yes	4.0	—
WI Resident (Undergraduate)		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.11.4 Student Characteristics

Student Characteristics	Instructional Accommodation - Disability	
	How often granted [1:5]	How effective [1:5]
Overall		
All Students (2021)	<i>N</i> = 806 4.2	<i>N</i> = 797 3.8
Gender		
Man	—	—
Nonbinary/Gender not Listed	—	3.4
Woman	—	—
Transgender		
No	—	3.8
Yes	—	3.3
LGBTQ+		
No	—	3.9
Yes	—	3.5
International		
No (Domestic/Permanent Resident)	4.3	—
Yes (International)	3.4	—
Domestic Race/Ethnicity Summary		
Domestic White (Only)	4.4	—
Domestic Student of Color	4.1	—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	—	—
African American/Black (Only)	3.8	3.2
American Indian/Alaska Native (Only)	S	S
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	4.4	—
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	—	—
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—	—
Christian (Only)	—	3.9
Hindu (Only)	S	S
Jewish (Only)	—	—
Muslim (Only)	—	—
Other/Multifaith	—	—
Political Views		
Conservative	—	4.0
Moderate	—	—
Liberal	—	—
Other/None	3.9	3.3
Age Group (Undergraduate)		
25 Years or Older	—	—
Less than 25 Years	—	—
Disability		
No	—	3.9
Yes	—	3.7
Veteran		
No	—	—
Yes	—	—
First-Generation College		
No	4.3	—
Yes	4.0	—
Pell Grant Eligible (Undergraduate)		
No	—	3.9
Yes	—	3.7

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.12 Respected by Others - Academic

SUMMARY

Overall

- Students generally reported feeling respected in academic settings, averaging on the 1 to 5 scale between 4.0 and 4.3. Most undergraduate students said that they felt very or extremely respected by their academic advisor(s) (80%) and most graduate/professional students said that they felt very or extremely respected by their faculty advisor(s) (83%) and students in courses they instruct (76%).

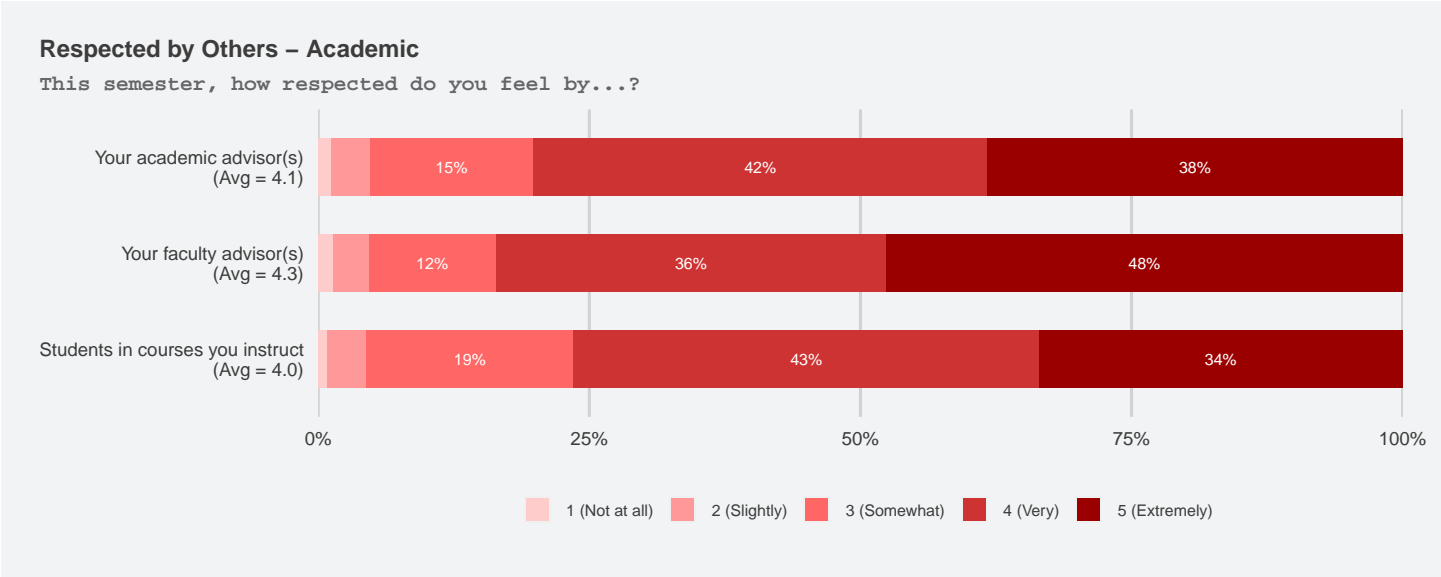
Group Differences

- There were few differences in student reports of feeling respected in academic settings by school/college and there were no differences by other student status characteristics. Graduate/professional students in the School of Business reported feeling more respected by their faculty advisor(s), and graduate/professional students in the School of Business, College of Engineering, and School of Pharmacy reported feeling more respected by students in the courses they instruct. On the other hand, graduate/professional students in the Law School reported feeling less respected by students in the courses they instruct.
- There were no differences in student reports of feeling respected in academic settings by transgender status, international status, political views, undergraduate age group, veteran status, first-generation college status, or undergraduate Pell Grant eligibility. Undergraduate nonbinary students and students of Other/Unknown race reported feeling less respected by academic advisors while undergraduate Hindu students report feeling more respected. Among graduate/professional students, students of 2 or More Races and students with a disability reported feeling less respected by faculty advisor(s). Nonbinary, LGBTQ+, domestic students of color, Asian/Asian American, and students with a disability all reported feeling less respected by students in courses they instruct compared to their counterparts.

ABOUT THE DATA

A new addition to the 2021 survey, students were asked about how respected they felt in academic settings. The stem of the question was "This semester, how respected do you feel by...?" and the question leaves were "your academic advisor(s)," "your faculty advisor(s)," and "students in courses you instruct." The first item was only asked of undergraduate students, and the second and third items were only asked of graduate/professional students. Response choices were 1="Not at all respected," 2="Slightly respected," 3="Somewhat respected," 4="Very respected," 5="Extremely respected," and 6="Not applicable." The measures were treated as continuous and values of 6="Not applicable" were excluded from analysis.

4.12.1 All UW-Madison (2021)



4.12.2 Survey Year

These questions were added to the 2021 survey and have no comparison to 2016.

4.12.3 School/College and Student Status

School/College and Student Status	Respected by Others - Academic		
	Academic advisor(s) [1:5]	Faculty advisor(s) [1:5]	Students in courses you instruct [1:5]
Overall			
All Students (2021)	<i>N</i> = 8,672 4.1	<i>N</i> = 3,121 4.3	<i>N</i> = 1,859 4.0
School/College			
ALS - College of Agricultural and Life Sciences	—	—	—
BUS - School of Business	—	4.4	4.3
DCS - Division of Continuing Studies	N/A	N/A	N/A
EDU - School of Education	—	—	—
EGR - College of Engineering	—	—	4.2
HEC - School of Human Ecology	—	—	—
IES - Nelson Institute for Environmental Studies	N/A	—	—
LS - College of Letters and Science	—	—	—
LAW - Law School	N/A	—	3.9
MED - School of Medicine and Public Health	N/A	—	—
NUR - School of Nursing	—	—	—
PHM - School of Pharmacy	—	—	4.3
VET - School of Veterinary Medicine	N/A	—	—
Student Level			
Undergraduate	—	N/A	N/A
Graduate/Professional	N/A	—	—
Special	N/A	N/A	N/A
Academic Level (Undergraduate)			
Freshman (<24 credits)	—	N/A	N/A
Sophomore (24 to 53 credits)	—	N/A	N/A
Junior (54 to 85 credits)	—	N/A	N/A
Senior (86+ credits)	—	N/A	N/A
Full-Time Student (Excluding Special)			
No	—	—	—
Yes	—	—	—
New Student (Undergraduate)			
No	—	N/A	N/A
Yes	—	N/A	N/A
Transfer Student (Undergraduate)			
No	—	N/A	N/A
Yes	—	N/A	N/A
WI Resident (Undergraduate)			
No	—	N/A	N/A
Yes	—	N/A	N/A

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black text** indicates less positive response, unbolded gray text more positive response.

4.12.4 Student Characteristics

Student Characteristics	Respected by Others - Academic		
	Academic advisor(s) [1:5]	Faculty advisor(s) [1:5]	Students in courses you instruct [1:5]
Overall			
All Students (2021)	<i>N</i> = 8,672 4.1	<i>N</i> = 3,121 4.3	<i>N</i> = 1,859 4.0
Gender			
Man	—	—	—
Nonbinary/Gender not Listed	3.8	—	3.6
Woman	—	—	—
Transgender			
No	—	—	—
Yes	—	—	—
LGBTQ+			
No	—	—	4.1
Yes	—	—	3.9
International			
No (Domestic/Permanent Resident)	—	—	—
Yes (International)	—	—	—
Domestic Race/Ethnicity Summary			
Domestic White (Only)	—	—	4.1
Domestic Student of Color	—	—	3.9
Domestic Race/Ethnicity Detail			
Hispanic (All Races)	—	—	—
African American/Black (Only)	—	—	—
American Indian/Alaska Native (Only)	—	S	S
Asian/Asian American (Only)	—	—	3.8
Native Hawaiian/Pacific Islander (Only)	S	S	S
White (Only)	—	—	4.1
2 or More Races (Non-Hispanic)	—	4.0	—
Other/Unknown	3.7	—	—
Religious Views			
Atheist/Agnostic/None (Only)	—	—	—
Buddhist (Only)	—	—	—
Christian (Only)	—	—	—
Hindu (Only)	4.3	—	—
Jewish (Only)	—	—	—
Muslim (Only)	—	—	—
Other/Multifaith	—	—	—
Political Views			
Conservative	—	—	—
Moderate	—	—	—
Liberal	—	—	—
Other/None	—	—	—
Age Group (Undergraduate)			
25 Years or Older	—	N/A	N/A
Less than 25 Years	—	N/A	N/A
Disability			
No	—	4.3	4.1
Yes	—	4.0	3.8
Veteran			
No	—	—	—
Yes	—	—	—
First-Generation College			
No	—	—	—
Yes	—	—	—
Pell Grant Eligible (Undergraduate)			
No	—	N/A	N/A
Yes	—	N/A	N/A

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.13 Comfort Contacting UWP

SUMMARY

Overall

- Students generally reported feeling somewhat comfortable contacting the UW–Madison Police Department (UWP) if they had a problem, averaging 3.1 on the 1 to 5 scale. Around 40% of students reported feeling very or extremely comfortable contacting UWP if they had a problem, 33% felt somewhat comfortable, and 28% felt not at all or slightly comfortable.
- Student perceptions of how comfortable they felt contacting UWP if they had a problem decreased between 2016 and 2021.
- Over half of the qualitative responses referenced general concerns about law enforcement and policing issues. Relatively few students mentioned specific concerns about UWP in particular.

Group Differences

- There were few differences in student reports of feeling comfortable contacting UWP by school/college and other student status characteristics. Students in the Division of Continuing Studies reported feeling more comfortable contacting UWP if they had a problem. Special students, undergraduate freshmen, and undergraduate new students also reported feeling more comfortable contacting UWP.
- There were no differences in student responses by first-generation college status. Nonbinary students and women reported feeling less comfortable contacting UWP than men. Transgender and LGBTQ+ students also reported feeling less comfortable. International students felt more comfortable contacting UWP than domestic students did, and domestic students of color felt less comfortable than domestic White students, particularly African American/Black and students of 2 or More Races. Atheist students and students of Other/Multifaith religion felt less comfortable contacting UWP whereas Christian and Hindu students felt more comfortable. Students who identified as politically liberal reported feeling less comfortable contacting UWP and students who identified as politically conservative and politically moderate were more comfortable. Students with a disability and undergraduate Pell Grant eligible students reported feeling less comfortable, and older undergraduate students and veteran students reported feeling more comfortable than their counterparts.

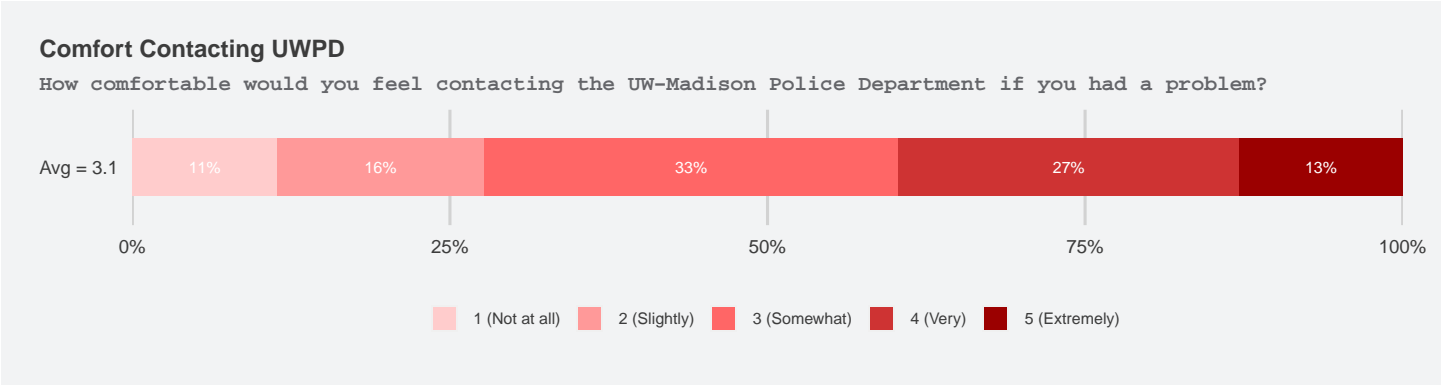
Within-Group Changes

- The overall decrease in student reports of feeling comfortable contacting UWP compared to the 2016 survey was mirrored in many within-group decreases. There were within-group decreases since 2016 by school/college, student level, full-time status, undergraduate new student status, undergraduate transfer status, gender, LGBTQ+ status, international status, domestic student of color status, domestic race/ethnicity, religious views, political views, disability status, and first-generation college status. There were no within-group increases in comfort contacting UWP.

ABOUT THE DATA

A random half of students were asked "How comfortable would you feel contacting the UW–Madison Police Department if you had a problem?" which was also on the 2016 survey. Response choices were 1="Not at all comfortable," 2="Slightly comfortable," 3="Somewhat comfortable," 4="Very comfortable," and 5="Extremely comfortable." The measures were treated as continuous for analysis.

4.13.1 All UW–Madison (2021)



4.13.2 Survey Year

Survey Year	Comfort Contacting UWPD	
	How comfortable would you feel contacting the UW–Madison Police Department if you had a problem? [1:5]	
Overall		
All Students (2021)		N = 6,760 3.1▼
Survey Year		
2016		3.5

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.13.3 School/College and Student Status

School/College and Student Status	Comfort Contacting UWPD	
	How comfortable would you feel contacting the UW–Madison Police Department if you had a problem? [1:5]	
Overall		
All Students (2021)		<i>N</i> = 6,760 3.1▼
School/College		
ALS - College of Agricultural and Life Sciences		—▼
BUS - School of Business		—▼
DCS - Division of Continuing Studies		3.6
EDU - School of Education		—
EGR - College of Engineering		—▼
HEC - School of Human Ecology		—▼
IES - Nelson Institute for Environmental Studies		—
LS - College of Letters and Science		—▼
LAW - Law School		—▼
MED - School of Medicine and Public Health		—▼
NUR - School of Nursing		—
PHM - School of Pharmacy		—▼
VET - School of Veterinary Medicine		—
Student Level		
Undergraduate		—▼
Graduate/Professional		—▼
Special		3.6
Academic Level (Undergraduate)*		
Freshman (<24 credits)		3.3
Sophomore (24 to 53 credits)		—
Junior (54 to 85 credits)		—
Senior (86+ credits)		—
Full-Time Student (Excluding Special)		
No		—▼
Yes		—▼
New Student (Undergraduate)		
No		3.0▼
Yes		3.3
Transfer Student (Undergraduate)		
No		—▼
Yes		—
WI Resident (Undergraduate)*		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.13.4 Student Characteristics

Student Characteristics	Comfort Contacting UWPD	
	How comfortable would you feel contacting the UW–Madison Police Department if you had a problem? [1:5]	
Overall		
All Students (2021)	<i>N = 6,760</i>	3.1▼
Gender		
Man		3.4
Nonbinary/Gender not Listed		2.0▼
Woman		3.0▼
Transgender*		
No		3.2
Yes		1.9
LGBTQ+		
No		3.3
Yes		2.4▼
International		
No (Domestic/Permanent Resident)		3.1▼
Yes (International)		3.4
Domestic Race/Ethnicity Summary		
Domestic White (Only)		3.2▼
Domestic Student of Color		2.9
Domestic Race/Ethnicity Detail		
Hispanic (All Races)		—▼
African American/Black (Only)		2.4
American Indian/Alaska Native (Only)		—▼
Asian/Asian American (Only)		—
Native Hawaiian/Pacific Islander (Only)		S
White (Only)		3.2▼
2 or More Races (Non-Hispanic)		2.8
Other/Unknown		—▼
Religious Views		
Atheist/Agnostic/None (Only)		3.0▼
Buddhist (Only)		—
Christian (Only)		3.4
Hindu (Only)		3.5
Jewish (Only)		—▼
Muslim (Only)		—
Other/Multifaith		2.9▼
Political Views		
Conservative		3.7
Moderate		3.5
Liberal		2.9▼
Other/None		—
Age Group (Undergraduate)*		
25 Years or Older		3.4
Less than 25 Years		3.1
Disability		
No		3.2▼
Yes		2.7▼
Veteran*		
No		3.1
Yes		3.5
First-Generation College		
No		—▼
Yes		—▼
Pell Grant Eligible (Undergraduate)*		
No		3.2
Yes		2.9

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.14 Spending Time with Others Outside of Class

SUMMARY

Overall

- Students generally reported that they spent time with others who are different from them, averaging on the 1 to 5 scale between 3.2 and 3.8. More than half of students very or extremely often spent time with students of a different religious/spiritual belief (65%), social class/economic status (62%), race/ethnicity (56%), or sexual orientation (51%). Fewer than half reported that they very or extremely often spent time with students from another political viewpoint (45%) or students from another country (42%).
- Some students reported that they did not know how often they spent time with students who are of a different social class/economic status (15%), religious/spiritual belief (12%), political view (12%), or sexual orientation (10%). Students were less likely to not know whether they spent time with others who were from a different country (5%) or of a different race/ethnicity (3%).
- Compared to 2016, students in 2021 reported less often spending time with students holding different political views.

Group Differences

- There were no differences in student responses by undergraduate academic level. Students in the School of Business spent more time with students of different religious/spiritual beliefs or political views. Students in the Division of Continuing Studies spent less time with all of the specified groups. Students in the College of Engineering spent more time with students from another political viewpoint, and students in the School of Human Ecology spent less time with students from another country. Students in the Nelson Institute for Environmental Studies spent more time with students of different religious/spiritual beliefs or nationalities but spent less time with students of different political views. Students in the School of Medicine and Public Health spent more time with students of a different sexual orientation. Students in the School of Nursing spent less time with students of different religious/spiritual beliefs or nationalities, and students in the School of Veterinary Medicine spent less time with students from another country. Undergraduate students spent more time with students of a different religious/spiritual belief, political view, or social class/economic status, but spent less time with students of a different nationality. Graduate/professional students spent more time with students of a different nationality but spent less time with those of a different political view. Special students spent less time with all of the specified groups. Full-time students spent more time with those of a different race/ethnicity, religious/spiritual belief, political view, or social class/economic status than part-time students. Undergraduate transfer students spent less time with those of a different race/ethnicity, sexual orientation, religious/spiritual belief, or social class/economic status, and undergraduate WI resident students spent less time with those of a different nationality.
- Men spent less time with those of a different sexual orientation whereas they spent more time with those of a different political view. Women spent less time with students from another political viewpoint. Nonbinary, transgender, and LGBTQ+ students spent more time with those of a different sexual orientation but spent less time with those of a different political view.
- International students spent less time with all of the specified groups except for those of different nationalities with whom they spent more time. Domestic students of color spent more time with those of a different race/ethnicity or nationality but spent less time with those of a different political view. Differences by domestic race/ethnicity were mixed.
- Atheist students spent less time with those of a different religious/spiritual belief or political view. Buddhist students spent less time with those of a different sexual orientation or political belief. Christian students spent less time with those of a different sexual orientation but spent more time with those of a different political belief. Hindu and Muslim students spent less time with those of a different sexual orientation but spent more time with those of a different nationality. Jewish students spent more time with those of a different religious/spiritual belief but spent less time with those of a different nationality. Students of Other/Multifaith religion spent less time with those of a different political view.
- Politically conservative students as well as politically moderate students spent less time with those of a different sexual orientation but spent more time with those of a different political view. Students who identified as politically liberal spent more time with those of a different sexual orientation but spent less time with those of a different political view. Students who identified as having Other/No political views spent less time with those of a different religious/spiritual belief.
- Younger undergraduate students spent more time with all of the specified groups. Students with a disability spent more time with those of a different sexual orientation but spent less time with those of a different political view. Veteran students spent less time with those of a different race/ethnicity or religious/spiritual belief, first-generation college students spent less time with those of a different religious/spiritual belief, and undergraduate Pell Grant eligible students spent less time with those of a different political view.

