

Executive Summary: Campus Climate Study for the University of California System

EXECUTIVE SUMMARY PREPARED BY RANKIN & ASSOCIATES CONSULTING

Introduction

The University of California is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment.¹ A common recommendation offered by these initiatives was the need for a comprehensive tool that would provide campus climate metrics for students, faculty, staff, post-doctoral scholars, and trainees across the system.

To that end, the University contracted with Rankin & Associates, Consulting (R&A) to conduct a systemwide “Campus Climate” survey. The purpose of the survey was to gather a wide variety of data related to institutional climate, inclusion, and work-life issues so that the University is better informed about the living and working environments for students, faculty, staff, post-doctoral scholars, and trainees at the ten UC campuses as well as the Office of the President, the Lawrence Berkeley National Laboratory, and the Division of Agriculture and Natural Resources. Based on the findings, each UC campus and the three locations will develop action plans and strategic initiatives to improve the overall campus climate.

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a Systemwide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UC survey template contained 93 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English, as well as in Spanish and Mandarin at selected campuses².

Each campus/location chose the optimal time for the administration of the survey to elicit the greatest response rates. Therefore the survey was administered on a rolling basis at each campus/location from November 2, 2012 through May 3, 2013 through a secure on-line portal. Confidential paper surveys were available to those who did not have access to an Internet-connected computer or preferred a paper survey.

The survey data were analyzed to compare the responses of various groups. Descriptive statistics were calculated by salient group memberships (e.g., position status, gender identity, racial identity) to provide additional information regarding participant responses. Meaningful and notable findings were included in the reports based on chi-square analyses, information gleaned from the literature, and/or experiences of the consultant. Additional narrative was requested for several questions in the survey. Content analyses were conducted and included in the narrative for those questions where there was limited quantitative data. These narratives are included in the campus/location reports but not in this systemwide report as the comments offered by participants were location-specific.

Description of the Sample

University community members completed 104,208 surveys for an overall response rate of 27%. The overall response rates by each campus/location are provided below:

Campus/Location	N	Response rate
UC Berkeley	13,012	24%
UC Davis	18,466	32%
UC Irvine	10,679	25%
UC Merced	1,796	26%
UC Los Angeles	16,242	22%
UC Riverside	4,433	18%
UC San Diego	11,915	24%
UC San Francisco	9,434	47%
UC Santa Barbara	8,193	30%
UC Santa Cruz	6,399	30%
UC ANR	606	64%
UC Berkeley Laboratory (LBNL)	1,992	54%
UC Office of the President	1,041	72%

Response rates by constituent group varied: 21% for undergraduate students ($n = 37,693$), 26% for graduate students ($n = 13,686$), and 27% for union staff ($n = 14,985$), 27% for faculty ($n = 8,891$), and 47% for non-union staff ($n = 20,513$). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 were based on the numbers of respondents in the sample (n) for the specific demographic characteristic³. Only surveys that were at least 50% completed were included in the final data set for analyses.

Key Findings - Areas of Strength

1. High levels of comfort with the climate at the University

- 79% of all respondents ($n = 81,939$) were “comfortable” or “very comfortable” with the climate at UC while 7% ($n = 7,510$) were “uncomfortable” or “very uncomfortable.”
- 75% of all respondents ($n = 78,486$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 10% ($n = 10,792$) were “uncomfortable” or “very uncomfortable.”
- 73% of Undergraduate Students ($n = 27,549$), 78% of Graduate/Professional Students ($n = 10,688$), and 56% of Faculty and Post-Docs ($n = 6,266$) were “comfortable” or “very comfortable” with the climate in their classes, while 7% ($n = 2,456$) of Undergraduates, 5% ($n = 685$) of Graduate/Professional Students, and 2% of Faculty/Post-Docs ($n = 210$) were “uncomfortable” or “very uncomfortable.”

