



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California Riverside

Campus Climate Project Final Report

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Rankin & Associates, Consulting

Table of Contents

Executive Summary	i
Introduction.....	i
Project Structure and Process.....	i
Description of the Sample at UCR.....	ii
Key Findings - Areas of Strength	iv
Key Findings - Opportunities for Improvement	v
Introduction.....	1
History of the Project	1
Review of the Literature: Campus Climate’s Influence on Academic and Professional Success	5
UC Campus Climate Assessment Project Structure and Process	8
University of California Riverside (UCR) Project Specifics	9
Methodology.....	10
Conceptual Framework.....	10
Research Design.....	10
Results.....	14
Description of the Sample.....	14
Sample Characteristics.....	19
Campus Climate Assessment Findings.....	47
Comfort with the Climate at UCR	47
Perceptions of Level of Respect	66
Perceptions of Campus Accessibility.....	67
Personal Experiences of Exclusionary, Intimidating, Offensive, or Hostile Conduct..	69
Observations of Exclusionary, Intimidating, Offensive, or Hostile Conduct	86
Experiences of Unwanted Sexual Contact.....	95
Faculty and Staff Perceptions of Climate	97
Campus Climate and Work-Life Issues	105
Perceptions of Employment Practices	114
Faculty Members’ Views on University Policies	117
Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UCR	122
Students Perceptions of Campus Climate.....	124
Student Experiences of Unwanted Sexual Contact.....	124
Students’ Academic Experiences.....	126
Students’ Perceptions of Campus Climate.....	132
Students Who Have Seriously Considered Leaving UCR.....	140
Institutional Actions.....	143

Next Steps.....	152
References.....	153
Appendices.....	156
Appendix A - Crosstabulations by Selected Demographics.....	157
Appendix B – Data Tables.....	159
Appendix C – Survey Instrument.....	249

Executive Summary

Introduction

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

To that end, the University contracted with Rankin & Associates, Consulting (R&A) to conduct a 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 Riverside survey contained 93 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from February 4, 2013 through April 4, 2013 through a secure on-line portal.² Confidential

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

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

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/ethnic identity) to provide additional information regarding participant responses. Meaningful and notable findings were included in the report based on cross-tabulations, chi-square analyses, information gleaned from the literature, and/or experiences of the consultant. Additional narrative was requested for several questions in the survey. For the purposes of this report, content analyses were conducted on questions where there was limited quantitative data.

Description of the Sample at UCR

UCR community members completed 4,433 surveys for an overall response rate of 18%.³⁴ Response rates by constituent group varied: 14% for Undergraduate Students ($n = 2,598$), 19% for Graduate/Professional Students ($n = 465$), 20% for Post-Docs/Trainees ($n = 30$), 19% for Faculty ($n = 269$), and 40% for staff ($n=1,071$).⁵ Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic. Only surveys that were at least 50% completed were included in the final data set for analyses.

³ While the initial response rate was reported at 20%, after cleaning the data and removing surveys that were less than 50% complete, the final response rate was 18%.

⁴ There is a participation bias for the Student and Faculty groups. The low response rates for those groups limit UCR's ability to generalize the findings. Staff, however, had a higher response rate and therefore findings can be generalized. This is discussed further in the limitations section of the report.

⁵ 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. UCR Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	2,598	59%
	Graduate/Professional Students ⁱⁱ	465	11%
	Faculty ⁱⁱⁱ	269	6%
	Staff ^{iv}	1,071	24%
	Post-Doctoral Scholars/Trainees ^v	30	1%
Gender Identity	Women	2,743	62%
	Men	1,648	37%
	Transgender ^{vi}	4	0.1%
	Genderqueer ^{vii}	44	1%
Racial Identity	White	1,296	29%
	Underrepresented Minority ^{viii}	1,593	36%
	Other People of Color ^{ix}	1,379	31%
	Multi-Minority ^x	88	2%
Sexual Identity	Heterosexual	3,665	85%
	Lesbian, Gay, Bisexual, Queer	340	8%
	Questioning ^{xi}	47	1%
	Asexual ^{xii}	240	6%
Citizenship Status	U.S. Citizen	4,251	96%
	Non-U.S. Citizen	149	3%
	Undocumented	15	<1%
Disability Status	No disability	3,386	81%
	Disability (physical, learning, mental health/Psychological condition)	787	19%
Religious/Spiritual Affiliation	Christian affiliation ^{xiii}	2,005	45%
	Other Religious/Spiritual affiliation ^{xiv}	259	6%
	Muslim ^{xv}	86	2%
	Jewish ^{xvi}	52	1%
	No affiliation ^{xvii}	1,605	36%
	Multiple affiliations ^{xviii}	231	5%
	Unknown	195	4%

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 UCR:

- 73% of all respondents ($n = 3,223$) were “comfortable” or “very comfortable” with the climate at UCR while 9% ($n = 415$) were “uncomfortable” or “very uncomfortable.”
- 75% of all respondents ($n = 3,301$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 10% ($n = 428$) were “uncomfortable” or “very uncomfortable.”
- 77% of Graduate/Professional Students ($n = 359$), 75% of Undergraduate Students ($n = 1,956$), and 73% of Faculty and Post-Docs ($n = 218$) were “comfortable” or “very comfortable” with the climate in their classes, while 7% of Faculty and Post-Docs ($n = 21$), 6% of Undergraduates ($n = 163$), and 5% of Graduate/Professional Students ($n = 23$) were “uncomfortable” or “very uncomfortable.”

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

- 79% of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty respondents ($n = 1,444$) offered that UCR values a diverse faculty and 83% offered that the campus values a diverse staff ($n = 1,506$).
- 60% of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty ($n = 1,092$) respondents indicated that their supervisors provided them with resources to pursue professional development opportunities and 63% reported that their supervisors provided ongoing feedback to improve their performance ($n = 1,141$).

3. Students - Positive attitudes about academic experiences

- 68% of Undergraduate Students ($n = 1,754$) and 75% of Graduate/Professional Students ($n = 349$) were satisfied with their academic experience at UCR.
- 61% of Undergraduate Students ($n = 1,592$) and 78% of Graduate/Professional Students ($n = 361$) reported that they were performing up to their full academic potential.

4. Students and Trainee – A majority of respondents found the courses offered at UC 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 experience exclusionary conduct.

- 23% of respondents ($n = 1,006$) believed that they had personally experienced exclusionary, intimidating, offensive or hostile conduct; eight percent of respondents ($n = 330$) indicated that the conduct interfered with their ability to work or learn.⁶ The conduct was “Often” and “Very Often” based upon Ethnicity (16%, $n = 145$), Discipline of Study (15%, $n = 133$), Age (13%, $n = 115$), Race (13%, $n = 113$), etc.
- Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,
 - A higher percentage of Staff respondents (32%, $n = 340$) reported experiencing this conduct as compared to Faculty (26%, $n = 69$), Undergraduate Students (19%, $n = 484$) and Graduate/Professional Students (23%, $n = 107$).
 - More than twice as many genderqueer respondents (52%, $n = 23$) than men (19%, $n = 311$) and women (25%, $n = 682$) experienced this conduct.
 - Respondents with disabilities (28%, $n = 220$) were more likely to have observed exclusionary conduct than were other groups.
 - A higher percentage of LGBTQ respondents (33%, $n = 111$) than heterosexual respondents (22%, $n = 794$) experienced this conduct.

⁶ 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).

- Of those respondents who believed they had experienced the conduct, 65% of Multi-Minority respondents ($n = 15$), 54% of Other People of Color respondents ($n = 143$), and 47% of Underrepresented Minority respondents ($n = 167$) said it was based on their race.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate

- Other People of Color respondents (66%, $n = 911$) felt less comfortable than other groups with the overall climate for diversity at UCR. Multi-Minority respondents (68%, $n = 60$) felt less comfortable with the climate in their department/work unit/ academic unit/college/school/clinical setting.
- Genderqueer respondents (57%, $n = 25$) were less comfortable than women (77%, $n = 2,017$) and men (72%, $n = 1,180$) with the overall climate, and the climate in their department/work unit/ academic unit/college/school/clinical settings (61%, $n = 27$; 74%, $n = 2,029$; 76%, $n = 1,243$, respectively).
- Respondents who reported having disabilities were less comfortable with the climate on campus, in their departments/work units, and in their classes (66%, $n = 516$; 69%, $n = 543$; 41%, $n = 112$, respectively) than were respondents without disabilities (75%, $n = 2,529$; 76%, $n = 2,580$; 49%, $n = 511$, respectively).

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

- 3% of respondents ($n = 117$) believed they had experienced unwanted sexual contact while at UCR within the last five years. Subsequent analyses of the data revealed the following:
 - 4% of Undergraduate Students ($n = 91$) and 3% of Graduate/Professional Students ($n = 14$) experienced unwanted sexual contact in the past five years.

- Higher percentages of women (4%, $n = 102$), genderqueer respondents (18%, $n = 8$), LGBTQ respondents (6%, $n = 19$), respondents with disabilities (5%, $n = 41$), Multi-Minority respondents (7%, $n = 6$), and U.S. Citizens (3%, $n = 114$) experienced unwanted sexual contact.

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

The findings 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-three percent of all respondents in the UCR 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 UCR, 23% 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).

ⁱ **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.

ⁱⁱ **Graduate/Professional Student** refers to students who were taking classes at a UC campus 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)

ⁱⁱⁱ **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

^{iv} **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)

^v **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.

^{vi} **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.

^{vii} **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.

^{viii} 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.

^{ix} 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.

^x 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.

^{xi} **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.

^{xii} **Asexual** refers to a person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

^{xiii} The **Christian Affiliation** variable includes respondents who chose any Christian religious/spiritual affiliation.

^{xiv} 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.

^{xv} The **Muslim** variable includes respondents who chose Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

^{xvi} The **Jewish** variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

^{xvii} The **No Affiliation** variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

^{xviii} 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,⁷ NSSE,⁸ SERU,⁹ HERI¹⁰), 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

⁷ UCUES - University of California Undergraduate Experience Survey

⁸ NSSE – National Survey of Student Engagement

⁹ SERU – Student Experience in the Research University

¹⁰ 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 have been developed for each campus/location as well as an overall system-wide report for the University. At the beginning of the project, then-President Yudof 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) propose 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 lesbian, gay, and bisexual 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.

University of California Riverside (UCR) Project Specifics

The UCR survey was distributed from February 4, 2013 through April 4, 2013. The final UCR survey contained 93 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UCR survey.

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.”¹¹ 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 UCR further vetted the questions to be more contextually fitting for the UCR population. The final UCR campus-specific survey contained 93 questions,¹² 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 UCR’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats as was offered in English and Spanish.¹³ All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

¹¹ Rankin & Associates (2001) adapted from AAC&U (1995).

¹² 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).

¹³ All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

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 were 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 user name 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. The second limitation is the participation bias for the Student and Faculty groups. The low response rates for those groups limit UCR's ability to generalize the findings. Staff, however, had a higher response rate and therefore findings can be generalized. Findings are still reported for all groups but caution should be taken in generalizing to Students and Faculty at UCR.

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) 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.¹⁴ Refer to the survey data tables in Appendix B for actual percentages¹⁵ 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 UCR'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

¹⁴ 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.

¹⁵ Actual percentages derived using the total number of survey respondents.

survey. These open-ended comments were reviewed¹⁶ using standard methods of 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. 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 the system-wide report as the comments offered by participants were location-specific.

#9 - In the past year, have you seriously considered leaving UCR?

#19 - Within the last five years, have you experienced unwanted physical sexual contact at UCR?

#89 - *Post-Docs/Trainees/Staff/Faculty Only*: How does each of the following [initiatives] affect the climate for diversity at UCR ?

#91 – *Students Only*: How does each of the following [initiatives] affect the climate for diversity at UCR?

¹⁶ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

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.

Description of the Sample¹⁷

4,443 surveys were returned for an 18% overall response rate. The sample and population figures, chi-square analyses,¹⁸ and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population, which means the sample.

- Women were over-represented in the sample.
- American Indians/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 population but were represented in the sample. African Americans/Blacks, Asians/Asian Americans, and Hispanics/Latinos were under-represented in the sample.
- Undergraduate and Other Academic Series were under-represented in the sample compared to the population. All other status groups were over-represented in the sample. There was one Trainee in the sample and none in the population.
- Citizenship data has not been provided for the population so tests of significance were not run.

¹⁷ 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.

¹⁸ Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the campus/location.

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Man	12,487	49.36	1,648	36.99	13.20
	Woman	12,809	50.64	2,743	61.57	21.41
	Transgender	Not available	--	<5	--	--
	Genderqueer	Not available	--	44	0.99	>100
	Other	Not available	--	16	0.36	>100
Race/Ethnicity ^{1,b}	African American/African/Black	1,703	6.73	301	5.99	17.67
	American Indian/Alaskan Native	123	0.49	97	1.93	78.86
	Asian/Asian American	8,522	33.69	1,265	25.16	14.84
	Hispanic/Latino	7,549	29.84	1,372	27.29	18.17
	Middle Eastern/Southwest Asian/North African	Not available	--	195	3.88	>100
	Pacific Islander	Not available	--	34	0.68	>100
	White	5,898	23.32	1,724	34.29	29.23
	Unknown	1,501	5.93	Not available	--	
	Other	Not available	--	39	0.78	>100
Position ^c	Undergraduate Student	18,539	72.25	2,598	58.61	14.01
	Graduate/Professional Student	2,466	9.61	465	10.49	18.86
	Postdoctoral Scholar	152	0.59	29	0.65	19.08
	Trainee	0	0.00	<5	--	--
	Staff non-Union	1,477	5.76	679	15.32	45.97
	Staff – Union	1,231	4.80	341	7.69	27.70
	Faculty	1,431	5.58	269	6.07	18.80
	Other Academic Series	365	1.42	51	1.15	13.97

¹ Respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 4391) = 245.32, p = .0001$

^b $X^2(4, N = 4759) = 592.47, p = .0001$

^c $X^2(6, N = 4432) = 902.65, p = .0001$

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/organizational studies. Several researchers working in the area of diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UCR LWT.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from LWT 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 harassment, for example. However, no reliable data to that effect were available. As such, meticulous 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 coefficients¹⁹ are provided in Table 3.

¹⁹ 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 or .05 levels; 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.

A strong relationship (between .5 and .7) exists between Respectful of Pacific Islanders and Not Racist. Moderately strong relationships (between .4 and .5) exist between seven pairs of variables – between Positive for People of Color and Respectful of American Indians/Alaskan Natives, Middle Eastern/South Asian/North Africans, and Pacific Islanders; for both pairs of variables for Gay, Lesbian, Bisexual individuals; between Positive for Women and Respectful of Females; and between Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers. The remaining eight pairs showed a moderate relationship (between .3 and .4).

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	.383 ¹	.382 ¹							
American Indians/Alaskan Natives	.427 ¹								
Asian Americans/Asians	.375 ¹	.381 ¹							
Middle Eastern/South Asian/North African	.406 ¹	.324 ¹							
Hispanics/Latinos	.399 ¹	.352 ¹							
Pacific Islanders	.423 ²	.660 ¹							
Gay, Lesbian, Bisexual Individuals			.487 ¹	.443 ¹					
Females					.438 ¹	.394 ¹			
Non-Native English Speakers							.482 ¹		
Socioeconomically Disadvantaged Persons								.395 ¹	.333 ¹

¹ $p < 0.01$

² $p < 0.05$

Sample Characteristics²⁰

Table 4 depicts the respondent population by UCR primary position status. Fifty-nine percent of all respondents were Undergraduate Students, and 11% were Graduate/Professional Students. Fifteen percent of all respondents were Staff Non-Union, 8% were Staff Union, 6% were Faculty, 1% were Other Academic Series, and 1% were Postdoctoral Scholars. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

²⁰ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

Table 4. Respondent’s Primary Position at UCR

Position	n	%
Undergraduate Student	2,598	58.6
Started at UCR as first year student	1,960	75.4
Transferred from a California community college	456	17.6
Transferred from another institution	29	1.1
Missing	153	5.9
Graduate/Professional Student	465	10.5
Non-Degree	<5	--
Master’s degree student	82	17.6
Doctoral degree student (Ph.D., Ed.D.)	348	74.8
Professional degree student (e.g., MD, JD, MBA)	9	1.9
Missing	25	5.4
Postdoctoral scholar	29	0.7
Health Sciences Campus Trainees	<5	--
Staff – Non-Union	679	15.3
Senior Management Group	<5	--
Management & Senior Professionals - Supervisor	121	17.8
Management & Senior Professionals – Non- Supervisor	27	4.0
Professional & Support Staff – Non-Union & Supervisor	207	30.5
Professional & Support Staff – Non-Union & Non-Supervisor	277	40.8
Missing	44	6.5
Staff- Union	341	7.7
Professional & Support Staff – Union represented & Supervisor	54	15.8
Professional & Support Staff – Union Represented & Non-Supervisor	228	66.9
Missing	59	17.3
Faculty	269	6.1
Faculty Administrator	23	8.6
General Campus Faculty	188	69.9
Health Sciences Campus Faculty	7	2.6
Missing	51	19.0
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	51	1.2

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.

*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.²¹ Fifty-nine percent of the survey respondents were Undergraduate Students ($n = 2,598$), 10% were Graduate/Professional Students ($n = 465$), 24% were Staff ($n = 1,071$), 8% were Faculty ($n = 269$), and 1% were Post-Docs/Trainees ($n = 30$). Ninety-seven percent of respondents ($n = 4,317$) were full-time in their primary positions.

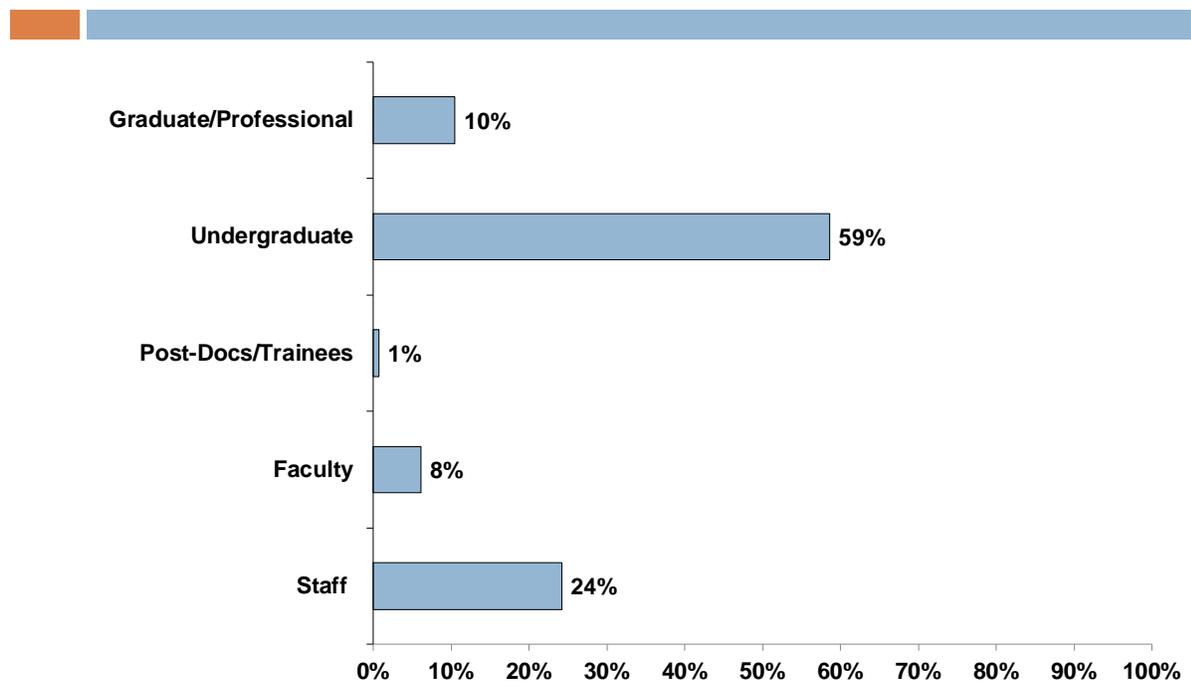


Figure 1. Respondents' Collapsed Position Status (%)

²¹ Collapsed position variables were determined by the SWT. “Students” includes all undergraduate and graduate students. “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-nine percent of Staff respondents ($n = 951$) were primarily career employees (Table 5). Ninety-six percent of staff ($n = 1,030$) cited their primary campus location as the General Campus, and 2% said their primary campus location was Health Sciences/Medical Center ($n = 23$).

Table 5. Primary Employment Status with UCR

Status	<i>n</i>	%
Career (including partial-year career) employee	951	88.8
Contract employee	47	4.4
Limited appointment employee/term employment	24	2.2
Per Diem employee	<5	--
Floater (temporary services) employee	<5	--
Academic employee	32	3.0
Missing	15	1.4

Note: Table includes staff responses only ($n = 1,071$).

With regard to respondents' work unit affiliations, Table 6 indicates that 5% of Staff respondents ($n = 55$) were affiliated with University Library, 4% with the Dining Services ($n = 39$), 3% with Entomology ($n = 31$) and Housing Services ($n = 27$), and 2% with Human Resources ($n = 22$).²²

²² Data for groups of fewer than five individuals were not reported here as to not compromise confidentiality. For a more complete listing of work units, see Table B19 in Appendix A.

Table 6. Staff Respondents' Primary Work Unit Affiliations

Work Unit	<i>n</i>	%
Academic Personnel – General Operations	10	0.9
Accounting	10	0.9
Advancement Services	15	1.4
Agricultural Operations	10	0.9
Biology	9	0.8
Bookstore	6	0.6
Botany and Plant Sciences	16	1.5
Building Services	5	0.5
C&C Associate Vice Chancellor	23	2.1
Campus Health Center	10	0.9
Campus Relations – Inactive	<5	--
Capital Programs	9	0.8
CHA&SS Dean's Office	11	1.0
CHA&SS Student Affairs	5	0.5
Chancellor's Office - General Operations	7	0.7
Chemistry	10	0.9
Child Development Center	18	1.7
CNAS Dean's Office	12	1.1
CNAS UG Academic Advising Center	14	1.3
Communication Services	5	0.5
Counseling Center	5	0.5
Development	10	0.9
Dining Services	39	3.6
Earth Sciences	5	0.5
Engineering - Dean's Office	9	0.8
Enterprise App Development	7	0.7
Entomology	31	2.9
Environmental Health & Safety	9	0.8
Finance & Administration	8	0.7
Financial Aid	6	0.6
Graduate Division	8	0.7
Highlander Union	8	0.7
Housing Services	27	2.5
Housing Services	8	0.7
Housing Services Administration	18	1.7
Human Resources	22	2.1
Intercollegiate Athletics	15	1.4
International Education Center	6	0.6
Mathematics	5	0.5
Multidisciplinary Admin Unit	5	0.5
Performing Arts Admin	5	0.5

Table 6 (cont.)

Work Unit	<i>n</i>	%
Plant Administration	10	0.9
Plant Pathology & Microbiology	6	0.6
Plant Services	8	0.7
Police	9	0.8
Printing & Reprographics	5	0.5
Recreation/Student Rec Center	8	0.7
Registrar	11	1.0
School of Business Administration	12	1.1
School of Education	10	0.9
SOM - Finance & Administration	13	1.2
SOM - Student Affairs	5	0.5
Strategic Communications	6	0.6
Student Affairs Admin	17	1.6
Student Affairs Communications	6	0.6
Student Life	8	0.7
Transportation & Parking Services	6	0.6
UC MEXUS	6	0.6
UCR ARTSBlock	6	0.6
Undergraduate Admissions	17	1.6
Undergraduate Education	9	0.8
UNEX-Education	5	0.5
UNEX-International Education Programs	10	0.9
University Library	55	5.1
University Writing Program	5	0.5
VCSA Technology Services	7	0.7
VCUA – Office	6	0.6
Missing	82	7.7

Note: Table includes staff responses only ($n = 1,071$).

Six percent of Post-Docs and Faculty respondents ($n = 18$) were affiliated with the Botany and Plant Sciences Department, and 4% were primarily affiliated with the Chemistry Department ($n = 13$) and Entomology Department ($n = 13$) (Table 7).²³

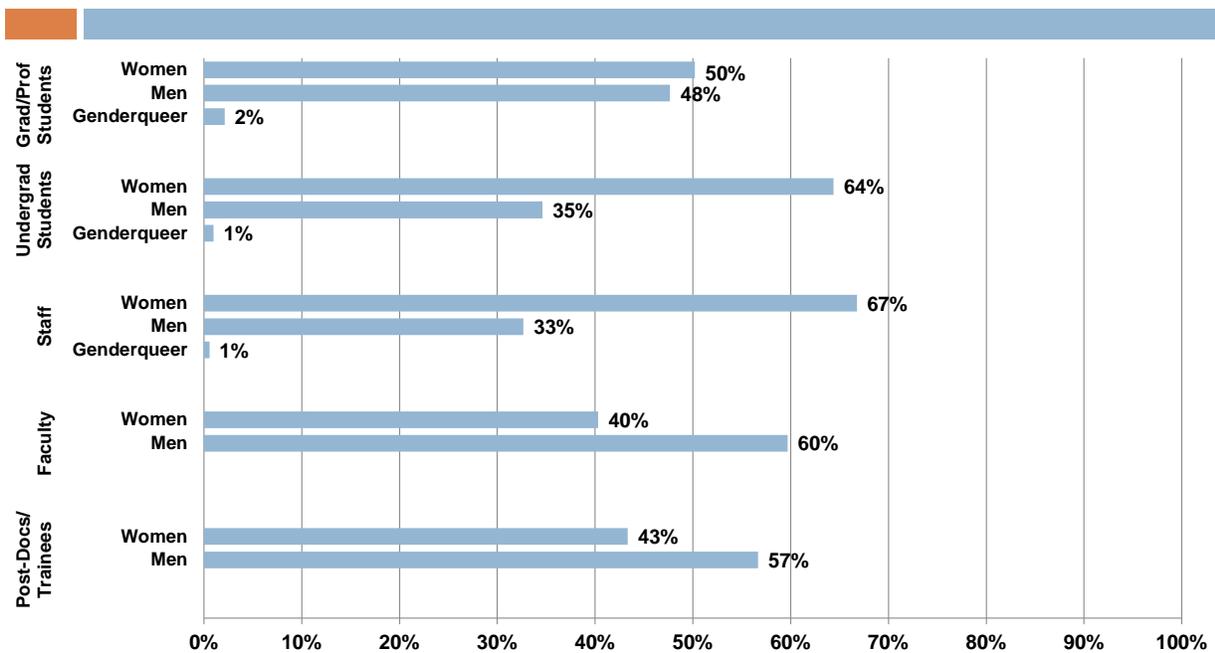
Table 7. Post-Doc and Faculty Respondents' Primary Work Unit Affiliations

Academic/Administrative Unit	<i>n</i>	%
Anthropology Department	8	2.7
Art History Department	5	1.7
Biochemistry Department	5	1.7
Biology Department	8	2.7
Botany & Plant Sciences Department	18	6.0
Chemistry Department	13	4.4
Computer Science & Engineering Department	7	2.3
Earth Sciences Department	7	2.3
English Department	11	3.7
Entomology Department	13	4.4
Environmental Sciences Department	9	3.0
History Department	6	2.0
Mathematics Department	11	3.7
Music Department	7	2.3
Nematology Department	5	1.7
Philosophy Department	5	1.7
Physics and Astronomy Department	10	3.4
Plant Pathology and Microbiology	8	2.7
Political Science Department	7	2.3
Psychology Department	6	2.0
Sociology Department	8	2.7
Theatre Department	5	1.7
Undergraduate Business Program	7	2.3
University Writing Program	7	2.3
Missing	53	17.8

Note: Table includes faculty and post-doc responses only ($n = 258$). Table B17 in Appendix B provides a comprehensive listing of faculty and post-doc affiliations.

²³ For a more complete listing of work units, see Table B17 in Appendix A.

The majority of the sample were women (62%, $n = 2,743$; Figure 2).²⁴ Forty-four respondents (1.0%) identified as genderqueer.^{25 26} Eighty-five respondents marked “other” in terms of their gender identity and wrote comments such as “asexual,” “gender non-conforming woman,” “Historically Multigendered,” “human,” “I identify as masculine of center,” “Okitcitakwe,” “Partially evolved simian,” “Platypus,” “SUPERIOR SPECIES,” “Unicorn,” “vivek,” “We are not the same, I am a martian,” “Whats with all these choices? You either have a penis or a vagina,” “Womyn,” and “Wookiee.”



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

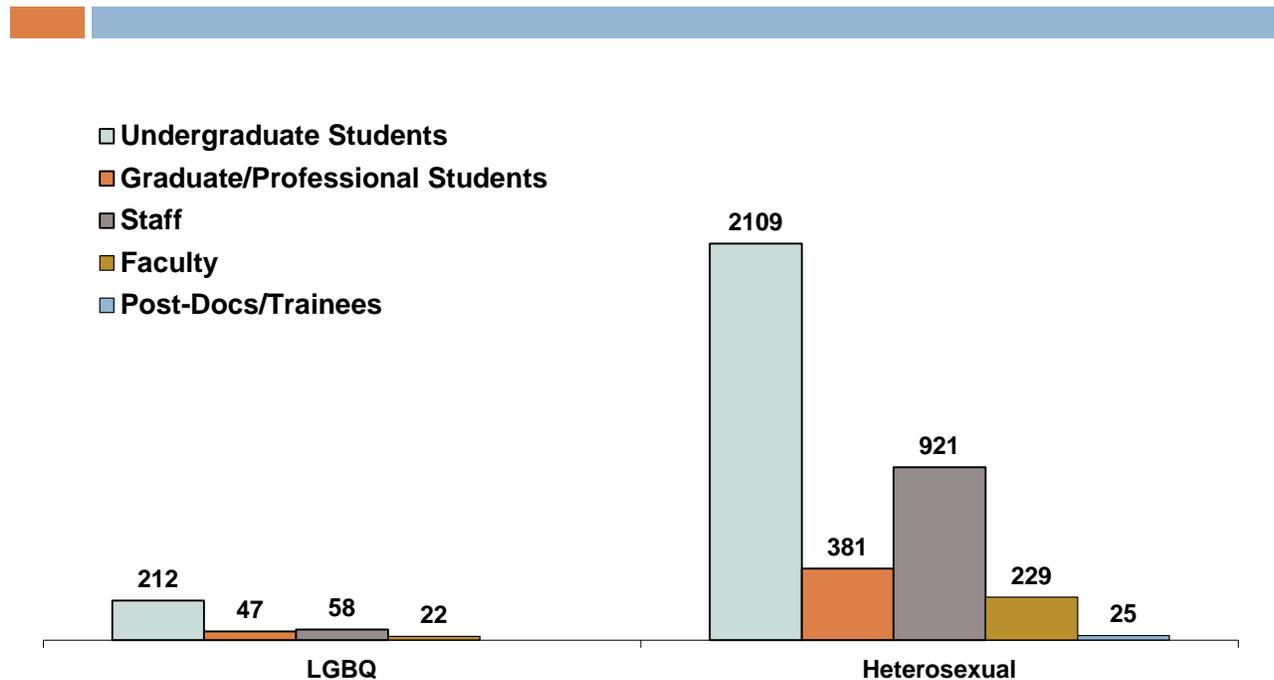
Figure 2. Respondents by Gender & Position Status (%)

²⁴ Additionally, the sex of the majority of respondents was female (62%, $n = 2,753$), while 37% of respondents were male ($n = 1,655$), and 5 (0.1%) were intersex.

²⁵ 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.

²⁶ Transgender respondents were not published here due to the low response number.

The majority of respondents were heterosexual²⁷ (85%, $n = 3,665$). Eight percent were LGBQ (lesbian, gay, bisexual, or queer, $n = 340$) (Figure 3). One percent of respondents ($n = 47$) were questioning their sexual orientations, and 6% identified as asexual ($n = 240$).

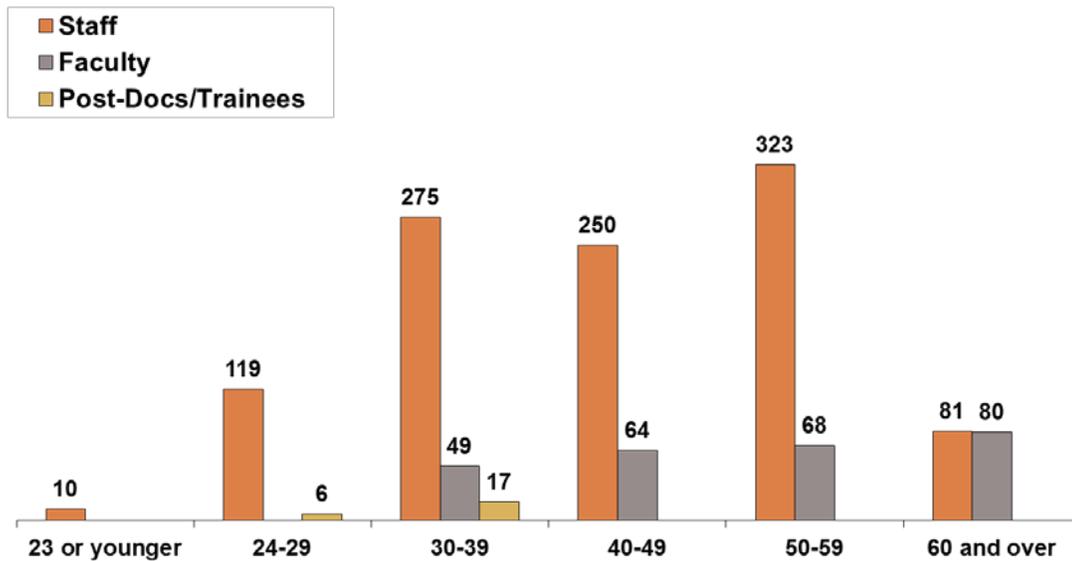


Responses with n's less than 5 are not presented in the figure.

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

²⁷ 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.

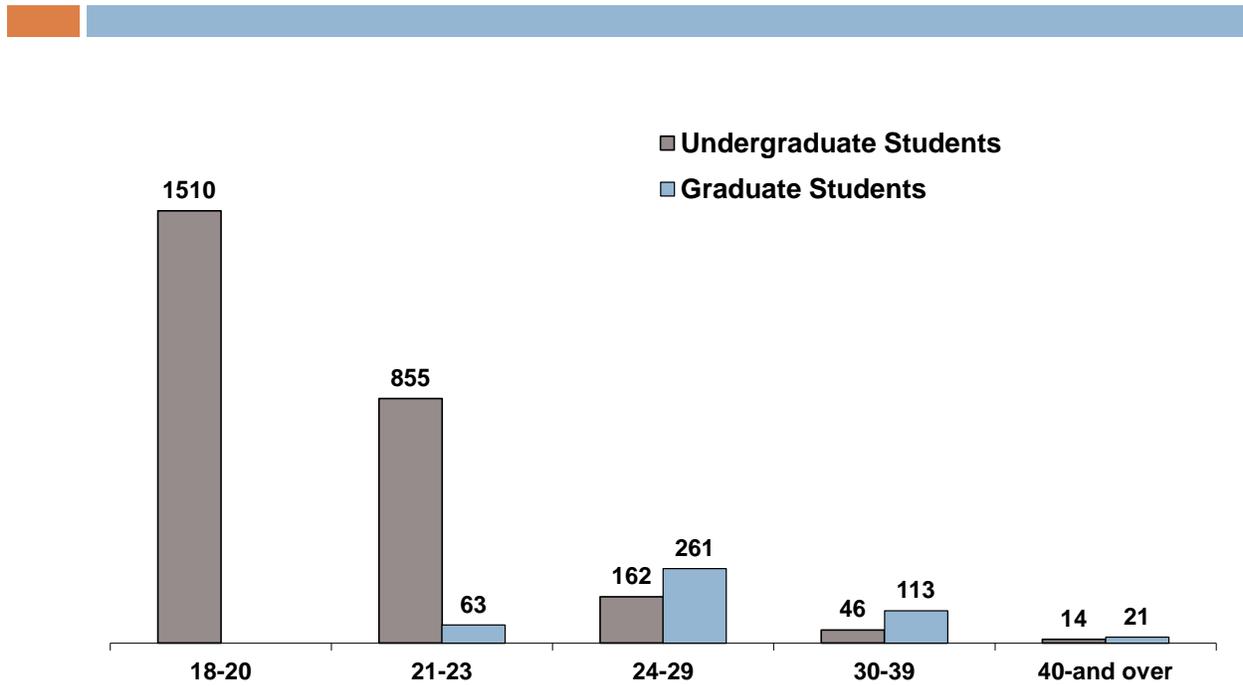
Thirty-one percent of faculty members ($n = 80$) were 60 years and over, 26% were 50 to 59 years old ($n = 68$), and 24% were 40 to 49 years old ($n = 64$). Thirty-one percent of Staff ($n = 323$) were between the ages of 50 and 59, 26% were between 30 and 39 years old ($n = 275$), and 24% were between 40 and 49 years old ($n = 250$). The majority of Post-Docs/Trainees (61%, $n = 17$) were between the ages of 30 and 39 (Figure 4).



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

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

Fifty-eight percent of responding Undergraduate Students ($n = 1,510$) were 18 to 20 years old. Fifty-six percent of responding Graduate Students ($n = 261$) were 24 to 29 years old (Figure 5).



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

Figure 5. Student Respondents' Age (n)

With regard to race and ethnicity, 21% of the respondents ($n = 928$) identified as White.²⁸ Sixteen percent were Asian/Asian American ($n = 717$), 15% were Hispanic/Latino ($n = 682$), 3% were African American/African/Black ($n = 123$), 2% were American Indian/Alaskan Native ($n = 74$), 2% were Middle Eastern/Southwest Asian/North African ($n = 72$), and 0.3% were Pacific Islander ($n = 14$) (Figure 6). Thirty-nine individuals marked the response category “other” and wrote comments such as “I am mixed with a lot of races...” “American,” “creole,” “don’t feel this is relevant,” “French Canadian,” “Have children that are mixed with black,” “human,” “I am an American - Are we not supposed to see only that, not race?” “Indian,” “indigenous Mexican,” “Indo-Gyanese,” “Irish,” “Italian,” “Jedi Knight,” “Mexican/American Indian,” “Please include Biracial,” “Punjabi,” “some Cherokee,” “White/Mexican/Jew/German,” etc.

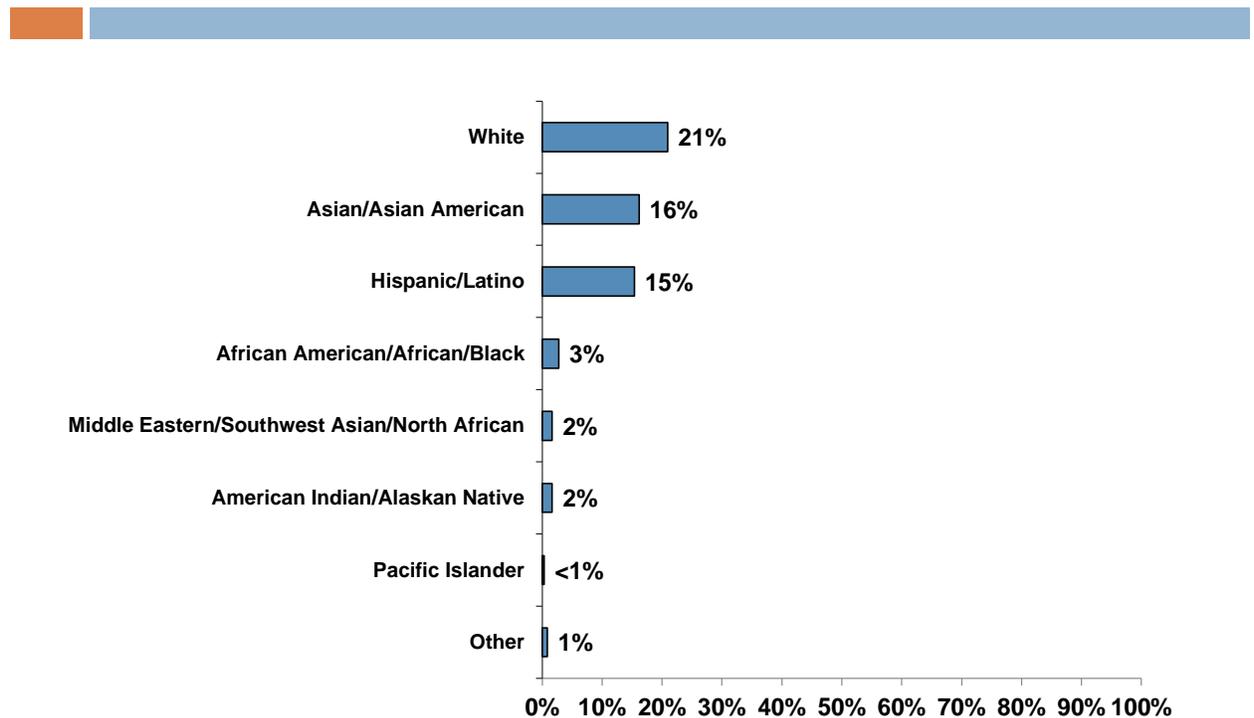


Figure 6. Respondents’ Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

²⁸ 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 identity²⁹, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (29%, $n = 1,296$) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority³⁰ (36%, $n = 1,593$), Other People of Color³¹ (31%, $n = 1,379$), and Multi-Minority³² (2%, $n = 88$) were created.

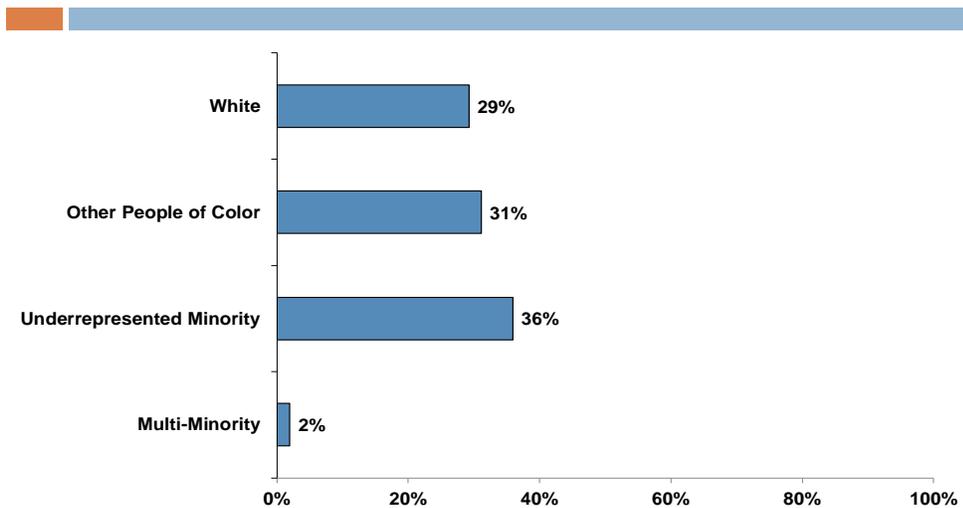


Figure 7. Respondents' Racial/Ethnic Identity (%)

²⁹ 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.

³⁰ Congruent with UC Policy 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.

³¹ Congruent with UC Policy and 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.

³² Congruent with UC Policy and 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 item³³ 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” (45%, $n = 2,005$). Eighty-six respondents (2%) chose a Muslim³⁴ affiliation, 52 individuals (1%) chose a Jewish³⁵ affiliation, and 259 people (6%) chose Other Religious/Spiritual Affiliations. Thirty-six percent of respondents ($n = 1,605$) reported no affiliation,³⁶ and 5% reported multiple affiliations³⁷ ($n = 231$) (Figure 8). People marked “other” and wrote in comments such as “Adventist,” “agnostic Christian,” “animist,” “Apatheist,” “apostolic christian,” “asatru,” “believer,” “Born Again Christian,” “Christian Bible Based,” “Christian, no denomination,” “Druze,” “Hermetic,” “Humanist,” “Pantheist,” “Pastafarian,” “Tenrikyo,” “The Force,” “The Light of the World,” “Word of FAITH,” etc.

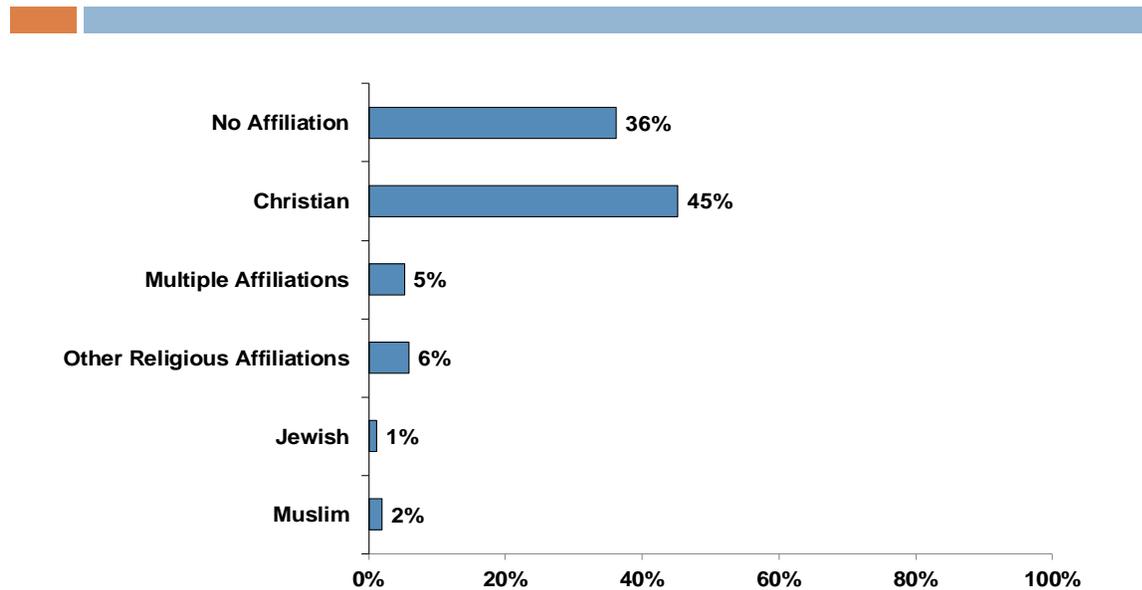


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

³³ Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.

³⁴ Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

³⁵ Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

³⁶ No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

³⁷ Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Subsequent analyses indicate 83% of student respondents ($n = 2,544$) were single, never married. Sixty-seven percent of employees ($n = 913$) were married or remarried, 5% were partnered ($n = 66$), and 15% were single ($n = 197$). Twenty-nine respondents (1%) were partnered in a civil union or registered domestic partnership.

Ninety percent of Undergraduate Students ($n = 2,343$) and 81% of Graduate/Professional Students ($n = 376$) had no dependent care responsibilities (Figure 9).

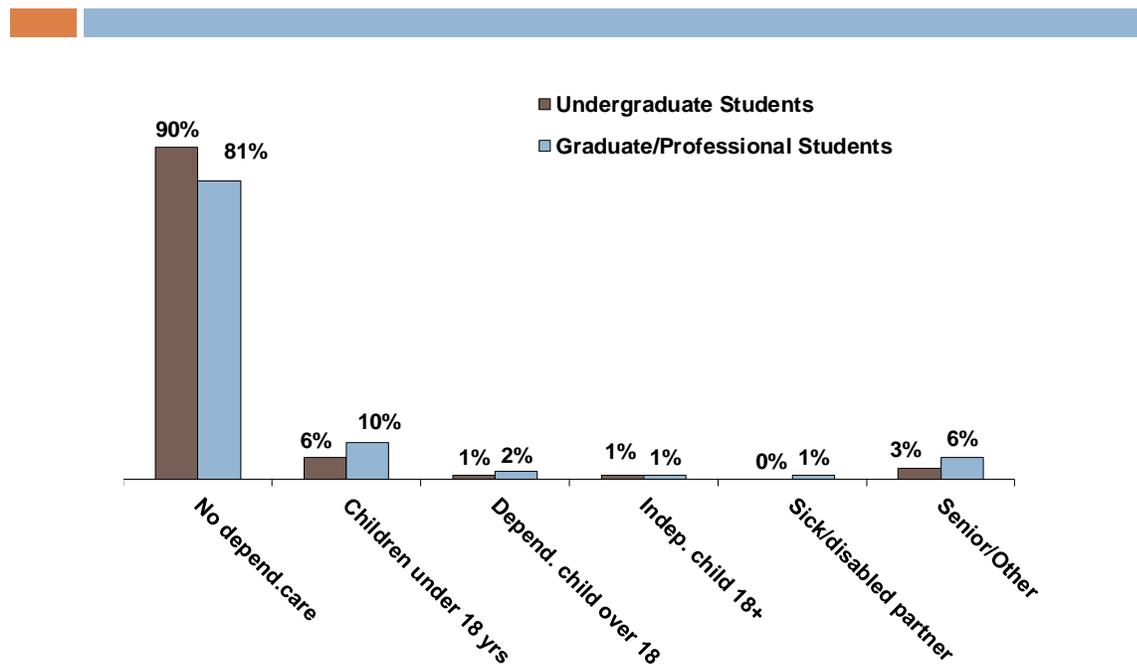
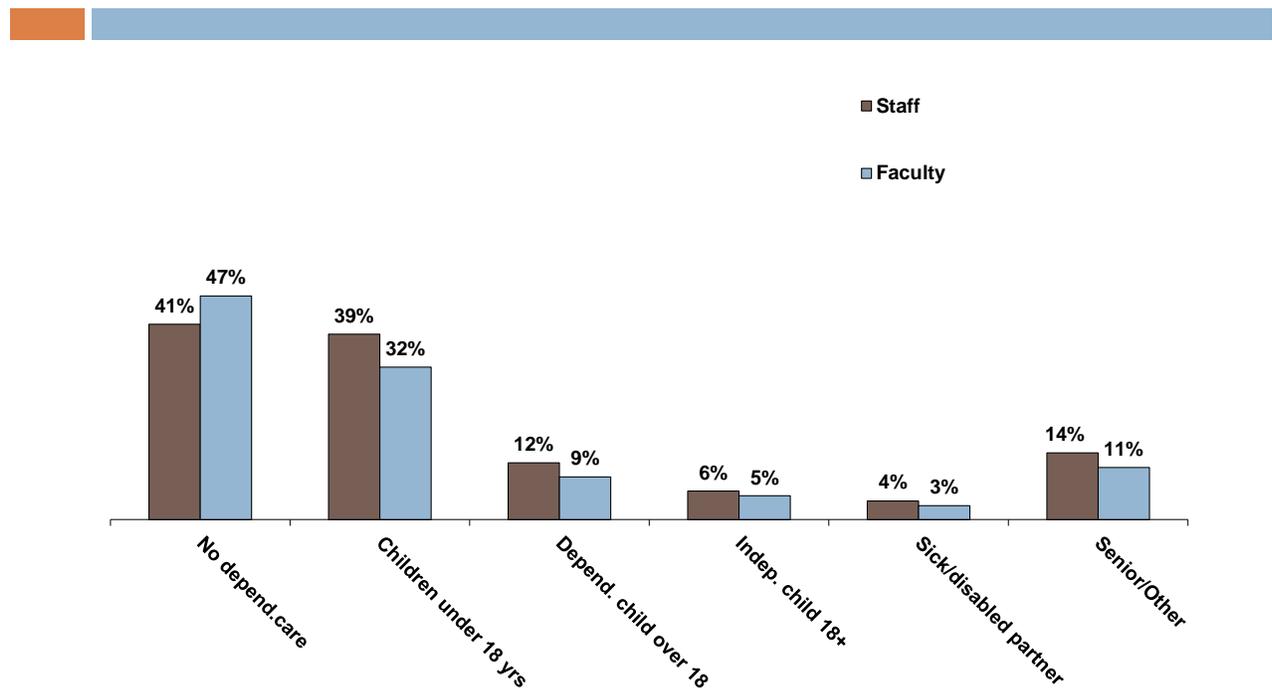


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Thirty-nine percent of Staff respondents ($n = 413$), 32% of Faculty ($n = 86$), and 17% of Post-Docs/Trainees ($n = 5$) were caring for children under the age of 18 years (Figure 10). Fourteen percent of Staff ($n = 145$) and 11% of Faculty ($n = 29$) were responsible for senior or other family members. Twelve percent of Staff ($n = 131$) also reported that they were caring for dependent children over the age of 18.



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

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

Subsequent analyses indicate that 97% of all respondents ($n = 4,281$) had never been in the military. Two percent of respondents ($n = 70$) were veterans, 17 people were reservists (<1%), 7 were active military members (<1%), and 10 were ROTC (<1%).

Twenty-eight percent of respondents ($n = 1,239$) considered their political views moderate or “middle of the road.” Thirty-six percent were “liberal”/“far left,” ($n = 1,584$) while 11% considered themselves “conservative”/“far right” ($n = 478$) (Table 8). Twenty-one percent were undecided ($n = 910$).

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	172	3.9
Liberal	1,412	31.9
Moderate or middle of the road	1,239	27.9
Conservative	459	10.4
Far right	19	0.4
Undecided	910	20.5
Libertarian	19	0.4
Other	131	3.0

Eighteen percent of respondents ($n = 787$)³⁸ had disabilities that substantially affected learning, working, or living activities. Five percent of respondents ($n = 202$) had mental health/psychological conditions, 4% had low vision ($n = 186$), 4% had medical conditions ($n = 167$), and 3% had ADHD ($n = 113$) (Table 9).

