



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California  
Merced

Campus Climate Project  
Final Report

March 2014



Rankin & Associates, Consulting

## Table of Contents

Executive Summary .....	i
Introduction.....	i
Project Structure and Process.....	i
Description of the Sample at UC Merced.....	ii
Key Findings - Areas of Strength .....	iv
Key Findings - Opportunities for Improvement .....	v
Introduction.....	1
History of the Project .....	1
UC Campus Climate Assessment Project Structure and Process .....	5
University of California Merced (UCM) Project Specifics .....	6
Methodology.....	7
Conceptual Framework.....	7
Research Design.....	7
Results.....	11
Description of the Sample.....	11
Sample Characteristics.....	16
Campus Climate Assessment Findings.....	43
Comfort with the Climate at UCM .....	43
Perceptions of Level of Respect .....	62
Perceptions of Campus Accessibility.....	64
Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct... 65	
Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct .....	83
Experiences of Unwanted Sexual Contact.....	92
Faculty and Staff Perceptions of Climate .....	94
Campus Climate and Work-Life Issues .....	103
Perceptions of Employment Practice .....	111
Faculty Members' Views on University Policies .....	114
Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UCM. 119	
Student Perceptions of Campus Climate.....	122
Student Experiences of Unwanted Sexual Contact.....	122
Students' Academic Experiences.....	124
Students' Perceptions of Campus Climate.....	129
Students Who Have Seriously Considered Leaving UCM.....	137
Institutional Actions.....	141
Next Steps .....	147
References.....	148

Appendices..... 151

    Appendix A - Crosstabulations by Selected Demographics.....152

    Appendix B – Data Tables.....154

    Appendix C – Survey Instrument.....230

## **Executive Summary**

### **Introduction**

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

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

### **Project Structure and Process**

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UC Merced survey contained 93 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from February 1, 2013 through March 1, 2013 through a secure on-line portal.<sup>2</sup> Confidential

---

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

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

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 Merced**

UC Merced community members completed 1,796 surveys for an overall response rate of 26%. Response rates by constituent group varied: 20% for Undergraduate Students ( $n = 1,085$ ), 36% for Graduate/Professional Students ( $n = 120$ ), >100% for Post-Docs/Trainees ( $n = 6$ ), 30% for Union Staff ( $n = 82$ ), 38% for Faculty ( $n = 133$ ), and 60% for Non-Union staff ( $n = 349$ ). 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.<sup>3</sup> Only surveys that were at least 50% completed were included in the final data set for analyses.

---

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

**Table 1. UC Merced Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
<b>Position Status</b>	Undergraduate Students <sup>i</sup>	1,085	60%
	Graduate/Professional Students <sup>ii</sup>	120	7%
	Faculty <sup>iii</sup>	133	7%
	Staff <sup>iv</sup>	452	25%
	Post-Doctoral Scholars/Trainees <sup>v</sup>	6	<1%
<b>Gender Identity</b>	Women	1,074	60%
	Men	708	39%
	Transgender <sup>vi</sup>	1	<1%
	Genderqueer <sup>vii</sup>	8	<1%
<b>Racial Identity</b>	White	572	32%
	Underrepresented Minority <sup>viii</sup>	676	38%
	Other People of Color <sup>ix</sup>	478	27%
	Multi-Minority <sup>x</sup>	42	2%
<b>Sexual Identity</b>	Heterosexual	1,493	85%
	Lesbian, Gay, Bisexual, Queer	110	6%
	Questioning <sup>xi</sup>	27	2%
	Asexual <sup>xii</sup>	118	7%
<b>Citizenship Status</b>	U.S. Citizen	1,731	96%
	Non-U.S. Citizen	43	2%
	Undocumented	16	1%
<b>Disability Status</b>	No disability	1,336	78%
	Disability (physical, learning, mental health/Psychological condition)	375	22%
<b>Religious/Spiritual Affiliation</b>	Christian affiliation <sup>xiii</sup>	811	45.2
	Other Religious/Spiritual affiliation <sup>xiv</sup>	112	6%
	Muslim <sup>xv</sup>	19	1%
	Jewish <sup>xvi</sup>	14	1%
	No affiliation <sup>xvii</sup>	656	37%
	Multiple affiliations <sup>xviii</sup>	101	6%
	Unknown	83	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 Merced**

- 76% of all respondents ( $n = 1,364$ ) of all respondents were “comfortable” or “very comfortable” with the climate at UC Merced while 9% ( $n = 157$ ) were “uncomfortable” or “very uncomfortable.”
- 78% of all respondents ( $n = 1,391$ ) 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% ( $n = 170$ ) were “uncomfortable” or “very uncomfortable.”
- 81% of Undergraduate Students ( $n = 818$ ), 68% of Graduate/Professional Students ( $n = 93$ ), and 86% of Faculty and Post-Docs ( $n = 120$ ) were “comfortable” or “very comfortable” with the climate in their classes, while 9% of Undergraduates ( $n = 59$ ), 5% of Graduate/Professional Students ( $n = 6$ ), and 4% of Faculty/Post-Docs ( $n = 5$ ) were “uncomfortable” or “very uncomfortable.”

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

- 73% of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty respondents ( $n = 513$ ) offered that UC Merced values a diverse faculty and 78% offered that the campus values a diverse staff ( $n = 547$ ).
- 66% of all Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty ( $n = 466$ ) respondents indicated that their supervisors provided them with resources to pursue professional development opportunities and 64% felt that their supervisors provided ongoing feedback to improve their performance ( $n = 452$ ).

### **3. Students - Positive attitudes about academic experiences**

- 70% of Undergraduate Students ( $n = 757$ ) and 73% of Graduate/Professional Students ( $n = 87$ ) were satisfied with their academic experience at UCM.
- 66% of Undergraduate Students ( $n = 715$ ) and 72% of Graduate/Professional Students ( $n = 86$ ) reported that they were performing up to their full academic potential.

- 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.**
  - 28% of respondents ( $n = 511$ ) believed that they had personally experienced exclusionary, intimidating, offensive or hostile conduct; 11% of respondents ( $n = 198$ ) indicated that the conduct interfered with their ability to work or learn at UCM.<sup>4</sup>
  - Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,
    - A higher percentage of genderqueer respondents and women reported experiencing this conduct as compared to men.
    - A higher percentage of LGBQ respondents than heterosexual respondents reported experiencing this conduct.
- 2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate**
  - Faculty respondents were less comfortable when compared with Staff, Students and Post-Doctoral Scholar/Trainee respondents with the overall campus climate at UC Merced.
  - Genderqueer respondents were less comfortable with the overall climate yet more comfortable in their in department/work unit/ academic unit/college/school/clinical settings than were men and women.
  - LGBQ respondents were less comfortable with the overall climate and less comfortable with the climate in their departments/work units than

---

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



heterosexual respondents. LGBQ respondents were less comfortable in their classes in comparison to heterosexual respondents.

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

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

- 2% of respondents ( $n = 43$ ) believed they had experienced unwanted sexual contact while at UC Merced within the last five years. Subsequent analyses of the data revealed the following:
- With regard to race, 2% of all White respondents ( $n = 12$ ), 2% of all Underrepresented Minority respondents ( $n = 15$ ), and 3% of Other People of Color ( $n = 13$ ) experienced unwanted sexual contact
- Women (3%,  $n = 33$ ) were more likely than men (1%,  $n = 10$ ) and respondents with disabilities (3%,  $n = 11$ ) were more likely than their nondisabled counterparts (2%,  $n = 27$ ) to experience unwanted sexual contact.

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

The findings are both consistent with and slightly outside those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Seventy-six percent of all respondents in the UC Merced survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Yet, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct, while at UC Merced, 28% of respondents believed that they had personally experienced

exclusionary, intimidating, offensive and/or hostile conduct. The results do 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).

---

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

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

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

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

<sup>v</sup> **Postdoctoral scholars** refers to individuals holding a doctoral degree who are engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of his or her choosing. This includes both Employees and Paid-Directs.

**Trainees** refer to Health Science campus Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer.

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

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

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

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

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

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

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

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

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

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

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

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

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

## Introduction

### History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,<sup>5</sup> NSSE,<sup>6</sup> SERU,<sup>7</sup> HERI<sup>8</sup>), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus Climate Report, p. 5). The authors stated that the University “has not conducted or

---

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

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

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

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

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.

## **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 Merced (UCM) Project Specifics**

The UCM survey was distributed from February 1, 2013 through March 1, 2013. The final UCM survey contained 93 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UCM 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.”<sup>9</sup> The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

### Research Design

**Survey Instrument.** The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC Merced further vetted the questions to be more contextually fitting for the UC Merced population. The final UC Merced campus-specific survey contained 93 questions,<sup>10</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Merced’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 and was offered in English and Spanish.<sup>11</sup> All survey responses were input into a

---

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

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

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

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

**Sampling Procedure.** The project proposal, including the survey instrument, was reviewed by the University's Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment 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.<sup>12</sup> Refer to the survey data tables in Appendix B for actual percentages<sup>13</sup> where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

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

---

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

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

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

thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. 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 Merced?

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

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

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

## Results

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

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

1,796 surveys were returned for a 26% overall response rate. The sample and population figures, chi-square analyses,<sup>16</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- 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 had respondents identify as such in the sample. African Americans/Blacks, Asians/Asian Americans, and Hispanics/Latinos were under-represented in the sample.
- Undergraduate students had a significantly smaller proportion in the sample than the population. All other status categories had significantly greater proportions in the sample than did the population.
- Citizenship data has not been provided for the population so tests of significance were not run.

---

<sup>15</sup> All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.

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

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender <sup>a</sup>	<b>Man</b>	3,500	50.24	708	39.25	20.23
	<b>Woman</b>	3,467	49.76	1,074	59.53	30.98
	<b>Transgender</b>	Not available	--	<5	--	--
	<b>Genderqueer</b>	Not available	--	8	0.44	>100
	<b>Other</b>	Not available	--	13	0.72	>100
Race/Ethnicity <sup>1,b</sup>	<b>African American/African/Black</b>	512	7.35	117	5.60	22.85
	<b>American Indian/Alaskan Native</b>	55	0.79	57	2.73	>100
	<b>Asian/Asian American</b>	1,977	28.38	463	22.17	23.42
	<b>Hispanic/Latino</b>	2,500	35.89	590	28.26	23.60
	<b>Middle Eastern/Southwest Asian/North African</b>	Not available	--	48	2.30	>100
	<b>Pacific Islander</b>	Not available	--	16	0.77	>100
	<b>White</b>	1,732	24.87	776	37.16	44.80
	<b>Unknown</b>	189	2.71	Not available	--	--
	<b>Other</b>	Not available	--	21	1.01	>100
Position <sup>c</sup>	<b>Undergraduate Student</b>	5,431	77.65	1,085	60.41	19.98
	<b>Graduate/Professional Student</b>	329	4.70	120	6.68	36.47
	<b>Postdoctoral Scholar</b>	Not available	--	6	0.33	>100
	<b>Staff non-Union</b>	583	8.34	349	19.43	59.86
	<b>Staff – Union</b>	272	3.89	82	4.57	30.15
	<b>Faculty</b>	352	5.03	133	7.41	37.78
	<b>Other Academic Series</b>	27	0.39	21	1.17	77.78

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

<sup>a</sup>  $X^2(1, N = 1782) = 78.31, p = .0001$

<sup>b</sup>  $X^2(4, N = 2003) = 301.73, p = .0001$

<sup>c</sup>  $X^2(5, N = 1790) = 400.22, p = .0001$

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of climate and diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UC SWT and UC Merced 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 55) and those that rate overall campus climate on various scales (question 54) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients<sup>17</sup> are provided in Table 3.

All correlations in the table are significantly different from zero at the .01 or .05 level; that is, there is a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response “don’t know” was treated as missing data. Therefore, responses of “don’t know” were not included in the correlation analysis.

Strong relationships (between .5 and .6) exist for three pairs of variables – between Respectful of Pacific Islanders and Positive for People of Color, and between both pairs of variables for Gay, Lesbian, Bisexual individuals. Moderately strong relationships (between .4 and .5) exist between six pairs of variables. Between both pairs of variables and Respectful of Hispanics/Latinos; between Positive for People of Color and Respectful of Asian Americans/Asians; between both pairs of variables and Respectful of Females; and between Positive for Non Native English Speakers and Respectful of Non-Native English Speakers. The remaining seven pairs showed a moderate relationship (between .3 and .4). No statistically significant relationships exist for American Indians/Alaskan Natives.

---

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

**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	.393 <sup>1</sup>	.338 <sup>1</sup>							
American Indians/ Alaskan Natives									
Asian Americans/ Asians	.404 <sup>1</sup>	.357 <sup>1</sup>							
Middle Eastern/South Asian/North African	.363 <sup>2</sup>	.311 <sup>2</sup>							
Hispanics/Latinos	.447 <sup>1</sup>	.414 <sup>1</sup>							
Pacific Islanders	.541 <sup>2</sup>								
Gay, Lesbian, Bisexual Individuals			.506 <sup>1</sup>	.579 <sup>1</sup>					
Females					.461 <sup>1</sup>	.409 <sup>1</sup>			
Non-Native English Speakers							.408 <sup>1</sup>		
Socioeconomically Disadvantaged Persons								.389 <sup>1</sup>	.316 <sup>1</sup>

<sup>1</sup>  $p < 0.01$

<sup>2</sup>  $p < 0.05$

## **Sample Characteristics<sup>18</sup>**

Table 4 depicts the respondent population by their primary position status at UCM. Sixty percent ( $n = 1,085$ ) of all respondents were undergraduate students, and 7% ( $n = 120$ ) were graduate/professional students. Nineteen percent ( $n = 349$ ) of all respondents were Staff Non-Union, 5% ( $n = 82$ ) were Staff Union, and 7% ( $n = 133$ ) were Faculty. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

---

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

**Table 4. Primary Position at UCM**

<b>Position</b>	<b>n</b>	<b>%</b>
<b>Undergraduate Student</b>	<b>1,085</b>	<b>60.4</b>
Started at UCM as first year student	919	84.7
Transferred from a California community college	105	9.7
Transferred from another institution	5	0.5
Missing	56	5.2
<b>Graduate/Professional Student</b>	<b>120</b>	<b>6.7</b>
Non-Degree	<5	--
Master's degree student	9	7.5
Doctoral degree student (Ph.D., Ed.D)	104	86.7
Professional degree student (e.g., MD, JD, MBA)	<5	--
Missing	6	5.0
<b>Postdoctoral Scholar</b>	<b>6</b>	<b>0.3</b>
<b>Health Sciences Campus Trainees</b>	<b>&lt;5</b>	<b>--</b>
<b>Staff – Non-Union</b>	<b>349</b>	<b>19.4</b>
Senior Management Group	5	1.4
Management & Senior Professionals – Supervisor	89	25.5
Management & Senior Professionals – Non- Supervisor	22	6.3
Professional & Support Staff – Non-Union & Supervisor	62	17.8
Professional & Support Staff – Non-Union & Non-Supervisor	149	42.7
Missing	22	6.3
<b>Staff- Union</b>	<b>82</b>	<b>4.6</b>
Professional & Support Staff – Union Represented & Supervisor	8	9.8
Professional & Support Staff – Union Represented & Non-Supervisor	59	72.0
Missing	15	18.3
<b>Faculty</b>	<b>133</b>	<b>7.4</b>
Faculty Administrator	6	4.5
General Campus Faculty	110	82.7
Health Sciences Campus Faculty	<5	--
Missing	13	9.8
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>21</b>	<b>1.2</b>

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

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

For the purposes of some analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-Docs/Trainees<sup>19</sup> (Figure 1). Sixty percent of all respondents were Undergraduate Students ( $n = 1,085$ ), 7% were Graduate/Professional Students ( $n = 120$ ), 25% were Staff ( $n = 452$ ), 7% were Faculty ( $n = 133$ ), and <1% were Post-Docs/Trainees ( $n = 6$ ). Ninety-seven percent of respondents ( $n = 1,742$ ) were full-time in their primary positions.

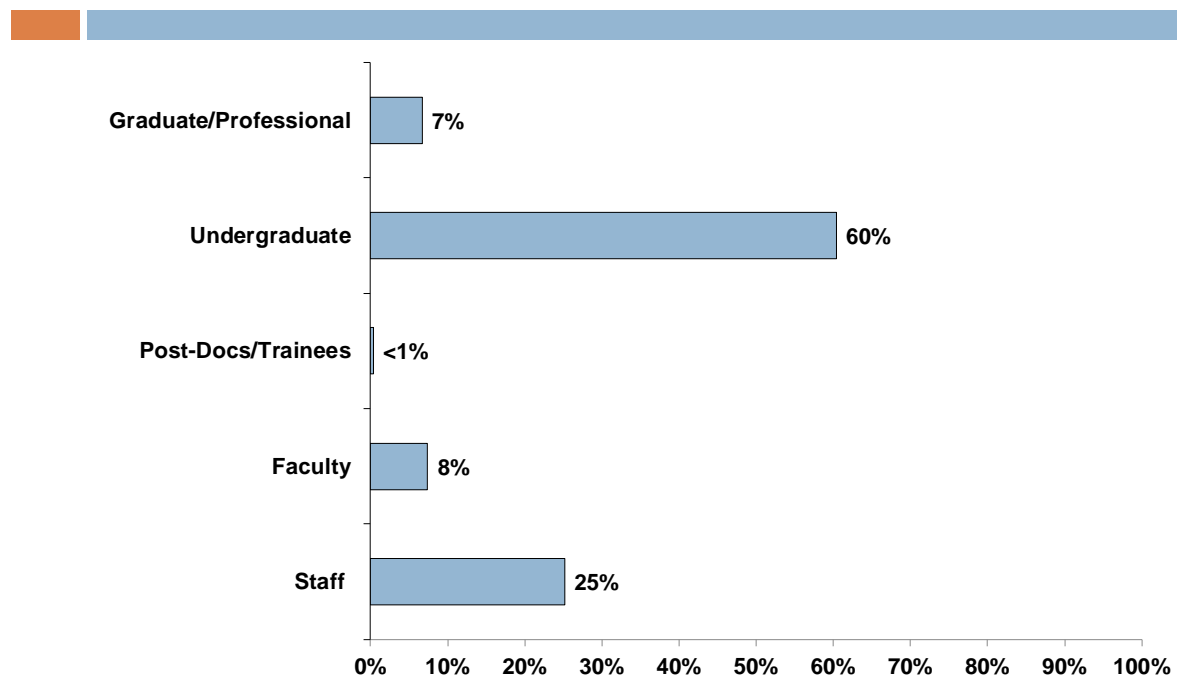


Figure 1. Collapsed Position Status (%)

<sup>19</sup> 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.

Ninety-six percent of Staff respondents ( $n = 434$ ) were primarily located at the General Campus, while 1% ( $n = 5$ ) were with Health Sciences/Medical Center. Table 5 indicates that 82% percent ( $n = 372$ ) of Staff respondents were primarily career employees while 9% of Staff respondents ( $n = 41$ ) were contract employees.

**Table 5. Primary Employment Status with UCM**

<b>Status</b>	<b><i>n</i></b>	<b>%</b>
Career (including partial-year career) employee	372	82.3
Contract employee	41	9.1
Limited appointment employee/term employment	18	4.0
Per Diem employee	<5	--
Floater (temporary services) employee	<5	--
Academic employee	15	3.3
Missing	5	1.1

Note: Table includes staff responses only ( $n = 452$ )

With regard to respondents' work unit affiliations, Table 6 indicates that 11% of Staff respondents ( $n = 51$ ) were affiliated with Administrative Operations, 8% of Staff respondents ( $n = 34$ ) were primarily affiliated with Business and Financial Services, and 7% ( $n = 33$ ) were affiliated with Student Affairs.

**Table 6. Staff Respondents Primary Work Affiliation**

<b>Academic Unit</b>	<b><i>n</i></b>	<b>%</b>
Administrative Operations	51	11.3
Bobcat Bookstore	<5	--
Bright Success Center	7	1.5
Budget Office	<5	--
Business and Financial Services	34	7.5
Campus Recreation and Athletics	6	1.3
Career Services	8	1.8
Capital Planning and Space Management	<5	--
Center for Educational Partnerships	7	1.5
Counseling and Psychological Services	3	0.7
Development and Alumni Relations	14	3.1
Dining Services	12	2.7
Early Childhood Education Center	14	3.1
Environmental Health and Safety	<5	--
Facilities Management	24	5.3
Financial Aid	12	2.7
Governmental and Community Relations	<5	--
Graduate Student Services	8	1.8
Human Resources	6	1.3
Information Technology	25	5.5
Institutional Planning and Analysis	5	1.1
Library	14	3.1
Office of Admissions	6	1.3

*Table 6 (cont.)*

<b>Academic Unit</b>	<b><i>n</i></b>	<b>%</b>
Office of International Affairs	6	1.3
Office of Research	21	4.6
Office of Student Life	6	1.3
Physical Planning, Design and Construction	7	1.5
Police Department	8	1.8
Registrar	8	1.8
Student Affairs	33	7.3
Office of the Vice Chancellor for Administration	<5	--
Students First Center	7	1.5
Student Health Services	7	1.5
Student Housing and Residence Life	5	1.1
University Communications	14	3.1
<b>Missing</b>	<b>57</b>	<b>12.6</b>

Note: Table includes staff responses only (*n* = 452).



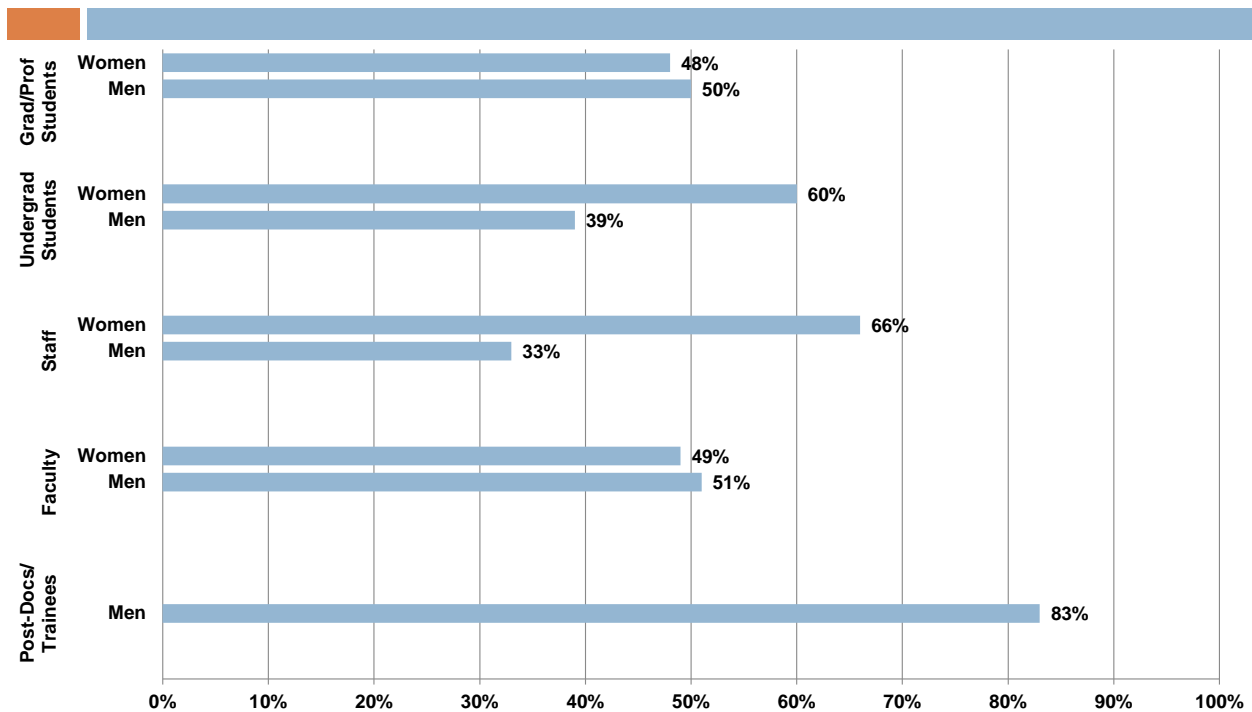
Fifty-five percent of Post-Docs and Faculty respondents ( $n = 73$ ) were affiliated with the School of Social Sciences, Humanities and Arts, and 30% ( $n = 40$ ) were primarily affiliated with the School of Natural Sciences (Table 7). Sixteen percent ( $n = 21$ ) were affiliated with the School of Engineering.

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

<b>Academic division</b>	<b><i>n</i></b>	<b>%</b>
School of Engineering	21	15.7
School of Natural Sciences	40	29.9
School of Social Sciences, Humanities and Arts	73	54.5
Graduate Division	<5	--

Note: Table includes faculty and post-doc responses only ( $n = 139$ ).

The majority of the sample were women (60%,  $n = 1,074$ ; Figure 2).<sup>20</sup> Eight respondents (<1%) identified as genderqueer.<sup>21</sup> Ten respondents marked “other” in terms of their gender identity and specified “gender fluid,” “homosexual,” “lady,” “myself,” “A Timberwolf,” “Are you kidding me???” “What a waste of a question,” “bisexual,” “gay,” etc. 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.



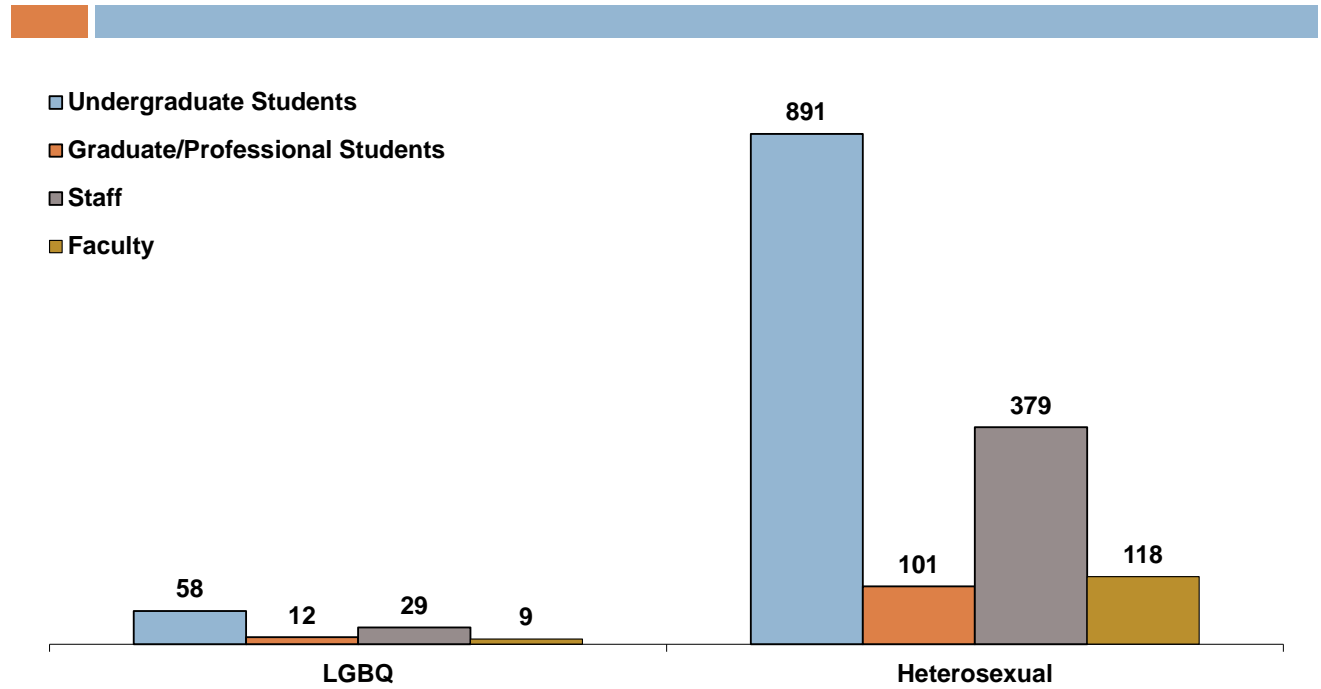
Note: Responses with  $n$ 's less than 5 are not presented in the figure.

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

<sup>20</sup> Additionally, the sex of the majority of respondents was female (60%,  $n = 1,073$ ), while 40% were male ( $n = 716$ ).

<sup>21</sup> People who identify as genderqueer may consider themselves as being both male and female, as being neither male nor female, or as falling completely outside the gender binary.

The majority of respondents were heterosexual<sup>22</sup> (85%,  $n = 1,493$ ). Six percent ( $n = 110$ ) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). Two percent of respondents ( $n = 27$ ) were questioning their sexual orientations, and 7% ( $n = 118$ ) identified as asexual.

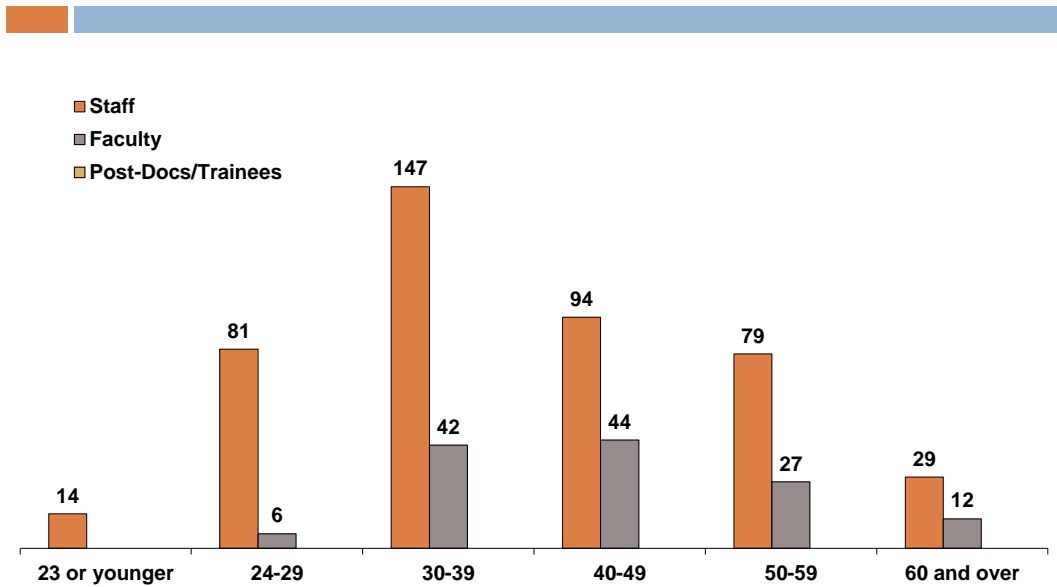


Responses with n's less than 5 are not presented in the figure.

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

<sup>22</sup> Respondents who answered “other” in response to the question about their sexual orientations and wrote “straight” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

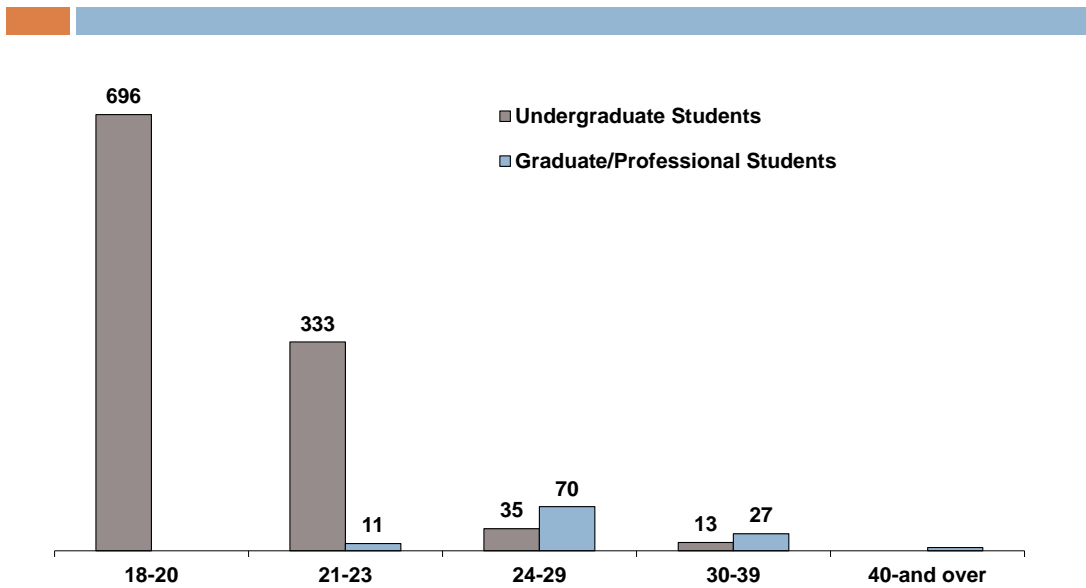
About 34% of Faculty members were 40 to 49 years old ( $n = 44$ ), and 32% of Faculty members ( $n = 42$ ) were 30 to 39 years old. Thirty-three percent of Staff ( $n = 147$ ) were between the ages of 30 and 39, and 21% were between 40 and 49 years old ( $n = 1,039$ ) (Figure 4).



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

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

Sixty-four percent of responding Undergraduate Students ( $n = 696$ ) were 18 to 20 years old.  
Fifty-nine percent of responding Graduate Students ( $n = 70$ ) were 24 to 29 years old (Figure 5).



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

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

With regard to race and ethnicity, 26% of the respondents identified as White ( $n = 460$ ).<sup>23</sup> Nineteen percent were Hispanic/Latino ( $n = 334$ ), 16% were Asian/Asian American ( $n = 286$ ), 3% were African American/African/Black ( $n = 56$ ), 2% were American Indian/Alaskan Native ( $n = 44$ ), and less than 1% were Middle Eastern/Southwest Asian/North African ( $n = 16$ ) and Pacific Islander ( $n = 8$ ) (Figure 6).

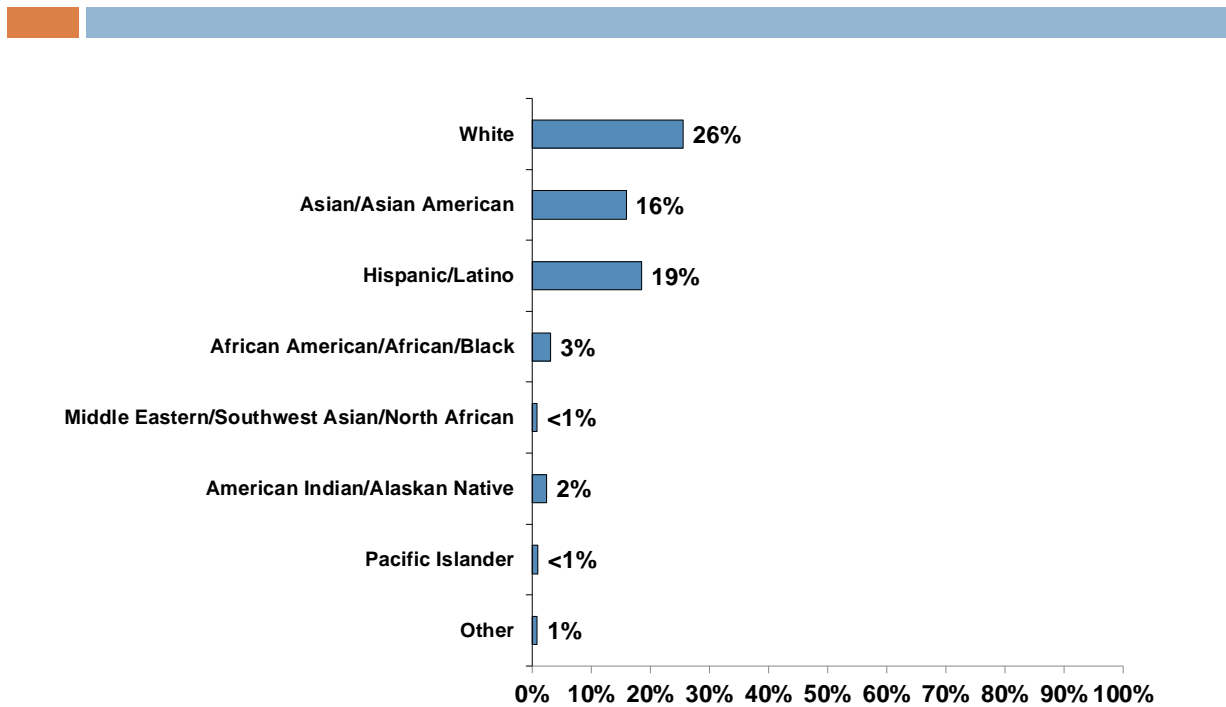


Figure 6. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

<sup>23</sup> The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers will see Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (32%,  $n = 572$ ) as their identity (Figure 7). For the purposes of some analyses,<sup>24</sup> the categories White, Underrepresented Minority<sup>25</sup> (38%,  $n = 676$ ), Other People of Color<sup>26</sup> (27%,  $n = 478$ ), and Multi-Minority<sup>27</sup> (2%,  $n = 42$ ) were created.

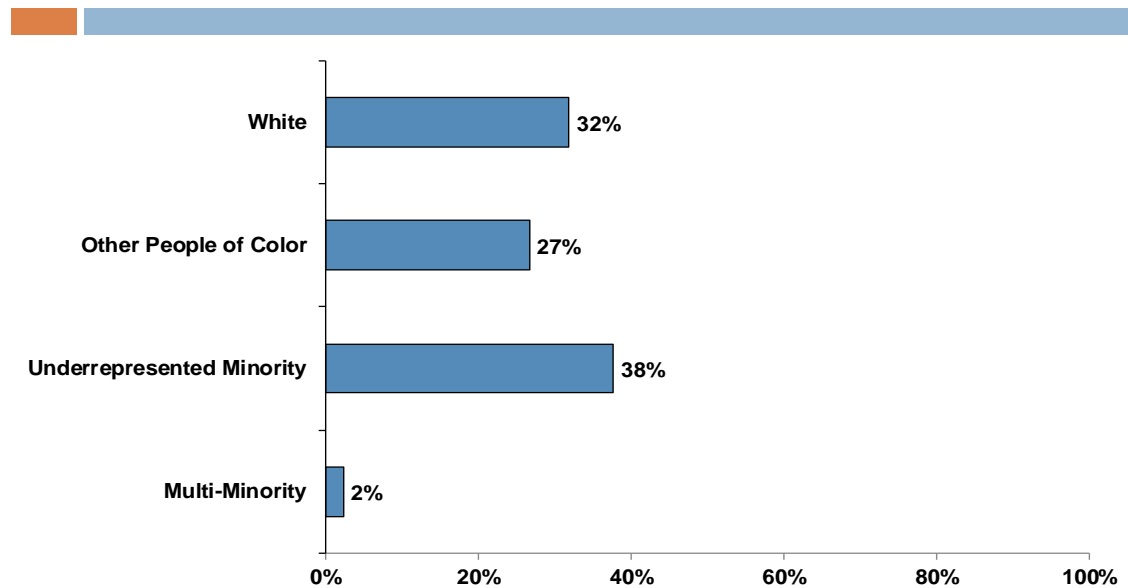


Figure 7. Respondents' Racial/Ethnic Identity (%)

<sup>24</sup> While the authors recognize 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 in many of the analyses due to the small numbers in the individual categories.

<sup>25</sup> 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.

<sup>26</sup> 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.

<sup>27</sup> Also approved for this project by the SWT, the “Multi-Minority” category includes respondents who checked any of the responses included under “Underrepresented Minority” and “Other People of Color” AND respondents who checked Underrepresented Minority, Other People of Color, and White.

The survey item<sup>28</sup> that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (45%,  $n = 811$ ). One percent of respondents chose a Muslim<sup>29</sup> affiliation ( $n = 19$ ) or a Jewish<sup>30</sup> affiliation ( $n = 14$ ), and 6% chose “other” religious/spiritual affiliations<sup>31</sup> ( $n = 112$ ). Thirty-seven percent of respondents ( $n = 656$ ) reported no affiliation<sup>32</sup>, and 6% reported multiple affiliations<sup>33</sup> ( $n = 101$ ) (Figure 8). People marked “other” and wrote in comments such as “and why is this being asked?”, “Antitheism,” “Calvinist,” “Daist,” “Festivus,” “I believe in myself,” “I have a relationship with Jesus,” “Not my concern,” “Shamanism,” and “Unity Church.”

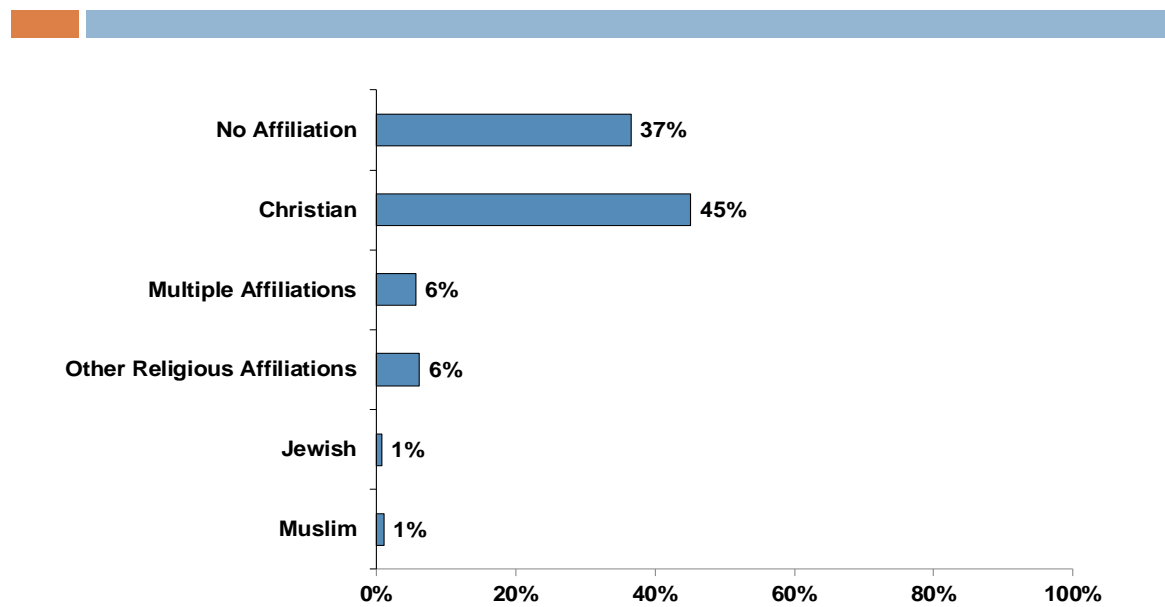


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

<sup>28</sup> Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.

<sup>29</sup> Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

<sup>30</sup> Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>31</sup> Other Religious/Spiritual Affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

<sup>32</sup> No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>33</sup> Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.



Subsequent analyses revealed 83% of student respondents ( $n = 998$ ) were single, never married and 11% were partnered ( $n = 130$ ). Sixty-two percent of employees ( $n = 369$ ) were married or remarried, 5% ( $n = 30$ ) were partnered, and 22% ( $n = 128$ ) were single, never married. One percent of all employee respondents ( $n = 6$ ) were partnered in a civil union or registered domestic partnership.

Ninety-three percent of Undergraduate Students ( $n = 1,010$ ) and 75% of Graduate/Professional Students ( $n = 90$ ) had no dependent care responsibilities (Figure 9).

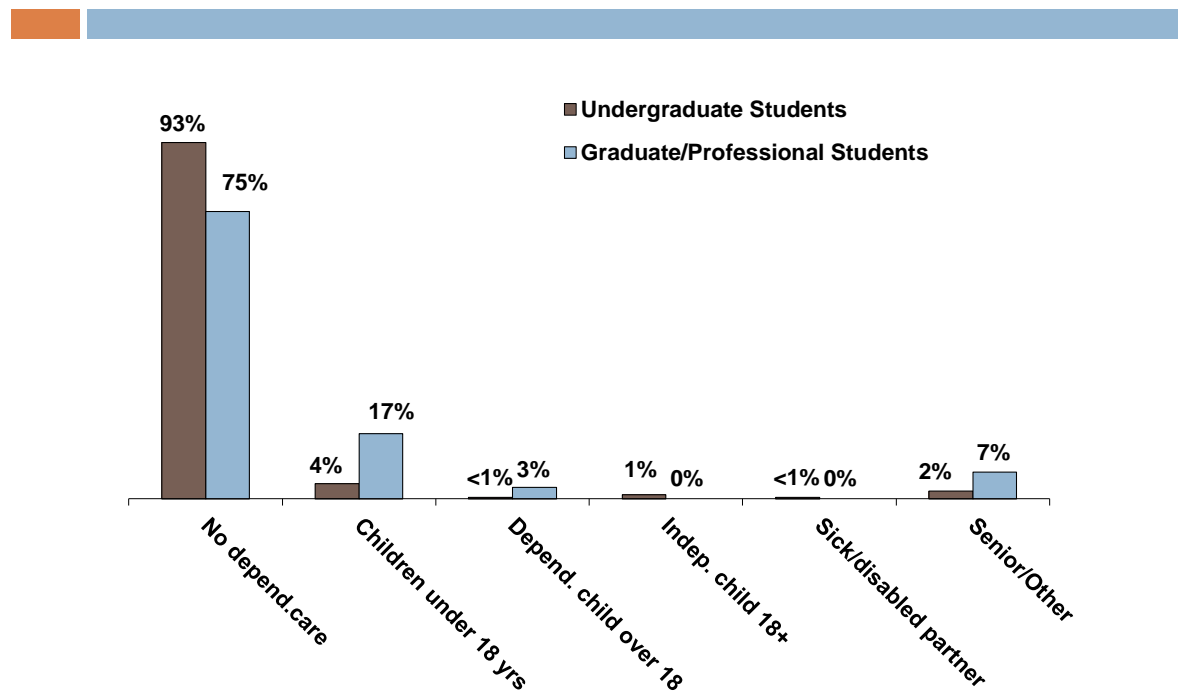


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Thirty-nine percent of Staff respondents ( $n = 178$ ) and 42% of Faculty ( $n = 56$ ) were caring for children under the age of 18 years (Figure 10). Fourteen percent of Staff ( $n = 61$ ) and 6% of Faculty ( $n = 8$ ) were responsible for senior or other family members. Nine percent of Faculty ( $n = 12$ ) also reported that they were caring for dependent children over the age of 18.

