Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California Davis/UCDHS

Campus Climate Project Final Report

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Rankin & Associates, Consulting

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Introduction

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

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

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UC Davis survey contained 107 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from

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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.

January 31, 2013 through March 15, 2013 through a secure on-line portal.[2] 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 Davis

UC Davis community members completed 18,466 surveys for an overall response rate of 32%. Response rates by constituent group varied: 25% for Undergraduate Students (n = 6,377), 24% for Graduate/Professional Students (n = 2,154), 51% for Post-Docs (n = 400), 22% of Trainees (n = 176), 38% for Union Staff (n = 3,713), 26% for Faculty (n = 1,301), and 63% for Non-Union staff (n = 3,847).

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

[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 Davis Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position Status	Undergraduate Students[i]	6,377	34.5
	Graduate/Professional Students[ii]	2,154	11.7
	Faculty[iii]	1,301	7.1
	Staff[iv]	8,058	43.6
	Post-Doctoral Scholars/Trainees[v]	576	3.1
Gender Identity	Women	11,521	62.3
	Men	6,763	36.6
	Transgender[vi]	35	0.2
	Genderqueer[vii]	104	0.6
Racial Identity	White	9,084	49.2
	Underrepresented Minority[viii]	3,309	17.9
	Other People of Color[ix]	5,487	29.7
	Multi-Minority[x]	273	1.5
Sexual Identity	Heterosexual	15,389	83.3
	Lesbian, Gay, Bisexual, Queer	1,214	6.6
	Questioning[xi]	156	0.8
	Asexual[xii]	938	5.1
Citizenship Status	U.S. Citizen	17,447	94.5
	Non-U.S. Citizen	934	5.1
	Undocumented Resident	26	0.1
Disability Status	No Disability	14,414	78.1
	Disability (physical, learning, mental health/psychological condition)	3,204	17.4
Religious/Spiritual Affiliation	Christian affiliation[xiii]	6,740	36.5
	Other Religious/Spiritual affiliation[xiv]	1,190	6.4
	Muslim[xv]	235	1.3
	Jewish[xvi]	309	1.7
	No affiliation[xvii]	8,086	43.8
	Multiple affiliations[xviii]	1,075	5.8
	Unknown	831	4.5

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 Davis**

   - 80% of all respondents ($n = 14,812$) of all respondents were "comfortable" or "very comfortable" with the climate at UC Davis while 7% ($n = 1,288$) were "uncomfortable" or "very uncomfortable."

   - 77% of all respondents ($n = 14,101$) of all respondents were "comfortable" or "very comfortable" with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 10% ($n = 1,872$) were "uncomfortable" or "very uncomfortable."

   - 76% of Undergraduate Students ($n = 4,805$), 82% of Graduate/Professional Students ($n = 1,771$), and 89% of Faculty and Post-Doc respondents ($n = 966$) were "comfortable" or "very comfortable" with the climate in their classes, while 6% of Undergraduates ($n = 343$), 8% of Graduate/Professional Students ($n = 64$), and 2% of Faculty/Post-Docs ($n = 23$) were "uncomfortable" or "very uncomfortable."

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

   - About four-fifths of the respondents thought UC Davis demonstrated that it values a diverse faculty (80%, $n = 9,515$) and staff (82%, $n = 9,743$).

   - 68% of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents found UC Davis supportive of their taking leave ($n = 8,145$), and 66% felt that UC Davis was supportive of flexible work schedules ($n = 7,850$).

   - A substantial majority of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents believed that they had colleagues or co-workers (77%, $n = 9,196$) and supervisors (67%, $n = 8,003$) at UC Davis who gave them career advice or guidance when they need it.

3. **Students - Positive attitudes about academic experiences**
   - 80% of Graduate/Professional Students ($n = 1,713$) and 68% of Undergraduate Students ($n = 4,303$) were satisfied with their academic experience at UC Davis.
   - 94% of Undergraduate Students ($n = 5,931$) and 96% of Graduate/Professional Students ($n = 2,045$) intended to graduate from UC Davis.

4. **Students and Trainees – A majority of respondents found the courses offered at UC included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (e.g., age, ethnicity, gender identity, marital status, race, sexual orientation)**

Key Findings - Opportunities for Improvement

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

   - 24% of respondents ($n = 4,371$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 8% of respondents ($n = 1,538$) indicated that the conduct interfered with their ability to work or learn.[4]

   - Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,

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

     o A higher percentage of women, transgender, and genderqueer respondents than men respondents experienced this conduct.

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

   - Staff and Faculty respondents were less comfortable when compared with Post-Doctoral Scholar/Trainee and Undergraduate and Graduate/Professional Student respondents with the overall campus climate at UC Davis and the with the climate in their departments/work units.

   - LGBQ respondents were less comfortable than heterosexual respondents with the overall climate and less comfortable with the climate in their classes.

   - Underrepresented Minority respondents and Other People of Color respondents were less comfortable than White respondents and Multi-Minority respondents with the overall climate and the workplace climate. White respondents were more comfortable with the climate in their classes than other racial groups.

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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).

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

- 2% of respondents ($n = 443$) believed they had experienced unwanted sexual contact while at UC Davis within the last five years. Subsequent analyses of the data revealed the following:

- Higher percentages of Undergraduate Students (4%, $n = 248$) experienced unwanted sexual contact in the past five years as compared to Graduate/Professional Students (1%, $n = 25$), Staff (2%, $n = 147$), Faculty (1%, $n = 14$), or Post-Docs/Trainees (2%, $n = 9$).

- In terms of gender identity, genderqueer respondents (7%, $n = 7$), and women respondents (3%, $n = 345$) experienced this conduct as compared to men (1%, $n = 93$).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a "number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,[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 communications plan.
7. Develop action plan.

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

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

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

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

Review of the Literature: Campus Climate's Influence on Academic and Professional Success

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

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

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

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

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

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

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

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

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

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

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

UC Campus Climate Assessment Project Structure and Process

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

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

certain dominate social groups (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses. The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

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

University of California Davis (UC Davis) Project Specifics
The UC Davis survey was distributed from January 31, 2013 through March 15, 2013. The final UC Davis survey contained 107 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UC Davis survey.

Methodology

Conceptual Framework

The UC Campus Climate Assessment project defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics."[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 the UC Davis further vetted the questions to be more contextually fitting for the UC Davis population. The final UC Davis campus-specific survey contained 107 questions,[10] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Davis's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats as was offered in English and Spanish.[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 on campus may have been more apt to participate in the study.

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

Several survey questions allowed respondents the opportunity to further describe their experiences on UC Davis's campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[14] using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional

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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.

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.

> #8 - In the past year, have you seriously considered leaving UC Davis?
>
> #19 - Within the last five years, have you experienced unwanted physical sexual contact at UC Davis?
>
> #89 - *Post-Docs/Trainees/Staff/Faculty Only*: How does each of the following [initiatives] affect the climate for diversity at UC Davis?
>
> #91 – *Students Only*: How does each of the following [initiatives] affect the climate for diversity at UC Davis?

Results

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

Description of the Sample[15]

18,466 surveys were returned for a 32% 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 over-represented in the sample.

- American Indian/Alaskan Natives and Whites were over-represented in the sample. Two categories, Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans were not identified in population but were represented in the sample. African Americans/Blacks were in represented in essentially equivalent proportions in the sample and in the population. Asians/Asian Americans and Hispanics/Latinos were under-represented in the sample.

- Undergraduate and graduate students, trainees, and faculty were under-represented in the sample compared to the population. All other status groups were over-represented in the sample.

- Citizenship data has not been provided for the population so tests of significance were not run.

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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 the campus.

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	*n*	%	
Gender [a]	**Man**	25,045	44.16	6763	36.54	27.00
	Woman	31,666	55.84	11,521	62.25	36.38
	Transgender	Not available	--	35	0.19	>100
	Genderqueer	Not available	--	104	0.56	>100
	Other	Not available	--	85	0.46	>100
Race/Ethnicity[1,b]	**African American/African/Black**	2,194	3.99	813	3.94	37.06
	American Indian/Alaskan Native	474	0.86	417	2.02	87.97
	Asian/Asian American	17,359	31.61	5,009	24.26	28.86
	Hispanic/Latino	7,334	13.35	2,603	12.61	35.49
	Middle Eastern/Southwest Asian/North African	Not available	--	635	3.08	>100
	Pacific Islander	Not available	--	236	1.14	>100
	White	24,738	45.04	10,804	52.32	43.67
	Unknown	2,823	5.14	Not available	--	0.00
	Other	Not available	--	133	0.64	>100
Position [c]	**Undergraduate Student**	25,038	43.19	6,377	34.53	25.47
	Graduate/Professional Student	9,105	15.70	2,154	11.66	23.66
	Postdoctoral Scholar	775	1.34	400	2.17	51.61
	Trainees	792	1.37	176	0.95	22.22
	Staff non-Union	6,147	10.60	3,847	20.83	62.58
	Staff – Union	9,883	17.05	3,713	20.11	37.57
	Faculty	4,971	8.57	1,301	7.05	26.17
	Other Academic Series	1,265	2.18	498	2.70	39.37
		25,045	44.16	6,763	36.54	27.00

[1] Respondents were instructed to indicate all categories that apply.

[a] $X^2 (1, N = 18284) = 381.04, \ p = .0001$

[b] $X^2 (4, N = 19646) = 921.78, \ p = .0001$

[c] $X^2 (6, N = 18466) = 2627.48, \ p = .0001$

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 the UC Davis 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 campus climate for various groups (question 76) and those that rate overall campus climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients[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 level; that is, there was a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response "don't know" was treated as missing data. Therefore, responses of "don't know" were not included in the correlation analysis.

A strong relationship (between .5 and .7) existed between Respectful of Gay, Lesbian, Bisexual individuals and Positive for Gay, Lesbian, Bisexual individuals. Moderately strong relationships (between .4 and .5) existed between eight pairs of variables – between both pairs of variables for American Indians/Alaskan Natives, Middle Eastern/South Asian/North Africans, and Hispanics/Latinos; between Not Homophobic and Positive for Gay, Lesbian, Bisexual individuals; between Positive for Women and Respectful of Females; between Not Classist and Respectful of Socioeconomically Disadvantaged Persons, and between Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers. The remaining eight pairs showed a moderate relationship (between .3 and .4).

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

Respectful of:	Climate Characteristics								
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
African Americans/ Blacks	.394[1]	.333[1]							
American Indians/ Alaskan Natives	.437[1]	.437[1]							
Asian Americans/ Asians	.384[1]	.358[1]							
Middle Eastern/South Asian/North African	.475[1]	.426[1]							
Hispanics/Latinos	.486[1]	.475[1]							
Pacific Islanders	.379[1]	.336[2]							
Gay, Lesbian, Bisexual Individuals			.517[1]	.447[1]					
Females					.436[1]	.393[1]			
Non-Native English Speakers							.418[1]		
Socioeconomically Disadvantaged Persons								.408[1]	.337[1]

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

Sample Characteristics[18]

Table 4 depicts the respondent population by UC Davis primary position status. Thirty-five percent of all respondents were Undergraduate Students, and 12% were Graduate/Professional Students. Twenty-one percent of all respondents were Staff Non-Union, 20% were Staff Union, 7% were Faculty, and 2% were Postdoctoral Scholars. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

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

Table 4. **Primary Position at UC Davis**

Position	*n*	**%**
Undergraduate Student	**6,377**	**34.5**
Started at UC Davis as first-year student	4,572	71.7
Transferred from a California community college	1,225	19.2
Transferred from another institution	163	2.6
Missing	417	6.5
Graduate/Professional Student	**2,154**	**11.7**
Non-degree	34	1.6
Master's degree student	425	19.7
Doctoral degree student (Ph.D., Ed.D.)	1,064	49.4
Professional degree student (e.g., MD, JD, MBA)	483	22.4
Missing	148	6.9
Postdoctoral scholar	**400**	**2.2**
Health Sciences Campus Trainees	**176**	**1.0**
Staff – Non-Union	**3,847**	**20.8**
Senior Management Group	28	0.7
Management & Senior Professionals - Supervisor	543	14.1
Management & Senior Professionals – Non- Supervisor	150	3.9
Professional & Support Staff – Non-Union & Supervisor	925	24.0
Professional & Support Staff – Non-Union & Non-Supervisor	1,816	47.2
Missing	385	10.0
Staff- Union	**3,713**	**20.1**
Professional & Support Staff – Union represented & Supervisor	450	12.1
Professional & Support Staff – Union Represented & Non-Supervisor	2,718	73.2
Missing	545	14.7
Faculty	**1,301**	**7.0**
Faculty Administrator	70	5.4
General Campus Faculty	649	49.9
Health Sciences Campus Faculty	338	26.0
Missing	244	18.8
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	**498**	**2.7**

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.
There are missing data for the sub-categories as indicated.
*Respondents to this status were able to select all of the sub-categories that apply.

For the purposes of several analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Faculty, Staff, and Post-docs/Trainees.[19] Thirty-five percent of the survey respondents were Undergraduate Students (n = 6,377), 12% were Graduate/Professional Students (n = 2,154), 44% were Staff (n = 8,058), 7% were Faculty (n = 1,301), and 3% (n = 576) were Post-Docs/Trainees. Ninety-four percent of respondents were full-time in their primary positions (n = 17,260).
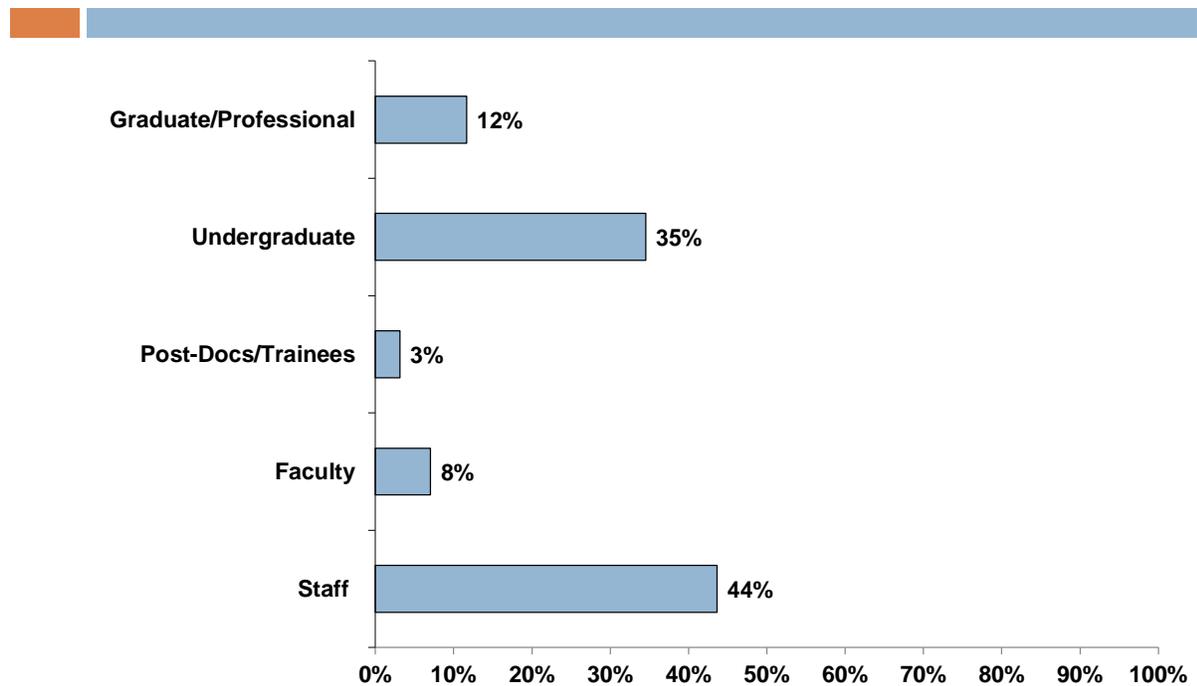
Figure 1. Respondents' Collapsed Position Status (%)

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[19]   Collapsed position variables were determined by the SWT. "Students" includes all undergraduate and graduate students. "Staff "includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. "Faculty" includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.

Eighty-six percent ($n = 6,953$) of Staff respondents were primarily career employees (Table 5). Forty-nine percent of Staff cited their primary campus location as the General Campus ($n = 3,962$), and 49% of Staff said their primary campus location was Health Sciences/Medical Center ($n = 3,955$).

Table 5. **Primary Employment Status with UC Davis**

Status	*n*	*%*
Career (including partial-year career) employee	6,953	86.3
Contract employee	310	3.8
Limited appointment employee/term employment	262	3.3
Per Diem employee	110	1.4
Floater (temporary services) employee	90	1.1
Academic employee	249	3.1
Missing	84	1.0

Note: Table includes staff responses only ($n = 8,058$).

With regard to respondents' work unit affiliations, Table 6 indicates that 8% of Staff respondents were affiliated with the School of Medicine ($n = 627$), 6% of Staff respondents were primarily affiliated with Agricultural & Environmental Sciences ($n = 508$), and 5% with School of Veterinary Medicine ($n = 396$) or Student Affairs ($n = 392$).

Table 6. **Staff Respondents' Primary Work Unit Affiliations**

Academic Unit	*n*	%
Administrative Resource Management	526	6.5
Agricultural & Environmental Sciences	508	6.3
Biological Sciences	189	2.3
Engineering	146	1.8
Government and Community Relations	11	0.1
Graduate School of Management	40	0.5
Graduate Studies	30	0.4
Information and Educational Technology	285	3.5
Letters and Sciences	67	0.8
Letters and Sciences-Division of Humanities Arts and Culture	61	0.8
Letters and Sciences-Division of Social Sciences	94	1.2
Library	107	1.3
Math and Physical Science	59	0.7
Office of the Chancellor and Provost	151	1.9
Office of Research	205	2.5
Office of University Development	89	1.1
School of Education	40	0.5
School of Law	50	0.6
School of Medicine	627	7.8
School of Veterinary Medicine	396	4.9
Student Affairs	392	4.9
UC Davis Medical Center	44	0.5
Missing	**186**	**2.3**

Note: Table includes staff responses only (*n* = 8,058).

Twenty-seven percent of Post-Docs and Faculty respondents were affiliated with the School of Medicine ($n = 464$), and 18% were primarily affiliated with Agricultural and Environmental Sciences ($n = 302$; Table 7).

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

Academic/Administrative Unit	*n*	%
Agricultural & Environmental Sciences	302	17.8
Biological Sciences	140	8.2
Engineering	142	8.3
Graduate School of Management	12	0.7
Letters and Sciences	59	3.5
Letters and Sciences-Division of Humanities Arts and Culture	127	7.5
Letters and Sciences-Division of Social Sciences	134	7.9
Math and Physical Science	88	5.2
School of Medicine	464	27.3
School of Law	25	1.5
School of Veterinary Medicine	119	7.0
School of Education	24	1.4
School of Nursing	17	1.0
Missing	48	2.8

Note: Table includes faculty and post-doc responses only ($n = 1,701$). Table B17 in Appendix B provides a comprehensive listing of faculty and post-doc affiliations.

The majority of the sample were women (62%, *n* = 11,521; Figure 2).[20] Thirty-five transgender[21] individuals completed the survey (0.2%) and 104 respondents identified as genderqueer[22] (0.6%). Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Eighty-five respondents marked "other" in terms of their gender identity and wrote comments such as "agender," "asexual," "cisgender," "effeminate male," "fluid," "furry." "gender neutral," "gender non-conforming," "human," "I feel like Nicholas Cage, trapped in a man's body," "Jedi Knight," "non-gender," "monkey," "none of your business," "Trans boi," "reincarnated dragon," "wtf?," "zombie," etc.
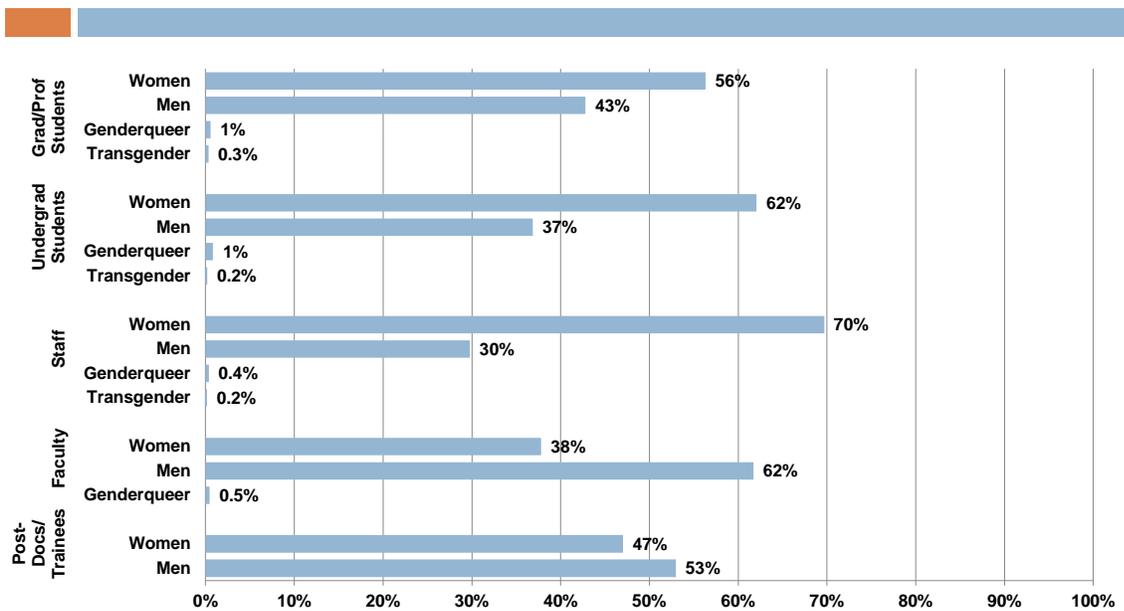
Note: Responses with *n's* less than 5 are not presented in the figure.

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

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[20]   Additionally, the sex of the majority of respondents was female (63%, n = 11,552), while 37% of respondents were male (n = 6,794), and 22 (0.1%) were intersex.

[21]   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.

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

The majority of respondents were heterosexual[23] (83%, $n = 15{,}389$). Seven percent were LGBQ (lesbian, gay, bisexual, or queer; $n = 1{,}214$; Figure 3). One percent of respondents were questioning their sexual orientations ($n = 156$), and 5% identified as asexual ($n = 938$).
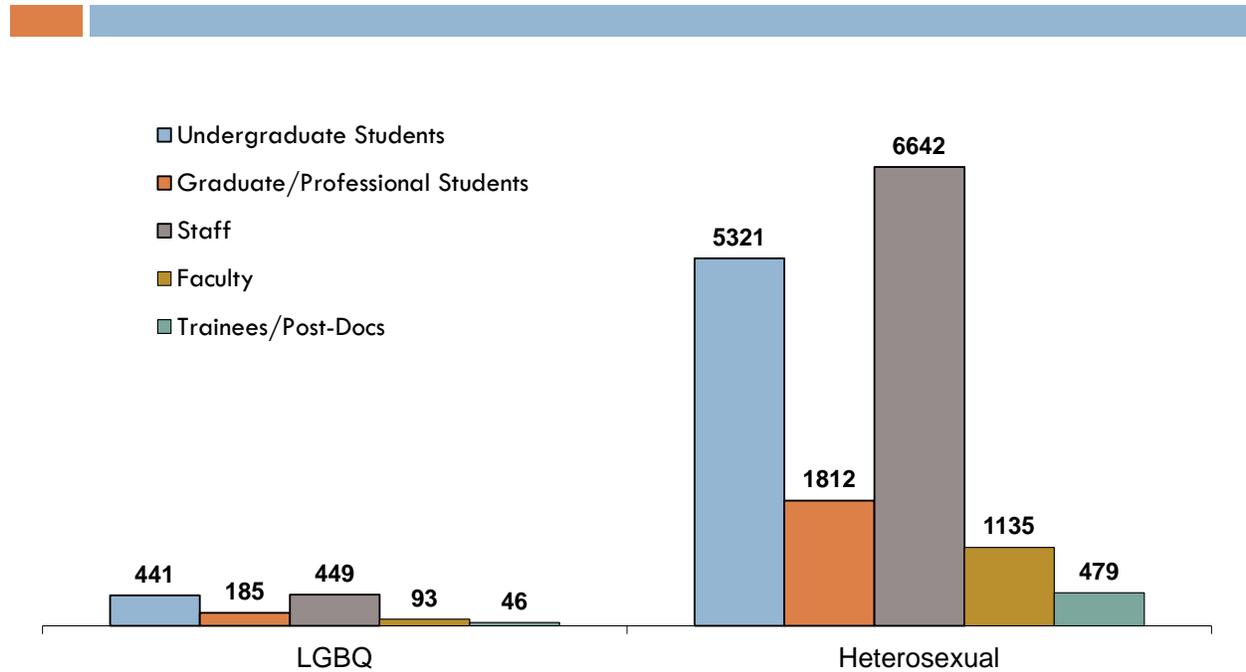
Figure 3. Respondents by Sexual Orientation & Position Status (*n*)

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

About 27% of Faculty members were 40 to 49 or 50 to 59 years old, and 29% of Faculty members were 60 and over. Twenty-nine percent of Staff were between the ages of 50 and 59, and 26% were between 40 and 49 years old. Sixty-three percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).
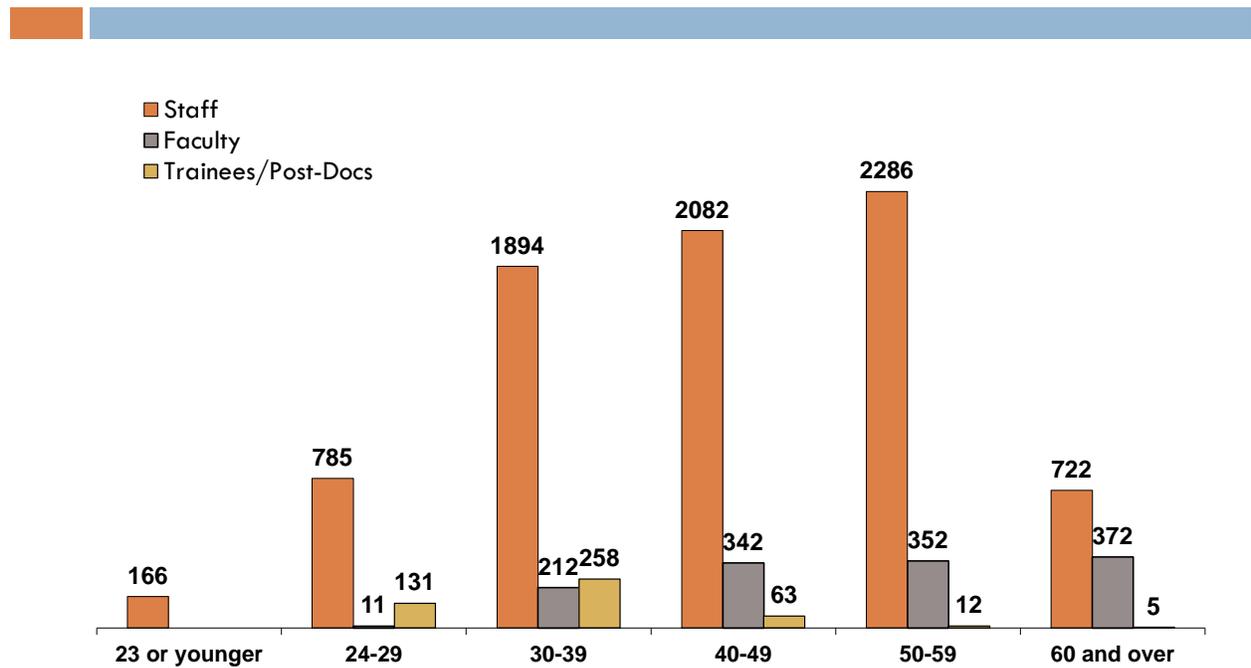
Note: Responses with *n's* less than 5 are not presented in the figure.

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

Fifty-seven percent ($n = 3,615$) of responding undergraduate students were 18 to 20 years old.

Fifty-six percent ($n = 1,204$) of responding graduate students were 24 to 29 years old (Figure 5).
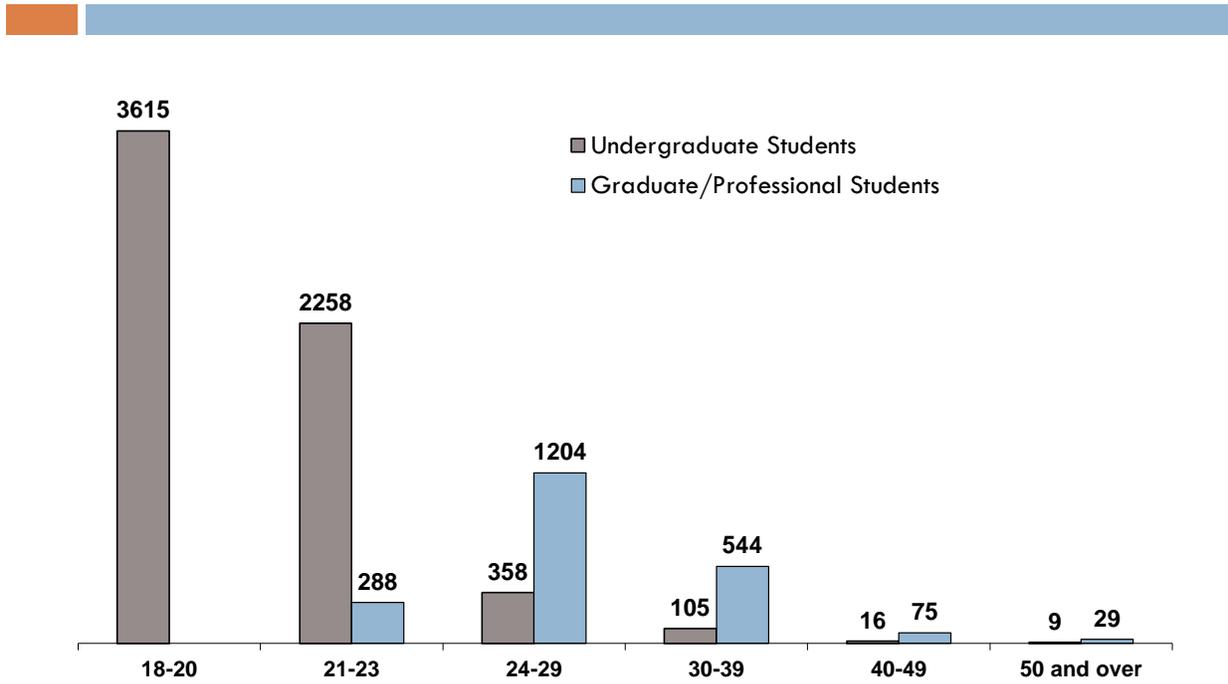
Note: Responses with *n's* less than 5 are not presented in the figure.

Figure 5. Student Respondents' Age (*n*)

With regard to race and ethnicity, 59% (*n* = 10,804) of the respondents identified as White.[24]
Twenty-seven percent (*n* = 5,009) were Asian/Asian American, 14% (*n* = 2,603) were
Hispanic/Latino, 4% (*n* = 813) were African American/African/Black, 3% (*n* = 635) were
Middle Eastern/Southwest Asian/North African, 2% (*n* = 417) were American Indian/Alaskan
Native, and 1% (*n* = 236) were Pacific Islanders (Figure 6). One hundred thirty-three individuals
marked the response category "other" and wrote comments such as "adopted," "American." "
decline to answer," "Hellenic," "human," "I am full White but I look bi-racial for some reason,"
"I do not believe in race," "I don't appreciate the bias/slant of this survey…," "unknown,"
"various," "who cares," "You would only use this information to treat me unfairly," etc.
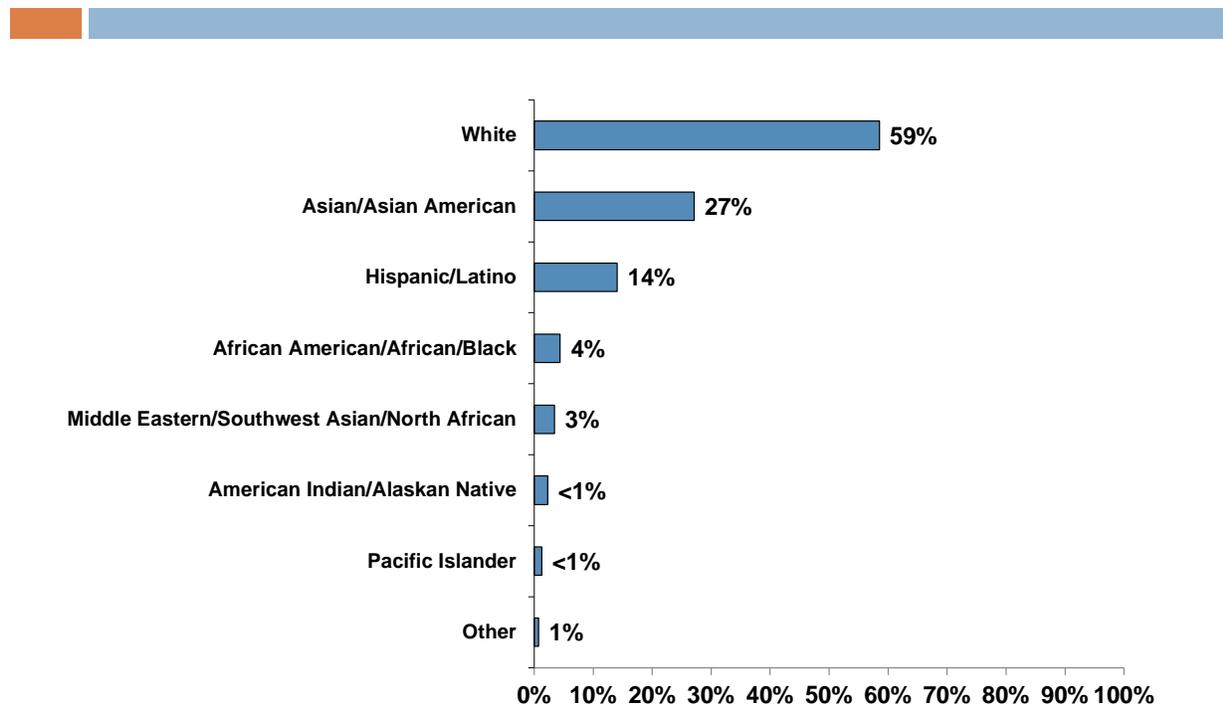
Figure 6. Respondents' Racial/Ethnic Identity, inclusive of multi-racial and/or multi-ethnic (%)

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

Respondents were given the opportunity to mark multiple boxes regarding their racial identity[25], allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (49%, $n = 9,084$) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority[26] (18%, $n = 3,309$), Other People of Color[27] (30%, $n = 5,487$), and Multi-Minority[28] (2%, $n = 273$) were created.
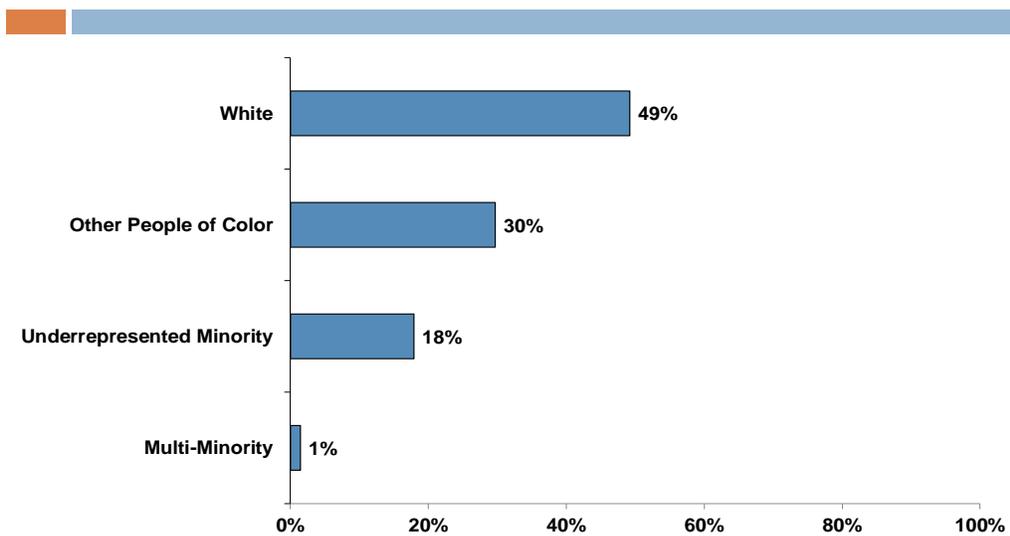
Figure 7. Respondents' Racial/Ethnic Identity (%)

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[25]   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), we collapsed these categories for many of the analyses due to the small numbers in the individual categories

[26]   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.

[27]   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

[28]   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[29] that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to "mark all that apply." For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to "Christian" (37%, $n = 6,740$). Two hundred thirty-five respondents chose a Muslim[30] affiliation (1%), 309 individuals chose a Jewish[31] affiliation (1%), and 1,190 people chose Other Religious/Spiritual Affiliations[32] (6%). Forty-four percent of respondents reported no affiliation[33] ($n = 8,086$), and 6% reported multiple affiliations[34] ($n = 1,075$; Figure 8). People marked "other" and wrote in comments such as "A child of God," "again, none of your business," Agnostic Spiritualism," "alien," "apatheism," "baptized but don't regularly attend," "none of your goddam business," "One Love, One Mind," "pantheist," "Pastafarian," "still trying it to figure out," "undecided," "Yogi," "Zen," "zorastrian," etc."

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[29]   Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.
[30]   Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.
[31]   Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.
[32]   Other Religious/Spiritual Affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.
[33]   No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.
[34]   Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.
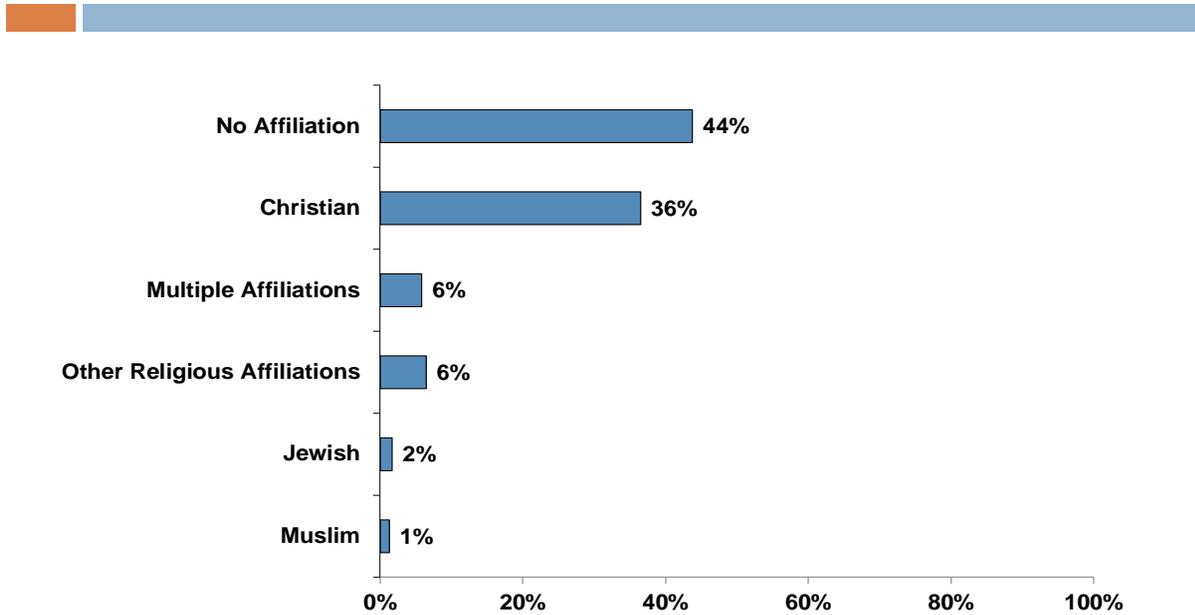
Figure 8. Respondents' Religious/Spiritual Affiliation (%)

Eighty-six percent of Undergraduate Students were single, never married respondents ($n =$ 5,484), and 11% considered themselves partnered ($n = 670$). Fifty-seven percent of Graduate/Professional Students were single, never married ($n = 1,231$), and 27% were married or remarried ($n = 589$). Sixty-two percent of Staff respondents were married or remarried ($n =$ 4,957), 6% were partnered ($n = 445$), and 28% were single ($n = 2,202$). More than three-quarters of Faculty respondents (80%, $n = 1,028$) were married or remarried, and 11% were single ($n =$ 147). Half of Post-Docs/Trainees were married or remarried (54%, $n = 308$) and 29% were single, never married ($n = 167$). One hundred thirty respondents (1%) were partnered in a civil union or registered domestic partnership.

Few students had children. Figure 9 illustrates that 95% of Undergraduate Students (*n* = 6,046) and % of Graduate/Professional Students (*n* = 1,799) had no dependent care responsibilities.
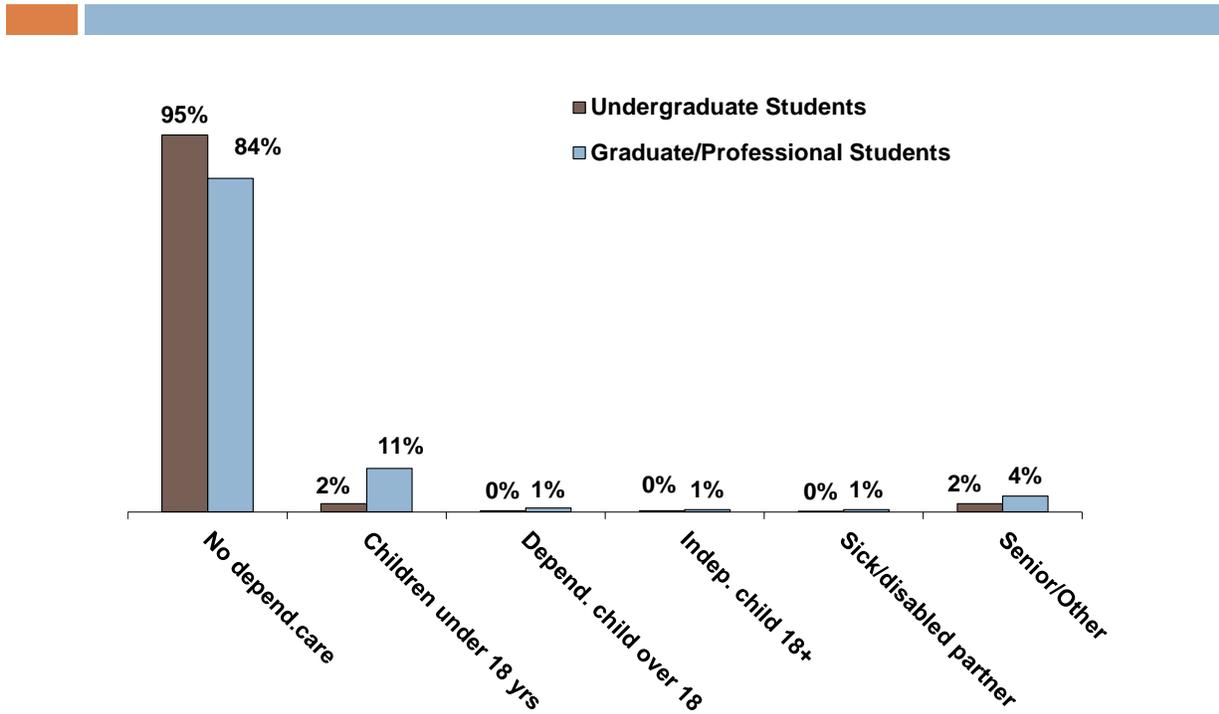
Figure 9. Student Respondents' Dependent Care Status by Position (%)

Forty percent of Staff respondents ($n = 3,185$), 41% of Faculty ($n = 531$), and 27% of Post-Docs/Trainees ($n = 157$) were caring for children under the age of 18 years (Figure 10). Fifteen percent of Staff ($n = 1,207$), 12% of Faculty ($n = 150$), and 4% of Post-Docs/Trainees ($n = 21$) were responsible for senior or other family members. Thirteen percent of Staff ($n = 1,012$) and 12% of Faculty ($n = 158$) also reported that they were caring for dependent children over the age of 18 (Figure 10).
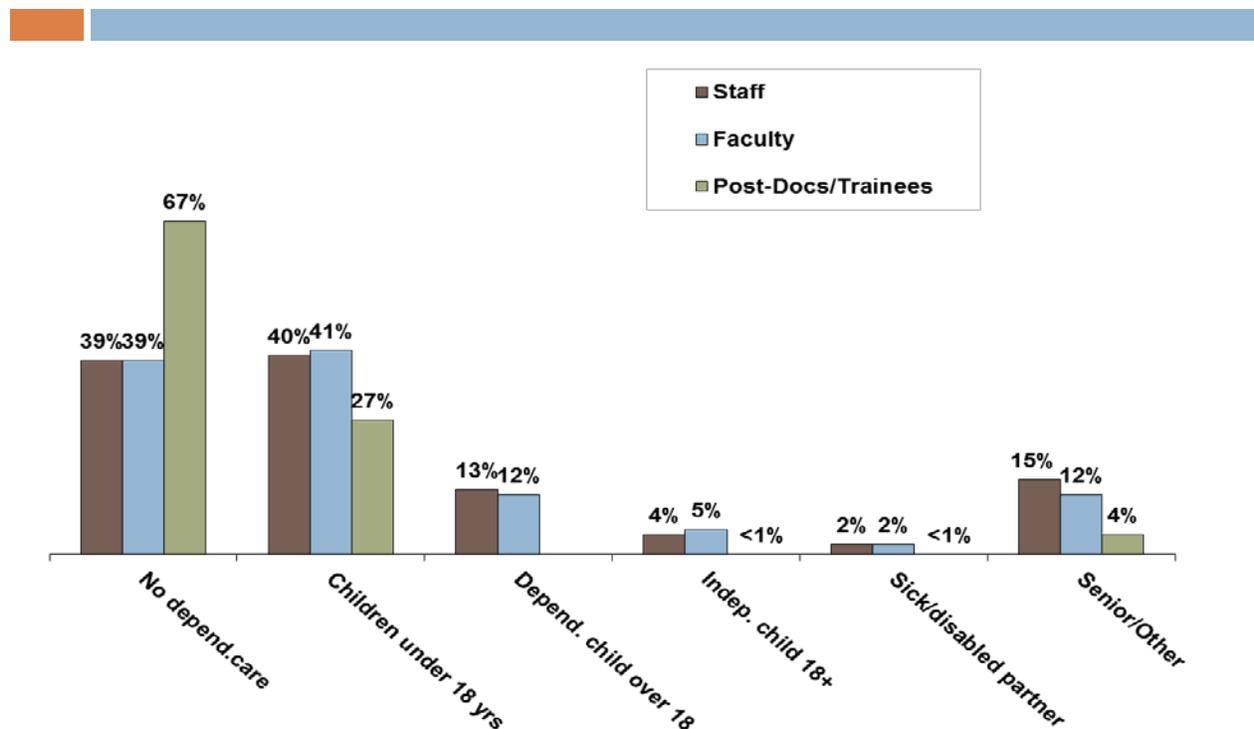
Note: Responses with *n's* less than 5 are not presented in the figure.

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

Ninety-five percent of all respondents ($n = 17,519$) had never been in the military. Three percent of respondents ($n = 455$) were veterans, 86 people were reservists (<1%), 51 were active military members (<1%), and 65 were ROTC (<1%).

Twenty-nine percent of respondents ($n = 5{,}360$) considered their political views moderate or "middle of the road." Thirty-seven percent ($n = 6{,}905$) were "liberal"/"far left," while 12% ($n = 2{,}112$) considered themselves "conservative"/"far right" (Table 8). Sixteen percent ($n = 3{,}023$) were undecided.

Table 8. **Respondents' Political Views**

Political views	n	%
Far left	650	3.5
Liberal	6,255	33.9
Moderate or middle of the road	5,360	29.0
Conservative	2,027	11.0
Far right	85	0.5
Undecided	3,023	16.4
Libertarian	99	0.5
Other	572	3.1

Eighteen percent of respondents had disabilities[35] that substantially affect learning, working, or living activities ($n = 3,204$). Five percent of respondents had mental health/psychological conditions ($n = 830$), 4% had medical conditions ($n = 821$), 3% had low vision ($n = 525$), and 2% had ADHD ($n = 435$) or were hard of hearing ($n = 370$; Table 9).

Table 9. **Respondents' Disability Status**

Disability	*n*	%
Acquired/Traumatic Brain Injury	61	0.3
Attention Deficit/Hyperactivity Disorder	435	2.4
Asperger's/ Autism Spectrum	54	0.3
Blind	19	0.1
Low vision	525	2.8
Deaf	23	0.1
Hard of Hearing	370	2.0
Learning disability	232	1.3
Medical Condition	821	4.4
Mental health/psychological condition	830	4.5
Physical/Mobility condition that affects walking	251	1.4
Physical/Mobility condition that does not affect walking	260	1.4
Speech/Communication	137	0.7
Other	120	0.6
I have none of the listed conditions	14,415	78.1

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

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[35] Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 3,204 (18%). The duplicated total (n = 4,138; 22%) is reflected in Table 9 in this report and in Appendix B.