Table 9. Respondents’ Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	16	0.4
Attention Deficit/Hyperactivity Disorder	113	2.5
Asperger’s/ Autism Spectrum	15	0.3
Blind	<5	--
Low vision	186	4.2
Deaf	5	0.1
Hard of Hearing	73	1.6
Learning disability	47	1.1
Medical Condition	167	3.8
Mental health/psychological condition	202	4.6
Physical/Mobility condition that affects walking	51	1.2
Physical/Mobility condition that does not affect walking	49	1.1
Speech/Communication	45	1.0
Other	23	0.5
I have none of the listed conditions	3,387	76.4

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

³⁸ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 787 (18%). The duplicated total ($n = 994$; 22%) is reflected in Table 9 in this report and in Appendix B.

Table 10 indicates that approximately 96% of participants who completed this survey were U.S. citizens³⁹ ($n = 4,251$), 3% were non-U.S. citizens⁴⁰ ($n = 149$), and <1% were undocumented residents⁴¹ ($n = 15$). Subsequent analyses revealed that of the 15 undocumented resident respondents, 14 were Undergraduate Students (<1% of all Undergraduate Student respondents). One percent of Undergraduate Students ($n = 36$), 18% of Graduate/Professional Students ($n = 83$), 1% of Staff ($n = 8$), 2% of Faculty ($n = 6$), and 53% of Post-Docs/Trainees ($n = 16$) were Non-U.S. Citizens.

Table 10. Respondents' Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen	4,030	90.9
Permanent Resident	299	6.7
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	162	3.7
Other legally documented status	7	0.2
Undocumented resident	16	0.4

Fifty percent of respondents ($n = 2,223$) said only English was spoken in their homes. Thirteen percent indicated a language other than English was spoken in the home ($n = 559$), while 37% indicated that English and another language were spoken in their homes ($n = 1,631$). Many of those respondents indicated that they spoke Chinese ($n > 70$), Cantonese ($n > 25$), Korean ($n > 25$), Mandarin ($n > 20$), Spanish ($n > 250$), or Vietnamese ($n > 25$). Some of the other respondents indicated the primary languages they spoke at home were American Sign Language, Amharic, Arabic, Armenian, Bahasa, Bangla, Bengali, Burmese, Cambodian, Dutch, Farsi, Filipino, French, German, Greek, Gujarti, Hebrew, Hindi, Hmong, Japanese, Khmer, Lao,

³⁹ 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.

⁴⁰ Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

⁴¹ Undocumented Residents included those individuals who marked only the undocumented resident response choice.

Persian, Punjabi, Russian, Tagalog, Taiwanese, Telugu, Teo chew, Thai, Turkish, Ukrainian, Urdu, Vietnamese, etc.

About 28% of Staff respondents ($n = 303$) indicated that the highest level of education they completed was a bachelor's degrees. Eight percent had finished an associate's degrees ($n = 82$), 22% had completed a master's degrees ($n = 234$), and 10% had completed either a doctoral or other professional degrees ($n = 104$).

Table 11 illustrates the level of education completed by students' parents or legal guardians. Subsequent analyses revealed that 49% of all Student respondents ($n = 1,485$) were first-generation students.⁴²

Table 11. Students' Parents'/Guardians' Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	387	12.6	409	13.4
Some high school	293	9.6	279	9.1
Completed high school/GED	513	16.7	516	16.8
Some college	469	15.3	481	15.7
Business/Technical certificate/degree	94	3.1	119	3.9
Associate's degree	164	5.4	168	5.5
Bachelor's degree	505	16.5	494	16.1
Some graduate work	54	1.8	52	1.7
Master's degree	307	10.0	237	7.7
Doctoral degree	97	3.2	47	1.5
Professional degree (MD, MFA, JD)	100	3.3	60	2.0
Unknown	42	1.4	75	2.4
Not applicable	30	1.0	82	2.7

Note: Table reports student responses only ($n = 3,063$).

⁴² 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 2,596 responding Undergraduate Students, 23% were first-year/freshman ($n = 603$), 19% were second-year/sophomore students ($n = 483$), 30% were third-year students/juniors ($n = 785$), and 23% were fourth-year students/seniors ($n = 594$).

Seventy-four percent of master’s student respondents were first-year students ($n = 59$), and 25% were second-year students ($n = 20$) (Figure 11). Twenty-five percent of doctoral students were in their first year ($n = 86$), 19% in their second year ($n = 65$) and third year or more ($n = 65$), 16% advanced to candidacy ($n = 56$), and 21% were ABD (all but dissertation) ($n = 72$).

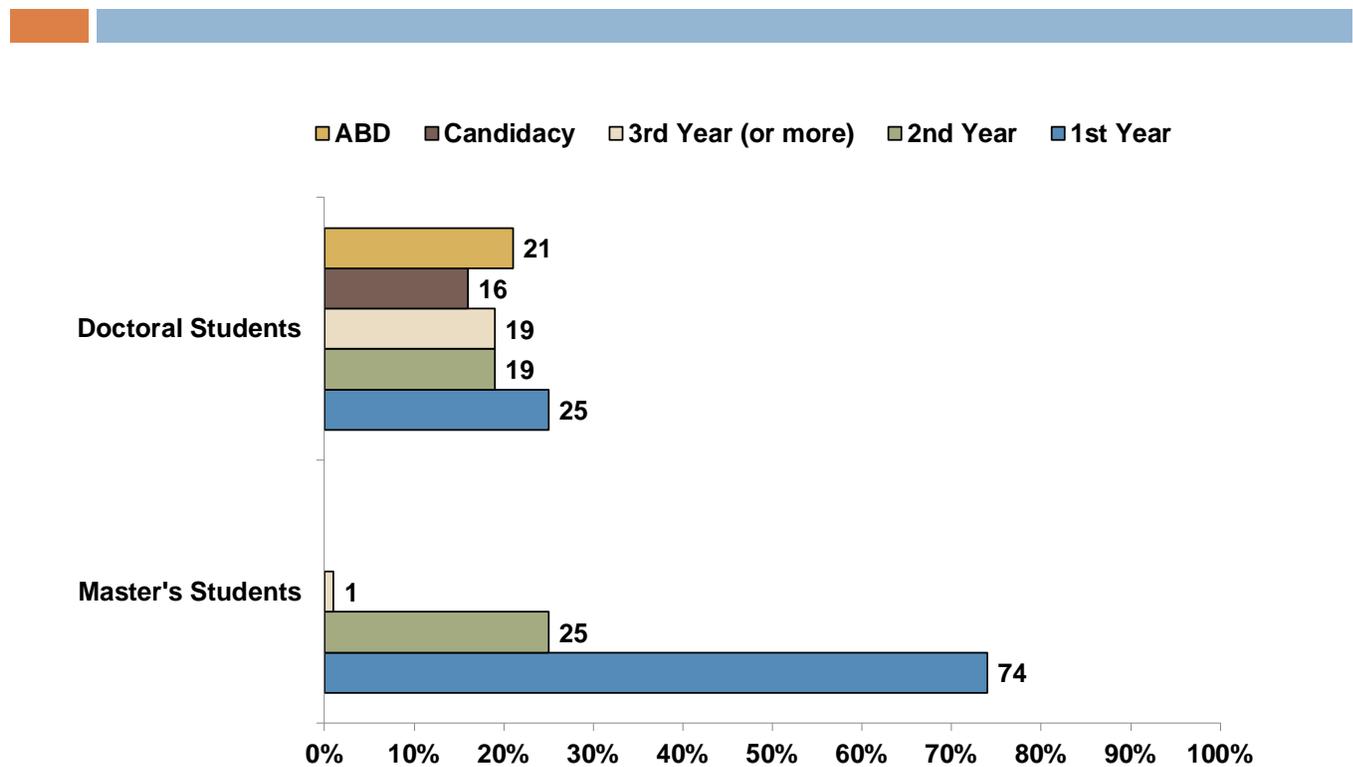
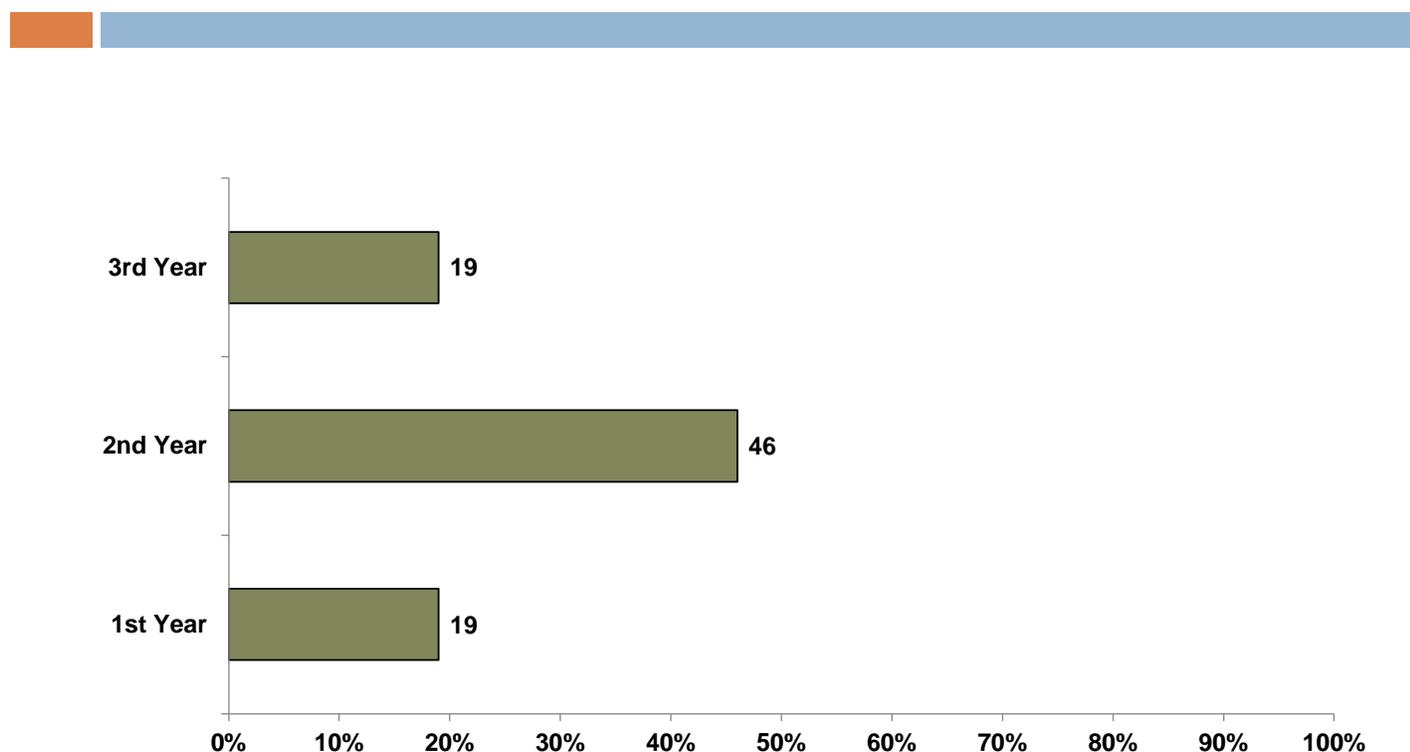


Figure 11. Graduate Student Respondents’ Current Year in UCR Career (%)

Nineteen percent of Post-Doc/Trainee respondents ($n = 5$) were in their first or third year at UCR, and 46% were in their second year ($n = 12$) (Figure 12).



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

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

Undergraduate Student respondents identified various academic majors:⁴³ Biology (10%, $n = 261$), Business Administration (7%, $n = 183$), Psychology (8%, $n = 198$), Undeclared (6%, $n = 151$), Sociology (4%, $n = 102$), English (3%, $n = 80$), Political Science (2%, $n = 61$), Neuroscience (2%, $n = 58$), Mechanical Engineering (2%, $n = 57$), Environmental Sciences

⁴³ See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

(2%, $n = 54$), Media and Cultural Studies (2%, $n = 52$), Creative Writing (2%, $n = 46$), and History (2%, $n = 41$).

Graduate/Professional Student respondents identified various academic majors:⁴⁴ Education (7%, $n = 31$), Plant Biology (6%, $n = 26$), Psychology (5%, $n = 24$), Computer Science (5%, $n = 23$), Evolution, Ecology and Organismal Biology (5%, $n = 23$), and History (5%, $n = 23$).

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status (Figure 13). Sixty-six percent of Undergraduate Students ($n = 1,711$) were in-state/resident students, while 1% were out-of-state/non-resident/international students ($n = 36$).⁴⁵

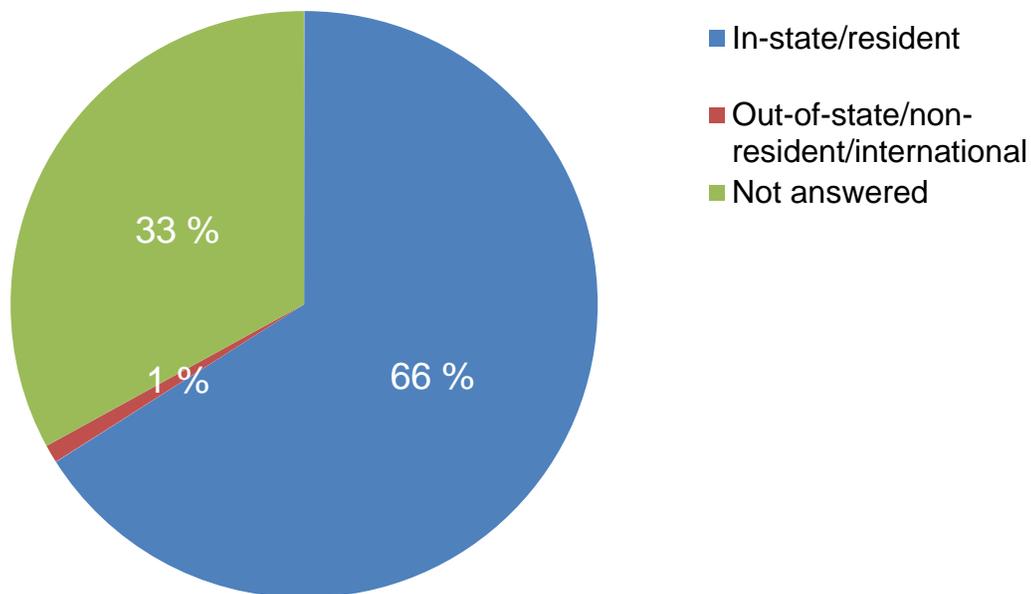


Figure 13. Undergraduate Students' Residency (%)

⁴⁴ See Appendix B, Table B20 for a comprehensive listing of graduate respondents' academic majors.

⁴⁵ Thirty-three percent of undergraduate respondents ($n = 851$) did not complete this survey item.

Subsequent analyses revealed that 39% of all Undergraduate Students ($n = 999$) and 63% of all Graduate/Professional Students ($n = 293$) were employed either on or off campus. Thirty-three percent of Undergraduates ($n = 850$) and 38% of Graduate/Professional Students ($n = 170$) were employed on or off campus on average one to 20 hours per week. Five percent of all Undergraduate Students ($n = 125$) and 15% of all Graduate/Professional Students ($n = 69$) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ($n = 5$) and 9% of Graduate/Professional students ($n = 41$) worked more than 40 hours per week.

Fifteen percent of Undergraduate Student respondents ($n = 373$) and 81% of Graduate/Professional Students ($n = 361$) were currently the sole providers for their living/educational expenses. Eighty-five percent of Undergraduates ($n = 2,103$) and 19% of Graduate/Professional students ($n = 87$) had families who were assisting with their living/educational expenses (i.e., dependent).

Forty-one percent of student respondents reported that they or their families had annual incomes of less than \$30,000 ($n = 1,206$). Forty-five percent reported annual incomes between \$30,000 and \$99,999 ($n = 1,330$), 9% between \$100,000 and \$149,999 ($n = 274$), and 4% between \$150,000 and \$249,999 ($n = 110$) annually. Two percent of student respondents said that they or their families have annual incomes between over \$250,000 ($n = 53$). These figures 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.

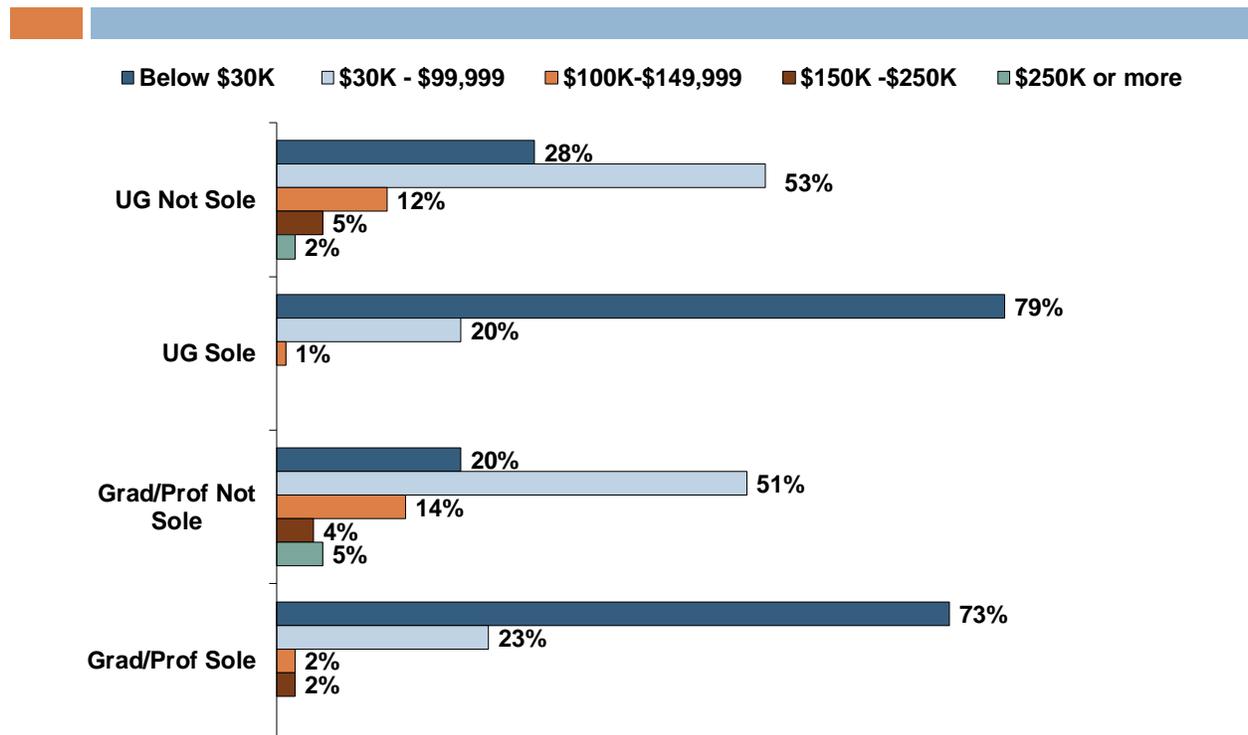


Figure 14. Students' Income by Dependency Status (%)

Of the students completing the survey, 66% lived in non-campus housing, and 33% lived in campus housing (Table 12). Eight students were homeless.

Table 12. Students' Residence

Students' Residence	<i>n</i>	%
Campus housing	1,009	32.9
Residence Halls	495	54.2
Student Housing Apartments	375	41.1
Family Housing:	43	4.7
Non-campus housing	2,035	66.4
Independently in an apartment/house	305	16.4
Living with a family member/guardian	674	36.3
Co-Op	9	0.5
Living in a house or apartment with roommates	859	46.2
Sorority or Fraternity House	11	0.6
Homeless (e.g., couch surfing)	8	0.3
Missing	11	0.4

Note: Table includes student responses only ($n = 3,063$).

Forty-three percent of student respondents did not participate in any student clubs and organizations at UCR ($n = 1,323$) (Table 13). Fourteen percent were involved with Academic/Professional Organizations ($n = 420$), and 10% with Service Organizations/Civic Engagement ($n = 311$).

Table 13. Students Participation in Clubs Organizations at the University

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	1,323	43.2
Academic/Professional Organizations	420	13.7
Service Organizations/Civic Engagement	311	10.2
Intercultural/Multicultural Campus Community Groups	268	8.7
Honor Societies	248	8.1
Religious/Spiritual Organizations	230	7.5
Intramurals/Clubs Sports	216	7.1
Special Interest Organizations	203	6.6
Student Leadership Groups	181	5.9
Social Fraternities or Sororities	179	5.8
Music/Performance Organizations	87	2.8
Campus Housing Associations	65	2.1
Political Groups	51	1.7
Publications and Media Organizations	37	1.2
NCAA Varsity Athletics	21	0.7
Other	260	8.5

Note: Table includes only student respondents ($n = 3,063$).
 Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that most student respondents earned passing grades.

Table 14. Students' Cumulative G.P.A. at the End of Last Semester

GPA	<i>n</i>	%
Less than 2.0	107	3.5
2.0-2.49	338	11.1
2.50 – 2.99	767	25.0
3.00- 3.49	879	28.7
Greater than 3.5	953	31.1
Missing	19	0.6

Note: Table includes student responses only ($n = 3,063$).

Additional analyses also revealed 26 student respondents (1%) were former foster-care youth; of those 26 students respondents, 24 were Undergraduate Students (1%).

Campus Climate Assessment Findings⁴⁶

The following section⁴⁷ reviews the major findings of this study. The review explores the climate at UCR 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 UCR

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UCR’s campuses. Table 15 illustrates that 73% of the survey respondents ($n = 3,223$) were “comfortable” or “very comfortable” with the climate at UCR. Seventy-five percent of respondents ($n = 3,301$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

Table 15. Respondents’ Comfort With the Climate

Level of Comfort	Comfort with Climate at UCR		Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	846	19.1	1,062	24.0
Comfortable	2,377	53.7	2,239	50.6
Neither Comfortable nor Uncomfortable	791	17.9	698	15.8
Uncomfortable	340	7.7	335	7.6
Very Uncomfortable	75	1.7	93	2.1

⁴⁶ 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.

⁴⁷ 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).

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

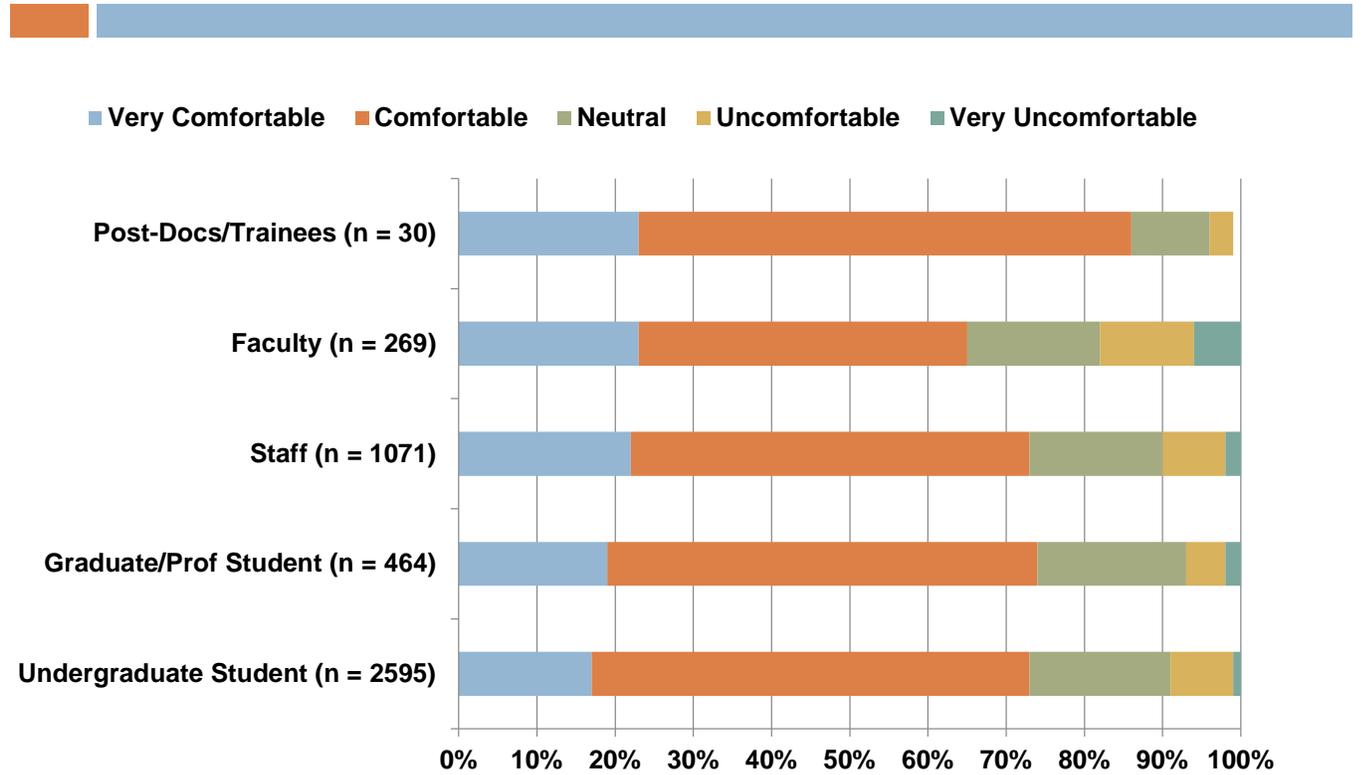


Figure 15. Comfort with Overall Climate by Position (%)

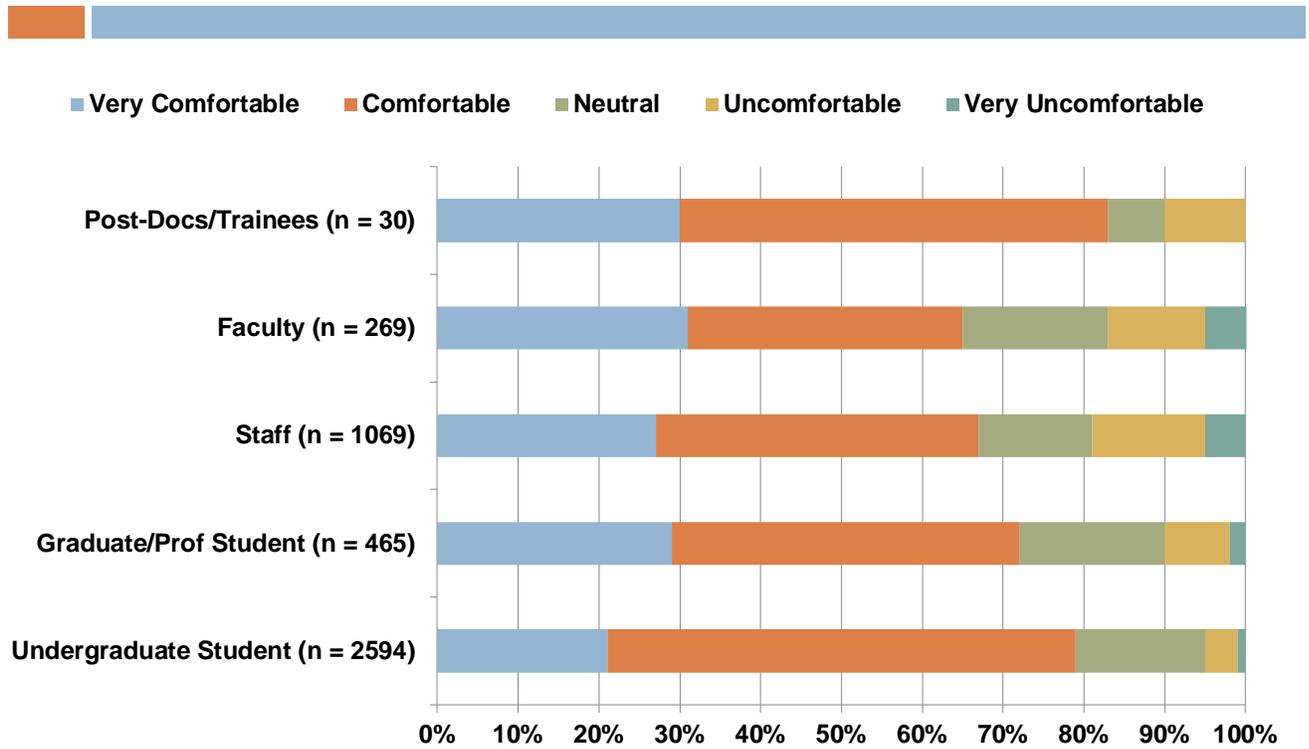


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 75% of Undergraduate Students ($n = 1,956$), 77% of Graduate/Professional Students ($n = 359$), and 73% of Faculty and Post-Docs ($n = 218$) were “comfortable” or “very comfortable” with the climate in their classes (Table 16).

Table 16. 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	441	17.0	125	26.9	93	31.2
Comfortable	1,515	58.3	234	50.3	125	42.0
Neither Comfortable nor Uncomfortable	476	18.3	63	13.5	26	8.7
Uncomfortable	141	5.4	18	3.9	18	6.0
Very Uncomfortable	22	0.8	5	1.1	<5	--
Not Applicable	<5	--	20	4.3	33	11.1

*Note: Undergraduate Student responses only ($n = 2,598$).

**Note: Graduate/Professional Student responses only ($n = 465$).

***Note: Faculty and Post-Doc responses only ($n = 298$).

When comparing the data by race⁴⁸, Other People of Color respondents felt less comfortable than other groups with the overall climate for diversity at UCR. Multi-Minority respondents felt less comfortable with the climate in their department/work unit/ academic unit/college/school/clinical setting (Figures 17 &18).

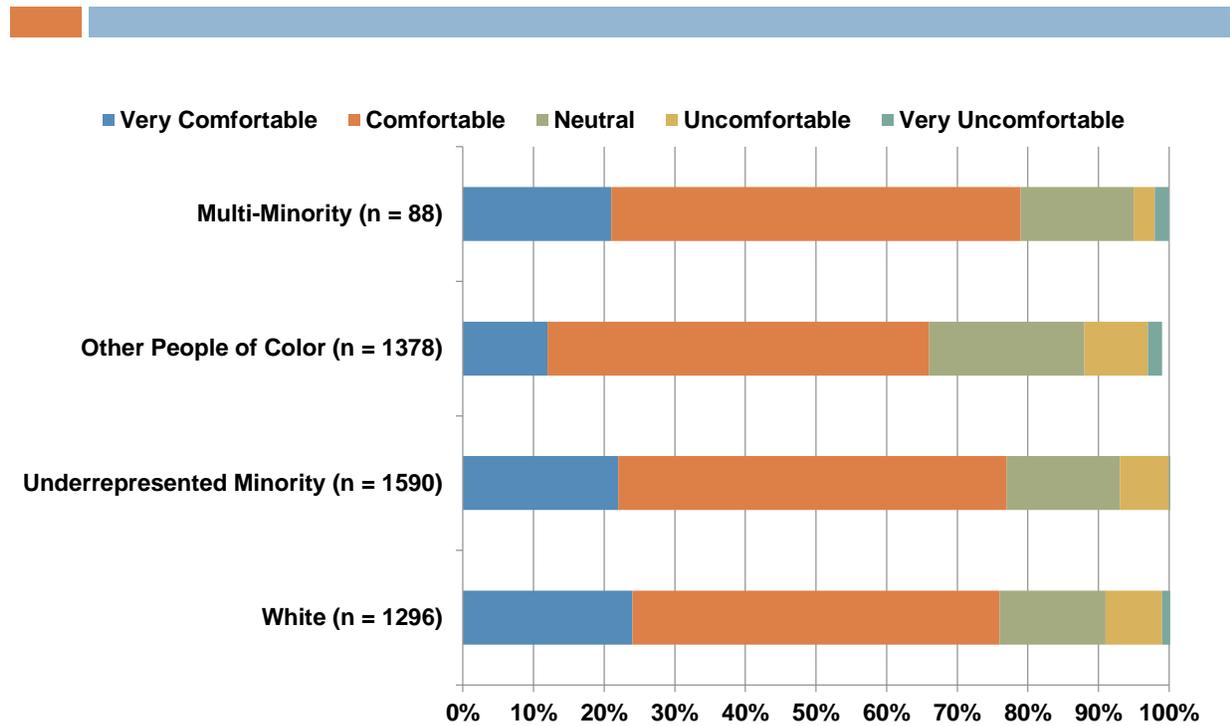


Figure 17. Comfort with Overall Climate by Race (%)

⁴⁸ To review, “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.

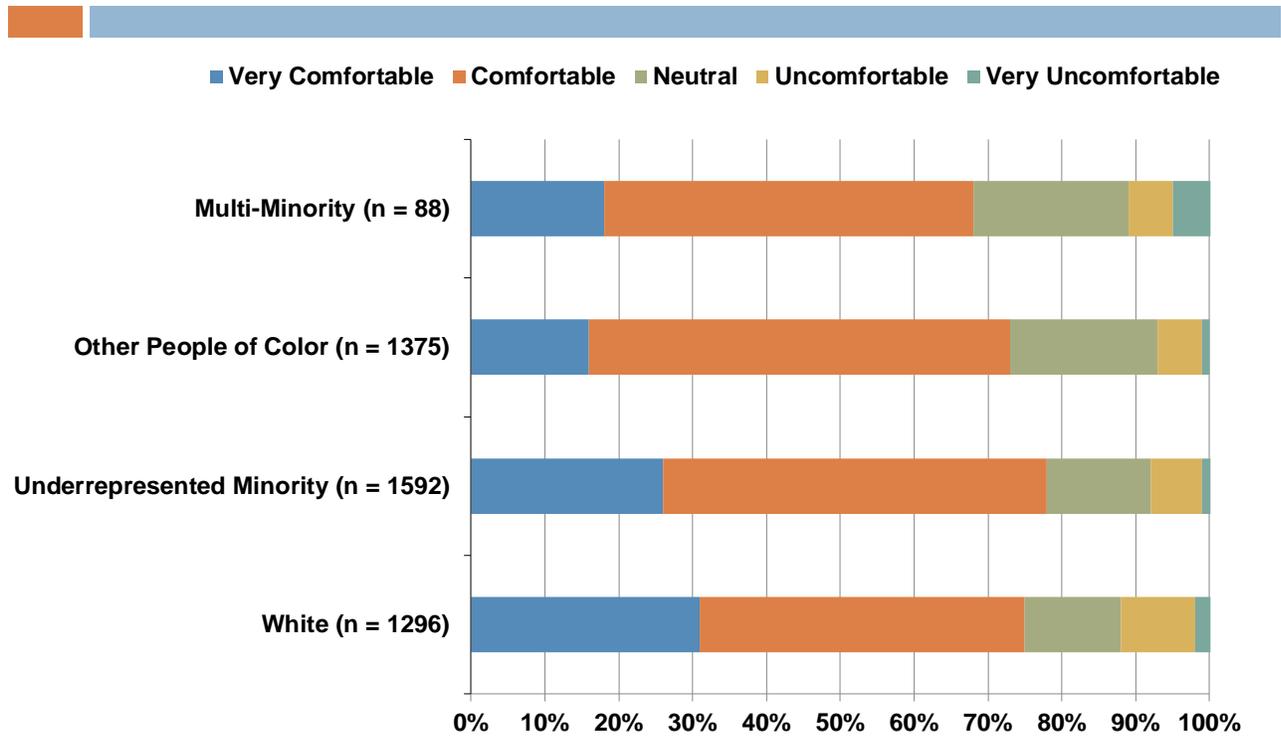


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

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. Again, Other People of Color Student, Faculty, and Post-Doc respondents and Multi-Minority Student, Faculty, and Post-Doc respondents were less comfortable with the climate in their classes than were other respondents.

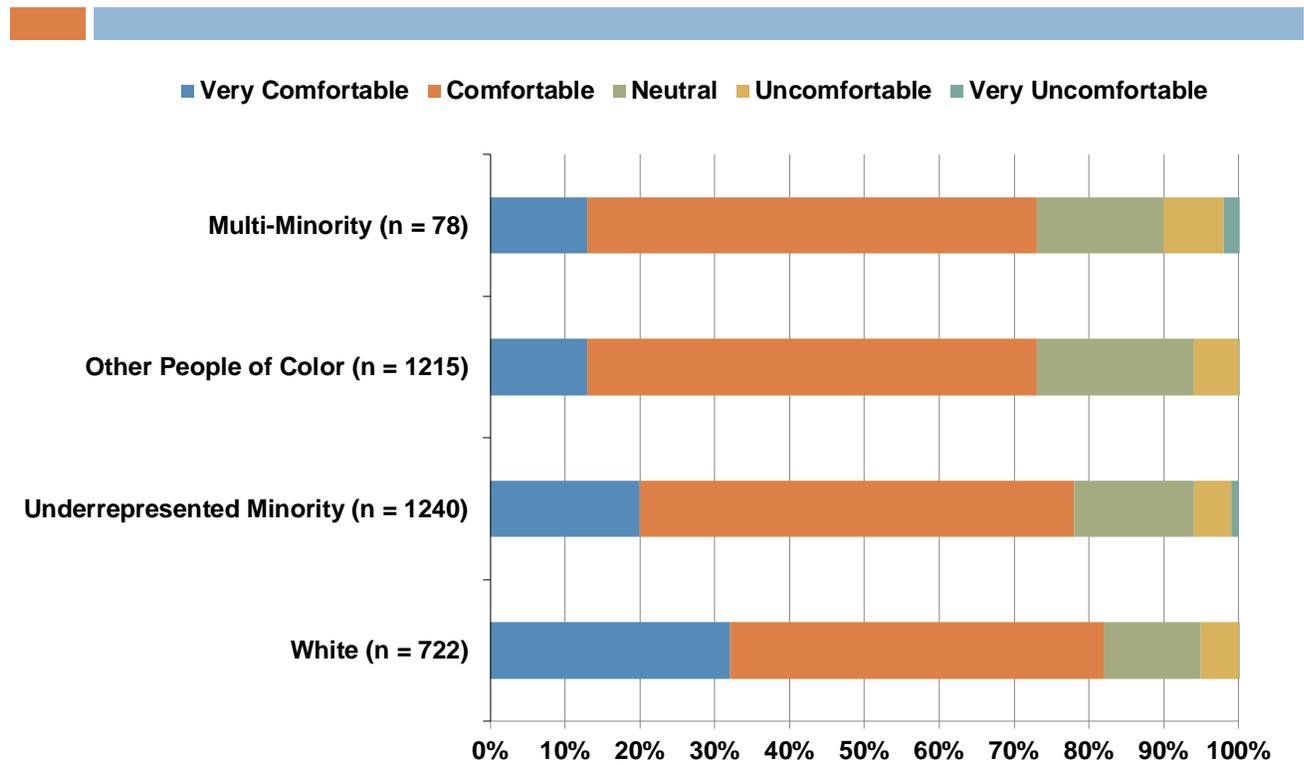
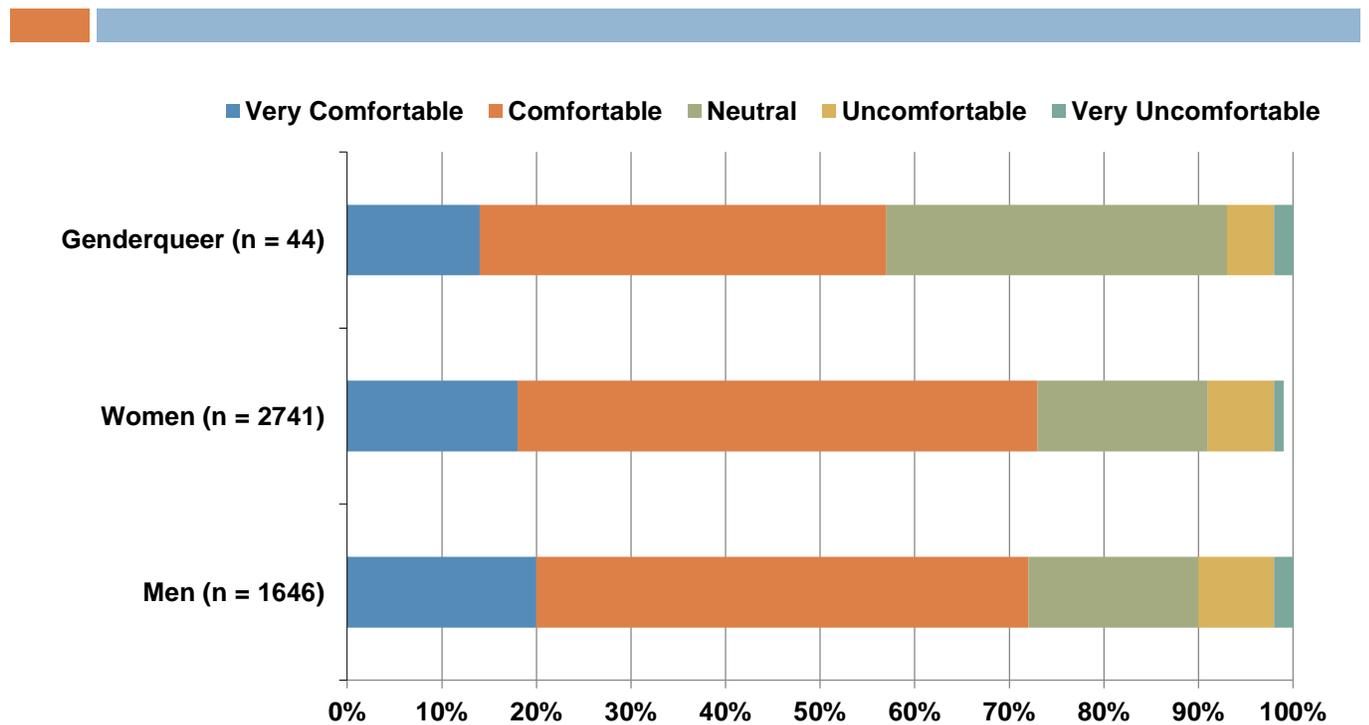


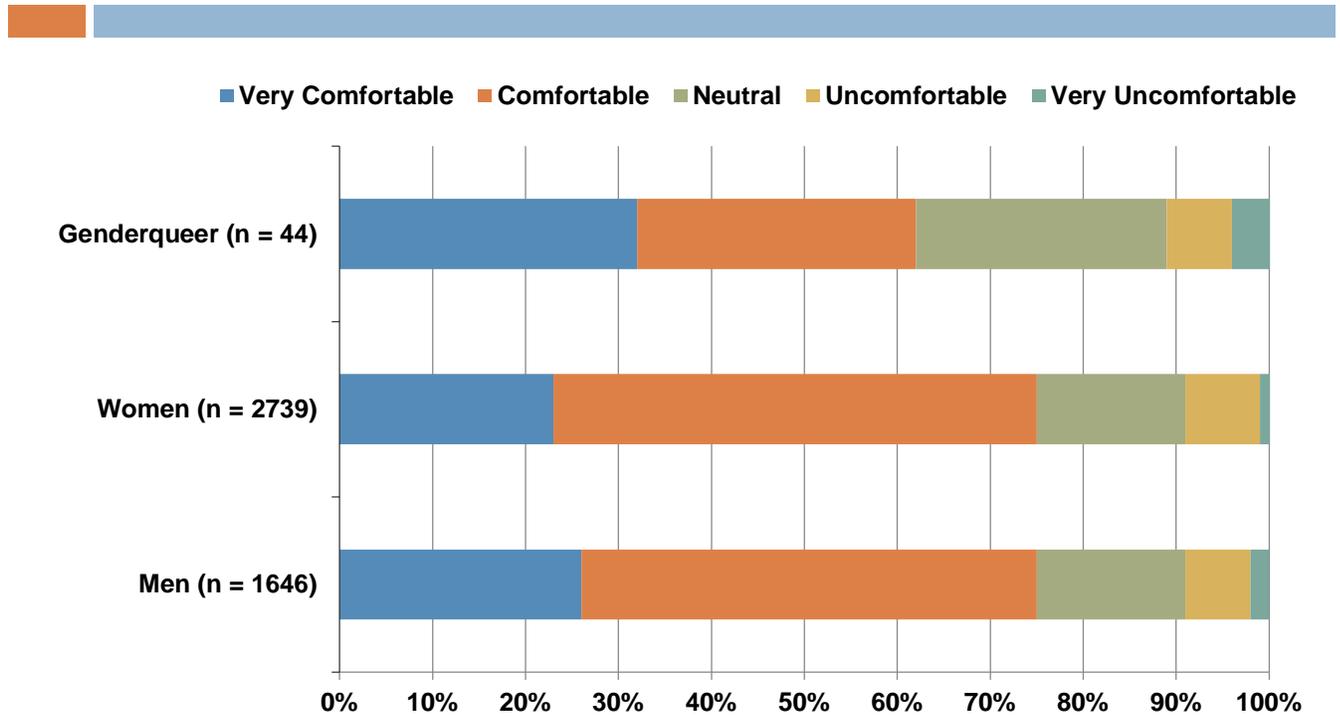
Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, genderqueer respondents were less comfortable than women and men with the overall climate and the climate in their department/work unit/ academic unit/college/school/clinical settings than were other groups (Figure 20 & 21). Transgender respondents were not included here due to a low response number.



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

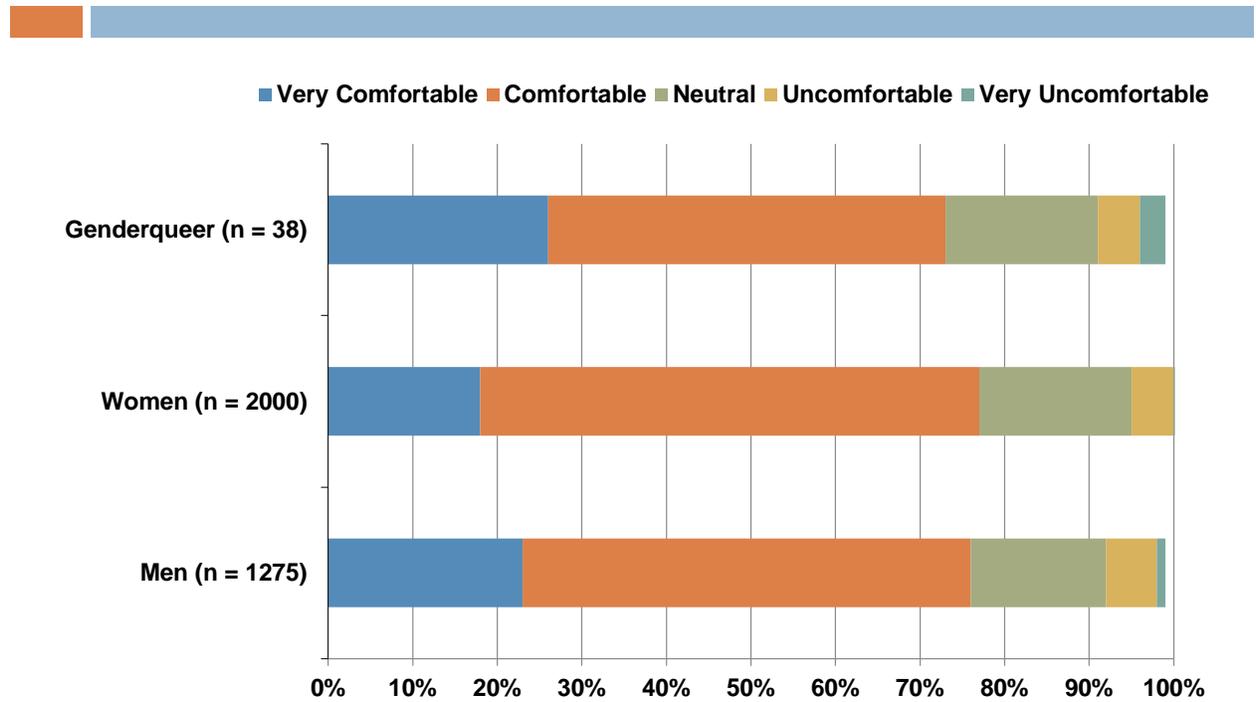
Figure 20. Comfort with Overall Climate by Gender (%)



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

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

Genderqueer Student, Faculty, and Post-Doc respondents were also slightly less comfortable with the climate in their classes than were other Student, Faculty, and Post-Doc respondents (Figure 22).