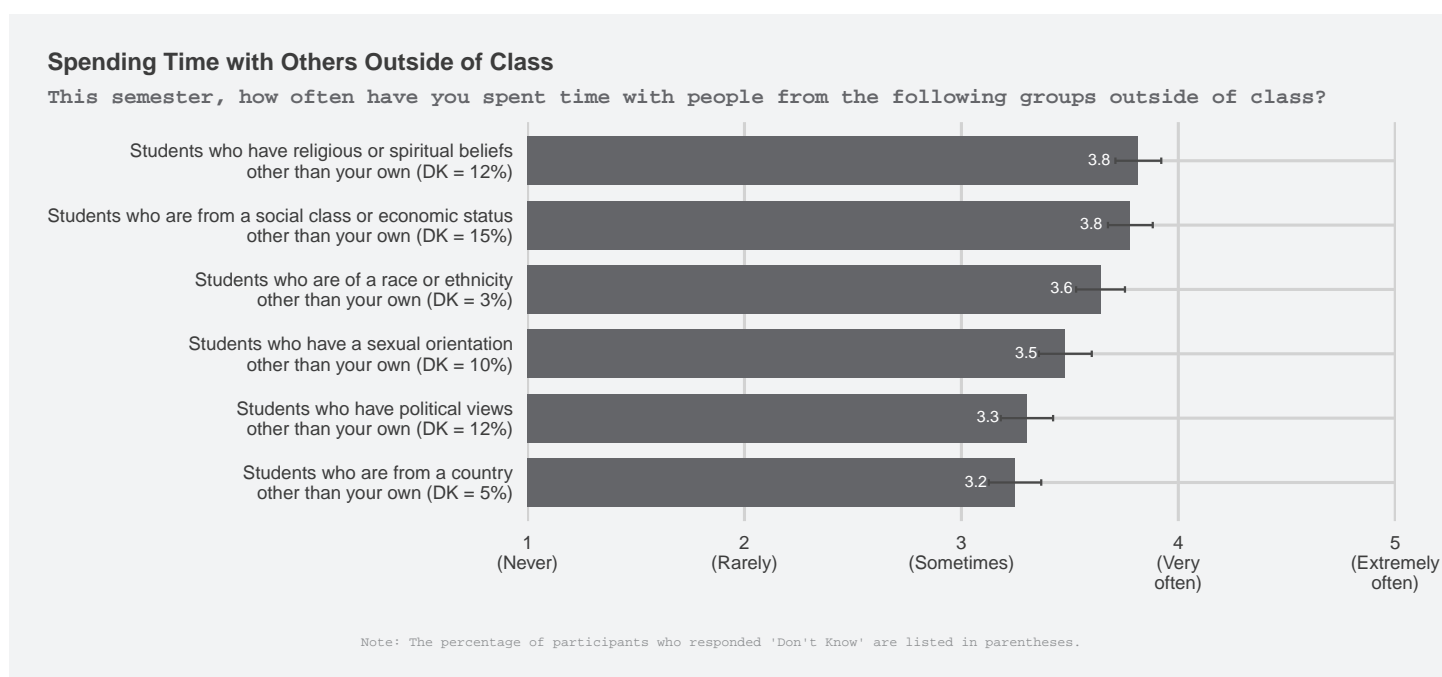
Within-Group Changes

- The overall decrease in student reports of spending time with students who have different political views compared to the 2016 survey was mirrored in many within-group decreases between 2016 and 2021. Within-group changes between 2016 and 2021 for the other questions were limited. Students in the Division of Continuing Studies, special students, and Hindu students reported spending less time with those of a different race/ethnicity than in 2016. Students in the School of Education, College of Engineering, School of Human Ecology, Law School, School of Medicine and Public Health, undergraduate new students, undergraduate non-transfer students, American Indian/Alaska Native students, and students of 2 or More Races reported spending more time with those of a different sexual orientation than in 2016 as opposed to students in the Division of Continuing Studies reported spending less time. Students in the Division of Continuing Studies, School of Nursing, special students, part-time students, undergraduate transfer students, domestic students of color, African American/Black students, Asian/Asian American students, Hindu students, and Other/Multifaith students reported spending less time with those of a different religious/spiritual belief than in 2016 whereas students in the Nelson Institute for Environmental Studies reported spending more time. Students in the Division of Continuing Studies, School of Nursing, special students, undergraduate transfer students, Buddhist students, Jewish students, and students with a disability reported spending less time with those of a different nationality than in 2016. Students in the Division of Continuing Studies, special students, and undergraduate transfer students spent less time with those of a different social class/economic status whereas students in the Nelson Institute for Environmental Studies reported spending more time.

ABOUT THE DATA

A random half of students were asked a set of 6 questions about how often they spent time with people from different groups outside of class, which was also on the 2016 survey. The stem of the question was "This semester, how often have you spent time with people from the following groups outside of class? Students who..." and the question leaves were "are of a race or ethnicity other than your own," "have a sexual orientation other than your own," "have religious or spiritual beliefs other than your own," "have political views other than your own," "are from a country other than your own," and "are from a social class or economic status other than your own." Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," 5="Extremely often," and 6="Don't know." The measures were treated as continuous and values of 6="Don't know" were excluded from analysis.

4.14.1 All UW-Madison (2021)



4.14.2 Survey Year

Survey Year	Spending Time with Others Outside of Class					
	Race/ethnicity [1:5]	Sexual orientation [1:5]	Religious/spiritual beliefs [1:5]	Political views [1:5]	Nationality [1:5]	Social class/economic status [1:5]
Overall						
All Students (2021)	<i>N</i> = 6,587 3.6	<i>N</i> = 6,091 3.5	<i>N</i> = 5,943 3.8	<i>N</i> = 5,944 3.3▼	<i>N</i> = 6,473 3.2	<i>N</i> = 5,736 3.8
Survey Year 2016	—	—	—	3.7	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.14.3 School/College and Student Status

School/College and Student Status	Spending Time with Others Outside of Class					
	Race/ethnicity [1:5]	Sexual orientation [1:5]	Religious/spiritual beliefs [1:5]	Political views [1:5]	Nationality [1:5]	Social class/economic status [1:5]
Overall						
All Students (2021)	<i>N</i> = 6,587 3.6	<i>N</i> = 6,091 3.5	<i>N</i> = 5,943 3.8	<i>N</i> = 5,944 3.3▼	<i>N</i> = 6,473 3.2	<i>N</i> = 5,736 3.8
School/College						
ALS - College of Agricultural and Life Sciences	—	—	—	—▼	—	—
BUS - School of Business	—	—	4.0	3.9	—	—
DCS - Division of Continuing Studies	2.8▼	2.9▼	3.1▼	2.5▼	2.9▼	2.9▼
EDU - School of Education	—	—▲	—	—▼	—	—
EGR - College of Engineering	—	—▲	—	3.6▼	—	—
HEC - School of Human Ecology	—	—▲	—	—▼	2.9	—
IES - Nelson Institute for Environmental Studies	—	—	4.2▲	2.5	3.9	—▲
LS - College of Letters and Science	—	—	—	—▼	—	—
LAW - Law School	—	—▲	—	—▼	—	—
MED - School of Medicine and Public Health	—	3.7▲	—	—▼	—	—
NUR - School of Nursing	—	—	3.6▼	—▼	2.8▼	—
PHM - School of Pharmacy	—	—	—	—▼	—	—
VET - School of Veterinary Medicine	—	—	—	—	2.5	—
Student Level						
Undergraduate	—	—	3.9	3.4▼	3.2	3.9
Graduate/Professional	—	—	—	3.0▼	3.5	—
Special	2.8▼	2.9	3.1▼	2.5▼	2.9▼	2.9▼
Academic Level (Undergraduate)*						
Freshman (<24 credits)	—	—	—	—	—	—
Sophomore (24 to 53 credits)	—	—	—	—	—	—
Junior (54 to 85 credits)	—	—	—	—	—	—
Senior (86+ credits)	—	—	—	—	—	—
Full-Time Student (Excluding Special)						
No	3.5	—	3.5▼	3.0▼	—	3.6
Yes	3.7	—	3.9	3.4▼	—	3.8
New Student (Undergraduate)						
No	—	—	—	—▼	—	—
Yes	—	—▲	—	—▼	—	—
Transfer Student (Undergraduate)						
No	3.8	3.5▲	3.9	—▼	—	3.9
Yes	3.3	3.1	3.4▼	—▼	—▼	3.5▼
WI Resident (Undergraduate)*						
No	—	—	—	—	3.3	—
Yes	—	—	—	—	3.1	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.14.4 Student Characteristics

Student Characteristics	Spending Time with Others Outside of Class					
	Race/ethnicity [1:5]	Sexual orientation [1:5]	Religious/spiritual beliefs [1:5]	Political views [1:5]	Nationality [1:5]	Social class/economic status [1:5]
Overall						
All Students (2021)	<i>N</i> = 6,587 3.6	<i>N</i> = 6,091 3.5	<i>N</i> = 5,943 3.8	<i>N</i> = 5,944 3.3▼	<i>N</i> = 6,473 3.2	<i>N</i> = 5,736 3.8
Gender						
Man	—	3.3	—	3.6	—	—
Nonbinary/Gender not Listed	—	4.2	—	2.7	—	—
Woman	—	—	—	3.1▼	—	—
Transgender*						
No	—	3.5	—	3.3	—	—
Yes	—	4.3	—	2.6	—	—
LGBTQ+						
No	—	3.3	—	3.4▼	—	—
Yes	—	4.3	—	2.7▼	—	—
International						
No (Domestic/Permanent Resident)	3.7	3.6	3.9	3.3▼	3.2	3.8
Yes (International)	3.4	2.9	3.4	3.1▼	3.8	3.4
Domestic Race/Ethnicity Summary						
Domestic White (Only)	3.6	—	—	3.4▼	3.1	—
Domestic Student of Color	3.9	—	—▼	3.1▼	3.4	—
Domestic Race/Ethnicity Detail						
Hispanic (All Races)	3.9	—	—	—▼	—	—
African American/Black (Only)	—	3.3	3.5▼	2.7▼	—	—
American Indian/Alaska Native (Only)	—	—▲	4.4	—	—	—
Asian/Asian American (Only)	3.9	—	—▼	3.1▼	3.5	—
Native Hawaiian/Pacific Islander (Only)	—	S	S	S	S	S
White (Only)	3.6	—	—	3.4▼	3.1	—
2 or More Races (Non-Hispanic)	4.2	3.8▲	—	—▼	—	4.1
Other/Unknown	—	3.2	—	—▼	—	—
Religious Views						
Atheist/Agnostic/None (Only)	—	—	3.7	3.0▼	—	—
Buddhist (Only)	—	3.0	—	2.8▼	—▼	—
Christian (Only)	—	3.3	—	3.8	—	—
Hindu (Only)	—▼	3.1	—▼	—	3.8	—
Jewish (Only)	—	—	4.4	—▼	2.9▼	—
Muslim (Only)	—	3.0	—	—	4.1	—
Other/Multifaith	—	—	—▼	3.0▼	—	—
Political Views						
Conservative	—	2.9	—	4.2	—	—
Moderate	—	3.3	—	3.8	—	—
Liberal	—	3.7	—	2.9▼	—	—
Other/None	—	—	3.6	—▼	—	—
Age Group (Undergraduate)*						
25 Years or Older	2.6	2.8	3.0	2.7	2.7	3.0
Less than 25 Years	3.7	3.5	3.9	3.5	3.2	3.9
Disability						
No	—	3.4	—	3.3▼	—	—
Yes	—	3.8	—	3.1▼	—▼	—
Veteran*						
No	3.7	—	3.8	—	—	—
Yes	3.2	—	3.6	—	—	—
First-Generation College						
No	—	—	3.9	—▼	—	—
Yes	—	—	3.6	—▼	—	—
Pell Grant Eligible (Undergraduate)*						
No	—	—	—	3.5	—	—
Yes	—	—	—	3.2	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.15 Finding Others to Study and Socialize

SUMMARY

Overall

- Students generally reported that they could frequently find someone they were comfortable with for studying or socializing, averaging between 3.5 and 3.7 on the 1 to 5 scale, or between sometimes and very often. Over half of students (54%) said that they were very or extremely often able to find people to study with, 29% said sometimes, and 16% said that they were never or rarely able to find people to study with. Similarly, over half of students (60%) said that they were very or extremely often able to find people to socialize with, 28% said sometimes, and 12% said that they were never or rarely able to find people to socialize with. There were no changes in these measures between 2016 and 2021.

Group Differences

- There were no differences in student responses by undergraduate academic level or undergraduate new student status. Students in the School of Business said that they were more often able to find people to study or socialize with whereas students in the Division of Continuing Studies were less often able to find people to study or socialize with. Students in the Law School were less often able to find people to socialize with. Students in the School of Medicine and Public Health and the School of Pharmacy were more often able to find people to study with. Undergraduate students were more often able to find people to socialize with but special students, part-time students, and undergraduate transfer students were less often able to find people to study or socialize with. Undergraduate WI resident students were less often able to find people to study with.
- There were no differences in the extent to which students could find someone they felt comfortable studying or socializing with by international status, domestic student of color status, or political views.
- Nonbinary, transgender, and LGBTQ+ students were less often able to find people to study or socialize with. African American/Black students and students of Other/Unknown race were also less often able to find people to study or socialize with. Buddhist students and Muslim students were less often able to find people to socialize with whereas Christian students were more often able to do so. Hindu students were more often able to find people to study with, and Jewish students were more often able to find people to study with or socialize with. Older undergraduate students, students with a disability, veteran students, first-generation college students, and undergraduate Pell Grant eligible students were less often able to find people to study or socialize with.

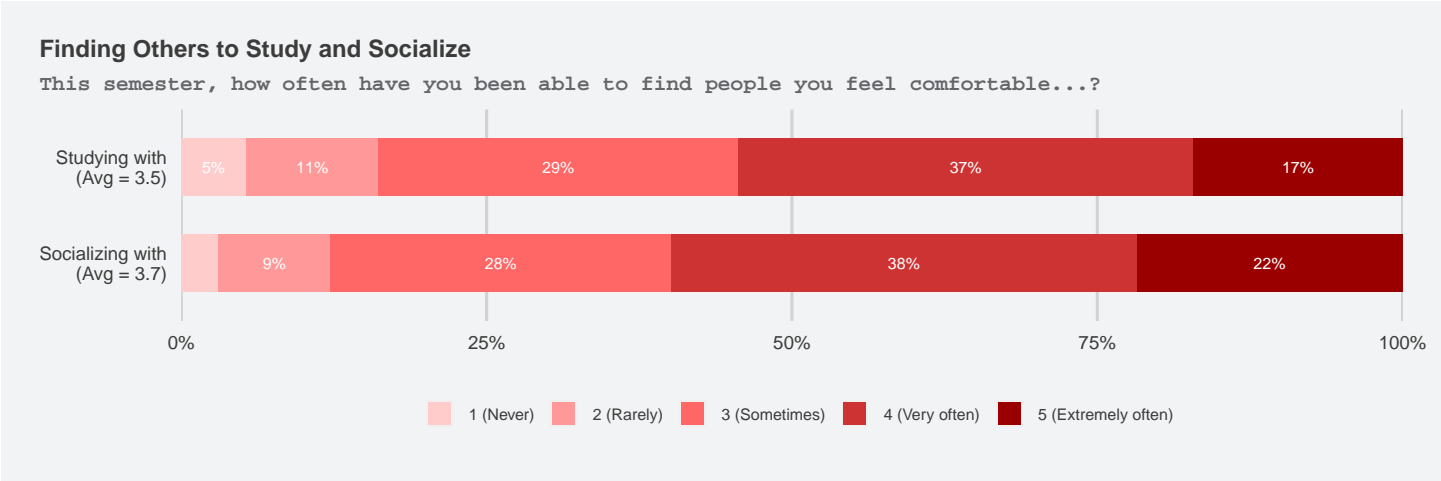
Within-Group Changes

- Within-group changes between 2016 and 2021 were generally limited. Students in the School of Business were less often able to find people to study or socialize with, and students in the Law School were less often able to find people to socialize with than in 2016. Part-time students and undergraduate continuing students were less often able to find people to socialize with than in 2016. White students and American Indian/Alaska Native students were less often able to find people to socialize with than in 2016 whereas Native Hawaiian/Pacific Islander students were more often able to. Students of Other/Unknown race and Other/Multifaith religion were less often able to find people to study or socialize with than in 2016. Students who identified as politically conservative were less often able to find people to socialize with than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked two questions about the extent to which they could find someone they felt comfortable studying or socializing with. The stem of the question was "This semester, how often have you been able to find people you feel comfortable...?" and the question leaves were "studying with" and "socializing with." Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." The measures were treated as continuous for analysis.

4.15.1 All UW-Madison (2021)



4.15.2 Survey Year

Survey Year	Finding Others to Study and Socialize	
	Studying with [1:5]	Socializing with [1:5]
Overall		
All Students (2021)	N = 13,419 3.5	N = 13,414 3.7
Survey Year		
2016	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.15.3 School/College and Student Status

School/College and Student Status	Finding Others to Study and Socialize	
	Studying with [1:5]	Socializing with [1:5]
Overall		
All Students (2021)	<i>N</i> = 13,419 3.5	<i>N</i> = 13,414 3.7
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	3.7▼	3.9▼
DCS - Division of Continuing Studies	3.0	3.1
EDU - School of Education	—	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	—	—
LS - College of Letters and Science	—	—
LAW - Law School	—	3.4▼
MED - School of Medicine and Public Health	3.7	—
NUR - School of Nursing	—	—
PHM - School of Pharmacy	3.7	—
VET - School of Veterinary Medicine	—	—
Student Level		
Undergraduate	—	3.7
Graduate/Professional	—	—
Special	3.0	3.1
Academic Level (Undergraduate)*		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	3.2	3.3▼
Yes	3.5	3.7
New Student (Undergraduate)		
No	—	—▼
Yes	—	—
Transfer Student (Undergraduate)		
No	3.6	3.8
Yes	3.2	3.3
WI Resident (Undergraduate)*		
No	3.7	—
Yes	3.4	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.15.4 Student Characteristics

Student Characteristics	Finding Others to Study and Socialize	
	Studying with [1:5]	Socializing with [1:5]
Overall		
All Students (2021)	<i>N</i> = 13,419 3.5	<i>N</i> = 13,414 3.7
Gender		
Man	—	—
Nonbinary/Gender not Listed	3.0	3.2
Woman	—	—
Transgender*		
No	3.5	3.7
Yes	3.0	3.3
LGBTQ+		
No	3.5	3.7
Yes	3.3	3.5
International		
No (Domestic/Permanent Resident)	—	—
Yes (International)	—	—
Domestic Race/Ethnicity Summary		
Domestic White (Only)	—	—▼
Domestic Student of Color	—	—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	—	—
African American/Black (Only)	3.1	3.3
American Indian/Alaska Native (Only)	—	—▼
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	—	—▲
White (Only)	—	—▼
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	3.0▼	3.2▼
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—	3.3
Christian (Only)	—	3.8
Hindu (Only)	3.8	—
Jewish (Only)	3.8	4.0
Muslim (Only)	—	3.5
Other/Multifaith	—▼	—▼
Political Views		
Conservative	—	—▼
Moderate	—	—
Liberal	—	—
Other/None	—	—
Age Group (Undergraduate)*		
25 Years or Older	2.6	2.7
Less than 25 Years	3.6	3.8
Disability		
No	3.5	3.7
Yes	3.2	3.3
Veteran*		
No	3.5	3.7
Yes	3.1	3.2
First-Generation College		
No	3.5	3.7
Yes	3.3	3.5
Pell Grant Eligible (Undergraduate)*		
No	3.6	3.8
Yes	3.3	3.5

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.16 Thinking of Leaving UW

SUMMARY

Overall

- Around 15% of students said that they had seriously considered leaving this semester—about the same as in 2016. Of those, over half (56%) indicated that campus climate or culture was an important reason they considered leaving.

Group Differences

- There were almost no differences in the percentage of students who said that they considered leaving or the percentage of students who indicated that campus climate or culture was an important reason they considered leaving by school/college, student level, undergraduate academic level, full-time status, undergraduate new student or transfer status, or undergraduate residency. The one exception was that students in the School of Pharmacy were less likely to consider leaving than their counterparts.
- There were no differences in student responses by political views or first-generation college status.
- Nonbinary, transgender, Hispanic, African American/Black, older undergraduate students, and students with a disability were more likely to seriously consider leaving and report that campus climate or culture was an important reason for considering leaving. LGBTQ+, American Indian/Alaska Native, and students of Other/Unknown race were more likely to consider leaving this semester but did not differ from others in reporting campus climate or culture as a reason. While they were not more likely to seriously consider leaving this semester overall, domestic students, domestic students of color, Buddhist students, Muslim students, veteran students, and undergraduate Pell Grant eligible students who considered leaving were more likely to report campus climate or culture as an important reason; international and White students were less likely.

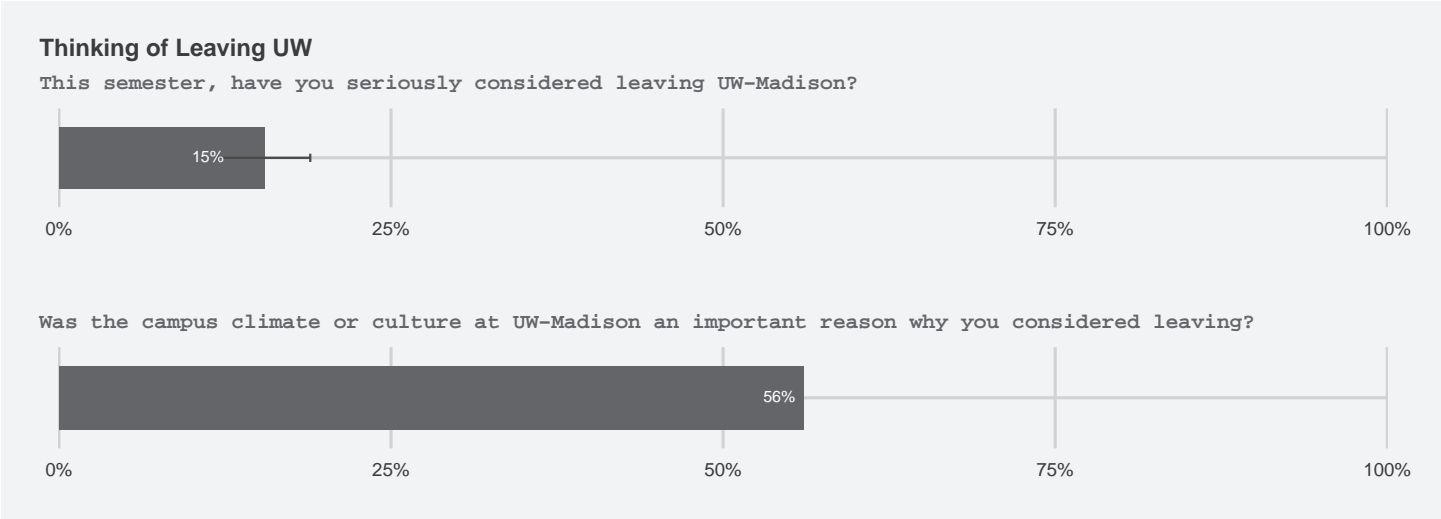
Within-Group Changes

- There were almost no within-group changes between 2016 and 2021 for student reports of seriously considering leaving. The exceptions were that students in the School of Nursing and students of Other/Unknown race were more likely to consider leaving than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, all undergraduate, graduate, and professional students were asked, "This semester, have you seriously considered leaving UW–Madison?" Response choices were 1="Yes" and 0="No." While this was a section on the 2016 survey, the wording of the follow-up question was modified to better understand student experiences. Direct comparisons over time are limited. Students who indicated that they had seriously considered leaving this semester were then asked, "Was the campus climate or culture at UW–Madison an important reason why you considered leaving?" Response choices were 1="Yes" and 0="No." These measures were treated as dichotomous for analysis.

