Rankin & Associates, Consulting

Assessment • Planning • Interventions

The Division of Agriculture and Natural Resources

Organizational Climate Project Final Report

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Rankin & Associates, Consulting

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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 (UC ANR). 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 ANR survey contained 95 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from October 29, 2012 through November 23, 2012 through a secure on-line portal.[2]

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[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.

Confidential paper surveys were available to those who did not have access to an Internet-connected computer or preferred a paper survey.

The survey data were analyzed to compare the responses of various groups. Descriptive statistics were calculated by salient group memberships (e.g., position status, gender identity, racial identity) to provide additional information regarding participant responses. Meaningful and notable findings were included in the report based on chi-square analyses, information gleaned from the literature, and/or experiences of the consultant. Additional narrative was requested for several questions in the survey. For the purposes of this report, content analyses were conducted on questions where there was limited quantitative data.

Description of the Sample at UC ANR

UC ANR community members completed 606 surveys for a final response rate of 64%. Response rates by constituent group varied: 65% for Staff non-Union ($n = 284$), 52% for Staff Union ($n = 149$), 75% for Faculty/Academics ($n = 147$), and over 100% for Other Academic Series ($n = 26$). 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.[3] Only surveys that were at least 50% completed were included in the final data set for analyses.

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[3]   The total n for each demographic characteristic will differ due to missing data. Definitions for each demographic characteristic used for analysis purposes are provided at the conclusion of the Executive Summary.

Table 1. **UC ANR Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position Status	Staff non-Union[i]	284	47%
	Staff – Union[ii]	149	25%
	Faculty/Academic[iii]	147	24%
	Other Academic Series[iv]	26	4%
Gender Identity	Women	405	68%
	Men	187	31%
	Transgender[v]	0	<1%
	Genderqueer[vi]	2	<1%
Racial Identity	White	386	64%
	Underrepresented Minority[vii]	140	23%
	Other People of Color[viii]	46	8%
	Multi-Minority[ix]	4	1%
Sexual Identity	Heterosexual	515	92%
	Lesbian, Gay, Bisexual, Queer	18	3%
	Questioning[x]	2	<1%
	Asexual[xi]	27	5%
Citizenship Status	U.S. Citizen	604	99%
	Non-U.S. Citizen	1	<1%
	Undocumented	0	0%
Disability Status	No disability	461	82%
	Disability (physical, learning, mental health/Psychological condition)	107	18%
Religious/Spiritual Affiliation	Christian affiliation[xii]	293	48%
	Other Religious/Spiritual affiliation[xiii]	22	4%
	Muslim[xiv]	5	1%
	Jewish[xv]	9	2%
	No affiliation[xvi]	184	30%
	Multiple affiliations[xvii]	24	4%
	Unknown	69	11%

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 UC ANR**

    *   73% of all respondents ($n = 444$) of all respondents were "comfortable" or "very comfortable" with the climate at UC ANR while 11% ($n = 67$) were "uncomfortable" or "very uncomfortable."

    *   73% of all respondents ($n = 442$) of all respondents were "comfortable" or "very comfortable" with the climate for diversity in their work unit while 16% ($n = 140$) were "uncomfortable" or "very uncomfortable."

2. **Positive attitudes about work-life issues at UC ANR**

    *   79% of all respondents ($n = 469$) offered that the UC ANR values a diverse faculty and 83% offered that the organization values a diverse staff ($n = 494$).

    *   82% of all respondents ($n = 491$) indicate that they were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers.

    *   83% of Faculty/Academic respondents ($n = 113$) felt their service contributions were important to tenure/promotion.

    *   79% of Faculty/Academic respondents ($n = 110$) believed their work units create a climate that is responsive and supportive of family needs, including usage of work-family policies.

    *   74% of Faculty/Academic and Staff respondents believed that they had colleagues or co-workers ($n = 442$) and supervisors (68%, $n = 405$) at UC ANR who gave them career advice or guidance when they needed it.

    *   71% of Faculty/Academic and Staff respondents ($n = 423$) felt their supervisors provided ongoing feedback to help improve their performance.

Key Findings - Opportunities for Improvement

1. **Some members of the community experience exclusionary conduct**

    - 31% of respondents ($n = 188$) believed that they had personally experienced exclusionary, intimidating, offensive or hostile conduct; 11% of respondents ($n = 65$) indicated that the conduct interfered with their ability to work or learn.[4]

    - Differences emerged based on various demographic characteristics including position status, racial identity, gender, educational level, or age. For example,

        o A higher percentage of women respondents reported experiencing this conduct as compared to men respondents.

        o A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty/Academic respondents.

        o A higher percentage of racial minorities reported experiencing this conduct as compared to non-minorities.

2. **Several constituent groups indicated that they were less comfortable with the overall organizational climate and the climate in their work units**

    - Staff respondents were less comfortable when compared with Faculty/Academic respondents with the overall organizational climate within UC ANR and with the climate in their work units.

    - Underrepresented Minority respondents and Other People of Color respondents were less comfortable than White respondents with the overall organizational climate and the climate in their work units.

    - Women respondents were less comfortable when compared with men respondents with the overall organizational climate within UC ANR and with the climate in their work units.

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[4] 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).

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 organizational climate to be "comfortable" or "very comfortable." Seventy-three percent of all respondents in the UC ANR 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. Across UC ANR, 31% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct which is higher than found in similar projects, however, the results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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[i] **Staff** refers to a Non-Union UC employee.

[ii] **Staff** refers to a Union UC employee.

[iii] **Faculty/Other Academic Series** refer 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, AES Faculty and UCCE Academics (Specialists and Advisors).

[iv] **Staff** refers to a UC employee in the Other Academic Title Series (e.g., Librarian, Continuing Educator, Reader, Research titles).

[v] **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.

vi   *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.

vii   Congruent with UC Policy, 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.

viii   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.

ix   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.

x   *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.

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

xii   The *Christian Affiliation* variable includes respondents who chose any Christian religious/spiritual affiliation.

xiii   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.

xiv   The *Muslim* variable includes respondents who chose Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

xv   The *Jewish* variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

xvi   The *No Affiliation* variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

xvii   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,[5] NSSE,[6] SERU,[7] HERI[8]), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole" (Study Group on University Diversity-Campus

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[5] UCUES - University of California Undergraduate Experience Survey
[6] NSSE – National Survey of Student Engagement
[7] SERU – Student Experience in the Research University
[8] 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 a communications plan.
7. Develop an 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: 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

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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/location 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 location-specific questions.

The Division of Agriculture and Natural Resources (UC ANR) Project Specifics
The UC ANR survey was distributed from October 29, 2012 through November 23, 2012. The final UC ANR survey contained 95 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the location-wide UC ANR survey.

The Division of Agriculture and Natural Resources (UC ANR) includes Cooperative Extension (UCCE) and the Agricultural Experiment Station (AES). AES is comprised of Faculty/Academic, facilities, and programs housed in Colleges on three UC campuses (Berkeley, Davis and Riverside), and at the School of Veterinary Medicine, also at Davis. UCCE is a statewide network of academics, programs, and facilities located in every county in California, on three UC campuses (Berkeley, Davis and Riverside), and at nine Research and Extension Centers (REC) in different ecosystems ranging from the Oregon border to the Imperial Valley. The dispersed nature of UC ANR made the

implementation of the survey very challenging. The UC ANR Local Work Team (LWT) included Faculty/Academic and Staff representatives, and called the survey a "Work Environment Assessment" to avoid confusion with the term "Climate Study," since many employees do research on climate change. The LWT reviewed the survey template and revised the survey instrument to better fit the unique context within UC ANR. The final survey contained 65 questions, including several open-ended questions for respondents to provide commentary.   A comprehensive communications plan was implemented including toolkits for managers and outreach in Spanish to encourage all employees to participate.

Campus based AES Faculty/Academics, UCCE Specialists and staff responded to the surveys implemented on their campuses, i.e. Berkeley, Davis and Riverside. Administrative staff based in Oakland, responded to the survey administered at the Office of the President (UCOP). County and REC based employees, and other program and administrative staff not based in Oakland, responded to a single survey that was distributed to them from October 29 through November 23, 2012. The results from that single survey are presented in this report. Future data analysis will compile results from the campus and UCOP surveys; however, due to the timing of the campus surveys in particular, this report does not include the UCOP or campus results for UC ANR employees. Readers will note the missing data for AES Faculty/Academics and UCCE Specialists.

Based on the findings, UC ANR will develop targeted action plans to build on successes, address identified work environment challenges and continue to promote a welcoming and inclusive work environment for all academics and staff. The commitment to maintain confidentiality of respondents is essential to the overall success of this effort and will be strictly monitored as results are shared and discussed. Establishing mutual trust and respect is necessary to ensure a safe, comfortable work environment and our attention to strict confidentiality demonstrates this commitment.

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."[9] The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC ANR further vetted the questions to be more contextually fitting for the UC ANR population. The final UC ANR location-specific survey contained 95 questions,[10] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal UC ANR experiences, their perceptions of the organizational climate, and their perceptions of UC ANR's organizational actions, including administrative policies and 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.[11] All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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[9]   Rankin & Associates (2001) adapted from AAC&U (1995).
[10]   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).
[11]   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 within UC ANR may have been more apt to participate in the study.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue) 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.[12] Refer to the survey data tables in Appendix B for actual percentages[13] 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 organizational information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences at UC ANR, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[14] using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of

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[12] 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.

[13] Actual percentages derived using the total number of survey respondents.

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

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. Comments from the following questions are included in the narrative of this report:

#8 - In the past year, have you seriously considered leaving UC ANR?

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

#89 - How does each of the following [initiatives] affect the climate for diversity at UC ANR?

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 experiences, their perceptions of the overall UC ANR climate, and their perceptions of UC ANR's actions including administrative policies and initiatives regarding climate within the Division.

Description of the Sample[15]

UC ANR community members completed 606 surveys were returned for a 64% overall response rate. The sample and population figures, chi-square analyses,[16] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women were significantly over-represented in the sample and men were under-represented.

- Higher numbers of respondents who self-identified as American Indians/Alaskan Natives, Pacific Islanders, and Middle Eastern/Southwest Asian/North Africans were present in the sample than were identified in the population. African Americans/Blacks, Hispanics/Latinos and Asian Americans/Asians were significantly under-represented in the sample.

- The sample had significantly smaller proportions of Union Staff than did the population. Other Academic Series had significantly greater proportions than the population. Staff non-Union had similar distributions in the sample and the population.

- The sample had significantly greater proportions of Faculty/Academic respondents than did the population.

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[15] 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.

[16] Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by UC ANR.

- The sample had a significantly larger proportion of U.S. Citizens and significantly smaller proportion of Permanent Residents than did the population. There was one Visa Holder in the sample and none in the population.

Table 2
Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	*n*	%	
Gender [1,a]	**Male**	342	36.31	187	31.32	54.68
	Female	600	63.69	405	67.84	67.50
	Transgender	Not available	--	0	0.00	>100
	Genderqueer	Not available	--	<5	--	--
	Other/Unknown	Not available	--	<5	--	--
Race/Ethnicity[1,b]	**African American/African/Black**	34	3.61	17	2.68	50.00
	American Indian/Alaskan Native	7	0.74	18	2.83	>100
	Asian/Asian American	76	8.07	37	5.83	48.68
	Hispanic/Latino	203	21.55	113	17.80	55.67
	Middle Eastern/Southwest Asian/North African	Not available	--	10	1.57	>100
	Pacific Islander	Not available	--	<5	--	--
	White	611	64.86	426	67.09	69.72
	Unknown	11	1.17	Not available	Not available	0.00
	Other	Not available	--	10	1.57	>100
Position [c]	**Undergraduate Student**	Not available		Not available		
	Graduate/Professional Student	Not available		Not available		
	Postdoctoral Scholar	10	1.06	<5	--	--
	Staff non-Union	434	46.07	284	46.86	65.44
	Staff – Union	287	30.47	149	24.59	51.92
	Faculty/AES & CE Academics	196	20.81	147	24.26	75.00
	Other Academic Series	15	1.59	26	4.29	>100

[1] Respondents were instructed to indicate all categories that apply.
[a] X^2 (1, $N = 592$) = 15.33, $p = .0001$
[b] X^2 (4, $N = 611$) = 49.61, $p = .0001$
[c] X^2 (3, $N = 606$ = 43.46, $p = .0001$
[d] X^2 (1, $N = 609$) = 15.39, $p = .0001$

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 and organizational studies by the consultant. Several researchers working in the area of climate and diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UC SWT and UC ANR LWT.

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

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

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[17]   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.

Strong relationships (between .6 and .8) existed between Respectful of American Indians/Alaskan Natives and Not Racist; between Respectful of Gay, Lesbian, and Bisexual Individuals and Positive for Lesbian, Gay, and Bisexual People; and between Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers.

Moderately strong relationships (between .4 and .6) existed between Respectful of Asian Americans/Asians and both Positive for People of Color and Not Racist, and between Respectful of Hispanics/Latinos and Not Racist. Moderate relationships (between .3 and .4) also existed between Respectful of African Americans/Blacks and Positive for People of Color; between Respectful of Hispanics/Latinos and Positive for People of Color; and between Respectful of females and both Positive for Women and Not Sexist. No significant relationships were explored involving Pacific Islanders because there were too few individuals who identified with that group.

Table 3. Pearson Correlations Between Ratings of Acceptance and UC ANR Climate for Selected Groups

Respectful of:	Climate Characteristics					
	Positive for People of Color	**Not Racist**	**Positive for Lesbian, Gay, Bisexual People**	**Positive for Women**	**Not Sexist**	**Positive for Non-Native English Speakers**
African Americans/ Blacks	.364[2]					
American Indians/ Alaskan Natives		.674[1]				
Asian Americans/ Asians	.545[1]	.481[1]				
Middle Eastern/South Asian/North African		.721[2]				
Hispanics/Latinos	.371[1]	.479[1]				
Gay, Lesbian, Bisexual Individuals			.688[1]			
Females				.348[1]	.307[1]	
Non-Native English Speakers						.687[1]

[1] $p < 0.01$
[2] $p < 0.05$

Sample Characteristics[18]

Table 4 depicts the respondent population by their primary position status at UC ANR. Forty-seven percent of all respondents were Staff non-Union (*n* = 284), 25% were Staff Union (*n* = 149), 24% were Faculty/Academics (*n* = 147), and 4% were Other Academic Series (*n* = 26). Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions. Eighty-six percent of respondents (*n* = 521) were full-time in their primary positions. Figure 1 provides a graphic depiction of the respondents by their primary position.
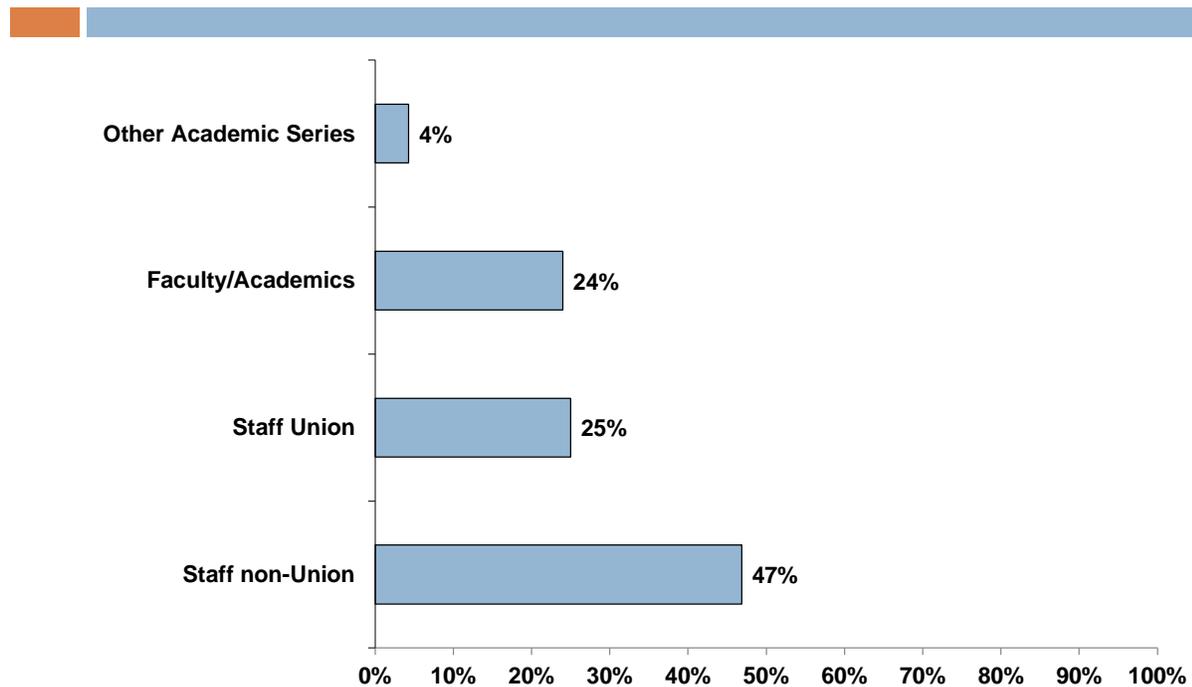
Figure 1. Respondents' Position Status *(%)*

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[18]   All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Table 4. **Respondents' Primary Position at UC ANR**

Position	*n*	**%**
Staff – non-Union	**284**	**46.9**
Senior Management Group	<5	
Management & Senior Professionals - Supervisor	15	
Management & Senior Professionals – Non- Supervisor	<5	
Professional & Support Staff – Non-Union & Supervisor	26	
Professional & Support Staff – Non-Union & Non-Supervisor	24	
Administrative Staff	30	
Field Staff	6	
Program Staff	121	
County Paid Staff	30	
Staff- Union	**149**	**24.6**
Professional & Support Staff – Union Represented & Supervisor	<5	
Professional & Support Staff – Union Represented & Non-Supervisor	18	
Administrative Staff	38	
Field Staff	16	
Program Staff	27	
County Paid Staff	22	
Faculty/AES & CE Academics*	**147**	**24.3**
Agricultural Experiment Station (AES) Faculty	<5	
Specialist in Cooperative Extension	6	
Cooperative Extension Advisor	126	
Academic Coordinator or Academic Administrator	14	
Split appointment (e.g., AES/IR, AES/CE)	<5	
Other Academic Series	**26**	**4.3**

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.
Faculty/Academic are not inclusive of those based on a campus.
*Respondents to this status were able to select all of the sub-categories that apply.

For the purposes of some analyses, primary status data were collapsed into Staff and Faculty/Academic categories (Figure 2). Staff included all Management & Senior Professionals (MSP)/Senior Management (SMG), Professional and Support Staff (PSS), Administrative Staff, Field Staff, Program Staff, County Paid Staff[19], and staff who did not choose a primary status sub-category.[20] Faculty included all Other Academic Series (Instructor, Lecturer, etc.), Agronomist Series (Agricultural Experiment Station Faculty), Specialist in Cooperative Extension Series, Cooperative Extension Advisor Series, and Academic Coordinator or Academic Administrator. Twenty-nine percent ($n = 173$) of employee respondents were Faculty/Academics, and 71% of respondents ($n = 433$) were Staff.
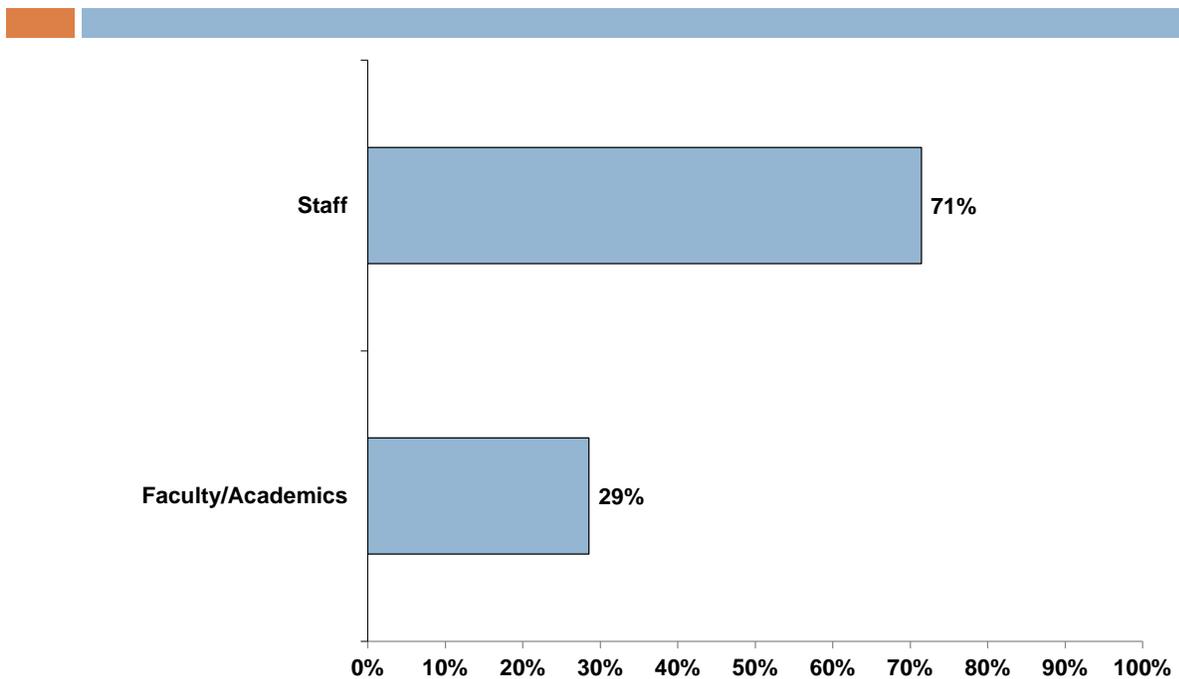
Figure 2. Respondents' Collapsed Position Status (%)

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[19]   *County Paid Staff* are those employees whose salaries are paid by the county as part of their contribution per the terms of their MOU with UC ANR.
[20]   Respondents to this status were able to select all of the sub-categories that apply.

Eight-one percent of respondents were career employees (*n* = 352), while 7% (*n* = 32) were limited appointment employees/term employees, and 6% (*n* = 24) were contract employees. Eighty-six percent (n = 521) were full-time in their positions.

Almost half of the respondents' primary location (47%, *n* = 202) was a Local Cooperative Extension Office (Figure 3). Twenty-seven percent (*n* = 117) were at ANR Division/Davis based, while 20% (*n* = 85) were located at Research and Extension Centers.
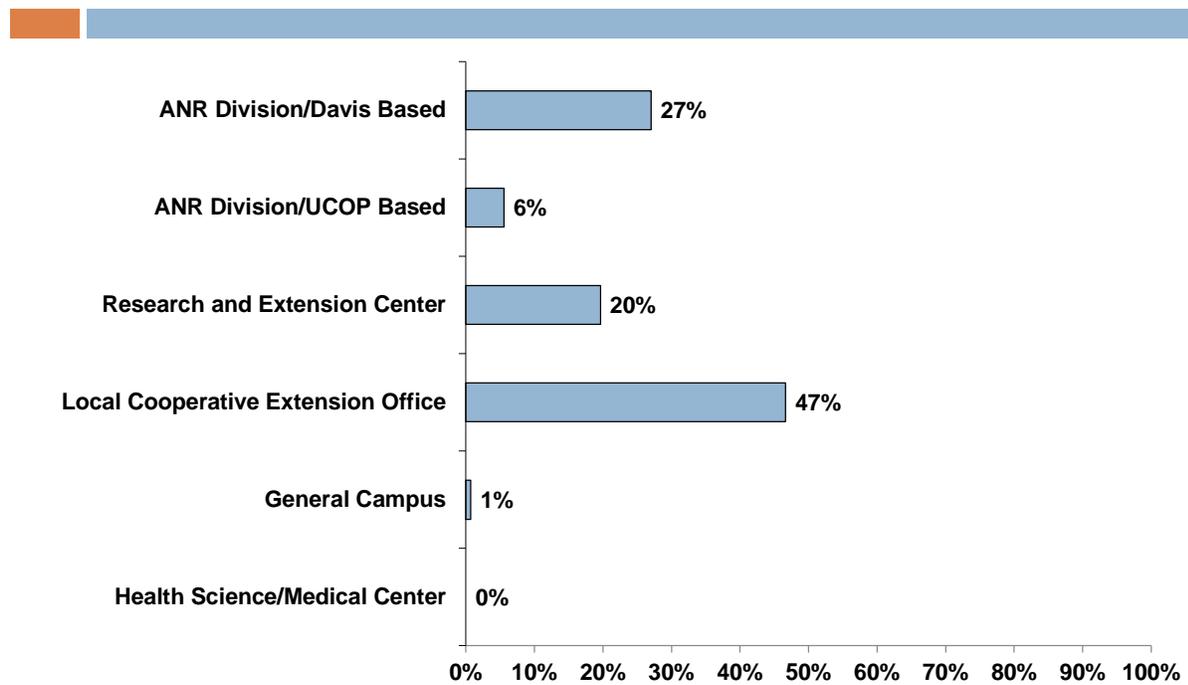
Figure 3. Staff Respondents' Primary Location (%)

The majority of the respondents were women (67%, $n = 405$, Figure 1)[21]. Transgender[22] and genderqueer respondent numbers were too low to include.
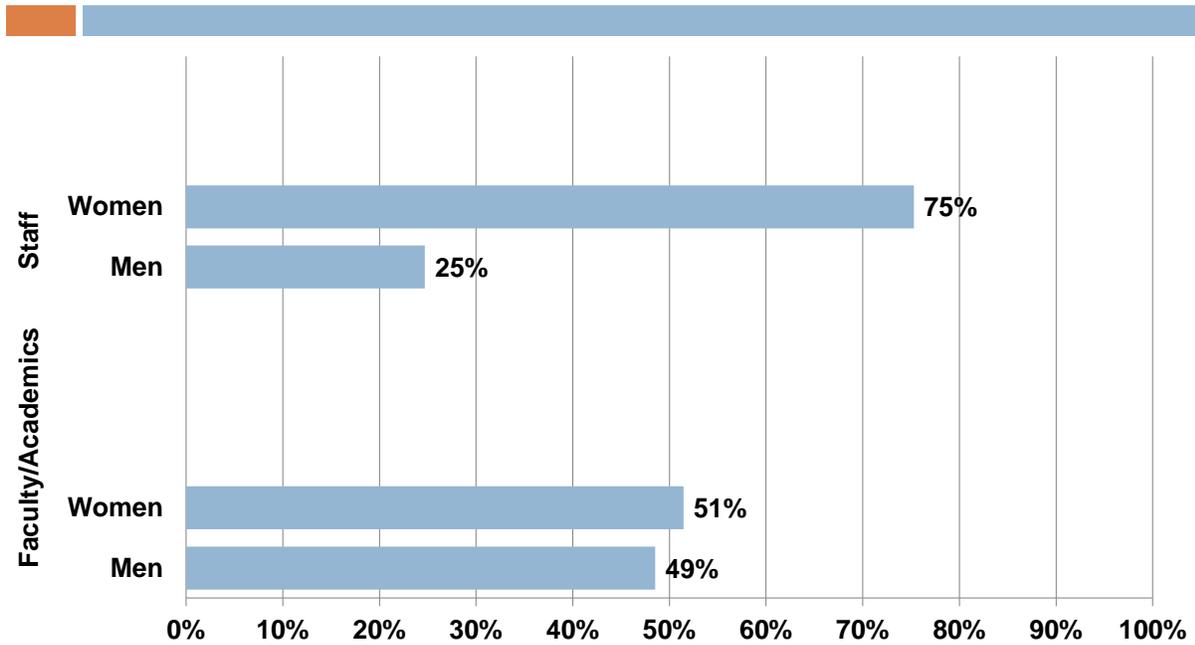
Figure 4. Respondents by Gender and Position Status (%)

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[21]   Additionally, the sex of the majority of respondents was female (67%, $n = 406$), while 31% were male ($n = 189$), and less than 5 respondents identified as intersex.
[22]   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.

The majority of respondents were heterosexual[23] (90%, *n* = 515). Three percent (*n* = 18) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 2). Less than 1% were questioning their sexual orientation, and 5% of respondents (*n* = 27) identified as asexual.

Responses with *n*'s less than 5 are not presented in the figure.
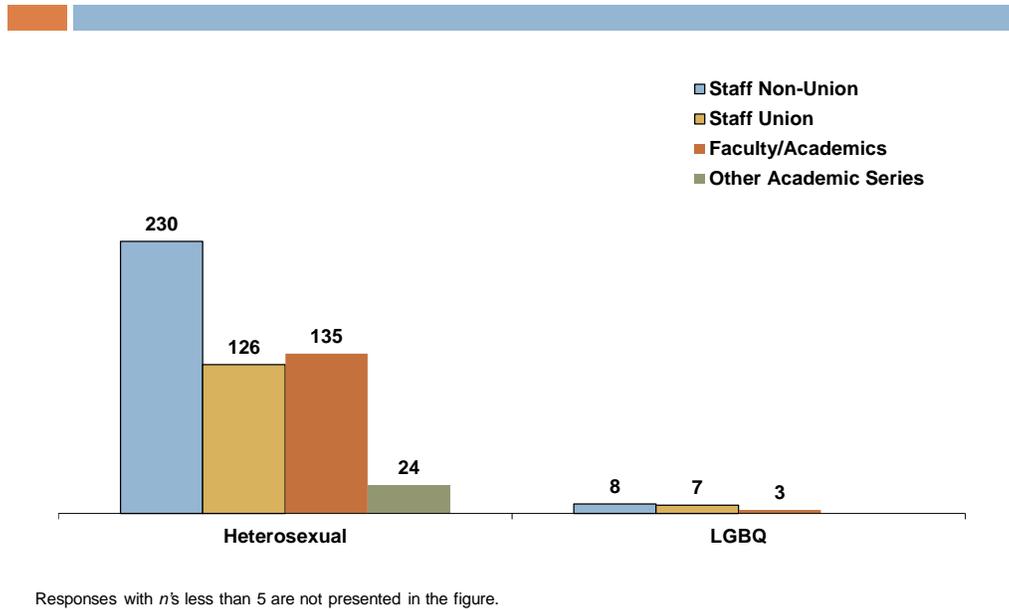
Figure 5. Respondents by Sexual Orientation and Position Status (*n*)

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[23]   Respondents who answered "other" in response to the question about their sexual orientations and wrote "normal" 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-nine percent of Staff Non-Union respondents ($n = 106$) were between 50 and 59 years old, as were 35% of Staff-Union respondents ($n = 51$), 45% of Faculty/Academic respondents ($n = 63$), and 32% of Other Academic Series respondents ($n = 8$) (Figure 6).
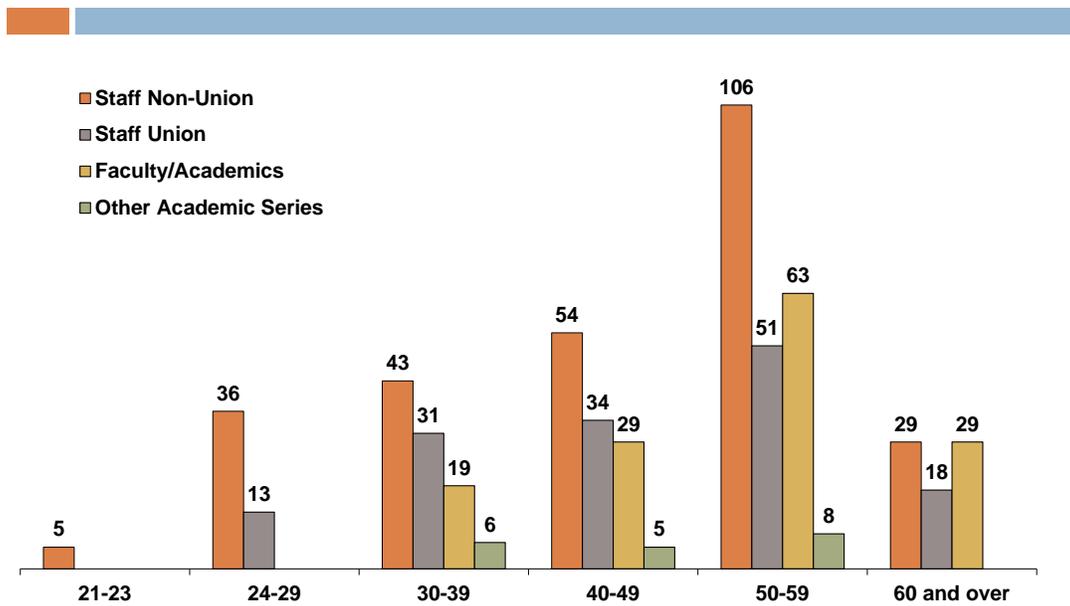
Responses with n's less than 5 are not presented in the figure.