Table 10 indicates that approximately 95% of participants who completed this survey were U.S. Citizens,[36] 5% were Non-U.S. Citizens,[37] and <1% were Undocumented Residents.[38] Subsequent analyses revealed that 21 of the 28 Undocumented Resident respondents were Undergraduate Students (0.3% of all Student respondents), and one was a Graduate/Professional Student. Four percent of Undergraduate Students ($n = 249$), 18% of Graduate/Professional Students ($n = 380$), 1% of Staff ($n = 83$), 2% of Faculty ($n = 29$), and 34% of Post-Docs/Trainees ($n = 193$) were Non-U.S. Citizens.

Table 10. **Respondents' Citizenship Status**

Citizenship	n	%
US citizen	16,644	90.1
Permanent Resident	1,055	5.7
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	951	5.2
Other legally documented status	42	0.2
Undocumented resident	28	0.2

Sixty-five percent of respondents said only English was spoken in their homes ($n = 12,019$). Nine percent indicated a language other than English was spoken in the homes ($n = 1,703$), while 25% indicated that English and another language were spoken in their homes ($n = 4,648$). Many of those respondents indicated that they spoke Chinese ($n > 675$), Cantonese ($n > 460$), Mandarin ($n > 300$) or Spanish ($n \sim 1,500$). Some of the other respondents indicated the primary languages they spoke at home were Afrikaans, American Sign Language, Amharic, Arabic, Armenian, Assyrian, Bangla, Bengali, Bosnian, Brazilian Portuguese, Bulgarian, Burmese, Cambodian, Chuma, Dari, Dutch, Fanti, Farsi, Fijian, Filipino, Finnish, French, Gaelic, Galician, German, Greek, Gujarti, Haitian Creole, Hakkanese, Harari, Hebrew, Hindi, Hmong, Hungarian,

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

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

[38] **Undocumented Residents** included those individuals who marked only the undocumented resident response choice.

Indonesian, Italian, Japanese, Kazakh, Khmer, Kiswahili, Korean, Laotian, Latvian, Malay, Marathi, Norwegian, Oriya, Pashto, Persian, Polish, Portuguese, Punjabi, Russian, Sindi, Slovenian, Somali, Swedish, Tagalog, Taiwanese, Thai, Tamil, Telugu, Teochew, Ukrainian, etc.

About 32% of Staff respondents indicated that the highest level of education they completed was a bachelor's degree ($n = 2,572$). Ten percent had finished an associate's degree ($n = 796$), 16% completed a master's degree ($n = 1,287$), and 9% finished a doctoral or other professional degree ($n = 754$).

Table 11 illustrates the level of education completed by students' parents or legal guardians. Seventeen percent ($n = 3,072$) of all Student respondents were first-generation students.[39]

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	*%*	*n*	*%*
No high school	662	7.8	694	8.1
Some high school	562	6.6	538	6.3
Completed high school/GED	1,156	13.6	1,168	13.7
Some college	1,122	13.2	1,101	12.9
Business/Technical Certificate/Degree	235	2.8	252	3.0
Associate's degree	434	5.1	451	5.3
Bachelor's degree	1,943	22.8	2,074	24.3
Some graduate work	178	2.1	232	2.7
Master's degree	1,150	13.5	1,035	12.1
Doctoral degree	428	5.0	256	3.0
Professional degree (MD, MFA, JD)	533	6.2	393	4.6
Unknown	61	0.7	129	1.5
Not applicable	43	0.5	130	1.5

Note: Table reports student responses only ($n = 8,531$).

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[39] With the SWT's approval, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Of 6,377 responding Undergraduates, 21% were first-year students/freshmen (n = 1,318), 17% were second-year/sophomore students (n = 1,107), 30% were third-year students/juniors (n = 1,894), and 32% were fourth-year students/seniors (n = 2,045).

Fifty-six percent (n = 242) of master's student respondents were first-year students, and 32% (n = 138) were second-year students (Figure 11). Forty-five percent (n = 673) of doctoral students were in their second or third years (or more), 15% (n = 223) advanced to candidacy, and 12% (n = 186) were ABD (all but dissertation).
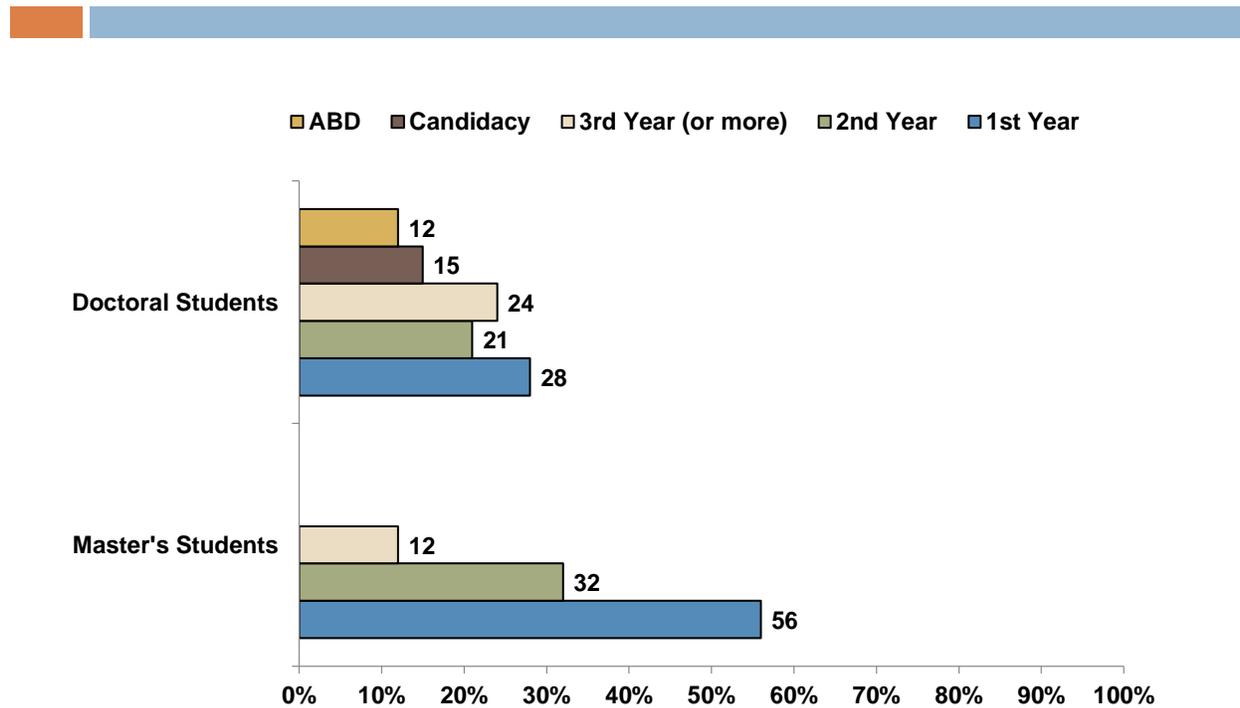
Figure 11. Graduate Student Respondents' Current Year in UC Davis Career (%)

Twenty-nine percent ($n = 168$) of Post-Docs/Trainee respondents were in their first year at UC Davis, and 23% ($n = 135$) were in their second year (Figure 12). Twenty-one percent ($n = 120$) were in their fifth year or more at UC Davis.
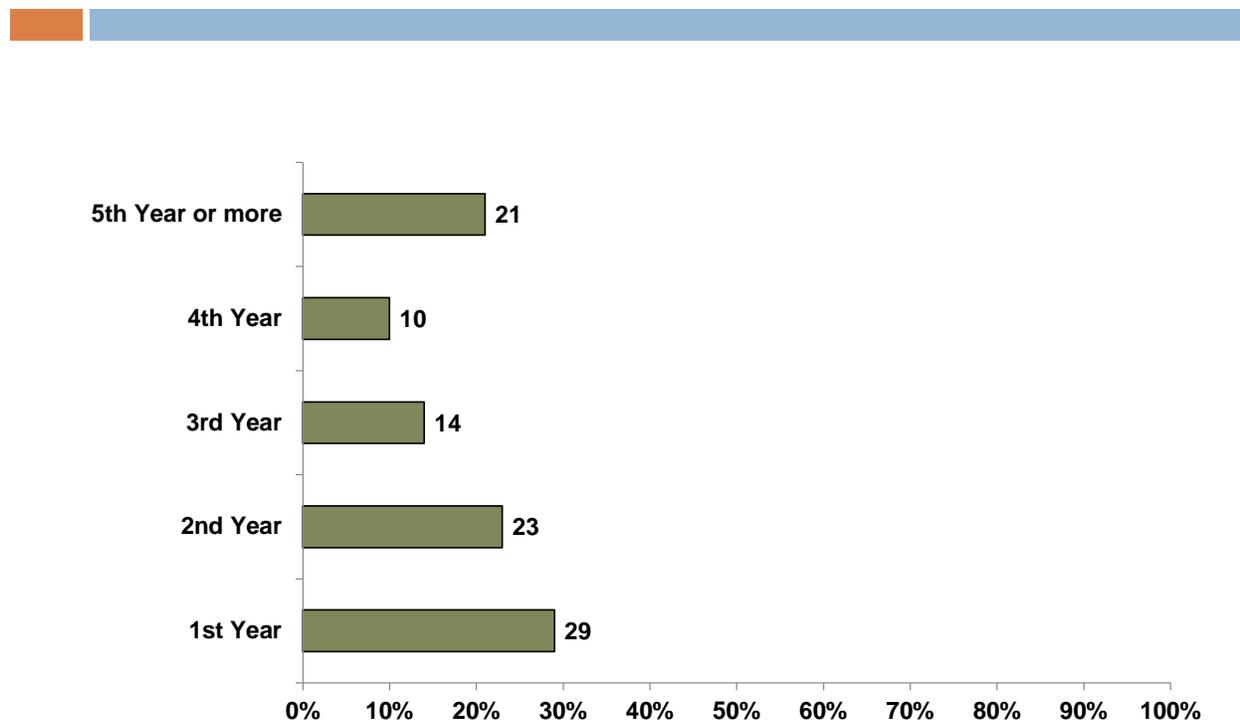
Figure 11. Post-Doc/Trainee Respondents' Current Year in UC Davis Career (%)

Twenty-two percent of Undergraduate respondents identified their academic majors[40] as L&S: Social Sciences ($n = 1,368$), and 21% were studying in the College of Biological Sciences ($n = 1,336$). Fourteen percent were in the College of Engineering ($n = 909$), 13% were in AE&S: Agricultural Sciences ($n = 853$), and 12% were enrolled in L&S: Mathematical and Physical Sciences ($n = 755$).

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

Fifty-two percent of Graduate/Professional Student respondents indicated they were pursuing Ph.D.'s[41] ($n = 1,128$), and 13% were studying for M.S. ($n = 279$). Ten percent of Graduate/Professional Student respondents were pursuing M.D.s ($n = 206$).

Regarding their clinical/training programs[42] at UC Davis, 10% of Trainees were in the surgery training program ($n = 18$), and 9% were in Family & Community Medicine ($n = 16$) or Internal Medicine ($n = 16$). Six percent of Trainees were in Emergency Medicine ($n = 11$), Pathology ($n = 11$), Psychiatry ($n = 11$), Orthopedics ($n = 10$), or Radiology ($n = 10$).

Forty-seven percent of Undergraduate respondents ($n = 3,007$) were in-state/resident students. Three percent ($n = 173$) were out-of-state/non-resident/international students.[43]
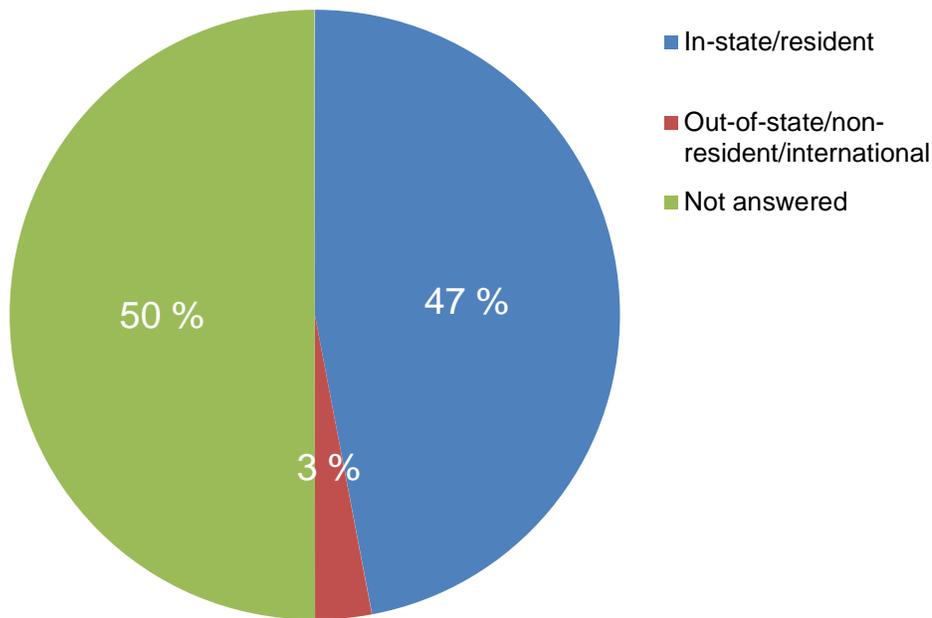
Figure 13. Undergraduate Students' Residency (%)

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[41] See Appendix B for a comprehensive listing of graduate student respondents' academic programs.
[42]   See Appendix B, Table B21 for a comprehensive listing of trainees' academic degrees or clinical/training programs.
[43]   Fifty percent of undergraduate respondents (n = 3,197) did not complete this survey item.

Subsequent analyses revealed that 35% of all Undergraduate Students ($n = 2,203$) and 58% of all Graduate/Professional Students ($n = 1,241$) were employed either on or off campus. Thirty percent of Undergraduates ($n = 1,867$) and 35% of Graduate/Professional Students ($n = 726$) were employed on or off campus on average one to 20 hours per week. Four percent of all Undergraduate Students ($n = 256$) and 13% of all Graduate/Professional Students ($n = 264$) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ($n = 13$) and 9% of Graduate/Professional students ($n = 183$) worked more than 40 hours per week.

Thirteen percent of Undergraduate Student respondents ($n = 820$) and 81% of Graduate/Professional Students ($n = 1,680$) were currently the sole providers for their living/educational expenses. Eighty-seven percent of Undergraduates ($n = 5,307$) and 19% of Graduate/Professional students ($n = 386$) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-five percent of student respondents (*n* = 2,963) reported that they or their families have annual incomes of less than $30,000. Thirty-two percent (*n* = 2,765) reported annual incomes between $30,000 and $99,999, 14% (*n* = 1,146) between $100,000 and $149,999, and 7% (*n* = 611) between $150,000 and $249,999 annually. Two percent of student respondents (*n* = 207) said that they or their families have annual incomes between $250,000 and $399,999, and 2% (*n* = 137) had annual incomes over $400,000. These figures are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.
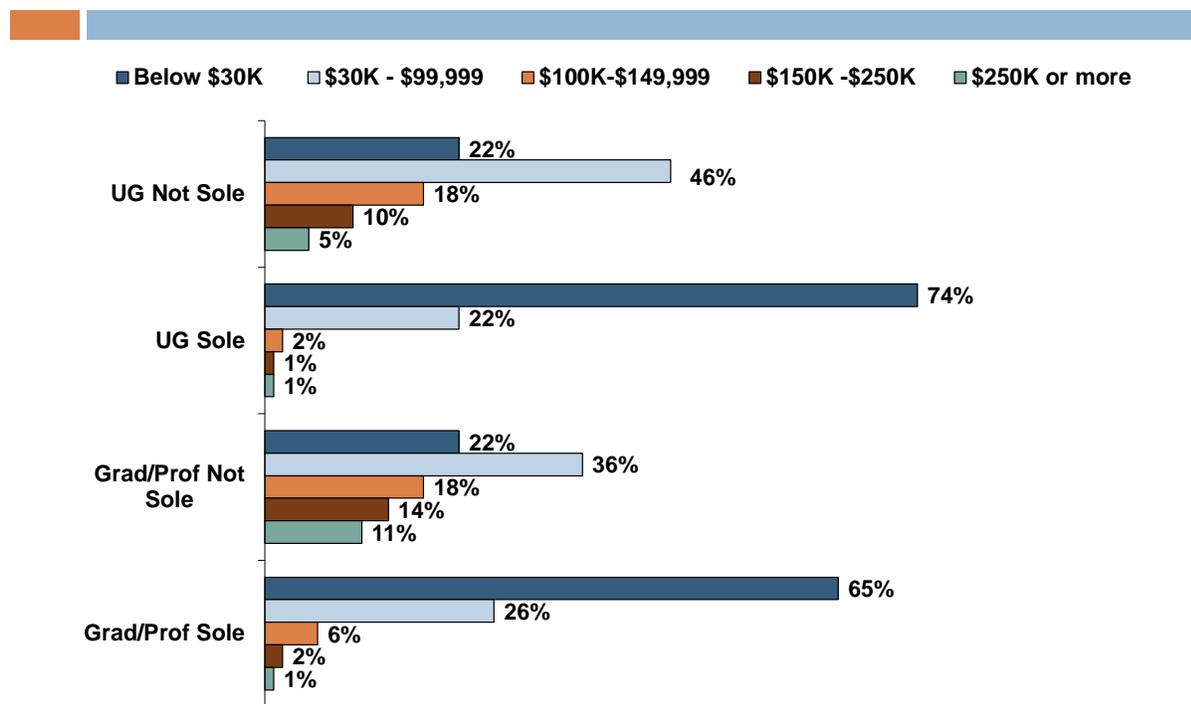
Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Of the students completing the survey, 75% lived in non-campus housing, and 24% lived in campus housing (Table 12). Nineteen students were homeless.

Table 12. **Students' Residence**

Students' Residence	n	%
Campus housing	**2,067**	**24.2**
Residence Halls	1,341	71.7
Student Housing Apartments	430	23.0
Family Housing:	87	4.7
Co-op	11	5.9
Non-campus housing	**6,433**	**75.4**
Independently in an apartment/house	4,975	87.5
Living with a family member/guardian	480	8.4
Co-Op	174	3.1
Sorority or Fraternity House	59	1.0
Homeless (e.g., couch surfing)	**19**	**0.2**
Missing	**12**	**0.1**
Campus housing	**2,067**	**24.2**

Note: Table includes student responses only ($n = 8,531$).

Thirty-eight percent of student respondents did not participate in any student clubs and organizations at UC Davis (n = 3,199; Table 13). Nineteen percent were involved with Academic/Professional Organizations (n = 1,576) or Intramurals/Clubs Sports (n = 1,598).

Table 13. **Students Participation in Clubs Organizations at the University**

Clubs/Organizations	*n*	%
I do not participate in any student organizations	3,199	37.5
Intramurals/Clubs Sports	1,598	18.7
Academic/Professional Organizations	1,576	18.5
Religious/Spiritual Organizations	749	8.8
Special Interest Organizations	657	7.7
Intercultural/Multicultural Campus Community Groups	637	7.5
Service Organizations/Civic Engagement	634	7.4
Other	584	6.8
Student Leadership Groups	577	6.8
Social Fraternities or Sororities	543	6.4
Honor Societies	463	5.4
Music/Performance Organizations	436	5.1
Political Groups	156	1.8
Publications and Media Organizations	131	1.5
NCAA Varsity Athletics	110	1.3
Campus Housing Associations	66	0.8

Note: Table includes only student respondents (n = 8,531).
Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that most student respondents earned passing grades.

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

GPA	*n*	*%*
Less than 2.0	252	3.0
2.0 - 2.50	830	9.7
2.51 – 3.00	1,784	20.9
3.01- 3.50	2,326	27.3
Greater than 3.5	3,226	37.8
Missing	113	1.3

Note: Table includes student responses only (*n* = 8,513).

Ninety student respondents were former foster-care youth. Additional analyses also revealed that 1% of Undergraduate Students (*n* = 72) and 1% of Graduate/Professional Students (*n* = 18) indicated that they were former foster-care youth.

Campus Climate Assessment Findings[44]

The following section[45] reviews the major findings of this study. The review explores the climate at UC Davis through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UC Davis

The questionnaire posed questions regarding respondents' level of comfort with a variety of aspects of UC Davis's campuses. Table 15 illustrates that 80% of the survey respondents ($n = 14,812$) were "comfortable" or "very comfortable" with the climate at UC Davis. Seventy-seven percent of respondents ($n = 14,101$) were "comfortable" or "very comfortable" with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

Table 14. **Respondents' Comfort With the Climate**

Level of Comfort	Comfort with Climate at UC Davis		Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.	
	n	*%*	*n*	*%*
Very Comfortable	5,346	29.0	5,725	31.1
Comfortable	9,466	51.3	8,376	45.4
Neither Comfortable nor Uncomfortable	2,337	12.7	2,465	13.4
Uncomfortable	1,075	5.8	1,443	7.8
Very Uncomfortable	213	1.2	429	2.3

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[44] 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.

[45] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

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

■ **Very Comfortable** ■ **Comfortable** ■ **Neutral** ■ **Uncomfortable** ■ **Very Uncomfortable**
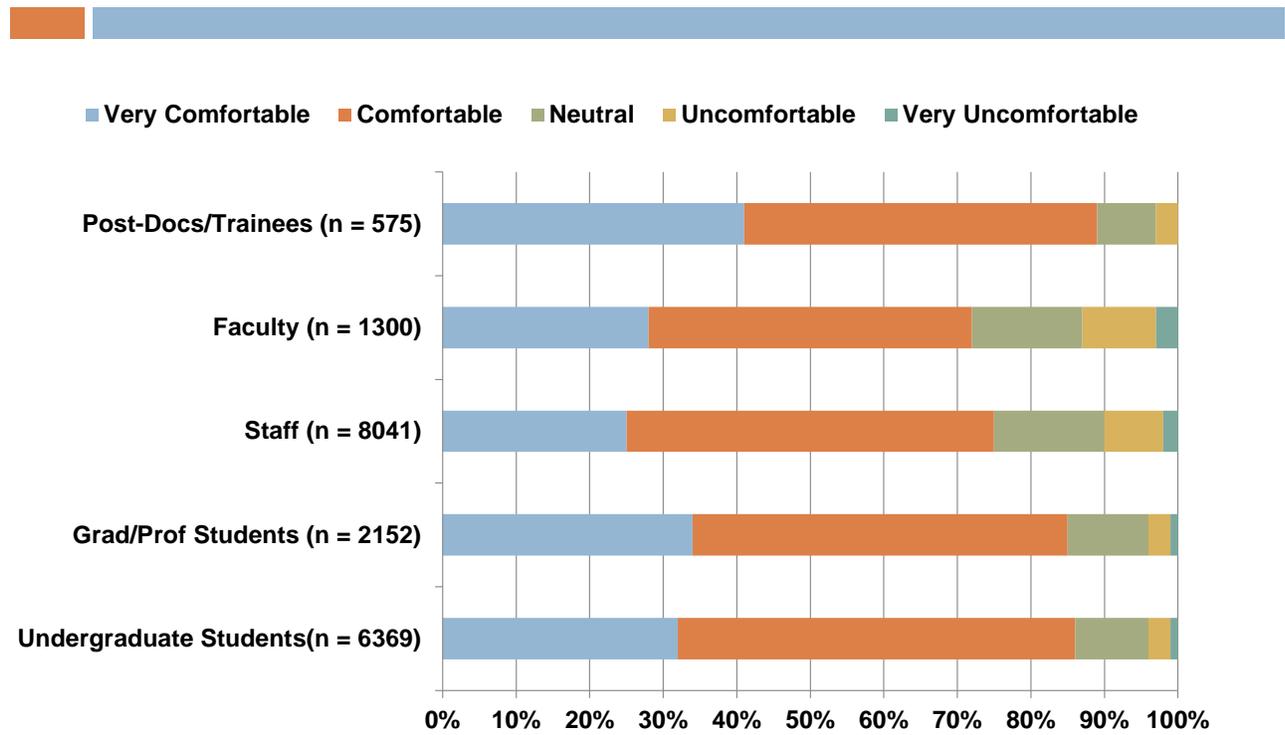
Figure 15. Comfort with Overall Climate by Position (%)
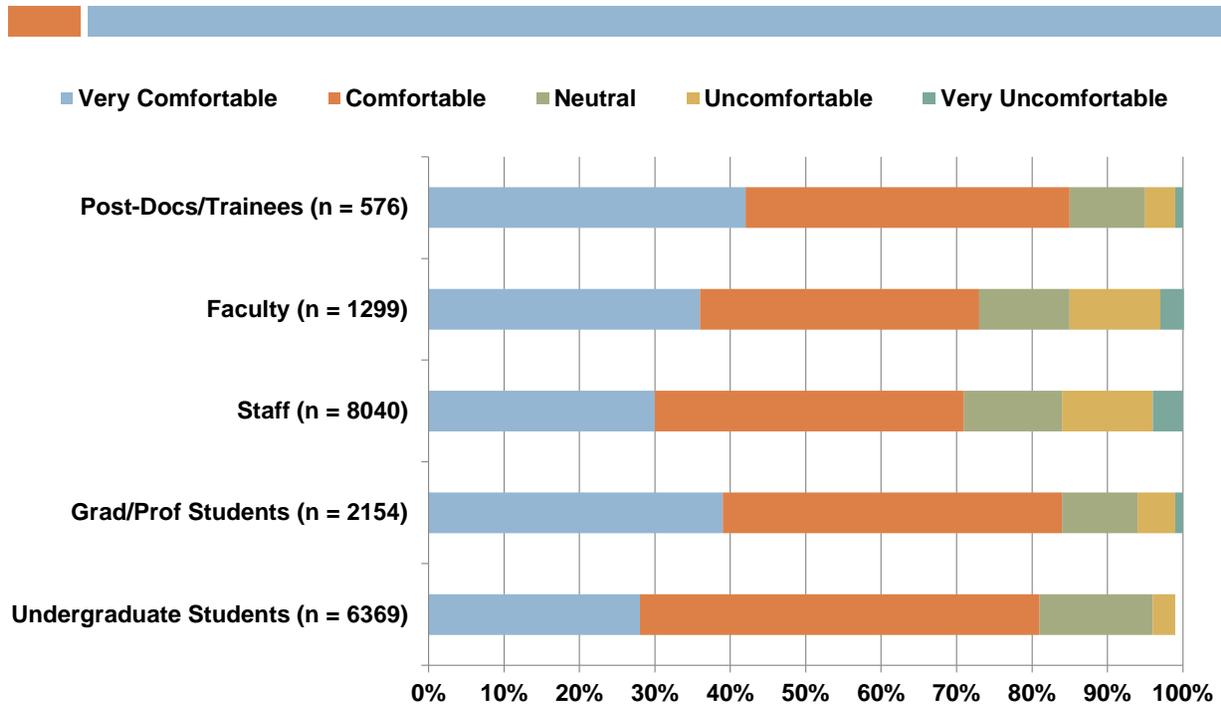
Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 76% of Undergraduate Students (n = 4,805), 82% of Graduate/Professional Students (n = 1,771), and 53% (n = 996) of Faculty and Post-Docs were "comfortable" or "very comfortable" with the climate in their classes (Table 15). Readers will note that 34% of Faculty and Post-Docs indicated that this survey item was "not applicable" to them. Of the 1,119 Faculty and Post-Docs who found the item "applicable" to them, 89% (n = 996) were "comfortable" or "very comfortable" with the climate in their classes.

Table 16. **Students' and Faculty/Post-Docs' Comfort With the Climate in Their Classes**

Level of Comfort	Undergraduate Students' Comfort with Climate in Classes*		Graduate/Professional Students' Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	n	%	*n*	%	*n*	%
Very Comfortable	1,082	17.0	706	32.8	465	27.5
Comfortable	3,723	58.5	1,065	49.5	531	31.4
Neither Comfortable nor Uncomfortable	1,217	19.1	200	9.3	100	5.9
Uncomfortable	307	4.8	55	2.6	19	1.1
Very Uncomfortable	36	0.6	9	5.7	<5	--
Not Applicable	<5	--	118	5.5	573	33.9

Note: Responses with *n's* less than 5 are not presented in the table.
*Note: Undergraduate responses only (n = 6,369).
**Note: Graduate/professional student responses only (n = 2,153).
***Note: Faculty and post-doc responses only (n = 1,692).

When comparing the data by racial identity,[46] White respondents and Multi-Minority respondents were more likely than other groups to feel "very comfortable" with the overall climate for diversity at UC Davis and in their department/work unit/ academic unit/college/school/clinical setting (Figures 15 &16). Other People of Color were more likely than other racial groups to feel "comfortable" with the overall climate and with their department/work unit/ academic unit/college/school/clinical setting (Figures 17 & 18).
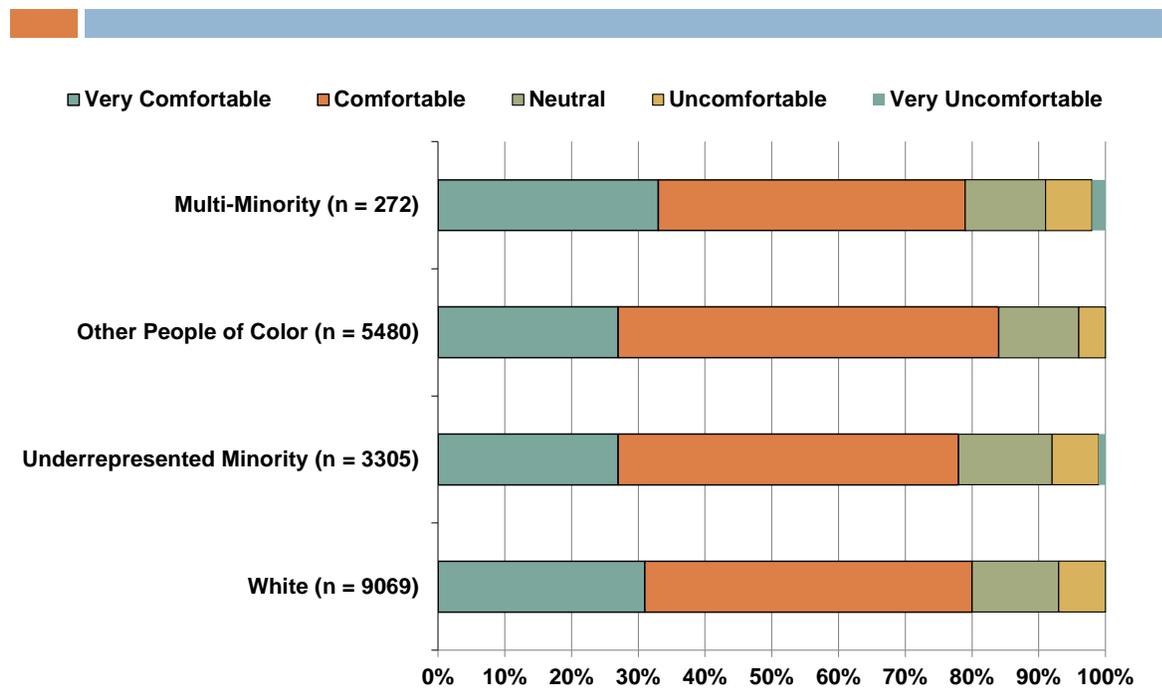
Figure 17. Comfort with Overall Climate by Race (%)

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[46] To review, "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." The "Underrepresented Minority" category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. "Other People of Color" category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The "Multi-Minority" category includes respondents who checked any of the responses included under in the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.
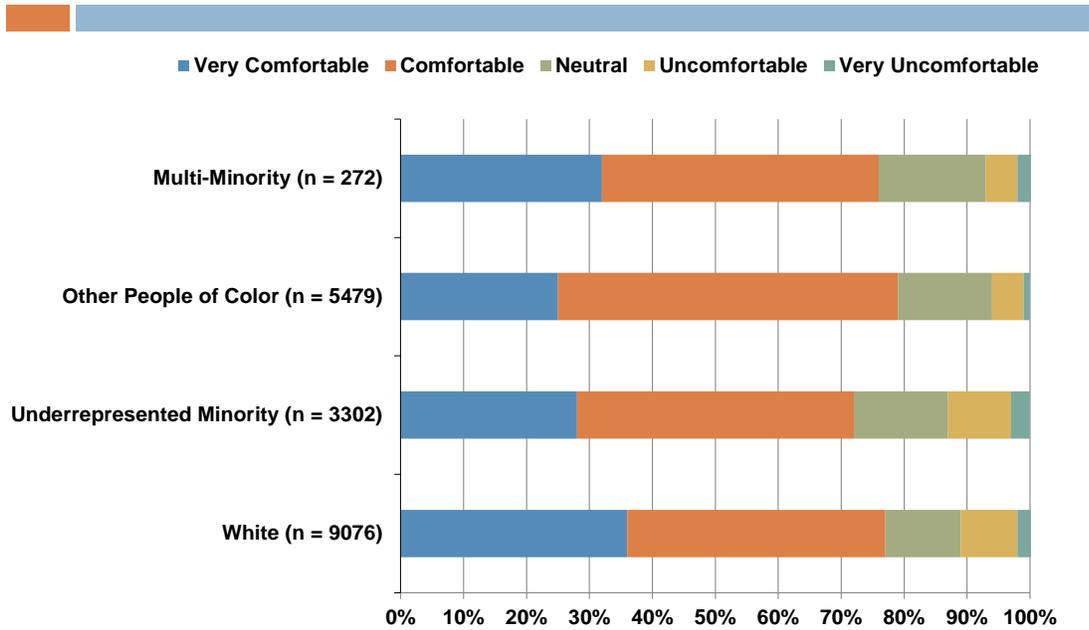
Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 19 and all subsequent Figures that illustrate "comfort with classroom climate" removed from the analyses any Student, Faculty, and Post-Doc respondents who indicated the survey item was "not applicable" to them. Again, a higher percentage of White Respondents were "very comfortable" and a higher percentage of Other People of Color were "comfortable" with the climate in their classes than were other respondents.
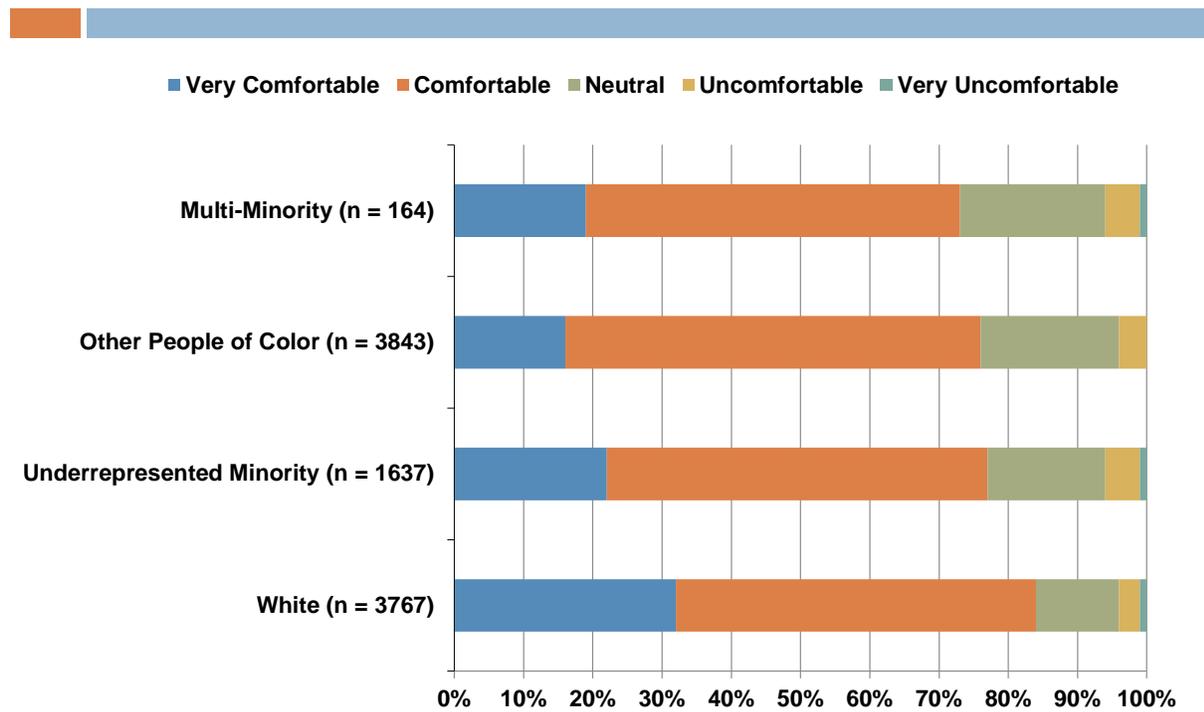
Figure 19. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Race (%)

In terms of gender, transgender and genderqueer respondents were much less comfortable than women and men with the overall climate (Figure 20).
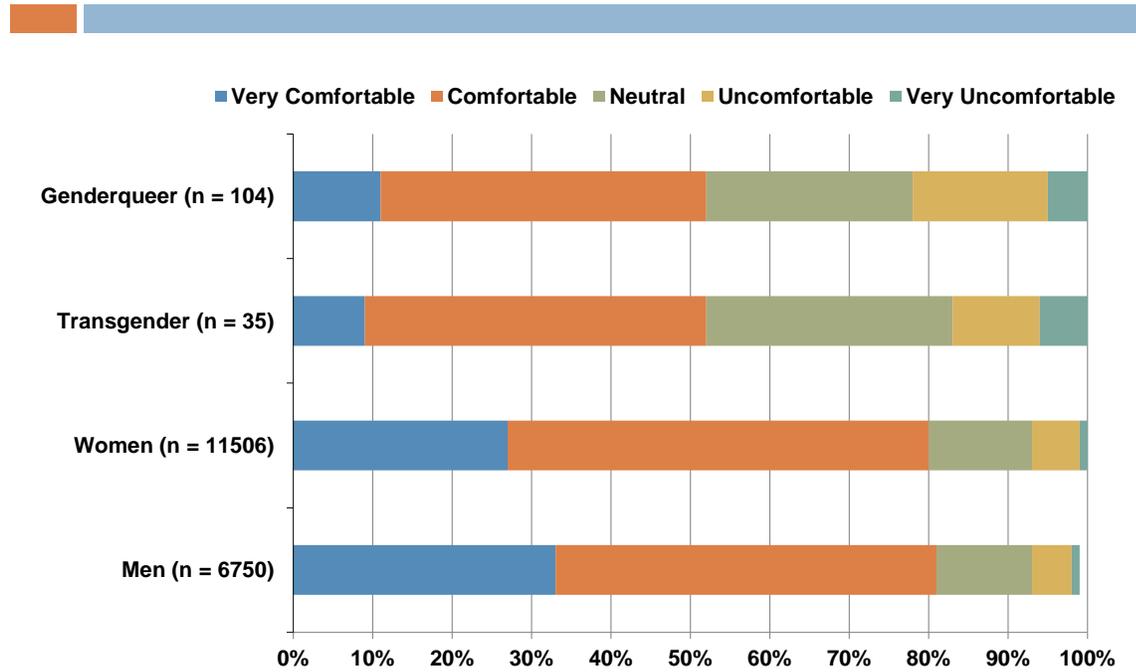
Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that transgender and genderqueer respondents were less comfortable than men and women in their department/work unit/ academic unit/college/school/clinical settings than were other groups.
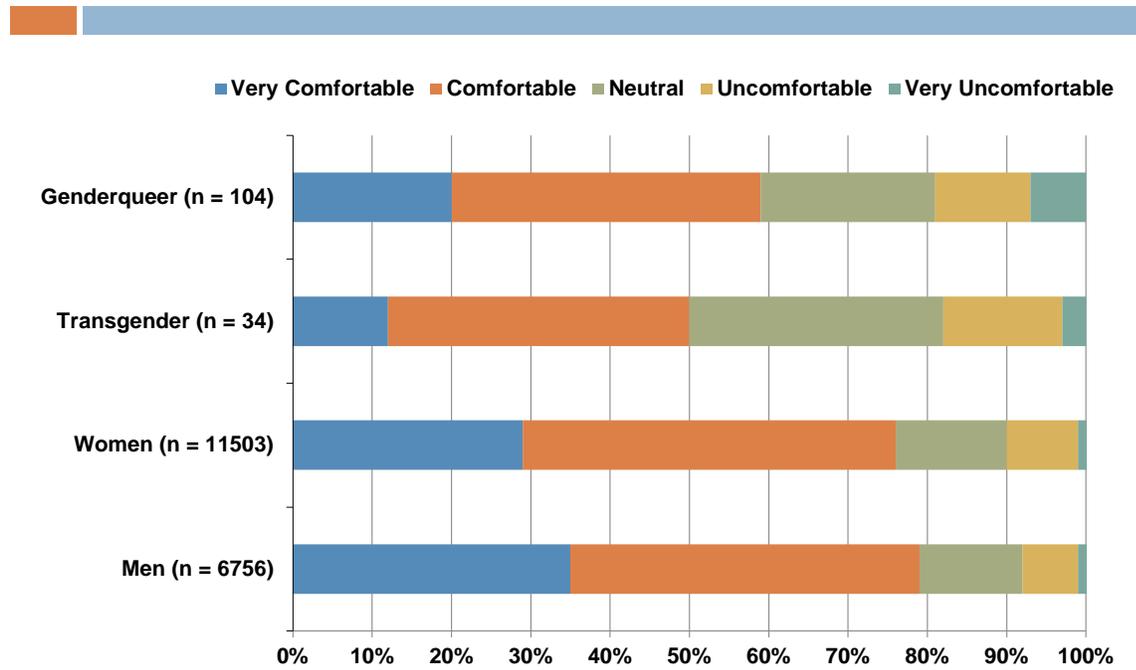
Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

