



Rankin & Associates, Consulting

Assessment • Planning • Interventions

# University of California System

## Campus Climate Project Final Report

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Rankin & Associates, Consulting

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## **Executive Summary**

### **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.<sup>1</sup> 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 system-wide “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 System-wide 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 campuses.<sup>2</sup> Each campus/location chose the optimal time for the administration of the survey to elicit the greatest response rates. Therefore the survey was administered

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<sup>1</sup> For example: Declaration of Community, 1993; Study Group on Diversity, 2006; Advisory Council on Campus Climate, Culture, and Inclusion, 2010.

<sup>2</sup> All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

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.

**UC 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:

<b>Campus/Location</b>	<b>Response</b>	
	<i>N</i>	<b>rate</b>
<b>UC Berkeley</b>	13,012	24%
<b>UC Davis</b>	18,466	32%
<b>UC Irvine</b>	10,679	25%
<b>UC Merced</b>	1,796	26%
<b>UC Los Angeles</b>	16,242	22%
<b>UC Riverside</b>	4,433	18%
<b>UC San Diego</b>	11,915	24%
<b>UC San Francisco</b>	9,434	47%
<b>UC Santa Barbara</b>	8,193	30%
<b>UC Santa Cruz</b>	6,399	30%
<b>UC ANR</b>	606	64%
<b>UC Berkeley Laboratory (LBNL)</b>	1,992	54%
<b>UC Office of the President</b>	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 characteristic.<sup>3</sup> Only surveys that were at least 50% completed were included in the final data set for analyses.

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<sup>3</sup> The total  $n$  for each demographic characteristic will differ due to missing data. Definitions for each demographic characteristic used for analysis purposes are provided at the conclusion of the Executive Summary.

**Table 1. UC Sample Demographics**

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

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

## **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.
- 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.<sup>4</sup>
- Differences emerged based on various demographic characteristics including position status, racial identity, and discipline of study. For example,
  - A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty or Student respondents.
  - A higher percentage of racial minorities reported experiencing this conduct as compared to non-minorities.

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<sup>4</sup> The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

**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%,  $n = 574$ ).

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 & Quaye, 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).

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<sup>i</sup> **Undergraduate Student** refers to students who were taking classes at a UC campus when the survey was administered who had not yet completed a bachelor’s degree.

<sup>ii</sup> **Graduate/Professional Student** refers to students who were taking classes at a UC campus/location when the survey was administered who had completed a bachelor’s degree and were in one of the following statuses: non-degree, certificate/teacher credential program candidate, Master’s degree student, Doctoral degree student (Ph.D., Ed.D.), and Professional degree student (e.g., MD, JD, MBA)

<sup>iii</sup> **Faculty** refers to a UC employee in one of the following statuses: Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director), General Campus Faculty, and Health Sciences Campus Faculty

<sup>iv</sup> **Staff** refers to a UC employee in one of the following statuses: Non-Union, Union, and Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

<sup>v</sup> **Postdoctoral scholars** refers to individuals holding a doctoral degree who are engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of his or her choosing. This includes both Employees and Paid-Directs. **Trainees** refer to Health Science campus Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer.

<sup>vi</sup> **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person’s inner sense of being man, woman, both, or neither. One’s internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics) or gender expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth (refers to the assigning (naming) of the biological sex of a baby at birth). Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-

identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

<sup>vii</sup> **Genderqueer** refers to a person whose gender identity is neither man nor woman, is between or beyond genders, or is some combination of genders. This identity is usually related to or in reaction to the social construction of gender, gender stereotypes and the gender binary system. Some genderqueer people identify under the transgender umbrella while others do not. Self-identification as genderqueer does not preclude identification as male or female, nor do all those who might fit the definition self-identify as genderqueer. Here, those who chose to self-identify as genderqueer have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked

<sup>viii</sup> The **Underrepresented Minority** variable includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

<sup>ix</sup> The **Other People of Color** variable includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

<sup>x</sup> The **Multi-Minority** variable includes respondents who checked any of the responses included under the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

<sup>xi</sup> **Questioning** refers to a person who questions his or her sexual identity or gender identity and does not necessarily identify as definitively gay, for example.

<sup>xii</sup> **Asexual** refers to a person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

<sup>xiii</sup> The **Christian Affiliation** variable includes respondents who chose any Christian religious/spiritual affiliation.

<sup>xiv</sup> The **Other Religious/Spiritual Affiliation** variable includes respondents who chose Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

<sup>xv</sup> The **Muslim** variable includes respondents who chose Ahmadi Muslim, Muslim, Shi’ite, Sufi, and Sunni.

<sup>xvi</sup> The **Jewish** variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>xvii</sup> The **No Affiliation** variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>xviii</sup> The **Multiple Affiliations** variable includes respondents who chose more than one spirituality/religious affiliation.

## Introduction

### History of the Project

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. For example, in 1993 a University-wide campus community task force offered *A Declaration of Community* that adopted seven principles to assess the state of community at the University. “These principles, derived from the core values which define and sustain the University, delineate both the individual's rights and responsibilities that flow from being a member of the campus community, as well as define the community's obligations to its members” (Handel & Caloss, p.2). In 2006, a University’s Board of Regents’ Study Group on University Diversity was established to examine the current state of diversity and identify actions for improving diversity at the University. The Study Group identified three key principles and policy recommendations. Acting on the initial set of recommendations, the Board of Regents affirmed the centrality of diversity to the University’s mission and the need for improvements in this area and adopted as University policy a *Diversity Statement* (Regents Policy 4400), which reads in part: “Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees” (Parsky & Hume, 2007, p. E-1).

One of five reports produced by the Study Group , the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g. UCUES,<sup>5</sup> NSSE,<sup>6</sup> SERU,<sup>7</sup> HERI<sup>8</sup>), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus

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<sup>5</sup> UCUES - University of California Undergraduate Experience Survey

<sup>6</sup> NSSE – National Survey of Student Engagement

<sup>7</sup> SERU – Student Experience in the Research University

<sup>8</sup> HERI – Higher Education Research Institute – Faculty Survey

Climate Report, p. 5). The authors stated that the University “has not conducted or reported any comprehensive assessments of campus climate...without data and comprehensive, sustained assessment, the source and significance of individual perceptions and anecdotes regarding climate cannot be quantified or understood” (Study Group on University Diversity, p. 12).

In 2008, the Staff Diversity Council and the UC Regents Study Group on Campus Climate both recommended regular climate assessments. They reiterated the findings from the 2007 report suggesting that the only system-wide data available is embedded in the UC Undergraduate Experience Survey (UCUES), an instrument which is not designed to measure campus/location climate. Despite the fact that UCUES was not intended to specifically survey campus/location climate, a small portion of the questions can be useful in beginning to understand undergraduate students’ perceptions of climate. For example, UCUES can demonstrate certain behaviors and attitudes regarding interactions with peers and faculty, perspectives on the level of tolerance on campus or at a specific location, and the impact of the UC experience on students’ appreciation for diversity, understanding of racial and ethnic differences, and awareness of their own ethnic identity. However, it was recommended that additional and more specific assessment means were needed to draw solid conclusions regarding campus/location climate for all members of the University community.

In February 2010, UC experienced a wave of incidents that generated significant attention to the need of the University to actively and collaboratively address campus/location climate challenges and complex intergroup dynamics. In early February 2010, members of a UC San Diego fraternity held an off-campus party mocking Black History Month. Later that same month at UC, a noose was discovered hanging from a lamp on a bookshelf in the Geisel Library at the University. The incidents sparked student and community demonstrations and calls for changes in the campus climate. In late February 2010, the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center at UC Davis experienced acts of vandalism – the entrance to the Center was defaced with derogatory and hateful words that target the LGBT community. In response, then-

President Mark G. Yudof formed a UC Advisory Council to the President on Campus Climate, Culture, and Inclusion which included the appointment of several prominent Californians long associated with the struggle for equal rights and representatives from UC's faculty, administration, student body, alumni, and the local community. The Advisory Council was charged to identify, evaluate, and share best practices in order to ensure a welcoming, inclusive and nurturing environment across UC's campuses. The Advisory Council was asked to look broadly at other institutions, both public and private, in higher education and elsewhere, and to examine policies across the state and the nation. The President also directed each of UC's Chancellors to create similar advisory councils at the campus level, which would set metrics, monitor progress, and report regularly to the system-wide Advisory Council. While most campuses/locations already had existing bodies that do this work on an ongoing basis, then-President Yudof asked them to redouble their efforts and, in some instances, adjust their mission or composition to be more broadly inclusive.

The Advisory Council revitalized discussions on the need for a comprehensive and regularized tool that can provide campus/location climate metrics for students, faculty, and staff across the system. The Advisory Council reviewed analysis that had been conducted by a UC Office of the President committee on nearly 50 assessment tools and findings that had been conducted across the UC system which include some campus/location climate or diversity indicators, in addition to reviewing efforts by other Universities to conduct comprehensive climate studies. The review resulted in the identification of seven best practices in University campus/location climate studies:

1. Conduct a full study, not just a survey.
2. Study should be comprehensive, including all constituent groups.
3. Administer follow-up regularly.
4. Administered by an external agency.
5. Solicit significant input from internal constituencies.
6. Develop communications plan.
7. Develop action plan.

Particularly important in the review of best practices was the need for external expertise in survey administration. In the committee's assessment, administration of a survey

relating to a very sensitive subject like campus/location climate is likely to yield higher response rates and provide more credible findings if led by an independent, outside agency. Staff may feel particularly inhibited to respond honestly to a survey administered by their own institution for fear of retaliation.

Following a national vetting, Rankin & Associates (R&A) was identified as a leader in conducting multiple studies examining multiple identities in higher education. Following presentations to the President and his Cabinet, the Chancellors, and the Advisory Council on Campus Climate, Culture, and Inclusion, the UC Office of the President contracted with R&A to facilitate a system-wide climate assessment.

The system-wide assessment was further evidence of the University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect at every campus and location in the system. The primary purpose of the project was to conduct a system-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to assess the learning, living, and working environments for students, faculty, and staff at the ten campuses, including five medical centers, the Lawrence Berkeley National Laboratory (LBNL), the Division of Agriculture and Natural Resources (UC ANR), and the UC Office of the President (UCOP). The study includes two major phases: 1) the gathering of data from a population survey informed by extensive campus/location community input; and 2) the development of strategic initiatives by the University (and based on the findings) to build on institutional successes, address institutional climate challenges and promote institutional change. Reports are being developed for each campus/location as well as an overall aggregate report for the University. At the beginning of the project, then-President Yudof has reiterated that the findings should drive action and not just "sit on a shelf and gather dust" – that is, each campus/location will use the results to identify one to three annual, measurable actions based on study's findings to improve campus/location climate.

## **Review of the Literature: Campus Climate’s Influence on Academic and Professional Success**

Climate, for the purposes of this project is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). This includes the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. As confirmed by the 2007 Work Team on Campus Climate (as part of the UC Regents’ Study Group on University Diversity), “diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity” (Study Group on University Diversity Campus Climate Report, p.1).

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where ...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offers that diversity like technology, is central to institutional effectiveness, excellence, and viability. She also maintains that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) strongly supports the idea of a “thoughtful” process with regard to diversity initiatives in higher education.

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, et al. 1998, p. 296). As such, it is likely that members of community experience the campus climate differently based on their group membership and group status on campus (Rankin & Reason, 2005). Smith (2009) provokes readers to critically examine their positions and responsibilities regarding underserved populations in higher education. A guiding question she poses is “Are special-purpose groups and locations perceived as ‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Based on the literature, campus climate influences student’s academic success and employee’s professional success and well-being. The literature also suggests that various social identity groups perceive the campus climate differently and their perceptions may adversely affect working and learning outcomes. A summary of this literature follows.

Individual perceptions of discrimination or a negative campus climate for intergroup relations influence student educational outcomes. Hurtado and Ponjuan (2005) note that

when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined” (p. 236). The literature also suggests students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with student adjustment (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) indicates that perceptions of the campus racial climate continue to strongly influence the sense of belonging in minority college students. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

Students in colleges or universities with more inclusive campus environments feel more equipped to participate in an increasingly multicultural society (Gurin, Dey, Hurtado, & Gurin, 2002). When the campus climate is healthy, and students have the opportunity to interact with diverse peers, positive learning occurs and democratic skills develop (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment coupled with the institution’s efforts to foster opportunities for quality interactions and learning from each other promote “active thinking and personal development” (Gurin et al., 2002, p. 338).

The personal and professional development of employees including faculty, administrators, and staff are also impacted by the complex nature of the campus climate. In a study by Settles, Cortina, Malley, and Stewart (2006), sexual harassment and gender discrimination had a significant negative impact on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) found that LGB faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members) than those who view their campus climate more negatively. Research that underscores the relationships between

workplace discrimination and negative job and career attitudes, as well as workplace encounters with prejudice and lower health and well-being (i.e., anxiety and depression, lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers and supervisors; Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999) further substantiates the influence of campus climate on employee satisfaction and subsequent productivity.

### **UC Campus Climate Assessment Project Structure and Process**

As noted earlier, the first phase of the current project to examine campus climate was to gather data from a population survey informed by extensive campus/location community input. The development of the survey instrument was a collaborative year-long effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from the President's Advisory Council on Campus Climate, Culture, and Inclusion, Academic Senate, UC Students Association (UCSA), Council of UC Staff Assemblies (CUCSA), and union-represented employees. In addition, each campus/location charged a Local Work Team (LWT) to assist in the review of the draft survey instruments and their feedback was shared with R&A through the SWT meetings. R&A also reviewed surveys and reports produced at UC (system-wide and campus/location-specific) over the past two decades that included any information regarding campus/location climate. Informed by previous work of R&A that included a bank of over 200 questions and the review of previous UC surveys and reports, the SWT developed the final UC survey template.

Because of the inherent complexity of the climate construct, it is crucial to examine the multiple dimensions of climate in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The model is presented through a power and privilege lens. The power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in certain dominate social groups (Johnson, 2005). Because we all hold multiple social

identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses. The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

The final survey template contained 93 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus/location climate, and their perceptions of institutional actions at the campus/location. All members of the University community (students, faculty, staff, post-doctoral fellows and trainees) were invited to participate in the survey. Individual campuses/locations also had the opportunity to add additional campus-specific questions.

### **UC Campus Climate Assessment Project Specifics**

The UC survey was distributed from November 2, 2102 through May 3, 2013. The final UC survey contained 93 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the aggregate results of all UC surveys.

## Methodology

### Conceptual Framework

The UC Campus Climate Assessment project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”<sup>9</sup> The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

### Research Design

**Survey Instrument.** The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC further vetted the questions to be more contextually fitting for the UC population. The final UC campus/location-specific survey contained 93 questions,<sup>10</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both on-line and pencil-and-paper formats. The survey was offered in English at all campuses, as well as in Spanish and Mandarin at several campuses who requested the additional languages.<sup>11</sup> All survey responses were

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<sup>9</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

<sup>10</sup> To insure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

<sup>11</sup> All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

**Sampling Procedure.** The project proposal, including the survey instrument, was reviewed by the University's Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment are collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment will be eligible for expedited IRB review under category 5.

Prospective participants received a mail-merged e-mail with a personal embedded link. The link contained a personal identifier (which allowed respondents to return to the survey if not completed in one sitting) and automatically entered the respondent into an incentive prize drawing. The unique identifier tied to the respondent's username was maintained by the respective campus/location. The campus/location did not receive the raw data matched to the identifier. Rankin & Associates received the raw data with the unique identifier, but no username or id. This process prevented any raw data from being directly linked to a participant's username. Respondents had to be 18 years of age or older to participate. Respondents were instructed that they did not have to answer questions and that they could withdraw from the survey at any time before submitting their responses. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

The survey results were submitted directly to a secure server where any computer identification that might identify participants was deleted. Any comments provided by participants were also separated at submission so that comments were not attributed to any individual demographic characteristics.

**Limitations.** Some limitations to the generalizability of the data existed. The first limitation is that respondents “self-select” to participate. Self-selection bias, therefore, was possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue, etc.) were conducted for each location and those analyses were provided to the University. Descriptive statistics were calculated by salient group memberships (e.g., by gender, race/ethnicity, campus/location position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information was presented using valid percentages.<sup>12</sup> Refer to the survey data tables in Appendix B for actual percentages<sup>13</sup> where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UC’s campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed<sup>14</sup> using standard methods of

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<sup>12</sup> Valid percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded). These analyses were provided in the individual campus reports and were not included in the Aggregate report.

<sup>13</sup> Actual percentages derived using the total number of survey respondents.

<sup>14</sup> Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. For the purposes of the campus/location reports only, content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following 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.

## Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results as per the project design. The design called for examining respondents’ personal campus experiences, their perceptions of the campus climate, and their perceptions of UC’s institutional actions, including administrative policies and academic initiatives regarding climate.

### UC Description of the Sample<sup>15</sup>

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%

The sample and population figures, chi-square analyses,<sup>16</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

<sup>15</sup> All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B. The following questions were campus/location-specific and were not included in Appendix B or the Aggregate narrative: 38 – 42, 50, 53, 55, 82, and questions beyond question 93.

<sup>16</sup> Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by each campus/location.

- Gender: Women were over-represented in the sample.
- Race/Ethnicity: American Indian/Alaskan Natives and Whites were over-represented in the sample. Two categories, Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans were not identified in the population but were represented in the sample. African Americans/Blacks, Asians/Asian Americans and Hispanics/Latinos were under-represented in the sample.
- Position Status: Undergraduate Students, Trainees, and Other Academic Series were under-represented in the sample compared to the population. Graduate/Professional Students and Postdoctoral Scholars were represented in essentially equivalent levels in the survey compared to the population. Both categories of Staff and Faculty were over-represented in the sample.
- Citizenship: Citizenship data has not been provided for the population so tests of significance were not run.

**Table 2. Demographics of the Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender <sup>a</sup>	<b>Man</b>	180,850	46.76	40,607	38.94	22.45
	<b>Woman</b>	205,873	53.24	62,356	59.80	30.29
	<b>Transgender</b>	Not available	--	191	0.18	>100
	<b>Genderqueer</b>	Not available	--	685	0.66	>100
	<b>Other</b>	Not available	--	432	0.41	>100
Race/Ethnicity <sup>1,b</sup>	<b>African American/African/Black</b>	18,096	4.70	5,045	4.33	27.88
	<b>American Indian/Alaskan Native</b>	2,468	0.64	1,940	1.66	78.61
	<b>Asian/Asian American</b>	126,686	32.91	32,023	27.47	25.28
	<b>Hispanic/Latino</b>	64,480	16.75	16,887	14.49	26.19
	<b>Middle Eastern/Southwest Asian/North African</b>	Not available	---	4,499	3.86	>100
	<b>Pacific Islander</b>	Not available	---	761	0.65	>100
	<b>White</b>	149,894	38.94	54,531	46.78	36.38
	<b>Unknown</b>	23,232	6.04	Not available	---	--
	<b>Other</b>	77	0.02	873	0.75	>100
Position <sup>c</sup>	<b>Undergraduate Student</b>	18,2570	47.24	37,693	36.96	20.65
	<b>Graduate/Professional Student</b>	52,417	13.56	13,686	13.42	26.11
	<b>Postdoctoral Scholar</b>	6,007	1.55	2,392	2.35	39.82
	<b>Trainees</b>	4,597	1.19	780	0.76	16.97
	<b>Staff Non-Union</b>	42,967	11.12	20,513	20.11	47.74
	<b>Staff – Union</b>	55,715	14.42	14,985	14.69	26.90
	<b>Faculty</b>	32,401	8.38	8,891	8.72	27.44
	<b>Other Academic Series</b>	9,786	2.53	30,50	2.99	31.17

<sup>1</sup> Respondents were instructed to indicate all categories that apply.

<sup>a</sup>  $X^2(1, N = 102,963) = 2216.55, p < .0001$

<sup>b</sup>  $X^2(5, N = 111,299) = 35525.35, p < .0001$

<sup>c</sup>  $X^2(7, N = 101,990) = 10375.06, p < .0001$

Note: Position responses were not included in the totals for the population or sample from UC LBNL due to differences in how that location categorizes their positions.

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of climate and diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UC SWT.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from SWT members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability - Internal Consistency of Responses.** Correlations between the responses to questions about overall campus climate for various groups (question 76) and those that rate overall campus climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients<sup>17</sup> are provided in Table 3.

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<sup>17</sup> Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in Table 3 were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response “don’t know” was treated as missing data. Therefore, responses of “don’t know” were not included in the correlation analysis.

Moderately strong relationships (between .4 and .5) existed between all but six pairs of variables. Five of those six pairs exhibited only moderately strong relationships (between .3 and .4) for both pairs for African Americans/Blacks; for both pairs for Asian Americans/Asians; and for Respectful of Socioeconomically Disadvantaged Persons and Not Classist. The remaining pair exhibited a strong relationship (between .5 and .7) between Positive for Gay, Lesbian, Bisexual Individuals, and Respectful of Gay, Lesbian, Bisexual Individuals.

**Table 3. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

Respectful of:	Climate Characteristics								
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
African Americans/Blacks	.391 <sup>1</sup>	.348 <sup>1</sup>							
American Indians/Alaskan Natives	.440 <sup>1</sup>	.402 <sup>1</sup>							
Asian Americans/Asians	.376 <sup>1</sup>	.383 <sup>1</sup>							
Middle Eastern/South Asian/North African	.448 <sup>1</sup>	.424 <sup>1</sup>							
Hispanics/Latinos	.488 <sup>1</sup>	.495 <sup>1</sup>							
Pacific Islanders	.435 <sup>1</sup>	.423 <sup>1</sup>							
Gay, Lesbian, Bisexual Individuals			.514 <sup>1</sup>	.488 <sup>1</sup>					
Females					.434 <sup>1</sup>	.402 <sup>1</sup>			
Non-Native English Speakers							.426 <sup>1</sup>		
Socioeconomically Disadvantaged Persons								.346 <sup>1</sup>	.402 <sup>1</sup>

<sup>1</sup>p = 0.01

## Sample characteristics<sup>18</sup>

Table 4 depicts the respondent population by their primary position status at UC. Thirty-six percent of all respondents were Undergraduate Students, and 13% were Graduate/Professional Students. Twenty-two percent of all respondents were Staff Non-Union, 14% were Staff Union, 8% were Faculty, 2% were Postdoctoral Scholars, and 1% identified as Health Sciences Campus Trainees (Trainees). Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions.

**Table 4. Respondents Primary Position in the University**

<b>Position</b>	<b><i>n</i></b>	<b>%</b>
<b>Undergraduate Student</b>	<b>37,693</b>	<b>36.2</b>
Started at UC as first year student	28,004	74.3
Transferred from a California community college	6,523	17.3
Transferred from another institution	693	1.8
Missing	2,473	6.6
<b>Graduate/Professional Student</b>	<b>13,685</b>	<b>13.1</b>
Non-Degree	99	0.7
Master’s degree student	3,213	23.5
Doctoral degree student (Ph.D., Ed.D.)	7,526	55.0
Professional degree student (e.g., MD, JD, MBA)	1,967	14.4
Missing	880	6.4
<b>Postdoctoral scholar</b>	<b>2,392</b>	<b>2.3</b>
<b>Health Sciences Campus Trainees</b>	<b>852</b>	<b>0.8</b>
<b>Staff – Non-Union</b>	<b>22,864</b>	<b>21.9</b>
Senior Management Group	210	0.9
Management & Senior Professionals - Supervisor	3,882	7.3
Management & Senior Professionals – Non- Supervisor	1,475	6.5
Professional & Support Staff – Non-Union & Supervisor	4,494	19.7
Professional & Support Staff – Non-Union & Non-Supervisor	9,976	43.6
Administrative Staff	30	0.1
Field Staff	6	0.0
Program Staff	121	0.5

<sup>18</sup> All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

*Table 4. (cont.)*

<i>Position</i>	<i>n</i>	<i>%</i>
County Paid Staff	30	0.1
Missing	2,640	11.5
<b>Staff- Union</b>	<b>14,240</b>	<b>13.7</b>
Professional & Support Staff – Union Represented & Supervisor	1,941	13.6
Professional & Support Staff – Union Represented & Non-Supervisor	9,772	68.6
Administrative Staff	38	0.3
Field Staff	16	0.1
Program Staff	27	0.2
County Paid Staff	22	0.2
Missing	2,424	17.0
<b>Faculty</b>	<b>8,010</b>	<b>7.7</b>
Faculty Administrator	476	5.9
General Campus Faculty	3,762	47.0
Professor	1,605	42.7
Associate Professor	702	18.7
Assistant Professor	549	14.6
Other Faculty appointment	901	24.0
Health Sciences Campus Faculty	2,110	26.3
Professor	765	42.7
Associate Professor	444	18.7
Assistant Professor	702	14.6
Other Faculty appointment	192	24.0
Missing	1,662	20.7
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>2,490</b>	<b>2.4</b>
<b>Scientist or Engineer</b>	<b>688</b>	<b>0.7</b>
<b>Non Scientist or Engineer - Technical</b>	<b>398</b>	<b>0.4</b>
<b>Non Scientist or Engineer – Administrative/Operations</b>	<b>580</b>	<b>0.6</b>
<b>Postdoctoral Fellow</b>	<b>252</b>	<b>0.2</b>
<b>Graduate Student Research Assistant</b>	<b>67</b>	<b>0.1</b>
<b>High School/Undergraduate Student Assistant</b>	<b>7</b>	<b>0.0</b>

Note: There were no missing data for the primary categories in this question; all respondents were required to select an answer.

There were missing data for the sub-categories as indicated.

\*Respondents to this status were able to select all of the sub-categories that apply.

For the purposes of several analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-Docs/Trainees.<sup>19</sup> Thirty-six percent of the survey respondents were Undergraduate Students ( $n = 37,700$ ), 13% were Graduate/Professional Students ( $n = 13,752$ ), 39% were Staff ( $n = 40,572$ ), 8% were Faculty ( $n = 8,698$ ), and 4% were Post-Docs/Trainees ( $n = 3,496$ ). Ninety-four percent of respondents ( $n = 97,870$ ) were full-time in their primary positions (Figure 1).

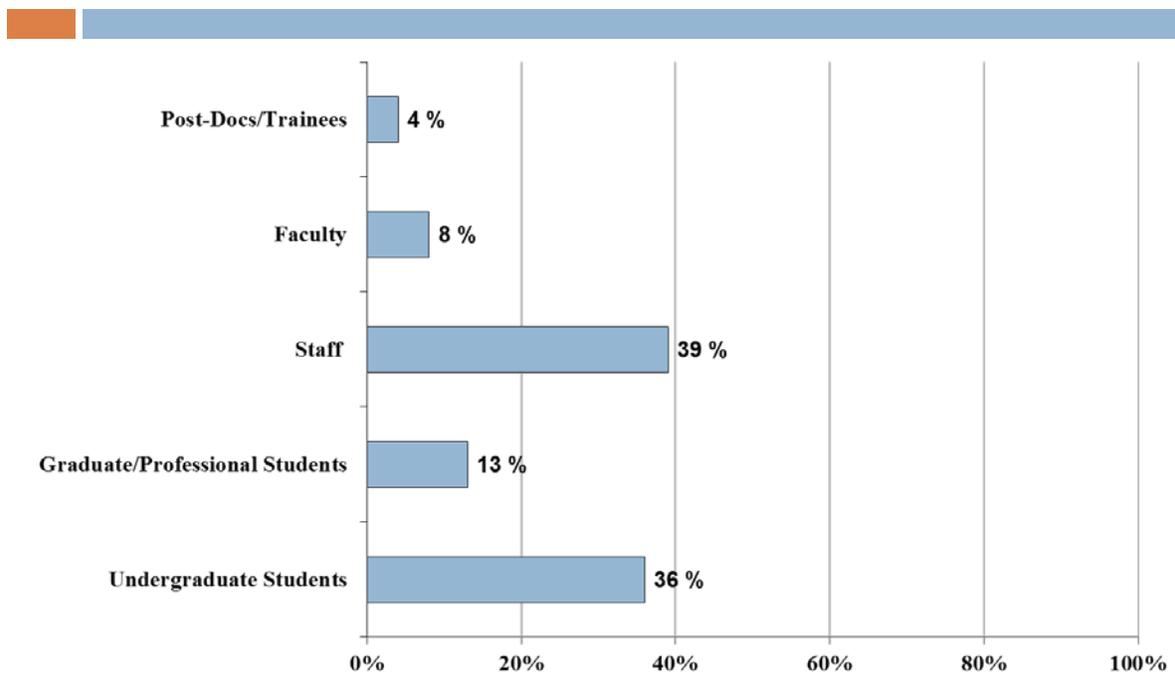


Figure 1. Respondents' Collapsed Position Status (%)

<sup>19</sup> Collapsed position variables were determined by the SWT. "Staff" includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. "Faculty" includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.

Eighty-three percent of Staff respondents ( $n = 33,769$ ) were primarily career employees (Table 5). Fifty-two percent of Staff ( $n = 21,125$ ) cited their primary campus location as the General Campus, and 32% indicated that their primary campus location was Health Sciences/Medical Center ( $n = 13,051$ ).

**Table 5. Primary Employment Status within the University**

<b>Status</b>	<b><i>n</i></b>	<b>%</b>
Career (including partial-year career) employee	33,769	83.2
Contract employee	1,819	4.5
Limited appointment employee/term employment	1,223	3.0
Per Diem employee	522	1.3
Floater (temporary services) employee	253	0.6
Academic employee	1,526	3.8
Missing*	1,459	3.6

Note: Table includes staff responses only ( $n = 40,572$ ).

More than half of the sample were women (60%,  $n = 62,356$ ; Figure 2),<sup>20</sup> and 39% were men ( $n = 40,607$ ). Two hundred-ten transgender<sup>21</sup> individuals (0.2%) completed the survey; 783 respondents (1%) identified as genderqueer.<sup>22</sup> Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Less than one percent of respondents marked “other” in terms of their gender identity ( $n = 488$ ).

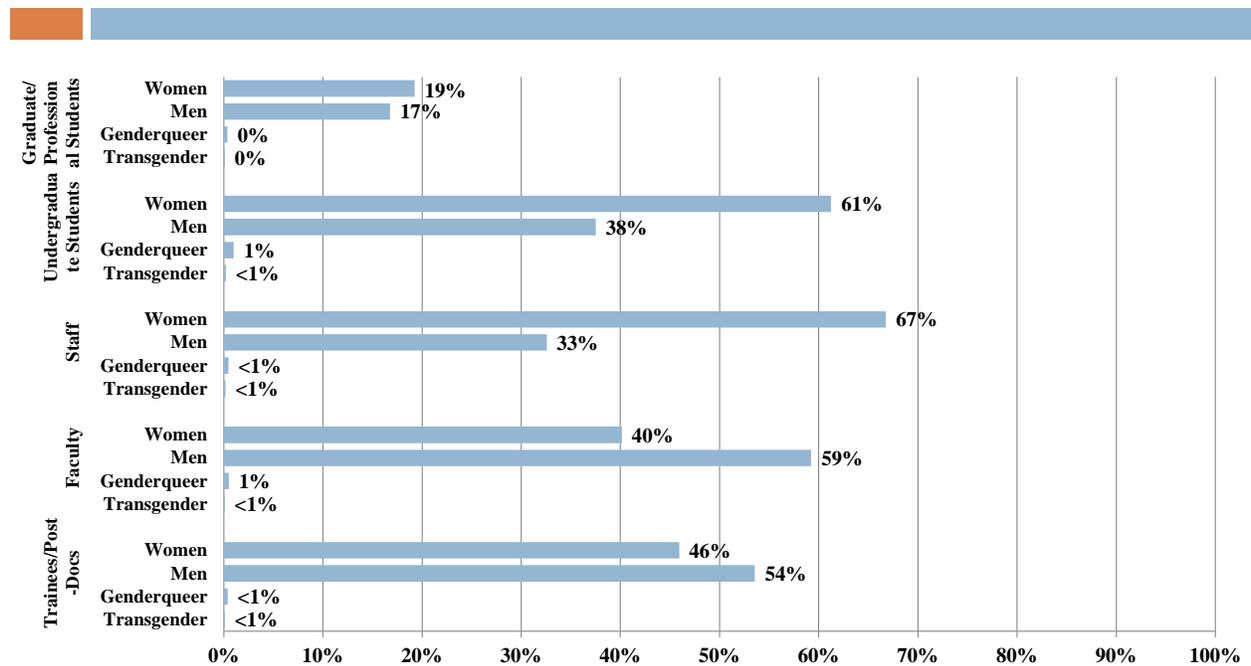


Figure 2. Respondents by Gender & Position Status (%)

<sup>20</sup> Additionally, when responding to the question of “sex assigned at birth”, the majority of respondents identified as female (60%,  $n = 62,627$ ), 39% of respondents identified as male ( $n = 40,895$ ), and less than .1% identified as intersex ( $n = 88$ ).

<sup>21</sup> Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

<sup>22</sup> People who identify as genderqueer may consider themselves as being both male and female, as being neither male nor female, or as falling completely outside the gender binary.

The majority of respondents were heterosexual<sup>23</sup> (82%,  $n = 85,674$ ). Eight percent were LGBQ (lesbian, gay, bisexual, or queer;  $n = 8,589$ ) (Figure 3). One percent of respondents ( $n = 1,006$ ) were questioning their sexual orientations, and 5% identified as asexual ( $n = 4,743$ ).

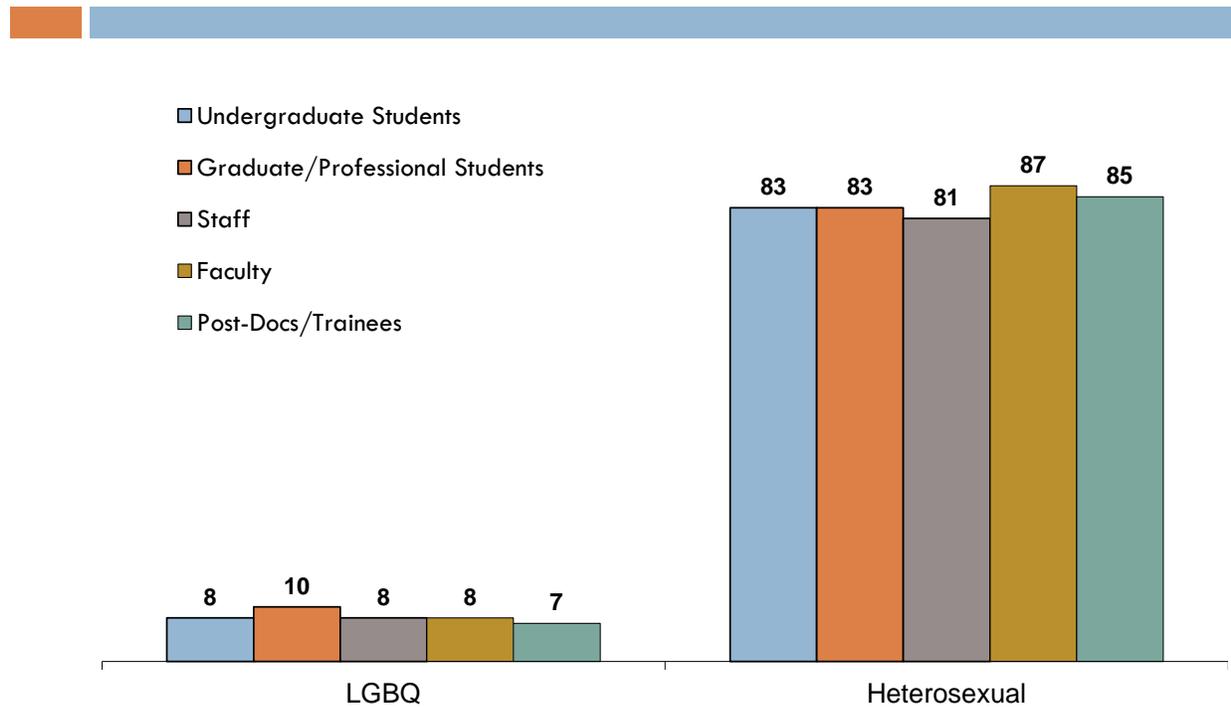


Figure 3. Respondents by Sexual Orientation & Position Status (%)

<sup>23</sup> Respondents who answered “other” in response to the question about their sexual orientations and wrote “straight” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

Twenty-seven percent of Staff members were 50 to 59 years old and 25% were 40 to 49 years old. Twenty-seven percent of Faculty members were between 40 and 59 years old. Sixty-nine percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).

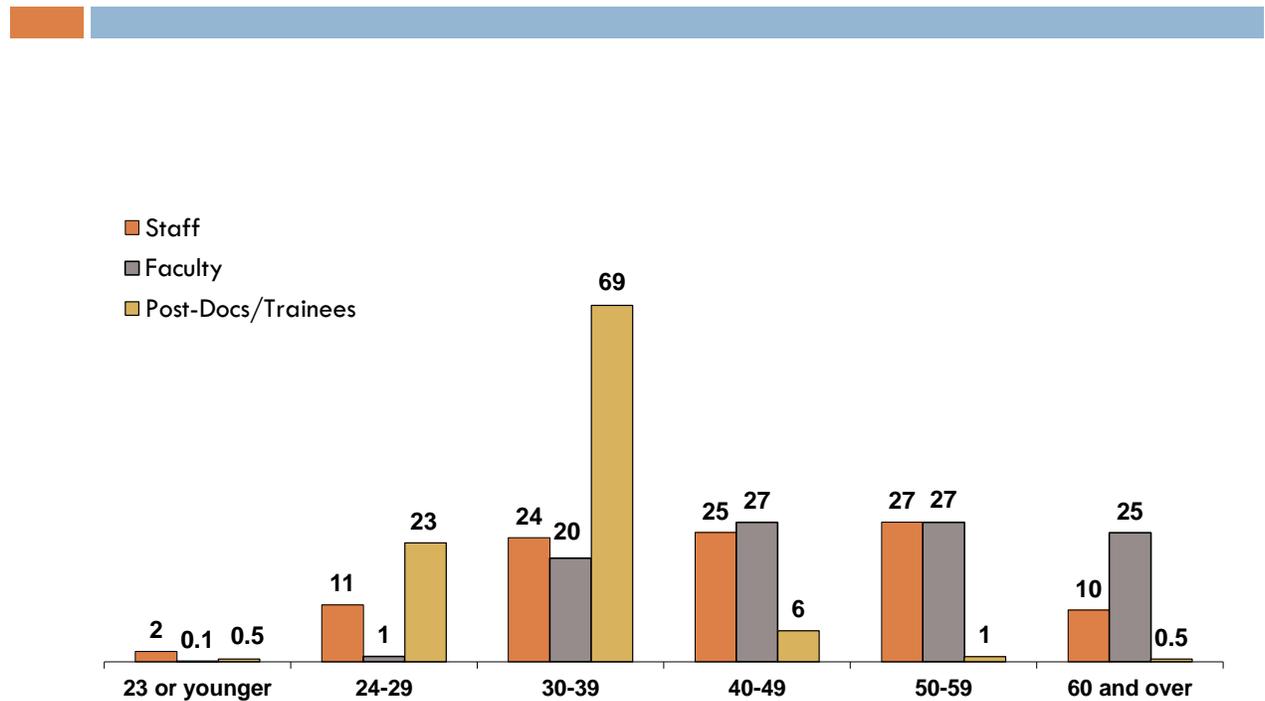


Figure 4. Employee Respondents by Age & Position Status (%)

Sixty percent of responding Undergraduate Students ( $n = 22,495$ ) were 18 to 20 years old. Fifty-seven percent of responding Graduate/Professional Students ( $n = 7,821$ ) were 24 to 29 years old (Figure 5).

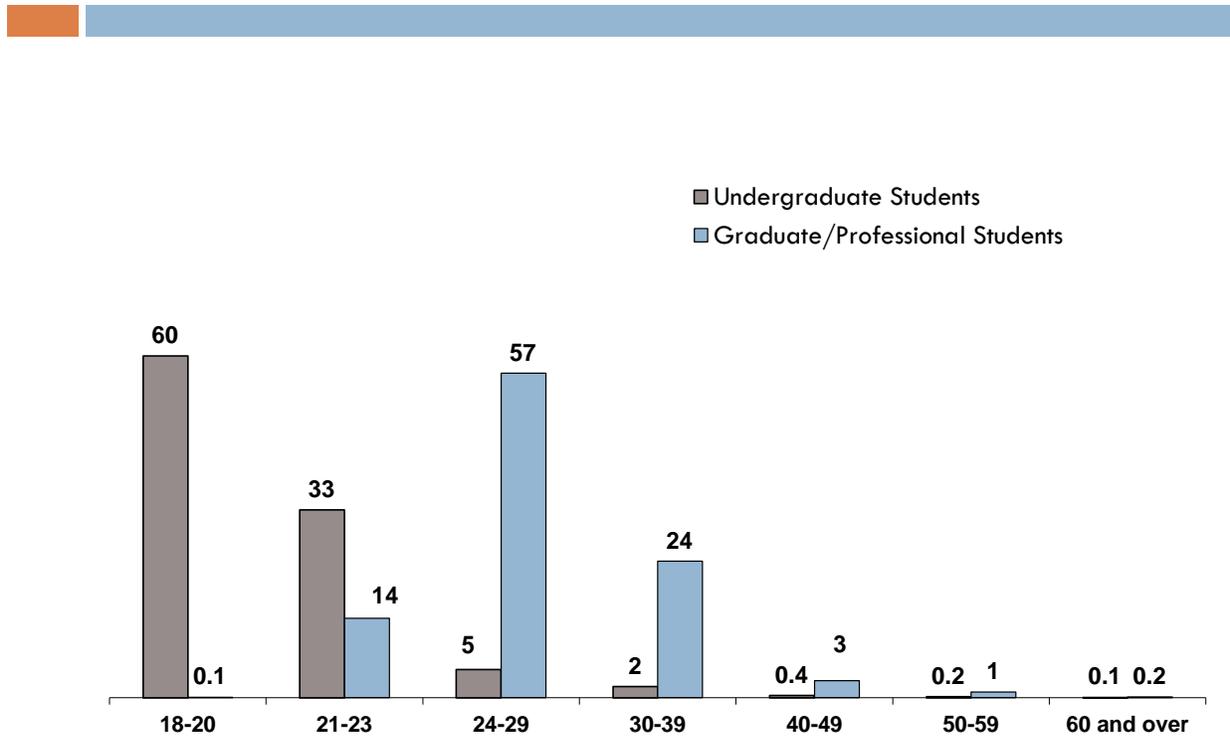


Figure 5. Student Respondents' Age (%)

With regard to race and ethnicity, 52% of the respondents ( $n = 54,483$ ) identified as White.<sup>24</sup> Thirty-one percent were Asian/Asian American ( $n = 32,015$ ), 16% were Hispanic/Latino ( $n = 16,889$ ), 5% were African American/African/Black ( $n = 5,046$ ), 4% were Middle Eastern/Southwest Asian/North African ( $n = 4,567$ ), 2% were American Indian/Alaskan Native ( $n = 1,942$ ), and 1% were Pacific Islander ( $n = 770$ ) (Figure 6). One percent of respondents ( $n = 849$ ) identified their identity as “Other.”

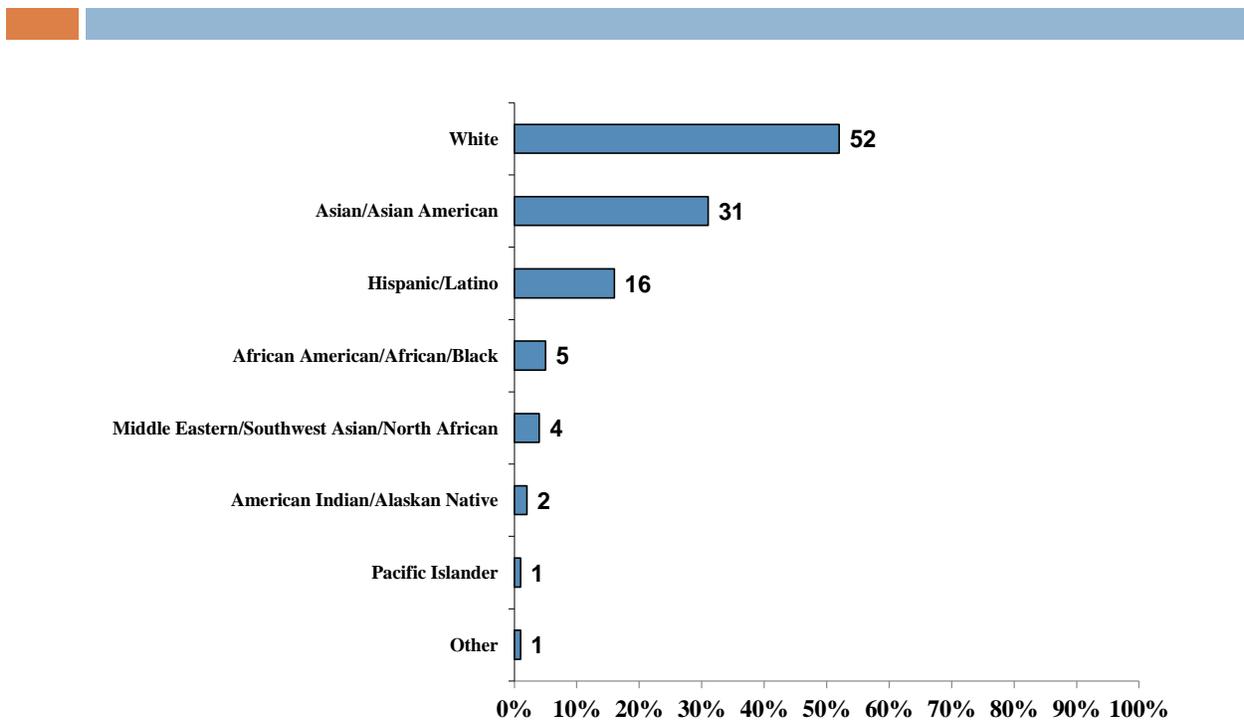


Figure 6. Respondents' Racial/Ethnic Identity (n), inclusive of multi-racial and/or multi-ethnic (%)

<sup>24</sup> The response “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” Readers will see Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>25</sup> allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (43%,  $n = 44,543$ ) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority<sup>26</sup> (20%,  $n = 20,845$ ), Other People of Color<sup>27</sup> (34%,  $n = 35,089$ ), and Multi-Minority<sup>28</sup> (2%,  $n = 1,679$ ) were created.

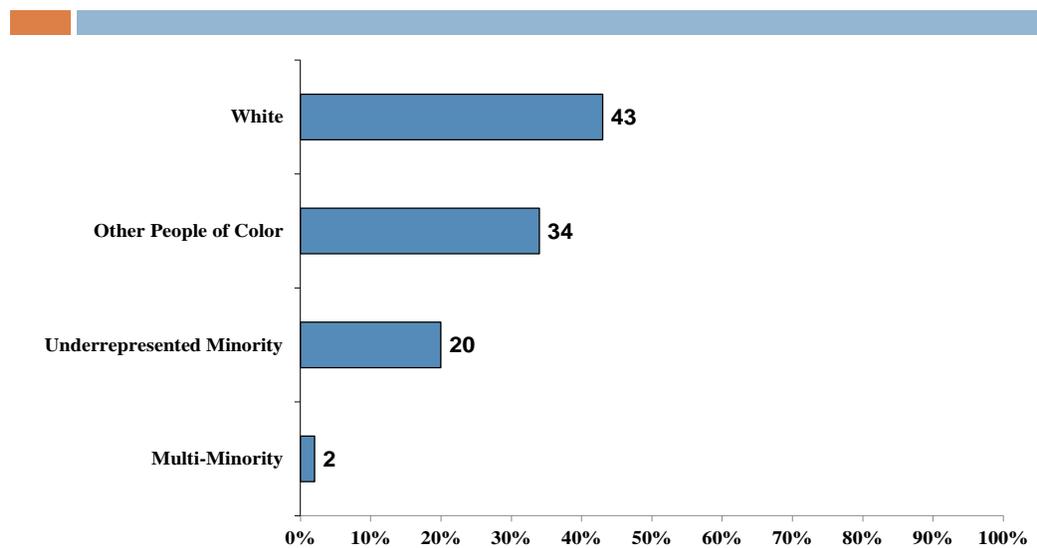


Figure 7. Respondents' Racial/Ethnic Identity (%)

<sup>25</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

<sup>26</sup> Congruent with UC practice and approved by the SWT for this project, the "Underrepresented Minority" category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

<sup>27</sup> Approved by the SWT for this project the "Other People of Color" category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses

<sup>28</sup> Approved by the SWT for this project, the "Multi-Minority" category includes respondents who checked any of the responses included under in the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.

The survey item<sup>29</sup> that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (34%,  $n = 35,595$ ). One percent chose a Muslim<sup>30</sup> affiliation ( $n = 1,278$ ), 3% chose a Jewish<sup>31</sup> affiliation ( $n = 2,850$ ), and 6% chose Other Religious/Spiritual Affiliations ( $n = 6,447$ ).<sup>32</sup> Forty-four percent of respondents ( $n = 46,255$ ) reported no affiliation,<sup>33</sup> and 7% reported multiple affiliations<sup>34</sup> ( $n = 6,729$ ) (Figure 8).

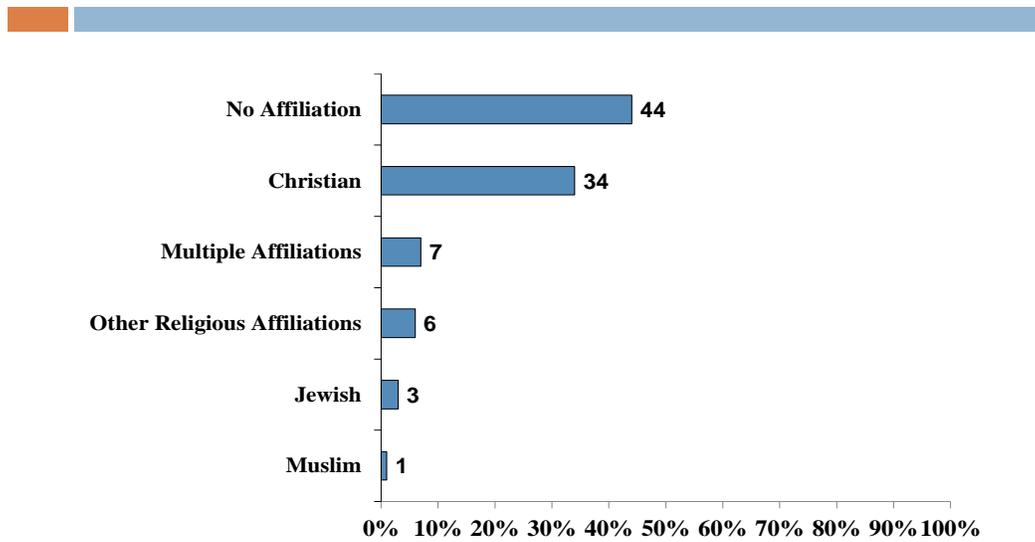


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

Subsequent analyses revealed that 88% of Undergraduate Student respondents ( $n = 33,213$ ) were single, never married, as were 61% of Graduate/Professional Students ( $n = 8,284$ ). Fifty-seven percent of Staff respondents ( $n = 22,576$ ) were married or remarried; 22% were single, never

<sup>29</sup> Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.

<sup>30</sup> Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

<sup>31</sup> Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>32</sup> Other Religious/Spiritual Affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

<sup>33</sup> No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>34</sup> Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

married ( $n = 8,743$ ); 10% were single, divorced ( $n = 3,987$ ); and 6% were partnered ( $n = 2,566$ ). More than three-quarters of Faculty respondents (77%,  $n = 6,597$ ) were married or remarried, and 9% were single, never married ( $n = 730$ ). Half of Post-Docs/Trainees were married or remarried (52%,  $n = 1,802$ ) and 32% were single, never married ( $n = 1,115$ ). One percent of respondents were partnered in a civil union or registered domestic partnership ( $n = 1,066$ ).

Ninety-four percent of Undergraduate Students ( $n = 35,493$ ) and 86% of Graduate/Professional Students had no dependent care responsibilities. While 31% of employee respondents ( $n = 1,584$ ) were caring for children under the age of 18 years, 48% were not responsible for any dependent family members ( $n = 2,446$ ) (Figure 9). Two percent of Undergraduate Students ( $n = 683$ ) and 4% of Graduate/Professional Students ( $n = 503$ ) were responsible for senior or other family members.

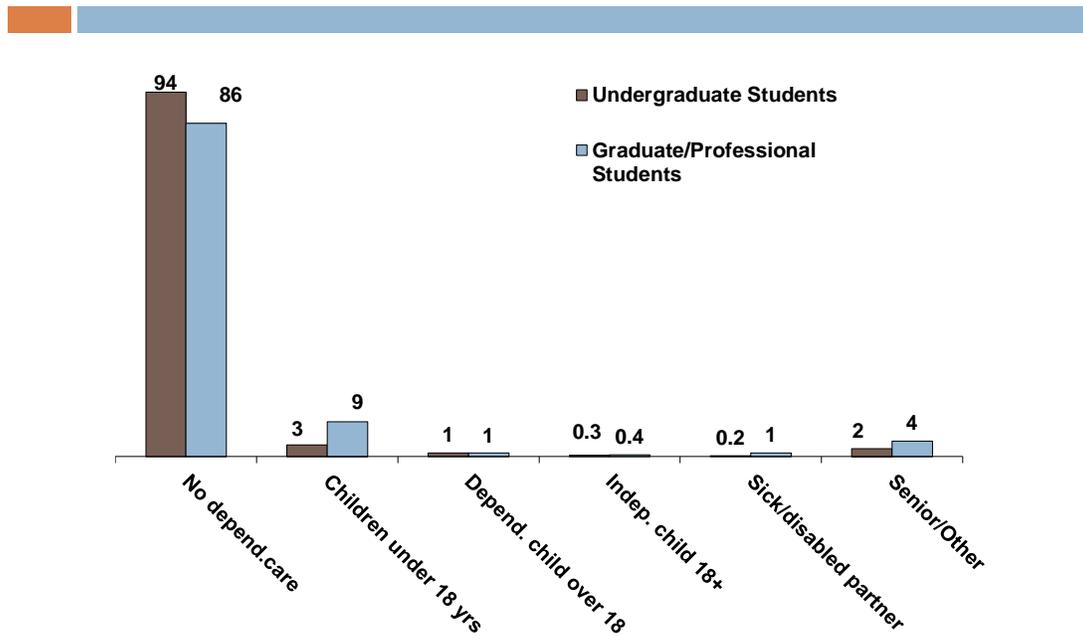


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Thirty-three percent of Staff respondents ( $n = 13,530$ ), 42% of Faculty ( $n = 3,610$ ), and 25% of Post-Docs/Trainees ( $n = 860$ ) were caring for children under the age of 18 years (Figure 10). Fifteen percent of Staff ( $n = 6,026$ ), 13% of Faculty ( $n = 1,119$ ), and 4% of Post-Docs/Trainees ( $n = 148$ ) were responsible for senior or other family members.

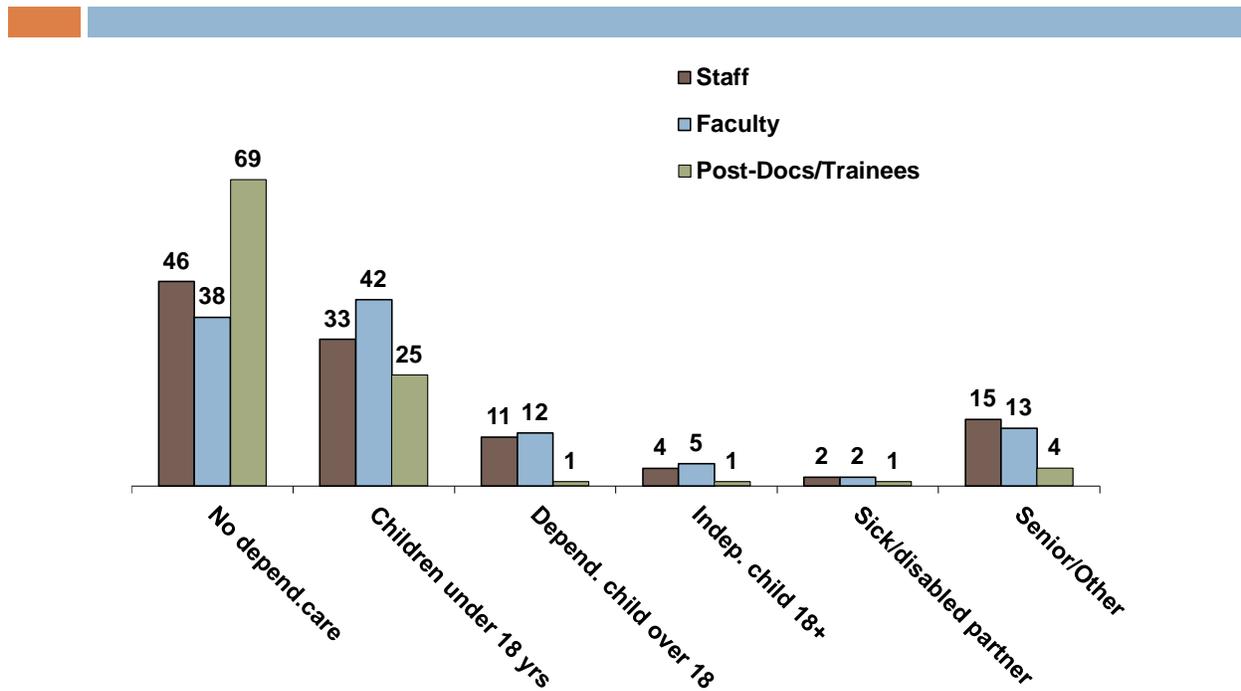


Figure 10. Employee Respondents' Dependent Care Status by Position ( $n$ )

Additional analyses revealed that 96% of all respondents ( $n = 99,768$ ) had never been in the military. Two percent of respondents ( $n = 1,981$ ) were veterans, and less than one percent were reservists ( $n = 353$ ), currently active military members ( $n = 189$ ), and ROTC ( $n = 301$ ).