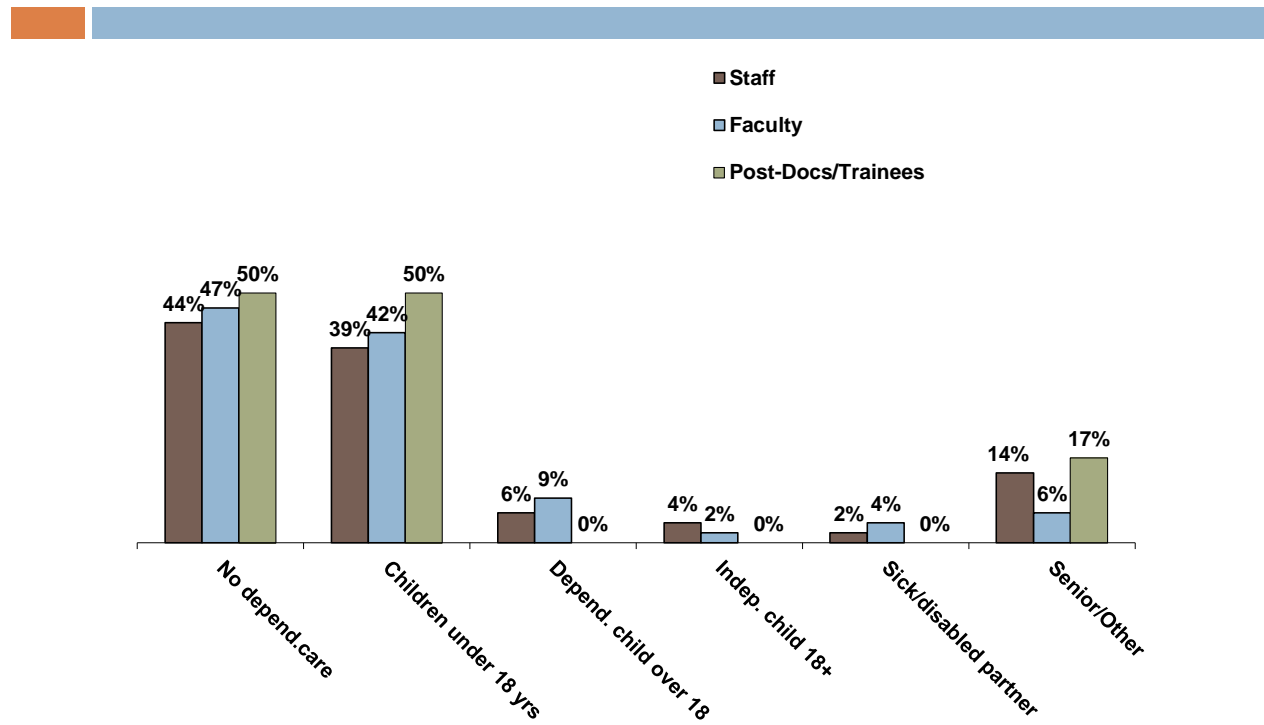


Figure 10. Employee Respondents' Dependent Care Status by Position (%)

Subsequent analyses revealed that 97% of all respondents ( $n = 1,749$ ) had never been in the military. Twenty-one respondents were veterans (1%).<sup>34</sup>

<sup>34</sup> Reservists, Active Military Members, and ROTC members were not presented here due to low response numbers.

Twenty-nine percent of respondents ( $n = 527$ ) considered their political views “middle of the road.” Thirty-four percent ( $n = 605$ ) were “far left”/“liberal,” while 10% ( $n = 178$ ) considered themselves “conservative”/“far right” (Table 8). Twenty-one percent ( $n = 385$ ) were undecided.

**Table 8. Respondents’ Political Views**

<b>Political views</b>	<b><i>n</i></b>	<b>%</b>
Far left	61	3.4
Liberal	544	30.3
Moderate or middle of the road	527	29.3
Conservative	174	9.7
Far right	<5	--
Undecided	385	21.4
Libertarian	12	0.7
Other	64	3.6

Twenty-two percent of respondents ( $n = 375$ )<sup>35</sup> had disabilities that substantially affect learning, working, or living activities. Six percent of respondents had low vision ( $n = 105$ ), 5% had mental health/psychological conditions ( $n = 95$ ), 4% had medical conditions ( $n = 68$ ), and 3% had ADHD ( $n = 56$ ) (Table 9).

**Table 9. Respondents' Disability Status**

<b>Disability</b>	<b><i>n</i></b>	<b>%</b>
Acquired/Traumatic Brain Injury	5	0.3
Attention Deficit/Hyperactivity Disorder	56	3.1
Asperger's/ Autism Spectrum	<5	--
Blind	<5	--
Low vision	105	5.8
Deaf	<5	--
Hard of Hearing	34	1.9
Learning disability	30	1.7
Medical Condition	68	3.8
Mental health/psychological condition	95	5.3
Physical/Mobility condition that affects walking	25	1.4
Physical/Mobility condition that does not affect walking	19	1.1
Speech/Communication	17	0.9
Other	12	0.7
I have none of the listed conditions	1336	74.4

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

<sup>35</sup> Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 375 (22%). The duplicated total ( $n = 474$ ; 26%) is reflected in Table 9 in this report and in Table B22 of Appendix B.

Ninety-eight percent of participants who completed this survey were U.S. citizens,<sup>36</sup> 2% were Non-U.S. citizens,<sup>37</sup> and 0.9% of respondents were undocumented residents<sup>38</sup> (Table 10). Subsequent analyses revealed that of the 16 undocumented resident respondents, 14 were Undergraduate Students (<1% of all Undergraduate Student respondents). No undocumented respondents identified as Staff, Faculty, Post-Docs/Trainees or Graduate/Professional Students. Twenty-seven percent of Graduate/Professional Students were Non-U.S. Citizens.

**Table 10. Respondents' Citizenship Status**

	<i>n</i>	%
US citizen	1644	91.5
Permanent Resident	106	5.9
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	44	2.4
Other legally documented status	5	0.3
Undocumented resident	16	0.9

Fifty-two percent of respondents ( $n = 930$ ) said only English was spoken in their homes. Thirteen percent ( $n = 237$ ) indicated a language other than English was spoken in the home, while 35% ( $n = 619$ ) indicated that English and another language were spoken in their homes. Many of those respondents indicated that they spoke Chinese ( $n > 15$ ), Cantonese ( $n > 15$ ), or Spanish ( $n > 135$ ). Some of the other respondents indicated the primary languages they spoke at home were American Sign Language, Amharic, Armenian, Bahasa Indonesia, Bengali, Burmese, Dari/Urdu, Farsi, German, Goa'uld, Gujarati, Hindu, Hmong, Italian, Japanese, Korean, Mandarin, Miene, Mongolia, Persian, Punjabi, Romanian, Russian, Serbian, Tagalog, Tigrigna, Vietnamese, etc.

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

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

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

About 31% of Staff respondents ( $n = 142$ ) indicated that the highest level of education they completed was an associate's degree. Twenty-five percent had finished some graduate work ( $n = 113$ ), 8% a master's degree ( $n = 36$ ), and 4% had completed either a doctoral or other professional degree ( $n = 16$ ).

Table 11 illustrates the level of education completed by students' parents or legal guardians. Subsequent analyses indicated that half of all Student respondents (50%,  $n = 603$ ) were first-generation students.<sup>39</sup>

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

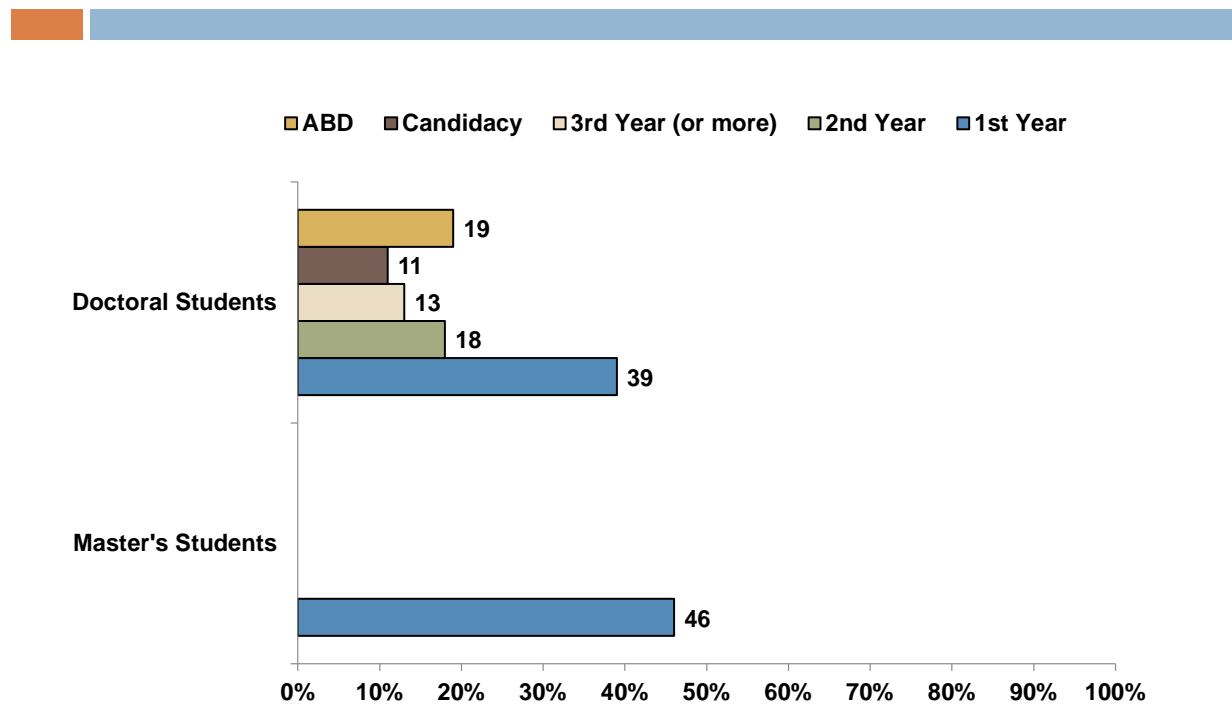
<b>Level of Education</b>	<b>Parent /Legal Guardian 1</b>		<b>Parent/Legal Guardian 2</b>	
	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>
No high school	207	17.2	199	16.5
Some high school	125	10.4	123	10.2
Completed high school/GED	163	13.5	192	15.9
Some college	157	13.0	155	12.9
Business/Technical certificate/degree	38	3.2	41	3.4
Associate's degree	69	5.7	75	6.2
Bachelor's degree	204	16.9	201	16.7
Some graduate work	19	1.6	29	2.4
Master's degree	119	9.9	76	6.3
Doctoral degree	27	2.2	13	1.1
Professional degree (MD, MFA, JD)	46	3.8	19	1.6
Unknown	21	1.7	32	2.7
Not applicable	9	0.7	28	2.3

Note: Table reports student responses only ( $n = 1,205$ ).

Of 1,085 responding Undergraduates, 23% were first-year students/freshman ( $n = 254$ ), 21% were second year/sophomore students ( $n = 231$ ), 25% were third year students/juniors ( $n = 266$ ), and 24% were fourth year students/seniors ( $n = 265$ ). Six percent were in their fifth year or more ( $n = 64$ ), and 5 respondents (<1%) were non-degree students.

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

Forty-six percent of master's student respondents were first-year students ( $n = 5$ ) (Figure 11). Thirty-nine percent of doctoral students were in their first year of doctoral studies ( $n = 40$ ), 18% were in their second year ( $n = 19$ ), and 13% were in their third year (or more) ( $n = 13$ ). Eleven percent advanced to candidacy ( $n = 11$ ), and 19% were ABD (all but dissertation) ( $n = 20$ ). Post-Doc/Trainee Respondents' Current Year in UCM Career is not presented as the sample sizes were less than 5.



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

Figure 11. Graduate Student Respondents' Current Year in UCM Career (%)

Twenty-eight percent of Undergraduate respondents ( $n = 305$ ) identified their academic majors<sup>40</sup> as Biological Sciences. Sixteen percent were Psychology majors ( $n = 174$ ), and 9% ( $n = 99$ ) were studying Management. Seven percent were Mechanical Engineering majors ( $n = 70$ ) and Political Science majors ( $n = 71$ ).

Twenty percent of Graduate/Professional Student respondents<sup>41</sup> ( $n = 24$ ) were enrolled in Quantitative and Systems Biology, 13% ( $n = 15$ ) in Psychological Sciences, and 10% ( $n = 12$ ) in Environmental Systems (Table 12). Nine percent of students were in Applied Mathematics ( $n = 11$ ), Physics and Chemistry ( $n = 11$ ), and World Cultures ( $n = 11$ ).

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Forty-three percent of Undergraduate Students ( $n = 533$ ) were in-state/resident students (Figure 12).<sup>42</sup>

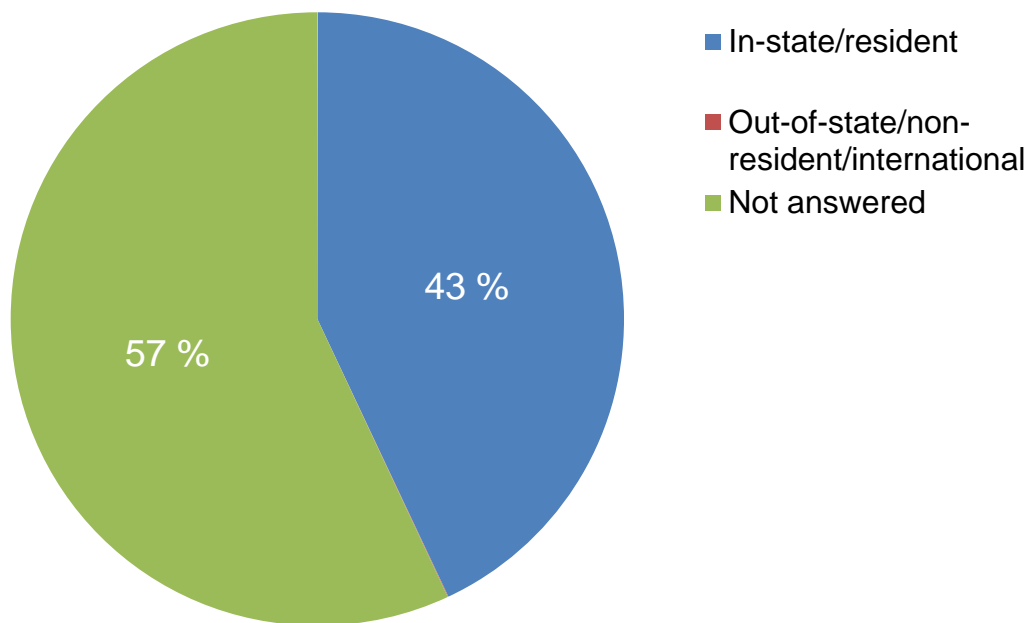


Figure 12. Undergraduate Students' Residency (%)

<sup>40</sup> See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

<sup>41</sup> See Appendix B Table B20 for a comprehensive listing of graduate student respondents' academic programs.

<sup>42</sup> Fifty-seven percent of Undergraduate respondents ( $n = 711$ ) did not complete this survey item.



Subsequent analyses revealed that 34% of all Undergraduate Students ( $n = 371$ ) and 81% of all Graduate/Professional Students ( $n = 97$ ) were employed either on or off campus. Thirty-one percent of Undergraduates ( $n = 332$ ) and 56% of Graduate/Professional Students ( $n = 65$ ) were employed on or off campus on average one to 20 hours per week. Two percent of all Undergraduate Students ( $n = 25$ ) and 19% of all Graduate/Professional Students ( $n = 22$ ) were employed 21 to 40 hours per week. Six percent of Graduate/Professional students ( $n = 7$ ) worked more than 40 hours per week.

Thirteen percent of Undergraduate Student respondents ( $n = 135$ ) and 92% of Graduate/Professional Students ( $n = 101$ ) were currently the sole providers for their living/educational expenses. Eighty-seven percent of Undergraduates ( $n = 892$ ) and 8% of Graduate/Professional students ( $n = 9$ ) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-nine percent of student respondents ( $n = 474$ ) reported that they or their families have annual incomes of less than \$30,000. Forty-three percent ( $n = 512$ ) reported annual incomes between \$30,000 and \$99,999, 10% ( $n = 119$ ) between \$100,000 and \$149,999, and 4% ( $n = 51$ ) between \$150,000 and \$249,999 annually. One percent of student respondents ( $n = 12$ ) said that they or their families have annual incomes between \$250,000 and \$399,999, and 1% ( $n = 11$ ) had annual incomes over \$400,000. These figures are displayed by student status in Figure 13. 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.

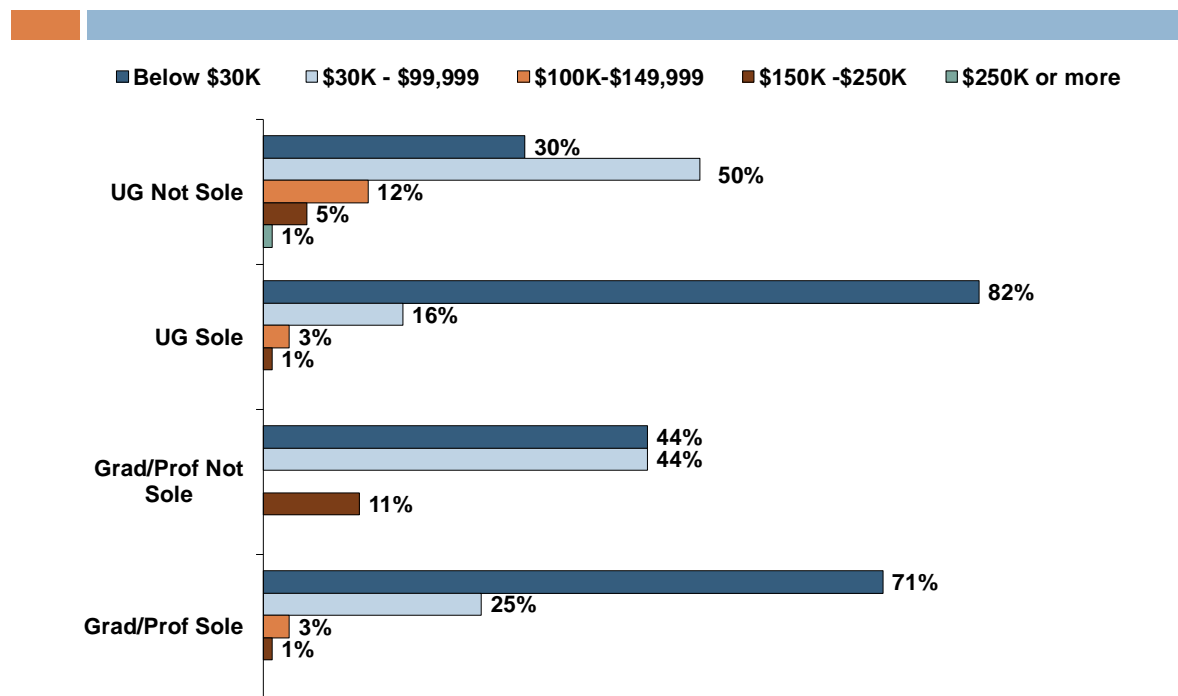


Figure 13. Students' Income by Dependency Status (%)

Of the students completing the survey, 50% ( $n = 598$ ) lived in off-campus housing, and 29% ( $n = 344$ ) lived in on-campus housing (Table 12). Fifteen percent ( $n = 179$ ) lived independently in an apartment/house and 7% ( $n = 81$ ) lived with a family member/guardian.

**Table 12. Students' Residence**

<b>Students' Residence</b>	<b><i>n</i></b>	<b>%</b>
On-campus Housing	344	28.5
Off-campus Housing	598	49.6
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	<5	--
Independently in apartment/house	179	14.9
Living with family member/guardian	81	6.7
Missing	<5	--

Note: Table includes student responses only ( $n = 1,205$ ).

Thirty-eight percent of UCM student respondents ( $n = 746$ ) did not participate in any student clubs and organizations at UCM (Table 13). Fourteen percent ( $n = 174$ ) were involved with Academic/Professional Organizations, 13% ( $n = 161$ ) in Intramurals/Clubs Sports, and 11% ( $n = 133$ ) participated in Intercultural/Multicultural Campus Community Groups.

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

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
I do not participate in any student organizations	746	38.1
Academic/Professional Organizations	174	14.4
Intramurals/Clubs Sports	161	13.4
Intercultural/Multicultural Campus Community Groups	133	11.0
Social fraternities or sororities	102	8.5
Religious/Spiritual Organizations	100	8.3
Service Organizations/Civic Engagement	100	8.3
Student Leadership Groups	98	8.1
Special Interest Organizations	83	6.9
Music/Performance Organizations	47	3.9
Honor Societies	45	3.7
Political Groups	33	2.7
Campus Housing Associations	31	2.6
Publications and Media Organizations	23	1.9
NAIA Varsity Athletics	23	1.9
Other	128	10.6

Note: Table includes only student respondents ( $n = 1,205$ ).  
 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/Quarter**

<b>GPA</b>	<b><i>n</i></b>	<b>%</b>
A+ = 4.0	32	2.7
A = 4.0	81	6.7
A- = 3.7	197	16.3
B+ = 3.3	231	19.2
B = 3.0	190	15.8
B- = 2.7	215	17.8
C+ = 2.3	129	10.7
C = 2.0	52	4.3
C- = 1.7	45	3.7
D+ = 1.3	15	1.2
D = 1.0	<5	--
D- = 0.7	<5	--
F = 0.0	<5	--
Missing	12	1.0

Note: Table includes student responses only ( $n = 1,205$ ).

Additional analyses also revealed that 1% of Undergraduate Students ( $n = 15$ ) and no Graduate/Professional Students indicated that they were former foster-care youth.

## Campus Climate Assessment Findings<sup>43</sup>

The following section<sup>44</sup> reviews the major findings of this study. The review explores the climate at UCM 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 UCM

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UC’s campus. Table 15 illustrates that 76% of the survey respondents ( $n = 1,364$ ) were “comfortable” or “very comfortable” with the climate at UCM. Seventy-eight percent of respondents ( $n = 1,391$ ) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

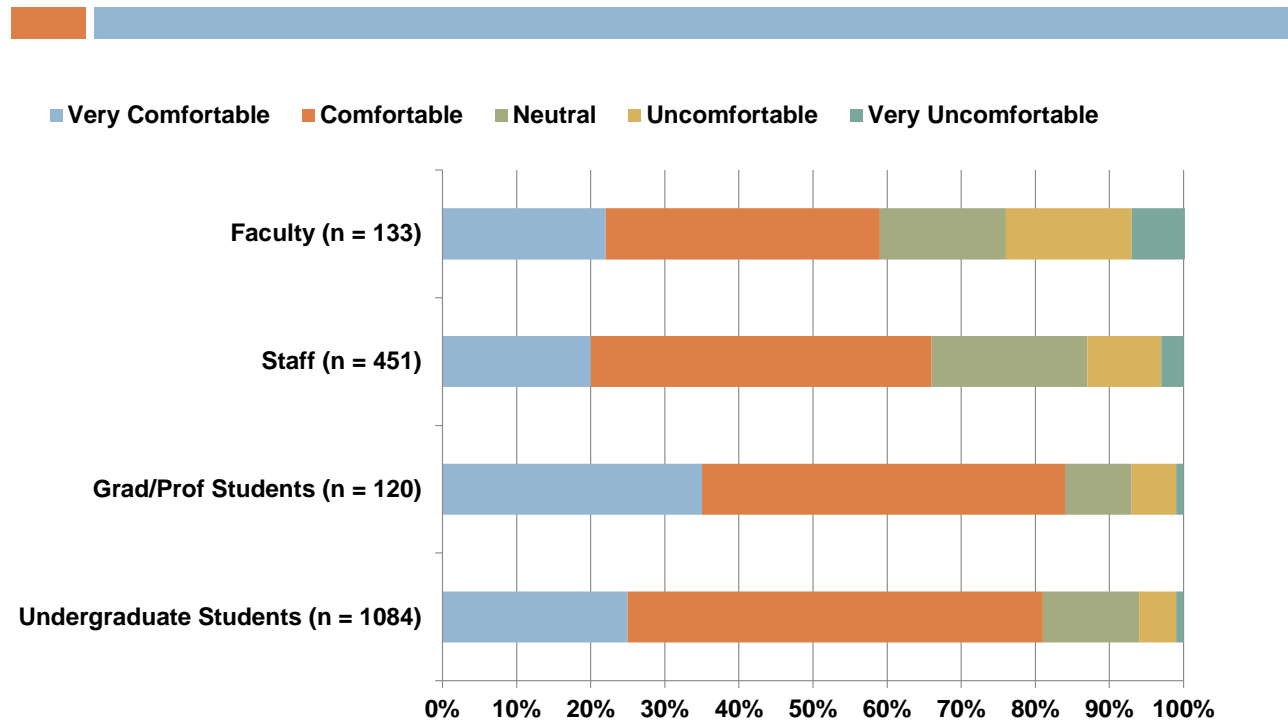
**Table 15. Respondents’ Comfort With the Climate**

	Comfort with Climate at UCM		Comfort with Climate in Department/ Work Unit, College, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	436	24.3	476	26.5
Comfortable	928	51.7	915	51.0
Neither Comfortable nor Uncomfortable	273	15.2	232	12.9
Uncomfortable	123	6.8	123	6.9
Very Uncomfortable	34	1.9	47	2.6

<sup>43</sup> Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>44</sup> The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

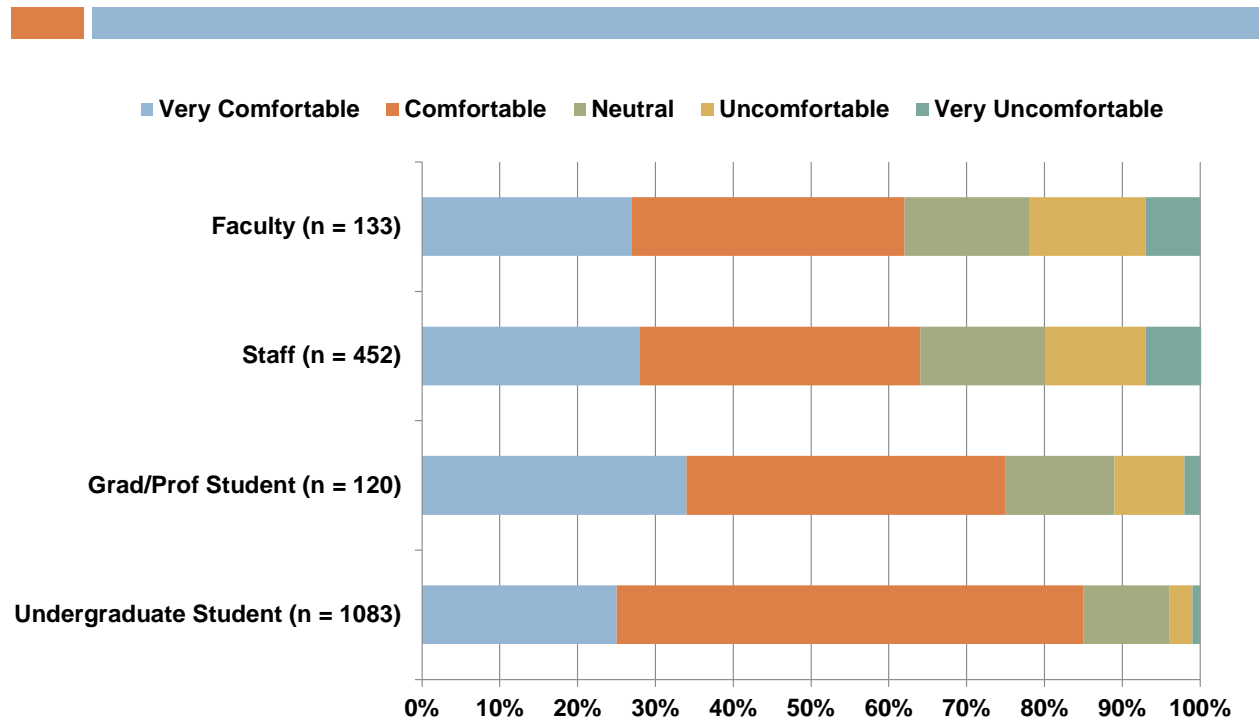
Figure 14 illustrates that Faculty were slightly less comfortable with the overall climate at UCM than were other groups.



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

Figure 14. Comfort with Overall Climate by Position (%)

Graduate/professional students were more comfortable with the climate in their departments, work units, academic units, colleges, schools, or clinical settings than were other respondents by position (Figure 15).



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

Figure 15. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)



With regard to classroom climate, 81% of Undergraduate Students ( $n = 818$ ) and 68% of Graduate/Professional Students ( $n = 93$ ) were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Eighty-six percent ( $n = 120$ ) of Faculty and Post-Docs 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**

<b>Level of Comfort</b>	<b>Undergraduate Students’ Comfort with Climate in Classes*</b>		<b>Graduate/Professional Students’ Comfort with Climate in Classes**</b>		<b>Faculty and Post-Docs Comfort with Climate in Classes***</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	218	20.1	36	20.9	59	42.4
Comfortable	660	60.9	57	47.5	61	43.9
Neither Comfortable nor Uncomfortable	145	13.4	14	11.7	9	6.5
Uncomfortable	52	4.8	6	5.0	5	3.6
Very Uncomfortable	7	4.2	<5	--	<5	--
Not Applicable	<5	--	7	5.8	5	3.6

\*Note: Undergraduate Student responses only ( $n = 1,083$ ).

\*\*Note: Graduate/Professional student responses only ( $n = 120$ ).

\*\*\*Note: Faculty and Post-Doc responses only ( $n = 139$ ).

When comparing the data by racial identity,<sup>45</sup> White respondents were least comfortable with the overall climate for diversity at UCM and with the climate in their departments, work units, academic units, colleges, schools, or clinical settings (Figure 16 - 17).

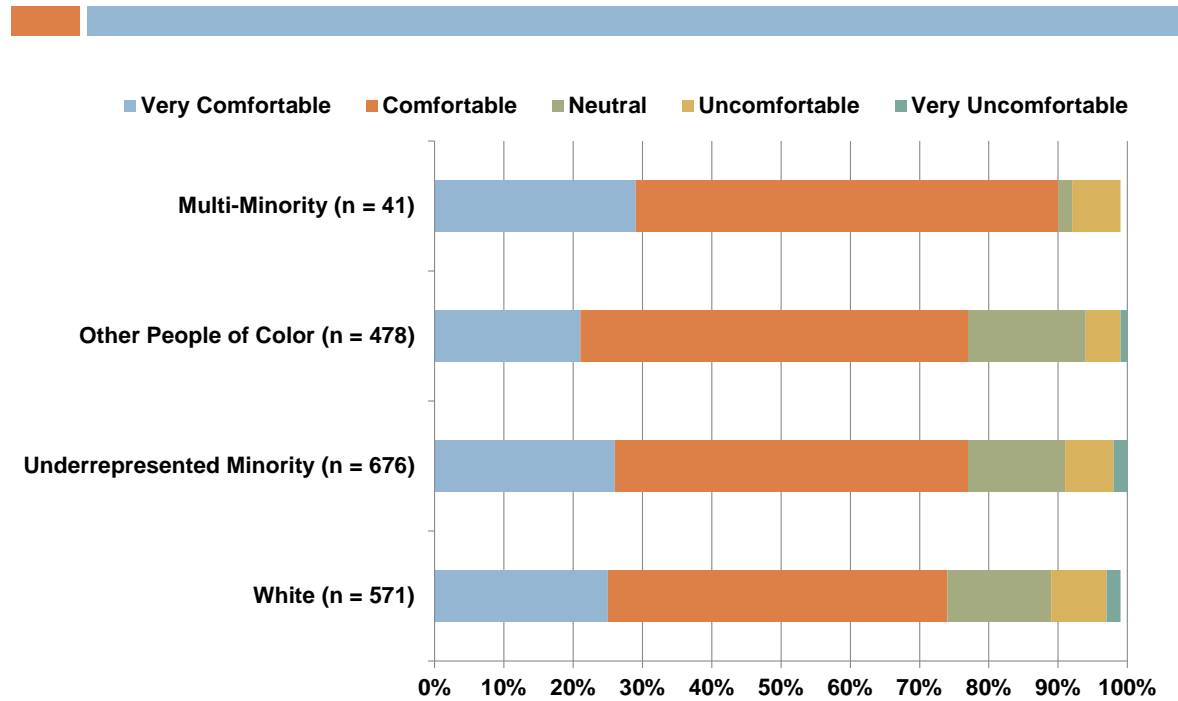


Figure 16. Comfort with Overall Climate by Race (%)

<sup>45</sup> 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.

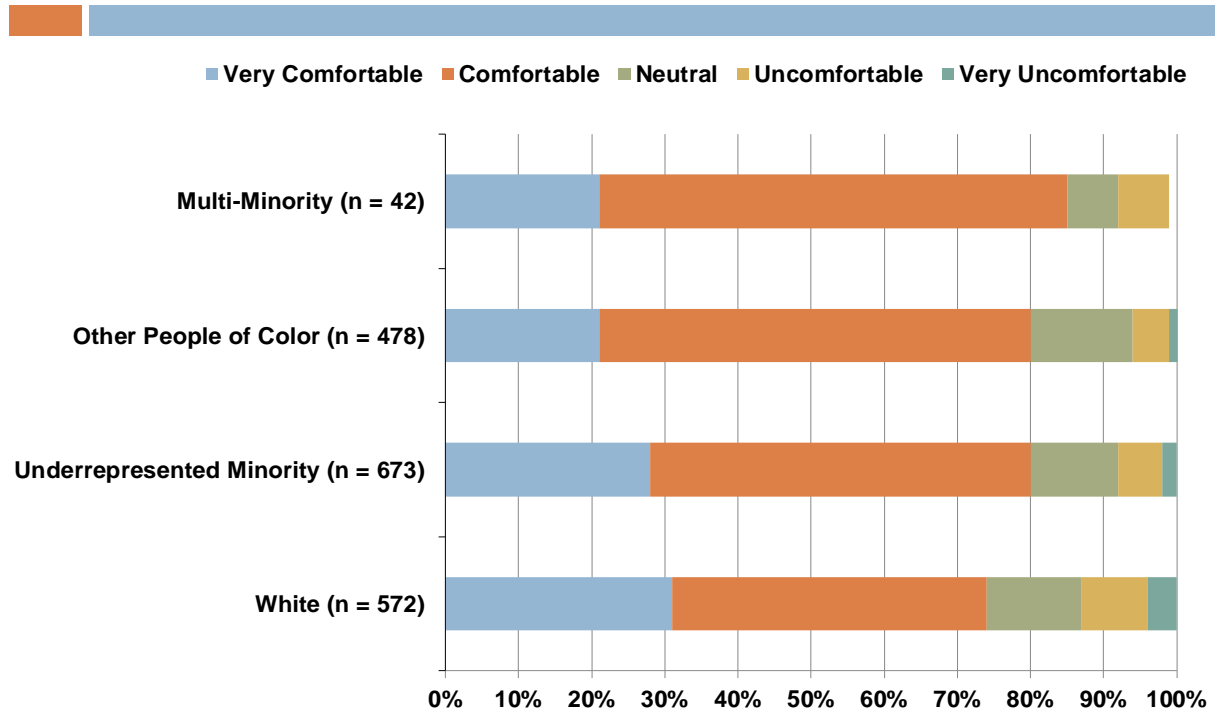


Figure 17. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 18 and all subsequent Figures that illustrate “comfort with classroom climate” removed from the analyses any Student, Faculty, and Post-Doc respondents who indicated the survey item was “not applicable” to them. A higher percentage of White Respondents were “very comfortable” with the climate in their classes than were other respondents.

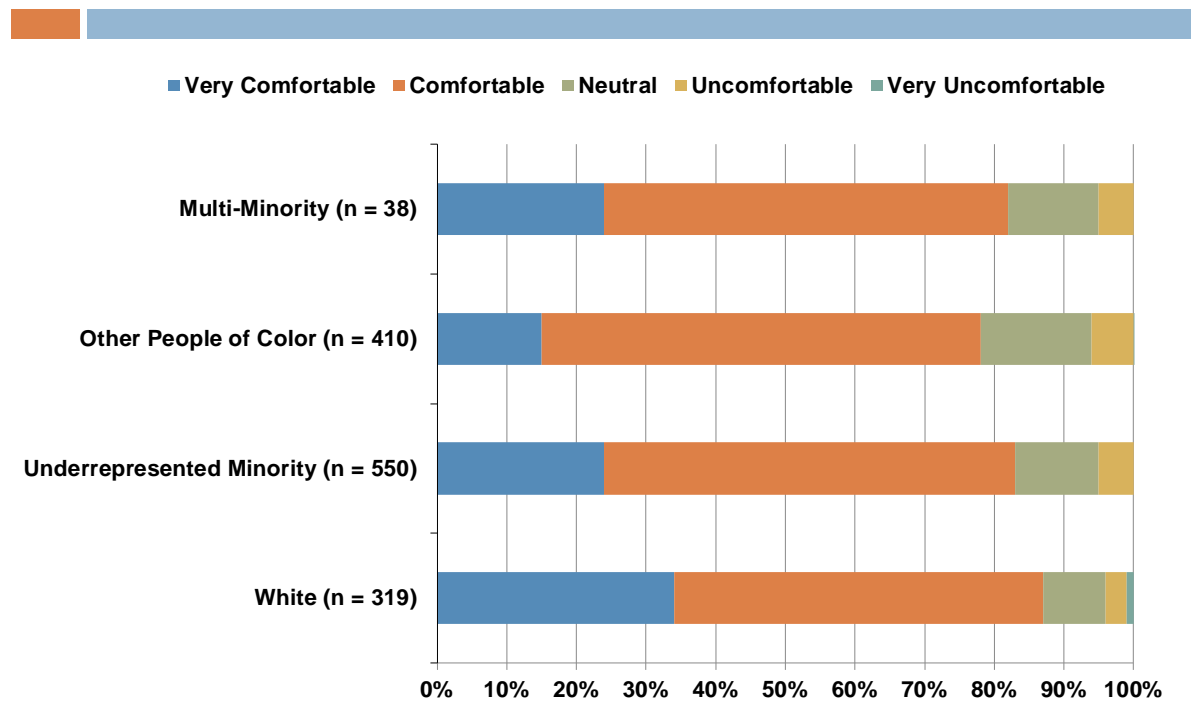
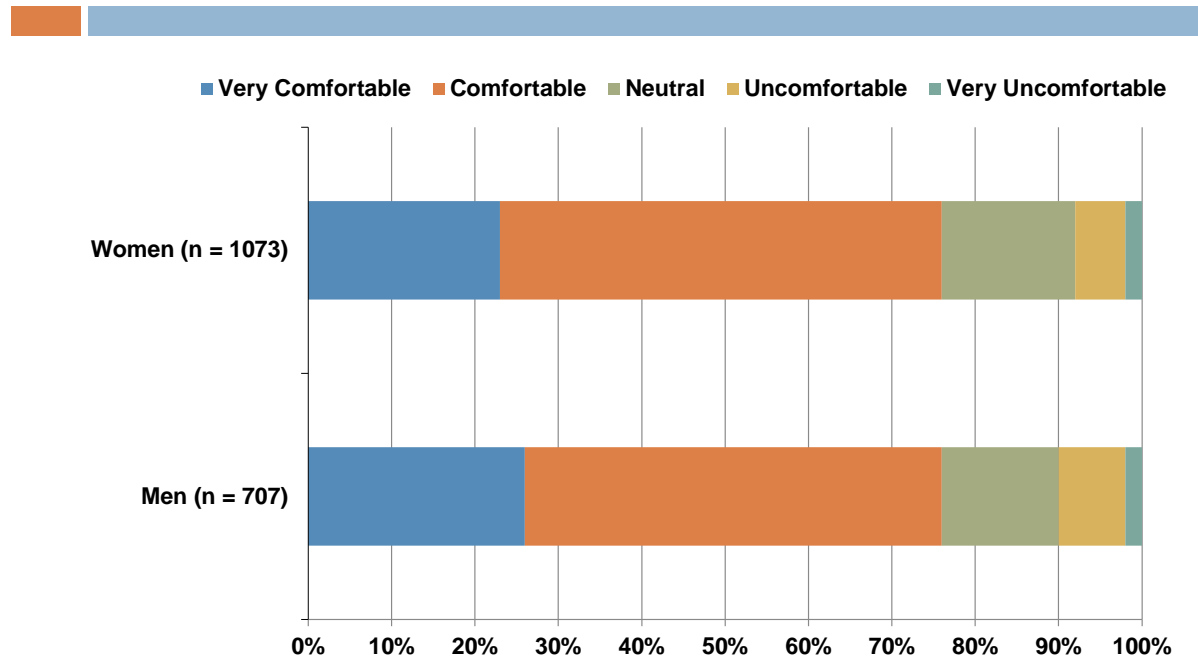


Figure 18. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

Women and Men were similarly comfortable with the overall campus climate (Figure 19).<sup>46</sup>

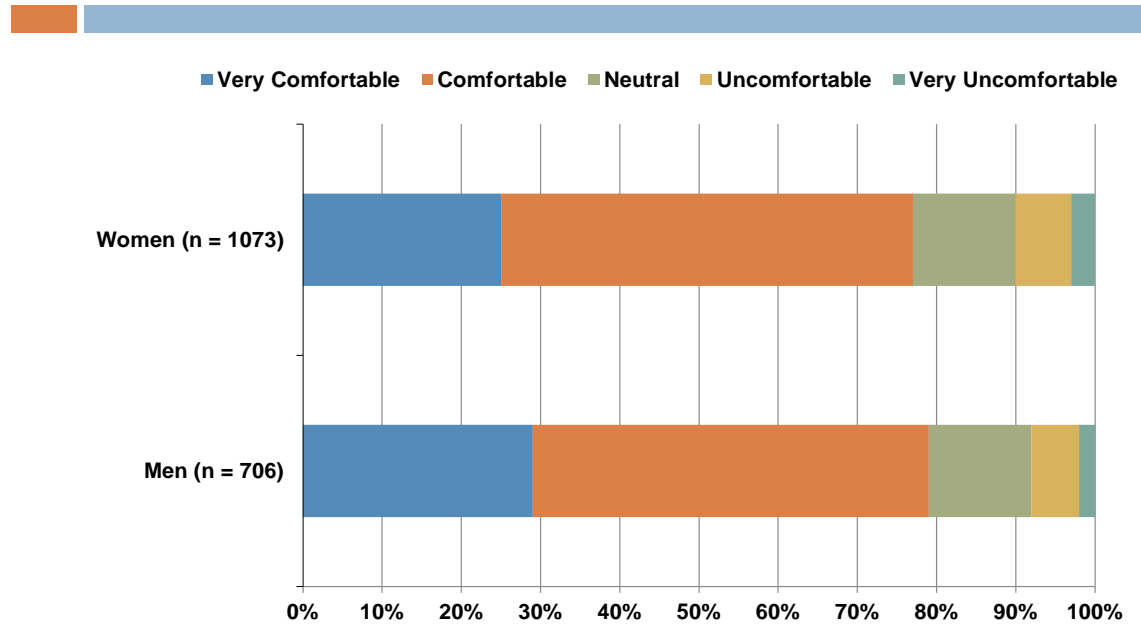


Responses with *n*'s less than 5 are not presented in the figure.

Figure 19. Comfort with Overall Climate by Gender (%)

<sup>46</sup> Transgender respondents were not included in this analysis due to the low response number.

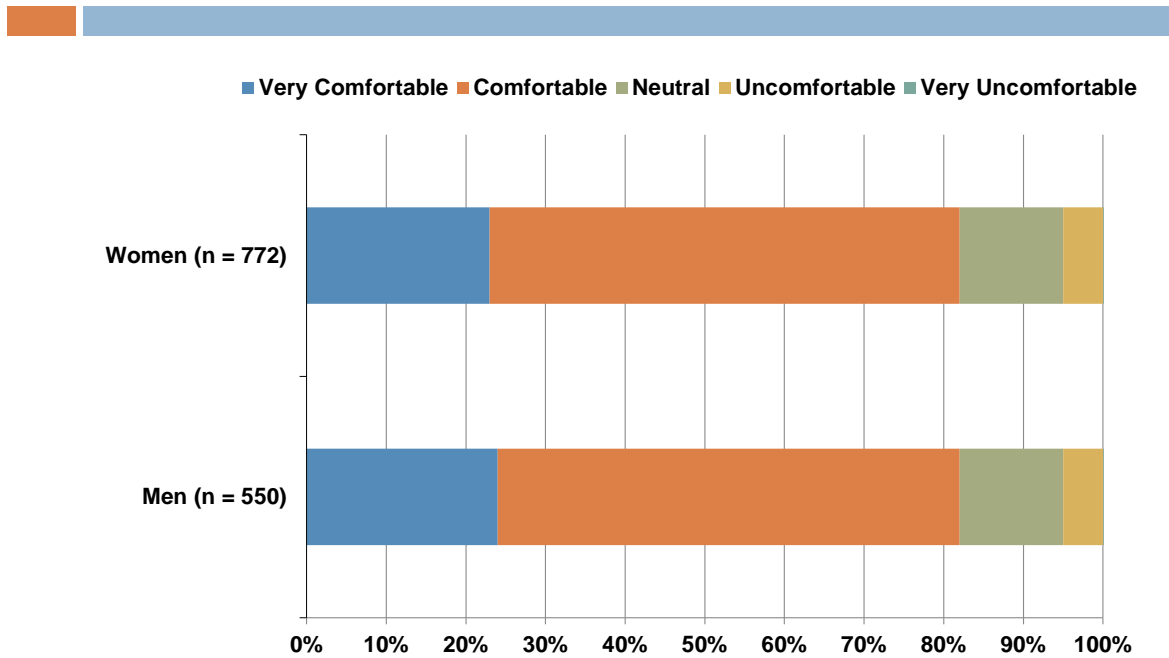
Men respondents, however, were slightly more comfortable in their in department/work unit/ academic unit/college/school/clinical settings than were women (Figure 20).



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

Figure 20. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

Men and women were equally likely to be “very comfortable” or “comfortable” with the climate in their classes (Figure 21).



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

Figure 21. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents were slightly less comfortable than heterosexual respondents with the overall climate and in their departments and work units (Figures 22 & 23).