Men were more likely to be "very comfortable" with the climate in their classes than other respondents, and transgender and genderqueer respondents were more likely to feel "uncomfortable"/"very uncomfortable" than were other respondents (Figure 22).
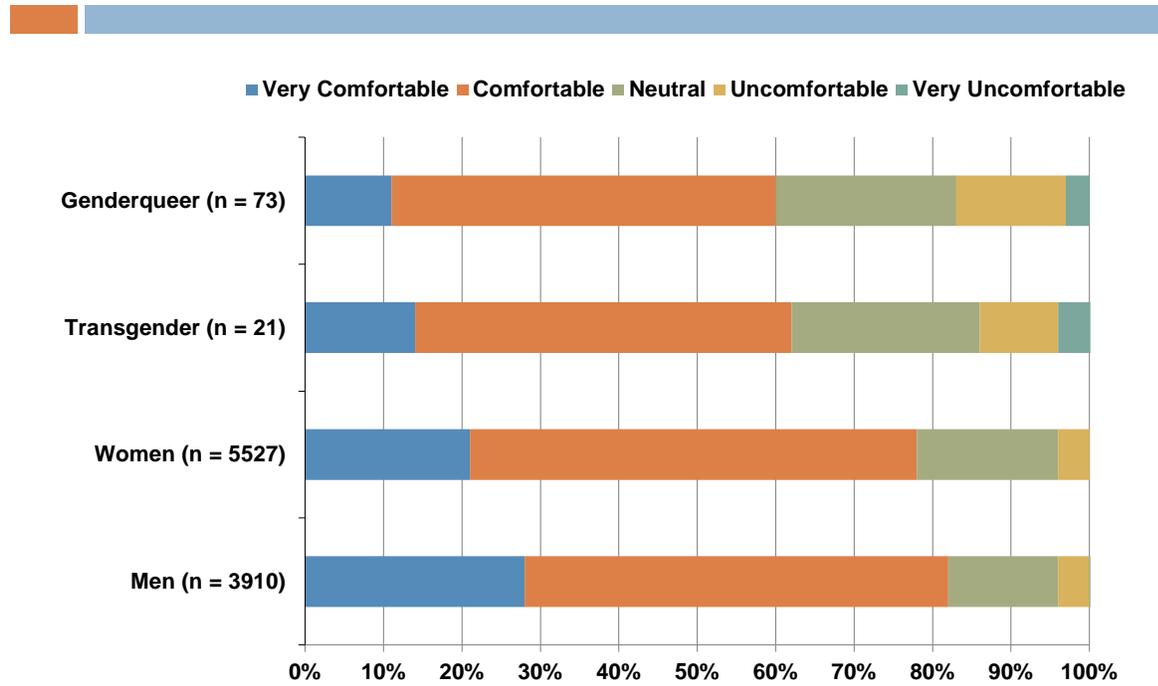
Figure 22. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents and heterosexual respondents were very slightly less comfortable with the overall climate and in their departments and work units (Figures 23 & 24).
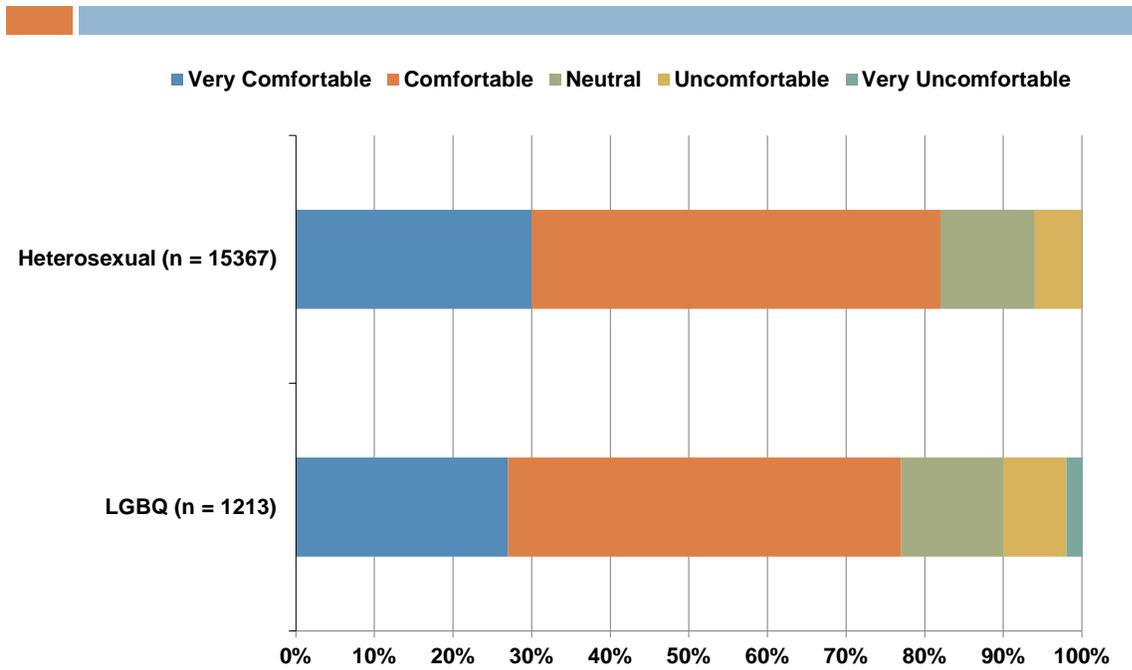
Figure 23. Comfort with Overall Climate by Sexual Orientation (%)
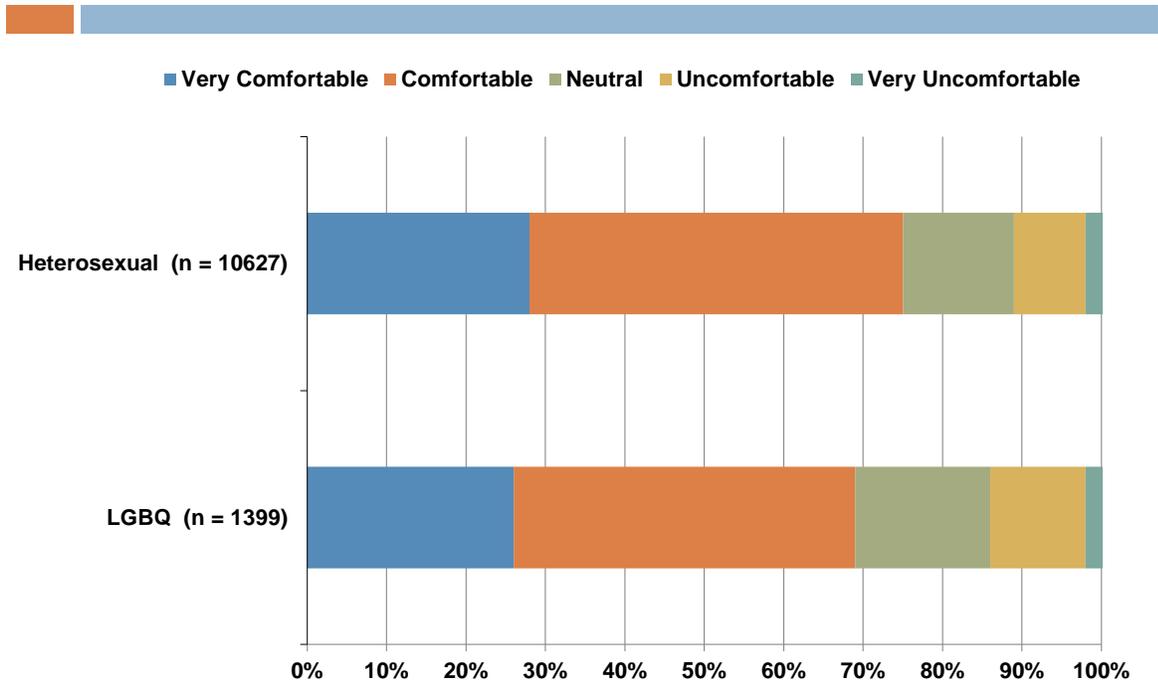
Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Students, Faculty, and Post-Docs were similarly comfortable in their classes in comparison to heterosexual Students, Faculty, and Post-Docs (Figure 25).
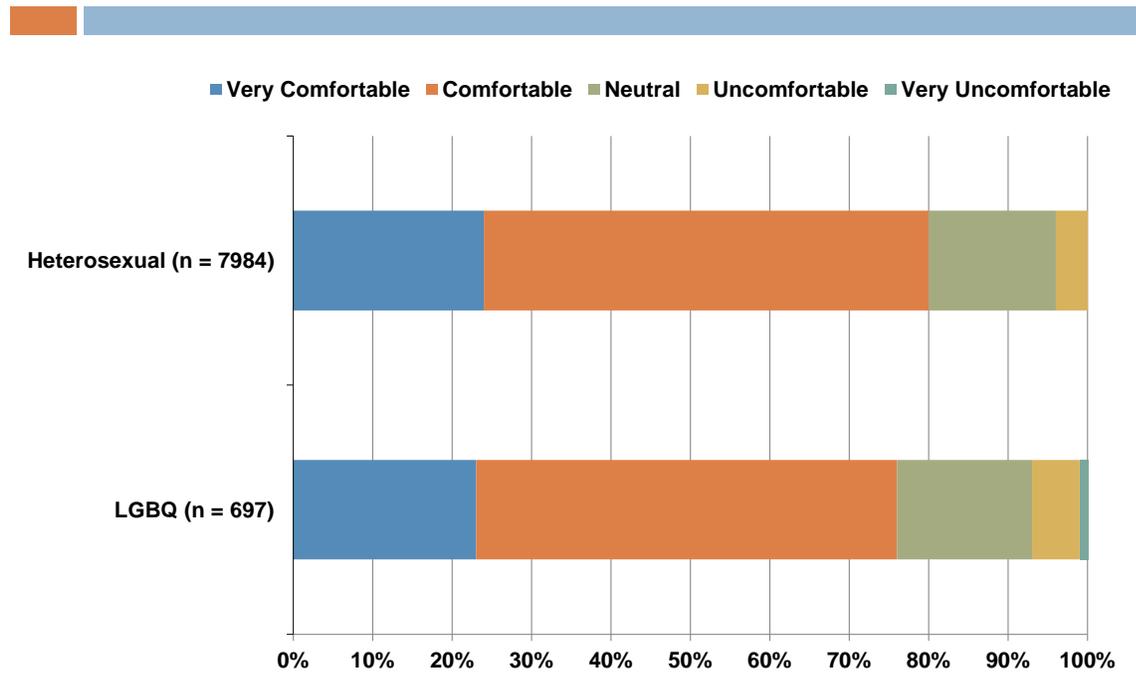
Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were slightly more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 26 - 28).
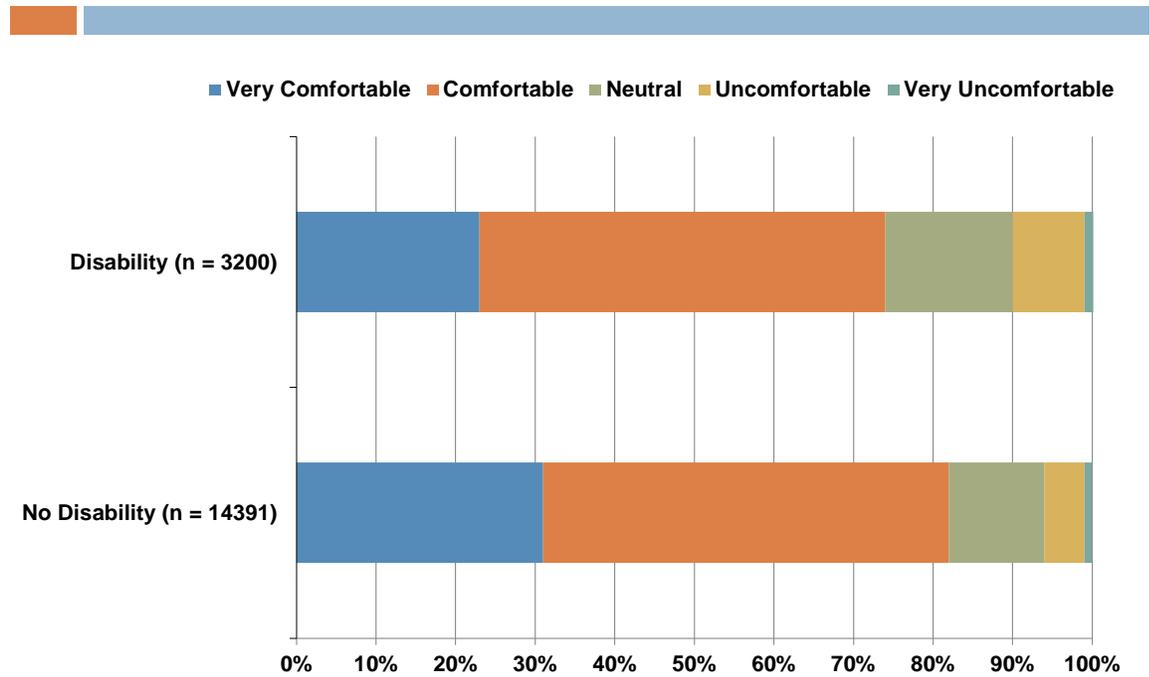
Figure 26. Comfort with Overall Climate by Disability Status (%)
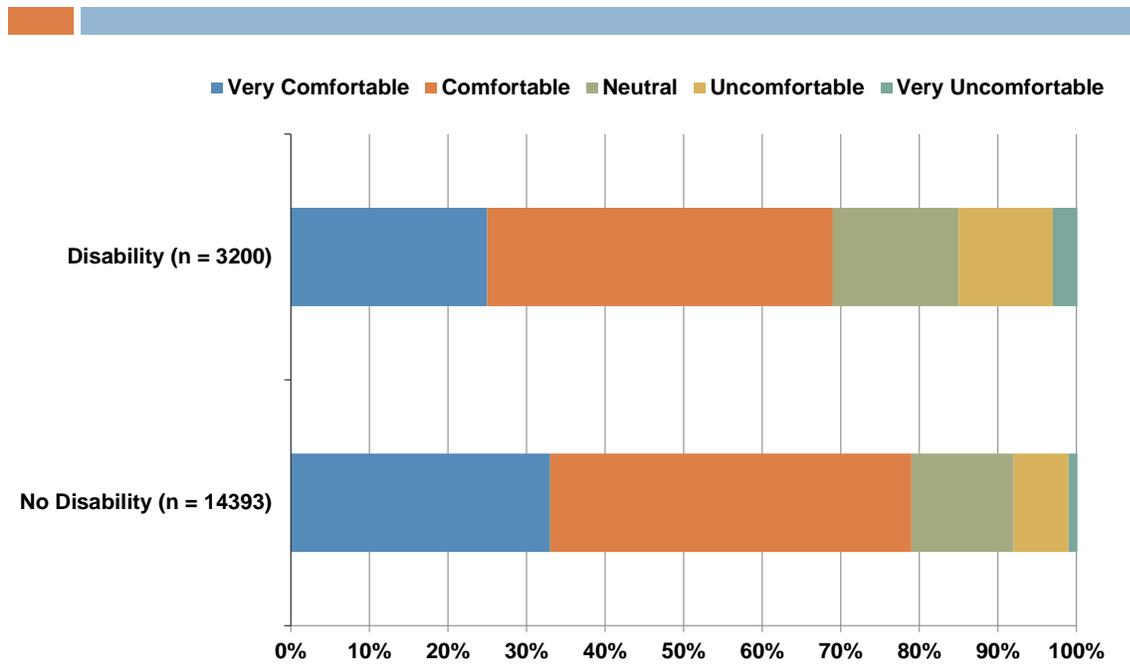
Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)
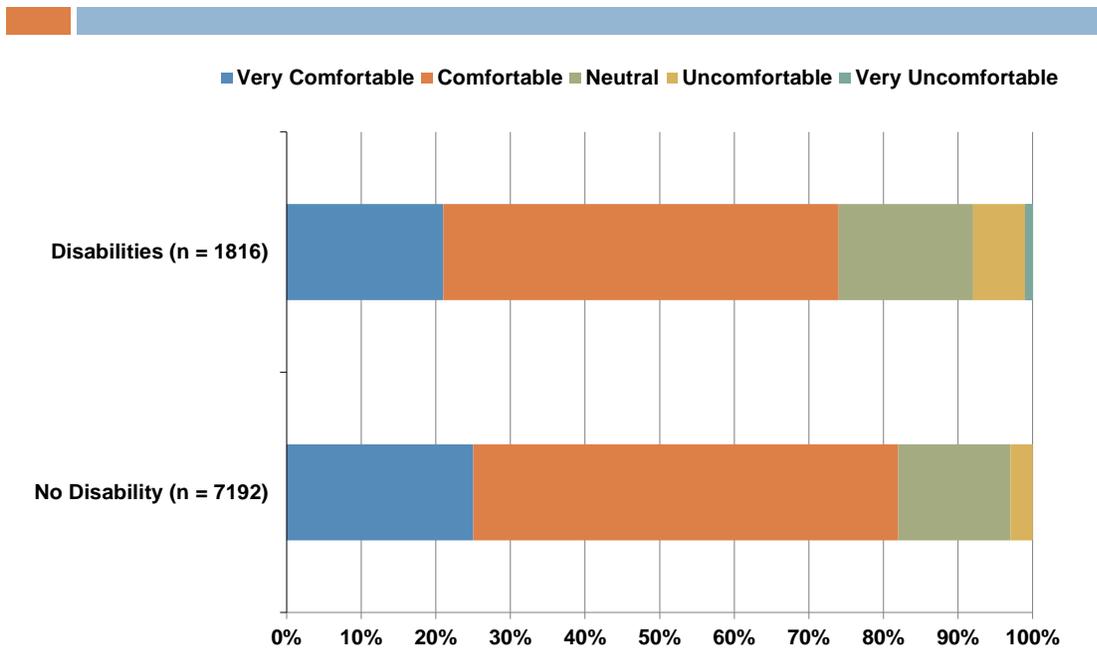
Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Some differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UC Davis (Figure 29). A slightly higher percentage of Muslim respondents were "very comfortable" than were other groups.
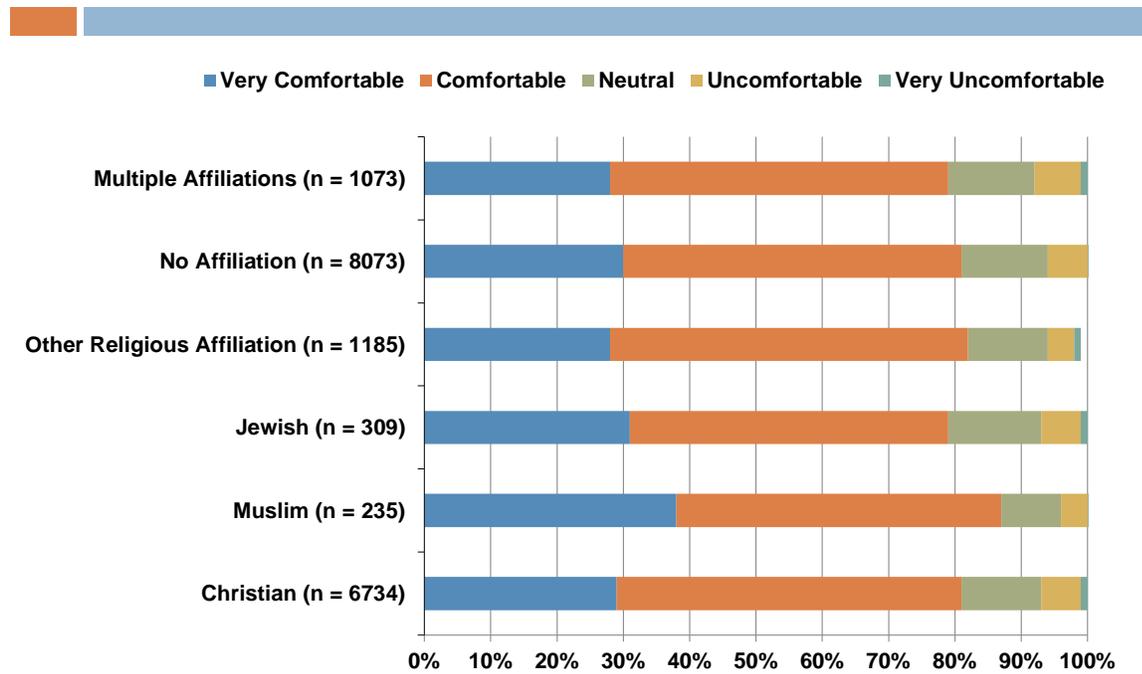
Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

A slightly higher percentage of respondents with Jewish religious/spiritual affiliations were "very comfortable" with the climates in their departments/work units, etc. and in their classes than were other respondents (Figures 30 & 31).
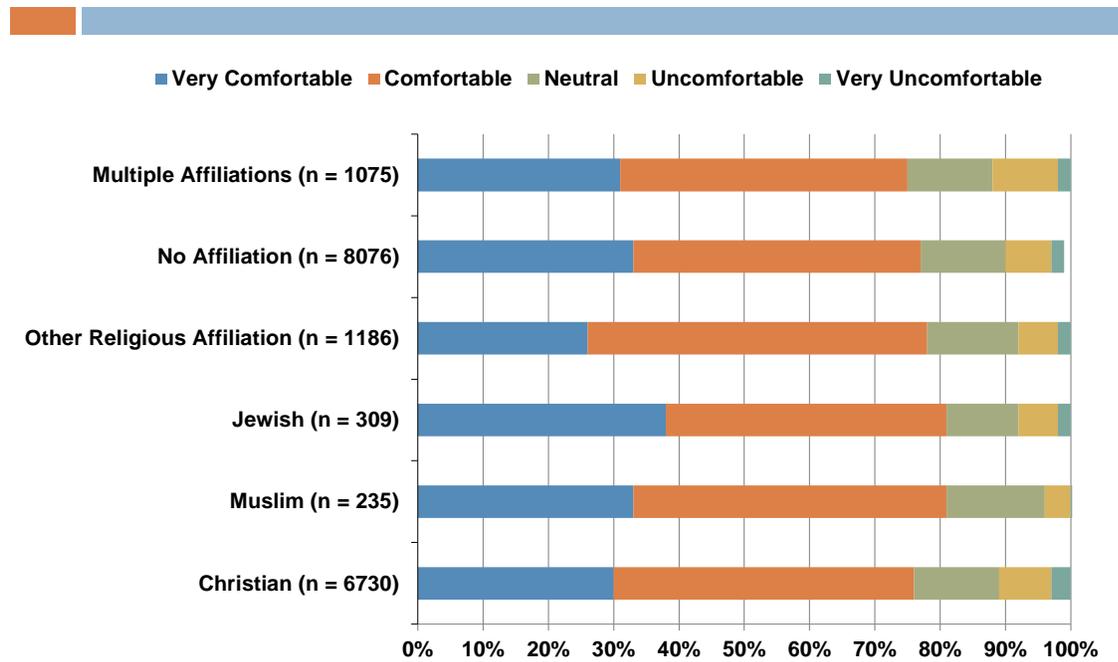
Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)
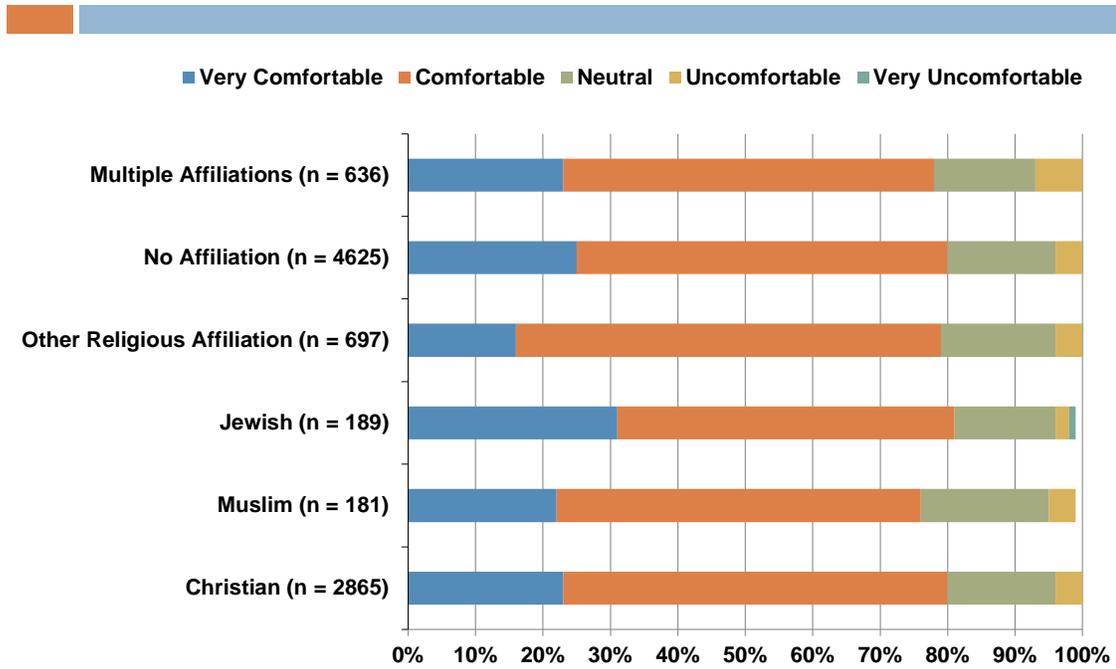
Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Ninety-three percent of the respondents indicated that the overall campus climate was "very respectful" of people from White racial/ethnic backgrounds (*n* = 16,428; Table 17). Respondents felt that the campus was least respectful ("disrespectful"/"very disrespectful") of African American/African/Black people (6%, *n* = 1,090) and Hispanic/Latino people (5%, *n* = 933). The campus climate was most respectful ("respectful"/"very respectful") of White people (93%, *n* = 16,428), Asian people (86%, *n* = 15,333), and Hispanic/Latino people (83%, *n* = 14,742).

Table 17. **Ratings of Perceptions of Overall Campus 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	5,068	28.4	9,345	52.4	890	5.0	200	1.1	2,336	13.1
American Indian/Alaskan Native	4,879	27.4	8,810	49.5	466	2.6	114	0.6	3,517	19.8
Asian	5,810	32.6	9,523	53.5	547	3.1	76	0.4	1,851	10.4
Hispanic/Latino	5,121	28.8	9,621	54.1	811	4.6	122	0.7	2,107	11.8
Middle Eastern/South Asian/North African	4,981	28.0	9,341	52.6	758	4.3	156	0.9	2,528	14.2
Pacific Islander	5,048	28.4	9,261	52.1	383	2.2	72	0.4	3,001	16.9
White	7,304	41.2	9,124	51.4	279	1.6	74	0.4	963	5.4

Table 18 indicates that more than half of all respondents thought that the overall campus climate was "very respectful"/ "respectful" of all of the campus groups listed in the table. The respondents believed the climate was most respectful ("respectful"/"very respectful") for females and males (89% and 89%, respectively); Other People of Color (84%); international students, staff, or faculty (82%); and gay, lesbian, and bisexual people (80%). Respondents suggested that the campus was least respectful ("disrespectful"/ "very disrespectful") of non-native English speakers (8%), and socioeconomically disadvantaged people (9%).

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Psychological health issues	3,616	20.6	8,263	47.1	857	4.9	123	0.7	4,700	26.8
Physical health issues	4,591	26.2	9,217	52.5	493	2.8	87	0.5	3,156	18.0
Female	5,639	32.1	9,982	56.7	587	3.3	90	0.5	1,293	7.4
From religious affiliations other than Christian	4,506	25.7	9,306	53.1	667	3.8	98	0.6	2,947	16.8
From Christian affiliations	4,661	26.6	9,210	52.6	685	3.9	148	0.8	2,818	16.1
Gay, lesbian, bisexual	4,810	27.4	9,139	52.1	677	3.9	107	0.6	2,806	16.0
Immigrants	4,372	25.0	9,327	53.3	781	4.5	119	0.7	2,900	16.6
International students, staff, or faculty	4,972	28.4	9,332	53.2	595	3.4	95	0.5	2,540	14.5
Learning disability	4,093	23.4	8,401	48.1	613	3.5	70	0.4	4,285	24.5
Male	6,473	36.9	9,109	51.9	285	1.6	61	0.3	1,628	9.3
Non-native English speakers	4,142	23.7	9,497	54.3	1303	7.4	158	0.9	2,391	13.7
Parents/guardians	4,558	26.0	9,090	51.9	438	2.5	66	0.4	3,347	19.1
People of color	5,079	29.0	9,554	54.5	725	4.1	164	0.9	2,021	11.5
Providing care for adults who are disabled and/or elderly	4,134	23.6	8,036	46.0	372	2.1	70	0.4	4,868	27.8
Physical disability	4,603	26.4	8,976	51.4	459	2.6	80	0.5	3,338	19.1
Socioeconomically disadvantaged	4,156	23.8	8,450	48.5	1301	7.5	263	1.5	3,268	18.7
Socioeconomically advantaged	5,425	31.1	8,441	48.4	369	2.1	87	0.5	3,105	17.8
Transgender	3,881	22.3	7,207	41.4	800	4.6	203	1.2	5,305	30.5

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the elevators (60%), restrooms (59%), walkways and pedestrian paths (56%), library (56%), and bike paths (52%) were considered "fully accessible." Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. **Ratings of Campus Accessibility**

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Accessibility								
Athletic Facilities	6,425	36.0	3,824	21.5	641	3.6	6,935	38.9
Bike Paths	9,288	52.1	3,464	19.4	504	2.8	4,582	25.7
Classroom Buildings	8,301	46.7	4,673	26.3	274	1.5	4,544	25.5
Classrooms, labs	7,391	41.6	4,610	26.0	334	1.9	5,429	30.6
University housing	5,194	29.3	3,347	18.9	573	3.2	8,619	48.6
Computer labs	6,857	38.7	3,676	20.7	317	1.8	6,869	38.8
Dining facilities	8,627	48.6	3,583	20.2	283	1.6	5,241	29.6
Elevators	10,566	59.6	3,542	20.0	226	1.3	3,409	19.2
Health and Wellness Center	7,798	44.0	2,872	16.2	364	2.1	6,679	37.7
Library	9,898	55.9	3,115	17.6	185	1.0	4,506	25.5
On-campus transportation/parking	7,579	42.8	4,744	26.8	968	5.5	4,401	24.9
Other campus buildings	7,184	40.8	4,152	23.6	359	2.0	5,928	33.8
Parking	7,359	41.5	5,153	29.1	1683	9.5	3,526	19.9
Recreational facilities	7,030	39.9	3,519	20.0	493	2.8	6,580	37.3
Restrooms	10,477	59.1	4,358	24.6	408	2.3	2,486	14.0
Studios/ Performing Arts spaces	4,914	28.0	2,773	15.8	427	2.4	9,455	53.8
Transportation/ Intracampus	6,851	38.9	3,820	21.7	471	2.7	6,458	36.7
Walkways and pedestrian paths	9,875	55.9	4,162	23.6	383	2.2	3,245	18.4
Wheelchair ramps	7,591	43.0	3,263	18.5	221	1.3	6,584	37.3
Braille signage	4,230	24.0	2,337	13.3	397	2.3	10,643	60.4
Hearing loops	3,199	18.3	1,890	10.8	390	2.2	12,029	68.7
Course instruction/materials								
Information in alternate formats	3,931	22.6	3,687	21.2	824	4.7	8,944	51.4
Instructors	4,960	28.6	4,414	25.4	517	3.0	7,465	43.0
UC Davis Website	9,157	54.0	3,912	23.1	419	2.5	3,458	20.4

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Within the past year, 24% of respondents believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (Bullied, harassing) at UC Davis ($n = 4,371$). Eight percent of respondents said that the conduct interfered with their ability to work or learn[47] at UC Davis ($n = 1,538$), and 15% of respondents felt the conduct did not interfere with their ability to work or learn on campus ($n = 2,833$). Table 20 reflects the total number of respondents who chose responses "very often," "often," "sometimes," "seldom," and "not applicable" for a particular area (i.e., academic performance, age, ancestry). Of the 4,371 respondents who experienced such conduct, 13% of respondents said the conduct was "very often"/"often" based on their ethnicity ($n = 572$). Others said they "very often"/"often" experienced such conduct based on educational level (11%, $n = 494$), age (10%, $n = 430$), discipline of study (10%, $n = 429$), etc.

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

Table 20. **Bases and Frequency of Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 4,371).

Area	Very Often		Often		Sometimes		Seldom	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Academic performance	120	3.1	294	7.6	538	14.0	617	16.0
Age	163	4.2	267	6.9	722	18.6	857	22.0
Ancestry	155	4.0	214	5.6	435	11.4	758	19.8
Country of origin	106	2.8	202	5.3	357	9.3	732	19.1
Discipline of study	152	4.0	277	7.3	506	13.3	667	17.5
Educational level	160	4.1	334	8.6	661	17.0	740	19.1
Educational modality (on-line, classroom)	46	1.2	85	2.2	185	4.9	636	16.8
English language proficiency/accent	107	2.8	155	4.1	288	7.5	631	16.5
Ethnicity	252	6.5	320	8.2	557	14.3	651	16.7
Gender identity	136	3.5	207	5.4	380	9.8	704	18.2
Gender expression	95	2.5	146	3.8	274	7.2	701	18.3
Immigrant/citizen status	77	2.0	82	2.1	181	4.7	646	16.9
International status	73	1.9	78	2.0	144	3.8	576	15.1
Learning disability	40	1.1	60	1.6	153	4.0	553	14.5
Marital status (e.g. single, married, partnered)	48	1.3	100	2.6	265	6.9	750	19.6
Medical condition	86	2.3	128	3.4	248	6.5	621	16.3
Military/veteran status	11	0.3	31	0.8	89	2.3	398	10.5
Parental status (e.g., having children)	71	1.9	93	2.4	316	8.3	559	14.7
Participation in an organization/team	115	3.1	130	3.5	219	5.9	411	11.0
Physical characteristics	98	2.6	204	5.3	503	13.2	675	17.7
Physical disability	36	0.9	81	2.1	133	3.5	526	13.9
Philosophical views	159	4.1	264	6.9	589	15.3	664	17.3

Table 20. (cont.)

Area	Very Often n	%	Often n	%	Sometimes n	%	Seldom n	%
Political views	150	3.9	233	6.1	498	13.1	688	18.1
Position (staff, faculty, student)	403	10.2	543	13.7	828	20.9	650	16.4
Pregnancy	31	0.8	52	1.4	109	2.9	436	11.5
Psychological condition	52	1.4	105	2.8	226	6.0	529	14.0
Race	188	4.9	252	6.6	470	12.3	654	17.1
Religious/spiritual views	126	3.3	186	4.9	353	9.3	712	18.7
Sexual orientation	65	1.7	99	2.6	193	5.1	667	17.6
Socioeconomic status	110	2.9	167	4.4	367	9.8	679	18.1
Don't Know	155	4.6	156	4.6	326	9.7	300	8.9
Other	247	8.9	187	6.8	193	7.0	143	5.2

Percentages do not sum to 100 due to multiple responses.
Respondents had the option to choose "Not Applicable." Those numbers are presented in Appendix B, Table 42. The percentages in Tables 20 and B42 are based on the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry).

The following figures[48] 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 conduct (bullied, harassing) at UC Davis?"

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[48]   For Figures 32 through 38, the responses were recoded into a binary variable where 1 = experienced conduct "very often," "often," "sometimes," and "seldom" based on characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation).

When reviewing these results in terms of race, 23% of White Respondents (n = 2,126), 31 of Underrepresented Minority respondents % (n = 1,013), 19% of Other People of Color (n = 1,053), and 27% of Multi-Minority respondents (n = 73) believed they had experienced this conduct (Figure 32). Of those respondents who believed they had experienced the conduct, 55% of Multi-Minority Respondents (n = 40), 49%) of Underrepresented Minority respondents (n = 500, and 52% of Other People of Color said it was based on their race (n = 549), while 21% of White respondents (n = 454) thought the conduct was based on race.
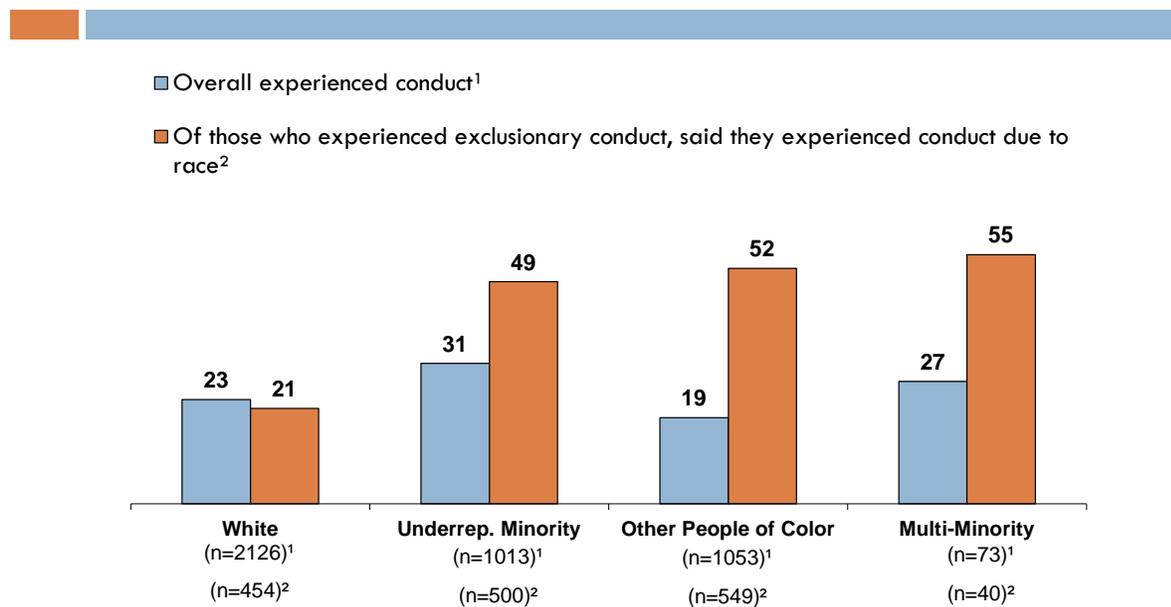
□ Overall experienced conduct[1]

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

| White (n=2126)[1] (n=454)[2] | Underrep. Minority (n=1013)[1] (n=500)[2] | Other People of Color (n=1053)[1] (n=549)[2] | Multi-Minority (n=73)[1] (n=40)[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 32. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Race (%)

When reviewing the data by gender, higher percentages of genderqueer respondents (40%, $n = 42$), transgender respondents (40%, $n = 14$), and women (27%, $n = 3,052$) than men (18%, $n = 1,236$) believed they had experienced offensive, hostile, or intimidating conduct (Figure 33). Almost all of the transgender respondents (93%, $n = 13$) who believed they experienced exclusionary conduct and 86% of genderqueer respondents ($n = 36$) who believed they had experienced this said it was based on gender identity.

■ Overall experienced conduct[1]

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

| | Men (n=1236)[1] (n=392)[2] | Women (n=3052)[1] (n=995)[2] | Transgender (n=14)[1] (n=13)[2] | Genderqueer (n=42)[1] (n=36)[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 33. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Gender Identity (%)

As depicted in Figure 32, a greater percentage of Staff respondents believed they experienced exclusionary conduct than did other respondents. Many Staff (63%, $n = 1,528$) and Post-Docs/Trainees (66%, $n = 94$) who experienced this conduct said the conduct was based on their position status at UC Davis.
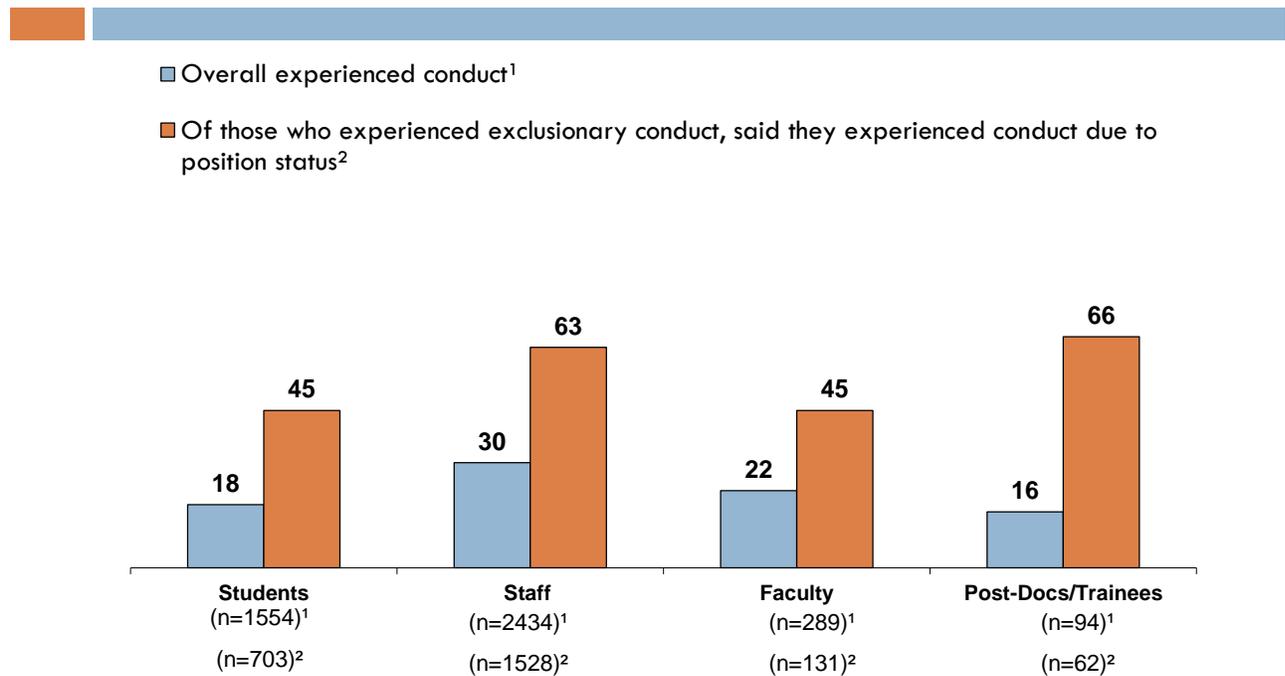
□ Overall experienced conduct[1]

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

	Students (n=1554)[1] (n=703)[2]	Staff (n=2434)[1] (n=1528)[2]	Faculty (n=289)[1] (n=131)[2]	Post-Docs/Trainees (n=94)[1] (n=62)[2]
Overall experienced conduct	18	30	22	16
Due to position status	45	63	45	66

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

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

Figure 35 illustrates that similar percentages of Conservative/Far Right (25%, $n = 535$), Far Left/Liberal (23%, $n = 1,567$), and politically Middle of the Road respondents (25%, $n = 1,331$) experienced exclusionary, offensive, hostile, or intimidating conduct. Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (41%, $n = 217$) and Far Left/Liberal (39%, $n = 618$) than Undecided respondents (29%, $n = 183$) and Middle of the Road respondents (33%, $n = 445$) indicated that this conduct was based on political views.
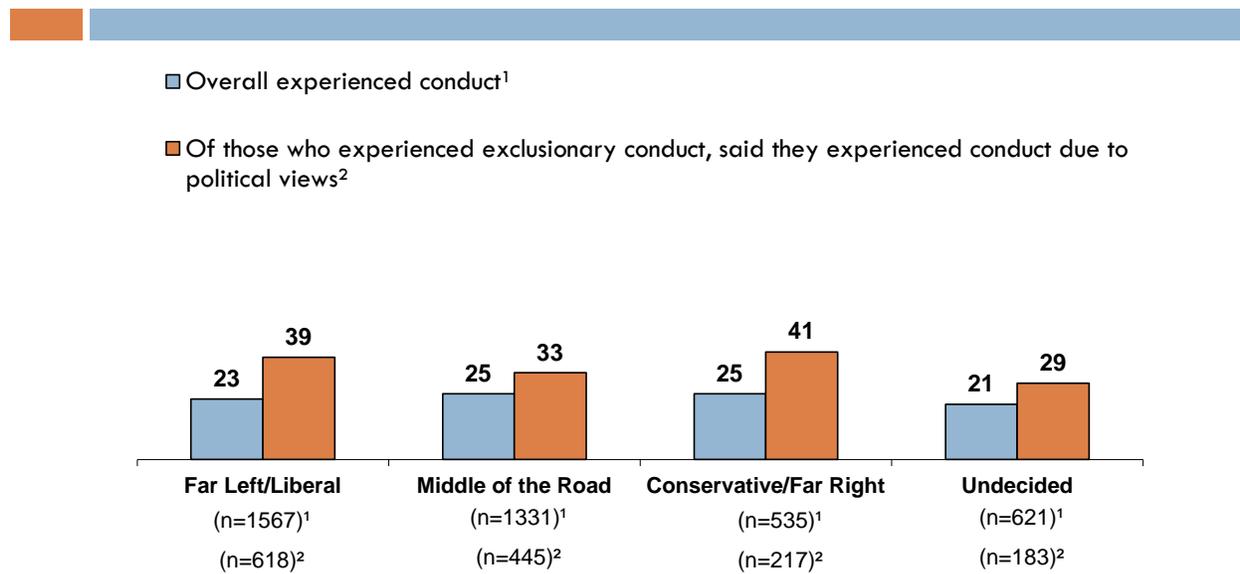
□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct due to political views[2]

Far Left/Liberal	Middle of the Road	Conservative/Far Right	Undecided
(n=1567)[1]	(n=1331)[1]	(n=535)[1]	(n=621)[1]
(n=618)[2]	(n=445)[2]	(n=217)[2]	(n=183)[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 35. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Political Affiliation (%)

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (30% versus 23%). Of those who believed they had experienced this type of conduct, 58% of LGBQ respondents ($n = 213$) versus 20% of heterosexual respondents ($n = 694$) indicated that this conduct was based on sexual orientation.
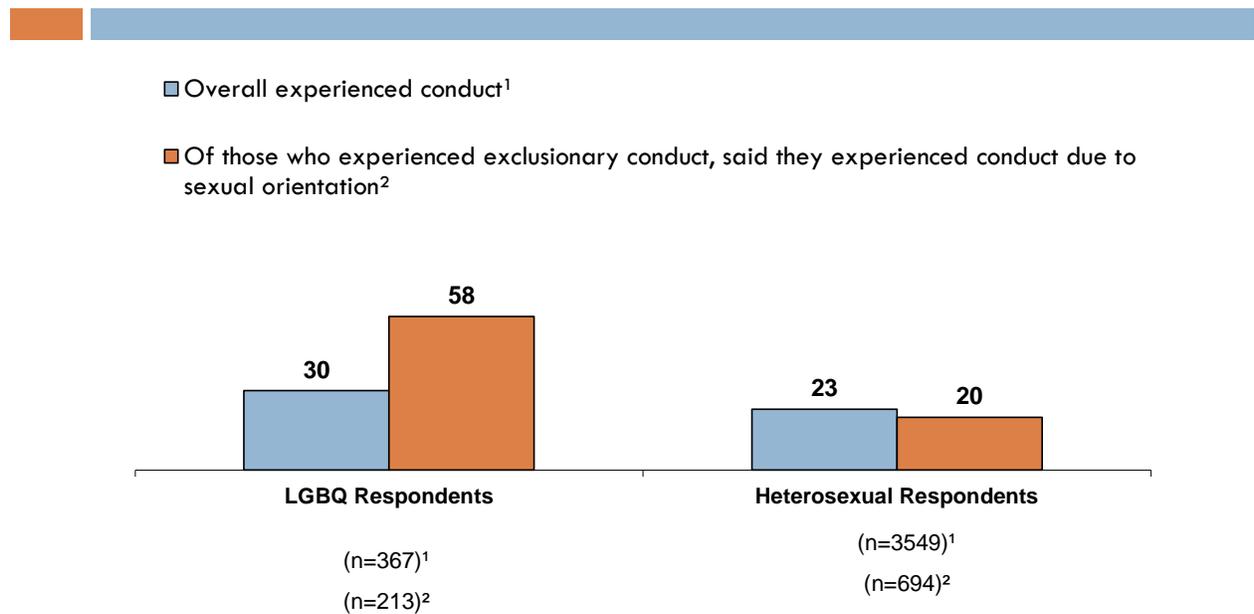
☐ Overall experienced conduct[1]

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

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

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

A slightly higher percentage of respondents with Multiple Religious Affiliations (27%, $n = 294$) and Christians (25%, $n = 1,708$) than the various Other religious/spiritual affiliations experienced exclusionary, offensive, hostile, or intimidating conduct in the past year (Figure 37). Seventy-four percent ($n = 29$) of Muslim respondents attributed that conduct to their religious/spiritual affiliation.

■ Overall experienced conduct[1]

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

	Christian (n=1708)[1] (n=575)[2]	Muslim (n=39)[1] (n=29)[2]	Jewish (n=71)[1] (n=32)[2]	Other Religious Affiliations (n=252)[1] (n=106)[2]	No Affiliation (n=1767)[1] (n=483)[2]	Multiple Affiliations (n=294)[1] (n=93)[2]
Overall	25	17	23	21	22	27
Due to affiliation	34	74	45	42	27	32

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

Additionally, 24% (n = 4,197) of U.S. Citizens, 16% (n = 146) of Non-U.S. Citizens, and 39% of Undocumented Residents (n = 10) experienced exclusionary, offensive, hostile, or intimidating conduct at UC Davis. Of the respondents who experienced such behavior 30% (n = 1,271) of U.S. Citizens, 75% (n = 109) of Non-U.S. Citizens, and 80% of Undocumented Residents (n = 8) indicated it was based on country of origin. Twenty-one percent (n = 875) of U.S. Citizens, 66% (n = 96) of Non-U.S. Citizens, and 70% of Undocumented Residents (n = 7) indicated it was based on immigrant/citizen status.

□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct due to country of origin[2]

□ Of those who experienced exclusionary conduct, said they experienced conduct due to immigrant status

| | US Citizen (n = 4,197)[1] (n = 1,271)[2] (n = 875)[3] | Non-US Citizen (n = 146)[1] (n = 109)[2] (n = 96)[3] | Undocumented (n = 10)[1] (n = 8)[2] (n = 7)[3] |

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

Table 21 illustrates the manners in which the individuals experienced exclusionary conduct. Forty-eight percent felt isolated or left out, 46% felt deliberately ignored or excluded, and 43% felt intimidated and bullied.

Table 21. **Form of Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct ($n = 4,371$).

Form	*n*	% of respondents who experienced conduct
I felt isolated or left out	2,106	48.2
I felt I was deliberately ignored or excluded	2,019	46.2
I felt intimidated/bullied	1,884	43.1
I was the target of derogatory verbal remarks	793	18.1
I observed others staring at me	705	16.1
I received a low performance evaluation	470	10.8
I received derogatory written comments	399	9.1
I feared for my physical safety	340	7.8
I feared getting a poor grade because of a hostile classroom environment	311	7.1
I was singled out as the spokesperson for my identity group	297	6.8
I was the target of racial/ethnic profiling	252	5.8
Someone assumed I was admitted/hired/promoted due to my identity	219	5.0
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	146	3.3
I received derogatory phone calls	108	2.5
Someone assumed I was not admitted/hired/promoted due to my identity	103	2.4
I received threats of physical violence	80	1.8
I feared for my family's safety	60	11.4
I was the target of stalking	60	1.4
I was the victim of a crime	46	1.1
I was the target of physical violence	42	1.0
I was the target of graffiti/vandalism	38	0.9

Percentages do not sum to 100 due to multiple responses.

Thirty-nine percent of respondents who experienced exclusionary conduct said it occurred while working at UC Davis job or in a public space at UC Davis (Table 22). Twenty-four percent said the incidents occurred in a meeting with a group of people, and 21% indicated the incidents happened in UC Davis offices. Many respondents who marked "other" described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., "ARC," "at a house party," "at home via text," "at meetings with UCOP," "at University Extension," "breakroom alone," "dorm," "Dutton Hall," "email," "group email").

Table 22. **Location of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 4,371).

Location	*n*	% of respondents who experienced conduct
While working at a UC Davis job	1,723	39.4
In a meeting with a group of people	1,061	24.3
In a UC Davis office	932	21.3
In a class/lab/clinical setting	855	19.6
In a public space at UC Davis	691	15.8
In a meeting with one other person	623	14.3
In a health care setting	448	10.2
At a UC Davis event	388	8.9
Off campus	335	7.7
While walking on campus	278	6.4
In a faculty office	261	6.0
In campus housing	254	5.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	210	4.8
In a UC Davis dining facility	136	3.1
In off-campus housing	118	2.7
On campus transportation	69	1.6
In athletic facilities	60	1.4
In an on-line class	9	0.2
Other	278	6.4

Percentages do not sum to 100 due to multiple responses.

Thirty percent of the respondents who experienced exclusionary conduct identified co-workers, 23% identified students, 19% identified supervisors, and 17% identified staff or faculty members as the sources of the conduct (Table 23). "Other" sources of exclusionary conduct included, "2 different sources," "A visiting resident," "Academic Advisor," "Administrative Staff," "Assistant Manager," "Classmates," "Dean," "Department Manager," Manager," "MSO," Patient," "PI," "Physician," "police officer," "Professor," "prefer not to say," tour guide," UC Davis HR Interim Manager," UCDHS provider," "UCDMC employees," "Upper Management," "various co-workers," "unsure of title," etc.

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

Note: Only answered by respondents who experienced exclusionary conduct ($n = 4,371$).

Source	*n*	% of respondents who experienced conduct
Co-worker	1,306	29.9
Student	1,010	23.1
Supervisor	834	19.1
Staff member	743	17.0
Faculty member	741	17.0
Administrator	698	16.0
Department head	506	11.6
Friend	292	6.7
Stranger	286	23.1
Medical Staff	208	4.8
Don't know source	198	4.5
Campus organizations or groups	174	4.0
UC Davis Physician	143	3.3
Faculty advisor	130	3.0
Teaching asst./Grad asst./Lab asst./Tutor	129	3.0
UC Davis visitor(s)	108	2.5
Student staff	80	1.8
Person that I supervise	78	1.8
Campus police/building security	72	1.6
Campus media	70	1.6
Social Networking site (e.g. Facebook, Twitter)	67	1.5
Off campus community member	66	1.5
Patient	63	1.4
Registered Campus Organization	55	1.3
Alumni	53	1.2
Union representative	30	0.7
Partner/spouse	23	0.5
Athletic coach/trainer	17	0.4
Donor	9	0.2
Other	307	7.0

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived conduct by status. Students were the greatest sources of exclusionary conduct for Undergraduate Students, and Faculty respondents experienced such conduct from other faculty. Graduate/Professional Students offered that other students and faculty as their greatest sources of exclusionary conduct. Staff respondents identified supervisors and other staff members as their greatest sources of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest sources exclusionary conduct.
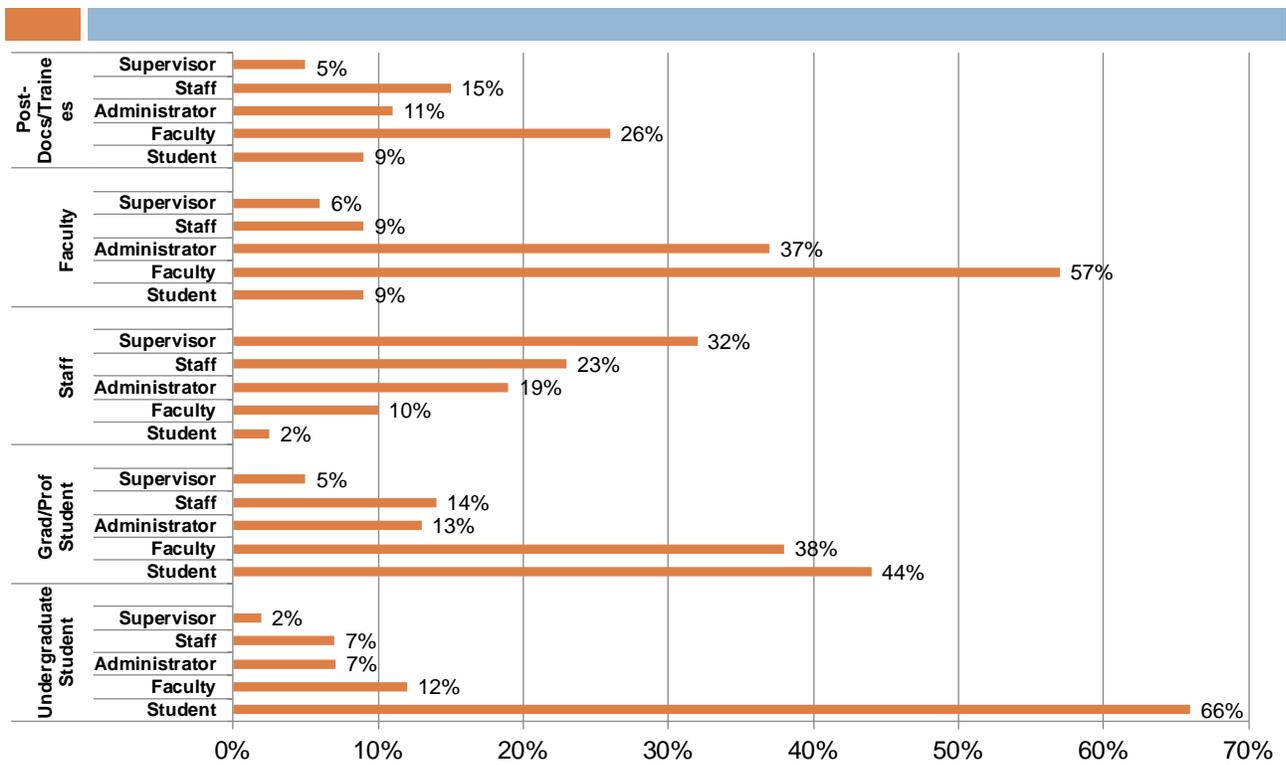
Figure 39. Source of Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)

In response to this conduct, 49% of respondents were angry, 38% felt embarrassed, 36% told a friend, 31% told a family member, and 30% ignored it (Table 24). While 10% of participants (n = 422) reported it to UC Davis officials, 11% (n = 468) did not know who to go to, and 13% (n = 547) didn't report it for fear their complaints not be taken seriously. Nine percent (n = 401) did report the incident but felt the situation was not taken seriously. "Other" responses included: "3rd party reported behavior to supervisors," "a good friend helped me out," "consultation with CAO," "consulted an attorney," "contacted my physician," "it wasn't a serious problem," "didn't want to rock [the] boat as a new employee," "working on reporting, need more information," "will write about it in evaluations," "WHISTLE BLOWER COMPLAINT," "I moved dorms," "changed positions," "I retired," etc.

