Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California Office of the President

Campus Climate Project Final Report

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Rankin & Associates, Consulting

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Executive Summary

Introduction

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

To that end, the University contracted with Rankin & Associates, Consulting (R&A) to conduct a system-wide "Campus Climate" survey. The purpose of the survey was to gather a wide variety of data related to institutional climate, inclusion, and work-life issues so that the University is better informed about the living and working environments for students, faculty, staff, post-doctoral scholars, and trainees at the ten UC campuses as well as the Office of the President, the Lawrence Berkeley National Laboratory, and the Division of Agriculture and Natural Resources. 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 UCOP survey contained 98 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from November 2, 2012 through November 23, 2012 through a secure on-line portal.[2] Confidential paper surveys

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

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

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 only on questions where there was limited quantitative data.

Description of the Sample at UCOP

University of California Office of the President (UCOP) community members completed 1,051 surveys for a response rate of 73%. Response rates by constituent group varied: 64% for union staff ($n = 100$), 74% for non-union staff ($n = 951$), 67% for Men ($n = 355$), and 74% for Women ($n = 681$). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages reported in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic.[3] Only surveys that were at least 50% completed were included in the final data set for analyses.

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

Table 1. **UCOP Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Gender Identity	Women	681	64.8
	Men	355	33.8
	Transgender[i]	0	0
	Genderqueer[ii]	2	0.2
Racial Identity	White	503	47.9
	Underrepresented Minority[iii]	220	20.9
	Other People of Color[iv]	281	26.7
	Multi-Minority[v]	15	1.4
Sexual Identity	Heterosexual	857	86.0
	Lesbian, Gay, Bisexual, Queer	95	9.0
	Questioning[vi]	0	0
	Asexual[vii]	31	3.1
Citizenship Status	U.S. Citizen	1041	99.0
	Non-U.S. Citizen	7	0.7
	Undocumented	0	0
Disability Status	No disability	868	86.1
	Disability (physical, learning, mental health/Psychological condition)	140	13.9
Religious/Spiritual Affiliation	Christian affiliation[viii]	382	36.3
	Other Religious/Spiritual affiliation[ix]	66	6.3
	Muslim[x]	4	0.4
	Jewish[xi]	38	3.6
	No affiliation[xii]	410	39.0
	Multiple affiliations[xiii]	67	6.4
	Unknown	84	8.0

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 UCOP:**

    *   66% of all respondents ($n = 688$) of all respondents were "comfortable" or "very comfortable" with the climate at UCOP while 12% ($n = 130$) were "uncomfortable" or "very uncomfortable."

    *   68% of all respondents ($n = 714$) 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 17% ($n = 178$) were "uncomfortable" or "very uncomfortable."

2. **Positive attitudes about work-life issues**

    *   68% of all respondents ($n = 694$) offered that the UCOP values a diverse Faculty/AES & CE Academics and 82% ($n = 842$) offered that the campus/location values a diverse staff.

    *   66% of all respondents ($n = 682$) indicated that their supervisors provided them with resources to pursue professional development opportunities and 68% ($n = 705$) felt that their supervisors provided ongoing feedback to improve their performance.

Key Findings - Opportunities for Improvement

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

    *   29% of respondents ($n = 306$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; Eleven percent of respondents ($n = 114$) indicated that the conduct interfered with their ability to work or learn.[4]

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

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

- o A higher percentage of women respondents reported experiencing this conduct as compared to men respondents.
- o A higher percentage of Professional and Support Staff respondents reported experiencing this conduct than did Senior Management Group/Manager and Senior Professional respondents and Other Staff respondents.
- o A higher percentage of Christian respondents reported experiencing this conduct than did respondents with other than Christian religious/spiritual affiliations.

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

- A higher percentage of heterosexual respondents were "very comfortable" with the overall climate than were LGBQ respondents; however, a higher percentage of LGBQ respondents were "comfortable" with the overall climate than were heterosexual respondents.

- Underrepresented Minority respondents were less comfortable than White respondents and Other People of Color respondents with the overall climate and the workplace climate.

- Respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus/location and in their departments/work units than were respondents with disabilities.

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

- 1% of respondents ($n = 15$) believed they had experienced unwanted sexual contact while at UCOP within the last five years. Subsequent analyses of the data revealed the following:

- Underrepresented Minority respondents (3%, $n = 7$) and women (2%, $n = 11$) were more likely than other groups to have experienced unwanted sexual contact.

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

The findings fall outside what has been found in similar studies of 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/location climate to be "comfortable" or "very comfortable." Sixty-six percent of all respondents in the UCOP 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 UCOP, 29% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct, which is higher than other findings in similar projects. However, the results parallel those found in similar projects of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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[i] **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.

[ii] **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.

[iii] Congruent with UC Policy, the **Underrepresented Minority** variable includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

[iv]   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.

[v]   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.

[vi]   *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.

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

[viii]   The *Christian Affiliation* variable includes respondents who chose any Christian religious/spiritual affiliation.

[ix]   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.

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

[xi]   The *Jewish* variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

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

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

Introduction

History of the Project

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

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

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[5]   UCUES - University of California Undergraduate Experience Survey
[6]   NSSE – National Survey of Student Engagement
[7]   SERU – Student Experience in the Research University
[8]   HERI – Higher Education Research Institute – Faculty Survey

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UC Campus Climate Assessment Project Structure and Process

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

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

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

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

UC Office of the President (UCOP) Project Specifics

The Office of the President is the system-wide headquarters of the University of California, representing it to the Regents and local, state, and federal government, managing its fiscal and business operations, and supporting its academic, research and service missions across its campuses, labs and medical centers. UCOP is organized into six divisions and also includes the direct reports to the Regents and staff for the Academic Senate.

The work environment of the Office of the President is unique within the University. The large majority of the employees are located in four separate office buildings in downtown Oakland. Others work in Berkeley, Sacramento, and Washington, DC. The Office of the President employees are almost all in staff positions, with practically no students or faculty.

In 2007, the Chairman of the Board of Regents asked for a thorough review and reorganization of the Office of the President. Over the two years from 2007 to 2009, UCOP underwent major reorganization and downsizing. Some of the reduction was achieved by moving programs or services to a campus for administrative oversight. In total, staff at UCOP was reduced by 549 FTE (27%) from 2,069 in 2007-08 to 1,520 FTE in 2009-10. As part of the reorganization, staff from multiple areas were combined to form new units that serve all departments at the Office of the President. It was a difficult time that remains salient for those employees still at UCOP.

The UCOP location-specific survey was distributed from November 2 through November 23, 2012. The final UCOP survey contained 98 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the location-wide UCOP survey. The Executive Vice Chancellor, Business Operations will work with the UCOP Climate Council to study the survey results along with the results of the recent UCOP staff engagement survey. The UCOP Climate Council will then seek broad input to identify important issues and create action plans to present to the President.

Methodology

Conceptual Framework

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

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UCOP further vetted the questions to be more contextually fitting for the UCOP population. The final UCOP location-specific survey contained 68 questions,[10][11] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus/location experiences, their perceptions of the campus/location climate, and their perceptions of UCOP's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats as was offered in English and Spanish.[12] All survey responses were

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[9] Rankin & Associates (2001) adapted from AAC&U (1995).

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

[11] The UCOP Survey included three additional questions, unique to UCOP. Results are presented in Tables B80-82, but are not summarized in the narrative section of this report.

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

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

Sampling Procedure. The project proposal, including the survey instrument, was reviewed by the University's Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment 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/location 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.[13] Refer to the survey data tables in Appendix B for actual percentages[14] 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 UCOP's campus/location, 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[15] using standard

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[13]   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.

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

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

methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following questions where there was limited quantitative data. The narratives for these questions (i.e., #8, #18, and #88) 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 UCOP?

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

#88 - How does each of the following [initiatives] affect the climate for diversity at UCOP?

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/location experiences, their perceptions of the campus/location climate, and their perceptions of UC's institutional actions, including administrative policies and academic initiatives regarding climate.

Description of the Sample[16]

1,051 surveys were returned for a 73% overall response rate. The sample and population figures, chi-square analyses,[17] and response rates are presented in Table 2. Significant differences between the sample and UCOP population included:

- The sample had a representative proportion of female and male respondents as indicated by the non-significant Chi Square test.

- Three categories, American Indian/Alaskan Native, Pacific Islander, and Middle Eastern/Southwest Asian/North African were over-represented in the sample and had more individuals that indicated they were part of this group in the sample than were identified in the population. Whites were also significantly over-represented in the sample. African American/African/Black and Asian/Asian American were significantly under-represented in the sample.

- As indicated by a non-significant Chi Square test, the sample had a representative proportion of the various position status categories despite there being two faculty members present in the population and none in the sample.

- The sample had a significantly larger proportion of U.S. Citizens and Visa Holders (there were no visa holders in the population). Permanent Residents and individuals of other legally documented status were under-represented in the sample. There was no information on undocumented residents in the population data, and there were no responses in the sample.

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

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	*n*	%	
Gender [a]	**Man**	528	36.57	355	34.00	67.23
	Woman	916	63.43	681	65.23	74.34
	Transgender	Not available	--	Not available	--	--
	Genderqueer	Not available	--	<5	--	>100
	Other	Not available	--	6	0.57	>100
Race/Ethnicity[1,b]	**African American/African/Black**	192	13.30	130	11.52	67.71
	American Indian/Alaskan Native	3	0.21	13	1.15	>100
	Asian/Asian American	360	24.93	267	23.67	74.17
	Hispanic/Latino	114	7.89	102	9.04	89.47
	Middle Eastern/Southwest Asian/North African	Not available	--	26	2.30	>100
	Pacific Islander	Not available	--	11	0.98	>100
	White	718	49.72	571	50.62	79.53
	Unknown	57	3.95	Not available	--	--
	Other	0	0.00	8	0.71	>100
Position status [c]	**Staff Non-Union**	1286	89.06	951	90.49	73.95
	Staff – Union	156	10.80	100	9.51	64.10
	Faculty	2	0.14	Not available	--	--
Citizenship [1,d]	**US Citizen**	1378	95.30	1015	96.30	73.66
	Permanent Resident	60	4.15	29	2.75	48.33
	Visa Holder (F-1, J-1, H1-B, A, L, G, E, TN)	Not available	--	7	0.66	>100
	Other legally document status	8	0.55	<5	--	37.50
	Undocumented Resident	Not available	--	Not available	--	--

[1] Respondents were instructed to indicate all categories that apply.
[a] X^2 (1, N = 1036) = .2.27, p = .1319 (not significant)
[b] X^2 (4, N = 1083) = 52.75, p = .0001
[c] X^2 (2, N = 1051) = 3.32, p = .1901 (not significant)
[d] X^2 (2, N = 1047) = 6.42, p = .0404

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 Berkeley 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/location climate for various groups (question 76) and those that rate overall campus/location climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data

were internally reliable (Trochim, 2000). Pertinent correlation coefficients[18] are provided in Table 3.

All correlations in Table 3 were significantly different from zero at the .01 or .05 levels; that is, there was a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response "don't know" was treated as missing data. Therefore, responses of "don't know" were not included in the correlation analysis.

Moderately strong relationships (between .4 and .5) existed for responses to Respectful of Middle Eastern/South Asian/North African and Hispanics/Latinos and Positive for People of Color; for responses to Respectful of Hispanics/Latinos and Not Racist; and between Respectful of Females and both Positive for Women and Not Sexist. Responses to Respectful of African Americans/Blacks and Asian Americans/Asians and Positive for People of Color, as well as responses to Respectful of Gay, Lesbian, Bisexual individuals and both Positive for Lesbian, Gay, Bisexual People and Not Homophobic – showed a moderate relationship (between .3 and .4). No significant relationships existed between American Indians/Alaskan Natives, or Pacific Islanders, likely because there were too few individuals who identified with those groups and no significant relationships existed for Non-Native English Speakers.

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[18]   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/location 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**
African Americans/ Blacks	.327[1]					
Asian Americans/ Asians	.315[1]					
Middle Eastern/South Asian/North African	.469[2]					
Hispanics/Latinos	.432[1]	.469[1]				
Gay, Lesbian, Bisexual Individuals			.321[1]	.361[1]		
Females					.442[1]	.400[1]

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

Sample Characteristics[19]

Table 4 depicts the respondent population by their primary position status at UCOP. Ninety-one percent of all respondents were Staff Non-Union, and 10% were Staff Union. Respondents were required to answer the Primary Position Status question; however, they were not required to use the drop-down menu to specify their specific positions.

Table 4. **Primary Position Status at UCOP**

Position Status	*n*	**%**
Staff – Non-Union	**951**	**90.5**
Senior Management Group	25	2.4
Management & Senior Professionals – Supervisor	217	20.6
Management & Senior Professionals – Non- Supervisor	188	17.9
Professional & Support Staff – Non-Union & Supervisor	45	4.3
Professional & Support Staff – Non-Union & Non-Supervisor	363	34.5
Missing	113	10.8
Staff- Union	**100**	**9.5**
Professional & Support Staff – Union Represented & Supervisor	11	1.0
Professional & Support Staff – Union Represented & Non-Supervisor	72	6.9
Missing	17	1.6

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

For the purposes of several analyses, primary status data were collapsed into Senior Management Group/Management and Senior Professionals (SMG/MSP), Professional and Support Staff (PSS), and Other Staff (Figure 1). The SMG/MSP category was comprised of Senior Management Group staff; MSP/Supervisors; and MSP/Non-Supervisors. The PSS category included all Professional and Support Staff (Supervisor AND Non-Supervisor; Union Represented and Supervisor; Union Represented and Non-Supervisor)[20]. Other Staff were respondents who checked "Union Staff" or "Non-Union Staff" and did not specify SMG, MSP,

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[19] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[20] The SMG/MSP and PSS categories were designated by UC's SWT.

or PSS. Forty-seven percent (*n* = 491) were PSS staff, 41% (*n* = 430) were SMG/MSP staff, and 12% (*n* = 130) were Other Staff.
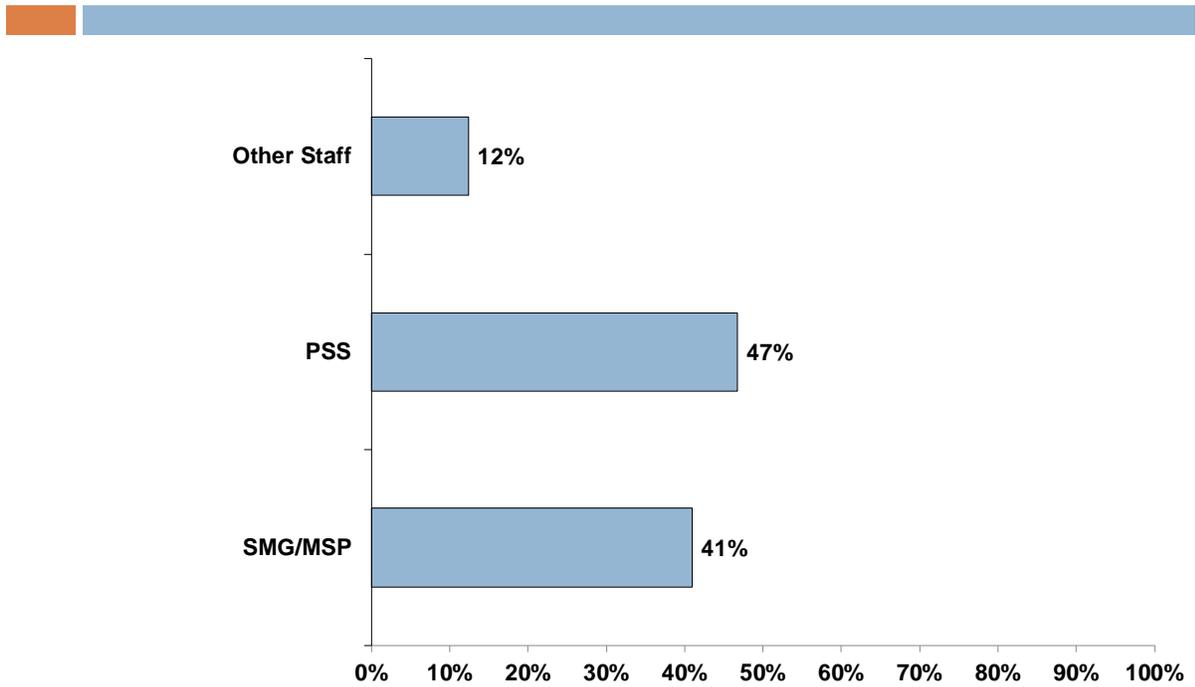
Figure 1. Collapsed Employee Position Status (%)

Eighty-five percent ($n = 889$) of respondents were primarily career employees (Table 5). Subsequent analyses revealed that 96% of respondents ($n = 1,006$) were full-time in their primary positions.

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

Status	*n*	*%*
Career (including partial-year career) employee	889	84.6
Contract employee	91	8.7
Limited appointment employee/term employment	35	3.3
Per Diem employee	< 5	--
Floater (temp services) employee	22	2.1
Academic Employee	11	1.0
Missing	< 5	--

With regard to respondents' work unit affiliations, Table 6 indicates that 30% of respondents ($n = 298$) were affiliated with Academic Affairs, 29% of respondents ($n = 295$) were primarily affiliated with Business Operations, and 15% ($n = 151$) with the Chief Financial Officer's unit.

Table 6. **Primary Work Unit Affiliations**

Academic Unit	*n*	*%*
Unaffiliated	**71**	**7.1**
Academic Affairs	**298**	**29.6**
Academic Planning, Programs, and Coordination	49	16.4
UC Press Books	*<5*	
UC Press Journals	*<5*	
APPC Immediate Office	*8*	
UC Washington Center	*<5*	
California Digital Library	*26*	
Other APPC	*5*	
Educational Partnerships	36	12.1
Institutional Research	10	3.4
Research & Graduate Studies	67	22.5
Research Grant Programs Officer	*19*	
Innovation Alliances & Services	*12*	
Other Research & Graduate Studies Department	*33*	
Student Affairs	45	15.1
Undergraduate Admissions	*25*	
Other Student Affairs	*20*	
Other Academic Affairs	27	9.1
Agriculture & National Resources	26	8.7
Missing	18	6.0
Business Operations	**295**	**29.3**
Budget & Capital Resources	26	8.8
Capital Resource Management	*9*	
Other Budget & Capital Resources	*16*	
Human Resources	110	37.3
Employee/Labor Relations & Policy	*16*	
Benefits Programs & Strategies	*26*	
Retirement Administration Services Center	*30*	
UCOP/UCSF Human Resources Services	*14*	
Other Human Resources	*23*	

Table 6 **(cont.)**

	n	%
Information Technology Services	102	34.6
Application Technology Service	*46*	
Technology Support Services	*26*	
Other Information Technology Services Department	*28*	
Other Business Operations	28	9.5
Missing	29	9.8
Chief Financial Officer	**151**	**15.0**
Financial Accounting	29	21.2
Financial Services & Controls	46	33.6
Business Resource Center	*29*	
Other Financial Services & Controls	*17*	
Other Chief Financial Officer Division	62	45.3
Missing		
Compliance & Audit	**18**	**1.8**
External Relations	**57**	**5.7**
Communications	22	38.6
Other External Relations	25	43.9
Missing	10	17.5
General Counsel	**67**	**6.7**
Health Sciences & Services	**18**	**1.8**
Laboratory Management	**7**	**0.7**
Treasurer's Office	**24**	**2.4**

Note: Because of the variation in response and large numbers of missing responses, percentages are not provided for the sub-categories.

The majority of the respondents were women (65%, *n* = 681, Figure 2)[21].
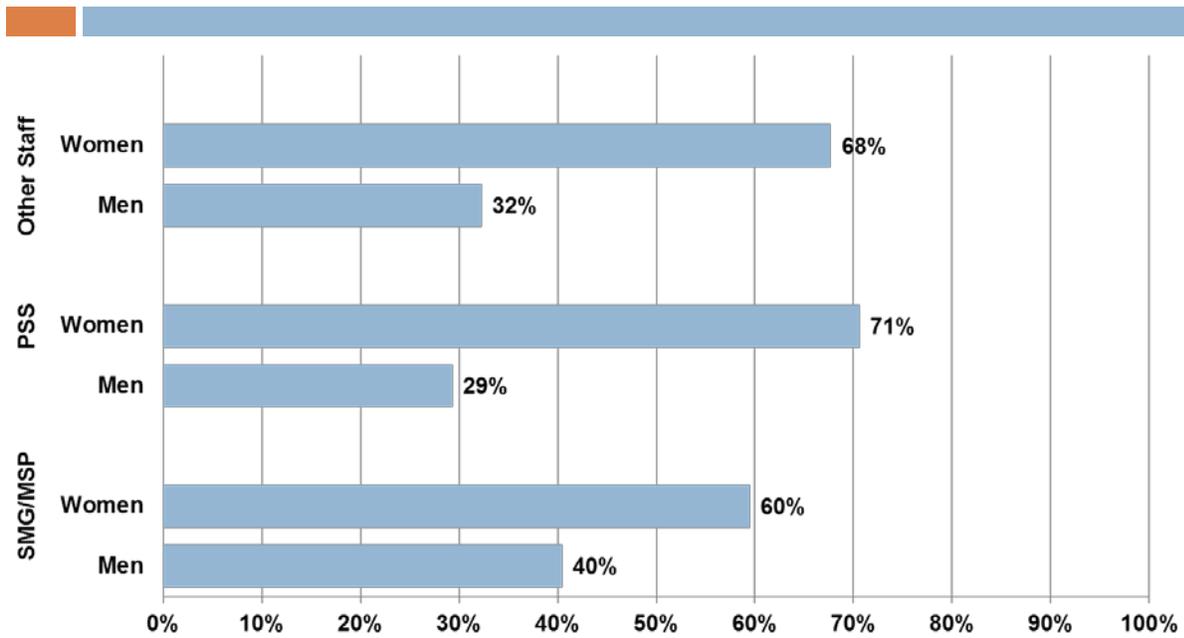
Responses with *n*'s less than 5 are not presented in the figure.

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

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[21]   Additionally, the sex of the majority of respondents was female (67%, *n* = 406), while one-third was male (31%, *n* = 189), and <5 respondents identified as intersex.

The majority of respondents were heterosexual[22] (82%, $n = 857$). Nine percent ($n = 95$) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). Thirty-one people (3%) identified as asexual.
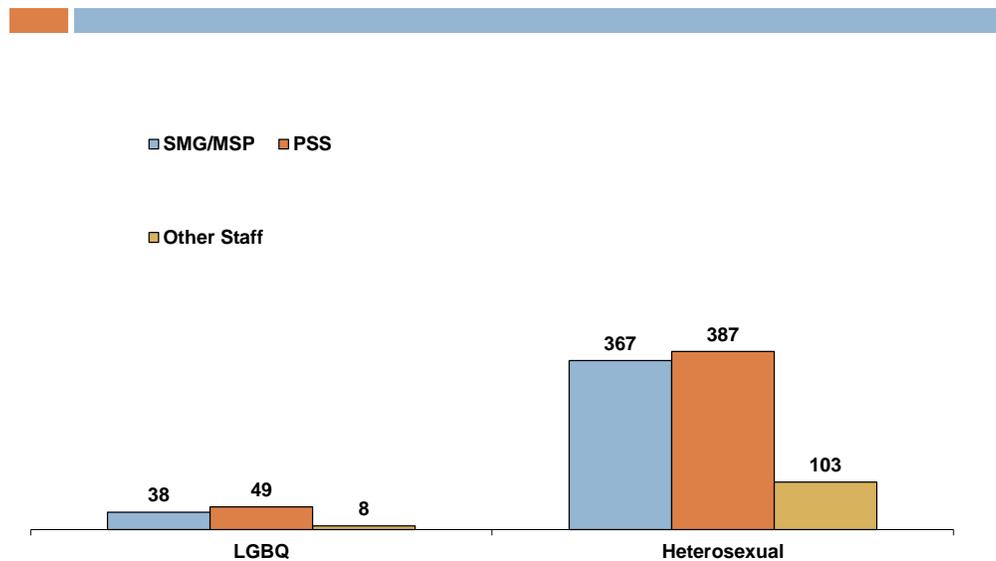
Figure 3. Respondents by Sexual Orientation and Position Status (*n*)

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

Thirty-five percent of SMG/MSP respondents were between 50 and 59 years old (*n* = 147), while 29% of PSS respondents were between 40 and 49 years of age (*n* = 140) (Figure 4).