4.16.1 All UW–Madison (2021)



4.16.2 Survey Year

Survey Year	Thinking of Leaving UW	
	This semester [0=N,1=Y]†	Reason: Climate/Culture [0=N,1=Y]
Overall		
All Students (2021)	N = 12,933 15%	N = 1,997 56%
Survey Year		
2016	—	U

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.16.3 School/College and Student Status

School/College and Student Status	Thinking of Leaving UW	
	This semester [0=N,1=Y]†	Reason: Climate/Culture [0=N,1=Y]
Overall		
All Students (2021)	<i>N</i> = 12,933 15%	<i>N</i> = 1,997 56%
School/College		
ALS - College of Agricultural and Life Sciences	—	—
BUS - School of Business	—	—
DCS - Division of Continuing Studies	N/A	N/A
EDU - School of Education	—	—
EGR - College of Engineering	—	—
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	—	—
LS - College of Letters and Science	—	—
LAW - Law School	—	—
MED - School of Medicine and Public Health	—	—
NUR - School of Nursing	—▲	—
PHM - School of Pharmacy	6%	—
VET - School of Veterinary Medicine	—	—
Student Level		
Undergraduate	—	—
Graduate/Professional	—	—
Special	N/A	N/A
Academic Level (Undergraduate)*		
Freshman (<24 credits)	—	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	—	—
Full-Time Student (Excluding Special)		
No	—	—
Yes	—	—
New Student (Undergraduate)		
No	—	—
Yes	—	—
Transfer Student (Undergraduate)		
No	—	—
Yes	—	—
WI Resident (Undergraduate)*		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. *Variable not included in 2016; no time comparison. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.16.4 Student Characteristics

Student Characteristics	Thinking of Leaving UW	
	This semester [0=N,1=Y] [†]	Reason: Climate/Culture [0=N,1=Y]
Overall		
All Students (2021)	<i>N</i> = 12,933 15%	<i>N</i> = 1,997 56%
Gender		
Man	—	—
Nonbinary/Gender not Listed	32%	68%
Woman	—	—
Transgender*		
No	15%	55%
Yes	27%	77%
LGBTQ+		
No	14%	—
Yes	22%	—
International		
No (Domestic/Permanent Resident)	—	58%
Yes (International)	—	44%
Domestic Race/Ethnicity Summary		
Domestic White (Only)	—	53%
Domestic Student of Color	—	67%
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	24%	70%
African American/Black (Only)	29%	75%
American Indian/Alaska Native (Only)	33%	—
Asian/Asian American (Only)	—	—
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	—	53%
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	32%▲	—
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—	73%
Christian (Only)	—	—
Hindu (Only)	—	—
Jewish (Only)	—	—
Muslim (Only)	—	73%
Other/Multifaith	—	—
Political Views		
Conservative	—	—
Moderate	—	—
Liberal	—	—
Other/None	—	—
Age Group (Undergraduate)*		
25 Years or Older	29%	72%
Less than 25 Years	16%	56%
Disability		
No	14%	53%
Yes	27%	69%
Veteran*		
No	—	56%
Yes	—	82%
First-Generation College		
No	—	—
Yes	—	—
Pell Grant Eligible (Undergraduate)*		
No	—	52%
Yes	—	67%

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. *Variable not included in 2016; no time comparison. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.17 How Respectfully are Students Like You Treated

SUMMARY

Overall

- Student reports of how respectfully students like them were treated averaged 4.1 on the 1 to 5 scale, or a bit higher than somewhat respectfully. Most students (80%) reported being treated somewhat or extremely respectfully, 12% neither respectfully nor disrespectfully, and 8% extremely or somewhat disrespectfully.

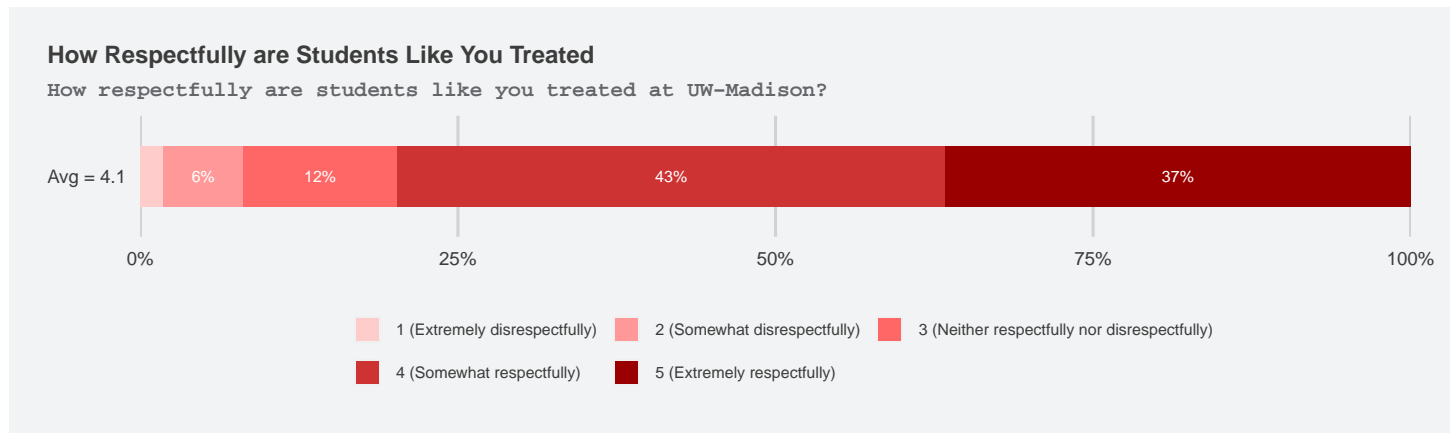
Group Differences

- There were almost no differences in perceptions of how respectfully students like them were treated by school/college and other student status characteristics. The only exceptions were that students in the School of Pharmacy reported that students like them were treated more respectfully and that undergraduate new students reported that students like them were treated more respectfully than undergraduate continuing students.
- There were no differences in perceptions by international status or political views.
- Nonbinary, transgender, and LGBTQ+ students reported that students like them were treated less respectfully than their counterparts. Domestic students of color reported that students like them were treated less respectfully than domestic White students, which was broadly reflected among race/ethnicity groups. Buddhist students, older undergraduate students, students with a disability, veteran students, first-generation college students, and undergraduate Pell Grant eligible students reported that students like them were treated less respectfully.

ABOUT THE DATA

A new addition to the 2021 survey, students were asked, "How respectfully are students like you treated at UW–Madison?" Response choices were 1="Extremely disrespectfully," 2="Somewhat disrespectfully," 3="Neither respectfully nor disrespectfully," 4="Somewhat respectfully," and 5="Extremely respectfully." The measure was treated as continuous for analysis.

4.17.1 All UW–Madison (2021)



4.17.2 Survey Year

This question was added to the 2021 survey and has no comparison to 2016.

4.17.3 School/College and Student Status

School/College and Student Status	How Respectfully are Students Like You Treated	
	Students like you [1:5]	
Overall		
All Students (2021)	N = 13,464	4.1
School/College		
ALS - College of Agricultural and Life Sciences		—
BUS - School of Business		—
DCS - Division of Continuing Studies		—
EDU - School of Education		—
EGR - College of Engineering		—
HEC - School of Human Ecology		—
IES - Nelson Institute for Environmental Studies		—
LS - College of Letters and Science		—
LAW - Law School		—
MED - School of Medicine and Public Health		—
NUR - School of Nursing		—
PHM - School of Pharmacy		4.3
VET - School of Veterinary Medicine		—
Student Level		
Undergraduate		—
Graduate/Professional		—
Special		—
Academic Level (Undergraduate)		
Freshman (<24 credits)		—
Sophomore (24 to 53 credits)		—
Junior (54 to 85 credits)		—
Senior (86+ credits)		—
Full-Time Student (Excluding Special)		
No		—
Yes		—
New Student (Undergraduate)		
No		4.0
Yes		4.2
Transfer Student (Undergraduate)		
No		—
Yes		—
WI Resident (Undergraduate)		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black text** indicates less positive response, unbolded gray text more positive response.

4.17.4 Student Characteristics

Student Characteristics	How Respectfully are Students Like You Treated	
	Students like you [1:5]	
Overall		
All Students (2021)	<i>N = 13,464</i>	4.1
Gender		
Man		—
Nonbinary/Gender not Listed		3.3
Woman		—
Transgender		
No		4.1
Yes		3.3
LGBTQ+		
No		4.1
Yes		3.8
International		
No (Domestic/Permanent Resident)		—
Yes (International)		—
Domestic Race/Ethnicity Summary		
Domestic White (Only)		4.2
Domestic Student of Color		3.7
Domestic Race/Ethnicity Detail		
Hispanic (All Races)		3.7
African American/Black (Only)		3.1
American Indian/Alaska Native (Only)		2.8
Asian/Asian American (Only)		3.8
Native Hawaiian/Pacific Islander (Only)		—
White (Only)		4.2
2 or More Races (Non-Hispanic)		3.8
Other/Unknown		3.3
Religious Views		
Atheist/Agnostic/None (Only)		—
Buddhist (Only)		3.7
Christian (Only)		—
Hindu (Only)		—
Jewish (Only)		—
Muslim (Only)		—
Other/Multifaith		—
Political Views		
Conservative		—
Moderate		—
Liberal		—
Other/None		—
Age Group (Undergraduate)		
25 Years or Older		3.7
Less than 25 Years		4.1
Disability		
No		4.1
Yes		3.7
Veteran		
No		4.1
Yes		3.8
First-Generation College		
No		4.1
Yes		3.9
Pell Grant Eligible (Undergraduate)		
No		4.1
Yes		3.8

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.18 How Respectfully Others are Treated

SUMMARY

Overall

- Students generally reported that different groups of students were treated respectfully, averaging between 3.1 and 4.5 on the 1 to 5 scale. Nearly all students (91%) agreed that White or Caucasian students and male students were treated somewhat or extremely respectfully. Over 80% of students also felt students with left-leaning or liberal political views (86%), Christian students (85%), female students (81%), and Atheist students (80%) were treated somewhat or extremely respectfully.
- More than 1 in 5 respondents felt that students with right-leaning or conservative political views (39%), students who have accents, or for whom English is not their first language (24%), transgender students (23%), and Black or African American students (21%) were treated extremely or somewhat disrespectfully. Fewer than half of students (42%) felt that students with right-leaning or conservative political views were treated at least somewhat respectfully; about 60% of students felt students who have accents, or for whom English is not their first language were treated somewhat or extremely respectfully.
- Many students reported that they did not know how respectfully students in a particular group were treated at UW–Madison. Groups with the largest percentage of students responding they don't know how respectfully the group was treated include students of other religions (44%), Muslim students (41%), Jewish students (39%), transgender students (37%), Atheist students (36%), American Indian or Alaska Native students (34%), students with disabilities (29%), students from a low-income background (28%), students with right-leaning or conservative political views (28%), and LGBTQ students (28%).
- Compared to students who were not members of the group, students who were members of the groups mentioned on the survey often felt they were treated less respectfully. Significant gaps between group members' perceptions and non-members' perceptions include male students, Christian students, students with left-leaning or liberal political views, Jewish students, LGBTQ students, students with disabilities, Hispanic/Latino/Latina students, Black or African American students, transgender students, and students with right-leaning or conservative political views. International students were the lone exception in that members of the group felt they were treated more respectfully than what was perceived by non-members. There were no differences in group members' perceptions and non-members' perceptions for White or Caucasian students, Atheist students, female students, Asian or Asian American students, Muslim students, or American Indian or Alaska Native students.

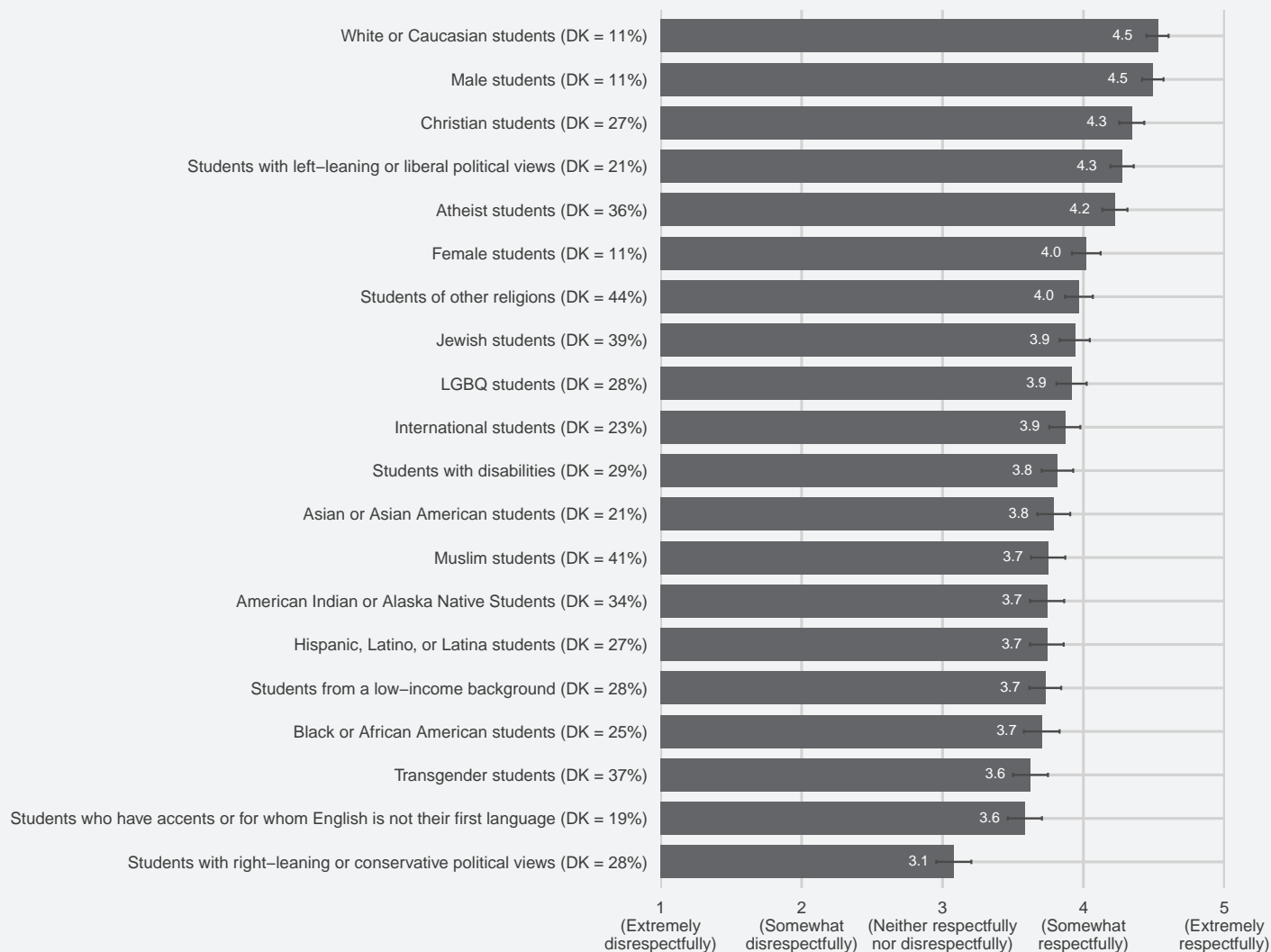
ABOUT THE DATA

A random half of students were asked their perceptions of how respectfully different groups of students were treated, which was also on the 2016 survey. The question was "How respectfully are the following groups of students treated at UW–Madison?," and the survey identified twenty groups of students: Female; Male; Black or African American; Hispanic, Latino, or Latina; Asian or Asian American; American Indian or Alaska Native; White or Caucasian; LGBTQ; Transgender; students with disabilities; Jewish; Muslim; Christian; students of other religions; Atheist; International; students with right-leaning or conservative views; students with left-leaning or liberal views; students from a low-income background; and students who have accents, or for whom English is not their first language. Response choices were 1="Extremely disrespectfully," 2="Somewhat disrespectfully," 3="Neither respectfully nor disrespectfully," 4="Somewhat respectfully," 5="Extremely respectfully," and 6="Don't know." The measures were treated as continuous and values of 6="Don't know" were excluded from analysis.

4.18.1 All UW-Madison (2021)

How Respectfully Others are Treated

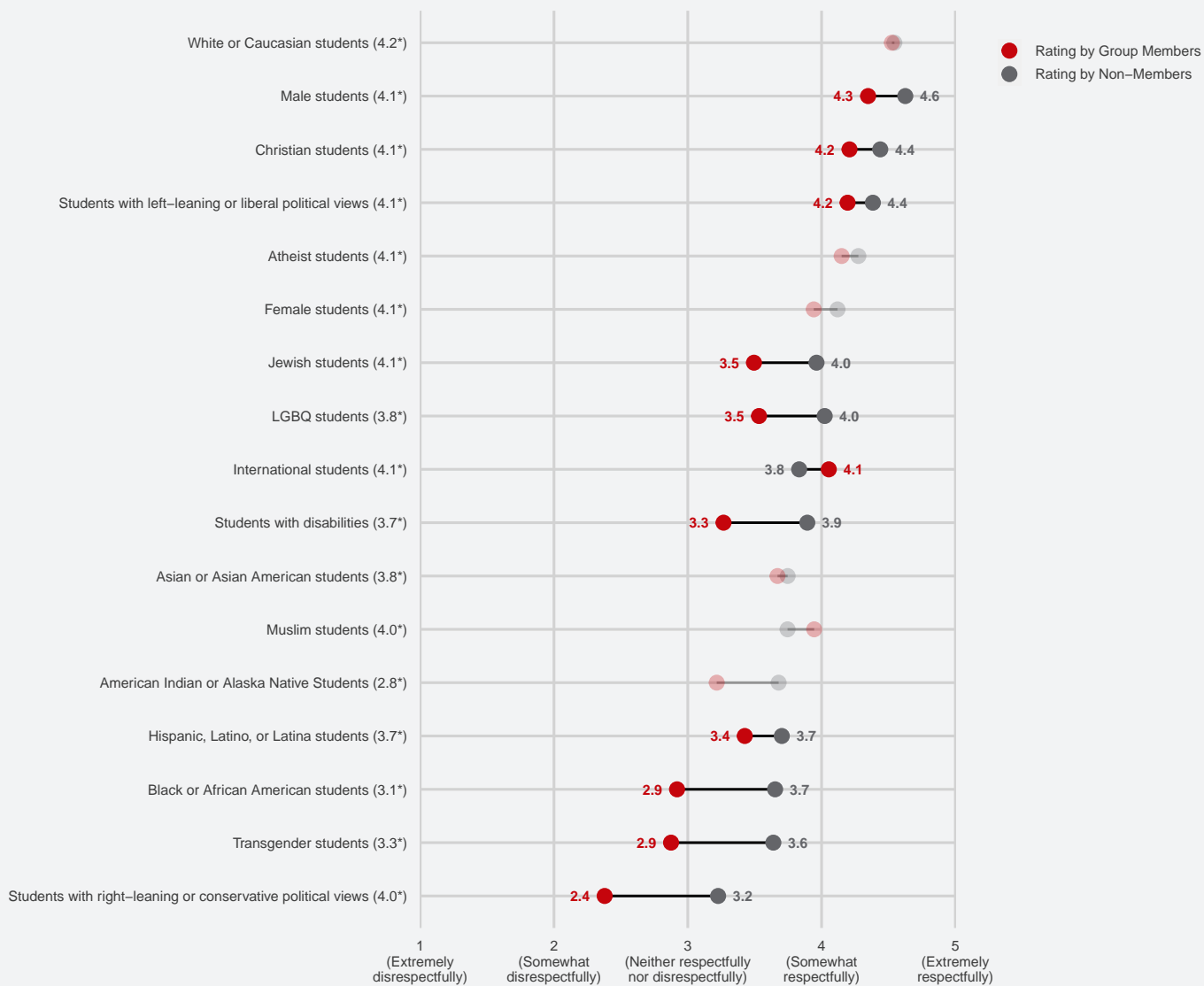
How respectfully are the following groups of students treated at UW-Madison?



Note: The percentage of participants who responded 'Don't Know' are listed in parentheses.

How Respectfully Others are Treated by Membership in the Group

How respectfully are the following groups of students treated at UW-Madison?



Note: Only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are shown in full color and with numbers.

*Rating for group members to "How respectfully are students like you treated at UW-Madison?"

4.19 How Inclusive is UW–Madison

SUMMARY

Overall

- Students generally reported that UW–Madison was inclusive to all students regardless of different identities, averaging on the 1 to 5 scale between 3.4 and 4.0. Most students reported that UW–Madison was inclusive to all students regardless of their sexual orientation/preference (75%) and gender/gender identity (72%). Over half of students said that UW–Madison was inclusive to all students regardless of their abilities/disabilities (65%), religious beliefs/customs (64%), nationality/citizenship (64%), and race/ethnicity (57%). A little less than half of students said that UW–Madison was inclusive to all students regardless of their political views/affiliations (49%).
- Some students reported that they did not know how inclusive UW–Madison was to students regardless of their abilities/disabilities (16%), political views/affiliations (15%), religious beliefs/customs (14%), sexual orientation/preference (12%), nationality/citizenship (11%), gender/gender identity (11%), or race/ethnicity (10%).

