Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California Santa Barbara

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, and post-doctoral scholars 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 at the ten UC campuses as well as the Office of the President, the Lawrence Berkeley National Laboratory, and the Division of Agriculture and Natural Resources. Based on the findings, each UC campus and the three locations will develop action plans and strategic initiatives to improve the overall campus climate.

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UC Santa Barbara survey contained 118 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from January 3, 2013 through February 7, 2013 through a secure on-line portal.[2] Confidential

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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.

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

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

Description of the Sample at UC Santa Barbara

UC Santa Barbara community members completed 8,193 surveys for an overall response rate of 30%. Response rates by constituent group varied: 23% for Undergraduate Students (n = 4,287), 39% for Graduate/Professional Students (n = 1,141), 69% for Post-Docs *(n = 149)*, 62% for Non-Union Staff (n = 1,256), 41% for Union Staff (n = 566), and 46% for Faculty (n = 624).

Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for the specific demographic characteristic.[3] Only surveys that were at least 50% completed were included in the final data set for analyses.

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

Table 1. **UC Santa Barbara Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Students[i]	4,287	52.3
	Graduate/Professional Students[ii]	1,141	13.9
	Faculty[iii]	624	7.6
	Staff[iv]	1,822	22.2
	Post-Doctoral Scholars[v]	149	1.8
Gender Identity	Women	4,773	58.3
	Men	3,355	40.9
	Transgender[vi]	16	0.2
	Genderqueer[vii]	59	0.7
Racial Identity	White	4,108	50.1
	Underrepresented Minority[viii]	1,873	22.9
	Other People of Color[ix]	1,961	20.0
	Multi-Minority[x]	152	1.5
Sexual Identity	Heterosexual	7,016	87.0
	Lesbian, Gay, Bisexual, Queer	553	7.0
	Questioning[xi]	93	1.1
	Asexual[xii]	331	4.0
Citizenship Status	U.S. Citizen	7,753	78.9
	Non-U.S. Citizen	409	4.2
	Undocumented	16	0.2
Disability Status	No Disability	6,152	63.0
	Disability (physical, learning, mental health/Psychological condition)	1,542	15.7
Religious/Spiritual Affiliation	Christian Affiliation[xiii]	2,503	25.5
	Other Religious/Spiritual Affiliation[xiv]	376	3.8
	Muslim[xv]	63	0.6
	Jewish[xvi]	235	2.4
	No Affiliation[xvii]	4,101	41.8
	Multiple Affiliations[xviii]	571	5.8
	Unknown	344	3.5

Note: The total *n* for each selected demographic characteristic differs due to missing data.

Key Findings - Areas of Strength

1. **High levels of comfort with the climate at UC Santa Barbara**

   - 84% of the survey respondents were "comfortable"/"very comfortable" with the climate at UC Santa Barbara ($n = 6,876$), and 81% of respondents were "comfortable"/"very comfortable" with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting ($n = 6,628$).

   - With regard to classroom climate, 77% of Undergraduate Students ($n = 3,302$), 82% of Graduate/Professional Students ($n = 938$), and 90% ($n = 577$) of Faculty and Post-Docs were "comfortable" or "very comfortable" with the climate in their classes.

   - White respondents, men, heterosexual respondents, and respondents without disabilities were more likely than their underrepresented peers to feel "very comfortable" with the overall climate, the climate in their department/work unit/academic unit/college/school/clinical setting, and in their classes.

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

   - Three-quarters of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents thought UC Santa Barbara demonstrated that it values a diverse faculty (76%, $n = 2,938$) and staff (80%, $n = 2,764$).

   - More than half of all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students believed that they had colleagues or co-workers (78%, $n = 3,024$) and supervisors (70%, $n = 2,720$) at UC Santa Barbara who gave them career advice or guidance when they need it.

   - The majority of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Student respondents found UC Santa Barbara supportive of taking leave (64%, $n = 2,461$) and supportive of flexible work schedules (73%, $n = 2,827$).

3. **Students - Positive attitudes about academic experiences**
    - 72% of Undergraduate Students (*n* = 3,088) and 79% of Graduate/Professional Students (*n* = 894) were satisfied with their academic experience at UC Santa Barbara.
    - 93% of all Undergraduate Students (*n* = 3,938) and 96% of Graduate/Professional Students (*n* = 1,079) intended to graduate from UC Santa Barbara.
    - 84% of all Undergraduate Students (*n* = 3,582) and 69% of Graduate/Professional Students (*n* = 787) felt many of their courses this year have been intellectually stimulating.

Key Findings - Opportunities for Improvement

1. **Some members of the community experienced exclusionary conduct**
    - 23% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct (*n* = 1,890); 7% of respondents indicated that the conduct interfered with their ability to work or learn on campus[4] (*n* = 555).
    - Differences emerged based on various demographic characteristics including position status, ethnic identity, and racial identity. For example,
        o A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty or Students.
        o A higher percentage of racial, gender, and sexual minorities reported experiencing this conduct as compared to non-minorities.
        o A higher percentage of Undocumented Residents than Non-U.S. Citizens, and U.S. Citizens experienced this conduct.

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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).

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

- Staff respondents were less comfortable when compared with Faculty and Post-Doctoral Scholar respondents with the overall campus climate at UC Santa Barbara and the with the climate in their departments/work units.

- Respondents with disabilities were less comfortable with the overall climate, with the workplace climate, and with the climate in their classes than were respondents without disabilities.

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

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

- 8% of respondents believed they had experienced unwanted sexual contact while at UC Santa Barbara within the last five years ($n = 632$). Subsequent analyses of the data revealed the following:

- Of those respondents, 569 were Undergraduate Students (13% of all Undergraduate Students) and 21 were Graduate/Professional Students (2% of all Graduate/Professional Students).

- By gender identity: 18% of Women Undergraduates ($n = 493$), 5% of Men Undergraduates ($n = 69$), and 33% of Genderqueer Undergraduates ($n = 13$) experienced unwanted sexual contact.

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

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be

"comfortable" or "very comfortable." A slightly higher percentage of all survey respondents reported that they were "comfortable" or "very comfortable" with the climate at UC Santa Barbara (84%). Additionally, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC Santa Barbara, 23% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

History of the Project

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

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

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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

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 communications plan.
7. Develop action plan.

Particularly important in the review of best practices was the need for external expertise in survey administration. In the committee's assessment, administration of a survey relating to a very sensitive subject like campus/location climate is likely to yield higher

response rates and provide more credible findings if led by an independent, outside agency. Staff may feel particularly inhibited to respond honestly to a survey administered by their own institution for fear of retaliation.

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

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

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 indicated 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) offered that diversity like technology is central to institutional effectiveness, excellence, and viability. She also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) strongly supported 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) provoked readers to critically examine their positions and responsibilities regarding underserved populations in higher education. A guiding question she posed 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 suggested 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) noted that when stereotypes "pervade the learning environment for minority students...student academic performance can be undermined" (p. 236). The literature also suggested students of color who perceived 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) indicated that perceptions of the campus racial climate continue to strongly influence the sense of belonging in minority college students. Several other empirical studies reinforced 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 exclusionary conduct 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 (LGB) faculty members who judge their campus climate more

positively are more likely to feel personally supported and perceive their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members) than those who view their campus climate more negatively. Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as workplace encounters with prejudice and lower health and well-being (i.e., anxiety and depression, lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers and supervisors; Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999) further substantiates the influence of campus climate on employee satisfaction and subsequent productivity.

UC Campus Climate Assessment Project Structure and Process

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

Because of the inherent complexity of the climate construct, it is crucial to examine the multiple dimensions of climate in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The model is presented through a power and privilege lens.

The power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in certain dominate social groups (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses. The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

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

University of California Santa Barbara (UC Santa Barbara) Project Specifics
The UC Santa Barbara LWT reviewed the survey template and revised the survey instrument to better fit the unique context within UC Santa Barbara. The final survey contained 118 questions, including several open-ended questions for respondents to provide commentary. The UC Santa Barbara survey was distributed from January 3, 2013 through February 27, 2013. This report provides an overview of the results of the campus-wide UC Santa Barbara survey.

Methodology

Conceptual Framework

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

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC Santa Barbara further vetted the questions to be more contextually fitting for the UC Santa Barbara population. The final UC Santa Barbara campus-specific survey contained 118 questions,[10] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Santa Barbara's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats as was offered in English and Spanish.[11] All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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

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

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

Sampling Procedure. The project proposal, including the survey instrument, was reviewed by the University's Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment were collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment will be eligible for expedited IRB review under category 5.

Prospective participants received a mail-merged e-mail with a personal embedded link. The link contained a personal identifier (which allowed respondents to return to the survey if not completed in one sitting) and automatically entered the respondent into an incentive prize drawing. The unique identifier tied to the respondent's username was maintained by the respective campus/location. The campus/location did not receive the raw data matched to the identifier. Rankin & Associates received the raw data with the unique identifier, but no user name or id. This process prevented any raw data from being directly linked to a participant's username. Respondents had to be 18 years of age or older to participate. Respondents were instructed that they did not have to answer questions and that they could withdraw from the survey at any time before submitting their responses. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

The survey results were submitted directly to a secure server where any computer identification that might identify participants was deleted. Any comments provided by participants were also separated at submission so that comments were not attributed to any individual demographic characteristics.

Limitations. Some limitations to the generalizability of the data existed. The first limitation is that respondents "self-select" to participate. Self-selection bias, therefore, was possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted for each location and those analyses were provided to the University. Descriptive statistics were calculated by salient group memberships (e.g., by gender, race/ethnicity, campus/location position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information was presented using valid percentages.[12] Refer to the survey data tables in Appendix B for actual percentages[13] where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

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

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

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

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

list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following questions where there was limited quantitative data. These narratives are included in the campus/location reports but not in the system-wide report as the comments offered by participants were location-specific.

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

Results

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

Description of the Sample[15]

Eight thousand one hundred ninety-three (8,193) surveys were returned for a 30% overall response rate. The sample and population figures, chi-square analyses,[16] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women were over-represented in the sample.

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

- Undergraduate students were under-represented in the sample compared to the population. All other position status groups were over-represented in the sample.

- Citizenship data were not provided for the population by UC Santa Barbara, so tests of significance were not run.

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[15]   All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.
[16]   Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the campus.

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	**%**	*n*	**%**	
Gender [a]	**Man**	13,567	49.57	3355	40.73	24.73
	Woman	13,800	50.43	4,773	57.95	34.59
	Transgender	Not Available	--	16	0.19	>100
	Genderqueer	Not Available	--	59	0.72	>100
	Other	Not Available	--	34	0.41	>100
Race/Ethnicity[1,b]	**African American/African/Black**	933	3.41	323	3.41	34.62
	American Indian/Alaskan Native	253	0.92	189	1.99	74.70
	Asian/Asian American	6,024	22.01	1,736	18.31	28.82
	Hispanic/Latino	5,774	21.10	1,648	17.38	28.54
	Middle Eastern/Southwest Asian/North African	Not Available	--	386	4.07	>100
	Pacific Islander	Not Available	--	42	0.44	>100
	White	13092	47.84	5,089	53.66	38.87
	Unknown	1291	4.72	Not Available	--	0.00
	Other	Not Available	--	70	0.74	>100
Position [c]	**Undergraduate Student**	18,977	69.50	4,287	52.33	22.59
	Graduate/Professional Student	2,950	10.80	1,141	13.93	38.68
	Postdoctoral Scholar	216	0.79	149	1.82	68.98
	Trainees	0	0.00	0	0.00	*N*/A
	Staff non-Union	2,021	7.40	1,256	15.33	62.15
	Staff – Union	1,391	5.09	566	6.91	40.69
	Faculty	1,359	4.98	624	7.62	45.92
	Other Academic Series	391	1.43	170	2.07	43.48

[1] Respondents were instructed to indicate all categories that apply.
[a] $X^2 (1, N = 8128) = 223.28, \ p = .0001$
[b] $X^2 (4, N = 8985) = 307.07, \ p = .0001$
[c] $X^2 (6, N = 8192) = 1419.27, \ p = .0001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the areas 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 Santa Barbara LWT.

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

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

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[17]   Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

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

Strong relationships (between .5 and .7) existed for three pairs of variables: between Respectful of Pacific Islanders and Positive for People of Color, and between both pairs of variables for Gay, Lesbian, Bisexual individuals. Moderately strong relationships (between .4 and .5) existed between 10 pairs of variables: between Positive for People of Color and Respectful of African Americans/Blacks, American Indians/Alaskan Natives, Asian Americans/Asians, Middle Eastern/South Asian/North Africans, and Hispanics/Latinos; between Not Racist and Respectful of Asian Americans/Asians, Middle Eastern/South Asian/North Africans, and Hispanics/Latinos; and for both pairs of variables for Females. The remaining six pairs showed a moderate relationship (between .3 and .4).

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

Respectful of:	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
					Climate Characteristics				
African Americans/ Blacks	.414[1]	.358[1]							
American Indians/ Alaskan Natives	.417[1]	.309[1]							
Asian Americans/ Asians	.418[1]	.405[1]							
Middle Eastern/South Asian/North African	.454[1]	.440[1]							
Hispanics/Latinos	.449[1]	.459[1]							
Pacific Islanders	.635[1]	.380[2]							
Gay, Lesbian, Bisexual Individuals			.536[1]	.529[1]					
Females					.467[1]	.449[1]			
Non-Native English Speakers							.380[1]		
Socioeconomically Disadvantaged Persons								.397[1]	.330[1]

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

Sample Characteristics[18]

Table 4 depicts the respondent population by UC Santa Barbara primary position status. Fifty-two percent of all respondents were Undergraduate Students, and 14% were Graduate/Professional Students. Fifteen percent of all respondents were Staff Non-Union, 7% were Staff Union, and 8% were Faculty. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

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

Table 4. **Respondent's Primary Position at UC Santa Barbara**

Position	*n*	**%**
Undergraduate Student	**4,287**	**52.3**
Started at UC Santa Barbara as first year student	3,354	78.2
Transferred from a California community college	598	13.9
Transferred from another institution	46	1.1
Missing	289	6.7
Graduate/Professional Student	**1,141**	**13.9**
Non-Degree	<5	--
Master's degree student	173	15.2
Doctoral degree student (Ph.D., Ed.D.)	890	78.0
Professional degree student (e.g., MD, JD, MBA)	<5	--
Missing	72	6.3
Postdoctoral Scholar	**149**	**1.8**
Health Sciences Campus Trainees	**0**	**0.0**
Staff – non-Union	**1,256**	**15.3**
Senior Management Group	9	0.7
Management & Senior Professionals - Supervisor	208	16.6
Management & Senior Professionals – Non- Supervisor	53	4.2
Professional & Support Staff – Non-Union & Supervisor	320	25.5
Professional & Support Staff – Non-Union & Non-Supervisor	491	39.1
Missing	175	13.9
Staff- Union	**566**	**6.9**
Professional & Support Staff – Union represented & Supervisor	78	13.8
Professional & Support Staff – Union Represented & Non-Supervisor	374	66.1
Missing	114	20.1
Faculty	**624**	**7.6**
Faculty Administrator	51	8.2
General Campus Faculty	418	67.0
Health Sciences Campus Faculty	<5	--
Missing	152	24.4
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	**170**	**2.1**

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

For the purposes of some analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-Docs/Trainees.[19] Fifty-three percent of the survey respondents were Undergraduate Students, 14% were Graduate/Professional Students, 23% were Staff, 8% were Faculty, and 2% were Post-Docs/Trainees.[20] Ninety-six percent of respondents were full-time in their primary positions ($n = 7,833$).
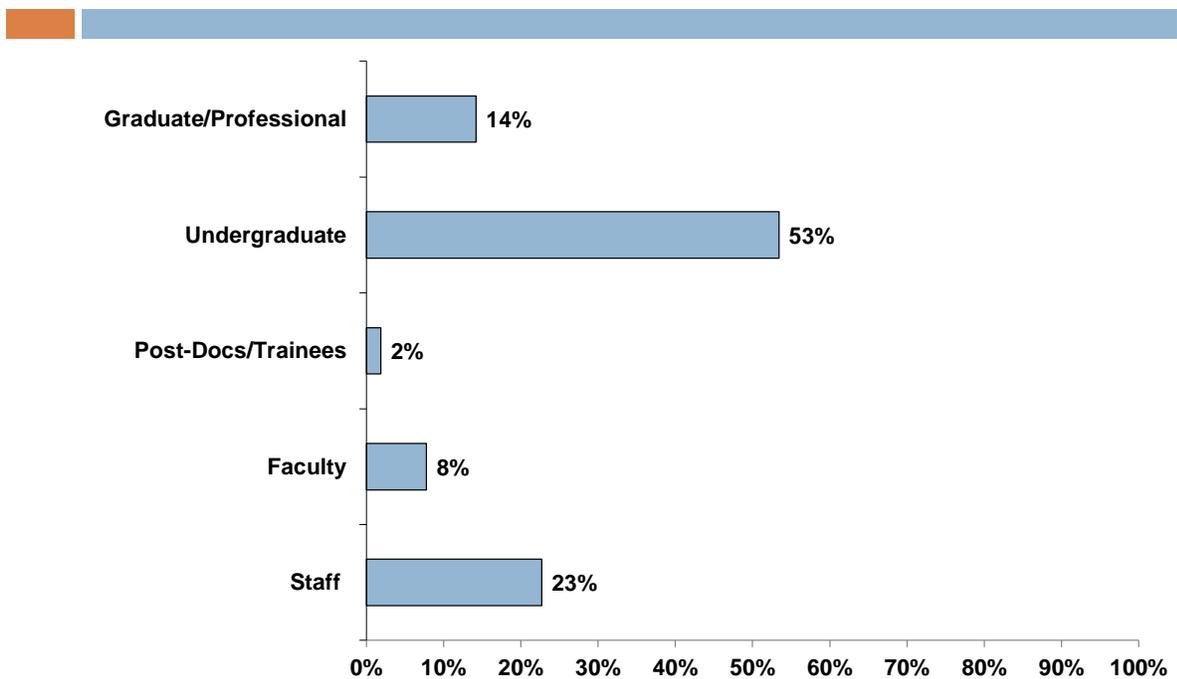
Figure 1. Respondents' Collapsed Position Status (%)

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

[20]   Readers will note that no Trainees completed the questionnaire at UC Santa Barbara. For consistency across the system-wide UC Campus Climate Assessment, the verbiage "Post-Docs/Trainees" is used throughout this report.

Eighty-five percent of Staff respondents were primarily career employees (n = 1,689; Table 5).

Table 5. **Staff Respondents' Primary Employment Status with UC Santa Barbara**

Status	n	$\%$
Career (including partial-year career) employee	1,689	84.8
Contract employee	85	4.3
Limited appointment employee/term employment	89	4.5
Per Diem employee	<5	--
Floater (temporary services) employee	<5	--
Academic employee	110	5.5
Missing	13	0.7

Note: Table includes staff responses only (n = 1,992).

With regard to respondents' work unit affiliations, Table 6 indicates that 21% of Staff respondents were affiliated with Academic Affairs (Academic Department) (n = 409), 19% of Staff respondents were primarily affiliated with the Student Affairs (n = 387), and 14% with the Research Unit / Research Institute (n = 276) or Administrative Services (n = 273).

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

Academic Unit	n	$\%$
Academic Affairs (Administrative Office)	222	11.1
Academic Affairs (Academic Department)	409	20.5
Research Unit / Research Institute	276	13.9
Administrative Services	273	13.7
Housing & Residential Services	188	9.4
Chancellor's Office	51	2.6
Institutional Advancement	69	3.5
Student Affairs	387	19.4

Note: Table includes staff responses only (n = 1,992). See Appendix B for a full listing of staff work unit affiliations.

Thirty-one percent of Post-Docs and Faculty respondents were affiliated with Mathematical, Life and Physical Sciences ($n = 242$), and 29% were primarily affiliated with Humanities and Fine Arts ($n = 223$; Table 7).

