

Table S2: Comparison of demographic characteristics in participants from three study programs

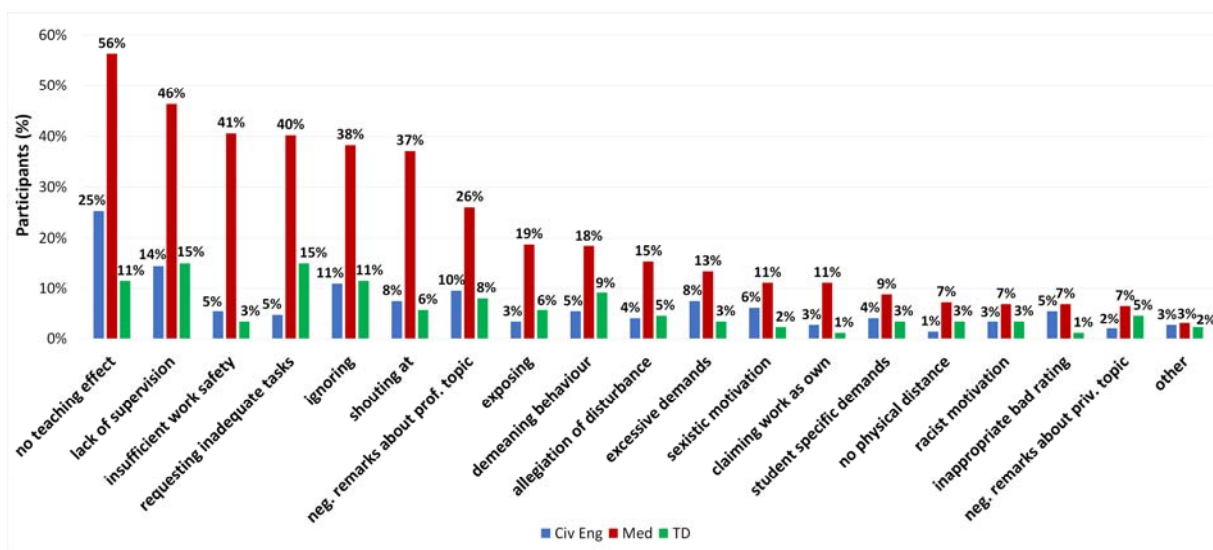
	Medicine N (%)	Civil engineering N (%)	Teaching degree N (%)	Total N (%)
Sex				
- female	163 (62%)	54 (37%)	62 (71%)	279 (57%)
- male	90 (35%)	85 (58%)	24 (28%)	199 (40%)
- other	0 (0%)	2 (1%)	0 (0%)	2 (0%)
- no data	8 (3%)	5 (3%)	1 (1%)	14 (3%)
Age:				
- ≤ 20 years	65 (25%)	25 (17%)	33 (38%)	123 (25%)
- 21-25 years	151 (58%)	106 (73%)	35 (40%)	292 (59%)
- 26-30 years	25 (10%)	10 (7%)	10 (12%)	45 (9%)
- 31-35 years	10 (4%)	0 (0%)	4 (5%)	14 (3%)
- > 35 years	2 (1%)	0 (0%)	4 (5%)	6 (1%)
- no data	8 (3%)	5 (3%)	1 (1%)	14 (3%)
Cultural background:				
- German	203 (78%)	119 (82%)	72 (83%)	394 (90%)
- non-German	47 (18%)	20 (14%)	13 (15%)	80 (16%)
- no data	11 (4%)	7 (5%)	2 (2%)	20 (4%)

All percentage values are based on all participants = 100%

Table S3: IAT frequencies among students from three study programs.

	Civil engineering N (%)	Medicine N (%)	Teaching degree N (%)
Question 5 = yes	46 (32%)	181 (69%)	29 (33%)
Questions 6 – 9 = yes	16 (11%)	35 (13%)	8 (9%)
no	84 (58%)	45 (17%)	50 (57%)

All percentage values are based on all participants = 100%. Incidences are given in absolute and relative values. Question 5 = yes $\hat{=}$ IAT experience reported in question 5; question 6 – 9 = yes $\hat{=}$ IAT experience reported only in questions 6-9; no $\hat{=}$ no IAT reported in questions 5 to 9.



All percentage values are based on all participants = 100%.

Figure S4: Frequency of IAT experience in students from three study programs

Table S5: IAT category frequencies for three study programs.

	Civil engineering N (%)	Medicine N (%)	Teaching degree N (%)
verbal IAT	37 (25%)	176 (67%)	28 (32%)
nonverbal IAT	23 (16%)	128 (49%)	17 (20%)
organisational IAT	45 (31%)	177 (68%)	24 (28%)

Incidences are given in absolute and relative values. Question 9 answers were added to verbal IAT, positive answers in questions 6-8 to the category given by the students as appropriate for their resp. incident.