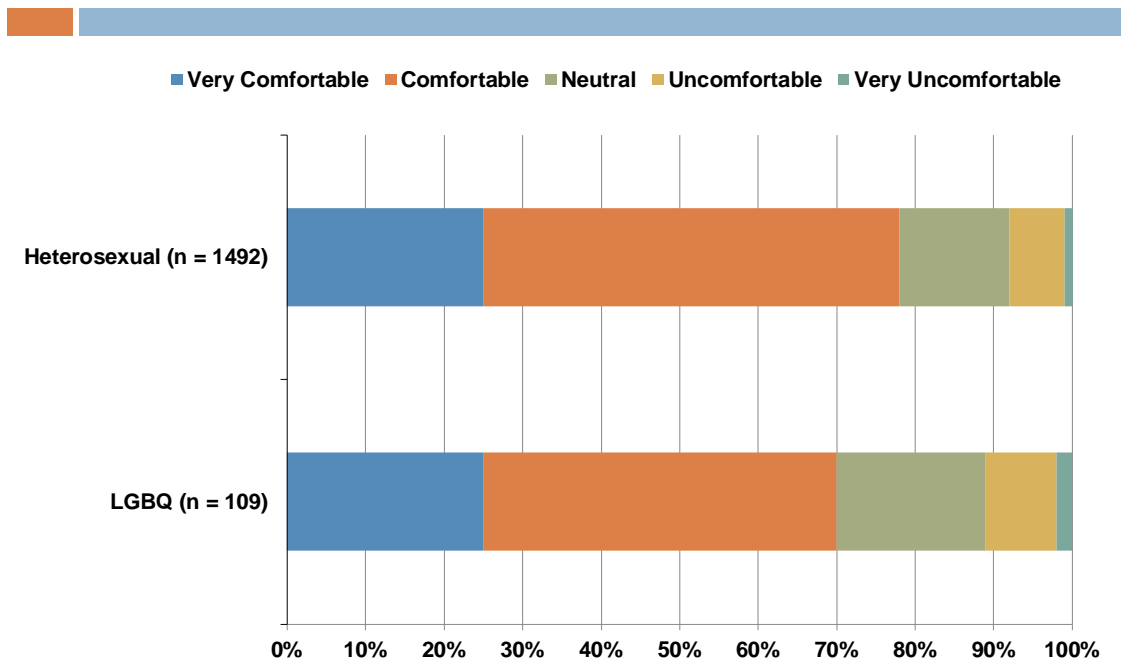


Figure 22. Comfort with Overall Climate by Sexual Orientation (%)



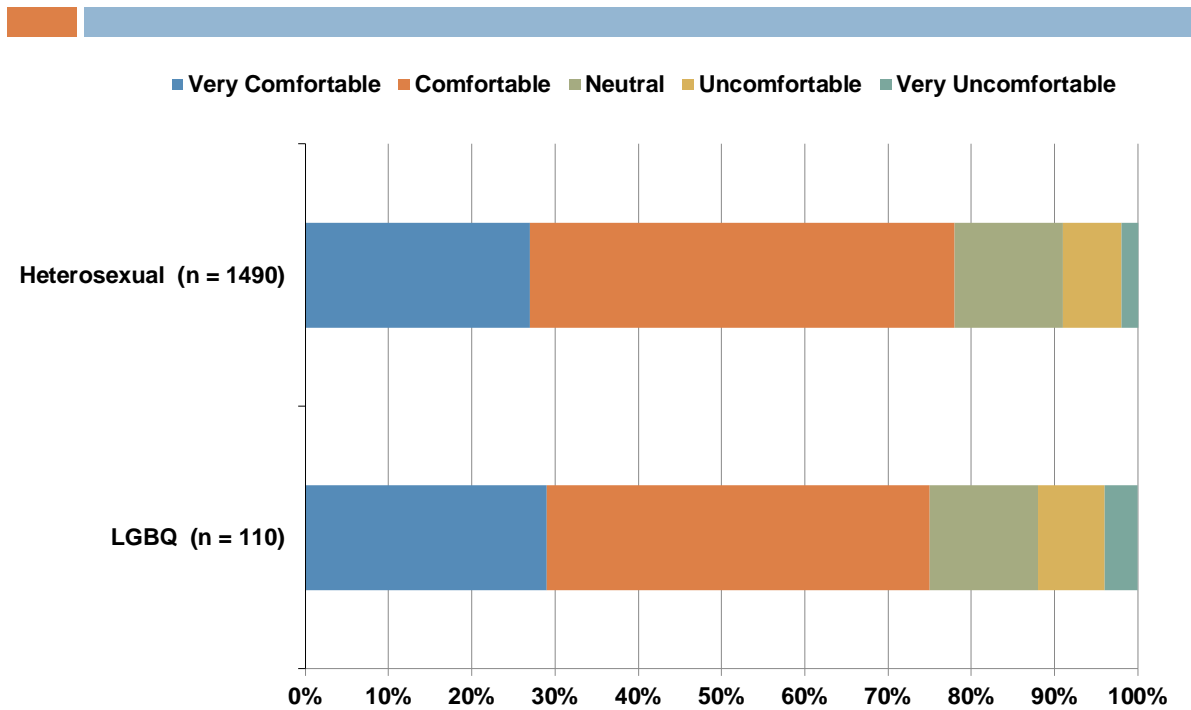


Figure 23. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Students, Faculty, and Post-Docs were less comfortable in their classes in comparison to heterosexual Students, Faculty, and Post-Docs (Figure 24).

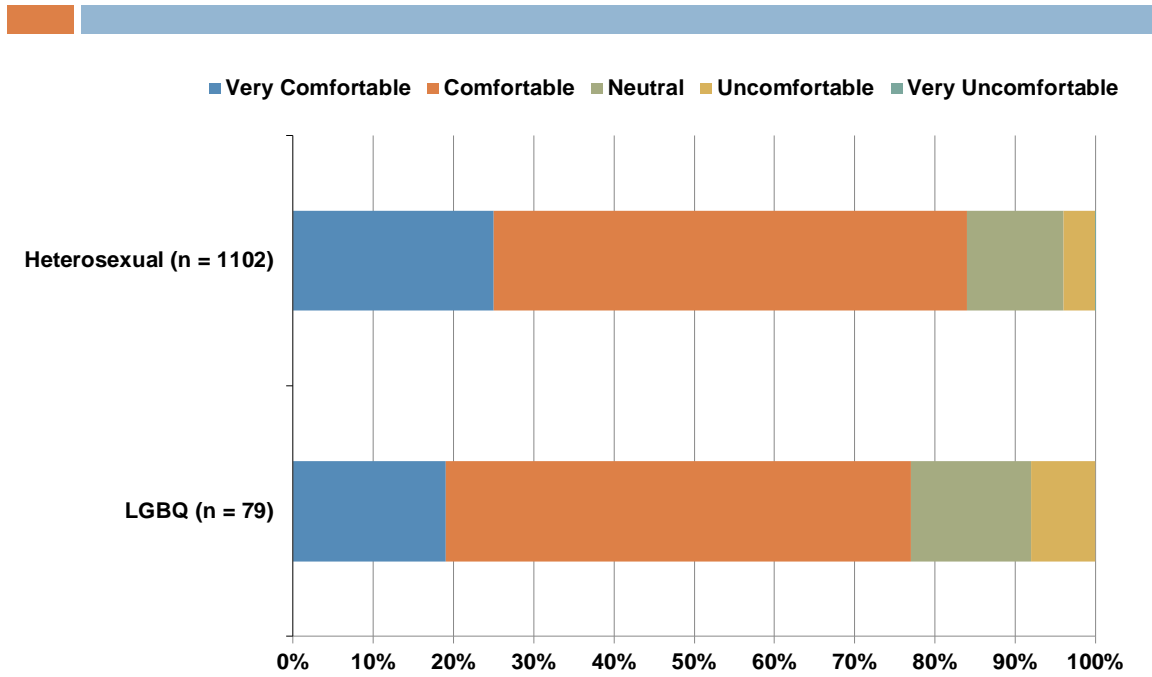


Figure 24. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus and in their departments/work units. There were no differences in comfort between Students, Faculty, and Post-docs with disabilities and without disabilities with the climate in their classes (Figures 25 - 27).

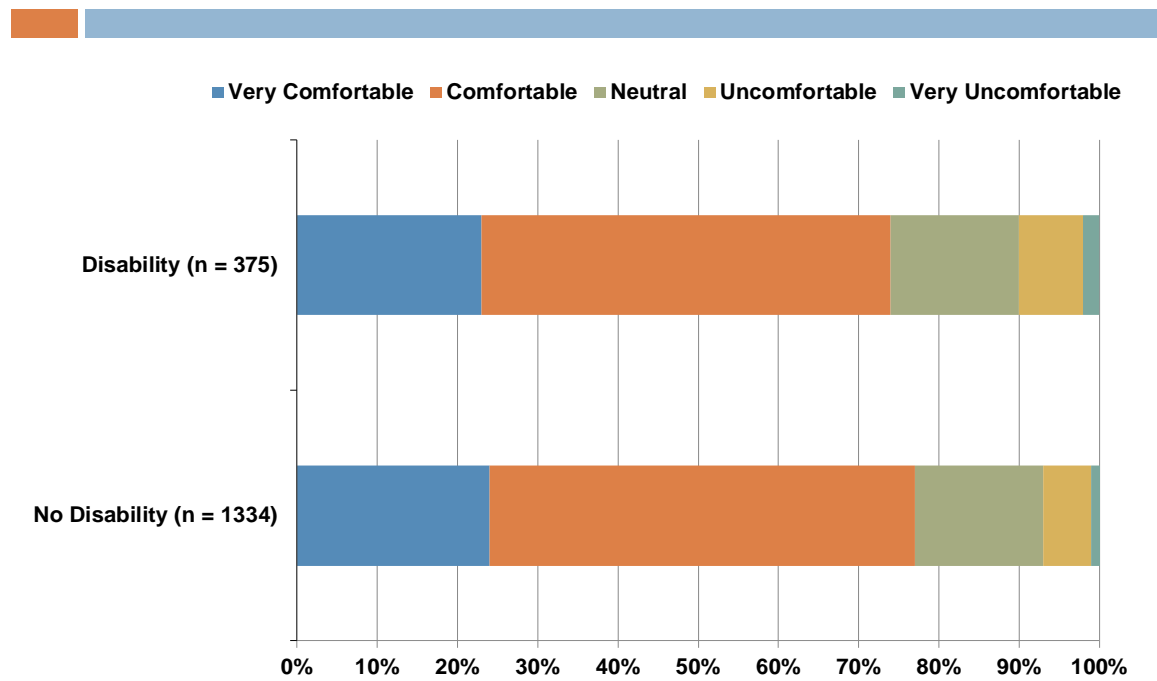


Figure 25. Comfort with Overall Climate by Disability Status (%)

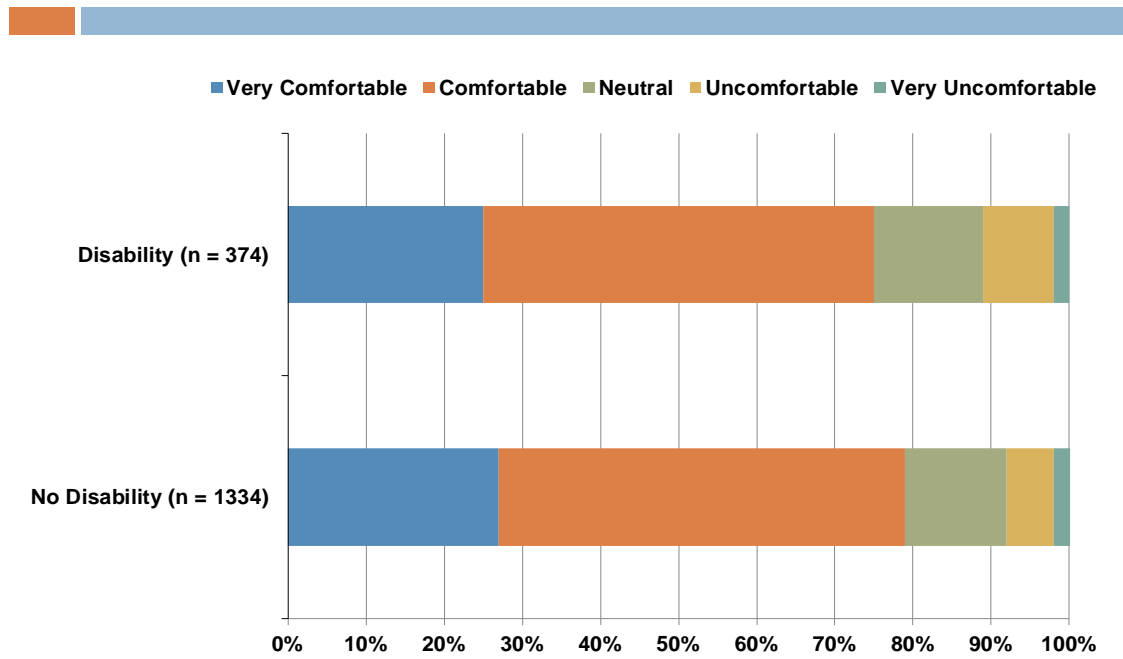


Figure 26. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

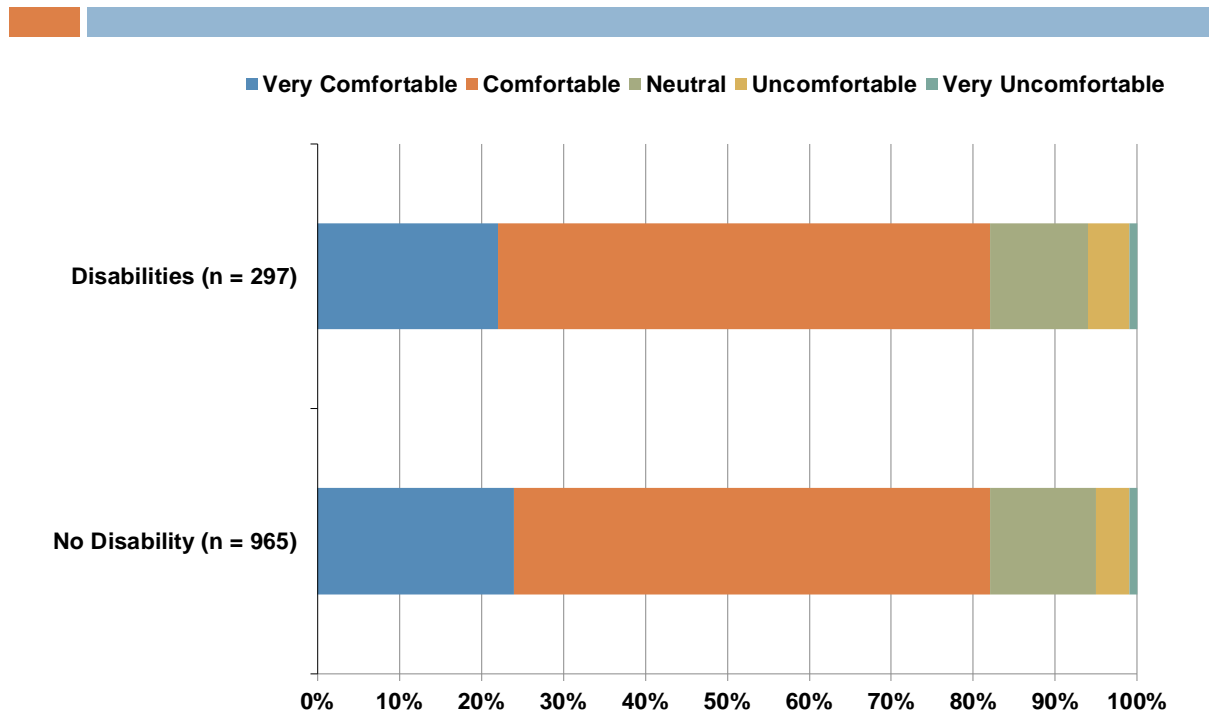


Figure 27. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Small differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UCM (Figure 28 - 30). Jewish respondents were most comfortable with the climate at UCM and the climate in their departments/work units, etc.

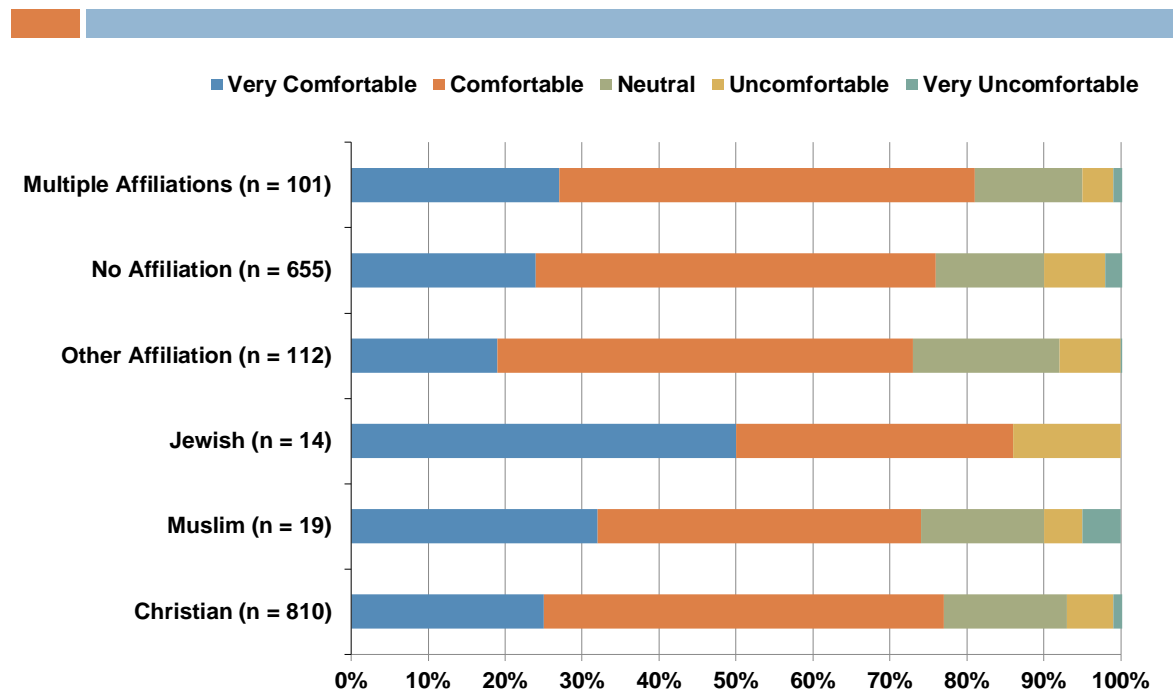


Figure 28. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

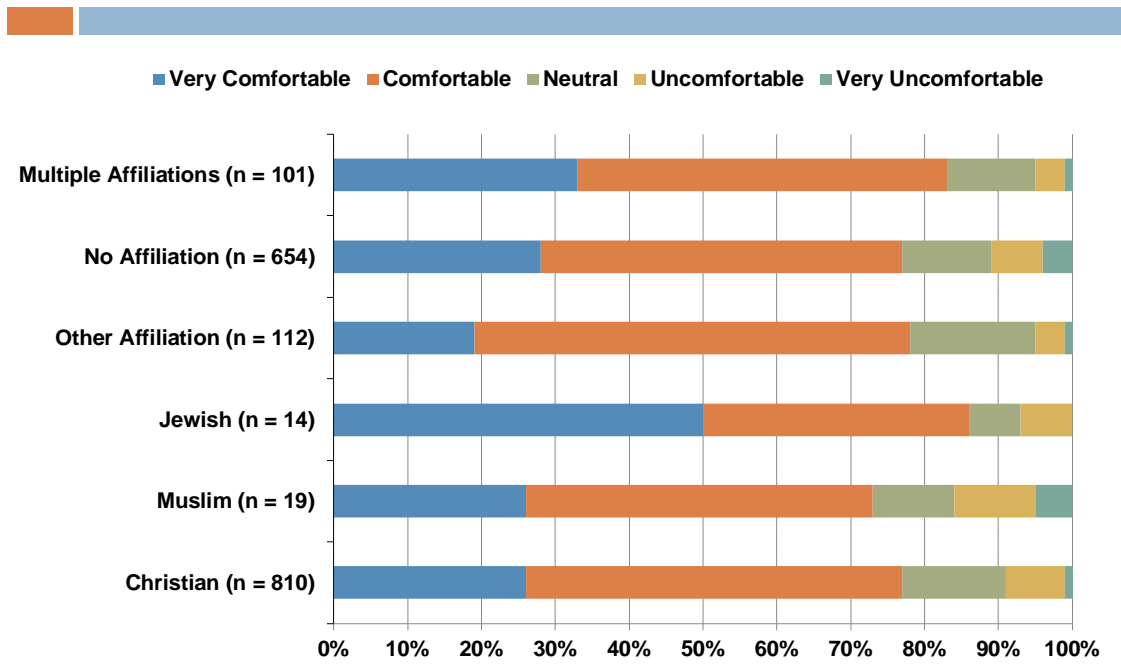


Figure 29. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

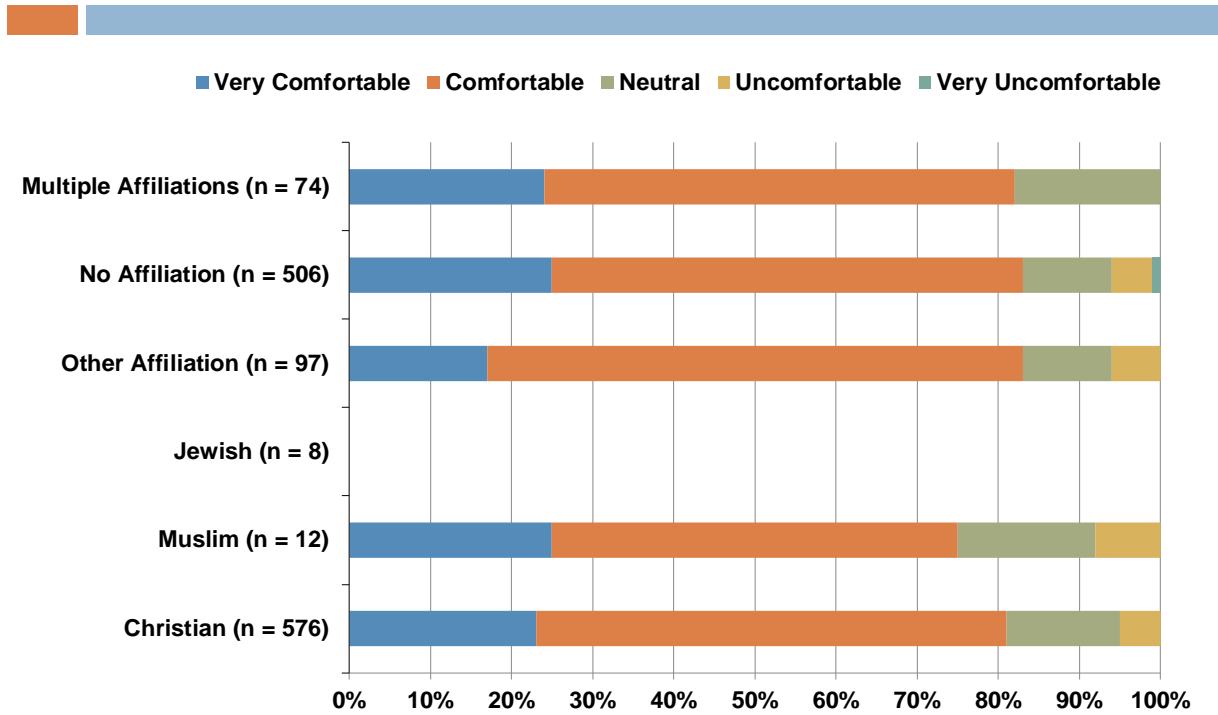


Figure 30. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)



### Perceptions of Level of Respect

Forty-three percent of the respondents ( $n = 757$ ) indicated that the overall campus climate was perceived to be “very respectful” of people from White racial/ethnic backgrounds (Table 17).

The campus climate was perceived to be most respectful (“respectful”/“very respectful”) of White people (91%,  $n = 1,595$ ), Asian people (88%,  $n = 1,567$ ), and Hispanic/Latino (89%,  $n = 1,565$ ). Respondents perceived the campus to be least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (4%,  $n = 77$ ).

**Table 17. Ratings of Perceptions of Campus Climate for Various Races/Ethnicities**

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	623	35.5	907	51.7	63	3.6	14	0.8	149	8.5
American Indian/Alaskan Native	601	34.4	822	47.0	22	1.3	6	0.3	298	17.0
Asian	676	38.5	891	50.8	37	2.1	11	0.6	140	8.0
Hispanic/Latino	667	38.1	898	51.3	56	3.2	9	0.5	122	7.0
Middle Eastern/South Asian/North African	614	35.1	885	50.6	56	3.2	13	0.7	180	10.3
Pacific Islander	630	36.0	880	50.2	22	1.3	<5	--	218	12.4
White	757	43.2	838	47.8	56	3.2	17	1.0	85	4.8

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 felt the climate was most respectful (“respectful”/“very respectful”) of males (88%) and females (87%); People of Color (85%); and International students, staff, and faculty (82%). Respondents believed that the campus was least respectful (“disrespectful”/“very disrespectful”) of people from religious affiliations other than Christian (7%), people from Christian affiliations (7%), and LGBT people (7%).

**Table 18. Ratings 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	428	24.8	773	44.8	83	4.8	7	0.4	436	25.2
Physical health issues	494	28.6	837	48.5	56	3.2	7	0.4	332	19.2
Female	610	35.2	906	52.2	68	3.9	11	0.6	139	8.0
From religious affiliations other than Christian	473	27.4	858	49.6	106	6.1	18	1.0	274	15.8
From Christian affiliations	499	28.9	870	50.3	92	5.3	25	1.4	242	14.0
Gay, lesbian, bisexual, transgender	484	28.0	873	50.4	98	5.7	14	0.8	262	15.1
Immigrants	513	29.9	851	49.6	59	3.4	10	0.6	283	16.5
International students, staff, or faculty	554	32.1	865	50.1	41	2.4	13	0.8	252	14.6
Learning disability	501	29.0	805	46.7	58	3.4	5	0.3	356	20.6
Male	677	39.1	848	49.0	26	1.5	10	0.6	170	9.8
Non-native English speakers	493	28.5	897	51.8	83	4.8	13	0.8	244	14.1
Parents/guardians	533	30.7	827	47.7	38	2.2	8	0.5	329	19.0
People of color	595	34.5	872	50.5	55	3.2	10	0.6	195	11.3
Providing care for adults who are disabled and/or elderly	483	28.0	716	41.4	24	1.4	8	0.5	497	28.8
Physical disability	520	30.1	819	47.5	52	3.0	<5	--	331	19.2
Socioeconomically disadvantaged	525	30.4	812	47.0	82	4.7	16	0.9	292	16.9
Socioeconomically advantaged	551	32.1	809	47.1	48	2.8	16	0.9	295	17.2
Transgender	422	24.5	705	40.9	88	5.1	21	1.2	487	28.3
Other	123	16.4	216	28.8	15	2.0	8	1.1	389	51.8

## Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, restrooms (72%), library (68%), elevators (67%), walkways and pedestrian paths (65%), libraries (59%), classroom buildings (60%), dining facilities (58%), Health and Wellness Center (57%), and the website (56%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

**Table 19. Ratings of Campus Accessibility**

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Accessibility</b>								
Athletic Facilities (playing fields, basketball courts, pool, etc.)	762	43.4	473	26.9	89	5.1	432	24.6
Classroom Buildings	1,061	60.2	481	27.3	34	1.9	186	10.6
Classrooms, labs	898	51.1	521	29.7	45	2.6	292	16.6
University housing	654	37.3	472	26.9	85	4.9	541	30.9
Computer labs	898	51.2	458	26.1	33	1.9	365	20.8
Dining facilities	1,015	57.9	477	27.2	64	3.6	198	11.3
Elevators	1,181	67.1	388	22.0	27	1.5	164	9.3
Health and Wellness Center	1,003	57.2	377	21.5	39	2.2	336	19.1
Library	1,203	68.4	354	20.1	39	2.2	163	9.3
On-campus transportation/parking	780	44.4	516	29.4	237	13.5	222	12.6
Other campus buildings	839	47.9	471	26.9	42	2.4	398	22.7
Recreational facilities	893	51.1	406	23.2	52	3.0	397	22.7
Restrooms	1,266	72.3	320	18.3	20	1.1	146	8.3
Studios/ Performing Arts spaces	643	36.7	356	20.3	91	5.2	660	37.7
Walkways and pedestrian paths	1,147	65.4	386	22.0	42	2.4	180	10.3
Braille signage	567	32.5	243	13.9	46	2.6	891	51.0
Hearing loops	414	23.9	215	12.4	48	2.8	1056	60.9
<b>Course instruction/materials</b>								
Information in alternate formats	568	32.8	448	25.8	95	5.5	623	35.9
Instructors	731	42.2	498	28.7	35	2.0	470	27.1
Instructional materials	724	42.2	465	27.1	45	2.6	480	28.0
<b>UC-Merced Website</b>								
Website	950	56.1	427	25.2	65	3.8	252	14.9

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

Within the past year, 28% of respondents ( $n = 511$ ) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCM. Eleven percent of respondents ( $n = 198$ ) said that the conduct interfered with their ability to work or learn<sup>47</sup> at UCM, and 17% of respondents ( $n = 313$ ) felt the conduct did not interfere with their ability to work or learn on campus. Table 20 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 511 respondents who experienced such conduct, 18% of the respondents said the conduct was “very often”/“often” based on their position at UCM ( $n = 94$ ). Others said they “very often”/“often” experienced such conduct based on discipline of study (12%,  $n = 75$ ), philosophical views (13%,  $n = 60$ ), academic performance (11%,  $n = 56$ ), age (11%,  $n = 56$ ), religious/spiritual views (11%,  $n = 54$ ), educational level (10%,  $n = 51$ ), etc. (Table 20).

**Table 20. Bases and Frequency of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 511$ ).

	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	16	3.4	40	8.5	553	11.3	368	16.9
Age	26	5.5	30	6.4	82	17.4	476	21.7
Ancestry	11	2.4	19	4.1	49	10.6	402	18.6
Country of origin	9	1.9	16	3.4	41	8.8	397	18.4
Discipline of study	34	7.4	41	8.9	62	13.4	376	17.3
Educational level	18	3.9	33	7.1	74	15.9	444	20.5
Educational modality (on-line, classroom)	<5	--	8	1.7	30	6.5	342	15.9
English language proficiency/accent	12	2.6	14	3.0	34	7.3	361	16.8
Ethnicity	18	3.8	26	5.6	65	13.9	382	17.5
Gender identity	14	3.0	18	3.9	42	9.1	401	18.5
Gender expression	7	1.5	13	2.8	35	7.6	422	19.5

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

*Table 20 (cont.)*

	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant/citizen status	8	1.7	8	1.7	19	4.1	373	17.3
International Status	8	1.7	<5	--	14	3.0	320	14.8
Learning disability	<5	--	7	1.5	22	4.8	321	14.9
Marital status (e.g. single, married, partnered)	8	1.7	17	3.7	34	7.3	403	18.6
Medical condition	10	2.2	9	1.9	28	6.1	352	16.3
Military/veteran status	<5	--	<5	--	6	1.3	228	10.7
Parental status (e.g., having children)	10	2.2	7	1.5	25	5.4	314	14.6
Participation in an organization/team	21	4.6	21	4.6	42	9.3	215	10.3
Physical characteristics	10	2.2	22	4.8	72	15.8	365	17.0
Physical disability	<5	--	<5	--	13	2.8	293	13.7
Philosophical views	22	4.7	38	8.2	65	14.0	372	17.2
Political views	16	3.5	23	5.1	61	13.4	83	16.2
Position (staff, faculty, student)	42	8.9	52	11.0	81	17.1	72	17.3
Pregnancy	<5	--	<5	--	7	1.5	48	10.5
Psychological condition	7	1.5	<5	--	18	3.9	70	15.3
Race	15	3.3	26	5.7	47	10.2	73	15.9
Religious/spiritual views	23	5.0	31	6.7	44	9.5	80	17.2
Sexual orientation	7	1.5	8	1.8	21	4.6	86	18.9
Socioeconomic status	18	4.0	11	2.4	46	10.1	79	17.4
Don't Know	25	6.0	16	3.8	40	9.8	27	6.5
Other	25	7.0	18	5.0	23	6.4	12	3.4

Percentages do not sum to 100 due to multiple responses.

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

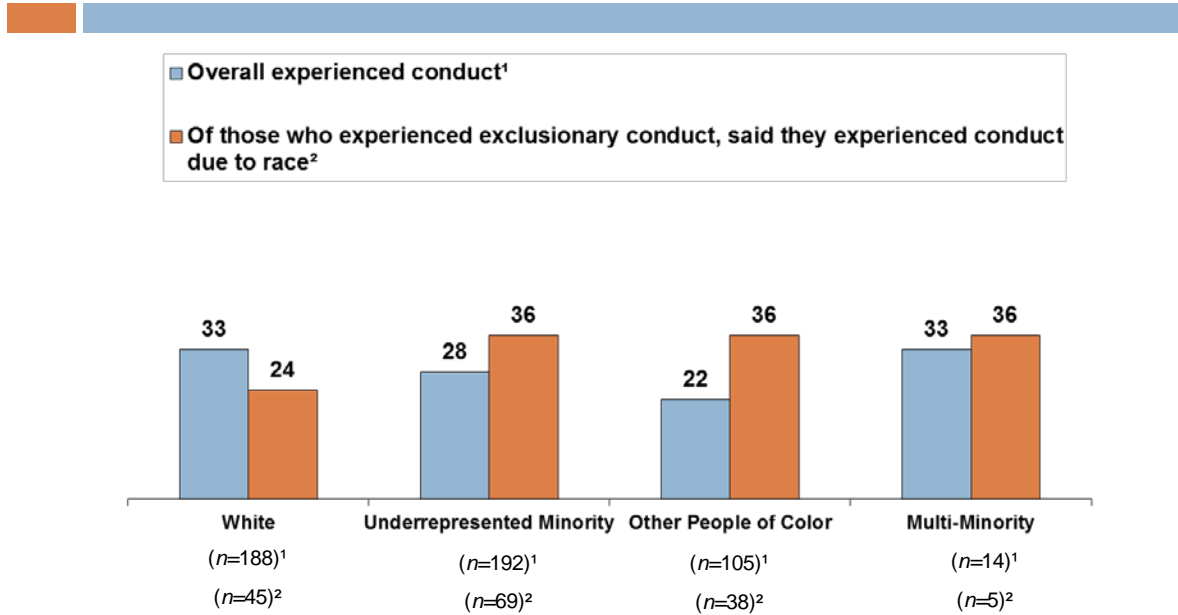
The percentages in Tables 20 and B42 are based on the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry).

The following figures<sup>48</sup> depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, SES, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UC Merced?”

When reviewing these results in terms of race (Figure 31), 33% of White Respondents ( $n = 188$ ), 28% of Underrepresented Minority respondents ( $n = 192$ ), 22% of Other People of Color respondents ( $n = 105$ ), and 33% of Multi-Minority respondents ( $n = 14$ ) believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 36% of Underrepresented Minority respondents ( $n = 69$ ), Other People of Color respondents ( $n = 38$ ), and Multi-Minority Respondents ( $n = 5$ ) thought the conduct was based on race compared with 33% of White respondents ( $n = 45$ ).

---

<sup>48</sup> For Figures 32 through 39, 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 class, race, gender, position, sexual orientation, religious/spiritual affiliation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation, religious affiliation).

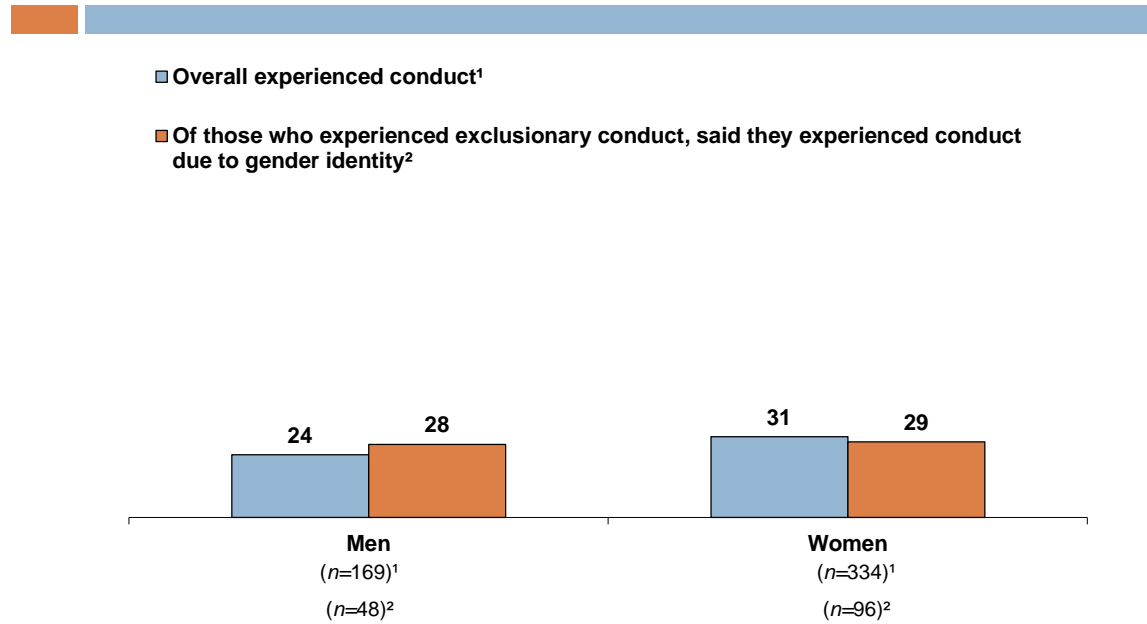


<sup>1</sup> Percentages are based on total n split by group.

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

Figure 31. Personal Experiences of Exclusionary, Intimidating, Offensive, or Hostile Conduct Due to Race (%)

When reviewing the data by gender (Figure 32), higher percentages of women (31%,  $n = 334$ ) than men (24%,  $n = 169$ ) believed they had experienced exclusionary conduct.



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

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

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

Figure 32. Personal Experiences of Exclusionary, Intimidating, Offensive, and Hostile Conduct Due to Gender Identity (%)



As depicted in Figure 33, similar percentages of Staff respondents (40%,  $n = 180$ ) and Faculty respondents (39%,  $n = 52$ ) believed they had experienced exclusionary conduct. Many Staff (64%,  $n = 115$ ) who believed they experienced this conduct said it was based on their position status at UCM.

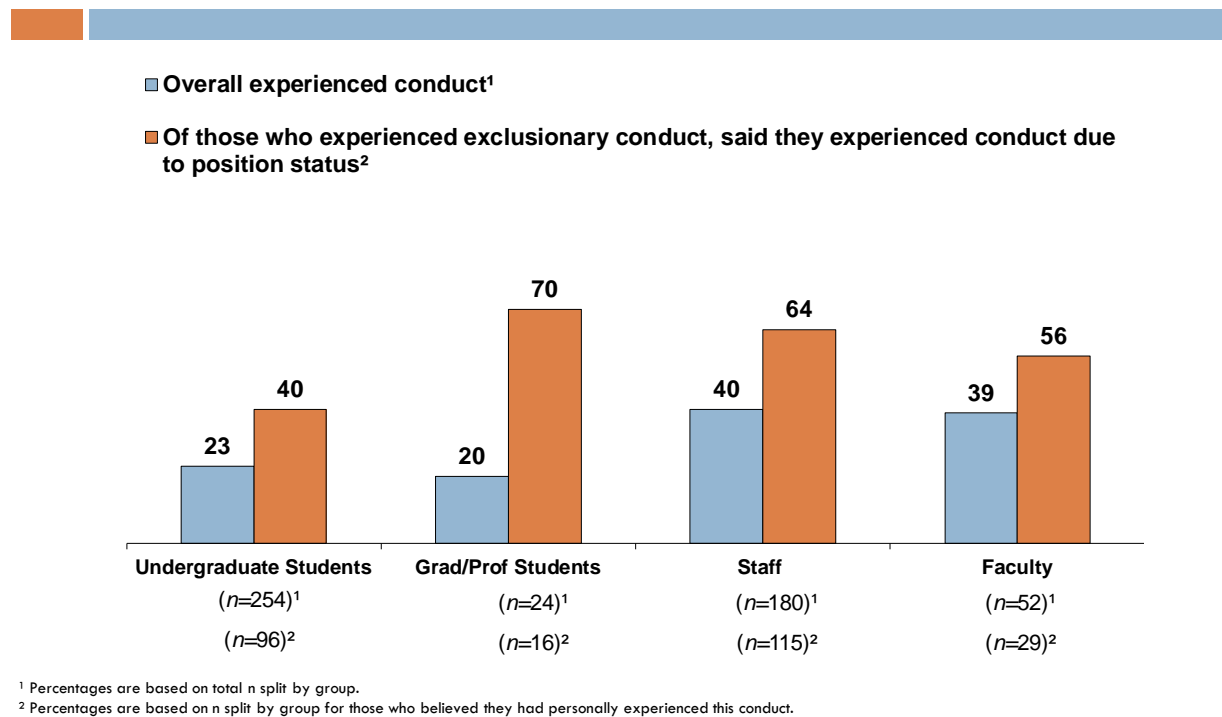


Figure 33. Personal Experiences of Exclusionary, Intimidating, Offensive, and Hostile Conduct Due to Position Status (%)

Figure 34 illustrates that respondents espousing Conservative/Far Right political views (34%,  $n = 60$ ) experienced exclusionary conduct more often than other groups, and were also most likely to attribute that conduct to their political views.

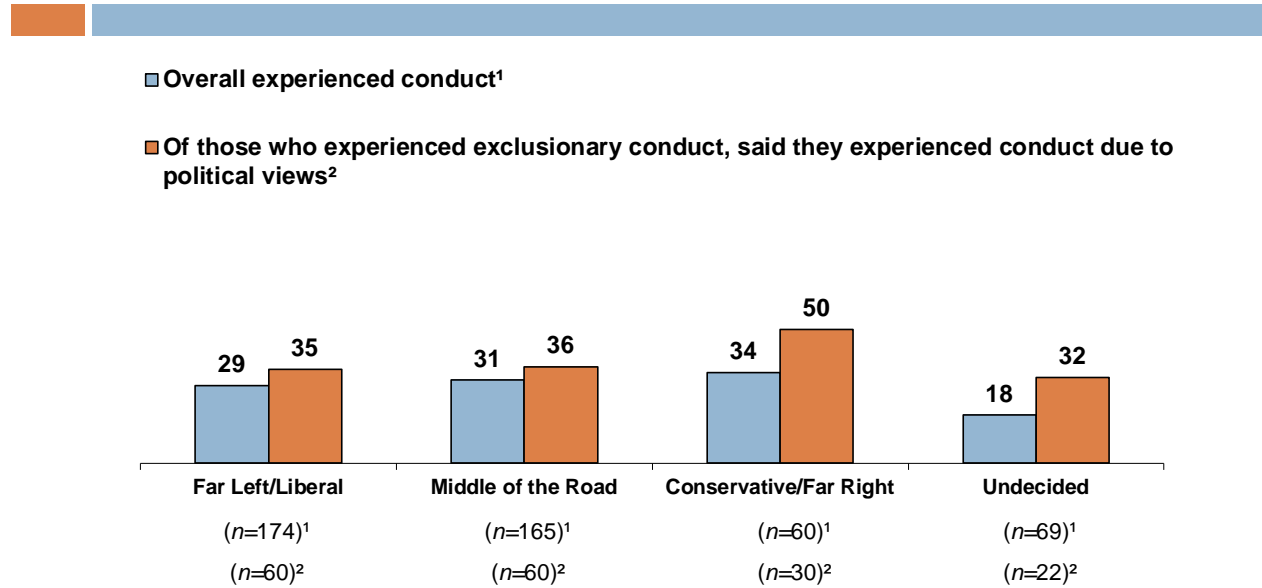
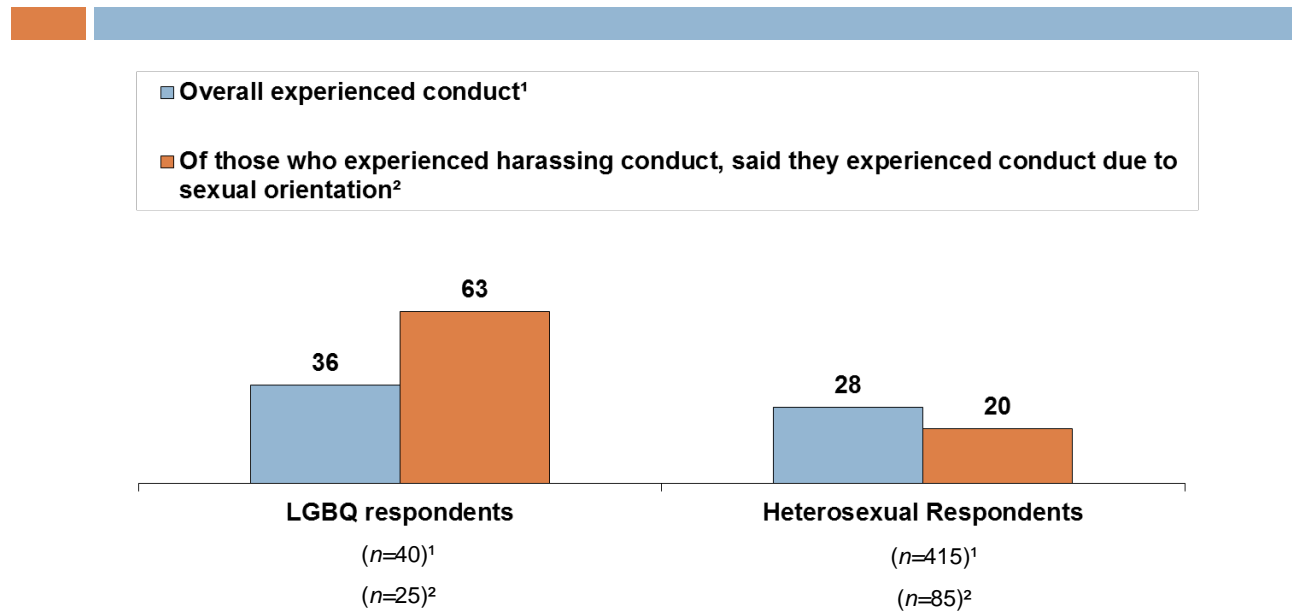


Figure 34. Personal Experiences of Exclusionary, Intimidating, Offensive, or Hostile Conduct Due to Political Views (%)

Figure 35 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (36%,  $n = 40$  versus 28%,  $n = 415$ ). Of those who believed they had experienced this type of conduct, 63% of LGBQ respondents ( $n = 25$ ) versus 20% of heterosexual respondents ( $n = 85$ ) indicated that this conduct was based on sexual orientation.