2. Faculty and Staff - Positive attitudes about work-life issues

- 76% ($n = 49,866$) of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty respondents offered that UC values a diverse faculty and 81% ($n = 52,889$) offered that the campus values a diverse staff.
- 67% ($n = 43,833$) of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty respondents reported that UC was supportive of flexible work schedules.

Table 1. UC Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁴	37,693	36.9
	Graduate Students ⁵	13,686	13.4
	Faculty ⁶	8,010	7.7
	Staff ⁷	40,572	38.9
	Post-Doctoral Scholars/Trainees ⁸	3,244	3.4
Gender Identity	Women	62,356	59.8
	Men	40,607	39.0
	Transgender ⁹	191	0.18
	Genderqueer ¹⁰	685	0.66
Racial Identity	White	44,543	42.7
	Underrepresented Minority ¹¹	20,845	20.0
	Other People of Color ¹²	35,089	33.7
	Multi-Minority ¹³	1,679	1.6
Sexual Identity	Heterosexual	85,674	82.2
	Lesbian, Gay, Bisexual, Queer	8,589	8.2
	Questioning ¹⁴	1,006	1.0
	Asexual ¹⁵	4,743	4.6
Citizenship Status	U.S. Citizen	97,326	93.4
	Non-U.S. Citizen	6,210	6.0
	Undocumented	265	0.3
Disability Status	No disability	80,401	77.1
	Disability (physical, learning, mental health/ psychological condition)	17,556	16.8
Religious/Spiritual Affiliation	Christian Affiliation ¹⁶	35,595	34.2
	Other Religious/Spiritual Affiliation ¹⁷	1,278	1.2
	Muslim ¹⁸	2,850	2.7
	Jewish ¹⁹	6,447	6.2
	No Affiliation ²⁰	46,255	44.4
	Multiple Affiliations ²¹	6,729	6.5
	Unknown	5,064	4.9

Note: The total *n* for each selected demographic characteristic differs due to missing data.

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- a. The majority of Post-Doc, Trainee, Graduate/ Professional Student, Staff, and Faculty respondents reported that they had colleagues or co-workers (76%, $n = 49,769$) and supervisors (66%, $n = 43,486$) at UC who gave them career advice or guidance when they needed it.
- 3. Students - Positive attitudes about academic experiences**
 - 69% ($n = 25,846$) of Undergraduate Students and 78% ($n = 10,562$) of Graduate/Professional Students were satisfied with their academic experience at UC.
 - 75% ($n = 28,012$) of Undergraduate Students, 85% ($n = 11,500$) of Graduate/Professional Students, and 67% ($n = 2,113$) of Post-Docs/Trainees felt valued by faculty in the classroom.
 - 4. Students and Trainees – More than half of all Student and Trainee respondents found the courses offered at UC contained materials and information that reflected diverse perspectives and experiences**
 - More than half of undergraduate and graduate student reported that UC courses included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (e.g., age, ethnicity, gender identity, marital status, race, sexual orientation).

Key Findings - Opportunities for Improvement

- 1. Some members of the community experienced exclusionary conduct**
 - 24% of respondents ($n = 25,264$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 9% of respondents ($n = 8,903$) said that the conduct interfered with their ability to work or learn.²²
 - Differences emerged based on various demographic characteristics including position status, racial identity, and discipline of study. For example,
 - o A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty or Student respondents.
 - o A higher percentage of racial minorities reported experiencing this conduct as compared to non-minorities.
- 2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate**
 - Staff and Faculty respondents were less comfortable when compared with Post-Doctoral Scholar/Trainee, Graduate/Professional Student, and Undergraduate Student respondents with the overall campus climate at their UC campus/ location.
 - Respondents with a Disability were less comfortable than respondents with No Disability with the overall climate, the climate in their classes, and the climate in their work units/departments.