Responses with *n*'s less than 5 are not presented in the figure.
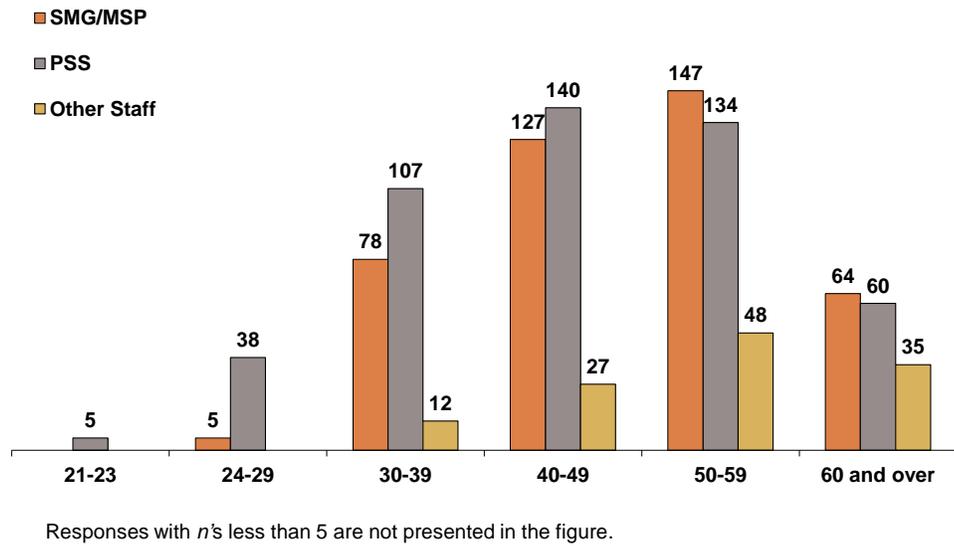
Figure 4. Respondents by Age and Position Status (*n*)

With regard to race and ethnicity, 54% of the respondents identified as White[23] (Figure 5). Twenty-five percent were Asian/Asian American, 12% were African American/African/Black, 10% were Hispanic/Latino, three percent were Middle Eastern/Southwest Asian/North African, and less than one percent were American Indian/Alaskan Native or Pacific Islanders.
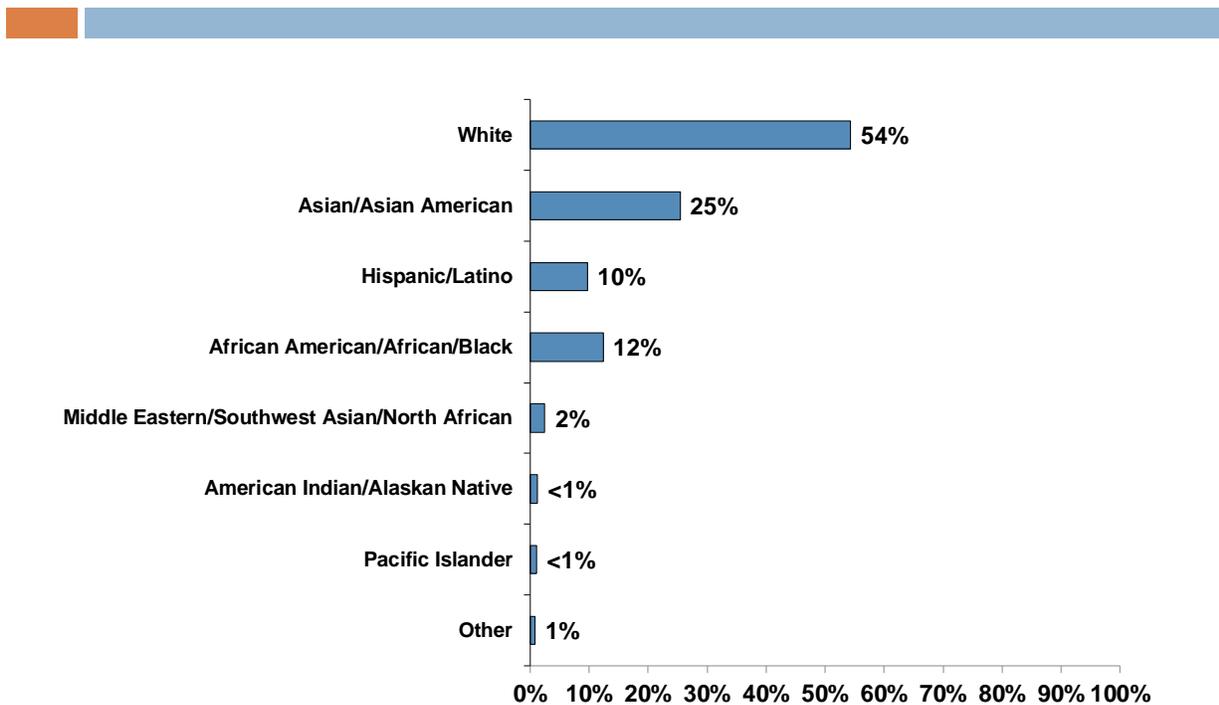
Figure 5. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

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[23]   The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers will see Table B7 in Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

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 (48%, $n = 503$) as part of their identity, and 516 respondents (49%) chose a category other than White as part of their identity (Figure 6). For the purposes of some analyses[24], the categories White, Underrepresented Minority[25] (21%, $n = 220$), Other People of Color[26] (27%, $n = 281$), and Multi-Minority[27] (1%, $n = 15$) were created.
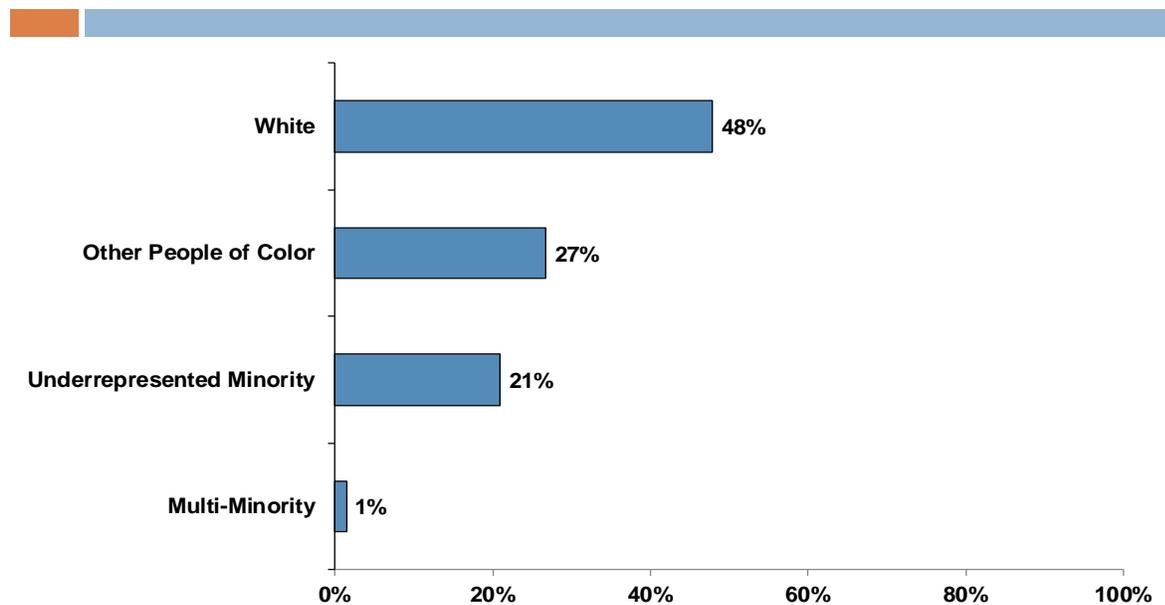
Figure 6. Respondents' Racial/Ethnic Identity (%)

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

[25] 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.

[26] 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.

[27] Congruent with UC Policy and approved by the SWT for this project, the "Multi-Minority" category includes respondents who checked any of the responses included under in the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.

The survey item[28] 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" (36%, $n = 382$). Thirty-eight individuals (4%) chose a Jewish[29] affiliation, and 66 people (6%) chose "other" affiliations[30]. Thirty-nine percent of respondents ($n = 410$) reported no affiliation[31], and 67 people (6%) reported multiple affiliations[32] (Figure 7).
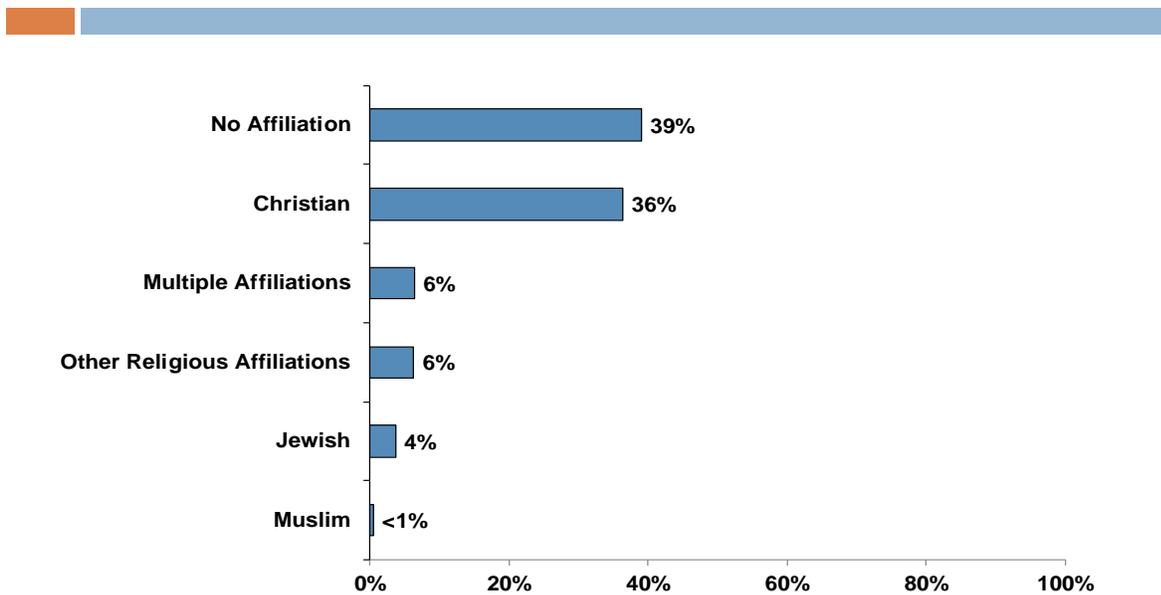
Figure 7. Respondents' Religious/Spiritual Affiliation (%)

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28   Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.
29   Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.
30   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.
31   No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.
32   Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Subsequent analyses revealed 56% of all respondents (n = 589) were married or remarried, while 30% (n = 317) were single (never married, divorced, or widowed). Seven percent (n = 72) were partnered, and 20 people (2%) were partnered in a civil union or registered domestic partnership.

While 30% of respondents (n = 316) were caring for children under the age of 18 years, 48% (n = 499) were not responsible for any dependent family members (Figure 8). Sixteen percent of respondents (n = 164) were responsible for senior or other family members.
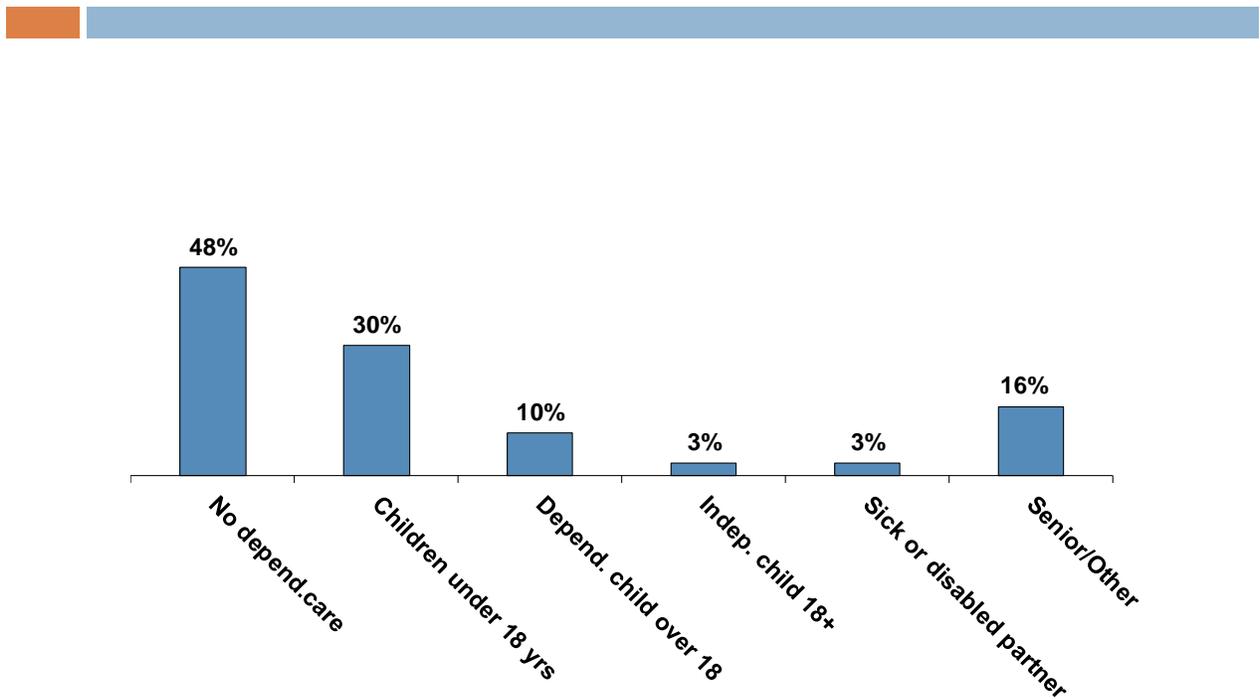
Figure 8. Respondents' Dependent Care Status (%)

Subsequent analyses revealed that 94% of all respondents (n = 990) had never been in the military. Twenty-seven respondents (3%) were veterans and seven people were reservists (1%).

Twenty-eight percent of respondents ($n = 292$) considered their political views "middle of the road" (Table 7). Forty-eight percent ($n = 502$) were "liberal"/"far left," while 7% ($n = 78$) considered themselves "conservative"/"far right."

Table 7. **Respondents' Political Views**

Political views	*n*	%
Far left	55	5.2
Liberal	447	42.5
Moderate or middle of the road	292	27.8
Conservative	77	7.3
Far right	<5	--
Undecided	84	8.0
Other	39	3.7

Fourteen percent of respondents ($n = 140$)[33] had disabilities that substantially affect major life activities. Five percent of respondents ($n = 54$) said they had medical conditions, 3% ($n = 29$) had mental health/psychological conditions, and 2% indicated they had ADHD ($n = 16$) or were hard of hearing ($n = 21$) (Table 8).

Table 8. **Respondents' Disability Status**

Disability	*n*	*%*
Acquired/Traumatic Brain Injury	<5	--
Attention Deficit/Hyperactivity Disorder	16	1.5
Asperger's/ Autism Spectrum	<5	--
Blind	<5	--
Low vision	5	0.5
Deaf	<5	--
Hard of Hearing	21	2.0
Learning disability	<5	--
Medical Condition	54	5.1
Mental health/psychological condition	29	2.8
Physical/Mobility condition that affects walking	<5	--
Physical/Mobility condition that does not affect walking	16	1.5
Speech/Communication	<5	--
Other	5	0.5
I have none of the listed conditions	868	82.6

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

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[33] Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 140 (14%). The duplicated total ($n = 157$; 15%) is reflected in Table 8 in this report and in Appendix B.

Table 9 indicates that approximately 97% of participants who completed this survey were U.S. citizens,[34] and <1% were Non-U.S. citizens.[35] [36]

Table 9. **Respondents' Citizenship Status**

Citizenship	*n*	*%*
US citizen	1,015	96.6
Permanent Resident	29	2.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	7	0.7
Other legally documented status	<5	--
Undocumented resident	<5	--

Seventy-eight percent of respondents (*n* = 820) said only English was spoken in their homes. Four percent (*n* = 38) indicated a language other than English was spoken in the home, while 17% (*n* = 181) indicated that English and another language were spoken in their homes. Some of the other respondents indicated the primary languages they spoke at home were Amharic, Armenian, Bengali, Calo, Cantonese, Chinese, Farsi, Filipino, French, German, Hebrew, Hindi, Hmong, Japanese, Laotian, Mandarin, Pilipino, Portuguese, Punjabi, Russian, Spanish, Tamil, Tagalog, Taiwanese, Tibetan, Ukrainian, Vietnamese, etc.

About 32% of respondents (*n* = 337) indicated that the highest level of education they completed was a bachelor's degree. Four percent had finished an associate's degree (*n* = 42), 26% had completed a master's degree (*n* = 269), and 10% had completed a doctoral or other professional degree (*n* = 100).

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[34] 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.

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

[36] Analyses regarding differences between U.S. citizens and non-U.S. citizens were not conducted for this report since the number of Non- U.S. citizens was so few (*n* = 7).

UCOP Campus Climate Assessment Findings[37]

The following section[38] reviews the major findings of this study. The review explores the climate at UCOP through an examination of respondents' personal experiences, their general perceptions of campus/location climate, and their perceptions of institutional actions regarding climate on campus/location, 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 UCOP

The questionnaire posed questions regarding respondents' level of comfort with a variety of aspects of UCOP's campus/location. Table 10 illustrates that 66% of the survey respondents ($n =$ 688) were "comfortable" or "very comfortable" with the climate at UCOP. Sixty-eight percent of respondents ($n = 714$) were "comfortable" or "very comfortable" with the climate for diversity in their department/work unit/academic unit/school/clinical setting (which from this point forward will be referred to as department/work unit).

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

	Comfort with Climate at UCOP		Comfort with Climate in Department/ Work Unit	
	n	*%*	*n*	*%*
Very Comfortable	178	17.0	276	26.4
Comfortable	510	48.6	438	42.0
Neither Comfortable nor Uncomfortable	232	22.1	152	14.6
Uncomfortable	108	10.3	127	12.2
Very Uncomfortable	22	2.1	51	4.9

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[37] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

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

Figures 9 and 10 illustrate that SMG/MSP members were more comfortable than PSS and Other Staff members with the overall climate and the climate in their departments and work units at UCOP. SMG/MSP members were more comfortable than the general UCOP population with the climate in their departments and work units (73%, 68%, respectively).
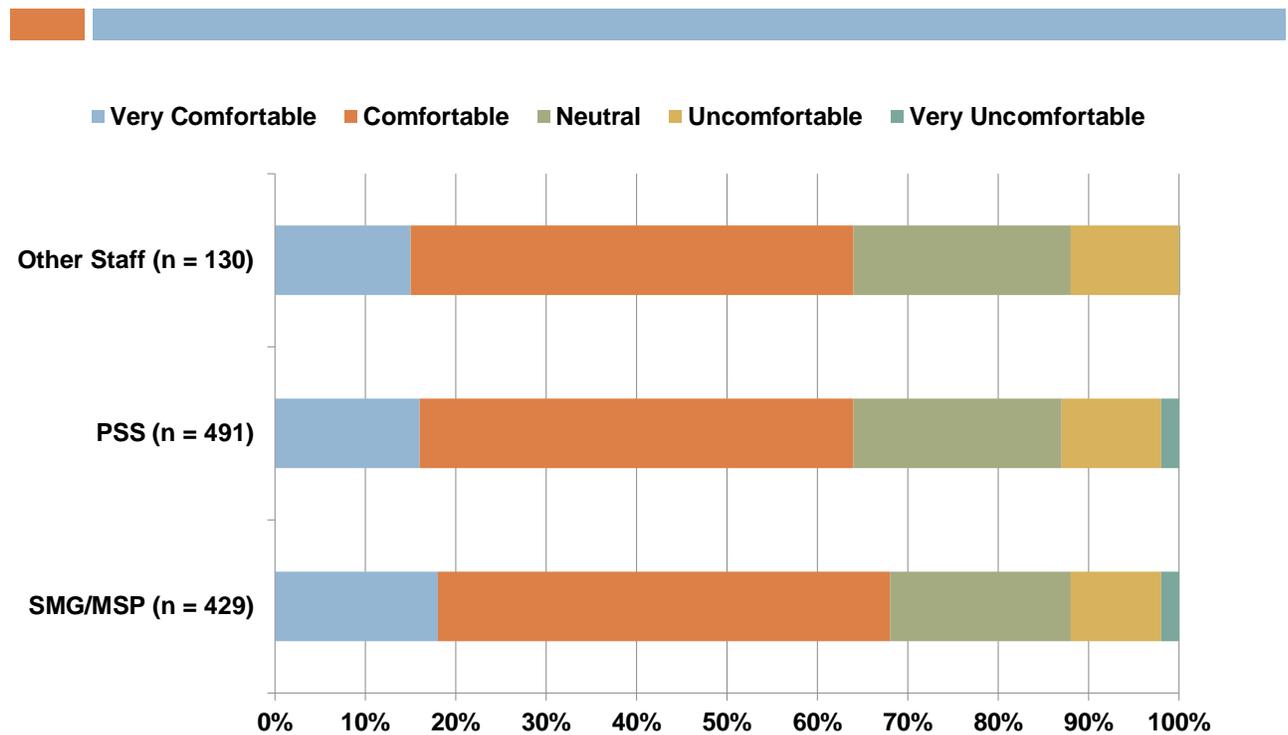
Figure 9. Comfort with Overall Climate by Position Status (%)
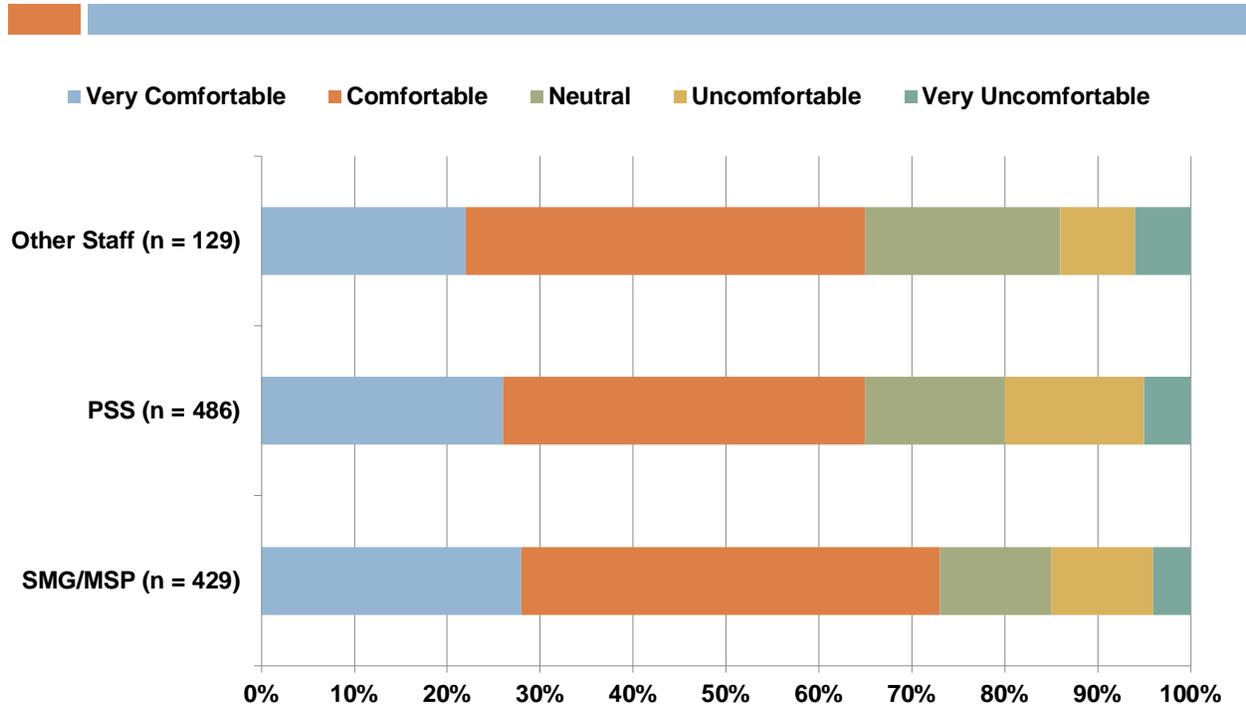
Figure 10. Comfort with Climate in Department/Work Unit by Position Status (%)

When comparing the data by racial identity,[39] Underrepresented Minorities were slightly less comfortable than White respondents and Other People of Color respondents with the overall climate[40] for diversity at UCOP, and the climate in their departments/work units (Figures 11 & 12).
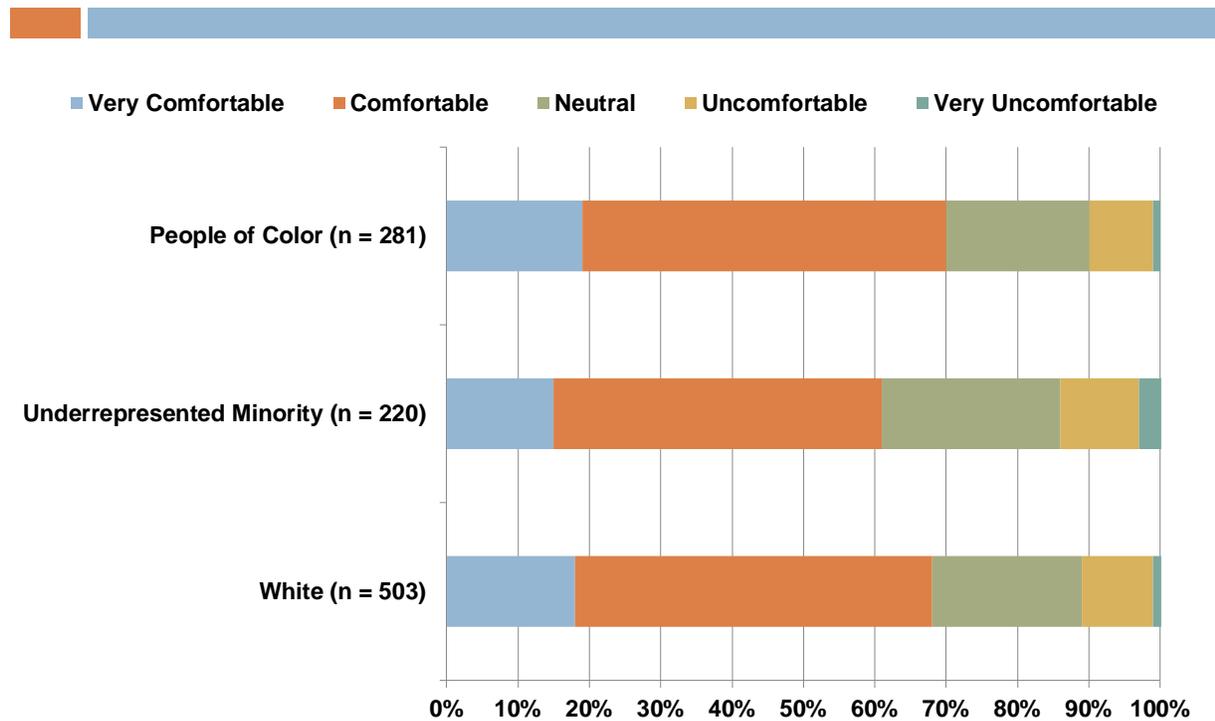
Figure 11. Comfort with Overall Climate by Race (%)

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[39]   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.