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

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

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

A slightly higher percentage of Christian (30%,  $n = 243$ ) than other religious/spiritual affiliations experienced exclusionary conduct in the past year (Figure 36). Multiple Affiliation (44%,  $n = 10$ ) and Christian (40%,  $n = 97$ ) respondents were most likely to attribute that conduct to religious/spiritual affiliation.

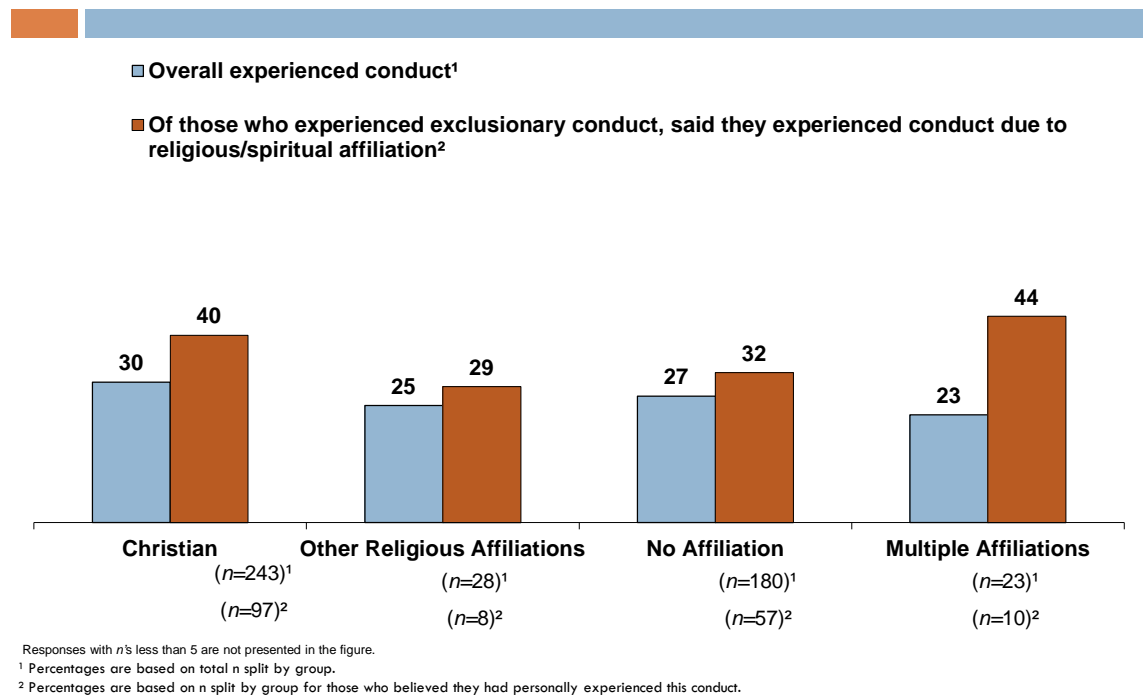


Figure 36. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Additionally, 29% ( $n = 495$ ) of U.S. Citizens and 23% ( $n = 10$ ) of Non-U.S. Citizens experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UCM.<sup>49</sup> Of the respondents who experienced such behavior, 34% ( $n = 152$ ) of U.S. Citizens and 63% ( $n = 5$ ) of Non-U.S. Citizens indicated it was based on country of origin. Twenty-two percent ( $n = 97$ ) of U.S. Citizens and 67% ( $n = 6$ ) of Non-U.S. Citizens indicated it was based on immigrant/citizen status (Figure 37).

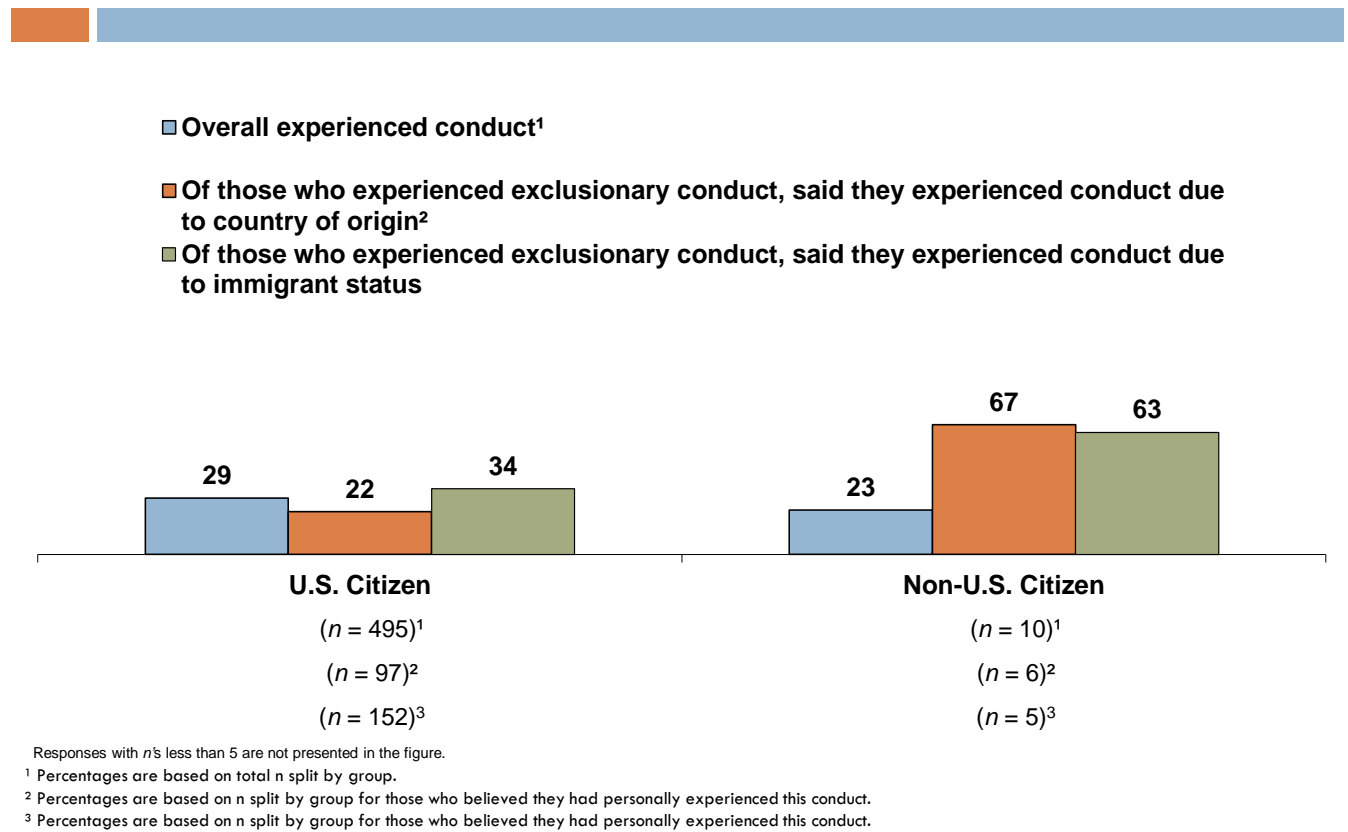


Figure 37. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

<sup>49</sup> Undocumented respondents were not included here due to their low response number.

Table 21 illustrates the manners in which the individuals experienced exclusionary conduct.

Fifty-seven percent felt isolated or left out ( $n = 289$ ), 49% felt deliberately ignored or excluded ( $n = 250$ ), and 40% felt intimidated and bullied ( $n = 203$ ).

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

Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 511$ ).

<b>Conduct</b>	<b><i>n</i></b>	<b>% of those who experienced the conduct</b>
I felt isolated or left out	289	56.6
I felt I was deliberately ignored or excluded	250	48.9
I felt intimidated/bullied	203	39.7
I observed others staring at me	101	19.8
I was the target of derogatory verbal remarks	87	17.0
I received a low performance evaluation	65	12.7
I feared getting a poor grade because of a hostile classroom environment	49	9.6
I received derogatory written comments	47	9.2
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	41	8.0
I feared for my physical safety	40	7.8
I was singled out as the spokesperson for my identity group	37	7.2
Someone assumed I was admitted/hired/promoted due to my identity	35	6.8
I was the target of racial/ethnic profiling	22	4.3
Someone assumed I was not admitted/hired/promoted due to my identity	15	2.9
I was the target of stalking	14	2.7
I feared for my family's safety	13	2.5
I received threats of physical violence	11	2.2
I received derogatory phone calls	7	1.4
I was the victim of a crime	7	1.4
I was the target of physical violence	<5	--
I was the target of graffiti/vandalism	<5	--
Other	66	12.9

Percentages do not sum to 100 due to multiple responses.

Twenty-eight percent of respondents ( $n = 145$ ) who experienced exclusionary conduct said it occurred while working at UCM job, and 27% said it happened in a meeting with a group of people ( $n = 137$ ) (Table 22). Twenty-four percent said the incidents occurred in a UCM office ( $n = 121$ ). Respondents who marked “other” described the specific office, meeting, building,

campus location or event where the incidents occurred (e.g., cheer camp, class evaluations, dormitory, email, everywhere, FSC meeting, gossip, public area, faculty meeting, sorority, written documents, instructional laboratory setting, Latino Associated Students Club, on the bus, posters/advertising on campus, Students First Center).

**Table 22. Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 511$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
While working at a UCM job	145	28.4
In a meeting with a group of people	137	26.8
In a UCM office	121	23.7
In a public space at UCM	114	22.3
In a class/lab/clinical setting	106	20.7
In a meeting with one other person	84	16.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	68	13.3
In campus housing	64	12.5
Off campus	60	11.7
At a UCM event	55	10.8
While walking on campus	52	10.2
In a faculty office	32	6.3
In off-campus housing	28	5.5
In a UCM dining facility	27	5.3
In athletic facilities	11	2.2
On campus transportation	11	2.2
In a health care setting	<5	--
In an on-line class	<5	--
Other	45	8.8

Percentages do not sum to 100 due to multiple responses.



Thirty-four percent of the respondents identified students ( $n = 172$ ), 20% identified administrators ( $n = 100$ ), and 20% identified off campus community members as the sources of the conduct ( $n = 100$ ) (Table 23). “Other” sources of exclusionary behavior included people such as “A club at UC Merced called LAS,” “Club officer,” “construction worker,” “Dean,” “former roommates,” “graduate students,” “Greek organizations,” “homeless man posing as UCM student,” “HR,” “TAPS,” “lab member,” “outside contractor,” “professor,” “scholarship and internship committees,” “research faculty,” “someone who lives in my building,” “SSHA Administrative Team,” “Students at UCM in general,” “supervisor,” etc.

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

Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 511$ ).

Source	<i>n</i>	% of respondents who experienced conduct
Student	172	33.7
Administrator	100	19.6
Off campus community member	100	19.6
Faculty member	84	16.4
Staff member	80	15.7
Donor	72	14.1
Friend	67	13.1
Supervisor	64	12.5
Stranger	44	8.6
Campus organizations or groups	43	8.4
Student staff	25	4.9
Faculty advisor	24	4.7
Teaching asst./Grad asst./Lab asst./Tutor	18	3.5
Social Networking site (e.g. Facebook, Twitter)	17	3.3
UCM visitor(s)	16	3.1
Campus media	15	2.9
Registered Campus Organization	14	2.7
Department head	11	2.2
Person that I supervise	8	1.6
Alumni	<5	--
Campus police/building security	<5	--
Co-worker	<5	--
Athletic coach/trainer	<5	--
Medical Staff	<5	--
Partner/spouse	<5	--
UCM Physician	<5	--
Union representative	<5	--
Don't know source	<5	--
Patient	<5	--
Other	31	6.1

Percentages do not sum to 100 due to multiple responses.

Figure 38 reviews the source of perceived exclusionary conduct by status. Students were the greatest source of exclusionary conduct for Undergraduate Students, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct. Graduate/Professional Students offered that other students and faculty as their greatest sources of exclusionary conduct. Staff respondents identified administrators, supervisors and other staff members as their greatest source of exclusionary conduct. Post-Docs/Trainees were not included here due to their low response number.

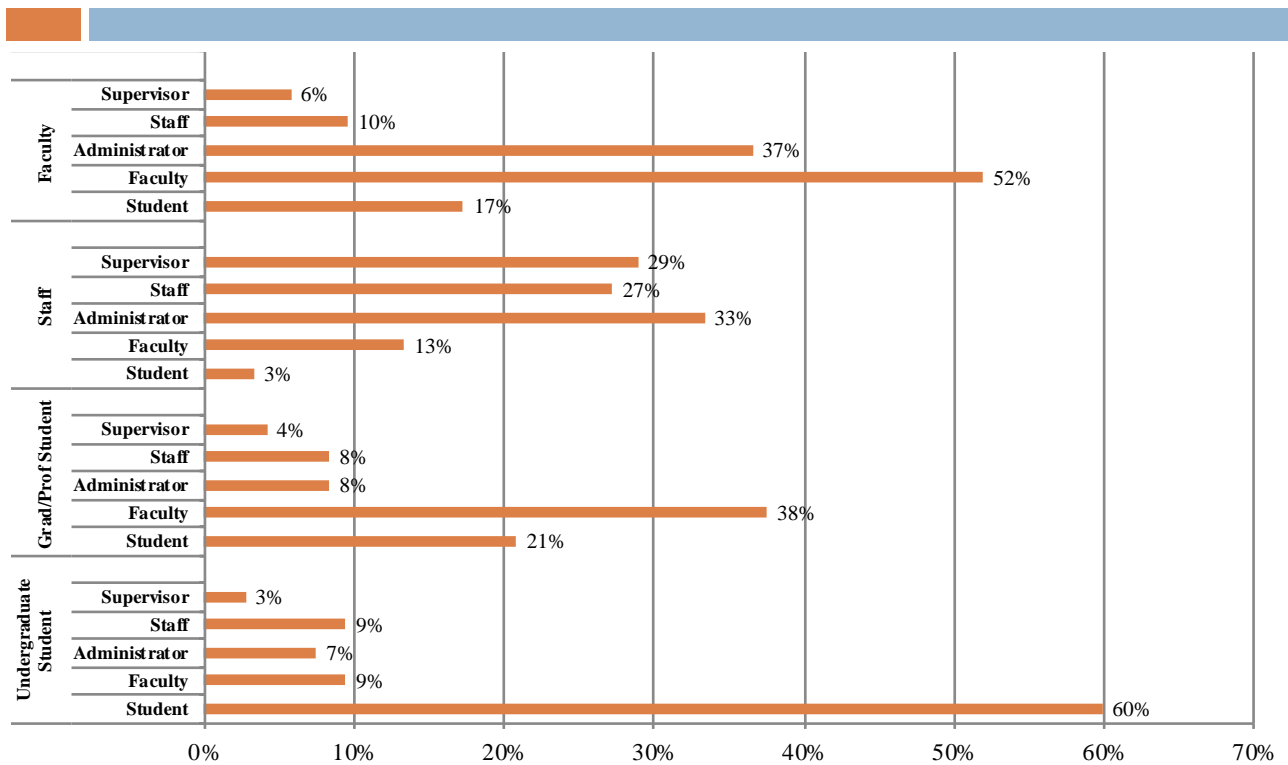


Figure 38. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 49% of respondents ( $n = 250$ ) were angry, 37% told a friend ( $n = 191$ ), 37% felt embarrassed ( $n = 188$ ), 35% ignored it ( $n = 181$ ), and 31% told a family member ( $n = 157$ ) (Table 24). While 10% of participants ( $n = 49$ ) reported it to UCM officials, 10% did not know who to go to ( $n = 51$ ), and 14% didn't report it for fear their complaints would not be taken seriously ( $n = 69$ ). Fifteen percent did nothing in response to the exclusionary conduct ( $n = 76$ ). "Other" responses included: "brought issue up to my supervisor," "contacted a lawyer," "eventually left the department," "feared retaliation," "felt so stressed contemplated depressive thoughts," "I complained and spoke with my union rep but nothing was done to stop the harassment," "I did not report as I feared being written up and losing my position," "I didn't know who to go to but spoke to someone I thought could help," "I switched units," "I told my therapist," "loneliness, despair, but above all a yearning to grow nonetheless and overcome," "people who complain get fired," "went to UCM counseling department," etc.

**Table 24. Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 511$ ).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I was angry	250	48.9
I told a friend	191	37.4
I felt embarrassed	188	36.8
I ignored it	181	35.4
I told a family member	157	30.7
I avoided the harasser	136	26.6
I felt somehow responsible	101	19.8
I did nothing	76	14.9
I was afraid	74	14.5
I sought support from a staff person	69	13.5
I didn't report it for fear that my complaint would not be taken seriously	69	13.5
I left the situation immediately	58	11.4
I confronted the harasser at the time	56	11.0
I confronted the harasser later	55	10.8
I didn't know who to go to	51	10.0
I reported it to a UCM employee/official	49	9.6
I sought support from campus resource	45	8.8
I sought support from an administrator	44	8.6
I did report it but I did not feel the complaint was taken seriously	40	7.8
I sought support from a faculty member	39	7.6
It didn't affect me at the time	36	7.0
I sought information on-line	24	4.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	15	2.9
I told my union representative	13	2.5
I sought support from student staff (e.g. peer counselor)	13	2.5
I sought support from off-campus hot-line/advocacy services	10	2.0
I contacted a local law enforcement official	9	1.8
I sought support from a TA/grad assistant	7	1.4
Other	38	7.4

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-six percent of the participants ( $n = 474$ ) observed conduct or communications directed towards a person or group of people at UCM that they believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on religious/spiritual views (23%,  $n = 107$ ), position (17%,  $n = 82$ ), and gender identity (17%,  $n = 81$ ).

Figures 40 through 42 separate by demographic categories (i.e., race/ethnicity, religious/spiritual affiliation, political views, sexual identity, gender, disability status, citizen status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

Forty-three percent of Multi-Minority respondents ( $n = 18$ ) and 41% ( $n = 41$ ) of respondents with Multiple Religious Affiliations observed conduct or communications directed towards a person or group of people at UCM that created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year (Figure 39).

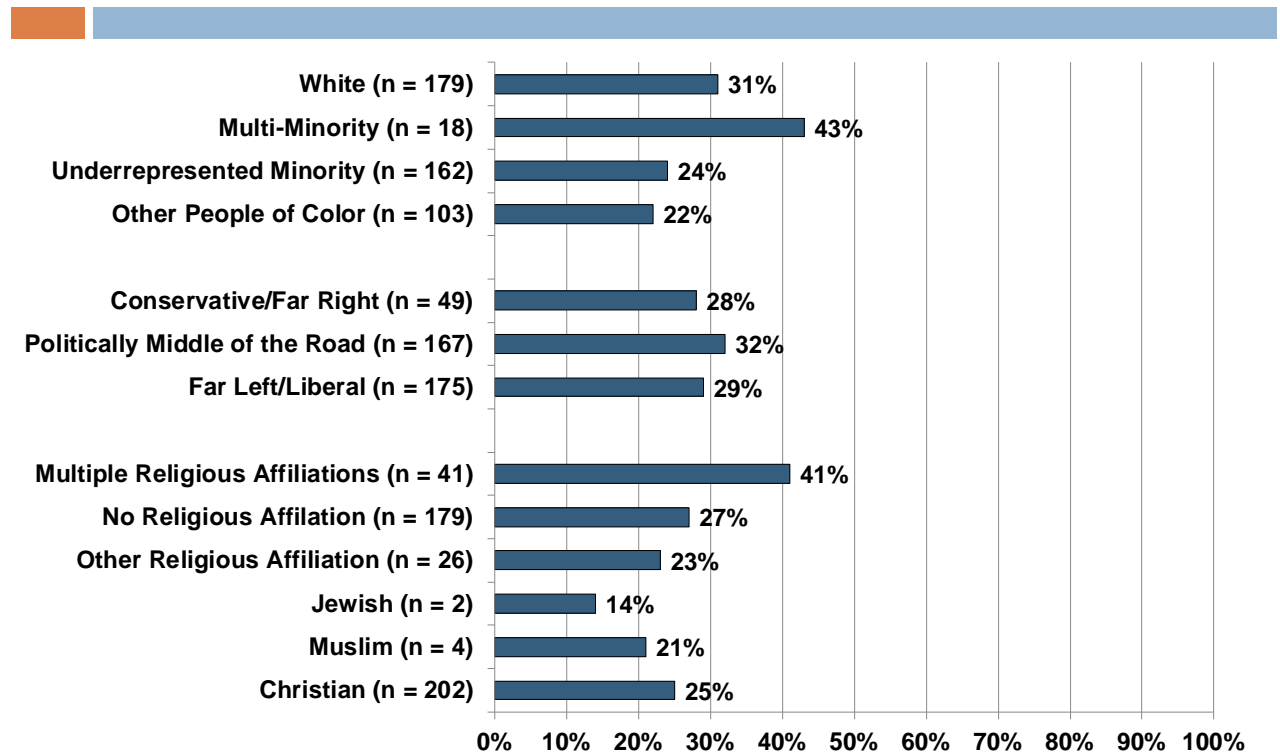
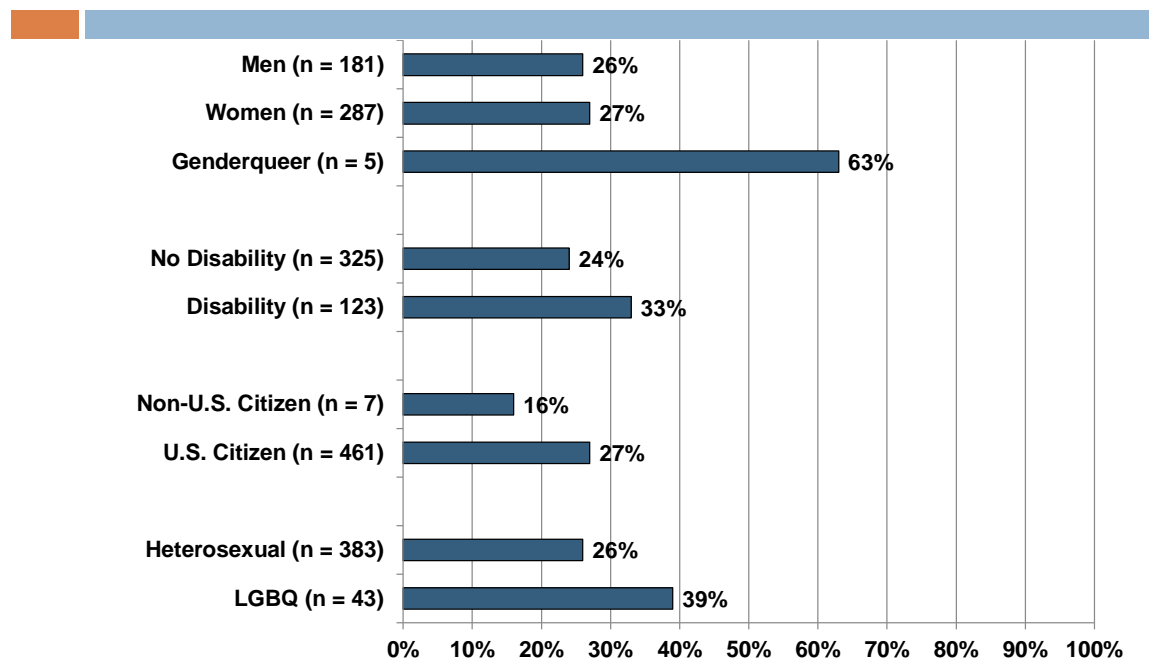


Figure 39. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Race, Religious Affiliation, and Political Affiliation (%)

Genderqueer respondents (63%,  $n = 5$ ) were most likely to have observed exclusionary conduct when compared with other groups (Figure 40). LGBQ respondents (39%,  $n = 43$ ) were more likely than their heterosexual counterparts (26%,  $n = 383$ ) to observe exclusionary conduct; respondents with disabilities (33%,  $n = 123$ ) were more likely than their non-disabled counterparts (24%,  $n = 325$ ); and U.S. Citizens (27%,  $n = 461$ ) were more likely than their Non-U.S. Citizen (16%,  $n = 7$ ).

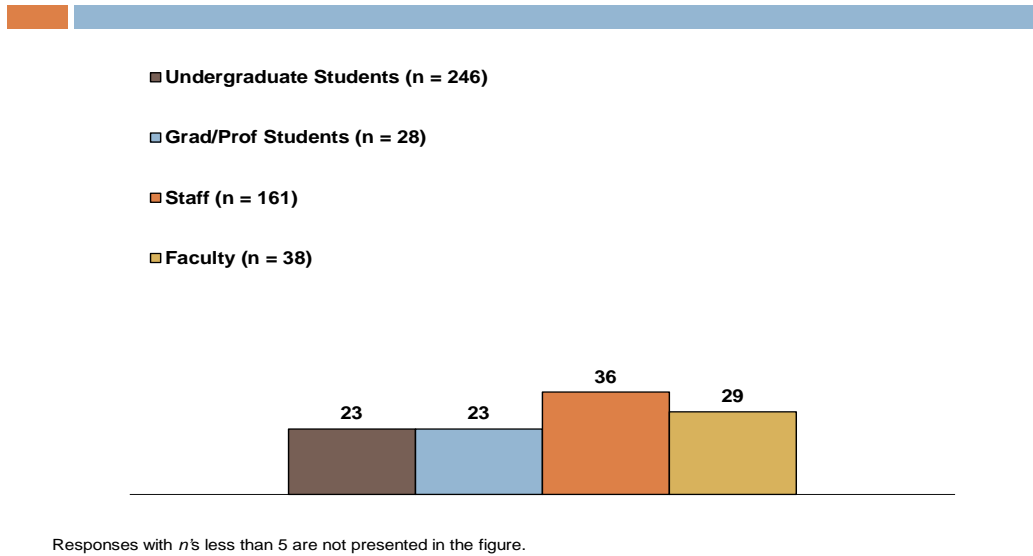


Responses with  $n$ 's less than 5 are not presented in the figure.

Figure 40. Observed Exclusionary, Intimidating, Offensive, and Hostile Conduct by Sexual Orientation, Citizenship Status, Disability Status, and Gender (%)



In terms of position at UCM, results indicated that higher percentages of Staff (36%,  $n = 161$ ) and Faculty (29%,  $n = 38$ ) believed they had observed exclusionary conduct than did Undergraduate Students (23%,  $n = 246$ ), and Graduate/Professional Students (23%,  $n = 28$ ) (Figure 41).



*Figure 41.* Observed Exclusionary, Intimidating, Offensive, or Hostile 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 (53%,  $n = 253$ ), or someone being deliberately ignored or excluded (37%,  $n = 177$ ), or intimidated/bullied (34%,  $n = 161$ ), or isolated or left out (30%,  $n = 144$ ).

**Table 25. Form of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct ( $n = 474$ ).

<b>Form</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Derogatory remarks	253	53.4
Deliberately ignored or excluded	177	37.3
Intimidated/bullied	161	34.0
Isolated or left out	144	30.4
Isolated or left out when work was required in groups	78	16.5
Assumption that someone was admitted/hired/promoted based on his/her identity	75	15.8
Derogatory written comments	71	15.0
Receipt of a low performance evaluation	65	13.7
Racial/ethnic profiling	59	12.4
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	56	11.8
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	55	11.6
Singled out as a spokesperson for his/her identity	37	7.8
Feared for their physical safety	31	6.5
Graffiti/vandalism	24	5.1
Threats of physical violence	17	3.6
Victim of a crime	16	3.4
Derogatory phone calls	15	3.2
Receipt of a poor grade because of a hostile classroom environment	14	3.0
Physical violence	11	2.3
Feared for their family’s safety	7	1.5
Other	44	9.3

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of intimidating, offensive, or hostile conduct, 32% ( $n = 143$ ) had witnessed such conduct six or more times (Table 26).

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

Only answered by respondents who believed they had observed exclusionary conduct ( $n = 474$ ).

<b>Number of Times Observed</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
1	63	14.0
2	99	22.0
3	94	20.9
4	41	9.1
5	9	2.0
6 or more	143	31.8

Percentages do not sum to 100 due to multiple responses.

Additionally, 35% of the respondents ( $n = 164$ ) who observed exclusionary conduct said it happened in a public space at UCM (Table 27). Some respondents said the incidents occurred in a meeting with a group of people (24%,  $n = 115$ ), while working at a UCM job (21%,  $n = 101$ ), in a UCM office (21%,  $n = 99$ ), or in a class/lab/clinical setting (18%,  $n = 83$ ).

**Table 27. Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct ( $n = 474$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
In a public space at UCM	164	34.6
In a meeting with a group of people	115	24.3
While working at a UCM job	101	21.3
In a UCM office	99	20.9
In a class/lab/clinical setting	83	17.5
While walking on campus	66	13.9
At a UCM event	62	13.1
Off campus	54	11.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	51	10.8
In a meeting with one other person	44	9.3
In campus housing	41	8.6
In a faculty office	29	6.1
In a UCM dining facility	24	5.1
On campus transportation	17	3.6
In off campus housing	13	2.7
In athletic facilities	12	2.5
In a health care setting	<5	--
In an on-line class	<5	--
Other	35	13.9

Percentages do not sum to 100 due to multiple responses.

Forty-six percent ( $n = 219$ ) of respondents who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified staff members (23%,  $n = 107$ ), co-workers (19%,  $n = 88$ ), or friends (15%,  $n = 71$ ).

Respondents who observed exclusionary conduct directed at others said students were also the sources of the conduct (30%,  $n = 140$ ). Respondents identified additional sources as administrators (17%,  $n = 82$ ), faculty members (14%,  $n = 67$ ), staff members (11%,  $n = 50$ ), and co-workers (10%,  $n = 48$ ), etc.

Table 28 illustrates participants' reactions to this exclusionary conduct. Respondents most often felt angry (43%,  $n = 205$ ) and embarrassed (32%,  $n = 153$ ). Twenty-nine percent ( $n = 137$ ) told a friend while 22% ( $n = 105$ ) did nothing and 17% ( $n = 79$ ) ignored it. Eight percent ( $n = 38$ ) reported the incidents to campus employees/officials, while 11% ( $n = 54$ ) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (13%,  $n = 60$ ).

**Table 28. Reactions to Observing Exclusionary, Intimidating, Offensive, or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct ( $n = 474$ ).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
I was angry	205	43.2
I felt embarrassed	153	32.2
I told a friend	137	28.9
I did nothing	105	22.2
I avoided the harasser	91	19.2
I told a family member	89	18.8
I ignored it	79	16.7
I didn't report it for fear that my complaint would not be taken seriously	60	12.7
I didn't know who to go to	54	11.4
I sought support from a staff person	51	10.8
It didn't affect me at the time	46	9.7
I was afraid	46	9.7
I left the situation immediately	46	9.7
I felt somehow responsible	43	9.1
I reported it to a campus employee/official	38	8.0
I sought support from an administrator	36	7.6
I confronted the harasser at the time	33	7.0
I sought support from a faculty member	26	5.5
I confronted the harasser later	26	5.5
I sought support from campus resource	23	4.9
I did report it but I did not feel the complaint was taken seriously	23	4.9
I sought information on-line	13	2.7
I sought support from off-campus hot-line/advocacy services	10	2.1
I sought support from a spiritual advisor	9	1.9
I sought support from a TA/grad assistant	6	1.3
I told my union representative	5	1.1
I contacted a local law enforcement official	<5	--
I sought support from a student staff	<5	--
Other	49	10.3

Percentages do not sum to 100 due to multiple responses.

## Experiences of Unwanted Sexual Contact

Within the last 5 years, 43 people (2%) believed they had experienced unwanted sexual contact<sup>50</sup> while at UCM. Of the 43 respondents, 37 were Students (3% of all Students) and five were Staff (1% of all Staff). Subsequent analyses of the data suggest that 2% ( $n = 12$ ) of all White respondents, 2% ( $n = 15$ ) of all Underrepresented Minority respondents, and 3% ( $n = 13$ ) of Other People of Color respondents experienced unwanted sexual contact. Two percent of heterosexual respondents ( $n = 32$ ) experienced unwanted sexual contact; respondents with disabilities (3%,  $n = 11$ ) were more likely than their nondisabled counterparts (2%,  $n = 27$ ); and, women (3%,  $n = 33$ ) were more likely than men (1%,  $n = 10$ ).

Fourteen respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. Two respondents indicated alcohol was involved in the incident (i.e., “A girl sexually assaulted me when I was too drunk to defend myself”; “I was pretty intoxicated and neither said no or yes but immediately regretted the experience afterward”); others shared comments such as “it didn’t go too far, I was just uncomfortable, and now that person is gone anyways”; “I had to resort to physical threats to stop this individual from touching me”; and, “A coworker making inappropriate comments at multiple times.” One respondent stated “Even when people try to tell you it’s not your fault that it happened, it still feels like in some way or another I asked for it to happen.”

---

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

## Summary

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

As noted earlier, 28% of UCM respondents ( $n = 511$ ) 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 conduct than those in the majority. At UCM, respondents most often experienced exclusionary conduct based on university position, discipline of study, philosophical views, academic performance, age, religious/spiritual views, and educational level. In addition, 43 respondents (2%) believed they had experienced unwanted sexual contact in the past five years at UCM.

The findings are both consistent with and fall outside of those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Seventy-six percent of all respondents in the UCM 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 UCM, 28% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results do 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 UCM; their thoughts on work-life and various climate issues; and certain employment practices at UCM (e.g., hiring, promotion, and disciplinary actions).

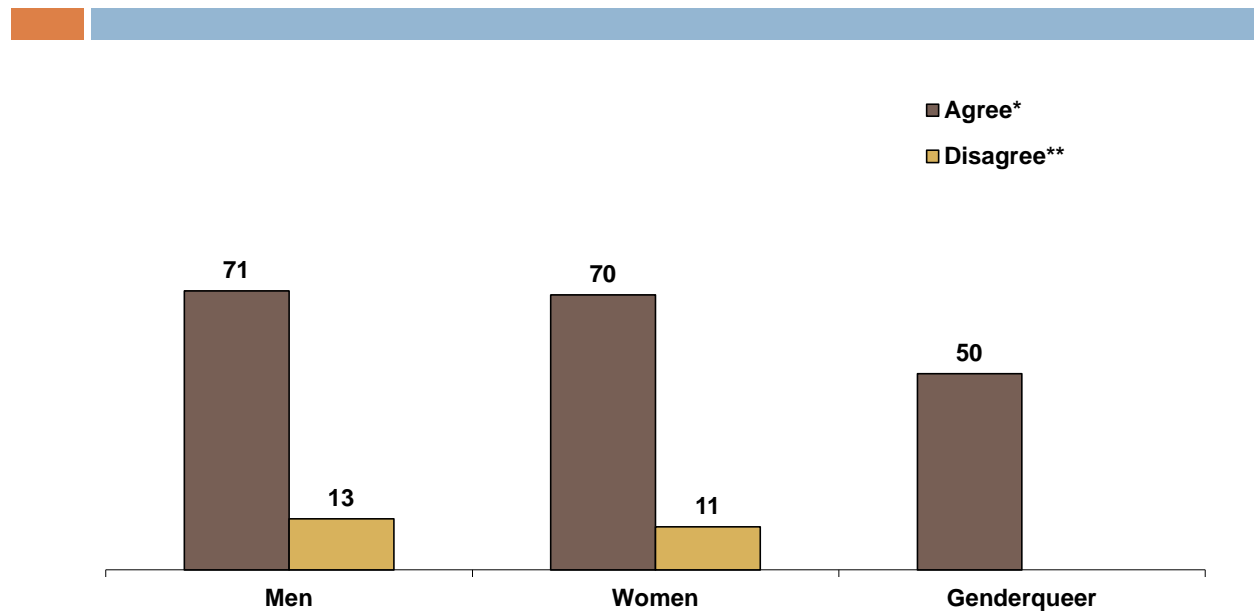
At least half of all Faculty, Staff, and Post-Doc/Trainee respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 29.

**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	155	26.9	283	49.0	61	10.6	21	3.6	57	9.9
Ancestry	171	29.8	260	45.4	40	7.0	12	2.1	90	15.7
Country of origin	176	30.6	265	46.1	42	7.3	15	2.6	77	13.4
Educational level	157	27.4	269	47.0	73	12.8	24	4.2	49	8.6
English language proficiency/ accent	156	27.3	278	48.6	51	8.9	19	3.3	68	11.9
Ethnicity	177	31.1	266	46.7	52	9.1	17	3.0	57	10.0
Gender identity	154	27.0	248	43.5	53	9.3	12	2.1	103	18.1
Gender expression	152	26.5	249	43.5	44	7.7	14	2.4	114	19.9
Immigrant/citizen status	159	27.7	257	44.9	49	8.6	12	2.1	96	16.8
International Status	163	28.7	258	45.4	40	7.0	11	1.9	96	16.9
Learning disability	143	25.2	232	40.9	57	10.1	15	2.6	120	21.2
Marital status	172	30.4	269	47.5	47	8.3	17	3.0	61	10.8
Medical conditions	147	25.8	239	41.9	56	9.8	19	3.3	109	19.1
Military/veteran status	148	26.1	223	39.3	34	6.0	11	1.9	151	26.6
Parental status	175	30.6	261	45.7	49	8.6	14	2.5	72	12.6
Participation in a club	150	26.5	237	41.8	48	8.5	19	3.4	113	19.9
Participation on an athletic team	151	26.6	200	35.3	34	6.0	10	1.8	172	30.3
Philosophical views	138	24.2	245	43.0	56	9.8	18	3.2	113	19.8
Psychological condition	128	22.7	233	41.2	41	7.3	9	1.6	154	27.3
Physical characteristics	148	26.0	269	47.3	41	7.2	13	2.3	98	17.2
Physical disability	141	24.9	249	43.9	49	8.6	12	2.1	116	20.5
Political views	136	24.0	247	43.6	62	11.0	24	4.2	97	17.1
Race	164	28.8	263	46.1	49	8.6	17	3.0	77	13.5
Religious/spiritual views	137	24.2	266	46.9	52	9.2	21	3.7	91	16.0
Sexual orientation	157	27.6	254	44.6	48	8.4	11	1.9	99	17.4
Socioeconomic status	152	26.9	258	45.6	56	9.9	17	3.0	83	14.7

Note: Table includes faculty, staff, and post-doc/trainee responses only (n = 591).

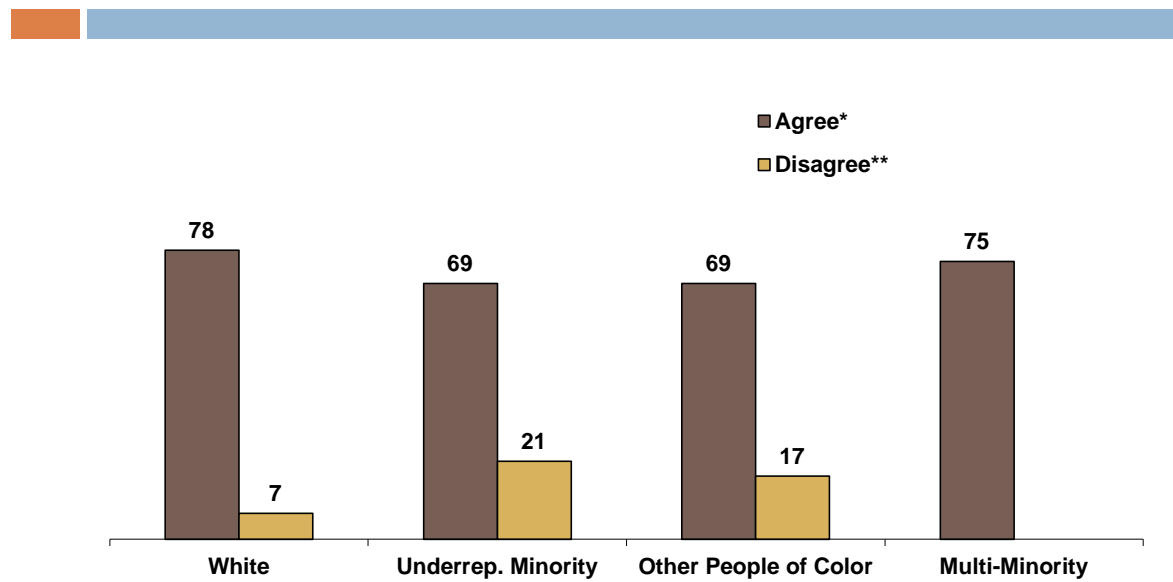
When analyzed by demographic characteristics, the data reveal that women Faculty, Staff, and Post-Doc/Trainee respondents (70%,  $n = 248$ ) felt similarly about how welcoming their workplace climate was when compared with men Faculty, Staff, and Post-Doc/Trainee respondents (71%,  $n = 150$ ) (Figure 42).



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

Figure 42. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 78% of White Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 256$ ), 69% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 94$ ) and 69% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 58$ ) felt the workplace climate was welcoming based on race (Figure 43).



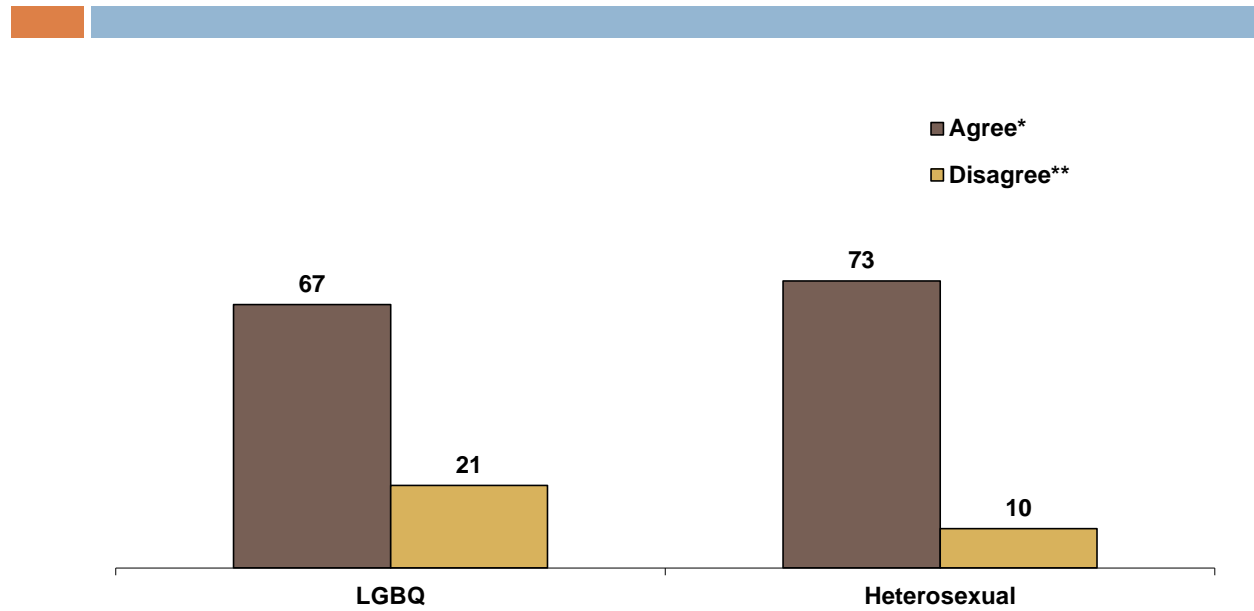
Responses with  $n$ 's less than 5 are not presented in the figure.

\* Agree and strongly agree collapsed into one category.

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

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

Sixty-seven percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 26$ ) and 73% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 351$ ) believed the workplace climate was welcoming based on sexual orientation (Figure 44).

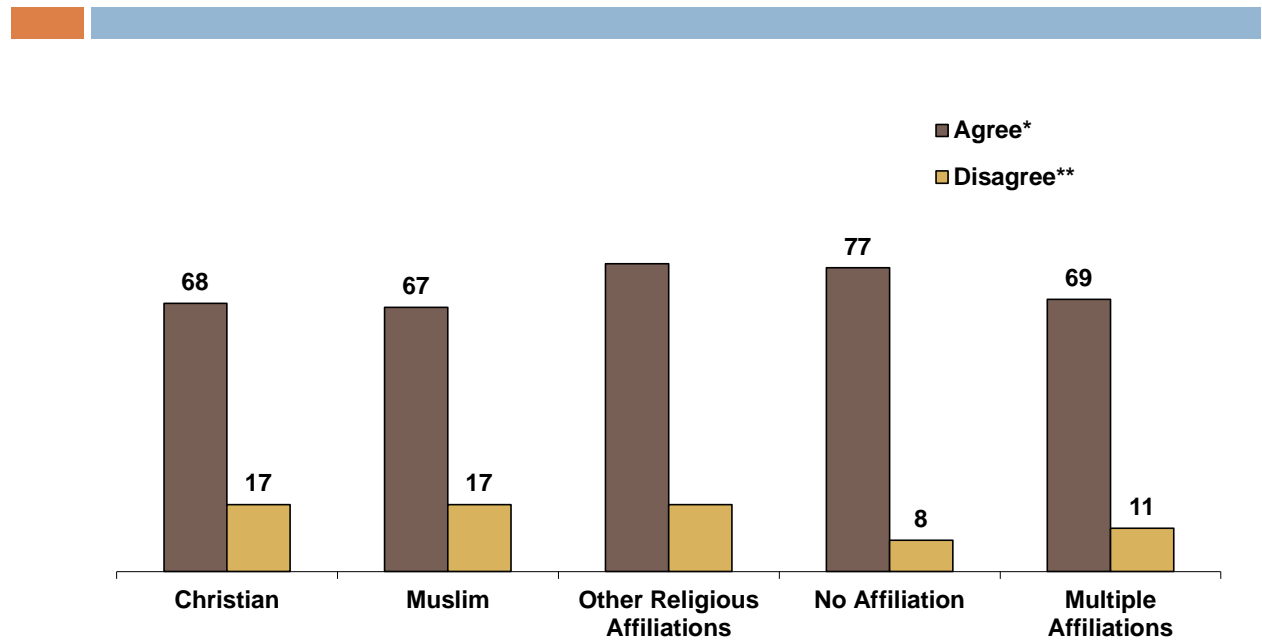


\* Agree and strongly agree collapsed into one category.