Table 24. **Reactions to Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 4,371).

Reactions	*n*	% of respondents who experienced conduct
I was angry	2,149	49.2
I felt embarrassed	1,671	38.2
I told a friend	1,556	35.6
I told a family member	1,371	31.4
I ignored it	1,303	29.8
I avoided the harasser	1,148	26.3
I sought support from a staff person	721	16.5
I did nothing	716	16.4
I felt somehow responsible	641	14.7
I was afraid	623	14.3
I didn't report it for fear that my complaint would not be taken seriously	547	12.5
I left the situation immediately	484	11.1
I didn't know who to go to	468	10.7
I confronted the harasser at the time	433	9.9
I sought support from campus resource	423	9.7
I reported it to a UC Davis employee/official	422	9.7
I did report it but I did not feel the complaint was taken seriously	401	9.2
I sought support from an administrator	395	9.0
I confronted the harasser later	340	7.8
I sought support from a faculty member	336	7.7
It didn't affect me at the time	278	6.4
I told my union representative	193	4.4
I sought information on-line	178	4.1
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	135	3.1
I sought support from off-campus hot-line/advocacy services	113	2.6
I contacted a local law enforcement official	45	1.0
I sought support from student staff (e.g. peer counselor)	45	1.0

Percentages do not sum to 100 due to multiple responses.

Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Twenty-two percent of all survey respondents observed conduct or communications directed towards a person or group of people at UC Davis that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year ($n = 4,100$). Most of the observed exclusionary conduct was based on position (19%, $n = 772$), race (14%, $n = 580$), ethnicity (14%, $n = 580$), political views (12%, $n = 509$), and gender identity (11%, $n = 436$).

Figures 40 and 41 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

More than one-quarter of Underrepresented Minority respondents (26%), Jewish respondents (27%), and respondents with Multiple Religious/Spiritual Affiliations (30%) observed conduct or communications directed towards a person or group of people at UC Davis that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 40).
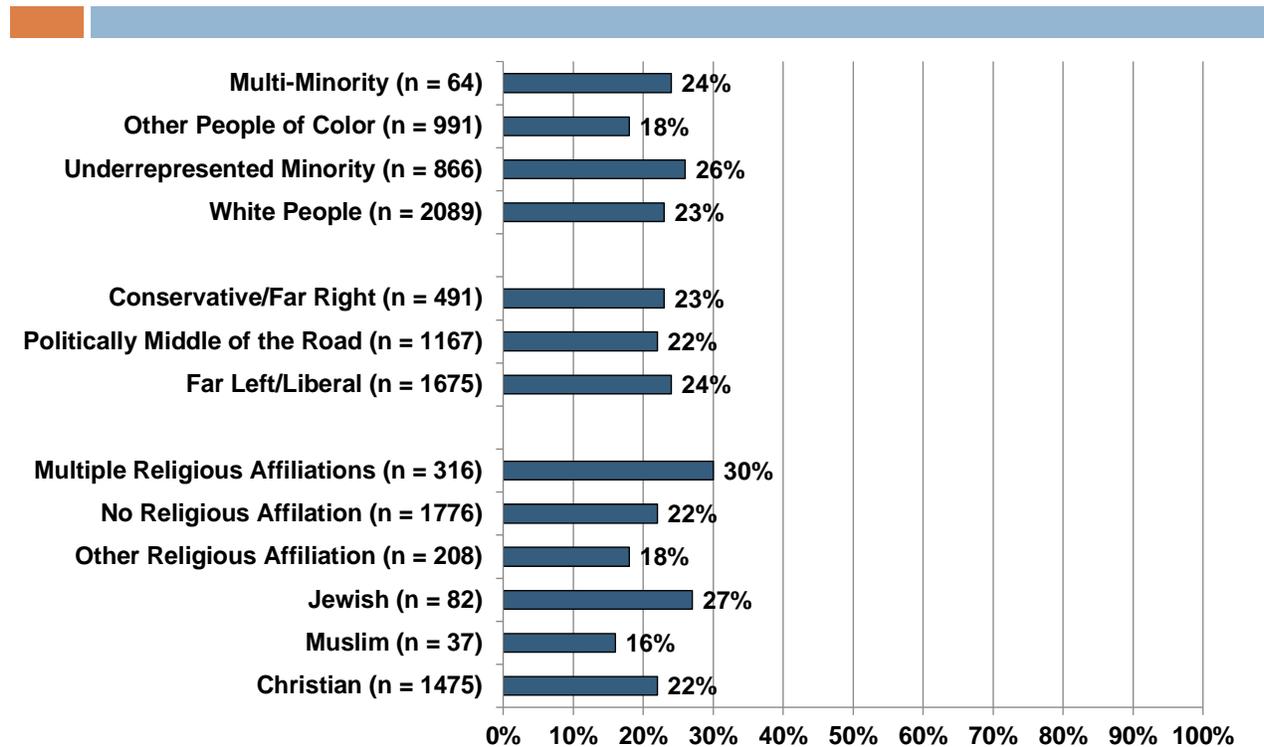
Figure 40. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Race, Religious Affiliation, and Political Affiliation (%)

Genderqueer respondents (45%), transgender respondents (37%), LGBQ respondents (33%), and respondents with disabilities (33%) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBQ respondents were more likely than heterosexual respondents; genderqueer, transgender, and women respondents were more likely than men respondents; people with disabilities were more likely than those without disabilities; and Non-U.S. Citizens were less likely than U.S. Citizens and Undocumented Residents to have observed exclusionary conduct.
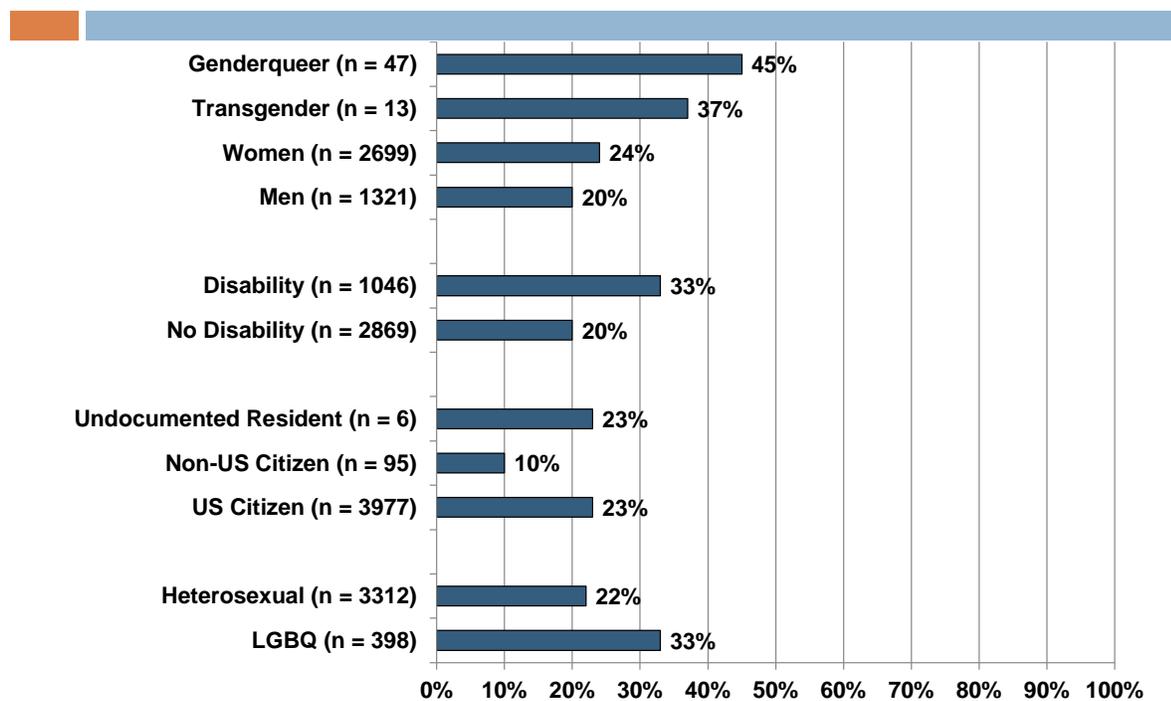
Figure 41. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Sexual Orientation, Gender, Citizenship, and Disability Status (%)

In terms of position at UC Davis, results indicated that greater percentages of Staff (26%), and Faculty (25%) believed they had observed offensive, hostile, or intimidating conduct than did Graduate/Professional Students (21%), Undergraduate Students (18%), and Post-Docs/Trainees (15%; Figure 42).

■ **Undergraduate Students (n = 1156)**
■ **Graduate/Professional Students (n = 439)**
■ **Staff (n = 2101)**
■ **Faculty (n = 317)**
■ **Post-Docs/Trainees (n = 87)**
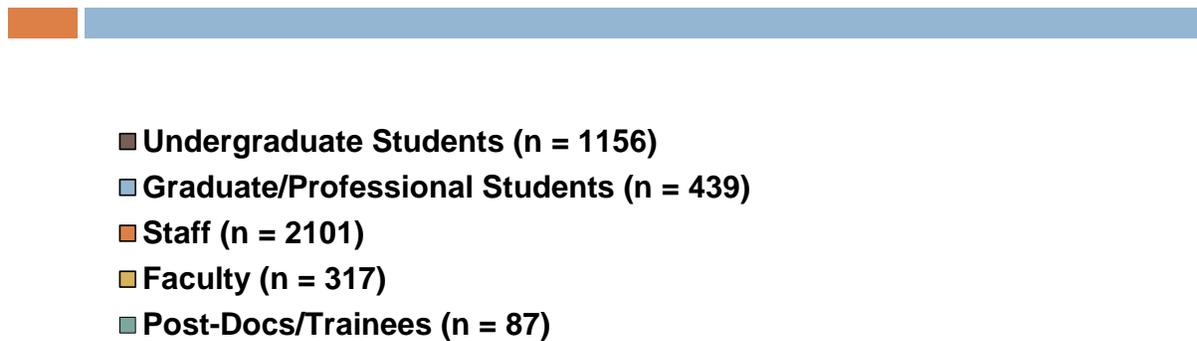
Figure 42. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Position Status (%)

Table 25 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (52%, n = 2,122), or someone being deliberately ignored or excluded (37%, n = 1,514), intimidated/bullied (34%, n = 1,406), or isolated or left out (27%, n = 1,107).

Table 25. **Form of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct (*n* = 4,100).

Form	*n*	% of respondents who observed conduct
Derogatory remarks	2,122	51.8
Deliberately ignored or excluded	1,514	36.9
Intimidated/bullied	1,406	34.3
Isolated or left out	1,107	27.0
Assumption that someone was admitted/hired/promoted based on his/her identity	693	16.9
Racial/ethnic profiling	632	15.4
Isolated or left out when work was required in groups	576	14.0
Derogatory written comments	520	12.7
Receipt of a low performance evaluation	493	12.0
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	417	10.2
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	399	9.7
Feared for their physical safety	341	8.3
Singled out as a spokesperson for his/her identity	339	8.3
Graffiti/vandalism	282	6.9
Threats of physical violence	176	4.3
Physical violence	174	4.2
Derogatory phone calls	143	3.5
Victim of a crime	109	2.7
Receipt of a poor grade because of a hostile classroom environment	106	2.6
Feared for their family's safety	57	1.4

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of exclusionary, offensive, hostile, or intimidating conduct, 36% had witnessed such behavior six or more times in the past year ($n = 1,399$; Table 26).

Table 26. **Number of Times Respondents Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct ($n = 4,100$).

Number of Times Observed	*n*	% of respondents who observed conduct
1	667	17.1
2	677	17.3
3	677	17.3
4	340	8.7
5	150	3.8
6 or more	1,399	35.8

Percentages do not sum to 100 due to multiple responses.

Additionally, 35% of the respondents who observed exclusionary, offensive, hostile, or intimidating conduct said it happened while working at a UC Davis job ($n = 1,420$; Table 27). Some respondents said the incidents occurred in a public space at UC Davis (24%, $n = 974$), in a meeting with a group of people (21%, $n = 847$), in a class/lab/clinical setting (18%, $n = 729$), or in a UC Davis office (18%, $n = 728$).

Table 27. **Location of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct ($n = 4,100$).

Location	n	% of respondents who observed conduct
While working at a UC Davis job	1,420	34.6
In a public space at UC Davis	974	23.8
In a meeting with a group of people	847	20.7
In a class/lab/clinical setting	729	17.8
In a UC Davis office	728	17.8
At a UC Davis event	426	10.4
While walking on campus	385	9.4
Off campus	383	9.3
In a health care setting	344	8.4
In a meeting with one other person	344	8.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	322	7.9
In campus housing	251	6.1
In a faculty office	208	5.1
In a UC Davis dining facility	136	3.3
In off campus housing	112	2.7
On campus transportation	79	1.9
In athletic facilities	48	1.2
In an on-line class	7	0.2

Percentages do not sum to 100 due to multiple responses.

Thirty-seven percent ($n = 1,510$) of respondents who observed exclusionary, offensive, hostile, or intimidating conduct said the targets of the conduct were students. Other respondents identified co-workers (30%, $n = 1,231$), staff members (22%, $n = 902$), and friends (11%, $n = 469$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (25%, $n = 1,008$). Respondents identified additional sources as co-workers (19%, $n = 776$), supervisors (17%, $n = 676$), administrators (16%, $n = 670$), faculty members (15%, $n = 623$), or staff members (13%, $n = 549$).

Table 28 illustrates participants' reactions to this behavior. Respondents most often felt angry (46%, $n = 1,884$) or embarrassed (35%, $n = 1,441$). Thirty-one percent ($n = 1,261$) told a friend. Six percent ($n = 257$) reported the incidents to campus employees/officials, while 10% ($n = 402$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (10%, $n = 420$). Seven percent ($n = 287$) did report it but felt the complaint was not taken seriously.

Table 28. **Reactions to Observing Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct (*n* = 4,100).

Reactions	*n*	% of respondents who observed conduct
I was angry	1,884	46.0
I felt embarrassed	1,441	35.1
I told a friend	1,261	30.8
I told a family member	972	23.7
I avoided the harasser	806	19.7
I did nothing	686	16.7
I ignored it	627	15.3
I sought support from a staff person	505	12.3
I was afraid	489	11.9
I didn't report it for fear that my complaint would not be taken seriously	420	10.2
I confronted the harasser at the time	416	10.1
It didn't affect me at the time	404	9.9
I didn't know who to go to	402	9.8
I felt somehow responsible	394	9.6
I left the situation immediately	373	9.1
I confronted the harasser later	348	8.5
I sought support from an administrator	330	8.0
I did report it but I did not feel the complaint was taken seriously	287	7.0
I sought support from campus resource	268	6.5
I reported it to a campus employee/official	257	6.3
I sought support from a faculty member	236	5.8
I sought information on-line	148	3.6
I told my union representative	127	3.1
I sought support from a spiritual advisor	69	1.7
I sought support from off-campus hot-line/advocacy services	61	1.5
I contacted a local law enforcement official	39	1.0
I sought support from a student staff	36	0.9
I sought support from a TA/grad assistant	23	0.6

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 443 people (2%) believed they had experienced unwanted sexual contact[49] while at UC Davis. Analyses of the data suggest that higher percentages of women (3%, *n* = 345), genderqueer respondents (7%, *n* = 7), LGBQ respondents (4%, *n* = 53), respondents with disabilities (4%, *n* = 137), Multi-Minority respondents (4%, *n* = 12), and Students (3%, *n* = 273) than other groups experienced unwanted sexual contact.

One hundred ten respondents offered additional comments about their experiences of unwanted sexual contact. Employees described incidents with co-workers or other employees in which co-workers made "sexual comments," "hit on" them repeatedly, inappropriately touched them, etc.

Several of the students said they were "groped at frat parties." One such respondent elaborated, "Frat parties tend to illicit a lot of men who feel they can kiss or touch with out expressed or even implied permission. Also, when asked or told to stop they often won't." A number of other students described encounters in which one or both people involved were intoxicated and the situations "went too far and I was uncomfortable" or they were "sexually taken advantage of … while under the influence."

Summary

More than three-quarters of all respondents were comfortable with the climate at UC Davis and in their departments and work units. As noted earlier, 24% of UC Davis respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary, hostile, intimidating, or offensive conduct and discrimination than those in the majority. In addition, 443 respondents (2%) believed they had experienced unwanted sexual contact in the past five years at UC Davis.

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[49]   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."

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

Faculty and Staff Perceptions of Climate

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

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

Table 29. **Workplace Climate is Welcoming Based on Demographic Characteristics**

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Age	2,523	26.0	4,945	51.0	1,111	11.4	310	3.2	815	8.4
Ancestry	2,660	27.5	4,719	48.8	830	8.6	243	2.5	1,209	12.5
Country of origin	2,681	27.8	4,797	49.7	857	8.9	236	2.4	1,073	11.1
Educational level	2,471	25.5	4,901	50.7	1220	12.6	327	3.4	757	7.8
English language proficiency/ accent	2,419	25.1	5,016	51.9	1082	11.2	247	2.6	892	9.2
Ethnicity	2,673	27.7	4,848	50.2	922	9.6	274	2.8	934	9.7
Gender identity	2,425	25.2	4,392	45.6	914	9.5	251	2.6	1,650	17.1
Gender expression	2,344	24.4	4,287	44.6	953	9.9	258	2.7	1,771	18.4
Immigrant/citizen status	2,480	25.8	4,481	46.6	907	9.4	242	2.5	1,513	15.7
International Status	2,556	26.6	4,521	47.1	823	8.6	239	2.5	1,459	15.2
Learning disability	2,049	21.4	4,027	42.1	1,063	11.1	280	2.9	2,156	22.5
Marital status	2,782	29.0	4,698	48.9	832	8.7	264	2.7	1,030	10.7
Medical conditions	2,307	24.2	4,373	45.9	1,061	11.1	318	3.3	1,469	15.4
Military/veteran status	2,432	25.3	4,000	41.6	684	7.1	208	2.2	2,284	23.8
Parental status	2,683	27.9	4,668	48.5	976	10.1	261	2.7	1,035	10.8
Participation in a club	2,226	23.2	4,000	41.8	763	8.0	240	2.5	2,349	24.5
Participation on an athletic team	2,008	21.0	3,579	37.5	715	7.5	217	2.3	3,037	31.8
Philosophical views	2,121	22.2	4,330	45.3	1,058	11.1	278	2.9	1,777	18.6
Psychological condition	1,949	20.4	3,993	41.8	1,032	10.8	246	2.6	2,322	24.3
Physical characteristics	2,301	24.1	4,573	47.9	891	9.3	266	2.8	1,510	15.8
Physical disability	2,241	23.5	4,309	45.1	949	9.9	269	2.8	1,787	18.7
Political views	1,984	20.7	4,224	44.1	1,280	13.4	374	3.9	1,707	17.8
Race	2,557	26.7	4,646	48.5	968	10.1	284	3.0	1,119	11.7
Religious/spiritual views	2,159	22.6	2,384	45.9	1,134	11.9	324	3.4	1,557	16.3
Sexual orientation	2,463	25.8	4,364	45.7	883	9.3	251	2.6	1,583	16.6
Socioeconomic status	2,252	23.7	4,439	46.7	1,156	12.1	305	3.2	1,363	14.3

Note: Table includes post-docs, trainees, faculty, and staff responses only (*n* = 9,935).

When analyzed by demographic characteristics, the data reveal that 64% ($n = 23$) of genderqueer Faculty, Staff, and Post-Doc/Trainee respondents, 33% ($n = 5$) of transgender Faculty, Staff, and Post-Doc/Trainee respondents, and 71% ($n = 4,365$) of women, and 71% ($n = 2,394$) of men felt the workplace climate was welcoming based on gender identity (Figure 43).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
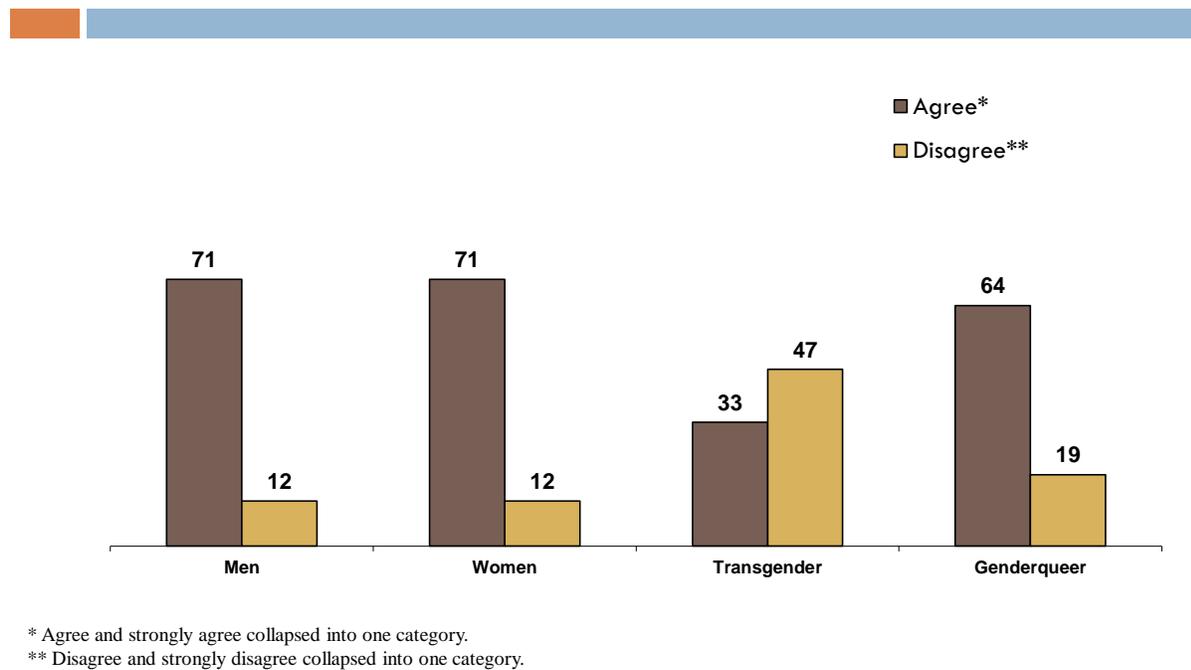
Figure 43. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 82% (n = 4,729) of White Faculty, Staff, and Post-Doc/Trainee respondents, 66% (n = 76) of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents, 67% (n = 1,131) of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents, and 63% (n = 1,123) of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on race (Figure 44).
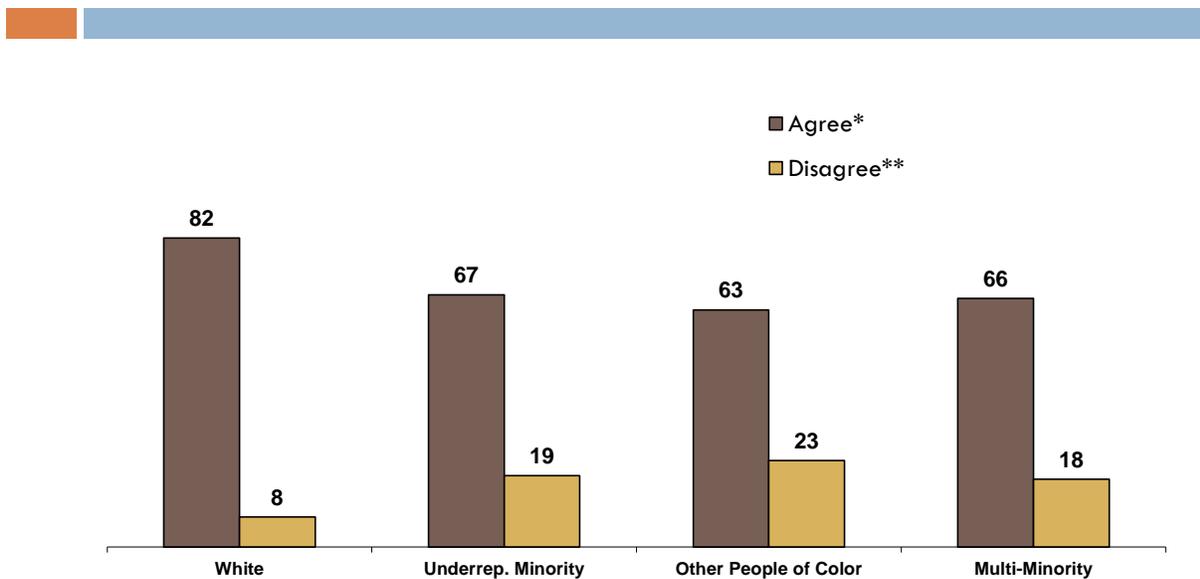
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

Seventy-five percent (*n* = 423) of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents and 73% (*n* = 5,778) of heterosexual respondents believed the workplace climate was welcoming based on sexual orientation (Figure 45).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
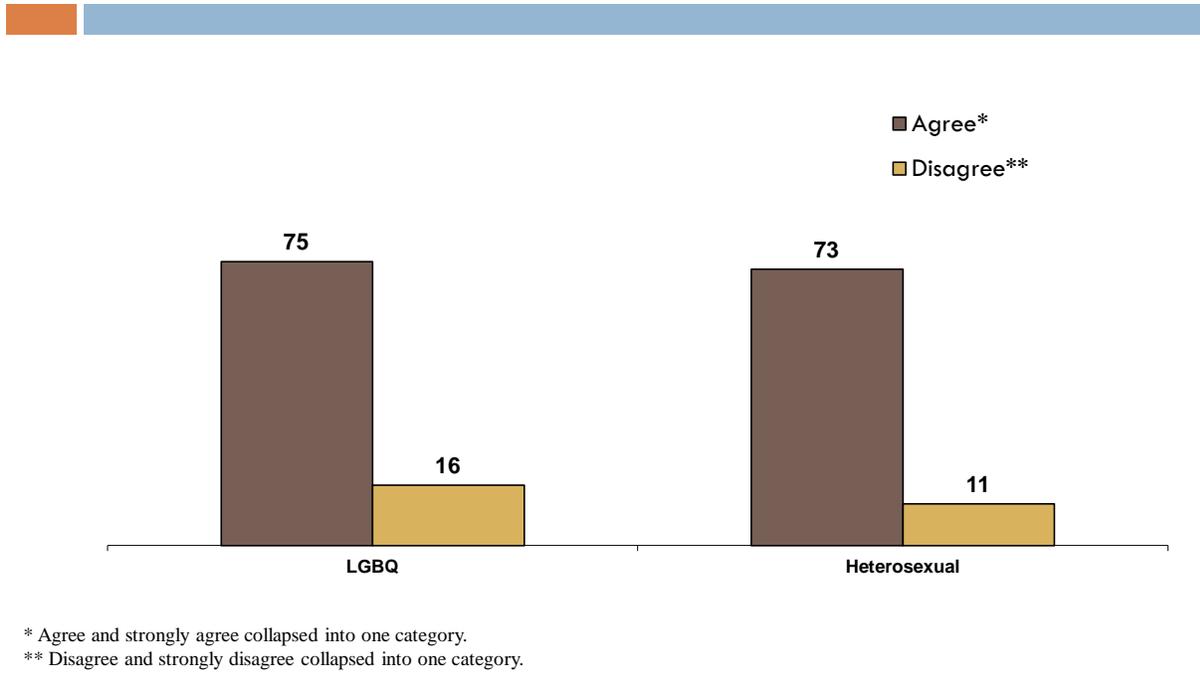
Figure 45. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty, Staff, and Post-Doc/Trainee respondents from Jewish religious affiliations (74%, $n =$ 117) and with No Affiliations (74%, $n = 2,854$) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46). Forty-nine percent of Muslim Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on religious/spiritual affiliations ($n = 31$), making them the least likely group to agree that the workplace climate was welcoming.

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
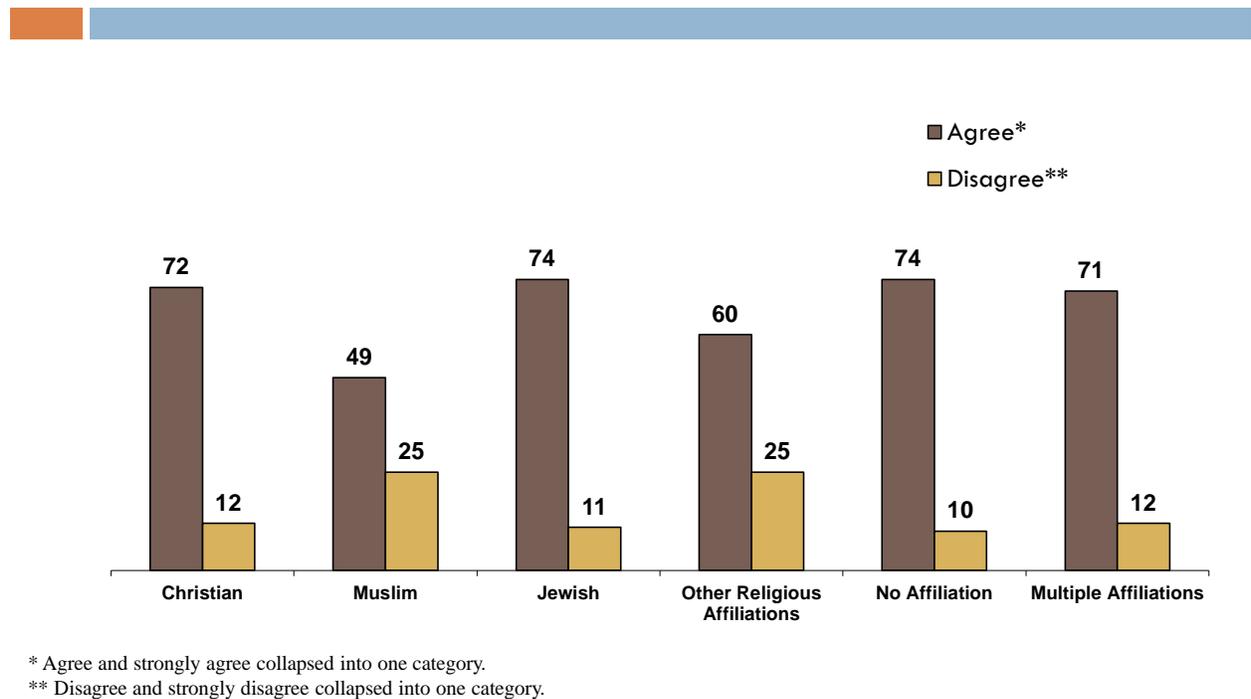
Figure 46. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 72% ($n = 2,412$) of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents, 67% ($n = 2,017$) of politically Middle of the Road respondents, 60% ($n = 822$) of Conservative/Far Right respondents, and 54% ($n = 616$) of politically undecided respondents felt the workplace climate was welcoming based on political views (Figure 47).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
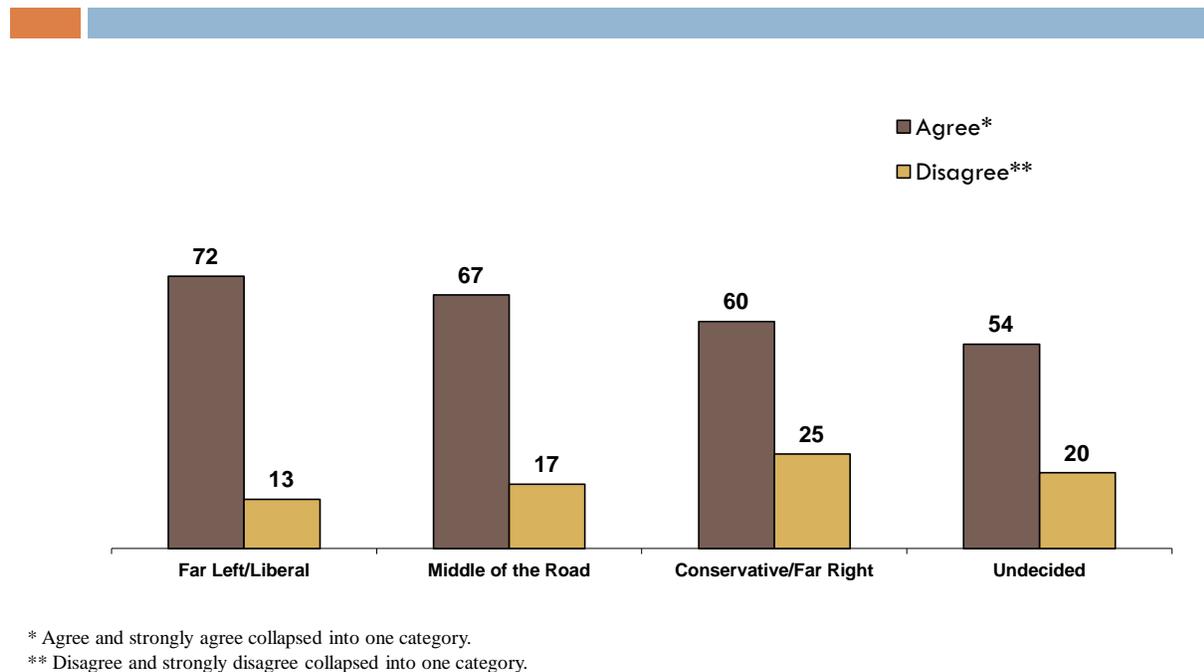
Figure 47. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Political Views (%)

While 24% ($n = 2,168$) of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military did not know how welcoming their workplaces were for employees based on their military status, 82% ($n = 36$) of Active Military respondents, 77% ($n = 304$) of Veterans, 78% ($n = 47$) of Reservist employees, and 67% ($n = 20$) of ROTC employees felt the workplace climate was welcoming based on military status (Figure 48).
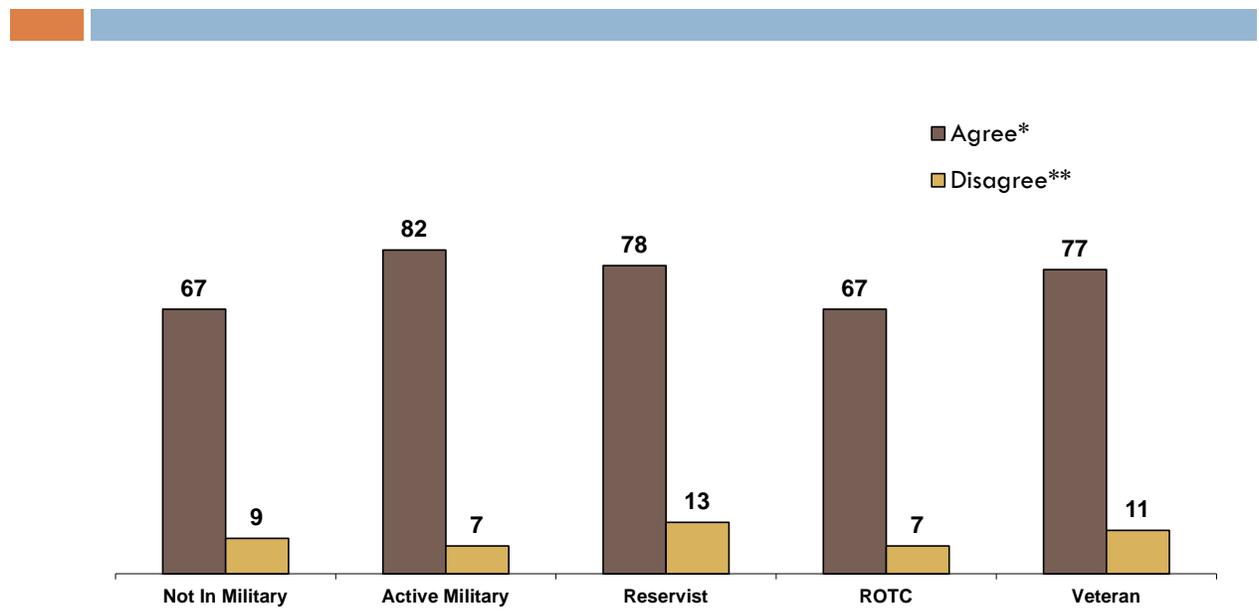
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

Seventy-five percent (n = 6,902) of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents, and 52% (n = 152) of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents felt the climate was workplace welcoming based on international status (Figure 49). Likewise, 73% (n = 6,794) of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents, and 50% (n = 145) of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents felt the climate was workplace welcoming based on immigrant/citizen status.
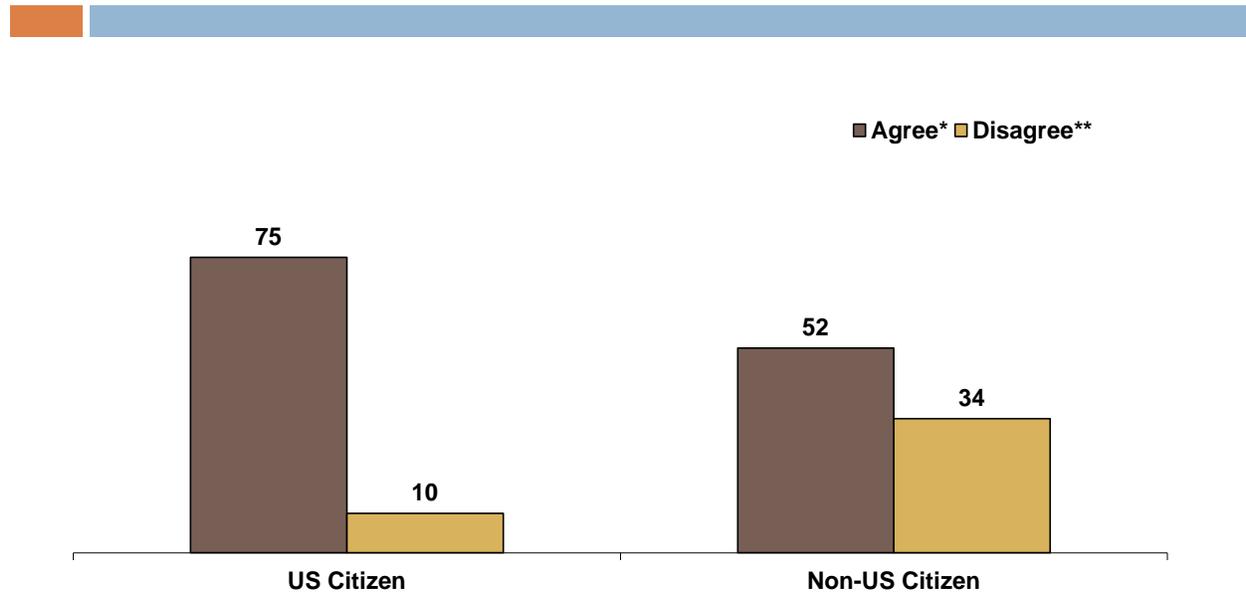
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

Figure 49. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based On International Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees' (Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students [50]) experiences at UC Davis, their perceptions of specific UC Davis policies, their attitudes about the climate and work-life issues at UC Davis, and faculty attitudes about tenure and advancement processes.

Forty-nine percent ($n = 5,868$) of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents felt that salary determinations were clear. More than half of the respondents thought UC Davis demonstrated that it values a diverse faculty (80%, $n = 9,515$) and staff (82%, $n = 9,743$). Table 30 illustrates responses to these questions by gender[51], race/ethnicity, position, disability status, citizenship status,[52] religious/spiritual affiliation, and sexual orientation where the responses for these groups differed from one another.

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[50]   For the items in Tables 30 through 33 and related narrative, the term "employee" includes all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents.

[51]   Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality (n = 17).

[52]   Undocumented residents were not included in these analyses as their numbers were too few to assure confidentiality (n = 5).

Table 30. **Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status**

Issues	Strongly Agree n	Strongly Agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly Disagree n	Strongly Disagree %	N/A n	N/A %
I believe salary determinations are clear	**1,080**	**9.1**	**4,788**	**40.3**	**2,897**	**24.4**	**1,486**	**12.5**	**1,637**	**13.8**
Staff	649	8.8	2,995	40.4	2,051	27.7	1,168	15.8	546	7.4
Faculty	161	12.5	581	45.3	339	26.4	143	11.1	59	4.6
Post-Docs/Trainees	79	13.8	316	55.1	77	13.4	34	5.9	67	4.6
White	616	9.2	2,727	40.7	1,649	24.6	851	12.7	852	12.7
Underrepresented Minority	188	9.7	659	33.8	528	27.1	292	15.0	280	14.4
Other People of Color	184	7.7	1,052	44.1	522	21.9	210	8.8	417	17.5
Multi-Minority	8	5.9	40	29.4	43	31.6	26	19.1	19	14.0
Men	410	9.9	1,685	40.6	987	23.8	519	12.5	554	13.3
Women	597	8.4	2,830	39.8	1,778	25.0	889	12.5	1,020	14.3
Genderqueer	<5	--	14	29.2	20	41.7	5	10.4	7	14.6
No Disability	824	9.1	3,770	41.6	2,186	24.1	1,049	11.6	1,232	13.6
Disability	154	8.2	618	32.8	508	26.9	320	17.0	286	15.2
U.S. Citizen	947	8.8	4,229	39.4	2,699	25.2	1,396	13.0	1,450	13.5
Non-U.S. Citizen	64	10.2	314	49.8	90	14.3	27	4.3	135	21.4
Christian	416	9.4	1,832	41.3	1,087	24.5	543	12.2	560	12.6
Muslim	9	8.4	35	32.7	23	21.5	13	12.1	27	25.2
Jewish	21	11.2	67	35.6	40	21.3	29	15.4	31	16.5
Other Religious/Spiritual Affiliations	52	7.8	280	41.9	166	24.8	76	11.4	95	14.2
No Religious Affiliation	410	8.5	1,907	39.7	1,169	24.3	605	12.6	712	14.8
Multiple Religious Affiliations	54	8.6	241	38.4	170	27.1	72	11.5	91	14.5
I think that UC Davis demonstrates that it values a diverse faculty	**2,634**	**22.0**	**6,881**	**57.6**	**1,063**	**8.9**	**469**	**3.9**	**901**	**7.5**
Staff	1,756	23.6	4,276	57.4	508	6.8	265	3.6	650	8.7
Faculty	260	20.2	741	57.5	181	14.0	80	6.2	27	2.1
Post-Docs/Trainees	108	18.9	345	60.3	75	13.1	11	1.9	33	5.8
White	1,558	23.1	4,012	59.6	531	7.9	193	2.9	439	6.5
Underrepresented Minority	427	21.8	988	50.4	231	11.8	159	8.1	155	7.9
Other People of Color	469	19.7	1,429	59.9	199	8.3	64	2.7	225	9.4
Multi-Minority	35	25.5	60	43.8	15	10.9	13	9.5	14	10.2
Men	931	22.3	2,402	57.6	361	8.7	148	3.5	331	7.9
Women	1,590	22.2	4,140	57.9	624	8.7	286	4.0	515	7.2
Genderqueer	6	12.5	19	39.6	11	22.9	10	20.8	<5	--
No Disability	2,072	22.8	5,342	58.7	729	8.0	304	3.3	655	7.2
Disability	372	19.6	1,008	53.1	227	12.0	121	6.4	169	8.9
Christian	1,171	26.2	2,522	56.4	292	6.5	148	3.3	336	7.5
Muslim	22	20.6	59	55.1	12	11.2	<5	--	12	11.2
Jewish	43	22.9	114	60.6	16	8.5	7	3.7	8	4.3
Other Religious/Spiritual Affiliations	119	17.8	410	61.3	67	10.0	24	3.6	49	7.3
No Religious Affiliation	953	19.8	2,853	59.2	464	9.6	198	4.1	349	7.2
Multiple Religious Affiliations	118	18.7	347	55.1	85	13.5	37	5.9	43	6.8
LGBQ	147	20.2	368	50.5	107	14.7	54	7.4	53	7.3
Heterosexual	2,144	22.4	5,609	58.6	783	8.2	343	3.6	687	7.2

Table 30 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think UC Davis demonstrates that it values a diverse staff	**2,692**	**22.6**	**7,051**	**59.1**	**1,141**	**9.6**	**481**	**4.0**	**565**	**4.7**
Staff	1,823	24.5	4,404	59.1	629	8.4	322	4.3	278	3.7
Faculty	264	20.6	776	60.5	144	11.2	51	4.0	47	3.7
Post-Docs/Trainees	108	18.9	357	62.4	69	12.1	9	1.6	29	5.1
White	1,572	23.4	4,104	61.0	585	8.7	194	2.9	276	4.1
Underrepresented Minority	434	22.2	1,045	53.4	236	12.1	161	8.2	81	4.1
Other People of Color	499	21.0	1,449	60.9	211	8.9	73	3.1	147	6.2
Multi-Minority	33	24.1	53	38.7	25	18.2	16	11.7	10	7.3
Men	958	23.0	2,462	59.2	381	9.2	146	3.5	213	5.1
Women	1,612	22.5	4,240	59.3	690	9.6	300	4.2	312	4.4
Genderqueer	8	16.7	22	45.8	9	18.8	8	16.7	<5	--
No Disability	2,113	23.2	5,458	60.1	793	8.7	310	3.4	415	4.6
Disability	384	20.3	1,047	55.2	238	12.6	125	6.6	102	5.4
Christian	1,186	26.5	2,604	58.2	335	7.5	170	3.8	176	3.9
Muslim	19	17.9	61	57.5	15	14.2	<5	--	8	7.5
Jewish	47	25.0	109	58.0	20	10.6	6	3.2	6	3.2
Other Religious/Spiritual Affiliations	130	19.6	414	62.3	71	10.7	18	2.7	31	4.7
No Religious Affiliation	964	20.0	2,914	60.6	492	10.2	192	4.0	249	5.2
Multiple Religious Affiliations	124	19.7	356	56.7	88	14.0	34	5.4	26	4.1
LGBQ	153	21.1	383	52.8	115	15.9	44	6.1	30	4.1
Heterosexual	2,177	22.8	5,740	60.1	862	9.2	360	3.8	418	4.4

Note: Table includes post-doc, trainee, graduate/professional students, staff, and faculty responses only (*n* = 12,089).

Twenty-seven percent (*n* = 3,225) of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 30). Twenty-two percent (*n* = 2,572) believed their colleagues expected them to represent the "point of view" of their identities.

Sixty-six percent (*n* = 7,933) of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. More than one-quarter of employee respondents (28%, *n* = 3,362) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 35% (*n* = 4,211) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 31 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups[53] differed from one another.

Table 31. **Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	**992**	**8.3**	**2,233**	**18.6**	**4,095**	**34.1**	**3,625**	**30.2**	**1,064**	**8.9**
White	523	7.7	1,159	17.1	2,309	34.1	2,290	33.8	489	7.2
Underrepresented Minority	203	10.3	380	19.2	656	33.2	552	27.9	185	9.4
Other People of Color	184	7.7	502	21.0	850	35.6	571	23.9	282	11.8
Multi-Minority	21	15.3	27	19.7	37	27.0	34	24.8	18	13.1
Men	293	7.0	690	16.5	1,446	34.5	1,379	32.9	378	9.0
Women	649	9.0	1,412	19.6	2,444	34.0	2,091	29.1	601	8.4
Genderqueer	8	16.7	13	27.1	17	25.4	8	16.7	<5	--
No Disability	643	7.0	1,571	17.2	3,206	35.0	2,940	32.1	792	8.7
Disability	277	14.5	463	24.3	573	30.1	444	23.3	148	7.8
U.S. Citizen	933	8.6	2,002	18.5	3,671	33.9	3,361	31.0	872	8.0
Non-U.S. Citizen	24	3.8	127	20.3	243	38.8	119	19.0	114	18.2
My colleagues/co-workers expect me to represent "the point of view" of my identity	**489**	**4.1**	**2,083**	**17.5**	**3,817**	**32.1**	**2,876**	**24.2**	**2,628**	**22.1**
White	224	3.3	1,036	15.5	2,105	31.4	1,786	26.7	1,550	23.1
Underrepresented Minority	119	6.1	363	18.5	649	33.1	415	21.2	416	21.2
Other People of Color	106	4.5	550	23.2	805	34.0	455	19.2	450	19.0
Multi-Minority	9	6.7	21	15.6	45	33.3	35	25.9	25	18.5
Men	183	4.4	786	18.9	13.8	31.5	1,035	25.0	836	20.2
Women	281	3.9	1,188	16.7	2,330	32.7	1,688	23.7	1,637	23.0
Genderqueer	<5	--	19	39.6	13	27.1	10	20.8	<5	--
LGBQ	51	7.1	155	21.4	252	34.9	171	23.7	94	13.0
Heterosexual	358	3.8	1,623	17.0	3,074	32.3	2,361	24.8	2,105	22.1
U.S. Citizen	442	4.1	1,839	17.2	3,452	32.2	2,623	24.5	2,367	22.1
Non-U.S. Citizen	26	4.1	155	24.6	210	33.4	106	16.9	132	21.0
Christian	196	4.4	809	18.2	1,426	32.1	969	21.8	1,046	23.5
Muslim	9	8.5	26	24.5	38	35.8	20	18.9	13	12.3
Jewish	5	2.7	24	12.8	60	32.1	58	31.0	40	21.4
Other Religious/Spiritual Affiliations	25	3.7	134	20.1	233	34.9	151	22.6	124	18.6
No Religious Affiliation	182	3.8	807	16.8	1,564	32.6	1,261	26.3	985	20.5
Multiple Religious Affiliations	27	4.3	112	17.8	209	33.2	163	25.9	118	18.8

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[53]   Again, transgender respondents (n = 19) and undocumented residents (n = 5) were not included in these analyses because their numbers were too small to assure confidentiality.