Figure 6. Respondents by Age and Position Status (*n*)

With regard to race and ethnicity, 70% (*n* = 426) of the respondents identified as White[24].
Nineteen percent were Hispanic/Latino (*n* = 113), six percent were Asian/Asian American
(*n* = 37), and three percent were American Indian/Alaskan Native or African
American/African/Black (*n* = 18). Two percent were Middle Eastern/Southwest Asian/North
African (*n* = 10), and less than one percent were Pacific Islanders (Figure 7).
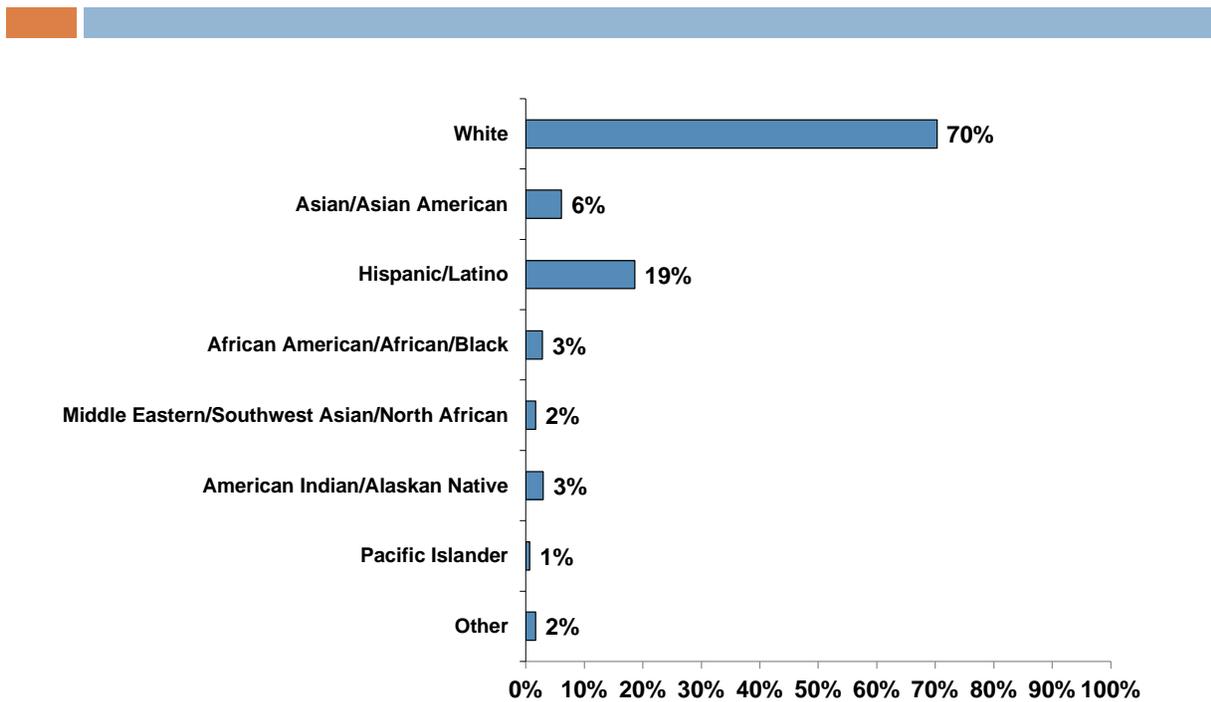
Figure 7. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.[25]

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[24] The response "White" included the subcategories "European/European American," "North African," and "Other
White/Caucasian." Readers will see Table B7 in Appendix B for a full listing of all racial/ethnic categories and
subcategories included in the survey.
[25] Respondents could mark more than one racial/ethnic identity which is reflected in this figure.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[26] allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White as their identity (Figure 8). For the purposes of some analyses, the categories White (64%, n = 386), Underrepresented Minority[27] (23%, n = 140), Other People of Color[28] (8%, n = 46), and Multi-Minority[29] (1%, n <5) were created.
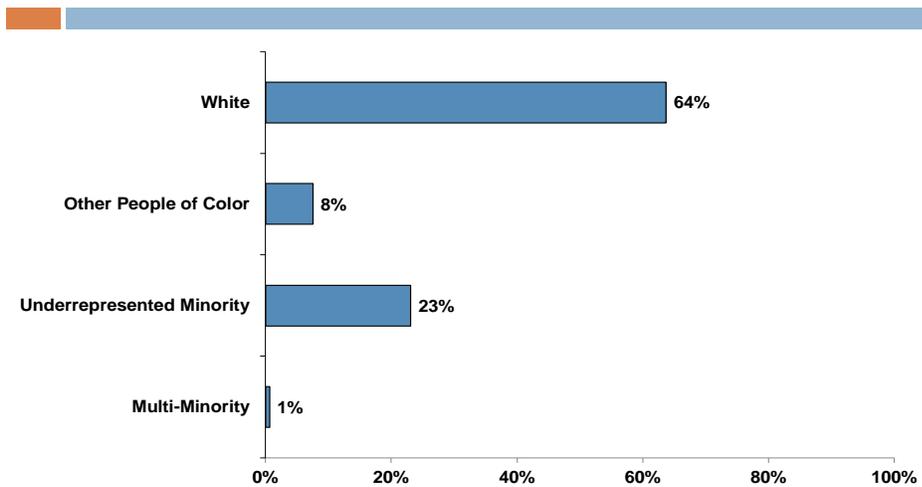
Figure 8. Respondents' Racial/Ethnic Identity (%)

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[26]   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.

[27]   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.

[28]   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

[29]   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 item[30], which 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" (48%, $n = 293$). Less than 5 respondents ($<1\%$) chose a Muslim[31] affiliation, nine individuals (1%) chose a Jewish[32] affiliation, and 22 people (4%) chose "other" affiliations[33]. One hundred eighty-four respondents (30%) reported no affiliation[34], and 24 people (4%) reported multiple affiliations[35] (Figure 9).
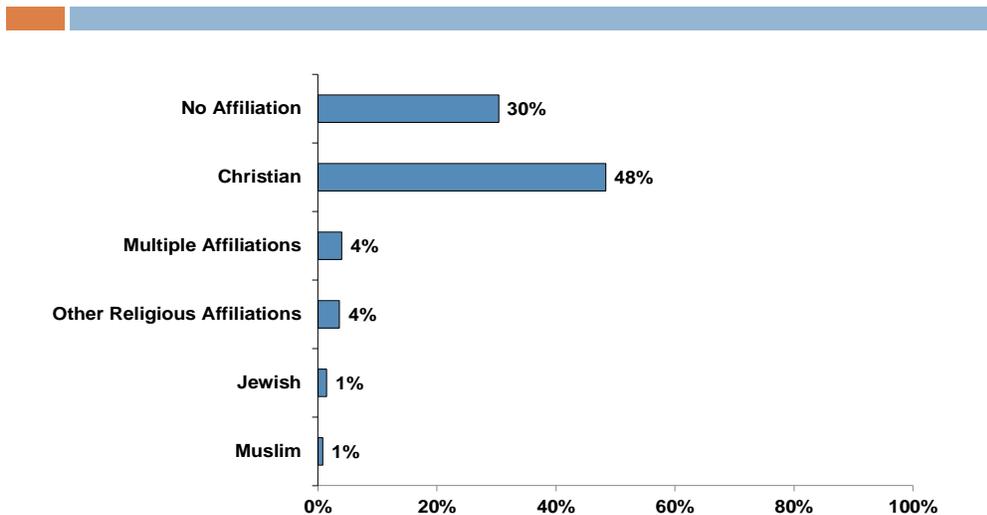
Figure 9. Respondents' Religious/Spiritual Affiliation (%)

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[30]   Readers are referred to Appendix B Table B26 for a complete listing of respondents' religious/spiritual affiliations.
[31]   Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.
[32]   Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.
[33]   Other affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.
[34]   No affiliation includes agnostic, atheist, no affiliation, and spiritual, but no affiliation.
[35]   Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Sixty-four percent of all respondents (*n* = 385) were married or remarried, while 26% (*n* = 158) were single (never married, divorced, or widowed). Twenty-seven respondents (5%) were partnered, and less than 1% of respondents were partnered in a civil union or registered domestic partnership.

Thirty-four percent of Staff respondents (*n* = 182) and 32% of Faculty/Academic respondents (*n* = 41) were caring for children under the age of 18 years (Figure 10). Thirteen percent of Staff respondents (*n* = 58), and 19% of Faculty/Academic respondents (*n* = 32), were responsible for senior or other family members. Seventeen percent of Faculty/Academic respondents (*n* = 30) also reported that they were caring for dependent children over the age of 18 (Figure 10).
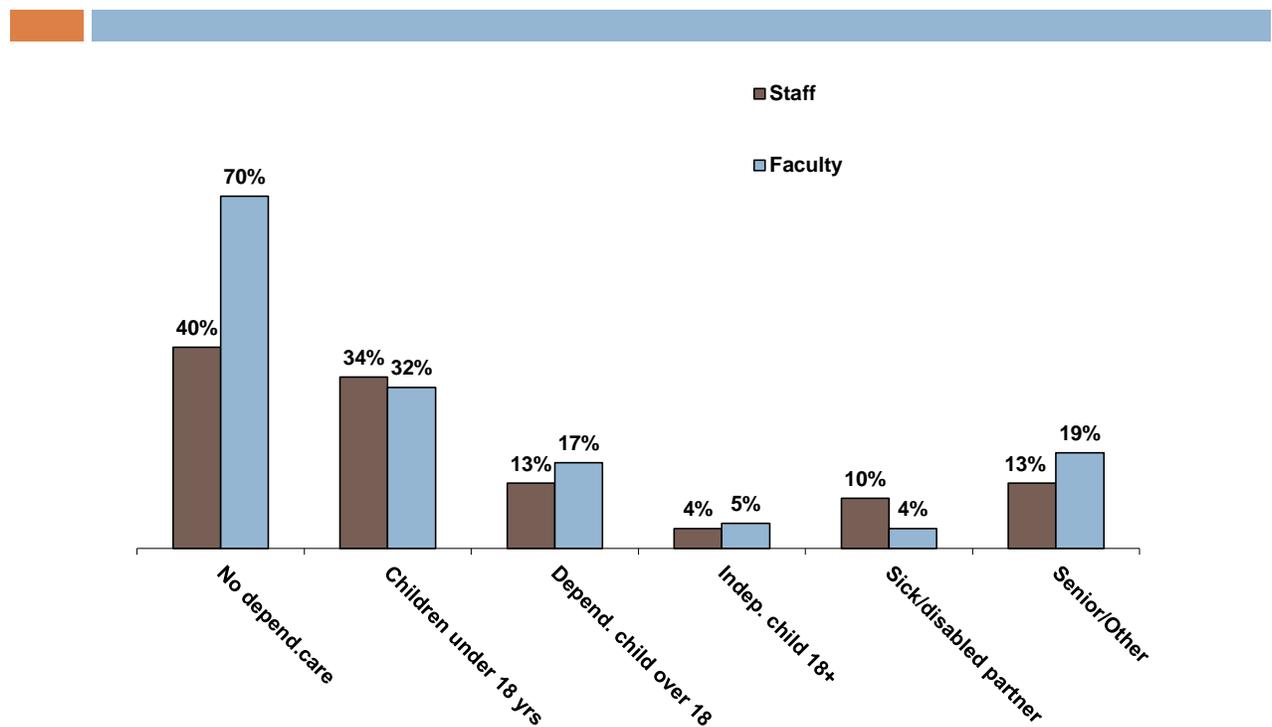
Figure 10. Faculty/Academic and Staff Respondents' Dependent Care Status by Position Status *(%)*

Ninety-three percent of all respondents ($n = 566$) had never been in the military. Twenty-one respondents (4%) were veterans, one person was a reservist, and one person was an active military member.

Thirty-five percent of respondents ($n = 214$) considered their political views "middle of the road." Twenty-seven percent were "liberal"/"far left" ($n = 166$), while 20% considered themselves "conservative"/"far right" ($n = 118$).

Table 5. **Respondents' Political Views**

Political views	n	%
Far left	12	2.0
Liberal	154	25.4
Moderate or middle of the road	214	35.3
Conservative	112	18.5
Far right	6	1.0
Undecided	47	7.8
Other	24	4.0
Missing	37	6.1

Nineteen percent of respondents ($n = 107$)[36] had disabilities that substantially affect major life activities. Five percent of respondents *(n = 29)* said they had medical conditions, and 3% indicated they had ADHD ($n = 18$), were hard of hearing ($n = 17$), or had mental health/psychological conditions ($n = 15$) (Table 6).

Table 6. **Respondent's Disability Status**

Disability	*n*	%
Acquired/Traumatic Brain Injury	<5	--
Attention Deficit/ Hyperactivity Disorder	18	3.0
Asperger's/Autism Spectrum	<5	--
Blind	<5	--
Low vision	6	1.0
Deaf	<5	--
Hard of Hearing	17	2.8
Learning disability	5	0.8
Medical Condition	29	4.8
Mental health/psychological condition	15	2.5
Physical/Mobility condition that affects walking	10	1.7
Physical/Mobility condition that does not affect walking	13	2.1
Speech/Communication	<5	--
Other	11	1.8
I have none of the listed conditions	461	76.1

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

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[36] Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 107 (18%). The duplicated total ($n = 130$; 22%) is reflected in Table 6 in this report and in Appendix B.

Table 7 indicates that approximately 97% ($n = 587$) of participants who completed this survey were U.S. citizens.

Table 7. **Respondents' Citizenship Status**

	n	*%*
U.S. citizen	587	96.9
Permanent Resident	22	3.6
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	<5	--
Other legally documented status	<5	--
Undocumented resident	<5	--

Seventy-nine percent of respondents ($n = 481$) said English was spoken in their homes. Four percent ($n = 22$) indicated a language other than English was spoken in the home, while 16% ($n = 98$) indicated that English and another language were spoken in their homes. Some of the other respondents indicated the primary languages they spoke at home were Arabic, American Sign Language, French, German, Hebrew, Hmong, Spanish, Tamil, Tagalog, and Vietnamese.

Thirty-three percent of Staff respondents ($n = 142$) indicated that the highest level of education they completed was bachelor's degrees. Twelve percent ($n = 52$) had finished associate's degrees, 17% ($n = 74$) master's degrees, and 1% ($n = 5$) doctoral or other professional degrees.

UC ANR Climate Assessment Findings[37]

The following section[38] reviews the major findings of this study. The review explores the climate at UC ANR through an examination of respondents' personal experiences, their general perceptions of UC ANR climate, and their perceptions of organizational actions regarding the climate within UC ANR. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UC ANR

The questionnaire posed questions regarding respondents' level of comfort with a variety of aspects of UC ANR. Table 8 illustrates that 73% of the survey respondents ($n = 444$) were "comfortable" or "very comfortable" with the climate at UC ANR. Seventy-three percent of respondents ($n = 442$) were "comfortable" or "very comfortable" with the climate for diversity in their work unit, academic unit, college, school, or clinical setting (which is abbreviated in this report as work unit).

Table 8. **Respondents' Comfort with the Climate**

	Comfort with Climate at UC ANR		Comfort with Climate in Work Unit	
	n	*%*	*n*	*%*
Very Comfortable	171	28.2	226	37.3
Comfortable	273	45.0	216	35.6
Neither Comfortable nor Uncomfortable	95	15.7	70	11.6
Uncomfortable	49	8.1	70	11.6
Very Uncomfortable	18	3.0	24	4.0

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[37] 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.

[38] 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 11 and 12 illustrates that Faculty/Academic respondents were more comfortable with the overall climate and the climate in their work units at UC ANR than were Staff respondents.
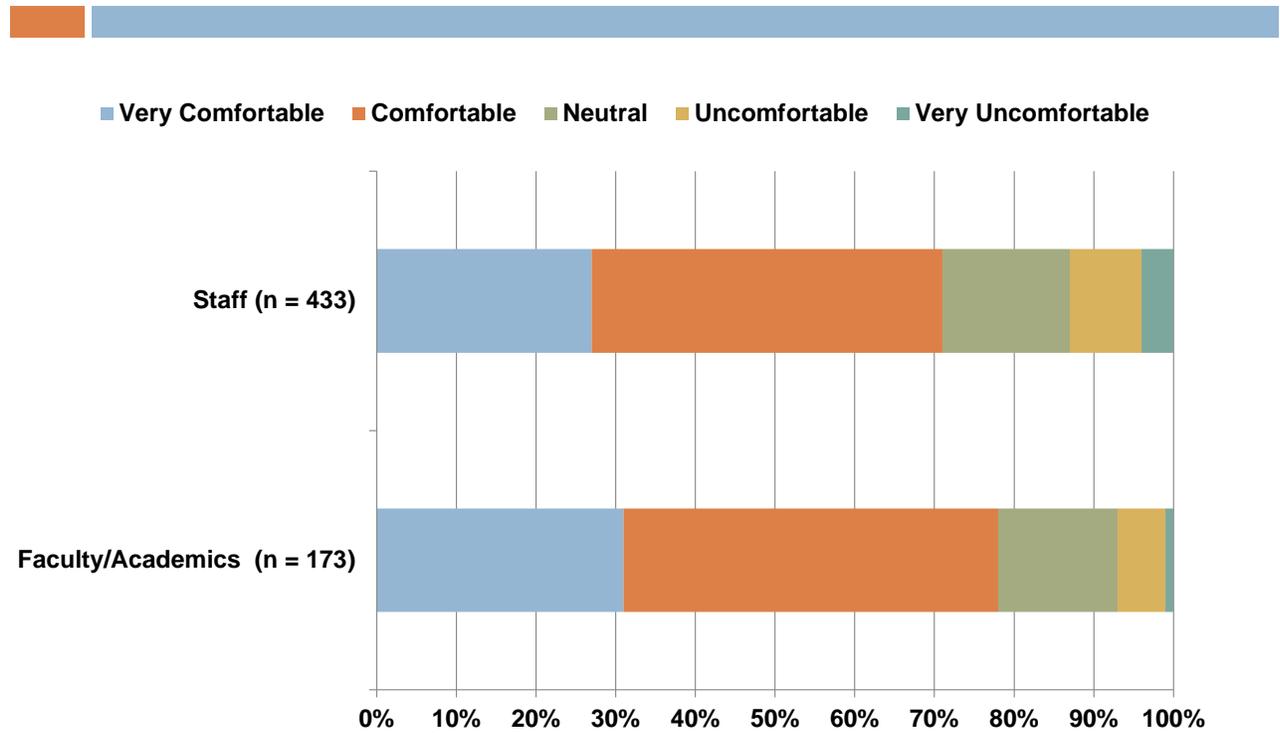
Figure 11. Comfort with Overall Climate by Position Status (%)
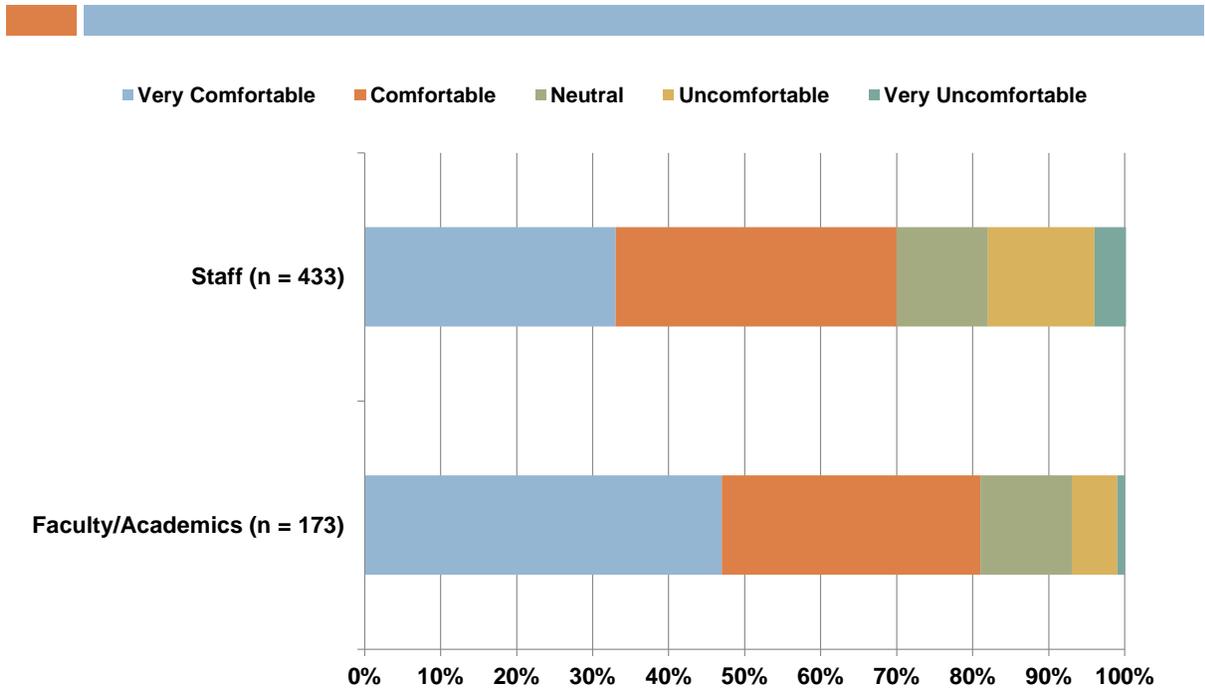
Figure 12. Comfort with Climate in Work Unit by Position Status (%)

With regard to classroom climate, 20% of Faculty/Academics ($n = 29$) were "comfortable" or "very comfortable" with the climate in their classes[39] (Table 9). The responses were low to this question because the survey was not offered to campus-based academics. Campus-based academics were invited to participate in their respective campus survey.

Table 9. **Respondents' Comfort with Climate in their Classes**

	Comfort with Climate in Classes	
	n	%
Very comfortable	11	7.6
Comfortable	18	12.5
Neither comfortable nor uncomfortable	7	4.9
Uncomfortable	<5	--
Very uncomfortable	<5	--
Not applicable	107	74.3

Note: Question only offered to Faculty/Academic respondents ($n = 147$).

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[39]   Readers will note the low number of respondents who answered this survey item ($n = 37$). Therefore, no further analyses were conducted for this survey item.

When comparing the data by racial identity,[40] White respondents were more likely than other groups to feel "very comfortable"/"comfortable" with the overall climate for diversity at UC ANR and in their department/work unit/ academic unit/college/school/clinical setting (Figures 13 &14).
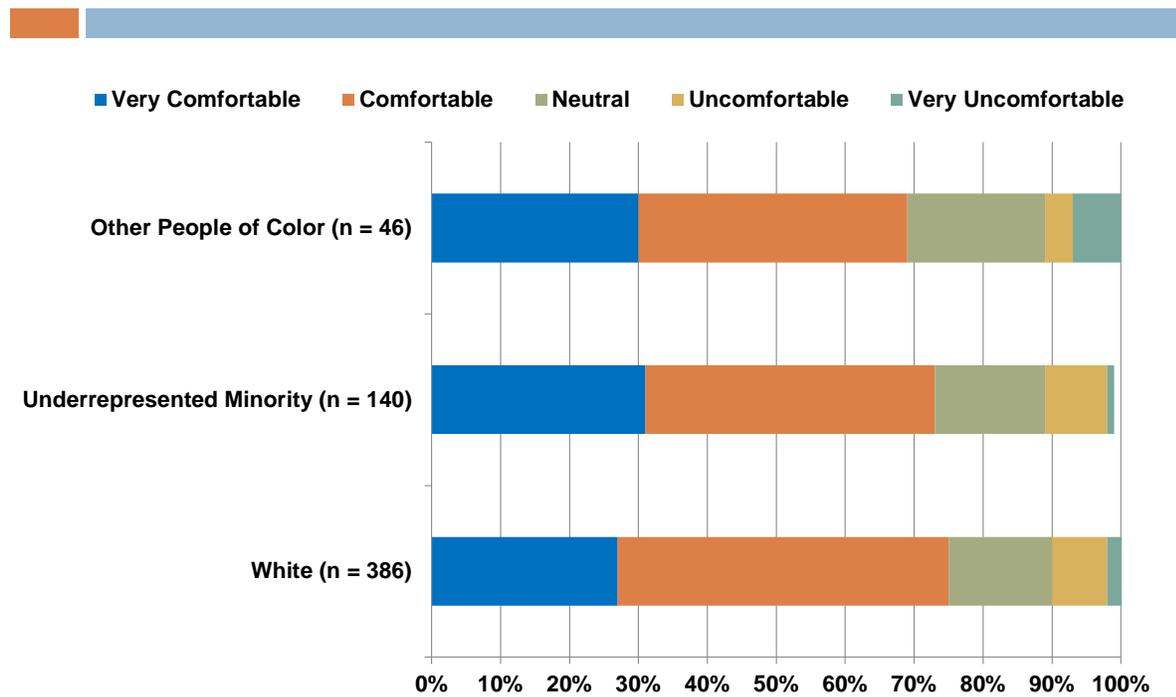
Figure 13. Comfort with Overall Climate by Race (%)

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[40]   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.
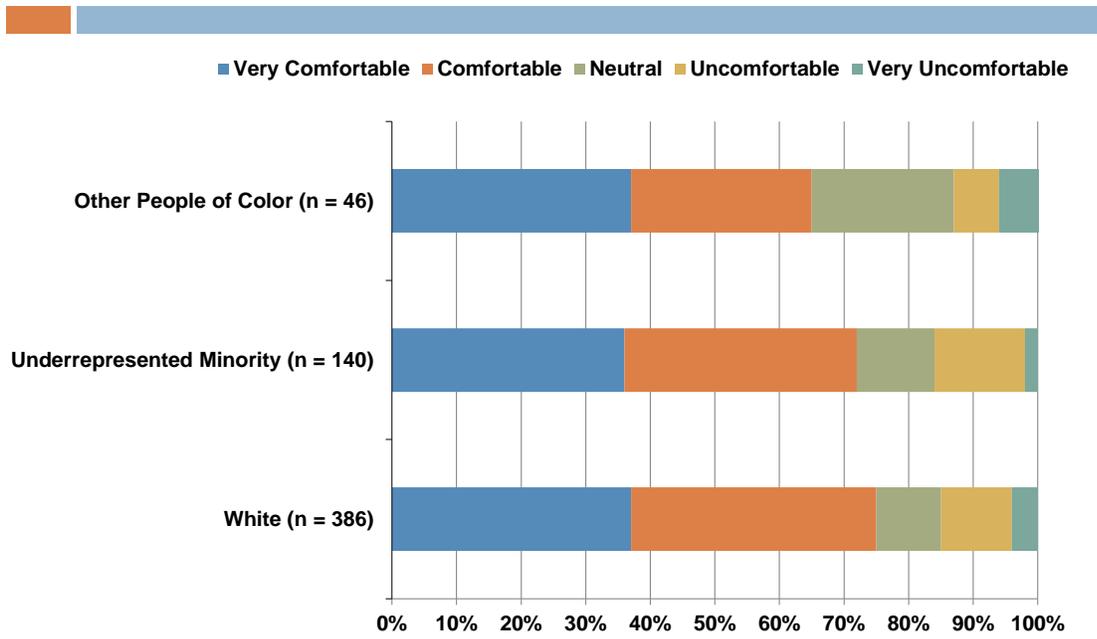
Figure 14. Comfort with Climate in Work Unit by Race (%)

In terms of gender, men were more comfortable than women with the overall climate and with the climate in work units (Figures 15 & 16).[41]
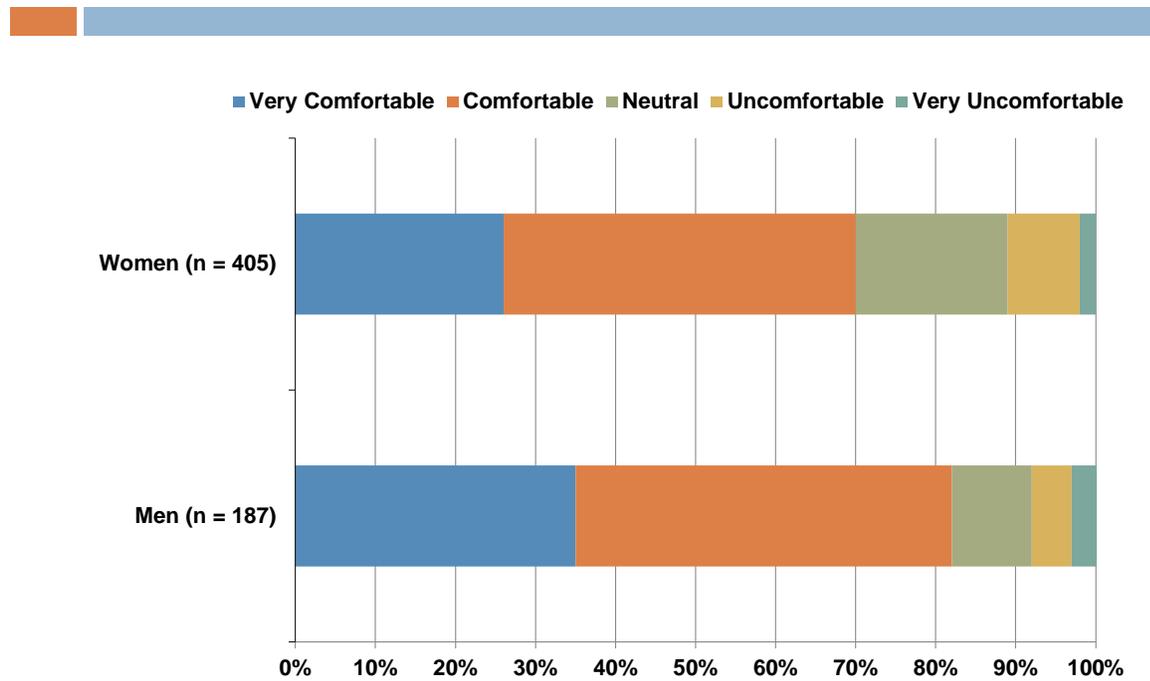
Figure 15. Comfort with Overall Climate by Gender (%)
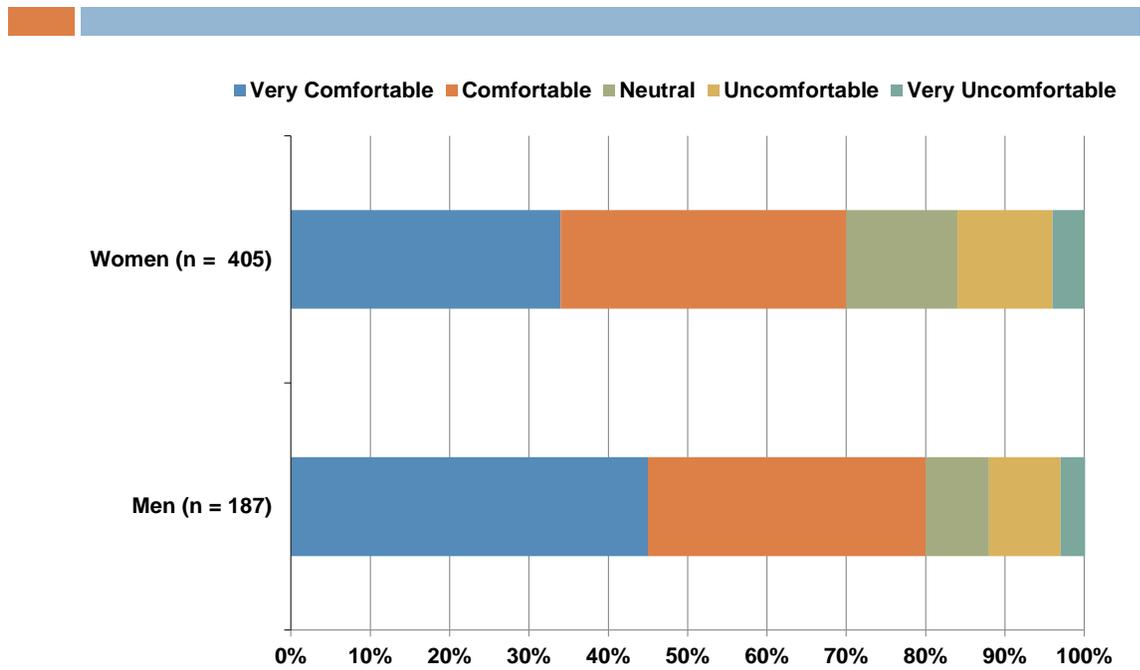
Figure 16. Comfort with Climate in Work Unit by Gender (%)

