

S1 appendix for

The upside to depression: Undergraduates benefit from an instructor revealing depression in a large-enrollment physiology course

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Copy of survey questions analyzed

At different points in the semester, your instructor revealed that she had depression. To what extent do you remember your instructor saying that she had depression?

- ☐ Do not remember at all
- ☐ Remember somewhat clearly
- ☐ Remember very clearly

Having my physiology instructor reveal her depression:

- ☐ Had a negative impact on my experience in Physiology
- ☐ Had a moderately negative impact on my experience in Physiology
- ☐ Had a slightly negative impact on my experience in Physiology
- ☐ Had no impact on my experience in Physiology
- ☐ Had a slightly positive impact on my experience in Physiology
- ☐ Had a moderately positive impact on my experience in Physiology
- ☐ Had a very positive impact on my experience in Physiology

Please explain why having your instructor reveal her depression had a very negative impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had a moderately negative impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had a slightly negative impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had no impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had a slightly positive impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had a moderately positive impact on your experience in Physiology:

Please explain why having your instructor reveal her depression had a very positive impact on your experience in Physiology:

To what extent do you agree with the following statement about any STEM (Science, Technology, Engineering and Mathematics) instructors who have depression:

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I think it is completely appropriate for instructors to reveal that they have depression in the classroom:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain why you think it is appropriate for instructors to reveal depression in the classroom: _____

Please explain why you think it is not appropriate for instructors to reveal depression in the classroom: _____

Student-instructor connectedness (adapted 3 items from the student-instructor rapport scale) (Lammers & Gillaspay Jr, 2013)

My physiology instructor revealing her depression caused me to feel as though she understands me as a person

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew had she depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though she cares about me

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though she respects me

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression

o much less than before I knew she had depression

Instructor approachability

My physiology instructor revealing her depression caused me to feel as though I can ask her questions in class

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though I can talk to her about physiology

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though I can talk with her about life and/or personal experiences

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

Inclusiveness of physiology course

My physiology instructor revealing her depression caused me to feel as though the physiology class is a judgment-free zone

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though the physiology class is an inclusive space

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though the physiology class is an accepting space

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

Normalizing/destigmatizing depression

My physiology instructor revealing her depression caused me to feel as though it's common to have depression

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though it's not shameful to have depression

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though someone can have depression and be successful

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

Representation of depression in science

My physiology instructor revealing her depression caused me to realize that scientists struggle with depression

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression
- o about the same as before I knew she had depression
- o somewhat less than before I knew she had depression
- o much less than before I knew she had depression

My physiology instructor revealing her depression caused me to realize that you can be a scientist and struggle with depression

- o much more than before I knew she had depression
- o somewhat more than before I knew she had depression

- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me realize that it's possible to have depression and be successful in science

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

Student class belonging (adapted 2 item scale from perceived cohesion scale) (Bollen & Hoyle, 1990)

My physiology instructor revealing her depression caused me to feel that I am a member of my physiology course

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to see myself as part of my physiology course

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

Student class morale (adapted 3 item scale from perceived cohesion scale) (Bollen & Hoyle, 1990)

My physiology instructor revealing her depression caused me to be enthusiastic about my physiology course

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel happy to be at my college or university

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression

☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though this physiology course is one of the best courses for me

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

Student science belonging (adapted 2 item scale from perceived cohesion scale) (Bollen & Hoyle, 1990)

My physiology instructor revealing her depression caused me to feel that I am a member of the scientific community

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to see myself as part of the scientific community

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

Student science morale (adapted 2 item scale from perceived cohesion scale) (Bollen & Hoyle, 1990)

My physiology instructor revealing her depression caused me to be enthusiastic about the scientific community

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel happy to be a part of the scientific community

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

My physiology instructor revealing her depression caused me to feel as though the scientific community is one of the best communities for me

- ☐ much more than before I knew she had depression
- ☐ somewhat more than before I knew she had depression
- ☐ about the same as before I knew she had depression
- ☐ somewhat less than before I knew she had depression
- ☐ much less than before I knew she had depression

We hope that all students can feel welcome in our classroom, and we are always working to make the classroom more inclusive and more like a community. Getting to know you and learning more about who you are helps us understand how we can create a better learning environment. Please answer the following questions. If you feel uncomfortable answering a question, you can decline, and this will not negatively impact you or your grades at all in this course.