Table 31 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	**2,688**	**22.4**	**5,245**	**43.7**	**1,865**	**15.5**	**841**	**7.0**	**1,357**	**11.3**
Staff	1,948	26.0	3,584	47.8	1,172	15.6	573	7.6	226	3.0
Faculty	347	26.8	534	41.2	185	14.3	81	6.2	149	11.5
Post-Docs/Trainees	109	19.1	274	48.0	103	18.0	34	6.0	51	8.9
White	1,654	24.4	2,939	43.4	1,022	15.1	458	6.8	697	10.3
Underrepresented Minority	423	21.5	846	43.0	308	15.6	184	9.3	208	10.6
Other People of Color	436	18.3	1,078	45.2	393	16.5	122	5.1	354	14.9
Multi-Minority	26	18.8	50	36.2	30	21.7	21	15.2	11	8.0
Men	1,012	24.2	1,815	43.4	553	13.2	225	5.4	573	13.7
Women	1,553	21.6	3,139	43.6	1,226	17.0	571	7.9	704	9.8
Genderqueer	9	18.8	14	29.2	11	22.9	5	10.4	9	18.8
No Disability	2,171	23.7	4,098	44.8	1,310	14.3	545	6.0	1,019	11.1
Disability	333	17.5	702	36.9	420	22.1	234	12.3	214	11.2
U.S. Citizen	2,498	23.1	4,717	43.5	1,694	15.6	783	7.2	1,141	10.5
Non-U.S. Citizen	79	12.7	272	43.8	100	16.1	21	3.4	149	24.0
Christian	1,072	23.8	2,020	44.9	666	14.8	343	7.6	394	8.8
Muslim	15	14.2	48	45.3	16	15.1	<5	--	25	23.6
Jewish	49	25.9	77	40.7	23	12.2	8	4.2	32	16.9
Other Religious/Spiritual Affiliations	133	19.9	303	45.4	106	15.9	37	5.5	88	13.2
No Religious Affiliation	1,062	22.0	2,071	42.9	781	16.2	314	6.5	600	12.4
Multiple Religious Affiliations	133	20.9	239	37.5	115	18.1	51	8.0	99	15.5
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	**1,092**	**9.1**	**2,270**	**19.0**	**5,265**	**44.0**	**2,394**	**20.0**	**944**	**7.9**
White	459	6.8	1,017	15.1	3,171	47.0	1,618	24.0	483	7.2
Underrepresented Minority	281	14.3	447	22.7	766	39.0	322	16.4	150	7.6
Other People of Color	258	10.8	623	26.2	971	40.8	294	12.3	236	9.9
Multi-Minority	21	15.2	30	21.7	52	37.7	23	16.7	12	8.7
No Disability	761	8.3	1,639	18.0	4,124	45.2	1,919	21.1	673	7.4
Disability	245	12.9	448	23.5	743	39.0	289	15.2	178	9.4
U.S. Citizen	999	9.3	1,979	18.3	4,798	44.4	2,202	20.4	821	7.6
Non-U.S. Citizen	50	8.0	189	30.1	235	37.4	78	12.4	76	12.1
Christian	440	9.8	917	20.5	1,910	42.6	895	20.0	320	7.1
Muslim	14	13.2	29	27.4	41	38.7	15	14.2	7	6.6
Jewish	14	7.4	24	12.8	94	50.0	42	22.3	14	7.4
Other Religious/Spiritual Affiliations	68	10.2	173	26.0	255	38.3	107	16.1	63	9.5
No Religious Affiliation	387	8.0	793	16.4	2,237	46.4	1,014	21.0	391	8.1
Multiple Religious Affiliations	53	8.4	122	19.2	290	45.7	118	18.6	51	8.0

Table 31 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	**1,242**	**10.4**	**2,969**	**24.8**	**4,773**	**39.9**	**1,862**	**15.6**	**1,109**	**9.3**
White	623	9.2	1,621	24.1	2,753	40.9	1,221	18.1	519	7.7
Underrepresented Minority	302	15.3	456	23.2	768	39.0	252	12.8	191	9.7
Other People of Color	224	9.4	669	28.1	930	39.1	251	10.5	307	12.9
Multi-Minority	18	13.1	33	24.1	55	40.1	23	16.8	8	5.8
Staff	875	11.7	1,814	24.3	3,135	42.0	1,239	16.6	408	5.5
Faculty	102	7.9	360	28.0	506	39.3	255	19.8	64	5.0
Post-Docs/Trainees	54	9.5	143	25.2	245	43.1	78	13.7	48	8.5
No Disability	836	9.2	2,154	23.6	3,793	41.6	1,498	16.4	835	9.2
Disability	318	16.8	557	29.4	622	32.9	227	12.0	169	8.9

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 12,089).

A number of items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UC Davis. Sixty-eight percent found UC Davis supportive of their taking leave (*n* = 8,145), and 66% felt that UC Davis was supportive of flexible work schedules (*n* = 7,850). Seventeen percent 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 (*n* = 1,994), and 11% felt that people who have children were considered by UC Davis to be less committed to their jobs/careers (*n* = 1,285).

Forty-three percent felt that UC Davis provides available resources to help employees balance work-life needs, such as childcare and elder care (*n* = 5,045). Few respondents (15%, *n* = 1,721) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

Table 32. **Attitudes about Work-Life Issues**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I find that UC Davis is supportive of my taking leave.	**1,697**	**14.2**	**6,448**	**53.9**	**1,501**	**12.5**	**332**	**2.8**	**1,996**	**16.7**
Faculty	143	17.0	706	55.0	186	14.5	21	1.6	227	17.7
Staff	1,356	17.0	4,814	60.3	982	12.3	242	3.0	592	7.4
Post-docs/Trainees	66	11.5	304	53.1	71	12.4	19	3.3	112	19.6
Graduate/Professional Students	132	6.2	624	29.3	262	12.3	50	2.3	1,065	49.9
I find that UC Davis is supportive of flexible work schedules.	**1,865**	**15.6**	**5,985**	**50.0**	**1,989**	**16.6**	**737**	**6.2**	**1,396**	**11.7**
Faculty	166	12.9	699	54.5	200	15.6	31	2.4	186	14.5
Staff	1,323	16.6	4,154	52.0	1,534	19.2	649	8.1	332	4.2
Post-docs/Trainees	115	20.1	284	49.6	79	13.8	19	3.3	76	13.3
Graduate/Professional Students	261	12.3	848	39.9	176	8.3	38	1.8	802	37.7
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	**539**	**4.5**	**1,455**	**12.2**	**5,624**	**47.0**	**2,381**	**19.9**	**1,964**	**16.4**
Faculty	49	3.8	172	13.4	670	52.2	255	19.9	138	10.7
Staff	410	5.1	1,000	12.5	4,050	50.7	1,827	22.9	694	8.7
Post-docs/Trainees	25	4.4	87	15.3	274	48.2	90	15.8	92	16.2
Graduate/Professional Students	55	2.6	196	9.2	630	29.6	209	9.8	1,040	48.8
I feel that people who have children are considered by UC Davis to be less committed to their jobs/careers	**249**	**2.1**	**1,036**	**8.7**	**6,167**	**51.7**	**2,594**	**21.7**	**1,882**	**15.8**
Faculty	14	1.1	136	10.6	723	56.6	285	22.3	119	9.3
Staff	182	2.3	656	8.2	4,476	56.2	1,961	24.6	688	8.6
Post-docs/Trainees	14	2.5	67	11.8	289	50.9	96	16.9	102	18.0
Graduate/Professional Students	39	1.8	177	8.3	679	32.0	252	11.9	973	45.9
I feel that UC Davis provides available resources to help employees balance work-life needs, such as childcare and elder care.	**705**	**5.9**	**4,340**	**36.6**	**2,229**	**18.8**	**899**	**7.6**	**3,683**	**31.1**
Faculty	53	4.2	476	37.6	302	23.9	119	9.4	316	25.0
Staff	567	7.2	3,236	40.9	1,638	20.7	669	8.5	1,801	22.8
Post-docs/Trainees	21	3.7	175	31.1	93	16.5	38	6.8	235	41.8
Graduate/Professional Students	64	3.0	453	21.4	196	9.3	73	3.4	1,331	62.9
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	**319**	**2.7**	**1,402**	**11.8**	**3,802**	**32.1**	**1,269**	**10.7**	**5,045**	**42.6**
Faculty	64	5.1	205	16.2	416	32.8	141	11.1	441	34.8
Staff	188	2.4	959	12.1	2,938	37.2	927	11.7	2,891	36.6
Post-docs/Trainees	13	2.3	77	13.7	159	28.2	54	9.6	260	46.2
Graduate/Professional Students	54	2.6	161	7.7	289	13.7	147	7.0	1453	69.1

Note: Table includes post-doc, trainee, graduate students, staff, and faculty responses only (*n* = 12,089).

More than half of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents believed that they had colleagues or co-workers (77%, $n = 9,196$) and supervisors (67%, $n = 8,003$) at UC Davis who gave them career advice or guidance when they need it (Table 33).

Sixty-three percent ($n = 7,522$) of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents believed their supervisors provided them with resources to pursue professional development opportunities, and 66% ($n = 7,843$) felt their supervisors provided ongoing feedback to help improve their performance. The majority of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents had adequate access to administrative support (70%, $n = 8,277$).

Seventy-six percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents felt the following survey item was not applicable to them: "For health sciences campus employees, my patient-care load is manageable." Of the respondents who found that item applicable ($n = 2,790$), 80% ($n = 2,244$) of health sciences employees believed their patient-care load was manageable.

Table 33. **Perceptions of Support and Resources Available at UC Davis**

Resources	Strongly Agree n	%	Agree n	%	Disagree n	%	Strongly Disagree n	%	N/A n	%
I have supervisors who give me job/career advice or guidance when I need it	**2,444**	**20.4**	**5,559**	**46.4**	**1,922**	**16.1**	**847**	**7.1**	**1,197**	**10.0**
Faculty	177	13.7	527	40.9	227	17.6	86	6.7	271	21.0
Staff	1,538	19.3	3,779	47.4	1,485	18.6	695	8.7	483	6.1
Post-docs/Trainees	175	30.8	314	55.2	43	7.6	20	3.5	17	3.0
Graduate/Professional Students	554	26.0	939	44.0	167	7.8	46	2.2	426	20.0
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	**2,532**	**21.2**	**6,664**	**55.7**	**1,342**	**11.2**	**412**	**3.4**	**1,015**	**8.5**
Faculty	245	19.0	726	56.4	141	10.9	50	3.9	126	9.8
Staff	1,537	19.3	4,535	56.8	1,044	13.1	330	4.1	532	6.7
Post-docs/Trainees	161	28.4	330	58.2	43	7.6	13	2.3	20	3.5
Graduate/Professional Students	589	27.6	1,073	50.3	114	5.3	19	0.9	337	15.8
My supervisor provides me with resources to pursue professional development opportunities.	**2,383**	**19.9**	**5,139**	**43.0**	**2,131**	**17.8**	**952**	**8.0**	**1,343**	**11.2**
Faculty	162	12.6	453	35.2	241	18.7	92	7.2	338	26.3
Staff	1,560	19.6	3,579	45.0	1,621	20.4	776	9.8	422	5.3
Post-docs/Trainees	170	29.9	290	51.0	66	11.6	21	3.7	22	3.9
Graduate/Professional Students	491	23.0	817	38.3	203	9.5	63	3.0	561	26.3
My supervisor provides ongoing feedback to help me improve my performance.	**2,210**	**18.5**	**5,633**	**47.1**	**2,176**	**18.2**	**825**	**6.9**	**1,109**	**9.3**
Faculty	130	10.1	472	36.8	275	21.5	95	7.4	309	24.1
Staff	1,464	18.4	4,002	50.2	1,577	19.8	658	8.3	265	3.3
Post-docs/Trainees	154	27.0	322	56.5	61	10.7	18	3.2	15	2.6
Graduate/Professional Students	462	21.6	837	39.2	263	12.3	54	2.5	520	24.3
I have adequate access to administrative support.	**1,922**	**16.1**	**6,355**	**53.4**	**1,913**	**16.1**	**802**	**6.7**	**914**	**7.7**
Faculty	14	11.0	600	46.7	307	23.9	172	13.4	64	5.0
Staff	1,195	15.1	4,366	55.0	1,351	17.0	570	7.2	452	5.7
Post-docs/Trainees	130	22.9	347	61.1	61	10.7	13	2.3	17	3.0
Graduate/Professional Students	456	21.5	1,042	49.2	194	9.2	47	2.2	381	18.0
For health sciences campus employees, my patient-care load is manageable.	**399**	**3.5**	**1,845**	**16.1**	**393**	**3.4**	**153**	**1.3**	**8,684**	**75.7**
Faculty	40	3.2	222	17.8	49	3.9	22	1.8	911	73.2
Staff	258	3.4	1,254	16.6	298	3.9	120	1.6	5,639	74.5
Post-docs/Trainees	39	7.0	183	32.7	18	3.2	5	0.9	314	56.2
Graduate/Professional Students	62	2.9	186	8.8	28	1.3	6	0.3	1,820	86.6

Note: Table includes post-doc, trainee, graduate student, staff, and faculty responses only (*n* = 12,089).

Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 18% of Staff respondents ($n = 1,433$) and 13% of Faculty respondents ($n = 170$)[54] believed they observed hiring practices at UC Davis (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

Table 34. **Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community**

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/ Reclassification**	
	n	%	*n*	%	*n*	%
No	**5,939**	**63.7**	**9,066**	**75.3**	**7,530**	**62.6**
Faculty	956	73.6	1,062	82.0	870	67.3
Staff	4,983	62.1	5,841	72.8	4,657	58.1
Graduate/Professional Students	not asked	not asked	1,701	79.3	1,575	73.6
Post-Docs/Trainees	not asked	not asked	462	80.6	428	74.6
Yes	**1,603**	**17.2**	**1,085**	**9.0**	**2,369**	**19.7**
Faculty	170	13.1	88	6.8	264	20.4
Staff	1,433	17.9	914	11.4	1,941	24.2
Graduate/Professional Students	not asked	not asked	63	2.9	131	6.1
Post-Docs/Trainees	not asked	not asked	20	3.5	33	5.7
Don't Know	**1,784**	**19.1**	**1,882**	**15.6**	**2,123**	**17.7**
Faculty	173	13.3	145	11.2	159	12.3
Staff	1,611	20.1	1,266	15.8	1,417	17.7
Graduate/Professional Students	not asked	not asked	380	17.7	434	20.3
Post-Docs/Trainees	not asked	not asked	91	15.9	113	19.7

*Note: Answered by faculty and staff only ($n = 9,359$).
**Note: Answered by post-docs, graduate students, trainees, faculty, and staff ($n = 12,089$).

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[54]   Post-docs/trainees and graduate students were not asked this question.

Of those who believed that they had observed discriminatory hiring, 35% ($n = 568$) said it was based on personal relationships, 16% ($n = 253$) on position, 15% ($n = 244$) on age, 14% ($n = 226$) on ethnicity, and 13% ($n = 213$) on preferential re-hiring. Subsequent analyses revealed:

- By gender identity, 18% of women ($n = 1,075$), 16% of men ($n = 500$), and 34% of genderqueer respondents ($n = 12$) believed they had observed discriminatory hiring practices.
- By racial identity, 15% ($n = 849$) of White Faculty and Staff, 23% of Underrepresented Minority Faculty and Staff ($n = 388$), 17% ($n = 273$) of Other People of Color employees, and 31% ($n = 36$) of Multi-Minority employees observed unfair or unjust hiring at UC Davis.
- By sexual orientation, 19% of LGBQ respondents ($n = 100$) and 17% of heterosexual respondents ($n = 1,301$) believed they had observed discriminatory hiring practices.
- By disability status, 18% of Faculty and Staff with disabilities ($n = 350$) and 12% of Faculty and Staff without disabilities ($n = 1, 186$) observed unfair or unjust hiring at UC Davis.

Nine percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 1,085$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Of those individuals, 24% ($n = 256$) said they believed the discrimination was based on position, 16% ($n = 170$) on age, 14% ($n = 146$) on personal relationships, 11% ($n = 121$) on ethnicity, and 10% ($n = 113$) on race. Subsequent analyses indicated:

- By position status, 11% of Staff ($n = 914$), 7% of Faculty ($n = 88$), 4% of Post-Docs/Trainees ($n = 20$), and 3% of Graduate/Professional Students ($n = 63$) observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal.
- By gender, 10% of women ($n = 725$), 7% of men ($n = 310$), and 27% ($n = 13$) of genderqueer respondents believed they had observed discriminatory practices.

- By racial identity, 13% of Underrepresented Minority employees ($n = 259$), 12% of Multi-Minority employees ($n = 17$), 7% of Other People of Color employees ($n = 171$), and 9% of White employees ($n = 575$) witnessed such actions.

- By sexual orientation, 9% of LGBQ respondents ($n = 68$) and 9% of heterosexual respondents ($n = 842$) witnessed discriminatory disciplinary actions.

- By disability status, 14% of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents with disabilities ($n = 275$) and 8% of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents without disabilities ($n = 768$) had observed discriminatory disciplinary actions.

Twenty percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC Davis ($n = 2,369$). Several respondents believed it was based on personal relationships (29%, $n = 677$), UC Davis position (23%, $n = 553$), educational level (10%, $n = 230$), and age (10%, $n = 169$). Subsequent analyses revealed:

- By position status, 6% of Graduate/Professional Students ($n = 131$), 25% of Staff respondents ($n = 1,864$), 20% of Faculty respondents ($n = 264$), and 6% ($n = 33$) of the Post-Docs/Trainees believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.

- By gender, 22% of women ($n = 1,557$), 17% of men ($n = 702$), and 23% ($n = 11$) of genderqueer respondents witnessed discriminatory promotion/tenure/reappointment/reclassification.

- By racial identity, 20% of White respondents ($n = 1,329$), 15% of Other People of Color ($n = 355$), 26% ($n = 506$) of Underrepresented Minority employees, and 29% ($n = 38$) of Multi-Minority respondents witnessed such conduct.

- By sexual orientation, 23% of LGBQ of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 166$) and 20% of heterosexual respondents ($n = 1,873$) also witnessed such conduct.

- By disability status, 27% of Faculty and Staff with disabilities ($n = 529$) and 18% of Faculty and Staff without disabilities ($n = 1,759$) had observed such actions.

Faculty Members' Views on University Policies

One survey item queried Faculty members ($n = 1,301$) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents "agreed" or "strongly agreed" that the tenure/promotion process was clear (70%, $n = 911$) and reasonable (73%, $n = 940$). Most believed that their service contributions were important to tenure/promotion (59%, $n = 766$). Fewer Faculty and that their diversity-related contributions have been/will be valued for promotion or tenure (33%, $n = 417$) or felt pressured to change their research agendas (20%, $n = 417$) to achieve tenure or be promoted.

Table 35. **Faculty Attitudes about Tenure and Advancement Processes**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that the tenure/promotion process is clear.	224	17.3	687	52.9	248	19.1	54	4.2	85	6.5
I believe that the tenure/promotion standards are reasonable.	209	16.2	731	56.7	215	16.7	41	3.2	93	7.2
I feel that my service contributions are important to tenure/promotion.	140	10.8	626	48.4	292	22.6	121	9.4	114	8.8
I feel pressured to change my research agenda to achieve tenure/promotion.	60	4.7	194	15.0	511	39.6	262	20.3	263	20.4
I feel that my diversity-related contributions have been/valued for promotion or tenure.	45	3.5	372	29.1	255	20.0	81	6.3	524	41.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	160	12.5	566	44.3	324	25.4	116	9.1	112	8.8

Note: Table includes only faculty respondents ($n = 1,301$).

Fifty-seven percent of all Faculty (*n* = 726) believed tenure standards and advancement standards were equally applied to all UC Davis faculty. Figure 50 illustrates that Underrepresented Minority Faculty, Multi-Minority Faculty, women faculty, LGBQ faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC Davis faculty.
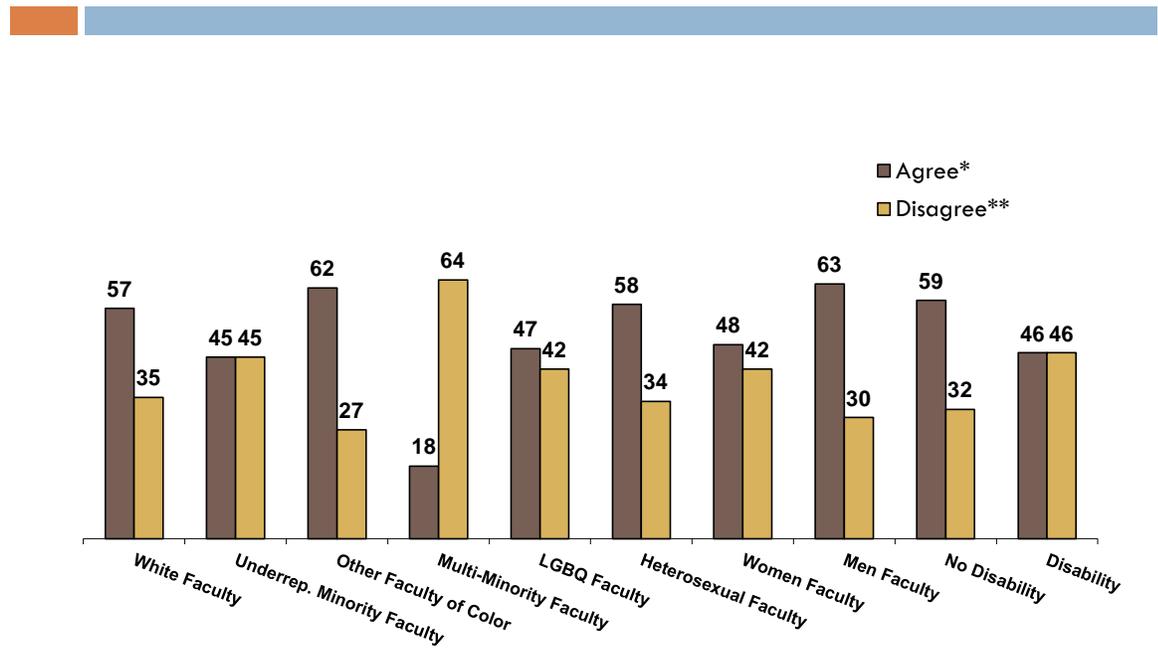
Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-five percent of Faculty ($n = 834$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Twenty-eight percent ($n = 360$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Thirty-nine percent of Faculty ($n = 498$) believed they performed more work to help students than did their colleagues. Table 36 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups.[55]

Table 36. **Faculty Attitudes about Work-Related Issues**

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 my colleagues include me in opportunities that will help my career as much as they do others in my position.	**198**	**15.5**	**636**	**49.7**	**226**	**17.7**	**75**	**5.9**	**145**	**11.3**
White	152	17.3	438	49.8	146	16.6	45	5.1	98	11.1
Underrepresented Minority	12	11.3	50	47.2	21	19.8	13	12.3	10	9.4
Other People of Color	27	10.6	136	53.5	50	19.7	11	4.3	30	11.8
Men	134	17.1	411	52.6	105	13.4	36	4.6	96	12.3
Women	61	12.7	218	45.3	119	24.7	39	8.1	44	9.1
No Disability	161	15.6	531	51.4	179	17.3	46	4.5	116	11.2
Disability	34	16.4	82	39.6	40	19.3	26	12.6	25	12.1
U.S. Citizen	191	15.3	617	49.5	223	17.9	75	6.0	141	11.3
Non-U.S. Citizen	7	24.1	17	58.6	<5	--	<5	--	<5	--
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	**123**	**9.5**	**237**	**18.4**	**677**	**52.5**	**131**	**10.2**	**122**	**9.5**
White	81	9.1	163	18.4	463	52.2	98	11.0	82	9.2
Underrepresented Minority	13	12.5	15	14.4	51	49.0	12	11.5	13	12.5
Other People of Color	23	8.9	47	18.3	149	58.0	16	6.2	22	8.6
Men	55	7.0	132	16.7	439	55.5	88	11.1	77	9.7
Women	65	13.5	100	20.8	231	48.0	42	8.7	43	8.9
No Disability	92	8.8	183	17.6	568	54.6	100	9.6	98	9.4
Disability	27	13.0	42	20.2	94	45.2	23	11.1	22	10.6
LGBQ	13	14.0	15	16.1	43	46.2	7	7.5	15	16.1
Heterosexual	105	9.3	210	18.7	592	52.6	117	10.4	101	9.0
U.S. Citizen	123	9.8	234	18.6	655	52.1	127	10.1	119	9.5
Non-U.S. Citizen	<5	--	<5	--	18	64.3	<5	--	<5	--

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

Table 36.(cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
Issues	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
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.	**149**	**11.6**	**349**	**27.2**	**568**	**44.3**	**87**	**6.8**	**130**	**10.1**
White	101	11.5	225	25.6	405	46.0	61	6.9	88	10.0
Underrepresented Minority	17	15.9	28	26.2	36	33.6	11	10.3	15	14.0
Other People of Color	24	9.4	84	33.1	112	44.1	11	4.3	23	9.1
Men	73	9.3	201	25.7	359	45.8	61	7.8	89	11.4
Women	74	15.4	141	29.3	205	42.5	24	5.0	38	7.9
LGBQ	13	14.0	27	29.0	32	34.4	8	8.6	13	14.0
Heterosexual	128	11.4	306	27.3	502	44.9	74	6.6	109	9.7
U.S. Citizen	149	11.9	344	27.5	548	43.8	85	6.8	124	9.9
Non-U.S. Citizen	<5	--	<5	--	17	58.6	<5	--	6	20.7

Note: Table includes faculty respondents only (*n* = 1,301).

Seventy-two percent of faculty members ($n = 920$) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Seven percent of faculty members ($n = 88$) have UC Davis policies on stopping the tenure clock, and 13% ($n = 165$) have used university policies on taking leave for childbearing or adoption. Eight percent ($n = 97$) felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure, and 44% ($n = 562$) believed that perception about using family-related leave policies differ for men and women faculty.

Table 37. **Faculty Attitudes about Family-Related Leave Policies by Gender**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have used or would use university policies on stopping the clock for promotion or tenure.	**21**	**1.6**	**67**	**5.2**	**248**	**19.1**	**245**	**18.9**	**715**	**55.2**
Women	12	2.5	44	9.1	98	20.2	67	13.8	265	54.5
Men	9	1.1	23	2.9	147	18.6	176	22.3	436	55.1
I have used university policies on taking leave for childbearing or adoption.	**57**	**4.4**	**108**	**8.3**	**188**	**14.5**	**204**	**15.8**	**737**	**57.0**
Women	44	9.1	72	14.8	68	14.0	50	10.3	251	51.8
Men	13	1.6	34	4.3	118	14.9	152	19.2	473	59.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	**16**	**1.3**	**81**	**6.4**	**561**	**44.1**	**344**	**27.0**	**271**	**21.3**
Women	6	1.3	45	9.5	217	45.7	90	18.9	117	24.6
Men	10	1.3	35	4.5	339	43.5	248	31.8	147	18.9
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	**242**	**18.8**	**678**	**52.8**	**172**	**13.4**	**41**	**3.2**	**152**	**11.8**
Women	64	13.3	243	50.5	89	18.5	25	5.2	60	12.5
Men	174	22.2	427	54.4	82	10.4	14	1.8	88	11.2
I believe that perceptions about using work-family policies differ for men and women faculty.	**90**	**7.0**	**472**	**36.9**	**418**	**32.7**	**122**	**9.5**	**177**	**13.8**
Women	53	11.2	183	38.5	143	30.1	26	5.5	70	14.7
Men	35	4.5	279	35.5	273	34.8	95	12.1	103	13.1

Note: Table includes faculty respondents only ($n = 1,301$).

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

Thirty-six percent of Staff respondents ($n = 2,865$), 39% of Faculty respondents ($n = 500$), and 29% of Post-Docs/Trainees ($n = 167$) have seriously considered leaving UC Davis in the past year.

Subsequent analyses indicated that:

- By gender, 36% of men ($n = 1,234$), 36% of women ($n = 2,249$), 53% ($n = 8$) of transgender employees, and 55% ($n = 21$) of genderqueer respondents seriously considered leaving the institution.

- By racial identity, 37% of Underrepresented Minority employees ($n = 646$), 37% of White employees ($n = 2,203$), 36% of Multi-Minority employees ($n = 43$), and 28% of Other People of Color employees ($n = 524$) have seriously considered leaving UC Davis.

- By sexual orientation, 42% of LGBQ employees ($n = 249$) and 35% of heterosexual respondents ($n = 2,908$) have seriously considered leaving the institution.

- By disability status, 46% of employees with disabilities ($n = 719$) and 33% ($n = 2,674$) of employees without disabilities seriously considered leaving UC Davis.

- By citizenship status, 36% ($n = 3,437$) of U.S. Citizens and 24% ($n = 72$) of Non-U.S. Citizens[56] seriously considering leaving.

More than 2,700 Faculty, Staff, and Post-Doc/Trainee respondents further elaborated on why they seriously considered leaving UC Davis during the past year. Respondents considered leaving the institution to pursue "better career opportunities," higher salaries, more supportive work environments, career advancement opportunities, more meaningful work, etc. They also considered leaving to relocate to another geographical region, "for financial reasons" or personal reasons, to accompany a spouse/partner, to move closer to family, to retire, to reduce stress, feel more appreciated, etc.

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[56] Undocumented Resident employees were too few (n = 4) to include in these analyses.

Summary

The results from this section suggest that most Faculty, Staff, Post-Docs, and Trainees felt the workplace was welcoming for a variety of UC Davis groups. Other People of Color and Underrepresented Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race. Muslim respondents were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity.

Few UC Davis Faculty, Staff, Post-Docs, and Trainees had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (9%), or unfair or unjust promotion/tenure/reclassification (20%). Additionally, the majority of Faculty, Staff, Post-Docs, and Trainees believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Students Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UC Davis students. Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs. Some questions in this section include students only, one includes student and faculty responses, and others include student, trainee, and post-doc responses. The tables are marked accordingly.

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 443 people (2%) believed they had experienced unwanted sexual contact[57] while at UC Davis. Of the 443 respondents, 248 were Undergraduate Students (4% of all Undergraduate Students) and 25 were Graduate/Professional Students (1% of all Graduate/Professional Students).

Subsequent analyses of Undergraduate Student respondents (Figure 51) indicated:
- By gender identity: 5% of Women Undergraduates ($n = 202$), 2% of Men Undergraduates ($n = 43$), and 11% of Genderqueer Undergraduates ($n = 6$) experienced unwanted sexual contact.
- By racial identity: 4% of White Undergraduate Students ($n = 87$), 4% of Underrepresented Minorities ($n = 55$), 3% of Other People of Color ($n = 95$), and 7% of Multi-Minority Undergraduates ($n = 9$) experienced unwanted sexual contact.
- By sexual orientation: 8% of LGBQ Undergraduate Students ($n = 34$) and 4% of heterosexual Undergraduate Students ($n = 190$) experienced unwanted sexual contact.
- By disability status, 7% of Undergraduates with disabilities ($n = 88$) and 3% of Undergraduates without disabilities ($n = 145$) experienced unwanted sexual contact.

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[57]   The survey defined unwanted sexual conduct as including "forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object."

Subsequent analyses of Graduate/Professional Student respondents (Figure 51) indicated:

- By gender identity: 2% of Women Graduate/Professional Student respondents (n = 19), 1% of Men Graduate/Professional Students (n = 6), and no Transgender Graduate/Professional Students or Genderqueer Graduate/Professional Students experienced unwanted sexual contact.

- By racial identity: 1% of White Graduate/Professional Students (n = 13), 3% of Underrepresented Minorities (n = 9), and no Multi-Minority Graduate/Professional Students experienced unwanted sexual contact.

- By sexual orientation: 1% of heterosexual Graduate/Professional Students (n = 20) experienced unwanted sexual contact.
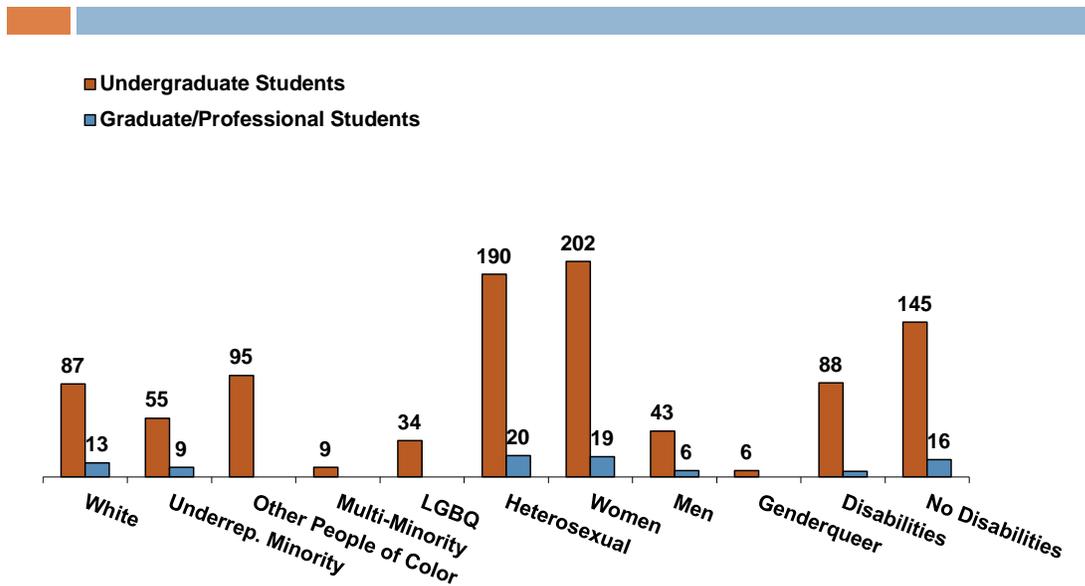
Note: Responses with n's less than 5 are not presented in the figure.

Figure 51. Student Experiences of Unwanted Sexual Contact within the Past Five Years by Race, Sexual Orientation, Disability, and Gender Identity (duplicated *n*)

Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ($n = 9,107$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Seventy-seven percent ($n = 6,998$) felt many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UC Davis (74%, $n = 6,673$). Additionally, the majority Students, Trainees, and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (78%, $n = 7,032$) and that their interest in ideas and intellectual matters has increased since coming to UC Davis (76%, $n = 6,875$).

Table 38. **Student, Trainee, and Post-Doc Respondents' Academic Experiences at UC Davis**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Many of my courses this year have been intellectually stimulating.	**2,365**	**26.0**	**4,633**	**51.0**	**999**	**11.0**	**369**	**4.1**	**53**	**0.6**
Undergraduate Students	1,622	25.5	3,602	56.6	789	12.4	308	4.8	40	0.6
Graduate/Professional Students	674	31.3	901	41.9	186	8.7	55	2.6	12	0.6
I am satisfied with the extent of my intellectual development since enrolling at UC Davis.	**2,137**	**23.6**	**4,536**	**50.1**	**1,545**	**17.1**	**632**	**7.0**	**107**	**1.2**
Undergraduate Students	1,312	20.7	3,202	50.5	1,240	19.6	493	7.8	79	1.2
Graduate/Professional Students	688	32.0	1,079	50.2	243	11.3	111	5.2	23	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	**2,510**	**27.7**	**4,522**	**49.9**	**1,387**	**15.3**	**441**	**4.9**	**128**	**1.4**
Undergraduate Students	1,533	24.2	3,230	50.9	1,125	17.7	354	5.6	100	1.6
Graduate/Professional Students	811	37.8	1,033	48.2	203	9.5	69	3.2	24	1.1
My interest in ideas and intellectual matters has increased since coming to UC Davis.	**2,687**	**29.7**	**4,188**	**46.3**	**1,529**	**16.9**	**468**	**5.2**	**108**	**1.2**
Undergraduate Students	1,742	27.5	3,054	48.3	1,130	17.9	313	4.6	82	1.3
Graduate/Professional Students	782	36.5	896	41.9	312	14.6	123	5.7	23	1.1

Note: Table includes students, trainees, and postdocs only ($n = 9,107$). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

In addition, 64% of Students, Trainees, and Post-Docs ($n = 5,848$) felt they were performing up to their full academic potential. Almost half of all Student, Trainee, and Post-Doc respondents felt they performed academically as well as they had anticipated they would (49%, $n = 4,462$). The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UC Davis (71%, $n = 6,414$). Table 39 illustrates these data by race, gender,[58] disability, citizenship, first-generation status, and socioeconomic status.

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[58] Transgender respondents were too few to include in these analyses ($n = 21$).

Table 39. **Student, Trainee, and Post-Doc Respondents' Academic Experiences at UC Davis**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	**1,499**	**16.5**	**4,349**	**47.8**	**1,517**	**16.7**	**1,424**	**15.7**	**230**	**2.5**
White	675	20.0	1,731	51.2	432	12.8	438	13.0	71	2.1
Underrepresented Minority	229	14.1	719	44.2	319	19.6	302	18.6	48	3.0
Other People of Color	547	14.1	1,808	47.2	715	18.6	638	16.6	101	2.6
Multi-Minority	31	19.9	56	35.9	32	20.5	33	21.2	<5	--
Men	576	16.1	1,707	47.8	570	15.9	587	16.4	105	2.9
Women	917	16.8	2,615	48.0	933	17.1	819	15.0	117	2.1
Genderqueer	6	8.7	26	37.7	16	23.2	15	21.7	6	8.7
No Disability	1,191	17.3	3,380	49.2	1,130	16.5	970	14.1	140	2.0
Disability	254	14.8	707	41.2	309	18.0	360	21.0	80	4.7
U.S. Citizen	1,296	15.8	3,903	47.4	1,394	16.9	1,359	16.5	218	2.6
Non-U.S. Citizen	198	24.1	429	52.3	113	13.8	57	7.0	9	1.1
Undocumented Resident	<5	--	8	36.4	5	22.7	<5	--	<5	--
First-Generation	460	15.0	1,366	44.5	609	19.9	513	16.7	96	3.1
Not First Generation	1,035	17.2	2,977	49.6	903	15.0	906	15.1	134	2.2
Low Income	649	15.7	1,976	47.7	714	17.2	664	16.0	132	3.2
Not Low Income	674	16.8	1,928	48.0	669	16.6	663	16.5	84	2.1
Undergraduate Students	874	13.7	2,942	46.2	1,166	18.3	1,192	18.7	192	3.0
Graduate/Professional Students	499	23.2	1,141	53.1	284	13.2	187	8.7	33	1.5
I have performed academically as well as I anticipated I would.	**1,291**	**14.2**	**3,171**	**34.9**	**1,942**	**21.4**	**2,008**	**22.1**	**571**	**6.3**
White	717	21.2	1,310	38.7	562	16.6	593	17.5	150	4.4
Underrepresented Minority	172	10.6	476	29.3	374	23.0	460	28.3	125	7.7
Other People of Color	382	10.0	1,294	33.8	945	24.7	989	23.4	280	7.3
Multi-Minority	12	7.7	54	34.6	37	23.7	44	28.2	9	5.8
Men	556	15.6	1,311	36.7	770	21.5	697	19.5	200	5.6
Women	733	13.5	1,833	33.7	1,157	21.3	1,291	23.7	363	6.7
Genderqueer	<5	--	23	33.3	13	18.8	21	30.4	8	11.6
No Disability	1,009	14.7	2,483	36.2	1,483	21.6	1,435	20.9	372	5.4
Disability	215	12.5	499	29.0	342	19.9	476	27.7	172	10.0
U.S. Citizen	1,140	13.9	2,777	33.8	1,752	21.3	1,923	23.4	549	6.7
Non-U.S. Citizen	149	18.2	384	46.8	175	21.3	75	9.1	17	2.1
Undocumented Resident	<5	--	6	26.1	7	30.4	5	21.7	<5	--
First-Generation	306	10.0	972	31.7	724	23.6	773	25.2	255	8.3
Not First Generation	984	16.4	2,191	36.5	1,213	20.3	1,229	20.5	316	5.3
Low Income	576	13.9	1,405	34.0	876	21.2	964	23.3	305	7.4
Not Low Income	567	14.1	1,389	36.4	894	22.2	921	22.9	241	6.0
Undergraduate Students	618	9.7	1,967	30.9	1,522	23.9	1,732	27.2	519	8.2
Graduate/Professional Students	565	26.3	958	44.6	332	15.5	233	10.9	47	2.2

Note: Table includes students, trainees, and postdocs only (*n* = 9,107). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Figure 52 illustrates the percentage of Students who "strongly agreed"/ "agreed" that they were satisfied with their academic experiences at UC Davis. Eighty percent of Graduate/Professional Students (*n* = 1,713) and 68% of Undergraduate Students (*n* = 4,303) were satisfied with their

academic experiences. With regard to race, White respondents (76%, n = 2,348) were more satisfied than Underrepresented Minorities (68%, n = 1,058), Other People of Color (68%, n = 2,452), or Multi-Minority respondents (68%, n = 105). Seventy-three percent (n = 4,680) of respondents without disabilities and 61% (n = 995) of respondents with disabilities were satisfied with their academic experiences. Non-U.S. Citizens (82%, n = 512) were more satisfied with their academic experiences than were U.S. Citizens (70%, n = 5,476) and Undocumented Residents (77%, n = 17). Subsequent analyses revealed that a higher percentage of Not First Generation respondents (73%, n = 4,080) than First Generation respondents (67%, n = 1,927) were satisfied, as were slightly more Not Low Income respondents (73%, n = 2,907) than Low Income respondents (69%, n = 2,854).
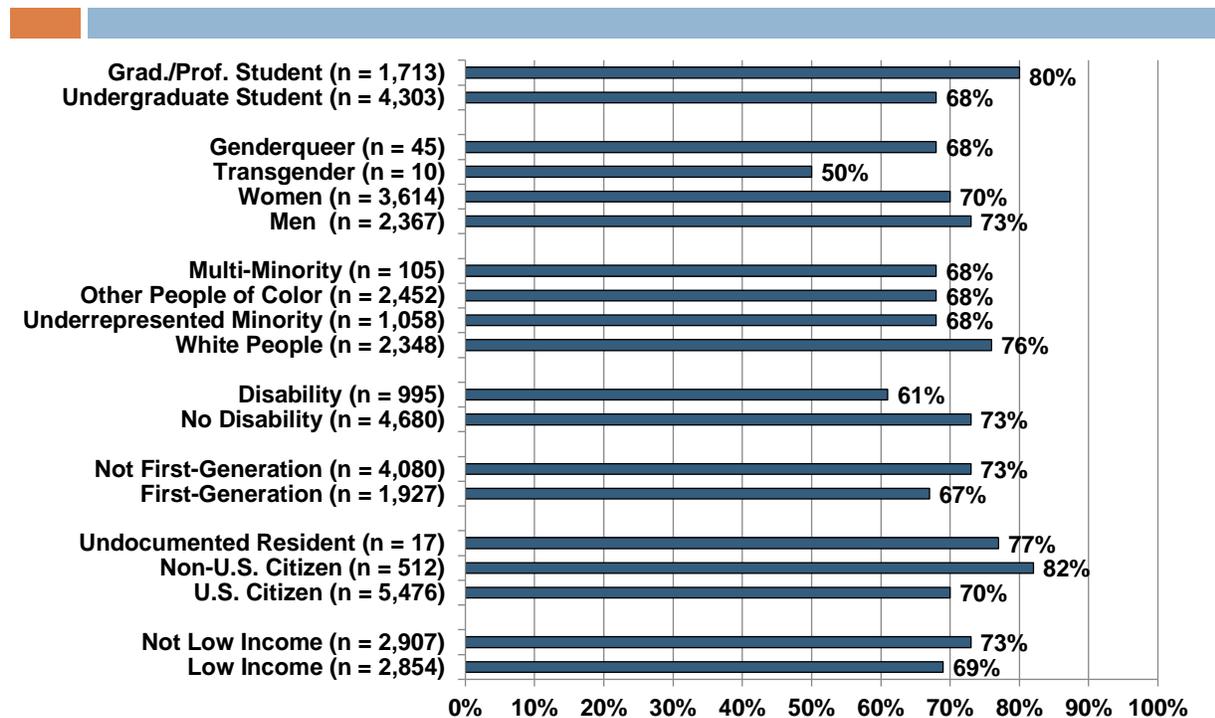
Figure 52. Students Who Strongly Agree/Agree that they were Satisfied with Academic Experiences at UC Davis (%)

Ninety-four percent of Undergraduate Students (n = 5,931) and 96% of Graduate/Professional Students (n = 2,045) intended to graduate from UC Davis. Table 40 presents an examination of Undergraduate Students' intent to persist ("I intend to graduate from UC Davis") by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race indicate that they intend to graduate from UC Davis (White, 95%, n = 1,869; Underrepresented Minorities, 94%, n = 1,174; Other People of Color, 92%, n = 2,710; Multi-Minority, 95%, n = 124).

- By gender identity, the majority of Undergraduate Students indicated that they intend to graduate from UC Davis (men, 94%, n = 2,190; women, 94%, n = 3,694; transgender, 100%, n = 13; genderqueer, 89%, n = 47).

- By socioeconomic status, 92% of Low Income Undergraduate Students (n = 2,450) and 94% of Not Low Income Undergraduate Students (n = 3,209).

- By generational status, 94% of First Generation Undergraduate Students (n = 2,244) and 98% of not First Generation Undergraduate Students (n = 3,677) intended to graduate.

- By citizenship status, 95% of U.S. Citizen Undergraduate Students (n = 5,739) and Undocumented Residents (n = 18) and only 64% of Non-U.S. Citizens intended to graduate (n = 161).

Table 40. **Undergraduate Student Respondents' Intent to Graduate from UC Davis**

	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Race										
White	1,435	73.1	434	22.1	58	3.0	10	0.5	9	0.5
Underrepresented Minority	826	66.3	348	28.0	51	4.1	6	0.5	5	0.4
Other People of Color	1,848	63.0	862	29.4	161	5.5	26	0.9	9	0.3
Multi-Minority	90	68.7	34	26.0	5	3.8	<5	--	<5	--
Gender										
Men	1,583	67.6	607	25.9	102	4.4	18	0.8	5	0.2
Women	2,619	66.5	1,075	27.3	170	4.3	27	0.7	18	0.5
Transgender	9	69.2	<5	--	<5	--	<5	--	<5	--
Genderqueer	34	64.2	13	24.5	<5	--	<5	--	<5	--
SES										
Low Income	1,709	64.7	741	28.0	139	5.3	23	0.9	9	0.3
Not Low Income	2,321	68.3	888	26.1	126	3.7	19	0.6	12	0.4
First Generation Status										
First Generation	1,536	64.1	708	29.5	115	4.8	16	0.7	9	0.4
Not First Generation	2,690	68.6	987	29.5	115	4.8	16	0.7	9	0.4
Citizenship										
U.S. Citizen	4,121	68.1	1618	26.7	246	4.1	34	0.6	19	0.3
Non-U.S. Citizen	90	36.3	71	28.6	28	11.3	10	4.0	<5	--
Undocumented Resident	13	68.4	5	26.3	<5	--	<5	--	<5	--

Note: Table reports undergraduate student responses only (*n* = 8,531).

Students' Perceptions of Campus Climate

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

Table 41. **Students' Pre-enrollment Perceptions of Campus Climate**

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Psychological health issues	2,799	35.4	3,865	48.9	128	1.6	15	0.2	1097	13.9
Physical health issues	2,907	36.8	3,891	49.3	84	1.1	10	0.1	1002	12.7
Female	3,205	40.6	3,907	49.5	84	1.1	13	0.2	680	8.6
Religious affiliations other than Christian	2,840	36.0	3,993	50.6	128	1.6	30	0.4	893	11.3
Christian affiliations	2,884	36.6	3,925	49.8	169	2.1	25	0.3	879	11.2
Gay, lesbian, bisexual, transgender	2,876	36.5	2,869	49.1	208	2.6	36	0.5	894	11.3
Immigrants	2,781	35.3	3,953	50.1	227	2.9	31	0.4	893	11.3
International students, staff, or faculty	2,942	37.3	3,954	50.2	127	1.6	17	0.2	837	10.6
Learning disabled	2,821	35.9	3,905	49.7	161	2.0	17	0.2	961	12.2
Male	3,288	41.7	3,819	48.5	51	0.6	10	0.1	712	9.0
Non-native English speakers	2,754	35.0	3,982	50.6	255	3.2	29	0.4	848	10.8
Parents/guardians	2,902	36.9	3,891	49.5	90	1.1	11	0.1	974	12.4
People of color	2,962	37.6	3,946	50.1	178	2.3	27	0.3	767	9.7
Providing care for adults who are disabled and/or elderly	2,768	35.2	3,779	48.1	82	1.0	14	0.2	1218	15.5
Physical disability	2,924	37.2	3,883	49.4	110	1.4	18	0.2	929	11.8
Socioeconomically disadvantaged	2,850	36.2	3,840	48.8	241	3.1	45	0.6	896	11.4
Socioeconomically advantaged	3,009	38.2	3,808	48.4	125	1.6	27	0.3	903	11.5
Transgender	2,713	34.5	3,738	47.5	261	3.3	58	0.7	1096	13.9
Veterans/active military	3,136	39.9	3,646	46.4	55	0.7	20	0.3	995	12.7

Note: Table reports student responses only (*n* = 8,531).