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

Academic division	*n*	%
Engineering	**103**	**13.3**
Chemical Engineering	17	
Computer Science	12	
Electrical & Computer Engineering	24	
Materials	21	
Mechanical & Environmental Engineering	10	
Humanities and Fine Arts	**223**	**28.8**
Classics	<5	
Art Studio	9	
Dramatic Art/Dance	12	
East Asian Languages & Cultural Studies	10	
English	13	
Film Studies	10	
French & Italian	10	
Germanic, Slavic & Semitic Studies	<5	
History	19	
History of Art & Architecture	9	
Linguistics	8	
Media Arts & Technology Program	2	
Music	12	
Philosophy	<5	
Religious Studies	9	
Spanish & Portuguese	5	
Writing Program	20	

Table 7. (cont.) Academic division	*n*	*%*
Mathematical, Life and Physical Sciences	**242**	**31.3**
Chemistry	34	
Geological Sciences	14	
Ecology, Evolution and Marine Biology	24	
Environmental Studies Program	5	
Geography	14	
Mathematics	16	
Molecular, Cellular and Developmental Biology	30	
Physics	27	
Psychology	27	
Speech & Hearing Sciences	<5	
Statistics & Applied Probability	11	
Social Sciences	**124**	**16.0**
Anthropology	13	
Asian-American Studies	1	
Black Studies	3	
Chicano Studies	7	
Communication	6	
Economics	17	
Global & International Studies	7	
Political Science	12	
Sociology	14	
Women's Studies Program	<5	
Environmental Science and Management	**18**	**2.3**
Institute for Theoretical Physics	**<5**	**--**
Program in Education	**51**	**6.6**
Missing	**11**	**1.4**

Note: Table includes faculty and post-doc responses only (*n* = 773). Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

The majority of the sample were women (58%, n = 4,778; Figure 2).[21] Sixteen transgender[22] individuals completed the survey (0.2%); 59 respondents identified as genderqueer (0.7%).[23] Thirty-four respondents marked "other" in terms of their gender identity and specified "agender/nonbinary," "androgynous," "cat," femme," "freak," "gender has no relevance to this survey," "prefer not to identify with genders too strongly," "Liam Neeson," "Transvestite," Vulcan," What the hell," "Wildabeast," "Womyn, gender-non-conforming," etc.
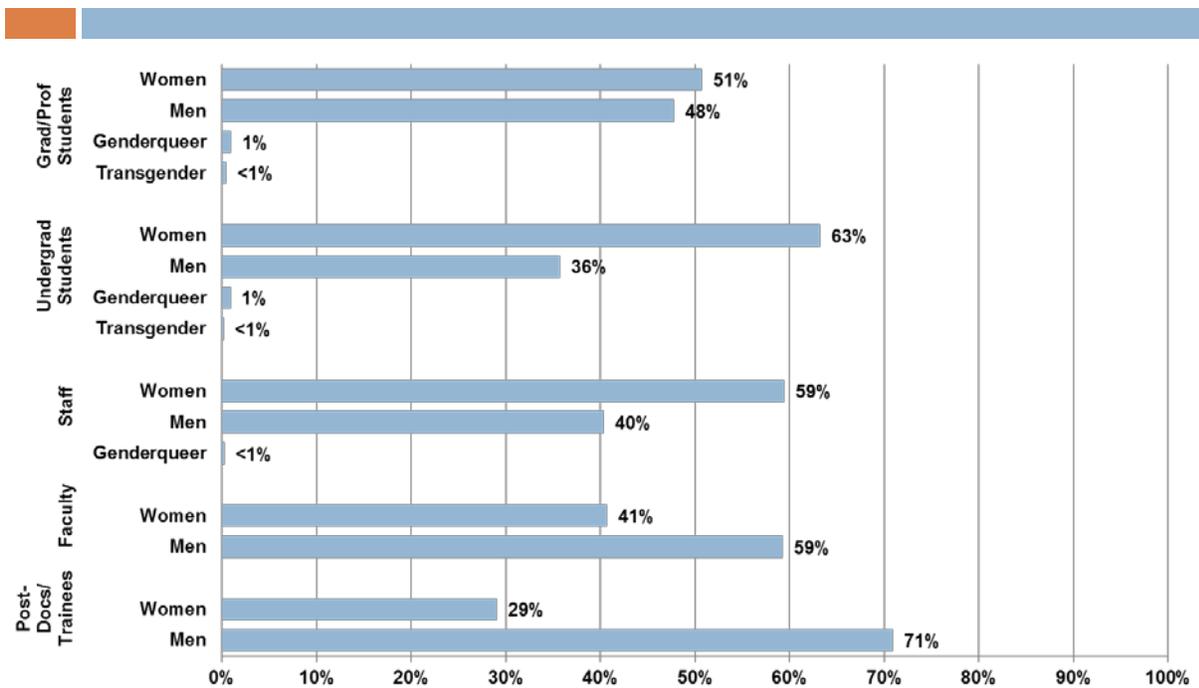
Responses with *n's* less than 5 are not presented in the figure.

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

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[21]   Additionally, the sex of the majority of respondents was female (59%, n = 4,799), while 41% were male (n = 3,376), and two (0%) were intersex.

[22]   Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

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

The majority of respondents were heterosexual[24] (87%, $n = 7,016$). Seven percent ($n = 553$) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). One percent of respondents ($n = 93$) were questioning their sexual orientations, and 4% ($n = 331$) identified as asexual.
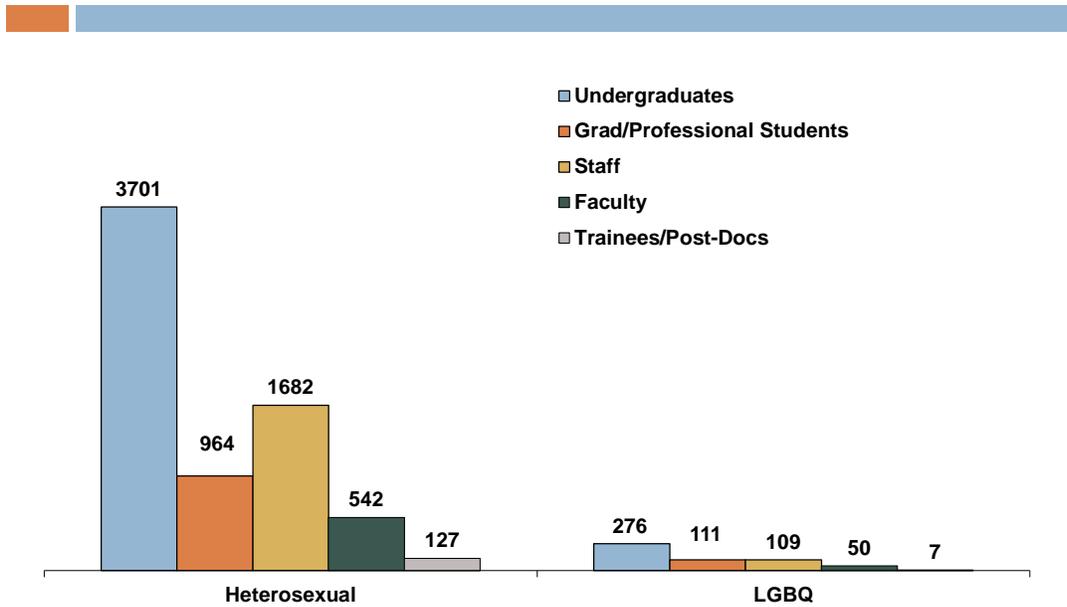
Figure 3. Respondents by Sexual Orientation & Position Status (*n*)

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

About 34% of Faculty members were 60 years old or older, and 29% of Faculty members were 50 to 59 years old. Twenty-eight percent of Staff were between the ages of 50 and 59, and 24% were between 40 and 49 years old. Seventy-four percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).
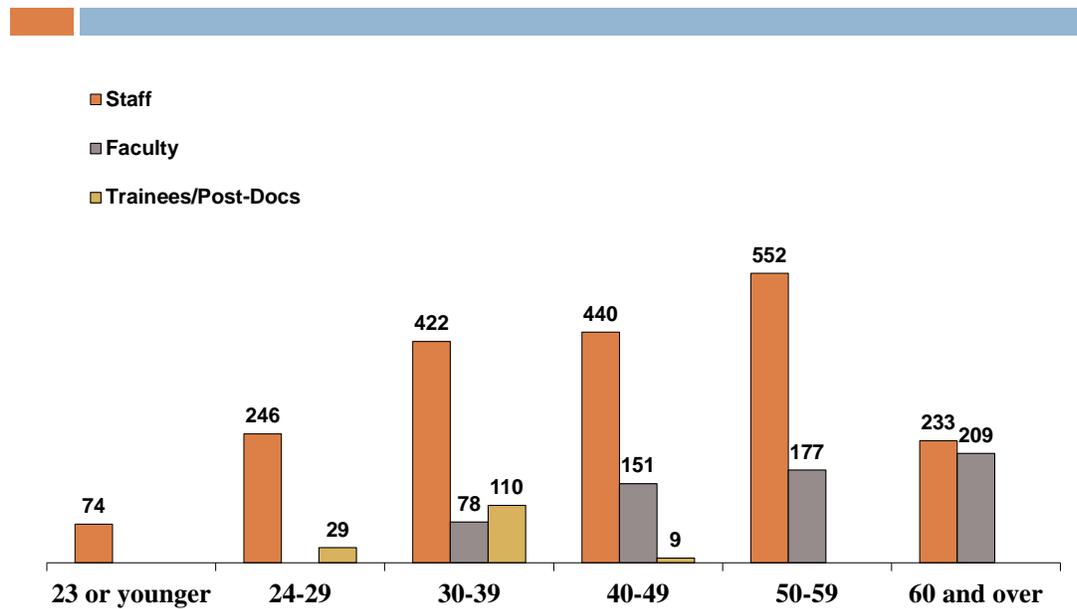
Responses with *n's* less than 5 are not presented in the figure.

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

Sixty percent of responding Undergraduate Students were 18 to 20 years old (n = 2,557). Fifty-eight percent of responding Graduate/Professional Students were 24 to 29 years old (n = 658; Figure 5).
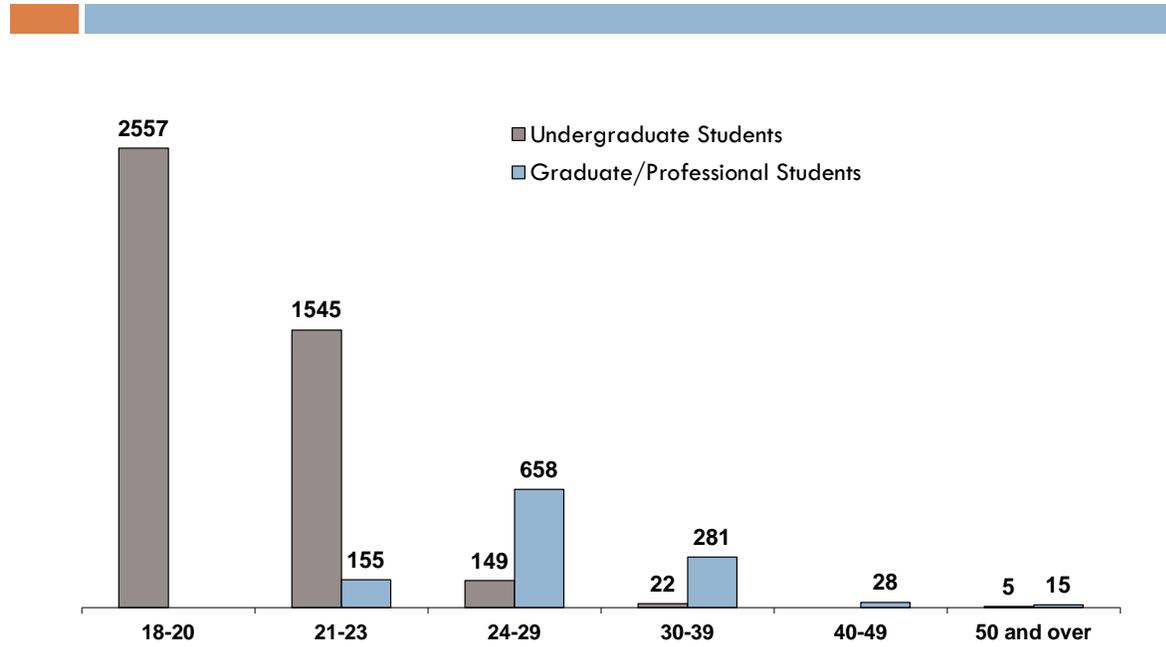
Responses with *n's* less than 5 are not presented in the figure.

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

With regard to race and ethnicity, 62% of the respondents identified as White.[25] Twenty-one percent were Asian/Asian American, 20% were Hispanic/Latino, 4% were African American/African/Black, 5% were Middle Eastern/Southwest Asian/North African, 2% were American Indian/Alaskan Native, and 1% were Pacific Islanders (Figure 6).
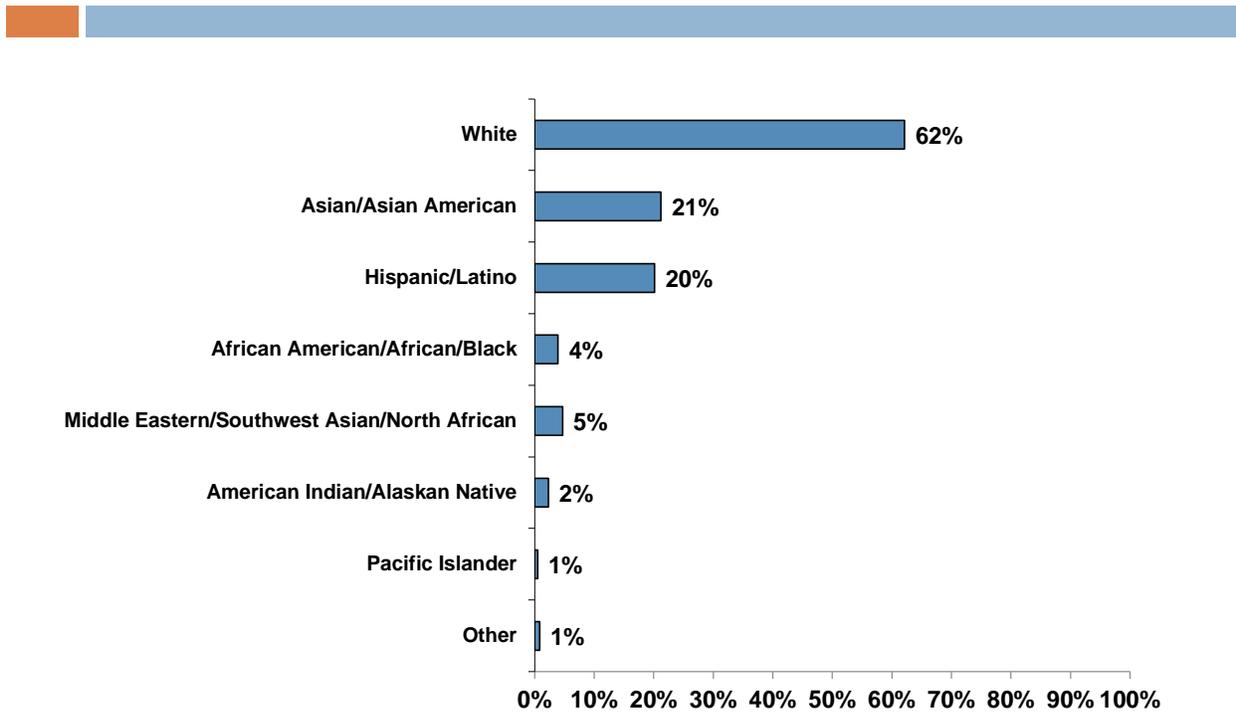
Figure 6. Respondents' Racial/Ethnic Identity, inclusive of multi-racial and/or multi-ethnic (%)

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

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (50%, $n = 4,108$) as their identity (Figure 7). For the purposes of some analyses[26], the categories White, Underrepresented Minority[27] (23%, $n = 1,873$), Other People of Color[28] (24%, $n = 1,961$), and Multi-Minority[29] (2%, $n = 152$) were created.
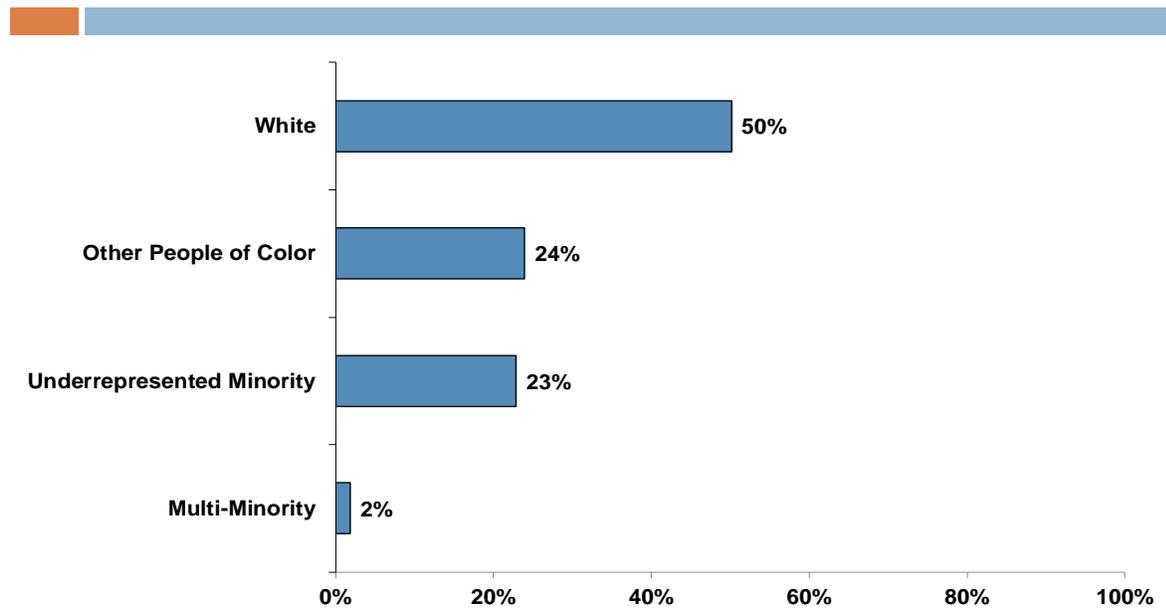
Figure 7. Respondents' Racial/Ethnic Identity (%)

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

[27]   Congruent with UC Policy and approved by the SWT for this project, the "Underrepresented Minority" category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

[28]   Congruent with UC Policy and approved by the SWT for this project the "Other People of Color" category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

[29]   Also approved for this project by the SWT, the "Multi-Minority" category includes respondents who checked any of the responses included under "Underrepresented Minority" and "Other People of Color" AND respondents who checked Underrepresented Minority, Other People of Color, and White.

The survey item[30] 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" (31%, $n = 2{,}503$). One percent of respondents ($n = 63$) chose a Muslim[31] affiliation, 3% ($n = 235$) chose a Jewish[32] affiliation, and 5% ($n = 376$) chose "other" affiliations[33]. Fifty percent of respondents ($n = 4{,}101$) reported no affiliation[34], and 7% ($n = 571$) reported multiple affiliations[35] (Figure 8).
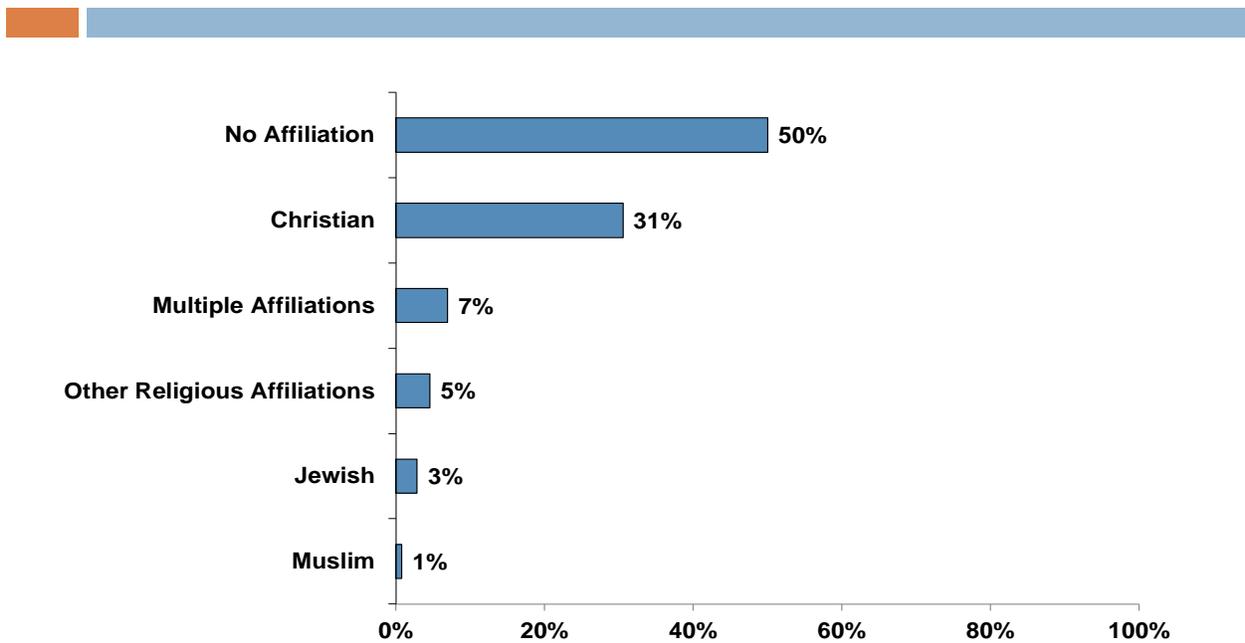
Figure 8. Respondents' Religious/Spiritual Affiliation (%)

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[30] Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.
[31] Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.
[32] Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.
[33] Other 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.
[34] No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.
[35] Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Eighty-two percent of Student respondents were single, never married (n = 4,411), and 12% were partnered (n = 649). Sixty-one percent of employees were married or remarried (n = 1,565), 6% were partnered (n = 161), and 29% were single (n = 738). Fifty-eight respondents were partnered in a civil union or registered domestic partnership.