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

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

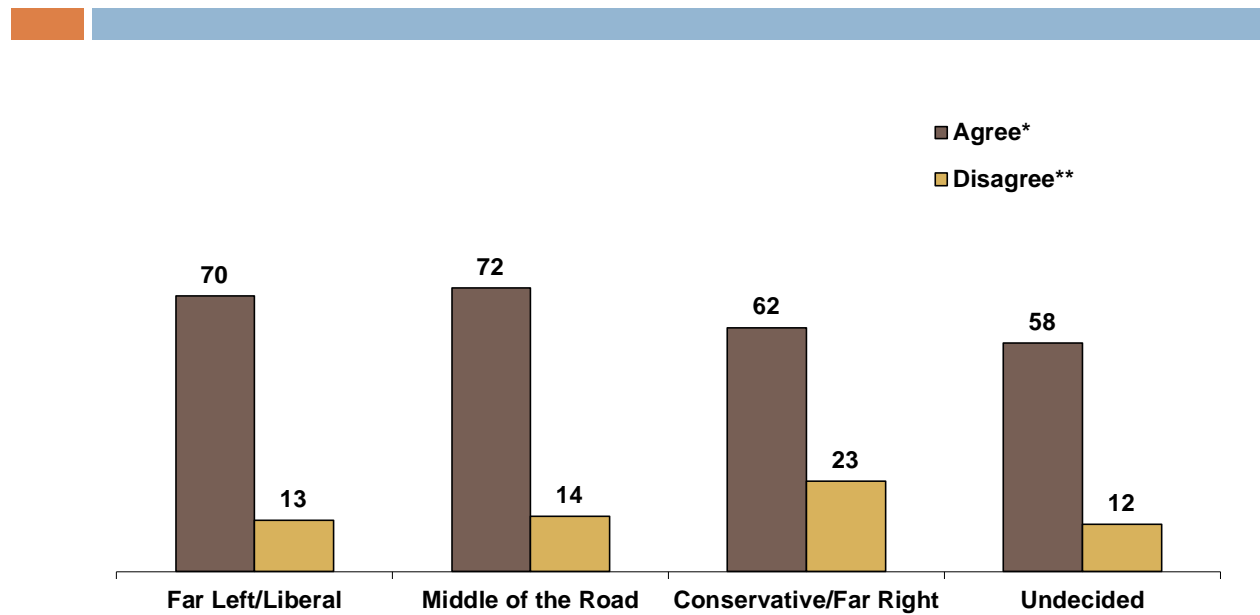
Faculty, Staff, and Post-Doc/Trainee respondents from other religious/spiritual affiliations (78%,  $n = 18$ ) and those with No Affiliation (77%,  $n = 160$ ) were most likely to agree that their workplace climate is welcoming based on religious/spiritual affiliations when compared with other religious/spiritual groups or those with no affiliation (Figure 45).



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

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

Additionally, 72% of politically Middle of the Road Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 133$ ) felt the workplace climate was welcoming based on political views compared with 70% of Far Left/Liberal employees ( $n = 143$ ), 62% of Conservative/Far Right employees ( $n = 53$ ), and 58% of politically Undecided employees ( $n = 34$ ) (Figure 46).



\* Agree and strongly agree collapsed into one category.

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

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

While 27% of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military ( $n = 145$ ) did not know how welcoming their workplaces were for employees based on their military status, 67% of Faculty, Staff, and Post-Doc/Trainee respondents with military service ( $n = 12$ ) felt the workplace climate was welcoming based on military status (Figure 47).

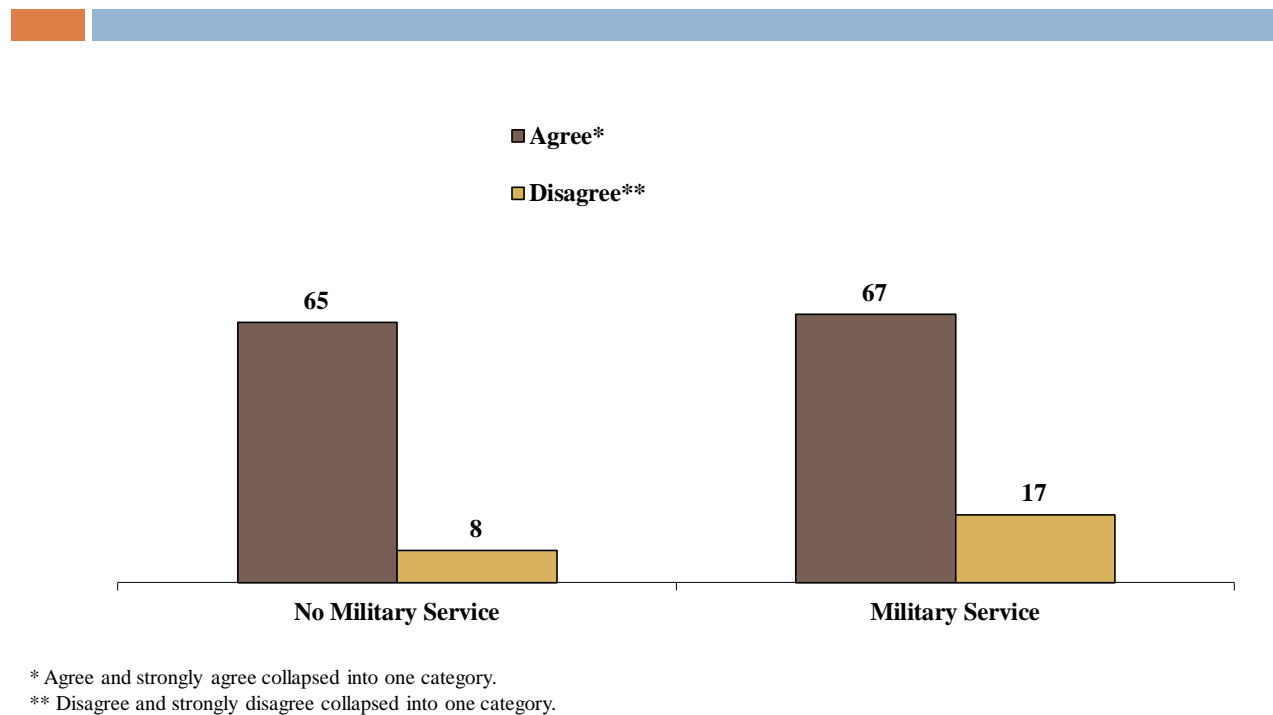


Figure 47. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On Military Status (%)



Seventy-five percent ( $n = 418$ ) of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents felt the climate was workplace welcoming based on international status. Likewise, 73% ( $n = 414$ ) of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents felt the climate was workplace welcoming based on immigrant/citizen status (Figure 48).

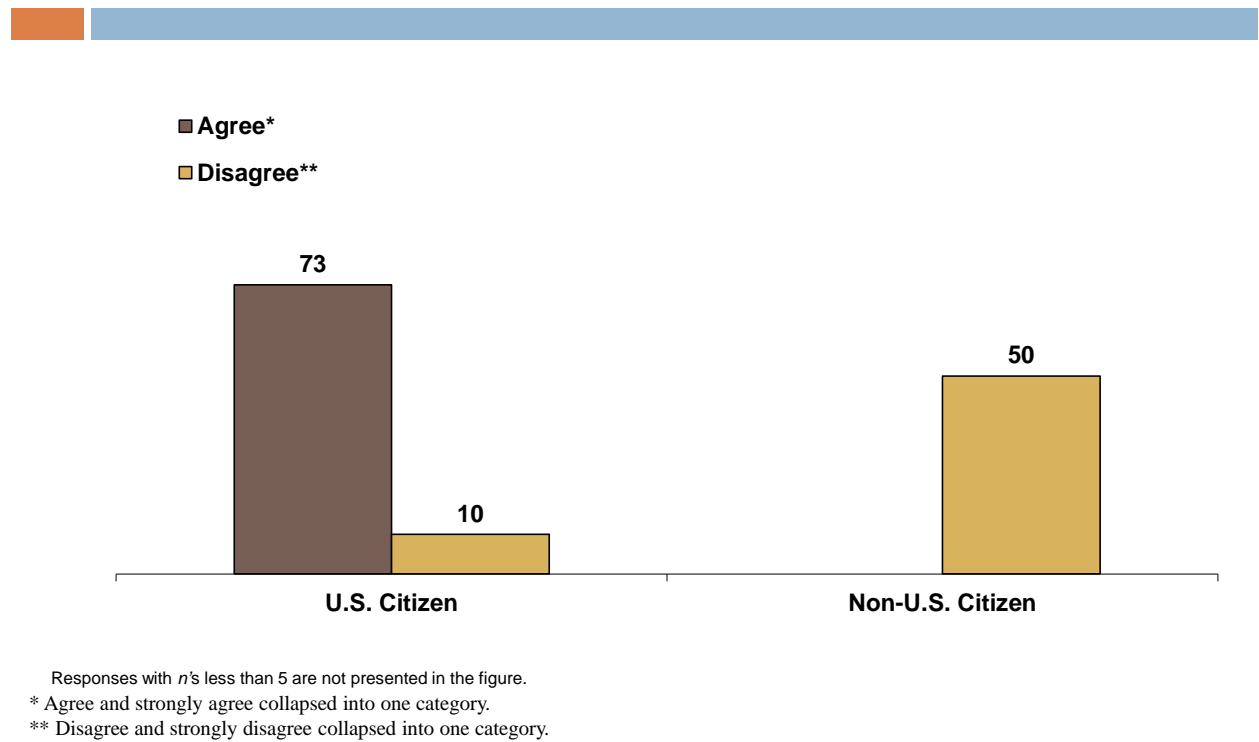


Figure 48. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On Immigrant/Citizen Status (%)

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

Several items addressed employees' (Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students)<sup>51</sup> experiences at UCM, their perceptions of specific UCM policies, their attitudes about the climate and work-life issues at UCM, and faculty attitudes about tenure and advancement processes.

Forty percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 278$ ) felt that salary determinations were clear. Three-quarters of the respondents thought UCM demonstrated that it values a diverse faculty (73%,  $n = 513$ ) and staff (78%,  $n = 547$ ). Tables 30 and 31 illustrate responses to these questions by position, gender,<sup>52</sup> race/ethnicity, disability status, and sexual orientation where the responses for these groups differed from one another.<sup>53</sup>

---

<sup>51</sup> For the items in Tables 30 through 33 and related narrative, the term "employee" includes all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students.

<sup>52</sup> Transgender and genderqueer respondents were not included in these analyses as their numbers were too few to assure confidentiality.

<sup>53</sup> Religious/spiritual affiliation was also not included here as their numbers were too few to assure confidentiality.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I believe salary determinations are clear</b>	<b>60</b>	<b>8.6</b>	<b>218</b>	<b>31.1</b>	<b>202</b>	<b>28.8</b>	<b>154</b>	<b>22.0</b>	<b>67</b>	<b>9.6</b>
Staff	25	5.6	125	27.9	139	31.0	131	29.2	28	6.2
Faculty	13	10.1	41	31.8	46	35.7	19	14.7	10	7.8
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
Women	40	9.7	113	27.4	126	30.6	97	23.5	36	8.7
Men	20	7.1	103	36.8	73	26.1	56	20.0	28	10.0
White	34	8.9	116	30.3	113	29.5	87	22.7	33	8.6
Underrepresented Minority	15	9.1	45	27.3	49	29.7	39	23.6	17	10.3
Other People of Color	9	7.3	52	42.3	32	26.0	18	14.6	12	9.8
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
No Disability	43	7.8	181	32.8	164	29.8	114	20.7	49	8.9
Disability	16	13.0	31	25.2	29	23.6	33	26.8	14	11.4
LGBQ	6	11.8	13	25.5	13	25.5	13	25.5	6	11.8
Heterosexual	51	8.6	183	30.8	173	29.1	129	21.7	58	9.8
U.S. Citizen	54	8.2	195	29.6	193	29.3	153	23.3	63	9.6
Non-U.S. Citizen	5	12.5	23	57.5	9	22.5	<5	--	<5	--
<b>I think that UCM demonstrates that it values a diverse faculty</b>	<b>144</b>	<b>20.6</b>	<b>369</b>	<b>52.7</b>	<b>81</b>	<b>11.6</b>	<b>50</b>	<b>7.1</b>	<b>56</b>	<b>8.0</b>
Staff	77	17.4	240	54.2	43	9.7	34	7.7	49	11.1
Faculty	32	24.2	64	48.5	19	14.4	13	9.8	4	3.0
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
Women	79	19.3	221	54.0	48	11.7	27	6.6	34	8.3
Men	63	22.3	146	51.6	32	11.3	21	7.4	21	7.4
White	79	20.6	207	53.9	40	10.4	23	6.0	35	9.1
Underrepresented Minority	36	22.2	76	46.9	22	13.6	16	9.9	12	7.4
Other People of Color	21	16.9	71	57.3	16	12.9	8	6.5	8	6.5
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
No Disability	108	19.6	303	54.9	63	11.4	37	6.7	41	7.4
Disability	31	25.6	53	43.8	14	11.6	10	8.3	13	10.7
LGBQ	12	23.5	14	27.5	13	25.5	7	13.7	5	9.8
Heterosexual	125	21.0	320	53.9	62	10.4	39	6.6	48	8.1
U.S. Citizen	134	20.4	344	52.3	76	11.6	49	7.4	55	8.4
Non-U.S. Citizen	8	20.0	25	62.5	5	12.5	<5	--	<5	--
<b>I think UCM demonstrates that it values a diverse staff</b>	<b>146</b>	<b>20.8</b>	<b>401</b>	<b>57.0</b>	<b>81</b>	<b>11.5</b>	<b>43</b>	<b>6.1</b>	<b>32</b>	<b>4.6</b>
Staff	85	19.1	256	57.4	55	12.3	33	7.4	17	3.8
Faculty	32	24.4	67	51.1	16	12.2	6	4.6	10	7.6
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
Women	80	19.3	242	58.5	47	11.4	30	7.2	15	3.6
Men	63	22.5	155	55.4	33	11.8	12	4.3	17	6.1
White	73	19.1	236	61.8	33	8.6	20	5.2	20	5.2
Underrepresented Minority	43	25.9	79	47.6	26	15.7	11	6.6	7	4.2
Other People of Color	23	18.5	69	55.6	17	13.7	10	8.1	5	4.0
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
No Disability	113	20.5	325	58.9	63	11.4	29	5.3	22	4.0
Disability	29	23.4	66	53.2	12	9.7	10	8.1	7	5.6
LGBQ	15	28.8	21	40.4	11	21.2	<5	--	<5	--
Heterosexual	122	20.5	345	58.0	64	10.8	36	6.1	28	4.7
U.S. Citizen	135	20.4	375	56.7	79	12.0	41	6.2	31	4.7
Non-U.S. Citizen	8	20.5	26	66.7	<5	--	<5	--	<5	--

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 711).

Thirty-four percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 239$ ) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 31). Nineteen percent ( $n = 131$ ) believed their colleagues expected them to represent the “point of view” of their identities.

Sixty-one percent ( $n = 430$ ) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. More than one-third of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents (37%,  $n = 261$ ) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 40% ( $n = 82$ ) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision</b>	<b>91</b>	<b>13.0</b>	<b>148</b>	<b>21.1</b>	<b>212</b>	<b>30.2</b>	<b>210</b>	<b>29.9</b>	<b>41</b>	<b>5.8</b>
Staff	59	13.2	89	19.9	129	28.9	148	33.1	22	4.9
Faculty	24	18.6	28	21.7	35	27.1	36	27.9	6	4.7
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
White	52	13.6	64	16.8	124	32.5	122	31.9	20	5.2
Underrepresented Minority	25	15.0	43	25.7	36	21.6	56	33.5	7	4.2
Other People of Color	9	7.3	33	26.8	46	37.4	23	18.7	12	9.8
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
Men	29	10.4	58	20.9	81	29.1	92	33.1	18	6.5
Women	60	14.5	89	21.4	129	31.1	117	28.2	20	4.8
No Disability	60	10.9	114	20.7	178	32.2	170	30.8	30	5.4
Disability	26	21.0	24	19.4	32	25.8	33	26.6	9	7.3
LGBQ	9	17.3	14	26.9	12	23.1	15	28.8	<5	--
Heterosexual	74	12.4	123	20.7	184	30.9	178	29.9	36	6.1
U.S. Citizen	90	13.6	137	20.8	193	29.2	204	30.9	36	5.5
Non-U.S. Citizen	<5	--	11	28.2	19	48.7	<5	--	5	12.8

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>My colleagues/co-workers expect me to represent “the point of view” of my identity</b>	20	2.9	111	15.9	225	32.1	190	27.1	154	22.0
Staff	10	2.2	74	16.6	142	31.9	120	27.0	99	22.2
Faculty	<5	--	17	13.1	38	29.2	42	32.3	29	22.3
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
White	8	2.1	58	15.2	115	30.2	111	29.1	89	23.4
Underrepresented Minority	10	6.1	22	13.3	54	32.7	48	29.1	31	18.8
Other People of Color	<5	--	23	18.7	46	37.4	25	20.3	27	22.0
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
Men	8	2.9	52	18.7	84	30.2	76	27.3	58	20.9
Women	12	2.9	58	14.0	138	33.4	112	27.1	93	22.5
No Disability	17	3.1	75	13.6	185	33.6	149	27.0	125	22.7
Disability	<5	--	33	27.0	31	25.4	34	27.9	21	17.2
LGBQ	<5	--	12	23.1	13	25.0	19	36.5	7	13.5
Heterosexual	18	3.0	86	14.5	197	33.1	157	26.4	137	23.0
U.S. Citizen	18	2.7	104	15.8	209	31.8	184	28.0	143	21.7
Non-U.S. Citizen	<5	--	7	17.9	16	41.0	6	15.4	9	23.1
<b>I am comfortable taking leave that I am entitled to without fear that it may affect my job/career</b>	133	18.9	297	42.2	117	16.6	71	10.1	86	12.2
Staff	102	22.7	207	46.1	74	16.5	47	10.5	19	4.2
Faculty	19	14.6	47	36.2	20	15.4	13	10.0	31	23.8
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
White	71	18.5	159	41.4	62	16.1	41	10.7	51	13.3
Underrepresented Minority	35	21.0	70	41.9	27	16.2	20	12.0	15	9.0
Other People of Color	21	17.2	57	46.7	25	20.5	6	4.9	13	10.7
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
Men	56	19.9	121	43.1	43	15.3	27	9.6	34	12.1
Women	76	18.4	174	42.0	71	17.1	44	10.6	49	11.8
No Disability	107	19.4	239	43.3	86	15.6	48	8.7	72	13.0
Disability	23	18.4	48	38.4	25	20.0	18	14.4	11	8.8
LGBQ	7	13.5	22	42.3	12	23.1	<5	--	8	15.4
Heterosexual	113	19.0	248	41.6	96	16.1	65	10.9	74	12.4
U.S. Citizen	127	19.2	280	42.3	107	16.2	70	10.6	78	11.8
Non-U.S. Citizen	<5	--	16	41.0	10	25.6	<5	--	8	20.5
<b>I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition</b>	<b>89</b>	<b>12.6</b>	<b>172</b>	<b>24.4</b>	<b>272</b>	<b>38.6</b>	<b>121</b>	<b>17.2</b>	<b>51</b>	<b>7.2</b>
Staff	102	22.7	208	46.1	74	16.5	47	10.5	19	4.2
Faculty	19	14.6	47	36.2	20	15.4	13	10.0	31	23.8
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
White	39	10.2	87	22.7	157	40.9	74	19.3	27	7.0
Underrepresented Minority	30	18.0	43	25.7	54	32.3	28	16.8	12	7.2
Other People of Color	15	12.2	35	28.5	51	41.5	13	10.6	9	7.3
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
Men	33	11.9	61	21.9	108	38.8	54	19.4	22	7.9
Women	56	13.4	107	25.6	163	39.0	64	15.3	28	6.7
No Disability	64	11.6	133	24.1	219	39.6	97	17.5	40	7.2
Disability	20	16.0	36	28.8	40	32.0	21	16.8	8	6.4
LGBQ	9	18.0	15	30.0	18	36.0	5	10.0	<5	--
Heterosexual	71	11.9	141	23.5	235	39.2	105	17.5	47	7.8
U.S. Citizen	83	12.5	161	24.3	256	38.7	115	17.4	47	7.1
Non-U.S. Citizen	5	12.5	11	27.5	15	37.5	5	12.5	4	10.0
<b>There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit</b>	91	12.9	191	27.2	260	37.0	106	15.1	55	7.8
Staff	62	13.8	127	28.2	169	37.6	68	15.1	24	5.3
Faculty	18	14.0	33	25.6	45	34.9	21	16.3	12	9.3
Post-Docs/Trainees	<5	--	<5	--	<5	--	<5	--	<5	--
White	47	12.2	109	28.3	140	36.4	67	17.4	22	5.7
Underrepresented Minority	28	16.7	35	20.8	66	39.3	21	12.5	18	10.7
Other People of Color	13	10.8	39	32.5	43	35.8	15	12.5	10	8.3
Multi-Minority	<5	--	<5	--	<5	--	<5	--	<5	--
Men	32	11.5	83	29.7	93	33.3	47	16.8	24	8.6
Women	59	14.2	105	25.3	164	39.5	58	14.0	29	7.0
No Disability	62	11.2	148	26.8	209	37.9	89	16.1	44	8.0
Disability	24	19.4	36	29.0	41	33.1	16	12.9	7	5.6
LGBQ	7	13.7	18	35.3	17	33.3	6	11.8	<5	--
Heterosexual	78	13.0	154	25.7	226	37.7	93	15.5	48	8.0
U.S. Citizen	89	13.5	176	26.6	246	37.2	101	15.3	49	7.4
Non-U.S. Citizen	<5	--	15	38.5	12	30.8	5	12.8	5	12.8

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 711).

Several items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UCM. Sixty percent (n = 418) found UCM supportive of their taking leave, and 71% (n = 496) felt that UCM was supportive of flexible work schedules. Twenty percent (n = 142) felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children, and 13% (n = 93) felt that people who have children were considered by UCM to be less committed to their jobs/careers.

Forty-nine percent ( $n = 339$ ) felt that UCM provides available resources to help employees balance work-life needs, such as childcare and elder care. Some respondents (17%,  $n = 115$ ) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).<sup>54</sup>

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that UCM is supportive of my taking leave.	<b>87</b>	<b>12.4</b>	<b>331</b>	<b>47.3</b>	<b>90</b>	<b>12.9</b>	<b>28</b>	<b>4.0</b>	<b>164</b>	<b>23.4</b>
Faculty	7	5.5	57	44.5	<5	--	9	7.0	41	32.0
Staff	72	16.1	233	52.0	61	13.6	18	4.0	64	14.3
Graduate/Professional Students	7	5.9	39	33.1	13	11.0	<5	--	58	49.2
I find that UCM is supportive of flexible work schedules.	<b>110</b>	<b>15.7</b>	<b>386</b>	<b>55.1</b>	<b>101</b>	<b>14.4</b>	<b>33</b>	<b>4.7</b>	<b>70</b>	<b>10.0</b>
Faculty	20	15.4	69	53.1	17	13.1	6	4.6	18	13.8
Staff	72	16.2	246	55.4	76	17.1	27	6.1	23	5.2
Graduate/Professional Students	15	12.5	68	56.7	8	6.7	<5	--	29	24.2
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	<b>37</b>	<b>5.3</b>	<b>105</b>	<b>14.9</b>	<b>306</b>	<b>43.5</b>	<b>137</b>	<b>19.5</b>	<b>118</b>	<b>16.8</b>
Faculty	9	6.9	23	17.7	57	43.8	16	12.3	25	19.2
Staff	23	5.1	63	14.1	210	47.0	99	22.1	52	11.6
Graduate/Professional Students	5	4.2	19	15.8	38	31.7	18	15.0	40	33.3
I feel that people who have children are considered by UCM to be less committed to their jobs/careers	<b>22</b>	<b>3.1</b>	<b>71</b>	<b>10.1</b>	<b>330</b>	<b>46.9</b>	<b>164</b>	<b>23.3</b>	<b>117</b>	<b>16.6</b>
Faculty	<5	--	8	6.2	63	48.5	29	22.3	27	20.8
Staff	16	3.6	43	9.6	227	50.7	110	24.6	52	11.6
Graduate/Professional Students	<5	--	20	16.7	37	30.8	22	18.3	38	31.7
I feel that UCM provides available resources to help employees balance work-life needs, such as childcare and elder care.	<b>40</b>	<b>5.8</b>	<b>299</b>	<b>43.1</b>	<b>117</b>	<b>16.9</b>	<b>42</b>	<b>6.1</b>	<b>195</b>	<b>28.1</b>
Faculty	7	5.6	56	44.4	16	12.7	8	6.3	39	31.0
Staff	26	5.9	198	44.8	83	18.8	30	6.8	105	23.8
Graduate/Professional Students	6	5.0	42	35.3	17	14.3	<5	--	50	42.0
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	<b>27</b>	<b>3.9</b>	<b>88</b>	<b>12.6</b>	<b>192</b>	<b>27.6</b>	<b>85</b>	<b>12.2</b>	<b>304</b>	<b>43.7</b>
Faculty	7	5.5	15	11.8	29	22.8	15	11.8	61	48.0
Staff	16	3.6	55	12.4	143	32.1	60	13.5	171	38.4
Graduate/Professional Students	<5	--	18	15.3	20	16.9	8	6.8	68	57.6

Note: Table includes Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student responses only ( $n = 711$ ).

<sup>54</sup> Post-Docs/Trainees were not included here due to the low number of responses.

More than half of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student believed that they had colleagues or co-workers (74%,  $n = 518$ ) and supervisors (65%,  $n = 458$ ) at UCM who gave them job/career advice or guidance when they need it (Table 33).

Sixty-six percent ( $n = 466$ ) believed their supervisors provided them with resources to pursue professional development opportunities, and 64% ( $n = 452$ ) 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 (66%,  $n = 465$ ). Seven percent of health sciences campus employees ( $n = 44$ ) felt their patient-care load was manageable.<sup>55</sup>

---

<sup>55</sup> The majority of respondents (92%,  $n = 621$ ) marked “not applicable” for this question.



**Table 33. Perceptions of Support and Resources Available at UCM**

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>	<b>173</b>	<b>24.4</b>	<b>285</b>	<b>40.3</b>	<b>117</b>	<b>16.5</b>	<b>78</b>	<b>11.0</b>	<b>55</b>	<b>7.8</b>
Faculty	12	9.2	37	28.2	27	20.6	22	16.8	33	25.2
Staff	109	24.2	194	43.0	77	17.1	55	12.2	16	3.5
Graduate/Professional Students	50	41.7	52	43.3	11	9.2	<5	--	6	5.0
<b>I have colleagues/co-workers who give me job/career/education advice or guidance when I need it</b>	<b>158</b>	<b>22.4</b>	<b>360</b>	<b>51.1</b>	<b>101</b>	<b>14.3</b>	<b>41</b>	<b>5.8</b>	<b>44</b>	<b>6.3</b>
Faculty	23	17.8	70	54.3	13	10.1	13	10.1	10	7.8
Staff	97	21.6	227	50.4	74	16.4	25	5.6	27	6.0
Graduate/Professional Students	36	30.3	61	51.3	12	10.1	<5	--	7	5.9
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>176</b>	<b>24.9</b>	<b>290</b>	<b>41.1</b>	<b>110</b>	<b>15.6</b>	<b>68</b>	<b>9.6</b>	<b>62</b>	<b>8.8</b>
Faculty	14	10.8	37	28.5	28	21.5	17	13.1	34	26.2
Staff	114	25.3	202	44.9	69	15.3	49	10.9	16	3.6
Graduate/Professional Students	46	38.3	48	40.0	12	10.0	<5	--	12	10.0
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>	<b>156</b>	<b>22.2</b>	<b>296</b>	<b>42.1</b>	<b>145</b>	<b>20.6</b>	<b>64</b>	<b>9.1</b>	<b>42</b>	<b>6.0</b>
Faculty	10	7.7	39	30.0	36	27.7	20	15.4	25	19.2
Staff	96	21.5	203	45.4	97	21.7	42	9.4	9	2.0
Graduate/Professional Students	47	39.2	53	44.2	10	8.3	<5	--	8	6.7
<b>I have adequate access to administrative support.</b>	<b>109</b>	<b>15.5</b>	<b>356</b>	<b>50.8</b>	<b>109</b>	<b>15.5</b>	<b>93</b>	<b>13.3</b>	<b>34</b>	<b>4.9</b>
Faculty	13	9.9	52	39.7	19	14.5	44	33.6	3	2.3
Staff	70	15.7	235	52.7	75	16.8	44	9.9	22	4.9
Graduate/Professional Students	24	20.3	67	56.8	13	11.0	5	4.2	9	7.6
<b>For health sciences campus employees, my patient-care load is manageable.</b>	<b>13</b>	<b>1.9</b>	<b>31</b>	<b>4.6</b>	<b>7</b>	<b>1.0</b>	<b>&lt;5</b>	<b>--</b>	<b>621</b>	<b>92.3</b>
Faculty	<5	--	<5	--	<5	--	<5	--	123	98.4
Staff	<5	--	15	3.5	7	1.7	<5	--	398	93.9
Graduate/Professional Students	6	5.1	14	11.9	<5	--	<5	--	97	82.2

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 711).

## Perceptions of Employment Practice

Regarding respondents' observations of discriminatory employment practices, 33% of Staff respondents ( $n = 149$ ) and 25% of Faculty respondents ( $n = 33$ )<sup>56</sup> reported they observed hiring practices at UCM (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

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

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/Reclassification**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>297</b>	<b>51.0</b>	<b>499</b>	<b>70.7</b>	<b>329</b>	<b>46.4</b>
Faculty	75	56.8	96	73.3	63	47.7
Staff	222	49.3	314	69.9	187	41.5
Graduate/Professional Students	not asked	not asked	85	70.8	75	62.5
Post-Docs/Trainees	not asked	not asked	<5	--	<5	--
<b>Yes</b>	<b>182</b>	<b>31.3</b>	<b>85</b>	<b>12.0</b>	<b>227</b>	<b>32.0</b>
Faculty	33	25.0	18	13.7	39	29.5
Staff	149	33.1	58	12.9	187	41.5
Graduate/Professional Students	not asked	not asked	9	7.5	11	9.2
Post-Docs/Trainees	not asked	not asked	<5	--	<5	--
<b>Don't Know</b>	<b>103</b>	<b>17.7</b>	<b>122</b>	<b>17.3</b>	<b>153</b>	<b>21.6</b>
Faculty	24	18.2	17	13.0	30	22.7
Staff	79	17.6	77	17.1	87	19.3
Graduate/Professional Students	not asked	not asked	26	21.7	34	28.3
Post-Docs/Trainees	not asked	not asked	<5	--	<5	--

\*Note: Answered by faculty and staff only ( $n = 585$ ).

\*\*Note: Answered by faculty, staff, post-docs/trainees, and graduate/professional students ( $n = 711$ ).

<sup>56</sup> Post-Docs/Trainees were not asked this question.

Of those who believed that they had observed discriminatory hiring, 45% said it was based on personal relationships ( $n = 81$ ), 21% on ethnicity ( $n = 38$ ), 19% on socioeconomic status ( $n = 34$ ), 15% on position ( $n = 27$ ), and 13% on age ( $n = 24$ ) and gender identity ( $n = 24$ ).

- By gender identity: subsequent analyses indicated that 32% of women ( $n = 114$ ), and 30% of men ( $n = 66$ ) believed they had observed discriminatory hiring practices.<sup>57</sup>
- By racial identity: subsequent analyses indicated that 36% of Underrepresented Minority Faculty and Staff ( $n = 50$ ), 31% of Other People of Color Faculty and Staff ( $n = 26$ ), and 29% of White Faculty and Staff ( $n = 98$ ) observed unfair or unjust hiring at UCM.
- By sexual orientation: subsequent analyses indicated that 45% of LGBQ respondents ( $n = 17$ ) and 31% of heterosexual respondents ( $n = 152$ ) believed they had observed discriminatory hiring practices.
- By disability status: subsequent analyses indicated that more than one-third of Staff and Faculty with a disability (37%,  $n = 36$ ) and 30% of respondents without a disability ( $n = 137$ ) believed they had observed discriminatory hiring practices.

Twelve percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 525$ ) had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 32% ( $n = 27$ ) said they believed the discrimination was based on position, 22% ( $n = 19$ ) on age, 22% ( $n = 19$ ) on personal relationship, 18% ( $n = 15$ ) on ethnicity, and 14% on race ( $n = 12$ ).

- By position: subsequent analyses indicated that 8% of Graduate Students ( $n = 9$ ), 13% of Staff respondents ( $n = 58$ ) and 14% of Faculty respondents ( $n = 18$ ), had observed discriminatory disciplinary actions.
- By gender identity: subsequent analyses indicated that 12% of women ( $n = 50$ ) and 11% of men ( $n = 32$ ) believed they had observed discriminatory practices.

---

<sup>57</sup> Transgender respondents, genderqueer respondents, and Multi-Minority respondents were not included in these analyses due to their low response numbers.

- By racial identity: subsequent analyses indicated that 17% of Underrepresented Minorities ( $n = 28$ ), 11% of White employees ( $n = 42$ ), and 7% of Other People of Color respondents ( $n = 9$ ) witnessed such actions.
- By sexual orientation: subsequent analyses indicated that 21% of LGBTQ respondents ( $n = 11$ ) and 11% of heterosexual respondents ( $n = 69$ ) witnessed discriminatory disciplinary actions.
- By disability status: subsequent analyses indicated that 16% of respondents with a disability ( $n = 91$ ) and 18% of respondents without a disability ( $n = 23$ ) witnessed such actions.

Thirty-two percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 227$ ) had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCM. Subsequent analyses indicate several respondents believed it was based on personal relationships (37%,  $n = 83$ ), UCM position (25%,  $n = 57$ ), and educational level (10%,  $n = 23$ ).

- By position: subsequent analyses indicated that 9% of Graduate Students ( $n = 11$ ), 39% of Staff respondents ( $n = 177$ ), 30% of Faculty respondents ( $n = 39$ ), and zero Post-Docs/Trainees believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 34% percent of women ( $n = 141$ ) and 29% of men ( $n = 83$ ) witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By racial identity: subsequent analyses indicated that 36% of Underrepresented Minorities ( $n = 60$ ), 31% of White respondents ( $n = 119$ ), and 27% of Other People of Color respondents ( $n = 33$ ) witnessed such conduct.

- By sexual orientation: subsequent analyses indicated that 25% of LGBTQ respondents ( $n = 13$ ) and 32% of heterosexual respondents ( $n = 194$ ) also witnessed such conduct.
- By disability status: subsequent analyses indicated that 37% of respondents ( $n = 47$ ) with a disability and 30% of respondents ( $n = 169$ ) without a disability witnessed such conduct.

### **Faculty Members' Views on University Policies**

One survey item queried Faculty members ( $n = 133$ ) about their opinions regarding a variety of work-life issues specific to faculty work. The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (55%,  $n = 73$ ) and reasonable (60%,  $n = 78$ ) (Table 35). Most believed that their service contributions were important to tenure/promotion (54%,  $n = 69$ ).

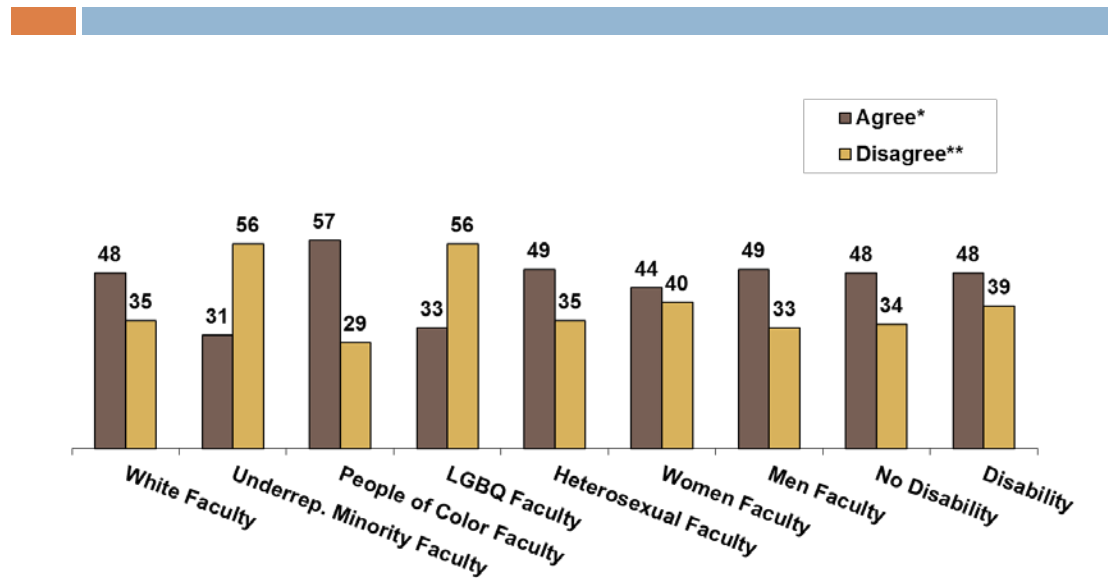
Few Faculty felt pressured to change their research agendas to achieve tenure or be promoted (19%,  $n = 24$ ), and that their diversity-related contributions have been/will be valued for promotion or tenure (36%,  $n = 46$ ). Almost half of Faculty respondents believed that tenure standards/advancement standards are applied equally to all faculty (47%,  $n = 60$ ).

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

<b>Issues</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Not Applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	15	11.4	58	43.9	28	21.2	17	12.9	14	10.6
I believe that the tenure/promotion standards are reasonable.	16	12.3	62	47.7	19	14.6	16	12.3	17	13.1
I feel that my service contributions are important to tenure/promotion.	18	14.1	51	39.8	28	21.9	15	11.7	16	12.5
I feel pressured to change my research agenda to achieve tenure/promotion.	8	6.2	16	12.3	45	34.6	20	15.4	41	31.5
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	<5	--	44	34.4	21	16.4	17	13.3	44	34.4
I believe that tenure standards/advancement standards are applied equally to all faculty.	12	9.3	48	37.2	28	21.7	19	14.7	22	17.1

Note: Table includes only faculty respondents (*n* = 133)

Forty-seven percent of all Faculty ( $n = 60$ ) believed tenure standards and advancement standards were equally applied to all UCM faculty. Figure 49<sup>58</sup> illustrates that Underrepresented 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 UCM faculty members.



Responses were collapsed into Agree (Strongly Agree/Agree) and Disagree (Strongly Disagree/Disagree) categories.

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

Sixty-five percent of Faculty ( $n = 84$ ) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Forty-three percent of Faculty ( $n = 56$ ) felt burdened by service responsibilities beyond those of their colleagues. Forty-seven percent of Faculty ( $n = 60$ ) believed they performed more work to help students than did their colleagues. Table 36 depicts faculty responses by race/ethnicity, gender, disability status, and sexual orientation.<sup>59</sup>

<sup>58</sup> Multi-Minority Faculty respondents were not included in these analyses as their numbers were too low to assure confidentiality.

<sup>59</sup> Transgender faculty, Genderqueer, and Multi-Minority faculty were not included in these analyses as their numbers were too low to assure confidentiality.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>18</b>	<b>13.8</b>	<b>66</b>	<b>50.8</b>	<b>23</b>	<b>17.7</b>	<b>8</b>	<b>6.2</b>	<b>15</b>	<b>11.5</b>
White	8	9.3	33	38.4	20	23.3	10	11.6	15	17.4
Underrepresented Minority	<5	--	<5	--	<5	--	5	31.2	<5	--
Other People of Color	<5	--	10	47.6	<5	--	<5	--	<5	--
Men	9	13.4	24	35.8	12	17.9	10	14.9	12	17.9
Women	<5	--	24	38.7	16	25.8	9	14.5	10	16.1
No Disability	10	10.1	37	37.4	20	20.2	14	14.1	18	18.2
Disability	<5	--	9	39.1	6	26.1	<5	--	<5	--
LGBQ	<5	--	<5	--	<5	--	<5	--	<5	--
Heterosexual	11	9.6	45	39.1	25	21.7	15	13.0	19	16.5
<b>I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.</b>	<b>27</b>	<b>20.6</b>	<b>29</b>	<b>22.1</b>	<b>53</b>	<b>40.5</b>	<b>9</b>	<b>6.9</b>	<b>13</b>	<b>9.9</b>
White	18	20.7	20	23.0	33	37.9	6	6.9	10	11.5
Underrepresented Minority	<5	--	7	41.2	5	29.4	<5	--	<5	--
Other People of Color	<5	--	<5	--	12	57.1	<5	--	<5	--
Men	12	17.9	12	17.9	34	50.7	<5	--	5	7.5
Women	15	23.4	17	26.6	19	29.7	5	7.8	8	12.5
No Disability	20	19.8	23	22.8	41	40.6	6	5.9	11	10.9
Disability	5	21.7	<5	--	11	47.8	<5	--	<5	--
LGBQ	<5	--	<5	--	<5	--	<5	--	<5	--
Heterosexual	23	19.7	26	22.2	47	40.2	9	7.7	12	10.3
<b>I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.</b>	<b>21</b>	<b>16.4</b>	<b>39</b>	<b>30.5</b>	<b>48</b>	<b>37.5</b>	<b>9</b>	<b>7.0</b>	<b>11</b>	<b>8.6</b>
White	13	15.1	26	30.2	34	39.5	7	8.1	6	7.0
Underrepresented Minority	<5	--	6	37.5	5	31.2	<5	--	<5	--
Other People of Color	<5	--	6	30.0	8	40.0	<5	--	<5	--
Men	9	13.6	19	28.8	25	37.9	6	9.1	7	10.6
Women	12	19.4	20	32.3	23	37.1	<5	--	<5	--
No Disability	14	14.1	30	30.3	40	40.4	6	6.1	9	9.1
Disability	6	27.3	5	22.7	8	36.4	<5	--	<5	--
LGBQ	<5	--	<5	--	<5	--	<5	--	<5	--
Heterosexual	19	16.5	34	29.6	44	38.3	9	7.8	9	7.8

Note: Table includes only faculty respondents (*n* = 133).

Fifty-nine percent of faculty members (*n* = 77) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Five percent of faculty members (*n* = 6) have used or would use UCM policies on



stopping the tenure clock for promotion or tenure. Eight percent ( $n = 11$ ) have used university policies on taking leave for childbearing or adoption, and 11% ( $n = 14$ ) have used university policies on active service-modified duties. Eleven percent ( $n = 14$ ) felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure, and 28% ( $n = 36$ ) 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have used or would use university policies on stopping the clock for promotion or tenure.</b>	<b>&lt;5</b>	<b>--</b>	<b>&lt;5</b>	<b>--</b>	<b>21</b>	<b>16.0</b>	<b>20</b>	<b>15.3</b>	<b>84</b>	<b>64.1</b>
Women	<5	--	<5	--	8	12.5	6	9.4	45	70.3
Men	<5	--	<5	--	13	19.4	14	20.9	39	58.2
<b>I have used university policies on taking leave for childbearing or adoption.</b>	<b>6</b>	<b>4.6</b>	<b>5</b>	<b>3.8</b>	<b>15</b>	<b>11.5</b>	<b>14</b>	<b>10.8</b>	<b>90</b>	<b>69.2</b>
Women	<5	--	<5	--	6	9.5	<5	--	48	76.2
Men	<5	--	<5	--	9	13.4	10	14.9	42	62.7
<b>I have used university policies on active service-modified duties.</b>	<b>8</b>	<b>6.2</b>	<b>6</b>	<b>4.7</b>	<b>14</b>	<b>10.9</b>	<b>14</b>	<b>10.9</b>	<b>87</b>	<b>67.4</b>
Women	<5	--	<5	--	6	9.4	5	7.8	47	73.4
Men	<5	--	<5	--	8	12.3	9	13.8	40	61.5
<b>In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.</b>	<b>&lt;5</b>	<b>--</b>	<b>12</b>	<b>9.2</b>	<b>52</b>	<b>39.7</b>	<b>27</b>	<b>20.6</b>	<b>38</b>	<b>29.0</b>
Women	<5	--	8	12.5	25	39.1	10	15.6	19	29.7
Men	<5	--	<5	--	27	40.3	17	25.4	19	28.4
<b>I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.</b>	<b>26</b>	<b>20.0</b>	<b>51</b>	<b>39.2</b>	<b>11</b>	<b>8.5</b>	<b>10</b>	<b>7.7</b>	<b>32</b>	<b>24.6</b>
Women	12	19.0	25	39.7	8	12.7	7	11.1	11	17.5
Men	14	20.9	26	38.8	<5	--	<5	--	21	31.3
<b>I believe that perceptions about using work-family policies differ for men and women faculty.</b>	<b>6</b>	<b>4.6</b>	<b>30</b>	<b>23.1</b>	<b>48</b>	<b>36.9</b>	<b>7</b>	<b>5.4</b>	<b>39</b>	<b>30.0</b>
Women	5	7.8	16	25.0	23	35.9	<5	--	17	26.6
Men	<5	--	14	21.2	25	37.9	<5	--	22	33.3

Note: Table includes only faculty respondents ( $n = 133$ ).

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

Forty-eight percent of Staff respondents ( $n = 217$ ) and 47% ( $n = 63$ ) of Faculty respondents have seriously considered leaving UCM in the past year.

Subsequent analyses indicate that:

- By gender identity: 48% of men ( $n = 107$ ) and 47% of women ( $n = 171$ ) had seriously considered leaving the institution.
- By racial identity: 54% of Underrepresented Minority employees ( $n = 75$ ), 48% of Other People of Color employees ( $n = 41$ ), and 45% of White employees ( $n = 154$ ) had seriously considered leaving UCM.
- By sexual orientation: 68% of LGBTQ employees ( $n = 27$ ) and 46% of heterosexual respondents ( $n = 229$ ) had seriously considered leaving the institution.
- By disability status: 57% of employees with disabilities ( $n = 57$ ) and 45% ( $n = 209$ ) of employees without disabilities seriously considered leaving UCM.