I most closely identify as

- ☐ Man
- ☐ Woman
- ☐ Non-binary
- ☐ Other, please describe _____
- ☐ Prefer not to say

I most closely identify as

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latinx
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ More than one race/ethnicity
- ☐ Other, please describe _____
- ☐ Prefer not to say

Do you identify as a member of the LGBTQIA* community? *lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/aromantic

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Over the last 2 weeks, how often have you been bothered by any of the following problems?

	Not at all (0)	Several days (1)	More than half the days (2)	Nearly every day (3)
Little interest or pleasure in doing things?	0	0	0	0
Feeling down, depressed, or hopeless?	0	0	0	0

Trouble falling or staying asleep, or sleeping too much?	0	0	0	0
Feeling tired or having little energy?	0	0	0	0
Poor appetite or overeating?	0	0	0	0
Feeling bad about yourself — or that you are a failure or have let yourself or your family down?	0	0	0	0
Trouble concentrating on things, such as reading the newspaper or watching television?	0	0	0	0
Moving or speaking so slowly that other people could have noticed? Or so fidgety or restless that you have been moving a lot more than usual?	0	0	0	0
Thoughts that you would be better off dead, or thoughts of hurting yourself in some way?	0	0	0	0

Table S1 (Finding 2): Copy of coding rubric for reasons why students perceive a STEM instructor revealing depression in class is appropriate

Reasons why students perceive a STEM instructor revealing depression in class is appropriate		
Category	Category description	% (N) N=256
Humanizes or makes it easier to connect with the instructor	Students perceive revealing depression is appropriate because it makes the instructor more approachable, builds relationships and trust. Student feels more likely to connect to the instructor on a more personal level. Student might reference seeing the professor as more like a person, more relatable, understandable/understanding, trustworthy, and/or caring. A common example was feeling more comfortable asking for accommodations for mental health accommodations.	50% (128)
Destigmatizes or normalizes depression	Students perceive revealing depression is appropriate because it helps destigmatize/normalize depression. Participants may also state the importance of speaking out/being open about it because it can encourage others to seek help or save people's life.	36.7% (94)

Supports the freedom to share at the instructor's discretion	Students perceive revealing depression is appropriate because they support the instructors right to reveal it if they want and it's completely up to them to share if they are comfortable, or think it's important or helps them.	16.4% (42)
Supports revealing only in certain circumstances or contexts	Students perceive it is appropriate for instructor to reveal only in certain circumstances, environments, contexts, needs to be shared in the right approach, appropriate time, relating it to course material.	13.7% (35)
Mitigates loneliness	Students perceive it is appropriate because it makes students feel less alone. This includes explicit references to "less alone" or "not alone," and also "not the only one."	12.9% (33)
Creates an inviting class environment	Students perceive it is appropriate because it makes students feel more comfortable, in a safe and inclusive space, in an environment that cares about students.	10.2% (26)
Serves as a role model of someone who had depression that can be successful	Students perceive it is appropriate because it is inspirational and shows that someone can still be successful even if they struggle with mental health. They might include overt references to the instructor's successfulness, accomplishments, or overcoming hardship and references like "looking up to," "showing me how" (in positive, personal, affective terms), "admiring," "being inspired by."	9.4% (24)

Table S2 (Findings 2): Copy of coding rubric for reasons why students perceive a STEM instructor revealing depression in class is inappropriate