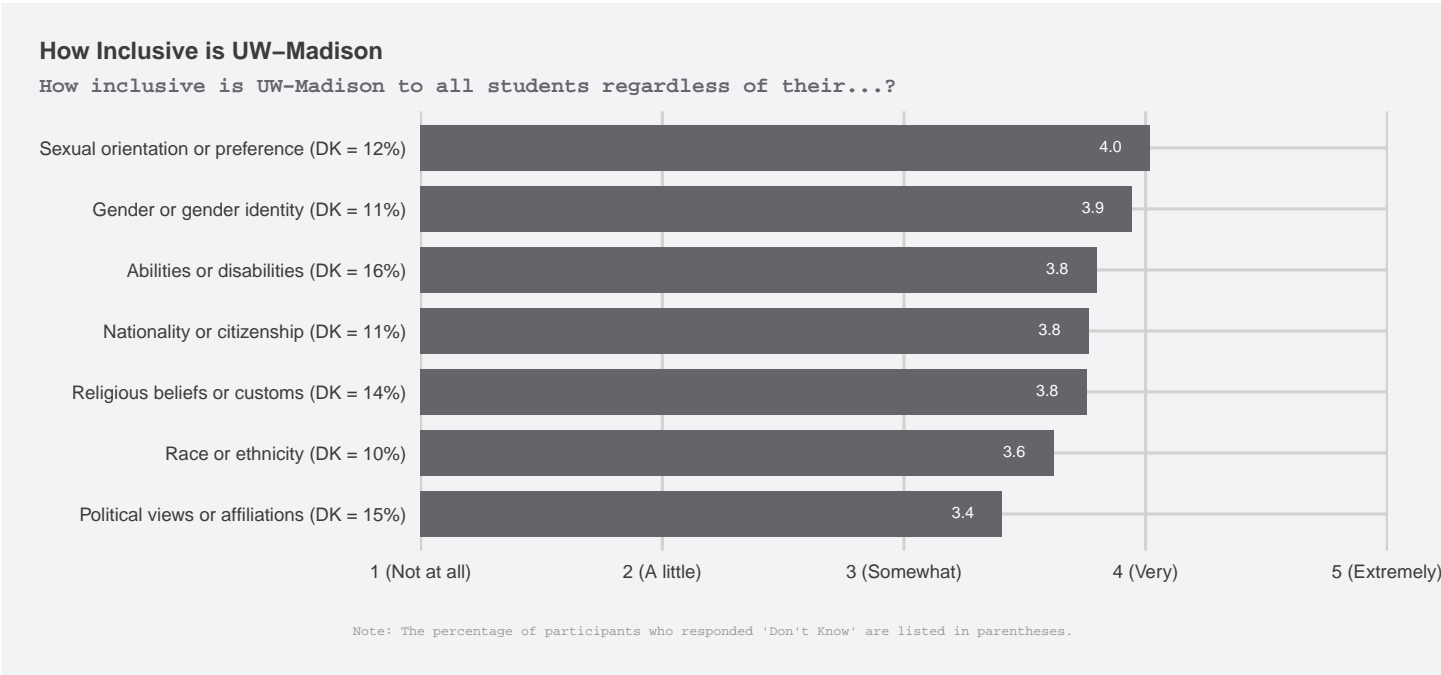
Group Differences

- There were no differences in student responses by undergraduate transfer status. Students in the School of Education were less likely to say that UW–Madison was inclusive to all students regardless of their gender/gender identities, race/ethnicity, nationality/citizenship, religious beliefs/customs, or abilities/disabilities. Students in the School of Human Ecology and Law School were less likely to say that UW–Madison was inclusive to students regardless of political views/affiliations. Students in the School of Medicine and Public Health were less likely to say that UW–Madison was inclusive to students regardless of race/ethnicity. On the other hand, students in the College of Engineering were more likely to say that UW–Madison was inclusive to students regardless of race/ethnicity, nationality/citizenship, or abilities/disabilities, and students in the School of Pharmacy were more likely to say that UW–Madison was inclusive to students regardless of gender/gender identity, nationality/citizenship, or abilities/disabilities. Undergraduate students were more likely to say that UW–Madison was inclusive to students regardless of nationality/citizenship while graduate/professional students were less likely to say that UW–Madison was inclusive to students regardless of race/ethnicity or nationality/citizenship. There was a consistent pattern where undergraduate freshmen and undergraduate new students were more likely to say that UW–Madison was inclusive regardless of all the specified identities compared to their counterparts. Undergraduate sophomores were more likely to say that UW–Madison was inclusive to students regardless of race/ethnicity or religious beliefs/customs, and undergraduate WI resident students were less likely to say that UW–Madison was inclusive to students regardless of political views/affiliations.
- There were no differences in student responses by first-generation college status.
- There was a consistent pattern where nonbinary, women, transgender, LGBTQ+, domestic students, domestic students of color, older undergraduate students, students with a disability, and undergraduate Pell Grant eligible students were less likely to say that UW–Madison was inclusive regardless of many or all the specified identities than their counterparts. Among domestic students of color, African American/Black students were least likely to find UW–Madison to be inclusive to these groups, followed roughly by Hispanic students, American Indian/Alaska Native students, Asian/Asian American students, and students of Other/Unknown race. White students, on the other hand, were more likely to say that UW–Madison was inclusive to students regardless of nearly all the specified identities. Students who identified as Buddhist and students of Other/Multifaith were less likely to say that UW–Madison was inclusive regardless of nearly all the specified identities. Christian students were more likely to say that UW–Madison was inclusive to students regardless of nearly all the specified identities but less likely to say that UW–Madison was inclusive to students regardless of their political views/affiliations. Hindu students were more likely to say that UW–Madison was inclusive to all students regardless of race/ethnicity, political views/affiliations, or abilities/disabilities. Students who identified as politically conservative were more likely to say that UW–Madison was inclusive to students regardless of nearly all the specified identities but were less likely to say that UW–Madison was inclusive to students regardless of their political views/affiliations. Students who identified as politically liberal exhibited the opposite pattern – they were less likely to say that UW–Madison was inclusive to students regardless of nearly all the specified identities with the exception of political views/affiliations. Students who identified as politically moderate were more likely to say that UW–Madison was inclusive to students on most of the specified identities, and students of Other/No political views were more likely to say that UW–Madison was inclusive of all students regardless of race/ethnicity or political views/affiliations.

ABOUT THE DATA

A new addition to the 2021 survey, a random half of students were asked a set of 7 questions about their perceptions of how inclusive UW–Madison is to students regardless of different identities. The stem of the question was "How inclusive is UW–Madison to all students regardless of their...?" and the question leaves were "gender or gender identity," "sexual orientation or preference," "race or ethnicity," "nationality or citizenship," "religious beliefs or customs," "political views or affiliations," and "abilities or disabilities." Response choices were 1="Not at all inclusive," 2="A little inclusive," 3="Somewhat inclusive," 4="Very inclusive," 5="Extremely inclusive," and 6="Don't know." The measures were treated as continuous and values of 6="Don't know" were excluded from analysis.

4.19.1 All UW–Madison (2021)



4.19.2 Survey Year

These questions were added to the 2021 survey and have no comparison to 2016.

4.19.3 School/College and Student Status

School/College and Student Status	How Inclusive is UW–Madison						
	Gender or gender identity [1:5]	Sexual orientation or preference [1:5]	Race or ethnicity [1:5]	Nationality or citizenship [1:5]	Religious beliefs or customs [1:5]	Political views or affiliations [1:5]	Abilities or disabilities [1:5]
Overall							
All Students (2021)	<i>N</i> = 6,041 3.9	<i>N</i> = 5,937 4.0	<i>N</i> = 6,096 3.6	<i>N</i> = 5,994 3.8	<i>N</i> = 5,820 3.8	<i>N</i> = 5,783 3.4	<i>N</i> = 5,716 3.8
School/College							
ALS - College of Agricultural and Life Sciences	—	—	—	—	—	—	—
BUS - School of Business	—	—	—	—	—	—	—
DCS - Division of Continuing Studies	—	—	—	—	—	—	—
EDU - School of Education	3.8	—	3.3	3.5	3.5	—	3.5
EGR - College of Engineering	—	—	3.8	4.0	—	—	4.0
HEC - School of Human Ecology	—	—	—	—	—	3.1	—
IES - Nelson Institute for Environmental Studies	—	—	—	—	—	—	—
LS - College of Letters and Science	—	—	—	—	—	—	—
LAW - Law School	—	—	—	—	—	3.1	—
MED - School of Medicine and Public Health	—	—	3.4	—	—	—	—
NUR - School of Nursing	—	—	—	—	—	—	—
PHM - School of Pharmacy	4.2	—	—	4.0	—	—	4.1
VET - School of Veterinary Medicine	—	—	—	—	—	—	—
Student Level							
Undergraduate	—	—	—	3.8	—	—	—
Graduate/Professional	—	—	3.4	3.6	—	—	—
Special	—	—	—	—	—	—	—
Academic Level (Undergraduate)							
Freshman (<24 credits)	4.2	4.2	4.0	4.1	4.1	3.7	4.1
Sophomore (24 to 53 credits)	—	—	3.9	—	4.0	—	—
Junior (54 to 85 credits)	—	—	—	—	—	—	—
Senior (86+ credits)	3.8	3.9	3.3	3.5	3.6	3.2	3.6
Full-Time Student (Excluding Special)							
No	—	—	—	—	—	—	—
Yes	—	—	—	—	—	—	—
New Student (Undergraduate)							
No	3.9	4.0	3.5	3.7	3.6	3.3	3.7
Yes	4.2	4.2	4.0	4.1	4.1	3.7	4.1
Transfer Student (Undergraduate)							
No	—	—	—	—	—	—	—
Yes	—	—	—	—	—	—	—
WI Resident (Undergraduate)							
No	—	—	—	—	—	3.6	—
Yes	—	—	—	—	—	3.3	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.19.4 Student Characteristics

Student Characteristics	How Inclusive is UW–Madison						
	Gender or gender identity [1:5]	Sexual orientation or preference [1:5]	Race or ethnicity [1:5]	Nationality or citizenship [1:5]	Religious beliefs or customs [1:5]	Political views or affiliations [1:5]	Abilities or disabilities [1:5]
Overall							
All Students (2021)	<i>N</i> = 6,041 3.9	<i>N</i> = 5,937 4.0	<i>N</i> = 6,096 3.6	<i>N</i> = 5,994 3.8	<i>N</i> = 5,820 3.8	<i>N</i> = 5,783 3.4	<i>N</i> = 5,716 3.8
Gender							
Man	4.1	4.1	3.8	4.0	3.9	—	4.0
Nonbinary/Gender not Listed	3.0	3.5	2.8	3.0	2.9	3.2	2.8
Woman	—	—	3.5	3.6	3.6	—	3.6
Transgender							
No	4.0	4.0	3.6	3.8	3.8	—	3.8
Yes	2.9	3.5	2.9	3.0	3.0	—	2.6
LGBTQ+							
No	4.0	4.1	3.7	3.9	3.8	—	3.9
Yes	3.5	3.7	3.1	3.3	3.4	—	3.2
International							
No (Domestic/Permanent Resident)	3.9	4.0	3.6	—	3.7	3.3	3.7
Yes (International)	4.2	4.2	3.9	—	4.0	4.0	4.2
Domestic Race/Ethnicity Summary							
Domestic White (Only)	4.0	4.1	3.7	3.8	3.8	—	3.8
Domestic Student of Color	3.8	3.8	3.4	3.5	3.6	—	3.6
Domestic Race/Ethnicity Detail							
Hispanic (All Races)	—	—	3.4	3.5	—	—	—
African American/Black (Only)	3.4	3.5	2.7	3.1	3.0	—	3.1
American Indian/Alaska Native (Only)	—	—	2.9	2.9	—	—	—
Asian/Asian American (Only)	—	3.8	—	3.6	—	—	—
Native Hawaiian/Pacific Islander (Only)	S	S	S	S	S	S	S
White (Only)	4.0	4.1	3.7	3.8	3.8	—	3.8
2 or More Races (Non-Hispanic)	—	—	—	—	—	—	—
Other/Unknown	—	—	—	—	—	2.2	—
Religious Views							
Atheist/Agnostic/None (Only)	—	—	—	—	—	—	—
Buddhist (Only)	3.6	3.6	3.3	3.4	3.4	—	—
Christian (Only)	4.1	4.1	3.8	4.0	—	3.3	4.0
Hindu (Only)	—	—	3.9	—	—	3.9	4.2
Jewish (Only)	—	—	—	—	—	—	—
Muslim (Only)	—	—	—	—	3.5	—	—
Other/Multifaith	3.7	3.9	3.4	3.5	3.6	—	3.6
Political Views							
Conservative	4.3	4.3	4.1	4.2	—	2.8	4.2
Moderate	4.1	—	3.9	4.0	3.9	—	4.0
Liberal	3.8	3.9	3.4	3.6	3.6	3.5	3.6
Other/None	—	—	3.8	—	—	3.6	—
Age Group (Undergraduate)							
25 Years or Older	3.7	—	—	3.5	3.5	3.1	3.5
Less than 25 Years	4.0	—	—	3.8	3.8	3.4	3.9
Disability							
No	4.0	4.0	3.7	3.8	3.8	—	3.9
Yes	3.6	3.8	3.1	3.4	3.4	—	3.3
Veteran							
No	3.9	4.0	3.6	—	—	3.4	—
Yes	4.2	4.2	3.9	—	—	3.1	—
First-Generation College							
No	—	—	—	—	—	—	—
Yes	—	—	—	—	—	—	—
Pell Grant Eligible (Undergraduate)							
No	4.0	—	3.7	3.9	3.8	—	3.9
Yes	3.8	—	3.4	3.6	3.6	—	3.7

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response.

4.20 Hostile, Harassing, Intimidating Behavior (HHIB) – Summary

SUMMARY

Overall

- Most students indicated that they had never personally witnessed or experienced HHIB at UW–Madison. Overall, 23% of students indicated that they had ever witnessed such behavior at UW–Madison, and 12% of students indicated that they witnessed such behavior this semester. The percentage of students reporting personally experiencing such behavior at UW–Madison was even lower – 14% ever experienced such behavior and 6% experienced such behavior this semester. These were both about the same as in 2016.

Group Differences

- There were no differences in the likelihood of personally witnessing or experiencing HHIB at UW–Madison by full-time status, undergraduate transfer status, or undergraduate residency. Students in the Division of Continuing Studies were less likely to report witnessing HHIB ever or this semester. Students in the Nelson Institute for Environmental Studies and School of Pharmacy were less likely to report witnessing such behavior this semester. Special students were less likely to witness HHIB ever or this semester. Undergraduate freshmen and undergraduate new students were less likely to ever witness or experience HHIB, whereas undergraduate seniors were more likely.
- There were no differences in student responses by political views, veteran status, first-generation college status, or undergraduate Pell Grant eligibility.
- Nonbinary students were more likely to witness or experience HHIB ever or this semester. Transgender and LGBTQ+ students were more likely to ever witness HHIB as well as experience such behavior ever or this semester. Domestic students were more likely to ever witness such behavior, and domestic students of color were more likely to ever experience such behavior. Hispanic, African American/Black, and American Indian/Alaska Native students were more likely to ever witness or experience HHIB. In addition, African American/Black students were more likely to experience such behavior this semester, and American Indian/Alaska Native students were more likely to witness or experience such behavior this semester. Students of Other/Unknown race were more likely to experience HHIB this semester. Native Hawaiian/Pacific Islander students were less likely to experience HHIB this semester, and White students were less likely to ever experience such behavior. Buddhist students were more likely to ever experience HHIB. Younger undergraduate students were more likely to witness HHIB this semester, and students with a disability were more likely to ever witness HHIB or experience HHIB ever or this semester.

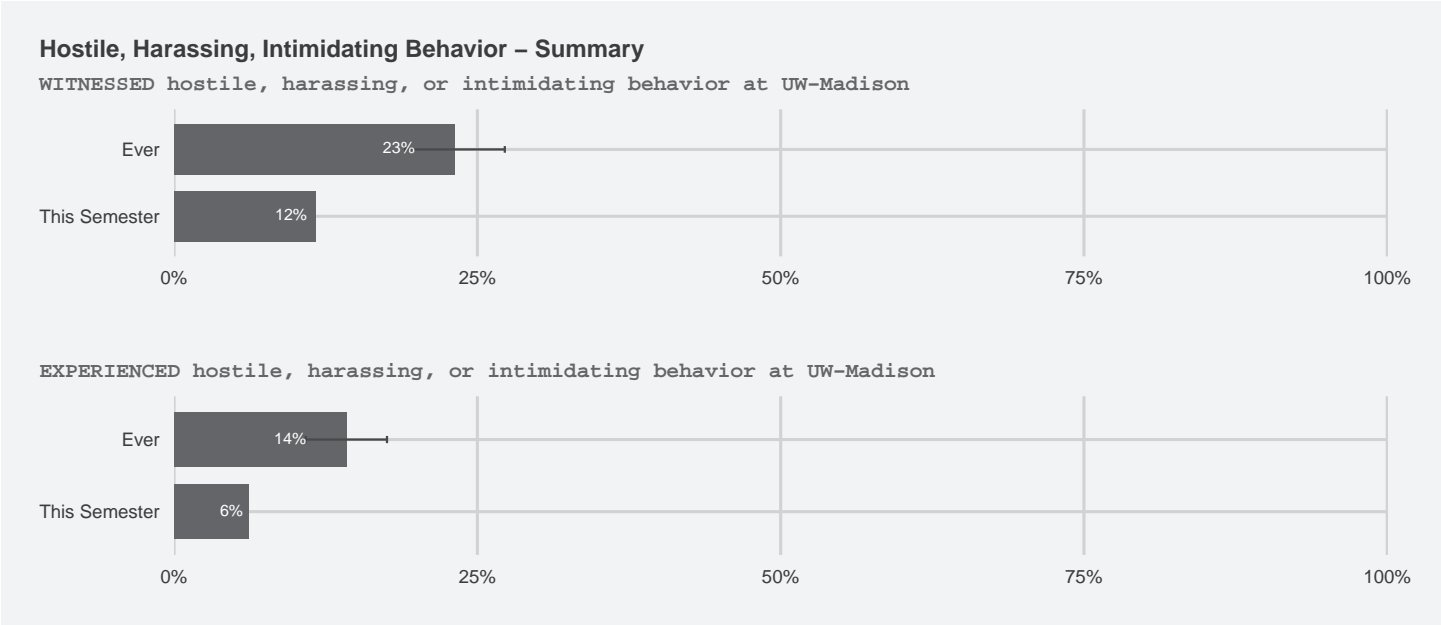
Within-Group Changes

- Within-group changes between 2016 and 2021 for the two measures that were also on the 2016 survey were generally limited. Students in the Law School, School of Medicine and Public Health, and School of Veterinary Medicine were more likely to ever witness HHIB than in 2016, whereas students in the School of Pharmacy were less likely. Part-time students were more likely to ever witness such behavior than in 2016. Nonbinary students, Hispanic students, American Indian/Alaska Native students, Native Hawaiian/Pacific Islander students, Other/Unknown race students, Buddhist students, and students with a disability were more likely to ever witness HHIB than in 2016. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students were also more likely to ever experience such behavior than in 2016.

ABOUT THE DATA

Students were asked about whether they ever personally witnessed or personally experienced anything that they would consider an act of hostile, harassing, or intimidating behavior (HHIB) at UW–Madison, the same as in the 2016 survey. Response choices were added to the 2021 survey to capture if students witnessed or experienced such behavior this semester. Students were asked, "At UW–Madison, have you ever **personally witnessed** anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were not the target of the behavior?" and "At UW–Madison, have you ever **personally experienced** anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were the target of the behavior?" Response choices were "Yes, most recently this semester," "Yes, most recently before this semester," and "No." Responses to these questions were computed into four measures – whether a student witnessed hostile, harassing, or intimidating behavior at UW–Madison (ever/this semester), whether a student experienced hostile, harassing, or intimidating behavior at UW–Madison (ever/this semester) – and treated as dichotomous.

4.20.1 All UW-Madison (2021)



4.20.2 Survey Year

Survey Year	Hostile, Harassing, Intimidating Behavior - Summary			
	Witness, Ever [0=N,1=Y]†	Witness, This Semester [0=N,1=Y]	Experience, Ever [0=N,1=Y]†	Experience, This Semester [0=N,1=Y]
Overall				
All Students (2021)	N = 13,463 23%	N = 13,463 12%	N = 13,335 14%	N = 13,335 6%
Survey Year 2016	—	U	—	U

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. † Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.20.3 School/College and Student Status

School/College and Student Status	Hostile, Harassing, Intimidating Behavior - Summary			
	Witness, Ever [0=N,1=Y] [†]	Witness, This Semester [0=N,1=Y]	Experience, Ever [0=N,1=Y] [†]	Experience, This Semester [0=N,1=Y]
Overall				
All Students (2021)	<i>N</i> = 13,463 23%	<i>N</i> = 13,463 12%	<i>N</i> = 13,335 14%	<i>N</i> = 13,335 6%
School/College				
ALS - College of Agricultural and Life Sciences	—	—	—	—
BUS - School of Business	—	—	—	—
DCS - Division of Continuing Studies	14%	5%	—	—
EDU - School of Education	—	—	—	—
EGR - College of Engineering	—	—	—	—
HEC - School of Human Ecology	—	—	—	—
IES - Nelson Institute for Environmental Studies	—	4%	—	—
LS - College of Letters and Science	—	—	—	—
LAW - Law School	—▲	—	—	—
MED - School of Medicine and Public Health	—▲	—	—	—
NUR - School of Nursing	—	—	—	—
PHM - School of Pharmacy	—▼	5%	—	—
VET - School of Veterinary Medicine	—▲	—	—	—
Student Level				
Undergraduate	—	—	—	—
Graduate/Professional	—	—	—	—
Special	14%	5%	—	—
Academic Level (Undergraduate)*				
Freshman (<24 credits)	15%	—	8%	—
Sophomore (24 to 53 credits)	—	—	—	—
Junior (54 to 85 credits)	—	—	—	—
Senior (86+ credits)	33%	—	20%	—
Full-Time Student (Excluding Special)				
No	—▲	—	—	—
Yes	—	—	—	—
New Student (Undergraduate)				
No	30%	—	17%	—
Yes	14%	—	7%	—
Transfer Student (Undergraduate)				
No	—	—	—	—
Yes	—	—	—	—
WI Resident (Undergraduate)*				
No	—	—	—	—
Yes	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. *Variable not included in 2016; no time comparison. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.20.4 Student Characteristics

Student Characteristics	Hostile, Harassing, Intimidating Behavior - Summary			
	Witness, Ever [0=N,1=Y] [†]	Witness, This Semester [0=N,1=Y]	Experience, Ever [0=N,1=Y] [†]	Experience, This Semester [0=N,1=Y]
Overall				
All Students (2021)	<i>N</i> = 13,463 23%	<i>N</i> = 13,463 12%	<i>N</i> = 13,335 14%	<i>N</i> = 13,335 6%
Gender				
Man	—	—	—	—
Nonbinary/Gender not Listed	40%▲	22%	31%	13%
Woman	—	—	—	—
Transgender*				
No	23%	—	14%	6%
Yes	37%	—	30%	14%
LGBTQ+				
No	21%	—	12%	5%
Yes	33%	—	25%	11%
International				
No (Domestic/Permanent Resident)	24%	—	—	—
Yes (International)	15%	—	—	—
Domestic Race/Ethnicity Summary				
Domestic White (Only)	—	—	12%	—
Domestic Student of Color	—	—	21%	—
Domestic Race/Ethnicity Detail				
Hispanic (All Races)	33%▲	—	23%	—
African American/Black (Only)	35%	—	37%	18%
American Indian/Alaska Native (Only)	60%▲	34%	39%▲	23%
Asian/Asian American (Only)	—	—	—	—
Native Hawaiian/Pacific Islander (Only)	—▲	—	—▲	0%
White (Only)	—	—	12%	—
2 or More Races (Non-Hispanic)	—	—	—	—
Other/Unknown	—▲	—	—	12%
Religious Views				
Atheist/Agnostic/None (Only)	—	—	—	—
Buddhist (Only)	—▲	—	22%	—
Christian (Only)	—	—	—	—
Hindu (Only)	—	—	—	—
Jewish (Only)	—	—	—	—
Muslim (Only)	—	—	—	—
Other/Multifaith	—	—	—	—
Political Views				
Conservative	—	—	—	—
Moderate	—	—	—	—
Liberal	—	—	—	—
Other/None	—	—	—	—
Age Group (Undergraduate)*				
25 Years or Older	—	7%	—	—
Less than 25 Years	—	13%	—	—
Disability				
No	21%	—	12%	5%
Yes	37%▲	—	29%	13%
Veteran*				
No	—	—	—	—
Yes	—	—	—	—
First-Generation College				
No	—	—	—	—
Yes	—	—	—	—
Pell Grant Eligible (Undergraduate)*				
No	—	—	—	—
Yes	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. *Variable not included in 2016; no time comparison. † Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