More than 220 employee respondents further elaborated on why they considered leaving UCM during the past year. Some expressed disappointment with the resources for research and the lack of research rigor found at UCM: “UCM seems to be a teaching college not a research university” and there is a “lack of intellectual culture comparable to other Tier I research universities.” Another respondent echoed these sentiments: “The institution as is right now creates false expectations as a research institution. However, this is more like a teaching institution. There is no incentive for people doing research and there is no program to motivate research.” A lack of leadership was indicated as a reason by many respondents: “Effective campus leadership at all levels has been lacking, has poisoned the working atmosphere...and has left junior faculty in the breach”; “The complete lack of collegiality, leadership, trust, care, concern, value, worth, any consideration for staff at UCM. Problems are simply dismissed by those in leadership roles or glossed over”; and, “Poor leadership causing bad morale, lack of ability to make a positive difference, and lack of other opportunities to stay.”

Many respondents felt disgruntled about the lack of salary increases over the past several years and “limited options for career advancement.” Others described “nepotism and favoritism” as concerns. Some employee respondents do not feel appreciated or supported by their supervisors: “I don't have the support from top management. I feel that my work is not appreciated and compensated properly”; “I don't find the work environment at UCM supportive. I am afraid to say what I think. My lab space is too small and I worry about having access to lab space in the future. I believe would be more productive and happy elsewhere”; “I don't get the resources or support I need to provide for the instructional mission of the campus. The administration seems more content with spending money on fancy furniture and gimmicks instead of addressing real needs. There is ZERO accountability.” UCM, according to some respondents, is missing a sense of community: “I don't see team atmosphere like I imagined and also do not see growth happening in my area for advancement in the near future”; and, there is an “absence of collegiality among ‘colleagues’”. One respondent's comments touched on various complaints echoed by others: “Campus is not growing as promised. Resources lack. Campus leaders trumpet high profile goals but are unable to provide even the most basic infrastructure for our day-to-day operations.”

## Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCM groups. Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents and Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents were less likely than White Faculty, Staff, and Post-Doc/Trainee respondents to believe the workplace was welcoming based on race. LGBTQ Faculty, Staff, and Post-Doc/Trainee respondents were less likely than heterosexual Faculty, Staff, and Post-Doc/Trainee respondents to believe the workplace climate was welcoming based on sexual orientation.

UCM employees did report having observed unfair or unjust hiring (31%), unfair or unjust disciplinary actions (12%), or unfair or unjust promotion/tenure/reclassification (32%). Additionally, the majority of Staff, Faculty, Post-Docs, and Trainees believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various underrepresented backgrounds and identities.

With regard to the tenure and promotion process, Underrepresented Minority Faculty, women Faculty, LGBTQ faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UCM faculty when compared with their majority counterparts. In addition, Underrepresented Minority employees, Other People of Color employees, employees with disabilities, and LGBTQ employees were more likely to have seriously considered leaving UCM.

## Student Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UCM 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, 43 people (2%) believed they had experienced unwanted sexual contact<sup>60</sup> while at UCM. Subsequent analyses indicate that of the 43 respondents, 36 were Undergraduate students (3% of all Undergraduate students).

Subsequent analyses offered in Figure 50 illustrate experienced unwanted sexual contact for Undergraduate Students by selected demographic characteristics:

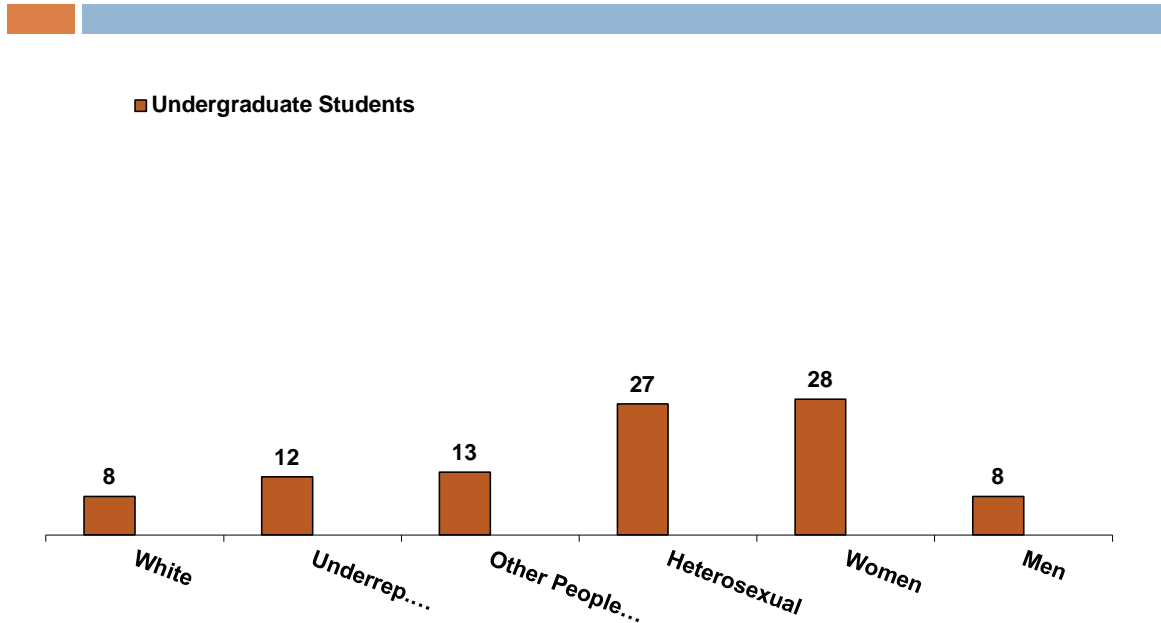
- By gender identity: 4% of Women Undergraduates ( $n = 28$ ) and 4% of Men Undergraduates ( $n = 28$ ) experienced unwanted sexual contact.
- By racial identity: 4% of White Undergraduate Students ( $n = 8$ ), 2% of Underrepresented Minority Undergraduates ( $n = 12$ ), and 4% of Other People of Color Undergraduates ( $n = 13$ ) experienced unwanted sexual contact.
- By sexual orientation 3% of heterosexual Undergraduate Students ( $n = 27$ ) experienced unwanted sexual contact.<sup>61</sup>

No subsequent analyses were conducted for Graduate/Professional Students due to the low sample size.

---

<sup>60</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

<sup>61</sup> Multi-Minority respondents, Genderqueer respondents, Transgender respondents, and LGBQ respondents were not included due to their low response numbers.



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

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

## Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ( $n = 1,211$ ) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Eighty-two percent ( $n = 991$ ) 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 UCM (77%,  $n = 926$ ). Additionally, the majority of Students, Trainees, and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%,  $n = 975$ ) and that their interest in ideas and intellectual matters has increased since coming to UCM (80%,  $n = 967$ ).

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

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Many of my courses this year have been intellectually stimulating.</b>	<b>359</b>	<b>29.7</b>	<b>632</b>	<b>52.3</b>	<b>128</b>	<b>10.6</b>	<b>55</b>	<b>4.5</b>	<b>6</b>	<b>0.5</b>
Undergraduate Students	326	30.1	588	54.3	116	10.7	48	4.4	<5	--
Graduate/Professional Students	33	27.5	43	35.8	11	9.2	7	5.8	<5	--
<b>I am satisfied with the extent of my intellectual development since enrolling at UCM.</b>	<b>302</b>	<b>25.1</b>	<b>624</b>	<b>51.9</b>	<b>181</b>	<b>15.1</b>	<b>80</b>	<b>6.7</b>	<b>11</b>	<b>0.9</b>
Undergraduate Students	265	24.6	574	53.3	160	14.9	65	6.0	10	0.9
Graduate/Professional Students	37	30.8	47	39.2	20	16.7	15	12.5	<5	--
<b>My academic experience has had a positive influence on my intellectual growth and interest in ideas.</b>	<b>356</b>	<b>29.5</b>	<b>619</b>	<b>51.3</b>	<b>164</b>	<b>13.6</b>	<b>52</b>	<b>4.3</b>	<b>10</b>	<b>0.8</b>
Undergraduate Students	313	29.0	561	51.9	151	14.0	44	4.1	8	0.7
Graduate/Professional Students	43	36.1	54	45.4	12	10.1	8	6.7	<5	--
<b>My interest in ideas and intellectual matters has increased since coming to UCM.</b>	<b>390</b>	<b>32.3</b>	<b>577</b>	<b>47.8</b>	<b>171</b>	<b>14.2</b>	<b>51</b>	<b>4.2</b>	<b>13</b>	<b>1.1</b>
Undergraduate Students	348	32.2	525	48.6	154	14.2	39	3.6	11	1.0
Graduate/Professional Students	42	35.0	49	40.8	15	12.5	12	10.0	<5	--

Note: Table includes students, trainees, and postdocs only ( $n = 1,211$ ). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 66% of Students, Trainees, and Post-Docs ( $n = 804$ ) felt they were performing up to their full academic potential. Half of all Student, Trainee, and Post-Doc respondents felt they performed academically as well as they had anticipated they would (49%,  $n = 587$ ) (Table 39).

The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UCM (70%,  $n = 848$ ). Table illustrates these data by race, gender,<sup>62</sup> disability, citizenship, first-generation status, and socioeconomic status.

---

<sup>62</sup> Transgender respondents were too few to include in these analyses.

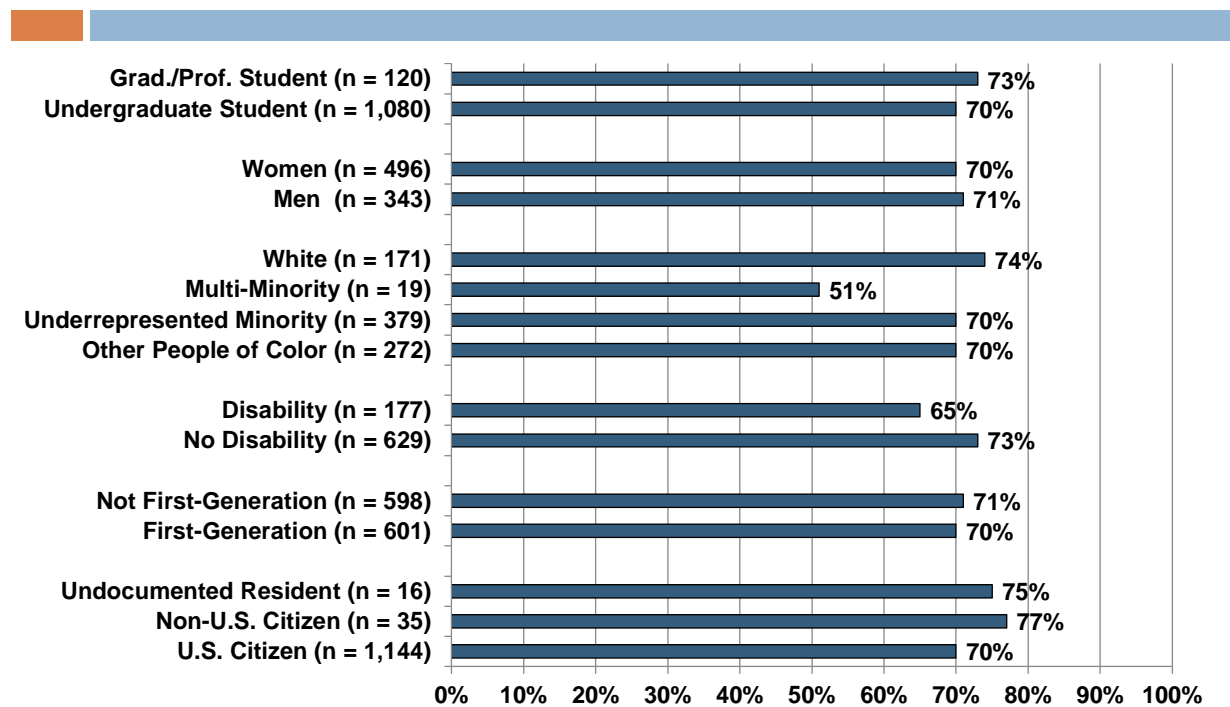


**Table 39. Student, Trainee, and Post-Doc Respondents' Academic Experiences at UCM**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am performing up to my full academic potential.</b>	<b>207</b>	<b>17.1</b>	<b>597</b>	<b>49.3</b>	<b>195</b>	<b>16.1</b>	<b>183</b>	<b>15.1</b>	<b>27</b>	<b>2.2</b>
White	48	20.7	112	48.3	31	13.4	40	17.2	<5	--
Underrepresented Minority	81	15.1	264	49.3	96	17.9	82	15.3	13	2.4
Other People of Color	65	16.6	203	51.8	59	15.1	53	13.5	12	3.1
Multi-Minority	10	27.0	13	35.1	6	16.2	6	16.2	<5	--
Men	69	14.2	230	47.4	84	17.3	91	18.8	11	2.3
Women	136	19.1	360	50.6	111	15.6	89	12.5	16	2.2
Genderqueer	<5	--	<5	--	<5	--	<5	--	<5	--
No Disability	40	14.5	116	42.2	49	17.8	61	22.2	8	2.9
Disability	154	17.7	444	51.0	138	15.9	115	13.2	19	2.2
U.S. Citizen	190	16.5	571	49.7	185	16.1	176	15.3	26	2.3
Non-U.S. Citizen	11	31.4	14	40.0	5	14.3	5	14.3	<5	--
Undocumented Resident	<5	--	9	56.2	<5	--	<5	--	<5	--
First-Generation	92	15.3	309	51.2	106	17.6	81	13.4	15	2.5
Not First Generation	113	18.8	286	47.6	88	14.6	101	16.8	12	2.0
Low Income	123	17.4	334	47.4	128	18.2	105	14.9	14	2.0
Not Low Income	78	16.5	247	52.1	62	13.1	76	16.0	11	2.3
Undergraduate Students	172	15.9	543	50.0	181	16.7	161	14.8	27	2.5
Graduate/Professional Students	34	28.3	52	43.3	13	10.8	21	17.5	<5	--
<b>I have performed academically as well as I anticipated I would.</b>	<b>165</b>	<b>13.7</b>	<b>422</b>	<b>35.0</b>	<b>267</b>	<b>22.1</b>	<b>269</b>	<b>22.3</b>	<b>77</b>	<b>6.4</b>
White	43	18.7	96	41.7	37	16.1	45	19.6	8	3.5
Underrepresented Minority	70	13.1	164	30.8	124	23.3	133	25.0	41	7.7
Other People of Color	44	11.2	148	37.8	93	23.7	79	20.2	26	6.6
Multi-Minority	5	13.5	10	27.0	11	29.7	9	24.3	<5	--
Men	66	13.7	166	34.4	114	23.7	102	21.2	33	6.8
Women	96	13.5	251	35.4	152	21.4	164	23.1	44	6.2
Genderqueer	<5	--	<5	--	<5	--	<5	--	<5	--
No Disability	117	13.5	310	35.8	204	23.6	184	21.2	49	5.7
Disability	37	13.5	86	31.4	49	17.9	73	26.6	27	9.9
U.S. Citizen	156	13.6	393	34.4	257	22.5	262	22.9	73	6.4
Non-U.S. Citizen	6	17.1	18	51.4	6	17.1	<5	--	<5	--
Undocumented Resident	<5	--	8	50.0	<5	--	<5	--	<5	--
First-Generation	75	12.5	210	35.0	138	23.0	132	22.0	43	7.2
Not First Generation	88	14.7	210	35.1	129	21.5	136	22.7	34	5.7
Low Income	96	13.7	248	35.4	155	22.1	157	22.4	43	6.1
Not Low Income	64	13.5	161	34.0	106	22.4	107	22.6	33	7.0
Undergraduate Students	140	12.9	359	33.2	246	22.7	260	24.0	74	6.8
Graduate/Professional Students	24	20.3	61	51.7	21	17.8	8	6.8	<5	--

Note: Table includes students, trainees, and postdocs only (*n* = 1,211). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Figure 51 illustrates the percentage of Students “strongly agreed”/“agreed” that they were satisfied with their academic experiences at UCM. With regard to race, White Student respondents (74%,  $n = 171$ ) were more satisfied than Underrepresented Minority Student respondents (70%,  $n = 376$ ), Other People of Color Student respondents (70%,  $n = 272$ ), or Multi-Minority Student respondents (51%,  $n = 19$ ). With regard to gender, 71% of men ( $n = 343$ ) and 70% of women ( $n = 496$ ), were satisfied with their academic experiences. Seventy-three percent of respondents without disabilities ( $n = 629$ ) and 65% of respondents with disabilities ( $n = 177$ ) were satisfied with their academic experiences. Similar percentages of Not First Generation respondents (71%,  $n = 422$ ) and First Generation respondents (70%,  $n = 421$ ) were satisfied with their academic experiences. Non U.S. Citizens (77%,  $n = 27$ ) and Undocumented Residents (75%,  $n = 12$ ) were more satisfied with their academic experiences than were U.S. Citizens (70%,  $n = 802$ ).



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

Figure 51. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UCM by Selected Demographics (%)

Eighty-nine percent ( $n = 1,069$ ) of all Students, Trainees, and Post-Docs intended to graduate from UCM, and 10% ( $n = 116$ ) had considered transferring to another college or university due to academic reasons.

Eighty-nine percent ( $n = 959$ ) of all Undergraduate Students and 93% ( $n = 110$ ) of all Graduate/Professional Students indicated that they intended to graduate from UCM. Subsequent analyses presented in Table 40 offers an examination of Undergraduate Students' intent to graduate from UC ("I intend to graduate from UC") by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race "strongly agreed" or "agreed" that they intended to graduate from UCM (White, 90%,  $n = 166$ ; Underrepresented Minorities, 88%,  $n = 444$ ; Other People of Color, 88%,  $n = 211$ ; Multi-Minority, 97%,  $n = 34$ ).
- By gender identity, the majority of Undergraduate Students regardless of gender "strongly agreed" or "agreed" that they intended to graduate from UCM (men, 88%,  $n = 373$ ; women, 90%,  $n = 582$ ).<sup>63</sup>
- By socioeconomic status, 89% of Low Income Undergraduate Students ( $n = 533$ ) and 89% of Not Low Income Undergraduate Students ( $n = 406$ ) "strongly agreed" or "agreed" that they intended to graduate from UCM.
- By generational status, 89% of First Generation Undergraduate Students ( $n = 498$ ) and 89% of Not First Generation Students ( $n = 460$ ) "strongly agreed" or "agreed" that they intended to graduate from UCM.
- By citizenship status, U.S. Citizen Undergraduate Students (89%,  $n = 941$ ) and Undocumented Resident Undergraduate Students (93%,  $n = 13$ ) "strongly agreed" or "agreed" that they intended to graduate from UCM.

---

<sup>63</sup> Transgender Undergraduates and Non-U.S. Citizen Undergraduates were not included here due to the low response number.

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

	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<b>Race</b>											
White	123	66.8	43	23.4	9	4.9	5	2.7	<5	--	
Underrepresented Minority	319	63.3	125	24.8	50	9.9	<5	--	5	1.0	
Other People of Color	205	58.2	106	30.1	32	9.1	<5	--	<5	--	
Multi-Minority	28	80.0	6	17.1	<5	--	<5	--	<5	--	
<b>Gender</b>											
Men	259	61.1	114	26.9	32	7.5	9	2.1	9	2.1	
Women	415	63.8	167	25.7	60	9.2	<5	--	<5	--	
Genderqueer	<5	--	<5	--	<5	--	<5	--	<5	--	
<b>SES status</b>											
Low Income	366	61.0	167	27.8	57	9.5	<5	--	<5	--	
Not Low Income	295	65.0	111	24.4	30	6.6	9	2.0	8	1.8	
<b>First Generation status</b>											
First Generation	344	61.5	154	27.5	52	9.3	<5	--	<5	--	
Not First Generation	332	64.0	128	24.7	40	7.7	9	1.7	8	1.5	
<b>Citizenship</b>											
U.S. Citizen	666	63.0	275	26.0	90	8.5	13	1.2	12	1.1	
Non-U.S. Citizen	<5	--	<5	--	<5	--	<5	--	<5	--	
Undocumented Resident	8	57.1	5	35.7	<5	--	<5	--	<5	--	

Note: Table reports undergraduate student responses only (*n* = 1,079).

### 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 UCM, more than half of all student respondents thought the climate was “very respectful/respectful” of all of the groups listed in Table 41. They expected the campus to be most respectful of males (89%), females (89%), and People of Color (87%).

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	396	34.5	545	47.5	26	2.3	<5	--	177	15.4
Physical health issues	416	36.3	545	47.6	19	1.7	<5	--	162	14.1
Female	457	39.7	570	49.5	12	1.0	<5	--	110	9.5
Religious affiliations other than Christian	401	34.9	565	49.1	32	2.8	6	0.5	146	12.7
Christian affiliations	415	36.1	541	47.1	39	3.4	6	0.5	148	12.9
Gay, lesbian, bisexual, transgender	400	34.8	509	44.3	79	6.9	10	0.9	150	13.1
Immigrants	411	35.7	540	47.0	42	3.7	6	0.5	151	13.1
International students, staff, or faculty	418	36.4	561	48.9	16	1.4	<5	--	151	13.2
Learning disabled	423	37.0	526	46.0	35	3.1	<5	--	158	13.8
Male	464	40.4	558	48.6	7	0.6	<5	--	116	10.1
Non-native English speakers	406	35.5	549	48.0	43	3.8	<5	--	143	12.5
Parents/guardians	424	37.0	565	49.3	11	1.0	<5	--	145	12.6
People of color	424	36.9	573	49.9	24	2.1	<5	--	123	10.7
Providing care for adults who are disabled and/or elderly	403	35.1	542	47.3	14	1.2	<5	--	185	16.1
Physical disability	422	36.9	554	48.4	18	1.6	<5	--	147	12.8
Socioeconomically disadvantaged	411	35.7	546	47.5	38	3.3	5	0.4	150	13.0
Socioeconomically advantaged	429	37.4	547	47.7	16	1.4	<5	--	153	13.3
Transgender	377	32.8	499	43.4	63	5.5	14	1.2	196	17.1
Veterans/active military	459	40.1	523	45.6	7	0.6	<5	--	155	13.5
Other	126	22.2	220	38.7	<5	--	220	38.7	568	38.7

Note: Table reports student responses only (*n* = 1,205).

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 examining Student responses by selected demographics indicate that:

- By gender identity, 80% of women students ( $n = 563$ ) and 74% of men students ( $n = 354$ ) found that the classroom climate was welcoming based on gender identity.<sup>64</sup>
- By racial identity, 89% of Multi-Minority students ( $n = 31$ ), 82% of White students ( $n = 187$ ), 80% of Underrepresented Minority students ( $n = 425$ ), and 79% of Other People of Color Students ( $n = 304$ ) found the classroom climate welcoming based on race.
- By sexual orientation, 77% of LGBTQ students ( $n = 54$ ) and 77% of heterosexual students ( $n = 750$ ) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 100% of Jewish students ( $n = 8$ ), 82% of Muslim students ( $n = 9$ ), 75% of Christian students ( $n = 406$ ), 78% of students with other religious/spiritual affiliations ( $n = 69$ ), 72% of students with No Affiliation ( $n = 313$ ), and 68% of students with Multiple Affiliations ( $n = 42$ ) found that the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 75% of Low Income students ( $n = 517$ ) and 78% of Not Low Income students ( $n = 366$ ) found that the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 78% of Far Left/Liberal students ( $n = 300$ ) and 67% of Conservative/Far Right students ( $n = 58$ ) found that the classroom climate was welcoming based on political views.
- By citizen status, 50% of Non-U.S. Citizen Students ( $n = 17$ ), 67% of Undocumented Resident Students ( $n = 10$ ), and 76% U.S. Citizen Students ( $n = 861$ ) found the classroom climate was welcoming based on immigrant/citizenship status.

---

<sup>64</sup> Transgender respondents and genderqueer respondents were not included here due to their low response number.

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	527	39.7	592	44.6	64	4.8	22	1.7	123	9.3
Ancestry	496	37.4	557	42.0	74	5.6	21	1.6	179	13.5
Country of origin	492	37.1	584	44.1	76	5.7	17	1.3	156	11.8
English language proficiency/ accent	467	35.3	600	45.4	99	7.5	23	1.7	133	10.1
Ethnicity	500	37.9	594	45.1	75	5.7	21	1.6	128	9.7
Gender identity	460	34.8	563	42.6	97	7.3	23	1.7	180	13.6
Gender expression	445	33.7	563	42.6	102	7.7	26	2.0	186	14.1
Immigrant/citizen status	453	34.3	541	40.9	85	6.4	22	1.7	221	16.7
International Status	482	36.6	536	40.7	73	5.5	16	1.2	210	15.9
Learning disability	461	35.0	541	41.0	104	7.9	24	1.8	188	14.3
Marital status	491	37.4	509	38.8	69	5.3	19	1.4	225	17.1
Medical conditions	449	34.1	524	39.8	83	6.3	19	1.4	240	18.3
Military/veteran status	442	33.6	459	34.9	53	4.0	13	1.0	348	26.5
Parental status (e.g., having children)	454	34.6	517	39.4	86	6.5	15	1.1	241	18.4
Participation in an campus club/organization	523	39.8	539	41.0	63	4.8	16	1.2	173	13.2
Psychological condition	407	31.0	507	38.6	100	7.6	19	1.4	282	21.4
Physical characteristics	449	34.1	542	41.2	89	6.8	25	1.9	212	16.1
Physical disability	452	34.3	524	39.8	89	6.8	20	1.5	231	17.6
Age	407	31.0	560	42.6	116	8.8	32	2.4	200	15.2
Race	469	35.7	586	44.6	80	6.1	27	2.1	152	11.6
Religious/spiritual views	420	31.8	556	42.2	140	10.6	29	2.2	174	13.2
Sexual orientation	445	33.9	557	42.4	94	7.2	27	2.1	190	14.5
Socioeconomic status	436	33.3	565	43.1	97	7.4	32	2.4	181	13.8

Note: Table includes faculty and student respondents only (*n* = 1,338).

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 UCM (Table 43). Eighty-eight percent of Students, Trainees, and Post-Docs ( $n = 1,057$ ) felt valued by faculty in the classroom/learning environment, and 83% ( $n = 987$ ) felt valued by other students in the classroom. Students, Trainees, and Post-Docs thought that UCM faculty (79%,  $n = 951$ ), staff (78%,  $n = 934$ ), and administrators (70%,  $n = 834$ ) were genuinely concerned with their welfare. Forty-four percent ( $n = 518$ ) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Seventy-eight percent of Students, Trainees, and Post-Docs ( $n = 937$ ) had faculty they perceive as role models, and 66% ( $n = 791$ ) had staff they perceived as role models. Eighty-seven percent ( $n = 1,041$ ) had academic opportunities for 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	402	33.6	655	54.7	78	6.5	14	1.2	49	4.1
I feel valued by other students in the classroom	305	25.5	682	57.0	111	9.3	16	1.3	82	6.9
I think UCM faculty are genuinely concerned with my welfare	354	29.5	597	49.8	120	10.0	34	2.8	94	7.8
I think UCM staff are genuinely concerned with my welfare	323	27.0	611	51.1	116	9.7	35	2.9	110	9.2
I think administrators are genuinely concerned about my welfare.	290	24.3	544	45.6	149	12.5	59	4.9	152	12.7
I think faculty pre-judge my abilities based on perceived identity/background	167	14.1	351	29.6	346	29.2	140	11.8	182	15.3
I believe the campus climate encourages free and open discussion of difficult topics	407	33.9	597	49.8	105	8.8	29	2.4	61	5.1
I have faculty who I perceive as role models	396	33.0	541	45.1	145	12.1	20	1.7	98	8.2
I have staff who I perceive as role models	325	27.2	466	38.9	211	17.6	31	2.6	164	13.7
I have administrators who I perceive as role models	244	20.5	414	34.8	236	19.8	58	4.9	239	20.1
I don't see enough faculty/staff with whom I identify	170	14.2	366	30.6	408	34.1	109	9.1	143	12.0
I have opportunities for academic success that are similar to those of my classmates	412	34.5	629	52.7	77	6.4	19	1.6	57	4.8

Note: Table reports student, trainee, and post-doc responses only (*n* = 1,211).

Forty-five percent of all Students, Trainees, and Post-Docs ( $n = 536$ ) don't see enough faculty/staff with whom they identified. Subsequent analyses by selected demographic characteristics are presented in Figure 52.

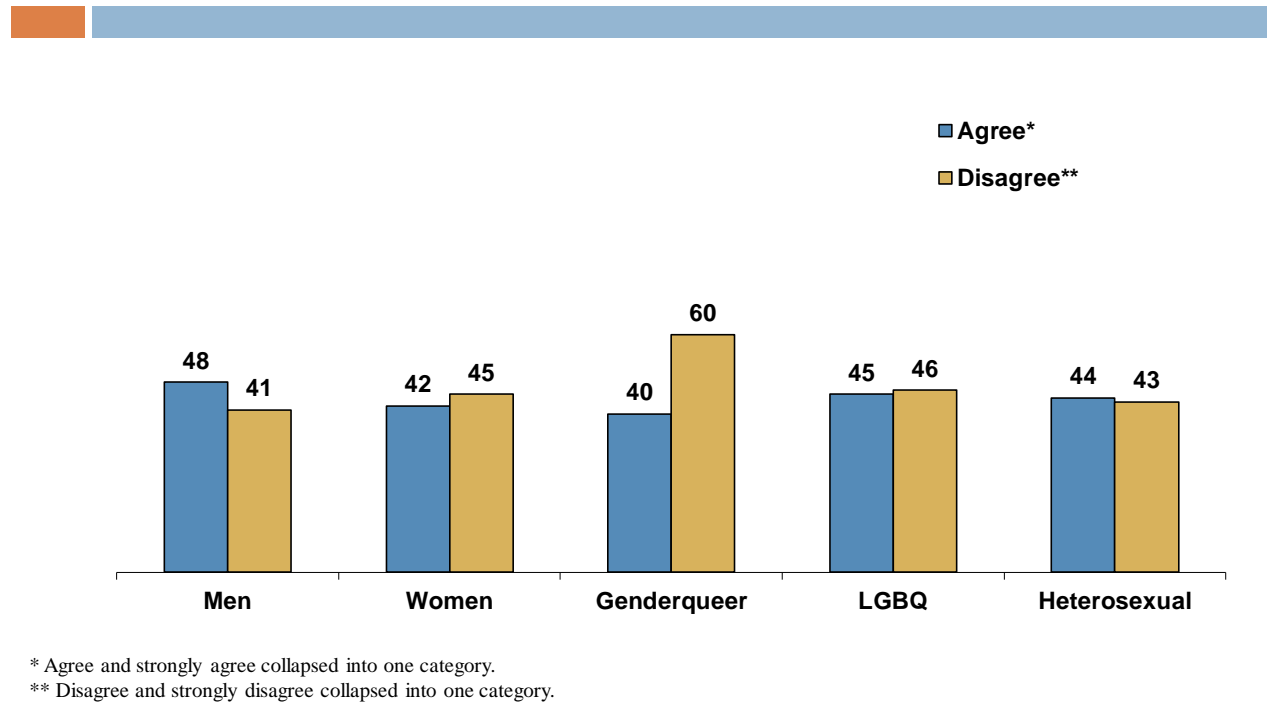


Figure 52. Students, Trainees, and Post-Docs Who Did Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty-six percent of Multi-Minority Students, Trainees and Post-Docs ( $n = 20$ ) did not see enough faculty and staff with whom they identified (Figure 53). More Far Left/Liberal Students, Trainees and Post-Docs (48%,  $n = 185$ ) did not see enough faculty and staff with whom they identified than their Conservative/Far Right counterparts (36%,  $n = 32$ ).

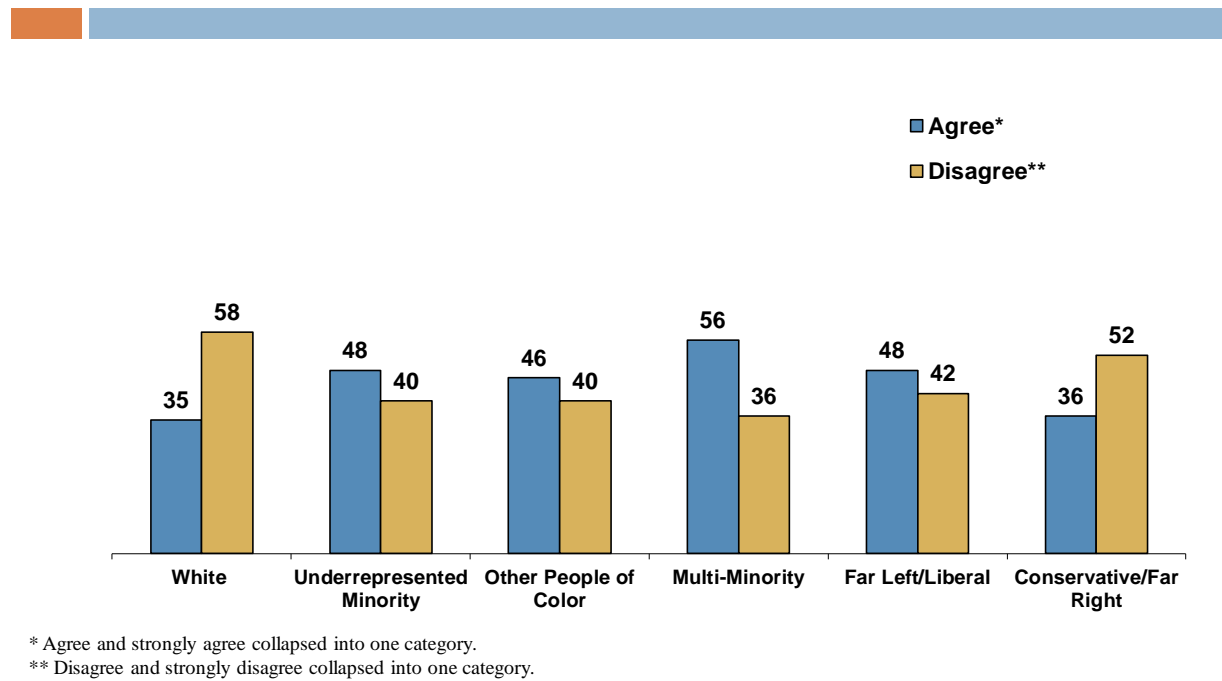


Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

There were minimal differences across religious/spiritual status with regard to who did not see enough faculty and staff with whom they identified (Figure 54).

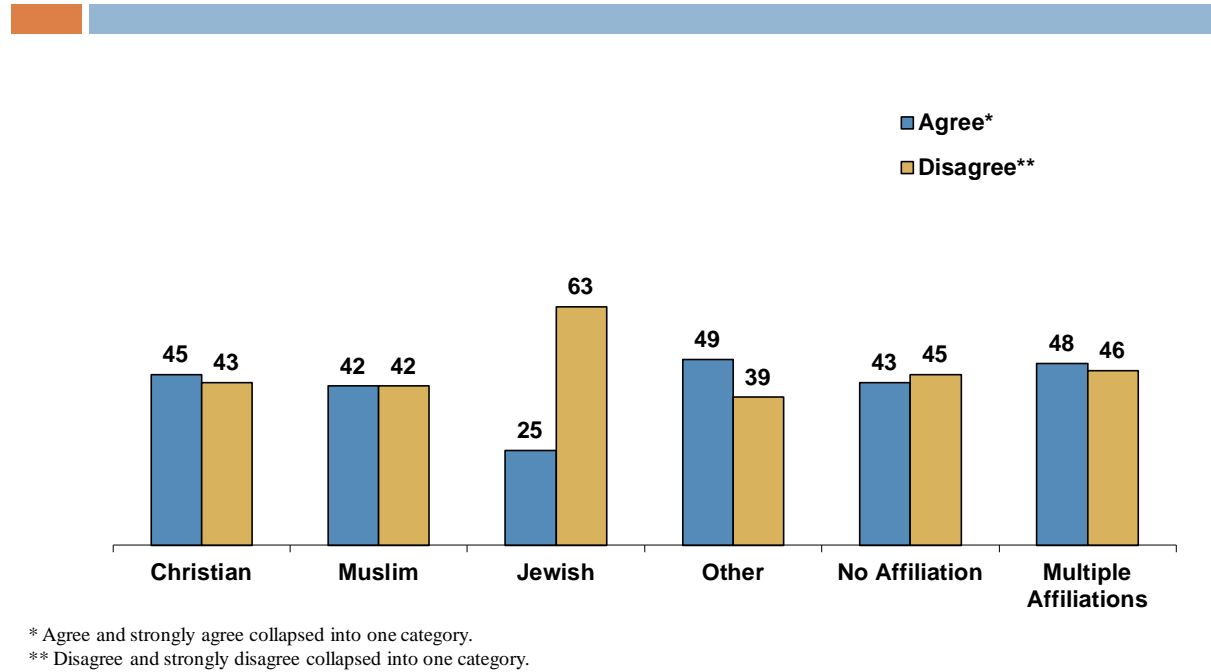


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation (%)

### Students Who Have Seriously Considered Leaving UCM

As noted previously, 34% of all respondents ( $n = 609$ ) have seriously considered leaving UCM in the past year. With regard to student respondents, 27% of Undergraduate Students ( $n = 292$ ) and 28% of Graduate/Professional Students ( $n = 34$ ) had seriously considered leaving UCM.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 25% of women ( $n = 163$ ) and 30% of men ( $n = 126$ ) had seriously considered leaving UCM.<sup>65</sup>
- By racial identity, 27% of White Undergraduate Students ( $n = 49$ ), 29% of Other People of Color Undergraduate Students ( $n = 102$ ), 26% of Underrepresented Minority Undergraduate Students ( $n = 131$ ), and 23% of Multi-Minority Undergraduate Students ( $n = 8$ ) had seriously considered leaving UCM.
- By sexual orientation, 40% of LGBTQ Undergraduate Students ( $n = 23$ ) and 26% of heterosexual Undergraduate Students ( $n = 229$ ) had seriously considered leaving UCM.
- By generational status, 27% of First-Generation Undergraduate Students ( $n = 152$ ) and 27% of Undergraduate Students who were not considered first-generation ( $n = 140$ ) had seriously considered leaving UCM.
- By citizenship status, 27% of U.S. Citizens ( $n = 287$ ) had seriously considered leaving UCM.<sup>66</sup>
- By socioeconomic status, 28% of Low Income Undergraduate Students ( $n = 168$ ) and 26% of Not Low Income Undergraduate Students ( $n = 118$ ) had seriously considered leaving UCM.
- By disability status, 34% of Undergraduate Students without disabilities ( $n = 84$ ) and 25% of Undergraduate Students with disabilities ( $n = 193$ ) had seriously considered leaving UCM.

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

- By gender identity, 33% of women ( $n = 19$ ) and 23% of men ( $n = 14$ ) had seriously considered leaving UCM.<sup>67</sup>
- By racial identity, 35% of White Graduate/Professional Students ( $n = 17$ ), 18% of Other People of Color Graduate/Professional Students ( $n = 7$ ), and 29% of Underrepresented

---

<sup>65</sup> Transgender and genderqueer respondents were not included here due to a low response number.

<sup>66</sup> Non U.S. Citizen respondents and Undocumented Resident respondents were not included here due to a low response number.

<sup>67</sup> Transgender and genderqueer respondents were not included here due to a low response number.

Minority Graduate/Professional Students ( $n = 8$ ) had seriously considered leaving UCM.<sup>68</sup>

- By sexual orientation, 30% of heterosexual Graduate/Professional Students ( $n = 30$ ) had seriously considered leaving UCM.<sup>69</sup>
- By generational status, 24% of First-Generation Graduate/Professional Students ( $n = 10$ ) and 30% of Graduate/Professional Students who were not considered first-generation ( $n = 24$ ) had seriously considered leaving UCM.
- By citizenship status, 34% of U.S. Citizens ( $n = 29$ ), 16% of Non-U.S. Citizens ( $n = 5$ ), and no Undocumented Residents had seriously considered leaving UCM.
- By socioeconomic status, 27% of Low Income Graduate/Professional Students ( $n = 27$ ) and 39% of Not Low Income Graduate/Professional Students ( $n = 7$ ) had seriously considered leaving UCM.
- By disability status, 27% of Graduate/Professional Students without disabilities ( $n = 25$ ) and 31% of Graduate/Professional Students with disabilities ( $n = 8$ ) had seriously considered leaving UCM.

Students were invited to elaborate on why they seriously considered leaving UCM. Two hundred fifty-eight responded with comments. Examples of why students seriously considered leaving included “academic reasons,” major limitations (i.e., “nursing is not offered in this school”), “feeling alone and isolated on campus,” “financial difficulties,” “family problems,” the rural location of UC Merced (“it’s in the middle of nowhere”), and the university’s “lack of school spirit.” The town of Merced was described negatively by many students. Examples of such sentiments include “the town miserable at best” and “The town of Merced is a rat hole. There is almost nothing for a college student to do outside of campus.” Many respondents described wanting to go to a more “prestigious school” or one that has “more rigorous classes” and curriculum. A few respondents referred to negative experiences at UCM based on their identity (i.e., sexual identity, physical disability) as reasons for leaving. As one respondent stated, “I am a homosexual and I do not feel comfortable at all to be who I am without being judged or looked

---

<sup>68</sup> Multi-Minority responses were not included here due to a low response number.

<sup>69</sup> LGBQ respondents were not included here due to a low response number.

down upon. Back at home my family accepts me and I feel comfortable walking down the street holding my partners hand but here at UC Merced campus and in the surrounding area I don't."

### **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 UCM in a very positive light. The large majority of Students felt the classroom climate was welcoming for all groups of students, and most Students, Trainees and Post-Docs felt valued by faculty and other students in the classroom. Students, Trainees, and Post-Docs thought that UCM faculty and staff were genuinely concerned with their welfare. Twenty-seven percent of all students ( $n = 326$ ) seriously considered leaving UC, while 89% ( $n = 1,069$ ) of all students intended to graduate from UCM.

## **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 UCM. 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 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 (25%,  $n = 140$ ) and providing recognition and rewards for including diversity issues in courses across the curriculum (30%,  $n = 165$ ) positively affects the campus climate (Table 44). Thirty-six percent ( $n = 200$ ) thought providing access to counseling to those who experienced harassment positively affected the climate at UCM. Many also thought that diversity training for staff (52%,  $n = 287$ ), faculty (38%,  $n = 211$ ), and students (55%,  $n = 304$ ) positively affected the climate.

A number of respondents felt providing mentorship for new faculty (44%,  $n = 245$ ) and staff (54%,  $n = 301$ ) positively influenced the climate. Fifty percent ( $n = 274$ ) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Forty-three percent ( $n = 233$ ) thought providing back-up family care would positively affect the campus climate at UCM, and 48% ( $n = 262$ ) thought providing lactation accommodations on campus would positively influence UCM. Sixty-four percent of respondents ( $n = 350$ ) thought providing career development opportunities for staff would positively influence the climate.



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

Initiatives	Not Currently Available at UCM		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	16	2.9	140	25.1	25	4.5	18	3.2
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	7	1.3	172	31.0	35	6.3	9	1.6
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	6.1	165	29.8	38	6.9	10	1.8
Providing diversity training for staff	38	6.8	287	51.6	63	11.3	11	2.0
Providing diversity training for faculty	31	5.6	211	38.2	52	9.4	8	1.4
Providing diversity training for students	17	3.1	304	55.1	34	6.2	9	1.6
Providing access to counseling for people who have experienced harassment	53	9.6	200	36.1	28	5.1	10	1.8
Providing mentorship for new faculty	100	18.0	245	44.1	35	6.3	9	1.6
Providing mentorship for new staff	43	7.8	301	54.3	32	5.8	25	4.5
Providing a clear and fair process to resolve conflicts	53	9.6	218	39.6	48	8.7	7	1.3
Increasing funding to support efforts to change UCM climate	37	6.8	196	35.9	59	10.8	40	7.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	47	8.6	190	34.9	48	8.8	16	2.9
Providing diversity and equity training to search and tenure committees	14	2.6	274	50.1	60	11.0	14	2.6
Increasing the diversity of the faculty	13	2.4	295	53.9	70	12.8	13	2.4
Increasing the diversity of the staff	13	2.4	295	53.9	70	12.8	13	2.4
Increasing the diversity of the administration	24	4.4	288	52.7	61	11.2	17	3.1

*Table 44 (cont.)*

Initiatives	Not Currently Available at UCM		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the student body	7	1.3	280	51.5	68	12.5	9	1.7
Providing back-up family care	42	7.7	233	42.6	35	6.4	9	1.6
Providing lactation accommodations	27	5.0	262	48.1	44	8.1	<5	--
Providing career development opportunities for staff	39	7.1	350	64.0	25	4.6	13	2.4

Note: Table reports faculty, staff, post-docs, and trainees responses only (*n* =591). See Appendix B for “Don’t Know” responses.

Sixty-seven (67) Faculty, Staff, Post-Docs, and Trainees provided additional commentary regarding institutional actions at UCM. Many respondents concentrated their comments on career development and their perceived lack of opportunity at UCM (e.g., “I would love career development opportunities,” “need to offer more career development for staff”). Many discussed diversity as a component in the process of hiring. Some supported it (e.g., “Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty would be a huge positive for the UCM campus and hiring practices in general”) while others were not in support of it (e.g., “purposefully excluding a highly qualified individual solely for making the campus more diverse with a less qualified individual doesn't make sense to me. Choose the best person regardless of ethnicity, socioeconomic background, etc.” and “The over-emphasizing of diversity etc. has negative influence on research and hiring. We shouldn't waste our limited resource on such things”). A few respondents supported all the initiatives listed and shared sentiments similar to “All of these are important and will make a positive impact on campus climate.” Lactation accommodations were also described by some as “minimal to non-existent” and recommendations for new locations were provided.

More than half of all Students and Trainees felt the courses offered at UCM included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 45. Readers will note that substantial numbers of respondents chose the “don’t know” response for this item.