Ninety-six percent of Undergraduate Students (n = 4,112) and 86% of Graduate/Professional Students (n = 983) had no dependent care responsibilities (Figure 9).
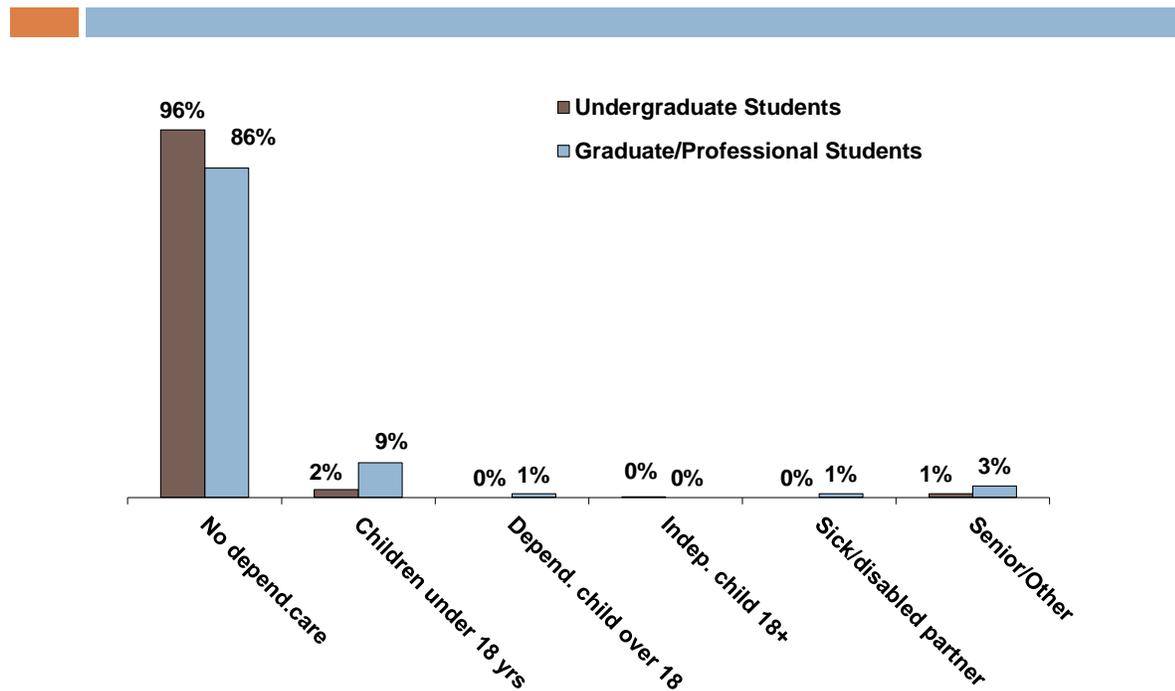
Figure 9. Student Respondents' Dependent Care Status by Position (%)

Twenty-nine percent of Staff respondents (*n* = 567), 37% of Faculty (*n* = 231), and 25% of Post-Docs/Trainees (*n* = 37) were caring for children under the age of 18 years (Figure 10). Thirteen percent of Staff (*n* = 258), 12% of Faculty (*n* = 73), and 3% of Post-Docs/Trainees (*n* = 5) were responsible for senior or other family members. Eleven percent of Staff (*n* = 210) and 12% of Faculty (*n* = 73) also reported that they were caring for dependent children over the age of 18 (Figure 10).
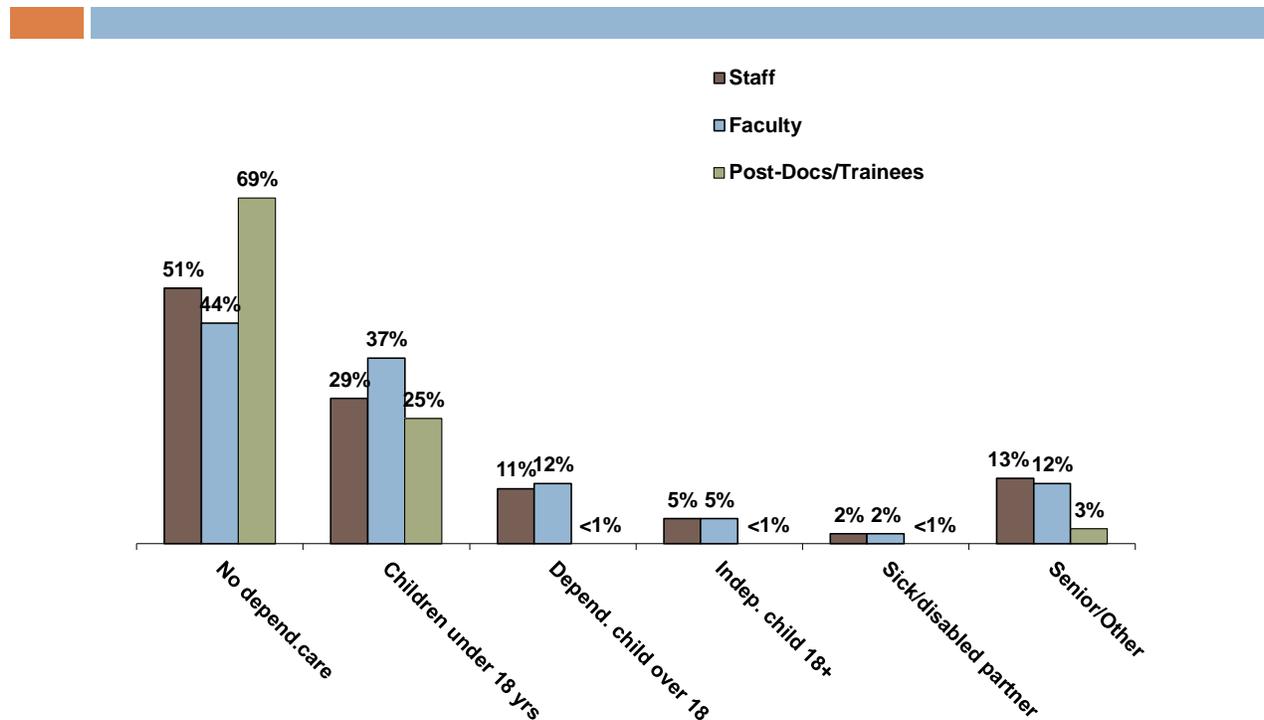
Figure 10. Respondents' Dependent Care Status by Position (%)

Ninety-seven percent of all respondents (*n* = 7,960) had never been in the military. One percent of respondents (*n* = 100) were veterans, 13 people were reservists (<1%), and 25 were ROTC (<1%).

Twenty-five percent of respondents ($n = 2,018$) considered their political views "middle of the road." Forty-nine percent ($n = 4,040$) were "liberal"/"far left," while 8% ($n = 653$) considered themselves "conservative"/"far right" (Table 8). Thirteen percent ($n = 1,067$) were undecided.

Table 8. **Respondents' Political Views**

Political views	*n*	%
Far left	502	6.1
Liberal	3,538	43.2
Moderate or middle of the road	2,018	24.6
Conservative	634	7.7
Far right	19	0.2
Undecided	1,067	13.0
Libertarian	49	0.6
Other	222	2.7

Twenty-four percent of respondents ($n = 1,954$)[36] had disabilities that substantially affect learning, working, or living activities. Seven percent of respondents had mental health/psychological conditions ($n = 540$), 4% had ADHD ($n = 313$), and 3% had low vision ($n = 269$) or medical conditions ($n = 267$) (Table 9).

Table 9. **Respondents' Disability Status**

Disability	*n*	%
Acquired/Traumatic Brain Injury	35	0.4
Attention Deficit/Hyperactivity Disorder	313	3.8
Asperger's/Autism Spectrum	22	0.3
Blind	<5	--
Low vision	269	3.3
Deaf	<5	--
Hard of Hearing	126	1.5
Learning disability	117	1.4
Medical Condition	267	3.3
Mental health/psychological condition	540	6.6
Physical/Mobility condition that affects walking	74	0.9
Physical/Mobility condition that does not affect walking	98	1.2
Speech/Communication	41	0.5
Other	47	0.6
I have none of the listed conditions	6193	75.6

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

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[36] Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 1,542 (19%). The duplicated total ($n = 1,954$; 24%) is reflected in Table 9 in this report and in Appendix B.

Table 10 indicates that approximately 95% of participants (*n* = 7,753) who completed this survey were U.S. Citizens, 5% (*n* = 409) were Non-U.S. Citizens, and less than 1% (*n* = 16) were Undocumented Residents.[37] All of the Undocumented Resident respondents were Undergraduate Students (<1% of all Undergraduate Student respondents). Two percent of Undergraduate Students (*n* = 85), 19% of Graduate/Professional Students (*n* = 211), 1% of Staff (*n* = 28), 2% of Faculty (*n* = 11), and 50% of Post-Docs/Trainees (*n* = 74) were Non-U.S. Citizens.

Table 9. **Respondents' Citizenship Status**

	n	*%*
US Citizen	7,430	90.7
Permanent Resident	460	5.6
A Visa Holder (F-1, J-1, H1-B, A, L, G, E and TN)	420	5.1
Other legally documented status	15	0.2
Undocumented Resident	16	0.2

Sixty-five percent of respondents (*n* = 5,292) said only English was spoken in their homes. Ten percent (*n* = 782) indicated a language other than English was spoken in the home, while 25% (*n* = 2,085) indicated that English and another language were spoken in their homes. Many of those respondents indicated that they spoke Chinese (*n* > 90), Cantonese (*n* > 25), or Spanish (*n* > 280). Some of the other respondents indicated the primary languages they spoke at home were ASL, Arabic, Armenian, Basque, Bengali, Catalan, Croation, Czech, Dutch, Egyptian, Farsi, Fuzhou, French, German, Greek, Hebrew, Hindi, Hmong, Icelandic, Indonesian, Italian, Japanese, Kannada, Khmer, Korean, Laotian, Mandarin, Marathi, Lithuanian, Portuguese, Punjabi, Romanian, Russian, Serbian, Shanghainese, Swedish, Tagalog, Tamil, Thai, Tigrigna, Turkish, Urdu, Vietnamese, etc.

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[37]   With the SWT's approval, **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. **Non-U.S. Citizens** included visa holders AND individuals who marked the response choices visa holder and Undocumented Resident. **Undocumented Residents** included those individuals who marked only the Undocumented Resident response choice.

Thirty-six percent of Staff respondents indicated that the highest level of education they completed was a bachelor's degree ($n = 724$). Five percent had finished an associate's degree ($n = 101$), 20% completed a master's degree ($n = 406$), and 13% finished a doctoral or other professional degree ($n = 261$).

Table 11 illustrates the level of education completed by students' parents or legal guardians. Subsequent analyses indicated that 33% of all Student respondents were first-generation students[38] ($n = 1,781$).

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	*%*	*n*	*%*
No high school	459	8.5	490	9.0
Some high school	329	6.1	275	5.1
Completed high school/GED	727	13.4	683	12.6
Some college	701	12.9	728	13.4
Business/Technical certificate/degree	137	2.5	170	3.1
Associate's degree	209	3.9	288	5.3
Bachelor's degree	1,165	21.5	1,289	23.7
Some graduate work	166	3.1	168	3.1
Master's degree	779	14.4	696	12.8
Doctoral degree	342	6.3	170	3.1
Professional degree (MD, MFA, JD)	349	6.4	277	5.1
Unknown	31	0.6	70	1.3
Not applicable	25	0.5	68	1.3

Note: Table reports student responses only ($n = 5,428$).

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[38] For these analyses, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Of 4,287 responding Undergraduates, 22% ($n = 959$) were first-year students/freshmen, 21% ($n = 911$) were second year students/sophomores, 26% ($n = 1,112$) were third year students/juniors, and 27% ($n = 1,139$) were fourth year students/seniors. Four percent ($n = 159$) were in their fifth year or more, and five respondents (<1%) were non-degree students.

Forty-one percent of master's student respondents were first-year students ($n = 79$), and 55% were second year students ($n = 107$; Figure 11). Forty-two percent of doctoral students were in their second or third years (or more) ($n = 375$), 16% advanced to candidacy ($n = 145$), and 24% were ABD (all but dissertation; $n = 212$).

Legend: ☐ ABD ☐ Candidacy ☐ 3rd Year (or more) ☐ 2nd Year ☐ 1st Year

Doctoral Students
- ABD: 24
- Candidacy: 16
- 3rd Year (or more): 20
- 2nd Year: 22
- 1st Year: 17

Master's Students
- 3rd Year (or more): 4
- 2nd Year: 55
- 1st Year: 41
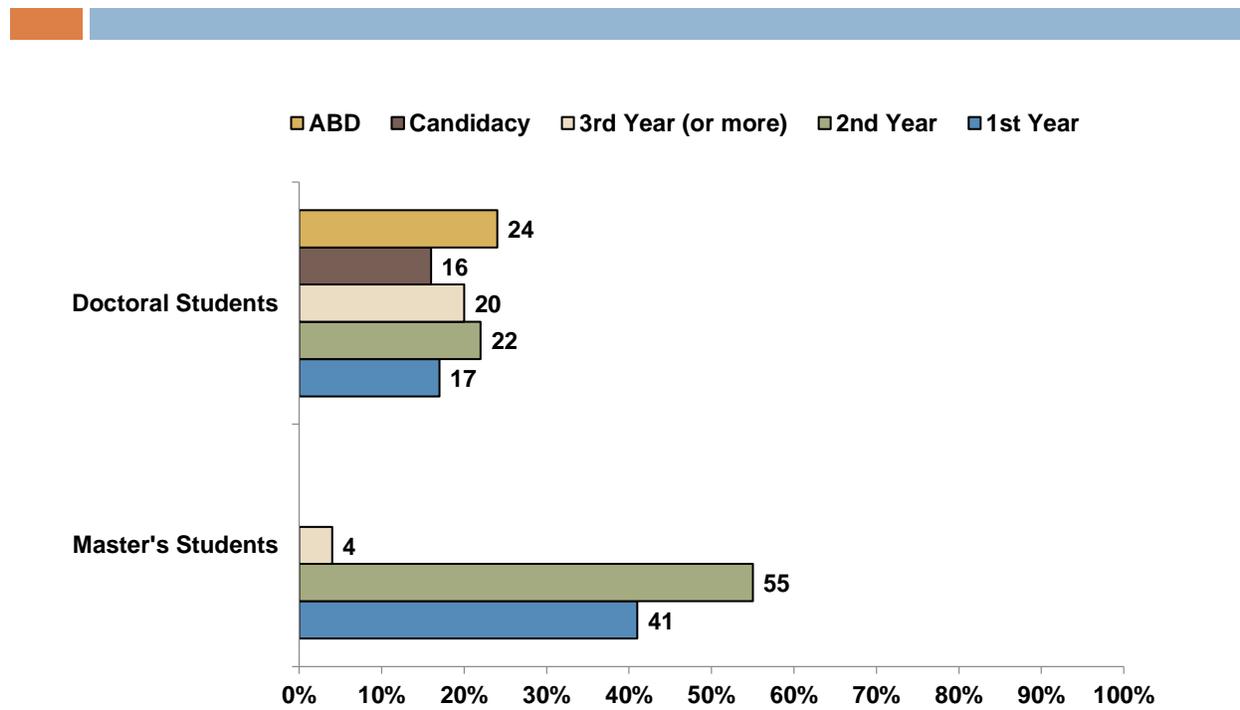
Figure 11. Graduate/Professional Student Respondents' Current Year in UC Santa Barbara Career (%)

Twenty-six percent of Post-Docs/Trainee respondents were in their fifth year or more at UC Santa Barbara ($n = 37$), and 25% were in their first or second years ($n = 36$; Figure 12).
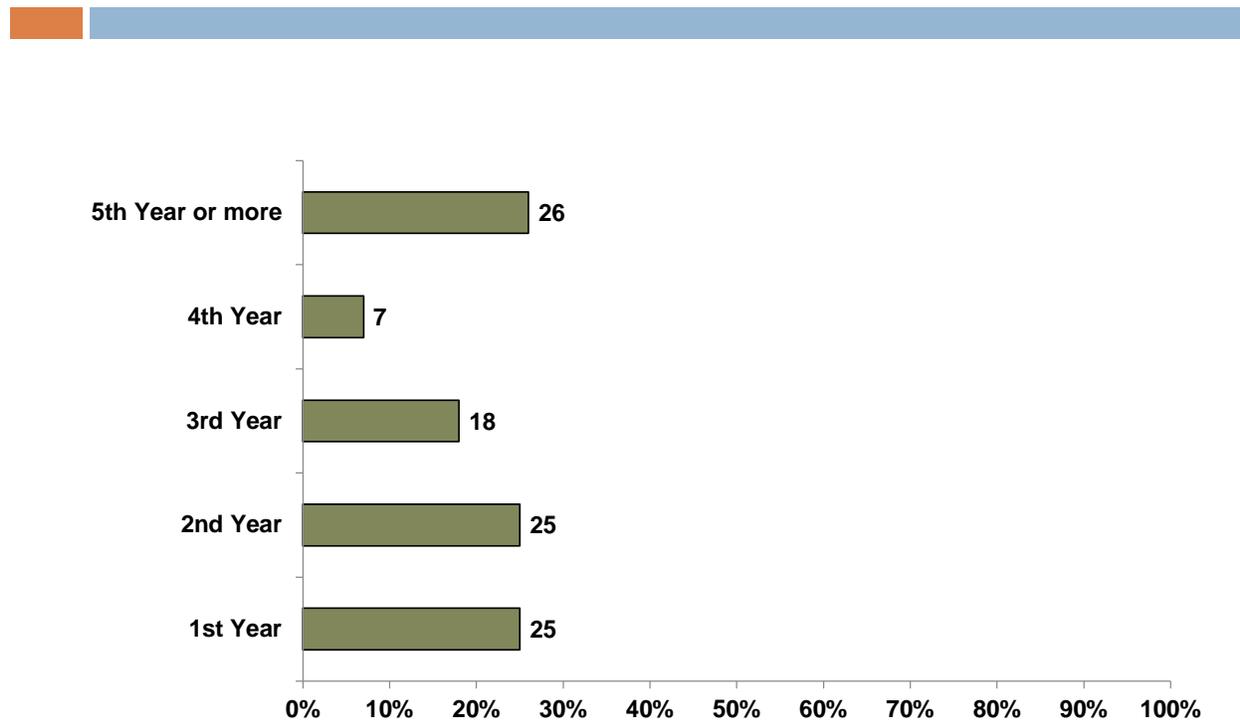
Figure 12. Post-Doc/Trainee Respondents' Current Year in UC Santa Barbara Career (%)

Six percent of Undergraduate respondents[39] identified their academic majors as Psychology ($n = 256$) or Pre-Biology ($n = 247$). Five percent were studying Environmental Studies ($n = 226$), Sociology ($n = 217$), Global Studies ($n = 203$), or were Undeclared ($n = 227$). Four percent were studying Communication ($n = 156$) or Political Science ($n = 148$).

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[39]   See Table B19 in Appendix B for a full listing of undergraduate students' academic majors.

Eight percent of Graduate/Professional Student respondents[40] were enrolled in Education (*n* = 94), seven percent in Environmental Science and Management (*n* = 84) or Electrical and Computer Engineering (*n* = 84), and 6% in Materials (*n* = 66).