The majority of all faculty and student respondents felt that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 42. Subsequent analyses of Student responses only indicated that:

- By gender identity, 76% of women students ($n = 3,887$), 75% of men students ($n = 2,430$), 50% ($n = 10$) of transgender students, and 52% ($n = 34$) of genderqueer students thought the classroom climate was welcoming based on gender identity.

- By racial identity, 74% of Other People of Color ($n = 2,659$), 75% ($n = 1,151$) of Underrepresented Minority students, 75% ($n = 116$) of Multi-Minority students, and 84% ($n = 2,555$) of White students thought the classroom climate was welcoming based on race.

- By sexual orientation, 71% percent of LGBQ students ($n = 441$) and 77% of heterosexual students ($n = 5,389$) thought the climate was welcoming for students based on sexual orientation.

- By religious/spiritual affiliation, 75% of Christian students ($n = 1,960$), 70% ($n = 116$) of Muslim students, 79% ($n = 110$) of Jewish students, 73% ($n = 451$) of students with Other Religious/Spiritual Affiliations, 75% ($n = 3,020$) of students with No Affiliation, and 72% ($n = 421$) of students with Multiple Affiliations felt the classroom climate was welcoming based on religious/spiritual views.

- By socioeconomic status, 69% of Low Income students ($n = 2,789$) and 78% of Not Low Income students ($n = 3,086$) felt the classroom climate was welcoming based on socioeconomic status.

- By political affiliation, 75% of Far Left/Liberal students ($n = 2,530$) and 64% of Conservative/Far Right students ($n = 454$) thought the classroom climate was welcoming based on political views.

Table 42. **Students' and Faculty Perceptions of Welcoming Classroom/Learning Environment Based on Demographic Characteristics**

Group	Strongly Agree n	Strongly Agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly Disagree n	Strongly Disagree %	Don't Know n	Don't Know %
Age	3,076	31.6	4,800	49.4	628	6.5	144	1.5	1,075	11.1
Ancestry	3,025	31.2	4,426	45.6	603	6.2	122	1.3	1,530	15.8
Country of origin	2,975	30.7	4,610	47.6	726	7.5	132	1.4	1,236	12.8
English language proficiency/ accent	2,413	24.9	4,638	47.9	1,312	13.5	238	2.5	1,084	11.2
Ethnicity	3,020	31.2	4,702	48.6	735	7.6	155	1.6	1,062	11.0
Gender identity	2,819	29.1	4,407	45.5	761	7.9	152	1.6	1,550	16.0
Gender expression	2,736	28.3	4,306	44.5	831	8.6	174	1.8	1,629	16.8
Immigrant/citizen status	2,741	28.3	4,310	44.5	802	8.3	179	1.8	1,645	17.0
International Status	2,987	30.9	4,380	45.4	689	7.1	182	1.9	1,419	14.7
Learning disability	2,687	27.8	4,256	44.0	786	8.1	167	1.7	1,771	18.3
Marital status	3,116	32.3	4,045	41.9	508	5.3	159	1.6	1,818	18.8
Medical conditions	2,719	28.3	4,195	43.7	638	6.6	162	1.7	1,896	19.7
Military/veteran status	3,020	21.2	3,740	38.7	412	4.3	103	1.1	2,390	24.7
Parental status (e.g., having children)	2,593	26.9	3,916	40.6	723	7.5	142	1.5	2,276	23.6
Participation in an campus club/organization	3,340	34.6	4,219	43.7	446	4.6	99	1.0	1,550	16.1
Psychological condition	2,355	24.4	3,853	40.0	832	8.6	159	1.6	2,441	25.3
Physical characteristics	2,683	27.8	4,384	45.5	725	7.5	153	1.6	1,696	17.6
Physical disability	2,679	27.8	4,336	45.0	680	7.1	154	1.6	1,789	18.6
Political views	2,428	25.2	4,281	44.4	1,087	11.3	297	3.1	1,548	16.1
Race	2,951	30.6	4,485	46.4	770	8.0	209	2.2	1,244	12.9
Religious/spiritual views	2,641	27.4	4,448	46.2	821	8.5	236	2.4	1,492	15.5
Sexual orientation	2,832	29.4	4,373	45.4	700	7.3	170	1.8	1,562	16.2
Socioeconomic status	2,587	26.9	4,366	45.4	945	9.8	242	2.5	1,481	15.4

Note: Table includes faculty and student respondents only (*n* = 9,832).

One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC Davis (Table 43). Seventy-seven percent of Students, Trainees, and Post-Docs (n = 6,988) felt valued by faculty in the classroom, and 75% (n = 6,721) felt valued by other students in the classroom. Students, Trainees, and Post-Docs thought that UC Davis faculty (72%, n = 6,530), staff (72%, n = 6,442), and administrators (58%, n = 5,235) were genuinely concerned with their welfare. Thirty-six percent (n = 3,259) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Seventy-five percent of Students, Trainees, and Post-Docs (n = 6.757) had faculty they perceived as role models, and 58% (n = 5,264) had staff they perceived as role models. Eighty-three percent (n = 7,499) had opportunities for academic success that were similar to those of their classmates.

Table 43. **Student, Trainee, and Post-Doc Respondents' Perceptions of Campus Climate**

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom/learning environment	1,887	20.9	5,101	56.5	1,162	12.9	247	2.7	635	7.0
I feel valued by other students in the classroom	1,719	19.1	5,002	55.5	1,281	14.2	204	2.3	813	9.0
I think UC Davis faculty are genuinely concerned with my welfare	1,874	20.8	4,656	51.6	1,308	14.5	345	3.8	846	9.4
I think UC Davis staff are genuinely concerned with my welfare	1,796	20.0	4,646	51.6	1,296	14.4	317	3.5	945	10.5
I think administrators are genuinely concerned about my welfare.	1,393	15.5	3,842	42.8	1,724	19.2	717	8.0	1,291	14.4
I think faculty pre-judge my abilities based on perceived identity/background	827	9.2	2,432	27.2	3,145	35.2	1,135	12.7	1,407	15.7
I believe the campus climate encourages free and open discussion of difficult topics	2,186	24.2	4,926	54.6	1,064	11.8	274	3.0	572	6.3
I have faculty who I perceive as role models	2,534	28.1	4,223	46.8	1,212	13.4	212	2.3	850	9.4
I have staff who I perceive as role models	1,677	18.6	3,587	39.8	1,932	21.5	276	3.1	1,534	17.0
I have administrators who I perceive as role models	1,086	12.1	2,633	29.4	2,513	28.1	665	7.4	2,060	23.0
I don't see enough faculty/staff with whom I identify	1,104	12.3	3,001	33.5	3,131	34.9	724	8.1	1,000	11.2
I have opportunities for academic success that are similar to those of my classmates	2,409	26.8	5,090	56.7	759	8.4	185	2.1	540	6.0

Note: Table reports student, trainee, and post-doc responses only (*n* = 9,107).

Forty-six percent of Students, Trainees, and Post-Docs ($n = 4{,}105$) did not see enough faculty/staff with whom they identified. Seventy-five percent of transgender Students, Trainees, and Post-Docs ($n = 15$) and 67% ($n = 46$) of Genderqueer respondents did not see enough faculty and staff with whom they identified (Figure 53).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
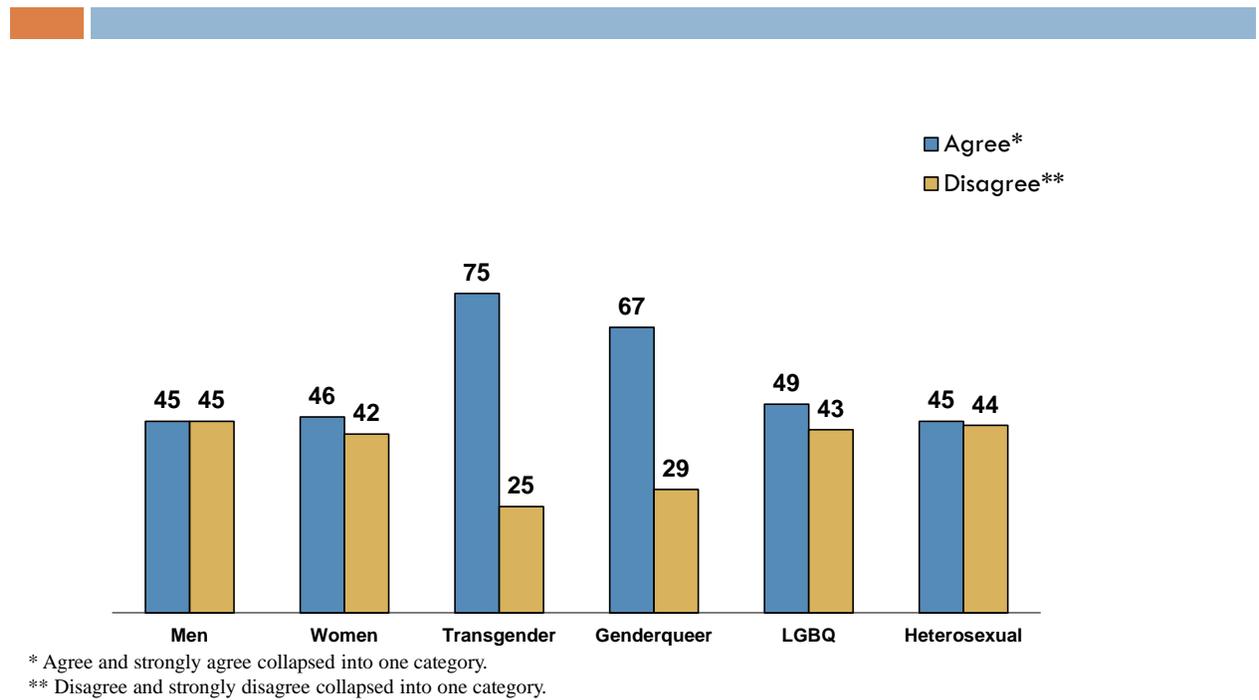
Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty-one percent of Multi-Minority Students, Trainees, and Post-Docs ($n = 80$), 52% of Underrepresented Minority Students, Trainees, and Post-Docs ($n = 833$), 52% of Other People of Color Students, Trainees, and Post-Docs ($n = 1,946$) did not see enough faculty and staff with whom they identified (Figure 54).

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

Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Fifty-two percent of Students, Trainees, and Post-Docs with Other Religious/Spiritual

Affiliations ($n = 347$) did not see enough faculty and staff with whom they identified (Figure 55).

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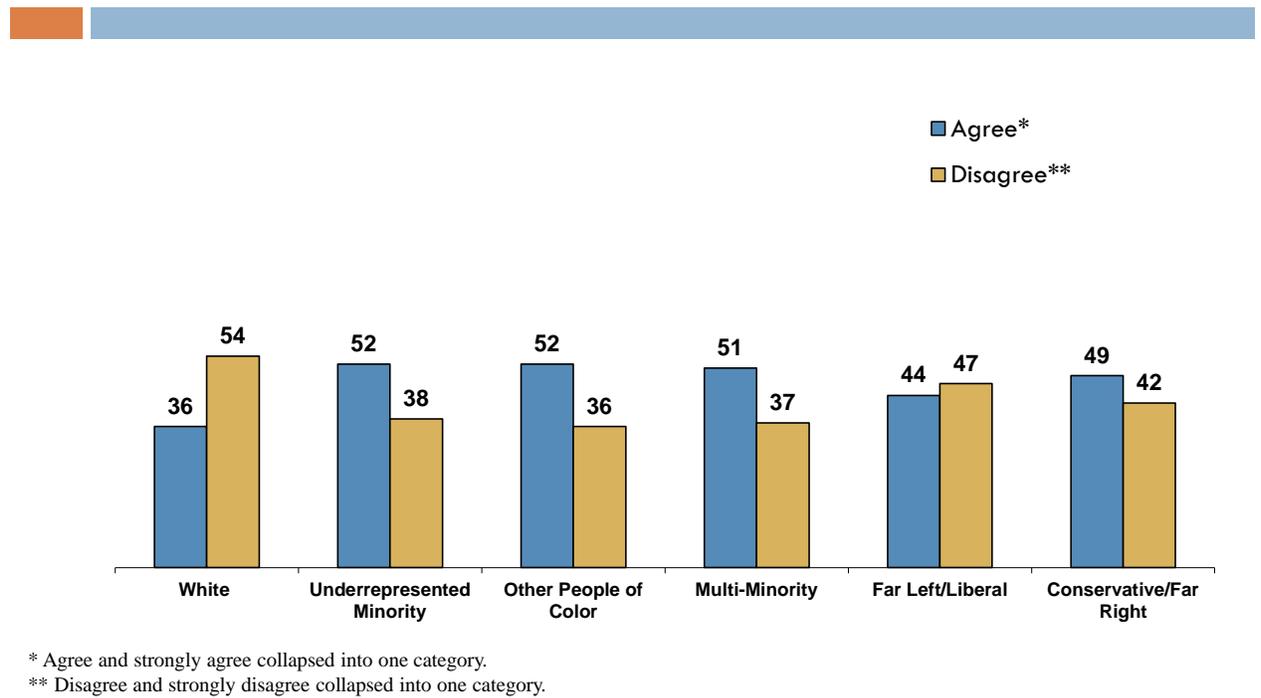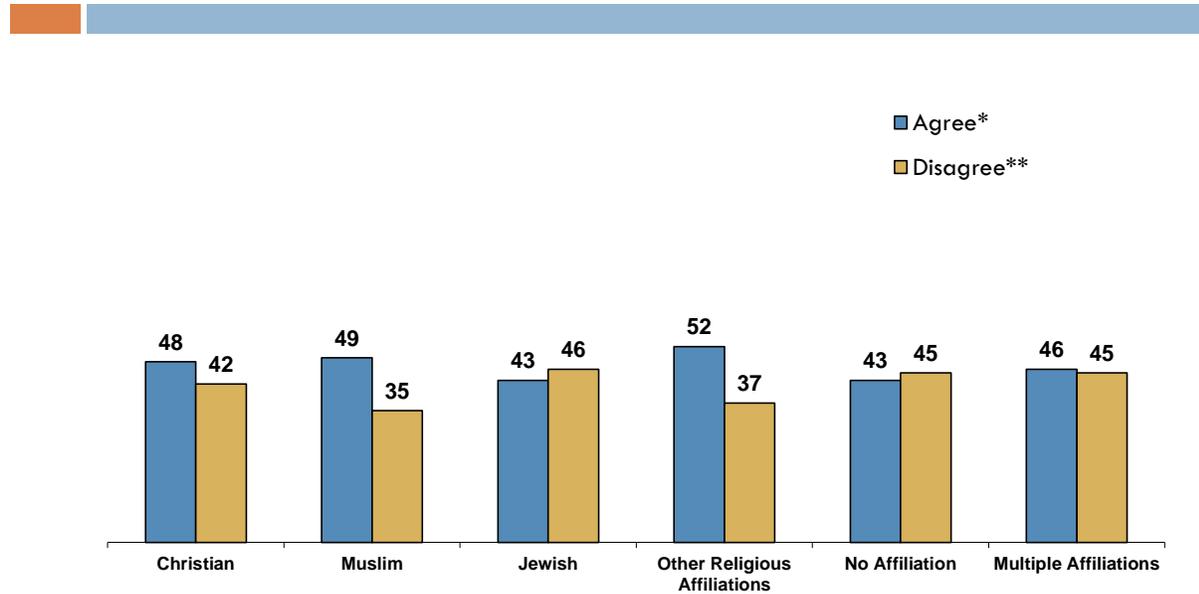** Disagree and strongly disagree collapsed into one category.

Figure 55. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom
They Identified by Religious/Spiritual Affiliation

Students Who Have Seriously Considered Leaving UC Davis

As noted previously, 27% of all respondents (n = 4,994) have seriously considered leaving UC Davis in the past year, while 17% of all Undergraduate Students (n = 1,087) and 17% of all Graduate/Professional Students (n = 375) have seriously considered leaving UC Davis.

Subsequent analyses for Undergraduate Students revealed that:

- By gender,[59] 18% of women (n = 715), 15% of men (n = 355), and 39% of genderqueer Undergraduate Students (n = 21) seriously considered leaving UC Davis.

- By racial identity, 16% of Other People of Color Undergraduate Students (n = 469), 16% of White Undergraduate Students (n = 308), 20% of Multi-Minority students (n = 26), and 22% of Underrepresented Minority students (n = 270) seriously considered leaving UC Davis.

- By sexual orientation, 22% of LGBQ Undergraduate Students (n = 95) and 16% of heterosexual Undergraduate Students (n = 872) seriously considered leaving UC Davis.

- By generational status, 19% of first-generation Undergraduate Students (n = 449) and 16% of students who were not considered first-generation students (n = 635) seriously considered leaving UC Davis.

- By citizenship status, 17% of U.S. Citizens (n = 1,044), 13% of Non-U.S. Citizens (n = 33), and 33% of Undocumented Residents (n = 7) seriously considered leaving UC Davis within the past year.

- By SES, 20% of Low Income Undergraduate Students (n = 519) and 15% of Not Low Income students (n = 524) also seriously considered leaving UC Davis within the past year.

Subsequent analyses for Graduate/Professional Students revealed that:

- By gender, 19% of women (n = 230) and 16% of men (n = 43) seriously considered leaving UC Davis.

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[59] Transgender respondents were too few to include in the analyses of undergraduate and graduate/professional students' responses to this item.

- By racial identity,[60] 14% of Other People of Color students ($n = 94$), 19% of White Graduate/Professional Students ($n = 208$), and 19% of Underrepresented Minority Graduate/Professional Students ($n = 61$) seriously considered leaving UC Davis.

- By sexual orientation, 26% of LGBQ Graduate/Professional Students ($n = 48$) and 17% of heterosexual Graduate/Professional Students ($n = 305$) seriously considered leaving UC Davis.

- By generational status, 15% of first-generation Graduate/Professional Students ($n = 74$) and 18% of students who were not considered first-generation students ($n = 299$) seriously considered leaving UC Davis.

- By citizenship status, 18% of U.S. Citizens ($n = 315$), 16% of Non-U.S. Citizens ($n = 59$), and no Undocumented Residents seriously considered leaving UC Davis within the past year.

- By SES, 19% of Low Income Graduate/Professional Students ($n = 276$) and 14% of Not Low Income Graduate/Professional Students ($n = 86$) also seriously considered leaving UC Davis within the past year.

Students were invited to elaborate on why they seriously considered leaving UC Davis. More than 1,000 students provided additional comments. Several students indicated they considered leaving because the "tuition was too high," UC Davis was "too far from home," they had "difficulty adjusting to fast-paced quarter system," they were overwhelmed by their course loads, experienced personal/familial difficulties, etc. Some students felt the faculty and advisors were disinterested in students, and some respondents wished for more academic rigor. A number of respondents considered leaving UC Davis in reaction to the Occupy Davis movement.

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[60] Multi-minority graduate/professional student respondents were too few to include in the analyses of this item.

Summary

By and large, students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UC Davis in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UC Davis faculty and staff were genuinely concerned with their welfare. Seventeen percent students of all students seriously considered leaving UC, while 90% of all students intended to graduate from UC Davis.

Institutional Actions

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 44 would affect the climate at UC Davis. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents (23% - 59%) chose the "Don't Know" response for the items in this survey question.

Less than half of all Faculty, Staff, Post-Docs, and Trainees thought providing flexibility for promotion for faculty (32%, $n = 2,900$) and providing recognition and rewards for including diversity issues in courses across the curriculum (38%, $n = 3,430$) positively affects the campus climate (Table 43). Sixty percent ($n = 5,483$) thought providing access to counseling to those who experienced harassment positively affected the climate at UC Davis. Some also thought that diversity training for staff (58%, $n = 5,284$), faculty (46%, $n = 4,247$), and students (45%, $n = 4,120$) positively affected the climate.

A number of respondents felt mentorship for new faculty (45%, $n = 4,125$) and staff (55%, $n = 4,955$) positively influenced the climate. Thirty-nine percent ($n = 3,514$) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Forty-six percent ($n = 4,109$) thought providing back-up family care positively affected the campus climate at UC Davis, and 51% ($n = 4,609$) thought providing lactation accommodations on campus positively influenced UC Davis. Sixty-eight percent of respondents thought providing career development opportunities for staff positively influenced the climate ($n = 6,162$).

More than 680 respondents provided additional commentary regarding institutional actions at UC Davis. Several respondents did not elaborate on institutional actions, but instead mentioned that the survey was "too long" and that they were reaching survey fatigue ("Too many questions; lost my interest;" "This survey is getting too long, I have stopped filling in as I need to return to work;" "I want my earlier answers to count, but seriously....this is way too looooooooooooong [sic]. I just don't care anymore. I have things to do.").

Some of the respondents indicated that UC Davis offering child or dependent care on campus that matched staff's schedules would greatly improve the campus climate. Several respondents commented that "affordable child care is a huge issue, especially for staff." Some respondents felt that providing lactation accommodations at UC Davis and at the UC Davis Medical Center would greatly improve the climate. Additionally, several respondents commented on the lack of career growth opportunities, that "mentorship happens in theory only," and that "hiring should not be based on race and ethnicity, but on character and ability."

Several other individuals were uncertain if any of the initiatives were available questioned the validity of their opinions regarding those programs/initiatives. One person suggested, "I am not certain how many of these options are available or encouraged, but I believe they should be and would definitely positively influence campus climate." Even respondents who supported the initiatives were unsure with they were viable considering the current UC budget. "All of the items listed in this section would be critical to have in my opinion but where is the money coming from?"

> These processes can positively impact campus climate if they are accessible. Many people are not aware of services and processes available to them. In addition, many of the ideas are talked about on campus but are not supported or instituted. Many offices that work directly with providing services and programs that support and promote diversity are currently underfunded and are experiencing funding reductions.

Additionally, respondents were divided about whether any of the initiatives would improve the UC Davis climate. One respondent remarked, "So much emphasis on diversity only increases division within a community rather than cohesion." Another person agreed, "Forcing diversity based on ethnicity, gender, race, religion, sexual orientation, etc. is a flawed pursuit in that it relies on treating people differently." Others thought diversity and inclusion initiatives were not the sole route to an improved campus climate. One such person suggested, "If UC would hire, promote and accept based on ability and experience alone, diversity WILL happen. It does not need to be forced." And another individual offered, "Diversity alone does not make a positive climate. I would like to see more emphasis on values such as treating others the way you want to be treated."

Table 44. **Faculty/Staff /Post-Docs/Trainee Perceptions of How Initiatives Affect the Climate at UC Davis**

Initiatives	Not Currently Available at UC Davis		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	%	*n*	%	*n*	%	*n*	%
Providing flexibility for promotion for faculty	216	2.3	2,900	31.5	441	4.8	249	2.7
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	121	1.3	3,102	33.9	496	5.4	173	1.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	219	2.4	3,430	37.5	665	7.3	223	2.4
Providing diversity training for staff	207	2.3	5,284	57.7	954	10.4	184	2.0
Providing diversity training for faculty	199	2.2	4,247	46.4	786	8.6	161	1.8
Providing diversity training for students	153	1.7	4,120	45.2	653	7.2	121	1.3
Providing access to counseling for people who have experienced harassment	181	2.0	5,483	60.0	381	4.2	118	1.3
Providing mentorship for new faculty	247	2.7	4,125	45.3	366	4.0	80	0.9
Providing mentorship for new staff	588	6.5	4,955	54.5	547	6.0	153	1.7
Providing a clear and fair process to resolve conflicts	384	4.2	5,377	59.3	489	5.4	275	3.0
Increasing funding to support efforts to change UC Davis climate	391	4.3	3,393	37.4	816	9.0	247	2.7
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	254	2.8	3,269	36.1	1,018	11.2	659	7.3

Table 44 (cont.) Initiatives	Not Currently Available at UC Davis		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity and equity training to search and tenure committees	204	2.3	3,514	38.9	816	9.0	300	3.3
Increasing the diversity of the faculty	143	1.6	4,338	47.9	915	10.1	212	2.3
Increasing the diversity of the staff	155	1.7	4,739	52.3	1,65	11.8	248	2.7
Increasing the diversity of the administration	211	2.3	4,483	49.6	999	11.0	259	2.9
Increasing the diversity of the student body	115	1.3	4,254	47.2	956	10.6	197	2.2
Providing back-up family care	588	6.5	4,109	45.5	534	5.9	159	1.8
Providing lactation accommodations	226	2.5	4,609	51.2	558	6.2	102	1.1
Providing career development opportunities for staff	290	3.2	6,162	68.1	408	4.5	145	1.6
Providing diversity and equity training to search and tenure committees	155	1.7	4,739	52.3	1,065	11.8	248	2.7

Note: Table reports faculty, staff, post-docs, and trainees responses only (*n* = 9,935). See Appendix B for "Don't Know" responses.

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

Table 45. **Students'/Trainees' Perception that Courses Offered at UC Davis Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics**

Characteristics	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Age	1,771	22.8	3,780	48.6	610	7.8	77	1.0	1,544	19.8
Ancestry	1,718	22.1	3,561	45.9	648	8.3	101	1.3	1,737	22.4
Country of origin	1,739	22.4	3,614	46.6	699	9.0	104	1.3	1,595	20.6
Educational level	1,825	23.6	3,751	48.5	673	8.7	114	1.5	1,373	17.7
English language proficiency/ accent	1,662	21.5	3,568	46.1	878	11.3	134	1.7	1,494	19.3
Ethnicity	1,822	23.6	3,722	48.1	596	7.7	121	1.6	1,470	19.0
Gender identity	1,711	22.1	3,352	43.3	725	9.4	151	2.0	1,795	23.2
Gender expression	1,680	21.8	3,315	42.9	734	9.5	163	2.1	1,832	23.7
Immigrant/citizen status	1,674	21.7	3,402	44.1	709	9.2	127	1.6	1,805	23.4
International Status	1,702	22.1	3,487	45.2	643	8.3	110	1.4	1,768	22.9
Learning disability	1,559	20.2	3,233	42.0	737	9.6	146	1.9	2,028	26.3
Level of education	1,745	22.6	3,660	47.4	636	8.2	122	1.6	1,556	20.2
Marital status	1,613	21.1	3,238	42.3	575	7.5	97	1.3	2,134	27.9
Medical conditions	1,638	21.3	3,365	43.8	594	7.7	91	1.2	2,003	26.0
Military/veteran status	1,601	20.9	3,123	40.7	574	7.5	95	1.2	2,281	29.7
Parental status	1,543	20.1	3,216	41.9	595	7.8	89	1.2	2,231	29.1
Philosophical Views	1,697	22.1	3,616	47.1	508	6.6	98	1.3	1,760	22.9
Psychological condition	1,584	20.6	3,336	43.5	610	7.9	86	1.1	2,057	26.8
Physical characteristics	1,656	21.6	3,475	45.3	537	7.0	87	1.1	1,915	25.0
Physical disability	1,633	21.3	3,378	44.1	587	7.7	94	1.2	1,974	25.8
Political views	1,667	21.7	3,522	45.9	617	8.0	133	1.7	1,735	22.6
Position (faculty, staff)	1,734	22.7	3,570	46.6	446	5.8	73	1.0	1,832	23.9
Race	1,787	23.3	3,574	46.5	571	7.4	107	1.4	1,639	21.3
Religious/spiritual views	1,665	21.7	3,485	45.4	623	8.1	133	1.7	1,765	23.0
Sexual orientation	1,675	21.8	3,378	44.0	618	8.1	127	1.7	1,874	24.4
Socioeconomic status	1,690	22.1	3,355	43.9	654	8.6	139	1.8	1,803	23.6

Note: Table includes only student and trainee responses (*n* = 8,707).

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

Some students ($n = 429$) elaborated on institutional actions regarding diversity and inclusion at UC Davis. Similar to faculty and staff, many students were uncertain as to whether any of the initiatives were available at UC Davis. A number of students called for "more diversity" while others believed "'Diversity' seems like a loaded term that only accounts for certain types of diversity. I don't think there is any real effort to embrace the full spectrum of religious and political views or to increase understanding across that spectrum." Likewise, one person cautioned, "having a diverse environment is important to learn about others' experiences, but it can also actually deepen divides between racial groups. I think that we continually talk about how different we are we forget about how similar we are."

Again, student respondents were divided on the course of action that UC Davis ought to take. Some believed diversity training enhanced individuals' experience at UC Davis and improve the campus climate: "All incoming students should have a required diversity course or training. It would help people recognize that there are those different from them, especially because some of them may come from non-diverse backgrounds." Others thought "Diversity training sounds like a waste of resources (time, etc.)" and "The same people generally attend the diversity training. They are not the ones who need it."

Table 46. **Student Perceptions of How Initiatives Affect the Climate at UC Davis**

Initiatives	Not Currently Available on Campus		Positively Influences Climate		No Influence on Climate		Negatively Influences Climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity training for students	650	7.6	3,422	47.5	713	9.9	86	1.2
Providing diversity training for staff	315	3.7	3,392	45.6	550	7.4	55	0.7
Providing diversity training for faculty	307	3.6	3,356	45.4	560	7.6	57	0.8
Providing a person to address student complaints of classroom inequity	595	7.0	3,838	53.6	549	7.7	68	1.0
Increasing diversity of the faculty and staff	259	3.0	4,376	58.7	988	13.2	171	2.3
Increasing the diversity of the student body	232	2.7	4,618	61.7	935	12.5	185	2.5
Increasing opportunities for cross-cultural dialogue among students	283	3.3	4,883	65.6	627	8.4	82	1.1
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	331	3.9	4,657	63.2	612	8.3	78	1.1
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	346	4.1	4,287	58.2	828	11.2	167	2.3
Providing effective faculty mentorship of students	393	4.6	5,107	69.8	418	5.7	37	0.5

Note: Table reports student responses only (*n* = 8,531). See Table B77 for "Don't Know" responses.

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UC Davis does, and should, promote diversity to shape campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of University of California's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect in every campus and location in the system. The primary purpose of this report was to assess the climate within UC Davis 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 Davis 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 Davis 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 Davis - Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	12	0.19%	8	0.37%	69	0.86%	13	1.00%	5	0.87%	107	0.58%
	Man	2326	36.47%	916	42.53%	2365	29.35%	787	60.49%	301	52.26%	6695	36.26%
	Woman	3936	61.72%	1206	55.99%	5562	69.02%	486	37.36%	266	46.18%	11456	62.04%
	Transgender	7	0.11%	6	0.28%	6	0.07%	1	0.08%	0	0.00%	20	0.11%
	Genderqueer	47	0.74%	10	0.46%	22	0.27%	6	0.46%	2	0.35%	87	0.47%
	Multiple or Other	49	0.77%	8	0.37%	34	0.42%	8	0.61%	2	0.35%	101	0.55%
Racial Identity	Unknown/ Missing/Other	61	0.96%	23	1.07%	189	2.35%	30	2.31%	10	1.74%	313	1.70%
	White	1975	30.97%	1120	52.00%	4805	59.63%	893	68.64%	291	50.52%	9084	49.19%
	Underrepresented Minority	1255	19.68%	318	14.76%	1572	19.51%	107	8.22%	57	9.90%	3309	17.92%
	Other Person of Color	2954	46.32%	671	31.15%	1388	17.23%	258	19.83%	216	37.50%	5487	29.71%
	Multi-Minority	132	2.07%	22	1.02%	104	1.29%	13	1.00%	2	0.35%	273	1.48%
Sexual Identity	Unknown/Missing	78	1.22%	43	2.00%	403	5.00%	33	2.54%	16	2.78%	573	3.10%
	LGBQ	441	6.92%	185	8.59%	449	5.57%	93	7.15%	46	7.99%	1214	6.57%
	Heterosexual	5321	83.44%	1812	84.12%	6642	82.43%	1135	87.24%	479	83.16%	15389	83.34%
	Other	537	8.42%	114	5.29%	564	7.00%	40	3.07%	35	6.08%	1290	6.99%

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

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	16	0.25%	4	0.19%	33	0.41%	4	0.31%	2	0.35%	59	0.32%
	US Citizen	6091	95.52%	1769	82.13%	7939	98.52%	1268	97.46%	380	65.97%	17447	94.48%
	Non-US Citizen	249	3.90%	380	17.64%	83	1.03%	29	2.23%	193	33.51%	934	5.06%
	Undocumented	21	0.33%	1	0.05%	3	0.04%	0	0.00%	1	0.17%	26	0.14%
Disability Status	Unknown/Missing	366	5.74%	115	5.34%	300	3.72%	41	3.15%	26	4.51%	848	4.59%
	No Disability	4791	75.13%	1615	74.98%	6486	80.49%	1050	80.71%	472	81.94%	14414	78.06%
	Disability	1220	19.13%	424	19.68%	1272	15.79%	210	16.14%	78	13.54%	3204	17.35%
Religious/ Spiritual Affiliation	Unknown/Missing	220	3.45%	59	2.74%	469	5.82%	61	4.69%	22	3.82%	831	4.50%
	Christian	2079	32.60%	567	26.32%	3617	44.89%	334	25.67%	143	24.83%	6740	36.50%
	Muslim	121	1.90%	48	2.23%	42	0.52%	11	0.85%	13	2.26%	235	1.27%
	Jewish	107	1.68%	33	1.53%	91	1.13%	64	4.92%	14	2.43%	309	1.67%
	Other	485	7.61%	138	6.41%	430	5.34%	78	6.00%	59	10.24%	1190	6.44%
	None	2958	46.39%	1126	52.27%	3030	37.60%	679	52.19%	293	50.87%	8086	43.79%
	Multiple	407	6.38%	183	8.50%	379	4.70%	74	5.69%	32	5.56%	1075	5.82%

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

Appendix B
PART I: Demographics
The demographic information tables contain actual percentages except where noted.

Table B1

What is your primary position at UCD/UCDHS? (Question 1)

Position	n	%
Undergrad Student	**6377**	**34.5**
Started at UCD/UCDHS as first year student	4572	71.7
Transferred from a California community college	1225	19.2
Transferred from another institution	163	2.6
Missing	417	6.5
Graduate/Professional Student	**2154**	**11.7**
Non-Degree	34	1.6
Master's degree student	425	19.7
Doctoral degree student (Ph.D., Ed.D.)	1064	49.4
Professional degree student (e.g., MD, JD, MBA)	483	22.4
Missing	148	6.9
Postdoctoral scholar	**400**	**2.2**
Health Sciences Campus Trainees	**176**	**1.0**
Staff – non-Union	**3847**	**20.8**
Senior Management Group	28	0.7
Management & Senior Professionals - Supervisor	543	14.1
Management & Senior Professionals – Non- Supervisor	150	3.9
Professional & Support Staff – Non-Union & Supervisor	925	24.0
Professional & Support Staff – Non-Union & Non-Supervisor	1816	47.2
Missing	385	10.0
Staff- Union	**3713**	**20.1**
Professional & Support Staff – Union represented & Supervisor	450	12.1
Professional & Support Staff – Union Represented & Non-Supervisor	2718	73.2
Missing	545	14.7

Table B1 (cont.)	n	%
Faculty	**1301**	**7.0**
Faculty Administrator	70	5.4
General Campus Faculty	649	49.9
Professor	304	
Ladder Rank	*192*	
Visiting	*1*	
Adjunct	*4*	
Emeritus	*50*	
Recall	*11*	
Associate Professor	123	
Ladder Rank	*107*	
Adjunct	*0*	
Acting	*2*	
In Residence	*0*	
Emeritus	*1*	
Recall	*1*	
Assistant Professor	81	
Ladder Rank	*63*	
Visiting	*5*	
Acting	*3*	
Adjunct	*1*	
Other Faculty appointment	139	
Health Sciences Campus Faculty	338	26.0
Professor	120	
Ladder Rank	*40*	
In Residence	*15*	
Clinical	*18*	
Acting	*1*	
Visiting	*2*	
Adjunct	*1*	
Health Sciences Clinical	*18*	
Emeritus	*9*	
Recall	*1*	

Table B1 (cont.)	n	%
Associate Professor	79	
Ladder Rank	*11*	
In Residence	*4*	
Clinical	*29*	
Visiting	*2*	
Adjunct	*7*	
Health Sciences Clinical	*21*	
Assistant Professor	93	
Ladder and Equivalent Rank	*8*	
In Residence	*10*	
Clinical	*28*	
Visiting	*2*	
Adjunct	*8*	
Health Sciences Clinical	*33*	
Other Faculty appointment	45	
Missing	244	18.8
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	**498**	**2.7**

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

Table B2

Staff only: What is your primary employment status with UCD/UCDHS? (Question 2)

Status	n	%
Career (including partial-year career) employee	6953	86.3
Contract employee	310	3.8
Limited appointment employee/term employment	262	3.3
Per Diem employee	110	1.4
Floater (temporary services) employee	90	1.1
Academic employee	249	3.1
Missing	84	1.0

Note: Table includes only those who answered that they were staff in Question 1 (n = 8058)

Table B3

Staff only: What is your primary campus location with UCD/UCDHS? (Question 3)

Status	n	%
Health Sciences/Medical Center	3955	49.1
General Campus	3962	49.2
Missing	141	1.7

Note: Table includes only those who answered that they were staff in Question 1 (n = 8058)

Table B4

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

Status	n	%
Full-time	17260	93.5
Part time	1174	6.4
Missing	32	0.2

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	6794	36.8
Female	11552	62.6
Intersex	22	0.1
Missing	98	0.5

Table B6

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

Gender	n	%
Man	6763	36.6
Woman	11521	62.4
Transgender	35	0.2
Genderqueer	104	0.6
Other	85	0.5

Table B7

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

Position	n	%	Position	n	%
African American/ African/Black	**813**	**4.4**	Puerto Rican	96	
African American	512		Other Hispanic, Latin American, or of Spanish origin	487	
African	96		**Middle Easter/Southwest Asian/North African**	**635**	**3.4**
Black Caribbean	44		Afghan	36	
Other African/African American/Black	135		Arab/Arab American	85	
American Indian/ Alaskan Native	**417**	**2.3**	Armenian	45	
Tribal Affiliation/corporation	209		Assyrian	15	
Asian/Asian American	**5009**	**27.1**	Azerbaijani	9	
Asian Indian	514		Berber	4	
Bangladeshi	17		Circassian	3	
Cambodian	35		Chaldean	4	
Chinese/Chinese American (except Taiwanese)	2011		Coptic	9	
Filipino/Filipino American	701		Druze	3	
Hmong	120		Georgian	4	
Indonesian	47		Iranian	173	
Japanese/Japanese American	421		Jewish	211	
Korean/Korean American	327		Kurdish	3	
Laotian	22		Maronite	5	
Malaysian	32		Turkish	27	
Pakistani	67		Other Middle Eastern/ Southwest Asian/North African	67	
Sri Lankan	20		**Pacific Islander**	**236**	**1.3**
Taiwanese/ Taiwanese American	313		Fijian	111	
Thai	51		Guamanian/Chamorro	19	
Vietnamese/Vietnamese American	510		Hawaiian	54	
Other Asian	126		Samoan	10	
Hispanic/Latino	**2603**	**14.1**	Tongan	8	
Cuban/Cuban American	40		Other Pacific Islander	36	
Latin American/Latino	414		**White**	**10804**	**58.5**
Mexican/Mexican American/Chicano	1729		European/European descent	8470	
			North African	60	
			Other White/Caucasian	1357	
			Other	**133**	**0.7**

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	938	5.1
Bisexual	504	2.7
Gay	333	1.8
Heterosexual	15389	83.3
Lesbian	217	1.2
Queer	160	0.9
Questioning	156	0.8
Other	196	1.1
Missing	573	3.1

Table B9

What is your age? (Question 30)

Age	n	%
18-20	3625	19.6
21-23	2706	14.7
24-29	2489	13.5
30-39	3113	16.9
40-49	2578	14.0
50-59	2688	14.6
60 and over	1104	6.0
Missing	163	0.9

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	11911	64.5
Children 18 years of age or under	4293	23.2
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	1220	6.6
Independent adult children over 18 years of age	444	2.4
Sick or disabled partner	266	1.4
Senior or other family member	1564	8.5
Other	153	0.8

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

Table B11

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

Member Status	n	%
I have not been in the military	17519	94.9
Active military	51	0.3
Reservist	86	0.5
ROTC	65	0.4
Veteran	455	2.5
Missing	290	1.6

Table B12

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	662	7.8	694	8.1
Some high school	562	6.6	538	6.3
Completed high school/GED	1156	13.6	1168	13.7
Some college	1122	13.2	1101	12.9
Business/Technical certificate/degree	235	2.8	252	3.0
Associate's degree	434	5.1	451	5.3
Bachelor's degree	1943	22.8	2074	24.3
Some graduate work	178	2.1	232	2.7
Master's degree	1150	13.5	1035	12.1
Doctoral degree	428	5.0	256	3.0
Professional degree (MD, MFA, JD)	533	6.2	393	4.6
Unknown	61	0.7	129	1.5
Not applicable	43	0.5	130	1.5
Missing	24	0.3	78	0.9

Note: Table includes only those who answered that they were students in Question 1 (n = 8531).

Table B13

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

Level of Education	n	%
No high school	13	0.2
Some high school	35	0.4
Completed high school/GED	339	4.2
Some college	1214	15.1
Business/Technical certificate/degree	571	7.1
Associate's degree	796	9.9
Bachelor's degree	2572	31.9
Some graduate work	448	5.6
Master's degree	1287	16.0
Doctoral degree	460	5.7
Professional degree (e.g. MD, JD, DVM)	294	3.6
Missing	29	0.4

Note: Table includes only those who answered that they were staff in Question 1 (n = 8058)

Table B14

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

College Status	n	%
Freshmen: 0.0-44.99 credit hours	1318	20.7
Sophomore: 45.0 – 89.99 credit hours	1107	17.4
Junior: 90.0 – 134.99 credit hours	1894	29.7
Senior: 135 and above credit hours	2045	32.1
Missing	13	0.2

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 6377).

Table B15

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

College Status	n	%
Master's student	**466**	**21.6**
First year	242	55.9
Second year	138	31.9
Third (or more) year	53	12.2
Doctoral Student	**1579**	**73.3**
First year	421	28.0
Second year	311	20.7
Third (or more) year	362	24.1
Advanced to Candidacy	223	14.8
ABD (all but dissertation)	186	12.4
Missing	**109**	**5.1**

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 2154).

Table B16

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

College Status	n	%
First year	168	29.2
Second year	135	23.4
Third year	79	13.7
Fourth year	57	10.2
Fifth year or more	120	20.8
Missing	17	3.0

Note: Table includes only those who answered that they were post-docs or trainees students in Question 1 (n = 576).

Table B17

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

Academic/Administrative Unit	n	%
Agricultural & Environmental Sciences	302	17.8
Biological Sciences	140	8.2
Engineering	142	8.3
Graduate School of Management	12	0.7
Letters and Sciences	59	3.5
Letters and Sciences-Division of Humanities Arts and Culture	127	7.5
Letters and Sciences-Division of Social Sciences	134	7.9
Math and Physical Science	88	5.2
School of Medicine	464	27.3
School of Law	25	1.5
School of Veterinary Medicine	119	7.0
School of Education	24	1.4
School of Nursing	17	1.0
Missing	48	2.8

Note: Table includes only those who indicated they were faculty or post-docs (n= 1701) in Question 1.
Note: Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

Table B18

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

Work Unit	n	%
Administrative Resource Management	526	6.5
Agricultural & Environmental Sciences	508	6.3
Biological Sciences	189	2.3
Engineering	146	1.8
Government and Community Relations	11	0.1
Graduate School of Management	40	0.5
Graduate Studies	30	0.4
Information and Educational Technology	285	3.5
Letters and Sciences	67	0.8
Letters and Sciences-Division of Humanities Arts and Culture	61	0.8
Letters and Sciences-Division of Social Sciences	94	1.2
Library	107	1.3
Math and Physical Science	59	0.7
Office of the Chancellor and Provost	151	1.9
Office of Research	205	2.5
Office of University Development	89	1.1
School of Education	40	0.5
School of Law	50	0.6
School of Medicine	627	7.8
School of Veterinary Medicine	396	4.9
Student Affairs	392	4.9
UC Davis Medical Center	44	0.5
Missing	**186**	**2.3**

Note: Table includes only those who indicated they were staff in Question 1 (n = 8058).

Table B19

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

Academic Major	n	%
A&ES: Agricultural Sciences	853	13.4
A&ES: Environmental Sciences	346	5.4
A&ES: Human Sciences	254	4.0
A&ES Exploratory, Individual, Visiting & Limited	60	0.9
College of Biological Sciences	1336	21.0
College of Engineering	909	14.3
L&S: Humanities, Arts and Cultural Studies	755	11.8
L&S: Mathematical and Physical Sciences	481	7.5
L&S: Social Sciences	1368	21.5
Missing	15	0.2

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 6377).

Table B20

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

Academic Program	n	%
D.Engr.	5	0.2
Ed.D.	11	0.5
M.A.	62	2.9
M.A.S.	4	0.2
M.Engr.	4	0.2
M.F.A.	4	0.2
M.S.	279	13.0
Ph.D.	1128	52.4
M.D.	206	9.6
F.N.P.	12	0.6
J.D.	136	6.3
MBA	102	4.7
D.V.M.	179	8.3
Missing	22	1.0

Note: Table includes only those who indicated they were graduate/professional students in Question 1 (n = 2154).

Table B21
Trainees Only: What is your academic degree or clinical/training program at UCD/UCDHS? (Question 42)

Academic Degree or Clinical Training Program	n	%
Anesthesiology	13	7.4
Dermatology	2	1.1
Emergency Medicine	11	6.3
Family & Community Medicine	16	9.1
Internal Medicine	16	9.1
Neurological Surgery	4	2.3
Neurology	7	4.0
Nuclear Medicine	1	0.6
Obstetrics & Gynecology	7	4.0
Ophthalmology	3	1.7
Orthopedics	10	5.7
Otolaryngology	6	3.4
Pathology	11	6.3
Pediatrics	9	5.1
Physical Medicine & Rehabilitation	2	1.1
Plastic Surgery	1	0.6
Psychiatry	11	6.3
Psychiatry: Child	1	0.6
Radiation Oncology	3	1.7
Radiology	10	5.7
Surgery	18	10.2
Thoracic Surgery	1	0.6
Urology	1	0.6
Missing	12	6.8

Note: Table includes only those who indicated they were trainees in Question 1 (n = 176).

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	61	0.3
Attention Deficit/ Hyperactivity Disorder	435	2.4
Asperger's/Autism Spectrum	54	0.3
Blind	19	0.1
Low vision	525	2.8
Deaf	23	0.1
Hard of Hearing	370	2.0
Learning disability	232	1.3
Medical Condition	821	4.4
Mental health/psychological condition	830	4.5
Physical/Mobility condition that affects walking	251	1.4
Physical/Mobility condition that does not affect walking	260	1.4
Speech/Communication	137	0.7
Other	120	0.6
I have none of the listed conditions	14415	78.1

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	16644	90.1
Permanent Resident	1055	5.7
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	951	5.2
Other legally documented status	42	0.2
Undocumented resident	28	0.2

Table B24

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

Political Views	n	%
Far left	650	3.5
Liberal	6255	33.9
Moderate or middle of the road	5360	29.0
Conservative	2027	11.0
Far right	85	0.5
Undecided	3023	16.4
Libertarian	99	0.5
Other	572	3.1
Missing	395	2.1

Table B25

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

Language Spoken at Home	n	%
English only	12019	65.1
Other than English	1703	9.2
English and other language(s)	4648	25.2
Missing	96	0.5

Table B26

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

Spiritual Identity	n	%		n	%
Agnostic	2569	13.9	Nondenominational Christian	945	5.1
Ahmadi Muslim	3	0.0	Pagan	78	0.4
African Methodist Episcopal	10	0.1	Pentecostal	174	0.9
Atheist	1962	10.6	Presbyterian	397	2.1
Assembly of God	101	0.5	Protestant	467	2.5
Baha'i	23	0.1	Quaker	54	0.3
Baptist	558	3.0	Rastafarian	25	0.1
Buddhist	907	4.9	Roman Catholic	2924	15.8
Christian Orthodox	618	3.3	Russian Orthodox	24	0.1
Confucianist	43	0.2	Scientologist	8	0.0
Christian Methodist Episcopal	189	1.0	Secular Humanist	91	0.5
Druid	18	0.1	Seventh Day Adventist	63	0.3
Episcopalian	193	1.0	Shi-ite	16	0.1
Evangelical	264	1.4	Sufi	14	0.1
Greek Orthodox	52	0.3	Sunni	53	0.3
Hindu	329	1.8	Shinto	24	0.1
Jain	9	0.0	Sikh	144	0.8
Jehovah's Witness	92	0.5	Taoist	86	0.5
Jewish Conservative	109	0.6	The Church of Jesus Christ of Latter Day Saints	140	0.8
Jewish Orthodox	21	0.1			
Jewish Reformed	356	1.9	United Methodist	165	0.9
Lutheran	349	1.9	Unitarian Universalist	150	0.8
Mennonite	17	0.1	United Church of Christ	65	0.4
Moravian	3	0.0	Wiccan	45	0.2
Muslim	238	1.3	Spiritual, but no religious affiliation	2107	11.4
Native American Traditional Practitioner or Ceremonial	38	0.2	No affiliation	3450	18.7
			Other	912	4.9

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

Table B27

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

Dependency Status	n	%
Dependent	5693	66.7
Independent	2500	29.3
Missing	338	4.0

Note: Table includes only those who answered that they were students in Question 1 (n = 8531)

Table B28

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

Income	n	%
Below $10,000	933	10.9
$10,000-$19,999	901	10.6
$20,000-$29,999	1129	13.2
$30,000-$39,999	697	8.2
$40,000-$49,999	487	5.7
$50,000-$59,999	473	5.5
$60,000-69,999	393	4.6
$70,000-$79,999	368	4.3
$80,000-$89,999	347	4.1
$90,000-$99,999	343	4.0
$100,000-124,999	774	9.1
$125,000-$149,999	372	4.4
$150,000- $199,999	369	4.3
$200,000 -$249,999	242	2.8
$250,000-$299,999	127	1.5
$300,000-$399,999	80	0.9
$400,000-$499,999	46	0.5
$500,000 and above	91	1.1
Missing	359	4.2

Note: Table includes only those who answered that they were students in Question 1 (n = 8531).