Twenty-seven percent of respondents ( $n = 28,122$ ) considered their political views moderate or “middle of the road.” Forty-four percent were “liberal”/“far left” ( $n = 45,512$ ), while 9% considered themselves “conservative”/“far right” ( $n = 9,277$ ) (Table 6). Fifteen percent were undecided ( $n = 15,357$ ).

**Table 6. Respondents’ Political Views**

<b>Political views</b>	<b><i>n</i></b>	<b>%</b>
Far left	5,029	4.8
Liberal	40,483	38.8
Moderate or middle of the road	28,122	27.0
Conservative	8,975	8.6
Far right	302	0.3
Libertarian	477	0.5
Undecided	15,357	14.7
Other	3,084	3.0

Seventeen percent of respondents ( $n = 17,556$ )<sup>35</sup> had disabilities that substantially affected learning, working, or living activities. Five percent of respondents had mental health/psychological conditions ( $n = 5,072$ ), 4% had medical conditions ( $n = 4,090$ ), 3% had Attention Deficit Hyperactivity Disorder (ADHD) ( $n = 2,572$ ), 3% had low vision ( $n = 2,768$ ), and 2% were hard of hearing ( $n = 1,729$ ) (Table 7).

**Table 7. Respondents' Disability Status**

<b>Disability</b>	<b><i>n</i></b>	<b>%</b>
Acquired/Traumatic Brain Injury	342	0.3
Attention Deficit Hyperactivity Disorder	2,572	2.5
Asperger's/ Autism Spectrum	311	0.3
Blind	75	0.1
Low Vision	2,768	2.7
Deaf	111	0.1
Hard of Hearing	1,729	1.7
Learning Disability	1,204	1.2
Medical Condition	4,090	3.9
Mental Health/Psychological Condition	5,072	4.9
Physical/Mobility condition that affects walking	1,316	1.3
Physical/Mobility condition that does not affect walking	1,355	1.3
Speech/Communication	730	0.7
Other	769	0.7
<b>I have none of the listed conditions</b>	<b>80,410</b>	<b>77.2</b>

Note: Percentages may not sum to 100% due to multiple responses.

<sup>35</sup> Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 17,556 (17%). The duplicated total ( $n = 22,444$ ; 22%) is reflected in Table 8 in this report and in Appendix B.

Ninety-four percent of participants who completed this survey were U.S. citizens<sup>36</sup>, 6% were non-U.S. citizens,<sup>37</sup> and 0.3% of respondents were undocumented residents<sup>38</sup> (Table 8). Subsequent analyses revealed that of the 282 undocumented resident respondents, 239 were Undergraduate Students (0.6% of all Undergraduate Student respondents) and 14 were Graduate/Professional Students (0.1% of all Graduate/Professional Students). Five percent of Undergraduate Students ( $n = 1,807$ ), 18% of Graduate/Professional Students ( $n = 2,431$ ), 1% of Staff ( $n = 431$ ), 3% of Faculty ( $n = 215$ ), and 38% of Post-Docs/Trainees ( $n = 1,326$ ) were Non-U.S. Citizens.

**Table 8. Respondents' Citizenship Status**

<b>Citizenship</b>	<b><i>n</i></b>	<b>%</b>
U.S. citizen	92,315	88.6
Permanent Resident	6,069	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	6,308	6.1
Other legally documented status	223	0.2
Undocumented resident	282	0.3

Additional analyses revealed that 60% of respondents ( $n = 61,965$ ) indicated that only English was spoken in their homes. Eleven percent indicated a language other than English was spoken in the home ( $n = 11,254$ ), while 29% indicated that English and another language were spoken in their homes ( $n = 30,277$ ).

<sup>36</sup> The survey allowed respondents to mark multiple response choices with regard to citizenship status. With the SWT's approval, citizenship was recoded for some analyses to include three categories: U.S. Citizens, Non-U.S. Citizens, and Undocumented Residents. **U.S. Citizens** included U.S. citizens, permanent residents, other legally documented status, dual citizenship AND individuals who marked any of those responses and visa holder or undocumented resident.

<sup>37</sup> Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

<sup>38</sup> Undocumented Residents included those individuals who marked only the undocumented resident response choice.

About 34% of Staff respondents ( $n = 13,822$ ) indicated that the highest level of education they had completed was a bachelor’s degree. Seven percent had finished an associate’s degree ( $n = 2,994$ ), 20% had completed a master’s degree ( $n = 8,067$ ), and 6% had completed either a doctoral or other professional degree ( $n = 2,602$ ).

Table 9 illustrates the level of education completed by students’ parents or legal guardians. Subsequent analyses indicated that 17% of all Student respondents ( $n = 17,447$ ) were first-generation students.<sup>39</sup>

**Table 9. Students’ Parents’/Guardians’ Highest Level of Education**

<b>Level of Education</b>	<b>Parent /Legal Guardian 1</b>		<b>Parent/Legal Guardian 2</b>	
	<i>n</i>	%	<i>n</i>	%
No high school	4,010	7.8	4,178	8.1
Some high school	3,260	6.3	3,031	5.9
Completed high school/GED	6,500	12.6	6,519	12.7
Some college	6,276	12.2	6,251	12.1
Business/Technical certificate/degree	1,251	2.4	1,469	2.9
Associate’s degree	2,216	4.3	2,626	5.1
Bachelor’s degree	11,306	22.0	12,173	23.7
Some graduate work	1,187	2.3	1,451	2.8
Master’s degree	7,462	14.5	6,910	13.4
Doctoral degree	3,471	6.7	1,875	3.6
Professional degree (MD, MFA, JD)	3,587	7.0	2,731	5.3
Unknown	395	0.8	786	1.5
Not applicable	302	0.6	829	1.6

Note: Table reports student responses only ( $n = 51,452$ ).

<sup>39</sup> With the SWT’s approval, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Of 37,700 responding Undergraduate Students, 22% were first year/freshman ( $n = 8,357$ ), 22% were second-year/sophomore students ( $n = 8,309$ ), 28% were third-year students/juniors ( $n = 10,427$ ), and 21% were fourth-year students/seniors ( $n = 7,922$ ). Three percent were in their fifth year or more of their undergraduate career ( $n = 1,240$ ).

Fifty-six percent of master's student respondents were first-year students ( $n = 1,828$ ), and 36% were second-year students ( $n = 1,181$ ) (Figure 11). Forty-six percent of doctoral students were in their second or third years ( $n = 4,266$ ), 15% advanced to candidacy ( $n = 1,443$ ), and 16% were ABD (all but dissertation) ( $n = 1,530$ ).

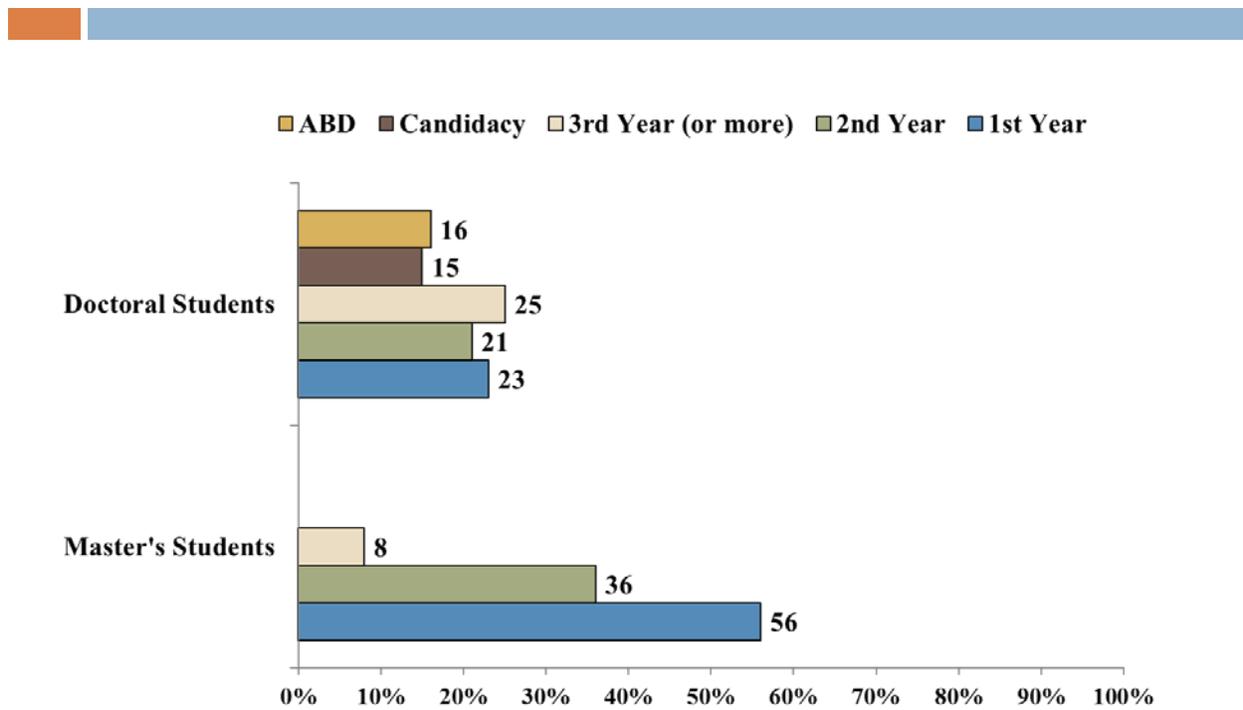


Figure 11. Graduate/Professional Student Respondents' Current Year in UC Career (%)

Twenty-nine percent of Post-Doc/Trainee respondents ( $n = 907$ ) were in their first year at UC, and 25% were in their second year ( $n = 797$ ) (Figure 12). Twenty percent were in their fifth year or more ( $n = 644$ ) at UC.

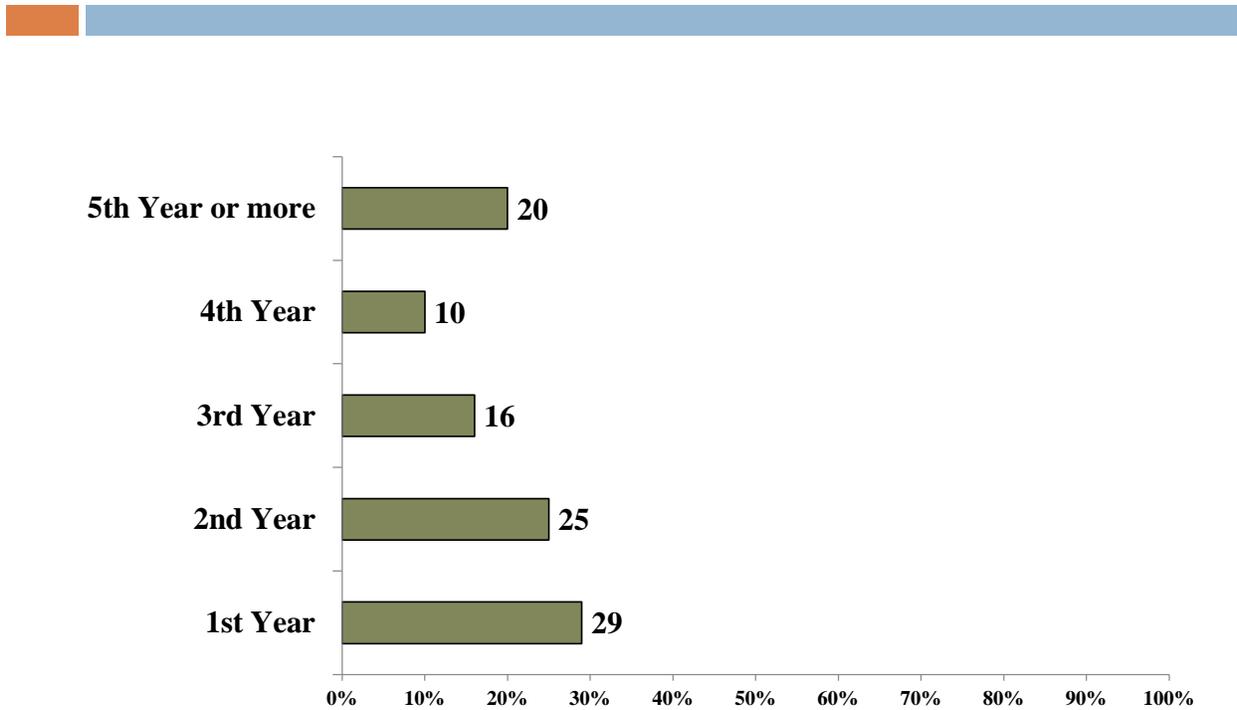


Figure 12. Post-Doc/Trainee Respondents' Current Year in UC Career (%)

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Sixty-four percent of Undergraduate Students ( $n = 24,274$ ) were in-state/resident students (Figure 13). Six percent were out-of-state/non-resident/international students ( $n = 2,208$ ).<sup>40</sup>

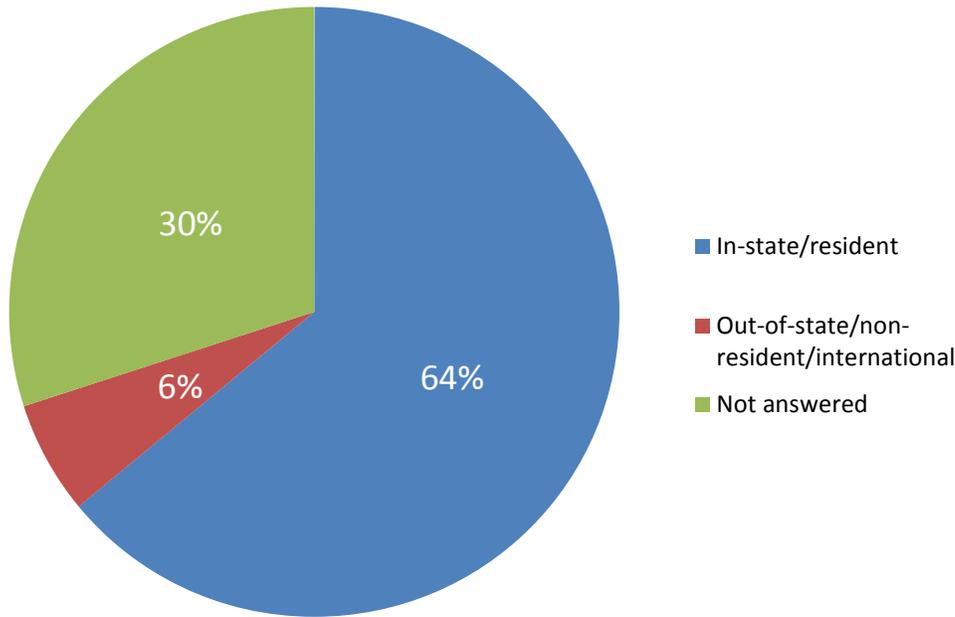


Figure 13. Students' Residency (%)

Subsequent analyses revealed that 62% of all Undergraduate Students ( $n = 23,366$ ) and 43% of all Graduate/Professional Students ( $n = 5,913$ ) were not employed. Thirty-three percent of Undergraduates ( $n = 12,144$ ) and 36% of Graduate/Professional Students ( $n = 4,871$ ) were employed on or off campus on average one to 20 hours per week. Four percent of all Undergraduate Students ( $n = 1,506$ ) and 11% of all Graduate/Professional Students ( $n = 1,463$ ) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ( $n = 146$ ) and 8% of Graduate/Professional students ( $n = 1,076$ ) worked more than 40 hours per week ( $n = 241$ ).

Thirteen percent of Undergraduate Student respondents ( $n = 4,527$ ) and 81% of Graduate/Professional Students ( $n = 10,741$ ) were currently the sole providers for their living/educational expenses (i.e., independent;  $n = 2,862$ ). Eighty-eight percent of

<sup>40</sup> Thirty percent of undergraduate respondents ( $n = 11,218$ ) did not complete this survey item.

Undergraduates ( $n = 31,765$ ) and 19% of Graduate/Professional students ( $n = 2,500$ ) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-four percent of student respondents reported that they or their families had annual incomes of less than \$30,000 ( $n = 17,386$ ). Thirty-seven percent reported annual incomes between \$30,000 and \$99,999 ( $n = 19,085$ ), 13% between \$100,000 and \$149,999 ( $n = 6,605$ ), and 8% between \$150,000 and \$249,999 ( $n = 3,939$ ) annually. Three percent of student respondents said that they or their families have annual incomes between \$250,000 and \$399,999 ( $n = 1,414$ ), and 2% had annual incomes over \$400,000 ( $n = 906$ ). These findings are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

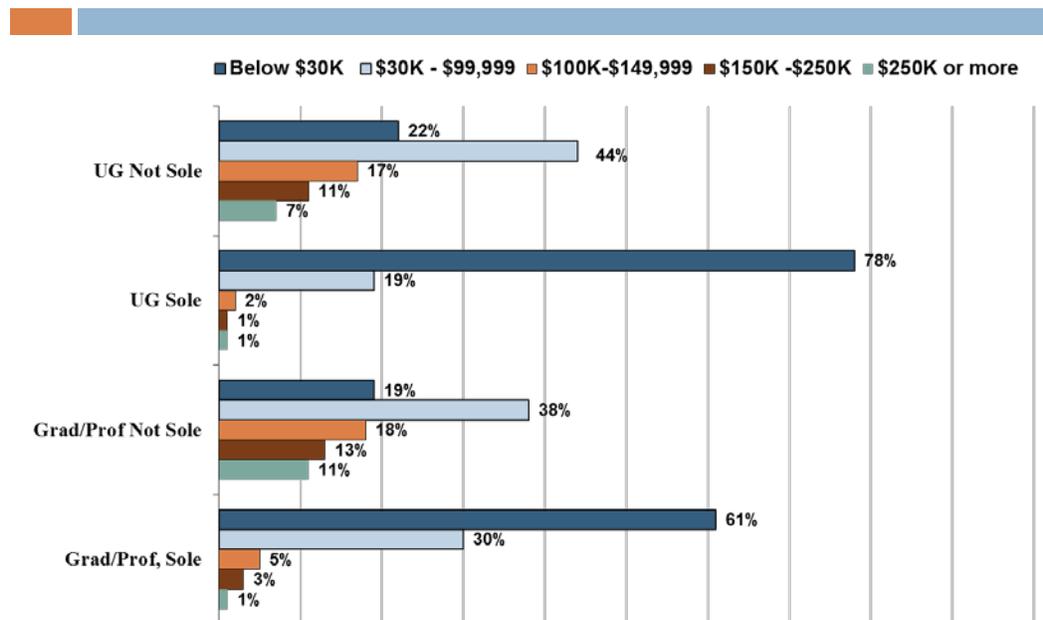


Figure 14. Students' Income by Dependency Status (%)

Additional analyses also revealed that 1% of Student respondents (332 Undergraduate Students and 91 Graduate/Professional Students) indicated that they were former foster-care youth.

## Campus Climate Assessment Findings<sup>41</sup>

The following section<sup>42</sup> reviews the major findings of the study. The review explores the climate at UC through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

### Comfort with the Climate at UC

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UC’s campuses. Table 10 illustrates that 79% of the survey respondents ( $n = 81,939$ ) were “comfortable” or “very comfortable” with the climate at UC. Seventy-five percent of respondents ( $n = 78,486$ ) were “comfortable” or “very comfortable” with the climate in their department/work unit/academic unit/college/school/clinical setting.

**Table 10. Respondents’ Comfort With the Climate**

<b>Level of Comfort</b>	<b>Comfort with Climate at UC</b>		<b>Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.</b>	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	28,418	27.3	30,515	29.3
Comfortable	53,521	51.4	47,971	46.1
Neither Comfortable nor Uncomfortable	14,632	14.1	14,809	14.2
Uncomfortable	6,241	6.0	8,375	8.0
Very Uncomfortable	1,269	1.2	2,417	2.3

Figures 15 and 16 illustrate that by position status, Staff and Faculty were least comfortable with the overall climate and the climate in their departments and work units at UC.

<sup>41</sup> Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>42</sup> The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

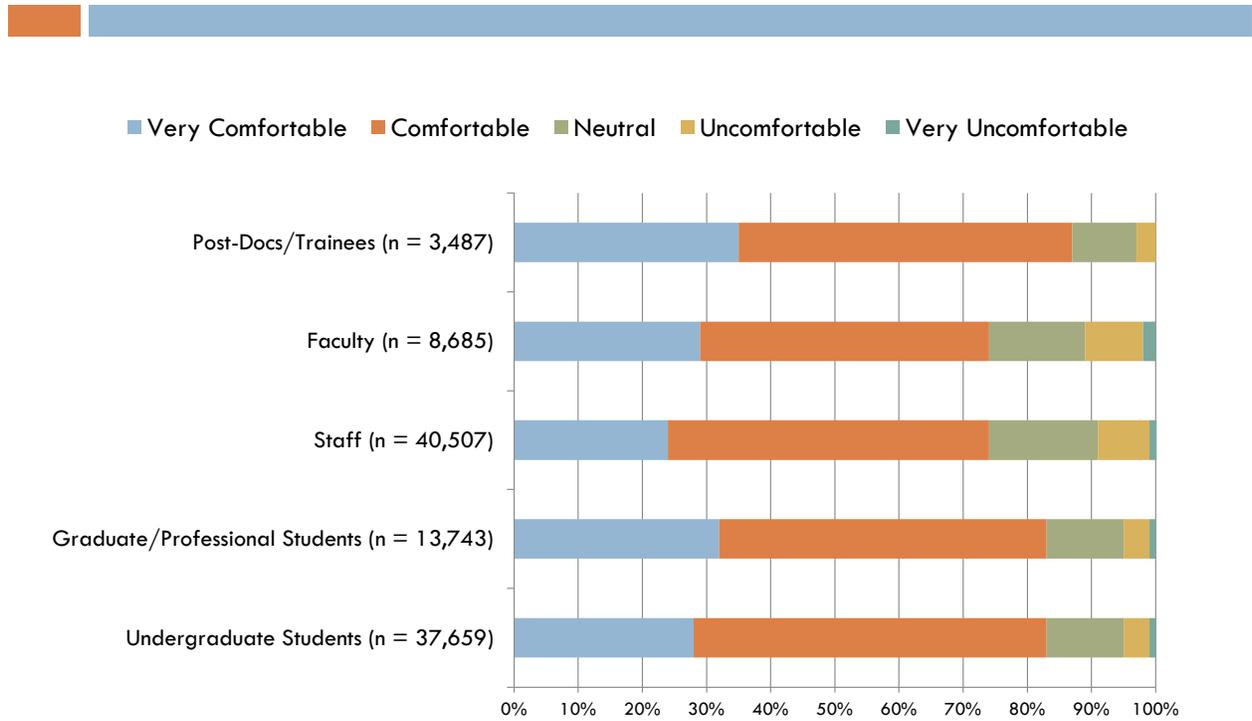


Figure 15. Comfort with Overall Climate by Position (%)

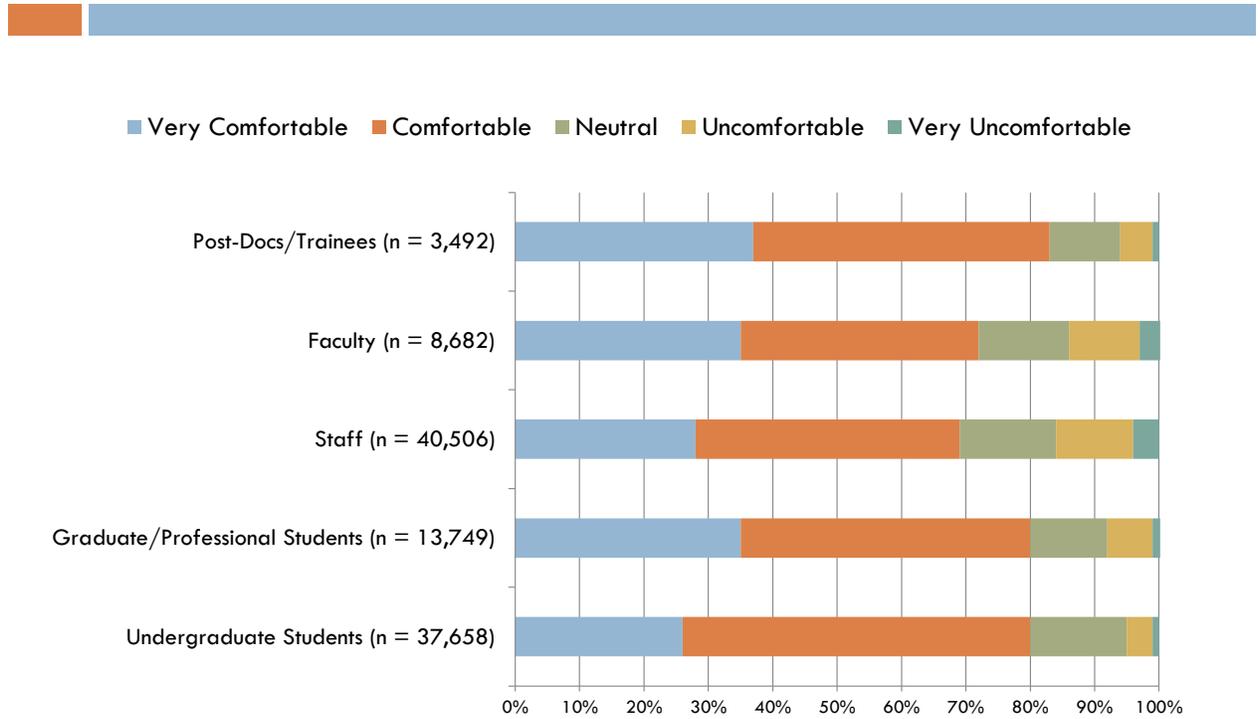


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 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 (Table 11). Twenty-nine percent of Faculty and Post-Docs ( $n = 3,243$ ) indicated that this survey item was “not applicable” to them. Of the 7,130 Faculty and Post-Docs who found the item “applicable” to them, 88% ( $n = 6,266$ ) were “comfortable” or “very comfortable” with the climate in their classes.

**Table 11. Students’ and Faculty/Post-Docs’ Comfort With the Climate in Their Classes**

Level of Comfort	Undergraduate Students’ Comfort with Climate in Classes*		Graduate/Professional Students’ Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	6,395	17.0	4,101	30.0	2,964	26.4
Comfortable	21,154	56.2	6,587	48.2	3,302	29.4
Neither Comfortable nor Uncomfortable	7,640	20.3	1,601	11.7	654	5.8
Uncomfortable	2,155	5.7	591	4.3	179	1.6
Very Uncomfortable	301	0.8	94	0.7	31	0.3
Not Applicable	27	0.1	702	5.1	3,243	28.9

\*Note: Undergraduate Student responses only ( $n = 37,672$ ).

\*\* Note: Graduate/Professional Student responses only ( $n = 13,676$ ).

\*\*\*Note: Faculty and Post-Doc responses only ( $n = 11,225$ ).

When comparing the data by racial identity,<sup>43</sup> White respondents and Other People of Color respondents were slightly more likely than other racial groups to feel “very comfortable”/“comfortable” with the overall climate for diversity at UC and in their departments/work units/ academic units/colleges/schools/clinical settings (Figures 17 &18). Underrepresented Minority respondents and Multi-Minority respondents were slightly more likely to feel “very uncomfortable”/“uncomfortable.”

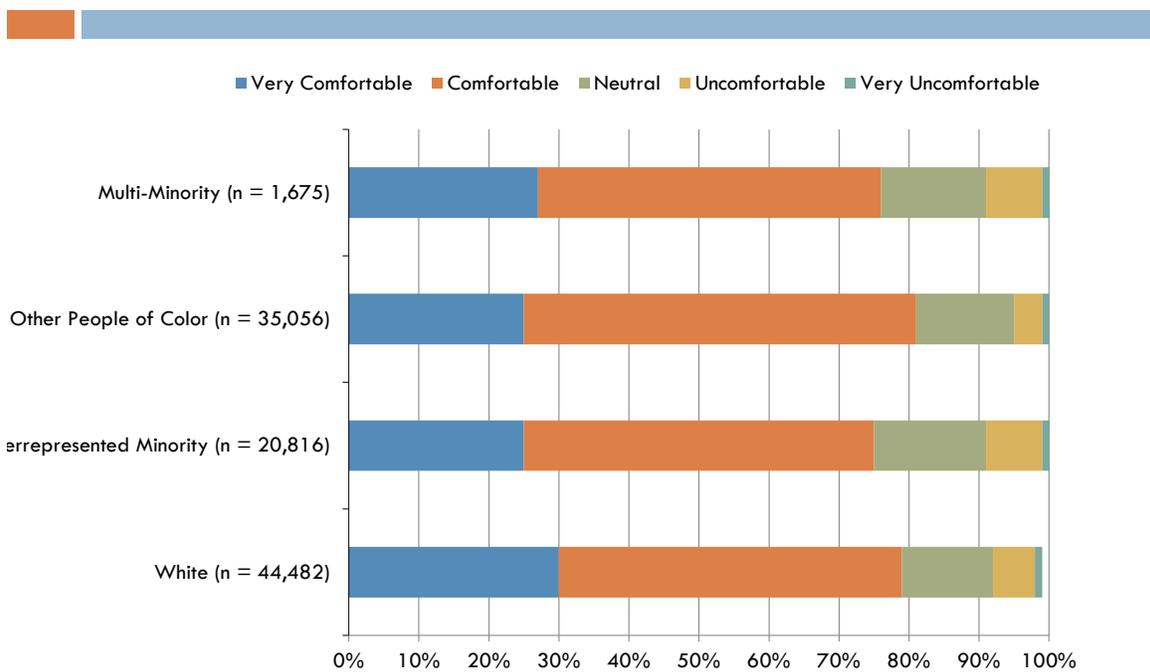


Figure 17. Comfort with Overall Climate by Race (%)

<sup>43</sup> “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” The “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

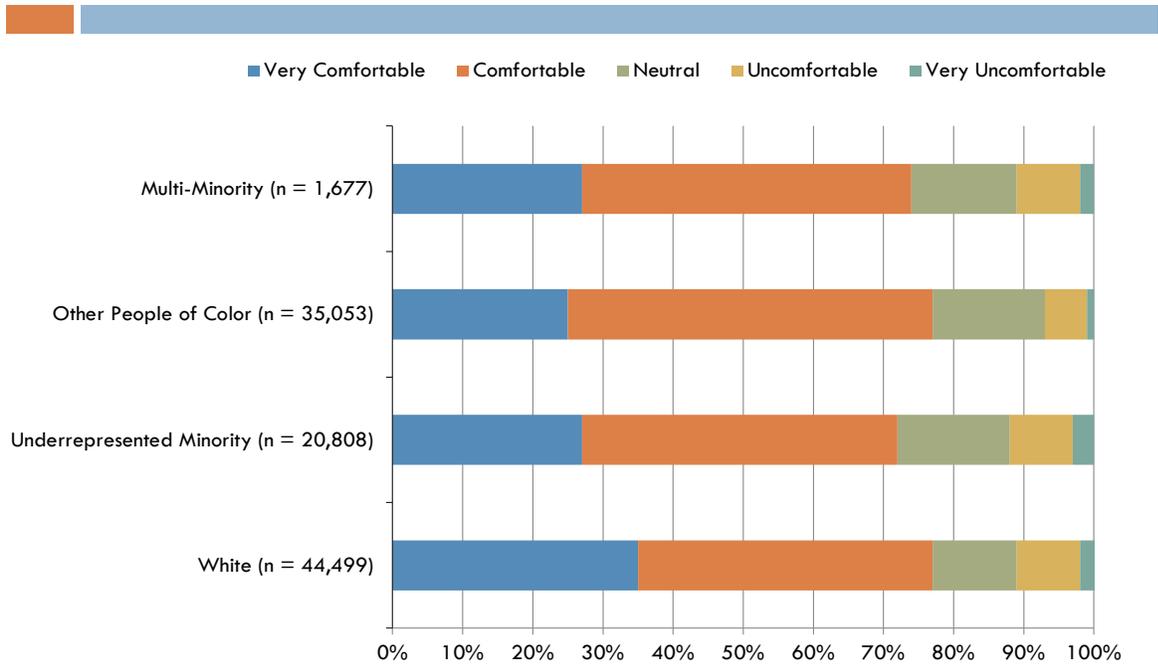


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 19 and all subsequent figures that illustrate “comfort with classroom climate” removed from the analyses any Student, Faculty, and Post-Doc respondents who indicated the survey item was “not applicable” to them. A higher percentage of White respondents were “very comfortable” with the climate in their classes than were other respondents.

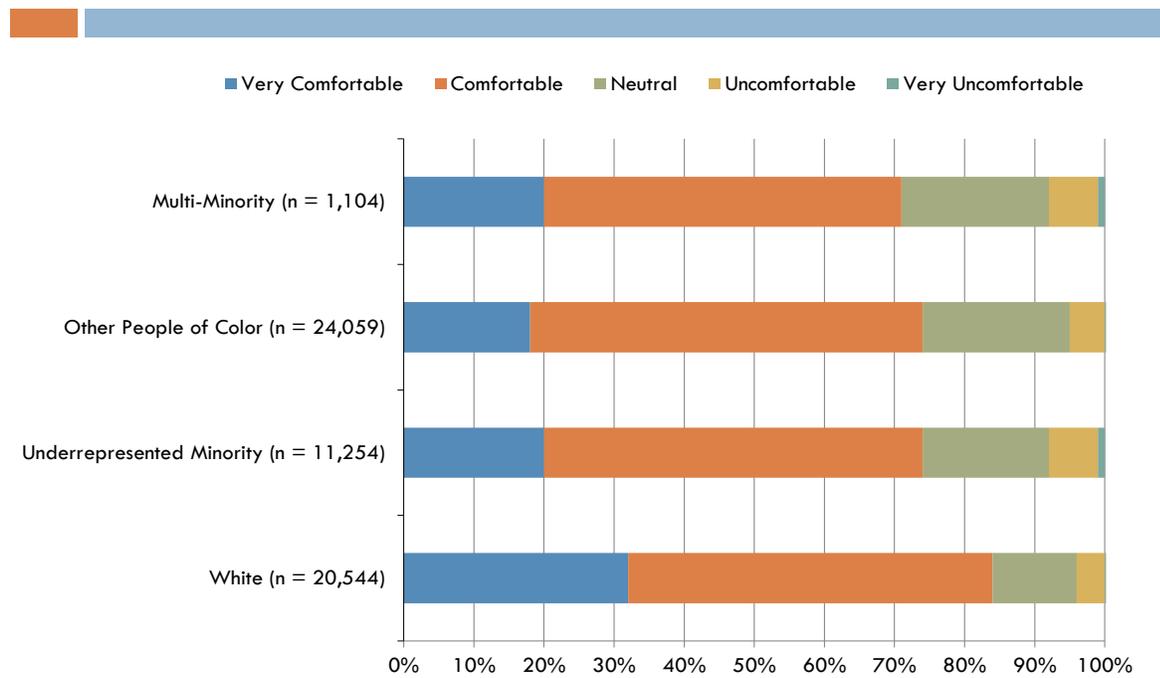


Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, transgender and genderqueer respondents were less comfortable than women and men with the overall climate at their institutions (Figure 20).

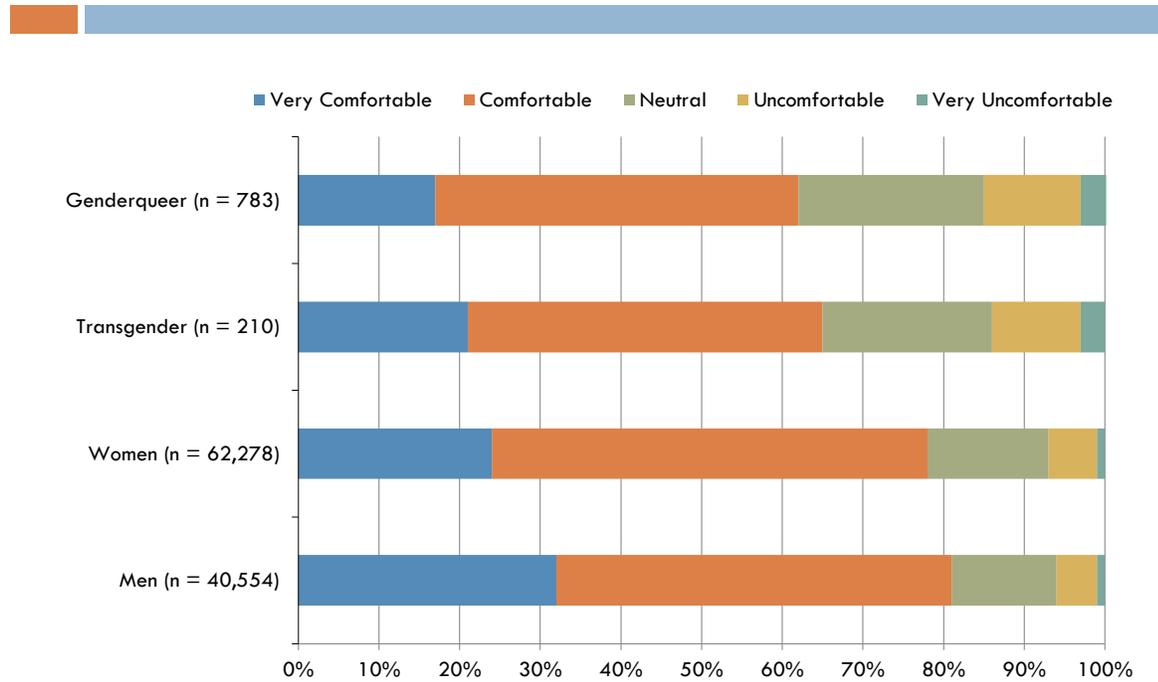


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that genderqueer, transgender, and women respondents were less comfortable than men respondents in their department/work unit/ academic unit/college/school/clinical settings.

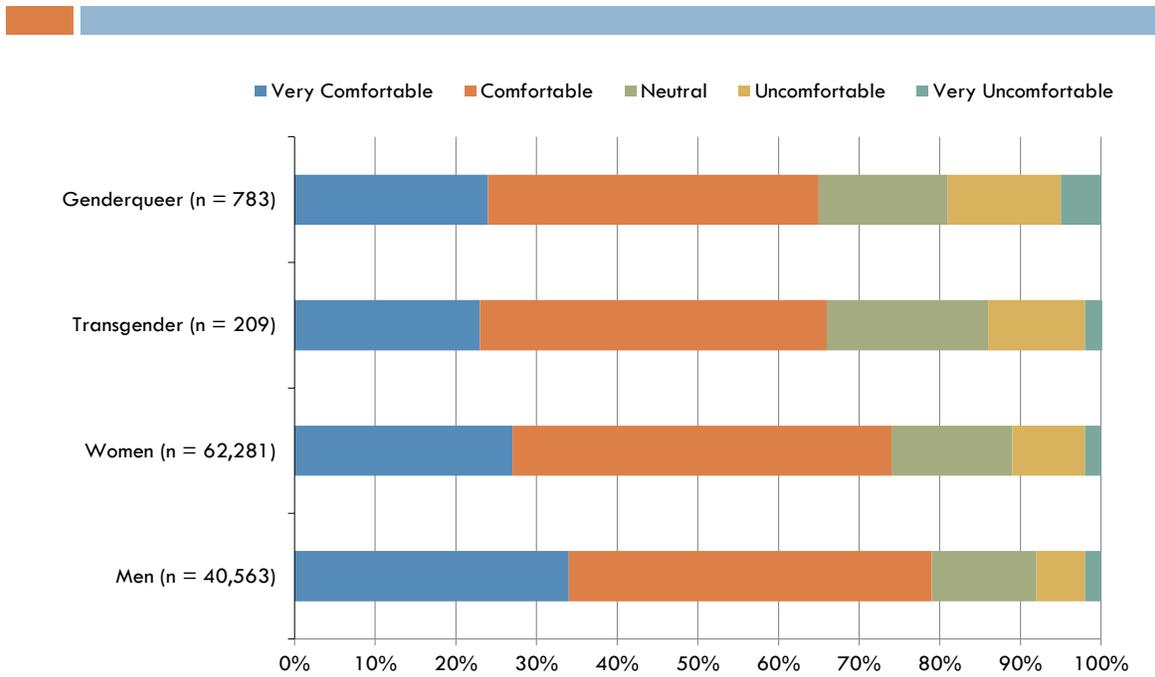


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

Men were most likely to be “very comfortable” with the climate in their classes than other respondents, and transgender and genderqueer respondents were more likely to feel “uncomfortable”/“very uncomfortable” than were other respondents (Figure 22).

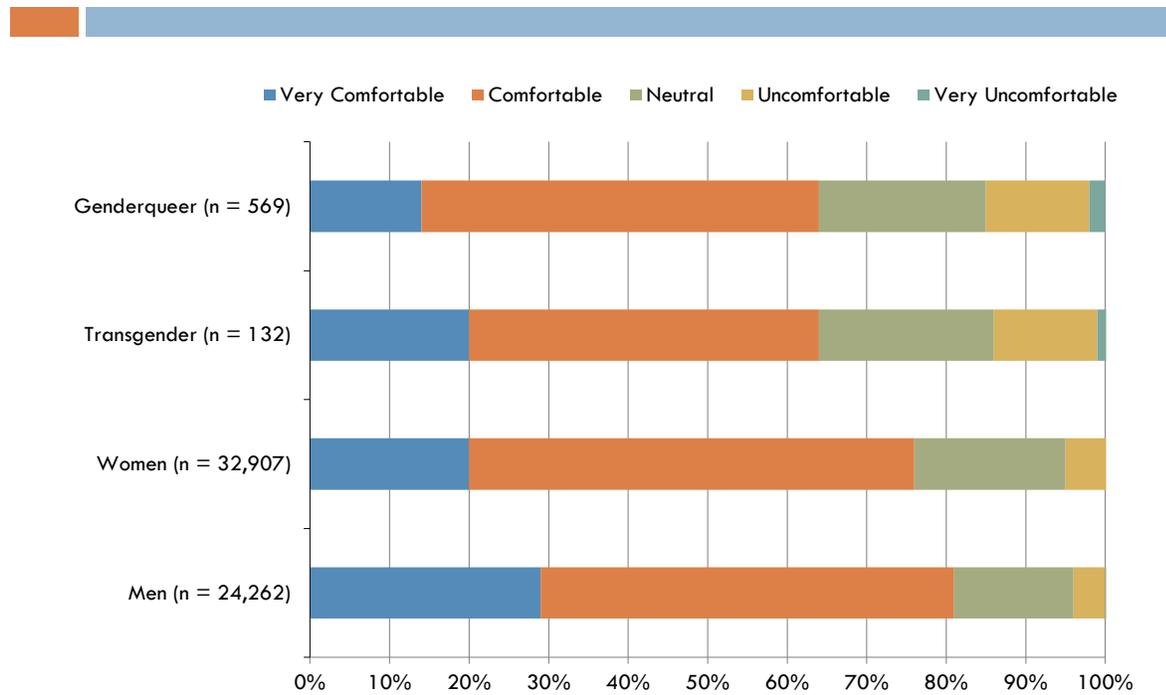


Figure 22. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents were less comfortable with the overall climate and in their departments and work units than were heterosexual respondents (Figures 23 & 24).

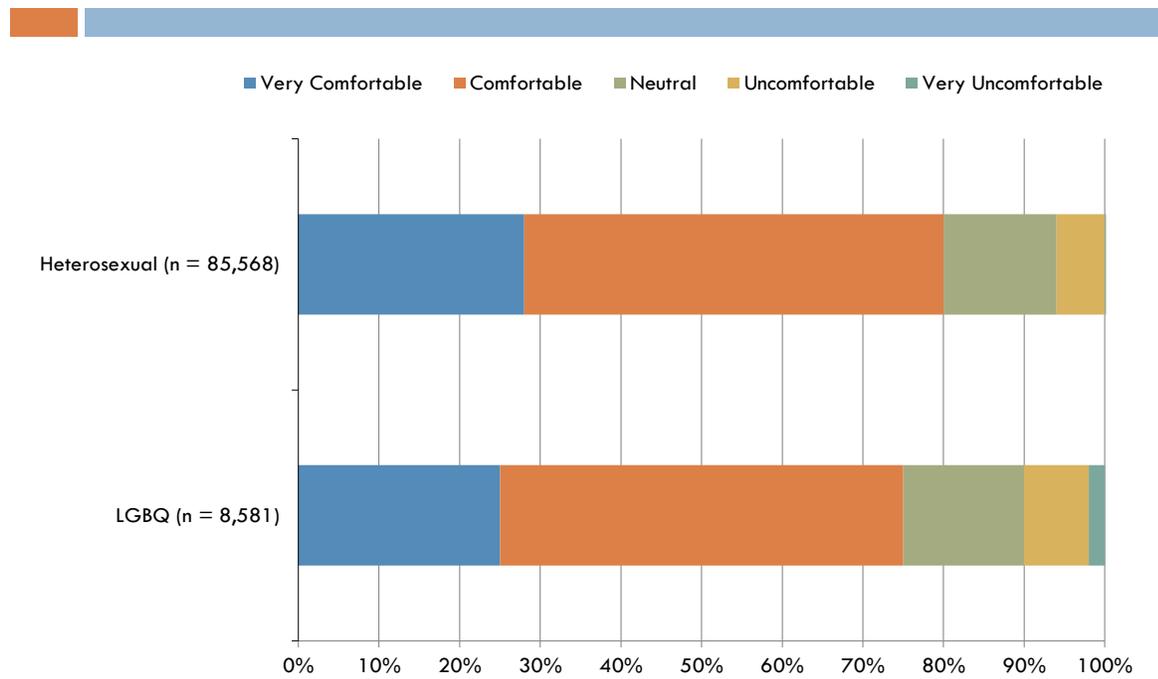


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

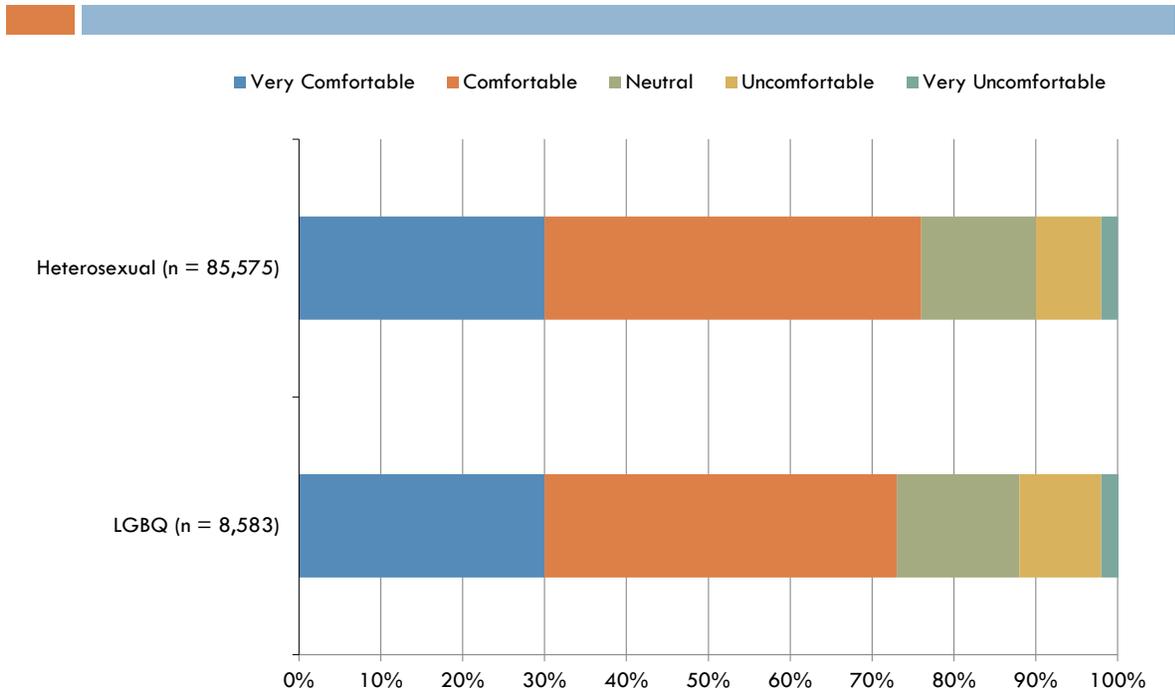


Figure 24. Comfort with Climate in Department/Work Unit/Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Students, Faculty, and Post-Docs again were slightly less comfortable in their classes in comparison to heterosexual Students, Faculty, and Post-Docs (Figure 25).

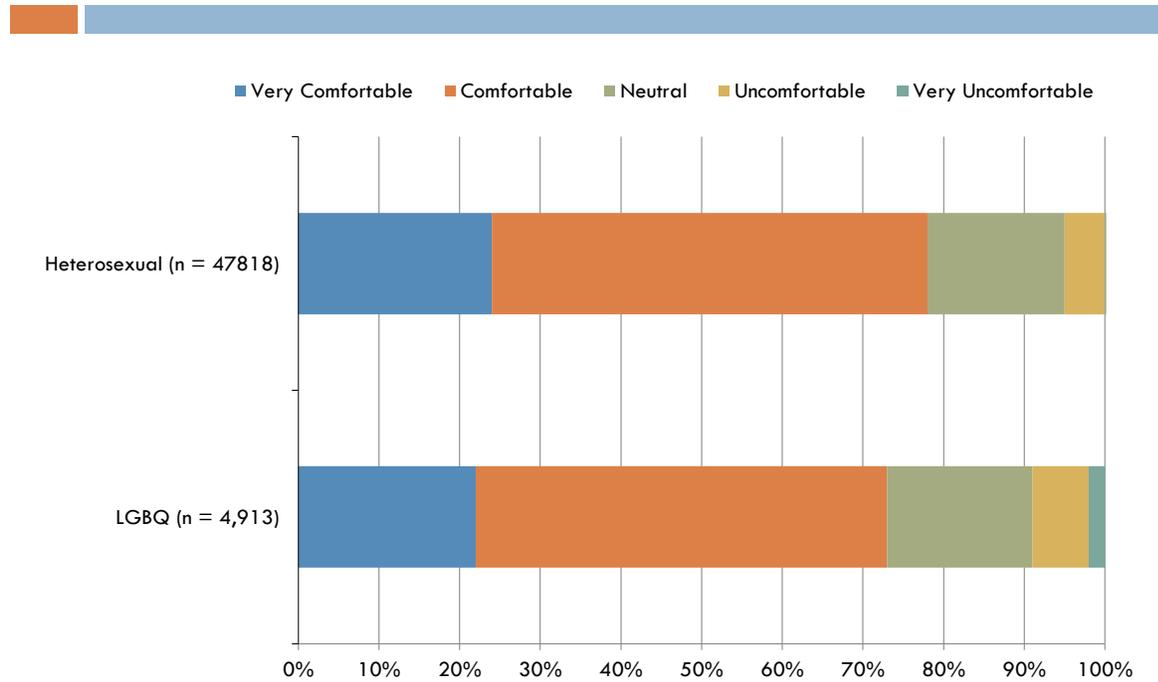


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 26-28).

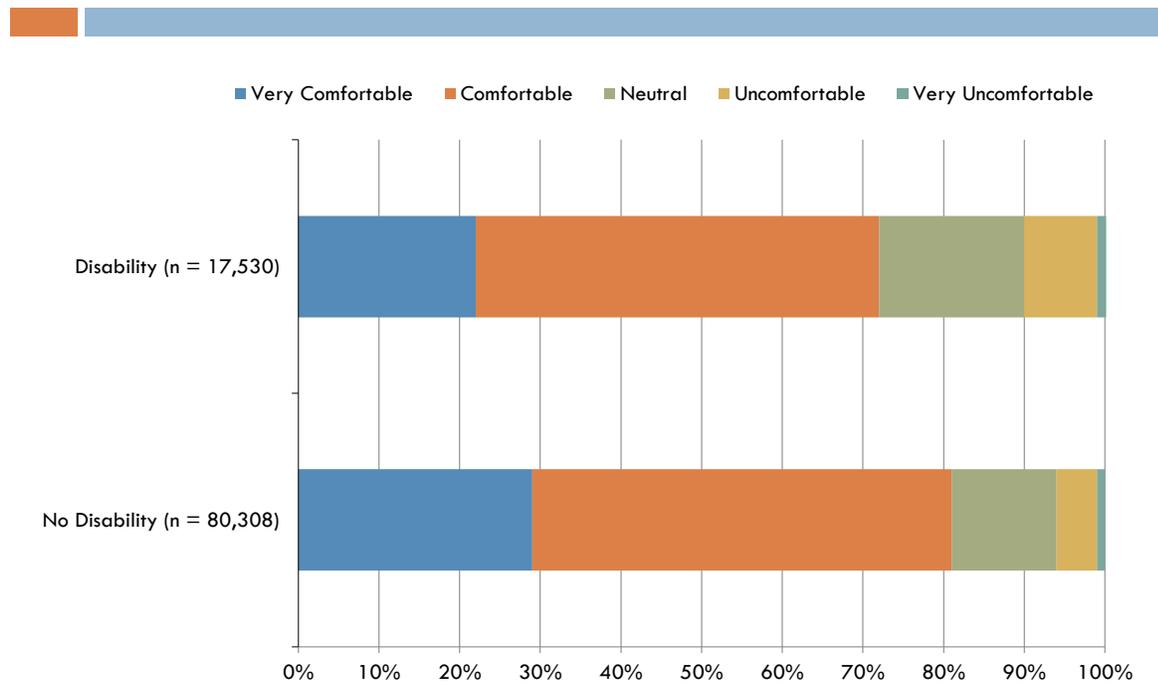


Figure 26. Comfort with Overall Climate by Disability Status (%)

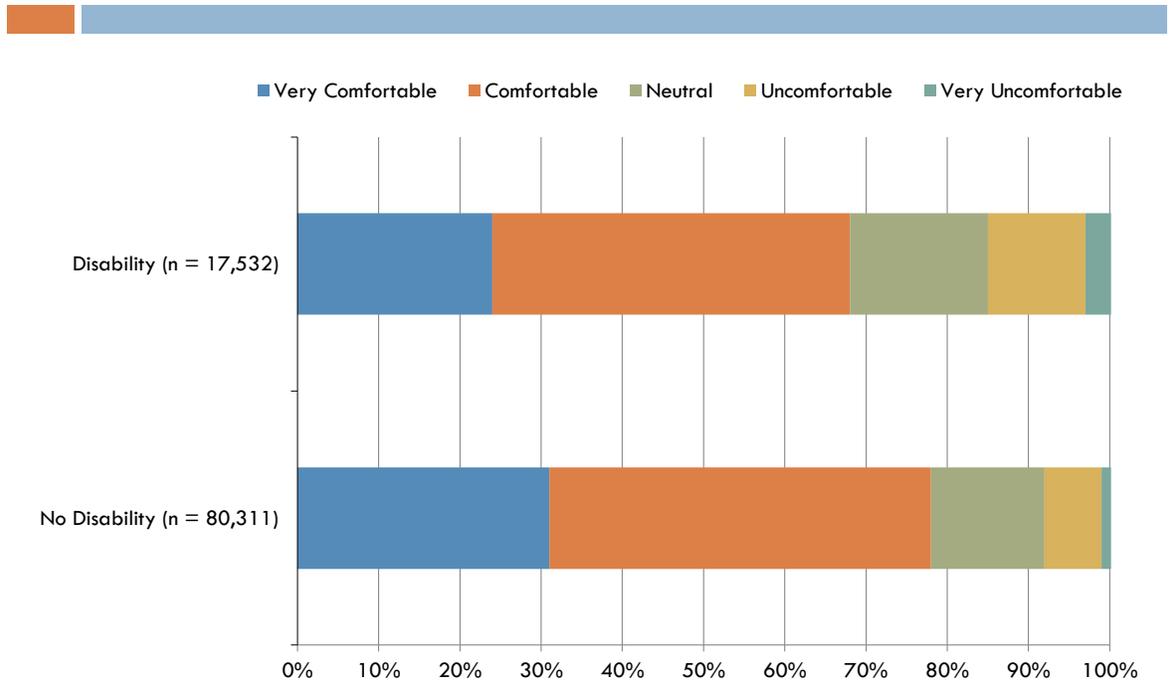


Figure 27. Comfort with Climate in in Department/Work Unit/Academic Unit/College/School/Clinical Setting by Disability Status (%)

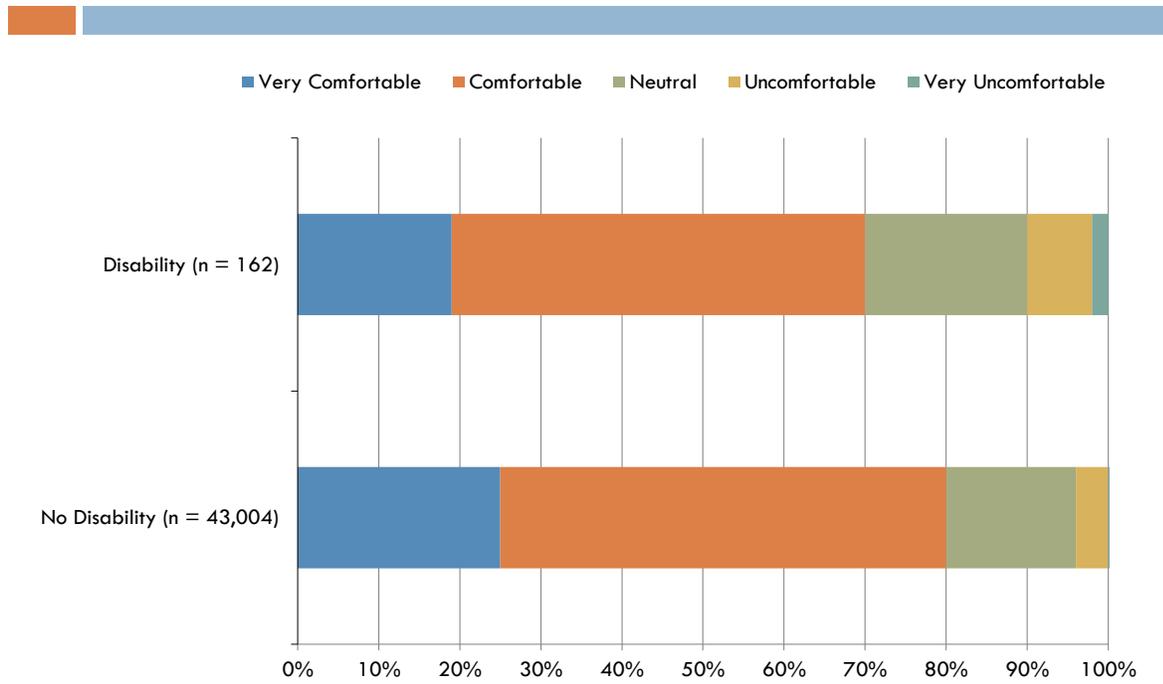


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Small differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UC (Figure 29).