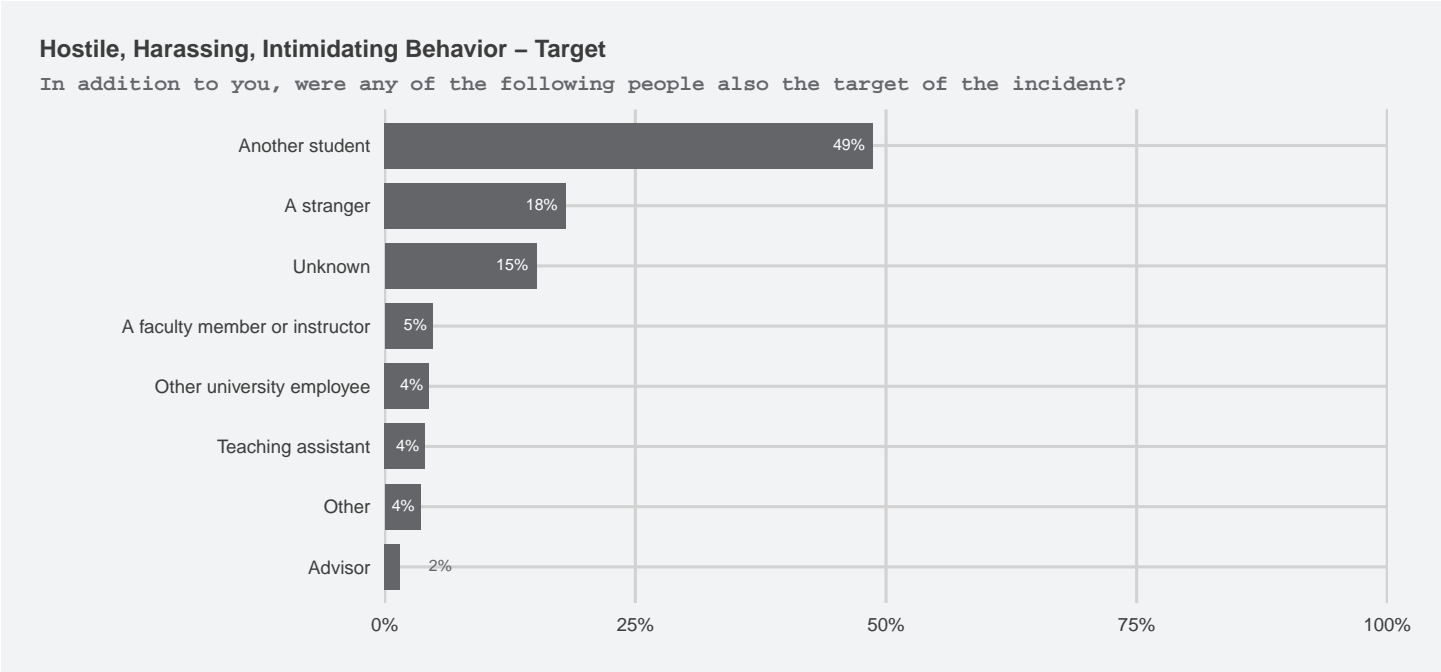
4.21 Hostile, Harassing, Intimidating Behavior (HHIB) – Detail

SUMMARY

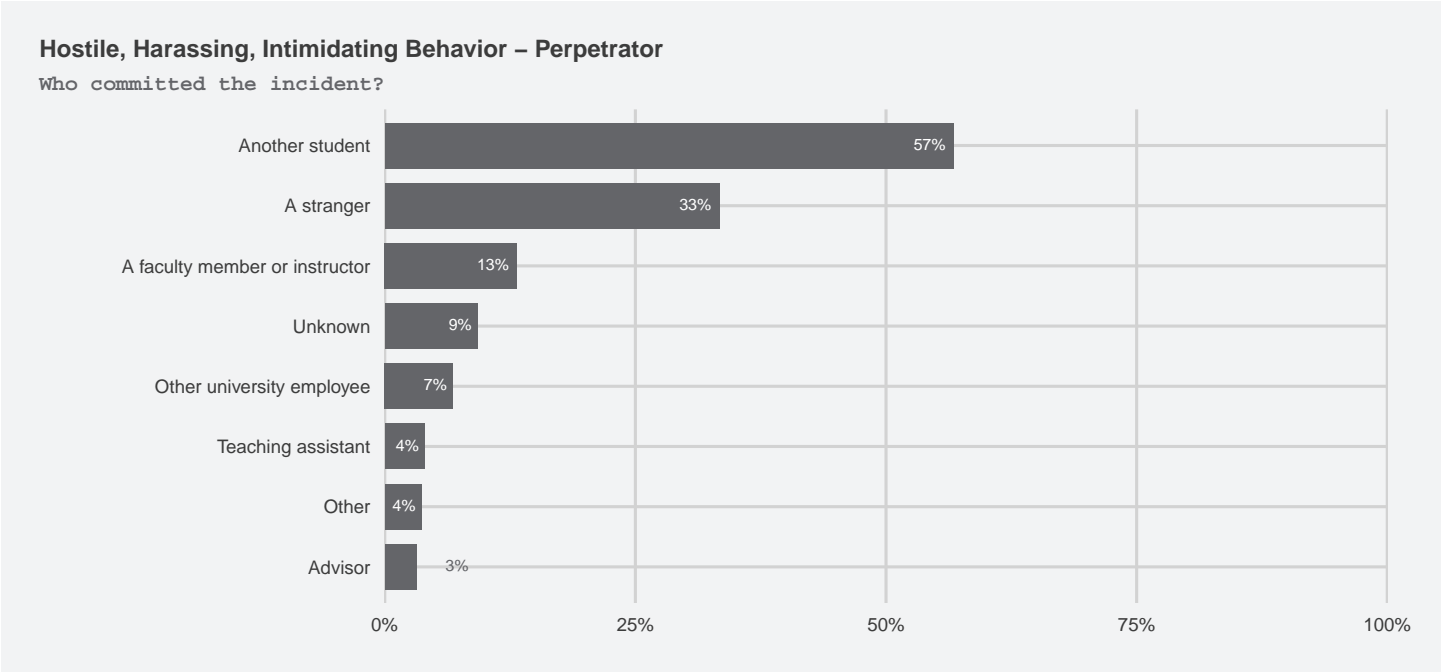
Overall

- Students who indicated that they experienced anything that they would consider an act of HHIB at UW–Madison this semester were asked a series of follow-up questions regarding the details of the incidents. Students were instructed to think of the most severe incident as they answered the questions if they had more than one incident in mind.
- **Target:** Students were asked who the target of the incident was in addition to them. The most commonly reported additional target was other students (49%) followed by strangers (18%). Around 15% of students reported that they did not know who the additional target was.
- **Perpetrator:** Students were asked who committed the incident. More than half of students (57%) reported that another student committed the incident. About 33% reported that a stranger committed the incident, and 13% reported that a faculty member or instructor committed the incident. Around 9% of students reported that they did not know who committed the incident.
- **Reason:** Students were asked the reason for the incident. Around 1 in 3 students attributed the incident to race or ethnicity (32%); 29% of students attributed the incident to gender. About 16% of students attributed the incident to political beliefs. About 14% of students reported that they did not know the reason for the incident, and 13% of students attributed the incident to sexual orientation. Each of the other reason categories was cited by fewer than 10% of students, including gender identity, disability, religion or belief systems, socioeconomic status, speaking a language other than English or having an accent, national origin, non-group-related reason, or other reason.
- **Location:** Students were asked where the incident occurred. The most commonly reported location was off-campus: 28% of students reported that the incident occurred on State Street. The second most commonly reported location was classrooms, including online discussions and messages (23%), followed by other locations not mentioned on the survey (17%), other off-campus residence halls or housing (13%), university residence halls (11%), Langdon Street (9%), and social media (6%). Less commonly reported locations mentioned in this survey included sporting events on campus (5%), faculty or staff offices (4%), Memorial Union or Union South (4%), student organization offices or events (3%), campus recreation or exercise facilities (2%), campus bus service (2%), university libraries (2%), and dining halls (2%).
- **Affect Learning:** Students were asked how much the incident impacted their ability to learn at UW–Madison. Response choices were 1="Not at all," 2="Slightly," 3="Somewhat," 4="Quite a bit," 5="A great deal." Most students did not feel the incident had much impact on their ability to learn at UW–Madison. More than half of students (57%) reported that the incident had little or no impact, 21% said that the incident had a moderate impact, and 22% of students reported that the incident had a lot or a great deal of impact.
- **Report:** Students were asked if they reported the incident and for those who indicated that they did, they were asked who they reported the incident to and how satisfied they were with how the report was handled (response choices were 1="Extremely dissatisfied," 2="Moderately dissatisfied," 3="Slightly dissatisfied," 4="Neither satisfied nor dissatisfied," 5="Slightly satisfied," 6="Moderately satisfied," 7="Extremely satisfied"). Most students did not report the incident: only 12% of students said that they reported the incident. Students indicated to whom they reported the incident, based on a list provided on the survey. Those who reported the incident were most likely to report it to a faculty member or instructor (34%) or the UW–Madison Police Department (25%). Around 1 in 5 students (21%) reported that they contacted a person or office not mentioned on the survey, followed by the Dean of Students Office (20%), house fellows (15%), the Bias Response Team (14%), the University Health Services Counseling Center (12%), and department chairs (12%). Few students reported an incident to teaching assistants (8%), the Multicultural Center (4%), or LGBTQ+ Campus Center (3%). Of students who reported the incident, 44% were slightly, moderately, or extremely dissatisfied, 16% were neither satisfied nor dissatisfied, and 40% were at least slightly satisfied with how the report was handled.

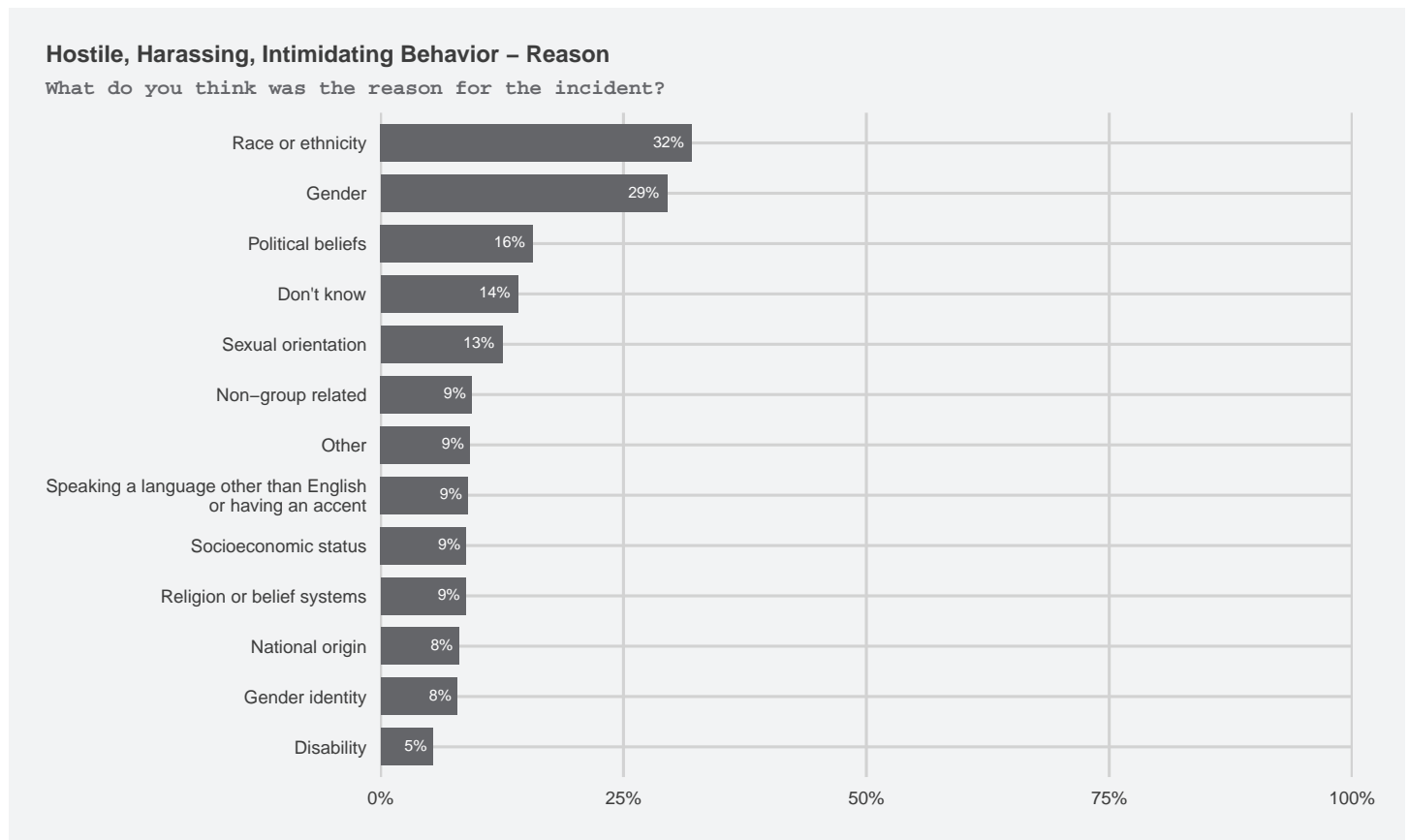
4.21.1 Target



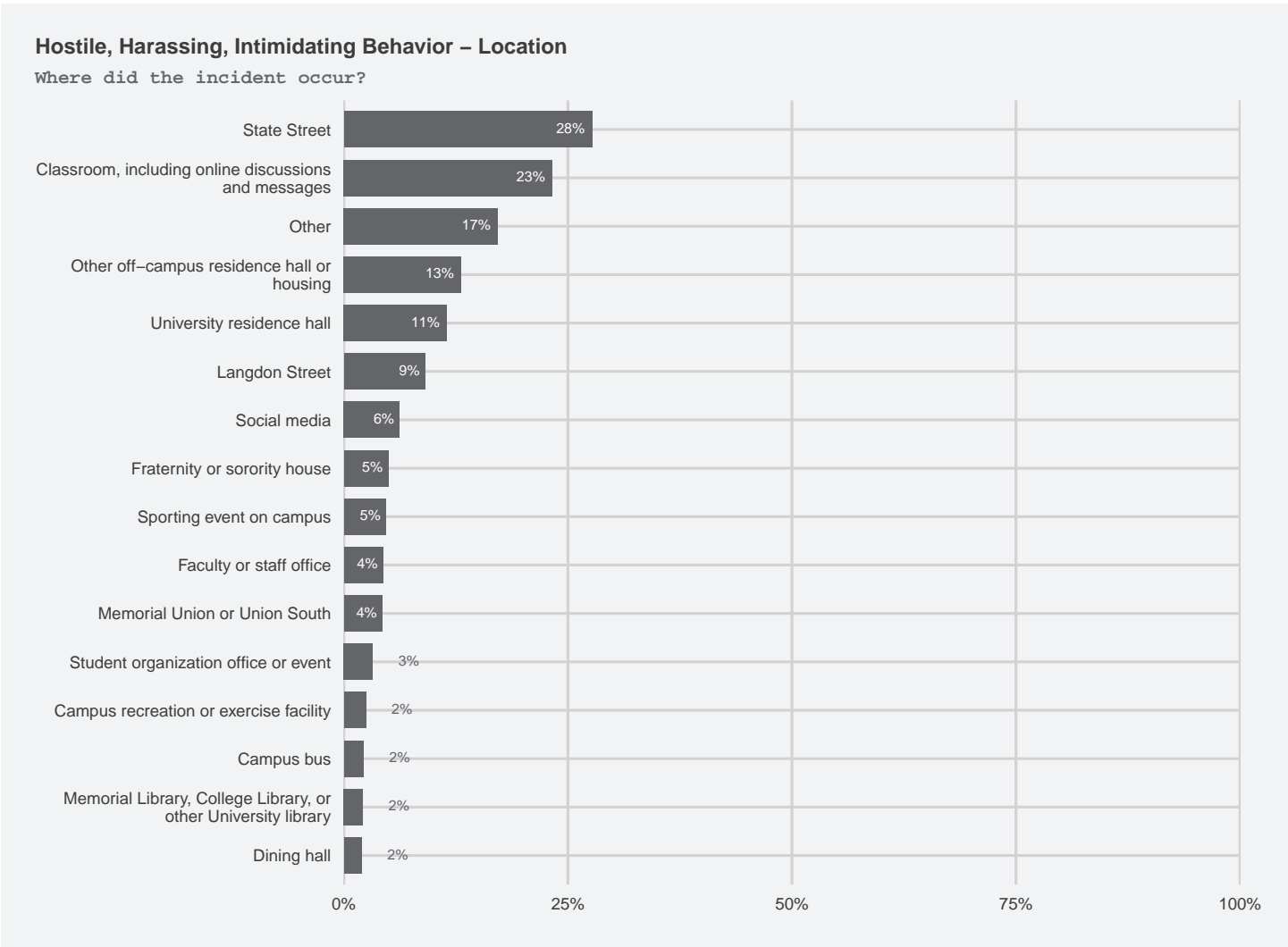
4.21.2 Perpetrator



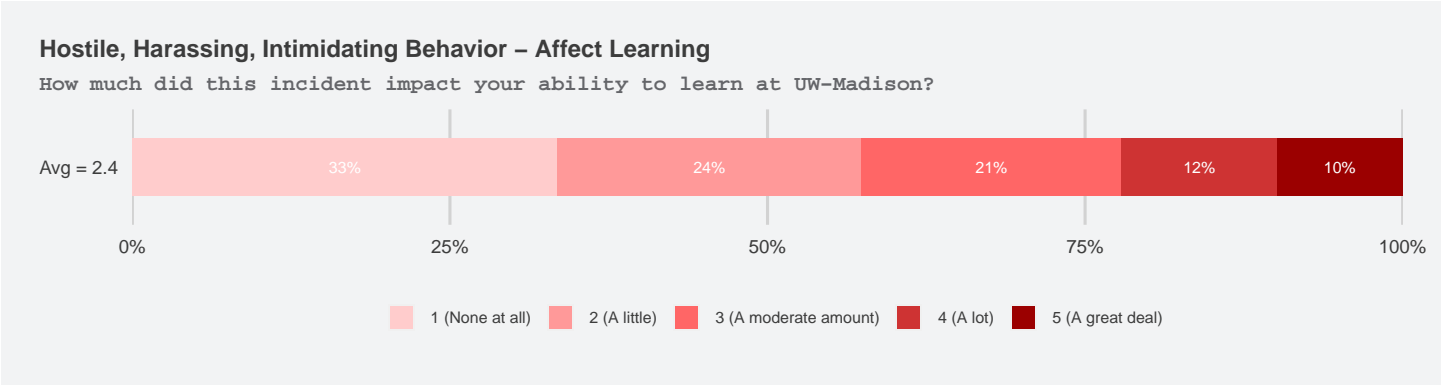
4.21.3 Reason



4.21.4 Location



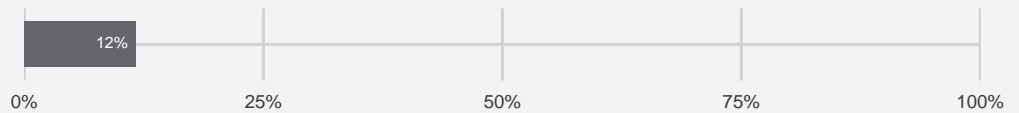
4.21.5 Affect Learning



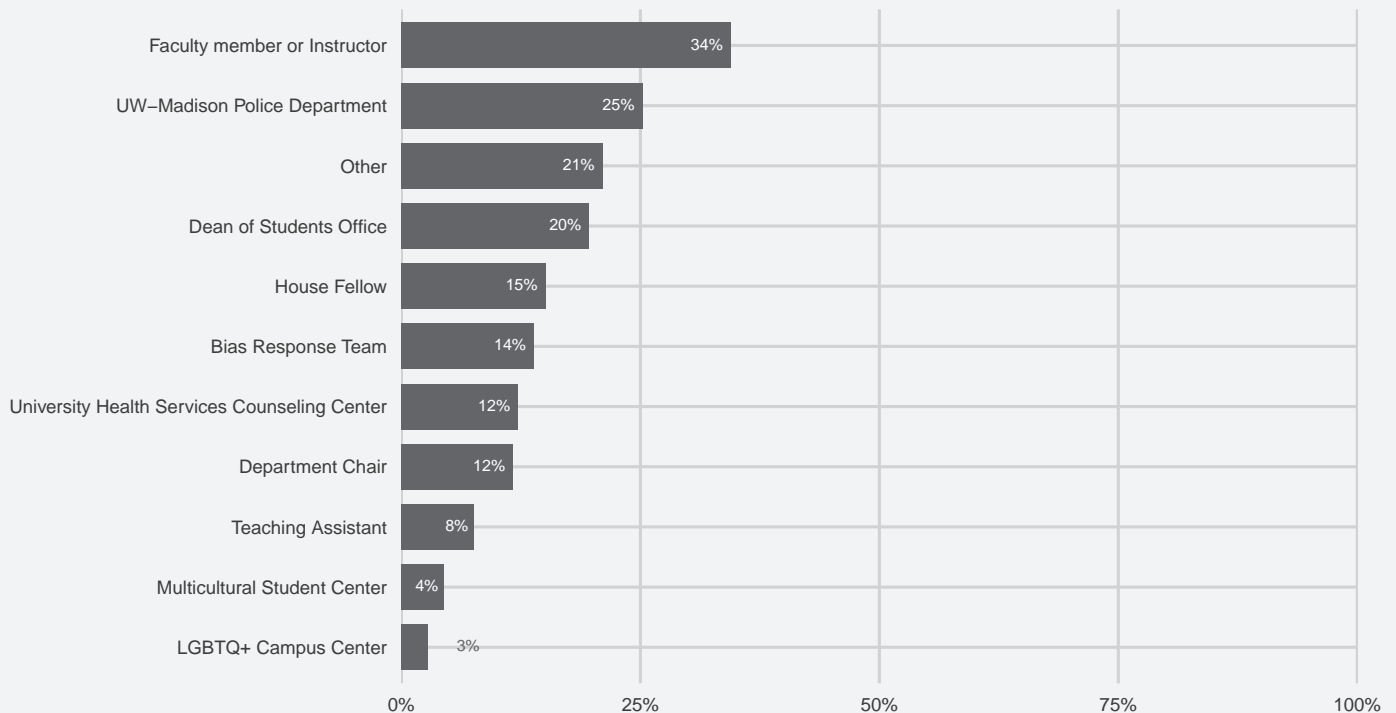
4.21.6 Report

Hostile, Harassing, Intimidating Behavior – Report

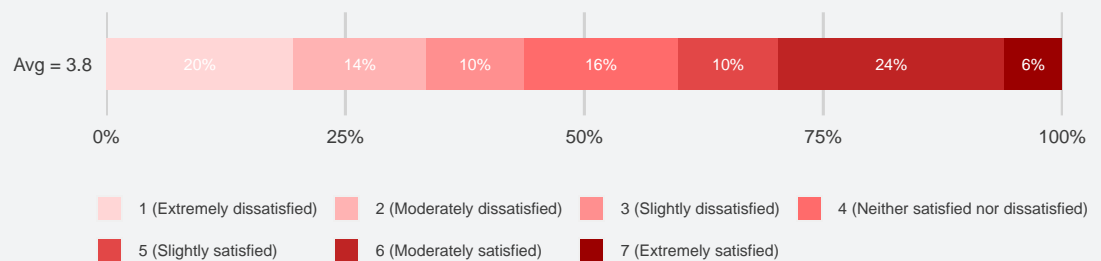
Did you report the incident?