Undergraduate Students were asked to identify their "in-state" or "out-of-state" residency status. Ninety-five percent of Undergraduate Students (*n* = 4,030) were in-state/resident students (Figure 13). Five percent were out-of-state/non-resident/international students (*n* = 220).
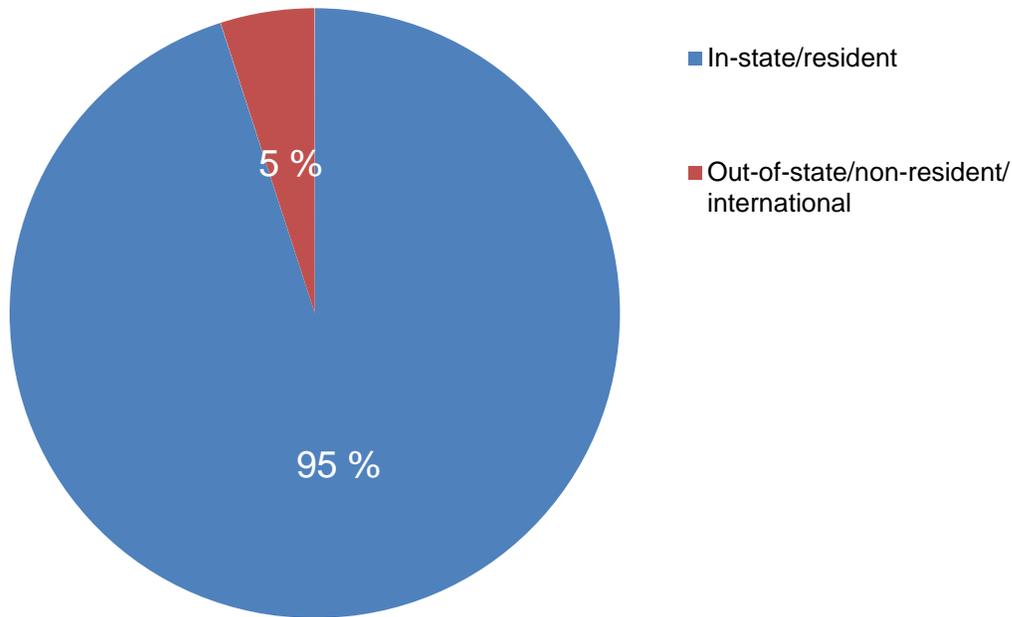
Figure 13. Undergraduate Students' Residency (%)

Fifty percent of all students (*n* = 2,726) were not employed. Thirty-seven percent (*n* = 2,072) were employed on or off campus on average one to 20 hours per week. Eight percent (*n* = 430) of all students were employed 21 to 40 hours per week, and 2% (*n* = 110) worked more than 40 hours per week.

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40   See Appendix B Table B20 for a comprehensive listing of graduate student respondents' academic programs.

Subsequent analyses revealed that 43% of all Undergraduate Students (n = 1,829) and 76% of all Graduate/Professional Students (n = 870) were employed either on or off campus. Thirty-six percent of Undergraduates (n = 1,531) and 49% of Graduate/Professional Students (n = 541) were employed on or off campus on average one to 20 hours per week. Six percent of all Undergraduate Students (n = 237) and 18% of all Graduate/Professional Students (n = 193) were employed 21 to 40 hours per week. Less than one percent of Undergraduates (n = 17) and 9% of Graduate/Professional students (n = 93) worked more than 40 hours per week.

Eleven percent of Undergraduate Student respondents (n = 471) and 85% of Graduate/Professional Students (n = 953) were currently the sole providers for their living/educational expenses (i.e., independent). Eighty-nine percent of Undergraduates (n = 3,688) and 15% of Graduate/Professional students (n = 167) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-two percent of student respondents reported that they or their families have annual incomes of less than $30,000. Thirty-six percent reported annual incomes between $30,000 and $99,999, 13% between $100,000 and $149,999, and 9% between $150,000 and $249,999 annually. Three percent of student respondents said that they or their families had annual incomes between $250,000 and $399,999, and 2% had annual incomes over $400,000. These figures are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

■ Below $30K   □ $30K - $99,999   ■ $100K-$149,999   ■ $150K -$250K   ■ $250K or more

UG Not Sole
- 20%
- 43%
- 17%
- 13%
- 8%

UG Sole
- 78%
- 18%
- 2%
- 1%
- 1%

Grad/Prof Not Sole
- 24%
- 43%
- 16%
- 10%
- 7%

Grad/Prof Sole
- 68%
- 28%
- 3%
- 1%
- <1%
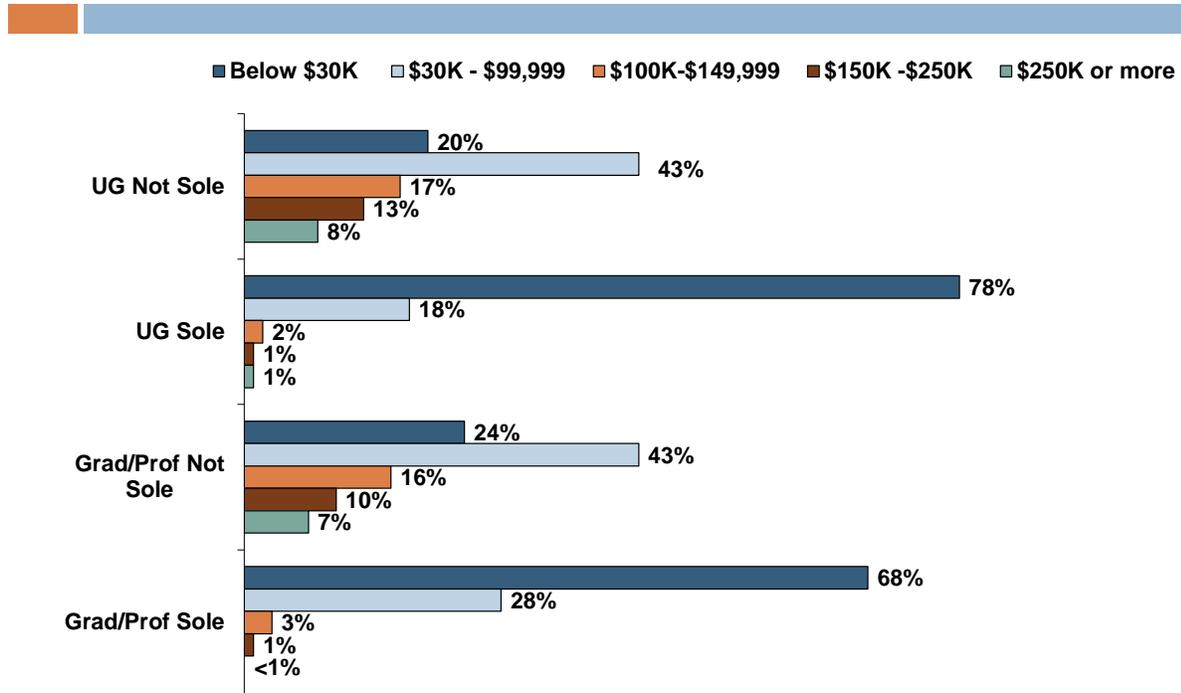
Figure 14. Students' Income by Dependency Status (Sole Provider, Not Sole Provider) (%)

Of the students completing the survey, 60% lived in non-campus housing (*n* = 3,254), and 40% lived in campus housing (*n* = 2,164; Table 12). Ten students were homeless.

Table 12. Students' Residence	*n*	*%*
Campus housing	**2,164**	**39.9**
Residence Halls:	1,253	23.7
Anacapa Hall	*92*	
Manzanita Village	*174*	
San Miguel Hall	*70*	
San Nicolas Hall	*50*	
San Rafael Hall	*118*	
Santa Catalina Hall	*170*	
Santa Cruz Hall	*96*	
Santa Rosa Hall	*94*	
University Apartments:	547	10.3
El Dorado Apartments	*24*	
Santa Ynez Apartment Complex	*130*	
Westgate Apartments	*8*	
San Clemente Villages	*225*	
Family Student Housing:	223	4.2
Storke 1 Apartment Complex	*62*	
Storke 2 Apartment Complex	*16*	
West Campus Complex	*64*	
Non-campus housing	**3,254**	**59.9**
Sorority or Fraternity House	113	2.2
Student Housing Co-Op	30	0.6
Living with a family member/guardian	50	1.0
Living in Isla Vista	1,919	37.0
Living in Goleta/Santa Barbara	766	14.8
Living outside Santa Barbara area	95	1.8
Homeless (i.e. couch surfing, etc.)	10	0.2
Other	28	0.5

Note: Table includes student responses only (*n* = 5,428). Percentages for sub-categories are valid percentages and do not include missing responses.

Thirty-eight percent of UC Santa Barbara student respondents did not participate in any student clubs and organizations (*n* = 2,080) (Table 13). Seventeen percent were involved with Intramurals/Club Sports (*n* = 930), and 12% participated in Academic/Professional Organizations (*n* = 673).

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

Clubs/Organizations	*n*	%
I do not participate in any student organizations	2,080	38.3
Intramurals/Clubs Sports	930	17.1
Academic/Professional Organizations	673	12.4
Intercultural/Multicultural Campus Community Groups	506	9.3
Student Leadership Groups	472	8.7
Social Fraternities or Sororities	471	8.7
Special Interest Organizations	459	8.5
Religious/Spiritual Organizations	344	6.3
Other	313	5.8
Service Organizations/Civic Engagement	306	5.6
Honor Societies	299	5.5
Music/Performance Organizations	239	4.4
Campus Housing Associations	195	3.6
Political Groups	184	3.4
Publications and Media Organizations	133	2.5
NCAA Varsity Athletics	56	1

Note: Table includes only student respondents (*n* = 5,428).
Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that most student respondents earned passing grades.

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

GPA	*n*	%
3.75 - 4.00	74	1.4
3.50 - 3.74	358	6.6
3.25 - 3.49	1,015	18.7
3.00 - 3.24	1,652	30.4
2.50 - 2.99	2,308	42.5
Below 2.50	<5	--
Missing	21	0.4

Note: Table includes student responses only (*n* = 5,428).

Thirty-six student respondents (<1%) were former foster-care youth. Additional analyses also revealed that <1% of Undergraduate Students (*n* = 28) and <1% of Graduate/Professional Students (*n* = 8) indicated that they were former foster-care youth

Campus Climate Assessment Findings[41]

The following section[42] reviews the major findings of this study. The review explores the climate at UC Santa Barbara through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UC Santa Barbara

The questionnaire posed questions regarding respondents' level of comfort with a variety of aspects of UC Santa Barbara's campus. Table 15 illustrates that 84% of the survey respondents (*n* = 6,876) were "comfortable" or "very comfortable" with the climate at UC Santa Barbara. Eighty-one percent of respondents (*n* = 6,628) were "comfortable" or "very comfortable" with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

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

	Comfort with Climate at UC Santa Barbara		Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.	
	n	*%*	*n*	*%*
Very Comfortable	2,678	32.7	2,787	34.1
Comfortable	4,198	51.2	3,841	47.0
Neither Comfortable nor Uncomfortable	913	11.1	984	12.0
Uncomfortable	346	4.2	455	5.6
Very Uncomfortable	44	0.5	112	1.4

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[41] 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.

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

Figures 15 and 16 illustrate that Staff were slightly less comfortable with the overall climate at UC Santa Barbara than were other position groups.
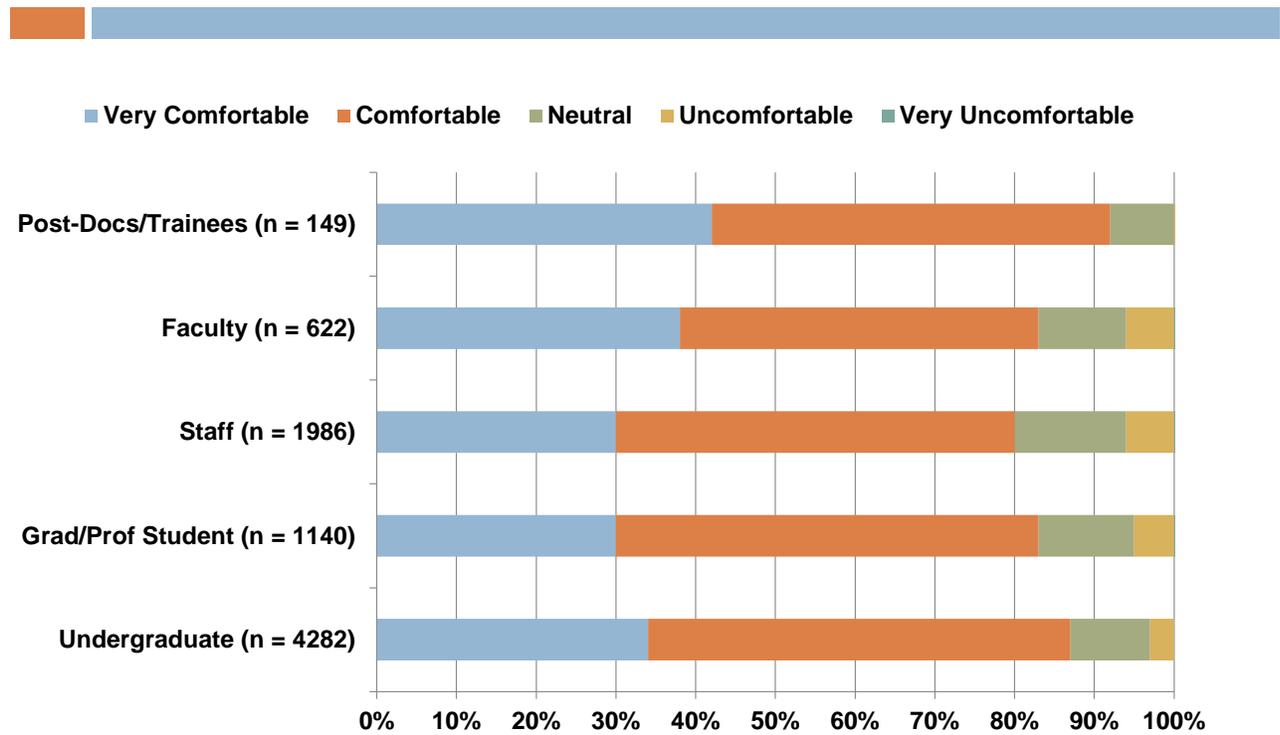
Figure 15. Comfort with Overall Climate by Position (%)

Post-Docs/Trainees were most comfortable with the climate in their departments and work units (Figure 16).
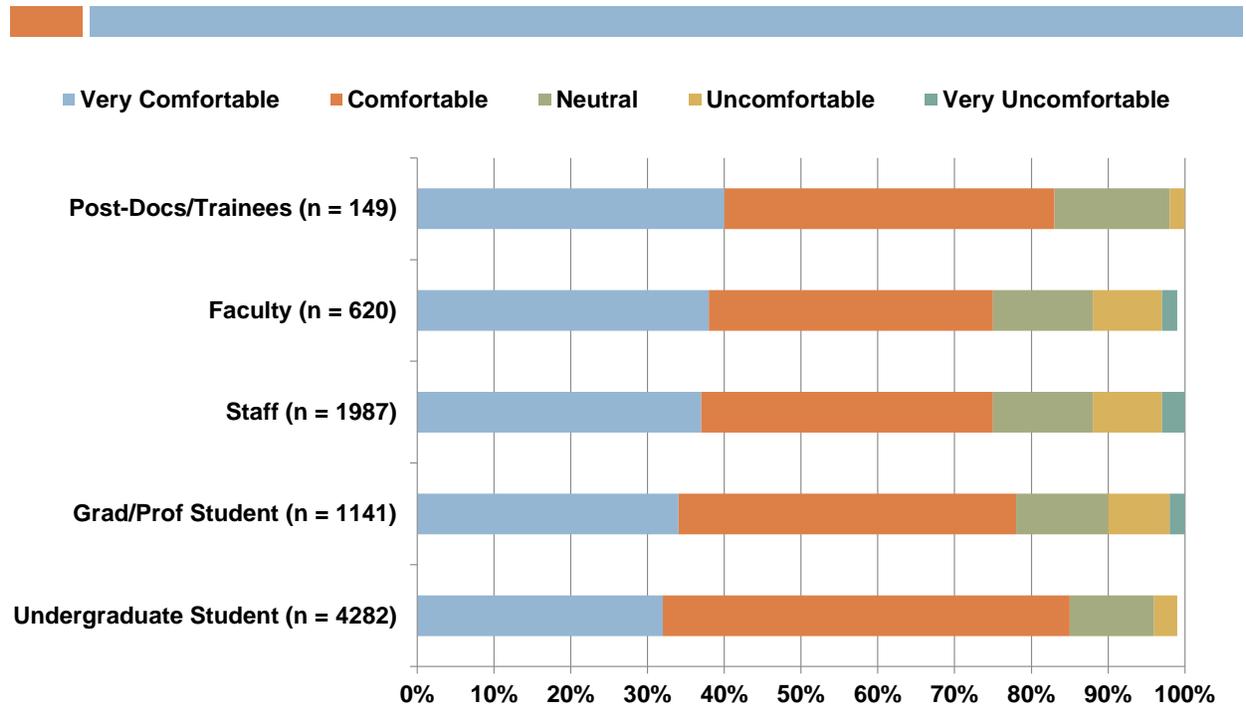
Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 77% of Undergraduate Students ($n = 3,302$), 82% of Graduate/Professional Students ($n = 938$), and 75% ($n = 577$) of Faculty and Post-Docs were "comfortable" or "very comfortable" with the climate in their classes (Table 16). Readers will note that 16% of Faculty and Post-Docs indicated that this survey item was "not applicable" to them. Of the 644 Faculty and Post-Docs who found the item "applicable" to them, 90% ($n = 577$) were "comfortable" or "very comfortable" with the climate in their classes.

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

Level of Comfort	Undergraduate Students' Comfort with Climate in Classes*		Graduate/Professional Students' Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	n	%	*n*	%	*n*	%
Very Comfortable	900	21.0	352	30.9	297	38.6
Comfortable	2,402	56.1	586	51.4	280	36.4
Neither Comfortable nor Uncomfortable	767	17.9	112	9.8	48	6.2
Uncomfortable	191	4.5	44	3.9	18	2.3
Very Uncomfortable	22	0.5	7	0.6	<5	--
Not Applicable	<5	--	39	3.4	125	16.3

*Note: Undergraduate student responses only ($n = 4,284$).
**Note: Graduate/professional student responses only ($n = 1,140$).
**Note: Faculty and post-doc responses only ($n = 769$).

When comparing the data by racial identity,[43] White respondents were more likely to feel "very comfortable" with the overall climate for diversity at UC Santa Barbara and with the climate in their departments/work units (Figures 17 & 18).