[40]   The race/ethnicity sub-category "Multi-Minority" was not included in many analyses in this report due to the low number of said respondents ($n = 15$).
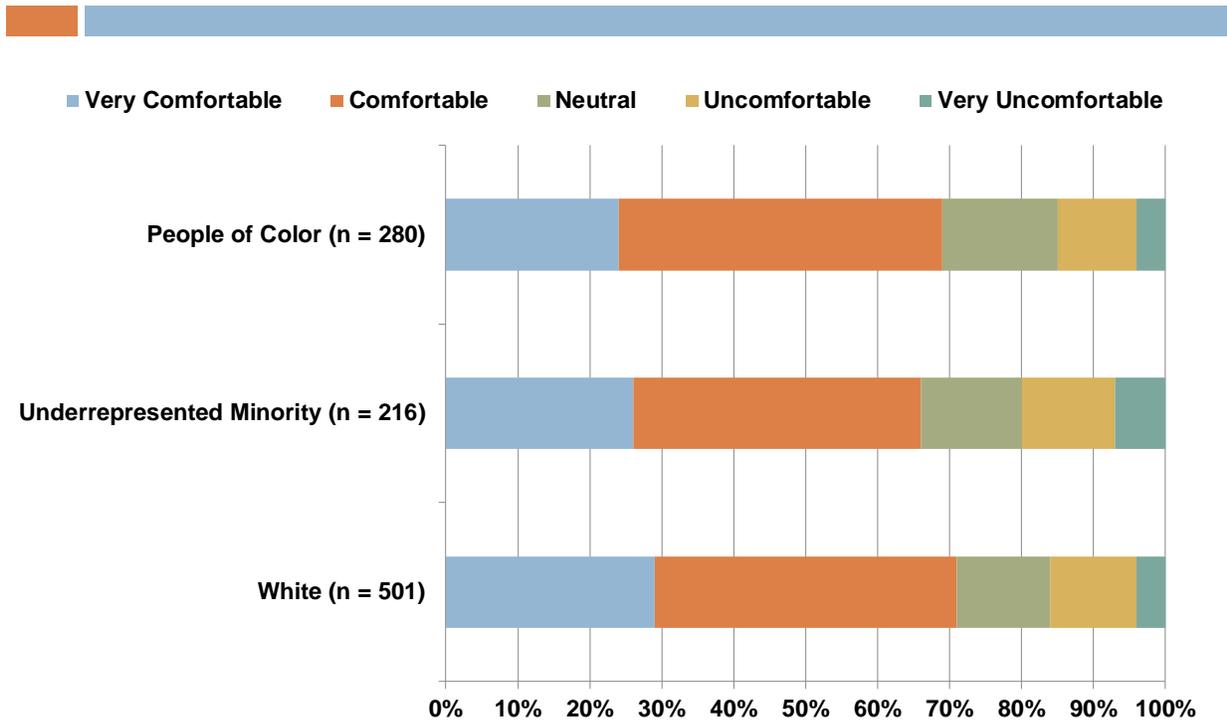
Figure 12. Comfort with Climate in Department/Work Unit by Race (%)

In terms of gender, men and women were similarly comfortable with the overall climate, but women were less comfortable with the climate in their departments/work units (Figures 13 & 14).
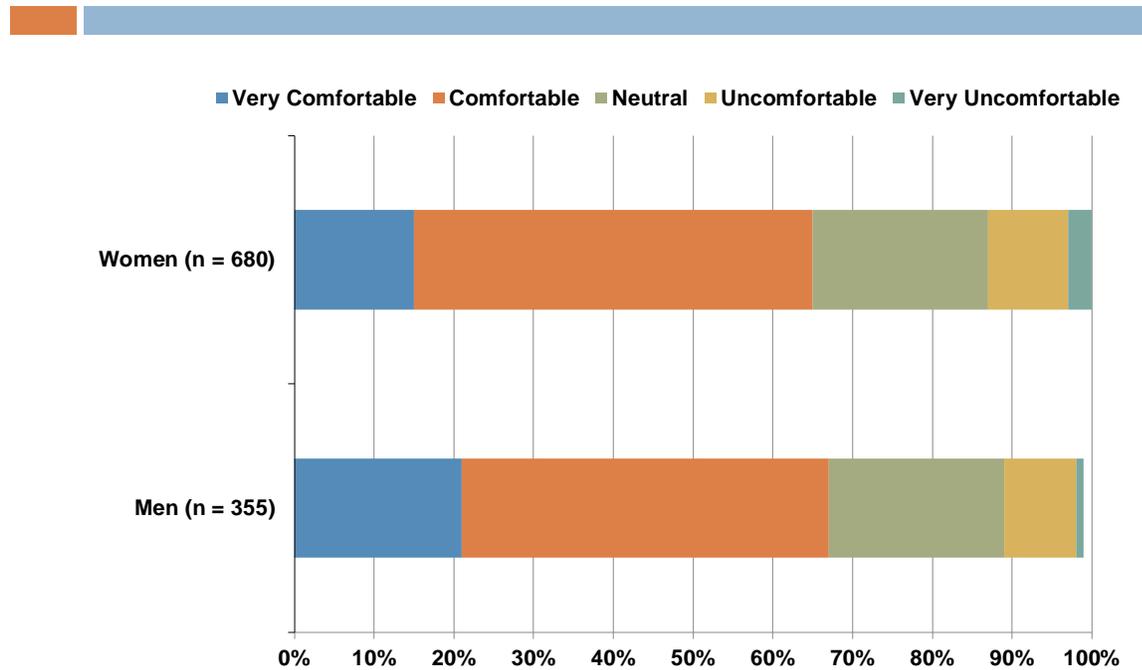
Figure 13. Comfort with Overall Climate by Gender (%)
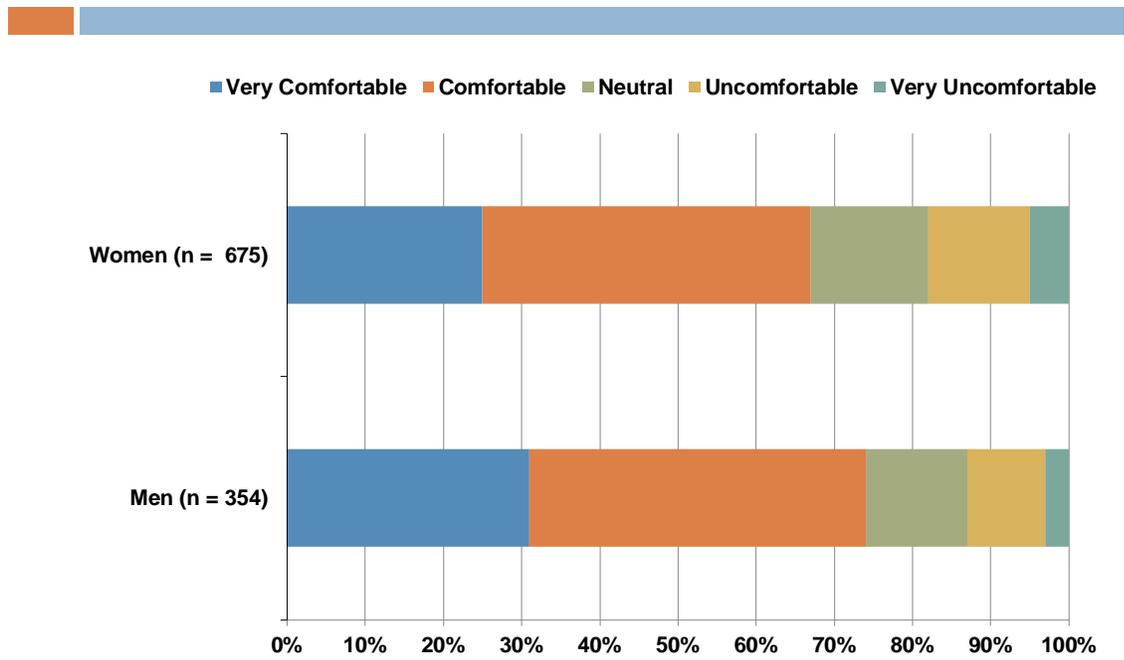
Figure 14. Comfort with Climate in Department/Work Unit by Gender (%)

With respect to sexual orientation, a higher percentage of heterosexual respondents were "very comfortable" with the overall climate than were LGBQ respondents; however, a higher percentage of LGBQ respondents were "comfortable" with the overall climate than were heterosexual respondents. LGBQ and heterosexual respondents felt similarly about the climate in their department/work unit (Figures 15 & 16).
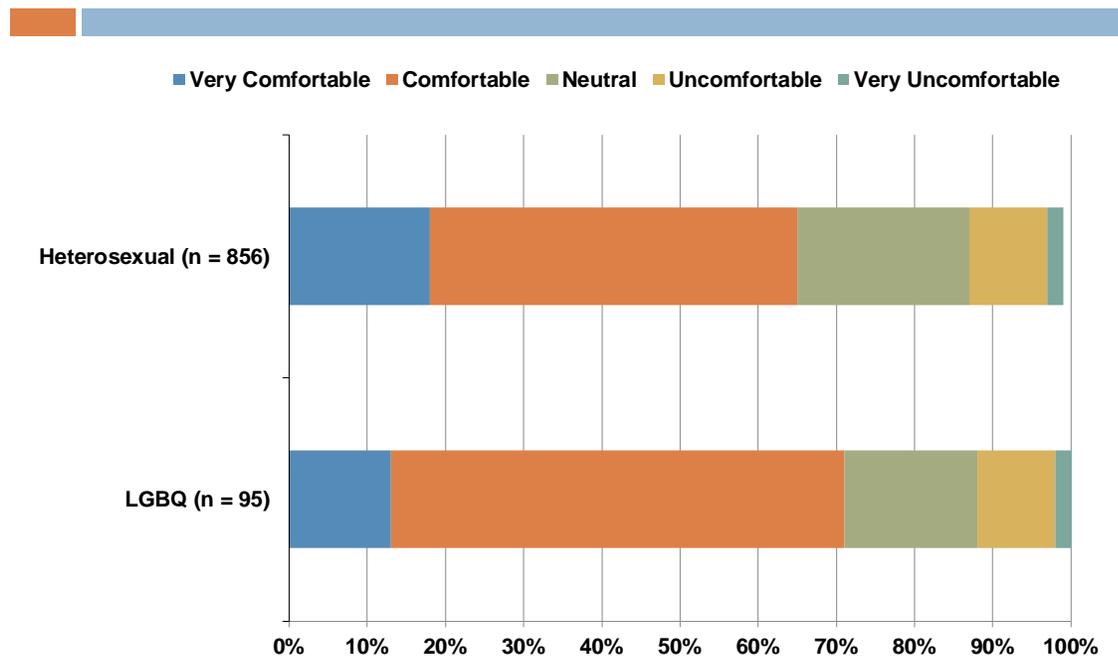
Figure 15. Comfort with Overall Climate by Sexual Orientation (%)
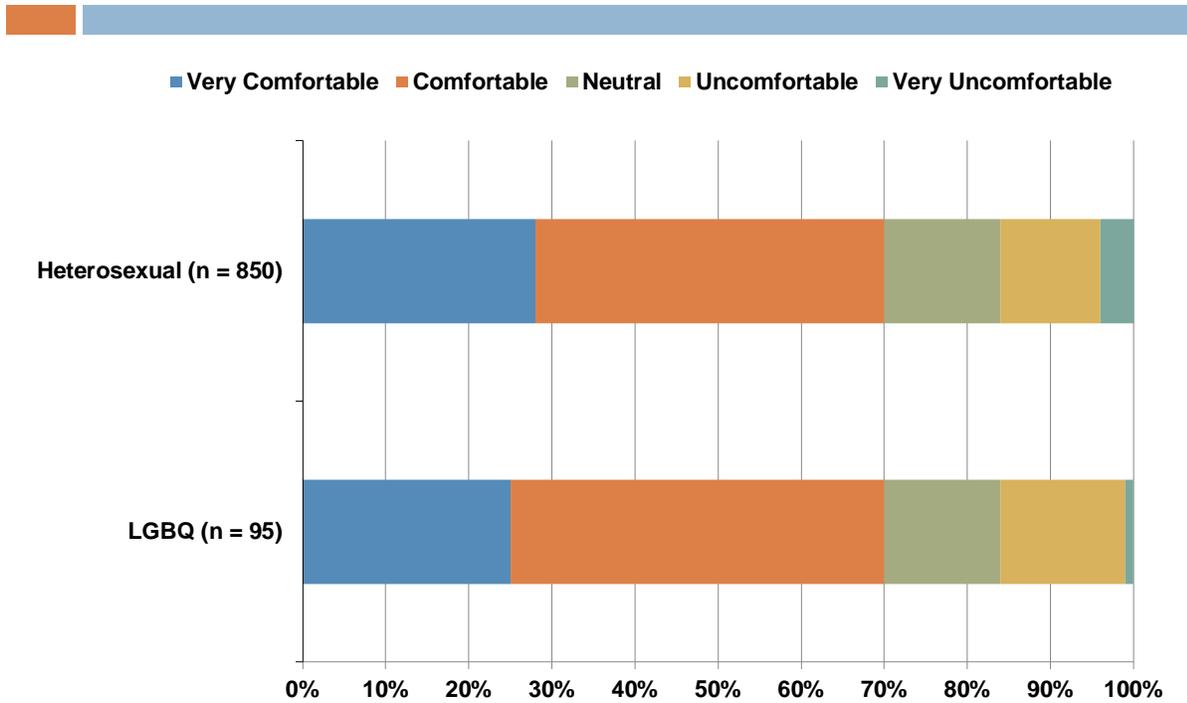
Figure 16. Comfort with Climate in Department/Work Unit by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus/location and in their departments/work units than were respondents with disabilities (Figures 17 & 18).
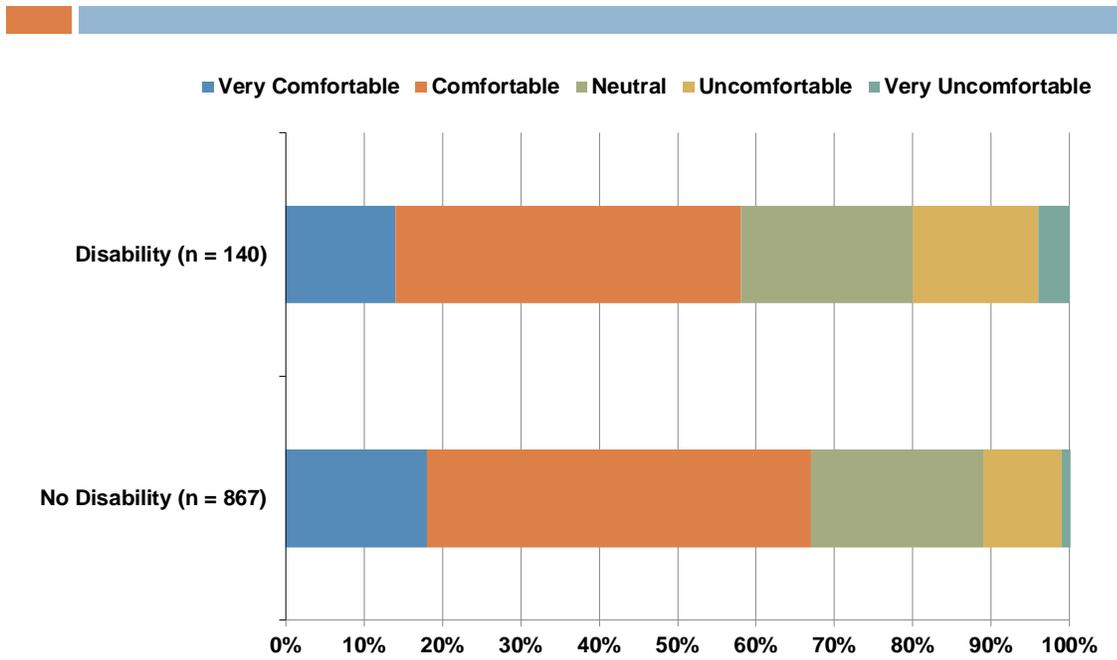
Figure 17. Comfort with Overall Climate by Disability Status (%)
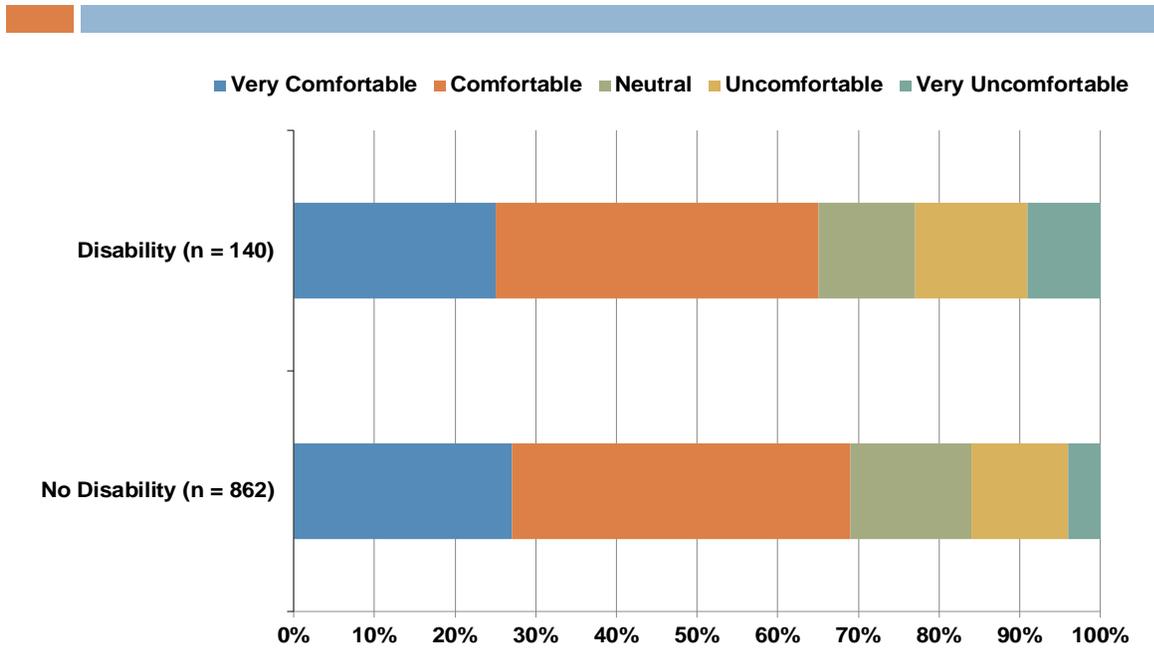
Figure 18. Comfort with Climate in Department/Work Unit by Disability Status (%)

Very small differences existed between the comfort levels with the overall climate and departmental climate of people who considered themselves Christian and respondents who identified with other than Christian affiliations[41] at UCOP (Figures 19 & 20).
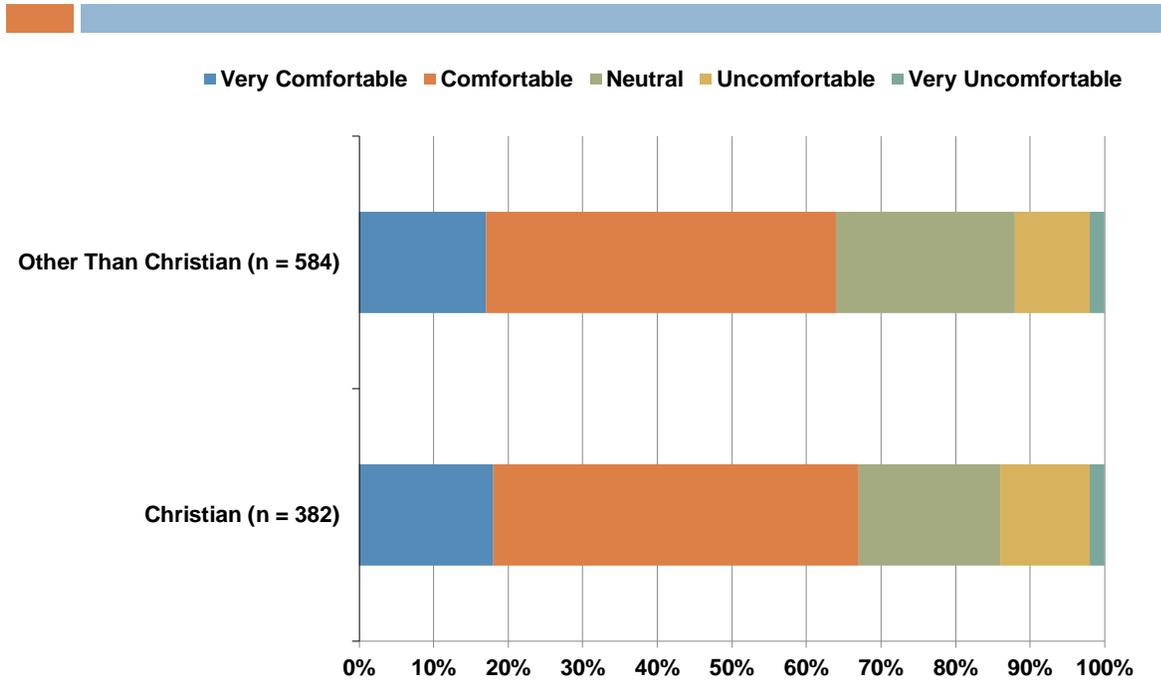
Figure 19. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

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[41]   Due to the low numbers of respondents in various religious/spiritual affiliations (i.e., Muslim Affiliation, Jewish Affiliation), analyses were restricted to Christian Affiliation and Other than Christian Affiliations.
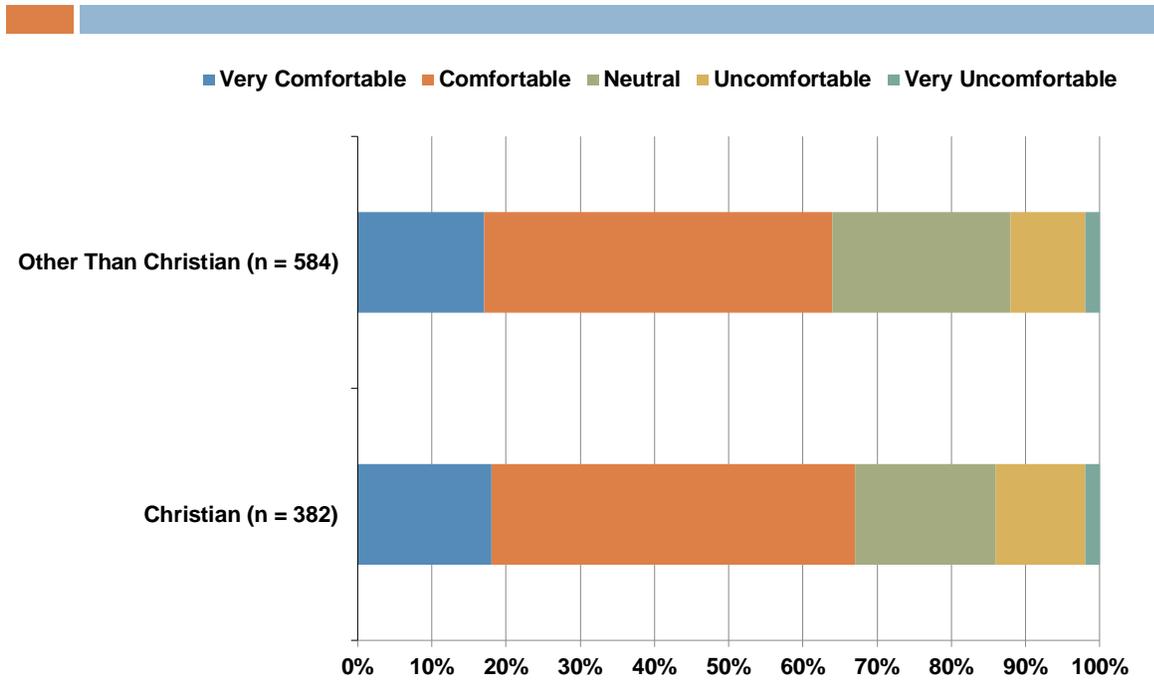
Figure 20. Comfort with Climate in Department/Work Unit by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Thirty-two percent of the respondents ($n = 318$) indicated that the overall campus/location climate was "very respectful" of people from White racial/ethnic backgrounds (Table 11). Fewer respondents indicated the overall campus/location climate was "very respectful" of African Americans/Africans/Blacks (22%, $n = 217$)), American Indians/Alaskan Natives (16%, $n = 163$), Asians/Asian Americans (23%, $n = 233$), Hispanics/Latinos (20%, $n = 199$), Middle Easterners/South Asians/North Africans (19%, $n = 191$), and Pacific Islanders (17%, $n = 173$).

Table 11. **Ratings of Perceptions of Campus/Location Climate for Various Races/Ethnicities**

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
African American/African/Black	217	21.5	652	64.6	35	3.5	11	1.1	94	9.3
American Indian/Alaskan Native	163	16.3	522	52.2	15	1.5	<5	--	297	29.7
Asian/ Asian American	233	23.2	654	65.2	20	2.0	5	0.5	91	9.1
Hispanic/Latino	199	19.8	657	65.5	26	2.6	5	0.5	116	11.6
Middle Eastern/South Asian/North African	191	19.2	604	60.6	27	2.7	<5	--	174	17.5
Pacific Islander	173	17.4	594	59.7	15	1.5	<5	--	213	21.4
White	318	31.7	612	61.0	10	1.0	<5	--	64	6.4

Table 12 indicates that more than half of all respondents thought that the overall UCOP climate was "very respectful"/"respectful" of all of the campus groups listed in the table. The respondents believed the climate was most respectful ("respectful"/"very respectful") for females and males (87% and 88%, respectively); People of Color (84%); gay, lesbian, and bisexual people (83%); parents/guardians (80%); physical health issues (77%); and physical disability (76%). Respondents suggested that the campus/location was least respectful ("disrespectful"/"very disrespectful") of people from socioeconomically disadvantaged backgrounds (10%).

Table 12. Ratings of Perceptions of UCOP Climate for Various Campus/location Groups

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Psychological health issues	94	9.5	425	42.9	58	5.9	10	1.0	404	40.8
Physical health issues	184	18.5	583	58.8	34	3.4	6	0.6	185	18.6
Female	201	20.1	667	66.8	39	3.9	12	1.2	80	8.0
From religious affiliations other than Christian	129	13.0	561	56.6	17	1.7	<5	--	281	28.3
From Christian affiliations	131	13.3	569	57.8	17	1.7	5	0.5	263	26.7
Gay, lesbian, bisexual, transgender	203	20.4	618	62.2	10	1.0	<5	--	159	16.0
Immigrants	150	15.1	578	58.3	21	2.1	5	0.5	237	23.9
International students, staff, or faculty	156	15.9	525	53.4	9	0.9	<5	--	290	29.5
Learning disabled	104	10.7	386	39.6	41	4.2	<5	--	440	45.1
Male	294	29.5	583	58.6	15	1.5	<5	--	101	10.2
Non-native English speakers	130	13.2	592	60.2	59	6.0	8	0.8	194	19.7
Parents/guardians	182	18.4	612	61.8	21	2.1	6	0.6	169	17.1
People of color	203	20.4	633	63.7	36	3.6	12	1.2	110	11.1
Providing care for adults who are disabled and/or elderly	152	15.4	513	52.0	26	2.6	7	0.7	288	29.2
Physical disability	169	17.2	576	58.7	25	2.5	<5	--	207	21.1
Socioeconomically disadvantaged	123	12.6	481	49.1	85	8.7	16	1.6	274	28.0
Socioeconomically advantaged	206	21.2	499	51.3	19	2.0	<5	--	245	25.2
Transgender	116	11.9	422	43.3	14	1.4	<5	--	420	43.1

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-nine percent of respondents (n = 306) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCOP within the past year. Eleven percent of respondents (n = 114) said that the conduct interfered with their ability to work or learn[42] at UCOP, and 18% of respondents (n = 192) felt the conduct did not interfere with their ability to work or learn on campus/location. Table 13 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 306 respondents who experienced such conduct, 28% of respondents said the conduct was "very often"/"often" based on their position status (n = 84) at UCOP. Others said they "very often"/"often" experienced such conduct based on age (11%, n = 34) or educational level (12%, n = 38).

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[42] 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 13. **Bases and Frequency of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct (*n* = 306).

Area	Very often *n*	%	Often *n*	%	Sometimes *n*	%	Seldom *n*	%
Age	13	9.8	21	15.9	57	43.2	41	31.1
Ancestry	5	2.2	7	3.0	22	9.5	29	12.5
Country of origin	<5	--	6	2.6	15	6.4	24	10.3
Educational level	13	5.4	25	10.4	41	17.0	37	15.4
Educational modality (on-line, classroom)	<5	--	6	2.6	<5	--	21	9.2
English language proficiency/accent	6	2.6	8	3.5	9	3.9	24	10.4
Ethnicity	12	5.2	14	6.0	31	13.4	35	15.1
Gender identity	9	3.8	10	4.3	23	9.8	26	11.1
Gender expression	8	3.5	8	3.5	16	7.0	25	10.9
Immigrant/citizen status	<5	--	<5	--	5	2.2	21	9.2
International Status	<5	--	<5	--	<5	--	17	7.5
Learning disability	<5	--	5	2.2	5	2.2	16	7.0
Marital status (e.g. single, married, partnered)	5	2.2	<5	--	22	9.5	26	11.3
Medical condition	7	3.1	7	3.1	21	9.3	15	6.6
Military/veteran status	<5	--	<5	--	<5	-	6	2.6
Parental status (e.g., having children)	9	3.9	<5	--	19	8.3	22	9.6
Participation in an organization/team	<5	--	<5	--	10	4.5	9	4.0
Physical characteristics	5	2.2	8	3.5	25	10.8	27	11.7
Physical disability	<5	--	<5	--	7	3.1	15	6.6
Philosophical views	12	5.2	15	6.5	39	16.9	31	13.4
Political views	6	2.6	12	5.2	21	9.1	28	12.1
Position Status	38	14.8	46	18.0	51	19.9	48	18.8

Table 13 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Pregnancy	<5	-	<5	-	5	2.2	10	4.4
Psychological condition	<5	-	6	2.7	13	5.8	13	5.8
Race	13	5.6	12	5.2	23	10.0	33	14.3
Religious/spiritual views	10	4.6	<5	-	8	3.7	6	2.8
Sexual orientation	6	2.8	<5	-	11	5.0	7	3.2
Socioeconomic status	7	3.7	<5	-	12	6.3	5	2.6
Don't Know	10	5.5	<5	-	7	3.9	10	5.5
Other	8	5.4	<5	-	9	6.1	8	2.6

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 B42.
The percentages in Tables 13 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[43] depict the responses by selected characteristics (e.g., race/ethnicity, gender, position status, sexual orientation, religious/spiritual affiliation) of individuals who responded "yes" to the question, "**Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCOP?"