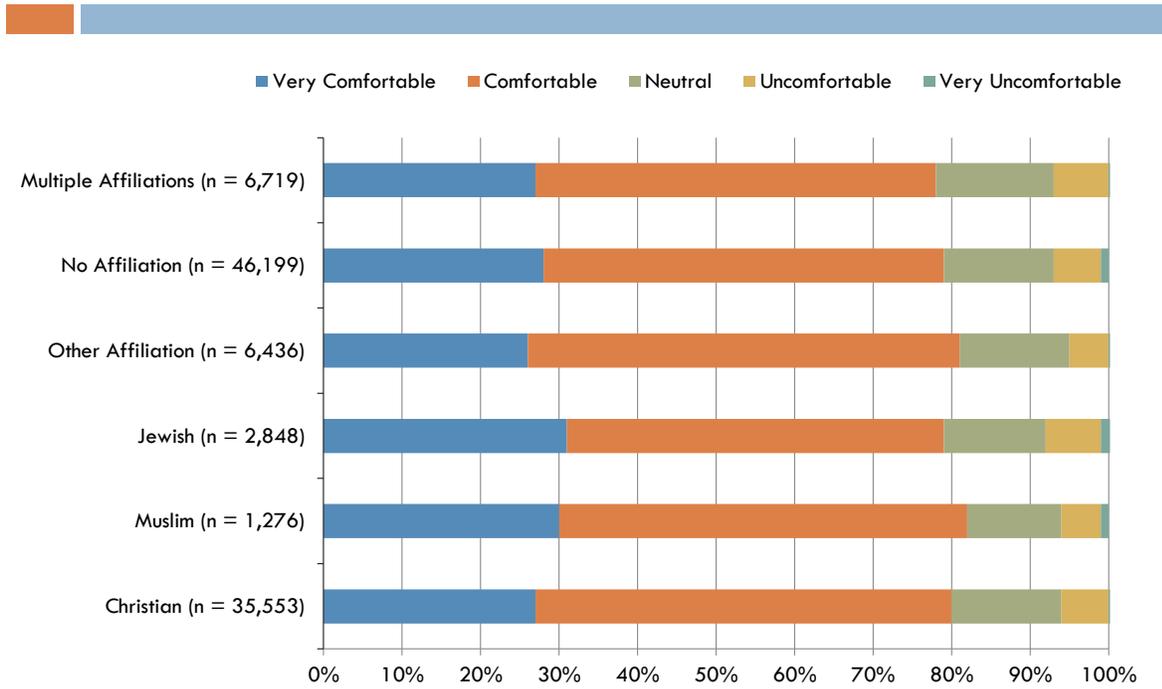


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

A slightly higher percentage of respondents with Jewish religious/spiritual affiliations were “very comfortable” with the climates in their departments/work units, etc. and in their classes than were other respondents (Figures 30-31).

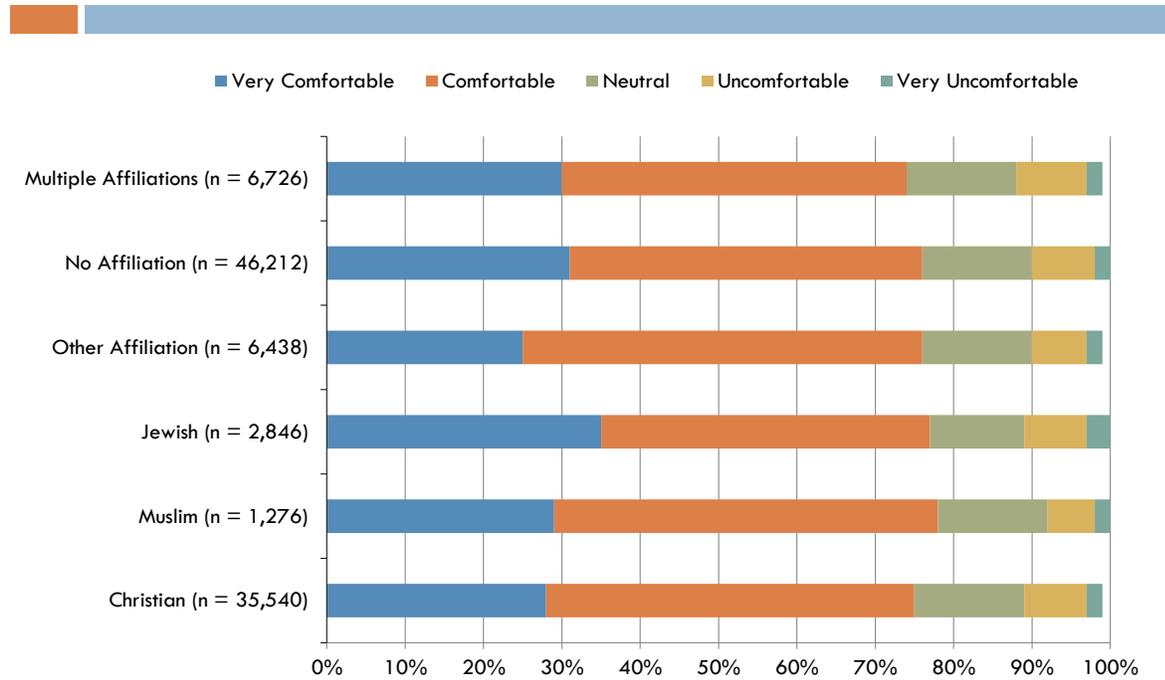


Figure 30. Comfort with Climate in Department/Work Unit/Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

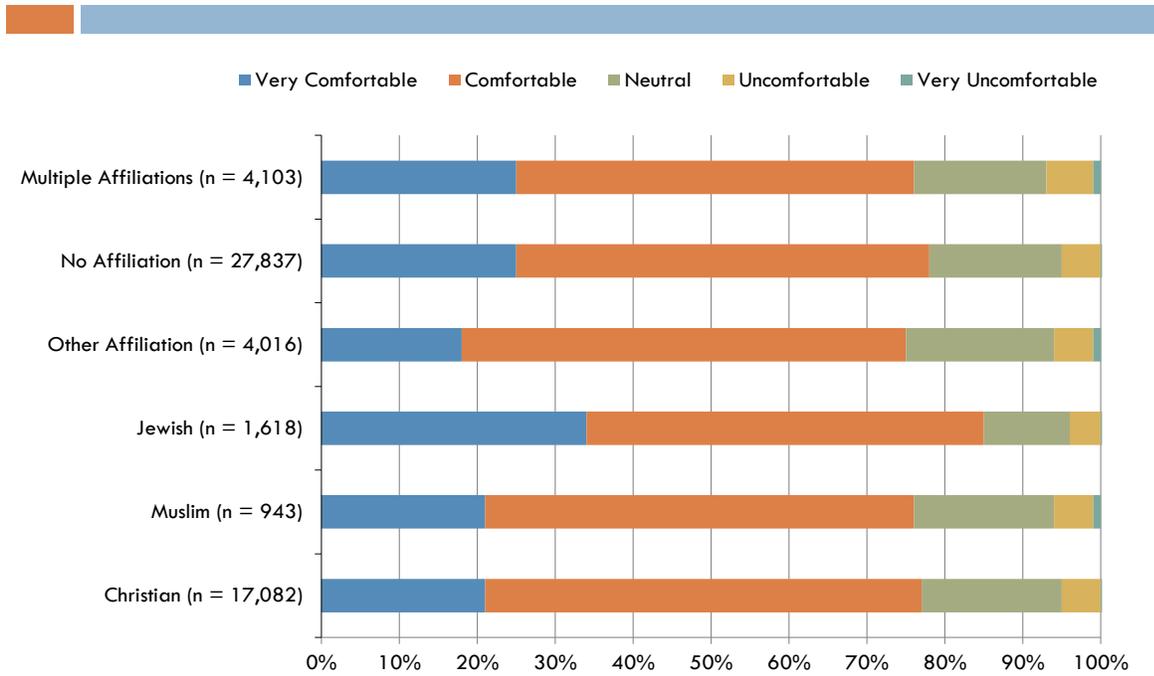


Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

In terms of citizenship status, Non-U.S. Citizens were more comfortable with the overall climate at their institutions than were Undocumented Residents and U.S. Citizens (Figure 32).

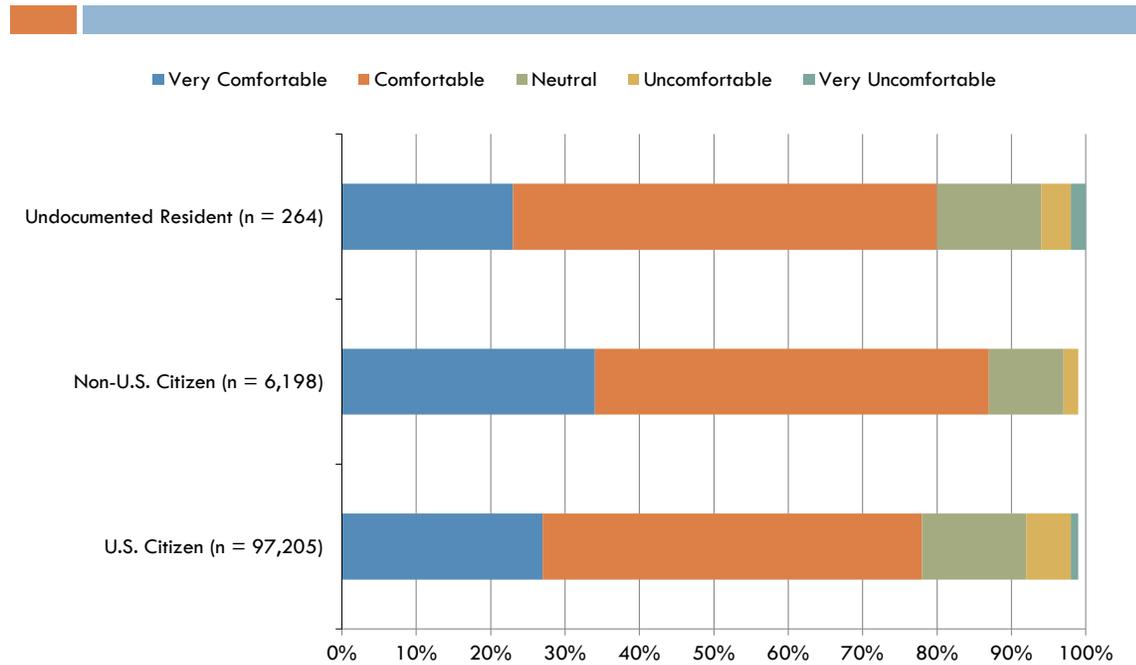


Figure 32. Comfort with Overall Climate by Citizenship Status (%)

Similarly, Non-U.S. Citizens were more comfortable with the climate in their department/work units/etc. than were Undocumented Residents and U.S. Citizens (Figure 33). Undocumented Residents were least apt to feel “very comfortable.”

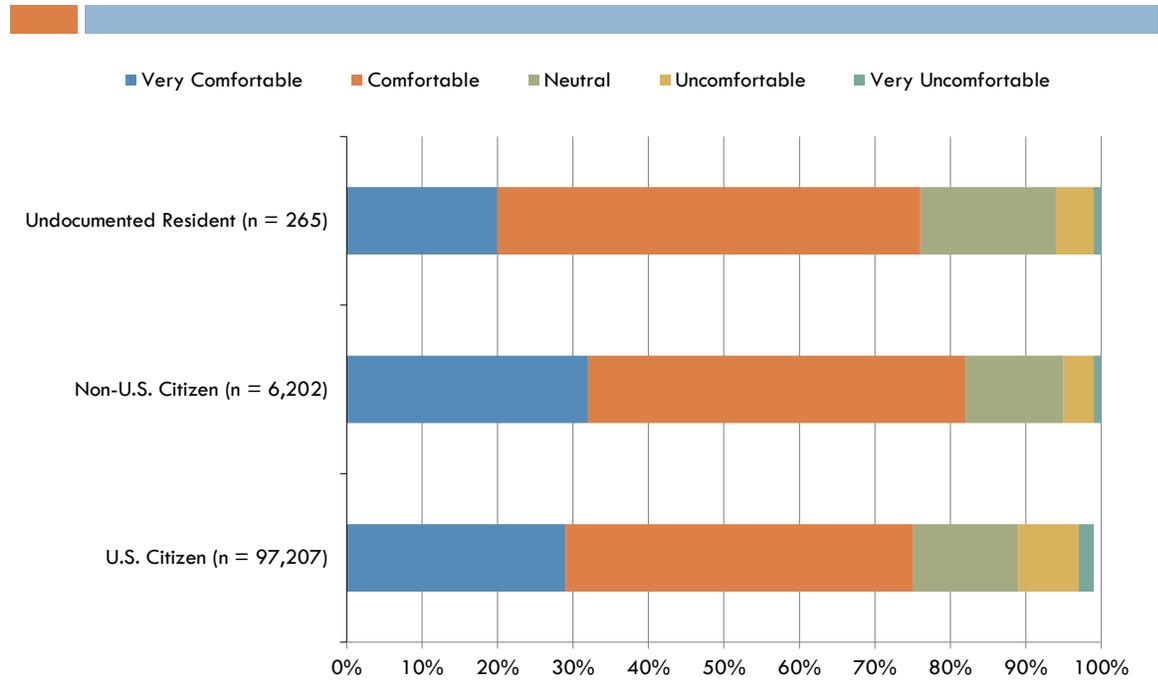


Figure 33. Comfort with Climate in Department/Work Unit/Academic Unit/College/School/Clinical Setting by Citizenship Status (%)

Slightly lower percentages of Undocumented Residents than U.S. Citizens and Non-U.S. Citizens were “very comfortable” or “comfortable” with the climate in their classes (Figure 34).

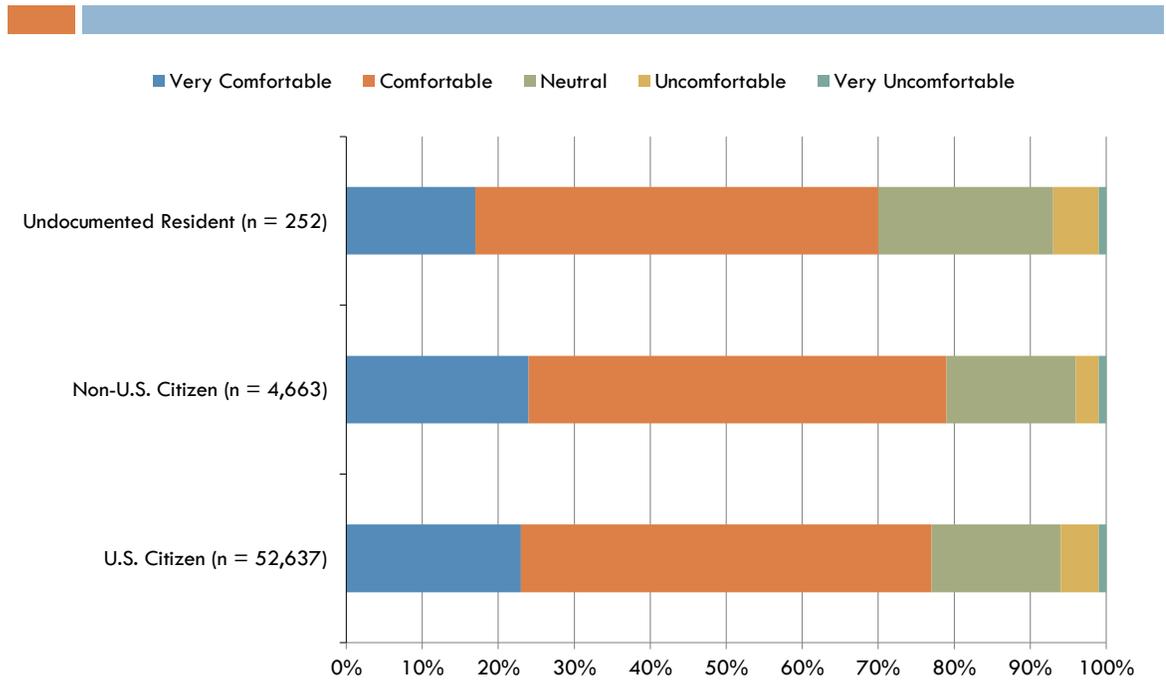


Figure 34. Students, Faculty, and Post-Docs’ Comfort with Climate in Classes by Citizenship Status (%)

In terms of military status, a higher percentage of respondents who had not served in the military were “very comfortable” or “comfortable” with the overall climate at their institutions and with their department/work unit/academic setting than were those respondents who had served in the military (Figures 35-36).

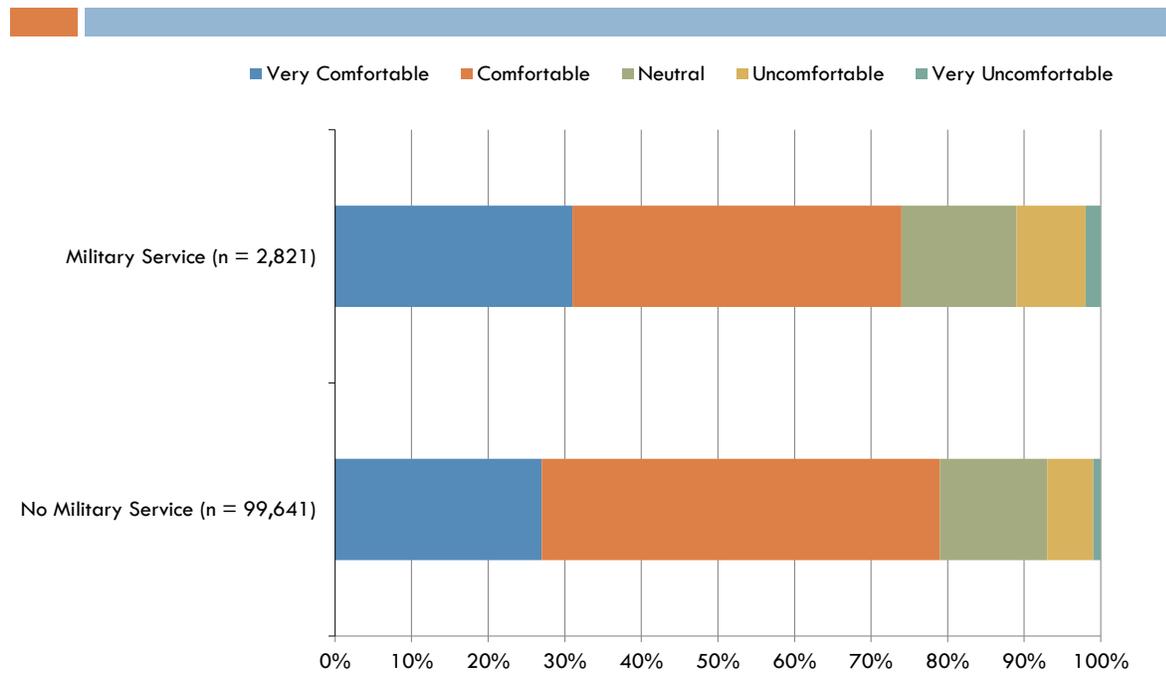


Figure 35. Comfort with Overall Climate by Military Status (%)

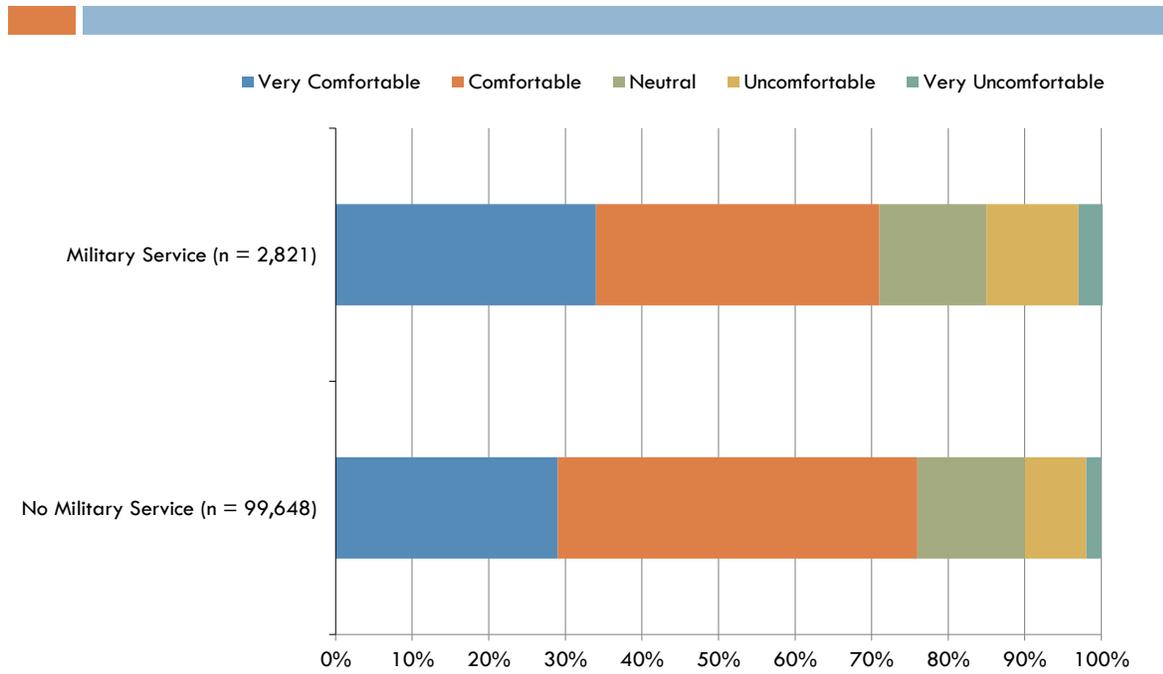


Figure 36. Comfort with Climate in Department/Work Unit/Academic Unit/College/School/Clinical Setting by Military Status(%)

Figure 37 illustrates that respondents who had served in the military indicated more often that they were “comfortable” or “very comfortable” with the climate in their classes than were respondents who had not served in the military.

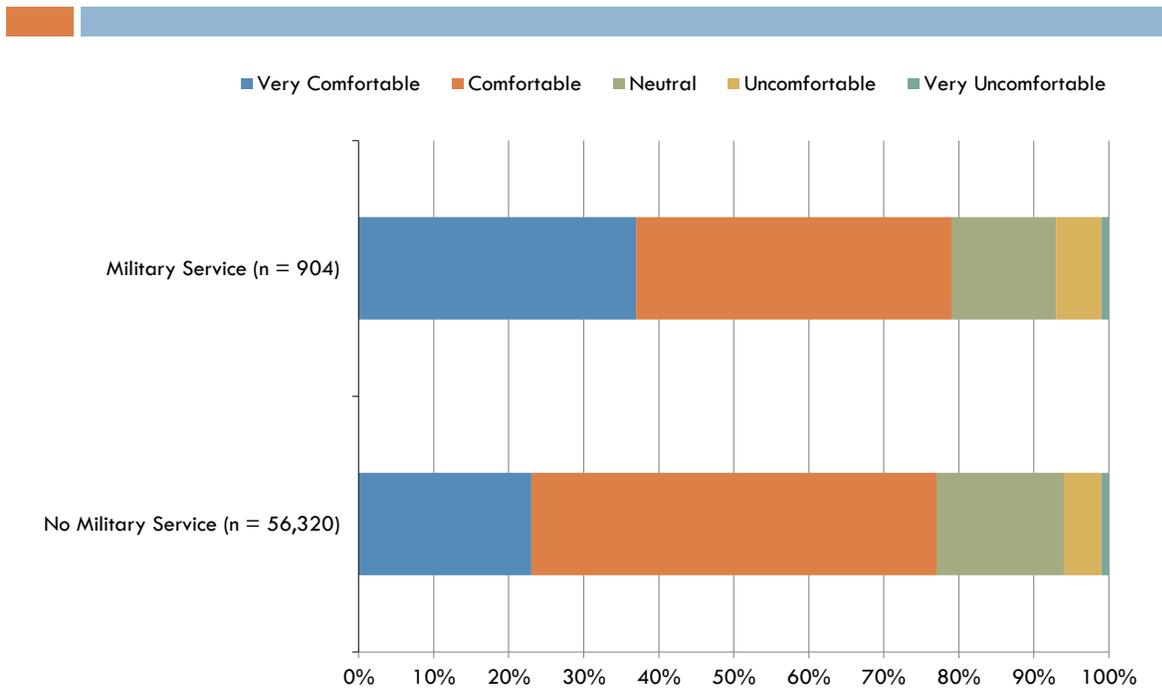


Figure 37. Students, Faculty, and Post-Docs’ Comfort with Climate in Classes by Military Status (%)

### Perceptions of Level of Respect

Forty-one percent of the respondents ( $n = 40,896$ ) indicated that the overall campus climate was “very respectful” of people from White racial/ethnic backgrounds (Table 12). Respondents felt that the campus was least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (8%,  $n = 8,188$ ) and Middle Eastern people (6%,  $n = 6,243$ ). The campus climate was most respectful (“respectful”/“very respectful”) of White people (92%,  $n = 91,729$ ) and Asian/Asian American people (85%,  $n = 85,271$ ).

**Table 12. Ratings of Perceptions of Campus Climate for Various Races/Ethnicities**

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	25,868	25.8	53,131	53.0	6,462	6.4	1,726	1.7	13,075	13.0
American Indian/Alaskan Native	24,724	24.7	49,003	49.0	3,018	3.0	1,046	1.0	22,147	22.2
Asian/ Asian American	31,361	31.3	53,910	53.8	3,987	4.0	738	0.7	10,124	10.1
Hispanic/Latino	26,378	26.4	54,963	55.0	5,862	5.9	1,100	1.1	11,674	11.7
Middle Eastern/South Asian/ North African	25,534	25.6	53,322	53.4	5,090	5.1	1,153	1.2	14,777	14.8
Pacific Islander	26,047	26.1	52,646	52.8	2,606	2.6	605	0.6	17,876	17.9
White	40,896	41.0	50,833	50.9	1,707	1.7	446	0.4	5,976	6.0

Table 13 indicates that more than half of all respondents thought that the overall campus climate was “very respectful”/“respectful” of all of the campus groups listed in the table. The respondents believed the climate was most respectful (“respectful”/“very respectful”) for males and females (88% and 87%, respectively); People of Color (82%); gay, lesbian, and bisexual people (81%); and international students, staff, or faculty (81%). Respondents suggested that the campus was least respectful (“disrespectful”/“very disrespectful”) of non-native English speakers (9%) and socioeconomically disadvantaged people (10%).

**Table 13. Ratings of Perceptions of Campus Climate for Various Campus Groups**

<b>Group</b>	<b>Very Respectful</b>		<b>Respectful</b>		<b>Disrespectful</b>		<b>Very Disrespectful</b>		<b>Don't Know</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Psychological health issues	18,470	18.8	45,892	46.6	5,418	5.5	788	0.8	27,858	28.3
Physical health issues	23,492	23.9	51,997	52.9	3,201	3.3	500	0.5	19,125	19.5
Female	28,815	29.2	56,570	57.4	4,605	4.7	724	0.7	7,872	8.0
From religious affiliations other than Christian	22,958	23.4	52,673	53.6	4,445	4.5	705	0.7	17,458	17.8
From Christian affiliations	23,470	23.9	52,293	53.3	4,709	4.8	836	0.9	16,771	17.1
Gay, lesbian, bisexual	26,289	26.8	52,842	53.8	3,615	3.7	615	0.6	14,888	15.2
Immigrants	23,253	23.7	53,153	54.2	5,064	5.2	783	0.8	15,776	16.1
International students, staff, or faculty	26,599	27.1	53,284	54.3	3,562	3.6	524	0.5	14,131	14.4
Learning disability	20,637	21.1	46,207	47.3	4,062	4.2	514	0.5	26,280	26.9
Male	35,062	35.7	51,731	52.7	1,615	1.6	400	0.4	9,423	9.6
Non-native English speakers	21,484	21.9	53,640	54.8	8,060	8.2	1,058	1.1	13,695	14.0
Parents/guardians	23,472	24.0	50,891	52.0	2,728	2.8	436	0.4	20,416	20.8
People of color	26,099	26.6	54,149	55.1	5,190	5.3	1,255	1.3	11,525	11.7
Providing care for adults who are disabled and/or elderly	21,238	21.7	44,422	45.4	221	2.3	495	0.5	29,370	30.0
Physical disability	23,387	24.0	50,256	51.5	3,034	3.1	527	0.5	20,427	20.9
Socioeconomically disadvantaged	21,515	22.0	47,614	48.7	8,059	8.2	1,706	1.7	18,864	19.3
Socioeconomically advantaged	28,817	29.5	47,833	49.0	2,518	2.6	596	0.6	17,832	18.3
Transgender	20,105	20.6	41,212	42.3	4,470	4.6	1,155	1.2	30,433	31.3

### Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-four percent of respondents ( $n = 25,264$ ) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UC within the past year. Nine percent of respondents ( $n = 8,903$ ) said that the conduct interfered with their ability to work or learn<sup>44</sup> at UC, and 16% of respondents ( $n = 16,361$ ) felt the conduct did not interfere with their ability to work or learn on campus. Twenty-two percent of respondents who experienced such conduct indicated that the conduct was “very often”/“often” based on position ( $n = 4,945$ ). Others said they “very often”/“often” experienced such conduct based on ethnicity (17%,  $n = 3,742$ ), race (14%,  $n = 3,121$ ), discipline of study (13%,  $n = 2,802$ ), educational level (12%,  $n = 2,687$ ), age (12%,  $n = 2,669$ ), ancestry (12%,  $n = 2,566$ ), philosophical views (12%,  $n = 2,568$ ), etc. (Table 14).

**Table 14. Bases and Frequency of Exclusionary, Intimidating, Offensive or Hostile Conduct**

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 25,264$ )

	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Academic Performance	783	3.5	1,651	7.4	3,181	14.3	3,948	17.8
Age	942	4.2	1,727	7.7	4,338	19.3	5,225	23.2
Ancestry	1,046	4.7	1,520	6.9	3,014	13.6	4,556	20.5
Country of origin	828	3.7	1,296	5.8	2,423	10.9	4,535	20.5
Discipline of study	963	4.4	1,839	8.4	3,244	14.8	4,011	18.3
Educational level	966	4.3	1,721	7.7	3,348	15.0	4,826	21.6
Educational modality (on-line, classroom)	285	1.3	526	2.4	1,094	5.0	4,079	18.7
English language proficiency/accent	752	3.4	981	4.4	1,844	8.4	3,948	17.9
Ethnicity	1,704	7.6	2,038	9.1	3,740	16.7	4,070	18.1
Gender identity	979	4.4	1,414	6.3	2,564	11.5	4,251	19.1
Gender expression	720	3.3	1,004	4.5	1,883	8.5	4,353	19.7
Immigrant/citizen status	530	2.4	610	2.8	1,122	5.1	3,861	17.5

<sup>44</sup> The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

**Table 14. (cont.)**

	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
International status	428	1.9	489	2.2	951	4.3	3,438	15.6
Learning disability	258	1.2	402	1.8	918	4.2	3,364	15.3
Marital status (e.g. single, married, partnered)	335	1.5	596	2.7	1,680	7.6	4,501	20.4
Medical condition	476	2.2	648	2.9	1,452	6.6	3,840	17.5
Military/veteran status	78	0.4	163	0.7	421	1.9	2,414	11.0
Parental status (e.g., having children)	407	1.9	569	2.6	1,540	7.0	3,127	14.2
Participation in an organization/team	650	3.0	744	3.4	1,344	6.2	2,579	12.0
Physical characteristics	787	3.6	1,277	5.8	3,021	13.7	4,226	19.2
Physical disability	249	1.1	379	1.7	898	4.1	3,144	14.4
Philosophical views	953	4.3	1,615	7.3	3,487	15.7	4,222	19.1
Political views	966	4.4	1,388	6.3	3,060	13.9	4,357	19.8
Position (staff, faculty, student)	2,186	9.6	2,759	12.1	4,600	20.1	4,122	18.0
Pregnancy	176	0.8	250	1.1	614	2.8	2,533	11.6
Psychological condition	374	1.7	596	2.7	1,331	6.1	3,310	15.2
Race	1,509	6.8	1,612	7.3	3,153	14.2	4,046	18.3
Religious/spiritual views	635	3.1	859	4.2	1,817	9.0	3,432	16.9
Sexual orientation	389	1.9	546	2.7	1,079	5.3	3,195	15.6
Socioeconomic status	731	3.7	912	4.6	1,951	9.7	3,214	16.0
Don't Know	635	3.5	689	3.8	1,417	7.8	1,395	7.7
Other	886	5.8	726	4.8	949	6.3	660	4.3

Percentages do not sum to 100 due to multiple responses.

Respondents had the option to choose "Not Applicable." Those numbers are presented in Appendix B, Table 42.

The following figures<sup>45</sup> depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UC?”

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<sup>45</sup> For Figures 38 through 44, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation).

When reviewing these results in terms of race (Figure 38), 23% of White Respondents ( $n = 10,342$ ), 30% of Underrepresented Minority respondents ( $n = 6,316$ ), 21% of Other People of Color respondents ( $n = 7,321$ ), and 32% of Multi-Minority respondents ( $n = 528$ ) believed they had personally been the target of this exclusionary, intimidating, offensive or hostile conduct. Of those respondents who believed they had experienced the conduct, 55% of Multi-Minority respondents ( $n = 289$ ), 54% of Underrepresented Minority respondents ( $n = 3,386$ ), and 52% of Other People of Color respondents ( $n = 3,842$ ) indicated that the conduct was based on their race, while 25% of White respondents ( $n = 2,534$ ) indicated that the conduct was based on their race.

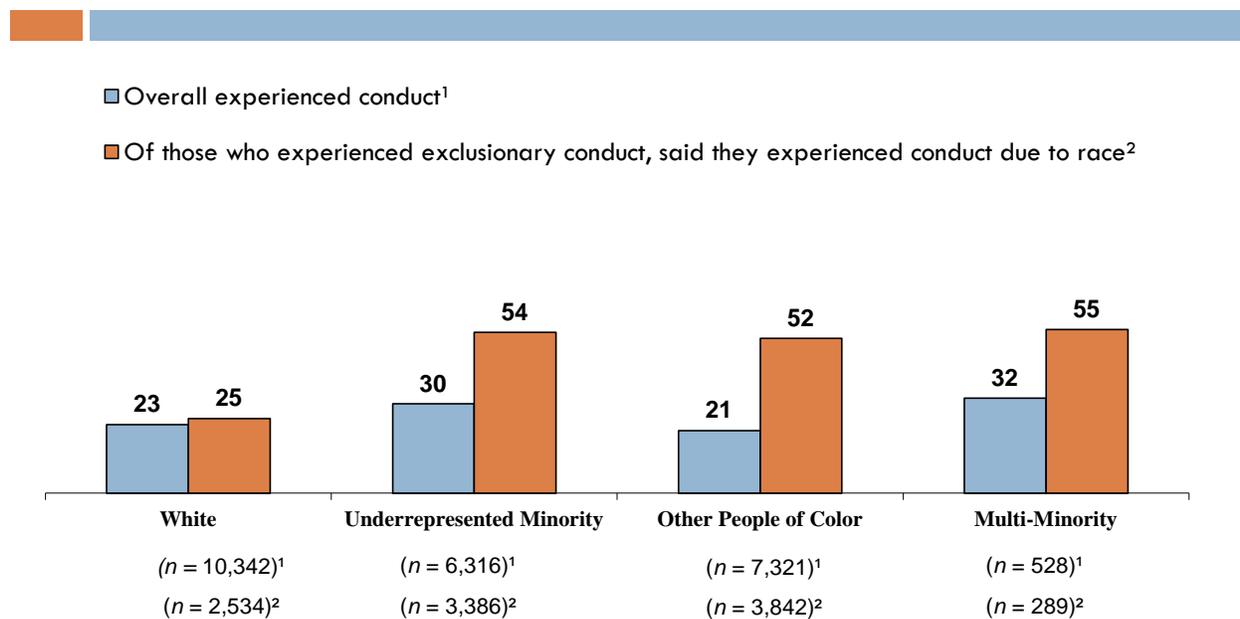


Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (%)

When reviewing the data by gender (Figure 39), higher percentages of genderqueer respondents (46%,  $n = 362$ ), transgender respondents (44%,  $n = 92$ ), and women respondents (29%,  $n = 16,868$ ) believed they had experienced offensive, hostile, or intimidating conduct than did men respondents (19%,  $n = 7,841$ ). Seventy-eight percent of genderqueer respondents ( $n = 281$ ), 76% of transgender respondents ( $n = 70$ ), 38% of women respondents ( $n = 6,337$ ), and 33% of men respondents ( $n = 2,584$ ) who believed they had experienced exclusionary conduct indicated that the conduct was based on their gender identity.

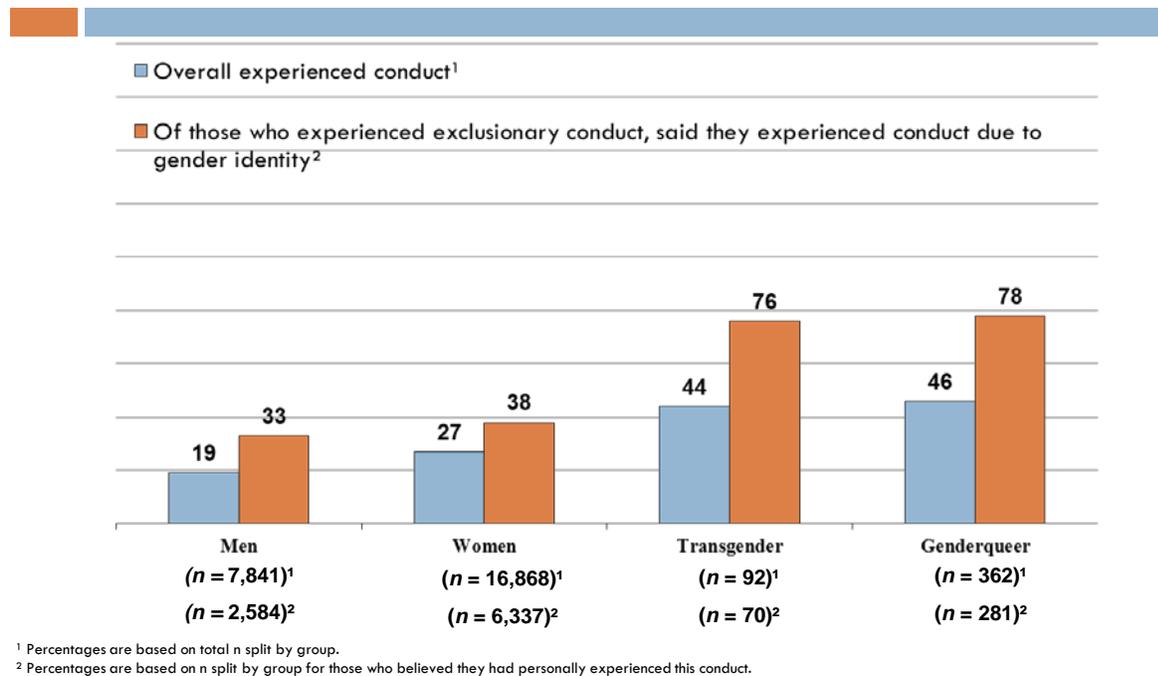


Figure 39. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (%)

As depicted in Figure 40, a greater percentage of Staff respondents believed they had experienced exclusionary conduct than did other respondents. However, the majority of Graduate/Professional Students (55%,  $n = 1,583$ ), Staff respondents (61%,  $n = 7,338$ ), and Post-Docs/Trainees (67%,  $n = 391$ ) who believed they had experienced exclusionary conduct said the conduct was based on their position status at UC.

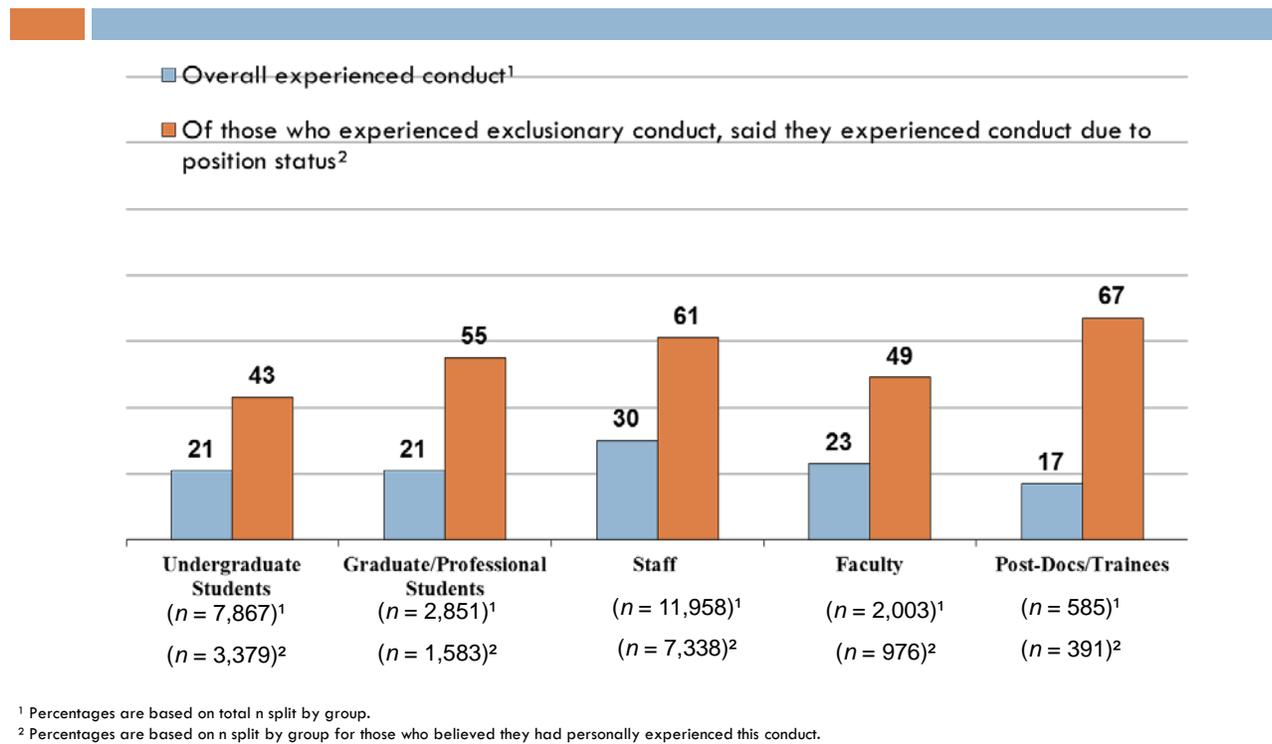
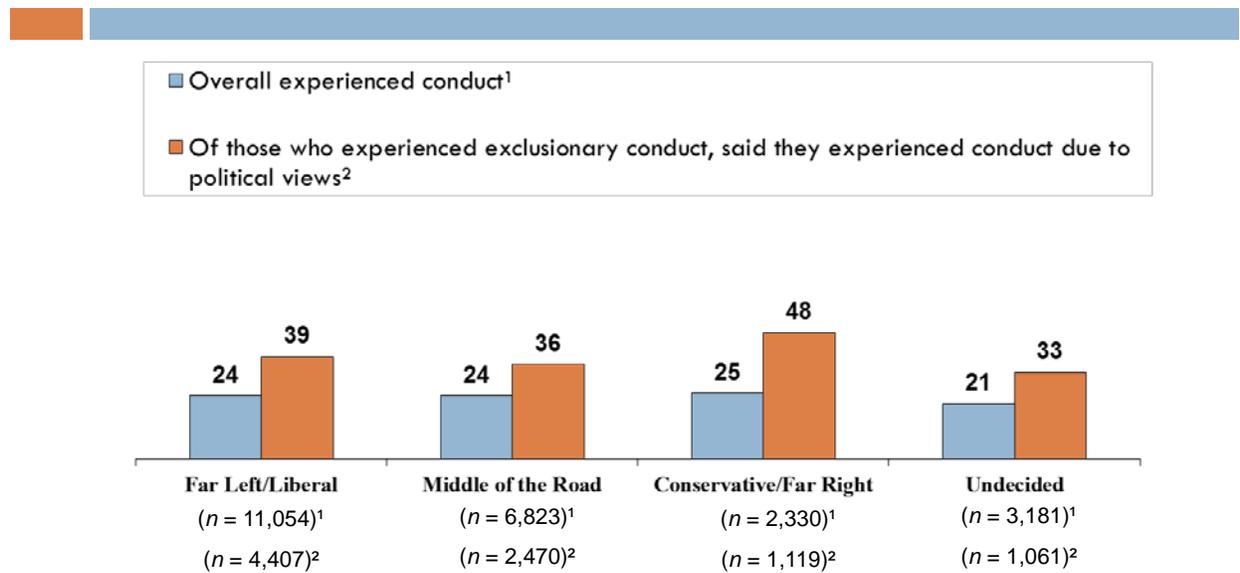


Figure 40. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 41 illustrates that the similar percentages of Far Left/Liberal (24%,  $n = 11,054$ ), politically Middle of the Road respondents (24%,  $n = 6,823$ ), Conservative respondents (25%,  $n = 2,330$ ), and Undecided respondents (21%,  $n = 3,181$ ) experienced exclusionary conduct. Of those respondents who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (48%,  $n = 1,119$ ) indicated that this conduct was based on their political views.

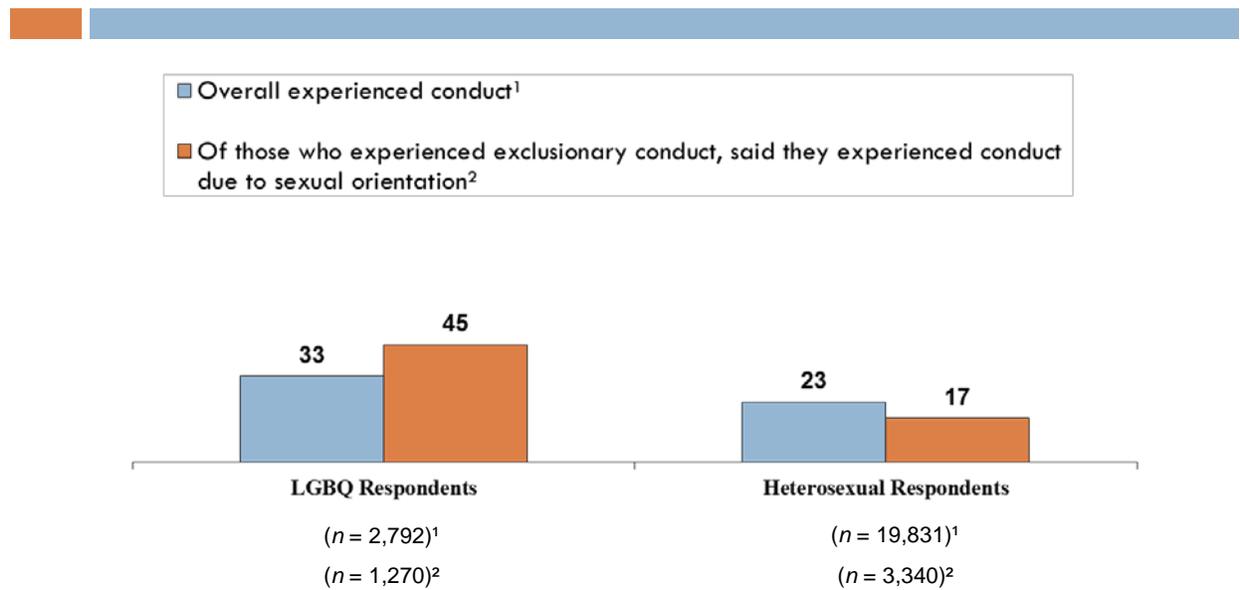


<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 41. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

Figure 42 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (33% versus 23%). Of those who believed they had experienced this type of conduct, 45% of LGBQ respondents ( $n = 1,270$ ) versus 17% of heterosexual respondents ( $n = 3,340$ ) indicated that this conduct was based on their sexual orientation.



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

*Figure 42. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)*

Slightly higher percentages of respondents with Multiple Religious Affiliations (28%,  $n = 1,854$ ) and Christian respondents (26%,  $n = 9,064$ ) than the various other religious/spiritual affiliations respondents indicated that they had experienced exclusionary conduct in the past year (Figure 43). Forty-nine percent of Muslim respondents ( $n = 148$ ) who experienced this conduct attributed the exclusionary conduct to their religious/spiritual affiliation.

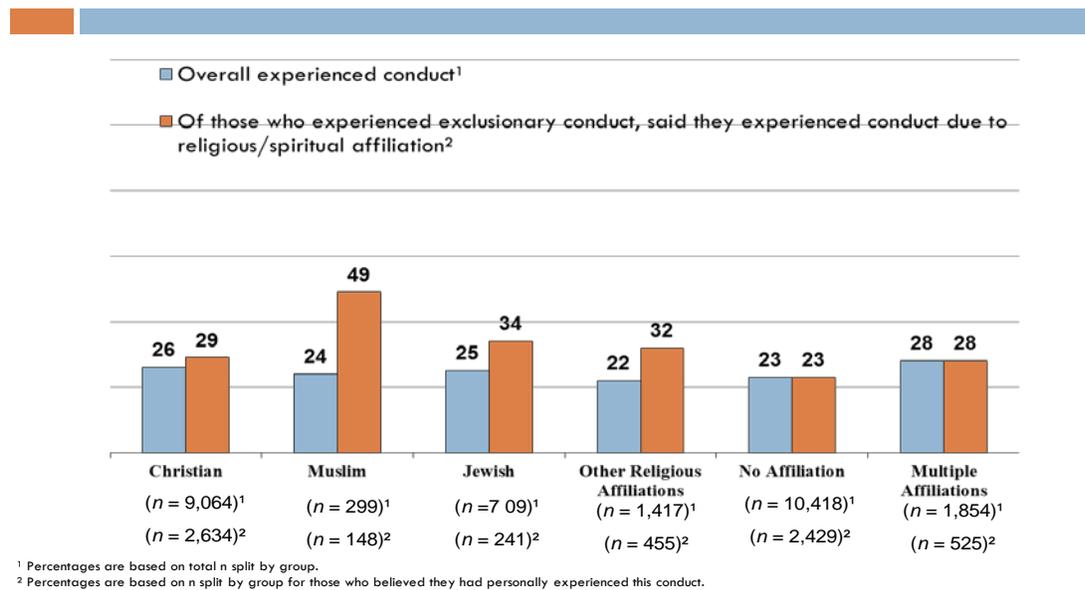
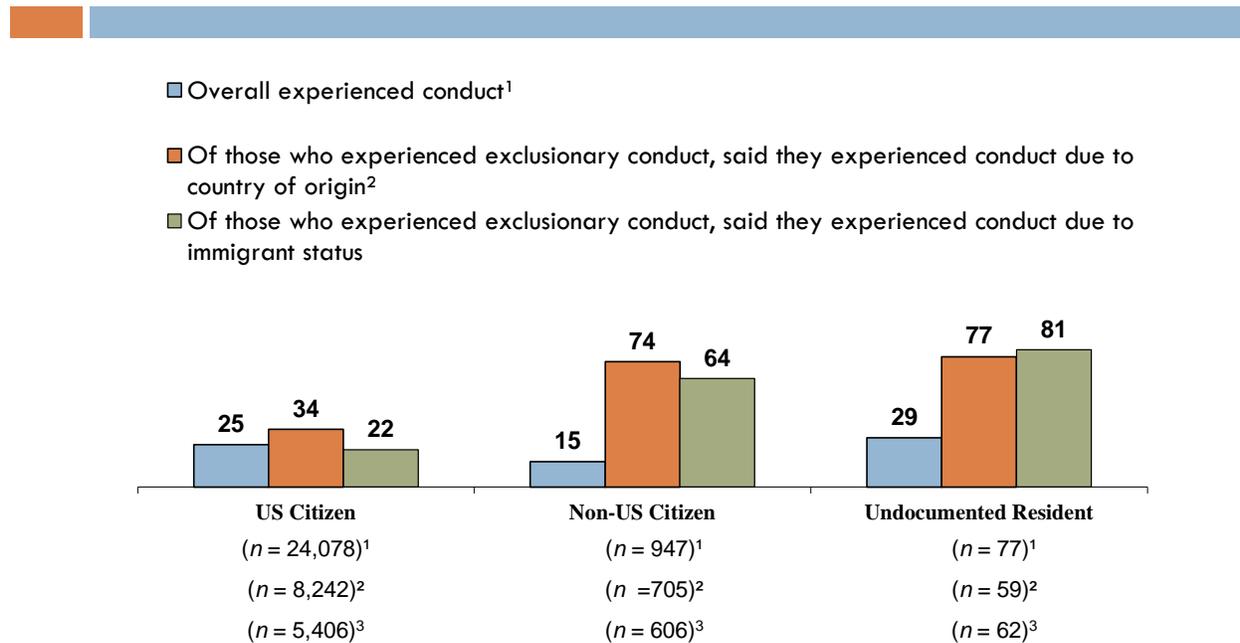


Figure 43. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Twenty-five percent of U.S. Citizens ( $n = 24,078$ ), 15% of Non-U.S. Citizens ( $n = 947$ ), and 29% of Undocumented Residents ( $n = 77$ ) experienced exclusionary conduct at UC. Of the respondents who experienced such conduct 34% of U.S. Citizens ( $n = 8,242$ ), 74% of Non-U.S. Citizens ( $n = 705$ ), and 77% of Undocumented Residents ( $n = 59$ ) indicated that the conduct was based on their country of origin (Figure 44). Twenty-two percent of U.S. Citizens ( $n = 5,406$ ), 64% of Non-U.S. Citizens ( $n = 606$ ), and 81% of Undocumented Residents ( $n = 62$ ) indicated that the conduct was based on their immigrant/citizen status.



<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 44. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 15 illustrates the manners in which respondents’ experienced exclusionary conduct. Fifty-one percent felt isolated or left out, 47% felt deliberately ignored or excluded, and 42% felt intimidated and bullied.