Table B29

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

Residence	n	%
Campus housing	**2067**	**24.2**
Residence Halls	1341	71.7
Student Housing Apartments	430	23.0
Family Housing:	87	4.7
Co-op	11	5.9
Non-campus housing	**6433**	**75.4**
Independently in an apartment/house	4975	87.5
Living with a family member/guardian	480	8.4
Co-Op	174	3.1
Sorority or Fraternity House	59	1.0
Homeless (e.g., couch surfing)	**19**	**0.2**
Missing	**12**	**0.1**

Note: Table includes only those who indicated they were students in Question 1 (n = 8531).
Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30

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

Employed	n	%
No	**5068**	**59.4**
Yes	**3444**	**40.4**
1-10 hours/week	1077	31.3
11-20 hours/week	1516	44.0
21-30 hours/week	320	9.3
31-40 hours/week	200	5.8
More than 40 hours/week	196	5.7
Missing	135	3.9
Missing	**19**	**0.2**

Note: Table includes only those who indicated they were students in Question 1 (n = 8531)

Table B31

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

Residency	n	%
In-state/Resident	3007	47.2
Out-of-State/Non-Resident/International	173	2.7
Missing	3197	50.1

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 6377).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	3199	37.5
Student Leadership Groups	577	6.8
Academic/Professional Organizations	1576	18.5
Special Interest Organizations	657	7.7
Intercultural/Multicultural Campus Community Groups	637	7.5
Political Groups	156	1.8
Religious/Spiritual Organizations	749	8.8
Service Organizations/Civic Engagement	634	7.4
Social Fraternities or Sororities	543	6.4
Publications and Media Organizations	131	1.5
Intramurals/Clubs Sports	1598	18.7
Music/Performance Organizations	436	5.1
NCAA Varsity Athletics	110	1.3
Honor Societies	463	5.4
Campus Housing Associations	66	0.8
Other	584	6.8

Note: Table includes only those who indicated they were students in Question 1 (n = 8531).
Percentages may not sum to 100% due to multiple responses.

Table B33

What is your current relationship status? (Question 54)

Relationship Status	n	%
Single, never married	8244	44.8
Single, divorced	1074	5.8
Single, widow (partner/spouse deceased)	127	0.7
Partnered	1499	8.1
Partnered, in civil union/ Registered Domestic Partnership	130	0.7
Married or remarried	7009	38.0
Separated	177	1.0
Other	88	0.5
Missing	118	0.6

Table B34

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

GPA	n	%
Less than 2.0	252	3.0
2.0-2.50	830	9.7
2.51 – 3.00	1784	20.9
3.01- 3.50	2326	27.3
Greater than 3.5	3226	37.8
Missing	113	1.3

Note: Table includes only those who indicated they were students in Question 1 (n = 8513).

Table B35

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

Foster Care Youth	n	%
Yes	90	1.1
No	8352	97.9
Missing	89	1.0

Note: Table includes only those who indicated they were students in Question 1 (n = 8531).

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

Table B36

Overall, how comfortable are you with the climate at UCD/UCDHS?
(Question 5)

Comfort	n	%
Very comfortable	5346	29.0
Comfortable	9466	51.3
Neither comfortable nor uncomfortable	2337	12.7
Uncomfortable	1075	5.8
Very uncomfortable	213	1.2

Table B37

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

Comfort	n	%
Very comfortable	5725	31.1
Comfortable	8376	45.4
Neither comfortable nor uncomfortable	2465	13.4
Uncomfortable	1443	7.8
Very uncomfortable	429	2.3

Table B38

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

Comfort	n	%
Very comfortable	2253	22.1
Comfortable	5319	52.1
Neither comfortable nor uncomfortable	1517	14.9
Uncomfortable	381	3.7
Very uncomfortable	49	0.5
Not applicable	695	6.8

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 10232).

Table B39

In the past year, have you seriously considered leaving UCD/UCDHS? (Question 8)

Considered Leaving	n	%
No	13455	72.9
Yes	4994	27.1

Table B40

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

Academic Experience	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	1499	16.5	4349	47.8	1517	16.7	1424	15.7	230	2.5	72	0.8
Many of my courses this year have been intellectually stimulating.	2365	26.0	4633	51.0	999	11.0	369	4.1	53	0.6	668	7.4
I am satisfied with my academic experience at UCD/UCDHS.	1757	19.4	4657	51.4	1637	18.1	757	8.4	166	1.8	87	1.0
I am satisfied with the extent of my intellectual development since enrolling at UCD/UCDHS.	2137	23.6	4536	50.1	1545	17.1	632	7.0	107	1.2	98	1.1
I have performed academically as well as I anticipated I would.	1291	14.2	3171	34.9	1942	21.4	2008	22.1	571	6.3	103	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	2510	27.7	4522	49.9	1387	15.3	441	4.9	128	1.4	71	0.8
My interest in ideas and intellectual matters has increased since coming to UCD/UCDHS.	2687	29.7	4188	46.3	1529	16.9	468	5.2	108	1.2	60	0.7
I intend to graduate from UCD/UCDHS.	5834	64.6	2334	25.8	348	3.9	47	0.5	27	0.3	441	4.9
I am considering transferring to another college or university due to academic reasons.	129	1.4	351	3.9	781	8.6	1858	20.5	4696	51.7	1261	13.9

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 9107).

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 UCD/UCDHS? (Question 11)

Experienced	n	%
No	14060	76.3
Yes, but it did not interfere with my ability to work or learn	2833	15.4
Yes and it interfered with my ability to work or learn	1538	8.3

Table B42

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

Based On:	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	120	3.1	294	7.6	538	14.0	617	16.0	2287	59.3
Age	163	4.2	267	6.9	722	18.6	857	22.0	1881	48.4
Ancestry	155	4.0	214	5.6	435	11.4	758	19.8	2267	59.2
Country of origin	106	2.8	202	5.3	357	9.3	732	19.1	2430	63.5
Discipline of study	152	4.0	277	7.3	506	13.3	667	17.5	2215	58.0
Educational level	160	4.1	334	8.6	661	17.0	740	19.1	1988	51.2
Educational modality (on-line, classroom)	46	1.2	85	2.2	185	4.9	636	16.8	2834	74.9
English language proficiency/accent	107	2.8	155	4.1	288	7.5	631	16.5	2634	69.0
Ethnicity	252	6.5	320	8.2	557	14.3	651	16.7	2110	54.2
Gender identity	136	3.5	207	5.4	380	9.8	704	18.2	2434	63.0
Gender expression	95	2.5	146	3.8	274	7.2	701	18.3	2609	68.2
Immigrant/citizen status	77	2.0	82	2.1	181	4.7	646	16.9	2830	74.2
International status	73	1.9	78	2.0	144	3.8	576	15.1	2940	77.1
Learning disability	40	1.1	60	1.6	153	4.0	553	14.5	3000	78.8
Marital status (e.g. single, married, partnered)	48	1.3	100	2.6	265	6.9	750	19.6	2662	69.6
Medical condition	86	2.3	128	3.4	248	6.5	621	16.3	2719	71.5
Military/veteran status	11	0.3	31	0.8	89	2.3	398	10.5	3271	86.1
Parental status (e.g., having children)	71	1.9	93	2.4	316	8.3	559	14.7	2759	72.6
Participation in an organization/team	115	3.1	130	3.5	219	5.9	411	11.0	2865	76.6

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Table B42 (cont.)	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	98	2.6	204	5.3	503	13.2	675	17.7	2336	61.2
Physical disability	36	0.9	81	2.1	133	3.5	526	13.9	3017	79.5
Philosophical views	159	4.1	264	6.9	589	15.3	664	17.3	2163	56.3
Political views	150	3.9	233	6.1	498	13.1	688	18.1	2239	58.8
Position (staff, faculty, student)	403	10.2	543	13.7	828	20.9	650	16.4	1536	38.8
Pregnancy	31	0.8	52	1.4	109	2.9	436	11.5	3157	83.4
Psychological condition	52	1.4	105	2.8	226	6.0	529	14.0	2865	75.9
Race	188	4.9	252	6.6	470	12.3	654	17.1	2256	59.1
Religious/spiritual views	126	3.3	186	4.9	353	9.3	712	18.7	2436	63.9
Sexual orientation	65	1.7	99	2.6	193	5.1	667	17.6	2759	72.9
Socioeconomic status	110	2.9	167	4.4	367	9.8	679	18.1	2437	64.8
Don't Know	155	4.6	156	4.6	326	9.7	300	8.9	2438	72.2
Other	247	8.9	187	6.8	193	7.0	143	5.2	2000	72.2

Note: Only answered by respondents who experienced harassment (n = 4371).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	2106	48.2
I felt I was deliberately ignored or excluded	2019	46.2
I felt intimidated/bullied	1884	43.1
I was the target of derogatory verbal remarks	793	18.1
I observed others staring at me	705	16.1
I received a low performance evaluation	470	10.8
I received derogatory written comments	399	9.1
I feared for my physical safety	340	7.8
I feared getting a poor grade because of a hostile classroom environment	311	7.1
I was singled out as the spokesperson for my identity group	297	6.8
I was the target of racial/ethnic profiling	252	5.8
Someone assumed I was admitted/hired/promoted due to my identity	219	5.0
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	146	3.3
I received derogatory phone calls	108	2.5
Someone assumed I was not admitted/hired/promoted due to my identity	103	2.4
I received threats of physical violence	80	1.8
I feared for my family's safety	60	11.4
I was the target of stalking	60	1.4
I was the victim of a crime	46	1.1
I was the target of physical violence	42	1.0
I was the target of graffiti/vandalism	38	0.9
Other	590	13.5

Note: Only answered by respondents who experienced harassment (n = 4371).
Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
While working at a UCD/UCDHS job	1723	39.4
In a meeting with a group of people	1061	24.3
In a UCD/UCDHS office	932	21.3
In a class/lab/clinical setting	855	19.6
In a public space at UCD/UCDHS	691	15.8
In a meeting with one other person	623	14.3
In a health care setting	448	10.2
At a UCD/UCDHS event	388	8.9
Off campus	335	7.7
While walking on campus	278	6.4
In a faculty office	261	6.0
In campus housing	254	5.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	210	4.8
In a UCD/UCDHS dining facility	136	3.1
In off-campus housing	118	2.7
On campus transportation	69	1.6
In athletic facilities	60	1.4
In an on-line class	9	0.2
Other	278	6.4

Note: Only answered by respondents who experienced harassment (n = 4371).
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	1306	29.9
Student	1010	23.1
Supervisor	834	19.1
Staff member	743	17.0
Faculty member	741	17.0
Administrator	698	16.0
Department head	506	11.6
Friend	292	6.7
Stranger	286	23.1
Medical Staff	208	4.8
Don't know source	198	4.5
Campus organizations or groups	174	4.0
UCD/UCDHS Physician	143	3.3
Faculty advisor	130	3.0
Teaching asst/Grad asst/Lab asst/Tutor	129	3.0
UCD/UCDHS visitor(s)	108	2.5
Student staff	80	1.8
Person that I supervise	78	1.8
Campus police/building security	72	1.6
Campus media	70	1.6
Social Networking site (e.g. Facebook, Twitter)	67	1.5
Off campus community member	66	1.5
Patient	63	1.4
Registered Campus Organization	55	1.3
Alumni	53	1.2
Union representative	30	0.7
Partner/spouse	23	0.5
Athletic coach/trainer	17	0.4
Donor	9	0.2
Other	307	7.0

Note: Only answered by respondents who experienced harassment (n = 4371).
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	2149	49.2
I felt embarrassed	1671	38.2
I told a friend	1556	35.6
I told a family member	1371	31.4
I ignored it	1303	29.8
I avoided the harasser	1148	26.3
I sought support from a staff person	721	16.5
I did nothing	716	16.4
I felt somehow responsible	641	14.7
I was afraid	623	14.3
I didn't report it for fear that my complaint would not be taken seriously	547	12.5
I left the situation immediately	484	11.1
I didn't know who to go to	468	10.7
I confronted the harasser at the time	433	9.9
I sought support from campus resource	423	9.7
I reported it to a UCD/UCDHS employee/official	422	9.7
I did report it but I did not feel the complaint was taken seriously	401	9.2
I sought support from an administrator	395	9.0
I confronted the harasser later	340	7.8
I sought support from a faculty member	336	7.7
It didn't affect me at the time	278	6.4
I told my union representative	193	4.4
I sought information on-line	178	4.1
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	135	3.1
I sought support from off-campus hot-line/advocacy services	113	2.6
I contacted a local law enforcement official	45	1.0
I sought support from student staff (e.g. peer counselor)	45	1.0
I sought support from a TA/grad assistant	39	0.9
Other	517	11.8

Note: Only answered by respondents who experienced harassment (n = 4371).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced Unwanted Sexual Contact	n	%
No	17972	97.3
Yes	443	2.4
Missing	51	0.3

Table B48

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	992	8.3	2233	18.6	4095	34.1	3625	30.2	1064	8.9
My colleagues/co-workers expect me to represent "the point of view" of my identity	489	4.1	2083	17.5	3817	32.1	2876	24.2	2628	22.1
I believe salary determinations are clear	1080	9.1	4788	40.3	2897	24.4	1486	12.5	1637	13.8
I think that my campus demonstrates that it values a diverse faculty	2634	22.0	6881	57.6	1063	8.9	469	3.9	901	7.5
I think my campus demonstrates that it values a diverse staff	2692	22.6	7051	59.1	1141	9.6	481	4.0	565	4.7
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	2688	22.4	5245	43.7	1865	15.5	841	7.0	1357	11.3
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	1092	9.1	2270	19.0	5265	44.0	2394	20.0	944	7.9
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	1242	10.4	2969	24.8	4773	39.9	1862	15.6	1109	9.3

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 12089).

Table B49

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	224	17.3	687	52.9	248	19.1	54	4.2	85	6.5
I believe that the tenure/promotion standards are reasonable.	209	16.2	731	56.7	215	16.7	41	3.2	93	7.2
I feel that my service contributions are important to tenure/promotion.	140	10.8	626	48.4	292	22.6	121	9.4	114	8.8
I feel pressured to change my research agenda to achieve tenure/promotion.	60	4.7	194	15.0	511	39.6	262	20.3	263	20.4
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	198	15.5	636	49.7	226	17.7	75	5.9	145	11.3
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	123	9.5	237	18.4	677	52.5	131	10.2	122	9.5
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.	149	11.6	349	27.2	568	44.3	87	6.8	130	10.1
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	45	3.5	372	29.1	255	20.0	81	6.3	524	41.0
I have used university policies on stopping the clock for promotion or tenure.	21	1.6	67	5.2	248	19.1	245	18.9	715	55.2
I have used university policies on taking leave for childbearing or adoption.	57	4.4	108	8.3	188	14.5	204	15.8	737	57.0
I have used university policies on active service-modified duties.	34	2.6	88	6.8	218	17.0	219	17.0	726	56.5
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	16	1.3	81	6.4	561	44.1	344	27.0	271	21.3
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	242	18.8	678	52.8	172	13.4	41	3.2	152	11.8
I believe that perceptions about using work-family policies differ for men and women faculty.	90	7.0	472	36.9	418	32.7	122	9.5	177	13.8
I believe that tenure standards/advancement standards are applied equally to all faculty.	160	12.5	566	44.3	324	25.4	116	9.1	112	8.8

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 1301).

Table B50

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

Issues	Strongly Agree n	%	Agree n	%	Disagree n	%	Strongly Disagree n	%	Not Applicable n	%
I find that UCD/UCDHS is supportive of taking leave.	1697	14.2	6448	53.9	1501	12.5	332	2.8	1996	16.7
I find that UCD/UCDHS is supportive of flexible work schedules.	1865	15.6	5985	50.0	1989	16.6	737	6.2	1396	11.7
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	539	4.5	1455	12.2	5624	47.0	2381	19.9	1964	16.4
I feel that people who have children are considered by UCD/UCDHS to be less committed to their jobs/careers	249	2.1	1036	8.7	6167	51.7	2594	21.7	1882	15.8
I feel that UCD/UCDHS provides available resources to help employees balance work-life needs, such as childcare and elder care.	705	5.9	4340	36.6	2229	18.8	899	7.6	3683	31.1
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	319	2.7	1402	11.8	3802	32.1	1269	10.7	5045	42.6
I have supervisors who give me job/career advice or guidance when I need it	2444	20.4	5559	46.4	1922	16.1	847	7.1	1197	10.0
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	2532	21.2	6664	55.7	1342	11.2	412	3.4	1015	8.5
My supervisor provides me with resources to pursue professional development opportunities.	2383	19.9	5139	43.0	2131	17.8	952	8.0	1343	11.2
My supervisor provides ongoing feedback to help me improve my performance.	2210	18.5	5633	47.1	2176	18.2	825	6.9	1109	9.3
I have adequate access to administrative support.	1922	16.1	6355	53.4	1913	16.1	802	6.7	914	7.7
For health sciences campus employees, my patient-care load is manageable.	399	3.5	1845	16.1	393	3.4	153	1.3	8684	75.7

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 12089).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCD/UCDHS 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	14290	77.7
Yes	4100	22.3

Table B52

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

Target	n	%
Student	1510	36.8
Co-worker	1231	30.0
Staff member	902	22.0
Friend	469	11.4
Faculty member	317	7.7
Campus organizations or groups	232	5.7
Stranger	220	5.4
Administrator	213	5.2
Don't know target	209	5.1
Supervisor	184	4.5
Medical Staff	158	3.9
Teaching assistant/Writing associate/Lab assistant/Tutor	91	2.2
Department head	83	2.0
Person that I supervise	80	2.0
Student staff	80	2.0
UCD/UCDHS visitor(s)	69	1.7
Campus police/building security	68	1.7
Patient	67	1.6
Union representative	65	1.6
Off campus community member	60	1.5
Registered Campus Organization	58	1.4
UCD/UCDHS Physician	45	1.1
Alumni	30	0.7
Partner/spouse	27	0.7
Faculty advisor	19	0.5
Athletic coach/trainer	9	0.2
Donor	2	0.0
Other	251	6.1

Note: Only answered by respondents who observed harassment (n = 4100).
Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Student	1008	24.6
Co-worker	776	18.9
Supervisor	676	16.5
Administrator	670	16.3
Faculty member	623	15.2
Staff member	549	13.4
Department head	311	7.6
Don't know source	258	6.3
Campus police/building security	223	5.4
Stranger	219	5.3
Medical Staff	149	3.6
Campus organizations or groups	147	3.6
Friend	112	2.7
UCD/UCDHS Physician	107	2.6
Faculty advisor	90	2.2
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	81	2.0
Teaching assistant/Grad assistant/Lab assistant/Tutor	76	1.9
UCD/UCDHS visitor(s)	60	1.5
Social Networking site (e.g. Facebook, Twitter)	60	1.5
Off campus community member	56	1.4
Patient	54	1.3
Student staff	54	1.3
Registered Campus Organization	44	1.1
Alumni	36	0.9
Person that I supervise	33	0.8
Union representative	30	0.7
Athletic coach/trainer	14	0.3
Donor	9	0.2
Partner/spouse	9	0.2
Other	238	5.8

Note: Only answered by respondents who observed harassment (n = 4100).
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	1031	25.1
Position (staff, faculty, student)	772	18.8
Ethnicity	580	14.1
Race	580	14.1
Political views	509	12.4
Gender identity	436	10.6
Philosophical views	363	8.9
Sexual orientation	361	8.8
Gender expression	358	8.7
Educational level	340	8.3
Religious/spiritual views	328	8.0
Age	321	7.8
Country of origin	309	7.5
Academic Performance	294	7.2
Ancestry	240	5.9
Socioeconomic status	238	5.8
Physical characteristics	222	5.4
English language proficiency/accent	218	5.3
Discipline of study	194	4.7
Participation in an organization/team	177	4.3
Immigrant/citizen status	166	4.0
Psychological condition	151	3.7
Medical condition	131	3.2
International Status	115	2.8
Parental status (e.g., having children)	82	2.0
Physical disability	80	2.0
Learning disability	79	1.9
Marital status	69	1.7
Pregnancy	52	1.3
Military/veteran status	19	0.5
Educational modality (online, classroom)	16	0.4
Other	741	18.1

Note: Only answered by respondents who observed harassment (n = 4100).
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	2122	51.8
Deliberately ignored or excluded	1514	36.9
Intimidated/bullied	1406	34.3
Isolated or left out	1107	27.0
Assumption that someone was admitted/hired/promoted based on his/her identity	693	16.9
Racial/ethnic profiling	632	15.4
Isolated or left out when work was required in groups	576	14.0
Derogatory written comments	520	12.7
Receipt of a low performance evaluation	493	12.0
Assumption that someone was not admitted/hired/promoted based on his/her identity	417	10.2
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	399	9.7
Feared for their physical safety	341	8.3
Singled out as a spokesperson for his/her identity	339	8.3
Graffiti/vandalism	282	6.9
Threats of physical violence	176	4.3
Physical violence	174	4.2
Derogatory phone calls	143	3.5
Victim of a crime	109	2.7
Receipt of a poor grade because of a hostile classroom environment	106	2.6
Feared for their family's safety	57	1.4
Other	339	8.3

Note: Only answered by respondents who observed harassment (n = 4100).
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	667	17.1
2	677	17.3
3	677	17.3
4	340	8.7
5	150	3.8
6 or more	1399	35.8

Note: Only answered by respondents who believed they had observed harassment (n = 4100).
Percentages do not sum to 100 due to multiple responses.

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

Location	n	%
While working at a UCD/UCDHS job	1420	34.6
In a public space at UCD/UCDHS	974	23.8
In a meeting with a group of people	847	20.7
In a class/lab/clinical setting	729	17.8
In a UCD/UCDHS office	728	17.8
At a UCD/UCDHS event	426	10.4
While walking on campus	385	9.4
Off campus	383	9.3
In a health care setting	344	8.4
In a meeting with one other person	344	8.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	322	7.9
In campus housing	251	6.1
In a faculty office	208	5.1
In a UCD/UCDHS dining facility	136	3.3
In off campus housing	112	2.7
On campus transportation	79	1.9
In athletic facilities	48	1.2
In an on-line class	7	0.2
Other	191	4.7

Note: Only answered by respondents who observed harassment (n = 4100).
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	1884	46.0
I felt embarrassed	1441	35.1
I told a friend	1261	30.8
I told a family member	972	23.7
I avoided the harasser	806	19.7
I did nothing	686	16.7
I ignored it	627	15.3
I sought support from a staff person	505	12.3
I was afraid	489	11.9
I didn't report it for fear that my complaint would not be taken seriously	420	10.2
I confronted the harasser at the time	416	10.1
It didn't affect me at the time	404	9.9
I didn't know who to go to	402	9.8
I felt somehow responsible	394	9.6
I left the situation immediately	373	9.1
I confronted the harasser later	348	8.5
I sought support from a administrator	330	8.0
I did report it but I did not feel the complaint was taken seriously	287	7.0
I sought support from campus resource	268	6.5
I reported it to a campus employee/official	257	6.3
I sought support from a faculty member	236	5.8
I sought information on-line	148	3.6
I told my union representative	127	3.1
I sought support from a spiritual advisor	69	1.7
I sought support from off-campus hot-line/advocacy services	61	1.5
I contacted a local law enforcement official	39	1.0
I sought support from a student staff	36	0.9
I sought support from a TA/grad assistant	23	0.6
Other	454	11.1

Note: Only answered by respondents who observed harassment (n = 4100).
Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	5939	63.7
Yes	1603	17.2
Don't know	1784	19.1

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 9359).

Table B60

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

Based On	n	%
Personal relationship	568	35.4
Position (staff, faculty, student)	253	15.8
Age	244	15.2
Ethnicity	226	14.1
Preferential re-hiring	213	13.3
Educational level	196	12.2
Race	185	11.5
Gender identity	118	7.4
Partner/spousal preferential hiring practice	76	4.7
Country of origin	70	4.4
Physical characteristics	60	3.7
Ancestry	59	3.7
English language proficiency/accent	57	3.6
Discipline of study	55	3.4
Gender expression	48	3.0
Sexual orientation	43	2.7
Marital status	39	2.4
Parental status (e.g., having children)	37	2.3
Political views	32	2.0
Participation in an organization/team	26	1.6
Immigrant/citizen status	25	1.6
Religious/spiritual views	25	1.6
Medical condition	24	1.5
Socioeconomic status	23	1.4
International status	15	0.9
Physical disability	14	0.9
Learning disability	12	0.7
Pregnancy	12	0.7
Military/veteran status	9	0.6
Educational modality (on-line, classroom)	8	0.5
Psychological condition	4	0.2
Other	333	20.8

Note: Only answered by faculty/staff who perceived discriminatory practices (n = 1603).
Percentages do not sum to 100 due to multiple responses.

Table B61

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	9066	75.3
Yes	1085	9.0
Don't know	1882	15.6

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 12089).

Table B62

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

Based On	n	%
Position (staff, faculty, student)	256	23.6
Age	170	15.7
Personal relationship	146	13.5
Ethnicity	121	11.2
Race	113	10.4
Educational level	83	7.6
Medical condition	83	7.6
Gender identity	65	6.0
Country of origin	43	4.0
Parental status (e.g., having children)	41	3.8
Political views	38	3.5
Ancestry	37	3.4
Discipline of study	33	3.0
Physical characteristics	33	3.0
English language proficiency/accent	32	2.9
Gender expression	30	2.8
Psychological condition	30	2.8
Religious/spiritual views	26	2.4
Physical disability	25	2.3
Participation in an organization/team	24	2.2
Sexual orientation	23	2.1
Learning disability	21	1.9
Immigrant/citizen status	20	1.8
Marital status	18	1.7
International status	16	1.5
Socioeconomic status	15	1.4
Partner/spousal preferential hiring practice	14	1.3
Pregnancy	14	1.3
Educational modality (on-line, classroom)	8	0.7
Military/veteran status	4	0.4
Other	359	33.1

Note: Only answered by post-docs, graduate students, trainees, faculty or staff who perceived discriminatory practices (n = 1085). Percentages do not sum to 100 due to multiple responses.

Table B63

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

Perceived Unfair/ Unjust Promotion	n	%
No	7530	62.6
Yes	2369	19.7
Don't know	2123	17.7

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 12089).

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	677	28.6
Position (staff, faculty, student)	553	23.3
Educational level	230	9.7
Age	226	9.5
Ethnicity	169	7.1
Race	158	6.7
Gender identity	153	6.5
Discipline of study	117	4.9
Partner/spousal preferential hiring practice	90	3.8
Political views	68	2.9
Country of origin	66	2.8
Ancestry	56	2.4
Gender expression	54	2.3
Sexual orientation	53	2.2
Parental status (e.g., having children)	45	1.9
Participation in an organization/team	45	1.9
Physical characteristics	38	1.6
Marital status	34	1.4
Socioeconomic status	34	1.4
English language proficiency/accent	32	1.4
Medical condition	32	1.4
Religious/spiritual views	32	1.4
International status	27	1.1
Immigrant/citizen status	21	0.9
Pregnancy	21	0.9
Psychological condition	18	0.8
Physical disability	12	0.5
Educational modality	11	0.5
Learning disability	11	0.5
Military/veteran status	2	0.1
Other	708	29.9

Note: Only answered by post-docs, graduate students, trainees, faculty or staff who observed discriminatory practices (n = 2369). Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Friendly/Hostile	7632	41.6	7547	41.1	2600	14.2	478	2.6	88	0.5	**1.8**	**0.8**
Cooperative/Uncooperative	5936	32.4	8166	44.6	3268	17.8	799	4.4	152	0.8	**2.0**	**0.9**
Positive for persons with disabilities/Negative	6756	37.2	6851	37.8	3932	21.7	491	2.7	108	0.6	**1.9**	**0.9**
Positive for people who identify as lesbian, gay, bisexual/Negative	7040	38.9	6693	37.0	3838	21.2	434	2.4	102	0.6	**1.9**	**0.9**
Positive for people of Christian faith/Negative	5988	33.1	5982	33.1	5209	28.8	684	3.8	210	1.2	**2.1**	**0.9**
Positive for people of other faith backgrounds faith/Negative	5288	29.3	6387	35.4	5566	30.8	676	3.7	128	0.7	**2.1**	**0.9**
Positive for people who are agnostic or atheist/Negative	5566	31.0	6030	33.6	5752	32.0	469	2.6	151	0.8	**2.1**	**0.9**
Positive for people of color/Negative	6352	35.1	6547	36.2	4183	23.1	798	4.4	207	1.1	**2.0**	**0.9**
Positive for men/Negative	7705	42.6	5915	32.7	3990	22.0	399	2.2	92	0.5	**1.9**	**0.9**
Positive for women/Negative	6868	37.7	6661	36.5	3914	21.5	671	3.7	119	0.7	**1.9**	**0.9**
Positive for non-native English speakers/Negative	4985	27.5	6332	35.0	5192	28.7	1365	7.5	233	1.3	**2.2**	**1.0**
Positive for people who are immigrants/Negative	5238	29.0	6191	34.3	5452	30.2	945	5.2	206	1.1	**2.2**	**0.9**
Positive for people who are not U.S. Citizens/Negative	5320	29.6	6004	33.4	5563	31.0	883	4.9	203	1.1	**2.1**	**0.9**

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Table B65 (cont.)	1 n	1 %	2 n	2 %	3 n	3 n	3 %	4 %	5 n	5 %	Mean	Standard Deviation
Welcoming/Not welcoming	7334	40.1	7517	41.1	2761	15.1	527	2.9	136	0.7	**1.8**	**0.8**
Respectful/disrespectful	6694	36.7	7687	42.1	2974	16.3	706	3.9	191	1.0	**1.9**	**0.9**
Positive for people of high socioeconomic status/Negative	7797	43.2	5927	32.9	3909	21.7	287	1.6	117	0.6	**1.8**	**0.9**
Positive for people of low socioeconomic status/Negative	4831	26.8	5621	31.2	5413	30.1	1668	9.3	476	2.6	**2.3**	**1.0**
Positive for people who identify as transgender/Negative	4688	26.4	5005	28.2	6919	39.0	861	4.8	287	1.6	**2.3**	**1.0**

Table B66

Using a scale of 1-5, please rate the overall climate at UCD/UCDHS 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	6254	34.2	7152	39.1	3632	19.9	1036	5.7	211	1.2	2.0	0.9
Not sexist/sexist	6178	33.9	6914	37.9	3782	20.7	1132	6.2	224	1.2	2.0	1.0
Not homophobic/homophobic	6413	35.5	7005	38.8	3756	20.8	723	4.0	146	0.8	2.0	0.9
Not transphobic/transphobic	6068	34.0	6426	36.0	4344	24.3	801	4.5	227	1.3	2.0	0.9
Not age biased/age biased	5939	32.7	6397	35.2	4152	22.9	1340	7.4	323	1.8	2.1	1.0
Not classist (socioeconomic status)/classist	5331	29.5	6134	34.0	4402	24.4	1694	9.4	487	2.7	2.2	1.1
Not classist (position: faculty, staff, student)/ classist	4776	26.4	5417	30.0	4436	24.5	2360	13.1	1092	6.0	2.4	1.2
Disability friendly/Not disability friendly	6848	37.8	6897	38.1	3680	20.3	558	3.1	139	0.8	1.9	0.9

Table B67

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	3076	31.6	4800	49.4	628	6.5	144	1.5	1075	11.1
Ancestry	3025	31.2	4426	45.6	603	6.2	122	1.3	1530	15.8
Country of origin	2975	30.7	4610	47.6	726	7.5	132	1.4	1236	12.8
English language proficiency/ accent	2413	24.9	4638	47.9	1312	13.5	238	2.5	1084	11.2
Ethnicity	3020	31.2	4702	48.6	735	7.6	155	1.6	1062	11.0
Gender identity	2819	29.1	4407	45.5	761	7.9	152	1.6	1550	16.0
Gender expression	2736	28.3	4306	44.5	831	8.6	174	1.8	1629	16.8
Immigrant/citizen status	2741	28.3	4310	44.5	802	8.3	179	1.8	1645	17.0
International status	2987	30.9	4380	45.4	689	7.1	182	1.9	1419	14.7
Learning disability	2687	27.8	4256	44.0	786	8.1	167	1.7	1771	18.3
Marital status	3116	32.3	4045	41.9	508	5.3	159	1.6	1818	18.8
Medical conditions	2719	28.3	4195	43.7	638	6.6	162	1.7	1896	19.7
Military/veteran status	3020	21.2	3740	38.7	412	4.3	103	1.1	2390	24.7
Parental status (e.g., having children)	2593	26.9	3916	40.6	723	7.5	142	1.5	2276	23.6
Participation in an campus club/organization	3340	34.6	4219	43.7	446	4.6	99	1.0	1550	16.1
Psychological condition	2355	24.4	3853	40.0	832	8.6	159	1.6	2441	25.3
Physical characteristics	2683	27.8	4384	45.5	725	7.5	153	1.6	1696	17.6
Physical disability	2679	27.8	4336	45.0	680	7.1	154	1.6	1789	18.6

Table B67 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	2428	25.2	4281	44.4	1087	11.3	297	3.1	1548	16.1
Race	2951	30.6	4485	46.4	770	8.0	209	2.2	1244	12.9
Religious/spiritual views	2641	27.4	4448	46.2	821	8.5	236	2.4	1492	15.5
Sexual orientation	2832	29.4	4373	45.4	700	7.3	170	1.8	1562	16.2
Socioeconomic status	2587	26.9	4366	45.4	945	9.8	242	2.5	1481	15.4

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 9832).

Table B68

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom/learning environment	1887	20.9	5101	56.5	1162	12.9	247	2.7	635	7.0
I feel valued by other students in the classroom	1719	19.1	5002	55.5	1281	14.2	204	2.3	813	9.0
I think UCD/UCDHS faculty are genuinely concerned with my welfare	1874	20.8	4656	51.6	1308	14.5	345	3.8	846	9.4
I think UCD/UCDHS staff are genuinely concerned with my welfare	1796	20.0	4646	51.6	1296	14.4	317	3.5	945	10.5
I think administrators are genuinely concerned about my welfare.	1393	15.5	3842	42.8	1724	19.2	717	8.0	1291	14.4
I think faculty pre-judge my abilities based on perceived identity/background	827	9.2	2432	27.2	3145	35.2	1135	12.7	1407	15.7
I believe the campus climate encourages free and open discussion of difficult topics	2186	24.2	4926	54.6	1064	11.8	274	3.0	572	6.3
I have faculty who I perceive as role models	2534	28.1	4223	46.8	1212	13.4	212	2.3	850	9.4
I have staff who I perceive as role models	1677	18.6	3587	39.8	1932	21.5	276	3.1	1534	17.0
I have administrators who I perceive as role models	1086	12.1	2633	29.4	2513	28.1	665	7.4	2060	23.0
I don't see enough faculty/staff with whom I identify	1104	12.3	3001	33.5	3131	34.9	724	8.1	1000	11.2
I have opportunities for academic success that are similar to those of my classmates	2409	26.8	5090	56.7	759	8.4	185	2.1	540	6.0

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 9107).

Table B69

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	154	2.5	492	8.0	2341	38.0	1187	19.3	1982	32.2
Ancestry	149	2.4	450	7.3	2413	39.2	1171	19.0	1966	32.0
Country of origin	167	2.7	632	10.3	2309	37.6	1118	18.2	1917	31.2
Education level	184	3.0	682	11.1	2278	37.2	1060	17.3	1926	31.4
English language proficiency/ accent	244	4.0	988	16.1	2069	33.7	921	15.0	1912	31.2
Ethnicity	223	3.6	786	12.8	2209	36.0	1038	16.9	1881	30.7
Gender identity	208	3.4	785	12.8	2157	35.1	972	15.8	2018	32.9
Gender expression	228	3.7	836	13.6	2097	34.2	935	15.3	2035	33.2
Immigrant/citizen status	170	2.8	528	8.6	2318	37.9	1055	17.2	2053	33.5
International Status	167	2.7	512	8.4	2334	38.1	1083	17.7	2032	33.2
Learning disability	165	2.7	542	8.9	2235	36.5	1014	16.6	2162	35.3
Marital status	152	2.5	384	6.3	2199	36.0	1050	17.2	2328	38.1
Medical conditions	140	2.3	411	6.7	2278	37.4	1052	17.3	2215	36.3
Military/veteran status	127	2.1	254	4.2	2177	35.6	1136	18.6	2422	39.6
Parental status (e.g., having children)	155	2.5	451	7.4	2010	32.9	960	15.7	2536	41.5
Participation in an campus club/organization	161	2.6	491	8.0	2236	36.6	1262	20.6	1967	32.2
Participation on an athletic team	171	2.8	418	6.8	2263	37.0	1295	21.2	1972	32.2
Philosophical views	178	2.9	630	10.3	2205	36.1	1062	17.4	2040	33.4

Table B69 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	168	2.7	628	10.3	2162	35.4	970	15.9	2185	35.7
Physical characteristics	218	3.6	795	13.0	2139	35.0	957	15.7	2005	32.8
Physical disability	158	2.6	527	8.6	2258	36.9	1030	16.9	2139	35.0
Political views	232	3.8	831	13.6	2111	34.5	934	15.3	2002	32.8
Race	218	3.6	719	11.7	2209	36.1	1051	17.2	1923	31.4
Religious/spiritual views	225	3.7	759	12.4	2154	35.2	993	16.2	1981	32.4
Sexual orientation	220	3.6	761	12.5	2142	35.0	963	15.8	2026	33.1
Socioeconomic status	223	3.7	634	10.4	2222	36.4	1001	16.4	2025	33.2

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 6377).

Table B70

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	2523	26.0	4945	51.0	1111	11.4	310	3.2	815	8.4
Ancestry	2660	27.5	4719	48.8	830	8.6	243	2.5	1209	12.5
Country of origin	2681	27.8	4797	49.7	857	8.9	236	2.4	1073	11.1
Educational level	2471	25.5	4901	50.7	1220	12.6	327	3.4	757	7.8
English language proficiency/ accent	2419	25.1	5016	51.9	1082	11.2	247	2.6	892	9.2
Ethnicity	2673	27.7	4848	50.2	922	9.6	274	2.8	934	9.7
Gender identity	2425	25.2	4392	45.6	914	9.5	251	2.6	1650	17.1
Gender expression	2344	24.4	4287	44.6	953	9.9	258	2.7	1771	18.4
Immigrant/citizen status	2480	25.8	4481	46.6	907	9.4	242	2.5	1513	15.7
International Status	2556	26.6	4521	47.1	823	8.6	239	2.5	1459	15.2
Learning disability	2049	21.4	4027	42.1	1063	11.1	280	2.9	2156	22.5
Marital status	2782	29.0	4698	48.9	832	8.7	264	2.7	1030	10.7
Medical conditions	2307	24.2	4373	45.9	1061	11.1	318	3.3	1469	15.4
Military/veteran status	2432	25.3	4000	41.6	684	7.1	208	2.2	2284	23.8
Parental status (e.g., having children)	2683	27.9	4668	48.5	976	10.1	261	2.7	1035	10.8
Participation in a campus club/organization	2226	23.2	4000	41.8	763	8.0	240	2.5	2349	24.5
Participation on an athletic team	2008	21.0	3579	37.5	715	7.5	217	2.3	3037	31.8
Philosophical views	2121	22.2	4330	45.3	1058	11.1	278	2.9	1777	18.6

Table B70 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	1949	20.4	3993	41.8	1032	10.8	246	2.6	2322	24.3
Physical characteristics	2301	24.1	4573	47.9	891	9.3	266	2.8	1510	15.8
Physical disability	2241	23.5	4309	45.1	949	9.9	269	2.8	1787	18.7
Political views	1984	20.7	4224	44.1	1280	13.4	374	3.9	1707	17.8
Race	2557	26.7	4646	48.5	968	10.1	284	3.0	1119	11.7
Religious/spiritual views	2159	22.6	2384	45.9	1134	11.9	324	3.4	1557	16.3
Sexual orientation	2463	25.8	4364	45.7	883	9.3	251	2.6	1583	16.6
Socioeconomic status	2252	23.7	4439	46.7	1156	12.1	305	3.2	1363	14.3

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 9935).

Table B71

How would you rate the accessibility of UCD/UCDHS? (Question 82)

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
Accessibility								
Athletic Facilities	6425	36.0	3824	21.5	641	3.6	6935	38.9
Bike Paths	9288	52.1	3464	19.4	504	2.8	4582	25.7
Classroom Buildings	8301	46.7	4673	26.3	274	1.5	4544	25.5
Classrooms, labs	7391	41.6	4610	26.0	334	1.9	5429	30.6
University housing	5194	29.3	3347	18.9	573	3.2	8619	48.6
Computer labs	6857	38.7	3676	20.7	317	1.8	6869	38.8
Dining facilities	8627	48.6	3583	20.2	283	1.6	5241	29.6
Elevators	10566	59.6	3542	20.0	226	1.3	3409	19.2
Health and Wellness Center	7798	44.0	2872	16.2	364	2.1	6679	37.7
Library	9898	55.9	3115	17.6	185	1.0	4506	25.5
On-campus transportation/parking	7579	42.8	4744	26.8	968	5.5	4401	24.9
Other campus buildings	7184	40.8	4152	23.6	359	2.0	5928	33.8
Parking	7359	41.5	5153	29.1	1683	9.5	3526	19.9
Recreational facilities	7030	39.9	3519	20.0	493	2.8	6580	37.3
Restrooms	10477	59.1	4358	24.6	408	2.3	2486	14.0
Studios/ Performing Arts spaces	4914	28.0	2773	15.8	427	2.4	9455	53.8
Transportation/Intracampus	6851	38.9	3820	21.7	471	2.7	6458	36.7
Walkways and pedestrian paths	9875	55.9	4162	23.6	383	2.2	3245	18.4
Wheelchair ramps	7591	43.0	3263	18.5	221	1.3	6584	37.3
Braille signage	4230	24.0	2337	13.3	397	2.3	10643	60.4
Hearing loops	3199	18.3	1890	10.8	390	2.2	12029	68.7

Table B71 (cont.)

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
Course instruction/materials								
Information in alternate formats	3931	22.6	3687	21.2	824	4.7	8944	51.4
Instructors	4960	28.6	4414	25.4	517	3.0	7465	43.0
UC Davis Website	9157	54.0	3912	23.1	419	2.5	3458	20.4

Table B72

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

Characteristic	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	3616	20.6	8263	47.1	857	4.9	123	0.7	4700	26.8
Physical health issues	4591	26.2	9217	52.5	493	2.8	87	0.5	3156	18.0
Female	5639	32.1	9982	56.7	587	3.3	90	0.5	1293	7.4
From religious affiliations other than Christian	4506	25.7	9306	53.1	667	3.8	98	0.6	2947	16.8
From Christian affiliations	4661	26.6	9210	52.6	685	3.9	148	0.8	2818	16.1
Gay, lesbian, bisexual	4810	27.4	9139	52.1	677	3.9	107	0.6	2806	16.0
Immigrants	4372	25.0	9327	53.3	781	4.5	119	0.7	2900	16.6
International students, staff, or faculty	4972	28.4	9332	53.2	595	3.4	95	0.5	2540	14.5
Learning disability	4093	23.4	8401	48.1	613	3.5	70	0.4	4285	24.5
Male	6473	36.9	9109	51.9	285	1.6	61	0.3	1628	9.3
Non-native English speakers	4142	23.7	9497	54.3	1303	7.4	158	0.9	2391	13.7
Parents/guardians	4558	26.0	9090	51.9	438	2.5	66	0.4	3347	19.1
People of color	5079	29.0	9554	54.5	725	4.1	164	0.9	2021	11.5
Providing care for adults who are disabled and/or elderly	4134	23.6	8036	46.0	372	2.1	70	0.4	4868	27.8
Physical disability	4603	26.4	8976	51.4	459	2.6	80	0.5	3338	19.1
Socioeconomically disadvantaged	4156	23.8	8450	48.5	1301	7.5	263	1.5	3268	18.7
Socioeconomically advantaged	5425	31.1	8441	48.4	369	2.1	87	0.5	3105	17.8
Transgender	3881	22.3	7207	41.4	800	4.6	203	1.2	5305	30.5
Other	962	14.4	2240	33.5	110	1.6	59	0.9	3314	49.6

Table B73

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

Background	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	5068	28.4	9345	52.4	890	5.0	200	1.1	2336	13.1
American Indian/Alaskan Native	4879	27.4	8810	49.5	466	2.6	114	0.6	3517	19.8
Asian/ Asian American	5810	32.6	9523	53.5	547	3.1	76	0.4	1851	10.4
Hispanic/Latino	5121	28.8	9621	54.1	811	4.6	122	0.7	2107	11.8
Middle Eastern/South Asian/ North African	4981	28.0	9341	52.6	758	4.3	156	0.9	2528	14.2
Pacific Islander	5048	28.4	9261	52.1	383	2.2	72	0.4	3001	16.9
White	7304	41.2	9124	51.4	279	1.6	74	0.4	963	5.4

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Table B74

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

Characteristic	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2799	35.4	3865	48.9	128	1.6	15	0.2	1097	13.9
Physical health issues	2907	36.8	3891	49.3	84	1.1	10	0.1	1002	12.7
Female	3205	40.6	3907	49.5	84	1.1	13	0.2	680	8.6
From religious affiliations other than Christian	2840	36.0	3993	50.6	128	1.6	30	0.4	893	11.3
From Christian affiliations	2884	36.6	3925	49.8	169	2.1	25	0.3	879	11.2
Gay, lesbian, bisexual	2876	36.5	2869	49.1	208	2.6	36	0.5	894	11.3
Immigrants	2781	35.3	3953	50.1	227	2.9	31	0.4	893	11.3
International students, staff, or faculty	2942	37.3	3954	50.2	127	1.6	17	0.2	837	10.6
Learning disability	2821	35.9	3905	49.7	161	2.0	17	0.2	961	12.2
Male	3288	41.7	3819	48.5	51	0.6	10	0.1	712	9.0
Non-native English speakers	2754	35.0	3982	50.6	255	3.2	29	0.4	848	10.8
Parents/guardians	2902	36.9	3891	49.5	90	1.1	11	0.1	974	12.4
People of color	2962	37.6	3946	50.1	178	2.3	27	0.3	767	9.7
Providing care for other than a child	2768	35.2	3779	48.1	82	1.0	14	0.2	1218	15.5
Physical disability	2924	37.2	3883	49.4	110	1.4	18	0.2	929	11.8
Socioeconomically disadvantaged	2850	36.2	3840	48.8	241	3.1	45	0.6	896	11.4
Socioeconomically advantaged	3009	38.2	3808	48.4	125	1.6	27	0.3	903	11.5

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	2713	34.5	3738	47.5	261	3.3	58	0.7	1096	13.9
Veterans/active military	3136	39.9	3646	46.4	55	0.7	20	0.3	995	12.7
Other	821	23.3	1432	40.6	25	0.7	15	0.4	1233	35.0

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 8531).

Table B75

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1771	22.8	3780	48.6	610	7.8	77	1.0	1544	19.8
Ancestry	1718	22.1	3561	45.9	648	8.3	101	1.3	1737	22.4
Country of origin	1739	22.4	3614	46.6	699	9.0	104	1.3	1595	20.6
Educational level	1825	23.6	3751	48.5	673	8.7	114	1.5	1373	17.7
English language proficiency/ accent	1662	21.5	3568	46.1	878	11.3	134	1.7	1494	19.3
Ethnicity	1822	23.6	3722	48.1	596	7.7	121	1.6	1470	19.0
Gender identity	1711	22.1	3352	43.3	725	9.4	151	2.0	1795	23.2
Gender expression	1680	21.8	3315	42.9	734	9.5	163	2.1	1832	23.7
Immigrant/citizen status	1674	21.7	3402	44.1	709	9.2	127	1.6	1805	23.4
International Status	1702	22.1	3487	45.2	643	8.3	110	1.4	1768	22.9
Learning disability	1559	20.2	3233	42.0	737	9.6	146	1.9	2028	26.3
Level of Education	1745	22.6	3660	47.4	636	8.2	122	1.6	1556	20.2
Marital status	1613	21.1	3238	42.3	575	7.5	97	1.3	2134	27.9
Medical conditions	1638	21.3	3365	43.8	594	7.7	91	1.2	2003	26.0
Military/veteran status	1601	20.9	3123	40.7	574	7.5	95	1.2	2281	29.7
Parental status (e.g., having children)	1543	20.1	3216	41.9	595	7.8	89	1.2	2231	29.1
Philosophical Views	1697	22.1	3616	47.1	508	6.6	98	1.3	1760	22.9
Psychological condition	1584	20.6	3336	43.5	610	7.9	86	1.1	2057	26.8
Physical characteristics	1656	21.6	3475	45.3	537	7.0	87	1.1	1915	25.0

Table B75 cont.	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	1633	21.3	3378	44.1	587	7.7	94	1.2	1974	25.8
Political views	1667	21.7	3522	45.9	617	8.0	133	1.7	1735	22.6
Position (faculty, staff)	1734	22.7	3570	46.6	446	5.8	73	1.0	1832	23.9
Race	1787	23.3	3574	46.5	571	7.4	107	1.4	1639	21.3
Religious/spiritual views	1665	21.7	3485	45.4	623	8.1	133	1.7	1765	23.0
Sexual orientation	1675	21.8	3378	44.0	618	8.1	127	1.7	1874	24.4
Socioeconomic status	1690	22.1	3355	43.9	654	8.6	139	1.8	1803	23.6

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 8707).