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

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

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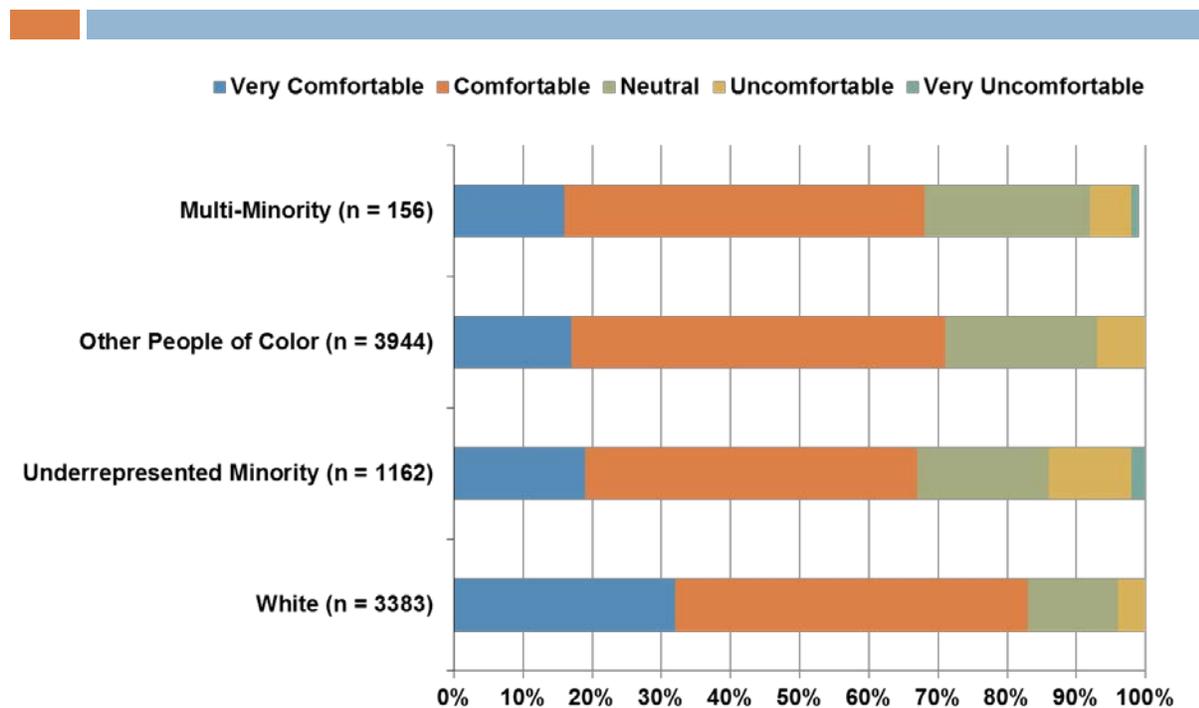
Figure 19. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Race (%)

In terms of gender, genderqueer respondents were least comfortable with the overall climate (Figure 20).
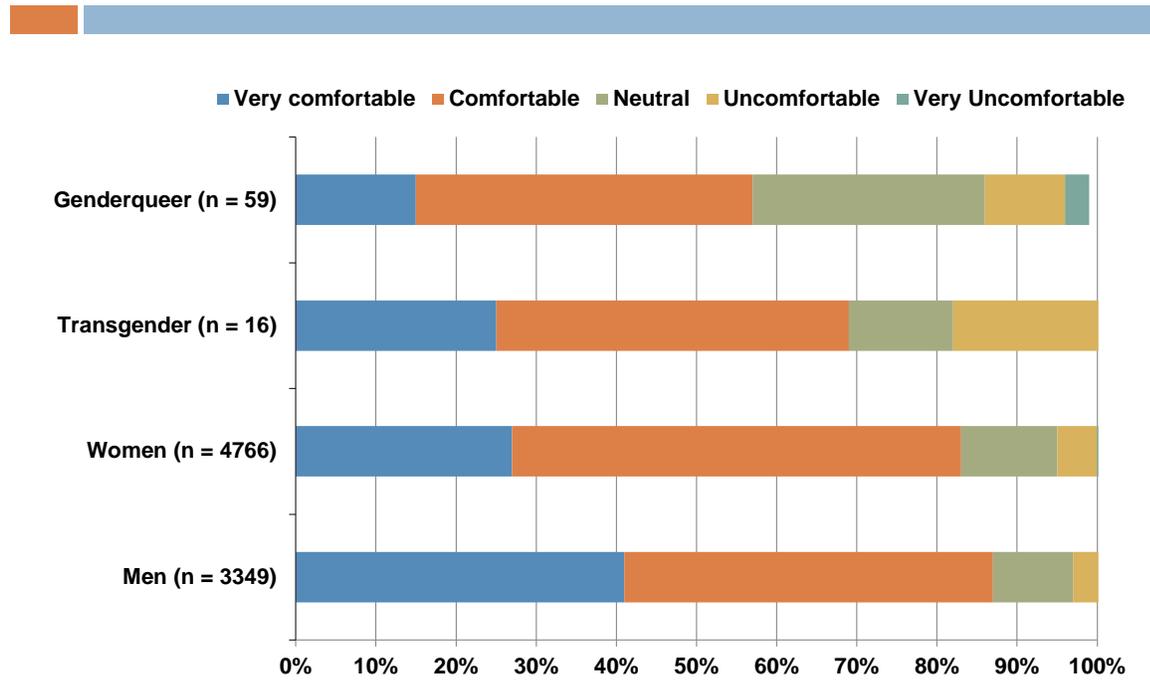
Figure 20. Comfort with Overall Climate by Gender (%)

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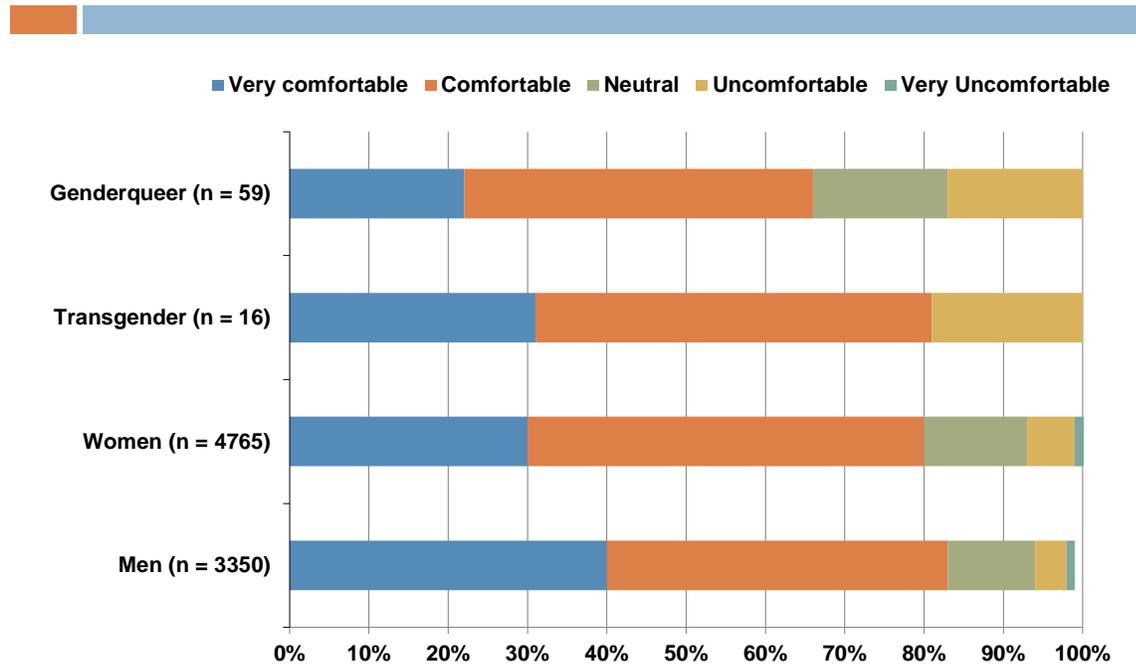
Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

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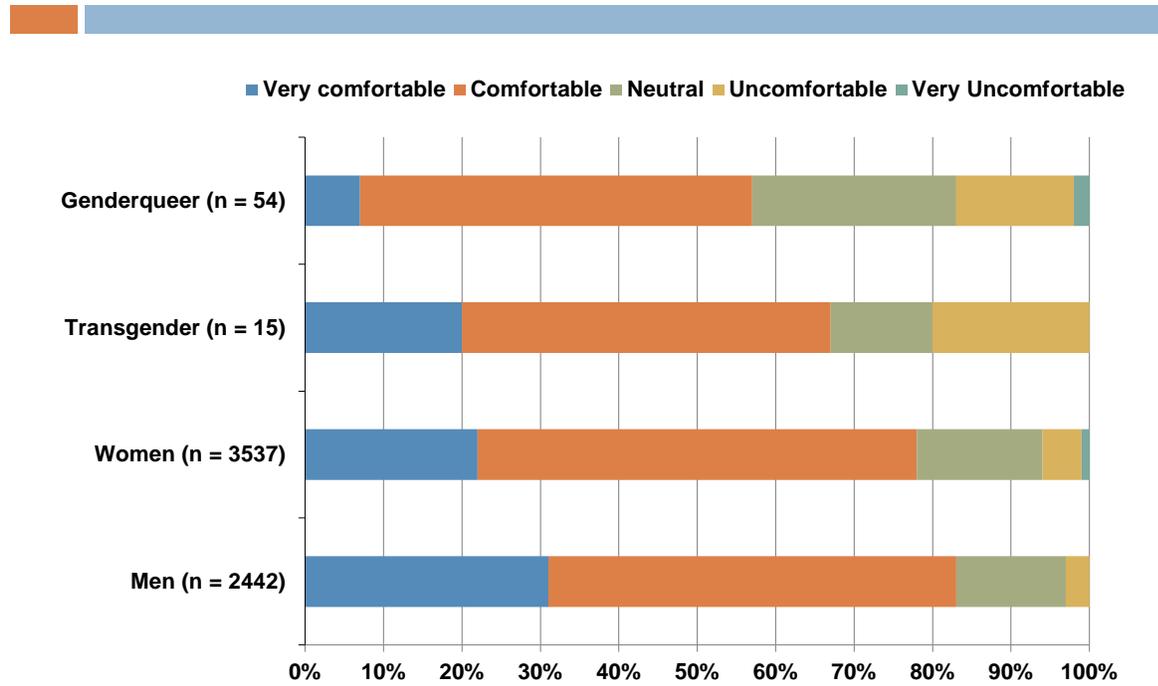
Figure 22. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Gender (%)

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

■ **Very comfortable**   ■ **Comfortable**   ■ **Neutral**   ■ **Uncomfortable**   ■ **Very Uncomfortable**
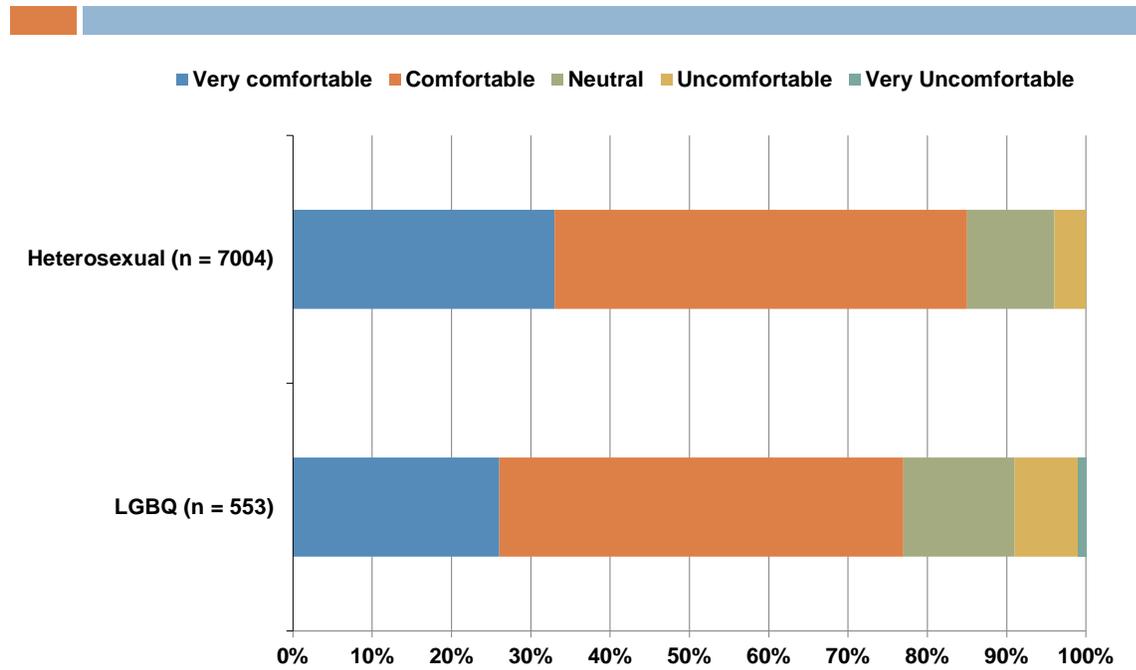
Figure 23. Comfort with Overall Climate by Sexual Orientation (%)
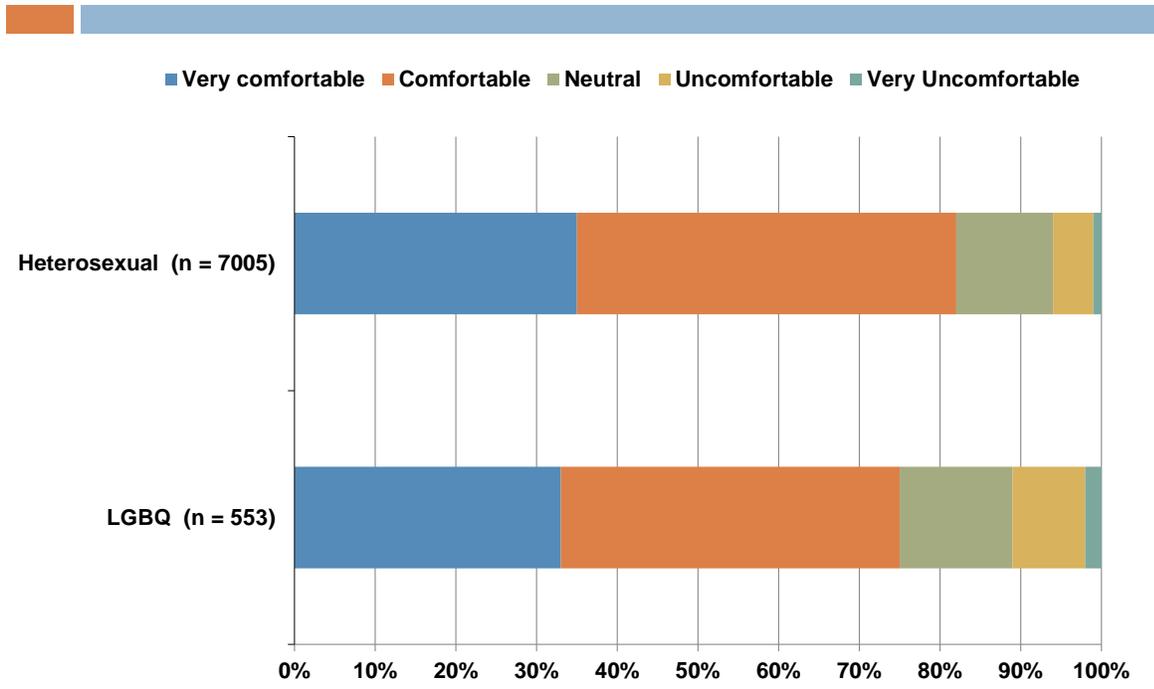
Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Students, Faculty, and Post-Docs were similarly comfortable in their classes in comparison to heterosexual Students, Faculty, and Post-Docs (Figure 25).

■ Very comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable
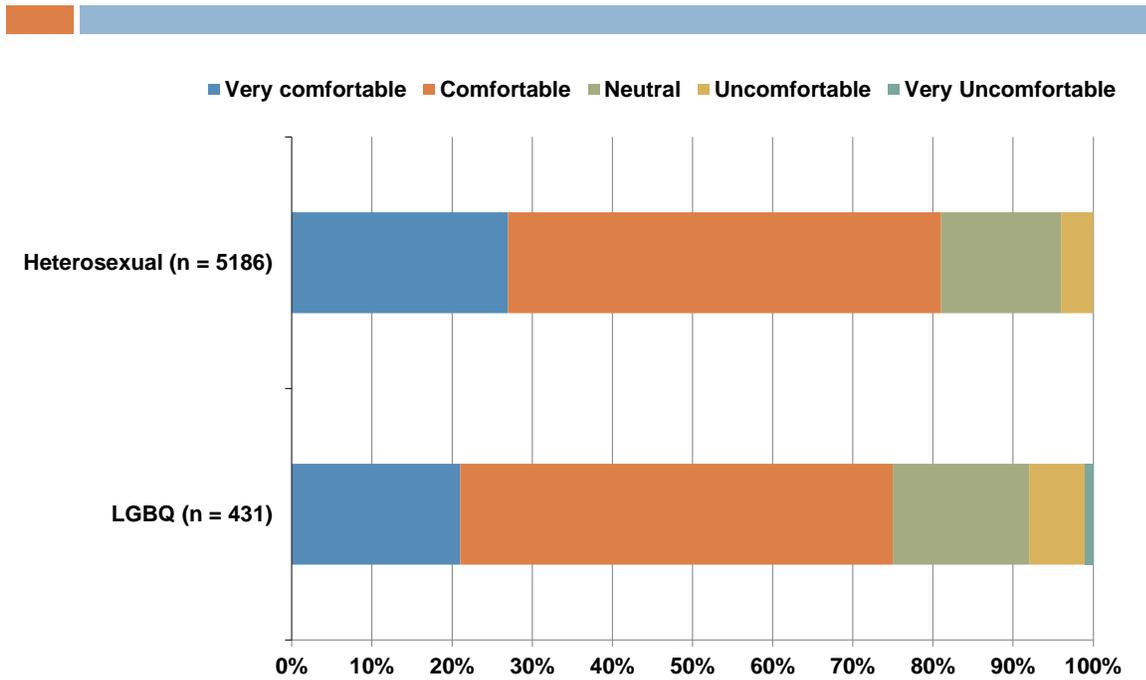
Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

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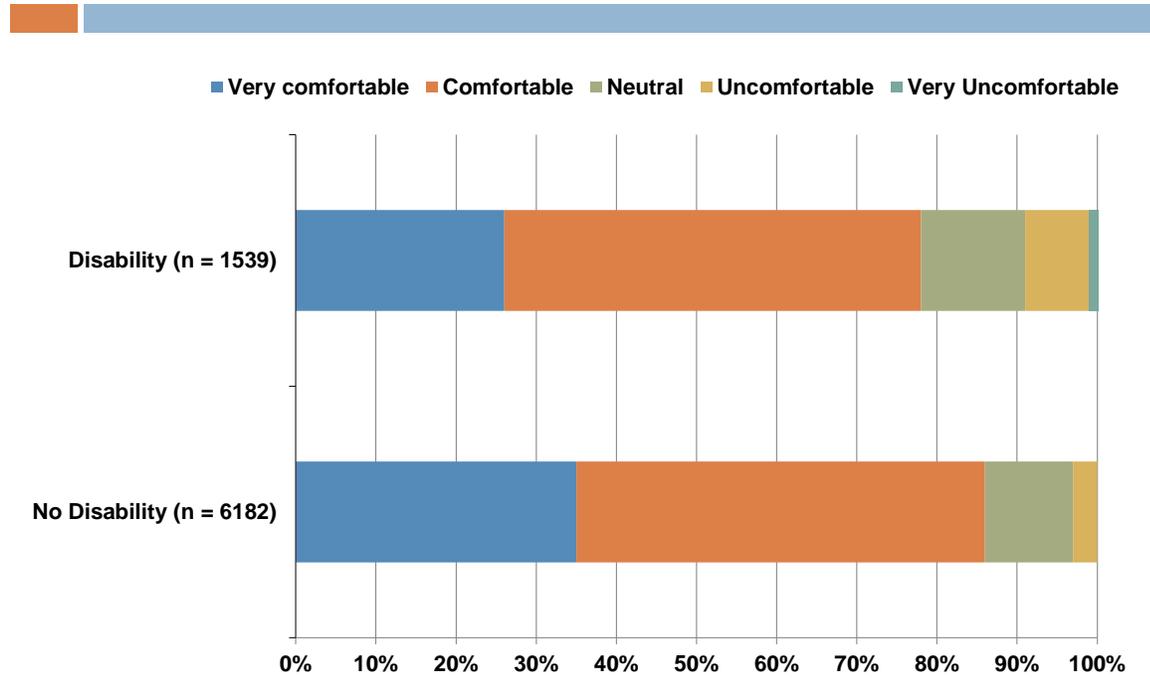
Figure 26. Comfort with Overall Climate by Disability Status (%)
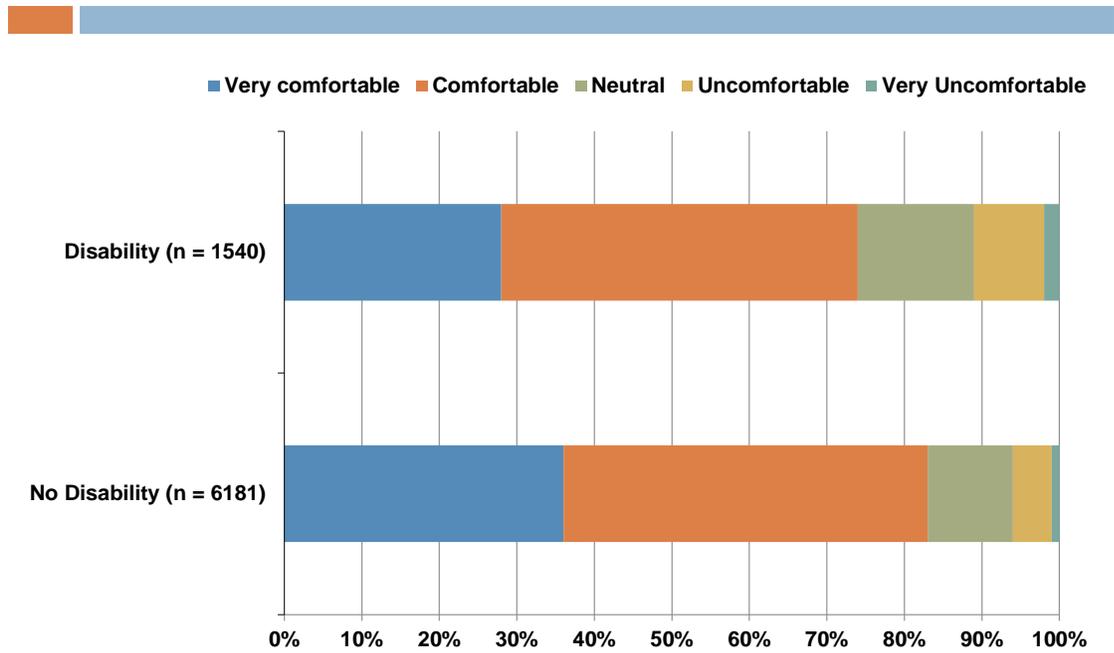
Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)
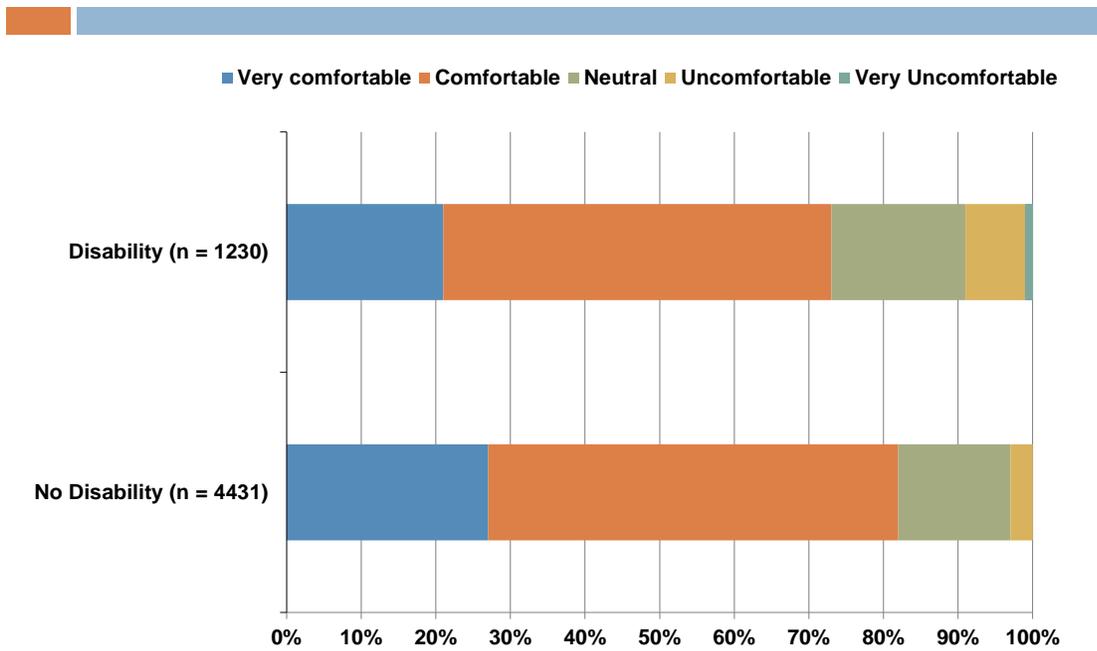
Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