**Table 15. Form of Experienced Exclusionary Intimidating, Offensive or Hostile Conduct**  
Only answered by respondents who experienced exclusionary conduct (*n* = 25,264)

<b>Form of Conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I felt isolated or left out	12,578	50.5
I felt I was deliberately ignored or excluded	11,803	46.7
I felt intimidated/bullied	10,601	42.0
I was the target of derogatory verbal remarks	4,762	18.8
I observed others staring at me	4,399	17.4
I received a low performance evaluation	2,826	11.2
I was singled out as the spokesperson for my identity group	2,255	8.9
I feared for my physical safety	2,228	8.8
I feared getting a poor grade because of a hostile classroom environment	2,217	8.8
I received derogatory written comments	2,169	8.6
I was the target of racial/ethnic profiling	1,919	7.6
Someone assumed I was admitted/hired/promoted due to my identity	1,805	7.1
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	909	3.6
Someone assumed I was not admitted/hired/promoted due to my identity	795	3.1
I received derogatory phone calls	647	2.6
I received threats of physical violence	444	1.8
I feared for my family’s safety	415	1.6
I was the target of stalking	402	1.6
I was the victim of a crime	295	1.2
I was the target of graffiti/vandalism	294	1.2
I was the target of physical violence	246	1.0

Percentages do not sum to 100 due to multiple responses.

Thirty-five percent of respondents who experienced exclusionary conduct said it occurred while working at a UC job (Table 16). Twenty-six percent said the incidents occurred in a meeting with a group of people; 24% in a UC office; 20% in a class/lab/clinical setting; 20% in a public space at UC; and 16% in a meeting with one other person (Table 16).

**Table 16. Location of Experienced Exclusionary Intimidating, Offensive or Hostile Conduct**  
Only answered by respondents who experienced exclusionary conduct ( $n = 25,264$ )

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
While working at a UC job	8,853	35.0
In a meeting with a group of people	6,548	25.9
In a UC office	6,108	24.2
In a class/lab/clinical setting	5,152	20.4
In a public space at UC	5,118	20.3
In a meeting with one other person	3,937	15.6
At a UC event	2,568	10.2
In campus housing	2,350	9.3
Off campus	2,342	9.3
While walking on campus	2,250	8.9
In a health care setting	1,811	7.2
In a faculty office	1,625	6.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	1,449	5.7
In a UC dining facility	1,095	4.3
In off-campus housing	820	3.2
In athletic facilities	459	1.8
In off-campus housing	820	3.2
On campus transportation	465	1.8
Other	247	7.5
In an on-line class	51	0.2

Percentages do not sum to 100 due to multiple responses.

Thirty percent of the respondents identified students, 25% identified co-workers, 19% identified faculty members, and 16% identified staff members, supervisors, or administrators as the sources of the conduct (Table 17).

**Table 17. Source of Experienced Exclusionary Intimidating, Offensive or Hostile Conduct**  
Only answered by respondents who experienced exclusionary conduct ( $n = 25,264$ ).

<b>Source</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
Student	7,528	29.8
Co-worker	6,260	24.8
Faculty member	4,671	18.5
Staff member	4,077	16.1
Supervisor	4,071	16.1
Administrator	4,040	16.0
Department head	2,824	11.2
Stranger	2,146	8.5
Friend	2,009	8.0
Don't know source	1,495	5.9
Campus organizations or groups	1,383	5.5
Medical Staff	956	3.8
UC visitor(s)	937	3.7
Teaching asst./Grad asst./Lab asst./Tutor	889	3.5
Faculty advisor	861	3.4
UC Physician	803	3.2
Campus media	603	2.4
Student staff	565	2.2
Off campus community member	558	2.2
Social Networking site (e.g. Facebook, Twitter)	519	2.1
Person that I supervise	456	1.8
Campus police/building security	424	1.7
Registered Campus Organization	411	1.6
Alumni	281	1.1
Patient	269	1.1
Union representative	179	0.7
Athletic coach/trainer	114	0.5
Partner/spouse	107	0.4
Donor	60	0.2

Percentages do not sum to 100 due to multiple responses.

Figure 45 illustrates the source of perceived exclusionary conduct by status. Undergraduate students were the greatest sources of exclusionary conduct for other undergraduate students, and faculty respondents most often cited other faculty as the source of the exclusionary conduct. Graduate/Professional students offered that students and faculty were their greatest sources of exclusionary conduct. Staff respondents identified supervisors and other staff members as their greatest sources of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest sources exclusionary conduct.

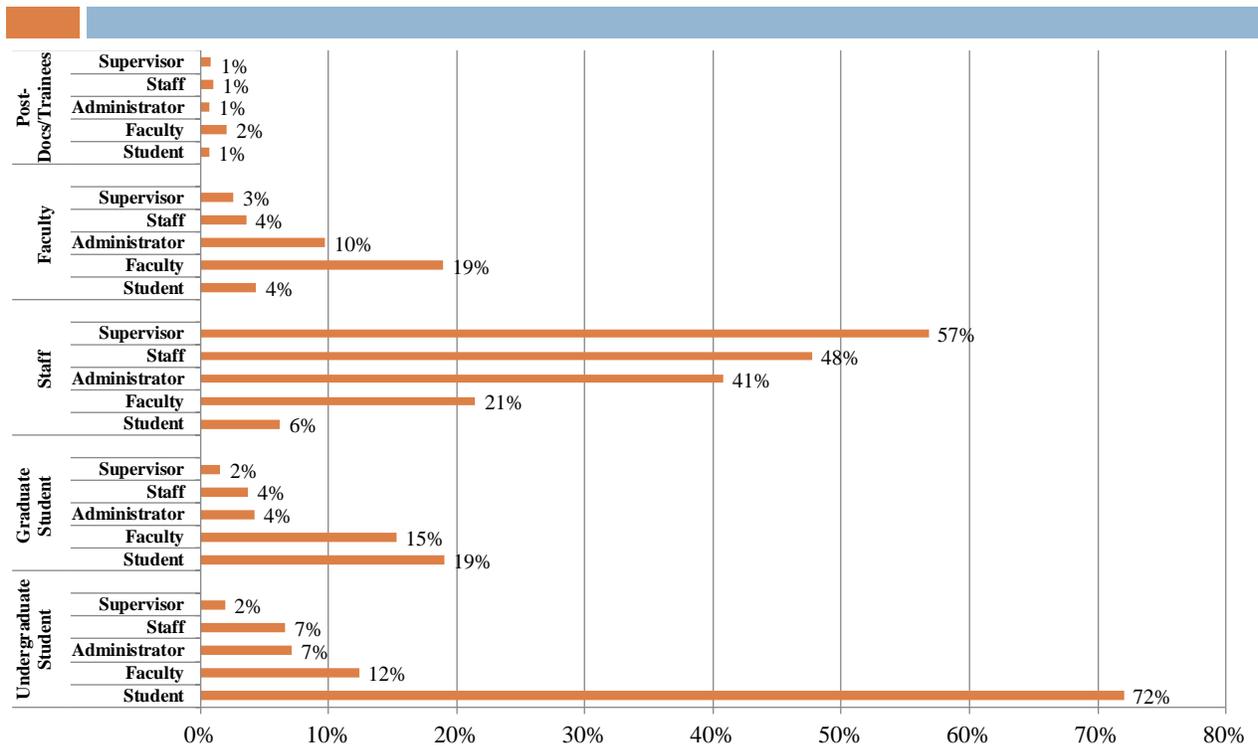


Figure 45. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 50% of respondents were angry, 38% felt embarrassed, 37% told a friend, 31% ignored it, and 30% told a family member (Table 18). While 10% of respondents ( $n = 2,527$ ) reported it to UC officials, 11% did not know who to go to ( $n = 2,658$ ), and 13% did not report it for fear their complaints would not be taken seriously ( $n = 3,242$ ). Eight percent did report the incident but felt the situation was not taken seriously ( $n = 2,103$ ).

**Table 18. Reactions to Experienced Exclusionary Conduct**  
Only answered by respondents who experienced exclusionary conduct ( $n = 25,264$ ).

<b>Reaction</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I was angry	12,682	50.2
I felt embarrassed	9,582	37.9
I told a friend	9,426	37.3
I ignored it	7,712	30.5
I told a family member	7,691	30.4
I avoided the harasser	6,568	26.0
I did nothing	4,235	16.8
I felt somehow responsible	3,969	15.7
I sought support from a staff person	3,869	15.3
I was afraid	3,857	15.3
I didn't report it for fear that my complaint would not be taken seriously	3,242	12.8
I left the situation immediately	2,883	11.4
I didn't know who to go to	2,658	10.5
Other	2,646	10.5
I confronted the harasser at the time	2,590	10.3
I reported it to a UC employee/official	2,527	10.0
I sought support from campus resource	2,403	9.5
I sought support from an administrator	2,256	8.9
I did report it but I did not feel the complaint was taken seriously	2,103	8.3
I confronted the harasser later	2,089	8.3
I sought support from a faculty member	2,088	8.3
It didn't affect me at the time	1,825	7.2
I sought information on-line	1,171	4.6
I told my union representative	834	3.3
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	757	3.1
I sought support from off-campus hot-line/advocacy services	694	2.7
I sought support from student staff (e.g. peer counselor)	416	1.6
I contacted a local law enforcement official	296	1.2
I sought support from a TA/grad assistant	294	1.2

Note: Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 25,264$ ). Percentages do not sum to 100 due to multiple responses.

### **Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct**

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Twenty-three percent ( $n = 23,563$ ) of all survey respondents observed conduct or communications directed towards a person or group of people at a UC campus/location that they believed created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on race (20%,  $n = 4,743$ ), ethnicity (20%,  $n = 4,617$ ), position (17%,  $n = 3,911$ ), gender identity (13%,  $n = 3,144$ ), and political views (12%,  $n = 2,837$ ). Twenty-one percent of respondent marked "don't know" as the basis ( $n = 4,871$ ).

Figures 46 and 47 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

Twenty-nine percent of Multiple Religious/Spiritual Affiliations respondents and 27% of Underrepresented Minority respondents observed conduct or communications directed towards a person or group of people at a UC campus/location that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 46).

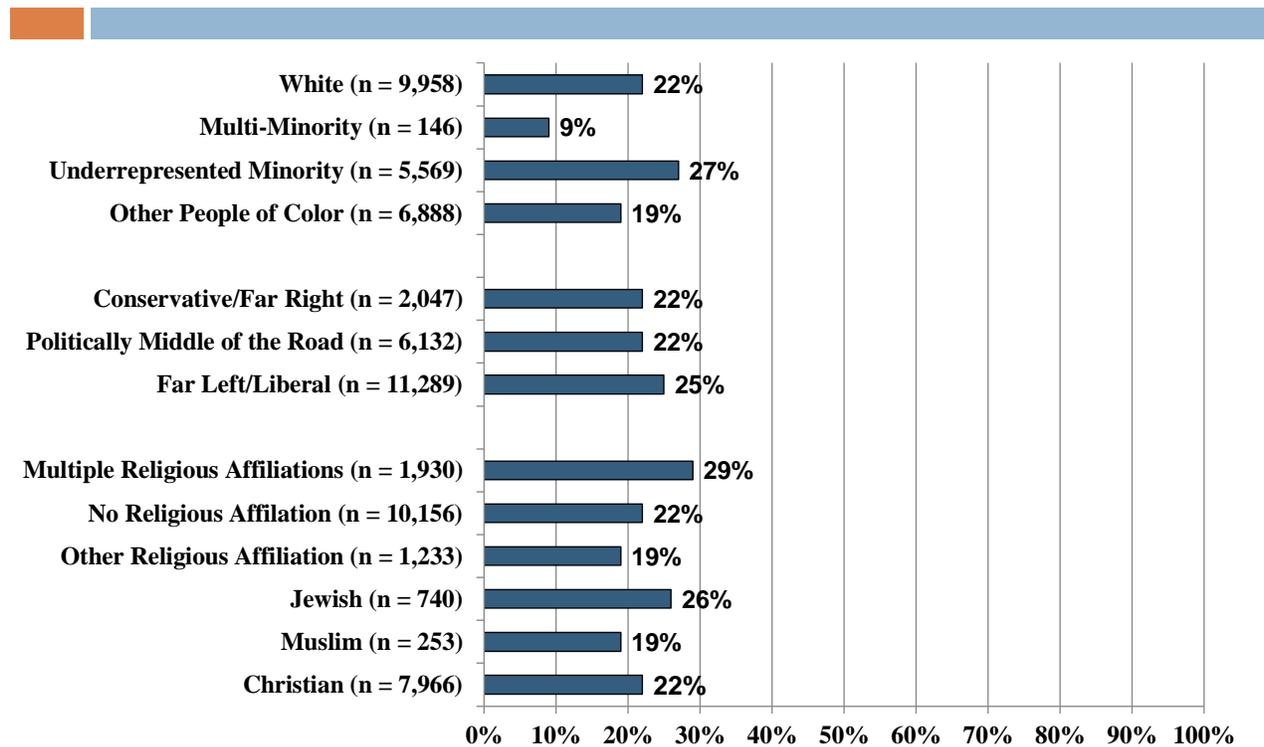


Figure 46. Observed Exclusionary, Offensive, Intimidating Hostile, Conduct by Race, Political Affiliation, and Religious Affiliation, (%)

Transgender respondents (43%), genderqueer respondents (56%), LGBQ respondents (33%), and respondents with disabilities (33%) were more likely to have observed exclusionary conduct than were other groups (Figure 47). Within identity, LGBQ respondents were more likely than heterosexual respondents; genderqueer and transgender respondents were more likely than men and women; people with disabilities were more likely than those without disabilities; and Non-U.S. Citizens were less likely than U.S. Citizens and Undocumented Residents to have observed exclusionary conduct.

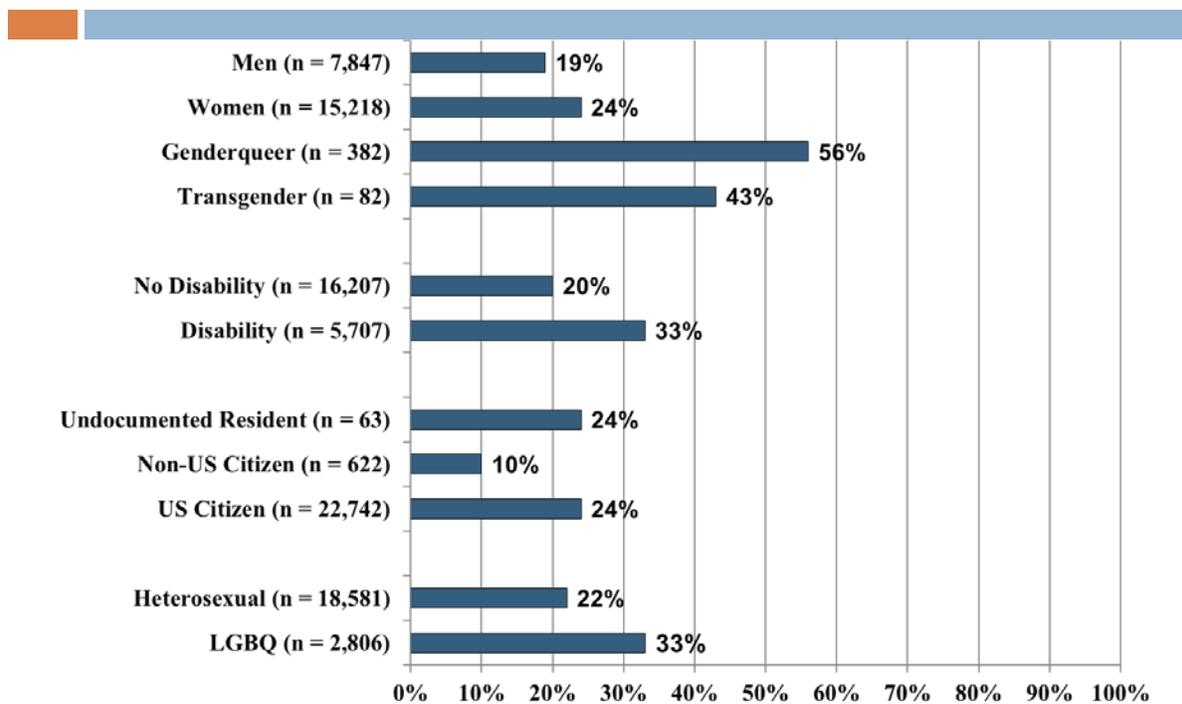


Figure 47. Observed Exclusionary, Offensive, Intimidating, or Hostile, Conduct by Gender, Disability Status, Citizen Status, and Sexual Orientation (%)

In terms of position at UC, results indicated that greater percentages of Staff (25%) and Faculty (25%) believed they had observed offensive, hostile, or intimidating conduct than did Undergraduate Students (22%), Graduate/Professional Students (22%), and Post-Docs/Trainees (13%) (Figure 48).

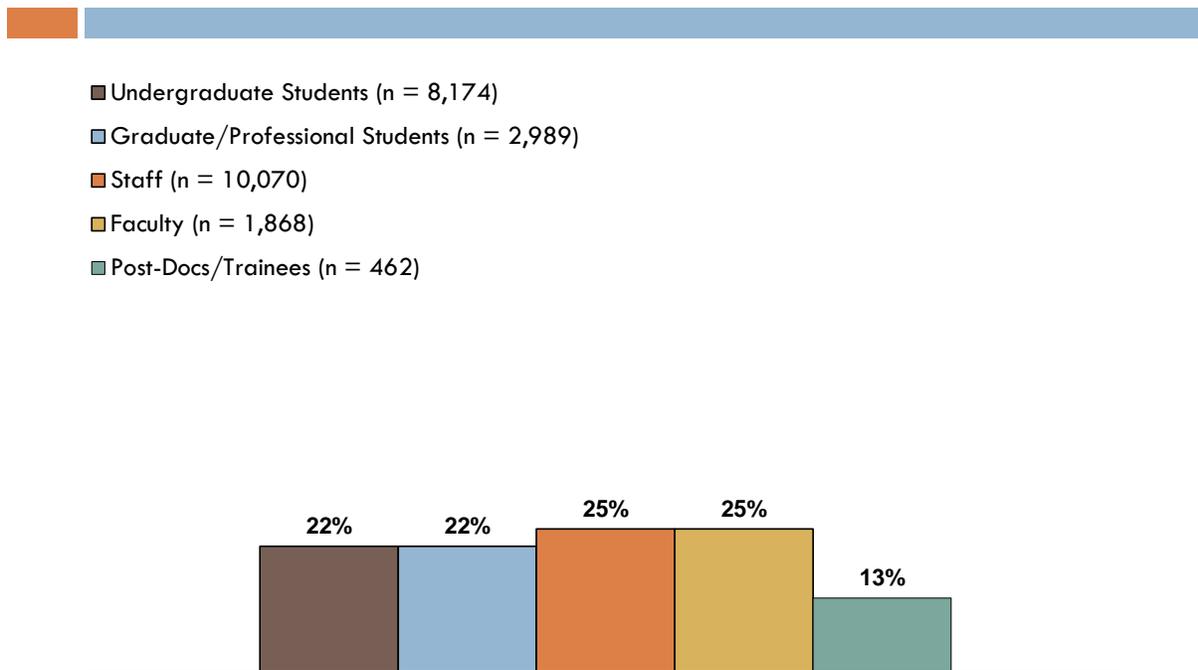


Figure 48. Observed Exclusionary, Offensive, Intimidating or Hostile Conduct by Position Status (%)

Table 19 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (52%,  $n = 12,179$ ), or someone being deliberately ignored or excluded (36%,  $n = 8,381$ ), intimidated/bullied (32%,  $n = 7,528$ ), or isolated or left out (28%,  $n = 6,652$ ).

**Table 19. Form of Exclusionary, Intimidating, Offensive or Hostile Conduct**  
Only answered by respondents who believed they had observed exclusionary conduct (*n* = 23,563)

<b>Form of Conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Derogatory remarks	12,179	51.7
Deliberately ignored or excluded	8,381	35.6
Intimidated/bullied	7,528	31.9
Isolated or left out	6,652	28.2
Racial/ethnic profiling	4,783	20.3
Assumption that someone was admitted/hired/promoted based on his/her identity	4,633	19.7
Isolated or left out when work was required in groups	3,687	15.6
Derogatory written comments	3,186	13.5
Receipt of a low performance evaluation	2,637	11.2
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	2,569	10.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	2,435	10.3
Singled out as a spokesperson for his/her identity	2,296	9.7
Feared for their physical safety	1,985	8.4
Graffiti/vandalism	1,771	7.5
Threats of physical violence	913	3.9
Derogatory phone calls	817	3.5
Physical violence	763	3.2
Receipt of a poor grade because of a hostile classroom environment	706	3.0
Victim of a crime	677	2.9
Feared for their family's safety	329	1.4
Other	220	6.7

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 34% had witnessed such conduct six or more times ( $n = 7,506$ ) in the past year (Table 20).

**Table 20. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive or Hostile Conduct in the Past Year**

Only answered by respondents who believed they had observed exclusionary conduct ( $n = 23,563$ )

Number of Times Observed in the Past Year	<i>n</i>	% who observed conduct
1	3,588	16.1
2	4,083	18.3
3	4,187	18.8
4	2,071	9.3
5	897	4.0
6 or more	7,504	33.6

Percentages do not sum to 100 due to multiple responses.

Additionally, 28% of the respondents who observed exclusionary conduct said it happened in a public space at UC ( $n = 6,573$ ; Table 21). Some respondents said the incidents occurred while working at a UC job (27%,  $n = 6,420$ ), while in a meeting with a group of people (21%,  $n = 5,023$ ), in a UC office (21%,  $n = 4,998$ ), or in a class/lab/clinical setting (18%,  $n = 4,346$ ).

**Table 21. Location of Observed Exclusionary, Intimidating, or Offensive Conduct**  
Only answered by respondents who believed they had observed exclusionary conduct ( $n = 23,563$ ).

	<i>n</i>	% who observed conduct
In a public space at UC	6,573	27.9
While working at a UC job	6,420	27.2
In a meeting with a group of people	5,023	21.3
In a UC office	4,998	21.2
In a class/lab/clinical setting	4,346	18.4
At a UC event	3,067	13.0
Off campus	2,769	11.8
While walking on campus	2,684	11.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	2,147	9.1
In a meeting with one other person	2,132	9.0
In campus housing	2,002	8.5
In a health care setting	1,489	6.3
Other	1,256	5.3
In a faculty office	1,248	5.3
In a UC dining facility	1,009	4.3
In off campus housing	920	3.9
On campus transportation	457	1.9
In athletic facilities	341	1.4

Percentages do not sum to 100 due to multiple responses.

Subsequent analyses indicated that 43% of the respondents ( $n = 10,018$ ) who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified co-workers (24%,  $n = 5,693$ ), staff members (21%,  $n = 4,881$ ), and friends (12%,  $n = 2,932$ ).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were the sources of the conduct (31%,  $n = 7,372$ ). Respondents identified additional sources as faculty members (17%,  $n = 3,885$ ), co-workers (14%,  $n = 3,341$ ), administrators (14%,  $n = 3,262$ ), supervisors (13%,  $n = 3,157$ ), or staff members (12%,  $n = 2,882$ ).

Table 22 illustrates participants' reactions to this conduct. Respondents most often felt angry (46%,  $n = 10,884$ ) or embarrassed (33%,  $n = 7,863$ ). Thirty-one percent told a friend ( $n = 7,177$ ). Six percent reported the incidents to campus employees/officials ( $n = 1,517$ ), while 10% didn't know who to go to ( $n = 2,399$ ). Some did not report out of fear the complaint would not be taken seriously (10%,  $n = 2,445$ ). Six percent did report it but felt the complaint was not taken seriously ( $n = 1,360$ ).

**Table 22. Reactions to Observing Intimidating, or Offensive Conduct**

Only answered by respondents who believed they had observed exclusionary conduct ( $n = 23,563$ )

	<i>n</i>	% of observed conduct
I was angry	10,884	46.2
I felt embarrassed	7,863	33.4
I told a friend	7,177	30.5
I told a family member	4,873	20.7
I avoided the harasser	4,481	19.0
I did nothing	4,279	18.2
I ignored it	3,674	15.6
I was afraid	2,734	11.6
I sought support from a staff person	2,602	11.0
I didn't report it for fear that my complaint would not be taken seriously	2,445	10.4
I didn't know who to go to	2,399	10.2
Other	2,299	9.8
It didn't affect me at the time	2,263	9.6
I confronted the harasser at the time	2,249	9.5
I felt somehow responsible	2,198	9.3
I left the situation immediately	2,081	8.8
I confronted the harasser later	1,870	7.9
I sought support from an administrator	1,639	7.0
I reported it to a campus employee/official	1,517	6.4
I did report it but I did not feel the complaint was taken seriously	1,360	5.8
I sought support from a faculty member	1,320	5.6
I sought support from campus resource	1,258	5.3
I sought information on-line	800	3.4
I told my union representative	518	2.2
I sought support from a spiritual advisor	366	1.6
I sought support from off-campus hot-line/advocacy services	302	1.3
I sought support from a student staff	270	1.1
I contacted a local law enforcement official	220	0.9
I sought support from a TA/grad assistant	156	0.7

Percentages do not sum to 100 due to multiple responses.

## **Experiences of Unwanted Sexual Contact**

Within the last five years, 3,069 respondents (3%) believed they had experienced unwanted sexual contact<sup>46</sup> while at a UC campus/location. Subsequent analyses of the data suggest that in terms of position status higher percentages of Undergraduate Students (6%,  $n = 2,086$ ) than Graduate/Professional Students (2%,  $n = 222$ ), Staff (2%,  $n = 658$ ), Faculty (1%,  $n = 73$ ), or Post-Docs/Trainees (1%,  $n = 30$ ) have experienced unwanted sexual contact in the past five years. In terms of gender, higher percentages of genderqueer respondents (10%,  $n = 77$ ) and transgender respondents (9%,  $n = 19$ ) than women (4%,  $n = 2,433$ ) and men (1%,  $n = 574$ ) experienced such conduct. With regard to citizenship status, 4% of Undocumented Residents ( $n = 11$ ), 3% of U.S. Citizens ( $n = 2,972$ ), and 1% of Non-U.S. Citizens ( $n = 72$ ) experienced unwanted sexual contact. A higher percentage of respondents with Disabilities (5%,  $n = 924$ ) than with No Disabilities (2%,  $n = 1,925$ ) also experienced unwanted sexual contact. In terms of sexual identity, 5% of LGBQ respondents ( $n = 425$ ) and 3% of Heterosexual respondents ( $n = 2,325$ ) experienced unwanted sexual conduct, as did 6% of Multi-Minority respondents ( $n = 93$ ), 3% of Underrepresented Minority respondents ( $n = 696$ ), 3% of Other People of Color ( $n = 1,053$ ), and 3% of White respondents ( $n = 1,180$ ).

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<sup>46</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

## Summary

More than three-quarters of all respondents were comfortable with the climate at UC and in their departments and work units.

As noted, 24% of UC respondents ( $n = 25,254$ ) believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings indicated that generally members of historically underrepresented groups were slightly more likely to believe they had experienced various forms of exclusionary conduct than those in the majority. In addition, 3,069 respondents (3%) believed they had experienced unwanted sexual contact in the past five years at UC.

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 & Quaye, 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).

## **Faculty and Staff Perceptions of Climate**

This section of the report details Faculty, Staff, Post-Doc, and Trainee responses to survey items regarding their perceptions of the workplace climate at UC; their thoughts on work-life and various climate issues; and certain employment practices at UC (e.g., hiring, promotion, and disciplinary actions).

At least half of all Faculty, Staff, Post-Doc, and Trainee, respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 23. Three-quarters felt the workplace was welcoming for people based on ethnicity (76%,  $n = 38,598$ ), English language proficiency (75%,  $n = 38,208$ ), country of origin (75%,  $n = 38,238$ ), educational level (75%,  $n = 38,303$ ), and marital status (75%,  $n = 40,479$ ).

**Table 23. Workplace Climate is Welcoming Based on Demographic Characteristics**

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	11,938	23.3	26,086	51.0	6,586	12.9	1,679	3.3	4,686	9.5
Ancestry	12,827	25.2	24,722	48.6	4,817	9.5	1,331	2.6	7,192	14.1
Country of origin	13,007	25.6	25,231	49.6	5,032	9.9	1,335	2.6	6,212	12.2
Educational level	12,025	23.6	26,278	51.6	6,639	13.0	1,684	3.3	4,268	8.4
English language proficiency/ accent	11,402	22.5	26,806	52.8	6,126	12.1	1,342	2.6	5,107	10.1
Ethnicity	13,033	25.7	25,565	50.4	5,411	10.7	1,565	3.1	5,184	10.2
Gender identity	11,895	23.5	23,372	46.2	5,349	10.6	1,387	2.7	8,614	17.0
Gender expression	11,452	22.7	22,708	45.0	5,481	10.9	1,369	2.7	9,471	18.8
Immigrant/citizen status	11,808	23.4	23,744	47.0	5,273	10.4	1,382	2.7	8,356	16.5
International Status	12,235	24.3	23,917	47.4	4,817	9.5	1,255	2.5	8,215	16.3
Learning disability	9,394	18.7	20,311	40.5	6,178	12.3	1,440	2.9	12,873	25.6
Marital status	13,284	26.3	24,646	48.8	4,994	9.9	1,448	2.9	61,75	12.2
Medical conditions	10,876	21.7	22,919	45.7	5,875	11.7	1,638	3.3	8,875	17.7
Military/veteran status	11,039	21.9	19,866	39.4	3,982	7.9	1,115	2.2	14,454	28.6
Parental status	12,681	25.1	24,321	48.1	5,565	11.0	1,450	2.9	6,589	13.0
Participation in a club	10,587	21.0	20,775	41.3	4,360	8.7	1,205	2.4	13,375	26.6
Participation on an athletic team	9,566	19.1	18,166	36.3	4,171	8.3	1,153	2.3	17,034	34.0
Philosophical views	10,092	20.1	22,658	45.0	5,824	11.6	1,471	2.9	10,263	20.4
Psychological condition	9,052	18.1	20,418	40.8	5,811	11.6	1,301	2.6	13,519	27.0
Physical characteristics	10,828	21.6	23,843	47.6	5,181	10.3	1,332	2.7	8,958	17.9
Physical disability	10,469	20.9	22,326	44.5	5,407	10.8	1,371	2.7	10,547	21.0
Political views	9,538	19.0	22,469	44.7	6,969	13.9	1,903	3.8	9,380	18.7
Race	12,388	24.6	24,322	48.3	5,638	11.2	1,680	3.3	6,300	12.5
Religious/spiritual views	10,462	20.8	22,817	45.5	6,103	12.2	1,688	3.4	9,107	18.1
Sexual orientation	12,156	24.3	23,096	46.1	4,922	9.8	1,326	2.6	8,591	17.2
Socioeconomic status	10,845	21.7	23,321	46.7	6,305	12.6	1,714	3.4	7,787	15.6

Note: Table includes post-doc, trainee, faculty, and staff responses only (n = 52,766).

When analyzed by demographic characteristics, the data reveal that 33% of Transgender Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 26$ ) and 22% of Genderqueer Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 52$ ) disagreed that the workplace climate was welcoming based on gender identity (Figure 49).

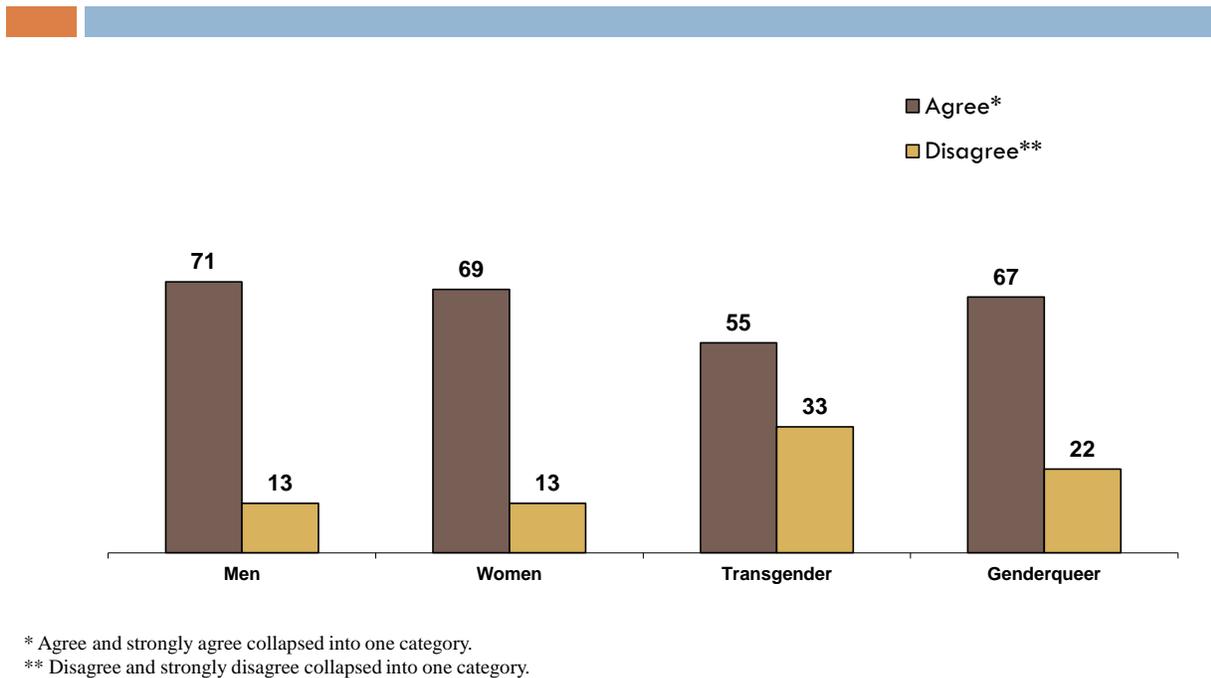
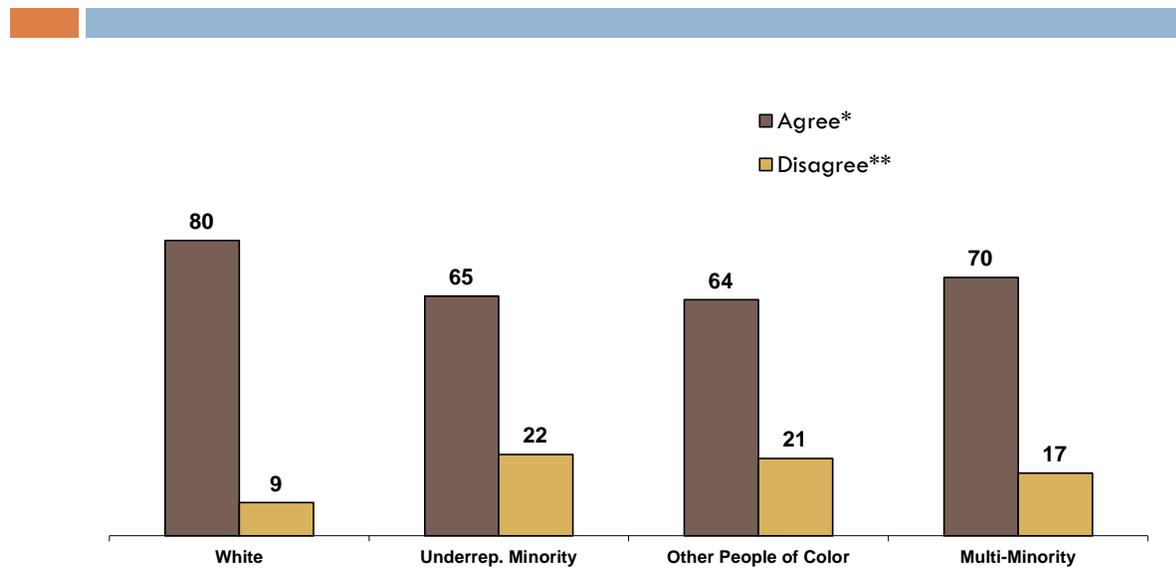


Figure 49. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

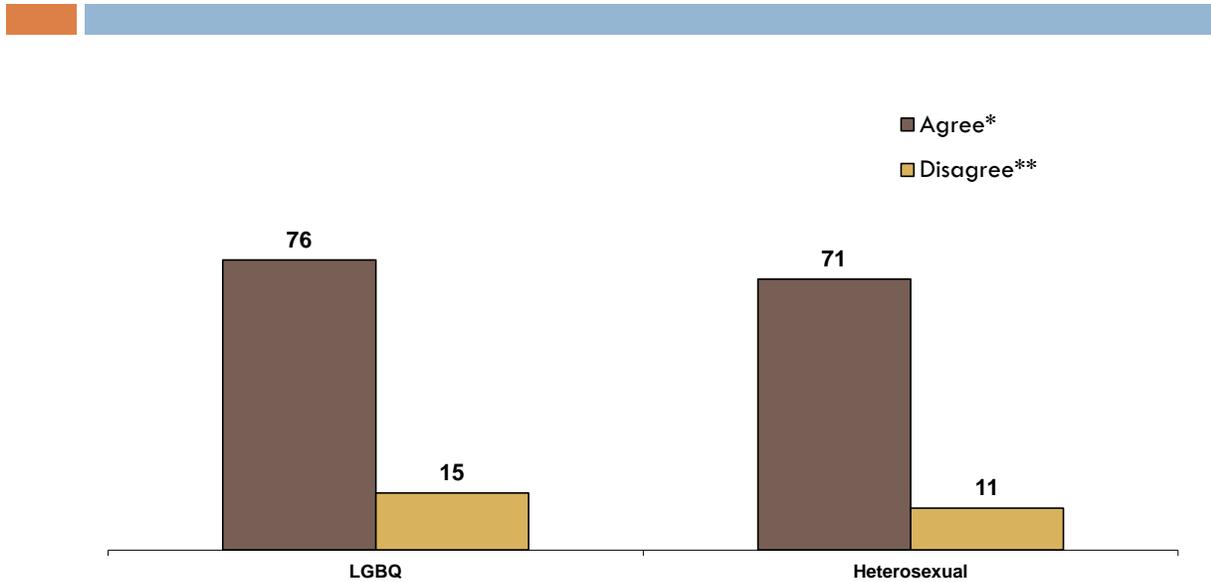
In comparison with 80% of White Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 21,520$ ), 65% of Underrepresented Minority Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 6,298$ ), 64% of Other People of Color Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 7,612$ ), and 70% of Multi-Minority Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 409$ ) felt the workplace climate was welcoming based on race (Figure 50).



\* Agree and strongly agree collapsed into one category.  
 \*\* Disagree and strongly disagree collapsed into one category.

Figure 50. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-six percent of LGBQ Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 3,081$ ) and 71% of heterosexual Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 29,420$ ) believed the workplace climate was welcoming based on sexual orientation (Figure 51).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Figure 51. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty, Staff, Post-Doc, and Trainee respondents from Jewish religious affiliations (75%,  $n = 1,207$ ) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations. Fifty-two percent of Muslim Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 195$ ) felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 52), making them the least likely group to agree that the workplace climate was welcoming.

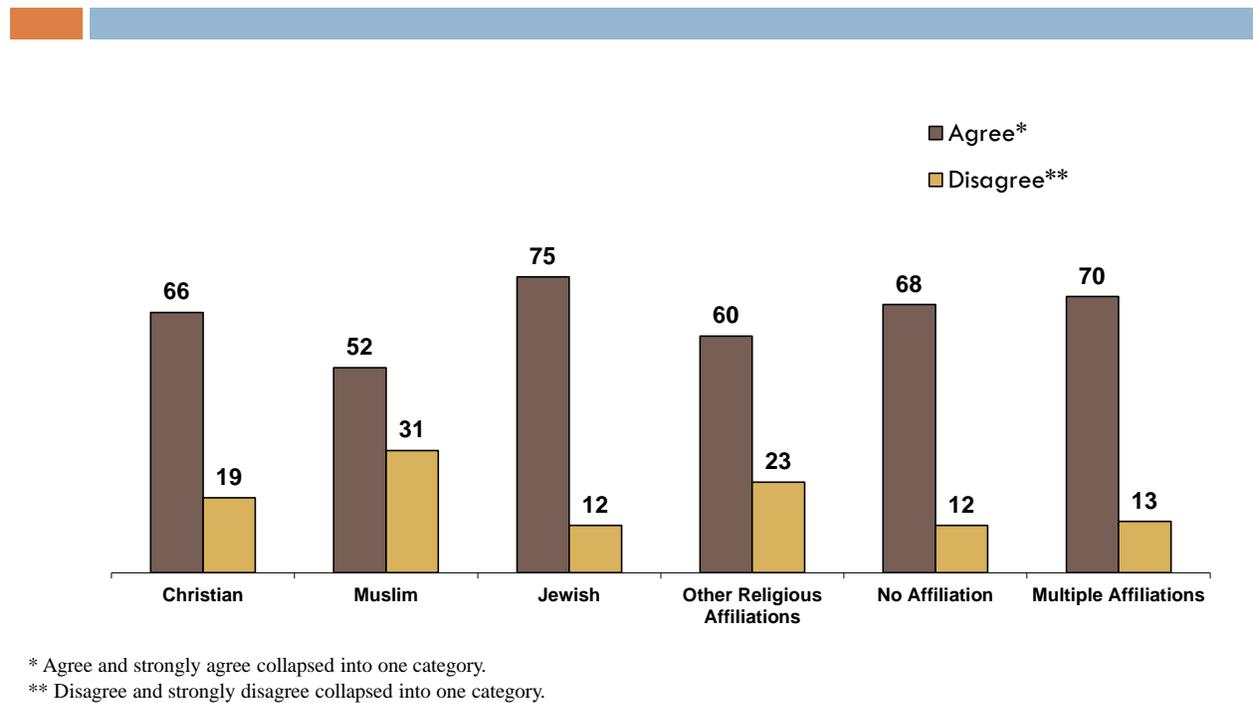


Figure 52. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 71% of Far Left/Liberal Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 15,452$ ); 64% of politically Middle of the Road Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 9,188$ ); 57% of Conservative/Far Right Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 2,969$ ); and 49% of politically undecided Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 2,589$ ) felt the workplace climate was welcoming based on political views (Figure 53).

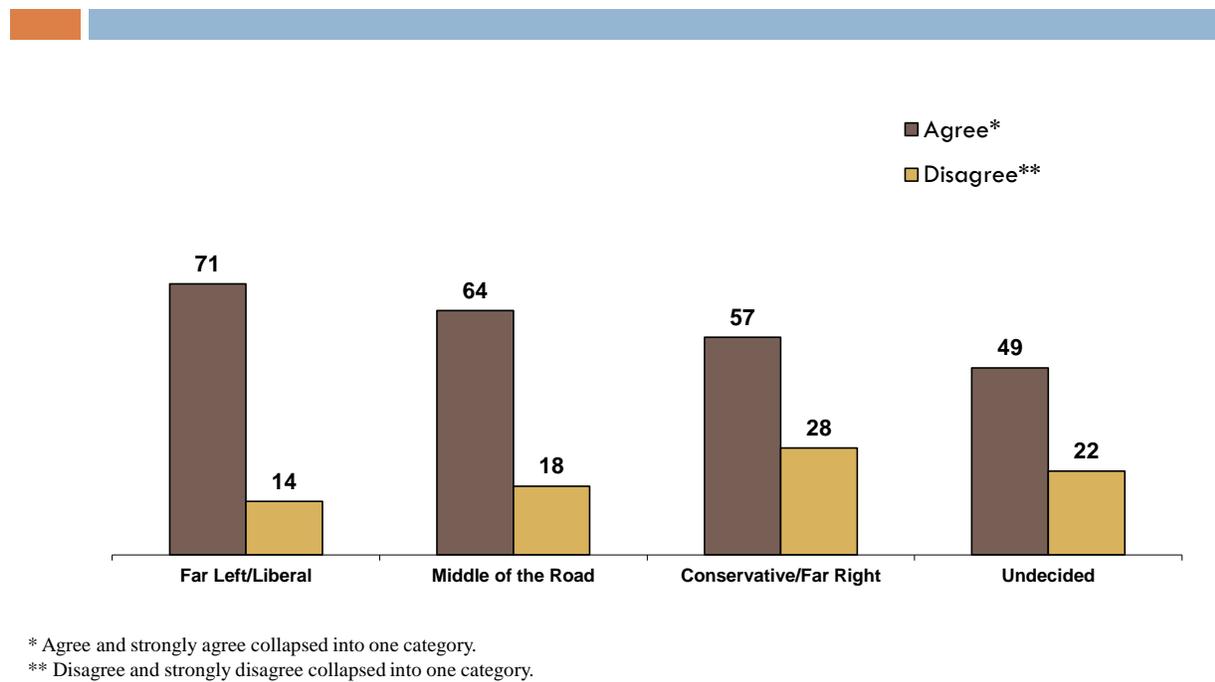


Figure 53. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Political Views by Political Affiliation (%)

While 29% of all Faculty, Staff, Post-Doc, and Trainee respondents who have not been in the military ( $n = 13,802$ ) did not know how welcoming their workplaces were for employees based on their military status, 77% of Active Military Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 100$ ); 74% of Veteran Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 1,182$ ); 72% of Reservist Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 169$ ); and 67% of ROTC Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 99$ ) felt the workplace climate was welcoming based on military status (Figure 54).

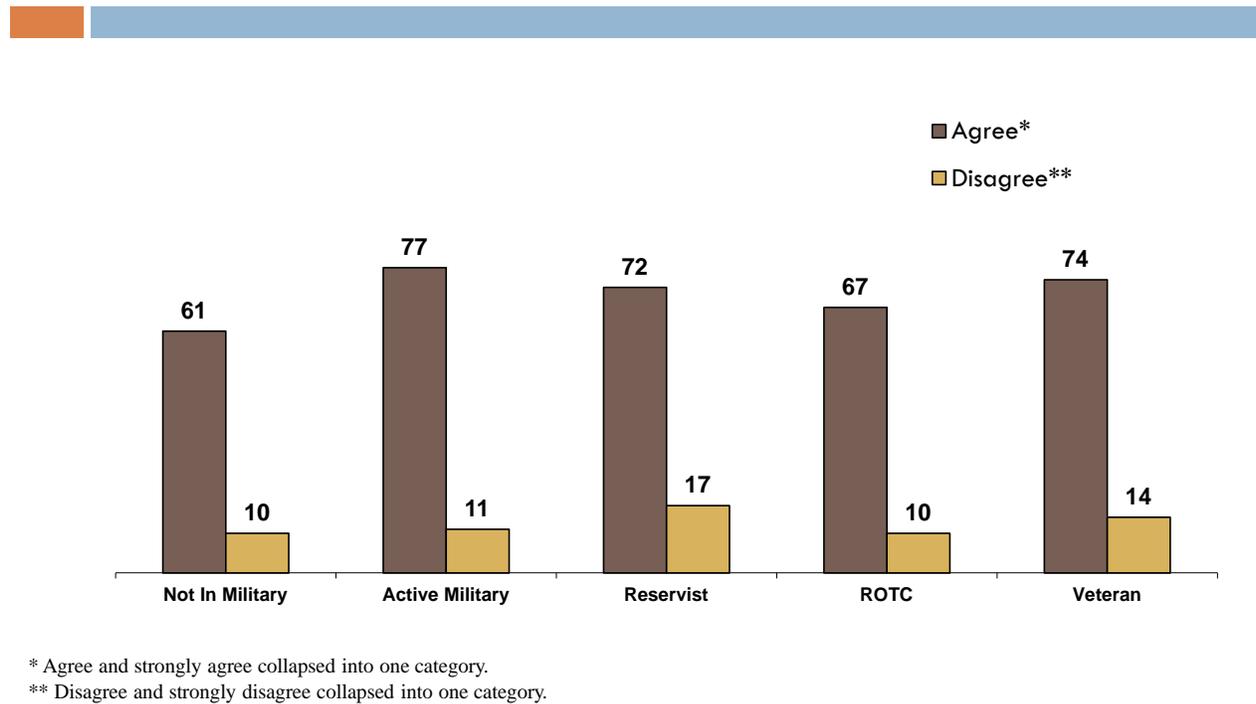
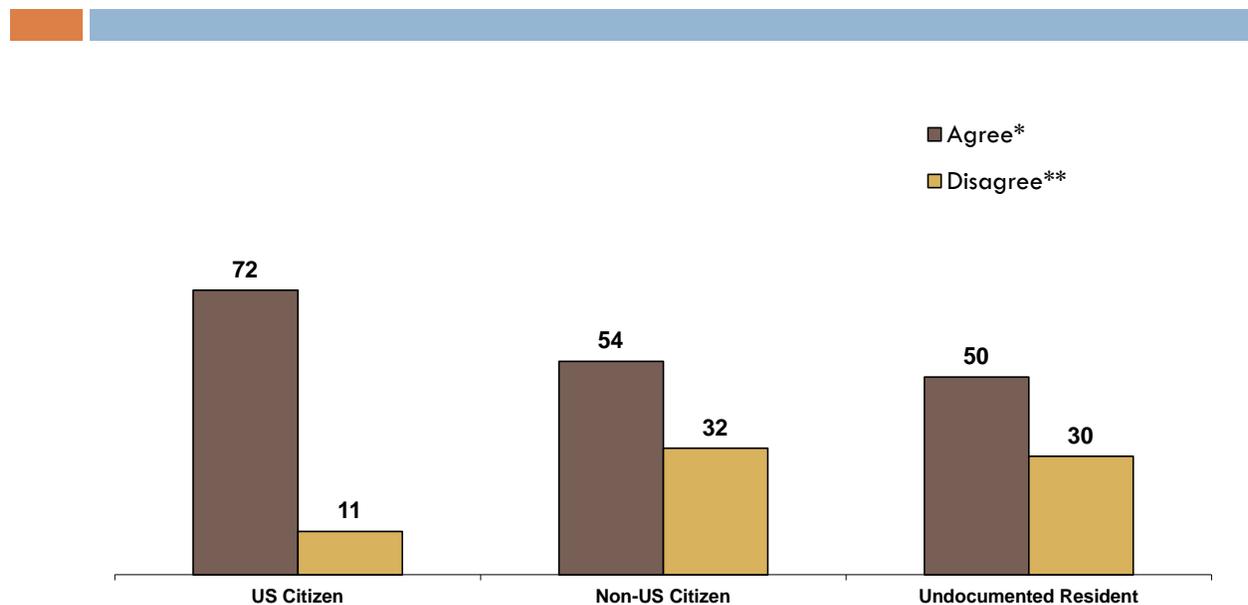


Figure 54. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate by Military Status (%)

Seventy-two percent of U.S. Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 35,019$ ); 54% of Non-U.S. Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 1,000$ ); and 50% of Undocumented Resident Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 5$ ) felt the climate was workplace welcoming based on international status (Figure 55). Likewise, 71% of U.S. Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 34,434$ ); 53% of Non-U.S. Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 983$ ); and 50% of Undocumented Resident Citizen Faculty, Staff, Post-Doc, and Trainee respondents ( $n = 5$ ) felt the climate was workplace welcoming based on immigrant/citizen status.



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Figure 55. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate by Citizenship Status (%)

## **Campus Climate and Work-Life Issues**

Several items addressed employees' (Faculty, Staff, Graduate/Professional Students, Post-Docs, and Trainees)<sup>47</sup> experiences at UC, their perceptions of specific UC policies, their attitudes about the climate and work-life issues at UC, and faculty attitudes about tenure and advancement processes.

Forty-six percent of all Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 30,179$ ) "strongly agreed"/"agreed" that salary determinations were clear. More than half of the respondents thought their campus demonstrated that it values a diverse faculty (76%,  $n = 49,866$ ) and staff (81%,  $n = 52,889$ ). Table 24 illustrates responses to these questions by gender, race/ethnicity, position, disability status, sexual orientation, citizenship status, and religious/spiritual affiliation where the responses for these groups differed from one another.

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<sup>47</sup> For the items in Tables 24 through 27 and related narrative, the term "employee" includes all Post-Docs, Trainees, Graduate Students, Staff, and Faculty.

**Table 24. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I believe salary determinations are clear</b>	<b>5,289</b>	<b>8.1</b>	<b>24,890</b>	<b>38.3</b>	<b>16,751</b>	<b>25.7</b>	<b>8,378</b>	<b>12.9</b>	<b>9,800</b>	<b>15.0</b>
Staff	3,074	7.8	15,536	39.2	11,715	29.6	6,404	16.2	2,863	7.2
Faculty	995	11.6	3,517	41.1	2,403	28.1	1,208	14.1	430	5.0
Post-Docs/Trainees	408	11.8	1,822	52.8	626	18.1	196	5.7	399	11.6
Graduate/Professional Students	812	6.0	4,105	30.2	2,007	14.8	570	4.2	6,108	44.9
White	2,949	8.7	13,342	39.4	8,745	25.8	4,302	12.7	4,567	13.5
Underrepresented Minority	952	8.1	4,069	34.4	3,161	26.7	1,861	15.7	1,781	15.1
Other People of Color	1,196	7.0	6,836	40.0	4,174	24.4	1,771	10.4	3,099	18.1
Multi-Minority	75	9.4	252	31.5	215	26.9	124	15.5	134	16.8
Men	2,404	9.2	10,387	39.9	6,254	24.0	3,019	11.6	3,964	15.2
Women	2,828	7.4	14,356	37.4	10,270	26.8	5,179	13.5	5,710	15.9
Transgender	10	8.5	35	29.7	32	27.1	15	12.7	26	22.0
Genderqueer	21	5.4	112	28.6	115	29.4	68	17.4	75	19.2
No Disability	4,214	8.2	20,472	39.6	13,269	25.7	6,193	12.0	7,545	14.6
Disability	795	7.9	3,306	32.7	2,648	26.2	1,706	16.9	1,665	16.5
LGBQ	395	7.2	1,931	35.1	1,488	27.1	839	15.3	846	15.4
Heterosexual	4,361	8.1	20,700	38.6	13,734	25.6	6,740	12.6	8,137	15.2
U.S. Citizen	4,895	8.1	22,811	37.7	15,961	26.4	8,110	13.4	8,766	14.5
Non-U.S. Citizen	367	8.5	2,079	47.9	711	16.4	194	4.5	991	22.8
Undocumented Resident	<5	--	<5	--	<5	--	<5	--	10	41.7
<b>I think that UC demonstrates that it values a diverse faculty</b>	<b>13,021</b>	<b>19.9</b>	<b>36,845</b>	<b>56.2</b>	<b>7,029</b>	<b>10.7</b>	<b>2,937</b>	<b>4.5</b>	<b>5,714</b>	<b>8.7</b>
Staff	8,075	20.3	22,527	56.5	3,437	8.6	1,599	4.0	4,222	10.6
Faculty	1,902	22.1	4,666	54.3	1,229	14.3	514	6.0	281	3.3
Post-Docs/Trainees	654	18.9	2,115	61.1	401	11.6	100	2.9	191	5.5
Graduate/Professional Students	2,390	17.5	7,537	55.3	1,962	14.4	724	5.3	1,020	7.5
White	7,304	21.4	19,915	58.4	3,269	9.6	1,015	3.0	2,611	7.7
Underrepresented Minority	2,099	17.7	5,722	48.2	1,809	15.2	1,168	9.8	1,081	9.1
Other People of Color	3,183	18.6	10,043	58.6	1,616	9.4	575	3.4	1,708	10.0
Multi-Minority	152	18.9	394	48.9	119	14.8	69	8.6	72	8.9
Men	5,718	21.9	14,658	56.1	2,459	9.4	1,006	3.8	2,296	8.8
Women	7,191	18.6	21,822	56.6	4,438	11.5	1,847	4.8	3,274	8.5
Transgender	21	17.4	59	48.8	27	22.3	<5	--	10	8.3
Genderqueer	54	13.7	163	41.5	95	24.2	53	13.5	28	7.1
No Disability	10,488	20.2	29,807	57.4	5,173	10.0	2,021	3.9	4,478	8.6
Disability	1,879	18.5	5,215	51.3	1,474	14.5	695	6.8	897	8.8
LGBQ	1,001	18.1	2,836	51.4	858	15.5	400	7.2	425	7.7
Heterosexual	10,870	20.1	30,712	56.9	5,584	10.3	2,263	4.2	4,526	8.4
U.S. Citizen	12,084	19.8	34,089	56.0	6,632	10.9	2,831	4.7	5,245	8.6
Non-U.S. Citizen	889	20.4	2,612	60.0	354	8.1	85	2.0	415	9.5
Undocumented Resident	5	20.8	10	41.7	<5	--	<5	--	<5	--

**Table 24 (cont.)**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think UC demonstrates that it values a diverse staff</b>	<b>13,884</b>	<b>21.2</b>	<b>39,005</b>	<b>59.6</b>	<b>6,660</b>	<b>10.2</b>	<b>2,678</b>	<b>4.1</b>	<b>3,258</b>	<b>5.0</b>
Staff	8,833	22.1	23,835	59.8	3,875	9.7	1,764	4.4	1,577	4.0
Faculty	1,989	23.3	5,004	58.6	886	10.4	332	3.9	333	3.9
Post-Docs/Trainees	677	19.6	2,213	64.1	321	9.3	76	2.2	163	4.7
Graduate/Professional Students	2,385	17.5	7,953	58.4	1,578	11.6	506	3.7	1,185	8.7
White	7,809	22.9	20,947	61.5	3,001	8.8	911	2.7	1,408	4.1
Underrepresented Minority	2,256	19.0	6,307	53.0	1,741	14.6	1,040	8.7	546	4.6
Other People of Color	3,342	19.6	10,521	61.5	1,577	9.2	549	3.2	1,105	6.5
Multi-Minority	171	21.3	411	51.1	113	14.1	65	8.1	44	5.5
Men	6,067	23.3	15,416	59.1	2,320	8.9	905	3.5	1,375	5.3
Women	7,691	19.9	23,181	60.1	4,212	10.9	1,683	4.4	1,801	4.7
Transgender	21	17.4	70	57.9	22	18.2	<5	--	5	4.1
Genderqueer	55	14.0	194	49.5	82	20.9	43	11.0	18	4.6
No Disability	11,190	21.5	31,499	60.6	4,900	9.4	1,816	3.5	2,531	4.9
Disability	2,018	19.9	5,618	55.4	1,335	13.2	671	6.6	496	4.9
LGBQ	1,098	19.9	3,101	56.2	780	14.1	337	6.1	201	3.6
Heterosexual	11,580	21.5	32,465	60.2	5,238	9.7	2,060	3.8	2,564	4.8
U.S. Citizen	12,957	21.3	36,199	59.5	6,256	10.3	2,590	4.3	2,827	4.6
Non-U.S. Citizen	874	20.1	2,649	61.0	349	8.0	67	1.5	401	9.2
Undocumented Resident	6	25.0	9	37.5	<5	--	<5	--	<5	--

Note: Table includes post-doc, trainee, graduate student, staff, and faculty responses only (*n* = 66,518).