Table B76

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

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	216	2.3	2900	31.5	441	4.8	249	2.7	5404	58.7
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	121	1.3	3102	33.9	496	5.4	173	1.9	5268	57.5
Providing recognition and rewards for including diversity issues in courses across the curriculum	219	2.4	3430	37.5	665	7.3	223	2.4	4608	50.4
Providing diversity training for staff	207	2.3	5284	57.7	954	10.4	184	2.0	2534	27.7
Providing diversity training for faculty	199	2.2	4247	46.4	786	8.6	161	1.8	3756	41.1
Providing diversity training for students	153	1.7	4120	45.2	653	7.2	121	1.3	4067	44.6
Providing access to counseling for people who have experienced harassment	181	2.0	5483	60.0	381	4.2	118	1.3	2982	32.6
Providing mentorship for new faculty	247	2.7	4125	45.3	366	4.0	80	0.9	4280	47.0
Providing mentorship for new staff	588	6.5	4955	54.5	547	6.0	153	1.7	2841	31.3
Providing a clear and fair process to resolve conflicts	384	4.2	5377	59.3	489	5.4	275	3.0	2545	28.1
Increasing funding to support efforts to change campus climate	391	4.3	3393	37.4	816	9.0	247	2.7	4226	46.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	254	2.8	3269	36.1	1018	11.2	659	7.3	3863	42.6
Providing diversity and equity training to search and tenure committees	204	2.3	3514	38.9	816	9.0	300	3.3	4203	46.5
Increasing the diversity of the faculty	143	1.6	4338	47.9	915	10.1	212	2.3	3456	38.1

Table B76 cont.	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Increasing the diversity of the staff	155	1.7	4739	52.3	1065	11.8	248	2.7	2849	31.5
Increasing the diversity of the administration	211	2.3	4483	49.6	999	11.0	259	2.9	3092	34.2
Increasing the diversity of the student body	115	1.3	4254	47.2	956	10.6	197	2.2	3485	38.7
Providing back-up family care	588	6.5	4109	45.5	534	5.9	159	1.8	3638	40.3
Providing lactation accommodations	226	2.5	4609	51.2	558	6.2	102	1.1	3509	39.0
Providing career development opportunities for staff	290	3.2	6162	68.1	408	4.5	145	1.6	2037	22.5

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 9935).

Table B77

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

	Not Currently Available on Campus		Positively Influences Climate		Has No Influence on Climate		Negatively Influences Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	650	7.6	3422	47.5	713	9.9	86	1.2	2990	41.5
Providing diversity training for staff	315	3.7	3392	45.6	550	7.4	55	0.7	3436	46.2
Providing diversity training for faculty	307	3.6	3356	45.4	560	7.6	57	0.8	3421	46.3
Providing a person to address student complaints of classroom inequity	595	7.0	3838	53.6	549	7.7	68	1.0	2700	37.7
Increasing diversity of the faculty and staff	259	3.0	4376	58.7	988	13.2	171	2.3	1923	25.8
Increasing the diversity of the student body	232	2.7	4618	61.7	935	12.5	185	2.5	1745	23.3
Increasing opportunities for cross-cultural dialogue among students	283	3.3	4883	65.6	627	8.4	82	1.1	1856	24.9
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	331	3.9	4657	63.2	612	8.3	78	1.1	2027	27.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	346	4.1	4287	58.2	828	11.2	167	2.3	2083	28.3
Providing effective faculty mentorship of students	393	4.6	5107	69.8	418	5.7	37	0.5	1753	24.0

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 8531)

Table B78

Post-docs/Faculty/Staff Only: Questions 94-96

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
I feel my supervisor/chair values my contribution to the workplace.	4102	43.6	4058	43.1	920	9.8	337	3.6
I feel my senior campus administration values my contribution to the workplace.	1721	18.9	4788	52.6	1961	21.6	626	6.9
I am reluctant to report a workplace accident or injury because I think it will affect my job/career.	451	4.8	1026	11.0	4731	50.5	3154	33.7

Note: Table includes only those respondents who indicated they were post-docs, faculty, or staff in Question 1 (n = 9759)

Table B79

Students Only: Are you considering transferring to another college or university due to intellectual stimulation reasons? (Question 97)

Considering	n	%
No	7646	94.4
Yes	453	5.6

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 8531)

Table B80

General Campus Faculty Only: The following questions request your opinions regarding the merit system. (Question 98)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
The merit system process is clear	129	21.1	322	52.6	132	21.6	29	4.7
The merit system process and standards are reasonable	125	20.7	335	55.5	121	20.0	23	3.8
The merit system promotes the improved productivity of faculty	130	21.4	300	49.3	142	23.4	36	5.9
The merit system standards have been fairly applied by my colleagues	118	19.6	323	53.7	120	20.0	40	6.7
The merit system standards have been fairly applied by my department chair	155	25.9	342	57.2	72	12.0	29	4.8
The merit system standards have been fairly applied by my school/college/dean/faculty advancement committee	114	19.1	320	53.6	109	18.3	54	9.0
The merit system standards have been fairly applied by the vice provost for academic affairs	108	18.6	332	57.2	94	16.2	46	7.9

Note: Table includes only those respondents who indicated they were General Campus Faculty in Question 1 (n = 649)

Table B81

General Campus Faculty Only: I believe that my academic productivity and career development have been affected in the manner listed by the following individuals/groups: (Question 99)

	Strongly Supported		Supported		Neutral		Hindered		Strongly Hindered	
	n	%	n	%	n	%	n	%	n	%
My department colleagues	197	32.2	253	41.3	114	18.6	39	6.4	9	1.5
My departmental chair	207	33.9	222	36.4	130	21.3	37	6.1	14	2.
Non-departmental colleagues	111	18.2	245	40.2	228	37.4	19	3.1	6	1.0
My school/college dean	94	15.4	196	32.1	234	38.3	65	10.6	22	3.6
Campus academic administration	53	8.8	159	26.3	302	49.9	64	10.6	27	4.5
My productivity and career advancement have been enhanced by the presence of members of the academic federation	99	16.7	167	28.2	310	52.4	10	1.7	6	1.0

Note: Table includes only those respondents who indicated they were General Campus Faculty in Question 1 (n = 649)

Table B82

General Campus Faculty Only: The following questions are about the Academic Federation. (Question 100)

	Yes		No	
	n	%	n	%
I am a member of the academic federation	127	21.3	468	78.7
The distinctions between senate faculty and members of the academic federation are clearly defined	333	58.5	236	41.5
The distinctions between senate faculty and members of the academic federation are reasonable	296	58.5	210	41.5
The distinctions between senate faculty and members of the academic federation are fairly applied	278	56.3	216	43.7
My productivity and career advancement have been enhanced by my position as a member of the academic federation	69	17.7	321	82.3

Note: Table includes only those respondents who indicated they were General Campus Faculty in Question 1 (n = 649)

Table B83

Graduate Students/Trainees Only: How would you rate the quality of the learning environment at UC Davis? (Question 101)

Learning Environment	Excellent		Very Good		Acceptable		Needs Work		Unhealthy	
	n	%	n	%	n	%	n	%	n	%
In the classroom	769	34.6	948	42.6	399	17.9	90	4.0	18	0.8
In in-patient (hospital based) settings	424	5.4	631	37.8	506	30.3	60	3.6	48	2.9
In outpatient/ambulatory clinic settings	395	23.7	645	38.7	530	31.8	59	3.5	38	2.3

Note: Table includes only those respondents who indicated they were graduate students/trainees in Question 1 (n =2330)

Table B84

Graduate Students/Trainees Only: The climate in UCD/UCDHS/UCD/UCDHSHSHS' clinical training settings can be characterized by a culture of: (Question 102)

Culture	n	%
Encouragement for Open Inquiry	1156	70.5
Impartiality	421	25.1
Humiliation & Pressure	72	4.4

Note: Table includes only those respondents who indicated they were graduate students/trainees in Question 1 (n =2330)

Table B85

Graduate Students/Trainees Only: Based on your observations and experiences, how much confidence do you have that harassment and/or discriminatory behaviors will be responded to appropriately (i.e., that timely feedback to confirm receipt of these or similar concerns will be provided, or that action to correct identified issues will be taken up by appropriate academic or administrative departments)?
(Question 103)

Learning Environment	High		Fair		Some		Little		None		Not Sure	
	n	%	n	%	n	%	n	%	n	%	n	%
Degree of confidence that feedback will be provided	713	32.5	730	33.2	309	14.1	139	6.3	44	2.0	261	11.9
Degree of confidence that issues will be acted upon appropriately	622	28.5	669	30.6	349	16.0	217	9.9	74	3.4	253	11.6

Note: Table includes only those respondents who indicated they were graduate students/trainees in Question 1 (n =2330)

Table B86

Health Sciences/Medical Center Faculty/Staff/Trainee Only: How would you rate the quality of UCDHS' workplace environment? (Question 104)

Workplace Environment	Excellent		Very Good		Acceptable		Needs Work		Unhealthy	
	n	%	n	%	n	%	n	%	n	%
In office/administrative workplace settings	752	18.1	1479	35.6	1219	29.3	531	12.8	179	4.3
In in-patient (hospital based) settings	706	17.8	1541	38.9	1226	30.9	397	10.0	96	2.4
In outpatient/ambulatory clinic settings	702	18.1	1530	39.3	1219	31.3	358	9.2	80	2.1

Note: Table includes only those respondents who indicated they were Health Sciences/Medical Center Faculty/Staff/Trainees in Question 1 and Question 3 (n = 4469)

Table B86

Health Sciences/Medical Center Faculty/Staff/Trainees Only: The medical center climate is welcoming for all patients based on their: (Question 105)

Characteristic	Yes		No	
	n	%	n	%
Race	3884	95.9	166	4.1
Ethnicity	3877	95.8	169	4.2
Gender	3941	97.6	95	2.4
Gender expression	3854	96.1	156	3.9
Sexual orientation	3880	96.6	135	3.4
Physical characteristics	3868	96.5	142	3.5
Mental/Emotional Impairment	3768	93.8	251	6.2
Physical disability	3876	96.7	134	3.3
Religion or spiritual identity	3866	96.6	136	3.4
Age	3891	97.0	122	3.0
Socioeconomic status	3716	93.1	277	6.9

Note: Table includes only those respondents who indicated they were Health Sciences/Medical Center Faculty/Staff/Trainees in Question 1 and Question 3 (n = 4469)

Table B87

Health Sciences/Medical Center Faculty/Staff/Trainees Only: For the item(s) marked "no" in Question #72, this incident was characterized by the following behavior (check all that you have personally witnessed that apply) (Question 106)

Characteristic	n	%
Patient was deliberately ignored or excluded	169	3.8
Patient was bullied/intimidated	59	1.3
Patient was victim of derogatory comments	159	3.6
You observed staff/faculty "staring" at patient	150	3.4
Other	214	4.8

Note: Table includes only those respondents who indicated they were Health Sciences/Medical Center Faculty/Staff/Trainees in Question 1 and Question 3 (n = 4469)

Table B88

Health Sciences/Medical Center Faculty/Staff/Trainees Only: For the item(s) marked "no" in Question #72, where did you observe this behavior? (Question 107)

Characteristic	n	%
In a public space on the health science campus	110	2.5
In an outpatient/ambulatory clinic setting	182	4.1
In the inpatient setting (hospital)	233	5.2
In the Emergency Room/Same Day Surgery setting	133	3.0
In the Operating Room setting	32	0.7

Note: Table includes only those respondents who indicated they were Health Sciences/Medical Center Faculty/Staff/Trainees in Question 1 and Question 3 (n = 4469)

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact**:**
Staff:
Rick Hill
University Communications
rrhill@ucdavis.edu

Academics:
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UC Davis
Campus Community Survey

(Administered by Rankin & Associates, Consulting)

Purpose

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

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:

UCDHS and UCD Faculty & Staff
ASAP (Academic and Staff Assistance Program)
UCDHS 916-734-2727 UCD 530-752-2727

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 UCD/UCDHS is conducive to learning, living, and working.

Voluntary Participation

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

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

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

Privacy and Data Usage

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

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

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

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

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Rahim Reed
AEVC
rreed@ucdavis.edu

Penelope Herbert
Dir. UCDHS
Penelope.herbert@ucdmc.ucdavis.edu

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

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

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

Survey Terms and Definitions

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please do not complete this survey more than once.

<u>**Directions**</u>

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 UCD/UCDHS? **(Please mark only one**)
- ○ Undergraduate student
- ○ Graduate/Professional student
  - ○ Non-degree
  - ○ Master's degree student
  - ○ Doctoral degree student (Ph.D.)
  - ○ Professional degree student (MD, DDS, PharmD, DPT)
- ○ Postdoctoral Scholar (e.g., Employee, Fellow, and/or Paid Direct)
- ○ Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
- ○ Staff – non-Union
  - ○ Senior Management Group (SMG)
  - ○ Management & Senior Professionals (MSP) - Supervisor
  - ○ Management & Senior Professionals (MSP) – Non-Supervisor
  - ○ Professional & Support Staff (PSS) – Non-Union & Supervisor
  - ○ Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
- ○ Staff – Union
  - ○ Professional & Support Staff (PSS) – Union Represented & Supervisor
  - ○ Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
- ○ Faculty
  - ○ Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director
  - ○ General Campus Faculty
  - ○ Health Sciences Campus Faculty
- ○ Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

1general. What is you position as a General Campus Faculty?
- ○ Professor
- ○ Associate Professor
- ○ Assistant Professor
- ○ Other Faculty appointment (e.g., Instructor/Lecturer)

1health. What is you position as a Health Sciences Campus Faculty?
- ○ Professor
- ○ Associate Professor
- ○ Assistant Professor
- ○ Other Faculty appointment (e.g., Instructor/Lecturer)

2. **Staff Only:** What is your **primary** employment status with UCD/UCDHS?
- ○ Career (including partial-year career) employee
- ○ Contract employee
- ○ Limited appointment employee/ term employment
- ○ Per Diem employee
- ○ Floater (temporary services) employee
- ○ Academic employee

3. **Staff Only:** What is your **primary** campus location with UCD/UCDHS?
- ○ Health Sciences/Medical Center
- ○ General Campus

4. Are you full-time or part-time in that **primary** status?
- ○ Full-time
- ○ Part-time

Part 1: Personal Experiences

Please reflect on your experiences WITHIN THE PAST YEAR…

5. Overall, how comfortable are you with the climate at UCD/UCDHS?
- ❍ Very comfortable
- ❍ Comfortable
- ❍ Neither comfortable nor uncomfortable
- ❍ Uncomfortable
- ❍ Very uncomfortable

6. Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?
- ❍ Very comfortable
- ❍ Comfortable
- ❍ Neither comfortable nor uncomfortable
- ❍ Uncomfortable
- ❍ Very uncomfortable

7. **Student/Post-doc/Graduate/Faculty only**: Overall, how comfortable are you with the climate in your classes?
- ❍ Very comfortable
- ❍ Comfortable
- ❍ Neither comfortable nor uncomfortable
- ❍ Uncomfortable
- ❍ Very uncomfortable
- ❍ Not applicable

8. In the past year, have you seriously considered leaving UCD/UCDHS?
- ❍ No
- ❍ Yes

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

_____
_____
_____

10. **Post-doc/Students/Trainees only:** The following questions ask you about your academic experience at UCD/UCDHS.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I am performing up to my full academic potential.	❍	❍	❍	❍	❍	❍
Many of my courses this year have been intellectually stimulating.	❍	❍	❍	❍	❍	❍
I am satisfied with my academic experiences at UCD/UCDHS.	❍	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at UCD/UCDHS.	❍	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to UCD/UCDHS.	❍	❍	❍	❍	❍	❍
I intend to graduate from UCD/UCDHS.	❍	❍	❍	❍	❍	❍
I am considering transferring to another college or university due to academic reasons.	❍	❍	❍	❍	❍	❍

11. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCD/UCDHS?
- ❍ 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 UCD/UCDHS event
- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCD/UCDHS dining facility
- ❑ In a UCD/UCDHS office
- ❑ In a faculty office
- ❑ In a public space at UCD/UCDHS
- ❑ 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 UCD/UCDHS job
- ❑ While walking on campus
- ❑ Other (please specify) _____

15. Who/what was the source of this conduct? **(Mark all that apply)**
- ❑ Administrator
- ❑ Alumni
- ❑ Athletic coach/trainer
- ❑ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- ❑ UCD/UCDHS visitor(s)
- ❑ Campus organizations or groups
- ❑ Campus police/building security
- ❑ Co-worker
- ❑ Off campus community member
- ❑ Department head
- ❑ Donor
- ❑ Don't know source
- ❑ Faculty advisor
- ❑ Faculty member
- ❑ Friend
- ❑ Medical Staff
- ❑ Partner/spouse
- ❑ Patient
- ❑ Person that I supervise
- ❑ Registered Campus Organization
- ❑ Social networking site (e.g., Facebook, Twitter)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., Residence hall assistant, peer counselor)
- ❑ Supervisor
- ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ❑ UCD/UCDHS Physician
- ❑ Union representative
- ❑ Other (please specify) _____

16. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**
- ❑ I felt embarrassed
- ❑ I felt somehow responsible
- ❑ I ignored it
- ❑ I was afraid
- ❑ I was angry
- ❑ It didn't affect me at the time
- ❑ I left the situation immediately
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I sought support from a campus resource (e.g., Academic and Staff Assistance Program-ASAP, Counseling and Psychological Services-CAPS, Office of Campus Community Relations-OCCR, Student Judicial Affairs-SJA)
- ❑ I confronted the harasser at the time
- ❑ I confronted the harasser later
- ❑ I avoided the harasser
- ❑ I told a friend
- ❑ I told a family member
- ❑ I told my union representative
- ❑ I contacted a local law enforcement official
- ❑ I sought support from a staff person
- ❑ I sought support from a TA/grad assistant
- ❑ I sought support from an administrator
- ❑ I sought support from a faculty member
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- ❑ I sought support from student staff (e.g., residence hall assistant, peer counselor)
- ❑ I sought information on-line
- ❑ I didn't know who to go to
- ❑ I reported it to a UCD/UCDHS employee/official
- ❑ I didn't report it for fear that my complaint would not be taken seriously
- ❑ I did report it but I did not feel the complaint was taken seriously
- ❑ I did nothing
- ❑ Other (please specify) _____

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

_____
_____
_____

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

If you would rather discuss your concerns with someone on campus instead of reporting this incident you may contact one of the offices listed below:

UCDHS and UCD Faculty & Staff:
ASAP (Academic and Staff Assistance Program)
UCDHS 916-734-2727   UCD 530-752-2727

UCDHS Students:
  Counseling and Psychological Services: 916-703-WELL

UCD Students:
  Student Health and Wellness Center: 530-752-2349

The following questions are related to unwanted physical sexual contact.

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

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

   _____
   _____
   _____

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

If you would rather discuss your concerns with someone on campus instead of reporting this incident you may contact one of the offices listed below:

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   Student Health and Wellness Center: 530-752-2349

Part 2: Work-Life

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

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	❍	❍	❍	❍	❍
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 my campus demonstrates that it values a diverse faculty.	❍	❍	❍	❍	❍
I think that my campus 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. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements, please do so here.

_____
_____
_____

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

_____
_____
_____

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

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I find that UCD/UCDHS is supportive of taking leave.	❍	❍	❍	❍	❍
I find that UCD/UCDHS 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 UCD/UCDHS less committed to their jobs/careers.	❍	❍	❍	❍	❍
I feel that UCD/UCDHS 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.	❍	❍	❍	❍	❍

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

      _____
      _____
      _____

Part 3: Demographic Information

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

26. What is your assigned birth sex?
   - ○ Male
   - ○ Female
   - ○ Intersex

27. What is your gender/gender identity? **(Mark all that apply)**
   - ❑ Man
   - ❑ Woman
   - ❑ Transgender
   - ❑ Genderqueer
   - ❑ Other (if you wish, please specify) _____

28. What is your racial/ethnic identity?
 (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)
   - ❑ **African American / African/ Black**
     - ❑ African American
     - ❑ African
     - ❑ Black Caribbean
     - ❑ Other African/African American / Black (if you wish please specify) _____
   - ❑ **American Indian / Alaskan Native**
     - ❑ Tribal affiliation/corporation (if you wish please specify) _____
   - ❑ **Asian / Asian American**
     - ❑ Asian Indian
     - ❑ Bangladeshi
     - ❑ Cambodian
     - ❑ Chinese / Chinese American (except Taiwanese)
     - ❑ Filipino / Filipino American
     - ❑ Hmong
     - ❑ Indonesian
     - ❑ Japanese / Japanese American
     - ❑ Korean / Korean American
     - ❑ Laotian
     - ❑ Malaysian
     - ❑ Pakistani
     - ❑ Sri Lankan
     - ❑ Taiwanese / Taiwanese American
     - ❑ Thai
     - ❑ Vietnamese / Vietnamese American
     - ❑ Other Asian (not including Middle Eastern) (if you wish please specify) _____
   - ❑ **Hispanic / Latino**
     - ❑ Cuban / Cuban American
     - ❑ Latin American / Latino
     - ❑ Mexican / Mexican American / Chicano
     - ❑ Puerto Rican
     - ❑ Other Hispanic, Latin American or of Spanish origin (if you wish please specify) _____
   - ❑ **Middle Eastern/Southwest Asian/North African**
     - ❑ Afghan
     - ❑ Arab/Arab American
     - ❑ Armenian
     - ❑ Assyrian
     - ❑ Azerbaijani
     - ❑ Berber
     - ❑ Circassian
     - ❑ Chaldean
     - ❑ Coptic
     - ❑ Druze
     - ❑ Georgian

❑ Iranian
❑ Jewish
❑ Kurdish
❑ Maronite
❑ Turkish
❑ Other Middle Eastern/Southwest Asian/North African (if you wish please specify _____

❑ **Pacific Islander**
  ❑ Fijian
  ❑ Guamanian/Chamorro
  ❑ Hawaiian
  ❑ Samoan
  ❑ Tongan
  ❑ Other Pacific Islander (if you wish please specify) _____

❑ **White**
  ❑ European / European descent
  ❑ North African
  ❑ Other White / Caucasian (if you wish please specify) _____

❑ **Other (please specify)** _____

29. Which term best describes your sexual orientation?
  ○ Asexual
  ○ Bisexual
  ○ Gay
  ○ Heterosexual
  ○ Lesbian
  ○ Queer
  ○ Questioning
  ○ Other (please specify) _____

30. What is your age?
  ○ 18-20
  ○ 21-23
  ○ 24-29
  ○ 30-39
  ○ 40-49
  ○ 50-59
  ○ 60 and over

31. Do you have substantial parenting or caregiving responsibility for any of the following people? (**Mark all that apply**)?
  ❑ No one
  ❑ Children 18 years of age or under
  ❑ Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
  ❑ Independent adult children over 18 years of age
  ❑ Sick or disabled partner
  ❑ Senior or other family member
  ❑ Other (please specify, e.g., pregnant, expectant partner, adoption pending) _____

32. Are/were you a member of the U.S. armed forces?
  ○ I have not been in the military
  ○ Active military
  ○ Reservist
  ○ ROTC
  ○ Veteran

33. **Post-docs/Trainees/Sudents Only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	No high school	No high school	Completed high school/GED	Some college	Business/Technical certificate/degree	Associate's degree	Bachelor's degree	Some graduate work	Master's degree	Doctoral degree (Ph.D, Ed.D)	Other professional degree (e.g., MD, MFA, JD)	Unknown	Not applicable
Parent/Guardian 1	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Parent/Guardian 2	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

34. **Staff only:**What is your highest completed level of education?
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree
- ❍ Doctoral degree (Ph.D., Ed.D.)
- ❍ Professional degree (e.g., MD, JD, MBA)

35. **Undergraduate Students only:** Where are you in your college career?
- ❍ Freshman: 0.0 – 44.99 credit hours
- ❍ Sophomore: 45.0 – 89.99 credit hours
- ❍ Junior: 90.0 – 134.99 credit hours
- ❍ Senior: 135 and above credit hours

36. **Graduate/Professional Students only**: Where are you in your graduate career?
- ❍ Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)
  - ❍ First year
  - ❍ Second year
  - ❍ Third (or more) year
- ❍ Doctoral/Professional student (e.g., MD, DDS, PharmD, PhD, DPT)
  - ❍ First year
  - ❍ Second year
  - ❍ Third (or more) year
  - ❍ Advanced to Candidacy
  - ❍ ABD (all but dissertation)

37. **Post-docs/Traineers only:** Where are you in your career at UCD/UCDHS?
- ❍ First year
- ❍ Second year
- ❍ Third year
- ❍ Fourth year
- ❍ Fifth year or more

38. **Post-docs/Faculty only:** With which academic division/department are you primarily affiliated with at this time?
   - ○ Agricultural & Environmental Sciences
   - ○ Biological Sciences
   - ○ Engineering
   - ○ Graduate School of Management
   - ○ Letters and Sciences
   - ○ Letters and Sciences-Division of Humanities Arts and Culture
   - ○ Letters and Sciences-Division of Social Sciences
   - ○ Math and Physical Science
   - ○ School of Medicine
   - ○ School of Law
   - ○ School of Veterinary Medicine
   - ○ School of Education
   - ○ School of Nursing

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?
   - ○ Administrative Resource Management
   - ○ Agricultural & Environmental Sciences
   - ○ Biological Sciences
   - ○ Engineering
   - ○ Government and Community Relations
   - ○ Graduate School of Management
   - ○ Graduate Studies
   - ○ Information and Educational Technology
   - ○ Letters and Sciences
   - ○ Letters and Sciences-Division of Humanities Arts and Culture
   - ○ Letters and Sciences-Division of Social Sciences
   - ○ Library
   - ○ Math and Physical Science
   - ○ Office of the Chancellor and Provost
   - ○ Office of Research
   - ○ Office of University Development
   - ○ School of Education
   - ○ School of Law
   - ○ School of Medicine
   - ○ School of Veterinary Medicine
   - ○ Student Affairs
   - ○ UC Davis Medical Center

40. **Undergraduate Students only:** What is your academic major?
   - ○ A&ES: Agricultural Sciences
   - ○ A&ES: Environmental Sciences
   - ○ A&ES: Human Sciences
   - ○ A&ES Exploratory, Individual, Visiting & Limited
   - ○ College of Biological Sciences
   - ○ College of Engineering
   - ○ L&S: Humanities, Arts and Cultural Studies
   - ○ L&S: Mathematical and Physical Sciences
   - ○ L&S: Social Sciences

41. **Graduate/Professsional Students only:** What is your academic degree program?
   - ○ D.Engr.
   - ○ Ed.D.
   - ○ M.A.
   - ○ M.A.S.
   - ○ M.Engr.
   - ○ M.F.A.
   - ○ M.S.
   - ○ Ph.D.
   - ○ M.D.
   - ○ F.N.P.
   - ○ J.D.
   - ○ MBA
   - ○ D.V.M.

42. **Trainees only:** What is your academic degree or clinical/training program at UCD/UCDHS/UCD/UCDHSHS?
   - ○ Anesthesiology
   - ○ Dermatology
   - ○ Emergency Medicine
   - ○ Family & Community Medicine
   - ○ Internal Medicine
   - ○ Neurological Surgery
   - ○ Neurology
   - ○ Nuclear Medicine
   - ○ Obstetrics & Gynecology
   - ○ Ophthalmology
   - ○ Orthopedics
   - ○ Otolaryngology
   - ○ Pathology
   - ○ Pediatrics
   - ○ Physical Medicine & Rehabilitation
   - ○ Plastic Surgery
   - ○ Psychiatry
   - ○ Psychiatry: Child
   - ○ Radiation Oncology
   - ○ Radiology
   - ○ Surgery
   - ○ Thoracic Surgery
   - ○ Urology

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
   - ❑ ConfUCD/UCDHSanist
   - ❑ Christian Methodist Episcopal
   - ❑ Druid
   - ❑ Episcopalian
   - ❑ Evangelical
   - ❑ Greek Orthodox
   - ❑ Hindu
   - ❑ Jain
   - ❑ Jehovah's Witness
   - ❑ Jewish Conservative
   - ❑ Jewish Orthodox
   - ❑ Jewish Reform
   - ❑ Lutheran
   - ❑ Mennonite
   - ❑ Moravian
   - ❑ Muslim
   - ❑ Native American Traditional Practitioner or Ceremonial
   - ❑ Nondenominational Christian
   - ❑ Pagan
   - ❑ Pentecostal
   - ❑ Presbyterian
   - ❑ Protestant
   - ❑ Quaker
   - ❑ Rastafarian
   - ❑ Roman Catholic
   - ❑ Russian Orthodox
   - ❑ Scientologist
   - ❑ Secular Humanist
   - ❑ Seventh Day Adventist
   - ❑ Shi'ite
   - ❑ Sufi

- ❑ Sunni
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ Unitarian Universalist
- ❑ United Church of Christ
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ Other (please specify) _____

48. **Students only**: Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- ❍ Dependent
- ❍ Independent

49. **Students only**: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- ❍ Below $10,000
- ❍ $10,000-$19,999
- ❍ $20,000-$29,999
- ❍ $30,000 - $39,999
- ❍ $40,000 - $49,999
- ❍ $50,000 - $59,999
- ❍ $60,000- $69,999
- ❍ $70,000- $79,999
- ❍ $80,000 - $89,999
- ❍ $90,000- $99,999
- ❍ $100,000 - $124,999
- ❍ $125,000 - $149,999
- ❍ $150,000 - $199,999
- ❍ $200,000 - $249,999
- ❍ $250,000 - $299,999
- ❍ $300,000 - $399,999
- ❍ $400,000 - $499,999
- ❍ $500,000 or more

50. **Students only**: Where do you live?
- ❍ Campus housing
    - ❍ Residence Hall
    - ❍ Student Housing Apartments
    - ❍ Family Housing
    - ❍ Co-op
- ❍ Non-campus housing
    - ❍ Independently in an apartment/house
    - ❍ Living with family member/guardian
    - ❍ Co-op
    - ❍ Fraternity/Sorority House
- ❍ Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

51. **Students only**: Are you employed either on campus or off-campus?
- ❍ No
- ❍ Yes
    - ❍ 1-10 hours/week
    - ❍ 11-20 hours/week
    - ❍ 21-30 hours/week
    - ❍ 31-40 hours/week
    - ❍ More than 40 hours/week

52. **Undergraduate student only**: Are you an in-state or out-of-state/international student?
- ○ In-state/Resident
- ○ Out-of-State/Non-Resident/International

53. **Students only:** Do you participate in any of the following types of clubs/organizations at UCD/UCDHS/UCD/UCDHSHS?
(Mark all that apply)
- ❑ I do not participate in any clubs/organizations
- ❑ Student Leadership Groups (e.g., Associated Students of UC Davis (ASUCD/UCDHS/UCD/UCDHSHS)
- ❑ Academic/Professional Organizations (e.g., Computer Science Club; Student National Medical Association)
- ❑ Special Interest Organizations (e.g., California Student Sustainability Coalition)
- ❑ Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union; Chinese Students & Scholars Association)
- ❑ Political Groups (e.g., Davis College Democrats, Davis College Republicans)
- ❑ Religious/Spiritual Organizations
- ❑ Service Organizations/Civic Engagement (e.g., American Red Cross; Clinica Tepati)
- ❑ Social Fraternities and Sororities
- ❑ Publications and Media Organizations (e.g., Campus Aggie)
- ❑ Intramurals/ Clubs Sports
- ❑ Music/Performance Organizations (e.g., Diverse, Dance, Dimensions (3D))
- ❑ NCAA Varsity Athletics
- ❑ Honor Societies (e.g., Davis Honors)
- ❑ Campus Housing Associations
- ❑ Other (please specify) _____

54. What is your current relationship status?
- ○ Single, never married
- ○ Single, divorced
- ○ Single, widow (partner/spouse deceased)
- ○ Partnered
- ○ Partnered, in civil union/Registered Domestic Partnership
- ○ Married or remarried
- ○ Separated
- ○ Other (please specify) _____

55. **Students only:** At the end of your last quarter/semester, what was your cumulative UC grade point average?
- ○ Less than 2.0
- ○ 2.01 - 2.50
- ○ 2.51 - 3.00
- ○ 3.01 – 3.50
- ○ Greater than 3.5

56. **Students only** Are you a former foster-care youth?
- ○ Yes
- ○ No

Part 4: Perceptions of Campus Climate

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

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCD/UCDHS 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
- ❑ UCD/UCDHS visitor(s)
- ❑ Campus organizations or groups
- ❑ Campus police/building security
- ❑ Co-worker
- ❑ Off campus community member
- ❑ Department head
- ❑ Donor
- ❑ Don't know target
- ❑ Faculty advisor
- ❑ Faculty member
- ❑ Friend
- ❑ Medical Staff
- ❑ Partner/spouse
- ❑ Patient
- ❑ Person that I supervise
- ❑ Registered Campus Organization
- ❑ Student staff (e.g., Residence hall assistant, peer counselor)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Supervisor
- ❑ Teaching assistant/Writing associate/Lab assistant/Tutor
- ❑ UCD/UCDHS Physician
- ❑ Union representatives
- ❑ Other (please specify) _____

59. Who/what was the **source** of this behavior? **(Mark all that apply)**
- ❑ Administrator
- ❑ Alumni
- ❑ Athletic coach/trainer
- ❑ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- ❑ UCD/UCDHS visitor(s)
- ❑ Campus organizations or groups
- ❑ Campus police/building security
- ❑ Co-worker
- ❑ Off campus community member
- ❑ Department head
- ❑ Donor
- ❑ Don't know source
- ❑ Faculty advisor
- ❑ Faculty member
- ❑ Friend
- ❑ Medical Staff
- ❑ Partner/spouse
- ❑ Patient
- ❑ Person that I supervise
- ❑ Registered Campus Organization
- ❑ Social networking site (e.g., Facebook, Twitter)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., Residence hall assistant, peer counselor)
- ❑ Supervisor
- ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ❑ UCD/UCDHS Physician
- ❑ Union representative
- ❑ Other (please specify) _____

60. What do you believe were the bases for this conduct? **(Mark all that apply)**

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

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was <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 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 UCD/UCDHS event
- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCD/UCDHS dining facility
- ❑ In a UCD/UCDHS office
- ❑ In a faculty office
- ❑ In a public space at UCD/UCDHS
- ❑ 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 UCD/UCDHS job
- ❑ While walking on campus
- ❑ Other (please specify) _____

64. Please describe your reactions to observing this conduct**. (Mark all that apply**)
- ❑ I felt embarrassed
- ❑ I felt somehow responsible
- ❑ I ignored it
- ❑ I was afraid
- ❑ I was angry
- ❑ I confronted the harasser at the time
- ❑ I confronted the harasser later
- ❑ I avoided the harasser
- ❑ It didn't affect me at the time
- ❑ I left the situation immediately
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I sought support from a campus resource (e.g., Academic and Staff Assistance Program-ASAP, Counseling and Psychological Services-CAPS, Office of Campus Community Relations-OCCR, Student Judicial Affairs-SJA)
- ❑ I told a friend
- ❑ I told a family member
- ❑ I told my union representative
- ❑ I contacted a local law enforcement official
- ❑ I sought support from a staff person
- ❑ I sought support from a teaching assistant/graduate assistant
- ❑ I sought support from an administrator
- ❑ I sought support from a faculty member
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
- ❑ I sought support from student staff (e.g., resident assistant, peer counselor)
- ❑ I sought information on-line
- ❑ I didn't know who to go to
- ❑ I reported it to a campus employee/official
- ❑ I didn't report it for fear that my complaint would not be taken seriously
- ❑ I did report it but I did not feel the complaint was taken seriously
- ❑ I did nothing
- ❑ Other (please specify) _____

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

_____
_____
_____

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

If you would rather discuss your concerns with someone on campus instead of reporting this incident you may contact one of the offices listed below:

UCDHS and UCD Faculty & Staff:
ASAP (Academic and Staff Assistance Program)
UCDHS 916-734-2727   UCD 530-752-2727

UCDHS Students:
 Counseling and Psychological Services: 916-703-WELL

UCD Students:
 Student Health and Wellness Center: 530-752-2349

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

66. **Staff/Faculty only**: I have observed **hiring** practices at UCD/UCDHS (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. **Staff/Faculty only** I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**
- ❑ Age
- ❑ Ancestry
- ❑ Country of origin
- ❑ Discipline of study
- ❑ Educational level
- ❑ Educational modality (on-line, classroom)
- ❑ English language proficiency/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. **Staff/Faculty only** 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. **Post-docs/Graduate/Trainees/Staff/Faculty only:** I have observed **employment-related discipline or action up to and including dismissal** at UCD/UCDHS 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. **Post-docs/Graduate/Trainees/Staff/Faculty only:** I believe that the **unfair or unjust employment-related discipline or action** were based upon **(Mark all that apply)**
- ❑ Age
- ❑ Ancestry
- ❑ Country of origin
- ❑ Discipline of study
- ❑ Educational level
- ❑ Educational modality (on-line, classroom)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status
- ❑ Learning disability
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Medical condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization (please specify) _____
- ❑ Personal relationship (e.g., friend, family member)
- ❑ Partner/spousal preferential hiring practice
- ❑ Physical characteristics
- ❑ Physical disability
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Psychological condition
- ❑ Race
- ❑ Religious/spiritual views
- ❑ Sexual orientation
- ❑ Socioeconomic status
- ❑ Other (please specify) _____

71. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
_____
_____
_____

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

72. **Post-docs/Graduate/Trainees/Staff/Faculty only:** I have observed **promotion/tenure/reappointment/reclassification** practices at UCD/UCDHS that I perceive to be unfair or unjust.
- ○ No [Go to Question 75]
- ○ Yes
- ○ Don't know [Go to Question 75]

73. **Post-docs/Graduate/Trainees/Staff/Faculty only:** I believe the unfair or unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply)**
- ❑ Age
- ❑ Ancestry
- ❑ Country of origin
- ❑ Discipline of study
- ❑ Educational level
- ❑ Educational modality (on-line, classroom)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status
- ❑ Learning disability
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Medical condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization (please specify) _____
- ❑ Personal relationship (e.g., friend, family member)
- ❑ Partner/spousal preferential hiring practice
- ❑ Physical characteristics
- ❑ Physical disability
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Psychological condition
- ❑ Race
- ❑ Religious/spiritual views
- ❑ Sexual orientation
- ❑ Socioeconomic status
- ❑ Other (please specify) _____

74. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
_____
_____
_____

75. Using a scale of 1-5, please rate the overall climate at UCD/UCDHS 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 UCD/UCDHS 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

77. **Students/Faculty only:** The classroom/learning environment at UCD/UCDHS is welcoming for students based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
Ancestry	❍	❍	❍	❍	❍
Country of origin	❍	❍	❍	❍	❍
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 campus club/organization	❍	❍	❍	❍	❍
Psychological condition	❍	❍	❍	❍	❍
Physical characteristics	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Political views	❍	❍	❍	❍	❍
Race	❍	❍	❍	❍	❍
Religious/spiritual views	❍	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍	❍
Socioeconomic status	❍	❍	❍	❍	❍

78. **Post-docs/Students/Trainees only:** Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel valued by faculty in the classroom/learning environment.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom/learning environment.	❍	❍	❍	❍	❍
I think UCD/UCDHS faculty are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think UCD/UCDHS staff are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think administrators are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think faculty pre-judge my abilities based on perceived identity/background.	❍	❍	❍	❍	❍
I believe the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty who I perceive as role models.	❍	❍	❍	❍	❍
I have staff who I perceive as role models.	❍	❍	❍	❍	❍
I have administrators who I perceive as role models.	❍	❍	❍	❍	❍
I don't see enough faculty/staff with whom I identify.	❍	❍	❍	❍	❍
I have opportunities for academic success that are similar to those of my classmates.	❍	❍	❍	❍	❍

79. **Post-docs/Students/Trainees only** If you would like to elaborate on your observations, please do so here.

_____
_____
_____

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

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
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 campus 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	❍	❍	❍	❍	❍

81. **Post-docs/Trainees/Staff/Faculty only:** My workplace climate is welcoming based on a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
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 UCD/UCDHS?

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

86. **Students only:** Before I enrolled, I expected that the climate at UCD/UCDHS would be _____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	❍	❍	❍	❍	❍
People of Color	❍	❍	❍	❍	❍
Providing care for other than a child (e.g., eldercare)	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Socioeconomically disadvantaged	❍	❍	❍	❍	❍
Socioeconomically advantaged	❍	❍	❍	❍	❍
Transgender	❍	❍	❍	❍	❍
Veterans/active military members	❍	❍	❍	❍	❍
Other, please specify _____	❍	❍	❍	❍	❍

Part 5: Institutional Actions Relative to Climate Issues

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

	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)	❍	❍	❍	❍	❍
Philosophical views	❍	❍	❍	❍	❍
Psychological condition	❍	❍	❍	❍	❍
Physical characteristics	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Political views	❍	❍	❍	❍	❍
Position (faculty, staff)	❍	❍	❍	❍	❍
Race	❍	❍	❍	❍	❍
Religious/spiritual views	❍	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍	❍
Socioeconomic status	❍	❍	❍	❍	❍

88. **Post-doc/Trainees/Staff/Faculty only:** How does each of the following affect the climate for diversity at UCD/UCDHS?

	Not currently available on campus	Positively influence campus climate	Has no influence on campus climate	Negatively influence on campus climate	Don't know
Providing flexibility for promotion for faculty.	○	○	○	○	○
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.	○	○	○	○	○
Providing diversity training for students.	○	○	○	○	○
Providing access to counseling for people who have experienced harassment.	○	○	○	○	○
Providing mentorship for new faculty.	○	○	○	○	○
Providing mentorship for new staff.	○	○	○	○	○
Providing a clear and fair process to resolve conflicts.	○	○	○	○	○
Increasing funding to support efforts to change campus climate.	○	○	○	○	○
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	○	○	○	○	○
Providing diversity and equity training to search and tenure committees.	○	○	○	○	○
Increasing the diversity of the faculty.	○	○	○	○	○
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. **Post-doc/Trainees/Staff/Faculty only:** If you would like to elaborate on how any of the above influence campus climate, please do so here.

      _____
      _____
      _____

90. **Students only:** How does each of the following affect the climate for diversity at UCD/UCDHS?

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

91. **Students only:** 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 UCD/UCDHS 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: UCD/UCDHS Campus-Specific Questions

94. I feel my supervisor/chair values my contribution to the workplace.
- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

95. I feel my senior campus administration values my contribution to the workplace.
- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

96. I am reluctant to report a workplace accident or injury because I think it will affect my job/career?
- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

97. **Students only:** Are you considering transferring to another college of university due to intellectual stimulation reasons?
- ❍ Yes
- ❍ No

98. General Campus Faculty Only: The following questions request your opinions regarding the merit system.

	Strongly agree	Agree	Disagree	Strongly disagree
The merit system process is clear	❍	❍	❍	❍
The merit system process and standards are reasonable	❍	❍	❍	❍
The merit system promotes the improved productivity of faculty	❍	❍	❍	❍
The merit system standards have been fairly applied by my colleagues	❍	❍	❍	❍
The merit system standards have been fairly applied by my department chair	❍	❍	❍	❍
The merit system standards have been fairly applied by my school/college/dean/faculty advancement committee	❍	❍	❍	❍
The merit system standards have been fairly applied by the vice provost for academic affairs	❍	❍	❍	❍

99. **General Campus Faculty Only:** I believe that my academic productivity and career development have been affected in the manner listed by the following individuals/groups:

	Strongly supported	Supported	Neutral	Hindered	Strongly hindered
My department colleagues	❍	❍	❍	❍	❍
My departmental chair	❍	❍	❍	❍	❍
Non-departmental colleagues	❍	❍	❍	❍	❍
My school/college dean	❍	❍	❍	❍	❍
Campus academic administration	❍	❍	❍	❍	❍
My productivity and career advancement have been enhanced by the presence of members of the academic federation	❍	❍	❍	❍	❍

100. **General Campus Faculty Only:** The following questions are about the Academic Federation.

	Yes	No
I am a member of the academic federation	❍	❍
The distinctions between senate faculty and members of the academic federation are clearly defined	❍	❍
The distinctions between senate faculty and members of the academic federation are reasonable	❍	❍
The distinctions between senate faculty and members of the academic federation are fairly applied	❍	❍
My productivity and career advancement have been enhanced by my position as a member of the academic federation	❍	❍

101. **Graduate Students/Trainee only**: How would you rate the quality of the learning environment at UC Davis?

	Excellent	Very good	Acceptable	Needs work	Unhealthy
In the classroom	❍	❍	❍	❍	❍
In in-patient (hospital based) settings	❍	❍	❍	❍	❍
In outpatient/ambulatory clinic settings	❍	❍	❍	❍	❍

102. **Graduate Students/Trainee only**: The climate in UCD/UCDHS/UCD/UCDHSHSHS' clinical training settings can be characterized by a culture of:
   - ❍ Encouragement for Open Inquiry
   - ❍ Impartiality
   - ❍ Humiliation & Pressure

103. **Graduate Students/Trainee only**: Based on your observations and experiences, how much confidence do you have that harassment and/or discriminatory behaviors will be responded to appropriately (i.e., that timely feedback to confirm receipt of these or similar concerns will be provided, or that action to correct identified issues will be taken up by appropriate academic or administrative departments)?

	High	Fair	Some	Little	None	Not sure
Degree of confidence that feedback will be provided	❍	❍	❍	❍	❍	❍
Degree of confidence that issues will be acted upon appropriately	❍	❍	❍	❍	❍	❍

104. **Health Sciences/Medical Center Faculty/Staff/Trainee Only**: How would you rate the quality of UCDHS' workplace environment?

	Excellent	Very good	Acceptable	Needs work	Unhealthy
In office/administrative workplace settings	❍	❍	❍	❍	❍
In in-patient (hospital based) settings	❍	❍	❍	❍	❍
In outpatient/ambulatory clinic settings	❍	❍	❍	❍	❍

105. **Health Sciences/Medical Center Faculty/Staff/Trainee Only**:The medical center climate is welcoming for all patients based on their:

	Yes	No
Race	❍	❍
Ethnicity	❍	❍
Gender	❍	❍
Gender expression	❍	❍
Sexual orientation	❍	❍
Physical characteristics	❍	❍
Mental/Emotional Impairment	❍	❍
Physical disability	❍	❍
Religion or spiritual identity	❍	❍
Age	❍	❍
Socioeconomic status	❍	❍

106. **Health Sciences/Medical Center Faculty/Staff/Trainee Only:**For the item(s) marked "no" in Question #72, this incident was characterized by the following behavior (check all that you have personally witnessed that apply)

	Yes	No
Patient was deliberately ignored or excluded	❍	❍
Patient was bullied/intimidated	❍	❍
Patient was victim of derogatory comments	❍	❍
You observed staff/faculty "staring" at patient	❍	❍
Other (please describe) _____	❍	❍

107. **Health Sciences/Medical Center Faculty/Staff/Trainee Only:** For the item(s) marked "no" in Question #72, where did you observe this behavior?

	Yes	No
In a public space on the health science campus	❍	❍
In an outpatient/ambulatory clinic setting	❍	❍
In the inpatient setting (hospital)	❍	❍
In the Emergency Room/Same Day Surgery setting	❍	❍
In the Operating Room setting	❍	❍

Thank you for taking the UC Davis Campus Community Survey

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

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

- Two $5,000 graduate/professional student/post-doc/trainee stipends
- Two $5,000 faculty research grants
- Five $2,000 staff professional development grants
- One iPad for UCD/UCDHS participants

Participants who complete the survey will **also** be entered into a drawing for the following items provided by UCD/UCDHS:

UC Davis:
- Four iPads – 1 iPad awarded each week
- 75 $25 Aggie gift cards
- 25 $25 UCD Bookstore gift cards
- 10 $25 restaurant gift cards
- 10 $25 Starbucks gift cards
- 10 $25 iTunes gift cards
- 10 $25 gas gift cards

UC Davis Health System (UCDHS):
- Eight iPads – 2 iPads awarded each week
- 100 $25 gift cards – 25 gift cards awarded each week

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

Name   _____

Phone Number   _____

E-mail address   _____

Some of these survey questions may have caused discomfort or been difficult to answer due to the nature of their content. If this was so in your case, please accept that this was not intended. If it would be helpful to talk with someone, you are encouraged to contact:

UCDHS and UCD Faculty & Staff:
ASAP (Academic and Staff Assistance Program)
UCDHS 916-734-2727   UCD 530-752-2727

UCDHS Students:
  Counseling and Psychological Services: 916-703-WELL

UCD Students:
  Student Health and Wellness Center: 530-752-2349

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