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

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

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

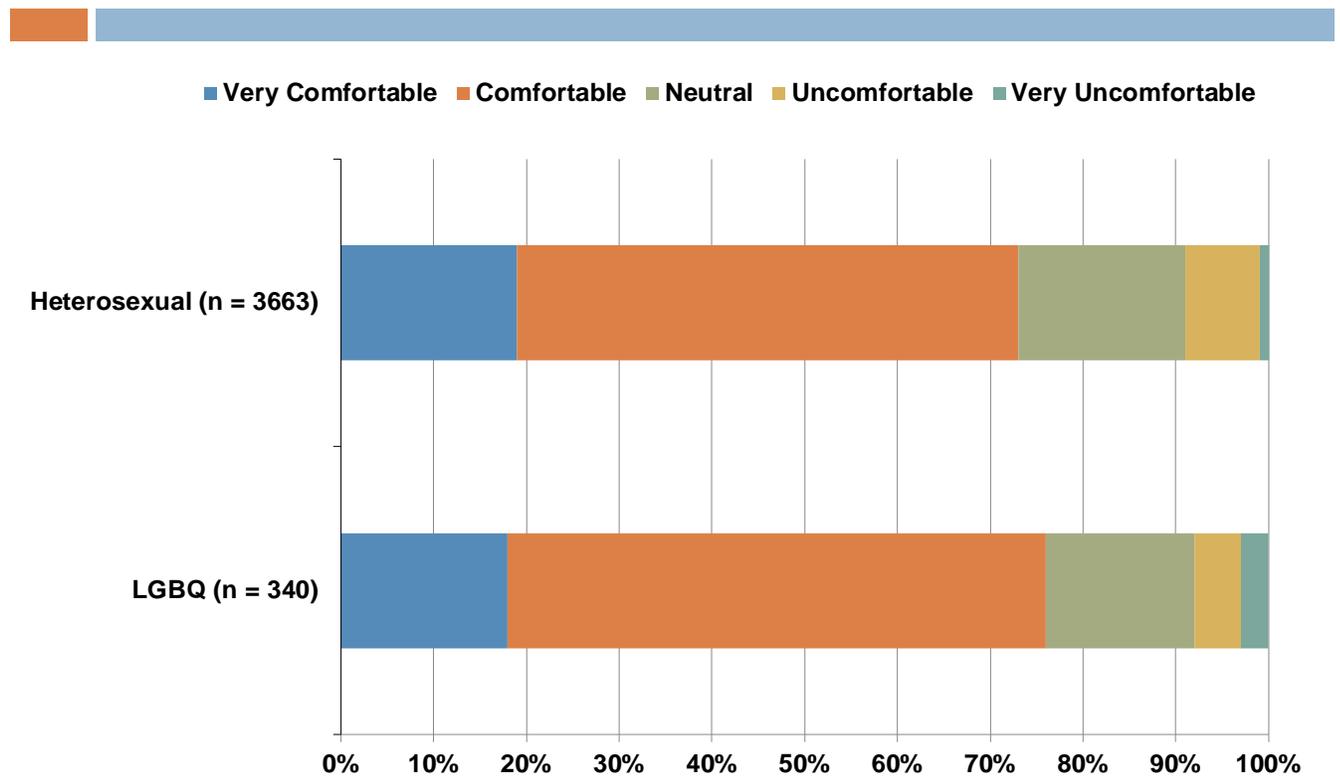


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

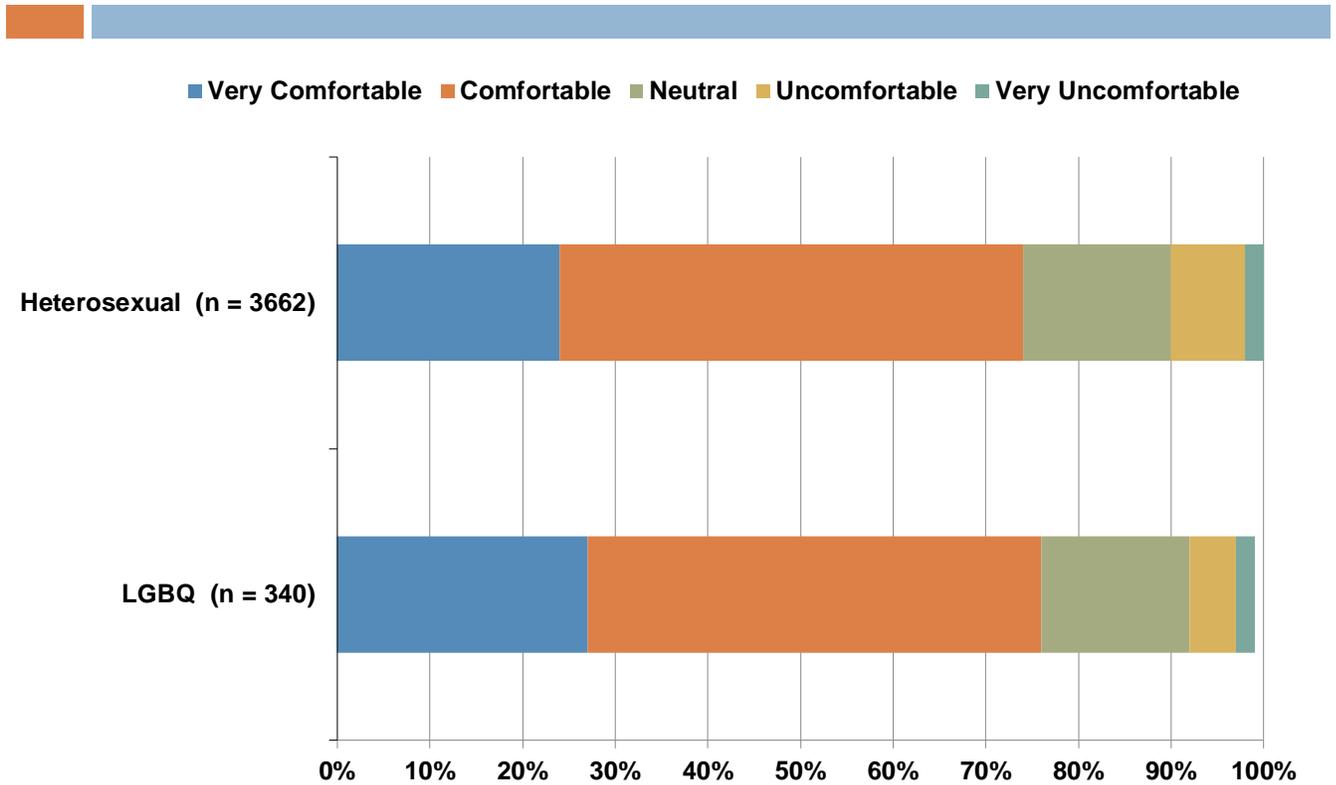


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

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

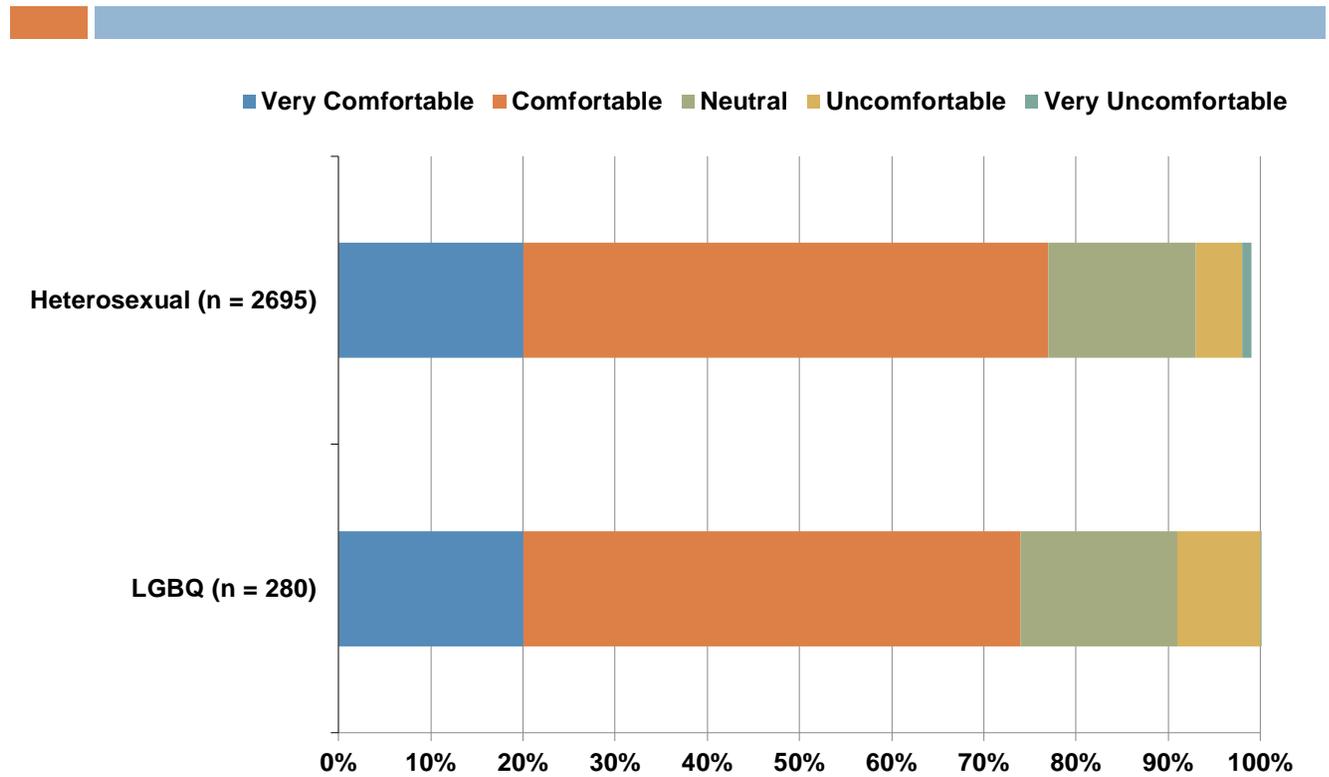


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

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).

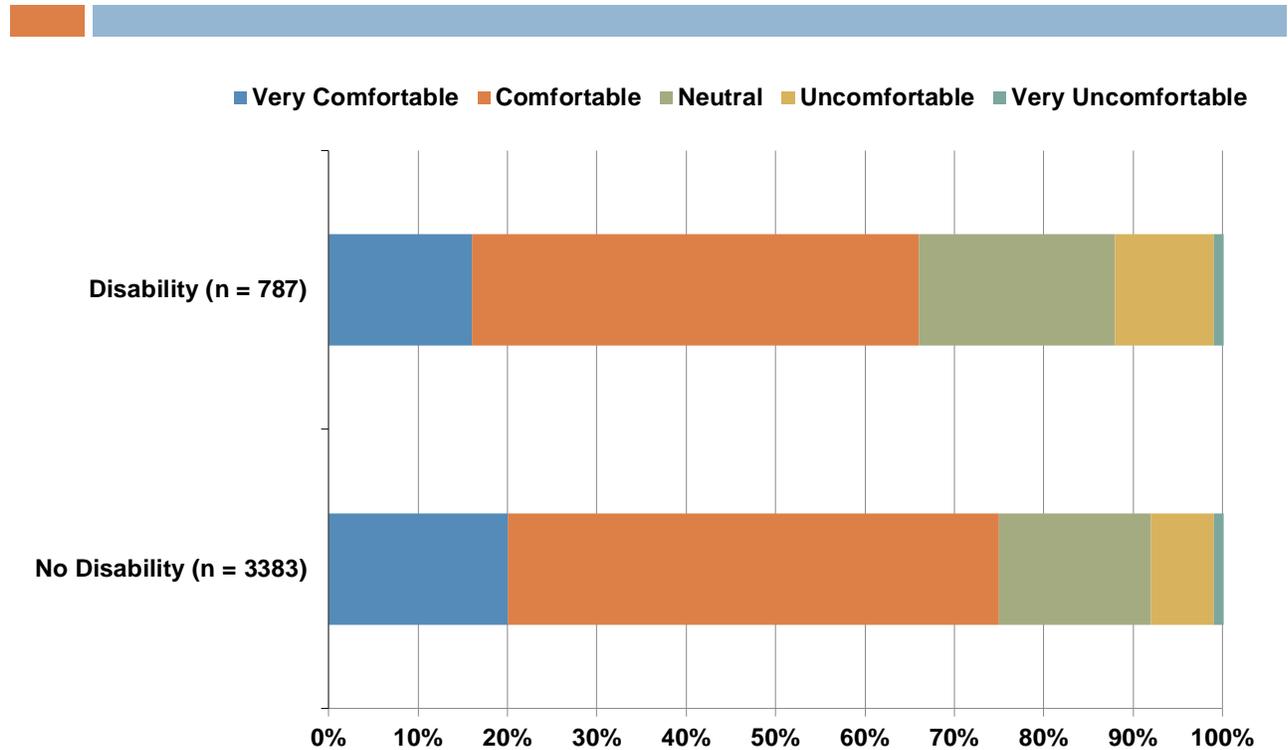


Figure 26. Comfort with Overall Climate by Disability Status (%)

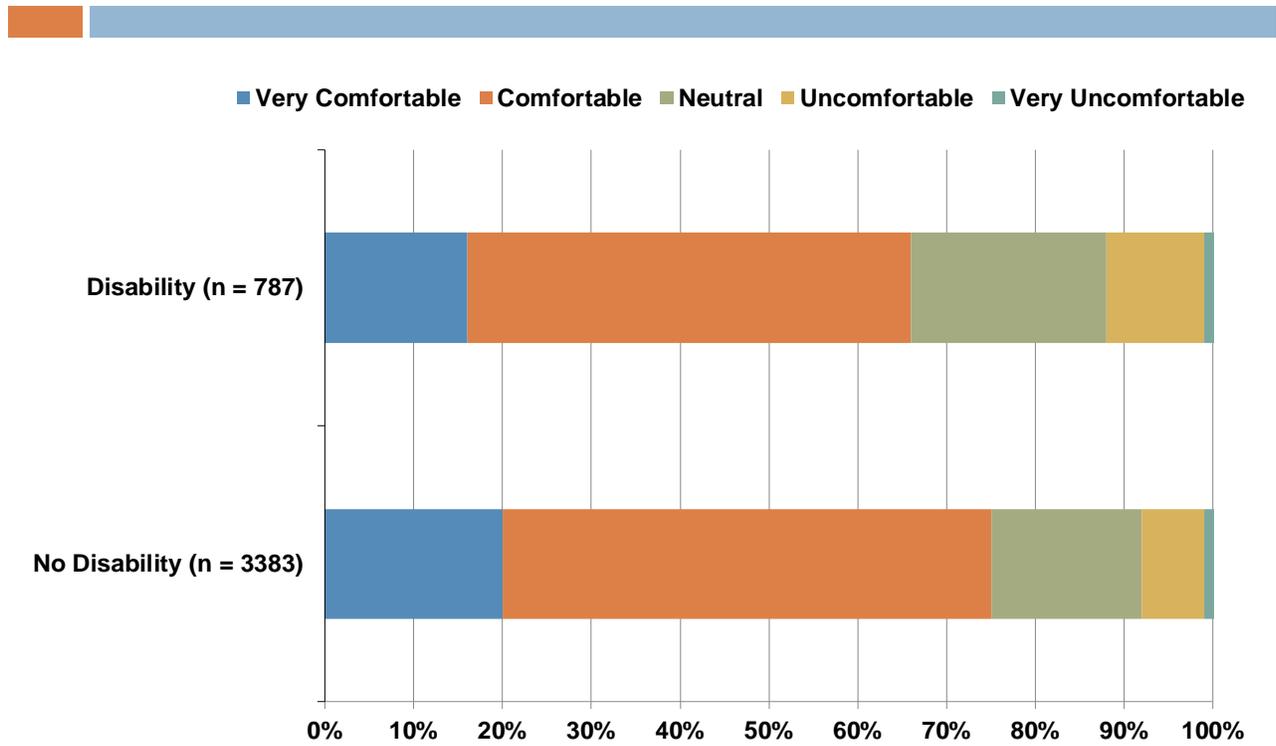


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

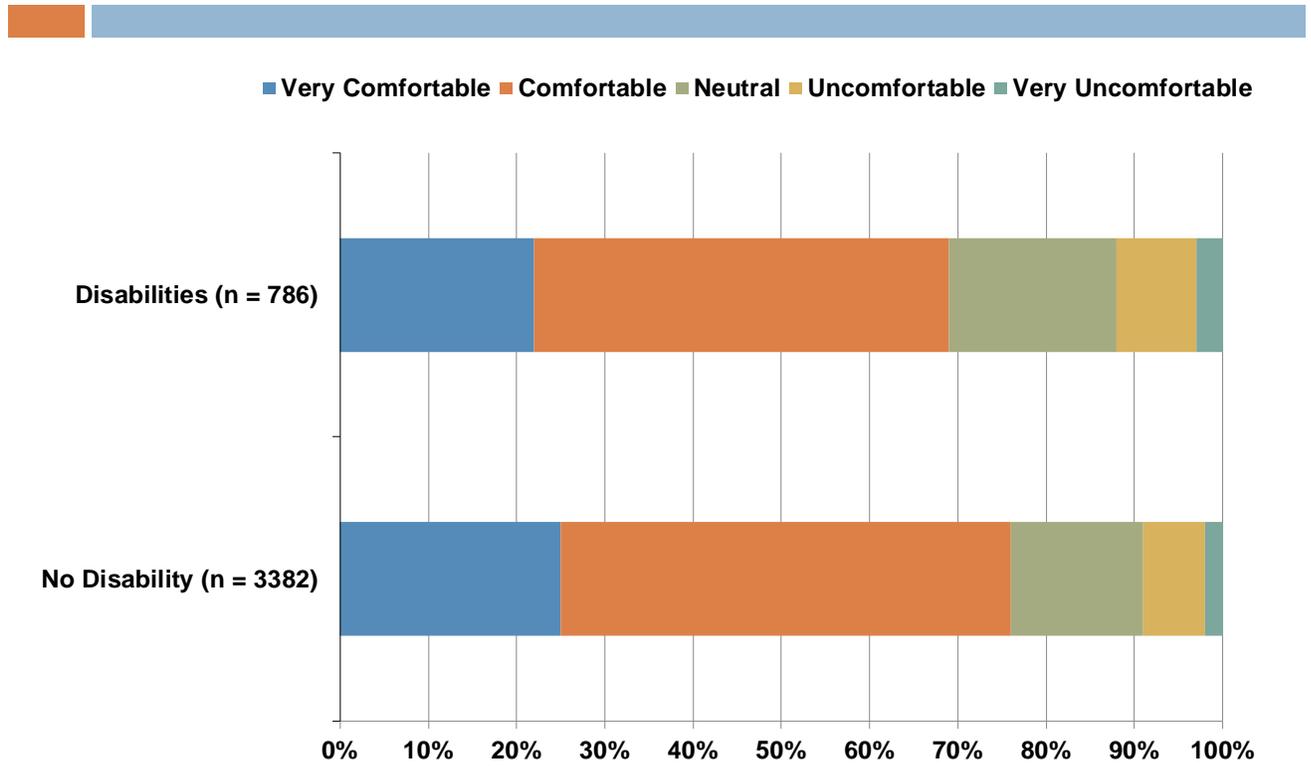


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Some differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UCR (Figure 29). Respondents from Other Religious/Spiritual Affiliations were less likely to feel “very comfortable” with the overall climate; the climate in their departments/work units; and the climate in their classes than were other respondents.

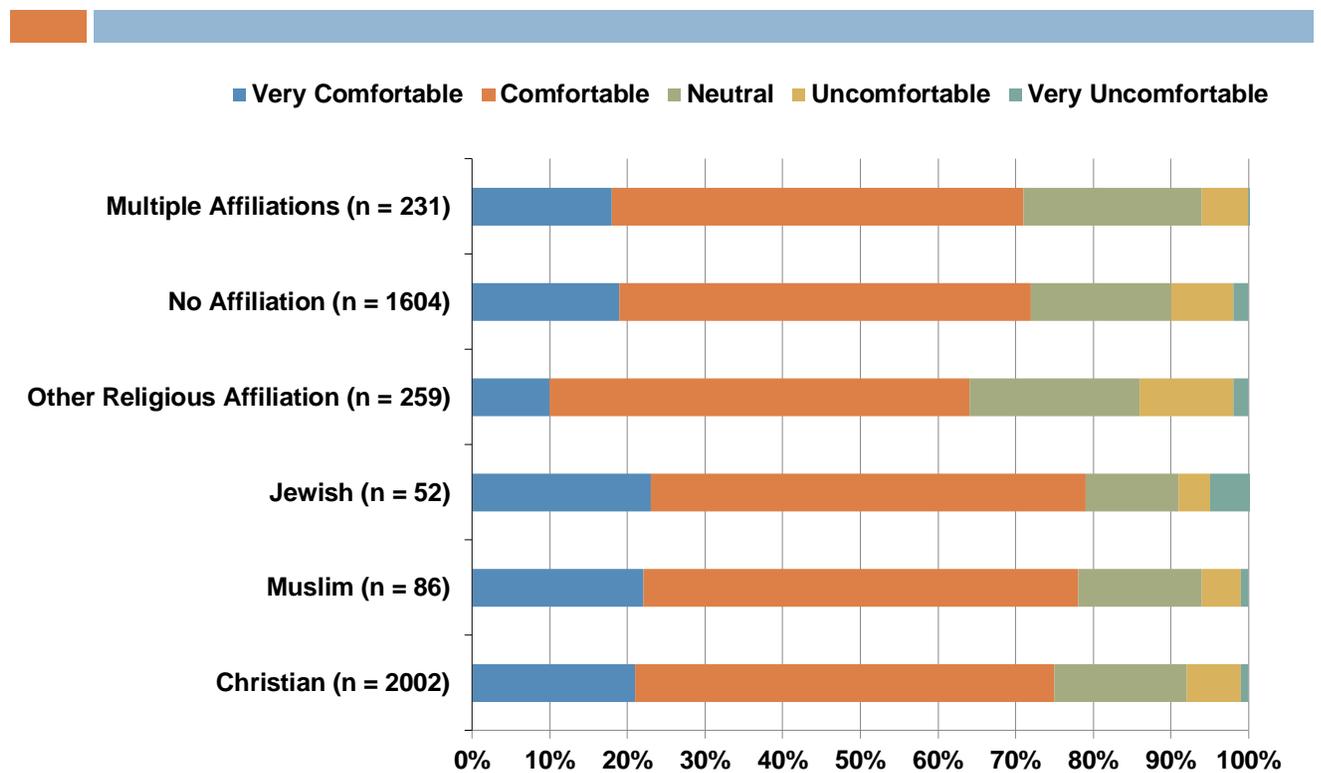


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

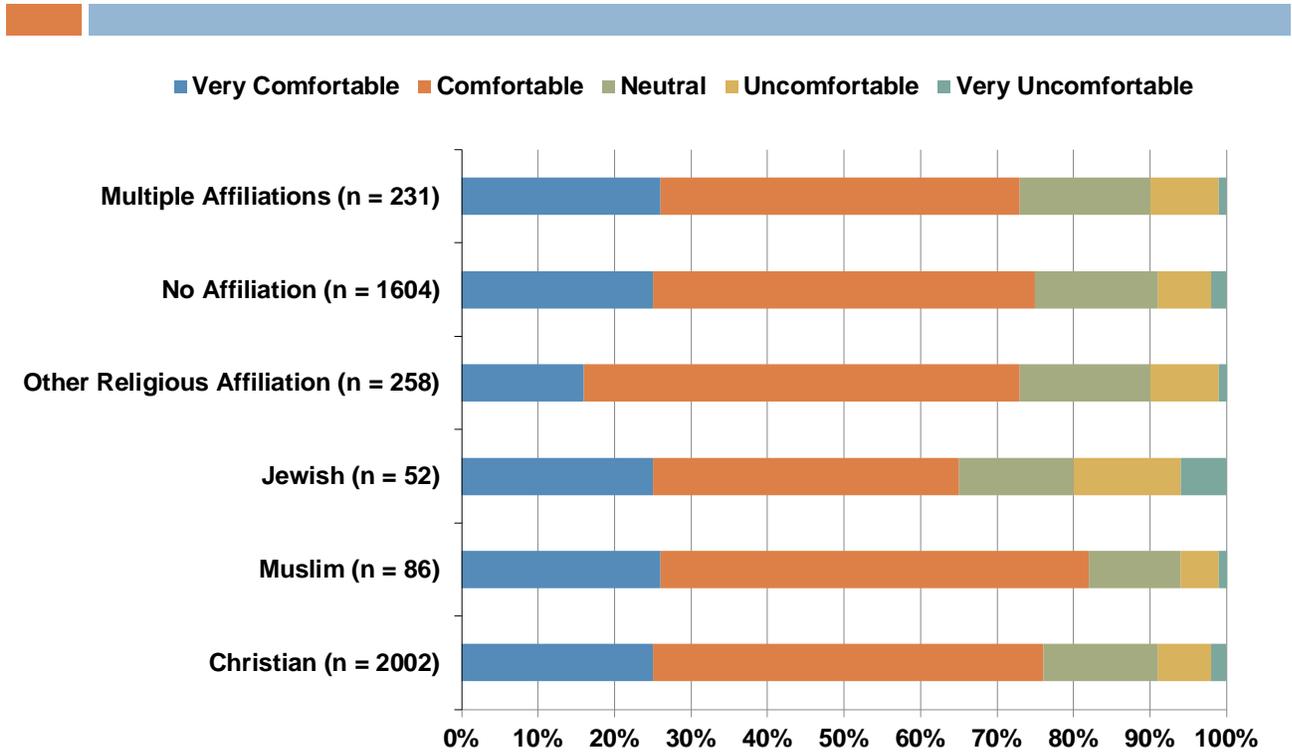


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

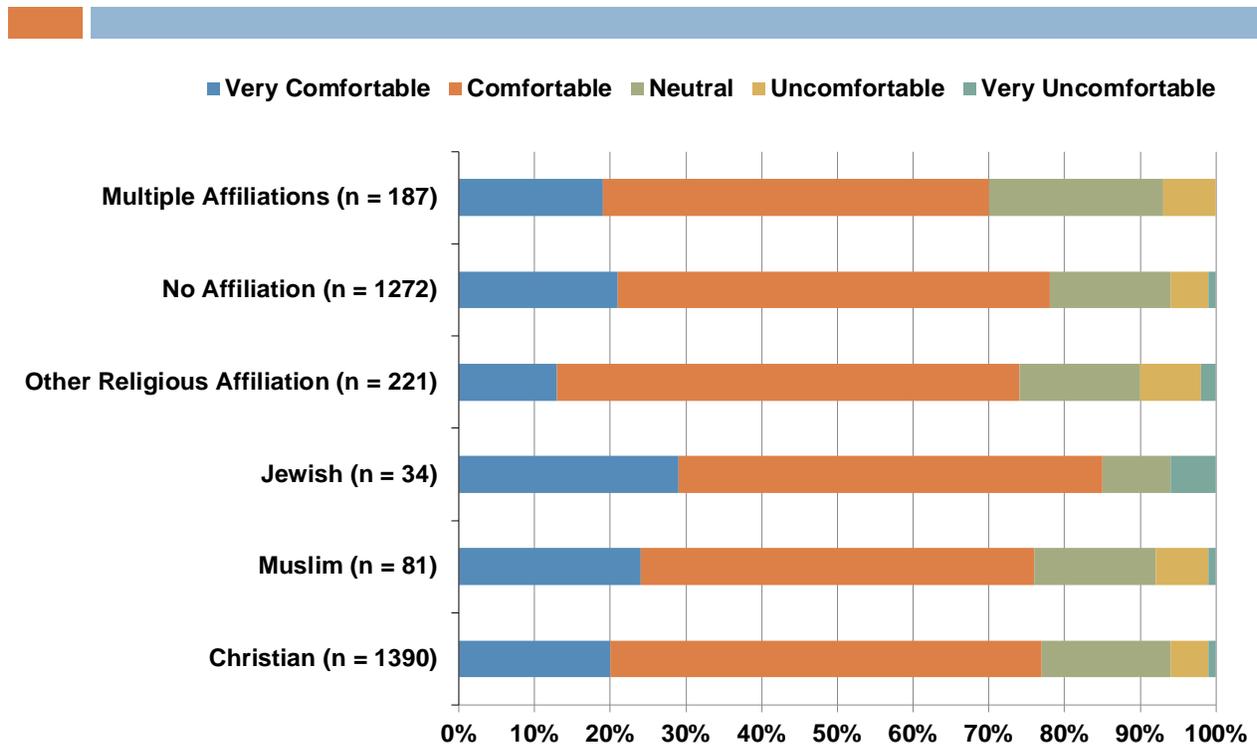


Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Ninety-one percent of the respondents ($n = 3,869$) indicated that the overall campus climate was “very respectful” of people from White racial/ethnic backgrounds (Table 17). Respondents felt that the campus was least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (5%, $n = 224$) and Middle Eastern/South Asian/North African people (5%, $n = 222$). The campus climate was most respectful (“respectful”/“very respectful”) of White people (91%, $n = 3,869$), and Asian people (89%, $n = 3,802$).

Table 17. 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	1,290	30.0	2,382	55.5	192	4.5	32	0.7	399	9.3
American Indian/Alaskan Native	1,248	29.1	2,203	51.4	82	1.9	16	0.4	739	17.2
Asian	1,471	34.3	2,331	54.3	117	2.7	28	0.7	344	8.0
Hispanic/Latino	1,366	31.9	2,385	55.6	159	3.7	16	0.4	362	8.4
Middle Eastern/South Asian/North African	1,238	29.0	2,338	54.7	189	4.4	33	0.8	477	11.2
Pacific Islander	1,282	30.0	2,344	54.8	67	1.6	10	0.2	576	13.5
White	1,627	38.1	2,242	52.5	110	2.6	27	0.6	265	6.2

Table 18 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 (86%); international students, staff, or faculty (82%); and gay, lesbian, and bisexual people (81%). Respondents suggested that the campus was least respectful (“disrespectful”/“very disrespectful”) of non-native English speakers (9%), and socioeconomically disadvantaged people (6%).

Table 18. Ratings of Perceptions of Campus Climate for Various Campus Groups

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	867	20.4	1,965	46.3	194	4.6	29	0.7	1,188	28.0
Physical health issues	1,062	25.1	2,201	52.1	121	2.9	20	0.5	823	19.5
Female	1,317	31.0	2,395	56.4	178	4.2	27	0.6	326	7.7
From religious affiliations other than Christian	1,099	26.0	2,249	53.1	207	4.9	23	0.5	657	15.5
From Christian affiliations	1,165	27.5	2,211	52.3	188	4.4	42	1.0	624	14.8
Gay, lesbian, bisexual	1,151	27.3	2,253	53.4	161	3.8	19	0.4	639	15.1
Immigrants	1,076	25.5	2,237	52.9	186	4.4	29	0.7	698	16.5
International students, staff, or faculty	1,192	28.3	2,256	53.5	177	4.2	31	0.7	557	13.2
Learning disability	1,014	24.1	2,090	49.6	144	3.4	22	0.5	945	22.4
Male	1,515	35.8	2,222	52.5	70	1.7	23	0.5	400	9.5
Non-native English speakers	1,000	23.7	2,240	53.1	313	7.4	48	1.1	617	14.6
Parents/guardians	1,080	25.6	2,180	51.6	87	2.1	16	0.4	859	20.3
People of color	1,298	30.7	2,322	54.8	140	3.3	25	0.6	449	10.6
Providing care for adults who are disabled and/or elderly	996	23.7	1,914	45.5	74	1.8	23	0.5	1,202	28.6
Physical disability	1,110	26.4	2,177	51.7	111	2.6	21	0.5	790	18.8
Socioeconomically disadvantaged	1,095	26.0	2,104	50.0	229	5.4	41	1.0	742	17.6
Socioeconomically advantaged	1,216	28.9	2,113	50.2	98	2.3	28	0.7	750	17.8
Transgender	984	23.4	1,883	44.8	179	4.3	36	0.9	1,117	26.6
Other	247	14.3	572	33.1	26	1.5	15	0.9	870	50.3

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the library (61%), the elevators (59%), restrooms (58%), walkways and pedestrian paths (57%), website (57%), and dining facilities (50%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessibility								
Athletic Facilities	1,421	32.9	1,341	31.1	225	5.2	1,327	30.8
Classroom Buildings	2,097	48.6	1,534	35.6	85	2.0	596	13.8
Classrooms, labs	1,852	43.0	1,564	36.3	106	2.5	781	18.2
University housing	1,344	31.3	1,261	29.4	111	2.6	1,579	36.8
Computer labs	1,752	40.8	1,320	30.7	107	2.5	1,114	25.9
Dining facilities	2,166	50.4	1,249	29.1	86	2.0	793	18.5
Elevators	2,549	59.4	1,163	27.1	83	1.9	497	11.6
Health and Wellness Center	1,968	45.8	1,027	23.9	92	2.1	1,209	28.1
Library	2,596	60.5	1,041	24.3	61	1.4	594	13.8
On-campus transportation/parking	1,586	37.0	1,476	34.4	403	9.4	824	19.2
Other campus buildings	1,751	40.9	1,356	31.7	84	2.0	1,087	25.4
Recreational facilities	1,737	40.6	1,242	29.0	129	3.0	1,173	27.4
Restrooms	2,484	57.8	1,272	29.6	99	2.3	443	10.3
Studios/Performing Arts spaces	1,304	30.5	972	22.8	123	2.9	1,871	43.8
Walkways and pedestrian paths	2,448	57.3	1,296	30.3	89	2.1	442	10.3
Braille signage	1,038	24.3	722	16.9	135	3.2	2,382	55.7
Hearing loops	856	20.1	602	14.2	114	2.7	2,681	63.0
Course instruction/materials								
Information in alternate formats	1,203	28.3	1,187	27.9	241	5.7	1,625	38.2
Instructors	1,506	35.4	1,428	33.5	136	3.2	1,188	27.9
Instructional materials	1,537	36.3	1,334	31.5	124	2.9	1,241	29.3
UC Riverside Website	2,385	57.3	1,075	25.8	84	2.0	617	14.8

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

Within the past year, 23% of respondents ($n = 1,006$) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCR. Eight percent of respondents ($n = 330$) said that the conduct interfered with their ability to work or learn⁴⁹ at UCR, and 15% of respondents ($n = 676$) felt the conduct did not interfere with their ability to work or learn on campus. Table 20 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 1,006 respondents who experienced such conduct, 17% of respondents said the conduct was “very often”/“often” based on their position at UCR ($n = 173$). Others said they “very often”/“often” experienced such conduct based on ethnicity (14%, $n = 145$), discipline of study (13%, $n = 133$), age (11%, $n = 115$), and race (11%, $n = 113$), etc. (Table 20).

⁴⁹ 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 20. Bases and Frequency of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct
 Only answered by respondents who experienced exclusionary conduct (*n* = 1,006).

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	41	4.5	68	7.5	157	17.4	166	18.4
Age	47	5.2	68	7.5	177	19.5	217	23.9
Ancestry	44	4.9	42	4.7	120	13.4	200	22.3
Country of origin	38	4.3	43	4.8	92	10.3	195	21.8
Discipline of study	51	5.7	82	9.2	147	16.5	156	17.5
Educational level	41	4.6	66	7.4	133	14.9	191	21.3
Educational modality (on-line, classroom)	16	1.8	25	2.8	52	5.9	173	19.5
English language proficiency/accent	33	3.7	43	4.8	66	7.4	158	17.7
Ethnicity	72	7.9	73	8.0	166	18.3	175	19.3
Gender identity	47	5.3	53	5.9	88	9.8	178	19.9
Gender expression	28	3.1	40	4.5	79	8.9	175	19.7
Immigrant/citizen status	27	3.0	22	2.5	46	5.2	154	17.3
International Status	18	2.0	16	1.8	48	5.4	144	16.2
Learning disability	8	0.9	19	2.1	48	5.4	141	15.8
Marital status (e.g. single, married, partnered)	18	2.0	30	3.4	84	9.4	185	20.8
Medical condition	16	1.8	32	3.6	70	7.9	157	17.7
Military/veteran status	<5	--	6	0.7	19	2.2	101	11.5
Parental status (e.g., having children)	19	2.2	21	2.4	62	7.0	108	12.2
Participation in an organization/team	31	3.6	29	3.3	51	5.8	101	11.6
Physical characteristics	47	5.3	55	6.2	147	16.5	164	18.4
Physical disability	7	0.8	13	1.5	49	5.6	127	14.5
Philosophical views	33	3.7	61	6.9	136	15.3	173	19.5

Table 20 (cont.)

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Political views	35	4.0	62	7.0	114	12.9	191	21.6
Position (staff, faculty, student)	78	8.5	95	10.3	167	18.1	162	17.6
Pregnancy	7	0.8	8	0.9	33	3.8	104	11.9
Psychological condition	15	1.7	17	1.9	51	5.8	130	14.8
Race	64	7.2	49	5.5	143	16.0	174	19.5
Religious/spiritual views	37	4.2	60	6.8	105	11.9	163	18.4
Sexual orientation	25	2.8	31	3.5	54	6.2	151	17.2
Socioeconomic status	27	3.1	46	5.2	103	11.7	158	18.0
Don't Know	32	4.0	44	5.5	82	10.3	64	8.0
Other	35	5.2	33	4.9	60	8.9	36	5.4

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 percentages in Tables 20 and B42 are based on the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry).

The following figures⁵⁰ 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 UCR?”

⁵⁰ For Figures 32 through 38, 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 32), 26% of White Respondents ($n = 332$), 23% of Underrepresented Minority respondents ($n = 359$), 19% of Other People of Color respondents ($n = 263$), and 26% of Multi-Minority respondents ($n = 23$) believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 65% of Multi-Minority respondents ($n = 15$), 54% of Other People of Color respondents ($n = 143$), and 47% of Underrepresented Minority respondents ($n = 167$) said it was based on their race, while 29% of White respondents ($n = 96$) thought the conduct was based on race.

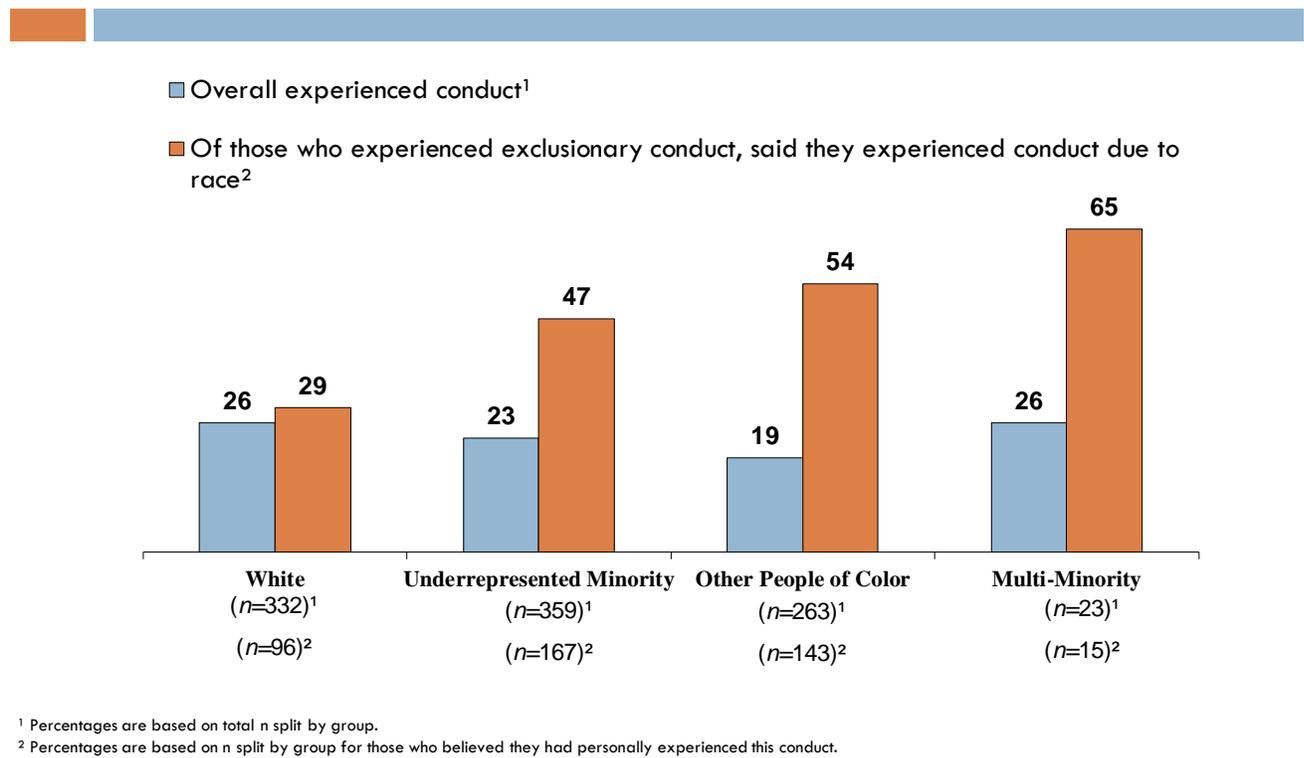


Figure 32. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (%)

When reviewing the data by gender (Figure 33), more than twice as many genderqueer respondents (52%, $n = 23$) than men (19%, $n = 311$) or women (25%, $n = 682$) believed they had experienced exclusionary, intimidating, offensive, and hostile conduct. The majority of genderqueer respondents (70%, $n = 16$) who believed they had experienced this said it was based on gender identity.

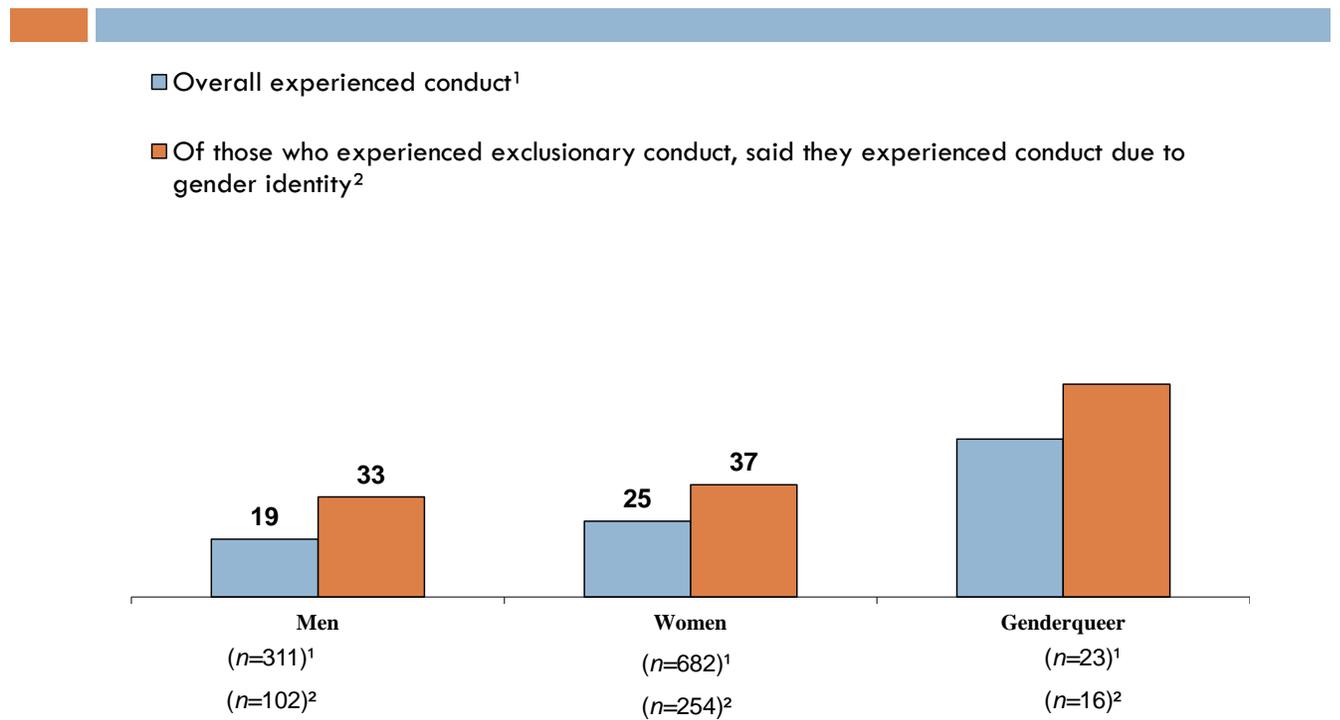
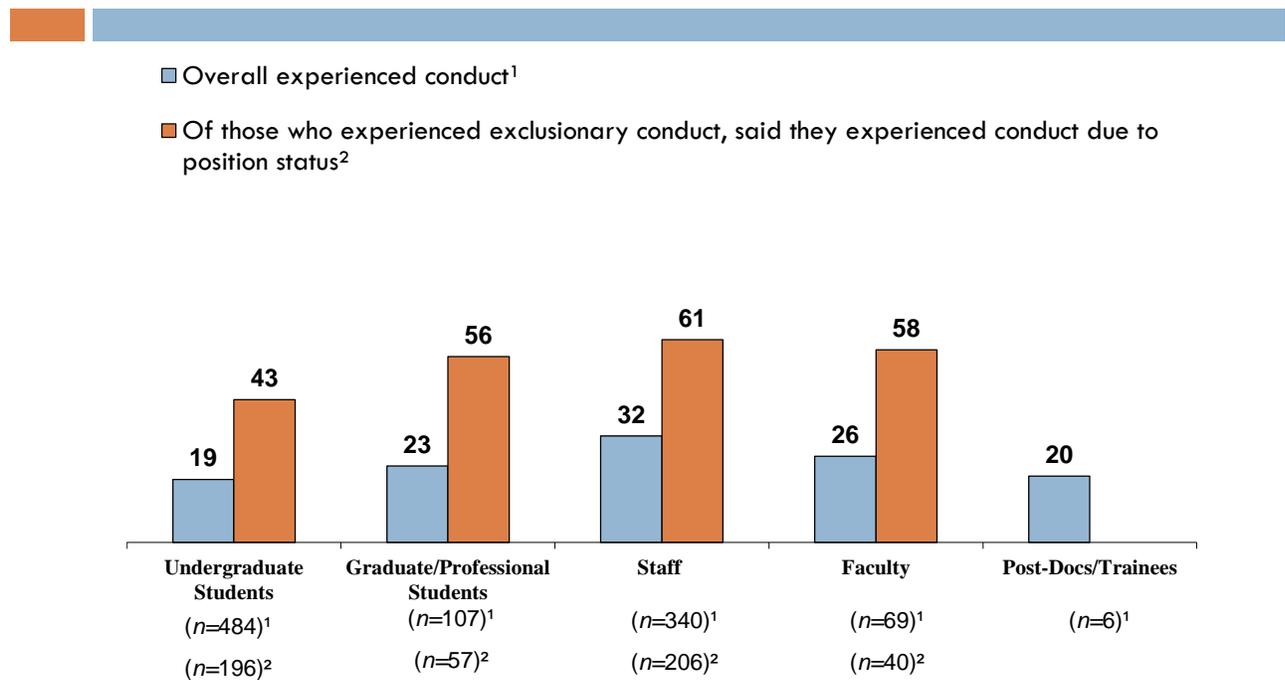


Figure 33. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (%)

As depicted in Figure 34, a greater percentage of Staff respondents (32%, $n = 340$) believed they had experienced this conduct than did other respondents. Many Staff (61%, $n = 206$) and Faculty (58%, $n = 40$) who believed they experienced exclusionary conduct said the conduct was based on their position status at UCR.



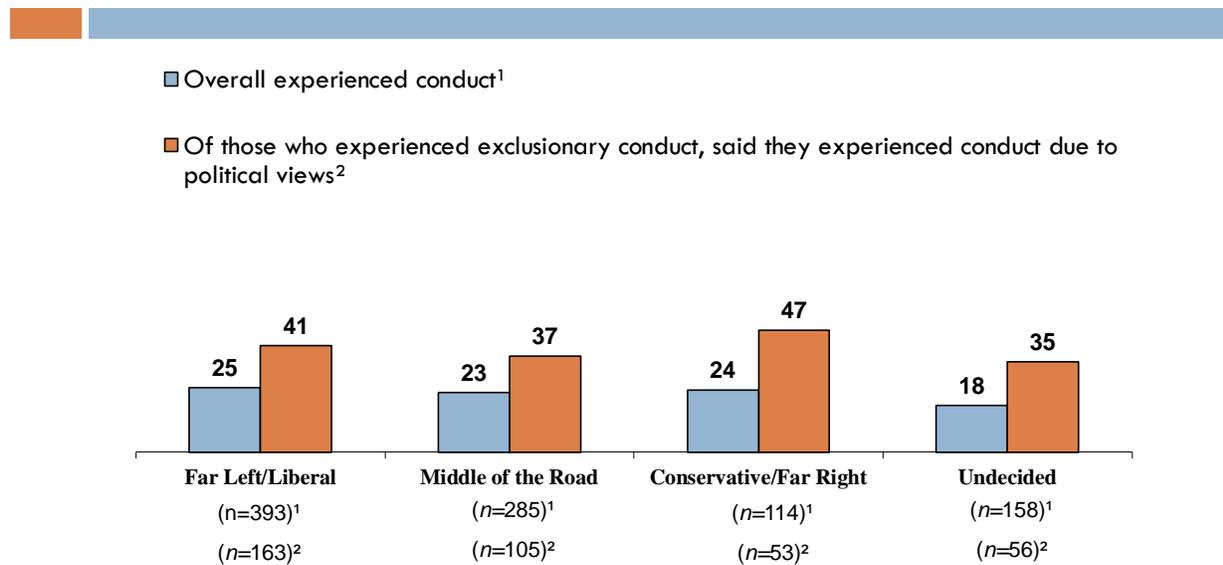
Responses with n's less than 5 are not presented in the figure.

¹ Percentages are based on total n split by group.

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

Figure 34. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 35 illustrates that similar percentages of Conservative/Far Right (24%, $n = 114$), Far Left/Liberal (25%, $n = 393$), and politically Middle of the Road respondents (23%, $n = 285$) experienced exclusionary conduct. Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (47%, $n = 53$) and Far Left/Liberal (41%, $n = 163$) than Undecided respondents (35%, $n = 56$) and Middle of the Road respondents (37%, $n = 105$) indicated that this conduct was based on political views.

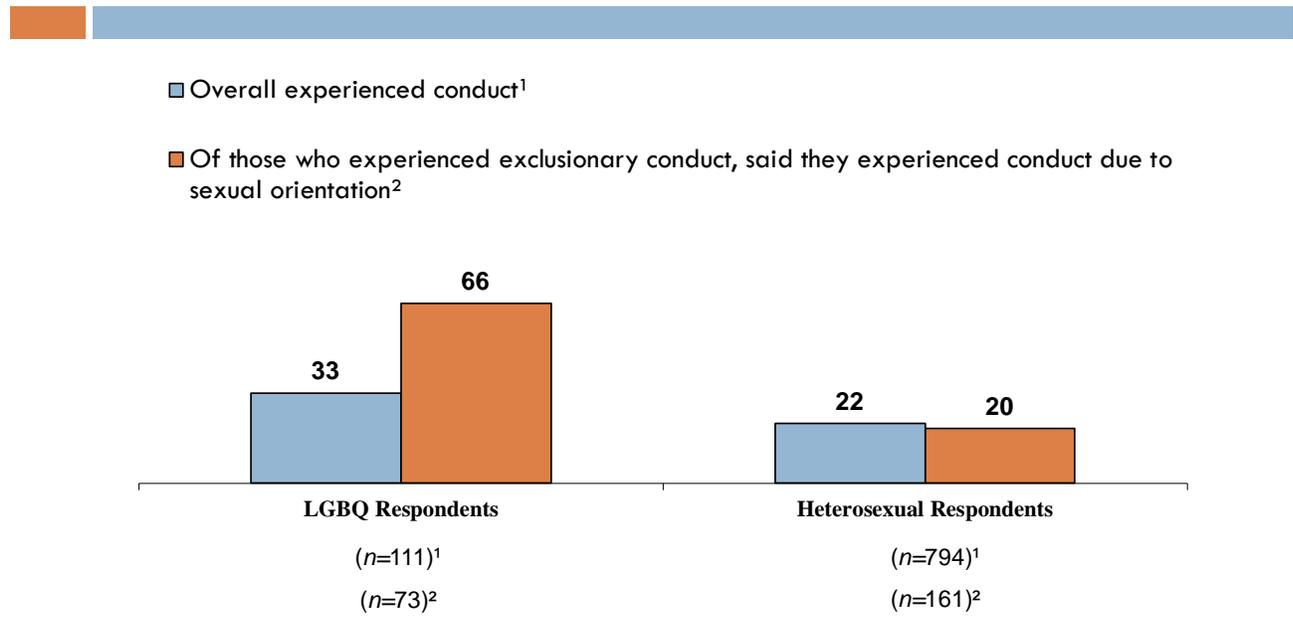


¹ Percentages are based on total n split by group.

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

Figure 35. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (33%, $n = 111$ versus 22%, $n = 794$). Of those who believed they had experienced this type of conduct, 66% of LGBQ respondents ($n = 73$) versus 20% of heterosexual respondents ($n = 161$) indicated that this conduct was based on sexual orientation.



¹ Percentages are based on total n split by group.

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

Figure 36. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

A slightly higher percentage of Jewish respondents (33%, $n = 17$) than the various other religious/spiritual affiliations experienced exclusionary conduct in the past year (Figure 37). Of those who experienced exclusionary conduct, 70% of Muslim respondents ($n = 14$) and 53% of Jewish respondents ($n = 9$) attributed that conduct to their religious/spiritual affiliation.

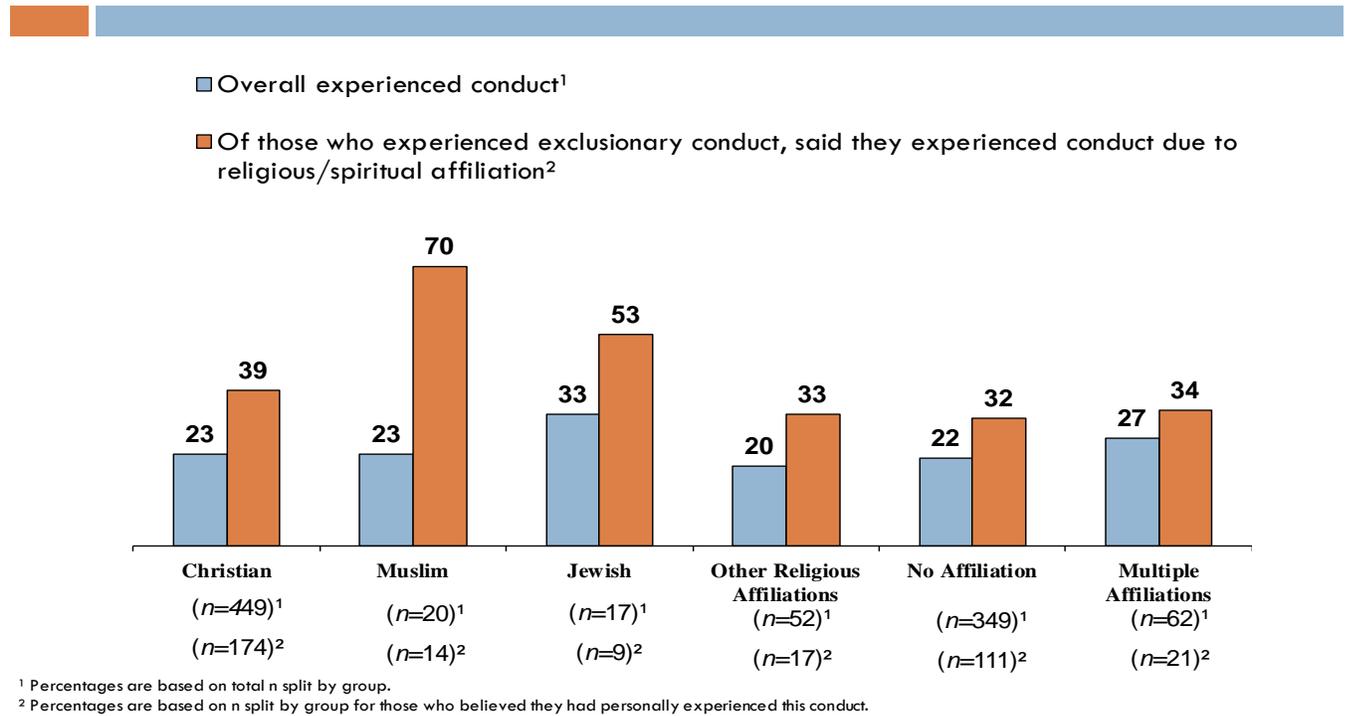


Figure 37. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Additionally, 23% of U.S. Citizens ($n = 966$), 20% of Non-U.S. Citizens ($n = 30$), and 40% of Undocumented Residents ($n = 6$) experienced exclusionary conduct at UCR. Of the respondents who experienced such conduct, 40% of U.S. Citizens ($n = 339$) and 79% of Non-U.S. Citizens ($n = 23$) indicated it was based on country of origin. Twenty-six percent of U.S. Citizens ($n = 223$) and 69% of Non-U.S. Citizens ($n = 20$) indicated it was based on immigrant/citizen status (Figure 38).