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[43] For Figures 21 through 25, 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, SES, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, SES, race, gender, position, sexual orientation).

When reviewing these results in terms of race (Figure 21), 28% of White Respondents ($n = 142$), 37% of Underrepresented Minority respondents ($n = 81$), 22% of Other People of Color respondents ($n = 63$), and 40% of Multi-Minority respondents ($n = 6$) believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 40% of Underrepresented Minority respondents ($n = 32$) said it was based on their race, while only 18% of White respondents ($n = 26$) and 25% of Other People of Color respondents ($n = 16$) indicated that the conduct they experienced was based on race.
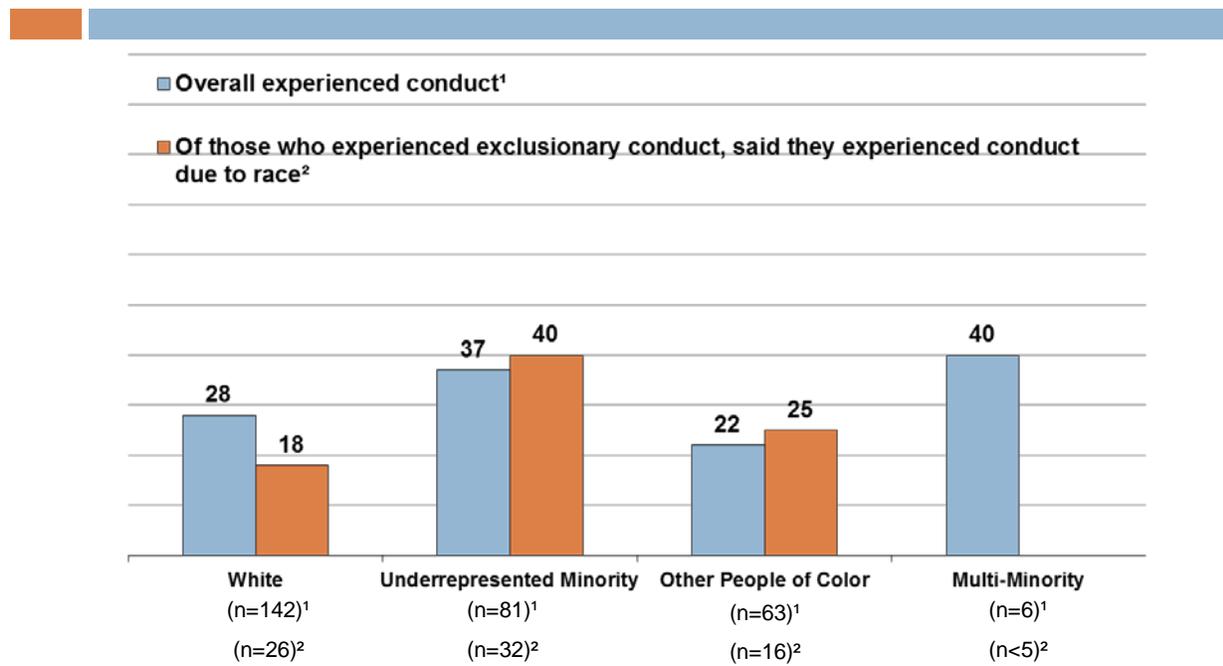
Responses with *n*'s less than 5 are not presented in the figure.
[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 21. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (%)

When reviewing the data by gender (Figure 22), a higher percentage of women (33%, $n = 222$) believed they had experienced offensive, hostile, or intimidating conduct than did men (22%, $n = 78$). Twenty-two percent of women ($n = 48$) and 10% of men ($n = 18$) who believed they had experienced this conduct said it was based on gender identity.
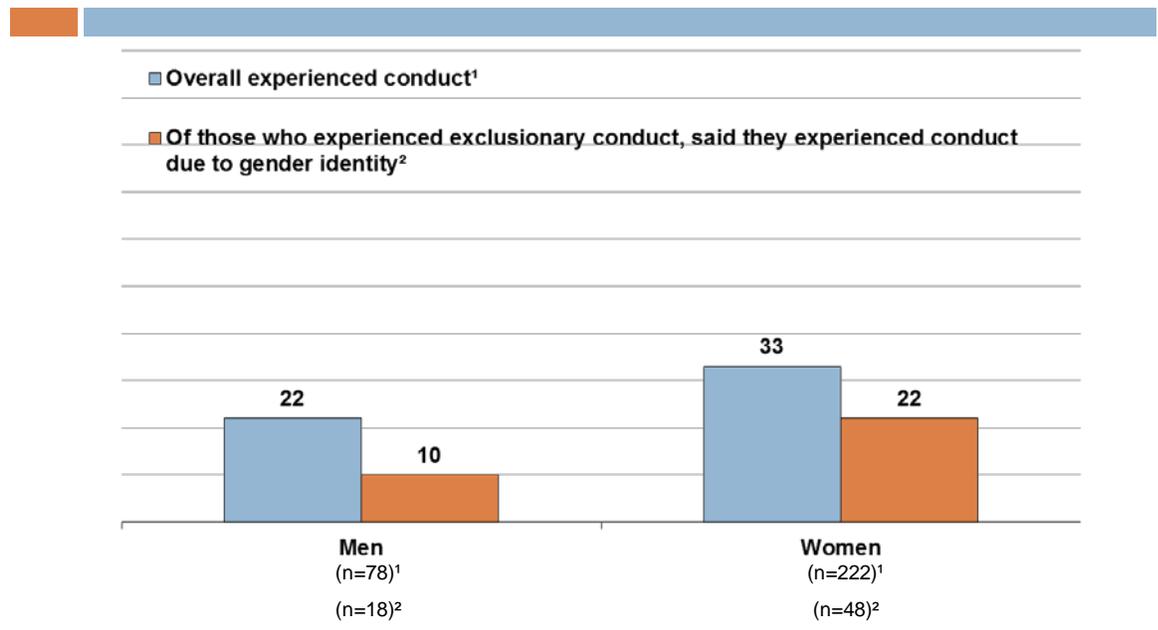
¹ Percentages are based on total n split by group.
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 22. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender (%)

As depicted in Figure 23, greater percentages of PSS respondents (33%, $n = 159$) believed they had experienced this conduct than did SMG/MSP (25%, $n = 109$) and Other Staff respondents (29%, $n = 38$). Other Staff respondents (76%, $n = 29$) were most likely to indicate that the conduct was based on their position status at UCOP.
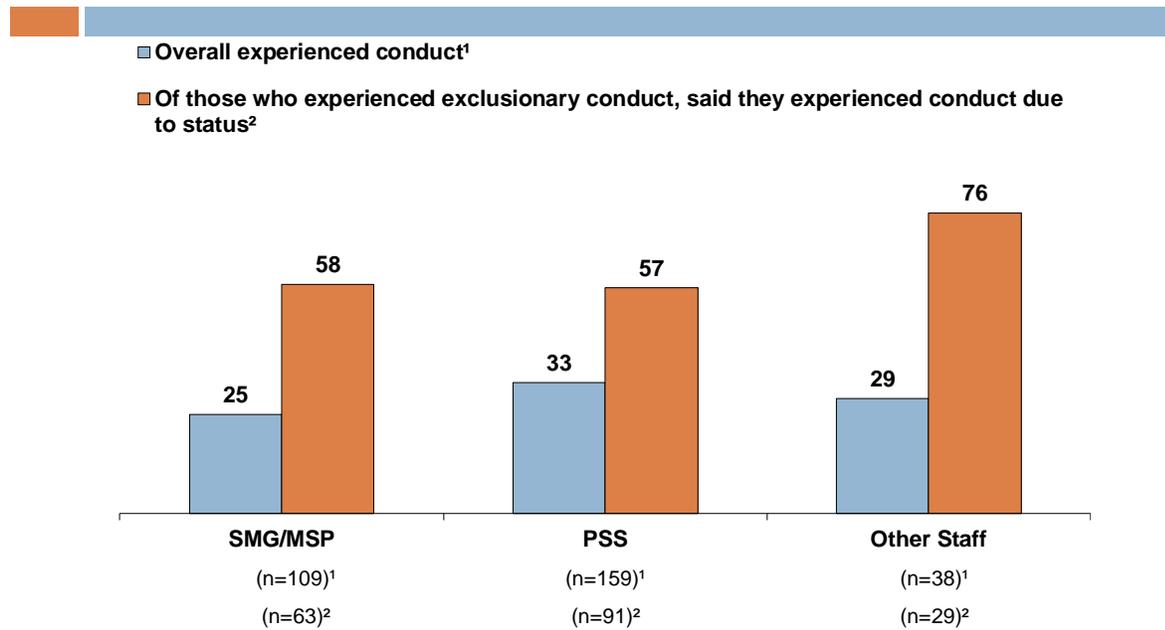
□ Overall experienced conduct[1]

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

	SMG/MSP	PSS	Other Staff
	(n=109)[1]	(n=159)[1]	(n=38)[1]
	(n=63)[2]	(n=91)[2]	(n=29)[2]

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

Figure 23. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 24 illustrates that similar percentages of LGBQ respondents and heterosexual respondents believed they had experienced this conduct (30%, $n = 28$, versus 28%, $n = 241$). Of those who believed they had experienced this type of conduct, seven heterosexual respondents (4%, $n = 7$) indicated that this conduct was based on sexual orientation.
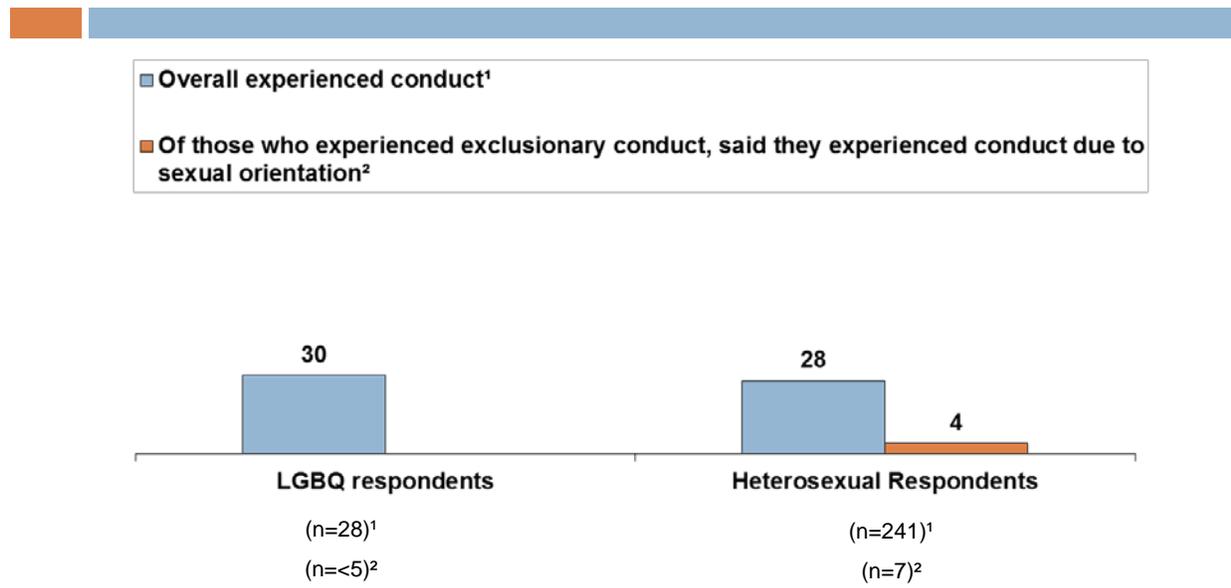
Responses with n's less than 5 are not presented in the figure.

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

Figure 24. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

A higher percentage of Christian respondents (35%, $n = 133$) than respondents with other than Christian religious/spiritual affiliations (26%, $n = 153$) experienced exclusionary conduct in the past year (Figure 25). Eight percent of Christian respondents ($n = 7$) and 6% of other than Christian respondents ($n = 7$) indicated the exclusionary conduct was based on religious/spiritual affiliation.
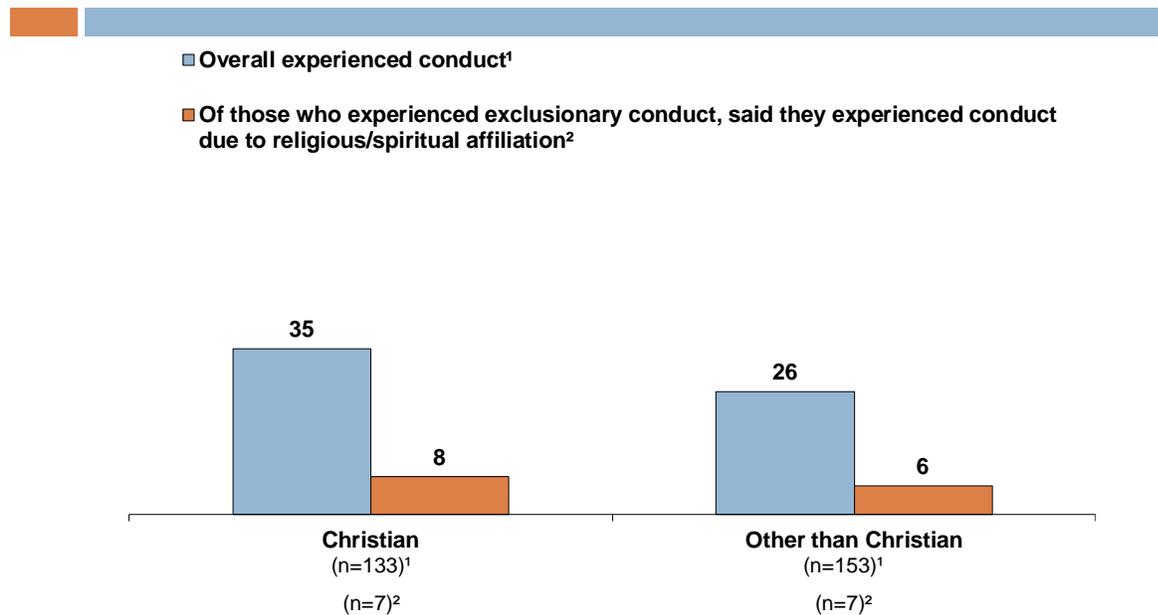
■ Overall experienced conduct[1]

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

	Christian (n=133)[1] (n=7)[2]	Other than Christian (n=153)[1] (n=7)[2]
Overall	35	26
Religious/spiritual	8	6

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

Figure 25. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Table 14 illustrates the manners in which the individuals experienced exclusionary conduct. Fifty-three percent felt deliberately ignored or excluded, 47% felt intimidated and bullied, and 43% felt isolated or left out.

Table 14. **Form of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who believed they had exclusionary conduct (*n* = 306).

Conduct	*n*	% of those who experienced the conduct
I felt I was deliberately ignored or excluded	163	53.3
I felt intimidated/bullied	145	47.4
I felt isolated or left out	130	42.5
I was the target of derogatory verbal remarks	64	20.9
I received a low performance evaluation	48	15.7
I received derogatory written comments	42	13.7
I observed others staring at me	31	10.1
I feared for my physical safety	23	7.5
Someone assumed I was admitted/ hired/promoted due to my identity	21	6.9
I was singled out as the spokesperson for my identity group	16	5.2
I received derogatory phone calls	15	4.9
Someone assumed I was not admitted/ hired/promoted due to my identity	12	3.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	10	3.3
I was the target of racial/ethnic profiling	8	2.6
I was the target of stalking	5	1.6
I feared for my family's safety	<5	--
I was the target of graffiti/vandalism	<5	--
I was the target of physical violence	<5	--
I was the victim of a crime	<5	--
I received threats of physical violence	<5	--
Other	49	16.

Percentages do not sum to 100 due to multiple responses.

Fifty-eight percent of respondents who experienced exclusionary conduct said it occurred in a UCOP office, and 52% said the incidents occurred while working at a UCOP job. Thirty-nine percent said the incident happened in a meeting with a group of people, and 24% said it happened while in a meeting with one other person (Table 15). Respondents who marked "other" said the incidents happened "in the hallway," in an email, in the "UCOP Labor Relations department," "in the UCOP hierarchy," at "all staff meeting," etc.

Table 15. **Location of Experienced Exclusionary Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct (n = 306).

Location	n	% of respondents who experienced conduct
In a UCOP office	176	57.5
While working at a UCOP job	159	52.0
In a meeting with a group of people	119	38.9
In a meeting with one other person	72	23.5
In a public space at UCOP	47	15.4
At a UCOP event	18	5.9
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	6	2.0
In a faculty office	<5	--
In an on-line class	<5	--
On campus transportation	<5	--
Other	18	5.9

Percentages do not sum to 100 due to multiple responses.

Forty-six percent of the respondents identified co-workers, 31% identified supervisors, 24% identified staff members, and 23% identified department heads as the sources of the conduct. Twenty-two percent identified administrators (Table 16). "Other" sources of exclusionary conduct included individuals such as Department Director, other department manager, "some individuals senior to my level," "vendor for outsourced project," "worker from another group," etc.

Table 16. **Source of Experienced Exclusionary Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct (*n* = 306).

Source	*n*	% of respondents who experienced conduct
Administrator	68	22.2
Alumni	<5	--
Athletic coach/trainer	<5	--
Campus media	<5	--
UCOP visitor(s)	<5	--
Organizations on campus	<5	--
Campus police/building security	<5	--
Co-worker	142	46.4
Off campus community member	<5	--
Department head	69	22.5
Donor	<5	--
Don't know source	<5	--
Faculty advisor	<5	--
Faculty member	9	2.9
Friend	<5	--
Medical Staff	<5	--
Partner/spouse	<5	--
Patient	<5	--
Person that I supervise	7	2.3
Registered Staff Organization	<5	--
Social Networking site	<5	--
Staff member	74	24.2
Stranger	<5	--
Student	<5	--
Student staff	<5	--
Supervisor	94	30.7
Teaching assistant/Grad assistant/Lab assistant/Tutor	<5	--
UCOP Physician	<5	--
Union representative	<5	--
Other	27	8.8

Percentages do not sum to 100 due to multiple responses.

Figure 26 reviews the source of experienced exclusionary conduct by position status. Coworkers were the greatest source of exclusionary conduct for PSs and SMG/MSP respondents.
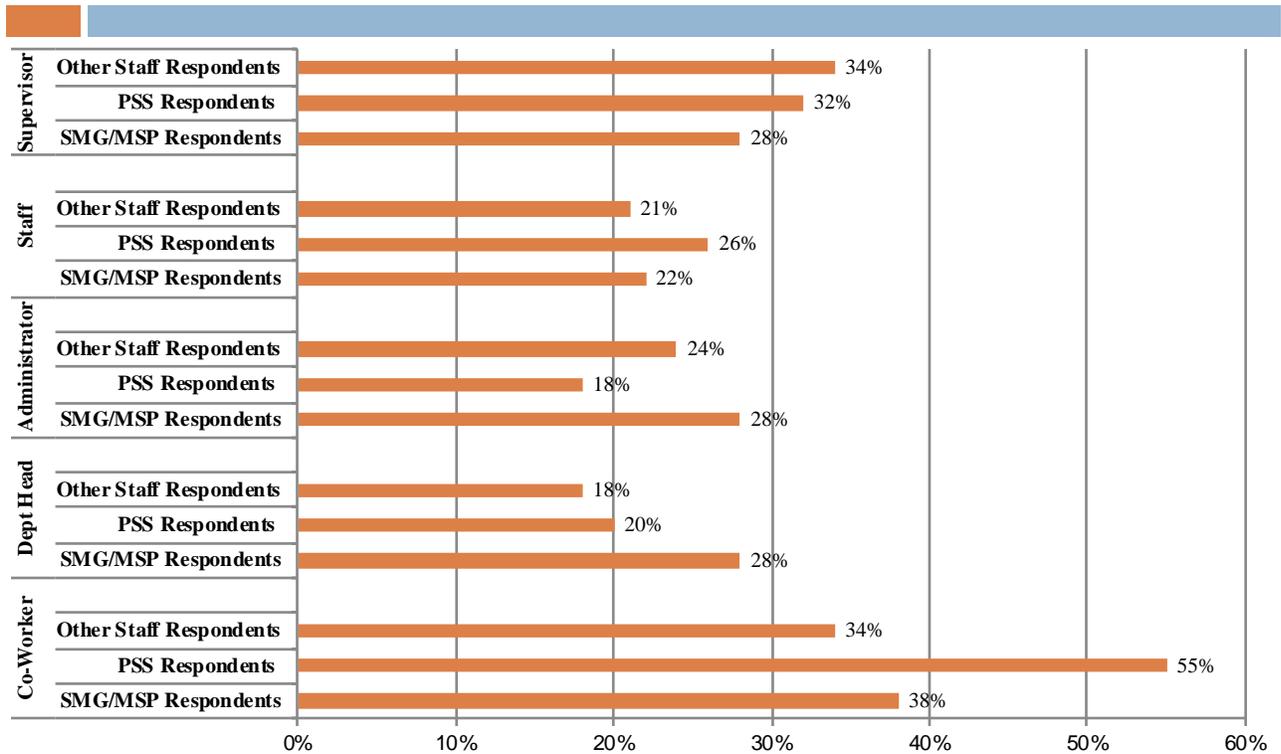
Figure 26. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 54% of respondents were angry, 36% felt embarrassed, 35% told a family member, and 28% told a friend (Table 17). While 18% of participants (*n* = 54) reported it to UCOP officials, 11% (*n* = 33) did not know who to go to, and 16% (*n* = 49) didn't report it for fear their complaints would not be taken seriously. "Other" responses included: "discussed with a lawyer," "seek medical help," "the behavior is understood as 'that's how this person behaves sometimes,'" "not sure the conduct violated any specific laws," "I knew she wouldn't last and she left," and a variety of other manners in which the respondents dealt with each situation.

Table 17. **Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who experienced exclusionary conduct (*n* = 306).

Reactions	*n*	% of respondents who experienced conduct
I was angry	164	53.6
I felt embarrassed	109	35.6
I told a family member	106	34.6
I told a friend	86	28.1
I ignored it	80	26.1
I avoided the harasser	76	24.8
I sought support from a staff person	69	22.5
I reported it to a UCOP employee/official	54	17.6
I didn't report it for fear that my complaint would not be taken seriously	49	16.0
I felt somehow responsible	48	15.7
I sought support from an administrator	46	15.0
I was afraid	43	14.1
I did nothing	40	13.1
I did report it but I did not feel the complaint was taken seriously	36	11.8
I didn't know who to go to	33	10.8
I left the situation immediately	30	9.8
I confronted the harasser at the time	29	9.5
I sought support from a UCOP resource	28	9.2
I confronted the harasser later	25	8.2
I sought information on-line	18	5.9
It didn't affect me at the time	17	5.6
I sought support from a spiritual advisor	14	4.6
I told my union representative	7	2.3
I sought support from a non-UCOP hot-line services	6	2.0
I sought support from a faculty member	<5	--
I contacted a local law enforcement official	<5	--
Other	57	18.6

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 also contributed to their perceptions of campus/location climate. Twenty-five percent of the participants ($n = 256$) observed conduct or communications directed towards a person or group of people at UCOP 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 position status (32%, $n = 73$), age (11%, $n = 29$), educational level (9%, $n = 24$), ethnicity (9%, $n = 22$), and race (8%, $n = 20$).

Figures 27 and 28 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

Respondents with disabilities (38%) were most likely to report that they observed conduct or communications directed towards a person or group of people at UCOP that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 27). Women (27%) were more likely than men (21%) to observe such conduct, and Christian respondents (31%) were more likely than Other than Christian (20%) respondents.
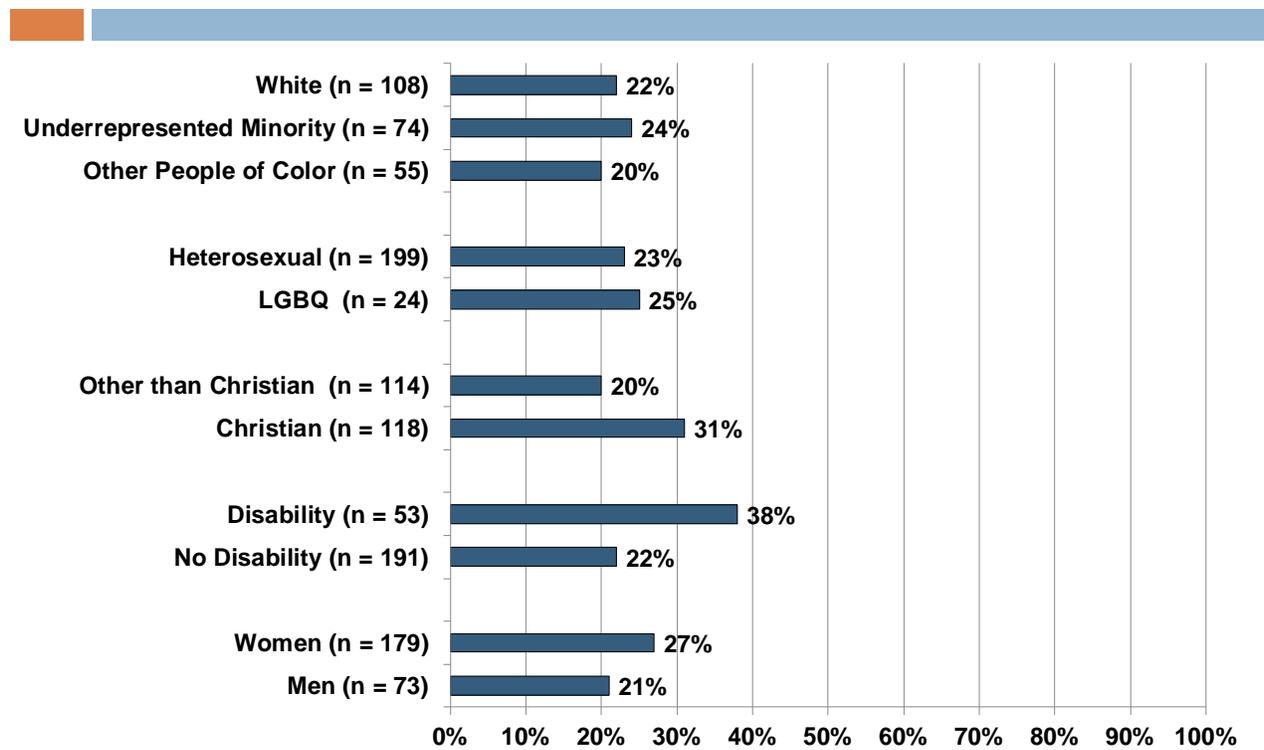
Figure 27. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Race, Sexual Orientation, Religious Affiliation, Disability Status and Gender Identity (%)

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In terms of position status at UCOP, results indicated that greater percentages of PSS respondents (27%, $n = 27$) and Other Staff (26%, $n = 33$) believed they had observed exclusionary, intimidating, offensive or hostile conduct than did SMG/MSP respondents (21%, $n = 91$) (Figure 28).