Twenty-eight percent of respondents (*n* = 18,080) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 25). Twenty-two percent believed their colleagues expected them to represent the “point of view” of their identities (*n* = 14,220).

Sixty-five percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers (*n* = 42,640). More than one-quarter of employee respondents (29%, *n* = 18,829) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 37% indicated there were many unwritten rules concerning how one is expected to interact with colleagues in their work units (*n* = 24,348). Table 25 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups differed from one another.

**Table 25. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision</b>	<b>5,392</b>	<b>8.2</b>	<b>12,688</b>	<b>19.3</b>	<b>22,529</b>	<b>34.2</b>	<b>19,447</b>	<b>29.5</b>	<b>5,848</b>	<b>8.9</b>
Staff	3,755	9.4	7,768	19.4	13,497	33.6	12,459	31.0	2,665	6.6
Faculty	674	7.8	1,577	18.3	2,672	31.0	3,097	35.9	597	6.9
Post-Docs/Trainees	193	5.6	716	20.7	1,354	39.1	870	25.1	332	9.6
Graduate /Professional Students	770	5.6	2,627	19.2	5,006	36.6	3,021	22.1	2,254	16.5
White	2,454	7.2	5,991	17.5	11,792	34.4	1,1676	34.0	2,394	7.0
Underrepresented Minority	1,339	11.2	2,420	20.2	3,747	31.3	3,353	28.0	1,113	9.3
Other People of Color	1,223	7.1	3,702	21.5	6,252	36.4	3,884	22.6	2,127	12.4
Multi-Minority	101	12.5	168	20.8	248	30.7	221	27.4	69	8.6
Men	1,732	6.6	4,513	17.2	9,030	34.4	8,518	32.5	2,447	9.3
Women	3,483	9.0	7,957	20.5	13,245	34.1	10,793	27.8	3,330	8.6
Transgender	17	14.0	28	23.1	39	32.2	30	24.8	7	5.8
Genderqueer	66	16.7	113	28.5	121	30.6	76	19.2	20	5.1
No Disability	3,550	6.8	9,381	18.0	18,348	35.1	16,261	31.1	4,700	9.0
Disability	1,479	14.5	2,528	24.7	3,063	30.0	2,355	23.0	800	7.8
LGBQ	558	10.1	1,187	21.4	1,808	32.6	1,629	29.4	368	6.6
Heterosexual	4,127	7.6	10,032	18.5	18,801	34.7	16,557	30.5	4,707	8.7
U.S. Citizen	5,141	8.4	11,645	19.0	20,848	34.1	18,531	30.3	5,054	8.3
Non-U.S. Citizen	191	4.4	958	21.9	1,598	36.6	867	19.9	751	17.2
Undocumented Resident	<5	--	5	20.8	<5	--	5	20.8	8	33.3
<b>My colleagues/co-workers expect me to represent “the point of view” of my identity</b>	<b>2,662</b>	<b>4.1</b>	<b>11,558</b>	<b>17.7</b>	<b>22,247</b>	<b>34.1</b>	<b>15,518</b>	<b>23.8</b>	<b>13,258</b>	<b>20.3</b>
White	1,039	3.1	4,999	14.7	11,495	33.9	9,442	27.8	6,969	20.5
Underrepresented Minority	792	6.7	2,344	19.8	4,016	33.9	2,443	20.6	2,266	19.1
Other People of Color	701	4.1	3,794	22.3	5,990	35.1	3,124	18.3	3,436	20.2
Multi-Minority	59	7.4	173	21.6	256	32.0	176	22.0	136	17.0
Men	1,078	4.1	4,700	18.1	8,689	33.4	6,599	25.4	4,938	19.0
Women	1,526	4.0	6,689	17.4	13,318	34.7	8,788	22.9	8,089	21.1
Transgender	9	7.5	29	24.2	42	35.0	21	17.5	19	15.8
Genderqueer	45	11.5	117	29.8	135	34.4	55	14.0	41	10.4
No Disability	1,983	3.08	8,918	17.2	17,780	34.4	12,629	24.4	10,436	20.2
Disability	522	5.2	1,998	19.8	3,354	33.2	2,160	21.4	2,082	20.6
LGBQ	368	6.7	1,338	24.3	2,026	36.8	1,147	20.8	626	11.4
Heterosexual	1,987	3.7	9,031	16.8	18,357	34.2	13,322	24.8	11,015	20.5
Christian	1,043	4.6	4,274	19.0	7,419	32.9	4,940	21.9	4,840	21.5
Muslim	47	7.1	139	21.0	222	33.5	126	19.0	129	19.5
Jewish	72	3.4	359	17.1	678	32.3	615	29.3	372	17.7
Other Religious/Spiritual Affiliations	162	4.4	734	20.1	1,239	33.9	758	20.7	763	20.9
No Religious Affiliation	1,004	3.5	4,722	16.6	10,050	35.3	7,233	25.4	5,465	19.2
Multiple Religious Affiliations	185	4.4	747	17.7	1,544	36.6	1,049	24.9	696	16.5
U.S. Citizen	2,486	4.1	10,542	17.4	20,644	34.1	14,629	24.1	1,2286	20.3
Non-U.S. Citizen	160	3.7	957	22.0	1,522	35.0	837	19.3	869	20.0
Undocumented Resident	<5	--	<5	--	8	33.3	<5	--	8	33.3

<i>Table 25 (cont.)</i> Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am comfortable taking leave that I am entitled to without fear that it may affect my job</b>	<b>14,037</b>	<b>21.3</b>	<b>28,603</b>	<b>43.4</b>	<b>10,204</b>	<b>15.5</b>	<b>4,595</b>	<b>7.0</b>	<b>8,395</b>	<b>12.8</b>
Staff	9,917	24.7	19,679	49.0	6,112	15.2	2,803	7.0	1,612	4.0
Faculty	2,333	27.1	3,538	41.1	1,201	13.9	529	6.1	1,011	11.7
Post-Docs/Trainees	633	18.3	1,644	47.4	672	19.4	248	7.2	271	7.8
Graduate/Professional Students	1,154	8.5	3,742	27.5	2,219	16.3	1,015	7.4	5,501	40.4
White	8,074	23.5	14,700	42.9	5,124	14.9	2,247	6.6	4,151	12.1
Underrepresented Minority	2,483	20.8	5,103	42.8	1,874	15.7	1,121	9.4	1,347	11.3
Other People of Color	3,027	17.6	7,809	45.5	2,741	16.0	982	5.7	2,610	15.2
Multi-Minority	157	19.4	307	37.9	153	18.9	84	10.4	108	13.3
Men	6,094	23.3	11,379	43.5	3,474	13.3	1,476	5.6	3,765	14.4
Women	7,803	20.1	16,896	43.6	6,552	16.9	3,021	7.8	4,520	11.7
Transgender	22	18.0	50	41.0	18	14.8	14	11.5	18	14.8
Genderqueer	50	12.7	138	34.9	88	22.3	55	13.9	64	16.2
No Disability	1,1612	22.3	23,332	44.7	7,598	14.6	3,075	5.9	6,545	12.5
Disability	1820	17.8	3,828	37.4	2,014	19.7	1,218	11.9	1,345	13.2
U.S. Citizen	13,368	21.9	26,608	43.5	9,435	15.4	4,360	7.1	7,396	12.1
Non-U.S. Citizen	612	14.1	1,869	43.0	713	16.4	199	4.6	955	22.0
Undocumented Resident	<5	--	9	37.5	5	20.8	<5	--	9	37.5
Christian	5,100	22.4	10,321	45.3	3,354	14.7	1,649	7.2	2,338	10.3
Muslim	121	18.2	255	38.4	101	15.2	41	6.2	146	22.0
Jewish	535	25.4	826	39.1	305	14.5	132	6.3	312	14.8
Other Religious/Spiritual Affiliations	663	17.9	1,640	44.4	608	46.5	221	6.0	562	15.2
No Religious Affiliation	6,038	21.1	12,205	42.6	4,511	15.7	1,916	6.7	3,983	13.9
Multiple Religious Affiliations	875	20.5	1,700	39.9	738	17.3	318	7.5	627	14.7
<b>I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition</b>	<b>5,825</b>	<b>8.9</b>	<b>13,004</b>	<b>19.8</b>	<b>29,438</b>	<b>44.8</b>	<b>11,887</b>	<b>18.1</b>	<b>5,558</b>	<b>8.5</b>
Staff	4,000	10.0	8,381	20.9	18,359	45.9	7,105	17.7	2,185	5.5
Faculty	866	10.1	1,747	20.3	3,607	42.0	1,924	22.4	449	5.2
Post-Docs/Trainees	181	5.2	620	17.9	1,801	52.0	686	19.8	173	5.0
Graduate/Professional Students	778	5.7	2,256	16.6	5,671	41.6	2,172	15.9	2,751	20.2
White	2,110	6.2	5,253	15.4	16,480	48.2	7,827	22.9	2,547	7.4
Underrepresented Minority	1,701	14.3	2,776	23.3	4,798	40.2	1,709	14.3	945	7.9
Other People of Color	1,678	9.8	4,403	25.7	7,212	42.1	2,017	11.8	1,837	10.7
Multi-Minority	119	14.8	180	22.4	323	40.2	116	14.4	66	8.2
Men	1,988	7.6	4,663	17.8	11,783	45.0	5,366	20.5	2,377	9.1
Women	3,703	9.6	8,144	21.0	17,357	44.9	6,407	16.6	3,084	8.0
Transgender	13	10.7	26	21.5	60	49.6	19	15.7	<5	--
Genderqueer	49	12.5	95	24.2	166	42.3	56	14.3	26	6.6
No Disability	4,089	7.8	9,878	19.0	23,978	46.0	9,860	18.9	4,297	8.2
Disability	1,359	13.3	2,398	23.5	4,031	39.6	1,499	14.7	898	8.8

**Table 25 (cont.)**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
Christian	2,363	10.4	4,941	21.7	9,861	43.4	3,870	17.0	1,696	7.5
Muslim	77	11.6	165	24.8	249	37.4	100	15.0	74	11.1
Jewish	135	6.4	314	15.0	934	44.5	520	24.8	195	9.3
Other Religious/Spiritual Affiliations	360	9.8	951	25.8	1488	40.4	467	12.7	420	11.4
No Religious Affiliation	2105	7.4	5097	17.8	13,417	46.9	5,562	19.4	2,432	8.5
Multiple Religious Affiliations	349	8.2	757	17.8	1,973	46.5	810	19.1	354	8.3
U.S. Citizen	5,457	8.9	11,817	19.4	27,540	45.1	11,262	18.4	4,965	8.1
Non-U.S. Citizen	319	7.3	1,106	25.4	1,804	41.4	585	13.4	548	12.6
Undocumented Resident	<5	--	8	33.3	6	25.0	<5	--	7	29.2

**There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit**

	6,695	10.2	17,653	26.9	25,466	38.9	9,012	13.8	6,701	10.2
White	3,094	9.1	8,799	25.8	13,778	40.4	5,672	16.6	2,787	8.2
Underrepresented Minority	1,651	13.9	3,134	26.4	4,400	37.0	1,437	12.1	1,268	10.7
Other People of Color	1,557	9.1	5,028	29.4	6,518	38.1	1,622	9.5	2,367	13.8
Multi-Minority	124	15.4	227	28.3	271	33.7	96	12.0	85	10.6
Men	2,282	8.7	7,016	26.9	10,236	39.2	3,870	14.8	2,708	10.4
Women	4,254	11.0	10,376	26.9	14,998	38.9	5,058	13.1	3,895	10.1
Transgender	20	16.7	38	31.7	36	30.0	17	14.2	9	7.5
Genderqueer	72	18.3	138	35.1	112	28.5	41	10.4	30	7.6
LGBQ	743	13.5	1,630	29.5	1,966	35.6	722	13.1	461	8.3
Heterosexual	5,238	9.7	14,297	26.5	21,334	39.5	7,655	14.2	5,425	10.1
No Disability	4,566	8.8	13,489	26.0	21,034	40.5	7,559	14.6	5,299	10.2
Disability	1,702	16.7	3,135	30.8	3,269	32.1	1,075	10.6	994	9.8

Note: Table includes Post-doc, Trainee, Graduate/Professional student, Staff, and Faculty responses only (n = 66,518).

A number of items queried Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents about their opinions regarding work-life issues at UC. Sixty-five percent found UC supportive of their taking leave (n = 42,864), and 67% reported that UC was supportive of flexible work schedules (n = 43,833). Eighteen percent reported that people who do not have children indicated that they were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (n = 11,558), and 12% found that people who have children were considered by UC to be less committed to their jobs/careers (n = 7,486).

Forty-three percent reported that UC provides available resources to help employees balance work-life needs, such as childcare and elder care (n = 27,629). Few respondents (15%, n = 9,456) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 26).

Table 26. Attitudes about Work-Life Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
<b>I find that UC is supportive of my taking leave.</b>	<b>8,731</b>	<b>13.3</b>	<b>34,133</b>	<b>51.9</b>	<b>8,311</b>	<b>12.6</b>	<b>1,947</b>	<b>3.0</b>	<b>12,598</b>	<b>19.2</b>
Staff	6,630	16.5	24,033	59.9	4,879	12.2	1,130	2.8	3,424	8.5
Faculty	1,010	11.8	4,584	53.6	1,162	13.6	192	2.2	1,597	18.7
Post-Docs/Trainees	341	9.8	1,890	54.5	509	14.7	97	2.8	630	18.2
<b>I find that UC is supportive of flexible work schedules.</b>	<b>10,170</b>	<b>15.5</b>	<b>33,663</b>	<b>51.2</b>	<b>10,124</b>	<b>15.4</b>	<b>3,510</b>	<b>5.3</b>	<b>8,236</b>	<b>12.5</b>
Staff	6,658	16.6	21,469	53.5	7,435	18.5	2,834	7.1	1,723	4.3
Faculty	1,379	16.1	4,866	56.9	1,071	12.5	229	2.7	1,004	11.7
Post-Docs/Trainees	619	17.9	1,937	55.9	448	12.9	118	3.4	334	9.9
Graduate/Professional Students	1,514	11.2	5,391	39.7	1,170	8.6	329	2.4	5,165	38.1
<b>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</b>	<b>2,894</b>	<b>4.4</b>	<b>8,664</b>	<b>13.2</b>	<b>30,119</b>	<b>45.9</b>	<b>11,086</b>	<b>16.9</b>	<b>12,859</b>	<b>19.6</b>
Staff	2,056	5.1	5,759	14.4	20,298	50.7	7,767	19.4	4,165	10.4
Faculty	332	3.9	1,041	12.2	4,435	52.0	1,704	20.0	1,010	11.9
Post-Docs/Trainees	134	3.9	559	16.1	1,738	50.2	477	13.8	556	16.1
<b>I feel that people who have children are considered by UC to be less committed to their jobs/careers.</b>	<b>1,486</b>	<b>2.3</b>	<b>6,000</b>	<b>9.2</b>	<b>33,517</b>	<b>51.2</b>	<b>12,293</b>	<b>18.8</b>	<b>12,212</b>	<b>18.6</b>
Staff	918	2.3	3,522	8.8	22,775	56.9	8,556	21.4	4,222	10.6
Faculty	165	1.9	843	9.9	4,800	56.4	1,891	22.2	815	9.6
Post-Docs/Trainees	73	2.1	441	12.8	1,850	53.5	491	14.2	603	17.4
<b>I feel that UC provides available resources to help employees balance work-life needs, such as childcare and elder care.</b>	<b>3,779</b>	<b>5.8</b>	<b>23,850</b>	<b>36.7</b>	<b>11,333</b>	<b>17.5</b>	<b>4,190</b>	<b>6.5</b>	<b>21,766</b>	<b>33.5</b>
Staff	2,843	7.2	16,736	42.3	7,450	18.8	2,685	6.8	9,874	24.9
Faculty	425	5.1	3,305	39.3	1,991	23.7	736	8.8	1,950	23.2
Post-Docs/Trainees	118	3.4	1,049	30.6	632	18.5	270	7.9	1,355	39.6
<b>I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.</b>	<b>1,888</b>	<b>2.9</b>	<b>7,568</b>	<b>11.7</b>	<b>18,880</b>	<b>29.1</b>	<b>5,888</b>	<b>9.1</b>	<b>30,691</b>	<b>47.3</b>
Staff	993	2.5	4,621	11.7	13,660	34.5	4,003	10.1	16,315	41.2
Faculty	441	5.2	1,511	17.9	2,511	29.7	899	10.6	3,092	36.6
Post-Docs/Trainees	118	3.4	497	14.5	961	28.0	242	7.0	1,617	47.1

Note: Table includes Post-doc, Trainee, Graduate student, Staff, and Faculty responses only (n = 66,518). Graduate/Professional Students were not included in this table where more than 50% of responding graduate students chose the “Not Applicable” response for these items.

More than half of all Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee 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 (Table 27).

Sixty-two percent acknowledged their supervisors provided them with resources to pursue professional development opportunities ( $n = 40,538$ ), and 64% agreed their supervisors provided ongoing feedback to help improve their performance ( $n = 42,116$ ). The majority of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents had adequate access to administrative support (68%,  $n = 44,453$ ).

Eighty percent of all Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 48,102$ ) indicated the following survey item was not applicable to them: “For health sciences campus employees, my patient-care load is manageable.” Of the respondents who found that item applicable ( $n = 12,127$ ), 81% of health sciences employees felt their patient-care load was manageable ( $n = 9,867$ ).

Table 27. Perceptions of Support and Resources Available at UC

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>	<b>12,951</b>	<b>19.7</b>	<b>30,535</b>	<b>46.3</b>	<b>10,509</b>	<b>15.9</b>	<b>4,772</b>	<b>7.2</b>	<b>7,123</b>	<b>10.8</b>
Staff	7,842	18.6	19,081	47.5	7,549	18.8	3,663	9.1	2,407	6.0
Faculty	1,263	14.7	3,453	40.1	1,490	17.3	624	7.3	1,776	20.6
Post-Docs/Trainees	1,023	29.4	1,926	55.4	348	10.0	104	3.0	75	2.2
Graduate/Professional Students	3,183	23.4	6,075	44.6	1,122	8.2	381	2.8	2,865	21.0
<b>I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.</b>	<b>13,449</b>	<b>20.4</b>	<b>36,320</b>	<b>55.2</b>	<b>7,608</b>	<b>11.6</b>	<b>2,399</b>	<b>3.6</b>	<b>6,031</b>	<b>9.2</b>
Staff	7,351	18.3	22,731	56.7	5,604	14.0	1,788	4.5	2,650	6.6
Faculty	1,659	19.3	4,730	55.0	980	11.4	374	4.3	857	10.0
Post-Docs/Trainees	934	26.9	2,108	60.7	289	8.3	56	1.6	84	2.4
Graduate/Professional Students	3,505	25.7	6,751	49.6	735	5.4	181	1.3	2,440	17.9
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>12,211</b>	<b>18.6</b>	<b>28,327</b>	<b>43.1</b>	<b>11,840</b>	<b>18.0</b>	<b>5,017</b>	<b>7.6</b>	<b>8,339</b>	<b>12.7</b>
Staff	7,474	18.6	18,214	45.4	8,277	20.6	3,810	9.5	2,321	5.8
Faculty	1,090	12.7	2,974	34.7	1,551	18.1	642	7.5	2,313	27.0
Post-Docs/Trainees	941	27.2	1,801	52.0	477	13.8	137	4.0	107	3.1
Graduate/Professional Students	2,706	19.9	5,338	39.2	1,535	11.3	428	3.1	3,598	26.4
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>	<b>11,360</b>	<b>17.3</b>	<b>30,756</b>	<b>46.9</b>	<b>12,048</b>	<b>18.4</b>	<b>4,587</b>	<b>7.0</b>	<b>6,891</b>	<b>10.5</b>
Staff	6,966	17.4	20,295	50.7	8,000	20.0	3,385	8.5	1,376	3.4
Faculty	895	10.5	3,002	35.1	1,894	22.2	646	7.6	2,107	24.7
Post-Docs/Trainees	873	25.1	1,926	55.5	489	14.4	109	3.1	75	2.2
Graduate/Professional Students	2,626	19.3	5,533	40.7	1,665	12.2	447	3.3	3,333	24.5
<b>I have adequate access to administrative support.</b>	<b>9,675</b>	<b>14.8</b>	<b>34,778</b>	<b>53.2</b>	<b>10,537</b>	<b>16.1</b>	<b>4,947</b>	<b>7.6</b>	<b>5,438</b>	<b>8.3</b>
Staff	5,439	13.7	22,038	55.3	6,943	17.4	3,147	7.9	2,275	5.7
Faculty	1,057	12.3	3,933	45.9	1,917	22.4	1,275	14.9	378	4.4
Post-Docs/Trainees	682	19.8	2,124	61.5	411	11.9	134	3.9	101	2.9
Graduate/Professional Students	2,497	18.5	6,683	49.4	1,263	9.3	391	2.9	2,684	19.9
<b>For health sciences campus employees, my patient-care load is manageable.</b>	<b>1,712</b>	<b>2.8</b>	<b>8,155</b>	<b>13.5</b>	<b>1,632</b>	<b>2.7</b>	<b>628</b>	<b>1.0</b>	<b>48,102</b>	<b>79.9</b>
Staff	938	2.6	4,817	13.4	1,133	3.1	452	1.3	28,714	79.6
Faculty	229	3.0	1,181	15.5	267	3.5	121	1.6	5,798	76.3
Post-Docs/Trainees	236	7.4	940	29.5	101	3.2	24	0.8	1,890	59.2
Graduate/Professional Students	309	2.3	1,217	9.1	131	1.0	31	0.2	11,700	87.4

Note: Table includes Post-doc, Trainee, Graduate/Professional student, Staff, and Faculty responses only (n = 66,518).

### Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 18% of Staff respondents ( $n = 7,090$ ) and 13% of Faculty respondents ( $n = 1,141$ )<sup>48</sup> reported they observed hiring practices at UC (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 28).

**Table 28. Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community**

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/Reclassification**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>30,945</b>	<b>63.2</b>	<b>49,764</b>	<b>75.3</b>	<b>41,169</b>	<b>62.3</b>
Staff	24,638	61.1	29,039	72.1	23,059	57.3
Faculty	6,307	72.8	7,080	82.0	5,691	65.9
Post-Docs/Trainees	not asked	not asked	2,844	81.6	2,617	75.1
Graduate/Professional Students	not asked	not asked	10,801	78.8	9,802	71.6
<b>Yes</b>	<b>8,231</b>	<b>16.8</b>	<b>5,445</b>	<b>8.2</b>	<b>11,960</b>	<b>18.1</b>
Staff	7,090	17.6	4,270	10.6	9,190	22.8
Faculty	1,141	13.2	590	6.8	1,759	20.4
Post-Docs/Trainees	not asked	not asked	113	3.2	186	5.3
Graduate/Professional Students	not asked	not asked	472	3.4	825	6.0
<b>Don't Know</b>	<b>9,816</b>	<b>20.0</b>	<b>10,879</b>	<b>16.5</b>	<b>12,933</b>	<b>19.6</b>
Staff	8,601	21.3	6,952	17.3	8,018	19.9
Faculty	1,215	14.0	968	11.2	1,180	13.7
Post-Docs/Trainees	not asked	not asked	529	15.2	681	19.5
Graduate/Professional Students	not asked	not asked	2,430	17.7	3,054	22.3

\*Note: Answered by Faculty and Staff only ( $n = 49,270$ ).

\*\*Note: Answered by Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 66,518$ ).

<sup>48</sup> Post-docs/trainees and graduate students were not asked this question.

Of those who believed that they had observed discriminatory hiring, 33% of respondents indicated that it was based on personal relationships ( $n = 2,751$ ), 18% of respondents indicated that it was based on ethnicity ( $n = 1,456$ ), 16% of respondents indicated that it was based on age ( $n = 1,299$ ), 15% of respondents indicated that it was based on race ( $n = 1,269$ ), 15% of respondents indicated that it was based on position ( $n = 1,214$ ), and 11% of respondents indicated that it was based on preferential rehiring ( $n = 939$ ).

- By gender identity: subsequent analyses indicated that 18% of women ( $n = 5,369$ ), 15% of men ( $n = 2,668$ ) 18% of Transgender Faculty and Staff ( $n = 14$ ), and 28% of genderqueer Faculty and Staff ( $n = 66$ ) believed they had observed discriminatory hiring practices.
- By racial identity: subsequent analyses indicated that 14% of White Faculty and Staff ( $n = 3,641$ ), 23% of Underrepresented Minority Faculty and Staff ( $n = 2,223$ ), 17% of Other People of Color Faculty and Staff ( $n = 1,859$ ), and 26% of Multi-Minority Faculty and Staff ( $n = 157$ ) believed they had observed unfair or unjust hiring at UC.
- By sexual orientation: subsequent analyses indicated that 19% of LGBTQ Faculty and Staff ( $n = 754$ ) and 16% of heterosexual Faculty and Staff ( $n = 6,491$ ) believed they had observed discriminatory hiring practices.
- By disability status: subsequent analyses indicated that 23% of Faculty and Staff with disabilities ( $n = 1,678$ ) versus 15% of Faculty and Staff without disabilities ( $n = 6,058$ ) believed they had observed discriminatory hiring practices.
- By citizenship status: subsequent analyses indicated that 20% of U.S. Citizens ( $n = 9,563$ ) and 30% of Non-U.S. Citizens ( $n = 190$ ) believed they had discriminatory hiring practices.

Eight percent of Post-Doc/Trainee, Graduate/Professional Student, Staff, and Faculty respondents ( $n = 5,445$ ) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 23% indicated that they believed the discrimination was based on position ( $n = 1,250$ ), 17% on age ( $n = 903$ ), 14% on race ( $n = 774$ ), and 14% on ethnicity ( $n = 762$ ).

- By position: subsequent analyses indicated that 3% of Post-Docs/Trainees ( $n = 113$ ), 3% of Graduate/Professional Students ( $n = 472$ ), 11% of Staff respondents ( $n = 4,270$ ), and 7% of Faculty respondents ( $n = 590$ ) believed they had observed discriminatory disciplinary actions.
- By gender identity: subsequent analyses indicated that 9% of women Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 3,468$ ), 7% of men Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 1,806$ ), 16% of transgender Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 19$ ), and 14% of genderqueer Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 55$ ) believed they had observed discriminatory practices.
- By sexual orientation: subsequent analyses indicated that 9% of LGBTQ Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 520$ ) and 8% of heterosexual Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 4,220$ ) believed they had observed discriminatory practices.
- By racial identity: subsequent analyses indicated that 13% of Underrepresented Minority Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 1,496$ ), 12% of Multi-Minority Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee ( $n = 97$ ), 7% of Other People of Color employees ( $n = 1,141$ ), and 7% of White Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 2,478$ ) believed they had observed discriminatory practices.

- By disability status: subsequent analyses indicated that 13% of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents with disabilities ( $n = 1,346$ ) believed they had observed discriminatory practices compared with 7% of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents without disabilities ( $n = 3,767$ ).
- By citizenship status: subsequent analyses indicated that 9% of U.S. Citizens ( $n = 5,249$ ) and 3% of Non-U.S. Citizens ( $n = 144$ ) believed they had observed discriminatory practices.

Eighteen percent of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 11,960$ ) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC. Subsequent analyses indicate Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents believed that the unfair or unjust practices related to promotion/tenure/reappointment/reclassification was based on personal relationships (27%,  $n = 3,232$ ), UC position (22%,  $n = 2,643$ ), age (11%,  $n = 1,335$ ), ethnicity (10%,  $n = 1,215$ ), and race (10%,  $n = 1,208$ ).

- By position: subsequent analyses indicated that 5% of the Post-Docs/Trainees ( $n = 186$ ), 6% of Graduate/Professional Students ( $n = 825$ ), 23% of Staff respondents ( $n = 9,190$ ), and 20% of Faculty respondents ( $n = 1,759$ ) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 20% of women ( $n = 7,733$ ), 15% of men ( $n = 3,962$ ), 14% of transgender Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 17$ ), and 23% of genderqueer Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 90$ ) witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By sexual orientation: subsequent analyses indicated that 20% of LGBTQ Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 1,085$ ) and 18% of heterosexual Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 9,566$ ) also witnessed such conduct.

- By disability status: subsequent analyses indicated that 25% of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents with disabilities ( $n = 2,556$ ) compared with 17% of Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents without disabilities ( $n = 8,762$ ) witnessed such conduct.
- By racial identity: subsequent analyses indicated that seventeen percent of White Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 5,866$ ), 15% of Other People of Color Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 2,617$ ), 23% of Underrepresented Minority Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 2,802$ ), and 24% of Multi-Minority Faculty, Staff, Graduate/Professional Student, Post-Doc, and Trainee respondents ( $n = 195$ ) witnessed such conduct.
- By citizenship status: subsequent analyses indicated that 19% of U.S. Citizens ( $n = 11,671$ ) and 5% of Non-U.S. Citizens ( $n = 200$ ) witnessed such actions.

## Faculty Members’ Views on University Policies

One survey item queried Faculty members ( $n = 8,698$ ) about their opinions regarding a variety of work-life issues specific to faculty work (Table 29). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (71%,  $n = 5,629$ ) and reasonable (74%,  $n = 5,895$ ). Sixty-one percent ( $n = 4,800$ ) indicated that their service contributions were important to tenure/promotion. Thirty-eight percent ( $n = 3,009$ ) indicated that their diversity-related contributions have been/will be valued for promotion or tenure and 19%, ( $n = 1,464$ ) felt pressured to change their research agendas to achieve tenure or be promoted.

**Table 29. Faculty Attitudes about Tenure and Advancement Processes**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	1,464	18.4	4,165	52.3	1,405	17.6	387	4.9	549	6.9
I believe that the tenure/promotion standards are reasonable.	1,417	17.9	4,478	56.5	1,120	14.1	266	3.4	642	8.1
I feel that my service contributions are important to tenure/promotion.	982	12.4	3,818	48.2	1,758	22.2	595	7.5	763	9.6
I feel pressured to change my research agenda to achieve tenure/promotion.	330	4.2	1,134	14.4	3,169	40.2	1,654	21.0	1,601	20.3
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	366	4.7	2,643	33.6	1,548	19.7	454	5.8	2,849	36.2
I believe that tenure standards/advancement standards are applied equally to all faculty.	1,075	13.7	3,378	43.0	1,899	24.2	709	9.0	786	10.0

Note: Table includes only Faculty respondents ( $n = 8,698$ ).

Fifty-seven percent of all Faculty ( $n = 4,453$ ) believed tenure standards and advancement standards were equally applied to all UC faculty. Figure 56 presents this data by selected demographics and illustrates that Underrepresented Minority Faculty, Multi-Minority Faculty, LGBTQ Faculty, Women Faculty, and Faculty with Disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC faculty.

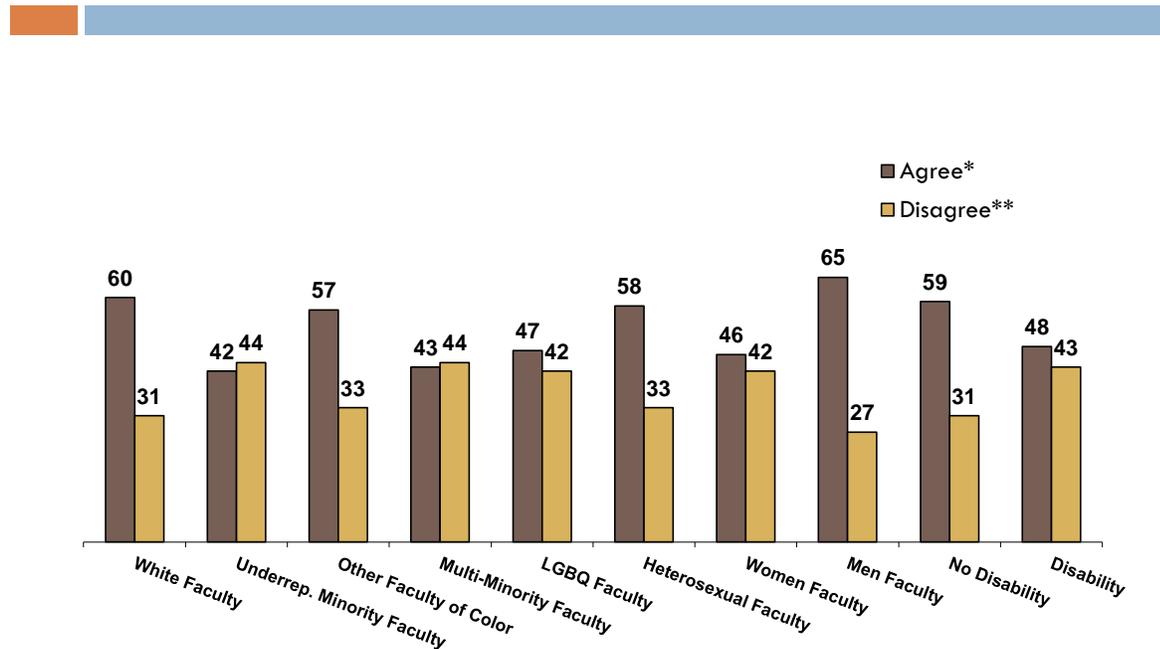


Figure 56. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-six percent of Faculty ( $n = 5,218$ ) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 30). Twenty-nine percent ( $n = 2,287$ ) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-nine percent of Faculty ( $n = 475$ ) believed they performed more work to help students than did their colleagues. Table 30 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups.<sup>49</sup>

**Table 30. Faculty Attitudes about Work-Related Issues**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>1,258</b>	<b>16.0</b>	<b>3,960</b>	<b>50.2</b>	<b>1,319</b>	<b>16.7</b>	<b>521</b>	<b>6.6</b>	<b>826</b>	<b>10.5</b>
White	904	17.5	2,650	51.3	768	14.9	298	5.8	545	1.6
Underrepresented Minority	103	13.8	311	41.6	153	20.5	91	12.2	89	11.9
Other People of Color	216	12.9	869	52.0	328	19.6	100	6.0	159	9.5
Multi-Minority	9	14.3	28	44.4	16	25.4	5	7.9	5	7.9
Men	815	18.0	2,347	51.9	625	13.8	228	5.0	506	11.2
Women	430	13.2	1,578	48.4	666	20.4	284	8.7	302	9.3
Genderqueer	5	11.9	13	31.0	12	28.6	6	14.3	6	14.3
LGBQ	84	12.9	324	49.9	121	18.6	60	9.2	60	9.2
Heterosexual	1,122	16.5	3,455	50.7	1,111	16.3	431	6.3	698	10.2
No Disability	1,016	16.2	3,243	51.7	1,014	16.2	356	5.7	642	10.2
Disability	173	14.2	543	44.7	230	18.9	132	10.9	137	11.3
U.S. Citizen	1,223	15.9	3,860	50.2	1,289	16.8	511	6.6	806	10.5
Non-U.S. Citizen	31	21.7	76	53.1	18	12.6	<5	--	17	11.9
<b>I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.</b>	<b>720</b>	<b>9.1</b>	<b>1,567</b>	<b>19.8</b>	<b>3,959</b>	<b>49.9</b>	<b>923</b>	<b>11.6</b>	<b>761</b>	<b>9.6</b>
White	444	8.6	1,303	19.8	2,605	50.2	637	12.3	475	9.2
Underrepresented Minority	97	8.5	153	20.4	329	43.9	84	11.2	87	11.6
Other People of Color	143	8.5	321	19.1	880	52.3	166	9.9	173	10.3
Multi-Minority	7	10.9	18	28.1	28	43.8	<5	--	7	10.9
Men	316	6.9	863	19.0	2,328	51.1	607	13.3	438	9.6
Women	383	11.7	681	20.8	1,587	48.5	306	9.4	314	9.6
Genderqueer	9	21.4	8	19.0	15	35.7	6	14.3	<5	--
No Disability	528	8.4	1,221	19.4	3,206	50.9	740	11.7	606	9.6
Disability	154	12.6	254	20.7	570	46.5	130	10.6	117	9.6

<sup>49</sup> Transgender faculty were not included in these analyses as their numbers were too low to assure confidentiality.

Table 30. (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
LGBQ	102	15.7	130	20.1	295	45.5	59	9.1	62	9.6
Heterosexual	579	8.4	1,359	19.8	3,457	50.4	819	11.9	644	9.4
U.S. Citizen	710	9.2	1,538	19.9	3,851	49.8	898	11.6	736	9.5
Non-U.S. Citizen	<5	--	16	11.1	81	56.2	21	14.6	23	16.0
<b>I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.</b>	<b>1,026</b>	<b>13.0</b>	<b>2,280</b>	<b>28.9</b>	<b>3,242</b>	<b>41.1</b>	<b>532</b>	<b>6.8</b>	<b>801</b>	<b>10.2</b>
White	647	12.5	1,479	28.7	2,176	42.2	379	7.3	481	9.3
Underrepresented Minority	129	17.2	195	26.0	263	35.1	45	6.0	117	15.6
Other People of Color	197	11.8	521	31.3	691	41.5	89	5.3	168	10.1
Men	497	11.0	1,265	28.0	1,921	42.5	349	7.7	490	10.8
Women	514	15.8	974	29.9	1,291	39.7	175	5.4	299	9.2
Genderqueer	9	21.4	14	33.3	13	31.0	<5	--	<5	--
No Disability	758	12.1	1,794	28.6	2,645	42.2	426	6.8	640	10.2
Disability	204	16.8	364	29.9	441	36.3	84	6.9	123	10.1
LGBQ	117	18.0	194	29.8	247	38.0	39	6.0	53	8.2
Heterosexual	855	12.6	1,973	29.0	2,834	41.6	468	6.9	678	10.0
US Citizen	1,013	13.2	2,233	29.1	3,150	41.0	521	6.8	769	10.0
Non-US Citizen	7	4.8	27	18.6	72	49.7	10	6.9	29	20.0

Note: Table includes only Faculty respondents (n = 8,698).

Seventy-one percent of Faculty members (n = 5,549) felt their departments created climates that were responsive and supportive of family needs, including the availability of family-related leave policies (Table 31). Seven percent of Faculty members (n = 539) have used or would use UC policies on stopping the tenure clock, and 14% have used university policies on taking leave for childbearing or adoption (n = 1,086). Ten percent have used university policies on active service-modified duties (n = 757). Eight percent felt that Faculty members who use family-related leave policies indicated that they were disadvantaged in promotion or tenure (n = 647), and 44% believed that perceptions about using family-related leave policies differed for men and women Faculty (n = 3,419).

**Table 31. Faculty Attitudes about Family-Related Leave Policies by Gender**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have used or would use university policies on stopping the clock for promotion or tenure.</b>										
	<b>183</b>	<b>2.3</b>	<b>356</b>	<b>4.5</b>	<b>1,574</b>	<b>19.8</b>	<b>1,377</b>	<b>17.3</b>	<b>4,463</b>	<b>56.1</b>
Men	57	1.3	145	3.2	883	19.4	921	20.2	2,553	56.0
Women	125	3.8	205	6.2	672	20.4	437	13.3	1,850	56.2
Genderqueer	<5	--	<5	--	9	22.0	<5	--	27	65.9
<b>I have used university policies on taking leave for childbearing or adoption.</b>										
	<b>409</b>	<b>5.1</b>	<b>677</b>	<b>8.6</b>	<b>1,224</b>	<b>15.4</b>	<b>1,161</b>	<b>14.6</b>	<b>4,473</b>	<b>56.3</b>
Men	107	2.3	189	4.1	764	16.8	808	17.7	2,688	59.0
Women	301	9.2	481	14.7	444	14.7	335	10.2	1,722	52.5
Genderqueer	<5	--	<5	7.3	5	12.2	<5	--	30	73.2
<b>I have used university policies on active service-modified duties.</b>										
	<b>283</b>	<b>3.6</b>	<b>474</b>	<b>6.0</b>	<b>1,313</b>	<b>16.7</b>	<b>1,137</b>	<b>14.4</b>	<b>4,677</b>	<b>59.3</b>
Men	107	2.4	227	5.0	754	16.7	783	17.3	2,649	58.6
Women	175	5.4	240	7.4	543	16.6	337	10.3	1,967	60.3
Genderqueer	<5	--	<5	--	5	12.2	<5	--	31	75.6
<b>In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.</b>										
	<b>143</b>	<b>1.8</b>	<b>504</b>	<b>6.5</b>	<b>3,357</b>	<b>43.0</b>	<b>2,006</b>	<b>25.7</b>	<b>1,800</b>	<b>23.0</b>
Men	72	1.6	173	3.8	1,936	43.0	1,350	30.0	971	21.6
Women	71	2.2	321	10.0	1,389	43.3	628	19.6	798	24.9
Genderqueer	<5	--	<5	--	14	35.9	11	28.2	10	25.6
<b>I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.</b>										
	<b>1,438</b>	<b>18.3</b>	<b>4,111</b>	<b>52.3</b>	<b>975</b>	<b>12.4</b>	<b>279</b>	<b>3.5</b>	<b>1,059</b>	<b>13.5</b>
Men	925	20.5	2,446	54.1	405	9.0	117	2.6	629	13.9
Women	496	15.3	1,625	50.2	554	17.1	158	4.9	405	12.5
Genderqueer	9	23.1	14	35.9	5	12.8	<5	--	9	23.1
<b>I believe that perceptions about using work-family policies differ for men and women faculty.</b>										
	<b>667</b>	<b>8.5</b>	<b>2,752</b>	<b>35.2</b>	<b>2,505</b>	<b>32.0</b>	<b>699</b>	<b>8.9</b>	<b>1,196</b>	<b>15.3</b>
Men	252	5.6	1,506	33.5	1,578	35.1	506	11.3	649	14.5
Women	404	12.5	1,211	37.6	910	28.2	182	5.6	517	16.0
Genderqueer	6	15.0	12	30.0	9	22.5	<5	--	10	25.0

Note: Table includes only Faculty respondents (*n* = 8,698).

## **Faculty, Staff, Post-Docs/Trainees Who Have Seriously Considered Leaving UC**

Thirty-nine percent of Faculty respondents ( $n = 3,352$ ), 38% of Staff respondents ( $n = 15,500$ ), and 29% of Post-Docs/Trainee respondents ( $n = 1,022$ ) had seriously considered leaving their UC campus/location in the past year.

Subsequent analyses indicate that:

- By gender identity: Faculty, Staff, and Post-Docs/Trainees, 37% of men ( $n = 7,377$ ), 38% of women ( $n = 12,111$ ), 46% of transgender Faculty, Staff, and Post-Docs/Trainees ( $n = 38$ ), and 53% of genderqueer Faculty, Staff, and Post-Docs/Trainees ( $n = 133$ ) had seriously considered leaving their UC campus/location.
- By racial identity: 39% of Underrepresented Minority Faculty, Staff, and Post-Docs/Trainees ( $n = 3,968$ ), 39% of White Faculty, Staff, and Post-Docs/Trainees ( $n = 10,979$ ), 40% of Multi-Minority Faculty, Staff, and Post-Docs/Trainees ( $n = 250$ ), and 32% of Other People of Color Faculty, Staff, and Post-Docs/Trainees ( $n = 3,981$ ) had seriously considered leaving their UC campus/location.
- By disability status: 47% of Faculty, Staff, and Post-Docs/Trainees with disabilities ( $n = 3,641$ ) and 36% of Faculty, Staff, and Post-Docs/Trainees without disabilities ( $n = 15,111$ ) seriously considered leaving their UC campus/location.
- By citizenship status: 38% of U.S. Citizens ( $n = 19,216$ ), 27% of Non-U.S. Citizens ( $n = 522$ ), and 42% of Undocumented Resident Faculty, Staff, and Post-Docs/Trainees ( $n = 5$ ) had seriously considered leaving their UC campus/location.
- By sexual orientation: 45% of LGBTQ Faculty, Staff, and Post-Docs/Trainees ( $n = 1,874$ ) and 38% of heterosexual Faculty, Staff, and Post-Docs/Trainees ( $n = 16,199$ ) had seriously considered leaving their UC campus/location.

## **Summary**

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UC groups. Other People of Color Post-Doc, Trainee, Faculty, and Staff respondents, Underrepresented Minority Post-Doc, Trainee, Faculty, and Staff respondents, and Multi-Minority Post-Doc, Trainee, Faculty, and Staff respondents were less likely than White Post-Doc, Trainee, Faculty, and Staff respondents to believe the workplace was welcoming based on race. Muslim Post-Doc, Trainee, Faculty, and Staff respondents were less likely than other

religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer Post-Doc, Trainee, Faculty, and Staff respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity. Conservative/Far Right Post-Doc, Trainee, Faculty, and Staff respondents were less likely than Far Left/Liberal Post-Doc, Trainee, Faculty, and Staff respondents and politically Middle of the Road Post-Doc, Trainee, Faculty, and Staff respondents to think the workplace climate was welcoming based on political affiliation.

Few UC employees had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (8%), or unfair or unjust promotion/tenure/reclassification (18%). Position or personal relationships were the top bases for all discriminatory employment practices. Additionally, the majority of Post-Doc, Trainee, Faculty, and Staff respondents believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

## Students' Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UC Students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs. Some questions in this section include Students only, one includes Student and Faculty responses, and others include Student, Post-Doc and Trainee responses. The tables are marked accordingly.

### Student Experiences of Unwanted Sexual Contact

Within the last five years, 3% ( $n = 3,069$ ) of all respondents believed they had experienced unwanted sexual contact<sup>50</sup> while at UC. Subsequent analyses indicate that of the 3% of respondents reporting experiencing this conduct, 6% ( $n = 2,086$ ) were Undergraduate Students, and 2% ( $n = 222$ ) were Graduate/Professional Students.

Subsequent analyses offered in Figure 57 illustrate that for Undergraduate Students:

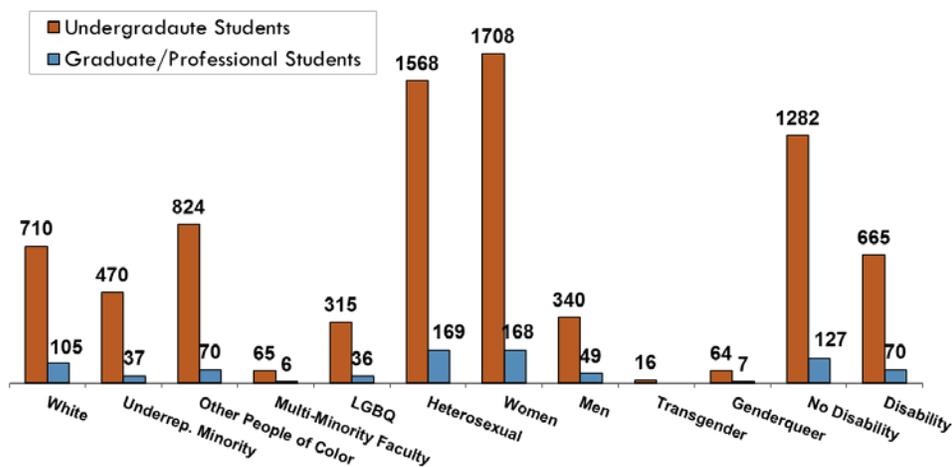
- By racial identity: 7% ( $n = 710$ ) of Undergraduate Students who experienced unwanted sexual contact were White, 5% ( $n = 470$ ) were Underrepresented Minorities, 5% ( $n = 824$ ) were Other People of Color, and 8% ( $n = 65$ ) were Multi-Minority.
- By gender identity: 2% ( $n = 340$ ) of Men Undergraduates ( $n = 340$ ), 7% of Women Undergraduates ( $n = 1,708$ ), 18% of Transgender Undergraduates ( $n = 16$ ), and 17% of Genderqueer Undergraduates ( $n = 64$ ) experienced unwanted sexual contact.
- By disability status: 5% of Undergraduates with No Disabilities ( $n = 1,282$ ) and 9% of Undergraduates with Disabilities ( $n = 665$ ) experienced unwanted sexual contact.

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<sup>50</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

Subsequent analyses offered in Figure 57 illustrate that for Graduate Students:

- By racial identity: 2% ( $n = 105$ ) of White Graduate/Professional Students, 2% ( $n = 37$ ) of Underrepresented Minorities Graduate/Professional Students, 1% ( $n = 70$ ) of Other People of Color Graduate/Professional Students, and 3% ( $n = 6$ ) of Multi-Minority Graduate/Professional Students.
- By gender identity: 1% ( $n = 49$ ) were Men, 2% ( $n = 168$ ) were women, and 5% ( $n = 7$ ) were Genderqueer Graduate/Professional Students.
- By disability status: 1% ( $n = 173$ ) were Graduate/Professional Students with No Disabilities and 3% ( $n = 70$ ) were Graduate/Professional Students with Disabilities.
- By citizenship status: 1% ( $n = 18$ ) were Non-U.S. Citizen Graduate/Professional Students, 2% ( $n = 201$ ) of U.S. Citizen Graduate/Professional Students, and no Undocumented Citizen Graduate/Professional Students experienced unwanted sexual contact at UC in the past five years.



Responses with n's less than 5 are not presented in the figure.

Figure 57. Student Experiences of Unwanted Sexual Contact within the Past Five Year by Race, Sexual Orientation, Gender, and Disability Status (duplicated  $n$ )

## Students' Academic Experiences

The survey asked Students, Post-Docs, and Trainees ( $n = 54,948$ ) the degree to which they agreed or disagreed about a variety of academic experiences (Table 32). Their answers were positive. Seventy-seven percent ( $n = 41,768$ ) reported many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UC (74%,  $n = 40,276$ ). Additionally, the majority of Students, Post-Docs, and Trainees reported their academic experience has had a positive influence on their intellectual growth and interest in ideas (78%,  $n = 42,508$ ) and that their interest in ideas and intellectual matters has increased since coming to UC (77%,  $n = 41,604$ ).

**Table 32. Academic Experiences at UC by Student Status**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Many of my courses this year have been intellectually stimulating*</b>	<b>14,589</b>	<b>26.8</b>	<b>27,179</b>	<b>49.9</b>	<b>5,825</b>	<b>10.7</b>	<b>2,325</b>	<b>4.3</b>	<b>385</b>	<b>0.7</b>
Undergraduate Students	10,372	27.6	20,771	55.2	4,404	11.7	1,754	4.7	262	0.7
Graduate/Professional Students	3,904	28.6	5,725	41.9	1,276	9.3	530	3.9	115	0.8
<b>I am satisfied with the extent of my intellectual development since enrolling at UC*</b>	<b>13,618</b>	<b>25.1</b>	<b>26,658</b>	<b>49.1</b>	<b>8,692</b>	<b>16.0</b>	<b>4,081</b>	<b>7.5</b>	<b>742</b>	<b>1.4</b>
Undergraduate Students	8,612	23.0	18,583	49.6	6,693	17.9	2,991	8.0	541	1.4
Graduate/Professional Students	4,272	31.4	6,601	48.5	1,651	12.1	895	6.6	177	1.3
<b>My academic experience has had a positive influence on my intellectual growth and interest in ideas*</b>	<b>15,580</b>	<b>28.7</b>	<b>26,928</b>	<b>49.6</b>	<b>7,913</b>	<b>14.6</b>	<b>2,759</b>	<b>5.1</b>	<b>721</b>	<b>1.3</b>
Undergraduate Students	9,846	26.2	18,912	50.4	6,125	16.3	2,061	5.5	526	1.4
Graduate/Professional Students	4,888	35.9	6,462	47.5	1,477	10.9	582	4.3	165	1.2
<b>My interest in ideas and intellectual matters has increased since coming to UC*</b>	<b>16,995</b>	<b>31.3</b>	<b>24,609</b>	<b>45.3</b>	<b>8,626</b>	<b>15.9</b>	<b>3,050</b>	<b>5.6</b>	<b>749</b>	<b>1.4</b>
Undergraduate Students	11,443	30.5	17,633	47.0	5,940	15.8	1,929	5.1	493	1.3
Graduate/Professional Students	4,731	34.7	5,585	41.0	2,149	15.8	912	6.7	218	1.6

Note: \* Includes Students, Postdocs, and Trainees ( $n = 54,948$ ). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 64% of Students, Post-Docs, and Trainees ( $n = 35,093$ ) reported they were performing up to their full academic potential. Almost half of all Student, Post-Doc, and Trainee respondents reported they performed academically as well as they had anticipated they would (51%,  $n = 27,909$ ). Table 33 illustrates these data by race, gender, disability, citizenship, first-generation status, and socioeconomic status.

Table 33. Student, Post-Doc, and Trainee Respondents' Academic Experiences at UC

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
<b>I am performing up to my full academic potential.</b>	<b>9,469</b>	<b>17.4</b>	<b>25,624</b>	<b>47.0</b>	<b>9,120</b>	<b>16.7</b>	<b>8,556</b>	<b>15.7</b>	<b>1,362</b>	<b>2.5</b>
White	3,812	9.0	8,940	21.1	2,374	5.6	2,306	5.4	285	0.7
Underrepresented Minority	1,782	8.8	4,884	24.1	1,998	9.9	1,994	9.8	325	1.6
Other People of Color	3,565	10.4	11,104	32.5	4,445	13.0	3,921	11.5	694	2.0
Multi-Minority	194	11.8	435	26.4	176	10.7	232	14.1	32	1.6
Men	3,863	10.0	10,336	26.6	3,697	9.5	3,463	8.9	604	1.6
Women	5,534	9.1	15,080	24.9	5,335	8.8	4,974	8.2	732	1.2
Transgender	29	14.0	42	20.3	26	12.6	26	12.6	8	3.9
Genderqueer	78	10.2	220	28.8	91	11.9	111	14.5	35	4.6
No Disability	7,378	9.5	19,670	25.4	6,693	8.6	5,737	7.4	752	1.0
Disability	1,468	8.6	4,132	24.3	1,759	10.3	2,234	13.1	524	3.1
U.S. Citizen	8,289	8.8	22,731	24.2	8,196	8.7	7,974	8.5	1,259	1.3
Non-U.S. Citizen	1,122	19.0	2,716	45.9	843	14.3	507	8.6	87	1.5
Undocumented Resident	40	15.2	101	38.4	53	20.2	43	16.3	12	4.6
First-Generation	2,723	15.6	7,723	44.3	3,303	19.0	3,012	17.3	531	3.0
Not First Generation	6,722	18.2	17,843	48.3	5,791	15.7	5,517	14.9	829	2.2
Low Income	4,249	17.1	11,359	45.8	4,363	17.6	4,115	16.6	705	2.8
Not Low Income	4,227	17.3	11,734	48.0	3,991	16.3	3,890	15.9	573	2.3
Undergraduate students	5,698	15.1	17,172	45.6	6,860	18.2	6,764	18.0	1,116	3.0
Graduate/Professional students	3,122	22.9	6,903	50.5	1,854	13.6	1,525	11.2	222	1.6
<b>I have performed academically as well as I anticipated I would.</b>	<b>8,361</b>	<b>15.4</b>	<b>19,548</b>	<b>35.9</b>	<b>11,491</b>	<b>21.1</b>	<b>11,046</b>	<b>20.3</b>	<b>3,338</b>	<b>6.1</b>
White	3,969	9.4	7,258	17.1	3,067	7.2	2,663	6.3	633	1.5
Underrepresented Minority	1,390	6.8	3,503	17.3	2,474	12.2	2,708	13.4	838	4.1
Other People of Color	2,773	8.1	8,213	24.1	5,576	16.3	5,297	15.5	1,737	5.1
Multi-Minority	141	8.6	345	21.0	232	14.1	257	15.6	88	5.4
Men	3,865	9.5	8,276	21.4	4,738	12.2	3,961	10.2	1,159	3.0
Women	4,604	7.6	11,100	18.4	6,634	11.0	6,975	11.5	2,141	3.5
Transgender	29	14.0	34	16.4	31	15.0	26	12.6	11	5.3
Genderqueer	85	11.1	180	23.5	108	14.4	111	14.5	50	6.5
No Disability	6,437	8.3	15,160	19.6	8,568	11.1	7,719	10.0	2,078	2.7
Disability	1,346	7.9	3,058	18.0	2,061	12.1	2,563	15.1	1,037	6.1
U.S. Citizen	7,444	7.9	17,072	18.2	10,215	10.9	10,276	11.0	3,168	3.4
Non-U.S. Citizen	873	14.8	2,348	39.8	1,168	19.8	680	11.5	131	2.2
Undocumented Resident	24	9.1	78	29.5	63	23.9	60	22.7	28	10.6
First-Generation	2,008	11.6	5,670	32.6	4,055	23.3	4,087	23.5	1,369	7.9
Not First Generation	6,338	17.2	13,837	37.5	7,395	20.0	6,927	18.8	1,962	5.3
Low Income	3,824	15.4	8,701	35.1	5,348	21.6	5,156	20.8	1,665	6.7
Not Low Income	3,738	15.3	8,722	35.7	5,129	21.0	5,225	21.4	1,531	6.3
Undergraduate students	4,476	11.9	12,073	32.1	8,681	23.1	9,274	24.7	2,991	8.0
Graduate/Professional students	3,349	24.6	6,084	44.7	2,307	16.9	1,515	11.1	317	2.3

Note: Table includes Students, Post-Docs, and Trainees only (n = 54,948). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

The majority of Students, Post-Docs, and Trainees were satisfied with their academic experience at UC (71%,  $n = 38,679$ ). Figure 58 illustrates the percentage of Students only who “strongly agreed”/ “agreed” that they were satisfied with their academic experiences at UC. With regard to race, White Student respondents (77%,  $n = 13,726$ ) were more satisfied than Underrepresented Minority Student respondents (70%,  $n = 7,648$ ), Other People of Color Student respondents (70%,  $n = 16,174$ ), or Multi-Minority Student respondents (68%,  $n = 727$ ). With regard to gender, 73% of men ( $n = 16,107$ ), 70% of women ( $n = 22,252$ ), 60% of transgender Student respondents ( $n = 80$ ) and 68% of genderqueer Student respondents ( $n = 365$ ) were satisfied with their academic experiences. Seventy-three percent of Student respondents without disabilities ( $n = 29,678$ ) and 63% of Student respondents with disabilities ( $n = 6,380$ ) were satisfied with their academic experiences. A higher percentage of Not First Generation Student respondents (73%,  $n = 26,925$ ) than First Generation Student respondents (67%,  $n = 11,677$ ) were satisfied, as were slightly more Not Low Income Student respondents (73%,  $n = 17,792$ ) than Low Income Student respondents (70%,  $n = 17,217$ ). Non-U.S. Citizens (75%,  $n = 4,035$ ) were more satisfied with their academic experiences than were U.S. Citizens (71%,  $n = 34,378$ ) and Undocumented Residents (67%,  $n = 170$ ).