Who did you report the incident to?



How satisfied were you with how the report was handled?



4.22 Tools to Respond to Hostile, Harassing, Intimidating Behavior (HHIB)

SUMMARY

Overall

- Students generally reported feeling somewhat confident that they had the tools they needed to respond effectively if they witnessed HHIB, averaging 3.1 on the 1 to 5 scale. Around 36% of students reported feeling very or extremely confident, 40% felt somewhat confident, and 24% felt not at all or slightly confident. There was no change since 2016.

Group Differences

- There were very few differences in student reports of feeling confident by school/college and other student status characteristics. Undergraduate freshmen and undergraduate new students reported feeling more confident that they had the tools they needed whereas undergraduate seniors and undergraduate continuing students felt less confident.
- There were no differences in student responses by international status, domestic student of color status, undergraduate age group, disability status, first-generation college status, or undergraduate Pell Grant eligibility.
- Nonbinary students and women reported feeling less confident that they had the tools they needed whereas men reported feeling more confident. Transgender and LGBTQ+ students reported feeling less confident that they had the tools they needed compared to their counterparts. Asian/Asian American students, Buddhist students, and students who identified as politically liberal also reported feeling less confident that they had the tools they needed. On the other hand, students who identified as politically conservative and veteran students felt more confident that they had the tools they needed.

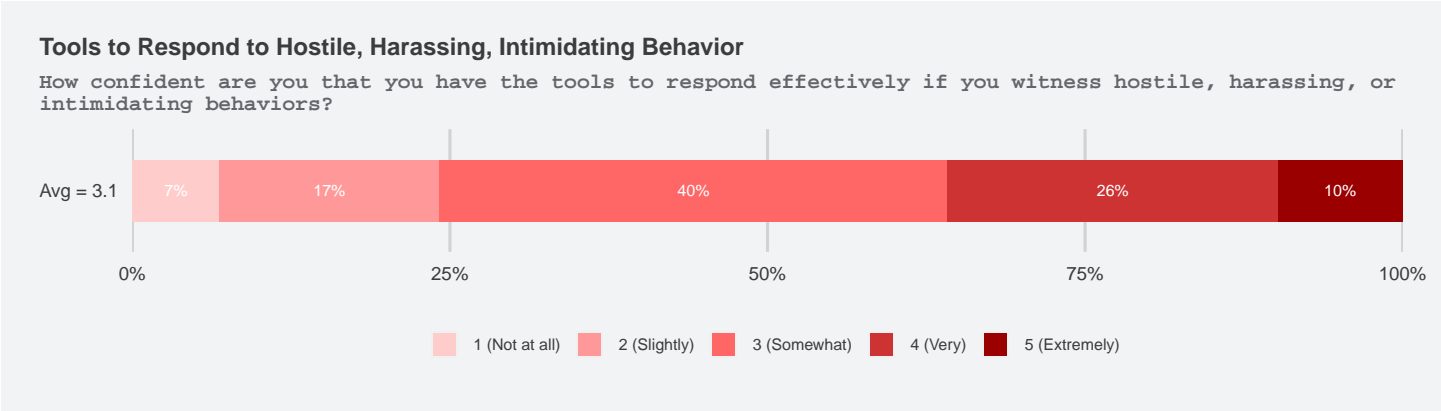
Within-Group Changes

- There were almost no within-group changes between 2016 and 2021 for student reports of how confident they were that they had the tools to respond effectively if they witnessed HHIB. The exceptions were that students in the School of Nursing and Muslim students reported feeling more confident that they had the tools they needed than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked "How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?" Response choices were 1="Not at all confident," 2="Slightly confident," 3="Somewhat confident," 4="Very confident," and 5="Extremely confident." The measures were treated as continuous for analysis.

4.22.1 All UW-Madison (2021)



4.22.2 Survey Year

Tools to Respond to Hostile, Harassing, Intimidating Behavior	
Survey Year	How confident you have the tools to respond [1:5]
Overall	
All Students (2021)	N = 12,165 3.1
Survey Year	
2016	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.22.3 School/College and Student Status

School/College and Student Status	Tools to Respond to Hostile, Harassing, Intimidating Behavior	
	How confident you have the tools to respond [1:5]	
Overall		
All Students (2021)	<i>N = 12,165</i>	3.1
School/College		
ALS - College of Agricultural and Life Sciences		—
BUS - School of Business		—
DCS - Division of Continuing Studies		—
EDU - School of Education		—
EGR - College of Engineering		—
HEC - School of Human Ecology		—
IES - Nelson Institute for Environmental Studies		—
LS - College of Letters and Science		—
LAW - Law School		—
MED - School of Medicine and Public Health		—
NUR - School of Nursing		—▲
PHM - School of Pharmacy		—
VET - School of Veterinary Medicine		—
Student Level		
Undergraduate		—
Graduate/Professional		—
Special		—
Academic Level (Undergraduate)*		
Freshman (<24 credits)		3.4
Sophomore (24 to 53 credits)		—
Junior (54 to 85 credits)		—
Senior (86+ credits)		3.0
Full-Time Student (Excluding Special)		
No		—
Yes		—
New Student (Undergraduate)		
No		3.1
Yes		3.4
Transfer Student (Undergraduate)		
No		—
Yes		—
WI Resident (Undergraduate)*		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.22.4 Student Characteristics

Student Characteristics	Tools to Respond to Hostile, Harassing, Intimidating Behavior	
	How confident you have the tools to respond [1:5]	
Overall		
All Students (2021)	<i>N = 12,165</i>	3.1
Gender		
Man		3.3
Nonbinary/Gender not Listed		2.7
Woman		3.0
Transgender*		
No		3.2
Yes		2.8
LGBTQ+		
No		3.2
Yes		2.9
International		
No (Domestic/Permanent Resident)		—
Yes (International)		—
Domestic Race/Ethnicity Summary		
Domestic White (Only)		—
Domestic Student of Color		—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)		—
African American/Black (Only)		—
American Indian/Alaska Native (Only)		—
Asian/Asian American (Only)		3.0
Native Hawaiian/Pacific Islander (Only)		—
White (Only)		—
2 or More Races (Non-Hispanic)		—
Other/Unknown		—
Religious Views		
Atheist/Agnostic/None (Only)		—
Buddhist (Only)		2.9
Christian (Only)		—
Hindu (Only)		—
Jewish (Only)		—
Muslim (Only)		—▲
Other/Multifaith		—
Political Views		
Conservative		3.4
Moderate		—
Liberal		3.0
Other/None		—
Age Group (Undergraduate)*		
25 Years or Older		—
Less than 25 Years		—
Disability		
No		—
Yes		—
Veteran*		
No		3.1
Yes		3.7
First-Generation College		
No		—
Yes		—
Pell Grant Eligible (Undergraduate)*		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.23 Value Importance to Future Success

SUMMARY

Overall

- Students generally reported that valuing diversity, noticing and managing biases, and being sensitive to others' perspectives mattered, averaging 4.1 to 4.3 on the 1 to 5 scale, or a bit higher than a lot. Most students reported that valuing diversity (78%), noticing and managing biases (81%), and being sensitive to others' perspectives (84%) mattered a lot or a great deal. There were no changes from 2016.

Group Differences

- There were no differences in student responses by student level, undergraduate academic level, full-time status, undergraduate new student or transfer status, or undergraduate residency. Students in the School of Education were more likely to report that valuing diversity, noticing and managing biases, or being sensitive to others' perspectives mattered to an individual's future success, and students in the College of Engineering were less likely to report so. Students in the School of Human Ecology and the School of Nursing were more likely to report that valuing diversity or noticing and managing biases mattered to an individual's future success whereas students in the Law School were less likely to report so.
- There were no differences in student responses by transgender status, international status, domestic student of color status, undergraduate age group, disability status, first-generation college status, or undergraduate Pell Grant eligibility.
- Men, students of Other/Unknown race, students who identified as politically conservative, and veteran students assigned less importance to many or all of the three items to an individual's future success. On the other hand, women, LGBTQ+ students, and students who identified as politically liberal consistently assigned more importance to all of the three items to an individual's future success. African American/Black students reported greater importance for noticing and managing biases. Buddhist students were less likely to report that being sensitive to others' perspectives was important to an individual's future success, whereas Hindu students were more likely to report that valuing diversity or being sensitive to others' perspectives was important. Muslim students were more likely to report that valuing diversity or noticing and managing biases was important to an individual's future success. Students who identified as having Other/No political views assigned less importance for being sensitive to others' perspectives.

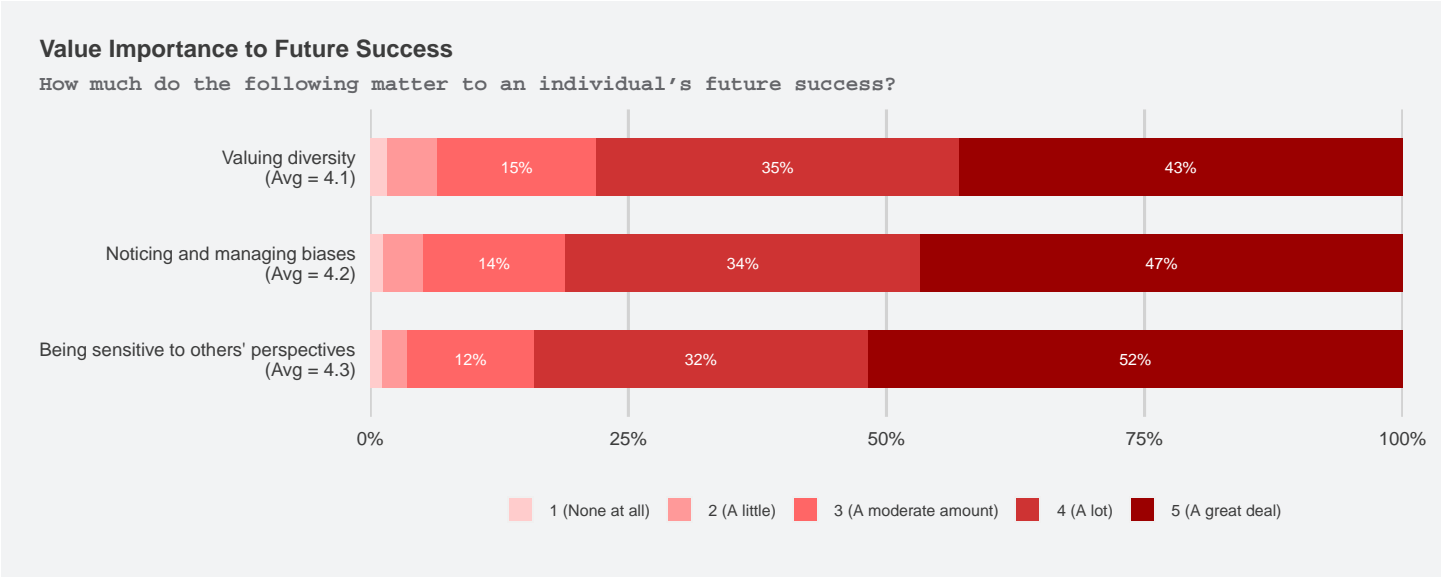
Within-Group Changes

- Within-group changes between 2016 and 2021 were generally limited. Students in the School of Education, part-time students, undergraduate transfer students, domestic students of color, Hispanic students, African American/Black students, Asian/Asian American students, and students of 2 or More Races reported that valuing diversity was less important to an individual's future success than in 2016. Students in the Law School, students in the School of Medicine and Public Health, domestic students of color, Hispanic students, Asian/Asian American students, students of 2 or More Races, Buddhist students, and students who identified as politically conservative were less likely to report that noticing and managing biases was important to an individual's future success than in 2016. Students in the School of Human Ecology, domestic students of color, Hispanic students, Asian/Asian American students, students of 2 or More Races, and Buddhist students were less likely to report that being sensitive to others' perspectives was important to an individual's future success than in 2016, whereas Hindu students were more likely to report that it was important than in 2016.

ABOUT THE DATA

A random half of students were asked how much they felt that valuing diversity, understanding and managing biases, and understanding others' perspectives were important to one's future success, which was also on the 2016 survey. The stem of the question was "How much do the following matter to an individual's future success?" and the question leaves were "valuing diversity," "noticing and managing biases," and "being sensitive to others' perspectives." Response choices were 1="None at all," 2="A little," 3="A moderate amount," 4="A lot," and 5="A great deal." The measures were treated as continuous for analysis.

4.23.1 All UW-Madison (2021)



4.23.2 Survey Year

Survey Year	Value Importance to Future Success		
	Valuing diversity [1:5]	Noticing and managing biases [1:5]	Being sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	N = 6,838 4.1	N = 6,840 4.2	N = 6,838 4.3
Survey Year			
2016	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed (*n*<10). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means (*p*<0.05) with Cohen's *d* (continuous) or Cohen's *h* (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's *d* or *h* of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.23.3 School/College and Student Status

School/College and Student Status	Value Importance to Future Success		
	Valuing diversity [1:5]	Noticing and managing biases [1:5]	Being sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	<i>N</i> = 6,838 4.1	<i>N</i> = 6,840 4.2	<i>N</i> = 6,838 4.3
School/College			
ALS - College of Agricultural and Life Sciences	—	—	—
BUS - School of Business	—	—	—
DCS - Division of Continuing Studies	—	—	—
EDU - School of Education	4.3▼	4.4	4.5
EGR - College of Engineering	3.9	4.0	4.1
HEC - School of Human Ecology	4.4	4.4	—▼
IES - Nelson Institute for Environmental Studies	—	—	—
LS - College of Letters and Science	—	—	—
LAW - Law School	3.9	3.9▼	—
MED - School of Medicine and Public Health	—	—▼	—
NUR - School of Nursing	4.3	4.4	—
PHM - School of Pharmacy	—	—	—
VET - School of Veterinary Medicine	—	—	—
Student Level			
Undergraduate	—	—	—
Graduate/Professional	—	—	—
Special	—	—	—
Academic Level (Undergraduate)*			
Freshman (<24 credits)	—	—	—
Sophomore (24 to 53 credits)	—	—	—
Junior (54 to 85 credits)	—	—	—
Senior (86+ credits)	—	—	—
Full-Time Student (Excluding Special)			
No	—▼	—	—
Yes	—	—	—
New Student (Undergraduate)			
No	—	—	—
Yes	—	—	—
Transfer Student (Undergraduate)			
No	—	—	—
Yes	—▼	—	—
WI Resident (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.23.4 Student Characteristics

Student Characteristics	Value Importance to Future Success		
	Valuing diversity [1:5]	Noticing and managing biases [1:5]	Being sensitive to others' perspectives [1:5]
Overall			
All Students (2021)	<i>N</i> = 6,838 4.1	<i>N</i> = 6,840 4.2	<i>N</i> = 6,838 4.3
Gender			
Man	3.9	4.0	4.1
Nonbinary/Gender not Listed	—	—	—
Woman	4.4	4.4	4.5
Transgender*			
No	—	—	—
Yes	—	—	—
LGBTQ+			
No	4.1	4.2	4.3
Yes	4.4	4.5	4.5
International			
No (Domestic/Permanent Resident)	—	—	—
Yes (International)	—	—	—
Domestic Race/Ethnicity Summary			
Domestic White (Only)	—	—	—
Domestic Student of Color	—▼	—▼	—▼
Domestic Race/Ethnicity Detail			
Hispanic (All Races)	—▼	—▼	—▼
African American/Black (Only)	—▼	4.4	—
American Indian/Alaska Native (Only)	—	—	—
Asian/Asian American (Only)	—▼	—▼	—▼
Native Hawaiian/Pacific Islander (Only)	S	S	S
White (Only)	—	—	—
2 or More Races (Non-Hispanic)	—▼	—▼	—▼
Other/Unknown	3.5	3.6	4.0
Religious Views			
Atheist/Agnostic/None (Only)	—	—	—
Buddhist (Only)	—	—▼	4.0▼
Christian (Only)	—	—	—
Hindu (Only)	4.4	—	4.5▲
Jewish (Only)	—	—	—
Muslim (Only)	4.4	4.4	—
Other/Multifaith	—	—	—
Political Views			
Conservative	3.5	3.6▼	3.9
Moderate	—	—	—
Liberal	4.3	4.4	4.5
Other/None	—	—	4.1
Age Group (Undergraduate)*			
25 Years or Older	—	—	—
Less than 25 Years	—	—	—
Disability			
No	—	—	—
Yes	—	—	—
Veteran*			
No	4.1	4.2	—
Yes	3.8	3.9	—
First-Generation College			
No	—	—	—
Yes	—	—	—
Pell Grant Eligible (Undergraduate)*			
No	—	—	—
Yes	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.24 Thinking Seriously and Analytically about Diversity

SUMMARY

Overall

- Students reported that their experience at UW–Madison encouraged them to think seriously and analytically about diversity issues, averaging between 2.9 and 3.6 on the 1 to 5 scale. More than half of students reported being encouraged a lot or a great deal to think analytically about race and ethnicity (56%). About or nearly half of all students reported being encouraged to think a lot or a great deal about other cultures outside of the United States (50%), social class or economic status (47%), and gender identity (45%). Fewer students felt encouraged a lot or a great deal to think seriously and analytically about political beliefs (42%), sexual orientation (42%), disability (37%), and religion or belief systems (32%). Students were less likely to report that their experience at UW–Madison encouraged them to think seriously and analytically about race/ethnicity or political beliefs than in 2016.

Group Differences

- There were no differences in student reports of how UW–Madison encouraged them to think about diversity issues by student level, undergraduate academic level, full-time status, undergraduate new student or transfer status, or undergraduate residency. There was a consistent pattern where students in the School of Education and School of Nursing were more likely to report that their experience at UW–Madison encouraged them to think about most of the specified diversity issues than their counterparts whereas students in the College of Engineering were less likely to report that their experience at UW–Madison encouraged them to do so. Students in the School of Human Ecology were also more likely to report that their experience at UW–Madison encouraged them to think about race/ethnicity, gender identity, sexual orientation, or disability. Students in the Law School were less likely to report that their experience at UW–Madison encouraged them to think about other cultures outside of the US, and students in the School of Veterinary Medicine were less likely to report that their experience at UW–Madison encouraged them to think about religion/belief systems or other cultures outside of the US.
- There were no differences in student responses by international status, domestic student of color status, first-generation college status, or undergraduate Pell Grant eligibility.
- Women were more likely to report that their experience at UW–Madison encouraged them to think about race/ethnicity, gender identity, sexual orientation, or disability whereas men were less likely to report that their experience at UW–Madison encouraged them to think about these issues. Transgender students were less likely to report that their experience at UW–Madison encouraged them to think about religion/belief systems or political beliefs than their counterparts, and LGBTQ+ students were more likely to report that their experience at UW–Madison encouraged them to think about sexual orientation compared to non-LGBTQ+ students. African American/Black students were less likely to report that their experience at UW–Madison encouraged them to think about sexual orientation, disability, religion/belief systems, or political beliefs, and students of Other/Unknown race were less likely to report that their experience at UW–Madison encouraged them to think about race/ethnicity, gender identity, disability, or social class/economic status. Atheist students were less likely to report that their experience at UW–Madison encouraged them to think about religion/belief systems, and Buddhist and Muslim students were less likely to report that their experience at UW–Madison encouraged them to think about political beliefs. Jewish students, on the other hand, were more likely to report that their experience at UW–Madison encouraged them to think about religion/belief systems or political beliefs. Students who identified as politically conservative were less likely to report that their experience at UW–Madison encouraged them to think about most of the specified diversity issues, whereas students who identified as politically liberal were more likely to report that their experience at UW–Madison encouraged them to think about race/ethnicity, gender identity, sexual orientation, or social class/economic status. Students who identified as having Other/No political views were less likely to report that UW–Madison encouraged them to think about race/ethnicity, political beliefs, or social class/economic status. Younger undergraduate students were more likely to report that UW–Madison encouraged them to think about race/ethnicity, religion/belief systems, or other cultures outside of the US, and students with a disability were more likely to report that UW–Madison encouraged them to think about disability. Veteran students were less likely to report that their experience at UW–Madison encouraged them to think about most of the specified diversity issues.