- SMG/MSP (n = 91)
- PSS (n = 132)
- Other Staff (n = 33)
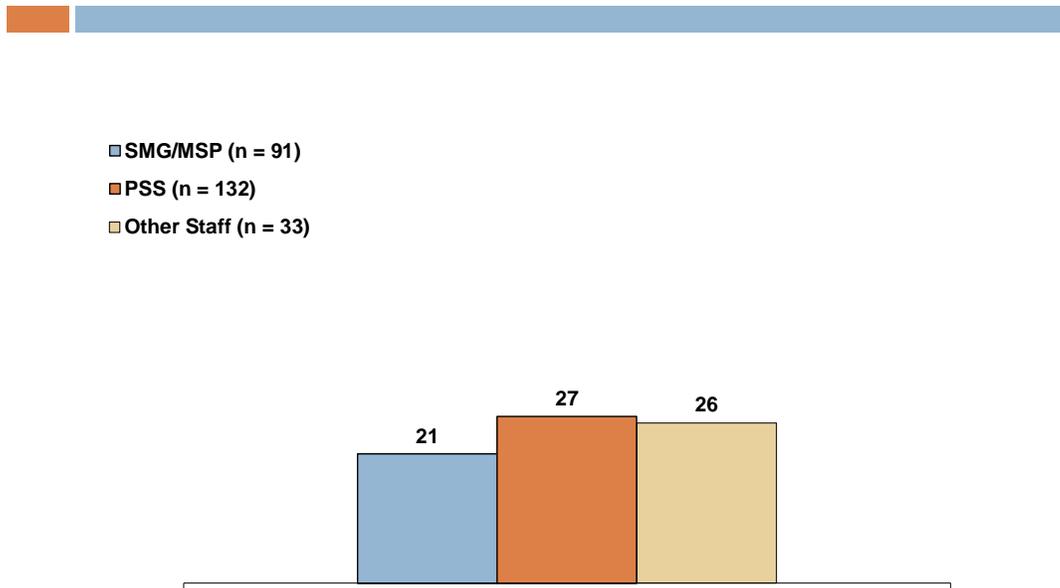
Figure 28. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

Table 18 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone being deliberately ignored or excluded (44%), someone subjected to derogatory remarks (43%), or someone being intimidated/bullied (36%).

Table 18. **Form of Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct (*n* = 256).

Form	*n*	% of respondents who observed conduct
Deliberately ignored or excluded	113	44.1
Derogatory remarks	109	42.6
Intimidated/bullied	93	36.3
Isolated or left out	82	32.0
Isolated or left out when work was required in groups	64	25.0
Receipt of a low performance evaluation	54	21.1
Derogatory written comments	49	19.1
Assumption that someone was admitted/hired/promoted based on his/her identity	43	16.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	23	9.0
Assumption that someone was not admitted/hired/promoted based on his/her identity	18	7.0
Racial/ethnic profiling	16	6.3
Derogatory phone calls	12	4.7
Feared for their physical safety	12	4.7
Singled out as a spokesperson for his/her identity	6	2.3
Threats of physical violence	6	2.3
Graffiti/vandalism	5	2.0
Victim of a crime	5	2.0
Feared for their family's safety	<5	--
Physical violence	<5	--
Other	22	8.6

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 45% had witnessed such behavior six or more times ($n = 102$) in the past year (Table 19).

Table 19. **Number of Times Respondents Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct ($n = 256$).

Number of Times Observed in the Past Year	n	% of respondents who observed conduct
1	14	6.1
2	33	14.4
3	45	19.7
4	18	7.9
5	17	7.4
6 or more	102	44.5

Additionally, 62% of the respondents who observed exclusionary conduct said it happened in a UCOP office (Table 20). Some respondents said the incidents occurred while working at a UCOP job (39%), or in a meeting with a group of people (31%).

Table 20. **Location of Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct ($n = 256$).

Location	n	% of respondents who observed conduct
In a UCOP office	158	61.7
While working at a UCOP job	99	38.7
In a meeting with a group of people	79	30.9
In a meeting with one other person	42	16.4
In a public space at UCOP	39	15.2
At a UCOP event	21	8.2
In a faculty office	<5	--
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	<5	--
On campus transportation	<5	--
In an on-line class	<5	--
Other	10	3.9

Percentages do not sum to 100 due to multiple responses.

Fifty-four percent ($n = 138$) of respondents who observed exclusionary conduct said the targets of the conduct were co-workers. Other respondents identified staff members (34%, $n = 87$), supervisors (8%, $n = 20$), and administrators (5%, $n = 13$).

Respondents who observed exclusionary conduct directed at others said supervisors were the source of the conduct (40%, $n = 101$). Respondents identified additional sources as co-workers (25%, $n = 65$), staff members (19%, $n = 49$), and administrators (16%, $n = 40$).

Table 21 illustrates participants' reactions to this behavior. Respondents most often felt angry (43%, $n = 110$) or embarrassed (34%, $n = 86$). Twenty-five percent ($n = 63$) told a family member and 24% ($n = 61$) told a friend. Fourteen percent ($n = 36$) made complaints to campus/location employees/officials, while 9% ($n = 24$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (8%, $n = 21$).

Table 21. **Reactions to Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**
Only answered by respondents who believed they had observed exclusionary conduct (*n* = 256).

Reactions	*n*	% of respondents who observed conduct
I was angry	110	43.0
I felt embarrassed	86	33.6
I told a family member	63	24.6
I told a friend	61	23.8
I avoided the harasser	53	20.7
I sought support from a staff person	46	18.0
I didn't report it for fear that my complaint would not be taken seriously	41	16.0
I did nothing	41	16.0
I reported it to a UCOP employee	36	14.1
I was afraid	32	12.5
I ignored it	30	11.7
I sought support from an administrator	25	9.8
I didn't know who to go to	24	9.4
I left the situation immediately	21	8.2
I did report it but I did not feel the complaint was taken seriously	21	8.2
I felt somehow responsible	18	7.0
I confronted the harasser at the time	16	6.3
I sought information on-line	14	5.5
I sought support from a UCOP resource	12	4.7
I confronted the harasser later	11	4.3
It didn't affect me at the time	11	4.3
I sought support from a spiritual advisor	7	2.7
I told my union representative	<5	--
I sought support from a faculty member	<5	--
I sought support from non-UCOP hot-line	<5	--
I contacted a local law enforcement official	<5	--
Other	35	13.7

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 15 people (1%) believed they had experienced unwanted sexual contact[44] while at UCOP. Subsequent analyses suggest that Underrepresented Minority respondents (3%, $n = 7$) and women (2%, $n = 11$) experienced unwanted sexual contact.

Four respondents offered additional comments about their experiences of unwanted sexual contact, describing incidents of sexual harassment. One respondent indicated that he/she "filed a sexual harassment claim against a superior, which was investigated and found to be valid." The others respondents described incidents where male co-workers, contractors, and executives "made visual sexual glances," "invaded personal space," invited the respondents for drinks or lunch", and "inappropriately hugged in their department/work unit".

Summary

Three-quarters of all respondents were comfortable with the climate at UCOP and in their departments and work units. People of Color, women, people with disabilities, and those affiliated with other than Christian religions were less comfortable than their peers.

As noted earlier, 29% ($n = 306$) of respondents across UCOP believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct on campus/location in the past year. The findings showed generally that women, PSS respondents, Underrepresented Minority respondents, and respondents with disabilities were slightly more likely to believe they had experienced various forms of exclusionary conduct than those in the majority. In addition, 15 respondents believed they had experienced unwanted sexual contact in the past five years at UCOP.

The findings 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/location climate to be "comfortable" or "very comfortable." Sixty-six percent of all respondents in the UCOP survey reported that they were

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

"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 UCOP, 29% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct, which is higher than found in similar projects. However, the results 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).

UCOP – Perceptions of Workplace Climate

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

At least half of all respondents "strongly agreed"/"agreed" that the workplace climate was welcoming for employees based on most of the characteristics listed in Table 22. The exceptions included learning disability, participation on an athletic team, and psychological condition.

Table 22. **Workplace Climate is Welcoming Based on Demographic Characteristics**

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Age	194	19.3	527	52.3	142	14.1	36	3.6	108	10.7
Ancestry	186	18.6	528	52.8	88	8.8	19	1.9	179	17.9
Country of origin	191	19.2	522	52.4	107	10.7	17	1.7	159	16.0
Educational level	193	19.4	520	52.3	145	14.6	30	3.0	107	10.8
English language proficiency	166	16.7	533	53.5	129	13.0	20	2.0	148	14.9
Ethnicity	205	20.5	537	53.8	108	10.8	27	2.7	122	12.2
Gender identity	180	18.1	495	49.6	93	9.3	21	2.1	208	20.9
Gender expression	172	17.4	459	46.3	101	10.2	23	2.3	236	23.8
Immigrant/citizen status	164	16.5	442	44.6	106	10.7	24	2.4	255	25.7
International Status	164	16.6	448	45.4	99	10.0	18	1.8	257	26.1
Learning disability	121	12.3	360	36.5	128	13.0	26	2.6	350	35.5
Marital status	212	21.3	516	51.9	101	10.2	24	2.4	142	14.3
Medical conditions	151	15.4	461	47.0	120	12.2	34	3.5	215	21.9
Military/veteran status	141	14.2	356	35.9	84	8.5	19	1.9	392	39.5
Parental status	192	19.2	510	51.1	109	10.9	26	2.6	162	16.2
Participation in an organization	145	14.6	402	40.5	84	8.5	20	2.0	341	34.4
Participation on an athletic team	102	10.4	312	31.9	79	8.1	17	1.7	468	47.9
Philosophical Views	127	12.9	445	45.2	129	13.1	18	1.8	265	26.9
Psychological condition	106	10.8	340	34.7	120	12.2	20	2.0	394	40.2
Physical characteristics	161	16.5	473	48.4	108	11.0	21	2.1	215	22.0
Physical disability	159	16.2	448	45.7	114	11.6	18	1.8	242	24.7
Political views	125	12.8	445	45.5	152	15.5	29	3.0	227	23.2
Race	190	19.3	523	53.0	118	12.0	27	2.7	128	13.0
Religious/spiritual views	138	14.0	449	45.6	114	11.6	26	2.6	257	26.1
Sexual orientation	179	18.2	504	51.2	95	9.7	20	2.0	186	18.9
Socioeconomic status	148	15.1	457	46.7	147	15.0	36	3.7	191	19.5

When analyzed by demographic characteristics, the data reveal that 66% of women ($n = 420$) and 72% of men ($n = 247$) agreed that the workplace climate was welcoming based on gender identity (Figure 29).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
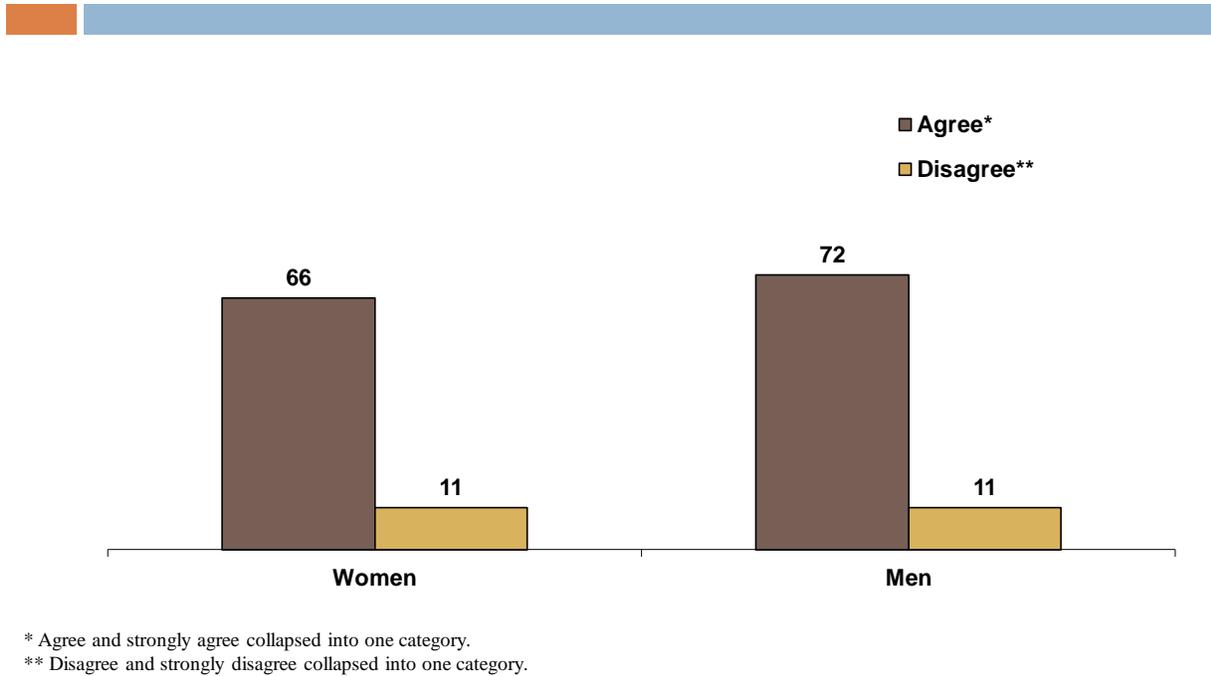
Figure 29. Employee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

While 72% of all respondents agreed that the workplace climate was welcoming based on race, 63% of Other People of Color respondents (*n* = 166), 65% of Underrepresented Minority respondents (*n* = 134), and 80% of White respondents (*n* = 381) agreed (Figure 30).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
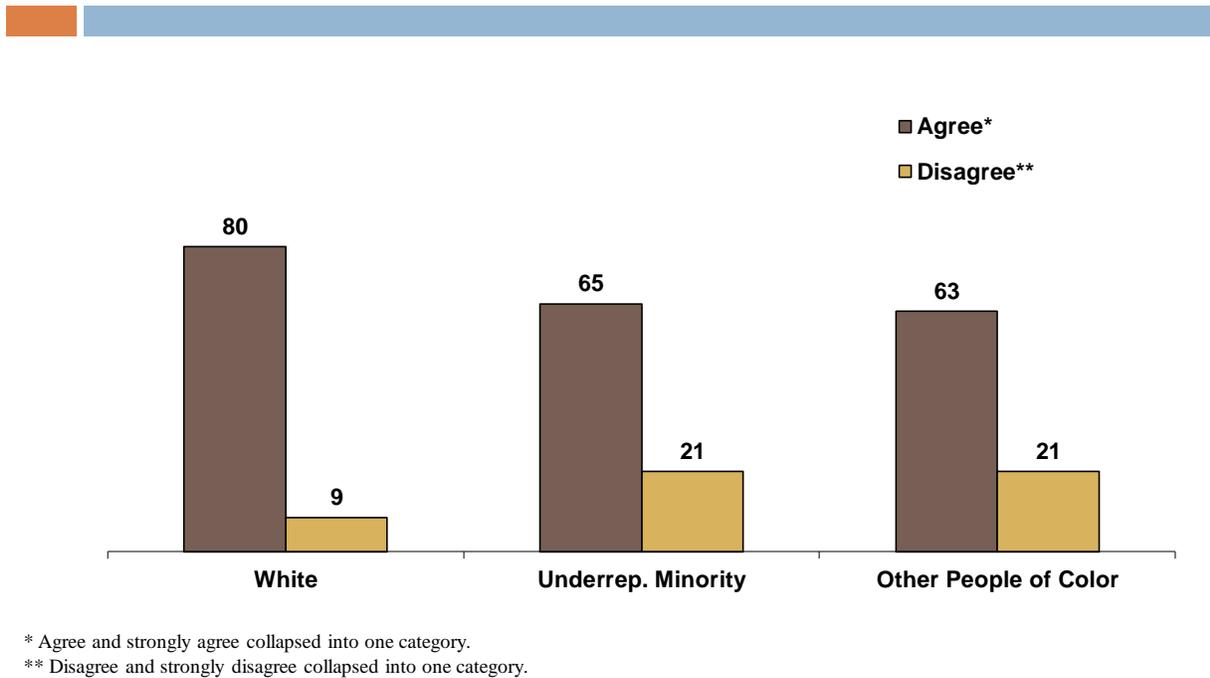
Figure 30. Employee Perceptions of Welcoming Workplace Climate Based on Race (%)

Eighty-four percent of LGBQ respondents ($n = 76$), in comparison with 70% of heterosexual respondents ($n = 562$), believed the workplace climate was welcoming based on sexual orientation (Figure 31).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
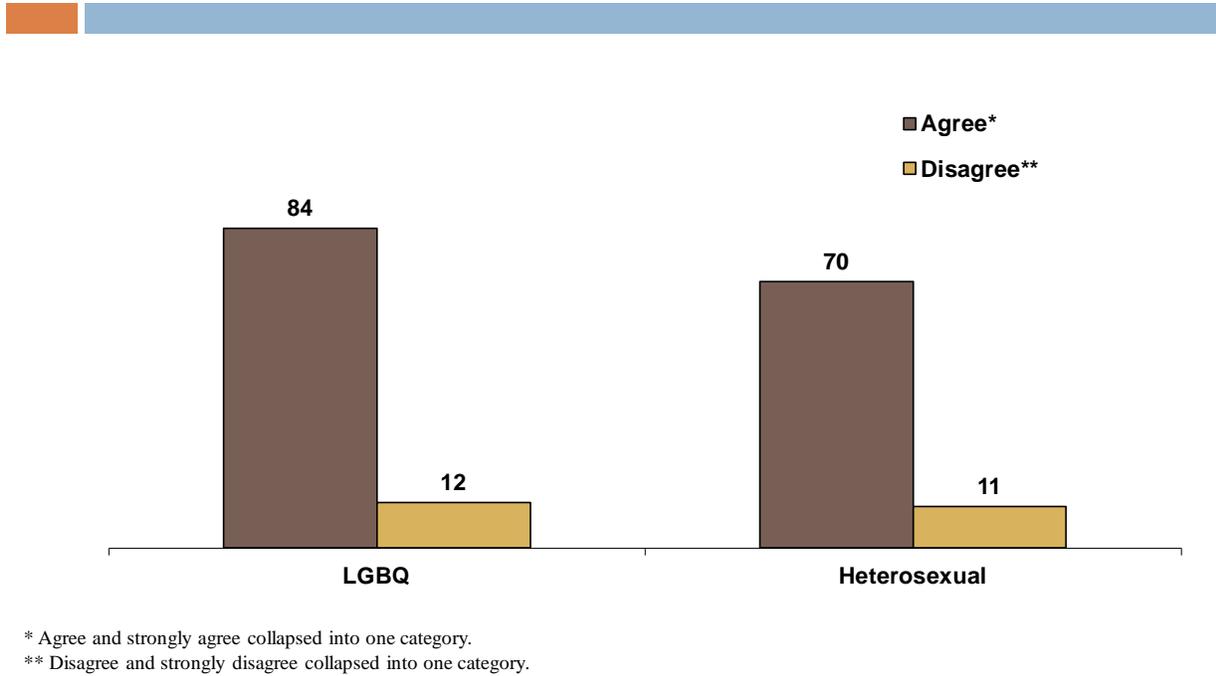
Figure 31. Employee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

One-hundred percent of Muslim employees ($n = 4$), 74% of Jewish employees ($n = 25$), 61% of Christian employees ($n = 220$), and 60% of respondents with No Religious/Spiritual Affiliations ($n = 232$) felt the workplace climate was welcoming irrespective of religious/spiritual views (Figure 32). Respondents with "Other" Affiliations (44%, $n = 27$) were less likely to consider the climate welcoming based on religious/spiritual affiliation.

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
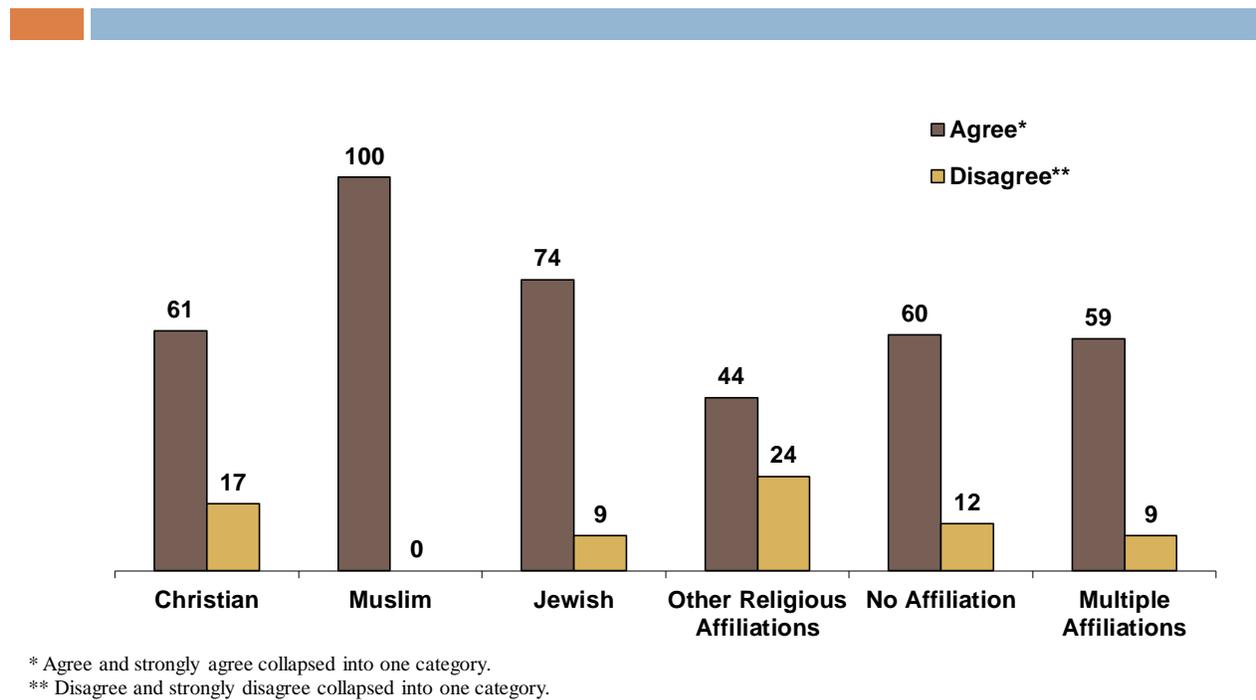
Figure 32. Employee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 66% of Far Left/Liberal respondents (*n* = 307), 57% of politically Middle of the Road respondents (*n* = 156), 48% of Conservative/Far Right respondents (*n* = 35), and 49% of politically undecided respondents (*n* = 39) felt the workplace climate was welcoming based on political views (Figure 33).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
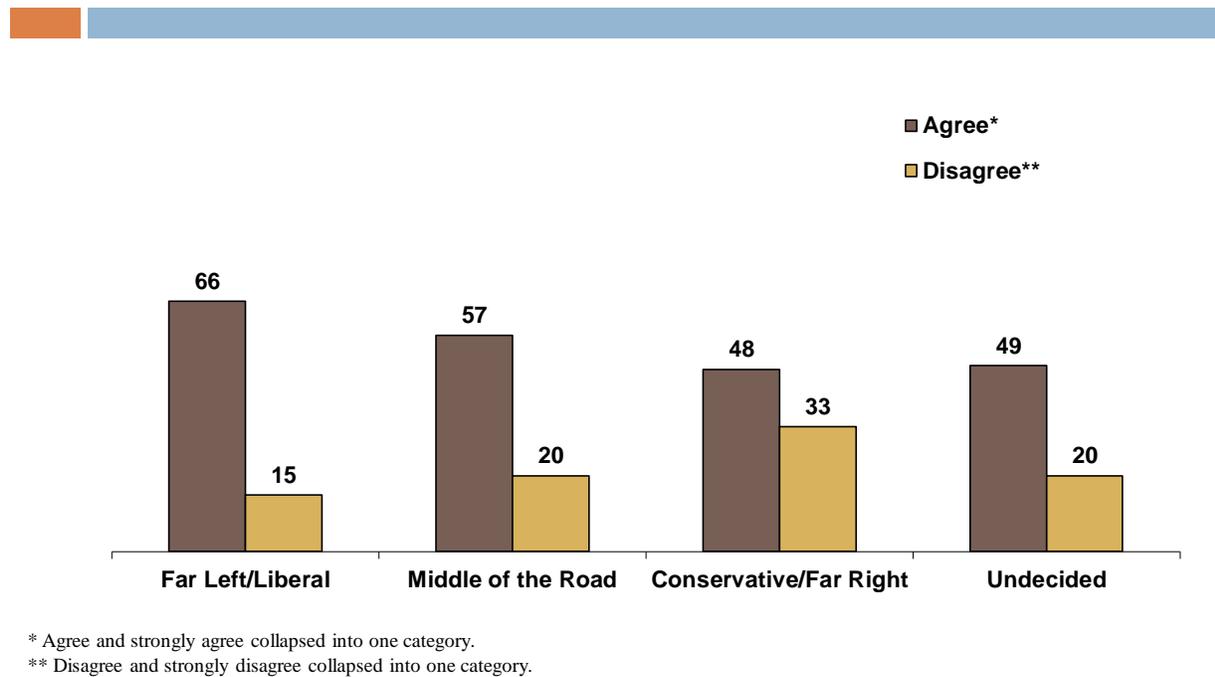
Figure 33. Staff Perceptions of Welcoming Workplace Climate Based on Political Affiliation (%)

Campus/Location Climate and Work-Life Issues

Several items addressed employees' experiences at UCOP, their perceptions of specific UCOP policies, their attitudes about the climate and work-life issues at UCOP, and faculty attitudes about tenure and advancement processes.

Forty percent of all respondents ($n = 411$) felt that salary determinations were clear. More than half of the respondents thought UCOP demonstrated that it values a diverse faculty (68%, $n = 694$) and staff (82%, $n = 842$). Table 23 illustrates responses to these questions by gender, race/ethnicity, position status, disability status, and sexual orientation where the responses for these groups differed from one another.

Table 23. **Attitudes about Work-Related Issues by Position Status, Race/Ethnicity, Gender, Disability Status, and Sexual Orientation**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe salary determinations are clear.	**47**	**4.6**	**364**	**35.5**	**354**	**34.6**	**192**	**18.8**	**67**	**6.5**
SMG/MSP	19	4.5	154	36.3	150	35.4	86	20.3	15	3.5
PSS	17	3.6	176	37.1	163	34.4	82	17.3	36	7.6
Other Staff	11	8.7	34	27.0	41	32.5	24	19.0	16	12.7
White	28	5.7	189	38.6	149	30.4	93	19.0	31	6.3
Underrepresented Minority	8	3.7	68	31.6	78	36.3	45	20.9	16	7.4
People of Color	10	3.6	100	36.4	113	41.1	38	13.8	14	5.1
Women	31	4.7	209	31.6	236	35.6	138	20.8	48	7.3
Men	16	4.6	153	44.1	111	32.0	51	14.7	16	4.6
No Disability	37	4.4	296	35.0	305	36.1	154	18.2	53	6.3
Disability	6	4.4	55	40.1	33	24.1	32	23.4	11	8.0
LGBQ	<5	--	38	41.8	33	36.3	14	15.4	<5	--
Heterosexual	41	4.9	298	35.5	289	34.4	159	19.0	52	6.2
I think that UCOP demonstrates that it values a diverse faculty.	**159**	**15.5**	**535**	**52.2**	**70**	**6.8**	**37**	**3.6**	**224**	**21.9**
SMG/MSP	67	15.9	216	51.2	31	7.3	12	2.8	96	22.7
PSS	66	13.8	257	53.5	31	6.5	20	4.2	106	22.1
Other Staff	26	21.1	62	50.4	8	6.5	5	4.1	22	17.9
White	83	16.9	264	53.8	25	5.1	7	1.4	112	22.8
Underrepresented Minority	25	11.7	95	44.6	29	13.6	21	9.9	43	20.2
People of Color	42	15.3	157	57.3	13	4.7	7	2.6	55	20.1
Women	90	13.6	346	52.1	52	7.8	25	3.8	151	22.7
Men	68	19.7	183	52.9	17	4.9	10	2.9	68	19.7
No Disability	125	14.8	462	54.6	47	5.6	22	2.6	190	22.5
Disability	26	19.1	58	42.6	15	11.0	9	6.6	28	20.6
LGBQ	10	10.8	44	47.3	12	12.9	<5	--	23	24.7
Heterosexual	137	16.4	444	53.0	51	6.1	23	2.7	182	21.7
I think UCOP demonstrates that it values a diverse staff.	**215**	**21.0**	**627**	**61.1**	**108**	**10.5**	**48**	**4.7**	**28**	**2.7**
SMG/MSP	91	21.5	259	61.1	50	11.8	16	3.8	8	1.9
PSS	91	19.0	306	63.7	42	8.8	25	5.2	16	3.3
Other Staff	33	27.0	62	50.8	16	13.1	7	5.7	<5	--
White	111	22.7	313	64.0	37	7.6	13	2.7	15	3.1
Underrepresented Minority	34	15.7	122	56.5	35	16.2	22	10.2	3	1.4
People of Color	62	22.5	168	61.1	29	10.5	9	3.3	7	2.5
Women	125	18.9	402	60.6	77	11.6	39	5.9	20	3.0
Men	90	25.8	217	62.2	28	8.0	7	2.0	7	2.0
No Disability	181	21.3	527	62.1	79	9.3	35	4.1	26	3.1
Disability	28	20.7	80	59.3	17	12.6	8	5.9	<5	--
LGBQ	10	10.8	44	47.3	12	12.9	<5	--	23	24.7
Heterosexual	137	16.4	444	53.0	51	6.1	23	2.7	182	21.7

Twenty-eight percent of all respondents ($n = 292$) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 24). Fifteen percent ($n = 158$) believed their colleagues expected them to represent the "point of view" of their identities.