Reasons why students perceive a STEM instructor revealing depression in class is inappropriate		
Category	Category description	% (N) N=14
Insignificant or irrelevant to reveal	Students perceive revealing depression is inappropriate because it is too personal, something about which the student does not care, and/or not relevant for students to know because it does not relate to the class and/or affect the instructor's teaching.	64.3% (9)
Inappropriate setting in which to reveal	Students perceive revealing depression is inappropriate because depression is a topic that should not be discussed in a professional setting, same as politics, religion race etc.	21.4% (3)
Normalizes Depression	Students perceive revealing depression is inappropriate because it makes students feel like it is okay to deal with depression when there are simple fixes to help instead.	14.3% (2)

Uncommon to reveal	Students perceive revealing depression is inappropriate because it is not common to reveal.	14.3% (2)
Discouraging to reveal	Students perceive revealing depression is inappropriate because it might be discouraging.	7.1% (1)

Table S3 (Finding 3): Copy of coding rubric for reasons why students perceive the instructor revealing her depression had a positive impact on their experience in the class

Reasons why students perceive the instructor revealing her depression had a positive impact on their experience in the class		
Category	Category description	% (N) N=185
Humanizes or makes it easier to connect with the instructor	Students perceive revealing depression had a positive impact because it makes the instructor more like a person, relatable, or understanding. It makes the instructor more approachable, builds relationships/trust, and students feel comfortable connecting on a personal level.	60% (111)
Destigmatizes or normalizes depression	Students perceive revealing depression had a positive impact because it helps destigmatize or normalize depression. Students may also state the importance of speaking out/being open about it because it can encourage others to seek help or save people's life.	38.3% (71)
Serves as a role model of someone who had depression that can be successful	Students perceive revealing depression had a positive impact because it was inspirational and shows that someone can still be successful even if they struggle with mental health. This might include overt references to the instructor's successfulness, accomplishments, or overcoming hardship and references like "looking up to," "showing me how" (in positive, personal terms and not with regard to class content), "admiring," "being inspired by".	12.4% (23)
Creates an inviting class environment	Students perceive revealing depression had a positive impact because it makes students feel more comfortable, in a safe and inclusive space, in an environment that cares about students.	11.3% (21)
Mitigates loneliness	Students perceive revealing depression had a positive impact because it makes students feel less alone. This includes explicit references to "less alone" or "not alone," and also "not the only one."	10.8% (20)
Improves Learning	Students perceive revealing depression had a positive impact because they felt it helped them learn or remember class content, and/or increased motivation in class.	5.4% (10)

Table S4 (Finding 3): Copy of coding rubric for reasons why students perceive the instructor revealing her depression had no impact on their experience in class

Reasons why students perceive the instructor revealing her depression had no impact on their experience in class		
Category	Description	Percent (n=57)
No effect on experience	Students perceive revealing depression had no impact because it did not affect their experience of the class, their education, and/or learning outcomes.	60.0% (33)
No impact on learning, but other positive impacts	Students perceive revealing depression had no impact because it did not affect their learning or classroom experience, but indicate other, primarily personal, positive impacts.	21.8% (12)
No effect on teaching	Students perceive revealing depression had no impact because it had no effect on instructor's excellent teaching or ability to teach.	18.1% (10)
Insignificant or irrelevant	Students perceive revealing depression had no impact because it did not matter and/or was not relevant, no correlation with course content, did not care. Students did not provide additional specifics on the classroom or their learning experience, but expressed a more general sense of irrelevance or apathy regarding the reveal	16.3% (9)
No impact on themselves, but positive impacts on other students	Students perceive revealing depression had no impact because they were not personally affected but ascribe positive impacts to other students, i.e., perhaps it helped other students relate and feel comfortable in the course.	12.7% (7)
Does not struggle with depression	Students perceive revealing depression had no impact because they never struggled with depression personally.	9.0% (5)
Struggles with depression	Students perceive revealing depression had no impact but student does identify with having depression	5.4% (3)