**Table 45. Students'/Trainees' Perception that Courses Offered at UCM 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	304	27.0	528	47.0	62	5.5	14	1.2	216	19.2
Ancestry	286	25.5	520	46.4	62	5.5	20	1.8	232	20.7
Country of origin	292	26.1	517	46.3	73	6.5	18	1.6	217	19.4
Educational level	320	28.6	546	48.8	57	5.1	13	1.2	184	16.4
English language proficiency/ accent	290	26.0	534	47.8	75	6.7	12	1.1	205	18.4
Ethnicity	296	26.5	540	48.3	61	5.5	14	1.3	206	18.4
Gender identity	284	25.4	494	44.2	86	7.5	21	1.9	235	21.0
Gender expression	276	24.7	498	44.5	85	7.6	21	1.9	238	21.3
Immigrant/citizen status	286	25.6	486	43.5	71	6.4	15	1.3	260	23.3
International Status	283	25.3	497	44.4	61	5.5	14	1.3	264	23.6
Learning disability	287	25.6	494	44.1	73	6.5	18	1.6	248	22.1
Level of education	322	28.8	534	47.8	55	4.9	14	1.3	192	17.2
Marital status	280	25.1	482	43.2	62	5.6	15	1.3	276	24.8
Medical conditions	280	25.1	492	44.1	74	6.6	11	1.0	259	23.2
Military/veteran status	262	23.5	459	41.2	78	7.0	13	1.2	303	27.2
Parental status	273	24.5	485	43.6	69	6.2	11	1.0	275	24.7
Philosophical Views	288	25.9	521	46.9	62	5.6	13	1.2	228	20.5
Psychological condition	269	24.2	499	44.8	78	7.0	11	1.0	256	23.0
Physical characteristics	279	25.1	487	43.9	73	6.6	12	1.1	259	23.3
Physical disability	283	25.4	489	43.9	75	6.7	11	1.0	255	22.9
Political views	292	26.2	514	46.1	60	5.4	15	1.3	234	21.0
Position (faculty, staff)	288	26.0	521	47.0	47	4.2	12	1.1	240	21.7
Race	297	26.7	523	47.0	61	5.5	13	1.2	219	19.7
Religious/spiritual views	280	25.2	503	45.2	82	7.4	20	1.8	228	20.5
Sexual orientation	277	24.9	492	44.2	82	7.4	21	1.9	242	21.7
Socioeconomic status	289	26.1	508	45.9	70	6.3	13	1.2	227	20.5

Note: Table includes only student and trainee responses (n = 1,205).

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

Many students ( $n = 77$ ) elaborated on institutional actions regarding diversity and inclusion at UCM. Many of the respondents reiterated that they were not aware if any of the aforementioned initiatives were available on campus. Several respondents discussed the benefits of increasing diversity among students, faculty and staff. Examples of supportive comments included: “Increasing and promoting diversity in the campus helps students of various ethnicities and backgrounds to understand and adapt to each other's cultures and better incorporate as one as a strong campus community” and “Having more diversity and modeling the diversity is very important in influencing not only students but in the community.”

A few student respondents were less than supportive with regard to increasing the diversity of the campus population: “Increasing diversity for its own sake does not have a beneficial influence. People are supposed to be here to learn and more often the more you emphasize something the worse it becomes. Diversity does not mean that people will get along any better.” Some students provided positive feedback regarding student-faculty interactions and relationships: “The faculty is always very available and eager to speak with students. It is a nice climate” and “There is a lot of student professor mentorship that allows people to interact.” Reactions to providing diversity training were mixed among students. Some students were in favor of it (e.g., “diversity training is a good thing depending on how it is approached”) while others were not (e.g., “Forcing people to be tolerant makes them angrier and bitter, especially if you need to provide training for it. Training is a joke, it makes EVERYONE angry, and people tend to blame minorities and smaller groups for things like that, for making them "have" to go”).

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

Area	Positively Influenced Climate		No Influence on Climate		Negatively Influenced Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	501	51.3	77	7.9	5	0.5	393	40.3
Providing diversity training for staff	498	47.2	67	6.4	<5	--	486	46.1
Providing diversity training for faculty	487	46.7	64	6.1	5	0.5	486	46.6
Providing a person to address student complaints of classroom inequity	598	57.0	100	9.5	7	0.7	344	32.8
Increasing diversity of the faculty and staff	721	65.8	121	11.1	20	1.8	233	21.3
Increasing the diversity of the student body	784	71.0	108	9.8	20	1.8	192	17.4
Increasing opportunities for cross-cultural dialogue among students	757	70.0	79	7.3	13	1.2	233	21.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	736	67.8	72	6.6	11	1.0	266	24.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	685	63.2	92	8.5	16	1.5	291	26.8
Providing effective faculty mentorship of students	774	71.6	55	5.1	<5	--	248	22.9

Note: Table reports student responses only (*n* = 1,205).

### 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 UCM 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 UCM 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 UCM 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 UCM 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.

## References

- Aguirre, A., & Messineo, M. (1997). Racially motivated incidents in higher education: What do they say about the campus climate for minority students? *Equity & Excellence in Education, 30*(2), 26-30.
- Association of American Colleges and Universities (AAC&U). (1995). *The drama of diversity and democracy*. Washington, DC: Association of American Colleges and Universities.
- Bartz, A. E. (1988). *Basic statistical concepts*. New York: Macmillan.
- Bauer, K. (1998). Campus climate: Understanding the critical components of today's colleges and universities. *New Directions for Institutional Research*, No.98. San Diego: Jossey-Bass.
- Bensimon, E. (2005). *Equality as a fact, equality as a result: A matter of institutional accountability*. Washington, DC: American Council on Education.
- Bogdan, R. C., & Biklen., S. K. (2003). *Qualitative research for education: An introduction to theories and methods*: Allyn and Bacon.
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brookfield, S. D. (2005). *The Power of Critical Theory: Liberating Adult Learning and Teaching*. San Diego, CA: Jossey-Bass.
- Flowers, L., & Pascarella, E. (1999). Cognitive effects of college racial composition on African American students after 3 years of college. *Journal of College Student Development, 40*, 669-677.
- Guiffrida, D., Gouveia, A., Wall, A., & Seward, D. (2008). Development and validation of the Need for Relatedness at College Questionnaire (NRC-Q). *Journal of Diversity in Higher Education, 1*(4), 251-261. doi: 10.1037/a0014051
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72*, 330-365.
- Handel, S., & Caloss, D. (1993). *A Declaration of Community: Report of The University-wide Campus Community Task Force*. Oakland, CA: University of California.
- Harper, S. & S. Hurtado. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, no.120, p7-24.

- Harper, S. R., & Quaye, S. J. (2004). Taking seriously the evidence regarding the effects of diversity on student learning in the college classroom: A call for faculty accountability. *UrbanEd*, 2(2), 43-47.
- Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education*, 4(3), 235-251. doi: 10.1177/1538192705276548
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher educations*. ASHE-ERIC Higher Education Report, vol. 26, no.8. Washington, DC: Association for the Study of Higher Education.
- Ingle, G. (2005). Will your campus diversity initiative work. *Academe*, 91(5), 6-10.
- Johnson, A. (2005). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw-Hill.
- Kuh, G., & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-ERIC Higher Education Report, no. 1. Washington, DC: Association for the Study of Higher Education.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Milem, J., Chang, M., & Antonio, A. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Diego: Jossey-Bass.
- Peterson, M., & Spencer, M. (1990). Understanding academic culture and climate. In W. Tierney (Ed.), *Assessing academic climates and cultures*. San Diego: Jossey-Bass.
- Rankin, S. (2006). Campus climate for sexual minority students: Challenges and best practices. In J. Jackson & M. Terrell (Eds.), *Toward administrative reawakening: Creating and maintaining safe college campuses*. Herndon, VA: Stylus.
- Rankin, S., & Reason, R. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of Student College Development*, 46(1), 43-61.
- Rankin, S. (2003). Campus climate for lesbian, gay, bisexual & transgender people: A legal perspective. *Focus on Law Studies*, 19(1), 10-17.
- Rankin, S. (2003). *Campus climate for LGBT people: A national perspective*. New York: NGLTF Policy Institute.
- Rankin, S. (2012). Climate reports. Retrieved 10-28-12, [www.rankin-consulting.com](http://www.rankin-consulting.com)



- Sears, J. T. (2002). The Institutional Climate for Lesbian, Gay and Bisexual Education Faculty. *Journal of Homosexuality*, 43(1), 11-37. doi: 10.1300/J082v43n01\_02
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30(1), 47-58. doi: 10.1111/j.1471-6402.2006.00261.x
- Silverschanz, P., Cortina, L., Konik, J., & Magley, V. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles*, 58(3-4), 179- 191. doi: 10.1007/s11199-007-9329-7
- Smith, D. (2009). *Diversity's promise for higher education: Making it work*. Baltimore: Johns Hopkins Press.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., Merchant, P. A., Beliak, H. D., & Figueroa, B. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, N.J: Wiley.
- Tierney, W. G. (Ed.). (1990). *Assessing academic climates and cultures*. San Diego: Jossey-Bass.
- Trochim, W. (2000). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog.
- Waldo, C. (1999). Out on campus: Sexual orientation and academic climate in a university context. *American Journal of Community Psychology*, 26, 745-774. doi: 10.1023/A:1022110031745
- Whitt, E. J., Edison, M. I., Pascarella, E. T., Terenzini, P. T., & Nora, A. (2001). Influences on students' openness to diversity and challenge in the second and third years of college. *The Journal of Higher Education*, 72(2), 172-204.
- Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659-690,781,785-786.

## **Appendices**

Appendix A - Crosstabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey

**Appendix A**

**UC Merced - 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	0	0.00%	1	0.83%	3	0.66%	0	0.00%	0	0.00%	4	0.22%
	Man	422	38.89%	59	49.17%	150	33.19%	68	51.13%	5	83.33%	704	39.20%
	Woman	651	60.00%	56	46.67%	295	65.27%	65	48.87%	1	16.67%	1068	59.47%
	Transgender	0	0.00%	1	0.83%	0	0.00%	0	0.00%	0	0.00%	1	0.06%
	Genderqueer	3	0.28%	1	0.83%	3	0.66%	0	0.00%	0	0.00%	7	0.39%
	Multiple or Other	9	0.83%	2	1.67%	1	0.22%	0	0.00%	0	0.00%	12	0.67%
Racial Identity	Unknown/Missing/Other	4	0.37%	4	3.33%	15	3.32%	5	3.76%	0	0.00%	28	1.56%
	White	184	16.96%	48	40.00%	250	55.31%	89	66.92%	1	16.67%	572	31.85%
	Underrepresented Minority	508	46.82%	28	23.33%	121	26.77%	17	12.78%	2	33.33%	676	37.64%
	Other Person of Color	354	32.63%	38	31.67%	62	13.72%	21	15.79%	3	50.00%	478	26.61%
	Multi-Minority	35	3.23%	2	1.67%	4	0.88%	1	0.75%	0	0.00%	42	2.34%
Sexual Identity	Unknown/Missing	14	1.29%	2	1.67%	12	2.65%	3	2.26%	0	0.00%	31	1.73%
	LGBQ	58	5.35%	12	10.00%	29	6.42%	9	6.77%	2	33.33%	110	6.12%
	Heterosexual	891	82.12%	101	84.17%	379	83.85%	118	88.72%	4	66.67%	1493	83.13%
	Other	122	11.24%	5	4.17%	32	7.08%	3	2.26%	0	0.00%	162	9.02%

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	5	0.46%	0	0.00%	1	0.22%	0	0.00%	0	0.00%	6	0.33%
	US Citizen	1063	97.97%	86	71.67%	447	98.89%	131	98.50%	4	66.67%	1731	96.38%
	Non-US Citizen	3	0.28%	32	26.67%	4	0.88%	2	1.50%	2	33.33%	43	2.39%
	Undocumented	14	1.29%	2	1.67%	0	0.00%	0	0.00%	0	0.00%	16	0.89%
Disability Status	Unknown/Missing	58	5.35%	2	1.67%	18	3.98%	7	5.26%	0	0.00%	85	4.73%
	No Disability	778	71.71%	92	76.67%	360	79.65%	103	77.44%	3	50.00%	1336	74.39%
	Disability	249	22.95%	26	21.67%	74	16.37%	23	17.29%	3	50.00%	375	20.88%
Religious/Spiritual Affiliation	Unknown/Missing	40	3.69%	6	5.00%	27	5.97%	10	7.52%	0	0.00%	83	4.62%
	Christian	521	48.02%	29	24.17%	230	50.88%	30	22.56%	1	16.67%	811	45.16%
	Muslim	7	0.65%	6	5.00%	6	1.33%	0	0.00%	0	0.00%	19	1.06%
	Jewish	7	0.65%	1	0.83%	6	1.33%	0	0.00%	0	0.00%	14	0.78%
	Other	80	7.37%	9	7.50%	13	2.88%	10	7.52%	0	0.00%	112	6.24%
	None	378	34.84%	58	48.33%	144	31.86%	73	54.89%	3	50.00%	656	36.53%
	Multiple	52	4.79%	11	9.17%	26	5.75%	10	7.52%	2	33.33%	101	5.62%

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 UCM? (Question 1)

Position	n	%
<b>Undergrad Student</b>	<b>1085</b>	<b>60.4</b>
Started at UCM as first year student	919	84.7
Transferred from a California community college	105	9.7
Transferred from another institution	5	0.5
Missing	56	5.2
<b>Graduate/Professional Student</b>	<b>120</b>	<b>6.7</b>
Non-Degree	1	0.8
Master's degree student	9	7.5
Doctoral degree student (Ph.D., Ed.D)	104	86.7
Professional degree student (e.g., MD, JD, MBA)	0	0.0
Missing	6	5.0
<b>Postdoctoral scholar</b>	<b>6</b>	<b>0.3</b>
<b>Health Sciences Campus Trainees</b>	<b>0</b>	<b>0.0</b>
<b>Staff – non-Union</b>	<b>349</b>	<b>19.4</b>
Senior Management Group	5	1.4
Management & Senior Professionals - Supervisor	89	25.5
Management & Senior Professionals – Non- Supervisor	22	6.3
Professional & Support Staff – Non-Union & Supervisor	62	17.8
Professional & Support Staff – Non-Union & Non-Supervisor	149	42.7
Missing	22	6.3
<b>Staff- Union</b>	<b>82</b>	<b>4.6</b>
Professional & Support Staff – Union represented & Supervisor	8	9.8
Professional & Support Staff – Union Represented & Non-Supervisor	59	72.0
Missing	15	18.3

<b>Table B1 (cont.)</b>	n	%
<b>Faculty</b>	<b>133</b>	<b>7.4</b>
Faculty Administrator	6	4.5
General Campus Faculty	110	82.7
Professor	12	
<i>Ladder Rank</i>	6	
<i>Acting</i>	0	
<i>Adjunct</i>	0	
<i>In Residence</i>	0	
<i>Emeritus</i>	0	
<i>Recall</i>	0	
Associate Professor	19	
<i>Ladder Rank</i>	19	
<i>Adjunct</i>	0	
<i>In Residence</i>	0	
<i>Emeritus</i>	0	
Assistant Professor	27	
<i>Ladder Rank</i>	26	
<i>Visiting</i>	0	
<i>Acting</i>	0	
<i>Adjunct</i>	0	
Other Faculty appointment	52	
Health Sciences Campus Faculty	4	3.0
Professor	0	
<i>Ladder Rank</i>	0	
<i>In Residence</i>	0	
<i>Clinical</i>	0	
<i>Health Sciences Clinical</i>	0	
<i>Emeritus</i>	0	
<i>Recall</i>	0	
Associate Professor	0	
<i>Ladder Rank</i>	0	
<i>In Residence</i>	0	
<i>Clinical</i>	0	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	

<b>Table B1 (cont.)</b>	n	%
Assistant Professor	3	
<i>Ladder and Equivalent Rank</i>	2	
<i>In Residence</i>	0	
<i>Clinical</i>	0	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	
Other Faculty appointment	1	
Missing	13	9.8
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>21</b>	<b>1.2</b>

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

## Table B2

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

Status	n	%
Career (including partial-year career) employee	372	82.3
Contract employee	41	9.1
Limited appointment employee/term employment	18	4.0
Per Diem employee	1	0.2
Floater (temporary services) employee	0	0.0
Academic employee	15	3.3
Missing	5	1.1

Note: Table includes only those who answered that they were staff in Question 1 (n = 452)

**Table B3**

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

Status	n	%
Health Sciences/Medical Center	5	1.1
General Campus	434	96.0
Missing	13	2.9

Note: Table includes only those who answered that they were staff in Question 1 (n = 452)

**Table B4**

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

Status	n	%
Full-time	1742	97.0
Part time	53	3.0
Missing	1	0.1

**Table B5**

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	716	39.9
Female	1073	59.7
Intersex	1	0.1
Missing	6	0.3



**Table B6**

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

Gender	n	%
Man	708	39.4
Woman	1074	59.8
Transgender	1	0.1
Genderqueer	8	0.4
Other	13	0.7

**Table B7**

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

Position	n	%	Position	n	%
<b>African American/ African/Black</b>	<b>117</b>	<b>6.5</b>	Puerto Rican	19	1.1
African American	83	4.6	Other Hispanic, Latin American, or of Spanish origin	68	3.8
African	13	0.7	<b>Middle Easter/Southwest Asian/North African</b>	<b>48</b>	<b>2.7</b>
Black Caribbean	5	0.3	Afghan	0	0.0
Other African/African American/Black	12	0.7	Arab/Arab American	5	0.3
<b>American Indian/ Alaskan Native</b>	<b>57</b>	<b>3.2</b>	Armenian	<b>10</b>	0.6
Tribal Affiliation/corporation	31	1.7	Assyrian	3	0.2
<b>Asian/Asian American</b>	<b>463</b>	<b>25.8</b>	Azerbaijani	3	0.2
Asian Indian	53	3.0	Berber	0	0.0
Bangladeshi	6	0.3	Circassian	0	0.0
Cambodian	7	0.4	Chaldean	0	0.0
Chinese/Chinese American (except Taiwanese)	161	9.0	Coptic	0	0.0
Filipino/Filipino American	89	5.0	Druze	0	0.0
Hmong	32	1.8	Georgian	0	0.0
Indonesian	4	0.2	Iranian	11	0.6
Japanese/Japanese American	32	1.8	Jewish	17	0.9
Korean/Korean American	21	1.2	Kurdish	0	0.0
Laotian	4	0.2	Maronite	0	0.0
Malaysian	1	0.1	Turkish	4	0.2
Pakistani	7	0.4	Other Middle Eastern/ Southwest Asian/North African	2	0.1
Sri Lankan	5	0.3	<b>Pacific Islander</b>	<b>16</b>	<b>0.9</b>
Taiwanese/ Taiwanese American	19	1.1	Fijian	3	0.2
Thai	2	0.1	Guamanian/Chamorro	2	0.1
Vietnamese/Vietnamese American	46	2.6	Hawaiian	8	0.4
Other Asian	13	0.7	Samoan	1	0.1
<b>Hispanic/Latino</b>	<b>590</b>	<b>32.9</b>	Tongan	1	0.1
Cuban/Cuban American	3	0.2	Other Pacific Islander	1	0.1
Latin American/Latino	70	3.9	<b>White</b>	<b>776</b>	<b>43.2</b>
Mexican/Mexican American/Chicano	472	26.3	European/European descent	611	34.0
			North African	6	0.3
			Other White/Caucasian	103	5.7
			<b>Other</b>	<b>21</b>	<b>1.2</b>

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

**Table B8**

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

Sexual Identity	n	%
Asexual	118	6.6
Bisexual	60	3.3
Gay	27	1.5
Heterosexual	1477	82.2
Lesbian	11	0.6
Queer	12	0.7
Questioning	27	1.5
Other	33	1.8
Missing	31	1.7

**Table B9**

What is your age? (Question 30)

Age	n	%
18-20	697	38.8
21-23	358	19.9
24-29	193	10.7
30-39	233	13.0
40-49	147	8.2
50-59	113	6.3
60 and over	41	2.3
Missing	14	0.8

**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	1364	75.9
Children 18 years of age or under	299	16.6
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	49	2.7
Independent adult children over 18 years of age	24	1.3
Sick or disabled partner	20	1.1
Senior or other family member	104	5.8
Other	9	0.5

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	1749	97.4
Active military	1	0.1
Reservist	3	0.2
ROTC	1	0.1
Veteran	21	1.2
Missing	21	1.2

**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	207	17.2	199	16.5
Some high school	125	10.4	123	10.2
Completed high school/GED	163	13.5	192	15.9
Some college	157	13.0	155	12.9
Business/Technical certificate/degree	38	3.2	41	3.4
Associate's degree	69	5.7	75	6.2
Bachelor's degree	204	16.9	201	16.7
Some graduate work	19	1.6	29	2.4
Master's degree	119	9.9	76	6.3
Doctoral degree	27	2.2	13	1.1
Professional degree (MD, MFA, JD)	46	3.8	19	1.6
Unknown	21	1.7	32	2.7
Not applicable	9	0.7	28	2.3
Missing	1	0.1	22	1.8

Note: Table includes only those who answered that they were students in Question 1 (n = 1205).

**Table B13**

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

Level of Education	n	%
No high school	1	0.2
Some high school	7	1.5
Completed high school/GED	58	12.8
Some college	17	3.8
Business/Technical certificate/degree	38	8.4
Associate's degree	142	31.4
Bachelor's degree	24	5.3
Some graduate work	113	25.0
Master's degree	36	8.0
Doctoral degree	16	3.5
Professional degree (e.g. MD, JD, DVM)	16	3.5
Missing	0	0.0

Note: Table includes only those who answered that they were staff in Question 1 (n = 452)

**Table B14**

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

College Status	n	%
Non-degree student	5	0.5
First year	254	23.4
Second year	231	21.3
Third year	266	24.5
Fourth year	265	24.4
Fifth year or more	64	5.9
Missing	0	0.0

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 1085).

**Table B15**

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

College Status	n	%
<b>Master's student</b>	<b>13</b>	<b>10.8</b>
First year	5	45.5
Second year	3	27.3
Third (or more) year	3	27.3
<b>Doctoral Student</b>	<b>107</b>	<b>89.2</b>
First year	40	38.8
Second year	19	18.4
Third (or more) year	13	12.6
Advanced to Candidacy	11	10.7
ABD (all but dissertation)	20	19.4
<b>Missing</b>	<b>0</b>	<b>0.0</b>

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 120).

**Table B16**

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

<u>College Status</u>	<u>n</u>	<u>%</u>
First year	2	33.3
Second year	3	50.0
Third year	0	0.0
Fourth year	0	0.0
Fifth year or more	0	0.0
<u>Missing</u>	<u>1</u>	<u>16.7</u>

Note: Table includes only those who answered that they were post-docs/trainees in Question 1 (n = 6).



**Table B17**

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

Academic division	n	%
School of Engineering	21	15.7
School of Natural Sciences	40	29.9
School of Social Sciences, Humanities and Arts	73	54.5
Graduate Division	0	0.0

Note: Table includes only those who indicated they were faculty or post-docs in Question 1 (n = 139).

**Table B18**

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

Academic Unit	n	%
Administrative Operations	51	11.3
Bobcat Bookstore	3	0.7
Bright Success Center	7	1.5
Budget Office	3	0.7
Business and Financial Services	34	7.5
Campus Recreation and Athletics	6	1.3
Career Services	8	1.8
Capital Planning and Space Management	2	0.4
Center for Educational Partnerships	7	1.5
Counseling and Psychological Services	3	0.7
Development and Alumni Relations	14	3.1
Dining Services	12	2.7
Early Childhood Education Center	14	3.1
Environmental Health and Safety	3	0.7
Facilities Management	24	5.3
Financial Aid	12	2.7
Governmental and Community Relations	2	0.4
Graduate Student Services	8	1.8
Human Resources	6	1.3
Information Technology	25	5.5
Institutional Planning and Analysis	5	1.1
Library	14	3.1
Office of Admissions	6	1.3
Office of International Affairs	6	1.3

<b>Table B18 cont.</b>	n	%
Office of Research	21	4.6
Office of Student Life	6	1.3
Physical Planning, Design and Construction	7	1.5
Police Department	8	1.8
Registrar	8	1.8
Student Affairs	33	7.3
Office of the Vice Chancellor for Administration	4	0.9
Students First Center	7	1.5
Student Health Services	7	1.5
Student Housing and Residence Life	5	1.1
University Communications	14	3.1
Missing	57	12.6

Note: Table includes only those who indicated they were staff in Question 1 (n = 452).

**Table B19**

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

Academic Unit	n	%
Anthropology	19	1.8
Applied Mathematical Sciences	23	2.1
Bioengineering	37	3.4
Biological Sciences	305	28.1
Chemical Sciences	38	3.5
Cognitive Sciences	42	3.9
Computer Science and Engineering	41	3.8
Earth Systems Science	7	0.6
Economics	21	1.9
Environmental Engineering	18	1.7
History	16	1.5
Literatures and Cultures	23	2.1
Management	99	9.1
Materials Sciences and Engineering	6	0.6
Mechanical Engineering	70	6.5
Physics	12	1.1
Political Science	71	6.5
Psychology	174	16.0
Sociology	57	5.3

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 1085).

**Table B20**

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

Academic Unit	n	%
Applied Mathematics	11	9.3
Biological Engineering and Small-Scale Technologies	5	4.2
Cognitive Information Sciences	9	7.6
Electrical Engineering and Computer Science	5	4.2
Environmental Systems	12	10.2
Mechanical Engineering and Applied Mechanics	8	6.8
Physics and Chemistry	11	9.3
Psychological Sciences	15	12.7
Quantitative and Systems Biology	24	20.3
Social and Cognitive Sciences	7	5.9
World Cultures	11	9.3

Note: Table includes only those who indicated they were graduate/professional students in Question 1 (n = 120).

**Table B21**

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

**NOTE: There were no trainees at this location**

**Table B22**

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

Disability	n	%
Acquired/Traumatic Brain Injury	5	0.3
Attention Deficit/Hyperactivity Disorder	56	3.1
Asperger's/Autism Spectrum	4	0.2
Blind	2	0.1
Low vision	105	5.8
Deaf	2	0.1
Hard of Hearing	34	1.9
Learning disability	30	1.7
Medical Condition	68	3.8
Mental health/psychological condition	95	5.3
Physical/Mobility condition that affects walking	25	1.4
Physical/Mobility condition that does not affect walking	19	1.1
Speech/Communication	17	0.9
Other	12	0.7
I have none of the listed conditions	1336	74.4

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

**Table B23**

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

Citizenship status	n	%
US citizen	1644	91.5
Permanent Resident	106	5.9
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	44	2.4
Other legally documented status	5	0.3
Undocumented resident	16	0.9

**Table B24**

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

Political views	n	%
Far left	61	3.4
Liberal	544	30.3
Moderate or middle of the road	527	29.3
Conservative	174	9.7
Far right	4	0.2
Undecided	385	21.4
Libertarian	12	0.7
Other	64	3.6
Missing	25	1.4

**Table B25**

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

Language spoken at home	n	%
English only	930	51.8
Other than English	237	13.2
English and other language(s)	619	34.5
Missing	10	0.6



**Table B26**

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

Spiritual Affiliation	n	%		n	%
Agnostic	201	11.2	Nondenominational Christian	104	5.8
Ahmadi Muslim	1	0.1	Pagan	5	0.3
African Methodist Episcopal	0	0.0	Pentecostal	25	1.4
Atheist	180	10.0	Presbyterian	34	1.9
Assembly of God	16	0.9	Protestant	34	1.9
Baha'i	2	0.1	Quaker	3	0.2
Baptist	56	3.1	Rastafarian	0	0.0
Buddhist	76	4.2	Roman Catholic	449	25.0
Christian Orthodox	88	4.9	Russian Orthodox	3	0.2
Confucianist	4	0.2	Scientologist	1	0.1
Christian Methodist Episcopal	18	1.0	Secular Humanist	13	0.7
Druid	3	0.2	Seventh Day Adventist	7	0.4
Episcopalian	14	0.8	Shi-ite	1	0.1
Evangelical	18	1.0	Sufi	1	0.1
Greek Orthodox	3	0.2	Sunni	3	0.2
Hindu	18	1.0	Shinto	1	0.1
Jain	1	0.1	Sikh	23	1.3
Jehovah's Witness	3	0.2	Taoist	6	0.3
Jewish Conservative	10	0.6	The Church of Jesus Christ of Latter Day Saints	18	1.0
Jewish Orthodox	1	0.1	United Methodist	10	0.6
Jewish Reformed	14	0.8	Unitarian Universalist	8	0.4
Lutheran	27	1.5	United Church of Christ	2	0.1
Mennonite	1	0.1	Wiccan	7	0.4
Moravian	1	0.1	Spiritual, but no religious affiliation	164	9.1
Muslim	21	1.2	No affiliation	282	15.7
Native American Traditional Practitioner or Ceremonial	7	0.4	Other	52	2.9

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)

<u>Dependency status</u>	<u>n</u>	<u>%</u>
Dependent	901	74.8
Independent	236	19.6
Missing	68	5.6

Note: Table includes only those who answered that they were students in Question 1 (n = 1205)

**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	132	11.0
\$10,000-\$19,999	162	13.4
\$20,000-\$29,999	180	14.9
\$30,000-\$39,999	126	10.5
\$40,000-\$49,999	105	8.7
\$50,000-\$59,999	75	6.2
\$60,000-69,999	67	5.6
\$70,000-\$79,999	56	4.6
\$80,000-\$89,999	48	4.0
\$90,000-\$99,999	35	2.9
\$100,000-124,999	88	7.3
\$125,000-\$149,999	31	2.6
\$150,000- \$199,999	36	3.0
\$200,000 -\$249,999	15	1.2
\$250,000-\$299,999	5	0.4
\$300,000-\$399,999	7	0.6
\$400,000-\$499,999	4	0.3
\$500,000 and above	7	0.6
Missing	26	2.2

Note: Table includes only those who answered that they were students in Question 1 (n = 1205).

**Table B29**

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

Residence	n	%
On-campus Housing	344	28.5
Off-campus Housing	598	49.6
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.1
Independently in apartment/house	179	14.9
Living with family member/guardian	81	6.7
Missing	2	0.2

Note: Table includes only those who indicated they were students in Question 1 (n = 1205).

**Table B30**

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

Employed	n	%
<b>No</b>	<b>732</b>	<b>60.7</b>
<b>Yes</b>	<b>468</b>	<b>38.8</b>
1-10 hours/week	131	28.0
11-20 hours/week	266	56.8
21-30 hours/week	33	7.1
31-40 hours/week	14	3.0
More than 40 hours/week	11	2.4
Missing	13	2.8
<b>Missing</b>	<b>5</b>	<b>0.4</b>

Note: Table includes only those who indicated they were students in Question 1 (n = 1205)

**Table B31**

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

Status	n	%
In-state/Resident	533	49.1
Out-of-State/Non-Resident/International	4	0.4
Missing*	548	50.5

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 1085).

\*The large number of missing responses to this question appears to be valid – raw data was double-checked.

**Table B32**

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

Clubs/Organizations	n	%
I do not participate in any student organizations	746	38.1
Student Leadership Groups	98	8.1
Academic/Professional Organizations	174	14.4
Special Interest Organizations	83	6.9
Intercultural/Multicultural Campus Community Groups	133	11.0
Political Groups	33	2.7
Religious/Spiritual Organizations	100	8.3
Service Organizations/Civic Engagement	100	8.3
Social fraternities or sororities	102	8.5
Publications and Media Organizations	23	1.9
Intramurals/Clubs Sports	161	13.4
Music/Performance Organizations	47	3.9
NAIA Varsity Athletics	23	1.9
Honor Societies	45	3.7
Campus Housing Associations	31	2.6
Other	128	10.6

Note: Table includes only those who indicated they were students in Question 1 (n = 1205).  
 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	1126	62.7
Single, divorced	44	2.4
Single, widow (partner/spouse deceased)	3	0.2
Partnered	160	8.9
Partnered, in civil union/ Registered Domestic Partnership	8	0.4
Married or remarried	427	23.8
Separated	9	0.5
Other	8	0.4
Missing	11	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	%
A+ = 4.0	32	2.7
A = 4.0	81	6.7
A- = 3.7	197	16.3
B+ = 3.3	231	19.2
B = 3.0	190	15.8
B- = 2.7	215	17.8
C+ = 2.3	129	10.7
C = 2.0	52	4.3
C- = 1.7	45	3.7
D+ = 1.3	15	1.2
D = 1.0	4	0.3
D- = 0.7	1	0.1
F = 0.0	1	0.1
Missing	12	1.0

Note: Table includes only those who indicated they were students in Question 1 (n =1205).

**Table B35**

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

Foster care	n	%
Yes	15	1.2
No	1172	97.3
Missing	18	1.5

Note: Table includes only those who indicated they were students in Question 1 (n = 1205).



## 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 UCM?  
 (Question 5)

Comfort	n	%
Very comfortable	436	24.3
Comfortable	928	51.7
Neither comfortable nor uncomfortable	273	15.2
Uncomfortable	123	6.8
Very uncomfortable	34	1.9

**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	476	26.5
Comfortable	915	51.0
Neither comfortable nor uncomfortable	232	12.9
Uncomfortable	123	6.9
Very uncomfortable	47	2.6

**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	313	23.3
Comfortable	778	58.0
Neither comfortable nor uncomfortable	168	12.5
Uncomfortable	63	4.7
Very uncomfortable	7	0.5
Not applicable	13	1.0

Note: Table includes answers from only those who indicated they were undergraduate students, post-docs, graduate students or faculty in Question 1 (n = 1344).

**Table B39**

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

Considered Leaving	n	%
No	1187	66.1
Yes	609	33.9

**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.	207	17.1	597	49.3	195	16.1	183	15.1	27	2.2	2	0.2
Many of my courses this year have been intellectually stimulating.	359	29.7	632	52.3	128	10.6	55	4.5	6	0.5	29	2.4
I am satisfied with my academic experience at UCM.	259	21.5	589	48.8	222	18.4	111	9.2	22	1.8	3	0.2
I am satisfied with the extent of my intellectual development since enrolling at UCM.	302	25.1	624	51.9	181	15.1	80	6.7	11	0.9	4	0.3
I have performed academically as well as I anticipated I would.	165	13.7	422	35.0	267	22.1	269	22.3	77	6.4	6	0.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	356	29.5	619	51.3	164	13.6	52	4.3	10	0.8	5	0.4
My interest in ideas and intellectual matters has increased since coming to UCM.	390	32.3	577	47.8	171	14.2	51	4.2	13	1.1	5	0.4
I intend to graduate from UCM.	748	62.1	321	26.7	99	8.2	13	1.1	13	1.1	10	0.8
I am considering transferring to another college or university due to academic reasons.	30	2.5	86	7.1	156	12.9	291	24.1	511	42.3	135	11.2

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 1211).

**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 UCM? (Question 11)

Experienced	n	%
No	1285	71.5
Yes, but it did not interfere with my ability to work or learn	313	17.4
Yes and it interfered with my ability to work or learn	198	11.0

**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	16	3.4	40	8.5	553	11.3	82	17.4	279	59.4
Age	26	5.5	30	6.4	82	17.4	100	21.2	233	49.5
Ancestry	11	2.4	19	4.1	49	10.6	103	22.2	281	60.7
Country of origin	9	1.9	16	3.4	41	8.8	95	20.5	303	65.3
Discipline of study	34	7.4	41	8.9	62	13.4	70	15.2	255	55.2
Educational level	18	3.9	33	7.1	74	15.9	94	20.2	247	53.0
Educational modality (on-line, classroom)	4	0.9	8	1.7	30	6.5	81	17.6	338	73.3
English language proficiency/accent	12	2.6	14	3.0	34	7.3	78	16.7	329	70.4
Ethnicity	18	3.8	26	5.6	65	13.9	98	20.9	261	55.8
Gender identity	14	3.0	18	3.9	42	9.1	74	16.0	314	68.0
Gender expression	7	1.5	13	2.8	35	7.6	80	17.3	327	70.8
Immigrant/citizen status	8	1.7	8	1.7	19	4.1	72	15.6	356	76.9
International Status	8	1.7	2	0.4	14	3.0	69	14.9	371	80.0
Learning disability	3	0.7	7	1.5	22	4.8	70	15.2	358	77.8
Marital status (e.g. single, married, partnered)	8	1.7	17	3.7	34	7.3	79	17.0	327	70.3
Medical condition	10	2.2	9	1.9	28	6.1	74	16.0	341	73.8
Military/veteran status	0	0.0	1	0.2	6	1.3	42	9.2	409	89.3
Parental status (e.g., having children)	10	2.2	7	1.5	25	5.4	58	12.5	363	78.4
Participation in an organization/team	21	4.6	21	4.6	42	9.3	44	9.7	326	71.8

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	10	2.2	22	4.8	72	15.8	74	16.2	279	61.1
Physical disability	2	0.4	3	0.7	13	2.8	64	14.0	375	82.1
Philosophical views	22	4.7	38	8.2	65	14.0	83	17.8	257	56.3
Political views	16	3.5	23	5.1	61	13.4	83	16.2	272	59.8
Position (staff, faculty, student)	42	8.9	52	11.0	81	17.1	72	17.3	217	45.8
Pregnancy	4	0.9	1	0.2	7	1.5	48	10.5	396	86.8
Psychological condition	7	1.5	2	0.4	18	3.9	70	15.3	360	78.8
Race	15	3.3	26	5.7	47	10.2	73	15.9	299	65.0
Religious/spiritual views	23	5.0	31	6.7	44	9.5	80	17.2	286	61.6
Sexual orientation	7	1.5	8	1.8	21	4.6	86	18.9	332	73.1
Socioeconomic status	18	4.0	11	2.4	46	10.1	79	17.4	300	66.1
Don't Know	25	6.0	16	3.8	40	9.8	27	6.5	309	74.1
Other	25	7.0	18	5.0	23	6.4	12	3.4	280	78.2

Note: Only answered by respondents who experienced harassment (n = 511).

**Table B43**

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	289	56.6
I felt I was deliberately ignored or excluded	250	48.9
I felt intimidated/bullied	203	39.7
I observed others staring at me	101	19.8
I was the target of derogatory verbal remarks	87	17.0
I received a low performance evaluation	65	12.7
I feared getting a poor grade because of a hostile classroom environment	49	9.6
I received derogatory written comments	47	9.2
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	41	8.0
I feared for my physical safety	40	7.8
I was singled out as the spokesperson for my identity group	37	7.2
Someone assumed I was admitted/hired/promoted due to my identity	35	6.8
I was the target of racial/ethnic profiling	22	4.3
Someone assumed I was not admitted/hired/promoted due to my identity	15	2.9
I was the target of stalking	14	2.7
I feared for my family's safety	13	2.5
I received threats of physical violence	11	2.2
I received derogatory phone calls	7	1.4
I was the victim of a crime	7	1.4
I was the target of physical violence	3	0.6
I was the target of graffiti/vandalism	2	0.4
Other	66	12.9

Note: Only answered by respondents who experienced harassment (n = 511). 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 UCM job	145	28.4
In a meeting with a group of people	137	26.8
In a UCM office	121	23.7
In a public space at UCM	114	22.3
In a class/lab/clinical setting	106	20.7
In a meeting with one other person	84	16.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	68	13.3
In campus housing	64	12.5
Off campus	60	11.7
At a UCM event	55	10.8
While walking on campus	52	10.2
In a faculty office	32	6.3
In off-campus housing	28	5.5
In a UCM dining facility	27	5.3
In athletic facilities	11	2.2
On campus transportation	11	2.2
In a health care setting	4	0.8
In an on-line class	1	0.2
Other	45	8.8

Note: Only answered by respondents who experienced harassment (n = 511). Percentages do not sum to 100 due to multiple responses.



**Table B45**

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

Source	n	%
Student	172	33.7
Administrator	100	19.6
Off campus community member	100	19.6
Faculty member	84	16.4
Staff member	80	15.7
Donor	72	14.1
Friend	67	13.1
Supervisor	64	12.5
Stranger	44	8.6
Campus organizations or groups	43	8.4
Student staff	25	4.9
Faculty advisor	24	4.7
Teaching asst/Grad asst/Lab asst/Tutor	18	3.5
Social Networking site (e.g. Facebook, Twitter)	17	3.3
UCM visitor(s)	16	3.1
Campus media	15	2.9
Registered Campus Organization	14	2.7
Department head	11	2.2
Person that I supervise	8	1.6
Alumni	3	0.6
Campus police/building security	3	0.6
Co-worker	3	0.6
Athletic coach/trainer	2	0.4
Medical Staff	2	0.4
Partner/spouse	2	0.4
UCM Physician	1	0.2
Union representative	1	0.2
Don't know source	0	0.0
Patient	0	0.0
Other	31	6.1

Note: Only answered by respondents who experienced harassment (n = 511).  
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	250	48.9
I told a friend	191	37.4
I felt embarrassed	188	36.8
I ignored it	181	35.4
I told a family member	157	30.7
I avoided the harasser	136	26.6
I felt somehow responsible	101	19.8
I did nothing	76	14.9
I was afraid	74	14.5
I sought support from a staff person	69	13.5
I didn't report it for fear that my complaint would not be taken seriously	69	13.5
I left the situation immediately	58	11.4
I confronted the harasser at the time	56	11.0
I confronted the harasser later	55	10.8
I didn't know who to go to	51	10.0
I reported it to a UCM employee/official	49	9.6
I sought support from campus resource	45	8.8
I sought support from an administrator	44	8.6
I did report it but I did not feel the complaint was taken seriously	40	7.8
I sought support from a faculty member	39	7.6
It didn't affect me at the time	36	7.0
I sought information on-line	24	4.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	15	2.9
I told my union representative	13	2.5
I sought support from student staff (e.g. peer counselor)	13	2.5
I sought support from off-campus hot-line/advocacy services	10	2.0
I contacted a local law enforcement official	9	1.8
I sought support from a TA/grad assistant	7	1.4
Other	38	7.4

Note: Only answered by respondents who experienced harassment (n = 511).  
 Percentages do not sum to 100 due to multiple responses.

**Table B47**

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

Experienced unwanted sexual contact	n	%
No	1750	97.4
Yes	43	2.4
Missing	3	0.2

**Table B48**

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	91	13.0	148	21.1	212	30.2	210	29.9	41	5.8
My colleagues/co-workers expect me to represent “the point of view” of my identity	20	2.9	111	15.9	225	32.1	190	27.1	154	22.0
I believe salary determinations are clear	60	8.6	218	31.1	202	28.8	154	22.0	67	9.6
I think that my campus demonstrates that it values a diverse faculty	144	20.6	369	52.7	81	11.6	50	7.1	56	8.0
I think my campus demonstrates that it values a diverse staff	146	20.8	401	57.0	81	11.5	43	6.1	32	4.6
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	133	18.9	297	42.2	117	16.6	71	10.1	86	12.2
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	89	12.6	172	24.4	272	38.6	121	17.2	51	7.2
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	91	12.9	191	27.2	260	37.0	106	15.1	55	7.8

Note: Table includes only those respondents who indicated they were post docs/trainees/graduate students/faculty or staff in Question 1 (n = 711).

**Table B49**

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	15	11.4	58	43.9	28	21.2	17	12.9	14	10.6
I believe that the tenure/promotion standards are reasonable.	16	12.3	62	47.7	19	14.6	16	12.3	17	13.1
I feel that my service contributions are important to tenure/promotion.	18	14.1	51	39.8	28	21.9	15	11.7	16	12.5
I feel pressured to change my research agenda to achieve tenure/promotion.	8	6.2	16	12.3	45	34.6	20	15.4	41	31.5
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	18	13.8	66	50.8	23	17.7	8	6.2	15	11.5
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	27	20.6	29	22.1	53	40.5	9	6.9	13	9.9
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.	21	16.4	39	30.5	48	37.5	9	7.0	11	8.6
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	2	1.6	44	34.4	21	16.4	17	13.3	44	34.4
I have used university policies on stopping the clock for promotion or tenure.	3	2.3	3	2.3	21	16.0	20	15.3	84	64.1
I have used university policies on taking leave for childbearing or adoption.	6	4.6	5	3.8	15	11.5	14	10.8	90	69.2
I have used university policies on active service-modified duties.	8	6.2	6	4.7	14	10.9	14	10.9	87	67.4
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	2	1.5	12	9.2	52	39.7	27	20.6	38	29.0
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	26	20.0	51	39.2	11	8.5	10	7.7	32	24.6
I believe that perceptions about using work-family policies differ for men and women faculty.	6	4.6	30	23.1	48	36.9	7	5.4	39	30.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	12	9.3	48	37.2	28	21.7	19	14.7	22	17.1

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 133).

**Table B50**

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UCM is supportive of taking leave.	87	12.4	331	47.3	90	12.9	28	4.0	164	23.4
I find that UCM is supportive of flexible work schedules.	110	15.7	386	55.1	101	14.4	33	4.7	70	10.0
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	37	5.3	105	14.9	306	43.5	137	19.5	118	16.8
I feel that people who have children are considered by UCM to be less committed to their jobs/careers	22	3.1	71	10.1	330	46.9	164	23.3	117	16.6
I feel that UCM provides available resources to help employees balance work-life needs, such as childcare and elder care.	40	5.8	299	43.1	117	16.9	42	6.1	195	28.1
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	27	3.9	88	12.6	192	27.6	85	12.2	304	43.7
I have supervisors who give me job/career advice or guidance when I need it	173	24.4	285	40.3	117	16.5	78	11.0	55	7.8
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	158	22.4	360	51.1	101	14.3	41	5.8	44	6.3
My supervisor provides me with resources to pursue professional development opportunities.	176	24.9	290	41.1	110	15.6	68	9.6	62	8.8
My supervisor provides ongoing feedback to help me improve my performance.	156	22.2	296	42.1	145	20.6	64	9.1	42	6.0
I have adequate access to administrative support.	109	15.5	356	50.8	109	15.5	93	13.3	34	4.9
For health sciences campus employees, my patient-care load is manageable.	13	1.9	31	4.6	7	1.0	1	0.1	621	92.3

Note: Table includes only those respondents who indicated they were post docs/graduate students/faculty or staff in Question 1 (n = 711).