Seventy-five percent ($n = 783$) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. About one-quarter of all respondents (33%, $n = 337$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 41% ($n = 420$) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

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

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	100	9.6	192	18.5	382	36.7	299	28.7	67	6.4
SMG/MSP	33	7.7	77	18.0	166	38.8	134	31.3	18	4.2
PSS	50	10.3	93	19.1	179	36.8	129	26.5	36	7.4
Other Staff	17	13.6	22	17.6	37	29.6	36	28.8	13	10.4
White	41	8.2	83	16.7	184	36.9	168	33.7	22	4.4
Underrepresented Minority	25	11.5	44	20.2	70	32.1	58	26.6	21	9.6
People of Color	25	9.0	55	19.8	112	40.3	64	23.0	22	7.9
Women	76	11.3	133	19.8	230	34.2	183	27.2	50	7.4
Men	21	5.9	54	15.3	148	41.9	114	32.3	16	4.5
No Disability	71	8.3	159	18.5	323	37.6	246	28.7	59	6.9
Disability	23	16.4	26	18.6	40	28.6	48	34.3	<5	--
LGBQ	6	6.5	17	18.3	36	38.7	31	33.3	<5	--
Heterosexual	77	9.1	153	18.0	312	36.7	252	29.6	56	6.6

Table 24 (cont.) Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues/co-workers expect me to represent "the point of view" of my identity.	**26**	**2.5**	**132**	**12.8**	**389**	**37.7**	**262**	**25.4**	**224**	**21.7**
White	11	2.2	54	10.9	176	35.6	142	28.7	112	22.6
Underrepresented Minority	5	2.3	34	15.9	84	39.3	46	21.5	45	21.0
People of Color	9	3.2	40	14.4	115	41.5	59	21.3	54	19.5
Women	14	2.1	80	12.0	246	36.9	169	25.3	158	23.7
Men	11	3.1	50	14.2	137	39.0	92	26.2	61	17.4
No Disability	20	2.4	101	11.9	329	38.7	225	26.4	176	20.7
Disability	5	3.6	25	17.9	42	30.0	32	22.9	36	25.7
LGBQ	<5	--	25	26.6	34	36.2	24	25.5	9	9.6
Heterosexual	22	2.6	92	10.9	320	38.0	220	26.1	189	22.4
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	**251**	**24.1**	**532**	**51.2**	**149**	**14.3**	**61**	**5.9**	**47**	**4.5**
SMG/MSP	112	26.2	222	51.9	56	13.1	24	5.6	14	3.3
PSS	111	22.9	253	52.2	75	15.5	23	4.7	23	4.7
Other Staff	28	22.0	57	44.9	18	14.2	14	11.0	10	7.9
White	130	26.1	255	51.2	70	14.1	23	4.6	20	4.0
Underrepresented Minority	53	24.5	97	44.9	29	13.4	23	10.6	14	6.5
People of Color	61	21.9	157	56.3	39	14.0	10	3.6	12	4.3
Women	151	22.4	340	50.4	106	15.7	49	7.3	28	4.2
Men	98	27.9	186	53.0	39	11.1	10	2.8	18	5.1
No Disability	206	24.0	455	53.0	116	13.5	45	5.2	37	4.3
Disability	37	26.8	55	39.9	27	19.6	13	9.4	6	4.3
LGBQ	25	26.6	48	51.1	12	12.8	5	5.3	<5	--
Heterosexual	208	24.5	435	51.2	119	14.0	46	5.4	41	4.8
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition.	**98**	**9.5**	**239**	**23.2**	**493**	**48.0**	**150**	**14.6**	**48**	**4.7**
White	29	5.9	93	18.8	252	50.9	98	19.8	23	4.6
Underrepresented Minority	32	15.0	58	27.1	94	43.9	22	10.3	8	3.7
People of Color	32	11.7	76	27.7	124	45.3	26	9.5	16	5.8
Women	78	11.7	161	24.2	304	45.8	90	13.6	31	4.7
Men	20	5.7	72	20.6	183	52.4	59	16.9	15	4.3
No Disability	76	8.9	198	23.3	419	49.2	119	14.0	39	4.6
Disability	17	12.4	34	24.8	55	40.1	25	18.2	6	4.4
LGBQ	<5	--	19	20.4	49	52.7	18	19.4	5	5.4
Heterosexual	83	9.9	195	23.2	405	48.2	121	14.4	37	4.4

Table 24 (cont.) Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	**140**	**13.6**	**280**	**27.2**	**431**	**41.8**	**122**	**11.8**	**58**	**5.6**
Christian	58	15.6	83	22.3	168	45.2	41	11.0	22	5.9
Other than Christian	68	11.8	175	30.4	230	39.9	72	12.5	31	5.4
White	52	10.5	131	26.5	208	42.0	77	15.6	27	5.5
Underrepresented Minority	42	19.7	51	23.9	93	43.7	18	8.5	9	4.2
People of Color	36	13.0	83	30.1	117	42.4	21	7.6	19	6.9
Women	102	15.4	181	27.3	263	39.6	75	11.3	43	6.5
Men	34	9.7	94	26.7	164	46.6	47	13.4	13	3.7
No Disability	107	12.5	228	26.7	366	42.9	104	12.2	48	5.6
Disability	24	17.4	43	31.2	47	34.1	16	11.6	8	5.8
LGBQ	14	15.1	29	31.2	37	39.8	10	10.8	<5	--
Heterosexual	109	12.9	222	26.4	361	42.9	106	12.6	44	5.2

Several items asked staff their opinions of work-life issues at UCOP. Seventy-eight percent (*n* = 806) found UCOP supportive of taking leave, and 69% (*n* = 715) felt that UCOP was supportive of flexible work schedules. Sixteen percent (*n* = 167) 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 9% (*n* = 95) felt that people who have children were considered by UCOP to be less committed to their jobs/careers.

Forty-nine percent (*n* = 503) felt that UCOP provides available resources to help employees balance work-life needs, such as childcare and elder care. Few respondents (12%, *n* = 123) felt they were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities. Table 25 illustrates employees' responses to these items by gender.

Table 25. **Employee Attitudes about Work-Life Issues by Gender**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I find that UCOP is supportive of taking leave.	**147**	**14.2**	**659**	**63.5**	**106**	**10.2**	**26**	**2.5**	**99**	**9.5**
Women	91	13.6	421	62.8	71	10.6	24	3.6	63	9.4
Men	55	15.6	229	65.1	32	9.1	<5	--	34	9.7
I find that UCOP is supportive of flexible work schedules.	**152**	**14.7**	**563**	**54.3**	**202**	**19.5**	**77**	**7.4**	**43**	**4.1**
Women	81	12.1	364	54.2	145	21.6	51	7.6	30	4.5
Men	70	19.9	191	54.4	55	15.7	23	6.6	12	3.4
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.	**43**	**4.2**	**124**	**12.1**	**547**	**53.3**	**209**	**20.4**	**104**	**10.1**
Women	32	4.8	86	13.0	335	50.5	143	21.6	67	10.1
Men	11	3.2	35	10.0	203	58.2	63	18.1	37	10.6
I feel that people who have children are considered by UCOP to be less committed to their jobs/careers.	**22**	**2.1**	**73**	**7.1**	**620**	**60.1**	**220**	**21.3**	**97**	**9.4**
Women	17	2.5	57	8.5	397	59.4	131	19.6	66	9.9
Men	5	1.4	14	4.0	215	61.6	86	24.6	29	8.3
I feel that UCOP provides available resources to help employees balance work-life needs, such as childcare and elder care.	**57**	**5.6**	**446**	**43.7**	**196**	**19.2**	**66**	**6.5**	**256**	**25.1**
Women	34	5.2	285	43.2	135	20.5	45	6.8	160	24.3
Men	23	6.6	155	44.7	58	16.7	20	5.8	91	26.2
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	**29**	**2.8**	**94**	**9.2**	**356**	**34.7**	**99**	**9.7**	**447**	**43.6**
Women	23	3.5	61	9.2	230	34.7	55	8.3	294	44.3
Men	5	1.4	32	9.2	123	35.3	44	12.6	144	41.4

More than half of all employees believed that they had colleagues or co-workers (72%, $n = 748$) and supervisors (62%, $n = 644$) at UCOP who gave them career advice or guidance when they need it (Table 26). Sixty-six percent ($n = 682$) believed their supervisors provided them with resources to pursue professional development opportunities, and 68% ($n = 705$) felt that their supervisors provided ongoing feedback to help improve their performance. The majority of respondents had adequate access to administrative support (65%, $n = 667$).

Table 26. **Perceptions of Support and Resources Available at UCOP**

Resources		Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.		**165**	**16.0**	**479**	**46.4**	**203**	**19.7**	**112**	**10.8**	**74**	**7.2**
	SMG/MSP	65	15.3	204	48.1	91	21.5	40	9.4	24	5.7
	PSS	84	17.4	228	47.3	80	16.6	56	11.6	34	7.1
	Other Staff	16	12.6	47	37.0	32	25.2	16	12.6	16	12.6
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.		**169**	**16.3**	**579**	**55.8**	**159**	**15.3**	**56**	**5.4**	**75**	**7.2**
	SMG/MSP	72	17.0	247	58.3	62	14.6	19	4.5	24	5.7
	PSS	84	17.2	263	54.0	75	15.4	26	5.3	39	8.0
	Other Staff	13	10.2	69	54.3	22	17.3	11	8.7	12	9.4
My supervisor provides me with resources to pursue professional development opportunities.		**182**	**17.7**	**500**	**48.6**	**184**	**17.9**	**84**	**8.2**	**78**	**7.6**
	SMG/MSP	80	19.0	207	49.2	72	17.1	34	8.1	28	6.7
	PSS	88	18.3	229	47.7	84	17.5	40	8.3	39	8.1
	Other Staff	14	11.0	64	50.4	28	22.0	10	7.9	11	8.7
My supervisor provides ongoing feedback to help me improve my performance.		**159**	**15.4**	**546**	**53.0**	**209**	**20.3**	**85**	**8.3**	**31**	**3.0**
	SMG/MSP	70	16.6	222	52.6	89	21.1	33	7.8	8	1.9
	PSS	75	15.5	263	54.5	95	19.7	36	7.5	14	2.9
	Other Staff	14	11.2	61	48.8	25	20.0	16	12.8	9	7.2
I have adequate access to administrative support.		**103**	**10.0**	**564**	**54.6**	**193**	**18.7**	**106**	**10.3**	**67**	**6.5**
	SMG/MSP	37	8.7	219	51.7	101	23.8	55	13.0	12	2.8
	PSS	53	11.0	276	57.4	71	14.8	39	8.1	42	8.7
	Other Staff	13	10.2	69	53.9	21	16.4	12	9.4	13	10.2

Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 16% (*n* = 165) of all respondents [13% of SMG/MSP respondents (*n* = 56), 17% of PSS respondents (*n* = 80), and 23% of Other Staff respondents (*n* = 29)] reported they observed hiring practices at UCOP (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 27).

Table 27. **Respondents who Believed they had Observed Employment Practices that were Unfair, Unjust, or would inhibit diversifying the Community**

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion/Tenure/ Reclassification	
	n	*%*	*n*	*%*	*n*	*%*
No	**688**	**66.0**	**750**	**71.9**	**561**	**53.9**
SMG/MSP	327	76.6	347	81.3	260	60.9
PSS	289	59.5	319	65.4	237	48.9
Other Staff	72	55.8	84	65.6	64	49.6
Yes	**165**	**15.8**	**96**	**9.2**	**276**	**26.5**
SMG/MSP	56	13.1	35	8.2	109	25.5
PSS	80	16.5	47	9.6	124	25.6
Other Staff	29	22.5	14	10.9	43	33.3
Don't Know	**189**	**18.1**	**197**	**18.9**	**204**	**19.6**
SMG/MSP	44	10.3	45	10.5	58	13.6
PSS	117	24.1	122	25.0	124	25.6
Other Staff	28	21.7	30	23.4	22	17.1

Of those who believed that they had observed discriminatory hiring, 39% said it was based on personal relationships ($n = 65$), 21% on position status ($n = 34$), 18% on age ($n = 30$), 17% on race ($n = 28$), 15% on ethnicity ($n = 24$), and 14% on educational level ($n = 23$).

- By gender identity: subsequent analyses indicated that 17% of women ($n = 115$) and 12% of men ($n = 43$) believed they had observed discriminatory hiring practices.

- By racial identity: subsequent analyses indicated that 21% of Underrepresented Minority employees ($n = 45$), 18% of Other People of Color respondents ($n = 49$), and 12% of White respondents ($n = 58$) observed unfair or unjust hiring a UCOP.

- By sexual orientation: subsequent analyses indicated that 19% of LGBQ respondents ($n = 18$) and 15% of heterosexual respondents ($n = 125$) believed they had observed discriminatory hiring practices.

- By disability status: subsequent analyses indicated that 23% of respondents with disabilities ($n = 31$) and 14% of respondents without disabilities ($n = 124$) believed they had observed discriminatory hiring practices.

Nine percent of respondents ($n = 96$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicated that of those individuals, 28% said they believed the discrimination was based on position status ($n = 27$), 16% on age ($n = 15$), 16% on personal relationships ($n = 14$), and 10% on gender identity or race ($n = 10$).

- By position status: subsequent analyses indicated that 8% of SMG/MSP respondents ($n = 35$), 10% of PSS respondents ($n = 47$), and 11% of Other Staff ($n = 14$) had observed discriminatory disciplinary actions at UCOP.

- By gender identity: subsequent analyses indicated that 10% of women ($n = 66$) and 7% of men ($n = 25$) believed they had observed discriminatory actions.

- By racial identity: subsequent analyses indicated that 12% of Underrepresented Minority employees ($n = 25$), 6% of Other People of Color respondents ($n = 16$), and 9% of White respondents ($n = 47$) witnessed such actions.

- By sexual orientation: subsequent analyses indicated that 11% of LGBQ respondents ($n = 10$) and 9% of heterosexual respondents ($n = 72$) observed discriminatory disciplinary actions.

- By disability status: subsequent analyses indicated that 17% of respondents with disabilities ($n = 24$) witnessed this conduct compared with 8% of respondents without disabilities ($n = 67$).

Twenty-seven percent of all respondents ($n = 276$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCOP. Several respondents believed it was based on UCOP position status (30%, $n = 82$), personal relationships (27%, $n = 74$), age (14%, $n = 38$), and race (10%, $n = 27$).

- By position status: subsequent analyses indicated that 26% of SMG/MSP respondents ($n = 109$) and PSS respondents ($n = 124$) and 33% ($n = 43$) of Other Staff believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.

- By gender identity: subsequent analyses indicated that 30% of women ($n = 203$) and 19% of men ($n = 66$) witnessed discriminatory promotion/tenure/reappointment/reclassification.

- By racial identity: subsequent analyses indicated that 24% of White respondents ($n = 121$), 25% of Other People of Color respondents ($n = 70$), and 30% ($n = 66$) of Underrepresented Minority employees observed such conduct.

- By sexual orientation: subsequent analyses indicated that 26% of heterosexual respondents ($n = 217$) and 22% of LGBQ respondents ($n = 21$) observed such conduct.

- By disability status: subsequent analyses indicated that 35% of respondents with disabilities ($n = 48$) compared with 25% of respondents without disabilities ($n = 215$) witnessed such conduct.

Respondents Who Have Seriously Considered Leaving UCOP

Forty-one percent of all respondents ($n = 427$) had seriously considered leaving UCOP in the past year.

Subsequent analyses indicate that:

- By position status: 44% of SMG/MSP respondents ($n = 187$), 40% of PSS respondents ($n = 197$), and 33% of Other Staff respondents ($n = 43$) had seriously considered leaving UCOP in the past year.

- By gender identity: 38% of men ($n = 135$) and 42% of women ($n = 285$) had seriously considered leaving the institution.

- By racial identity: 45% of Underrepresented Minority respondents ($n = 99$), 43% of White respondents ($n = 215$), and 33% of Other People of Color respondents ($n = 92$) had seriously considered leaving UCOP.

- By sexual orientation: 49% of LGBQ respondents ($n = 46$) and 41% of heterosexual respondents ($n = 347$) had seriously considered leaving the institution.

- By disability status: 53% of respondents with disabilities ($n = 74$) and 39% of respondents without disabilities ($n = 332$) had seriously considered leaving UCOP.

Three hundred thirty-two (332) respondents further elaborated on why they considered leaving UCOP during the past year. They considered leaving due to feeling overworked, "lack of professional development and advancement pathways," personal reasons (e.g., "My parents have health issues and need help"), career opportunities outside of UCOP, poor morale in departments/work units, tensions with supervisors, poor compensation/lack of salary increases, lack of diversity (specifically African Americans and women in leadership roles), departmental "dysfunction," and "it always feels like we are in a state of potential layoff. The uncertainty makes for an unhappy workplace."

Several respondents commented about the lack of leadership at the top levels of UCOP. One respondent offered, "The Office of the President and UC in general seem to suffer from a lack of leadership and vision. We are too reactive to the State, and the President is not firm with the Regents. This is problematic for employees in my area because we often prepare materials for

Regents' meetings that is pulled or changed drastically at the last minute, when clear leadership could be more respectful of people's time, efforts and stress levels and avoid the tremendous stress that comes from changing strategy and decision at the last minute."

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCOP groups. Other People of Color respondents and Underrepresented Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race.

Few UCOP employees had observed unfair or unjust hiring (16%) and unfair or unjust disciplinary actions (9%); 27% observed unfair or unjust promotion/tenure/reclassification. Additionally, the majority of staff believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Forty-one percent of all respondents ($n = 427$) had seriously considered leaving UCOP in the past year. Respondents with disabilities; LGBQ respondents; Women; Underrepresented Minority respondents; and SMG/MSP respondents were more likely to seriously consider leaving when compared with their counterparts.

Institutional Actions

The survey asked faculty and staff to indicate how they thought the initiatives listed in Table 28 affected the climate at UCOP. 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 (15% - 47%) chose the "Don't Know" response for the items in this survey question.

At least half of all respondents thought providing diversity training for staff (50%, $n = 430$), mentorship for new staff (63%, $n = 561$), a clear and fair process to resolve conflicts (61%, $n = 557$), and career development opportunities for staff (77%, $n = 720$) positively influenced the climate at UCOP (Table 28). Additionally, more than half of all respondents thought providing access to counseling for people who have experienced harassment (52%, $n = 489$), increasing the diversity of the staff (60%, $n = 562$) and administration (61%, $n = 574$), and providing lactation accommodations (50%, $n = 477$) positively influenced the climate. One-third of respondents (35%, $n = 319$) thought including diversity-related professional experiences as one of the criteria for hiring of staff positively influenced the climate. Many respondents did not know how most initiatives influenced the climate at UCOP.

Table 28. **Respondents' Perceptions of How Initiatives Affected the Climate at UCOP**

Initiatives	Not currently available at UCOP		Positively influenced the climate		No influence on the climate		Negatively influenced the climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity training for staff	141	13.4	430	49.9	122	14.2	6	0.7
Providing access to counseling for people who have experienced harassment	56	5.3	489	51.5	70	7.4	10	1.1
Providing mentorship for new staff	118	11.2	561	63.4	70	7.9	13	1.5
Providing a clear and fair process to resolve conflicts	102	9.7	557	61.4	73	8.0	29	3.2
Increasing funding to support efforts to change UCOP climate	92	8.8	370	41.0	95	10.5	12	1.3
Including diversity-related professional experiences as one of the criteria for hiring of staff	88	8.4	319	35.1	137	15.1	56	6.2
Providing diversity and equity training to search committees	98	9.3	411	45.6	121	13.4	17	1.9
Increasing the diversity of the staff	35	3.3	563	59.6	142	15.0	17	1.8
Increasing the diversity of the administration	46	4.4	574	61.3	117	12.5	16	1.7
Providing back-up family care	91	8.7	445	49.4	90	10.0	8	0.9
Providing lactation accommodations	33	3.1	477	50.1	94	9.9	8	0.8
Providing career development opportunities for staff	60	5.7	720	77.1	61	6.5	16	1.7

Note: Survey item also included a "don't know" response, which is available in Appendix B, Table B76. 15% - 47% of respondents choose the "don't know" response.

One hundred eighteen respondents provided additional commented on institutional actions regarding diversity and inclusion at UCOP. Several of the respondents offered additional actions the institution might adopt, including: "Provide training for bullying in the work place for the perpetrators and targets; increase awareness among management of the contributions of support staff; provide mentorships for current staff; having career development of staff as part of Managers' annual evaluations; and creating ways in which to deal with 'non-performers' and untrained supervisors." Many people said they thought the items mentioned would positively influence the climate, but that they did not know which of the items were currently available at UCOP.

Summary

In addition to campus/location constituents' personal experiences and perceptions of the campus/location 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/location climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UCOP does, and should, promote diversity to shape campus/location 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 UCOP 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 UCOP 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 UCOP community members when the project was initiated. Therefore, each campus/location should develop strategies unique to the results of their respective assessments. Also, as recommended by previous reports (Parsky & Hume, 2007) and by this project's initiators, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Crosstabulations by Selected Demographics

Appendix B - Data Tables

Appendix C - Survey

Appendix A
UCOP - Crosstabs of Level 1 Demographic Categories by Primary Status

		Staff	
		N	**%**
Gender Identity	Unknown/Missing	11	1.05%
	Man	352	33.49%
	Woman	680	64.70%
	Transgender	0	0.00%
	Genderqueer	2	0.19%
	Multiple or Other	6	0.57%
Racial Identity	Unknown/ Missing/Other	23	2.19%
	White	203	19.31%
	Underrepresented Minority	220	20.93%
	Other Person of Color	281	26.74%
	Multi-Minority	15	1.43%
Sexual Identity	Unknown/Missing	55	5.23%
	LGBQ	95	9.04%
	Heterosexual	857	81.54%
	Other	44	4.19%
Citizenship Status	Unknown/Missing	3	0.29%
	US Citizen	1041	99.05%
	Non-US Citizen	7	0.67%
	Undocumented	0	0.00%
Disability Status	Unknown/Missing	43	4.09%
	No Disability	868	82.59%
	Disability	140	13.32%

		Staff	
		N	**%**
Religious/Spiritual Affiliation	Unknown/Missing	84	7.99%
	Christian	382	36.35%
	Muslim	4	0.38%
	Jewish	38	3.62%
	Other	66	6.28%
	None	410	39.01%
	Multiple	67	6.37%

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

Appendix B
PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Note: Unless otherwise indicated, all respondents to the survey had the opportunity to answer a question (i.e., all respondents answered faculty/staff only questions)

Table B1

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

Position	n	%
Staff – Non-Union	**951**	**90.5**
Senior Management Group	25	2.4
Management & Senior Professionals – Supervisor	217	20.6
Management & Senior Professionals – Non- Supervisor	188	17.9
Professional & Support Staff – Non-Union & Supervisor	45	4.3
Professional & Support Staff – Non-Union & Non-Supervisor	363	34.5
Missing	113	10.8
Staff- Union	**100**	**9.5**
Professional & Support Staff – Union Represented & Supervisor	11	1.0
Professional & Support Staff – Union Represented & Non-Supervisor	72	6.9
Missing	17	1.6

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.

Table B2

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

Status	n	%
Career (including partial-year career) employee	889	84.6
Contract employee	91	8.7
Limited appointment employee/term employment	35	3.3
Per Diem employee	1	0.1
Floater (temp services) employee	22	2.1
Academic Employee	11	1.0
Missing	2	0.2

Table B3

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

Note: This question was not asked for this location.

Table B4

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

Status	n	%
Full-time	1006	95.7
Part time	44	4.2
Missing	1	0.1

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	357	34.0
Female	684	65.1
Intersex	0	0.0
Missing	10	1.0

Table B6

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

Gender	n	%
Man	355	33.8
Woman	681	64.8
Transgender	0	0.0
Genderqueer	2	0.2
Other	6	0.6

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

Table B7

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

Position	n	%	Position	n	%
African American/ African/Black	**130**	**12.4**	Puerto Rican	3	
African American	99		Other Hispanic, Latin American, or of Spanish origin	19	
African	2		**Middle Easter/Southwest Asian/North African**	**26**	**2.5**
Black Caribbean	4		Afghan	0	
Other African/African American/Black	18		Arab/Arab American	2	
American Indian/ Alaskan Native	**13**	**1.2**	Armenian	3	
Tribal Affiliation/corporation	4		Assyrian	0	
Asian/Asian American	**267**	**25.4**	Azerbaijani	0	
Asian Indian	37		Berber	0	
Bangladeshi	0		Circassian	0	
Cambodian	0		Chaldean	0	
Chinese/Chinese American (except Taiwanese)	104		Coptic	0	
Filipino/Filipino American	58		Druze	0	
Hmong	0		Georgian	0	
Indonesian	1		Iranian	3	
Japanese/Japanese American	18		Jewish	17	
Korean/Korean American	10		Kurdish	0	
Laotian	0		Maronite	1	
Malaysian	1		Turkish	1	
Pakistani	0		Other Middle Eastern/Southwest Asian/North African	2	
Sri Lankan	1		**Pacific Islander**	**11**	**1.0**
Taiwanese/Taiwanese American	14		Fijian	1	
Thai	3		Guamanian/Chamorro	0	
Vietnamese/Vietnamese American	6		Hawaiian	9	
Tibetan	1		Samoan	0	
Eurasian	1		Tongan	0	
Other Asian	7		Other Pacific Islander	0	
Hispanic/Latino	**102**	**9.7**	**White**	**571**	**54.3**
Cuban/Cuban American	3		European/European descent	489	
Latin American/Latino	13		North African	2	
Mexican/Mexican American/Chicano	61		Other White/Caucasian	47	
			Other	**8**	**0.8**

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	31	2.9
Bisexual	18	1.7
Gay	49	4.7
Heterosexual	857	81.5
Lesbian	21	2.0
Queer	7	0.7
Questioning	0	0.0
Other	13	1.2
Missing	55	5.2

Table B9

What is your age? (Question 30)

Age	n	%
18-20	0	0.0
21-23	6	0.6
24-29	45	4.3
30-39	197	18.7
40-49	294	28.0
50-59	329	31.3
60 and over	159	15.1
Missing	21	2.0

Table B10

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

Group	n	%
No one	499	47.5
Children 18 years of age or under	316	30.1
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	109	10.4
Independent adult children over 18 years of age	36	3.4
Sick or disabled partner	26	2.5
Senior or other family member	164	15.6
Other	21	2.0

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	990	94.2
Active military	3	0.3
Reservist	7	0.7
ROTC	3	0.3
Veteran	27	2.6
Missing	21	2.0

Table B12

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

Note: This question was not asked for this location.

