# The following questions are aimed at checking if there is a discrepancy of perception between members of different groups.

(Binary response: agree or disagree)

1. I consider myself to be a minority with respect to gender (i.e. non cis-male identity).
2. I consider myself to be a minority with respect to race/ethnicity.
3. I consider myself to have a form of disability (including non-physical disability such as learning or communication disabilities), with or without official diagnosis.
4. I have alreadyadvanced to candidacy

# For the following questions, please think about your own overall experience in and impression of your home department. It is okay if you can’t think of specific examples to back them up.

On a scale from 1 (completely disagree) to 3 (neutral) to 5 (completely agree)

1. If I have climate related concerns, I feel confident that I can find allies within my department, and that the issue will be handled openly and fairly.
2. I feel my individuality is properly respected.
3. I am satisfied with the degree of diversity of faculty members within my department.
4. I am satisfied with the degree of diversity of the student body within my department.
5. Whenever I ask a question during seminar or colloquium, I feel like I’m being judged by others in the room.
6. I am constantly worried about not being as good as others in the department.
7. I feel like a substantive portion of my self-worth is dependent on how well I perform academically.
8. I think the department treats its graduate students fairly, and I can always work out what the reasons are behind how a particular student is treated.
9. I feel comfortable discussing personal or medical issues with faculty, especially as they relate to the need for academic accommodations.
10. There are certain faculty members with whom I am uncomfortable speaking about my work.
11. I am uncomfortable speaking with most faculty members about my work.
12. I do not feel like I belong to this department.
13. I am knowledgeable of the relevant information concerning my progress within the department and how it’s assessed.
14. While they may not always succeed, most faculty members try to understand students from their point of view.
15. During seminars, a female student’s comment carries less weight than a male student’s comment, even if they speak for the same amount of time.
16. On average, a female student spends at least as much time speaking as a male student in seminars.
17. Seminar discussions would benefit from more active faculty moderation. That is, the current level of moderation is insufficient.
18. Faculty talk about philosophy with female graduate students less frequently than with male graduate students.
19. Some faculty treat students whom they perceive to be less skilled unfairly, in a way that negatively affects those students' philosophical development.
20. Staff members treat and share resources among students fairly.

# For the following questions, please try to recall specific incidents, rather than using general impression.

On a scale from 1 (never) to 3 (occasionally) to 5 (all the time)

1. I have personally experienced discriminatory remarks or behavior by a faculty member because of my gender/race/disability/sexual orientation.
2. I have witnessed another person receiving discriminatory remarks or behavior by a faculty member because of their gender/race/disability/sexual orientation.
3. I have personally experienced discriminatory remarks or behavior by another graduate student because of my gender/race/disability/sexual orientation.
4. I have witnessed another person receiving discriminatory remarks or behavior by a graduate student because of their gender/race/disability/sexual orientation.

# The following questions are aimed at assessing the degree to which the department or school has prepared you to deal with climate-related problems. Please try to answer as honestly as possible.

On a scale from 1 (completely disagree) to 3 (neutral) to 5 (completely agree)

1. I feel confident in my ability to identify problematic situations and to intervene appropriately.
2. If I encounter climate related issues, I know who I should seek help from, as well as how it will be handled.
3. I often have trouble deciding if a particular problem is climate related, or whether a particular behavior counts as discrimination.

# The following questions assess your stress level. Please answer truthfully even if you think your stress is unrelated to your academic life.

On a scale from 1 (never) to 3 (sometimes) to 5 (all the time)

1. In the last month, how often do you feel like you are able to control the important outcomes in your life through ability and effort?
2. In the last month, how often have you felt that you could not cope with all the things you had to do?
3. In the last month, how often have you felt confident about your ability to handle your personal or professional problems?
4. In the last month, how often have you felt nervous and “stressed”?
5. In the last month, how often have you been angered or frustrated by things that were outside of your control?

Coding:

These questions should be reverse scored: 9, 10, 11, 14, 15, 16, 19, 21, 22, 23, 31, 32, 34

For questions 5-24 (after reverse scoring), higher number means more positive experience.

For questions 32-36(after reverse scoring), higher number means greater stress.

Recommended subscales:

Perceived allyship: 5,13,14,15,18

Perceived fairness: 12,19,20,22,23

Academic confidence: 9,10,11

Comfort: 6,16

Stress: 32-36