Table S5 (Finding 3): All three responses as to reasons why students perceive the instructor revealing her depression had a negative impact on their experience in class

All three responses as to reasons why students perceive the instructor revealing her depression had a negative impact on their experience in class (N=3)
<p>“I feel like negative is not the perfect word here, because obviously someone having depression is not something to use against them and I don’t think her having it had affected my learning, but I feel like as someone who struggles as well and does not enjoy talking about the topic it was not always my favorite experience to relate mental illness to what we were learning about. Additionally, I felt like it made me feel inadequate when I was struggling to get my work done in the class, I felt like ‘oh well I should be able to do this work if [the instructor] can do it and we struggle in similar ways”</p>
<p>“Because it isn't necessary and does not make me feel closer or more connected to the teacher. Instead, it makes me feel the opposite.”</p>
<p>“Normalizing depression is encouraging feeling a negative emotion. Stating a problem without a solution does not help anyone. Simply saying ‘medications help me’ does not address the issue. You remove weeds by the roots not by the stem. I'm not against talking about mental health struggles, but I am against not providing other helpful solutions or just relying on medication. Depression is too serious of a conversation to have in a lecture hall of hundreds of people. Establishing a connection is almost impossible, but I do appreciate the openness and willing to talk.”</p>

Table S6 (Finding 1): Output of logistic regression testing whether demographics predicted whether a student remembered the instructor revealing her depression^a.

	Estimate	Std. Error	z value	p value	Odds Ratio
(Intercept)	2.591	0.555	4.669	0	13.341
Woman/non-binary	0.608	0.471	1.292	0.196	1.837
Asian	-0.844	0.59	-1.432	0.152	0.43
PEER	-0.826	0.559	-1.479	0.139	0.438
LGBTQ+	0.409	0.672	0.609	0.543	1.506
PHQ-9 total	-0.017	0.038	-0.455	0.649	0.983

^aModel: remember.binary (yes/no) ~ gender.clean + race.clean + lgbtq.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S7 (Finding 2): Output of ordinal regression testing whether demographics predicted extent to which students agree that it's appropriate for a STEM instructor to reveal depression^a.

	Estimate	Std. Error	t value	p value	Odds_Ratio
Woman/non-binary	0.389	0.263	1.479	0.139	1.475
Asian	0.107	0.312	0.343	0.732	1.113
PEER	-0.034	0.301	-0.113	0.91	0.967
LGBTQ+	0.862	0.376	2.296	0.022	2.369
PHQ-9 total	0.054	0.022	2.428	0.015	1.055
somewhat.disagree somewhat.agree	-2.191	0.381	-5.745	0	0.112
somewhat.agree agree	-0.862	0.301	-2.863	0.004	0.422
agree strongly.agree	0.801	0.294	2.722	0.006	2.229

^aModel: polr(formula = appropriate (somewhat disagree|somewhat agree|agree|strongly agree) ~ gender.clean + race.clean + lgbtq.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S8 (Finding 3): Output of ordinal regression testing whether demographics predicted the extent the instructor revealing depression positively affected them^a.

	Estimate	Std. Error	t value	p value	Odds Ratio
Woman/non-binary	0.412	0.267	1.544	0.123	1.509
Asian	0.303	0.306	0.991	0.322	1.355
PEER	0.602	0.301	2.003	0.045	1.827
LGBTQ+	0.622	0.33	1.886	0.059	1.863
PHQ-9 total	0.056	0.021	2.69	0.007	1.057

no.impact slight.positive	-0.17	0.297	-0.574	0.566	0.843
slight.positive mod.positive	0.661	0.298	2.217	0.027	1.937
mod.positive very.positive	1.904	0.324	5.884	0	6.714