With respect to sexual orientation, LGBQ respondents were less comfortable with the overall climate and in their work units than were heterosexual respondents (Figures 17 & 18).
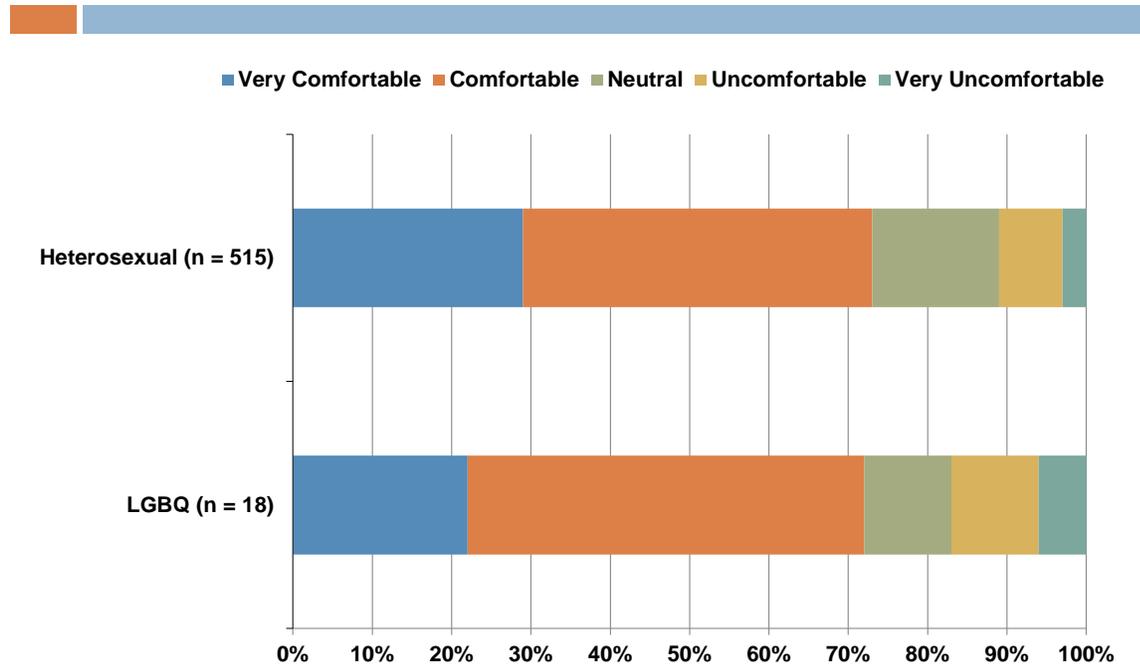
Figure 17. Comfort with Overall Climate by Sexual Orientation (%)
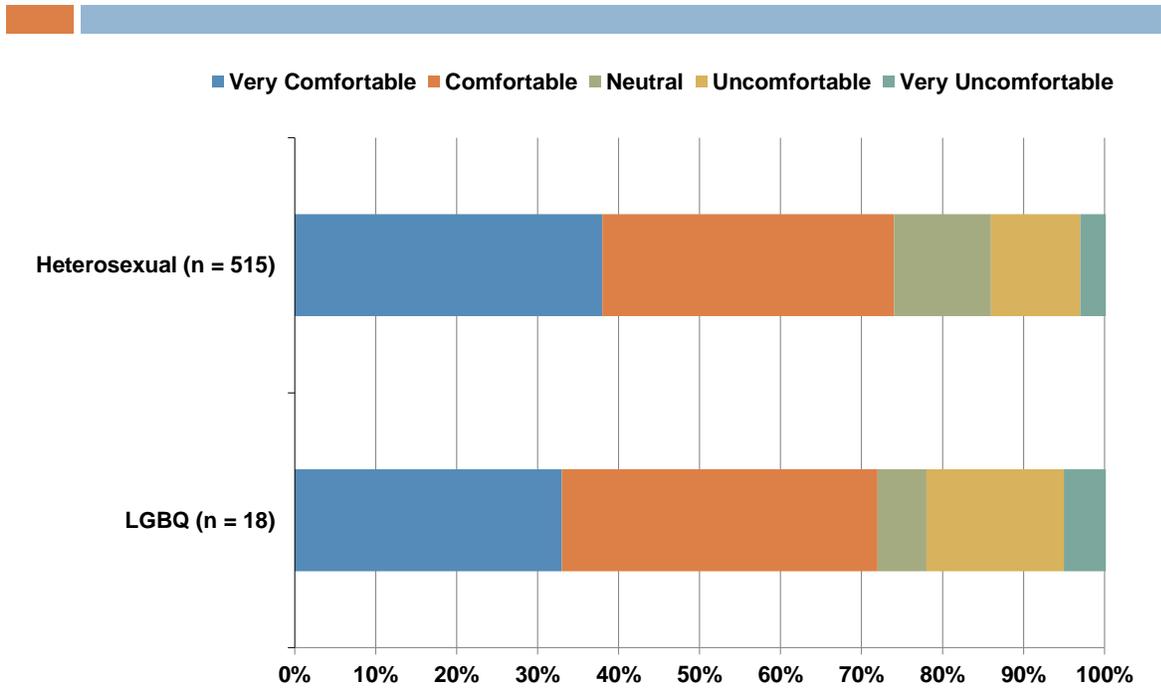
Figure 18. Comfort with Climate in Work Unit by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate overall at UC ANR and in their work units than were respondents with disabilities (Figures 19 & 20).
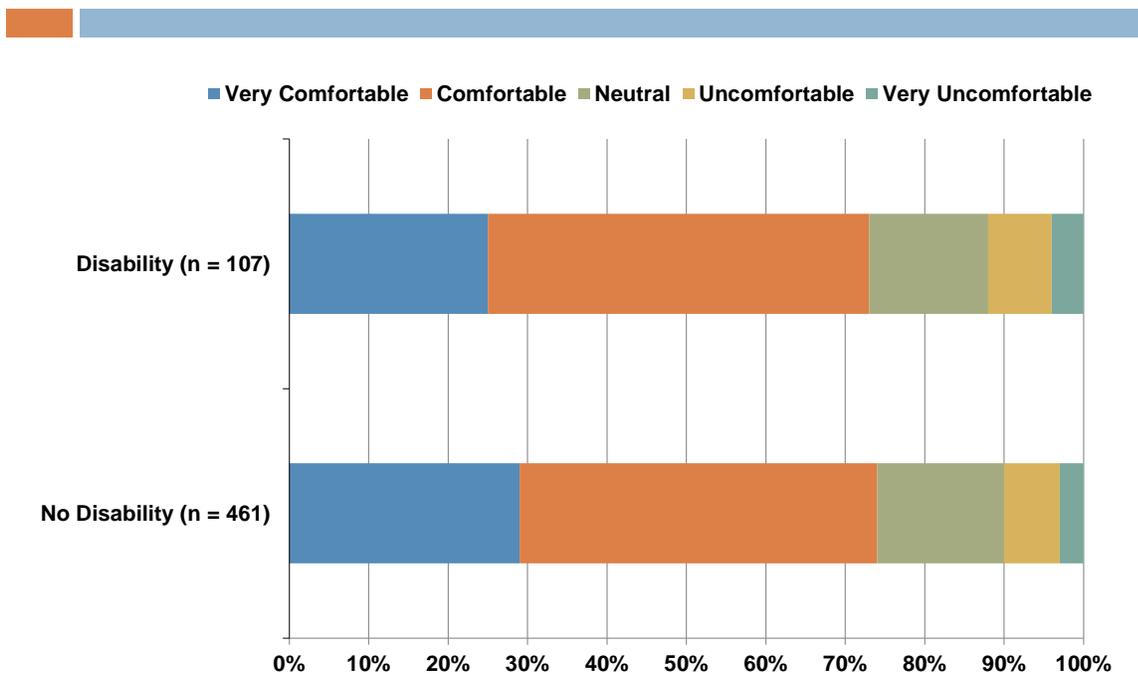
Figure 19. Comfort with Overall Climate by Disability Status (%)
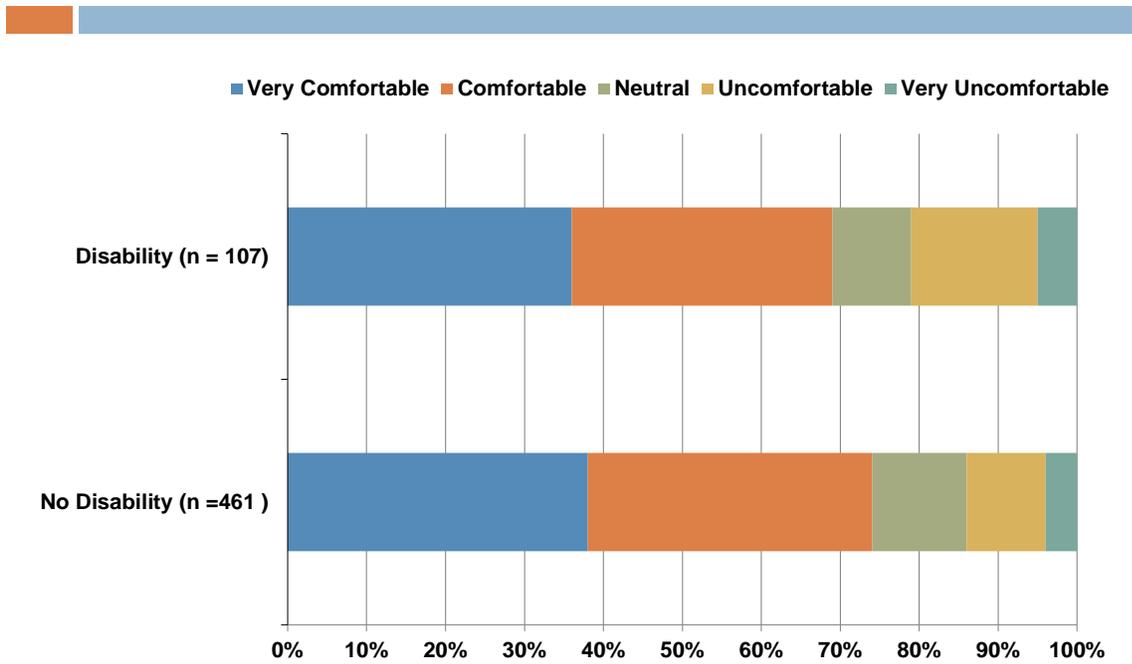
Figure 20. Comfort with Climate in Work Unit by Disability Status (%)

People who identified as having a Christian Affiliation were slightly more comfortable with the overall climate in UC ANR than respondents who identified with Other Faith Based Affiliations[42] at UC ANR, but similarly comfortable in their work units (Figures 21 & 22).
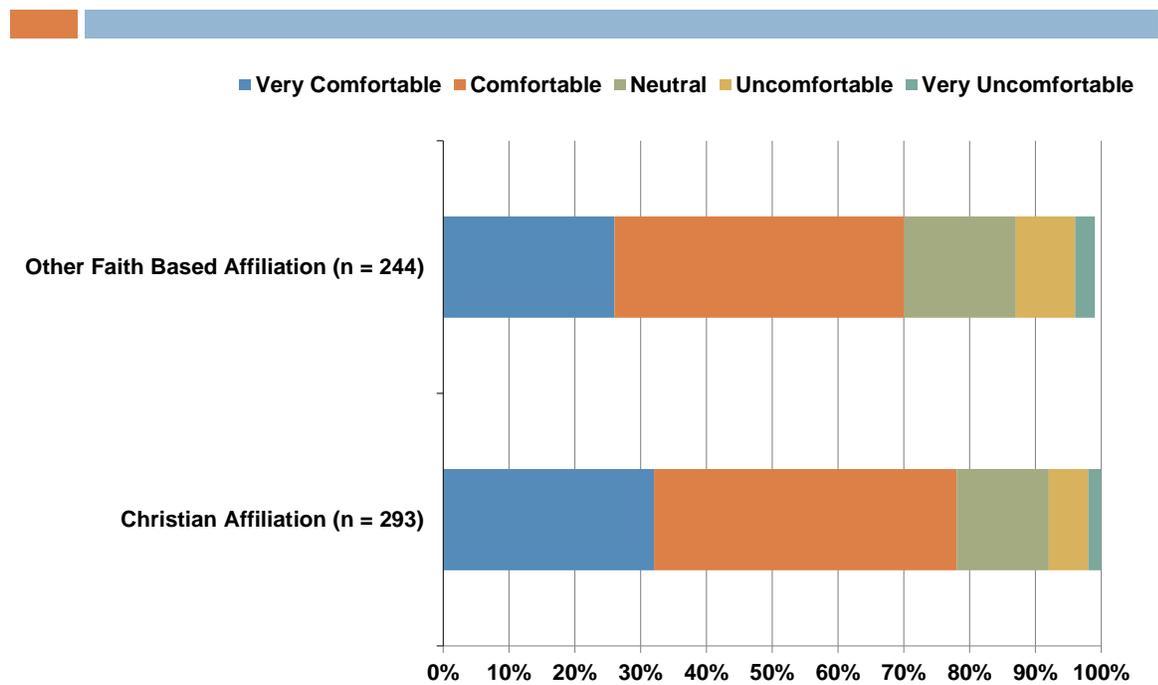
Figure 21. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

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[42]   Due to the low numbers of respondents in specific religious/spiritual affiliations (i.e., Muslim Affiliation, Jewish Affiliation), analyses were restricted to Christian Affiliation and Other Faith Based Affiliations to assure the confidentiality of the respondents.
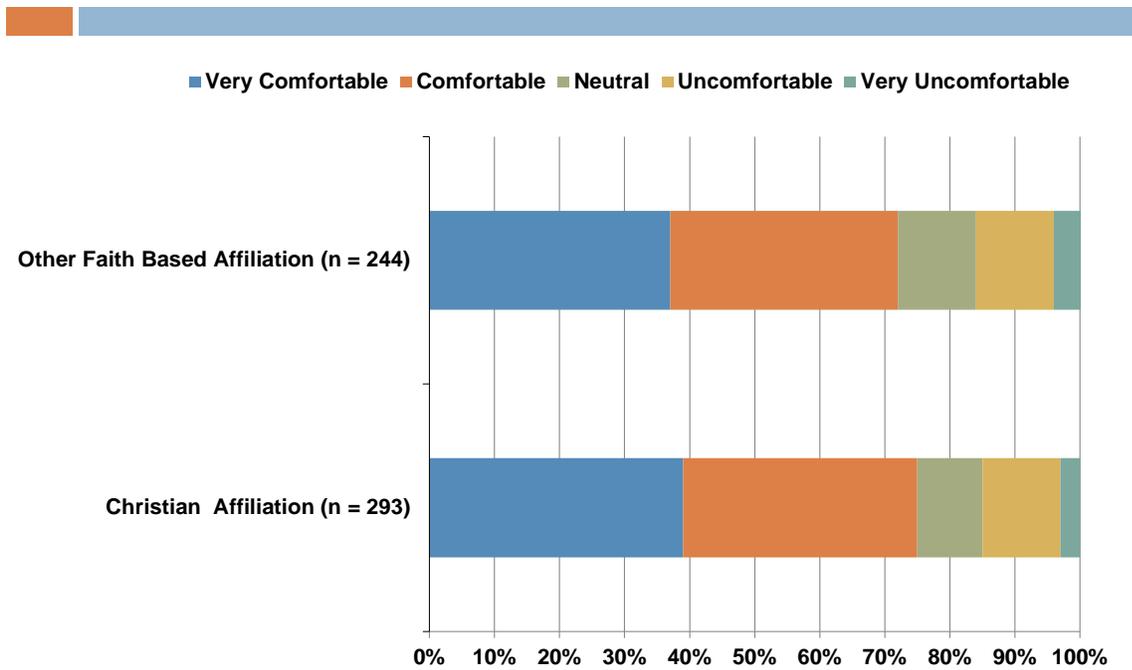
Figure 22. Comfort with Climate in Work Unit by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty-one percent of the respondents ($n =534$) indicated that the overall climate was "very respectful" of people from White racial/ethnic backgrounds (Table 10). Fewer respondents indicated the overall climate was "very respectful" of African Americans/Africans/Blacks (32%, $n =187$), American Indians/Alaskan Natives (28%, $n =164$), Asians/Asian Americans (34%, $n =197$), Latinos/Hispanics (34%, $n =199$), Middle Easterners/South Asians/North Africans (30%, $n =171$), and Pacific Islanders (29%, $n =168$).

Table 10. **Ratings of Perceptions of UC ANR Climate for Various Races/Ethnicities**

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
African American/African/Black	187	32.3	269	46.5	8	1.4	<5	--	115	19.9
American Indian/Alaskan Native	164	28.3	237	40.9	5	0.9	<5	--	173	29.9
Asian/ Asian American	197	34.3	280	48.7	<5	--	<5	--	93	16.2
Hispanic/Latino	199	34.1	303	52.0	13	2.2	<5	--	68	11.7
Middle Eastern/South Asian/North African	171	29.6	256	44.4	6	1.0	<5	--	144	25.0
Pacific Islander	168	29.4	248	43.5	<5	--	<5	--	152	26.6
White	235	40.7	304	52.6	<5	--	<5	--	34	5.9

Table 11 indicates that more than half of all respondents thought that the overall climate was "very respectful"/"respectful" of all but one of the groups listed in the table. Less than half of all respondents (46%, $n = 259$) felt the climate was "very respectful"/"respectful" of transgender individuals, however a large proportion of respondents indicated that they did not know if the climate was respectful or disrespectful of transgender people (53%, $n = 299$).

Table 11. **Ratings of Perceptions of UC ANR Climate for Various UC ANR Groups**

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Psychological health issues	118	20.2	282	48.2	13	2.2	<5	--	170	29.1
Physical health issues	178	30.4	315	53.8	10	1.7	<5	--	78	13.3
Female	196	33.6	330	56.5	17	2.9	<5	--	40	6.8
From religious affiliations other than Christian	147	25.1	274	46.8	12	2.1	<5	--	151	25.8
From Christian affiliations	157	27.0	283	48.6	12	2.1	<5	--	128	22.0
Gay, lesbian, bisexual, transgender	126	21.6	252	43.3	11	1.9	<5	--	189	32.5
Immigrants	152	26.1	278	47.7	14	2.4	<5	--	139	23.8
International students, staff, or faculty	150	25.7	279	47.8	<5	--	<5	--	152	26.0
Learning disabled	119	20.4	237	40.7	9	1.5	<5	--	217	37.2
Male	208	35.8	301	51.8	10	1.7	7	1.2	55	9.5
Non-native English speakers	149	25.8	311	53.8	22	3.8	<5	--	95	16.4
Parents/guardians	169	29.1	307	52.8	6	1.0	<5	--	96	16.5
People of color	182	31.3	309	53.2	8	1.4	<5	--	82	14.1
Providing care for adults who are disabled and/or elderly	136	23.6	234	40.6	9	1.6	<5	--	196	34.0
Physical disability	158	27.4	278	48.3	8	1.4	<5	--	132	22.9
Socioeconomically disadvantaged	146	25.6	252	44.1	22	3.9	7	1.2	144	25.2
Socioeconomically advantaged	170	29.7	260	45.5	5	0.9	<5	--	135	23.6
Transgender	94	16.6	165	29.1	7	1.2	<5	--	299	52.7

Perceptions of UC ANR Accessibility

With regard to UC ANR accessibility for people with disabilities, meeting rooms, office buildings, parking, restrooms, work space, and the UC ANR Website were considered "fully accessible" by over 60% of respondents (Table 12).

Table 12. **Ratings of UC ANR Accessibility**

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Accessibility								
Braille signage	56	9.8	85	14.9	126	22.1	302	53.1
Break rooms	282	49.4	151	26.4	41	7.2	97	17.0
Elevators	184	33.6	50	9.1	47	8.6	267	48.7
Field sites	114	20.2	147	26.1	34	6.0	268	47.6
Laboratories	136	24.5	110	19.9	14	2.5	294	53.1
Lactation rooms	68	12.3	59	10.6	75	13.5	352	63.5
Machine shops	82	15.0	71	13.0	23	4.2	370	67.8
Meeting rooms	345	60.8	140	24.7	13	2.3	69	12.2
Office buildings	359	62.8	141	24.7	10	1.7	62	10.8
Parking	395	69.1	114	19.9	6	1.0	57	10.0
REC Housing	64	11.8	45	8.3	18	3.3	416	76.6
Restrooms	377	66.4	125	22.0	14	2.5	52	9.2
Storage facilities	184	33.0	156	28.0	58	10.4	160	28.7
Walkways and pedestrian paths	331	58.2	145	25.5	12	2.1	81	14.2
Work equipment	234	41.1	164	28.8	17	3.0	154	27.1
Work space	287	51.1	196	34.9	20	3.6	59	10.5
Extension/Outreach Materials	256	45.5	139	24.7	20	3.6	148	26.3
UC ANR Website	354	63.6	120	21.5	11	2.0	72	12.9

Table 13 depicts by Disability Status (respondents with self-identified disabilities and those without disabilities) whether respondents found certain areas of UC ANR "not accessible." The original question asked respondents the degree to which they found those areas "fully accessible," "accessible with accommodations," "not accessible," or "don't know."

Table 13. **"Not Accessible" Ratings of UC ANR by Disability Status**

	Not Accessible		Not Accessible	
	Respondents with No Disabilities		Respondents with Disabilities	
Area	n	%	n	%
Accessibility				
Braille signage	94	21.6	21	21.0
Break rooms	32	7.4	5	4.9
Elevators	34	8.1	8	8.2
Field sites	28	6.5	5	5.0
Laboratories	12	2.8	<5	--
Lactation rooms	57	13.6	9	8.7
Machine shops	15	3.6	<5	--
Meeting rooms	9	2.1	<5	--
Office buildings	7	1.6	<5	--
Parking	6	1.4	<5	--
REC Housing	14	3.4	<5	--
Restrooms	9	2.1	<5	--
Storage facilities	40	9.5	13	12.6
Walkways and pedestrian paths	10	2.3	<5	--
Work equipment	13	3.0	<5	--
Work space	15	3.5	<5	--
Extension/Outreach Materials	15	3.5	<5	--
UC ANR Website	9	2.1	<5	--

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Thirty-one percent ($n = 188$) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UC ANR within the past year. Eleven percent of respondents ($n = 65$) said that the conduct interfered with their ability to work or learn[43] at UC ANR and 20% of respondents ($n = 123$) felt the conduct did not interfere with their ability to work or learn at UC ANR.

Table 14 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., position, age, ancestry). Of the 188 respondents who experienced such conduct, 13% of respondents said the conduct was "very often"/"often" based on their position ($n = 43$). Others said they "very often"/"often" experienced such conduct based on educational level (13%, $n = 19$), educational level (11%, $n = 18$), age (10%, $n = 15$), etc.

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

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

Note: Only answered by respondents who experienced exclusionary conduct (*n* = 188)

Area	Very often		Often		Sometimes		Seldom	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Academic Performance	<5	--	8	5.7	12	8.5	13	9.2
Age	5	3.5	10	7.0	19	13.4	21	14.8
Ancestry	<5	--	<5	--	10	7.1	17	12.1
Country of origin	<5	--	5	3.6	5	3.6	13	9.4
Discipline of study	<5	--	7	5.1	10	7.2	13	9.4
Educational level	5	3.5	13	9.2	22	15.6	21	14.9
Educational modality (on-line, classroom)	<5	--	<5	--	<5	--	9	6.7
English language proficiency/accent	<5	--	<5	--	7	5.1	15	10.9
Ethnicity	<5	--	6	4.3	16	11.6	15	10.9
Gender identity	<5	--	5	3.6	9	6.4	16	11.4
Gender expression	<5	--	<5	--	<5	--	16	12.0
Immigrant/citizen status	<5	--	<5	--	<5	--	8	5.9
International Status	<5	--	<5	--	<5	--	7	5.1
Learning disability	<5	--	<5	--	<5	--	8	5.9
Marital status (e.g. single, married, partnered)	<5	--	<5	--	5	3.7	15	11.2
Medical condition	<5	--	<5	--	<5	--	16	11.7
Military/veteran status	<5	--	<5	--	<5	--	<5	--
Parental status (e.g., having children)	<5	--	<5	--	8	6.0	10	7.5
Participation in an organization/team	6	4.4	7	5.1	5	3.7	9	6.6
Physical characteristics	<5	--	<5	--	6	4.4	17	12.6
Physical disability	<5	--	<5	--	7	5.2	6	4.5
Philosophical views	5	3.7	6	4.4	16	11.8	13	9.6

Table 14 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Political views	7	5.2	<5	--	7	5.2	19	14.2
Position (staff, faculty, student)	15	9.8	28	18.3	39	25.5	13	8.5
Pregnancy	<5	--	<5	--	<5	--	8	5.8
Psychological condition	<5	--	<5	--	<5	--	12	8.8
Race	<5	--	<5	--	10	7.5	16	11.9
Religious/spiritual views	5	3.8	<5	--	9	6.9	8	6.1
Sexual orientation	<5	--	<5	--	<5	--	5	3.7
Socioeconomic status	6	4.5	<5	--	9	6.7	7	5.2
Don't Know	15	10.6	<5	--	21	14.8	16	11.3

Percentages do not sum to 100 due to multiple responses.
Respondents had the option to choose "Not Applicable." Those numbers are presented in Appendix B, Table 42.

The following figures[44] depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UC ANR?"

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[44] For Figures 23 through 27, 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 23), 29% of White Respondents ($n = 111$), 31% of Underrepresented Minority respondents ($n = 43$), and 40% of Other People of Color respondents ($n = 18$) believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 44% of Other People of Color respondents ($n = 8$) and 16% of Underrepresented Minority respondents ($n = 7$) said it was based on their race, while 1% of White respondents ($n = 13$) thought the conduct was based on their race.
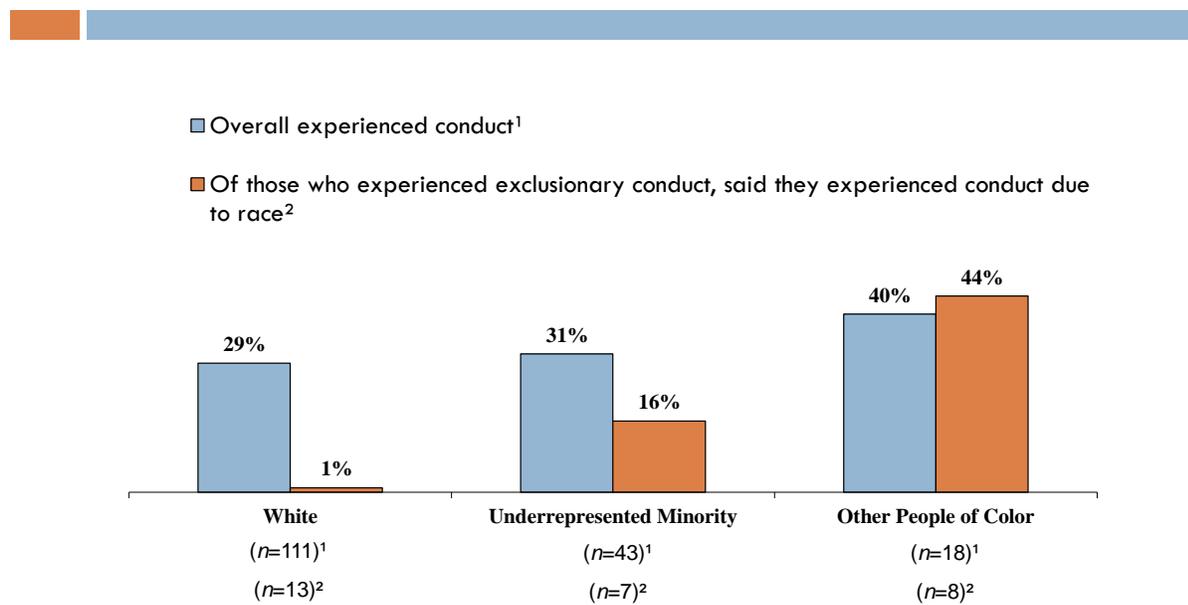
Legend:
- Overall experienced conduct[1]
- Of those who experienced exclusionary conduct, said they experienced conduct due to race[2]

	White (n=111)[1] (n=13)[2]	Underrepresented Minority (n=43)[1] (n=7)[2]	Other People of Color (n=18)[1] (n=8)[2]
Overall experienced conduct	29%	31%	40%
Due to race	1%	16%	44%

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

When reviewing the data by gender (Figure 24), a higher percentage of women respondents (33%, $n = 132$) believed they had experienced exclusionary, intimidating, offensive or hostile conduct than did men (27%, $n = 50$). Eighteen percent of women ($n = 24$) and 12% of men ($n= 6$) who believed they had experienced this conduct said it was based on their gender identity.
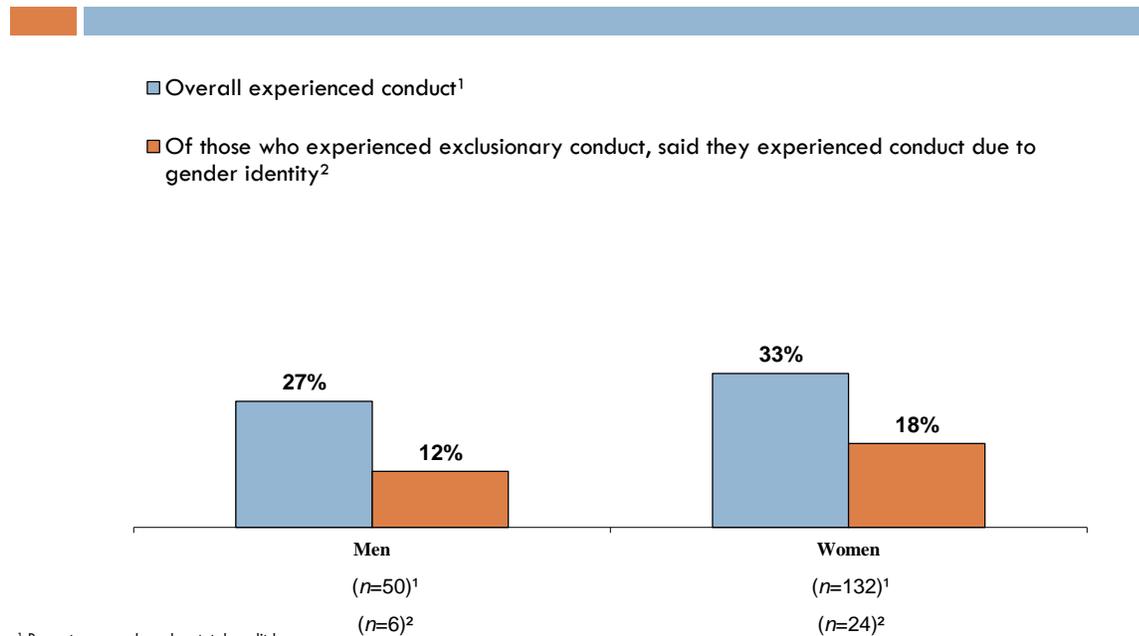
■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct due to gender identity[2]

27%

12%

33%

18%

Men
(n=50)[1]
(n=6)[2]

Women
(n=132)[1]
(n=24)[2]

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

As depicted in Figure 25, a greater percentage of Staff respondents (35%, $n = 151$) believed they had experienced exclusionary conduct than Faculty/Academic respondents (22%, n = 37) (Figure 24). Forty-one percent of Faculty/Academic respondents ($n = 15$) and 53% of Staff respondents ($n = 80$) who believed they experienced this behavior, felt the conduct was based on their position status.
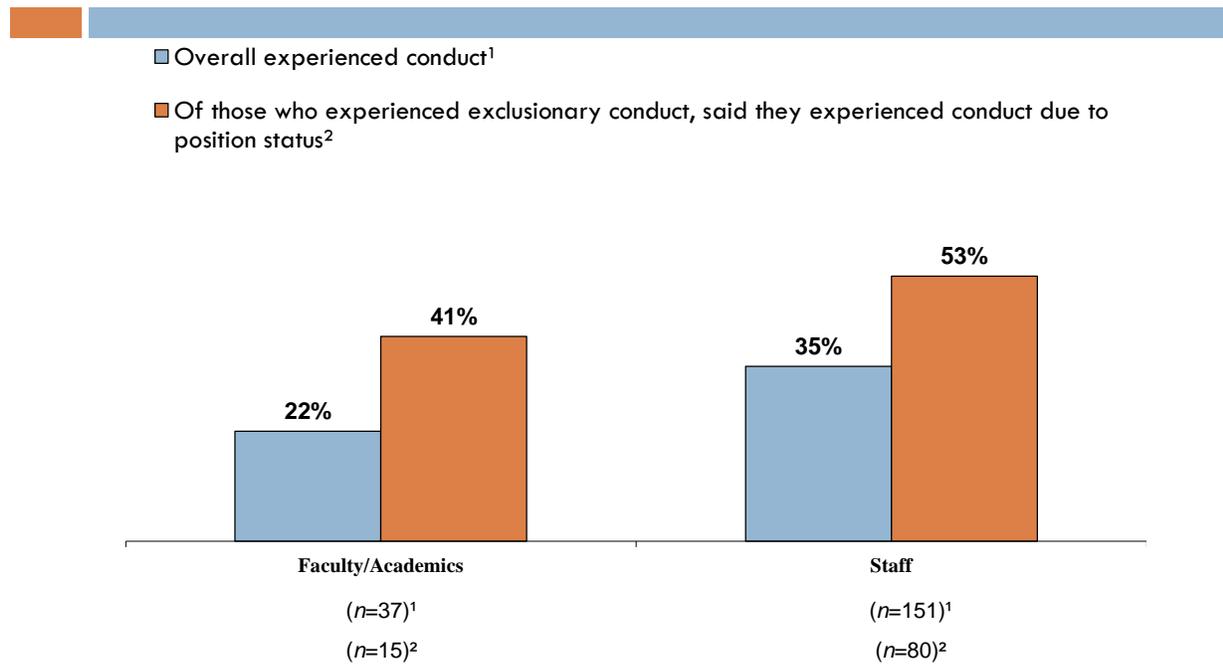
□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct due to position status[2]

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

Figure 26 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (39% versus 30%). Of those who believed they had experienced this type of conduct, no LGBQ respondents indicated that this conduct was based on sexual orientation.