Table B13

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

Level of Education	n	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	16	1.5
Some college	105	10.0
Business/Technical certificate/degree	38	3.6
Associate's degree	42	4.0
Bachelor's degree	337	32.1
Some graduate work	79	7.5
Master's degree	269	25.6
Doctoral degree	62	5.9
Professional degree (e.g. MD, JD, DVM)	100	9.5
Missing	3	0.3

Table B14

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

Note: This question was not asked for this location.

Table B15

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

Note: This question was not asked for this location.

Table B16

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

Note: This question was not asked for this location.

Table B17

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

Note: This question was not asked for this location.

Table B18

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

Academic Unit	n	%
Unaffiliated	**71**	**7.1**
Academic Affairs	**298**	**29.6**
Academic Planning, Programs, and Coordination	49	16.4
UC Press Books	*4*	
UC Press Journals	*1*	
APPC Immediate Office	*8*	
UC Washington Center	*4*	
California Digital Library	*26*	
Other APPC	*5*	
Educational Partnerships	36	12.1
Institutional Research	10	3.4
Research & Graduate Studies	67	22.5
Research Grant Programs Officer	*19*	
Innovation Alliances & Services	*12*	
Other Research & Graduate Studies Department	*33*	
Student Affairs	45	15.1
Undergraduate Admissions	*25*	
Other Student Affairs	*20*	
Other Academic Affairs	27	9.1
Agriculture & National Resources	26	8.7
Missing	18	6.0
Business Operations	**295**	**29.3**
Budget & Capital Resources	26	8.8
Capital Resource Management	*9*	
Other Budget & Capital Resources	*16*	
Human Resources	110	37.3
Employee/Labor Relations & Policy	*16*	
Benefits Programs & Strategies	*26*	
Retirement Administration Services Center	*30*	
UCOP/UCSF Human Resources Services	*14*	
Other Human Resources	*23*	

Table B18 (cont.)

	n	%
Information Technology Services	102	34.6
Application Technology Service	*46*	
Technology Support Services	*26*	
Other Information Technology Services Department	*28*	
Other Business Operations	28	9.5
Missing	29	9.8
Chief Financial Officer	**151**	**15.0**
Financial Accounting	29	21.2
Financial Services & Controls	46	33.6
Business Resource Center	*29*	
Other Financial Services & Controls	*17*	
Other Chief Financial Officer Division	62	45.3
Missing		
Compliance & Audit	**18**	**1.8**
External Relations	**57**	**5.7**
Communications	22	38.6
Other External Relations	25	43.9
Missing	10	17.5
General Counsel	**67**	**6.7**
Health Sciences & Services	**18**	**1.8**
Laboratory Management	**7**	**0.7**
Treasurer's Office	**24**	**2.4**

Note: Because of the variation in response and large numbers of missing responses, percentages are not provided for the sub-categories.

Table B19

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

Note: This question was not asked for this location.

Table B20

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

Note: This question was not asked for this location.

Table B21

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

Note: This question was not asked for this location.

Table B22

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

Disability	n	%
Acquired/Traumatic Brain Injury	3	0.3
Attention Deficit/Hyperactivity Disorder	16	1.5
Asperger's/ Autism Spectrum	2	0.2
Blind	0	0.0
Low vision	5	0.5
Deaf	0	0.0
Hard of Hearing	21	2.0
Learning disability	4	0.4
Medical Condition	54	5.1
Mental health/psychological condition	29	2.8
Physical/Mobility condition that affects walking	0	0.0
Physical/Mobility condition that does not affect walking	16	1.5
Speech/Communication	2	0.2
Other	5	0.5
I have none of the listed conditions	868	82.6

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	1015	96.6
Permanent Resident	29	2.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	7	0.7
Other legally documented status	3	0.3
Undocumented resident	0	0.0

Table B24

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

Political views	n	%
Far left	55	5.2
Liberal	447	42.5
Moderate or middle of the road	292	27.8
Conservative	77	7.3
Far right	1	0.1
Undecided	84	8.0
Other	39	3.7
Missing	56	5.3

Table B25

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

Language spoken at home	n	%
English only	820	78.0
Other than English	38	3.6
English and other language(s)	181	17.2
Missing	12	1.1

Table B26

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

Spiritual Affiliation	n	%
Agnostic	120	11.4
Ahmadi Muslim	1	0.1
African Methodist Episcopal	2	0.2
Atheist	73	6.9
Assembly of God	4	0.4
Baha'i	1	0.1
Baptist	36	3.4
Buddhist	59	5.6
Christian Orthodox	23	2.2
Confucianist	2	0.2
Christian Methodist Episcopal	6	0.6
Druid	3	0.3
Episcopalian	25	2.4
Evangelical	5	0.5
Greek Orthodox	6	0.6
Hindu	21	2.0
Jain	2	0.2
Jehovah's Witness	10	1.0
Jewish Conservative	18	1.7
Jewish Orthodox	2	0.2
Jewish Reform	37	3.5

Table B26 (cont.)	n	%
Lutheran	21	2.0
Mennonite	2	0.2
Moravian	1	0.1
Muslim	6	0.6
Native American Traditional Practitioner or Ceremonial	2	0.2
Nondenominational Christian	40	3.8
Pagan	5	0.5
Pentecostal	12	1.1
Presbyterian	14	1.3
Protestant	**22**	**2.1**
Quaker	4	0.4
Rastafarian	1	0.1
Roman Catholic	204	19.4
Russian Orthodox	2	0.2
Scientologist	2	0.2
Secular Humanist	6	0.6
Seventh Day Adventist	2	0.2
Shi-ite	1	0.1
Sufi	2	0.2
Sunni	3	0.3
Shinto	1	0.1
Sikh	5	0.5
Taoist	4	0.4
The Church of Jesus Christ of Latter Day Saints	4	0.4
United Methodist	9	0.9
Unitarian Universalist	9	0.9
United Church of Christ	9	0.9
Wiccan	6	0.6
Spiritual, but no religious affiliation	138	13.1
No affiliation	169	16.1
Other	33	3.1

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

Table B27

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

Note: This question was not asked for this location.

Table B28

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

Note: This question was not asked for this location.

Table B29

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

Note: This question was not asked for this location.

Table B30

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

Note: This question was not asked for this location.

Table B31

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

Note: This question was not asked for this location.

Table B32

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

Note: This question was not asked for this location.

Table B33

What is your current relationship status? (Question 54)

Relationship status	n	%
Single, never married	186	17.7
Single, divorced	111	10.6
Single, widow (partner/spouse deceased)	20	1.9
Partnered	72	6.9
Partnered, in civil union/Registered Domestic Partnerships	20	1.9
Married or remarried	589	56.0
Separated	16	1.5
Other	13	1.2
Missing	24	2.3

Table B34

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

Note: This question was not asked for this location.

Table B35

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

Note: This question was not asked for this location.

Table B36

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

Note: This question was not asked for this location

PART II: Findings

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

Table B37

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

Comfort	n	%
Very comfortable	178	17.0
Comfortable	510	48.6
Neither comfortable nor uncomfortable	232	22.1
Uncomfortable	108	10.3
Very uncomfortable	22	2.1

Table B38

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

Comfort	n	%
Very comfortable	276	26.4
Comfortable	438	42.0
Neither comfortable nor uncomfortable	152	14.6
Uncomfortable	127	12.2
Very uncomfortable	51	4.9

Table B39

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

Note: This question was not asked for this location.

Table B40

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

Considered Leaving	n	%
No	619	59.2
Yes	427	40.8

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 UCOP? (Question 11)

Experienced	n	%
No	742	70.8
Yes, but it did not interfere with my ability to work or learn	192	18.3
Yes and it interfered with my ability to work or learn	114	10.9

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	%
Age	13	9.8	21	15.9	57	43.2	41	31.1	0	0.0
Ancestry	5	2.2	7	3.0	22	9.5	29	12.5	169	72.8
Country of origin	4	1.7	6	2.6	15	6.4	24	10.3	185	79.1
Educational level	13	5.4	25	10.4	41	17.0	37	15.4	125	51.9
Educational modality (on-line, classroom)	1	0.4	6	2.6	3	1.3	21	9.2	198	86.5
English language proficiency/accent	6	2.6	8	3.5	9	3.9	24	10.4	184	79.7
Ethnicity	12	5.2	14	6.0	31	13.4	35	15.1	140	60.3
Gender identity	9	3.8	10	4.3	23	9.8	26	11.1	167	71.1
Gender expression	8	3.5	8	3.5	16	7.0	25	10.9	173	75.2
Immigrant/citizen status	1	0.4	4	1.8	5	2.2	21	9.2	197	86.4
International Status	1	0.4	3	1.3	4	1.8	17	7.5	201	88.9
Learning disability	3	1.3	5	2.2	5	2.2	16	7.0	201	87.4
Marital status (e.g. single, married, partnered)	5	2.2	4	1.7	22	9.5	26	11.3	174	75.3
Medical condition	7	3.1	7	3.1	21	9.3	15	6.6	177	78.0
Military/veteran status	1	0.4	1	0.4	2	0.9	6	2.6	219	95.6
Parental status (e.g., having children)	9	3.9	2	0.9	19	8.3	22	9.6	178	77.4
Participation in an organization/team	4	1.8	3	1.3	10	4.5	9	4.0	198	88.4

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	5	2.2	8	3.5	25	10.8	27	11.7	166	71.9
Physical disability	4	1.8	4	1.8	7	3.1	15	6.6	196	86.7
Philosophical views	12	5.2	15	6.5	39	16.9	31	13.4	134	58.0
Political views	6	2.6	12	5.2	21	9.1	28	12.1	165	71.1
Position (staff, faculty, student)	38	14.8	46	18.0	51	19.9	48	18.8	73	28.5
Pregnancy	4	1.7	0	0.0	5	2.2	10	4.4	210	91.7
Psychological condition	3	1.3	6	2.7	13	5.8	13	5.8	190	84.4
Race	13	5.6	12	5.2	23	10.0	33	14.3	150	64.9
Religious/spiritual views	10	4.6	4	1.9	8	3.7	6	2.8	186	60.8
Sexual orientation	6	2.8	2	0.9	11	5.0	7	3.2	192	62.7
Socioeconomic status	7	3.7	1	0.5	12	6.3	5	2.6	166	54.2
Don't Know	10	5.5	3	1.7	7	3.9	10	5.5	151	49.3
Other	8	5.4	4	2.7	9	6.1	8	2.6	119	38.9

Note: Only answered by respondents who experienced harassment (n = 306).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt I was deliberately ignored or excluded	163	53.3
I felt intimidated/bullied	145	47.4
I felt isolated or left out	130	42.5
I was the target of derogatory verbal remarks	64	20.9
I received a low performance evaluation	48	15.7
I received derogatory written comments	42	13.7
I observed others staring at me	31	10.1
I feared for my physical safety	23	7.5
Someone assumed I was admitted/ hired/promoted due to my identity	21	6.9
I was singled out as the spokesperson for my identity group	16	5.2
I received derogatory phone calls	15	4.9
Someone assumed I was not admitted/ hired/promoted due to my identity	12	3.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	10	3.3
I was the target of racial/ethnic profiling	8	2.6
I was the target of stalking	5	1.6
I feared for my family's safety	4	1.3
I was the target of graffiti/vandalism	4	1.3
I was the target of physical violence	4	1.3
I was the victim of a crime	3	1.0
I received threats of physical violence	1	0.3
Other	49	16.

Note: Only answered by respondents who experienced harassment (n = 306).
Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
In a UCOP office	176	57.5
While working at a UCOP job	159	52.0
In a meeting with a group of people	119	38.9
In a meeting with one other person	72	23.5
In a public space at UCOP	47	15.4
At a UCOP event	18	5.9
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	6	2.0
In a faculty office	4	1.3
In an on-line class	0	0.0
On campus transportation	0	0.0
Other	18	5.9

Note: Only answered by respondents who experienced harassment (n = 306).
Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Administrator	68	22.2
Alumni	1	0.3
Athletic coach/trainer	0	0.0
Campus media	0	0.0
UCOP visitor(s)	4	1.3
Organizations on campus	2	0.7
Campus police/building security	1	0.3
Co-worker	142	46.4
Off campus community member	1	0.3
Department head	69	22.5
Donor	0	0.0
Don't know source	4	1.3
Faculty advisor	0	0.0
Faculty member	9	2.9
Friend	1	0.3
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Person that I supervise	7	2.3
Registered Staff Organization	0	0.0
Social Networking site	0	0.0
Staff member	74	24.2
Stranger	0	0.0
Student	0	0.0
Student staff	0	0.0
Supervisor	94	30.7
Teaching assistant/Grad assistant/Lab assistant/Tutor	0	0.0
UCOP Physician	0	0.0
Union representative	3	1.0
Other	27	8.8

Note: Only answered by respondents who experienced harassment (n = 306).
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	164	53.6
I felt embarrassed	109	35.6
I told a family member	106	34.6
I told a friend	86	28.1
I ignored it	80	26.1
I avoided the harasser	76	24.8
I sought support from a staff person	69	22.5
I reported it to a UCOP employee/official	54	17.6
I didn't report it for fear that my complaint would not be taken seriously	49	16.0
I felt somehow responsible	48	15.7
I sought support from an administrator	46	15.0
I was afraid	43	14.1
I did nothing	40	13.1
I did report it but I did not feel the complaint was taken seriously	36	11.8
I didn't know who to go to	33	10.8
I left the situation immediately	30	9.8
I confronted the harasser at the time	29	9.5
I sought support from a UCOP resource	28	9.2
I confronted the harasser later	25	8.2
I sought information on-line	18	5.9
It didn't affect me at the time	17	5.6
I sought support from a spiritual advisor	14	4.6
I told my union representative	7	2.3
I sought support from a non-UCOP hot-line services	6	2.0
I sought support from a faculty member	3	1.0
I contacted a local law enforcement official	0	0.0
Other	57	18.6

Note: Only answered by respondents who experienced harassment (n = 306).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
Yes	15	1.4
No	1034	68.4
Missing	2	0.2

Table B48

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

Issues	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %	Not applicable n	Not applicable %
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or merit/promotion decision	100	9.6	192	18.5	382	36.7	299	28.7	67	6.4
My colleagues/co-workers expect me to represent "the point of view" of my identity	26	2.5	132	12.8	389	37.7	262	25.4	224	21.7
I believe salary determinations are clear	47	4.6	364	35.5	354	34.6	192	18.8	67	6.5
I think that UCOP demonstrates that it values a diverse faculty.	159	15.5	535	52.2	70	6.8	37	3.6	224	21.9
I think UCOP demonstrates that it values a diverse staff	215	21.0	627	61.1	108	10.5	48	4.7	28	2.7
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	251	24.1	532	51.2	149	14.3	61	5.9	47	4.5
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	98	9.5	239	23.2	493	48.0	150	14.6	48	4.7
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	140	13.6	280	27.2	431	41.8	122	11.8	58	5.6

Table B49

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

Note: This question was not asked for this location.

Table B50

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

Issues	Strongly agree n	%	Agree n	%	Disagree n	%	Strongly disagree n	%	Not applicable n	%
I find that UCOP is supportive of taking leave.	147	14.2	659	63.5	106	10.2	26	2.5	99	9.5
I find that UCOP is supportive of flexible work schedules.	152	14.7	563	54.3	202	19.5	77	7.4	43	4.1
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	43	4.2	124	12.1	547	53.3	209	20.4	104	10.1
I feel that people who have children are considered by UCOP to be less committed to their jobs/careers	22	2.1	73	7.1	620	60.1	220	21.3	97	9.4
I feel that UCOP provides available resources to help employees balance work-life needs, such as childcare and elder care.	57	5.6	446	43.7	196	19.2	66	6.5	256	25.1
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	29	2.8	94	9.2	356	34.7	99	9.7	447	43.6
I have supervisors who give me job/career advice or guidance when I need it	165	16.0	479	46.4	203	19.7	112	10.8	74	7.2
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	169	16.3	579	55.8	159	15.3	56	5.4	75	7.2
My supervisor provides me with resources to pursue professional development opportunities.	182	17.7	500	48.6	184	17.9	84	8.2	78	7.6
My supervisor provides ongoing feedback to help me improve my performance.	159	15.4	546	53.0	209	20.3	85	8.3	31	3.0
I have adequate access to administrative support.	103	10.0	564	54.6	193	18.7	106	10.3	67	6.5

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCOP 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	789	75.5
Yes	256	24.5

Table B52

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

Source	n	%
Co-worker	138	53.9
Staff member	87	34.0
Supervisor	20	7.8
Administrator	13	5.1
Friend	12	4.7
Person that I supervise	6	2.3
Department head	5	2.0
Don't know target	5	2.0
UCOP visitor(s)	3	1.2
Union representatives	3	1.2
Organizations on campus	2	0.8
Off campus community member	1	0.4
Faculty member	1	0.4
Registered Campus Organization	1	0.4
Student staff	1	0.4
Stranger	1	0.4
Student	1	0.4
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Campus police/building security	0	0.0
Donor	0	0.0
Faculty advisor	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Teaching asst/Writing assoc/Lab asst/Tutor	0	0.0
UCOP Physician	0	0.0
Other	21	8.2

Note: Only answered by respondents who observed harassment (n = 256). Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Supervisor	101	39.5
Co-worker	65	25.4
Staff member	49	19.1
Administrator	40	15.6
Department head	33	12.9
Don't know target	7	2.7
Faculty member	5	2.0
Union representatives	2	6.6
UCOP visitor(s)	1	0.4
Campus organizations or groups	1	0.4
Stranger	1	0.4
Alumni	0	0
Athletic coach/trainer	0	0.0
Campus media	0	0.0
Campus police/building security	0	0.0
Off campus community member	0	0.0
Donor	0	0.0
Faculty advisor	0	0.0
Friend	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Person that I supervise	0	0.0
Registered Campus Organization	0	0.0
Social networking site	0	0.0
Student	0	0.0
Student staff	0	0.0
Teaching assistant/Writing associate/ Lab assistant/Tutor	0	0.0
UCOP Physician	0	0.0
Other	17	6.6

Note: Only answered by respondents who observed harassment (n = 256).
Percentages do not sum to 100 due to multiple responses.

Table B54

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

Based On	n	%
Don't know	83	32.4
Position (staff, faculty, student)	73	28.5
Age	28	10.9
Educational level	24	9.4
Ethnicity	22	8.6
Race	20	7.8
Philosophical views	18	7.0
Gender identity	12	4.7
Parental status	11	4.3
Socioeconomic status	11	4.3
Country of origin	8	3.1
Gender expression	8	3.1
Physical characteristics	8	3.1
Ancestry	7	2.7
Medical condition	6	2.3
Sexual orientation	6	2.3
English language proficiency/accent	5	2.0
Political views	5	2.0
Psychological condition	5	2.0
Marital status	4	1.6
Participation in an organization/team	4	1.6
Physical disability	4	1.6
Religious/spiritual views	4	1.6
Immigrant/citizen status	2	0.8
Learning disability	2	0.8
Military/veteran status	1	0.4
Pregnancy	1	0.4
Educational modality (online, classroom)	0	0.0
International Status	0	0.0
Other	63	24.6

Note: Only answered by respondents who observed harassment (n = 256).
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	%
Deliberately ignored or excluded	113	44.1
Derogatory remarks	109	42.6
Intimidated/bullied	93	36.3
Isolated or left out	82	32.0
Isolated or left out when work was required in groups	64	25.0
Receipt of a low performance evaluation	54	21.1
Derogatory written comments	49	19.1
Assumption that someone was admitted/hired/promoted based on his/her identity	43	16.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	23	9.0
Assumption that someone was not admitted/hired/promoted based on his/her identity	18	7.0
Racial/ethnic profiling	16	6.3
Derogatory phone calls	12	4.7
Feared for their physical safety	12	4.7
Singled out as a spokesperson for his/her identity	6	2.3
Threats of physical violence	6	2.3
Graffiti/vandalism	5	2.0
Victim of a crime	5	2.0
Feared for their family's safety	3	1.2
Physical violence	2	0.8
Other	22	8.6

Note: Only answered by respondents who observed harassment (n = 256).
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	14	6.1
2	33	14.4
3	45	19.7
4	18	7.9
5	17	7.4
6 or more	102	44.5

Note: Only answered by respondents who believed they had observed harassment (n = 256).
Percentages do not sum to 100 due to multiple responses.

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

Location	n	%
In a UCOP office	158	61.7
While working at a UCOP job	99	38.7
In a meeting with a group of people	79	30.9
In a meeting with one other person	42	16.4
In a public space at UCOP	39	15.2
At a UCOP event	21	8.2
In a faculty office	3	1.2
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	1	0.4
On campus transportation	1	0.4
In an on-line class	0	0.0
Other	10	3.9

Note: Only answered by respondents who observed harassment (n = 256).
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	110	43.0
I felt embarrassed	86	33.6
I told a family member	63	24.6
I told a friend	61	23.8
I avoided the harasser	53	20.7
I sought support from a staff person	46	18.0
I didn't report it for fear that my complaint would not be taken seriously	41	16.0
I did nothing	41	16.0
I reported it to a UCOP employee	36	14.1
I was afraid	32	12.5
I ignored it	30	11.7
I sought support from a administrator	25	9.8
I didn't know who to go to	24	9.4
I left the situation immediately	21	8.2
I did report it but I did not feel the complaint was taken seriously	21	8.2
I felt somehow responsible	18	7.0
I confronted the harasser at the time	16	6.3
I sought information on-line	14	5.5
I sought support from a UCOP resource	12	4.7
I confronted the harasser later	11	4.3
It didn't affect me at the time	11	4.3
I sought support from a spiritual advisor	7	2.7
I told my union representative	4	1.6
I sought support from a faculty member	2	0.8
I sought support from non-UCOP hot-line	1	0.4
I contacted a local law enforcement official	1	0.4
Other	35	13.7

Note: Only answered by respondents who observed harassment (n = 256).
Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/ Unjust Hiring	n	%
No	688	66.0
Yes	165	15.8
Don't know	189	18.1

Table B60

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

Based On	n	%
Personal relationship	65	39.4
Position	34	20.6
Age	30	18.2
Race	28	17.0
Ethnicity	24	14.5
Educational level	23	13.9
Gender identity	16	9.7
Preferential re-hiring	13	7.9
Country of origin	10	6.1
Sexual orientation	10	6.1
English language proficiency/accent	8	4.8
Gender expression	6	3.6
Ancestry	5	3.0
Immigrant/citizen status	5	3.0
Partner/spousal preferential hiring practice	5	3.0
Physical characteristics	5	3.0
Discipline of study	4	2.4
Medical condition	4	2.4
Parental status (e.g., having children)	4	2.4
Socioeconomic status	4	2.4
Participation in an organization	3	1.8
Educational modality (on-line, classroom)	2	1.2
Marital status	2	1.2
Pregnancy	2	1.2
International status	1	0.6
Learning disability	1	0.6
Military/veteran status	1	0.6
Political views	1	0.6
Psychological condition	1	0.6
Physical disability	0	0.0
Religious/spiritual views	0	0.0
Other	31	18.8

Note: Only answered by employees who perceived discriminatory practices (n = 165).
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 UCOP that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	750	71.9
Yes	96	9.2
Don't know	197	18.9

Table B62

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

Based On:	n	%
Position	27	28.1
Age	15	15.6
Personal relationship	14	14.6
Gender identity	10	10.4
Race	10	10.4
Medical condition	9	9.4
Educational level	5	5.2
Psychological condition	5	5.2
English language proficiency/accent	4	4.2
Ethnicity	4	4.2
Physical disability	4	4.2
Ancestry	3	3.1
Gender expression	3	3.1
Parental status (e.g., having children)	3	3.1
Sexual orientation	3	3.1
Socioeconomic status	3	3.1
Physical characteristics	2	2.1
Country of origin	1	1.0
Immigrant/citizen status	1	1.0
International status	1	1.0
Marital status	1	1.0
Partner/spousal preferential hiring practice	1	1.0
Political views	1	1.0
Discipline of study	0	0.0
Educational modality (on-line, classroom)	0	0.0
Learning disability	0	0.0
Military/veteran status	0	0.0
Participation in an organization	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Other	33	34.4

Note: Only answered by employees who perceived discriminatory practices (n = 96).
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 UCOP that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	561	53.9
Yes	276	26.5
Don't know	204	19.6

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	%
Position	82	29.7
Personal relationship	74	26.8
Age	38	13.8
Race	27	9.8
Educational level	22	8.0
Gender identity	22	8.0
Ethnicity	21	7.6
English language proficiency/accent	7	2.5
Sexual orientation	7	2.5
Ancestry	5	1.8
Gender expression	5	1.8
Physical characteristics	4	1.4
Political views	4	1.4
Socioeconomic status	4	1.4
Country of origin	3	1.1
Medical condition	3	1.1
Parental status (e.g., having children)	3	1.1
Participation in an organization	3	1.1
Psychological condition	3	1.1
Discipline of study	2	0.7
Physical disability	2	0.7
International status	1	0.4
Marital status	1	0.4
Partner/spousal preferential hiring practice	1	0.4
Religious/spiritual views	1	0.4
Educational modality	0	0.0
Immigrant/citizen status	0	0.0
Learning disability	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Other	74	26.8

Note: Only answered by employees who observed discriminatory practices (n = 276).
Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Friendly/Hostile	291	28.0	437	42.1	248	23.9	49	4.7	13	1.3	**2.1**	**0.9**
Cooperative/Uncooperative	204	19.6	435	41.9	281	27.0	95	9.1	24	2.3	**2.3**	**1.0**
Positive for persons with disabilities/Negative	292	29.0	388	38.5	287	28.5	36	3.6	4	0.4	**2.1**	**0.9**
Positive for people who identify as lesbian, gay, bisexual/Negative	373	37.4	376	37.8	230	23.1	16	1.6	1	0.1	**1.9**	**0.8**
Positive for people of Christian faith/Negative	222	22.4	313	31.5	430	43.3	25	2.5	3	0.3	**2.3**	**0.8**
Positive for people of other faith backgrounds faith/Negative	213	21.6	317	32.2	434	44.0	21	2.1	1	0.1	**2.3**	**0.8**
Positive for people who are agnostic or atheist/Negative	220	22.4	295	30.1	446	45.5	17	1.7	3	0.3	**2.3**	**0.8**
Positive for people of color/Negative	283	28.4	415	41.6	241	24.1	50	5.0	9	0.9	**2.1**	**0.9**
Positive for men/Negative	358	35.6	341	33.9	269	26.7	33	3.3	5	0.5	**2.0**	**0.9**
Positive for women/Negative	249	24.3	422	41.2	280	27.3	65	6.3	9	0.9	**2.2**	**0.9**
Positive for non-native English speakers/Negative	177	17.8	343	34.6	390	39.3	74	7.5	8	0.8	**2.4**	**0.9**
Positive for people who are immigrants/Negative	195	19.8	334	33.8	412	41.7	41	4.2	5	0.5	**2.3**	**0.9**
Positive for people who are not U.S. Citizens/Negative	192	19.7	307	31.5	436	44.8	35	3.6	4	0.4	**2.3**	**0.8**

Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	253	24.5	427	41.4	264	25.6	71	6.9	17	1.6	**2.2**	**0.9**
Respectful/disrespectful	251	24.3	435	42.2	239	23.2	83	8.1	23	2.2	**2.2**	**1.0**
Positive for people of high socioeconomic status/Negative	326	32.7	353	35.4	294	29.5	21	2.1	3	0.3	**2.0**	**0.9**
Positive for people of low socioeconomic status/Negative	169	16.9	277	27.8	410	41.1	114	11.4	28	2.8	**2.6**	**1.0**
Positive for people who identify as transgender/Negative	168	17.6	243	25.5	507	53.2	31	3.3	4	0.4	**2.4**	**0.8**

Table B66

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

	1		2		3		4		5		Mean	Standard Deviation
Dimension	n	%	n	%	n	%	n	%	n	%	n	n
Not racist/racist	335	32.6	397	38.7	232	22.6	54	5.3	9	0.9	**2.0**	**0.9**
Not sexist/sexist	287	28.1	378	37.0	244	23.9	98	9.6	15	1.5	**2.2**	**1.0**
Not homophobic/homophobic	343	34.3	402	40.2	227	22.7	24	2.4	3	0.3	**1.9**	**0.8**
Not transphobic/transphobic	301	30.9	375	38.5	263	27.0	33	3.4	3	0.3	**2.0**	**0.9**
Not age biased/age biased	256	25.2	365	35.9	239	23.5	121	11.9	35	3.4	**2.3**	**1.1**
Not classist (socioeconomic status)/classist	229	22.7	347	34.5	270	26.8	125	12.4	36	3.6	**2.4**	**1.1**
Not classist (position: Manager, non-Manager, Administrator, etc)/classist	165	16.3	268	26.5	276	27.2	198	19.5	106	10.5	**2.8**	**1.2**
Disability friendly/Not disability friendly	301	30.2	388	39.0	274	27.5	29	2.9	4	0.4	**2.0**	**0.9**

Table B67

Students/Faculty Only: The classroom/learning environment is welcoming for students regardless of their: (Question not numbered)

Note: This question was not asked for this location

Table B68

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

Note: This question was not asked for this location

Table B69

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

Note: This question was not asked for this location

Table B70

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	194	19.3	527	52.3	142	14.1	36	3.6	108	10.7
Ancestry	186	18.6	528	52.8	88	8.8	19	1.9	179	17.9
Country of origin	191	19.2	522	52.4	107	10.7	17	1.7	159	16.0
Educational level	193	19.4	520	52.3	145	14.6	30	3.0	107	10.8
English language proficiency/ accent	166	16.7	533	53.5	129	13.0	20	2.0	148	14.9
Ethnicity	205	20.5	537	53.8	108	10.8	27	2.7	122	12.2
Gender identity	180	18.1	495	49.6	93	9.3	21	2.1	208	20.9
Gender expression	172	17.4	459	46.3	101	10.2	23	2.3	236	23.8
Immigrant/citizen status	164	16.5	442	44.6	106	10.7	24	2.4	255	25.7
International Status	164	16.6	448	45.4	99	10.0	18	1.8	257	26.1
Learning disability	121	12.3	360	36.5	128	13.0	26	2.6	350	35.5
Marital status	212	21.3	516	51.9	101	10.2	24	2.4	142	14.3
Medical conditions	151	15.4	461	47.0	120	12.2	34	3.5	215	21.9
Military/veteran status	141	14.2	356	35.9	84	8.5	19	1.9	392	39.5
Parental status (e.g., having children)	192	19.2	510	51.1	109	10.9	26	2.6	162	16.2
Participation in a club/organization	145	14.6	402	40.5	84	8.5	20	2.0	341	34.4
Participation on an athletic team	102	10.4	312	31.9	79	8.1	17	1.7	468	47.9
Philosophical Views	127	12.9	445	45.2	129	13.1	18	1.8	265	26.9

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	106	10.8	340	34.7	120	12.2	20	2.0	394	40.2
Physical characteristics	161	16.5	473	48.4	108	11.0	21	2.1	215	22.0
Physical disability	159	16.2	448	45.7	114	11.6	18	1.8	242	24.7
Political views	125	12.8	445	45.5	152	15.5	29	3.0	227	23.2
Race	190	19.3	523	53.0	118	12.0	27	2.7	128	13.0
Religious/spiritual views	138	14.0	449	45.6	114	11.6	26	2.6	257	26.1
Sexual orientation	179	18.2	504	51.2	95	9.7	20	2.0	186	18.9
Socioeconomic status	148	15.1	457	46.7	147	15.0	36	3.7	191	19.5

Table B71

How would you rate the accessibility of UCOP? (Question 81)

Note: This question was not asked for this location

Table B72

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

Group	Very Respectful n	Very Respectful %	Respectful n	Respectful %	Disrespectful n	Disrespectful %	Very disrespectful n	Very disrespectful %	Don't know n	Don't know %
Psychological health issues	94	9.5	425	42.9	58	5.9	10	1.0	404	40.8
Physical health issues	184	18.5	583	58.8	34	3.4	6	0.6	185	18.6
Female	201	20.1	667	66.8	39	3.9	12	1.2	80	8.0
From religious affiliations other than Christian	129	13.0	561	56.6	17	1.7	4	0.4	281	28.3
From Christian affiliations	131	13.3	569	57.8	17	1.7	5	0.5	263	26.7
Gay, lesbian, bisexual, transgender	203	20.4	618	62.2	10	1.0	3	0.3	159	16.0
Immigrants	150	15.1	578	58.3	21	2.1	5	0.5	237	23.9
International students, staff, or faculty	156	15.9	525	53.4	9	0.9	3	0.3	290	29.5
Learning disabled	104	10.7	386	39.6	41	4.2	4	0.4	440	45.1
Male	294	29.5	583	58.6	15	1.5	2	0.2	101	10.2
Non-native English speakers	130	13.2	592	60.2	59	6.0	8	0.8	194	19.7
Parents/guardians	182	18.4	612	61.8	21	2.1	6	0.6	169	17.1
People of color	203	20.4	633	63.7	36	3.6	12	1.2	110	11.1
Providing care for adults who are disabled and/or elderly	152	15.4	513	52.0	26	2.6	7	0.7	288	29.2
Physical disability	169	17.2	576	58.7	25	2.5	4	0.4	207	21.1
Socioeconomically disadvantaged	123	12.6	481	49.1	85	8.7	16	1.6	274	28.0
Socioeconomically advantaged	206	21.2	499	51.3	19	2.0	4	0.4	245	25.2
Transgender	116	11.9	422	43.3	14	1.4	3	0.3	420	43.1
Other	23	6.6	126	36.1	6	1.7	3	0.9	191	54.7

Table B73

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

Background	Very Respectful n	%	Respectful n	%	Disrespectful n	%	Very disrespectful n	%	Don't know n	%
African American/African/Black	217	21.5	652	64.6	35	3.5	11	1.1	94	9.3
American Indian/Alaskan Native	163	16.3	522	52.2	15	1.5	3	0.3	297	29.7
Asian/ Asian American	233	23.2	654	65.2	20	2.0	5	0.5	91	9.1
Hispanic/Latino	199	19.8	657	65.5	26	2.6	5	0.5	116	11.6
Middle Eastern/South Asian/North African	191	19.2	604	60.6	27	2.7	0	0.0	174	17.5
Pacific Islander	173	17.4	594	59.7	15	1.5	0	0.0	213	21.4
White	318	31.7	612	61.0	10	1.0	0	0.0	64	6.4

Table B74

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

Note: This question was not asked for this location

Table B75

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

Note: This question was not asked for this location

Table B76

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

	Not currently available at UCOP		Positively influence campus climate		No Influence on campus climate		Negatively influence campus climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for staff	141	13.4	430	49.9	122	14.2	6	0.7	303	35.2
Providing access to counseling for people who have experienced harassment	56	5.3	489	51.5	70	7.4	10	1.1	380	40.0
Providing mentorship for new staff	118	11.2	561	63.4	70	7.9	13	1.5	241	27.2
Providing a clear and fair process to resolve conflicts	102	9.7	557	61.4	73	8.0	29	3.2	248	27.3
Increasing funding to support efforts to change UCOP climate	92	8.8	370	41.0	95	10.5	12	1.3	426	47.2
Including diversity-related professional experiences as one of the criteria for hiring of staff	88	8.4	319	35.1	137	15.1	56	6.2	398	43.7
Providing diversity and equity training to search committees	98	9.3	411	45.6	121	13.4	17	1.9	352	39.1
Increasing the diversity of the staff	35	3.3	563	59.6	142	15.0	17	1.8	223	23.6
Increasing the diversity of the administration	46	4.4	574	61.3	117	12.5	16	1.7	230	24.5
Providing back-up family care	91	8.7	445	49.4	90	10.0	8	0.9	358	39.7
Providing lactation accommodations	33	3.1	477	50.1	94	9.9	8	0.8	374	39.2
Providing career development opportunities for staff	60	5.7	720	77.1	61	6.5	16	1.7	137	14.7

Table B77

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

Note: This question was not asked for this location

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Table B78

At which location do you primarily work? (Question 94)

location	n	%
20th St. Building	74	7.0
Broadway Building (Oakland)	45	4.3
Franklin Building (Oakland)	597	56.8
Kaiser Building (Oakland)	230	21.9
State Government Relations Sacramento Office	10	1.0
UC Press Location	36	3.4
Center Street (Berkeley)	0	0.0
Berkeley Way (Berkeley)	0	0.0
Washington DC	16	1.5
Federal Government Relations Washington DC Office	0	0.0
UCDC	0	0.0
Missing	43	4.1

Table B79

How long have you worked at UCOP? (Question 95)

Time at UCOP	n	%
Less than 6 months	92	8.8
6 months – 1 year	83	7.9
1-2 years	110	10.5
2-3 years	91	8.7
3-4 years	60	5.7
4-5 years	56	5.3
5-6 years	64	6.1
6-10 years	122	11.6
10-15 years	160	15.2
15-20 years	75	7.1
More than 20 years	113	10.8
Missing	25	2.4

Table B80

Staff/Faculty Only: Please respond to the following statements.

	Strongly Agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
UCOP provided me with an information onboarding/new employee orientation experience regarding benefits and UCOP navigation	216	21.1	504	49.2	149	15.4	92	9.0	64	6.2
I have had the opportunity to join/participate in staff organizations or groups at UCOP that are of personal interest to me.	178	17.5	534	52.4	117	11.5	29	2.8	162	15.9
UCOP provides adequate support for registered staff organizations and/or affinity groups.	147	14.7	491	49.0	64	6.4	13	1.3	287	28.6

Table B81

Staff/Faculty Only: Please respond to the following statements.

	Strongly Agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I have felt safe working at my UCOP work location.	357	34.8	585	57.0	60	5.8	14	1.4	10	1.0
I have felt safe getting to/leaving work.	234	22.9	601	58.7	146	14.3	31	3.0	12	1.2
I have personally experienced unsafe conditions at my UCOP work location.	32	3.1	118	11.5	545	53.2	266	26.0	64	6.2
I have felt fearful of retaliations if I report unethical behavior at UCOP.	77	7.6	153	15.0	401	39.4	239	23.5	149	14.6
I believe UCOP has supported and encouraged the free exchange of information across levels, units and divisions.	112	11.1	501	49.5	243	24.0	86	8.5	70	6.9

Table B82

Staff/Faculty Only: Please respond to the following statements. During the last year, UCOP has done an excellent job keeping employees informed about… (Question 98)

	Strongly Agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
Changes to building policy and office procedures	137	13.5	610	60.2	150	14.8	39	3.8	78	7.7
Changes to personal compensations and benefits	116	11.4	593	58.4	199	19.6	42	4.1	65	6.4
Internal and external disruptions	230	22.7	607	59.8	94	9.3	28	2.8	56	5.5
University welfare and outlook	144	14.3	656	65.2	120	11.9	29	2.9	57	5.7

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

For more information regarding accessibility assistance please contact:

Interim Diversity Coordinator Jesse Bernal
(jesse.bernal@ucop.edu) or 510-987-9964

Employee Assessment of the Working Environment at UC Office of the President (UCOP)
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 UCOP. 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 UCOP.

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:

Faculty and Staff Assistance Program (Employee Assistance Program)
3333 California St.
San Francisco, CA 94143
415-476-8279
FSAP@hr.ucsf.edu

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at UCOP 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 unit-level data via a data application tool. In addition, each Chancellor will designate and appoint a campus data coordinator, who will manage campus use of data for administrative purposes, and will maintain data use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project. The data coordinators are held to the same use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project.

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

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

Right to Ask Questions

You can ask questions about this assessment. Questions concerning this project should be directed to:
Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:
Jesse Bernal, Interim Diversity Coordinator
jesse.bernal@ucop.edu
510-987-9964

Questions concerning the rights of participants should be directed to:
Jeff Hall, Director, Research Policy Development
jeff.hall@ucop.edu
510-987-0688

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Directions

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 UCOP ? **(Please mark only one**)
   - ❍ Staff – non-Union
     - ❍ Senior Management Group (SMG)
     - ❍ Management & Senior Professionals (MSP) - Supervisor
     - ❍ Management & Senior Professionals (MSP) – Non-Supervisor
     - ❍ Professional & Support Staff (PSS) – Non-Union & Supervisor
     - ❍ Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
   - ❍ Staff - Union
     - ❍ Professional & Support Staff (PSS) – Union Represented & Supervisor
     - ❍ Professional & Support Staff (PSS) – Union Represented & Non-Supervisor

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

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 UCOP?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

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

8. In the past year, have you seriously considered leaving UCOP?
   - ❍ No   [Go to Question 11]
   - ❍ Yes

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

_____

_____

_____

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

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

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

13. How did you experience this conduct? (**Mark all that apply**)
- ❑ I feared for my physical safety
- ❑ I feared for my family's safety
- ❑ I 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 UCOP event
- ❑ In an on-line class
- ❑ In a UCOP office
- ❑ In a faculty office
- ❑ In a public space at UCOP
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- ❑ On campus transportation
- ❑ While working at a UCOP job
- ❑ 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.)
- ❑ UCOP visitor(s)
- ❑ Organizations on campus
- ❑ 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 Staff 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
- ❑ UCOP 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 a non-UCOP hot-line
   - ❑ I sought support from a UCOP resource (FSAP, Whistleblower Hotline, LDO, UCOP Security)
   - ❑ 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 an administrator
   - ❑ I sought support from a faculty member
   - ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
   - ❑ I sought information on-line
   - ❑ I didn't know who to go to
   - ❑ I reported it to a UCOP employee
   - ❑ 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

The following questions are related to unwanted physical sexual contact.

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

Part 2: Work-Life

20. Please respond to the following statements.

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

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

_____

_____

_____

24. Please respond to the following statements.

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

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

_____

_____

_____

Part 3: Demographic Information

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

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

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

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

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

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

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

❑ **Other (please specify)** _____

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

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

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

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

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

39. With which work unit are you **primarily affiliated** at this time?
Units with less than 15 employees are aggregated into higher division.

   ○ Unaffiliated (e.g., Regents Secretary, Academic Senate, President's Executive Office)
   ○ Academic Affairs
      ○ Academic Planning, Programs, and Coordination
         ○ UC Press Books
         ○ UC Press Journals
         ○ APPC Immediate Office
         ○ UC Washington Center
         ○ California Digital Library
         ○ Other APPC
      ○ Educational Partnerships
      ○ Institutional Research
      ○ Research & Graduate Studies
         ○ Research Grant Programs Officer
         ○ Innovation Alliances & Services
         ○ Other Research & Graduate Studies Department
      ○ Student Affairs
         ○ Undergraduate Admissions
         ○ Other Student Affairs
      ○ Other Academic Affairs (e.g., Immediate Office, Academic Personnel)
   ○ Agriculture & National Resources
   ○ Business Operations
      ○ Budget & Capital Resources
         ○ Capital Resource Management
         ○ Other Budget & Capital Resources (e.g., Immediate Office, Operating Budget & Facilities)
      ○ Human Resources
         ○ Employee/Labor Relations & Policy
         ○ Benefits Programs & Strategies
         ○ Retirement Administration Services Center
         ○ UCOP/UCSF Human Resources Services
         ○ Other Human Resources (e.g., Immediate Office, Compensation, Talent Management, Pension/Retirement Program)
      ○ Information Technology Services
         ○ Application Technology Service
         ○ Technology Support Services
         ○ Other Information Technology Services Department (e.g., Immediate Office, Shared Technology)
      ○ Other Business Operations (e.g., EVP Immediate Office, Building Services, UCOP Budget Office)

○ Chief Financial Officer
  ○ Financial Accounting (including Benefit Plan Accounting)
  ○ Financial Services & Controls (e.g., Loan Programs, BRC)
    ○ Business Resource Center
    ○ Other Financial Services & Controls (e.g., Loan Program, Immediate Office)
  ○ Other Chief Financial Officer Division (e.g., Risk Services, Procurement, Capital Markets)
○ Compliance & Audit
○ External Relations
  ○ Communications
  ○ Other External Relations (e.g., Immediate Office, IMPAC, Government Relations, Institutional Advancement, Alumni Affairs)
○ General Counsel
○ Health Sciences & Services
○ Laboratory Management
○ Treasurer's Office

43. Which, if any, of the conditions listed below impact working activities? **(Mark all that apply)**
  ❑ Acquired/Traumatic Brain Injury
  ❑ Attention Deficit/Hyperactivity Disorder
  ❑ Asperger's/Autism Spectrum
  ❑ Blind
  ❑ Low vision
  ❑ Deaf
  ❑ Hard of Hearing
  ❑ Learning Disability
  ❑ Medical Condition
  ❑ Mental Health/Psychological Condition
  ❑ Physical/Mobility condition that affects walking
  ❑ Physical/Mobility condition that does not affect walking
  ❑ Speech/Communication Condition
  ❑ Other (please specify) _____
  ❑ I have none of the listed conditions

44. What is your citizenship status in U.S.? **(Mark all that apply)**
  ❑ U.S. citizen
  ❑ Permanent Resident
  ❑ A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
  ❑ Other legally documented status (e.g., adjustment of status to Permanent Resident)
  ❑ Undocumented resident

45. How would you characterize your political views?
  ○ Far left
  ○ Liberal
  ○ Moderate or middle of the road
  ○ Conservative
  ○ Far Right
  ○ Undecided
  ○ Other (please specify) _____

46. What is the language(s) spoken in your home?
  ○ English only
  ○ Other than English (please specify) _____
  ○ English and other language(s) (please specify) _____

47. What is your religious or spiritual identity? **(Mark all that apply)**
   - ❑ Agnostic
   - ❑ Ahmadi Muslim
   - ❑ African Methodist Episcopal
   - ❑ Atheist
   - ❑ Assembly of God
   - ❑ Baha'i
   - ❑ Baptist
   - ❑ Buddhist
   - ❑ Christian Orthodox
   - ❑ Confucianist
   - ❑ Christian Methodist Episcopal
   - ❑ Druid
   - ❑ Episcopalian
   - ❑ Evangelical
   - ❑ Greek Orthodox
   - ❑ Hindu
   - ❑ Jain
   - ❑ Jehovah's Witness
   - ❑ Jewish Conservative
   - ❑ Jewish Orthodox
   - ❑ Jewish Reform
   - ❑ Lutheran
   - ❑ Mennonite
   - ❑ Moravian
   - ❑ Muslim
   - ❑ Native American Traditional Practitioner or Ceremonial
   - ❑ Nondenominational Christian
   - ❑ Pagan
   - ❑ Pentecostal
   - ❑ Presbyterian
   - ❑ Protestant
   - ❑ Quaker
   - ❑ Rastafarian
   - ❑ Roman Catholic
   - ❑ Russian Orthodox
   - ❑ Scientologist
   - ❑ Secular Humanist
   - ❑ Seventh Day Adventist
   - ❑ Shi'ite
   - ❑ Sufi
   - ❑ Sunni
   - ❑ Shinto
   - ❑ Sikh
   - ❑ Taoist
   - ❑ The Church of Jesus Christ of Latter-day Saints
   - ❑ United Methodist
   - ❑ Unitarian Universalist
   - ❑ United Church of Christ
   - ❑ Wiccan
   - ❑ Spiritual, but no religious affiliation
   - ❑ No affiliation
   - ❑ Other (please specify) _____

54. What is your current relationship status?
   - ○ Single, never married
   - ○ Single, divorced
   - ○ Single, widow (partner/spouse deceased)
   - ○ Partnered
   - ○ Partnered, in civil union/Registered Domestic Partnership
   - ○ Married or remarried
   - ○ Separated
   - ○ Other (please specify) _____

Part 4: Perceptions of Campus Climate

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

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCOP 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
- ❑ UCOP visitor(s)
- ❑ Organizations on campus
- ❑ 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 Staff Organization
- ❑ Student staff (e.g., Residence hall assistant, peer counselor)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Supervisor
- ❑ Teaching assistant/Writing associate/Lab assistant/Tutor
- ❑ UCOP 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.)
- ❑ UCOP visitor(s)
- ❑ Organizations on campus
- ❑ 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 Staff 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
- ❑ UCOP Physician
- ❑ Union representative
- ❑ Other (please specify) _____

60. What do you believe were the bases for this conduct? **(Mark all that apply)**
- ❑ Age
- ❑ Ancestry
- ❑ Country of origin
- ❑ 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) _____
- ❑ Physical characteristics
- ❑ Physical disability
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (Manager, non-Manager, Administrator, etc.)
- ❑ 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 hired/promoted based on his/her identity
- ❑ Assumption that someone was <u>not</u> 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
- ❑ Physical violence
- ❑ Singled out as the as the spokesperson for their identity
- ❑ Threats of physical violence
- ❑ Victim of a crime
- ❑ Other (please specify) _____ 174

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 UCOP event
- ❑ In an on-line class
- ❑ In a UCOP office
- ❑ In a faculty office
- ❑ In a public space at UCOP
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- ❑ On campus transportation
- ❑ While working at a UCOP job
- ❑ 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 a non-UCOP hot-line
- ❑ I sought support from a UCOP resource (FSAP, Whistleblower Hotline, LDO, UCOP Security)
- ❑ 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 an administrator
- ❑ I sought support from a faculty member
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
- ❑ I sought information on-line
- ❑ I didn't know who to go to
- ❑ I reported it to a UCOP employee
- ❑ 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**

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

66. I have observed **hiring** practices at UCOP (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 (Manager, non-Manager, Administrator, etc.)
- ❑ 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 UCOP 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 **<u>unfair or unjust employment-related discipline or action</u>** 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 (Manager, non-Manager, Administrator, etc.)
- ❑ 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/reappointment/reclassification.

72. I have observed **<u>promotion /reappointment/reclassification</u>** practices at UCOP 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 **<u>promotion/ reappointment/reclassification</u>** 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 (Manager, non-Manager, Administrator, etc.)
- ❑ 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 UCOP on the following dimensions:

(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

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

76. Using a scale of 1-5, please rate the overall climate at UCOP on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not age biased	❍	❍	❍	❍	❍	Age biased
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: Manager, non-Manager, Administrator, etc.)	❍	❍	❍	❍	❍	Classist (position: Manager, non-Manager, Administrator, etc.)
Disability friendly	❍	❍	❍	❍	❍	Not disability friendly

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

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

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 UCOP for people who are/have…

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

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

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

Part 5: Institutional Actions Relative to Climate Issues

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

	Not currently available at UCOP	Positively influence climate	Has no influence on climate	Negatively influence climate	Don't know
Providing diversity training for staff.	❏	❏	❏	❏	❏
Providing access to counseling for people who have experienced harassment.	❏	❏	❏	❏	❏
Providing mentorship for new staff.	❏	❏	❏	❏	❏
Providing a clear and fair process to resolve conflicts.	❏	❏	❏	❏	❏
Increasing funding to support efforts to change UCOP climate.	❏	❏	❏	❏	❏
Including diversity-related professional experiences as one of the criteria for hiring of staff.	❏	❏	❏	❏	❏
Providing diversity and equity training to search committees.	❏	❏	❏	❏	❏
Increasing the diversity of the staff.	❏	❏	❏	❏	❏
Increasing the diversity of the administration.	❏	❏	❏	❏	❏
Providing back-up family care.	❏	❏	❏	❏	❏
Providing lactation accommodations.	❏	❏	❏	❏	❏
Providing career development opportunities for staff.	❏	❏	❏	❏	❏

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

_____

_____

_____

Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCOP 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 UCOP might improve the climate, we encourage you to do so in the space provided below.

_____

_____

_____

_____

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_____

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

_____

_____

_____

_____

_____

_____

Part 7: UCOP-Specific Questions

94. At which location do you primarily work?
- ❍ 20th St. Building (Oakland)
- ❍ Broadway Building (Oakland)
- ❍ Franklin Building (Oakland)
- ❍ Kaiser Building (Oakland)
- ❍ State Government Relations Sacramento Office
- ❍ UC Press Location
  - ❍ Center Street (Berkeley)
  - ❍ Berkeley Way (Berkeley)
- ❍ Washington, D.C.
  - ❍ Federal Government Relations Washington, D.C. Office
  - ❍ UCDC

95. How long have you worked at UCOP?
- ❍ Less than 6 months
- ❍ 6 months-1 year
- ❍ 1-2 years
- ❍ 2-3 years
- ❍ 3-4 years
- ❍ 4-5 years
- ❍ 5-6 years
- ❍ 6-10 years
- ❍ 10-15 years
- ❍ 15-20 years
- ❍ More than 20 years

96. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
UCOP provided me with an informative onboarding/new employee orientation experience regarding benefits and UCOP navigation.	❍	❍	❍	❍	❍
I have had the opportunity to join/participate in staff organizations or groups at UCOP that are of personal interest to me.	❍	❍	❍	❍	❍
UCOP provides adequate support for registered staff organizations and/or affinity groups (e.g., LaSA, UCOP Pride, Black Staff & Faculty Organization, Staff Assembly, YPA, etc.).	❍	❍	❍	❍	❍

97. Please respond to the following statements. **During the last year…**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I have felt safe working at my UCOP work location.	❍	❍	❍	❍	❍
I have felt safe getting to/leaving work.	❍	❍	❍	❍	❍
I have personally experienced unsafe conditions at my UCOP work location.	❍	❍	❍	❍	❍
I have felt fearful of retaliation if I report unethical behavior at UCOP.	❍	❍	❍	❍	❍
I believe UCOP has supported and encouraged the free exchange of information across levels, units, and divisions.	❍	❍	❍	❍	❍

98. Please respond to the following statements. **During the last year, UCOP has done an excellent job keeping employees informed about…**

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
Changes to building policy and office procedures	❍	❍	❍	❍	❍
Changes to personal compensation and benefits	❍	❍	❍	❍	❍
Internal and external disruptions	❍	❍	❍	❍	❍
University welfare and outlook	❍	❍	❍	182 ❍	❍

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

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

- A $2,000 Staff Professional Development Grant (five grant winners will be selected)
- An iPad (two per campus/location)

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

Name   _____

Phone Number   _____

E-mail address   _____

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

    Faculty and Staff Assistance Program (Employee Assistance Program)
    3333 California St.
    San Francisco, CA 94143
    415-476-8279
FSAP@hr.ucsf.edu

For general questions, please contact the project coordinator:

    Jesse M. Bernal, Interim University Diversity Coordinator
    UC Office of the President
    510-987-9964
jesse.bernal@ucop.edu

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