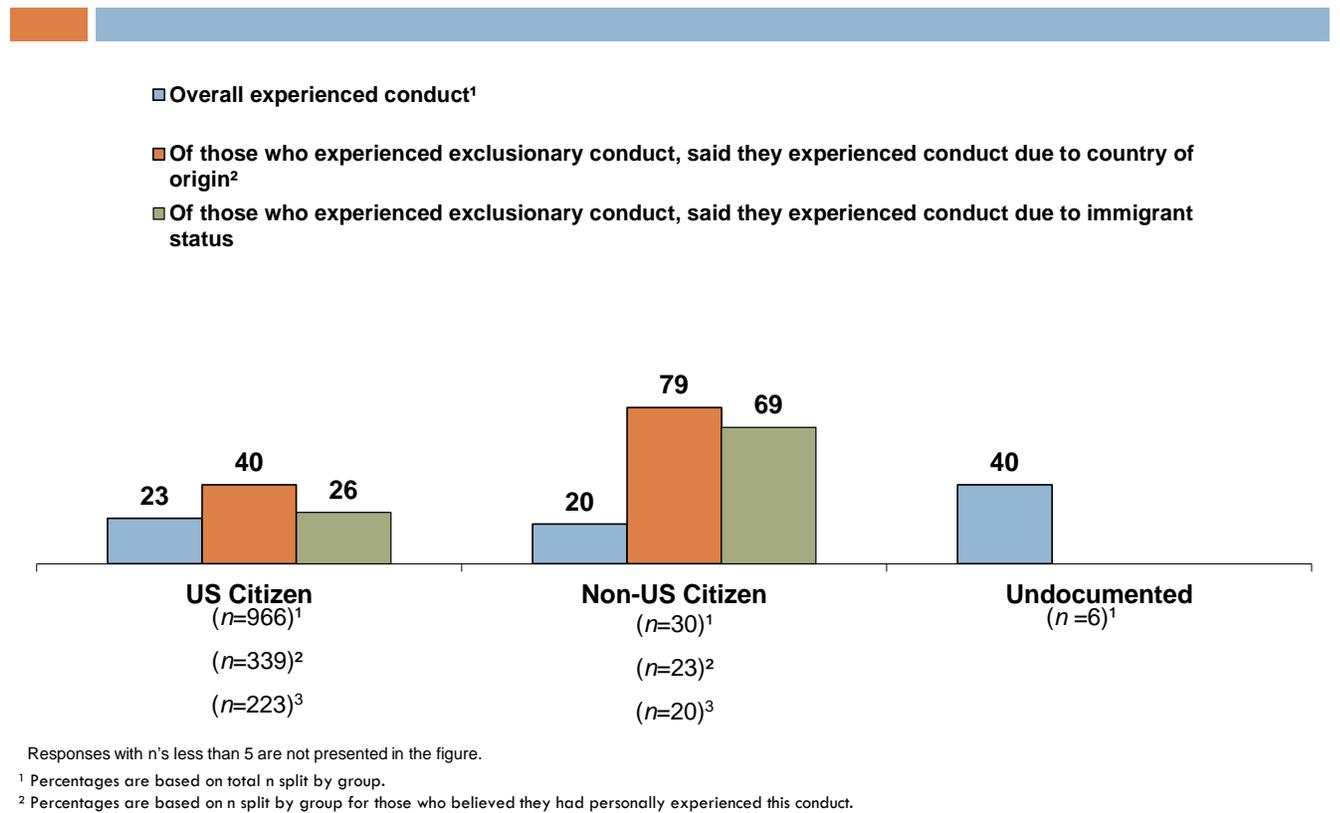


Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 21 illustrates the manners in which the individuals experienced exclusionary conduct. Fifty-one percent felt isolated or left out, 46% felt deliberately ignored or excluded, and 39% felt intimidated and bullied.

Table 21. Form of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct ($n = 1,006$).

Form	<i>n</i>	% of respondents who experienced conduct
I felt isolated or left out	509	50.6
I felt I was deliberately ignored or excluded	459	45.6
I felt intimidated/bullied	394	39.2
I observed others staring at me	212	21.1
I was the target of derogatory verbal remarks	201	20.0
I feared for my physical safety	128	12.7
I received a low performance evaluation	117	11.6
I feared getting a poor grade because of a hostile classroom environment	112	11.1
I received derogatory written comments	90	8.9
I was singled out as the spokesperson for my identity group	74	7.4
I was the target of racial/ethnic profiling	73	7.3
Someone assumed I was admitted/hired/promoted due to my identity	59	5.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	40	4.0
Someone assumed I was not admitted/hired/promoted due to my identity	28	2.8
I feared for my family's safety	26	2.6
I received derogatory phone calls	25	2.5
I was the target of stalking	22	2.2
I received threats of physical violence	21	2.1
I was the victim of a crime	17	1.7
I was the target of graffiti/vandalism	14	1.4
I was the target of physical violence	11	1.1
Other	117	11.6

Percentages do not sum to 100 due to multiple responses.

Twenty-seven percent of respondents who experienced exclusionary conduct said it occurred while working at a UCR job (Table 22). Twenty-four percent said the incidents occurred in a meeting with a group of people or in UCR offices, 23% said it happened in a public space at UCR, and 22% in a class/lab/clinical setting. Many respondents who marked “other” described the specific office, meeting, building, campus location/event where the incidents occurred (e.g., “academic advisor’s office,” “anti-abortion extremists,” “Child Development Center,” “counseling center,” “off campus event,” “Parking Lot 26,” “vanpooling,” “abroad,” etc.).

Table 22. Location of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct
 Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 1,006).

Location	<i>n</i>	% of respondents who experienced conduct
While working at a UCR job	269	26.7
In a meeting with a group of people	245	24.4
In a UCR office	239	23.8
In a public space at UCR	235	23.4
In a class/lab/clinical setting	219	21.8
In a meeting with one other person	138	13.7
At a UCR event	130	12.9
In campus housing	127	12.6
Off campus	116	11.5
While walking on campus	116	11.5
In a faculty office	72	7.2
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	68	6.8
In a UCR dining facility	55	5.5
In off-campus housing	26	2.6
In athletic facilities	23	2.3
In a health care setting	16	1.6
In an on-line class	5	0.5
On campus transportation	<5	--
Other	66	6.6

Percentages do not sum to 100 due to multiple responses.

Thirty-nine percent of the respondents identified students, 19% identified faculty members, 18% identified coworkers, and 16% identified administrators as the sources of the conduct (Table 23). “Other” sources of exclusionary conduct included, “a past supervisor,” “academic advisor,” “CFAO,” “chair of department,” “Chief Campus Counsel, Title IX Office,” “Community Care Licensing,” “Division Head,” “email/flyers,” “fraternity,” Health Nurse,” “Manager,” “Medical Student,” “not one person, much hostility in my department,” “Sorority – Omega Zeta Chi,” “UC top administration,” etc.

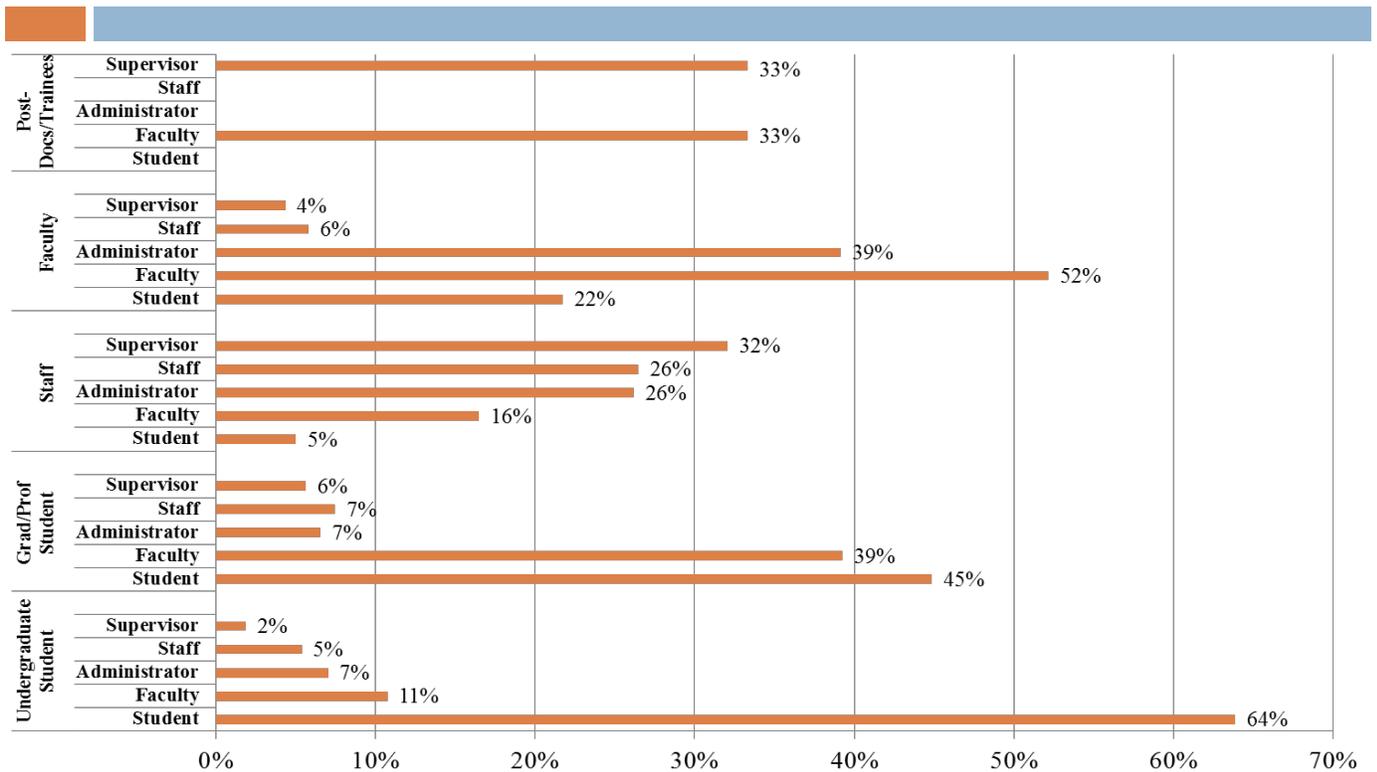
Table 23. Source of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct ($n = 1,006$).

Source	<i>n</i>	% of respondents who experienced conduct
Student	389	38.7
Faculty member	188	18.7
Co-worker	177	17.6
Administrator	157	15.6
Supervisor	129	12.8
Staff member	128	12.7
Department head	105	10.4
Friend	102	10.1
Stranger	99	9.8
Don't know source	75	7.5
Campus organizations or groups	70	7.0
Faculty advisor	52	5.2
Teaching assistant/Graduate assistant/Lab assistant/Tutor	40	4.0
UCR visitor(s)	32	3.2
Student staff (e.g., Residence hall assistant, peer counselor)	28	2.8
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	25	2.5
Social networking site (e.g., Facebook, Twitter)	21	2.1
Off campus community member	20	2.0
Person that I supervise	16	1.6
Campus police/building security	14	1.4
Medical Staff	14	1.4
Alumni	11	1.1
Athletic coach/trainer	9	0.9
Registered Campus Organization	9	0.9
Partner/spouse	7	0.7
UCR Physician	7	0.7
Union representative	7	0.7
Patient	<5	--
Donor	<5	--
Other	59	5.9

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived exclusionary conduct by status. Students were the greatest sources of exclusionary conduct for other students and faculty for faculty respondents. Additionally, staff respondents identified supervisors, other staff members, and administrators as their greatest sources of exclusionary conduct.



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

Figure 39. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 48% of respondents were angry ($n = 480$), 37% told a friend ($n = 372$) or felt embarrassed ($n = 367$), 33% ignored it ($n = 331$), and 29% told a family member ($n = 296$) (Table 24). While 10% of participants ($n = 102$) reported it to UCR officials, 11% did not know who to go to ($n = 109$), and 13% didn't report it for fear their complaints would not be taken seriously ($n = 135$). Seven percent did report the incident but felt the complaint was not taken seriously ($n = 74$). "Other" responses included: "a previous supervisor reported the situation to the ombudsperson but was not taken seriously," "afraid of retaliation," "felt afraid that the professor would give me a bad grade," "did not report the complaint would backfire," "didn't affect me for too long," "found a better job in a nice department," "I am always reporting problems only to be ignored until the problems becomes disasters," "I began seeing a psychologist," "I confided in my mentor," "I gave seriously consideration to leaving UCR," "I saw a professional advisor," "was told to ignore her," etc.

Table 24. Reactions to Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct ($n = 1,006$).

Reactions	<i>n</i>	% of respondents who experienced conduct
I was angry	480	47.7
I told a friend	372	37.0
I felt embarrassed	367	36.5
I ignored it	331	32.9
I told a family member	296	29.4
I avoided the harasser	248	24.7
I did nothing	195	19.4
I was afraid	175	17.4
I felt somehow responsible	153	15.2
I didn't report it for fear that my complaint would not be taken seriously	135	13.4
I sought support from a campus resource	121	12.0
I left the situation immediately	119	11.8
I sought support from a staff person	119	11.8
I didn't know who to go to	109	10.8
I reported it to a UCR employee/official	102	10.1
I confronted the harasser at the time	94	9.3
I sought support from a faculty member	88	8.7
It didn't affect me at the time	75	7.5
I sought support from an administrator	74	7.4
I did report it but I did not feel the complaint was taken seriously	74	7.4
I confronted the harasser later	68	6.8
I sought information on-line	47	4.7
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	35	3.5
I told my union representative	32	3.2
I sought support from off-campus hot-line/advocacy services	24	2.4
I contacted a local law enforcement official	19	1.9
I sought support from student staff (e.g., residence hall assistant, peer counselor)	19	1.9
I sought support from a TA/grad assistant	11	1.1
Other	91	9.0

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. Nineteen percent of the participants ($n = 857$) observed conduct or communications directed towards a person or group of people at UCR 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 ethnicity (18%, $n = 158$), race (16%, $n = 139$), position (15%, $n = 132$), gender identity (13%, $n = 109$), sexual orientation (12%, $n = 105$), and political views 12%, ($n = 104$).

Figures 40 and 41 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.

One third of Jewish respondents (31%, $n = 16$), and one-quarter of White respondents (25%, $n = 318$), respondents with Multiple Religious Affiliations (24%, $n = 56$), and respondents with Far Left/Liberal political views (23%, $n = 356$) observed conduct or communications directed towards a person or group of people at UCR that created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year (Figure 40).

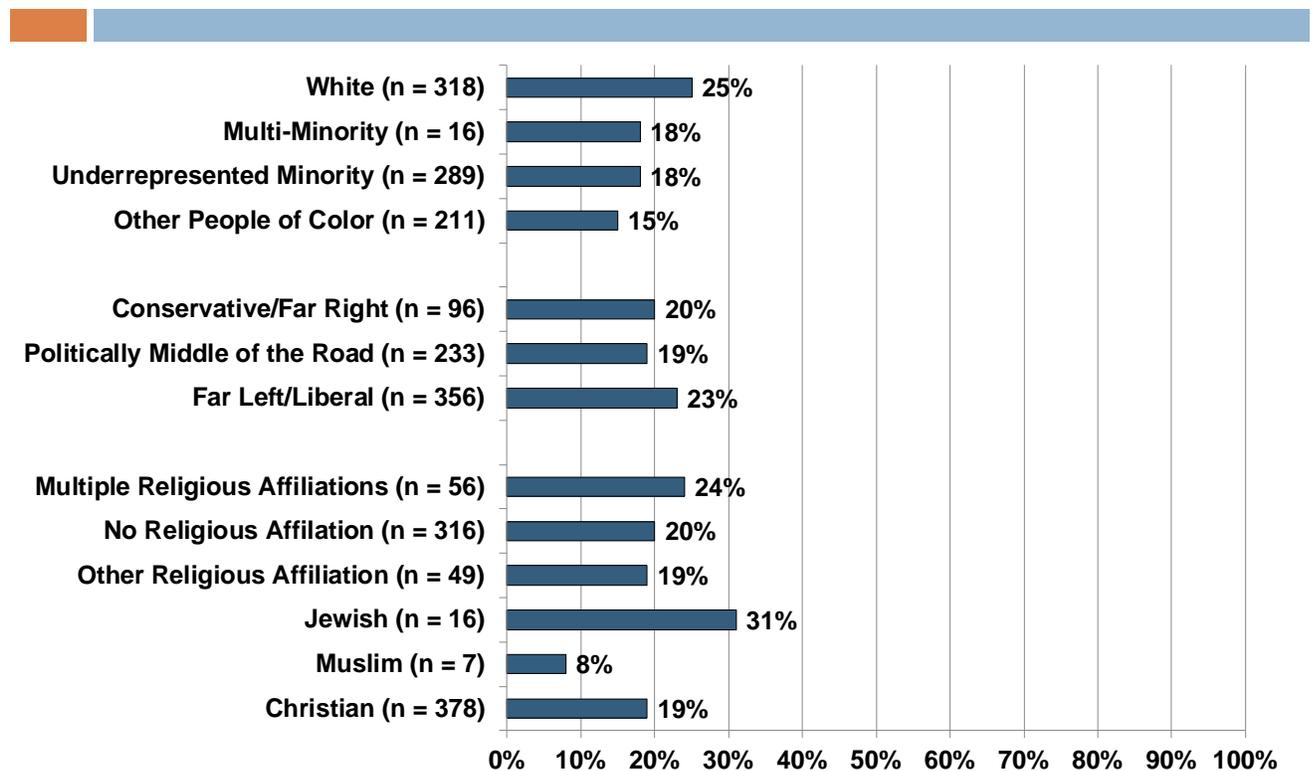
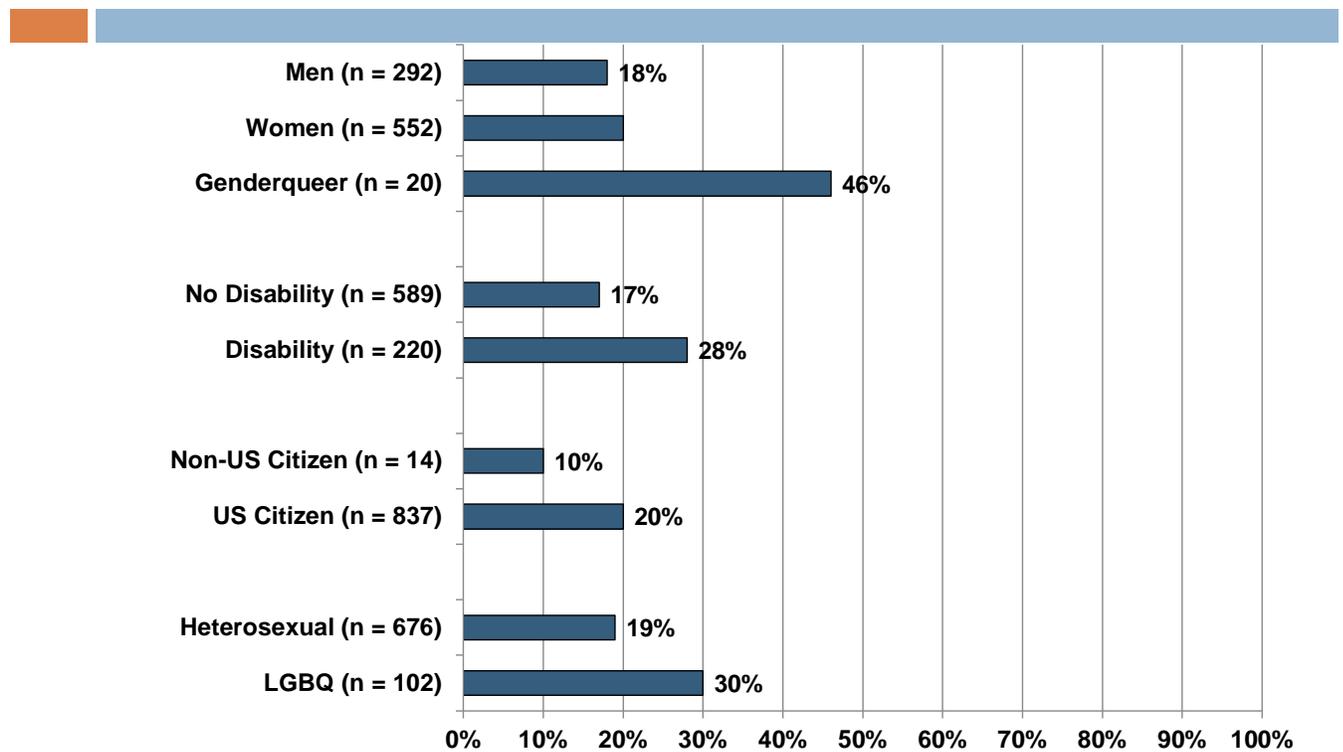


Figure 40. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Race, Religious Affiliation, and Political Affiliation (%)

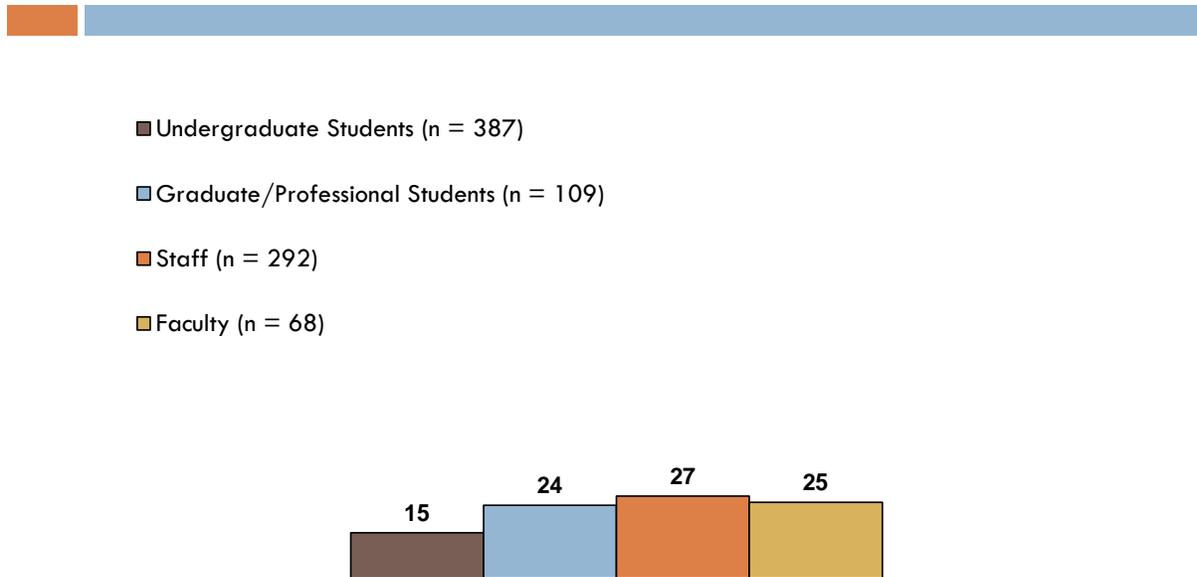
Genderqueer respondents (46%, $n = 20$), LGBQ respondents (30%, $n = 102$), and respondents with disabilities (28%, $n = 220$) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBQ respondents were more likely than heterosexual respondents; genderqueer respondents were more likely than men and women respondents; people with disabilities were more likely than those without disabilities; and U.S. Citizens were more likely than Non-U.S. Citizens to have observed exclusionary conduct.



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

Figure 41. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Sexual Orientation, Gender, Citizenship, and Disability Status (%)

In terms of position at UCR, results indicated that greater percentages of Staff (27%, $n = 292$), and Faculty (25%, $n = 68$) believed they had observed exclusionary conduct than did Students (16%, $n = 496$) and Post-Docs/Trainees ($n < 5$) (Figure 42).



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

Figure 42. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position (%)

Table 25 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 (50%, $n = 429$), or someone being deliberately ignored or excluded (35%, $n = 298$), isolated or left out (30%, $n = 257$), or intimidated/bullied (29%, $n = 246$).

Table 25. Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 857$).

Form	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	429	50.1
Deliberately ignored or excluded	298	34.8
Isolated or left out	257	30.0
Intimidated/bullied	246	28.7
Assumption that someone was admitted/hired/promoted based on his/her identity	150	17.5
Racial/ethnic profiling	149	17.4
Isolated or left out when work was required in groups	125	14.6
Derogatory written comments	102	11.9
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	99	11.6
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	86	10.0
Receipt of a low performance evaluation	81	9.5
Feared for their physical safety	73	8.5
Graffiti/vandalism (e.g., event advertisements removed or defaced)	55	6.4
Singled out as the spokesperson for their identity	50	5.8
Victim of a crime	32	3.7
Threats of physical violence	30	3.5
Receipt of a poor grade because of a hostile classroom environment	29	3.4
Derogatory phone calls	24	2.8
Physical violence	23	2.7
Feared for their family's safety	10	1.2
Other	61	7.1

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of exclusionary, intimidating, offensive, or hostile conduct, 28% had witnessed such behavior six or more times ($n = 232$) (Table 26).

Table 26. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 857$).

Number of Times Observed	<i>n</i>	% of respondents who observed conduct
1	152	18.6
2	150	18.4
3	171	20.9
4	84	10.3
5	28	3.4
6 or more	232	28.4

Percentages do not sum to 100 due to multiple responses

Additionally, 32% of the respondents who observed exclusionary conduct ($n = 274$) said it happened in a public space on campus (Table 27). Some respondents said the incidents occurred in a UCR office (22%, $n = 191$), in a meeting with a group of people (20%, $n = 174$), while working at a UCR job (20%, $n = 174$), and in a class/lab/clinical setting (19%, $n = 170$).

Table 27. Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct (*n* = 857).

Location	<i>n</i>	% of respondents who observed conduct
In a public space at UCR	274	32.0
In a UCR office	191	22.3
In a meeting with a group of people	174	20.3
While working at a UCR job	174	20.3
In a class/lab/clinical setting	170	19.8
At a UCR event	136	15.9
While walking on campus	114	13.3
Off campus	108	12.6
In campus housing	76	8.9
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	74	8.6
In a meeting with one other person	72	8.4
In a UCR dining facility	48	5.6
In a faculty office	42	4.9
In off-campus housing	30	3.5
In athletic facilities	13	1.5
On campus transportation	6	0.7
In a health care setting	5	0.6
In an on-line class	<5	--
Other	49	5.7

Percentages do not sum to 100 due to multiple responses.

Forty-eight percent of respondents ($n = 411$) who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified staff members (19%, $n = 166$), co-workers (19%, $n = 163$), and friends (13%, $n = 109$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (36%, $n = 308$). Respondents identified additional sources as faculty members (18%, $n = 156$), administrators (13%, $n = 108$), supervisors (10%, $n = 88$), or co-workers (10%, $n = 86$),

Table 28 illustrates participants' reactions to this conduct. Respondents most often felt angry (46%, $n = 390$) or embarrassed (31%, $n = 267$). Thirty percent ($n = 253$) told a friend. Ten percent reported the incidents to campus employees/officials ($n = 89$), while 10% did not report out of fear the complaint would not be taken seriously ($n = 420$). Seventeen percent avoided the harasser ($n = 148$).

Table 28. Reactions to Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 857$).

Reactions	<i>n</i>	%of respondents who observed conduct
I was angry	390	45.5
I felt embarrassed	267	31.2
I told a friend	253	29.5
I told a family member	187	21.8
I did nothing	159	18.6
I ignored it	154	18.0
I avoided the harasser	148	17.3
I was afraid	115	13.4
It didn't affect me at the time	99	11.6
I did report it but I did not feel the complaint was taken seriously	96	11.2
I felt somehow responsible	94	11.0
I left the situation immediately	91	10.6
I reported it to a campus employee/official	89	10.4
I sought support from a staff person	84	9.8
I confronted the harasser at the time	83	9.7
I sought support from a campus resource	71	8.3
I confronted the harasser later	58	6.8
I didn't report it for fear that my complaint would not be taken seriously	55	6.4
I sought support from an administrator	42	4.9
I sought support from a faculty member	40	4.7
I sought information on-line	29	3.4
I didn't know who to go to	29	3.4
I told my union representative	15	1.8
I sought support from off-campus hot-line/advocacy services	12	1.4
I sought support from a spiritual advisor	11	1.3
I sought support from a teaching assistant/graduate assistant	10	1.2
I contacted a local law enforcement official	9	1.1
I sought support from student staff	6	0.7
Other	74	8.6

Percentages do not sum to 100 due to multiple responses

Experiences of Unwanted Sexual Contact

Within the last 5 years, 117 people (3%) believed they had experienced unwanted sexual contact⁵¹ while at UCR. Subsequent analyses of the data suggest that higher percentages of women (4%, $n = 102$), genderqueer respondents (18%, $n = 8$), LGBTQ respondents (6%, $n = 19$), respondents with disabilities (5%, $n = 41$), Multi-Minority respondents (7%, $n = 6$), U.S. Citizens (3%, $n = 114$), and students (3%, $n = 105$) than other groups experienced unwanted sexual contact.

Thirty-five respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. Incidents while walking on campus; in classrooms; in the residence halls; at UCR events; in UCR offices; and in the parking lots were described – but to protect the identity of respondents, these comments won't be shared. A few respondents indicated alcohol was involved in the incident (i.e., “I was really drunk, and he was really drunk, and at the end of the day it was a guy trying to get his fix with a girl.”; “Usually drunk guys, one time it was a guy I trusted.”). Fraternities were described as unsafe: “In my first couple years I used to attend Fraternity parties. The guys at these parties are often very disrespectful to women, sexist and pushy. I have experienced and witnessed these guys hitting on girls in a forceful manner that in my opinion isn't far from sexual harassment. I have mingled with many student groups including athletes, clubs, and other affiliations on campus and the only group of people I've witness act with such crude behavior is in the Frat community” and “I was sexually assaulted by a fraternity member when I was a first year...and to this day, I regret not reporting it.” A few respondents described trusting the perpetrator before the incident occurred.

⁵¹ 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

Three-quarters of all respondents were comfortable with the climate at UCR (73%, $n = 3,223$) and in their departments and work units (75%, $n = 3,301$).

As noted earlier, 23% of UCR respondents ($n = 1,006$) believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. In addition, 117 respondents (3%) believed they had experienced unwanted sexual contact in the past five years at UCR. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to report they had experienced various forms of harassment, discrimination, and unwanted sexual contact than those in the majority.

The findings 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-three percent of all respondents in the UCR 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 UCR, 23% 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, and Post-Doc/Trainee responses to survey items regarding their perceptions of the workplace climate at UCR; their thoughts on work-life and various climate issues; and certain employment practices at UCR (e.g., hiring, promotion, and disciplinary actions).

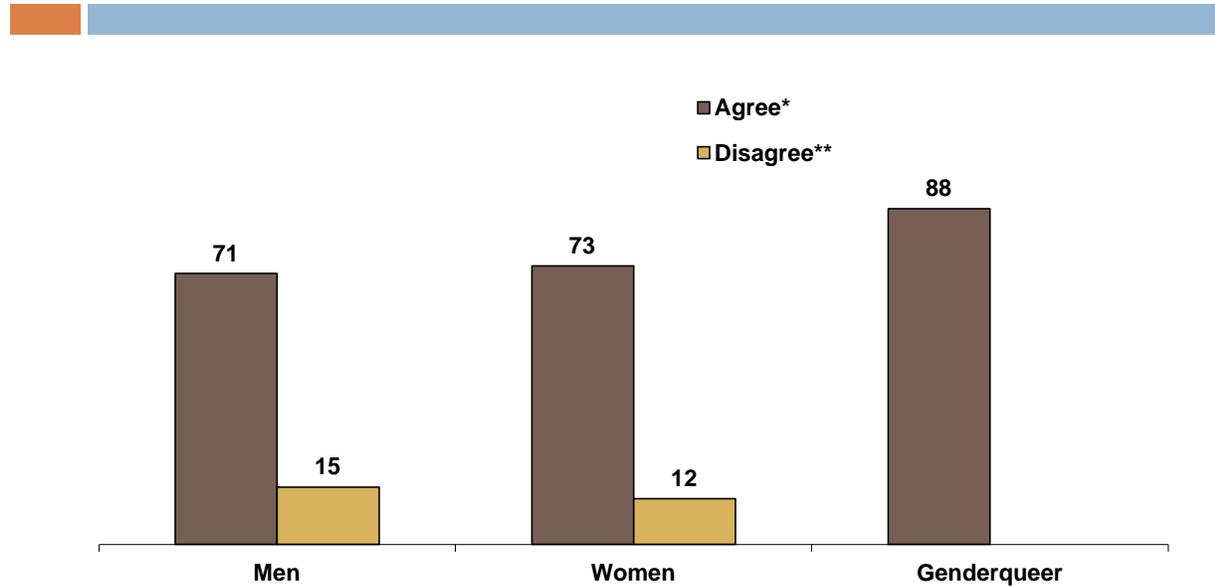
At least half of all Faculty, Staff, and Post-Doc/Trainee respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 29. Three-quarters felt the workplace was welcoming for people based on ethnicity (79%), marital status (78%), country of origin (77%), English language proficiency (77%), ancestry (77%), and race (77%), age (76%), parental status (76%), and international status (75%).

Table 29. Workplace Climate is Welcoming Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	329	24.9	670	50.7	156	11.8	48	3.6	119	9.0
Ancestry	357	27.1	661	50.1	106	8.0	37	2.8	158	12.0
Country of origin	358	27.2	653	49.7	122	9.3	34	2.6	147	11.2
Educational level	324	24.6	657	49.8	190	14.4	49	3.7	99	7.5
English language proficiency/ accent	314	23.9	696	52.9	145	11.0	37	2.8	124	9.4
Ethnicity	368	27.9	679	51.5	122	9.3	36	2.7	113	8.6
Gender identity	340	26.0	606	46.3	128	9.8	39	3.0	195	14.9
Gender expression	319	24.4	603	46.1	130	9.9	36	2.8	219	16.8
Immigrant/citizen status	326	24.9	628	48.0	126	9.6	37	2.8	192	14.7
International Status	349	26.6	633	48.2	113	8.6	31	2.4	186	14.2
Learning disability	260	20.0	538	41.4	146	11.2	36	2.8	321	24.7
Marital status	368	28.1	644	49.2	119	9.1	34	2.6	143	10.9
Medical conditions	301	23.1	609	46.7	150	11.5	44	3.4	200	15.3
Military/veteran status	334	25.4	562	42.8	90	6.9	27	2.1	300	22.8
Parental status	355	27.0	647	49.2	125	9.5	41	3.1	147	11.2
Participation in a club	298	22.8	565	43.2	111	8.5	37	2.8	296	22.6
Participation on an athletic team	278	21.4	475	36.5	93	7.1	30	2.3	425	32.7
Philosophical views	284	21.7	589	45.1	147	11.2	48	3.7	239	18.3
Psychological condition	246	18.9	548	42.0	140	10.7	40	3.1	331	25.4
Physical characteristics	305	23.4	640	49.2	118	9.1	39	3.0	200	15.4
Physical disability	287	22.1	607	46.7	130	10.0	37	2.8	238	18.3
Political views	255	19.6	591	45.3	171	13.1	60	4.6	227	17.4
Race	357	27.4	639	49.1	127	9.8	43	3.3	136	10.4
Religious/spiritual views	292	22.3	584	44.7	169	12.9	58	4.4	204	15.6
Sexual orientation	329	25.3	601	46.2	114	8.8	34	2.6	222	17.1
Socioeconomic status	303	23.3	634	48.8	139	10.7	46	3.5	177	13.6

Note: Table includes faculty, staff, and post-doc/trainee responses only (n = 1,370).

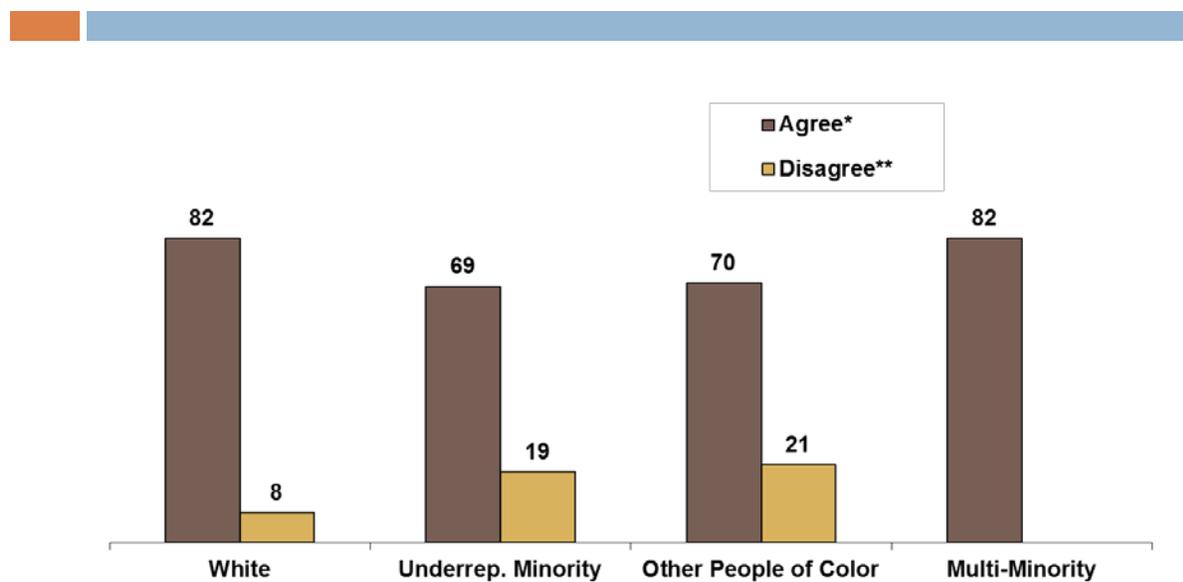
When analyzed by demographic characteristics, the data reveal that 88% of genderqueer Faculty, Staff, and Post-Doc/Trainee respondents ($n = 7$), 73% of women ($n = 582$), and 71% of men ($n = 356$) felt the workplace climate was welcoming based on gender identity (Figure 43).



Responses with n's less than 5 are not presented in the figure.
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 43. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 82% of White Faculty, Staff, and Post-Doc/Trainee respondents ($n = 573$) and 82% of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents ($n = 9$), 69% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents ($n = 245$) and 70% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents ($n = 137$) felt the workplace climate was welcoming based on race (Figure 44).



Responses with n's less than 5 are not presented in the figure.
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 44. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-four percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents ($n = 55$) and 73% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents ($n = 817$) believed the workplace climate was welcoming based on sexual orientation (Figure 45).

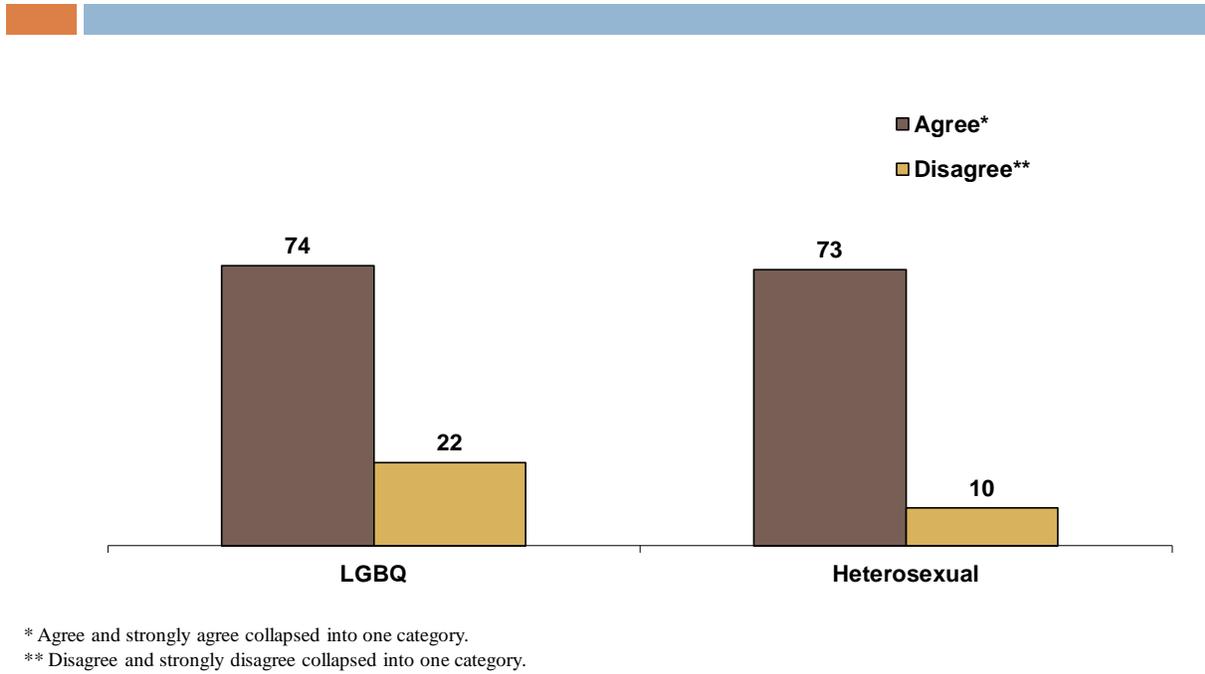
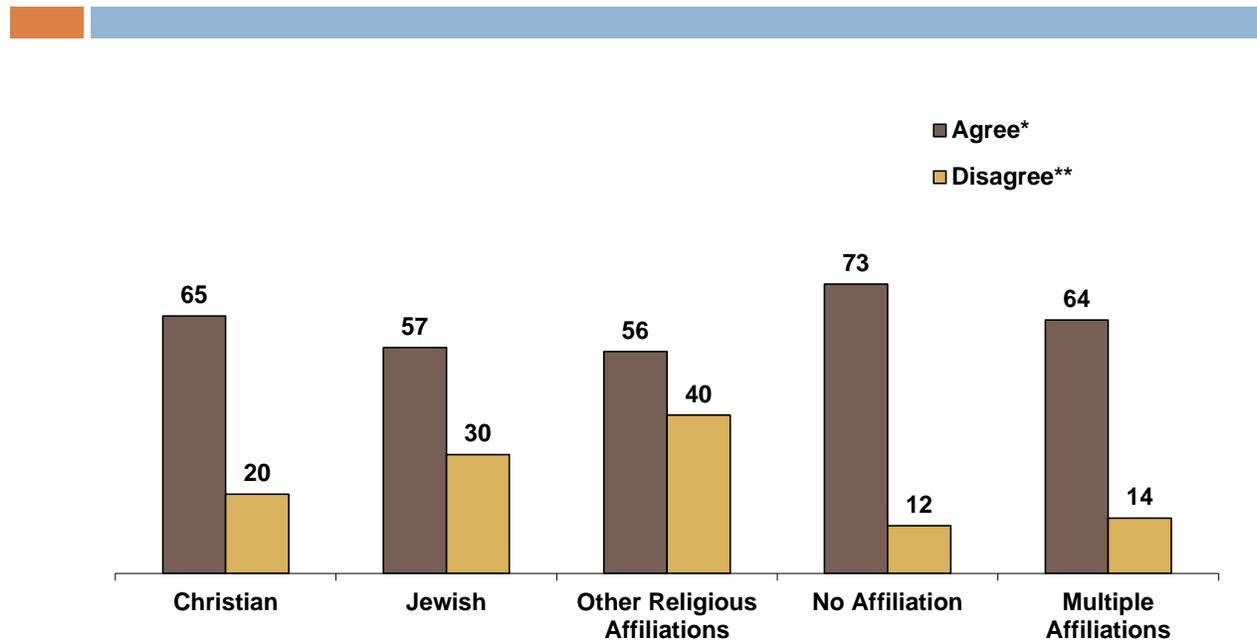


Figure 45. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty, Staff, and Post-Doc/Trainee respondents with No religious/spiritual affiliations (73%, $n = 328$) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46). Faculty, Staff, and Post-Doc/Trainee respondents with Jewish religious/spiritual affiliation (57%, $n = 17$), and respondents with Other Religious/Spiritual affiliations (56%, $n = 25$) were less likely to agree that the workplace climate was welcoming.



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

* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

Figure 46. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 71% of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents ($n = 348$), 64% of politically Middle of the Road respondents ($n = 259$), 56% of Conservative/Far Right respondents ($n = 120$), and 57% of politically undecided respondents ($n = 63$) felt the workplace climate was welcoming based on political views (Figure 47).

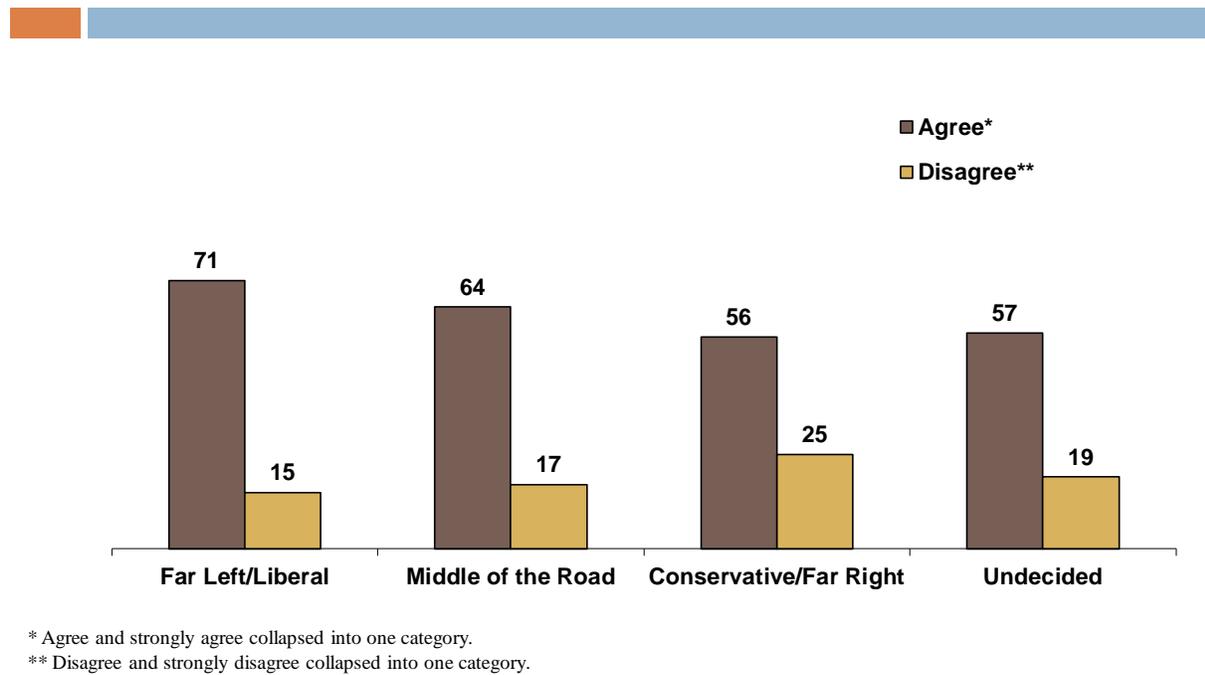


Figure 47. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Political Views (%)

Seventy-six percent of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 967$) and 41% of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 11$) felt the climate was workplace welcoming based on international status. Subsequent analyses indicated that 74% of U.S. Citizen respondents ($n = 943$) and 30% of Non-U.S. Citizen respondents ($n = 8$) felt the workplace climate was welcoming based on immigrant/citizen status (Figure 48).

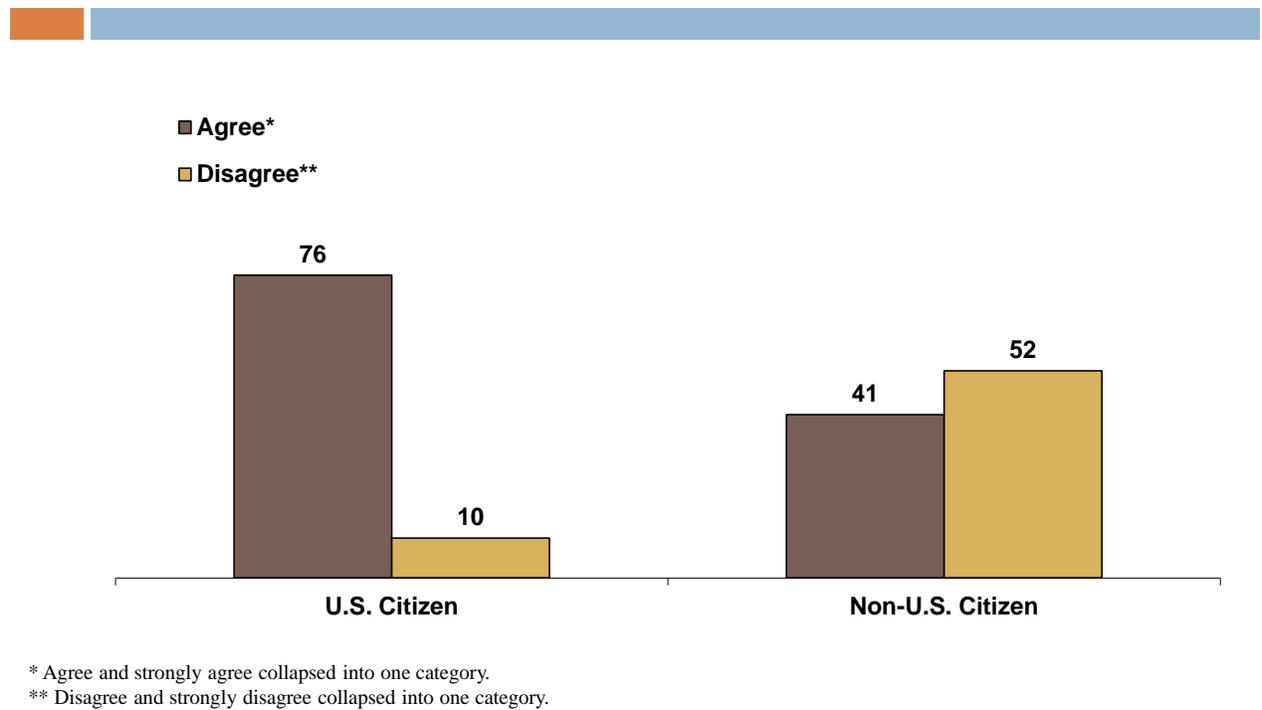


Figure 48. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On International Status (%)

Campus Climate and Work-Life Issues

Several items addressed the experiences of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students at UCR, their perceptions of specific UCR policies, their attitudes about the climate and work-life issues at UCR, and faculty attitudes about tenure and advancement processes.

Forty-eight percent of all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Student respondents ($n = 859$) felt that salary determinations were clear. More than half of the respondents thought UCR demonstrated that it values a diverse faculty (79%, $n = 1,444$) and staff (83%, $n = 1,506$). Table 30 illustrates responses to these questions by gender,⁵² race/ethnicity, position, disability status, citizenship status⁵³, religious/spiritual affiliation, and sexual orientation where the responses for these groups differed from one another.

⁵² Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality.

⁵³ Undocumented residents were not included in these analyses as their numbers were too few to assure confidentiality.