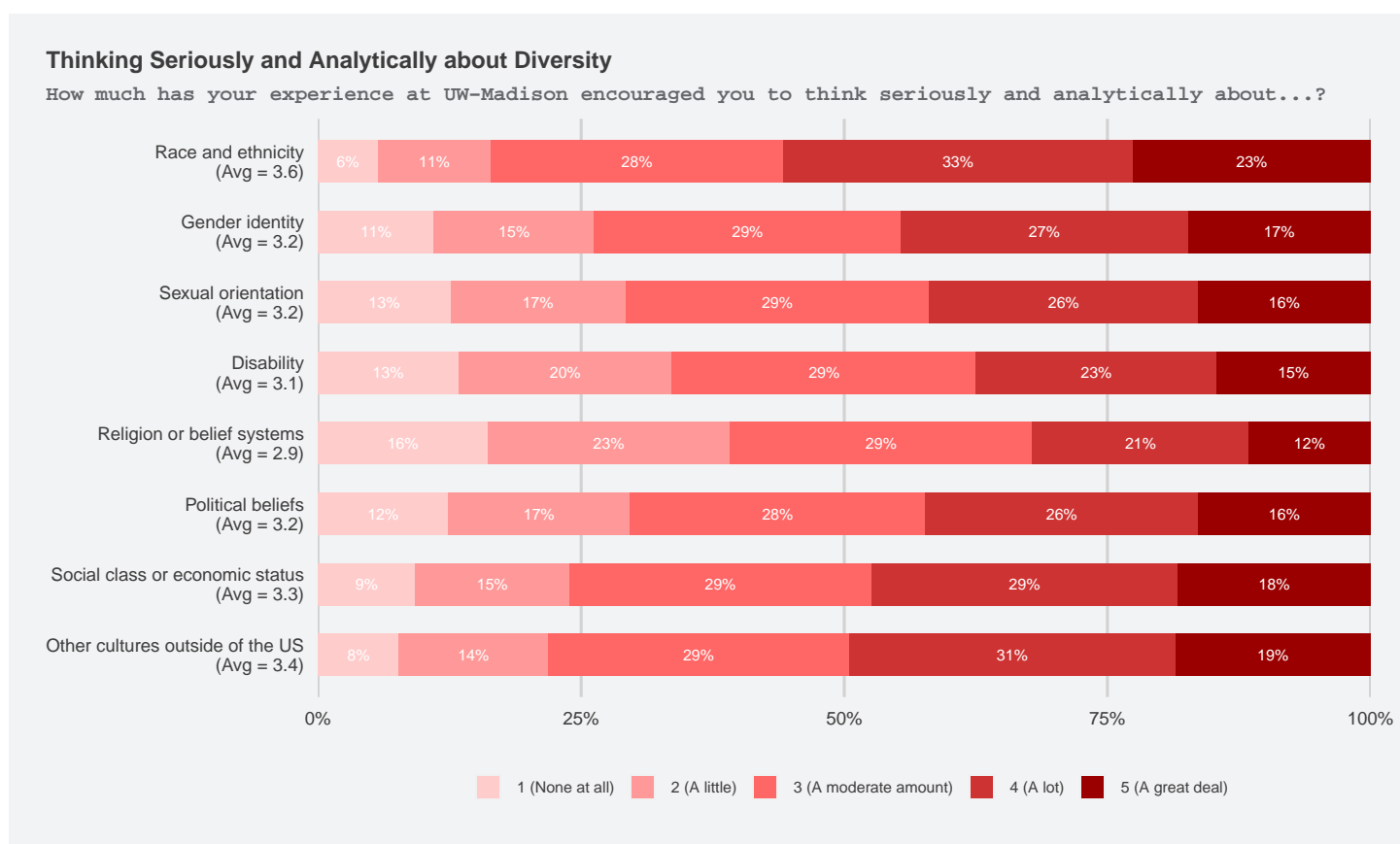
Within-Group Changes

- The overall decrease in student reports that their experience at UW–Madison encouraged them to think seriously and analytically about race/ethnicity or political beliefs since the 2016 survey was mirrored in many within-group decreases between 2016 and 2021, but changes for the other six measures were generally scattered. There were mixed within-group changes by school/college. Undergraduate students were less likely to report that their experience at UW–Madison encouraged them to think about religion/belief systems. Undergraduate students and graduate/professional students both were less likely to report that their experience at UW–Madison encouraged them to think about other cultures outside of the US than in 2016, whereas special students were more likely to report that their experience at UW–Madison encouraged them to think about all of the specified issues than in 2016. There were within-group decreases since 2016 for the other measures by full-time status, undergraduate new student status, undergraduate transfer status, gender, LGBTQ+ status, international status, domestic student of color status, domestic race/ethnicity, religious views, political views, disability status, and first-generation college status.

ABOUT THE DATA

A random half of students were asked about how much their experience at UW–Madison has encouraged them to think seriously and analytically about different topics around diversity, which was also on the 2016 survey. The stem of the question was "How much has your experience at UW–Madison encouraged you to think seriously and analytically about...?" and the question leaves were "race and ethnicity," "gender identity," "sexual orientation," "disability," "religion or belief systems," "political beliefs," "social class or economic status," and "other cultures outside of the United States." Response choices were 1="None at all," 2="A little," 3="A moderate amount," 4="A lot," and 5="A great deal." The measures were treated as continuous.

4.24.1 All UW–Madison (2021)



4.24.2 Survey Year

Survey Year	Thinking Seriously and Analytically about Diversity							
	Race/ethnicity [1:5]	Gender identity [1:5]	Sexual orientation [1:5]	Disability [1:5]	Religion/belief systems [1:5]	Political beliefs [1:5]	Social class/economic status [1:5]	Other cultures outside US [1:5]
Overall								
All Students (2021)	N = 6,588 3.6*	N = 6,579 3.2	N = 6,576 3.2	N = 6,577 3.1	N = 6,579 2.9	N = 6,581 3.2*	N = 6,587 3.3	N = 6,583 3.4
Survey Year								
2016	3.8	—	—	—	—	3.5	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.24.3 School/College and Student Status

School/College and Student Status	Thinking Seriously and Analytically about Diversity							
	Race/ethnicity [1:5]	Gender identity [1:5]	Sexual orientation [1:5]	Disability [1:5]	Religion/belief systems [1:5]	Political beliefs [1:5]	Social class/economic status [1:5]	Other cultures outside US [1:5]
Overall								
All Students (2021)	<i>N</i> = 6,588 3.6▼	<i>N</i> = 6,579 3.2	<i>N</i> = 6,576 3.2	<i>N</i> = 6,577 3.1	<i>N</i> = 6,579 2.9	<i>N</i> = 6,581 3.2▼	<i>N</i> = 6,587 3.3	<i>N</i> = 6,583 3.4
School/College								
ALS - College of Agricultural and Life Sciences	—▼	—	—	—	—▼	—▼	—	—▼
BUS - School of Business	—▼	—	—	—	—▼	—▼	—	—▼
DCS - Division of Continuing Studies	—▲	—▲	—▲	—▲	—▲	—▲	—▲	—▲
EDU - School of Education	4.1	3.7	3.6	3.7	—	3.4	3.7	3.6
EGR - College of Engineering	3.2▼	2.9	2.9	2.8	—▼	2.9▼	3.1	—▼
HEC - School of Human Ecology	3.8▼	3.5	3.5	3.3	—	—▼	—	—
IES - Nelson Institute for Environmental Studies	—	—	—	—	—	—	—	—
LS - College of Letters and Science	—▼	—	—	—	—▼	—▼	—	—▼
LAW - Law School	—	—	—	—▲	—	—	—	3.0
MED - School of Medicine and Public Health	—	—	—	—	—▼	—	—▼	—▼
NUR - School of Nursing	4.0	3.6	3.5	3.4	3.2	3.4	3.6	—
PHM - School of Pharmacy	—▼	—	—	—	—	—	—	—▼
VET - School of Veterinary Medicine	—	—	—	—	2.5	—	—	2.9
Student Level								
Undergraduate	—▼	—	—	—	—▼	—▼	—	—▼
Graduate/Professional	—	—	—	—	—	—	—	—▼
Special	—▲	—▲	—▲	—▲	—▲	—▲	—▲	—▲
Academic Level (Undergraduate)*								
Freshman (<24 credits)	—	—	—	—	—	—	—	—
Sophomore (24 to 53 credits)	—	—	—	—	—	—	—	—
Junior (54 to 85 credits)	—	—	—	—	—	—	—	—
Senior (86+ credits)	—	—	—	—	—	—	—	—
Full-Time Student (Excluding Special)								
No	—	—	—	—	—	—	—	—▼
Yes	—▼	—	—	—	—▼	—▼	—	—▼
New Student (Undergraduate)								
No	—▼	—	—	—	—▼	—▼	—	—▼
Yes	—	—	—	—	—	—▼	—	—
Transfer Student (Undergraduate)								
No	—▼	—	—	—	—▼	—▼	—	—▼
Yes	—▼	—	—	—	—	—▼	—	—▼
WI Resident (Undergraduate)*								
No	—	—	—	—	—	—	—	—
Yes	—	—	—	—	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.24.4 Student Characteristics

Student Characteristics	Thinking Seriously and Analytically about Diversity							
	Race/ethnicity [1:5]	Gender identity [1:5]	Sexual orientation [1:5]	Disability [1:5]	Religion/belief systems [1:5]	Political beliefs [1:5]	Social class/economic status [1:5]	Other cultures outside US [1:5]
Overall								
All Students (2021)	<i>N</i> = 6,588 3.6*	<i>N</i> = 6,579 3.2	<i>N</i> = 6,576 3.2	<i>N</i> = 6,577 3.1	<i>N</i> = 6,579 2.9	<i>N</i> = 6,581 3.2*	<i>N</i> = 6,587 3.3	<i>N</i> = 6,583 3.4
Gender								
Man	3.4*	3.1	3.0	2.9	—	—▼	—	—
Nonbinary/Gender not Listed	—	—	—	—	—	—	—	—
Woman	3.7	3.4	3.3	3.2	—▼	—▼	—	—▼
Transgender*								
No	—	—	—	—	2.9	3.2	—	—
Yes	—	—	—	—	2.6	2.8	—	—
LGBTQ+								
No	—▼	—	3.1	—	—	—▼	—	—▼
Yes	—	—	3.4	—	—▼	—▼	—	—
International								
No (Domestic/Permanent Resident)	—▼	—	—	—	—▼	—▼	—	—▼
Yes (International)	—	—	—	—	—	—	—	—
Domestic Race/Ethnicity Summary								
Domestic White (Only)	—	—	—	—	—	—▼	—	—
Domestic Student of Color	—▼	—	—▼	—	—▼	—▼	—▼	—▼
Domestic Race/Ethnicity Detail								
Hispanic (All Races)	—▼	—	—	—	—	—▼	—	—▼
African American/Black (Only)	—▼	—▼	2.9*	2.8	2.5*	2.8*	—▼	—▼
American Indian/Alaska Native (Only)	—	—	—	—	—	—	—	—
Asian/Asian American (Only)	—▼	—▼	—▼	—	—▼	—▼	—▼	—▼
Native Hawaiian/Pacific Islander (Only)	S	S	S	S	S	S	S	S
White (Only)	—	—	—	—	—	—▼	—	—
2 or More Races (Non-Hispanic)	—▼	—	—	—	—▼	—▼	—	—
Other/Unknown	3.1	2.8	—	2.7	—	—▼	3.0	—
Religious Views								
Atheist/Agnostic/None (Only)	—▼	—	—	—	2.7*	—▼	—	—▼
Buddhist (Only)	—	—	—	—	—▼	2.9	—	—
Christian (Only)	—▼	—	—	—	—	—▼	—	—▼
Hindu (Only)	—	—	—	—	—	—	—	—
Jewish (Only)	—	—	—	—▲	3.3	3.5	—	—
Muslim (Only)	—▼	—	—	—	—▼	2.8*	—	—
Other/Multifaith	—▼	—	—	—	—▼	—▼	—	—▼
Political Views								
Conservative	3.2*	2.8	2.8	2.8	—	—▼	3.1	3.2*
Moderate	—	—	—	—	—	—▼	—	—
Liberal	3.7*	3.4	3.3	—	—▼	—▼	3.5	—▼
Other/None	3.3	—	—	—	—	2.9	3.1	—
Age Group (Undergraduate)*								
25 Years or Older	3.3	—	—	—	2.6	—	—	3.1
Less than 25 Years	3.6	—	—	—	2.9	—	—	3.4
Disability								
No	—▼	—	—	3.0	—	—▼	—	—▼
Yes	—	—	—	3.5	—	—▼	—	—
Veteran*								
No	3.6	3.3	3.2	3.1	2.9	—	—	3.4
Yes	3.1	2.8	2.7	2.7	2.6	—	—	3.0
First-Generation College								
No	—▼	—	—	—	—	—▼	—	—
Yes	—	—	—	—	—	—	—	—
Pell Grant Eligible (Undergraduate)*								
No	—	—	—	—	—	—	—	—
Yes	—	—	—	—	—	—	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. * Variable not included in 2016; no time comparison.

4.25 Creating a Welcoming Environment

SUMMARY

Overall

- Students generally reported trying to create a welcoming environment for other students, averaging 4.1 on the 1 to 5 scale, or a bit higher than very often. Most students (79%) reported very or extremely often trying to create a welcoming environment, 18% sometimes, and 3% never or rarely.

Group Differences

- There were almost no differences in student reports of how often they tried to create a welcoming environment by school/college, student level, undergraduate academic level, full-time status, undergraduate new student or transfer status, or undergraduate residency. The only exceptions were that students in the Division of Continuing Studies and special students reported less often trying to create a welcoming environment for other students.
- There were no differences in student responses by transgender status, LGBTQ+ status, domestic student of color status, political views, undergraduate age group, disability status, veteran status, first-generation college status, or undergraduate Pell Grant eligibility.
- Men reported less often trying to create a welcoming environment for other students whereas women reported more often trying. International students reported less often trying to create a welcoming environment for other students whereas domestic students reported more often trying. Asian/Asian American students reported less often trying to create a welcoming environment for other students than their counterparts. Buddhist students reported less often trying to create a welcoming environment for other students and Jewish students reported more often trying than their counterparts.

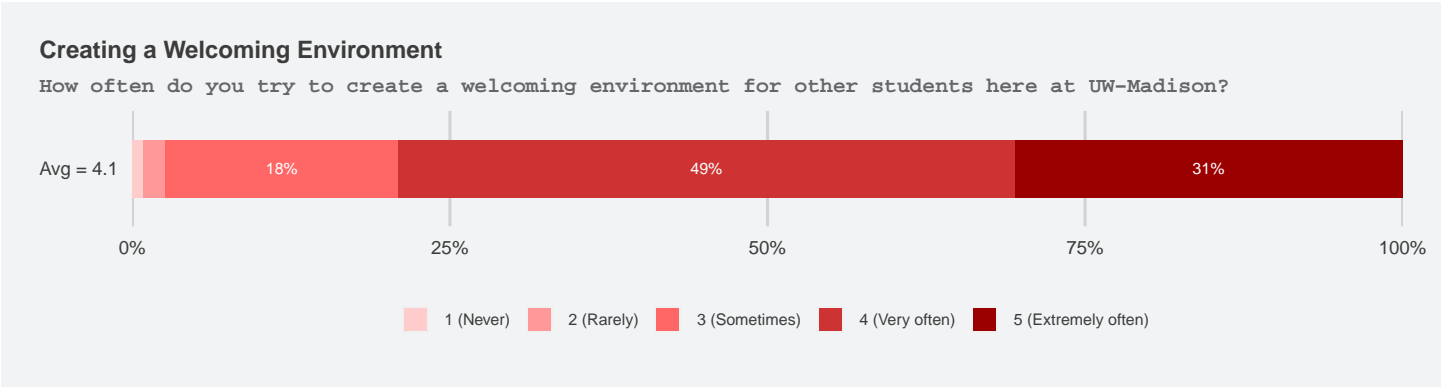
Within-Group Changes

- There were almost no within-group changes between 2016 and 2021 for student reports of how often they tried to create a welcoming environment for other students. The lone exception was that students in the School of Veterinary Medicine reported more often trying to create a welcoming environment than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked "How often do you try to create a welcoming environment for other students here at UW–Madison?". Response choices were 1="Never," 2="Rarely," 3="Sometimes," 4="Very often," and 5="Extremely often." The measures were treated as continuous for analysis.

4.25.1 All UW–Madison (2021)



4.25.2 Survey Year

Creating a Welcoming Environment	
Survey Year	How often do you try to create a welcoming environment for other students here at UW–Madison? [1:5]
Overall	
All Students (2021)	N = 13,434 4.1
Survey Year	
2016	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.25.3 School/College and Student Status

School/College and Student Status	Creating a Welcoming Environment	
	How often do you try to create a welcoming environment for other students here at UW–Madison? [1:5]	
Overall		
All Students (2021)		<i>N</i> = 13,434 4.1
School/College		
ALS - College of Agricultural and Life Sciences		—
BUS - School of Business		—
DCS - Division of Continuing Studies		3.8
EDU - School of Education		—
EGR - College of Engineering		—
HEC - School of Human Ecology		—
IES - Nelson Institute for Environmental Studies		—
LS - College of Letters and Science		—
LAW - Law School		—
MED - School of Medicine and Public Health		—
NUR - School of Nursing		—
PHM - School of Pharmacy		—
VET - School of Veterinary Medicine		—▲
Student Level		
Undergraduate		—
Graduate/Professional		—
Special		3.8
Academic Level (Undergraduate)*		
Freshman (<24 credits)		—
Sophomore (24 to 53 credits)		—
Junior (54 to 85 credits)		—
Senior (86+ credits)		—
Full-Time Student (Excluding Special)		
No		—
Yes		—
New Student (Undergraduate)		
No		—
Yes		—
Transfer Student (Undergraduate)		
No		—
Yes		—
WI Resident (Undergraduate)*		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.25.4 Student Characteristics

Student Characteristics	Creating a Welcoming Environment	
	How often do you try to create a welcoming environment for other students here at UW–Madison? [1:5]	
Overall		
All Students (2021)	<i>N = 13,434</i>	4.1
Gender		
Man		4.0
Nonbinary/Gender not Listed		—
Woman		4.1
Transgender*		
No		—
Yes		—
LGBTQ+		
No		—
Yes		—
International		
No (Domestic/Permanent Resident)		4.1
Yes (International)		3.9
Domestic Race/Ethnicity Summary		
Domestic White (Only)		—
Domestic Student of Color		—
Domestic Race/Ethnicity Detail		
Hispanic (All Races)		—
African American/Black (Only)		—
American Indian/Alaska Native (Only)		—
Asian/Asian American (Only)		3.9
Native Hawaiian/Pacific Islander (Only)		—
White (Only)		—
2 or More Races (Non-Hispanic)		—
Other/Unknown		—
Religious Views		
Atheist/Agnostic/None (Only)		—
Buddhist (Only)		3.8
Christian (Only)		—
Hindu (Only)		—
Jewish (Only)		4.2
Muslim (Only)		—
Other/Multifaith		—
Political Views		
Conservative		—
Moderate		—
Liberal		—
Other/None		—
Age Group (Undergraduate)*		
25 Years or Older		—
Less than 25 Years		—
Disability		
No		—
Yes		—
Veteran*		
No		—
Yes		—
First-Generation College		
No		—
Yes		—
Pell Grant Eligible (Undergraduate)*		
No		—
Yes		—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.26 UW Commitment to Diversity

SUMMARY

Overall

- Around half (49%) of students viewed UW–Madison as very or extremely committed to diversity; 34% felt UW–Madison was somewhat committed and 17% of students indicated that UW–Madison was only slightly committed or not at all committed to diversity. A larger proportion of students felt a strong commitment to diversity by UW–Madison was important: 75% of students stated that it was very or extremely important to them and 17% said that it was somewhat important. Only 8% reported it was slightly or not at all important to them that UW–Madison has a strong commitment.

Group Differences

- There were no differences in student responses by student level, full-time status, undergraduate transfer status, or undergraduate residency. Students in the School of Pharmacy reported that UW–Madison was more committed to diversity. Students in the School of Education and the Nelson Institute for Environmental Studies reported UW–Madison's commitment to diversity as more important to them whereas students in the College of Engineering reported it as less important. Undergraduate freshmen and undergraduate new students reported that UW–Madison was more committed to diversity while undergraduate seniors and undergraduate continuing students reported that it was less committed.
- There were no differences in student responses by undergraduate age group or first-generation college status.
- Nonbinary, women, transgender, and LGBTQ+ students reported that UW–Madison was less committed to diversity and that UW–Madison's commitment to diversity was more important to them than their counterparts. International students reported that UW–Madison was more committed to diversity compared to domestic students. Among domestic students, students of color reported that UW–Madison was less committed to diversity and that UW–Madison's commitment to diversity was more important to them compared to their White counterparts. Hispanic and African American/Black students reported that UW–Madison was less committed to diversity and that UW–Madison's commitment to diversity was more important to them. Students of Other/Unknown race, on the other hand, reported that UW–Madison's commitment to diversity was less important to them than their counterparts. Christian and Hindu students reported that UW–Madison was more committed to diversity whereas Other/Multifaith students reported that UW–Madison was less committed. While Christian students reported that UW–Madison's commitment to diversity was less important to them, Hindu, Muslim, and Other/Multifaith students reported it was more important. Students who identified as politically conservative and politically moderate reported that UW–Madison was more committed to diversity and that UW–Madison's commitment to diversity was less important to them. In contrast, students who identified as politically liberal reported that UW–Madison was less committed to diversity and that UW–Madison's commitment to diversity was more important to them. Students with a disability and undergraduate Pell Grant eligible students said that UW–Madison was less committed to diversity. Students with a disability reported that UW–Madison's commitment to diversity was more important to them while veteran students reported it was less important.

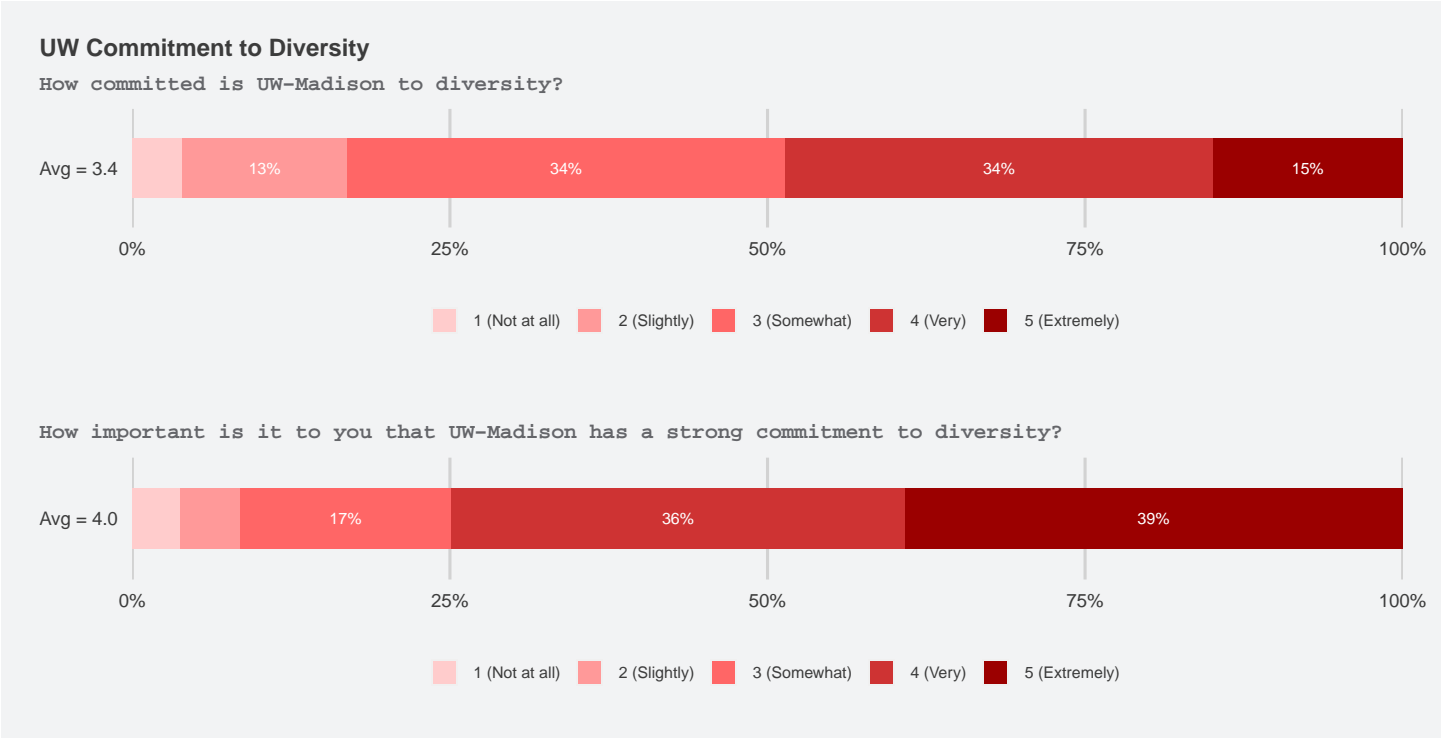
Within-Group Changes

- Within-group changes between 2016 and 2021 were generally limited. Students in the School of Education, African American/Black students, Asian/Asian American students, and Muslim students reported that UW–Madison was more committed to diversity than in 2016 whereas students of Other/Unknown race said that UW–Madison was less committed than in 2016. Students in the College of Agricultural and Life Sciences and nonbinary students reported that UW–Madison's commitment to diversity was more important to them than in 2016 while Asian/Asian American students, Buddhist students, and Muslim students reported it was less important to them than in 2016.