□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct due to sexual orientation[2]

39%
30%
11%

LGBQ respondents
(*n*=7)[1]

Heterosexual Respondents
(*n*=154)[1]
(*n*=12)[2]
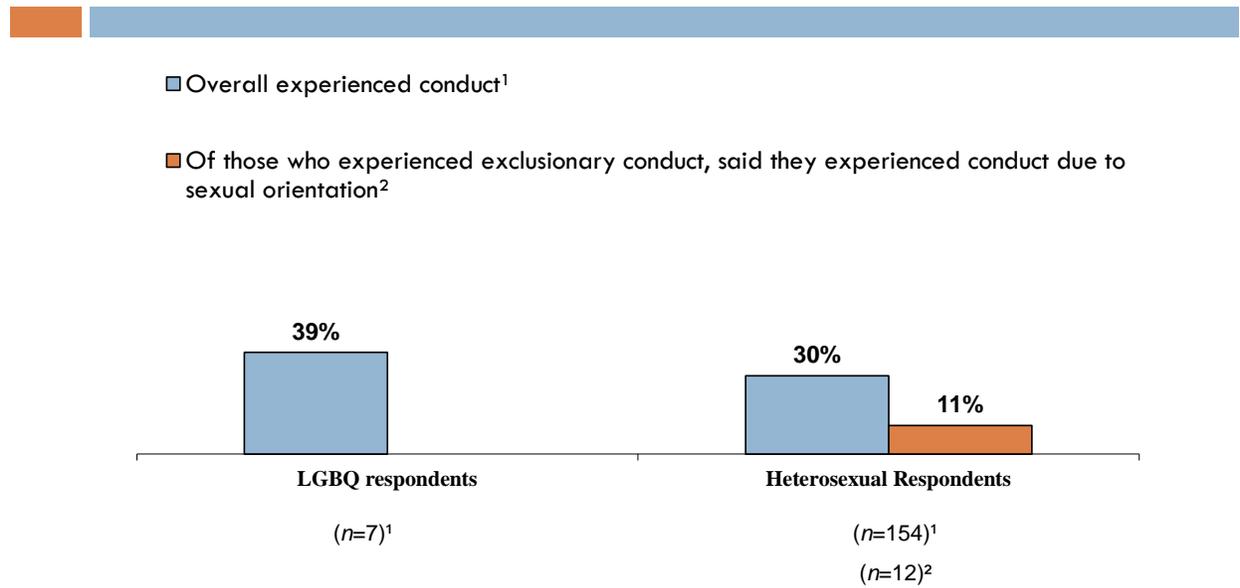
Responses with *n*'s less than 5 are not presented in the figure.

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

The same percentage of respondents with Other Faith Based Affiliations (31%, $n = 75$) and respondents with Christian Affiliations (31%, $n = 90$) experienced exclusionary conduct in the past year (Figure 27). Of those who experiences this conduct, 24% of Christian respondents ($n = 14$) and 13% of other than Christian respondents ($n = 7$) indicated that the exclusionary conduct was based on their religious/spiritual affiliation.
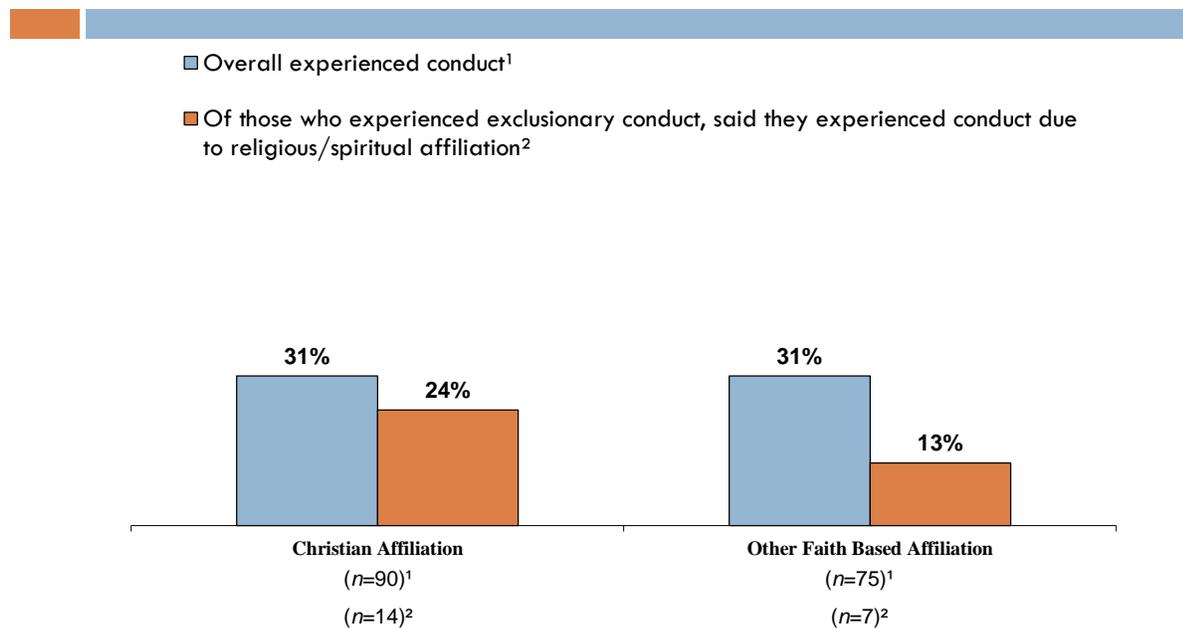
■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct due to religious/spiritual affiliation[2]

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

Table 15 illustrates the manners in which respondents' experienced exclusionary conduct. Forty-seven percent (*n* = 88) felt intimidated and bullied, 41% felt deliberately ignored or excluded (*n* = 77), and 39% felt isolated or left out (*n* = 73).

Table 15. **Form of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct** Only answered by respondents who experienced exclusionary conduct (*n* = 188)	*n*	% of those who experienced the conduct
I felt intimidated/bullied	88	46.8
I felt I was deliberately ignored or excluded	77	41.0
I felt isolated or left out	73	38.8
I received a low performance evaluation	28	14.9
I was the target of derogatory verbal remarks	28	14.9
I received derogatory written comments	20	10.6
I observed others staring at me	17	9.0
I feared for my physical safety	13	6.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	6	3.2
I received derogatory phone calls	6	3.2
I was singled out as the spokesperson for my identity group	6	3.2
Someone assumed I was not admitted/hired/promoted due to my identity	<5	--
I feared for my family's safety	<5	--
I was the target of racial/ethnic profiling	<5	--
Someone assumed I was admitted/hired/promoted due to my identity	<5	--
I feared getting a poor grade because of a hostile classroom environment	<5	--
I received threats of physical violence	<5	--
I was the target of physical violence	<5	--
I was the target of stalking	<5	--
I was the target of graffiti/vandalism	<5	--
I was the victim of a crime	<5	--
Other	40	21.3

Percentages do not sum to 100 due to multiple responses.

Fifty-one percent of respondents ($n = 95$) who experienced exclusionary conduct said it occurred in a UC ANR office (Table 16). Forty-eight percent of respondents ($n = 91$) said the incidents occurred while working at UC ANR job. Twenty-six percent of respondents ($n = 48$) said the incident happened in a meeting with a group of people and 15% ($n = 28$) said it happened while in a meeting with one other person.

Table 16. **Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct ($n = 188$).

	n	% of respondents who experienced conduct
In a UC ANR office	95	50.5
Local Cooperative Extension Office	*44*	*52.4*
ANR Division/Davis Based	*26*	*31.0*
Research and Extension Center	*10*	*11.9*
ANR/Division/UCOP Based	*<5*	*--*
While working at a UC ANR job	91	48.4
Local Cooperative Extension Office	*35*	*44.9*
ANR Division/Davis Based	*22*	*28.2*
Research and Extension Center	*14*	*17.9*
ANR/Division/UCOP Based	*7*	*9.0*
In a meeting with a group of people	48	25.5
In a meeting with one other person	28	14.9
At a UC ANR event	15	8.0
In a public space at UC ANR	14	7.4
In a faculty office	5	2.7
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	*<5*	*--*
In a class/lab/clinical setting	*<5*	*--*
While walking	*<5*	*--*
Off location	*<5*	*--*
Other	19	10.1

Percentages do not sum to 100 due to multiple responses.

Forty percent of the respondents ($n = 76$) identified a co-worker as the source of the conduct. Twenty-three percent ($n = 43$) identified administrators and 21% ($n = 40$) identified supervisors as the source of the conduct (Table 17).

Table 17. **Source of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct ($n = 188$)

	n	% of respondents who experienced conduct
Co-worker	76	40.4
Administrator	43	22.9
Supervisor	40	21.3
UCCE Advisor or Specialist	36	19.1
Staff member	34	18.1
Department head	14	7.4
Person that I supervise	8	4.3
Faculty member	7	3.7
Program Participant	7	3.7
Volunteer (e.g. 4-H, Master Gardener, etc.)	7	3.7
Union representative	5	2.7
Clientele	<5	--
Don't know source	<5	--
Faculty advisor	<5	--
UC ANR visitor(s)	<5	--
UC ANR organizations or groups	<5	--
Friend	<5	--
Off location community member	<5	--

Percentages do not sum to 100 due to multiple responses.

Figure 28 reviews the source of perceived exclusionary conduct by status. Co-workers were the greatest source of exclusionary conduct for Staff respondents. Faculty/Academic respondents reported that Co-workers and Administrators as their greatest sources of exclusionary conduct.
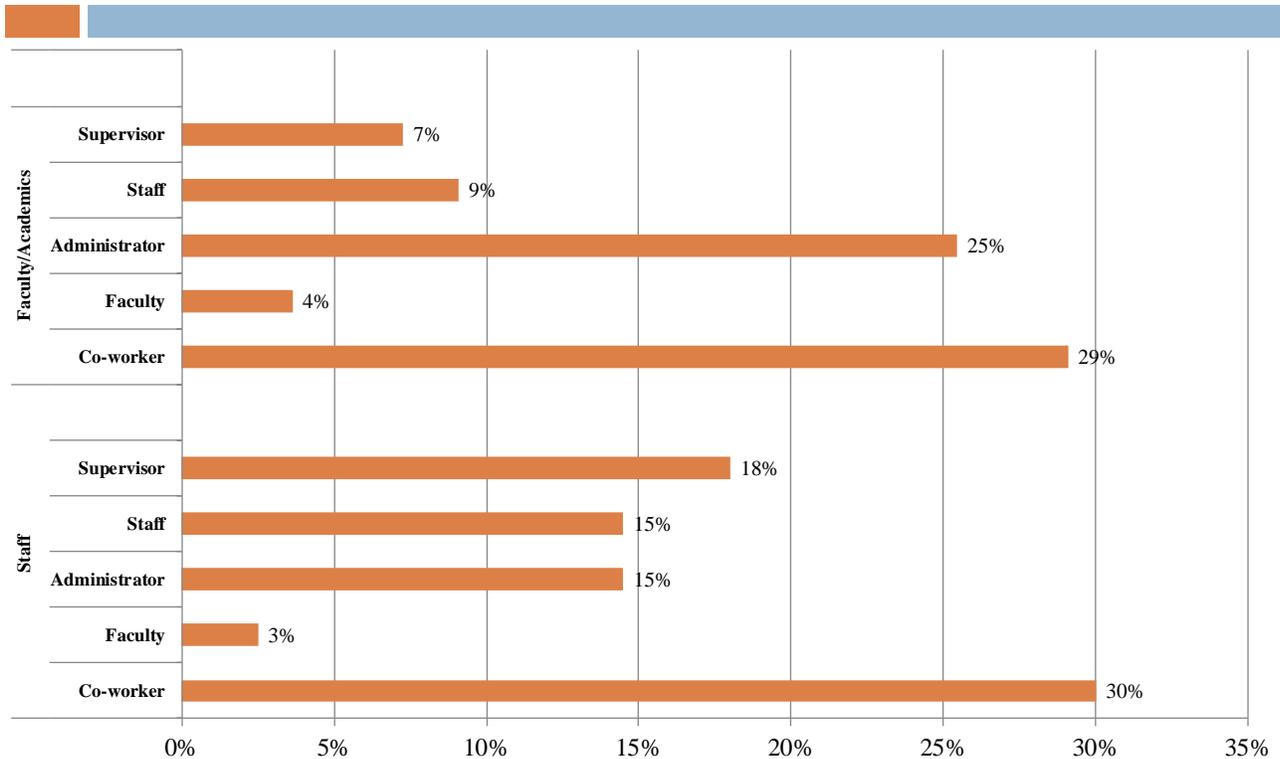
Figure 28. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (*%*)

In response to this conduct, 44% (*n* = 82) of respondents were angry, 32% (*n* = 60) told a family member, 31% (*n* = 58) felt embarrassed, and 26% (*n* = 49) ignored it (Table 18). While 15% of participants (*n* = 29) made complaints to UC ANR officials, 6% (*n* = 12) did not know who to go to, and 15% (*n* = 29) didn't report it for fear their complaints would not be taken seriously.

Table 18. **Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct
(*n* = 188)

	n	% of respondents who experienced conduct
I was angry	82	43.6
I told a family member	60	31.9
I felt embarrassed	58	30.9
I ignored it	49	26.1
I avoided the harasser	46	24.5
I told a friend	43	22.9
I sought support from a staff person	38	20.2
I sought support from an administrator	29	15.4
I reported it to a UC ANR employee/official	29	15.4
I didn't report it for fear that my complaint would not be taken seriously	29	15.4
I sought support from UC ANR	26	13.8
I did nothing	26	13.8
I felt somehow responsible	25	13.3
I sought support from UC ANR resource	19	10.1
I was afraid	17	9.0
I confronted the harasser at the time	16	8.5
I confronted the harasser later	16	8.5
I did report it but I did not feel the complaint was taken seriously	14	7.4
I left the situation immediately	12	6.4
I didn't know who to go to	12	6.4
It didn't affect me at the time	9	4.8
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	9	4.8
I sought information on-line	8	4.3
I sought support from a faculty member	7	3.7
I told my union representative	5	2.7
I sought support from hot-line/advocacy services	<5	--
I sought support from a TA/grad assistant	<5	--
I contacted a local law enforcement official	<5	--
I sought support from student staff (e.g. peer counselor)	<5	--
Other	37	19.7

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 the organizational climate. Twenty-nine percent ($n = 176$) of all survey respondents observed conduct or communications directed towards a person or group of people at UC ANR 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 position (22%, $n = 38$), educational level (11%, $n = 19$), age (9%, $n = 16$), medical condition (9%, $n = 16$), and philosophical views (7%, $n = 13$). Twenty-four percent ($n = 42$) selected "don't know" as the basis.

Figures 29 and 30 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.

LGBQ respondents (39%) were most likely to report they observed conduct or communications directed towards a person or group of people at UC ANR that created an exclusionary, intimidating, offensive or hostile working or learning environment within the past year when compared with other demographic groups. Thirty-three percent of respondents with disabilities, and 30% of women respondents also observed such conduct. Similar percentages of Other People of Color (26%), White respondents (29%), and Underrepresented Minorities (30%) believed they had observed such conduct or communications (Figure 29).
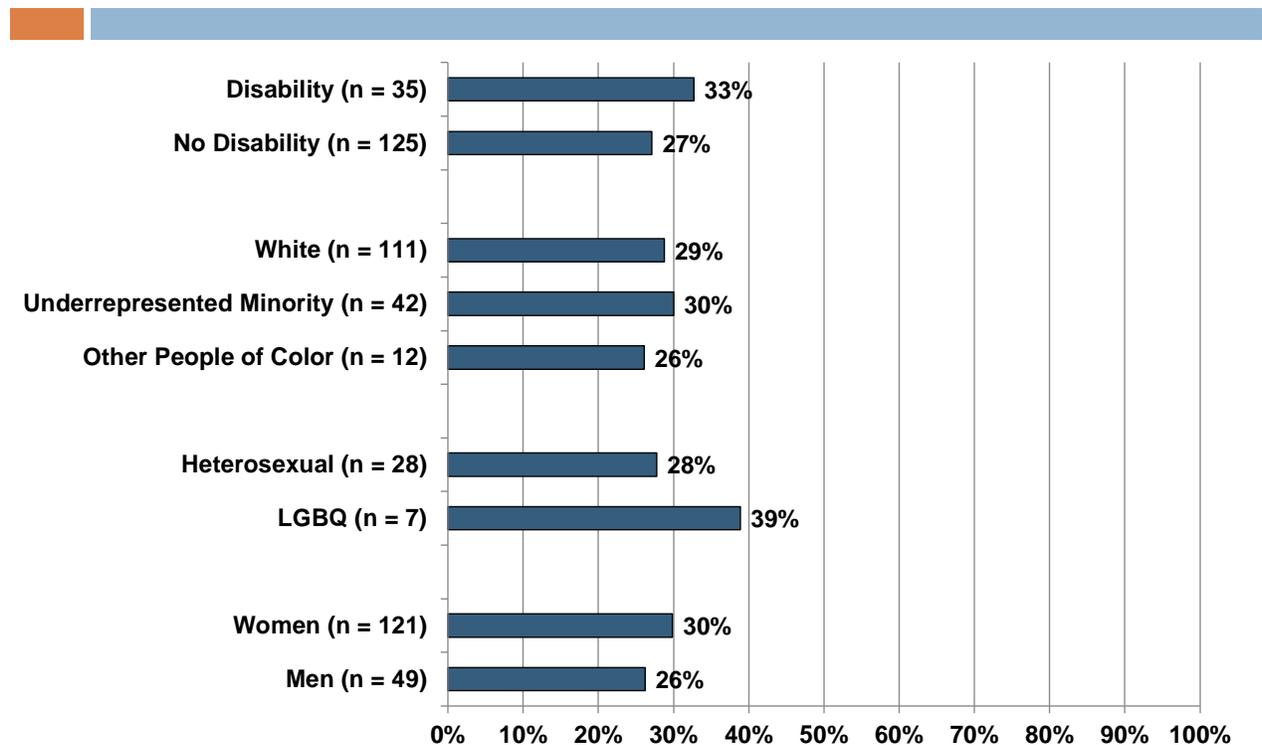
Figure 29. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Selected by Disability, Race, Sexual Orientation, and Gender (%)

In terms of position at UC ANR, results indicated that greater percentages of Staff respondents (32%, $n = 139$) believed they had observed exclusionary, intimidating, offensive, or hostile conduct than did Faculty/Academic respondents (22%, $n = 37$) (Figure 30).

■ Faculty/Academics (n = 37)

■ Staff (n = 139)
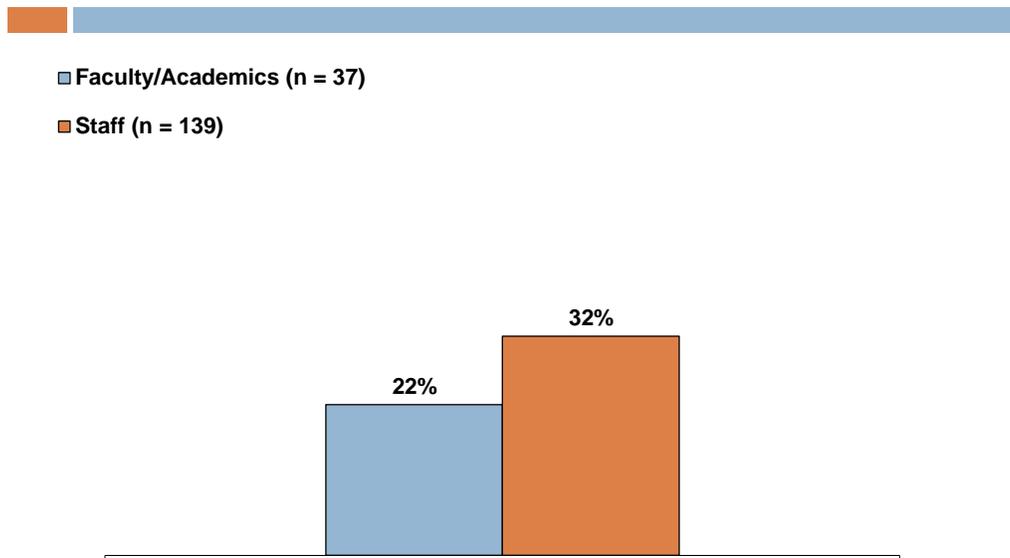
Figure 30. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)

Table 19 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (38%, $n = 67$), someone being intimidated/bullied (36%, $n = 63$), or someone being deliberately ignored or excluded (31%, $n = 54$).

Table 19. **Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct (*n* = 176)

Form	*n*	% of respondents who observed conduct
Derogatory remarks	67	38.1
Intimidated/bullied	63	35.8
Deliberately ignored or excluded	54	30.7
Isolated or left out	37	21.0
Receipt of a low performance evaluation	26	14.8
Isolated or left out when work was required in groups	24	13.6
Assumption that someone was admitted/hired/promoted based on his/her identity	23	13.1
Derogatory written comments	12	6.8
Feared for their physical safety	11	6.3
Assumption that someone was not admitted/hired/promoted based on his/her identity	10	5.7
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	8	4.5
Racial/ethnic profiling	8	4.5
Singled out as a spokesperson for his/her identity	5	2.8
Derogatory phone calls	<5	--
Feared for their family's safety	<5	--
Threats of physical violence	<5	--
Physical violence	<5	--
Graffiti/vandalism	<5	--
Receipt of a poor grade because of a hostile classroom environment	<5	--
Victim of a crime	<5	--
Other	23	13.1

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 46% had witnessed such conduct six or more times ($n = 61$) in the past year (Table 20).

Table 20. **Number of Times Respondents Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct ($n = 176$)

Number of Times Observed	*n*	% of respondents who observed conduct
1	13	9.7
2	18	13.4
3	23	17.2
4	12	9.0
5	7	5.2
6 or more	61	45.5

Percentages do not sum to 100 due to multiple responses.

Additionally, 40% of the respondents ($n = 71$) who observed exclusionary, intimidating, offensive, or hostile conduct said it happened in a UC ANR office (Table 21). Some respondents said the conduct occurred while working at a UC ANR job (35%, $n = 61$), or in a meeting with a group of people (19%, $n = 34$).

Table 21. **Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct ($n = 176$)

Location	*n*	% of respondents who observed conduct
In a UC ANR office	71	40.3
Local Cooperative Extension Office	*28*	*39.4*
ANR Division/Davis Based	*14*	*19.7*
Research and Extension Center	*10*	*14.1*
ANR Division/UCOP Based	*5*	*7*
While working at a UC ANR job	61	34.7
Research and Extension Center	*16*	*26.2*
Local Cooperative Extension Office	*15*	*24.6*
ANR Division/Davis Based	*12*	*19.7*
ANR Division/UCOP Based	*<5*	*--*
In a meeting with a group of people	34	19.3
In a meeting with one other person	15	8.5
In a public space at UC ANR	12	6.8
At a UC ANR event	11	6.3
In a faculty office	6	3.4
Off location	<5	--
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	<5	--
While walking	<5	--
In a UC ANR dining facility	<5	--
Other	14	8.0

Percentages do not sum to 100 due to multiple responses.

Forty-one percent of respondents ($n = 72$) who observed exclusionary, intimidating, offensive, or hostile conduct said the targets of the conduct were co-workers. Other respondents identified staff members (36%, $n = 64$), supervisors (9%, $n = 16$), and administrators or UCCE Advisors or Specialists (7%, $n = 12$).

The majority of respondents who observed exclusionary, intimidating, offensive, or hostile conduct directed at other said co-workers were the source of the conduct (29%, $n = 51$). Respondents identified additional sources of the conduct as supervisors (21%, $n = 36$), staff members (20%, $n = 35$), and UCCE Advisors or Specialists (13%, $n = 23$).

Table 22 illustrates participants' reactions to this conduct. Respondents most often felt angry (32%, $n = 57$) or embarrassed (28%, $n = 49$). Twenty-four percent ($n = 43$) told a family member. Five percent ($n = 8$) made complaints to UC ANR's employees/officials, while 6% ($n = 10$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (10%, $n = 17$).

Table 22. **Reactions to Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct (*n* = 176)

Reactions	*n*	%of respondents who observed conduct
I was angry	57	32.4
I felt embarrassed	49	27.8
I told a family member	43	24.4
I avoided the harasser	30	17.0
I told a friend	28	15.9
I sought support from an administrator	27	15.3
I sought support from a staff person	26	14.8
I ignored it	20	11.4
I sought support from UC ANR resource	20	11.4
I confronted the harasser later	18	10.2
I didn't report it for fear that my complaint would not be taken seriously	17	9.7
I did nothing	16	9.1
I was afraid	15	8.5
I left the situation immediately	13	7.4
I did report it but I did not feel the complaint was taken seriously	12	6.8
I felt somehow responsible	11	6.3
I confronted the harasser at the time	11	6.3
I didn't know who to go to	10	5.7
It didn't affect me at the time	8	4.5
I reported it to a UC ANR employee/official	8	4.5
I sought support from a spiritual advisor	7	4.0
I sought information on-line	7	4.0
I sought support from a faculty member	6	3.4
I told my union representative	<5	--
I sought support from hot-line/advocacy services	<5	--
I contacted a local law enforcement official	<5	--
I sought support from a TA/grad assistant	<5	--
I sought support from a student staff	<5	--
Other	23	13.1

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 7 respondents (1%) believed they had experienced unwanted sexual contact[45] while at UC ANR. Subsequent analyses suggest that Underrepresented Minority respondents (4%, $n = 6$), heterosexual respondents (1%, $n = 6$), and Staff respondents (1%, $n = 6$) were more likely than other groups to have experienced unwanted sexual contact.

Two respondents offered additional comments about their experiences of unwanted sexual contact. One respondent offered, "On 3 - 4 occasions I have experienced UPSC (unwanted physical sexual contact) that has never been to harm me, rather it has been instances in which a co-worker crosses the line with his actions because it's part of the crew and that's how the group gets along."

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[45]   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 UC ANR and in their work units. Other People of Color, women, people with disabilities, and those respondents with Other Faith Based Affiliations were less comfortable than their peers.

As noted earlier, 31% of respondents ($n = 188$) across UC ANR believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, or hostile conduct at UC ANR in the past year. The findings showed generally that women, Underrepresented Minority respondents, and Staff respondents were more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. In addition, 7 respondents believed they had experienced unwanted sexual contact in the past five years at UC ANR.

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 organizational climate to be "comfortable" or "very comfortable." Seventy-three percent of all respondents in the UC ANR 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. Across UC ANR, 31% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct which is higher than found in similar projects, however, 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).

Perceptions of Workplace Climate

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

At least half of all Faculty/Academic and Staff respondents "strongly agreed"/"agreed" that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 23.

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

Group	Strongly Agree n	Strongly Agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly Disagree n	Strongly Disagree %	Don't Know n	Don't Know %
Age	180	30.3	283	47.6	66	11.1	12	2.0	54	9.1
Ancestry	175	29.6	255	43.1	49	8.3	17	2.9	95	16.1
Country of origin	177	29.9	257	43.4	54	9.1	19	3.2	85	14.4
Educational level	163	27.6	285	48.2	83	14.0	19	3.2	41	6.9
English language proficiency	156	26.4	289	49.0	59	10.0	18	3.1	68	11.5
Ethnicity	180	30.6	264	44.8	48	8.1	20	3.4	77	13.1
Gender identity	149	25.6	231	39.7	53	9.1	17	2.9	132	22.7
Gender expression	138	24.0	222	38.6	57	9.9	13	2.3	145	25.2
Immigrant/citizen status	147	25.1	250	42.7	48	8.2	15	2.6	125	21.4
International Status	156	26.9	235	40.6	41	7.1	16	2.8	131	22.6
Learning disability	132	22.8	215	37.1	61	10.5	13	2.2	159	27.4
Marital status	186	32.0	260	44.7	47	8.1	21	3.6	68	11.7
Medical conditions	165	28.5	255	44.1	56	9.7	17	2.9	85	14.7
Military/veteran status	179	30.5	222	37.8	38	6.5	15	2.6	133	22.7
Parental status	187	31.7	266	45.1	49	8.3	20	3.4	68	11.5
Participation in a club/organization	140	24.0	236	40.5	46	7.9	14	2.4	147	25.2

Table 23 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
Group	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Participation on an athletic team	121	20.9	200	34.6	46	8.0	15	2.6	196	33.9
Philosophical Views	136	23.2	246	42.1	60	10.3	17	2.9	126	21.5
Psychological condition	126	21.6	222	38.1	51	8.7	13	2.2	171	29.3
Physical characteristics	160	27.4	263	45.0	46	7.9	19	3.3	96	16.4
Physical disability	153	26.3	248	42.6	47	8.1	17	2.9	117	20.1
Political views	124	21.3	246	42.3	75	12.9	17	2.9	119	20.5
Race	163	27.9	271	46.3	58	9.9	21	3.6	72	12.3
Religious/spiritual views	134	23.1	251	43.2	63	10.8	20	3.4	113	19.4
Sexual orientation	135	23.5	231	40.2	57	9.9	14	2.4	138	24.0
Socioeconomic status	157	26.9	250	42.9	63	10.8	17	2.9	96	16.5

When analyzed by demographic characteristics, the data reveal that 65% of women respondents ($n = 251$) and 68% of men respondents ($n = 125$) felt the workplace climate was welcoming based on gender.[46]

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
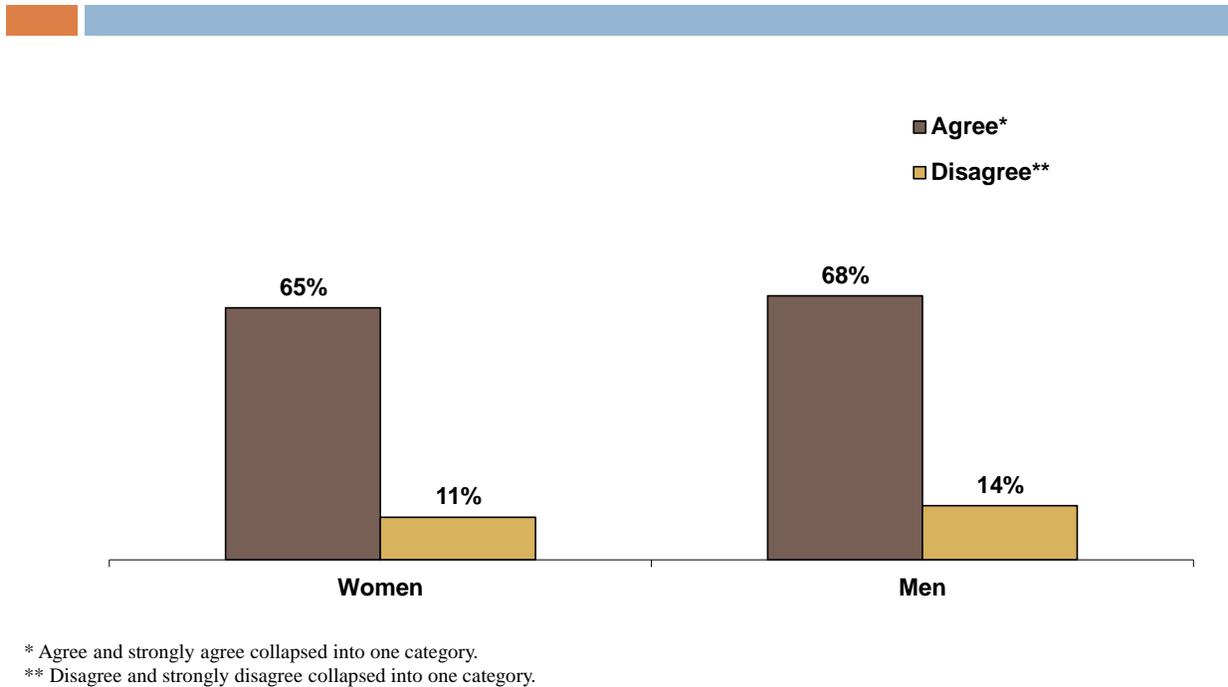
Figure 31. Faculty/Academic and Staff Perceptions of Welcoming Workplace Climate Based on Gender (%)

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[46]   Transgender and Genderqueer respondents are not included due to small sample size.