Table 30. 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	%
I believe salary determinations are clear.	163	9.1	696	38.8	468	26.1	229	12.8	239	13.3
Staff	76	7.3	384	37.0	329	31.7	179	17.3	69	6.7
Faculty	43	16.2	122	46.0	59	22.3	33	12.5	8	3.0
Post-Docs/Trainees	<5	--	20	66.7	<5	--	<5	--	<5	--
White	106	11.2	382	40.5	224	23.8	114	12.1	117	12.4
Underrepresented Minority	29	6.7	151	34.9	126	29.1	71	16.4	56	12.9
Other People of Color	22	6.3	146	41.8	97	27.8	29	8.3	55	15.8
Multi-Minority	<5	--	5	23.8	6	28.6	<5	--	<5	--
Men	81	11.0	302	41.0	167	22.7	83	11.3	103	14.0
Women	81	7.8	39	37.5	297	28.5	140	13.4	133	12.8
Genderqueer	<5	--	<5	--	6	33.3	<5	--	<5	--
No Disability	122	8.8	552	39.9	369	26.7	167	12.1	174	12.6
Disability	31	9.7	112	35.1	75	23.5	49	15.4	52	16.3
U.S. Citizen	155	9.3	633	37.9	449	26.9	224	13.4	209	12.5
Non-U.S. Citizen	6	5.3	60	53.1	16	14.2	<5	--	29	25.7
Christian	62	8.1	292	38.2	204	26.7	114	14.9	92	12.0
Muslim	<5	--	10	43.5	<5	--	<5	--	5	21.7
Jewish	<5	--	12	32.4	15	40.5	6	16.2	<5	--
Other Religious/Spiritual Affiliations	<5	--	28	36.8	18	23.7	10	13.2	16	21.1
No Religious Affiliation	79	11.5	289	41.9	159	23.1	66	9.6	96	13.9
Multiple Religious Affiliations	5	4.9	33	32.4	38	37.3	13	12.7	13	12.7
I think that UCR demonstrates that it values a diverse faculty.	439	24.1	1005	55.2	186	10.2	76	4.2	116	6.4
Staff	263	24.8	589	55.6	93	8.8	35	3.3	80	7.5
Faculty	60	22.3	150	55.8	26	9.7	29	10.8	<5	--
Post-Docs/Trainees	<5	--	21	72.4	<5	--	<5	--	<5	--
White	265	27.7	544	57.0	83	8.7	25	2.6	38	4.0
Underrepresented Minority	89	20.1	217	49.1	63	14.3	33	7.5	40	9.0
Other People of Color	67	19.0	207	58.6	34	9.6	13	3.7	32	9.1
Multi-Minority	6	28.6	9	42.9	<5	--	<5	--	<5	--
Men	174	23.4	412	55.4	83	11.2	31	4.2	44	5.9
Women	262	24.8	585	55.3	101	9.5	43	4.1	67	6.3
Genderqueer	<5	--	10	55.6	<5	--	<5	--	<5	--
No Disability	341	24.3	796	56.8	130	9.3	48	3.4	87	6.2
Disability	79	24.2	161	49.2	44	13.5	21	6.4	22	6.7
Christian	201	25.9	420	54.2	74	9.5	31	4.0	49	6.3
Muslim	<5	--	13	56.5	<5	--	<5	--	<5	--
Jewish	6	15.8	23	60.5	<5	--	<5	--	<5	--
Other Religious/Spiritual Affiliations	12	15.4	46	59.0	11	14.1	<5	--	5	6.4
No Religious Affiliation	169	24.3	392	56.3	66	9.5	30	4.3	39	5.6
Multiple Religious Affiliations	29	27.6	56	53.3	14	13.3	<5	--	<5	--
LGBQ	24	18.9	69	54.3	22	17.3	6	4.7	6	4.7
Heterosexual	385	24.9	858	55.5	149	9.6	61	3.9	92	6.0

Table 30 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I think UCR demonstrates that it values a diverse staff	469	25.8	1037	57.1	168	9.3	73	4.0	69	3.8
Staff	291	27.5	609	57.5	86	8.1	45	4.2	28	2.6
Faculty	63	23.5	151	56.3	27	10.1	18	6.7	9	3.4
Post-Docs/Trainees	<5	--	22	73.3	<5	--	<5	--	<5	--
White	275	29.0	543	57.3	78	8.2	28	3.0	24	2.5
Underrepresented Minority	104	23.5	241	54.5	55	12.4	22	5.0	20	4.5
Other People of Color	69	19.5	220	62.3	26	7.4	15	4.2	23	6.5
Multi-Minority	8	38.1	5	23.8	<5	--	<5	--	<5	--
Men	183	24.8	433	58.6	64	8.7	30	4.1	29	3.9
Women	281	26.6	592	56.1	102	9.7	41	3.9	40	3.8
Genderqueer	<5	--	10	55.6	5	27.8	<5	--	<5	--
No Disability	366	26.1	827	59.1	116	8.3	46	3.3	45	3.2
Disability	85	26.2	163	50.3	38	11.7	21	6.5	17	5.2
Christian	220	28.4	426	54.9	74	9.5	31	4.0	25	3.2
Muslim	8	34.8	11	47.8	<5	--	<5	--	<5	--
Jewish	9	23.7	24	63.2	<5	--	<5	--	<5	--
Other Religious/Spiritual Affiliations	11	14.1	50	64.1	9	11.5	<5	--	<5	--
No Religious Affiliation	174	25.2	406	58.8	59	8.5	25	3.6	27	3.9
Multiple Religious Affiliations	26	25.5	59	57.8	11	10.8	<5	--	<5	--
LGBQ	25	19.7	77	60.6	16	12.6	6	4.7	<5	--
Heterosexual	415	26.9	875	56.8	138	9.0	56	3.6	56	3.6

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 1,815).

Thirty-two percent of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Student respondents (n = 579) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 31); 20% believed their colleagues expected them to represent the “point of view” of their identities (n = 359).

Sixty-five percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers (n = 1,178). One-third of employee respondents (32%, n = 575) reported they had to work harder than their colleagues do in order to achieve the same recognition, and 40% reported there were many unwritten rules concerning how one is expected to interact with colleagues in their work units (n = 723).

Table 31 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups⁵⁴ differed from one another.

Table 31. 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	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.										
	176	9.7	403	22.1	586	32.2	510	28.0	147	8.1
Staff	110	10.3	236	22.2	338	31.8	314	29.5	65	6.1
Faculty	31	11.6	53	19.8	79	29.5	94	35.1	11	4.1
Post-Docs/Trainees	<5	--	8	26.7	5	16.7	11	36.7	5	16.7
White	85	8.9	183	19.2	324	33.9	305	31.9	58	6.1
Underrepresented Minority	47	10.6	108	24.4	136	30.7	110	24.8	42	9.5
Other People of Color	27	7.7	98	27.8	107	30.4	78	22.2	42	11.9
Multi-Minority	8	38.1	5	23.8	5	23.8	<5	--	<5	--
Men	63	8.5	135	18.2	248	33.4	232	31.2	65	8.7
Women	109	10.3	264	25.0	332	31.4	274	25.9	79	7.5
Genderqueer	<5	--	8	44.4	5	27.8	<5	--	<5	--
LGBQ	14	10.9	36	28.1	42	32.8	27	21.1	9	7.0
Heterosexual	142	9.2	334	21.6	499	32.3	450	29.1	120	7.8
No Disability	114	8.1	296	21.1	460	32.7	4198	29.8	116	8.3
Disability	50	15.4	78	24.0	100	30.8	71	21.8	26	8.0
U.S. Citizen	170	10.0	374	22.0	546	32.2	491	28.9	117	6.9
Non-U.S. Citizen	5	4.5	26	23.2	36	32.1	19	17.0	26	23.2
My colleagues/co-workers expect me to represent “the point of view” of my identity.										
	64	3.5	295	16.3	635	35.0	464	25.6	354	19.5
White	27	2.9	123	13.0	323	34.1	286	30.2	188	19.9
Underrepresented Minority	20	4.5	80	18.1	164	37.0	97	21.9	82	18.5
Other People of Color	11	3.1	83	23.7	122	34.9	63	18.0	71	20.3
Multi-Minority	<5	--	<5	--	9	42.9	<5	--	<5	--
Men	26	3.5	148	20.1	240	32.6	197	26.8	125	17.0
Women	38	3.6	142	13.5	392	37.2	262	24.8	221	20.9
Genderqueer	<5	--	7	38.9	<5	--	<5	--	<5	--
LGBQ	9	7.0	30	23.4	51	39.8	26	20.3	12	9.4
Heterosexual	47	3.1	233	15.2	532	34.7	411	26.8	312	20.3
U.S. Citizen	61	3.6	266	15.8	598	35.4	441	26.1	321	19.0
Non-U.S. Citizen	<5	--	27	23.9	37	32.7	20	17.7	27	23.9

⁵⁴ Again, transgender respondents and undocumented residents were not included in these analyses because their numbers were too small to assure confidentiality.

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	397	21.8	781	42.9	318	17.5	124	6.8	199	10.9
Staff	268	25.3	518	48.9	172	16.2	64	6.0	37	3.5
Faculty	71	26.6	105	39.3	43	16.1	15	5.6	33	12.4
Post-Docs/Trainees	<5	--	17	56.7	<5	--	<5	--	5	16.7
White	238	24.9	399	41.8	153	16.0	57	6.0	107	11.2
Underrepresented Minority	88	19.9	198	44.8	80	18.1	33	7.5	43	9.7
Other People of Color	52	14.8	161	45.9	68	19.4	25	7.1	45	12.8
Multi-Minority	<5	--	6	28.6	5	23.8	8	28.6	<5	--
Men	160	21.6	329	44.5	111	15.0	43	5.8	97	13.1
Women	231	21.8	445	42.1	202	19.1	80	7.6	100	9.5
Genderqueer	<5	--	6	33.3	<5	--	<5	--	<5	--
No Disability	322	23.0	617	44.0	228	16.3	85	6.1	150	10.7
Disability	57	17.6	131	40.4	66	20.4	28	8.6	42	13.0
U.S. Citizen	383	22.6	730	43.1	293	17.3	120	7.1	168	9.9
Non-U.S. Citizen	12	10.6	46	40.7	22	19.5	<5	--	30	26.5
Christian	183	23.6	355	45.7	120	15.4	52	6.7	67	8.6
Muslim	<5	--	5	22.7	7	31.8	<5	--	<5	--
Jewish	10	26.3	18	47.4	7	18.4	<5	--	<5	--
Other Religious/Spiritual Affiliations	12	15.2	31	39.2	16	20.3	8	10.1	12	15.2
No Religious Affiliation	155	22.4	274	39.6	128	18.5	41	5.9	94	13.6
Multiple Religious Affiliations	14	13.3	55	52.4	18	17.1	7	6.7	11	10.5
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition.	188	10.3	387	21.2	825	45.3	280	15.4	143	7.8
Staff	121	11.4	227	21.4	499	46.9	158	14.9	58	5.5
Faculty	35	13.1	54	20.2	118	44.2	49	18.4	11	4.1
Post-Docs/Trainees	<5	--	6	20.0	15	50.0	5	16.7	<5	--
White	74	7.7	159	16.6	465	48.7	187	19.6	70	7.3
Underrepresented Minority	64	14.4	100	22.6	195	44.0	49	11.1	35	7.9
Other People of Color	38	10.8	108	30.7	140	39.8	33	9.4	33	9.4
Multi-Minority	6	28.6	7	33.3	6	28.6	<5	--	<5	--
Men	63	8.5	151	20.3	321	43.1	149	20.0	61	8.2
Women	123	11.6	230	21.8	498	47.1	127	12.0	79	7.5
Genderqueer	<5	--	6	33.3	6	33.3	<5	--	<5	--
LGBQ	13	10.2	35	27.3	55	43.0	16	12.5	9	7.0
Heterosexual	156	10.1	308	19.9	717	46.4	243	15.7	121	7.8
No Disability	124	8.8	285	20.3	659	46.9	229	16.3	108	7.7
Disability	52	16.0	78	24.0	129	39.7	39	12.0	27	8.3
U.S. Citizen	175	10.3	349	20.5	784	46.1	265	15.6	126	7.4
Non-U.S. Citizen	11	9.8	34	30.4	39	34.8	12	10.7	16	14.3
Christian	86	11.0	160	20.5	370	47.4	111	14.2	53	6.8
Muslim	<5	--	7	31.8	<5	--	5	22.7	<5	--
Jewish	7	18.4	8	21.1	17	44.7	5	13.2	<5	--
Other Religious/Spiritual Affiliations	9	11.4	27	34.2	30	38.0	7	8.9	6	7.6
No Religious Affiliation	64	9.2	135	19.5	305	44.0	130	18.8	59	8.5
Multiple Religious Affiliations	9	8.6	21	20.0	56	53.3	9	8.6	10	9.5

Table 31 (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>	%
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	217	12.0	506	27.9	684	37.7	250	13.8	158	8.7
White	106	11.2	240	25.3	379	40.0	162	17.1	61	6.4
Underrepresented Minority	65	14.6	126	28.3	168	37.8	41	9.2	45	10.1
Other People of Color	32	9.2	111	31.8	121	34.7	37	10.6	48	13.8
Multi-Minority	6	28.6	8	38.1	<5	--	<5	--	<5	--
Men	75	10.2	205	27.8	286	38.8	112	15.2	59	8.0
Women	140	13.2	293	27.7	393	37.2	135	12.8	96	9.1
Genderqueer	5	27.8	9	50.0	<5	--	<5	--	<5	--
LGBQ	18	14.1	52	40.6	36	28.1	14	10.9	8	6.2
Heterosexual	178	11.6	414	27.0	596	38.8	219	14.3	129	8.4
Staff	139	13.1	282	26.6	418	39.5	151	14.3	69	6.5
Faculty	24	9.0	69	25.9	111	41.7	47	17.7	15	5.6
Post-Docs/Trainees	<5	--	7	23.3	14	46.7	<5	--	<5	--
No Disability	140	10.0	369	26.4	562	40.2	211	15.1	116	8.3
Disability	59	18.2	108	33.2	99	30.5	31	9.5	28	8.6
Christian	95	12.3	219	28.3	298	38.5	99	12.8	64	8.3
Muslim	<5	--	5	23.8	9	42.9	<5	--	<5	--
Jewish	9	23.7	11	28.9	10	26.3	6	15.8	<5	--
Other Religious/Spiritual Affiliations	8	10.3	22	28.2	26	33.3	9	11.5	13	16.7
No Religious Affiliation	73	10.5	187	27.0	259	37.4	115	16.6	58	8.4
Multiple Religious Affiliations	16	15.4	39	37.5	39	37.5	6	5.8	<5	--

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 1,815).

A number of items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UCR. Sixty-five percent found UCR supportive of their taking leave (*n* = 1,172), and 63% reported that UCR was supportive of flexible work schedules (*n* = 1,138). Seventeen percent reported 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 (*n* = 310), and 11% found that people who have children were considered by UCR to be less committed to their jobs/careers (*n* = 202).

Fifty-two percent reported that UCR provides available resources to help employees balance work-life needs, such as childcare and elder care (*n* = 925). Few respondents (15%, *n* = 265) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

Table 32. Attitudes about Work-Life Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I find that UCR is supportive of my taking leave.	246	13.6	926	51.1	238	13.1	50	2.8	352	19.4
Faculty	23	8.7	131	49.6	36	13.6	12	4.5	62	23.5
Staff	193	18.2	648	61.2	139	13.1	21	2.0	57	5.4
Post-docs/Trainees	<5	--	14	48.3	<5	--	<5	--	11	37.9
Graduate/Professional Students	29	6.3	133	28.9	61	13.2	16	3.5	222	48.2
I find that UCR is supportive of flexible work schedules.	234	12.9	904	49.9	342	18.9	116	6.4	215	11.9
Faculty	36	13.6	141	53.4	42	15.9	7	2.7	38	14.4
Staff	132	12.4	535	50.4	256	24.1	97	9.1	41	3.9
Post-docs/Trainees	5	16.7	13	43.3	<5	--	<5	--	9	30.0
Graduate/Professional Students	61	13.4	215	47.1	42	9.2	11	2.4	127	27.9
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.	83	4.6	227	12.5	826	45.6	327	18.1	348	19.2
Faculty	12	4.5	28	10.6	139	52.7	54	20.5	31	11.7
Staff	46	4.4	136	12.9	549	51.9	226	21.4	100	9.5
Post-docs/Trainees	<5	--	<5	--	10	34.5	<5	--	12	41.4
Graduate/Professional Students	25	5.4	59	12.8	128	27.8	44	9.5	205	44.5
I feel that people who have children are considered by UCR to be less committed to their jobs/careers.	43	2.4	159	8.8	936	51.7	362	20.0	311	17.2
Faculty	5	1.9	23	8.8	143	54.6	68	26.0	23	8.8
Staff	25	2.4	88	8.3	629	59.3	237	22.4	81	7.6
Post-docs/Trainees	<5	--	5	16.7	11	36.7	5	16.7	9	30.0
Graduate/Professional Students	13	2.8	43	9.4	153	33.3	52	11.3	198	43.1
I feel that UCR provides available resources to help employees balance work-life needs, such as childcare and elder care.	142	7.9	783	43.7	275	15.4	75	4.2	515	28.8
Faculty	13	5.0	124	47.7	53	20.4	15	5.8	55	21.2
Staff	111	10.6	535	51.1	172	16.4	43	4.1	185	17.7
Post-docs/Trainees	<5	--	6	21.4	5	17.9	<5	--	14	50.0
Graduate/Professional Students	18	3.9	118	25.9	45	9.9	14	3.1	261	57.2
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	53	3.0	212	11.8	542	30.2	185	10.3	802	44.7
Faculty	15	5.7	46	17.6	71	27.2	28	10.7	101	38.7
Staff	19	1.8	122	11.7	379	36.3	128	12.3	396	37.9
Post-docs/Trainees	<5	--	<5	--	8	26.7	<5	--	14	46.7
Graduate/Professional Students	17	3.7	41	8.9	84	18.3	26	5.7	291	63.4

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 1,835).

More than half of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (76%, $n = 1,375$) and supervisors (65%, $n = 1,180$) at UCR who gave them career advice or guidance when they needed it (Table 33).

Sixty percent reported their supervisors provided them with resources to pursue professional development opportunities ($n = 1,092$), and 63% reported their supervisors provided ongoing feedback to help improve their performance ($n = 1,141$). The majority of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Student respondents had adequate access to administrative support (69%, $n = 1,248$).

Ninety-three percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 1,597$) reported 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 ($n = 119$), 88% of health sciences employees reported their patient-care load was manageable ($n = 105$).

Table 33. Perceptions of Support and Resources Available at UCR

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it.										
	380	20.9	800	44.0	276	15.2	163	9.0	200	11.0
Faculty	26	9.7	93	34.8	43	16.1	23	8.6	82	30.7
Staff	209	19.7	481	45.3	191	18.0	124	11.7	56	5.3
Post-docs/Trainees	7	23.3	16	53.3	<5	--	<5	--	<5	--
Graduate/Professional Students	138	29.9	210	45.6	38	8.2	14	3.0	61	13.2
I have colleagues, co-workers who give me job/career/education advice or guidance when I need it.										
	398	21.9	977	53.7	199	10.9	76	4.2	168	9.2
Faculty	42	15.8	143	53.8	29	10.9	13	4.9	39	14.7
Staff	204	19.2	581	54.8	145	13.7	55	5.2	75	7.1
Post-docs/Trainees	5	16.7	18	60.0	<5	--	<5	--	<5	--
Graduate/Professional Students	147	31.8	235	50.9	21	4.5	7	1.5	52	11.3
My supervisor provides me with resources to pursue professional development opportunities.										
	365	20.1	727	40.1	348	19.2	148	8.2	227	12.5
Faculty	26	9.7	66	24.7	52	19.5	20	7.5	103	38.6
Staff	208	19.7	453	42.8	234	22.1	115	10.9	48	4.5
Post-docs/Trainees	8	26.7	12	40.0	8	26.7	<5	--	<5	--
Graduate/Professional Students	123	26.7	196	42.6	54	11.7	12	2.6	75	16.3
My supervisor provides ongoing feedback to help me improve my performance.										
	354	19.5	787	43.4	345	19.0	125	6.9	201	11.1
Faculty	21	7.9	67	25.2	50	18.8	24	9.0	104	39.1
Staff	191	18.1	517	49.0	231	21.9	86	8.1	31	2.9
Post-docs/Trainees	6	20.0	14	46.7	8	26.7	<5	--	<5	--
Graduate/Professional Students	136	29.6	189	41.1	56	12.2	14	3.0	65	14.1
I have adequate access to administrative support.										
	299	16.6	949	52.7	276	15.3	154	8.6	122	6.8
Faculty	29	11.1	101	38.5	59	22.5	52	19.8	21	8.0
Staff	150	14.3	605	57.6	171	16.3	81	7.7	44	4.2
Post-docs/Trainees	6	20.0	18	60.0	5	16.7	<5	--	<5	--
Graduate/Professional Students	114	24.9	225	49.2	41	9.0	21	4.6	56	12.3
For health sciences campus employees, my patient-care load is manageable.										
	22	1.3	83	4.8	11	0.6	3	0.2	1597	93.1
Faculty	<5	--	5	2.0	<5	--	<5	--	246	97.6
Staff	8	0.8	30	3.1	<5	--	<5	--	932	95.5
Post-docs/Trainees	<5	--	<5	--	<5	--	<5	--	24	80.0
Graduate/Professional Students	12	2.6	44	9.6	6	1.3	<5	--	395	86.2

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 1,835).

Perceptions of Employment Practices

Regarding respondents’ observations of discriminatory employment practices, 19% of Staff respondents ($n = 206$) and 12% of Faculty respondents ($n = 31$)⁵⁵ reported they observed hiring practices at UCR (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 34).

Table 34. 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>	%
No	879	65.9	1,346	73.8	1,091	59.8
Faculty	214	79.6	217	81.3	171	63.8
Staff	665	62.4	772	72.6	592	54.3
Graduate/Professional Students	not asked	not asked	335	72.0	306	65.9
Post-Docs/Trainees	not asked	not asked	22	9.1	22	73.3
Yes	237	17.8	174	9.5	363	19.9
Faculty	31	11.5	23	8.6	67	25.0
Staff	206	19.3	128	12.0	253	23.8
Graduate/Professional Students	not asked	not asked	21	4.5	41	8.8
Post-Docs/Trainees	not asked	not asked	<5	--	<5	--
Don't Know	218	16.3	305	16.7	370	20.3
Faculty	24	8.9	27	10.1	30	11.2
Staff	194	18.2	163	15.3	217	20.4
Graduate/Professional Students	not asked	not asked	109	23.4	117	25.2
Post-Docs/Trainees	not asked	not asked	6	20.0	6	2.5

*Note: Answered by faculty and staff only ($n = 1,340$).

**Note: Answered by faculty, staff, post-docs/trainees, and graduate/professional students ($n = 1,835$).

⁵⁵ Post-docs/trainees and graduate students were not asked this question.

Of those who believed that they had observed discriminatory hiring, 35% said it was based on personal relationships ($n = 83$), 16% on position ($n = 38$), 16% on race ($n = 38$), and 15% on ethnicity ($n = 36$).

- By gender identity: subsequent analyses indicated that 19% of women ($n = 154$), and 15% of men ($n = 76$) believed they had observed discriminatory hiring practices.⁵⁶
- By racial identity: subsequent analyses indicated that 14% of White faculty and staff ($n = 102$), 26% of Underrepresented Minority faculty and staff ($n = 95$), and 16% of Other People of Color employees ($n = 31$) observed unfair or unjust hiring at UCR.⁵⁷
- By sexual orientation: subsequent analyses indicated that 20% of LGBTQ respondents ($n = 16$) and 17% of heterosexual respondents ($n = 200$) believed they had observed discriminatory hiring practices.
- By disability status: subsequent analyses indicated that 23% of respondents with a disability ($n = 51$) and 17% of respondents without a disability ($n = 174$) believed they had observed discriminatory hiring practices.

Ten percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 174$) reported they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Of those individuals, 18% said they believed the discrimination was based on position ($n = 32$), 16% on ethnicity ($n = 27$), 13% on age ($n = 23$), 12% on race ($n = 20$), and 10% on gender identity ($n = 17$).

- By position: subsequent analyses indicated that 5% of Graduate Students ($n = 21$), 12% of Staff respondents ($n = 128$), and 9% of Faculty respondents ($n = 23$) had observed discriminatory disciplinary actions.⁵⁸
- By gender identity: subsequent analyses indicated that 10% of women ($n = 109$) and 8% of men ($n = 61$) believed they had observed discriminatory actions.

⁵⁶ Transgender and genderqueer respondents were not included in these analyses because their numbers were too small to assure confidentiality.

⁵⁷ Multi-Minority respondents were not included in these analyses because their numbers were too small to assure confidentiality.

⁵⁸ Post-Doc/Trainee respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By racial identity: subsequent analyses indicated that 12% of Underrepresented Minority employees ($n = 52$), 8% of Other People of Color employees ($n = 29$), and 9% of White employees ($n = 82$) witnessed such actions.
- By sexual orientation: subsequent analyses indicated that 9% of LGBTQ respondents ($n = 12$) and 9% of heterosexual respondents ($n = 142$) witnessed discriminatory disciplinary actions.
- By disability status: subsequent analyses indicated that 14% of respondents with a disability ($n = 45$) and 8% of respondents without a disability ($n = 117$) witnessed discriminatory disciplinary actions.

Twenty percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 363$) reported they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCR. Subsequent analyses reveal that respondents believed it was based on personal relationships (26%, $n = 96$), UCR position (22%, $n = 80$), ethnicity (13%, $n = 46$), race (11%, $n = 39$), and age (11%, $n = 38$).

- By position: subsequent analyses indicated that 9% of Graduate Students ($n = 41$), 24% of Staff respondents ($n = 253$), and 25% of Faculty respondents ($n = 67$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 22% of women ($n = 229$) and 17% of men ($n = 128$) witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By racial identity: subsequent analyses indicated that 18% of White respondents ($n = 171$), 13% of Other People of Color respondents ($n = 46$), 28% of Underrepresented Minority respondents ($n = 124$), and 24% of Multi-Minority respondents ($n = 5$) witnessed such conduct.
- By sexual orientation: subsequent analyses indicated that 22% of LGBTQ respondents ($n = 28$) and 20% of heterosexual respondents ($n = 303$) also witnessed such conduct also witnessed such conduct.

- By disability status: subsequent analyses indicated that 25% of respondents with a disability ($n = 80$) and 19% of respondents without a disability ($n = 266$) witnessed such conduct.

Faculty Members' Views on University Policies

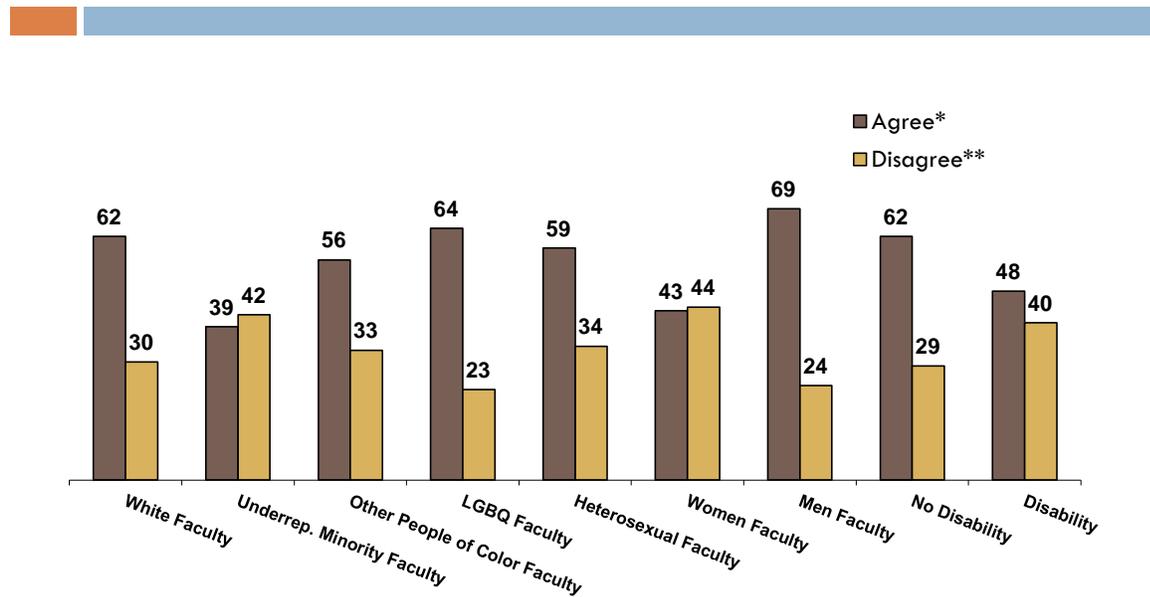
One survey item queried Faculty members ($n = 269$) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (73%, $n = 196$) and reasonable (75%, $n = 200$). Most felt that their service contributions were important to tenure/promotion (44%, $n = 126$). Fewer Faculty felt that their diversity-related contributions have been/will be valued for promotion or tenure (33%, $n = 88$) or felt pressured to change their research agendas (15%, $n = 41$) to achieve tenure or be promoted.

Table 35. Faculty Attitudes about Tenure and Advancement Processes

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	58	21.6	138	51.3	43	16.0	10	3.7	20	7.4
I believe that the tenure/promotion standards are reasonable.	54	20.1	146	54.5	33	12.3	11	4.1	24	9.0
I feel that my service contributions are important to tenure/promotion.	24	9.0	102	35.2	80	30.0	36	13.5	25	9.4
I feel pressured to change my research agenda to achieve tenure/promotion.	12	4.5	29	10.8	123	45.9	58	21.6	46	17.2
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	9	3.4	79	29.7	56	21.1	25	9.4	97	36.5
I believe that tenure standards/advancement standards are applied equally to all faculty.	44	16.5	113	42.3	53	19.9	32	12.0	25	9.4

Note: Table includes only faculty respondents ($n = 269$).

Fifty-nine percent of all Faculty ($n = 157$) believed tenure standards and advancement standards were equally applied to all UCR faculty. Figure 49⁵⁹ illustrates that Underrepresented Minority Faculty, women faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UCR faculty.



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

Figure 49. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

⁵⁹ Multi-Minority respondents were not included in these analyses because their numbers were too small to assure confidentiality.

Sixty-five percent of Faculty ($n = 175$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Thirty-five percent ($n = 94$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-one percent of Faculty ($n = 119$) reported they performed more work to help students than did their colleagues. Table 36 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups⁶⁰.

Table 36. 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>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	46	17.1	129	48.0	48	17.8	20	7.4	26	9.7
White	33	18.1	100	54.9	27	14.8	7	3.8	15	8.2
Underrepresented Minority	5	19.2	<5	--	9	34.6	<5	--	5	19.2
Other People of Color	5	11.6	18	41.9	10	23.3	5	11.6	5	11.6
Men	30	19.1	85	54.1	24	15.3	6	3.8	12	7.6
Women	15	14.2	42	39.6	23	21.7	13	12.3	13	12.3
LGBQ	<5	--	10	45.5	5	22.7	<5	--	<5	--
Heterosexual	41	17.9	113	49.3	39	17.0	16	7.0	20	8.7
No Disability	36	17.8	103	51.0	31	15.3	14	6.9	18	8.9
Disability	8	15.4	20	38.5	11	21.2	6	11.5	7	13.5
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	34	12.7	60	22.5	119	44.6	38	14.2	16	6.0
White	22	12.2	39	21.5	83	45.9	28	15.5	9	5.0
Underrepresented Minority	<5	--	8	30.8	9	34.6	<5	--	<5	--
Other People of Color	5	11.6	11	25.6	21	48.8	<5	--	<5	--
Men	11	7.1	40	25.6	71	45.5	26	16.7	8	5.1
Women	21	20.0	20	19.0	46	43.8	11	10.5	7	6.7
LGBQ	6	27.3	7	31.8	6	27.3	<5	--	<5	--
Heterosexual	26	11.5	51	22.5	103	45.4	35	15.4	12	5.3
No Disability	22	11.0	45	22.5	93	46.5	30	15.0	10	5.0
Disability	10	19.2	11	21.2	20	38.5	5	9.6	6	11.5

⁶⁰ Transgender faculty, Genderqueer faculty, and Multi-Minority faculty were not included in these analyses as their numbers were too low to assure confidentiality.

Table 36.(cont.)

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 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.	40	14.9	79	29.5	107	39.9	20	7.5	22	8.2
White	28	15.4	50	27.5	77	42.3	15	8.2	12	6.6
Underrepresented Minority	5	19.2	6	23.1	7	26.9	<5	--	7	26.9
Other People of Color	5	11.9	15	35.7	18	42.9	<5	--	<5	--
Men	14	9.0	49	31.4	66	42.3	17	10.9	10	6.4
Women	26	24.5	27	25.5	40	37.7	<5	--	11	10.4
LGBQ	7	31.8	5	22.7	8	36.4	<5	--	<5	--
Heterosexual	32	14.0	68	29.8	92	40.4	18	7.9	18	7.9

Note: Table includes only faculty respondents (*n* = 269).

Seventy-one percent of faculty members (*n* = 190) reported their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Nine percent of faculty members (*n* = 23) have used UCR policies on stopping the tenure clock, 13% have used university policies on taking leave for childbearing or adoption (*n* = 34), 10% have used university policies on active service-modified duties (*n* = 26). Six percent reported that faculty members who use family-related leave policies are disadvantaged in advancement or tenure (*n* = 17), and 42% believed that perception about using family-related leave policies differ for men and women faculty (*n* = 112).

Table 37. 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>	%	<i>n</i>
I have used or would use university policies on stopping the clock for promotion or tenure.	11	4.1	12	4.5	40	14.9	48	17.8	158	58.7
Women	10	9.4	7	6.6	17	16.0	9	8.5	63	59.4
Men	<5	--	5	3.2	23	14.6	38	24.2	90	57.3
I have used university policies on taking leave for childbearing or adoption.	21	7.8	13	4.9	36	13.4	45	16.8	153	57.1
Women	15	14.3	10	9.5	11	10.5	7	6.7	62	59.0
Men	6	3.8	<5	--	25	15.9	37	23.6	86	54.8
I have used university policies on active service-modified duties.	10	3.8	16	6.0	36	13.5	47	17.7	157	59.0
Women	9	8.6	7	6.7	13	12.4	9	8.6	67	63.8
Men	<5	--	8	5.2	23	14.8	37	23.9	86	55.5
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	10	3.8	16	6.0	36	13.5	47	17.7	157	59.0
Women	<5	--	8	7.7	41	39.4	25	24.0	27	26.0
Men	<5	--	5	3.2	64	41.6	61	39.6	24	15.6
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	54	20.3	136	51.1	23	8.6	13	4.9	40	15.0
Women	18	17.3	43	41.3	16	15.4	8	7.7	19	18.3
Men	34	21.8	91	58.3	7	4.5	<5	--	10	12.8
I believe that perceptions about using work-family policies differ for men and women faculty.	25	9.4	87	32.8	81	30.6	30	11.3	42	15.8
Women	9	8.6	36	34.3	31	29.5	10	9.5	19	18.1
Men	14	9.1	50	32.5	49	31.8	20	13.0	21	13.6

Note: Table includes only faculty respondents (*n* = 269).

Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UCR

Forty-five percent of Staff respondents ($n = 481$), 47% of Faculty respondents ($n = 125$), and 37% of Post-Docs/Trainees ($n = 11$) had seriously considered leaving UCR in the past year.

Subsequent analyses indicate that:

- By gender identity: 36% of men ($n = 266$) and 41% of women ($n = 440$) had seriously considered leaving the institution.⁶¹
- By racial identity: 57% of Multi-Minority employees ($n = 12$), 42% of Underrepresented Minority employees ($n = 189$), 40% of White employees ($n = 379$), and 31% of Other People of Color employees ($n = 110$) had seriously considered leaving UCR.
- By sexual orientation: 39% of LGBTQ employees ($n = 50$) and 40% of heterosexual respondents ($n = 615$) had seriously considered leaving the institution.
- By disability status: 47% of employees with disabilities ($n = 153$) and 37% of employees without disabilities ($n = 519$) seriously considered leaving UCR.
- By citizenship status: 40% of U.S. Citizens ($n = 691$) and 17% of Non-U.S. Citizens ($n = 19$) had seriously considered leaving.⁶²

More than 450 Faculty, Staff, and Post-Doc/Trainee respondents further elaborated on why they seriously considered leaving UCR during the past year. Respondents considered leaving the institution to pursue better career opportunities, higher salaries (e.g., “lack of cost-of-living adjustments and low salaries”), more supportive work environments, career advancement (e.g., “The only way to advance in salary is to move from one department to another”), more meaningful work, etc. They also considered leaving to relocate to another geographical region, “for financial reasons” or personal reasons, to accompany a spouse/partner, move closer to family, to retire, to reduce stress, feel more appreciated, find a more rigorous academic and research climate (“Difficult to conduct research due to high levels of bureaucracy”), workload issues, working conditions, budget cuts, etc. A few respondents indicated the administration was the reason they had seriously considered leaving. For example, one respondent stated “Absolute worst administration ever – this is a continuing problem with UCR” and another shared

⁶¹ Transgender and Genderqueer employees were too few to include in these analyses.

⁶² Undocumented Resident employees were too few to include in these analyses.

“Communication and leadership needs to improve across campus. This lowers motivation, decreases awareness and understanding, and stifles commitment and creativity.”

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCR groups. Genderqueer respondents were less likely than men and women to feel the workplace was welcoming based on gender. Other People of Color respondents and Underrepresented Minority respondents were less likely than White respondents and Multi-Minority respondents to believe the workplace was welcoming based on race. Muslim respondents, Jewish respondents and respondents with Other Religious/Spiritual affiliations were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status. Respondents with Conservative/Far Right political views were less likely to believe the workplace climate was welcoming based on political views than other political groups. Additionally, Non-U.S. Citizen respondents were less likely to feel the workplace climate was welcoming based on international status and immigrant/citizen status than U.S. Citizens.

Few UCR employees had observed unfair or unjust hiring (18%), unfair or unjust disciplinary actions (10%), or unfair or unjust promotion/tenure/reclassification (20%). Additionally, the majority of Staff, Faculty, Post-Docs, and Trainees 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 UCR 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, trainee, and post-doc responses. The tables are marked accordingly.

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 117 people (3%) believed they had experienced unwanted sexual contact⁶³ while at UCR. Of the 117 respondents, 91 were Undergraduate Students (4% of all Undergraduate Students), and 14 were Graduate/Professional Students (3% of all Graduate/Professional Students). Eleven of the student respondents who experienced unwanted sexual contact were men (1% of men), 91 were women (5% of women students), and 8 were genderqueer (22% of genderqueer students).

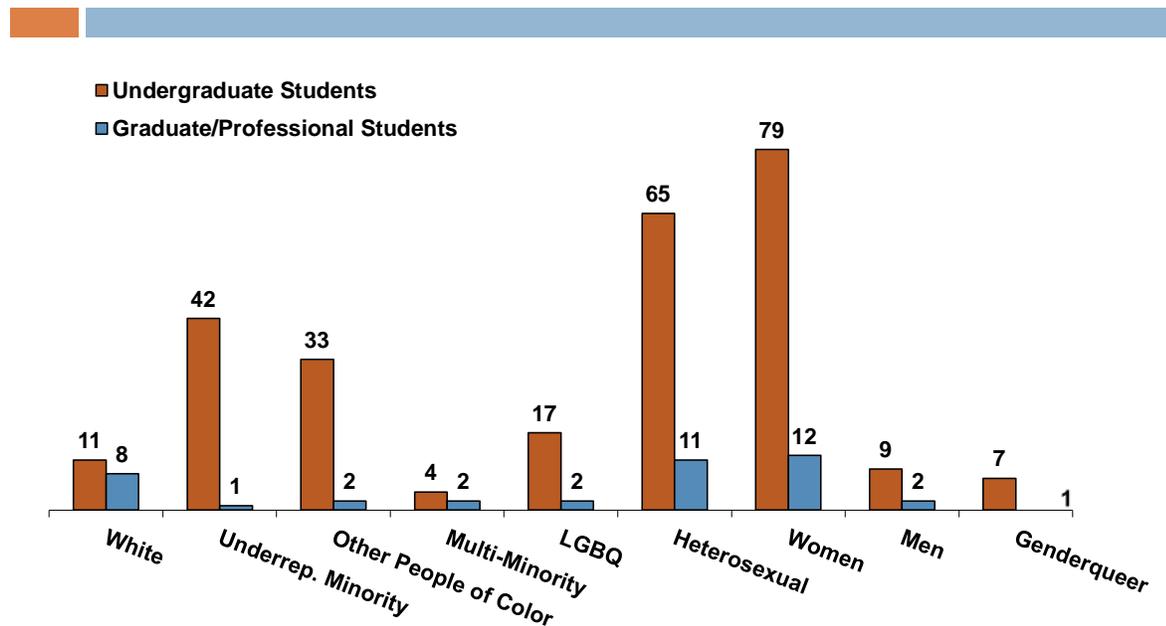
Subsequent analyses offered in Figure 50 illustrate that for Undergraduate Students:

- By gender identity: 5% of Women Undergraduates ($n = 91$), 1% of Men Undergraduates ($n = 11$), 2% of Transgender Undergraduates ($n = 6$), and 22% of Genderqueer Undergraduates ($n = 8$) experienced unwanted sexual contact.
- By racial identity: 3% of White Undergraduate Students ($n = 19$), 4% of Underrepresented Minorities ($n = 43$), 3% of Other People of Color ($n = 35$), and 8% of Multi-Minority Undergraduates ($n = 6$) experienced unwanted sexual contact.
- By sexual orientation: 7% of LGBTQ Undergraduate Students ($n = 19$) and 3% of heterosexual Undergraduate Students ($n = 76$) experienced unwanted sexual contact.

⁶³ 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 50 illustrate that for Graduate/Professional Students:

- By gender identity: 2% of Women Graduate/Professional Students ($n = 11$), and no Men, Transgender or Genderqueer Graduate/Professional Students experienced unwanted sexual contact.
- By racial identity: 1% of White Graduate/Professional Students ($n = 6$), and less than 1% of Underrepresented Minorities, Other People of Color, and Multi-Minority Graduate/Professional Students experienced unwanted sexual contact.
- By sexual orientation: 1% of heterosexual Graduate/Professional Students ($n = 10$) experienced unwanted sexual contact.



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

Figure 50. Student Experiences of Unwanted Sexual Contact within the Past Five Years by Race, Sexual Orientation, and Gender Identity (n)

Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ($n = 3,093$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Seventy-nine percent ($n = 2,427$) 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 UCR (69%, $n = 2,124$). Additionally, the majority of Students, Trainees, and Post-Docs reported their academic experience has had a positive influence on their intellectual growth and interest in ideas (77%, $n = 2,374$) and that their interest in ideas and intellectual matters has increased since coming to UCR (77%, $n = 2,375$).

Table 38. Student, Trainee, and Post-Doc Respondents' Academic Experiences at UCR

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>	%
Many of my courses this year have been intellectually stimulating.	838	27.2	1,589	51.6	386	12.5	129	4.2	25	0.8
Undergraduate Students	704	27.2	1,411	54.5	334	12.9	117	4.5	21	0.8
Graduate/Professional Students	133	28.7	177	38.1	51	11.0	12	2.6	<5	--
I am satisfied with the extent of my intellectual development since enrolling at UCR.	610	19.8	1,514	49.1	622	20.2	276	8.9	57	1.8
Undergraduate Students	588	22.7	1,295	50.1	459	17.8	206	8.0	37	1.4
Graduate/Professional Students	162	34.8	198	42.6	70	15.1	24	5.2	11	2.4
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	843	27.3	1,531	49.6	512	16.6	156	5.1	36	1.2
Undergraduate Students	651	25.1	1,311	50.6	453	17.5	143	5.5	29	1.1
Graduate/Professional Students	187	40.3	201	43.3	59	12.7	12	2.6	5	1.1
My interest in ideas and intellectual matters has increased since coming to UCR.	935	30.4	1,440	46.9	495	16.1	153	5.0	43	1.4
Undergraduate Students	767	29.7	1219	47.2	426	16.5	133	5.2	34	1.3
Graduate/Professional Students	162	35.1	206	44.7	67	14.5	18	3.9	8	1.7

Note: Table includes students, trainees, and postdocs only ($n = 3,093$). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 64% of Students, Trainees, and Post-Docs ($n = 1,971$) reported they were performing up to their full academic potential. Almost half of all Student, Trainee, and Post-Doc respondents reported they performed academically as well as they had anticipated they would (49%, $n = 1,514$) (Table 39).

The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UCR (69%, $n = 2,124$). Table 39 illustrates these data by race, gender,⁶⁴ disability, citizenship, first-generation status, and socioeconomic status.

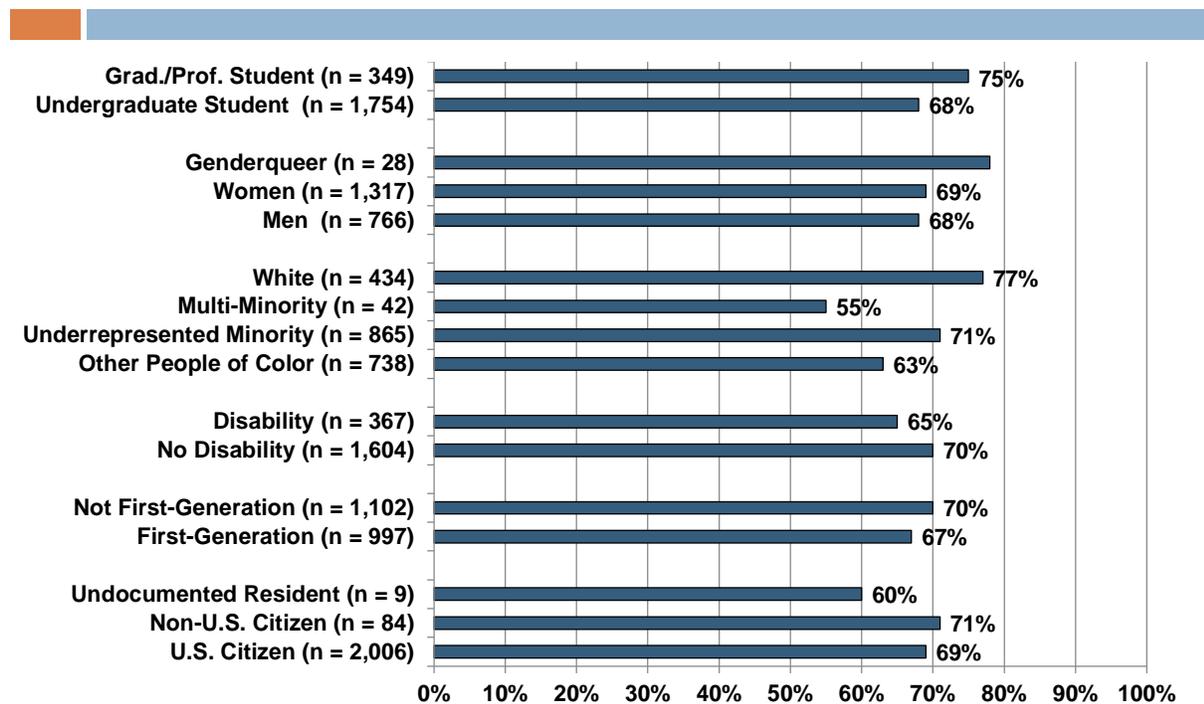
⁶⁴ Transgender respondents were too few to include in these analyses.

Table 39. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UCR

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>	%	<i>n</i>
I am performing up to my full academic potential.	565	18.3	1406	45.5	525	17.0	510	16.5	79	2.6
White	163	28.2	264	45.7	73	12.6	72	12.5	5	0.9
Underrepresented Minority	203	16.6	552	45.2	211	17.3	222	18.2	33	2.7
Other People of Color	175	14.9	548	46.6	224	19.0	188	16.0	40	3.4
Multi-Minority	15	19.7	29	38.2	10	13.2	21	27.6	<5	--
Men	180	15.8	533	46.7	196	17.2	200	17.5	31	2.7
Women	379	19.7	863	44.9	327	17.0	305	15.9	48	2.5
Genderqueer	7	20.0	14	40.0	6	17.1	7	20.0	<5	--
No Disability	431	18.5	1061	45.6	404	17.4	376	16.2	53	2.3
Disability	100	17.7	244	43.1	100	17.7	100	17.7	21	3.7
U.S. Citizen	525	17.9	1336	45.6	500	17.1	493	16.8	73	2.5
Non-U.S. Citizen	37	27.4	62	45.9	22	16.3	11	8.1	<5	--
Undocumented Resident	<5	--	7	46.7	<5	--	<5	--	<5	--
First-Generation	246	16.4	658	44.0	279	18.6	265	17.7	48	3.2
Not First Generation	318	20.1	745	47.0	245	15.4	244	15.4	31	2.0
Undergraduate Students	425	16.4	1,167	45.0	466	18.0	464	17.9	73	2.8
Graduate/Professional Students	134	28.9	227	48.9	54	11.6	42	9.1	6	1.3
I have performed academically as well as I anticipated I would.	482	15.6	1032	33.4	713	23.1	656	21.3	193	6.3
White	174	29.9	213	36.7	93	16.0	80	13.8	17	2.9
Underrepresented Minority	161	13.2	392	32.1	282	23.1	291	23.8	92	7.5
Other People of Color	121	10.3	399	34.0	318	27.1	262	22.3	70	6.0
Multi-Minority	15	20.0	17	22.7	15	20.0	18	24.0	10	13.3
Men	203	17.8	384	33.6	271	23.7	216	18.9	62	5.4
Women	273	14.2	642	33.5	436	22.7	435	22.7	130	6.8
Genderqueer	7	19.4	10	27.8	8	22.2	9	25.0	<5	--
No Disability	360	15.8	817	35.1	528	22.7	475	20.4	139	6.0
Disability	89	15.8	156	27.6	132	23.4	143	25.3	42	7.4
U.S. Citizen	462	15.8	958	32.7	677	23.1	639	21.8	184	6.3
Non-U.S. Citizen	20	14.8	66	48.9	31	23.0	11	8.1	5	3.7
Undocumented Resident	<5	--	7	46.7	<5	--	<5	--	<5	--
First-Generation	191	12.8	488	32.6	358	23.9	343	22.9	112	7.5
Not First Generation	290	18.3	543	34.3	354	22.3	310	19.6	81	5.1
Undergraduate Students	329	12.7	829	32.0	630	24.3	617	23.8	182	7.0
Graduate/Professional Students	150	32.3	189	40.6	82	17.6	32	6.9	11	2.4

Note: Table includes students, trainees, and postdocs only (*n* = 3,093). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B.

Figure 51 illustrates the percentage of Students who “strongly agreed”/ “agreed” that they were satisfied with their academic experiences at UCR. With regard to race, White respondents (77%, $n = 434$) were more satisfied than Underrepresented Minority respondents (71%, $n = 865$), Other People of Color respondents (63%, $n = 738$), or Multi-Minority respondents (55%, $n = 42$). Seventy percent of respondents without disabilities ($n = 1,604$) and 65% of respondents with disabilities ($n = 367$) were satisfied with their academic experiences. A higher percentage of Not First Generation respondents (70%, $n = 1,102$) than First Generation respondents (67%, $n = 997$) were satisfied. Non-U.S. Citizens (71%, $n = 84$) were more satisfied with their academic experiences than were U.S. Citizens (69%, $n = 2,006$) and Undocumented Residents (60%, $n = 9$). With regard to gender, 78% of genderqueer respondents ($n = 28$) were satisfied with their academic experiences compared with 68% of men ($n = 766$) and 69% of women ($n = 1,317$).



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

Figure 51. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UCR (%)

Eighty-seven percent ($n = 2,237$) of all Undergraduate Students and 95% ($n = 437$) of all Graduate/Professional Students indicated that they intended to graduate from UCR. Subsequent analyses presented in Table 40 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 UCR (White, 91%, $n = 304$; Underrepresented Minorities, 90%, $n = 1,020$; Other People of Color, 82%, $n = 835$; Multi-Minority, 86%, $n = 57$).
- By gender identity, the majority of Undergraduate Students regardless of gender "strongly agreed" or "agreed" that they intended to graduate from UCR (men, 87%, $n = 779$; women, 87%, $n = 1,439$; genderqueer, 92%, $n = 24$).
- By socioeconomic status, 87% of Low Income Undergraduate Students ($n = 1,226$) and 87% of Not Low Income Undergraduate Students ($n = 944$) "strongly agreed" or "agreed" that they intended to graduate from UCR.
- By generational status, 87% of First Generation Undergraduate Students ($n = 1,162$) and 87% of Not First Generation Students ($n = 1,070$) "strongly agreed" or "agreed" that they intended to graduate from UCR.
- By citizenship status, U.S. Citizen Undergraduate Students (87%, $n = 2,193$) and Undocumented Resident Undergraduate Students (86%, $n = 12$) were more likely to "strongly agree" or "agree" that they intended to graduate from UCR than were Non-U.S. Citizen Undergraduate Students (70%, $n = 25$).

Table 40. Undergraduate Student Respondents' Intent to Graduate from UCR

	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>	%	
Race											
White	241	72.2	63	18.9	24	7.2	<5	--	<5	--	
Underrepresented Minority	761	67.0	259	22.8	88	7.7	15	1.3	10	0.9	
Other People of Color	501	49.4	334	32.9	133	13.1	34	3.4	8	0.8	
Multi-Minority	45	68.2	12	18.2	6	9.1	<5	--	<5	--	
Gender											
Men	560	62.4	219	24.4	86	9.6	22	2.4	7	0.8	
Women	989	59.8	450	27.2	166	10.0	32	1.9	15	14.1	
Genderqueer	20	76.9	<5	--	<5	--	<5	--	<5	--	
SES status											
Low Income	855	60.5	371	26.3	142	10.0	28	2.0	11	0.8	
Not Low Income	663	61.4	281	26.0	101	9.4	23	2.1	10	0.9	
First Generation status											
First Generation	811	60.6	351	26.2	139	10.4	25	1.9	9	0.7	
Not First Generation	748	60.8	322	26.2	114	9.3	29	2.4	13	1.1	
Citizenship											
U.S. Citizen	1,536	61.0	657	26.1	243	9.7	52	2.1	22	0.9	
Non-U.S. Citizen	15	41.7	10	27.8	9	25.0	<5	--	<5	--	
Undocumented Resident	7	50.0	5	35.7	<5	--	<5	--	<5	--	

Note: Table reports student responses only (*n* = 3,093).

Students’ Perceptions of Campus Climate

The survey asked students about the perceptions they held about the University of California climate before they enrolled on campus (Table 41). Before they enrolled at UCR, more than half of all student respondents found the climate was “very respectful/respectful” of all of the groups listed in Table 41.

Table 41. Students’ Pre-enrollment Perceptions of Campus Climate

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	871	30.2	1,413	49.0	70	2.4	9	0.3	520	18.0
Physical health issues	892	31.0	1,439	50.0	59	2.1	7	0.2	480	16.7
Female	1,010	35.1	1,450	50.4	59	2.0	<5	--	357	12.4
Religious affiliations other than Christian	881	30.7	1,445	50.3	111	3.9	13	0.5	424	14.8
Christian affiliations	927	32.2	1,431	49.7	88	3.1	10	0.3	425	14.8
Gay, lesbian, bisexual, transgender	896	31.1	1,396	48.5	141	4.9	23	0.8	422	14.7
Immigrants	878	30.5	1,436	49.9	121	4.2	14	0.5	426	14.8
International students, staff, or faculty	923	32.1	1,460	50.7	69	2.4	9	0.3	418	14.5
Learning disabled	898	31.3	1,430	49.8	79	2.7	11	0.4	455	15.8
Male	1,055	36.7	1,423	49.5	30	1.0	<5	--	363	12.6
Non-native English speakers	878	30.6	1,445	50.4	132	4.6	14	0.5	398	13.9
Parents/guardians	917	31.9	1,452	50.5	57	2.0	<5	--	444	15.4
People of color	979	34.1	1,455	50.6	75	2.6	9	0.3	357	12.4
Providing care for adults who are disabled and/or elderly	874	30.4	1,407	49.0	54	1.9	5	0.2	533	18.6
Physical disability	918	32.0	1,429	49.7	70	2.4	7	0.2	449	15.6
Socioeconomically disadvantaged	901	31.4	1,434	49.9	95	3.3	18	0.6	424	14.8
Socioeconomically advantaged	961	33.5	1,429	49.8	47	1.6	7	0.2	425	14.8
Transgender	832	29.0	1,351	47.1	137	4.8	29	1.0	519	18.1
Veterans/active military	1,018	35.5	1,339	46.7	34	1.2	<5	--	471	16.4

Note: Table reports student responses only (*n* = 3,063).