^aModel: polr(formula = impact (no impact|slightly positive|moderately positive|very positive) ~ gender.clean + race.clean + lgbtq.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S9 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “humanizes” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	0.369	0.318	1.159	0.246	1.446
Asian	0.419	0.395	1.062	0.288	1.521
PEER	0.382	0.367	1.042	0.298	1.466
PHQ-9 total	-0.072	0.025	-2.889	0.004	0.93

^aModel: glm(formula = humanizes (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S10 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “destigmatizes” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	-0.192	0.319	-0.604	0.546	0.825
Asian	0.111	0.39	0.285	0.775	1.118
PEER	-0.175	0.37	-0.473	0.636	0.839
PHQ-9 total	-0.026	0.024	-1.08	0.28	0.974

^aModel: glm(formula = destigmatizes (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S11 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “role model” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	-2.654	0.528	-5.023	0	0.07
Asian	-1.365	0.816	-1.674	0.094	0.255
PEER	0.241	0.507	0.476	0.634	1.273
PHQ-9 total	0.076	0.036	2.107	0.035	1.079

^aModel: glm(formula = role model (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S12 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “inviting classroom” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	-1.281	0.448	-2.858	0.004	0.278
Asian	-0.303	0.575	-0.526	0.599	0.739
PEER	-1.155	0.674	-1.714	0.087	0.315
PHQ-9 total	-0.047	0.04	-1.156	0.248	0.955

^aModel: glm(formula = inviting classroom (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S13 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “mitigates loneliness” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	-2.78	0.575	-4.838	0	0.062
Asian	-0.632	0.72	-0.879	0.38	0.531
PEER	-0.183	0.606	-0.301	0.763	0.833
PHQ-9 total	0.064	0.04	1.616	0.106	1.067

^aModel: glm(formula = mitigates loneliness (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S14 (Finding 3): Output of logistic regression testing whether race/ethnicity or depression severity predicted whether a student’s response included the “improves learning” category.

	Estimate	Std. Error	t value	p value	Odds Ratio
Intercept	-2.698	0.668	-4.038	0	0.067
Asian	0.63	0.74	0.85	0.395	1.877
PEER	-0.361	0.885	-0.408	0.683	0.697
PHQ-9 total	-0.022	0.051	-0.432	0.666	0.978

^aModel: glm(formula = improves learning (0/1) ~ race.clean + phq9.total. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference group is white students.

Table S15- 24 (Finding 4): Output of linear regression testing whether demographics predicted the extent the instructor revealing depression positively affected specific outcomes.

Table S15 (Finding 4) Connection^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.733	0.108	34.682	0	41.814
Woman/non-binary	0.207	0.1	2.076	0.039	1.231
Asian	-0.073	0.117	-0.623	0.534	0.93
PEER	0.069	0.11	0.623	0.534	1.071
LGBTQ+	0.073	0.123	0.594	0.553	1.076
PHQ-9 total	0.013	0.008	1.732	0.085	1.013

^aModel: $\text{lm}(\text{formula} = \text{connection.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S16 (Finding 4) Approachability^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.675	0.103	35.76	0	39.442
Woman/non-binary	0.132	0.095	1.379	0.169	1.141
Asian	0.02	0.112	0.179	0.858	1.02
PEER	0.012	0.105	0.116	0.908	1.012
LGBTQ+	0.042	0.118	0.356	0.722	1.043
PHQ-9 total	0.017	0.007	2.308	0.022	1.017

^aModel: $\text{lm}(\text{formula} = \text{approach.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S17 (Finding 4) Incompetence^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	2.421	0.167	14.477	0	11.255
Woman/non-binary	-0.621	0.155	-4.002	0	0.537
Asian	-0.088	0.182	-0.484	0.629	0.916
PEER	-0.284	0.171	-1.659	0.099	0.753
LGBTQ+	0.225	0.191	1.173	0.242	1.252
PHQ-9 total	-0.011	0.012	-0.899	0.37	0.989