- Underrepresented Minority respondents and Multi-Minority respondents were less comfortable than White respondents and Other People of Color respondents with the overall climate and the workplace climate. White respondents were more comfortable with the climate in their classes than other racial groups.
- Undocumented Residents were less comfortable than U.S Citizens and Non-U.S. Citizens with the overall climate, the climate in their classes, and the climate in their work units/departments.

3. A small but meaningful percentage of respondents experienced unwanted sexual contact

- 3% of respondents ($n = 3,069$) respondents believed they had experienced unwanted sexual contact while at a UC campus/location within the last five years. Subsequent analyses of the data suggest revealed the following:
- Higher percentages of Undergraduate Students (6%, $n = 2,086$) experienced unwanted sexual contact in the past five years as compared to Graduate/Professional Students (2%, $n = 222$), Staff (2%, $n = 658$), Faculty (1%, $n = 73$), or Post-Docs/Trainees (1%, $n = 30$).
- In terms of gender identity, higher percentages of genderqueer respondents (10%, $n = 77$), transgender respondents (9%, $n = 19$), and women respondents (4%, $n = 2,433$) experienced this conduct as compared to men respondents (1%, $n = 574$).

Additional findings disaggregated by position and other selected demographic characteristics are provided in more detail in the full report.

The findings for the University of California are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable”. Seventy-nine percent of all respondents in the UC survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC, 24% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quayle, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

UC System

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Recent efforts in campus climate

- In 2010, UC established a systemwide **Campus Climate Incidents Reporting System** – a 24-hour hotline for reporting incidents of bias, hate, intolerance, and intimidation. This new hotline was integrated with existing hotlines at the nine undergraduate campuses, and is staffed by an outside vendor to ensure confidentiality.
- In 2011, based on deliberations with campus administrations, students, and the UC President’s Advisory Council on Campus Climate, Culture, and Inclusion, the University **amended its policies on student conduct** which enhanced the capacity of campus administrators to respond to acts of discrimination, particularly where the victim was targeted because of their identity.
- Also in 2011, the UC Office of the President provided campuses with model policies on **student privacy in residence halls**.
- In 2011, several members of the UC President’s Advisory Council on Campus Climate, Culture, and Inclusion visited some UC campuses and met with members of the **Jewish community** to engage in fact-finding and identify ways to make campuses more inclusive and welcoming for Jewish students. Similarly, Council members also met with members of the **Muslim, Palestinian, and Arab communities**, to gain insight into the educational and co-curricular experiences of Muslim and Arab students and identify ways to make campuses more inclusive and welcoming for them. Several recommendations that came out of these meetings have been implemented, including collecting data in a more inclusive way, addressing dietary and living accommodation needs of Muslim and Jewish students, and providing student meditation or reflection space on campuses.
- In 2012, UCOP hosted a **systemwide training on Restorative Justice** for nearly 100 staff from all 10 UC staff members. The training offered guidance in facilitating and implementing restorative justice on campuses, as well as incorporating it as part of campuses’ responses to incidents that are harmful to campus communities.
- In 2013, following the release of UCLA’s **Moreno Task Force Report** (which reviewed climate issues facing minority faculty at UCLA), President Napolitano commissioned a joint work group of the systemwide Academic Senate and campus and UC Office of the President to review the report, examining the degree to which similar challenges exist at other UC campuses and what actions can be taken to address these concerns. Based on the work of this group, all UC campuses are improving the process for handling complaints of discrimination, bias, and harassment, as well as more generally to promoting and supporting diversity. For example, each campus will designate a lead discrimination officer and a “one-stop” website that includes resources and options for filing complaints.
- In preparation for the **Violence Against Women Act (VAWA)**, which went into effect on March 7, 2014, President Napolitano issued a **revised UC Sexual Harassment and Sexual Violence Policy** on February 25, 2014 (<http://policy.ucop.edu/doc/4000385/SHSV>) to address and prevent campus sexual violence and ensure UC policies are fully consistent with VAWA. The policy, which was developed with input from staff, faculty, and students, prohibits all forms of sexual harassment and sexual violence, including dating violence, domestic violence, sexual assault, and stalking. It outlines the various resources available for all University community members and outlines specific procedures that

must be followed by the campuses in response to complaints. The University will conduct training on sexual assault and sexual violence for all incoming students and new employees, in addition to ongoing prevention and awareness campaigns that will be provided to the entire University community. The University already conducts sexual harassment training for all supervisory employees in accordance with California law.