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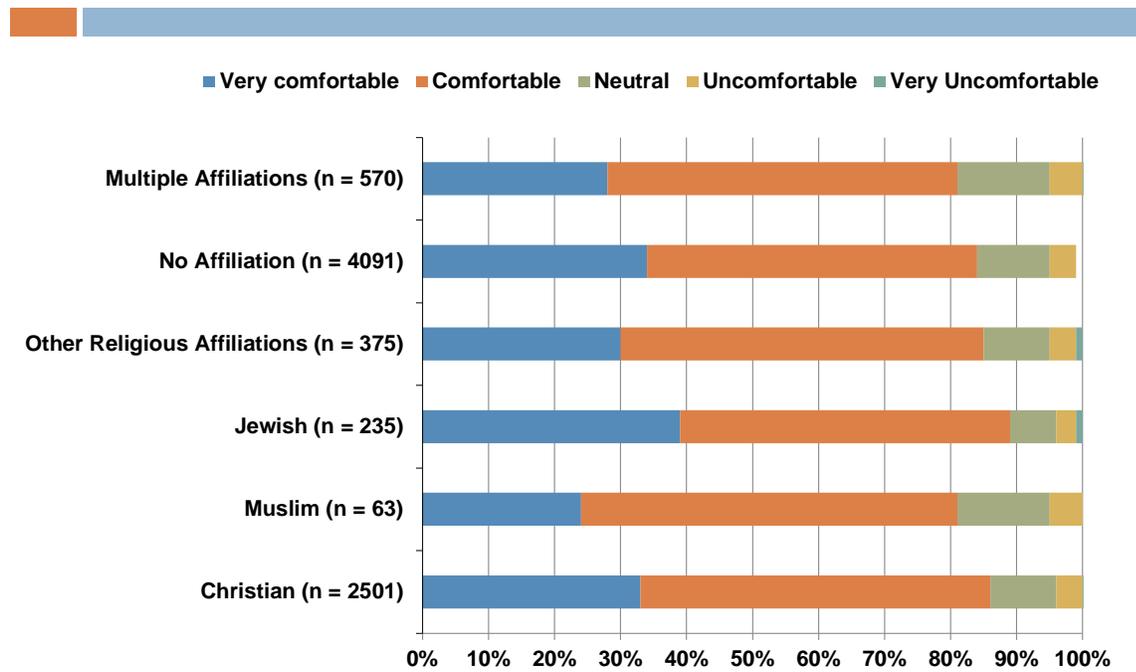
Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

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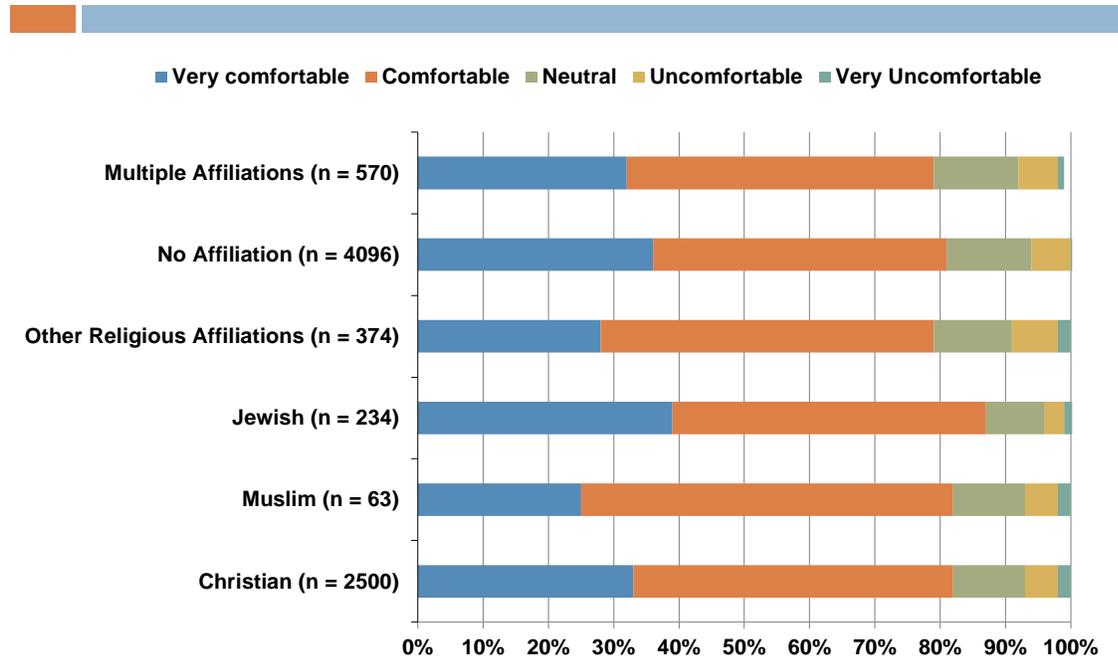
Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)
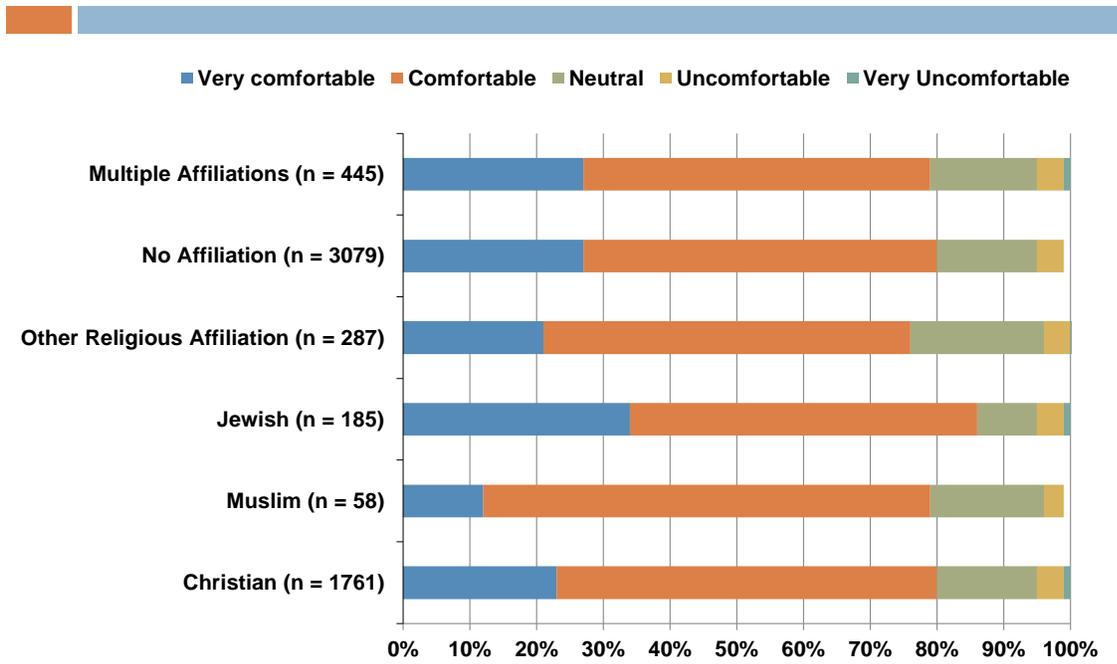
Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty-six percent of the respondents indicated that the overall campus climate was "very respectful" of people from White racial/ethnic backgrounds (Table 17). Respondents felt that the campus was least respectful ("disrespectful"/"very disrespectful") of African American/African/Black people (9%), Middle Eastern/South Asian/North African people (8%), and Hispanic/Latino people (8%). The campus climate was most respectful ("respectful"/"very respectful") of White people (93%), Asian/Asian American people (82%), and Hispanic/Latino people (80%).

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

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
African American/African/Black	1,950	24.8	4,158	52.8	562	7.1	121	1.5	1,085	13.8
American Indian/Alaskan Native	1,882	24.0	3,864	49.2	271	3.5	78	1.0	1,756	22.4
Asian/Asian American	2,132	27.1	4,329	55.1	424	5.4	57	0.7	920	11.7
Hispanic/Latino	1,979	25.2	4,324	55.0	553	7.0	98	1.2	902	11.5
Middle Eastern/South Asian/North African	1,870	23.8	4,135	52.7	507	6.5	109	1.4	1,232	15.7
Pacific Islander	1,959	25.0	4,126	52.7	235	3.0	46	0.6	1,468	18.7
White	3,623	46.2	3,654	46.6	108	1.4	41	0.5	411	5.2

Table 18 indicates that more than half of all respondents thought that the overall campus climate was "very respectful"/ "respectful" of all of the campus groups listed in the table. The respondents believed the climate was most respectful ("respectful"/"very respectful") for males (89%), international students (83%), females (82%), and socioeconomically advantaged people (81%) and Other People of Color respondents (81%). Respondents suggested that the campus was least respectful ("disrespectful"/ "very disrespectful") of socioeconomically disadvantaged people (12%); females (11%), and non-native English speakers (11%).

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

Group	Very Respectful *n*	%	Respectful *n*	%	Disrespectful *n*	%	Very Disrespectful *n*	%	Don't Know *n*	%
Psychological health issues	1,532	19.8	3,694	47.8	472	6.1	53	0.7	1972	25.5
Physical health issues	1,825	23.6	4,055	52.4	311	4.0	35	0.5	1,507	19.5
Female	2,039	26.3	4,291	55.4	740	9.5	124	1.6	555	7.2
From religious affiliations other than Christian	1,762	22.9	4,138	53.7	401	5.2	45	0.6	1,362	17.7
From Christian affiliations	1,784	23.2	4,173	54.2	435	5.7	65	0.8	1,242	16.1
Gay, lesbian, bisexual, transgender	1,937	25.2	4,183	54.3	459	6.0	78	1.0	1,042	13.5
Immigrants	1,697	22.1	4,076	53.0	566	7.4	83	1.1	1,262	16.4
International students, staff, or faculty	2,150	27.9	4,233	55.0	310	4.0	32	0.4	974	12.7
Learning disability	1,676	21.8	3,820	49.8	354	4.6	39	0.5	1,787	23.3
Male	2,861	37.1	4,019	52.1	147	1.9	31	0.4	656	8.5
Non-native English speakers	1,640	21.4	4,148	54.1	732	9.5	92	1.2	1,057	13.8
Parents/guardians	1,813	23.6	3,892	50.7	243	3.2	35	0.5	1,969	22.1
People of color	1,945	25.2	4,261	55.3	469	6.1	110	1.4	918	11.9
Providing care for adults who are disabled and/or elderly	1,640	21.4	3,415	44.5	188	2.5	29	0.4	2,397	31.3
Physical disability	1,774	23.2	3,907	51.0	302	3.9	43	0.6	1,629	21.3
Socioeconomically disadvantaged	1,659	21.6	3,736	48.7	798	10.4	143	1.9	1,333	17.4
Socioeconomically advantaged	2,422	31.6	3,764	49.2	192	2.5	41	0.5	1,238	16.2
Transgender	1,518	19.9	3,151	41.2	522	6.8	112	1.5	2,338	30.6

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the library (65%), restrooms (63%), elevators (62%), walkways and pedestrian paths (61%), Natural Green Spaces (58%), UC Santa Barbara Website (58%), classroom buildings (55%), beach access (53%), Health and Wellness Center (51%), and recreational facilities (51%) were considered "fully accessible." Substantial percentages of respondents did not know how accessible many aspects of campus were (Table 19).

Table 19. **Ratings of Campus Accessibility**

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Accessibility								
Athletic Facilities	3,542	44.9	2,249	28.5	146	1.9	1,952	24.7
Beach Access	4,156	52.6	2,093	26.5	389	4.9	1,270	16.1
Classroom Buildings	4,364	55.4	2,359	29.9	110	1.4	1,048	13.3
Classrooms, labs	3,844	48.9	2,452	31.2	142	1.8	1,430	18.2
University housing	3,354	42.7	2,134	27.1	226	2.9	2,148	27.3
Computer labs	3,756	47.9	2,000	25.5	125	1.6	1,960	25.0
Dining facilities	3,776	48.1	1,928	24.6	197	2.5	1,951	24.8
Elevators	4,901	62.4	1,770	22.5	150	1.9	1,038	13.2
Health and Wellness Center	3,989	51.0	1514	19.4	92	1.2	2,225	28.4
Library	5,088	64.8	1,580	20.1	67	0.9	1,121	14.3
Natural Green Spaces	4,514	57.6	1,581	20.2	150	1.9	1,588	20.3
On-campus transportation/parking	3,382	43.2	2,395	30.6	647	8.3	1,407	18.0
Other campus buildings	3,559	45.7	2,020	25.9	112	1.4	2,104	27.0
Recreational facilities	4,019	51.4	1,892	24.2	97	1.2	1,810	23.2
Restrooms	4,916	62.7	1,926	24.6	148	1.9	854	10.9
Studios/ Performing Arts spaces	2,836	36.4	1,558	20.0	199	2.6	3,191	41.0
Walkways and pedestrian paths	4,791	61.2	1,961	25.0	174	2.2	907	11.6
Braille signage	1,854	23.8	1,019	13.1	211	2.7	4,716	60.5
Hearing loops	1,569	20.3	869	11.2	186	2.4	5,115	66.1
Course instruction/materials								
Information in alternate formats	2,021	26.0	2,057	26.5	479	6.2	3,202	41.3
Instructors	2,802	36.1	2,542	32.7	234	3.0	2,184	28.1
Instructional materials	2,730	35.4	2,432	31.5	280	3.6	2273	29.5
UC Santa Barbara Campus Website	4,344	57.6	1,683	22.3	144	1.9	1,375	18.2

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Within the past year, 23% of respondents believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassing behavior) at UC Santa Barbara ($n = 1,890$). Seven percent of respondents said that the conduct interfered with their ability to work or learn[44] at UC Santa Barbara ($n = 555$), and 16% of respondents felt the conduct did not interfere with their ability to work or learn on campus ($n = 1,335$). Table 20 reflects the total number of respondents who chose responses "very often," "often," "sometimes," "seldom," and "not applicable" for a particular area (i.e., academic performance, age, ancestry). Of the 1,890 respondents who experienced such conduct, 18% of respondents said the conduct was "very often"/"often" based on their ethnicity ($n = 332$). Others said they "very often"/"often" experienced such conduct based on race (14%, $n = 272$), position at UC Santa Barbara (13%, $n = 252$), gender identity (13%, $n = 247$), physical characteristics (13%, $n = 246$), discipline of study (12%, $n = 233$), etc.

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

Table 20. **Bases and Frequency of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**
Note: Only answered by respondents who experienced exclusionary conduct (*n* = 1,890).

Area	Very Often n	%	Often n	%	Sometimes n	%	Seldom n	%
Academic Performance	53	3.1	119	6.9	253	14.7	378	22.0
Age	62	3.6	126	7.3	342	19.7	438	25.2
Ancestry	75	4.4	148	8.6	267	15.5	360	21.0
Country of origin	64	3.7	113	6.6	179	10.4	402	23.4
Discipline of study	75	4.4	158	9.2	280	16.3	377	21.9
Educational level	53	3.1	117	6.8	220	12.8	440	25.6
Educational modality (on-line, classroom)	18	1.1	44	2.6	62	3.7	409	24.1
English language proficiency/accent	55	3.2	82	4.8	121	7.1	337	19.8
Ethnicity	134	7.8	198	11.5	298	17.2	326	18.9
Gender identity	93	5.4	154	8.9	228	13.2	349	20.3
Gender expression	77	4.5	116	6.8	162	9.5	362	21.2
Immigrant/citizen status	47	2.7	51	3.0	90	5.3	333	19.5
International Status	32	1.9	43	2.5	60	3.5	304	17.7
Learning disability	18	1.1	49	2.9	70	4.1	302	17.8
Marital status (e.g. single, married, partnered)	22	1.3	58	3.4	117	6.9	370	21.7
Medical condition	26	1.5	38	2.2	100	5.9	317	18.7
Military/veteran status	<5	--	19	1.1	28	1.6	220	12.9
Parental status (e.g., having children)	19	1.1	39	2.3	89	5.2	253	14.9
Participation in an organization/team	38	2.3	74	4.4	106	6.3	240	14.3
Physical characteristics	85	5.0	161	9.4	297	17.4	355	20.8
Physical disability	19	1.1	30	1.8	63	3.7	284	16.7
Philosophical views	64	3.7	154	8.9	269	15.6	404	23.4

Table 20 (cont.)

Area	Very Often		Often		Sometimes		Seldom	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Political views	71	4.2	145	8.5	292	17.1	378	22.2
Position (staff, faculty, student)	108	6.1	144	8.2	310	17.6	394	22.4
Pregnancy	10	0.6	23	1.4	42	2.5	225	13.3
Psychological condition	27	1.6	61	3.6	117	6.9	299	17.7
Race	122	7.1	150	8.8	290	16.9	338	19.7
Religious/spiritual views	33	2.5	46	3.5	94	7.1	192	14.4
Sexual orientation	21	1.5	54	3.8	67	4.7	177	12.5
Socioeconomic status	51	3.9	62	4.8	107	8.2	182	14.0
Don't Know	28	2.2	45	3.5	57	4.4	84	6.5
Other	30	2.7	24	2.2	29	2.6	39	3.5

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

The following figures[45] depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UC Santa Barbara?"