^aModel: $\text{lm}(\text{formula} = \text{incomp.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S18 (Finding 4) Belonging to class^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.347	0.121	27.771	0	28.42
Woman/non-binary	0.078	0.112	0.696	0.487	1.081
Asian	0.105	0.131	0.803	0.423	1.111
PEER	0.079	0.123	0.639	0.524	1.082
LGBTQ+	-0.036	0.138	-0.263	0.793	0.964
PHQ-9 total	0.03	0.009	3.507	0.001	1.031

^aModel: $\text{lm}(\text{formula} = \text{class.belong.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S19 (Finding 4) Morale toward the class^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.274	0.116	28.121	0	28.04
Woman/non-binary	0.164	0.108	1.52	0.13	1.179
Asian	0.06	0.127	0.47	0.639	1.066
PEER	0.124	0.119	1.036	0.301	0.942
LGBTQ+	-0.014	0.133	-0.106	0.915	0.986
PHQ-9 total	0.02	0.008	2.411	0.017	1.02

^aModel: $\text{lm}(\text{formula} = \text{class.morale.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S20 (Finding 4) Class inclusion^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	4.211	0.11	38.296	0	67.428
Woman/non-binary	0.109	0.102	1.069	0.286	1.115
Asian	0.046	0.12	0.38	0.704	1.047
PEER	0.065	0.113	0.574	0.566	1.067
LGBTQ+	0.144	0.126	1.142	0.255	1.155
PHQ-9 total	0.011	0.008	1.357	0.176	1.011

^aModel: $\text{lm}(\text{formula} = \text{inclusion.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S21 (Finding 4) Belonging to the scientific community^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.238	0.121	26.671	0	25.471
Woman/non-binary	0.201	0.113	1.784	0.076	1.223
Asian	0.013	0.132	0.098	0.922	1.013
PEER	0.168	0.124	1.35	0.178	1.183
LGBTQ+	0.123	0.139	0.882	0.379	1.13
PHQ-9 total	0.022	0.009	2.471	0.014	1.022

^aModel: $\text{lm}(\text{formula} = \text{com.belong.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S22 (Finding 4) Morale toward the scientific community^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.21	0.121	26.571	0	24.77
Woman/non-binary	0.231	0.112	2.058	0.041	1.26
Asian	-0.024	0.132	-0.179	0.858	0.977
PEER	0.131	0.124	1.061	0.29	1.14
LGBTQ+	-0.031	0.138	-0.226	0.822	0.969
PHQ-9 total	0.029	0.009	3.343	0.001	1.029

^aModel: $\text{lm}(\text{formula} = \text{com.morale.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S23 (Finding 4) Normalizing depression in science^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.619	0.12	30.236	0	37.294
Woman/non-binary	0.295	0.111	2.655	0.009	1.343
Asian	0.036	0.13	0.279	0.781	1.037
PEER	0.209	0.123	1.702	0.09	1.232
LGBTQ+	-0.106	0.137	-0.773	0.441	0.9
PHQ-9 total	0.027	0.009	3.15	0.002	1.027

^aModel: $\text{lm}(\text{formula} = \text{normal.sci.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.

Table S24 (Finding 4) Normalizing depression generally^a

	Estimate	Std. Error	t value	p value	Odds_Ratio
(Intercept)	3.578	0.117	30.689	0	35.817
Woman/non-binary	0.229	0.108	2.115	0.036	1.257
Asian	0.199	0.127	1.563	0.119	1.22
PEER	0.134	0.119	1.119	0.265	1.143
LGBTQ+	0.019	0.133	0.14	0.889	1.019
PHQ-9 total	0.03	0.008	3.542	0	1.03

^aModel: $\text{lm}(\text{formula} = \text{normal.broad.avg} \sim \text{gender.clean} + \text{race.clean} + \text{lgbtq.clean} + \text{phq9.total})$. Estimate represents unstandardized coefficients. Focus categories are provided in the variable column. Reference groups are men, white students, and non-LGBTQ+ students.