All percentage values are based on all participants = 100%. Since multiple answers were possible, and some participants did not answer any question the values do not add up to 100%.

Table S6: Forms of IAT sorted by frequency in the study programs.

	Civil engineering N (%)	Medicine N (%)	Teaching degree N (%)
No teaching effect	37 (25%)	147 (56%)	10 (12%)
Lack of supervision	21 (14%)	121 (46%)	13 (15%)
Insufficient work safety	8 (6%)	106 (41%)	3 (3%)
Requesting inadequate tasks	7 (5%)	105 (40%)	13 (15%)
Ignoring	16 (11%)	100 (38%)	10 (12%)
Shouting at	11 (8%)	97 (37%)	5 (6%)
Negative remarks about professional topic	14 (10%)	68 (26%)	7 (8%)
Exposing	5 (3%)	49 (19%)	5 (6%)
Demeaning behaviour	8 (6%)	48 (18%)	8 (9%)
Allegation of disturbance	6 (4%)	40 (15%)	4 (5%)
Excessive demands	11 (8%)	35 (13%)	3 (3%)
Claiming work as own	4 (6%)	29 (11%)	1 (2%)
Sexistic motivation	9 (3%)	29 (11%)	2 (1%)
Student specific demands	6 (4%)	23 (9%)	3 (3%)
No physical distance	2 (1%)	19 (7%)	3 (3%)
Inappropriate bad rating	8 (3%)	18 (7%)	1 (3%)
Racist motivation	5 (6%)	18 (7%)	3 (1%)
Negative comment about private topic	3 (2%)	17 (7%)	4 (5%)
Other	4 (3%)	8 (3%)	2 (2%)

Incidences are given in absolute and relative values. All percentage values are based on all participants = 100%. Since multiple answers were possible, and some participants did not answer any question the values do not add up to 100%.

Table S7: P-values and effect sizes in frequency differences for the six most common IAT forms in the study programs civil engineering, medicine and teaching degree

Type of IAT	p-value Fisher-Freeman-Halton test	Effect size ω
No teaching effect	$p < 0,0001$	0,38
Lack of supervision	$p < 0,0001$	0,34
Requesting inadequate tasks	$p < 0,0001$	0,38
Insufficient work safety	$p < 0,0001$	0,42
Ignoring	$p < 0,0001$	0,31
Shouting at	$p < 0,0001$	0,36

Table S8: Different severity levels of the most severe IAT from all IAT experienced

	Civil engineering N (%)	Medicine N (%)	Teaching degree N (%)
Not severe	20 (44%)	49 (27%)	8 (28%)
Rather not severe	19 (42%)	106 (59%)	12 (41%)
Rather severe	6 (13%)	24 (13%)	9 (31%)
Severe	0 (0%)	0 (0%)	0 (0%)

All percentage values are based on all participants = 100%.

Table S9: subgroup analysis based on participant sex.

	Medicine		Civil engineering		Teaching degree	
	F	M	F	M	F	M
IATyes, Qu. 5:	* _{MedM}	* _{MedF}				
- N _{IATyes} /N _{total}	121/163	54/90	16/54	27/85	22/62	7/24
- %	73%	59%	30%	32%	35%	29%
Most common IAT	* _{MedM}	* _{MedF}				
- 1.						
- 2.	n _{te} (64%)	n _{te} (44%)	n _{te} (26%)	n _{te} (24%)	l _{os} (15%)	l _{os} , r _{it} (j _e 17%)
- 3.	l _{os} (50%)	l _{os} (39%)	l _{os} (17%)	l _{os} (14%)	r _{it} (14%)	
- 4.	r _{it} (46%)	i _{ws} (34%)	i _{gn} , s _{ha} (j _e 9%)	i _{gn} , n _{egprof} (j _e 11%)	n _{te} , i _{gn} , n _{egprof} (j _e 11%)	
	i _{ws} (44%)	r _{it} (32%)				n _{te} , i _{gn} (j _e 13%)
IAT severity	* _{MedM}	* _{MedF}				
- not	20%	43%	31%	58%	18%	57%
- rather not	63%	42%	63%	27%	41%	43%
- rather	13%	15%	6%	15%	41%	0%
- very	0%	0%	0%	0%	0%	0%

The Table lists the descriptive and comparative statistical values. Not all participants stated their sex, therefore the sum of female and male students is less than the total number of participants.

Sex differences between participants from the same study program: * \triangleq significant ($p < 0.05$) + small effect size; ** \triangleq significant + intermediate or large effect size; the indices indicate the groups for which a difference has been found: MedM = male medical students; MedF = female medical students; Abbreviations of IAT types: n_{te} \triangleq no teaching effect; l_{os} \triangleq lack of supervision; i_{ws} \triangleq insufficient work safety; r_{it} \triangleq requesting inadequate tasks; i_{gn} \triangleq ignoring; s_{ha} \triangleq shouting at, reprimanding; n_{egprof} \triangleq negative remarks about professional topic