While 74% of all respondents ($n = 434$) thought the workplace climate was welcoming based on race, 63% ($n = 27$) of Other People of Color and 60% ($n = 82$) of Underrepresented Minority respondents felt the workplace climate was welcoming based on race (Figure 32).[47]

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
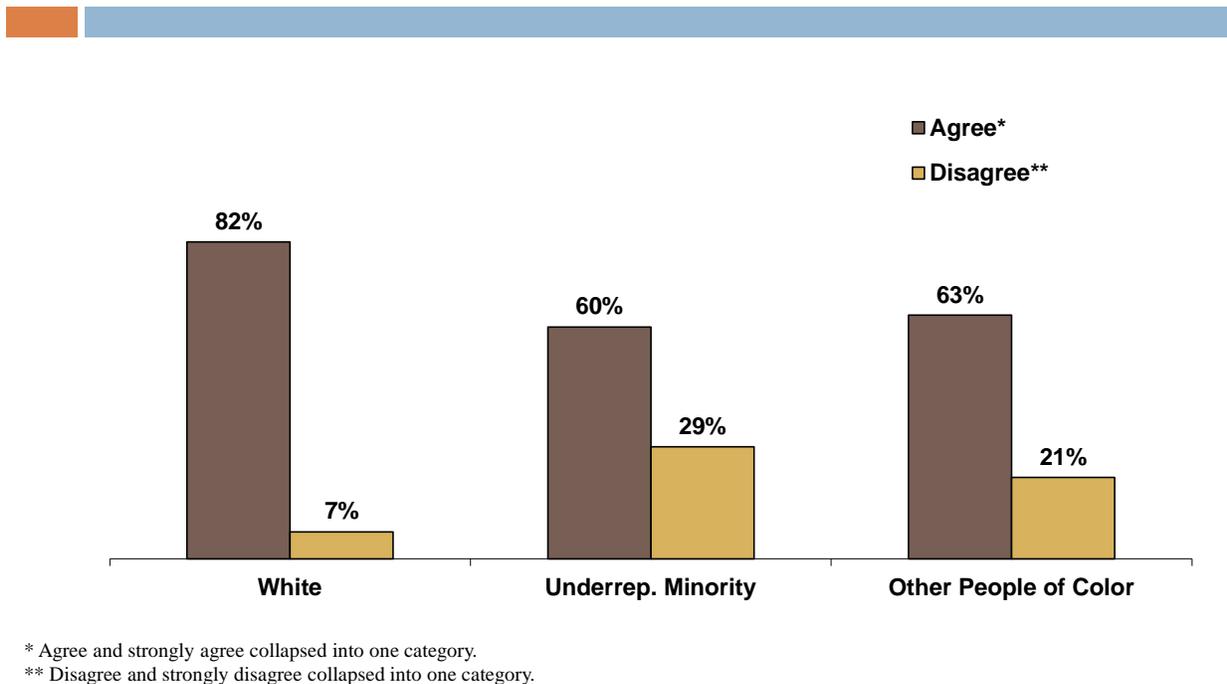
Figure 32. Faculty/Academic and Staff Perceptions of Welcoming Workplace Climate Based on Race (%)

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[47]   Multi-Minority are not included due to small sample size

Sixty-four percent of LGBQ respondents ($n = 9$) and 66% ($n = 326$) of heterosexual respondents believed the workplace climate was welcoming based on sexual orientation (Figure 33).

■ **Agree***
□ **Disagree****

64%	66%	
7%	11%	
LGBQ	**Heterosexual**	

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
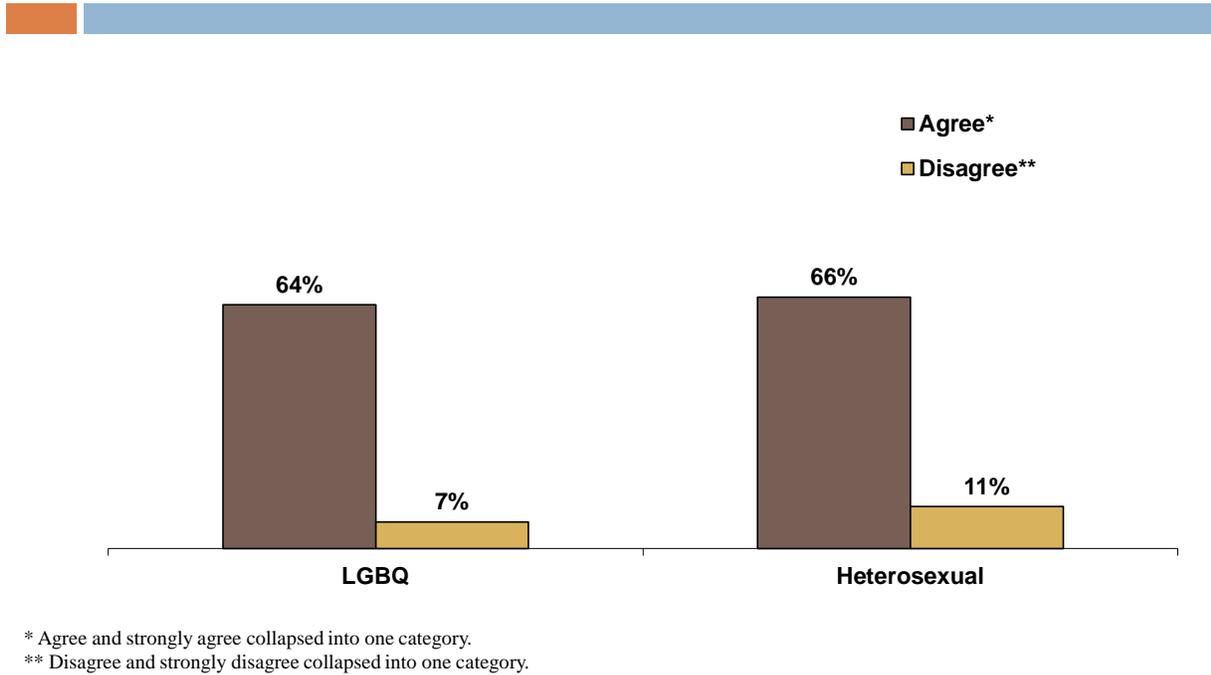
Figure 33. Faculty/Academic and Staff Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

As depicted in Figure 34, 70% of Christian Affiliated Faculty/Academic and Staff respondents (*n* = 195) and 66% of Other Faith-Based Affiliated Faculty/Academic and Staff respondents (*n* = 156) felt that the workplace climate was welcoming based on religious/spiritual affiliations.[48]

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
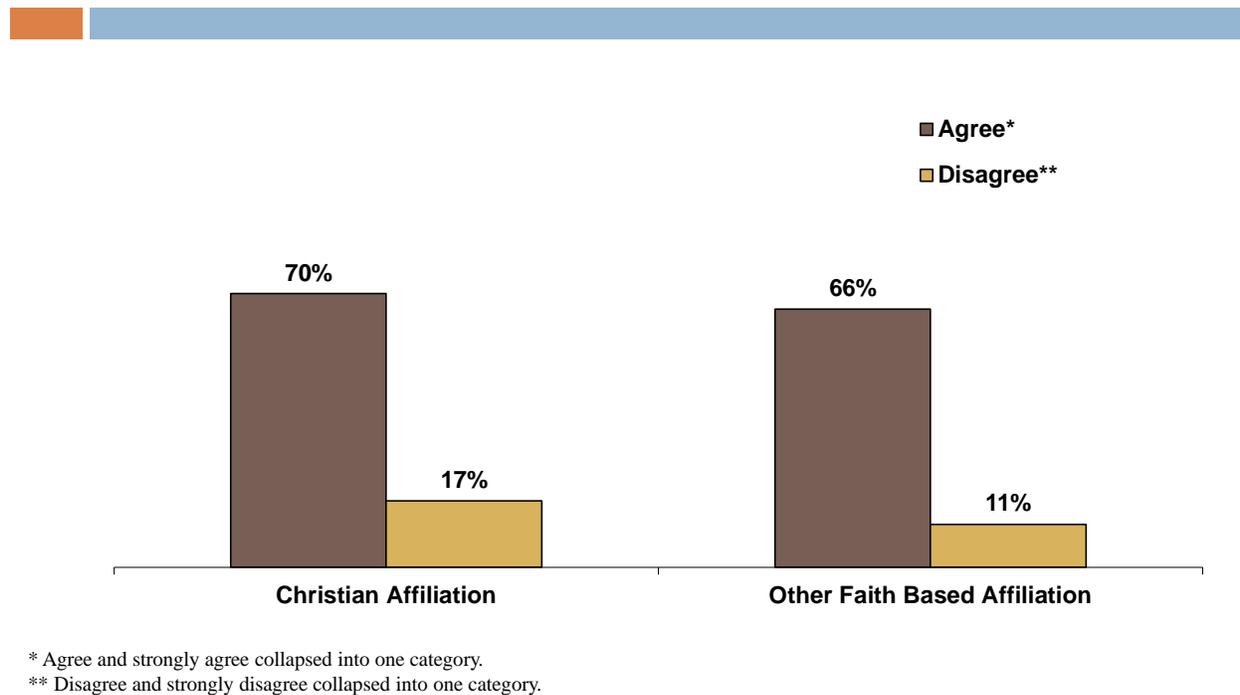
Figure 34. Faculty/Academic and Staff Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

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[48]   Due to the small sample sizes the analyses here collapse all respondents into Christian Affiliation and Other Faith Based Affiliations.

UC ANR Climate and Work-Life Issues

Several items addressed Faculty/Academic and Staff respondents' experiences at UC ANR, their perceptions of specific UC ANR policies, their attitudes about the climate and work-life issues at UC ANR, and Faculty/Academic s attitudes about tenure and advancement processes.

Twenty-five percent of all Faculty/Academic and Staff respondents ($n = 151$) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 24). Fourteen percent of Faculty/Academic and Staff respondents ($n = 83$) believed their colleagues expected them to represent the "point of view" of their identities. Fifty-two percent of all Faculty/Academic and Staff respondents ($n = 303$) felt that salary determinations were clear. More than half of Faculty/Academic and Staff respondents thought UC ANR demonstrated that it values a diverse faculty (79%, n = 469) and staff (83%, $n = 494$).

Eighty-two percent of Faculty/Academic and Staff respondents ($n = 491$) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. Twenty-six percent of Faculty/Academic and Staff respondents ($n = 159$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 29% of Faculty/Academic and Staff respondents ($n = 170$) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 24 illustrates responses to these questions by gender, race/ethnicity, position, and disability status where the responses for these groups differed from one another.

Table 24. **Faculty/Academic and Staff Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, and Disability Status**

Issues	Strongly Agree n	%	Agree n	%	Disagree n	%	Strongly Disagree n	%	N/A 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	**57**	**9.5**	**94**	**15.6**	**199**	**33.1**	**210**	**34.9**	**41**	**6.8**
Faculty/Academic	9	5.2	28	16.3	57	33.1	70	40.7	8	4.7
Staff	48	11.2	66	15.4	142	33.1	140	32.6	33	7.7
White	29	7.5	61	15.8	132	34.3	143	37.1	20	5.2
Underrepresented Minority	18	12.9	18	12.9	43	30.9	45	32.4	15	10.8
Other People of Color	<5	--	9	20.0	14	31.1	13	28.9	5	11.1
Women	37	9.2	67	16.6	141	35.0	129	32.0	29	7.2
Men	15	8.2	25	13.6	55	29.9	78	42.4	11	6.0
No Disability	37	8.1	70	15.4	145	31.8	171	37.5	33	7.2
Disability	12	11.2	18	16.8	42	39.3	31	29.0	<5	--
Christian Affiliation	31	10.7	44	15.1	89	30.6	107	36.8	20	6.9
Other Faith-Based Affiliation	18	7.5	40	16.6	84	34.9	83	34.4	16	6.6
My colleagues/co-workers expect me to represent "the point of view" of my identity	**27**	**4.6**	**56**	**9.5**	**212**	**35.9**	**167**	**28.3**	**129**	**21.8**
Faculty/Academic	10	5.8	19	11.0	70	40.7	46	26.7	27	15.7
Staff	17	4.1	37	8.8	142	33.9	121	28.9	102	24.3
White	13	3.5	34	9.0	135	35.9	114	30.3	80	21.3
Underrepresented Minority	10	7.2	12	8.7	51	37.0	32	23.2	33	23.9
Other People of Color	<5	--	6	13.3	17	37.8	13	28.9	8	17.8
Women	15	3.8	29	7.3	150	38.0	114	28.9	87	22.0
Men	11	6.0	27	14.8	57	31.3	51	28.0	36	19.8
No Disability	16	3.6	38	8.5	163	36.5	138	30.9	92	20.6
Disability	9	8.4	16	15.0	39	36.4	19	17.8	24	22.4
Christian Affiliation	19	6.6	27	9.4	95	33.1	81	28.2	65	22.6
Other Faith-Based Affiliation	5	2.1	22	9.2	96	40.2	71	29.7	45	18.8

Table 24 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe salary determinations are clear	**63**	**10.7**	**240**	**40.9**	**148**	**25.2**	**78**	**13.3**	**58**	**9.9**
Faculty/Academic	34	20.0	87	51.2	29	17.1	11	6.5	9	5.3
Staff	29	7.0	153	36.7	119	28.5	67	16.1	49	11.8
White	43	11.6	150	40.4	98	26.4	49	13.2	31	8.4
Underrepresented Minority	14	10.1	59	42.4	28	20.1	19	13.7	19	13.7
Other People of Color	<5	--	21	46.7	12	26.7	<5	--	6	13.3
Women	30	7.7	155	39.7	116	29.7	50	12.8	39	10.0
Men	31	16.8	83	45.1	30	16.3	23	12.5	17	9.2
No Disability	51	11.4	185	41.2	111	24.7	58	12.9	44	9.8
Disability	7	6.7	39	37.1	34	32.4	14	13.3	11	10.5
Christian Affiliation	35	12.2	115	40.2	77	26.9	35	12.2	24	8.4
Other Faith-Based Affiliation	24	10.2	99	41.9	56	23.7	30	12.7	27	11.4
I think that UC ANR demonstrates that it values a diverse Faculty/Academics	**129**	**21.6**	**340**	**57.0**	**58**	**9.7**	**21**	**3.5**	**49**	**8.2**
Faculty/Academic	47	27.5	96	56.1	12	7.0	12	7.0	<5	--
Staff	82	19.2	244	57.3	46	10.8	9	2.1	45	10.6
White	77	20.1	236	61.6	27	7.0	13	3.4	30	7.8
Underrepresented Minority	37	27.0	70	51.1	14	10.2	5	3.6	11	8.0
Other People of Color	8	17.8	20	44.4	9	20.0	<5	--	6	13.3
Women	80	20.0	235	58.8	43	10.8	11	2.8	31	7.8
Men	48	26.2	101	55.2	11	6.0	10	5.5	13	7.1
No Disability	103	22.7	260	57.4	44	9.7	15	3.3	31	6.8
Disability	17	16.0	61	57.5	12	11.3	<5	--	13	12.3
Christian Affiliation	76	26.2	155	53.4	25	8.6	13	4.5	21	7.2
Other Faith-Based Affiliation	41	17.2	147	61.5	24	10.0	8	3.3	19	7.9
I think UC ANR demonstrates that it values a diverse staff	**136**	**22.7**	**358**	**59.9**	**56**	**9.4**	**22**	**3.7**	**26**	**4.3**
Faculty/Academic	47	27.5	98	57.3	12	7.0	6	3.5	8	4.7
Staff	89	20.8	260	60.9	44	10.3	16	3.7	18	4.2
White	83	21.7	243	63.6	28	7.3	9	2.4	19	5.0
Underrepresented Minority	35	25.4	77	55.8	16	11.6	6	4.3	<5	--
Other People of Color	11	24.4	24	53.3	5	11.1	<5	--	<5	--
Women	80	20.1	251	62.9	37	9.3	12	3.0	19	4.8
Men	55	29.7	101	54.6	14	7.6	8	4.3	7	3.8
No Disability	104	23.0	274	60.5	40	8.8	16	3.5	19	4.2
Disability	22	20.6	64	59.8	12	11.2	<5	--	6	5.6
Christian Affiliation	76	26.3	165	57.1	25	8.7	11	3.8	12	4.2
Other Faith-Based Affiliation	45	18.7	155	64.3	21	8.7	8	3.3	12	5.0

Table 24 (cont.)	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	**189**	**31.5**	**302**	**50.3**	**56**	**9.3**	**32**	**5.3**	**21**	**3.5**
Faculty/Academic	65	37.8	81	47.1	16	9.3	8	4.7	<5	--
Staff	124	29.0	221	54.6	40	9.3	24	5.6	19	4.4
White	127	33.2	194	50.8	33	8.6	15	3.9	13	3.4
Underrepresented Minority	39	27.9	69	49.3	14	10.0	12	8.6	6	4.3
Other People of Color	11	24.4	25	55.6	<5	--	3	6.7	<5	--
Women	117	29.2	210	52.4	39	9.7	17	4.2	18	4.5
Men	69	37.3	86	46.5	13	7.0	14	7.6	<5	--
No Disability	114	31.6	234	51.4	41	9.0	21	4.6	15	3.3
Disability	36	33.6	51	47.7	12	11.2	<5	--	<5	--
Christian Affiliation	93	31.8	151	51.7	26	8.9	14	4.8	8	2.7
Other Faith-Based Affiliation	76	31.4	117	48.3	22	9.1	14	5.8	13	5.4
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	**58**	**9.7**	**101**	**16.9**	**294**	**49.3**	**108**	**18.1**	**35**	**5.9**
Faculty/Academic	7	4.1	34	20.0	87	51.2	37	21.8	5	2.9
Staff	51	12.0	67	15.7	207	48.6	71	16.7	30	7.0
White	28	7.4	58	15.3	194	51.1	79	20.8	21	5.5
Underrepresented Minority	20	14.4	25	18.0	70	50.4	18	12.9	6	4.3
Other People of Color	5	11.4	7	15.9	20	45.5	7	15.9	5	11.4
Women	40	10.0	71	17.8	197	49.4	68	17.0	23	5.8
Men	15	8.2	29	15.8	91	49.7	37	20.2	11	6.0
No Disability	38	8.4	73	16.1	230	50.8	88	19.4	24	5.3
Disability	13	12.4	24	22.9	47	44.8	13	12.4	8	7.6
Christian Affiliation	34	11.8	54	18.7	136	47.1	54	18.7	11	3.8
Other Faith-Based Affiliation	15	6.2	36	15.0	124	51.7	47	19.6	18	7.5
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	**52**	**8.7**	**118**	**19.8**	**278**	**46.7**	**104**	**17.5**	**43**	**7.2**
Faculty/Academic	9	5.3	29	17.1	92	54.1	33	19.4	7	4.1
Staff	43	10.1	89	20.9	186	43.8	71	16.7	36	8.5
White	27	7.1	78	20.6	177	46.7	78	20.6	19	5.0
Underrepresented Minority	14	10.0	23	16.4	68	48.6	17	12.1	18	12.9
Other People of Color	6	14.0	11	25.6	20	46.5	<5	--	<5	--
Women	32	8.1	82	20.7	189	47.6	69	17.4	25	6.3
Men	18	9.8	33	17.9	86	46.7	<5	--	14	7.6
No Disability	39	8.6	84	18.5	217	47.9	83	18.3	30	6.6
Disability	10	9.4	25	23.6	47	44.3	17	16.0	7	6.6
Christian Affiliation	26	8.9	61	21.0	128	44.0	53	18.2	12	7.9
Other Faith-Based Affiliation	19	7.9	48	20.1	115	48.1	41	17.2	16	6.7

One hundred eleven respondents elaborated on their responses to the previous items. A few individuals established that their work units were "safe, comfortable" settings, where their colleagues and supervisors recognize their contributions. Others disagreed, and several people indicated thoughts similar to the following, "Salary determinations are not clear. Increased responsibilities do not equate into increases in pay. No incentives to take on new responsibilities or educate/certify in new areas." Several respondents also commented that taking leave was "difficult" or "impossible," and some respondents who did take leave felt similarly to this respondent, "People are treated as though they are doing something wrong for taking a federally protected leave, which is unacceptable and makes me concerned for my ability to take a leave if needed." One person indicated, "Taking leave without fear has improved from previous years." Further, a number of respondents admitted that they did not understand the term "represent the point of view of my identity" and, therefore, did not answer that item.

One survey item queried Faculty/Academic respondents ($n = 147$) about their opinions regarding a variety of work-life issues specific to Faculty/Academic work. More than half of all Faculty/Academic respondents felt the tenure/promotion processes were clear (72%, $n = 104$) and reasonable (70%, $n = 102$) (Table 25). Eighty-three percent of Faculty/Academic respondents ($n = 113$) felt their service contributions were important to tenure/promotion. Twenty-nine percent of Faculty/Academic respondents ($n = 42$) felt pressured to change their research agendas to achieve tenure/promotion. Seventy-six percent of Faculty/Academic respondents ($n = 110$) felt their colleagues include them in opportunities that will help their careers as much as they help others in similar positions.

Table 25. **Faculty/Academic Attitudes about Tenure and Promotion Processes**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that the tenure/promotion process is clear.	27	18.6	77	53.1	26	17.9	5	3.4	10	6.9
I believe that the tenure/promotion standards are reasonable.	22	15.2	80	55.2	23	15.9	10	6.9	10	6.9
I feel that my service contributions are important to tenure/promotion.	24	17.5	89	65.0	13	9.5	<5	--	9	6.6
I feel pressured to change my research agenda to achieve tenure/promotion.	10	7.0	32	22.4	72	50.3	17	11.9	12	8.4
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	26	18.1	84	58.3	20	13.9	6	4.2	8	5.6

Note: Table includes only Faculty/Academic respondents ($n = 147$).

Fifteen percent of Faculty/Academic respondents ($n = 22$) felt burdened by service responsibilities beyond those of their colleagues (Table 26). Seventy-nine percent of Faculty/Academic respondents ($n = 110$) believed their work units create a climate that is responsive and supportive of family needs, including usage of work-family policies, and 30% of Faculty/Academic respondents ($n = 42$) believed that perceptions about using work-family policies differ for men and women Faculty/Academics.

Table 26. **Faculty/Academic Attitudes about Work-Related Issues by Gender and Race/Ethnicity**

Issues	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that I am burdened by university service responsibilities (e.g., committee memberships, work assignments) beyond those of my colleagues.	**6**	**4.2**	**16**	**11.1**	**94**	**65.3**	**19**	**13.2**	**9**	**6.3**
Women	<5	--	9	10.9	38	44.2	7	8.1	7	8.1
Men	<5	--	7	8.5	55	67.1	12	14.6	<5	--
White	5	4.1	11	8.9	70	56.9	14	11.4	5	4.1
Underrepresented Minority	<5	--	<5	--	16	59.3	1	3.7	<5	--
Other People of Color	<5	--	<5	--	<5	--	<5	--	<5	--
I feel that my work unit creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	**33**	**23.6**	**77**	**55.0**	**13**	**9.3**	**<5**	**--**	**14**	**10.0**
Women	17	20.2	26	31.0	7	8.3	<5	--	8	9.5
Men	15	18.8	51	63.7	6	7.5	<5	--	5	6.2
White	25	20.8	56	46.7	9	7.5	<5	--	10	8.3
Underrepresented Minority	<5	--	13	50.0	<5	--	<5	--	<5	--
Other People of Color	<5	--	<5	--	<5	--	<5	--	<5	--
I believe that perceptions about using work-family policies differ for men and women faculty.	**7**	**5.0**	**35**	**25.2**	**57**	**41.0**	**21**	**15.1**	**19**	**13.7**
Women	4	4.8	16	19.3	19	22.9	10	12.0	11	13.3
Men	<5	--	19	23.8	38	47.5	10	12.5	7	8.8
White	6	5.0	27	22.7	39	32.8	17	14.3	12	10.1
Underrepresented Minority	<5	--	<5	--	14	53.8	<5	--	<5	--
Other People of Color	<5	--	<5	--	<5	--	<5	--	<5	--

Note: Table includes only Faculty/Academic respondents ($n = 147$).

Seven percent of Faculty/Academic respondents ($n = 10$) felt they performed 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 their colleagues [49](Table 27). Sixty-one percent of Faculty/Academic respondents ($n = 86$) felt their diversity-related contributions have been/will be valued for promotion or tenure.

Only two percent of Faculty/Academic respondents ($n = 3$) have used or would use university policies on stopping the clock for promotion or tenure, and 13% of Faculty/Academic respondents ($n = 18$) have used university policies on taking leave for childbearing or adoption. Four percent of Faculty/Academic respondents ($n = 6$) believed that Faculty/Academic in their work-units who use family-related accommodation policies were disadvantaged in promotion or tenure.

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[49] Readers will note the substantial "not applicable" responses for several items within Table 25.

Table 27. **Faculty/Academic Attitudes about Work-Related Issues**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
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.	<5	--	9	6.3	15	10.5	5	3.5	113	79.0
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	9	6.4	77	54.6	18	12.8	<5	--	34	24.1
I have used or would use university policies on stopping the clock for promotion or tenure.	<5	--	<5	--	25	17.7	17	12.1	96	68.1
I have used university policies on taking leave for childbearing or adoption.	6	4.2	12	8.5	21	14.8	10	7.0	93	65.5
I have used university policies on active service-modified duties.	<5	--	<5	--	22	15.5	11	7.7	105	73.9
In my department, Faculty/Academic members who use family-related accommodation policies are disadvantaged in promotion or tenure.	<5	--	5	3.7	52	38.2	25	18.4	53	39.0
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	33	23.6	77	55.0	13	9.3	<5	--	14	10.0
I believe that perceptions about using work-family policies differ for men and women Faculty/Academic.	7	5.0	35	25.2	57	41.0	21	15.1	19	13.7
I believe that tenure standards/advancement standards are applied equally to all Faculty/Academic.	20	14.3	67	47.9	23	16.4	7	5.0	23	16.4

Note: Table includes only Faculty/Academic respondents (*n* = 147).

Figure 35 illustrates that White Faculty/Academic respondents and Men Faculty/Academic respondents were more likely to believe that tenure standards and advancement standards were equally applied to all UC ANR Faculty/Academic.
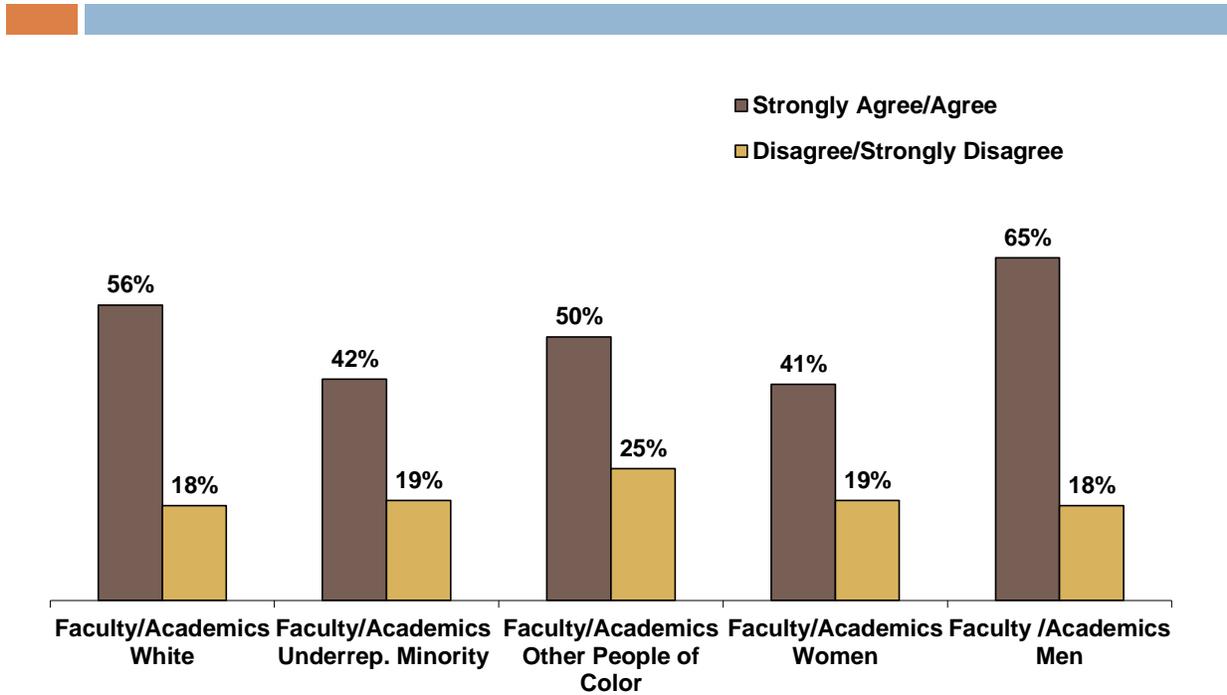
Figure 35. Tenure & Promotion Standards are Applied Equally to All Faculty/Academic by Race and Gender (%)

Seventeen Faculty/Academic respondents elaborated on their responses to the questions embedded in the previous question. Some said the questions were not appropriate to their positions/job responsibilities. Several said they have recently felt overburdened by service responsibilities, but not more so than their colleagues. One person offered,

> Not aware whether stopping the clock, family accommodation, work-family, active-service modified policies apply beyond campus. Don't know what active service-modified duties means. It would be helpful to have active outreach-education on such policies for ANR academics and staff in county-based offices. We are often the "last to hear" about new policies, resources, etc. with which campus based academics and staff are typically quickly familiar. Tenure/promotion standards for CE Advisor match official classification description for CE Specialist. Thus, standards are not applied equally. As Advisors are evaluated by standards that are very close or equal to the official standards for Specialists, they should receive pay equal to Specialists at the same rank and step.

Several items asked Faculty/Academic and Staff respondents their opinions of work-life issues at UC ANR. Eighty-three percent of Faculty/Academic and Staff respondents (*n* = 500) found UC ANR supportive of taking leave, and 83% of Faculty/Academic and Staff respondents (*n* = 496) felt that UC ANR was supportive of flexible work schedules. Twelve percent of Faculty/Academic and Staff respondents (*n* = 73) felt 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, and 7% of Faculty/Academic and Staff respondents *(n* = 41) felt that people who have children were considered by UC ANR to be less committed to their jobs/careers.

Thirty-nine percent of Faculty/Academic and Staff respondents (*n* = 227) felt that UC ANR provides available resources to help employees balance work-life needs, such as childcare and elder care. Eleven percent of Faculty/Academic and Staff respondents (*n* = 66) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities. Table 28 illustrates employees' responses to these items by gender.