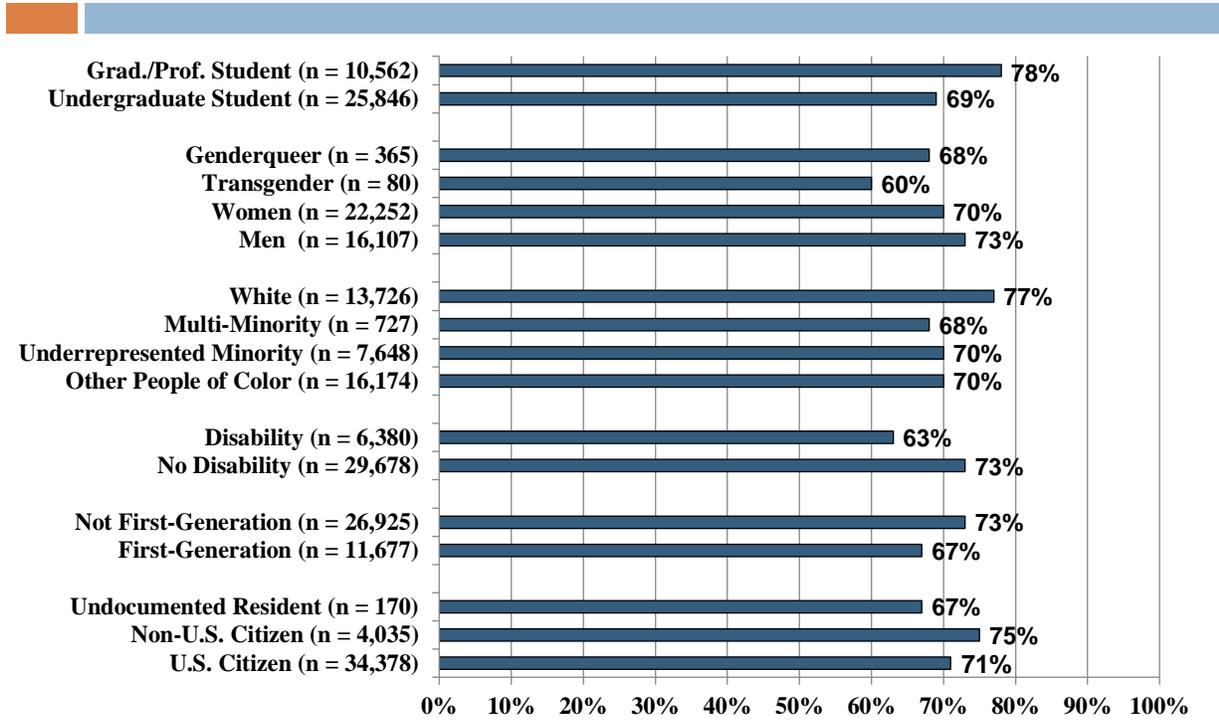


Figure 58. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UC by Selected Demographics (%)

Ninety-three percent ( $n = 34,625$ ) of all Undergraduate Students and 96% ( $n = 12,992$ ) of all Graduate/Professional Students indicated that they intended to graduate from UC. Subsequent analyses presented in Table 34 offers an examination of Undergraduate Students' intent to graduate from UC ("I intend to graduate from UC") by selected demographic characteristics.

- By racial identity: the majority of Undergraduate Students regardless of race "strongly agreed" or "agreed" that they intended to graduate from UC (White, 94%,  $n = 9,344$ ; Underrepresented Minorities, 93%,  $n = 8,001$ ; Other People of Color, 92%,  $n = 16,141$ ; Multi-Minority, 92%,  $n = 791$ ).
- By gender identity: the majority of Undergraduate Students regardless of gender "strongly agreed" or "agreed" that they intended to graduate from UC (men, 93%,  $n = 13,160$ ; women, 93%,  $n = 21,087$ ; transgender, 96%,  $n = 51$ ; genderqueer, 93%,  $n = 306$ ).
- By socioeconomic status: 92% ( $n = 14,186$ ) of Low Income Undergraduate Students and 93% ( $n = 18,945$ ) of Not Low Income Undergraduate Students "strongly agreed" or "agreed" that they intended to graduate from UC.
- By generational status: 92% ( $n = 12,586$ ) of first generation status Undergraduate Students and 93% ( $n = 21,954$ ) not First Generation Undergraduate Students "strongly agreed" or "agreed" that they intended to graduate from UC.
- By citizenship status: U.S. Citizens (94%,  $n = 32,959$ ) and Undocumented Residents (92%,  $n = 218$ ) "strongly agreed" or "agreed" that they intended to graduate from UC as compared to Non-U.S. Citizens (75%,  $n = 218$ ).

**Table 34. Undergraduate Student Respondents' Intent to Graduate from UC**

		Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Not applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Race</b>													
	White	7,457	75.1	1,887	19.0	394	4.0	64	0.6	33	0.3	88	0.9
	Underrepresented Minority	6,038	69.9	1,963	22.7	501	5.8	67	0.8	38	0.4	36	0.4
	Other People of Color	11,291	64.2	4,850	27.6	1,100	6.3	169	1.0	52	0.3	116	0.7
	Multi-Minority	613	71.5	178	20.8	50	5.8	<5	--	5	0.6	7	5.8
<b>Gender</b>													
	Men	9,859	68.9	3,301	23.7	782	5.6	105	0.8	48	0.3	102	0.7
	Women	15,590	68.6	5,497	24.2	1,234	5.4	190	0.8	81	0.4	145	0.6
	Transgender	37	69.8	14	26.4	<5	--	<5	--	<5	--	<5	--
	Genderqueer	233	70.4	73	22.1	20	6.0	<5	--	<5	--	<5	--
<b>SES</b>													
	Low Income	10,287	66.7	3,899	25.3	956	6.2	122	0.8	52	0.3	96	0.6
	Not Low Income	14,299	70.3	4,646	22.8	1,012	5.0	170	0.8	73	0.4	138	0.7
<b>First Generation status</b>													
	First Generation	9,095	66.5	3,491	25.5	860	6.3	103	0.8	49	0.4	78	0.6
	Not First Generation	16,496	69.9	5,458	23.1	1,200	5.1	201	0.9	83	0.4	175	0.7
<b>Citizenship</b>													
	U.S. Citizen	24,669	70.0	8,290	23.5	1,836	5.2	253	0.7	120	0.3	74	0.2
	Non-U.S. Citizen	755	42.1	592	33.0	212	11.8	49	2.7	12	0.7	175	9.7
	Undocumented Resident	162	68.6	56	23.7	14	5.9	<5	--	<5	--	<5	--

Note: Table reports Undergraduate Student responses only (*n* = 37,693).

## Students' Perceptions of Campus Climate

The survey asked students about the perceptions they held about the climate their campus/location before they enrolled on campus (Table 35). Before they enrolled at UC, more than half of all Student respondents found the climate was “very respectful”/“respectful” of all of the groups listed in Table 35.

**Table 35. Students' Pre-enrollment Perceptions of Campus Climate**

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	15,964	33.8	23,039	48.8	876	1.9	106	0.2	7,220	15.3
Physical health issues	16,519	35.1	23,264	49.4	589	1.3	81	0.2	6,663	14.1
Female	18,463	39.2	23,459	49.7	685	1.5	103	0.2	4,445	8.6
From religious affiliations other than Christian	16,307	34.6	23,729	50.4	1,192	2.5	185	0.4	5,704	12.1
From Christian affiliations	16,129	34.3	23,300	49.5	1,666	3.5	308	0.7	5,671	12.0
Gay, lesbian, bisexual	17,470	37.1	22,732	48.3	1,401	3.0	215	0.5	5,281	11.2
Immigrants	16,248	34.5	23,518	49.9	1,483	3.1	191	0.4	5,647	12.0
International students, staff, or faculty	17,038	36.2	23,675	50.3	798	1.7	101	0.2	5,442	11.6
Learning disability	16,203	34.5	23,181	49.4	1,066	2.3	130	0.3	6,389	13.6
Male	19,105	40.6	22,883	48.6	380	0.8	85	0.2	4,604	9.8
Non-native English speakers	15,947	34.0	23,637	50.3	1,753	3.7	193	0.4	5,434	11.6
Parents/guardians	16,489	35.1	23,348	49.7	631	1.3	81	0.2	6,435	13.7
People of color	17,259	36.7	23,612	50.2	1,129	2.4	199	0.4	4,879	10.4
Providing care for other than a child	15,805	33.7	22,607	48.2	526	1.1	85	0.2	7,925	16.9
Physical disability	16,753	35.6	23,170	49.4	755	1.6	122	0.3	6,165	13.1
Socioeconomically disadvantaged	16,478	35.0	22,986	48.9	1,645	3.5	294	0.6	5,630	12.0
Socioeconomically advantaged	17,453	37.1	22,854	48.6	868	1.8	177	0.4	5,657	12.0
Transgender	15,806	33.7	22,172	47.2	1,663	3.5	355	0.8	6,949	14.8
Veterans/active military	17,591	37.5	21,794	46.5	706	1.5	160	0.3	6,637	14.2

Note: Table reports student responses only (n = 51,452).

The majority of all Faculty and Student respondents found that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 36.

Subsequent analyses examining Student responses by selected demographics indicate that:

- By gender identity: 75% of women Students ( $n = 22,430$ ), 74% of men Students ( $n = 14,955$ ), 56% of transgender Students ( $n = 71$ ), and 56% of genderqueer Students ( $n = 290$ ) found that the classroom climate was welcoming based on gender identity.
- By racial identity: 72% of Underrepresented Minority Students ( $n = 7,500$ ), 73% of Other People of Color Students ( $n = 16,254$ ), 74% of Multi-Minority Students ( $n = 769$ ), and 82% of White Students ( $n = 13,105$ ) found the classroom climate welcoming based on race.
- By sexual orientation: 72% of LGBTQ Students ( $n = 3,102$ ) and 76% of Heterosexual Students ( $n = 31,583$ ) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation: 72% of Christian Students ( $n = 11,099$ ), 65% of Muslim Students ( $n = 554$ ), 75% of Jewish Students ( $n = 833$ ), 70% of Students with Other Religious/Spiritual Affiliations ( $n = 2,493$ ), 71% of Students with No Affiliation ( $n = 17,284$ ), and 70% of Students with Multiple Affiliations ( $n = 2,509$ ) found that the classroom climate was welcoming based on religious/spiritual views.
- By socio-economic status: 67% of Low Income Students ( $n = 16,202$ ) and 75% of Not Low Income Students ( $n = 18,074$ ) found that the classroom climate was welcoming based on socioeconomic status.
- By political affiliation: 72% of Far Left/Liberal Students ( $n = 15,893$ ) and 61% of Conservative/Far Right Students ( $n = 2,283$ ) found that the classroom climate was welcoming based on political views.

**Table 36. Students' and Faculty Perceptions of Welcoming Classroom/Learning Environment Based on Demographic Characteristics**

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	16,887	28.9	29,088	49.8	4,384	7.5	891	1.5	7,125	12.2
Ancestry	16,638	28.6	26,963	46.3	4,168	7.2	893	1.5	9,533	16.4
Country of origin	16,390	28.2	28,220	48.6	4,776	8.2	924	1.6	7,763	13.4
English language proficiency/ accent	13,682	23.5	28,120	48.4	8,161	14.0	1,479	2.5	6,700	11.5
Ethnicity	16,524	28.5	28,658	49.4	5,093	8.8	1,163	2.0	6,588	11.4
Gender identity	15,999	27.6	26,957	46.4	4,856	8.4	1,030	1.8	9,221	15.9
Gender expression	15,474	26.7	26,337	45.4	5,287	9.1	1,119	1.9	9,769	16.8
Immigrant/citizen status	15,271	26.3	26,222	45.2	5,332	9.2	1,218	2.1	9,953	17.2
International Status	16,507	28.5	26,953	46.5	4,598	7.9	1,053	1.8	8,821	15.2
Learning disability	14,258	24.6	25,222	43.6	5,601	9.7	1,200	2.1	11,626	20.1
Marital status	16,870	29.1	24,627	42.5	3,683	6.4	974	1.7	11,727	20.3
Medical conditions	14,731	25.6	24,969	43.3	4,348	7.5	997	1.7	12,578	21.8
Military/veteran status	15,784	27.2	22,163	38.3	3,082	5.3	711	1.2	16,188	27.9
Parental status (e.g., having children)	13,962	24.1	23,299	40.3	4,890	8.4	982	1.7	14,739	25.5
Participation in an campus club/organization	18,278	31.6	25,663	44.3	3,137	5.4	723	1.2	10,068	17.4
Psychological condition	12,581	21.8	23,174	40.1	5,615	9.7	1,076	1.9	15,299	26.5
Physical characteristics	14,384	24.9	26,448	45.8	5,117	8.9	1,115	1.9	10,708	18.5
Physical disability	14,289	24.7	25,628	44.4	4,990	8.6	1,013	1.8	11,824	20.5
Political views	12,954	22.4	25,830	44.7	7,747	13.4	1,995	3.4	9,303	16.1
Race	15,802	27.3	27,501	47.5	5,529	9.6	1,510	2.6	7,513	13.0
Religious/spiritual views	13,900	24.0	26,818	46.4	6,232	2.7	1,543	2.7	9,311	16.1
Sexual orientation	16,077	27.8	26,916	46.6	4,389	7.6	1,060	1.8	9,359	16.2
Socioeconomic status	14,037	24.3	26,467	45.9	6,457	11.2	1,781	3.1	8,926	15.5

Note: Table includes faculty and student respondents only (*n* = 60,150).

One of the survey items asked Students, Post-Docs, and Trainees the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC (Table 37). Seventy-five percent ( $n = 28,012$ ) 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. Seventy-three percent of Students, Post-Docs, and Trainees felt valued by other students in the classroom ( $n = 39,593$ ). Students, Post-Docs, and Trainees found that UC faculty (72%,  $n = 38,893$ ), staff (72%,  $n = 38,773$ ), and administrators (60%,  $n = 32,050$ ) were genuinely concerned with their welfare. Thirty-eight percent found that faculty pre-judged their abilities based on their perception of students' identities/backgrounds ( $n = 20,521$ ). Seventy-five percent of Students, Post-Docs, and Trainees had faculty they perceived as role models ( $n = 40,708$ ), and 57% had staff they perceived as role models ( $n = 30,936$ ). Eighty-two percent had opportunities for academic success that were similar to those of their classmates ( $n = 44,375$ ).

**Table 37. Student, Post-Doc, and Trainees Respondents' Perceptions of Campus Climate**

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	11,230	20.7	30,395	56.2	7,281	13.5	1,462	2.7	3,759	6.9
I feel valued by other students in the classroom	9,944	18.4	29,649	54.9	8,358	15.5	1,312	2.4	4,750	8.8
I think UC faculty are genuinely concerned with my welfare	11,217	20.7	27,676	51.2	8,487	15.7	2,186	4.0	4,497	8.3
I think UC staff are genuinely concerned with my welfare	10,777	20.0	27,996	51.8	8,001	14.8	1,987	3.7	5,243	9.7
I think administrators are genuinely concerned about my welfare.	8,536	15.9	23,514	43.7	10,592	19.7	4,094	7.6	7,014	13.0
I think faculty pre-judge my abilities based on perceived identity/background	5,198	9.7	15,323	28.5	18,547	34.5	6,362	11.8	8,262	15.4
I believe the campus climate encourages free and open discussion of difficult topics	13,011	24.1	29,189	54.0	6,781	12.5	1,778	3.3	3,316	6.1
I have faculty who I perceive as role models	15,062	27.8	25,646	47.4	7,640	14.1	1,270	2.3	4,491	8.3
I have staff who I perceive as role models	9,792	18.1	2,1144	39.2	12,473	23.1	1,804	3.3	8,753	16.2
I have administrators who I perceive as role models	6,790	12.6	15,759	29.3	15,644	29.1	3,862	7.2	11,658	21.7
I don't see enough faculty/staff with whom I identify	7,136	13.3	18,114	33.7	18,462	34.4	4,200	7.8	5,799	10.8
I have opportunities for academic success that are similar to those of my classmates	13,673	25.4	30,702	57.0	4,828	9.0	1,259	2.3	3,388	6.3

Note: Table reports Student, Post-Doc and Trainee responses only (*n* = 54,948).

Forty-seven percent of all Students, Post-Docs, and Trainees ( $n = 25,250$ ) indicated that they did not see enough faculty/staff with whom they identified. With regard to gender, Figure 59 illustrates that a higher percentage of transgender (64%) and genderqueer (61%) Students, Post-Docs, and Trainees than men (46%) and women (48%) Students, Post-Docs, and Trainees did not see enough faculty/staff with whom they identified. With regard to sexual identity, a higher percentage of LGBTQ Students, Post-Docs, and Trainees (51%) than heterosexual Students, Post-Docs, and Trainees (41%) did not see enough faculty/staff with whom they identified.

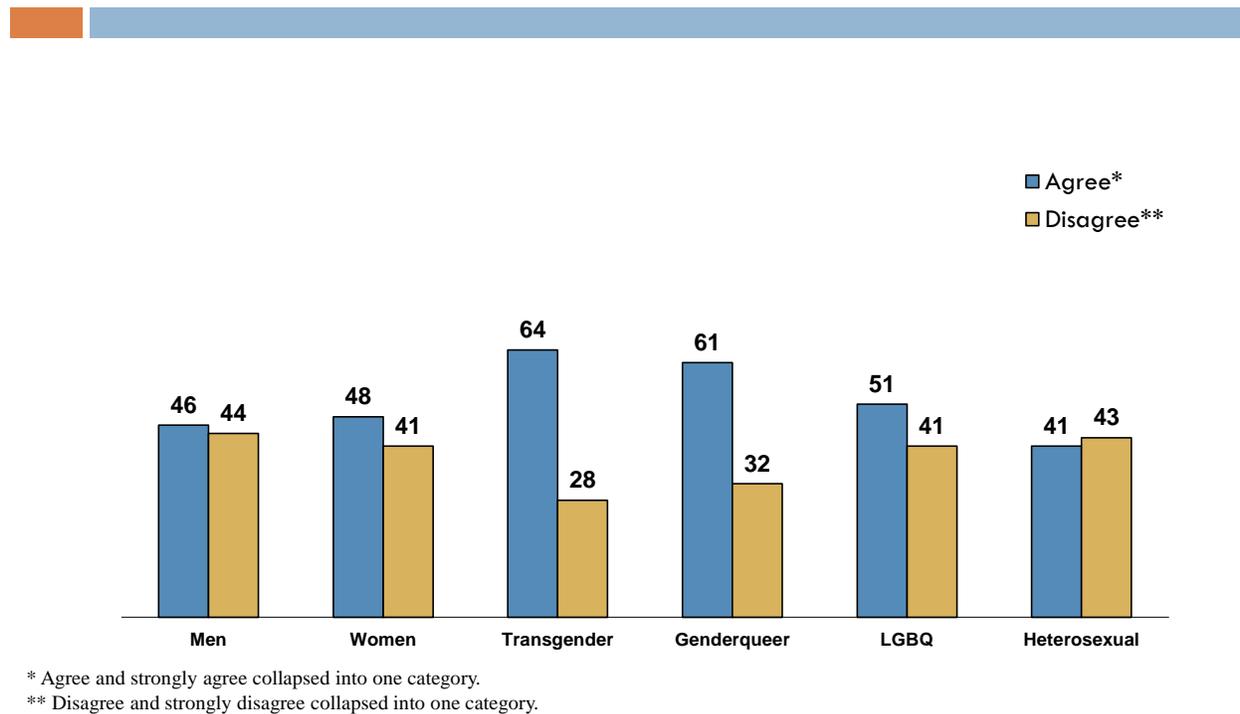
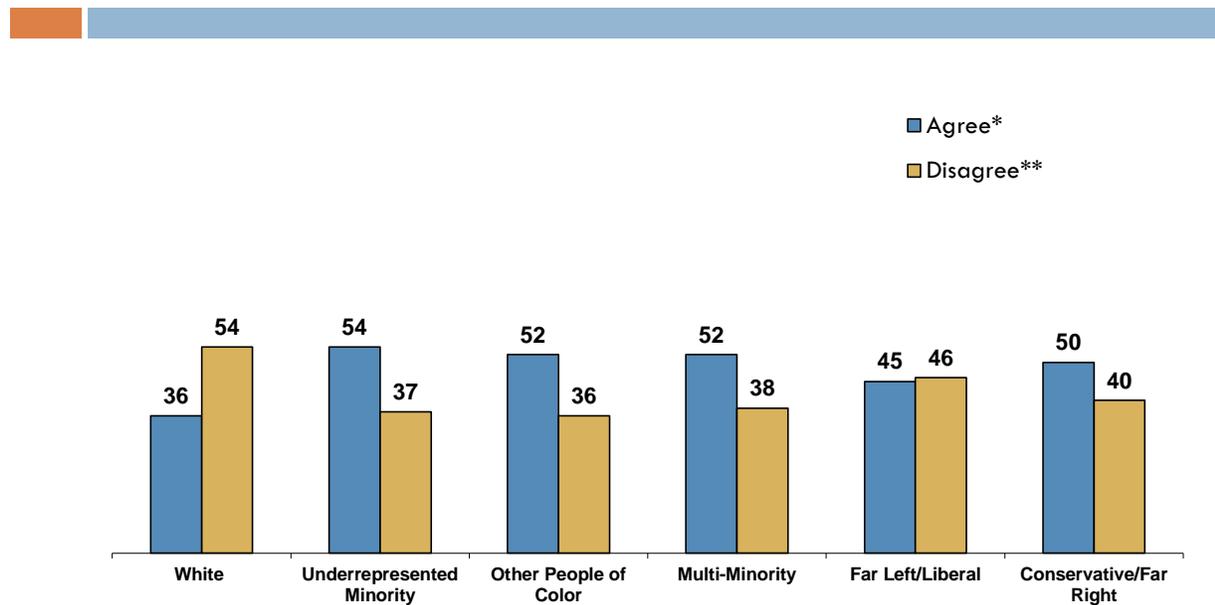


Figure 59. Students, Post-Docs, and Trainees Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation

When examining the data with regard to racial identity, more than half of all Underrepresented Minority Students, Post-Docs, and Trainees (54%), Other People of Color Minority Students, Post-Docs, and Trainees (52%), Multi-Minority Students, Post-Docs, and Trainees (52%) did not see enough faculty and staff with whom they identified. With regard to political affiliation, politically Conservative Students, Post-Docs, and Trainees (50%) indicated that they did not see enough faculty and staff with whom they identified (Figure 60).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

*Figure 60.* Students, Post-Docs, and Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views

When examining the data by spiritual affiliation, Muslim Students, Post-Docs, and Trainees (51%) and Students, Post-Docs, and Trainees with Other Religious/Spiritual Affiliations (51%) strongly agreed/agreed that they did not see enough faculty and staff with whom they identified (Figure 61).

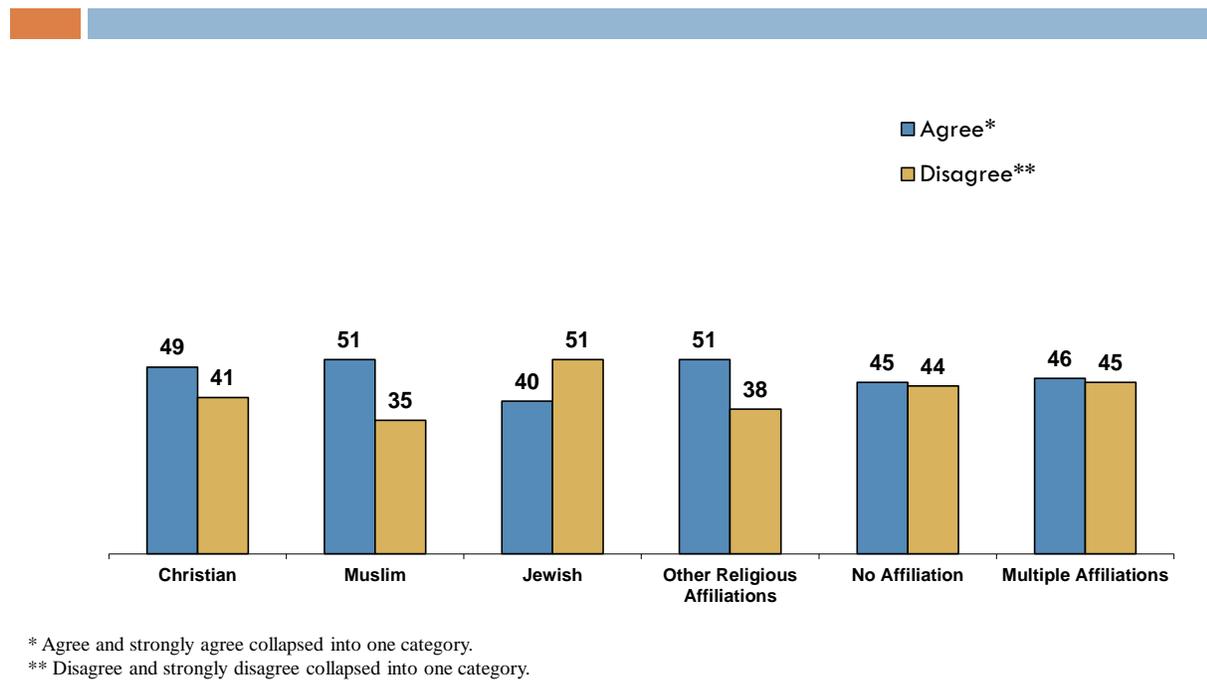
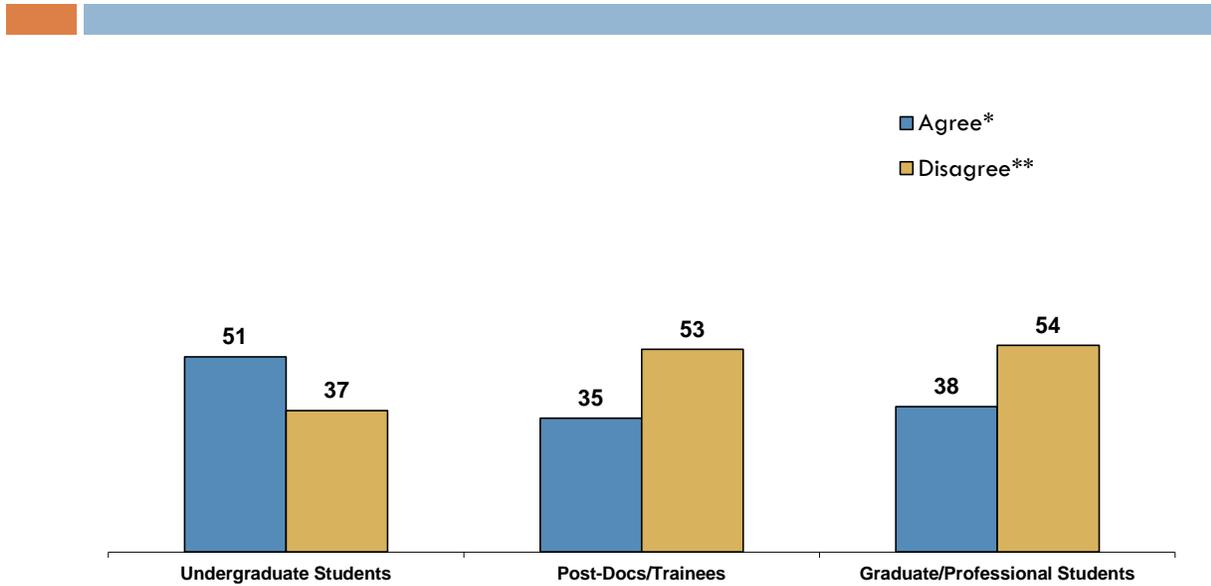


Figure 61. Students, Post-Docs, and Trainees Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation

By position status, lower percentages of Post-Docs/Trainees (35%) and Graduate/Professional Students (38%) than Undergraduate Students (51%) strongly agreed/agreed that they did not see enough faculty and staff with whom they identified (Figure 62).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

*Figure 62. Students, Post-Docs, and Trainees Who Do Not See Enough Faculty and Staff with Whom They Identified by Position Status*

## **Students Who Have Seriously Considered Leaving UC**

Twenty-nine percent of all respondents ( $n = 29,886$ ) had seriously considered leaving UC. With regard to student respondents, 20% of Undergraduate Students ( $n = 7,403$ ) and 19% of Graduate/Professional Students ( $n = 2,609$ ) had seriously considered leaving UC.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity: 20% of women ( $n = 4,716$ ), 18% of men ( $n = 2,569$ ), 31% of transgender Undergraduate Students ( $n = 27$ ), and 31% of genderqueer Undergraduate Students ( $n = 120$ ) had seriously considered leaving UC.
- By racial identity: 18% of White Undergraduate Students ( $n = 1,780$ ), 19% of Other People of Color Undergraduate Students ( $n = 3,329$ ), 23% of Underrepresented Minority Undergraduate Students ( $n = 1,989$ ), and 24% of Multi-Minority Undergraduate Students ( $n = 205$ ) had seriously considered leaving UC.
- By sexual orientation: 24% of LGBTQ Undergraduate Students ( $n = 714$ ) and 19% of heterosexual Undergraduate Students ( $n = 5,832$ ) had seriously considered leaving UC.
- By disability status: 17% of Undergraduate Students without disabilities ( $n = 4,765$ ) and 28% of Undergraduate Students with disabilities ( $n = 2,035$ ) had seriously considered leaving UC.
- By generational status: 22% of First-Generation Undergraduate Students ( $n = 2,957$ ) and 19% of Undergraduate Students who were not considered first-generation ( $n = 4,425$ ) had seriously considered leaving UC.
- By citizenship status: 20% of U.S. Citizens ( $n = 7,001$ ), 18% of Non-U.S. Citizens ( $n = 327$ ), and 21% of Undocumented Residents ( $n = 51$ ) had seriously considered leaving UC.
- By socioeconomic status: 22% of Low Income Undergraduate Students ( $n = 3,342$ ) and 18% of Not Low Income Undergraduate Students ( $n = 3,770$ ) had seriously considered leaving UC.

Subsequent analyses of selected demographics for Graduate/Professional Students indicate that:

- By gender identity: 21% of women ( $n = 1,514$ ), 17% of men ( $n = 1,048$ ), 28% of transgender Graduate/Professional Students ( $n = 11$ ), and 41% of genderqueer Graduate/Professional Students ( $n = 59$ ) had seriously considered leaving UC.
- By racial identity: 20% of White Graduate/Professional Students ( $n = 1,276$ ), 15% of Other People of Color Graduate/Professional Students ( $n = 732$ ), 24% of Underrepresented Minority Graduate/Professional Students ( $n = 483$ ), and 21% of Multi-Minority Graduate/Professional Students ( $n = 40$ ) had seriously considered leaving UC.
- By sexual orientation: 27% of LGBTQ Graduate/Professional Students ( $n = 371$ ) and 18% of heterosexual Graduate/Professional Students ( $n = 2,065$ ).
- By disability status: 16% of Graduate/Professional Students without disabilities ( $n = 1,626$ ) and 30% of Graduate/Professional Students with disabilities ( $n = 788$ ) had seriously considered leaving UC.
- By generational status: 20% of First-Generation Graduate/Professional Students ( $n = 553$ ) and 19% of Graduate/Professional Students who were not considered first-generation ( $n = 2,034$ ) had seriously considered leaving UC.
- By citizenship status: 20% of U.S. Citizens ( $n = 2,284$ ), 13% of Non-U.S. Citizens ( $n = 314$ ), and no Undocumented Residents had seriously considered leaving UC within the past year.
- By socioeconomic status: 21% of Low Income Graduate/Professional Students ( $n = 1,952$ ) and 14% of Not Low Income Graduate/Professional Students ( $n = 2,524$ ) had seriously considered leaving UC.

## Summary

By and large, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UC in a very positive light. The large majority of Students felt the classroom climate was welcoming for all groups of students, and most Students felt valued by faculty and other students in the classroom. Students thought that UC faculty and staff were genuinely concerned with their welfare. Twenty percent all Undergraduate Students ( $n = 4,403$ ) and 19% of Graduate/Professional Students ( $n = 2,609$ ) had seriously considered leaving UC. Ninety percent of all Students, Post-Docs, and Trainees indicated that they intended to persist at UC ( $n = 48,562$ ).

## **Institutional Actions**

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 38 affected the climate at UC. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents (22% - 48%) chose the “Don’t Know” response for the items in this survey question.

Less than half of all Faculty, Staff, Post-Docs, and Trainees reported providing flexibility for promotion for faculty (28%,  $n = 13,245$ ), providing flexibility for computing the probationary period for tenure (30%,  $n = 13,372$ ) and providing recognition and rewards for including diversity issues in courses across the curriculum (33%,  $n = 14,821$ ) positively affected the campus climate (Table 38). Fifty percent of Faculty, Staff, Post-Docs, and Trainees ( $n = 23,677$ ) thought providing access to counseling to those who experienced exclusionary conduct positively affected the climate at UC. Some also thought that diversity training for staff (49%,  $n = 23,397$ ), faculty (40%,  $n = 18,005$ ), and students (40%,  $n = 17,687$ ) positively affected the climate. Less than half of Faculty, Staff, Post-Docs, and Trainees thought including diversity-related professional experiences as one of the criteria for hiring of staff/faculty (33%,  $n = 15,565$ ) positively affected the climate.

A number of Faculty, Staff, Post-Docs, and Trainees felt mentorship for new faculty (39%,  $n = 17,534$ ) and staff (46%,  $n = 21,878$ ) positively influenced the climate. Thirty-six percent of Faculty, Staff, Post-Docs, and Trainees ( $n = 16,291$ ) felt providing diversity and equity training to search and tenure committees positively affected the climate. Less than half of Faculty, Staff, Post-Docs, and Trainees reported increasing the diversity of the faculty (45%,  $n = 19,884$ ), the staff (48%,  $n = 22,381$ ), the administration (46%,  $n = 20,745$ ), and the student body (45%,  $n = 20,073$ ) positively affected the climate.

Forty-one percent of Faculty, Staff, Post-Docs, and Trainees ( $n = 19,241$ ) thought providing back-up family care positively affected the campus climate at UC, and 41% thought providing lactation accommodations on campus ( $n = 19,045$ ) positively affected UC. Fifty-seven percent of ( $n = 26,802$ ) thought providing career development opportunities for staff positively

influenced the climate. Less than half thought increasing funding to support efforts to change campus climate positively affected the climate at UC (35%,  $n = 16,199$ ).

**Table 38. Faculty/Staff /Post-Doc/Trainee Perceptions of How Initiatives Affected the Climate at UC**

<b>Initiatives</b>	<b>Not Currently Available at UC</b>		<b>Positively Influenced the Climate</b>		<b>No Influence on Campus Climate</b>		<b>Negatively Influenced Campus Climate</b>	
	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>
Providing flexibility for promotion for faculty	3,741	8.0	13,245	28.2	1,919	4.1	5,623	12.0
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	3,129	7.0	13,372	29.7	1,991	4.4	5,252	11.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	4,119	9.2	14,821	33.0	2,771	6.2	4,696	10.5
Providing diversity training for staff	6,025	12.7	23,397	49.1	4,367	9.2	3,324	7.0
Providing diversity training for faculty	4,758	10.6	18,005	40.1	3,452	7.7	3,776	8.4
Providing diversity training for students	4,262	9.5	17,687	39.6	2,724	6.1	4,006	9.0
Providing access to counseling for people who have experienced harassment	5,702	12.0	23,677	49.7	1,668	3.5	3,665	7.7
Providing mentorship for new faculty	4,974	11.1	17,534	39.2	1,479	3.3	3,701	8.3
Providing mentorship for new staff	7,816	16.6	21,878	46.4	2,461	5.2	3,208	6.8
Providing a clear and fair process to resolve conflicts	6,836	14.5	23,916	50.8	2,066	4.4	3,543	7.5
Increasing funding to support efforts to change UC climate	5,582	11.9	16,199	34.5	3,740	8.0	4,734	10.1
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	4,725	10.1	15,565	33.1	4,725	10.1	6,454	13.7
Providing diversity and equity training to search and tenure committees	4,712	10.4	16,291	36.1	3,469	7.7	4,945	11.0
Increasing the diversity of the faculty	4,735	10.7	19,884	44.8	3,429	7.7	3,526	7.9

*Table 38 (cont.)*

<b>Initiatives</b>	<b>Not Currently Available at UC</b>		<b>Positively Influenced the Climate</b>		<b>No Influence on Campus Climate</b>		<b>Negatively Influenced Campus Climate</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the staff	5,659	12.0	22,381	47.5	4,553	9.7	3,399	7.2
Increasing the diversity of the administration	5,743	12.7	20,745	45.8	3,923	8.7	3,538	7.8
Increasing the diversity of the student body	4,444	10.0	20,073	45.4	3,560	8.0	3,726	8.4
Providing back-up family care	6,542	14.0	19,241	41.1	2,271	4.9	3,873	8.3
Providing lactation accommodations	5,746	12.3	19,045	40.7	2,584	5.5	3,716	7.9
Providing career development opportunities for staff	7,442	15.9	26,802	57.1	1,805	3.8	2,500	5.3

Note: Table reports Faculty, Staff, Post-Doc, and Trainee responses only (*n* = 52,766). See Appendix B for “Don’t Know” responses.

More than half of all Students and Trainees found the courses offered at UC included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 39.

**Table 39. Students’/Trainees’ Perception that Courses Offered at UC Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics**

Characteristics	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Age	9,846	21.3	21,597	46.7	4,155	9.0	742	1.6	9,869	21.4
Ancestry	9,670	21.0	21,195	46.0	4,059	8.8	769	1.7	10,381	22.5
Country of origin	9,771	21.3	21,500	46.8	4,343	9.4	805	1.8	9,561	20.8
Educational level	10,136	22.1	22,239	48.4	4,331	9.4	816	1.8	8,407	18.3
English language proficiency/ accent	9,301	20.3	21,229	46.3	5,229	11.4	950	2.1	9,164	20.0
Ethnicity	10,270	22.4	22,004	48.0	3,825	8.3	915	2.0	8,838	19.3
Gender identity	9,745	21.2	19,930	43.5	4,561	9.9	1,196	2.6	10,431	22.7
Gender expression	9,563	20.9	19,667	42.9	4,696	10.2	1,223	2.7	10,667	23.3
Immigrant/citizen status	9,356	20.4	20,395	44.6	4,404	9.6	982	2.1	10,633	23.2
International Status	9,454	20.7	20,746	45.3	4,097	9.0	861	1.9	10,594	23.2
Learning disability	8,455	18.5	18,604	40.7	5,047	11.0	1,179	2.6	12,400	27.1
Level of education	9,682	21.2	21,482	47.0	4,161	9.1	893	2.0	9,517	20.8
Marital status	8,744	19.3	18,901	41.7	3,764	8.3	833	1.8	13,135	28.9
Medical conditions	8,936	19.6	19,129	42.0	2,983	8.7	745	1.6	12,770	28.0
Military/veteran status	8,656	19.0	17,891	39.3	4,127	9.1	778	1.7	14,072	30.9
Parental status	8,486	18.7	18,487	40.7	3,998	8.8	756	1.7	13,731	30.2
Philosophical views	9,766	21.5	21,216	46.6	3,330	7.3	732	1.6	10,456	23.0
Psychological condition	8,766	19.3	19,377	42.6	3,984	8.8	786	1.7	12,569	27.6
Physical characteristics	9,077	20.0	20,104	44.2	3,601	7.9	730	1.6	11,949	26.3
Physical disability	8,881	19.6	19,356	42.6	4,115	9.1	766	1.7	12,283	27.1
Political views	9,406	20.7	20,818	45.7	4,044	8.9	1,005	2.2	10,250	22.5
Position (faculty, staff)	9,649	21.3	20,777	45.8	3,066	6.8	629	1.4	11,205	24.7
Race	10,158	22.3	21,243	46.6	3,526	7.7	939	2.1	9,675	21.2
Religious/spiritual views	9,227	20.3	20,538	45.2	4,175	9.2	993	2.2	10,548	23.2
Sexual orientation	9,595	21.1	19,942	43.8	3,953	8.7	1,003	2.2	10,995	24.2
Socioeconomic status	9,350	20.7	20,114	44.5	4,106	9.1	1,141	2.5	10,532	23.3

Note: Table includes only Student and Trainee responses (n = 52,304).

Additionally, more than half of all Students found that all but three of the initiatives listed in Table 40 positively influenced the climate. Less than half of the Student respondents felt providing diversity training for students, faculty, and staff positively influenced the climate.

**Table 40. Student Perceptions of How Initiatives Affected the Climate at UC**

<b>Initiatives</b>	<b>Positively Influenced Climate</b>		<b>No Influence on Climate</b>		<b>Negatively Influenced Climate</b>		<b>Don't Know</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	20,362	47.9	4,726	11.1	629	1.5	16,787	39.5
Providing diversity training for staff	20,412	46.2	3,485	7.9	430	1.0	19,889	45.0
Providing diversity training for faculty	20,284	46.2	3,469	7.9	431	1.0	19,726	44.9
Providing a person to address student complaints of classroom inequity	23,263	54.3	3,546	8.3	427	1.0	15,589	36.4
Increasing diversity of the faculty and staff	26,983	60.6	5,607	12.6	933	2.1	11,002	24.7
Increasing the diversity of the student body	28,475	63.9	5,347	12.0	1,190	2.7	9,575	21.5
Increasing opportunities for cross-cultural dialogue among students	29,856	67.4	3,726	8.4	463	1.0	10,280	23.2
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	28,702	65.3	3,611	8.2	457	1.0	11,214	25.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	27,018	61.4	4,509	10.3	1,062	2.4	11,399	25.9
Providing effective faculty mentorship of students	31,005	71.0	2,500	5.7	196	0.4	9,941	22.8

Note: Table reports Student responses only (*n* = 51,452).

## **Summary**

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold differing opinions about the degree to which UC does, and should, promote diversity to shape campus climate. For example, less than half of all students, faculty, and staff felt that providing diversity training for students, faculty, and staff positively influenced the climate. Overall, students were optimistic; indicating the majority of the initiatives offered would positively influence the climate. These findings parallel those in similar assessment conducted by the consultant (Rankin, 2013).

## **Next Steps**

Embarking on this system-wide assessment is further evidence of the University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect in every campus and location in the system. The primary purpose of this project was to assess the climate within UC including how members of the community felt about issues related to inclusion and work-life issues. At a minimum the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UC community. However, assessments and reports are not enough. A projected plan to develop strategic actions and subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to UC community members when the project was initiated. Therefore, each campus/location should develop strategies unique to the results of their respective assessments. Also, as recommended by previous reports (Parsky & Hume, 2007) and by this project's initiators, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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## **Appendices**

Appendix A – Crosstabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey

**Appendix A**  
**Cross-tabulations by Selected Demographic Characteristics**

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Gender Identity	Man	14018	37.18%	6286	45.71%	12985	32.00%	5083	58.44%	1859	53.18%	40231	38.60%
	Woman	22956	60.89%	7202	52.37%	26747	65.92%	3447	39.63%	1594	45.59%	61946	59.44%
	Transgender	53	0.14%	31	0.23%	46	0.11%	4	0.05%	3	0.09%	137	0.13%
	Genderqueer	334	0.89%	133	0.97%	167	0.41%	41	0.47%	13	0.37%	688	0.66%
	Multiple or Other	256	0.68%	55	0.40%	189	0.47%	48	0.55%	10	0.29%	558	0.54%
	Unknown/Missing	83	0.22%	45	0.33%	438	1.08%	75	0.86%	17	0.49%	658	0.63%
Racial Identity	White	10001	26.53%	6458	46.96%	20758	51.16%	5690	65.42%	1636	46.80%	44543	42.74%
	Underrepresented Minority	8724	23.14%	1980	14.40%	8976	22.12%	798	9.17%	367	10.50%	20845	20.00%
	Other Person of Color	17721	47.01%	4922	35.79%	9172	22.61%	1872	21.52%	1402	40.10%	35089	33.67%
	Multi-Minority	864	2.29%	188	1.37%	539	1.33%	65	0.75%	23	0.66%	1679	1.61%
	Unknown/Missing/Other	390	1.03%	204	1.48%	1127	2.78%	273	3.14%	68	1.95%	2062	1.98%
Sexual Identity	LGBQ	2997	7.95%	1399	10.17%	3258	8.03%	694	7.98%	241	6.89%	8589	8.24%
	Heterosexual	31019	82.28%	11416	83.01%	32787	80.81%	7496	86.18%	2956	84.55%	85674	82.21%
	Other	3185	8.45%	726	5.28%	2506	6.18%	251	2.89%	206	5.89%	6874	6.60%
	Unknown/Missing	499	1.32%	211	1.53%	2021	4.98%	257	2.95%	93	2.66%	3081	2.96%

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	US Citizen	35542	94.28%	11266	83.01%	39938	98.44%	8424	96.85%	2156	61.67%	97326	93.39%
	Non-US Citizen	1807	4.79%	2431	17.91%	431	1.06%	215	2.47%	1326	37.93%	6210	5.96%
	Undocumented	239	0.63%	14	0.10%	10	0.02%	0	0.00%	2	0.06%	265	0.25%
	Unknown/Missing	112	0.30%	41	0.30%	193	0.48%	59	0.68%	12	0.34%	417	0.40%
Disability Status	No Disability	27754	73.62%	10234	74.42%	32611	80.38%	6924	79.60%	2878	82.32%	80401	77.15%
	Disability	7224	19.16%	2638	19.18%	6002	14.79%	1315	15.12%	377	10.78%	17556	16.85%
	Unknown/Missing	2722	7.22%	880	6.40%	1959	4.83%	459	5.28%	241	6.89%	6261	6.01%
Religious/ Spiritual Affiliation	Christian	12578	33.36%	3209	23.33%	17020	41.95%	1950	22.42%	838	23.97%	35595	34.15%
	Muslim	599	1.59%	276	2.01%	258	0.64%	84	0.97%	61	1.74%	1278	1.23%
	Jewish	721	1.91%	415	3.02%	971	2.39%	636	7.31%	107	3.06%	2850	2.73%
	Other	2705	7.18%	933	6.78%	2055	5.07%	447	5.14%	307	8.78%	6447	6.19%
	None	17367	46.07%	7237	52.63%	15402	37.96%	4407	50.67%	1842	52.69%	46255	44.38%
	Multiple	2453	6.51%	1197	8.70%	2251	5.55%	644	7.40%	184	5.26%	6729	6.46%
	Unknown/Missing	1277	3.39%	485	3.53%	2615	6.45%	530	6.09%	157	4.49%	5064	4.86%

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are male)

Note: The crosstab table in Appendix A includes an unduplicated count of respondents by gender category to match more closely with the population demographics provided by the UC System which were unduplicated. Survey respondents had the option to select "all that apply" for the gender question, and so for the narrative analysis and for each individual report, a duplicated count for gender categories was used. This was done to maintain consistency with how the individual location reports were done and also to allow responses from individuals that selected multiple gender categories to be included in those groups. We did not want to presume the most salient gender category by not including respondents that selected multiple categories in a particular sub-group analysis

## Appendix B PART I: Demographics

*The demographic information tables contain actual percentages except where noted.*

**Table B1**

What is your primary position at UC? (Question 1)

Position	n	%
<b>Undergraduate Student</b>	<b>37693</b>	<b>36.2</b>
Started at UC as first year student	28004	74.3
Transferred from a California community college	6523	17.3
Transferred from another institution	693	1.8
Missing	2473	6.6
<b>Graduate/Professional Student</b>	<b>13685</b>	<b>13.1</b>
Non-Degree	99	0.7
Master's degree student	3213	23.5
Doctoral degree student (Ph.D., Ed.D.)	7526	55.0
Professional degree student (e.g., MD, JD, MBA)	1967	14.4
Missing	880	6.4
<b>Postdoctoral scholar</b>	<b>2392</b>	<b>2.3</b>
<b>Health Sciences Campus Trainees</b>	<b>852</b>	<b>0.8</b>
<b>Staff – non-Union</b>	<b>22864</b>	<b>21.9</b>
Senior Management Group	210	0.9
Management & Senior Professionals - Supervisor	3882	7.3
Management & Senior Professionals – Non- Supervisor	1475	6.5
Professional & Support Staff – Non-Union & Supervisor	4494	19.7
Professional & Support Staff – Non-Union & Non-Supervisor	9976	43.6
Administrative Staff	30	0.1
Field Staff	6	0.0
Program Staff	121	0.5
County Paid Staff	30	0.1
Missing	2640	11.5

<b>Table B1 (cont.)</b>	n	%
<b>Staff- Union</b>	<b>14240</b>	<b>13.7</b>
Professional & Support Staff – Union represented & Supervisor	1941	13.6
Professional & Support Staff – Union Represented & Non-Supervisor	9772	68.6
Administrative Staff	38	0.3
Field Staff	16	0.1
Program Staff	27	0.2
County Paid Staff	22	0.2
Missing	2424	17.0
<b>Faculty</b>	<b>8010</b>	<b>7.7</b>
Faculty Administrator	476	5.9
General Campus Faculty	3762	47.0
Professor	1605	
<i>Ladder Rank</i>	1139	
<i>Acting</i>	5	
<i>Visiting</i>	2	
<i>Adjunct</i>	21	
<i>In-Residence</i>	10	
<i>Emeritus</i>	127	
<i>Recall</i>	47	
Associate Professor	702	
<i>Ladder Rank</i>	610	
<i>Acting</i>	7	
<i>Visiting</i>	2	
<i>Adjunct</i>	14	
<i>In-Residence</i>	5	
<i>Emeritus</i>	5	
<i>Recall</i>	2	
Assistant Professor	549	
<i>Ladder Rank</i>	461	
<i>Acting</i>	9	
<i>Visiting</i>	19	
<i>Adjunct</i>	16	
<i>In-Residence</i>	1	

<b>Table B1 (cont.)</b>	<b>n</b>	<b>%</b>
<i>Emeritus</i>	0	
<i>Recall</i>	0	
Other Faculty appointment	901	
Health Sciences Campus Faculty	2110	26.3
Professor	765	
<i>Ladder Rank</i>	200	
<i>In Residence</i>	113	
<i>Clinical</i>	115	
<i>Acting</i>	1	
<i>Visiting</i>	3	
<i>Adjunct</i>	33	
<i>Health Sciences Clinical</i>	129	
<i>Emeritus</i>	30	
<i>Recall</i>	16	
Associate Professor	444	
<i>Ladder Rank</i>	61	
<i>In Residence</i>	67	
<i>Clinical</i>	85	
<i>Acting</i>	1	
<i>Visiting</i>	5	
<i>Adjunct</i>	58	
<i>Health Sciences Clinical</i>	138	
<i>Emeritus</i>	1	
<i>Recall</i>	1	
Assistant Professor	702	
<i>Ladder Rank</i>	67	
<i>In Residence</i>	84	
<i>Clinical</i>	98	
<i>Acting</i>	2	
<i>Visiting</i>	5	
<i>Adjunct</i>	141	
<i>Health Sciences Clinical</i>	267	
<i>Emeritus</i>	0	
<i>Recall</i>	0	

<b>Table B1 (cont.)</b>	n	%
Other Faculty appointment	192	
Missing	1662	20.7
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>2490</b>	<b>2.4</b>
<b>Scientist or Engineer</b>	<b>688</b>	<b>0.7</b>
<b>Non Scientist or Engineer - Technical</b>	<b>398</b>	<b>0.4</b>
<b>Non Scientist or Engineer – Administrative/Operations</b>	<b>580</b>	<b>0.6</b>
<b>Postdoctoral Fellow</b>	<b>252</b>	<b>0.2</b>
<b>Graduate Student Research Assistant</b>	<b>67</b>	<b>0.1</b>
<b>High School/Undergraduate Student Assistant</b>	<b>7</b>	<b>0.0</b>

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories as indicated. Due to the large number of missing responses for the third and four-level categories, no percentages are provided.

## Table B2

*Staff only:* What is your primary employment status with UC? (Question 2)

Status	n	%
Career (including partial-year career) employee	33769	83.2
Contract employee	1819	4.5
Limited appointment employee/term employment	1223	3.0
Per Diem employee	522	1.3
Floater (temporary services) employee	253	0.6
Academic employee	1526	3.8
Missing*	1459	3.6

Note: Table includes only those who answered that they were staff in Question 1 (n = 40572)

\*This question was not asked for UC LBNL so their responses are included as missing.

**Table B2\_A**

What is your primary appointment status with UC LBNL\*? (Question 2)

Status	n	%
I do not have an appointment end date	1380	69.3
I do have an appointment end date	569	28.6
Missing*	43	2.2

\*This version of question 2 was only asked at UC LBNL (n = 1992)

**Table B3**

*Staff only:* What is your primary campus location with UC? (Question 3)

Location	n	%
Health Sciences/Medical Center	13051	32.2
General Campus	21125	52.1
Local Cooperative Extension Office <sup>1</sup>	217	0.5
Research and Extension Center <sup>1</sup>	89	0.2
ANR Division/UCOP Based <sup>1</sup>	24	0.1
ANR Division/Davis Based <sup>1</sup>	124	0.3
Missing*	5942	14.6

Note: Table includes only those who answered that they were staff in Question 1 (n = 40572)

<sup>1</sup>These response options were only available for respondents at UC ANR

\*This question was not asked for UC LBNL so their responses are included as missing.