ABOUT THE DATA

On both the 2016 and 2021 surveys, students were asked "How committed is UW–Madison to diversity?" and "How important is it to you that UW–Madison has a strong commitment to diversity?". Response choices to the first question were 1="Not at all committed," 2="Slightly committed," 3="Somewhat committed," 4="Very committed," and 5="Extremely committed." For the second question, response choices were 1="Not at all important," 2="Slightly important," 3="Somewhat important," 4="Very important," and 5="Extremely important." The measures were treated as continuous for analysis.

4.26.1 All UW–Madison (2021)



4.26.2 Survey Year

Survey Year	UW Commitment to Diversity	
	How committed [1:5]	How important [1:5]
Overall		
All Students (2021)	N = 12,104 3.4	N = 12,113 4.0
Survey Year		
2016	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased.

4.26.3 School/College and Student Status

School/College and Student Status	UW Commitment to Diversity	
	How committed [1:5]	How important [1:5]
Overall		
All Students (2021)	<i>N</i> = 12,104 3.4	<i>N</i> = 12,113 4.0
School/College		
ALS - College of Agricultural and Life Sciences	—	—▲
BUS - School of Business	—	—
DCS - Division of Continuing Studies	—	—
EDU - School of Education	—▲	4.3
EGR - College of Engineering	—	3.7
HEC - School of Human Ecology	—	—
IES - Nelson Institute for Environmental Studies	—	4.4
LS - College of Letters and Science	—	—
LAW - Law School	—	—
MED - School of Medicine and Public Health	—	—
NUR - School of Nursing	—	—
PHM - School of Pharmacy	3.7	—
VET - School of Veterinary Medicine	—	—
Student Level		
Undergraduate	—	—
Graduate/Professional	—	—
Special	—	—
Academic Level (Undergraduate)*		
Freshman (<24 credits)	3.8	—
Sophomore (24 to 53 credits)	—	—
Junior (54 to 85 credits)	—	—
Senior (86+ credits)	3.2	—
Full-Time Student (Excluding Special)		
No	—	—
Yes	—	—
New Student (Undergraduate)		
No	3.3	—
Yes	3.7	—
Transfer Student (Undergraduate)		
No	—	—
Yes	—	—
WI Resident (Undergraduate)*		
No	—	—
Yes	—	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n<10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p<0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, **unbolded gray** text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

4.26.4 Student Characteristics

Student Characteristics	UW Commitment to Diversity	
	How committed [1:5]	How important [1:5]
Overall		
All Students (2021)	<i>N</i> = 12,104 3.4	<i>N</i> = 12,113 4.0
Gender		
Man	3.6	3.7
Nonbinary/Gender not Listed	2.7	4.4▲
Woman	3.3	4.3
Transgender*		
No	3.4	4.0
Yes	2.8	4.3
LGBTQ+		
No	3.5	3.9
Yes	3.0	4.4
International		
No (Domestic/Permanent Resident)	3.4	—
Yes (International)	3.7	—
Domestic Race/Ethnicity Summary		
Domestic White (Only)	3.5	3.9
Domestic Student of Color	3.2	4.2
Domestic Race/Ethnicity Detail		
Hispanic (All Races)	3.1	4.2
African American/Black (Only)	2.7▲	4.4
American Indian/Alaska Native (Only)	—	—
Asian/Asian American (Only)	—▲	—▼
Native Hawaiian/Pacific Islander (Only)	S	S
White (Only)	3.5	—
2 or More Races (Non-Hispanic)	—	—
Other/Unknown	—▼	3.3
Religious Views		
Atheist/Agnostic/None (Only)	—	—
Buddhist (Only)	—	—▼
Christian (Only)	3.6	3.8
Hindu (Only)	3.7	4.3
Jewish (Only)	—	—
Muslim (Only)	—▲	4.3▼
Other/Multifaith	3.2	4.2
Political Views		
Conservative	3.8	3.1
Moderate	3.7	3.8
Liberal	3.2	4.3
Other/None	—	—
Age Group (Undergraduate)*		
25 Years or Older	—	—
Less than 25 Years	—	—
Disability		
No	3.5	4.0
Yes	3.1	4.3
Veteran*		
No	—	4.0
Yes	—	3.6
First-Generation College		
No	—	—
Yes	—	—
Pell Grant Eligible (Undergraduate)*		
No	3.5	—
Yes	3.3	—

Note: N/A=Not applicable, U=Uncollected, S=Suppressed ($n < 10$). Means for All Students (2021) are displayed for comparison. In other cases, only statistically significant differences of means ($p < 0.05$) with Cohen's d (continuous) or Cohen's h (dichotomous) of at least 0.20 are displayed. **Bolded black** text indicates less positive response, unbolded gray text more positive response. Up arrows (▲) indicate average significantly increased (Cohen's d or h of at least 0.20) from 2016 to 2021, and down arrows (▼) indicate average decreased. *Variable not included in 2016; no time comparison.

Appendix A Survey Question Detail

Variable	Question Detail	
4.1 Overall Climate Satisfaction		
BA01	<i>Thinking about this semester overall, how satisfied are you with the campus climate at UW–Madison?</i> [1:5]	Link
4.2 General Feelings on Campus		
BB01	<i>Thinking about this semester on campus, overall, how often do you feel...?</i> - Welcome [1:5]	Link
BB02	<i>Thinking about this semester on campus, overall, how often do you feel...?</i> - Respected [1:5]	Link
BB03	<i>Thinking about this semester on campus, overall, how often do you feel...?</i> - Excluded [1:5]	Link
BB04	<i>Thinking about this semester on campus, overall, how often do you feel...?</i> - Safe [1:5]	Link
BB05	<i>Thinking about this semester on campus, overall, how often do you feel...?</i> - Like you belong [1:5]	Link
4.3 Connection		
BD01	<i>How often do you feel connected to...?</i> - Your Peers [1:5]	Link
BD02	<i>How often do you feel connected to...?</i> - UW–Madison [1:5]	Link
4.4 Study and Work Groups for Class		
CA01	<i>In study groups or during group project work for a class, how often do you feel...?</i> - Respected [1:5]	Link
CA02	<i>In study groups or during group project work for a class, how often do you feel...?</i> - Included [1:5]	Link
4.5 Respected in Class		
CC01	<i>How much do you feel your comments and questions are respected in your classes by...?</i> - Teaching Assistants [1:5]	Link
CC02	<i>How much do you feel your comments and questions are respected in your classes by...?</i> - Faculty or Instructors [1:5]	Link
CC03	<i>How much do you feel your comments and questions are respected in your classes by...?</i> - Other Students [1:5]	Link
4.6 Comfort Approaching Instructors		
CD01	<i>How comfortable do you feel approaching your ... with questions or concerns?</i> - Teaching Assistants [1:5]	Link
CD02	<i>How comfortable do you feel approaching your ... with questions or concerns?</i> - Faculty or Instructors [1:5]	Link
4.7 Expected to Represent Identity Point of View in Class		
CE01	<i>This semester, how often have you felt expected to represent the point of view of your identity in your classes?</i> [1:5]	Link
CE02	<i>How do you feel about being expected to represent the point of view of your identity?</i> [1:7]	Link
4.8 Research Setting		
DB01	<i>This semester, how welcome do you feel in your research lab, research group, or your work with faculty or research staff?</i> [1:5]	Link
DC01	<i>This semester, how respected do you feel by the following people in your lab or group?</i> - Research or Lab Leaders [1:5]	Link
DC02	<i>This semester, how respected do you feel by the following people in your lab or group?</i> - Other Students [1:5]	Link
4.9 Undergraduate Ethnic Studies Course		
EB01	<i>How useful was your ethnic studies course at encouraging you to...?</i> - Value diversity [1:5]	Link
EB02	<i>How useful was your ethnic studies course at encouraging you to...?</i> - Notice and manage biases [1:5]	Link
EB03	<i>How useful was your ethnic studies course at encouraging you to...?</i> - Be sensitive to others' perspectives [1:5]	Link
4.10 Instructional Accommodation - Religious		
FA02	<i>This semester, how often were your requests for accommodations granted for your religious observance?</i> [1:5]	Link
FA03	<i>This semester, how effective were the accommodations made for you for your religious observance?</i> [1:5]	Link
4.11 Instructional Accommodation - Disability		
FB02	<i>This semester, how often were your requests for accommodations granted for your disability?</i> [1:5]	Link
FB03	<i>This semester, how effective were the accommodations made for you for your disability?</i> [1:5]	Link
4.12 Respected by Others - Academic		
GA01	<i>This semester, how respected do you feel by...?</i> - Your academic advisor(s) [1:5]	Link
GB01	<i>This semester, how respected do you feel by...?</i> - Your faculty advisor(s) [1:5]	Link
GB02	<i>This semester, how respected do you feel by...?</i> - Students in courses you instruct [1:5]	Link
4.13 Comfort Contacting UWPD		
HA01	<i>How comfortable would you feel contacting the UW–Madison Police Department if you had a problem?</i> [1:5]	Link
4.14 Spending Time with Others Outside of Class		
IA01	<i>This semester, how often have you spent time with people from the following groups outside of class?</i> - Students who are of a race or ethnicity other than your own [1:5]	Link
IA02	<i>This semester, how often have you spent time with people from the following groups outside of class?</i> - Students who have a sexual orientation other than your own [1:5]	Link
IA03	<i>This semester, how often have you spent time with people from the following groups outside of class?</i> - Students who have religious or spiritual beliefs other than your own [1:5]	Link

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Variable	Question Detail	
IA04	<i>This semester, how often have you spent time with people from the following groups outside of class? - Students who have political views other than your own [1:5]</i>	Link
IA05	<i>This semester, how often have you spent time with people from the following groups outside of class? - Students who are from a country other than your own [1:5]</i>	Link
IA06	<i>This semester, how often have you spent time with people from the following groups outside of class? - Students who are from a social class or economic status other than your own [1:5]</i>	Link
4.15 Finding Others to Study and Socialize		
IB01	<i>This semester, how often have you been able to find people you feel comfortable...? - Studying with [1:5]</i>	Link
IB02	<i>This semester, how often have you been able to find people you feel comfortable...? - Socializing with [1:5]</i>	Link
4.16 Thinking of Leaving UW		
JA01	<i>This semester, have you seriously considered leaving UW–Madison? [0=N,1=Y]</i>	Link
JB01	<i>Was the campus climate or culture at UW–Madison an important reason why you considered leaving? [0=N,1=Y]</i>	Link
4.17 How Respectfully are Students Like You Treated		
KA01	<i>How respectfully are students like you treated at UW–Madison? [1:5]</i>	Link
4.18 How Respectfully Others are Treated		
KB01	<i>How respectfully are the following groups of students treated at UW–Madison? - Female students [1:5]</i>	Link
KB02	<i>How respectfully are the following groups of students treated at UW–Madison? - Male students [1:5]</i>	Link
KB09	<i>How respectfully are the following groups of students treated at UW–Madison? - Transgender students [1:5]</i>	Link
KB08	<i>How respectfully are the following groups of students treated at UW–Madison? - LGBTQ students [1:5]</i>	Link
KB03	<i>How respectfully are the following groups of students treated at UW–Madison? - Black or African American students [1:5]</i>	Link
KB04	<i>How respectfully are the following groups of students treated at UW–Madison? - Hispanic, Latino, or Latina students [1:5]</i>	Link
KB05	<i>How respectfully are the following groups of students treated at UW–Madison? - Asian or Asian American students [1:5]</i>	Link
KB06	<i>How respectfully are the following groups of students treated at UW–Madison? - American Indian or Alaska Native Students [1:5]</i>	Link
KB07	<i>How respectfully are the following groups of students treated at UW–Madison? - White or Caucasian students [1:5]</i>	Link
KB16	<i>How respectfully are the following groups of students treated at UW–Madison? - International students [1:5]</i>	Link
KB20	<i>How respectfully are the following groups of students treated at UW–Madison? - Students who have accents or for whom English is not their first language [1:5]</i>	Link
KB11	<i>How respectfully are the following groups of students treated at UW–Madison? - Jewish students [1:5]</i>	Link
KB12	<i>How respectfully are the following groups of students treated at UW–Madison? - Muslim students [1:5]</i>	Link
KB13	<i>How respectfully are the following groups of students treated at UW–Madison? - Christian students [1:5]</i>	Link
KB14	<i>How respectfully are the following groups of students treated at UW–Madison? - Students of other religions [1:5]</i>	Link
KB15	<i>How respectfully are the following groups of students treated at UW–Madison? - Atheist students [1:5]</i>	Link
KB17	<i>How respectfully are the following groups of students treated at UW–Madison? - Students with right-leaning or conservative political views [1:5]</i>	Link
KB18	<i>How respectfully are the following groups of students treated at UW–Madison? - Students with left-leaning or liberal political views [1:5]</i>	Link
KB10	<i>How respectfully are the following groups of students treated at UW–Madison? - Students with disabilities [1:5]</i>	Link
KB19	<i>How respectfully are the following groups of students treated at UW–Madison? - Students from a low-income background [1:5]</i>	Link
4.19 How Inclusive is UW–Madison		
KD01	<i>How inclusive is UW–Madison to all students regardless of their...? - Gender or gender identity [1:5]</i>	Link
KD02	<i>How inclusive is UW–Madison to all students regardless of their...? - Sexual orientation or preference [1:5]</i>	Link
KD03	<i>How inclusive is UW–Madison to all students regardless of their...? - Race or ethnicity [1:5]</i>	Link
KD04	<i>How inclusive is UW–Madison to all students regardless of their...? - Nationality or citizenship [1:5]</i>	Link
KD05	<i>How inclusive is UW–Madison to all students regardless of their...? - Religious beliefs or customs [1:5]</i>	Link
KD06	<i>How inclusive is UW–Madison to all students regardless of their...? - Political views or affiliations [1:5]</i>	Link
KD07	<i>How inclusive is UW–Madison to all students regardless of their...? - Abilities or disabilities [1:5]</i>	Link
4.20 Hostile, Harassing, Intimidating Behavior (HHIB) - Summary		
LA01C1	<i>At UW–Madison, have you ever personally witnessed anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were not the target of the behavior? - Ever [0=N,1=Y]</i>	Link
LA01C2	<i>At UW–Madison, have you ever personally witnessed anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were not the target of the behavior? - This Semester [0=N,1=Y]</i>	Link
LB01C1	<i>At UW–Madison, have you ever personally experienced anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were the target of the behavior? - Ever [0=N,1=Y]</i>	Link
LB01C2	<i>At UW–Madison, have you ever personally experienced anything that you would consider to be an act of hostile, harassing, or intimidating behavior where you were the target of the behavior? - This Semester [0=N,1=Y]</i>	Link

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Variable	Question Detail	
4.21 Hostile, Harassing, Intimidating Behavior (HHIB) - Detail		
LD01	<i>In addition to you, were any of the following people also the target of the incident?</i> - Another student [0=N,1=Y]	Link
LD02	<i>In addition to you, were any of the following people also the target of the incident?</i> - Teaching assistant [0=N,1=Y]	Link
LD03	<i>In addition to you, were any of the following people also the target of the incident?</i> - A faculty member or instructor [0=N,1=Y]	Link
LD04	<i>In addition to you, were any of the following people also the target of the incident?</i> - Advisor [0=N,1=Y]	Link
LD05	<i>In addition to you, were any of the following people also the target of the incident?</i> - Other university employee [0=N,1=Y]	Link
LD06	<i>In addition to you, were any of the following people also the target of the incident?</i> - A stranger [0=N,1=Y]	Link
LD07	<i>In addition to you, were any of the following people also the target of the incident?</i> - Unknown [0=N,1=Y]	Link
LD08	<i>In addition to you, were any of the following people also the target of the incident?</i> - Other [0=N,1=Y]	Link
LE01	<i>Who committed the incident?</i> - Another student [0=N,1=Y]	Link
LE02	<i>Who committed the incident?</i> - Teaching assistant [0=N,1=Y]	Link
LE03	<i>Who committed the incident?</i> - A faculty member or instructor [0=N,1=Y]	Link
LE04	<i>Who committed the incident?</i> - Advisor [0=N,1=Y]	Link
LE05	<i>Who committed the incident?</i> - Other university employee [0=N,1=Y]	Link
LE06	<i>Who committed the incident?</i> - A stranger [0=N,1=Y]	Link
LE07	<i>Who committed the incident?</i> - Unknown [0=N,1=Y]	Link
LE08	<i>Who committed the incident?</i> - Other [0=N,1=Y]	Link
LF01	<i>What do you think was the reason for the incident?</i> - Race or ethnicity [0=N,1=Y]	Link
LF02	<i>What do you think was the reason for the incident?</i> - Sexual orientation [0=N,1=Y]	Link
LF03	<i>What do you think was the reason for the incident?</i> - Gender [0=N,1=Y]	Link
LF04	<i>What do you think was the reason for the incident?</i> - Gender identity [0=N,1=Y]	Link
LF05	<i>What do you think was the reason for the incident?</i> - Disability [0=N,1=Y]	Link
LF06	<i>What do you think was the reason for the incident?</i> - Religion or belief systems [0=N,1=Y]	Link
LF07	<i>What do you think was the reason for the incident?</i> - Political beliefs [0=N,1=Y]	Link
LF08	<i>What do you think was the reason for the incident?</i> - Socioeconomic status [0=N,1=Y]	Link
LF09	<i>What do you think was the reason for the incident?</i> - Speaking a language other than English or having an accent [0=N,1=Y]	Link
LF10	<i>What do you think was the reason for the incident?</i> - National origin [0=N,1=Y]	Link
LF11	<i>What do you think was the reason for the incident?</i> - Non-group related [0=N,1=Y]	Link
LF12	<i>What do you think was the reason for the incident?</i> - Don't know [0=N,1=Y]	Link
LF13	<i>What do you think was the reason for the incident?</i> - Other [0=N,1=Y]	Link
LG01	<i>Where did the incident occur?</i> - Classroom, including online discussions and messages [0=N,1=Y]	Link
LG02	<i>Where did the incident occur?</i> - Faculty or staff office [0=N,1=Y]	Link
LG03	<i>Where did the incident occur?</i> - University residence hall [0=N,1=Y]	Link
LG04	<i>Where did the incident occur?</i> - Fraternity or sorority house [0=N,1=Y]	Link
LG05	<i>Where did the incident occur?</i> - Other off-campus residence hall or housing [0=N,1=Y]	Link
LG06	<i>Where did the incident occur?</i> - Campus bus [0=N,1=Y]	Link
LG07	<i>Where did the incident occur?</i> - Sporting event on campus [0=N,1=Y]	Link
LG08	<i>Where did the incident occur?</i> - Dining hall [0=N,1=Y]	Link
LG09	<i>Where did the incident occur?</i> - Memorial Union or Union South [0=N,1=Y]	Link
LG10	<i>Where did the incident occur?</i> - Memorial Library, College Library, or other University library [0=N,1=Y]	Link
LG11	<i>Where did the incident occur?</i> - Campus recreation or exercise facility [0=N,1=Y]	Link
LG12	<i>Where did the incident occur?</i> - Student organization office or event [0=N,1=Y]	Link
LG13	<i>Where did the incident occur?</i> - State Street [0=N,1=Y]	Link
LG14	<i>Where did the incident occur?</i> - Langdon Street [0=N,1=Y]	Link
LG15	<i>Where did the incident occur?</i> - Social media [0=N,1=Y]	Link
LG16	<i>Where did the incident occur?</i> - Other [0=N,1=Y]	Link
LH01	<i>How much did this incident impact your ability to learn at UW–Madison?</i> [1:5]	Link
LI01	<i>Did you report the incident?</i> [0=N,1=Y]	Link
LI14	<i>How satisfied were you with how the report was handled?</i> [1:7]	Link
LI03	<i>Who did you report the incident to?</i> - Faculty member or Instructor [0=N,1=Y]	Link
LI04	<i>Who did you report the incident to?</i> - Department Chair [0=N,1=Y]	Link
LI05	<i>Who did you report the incident to?</i> - Teaching Assistant [0=N,1=Y]	Link
LI06	<i>Who did you report the incident to?</i> - House Fellow [0=N,1=Y]	Link
LI07	<i>Who did you report the incident to?</i> - Bias Response Team [0=N,1=Y]	Link
LI08	<i>Who did you report the incident to?</i> - UW–Madison Police Department [0=N,1=Y]	Link
LI09	<i>Who did you report the incident to?</i> - Dean of Students Office [0=N,1=Y]	Link

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Variable	Question Detail	
LI10	Who did you report the incident to? - University Health Services Counseling Center [0=N,1=Y]	Link
LI11	Who did you report the incident to? - Multicultural Student Center [0=N,1=Y]	Link
LI12	Who did you report the incident to? - LGBTQ+ Campus Center [0=N,1=Y]	Link
LI13	Who did you report the incident to? - Other [0=N,1=Y]	Link
4.22 Tools to Respond to Hostile, Harassing, Intimidating Behavior (HHIB)		
MA01	How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors? [1:5]	Link
4.23 Value Importance to Future Success		
NA01	How much do the following matter to an individual's future success? - Valuing diversity [1:5]	Link
NA02	How much do the following matter to an individual's future success? - Noticing and managing biases [1:5]	Link
NA03	How much do the following matter to an individual's future success? - Being sensitive to others' perspectives [1:5]	Link
4.24 Thinking Seriously and Analytically about Diversity		
NB01	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Race and ethnicity [1:5]	Link
NB02	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Gender identity [1:5]	Link
NB03	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Sexual orientation [1:5]	Link
NB04	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Disability [1:5]	Link
NB05	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Religion or belief systems [1:5]	Link
NB06	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Political beliefs [1:5]	Link
NB07	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Social class or economic status [1:5]	Link
NB08	How much has your experience at UW–Madison encouraged you to think seriously and analytically about...? - Other cultures outside of the US [1:5]	Link
4.25 Creating a Welcoming Environment		
NC01	How often do you try to create a welcoming environment for other students here at UW–Madison? [1:5]	Link
4.26 UW Commitment to Diversity		
OA01	How committed is UW–Madison to diversity? [1:5]	Link
OB01	How important is it to you that UW–Madison has a strong commitment to diversity? [1:5]	Link