Table 28. **Employee Attitudes about Work-Life Issues by Gender**

Issues	Strongly Agree *n*	Strongly Agree %	Agree *n*	Agree %	Disagree *n*	Disagree %	Strongly Disagree *n*	Strongly Disagree %	N/A *n*	N/A %
I find that UC ANR is supportive of taking leave.	**140**	**23.3**	**360**	**60.0**	**37**	**6.1**	**8**	**1.3**	**55**	**9.2**
Women	92	22.9	237	59.0	22	5.5	<5	--	47	11.7
Men	46	25.0	113	61.4	13	7.1	<5	--	8	4.3
I find that UC ANR is supportive of flexible work schedules.	**167**	**27.8**	**329**	**54.8**	**59**	**9.8**	**15**	**2.5**	**30**	**5.0**
Women	116	29.0	206	51.5	42	10.5	10	2.5	26	6.5
Men	49	26.3	113	60.8	15	8.1	5	2.7	<5	--
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	**18**	**3.0**	**55**	**9.2**	**312**	**52.2**	**150**	**25.1**	**63**	**10.5**
Women	13	3.2	39	9.7	209	52.0	98	24.4	43	10.7
Men	5	2.7	14	7.7	98	53.8	50	27.5	15	8.2
I feel that people who have children are considered by UC ANR to be less committed to their jobs/careers	**7**	**1.2**	**34**	**5.7**	**322**	**53.7**	**168**	**28.0**	**69**	**11.5**
Women	5	1.2	25	6.2	216	54.0	105	26.2	49	12.2
Men	<5	--	8	4.3	100	53.8	60	32.3	16	8.6
I feel that UC ANR provides available resources to help employees balance work-life needs, such as childcare and elder care.	**27**	**4.7**	**200**	**34.6**	**118**	**20.4**	**37**	**6.4**	**196**	**33.9**
Women	14	3.6	130	33.8	72	18.7	29	7.5	140	36.4
Men	13	7.3	65	36.3	43	24.0	8	4.5	50	27.9
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	**14**	**2.4**	**52**	**8.8**	**198**	**33.5**	**63**	**10.7**	**264**	**44.7**
Women	9	2.3	38	9.6	135	34.0	38	9.6	177	44.6
Men	5	2.8	14	7.7	61	33.7	24	13.3	77	42.5

Seventy-four percent of Faculty/Academic and Staff respondents believed that they had colleagues or co-workers (*n* = 442) and supervisors (68%, *n* = 405) at UC ANR who gave them career advice or guidance when they needed it (Table 29).

Sixty-seven percent of Faculty/Academic and Staff respondents (*n* = 404) believed their supervisors provided them with resources to pursue professional development opportunities, and 71% (n = 423) felt their supervisors provided ongoing feedback to help improve their performance. Seventy percent of Faculty/Academic and Staff respondents had adequate access to administrative support (*n* = 420), and 56% of Faculty/Academic and Staff respondents found UC ANR is supportive of staff advancement (*n* = 326).

Table 29. **Employee Perceptions of Support and Resources Available at UC ANR**

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	114	19.0	291	48.6	99	16.5	51	8.5	44	7.3
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	116	19.3	326	54.3	74	12.3	28	4.7	56	9.3
My supervisor provides me with resources to pursue professional development opportunities.	115	19.1	289	48.0	112	18.6	52	8.6	34	5.6
My supervisor provides ongoing feedback to help me improve my performance.	107	17.8	316	52.7	115	19.2	46	7.7	16	2.7
I have adequate access to administrative support.	77	12.9	343	57.4	92	15.4	46	7.7	40	6.7
For health sciences employees, my patient-care load is manageable.	5	0.9	16	2.9	<5	--	<5	--	531	95.7
I find that UC ANR is supportive of staff advancement.	56	9.6	270	46.1	115	19.6	65	11.1	80	13.7

One hundred fifteen Faculty/Academic and Staff respondents elaborated on their responses to the previous question. Many respondents described supportive supervisors and working environments. Many others suggested that there was little support for advancement at UC ANR and that it was sometimes limited to "who you know." Several individuals said they were not

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aware of opportunities for advancement or how to receive a promotion. A few respondents suggested similar sentiments to the following, "The challenge for UC ANR will be providing work-life resources for those in distant or county locations. We do not have the same resources as those near a campus." Some respondents felt that some UC ANR personnel "abuse" the "privilege" of having a flexible work schedule. One person summed the voices of several in writing, "Itinerant supervisors have left a vacuum in terms of ongoing support, advice for professional development. Little feedback, no strategies for next-steps professionally, etc. Administrative support is a joke, and it is not equitably provided in my unit."

When asked about their work environment, 86% of Faculty/Academic and Staff respondents felt they were treated with respect as a colleague ($n = 516$), they were valuable part of a team (87%, $n = 515$), and that the organization "has my back" (58%, $n = 334$) (Table 30). Sixty-seven percent of Faculty/Academic and Staff respondents ($n = 398$) felt their workload expectations were reasonable, and 78% ($n = 462$) felt their travel expectations were reasonable. Seventy-one percent of Faculty/Academic and Staff respondents ($n = 414$) felt they were consulted in meaningful ways, 70% ($n = 404$) believed organizational priorities reflected their values, and 67% ($n = 393$) thought their advice or opinions were carefully listened to. Eighty-five percent of Faculty/Academic and Staff respondents ($n = 502$) experienced an appropriate level of supervision/independence from their supervisors/superiors.

Forty-seven percent of Faculty/Academic and Staff respondents felt that there was transparency in organizational decision making ($n = 273$). Fifty percent of Faculty/Academic and Staff respondents or felt reassured about the future of their jobs ($n = 298$).

One hundred twenty-two individuals further elaborated on their responses to the previous questions. Their comments ran the gamut, from appreciating "being consulted about the future of UC ANR" to sharing many challenges and positive aspects of their jobs. Several worried that their jobs were "on the chopping block" or expressed fear about asking for more guidance at work. The following comment reflected the thoughts of many, "I find that oftentimes transparency is just talk. We discuss it, we say we do it, but how does the staff get this information? We do not often hear about major changes until it happens, we are asked to work

harder and harder while reducing our staff support, and are not given any information about what is coming next, but we are always talking about transparency. "

Table 30. **Faculty/Academic Attitudes about UC ANR Work Environment**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am treated with respect as a colleague	208	35.0	308	51.8	63	10.6	7	1.2	9	1.5
I feel that I m a valuable part of a team	237	40.0	278	46.9	63	10.6	10	1.7	5	0.8
There is transparency in organizational decision making	70	11.9	203	34.6	187	31.9	91	15.5	35	6.0
I feel that the organization "has my back"	84	14.5	250	43.2	147	25.4	74	12.8	24	4.1
My workload expectations are reasonable	90	15.2	308	51.9	129	21.8	62	10.5	<5	--
My travel expectations are reasonable	107	18.0	355	59.7	41	6.9	11	1.8	81	13.6
I am consulted in meaningful ways	111	18.9	303	51.6	122	20.8	31	5.3	20	3.4
I feel reassured about the future of my job	74	12.7	224	38.4	183	31.4	92	15.8	10	1.7
Organizational priorities reflect my values	97	16.8	307	53.0	93	16.1	32	5.5	50	8.6
My advice or opinions are carefully listened to	115	19.7	278	47.6	128	21.9	51	8.7	12	2.1
I experience an appropriate level of supervision/ independence from my supervisor/ superior.	202	34.4	300	51.0	45	7.7	36	6.1	5	0.9

Perceptions of Employment Practices

Regarding Faculty/Academic and Staff respondents' observations of discriminatory employment practices 11% of Faculty/Academic ($n = 19$), 10% of Staff respondents ($n = 42$) believed they observed hiring practices at UC ANR (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 31).

Table 31. **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	
	n	*%*	*n*	*%*	*n*	*%*
No	**433**	**71.9**	**469**	**77.6**	**387**	**64.3**
Faculty/Academic	134	77.9	143	82.7	116	67.4
Staff	299	69.1	316	72.9	271	62.6
Yes	**61**	**10.1**	**57**	**9.4**	**110**	**18.3**
Faculty/Academic	19	11.0	17	9.8	31	18.0
Staff	42	9.7	40	9.2	79	18.2
Don't Know	**108**	**17.9**	**78**	**12.9**	**105**	**17.4**
Faculty/Academic	19	11.0	13	7.5	25	14.5
Staff	89	20.1	65	15.0	80	18.5

Of those who believed that they had observed discriminatory hiring, 36% said it was based on personal relationships ($n = 22$), 16% of respondents indicated that it was based on age ($n = 10$), and 10% of respondents indicated that it was based on educational level, English language proficiency/accent, ethnicity, preferential rehiring, and position ($n = 6$).

- By gender identity: Subsequent analyses indicated that 9% of women ($n = 37$) and 10% of men ($n = 19$) believed they had observed discriminatory hiring practices.[50]
- By racial identity: Subsequent analyses indicated that 7% of White Faculty/Academic and Staff respondents ($n = 25$), 16% of Underrepresented Minority Faculty/Academic and Staff respondents ($n = 22$), and 11% of Other People of Color Faculty/Academic and Staff respondents ($n = 5$) observed unfair or unjust hiring at UC ANR. [51]

Nine percent of Faculty/Academic and Staff respondents ($n = 57$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 18% of respondents said they believed the discrimination was based on gender identity ($n = 10$), 16% of respondents indicated that it was based on UC ANR position ($n = 9$), 14% of respondents offered that it was based on age ($n = 8$), 12% of respondents said it was based on personal relationships ($n = 7$), and 11% of respondents offered that it was based on educational level ($n = 6$).

- By gender identity: Subsequent analyses indicated that 8% of women Faculty/Academic and Staff respondents ($n = 32$) and 12% of men Faculty/Academic and Staff respondents ($n = 22$) believed they had observed discriminatory practices.
- By racial identity: Subsequent analyses indicated that 15% ($n = 21$) of Underrepresented Minority respondents and 7% of White respondents ($n = 27$) witnessed such actions.

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[50]   Transgender and Genderqueer respondents were not included in these analyses because their numbers were too small to assure confidentiality.
[51]   Multi-Minority and Other People of Color respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By position status: Subsequent analyses indicated that 10% of Faculty/Academic respondents ($n = 17$) were equally as likely as Staff respondents (9%, $n = 40$) to believe they had observed discriminatory disciplinary actions.

Eighteen percent of Faculty/Academic and Staff respondents ($n = 110$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC ANR. Subsequent analyses indicate that of those individuals 26% indicated that it was based on personal relationships ($n = 29$), UC ANR position (25%, $n = 27$), educational level (12%, $n = 13$), and discipline of study (9%, $n = 10$).

- By gender identity: Subsequent analyses indicated 18% of women respondents ($n = 73$) and 17% of men respondents ($n = 32$) witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By racial identity: Subsequent analyses indicated 16% of White respondents ($n = 61$), 13% of Other People of Color respondents ($n = 6$), and 23% of Underrepresented Minority respondents ($n = 32$) witnessed such conduct.
- By position status: Subsequent analyses indicated 18% of Staff respondents ($n = 79$) and Faculty/Academic respondents ($n = 31$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.

Faculty/Academic and Staff Who Have Seriously Considered Leaving UC ANR

Forty-six percent of Faculty/Academic and Staff respondents (*n* = 255) have seriously considered leaving UC ANR in the past year. Figure 36 illustrates 32% of Faculty/Academic respondents (*n* = 55) and 46% of Staff respondents (*n* = 200) have seriously considered leaving the organization in the past year.

□ **Faculty/Academics (n = 55)**

■ **Staff (n = 200)**
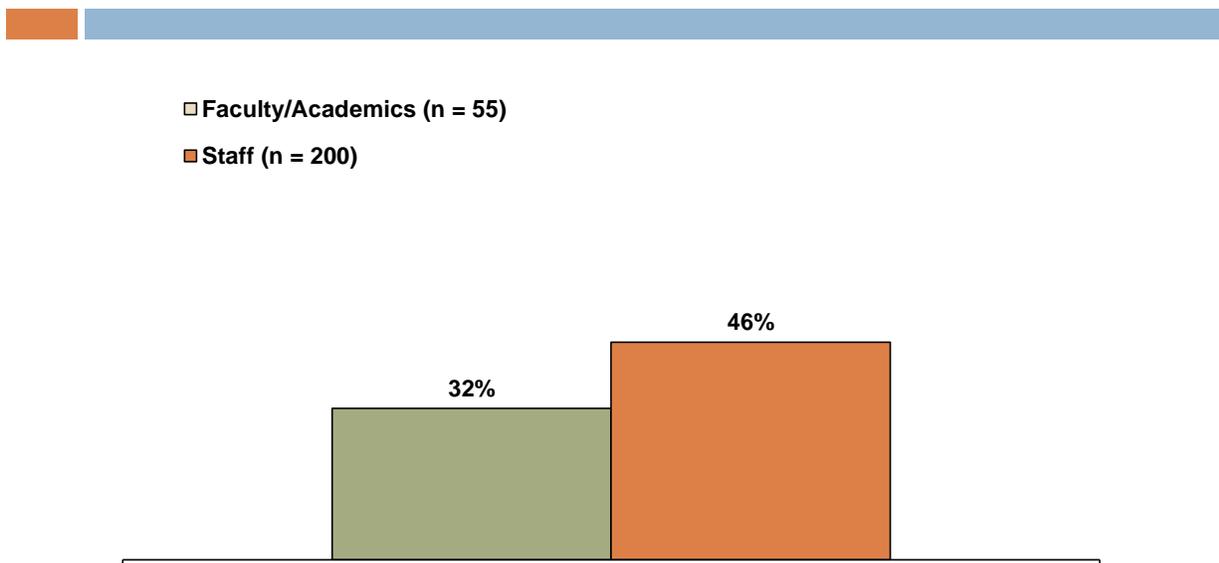
Figure 36. Respondents Who Have Seriously Considered Leaving UC ANR by Position Status (%)

Subsequent analyses indicate that:

- By gender identity: 41% of men respondents (n = 76) and 43% of women respondents (n = 171) had seriously considered leaving the UC ANR.
- By racial identity: 40% of Underrepresented Minority respondents (n = 55), 42% of White respondents (n = 161), and 33% of Other People of Color respondents (n = 15) had seriously considered leaving UC ANR.
- By sexual orientation: 44% of LGBQ employees (n = 8) and 41% of heterosexual respondents (n = 211) had seriously considered leaving the organization.

Two hundred seven respondents further elaborated on why they considered leaving UC ANR during the past year. Several respondents said they were looking for positions with higher salaries and/or opportunities for advancement. A number of respondents were resentful of increasing workloads without commensurate salary increases or promotions. Some people wanted to "start enjoying life" and wanted to "be respected, appreciated, and compensated for the work" they do.

A number of individuals said their work units and supervisors offered "little defined structure" and "too much guess work" for "so little staff." Still others complained that their supervisors were "untrained" or that they worked with colleagues who were "bullies." Several respondents felt the Multi County Partnerships created undue stress on them.

Summary

The results from this section suggest that most Faculty/Academic and Staff respondents had positive perceptions of the workplace climate. Yet, there were differences when examined by demographics. Other People of Color respondents and Underrepresented Minority respondents were least likely to agree that the workplace climate was welcoming based on gender, race, and sexual orientation when compared with other demographic groups.

Few UC ANR employees had observed unfair or unjust hiring (10%, $n = 61$), unfair or unjust promotion/tenure/reclassification (9%, $n = 57$), or unfair or unjust disciplinary actions (18%, $n = 105$). Additionally, the majority of Faculty/Academic and Staff respondents believed they had support from their co-workers and supervisors, and felt positively about a variety of UC ANR policies and 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. Finally, 42% of Faculty/Academic and Staff respondents ($n = 255$) have seriously considered leaving UC ANR in the past year.

Organizational Actions

The survey asked Faculty/Academic and Staff respondents to indicate how they thought the initiatives listed in Table 32 would affect the climate at UC ANR. Respondents were asked to decide whether the organizational actions were available at UC ANR and, if so, whether they positively affect the climate or do not affect the climate. If respondents believed the initiatives were not available at UC ANR, they were to choose whether they wished the initiative were available at UC ANR.

More than half of all Faculty/Academic and Staff respondents thought providing diversity training for staff (52%, $n = 280$), mentorship for new staff (55%, $n = 279$), a clear and fair process to resolve conflicts (58%, $n = 306$), and career development opportunities for staff (66%, $n = 339$) would positively influence UC ANR. By and large, respondents did not know how most diversity training initiatives would influence UC ANR. As one respondent noted, "This set of questions is primarily intended for campus-based personnel. Not possible to answer these for county-based people."

Sixty-six Faculty/Academic and Staff respondents commented on organizational actions regarding diversity and inclusion at UC ANR. Several of the respondents said that the questions were "campus-based" and so not applicable to UC ANR. Examples of responses include, "I don't work on campus, so I don't know what would influence your climate. I don't think we have work environment issues in our small office" and "I have been to UC ANR campus once for a training and therefore not familiar with its accommodations or limitations."

Table 32. **Faculty/Academic and Staff Respondents Perceptions of How Initiatives Affected the Climate at UC ANR**

Area	Not currently available at UC ANR		Positively influence UC ANR climate		No influence on UC ANR climate		Negatively influence UC ANR climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing flexibility for promotion for faculty/AES & CE Academics	30	5.0	135	25.1	33	6.1	15	2.8
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave)	17	2.8	142	23.0	39	7.1	5	0.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	5.6	132	25.0	57	10.8	18	3.4
Providing diversity training for staff	33	5.4	280	52.3	71	13.3	13	2.4
Providing diversity training for faculty/AES & CE Academics	30	5.0	236	44.2	57	10.7	9	1.7
Providing diversity training for students	28	4.6	112	21.4	42	8.0	6	1.1
Providing access to counseling for people who have experienced harassment	26	4.3	228	42.5	20	3.7	9	1.7
Providing mentorship for new faculty/ AES & CE Academics	35	5.8	225	43.1	23	4.4	7	1.3
Providing mentorship for new staff	57	9.4	279	54.6	29	5.7	16	3.1
Providing a clear and fair process to resolve conflicts	36	5.9	306	57.6	26	4.9	25	4.7
Increasing funding to support efforts to change UC ANR climate	55	9.1	195	38.9	39	7.8	15	3.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty/ AES & CE Academics	24	4.0	146	27.7	54	10.2	38	7.2
Providing diversity and equity training to search and tenure committees	27	4.5	169	32.7	56	10.8	17	3.3
Increasing the diversity of the faculty/ AES & CE Academics	20	3.3	193	36.8	66	12.6	11	2.1
Increasing the diversity of the staff	17	2.8	225	42.6	78	14.8	10	1.9
Increasing the diversity of the administration	20	3.3	207	39.5	73	13.9	13	2.5

Table 32 (cont.)

Area	Not currently available at UC ANR		Positively influence UC ANR climate		No influence on UC ANR climate		Negatively influence UC ANR climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Increasing the diversity of the student body	26	4.3	134	25.8	53	10.2	11	2.1
Providing back-up family care	53	8.7	177	35.5	34	6.8	5	1.0
Providing lactation accommodations	44	7.3	171	34.0	29	5.8	<5	--
Providing career development opportunities for staff	36	5.9	339	65.7	20	3.9	9	1.7

Note: Survey item also included a "don't know" response, which is available in Appendix B, Table B76. 28% - 69% of respondents choose the "don't know" response.

Summary

In addition to UC ANR's constituents' personal experiences and perceptions of the organizational climate, diversity-related actions taken by the organization, or not taken, as the case may be, may be perceived either as promoting a positive climate at UC ANR or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UC ANR does, and should, promote diversity to shape organizational 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 across UC ANR including how members of the community felt about issues related to inclusion and work-life issues. At a minimum the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UC ANR 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 UC ANR 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
UC ANR - Crosstabs of Level 1 Demographic Categories by Primary Status

		Staff		Faculty/Academics		Total	
		N	%	N	%	N	%
Gender Identity	Unknown/Missing	10	2.18%	2	1.36%	12	1.98%
	Man	106	23.09%	79	53.74%	185	30.53%
	Woman	339	73.86%	65	44.22%	404	66.67%
	Transgender	0	0.00%	0	0.00%	0	0.00%
	Genderqueer	2	0.44%	0	0.00%	2	0.33%
	Multiple or Other	2	0.44%	1	0.68%	3	0.50%
Racial Identity	Unknown/Missing/Other	24	5.23%	6	4.08%	30	4.95%
	White	279	60.78%	107	72.79%	386	63.70%
	Underrepresented Minority	117	25.49%	23	15.65%	140	23.10%
	Other Person of Color	36	7.84%	10	6.80%	46	7.59%
	Multi-Minority	3	0.65%	1	0.68%	4	0.66%
Sexual Identity	Unknown/Missing	29	6.32%	6	4.08%	35	5.78%
	LGBQ	15	3.27%	3	2.04%	18	2.97%
	Heterosexual	380	82.79%	135	91.84%	515	84.98%
	Other	35	7.63%	3	2.04%	38	6.27%
Citizenship Status	Unknown/Missing	1	0.22%	0	0.00%	1	0.17%
	US Citizen	457	99.56%	147	100.00%	604	99.67%
	Non-US Citizen	1	0.22%	0	0.00%	1	0.17%
	Undocumented	0	0.00%	0	0.00%	0	0.00%
Disability Status	Unknown/Missing	30	6.54%	8	5.44%	38	6.27%
	No Disability	351	76.47%	110	74.83%	461	76.07%
	Disability	78	16.99%	29	19.73%	107	17.66%

		Staff	Faculty/Academics		Total		Staff	
			N	%	N	%	N	%
Religious/ Spiritual Affiliation	Unknown/Missing		48	10.46%	21	14.29%	69	11.39%
	Christian		222	48.37%	71	48.30%	293	48.35%
	Muslim		3	0.65%	2	1.36%	5	0.83%
	Jewish		7	1.53%	2	1.36%	9	1.49%
	Other		16	3.49%	6	4.08%	22	3.63%
	None		144	31.37%	40	27.21%	184	30.36%
	Multiple		19	4.14%	5	3.40%	24	3.96%

Note: % is the percent of each column for that demographic category (e.g., percent of staff 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 UC ANR? (Question 1)

Position	n	%
Staff – non-Union	**284**	**46.9**
Senior Management Group	0	
Management & Senior Professionals - Supervisor	15	
Management & Senior Professionals – Non- Supervisor	2	
Professional & Support Staff – Non-Union & Supervisor	26	
Professional & Support Staff – Non-Union & Non-Supervisor	24	
Administrative Staff	30	
Field Staff	6	
Program Staff	121	
County Paid Staff[1,2]	30	
Staff- Union	**149**	**24.6**
Professional & Support Staff – Union Represented & Supervisor	3	
Professional & Support Staff – Union Represented & Non-Supervisor	18	
Administrative Staff	38	
Field Staff	16	
Program Staff	27	
County Paid Staff	22	
Faculty/AES & CE Academics*	**147**	**24.3**
Agricultural Experiment Station (AES) Faculty	3	
Specialist in Cooperative Extension	6	
Cooperative Extension Advisor	126	
Academic Coordinator or Academic Administrator	14	
Split appointment (e.g., AES/IR, AES/CE)	4	
Other Academic Series	**26**	**4.3**

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.
Faculty/Academics are not inclusive of those based on a campus.
*Respondents to this status were able to select all of the sub-categories that apply.

[1] *County Paid Staff* are those employees whose salaries are paid by the county as part of their contribution per the terms of their MOU with UC ANR.
[2] Respondents to this status were able to select all of the sub-categories that apply.

NOTE: Unless otherwise indicated, UC ANR respondents answered all questions for Faculty/Staff.

Table B2

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

Status	n	%
Career (including partial-year career) employee	352	81.3
Contract employee	24	5.5
Limited appointment employee/term employment	32	7.4
Per Diem employee	1	0.2
Missing	24	5.5

Note: Table includes only those who indicated they were Staff in Question 1 (n = 433).

Table B3

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

Status	n	%
Health Sciences/Medical Center	0	0.0
General Campus	3	0.7
Local Cooperative Extension Office	202	46.7
Research and Extension Center	85	19.6
ANR Division/ UCOP Based	24	5.5
ANR Division/ Davis Based	117	27.0
Missing	2	0.5

Note: Table includes only those who indicated they were Staff in Question 1 (n = 433).

Table B4

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

Status	n	%
Full-time	521	86.0
Part time	85	14.0
Missing	0	0.0

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	189	31.2
Female	406	67.0
Intersex	1	0.2
Missing	10	1.7

Table B6

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

Gender	n	%
Man	187	30.9
Woman	405	66.8
Transgender	0	0.0
Genderqueer	2	0.3
Other	3	0.5

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

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Table B7

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

Position	n	%
African American/ African/Black	**17**	**2.8**
African American	15	
African	1	
Black Caribbean	0	
Other African/African American/Black	1	
American Indian/ Alaskan Native	**18**	**3.0**
Tribal Affiliation/corporation	9	
Asian/Asian American	**37**	**6.1**
Asian Indian	0	
Bangladeshi	0	
Cambodian	0	
Chinese/Chinese American (except Taiwanese)	9	
Filipino/Filipino American	8	
Hmong	3	
Indonesian	0	
Japanese/Japanese American	13	
Korean/Korean American	2	
Laotian	1	
Malaysian	0	
Pakistani	0	
Sri Lankan	0	
Taiwanese/ Taiwanese American	0	
Thai	1	
Vietnamese/Vietnamese American	1	
Other Asian	1	
Hispanic/Latino	**113**	**18.6**
Cuban/Cuban American	2	
Latin American/Latino	14	
Mexican/Mexican American/Chicano	81	
Puerto Rican	0	

Position	n	%
Other Hispanic, Latin American, or of Spanish origin	18	
Middle Eastern/Southwest Asian/North African	**10**	**1.7**
Afghan		
Arab/Arab American	2	
Armenian	0	
Assyrian	0	
Azerbaijani	0	
Berber	0	
Circassian	0	
Chaldean	0	
Coptic	0	
Druze	0	
Georgian	0	
Iranian	2	
Jewish	5	
Kurdish	0	
Maronite	0	
Turkish	0	
Other Middle Eastern/ Southwest Asian/North African	1	
Pacific Islander	**4**	**0.7**
Fijian	0	
Guamanian/Chamorro	0	
Hawaiian	3	
Samoan	1	
Tongan	0	
Other Pacific Islander	0	
White	**426**	**70.3**
European/European descent	318	
North African	1	
Other White/Caucasian	62	
Other	**10**	**1.7**

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	27	4.5
Bisexual	11	1.8
Gay	3	0.5
Heterosexual	515	85.0
Lesbian	4	0.7
Queer	0	0.0
Questioning	2	0.3
Other	9	1.6
Missing	35	5.8

Table B9

What is your age? (Question 30)

Age	n	%
18-20	0	0.0
21-23	7	1.2
24-29	51	8.4
30-39	99	16.3
40-49	122	20.1
50-59	228	37.6
60 and over	79	13.5
Missing	20	3.3

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	252	41.6
Children 18 years of age or under	213	35.1
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	91	15.0
Independent adult children over 18 years of age	29	4.8
Sick or disabled partner	24	4.0
Senior or other family member	90	14.9
Other	8	1.3

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	566	93.4
Active military	1	0.2
Reservist	1	0.2
ROTC	0	0.0
Veteran	21	3.5
Missing	17	2.8

Table B12

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

Note: This question was not asked for this location.

Table B13

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

Level of Education	n	%
No high school	3	0.7
Some high school	2	0.5
Completed high school/GED	17	3.9
Some college	69	15.9
Business/Technical certificate/degree	21	4.8
Associate's degree	52	12.0
Bachelor's degree	142	32.8
Some graduate work	43	9.9
Master's degree	74	17.1
Doctoral degree	4	0.9
Professional degree (e.g. MD, JD, DVM)	1	0.2
Missing	5	1.2

Note: Table includes only those who indicated they were Staff in Question 1 (n = 433).

Table B14

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

Note: This question was not asked for this location

Table B15

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

Note: This question was not asked for this location

Table B16

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

Note: This question was not asked for this location

Table B17

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

Academic Unit	n	%	Academic Unit	n	%
UC Berkeley campus	1	0.6	Merced	3	1.7
UC Davis campus	4	2.3	Modoc	1	0.6
UC Riverside campus	1	0.6	Mono	0	0.0
ANR Division/UCOP based	0	0.0	Monterey	3	1.7
ANR Division/Davis based	9	5.2	Napa	2	1.2
Desert REC	0	0.0	Nevada	0	0.0
Hansen Trust	1	0.6	Orange	1	0.6
Hopland REC	1	0.6	Placer	2	1.2
Intermountain REC	1	0.6	Plumas	0	0.0
Kearney Agriculture and Research Extension Center	8	4.6	Riverside	3	1.7
Lindcove REC	0	0.0	Sacramento	3	1.7
Sierra Foothill REC	1	0.6	San Benito	1	0.6
South Coast REC	1	0.6	San Bernardino	2	1.2
Westside REC	0	0.0	San Diego	6	3.5
Alameda	3	1.7	San Francisco	0	0.0
Butte	2	1.2	San Joaquin	7	4.0
Central Sierra Nevada Multi-County Partnership	3	1.7	San Luis Obispo	5	2.9
Colusa	2	1.2	San Mateo	1	0.6
Contra Costa	1	0.6	Santa Barbara	0	0.0
Del Norte	0	0.0	Santa Clara	3	1.7
Fresno	4	2.3	Santa Cruz	1	0.6
Glenn	1	0.6	Shasta	3	1.7
Humboldt	2	1.2	Sierra	0	0.0
Imperial	1	0.6	Siskiyou	1	0.6
Inyo	0	0.0	Solano	3	1.7
Kern	8	4.6	Sonoma	1	0.6
Kings	0	0.0	Stanislaus	6	3.5
Lake	1	0.6	Sutter	1	0.6
Lassen	1	0.6	Tehama	2	1.2
Los Angeles	4	2.3	Trinity	0	0.0
Madera	0	0.0	Tulare	5	2.9
Marin	3	1.7	Ventura	3	1.7
Mariposa	1	0.6	Yolo	2	1.2
Mendocino	2	1.2	Yuba	0	0.0
			Missing	35	20.2

Note: Table includes only those who indicated they were Post Docs or Faculty in Question 1 (n = 173). 26 respondents that were coded as faculty were not asked this question so their responses are considered missing data.

Table B18

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

Academic Unit	n	%	Work Unit	n	%
UC Berkeley campus	0	0.0	Merced	5	1.2
UC Davis campus	16	3.7	Modoc	1	0.2
UC Riverside campus	1	0.2	Mono	0	0.0
ANR Division/UCOP based	20	4.6	Monterey	6	1.4
ANR Division/Davis based	105	24.2	Napa	2	0.5
Desert REC	7	1.6	Nevada	0	0.0
Hansen Trust	6	1.4	Orange	7	1.6
Hopland REC	5	1.2	Placer	5	1.2
Intermountain REC	7	7.6	Plumas	1	0.2
Kearney Agriculture and Research Extension Center	26	6.0	Riverside	7	1.6
Lindcove REC	4	0.9	Sacramento	1	0.2
Sierra Foothill REC	6	1.4	San Benito	0	0.0
South Coast REC	6	1.4	San Bernardino	4	0.9
Westside REC	2	0.5	San Diego	10	2.3
Alameda	4	0.9	San Francisco	0	0.0
Butte	7	1.6	San Joaquin	5	1.2
Central Sierra Nevada Multi-County Partnership	10	2.3	San Luis Obispo	7	1.6
Colusa	2	0.5	San Mateo	4	0.9
Contra Costa	3	0.7	Santa Barbara	2	0.5
Del Norte	1	0.2	Santa Clara	6	1.4
Fresno	18	4.2	Santa Cruz	1	0.2
Glenn	5	1.2	Shasta	4	0.9
Humboldt	1	0.2	Sierra	0	0.0
Imperial	12	2.8	Siskiyou	3	0.7
Inyo	2	0.5	Solano	1	0.2
Kern	4	0.9	Sonoma	3	0.7
Kings	5	1.2	Stanislaus	7	1.6
Lake	1	0.2	Sutter	1	0.2
Lassen	0	0.0	Tehama	2	0.5
Los Angeles	10	2.3	Trinity	1	0.2
Madera	1	0.2	Tulare	6	1.4
Marin	5	1.2	Ventura	6	1.4
Mariposa	0	0.0	Yolo	3	0.7
			Yuba	1	0.2
Mendocino	4	0.9	Missing	15	3.5

Note: Table includes only those who indicated they were staff in Question 1 (n = 433).