- The University successfully competed for a \$322,000 National Science Foundation grant to support the **UC ADVANCE PAID** faculty recruitment and retention program. This program continues a decades-long partnership with the NSF ADVANCE Program to recruit, retain, and advance more women and underrepresented minority women faculty in the STEM fields across all 10 UC campuses.
- **UC Recruit** is a new online faculty recruitment system that collects and reports all demographic data about candidate pools, finalists, and hires. This system allows campus and OP administrators to ensure that faculty recruitments are drawing from sufficiently diverse pools and to monitor the outcomes of those searches.
- In October 2013, President Napolitano committed \$10 million in additional funding to **increase the diversity of UC's academic graduate population** and enhance the pipeline of underrepresented minority students who earn advanced degrees. Of the total funds available, \$2 million will pay for fellowships for students from the **UC-HBCU Initiative (historically black colleges and universities)** who are admitted to UC Ph.D. programs. Another \$3 million will be used to increase the number of **Eugene Cota-Robles Fellowships**, which support Ph.D. students who experience situations or conditions that impede their ability to advance to graduate study (such as the

absence of a family member who attended college, or having a physical or learning disability). The remaining \$5 million was allocated for the **President's Post-doctoral Fellowship Program (PPFP)** to support hiring fellows into UC ladder-rank faculty positions after completion of their fellowship, paying for their salaries and start-up costs, and providing systemwide diversity training efforts. The PPFP supports new scholars in all fields whose teaching, research, and service contribute to UC's mission to serve the needs of an increasingly diverse state, nation, and world.

- UC's longstanding **K-12 and community college programs and activities** reach thousands of low-income, disadvantaged, and minority California students, as well as large numbers of parents, teachers, and educators. The **Early Academic Outreach Program (EAOP)** works directly with students at more than 150 public schools to help students prepare for college, complete all UC and CSU admissions requirements, and apply for college and financial aid. **MESA (Mathematics, Engineering, Science Achievement)** works with thousands of educationally disadvantaged students to help them excel in math and science and graduate with math-based degrees. The **Puente Project's** mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors for future generations. EAOP, MESA, and Puente participants have higher rates of enrollment at UC than do California graduates generally.

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- UC provides **outreach to AB 540 students** (domestic students who, for various reasons, are classified as nonresidents, as well as undocumented students), their families, school counselors, and community-based organizations. UC also provides them with information about college, advice and guidance, scholarship and financial aid information, and other services. In October 2013, President Napolitano committed **\$5 million in additional funding to provide financial assistance and support services to undocumented students.**
 - The UC system also sponsors statewide community programs such as the **Chicano-Latino Youth Leadership Program**, the **Asian Pacific Islander Youth Leadership Program**, and the **Legislative Black Caucus Youth Leadership Program**, and provides professional representation, offers workshops and information sessions, and provides publications and materials to these groups.

Process and next steps for developing actions and initiatives based on survey findings

The Office of the President will continue to support UC campuses and locations as they develop actions and initiatives based on the survey findings. Examples include:

- UCOP convenes, and will continue to convene, representatives from UC locations periodically to discuss ongoing issues and share best practices.
- UCOP is providing data support to UC locations to enable further analyses of the campus climate survey data, including training location representatives on how to use the system to conduct additional analyses.
- The Office of the President will begin recruiting for a Diversity Coordinator position. The person will report directly to the systemwide Provost and be responsible for convening campus staff working on climate and diversity issues, monitoring systemwide efforts in these areas, and advising on policy and program improvements to address climate issues for university students, faculty, and staff.