**Table B51**

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCM 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	1319	73.6
Yes	474	26.4

**Table B52**

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

Source	n	%
Student	219	46.2
Staff member	107	22.6
Co-worker	88	18.6
Friend	71	15.0
Faculty member	52	11.0
Campus organizations or groups	45	9.5
Don't know target	38	8.0
Stranger	31	6.5
Registered Campus Organization	23	4.9
Supervisor	22	4.6
Administrator	21	4.4
Off campus community member	21	4.4
Student staff	20	4.2
Teaching assistant/Writing associate/Lab assistant/Tutor	18	3.8
Person that I supervise	13	2.7
UCM visitor(s)	12	2.5
Department head	12	2.5
Alumni	11	2.3
Campus police/building security	9	1.9
Faculty advisor	7	1.5
Union representative	7	1.5
Athletic coach/trainer	4	0.8
Donor	4	0.8
Partner/spouse	4	0.8
UCM Physician	4	0.8
Medical Staff	3	0.6
Patient	3	0.6
Other	50	10.5

Note: Only answered by respondents who observed harassment (n = 474).  
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	140	29.5
Administrator	82	17.3
Faculty member	67	14.1
Staff member	50	10.5
Co-worker	48	10.1
Supervisor	47	9.9
Don't know source	40	8.4
Stranger	39	8.2
Campus organizations or groups	34	7.2
Department head	33	7.0
Off campus community member	30	6.3
UCM visitor(s)	21	4.4
Teaching assistant/Grad assistant/Lab assistant/Tutor	15	3.2
Faculty advisor	14	3.0
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	12	2.5
Registered Campus Organization	12	2.5
Student staff	12	2.5
Social Networking site (e.g. Facebook, Twitter)	11	2.3
Friend	9	1.9
Athletic coach/trainer	6	1.3
Union representative	3	0.6
Person that I supervise	2	0.4
Alumni	1	0.2
Campus police/building security	0	0.0
Donor	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
UCM Physician	0	0.0
Other	44	9.3

Note: Only answered by respondents who observed harassment (n = 474).  
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	%
Religious/spiritual views	107	22.6
Position (staff, faculty, student)	82	17.3
Gender identity	81	17.1
Sexual orientation	68	14.3
Ethnicity	55	11.6
Gender expression	52	11.0
Political views	50	10.5
Philosophical views	46	9.7
Educational level	43	9.1
Age	42	8.9
Race	41	8.6
Academic Performance	36	7.6
Discipline of study	34	7.2
Country of origin	31	6.5
Participation in an organization/team	29	6.1
English language proficiency/accent	25	5.3
Physical characteristics	25	5.3
Socioeconomic status	24	5.1
Immigrant/citizen status	23	4.9
Ancestry	22	4.6
Marital status	18	3.8
Parental status (e.g., having children)	15	3.2
Psychological condition	15	3.2
Learning disability	11	2.3
Physical disability	11	2.3
Pregnancy	9	1.9
Medical condition	8	1.7
International Status	7	1.5
Educational modality (online, classroom)	2	0.4
Military/veteran status	1	0.2
Don't know	86	18.1
Other	69	14.6

Note: Only answered by respondents who observed harassment (n = 474).  
 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	253	53.4
Deliberately ignored or excluded	177	37.3
Intimidated/bullied	161	34.0
Isolated or left out	144	30.4
Isolated or left out when work was required in groups	78	16.5
Assumption that someone was admitted/hired/promoted based on his/her identity	75	15.8
Derogatory written comments	71	15.0
Receipt of a low performance evaluation	65	13.7
Racial/ethnic profiling	59	12.4
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	56	11.8
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	55	11.6
Singled out as a spokesperson for his/her identity	37	7.8
Feared for their physical safety	31	6.5
Graffiti/vandalism	24	5.1
Threats of physical violence	17	3.6
Victim of a crime	16	3.4
Derogatory phone calls	15	3.2
Receipt of a poor grade because of a hostile classroom environment	14	3.0
Physical violence	11	2.3
Feared for their family's safety	7	1.5
Other	44	9.3

Note: Only answered by respondents who observed harassment (n = 474). 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	63	14.0
2	99	22.0
3	94	20.9
4	41	9.1
5	9	2.0
6 or more	143	31.8

Note: Only answered by respondents who believed they had observed harassment (n = 474).

**Table B57**

Where did this conduct occur? (Question 63)

Location	n	%
In a public space at UCM	164	34.6
In a meeting with a group of people	115	24.3
While working at a UCM job	101	21.3
In a UCM office	99	20.9
In a class/lab/clinical setting	83	17.5
While walking on campus	66	13.9
At a UCM event	62	13.1
Off campus	54	11.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	51	10.8
In a meeting with one other person	44	9.3
In campus housing	41	8.6
In a faculty office	29	6.1
In a UCM dining facility	24	5.1
On campus transportation	17	3.6
In off campus housing	13	2.7
In athletic facilities	12	2.5
In a health care setting	1	0.2
In an on-line class	0	0.0
Other	35	13.9

Note: Only answered by respondents who observed harassment (n = 474).  
 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	205	43.2
I felt embarrassed	153	32.2
I told a friend	137	28.9
I did nothing	105	22.2
I avoided the harasser	91	19.2
I told a family member	89	18.8
I ignored it	79	16.7
I didn't report it for fear that my complaint would not be taken seriously	60	12.7
I didn't know who to go to	54	11.4
I sought support from a staff person	51	10.8
It didn't affect me at the time	46	9.7
I was afraid	46	9.7
I left the situation immediately	46	9.7
I felt somehow responsible	43	9.1
I reported it to a campus employee/official	38	8.0
I sought support from an administrator	36	7.6
I confronted the harasser at the time	33	7.0
I confronted the harasser later	26	5.5
I sought support from a faculty member	26	5.5
I sought support from campus resource	23	4.9
I did report it but I did not feel the complaint was taken seriously	23	4.9
I sought information on-line	13	2.7
I sought support from off-campus hot-line/advocacy services	10	2.1
I sought support from a spiritual advisor	9	1.9
I sought support from a TA/grad assistant	6	1.3
I told my union representative	5	1.1
I contacted a local law enforcement official	2	0.4
I sought support from a student staff	2	0.4
Other	49	10.3

Note: Only answered by respondents who observed harassment (n = 474).  
Percentages do not sum to 100 due to multiple responses.

**Table B59**

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

Perceived Unfair/Unjust Hiring	n	%
No	297	51.0
Yes	182	31.3
Don't know	103	17.7

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 585).

**Table B60**

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

Based On:	n	%
Personal relationship	81	44.5
Ethnicity	38	20.9
Socioeconomic status	34	18.7
Position (staff, faculty, student)	27	14.8
Age	24	13.2
Gender identity	24	13.2
Race	22	12.1
Partner/spousal preferential hiring practice	20	11.0
Country of origin	16	8.8
Educational level	16	8.8
Preferential re-hiring	15	8.2
Marital status	13	7.1
Ancestry	10	5.5
Discipline of study	9	4.9
Parental status (e.g., having children)	6	3.3
English language proficiency/accent	5	2.7
Immigrant/citizen status	5	2.7
International status	5	2.7
Gender expression	4	2.2
Physical characteristics	3	1.6
Political views	3	1.6
Sexual orientation	3	1.6
Educational modality (on-line, classroom)	2	1.1
Participation in an organization/team	2	1.1
Physical disability	2	1.1
Religious/spiritual views	2	1.1
Medical condition	1	0.5
Pregnancy	1	0.5
Learning disability	0	0.0
Military/veteran status	0	0.0
Psychological condition	0	0.0
Other	34	18.7

Note: Only answered by employees who perceived discriminatory practices (n = 182).  
 Percentages do not sum to 100 due to multiple responses.



**Table B61**

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	499	70.7
Yes	85	12.0
Don't know	122	17.3

Note: Table includes only those respondents who indicated they were post-docs/graduate students/faculty or staff in Question 1 (n = 711).

**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)	27	31.8
Age	19	22.4
Personal relationship	19	22.4
Ethnicity	15	17.6
Race	12	14.1
Educational level	10	11.8
Parental status (e.g., having children)	9	10.6
Medical condition	8	9.4
Country of origin	7	8.2
Ancestry	6	7.1
English language proficiency/accent	6	7.1
Political views	6	7.1
Discipline of study	5	5.9
Psychological condition	5	5.9
Gender identity	4	4.7
Learning disability	4	4.7
Participation in an organization/team	4	4.7
Physical characteristics	4	4.7
Physical disability	4	4.7
International status	3	3.5
Marital status	3	3.5
Partner/spousal preferential hiring practice	3	3.5
Gender expression	2	2.4
Immigrant/citizen status	2	2.4
Pregnancy	2	2.4
Sexual orientation	2	2.4
Socioeconomic status	2	2.4
Educational modality (on-line, classroom)	1	1.2
Military/veteran status	0	0.0
Religious/spiritual views	0	0.0
Other	20	23.5

Note: Only answered by employees who perceived discriminatory practices (n = 85).  
Percentages do not sum to 100 due to multiple responses.

**Table B63**

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

Perceived Unfair/ Unjust Promotion	n	%
No	329	46.4
Yes	227	32.0
Don't know	153	21.6

Note: Table includes only those respondents who indicated they were post-docs/graduate students/ faculty or staff in Question 1 (n = 711).

**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	83	36.6
Position (staff, faculty, student)	57	25.1
Educational level	23	10.1
Ethnicity	20	8.8
Age	19	8.4
Gender identity	17	7.5
Partner/spousal preferential hiring practice	16	7.0
Discipline of study	13	5.7
Race	12	5.3
Country of origin	8	3.5
Ancestry	7	3.1
Marital status	7	3.1
Participation in an organization/team	7	3.1
Political views	7	3.1
Sexual orientation	7	3.1
English language proficiency/accent	6	2.6
Parental status (e.g., having children)	6	2.6
Immigrant/citizen status	5	2.2
Physical characteristics	5	2.2
Gender expression	4	1.8
Learning disability	3	1.3
Medical condition	3	1.3
Physical disability	3	1.3
Religious/spiritual views	3	1.3
Socioeconomic status	3	1.3
Educational modality	2	0.9
International status	1	0.4
Military/veteran status	1	0.4
Pregnancy	1	0.4
Psychological condition	0	0.0
Other	70	30.8

Note: Only answered by employees who observed discriminatory practices (n = 227).  
Percentages do not sum to 100 due to multiple responses

**Table B65**

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	799	44.6	695	38.8	238	13.3	48	2.7	10	0.6	<b>1.8</b>	<b>0.8</b>
Cooperative/Uncooperative	585	32.7	773	43.2	311	17.4	98	5.5	21	1.2	<b>2.0</b>	<b>0.9</b>
Positive for persons with disabilities/Negative	720	40.8	592	33.5	370	21.0	66	3.7	18	1.0	<b>1.9</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	642	36.4	653	37.1	388	22.0	71	4.0	8	0.5	<b>2.0</b>	<b>0.9</b>
Positive for people of Christian faith/Negative	616	34.9	565	32.0	462	26.2	98	5.6	24	1.4	<b>2.1</b>	<b>1.0</b>
Positive for people of other faith backgrounds faith/Negative	536	30.3	591	33.4	516	29.2	105	5.9	19	1.1	<b>2.1</b>	<b>1.0</b>
Positive for people who are agnostic or atheist/Negative	543	30.9	531	30.3	539	30.7	111	6.3	31	1.8	<b>2.2</b>	<b>1.0</b>
Positive for people of color/Negative	784	44.3	629	35.5	290	16.4	52	2.9	15	0.8	<b>1.8</b>	<b>0.9</b>
Positive for men/Negative	828	46.9	567	32.1	318	18.0	39	2.2	12	0.7	<b>1.8</b>	<b>0.9</b>
Positive for women/Negative	773	43.5	618	34.8	320	18.0	56	3.2	10	0.6	<b>1.8</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	616	34.8	592	33.4	448	25.3	100	5.6	14	0.8	<b>2.0</b>	<b>0.9</b>
Positive for people who are immigrants/Negative	616	35.0	594	33.8	457	26.0	84	4.8	9	0.5	<b>2.0</b>	<b>0.9</b>
Positive for people who are not U.S. Citizens/Negative	620	35.1	578	32.8	480	27.2	72	4.1	14	0.8	<b>2.0</b>	<b>0.9</b>

<b>Table B65 (cont.)</b>	1		2		3		4		5		<b>Mean</b>	<b>Standard Deviation</b>
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	845	47.3	667	37.4	210	11.8	47	2.6	16	0.9	<b>1.7</b>	<b>0.8</b>
Respectful/disrespectful	737	41.4	695	39.0	259	14.5	65	3.6	25	1.4	<b>1.8</b>	<b>0.9</b>
Positive for people of high socioeconomic status/Negative	734	41.6	544	30.8	392	22.2	69	3.9	26	1.5	<b>1.9</b>	<b>1.0</b>
Positive for people of low socioeconomic status/Negative	605	34.4	578	32.8	438	24.9	121	6.9	19	1.1	<b>2.1</b>	<b>1.0</b>
Positive for people who identify as transgender/Negative	476	27.3	431	24.7	731	41.9	86	4.9	21	1.2	<b>2.3</b>	<b>1.0</b>

**Table B66**

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Not racist/racist	684	38.3	673	37.7	305	17.1	99	5.5	23	1.3	<b>1.9</b>	<b>0.9</b>
Not sexist/sexist	616	34.7	644	36.2	360	20.3	124	7.0	33	1.9	<b>2.1</b>	<b>1.0</b>
Not homophobic/homophobic	622	35.2	662	37.4	379	21.4	87	4.9	18	1.0	<b>2.0</b>	<b>0.9</b>
Not transphobic/transphobic	604	34.6	594	34.0	434	24.8	91	5.2	25	1.4	<b>2.0</b>	<b>1.0</b>
Not age biased/age biased	653	36.8	581	32.7	383	21.6	132	7.4	27	1.5	<b>2.0</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	592	33.6	590	33.5	399	22.6	140	7.9	41	2.3	<b>2.1</b>	<b>1.0</b>
Not classist (position: faculty, staff, student)/ classist	557	31.3	545	30.7	379	21.3	210	11.8	87	4.9	<b>2.3</b>	<b>1.2</b>
Disability friendly/Not disability friendly	745	42.2	618	35.0	334	18.9	57	3.2	13	0.7	<b>1.9</b>	<b>0.9</b>

**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	527	39.7	592	44.6	64	4.8	22	1.7	123	9.3
Ancestry	496	37.4	557	42.0	74	5.6	21	1.6	179	13.5
Country of origin	492	37.1	584	44.1	76	5.7	17	1.3	156	11.8
English language proficiency/ accent	467	35.3	600	45.4	99	7.5	23	1.7	133	10.1
Ethnicity	500	37.9	594	45.1	75	5.7	21	1.6	128	9.7
Gender identity	460	34.8	563	42.6	97	7.3	23	1.7	180	13.6
Gender expression	445	33.7	563	42.6	102	7.7	26	2.0	186	14.1
Immigrant/citizen status	453	34.3	541	40.9	85	6.4	22	1.7	221	16.7
International Status	482	36.6	536	40.7	73	5.5	16	1.2	210	15.9
Learning disability	461	35.0	541	41.0	104	7.9	24	1.8	188	14.3
Marital status	491	37.4	509	38.8	69	5.3	19	1.4	225	17.1
Medical conditions	449	34.1	524	39.8	83	6.3	19	1.4	240	18.3
Military/veteran status	442	33.6	459	34.9	53	4.0	13	1.0	348	26.5
Parental status (e.g., having children)	454	34.6	517	39.4	86	6.5	15	1.1	241	18.4
Participation in an campus club/organization	523	39.8	539	41.0	63	4.8	16	1.2	173	13.2
Psychological condition	407	31.0	507	38.6	100	7.6	19	1.4	282	21.4
Physical characteristics	449	34.1	542	41.2	89	6.8	25	1.9	212	16.1
Physical disability	452	34.3	524	39.8	89	6.8	20	1.5	231	17.6



<b>Table B67 (cont.)</b>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Political views	407	31.0	560	42.6	116	8.8	32	2.4	200	15.2
Race	469	35.7	586	44.6	80	6.1	27	2.1	152	11.6
Religious/spiritual views	420	31.8	556	42.2	140	10.6	29	2.2	174	13.2
Sexual orientation	445	33.9	557	42.4	94	7.2	27	2.1	190	14.5
Socioeconomic status	436	33.3	565	43.1	97	7.4	32	2.4	181	13.8

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 1338).

**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	402	33.6	655	54.7	78	6.5	14	1.2	49	4.1
I feel valued by other students in the classroom	305	25.5	682	57.0	111	9.3	16	1.3	82	6.9
I think UCM faculty are genuinely concerned with my welfare	354	29.5	597	49.8	120	10.0	34	2.8	94	7.8
I think UCM staff are genuinely concerned with my welfare	323	27.0	611	51.1	116	9.7	35	2.9	110	9.2
I think administrators are genuinely concerned about my welfare.	290	24.3	544	45.6	149	12.5	59	4.9	152	12.7
I think faculty pre-judge my abilities based on perceived identity/background	167	14.1	351	29.6	346	29.2	140	11.8	182	15.3
I believe the campus climate encourages free and open discussion of difficult topics	407	33.9	597	49.8	105	8.8	29	2.4	61	5.1
I have faculty who I perceive as role models	396	33.0	541	45.1	145	12.1	20	1.7	98	8.2
I have staff who I perceive as role models	325	27.2	466	38.9	211	17.6	31	2.6	164	13.7
I have administrators who I perceive as role models	244	20.5	414	34.8	236	19.8	58	4.9	239	20.1
I don't see enough faculty/staff with whom I identify	170	14.2	366	30.6	408	34.1	109	9.1	143	12.0
I have opportunities for academic success that are similar to those of my classmates	412	34.5	629	52.7	77	6.4	19	1.6	57	4.8

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 1211).

**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	40	3.8	74	7.0	396	37.6	184	17.5	359	34.1
Ancestry	32	3.0	69	6.6	392	37.3	190	18.1	368	35.0
Country of origin	35	3.3	78	7.4	386	36.8	189	18.0	361	34.4
Education level	38	3.6	112	10.6	367	34.9	180	17.1	355	33.7
English language proficiency/ accent	42	4.0	115	11.0	358	34.2	171	16.3	362	34.5
Ethnicity	48	4.6	95	9.0	369	35.1	183	17.4	356	33.9
Gender identity	52	5.0	123	11.7	340	32.4	163	15.5	372	35.4
Gender expression	47	4.5	131	12.5	331	31.5	162	15.4	379	36.1
Immigrant/citizen status	32	3.1	70	6.7	369	35.4	178	17.1	394	37.8
International Status	34	3.3	57	5.5	374	35.8	187	17.9	392	37.5
Learning disability	39	3.7	73	7.0	359	34.4	174	16.7	400	38.3
Marital status	38	3.6	60	5.7	359	34.4	184	17.6	404	38.7
Medical conditions	33	3.2	78	7.5	349	33.7	170	16.4	406	39.2
Military/veteran status	25	2.4	42	4.0	362	34.6	179	17.1	438	41.9
Parental status (e.g., having children)	32	3.1	83	7.9	341	32.6	164	15.7	426	40.7
Participation in an campus club/organization	43	4.1	85	8.1	363	34.8	187	17.9	366	35.1
Participation on an athletic team	36	3.4	69	6.6	371	35.5	194	18.6	374	35.8
Philosophical views	38	3.6	99	9.5	362	34.6	170	16.3	377	36.0

<b>Table B69 (cont.)</b>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	39	3.7	104	10.0	342	32.8	169	16.2	390	37.4
Physical characteristics	50	4.8	123	11.8	331	31.6	165	15.8	377	36.0
Physical disability	37	3.5	83	7.9	357	34.1	175	16.7	394	37.7
Political views	42	4.0	120	11.5	349	33.3	160	15.3	376	35.9
Race	45	4.3	96	9.2	372	35.5	173	16.5	361	34.5
Religious/spiritual views	57	5.5	120	11.5	341	32.6	166	15.9	361	34.5
Sexual orientation	51	4.9	132	12.6	329	31.4	160	15.3	376	35.9
Socioeconomic status	47	4.5	103	9.8	351	33.5	170	16.2	376	35.9

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 1085).

**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	155	26.9	283	49.0	61	10.6	21	3.6	57	9.9
Ancestry	171	29.8	260	45.4	40	7.0	12	2.1	90	15.7
Country of origin	176	30.6	265	46.1	42	7.3	15	2.6	77	13.4
Educational level	157	27.4	269	47.0	73	12.8	24	4.2	49	8.6
English language proficiency/ accent	156	27.3	278	48.6	51	8.9	19	3.3	68	11.9
Ethnicity	177	31.1	266	46.7	52	9.1	17	3.0	57	10.0
Gender identity	154	27.0	248	43.5	53	9.3	12	2.1	103	18.1
Gender expression	152	26.5	249	43.5	44	7.7	14	2.4	114	19.9
Immigrant/citizen status	159	27.7	257	44.9	49	8.6	12	2.1	96	16.8
International Status	163	28.7	258	45.4	40	7.0	11	1.9	96	16.9
Learning disability	143	25.2	232	40.9	57	10.1	15	2.6	120	21.2
Marital status	172	30.4	269	47.5	47	8.3	17	3.0	61	10.8
Medical conditions	147	25.8	239	41.9	56	9.8	19	3.3	109	19.1
Military/veteran status	148	26.1	223	39.3	34	6.0	11	1.9	151	26.6
Parental status (e.g., having children)	175	30.6	261	45.7	49	8.6	14	2.5	72	12.6
Participation in a campus club/organization	150	26.5	237	41.8	48	8.5	19	3.4	113	19.9
Participation on an athletic team	151	26.6	200	35.3	34	6.0	10	1.8	172	30.3
Philosophical views	138	24.2	245	43.0	56	9.8	18	3.2	113	19.8

<b>Table B70 (cont.)</b>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	128	22.7	233	41.2	41	7.3	9	1.6	154	27.3
Physical characteristics	148	26.0	269	47.3	41	7.2	13	2.3	98	17.2
Physical disability	141	24.9	249	43.9	49	8.6	12	2.1	116	20.5
Political views	136	24.0	247	43.6	62	11.0	24	4.2	97	17.1
Race	164	28.8	263	46.1	49	8.6	17	3.0	77	13.5
Religious/spiritual views	137	24.2	266	46.9	52	9.2	21	3.7	91	16.0
Sexual orientation	157	27.6	254	44.6	48	8.4	11	1.9	99	17.4
Socioeconomic status	152	26.9	258	45.6	56	9.9	17	3.0	83	14.7

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 591).

**Table B71**

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

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
<b>Accessibility</b>								
Athletic Facilities (playing fields, basketball courts, pool, etc.)	762	43.4	473	26.9	89	5.1	432	24.6
Classroom Buildings	1061	60.2	481	27.3	34	1.9	186	10.6
Classrooms, labs	898	51.1	521	29.7	45	2.6	292	16.6
University housing	654	37.3	472	26.9	85	4.9	541	30.9
Computer labs	898	51.2	458	26.1	33	1.9	365	20.8
Dining facilities	1015	57.9	477	27.2	64	3.6	198	11.3
Elevators	1181	67.1	388	22.0	27	1.5	164	9.3
Health and Wellness Center	1003	57.2	377	21.5	39	2.2	336	19.1
Library	1203	68.4	354	20.1	39	2.2	163	9.3
On-campus transportation/parking	780	44.4	516	29.4	237	13.5	222	12.6
Other campus buildings	839	47.9	471	26.9	42	2.4	398	22.7
Recreational facilities	893	51.1	406	23.2	52	3.0	397	22.7
Restrooms	1266	72.3	320	18.3	20	1.1	146	8.3
Studios/ Performing Arts spaces	643	36.7	356	20.3	91	5.2	660	37.7
Walkways and pedestrian paths	1147	65.4	386	22.0	42	2.4	180	10.3
Braille signage	567	32.5	243	13.9	46	2.6	891	51.0
Hearing loops	414	23.9	215	12.4	48	2.8	1056	60.9
<b>Course instruction/materials</b>								
Information in alternate formats	568	32.8	448	25.8	95	5.5	623	35.9
Instructors	731	42.2	498	28.7	35	2.0	470	27.1
Instructional materials	724	42.2	465	27.1	45	2.6	480	28.0
<b>UC-Merced Website</b>								
Website	950	56.1	427	25.2	65	3.8	252	14.9

**Table B72**

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

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	428	24.8	773	44.8	83	4.8	7	0.4	436	25.2
Physical health issues	494	28.6	837	48.5	56	3.2	7	0.4	332	19.2
Female	610	35.2	906	52.2	68	3.9	11	0.6	139	8.0
From religious affiliations other than Christian	473	27.4	858	49.6	106	6.1	18	1.0	274	15.8
From Christian affiliations	499	28.9	870	50.3	92	5.3	25	1.4	242	14.0
Gay, lesbian, bisexual	484	28.0	873	50.4	98	5.7	14	0.8	262	15.1
Immigrants	513	29.9	851	49.6	59	3.4	10	0.6	283	16.5
International students, staff, or faculty	554	32.1	865	50.1	41	2.4	13	0.8	252	14.6
Learning disability	501	29.0	805	46.7	58	3.4	5	0.3	356	20.6
Male	677	39.1	848	49.0	26	1.5	10	0.6	170	9.8
Non-native English speakers	493	28.5	897	51.8	83	4.8	13	0.8	244	14.1
Parents/guardians	533	30.7	827	47.7	38	2.2	8	0.5	329	19.0
People of color	595	34.5	872	50.5	55	3.2	10	0.6	195	11.3
Providing care for adults who are disabled and/or elderly	483	28.0	716	41.4	24	1.4	8	0.5	497	28.8
Physical disability	520	30.1	819	47.5	52	3.0	4	0.2	331	19.2
Socioeconomically disadvantaged	525	30.4	812	47.0	82	4.7	16	0.9	292	16.9
Socioeconomically advantaged	551	32.1	809	47.1	48	2.8	16	0.9	295	17.2
Transgender	422	24.5	705	40.9	88	5.1	21	1.2	487	28.3
Other	123	16.4	216	28.8	15	2.0	8	1.1	389	51.8



**Table B73**

How would you rate the climate at UCM 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	623	35.5	907	51.7	63	3.6	14	0.8	149	8.5
American Indian/Alaskan Native	601	34.4	822	47.0	22	1.3	6	0.3	298	17.0
Asian/ Asian American	676	38.5	891	50.8	37	2.1	11	0.6	140	8.0
Hispanic/Latino	667	38.1	898	51.3	56	3.2	9	0.5	122	7.0
Middle Eastern/South Asian/ North African	614	35.1	885	50.6	56	3.2	13	0.7	180	10.3
Pacific Islander	630	36.0	880	50.2	22	1.3	2	0.1	218	12.4
White	757	43.2	838	47.8	56	3.2	17	1.0	85	4.8

**Table B74**

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

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	396	34.5	545	47.5	26	2.3	4	0.3	177	15.4
Physical health issues	416	36.3	545	47.6	19	1.7	4	0.3	162	14.1
Female	457	39.7	570	49.5	12	1.0	3	0.3	110	9.5
From religious affiliations other than Christian	401	34.9	565	49.1	32	2.8	6	0.5	146	12.7
From Christian affiliations	415	36.1	541	47.1	39	3.4	6	0.5	148	12.9
Gay, lesbian, bisexual	400	34.8	509	44.3	79	6.9	10	0.9	150	13.1
Immigrants	411	35.7	540	47.0	42	3.7	6	0.5	151	13.1
International students, staff, or faculty	418	36.4	561	48.9	16	1.4	2	0.2	151	13.2
Learning disability	423	37.0	526	46.0	35	3.1	2	0.2	158	13.8
Male	464	40.4	558	48.6	7	0.6	4	0.3	116	10.1
Non-native English speakers	406	35.5	549	48.0	43	3.8	3	0.3	143	12.5
Parents/guardians	424	37.0	565	49.3	11	1.0	2	0.2	145	12.6
People of color	424	36.9	573	49.9	24	2.1	4	0.3	123	10.7
Providing care for other than a child	403	35.1	542	47.3	14	1.2	3	0.3	185	16.1
Physical disability	422	36.9	554	48.4	18	1.6	4	0.3	147	12.8
Socioeconomically disadvantaged	411	35.7	546	47.5	38	3.3	5	0.4	150	13.0
Socioeconomically advantaged	429	37.4	547	47.7	16	1.4	2	0.2	153	13.3

<b>Table B74 (cont.)</b>	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Transgender	377	32.8	499	43.4	63	5.5	14	1.2	196	17.1
Veterans/active military	459	40.1	523	45.6	7	0.6	2	0.2	155	13.5
Other	126	22.2	220	38.7	2	0.4	220	38.7	568	38.7

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 1205).

**Table B75**

*Students/Trainees Only:* To what extent do you agree that the courses you have taken at UCM 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	304	27.0	528	47.0	62	5.5	14	1.2	216	19.2
Ancestry	286	25.5	520	46.4	62	5.5	20	1.8	232	20.7
Country of origin	292	26.1	517	46.3	73	6.5	18	1.6	217	19.4
Educational level	320	28.6	546	48.8	57	5.1	13	1.2	184	16.4
English language proficiency/ accent	290	26.0	534	47.8	75	6.7	12	1.1	205	18.4
Ethnicity	296	26.5	540	48.3	61	5.5	14	1.3	206	18.4
Gender identity	284	25.4	494	44.2	86	7.5	21	1.9	235	21.0
Gender expression	276	24.7	498	44.5	85	7.6	21	1.9	238	21.3
Immigrant/citizen status	286	25.6	486	43.5	71	6.4	15	1.3	260	23.3
International Status	283	25.3	497	44.4	61	5.5	14	1.3	264	23.6
Learning disability	287	25.6	494	44.1	73	6.5	18	1.6	248	22.1
Level of Education	322	28.8	534	47.8	55	4.9	14	1.3	192	17.2
Marital status	280	25.1	482	43.2	62	5.6	15	1.3	276	24.8
Medical conditions	280	25.1	492	44.1	74	6.6	11	1.0	259	23.2
Military/veteran status	262	23.5	459	41.2	78	7.0	13	1.2	303	27.2
Parental status (e.g., having children)	273	24.5	485	43.6	69	6.2	11	1.0	275	24.7
Philosophical Views	288	25.9	521	46.9	62	5.6	13	1.2	228	20.5
Psychological condition	269	24.2	499	44.8	78	7.0	11	1.0	256	23.0
Physical characteristics	279	25.1	487	43.9	73	6.6	12	1.1	259	23.3

<b>Table B75 cont.</b>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	283	25.4	489	43.9	75	6.7	11	1.0	255	22.9
Political views	292	26.2	514	46.1	60	5.4	15	1.3	234	21.0
Position (faculty, staff)	288	26.0	521	47.0	47	4.2	12	1.1	240	21.7
Race	297	26.7	523	47.0	61	5.5	13	1.2	219	19.7
Religious/spiritual views	280	25.2	503	45.2	82	7.4	20	1.8	228	20.5
Sexual orientation	277	24.9	492	44.2	82	7.4	21	1.9	242	21.7
Socioeconomic status	289	26.1	508	45.9	70	6.3	13	1.2	227	20.5

Note: Table includes only those respondents who indicated they were students or trainees in Question 1 (n = 1205).

**Table B76**

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

	Not currently available		Positively influenced campus climate		No influence on campus climate		Negatively influenced campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	16	2.9	140	25.1	25	4.5	18	3.2	358	64.3
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	7	1.3	172	31.0	35	6.3	9	1.6	332	59.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	34	6.1	165	29.8	38	6.9	10	1.8	307	55.4
Providing diversity training for staff	38	6.8	287	51.6	63	11.3	11	2.0	157	28.2
Providing diversity training for faculty	31	5.6	211	38.2	52	9.4	8	1.4	251	45.4
Providing diversity training for students	17	3.1	304	55.1	34	6.2	9	1.6	188	34.1
Providing access to counseling for people who have experienced harassment	53	9.6	200	36.1	28	5.1	10	1.8	263	47.5
Providing mentorship for new faculty	100	18.0	245	44.1	35	6.3	9	1.6	167	30.0
Providing mentorship for new staff	43	7.8	301	54.3	32	5.8	25	4.5	153	27.6
Providing a clear and fair process to resolve conflicts	53	9.6	218	39.6	48	8.7	7	1.3	224	40.7
Increasing funding to support efforts to change campus climate	37	6.8	196	35.9	59	10.8	40	7.3	214	39.2
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	47	8.6	190	34.9	48	8.8	16	2.9	243	44.7
Providing diversity and equity training to search and tenure committees	14	2.6	274	50.1	60	11.0	14	2.6	185	33.8
Increasing the diversity of the faculty	13	2.4	295	53.9	70	12.8	13	2.4	156	28.5

**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	13	2.4	295	53.9	70	12.8	13	2.4	156	28.5
Increasing the diversity of the administration	24	4.4	288	52.7	61	11.2	17	3.1	157	28.7
Increasing the diversity of the student body	7	1.3	280	51.5	68	12.5	9	1.7	180	33.1
Providing back-up family care	42	7.7	233	42.6	35	6.4	9	1.6	228	41.7
Providing lactation accommodations	27	5.0	262	48.1	44	8.1	3	0.6	209	38.3
Providing career development opportunities for staff	39	7.1	350	64.0	25	4.6	13	2.4	120	21.9

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =591).

**Table B77**

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

	Not currently available on campus		Positively influences climate		Has no influence on climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	199	16.5	501	51.3	77	7.9	5	0.5	393	40.3
Providing diversity training for staff	393	32.6	498	47.2	67	6.4	4	0.4	486	46.1
Providing diversity training for faculty	100	8.3	487	46.7	64	6.1	5	0.5	486	46.6
Providing a person to address student complaints of classroom inequity	101	8.4	598	57.0	100	9.5	7	0.7	344	32.8
Increasing diversity of the faculty and staff	53	4.4	721	65.8	121	11.1	20	1.8	233	21.3
Increasing the diversity of the student body	34	2.8	784	71.0	108	9.8	20	1.8	192	17.4
Increasing opportunities for cross-cultural dialogue among students	64	5.3	757	70.0	79	7.3	13	1.2	233	21.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	64	5.3	736	67.8	72	6.6	11	1.0	266	24.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	73	6.1	685	63.2	92	8.5	16	1.5	291	26.8
Providing effective faculty mentorship of students	73	6.1	774	71.6	55	5.1	4	0.4	248	22.9

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 1205)



This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:  
Dr. Holly Mayo,  
Disability Services Director  
KL107  
228-4666

## **UC Merced** ***Climate Assessment for Learning, Living, and Working***

(Administered by Rankin & Associates, Consulting)

### **Purpose**

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

### **Procedures**

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

### **Discomforts and Risks**

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

Participants who experience discomfort are encouraged to contact:

**For Staff:**  
Insight Employee Assistance Program  
800-422-5322

### **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 UCM 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](mailto:sue@rankin-consulting.com)  
814-625-2780

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

Dr. Fuji Collins  
KL107  
228-4331

## 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.

**Genderqueer:** A person who redefines or plays with gender, or who refuses gender altogether. A label for people who bend/break the rules of gender and blur the boundaries.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Please do not complete this survey more than once.**

## Directions

Please read and answer each question carefully. For each answer, fill in the appropriate oval. If you want to change an answer, erase it and fill in the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

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

- Undergraduate student
- Started at UC Berkely as a first-year student
- Transferred from a California community college
- Transferred from another institution
- Graduate/Professional student
  - Non-degree
  - Certificate/teacher credential program candidate
  - Master's degree student
  - Doctoral degree student (Ph.D., Ed.D.)
  - Professional degree student (e.g., MD, JD, MBA)
- Postdoctoral scholar (e.g., Employees, Paid-Directs)
- Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
- Staff – non-Union
  - Senior Management Group (SMG)
  - Management & Senior Professionals (MSP) – Supervisor
  - Management & Senior Professionals (MSP) – Non-Supervisor
  - Professional & Support Staff (PSS) – Non-Union & Supervisor
  - Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
- Staff - Union
  - Professional & Support Staff (PSS) – Union Represented & Supervisor
  - Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
- Faculty
  - Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director)
  - General Campus Faculty
    - Professor
      - FTE/Ladder Rank
      - Acting
      - Visiting
      - Adjunct
      - Emeritus
    - Associate Professor
      - FTE/Ladder Rank
      - Acting
      - Visiting
      - Adjunct
      - Emeritus
    - Assistant Professor
      - FTE/Ladder Rank
      - Acting
      - Visiting
      - Adjunct
    - Other Faculty appointment (e.g., Instructor/Lecturer)
  - Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

2. What is your **primary** employment status with UCM?
- Career (including partial-year career) employee
  - Contract employee
  - Limited appointment employee/ term employment
  - Per Diem employee
  - Floater (temporary services) employee
  - Academic employee
3. What is your **primary** campus location with UCM?
- 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 UCM?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

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

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

7. Overall, how comfortable are you with the climate in your classes?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable
- Not applicable

8. In the past year, have you seriously considered leaving UCM?

- No
- Yes

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

---



---



---

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

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

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

- No [Go to Question 18]
- Yes, but it did not interfere with my ability to work or learn
- Yes, and it interfered with my ability to work or learn



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

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

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 UCM event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCM dining facility
- In a UCM office
- In a faculty office
- In a public space at UCM
- 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 UCM 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.)
- UCM 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
- UCM 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., Counseling and Psychological Services, Housing Staff, Judicial Affairs, Police, Violence Prevention Program)
- 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 UCM 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](http://www.universityofcalifornia.edu/reportcampusclimate) or at UC Merced contact:***

*Violence Prevention Program  
Counseling and Psychological Services  
Housing Staff  
Judicial Affairs*

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

Staff:  
Insight Employee Assistance Program  
800-422-5322

**The following questions are related to unwanted physical sexual contact.**

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

- 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](http://www.universityofcalifornia.edu/reportcampusclimate) or at UC Merced contact:***

*Violence Prevention Program  
Counseling and Psychological Services  
Housing Staff  
Judicial Affairs*

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

Staff:  
Insight Employee Assistance Program  
800-422-5322

**Part 2: Work-Life**

20. Please respond to the following statements.

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

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

---



---



---

22. As a faculty member ...

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

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

---



---



---

24. Please respond to the following statements.

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

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

---



---



---

### Part 3: Demographic Information

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

26. What is your assigned birth sex?

- Male
- Female
- Intersex

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

- Man
- Woman
- Transgender
- Genderqueer
- Other (if you wish, please specify) \_\_\_\_\_

28. What is your racial/ethnic identity?

**(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- African American / African/ Black**
  - African American
  - African
  - Black Caribbean
  - Other African/African American / Black (if you wish please specify) \_\_\_\_\_
- American Indian / Alaskan Native**
  - Tribal affiliation/corporation (if you wish please specify) \_\_\_\_\_
- Asian / Asian American**
  - Asian Indian
  - Bangladeshi
  - Cambodian
  - Chinese / Chinese American (except Taiwanese)
  - Filipino / Filipino American
  - Hmong
  - Indonesian
  - Japanese / Japanese American
  - Korean / Korean American
  - Laotian
  - Malaysian
  - Pakistani
  - Sri Lankan
  - Taiwanese / Taiwanese American
  - Thai
  - Vietnamese / Vietnamese American
  - Other Asian (not including Middle Eastern) (if you wish please specify) \_\_\_\_\_
- Hispanic / Latino**
  - Cuban / Cuban American
  - Latin American / Latino
  - Mexican / Mexican American / Chicano
  - Puerto Rican
  - Other Hispanic, Latin American or of Spanish origin (if you wish please specify) \_\_\_\_\_
- Middle Eastern/Southwest Asian/North African**
  - Afghan
  - Arab/Arab American
  - Armenian
  - Assyrian
  - Azerbaijani
  - Berber
  - Circassian
  - Chaldean
  - Coptic
  - Druze
  - Georgian



- Iranian
- Jewish
- Kurdish
- Maronite
- Turkish
- Other Middle Eastern/Southwest Asian/North African (if you wish please specify \_\_\_\_\_)
- Pacific Islander**
  - Fijian
  - Guamanian/Chamorro
  - Hawaiian
  - Samoan
  - Tongan
  - Other Pacific Islander (if you wish please specify) \_\_\_\_\_
- White**
  - European / European descent
  - North African
  - Other White / Caucasian (if you wish please specify) \_\_\_\_\_
- Other (please specify)** \_\_\_\_\_

29. Which term best describes your sexual orientation?

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

30. What is your age?

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

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

- No one
- Children 18 years of age or under
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Sick or disabled partner
- Senior or other family member
- Other (please specify, e.g., pregnant, expectant partner, adoption pending) \_\_\_\_\_

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

- I have not been in the military
- Active military
- Reservist
- ROTC
- Veteran

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

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

34. What is your highest completed level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree (Ph.D., Ed.D.)
- Professional degree (e.g., MD, JD, MBA)

35. Undergraduate Students only: Where are you in your college career?

- Non-degree student
- First year (0-29 units)
- Second year (30-59 units)
- Third year (60-90 units)
- Fourth year (90 or more units)
- Fifth year or more

36. Where are you in your graduate career?

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

37. Where are you in your career at UCM?

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

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

- School of Engineering
- School of Natural Sciences
- School of Social Sciences, Humanities and Arts
- Graduate Division

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time? (If your organization is not listed or you are unsure, please choose other.)

- Administrative Operations
- Bobcat Bookstore
- Bright Success Center
- Budget Office
- Business and Financial Services
- Campus Recreation and Athletics
- Career Services
- Capital Planning and Space Management
- Center for Educational Partnerships
- Counseling and Psychological Services
- Development and Alumni Relations
- Dining Services
- Early Childhood Education Center
- Environmental Health and Safety
- Facilities Management
- Financial Aid
- Governmental and Community Relations
- Graduate Student Services
- Human Resources
- Information Technology
- Institutional Planning and Analysis
- Library
- Office of Admissions
- Office of International Affairs
- Office of Research
- Office of Student Life
- Office of the Vice Chancellor for Administration
- Physical Planning, Design and Construction
- Police Department
- Registrar
- Student Affairs
- Students First Center
- Student Health Services
- Student Housing and Residence Life
- University Communications

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

- Anthropology
- Applied Mathematical Sciences
- Bioengineering
- Biological Sciences
- Chemical Sciences
- Cognitive Sciences
- Computer Science and Engineering
- Earth Systems Science
- Economics
- Environmental Engineering
- History
- Literatures and Cultures
- Management
- Materials Sciences and Engineering
- Mechanical Engineering
- Physics
- Political Science
- Psychology
- Sociology

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

- Applied Mathematics
- Biological Engineering and Small-Scale Technologies
- Cognitive Information Sciences
- Electrical Engineering and Computer Science
- Environmental Systems
- Mechanical Engineering and Applied Mechanics
- Physics and Chemistry
- Psychological Sciences
- Quantitative and Systems Biology
- Social and Cognitive Sciences
- World Cultures

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

- MD
- MD/MBA
- MD/MPP
- MD/MPH
- PD/PhD

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
- ConfUCManist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) \_\_\_\_\_

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

- Dependent
- Independent

49. What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- Below \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000- \$69,999
- \$70,000- \$79,999
- \$80,000 - \$89,999
- \$90,000- \$99,999
- \$100,000 - \$124,999
- \$125,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$299,999
- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 or more

50. Where do you live?

- On-campus housing
- Off-campus housing
- Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)
- Independently living in an apartment/house
- Living with family member/guardian

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

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

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

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

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

- I do not participate in any clubs/organizations
- Student Leadership Groups (e.g., ASUCM)
- Academic/Professional Organizations (e.g., Vanguard, Sociology Club)
- Special Interest Organizations (e.g., Society of Free Thinkers)
- Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union, Philpino American Alliance)
- Political Groups (e.g., College Republications, Democrats at UCM)
- Religious/Spiritual Organizations
- Service Organizations/Civic Engagement (e.g., Rotaract, Invisible Children of Uganda)
- Social Fraternities and Sororities
- Publications and Media Organizations (e.g., The Prodigy)
- Intramurals/ Clubs Sports
- Music/Performance Organizations (e.g., Strings Club, Music for the Community)
- NAIA Varsity Athletics
- Honor Societies (e.g., Sigma Xi)
- Campus Housing Associations
- Other (please specify \_\_\_\_\_)

54. What is your current relationship status?

- Single, never married
- Single, divorced
- Single, widow (partner/spouse deceased)
- Partnered
- Partnered, in civil union/Registered Domestic Partnership
- Married or remarried
- Separated
- Other (please specify) \_\_\_\_\_

55. At the end of your last quarter/semester, what was your cumulative UC grade point average?

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0.0

56. Are you a former foster-care youth?

- Yes
- No

## Part 4: Perceptions of Campus Climate

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

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCM 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
- UCM 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
- UCM 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.)
- UCM 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
- UCM Physician
- Union representative
- Other (please specify) \_\_\_\_\_

60. What do you believe were the bases for this conduct? **(Mark all that apply)**

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

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Singled out as the spokesperson for their identity
- Threats of physical violence
- Victim of a crime
- Other (please specify) \_\_\_\_\_

62. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

63. Where did this conduct occur? **(Mark all that apply)**

- At a UCM event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCM dining facility
- In a UCM office
- In a faculty office
- In a public space at UCM
- 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 UCM 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., Counseling and Psychological Services, Housing Staff, Judicial Affairs, Police, Violence Prevention Program)
- 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](http://www.universityofcalifornia.edu/reportcampusclimate) or at UC Merced contact:***

*Violence Prevention Program  
Counseling and Psychological Services  
Housing Staff  
Judicial Affairs*

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

Staff:  
Insight Employee Assistance Program  
800-422-5322

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

66. I have observed **hiring** practices at UCM (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 69]
- Yes
- Don't know [Go to Question 69]

67. I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Preferential re-hiring
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

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

---

---

---

Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.

69. I have observed employment-related discipline or action up to and including dismissal at UCM that I perceive to be unfair and unjust or would inhibit diversifying the community.

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

70. I believe that the unfair or unjust employment-related discipline or action were based upon (Mark all that apply)

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

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

---

---

---

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

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

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

73. I believe the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply)

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

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

---

---

---

75. Using a scale of 1-5, please rate the overall climate at UCM on the following dimensions: **(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

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

76. Using a scale of 1-5, please rate the overall climate at UCM on the following dimensions: **(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

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



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

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

78. Please indicate your level of agreement to the following statements:

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

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

---



---



---

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

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

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

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

82. How would you rate the accessibility at UCM?

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

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

---



---



---

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

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

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

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

86. Before I enrolled, I expected that the climate at UCM would be \_\_\_\_\_ for people who are/have...

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

**Part 5: Institutional Actions Relative to Climate Issues**

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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



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

---

---

---

**Part 6: Your Additional Comments**

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCM and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.

---

---

---

---

---

---

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

---

---

---

---

---

---

## Thank you for taking the UC Merced Climate Assessment for Learning, Living, and Working

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

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

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

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

- Five iPad Mini's
- Ten \$50 University Bookstore Gift Cards

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

Name \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail address \_\_\_\_\_

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

**Staff: Insight Employee Assistance Program (EAP)**  
**1-800-422-5322**

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