Table B19

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

Note: This question was not asked for this location

Table B20

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

Note: This question was not asked for this location

Table B21

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

Note: This question was not asked for this location

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	3	0.5
Attention Deficit/ Hyperactivity Disorder	18	3.0
Asperger's/Autism Spectrum	1	0.2
Blind	0	0.0
Low vision	6	1.0
Deaf	0	0.0
Hard of Hearing	17	2.8
Learning disability	5	0.8
Medical Condition	29	4.8
Mental health/psychological condition	15	2.5
Physical/Mobility condition that affects walking	10	1.7
Physical/Mobility condition that does not affect walking	13	2.1
Speech/Communication	2	0.3
Other	11	1.8
I have none of the listed conditions	461	76.1

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	587	96.9
Permanent Resident	22	3.6
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	1	0.2
Other legally documented status	0	0.0
Undocumented resident	0	0.0

Table B24

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

Political views	n	%
Far left	12	2.0
Liberal	154	25.4
Moderate or middle of the road	214	35.3
Conservative	112	18.5
Far right	6	1.0
Undecided	47	7.8
Other	24	4.0
Missing	37	6.1

Table B25

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

Language spoken at home	n	%
English only	481	79.4
Other than English	22	3.6
English and other language(s)	98	16.2
Missing	5	0.8

Table B26

What is your religious or spiritual identity? (Mark all that apply)
(Question 47)

Spiritual Affiliation	n	%
Agnostic	51	8.4
Ahmadi Muslim	0	0.0
African Methodist Episcopal	1	0.2
Atheist	17	2.8
Assembly of God	4	0.7
Baha'i	1	0.2
Baptist	30	5.0
Buddhist	20	3.3
Christian Orthodox	17	2.8
Confucianist	0	0.0
Christian Methodist Episcopal	5	0.8
Druid	1	0.2
Episcopalian	9	1.5
Evangelical	18	3.0
Greek Orthodox	3	0.5
Hindu	1	0.2
Jain	0	0.0
Jehovah's Witness	1	0.2
Jewish Conservative	3	0.5
Jewish Orthodox	0	0.0
Jewish Reformed	10	1.7
Lutheran	12	2.0
Mennonite	4	0.7
Moravian	0	0.0
Muslim	5	0.8
Native American Traditional Practitioner or Ceremonial	2	0.3
Nondenominational Christian	51	8.4
Pagan	3	0.5
Pentecostal	9	1.5
Presbyterian	20	3.3
Protestant	24	4.0
Quaker	1	0.2

Table B26 (cont.)	n	%
Rastafarian	0	0.0
Roman Catholic	116	19.1
Russian Orthodox	0	0.0
Scientologist	0	0.0
Secular Humanist	2	0.3
Seventh Day Adventist	0	0.0
Shi-item	0	0.0
Sufi	1	0.2
Sunni	2	0.3
Shinto	0	0.0
Sikh	0	0.0
Taoist	3	0.5
The Church of Jesus Christ of Latter Day Saints	10	1.7
United Methodist	13	2.1
Unitarian Universalist	8	1.3
United Church of Christ	1	0.2
Wiccan	2	0.3
Spiritual, but no religious affiliation	78	12.9
No affiliation	73	12.0
Other	18	3.0

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)

Note: This question was not asked for this location

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)

Note: This question was not asked for this location

Table B29

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

Note: This question was not asked for this location

Table B30

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

Note: This question was not asked for this location

Table B31

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

Note: This question was not asked for this location

Table B32

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

Note: This question was not asked for this location

Table B33

What is your current relationship status? (Question 54)

Relationship status	n	%
Single, never married	69	11.4
Single, divorced	79	13.0
Single, widow (partner/spouse deceased)	10	1.7
Partnered	27	4.5
Partnered, in civil union/Registered Domestic Partnerships	3	0.5
Married or remarried	385	63.5
Separated	6	1.0
Other	7	1.2
Missing	20	3.3

Table B34

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

Note: This question was not asked for this location

Table B35

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

Note: This question was not asked for this location

Table B36

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

Note: This question was not asked for this location

PART II: Findings
The tables in this section all contain valid percentages[3] except where noted

Table B37

Overall, how comfortable are you with the work environment at UC ANR?
(Question 5)

Comfort	n	%
Very comfortable	171	28.2
Comfortable	273	45.0
Neither comfortable nor uncomfortable	95	15.7
Uncomfortable	49	8.1
Very uncomfortable	18	3.0

Table B38

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	226	37.3
Comfortable	216	35.6
Neither comfortable nor uncomfortable	70	11.6
Uncomfortable	70	11.6
Very uncomfortable	24	4.0

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[3] The valid percent is the percentage generated by only those participants who responded to the question.

Table B39

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

Comfort	n	%
Very comfortable	11	7.6
Comfortable	18	12.5
Neither comfortable nor uncomfortable	7	4.9
Uncomfortable	1	0.7
Very uncomfortable	0	0.0
Not applicable	107	74.3

Note: Table includes only those who indicated they were Post Docs or Faculty in Question 1 (n = 167). 26 respondents that were coded as faculty were not asked this question so their responses are considered missing data.

Table B40

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

Considered Leaving	n	%
No	346	57.6
Yes	255	42.4

Table B41

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

Experienced	n	%
No	417	68.9
Yes, but it did not interfere with my ability to work or learn	123	20.3
Yes and it interfered with my ability to work or learn	65	10.7

Table B42
What do you believe the conduct was based upon and how often have you experienced it? (Question 12)

Based On:	Very often n	%	Often n	%	Sometimes n	%	Seldom n	%	Not Applicable n	%
Academic Performance	3	2.1	8	5.7	12	8.5	13	9.2	105	74.5
Age	5	3.5	10	7.0	19	13.4	21	14.8	87	61.3
Ancestry	2	1.4	2	1.4	10	7.1	17	12.1	109	77.9
Country of origin	2	1.4	5	3.6	5	3.6	13	9.4	113	81.9
Discipline of study	2	1.4	7	5.1	10	7.2	13	9.4	106	76.8
Educational level	5	3.5	13	9.2	22	15.6	21	14.9	80	56.7
Educational modality (on-line, classroom)	1	0.7	0	0.0	4	2.1	9	6.7	120	89.6
English language proficiency/accent	4	2.9	1	0.7	7	5.1	15	10.9	111	80.4
Ethnicity	3	2.2	6	4.3	16	11.6	15	10.9	98	71.0
Gender identity	1	0.7	5	3.6	9	6.4	16	11.4	109	77.9
Gender expression	1	0.8	2	1.5	2	1.5	16	12.0	112	84.2
Immigrant/citizen status	2	1.5	0	0.0	2	1.5	8	5.9	123	91.1
International Status	1	0.7	0	0.0	1	0.7	7	5.1	127	93.4
Learning disability	1	0.7	1	0.7	0	0.0	8	5.9	126	92.6
Marital status (e.g. single, married, partnered)	0	0.0	1	0.7	5	3.7	15	11.2	113	84.3
Medical condition	1	0.7	4	2.9	2	1.5	16	11.7	114	83.2
Military/veteran status	0	0.0	0	0.0	0	0.0	4	2.9	132	97.1
Parental status (e.g., having children)	3	2.2	2	1.5	8	6.0	10	7.5	111	82.8
Participation in an organization/team	6	4.4	7	5.1	5	3.7	9	6.6	109	80.1

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	1	0.7	3	2.2	6	4.4	17	12.6	108	80.0
Physical disability	0	0.0	0	0.0	7	5.2	6	4.5	121	90.3
Philosophical views	5	3.7	6	4.4	16	11.8	13	9.6	96	70.6
Political views	7	5.2	3	2.2	7	5.2	19	14.2	98	73.1
Position (staff, faculty, student)	15	9.8	28	18.3	39	25.5	13	8.5	58	37.9
Pregnancy	1	0.7	1	0.7	2	1.5	8	5.8	125	91.2
Psychological condition	2	1.5	1	0.7	4	2.9	12	8.8	118	86.1
Race	4	3.0	2	1.5	10	7.5	16	11.9	102	76.1
Religious/spiritual views	5	3.8	3	2.3	9	6.9	8	6.1	106	80.9
Sexual orientation	4	3.0	1	0.7	4	3.0	5	3.7	121	89.6
Socioeconomic status	6	4.5	1	0.7	9	6.7	7	5.2	111	82.8
Don't Know	15	10.6	4	2.8	21	14.8	16	11.3	86	60.6
Other	20	14.0	5	3.5	30	21.0	22	15.4	66	46.2

Note: Only answered by respondents who experienced harassment (n = 188).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt intimidated/bullied	88	46.8
I felt I was deliberately ignored or excluded	77	41.0
I felt isolated or left out	73	38.8
I received a low performance evaluation	28	14.9
I was the target of derogatory verbal remarks	28	14.9
I received derogatory written comments	20	10.6
I observed others staring at me	17	9.0
I feared for my physical safety	13	6.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	6	3.2
I received derogatory phone calls	6	3.2
I was singled out as the spokesperson for my identity group	6	3.2
Someone assumed I was not admitted/hired/promoted due to my identity	4	2.1
I feared for my family's safety	4	2.1
I was the target of racial/ethnic profiling	3	1.6
Someone assumed I was admitted/hired/promoted due to my identity	3	1.6
I feared getting a poor grade because of a hostile classroom environment	2	1.1
I received threats of physical violence	1	0.5
I was the target of physical violence	1	0.5
I was the target of stalking	1	0.5
I was the target of graffiti/vandalism	0	0.0
I was the victim of a crime	0	0.0
Other	40	21.3

Note: Only answered by respondents who experienced harassment (n = 188).
Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
In a UC ANR office	95	50.5
Local Cooperative Extension Office	*44*	*52.4*
ANR Division/Davis Based	*26*	*31.0*
Research and Extension Center	*10*	*11.9*
ANR/Division/UCOP Based	*4*	*4.8*
While working at a UC ANR job	91	48.4
Local Cooperative Extension Office	*35*	*44.9*
ANR Division/Davis Based	*22*	*28.2*
Research and Extension Center	*14*	*17.9*
ANR/Division/UCOP Based	*7*	*9.0*
In a meeting with a group of people	48	25.5
In a meeting with one other person	28	14.9
At a UC ANR event	15	8.0
In a public space at UC ANR	14	7.4
In a faculty office	5	2.7
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	3	1.6
In a class/lab/clinical setting	2	1.1
While walking on campus	1	0.5
Off campus	1	0.5
On UC ANR transportation	0	0
In off-campus housing	0	0
In campus housing	0	0
In athletic facilities	0	0
In an on-line class	0	0
In a UC ANR dining facility	0	0
In a health services setting	0	0
Other	19	10.1

Note: Only answered by respondents who experienced harassment (n = 188).
Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Co-worker	76	40.4
Administrator	43	22.9
Supervisor	40	21.3
UCCE Advisor or Specialist	36	19.1
Staff member	34	18.1
Department head	14	7.4
Person that I supervise	8	4.3
Faculty member	7	3.7
Program Participant	7	3.7
Volunteer (e.g. 4-H, Master Gardener, etc.)	7	3.7
Union representative	5	2.7
Clientele	3	1.6
Don't know source	3	1.6
Faculty advisor	2	1.1
UC ANR visitor(s)	2	1.1
Campus organizations or groups	1	0.5
Friend	1	0.5
Off campus community member	1	0.5
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Campus media	0	0.0
Campus police/building security	0	0.0
Donor	0	0.0
Family Member/Legal Guardian of Youth Participant	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Registered UC ANR Organization	0	0.0
Social Networking site	0	0.0
Stranger	0	0.0
Student	0	0.0
Student staff	0	0.0
Teaching assistant/Grad assistant/Lab assistant/Tutor	0	0.0
Other	16	8.5

Note: Only answered by respondents who experienced harassment (n = 188).
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	82	43.6
I told a family member	60	31.9
I felt embarrassed	58	30.9
I ignored it	49	26.1
I avoided the harasser	46	24.5
I told a friend	43	22.9
I sought support from a staff person	38	20.2
I sought support from an administrator	29	15.4
I reported it to a UC ANR employee/official	29	15.4
I didn't report it for fear that my complaint would not be taken seriously	29	15.4
I sought support from UC ANR	26	13.8
I did nothing	26	13.8
I felt somehow responsible	25	13.3
I sought support from campus resource (e.g. Counseling Center, Human Resources, Dean of Students)	19	10.1
I was afraid	17	9.0
I confronted the harasser at the time	16	8.5
I confronted the harasser later	16	8.5
I did report it but I did not feel the complain was taken seriously	14	7.4
I left the situation immediately	12	6.4
I didn't know who to go to	12	6.4
It didn't affect me at the time	9	4.8
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	9	4.8
I sought information on-line	8	4.3
I sought support from a faculty member	7	3.7
I told my union representative	5	2.7
I sought support from off-campus hot-line/advocacy services	2	1.1
I sought support from a TA/grad assistant	1	0.5
I contacted a local law enforcement official	0	0.0
I sought support from student staff (e.g. peer counselor)	0	0.0
Other	37	19.7

Note: Only answered by respondents who experienced harassment (n = 188).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
No	597	98.8
Yes	7	1.2
Missing	2	0.3

Table B48

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

Issues	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	57	9.5	94	15.6	199	33.1	210	34.9	41	6.8
My colleagues/co-workers expect me to represent "the point of view" of my identity	27	4.6	56	9.5	212	35.9	167	28.3	129	21.8
I believe salary determinations are clear	63	10.7	240	40.9	148	25.2	78	13.3	58	9.9
I think that UC ANR demonstrates that it values a diverse Faculty/AES & CE Academics	129	21.6	340	57.0	58	9.7	21	3.5	49	8.2
I think UC ANR demonstrates that it values a diverse staff	136	22.7	358	59.9	56	9.4	22	3.7	26	4.3
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	189	31.5	302	50.3	56	9.3	32	5.3	21	3.5
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	58	9.7	101	16.9	294	49.3	108	18.1	35	5.9
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	52	8.7	118	19.8	278	46.7	104	17.5	43	7.2

Table B49

Faculty Only: As a faculty member… (Question 22)

Issues	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %	Not applicable n	Not applicable %
I believe that the tenure/promotion process is clear.	27	18.6	77	53.1	26	17.9	5	3.4	10	6.9
I believe that the tenure/promotion standards are reasonable.	22	15.2	80	55.2	23	15.9	10	6.9	10	6.9
I feel that my service contributions are important to tenure/promotion.	24	17.5	89	65.0	13	9.5	2	1.5	9	6.6
I feel pressured to change my research agenda to achieve tenure/promotion.	10	7.0	32	22.4	72	50.3	17	11.9	12	8.4
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	26	18.1	84	58.3	20	13.9	6	4.2	8	5.6
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	6	4.2	16	11.1	94	65.3	19	13.2	9	6.3
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.	1	0.7	9	6.3	15	10.5	5	3.5	113	79.0
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	9	6.4	77	54.6	18	12.8	3	2.1	34	24.1
I have used or would use university policies on stopping the clock for promotion or tenure.	0	0.0	3	2.1	25	17.7	17	12.1	96	68.1
I have used university policies on taking leave for childbearing or adoption.	6	4.2	12	8.5	21	14.8	10	7.0	93	65.5
I have used university policies on active service-modified duties.	0	0.0	4	2.8	22	15.5	11	7.7	105	73.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	1	0.7	5	3.7	52	38.2	25	18.4	53	39.0
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	33	23.6	77	55.0	13	9.3	3	2.1	14	10.0
I believe that perceptions about using work-family policies differ for men and women faculty.	7	5.0	35	25.2	57	41.0	21	15.1	19	13.7
I believe that tenure standards/advancement standards are applied equally to all faculty	20	14.3	67	47.9	23	16.4	7	5.0	23	16.4

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 147).

Table B50

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

Issues	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %	Not applicable n	Not applicable %
I find that UC ANR is supportive of taking leave.	140	23.3	360	60.0	37	6.1	8	1.3	55	9.2
I find that UC ANR is supportive of flexible work schedules.	167	27.8	329	54.8	59	9.8	15	2.5	30	5.0
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	18	3.0	55	9.2	312	52.2	150	25.1	63	10.5
I feel that people who have children are considered by UC ANR to be less committed to their jobs/careers	7	1.2	34	5.7	322	53.7	168	28.0	69	11.5
I feel that UC ANR provides available resources to help employees balance work-life needs, such as childcare and elder care.	27	4.7	200	34.6	118	20.4	37	6.4	196	33.9
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	14	2.4	52	8.8	198	33.5	63	10.7	264	44.7
I have supervisors who give me job/career advice or guidance when I need it	114	19.0	291	48.6	99	16.5	51	8.5	44	7.3
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	116	19.3	326	54.3	74	12.3	28	4.7	56	9.3
My supervisor provides me with resources to pursue professional development opportunities.	115	19.1	289	48.0	112	18.6	52	8.6	34	5.6
My supervisor provides ongoing feedback to help me improve my performance.	107	17.8	316	52.7	115	19.2	46	7.7	16	2.7
I have adequate access to administrative support.	77	12.9	343	57.4	92	15.4	46	7.7	40	6.7
For health sciences campus employees, my patient-care load is manageable.	5	0.9	16	2.9	2	0.4	1	0.2	531	95.7
I find that UC ANR is supportive of staff advancement.	56	9.6	270	46.1	115	19.6	65	11.1	80	13.7

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Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UC ANR 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	425	70.7
Yes	176	29.3

Table B52

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

Source	n	%
Co-worker	72	40.9
Staff member	64	36.4
Supervisor	16	9.1
Administrator	12	6.8
UCCE Advisor or Specialist	12	6.8
Volunteer	10	5.7
Faculty member	7	4.0
Person that I supervise	5	2.8
Department head	4	2.3
Program Participant	4	2.3
Clientele	3	1.7
Friend	3	1.7
Teaching assistant/Writing associate/Lab assistant/Tutor	3	1.7
Off campus community member	2	1.1
Faculty advisor	2	1.1
Student staff	2	1.1
Stranger	2	1.1
Alumni	1	0.6
UC ANR visitor(s)	1	0.6
Campus organizations or groups	1	0.6
Partner/spouse	1	0.6
Union representatives	1	0.6
Athletic coach/trainer	0	0.0
Campus police/building security	0	0.0
Donor	0	0.0
Don't know target	0	0.0
Family Member/Legal Guardian of Youth Participant	0	0.0
Medical Staff	0	0.0
Patient	0	0.0
Registered Campus Organization	0	0.0
Student	0	0.0
Other	11	6.3

Note: Only answered by respondents who observed harassment (n = 176).
Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Co-worker	51	29.0
Supervisor	36	20.5
Staff member	35	19.9
UCCE Advisor or Specialist	23	13.1
Department head	13	7.4
Faculty member	6	3.4
Person that I supervise	6	3.4
Volunteer (e.g. 4-H, Master Gardener, etc.)	6	3.4
Union representatives	4	2.3
Faculty advisor	3	1.7
Program Participant (e.g. youth, adult, etc.)	3	1.7
Clientele	2	1.1
Don't know source	2	1.1
UC ANR visitor(s)	1	0.6
Social networking site	1	0.6
Administrator	0	0.0
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Campus organizations or groups	0	0.0
Campus police/building security	0	0.0
Off campus community member	0	0.0
Donor	0	0.0
Family Member/Legal Guardian of Youth Participant	0	0.0
Friend	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Registered Campus Organization	0	0.0
Student staff	0	0.0
Stranger	0	0.0
Student	0	0.0
Teaching assistant/Writing associate/Lab assistant/Tutor	0	0.0
Other	13	7.4

Note: Only answered by respondents who observed harassment (n = 176).
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	42	23.9
Position (staff, faculty, student)	38	21.6
Educational level	19	10.8
Age	16	9.1
Medical condition	16	9.1
Philosophical views	13	7.4
Academic Performance	9	5.1
Ethnicity	8	4.5
English language proficiency/accent	7	4.0
Race	7	4.0
Political views	6	3.4
Gender identity	5	2.8
Physical disability	5	2.8
Sexual orientation	5	2.8
Ancestry	4	2.3
Discipline of study	4	2.3
Gender expression	4	2.3
Marital status	4	2.3
Immigrant/citizen status	3	1.7
Parental status (e.g., having children)	3	1.7
Physical characteristics	3	1.7
Pregnancy	3	1.7
Psychological condition	3	1.7
Socioeconomic status	3	1.7
Country of origin	2	1.1
Participation in an organization/team	2	1.1
Religious/spiritual views	2	1.1
International Status	1	0.6
Educational modality (online, classroom)	0	0.0
Learning disability	0	0.0
Military/veteran status	0	0.0
Other	44	25.0

Note: Only answered by respondents who observed harassment (n = 176).
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	67	38.1
Intimidated/bullied	63	35.8
Deliberately ignored or excluded	54	30.7
Isolated or left out	37	21.0
Receipt of a low performance evaluation	26	14.8
Isolated or left out when work was required in groups	24	13.6
Assumption that someone was admitted/hired/promoted based on his/her identity	23	13.1
Derogatory written comments	12	6.8
Feared for their physical safety	11	6.3
Assumption that someone was not admitted/hired/promoted based on his/her identity	10	5.7
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	8	4.5
Racial/ethnic profiling	8	4.5
Singled out as a spokesperson for his/her identity	5	2.8
Derogatory phone calls	4	2.3
Feared for their family's safety	3	1.7
Threats of physical violence	3	1.7
Physical violence	2	1.1
Graffiti/vandalism	1	0.6
Receipt of a poor grade because of a hostile classroom environment	0	0.0
Victim of a crime	0	0.0
Other	23	13.1

Note: Only answered by respondents who observed harassment (n = 176).
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	13	9.7
2	18	13.4
3	23	17.2
4	12	9.0
5	7	5.2
6 or more	61	45.5

Note: Only answered by respondents who believed they had observed harassment (n = 176).
Percentages do not sum to 100 due to multiple responses.

Table B57
Where did this conduct occur? (Question 63)

Location	n	%
In a UC ANR office	71	40.3
Local Cooperative Extension Office	*28*	*39.4*
ANR Division/Davis Based	*14*	*19.7*
Research and Extension Center	*10*	*14.1*
ANR Division/UCOP Based	*5*	*7*
While working at a UC ANR job	61	34.7
Research and Extension Center	*16*	*26.2*
Local Cooperative Extension Office	*15*	*24.6*
ANR Division/Davis Based	*12*	*19.7*
ANR Division/UCOP Based	*2*	*3.3*
In a meeting with a group of people	34	19.3
In a meeting with one other person	15	8.5
In a public space at UC ANR	12	6.8
At a UC ANR event	11	6.3
In a faculty office	6	3.4
Off campus	3	1.7
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	3	1.7
While walking on campus	2	1.1
In a UC ANR dining facility	1	0.6
In a class/lab/clinical setting	0	0
In a health services setting	0	0
In an on-line class	0	0
In athletic facilities	0	0
In campus housing	0	0
In off campus housing	0	0
On campus transportation	0	0
Other	14	8.0

Note: Only answered by respondents who observed harassment (n = 176).
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	57	32.4
I felt embarrassed	49	27.8
I told a family member	43	24.4
I avoided the harasser	30	17.0
I told a friend	28	15.9
I sought support from a administrator	27	15.3
I sought support from a staff person	26	14.8
I ignored it	20	11.4
I sought support from campus resource	20	11.4
I confronted the harasser later	18	10.2
I didn't report it for fear that my complaint would not be taken seriously	17	9.7
I did nothing	16	9.1
I was afraid	15	8.5
I left the situation immediately	13	7.4
I did report it but I did not feel the complain was taken seriously	12	6.8
I felt somehow responsible	11	6.3
I confronted the harasser at the time	11	6.3
I didn't know who to go to	10	5.7
It didn't affect me at the time	8	4.5
I reported it to a campus employee/official	8	4.5
I sought support from a spiritual advisor	7	4.0
I sought information on-line	7	4.0
I sought support from a faculty member	6	3.4
I told my union representative	2	1.1
I sought support from off-campus hot-line/advocacy services	0	0.0
I contacted a local law enforcement official	0	0.0
I sought support from a TA/grad assistant	0	0.0
I sought support from a student staff	0	0.0
Other	23	13.1

Note: Only answered by respondents who observed harassment (n = 176).
Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	433	71.9
Yes	61	10.1
Don't know	108	17.9

Table B60

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

Based On:	n	%
Personal relationship	22	36.1
Age	10	16.4
Educational level	6	9.8
English language proficiency/accent	6	9.8
Ethnicity	6	9.8
Preferential re-hiring	6	9.8
Position (staff, faculty, student)	6	9.8
Physical characteristics	4	6.6
Ancestry	3	4.9
Medical condition	3	4.9
Participation in an organization	3	4.9
Race	3	4.9
Country of origin	2	3.3
Gender identity	2	3.3
Partner/spousal preferential hiring practice	2	3.3
Pregnancy	2	3.3
Religious/spiritual views	2	3.3
Sexual orientation	2	3.3
Gender expression	1	1.6
Immigrant/citizen status	1	1.6
Marital status	1	1.6
Parental status (e.g., having children)	1	1.6
Discipline of study	0	0.0
Educational modality (on-line, classroom)	0	0.0
International status	0	0.0
Learning disability	0	0.0
Military/veteran status	0	0.0
Physical disability	0	0.0
Political views	0	0.0
Psychological condition	0	0.0
Socioeconomic status	0	0.0
Other	18	29.5

Note: Only answered by employees who perceived discriminatory practices (n = 61).
Percentages do not sum to 100 due to multiple responses.

Table B61

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	469	77.6
Yes	57	9.4
Don't know	78	12.9

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	%
Gender identity	10	17.5
Position (staff, faculty, student)	9	15.8
Age	8	14.0
Personal relationship	7	12.3
Participation in an organization/team	6	10.5
Educational level	5	8.8
Race	5	8.8
Ethnicity	4	7.0
Medical condition	4	7.0
Discipline of study	3	5.3
Country of origin	2	3.5
English language proficiency/accent	2	3.5
Gender expression	2	3.5
Physical characteristics	2	3.5
Physical disability	2	3.5
Sexual orientation	2	3.5
Educational modality (on-line, classroom)	1	1.8
Parental status (e.g., having children)	1	1.8
Political views	1	1.8
Psychological condition	1	1.8
Ancestry	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Learning disability	0	0.0
Marital status	0	0.0
Military/veteran status	0	0.0
Partner/spousal preferential hiring practice	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Socioeconomic status	0	0.0
Other	26	45.6

Note: Only answered by employees who perceived discriminatory practices (n = 57).
Percentages do not sum to 100 due to multiple responses.

Table B63

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

Perceived Unfair/ Unjust Promotion	n	%
No	387	64.3
Yes	110	18.3
Don't know	105	17.4

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	29	26.4
Position (staff, faculty, student)	27	24.5
Educational level	13	11.8
Discipline of study	10	9.1
Age	8	7.3
Ethnicity	7	6.4
Race	5	4.5
Physical characteristics	4	3.6
English language proficiency/accent	3	2.7
Country of origin	2	1.8
Gender identity	2	1.8
Medical condition	2	1.8
Participation in an organization	2	1.8
Ancestry	1	0.9
Marital status	1	0.9
Parental status (e.g., having children)	1	0.9
Partner/spousal preferential hiring practice	1	0.9
Political views	1	0.9
Religious/spiritual views	1	0.9
Educational modality	0	0.0
Gender expression	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Learning disability	0	0.0
Military/veteran status	0	0.0
Physical disability	0	0.0
Pregnancy	0	0.0
Psychological condition	0	0.0
Sexual orientation	0	0.0
Socioeconomic status	0	0.0
Other	38	34.5

Note: Only answered by employees who observed discriminatory practices (n = 110).
Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Friendly/Hostile	243	40.5	234	39.0	87	14.5	31	5.0	5	0.8	1.9	0.9
Cooperative/Uncooperative	201	33.6	242	40.4	103	17.2	43	7.2	10	1.7	2.0	1.0
Positive for persons with disabilities/Negative	224	38.4	181	31.0	165	28.3	11	1.9	2	0.3	1.9	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	176	30.6	153	26.6	225	39.1	17	3.0	4	0.7	2.2	0.9
Positive for people of Christian faith/Negative	186	32.1	164	28.3	204	35.2	22	3.8	3	0.5	2.1	0.9
Positive for people of other faith backgrounds faith/Negative	159	27.5	167	28.9	234	40.5	15	2.6	3	0.5	2.2	0.9
Positive for people who are agnostic or atheist/Negative	160	28.3	150	26.5	243	42.9	9	1.6	4	0.7	2.2	0.9
Positive for people of color/Negative	200	34.6	178	30.8	183	31.7	16	2.8	1	0.2	2.0	0.9
Positive for men/Negative	235	40.2	165	28.3	158	27.1	15	2.6	11	1.9	2.0	1.0
Positive for women/Negative	225	37.9	189	31.8	152	25.6	25	4.2	3	0.5	2.0	0.9
Positive for non-native English speakers/Negative	157	26.8	193	33.0	196	33.5	32	5.5	7	1.2	2.2	0.9
Positive for people who are immigrants/Negative	157	27.3	175	30.4	216	37.5	24	4.2	4	0.7	2.2	0.9
Positive for people who are not U.S. Citizens/Negative	157	27.5	156	27.3	238	41.7	15	2.6	5	0.9	2.2	0.9

Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	213	35.9	259	43.6	96	16.2	23	3.9	3	0.5	**1.9**	**0.8**
Respectful/disrespectful	200	33.6	252	42.3	101	16.9	38	6.4	5	0.8	**2.0**	**0.9**
Positive for people of high socioeconomic status/Negative	209	36.1	183	31.6	177	30.6	9	1.6	1	0.2	**2.0**	**0.9**
Positive for people of low socioeconomic status/Negative	147	25.4	159	27.5	229	39.6	37	6.4	6	1.0	**2.3**	**1.0**
Positive for people who identify as transgender/Negative	128	23.5	95	17.5	299	55.0	17	3.1	5	0.9	**2.4**	**0.9**

Table B66

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Not racist/racist	265	45.1	203	34.6	97	16.5	18	3.1	4	0.7	1.8	0.9
Not sexist/sexist	248	41.8	209	35.2	94	15.9	32	5.4	10	1.7	1.9	1.0
Not homophobic/homophobic	248	43.3	193	33.7	107	18.7	23	4.0	2	0.3	1.8	0.9
Not transphobic/transphobic	242	43.1	176	31.4	123	21.9	18	3.2	2	0.4	1.9	0.9
Not age biased/age biased	235	39.9	194	32.9	113	19.2	38	6.5	9	1.5	2.0	1.0
Not classist (socioeconomic status)/classist	227	39.1	172	29.7	131	22.6	40	6.9	10	1.7	2.0	1.0
Not classist (position: faculty, staff, student)/ classist	166	28.6	148	25.5	136	23.4	80	13.8	51	8.8	2.5	1.3
Disability friendly/Not disability friendly	262	45.0	190	32.6	118	20.3	11	1.9	1	0.2	1.8	0.8

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Table B67

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

Note: This question was not asked for this location.

Table B68

Post-docs/Students/Trainees Only: Please indicate your level of agreement with the following statements: (Question 77)

Note: This question was not asked for this location.

Table B69

Undergraduate Students Only: I perceive tension in the residence halls with regard to a person's: (Question 79)

Note: This question was not asked for this location.