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 42.

Subsequent analyses examining Student responses by selected demographics indicate that:

- By gender identity: 78% of women students ($n = 1,477$), 76% of men students ($n = 841$), and 57% of genderqueer students ($n = 21$) found that the classroom climate was welcoming based on gender identity.
- By racial identity: 75% of Other People of Color students ($n = 870$), 81% of Underrepresented Minority students ($n = 967$), 83% of Multi-Minority students ($n = 63$), and 86% of White students ($n = 478$) found that the classroom climate was welcoming based on race.
- By sexual orientation: 73% of LGBTQ students ($n = 187$) and 76% of heterosexual students ($n = 1,852$) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation: 76% of Christian students ($n = 1,014$), 78% of Muslim students ($n = 62$), 90% of Jewish students ($n = 17$), 70% of students with Other Religious/Spiritual Affiliations ($n = 145$), 74% of students with No Affiliation ($n = 830$), and 76% of students with Multiple Affiliations ($n = 127$) found that the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status: 74% of Low Income students ($n = 1,291$) and 78% of Not Low Income students ($n = 904$) found that the classroom climate was welcoming based on socioeconomic status.
- By political views: 77% of Far Left/Liberal students ($n = 806$) and 67% of Conservative/Far Right students ($n = 168$) found that the classroom climate was welcoming based on political views.

Table 42. 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	1,068	32.3	1,636	49.5	215	6.5	41	1.2	346	10.5
Ancestry	1,002	30.4	1,552	47.1	203	6.2	41	1.2	500	15.2
Country of origin	992	30.2	1,618	49.3	222	6.8	48	1.5	405	12.3
English language proficiency/ accent	898	27.3	1,620	49.2	366	11.1	78	2.4	328	10.0
Ethnicity	1,035	31.5	1,652	50.3	225	6.8	44	1.3	331	10.1
Gender identity	964	29.3	1,570	47.7	243	7.4	54	1.6	458	13.9
Gender expression	950	28.9	1,531	46.6	257	7.8	54	1.6	495	15.1
Immigrant/citizen status	947	28.8	1,499	45.6	257	7.8	54	1.6	531	16.1
International Status	986	30.0	1,526	46.4	241	7.3	55	1.7	479	14.6
Learning disability	924	28.1	1,459	44.4	259	7.9	45	1.4	599	18.2
Marital status	1,003	30.6	1,427	43.6	191	5.8	50	1.5	603	18.4
Medical conditions	920	28.1	1,471	44.9	218	6.7	45	1.4	619	18.9
Military/veteran status	990	30.1	1,346	40.9	149	4.5	37	1.1	765	23.3
Parental status (e.g., having children)	883	26.9	1,386	42.2	263	8.0	48	1.5	701	21.4
Participation in an campus club/organization	1,074	32.7	1,519	46.2	175	5.3	33	1.0	486	14.8
Psychological condition	782	23.9	1,405	42.9	269	8.2	48	1.5	774	23.6
Physical characteristics	897	27.4	1,535	46.9	251	7.7	45	1.4	548	16.7
Physical disability	885	27.0	1,520	46.4	235	7.2	43	1.3	590	18.0
Political views	862	26.2	1,498	45.6	331	10.1	80	2.4	513	15.6
Race	1,012	30.8	1,599	48.7	247	7.5	55	1.7	369	11.2
Religious/spiritual views	900	27.4	1,553	47.3	292	8.9	69	2.1	469	14.3
Sexual orientation	945	28.8	1,520	46.4	239	7.3	46	1.4	529	16.1
Socioeconomic status	900	27.6	1,546	47.4	265	8.1	62	1.9	492	15.1

Note: Table includes faculty and student respondents only (*n* = 3,332).

One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UCR (Table 43). Seventy-nine percent of Students, Trainees, and Post-Docs felt valued by faculty in the classroom ($n = 2,415$), and 74% felt valued by other students in the classroom ($n = 2,265$). Students, Trainees, and Post-Docs found that UCR faculty (72%, $n = 2,216$), staff (70%, $n = 2,153$), and administrators (61%, $n = 1,865$) were genuinely concerned with their welfare. Forty-four percent found that faculty pre-judged their abilities based on their perception of students' identities/backgrounds ($n = 1,343$). Many Students, Trainees, and Post-Docs had faculty (73%, $n = 2,245$), staff (59%, $n = 1,810$), and administrators (46%, $n = 1,415$) whom they perceived as role models. Eighty-three percent had opportunities for academic success that were similar to those of their classmates ($n = 2,541$).

Table 43. Student, Trainee, and Post-Doc 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	701	22.8	1,714	55.7	371	12.1	69	2.2	223	7.2
I feel valued by other students in the classroom	582	18.9	1,683	54.8	452	14.7	69	2.2	287	9.3
I think UCR faculty are genuinely concerned with my welfare	689	22.4	1,527	49.6	439	14.3	118	3.8	303	9.9
I think UCR staff are genuinely concerned with my welfare	656	21.3	1,497	48.7	446	14.5	136	4.4	341	11.1
I think administrators are genuinely concerned about my welfare.	545	17.9	1,320	43.3	564	18.5	202	6.6	421	13.8
I think faculty pre-judge my abilities based on perceived identity/background	371	12.1	972	31.8	917	30.0	312	10.2	484	15.8
I believe the campus climate encourages free and open discussion of difficult topics	808	26.3	1,663	54.1	316	10.2	63	2.0	222	7.2
I have faculty who I perceive as role models	827	26.9	1,418	46.1	469	15.3	91	3.0	268	8.7
I have staff who I perceive as role models	613	20.0	1,197	39.0	686	22.3	109	3.5	467	15.2
I have administrators who I perceive as role models	446	14.6	969	31.8	817	26.8	196	6.4	623	20.4
I don’t see enough faculty/staff with whom I identify	489	16.0	1,071	35.0	919	30.0	209	6.8	371	12.1
I have opportunities for academic success that are similar to those of my classmates	821	26.8	1,720	56.1	254	8.3	67	2.2	202	6.6

Note: Table reports student, trainee, and post-doc responses only (*n* = 3,093).

Fifty-one percent of Students, Trainees, and Post-Docs ($n = 1,560$) don't see enough faculty/staff with whom they identified. Subsequent analyses by selected demographics are presented in Figures 52 through 54. Sixty-five percent of Genderqueer respondents ($n = 22$) did not see enough faculty and staff with whom they identified (Figure 52).

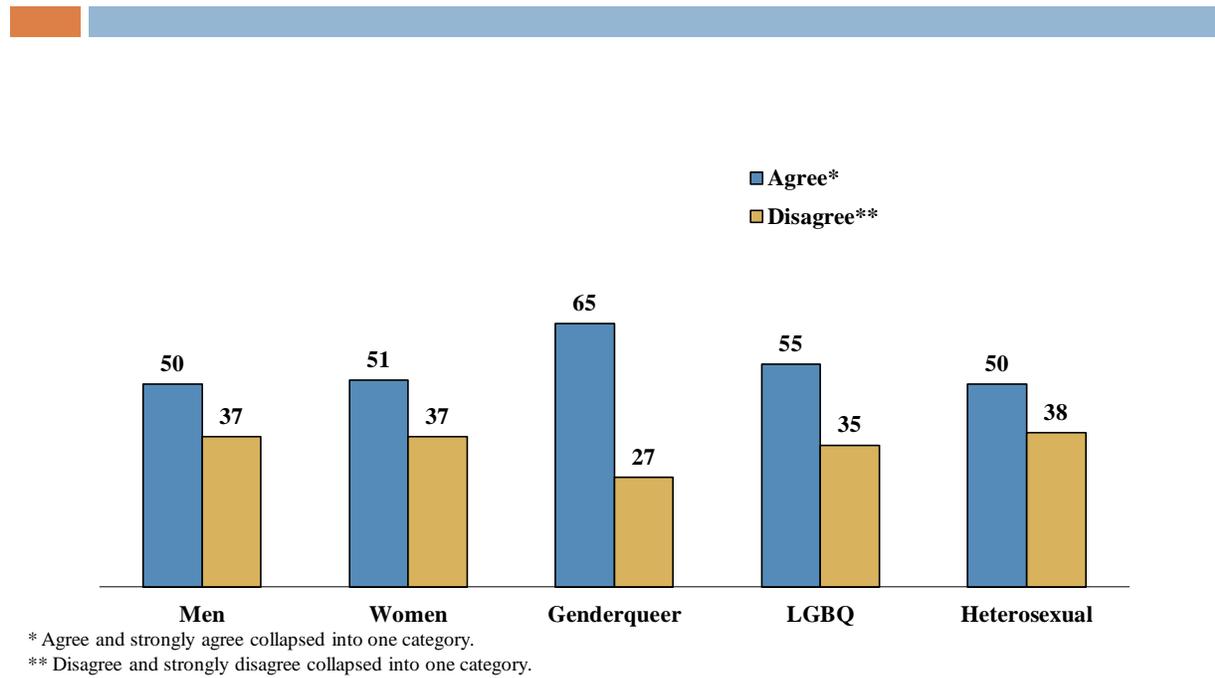


Figure 52. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty-six percent of Other People of Color Students, Trainees, and Post-Docs ($n = 647$), and 52% of Students, Trainees, and Post-Docs with Conservative/Far Right views ($n = 130$) did not see enough faculty and staff with whom they identified (Figure 53).

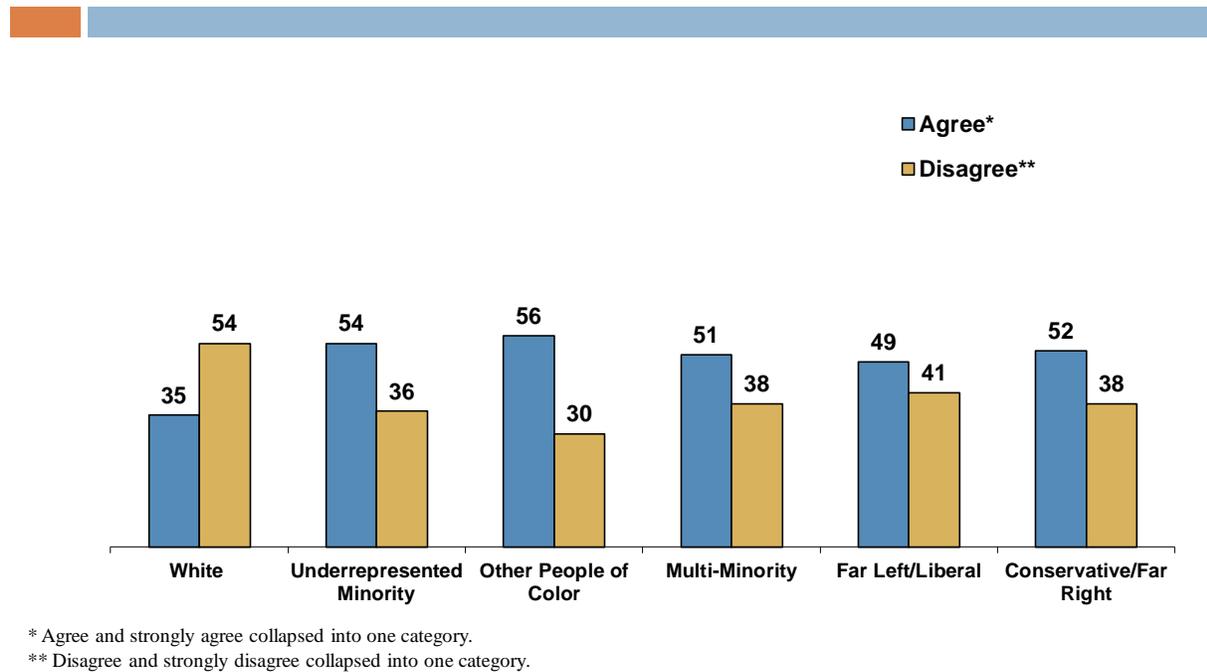


Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Sixty-seven percent of Jewish Students, Trainees, and Post-Docs ($n = 12$) did not see enough faculty and staff with whom they identified (Figure 54).

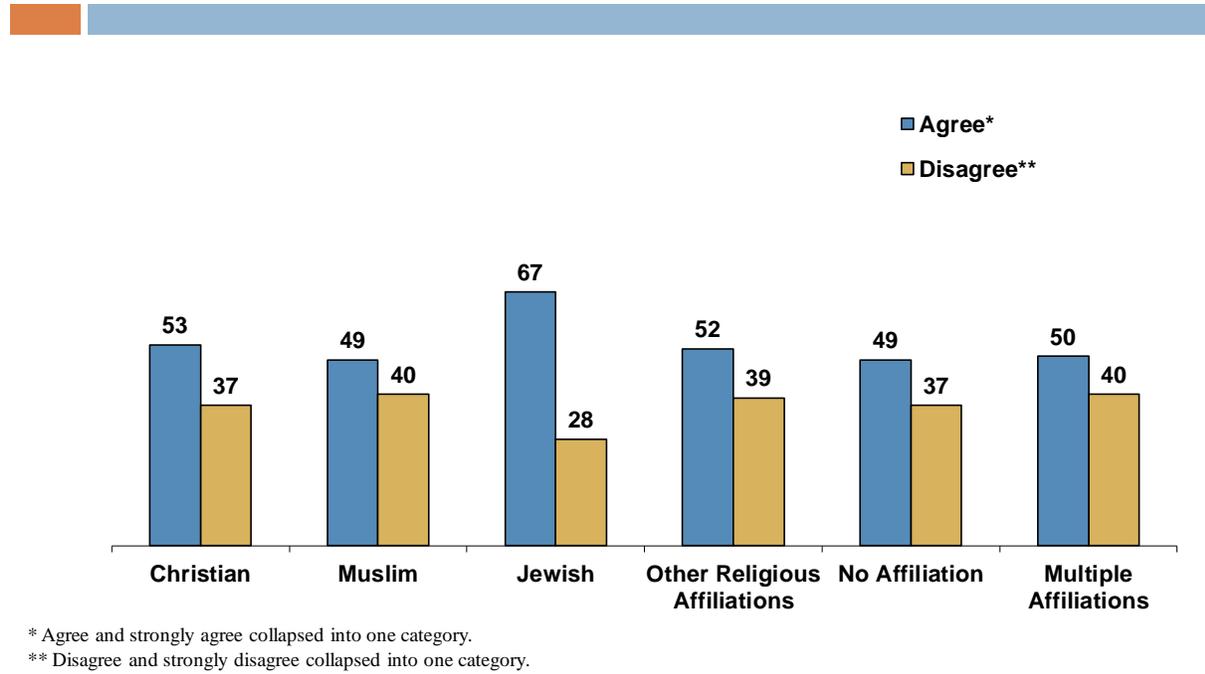


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation (%)

Students Who Have Seriously Considered Leaving UCR

As noted previously, 30% of all respondents ($n = 1,342$) had seriously considered leaving UCR in the past year. With regard to student respondents, 24% of Undergraduate Students ($n = 626$) and 21% of Graduate/Professional Students ($n = 99$) had seriously considered leaving UCR.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 25% of women ($n = 414$) and 23% of men ($n = 207$) had seriously considered leaving UCR.⁶⁵
- By racial identity, 23% of White Undergraduate Students ($n = 77$), 28% of Other People of Color Undergraduate Students ($n = 290$), 21% of Underrepresented Minority Undergraduate Students ($n = 237$), and 25% of Multi-Minority Undergraduate Students ($n = 17$) had seriously considered leaving UCR.
- By sexual orientation, 24% of LGBTQ Undergraduate Students ($n = 50$) and 24% of heterosexual Undergraduate Students ($n = 499$) had seriously considered leaving UCR.
- By generational status, 24% of First-Generation Undergraduate Students ($n = 327$) and 24% of Undergraduate Students who were not considered first-generation ($n = 299$) had seriously considered leaving UCR.
- By citizenship status, 24% of U.S. Citizens ($n = 608$), 31% of Non-U.S. Citizens ($n = 11$), and 36% of Undocumented Residents ($n = 5$) had seriously considered leaving UCR.
- By socioeconomic status, 24% of Low Income Undergraduate Students ($n = 348$) and 23% of Not Low Income Undergraduate Students ($n = 250$) had seriously considered leaving UCR.
- By disability status, 23% of Undergraduate Students without disabilities ($n = 447$) and 28% of Undergraduate Students with disabilities ($n = 126$) had seriously considered leaving UCR.

⁶⁵ Transgender and Genderqueer Undergraduate Students were too few to include in these analyses.

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

- By gender identity, 23% of women ($n = 55$) and 19% of men ($n = 43$) had seriously considered leaving UCR.⁶⁶
- By racial identity, 24% of White Graduate/Professional Students ($n = 55$), 15% of Other People of Color Graduate/Professional Students ($n = 21$), 21% of Underrepresented Minority Graduate/Professional Students ($n = 15$), and 67% of Multi-Minority Graduate/Professional Students ($n = 6$) had seriously considered leaving UCR.
- By sexual orientation, 30% of LGBTQ Graduate/Professional Students ($n = 14$) and 20% of heterosexual Graduate/Professional Students ($n = 77$) had seriously considered leaving UCR.
- By generational status, 22% of First-Generation Graduate/Professional Students ($n = 29$) and 21% of Graduate/Professional Students who were not considered first-generation ($n = 70$) had seriously considered leaving UCR.
- By citizenship status, 23% of U.S. Citizens ($n = 89$), 11% of Non-U.S. Citizens ($n = 9$), and no Undocumented Residents had seriously considered leaving UCR.
- By socioeconomic status, 24% of Low Income Graduate/Professional Students ($n = 86$) and 12% of Not Low Income Graduate/Professional Students ($n = 11$) had seriously considered leaving UCR.
- By disability status, 17% of Graduate/Professional Students without disabilities ($n = 58$) and 30% of Graduate/Professional Students with disabilities ($n = 31$) had seriously considered leaving UCR.

Students were invited to elaborate on why they seriously considered leaving UCR. A few shared the University was too expensive and they couldn't afford to stay (e.g., tuition almost not affordable"). Other factors included academic reasons; family issues; issues with advisors (e.g., advisors showed very little interest in my concerns"); lack of mentoring; lack of physical safety (e.g., "all the violent happenings occurring in and around campus. I don't feel safe anymore"); UCR was not "challenging"; limited "recreational activities"; "departmental problems"; "UCR is not as prestigious of a college as others"; homesickness"; inability to get classes "that get filled

⁶⁶ Transgender and Genderqueer Graduate/Professional Students were too few to include in these analyses.

up so quickly”; the hot summers/overall weather in Riverside; and, the surrounding area of Riverside.

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 UCR 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 UCR faculty and staff were genuinely concerned with their welfare. Twenty-four percent students of all students ($n = 725$) had seriously considered leaving UC, while 88% of all students ($n = 2,674$) intended to graduate from UCR.

Institutional Actions

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 44 affected the climate at UCR. Respondents were asked specifically 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 (23% - 59%) chose the “Don’t Know” response for the items in this survey question.

Less than half of all Faculty, Staff, Post-Docs, and Trainees thought providing flexibility for promotion for faculty (29%, $n = 376$) and providing recognition and rewards for including diversity issues in courses across the curriculum (39%, $n = 502$) positively affected the campus climate (Table 44). Sixty-four percent of employees ($n = 824$) thought providing access to counseling to those who experienced harassment positively affected the climate at UCR. Some also thought that diversity training for staff (69%, $n = 885$), faculty (52%, $n = 664$), and students (53%, $n = 673$) positively affected the climate.

A number of respondents felt mentorship for new faculty (47%, $n = 593$) and staff (54%, $n = 683$) positively influenced the climate. Forty-seven percent ($n = 596$) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Fifty percent of employees ($n = 638$) thought providing back-up family care positively affected the campus climate at UCR, and 51% thought providing lactation accommodations on campus ($n = 649$) positively affected UCR. Seventy-three percent of respondents ($n = 928$) thought providing career development opportunities for staff positively influenced the climate.

A few respondents supported all of the initiatives listed in the survey, and shared sentiments similar to “I really don't know whether all of these things are "currently available on campus" or in many cases what effect they may be having. Some of them just sound like they're probably a good idea” and “All of the items above would provide a positive influence on campus climate.”

Table 44. Faculty/Staff /Post-Doc/Trainee Perceptions of How Initiatives Affected the Climate at UCR

Initiatives	Not Currently Available at UCR		Positively Influenced the Climate		No Influence on the Climate		Negatively Influenced the Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	59	4.6	376	29.4	54	4.2	42	3.3
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	18	1.4	438	34.4	63	4.9	30	2.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	43	3.4	502	39.3	120	9.4	27	2.1
Providing diversity training for staff	28	2.2	885	68.9	137	10.7	26	2.0
Providing diversity training for faculty	31	2.4	664	51.9	123	9.6	25	2.0
Providing diversity training for students	23	1.8	673	52.8	101	7.9	15	1.2
Providing access to counseling for people who have experienced harassment	25	2.0	824	64.3	62	4.8	16	1.2
Providing mentorship for new faculty	41	3.2	593	46.6	49	3.8	11	0.9
Providing mentorship for new staff	116	9.1	683	53.8	84	6.6	15	1.2
Providing a clear and fair process to resolve conflicts	57	4.5	825	65.0	55	4.3	42	3.3
Increasing funding to support efforts to change UCR climate	76	6.0	553	43.5	134	10.6	42	3.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	36	2.8	525	41.4	167	13.2	119	9.4

Table 44 (cont.)

Initiatives	Not Currently Available at UCR		Positively Influenced the Climate		No Influence on the Climate		Negatively Influenced the Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training to search and tenure committees	34	2.7	596	46.9	144	11.3	53	4.2
Increasing the diversity of the faculty	16	1.3	732	57.7	139	11.0	19	1.5
Increasing the diversity of the staff	22	1.7	787	61.9	176	13.8	19	1.5
Increasing the diversity of the administration	36	2.8	753	59.2	157	12.4	19	1.5
Increasing the diversity of the student body	12	1.0	749	59.4	174	13.8	21	1.7
Providing back-up family care	75	5.9	638	50.3	101	8.0	13	1.0
Providing lactation accommodations	46	3.6	649	51.0	114	9.0	13	1.0
Providing career development opportunities for staff	57	4.5	928	72.8	59	4.6	21	1.6

Note: Table reports faculty, staff, post-doc, and trainee responses only (*n* = 1,370). See Appendix B for “Don’t Know” responses.

One hundred-four (104) faculty, staff, post-docs, and trainees provided additional commentary regarding institutional actions at UCR. Many respondents concentrated their comments on career development opportunities at UCR. Comments that support this included: “Investing in and providing career development opportunities for staff is a win-win action item. Providing more opportunities at significantly reduced rates to pursue higher education would also be a plus to improve the climate”; “Provide more opportunities to staff for career development - in all areas of campus”; and, “More career development and professional development.”

A few respondents discussed the role of diversity across the campus community as well as diversity training. With regard to diversity, one respondent stated “Having a variety of skin tones is great, but what is more important is a variety of ideas and knowing that these ideas will be listened to. I feel campus morale here is awful, but I guess that is OK so long as every of every ethnic background has the equal opportunity to be unhappy here.” With regard to diversity

training, an example of a supportive comment included “I think the diversity training should be mandatory for anyone in a supervisory position. I don't think the department heads recognize bullying because they use euphemisms to minimize the offender's behavior.” Others did not think it was necessary, for example “Staff need to spend more time on their job duties, less time on never-ending diversity workshops. We're not idiots.” One respondent’s statement echoed the voices of many others, “Diversity training is great but does no good if management does not actively participate in or practice the training received in these sessions. It starts from the top. That motto needs to be ingrained and recognized at UCR.”

Mentorship was emphasized by some respondents. For example, “To my knowledge, there is no formal mentoring program for faculty. The last thing that we need is additional mandatory training” and “I do not see much in the way of mentorship of junior faculty. There was a formal program that does not exist anymore. I think this hinders the progress of junior faculty and senior faculty do not want to step up to do it or protect junior faculty from Dept Chairs who ask too much of selected junior faculty because they are too scared to say no.”

Many shared comments about diversity as a component in the process of hiring. Most were not in support of it (e.g., “I do not think diversity-related professional experiences should be a criteria for hiring. Not everyone has access to these programs, and it should not keep someone from getting a job. If they have not had this type of training before, there is ample opportunity for it here at UCR”; “Change from merit-based hiring/promotion to diversity-oriented hiring/promotion will not only negatively influence the campus climate but further diminish UCR's reputation and learning environment.”). One person offered, “Diversity is always good as long as it is not forced (i.e. the best candidate for the job, not a certain number of labeled people and positions).”

More than half of all Students and Trainees found the courses offered at UCR included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 45.

Table 45. Students’/Trainees’ Perception that Courses Offered at UCR 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	645	22.9	1,410	50.1	215	7.6	35	1.2	509	18.1
Ancestry	636	22.6	1,377	49.0	200	7.1	36	1.3	564	20.0
Country of origin	639	22.8	1,387	49.4	225	8.0	31	1.1	525	18.7
Educational level	696	24.8	1,421	50.6	207	7.4	30	1.1	452	16.1
English language proficiency/ accent	644	23.0	1,383	49.4	247	8.8	40	1.4	487	17.4
Ethnicity	685	24.4	1,404	50.1	192	6.9	39	1.4	482	17.2
Gender identity	646	23.0	1,286	45.8	237	8.4	51	1.8	585	20.9
Gender expression	642	22.9	1,260	44.9	251	8.9	54	1.9	600	21.4
Immigrant/citizen status	623	22.2	1,291	46.1	245	8.7	41	1.5	602	21.5
International Status	624	22.3	1,316	47.0	220	7.9	39	1.4	602	21.5
Learning disability	558	19.9	1,232	44.0	266	9.5	45	1.6	698	24.9
Level of education	672	24.0	1,390	49.6	197	7.0	33	1.2	511	18.2
Marital status	573	20.7	1,241	44.9	207	7.5	43	1.6	702	25.4
Medical conditions	577	20.6	1,216	43.5	254	9.1	31	1.1	718	25.7
Military/veteran status	576	20.6	1,176	42.1	226	8.1	42	1.5	773	27.7
Parental status	564	20.3	1,197	43.0	233	8.4	38	1.4	753	27.0
Philosophical Views	658	23.6	1,324	47.5	194	7.0	30	1.1	583	20.9
Psychological condition	576	20.6	1,242	44.5	218	7.8	33	1.2	721	25.8
Physical characteristics	597	21.4	1,301	46.6	201	7.2	31	1.1	662	23.7
Physical disability	584	20.9	1,251	44.8	247	8.9	29	1.0	679	24.3
Political views	629	22.6	1,325	47.5	216	7.7	39	1.4	579	20.8
Position (faculty, staff)	654	23.5	1,323	47.5	172	6.2	24	0.9	610	21.9
Race	687	24.6	1,354	48.5	181	6.5	36	1.3	536	19.2
Religious/spiritual views	625	22.4	1,323	47.4	222	7.9	40	1.4	584	20.9
Sexual orientation	624	22.4	1,270	45.6	217	7.8	48	1.7	629	22.6
Socioeconomic status	604	21.8	1,291	46.7	213	7.7	38	1.4	619	22.4

Note: Table includes only student and trainee responses (n = 3,064).

Additionally, more than half of all students found that all but three of the initiatives listed in Table 46 positively influenced the climate. Less than half of the student respondents felt providing diversity training for students, faculty, and staff positively influenced the climate.

Some students ($n = 131$) elaborated on institutional actions regarding diversity and inclusion at UCR. Many of the respondents reiterated that they were not aware if any of the aforementioned initiatives were available on campus. A few respondents shared their satisfaction with how things are currently. For example, one respondent shared “I don't honestly know what exactly affects the climate for diversity at UCR. We are known for being one of the most ethnically diverse UCs if not THE most ethnically diverse. I don't encounter racism at all, and I don't think that people pay attention much to skin color. I don't know what it is exactly we're doing, but whatever we ARE doing, is increasing our tolerance for diversity.”

Several respondents discussed the benefits of increasing diversity among students, faculty and staff. Examples of supportive comments included: “Increasing and promoting diversity in the campus helps students of various ethnicities and backgrounds to understand and adapt to each other's cultures and better incorporate as one as a strong campus community”; “Having more diversity and modeling the diversity is very important in influencing not only students but in the community” and “Having diversity amongst instructors and mentors is critically important to gaining new perspectives. Seeing diversity amongst successful people sends a clear and inspiring message.” Another respondent shared, “

There needs to be an increase in the diversity of staff. There need to be more openly GAY professors, FEMALE professors, professors of COLOR. I think that by hiring such individuals, more students will be able to IDENTIFY with these professors/mentors. I would say that it is extremely important for a student like myself to identify with at least one professor so that my experience at UCR will be far more enjoyable and I will be more likely to succeed. I think that there should be more of these professors who identify with the non-dominant identities in the colleges other than CHASS. It is very important and would be empowering to see a lesbian of color as a professor for Bourns, or even as a Dean. Seeing individuals attain such a position is empowering to the community and students who look up to these individuals.

A few respondents were less than supportive with regard to increasing the diversity of the campus population: “Increasing diversity for its own sake does not have a beneficial influence.

People are supposed to be here to learn and more often the more you emphasize something the worse it becomes. Diversity does not mean that people will get along any better” and “Drowning people in "diversity" doesn't really do anything but make people care less. UCR should really stop making it seem like it's such a big deal, it's not. This generation is very socially accepting, and the more you down-play everyone's differences, the less they matter.” One student’s sentiment echoed the voices of others, “If you are sacrificing quality of staff, or students for the sake of diversity then I do not think it will be positive. If you get staff and students of equal caliber that are diverse then that would be a great thing. Reverse discrimination is not the answer.”

Reactions to providing diversity training were mixed among students. Some students were in favor of it (e.g., “diversity training is a good thing depending on how it is approached” and “I think trainings are great--the Ally trainings are wonderfully well run, as is Advocates training.”) while others were not (e.g., “I think diversity training tends to be a waste of time - important to provide opportunities and some information, but I don't think forced training makes a difference for the people who actually need it”; “Diversity training is a Band-Aid, and sounds as ridiculous as it is, if one has ever been part of it.”).

Table 46. Student Perceptions of How Initiatives Affected the Climate at UCR

Initiatives	Positively Influenced the Climate		No Influence on the Climate		Negatively Influenced the Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	1,408	53.2	219	8.3	25	0.9	993	37.5
Providing diversity training for staff	1,444	53.3	160	5.9	15	0.6	1,090	40.2
Providing diversity training for faculty	1,433	53.2	166	6.2	16	0.6	1,079	40.1
Providing a person to address student complaints of classroom inequity	1,510	57.7	194	7.4	22	0.8	893	34.1
Increasing diversity of the faculty and staff	1,778	64.6	285	10.4	45	1.6	643	23.4
Increasing the diversity of the student body	1,892	68.1	288	10.4	42	1.5	555	20.0
Increasing opportunities for cross-cultural dialogue among students	1,899	69.2	198	7.2	26	0.9	622	22.7
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	1,857	68.0	180	6.6	30	1.1	662	24.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,775	65.2	213	7.8	44	1.6	691	25.4
Providing effective faculty mentorship of students	1,974	72.6	136	5.0	11	0.4	597	22.0

Note: Table reports student responses only (*n* = 3,063).

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 divergent opinions about the degree to which UCR does, and should, promote diversity to shape campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of University of California'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 report was to assess the climate within UCR 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 UCR 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 the UCR 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

UCR - Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	5	0.19%	0	0.00%	9	0.84%	4	1.49%	0	0.00%	18	0.41%
	Man	893	34.37%	221	47.53%	345	32.21%	156	57.99%	17	56.67%	1632	36.81%
	Woman	1667	64.16%	233	50.11%	708	66.11%	105	39.03%	13	43.33%	2726	61.49%
	Transgender	1	0.04%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.02%
	Genderqueer	24	0.92%	9	1.94%	5	0.47%	2	0.74%	0	0.00%	40	0.90%
	Multiple or Other	8	0.31%	2	0.43%	4	0.37%	2	0.74%	0	0.00%	16	0.36%
Racial Identity	Unknown/Missing/Other	24	0.92%	10	2.15%	25	2.33%	16	5.95%	2	6.67%	77	1.74%
	White	335	12.89%	231	49.68%	533	49.77%	182	67.66%	15	50.00%	1296	29.24%
	Underrepresented Minority	1147	44.15%	70	15.05%	345	32.21%	26	9.67%	5	16.67%	1593	35.94%
	Other Person of Color	1025	39.45%	145	31.18%	158	14.75%	43	15.99%	8	26.67%	1379	31.11%
	Multi-Minority	67	2.58%	9	1.94%	10	0.93%	2	0.74%	0	0.00%	88	1.99%
Sexual Identity	Unknown/Missing	44	1.69%	10	2.15%	39	3.64%	14	5.20%	3	10.00%	110	2.48%
	LGBQ	212	8.16%	47	10.11%	58	5.42%	22	8.18%	1	3.33%	340	7.67%
	Heterosexual	2109	81.18%	381	81.94%	921	85.99%	229	85.13%	25	83.33%	3665	82.68%
	Other	233	8.97%	27	5.81%	53	4.95%	4	1.49%	1	3.33%	318	7.17%

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

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	7	0.27%	1	0.22%	8	0.75%	2	0.74%	0	0.00%	18	0.41%
	US Citizen	2541	97.81%	380	81.72%	1055	98.51%	261	97.03%	14	46.67%	4251	95.89%
	Non-US Citizen	36	1.39%	83	17.85%	8	0.75%	6	2.23%	16	53.33%	149	3.36%
	Undocumented	14	0.54%	1	0.22%	0	0.00%	0	0.00%	0	0.00%	15	0.34%
Disability Status	Unknown/Missing	166	6.39%	28	6.02%	50	4.67%	15	5.58%	1	3.33%	260	5.87%
	No Disability	1973	75.94%	333	71.61%	852	79.55%	202	75.09%	26	86.67%	3386	76.38%
	Disability	459	17.67%	104	22.37%	169	15.78%	52	19.33%	3	10.00%	787	17.75%
Religious/Spiritual Affiliation	Unknown/Missing	85	3.27%	20	4.30%	71	6.63%	16	5.95%	3	10.00%	195	4.40%
	Christian	1223	47.07%	122	26.24%	590	55.09%	61	22.68%	9	30.00%	2005	45.23%
	Muslim	63	2.42%	16	3.44%	5	0.47%	2	0.74%	0	0.00%	86	1.94%
	Jewish	14	0.54%	5	1.08%	18	1.68%	15	5.58%	0	0.00%	52	1.17%
	Other	179	6.89%	31	6.67%	37	3.45%	10	3.72%	2	6.67%	259	5.84%
	None	908	34.95%	226	48.60%	306	28.57%	150	55.76%	15	50.00%	1605	36.21%
	Multiple	126	4.85%	45	9.68%	44	4.11%	15	5.58%	1	3.33%	231	5.21%

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

Appendix B PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1

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

Position	n	%
Undergraduate Student	2598	58.6
Started at UCR as first year student	1960	75.4
Transferred from a California community college	456	17.6
Transferred from another institution	29	1.1
Missing	153	5.9
Graduate/Professional Student	465	10.5
Non-Degree	1	0.2
Master's degree student	82	17.6
Doctoral degree student (Ph.D., Ed.D.)	348	74.8
Professional degree student (e.g., MD, JD, MBA)	9	1.9
Missing	25	5.4
Postdoctoral Scholar	29	0.7
Health Sciences Campus Trainees	1	0.0
Staff – Non-Union	679	15.3
Senior Management Group	3	0.4
Management & Senior Professionals - Supervisor	121	17.8
Management & Senior Professionals – Non- Supervisor	27	4.0
Professional & Support Staff – Non-Union & Supervisor	207	30.5
Professional & Support Staff – Non-Union & Non-Supervisor	277	40.8
Missing	44	6.5
Staff- Union	341	7.7
Professional & Support Staff – Union represented & Supervisor	54	15.8
Professional & Support Staff – Union Represented & Non-Supervisor	228	66.9
Missing	59	17.3

Table B1 (cont.)	n	%
Faculty	269	6.1
Faculty Administrator	23	8.6
General Campus Faculty	188	69.9
Professor	71	
<i>Ladder Rank</i>	60	
<i>Visiting</i>	0	
<i>Adjunct</i>	0	
<i>Emeritus</i>	5	
<i>Recall</i>	0	
Associate Professor	44	
<i>Ladder Rank</i>	38	
<i>Adjunct</i>	0	
<i>Acting</i>	0	
<i>In Residence</i>	0	
<i>Emeritus</i>	0	
<i>Recall</i>	0	
Assistant Professor	40	
<i>Ladder Rank</i>	36	
<i>Visiting</i>	0	
<i>Acting</i>	0	
<i>Adjunct</i>	0	
Other Faculty appointment	33	
Health Sciences Campus Faculty	7	2.6
Professor	3	
<i>Ladder Rank</i>	2	
<i>In Residence</i>	0	
<i>Clinical</i>	1	
<i>Acting</i>	0	
<i>Visiting</i>	0	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	
<i>Emeritus</i>	0	
<i>Recall</i>	0	

Table B1 (cont.)	n	%
Associate Professor	1	
<i>Ladder Rank</i>	1	
<i>In Residence</i>	0	
<i>Clinical</i>	0	
<i>Visiting</i>	0	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	
Assistant Professor	3	
<i>Ladder and Equivalent Rank</i>	2	
<i>In Residence</i>	0	
<i>Clinical</i>	1	
<i>Visiting</i>	0	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	
Other Faculty appointment	0	
Missing	51	19.0
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	51	1.2

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 UCR? (Question 2)

Status	n	%
Career (including partial-year career) employee	951	88.8
Contract employee	47	4.4
Limited appointment employee/term employment	24	2.2
Per Diem employee	1	0.1
Floater (temporary services) employee	1	0.1
Academic employee	32	3.0
Missing	15	1.4

Note: Table includes only those who answered that they were staff in Question 1 (n = 1071)

Table B3

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

Status	n	%
Health Sciences/Medical Center	23	2.1
General Campus	1030	96.2
Missing	18	1.7

Note: Table includes only those who answered that they were staff in Question 1 (n = 1071)

Table B4

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

Status	n	%
Full-time	4317	97.4
Part time	114	2.6
Missing	2	0.0

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	1655	37.3
Female	2753	62.1
Intersex	5	0.1
Missing	20	0.5

Table B6

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

Gender	n	%
Man	1648	37.2
Woman	2743	61.9
Transgender	4	0.1
Genderqueer	44	1.0
Other	16	0.4

Table B7 subcategory percents are out of whole population

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	%
African American/ African/Black	301	6.8	Puerto Rican	28	0.6
African American	208	4.7	Other Hispanic, Latin American, or of Spanish origin	175	3.9
African	31	0.7	Middle Easter/Southwest Asian/North African	195	4.4
Black Caribbean	27	0.6	Afghan	4	0.1
Other African/African American/Black	35	0.8	Arab/Arab American	44	1.0
American Indian/ Alaskan Native	97	2.2	Armenian	23	0.5
Tribal Affiliation/corporation	37	0.8	Assyrian	0	0.0
Asian/Asian American	1265	28.5	Azerbaijani	0	0.0
Asian Indian	98	2.2	Berber	1	0.0
Bangladeshi	14	0.3	Circassian	0	0.0
Cambodian	28	0.6	Chaldean	0	0.0
Chinese/Chinese American (except Taiwanese)	424	9.6	Coptic	4	0.1
Filipino/Filipino American	190	4.3	Druze	0	0.0
Hmong	9	0.2	Georgian	0	0.0
Indonesian	11	0.2	Iranian	45	1.0
Japanese/Japanese American	79	1.8	Jewish	42	0.9
Korean/Korean American	137	3.1	Kurdish	0	0.0
Laotian	6	0.1	Maronite	1	0.0
Malaysian	4	0.1	Turkish	11	0.2
Pakistani	25	0.6	Other Middle Eastern/ Southwest Asian/North African	24	0.5
Sri Lankan	4	0.1	Pacific Islander	34	0.8
Taiwanese/ Taiwanese American	121	2.7	Fijian	2	0.0
Thai	20	0.5	Guamanian/Chamorro	9	0.2
Vietnamese/Vietnamese American	194	4.4	Hawaiian	20	0.5
Other Asian	15	0.3	Samoan	1	0.0
Hispanic/Latino	1372	30.9	Tongan	2	0.0
Cuban/Cuban American	17	0.4	Other Pacific Islander	1	0.0
Latin American/Latino	220	5.0	White	1724	38.9
Mexican/Mexican American/Chicano	1043	23.5	European/European descent	1383	31.2
			North African	12	0.3
			Other White/Caucasian	200	4.5
			Other	39	0.9

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	240	5.4
Bisexual	147	3.3
Gay	100	2.3
Heterosexual	3665	82.7
Lesbian	45	1.0
Queer	48	1.1
Questioning	47	1.1
Other	31	0.7
Missing	110	2.5

Table B9

What is your age? (Question 30)

Age	n	%
18-20	1510	34.1
21-23	928	20.9
24-29	549	12.4
30-39	500	11.3
40-49	353	8.0
50-59	400	9.0
60 and over	163	3.7
Missing	30	0.7

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	3303	74.5
Children 18 years of age or under	708	16.0
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	185	4.2
Independent adult children over 18 years of age	91	2.1
Sick or disabled partner	59	1.3
Senior or other family member	272	6.1
Other	30	0.7

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	4281	96.8
Active military	7	0.2
Reservist	17	0.4
ROTC	10	0.2
Veteran	70	1.6
Missing	48	1.1

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	391	12.6	412	13.4
Some high school	294	9.6	282	9.1
Completed high school/GED	516	16.7	521	16.8
Some college	473	15.3	485	15.7
Business/Technical certificate/degree	97	3.1	120	3.9
Associate's degree	165	5.4	169	5.5
Bachelor's degree	512	16.5	496	16.1
Some graduate work	55	1.8	52	1.7
Master's degree	310	10.0	242	7.7
Doctoral degree	97	3.2	47	1.5
Professional degree (MD, MFA, JD)	100	3.3	60	2.0
Unknown	42	1.4	75	2.4
Not applicable	33	1.0	85	2.7
Missing	8	0.3	47	1.4

Note: Table includes only those who answered that they were students in Question 1 (n = 3063).

Table B13

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

Level of Education	n	%
No high school	3	0.3
Some high school	7	0.7
Completed high school/GED	50	4.7
Some college	174	16.2
Business/Technical certificate/degree	38	3.5
Associate's degree	82	7.7
Bachelor's degree	303	28.3
Some graduate work	70	6.5
Master's degree	234	21.8
Doctoral degree	69	6.4
Professional degree (e.g. MD, JD, DVM)	35	3.3
Missing	6	0.6

Note: Table includes only those who answered that they were staff in Question 1 (n = 1071)

Table B14

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

College Status	n	%
Non-degree student	11	0.4
Freshmen: 0.0-44.99 credit hours	603	23.2
Sophomore: 45.0 – 89.99 credit hours	483	18.6
Junior: 90.0 – 134.99 credit hours	785	30.2
Senior: 135 and above credit hours	594	22.9
Fifth year or more	120	4.6
Missing	2	0.1

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 2598).

Table B15

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

College Status	n	%
Master's student	84	18.1
First year	60	73.8
Second year	20	25.0
Third (or more) year	2	1.3
Doctoral Student	359	77.2
First year	93	25.0
Second year	68	18.9
Third (or more) year	67	18.9
Advanced to Candidacy	59	16.3
ABD (all but dissertation)	76	20.9
Missing	22	4.7

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 465).

Table B16

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

College Status	n	%
First year	6	20.0
Second year	12	40.0
Third year	5	16.7
Fourth year	1	3.3
Fifth year or more	3	10.0
Missing	3	10.0

Note: Table includes only those who answered that they were post-docs or trainees students in Question 1 (n = 30).

Table B17

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

Table 6. Post-Doc and Faculty Respondents' Primary Work Unit Affiliations

Academic/Administrative Unit	n	%
Administrative Studies	2	0.7
Anthropology Department	8	2.7
Art Department	1	0.3
Art History Department	5	1.7
Asian Studies Program	0	0.0
Biochemistry Department	5	1.7
Bioengineering Department	3	1.0
Biology Department	8	2.7
Biomedical Sciences (Division of)	4	1.3
Biomedical Sciences Graduate Program	0	0.0
Botany & Plant Sciences Department	18	6.0
Cell Biology & Neuroscience Department	3	1.0
Cell, Molecular, & Developmental Biology Graduate Program	0	0.0
Chemical & Environmental Engineering Department	4	1.3
Chemistry Department	13	4.4
Chicano Bilingual-Bicultural Studies Program	0	0.0
Classical Studies Program	0	0.0
CMDB (Cell, Molecular, & Developmental Biology Graduate Program)	0	0.0
Comparative Ancient Civilizations Program	0	0.0
Comparative Literature & Foreign Languages Department	2	0.7
Computer Science & Engineering Department	7	2.3
Creative Writing and Writing for the Performing Arts MFA	1	0.3
Creative Writing Department	3	1.0
Creative Writing MFA (Palm Desert)	0	0.0
Dance Department	2	0.7
Department of Creative Writing	0	0.0
Division of Biomedical Sciences	1	0.3
Earth Sciences Department	7	2.3
East Asian Languages Program	0	0.0
Economics Department	3	1.0
Electrical Engineering Department	3	1.0
EMBA (Executive MBA)	0	0.0
English Department	11	3.7
Entomology Department	13	4.4
Environmental Sciences Department	9	3.0
Environmental Toxicology Program	0	0.0
Ethnic Studies Department	1	0.3
Evolution, Ecology & Organismal Biology Graduate Program	0	0.0

Table B17 cont.	n	%
Executive MBA	1	0.3
Film & Visual Culture Program	0	0.0
French Language Program	0	0.0
Genetics, Genomics and Bioinformatics Graduate Program	0	0.0
German Language Program	0	0.0
GGB (Genetics, Genomics and Bioinformatics)	0	0.0
Global Studies	0	0.0
GME (Graduate Medical Education)	1	0.3
Graduate Medical Education (GME)	0	0.0
Graduate Program in Evolution, Ecology & Organismal Biology	0	0.0
Graduate Program in Genetics, Genomics and Bioinformatics	0	0.0
Graduate Program in Southeast Asian Studies	0	0.0
Greek Language Program	0	0.0
Hispanic Studies Department	2	0.7
History Department	6	2.0
Humanities, Arts, & Social Sciences Program	0	0.0
Institutional Research for Undergraduate Education	0	0.0
Interdisciplinary Programs Office	0	0.0
Interdisciplinary Studies	0	0.0
Internal Medicine Residency Program	0	0.0
International Relations Program	0	0.0
Italian Language Program	0	0.0
Labor Studies	0	0.0
Latin American Studies Program	0	0.0
Latin Language Program	0	0.0
Law and Society Program	0	0.0
Liberal Studies Program	1	0.3
Linguistics Program	0	0.0
Low Residency Program MFA in Creative Writing and Writing for the Performing Arts (Palm Desert)	0	0.0
Marxist Studies Program	0	0.0
Materials and Science Engineering	0	0.0
Mathematics Department	11	3.7
Mechanical Engineering Department	1	0.3
Media and Cultural Studies	2	0.7
MEIS (Middle East and Islamic Studies)	0	0.0
MFA for Creative Writing and Writing for the Performing Arts	0	0.0
MFA in Creative Writing and Writing for the Performing Arts (Palm Desert)	0	0.0
Microbiology Graduate Program	0	0.0
Middle East and Islamic Studies (MEIS)	0	0.0
Music Department	7	2.3

Table B17 cont.	n	%
Nematology Department	5	1.7
Neuroscience Graduate Program	0	0.0
Neuroscience Program	0	0.0
Office of Interdisciplinary Programs	0	0.0
Palm Desert MFA in Creative Writing and Writing for the Performing Arts	0	0.0
Peace and Conflict Studies Minor	0	0.0
Philosophy Department	5	1.7
Physics and Astronomy Department	10	3.4
Plant Pathology and Microbiology	8	2.7
Political Science Department	7	2.3
Psychology Department	6	2.0
Public Policy Major	0	0.0
Religious Studies Department	2	0.7
Russian Language Program	0	0.0
Social Relations Program	0	0.0
Sociology Department	8	2.7
Southeast Asian Studies Graduate Program	0	0.0
Statistics Department	4	1.3
Theatre Department	5	1.7
Undergraduate Business Program	7	2.3
University Writing Program	7	2.3
Urban Studies Program	0	0.0
Visual Arts Graduate Program	0	0.0
Western American Studies Program	0	0.0
Women's Studies Department	1	0.3
World Languages Program	1	0.3
Writing for Performing Arts and Creative Writing MFA	0	0.0
Writing for the Performing Arts (Palm Desert)	0	0.0
Missing	53	17.8

Note: Table includes only those who indicated they were faculty or post-docs (n= 298) in Question 1.