**Table B3\_A**

What is your level of position at UC LBNL\*? (Question 3)

Position Level	n	%
Supervisor or Manager	499	25.1
Non supervisor and not represented by union	1130	56.7
Non supervisor and represented by union	355	17.8
Missing	8	0.4

\*This version of question 2 was only asked at UC LBNL (n = 1992)

**Table B4**

Are you full-time or part-time in that primary status? (Question 4)

Status	n	%
Full-time	97870	93.9
Part time	6180	5.9
Missing	168	0.2

**Table B5**

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	40895	39.2
Female	62627	60.1
Intersex	88	0.1
Missing	608	0.6

**Table B6**

What is your gender/gender identity? (mark all that apply)  
(Question 27)

Gender	n	%
Man	40607	39.0
Woman	62356	59.8
Transgender	210	0.2
Genderqueer	783	0.8
Other	488	0.5

**Table B7**

What is your race/ethnicity (If you are of a multi-racial/multi-ethnic identity, mark all that apply)?  
(Question 28)

Position	n	%	Position	n	%
<b>African American/ African/Black</b>	<b>5046</b>	<b>4.8</b>	Puerto Rican	539	0.5
African American	3418	3.3	Other Hispanic, Latin American, or of Spanish origin	2761	2.6
African	481	0.5	<b>Middle Easter/Southwest Asian/North African</b>	<b>4567</b>	<b>4.4</b>
Black Caribbean	380	0.4	Afghan	113	0.1
Other African/African American/Black	710	0.7	Arab/Arab American	601	0.6
<b>American Indian/ Alaskan Native</b>	<b>1942</b>	<b>1.9</b>	Armenian	<b>475</b>	0.5
Tribal Affiliation/corporation	981	0.9	Assyrian	66	0.1
<b>Asian/Asian American</b>	<b>32015</b>	<b>30.7</b>	Azerbaijani	34	0.0
Asian Indian	3015	2.9	Berber	31	0.0
Bangladeshi	128	0.1	Circassian	17	0.0
Cambodian	326	0.3	Chaldean	36	0.0
Chinese/Chinese American (except Taiwanese)	12474	12.0	Coptic	66	0.1
Filipino/Filipino American	4507	4.3	Druze	13	0.0
Hmong	250	0.2	Georgian	19	0.0
Indonesian	284	0.3	Iranian	1100	1.1
Japanese/Japanese American	2701	2.6	Jewish	1724	1.7
Korean/Korean American	2813	2.7	Kurdish	29	0.0
Laotian	127	0.1	Maronite	47	0.0
Malaysian	156	0.1	Turkish	219	0.2
Pakistani	329	0.3	Other Middle Eastern/ Southwest Asian/North African	407	0.4
Sri Lankan	107	0.1	<b>Pacific Islander</b>	<b>770</b>	<b>0.7</b>
Taiwanese/ Taiwanese American	2819	2.7	Fijian	167	0.2
Thai	383	0.4	Guamanian/Chamorro	111	0.1
Vietnamese/Vietnamese American	3291	3.2	Hawaiian	297	0.3
Other Asian	606	0.6	Samoan	60	0.1
<b>Hispanic/Latino</b>	<b>16889</b>	<b>16.2</b>	Tongan	31	0.0
Cuban/Cuban American	303	0.3	Other Pacific Islander	107	0.1
Latin American/Latino	3133	3.0	<b>White</b>	<b>54483</b>	<b>52.3</b>
Mexican/Mexican American/Chicano	11375	10.9	European/European descent	45204	43.4
			North African	339	0.3
			Other White/Caucasian	5333	5.1
			<b>Other</b>	<b>849</b>	<b>0.8</b>

Note: Percentages may not sum to 100% due to multiple responses. Respondents had the option to choose any category, and were not required to select the primary category in order to select a sub-category. Any respondent that selected only a sub-category was automatically coded into the primary category. Because of this variation in response, percentages are not provided for the sub-categories.

**Table B8**

Which term best describes your sexual orientation?  
 (Question 29)

Sexual Identity	n	%
Asexual	4743	4.6
Bisexual	2931	2.8
Gay	3066	2.9
Heterosexual	85674	82.2
Lesbian	1352	1.3
Queer	1240	1.2
Questioning	1006	1.0
Other	1152	1.1
Missing	3054	2.9

**Table B9**

What is your age? (Question 30)

Age	n	%
18-20	22545	21.6
21-23	15256	14.6
24-29	15003	14.4
30-39	17616	16.9
40-49	13125	12.6
50-59	13388	12.8
60 and over	6205	6.0
Missing	1080	1.0

**Table B10**

Do you have substantial parenting or caregiving responsibility for any of the following people? (mark all that apply)  
(Question 31)

Group	n	%
No one	71654	68.8
Children 18 years of age or under	20220	19.4
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	5678	5.4
Independent adult children over 18 years of age	2188	2.1
Sick or disabled partner	1374	1.3
Senior or other family member	8479	8.1
Other	869	0.8

Note: Percentages may not sum to 100% due to multiple responses

**Table B11**

Are/were you a member of the U.S. armed forces? (Question 32)

Member Status	n	%
I have not been in the military	99768	95.7
Active military	189	0.2
Reservist	353	0.3
ROTC	301	0.3
Veteran	1981	1.9
Missing	1626	1.6

**Table B12**

*Students Only:* What is the highest level of education achieved by your primary parent(s)/guardian(s)?  
(Question 33)

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	4010	7.8	4178	8.1
Some high school	3260	6.3	3031	5.9
Completed high school/GED	6500	12.6	6519	12.7
Some college	6276	12.2	6251	12.1
Business/Technical certificate/degree	1251	2.4	1469	2.9
Associate's degree	2216	4.3	2626	5.1
Bachelor's degree	11306	22.0	12173	23.7
Some graduate work	1187	2.3	1451	2.8
Master's degree	7462	14.5	6910	13.4
Doctoral degree	3471	6.7	1875	3.6
Professional degree (MD, MFA, JD)	3587	7.0	2731	5.3
Unknown	395	0.8	786	1.5
Not applicable	302	0.6	829	1.6
Missing	229	0.4	623	1.2

Note: Table includes only those who answered that they were students in Question 1 (n = 51452).

**Table B13**

*Staff Only:* What is your highest completed level of education? (Question 34)

Level of Education	n	%
No high school	89	0.2
Some high school	220	0.5
Completed high school/GED	1339	3.3
Some college	5073	12.5
Business/Technical certificate/degree	1830	4.5
Associate's degree	2994	7.4
Bachelor's degree	13822	34.1
Some graduate work	2517	6.2
Master's degree	8067	19.9
Doctoral degree	2602	6.4
Professional degree (e.g. MD, JD, DVM)	1768	4.4
Missing	250	0.6

Note: Table includes only those who answered that they were staff in Question 1 (n = 40572)

**Table B14**

*Undergraduate Students Only:* Where are you in your college career? (Question 35)

College Status	n	%
Non-degree student	1403	33.7
First year (0-29 units)	8357	22.2
Second year (30-59 units)	8309	22.0
Third year (60-89 units)	10427	27.7
Fourth year (90 or more units)	7922	21.0
Fifth year or more	1240	3.3
Missing	42	0.1

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 37700).

**Table B15**

*Graduate/Professional Students Only:* Where are you in your college career? (Question 36)

College Status	n	%
<b>Master's student</b>	<b>3512</b>	<b>26.3</b>
First year	1828	56.1
Second year	1181	36.3
Third (or more) year	247	7.6
<b>Doctoral Student</b>	<b>9821</b>	<b>73.7</b>
First year	2135	22.8
Second year	1947	20.8
Third (or more) year	2319	24.7
Advanced to Candidacy	1443	15.4
ABD (all but dissertation)	1530	16.3
<b>Missing</b>	<b>419</b>	<b>3.0</b>

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 13752).

**Table B16**

*Post-docs/Trainees Only:* Where are you in your career at UC SYSTEM? (Question 37)

College Status	n	%
First year	907	28.5
Second year	797	25.1
Third year	516	16.2
Fourth year	315	9.9
Fifth year or more	644	20.3
Missing	317	9.1

Note: Table includes only those who answered that they were post-docs or trainees students in Question 1 (n = 3496).

### **Table B17**

*Post-docs/Faculty Only:* With which academic or administrative work unit are you primarily affiliated at this time?  
(Question 38)

**This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.**

### **Table B18**

*Staff Only:* With which work unit are you primarily affiliated at this time?  
(Question 39)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

### **Table B19**

*Undergraduate Students Only:* What is your academic major? (Question 40)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

### **Table B20**

*Graduate/Professional Students Only:* What is your academic program? (Question 41)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

### **Table B21**

*Trainees Only:* What is your academic degree or clinical/training program at UC? (Question 42)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

**Table B22**

Which, if any, of the disabilities/conditions listed below impact your learning, working or living activities? (mark all that apply) (Question 43)

Disability	n	%
Acquired/Traumatic Brain Injury	342	0.3
Attention Deficit/Hyperactivity Disorder	2572	2.5
Asperger's/Autism Spectrum	311	0.3
Blind	75	0.1
Low vision	2768	2.7
Deaf	111	0.1
Hard of Hearing	1729	1.7
Learning disability	1204	1.2
Medical Condition	4090	3.9
Mental health/psychological condition	5072	4.9
Physical/Mobility condition that affects walking	1316	1.3
Physical/Mobility condition that does not affect walking	1355	1.3
Speech/Communication	730	0.7
Other	769	0.7
I have none of the listed conditions	80410	77.2

Note: Percentages may not sum to 100% due to multiple responses

**Table B23**

What is your citizenship status? Mark all that apply. (Question 44)

Citizenship Status	n	%
US citizen	92315	88.6
Permanent Resident	6069	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	6308	6.1
Other legally documented status	223	0.2
Undocumented resident	282	0.3

**Table B24**

How would you characterize your political views? (Question 45)

Political Views	n	%
Far left	5029	4.8
Liberal	40483	38.8
Moderate or middle of the road	28122	27.0
Conservative	8975	8.6
Far right	302	0.3
Libertarian	477	0.5
Undecided	15357	14.7
Other	3084	3.0
Missing	2389	2.3

**Table B25**

What language(s) is spoken in your home? (Question 46)

Language Spoken at Home	n	%
English only	61965	59.5
Other than English	11254	10.8
English and other language(s)	30277	29.1
Missing	722	0.7

**Table B26**

What is your religious or spiritual identity? (Question 47)

Spiritual Identity	n	%		n	%
Agnostic	15342	14.7	Nondenominational Christian	4666	4.5
Ahmadi Muslim	29	0.0	Pagan	411	0.4
African Methodist Episcopal	103	0.1	Pentecostal	696	0.7
Atheist	12142	11.7	Presbyterian	2237	2.1
Assembly of God	335	0.3	Protestant	2513	2.4
Baha'i	128	0.1	Quaker	261	0.3
Baptist	2526	2.4	Rastafarian	95	0.1
Buddhist	5667	5.4	Roman Catholic	17410	16.7
Christian Orthodox	3268	3.1	Russian Orthodox	183	0.2
Confucianist	286	0.3	Scientologist	41	0.0
Christian Methodist Episcopal	901	0.9	Secular Humanist	641	0.6
Druid	109	0.1	Seventh Day Adventist	305	0.3
Episcopalian	1177	1.1	Shi-ite	120	0.1
Evangelical	1307	1.3	Sufi	108	0.1
Greek Orthodox	284	0.3	Sunni	259	0.2
Hindu	1728	1.7	Shinto	144	0.1
Jain	99	0.1	Sikh	430	0.4
Jehovah's Witness	369	0.4	Taoist	546	0.5
Jewish Conservative	1015	1.0	The Church of Jesus Christ of Latter Day Saints	621	0.6
Jewish Orthodox	214	0.2	United Methodist	802	0.8
Jewish Reformed	2974	2.9	Unitarian Universalist	725	0.7
Lutheran	1494	1.4	United Church of Christ	358	0.3
Mennonite	67	0.1	Wiccan	242	0.2
Moravian	13	0.0	Spiritual, but no religious affiliation	11217	10.8
Muslim	1284	1.2	No affiliation	19471	18.7
Native American Traditional Practitioner or Ceremonial	221	0.2	Other	2812	2.7

Note: Percentages may not sum to 100% due to multiple responses

**Table B27**

*Students Only:* Are you currently dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 48)

Dependency Status	n	%
Dependent	34265	66.6
Independent	15268	29.7
Missing	1919	3.7

Note: Table includes only those who answered that they were students in Question 1 (n = 51452)

**Table B28**

*Students Only:* What is your best estimate of your family’s yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)? (Question 49)

Income	n	%
Below \$10,000	5163	10.0
\$10,000-\$19,999	5269	10.2
\$20,000-\$29,999	6954	13.5
\$30,000-\$39,999	4504	8.8
\$40,000-\$49,999	2964	5.8
\$50,000-\$59,999	2843	5.5
\$60,000-69,999	2418	4.7
\$70,000-\$79,999	2284	4.4
\$80,000-\$89,999	2049	4.0
\$90,000-\$99,999	2023	3.9
\$100,000-124,999	4535	8.8
\$125,000-\$149,999	2070	4.0
\$150,000- \$199,999	2294	4.5
\$200,000 - \$249,999	1645	3.2
\$250,000-\$299,999	858	1.7
\$300,000-\$399,999	556	1.1
\$400,000-\$499,999	246	0.5
\$500,000 and above	660	1.3
Missing	2117	4.1

Note: Table includes only those who answered that they were students in Question 1 (n = 51452).

**Table B29**

*Students Only:* Where do you live? (Question 50)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

**Table B30**

*Students Only:* Are you employed either on campus or off-campus? (Question 51)

Employed	n	%
<b>No</b>	<b>29279</b>	<b>56.9</b>
<b>Yes</b>	<b>21914</b>	<b>42.6</b>
1-10 hours/week	7339	33.5
11-20 hours/week	9677	44.2
21-30 hours/week	1905	8.7
31-40 hours/week	1064	4.9
More than 40 hours/week	1222	5.6
Missing	708	3.2
<b>Missing</b>	<b>259</b>	<b>0.5</b>

Note: Table includes only those who indicated they were students in Question 1 (n = 51452)

**Table B31**

*Undergraduate Students Only:* Are you an in-state or out-of-state/international student? (Question 52)

Residency	n	%
In-state/Resident	24274	64.4
Out-of-State/Non-Resident/International	2208	5.9
Missing	11218	29.8

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 37700).

**Table B32**

*Students Only:* Do you participate in any of the following types of clubs/organizations at UC?  
 (mark all that apply) (Question 53)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

**Table B33**

What is your current relationship status? (Question 54)

Relationship Status	n	%
Single, never married	52085	50.0
Single, divorced	4909	4.7
Single, widow (partner/spouse deceased)	659	0.6
Partnered	8588	8.2
Partnered, in civil union/ Registered Domestic Partnership	1066	1.0
Married or remarried	34712	33.3
Separated	762	0.7
Other	508	0.5
Missing	929	0.9

**Table B34**

*Students Only:* At the end of your last quarter/semester, what was your cumulative UC grade point average?  
(Question 55)

***This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.***

**Table B35**

*Students Only:* Are you a former foster-care youth? (Question 56)

Foster Care Youth	n	%
Yes	423	0.8
No	50454	98.1
Missing	575	1.1

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 51452).

## PART II: Findings

**\*\*The tables in this section all contain valid percentages except where noted\*\***

**Table B36**

Overall, how comfortable are you with the climate at UC Campus?  
 (Question 5)

Comfort	n	%
Very comfortable	28418	27.3
Comfortable	53521	51.4
Neither comfortable nor uncomfortable	14632	14.1
Uncomfortable	6241	6.0
Very uncomfortable	1269	1.2

**Table B37**

Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?  
 (Question 6)

Comfort	n	%
Very comfortable	30515	29.3
Comfortable	47971	46.1
Neither comfortable nor uncomfortable	14809	14.2
Uncomfortable	8375	8.0
Very uncomfortable	2417	2.3

**Table B38**

*Student/Post-doctoral/Graduate/Faculty only:* Overall, how comfortable are you with the climate in your classes?  
 (Question 7)

Comfort	n	%
Very comfortable	13460	21.8
Comfortable	31043	50.3
Neither comfortable nor uncomfortable	9895	16.0
Uncomfortable	2925	4.7
Very uncomfortable	426	0.7
Not applicable	3972	6.4

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 62794).

**Table B39**

In the past year, have you seriously considered leaving UC? (Question 8)

Considered Leaving	n	%
No	74176	71.3
Yes	29886	28.7

**Table B40**

*Post-docs/Students/Trainees Only:* The following questions ask you about your academic experience (Question 10)

Academic Experience	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	9469	17.4	25624	47.0	9120	16.7	8556	15.7	1362	2.5	400	0.7
Many of my courses this year have been intellectually stimulating.	14589	26.8	27179	49.9	5825	10.7	2325	4.3	385	0.7	4165	7.6
I am satisfied with my academic experience at UC Campus.	11258	20.7	27421	50.4	9448	17.4	4755	8.7	1065	2.0	461	0.8
I am satisfied with the extent of my intellectual development since enrolling at UC Campus.	13618	25.1	26658	49.1	8692	16.0	4081	7.5	742	1.4	525	1.0
I have performed academically as well as I anticipated I would.	8361	15.4	19548	35.9	11491	21.1	11046	20.3	3338	6.1	624	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	15580	28.7	26928	49.6	7913	14.6	2759	5.1	721	1.3	434	0.8
My interest in ideas and intellectual matters has increased since coming to UC Campus.	16995	31.3	24609	45.3	8626	15.9	3050	5.6	749	1.4	309	0.6
I intend to graduate from UC Campus.	35723	66.0	12839	23.7	2534	4.7	340	0.6	160	0.3	2541	4.7
I am considering transferring to another college or university due to academic reasons.	938	1.7	2405	4.4	4625	8.5	11016	20.2	28226	51.8	7238	13.3

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 54948).

**Table B41**

Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (bullying, harassing behavior) at UC? (Question 11)

Experienced	n	%
No	78741	75.7
Yes, but it did not interfere with my ability to work or learn	16361	15.7
Yes and it interfered with my ability to work or learn	8903	8.6

**Table B42**

What do you believe the conduct was based upon and how often have you experienced it? (Question 12)

Based On:	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	783	3.5	1651	7.4	3181	14.3	3948	17.8	12626	56.9
Age	942	4.2	1727	7.7	4338	19.3	5225	23.2	10250	45.6
Ancestry	1046	4.7	1520	6.9	3014	13.6	4556	20.5	12046	54.3
Country of origin	828	3.7	1296	5.8	2423	10.9	4535	20.5	13092	59.0
Discipline of study	963	4.4	1839	8.4	3244	14.8	4011	18.3	11851	54.1
Educational level	966	4.3	1721	7.7	3348	15.0	4826	21.6	11463	51.3
Educational modality (on-line, classroom)	285	1.3	526	2.4	1094	5.0	4079	18.7	15880	72.6
English language proficiency/accent	752	3.4	981	4.4	1844	8.4	3948	17.9	14550	65.9
Ethnicity	1704	7.6	2038	9.1	3740	16.7	4070	18.1	10877	48.5
Gender identity	979	4.4	1414	6.3	2564	11.5	4251	19.1	13093	58.7
Gender expression	720	3.3	1004	4.5	1883	8.5	4353	19.7	14151	64.0
Immigrant/citizen status	530	2.4	610	2.8	1122	5.1	3861	17.5	15893	72.2
International status	428	1.9	489	2.2	951	4.3	3438	15.6	16717	75.9
Learning disability	258	1.2	402	1.8	918	4.2	3364	15.3	17022	77.5
Marital status (e.g. single, married, partnered)	335	1.5	596	2.7	1680	7.6	4501	20.4	14939	67.7
Medical condition	476	2.2	648	2.9	1452	6.6	3840	17.5	15576	70.8
Military/veteran status	78	0.4	163	0.7	421	1.9	2414	11.0	18865	86.0
Parental status (e.g., having children)	407	1.9	569	2.6	1540	7.0	3127	14.2	16317	74.3
Participation in an organization/team	650	3.0	744	3.4	1344	6.2	2579	12.0	16255	75.4

**Table B42 (cont.)**

	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	787	3.6	1277	5.8	3021	13.7	4226	19.2	12702	57.7
Physical disability	249	1.1	379	1.7	898	4.1	3144	14.4	17183	78.6
Philosophical views	953	4.3	1615	7.3	3487	15.7	4222	19.1	11874	53.6
Political views	966	4.4	1388	6.3	3060	13.9	4357	19.8	12215	55.6
Position (staff, faculty, student)	2186	9.6	2759	12.1	4600	20.1	4122	18.0	9208	40.3
Pregnancy	176	0.8	250	1.1	614	2.8	2533	11.6	18258	83.6
Psychological condition	374	1.7	596	2.7	1331	6.1	3310	15.2	16220	74.3
Race	1509	6.8	1612	7.3	3153	14.2	4046	18.3	11828	53.4
Religious/spiritual views	635	3.1	859	4.2	1817	9.0	3432	16.9	13557	66.8
Sexual orientation	389	1.9	546	2.7	1079	5.3	3195	15.6	15278	74.6
Socioeconomic status	731	3.7	912	4.6	1951	9.7	3214	16.0	13219	66.0
Don't Know	635	3.5	689	3.8	1417	7.8	1395	7.7	14006	77.2
Other	886	5.8	726	4.8	949	6.3	660	4.3	11963	78.8

Note: Only answered by respondents who experienced harassment (n = 25264).

**Table B43**

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	12578	50.5
I felt I was deliberately ignored or excluded	11803	46.7
I felt intimidated/bullied	10601	42.0
I was the target of derogatory verbal remarks	4762	18.8
I observed others staring at me	4399	17.4
I received a low performance evaluation	2826	11.2
I was singled out as the spokesperson for my identity group	2255	8.9
I feared for my physical safety	2228	8.8
I feared getting a poor grade because of a hostile classroom environment	2217	8.8
I received derogatory written comments	2169	8.6
I was the target of racial/ethnic profiling	1919	7.6
Someone assumed I was admitted/hired/promoted due to my identity	1805	7.1
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	909	3.6
Someone assumed I was not admitted/hired/promoted due to my identity	795	3.1
I received derogatory phone calls	647	2.6
I received threats of physical violence	444	1.8
I feared for my family's safety	415	1.6
I was the target of stalking	402	1.6
I was the victim of a crime	295	1.2
I was the target of graffiti/vandalism	294	1.2
I was the target of physical violence	246	1.0
Other	3119	12.3

Note: Only answered by respondents who experienced harassment (n = 25264). Percentages do not sum to 100 due to multiple responses.

**Table B44**

Where did this conduct occur? (Question 14)

Location	n	%
At a UC event	2568	10.2
In a class/lab/clinical setting	5152	20.4
In a health care setting	1811	7.2
In an on-line class	51	0.2
In a UC dining facility	1095	4.3
In a UC office	6108	24.2
In a faculty office	1625	6.4
In a public space at UC	5118	20.3
In a meeting with one other person	3937	15.6
In a meeting with a group of people	6548	25.9
In athletic facilities	459	1.8
In campus housing	2350	9.3
In off-campus housing	820	3.2
Off campus	2342	9.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	1449	5.7
On campus transportation	465	1.8
While working at a UC job	8853	35.0
While walking on campus	2250	8.9
Other	1688	6.7

Note: Only answered by respondents who experienced harassment (n = 25264). Percentages do not sum to 100 due to multiple responses.

**Table B45**

Who/what was the source of this conduct? (Question 15)

Source	n	%
Administrator	4040	16.0
Alumni	281	1.1
Athletic coach/trainer	114	0.5
Campus media	603	2.4
UC visitor(s)	937	3.7
Campus organizations or groups	1383	5.5
Campus police/building security	424	1.7
Co-worker	6260	24.8
Off campus community member	558	2.2
Department head	2824	11.2
Donor	60	0.2
Don't know source	1495	5.9
Faculty advisor	861	3.4
Faculty member	4671	18.5
Friend	2009	8.0
Medical Staff	956	3.8
Partner/spouse	107	0.4
Patient	269	1.1
Person that I supervise	456	1.8
Registered Campus Organization	411	1.6
Social Networking site (e.g. Facebook, Twitter)	519	2.1
Staff member	4077	16.1
Stranger	2146	8.5
Student	7528	29.8
Student staff	565	2.2
Supervisor	4071	16.1
Teaching asst/Grad asst/Lab asst/Tutor	889	3.5
UC Physician	803	3.2
Union representative	179	0.7
Other	1692	6.7

Note: Only answered by respondents who experienced harassment (n = 25264).  
Percentages do not sum to 100 due to multiple responses.

**Table B46**

Please describe your reactions to experiencing this conduct? (Question 16)

Reactions	n	%
I felt embarrassed	9582	37.9
I felt somehow responsible	3969	15.7
I ignored it	7712	30.5
I was afraid	3857	15.3
I was angry	12682	50.2
It didn't affect me at the time	1825	7.2
I left the situation immediately	2883	11.4
I sought support from off-campus hot-line/advocacy services	694	2.7
I sought support from campus resource	2403	9.5
I confronted the harasser at the time	2590	10.3
I confronted the harasser later	2089	8.3
I avoided the harasser	6568	26.0
I told a friend	9426	37.3
I told a family member	7691	30.4
I told my union representative	834	3.3
I contacted a local law enforcement official	296	1.2
I sought support from a staff person	3869	15.3
I sought support from a TA/grad assistant	294	1.2
I sought support from an administrator	2256	8.9
I sought support from a faculty member	2088	8.3
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	757	3.0
I sought support from student staff (e.g. peer counselor)	416	1.6
I sought information on-line	1171	4.6
I didn't know who to go to	2658	10.5
I reported it to a UC employee/official	2527	10.0
I didn't report it for fear that my complaint would not be taken seriously	3242	12.8
I did report it but I did not feel the complain was taken seriously	2103	8.3
I did nothing	4235	16.8
Other	2646	10.5

Note: Only answered by respondents who experienced harassment (n = 25264). Percentages do not sum to 100 due to multiple responses.

**Table B47**

Within the last 5 years, have you experienced unwanted sexual contact at UC? (Question 18)

Experienced Unwanted Sexual Contact	n	%
Yes	3069	2.9
No	100901	96.8
Missing	248	0.2

**Table B48**

*Post-docs//Graduate/Trainees/Staff/Faculty Only:* Please respond to the following statements. (Question 20)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	5392	8.2	12688	19.3	22529	34.2	19447	29.5	5848	8.9
My colleagues/co-workers expect me to represent “the point of view” of my identity	2662	4.1	11558	17.7	22247	34.1	15518	23.8	13258	20.3
I believe salary determinations are clear	5289	8.1	24890	38.3	16751	25.7	8378	12.9	9800	15.0
I think that my campus demonstrates that it values a diverse faculty	13021	19.9	36845	56.2	7029	10.7	2937	4.5	5714	8.7
I think my campus demonstrates that it values a diverse staff	13884	21.2	39005	59.6	6660	10.2	2678	4.1	3258	5.0
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	14037	21.3	28603	43.4	10204	15.5	4595	7.0	8395	12.8
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	5825	8.9	13004	19.8	29438	44.8	11887	18.1	5558	8.5
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	6695	10.2	17653	26.9	25466	38.9	9012	13.8	6701	10.2

Note: Table includes only those respondents who indicated they were faculty graduate students, trainees, or staff in Question 1 (n = 66518).

**Table B49**

*Faculty Only:* As a faculty member... (Question 22)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	1464	18.4	4165	52.3	1405	17.6	387	4.9	549	6.9
I believe that the tenure/promotion standards are reasonable.	1417	17.9	4478	56.5	1120	14.1	266	3.4	642	8.1
I feel that my service contributions are important to tenure/promotion.	982	12.4	3818	48.2	1758	22.2	595	7.5	763	9.6
I feel pressured to change my research agenda to achieve tenure/promotion.	330	4.2	1134	14.4	3169	40.2	1654	21.0	1601	20.3
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	1258	16.0	3960	50.2	1319	16.7	521	6.6	826	10.5
I feel that I am burdened by university service responsibilities beyond those of my colleagues.	720	9.1	1567	19.8	3959	49.9	923	11.6	761	9.6
I perform more work to help students than my colleagues.	1026	13.0	2280	28.9	3242	41.1	532	6.8	801	10.2
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	366	4.7	2643	33.6	1548	19.7	454	5.8	2849	36.2
I have used university policies on stopping the clock for promotion or tenure.	183	2.3	356	4.5	1574	19.8	1377	17.3	4463	56.1
I have used university policies on taking leave for childbearing or adoption.	409	5.1	677	8.6	1224	15.4	1161	14.6	4473	56.3
I have used university policies on active service-modified duties.	283	3.6	474	6.0	1313	16.7	1137	14.4	4677	59.3
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	143	1.8	504	6.5	3357	43.0	2006	25.7	1800	23.0
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	1438	18.3	4111	52.3	975	12.4	279	3.5	1059	13.5
I believe that perceptions about using work-family policies differ for men and women faculty.	667	8.5	2752	35.2	2505	32.0	699	8.9	1196	15.3
I believe that tenure standards/advancement standards are applied equally to all faculty.	1075	13.7	3378	43.0	1899	24.2	709	9.0	786	10.0

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 8698).

**Table B50**

*Post-docs//Graduate/Trainees/Staff/Faculty Only: As a faculty/staff member... (Question 24)*

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UC is supportive of taking leave.	8731	13.3	34133	51.9	8311	12.6	1947	3.0	12598	19.2
I find that UC is supportive of flexible work schedules.	10170	15.5	33663	51.2	10124	15.4	3510	5.3	8236	12.5
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	2894	4.4	8664	13.2	30119	45.9	11086	16.9	12859	19.6
I feel that people who have children are considered by UC to be less committed to their jobs/careers	1486	2.3	6000	9.2	33517	51.2	12293	18.8	12212	18.6
I feel that UC provides available resources to help employees balance work-life needs, such as childcare and elder care.	3779	5.8	23850	36.7	11333	17.5	4190	6.5	21766	33.5
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	1888	2.9	7568	11.7	18880	29.1	5888	9.1	30691	47.3
I have supervisors who give me job/career advice or guidance when I need it	12951	19.7	30535	46.3	10509	15.9	4772	7.2	7123	10.8
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	13449	20.4	36320	55.2	7608	11.6	2399	3.6	6031	9.2
My supervisor provides me with resources to pursue professional development opportunities.	12211	18.6	28327	43.1	11840	18.0	5017	7.6	8339	12.7
My supervisor provides ongoing feedback to help me improve my performance.	11360	17.3	30756	46.9	12048	18.4	4587	7.0	6891	10.5
I have adequate access to administrative support.	9675	14.8	34778	53.2	10537	16.1	4947	7.6	5438	8.3
For health sciences campus employees, my patient-care load is manageable.	1712	2.8	8155	13.5	1632	2.7	628	1.0	48102	79.9

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 66518).

**Table B51**

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UC that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 57)

Observed Conduct or Communications	n	%
No	80226	77.3
Yes	23563	22.7

**Table B52**

Who/what were the targets of this conduct? (Question 58)

Target(s)	n	%
Administrator	1127	4.8
Alumni	153	0.6
Athletic coach/trainer	71	0.3
UC visitor(s)	670	2.8
Campus organizations or groups	1723	7.3
Campus police/building security	234	1.0
Co-worker	5693	24.2
Off campus community member	377	1.6
Department head	434	1.8
Donor	27	0.1
Don't know target	1461	6.2
Faculty advisor	139	0.6
Faculty member	1936	8.2
Friend	2932	12.4
Medical Staff	723	3.1
Partner/spouse	151	0.6
Patient	314	1.3
Person that I supervise	376	1.6
Registered Campus Organization	451	1.9
Student staff	531	2.3
Staff member	4881	20.7
Stranger	1556	6.6
Student	10018	42.5
Supervisor	822	3.5
Teaching assistant/Writing associate/Lab assistant/Tutor	492	2.1
UC Physician	290	1.2
Union representative	297	1.3
Other	1419	6.0

Note: Only answered by respondents who observed harassment (n = 23563).  
Percentages do not sum to 100 due to multiple responses.

**Table B53**

Who/what was the source of this behavior? (Question 59)

Source	n	%
Administrator	3262	13.8
Alumni	157	0.7
Athletic coach/trainer	81	0.3
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	571	2.4
UC visitor(s)	555	2.4
Campus organizations or groups	1297	5.5
Campus police/building security	594	2.5
Co-worker	3341	14.2
Off campus community member	460	2.0
Department head	1638	7.0
Donor	39	0.2
Don't know source	1777	7.5
Faculty advisor	546	2.3
Faculty member	3885	16.5
Friend	661	2.8
Medical Staff	661	2.8
Partner/spouse	33	0.1
Patient	196	0.8
Person that I supervise	152	0.6
Registered Campus Organization	357	1.5
Social Networking site (e.g. Facebook, Twitter)	407	1.7
Staff member	2882	12.2
Stranger	1771	7.5
Student	7372	31.3
Student staff	298	1.3
Supervisor	3157	13.4
Teaching assistant/Grad assistant/Lab assistant/Tutor	418	1.8
UC Physician	601	2.6
Union representative	171	0.7
Other	1243	5.3

Note: Only answered by respondents who observed harassment (n = 23563).  
Percentages do not sum to 100 due to multiple responses.

**Table B54**

What do you believe was the basis for this conduct? (Question 60)

Based On	n	%
Academic Performance	1823	7.7
Age	2087	8.9
Ancestry	1881	8.0
Country of origin	2475	10.5
Discipline of study	1182	5.0
Educational level	1861	7.9
Educational modality (online, classroom)	122	0.5
English language proficiency/accent	1571	6.7
Ethnicity	4617	19.6
Gender identity	3144	13.3
Gender expression	2307	9.8
Immigrant/citizen status	1321	5.6
International Status	708	3.0
Learning disability	527	2.2
Marital status	394	1.7
Medical condition	665	2.8
Military/veteran status	118	0.5
Parental status (e.g., having children)	464	2.0
Participation in an organization/team	884	3.8
Physical characteristics	1588	6.7
Physical disability	477	2.4
Philosophical views	2001	8.5
Political views	2837	12.0
Position (staff, faculty, student)	3911	16.6
Pregnancy	286	1.2
Psychological condition	801	3.4
Race	4743	20.1
Religious/spiritual views	2297	9.7
Sexual orientation	2590	11.0
Socioeconomic status	1628	6.9
Don't Know	4871	20.7
Other	3520	14.9

Note: Only answered by respondents who observed harassment (n = 23563).  
Percentages do not sum to 100 due to multiple responses.

**Table B55**

What forms of behaviors have you observed or personally been made aware of? (Question 61)

Form	n	%
Derogatory remarks	12179	51.7
Deliberately ignored or excluded	8381	35.6
Intimidated/bullied	7528	31.9
Isolated or left out	6652	28.2
Racial/ethnic profiling	4783	20.3
Assumption that someone was admitted/hired/promoted based on his/her identity	4633	19.7
Isolated or left out when work was required in groups	3687	15.6
Derogatory written comments	3186	13.5
Receipt of a low performance evaluation	2637	11.2
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	2569	10.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	2435	10.3
Singled out as a spokesperson for his/her identity	2296	9.7
Feared for their physical safety	1985	8.4
Graffiti/vandalism	1771	7.5
Threats of physical violence	913	3.9
Derogatory phone calls	817	3.5
Physical violence	763	3.2
Receipt of a poor grade because of a hostile classroom environment	706	3
Victim of a crime	677	2.9
Feared for their family's safety	329	1.4
Other	220	6.7

Note: Only answered by respondents who observed harassment (n = 23563). Percentages do not sum to 100 due to multiple responses.

**Table B56**

How many times have you observed this type of conduct? (Question 62)

Number of Times Observed Conduct	n	%
1	3588	16.1
2	4083	18.3
3	4187	18.8
4	2071	9.3
5	897	4.0
6 or more	7504	33.6

Note: Only answered by respondents who believed they had observed harassment (n = 23563).  
Percentages do not sum to 100 due to multiple responses.

**Table B57**

Where did this conduct occur? (Question 63)

Location	n	%
In a public space at UC	6573	27.9
While working at a UC job	6420	27.2
In a meeting with a group of people	5023	21.3
In a UC office	4998	21.2
In a class/lab/clinical setting	4346	18.4
At a UC event	3067	13
Off campus	2769	11.8
While walking on campus	2684	11.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	2147	9.1
In a meeting with one other person	2132	9
In campus housing	2002	8.5
In a health care setting	1489	6.3
In a faculty office	1248	5.3
In a UC dining facility	1009	4.3
In off campus housing	920	3.9
On campus transportation	457	1.9
In athletic facilities	341	1.4
Other	1256	5.3
<b>In a public space at UC</b>	<b>6573</b>	<b>27.9</b>

Note: Only answered by respondents who observed harassment (n = 23563). Percentages do not sum to 100 due to multiple responses.

**Table B58**

Please describe your reactions to observing this conduct? (Question 64)

Reactions	n	%
I was angry	10884	46.2
I felt embarrassed	7863	33.4
I told a friend	7177	30.5
I told a family member	4873	20.7
I avoided the harasser	4481	19
I did nothing	4279	18.2
I ignored it	3674	15.6
I was afraid	2734	11.6
I sought support from a staff person	2602	11
I didn't report it for fear that my complaint would not be taken seriously	2445	10.4
I didn't know who to go to	2399	10.2
It didn't affect me at the time	2263	9.6
I confronted the harasser at the time	2249	9.5
I felt somehow responsible	2198	9.3
I left the situation immediately	2081	8.8
I confronted the harasser later	1870	7.9
I sought support from an administrator	1639	7
I reported it to a campus employee/official	1517	6.4
I did report it but I did not feel the complaint was taken seriously	1360	5.8
I sought support from a faculty member	1320	5.6
I sought support from campus resource	1258	5.3
I sought information on-line	800	3.4
I told my union representative	518	2.2
I sought support from a spiritual advisor	366	1.6
I sought support from off-campus hot-line/advocacy services	302	1.3
I sought support from a student staff	270	1.1
I contacted a local law enforcement official	220	0.9
I sought support from a TA/grad assistant	156	0.7
Other	2299	9.8

Note: Only answered by respondents who observed harassment (n = 23563).  
Percentages do not sum to 100 due to multiple responses.

**Table B59**

**Faculty/Staff Only:** I have observed hiring practices at UC that I have perceived to be unfair and/or unjust or would inhibit diversifying the community. (Question 66)

Perceived Unfair/Unjust Hiring	n	%
No	30945	63.2
Yes	8231	16.8
Don't know	9816	20.0

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 49270).

**Table B60**

*Staff/Faculty only:* I believe that the unfair and unjust hiring practices were based upon: (Question 67)

Based On	n	%
Age	1299	15.8
Ancestry	404	4.9
Country of origin	517	6.3
Discipline of study	362	4.4
Educational level	939	11.4
Educational modality (on-line, classroom)	54	0.7
English language proficiency/accent	375	4.5
Ethnicity	1456	17.7
Gender identity	767	9.3
Gender expression	271	3.3
Immigrant/citizen status	170	2.1
International status	120	1.5
Learning disability	56	0.7
Marital status	225	2.7
Medical condition	124	1.5
Military/veteran status	46	0.6
Parental status (e.g., having children)	204	2.5
Participation in an organization/team	141	1.7
Personal relationship	2751	33.4
Partner/spousal preferential hiring practice	422	5.1
Preferential re-hiring	939	11.4
Physical characteristics	272	3.3
Physical disability	69	0.8
Political views	205	2.5
Position (staff, faculty, student)	1214	14.7
Pregnancy	78	1.0
Psychological condition	34	0.4
Race	1269	15.4
Religious/spiritual views	122	1.5
Sexual orientation	257	3.1
Socioeconomic status	162	2.0
Other	1580	19.2

Note: Only answered by employees who perceived discriminatory practices (n = 8231). Percentages do not sum to 100 due to multiple responses.

**Table B61**

*Post-docs/Graduate/Trainees/Faculty/Staff only:* I have observed employment-related discipline or action up to and including dismissal at UC that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	49764	75.3
Yes	5445	8.2
Don't know	10879	16.5

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 66518).

**Table B62**

*Post-docs/Graduate/Trainees/Faculty/Staff Only:* I believe that the unfair or unjust, employment-related disciplinary actions were based upon: (Question 70)

Based On	n	%
Age	903	16.6
Ancestry	246	4.5
Country of origin	279	5.1
Discipline of study	208	3.8
Educational level	462	8.5
Educational modality (on-line, classroom)	26	0.5
English language proficiency/accent	221	4.1
Ethnicity	762	14.0
Gender identity	405	7.4
Gender expression	158	2.9
Immigrant/citizen status	131	2.4
International status	103	1.9
Learning disability	92	1.7
Marital status	96	1.8
Medical condition	347	6.4
Military/veteran status	25	0.5
Parental status (e.g., having children)	176	3.2
Participation in an organization/team	140	2.6
Personal relationship	606	11.1
Partner/spousal preferential hiring practice	70	1.3
Physical characteristics	162	3.0
Physical disability	137	2.5
Political views	240	4.4
Position (staff, faculty, student)	1250	23.0
Pregnancy	76	1.4
Psychological condition	166	3.0
Race	774	14.2
Religious/spiritual views	117	2.1
Sexual orientation	162	3.0
Socioeconomic status	152	2.8
Other	1660	30.5

Note: Only answered by employees who perceived discriminatory practices (n = 5445). Percentages do not sum to 100 due to multiple responses.

**Table B63**

***Post-docs/Graduate/Trainees/Faculty/Staff only:*** I have observed promotion/tenure/reappointment/reclassification practices at UC that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	41169	62.3
Yes	11960	18.1
Don't know	12933	19.6

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 66518).

**Table B64**

*Post-docs/Graduate/Trainees/Faculty/Staff Only:* I believe that the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 73)

Based On	n	%
Age	1335	11.2
Ancestry	350	2.9
Country of origin	407	3.4
Discipline of study	670	5.6
Educational level	1047	8.8
Educational modality (on-line, classroom)	57	0.5
English language proficiency/accent	300	2.5
Ethnicity	1215	10.2
Gender identity	980	8.2
Gender expression	293	2.4
Immigrant/citizen status	139	1.2
International status	117	1.0
Learning disability	47	0.4
Marital status	212	1.8
Medical condition	159	1.3
Military/veteran status	26	0.2
Parental status (e.g., having children)	303	2.5
Participation in an organization/team	208	1.7
Personal relationship	3232	27.0
Partner/spousal preferential hiring practice	415	3.5
Physical characteristics	238	2.0
Physical disability	82	0.7
Political views	373	3.1
Position (staff, faculty, student)	2643	22.1
Pregnancy	101	0.8
Psychological condition	87	0.7
Race	1208	10.1
Religious/spiritual views	129	1.1
Sexual orientation	271	2.3
Socioeconomic status	191	1.6
Other	3276	27.4

Note: Only answered by employees who observed discriminatory practices (n = 11960). Percentages do not sum to 100 due to multiple responses.

**Table B65**

Using a scale of 1-5, please rate the overall climate at UC CAMPUS on the following dimensions: (Question 75)

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	37778	36.5	44074	42.6	17925	17.3	3162	3.1	614	0.6	<b>1.89</b>	<b>0.84</b>
Cooperative/Uncooperative	30101	29.1	45792	44.3	20976	20.3	5389	5.2	1100	1.1	<b>2.05</b>	<b>0.89</b>
Positive for persons with disabilities/Negative	33925	33.2	38773	38.0	24685	24.2	3813	3.7	914	0.9	<b>2.01</b>	<b>0.90</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	39812	39.0	38498	37.7	20747	20.3	2518	2.5	549	0.5	<b>1.88</b>	<b>0.85</b>
Positive for people of Christian faith/Negative	29676	29.2	33142	32.6	32563	32.0	5007	4.9	1293	1.3	<b>2.17</b>	<b>0.95</b>
Positive for people of other faith backgrounds faith/Negative	26481	26.1	35314	34.8	34272	33.7	4607	4.5	894	0.9	<b>2.19</b>	<b>0.91</b>
Positive for people who are agnostic or atheist/Negative	29478	29.1	34509	34.1	33672	33.3	2855	2.8	751	0.7	<b>2.12</b>	<b>0.89</b>
Positive for people of color/Negative	32355	31.7	37645	36.9	24295	23.8	6204	6.1	1554	1.5	<b>2.09</b>	<b>0.96</b>
Positive for men/Negative	41731	40.9	34116	33.4	23429	23.0	2196	2.2	608	0.6	<b>1.88</b>	<b>0.87</b>
Positive for women/Negative	34493	33.5	38592	37.5	24018	23.3	4912	4.8	885	0.8	<b>2.02</b>	<b>0.91</b>
Positive for non-native English speakers/Negative	25218	24.7	35930	35.2	30385	29.8	9086	8.9	1479	1.4	<b>2.27</b>	<b>0.98</b>
Positive for people who are immigrants/Negative	27010	26.6	35506	34.9	31348	30.8	6512	6.4	1280	1.3	<b>2.21</b>	<b>0.95</b>
Positive for people who are not U.S. Citizens/Negative	27558	27.2	34788	34.3	31848	31.4	5886	5.8	1302	1.3	<b>2.20</b>	<b>0.95</b>

<b>Table B65 (cont.)</b>	1		2		3		4		5		<b>Mean</b>	<b>Standard Deviation</b>
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	36446	35.3	43802	42.5	17917	17.4	4018	3.9	949	0.9	<b>1.93</b>	<b>0.87</b>
Respectful/disrespectful	33921	33.0	44215	43.0	18928	18.4	4658	4.5	1216	1.2	<b>1.98</b>	<b>0.89</b>
Positive for people of high socioeconomic status/Negative	41941	41.2	34148	33.5	22689	22.3	2282	2.2	775	0.8	<b>1.88</b>	<b>0.88</b>
Positive for people of low socioeconomic status/Negative	24322	23.9	32070	31.6	31516	31.0	10494	10.3	3212	3.2	<b>2.37</b>	<b>1.05</b>
Positive for people who identify as transgender/Negative	24341	24.4	28218	28.2	40471	40.5	5333	5.3	1570	1.6	<b>2.32</b>	<b>0.95</b>

**Table B66**

Using a scale of 1-5, please rate the overall climate at UC on the following dimensions: (Question 76)

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Not racist/racist	31814	30.8	39842	38.6	22613	21.9	7306	7.1	1636	1.6	<b>2.10</b>	<b>0.97</b>
Not sexist/sexist	31116	30.2	38660	37.5	23727	23.0	7834	7.6	1625	1.6	<b>2.13</b>	<b>0.98</b>
Not homophobic/homophobic	34559	33.9	39901	39.1	22456	22.0	4206	4.1	835	0.8	<b>1.99</b>	<b>0.89</b>
Not transphobic/transphobic	31636	31.4	36302	36.0	26350	26.2	5066	5.0	1346	1.3	<b>2.09</b>	<b>0.94</b>
Not age biased/age biased	30765	30.0	35712	34.9	25139	24.5	8822	8.6	1968	1.9	<b>2.18</b>	<b>1.02</b>
Not classist (socioeconomic status)/classist	27066	26.6	33956	33.4	26231	25.8	11160	11.0	3389	3.3	<b>2.31</b>	<b>1.08</b>
Not classist (position: faculty, staff, student)/ classist	24606	24.1	30173	29.6	26490	26.0	14115	13.8	6693	6.6	<b>2.49</b>	<b>1.18</b>
Disability friendly/Not disability friendly	34410	33.8	38645	37.9	23645	23.2	4174	4.1	1076	1.1	<b>2.01</b>	<b>0.91</b>

**Table B67**

*Students/Faculty Only:* The classroom/learning environment at UC is welcoming for students based on their: (Question 77)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	16887	28.9	29088	49.8	4384	7.5	891	1.5	7125	12.2
Ancestry	16638	28.6	26963	46.3	4168	7.2	893	1.5	9533	16.4
Country of origin	16390	28.2	28220	48.6	4776	8.2	924	1.6	7763	13.4
English language proficiency/ accent	13682	23.5	28120	48.4	8161	14.0	1479	2.5	6700	11.5
Ethnicity	16524	28.5	28658	49.4	5093	8.8	1163	2.0	6588	11.4
Gender identity	15999	27.6	26957	46.4	4856	8.4	1030	1.8	9221	15.9
Gender expression	15474	26.7	26337	45.4	5287	9.1	1119	1.9	9769	16.8
Immigrant/citizen status	15271	26.3	26222	45.2	5332	9.2	1218	2.1	9953	17.2
International status	16507	28.5	26953	46.5	4598	7.9	1053	1.8	8821	15.2
Learning disability	14258	24.6	25222	43.6	5601	9.7	1200	2.1	11626	20.1
Marital status	16870	29.1	24627	42.5	3683	6.4	974	1.7	11727	20.3
Medical conditions	14731	25.6	24969	43.3	4348	7.5	997	1.7	12578	21.8
Military/veteran status	15784	27.2	22163	38.3	3082	5.3	711	1.2	16188	27.9
Parental status (e.g., having children)	13962	24.1	23299	40.3	4890	8.4	982	1.7	14739	25.5
Participation in an campus club/organization	18278	31.6	25663	44.3	3137	5.4	723	1.2	10068	17.4
Psychological condition	12581	21.8	23174	40.1	5615	9.7	1076	1.9	15299	26.5
Physical characteristics	14384	24.9	26448	45.8	5117	8.9	1115	1.9	10708	18.5
Physical disability	14289	24.7	25628	44.4	4990	8.6	1013	1.8	11824	20.5

<b>Table B67 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	12954	22.4	25830	44.7	7747	13.4	1995	3.4	9303	16.1
Race	15802	27.3	27501	47.5	5529	9.6	1510	2.6	7513	13.0
Religious/spiritual views	13900	24.0	26818	46.4	6232	2.7	1543	2.7	9311	16.1
Sexual orientation	16077	27.8	26916	46.6	4389	7.6	1060	1.8	9359	16.2
Socioeconomic status	14037	24.3	26467	45.9	6457	11.2	1781	3.1	8926	15.5

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 60150).

**Table B68**

*Post-docs/Students/Trainees Only*: Please indicate your level of agreement with the following statements: (Question 78)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom/learning environment	11230	20.7	30395	56.2	7281	13.5	1462	2.7	3759	6.9
I feel valued by other students in the classroom	9944	18.4	29649	54.9	8358	15.5	1312	2.4	4750	8.8
I think UC faculty are genuinely concerned with my welfare	11217	20.7	27676	51.2	8487	15.7	2186	4.0	4497	8.3
I think UC staff are genuinely concerned with my welfare	10777	20.0	27996	51.8	8001	14.8	1987	3.7	5243	9.7
I think administrators are genuinely concerned about my welfare.	8536	15.9	23514	43.7	10592	19.7	4094	7.6	7014	13.0
I think faculty pre-judge my abilities based on perceived identity/background	5198	9.7	15323	28.5	18547	34.5	6362	11.8	8262	15.4
I believe the campus climate encourages free and open discussion of difficult topics	13011	24.1	29189	54.0	6781	12.5	1778	3.3	3316	6.1
I have faculty who I perceive as role models	15062	27.8	25646	47.4	7640	14.1	1270	2.3	4491	8.3
I have staff who I perceive as role models	9792	18.1	21144	39.2	12473	23.1	1804	3.3	8753	16.2
I have administrators who I perceive as role models	6790	12.6	15759	29.3	15644	29.1	3862	7.2	11658	21.7
I don't see enough faculty/staff with whom I identify	7136	13.3	18114	33.7	18462	34.4	4200	7.8	5799	10.8
I have opportunities for academic success that are similar to those of my classmates	13673	25.4	30702	57.0	4828	9.0	1259	2.3	3388	6.3

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 54948).

**Table B69**

*Undergraduate Students Only:* I perceive tension in the residence halls with regard to a person's: (Question 80)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1079	3.0	3772	10.4	14407	39.8	6749	18.6	10232	28.2
Ancestry	863	2.4	3010	8.3	15094	41.7	6906	19.1	10308	28.5
Country of origin	968	2.7	4290	11.9	14367	39.8	6594	18.2	9916	27.4
Education level	989	2.7	4404	12.2	14394	39.9	6309	17.5	10005	27.7
English language proficiency/ accent	1353	3.7	6398	17.7	12912	35.7	5604	15.5	9859	27.3
Ethnicity	1302	3.6	5330	14.8	13656	37.8	6173	17.1	9655	26.7
Gender identity	1285	3.6	4935	13.7	13447	37.2	5937	16.4	10508	29.1
Gender expression	1357	3.8	5106	14.2	13201	36.6	5824	16.1	10595	29.4
Immigrant/citizen status	986	2.7	3438	9.5	14496	40.2	6419	17.8	10722	29.7
International Status	943	2.6	3390	9.4	14591	40.5	6634	18.4	10488	29.1
Learning disability	920	2.6	3248	9.0	14034	39.0	6102	16.9	11715	32.5
Marital status	798	2.2	2475	6.9	13726	38.1	6227	17.3	12778	35.5
Medical conditions	800	2.2	2623	7.3	14076	39.3	6267	17.5	12079	33.7
Military/veteran status	659	1.8	1588	4.4	13634	37.9	6671	18.5	13427	37.3
Parental status (e.g., having children)	820	2.3	2745	7.6	12569	35.0	5784	16.1	14038	39.0
Participation in an campus club/organization	956	2.7	3326	9.3	13892	38.6	7418	20.6	10364	28.8
Participation on an athletic team	984	2.7	2952	8.2	14025	39.0	7501	20.9	10502	29.2
Philosophical views	977	2.7	4248	11.8	13831	38.5	6208	17.3	10701	29.8

<b>Table B69 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	997	2.8	4032	11.2	13237	36.8	5826	16.2	11851	33.0
Physical characteristics	1356	3.8	4975	13.8	13156	36.6	5877	16.3	10584	29.4
Physical disability	903	2.5	3255	9.1	13913	38.7	6270	17.5	11577	32.2
Political views	1457	4.1	5459	15.2	12941	36.0	5602	15.6	10504	29.2
Race	1345	3.7	4846	13.5	13569	37.7	6294	17.5	9925	27.6
Religious/spiritual views	1333	3.7	5059	14.1	13362	37.2	5896	16.4	10312	28.7
Sexual orientation	1337	3.7	4798	13.3	13267	36.9	5987	16.6	10576	29.4
Socioeconomic status	1381	3.8	4417	12.3	13596	37.9	6057	16.9	10449	29.1

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 37700).

**Table B70**

*Post-docs/Trainees/Faculty/Staff Only*: My workplace climate is welcoming based on a person's: (Question 81)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	11938	23.3	26086	51.0	6586	12.9	1679	3.3	4686	9.5
Ancestry	12827	25.2	24722	48.6	4817	9.5	1331	2.6	7192	14.1
Country of origin	13007	25.6	25231	49.6	5032	9.9	1335	2.6	6212	12.2
Educational level	12025	23.6	26278	51.6	6639	13.0	1684	3.3	4268	8.4
English language proficiency/ accent	11402	22.5	26806	52.8	6126	12.1	1342	2.6	5107	10.1
Ethnicity	13033	25.7	25565	50.4	5411	10.7	1565	3.1	5184	10.2
Gender identity	11895	23.5	23372	46.2	5349	10.6	1387	2.7	8614	17.0
Gender expression	11452	22.7	22708	45.0	5481	10.9	1369	2.7	9471	18.8
Immigrant/citizen status	11808	23.4	23744	47.0	5273	10.4	1382	2.7	8356	16.5
International Status	12235	24.3	23917	47.4	4817	9.5	1255	2.5	8215	16.3
Learning disability	9394	18.7	20311	40.5	6178	12.3	1440	2.9	12873	25.6
Marital status	13284	26.3	24646	48.8	4994	9.9	1448	2.9	6175	12.2
Medical conditions	10876	21.7	22919	45.7	5875	11.7	1638	3.3	8875	17.7
Military/veteran status	11039	21.9	19866	39.4	3982	7.9	1115	2.2	14454	28.6
Parental status (e.g., having children)	12681	25.1	24321	48.1	5565	11.0	1450	2.9	6589	13.0
Participation in a campus club/organization	10587	21.0	20775	41.3	4360	8.7	1205	2.4	13375	26.6
Participation on an athletic team	9566	19.1	18166	36.3	4171	8.3	1153	2.3	17034	34.0
Philosophical views	10092	20.1	22658	45.0	5824	11.6	1471	2.9	10263	20.4

<b>Table B70 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	9052	18.1	20418	40.8	5811	11.6	1301	2.6	13519	27.0
Physical characteristics	10828	21.6	23843	47.6	5181	10.3	1332	2.7	8958	17.9
Physical disability	10469	20.9	22326	44.5	5407	10.8	1371	2.7	10547	21.0
Political views	9538	19.0	22469	44.7	6969	13.9	1903	3.8	9380	18.7
Race	12388	24.6	24322	48.3	5638	11.2	1680	3.3	6300	12.5
Religious/spiritual views	10462	20.8	22817	45.5	6103	12.2	1688	3.4	9107	18.1
Sexual orientation	12156	24.3	23096	46.1	4922	9.8	1326	2.6	8591	17.2
Socioeconomic status	10845	21.7	23321	46.7	6305	12.6	1714	3.4	7787	15.6

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 52766).