Table B70

Post-docs/Trainees/Faculty/Staff Only: My workplace climate is welcoming based on a person's: (Question 80)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	180	30.3	283	47.6	66	11.1	12	2.0	54	9.1
Ancestry	175	29.6	255	43.1	49	8.3	17	2.9	95	16.1
Country of origin	177	29.9	257	43.4	54	9.1	19	3.2	85	14.4
Educational level	163	27.6	285	48.2	83	14.0	19	3.2	41	6.9
English language proficiency/ accent	156	26.4	289	49.0	59	10.0	18	3.1	68	11.5
Ethnicity	180	30.6	264	44.8	48	8.1	20	3.4	77	13.1
Gender identity	149	25.6	231	39.7	53	9.1	17	2.9	132	22.7
Gender expression	138	24.0	222	38.6	57	9.9	13	2.3	145	25.2
Immigrant/citizen status	147	25.1	250	42.7	48	8.2	15	2.6	125	21.4
International Status	156	26.9	235	40.6	41	7.1	16	2.8	131	22.6
Learning disability	132	22.8	215	37.1	61	10.5	13	2.2	159	27.4
Marital status	186	32.0	260	44.7	47	8.1	21	3.6	68	11.7
Medical conditions	165	28.5	255	44.1	56	9.7	17	2.9	85	14.7
Military/veteran status	179	30.5	222	37.8	38	6.5	15	2.6	133	22.7
Parental status (e.g., having children)	187	31.7	266	45.1	49	8.3	20	3.4	68	11.5
Participation in a club/organization	140	24.0	236	40.5	46	7.9	14	2.4	147	25.2
Participation on an athletic team	121	20.9	200	34.6	46	8.0	15	2.6	196	33.9
Philosophical Views	136	23.2	246	42.1	60	10.3	17	2.9	126	21.5

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	126	21.6	222	38.1	51	8.7	13	2.2	171	29.3
Physical characteristics	160	27.4	263	45.0	46	7.9	19	3.3	96	16.4
Physical disability	153	26.3	248	42.6	47	8.1	17	2.9	117	20.1
Political views	124	21.3	246	42.3	75	12.9	17	2.9	119	20.5
Race	163	27.9	271	46.3	58	9.9	21	3.6	72	12.3
Religious/spiritual views	134	23.1	251	43.2	63	10.8	20	3.4	113	19.4
Sexual orientation	135	23.5	231	40.2	57	9.9	14	2.4	138	24.0
Socioeconomic status	157	26.9	250	42.9	63	10.8	17	2.9	96	16.5

Table B71
How would you rate the accessibility of UC ANR? (Question 81)

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Accessibility								
Braille signage	56	9.8	85	14.9	126	22.1	302	53.1
Break rooms	282	49.4	151	26.4	41	7.2	97	17.0
Elevators	184	33.6	50	9.1	47	8.6	267	48.7
Field sites	114	20.2	147	26.1	34	6.0	268	47.6
Laboratories	136	24.5	110	19.9	14	2.5	294	53.1
Lactation rooms	68	12.3	59	10.6	75	13.5	352	63.5
Machine shops	82	15.0	71	13.0	23	4.2	370	67.8
Meeting rooms	345	60.8	140	24.7	13	2.3	69	12.2
Office buildings	359	62.8	141	24.7	10	1.7	62	10.8
Parking	395	69.1	114	19.9	6	1.0	57	10.0
REC Housing	64	11.8	45	8.3	18	3.3	416	76.6
Restrooms	377	66.4	125	22.0	14	2.5	52	9.2
Storage facilities	184	33.0	156	28.0	58	10.4	160	28.7
Walkways and pedestrian paths	331	58.2	145	25.5	12	2.1	81	14.2
Work equipment	234	41.1	164	28.8	17	3.0	154	27.1
Work space	287	51.1	196	34.9	20	3.6	59	10.5
Extension/Outreach Materials	256	45.5	139	24.7	20	3.6	148	26.3
UC ANR Website	354	63.6	120	21.5	11	2.0	72	12.9

Table B72

How would you rate the work environment at UC ANR for people who are/have: (Question 83)

Group	Very respectful n	%	Respectful n	%	Disrespectful n	%	Very disrespectful n	%	Don't know n	%
Psychological health issues	118	20.2	282	48.2	13	2.2	2	0.3	170	29.1
Physical health issues	178	30.4	315	53.8	10	1.7	4	0.7	78	13.3
Female	196	33.6	330	56.5	17	2.9	1	0.2	40	6.8
From religious affiliations other than Christian	147	25.1	274	46.8	12	2.1	1	0.2	151	25.8
From Christian affiliations	157	27.0	283	48.6	12	2.1	2	0.3	128	22.0
Gay, lesbian, bisexual, transgender	126	21.6	252	43.3	11	1.9	4	0.7	189	32.5
Immigrants	152	26.1	278	47.7	14	2.4	0	0.0	139	23.8
International students, staff, or faculty	150	25.7	279	47.8	3	0.5	0	0.0	152	26.0
Learning disabled	119	20.4	237	40.7	9	1.5	1	0.2	217	37.2
Male	208	35.8	301	51.8	10	1.7	7	1.2	55	9.5
Non-native English speakers	149	25.8	311	53.8	22	3.8	1	0.2	95	16.4
Parents/guardians	169	29.1	307	52.8	6	1.0	3	0.5	96	16.5
People of color	182	31.3	309	53.2	8	1.4	0	0.0	82	14.1
Providing care for adults who are disabled and/or elderly	136	23.6	234	40.6	9	1.6	2	0.3	196	34.0
Physical disability	158	27.4	278	48.3	8	1.4	0	0.0	132	22.9
Socioeconomically disadvantaged	146	25.6	252	44.1	22	3.9	7	1.2	144	25.2
Socioeconomically advantaged	170	29.7	260	45.5	5	0.9	2	0.3	135	23.6
Transgender	94	16.6	165	29.1	7	1.2	2	0.4	299	52.7
Other	15	8.7	43	25.0	1	0.6	1	0.6	112	65.1

Table B73
How would you rate the climate at UC ANR for persons from the following racial/ethnic backgrounds? (Question 84)

Background	Very respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	187	32.3	269	46.5	8	1.4	0	0.0	115	19.9
American Indian/Alaskan Native	164	28.3	237	40.9	5	0.9	0	0.0	173	29.9
Asian/ Asian American	197	34.3	280	48.7	4	0.7	1	0.2	93	16.2
Hispanic/Latino	199	34.1	303	52.0	13	2.2	0	0.0	68	11.7
Middle Eastern/South Asian/North African	171	29.6	256	44.4	6	1.0	0	0.0	144	25.0
Pacific Islander	168	29.4	248	43.5	3	0.5	0	0.0	152	26.6
White	235	40.7	304	52.6	4	0.7	1	0.2	34	5.9

Table B74

Students Only: Before I enrolled, I expected the campus climate would be _____ for people who are: (Question 85)

Note: This question was not asked for this location.

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UC ANR include sufficient materials, perspectives, and/or experiences of people based on their: (Question 86)

Note: This question was not asked for this location.

Table B76

Post-docs/Trainees/Faculty/Staff Only: How would each of the following affect the work environment for diversity at UC ANR? If you mark "Not currently available at UC ANR", please indicate how you feel it would influence climate if it was available (Question 87)

	Not currently available at UC ANR		Positively influence UC ANR climate		No influence on UC ANR climate		Negatively influence UC ANR climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty/AES & CE Academics	30	5.0	135	25.1	33	6.1	15	2.8	354	65.9
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave)	17	2.8	142	23.0	39	7.1	5	0.9	360	65.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	5.6	132	25.0	57	10.8	18	3.4	321	60.8
Providing diversity training for staff	33	5.4	280	52.3	71	13.3	13	2.4	171	32.0
Providing diversity training for faculty/AES & CE Academics	30	5.0	236	44.2	57	10.7	9	1.7	232	43.4
Providing diversity training for students	28	4.6	112	21.4	42	8.0	6	1.1	363	69.4
Providing access to counseling for people who have experienced harassment	26	4.3	228	42.5	20	3.7	9	1.7	280	52.1
Providing mentorship for new faculty/ AES & CE Academics	35	5.8	225	43.1	23	4.4	7	1.3	267	51.1
Providing mentorship for new staff	57	9.4	279	54.6	29	5.7	16	3.1	187	36.6
Providing a clear and fair process to resolve conflicts	36	5.9	306	57.6	26	4.9	25	4.7	174	32.8
Increasing funding to support efforts to change UC ANR climate	55	9.1	195	38.9	39	7.8	15	3.0	252	50.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty/ AES & CE Academics	24	4.0	146	27.7	54	10.2	38	7.2	289	54.8
Providing diversity and equity training to search and tenure committees	27	4.5	169	32.7	56	10.8	17	3.3	275	53.2
Increasing the diversity of the faculty/ AES & CE Academics	20	3.3	193	36.8	66	12.6	11	2.1	255	48.6

Table B76 (cont.)

	Not currently available at UC ANR		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	17	2.8	225	42.6	78	14.8	10	1.9	215	40.7
Increasing the diversity of the administration	20	3.3	207	39.5	73	13.9	13	2.5	231	44.1
Increasing the diversity of the student body	26	4.3	134	25.8	53	10.2	11	2.1	321	61.8
Providing back-up family care	53	8.7	177	35.5	34	6.8	5	1.0	282	56.6
Providing lactation accommodations	44	7.3	171	34.0	29	5.8	4	0.8	299	59.4
Providing career development opportunities for staff	36	5.9	339	65.7	20	3.9	9	1.7	148	28.7

Table B77

Students Only: How would each of the following affect the climate for diversity at UC ANR? (Question 89)

Note: This question was not asked for this location.

Table B78

Staff/Faculty Only: Please respond to the following statements as they pertain to your experience of the overall UC ANR work environment. (Question 94)

	Strongly Agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I am treated with respect as a colleague	208	35.0	308	51.8	63	10.6	7	1.2	9	1.5
I feel that I m a valuable part of a team	237	40.0	278	46.9	63	10.6	10	1.7	5	0.8
There is transparency in organizational decision making	70	11.9	203	34.6	187	31.9	91	15.5	35	6.0
I feel that the organization "has my back"	84	14.5	250	43.2	147	25.4	74	12.8	24	4.1
My workload expectations are reasonable	90	15.2	308	51.9	129	21.8	62	10.5	4	0.7
My travel expectations are reasonable	107	18.0	355	59.7	41	6.9	11	1.8	81	13.6
I am consulted in meaningful ways	111	18.9	303	51.6	122	20.8	31	5.3	20	3.4
I feel reassured about the future of my job	74	12.7	224	38.4	183	31.4	92	15.8	10	1.7
Organizational priorities reflect my values	97	16.8	307	53.0	93	16.1	32	5.5	50	8.6
My advice or opinions are carefully listened to	115	19.7	278	47.6	128	21.9	51	8.7	12	2.1
I experience an appropriate level of supervision/ independence from my supervisor/ superior.	202	34.4	300	51.0	45	7.7	36	6.1	5	0.9

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Linda Manton
Executive Director, Staff Personnel and Affirmative Action
lmmanton@ucanr.edu
(530) 752-0495

UC Agriculture and Natural Resources (UCANR)
Work Environment Assessment:

In conjunction with the systemwide campus climate assessment
(Administered by Rankin & Associates, Consulting)

Purpose

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

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:

Linda Manton
Executive Director, Staff Personnel and Affirmative Action
lmmanton@ucanr.edu
(530) 752-0495

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 UCANR 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

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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 unit-level data via a data application tool. In addition, each Chancellor will designate and appoint a campus data coordinator, who will manage campus use of data for administrative purposes, and will maintain data use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project. The data coordinators are held to the same use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project.

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

Data may be subject to California Public Records Act requests. Raw data in its entirety could be withheld from a PRA request due to FERPA and other privacy laws that prevent the release of personally identifiable information. Due to the large number of demographic questions, each survey response will be treated as potentially individually identifiable, even though no specific identifiers will be collected. However, raw data for specific indicators would likely be subject to disclosure upon request; but still any information that could be used to directly identify an individual would be redacted from the records to protect the privacy of individual survey respondents. Data will also be used for longitudinal studies. UCOP plans to re-administer the survey in 4-5

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:
Jan Corlett
Chief of Staff to the Vice President ANR
Jan.Corlett@ucop.edu
510-287-3343

Questions concerning the rights of participants should be directed to:
Jake McGuire
ANR Controller
Jake.McGuire@ucop.edu

510-987-9052

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.

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 UCANR? **(Please mark only one**)
- ❍ 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
  - ❍ Administrative Staff (e.g., analyst, __assistant, writer)
  - ❍ Field Staff (e.g., mechanic, field worker)
  - ❍ Program Staff (e.g., Program Representative, Staff Research Associate)
  - ❍ County Paid Staff
- ❍ Staff - Union
  - ❍ Professional & Support Staff (PSS) – Union Represented & Supervisor
  - ❍ Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
  - ❍ Administrative Staff (e.g., analyst, __assistant, writer)
  - ❍ Field Staff (e.g., mechanic, field worker)
  - ❍ Program Staff (e.g., Program Representative, Staff Research Associate)
  - ❍ County Paid Staff
- ❍ Faculty/AES & CE Academics
- ❍ Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

1ucag. Faculty/AES & CE Academics (Mark all that apply)
- ❑ Agricultural Experiment Station (AES) Faculty
- ❑ Specialist in Cooperative Extension
- ❑ Cooperative Extension Advisor
- ❑ Academic Coordinator or Academic Administrator
- ❑ I have a split appointment (e.g. AES/IR, AES/CE, etc.)

2. What is your **primary** employment status with UCANR?
- ❍ Career (including partial-year career) employee
- ❍ Contract employee
- ❍ Limited appointment employee/ term employment
- ❍ Per Diem employee

3. What is your **primary** location with UCANR?
- ❍ Health Sciences/Medical Center
- ❍ General Campus
- ❍ Local Cooperative Extension Office
- ❍ Research and Extension Center
- ❍ ANR Division / UCOP Based
- ❍ ANR Division / Davis Based

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 UCANR?
- ❍ 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 UCANR?
    ❍   No
    ❍   Yes

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

11. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCANR?
    ❍   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	❍	❍	❍	❍	❍
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): _____	❍	❍	❍	❍	❍

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 UCANR event
- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCANR dining facility
- ❑ In a UCANR office
  - ❍ Local Cooperative Extension Office
  - ❍ Research and Extension Center
  - ❍ ANR Division / UCOP Based
  - ❍ ANR Division / Davis Based
- ❑ In a faculty office
- ❑ In a public space at UCANR
- ❑ 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 UCANR job
  - ❍ Local Cooperative Extension Office

❍ Research and Extension Center
❍ ANR Division / UCOP Based
❍ ANR Division / Davis Based
❑ 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.)
❑ UCANR visitor(s)
❑ Campus organizations or groups
❑ Campus police/building security
❑ Clientele (e.g., farmer, rancher, community member, etc.)
❑ Co-worker
❑ Off campus community member
❑ Department head
❑ Donor
❑ Don't know source
❑ Faculty advisor
❑ Faculty member
❑ Family Member/Legal Guardian of Youth Participant
❑ Friend
❑ Medical Staff
❑ Partner/spouse
❑ Patient
❑ Person that I supervise
❑ Program Participant (e.g., youth, adult, etc.)
❑ 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
❑ UCCE Advisor or Specialist
❑ Union representative
❑ Volunteer (e.g., 4-H, Master Gardener, etc.)
❑ 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 campus resource (UCANR Staff Personnel Unit, Risk Management Unit, etc.)
❑ 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 UCANR (e.g., UCANR Staff Personnel Unit, Risk Management Unit, etc.)
❑ 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 UCANR 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 experience any discomfort in responding to these questions, you are encouraged to contact:

Linda Manton
Executive Director, Staff Personnel and Affirmative Action
lmmanton@ucanr.edu
(530) 752-0495

The following questions are related to unwanted physical sexual contact.

18. Within the last 5 years, have you experienced unwanted physical sexual contact at UCANR?
❍ Yes
❍ No   [Go to Question 20]

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

If you experience any discomfort in responding to these questions, you are encouraged to contact:

Linda Manton
Executive Director, Staff Personnel and Affirmative Action
lmmanton@ucanr.edu
(530) 752-0495

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.	❍	❍	❍	❍	❍
My colleagues/co-workers expect me to represent "the point of view" of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).	❍	❍	❍	❍	❍
I believe salary determinations are clear.	❍	❍	❍	❍	❍
I think that UCANR demonstrates that it values a diverse **Faculty/AES & CE Academics**.	❍	❍	❍	❍	❍

I think that UCANR demonstrates that it values a diverse **staff**.	❍	❍	❍	❍	❍
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	❍	❍	❍	❍	❍
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	❍	❍	❍	❍	❍
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	❍	❍	❍	❍	❍

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.	❍	❍	❍	❍	❍
I believe that the tenure/promotion standards are reasonable.	❍	❍	❍	❍	❍
I feel that my service contributions are important to tenure/promotion	❍	❍	❍	❍	❍
I feel pressured to change my research agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	❍	❍	❍	❍	❍
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.	❍	❍	❍	❍	❍
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	❍	❍	❍	❍	❍
I have used university policies on stopping the clock for promotion or tenure.	❍	❍	❍	❍	❍
I have used university policies on taking leave for childbearing or adoption.	❍	❍	❍	❍	❍
I have used university policies on active service-modified duties.	❍	❍	❍	❍	❍
In my department, faculty members who use family accommodation policies are disadvantaged in promotion or tenure.	❍	❍	❍	❍	❍
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	❍	❍	❍	❍	❍
I believe that perceptions about using work-family policies differ for men and women faculty.	❍	❍	❍	❍	❍
I believe the tenure standards/promotion standards are applied equally to all faculty.	❍	❍	❍	❍	❍

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 UCANR is supportive of taking leave.	❍	❍	❍	❍	❍
I find that UCANR is supportive of flexible work schedules.	❍	❍	❍	❍	❍
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.	❍	❍	❍	❍	❍
I feel that people who have children are considered by UCANR less committed to their jobs/careers.	❍	❍	❍	❍	❍
I feel that UCANR provides available resources to help employees balance work-life needs, such as childcare and elder care.	❍	❍	❍	❍	❍
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	❍	❍	❍	❍	❍
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides ongoing feedback to help me improve my performance.	❍	❍	❍	❍	❍
I have adequate access to administrative support.	❍	❍	❍	❍	❍
For health sciences campus employees, my patient-care load is manageable.	❍	❍	❍	❍	❍
I find that UCANR is supportive of staff advancement.	❍	❍	❍	❍	❍

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

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)

Note: We will not report any group data for fewer than five individuals that will be small enough to compromise confidentiality.

38. **Faculty only:** With which academic division/department are you primarily affiliated with at this time?
- ○ UC Berkeley campus
- ○ UC Davis campus
- ○ UC Riverside campus
- ○ ANR Division/UCOP based
- ○ ANR Division/Davis based
- ○ Desert REC
- ○ Hansen Trust
- ○ Hopland REC
- ○ Intermountain REC
- ○ Kearney Agriculture and Research Extension Center
- ○ Lindcove REC
- ○ Sierra Foothill REC
- ○ South Coast REC
- ○ Westside REC
- ○ Alameda
- ○ Butte
- ○ Central Sierra Nevada Multi-County Partnership (Amador, Calaveras, El Dorado, Tuolumne)
- ○ Colusa
- ○ Contra Costa
- ○ Del Norte
- ○ Fresno
- ○ Glenn
- ○ Humboldt
- ○ Imperial

- ❍ Inyo
- ❍ Kern
- ❍ Kings
- ❍ Lake
- ❍ Lassen
- ❍ Los Angeles
- ❍ Madera
- ❍ Marin
- ❍ Mariposa
- ❍ Mendocino
- ❍ Merced
- ❍ Modoc
- ❍ Mono
- ❍ Monterey
- ❍ Napa
- ❍ Nevada
- ❍ Orange
- ❍ Placer
- ❍ Plumas
- ❍ Riverside
- ❍ Sacramento
- ❍ San Benito
- ❍ San Bernardino
- ❍ San Diego
- ❍ San Francisco
- ❍ San Joaquin
- ❍ San Luis Obispo
- ❍ San Mateo
- ❍ Santa Barbara
- ❍ Santa Clara
- ❍ Santa Cruz
- ❍ Shasta
- ❍ Sierra
- ❍ Siskiyou
- ❍ Solano
- ❍ Sonoma
- ❍ Stanislaus
- ❍ Sutter
- ❍ Tehama
- ❍ Trinity
- ❍ Tulare
- ❍ Ventura
- ❍ Yolo
- ❍ Yuba

Note: We will not report any group data for fewer than five individuals that will be small enough to compromise confidentiality.

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?
    - ❍ UC Berkeley campus
    - ❍ UC Davis campus
    - ❍ UC Riverside campus
    - ❍ ANR Division/UCOP based
    - ❍ ANR Division/Davis based
    - ❍ Desert REC
    - ❍ Hansen Trust
    - ❍ Hopland REC
    - ❍ Intermountain REC
    - ❍ Kearney Agriculture and Research Extension Center
    - ❍ Lindcove REC
    - ❍ Sierra Foothill REC
    - ❍ South Coast REC
    - ❍ Westside REC

- ❍ Alameda
- ❍ Butte
- ❍ Central Sierra Nevada Multi-County Partnership (Amador, Calaveras, El Dorado, Tuolumne)
- ❍ Colusa
- ❍ Contra Costa
- ❍ Del Norte
- ❍ Fresno
- ❍ Glenn
- ❍ Humboldt
- ❍ Imperial
- ❍ Inyo
- ❍ Kern
- ❍ Kings
- ❍ Lake
- ❍ Lassen
- ❍ Los Angeles
- ❍ Madera
- ❍ Marin
- ❍ Mariposa
- ❍ Mendocino
- ❍ Merced
- ❍ Modoc
- ❍ Mono
- ❍ Monterey
- ❍ Napa
- ❍ Nevada
- ❍ Orange
- ❍ Placer
- ❍ Plumas
- ❍ Riverside
- ❍ Sacramento
- ❍ San Benito
- ❍ San Bernardino
- ❍ San Diego
- ❍ San Francisco
- ❍ San Joaquin
- ❍ San Luis Obispo
- ❍ San Mateo
- ❍ Santa Barbara
- ❍ Santa Clara
- ❍ Santa Cruz
- ❍ Shasta
- ❍ Sierra
- ❍ Siskiyou
- ❍ Solano
- ❍ Sonoma
- ❍ Stanislaus
- ❍ Sutter
- ❍ Tehama
- ❍ Trinity
- ❍ Tulare
- ❍ Ventura
- ❍ Yolo
- ❍ Yuba

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
- ❑ ConfUCANRanist
- ❑ 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) _____

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) _____

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 UCANR.

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCANR 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
❑ UCANR visitor(s)
❑ Campus organizations or groups
❑ Campus police/building security
❑ Clientele (e.g., farmer, rancher, community member, etc.)
❑ Co-worker
❑ Off campus community member
❑ Department head
❑ Donor
❑ Don't know target
❑ Faculty advisor
❑ Faculty member
❑ Family Member/Legal Guardian of Youth Participant
❑ Friend
❑ Medical Staff
❑ Partner/spouse
❑ Patient

- ❑ Person that I supervise
- ❑ Program Participant (e.g., youth, adult, etc.)
- ❑ Registered Campus Organization
- ❑ Student staff (e.g., Residence hall assistant, peer counselor)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Supervisor
- ❑ Teaching assistant/Writing associate/Lab assistant/Tutor
- ❑ UCCE Advisor or Specialist
- ❑ Union representatives
- ❑ Volunteer (e.g., 4-H, Master Gardener, etc.)
- ❑ 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.)
- ❑ UCANR visitor(s)
- ❑ Campus organizations or groups
- ❑ Campus police/building security
- ❑ Clientele (e.g., farmer, rancher, community member, etc.)
- ❑ Co-worker
- ❑ Off campus community member
- ❑ Department head
- ❑ Donor
- ❑ Don't know source
- ❑ Faculty advisor
- ❑ Faculty member
- ❑ Family Member/Legal Guardian of Youth Participant
- ❑ Friend
- ❑ Medical Staff
- ❑ Partner/spouse
- ❑ Patient
- ❑ Person that I supervise
- ❑ Program Participant (e.g., youth, adult, etc.)
- ❑ 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
- ❑ UCCE Advisor or Specialist
- ❑ Union representatives
- ❑ Volunteer (e.g., 4-H, Master Gardener, etc.)
- ❑ 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 <u>not</u> admitted/hired/promoted based on his/her identity
- ❑ Deliberately ignored or excluded
- ❑ Derogatory remarks
- ❑ Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Feared for their physical safety
- ❑ Feared for their family's safety
- ❑ Graffiti/vandalism (e.g., event advertisements removed or defaced)
- ❑ Intimidated/bullied
- ❑ Isolated or left out when work was required in groups
- ❑ Isolated or left out
- ❑ Racial/ethnic profiling
- ❑ Receipt of a low performance evaluation
- ❑ Receipt of a poor grade because of a hostile classroom environment
- ❑ Physical violence
- ❑ Singled out as the as the spokesperson for their identity
- ❑ Threats of physical violence
- ❑ Victim of a crime
- ❑ Other (please specify) _____

62. How many times have you observed this type of conduct?
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6 or more

63. Where did this conduct occur? **(Mark all that apply)**
- ❑ At a UCANR event
- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCANR dining facility
- ❑ In a UCANR office
  - ○ Local Cooperative Extension Office
  - ○ Research and Extension Center
  - ○ ANR Division / UCOP Based
  - ○ ANR Division / Davis Based

- ❑ In a faculty office
- ❑ In a public space at UCANR
- ❑ 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 UCANR job
  - ❍ Local Cooperative Extension Office
  - ❍ Research and Extension Center
  - ❍ ANR Division / UCOP Based
  - ❍ ANR Division / Davis Based
- ❑ 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 campus resource (e.g., UCANR Staff Personnel Unit, Risk Management Unit, etc.)
- ❑ 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 UCANR (e.g., UCANR Staff Personnel Unit, Risk Management Unit, etc.)
- ❑ 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 experience any discomfort in responding to these question, you are encouraged to contact:

Linda Manton
Executive Director, Staff Personnel and Affirmative Action
lmmanton@ucanr.edu
(530) 752-0495

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

66. I have observed **hiring** practices at UCANR (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 UCANR 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 UCANR 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 UCANR 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	❍	❍	❍	❍	❍	Hostile
Cooperative	❍	❍	❍	❍	❍	Uncooperative
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	❍	❍	❍	❍	❍	Negative for people of identify as lesbian, gay, or bisexual
Positive for people of Christian faith	❍	❍	❍	❍	❍	Negative for people of Christian faith
Positive for people of other faith backgrounds	❍	❍	❍	❍	❍	Negative for people of other faith backgrounds
Positive for people who are agnostic/atheist	❍	❍	❍	❍	❍	Negative for people who are agnostic/atheist
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are immigrants	❍	❍	❍	❍	❍	Negative for people who are immigrants
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people who identify as transgender	❍	❍	❍	❍	❍	Negative for people who identify as transgender

76. Using a scale of 1-5, please rate the overall climate at UCANR 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	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not age biased	❍	❍	❍	❍	❍	Age biased
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly	❍	❍	❍	❍	❍	Not disability friendly

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

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
Ancestry	❍	❍	❍	❍	❍
Country of origin	❍	❍	❍	❍	❍
Educational level	❍	❍	❍	❍	❍

English language proficiency/accent	❍	❍	❍	❍	❍
Ethnicity	❍	❍	❍	❍	❍
Gender identity	❍	❍	❍	❍	❍
Gender expression	❍	❍	❍	❍	❍
Immigrant/citizen status	❍	❍	❍	❍	❍
International status	❍	❍	❍	❍	❍
Learning disability	❍	❍	❍	❍	❍
Marital status (e.g., single, married, partnered)	❍	❍	❍	❍	❍
Medical conditions	❍	❍	❍	❍	❍
Military/veteran status	❍	❍	❍	❍	❍
Parental status (e.g., having children)	❍	❍	❍	❍	❍
Participation in a club/organization	❍	❍	❍	❍	❍
Participation on an athletic team	❍	❍	❍	❍	❍
Philosophical views	❍	❍	❍	❍	❍
Psychological condition	❍	❍	❍	❍	❍
Physical characteristics	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Political views	❍	❍	❍	❍	❍
Race	❍	❍	❍	❍	❍
Religious/spiritual views	❍	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍	❍
Socioeconomic status	❍	❍	❍	❍	❍

82. How would you rate the accessibility at UCANR?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Accessibility				
Athletic facilities (stadium, arena, etc.)	❍	❍	❍	❍
Classroom Buildings	❍	❍	❍	❍
Classrooms, labs	❍	❍	❍	❍
University housing	❍	❍	❍	❍
Computer labs	❍	❍	❍	❍
Dining Facilities	❍	❍	❍	❍
Elevators	❍	❍	❍	❍
Health & Wellness Center	❍	❍	❍	❍
Library	❍	❍	❍	❍
On-campus transportation/parking	❍	❍	❍	❍
Other campus buildings	❍	❍	❍	❍
Recreational facilities	❍	❍	❍	❍
Restrooms	❍	❍	❍	❍
Studios/Performing Arts Spaces	❍	❍	❍	❍
Walkways and pedestrian paths	❍	❍	❍	❍
Braille signage	❍	❍	❍	❍
Hearing loops	❍	❍	❍	❍
Course instruction/materials				
Information in Alternative Formats	❍	❍	❍	❍
Instructors	❍	❍	❍	❍
Instructional Materials	❍	❍	❍	❍

UC-Riverside Website	❍	❍	❍	❍

83. If you would like to elaborate on your observations to the previous question, please do so here.

 _____
 _____
 _____

84. How would you rate the work environment at UCANR for people who are/have…

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

85. How would you rate the work environment at UCANR for persons from the following **racial/ethnic** backgrounds?

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	❍	❍	❍	❍	❍
American Indian / Alaskan Native	❍	❍	❍	❍	❍
Asian / Asian American	❍	❍	❍	❍	❍
Hispanic / Latino	❍	❍	❍	❍	❍
Middle Eastern / South Asian / North African	❍	❍	❍	❍	❍
Pacific Islander	❍	❍	❍	❍	❍
White	❍	❍	❍	❍	❍

Part 5: Institutional Actions Relative to Climate Issues

88. How does each of the following affect the work environment for diversity at UCANR?

	Not currently available on campus	Positively influence work environment	Has no influence on work environment	Negatively influence on work environment	Don't know

Providing flexibility for promotion for Faculty/AES & CE Academics.	❑	❑	❑	❑	❑
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	❑	❑	❑	❑	❑
Providing recognition and rewards for including diversity issues in courses across the curriculum.	❑	❑	❑	❑	❑
Providing diversity training for staff.	❑	❑	❑	❑	❑
Providing diversity training for Faculty/AES & CE Academics.	❑	❑	❑	❑	❑
Providing diversity training for students.	❑	❑	❑	❑	❑
Providing access to counseling for people who have experienced harassment.	❑	❑	❑	❑	❑
Providing mentorship for new Faculty/AES & CE Academics.	❑	❑	❑	❑	❑
Providing mentorship for new staff.	❑	❑	❑	❑	❑
Providing a clear and fair process to resolve conflicts.	❑	❑	❑	❑	❑
Increasing funding to support efforts to change the work environment	❑	❑	❑	❑	❑
Including diversity-related professional experiences as one of the criteria for hiring of staff/Faculty/AES & CE Academics.	❑	❑	❑	❑	❑
Providing diversity and equity training to search and tenure committees.	❑	❑	❑	❑	❑
Increasing the diversity of the Faculty/AES & CE Academics.	❑	❑	❑	❑	❑
Increasing the diversity of the staff.	❑	❑	❑	❑	❑
Increasing the diversity of the administration.	❑	❑	❑	❑	❑
Increasing the diversity of the student body.	❑	❑	❑	❑	❑
Providing back-up family care.	❑	❑	❑	❑	❑
Providing lactation accommodations.	❑	❑	❑	❑	❑
Providing career development opportunities for staff.	❑	❑	❑	❑	❑

89. 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 UCANR and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.

    _____
    _____
    _____
    _____
    _____
    _____

93. Please provide any additional comments you have about this survey.

    _____
    _____
    _____
    _____
    _____
    _____

Part 7: UCANR-Specific Questions

94. Please respond to the following statements as they pertain to you experience of the overall UCANR work environment.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am treated with respect as a colleague	❍	❍	❍	❍	❍
I feel that I am a valuable part of a team	❍	❍	❍	❍	❍
There is transparency in organizational decision making	❍	❍	❍	❍	❍
I feel that the organization "has my back"	❍	❍	❍	❍	❍
My workload expectations are reasonable	❍	❍	❍	❍	❍
My travel expectations are reasonable	❍	❍	❍	❍	❍
I am consulted in meaningful ways	❍	❍	❍	❍	❍
I feel assured about the future of my job	❍	❍	❍	❍	❍
Organizational priorities reflect my values	❍	❍	❍	❍	❍
My advice or opinions are carefully listened to	❍	❍	❍	❍	❍
I experience an appropriate level of supervision/independence from my supervisor/ superior	❍	❍	❍	❍	❍

95. If you would like to elaborate on how any of the above influence the work environment in UCANR, please do so here.

_____
_____
_____
_____
_____
_____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

Staff and Academics who complete the survey will be eligible to be entered into a drawing for the following items provided by the Office of the President:

- A $5,000 Faculty Research Grant (two grants will be given)
- A $2,000 Staff Professional Development Grant (five grant winners will be selected)
- An iPad (two per campus/location)
- An additional two iPads will be allotted to ANR if we reach 60% participation!

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 _____

We recognize that answering some of the questions on this survey may have been difficult for people who have witnessed or experienced acts of discrimination. Participants who experience discomfort are encouraged to contact:

Linda Manton
Executive Director for Staff Personnel and
Affirmative Action Contact and Title IX Contact
Phone: (530) 752-0495
Email: lmmanton@ucanr.edu

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