Table B18

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

Work Unit	n	%
Academic Personnel – General Operations	10	0.9
Academic Information Systems	3	0.3
Academic Resource Center	4	0.4
Academic Resources	1	0.1
Academic Salaries	0	0.0
Academic Senate - Administration	1	0.1
Academic Senate - Research	0	0.0
Accounting	10	0.9
Administration Cost Recovery	0	0.0
Advancement Services	15	1.4
AEE Administrative Unit	2	0.2
Affirmative Action	2	0.2
African Student Programs	0	0.0
Agricultural Operations	10	0.9
Alpha Center	1	0.1
Alumni & Constituent Relations	3	0.3
Alumni Association	0	0.0
ANR News & Outreach in Spanish	1	0.1
Anthropology/Sociology Administrative Unit	2	0.2
Anthropology	0	0.0
Application and Multimedia Development	3	0.3
APRC	0	0.0
Archaeological Research Unit	1	0.1
Art	2	0.2
Art/Art History Administration	2	0.2
Asian Pacific Student Programs	3	0.3
ASUCR	2	0.2
Audit & Advisory Services	3	0.3
AVC – DEE	0	0.0
AVC - Enrollment	3	0.3
AVC/Dean of Students	2	0.2
Balance Sheet Accounts	0	0.0
Biological Sciences Graduate Student Affairs Center	4	0.4
Biochemistry	1	0.1
Bioengineering	1	0.1
Biology	9	0.8
Biomedical Sciences	3	0.3
BNN Administration	3	0.3

Table B18 cont.	n	%
Bookstore	6	0.6
Botanic Gardens	0	0.0
Botany and Plant Sciences	16	1.5
Budgetary Savings Target	0	0.0
Building Maintenance & Operations	4	0.4
Building Maintenance for PDGC	0	0.0
Building Services	5	0.5
Business Agreements	0	0.0
C&C Associate Vice Chancellor	23	2.1
C&G Overhead Recovery	0	0.0
Camp UCR	0	0.0
Campus Apartment & Community Living	3	0.3
Campus Counsel	2	0.2
Campus Health Center	10	0.9
Campus Relations - Inactive	0	0.0
Capital Programs	9	0.8
Capital Resource Management	4	0.4
Career Services Center	4	0.4
CE - AEE Administrative Unit	0	0.0
CE - Botany and Plant Sciences	1	0.1
CE - CNAS Dean's Office	1	0.1
CE - Consumer Economics	1	0.1
CE – Entomology	0	0.0
CE - Environmental Sciences	0	0.0
CE - Inter-Campus Programs	0	0.0
CE – Nematology	0	0.0
CE - NPPS Administration	1	0.1
CE - Plant Pathology	0	0.0
CE-Ag Ops	0	0.0
CE-CERT	3	0.3
Cell & Developmental Biology Program	1	0.1
Cell Biology & Neuroscience	0	0.0
Center for Plant Cell Biology	2	0.2
CE-Unallocated Resources	0	0.0
CEVC Information Technology	0	0.0
CHA&SS Dean's Office	11	1.0
CHA&SS Student Affairs	5	0.5
CHA&SS Unallocated Res.	0	0.0
Chancellor's Office - General Operations	7	0.7
Chancellor's Office - Other	3	0.3
Chancellor's Unallocated	0	0.0
CHASS Facilities MGMT	1	0.1

Table B18 cont.	n	%
Chemical/Environmental Engineering	2	0.2
Chemistry	10	0.9
Chicano Student Programs	1	0.1
Child Development Center	18	1.7
Clinical Affairs	0	0.0
CNAS Dean's Office	12	1.1
CNAS Shops and Facilities	2	0.2
CNAS UG Academic Advising Center	14	1.3
CNAS-Unallocated Resources	0	0.0
Center for Biblio. Studies	3	0.3
Center for Exotic Pest Research	0	0.0
Center for Ideas and Society	0	0.0
Center for Social & Behavioral Science Research	0	0.0
Communication Services	5	0.5
Community Engagement	0	0.0
Comp Lit & For Lang/Hispanic Admin	1	0.1
Comp Lit & Foreign Languages	1	0.1
Computer Science & Engineering	1	0.1
Computer Support Group	0	0.0
Control Funct - Revenue Accts	0	0.0
Control Funct - Revenue Accts	0	0.0
Control Funct- Revenue Accts	0	0.0
Control Functions - Misc	0	0.0
Control Functions - Misc	0	0.0
Control Functions - Misc.	0	0.0
Control Funct-Revenue Accts	0	0.0
Cooperative Extension-Regional	0	0.0
Cooperative Extension-Regional	0	0.0
Counseling Center	5	0.5
Creative Writing	0	0.0
Credit Union	0	0.0
CSSD-Edward Blakely Center	2	0.2
Center for Conservation Biology	1	0.1
Center for Nano Science and Engineering	2	0.2
Center for Research in Intelligent Systems	0	0.0
Cultural Events	0	0.0
Dance	2	0.2
DANR Pgm Ld Nat Res & Anim Ag	0	0.0
DANR-Pg Lead Ag Pol & Pest Mgt	0	0.0
DANR-Pgm Leader Human Resource	0	0.0
Dept. of Family Medicine	0	0.0
Dept. of Internal Medicine	0	0.0

Table B18 cont.	n	%
Desert Facilities & Programs	0	0.0
Design & Construction	3	0.3
Development	10	0.9
Dining Services	39	3.6
Distance Learning	0	0.0
Dry Lands Research Institute	0	0.0
Early Academic Outreach Program	1	0.1
Earth Sciences	5	0.5
Economics/Political Science Administrative Unit	2	0.2
Economics	0	0.0
Electrical Engineering	1	0.1
Electron Microscope Facility	0	0.0
Employee Benefit - Prov	0	0.0
EMS	3	0.3
Engineering - Dean's Office	9	0.8
English	1	0.1
English/History/Philosophy Admin Unit	4	0.4
Enterprise App Development	7	0.7
Entomology	31	2.9
Environmental Health & Safety	9	0.8
Environmental Institute	0	0.0
Environmental Sciences	3	0.3
Environmental Toxicology Program	0	0.0
Equipment Management	0	0.0
Ethnic Studies	0	0.0
Event Management & Protocol	1	0.1
Executive Searches Unit	0	0.0
Faculty Housing Program	0	0.0
Faculty Technology Support	2	0.2
FBO IT Services	2	0.2
FBO Service Center	2	0.2
Finance & Administration	8	0.7
Financial Aid	6	0.6
Fleet Services	0	0.0
General Discretionary	0	0.0
Genetics Program	0	0.0
Gluck Administration	1	0.1
Govt. & Community Relations	1	0.1
Graduate Division	8	0.7
Graduate Medical Education	0	0.0
Graduate Student Association	1	0.1
Graduate Student Financial Aid	0	0.0

Table B18 cont.	n	%
Graduate Student Support	3	0.3
Grounds	4	0.4
GRU--Biochemical & Molecular Biology	0	0.0
GRU--Ecology & Evolutionary Bio	0	0.0
GRU--Environmental Sciences	0	0.0
Higher Education Initiatives	0	0.0
Highlander Union	8	0.7
Hispanic Studies	0	0.0
History	1	0.1
History of Art	0	0.0
Honors	4	0.4
Housing Cashiers Office	3	0.3
Housing Services	27	2.5
Housing Services	8	0.7
Housing Services Administration	18	1.7
Human Resources	22	2.1
ICAM	0	0.0
IGPP	0	0.0
INACT CRC Business Unit	0	0.0
INACTIVE -- United Way	0	0.0
INACTIVE ABN Facilities	0	0.0
INACTIVE AGSM - Ext Programs	0	0.0
INACTIVE AGSM-Acctng&Info Sys	0	0.0
INACTIVE AGSM-Finance&Mgmt Sci	0	0.0
INACTIVE AGSM-Mgmt & Marketing	0	0.0
INACTIVE Calif Educ. Res Coop	0	0.0
INACTIVE Consumer Economics	0	0.0
INACTIVE Fin Syst Dev., Cntrl	0	0.0
INACTIVE IGPP	0	0.0
INACTIVE-EE/CEE Admin Services	0	0.0
Indirect Cost Recovery	0	0.0
Infrastructure and Security	0	0.0
Institute of Desert Agriculture	0	0.0
Institute of Genomics	1	0.1
Institute-Research: World Systems	0	0.0
Intercollegiate Athletics	15	1.4
International Education Center	6	0.6
International Scholars Center	2	0.2
KUCR	1	0.1
Labor Relations	1	0.1
Latin American Studies	0	0.0
LGBT Resource Center	2	0.2

Table B18 cont.	n	%
Liberal Studies & Interdisciplinary Programs	0	0.0
Mail Services	2	0.2
Mathematics	5	0.5
Mechanical Engineering	3	0.3
Media & Cultural Studies	0	0.0
Medical & Health Careers Program	0	0.0
MFA Writing Desert Campus	1	0.1
Microbiology Program	0	0.0
Microfabrication Facility	0	0.0
Multidisciplinary Admin Unit	5	0.5
Multimedia and Classroom Tech	4	0.4
Music	0	0.0
Native American Student Program	2	0.2
Natural Reserves	1	0.1
Nematology	2	0.2
Network Service Group	2	0.2
Neuroscience Program	1	0.1
New Initiatives & Economic Development	0	0.0
NPPS Administration	3	0.3
Office of Admin Resolution	1	0.1
Office of Campus Veterinarian	1	0.1
Office of Research Affairs	3	0.3
Office of Title IX	0	0.0
Office of TRIO Programs	1	0.1
Ombudsman	1	0.1
One Health Center	0	0.0
Organized Research Unit	0	0.0
Palm Desert Graduate Center	3	0.3
Performing Arts Admin	5	0.5
Philosophy	1	0.1
Photographic Services	0	0.0
Physical Education-Inactive	0	0.0
Physics and Astronomy	4	0.4
Plant Administration	10	0.9
Plant Pathology & Microbiology	6	0.6
Plant Services	8	0.7
Plant Transformation Facility	0	0.0
Police	9	0.8
Political Science	1	0.1
Presley Center for Crime and Justice Studies	1	0.1
Printing & Reprographics	5	0.5
Psychology	4	0.4

Table B18 cont.	n	%
Purchased Utilities	0	0.0
Purchasing	4	0.4
Receiving	0	0.0
Recreation/Student Rec Center	8	0.7
Refuse	0	0.0
Registrar	11	1.0
Religious Studies	0	0.0
Residence Halls	3	0.3
Residential Parking	0	0.0
Resource Planning and Budget	1	0.1
Risk Management	1	0.1
Salinity Laboratory	1	0.1
Salton Sea Program	0	0.0
SBS/Cashiers	4	0.4
School of Business Administration	12	1.1
School of Education	10	0.9
School of Public Policy	0	0.0
Science and Math Initiative	0	0.0
SEQ Gift Assess Clearing Inc	0	0.0
SMG Incentive Awards	0	0.0
Sociology	0	0.0
SOM - Finance & Administration	13	1.2
SOM - Student Affairs	5	0.5
Space	0	0.0
Special Services	3	0.3
Staff Assembly	0	0.0
Staff Salaries	1	0.1
Statistics	0	0.0
Stem Cell Center	0	0.0
Storehouse	1	0.1
Strategic Academic Research & Analysis	0	0.0
Strategic Communications	6	0.6
Student Affairs Admin	17	1.6
Student Affairs Communications	6	0.6
Student Conduct Programs	3	0.3
Student Fees	0	0.0
Student Life	8	0.7
Student Mental Health	2	0.2
Student Support	4	0.4
Student Technology Support	3	0.3
Summer Session	1	0.1
Summer Session Other	0	0.0

Table B18 cont.	n	%
Technology & Equipment	0	0.0
Theatre	1	0.1
Theatre Facility Unit	2	0.2
Transportation & Parking Services	6	0.6
UC MEXUS	6	0.6
UC Retirees Association	0	0.0
UCR ARTSBlock	6	0.6
UCR Card Operations	1	0.1
UCR Foundation	2	0.2
UCR/PUSD GEAR Up Project	1	0.1
Undergrad Medical Education	0	0.0
Undergraduate Admissions	17	1.6
Undergraduate Education	9	0.8
Undergraduate Recruitment	0	0.0
UNEX - Academic Services	1	0.1
UNEX - Business Services	1	0.1
UNEX - Conferences	0	0.0
UNEX - Copy Center	0	0.0
UNEX - Dean's Office	0	0.0
UNEX – Dorm	0	0.0
UNEX - Facilities	1	0.1
UNEX - Information Systems	2	0.2
UNEX - Law & Public Policy	0	0.0
UNEX - Miscellaneous Admin	0	0.0
UNEX - Miscellaneous Auxiliary	0	0.0
UNEX – Other	0	0.0
UNEX – Parking	2	0.2
UNEX - Publications	2	0.2
UNEX - Student Services	4	0.4
UNEX CPP-Community & Prof Programs	2	0.2
UNEX Reserves	0	0.0
UNEX-Education	5	0.5
UNEX-Humanities	0	0.0
UNEX-Information Tech	1	0.1
UNEX-International Education Programs	10	0.9
UNEX-International Professional Programs	1	0.1
UNEX-Management & Professional Programs	0	0.0
UNEX-Miscellaneous Programs	0	0.0
UNEX-Overseas Programs	0	0.0
University Eastside Community Collaboration	0	0.0
University Club	0	0.0
University Library	55	5.1

Table B18 cont.	n	%
University Writing Program	5	0.5
Utility Ops & Maintenance	4	0.4
VC - Finance & Business Operations	4	0.4
VC - Public Service & International Programs	0	0.0
VCSA Technology Services	7	0.7
VCUA – Office	6	0.6
Vice Chancellor - Research	4	0.4
Video Production	0	0.0
Water Resources Board	0	0.0
Women's Resource Center	0	0.0
Women's Studies	0	0.0
Missing	82	7.7

Note: Table includes only those who indicated they were staff in Question 1 (n = 1071).

Table B19

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

Academic Major	n	%
Accounting, Auditing and Assurance	29	1.1
Administration	0	0.0
Administrative Services Credential	0	0.0
Administrative Studies	2	0.1
African American Studies	2	0.1
Agricultural Science	0	0.0
Anthropology	78	3.0
Anthropology/Ethnic Studies	2	0.1
Anthropology/Law & Society	9	0.3
Applied Statistics	0	0.0
Arabic	0	0.0
Art (Studio)	25	1.0
Art History	3	0.1
Art History/Administrative Studies	8	0.3
Art History/Religious Studies	0	0.0
Asian American Studies	0	0.0
Asian Literatures and Cultures	5	0.2
Asian Studies	3	0.1
Biochemistry	95	3.7
Biochemistry and Molecular Biology	3	0.1
Bioengineering	34	1.3
Bioengineering	8	0.3
Biological Sciences	63	2.4
Biology	261	10.0
Biomedical Sciences	3	0.1
Black Studies	0	0.0
Botany	6	0.2
Business Administration	183	7.0
Business Economics	52	2.0
Business Informatics	8	0.3
Business Preparation	13	0.5
Cell, Molecular, and Developmental Biology	16	0.6
Chemical and Environmental Engineering	0	0.0
Chemical Engineering	45	1.7
Chemistry	36	1.4
Chicano Bilingual	0	0.0
Chicano Studies	2	0.1
Chinese	1	0.0
Classical Studies	1	0.0

Table B19 cont.	n	%
Communications	0	0.0
Comparative Ancient Civilizations	0	0.0
Comparative Literature	4	0.2
Computer Engineering	18	0.7
Computer Science	27	1.0
Conservation Biology	0	0.0
Cooperative: Anthropology/Law & Society	1	0.0
Cooperative: Black Studies/Law & Society	0	0.0
Cooperative: Chicano Studies/Law & Society	0	0.0
Cooperative: Economics/Admin Studies	0	0.0
Cooperative: Economics/Law & Society	0	0.0
Cooperative: History/Admin Studies	0	0.0
Cooperative: History/Law & Society	0	0.0
Cooperative: Philosophy/Law & Society	0	0.0
Cooperative: Political Science/Admin Studies	1	0.0
Cooperative: Political Science/Law & Society	0	0.0
Cooperative: Psychology/Health & Society	0	0.0
Cooperative: Sociology/Admin Studies	0	0.0
Cooperative: Sociology/Health & Society	0	0.0
Cooperative: Sociology/Law & Society	0	0.0
Creative Writing	46	1.8
Creative Writing and Writing for Performing Arts	0	0.0
Critical Dance Studies	0	0.0
Dance	7	0.3
Dance History and Theory	0	0.0
Drama	0	0.0
Economics	24	0.9
Economics/Administrative Studies	19	0.7
Economics/Law and Society	4	0.2
Education	38	1.5
Electrical Engineering	32	1.2
Engineering	1	0.0
English	80	3.1
Entomology	3	0.1
Environmental Engineering	27	1.0
Environmental Sciences	54	2.1
Environmental Toxicology	2	0.1
Ethnic Studies	6	0.2
Evolution, Ecology and Organismal Biology	0	0.0
Evolutionary Biology Joint Doctoral SDSU/UCR	0	0.0
Executive MBA	0	0.0
Experimental Choreography	0	0.0

Table B19 cont.	n	%
Film & Visual Culture	1	0.0
Finance	8	0.3
French	1	0.0
Genetics	0	0.0
Genetics, Genomics and Bioinformatics	0	0.0
Geography	0	0.0
Geological Sciences	0	0.0
Geology	5	0.2
Geophysics	2	0.1
Geoscience Education	0	0.0
German	0	0.0
Germanic Studies	0	0.0
Global Climate Change	1	0.0
Global Studies	20	0.8
Health & Society	0	0.0
Health Science	0	0.0
History	41	1.6
History/Administrative Studies	2	0.1
History/Law and Society	7	0.3
Horticultural Science	0	0.0
Human Development	0	0.0
Humanities & Social Science	2	0.1
Information Systems	1	0.0
Interdisciplinary Studies	2	0.1
International Relations	1	0.0
Italian	0	0.0
Italian Studies	0	0.0
Japanese	2	0.1
Joint CSU Fresno/UCR: Environmental Sciences	0	0.0
Journalism	0	0.0
Korean	0	0.0
Labor Studies	2	0.1
Language	9	0.3
Languages and Literatures/Chinese	0	0.0
Languages and Literatures/Classical Studies	0	0.0
Languages and Literatures/Comparative Ancient Civ	0	0.0
Languages and Literatures/Comparative Literature	1	0.0
Languages and Literatures/French	0	0.0
Languages and Literatures/Germanic Studies	0	0.0
Languages and Literatures/Japanese	2	0.1
Languages and Literatures/Languages	8	0.3
Languages and Literatures/Russian	0	0.0

Table B19 cont.	n	%
Latin American Studies	4	0.2
Law & Society	2	0.1
Learning Handicapped Credential	0	0.0
Lesbian, Gay, Bisexual Studies	0	0.0
Life Sciences	0	0.0
Limited Student	0	0.0
Linguistics	13	0.5
Management	4	0.2
Management/Palm Desert	0	0.0
Marxist Studies	0	0.0
Materials Science and Engineering	8	0.3
Mathematics	26	1.0
Mathematics (Applied)	21	0.8
Mathematics for Secondary School	17	0.7
Mechanical Engineering	57	2.2
Mechanical Engineering BS + MS	1	0.0
Media and Cultural Studies	52	2.0
Medicine	0	0.0
Microbiology	13	0.5
Middle East and Islamic Studies	1	0.0
Mild/Moderate Disabilities Credential	1	0.0
Multiple Subject Bilingual Credential	0	0.0
Music	7	0.3
Music & Culture	1	0.0
National Science Foundation	0	0.0
Native American Studies	4	0.2
Neuroscience	58	2.2
Paleobiology	0	0.0
Peace and Conflict Studies	0	0.0
Pest Management	0	0.0
Philosophy	16	0.6
Philosophy/Law and Society	6	0.2
Physical Sciences	1	0.0
Physics	14	0.5
Plant Biology	6	0.2
Plant Pathology	0	0.0
Plant Physiology	0	0.0
Plant Science	2	0.1
Political Science	61	2.3
Political Science/Administrative Studies	7	0.3
Political Science/International Affairs	22	0.8
Political Science/Law and Society	30	1.2

Table B19 cont.	n	%
Population Biology	0	0.0
Psychobiology	1	0.0
Psychology	198	7.6
Psychology/Law and Society	24	0.9
Public Policy	21	0.8
Public Service/Political Science	6	0.2
Religious Studies	4	0.2
Russian Studies	0	0.0
School Psychology (PPS) Credential/Internship	0	0.0
Social Relations	0	0.0
Social Welfare	0	0.0
Sociology	102	3.9
Sociology/Administrative Studies	18	0.7
Sociology/Law and Society	41	1.6
Soil and Water Sciences	0	0.0
Soil Science	0	0.0
Southeast Asian Studies	0	0.0
Spanish	17	0.7
Statistics	7	0.3
Theatre	18	0.7
Undeclared	151	5.8
Urban Studies	0	0.0
Visual Art	0	0.0
Western American Studies	0	0.0
Women s Studies	14	0.5
Zoology	0	0.0
Missing	13	0.5

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 2598).

Table B20

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

Academic Program	n	%
Anthropology	10	2.2
Art History	3	0.6
Biochemistry & Molecular Biology	8	1.7
Bioengineering	8	1.7
Biomedical Sciences	5	1.1
Cell, Molecular, & Developmental Biology	6	1.3
Chemical & Environmental Engineering	7	1.5
Chemistry	19	4.1
Comparative Literature	9	1.9
Computer Science	23	4.9
Creative Writing & Writing for the Performing Arts	4	0.9
Creative Writing & Writing for Performing Arts - Palm Desert	4	0.9
Critical Dance Studies	3	0.6
Economics	5	1.1
Education	31	6.7
Education (General Education with Teaching Emphasis)	11	2.4
Electrical Engineering	13	2.8
English	15	3.2
Entomology	14	3.0
Environmental Sciences	10	2.2
Environmental Toxicology	12	2.6
Ethnic Studies	3	0.6
Experimental Choreography	1	0.2
Evolution, Ecology and Organismal Biology	23	4.9
Genetics, Genomics, & Bioinformatics	6	1.3
Geological Sciences	11	2.4
Spanish	5	1.1
History	23	4.9
Management (M.A, Ph.D.)	1	0.2
Management (MBA)	22	4.7
Management, Executive	0	0.0
Materials Science and Engineering	6	1.3
Mathematics	11	2.4
Mechanical Engineering	12	2.6
Microbiology	1	0.2
Music	3	0.6
Neuroscience	3	0.6
Philosophy	2	0.4

Table B20 cont.	n	%
Physics	17	3.7
Plant Biology	26	5.6
Plant Pathology	4	0.9
Political Science	7	1.5
Psychology	24	5.2
Religious Studies	3	0.6
Sociology	13	2.8
Soil & Water Sciences (Moratorium)	0	0.0
Southeast Asian Studies	0	0.0
Statistics, Applied	5	1.1
Statistics	3	0.6
Visual Arts	1	0.2
Missing	9	1.9

Note: Table includes only those who indicated they were graduate/professional students in Question 1 (n = 465).

Table B21

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

Academic Degree or Clinical Training Program	n	%
Medical School	0	0.0
Graduate Division	0	0.0
Extension	0	0.0
Missing	1	100.0

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

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	16	0.4
Attention Deficit/ Hyperactivity Disorder	113	2.5
Asperger's/Autism Spectrum	15	0.3
Blind	2	0.0
Low vision	186	4.2
Deaf	5	0.1
Hard of Hearing	73	1.6
Learning disability	47	1.1
Medical Condition	167	3.8
Mental health/psychological condition	202	4.6
Physical/Mobility condition that affects walking	51	1.2
Physical/Mobility condition that does not affect walking	49	1.1
Speech/Communication	45	1.0
Other	23	0.5
I have none of the listed conditions	3387	76.4

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	4030	90.9
Permanent Resident	299	6.7
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	162	3.7
Other legally documented status	7	0.2
Undocumented resident	16	0.4

Table B24

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

Political Views	n	%
Far left	172	3.9
Liberal	1412	31.9
Moderate or middle of the road	1239	27.9
Conservative	459	10.4
Far right	19	0.4
Undecided	910	20.5
Libertarian	19	0.4
Other	131	3.0
Missing	72	1.6

Table B25

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

Language Spoken at Home	n	%
English only	2223	50.1
Other than English	559	12.6
English and other language(s)	1631	36.8
Missing	20	0.5

Table B26

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

Spiritual Identity	n	%		n	%
Agnostic	510	11.5	Nondenominational Christian	272	6.1
Ahmadi Muslim	0	0.0	Pagan	12	0.3
African Methodist Episcopal	7	0.2	Pentecostal	49	1.1
Atheist	388	8.8	Presbyterian	79	1.8
Assembly of God	16	0.4	Protestant	130	2.9
Baha'i	2	0.0	Quaker	10	0.2
Baptist	142	3.2	Rastafarian	4	0.1
Buddhist	239	5.4	Roman Catholic	1000	22.6
Christian Orthodox	216	4.9	Russian Orthodox	6	0.1
Confucianist	11	0.2	Scientologist	2	0.0
Christian Methodist Episcopal	40	0.9	Secular Humanist	16	0.4
Druid	2	0.0	Seventh Day Adventist	39	0.9
Episcopalian	36	0.8	Shi-ite	6	0.1
Evangelical	83	1.9	Sufi	2	0.0
Greek Orthodox	12	0.3	Sunni	21	0.5
Hindu	63	1.4	Shinto	7	0.2
Jain	9	0.2	Sikh	15	0.3
Jehovah's Witness	16	0.4	Taoist	30	0.7
Jewish Conservative	16	0.4	The Church of Jesus Christ of Latter Day Saints	34	0.8
Jewish Orthodox	4	0.1	United Methodist	28	0.6
Jewish Reformed	63	1.4	Unitarian Universalist	13	0.3
Lutheran	52	1.2	United Church of Christ	19	0.4
Mennonite	2	0.0	Wiccan	8	0.2
Moravian	0	0.0	Spiritual, but no religious affiliation	404	9.1
Muslim	86	1.9	No affiliation	699	15.8
Native American Traditional Practitioner or Ceremonial	12	0.3	Other	237	5.3

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	2190	71.5
Independent	734	24.0
Missing	139	4.5

Note: Table includes only those who answered that they were students in Question 1 (n = 3063)

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	323	10.5
\$10,000-\$19,999	447	14.6
\$20,000-\$29,999	436	14.2
\$30,000-\$39,999	321	10.5
\$40,000-\$49,999	261	8.5
\$50,000-\$59,999	211	6.9
\$60,000-69,999	170	5.6
\$70,000-\$79,999	145	4.7
\$80,000-\$89,999	135	4.4
\$90,000-\$99,999	87	2.8
\$100,000-124,999	201	6.6
\$125,000-\$149,999	73	2.4
\$150,000- \$199,999	79	2.6
\$200,000 -\$249,999	31	1.0
\$250,000-\$299,999	26	0.8
\$300,000-\$399,999	9	0.3
\$400,000-\$499,999	4	0.1
\$500,000 and above	14	0.5
Missing	90	2.9

Note: Table includes only those who answered that they were students in Question 1 (n = 3063).

Table B29

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

Residence	n	%
Campus housing	1009	32.9
Residence Halls	495	54.2
University Owned Apartments	375	41.1
University Family Housing:	43	4.7
Non-campus housing	2035	66.4
Independently in an apartment	305	16.4
Living with family members/guardian	674	36.3
Co-Op	9	0.5
Living in a house or apartment with roommates	859	46.2
Fraternity/ Sorority House	11	0.6
Homeless (i.e. couch surfing, etc.)	8	0.3
Missing	11	0.4

Note: Table includes only those who indicated they were students in Question 1 (n = 3063).

Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30

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

Employed	n	%
No	1765	57.6
Yes	1292	42.2
1-10 hours/week	392	30.3
11-20 hours/week	628	48.6
21-30 hours/week	125	9.7
31-40 hours/week	69	5.3
More than 40 hours/week	46	3.6
Missing	32	2.5
Missing	6	0.2

Note: Table includes only those who indicated they were students in Question 1 (n = 3063)

Table B31

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

Residency	n	%
In-state/Resident	1711	65.9
Out-of-State/Non-Resident/International	36	1.4
Missing	851	32.8

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 2598).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	1323	43.2
Student Leadership Groups	181	5.9
Academic/Professional Organizations	420	13.7
Special Interest Organizations	203	6.6
Intercultural/Multicultural Campus Community Groups	268	8.7
Political Groups	51	1.7
Religious/Spiritual Organizations	230	7.5
Service Organizations/Civic Engagement	311	10.2
Social Fraternities or Sororities	179	5.8
Publications and Media Organizations	37	1.2
Intramurals/Clubs Sports	216	7.1
Music/Performance Organizations	87	2.8
NCAA Varsity Athletics	21	0.7
Honor Societies	248	8.1
Campus Housing Associations	65	2.1
Other	260	8.5

Note: Table includes only those who indicated they were students in Question 1 (n = 3063).
 Percentages may not sum to 100% due to multiple responses.

Table B33

What is your current relationship status? (Question 54)

Relationship Status	N	%
Single, never married	2741	61.8
Single, divorced	141	3.2
Single, widow (partner/spouse deceased)	24	0.5
Partnered	329	7.4
Partnered, in civil union/ Registered Domestic Partnership	29	0.7
Married or remarried	1105	24.9
Separated	22	0.5
Other	21	0.5
Missing	21	0.5

Table B34

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

GPA	n	%
0.000 – 0.999	8	0.3
1.000 - 1.999	99	3.2
2.000 - 2.249	134	4.4
2.250 – 2.499	204	6.7
2.500 – 2.749	307	10.0
2.750 – 2.999	460	15.0
3.000 - 3.249	432	14.1
3.250 – 3.499	447	14.6
3.500 – 3.749	395	12.9
3.750 – 4.000	558	18.2
Missing	19	0.6

Note: Table includes only those who indicated they were students in Question 1 (n =3063).

Table B35

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

Foster Care Youth	n	%
Yes	26	0.8
No	3009	98.2
Missing	28	0.9

Note: Table includes only those who indicated they were students in Question 1 (n = 3063).

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 UCR?
 (Question 5)

Comfort	n	%
Very comfortable	846	19.1
Comfortable	2377	53.7
Neither comfortable nor uncomfortable	791	17.9
Uncomfortable	340	7.7
Very uncomfortable	75	1.7

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	1062	24.0
Comfortable	2239	50.6
Neither comfortable nor uncomfortable	698	15.8
Uncomfortable	335	7.6
Very uncomfortable	93	2.1

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	659	19.6
Comfortable	1874	55.8
Neither comfortable nor uncomfortable	565	16.8
Uncomfortable	177	5.3
Very uncomfortable	30	0.9
Not applicable	56	1.7

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 3361).

Table B39

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

Considered Leaving	n	%
No	3088	69.7
Yes	1342	30.3

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.	565	18.3	1406	45.5	525	17.0	510	16.5	79	2.6	3	0.1
Many of my courses this year have been intellectually stimulating.	838	27.2	1589	51.6	386	12.5	129	4.2	25	0.8	114	3.7
I am satisfied with my academic experience at UCR.	610	19.8	1514	49.1	622	20.2	276	8.9	57	1.8	5	0.2
I am satisfied with the extent of my intellectual development since enrolling at UCR.	756	24.5	1503	48.8	532	17.3	232	7.5	49	1.6	8	0.3
I have performed academically as well as I anticipated I would.	482	15.6	1032	33.4	713	23.1	656	21.3	193	6.3	10	0.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	843	27.3	1531	49.6	512	16.6	156	5.1	36	1.2	6	0.2
My interest in ideas and intellectual matters has increased since coming to UCR.	935	30.4	1440	46.9	495	16.1	153	5.0	43	1.4	7	0.2
I intend to graduate from UCR.	1884	61.5	792	25.9	271	8.9	55	1.8	22	0.7	38	1.2
I am considering transferring to another college or university due to academic reasons.	105	3.4	218	7.1	429	13.9	678	22.0	1262	40.9	396	12.8

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 3093).

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 UCR? (Question 11)

Experienced	n	%
No	3416	77.3
Yes, but it did not interfere with my ability to work or learn	676	15.3
Yes and it interfered with my ability to work or learn	330	7.5

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	41	4.5	68	7.5	157	17.4	166	18.4	470	52.1
Age	47	5.2	68	7.5	177	19.5	217	23.9	400	44.0
Ancestry	44	4.9	42	4.7	120	13.4	200	22.3	491	54.7
Country of origin	38	4.3	43	4.8	92	10.3	195	21.8	526	58.8
Discipline of study	51	5.7	82	9.2	147	16.5	156	17.5	454	51.0
Educational level	41	4.6	66	7.4	133	14.9	191	21.3	464	51.8
Educational modality (on-line, classroom)	16	1.8	25	2.8	52	5.9	173	19.5	621	70.0
English language proficiency/accent	33	3.7	43	4.8	66	7.4	158	17.7	591	66.3
Ethnicity	72	7.9	73	8.0	166	18.3	175	19.3	421	46.4
Gender identity	47	5.3	53	5.9	88	9.8	178	19.9	529	59.1
Gender expression	28	3.1	40	4.5	79	8.9	175	19.7	567	63.8
Immigrant/citizen status	27	3.0	22	2.5	46	5.2	154	17.3	640	72.0
International status	18	2.0	16	1.8	48	5.4	144	16.2	664	74.6
Learning disability	8	0.9	19	2.1	48	5.4	141	15.8	674	75.7
Marital status (e.g. single, married, partnered)	18	2.0	30	3.4	84	9.4	185	20.8	574	64.4
Medical condition	16	1.8	32	3.6	70	7.9	157	17.7	612	69.0
Military/veteran status	4	0.5	6	0.7	19	2.2	101	11.5	752	85.3
Parental status (e.g., having children)	19	2.2	21	2.4	62	7.0	108	12.2	673	76.2
Participation in an organization/team	31	3.6	29	3.3	51	5.8	101	11.6	661	75.7

Table B42 (cont.)	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	47	5.3	55	6.2	147	16.5	164	18.4	478	53.6
Physical disability	7	0.8	13	1.5	49	5.6	127	14.5	682	77.7
Philosophical views	33	3.7	61	6.9	136	15.3	173	19.5	483	54.5
Political views	35	4.0	62	7.0	114	12.9	191	21.6	484	54.6
Position (staff, faculty, student)	78	8.5	95	10.3	167	18.1	162	17.6	420	45.6
Pregnancy	7	0.8	8	0.9	33	3.8	104	11.9	725	82.7
Psychological condition	15	1.7	17	1.9	51	5.8	130	14.8	663	75.7
Race	64	7.2	49	5.5	143	16.0	174	19.5	464	51.9
Religious/spiritual views	37	4.2	60	6.8	105	11.9	163	18.4	520	58.8
Sexual orientation	25	2.8	31	3.5	54	6.2	151	17.2	617	70.3
Socioeconomic status	27	3.1	46	5.2	103	11.7	158	18.0	545	62.0
Don't Know	32	4.0	44	5.5	82	10.3	64	8.0	574	72.1
Other	35	5.2	33	4.9	60	8.9	36	5.4	508	75.6

Note: Only answered by respondents who experienced harassment (n = 1006).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	509	50.6
I felt I was deliberately ignored or excluded	459	45.6
I felt intimidated/bullied	394	39.2
I observed others staring at me	212	21.1
I was the target of derogatory verbal remarks	201	20.0
I feared for my physical safety	128	12.7
I received a low performance evaluation	117	11.6
I feared getting a poor grade because of a hostile classroom environment	112	11.1
I received derogatory written comments	90	8.9
I was singled out as the spokesperson for my identity group	74	7.4
I was the target of racial/ethnic profiling	73	7.3
Someone assumed I was admitted/hired/promoted due to my identity	59	5.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	40	4.0
Someone assumed I was not admitted/hired/promoted due to my identity	28	2.8
I feared for my family's safety	26	2.6
I received derogatory phone calls	25	2.5
I was the target of stalking	22	2.2
I received threats of physical violence	21	2.1
I was the victim of a crime	17	1.7
I was the target of graffiti/vandalism	14	1.4
I was the target of physical violence	11	1.1
Other	117	11.6

Note: Only answered by respondents who experienced harassment (n = 1006). Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
While working at a UCR job	269	26.7
In a meeting with a group of people	245	24.4
In a UCR office	239	23.8
In a public space at UCR	235	23.4
In a class/lab/clinical setting	219	21.8
In a meeting with one other person	138	13.7
At a UCR event	130	12.9
In campus housing	127	12.6
Off campus	116	11.5
While walking on campus	116	11.5
In a faculty office	72	7.2
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	68	6.8
In a UCR dining facility	55	5.5
In off-campus housing	26	2.6
In athletic facilities	23	2.3
In a health care setting	16	1.6
In an on-line class	5	0.5
On campus transportation	4	0.4
Other	66	6.6

Note: Only answered by respondents who experienced harassment (n = 1006). Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Student	389	38.7
Faculty member	188	18.7
Co-worker	177	17.6
Administrator	157	15.6
Supervisor	129	12.8
Staff member	128	12.7
Department head	105	10.4
Friend	102	10.1
Stranger	99	9.8
Don't know source	75	7.5
Campus organizations or groups	70	7.0
Faculty advisor	52	5.2
Teaching assistant/Graduate assistant/Lab assistant/Tutor	40	4.0
UCR visitor(s)	32	3.2
Student staff (e.g., Residence hall assistant, peer counselor)	28	2.8
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	25	2.5
Social networking site (e.g., Facebook, Twitter)	21	2.1
Off campus community member	20	2.0
Person that I supervise	16	1.6
Campus police/building security	14	1.4
Medical Staff	14	1.4
Alumni	11	1.1
Athletic coach/trainer	9	0.9
Registered Campus Organization	9	0.9
Partner/spouse	7	0.7
UCR Physician	7	0.7
Union representative	7	0.7
Patient	2	0.2
Donor	1	0.1
Other	59	5.9

Note: Only answered by respondents who experienced harassment (n = 1006). 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 was angry	480	47.7
I told a friend	372	37.0
I felt embarrassed	367	36.5
I ignored it	331	32.9
I told a family member	296	29.4
I avoided the harasser	248	24.7
I did nothing	195	19.4
I was afraid	175	17.4
I felt somehow responsible	153	15.2
I didn't report it for fear that my complaint would not be taken seriously	135	13.4
I sought support from a campus resource	121	12.0
I left the situation immediately	119	11.8
I sought support from a staff person	119	11.8
I didn't know who to go to	109	10.8
I reported it to a UCR employee/official	102	10.1
I confronted the harasser at the time	94	9.3
I sought support from a faculty member	88	8.7
It didn't affect me at the time	75	7.5
I sought support from an administrator	74	7.4
I did report it but I did not feel the complaint was taken seriously	74	7.4
I confronted the harasser later	68	6.8
I sought information on-line	47	4.7
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	35	3.5
I told my union representative	32	3.2
I sought support from off-campus hot-line/advocacy services	24	2.4
I contacted a local law enforcement official	19	1.9
I sought support from student staff (e.g., residence hall assistant, peer counselor)	19	1.9
I sought support from a TA/grad assistant	11	1.1
Other	91	9.0

Note: Only answered by respondents who experienced harassment (n = 1006). Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced Unwanted Sexual Contact	n	%
No	4307	97.2
Yes	117	2.6
Missing	9	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	176	9.7	403	22.1	586	32.2	510	28.0	147	8.1
My colleagues/co-workers expect me to represent “the point of view” of my identity	64	3.5	295	16.3	635	35.0	464	25.6	354	19.5
I believe salary determinations are clear	163	9.1	696	38.8	468	26.1	229	12.8	239	13.3
I think that my campus demonstrates that it values a diverse faculty	439	24.1	1005	55.2	186	10.2	76	4.2	116	6.4
I think my campus demonstrates that it values a diverse staff	469	25.8	1037	57.1	168	9.3	73	4.0	69	3.8
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	397	21.8	781	42.9	318	17.5	124	6.8	199	10.9
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	188	10.3	387	21.2	825	45.3	280	15.4	143	7.8
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	217	12.0	506	27.9	684	37.7	250	13.8	158	8.7

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 1835).

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.	58	21.6	138	51.3	43	16.0	10	3.7	20	7.4
I believe that the tenure/promotion standards are reasonable.	54	20.1	146	54.5	33	12.3	11	4.1	24	9.0
I feel that my service contributions are important to tenure/promotion.	24	9.0	102	35.2	80	30.0	36	13.5	25	9.4
I feel pressured to change my research agenda to achieve tenure/promotion.	12	4.5	29	10.8	123	45.9	58	21.6	46	17.2
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	46	17.1	129	48.0	48	17.8	20	7.4	26	9.7
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	34	12.7	60	22.5	119	44.6	38	14.2	16	6.0
I perform more work to help students (e.g., formal & informal advising, sitting for qualifying exams/dissertation committees, helping with student groups/activities, providing other support) than my colleagues.	40	14.9	79	29.5	107	39.9	20	7.5	22	8.2
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	9	3.4	79	29.7	56	21.1	25	9.4	97	36.5
I have used university policies on stopping the clock for promotion or tenure.	11	4.1	12	4.5	40	14.9	48	17.8	158	58.7
I have used university policies on taking leave for childbearing or adoption.	21	7.8	13	4.9	36	13.4	45	16.8	153	57.1
I have used university policies on active service-modified duties.	10	3.8	16	6.0	36	13.5	47	17.7	157	59.0
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	3	1.1	14	5.3	105	39.8	89	33.7	53	20.1
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	54	20.3	136	51.1	23	8.6	13	4.9	40	15.0
I believe that perceptions about using work-family policies differ for men and women faculty.	25	9.4	87	32.8	81	30.6	30	11.3	42	15.8
I believe that tenure standards/advancement standards are applied equally to all faculty.	44	16.5	113	42.3	53	19.9	32	12.0	25	9.4

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 269).

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 UCR is supportive of taking leave.	246	13.6	926	51.1	238	13.1	50	2.8	352	19.4
I find that UCR is supportive of flexible work schedules.	234	12.9	904	49.9	342	18.9	116	6.4	215	11.9
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	83	4.6	227	12.5	826	45.6	327	18.1	348	19.2
I feel that people who have children are considered by UCR to be less committed to their jobs/careers	43	2.4	159	8.8	936	51.7	362	20.0	311	17.2
I feel that UCR provides available resources to help employees balance work-life needs, such as childcare and elder care.	142	7.9	783	43.7	275	15.4	75	4.2	515	28.8
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	53	3.0	212	11.8	542	30.2	185	10.3	802	44.7
I have supervisors who give me job/career advice or guidance when I need it	380	20.9	800	44.0	276	15.2	163	9.0	200	11.0
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	398	21.9	977	53.7	199	10.9	76	4.2	168	9.2
My supervisor provides me with resources to pursue professional development opportunities.	365	20.1	727	40.1	348	19.2	148	8.2	227	12.5
My supervisor provides ongoing feedback to help me improve my performance.	354	19.5	787	43.4	345	19.0	125	6.9	201	11.1
I have adequate access to administrative support.	299	16.6	949	52.7	276	15.3	154	8.6	122	6.8
For health sciences campus employees, my patient-care load is manageable.	22	1.3	83	4.8	11	0.6	3	0.2	1597	93.1

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 1835).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCR 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	3562	80.6
Yes	857	19.4

Table B52

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

Target	n	%
Student	411	48.0
Staff member	166	19.4
Co-worker	163	19.0
Friend	109	12.7
Don't know target	82	9.6
Faculty member	78	9.1
Stranger	61	7.1
Campus organizations or groups	59	6.9
Teaching assistant/Writing associate/Lab assistant/Tutor	40	4.7
Administrator	36	4.2
UCR visitor(s)	27	3.2
Department head	25	2.9
Supervisor	22	2.6
Student staff (e.g., Residence hall assistant, peer counselor)	20	2.3
Registered Campus Organization	17	2.0
Campus police/building security	11	1.3
Off campus community member	10	1.2
Union representatives	10	1.2
Alumni	9	1.1
Person that I supervise	8	0.9
Partner/spouse	5	0.6
Faculty advisor	3	0.4
UCR Physician	3	0.4
Athletic coach/trainer	2	0.2
Medical Staff	2	0.2
Patient	2	0.2
Donor	1	0.1
Other	49	5.7

Note: Only answered by respondents who observed harassment (n = 857).
 Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Student	308	35.9
Faculty member	156	18.2
Administrator	108	12.6
Supervisor	88	10.3
Co-worker	86	10.0
Don't know source	73	8.5
Staff member	70	8.2
Stranger	70	8.2
Department head	61	7.1
Campus organizations or groups	54	6.3
Campus police/building security	22	2.6
Teaching assistant/Graduate assistant/Lab assistant/Tutor	22	2.6
UCR visitor(s)	21	2.5
Faculty advisor	19	2.2
Friend	19	2.2
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	14	1.6
Registered Campus Organization	14	1.6
Student staff (e.g., Residence hall assistant, peer counselor)	14	1.6
Off campus community member	13	1.5
Social networking site (e.g., Facebook, Twitter)	12	1.4
Alumni	4	0.5
Medical Staff	3	0.4
Person that I supervise	3	0.4
Athletic coach/trainer	2	0.2
UCR Physician	2	0.2
Union representative	2	0.2
Patient	1	0.1
Donor	0	0.0
Partner/spouse	0	0.0
Other	44	5.1

Note: Only answered by respondents who observed harassment (n = 857). 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	%
Don't know	172	20.1
Ethnicity	158	18.4
Race	139	16.2
Position (staff, faculty, student)	132	15.4
Gender identity	109	12.7
Sexual orientation	105	12.3
Political views	104	12.1
Religious/spiritual views	97	11.3
Country of origin	90	10.5
Gender expression	84	9.8
Age	79	9.2
Philosophical views	78	9.1
Physical characteristics	75	8.8
Educational level	71	8.3
Academic performance	68	7.9
Ancestry	64	7.5
English language proficiency/accent	51	6.0
Socioeconomic status	47	5.5
Participation in an organization/team	40	4.7
Immigrant/citizen status	37	4.3
Discipline of study	36	4.2
Psychological condition	24	2.8
International status	21	2.5
Medical condition	21	2.5
Physical disability	21	2.5
Parental status (e.g., having children)	20	2.3
Learning disability	18	2.1
Marital status (e.g., single, married, partnered)	18	2.1
Pregnancy	12	1.4
Military/veteran status	5	0.6
Educational modality (on-line, classroom)	3	0.4
Other	123	14.4

Note: Only answered by respondents who observed harassment (n = 857).
 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	429	50.1
Deliberately ignored or excluded	298	34.8
Isolated or left out	257	30.0
Intimidated/bullied	246	28.7
Assumption that someone was admitted/hired/promoted based on his/her identity	150	17.5
Racial/ethnic profiling	149	17.4
Isolated or left out when work was required in groups	125	14.6
Derogatory written comments	102	11.9
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	99	11.6
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	86	10.0
Receipt of a low performance evaluation	81	9.5
Feared for their physical safety	73	8.5
Graffiti/vandalism (e.g., event advertisements removed or defaced)	55	6.4
Singled out as the spokesperson for their identity	50	5.8
Victim of a crime	32	3.7
Threats of physical violence	30	3.5
Receipt of a poor grade because of a hostile classroom environment	29	3.4
Derogatory phone calls	24	2.8
Physical violence	23	2.7
Feared for their family's safety	10	1.2
Other	61	7.1

Note: Only answered by respondents who observed harassment (n = 857). 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	152	18.6
2	150	18.4
3	171	20.9
4	84	10.3
5	28	3.4
6 or more	232	28.4

Note: Only answered by respondents who believed they had observed harassment (n = 857).
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 UCR	274	32.0
In a UCR office	191	22.3
In a meeting with a group of people	174	20.3
While working at a UCR job	174	20.3
In a class/lab/clinical setting	170	19.8
At a UCR event	136	15.9
While walking on campus	114	13.3
Off campus	108	12.6
In campus housing	76	8.9
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	74	8.6
In a meeting with one other person	72	8.4
In a UCR dining facility	48	5.6
In a faculty office	42	4.9
In off-campus housing	30	3.5
In athletic facilities	13	1.5
On campus transportation	6	0.7
In a health care setting	5	0.6
In an on-line class	3	0.4
Other	49	5.7

Note: Only answered by respondents who observed harassment (n = 857). 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	390	45.5
I felt embarrassed	267	31.2
I told a friend	253	29.5
I told a family member	187	21.8
I did nothing	159	18.6
I ignored it	154	18.0
I avoided the harasser	148	17.3
I was afraid	115	13.4
It didn't affect me at the time	99	11.6
I did report it but I did not feel the complaint was taken seriously	96	11.2
I felt somehow responsible	94	11.0
I left the situation immediately	91	10.6
I reported it to a campus employee/official	89	10.4
I sought support from a staff person	84	9.8
I confronted the harasser at the time	83	9.7
I sought support from a campus resource	71	8.3
I confronted the harasser later	58	6.8
I didn't report it for fear that my complaint would not be taken seriously	55	6.4
I sought support from an administrator	42	4.9
I sought support from a faculty member	40	4.7
I sought information on-line	29	3.4
I didn't know who to go to	29	3.4
I told my union representative	15	1.8
I sought support from off-campus hot-line/advocacy services	12	1.4
I sought support from a spiritual advisor	11	1.3
I sought support from a teaching assistant/graduate assistant	10	1.2
I contacted a local law enforcement official	9	1.1
I sought support from student staff	6	0.7
Other	74	8.6

Note: Only answered by respondents who observed harassment (n = 857). Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	879	65.9
Yes	237	17.8
Don't know	218	16.3

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 1340).

Table B60

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

Based On	n	%
Personal relationship	83	35.0
Position (staff, faculty, student)	38	16.0
Race	38	16.0
Ethnicity	36	15.2
Age	34	14.3
Educational level	31	13.1
Preferential re-hiring	31	13.1
Gender identity	25	10.5
Ancestry	15	6.3
Discipline of study	15	6.3
Partner/spousal preferential hiring practice	13	5.5
Gender expression	10	4.2
Country of origin	9	3.8
English language proficiency/accent	8	3.4
Participation in an organization	8	3.4
Marital status	7	3.0
Physical characteristics	7	3.0
Religious/spiritual views	7	3.0
Political views	5	2.1
Parental status (e.g., having children)	4	1.7
Immigrant/citizen status	3	1.3
International status	3	1.3
Military/veteran status	3	1.3
Sexual orientation	3	1.3
Educational modality (on-line, classroom)	2	0.8
Medical condition	1	0.4
Pregnancy	1	0.4
Socioeconomic status	1	0.4
Learning disability	0	0.0
Physical disability	0	0.0
Psychological condition	0	0.0
Other	46	19.4

Note: Only answered by faculty/staff who perceived discriminatory practices (n = 237). 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 UCR that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	1346	73.8
Yes	174	9.5
Don't know	305	16.7

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 1835).

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	%
Position (staff, faculty, student)	32	18.4
Ethnicity	27	15.5
Age	23	13.2
Race	20	11.5
Gender identity	17	9.8
Educational level	12	6.9
Personal relationship	10	5.7
Political views	9	5.2
Immigrant/citizen status	8	4.6
Discipline of study	7	4.0
Parental status (e.g., having children)	7	4.0
Country of origin	6	3.4
International status	6	3.4
Medical condition	6	3.4
Religious/spiritual views	6	3.4
Ancestry	5	2.9
English language proficiency/accent	5	2.9
Gender expression	4	2.3
Participation in an organization	4	2.3
Socioeconomic status	4	2.3
Marital status	3	1.7
Physical characteristics	3	1.7
Psychological condition	3	1.7
Learning disability	2	1.1
Pregnancy	2	1.1
Partner/spousal preferential hiring practice	1	0.6
Physical disability	1	0.6
Educational modality (on-line, classroom)	0	0.0
Military/veteran status	0	0.0
Sexual orientation	0	0.0
Other	64	36.8

Note: Only answered by post-docs, graduate students, trainees, faculty or staff who perceived discriminatory practices (n = 174). 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 UCR that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	1091	59.8
Yes	363	19.9
Don't know	370	20.3

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 1835).

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	%
Personal relationship	96	26.4
Position (staff, faculty, student)	80	22.0
Ethnicity	46	12.7
Race	39	10.7
Age	38	10.5
Gender identity	30	8.3
Educational level	28	7.7
Discipline of study	19	5.2
Partner/spousal preferential hiring practice	18	5.0
Political views	16	4.4
Marital status	15	4.1
Country of origin	14	3.9
Parental status (e.g., having children)	14	3.9
Ancestry	11	3.0
English language proficiency/accent	11	3.0
Gender expression	10	2.8
Participation in an organization	10	2.8
Religious/spiritual views	8	2.2
Pregnancy	7	1.9
Physical characteristics	6	1.7
Socioeconomic status	5	1.4
Immigrant/citizen status	4	1.1
Medical condition	3	0.8
International status	2	0.6
Military/veteran status	2	0.6
Educational modality (on-line, classroom)	1	0.3
Physical disability	1	0.3
Sexual orientation	1	0.3
Learning disability	0	0.0
Psychological condition	0	0.0
Other	90	24.8

Note: Only answered by post-docs, graduate students, trainees, faculty or staff who observed discriminatory practices (n = 363). Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	1664	37.7	1852	42.0	773	17.5	106	2.4	19	0.4	1.9	0.8
Cooperative/Uncooperative	1348	30.6	1930	43.8	890	20.2	192	4.4	46	1.0	2.0	0.9
Positive for persons with disabilities/Negative	1622	37.2	1641	37.6	963	22.1	104	2.4	35	0.8	1.9	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	1688	38.6	1644	37.6	909	20.8	103	2.4	25	0.6	1.9	0.9
Positive for people of Christian faith/Negative	1470	33.7	1473	33.8	1170	26.8	195	4.5	56	1.3	2.1	0.9
Positive for people of other faith backgrounds faith/Negative	1325	30.4	1569	36.0	1232	28.3	193	4.4	36	0.8	2.1	0.9
Positive for people who are agnostic or atheist/Negative	1279	29.4	1476	34.0	1396	32.1	160	3.7	33	0.8	2.1	0.9
Positive for people of color/Negative	1855	42.4	1608	36.8	749	17.1	132	3.0	29	0.7	1.8	0.9
Positive for men/Negative	1917	43.9	1426	32.7	919	21.0	83	1.9	21	0.5	1.8	0.9
Positive for women/Negative	1708	38.8	1583	36.0	918	20.9	164	3.7	25	0.6	1.9	0.9
Positive for non-native English speakers/Negative	1282	29.3	1555	35.5	1223	28.0	264	6.0	51	1.2	2.1	0.9
Positive for people who are immigrants/Negative	1336	30.7	1534	35.2	1251	28.7	191	4.4	44	1.0	2.1	0.9
Positive for people who are not U.S. Citizens/Negative	1360	31.2	1511	34.7	1248	28.7	188	4.3	48	1.1	2.1	0.9

Table B65 (cont.)