### **Table B71**

How would you rate the accessibility of UC? (Question 82)

*This question had response choices that were specific to each location, and so responses are not provided in this aggregate report.*

**Table B72**

How would you rate the climate at UC CAMPUS for people who are/have: (Question 84)

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	18470	18.8	45892	46.6	5418	5.5	788	0.8	27858	28.3
Physical health issues	23492	23.9	51997	52.9	3201	3.3	500	0.5	19125	19.5
Female	28815	29.2	56570	57.4	4605	4.7	724	0.7	7872	8.0
From religious affiliations other than Christian	22958	23.4	52673	53.6	4445	4.5	705	0.7	17458	17.8
From Christian affiliations	23470	23.9	52293	53.3	4709	4.8	836	0.9	16771	17.1
Gay, lesbian, bisexual	26289	26.8	52842	53.8	3615	3.7	615	0.6	14888	15.2
Immigrants	23253	23.7	53153	54.2	5064	5.2	783	0.8	15776	16.1
International students, staff, or faculty	26599	27.1	53284	54.3	3562	3.6	524	0.5	14131	14.4
Learning disability	20637	21.1	46207	47.3	4062	4.2	514	0.5	26280	26.9
Male	35062	35.7	51731	52.7	1615	1.6	400	0.4	9423	9.6
Non-native English speakers	21484	21.9	53640	54.8	8060	8.2	1058	1.1	13695	14.0
Parents/guardians	23472	24.0	50891	52.0	2728	2.8	436	0.4	20416	20.8
People of color	26099	26.6	54149	55.1	5190	5.3	1255	1.3	11525	11.7
Providing care for adults who are disabled and/or elderly	21238	21.7	44422	45.4	221	2.3	495	0.5	29370	30.0
Physical disability	23387	24.0	50256	51.5	3034	3.1	527	0.5	20427	20.9
Socioeconomically disadvantaged	21515	22.0	47614	48.7	8059	8.2	1706	1.7	18864	19.3
Socioeconomically advantaged	28817	29.5	47833	49.0	2518	2.6	596	0.6	17832	18.3
Transgender	20105	20.6	41212	42.3	4470	4.6	1155	1.2	30433	31.3
Other	5075	13.5	12172	32.3	619	1.6	373	1.0	19387	51.5

**Table B73**

How would you rate the climate at UC for persons from the following racial/ethnic backgrounds? (Question 85)

Background	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	25868	25.8	53131	53.0	6462	6.4	1726	1.7	13075	13.0
American Indian/Alaskan Native	24724	24.7	49003	49.0	3018	3.0	1046	1.0	22147	22.2
Asian/ Asian American	31361	31.3	53910	53.8	3987	4.0	738	0.7	10124	10.1
Hispanic/Latino	26378	26.4	54963	55.0	5862	5.9	1100	1.1	11674	11.7
Middle Eastern/South Asian/ North African	25534	25.6	53322	53.4	5090	5.1	1153	1.2	14777	14.8
Pacific Islander	26047	26.1	52646	52.8	2606	2.6	605	0.6	17876	17.9
White	40896	41.0	50833	50.9	1707	1.7	446	0.4	5976	6.0

**Table B74**

*Students Only:* Before I enrolled, I expected the climate at UC would be \_\_\_\_\_ for people who are/have: (Question 86)

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	15964	33.8	23039	48.8	876	1.9	106	0.2	7220	15.3
Physical health issues	16519	35.1	23264	49.4	589	1.3	81	0.2	6663	14.1
Female	18463	39.2	23459	49.7	685	1.5	103	0.2	4445	8.6
From religious affiliations other than Christian	16307	34.6	23729	50.4	1192	2.5	185	0.4	5704	12.1
From Christian affiliations	16129	34.3	23300	49.5	1666	3.5	308	0.7	5671	12.0
Gay, lesbian, bisexual	17470	37.1	22732	48.3	1401	3.0	215	0.5	5281	11.2
Immigrants	16248	34.5	23518	49.9	1483	3.1	191	0.4	5647	12.0
International students, staff, or faculty	17038	36.2	23675	50.3	798	1.7	101	0.2	5442	11.6
Learning disability	16203	34.5	23181	49.4	1066	2.3	130	0.3	6389	13.6
Male	19105	40.6	22883	48.6	380	0.8	85	0.2	4604	9.8
Non-native English speakers	15947	34.0	23637	50.3	1753	3.7	193	0.4	5434	11.6
Parents/guardians	16489	35.1	23348	49.7	631	1.3	81	0.2	6435	13.7
People of color	17259	36.7	23612	50.2	1129	2.4	199	0.4	4879	10.4
Providing care for other than a child	15805	33.7	22607	48.2	526	1.1	85	0.2	7925	16.9
Physical disability	16753	35.6	23170	49.4	755	1.6	122	0.3	6165	13.1
Socioeconomically disadvantaged	16478	35.0	22986	48.9	1645	3.5	294	0.6	5630	12.0
Socioeconomically advantaged	17453	37.1	22854	48.6	868	1.8	177	0.4	5657	12.0

<b>Table B74 (cont.)</b>	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	15806	33.7	22172	47.2	1663	3.5	355	0.8	6949	14.8
Veterans/active military	17591	37.5	21794	46.5	706	1.5	160	0.3	6637	14.2
Other	4567	21.9	8520	40.9	134	0.6	67	0.3	7538	36.2

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 51452).

**Table B75**

*Students/Trainees Only:* To what extent do you agree that the courses you have taken at UC include sufficient materials, perspectives, and/or experiences of people based on their: (Question 87)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	9846	21.3	21597	46.7	4155	9.0	742	1.6	9869	21.4
Ancestry	9670	21.0	21195	46.0	4059	8.8	769	1.7	10381	22.5
Country of origin	9771	21.3	21500	46.8	4343	9.4	805	1.8	9561	20.8
Educational level	10136	22.1	22239	48.4	4331	9.4	816	1.8	8407	18.3
English language proficiency/ accent	9301	20.3	21229	46.3	5229	11.4	950	2.1	9164	20.0
Ethnicity	10270	22.4	22004	48.0	3825	8.3	915	2.0	8838	19.3
Gender identity	9745	21.2	19930	43.5	4561	9.9	1196	2.6	10431	22.7
Gender expression	9563	20.9	19667	42.9	4696	10.2	1223	2.7	10667	23.3
Immigrant/citizen status	9356	20.4	20395	44.6	4404	9.6	982	2.1	10633	23.2
International Status	9454	20.7	20746	45.3	4097	9.0	861	1.9	10594	23.2
Learning disability	8455	18.5	18604	40.7	5047	11.0	1179	2.6	12400	27.1
Level of Education	9682	21.2	21482	47.0	4161	9.1	893	2.0	9517	20.8
Marital status	8744	19.3	18901	41.7	3764	8.3	833	1.8	13135	28.9
Medical conditions	8936	19.6	19129	42.0	2983	8.7	745	1.6	12770	28.0
Military/veteran status	8656	19.0	17891	39.3	4127	9.1	778	1.7	14072	30.9
Parental status (e.g., having children)	8486	18.7	18487	40.7	3998	8.8	756	1.7	13731	30.2
Philosophical Views	9766	21.5	21216	46.6	3330	7.3	732	1.6	10456	23.0
Psychological condition	8766	19.3	19377	42.6	3984	8.8	786	1.7	12569	27.6

	9077	20.0	20104	44.2	3601	7.9	730	1.6	11949	26.3
<b>Table B75 cont.</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	8881	19.6	19356	42.6	4115	9.1	766	1.7	12283	27.1
Physical disability	9406	20.7	20818	45.7	4044	8.9	1005	2.2	10250	22.5
Political views	9649	21.3	20777	45.8	3066	6.8	629	1.4	11205	24.7
Position (faculty, staff)	10158	22.3	21243	46.6	3526	7.7	939	2.1	9675	21.2
Race	9227	20.3	20538	45.2	4175	9.2	993	2.2	10548	23.2
Religious/spiritual views	9595	21.1	19942	43.8	3953	8.7	1003	2.2	10995	24.2
Sexual orientation	9350	20.7	20114	44.5	4106	9.1	1141	2.5	10532	23.3
Socioeconomic status										

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 52304).

**Table B76**

*Post-docs/Trainees/Faculty/Staff Only:* How would each of the following affect the climate at UC? If you mark “Not currently available at UC”, please indicate how you feel it would influence climate if it was available (Question 88)

Action	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	3741	8.0	13245	28.2	1919	4.1	5623	12.0	22457	47.8
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	3129	7.0	13372	29.7	1991	4.4	5252	11.7	21275	47.3
Providing recognition and rewards for including diversity issues in courses across the curriculum	4119	9.2	14821	33.0	2771	6.2	4696	10.5	18464	41.1
Providing diversity training for staff	6025	12.7	23397	49.1	4367	9.2	3324	7.0	10501	22.1
Providing diversity training for faculty	4758	10.6	18005	40.1	3452	7.7	3776	8.4	14938	33.2
Providing diversity training for students	4262	9.5	17687	39.6	2724	6.1	4006	9.0	15999	35.8
Providing access to counseling for people who have experienced harassment	5702	12.0	23677	49.7	1668	3.5	3665	7.7	12904	27.1
Providing mentorship for new faculty	4974	11.1	17534	39.2	1479	3.3	3701	8.3	17045	38.1
Providing mentorship for new staff	7816	16.6	21878	46.4	2461	5.2	3208	6.8	11773	25.0
Providing a clear and fair process to resolve conflicts	6836	14.5	23916	50.8	2066	4.4	3543	7.5	10689	22.7
Increasing funding to support efforts to change campus climate	5582	11.9	16199	34.5	3740	8.0	4734	10.1	16650	35.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	4725	10.1	15565	33.1	4725	10.1	6454	13.7	15512	33.0
Providing diversity and equity training to search and tenure committees	4712	10.4	16291	36.1	3469	7.7	4945	11.0	15694	34.8
Increasing the diversity of the faculty	4735	10.7	19884	44.8	3429	7.7	3526	7.9	12826	28.9

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
<b>Table B76 cont.</b>										
Increasing the diversity of the staff	5659	12.0	22381	47.5	4553	9.7	3399	7.2	11152	23.7
Increasing the diversity of the administration	5743	12.7	20745	45.8	3923	8.7	3538	7.8	11367	25.1
Increasing the diversity of the student body	4444	10.0	20073	45.4	3560	8.0	3726	8.4	12455	28.1
Providing back-up family care	6542	14.0	19241	41.1	2271	4.9	3873	8.3	14895	31.8
Providing lactation accommodations	5746	12.3	19045	40.7	2584	5.5	3716	7.9	15738	33.6
Providing career development opportunities for staff	7442	15.9	26802	57.1	1805	3.8	2500	5.3	8391	17.9

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =52766).

**Table B77**

*Students Only:* How would each of the following affect the climate for diversity at UC? (Question 90)

Action	Not Currently Available on Campus		Positively Influences Climate		Has No Influence on Climate		Negatively Influences Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	4830	9.4	20362	47.9	4726	11.1	629	1.5	16787	39.5
Providing diversity training for staff	2448	4.8	20412	46.2	3485	7.9	430	1.0	19889	45.0
Providing diversity training for faculty	2350	4.6	20284	46.2	3469	7.9	431	1.0	19726	44.9
Providing a person to address student complaints of classroom inequity	3805	7.4	23263	54.3	3546	8.3	427	1.0	15589	36.4
Increasing diversity of the faculty and staff	1867	3.6	26983	60.6	5607	12.6	933	2.1	11002	24.7
Increasing the diversity of the student body	1814	3.5	28475	63.9	5347	12.0	1190	2.7	9575	21.5
Increasing opportunities for cross-cultural dialogue among students	2154	4.2	29856	67.4	3726	8.4	463	1.0	10280	23.2
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	2509	4.9	28702	65.3	3611	8.2	457	1.0	11214	25.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2440	4.7	27018	61.4	4509	10.3	1062	2.4	11399	25.9
Providing effective faculty mentorship of students	2935	5.7	31005	71.0	2500	5.7	196	0.4	9941	22.8

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 51452)

This survey meets the Web Content Accessibility Guidelines (WCAG 2.0) recommended for use at the University of California (<http://www.ucop.edu/irc/itaccessibility/resources/>). It is also available in alternative formats upon request.

For more information regarding accessibility assistance please contact:

As appropriate for the institution

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If clicked, the participant will have access to the introductory materials and definitions

If skipped, the participant will move directly to the survey directions

**UC [insert campus/location]**  
**Climate Assessment for Learning, Living, and Working**  
(Administered by Rankin & Associates, Consulting)

**Purpose**

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UC [insert campus or location]. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. The results of the survey will provide important information about our climate and will enable us to improve the environment for learning, living, and working at UC [insert campus or location].

**Procedures**

**Procedures appear respectively in appropriate mediums**

**Procedures (on-line version)**

You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You will receive a mail merged e-mail with a personal embedded link. The link will contain a personal identifier which will allow you to return to the survey if not completed at one time, and also to be automatically entered into an incentive prize drawing. The unique identifier tied to your user name will be maintained by the campus/location. The campus/location will not receive raw data matched to the identifier. Rankin & Associates will receive the raw data with the unique identifier, but no user name or id. This process prevents any raw data from being directly linked to participant user name. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure server where any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

**Procedures (paper and pencil version)**

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

**Discomforts and Risks**

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time.

Participants who experience discomfort are encouraged to contact:

**[Insert as appropriate to the campus/location]**

### **Benefits**

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at **UC [insert campus or location]** is conducive to learning, living, and working.

### **Voluntary Participation**

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

### **Statement of Confidentiality for Participation**

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). No guarantees can be made regarding the interception of data sent via the Internet by any third parties; however, to avoid interception of data, the survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

### **Statement of Anonymity for Comments**

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you say, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give “voice” to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

### **Privacy and Data Usage**

The consultant will provide UCOP with a data file at the completion of the project. UCOP and campuses require raw data to conduct additional analysis for administrative purposes since the consultant will provide only a high-level summary of trends and frequent themes in reports. UCOP Institutional Research will house the data indefinitely in an integrated data enterprise system called the Decision Support System (DSS). A data security and privacy protection plan is currently being developed for the DSS, but one purpose of the integrated system is to establish a very high standard of IT security and data protection and consistency in handling data.

At UCOP, the Institutional Research and the Climate Study Project Coordinator in the Immediate Office of the Provost and Executive Vice President-Academic Affairs will have access to unit-level data via a data application tool. In addition, each Chancellor will designate and appoint a campus data coordinator, who will manage campus use of data for administrative purposes, and will maintain data use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project. The data coordinators are held to the same use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project.

Data may also be used for research purposes, but will be subject to Institutional Review Board (IRB) approval. Researchers that want to use data will submit an application to UCOP outlining the scope of the research project, and must receive IRB approval. Future research projects involving use of identifiable data from the climate assessment will be eligible for expedited IRB review under category 5.

Data may be subject to California Public Records Act requests. Raw data in its entirety could be withheld from a PRA request due to FERPA and other privacy laws that prevent the release of personally identifiable information. Due to the large number of demographic questions, each survey response will be treated as potentially individually identifiable, even though no specific identifiers will be collected. However, raw data for specific indicators would

likely be subject to disclosure upon request; but still any information that could be used to directly identify an individual would be redacted from the records to protect the privacy of individual survey respondents. Data will also be used for longitudinal studies. UCOP plans to re-administer the survey in 4-5 years, and progress and trends will be analyzed based on all available data.

#### **Right to Ask Questions**

**You can ask questions about this assessment. Questions concerning this project should be directed to:**

Susan R. Rankin, Ph.D.  
Principal & Senior Research Associate  
Rankin and Associates, Consulting  
[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)  
814-625-2780

**Questions regarding the survey process may also be directed to:**

[Insert as appropriate for the campus/location]

**Questions concerning the rights of participants should be directed to:**

[Insert as appropriate for the campus/location]

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the “Continue” button below. By clicking on the “Continue” button, you will indicate your consent to participate in this study. It is recommended that you print this statement for your records.

#### **UC System Institutional Review Board Project Evaluation**

The UC Institutional Review Board directors have reviewed the Scope of Work for the UC Climate Assessment Initiative and consider the activity to be designed to assess campus/office climate within the University of California and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledge that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Climate Initiative are collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment initiative will be eligible for expedited IRB review under category 5.

LBNL	Chris Byrne	Lead Compliance Officer
UCB	Rebecca Armstrong	Director, Office for the Protection of Human Subjects
UCD	Elodia Tarango	Interim IRB Director, IRB Administration
UCI	Karen Allen	Director, Human Research Protections
UCLA	Sharon Friend	Director of Human Research Protection Program
UCM	Deborah Motton	Assistant Vice Chancellor for Research, Director of Research Compliance
UCR	Bill Schmechel	Director, Research Integrity
UCSD	Mike Caligiuri	Director of Clinical Research Protections Program (CRESP)
UCSF	John Heldens	Director, Human Research Protection Program
UCSB	Bruce Hanley	Director, Research Compliance
UCSC	Caitlin Deck	Director, Research Compliance Administration
UCOP & ANR	Jeff Hall	Director, Research Policy Development

### **Survey Terms and Definitions**

**American Indian (Native American):** A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Ancestry:** The country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.

**Asexual:** A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

**Assigned Birth Sex:** Refers to the assigning (naming) of the biological sex of a baby at birth.

**Bullying:** Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

**Classist:** A bias based on social or economic class.

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

**Disability:** A physical or mental impairment that limits one or more major life activities.

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

**Diversity:** The variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, gender expression, socioeconomic status, and geographic region, and more.

**Eldercare:** A person who has primary responsibility in caring for an older partner or family member.

**Ethnicity:** A unique social and cultural heritage shared by a group of people.

**Experiential Learning:** Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

**Gender Expression:** The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

**Harassment:** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Homophobia:** The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

**Management and Senior Professional:** One of three personnel programs at UC. MSP personnel program includes managers and directors as well as senior professionals such as staff physicians, nurse managers, high-level computer programmers, and high-level analysts.

**Multiculturalism:** An environment in which cultures are celebrated and not hindered by majority values and beliefs.

**Non-Native English Speakers:** People for whom English is not their first language.

**People of Color:** People who self-identify as other than White.

**Physical Characteristics:** Term that refers to one's appearance.

**Position:** The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

**Professional & Support Staff:** One of three personnel programs at UC. PSS is the largest personnel program and encompasses policy-covered staff subject to the Personnel Policies for Staff Members as well as staff covered by collective bargaining agreements. Titles in the PSS program include nurses, clerical/administrative staff, research assistants, analysts, computer programmers, custodians, and many others.

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Sexual Orientation:** Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

**Socioeconomic Status:** The status one holds in society based on one's level of income, wealth, education, and familial background.

**Social Support:** The resources other people provide, including a person's perception that he or she can rely on other people for help with problems or in times of crisis. Having feelings of connectedness and being a part of a community.

**Transgender:** An umbrella term referring to those whose gender identity or gender expression [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

**Transphobia:** A irrational fear of transgender people [previously defined]. Transphobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

**Unwanted Physical Sexual Contact:** Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

### **Directions**

#### **Directions appear respectively in appropriate mediums**

**URL only:** Please read and answer each question carefully. For each answer, click on/fill in the appropriate oval. If you want to change an answer, click on/fill in the oval of your new answer and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**Paper/Pencil only:** Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**“NEXT” button – leads participant to the survey.**

**If participant declines participation, she/he/ze is led to a “thank you” page.**

1. What is your **primary** position at **UC [insert campus or location]** ?(Please mark only one)
- Division of Agriculture and Natural Resources (ANR) (Mark all that apply)
    - Agricultural Experiment Station (AES) Faculty (Agronomist Series)
    - Specialist in Cooperative Extension Series
    - Cooperative Extension Advisor Series
  - Lawrence Berkeley National Laboratory
    - Scientist or Engineer
    - Non Scientist or Engineer – Technical
    - Non Scientist or Engineer – Administrative/Operations
    - Postdoctoral Fellow
    - Graduate Student Research Assistant
    - High School/Undergraduate Student Assistant
  - Undergraduate student
    - Started at **UC [insert campus]** as a first-year student
    - Transferred from a California community college
    - Transferred from another institution
  - Graduate/Professional student
    - Non-degree
    - Certificate/teacher credential program candidate
    - Master's degree student
    - Doctoral degree student (Ph.D., Ed.D.)
    - Professional degree student (e.g., MD, JD, MBA)
  - Postdoctoral scholar (e.g., Employees, Paid-Directs)
  - Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
  - Staff – non-Union
    - Senior Management Group (SMG)
    - Management & Senior Professionals (MSP) - Supervisor
    - Management & Senior Professionals (MSP) – Non-Supervisor
    - Professional & Support Staff (PSS) – Non-Union & Supervisor
    - Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
  - Staff - Union
    - Professional & Support Staff (PSS) – Union Represented & Supervisor
    - Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
  - Faculty
    - Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director)
    - General Campus Faculty
      - Professor
        - FTE/Ladder Rank
        - Acting
        - Visiting
        - Adjunct
        - Emeritus
      - Associate Professor
        - FTE/Ladder Rank
        - Acting
        - Visiting
        - Adjunct
        - Emeritus
      - Assistant Professor
        - FTE/Ladder Rank
        - Acting
        - Visiting
        - Adjunct
      - Other Faculty appointment (e.g., Instructor/Lecturer)
    - Health Sciences Campus Faculty

- Professor
  - FTE/Ladder Rank
  - In Residence
  - Clinical "X"
  - Adjunct
  - Health Sciences Clinical
  - Clinical Professor of Dentistry
  - Emeritus
- Associate Professor
  - FTE/Ladder Rank
  - In Residence
  - Clinical "X"
  - Adjunct
  - Health Sciences Clinical
  - Clinical Professor of Dentistry
  - Emeritus
- Assistant Professor
  - FTE/Ladder Rank
  - In Residence
  - Clinical "X"
  - Adjunct
  - Health Sciences Clinical
  - Clinical Professor of Dentistry
- Other Faculty appointment (e.g., Instructor/Lecturer)
- Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)  
**(NOTE: Other Academic Series should receive "staff" questions)**

2. **Staff only:** What is your **primary** employment status with **UC [insert campus or location]?**
  - Career (including partial-year career) employee
  - Contract employee
  - Limited appointment employee/ term employment
  - Per Diem employee
  - Floater (temporary services) employee
  - Academic employee
3. **Staff only:** What is your **primary** campus location with **UC [insert campus or location]?**
  - Health Sciences/Medical Center
  - General Campus
4. Are you full-time or part-time in that **primary** status?
  - Full-time
  - Part-time

## Part 1: Personal Experiences

*Please reflect on your experiences WITHIN THE PAST YEAR...*

5. Overall, how comfortable are you with the climate at **UC [insert campus or location]**?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  
6. Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  
7. **Student/Post-doctoral/Graduate/Faculty only:** Overall, how comfortable are you with the climate in your classes?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  - Not applicable
  
8. In the past year, have you seriously considered leaving **UC [insert campus or location]**?
  - No **(skip to question 10)**
  - Yes
  
9. If you wish to elaborate on why you seriously considered leaving, please do so here.  
**Insert text box here**

10. **Post-docs/Students/Trainees only:** The following questions ask you about your academic experience at UC [insert campus/location].

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not applicable
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at UC [insert campus or location].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at UC [insert campus or location].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to UC [insert campus or location].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UC [insert campus or location].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university due to academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at **UC [insert campus or location]**?
- No (skip to Question 18)
  - Yes, but it did not interfere with my ability to work or learn
  - Yes, and it interfered with my ability to work or learn

12. What do you believe the conduct was based upon and how often have you experienced it? (**Mark all that apply**)

<ul style="list-style-type: none"> <li><input type="radio"/> Academic Performance</li> <li><input type="radio"/> Age</li> <li><input type="radio"/> Ancestry</li> <li><input type="radio"/> Country of origin</li> <li><input type="radio"/> Discipline of study</li> <li><input type="radio"/> Educational level</li> <li><input type="radio"/> Educational modality (on-line, classroom)</li> <li><input type="radio"/> English language proficiency/accent</li> <li><input type="radio"/> Ethnicity</li> <li><input type="radio"/> Gender identity</li> <li><input type="radio"/> Gender expression</li> <li><input type="radio"/> Immigrant/citizen status</li> <li><input type="radio"/> International status</li> <li><input type="radio"/> Learning disability</li> <li><input type="radio"/> Marital status (e.g., single, married, partnered)</li> <li><input type="radio"/> Medical condition</li> <li><input type="radio"/> Military/veteran status</li> <li><input type="radio"/> Parental status (e.g., having children)</li> <li><input type="radio"/> Participation in an organization/team (please specify _____)</li> <li><input type="radio"/> Physical characteristics</li> <li><input type="radio"/> Physical disability</li> <li><input type="radio"/> Philosophical views</li> <li><input type="radio"/> Political views</li> <li><input type="radio"/> Position (staff, faculty, student)</li> <li><input type="radio"/> Pregnancy</li> <li><input type="radio"/> Psychological condition</li> <li><input type="radio"/> Race</li> <li><input type="radio"/> Religious/spiritual views</li> <li><input type="radio"/> Sexual orientation</li> <li><input type="radio"/> Socioeconomic status</li> <li><input type="radio"/> Don't know</li> <li><input type="radio"/> Other (please specify)_____</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Very Often</li> <li><input type="radio"/> Often</li> <li><input type="radio"/> Sometimes</li> <li><input type="radio"/> Seldom</li> </ul>
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13. How did you experience this conduct? (Mark all that apply)
- I feared for my physical safety
  - I feared for my family's safety
  - I feared getting a poor grade because of a hostile classroom environment
  - I felt I was deliberately ignored or excluded
  - I felt intimidated/bullied
  - I felt isolated or left out
  - I observed others staring at me
  - I received derogatory written comments
  - I received derogatory phone calls
  - I received threats of physical violence
  - I received a low performance evaluation
  - I was singled out as the spokesperson for my identity group
  - I was the target of derogatory verbal remarks
  - I was the target of graffiti/vandalism
  - I was the target of physical violence
  - I was the target of racial/ethnic profiling
  - I was the target of stalking
  - I was the victim of a crime
  - I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
  - Someone assumed I was admitted/hired/promoted due to my identity
  - Someone assumed I was not admitted/hired/promoted due to my identity
  - Other (please specify)\_\_\_\_\_
14. Where did this conduct occur? (Mark all that apply)
- At a UC campus/location event
  - In a class/lab/clinical setting
  - In a health care setting
  - In an on-line class
  - In a UC campus/location dining facility
  - In a UC campus/location office
  - In a faculty office
  - In a public space at UC campus/location
  - In a meeting with one other person
  - In a meeting with a group of people
  - In athletic facilities
  - In campus housing
  - In off-campus housing
  - Off campus
  - On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
  - On UC campus/location transportation
  - While working at a UC campus/location job
  - While walking on campus
  - Other (please specify)\_\_\_\_\_

15. Who/what was the source of this conduct? (Mark all that apply)

- Administrator
- Alumni
- Athletic coach/trainer
- Insert UC Campus/location media (posters, brochures, flyers, handouts, web sites, etc.)
- Insert UC Campus/location visitor(s)
- Insert UC Campus/location organizations or groups
- Insert UC Campus/location police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered insert UC campus/location Organization
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g. Residence hall assistant, peer counselor)
- Supervisor
- Teaching assistant/Graduate assistant/Lab assistant/Tutor
- UC campus/location Physician
- Union representative
- Other (please specify)\_\_\_\_\_

16. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from **insert UC campus/location** resource (**insert examples appropriate to UC campus/location**)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I told my union representative
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a TA/grad assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., residence hall assistant, peer counselor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a **insert UC campus/location** employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) \_\_\_\_\_

17. If you would like to elaborate on your personal experiences, please do so here.

**Insert text box here**

*If you have not already reported this incident and wish to do so, please go to [www.universityofcalifornia.edu/reportcampusclimate](http://www.universityofcalifornia.edu/reportcampusclimate) or [specific campus information](#)*

**Add discomforts and risks contacts specific to UC campus/location**

The following questions are related to unwanted physical sexual contact.

18. Within the last 5 years, have you experienced unwanted physical sexual contact at UC [insert campus or location]?
- No (skip to Question 20)
  - Yes

19. If you wish to share more information regarding the incident, please do so here.  
 Insert Text Box

*If you have not already reported this incident and wish to do so, please go to [www.universityofcalifornia.edu/reportcampusclimate](http://www.universityofcalifornia.edu/reportcampusclimate) or specific campus information*

Add discomforts and risks contacts specific to UC campus/location

## Part 2: Work-Life

20. **Post-docs/Graduate/Trainees/Staff/Faculty only:** Please respond to the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>				
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).	<input type="radio"/>				
I believe salary determinations are clear.	<input type="radio"/>				
I think that my campus demonstrates that it values a diverse faculty.	<input type="radio"/>				
I think that my campus demonstrates that it values a diverse staff.	<input type="radio"/>				
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>				
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>				
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>				

21. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements, please do so here.  
 Insert text box here

22. **Faculty only:** As a faculty member ...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I believe that the tenure/promotion process is clear.	<input type="radio"/>				
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>				
I feel that my service contributions are important to tenure/promotion.	<input type="radio"/>				
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>				
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>				
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	<input type="radio"/>				
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	<input type="radio"/>				
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	<input type="radio"/>				
I have used university policies on stopping the clock for promotion or tenure.	<input type="radio"/>				
I have used university policies on taking leave for childbearing or adoption.	<input type="radio"/>				
I have used university policies on active service-modified duties.	<input type="radio"/>				
In my department, faculty members who use family accommodation policies are disadvantaged in promotion or tenure.	<input type="radio"/>				
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	<input type="radio"/>				
I believe that perceptions about using work-family policies differ for men and women faculty.	<input type="radio"/>				
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>				

23. **Faculty only:** If you would like to elaborate on any of your responses to the previous questions, please do so here.

**Insert text box here**

24. **Post-docs/Graduate/Trainees/Staff/Faculty only:** Please respond to the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I find that UC [insert campus or location] is supportive of taking leave.	<input type="radio"/>				
I find that UC [insert campus or location] is supportive of flexible work schedules.	<input type="radio"/>				
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>				
I feel that people who have children are considered by UC [insert campus or location] less committed to their jobs/careers.	<input type="radio"/>				
I feel that UC [insert campus or location] provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>				
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	<input type="radio"/>				
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>				
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.	<input type="radio"/>				
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>				
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>				
I have adequate access to administrative support.	<input type="radio"/>				
For health sciences campus employees, my patient-care load is manageable.	<input type="radio"/>				

25. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

**Insert text box here**

### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

26. What is your assigned birth sex?
- Male
  - Female
  - Intersex
27. What is your gender/gender identity? **(Mark all that apply)**
- Man
  - Woman
  - Transgender
  - Genderqueer
  - Other (if you wish please specify) \_\_\_\_\_
28. What is your racial/ethnic identity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**
- African American / African / Black**
    - African American
    - African
    - Black Caribbean
    - Other African/African American / Black (if you wish please specify \_\_\_\_\_)
  - American Indian / Alaskan Native**
    - Tribal affiliation/corporation (if you wish please specify \_\_\_\_\_)
  - Asian / Asian American**
    - Asian Indian
    - Bangladeshi
    - Cambodian
    - Chinese / Chinese American (except Taiwanese)
    - Filipino / Filipino American
    - Hmong
    - Indonesian
    - Japanese / Japanese American
    - Korean / Korean American
    - Laotian
    - Malaysian
    - Pakistani
    - Sri Lankan
    - Taiwanese / Taiwanese American
    - Thai
    - Vietnamese / Vietnamese American
    - Other Asian (not including Middle Eastern) (if you wish please specify \_\_\_\_\_)
  - Hispanic / Latino**
    - Cuban / Cuban American
    - Latin American / Latino
    - Mexican / Mexican American / Chicano
    - Puerto Rican
    - Other Hispanic, Latin American or of Spanish origin (if you wish please specify \_\_\_\_\_)

**O Middle Eastern/Southwest Asian/North African**

- Afghan
- Arab/Arab American
- Armenian
- Assyrian
- Azerbaijani
- Berber
- Circassian
- Chaldean
- Coptic
- Druze
- Georgian
- Iranian
- Jewish
- Kurdish
- Maronite
- Turkish
- Other Middle Eastern/Southwest Asian/North African (if you wish please specify \_\_\_\_\_)

**O Pacific Islander**

- Fijian
- Guamanian/Chamorro
- Hawaiian
- Samoan
- Tongan
- Other Pacific Islander (if you wish please specify \_\_\_\_\_)

**O White**

- European / European descent
- North African
- Other White / Caucasian (if you wish please specify \_\_\_\_\_)

**O Other, please specify \_\_\_\_\_**

29. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) \_\_\_\_\_

30. What is your age?

- 18-20
- 21-23
- 24-29
- 30-39
- 40-49
- 50-59
- 60 and over

31. Do you have substantial parenting or caregiving responsibility for any of the following people? (**Mark all that apply**)?

- No one

- Children 18 years of age or under
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Sick or disabled partner
- Senior or other family member
- Other (please specify) \_\_\_\_\_(e.g., pregnant, expectant partner, adoption pending)

32. Are/were you a member of the U.S. armed forces?

- I have not been in the military
- Active military
- Reservist
- ROTC
- Veteran

33. **Post-docs/Students/Trainees only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?
- |   |   |
|---|---|
| <u>Parent/-Guardian 1:</u>                                    | <u>Parent/ Guardian 2:</u>                                    |
| <input type="radio"/> No high school                          | <input type="radio"/> No high school                          |
| <input type="radio"/> Some high school                        | <input type="radio"/> Some high school                        |
| <input type="radio"/> Completed high school/GED               | <input type="radio"/> Completed high school/GED               |
| <input type="radio"/> Some college                            | <input type="radio"/> Some college                            |
| <input type="radio"/> Business/Technical certificate/degree   | <input type="radio"/> Business/Technical certificate/degree   |
| <input type="radio"/> Associate's degree                      | <input type="radio"/> Associate's degree                      |
| <input type="radio"/> Bachelor's degree                       | <input type="radio"/> Bachelor's degree                       |
| <input type="radio"/> Some graduate work                      | <input type="radio"/> Some graduate work                      |
| <input type="radio"/> Master's degree                         | <input type="radio"/> Master's degree                         |
| <input type="radio"/> Doctoral degree (Ph.D., Ed.D.)          | <input type="radio"/> Doctoral degree (Ph.D., Ed.D.)          |
| <input type="radio"/> Professional degree (e.g., MD, JD, MBA) | <input type="radio"/> Professional degree (e.g., MD, JD, MBA) |
| <input type="radio"/> Unknown                                 | <input type="radio"/> Unknown                                 |
| <input type="radio"/> Not applicable                          | <input type="radio"/> Not applicable                          |
34. **Staff only:** What is your highest completed level of education?
- No high school
  - Some high school
  - Completed high school/GED
  - Some college
  - Business/Technical certificate/degree
  - Associate's degree
  - Bachelor's degree
  - Some graduate work
  - Master's degree
  - Doctoral degree (Ph.D., Ed.D.)
  - Professional degree (e.g., MD, JD, MBA)
35. **Undergraduate Students only:** Where are you in your **college career?** (Campuses will decide unit numbers)
- Non-degree student
  - First year (XXX units)
  - Second year (XXX units)
  - Third year (XXX units)
  - Fourth year (XXX or more units)
  - Fifth year or more

36. **Graduate/Professional Students only:** Where are you in your graduate career?  
O Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)  
O First year  
O Second year  
O Third (or more) year  
O Doctoral/Professional student (e.g., Ph.D., Ed.D, MD, JD, MBA)  
O First year  
O Second year  
O Third (or more) year  
O Advanced to Candidacy  
O ABD (all but dissertation)
37. **Post-docs/Trainees only:** Where are you in your career at **UC campus/location**?  
O First year  
O Second year  
O Third year  
O Fourth year  
O Fifth year or more
38. **Post-doctoral/Faculty only:** With which academic division/department are you **primarily affiliated** with at this time?  
**Insert as appropriate for the institution**
39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?  
**Insert as appropriate for the institution**
40. **Undergraduate Students only:** What is your academic major? **(only allow 2 choices)**  
**Insert as appropriate for the institution**
41. **Graduate/Professional Students only:** What is your academic degree program?  
**Insert as appropriate for the institution**
42. **Trainees only:** What is your academic degree or clinical/training program at **UC campus/location**?  
**Insert as appropriate for the institution**

43. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**
- Acquired/Traumatic Brain Injury
  - Attention Deficit/Hyperactivity Disorder
  - Asperger's/Autism Spectrum
  - Blind
  - Low vision
  - Deaf
  - Hard of Hearing
  - Learning Disability
  - Medical Condition
  - Mental Health/Psychological Condition
  - Physical/Mobility condition that affects walking
  - Physical/Mobility condition that does *not* affect walking
  - Speech/Communication Condition
  - Other (please specify \_\_\_\_\_)
  - I have none of the listed conditions
44. What is your citizenship status in U.S.? **(Mark all that apply)**
- U.S. citizen
  - Permanent Resident
  - A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
  - Other legally documented status (e.g., adjustment of status to Permanent Resident)
  - Undocumented resident
45. How would you characterize your political views?
- Far left
  - Liberal
  - Moderate or middle of the road
  - Conservative
  - Far Right
  - Undecided
  - Other (please specify \_\_\_\_\_)
46. What is the language(s) spoken in your home?
- English only
  - Other than English (please specify \_\_\_\_\_)
  - English and other language(s) (please specify \_\_\_\_\_)
47. What is your religious or spiritual identity? **(Mark all that apply)**
- Agnostic
  - Ahmadi Muslim
  - African Methodist Episcopal
  - Atheist
  - Assembly of God
  - Baha'i
  - Baptist
  - Buddhist
  - Christian Orthodox
  - Confucianist
  - Christian Methodist Episcopal
  - Druid
  - Episcopalian
  - Evangelical

- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) \_\_\_\_\_

48. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- Dependent
  - Independent

49. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- Below \$10,000
  - \$10,000-\$19,999
  - \$20,000-\$29,999
  - \$30,000 - \$39,999
  - \$40,000 - \$49,999
  - \$50,000 - \$59,999
  - \$60,000- \$69,999
  - \$70,000- \$79,999
  - \$80,000 - \$89,999
  - \$90,000- \$99,999
  - \$100,000 - \$124,999
  - \$125,000 - \$149,999
  - \$150,000 - \$199,999
  - \$200,000 - \$249,999
  - \$250,000 - \$299,999
  - \$300,000 - \$399,999
  - \$400,000 - \$499,999
  - \$500,000 or more
50. **Students only:** Where do you live?
- Campus housing (insert campus specific drop down)  
*Examples may include:*
    - Residence hall
    - University owned apartment
    - Family housing
  - Non-campus housing (insert campus specific drop down)  
*Examples may include:*
    - Independently in an apartment/house
    - Living with family member/guardian
    - Co-op
    - Fraternity house
  - Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)
51. **Students only:** Are you employed either on campus or off-campus?
- No
  - Yes (insert drop down)
    - 1-10 hours/week
    - 11-20 hours/week
    - 21-30 hours/week
    - 31-40 hours/week
    - More than 40 hours/week
52. **Undergraduate Students only:** Are you an in-state or out-of-state/international student?
- In-state/Resident
  - Out-of-State/Non-Resident/International

53. **Students only:** Do you participate in any of the following types of clubs/organizations at UC [insert campus or location]? (Mark all that apply)

Each UC campus/location will insert examples in each broader category as appropriate to campus or location

<input type="checkbox"/> I do not participate in any clubs/organizations
<input type="checkbox"/> Student Leadership Groups (e.g., Student Government)
<input type="checkbox"/> Academic/Professional Organizations (e.g., History Club, etc.)
<input type="checkbox"/> Special Interest Organizations (e.g., Photography Club)
<input type="checkbox"/> Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union)
<input type="checkbox"/> Political Groups (e.g., College Democrats)
<input type="checkbox"/> Religious/Spiritual Organizations
<input type="checkbox"/> Service Organizations/Civic Engagement (e.g., Volunteer Office)
<input type="checkbox"/> Social Fraternities and Sororities
<input type="checkbox"/> Publications and Media Organizations (e.g., Campus newspaper)
<input type="checkbox"/> Intramurals/ Clubs Sports
<input type="checkbox"/> Music/Performance Organizations (e.g., Campus Choir)
<input type="checkbox"/> NCAA Varsity Athletics
<input type="checkbox"/> Honor Societies (e.g., Kappa Omicron Nu)
<input type="checkbox"/> Campus Housing Associations
<input type="checkbox"/> Other (please specify _____)

54. What is your current relationship status?  
 Single, never married  
 Single, divorced  
 Single, widow (partner/spouse deceased)  
 Partnered  
 Partnered, in civil union/Registered Domestic Partnership  
 Married or remarried  
 Separated  
 Other (please specify \_\_\_\_\_)

55. **Students only:** At the end of your last quarter/semester, what was your cumulative UC grade point average?

(Insert Campus specific response choices)

56. **Students only:** Are you a former foster-care youth?  
 Yes  
 No

## Part 4: Perceptions of Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at **UC [insert campus or location]**.

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at **UC [insert campus or location]** that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?
- No (skip to Question 66)
  - Yes
58. Who/what were the **targets** of this conduct? (Mark all that apply)
- Administrator
  - Alumni
  - Athletic coach/trainer
  - Campus/location visitor(s)
  - Campus organizations or groups
  - Campus police/building security
  - Co-worker
  - Off campus community member
  - Department head
  - Donor
  - Don't know target
  - Faculty advisor
  - Faculty member
  - Friend
  - Medical Staff
  - Partner/spouse
  - Patient
  - Person that I supervise
  - Registered Campus Organization
  - Student staff (e.g. Residence hall assistant, peer counselor)
  - Staff member
  - Stranger
  - Student
  - Supervisor
  - Teaching assistant/Writing associate/Lab assistant/Tutor
  - UC campus/location** Physician
  - Union representatives
  - Other (please specify)\_\_\_\_\_

59. Who/what was the **source** of this behavior? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- [Insert UC-campus/location] media (posters, brochures, flyers, handouts, web sites, etc.)
- [Insert UC-campus/location] visitor(s)
- [Insert UC-campus/location] organizations or groups
- [Insert UC-campus/location] police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered [Insert UC-campus/location] organization
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g. Residence hall assistant, peer counselor)
- Supervisor
- Teaching assistant/Graduate assistant/Lab assistant/Tutor
- UC campus/location Physician
- Union representative
- Other (please specify)\_\_\_\_\_

60. What do you believe were the bases for this conduct? **(Mark all that apply)**
- Academic performance
  - Age
  - Ancestry
  - Country of origin
  - Discipline of study
  - Educational level
  - Educational modality (on-line, classroom)
  - English language proficiency/accent
  - Ethnicity
  - Gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status
  - Learning disability
  - Marital status (e.g., single, married, partnered)
  - Medical condition
  - Military/veteran status
  - Parental status (e.g., having children)
  - Participation in an organization/team (please specify \_\_\_\_\_)
  - Physical characteristics
  - Physical disability
  - Philosophical views
  - Political views
  - Position (staff, faculty, student)
  - Pregnancy
  - Psychological condition
  - Race
  - Religious/spiritual views
  - Sexual orientation
  - Socioeconomic status
  - Don't know
  - Other (please specify)\_\_\_\_\_

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Singled out as the as the spokesperson for their identity
- Threats of physical violence
- Victim of a crime
- Other (please specify)\_\_\_\_\_

62. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

63. Where did this conduct occur? **(Mark all that apply)**

- At a UC campus/location event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UC campus/location dining facility
- In a UC campus/location office
- In a faculty office
- In a public space at UC campus/location
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In UC campus/location housing
- In UC campus/location off-campus housing
- Off campus
- On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- On campus transportation
- While working at a UC campus/location job
- While walking on campus
- Other (please specify)\_\_\_\_\_

64. Please describe your reactions to observing this conduct. **(Mark all that apply)**
- I felt embarrassed
  - I felt somehow responsible
  - I ignored it
  - I was afraid
  - I was angry
  - I confronted the harasser at the time
  - I confronted the harasser later
  - I avoided the harasser
  - It didn't affect me at the time
  - I left the situation immediately
  - I sought support from off-campus hot-line/advocacy services
  - I sought support from UC campus/location resource (insert examples appropriate to UC campus/location)
  - I told a friend
  - I told a family member
  - I told my union representative
  - I contacted a local law enforcement official
  - I sought support from a staff person
  - I sought support from a teaching assistant/graduate assistant
  - I sought support from an administrator
  - I sought support from a faculty member
  - I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
  - I sought support from student staff (e.g., resident assistant, peer counselor)
  - I sought information on-line
  - I didn't know who to go to
  - I reported it to a UC campus/location employee/official
  - I didn't report it for fear that my complaint would not be taken seriously
  - I did report it but it but I did not feel the complaint was taken seriously
  - I did nothing
  - Other (please specify) \_\_\_\_\_

65. If you would like to elaborate on your observations, please do so here.

**Insert Text Box here**

***[www.universityofcalifornia.edu/reportcampusclimate](http://www.universityofcalifornia.edu/reportcampusclimate) or specific campus information***

**Add discomforts and risks contacts specific to UC campus/location**

Please respond to the following question based on the **last year or most recent hiring cycle**.

66. **Staff/Faculty only:** I have observed **hiring** practices at **UC campus/location** (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.
- No (skip to Question #70)
  - Yes
  - Don't know
67. **Staff/Faculty only:** I believe that the unfair and unjust **hiring** practices were based upon (**Mark all that apply**)
- Age
  - Ancestry
  - Country of origin
  - Discipline of study
  - Educational level
  - Educational modality (on-line, classroom)
  - English language proficiency/accents
  - Ethnicity
  - Gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status
  - Learning disability
  - Marital status (e.g., single, married, partnered)
  - Medical condition
  - Military/veteran status
  - Parental status (e.g., having children)
  - Participation in an organization (please specify \_\_\_\_\_)
  - Personal relationship (e.g., friend, family member)
  - Partner/spousal preferential hiring practice
  - Preferential re-hiring
  - Physical characteristics
  - Physical disability
  - Political views
  - Position (staff, faculty, student)
  - Pregnancy
  - Psychological condition
  - Race
  - Religious/spiritual views
  - Sexual orientation
  - Socioeconomic status
  - Other (please specify)\_\_\_\_\_
68. **Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.  
**Insert Text Box here**

**Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.**

69. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I have observed **employment-related discipline or action up to and including dismissal at UC campus/location** that I perceive to be unfair and unjust or would inhibit diversifying the community.
- No (skip to Question #72)
  - Yes
  - Don't know
70. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I believe that the **unfair or unjust employment-related discipline or action** were based upon (Mark all that apply)
- Age
  - Ancestry
  - Country of origin
  - Discipline of study
  - Educational level
  - Educational modality (on-line, classroom)
  - English language proficiency/accent
  - Ethnicity
  - Gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status
  - Learning disability
  - Marital status (e.g., single, married, partnered)
  - Medical condition
  - Military/veteran status
  - Parental status (e.g., having children)
  - Participation in an organization (please specify \_\_\_\_\_)
  - Personal relationship (e.g., friend, family member)
  - Partner/spousal preferential hiring practice
  - Physical characteristics
  - Physical disability
  - Political views
  - Position (staff, faculty, student)
  - Pregnancy
  - Psychological condition
  - Race
  - Religious/spiritual views
  - Sexual orientation
  - Socioeconomic status
  - Other (please specify)\_\_\_\_\_
71. **Post-docs/Graduate/Trainees /Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
- Insert Text Box here**

**Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.**

72. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I have observed **promotion/tenure/reappointment/reclassification** practices at **UC campus/location** that I perceive to be unfair or unjust.
- No (skip to Question #75)
  - Yes
  - Don't know
73. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I believe the unfair or unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon...  
**(Mark all that apply)**
- Age
  - Ancestry
  - Country of origin
  - Discipline of study
  - Educational level
  - Educational modality (on-line, classroom)
  - English language proficiency/accent
  - Ethnicity
  - Gender identity
  - Gender expression
  - Immigrant/citizen status
  - International status
  - Learning disability
  - Marital status (e.g., single, married, partnered)
  - Medical condition
  - Military/veteran status
  - Parental status (e.g., having children)
  - Participation in an organization (please specify \_\_\_\_\_)
  - Personal relationship (e.g., friend, family member)
  - Partner/spousal preferential hiring practice
  - Physical characteristics
  - Physical disability
  - Political views
  - Position (staff, faculty, student)
  - Pregnancy
  - Psychological condition
  - Race
  - Religious/spiritual views
  - Sexual orientation
  - Socioeconomic status
  - Other (please specify)\_\_\_\_\_
74. **Post-docs/Graduate/Trainees /Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.  
**Insert Text Box here**

75. Using a scale of 1-5, please rate the overall climate at UC[insert campus/location] on the following dimensions:

*(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)*

friendly	1.....2.....3.....4.....5	hostile
cooperative	1.....2.....3.....4.....5	uncooperative
improving	1.....2.....3.....4.....5	regressing
positive for persons with disabilities	1.....2.....3.....4.....5	negative for persons with disabilities
positive for people who identify as lesbian, gay, or bisexual	1.....2.....3.....4.....5	negative for people who identify as lesbian, gay, or bisexual
positive for people of Christian faith	1.....2.....3.....4.....5	negative for people of Christian faith
positive for people of other faith backgrounds	1.....2.....3.....4.....5	negative for people of other faith backgrounds
positive for people who are agnostic/atheist	1.....2.....3.....4.....5	negative for people who are agnostic/atheist
positive for People of Color	1.....2.....3.....4.....5	negative for People of Color
positive for men	1.....2.....3.....4.....5	negative for men
positive for women	1.....2.....3.....4.....5	negative for women
positive for non-native English speakers	1.....2.....3.....4.....5	negative for non-native English speakers
positive for people who are immigrants	1.....2.....3.....4.....5	negative for people who are immigrants
positive for people who are not U.S. citizens	1.....2.....3.....4.....5	negative for people who are not U.S. citizens
welcoming	1.....2.....3.....4.....5	not welcoming
respectful	1.....2.....3.....4.....5	disrespectful
positive for people of high socioeconomic status	1.....2.....3.....4.....5	negative for people of high socioeconomic status
positive for people of low socioeconomic status	1.....2.....3.....4.....5	negative for people of low socioeconomic status
positive for people who identify as transgender	1.....2.....3.....4.....5	negative for people who identify as transgender

76. Using a scale of 1-5, please rate the overall climate at UC [insert campus/location] on the following dimensions:

*(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)*

Not racist	1.....2.....3.....4.....5	Racist
Not sexist	1.....2.....3.....4.....5	Sexist
Not homophobic	1.....2.....3.....4.....5	Homophobic
Not transphobic	1.....2.....3.....4.....5	Transphobic
Not age biased	1.....2.....3.....4.....5	Age biased
Not classist		Classist
(socioeconomic status)	1.....2.....3.....4.....5	(socioeconomic status)
Not classist		Classist
(position: faculty, staff, student)	1.....2.....3.....4.....5	(position: faculty staff, student)
Disability friendly	1.....2.....3.....4.....5	Not disability friendly

77. **Students/Faculty only:** The classroom/learning environment is welcoming for students based on their:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children)	0	0	0	0	0
Participation in an campus club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

78. **Post-docs/Students/Trainees only:** Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel valued by faculty in the classroom/learning environment.	○	○	○	○	○
I feel valued by other students in the classroom/learning environment.	○	○	○	○	○
I think UC campus/location faculty are genuinely concerned about my welfare.	○	○	○	○	○
I think UC campus/location staff are genuinely concerned about my welfare.	○	○	○	○	○
I think administrators are genuinely concerned about my welfare.	○	○	○	○	○
I think faculty pre-judge my abilities based on perceived identity/background.	○	○	○	○	○
I believe the campus climate encourages free and open discussion of difficult topics.	○	○	○	○	○
I have faculty who I perceive as role models.	○	○	○	○	○
I have staff who I perceive as role models.	○	○	○	○	○
I have administrators who I perceive as role models.	○	○	○	○	○
I don't see enough faculty/staff with whom I identify.	○	○	○	○	○
I have opportunities for academic success that are similar to those of my classmates.	○	○	○	○	○

79. **Post-docs/Students/Trainees only:** If you would like to elaborate on your observations, please do so here.  
**Insert Text Box here**

80. **Undergraduate Students only:** I perceive tension in the residence halls with regard to a person's:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children)	0	0	0	0	0
Participation in a campus club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

81. **Post-docs/Trainees/Staff/Faculty only:** My workplace climate is welcoming based on a person's:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children)	0	0	0	0	0
Participation in a <b>Insert UC campus/location</b> club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

82. How would you rate the accessibility at **UC [insert campus/location]**

<b>The response choices here are examples. Each campus will develop their own list as appropriate to the institution.</b>	Fully accessible	Accessible with accommodations	Not accessible	Don't Know
<b>Accessibility</b>				
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & Wellness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and pedestrian paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing loops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Course instruction/materials</b>				
Information in Alternative Formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>UC-campus Website</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. If you would like to elaborate on your observations to the previous question, please do so here.

**Insert Text Box here**

84. How would you rate the climate at UC [insert campus/location] for people who are/have...

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
Psychological health issues	0	0	0	0	0
Physical health issues	0	0	0	0	0
Female	0	0	0	0	0
From religious affiliations other than Christian	0	0	0	0	0
From Christian affiliations	0	0	0	0	0
Gay, lesbian, and bisexual	0	0	0	0	0
Immigrants	0	0	0	0	0
International students, staff, or faculty	0	0	0	0	0
Learning disability	0	0	0	0	0
Male	0	0	0	0	0
Non-native English speakers	0	0	0	0	0
Parents/guardians of dependent children	0	0	0	0	0
People of Color	0	0	0	0	0
Providing care for adults who are disabled and/or elderly.	0	0	0	0	0
Physical disability	0	0	0	0	0
Socioeconomically disadvantaged	0	0	0	0	0
Socioeconomically advantaged	0	0	0	0	0
Transgender	0	0	0	0	0
Veterans/active military members	0	0	0	0	0
Other, please specify	0	0	0	0	0

85. How would you rate the climate at UC [insert campus/location] for persons from the following racial/ethnic backgrounds?

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
African American / African/ Black	0	0	0	0	0
American Indian / Alaskan Native	0	0	0	0	0
Asian / Asian American	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
Middle Eastern / South Asian / North African	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	0	0	0	0	0

86. Students only. Before I enrolled, I expected that the campus climate would be \_\_\_\_\_ for people who are/have...

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Didn't Know
Psychological health issues	0	0	0	0	0
Physical health issues	0	0	0	0	0
Female	0	0	0	0	0
From religious affiliations other than Christian	0	0	0	0	0
From Christian affiliations	0	0	0	0	0
Gay, lesbian, and bisexual	0	0	0	0	0
Immigrants	0	0	0	0	0
International students, staff, or faculty	0	0	0	0	0
Learning disability	0	0	0	0	0
Male	0	0	0	0	0
Non-native English speakers	0	0	0	0	0
Parents/guardians	0	0	0	0	0
People of Color	0	0	0	0	0
Providing care for other than a child (e.g., elder care)	0	0	0	0	0
Physically disability	0	0	0	0	0
Socioeconomically disadvantaged	0	0	0	0	0
Socioeconomically advantaged	0	0	0	0	0
Transgender	0	0	0	0	0
Veterans/active military members	0	0	0	0	0
Other, please specify _____	0	0	0	0	0

## Part 5: Institutional Actions Relative to Climate Issues

87. **Students/Trainees only:** To what extent do you agree that the courses you have taken at **UC campus/location** include sufficient materials, perspectives and/or experiences of people based on their:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Level of education	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Level of education	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g., having children)	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Position (faculty, staff)	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

88. **Post-docs/Trainees/Staff/Faculty:** How does each of the following affect the climate for diversity at **UC campus/location**?

	Not currently available on campus	Positively influences campus climate	No influence on campus climate	Negatively influences campus climate	Don't Know
Providing flexibility for <b>promotion</b> for faculty.	0	0	0	0	0
Providing flexibility for computing the probationary period for <b>tenure</b> (e.g., family leave).	0	0	0	0	0
Providing recognition and rewards for including diversity issues in courses across the curriculum.	0	0	0	0	0
Providing diversity training for staff.	0	0	0	0	0
Providing diversity training for faculty.	0	0	0	0	0
Providing diversity training for students.	0	0	0	0	0
Providing access to counseling for people who have experienced harassment.	0	0	0	0	0
Providing mentorship for new faculty.	0	0	0	0	0
Providing mentorship for new staff.	0	0	0	0	0
Providing a clear and fair process to resolve conflicts.	0	0	0	0	0
Increasing funding to support efforts to change <b>UC insert campus/location</b> climate.	0	0	0	0	0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	0	0	0	0	0
Providing diversity and equity training to search and tenure committees.	0	0	0	0	0
Increasing the diversity of the faculty.	0	0	0	0	0
Increasing the diversity of the staff.	0	0	0	0	0
Increasing the diversity of the administration.	0	0	0	0	0
Increasing the diversity of the student body.	0	0	0	0	0
Providing back-up family care.	0	0	0	0	0
Providing lactation accommodations.	0	0	0	0	0
Providing career development opportunities for staff.	0	0	0	0	0

89. **Post-docs/Trainees/Staff/Faculty:** If you would like to elaborate on how any of the above influence campus climate, please do so here.  
**Insert text box here**

90. **Students only.** How does each of the following affect the climate for diversity at **UC campus/location?**

	Not currently available on campus	Positively influence campus climate	Has no influence on campus climate	Negatively influence campus climate	Don't Know
Providing diversity training for students.	0	0	0	0	0
Providing diversity training for staff.	0	0	0	0	0
Providing diversity training for faculty.	0	0	0	0	0
Providing a person to address student complaints of classroom inequity.	0	0	0	0	0
Increasing the diversity of the faculty and staff.	0	0	0	0	0
Increasing the diversity of the student body.	0	0	0	0	0
Increasing opportunities for cross-cultural dialogue among students.	0	0	0	0	0
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	0	0	0	0	0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	0	0	0	0	0
Providing effective faculty mentorship of students.	0	0	0	0	0

91. **Students only.** If you would like to elaborate on how any of the above influence campus climate, please do so here.

**Insert text box here**

### Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.

93. Please provide any additional comments you have about this survey.

### Part 7: Campus-Specific Questions