	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	1793	40.7	1757	39.9	700	15.9	120	2.7	31	0.7	1.8	0.8
Respectful/disrespectful	1622	36.9	1826	41.6	739	16.8	164	3.7	43	1.0	1.9	0.9
Positive for people of high socioeconomic status/Negative	1664	38.1	1434	32.9	1116	25.6	114	2.6	36	0.8	2.0	0.9
Positive for people of low socioeconomic status/Negative	1324	30.4	1473	33.8	1235	28.3	262	6.0	68	1.8	2.1	1.0
Positive for people who identify as transgender/Negative	1261	29.4	1277	29.7	1519	35.4	193	4.5	43	1.0	2.2	0.9
Improving/Regressing	1297	30.8	1555	36.9	1153	27.4	151	3.6	54	1.3	2.1	0.9

Table B66

Using a scale of 1-5, please rate the overall climate at UCR 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	1440	32.7	1748	39.7	935	21.2	238	5.4	46	1.0	2.0	0.9
Not sexist/sexist	1414	32.1	1669	37.9	999	22.7	274	6.2	47	1.1	2.1	0.9
Not homophobic/homophobic	1437	32.9	1692	38.8	1034	23.7	171	3.9	28	0.6	2.0	0.9
Not transphobic/transphobic	1383	31.9	1573	36.3	1136	26.2	203	4.7	41	0.9	2.1	0.9
Not age biased/age biased	1448	33.1	1517	34.7	1045	23.9	292	6.7	71	1.6	2.1	1.0
Not classist (socioeconomic status)/classist	1287	29.6	1564	35.9	1108	25.5	312	7.2	80	1.8	2.2	1.0
Not classist (position: faculty, staff, student)/ classist	1227	28.1	1401	32.1	1088	24.9	452	10.3	202	4.6	2.3	1.1
Disability friendly/Not disability friendly	1640	37.4	1675	38.2	920	21.0	114	2.6	31	0.7	1.9	0.9

Table B67

Students/Faculty Only: The classroom/learning environment is welcoming for students regardless of their: (Question 77)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1068	32.3	1636	49.5	215	6.5	41	1.2	346	10.5
Ancestry	1002	30.4	1552	47.1	203	6.2	41	1.2	500	15.2
Country of origin	992	30.2	1618	49.3	222	6.8	48	1.5	405	12.3
English language proficiency/ accent	898	27.3	1620	49.2	366	11.1	78	2.4	328	10.0
Ethnicity	1035	31.5	1652	50.3	225	6.8	44	1.3	331	10.1
Gender identity	964	29.3	1570	47.7	243	7.4	54	1.6	458	13.9
Gender expression	950	28.9	1531	46.6	257	7.8	54	1.6	495	15.1
Immigrant/citizen status	947	28.8	1499	45.6	257	7.8	54	1.6	531	16.1
International status	986	30.0	1526	46.4	241	7.3	55	1.7	479	14.6
Learning disability	924	28.1	1459	44.4	259	7.9	45	1.4	599	18.2
Marital status	1003	30.6	1427	43.6	191	5.8	50	1.5	603	18.4
Medical conditions	920	28.1	1471	44.9	218	6.7	45	1.4	619	18.9
Military/veteran status	990	30.1	1346	40.9	149	4.5	37	1.1	765	23.3
Parental status (e.g., having children)	883	26.9	1386	42.2	263	8.0	48	1.5	701	21.4
Participation in an campus club/organization	1074	32.7	1519	46.2	175	5.3	33	1.0	486	14.8
Psychological condition	782	23.9	1405	42.9	269	8.2	48	1.5	774	23.6
Physical characteristics	897	27.4	1535	46.9	251	7.7	45	1.4	548	16.7
Physical disability	885	27.0	1520	46.4	235	7.2	43	1.3	590	18.0

Table B67 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	862	26.2	1498	45.6	331	10.1	80	2.4	513	15.6
Race	1012	30.8	1599	48.7	247	7.5	55	1.7	369	11.2
Religious/spiritual views	900	27.4	1553	47.3	292	8.9	69	2.1	469	14.3
Sexual orientation	945	28.8	1520	46.4	239	7.3	46	1.4	529	16.1
Socioeconomic status	900	27.6	1546	47.4	265	8.1	62	1.9	492	15.1

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 3332).

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	701	22.8	1714	55.7	371	12.1	69	2.2	223	7.2
I feel valued by other students in the classroom	582	18.9	1683	54.8	452	14.7	69	2.2	287	9.3
I think UCR faculty are genuinely concerned with my welfare	689	22.4	1527	49.6	439	14.3	118	3.8	303	9.9
I think UCR staff are genuinely concerned with my welfare	656	21.3	1497	48.7	446	14.5	136	4.4	341	11.1
I think administrators are genuinely concerned about my welfare.	545	17.9	1320	43.3	564	18.5	202	6.6	421	13.8
I think faculty pre-judge my abilities based on perceived identity/background	371	12.1	972	31.8	917	30.0	312	10.2	484	15.8
I believe the campus climate encourages free and open discussion of difficult topics	808	26.3	1663	54.1	316	10.2	63	2.0	222	7.2
I have faculty who I perceive as role models	827	26.9	1418	46.1	469	15.3	91	3.0	268	8.7
I have staff who I perceive as role models	613	20.0	1197	39.0	686	22.3	109	3.5	467	15.2
I have administrators who I perceive as role models	446	14.6	969	31.8	817	26.8	196	6.4	623	20.4
I don't see enough faculty/staff with whom I identify	489	16.0	1071	35.0	919	30.0	209	6.8	371	12.1
I have opportunities for academic success that are similar to those of my classmates	821	26.8	1720	56.1	254	8.3	67	2.2	202	6.6

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 3093).

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	81	3.2	245	9.8	837	33.3	394	15.7	955	38.0
Ancestry	59	2.4	192	7.7	875	34.9	411	16.4	972	38.7
Country of origin	55	2.2	235	9.4	862	34.5	397	15.9	952	38.1
Education level	67	2.7	289	11.6	817	32.7	382	15.3	945	37.8
English language proficiency/ accent	75	3.0	348	1.9	778	31.2	361	14.5	935	37.4
Ethnicity	81	3.2	326	13.0	796	31.8	359	14.3	940	37.6
Gender identity	87	3.5	337	13.5	757	30.3	348	13.9	969	38.8
Gender expression	88	3.5	345	13.8	730	29.3	349	14.0	983	39.4
Immigrant/citizen status	57	2.3	217	8.7	840	33.7	385	15.4	996	39.9
International Status	60	2.4	210	8.4	850	34.1	392	15.7	983	39.4
Learning disability	63	2.5	220	8.8	816	32.7	378	15.2	1018	40.8
Marital status	55	2.2	181	7.3	827	33.2	386	15.5	1042	41.8
Medical conditions	60	2.4	190	7.7	815	32.9	391	15.8	1022	41.2
Military/veteran status	43	1.7	122	4.9	812	32.6	432	17.4	1079	43.4
Parental status (e.g., having children)	59	2.4	193	7.8	762	30.7	377	15.2	1095	44.0
Participation in an campus club/organization	71	2.9	240	9.7	809	32.5	408	16.4	958	38.5
Participation on an athletic team	67	2.7	212	8.5	806	32.4	434	17.5	968	38.9
Philosophical views	64	2.6	276	11.1	792	31.9	376	15.1	977	39.3

Table B69 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	66	2.7	250	10.1	771	31.0	356	15.3	1042	41.9
Physical characteristics	94	3.8	298	12.0	762	30.6	360	14.5	976	39.2
Physical disability	71	2.9	216	8.7	807	32.5	372	15.0	1019	41.0
Political views	76	3.1	299	12.0	765	30.8	359	14.5	984	39.6
Race	85	3.4	305	12.3	778	31.3	378	15.2	942	37.9
Religious/spiritual views	80	3.2	297	11.9	783	31.5	366	14.7	963	38.7
Sexual orientation	93	3.7	326	13.1	741	29.8	341	13.7	982	39.5
Socioeconomic status	79	3.2	272	11.0	780	31.4	367	14.8	985	39.7

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 2598).

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	329	24.9	670	50.7	156	11.8	48	3.6	119	9.0
Ancestry	357	27.1	661	50.1	106	8.0	37	2.8	158	12.0
Country of origin	358	27.2	653	49.7	122	9.3	34	2.6	147	11.2
Educational level	324	24.6	657	49.8	190	14.4	49	3.7	99	7.5
English language proficiency/ accent	314	23.9	696	52.9	145	11.0	37	2.8	124	9.4
Ethnicity	368	27.9	679	51.5	122	9.3	36	2.7	113	8.6
Gender identity	340	26.0	606	46.3	128	9.8	39	3.0	195	14.9
Gender expression	319	24.4	603	46.1	130	9.9	36	2.8	219	16.8
Immigrant/citizen status	326	24.9	628	48.0	126	9.6	37	2.8	192	14.7
International Status	349	26.6	633	48.2	113	8.6	31	2.4	186	14.2
Learning disability	260	20.0	538	41.4	146	11.2	36	2.8	321	24.7
Marital status	368	28.1	644	49.2	119	9.1	34	2.6	143	10.9
Medical conditions	301	23.1	609	46.7	150	11.5	44	3.4	200	15.3
Military/veteran status	334	25.4	562	42.8	90	6.9	27	2.1	300	22.8
Parental status (e.g., having children)	355	27.0	647	49.2	125	9.5	41	3.1	147	11.2
Participation in a campus club/organization	298	22.8	565	43.2	111	8.5	37	2.8	296	22.6
Participation on an athletic team	278	21.4	475	36.5	93	7.1	30	2.3	425	32.7
Philosophical views	284	21.7	589	45.1	147	11.2	48	3.7	239	18.3

Table B70 (cont.)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	246	18.9	548	42.0	140	10.7	40	3.1	331	25.4
Physical characteristics	305	23.4	640	49.2	118	9.1	39	3.0	200	15.4
Physical disability	287	22.1	607	46.7	130	10.0	37	2.8	238	18.3
Political views	255	19.6	591	45.3	171	13.1	60	4.6	227	17.4
Race	357	27.4	639	49.1	127	9.8	43	3.3	136	10.4
Religious/spiritual views	292	22.3	584	44.7	169	12.9	58	4.4	204	15.6
Sexual orientation	329	25.3	601	46.2	114	8.8	34	2.6	222	17.1
Socioeconomic status	303	23.3	634	48.8	139	10.7	46	3.5	177	13.6

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 1370).

Table B71

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

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
Accessibility								
Athletic Facilities	1421	32.9	1341	31.1	225	5.2	1327	30.8
Classroom Buildings	2097	48.6	1534	35.6	85	2.0	596	13.8
Classrooms, labs	1852	43.0	1564	36.3	106	2.5	781	18.2
University housing	1344	31.3	1261	29.4	111	2.6	1579	36.8
Computer labs	1752	40.8	1320	30.7	107	2.5	1114	25.9
Dining facilities	2166	50.4	1249	29.1	86	2.0	793	18.5
Elevators	2549	59.4	1163	27.1	83	1.9	497	11.6
Health & Wellness Center	1968	45.8	1027	23.9	92	2.1	1209	28.1
Library	2596	60.5	1041	24.3	61	1.4	594	13.8
On-campus transportation/parking	1586	37.0	1476	34.4	403	9.4	824	19.2
Other campus buildings	1751	40.9	1356	31.7	84	2.0	1087	25.4
Recreational facilities	1737	40.6	1242	29.0	129	3.0	1173	27.4
Restrooms	2484	57.8	1272	29.6	99	2.3	443	10.3
Studios/ Performing Arts spaces	1304	30.5	972	22.8	123	2.9	1871	43.8
Walkways and pedestrian paths	2448	57.3	1296	30.3	89	2.1	442	10.3
Braille signage	1038	24.3	722	16.9	135	3.2	2382	55.7
Hearing loops	856	20.1	602	14.2	114	2.7	2681	63.0
Course instruction/materials								
Information in alternate formats	1203	28.3	1187	27.9	241	5.7	1625	38.2
Instructors	1506	35.4	1428	33.5	136	3.2	1188	27.9
Instructional materials	1537	36.3	1334	31.5	124	2.9	1241	29.3
UC Riverside Website								
Website	2385	57.3	1075	25.8	84	2.0	617	14.8

Table B72

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

Characteristic	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	867	20.4	1965	46.3	194	4.6	29	0.7	1188	28.0
Physical health issues	1062	25.1	2201	52.1	121	2.9	20	0.5	823	19.5
Female	1317	31.0	2395	56.4	178	4.2	27	0.6	326	7.7
From religious affiliations other than Christian	1099	26.0	2249	53.1	207	4.9	23	0.5	657	15.5
From Christian affiliations	1165	27.5	2211	52.3	188	4.4	42	1.0	624	14.8
Gay, lesbian, bisexual	1151	27.3	2253	53.4	161	3.8	19	0.4	639	15.1
Immigrants	1076	25.5	2237	52.9	186	4.4	29	0.7	698	16.5
International students, staff, or faculty	1192	28.3	2256	53.5	177	4.2	31	0.7	557	13.2
Learning disability	1014	24.1	2090	49.6	144	3.4	22	0.5	945	22.4
Male	1515	35.8	2222	52.5	70	1.7	23	0.5	400	9.5
Non-native English speakers	1000	23.7	2240	53.1	313	7.4	48	1.1	617	14.6
Parents/guardians	1080	25.6	2180	51.6	87	2.1	16	0.4	859	20.3
People of color	1298	30.7	2322	54.8	140	3.3	25	0.6	449	10.6
Providing care for adults who are disabled and/or elderly	996	23.7	1914	45.5	74	1.8	23	0.5	1202	28.6
Physical disability	1110	26.4	2177	51.7	111	2.6	21	0.5	790	18.8
Socioeconomically disadvantaged	1095	26.0	2104	50.0	229	5.4	41	1.0	742	17.6
Socioeconomically advantaged	1216	28.9	2113	50.2	98	2.3	28	0.7	750	17.8
Transgender	984	23.4	1883	44.8	179	4.3	36	0.9	1117	26.6
Other	247	14.3	572	33.1	26	1.5	15	0.9	870	50.3

Table B73

How would you rate the climate at UCR 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	1290	30.0	2382	55.5	192	4.5	32	0.7	399	9.3
American Indian/Alaskan Native	1248	29.1	2203	51.4	82	1.9	16	0.4	739	17.2
Asian/ Asian American	1471	34.3	2331	54.3	117	2.7	28	0.7	344	8.0
Hispanic/Latino	1366	31.9	2385	55.6	159	3.7	16	0.4	362	8.4
Middle Eastern/South Asian/ North African	1238	29.0	2338	54.7	189	4.4	33	0.8	477	11.2
Pacific Islander	1282	30.0	2344	54.8	67	1.6	10	0.2	576	13.5
White	1627	38.1	2242	52.5	110	2.6	27	0.6	265	6.2

Table B74

Students Only: Before I enrolled, I expected the climate at UCR would be _____ for people who are/have: (Question 86)

Characteristic	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	871	30.2	1413	49.0	70	2.4	9	0.3	520	18.0
Physical health issues	892	31.0	1439	50.0	59	2.1	7	0.2	480	16.7
Female	1010	35.1	1450	50.4	59	2.0	3	0.1	357	12.4
From religious affiliations other than Christian	881	30.7	1445	50.3	111	3.9	13	0.5	424	14.8
From Christian affiliations	927	32.2	1431	49.7	88	3.1	10	0.3	425	14.8
Gay, lesbian, bisexual	896	31.1	1396	48.5	141	4.9	23	0.8	422	14.7
Immigrants	878	30.5	1436	49.9	121	4.2	14	0.5	426	14.8
International students, staff, or faculty	923	32.1	1460	50.7	69	2.4	9	0.3	418	14.5
Learning disability	898	31.3	1430	49.8	79	2.7	11	0.4	455	15.8
Male	1055	36.7	1423	49.5	30	1.0	4	0.1	363	12.6
Non-native English speakers	878	30.6	1445	50.4	132	4.6	14	0.5	398	13.9
Parents/guardians	917	31.9	1452	50.5	57	2.0	4	0.1	444	15.4
People of color	979	34.1	1455	50.6	75	2.6	9	0.3	357	12.4
Providing care for other than a child	874	30.4	1407	49.0	54	1.9	5	0.2	533	18.6
Physical disability	918	32.0	1429	49.7	70	2.4	7	0.2	449	15.6
Socioeconomically disadvantaged	901	31.4	1434	49.9	95	3.3	18	0.6	424	14.8
Socioeconomically advantaged	961	33.5	1429	49.8	47	1.6	7	0.2	425	14.8

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	832	29.0	1351	47.1	137	4.8	29	1.0	519	18.1
Veterans/active military	1018	35.5	1339	46.7	34	1.2	4	0.1	471	16.4
Other	255	18.9	529	39.2	8	0.6	3	0.2	555	41.1

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 3063).

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UCR 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	645	22.9	1410	50.1	215	7.6	35	1.2	509	18.1
Ancestry	636	22.6	1377	49.0	200	7.1	36	1.3	564	20.0
Country of origin	639	22.8	1387	49.4	225	8.0	31	1.1	525	18.7
Educational level	696	24.8	1421	50.6	207	7.4	30	1.1	452	16.1
English language proficiency/ accent	644	23.0	1383	49.4	247	8.8	40	1.4	487	17.4
Ethnicity	685	24.4	1404	50.1	192	6.9	39	1.4	482	17.2
Gender identity	646	23.0	1286	45.8	237	8.4	51	1.8	585	20.9
Gender expression	642	22.9	1260	44.9	251	8.9	54	1.9	600	21.4
Immigrant/citizen status	623	22.2	1291	46.1	245	8.7	41	1.5	602	21.5
International Status	624	22.3	1316	47.0	220	7.9	39	1.4	602	21.5
Learning disability	558	19.9	1232	44.0	266	9.5	45	1.6	698	24.9
Level of Education	672	24.0	1390	49.6	197	7.0	33	1.2	511	18.2
Marital status	573	20.7	1241	44.9	207	7.5	43	1.6	702	25.4
Medical conditions	577	20.6	1216	43.5	254	9.1	31	1.1	718	25.7
Military/veteran status	576	20.6	1176	42.1	226	8.1	42	1.5	773	27.7
Parental status (e.g., having children)	564	20.3	1197	43.0	233	8.4	38	1.4	753	27.0
Philosophical Views	658	23.6	1324	47.5	194	7.0	30	1.1	583	20.9
Psychological condition	576	20.6	1242	44.5	218	7.8	33	1.2	721	25.8
Physical characteristics	597	21.4	1301	46.6	201	7.2	31	1.1	662	23.7

Table B75 cont.	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	584	20.9	1251	44.8	247	8.9	29	1.0	679	24.3
Political views	629	22.6	1325	47.5	216	7.7	39	1.4	579	20.8
Position (faculty, staff)	654	23.5	1323	47.5	172	6.2	24	0.9	610	21.9
Race	687	24.6	1354	48.5	181	6.5	36	1.3	536	19.2
Religious/spiritual views	625	22.4	1323	47.4	222	7.9	40	1.4	584	20.9
Sexual orientation	624	22.4	1270	45.6	217	7.8	48	1.7	629	22.6
Socioeconomic status	604	21.8	1291	46.7	213	7.7	38	1.4	619	22.4

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 3064).

Table B76

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

	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	59	4.6	376	29.4	54	4.2	42	3.3	750	58.5
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	18	1.4	438	34.4	63	4.9	30	2.4	725	56.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	43	3.4	502	39.3	120	9.4	27	2.1	586	45.9
Providing diversity training for staff	28	2.2	885	68.9	137	10.7	26	2.0	208	16.2
Providing diversity training for faculty	31	2.4	664	51.9	123	9.6	25	2.0	437	34.1
Providing diversity training for students	23	1.8	673	52.8	101	7.9	15	1.2	462	36.3
Providing access to counseling for people who have experienced harassment	25	2.0	824	64.3	62	4.8	16	1.2	354	27.6
Providing mentorship for new faculty	41	3.2	593	46.6	49	3.8	11	0.9	579	45.5
Providing mentorship for new staff	116	9.1	683	53.8	84	6.6	15	1.2	371	29.2
Providing a clear and fair process to resolve conflicts	57	4.5	825	65.0	55	4.3	42	3.3	291	22.9
Increasing funding to support efforts to change campus climate	76	6.0	553	43.5	134	10.6	42	3.3	465	36.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	36	2.8	525	41.4	167	13.2	119	9.4	420	33.1
Providing diversity and equity training to search and tenure committees	34	2.7	596	46.9	144	11.3	53	4.2	445	35.0
Increasing the diversity of the faculty	16	1.3	732	57.7	139	11.0	19	1.5	363	28.6

Table B76 cont.

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Increasing the diversity of the staff	22	1.7	787	61.9	176	13.8	19	1.5	268	21.1
Increasing the diversity of the administration	36	2.8	753	59.2	157	12.4	19	1.5	306	24.1
Increasing the diversity of the student body	12	1.0	749	59.4	174	13.8	21	1.7	306	24.2
Providing back-up family care	75	5.9	638	50.3	101	8.0	13	1.0	441	34.8
Providing lactation accommodations	46	3.6	649	51.0	114	9.0	13	1.0	450	35.4
Providing career development opportunities for staff	57	4.5	928	72.8	59	4.6	21	1.6	209	16.4

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =1370).

Table B77

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

	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	276	9.0	1408	53.2	219	8.3	25	0.9	993	37.5
Providing diversity training for staff	165	6.1	1444	53.3	160	5.9	15	0.6	1090	40.2
Providing diversity training for faculty	152	5.0	1433	53.2	166	6.2	16	0.6	1079	40.1
Providing a person to address student complaints of classroom inequity	237	7.7	1510	57.7	194	7.4	22	0.8	893	34.1
Increasing diversity of the faculty and staff	88	2.9	1778	64.6	285	10.4	45	1.6	643	23.4
Increasing the diversity of the student body	61	2.0	1892	68.1	288	10.4	42	1.5	555	20.0
Increasing opportunities for cross-cultural dialogue among students	104	3.4	1899	69.2	198	7.2	26	0.9	622	22.7
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	124	4.0	1857	68.0	180	6.6	30	1.1	662	24.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	121	4.0	1775	65.2	213	7.8	44	1.6	691	25.4
Providing effective faculty mentorship of students	132	4.3	1974	72.6	136	5.0	11	0.4	597	22.0

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 3063)

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:
Marsha Marion
Disability Management Coordinator
marsha.marion@ucr.edu

UC Riverside Campus Climate and Inclusion Survey

(Administered by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UCR. 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 UCR.

Procedures

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. If you wish to be entered into the incentive prize drawing, please complete the information requested on the Thank you Page on the last page of the survey.

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:

For Staff:
Yolanda T. Moses
Associate Vice Chancellor for Diversity, Excellence and Equity
yolanda.moses@ucr.edu

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 UCR 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. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five 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 Campus-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
814-625-2780

Questions regarding the survey process may also be directed to:

Yolanda T. Moses
Associate Vice Chancellor for Diversity, Excellence and Equity
yolanda.moses@ucr.edu

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

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please complete the survey and return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. By submitting the survey you indicate your consent to participate in this study. It is recommended that you keep this statement for your records.

Survey Terms and Definitions

Accessibility: Refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability.

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.

Please do not complete this survey more than once.

Directions

Please read and answer each question carefully. For each answer, fill in the appropriate oval. If you want to change an answer, erase it and fill in 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.

1. What is your **primary** position at UCR? (**Please mark only one**)

- Undergraduate student
 - Started at UC Berkely 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)
- Academic - UC Agriculture and Natural Resources (UCANR)
 - Agriculture Experiment Station (AES) Faculty
 - Specialist in Cooperative Extension
 - Cooperative Extension Advisor
 - Academic Coordinator or Academic Administrator
 - I have a split appointment
- Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

2. What is your **primary** employment status with UCR?

- Career (including partial-year career) employee
- Contract employee
- Limited appointment employee/ term employment
- Per Diem employee
- Floater (temporary services) employee
- Academic employee

3. What is your **primary** campus location with UCR?

- 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 UCR?
 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. 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 UCR?
 No
 Yes

9. If you wish to elaborate on why you seriously considered leaving, please do so here.

10. The following questions ask you about your academic experience at UCR.

	Strongly agree	Agree	Neither agree nor 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 experiences at UCR.	<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 UCR.	<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 UCR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UCR.	<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 UCR?
 No [Go 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?

	Very Often	Often	Sometimes	Seldom	Not Applicable
Academic Performance	<input type="radio"/>				
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Discipline of study	<input type="radio"/>				
Educational level	<input type="radio"/>				
Educational modality (on-line, classroom)	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical condition	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g., having children)	<input type="radio"/>				
Participation in an organization/team (please specify):	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Philosophical views	<input type="radio"/>				
Political views	<input type="radio"/>				
Position (staff, faculty, student)	<input type="radio"/>				
Pregnancy	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				
Don't know	<input type="radio"/>				
Other (please specify):	<input type="radio"/>				

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 UCR event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCR dining facility
- In a UCR office
- In a faculty office
- In a public space at UCR
- 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 campus transportation
- While working at a UCR 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
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- UCR visitor(s)
- Campus organizations or groups
- Campus 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 Campus 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
- UCR 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 a campus resource (e.g., Title IX Office, Office of Faculty and Staff Affirmative Action, supervisor, department head, dean, dean of students, residence hall director, friend, faculty member, colleague, campus police)
- 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 UCR employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report 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.

***If you have not already reported this incident and wish to do so, please go to
www.universityofcalifornia.edu/reportcampusclimate***

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

Yolanda T. Moses
Associate Vice Chancellor for Diversity, Excellence and Equity
yolanda.moses@ucr.edu

Any member or visitor of the university community who has questions or concerns about sex discrimination or sexual harassment is strongly encouraged to contact the Title IX/Sexual Harassment Office at (951) 827-7070 or any campus administrator.

The following questions are related to unwanted physical sexual contact.

18. Within the last 5 years, have you experienced unwanted physical sexual contact at UCR?

- Yes
- No [Go to Question 20]

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

***If you have not already reported this incident and wish to do so, please go to
www.universityofcalifornia.edu/reportcampusclimate***

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

Yolanda T. Moses
 Associate Vice Chancellor for Diversity, Excellence and Equity
 yolanda.moses@ucr.edu

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Part 2: Work-Life

20. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe salary determinations are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my campus demonstrates that it values a diverse faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my campus demonstrates that it values a diverse staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If you would like to elaborate on any of your responses to the previous statements, please do so here.

22. 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. If you would like to elaborate on any of your responses to the previous statements, please do so here.

24. Please respond to the following statements.

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

25. If you would like to elaborate on any of your responses to the previous statements please do so 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) _____
- 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 _____)
- Pacific Islander**
 - Fijian
 - Guamanian/Chamorro
 - Hawaiian
 - Samoan
 - Tongan
 - Other Pacific Islander (if you wish please specify) _____
- White**
 - European / European descent
 - North African
 - Other White / Caucasian (if you wish please specify) _____
- 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. **Students Only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	No high school	No 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)	Other professional degree (e.g., MD, MFA, JD)	Unknown	Not applicable
Parent/Guardian 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. 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?

- Freshman: 0.0 – 44.99 credit hours
- Sophomore: 45.0 – 89.99 credit hours
- Junior: 90.0 – 134.99 credit hours
- Senior: 135 and above credit hours

36. Where are you in your graduate career?

- Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)
 - First year
 - Second year
 - Third (or more) year
- Doctoral/Professional student (e.g., MD, DDS, PharmD, PhD, DPT)
 - First year
 - Second year
 - Third (or more) year
 - Advanced to Candidacy
 - ABD (all but dissertation)

37. Where are you in your career at UCR?

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

38. **Post-doctoral/Faculty only:** With which academic division/department are you primarily affiliated with at this time?

- Administrative Studies
- Anthropology Department
- Art Department
- Art History Department
- Asian Studies Program
- Biochemistry Department
- Bioengineering Department
- Biology Department
- Biomedical Sciences (Division of)
- Biomedical Sciences Graduate Program
- Botany & Plant Sciences Department
- Cell Biology & Neuroscience Department
- Cell, Molecular, & Developmental Biology Graduate Program
- Chemical & Environmental Engineering Department
- Chemistry Department
- Chicano Bilingual-Bicultural Studies Program
- Classical Studies Program
- CMDB (Cell, Molecular, & Developmental Biology Graduate Program)
- Comparative Ancient Civilizations Program
- Comparative Literature & Foreign Languages Department
- Computer Science & Engineering Department
- Creative Writing and Writing for the Performing Arts MFA
- Creative Writing Department
- Creative Writing MFA (Palm Desert)
- Dance Department
- Department of Creative Writing
- Division of Biomedical Sciences
- Earth Sciences Department
- East Asian Languages Program
- Economics Department
- Electrical Engineering Department
- EMBA (Executive MBA)
- English Department
- Entomology Department
- Environmental Sciences Department
- Environmental Toxicology Program
- Ethnic Studies Department
- Evolution, Ecology & Organismal Biology Graduate Program
- Executive MBA
- Film & Visual Culture Program
- French Language Program
- Genetics, Genomics and Bioinformatics Graduate Program
- German Language Program
- GGB (Genetics, Genomics and Bioinformatics)
- Global Studies
- GME (Graduate Medical Education)
- Graduate Medical Education (GME)
- Graduate Program in Evolution, Ecology & Organismal Biology
- Graduate Program in Genetics, Genomics and Bioinformatics
- Graduate Program in Southeast Asian Studies
- Greek Language Program
- Hispanic Studies Department
- History Department
- Humanities, Arts, & Social Sciences Program
- Institutional Research for Undergraduate Education
- Interdisciplinary Programs Office
- Interdisciplinary Studies
- Internal Medicine Residency Program
- International Relations Program
- Italian Language Program
- Labor Studies

- Latin American Studies Program
- Latin Language Program
- Law and Society Program
- Liberal Studies Program
- Linguistics Program
- Low Residency Program MFA in Creative Writing and Writing for the Performing Arts (Palm Desert)
- Marxist Studies Program
- Materials and Science Engineering
- Mathematics Department
- Mechanical Engineering Department
- Media and Cultural Studies
- MEIS (Middle East and Islamic Studies)
- MFA for Creative Writing and Writing for the Performing Arts
- MFA in Creative Writing and Writing for the Performing Arts (Palm Desert)
- Microbiology Graduate Program
- Middle East and Islamic Studies (MEIS)
- Music Department
- Nematology Department
- Neuroscience Graduate Program
- Neuroscience Program
- Office of Interdisciplinary Programs
- Palm Desert MFA in Creative Writing and Writing for the Performing Arts
- Peace and Conflict Studies Minor
- Philosophy Department
- Physics and Astronomy Department
- Plant Pathology and Microbiology
- Political Science Department
- Psychology Department
- Public Policy Major
- Religious Studies Department
- Russian Language Program
- Social Relations Program
- Sociology Department
- Southeast Asian Studies Graduate Program
- Statistics Department
- Theatre Department
- Undergraduate Business Program
- University Writing Program
- Urban Studies Program
- Visual Arts Graduate Program
- Western American Studies Program
- Women's Studies Department
- World Languages Program
- Writing for Performing Arts and Creative Writing MFA
- Writing for the Performing Arts (Palm Desert)

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?

- Academic Personnel – General Operations
- Academic Information Systems
- Academic Resource Center
- Academic Resources
- Academic Salaries
- Academic Salaries
- Academic Senate - Administration
- Academic Senate - Research
- Accounting
- Administration Cost Recovery
- Advancement Services
- AEE Administrative Unit
- Affirmative Action
- African Student Programs
- Agricultural Operations
- Alpha Center

- Alumni & Constituent Relations
- Alumni Association
- ANR News & Outreach in Spanish
- Anthropology/Sociology Administrative Unit
- Anthropology
- Application and Multimedia Development
- APRC
- Archaeological Research Unit
- Art
- Art/Art History Administration
- Asian Pacific Student Programs
- ASUCR
- Audit & Advisory Services
- AVC - DEE
- AVC - Enrollment
- AVC/Dean of Students
- Balance Sheet Accounts
- Biological Sciences Graduate Student Affairs Center
- Biochemistry
- Bioengineering
- Biology
- Biomedical Sciences
- BNN Administration
- Bookstore
- Botanic Gardens
- Botany and Plant Sciences
- Budgetary Savings Target
- Building Maintenance & Operations
- Building Maintenance for PDGC
- Building Services
- Business Agreements
- C&C Associate Vice Chancellor
- C&G Overhead Recovery
- Camp UCR
- Campus Apartment & Community Living
- Campus Counsel
- Campus Health Center
- Campus Relations - Inactive
- Capital Programs
- Capital Resource Management
- Career Services Center
- CE - AEE Administrative Unit
- CE - Botany and Plant Sciences
- CE - CNAS Dean's Office
- CE - Consumer Economics
- CE - Entomology
- CE - Environmental Sciences
- CE - Inter-Campus Programs
- CE - Nematology
- CE - NPPS Administration
- CE - Plant Pathology
- CE-Ag Ops
- CE-CERT
- Cell & Developmental Biology Program
- Cell Biology & Neuroscience
- Center for Plant Cell Biology
- CE-Unallocated Resources
- CEVC Information Technology
- CHA&SS Dean's Office
- CHA&SS Student Affairs
- CHA&SS Unallocated Res.
- Chancellor's Office - General Operations
- Chancellor's Office - Other

- Chancellor's Unallocated
- CHASS Facilities MGMT
- Chemical/Environmental Engineering
- Chemistry
- Chicano Student Programs
- Child Development Center
- Clinical Affairs
- CNAS Dean's Office
- CNAS Shops and Facilities
- CNAS UG Academic Advising Center
- CNAS-Unallocated Resources
- Center for Biblio. Studies
- Center for Exotic Pest Research
- Center for Ideas and Society
- Center for Social & Behavioral Science Research
- Communication Services
- Community Engagement
- Comp Lit & For Lang/Hisp Admin
- Comp Lit & Foreign Languages
- Computer Science & Engineering
- Computer Support Group
- Control Funct - Revenue Accts
- Control Funct - Revenue Accts
- Control Funct- Revenue Accts
- Control Functions - Misc
- Control Functions - Misc
- Control Functions - Misc.
- Control Funct-Revenue Accts
- Cooperative Extension-Regional
- Cooperative Extension-Regional
- Counseling Center
- Creative Writing
- Credit Union
- CSSD-Edward Blakely Center
- Center for Conservation Biology
- Center for Nano Science & Engineering
- Center for Research in Intelligent Systems
- Cultural Events
- Dance
- DANR Pgm Ld Nat Res & Anim Ag
- DANR-Pg Lead Ag Pol & Pest Mgt
- DANR-Pgm Leader Human Resource
- Dept. of Family Medicine
- Dept. of Internal Medicine
- Desert Facilities & Programs
- Design & Construction
- Development
- Dining Services
- Distance Learning
- Dry Lands Research Institute
- Early Academic Outreach Program
- Earth Sciences
- Economics/Political Science Administrative Unit
- Economics
- Electrical Engineering
- Electron Microscope Facility
- Employee Benefit - Prov
- EMS
- Engineering - Dean's Office
- English
- English/History/Philosophy Admin Unit
- Enterprise App Development
- Entomology

- Environmental Health & Safety
- Environmental Institute
- Environmental Sciences
- Environmental Toxicology Program
- Equipment Management
- Ethnic Studies
- Event Management & Protocol
- Executive Searches Unit
- Faculty Housing Program
- Faculty Technology Support
- FBO IT Services
- FBO Service Center
- Finance & Administration
- Financial Aid
- Fleet Services
- General Discretionary
- Genetics Program
- Gluck Administration
- Govt. & Community Relations
- Graduate Division
- Graduate Medical Education
- Graduate Student Association
- Graduate Student Financial Aid
- Graduate Student Support
- Grounds
- GRU--Biochemical & Molecular Biology
- GRU--Ecology & Evolutionary Bio
- GRU--Environmental Sciences
- Higher Education Initiatives
- Highlander Union
- Hispanic Studies
- History
- History of Art
- Honors
- Housing Cashiers Office
- Housing Services
- Housing Services
- Housing Services Administration
- Human Resources
- ICAM
- IGPP
- INACT CRC Business Unit
- INACTIVE -- United Way
- INACTIVE ABN Facilities
- INACTIVE AGSM - Ext Programs
- INACTIVE AGSM-Acctng&Info Sys
- INACTIVE AGSM-Finance&Mgmt Sci
- INACTIVE AGSM-Mgmt & Marketing
- INACTIVE Calif Educ. Res Coop
- INACTIVE Consumer Economics
- INACTIVE Fin Syst Dev., Cntrl
- INACTIVE IGPP
- INACTIVE-EE/CEE Admin Services
- Indirect Cost Recovery
- Infrastructure and Security
- Institute of Desert Agriculture
- Institute of Genomics
- Institute-Research: World Systems
- Intercollegiate Athletics
- International Education Center
- International Scholars Center
- KUCR
- Labor Relations

- Latin American Studies
- LGBT Resource Center
- Liberal Studies & Interdisciplinary Programs
- Mail Services
- Mathematics
- Mechanical Engineering
- Media & Cultural Studies
- Medical & Health Careers Program
- MFA Writing Desert Campus
- Microbiology Program
- Microfabrication Facility
- Multidisciplinary Admin Unit
- Multimedia and Classroom Tech
- Music
- Native American Student Program
- Natural Reserves
- Nematology
- Network Service Group
- Neuroscience Program
- New Initiatives & Economic Development
- NPPS Administration
- Office of Admin Resolution
- Office of Campus Veterinarian
- Office of Research Affairs
- Office of Title IX
- Office of TRIO Programs
- Ombudsman
- One Health Center
- Organized Research Unit
- Palm Desert Graduate Center
- Performing Arts Admin
- Philosophy
- Photographic Services
- Physical Education-Inactive
- Physics and Astronomy
- Plant Administration
- Plant Pathology & Microbiology
- Plant Services
- Plant Transformation Facility
- Police
- Political Science
- Presley Center for Crime and Justice Studies
- Printing & Reprographics
- Psychology
- Purchased Utilities
- Purchasing
- Receiving
- Recreation/Student Rec Center
- Refuse
- Registrar
- Religious Studies
- Residence Halls
- Residential Parking
- Resource Planning and Budget
- Risk Management
- Salinity Laboratory
- Salton Sea Program
- SBS/Cashiers
- School of Business Administration
- School of Education
- School of Public Policy
- Science and Math Initiative
- SEQ Gift Assess Clearing Inc

- SMG Incentive Awards
- Sociology
- SOM - Finance & Administration
- SOM - Student Affairs
- Space
- Special Services
- Staff Assembly
- Staff Salaries
- Statistics
- Stem Cell Center
- Storehouse
- Strategic Academic Research & Analysis
- Strategic Communications
- Student Affairs Admin
- Student Affairs Communications
- Student Conduct Programs
- Student Fees
- Student Life
- Student Mental Health
- Student Support
- Student Technology Support
- Summer Session
- Summer Session Other
- Technology & Equipment
- Theatre
- Theatre Facility Unit
- Transportation & Parking Services
- UC MEXUS
- UC Retirees Association
- UCR ARTSBlock
- UCR Card Operations
- UCR Foundation
- UCR/PUSD GEAR Up Project
- Undergrad Medical Education
- Undergraduate Admissions
- Undergraduate Education
- Undergraduate Recruitment
- UNEX - Academic Services
- UNEX - Business Services
- UNEX - Conferences
- UNEX - Copy Center
- UNEX - Dean's Office
- UNEX - Dorm
- UNEX - Facilities
- UNEX - Information Systems
- UNEX - Law & Public Policy
- UNEX - Miscellaneous Admin
- UNEX - Miscellaneous Auxiliary
- UNEX - Other
- UNEX - Parking
- UNEX - Publications
- UNEX - Student Services
- UNEX CPP-Community & Prof Programs
- UNEX Reserves
- UNEX-Education
- UNEX-Humanities
- UNEX-Information Tech
- UNEX-International Education Programs
- UNEX-International Professional Programs
- UNEX-Management & Professional Programs
- UNEX-Miscellaneous Programs
- UNEX-Overseas Programs
- University Eastside Community Collaboration

- University Club
- University Library
- University Writing Program
- Utility Ops & Maintenance
- VC - Finance & Business Operations
- VC - Public Service & International Programs
- VCSA Technology Services
- VCUA - Office
- Vice Chancellor - Research
- Video Production
- Water Resources Board
- Women's Resource Center
- Women's Studies

40. **Undergraduate Students only:** What is your academic major?

- Accounting, Auditing and Assurance
- Administration
- Administrative Services Credential
- Administrative Studies
- African American Studies
- Agricultural Science
- Anthropology
- Anthropology/Ethnic Studies
- Anthropology/Law & Society
- Applied Statistics
- Arabic
- Art (Studio)
- Art History
- Art History/Administrative Studies
- Art History/Religious Studies
- Asian American Studies
- Asian Literatures and Cultures
- Asian Studies
- Biochemistry
- Biochemistry and Molecular Biology
- Bioengineering
- Bioengineering
- Biological Sciences
- Biology
- Biomedical Sciences
- Black Studies
- Botany
- Business Administration
- Business Economics
- Business Informatics
- Business Preparation
- Cell, Molecular, and Developmental Biology
- Chemical and Environmental Engineering
- Chemical Engineering
- Chemistry
- Chicano Bilingual
- Chicano Studies
- Chinese
- Classical Studies
- Communications
- Comparative Ancient Civilizations
- Comparative Literature
- Computer Engineering
- Computer Science
- Conservation Biology
- Cooperative:Anthropology/Law & Society
- Cooperative:Black Studies/Law & Society
- Cooperative:Chicano Studies/Law & Society

- Cooperative:Economics/Admin Studies
- Cooperative:Economics/Law & Society
- Cooperative:History/Admin Studies
- Cooperative:History/Law & Society
- Cooperative:Philosophy/Law & Society
- Cooperative:Political Science/Admin Studies
- Cooperative:Political Science/Law & Society
- Cooperative:Psychology/Health & Society
- Cooperative:Sociology/Admin Studies
- Cooperative:Sociology/Health & Society
- Cooperative:Sociology/Law & Society
- Creative Writing
- Creative Writing and Writing for Performing Arts
- Critical Dance Studies
- Dance
- Dance History and Theory
- Drama
- Economics
- Economics/Administrative Studies
- Economics/Law and Society
- Education
- Electrical Engineering
- Engineering
- English
- Entomology
- Environmental Engineering
- Environmental Sciences
- Environmental Toxicology
- Ethnic Studies
- Evolution, Ecology and Organismal Biology
- Evolutionary Biology Joint Doctoral SDSU/UCR
- Executive MBA
- Experimental Choreography
- Film & Visual Culture
- Finance
- French
- Genetics
- Genetics, Genomics and Bioinformatics
- Geography
- Geological Sciences
- Geology
- Geophysics
- Geoscience Education
- German
- Germanic Studies
- Global Climate Change
- Global Studies
- Health & Society
- Health Science
- History
- History/Administrative Studies
- History/Law and Society
- Horticultural Science
- Human Development
- Humanities & Social Science
- Information Systems
- Interdisciplinary Studies
- International Relations
- Italian
- Italian Studies
- Japanese
- Joint CSU Fresno/UCR: Environmental Sciences
- Journalism

- Korean
- Labor Studies
- Language
- Languages and Literatures/Chinese
- Languages and Literatures/Classical Studies
- Languages and Literatures/Comparative Ancient Civ
- Languages and Literatures/Comparative Literature
- Languages and Literatures/French
- Languages and Literatures/Germanic Studies
- Languages and Literatures/Japanese
- Languages and Literatures/Languages
- Languages and Literatures/Russian
- Latin American Studies
- Law & Society
- Learning Handicapped Credential
- Lesbian, Gay, Bisexual Studies
- Life Sciences
- Limited Student
- Linguistics
- Management
- Management/Palm Desert
- Marxist Studies
- Materials Science and Engineering
- Mathematics
- Mathematics (Applied)
- Mathematics for Secondary School
- Mechanical Engineering
- Mechanical Engineering BS + MS
- Media and Cultural Studies
- Medicine
- Microbiology
- Middle East and Islamic Studies
- Mild/Moderate Disabilities Credential
- Multiple Subject Bilingual Credential
- Music
- Music & Culture
- National Science Foundation
- Native American Studies
- Neuroscience
- Paleobiology
- Peace and Conflict Studies
- Pest Management
- Philosophy
- Philosophy/Law and Society
- Physical Sciences
- Physics
- Plant Biology
- Plant Pathology
- Plant Physiology
- Plant Science
- Political Science
- Political Science/Administrative Studies
- Political Science/International Affairs
- Political Science/Law and Society
- Population Biology
- Psychobiology
- Psychology
- Psychology/Law and Society
- Public Policy
- Public Service/Political Science
- Religious Studies
- Russian Studies
- School Psychology (PPS) Credential/Internship

- Social Relations
- Social Welfare
- Sociology
- Sociology/Administrative Studies
- Sociology/Law and Society
- Soil and Water Sciences
- Soil Science
- Southeast Asian Studies
- Spanish
- Statistics
- Theatre
- Undeclared
- Urban Studies
- Visual Art
- Western American Studies
- Women s Studies
- Zoology

41. **Graduate/Professional Students only:** What is your academic degree program?

- Anthropology
- Art History
- Biochemistry & Molecular Biology
- Bioengineering
- Biomedical Sciences
- Cell, Molecular, & Developmental Biology
- Chemical & Environmental Engineering
- Chemistry
- Comparative Literature
- Computer Science
- Creative Writing & Writing for the Performing Arts
- Creative Writing & Writing for Performing Arts - Palm Desert
- Critical Dance Studies
- Economics
- Education
- Education (General Education with Teaching Emphasis)
- Electrical Engineering
- English
- Entomology
- Environmental Sciences
- Environmental Toxicology
- Ethnic Studies
- Experimental Choreography
- Evolution, Ecology and Organismal Biology
- Genetics, Genomics, & Bioinformatics
- Geological Sciences
- Spanish
- History
- Management (M.A, Ph.D.)
- Management (MBA)
- Management, Executive
- Materials Science and Engineering
- Mathematics
- Mechanical Engineering
- Microbiology
- Music
- Neuroscience
- Philosophy
- Physics
- Plant Biology
- Plant Pathology
- Political Science
- Psychology
- Religious Studies

- Sociology
- Soil & Water Sciences (Moratorium)
- Southeast Asian Studies
- Statistics, Applied
- Statistics
- Visual Arts

42. **Trainee only:** What is your academic degree or clinical/training program at UCR/UCRHS?

- Medical School
- Graduate Division
- Extension

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
- ConfUCRanist
- 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. 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. 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. Where do you live?

- Campus housing
 - Residence Halls
 - University owned apartments
 - University Family Housing
- Non-campus housing
 - Independently in an apartment
 - Living with family members/guardian
 - Co-op
- Living in a house or apartment with roommates
 - Fraternity/Sorority House
- Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

51. Are you employed either on campus or off-campus?

- No
- Yes
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

52. Are you an in-state or out-of-state/international student?

- In-state/Resident
- Out-of-State/Non-Resident/International

53. Do you participate in any of the following types of clubs/organizations at UCR/UCRHS? **(Mark all that apply)**

- I do not participate in any clubs/organizations
- Student Leadership Groups (e.g., ASUCR)
- Academic/Professional Organizations (e.g., Accounting Society)
- Special Interest Organizations (e.g., Film & Photography Society)
- Intercultural/Multicultural Campus Community Groups (e.g., Korean American Student Association)
- Political Groups (e.g., College Democrats)
- Religious/Spiritual Organizations
- Service Organizations/Civic Engagement (e.g., Habitat for Humanity at UCR)
- Social Fraternities and Sororities
- Publications and Media Organizations (e.g., The Highlander)
- Intramurals/ Clubs Sports
- Music/Performance Organizations (e.g., Chamber Singers Club)
- NCAA Varsity Athletics
- Honor Societies (e.g., Gamma Beta Phi)
- Campus Housing Associations
- 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. At the end of your last quarter/semester, what was your cumulative UC grade point average?

- 0.000 - 0.999
- 1.000 - 1.999
- 2.000 - 2.249
- 2.250 - 2.499
- 2.500 - 2.749
- 2.750 - 2.999
- 3.000 - 3.249
- 3.250 - 3.499
- 3.500 - 3.749
- 3.750 - 4.000

56. Are you a former foster-care youth?

- Yes
- No

Part 4: Perceptions of Campus Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at UCR.

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCR that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?

- No [Go to Question 66]
- Yes

58. Who/what were the **targets** of this conduct? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- UCR 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
- UCR Physician
- Union representatives
- Other (please specify) _____

59. Who/what was the **source** of this behavior? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- UCR visitor(s)
- Campus organizations or groups
- Campus 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 Campus 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
- UCR 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 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 UCR event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCR dining facility
- In a UCR office
- In a faculty office
- In a public space at UCR
- 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 campus transportation
- While working at a UCR 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 a campus resource (e.g., Title IX Office, Office of Faculty and Staff Affirmative Action, supervisor, department head, dean, dean of students, residence hall director, friend, faculty member, colleague, campus police)
- 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 campus employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report 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.

***If you have not already reported this incident and wish to do so, please go to
www.universityofcalifornia.edu/reportcampusclimate***

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

Yolanda T. Moses
Associate Vice Chancellor for Diversity, Excellence and Equity
yolanda.moses@ucr.edu

Any member or visitor of the university community who has questions or concerns about sex discrimination or sexual harassment is strongly encouraged to contact the Title IX/Sexual Harassment Office at (951) 827-7070 or any campus administrator.

Please respond to the following questions based on the **last year or most recent hiring cycle**.

66. I have observed **hiring** practices at UCR (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 [Go to Question 69]
- Yes
- Don't know [Go to Question 69]

67. 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/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
- 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. If you would like to elaborate on your observations, please do so 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. I have observed employment-related discipline or action up to and including dismissal at UCR that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 72]
- Yes
- Don't know [Go to Question 72]

70. 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. If you would like to elaborate on your observations, please do so here.

Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.

72. I have observed promotion/tenure/reappointment/reclassification practices at UCR that I perceive to be unfair or unjust.

- No [Go to Question 75]
- Yes
- Don't know [Go to Question 75]

73. 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. If you would like to elaborate on your observations, please do so here.

75. Using a scale of 1-5, please rate the overall climate at UCR 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)**

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Cooperative	<input type="radio"/>	Uncooperative				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	Negative for people of identify as lesbian, gay, or bisexual				
Positive for people of Christian faith	<input type="radio"/>	Negative for people of Christian faith				
Positive for people of other faith backgrounds	<input type="radio"/>	Negative for people of other faith backgrounds				
Positive for people who are agnostic/atheist	<input type="radio"/>	Negative for people who are agnostic/atheist				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are immigrants	<input type="radio"/>	Negative for people who are immigrants				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people who identify as transgender	<input type="radio"/>	Negative for people who identify as transgender				
Improving	<input type="radio"/>	Regressing				

76. Using a scale of 1-5, please rate the overall climate at UCR 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)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not age biased	<input type="radio"/>	Age biased				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Disability friendly	<input type="radio"/>	Not disability friendly				

77. The classroom/learning environment at UCR is welcoming for students based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical conditions	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g. having children)	<input type="radio"/>				
Participation in a campus club/organization	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Political views	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				

78. 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.	<input type="radio"/>				
I feel valued by other students in the classroom/learning environment.	<input type="radio"/>				
I think UCR faculty are genuinely concerned about my welfare.	<input type="radio"/>				
I think UCR staff are genuinely concerned about my welfare.	<input type="radio"/>				
I think administrators are genuinely concerned about my welfare.	<input type="radio"/>				
I think faculty pre-judge my abilities based on perceived identity/background.	<input type="radio"/>				
I believe the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>				
I have faculty who I perceive as role models.	<input type="radio"/>				
I have staff who I perceive as role models.	<input type="radio"/>				
I have administrators who I perceive as role models.	<input type="radio"/>				
I don't see enough faculty/staff with whom I identify.	<input type="radio"/>				
I have opportunities for academic success that are similar to those of my classmates.	<input type="radio"/>				

79. If you would like to elaborate on your observations, please do so here.

80. I perceive tension in the residence halls with regard to a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g. having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a campus club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. My workplace climate is welcoming based on a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g., having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. How would you rate the accessibility at UCR?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Accessibility				
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"/>
Course instruction/materials				
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"/>
UC-Riverside Website				
	<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.

84. How would you rate the climate at UCR for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, and bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians of dependent children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for adults who are disabled and/or elderly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically advantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. How would you rate the climate at UCR for persons from the following **racial/ethnic** backgrounds?

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian / Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian / Asian American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic / Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Eastern / South Asian / North African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. Before I enrolled, I expected that the climate at UCR would be _____ for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>				
Physical health issues	<input type="radio"/>				
Female	<input type="radio"/>				
From religious affiliations other than Christian	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, and bisexual	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Male	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
Parents/guardians	<input type="radio"/>				
People of Color	<input type="radio"/>				
Providing care for other than a child (e.g., eldercare)	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Socioeconomically advantaged	<input type="radio"/>				
Transgender	<input type="radio"/>				
Veterans/active military members	<input type="radio"/>				
Other, please specify _____	<input type="radio"/>				

Part 5: Institutional Actions Relative to Climate Issues

87. To what extent do you agree that the courses you have taken at UCR include sufficient materials, perspectives and/or experiences of people based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Educational level	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical conditions	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g. having children)	<input type="radio"/>				
Philosophical views	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Political views	<input type="radio"/>				
Position (faculty, staff)	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				

88. How does each of the following affect the climate for diversity at UCR?

	Not currently available on campus	Positively influence campus climate	Has no influence on campus climate	Negatively influence on campus climate	Don't know
Providing flexibility for promotion for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing funding to support efforts to change campus climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training to search and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing back-up family care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing lactation accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. If you would like to elaborate on how any of the above influence campus climate, please do so here.

90. How does each of the following affect the climate for diversity at UCR?

	Not currently available on campus	Positively influence climate	No influence on climate	Negatively influence climate	Don't know
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a person to address student complaints of classroom inequity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing effective faculty mentorship of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. If you would like to elaborate on how any of the above influence campus climate, please do so here.

Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCR 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.

Thank you for taking the UC Riverside Inclusion Survey

You have contributed to the welfare of the UC Riverside community, and your involvement will help UC Riverside make changes that will enhance the campus environment.

Participants who complete the survey will be entered into a drawing for the following item provided by the Office of the President:

- Two \$5,000 graduate/professional student/post-doc/trainee stipends
- Two \$5,000 faculty research grants
- Five \$2,000 staff professional development grants
- Two iPads for UC Riverside participants

Participants who complete the survey will also be entered into a drawing for the following items provided by UC Riverside:

- One Quarter free parking
- \$50.00 gift certificate to Campus Store
- 2 Eee Pc Notebook computers

If you would like to be entered into the incentives drawing, please provide your full name, phone number, and/or e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the incentives drawing.

Name _____

Phone Number _____

E-mail address _____

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

Dr. Yolanda T. Moses
Associate Vice Chancellor
Diversity, Excellence and Equity
365 Surge Bldg.
951 827-6223
yolanda.moses@ucr.edu

Thank you again for your participation. Survey results will be available in Fall 2013.