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

When reviewing these results in terms of race (Figure 32), 20% of White respondents ($n = 823$), 29% of Underrepresented Minority respondents ($n = 547$), 22% of Other People of Color respondents ($n = 439$), and 30% of Multi-Minority respondents ($n = 45$) believed they had experienced this conduct (Figure 30). Of those respondents who believed they had experienced the conduct, 62% of Multi-Minority respondents ($n = 28$), 65% ($n = 353$) of Underrepresented Minority respondents, and 64% ($n = 282$) of Other People of Color respondents said it was based on their race, while 27% of White respondents ($n = 225$) thought the conduct was based on race.
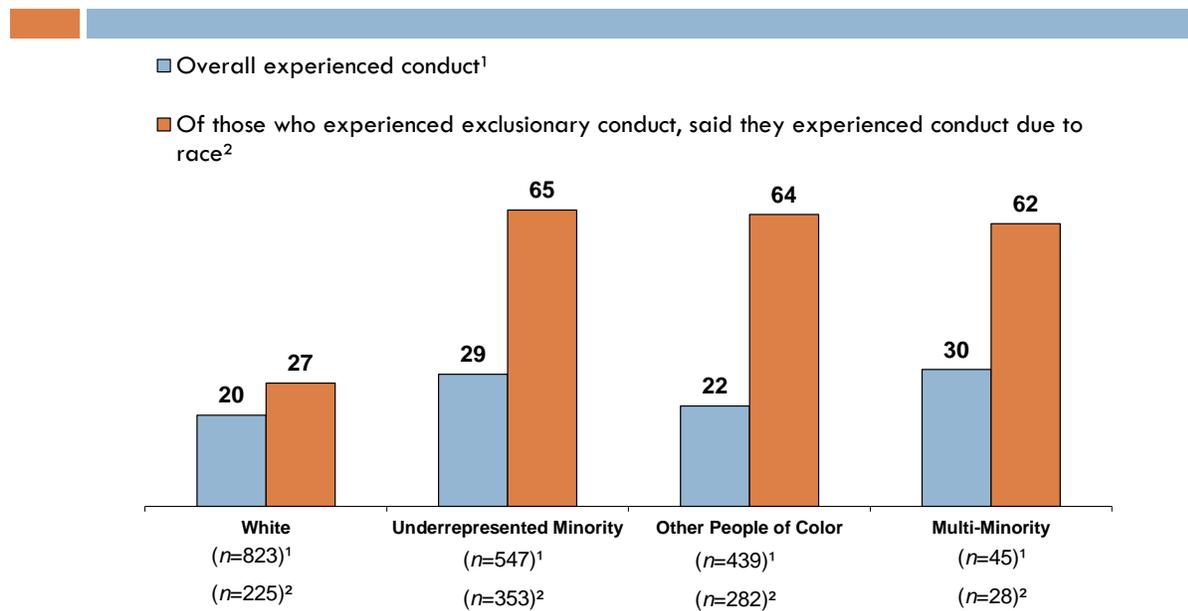
□ Overall experienced conduct[1]

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

White (n=823)[1] (n=225)[2]	Underrepresented Minority (n=547)[1] (n=353)[2]	Other People of Color (n=439)[1] (n=282)[2]	Multi-Minority (n=45)[1] (n=28)[2]
20 / 27	29 / 65	22 / 64	30 / 62

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

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

Although women (26%, n = 1,230) experienced offensive, hostile, or intimidating conduct more than men (19%, n = 628) (Figure 33), higher percentages of genderqueer respondents (61%, n = 36) and transgender respondents (44%, n = 7) experienced such conduct. Six of seven transgender respondents (86%) who believed they experienced exclusionary conduct and 89% of genderqueer respondents (n = 32) who believed they had experienced this said it was based on gender identity.
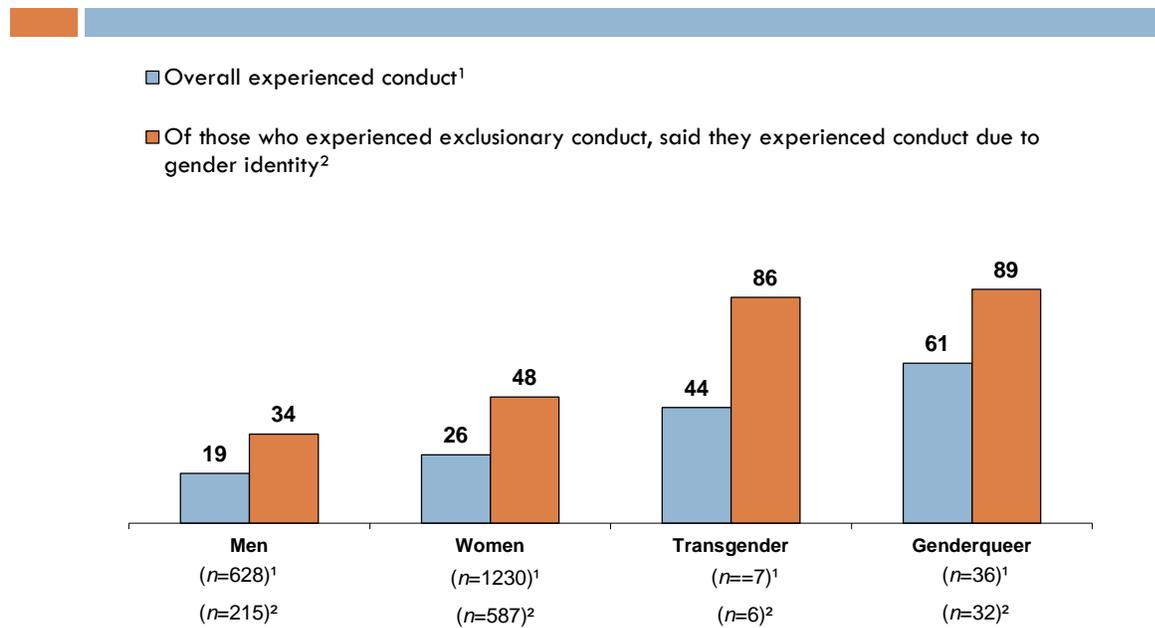
□ Overall experienced conduct[1]

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

Men	Women	Transgender	Genderqueer
19 34	26 48	44 86	61 89
Men	Women	Transgender	Genderqueer
(n=628)[1]	(n=1230)[1]	(n==7)[1]	(n=36)[1]
(n=215)[2]	(n=587)[2]	(n=6)[2]	(n=32)[2]

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

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

As depicted in Figure 34, a slightly higher percentage of Staff respondents believed they had experienced exclusionary conduct than did other respondents. Many Staff (63%, $n = 312$) and Post-Docs/Trainees (63%, $n = 10$) who believed they experienced exclusionary conduct said the conduct was based on their position status at UC Santa Barbara.

■ Overall experienced conduct[1]

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

	Students (n=1253)[1] (n=566)[2]	Staff (n=493)[1] (n=312)[2]	Faculty (n=128)[1] (n=68)[2]	Post-Docs/Trainees (n=16)[1] (n=10)[2]
Overall experienced conduct	23	25	21	11
Due to position status	45	63	53	63

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

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

Figure 35 illustrates that similar percentages of respondents associated with all political affiliations experienced exclusionary conduct (21% - 24%). Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (64%, $n = 93$) than Far Left/Liberal (46%, $n = 428$), Middle of the Road (45%, $n = 217$), and Undecided respondents (40%, $n = 91$) indicated that this conduct was based on political views.

■ Overall experienced conduct[1]

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

	Far Left/Liberal (n=925)[1] (n=428)[2]	Middle of the Road (n=481)[1] (n=217)[2]	Conservative/Far Right (n=145)[1] (n=93)[2]	Undecided (n=225)[1] (n=91)[2]
Overall experienced conduct	23	24	22	21
Experienced due to political views	46	45	64	40

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

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

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (36% versus 22%). Of those who believed they had experienced this type of conduct, 42% of LGBQ respondents ($n = 83$) versus 13% of heterosexual respondents ($n = 204$) indicated that this conduct was based on sexual orientation.
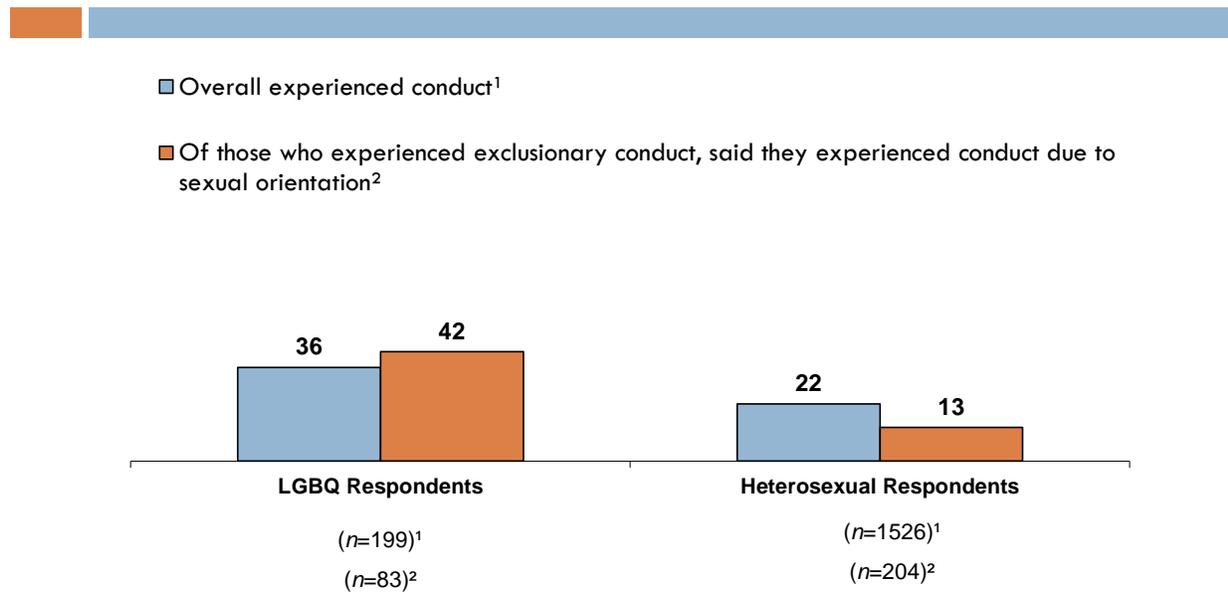
□ Overall experienced conduct[1]

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

	LGBQ Respondents	Heterosexual Respondents
Overall experienced conduct	36	22
Due to sexual orientation	42	13

LGBQ Respondents
(n=199)[1]
(n=83)[2]

Heterosexual Respondents
(n=1526)[1]
(n=204)[2]

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

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

A slightly lower percentage of Jewish respondents (19%, $n = 45$) than other affiliations experienced exclusionary conduct in the past year (Figure 37). Twenty-five percent of respondents with Other Religious/Spiritual Affiliations ($n = 24$) who experienced that conduct attributed that exclusionary conduct to religious/spiritual affiliation.

Legend:
- Overall experienced conduct[1]
- Of those who experienced exclusionary conduct, said they experienced conduct due to religious/spiritual affiliation[2]

	Christian	Muslim	Jewish	Other Religious Affiliations	No Affiliation	Multiple Affiliations
Overall experienced conduct	24	25	19	26	21	29
Due to religious/spiritual affiliation	23	25	20	25	16	19
(n)[1]	(n=593)[1]	(n=16)[1]	(n=45)[1]	(n=97)[1]	(n=875)[1]	(n=166)[1]
(n)[2]	(n=136)[2]	(n=<5)[2]	(n=9)[2]	(n=24)[2]	(n=144)[2]	(n=31)[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 37. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Religious/Spiritual Affiliation (%)

Additionally, 24% (n = 1,830) of U.S. Citizens, 11% (n = 45) of Non-U.S. Citizens, and 44% of Undocumented Residents (n = 7) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UC Santa Barbara. Of the respondents who experienced such behavior 39% (n = 712) of U.S. Citizens, 82% (n = 37) of Non-U.S. Citizens, and 71% of Undocumented Residents (n = 5) indicated it was based on country of origin. Twenty-seven percent (n = 485) of U.S. Citizens, 62% (n = 28) of Non-U.S. Citizens, and 86% of Undocumented Residents (n = 6) indicated it was based on immigrant/citizen status.

□ Overall experienced conduct[1]

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

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

U.S. Citizen
(n = 1830)[1]

(n = 712)[2]

(n = 485)[3]

Non-U.S. Citizen
(n = 45)[1]

(n = 37)[2]

(n = 28)[3]

Undocumented
(n = 7)[1]

(n = 5)[2]

(n = 6)[3]

[1] Percentages are based on total n split by group.

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

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

Table 21 illustrates the manners in which the individuals experienced exclusionary conduct. Fifty-six percent felt isolated or left out, 49% felt deliberately ignored or excluded, and 40% felt intimidated and bullied.

Table 21. **Form of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 1,890).

Conduct	*n*	% of respondents who experienced the conduct
I felt isolated or left out	1,056	55.9
I felt I was deliberately ignored or excluded	925	48.9
I felt intimidated/bullied	760	40.2
I was the target of derogatory verbal remarks	468	24.8
I observed others staring at me	442	23.4
I feared for my physical safety	263	13.9
I was the target of racial/ethnic profiling	228	12.1
I was singled out as the spokesperson for my identity group	206	10.9
I feared getting a poor grade because of a hostile classroom environment	191	10.1
I received a low performance evaluation	166	8.8
Someone assumed I was admitted/hired/promoted due to my identity	153	8.1
I received derogatory written comments	142	7.5
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	89	4.7
Someone assumed I was not admitted/hired/promoted due to my identity	61	3.2
I received threats of physical violence	57	3.0
I was the target of stalking	46	2.4
I was the victim of a crime	43	2.3
I was the target of physical violence	41	2.2
I received derogatory phone calls	39	2.1
I feared for my family's safety	35	1.9
I was the target of graffiti/vandalism	22	1.2

Percentages do not sum to 100 due to multiple responses.

Twenty-six percent of respondents who experienced exclusionary conduct said it occurred in a public space at UC Santa Barbara. Twenty-five percent said the incidents occurred off campus or in a meeting with a group of people (Table 22). Respondents who marked "other" described the specific location or event where the incidents occurred (e.g., "basketball court," "derogatory video was posted about me on an unprotected website," During a collaborative research project," "parking lot 23," "studying abroad, Costa Rica," "on the door of a graduate student office").

Table 22. **Location of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 1,890).

Location	*n*	% of respondents who experienced the conduct
In a public space at UC Santa Barbara	497	26.3
Off campus	479	25.3
In a meeting with a group of people	470	24.9
While working at a UC Santa Barbara job	466	24.7
In a class/lab/clinical setting	420	22.2
In a UC Santa Barbara office	355	18.8
In campus housing	286	15.1
In a meeting with one other person	250	13.2
While walking on campus	233	12.3
At a UC Santa Barbara event	214	11.3
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	177	9.4
In off-campus housing	165	8.7
In a UC Santa Barbara dining facility	140	7.4
In a faculty office	117	6.2
In athletic facilities	62	3.3
On campus transportation	34	1.8
In a health care setting	32	1.7
In an on-line class	<5	--
Other	122	6.5

Percentages do not sum to 100 due to multiple responses.

Forty-seven percent of the respondents identified students, 19% identified faculty members, and 18% identified strangers as the sources of the conduct (Table 23). "Other" sources of exclusionary conduct included people such as "AS window attendant," "bus driver," "Chancellor's representatives," "Department Head," "drunkards," "G.M.," "neighbor," "Office of Disability," "Overall University system," "peers," "UC Santa Barbara Parking Services," etc.

Table 23. **Source of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 1,890).

Source	*n*	% of respondents who experienced the conduct
Student	889	47.0
Faculty member	357	18.9
Stranger	336	17.8
Co-worker	320	16.9
Friend	287	15.2
Staff member	243	12.9
Administrator	216	11.4
Don't know source	190	10.1
Supervisor	182	9.6
Department head	149	7.9
UC Santa Barbara visitor(s)	121	6.4
Campus organizations or groups	112	5.9
Teaching asst/Grad asst/Lab asst/Tutor	95	5.0
Off campus community member	80	4.2
Faculty advisor	71	3.8
Campus media	60	3.2
Student staff	58	3.1
Social Networking site (e.g. Facebook, Twitter)	56	3.0
Campus police/building security	48	2.5
Person that I supervise	35	1.9
Registered Campus Organization	33	1.7
Medical Staff	28	1.5
Alumni	24	1.3
Partner/spouse	14	0.7
Athletic coach/trainer	11	0.6
UC Santa Barbara Physician	11	0.6
Union representative	8	0.4
Donor	5	0.3
Patient	<5	--
Other	103	5.4

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived exclusionary conduct by status. Students were the greatest sources of exclusionary conduct for other students, and Faculty respondents experienced such conduct from other faculty. Additionally, Staff respondents identified other staff members as their greatest sources of exclusionary conduct. Post-Docs/Trainees experienced exclusionary conduct from students and staff members.
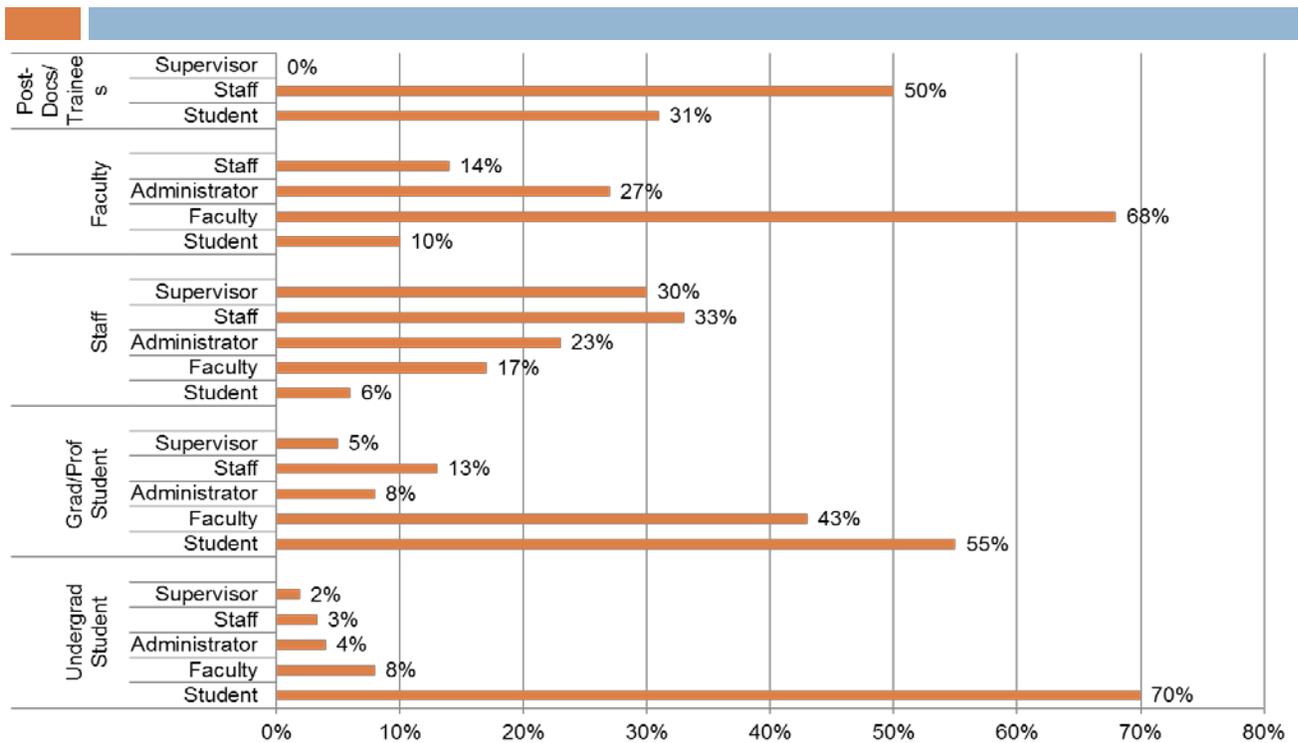
Responses with *n's* less than 5 are not presented in the figure.

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

In response to this conduct, 51% of respondents were angry, 41% told a friend, 41% felt embarrassed, and 34% ignored it (Table 24). While 8% of participants reported it to UC Santa Barbara officials ($n = 153$), 10% did not know who to go to ($n = 193$), and 10% didn't report it for fear their complaints would not be taken seriously ($n = 196$). "Other" responses included: "contacted an attorney," "disgusted," "harassed daily by coworkers," "I flew home…," "I stayed at the University to get revenge," "ombudswoman," "private counseling," etc.

Table 24. **Reactions to Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**
Note: Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 1,890).

Reactions	*n*	% of respondents who experienced conduct
I was angry	954	50.5
I told a friend	772	40.8
I felt embarrassed	771	40.8
I ignored it	638	33.8
I avoided the harasser	541	28.6
I told a family member	536	28.4
I did nothing	374	19.8
I felt somehow responsible	319	16.9
I was afraid	289	15.3
I left the situation immediately	288	15.2
I confronted the harasser at the time	234	12.4
I sought support from a staff person	232	12.3
I sought support from campus resource	212	11.2
I didn't report it for fear that my complaint would not be taken seriously	196	10.4
I didn't know who to go to	193	10.2
It didn't affect me at the time	166	8.8
I sought support from a faculty member	156	8.3
I confronted the harasser later	155	8.2
I reported it to a UC Santa Barbara employee/official	153	8.1
I sought support from an administrator	128	6.8
I did report it but I did not feel the complaint was taken seriously	119	6.3
I sought information on-line	87	4.6
I sought support from off-campus hot-line/advocacy services	53	2.8
I sought support from a spiritual advisor	44	2.3
I sought support from a TA/grad assistant	41	2.2
I told my union representative	40	2.1
I sought support from student staff (e.g. peer counselor)	38	2.0
I contacted a local law enforcement official	32	1.7
Other	118	6.2

Percentages do not sum to 100 due to multiple responses.

Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Twenty-three percent of the participants observed conduct or communications directed towards a person or group of people at UC Santa Barbara that they believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year ($n = 1,851$). Most of the observed exclusionary conduct was based on race (25%, $n = 456$), ethnicity (23%, $n = 432$), gender identity (21%, $n = 397$), sexual orientation (21%, $n = 382$), or political views (13%, $n = 225$).

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

Thirty-two percent of respondents with Multiple Religious/Spiritual Affiliations and 30% of Multi-Minority respondents observed conduct or communications directed towards a person or group of people at UC Santa Barbara that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 37).

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

Genderqueer respondents (54%), transgender respondents (50%), Undocumented Residents (38%), and respondents with disabilities (33%) were more likely to have observed exclusionary conduct than were other groups (Figure 41). There were substantial differences between citizenship categories, where 23% of U.S. Citizens, 9% of Non-U.S. Citizens, and 38% of Undocumented Residents observed exclusionary, offensive, hostile, or intimidating conduct within the past year.
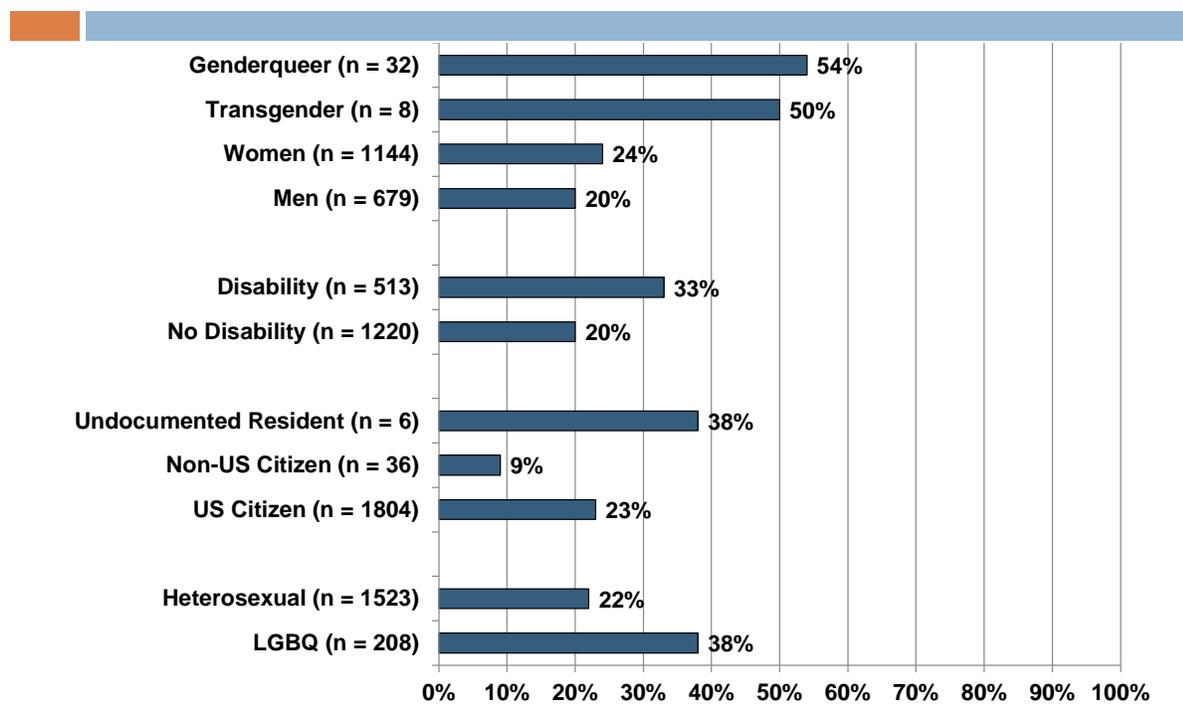
Figure 41. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Sexual Orientation, Gender, Citizenship, and Disability Status (%)

In terms of position at UC Santa Barbara, results indicated that greater percentages of Undergraduate Students (25%), Graduate/Professional Students (21%), and Staff (21%) believed they had observed offensive, hostile, or intimidating conduct than did Faculty (18%) or Post-Docs/Trainees (8%) (Figure 42).
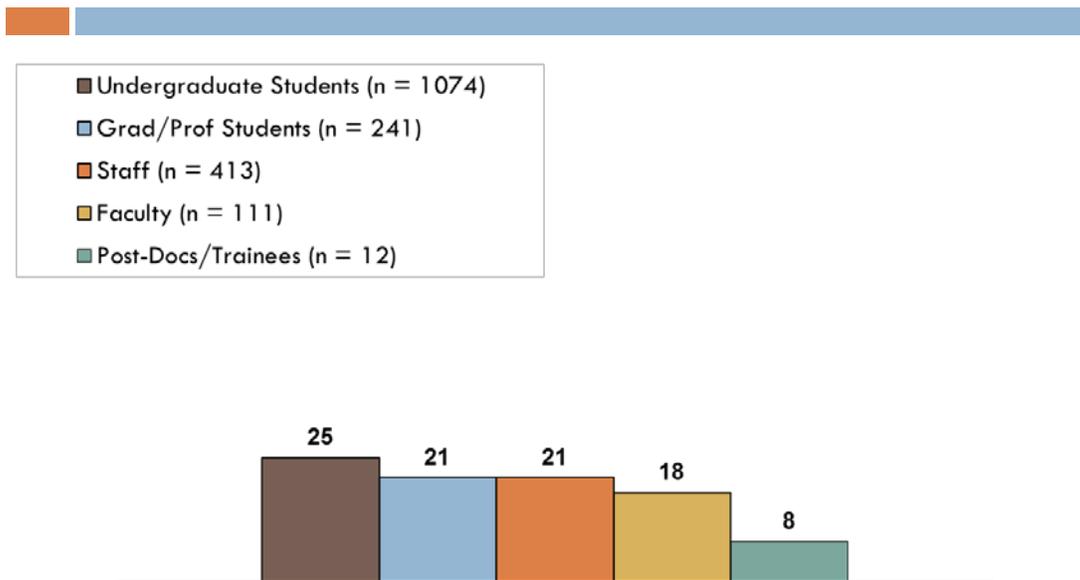
Figure 42. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Position Status (%)

Table 25 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (60%), or someone being deliberately ignored or excluded (35%), isolated or left out (29%), or intimidated/bullied (28%).

Table 25. **Form of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct (*n* = 1,851).

Form	*n*	% of respondents who observed conduct
Derogatory remarks	1,107	59.8
Deliberately ignored or excluded	649	35.1
Isolated or left out	544	29.4
Intimidated/bullied	518	28.0
Racial/ethnic profiling	487	26.3
Assumption that someone was admitted/hired/promoted based on his/her identity	365	19.7
Isolated or left out when work was required in groups	263	14.2
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	255	13.8
Feared for their physical safety	235	12.7
Derogatory written comments	234	12.6
Singled out as a spokesperson for his/her identity	198	10.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	192	10.4
Graffiti/vandalism	140	7.6
Receipt of a low performance evaluation	131	7.1
Physical violence	130	7.0
Threats of physical violence	115	6.2
Victim of a crime	85	4.6
Receipt of a poor grade because of a hostile classroom environment	63	3.4
Derogatory phone calls	56	3.0
Feared for their family's safety	29	1.6

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, 33% had witnessed such behavior six or more times in the past year ($n =$ 588; Table 26).

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

Note: Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,851$).

Number of Times Observed	n	% of respondents who observed conduct
1	288	16.3
2	318	18.0
3	316	17.9
4	163	9.3
5	89	5.1
6 or more	588	33.4

Percentages do not sum to 100 due to multiple responses.

Additionally, many of the respondents who observed exclusionary conduct said it happened off campus (34%, $n = 628$) or in a public space at UC Santa Barbara (30%, $n = 556$) (Table 27). Some respondents said the incidents occurred in a meeting with a group of people (20%), in a class/lab/clinical setting (19%), or while working at a UC Santa Barbara job (18%).

Table 27. **Location of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct**
Note: Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,851$).

Location	*n*	% of respondents who observed conduct
Off campus	628	33.9
In a public space at UC Santa Barbara	556	30.0
In a meeting with a group of people	363	19.6
In a class/lab/clinical setting	350	18.9
While working at a UC Santa Barbara job	328	17.7
At a UC Santa Barbara event	273	14.7
In a UC Santa Barbara office	273	14.7
While walking on campus	270	14.6
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	262	14.2
In campus housing	238	12.9
In off campus housing	197	10.6
In a meeting with one other person	146	7.9
In a UC Santa Barbara dining facility	136	7.3
In a faculty office	84	4.5
In athletic facilities	47	2.5
On campus transportation	42	2.3
In a health care setting	19	1.0
In an on-line class	6	0.3

Percentages do not sum to 100 due to multiple responses.

Sixty-one percent (*n* = 1,127) of respondents who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified friends (17%, *n* = 316), staff members (14%, *n* = 249), and co-workers (14%, *n* = 251).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (51%, *n* = 949). Respondents identified additional sources as strangers (16%, *n* = 303), faculty members (16%, *n* = 290), and staff members (9%, *n* = 171).

Table 28 illustrates participants' reactions to this behavior. Respondents most often felt angry (47%, *n* = 867) or embarrassed (31%, *n* = 572). Thirty-three percent (*n* = 606) told a friend. Five percent (*n* = 91) reported the incidents to campus employees/officials, while 10% (*n* = 183) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (9%, *n* = 157).

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

Note: Only answered by respondents who believed they had observed exclusionary conduct (n = 1,851).

Reactions	n	% who observed conduct
I was angry	867	46.8
I told a friend	606	32.7
I felt embarrassed	572	30.9
I did nothing	394	21.3
I avoided the harasser	337	18.2
I ignored it	330	17.8
I told a family member	318	17.2
I confronted the harasser at the time	220	11.9
It didn't affect me at the time	216	11.7
I was afraid	201	10.9
I felt somehow responsible	185	10.0
I didn't know who to go to	183	9.9
I left the situation immediately	175	9.5
I didn't report it for fear that my complaint would not be taken seriously	157	8.5
I confronted the harasser later	146	7.9
I sought support from a staff person	139	7.5
I reported it to a campus employee/official	91	4.9
I sought support from a faculty member	88	4.8
I sought support from campus resource	86	4.6
I sought support from an administrator	80	4.3
I did report it but I did not feel the complaint was taken seriously	60	3.2
I sought information on-line	43	2.3
I told my union representative	26	1.4
I sought support from a student staff	25	1.4
I sought support from off-campus hot-line/advocacy services	22	1.2
I sought support from a TA/grad assistant	22	1.2
I sought support from a spiritual advisor	22	1.2
I contacted a local law enforcement official	21	1.1

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 632 people (8%) believed they had experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)[46] while at UC Santa Barbara. Subsequent analyses of the data suggest that higher percentages of students (11%, $n = 590$), LGBQ respondents (13%, $n = 72$), women (11%, $n = 538$), genderqueer respondents (24%, $n = 14$), Multi-Minority respondents (14%, $n = 21$), and respondents with disabilities (12%, $n = 189$) than other groups experienced unwanted sexual contact.

One hundred fifty-three respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. Some employees described incidents of sexual exclusionary conduct in the workplace, where co-workers "touch me without permission" or "give unwanted sexual advances."

A number of those respondents indicated they had experienced unwanted sexual contact in Isla Vista, several of whom commented that the instances occurred on Halloween ("even in a very modest costume"). "When girls go out in Isla Vista, it is a common occurrence for a guy to grab a girl's butt when she's walking down the street." Some of the respondents said they were drunk and alone at parties when male "friends" had sex with them without their consent or "went farther with a guy than I meant to;" others were able to escape the situations before they escalated.

Men students also experienced unwanted sexual contact, and most of them felt it "wasn't a big deal." Said one such individual, "I've had a couple friends try and make out with me without my consent or instigation. But as a guy, this seems less threatening so somehow not something that I feel I should complain about. But still, yes, I've had unwanted sexual contact." Another male respondent wrote, "In Isla Vista I have been groped many times by women I did not know, nor whom I wanted to touch me. As a male no one really seems to complain about this type of thing and no one takes it seriously."

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

Summary

More than three-quarters of all respondents were comfortable with the climate at UC Santa Barbara, in their departments and work units, and in their classes.

As noted earlier, 23% of UC Santa Barbara respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year ($n = 1,890$). The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. Twenty percent to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

Other findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." Eighty-four percent of all respondents in the Santa Barbara survey reported that they were "comfortable" or "very comfortable" with the climate at UC. In addition, 632 respondents (8%) believed they had experienced unwanted sexual contact in the past five years at UC Santa Barbara.

Faculty and Staff Perceptions of Campus Climate

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

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

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Age	704	26.4	1,351	50.6	288	10.8	82	3.1	246	9.2
Ancestry	784	29.6	1,244	46.9	204	7.7	64	2.4	357	13.5
Country of origin	794	29.9	1,272	47.9	223	8.4	67	2.5	302	11.4
Educational level	681	25.7	1,367	51.6	292	11.0	71	2.7	237	9.0
English language proficiency/ accent	653	24.6	1,429	53.8	247	9.3	66	2.5	261	9.8
Ethnicity	791	29.8	1,300	49.0	225	8.5	75	2.8	261	9.8
Gender identity	697	26.4	1,201	45.5	218	8.3	69	2.6	455	17.2
Gender expression	674	25.6	1,169	44.3	222	8.4	67	2.5	505	19.2
Immigrant/citizen status	720	27.3	1,214	46.0	222	8.4	67	2.5	415	15.7
International Status	757	28.8	1,244	47.3	199	7.6	63	2.4	369	14.0
Learning disability	587	22.5	1,082	41.4	252	9.7	72	2.8	618	23.7
Marital status	793	30.0	1,261	47.7	219	8.3	71	2.7	301	11.4
Medical conditions	649	24.9	1,181	45.3	251	9.6	71	2.7	457	17.5
Military/veteran status	638	24.2	1,023	38.9	168	6.4	54	2.1	749	28.5
Parental status	777	29.4	1,262	47.8	214	8.1	65	2.5	324	12.3
Participation in a club	664	25.3	1,104	42.1	167	6.4	49	1.9	639	24.4
Participation on an athletic team	604	23.1	1,019	39.0	158	6.1	53	2.0	777	29.8
Philosophical views	623	23.7	1,211	46.1	252	9.6	74	2.8	468	17.8
Psychological condition	543	20.8	1,115	42.7	247	9.5	61	2.3	643	24.6
Physical characteristics	649	24.8	1,255	48.0	221	8.5	57	2.2	432	16.5
Physical disability	627	24.1	1,197	45.9	225	8.6	63	2.4	494	19.0
Political views	572	21.9	1,171	44.7	343	13.1	87	3.3	444	17.0
Race	751	28.6	1,269	48.3	222	8.5	80	3.0	303	11.5
Religious/spiritual views	616	23.6	1,192	45.6	278	10.6	75	2.9	453	17.3
Sexual orientation	718	27.5	1,184	45.4	199	7.6	61	2.3	447	17.1
Socioeconomic status	656	25.2	1,233	47.4	268	10.3	78	3.0	366	14.1

Note: Table includes post-doc, faculty, and staff responses only (*n* = 2,765).

When analyzed by demographic characteristics, the data reveal that 67% of Transgender Faculty, Staff, and Post-Doc respondents, and 71% of Genderqueer respondents, 72% of Women, and 72% of Men felt the workplace climate was welcoming based on gender identity (Figure 43).
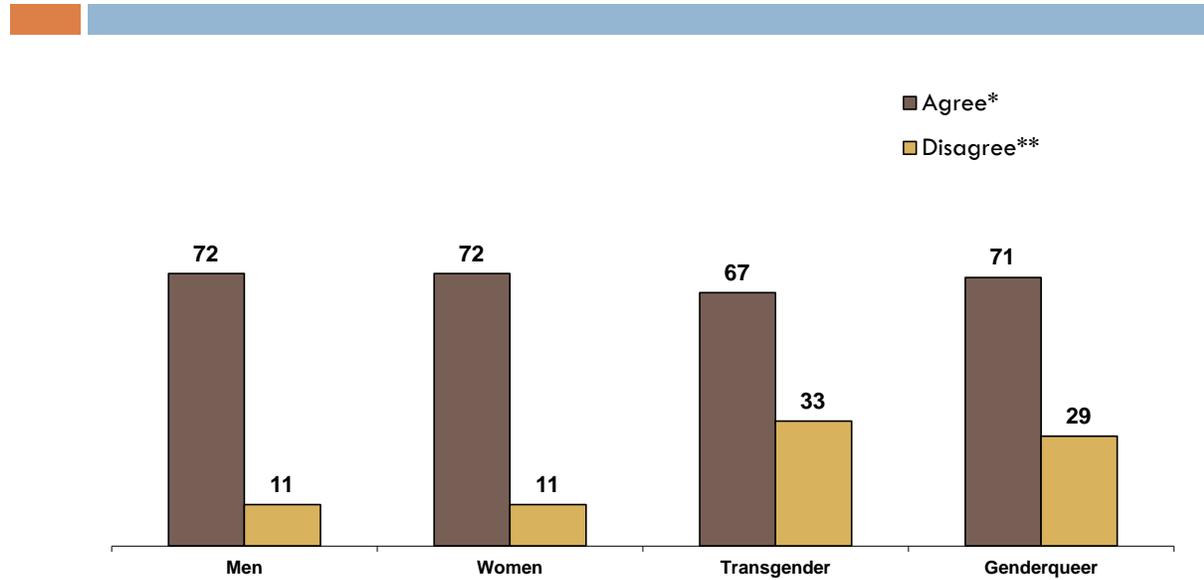
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

In comparison with 82% of White Faculty, Staff, and Post-Doc respondents and 85% of Multi-Minority respondents, 71% of Underrepresented Minority respondents and 63% of Other People of Color Respondents felt the workplace climate was welcoming based on race (Figure 44).
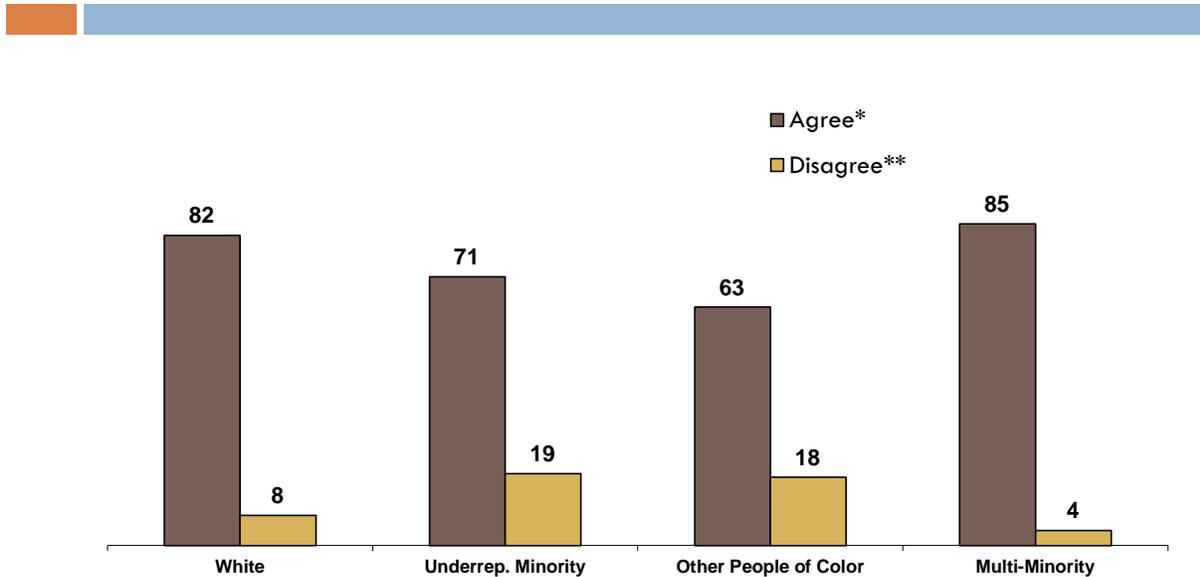
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

Seventy-nine percent of LGBQ Faculty, Staff, and Post-Doc respondents and 74% of heterosexual respondents believed the workplace climate was welcoming based on sexual orientation (Figure 45).
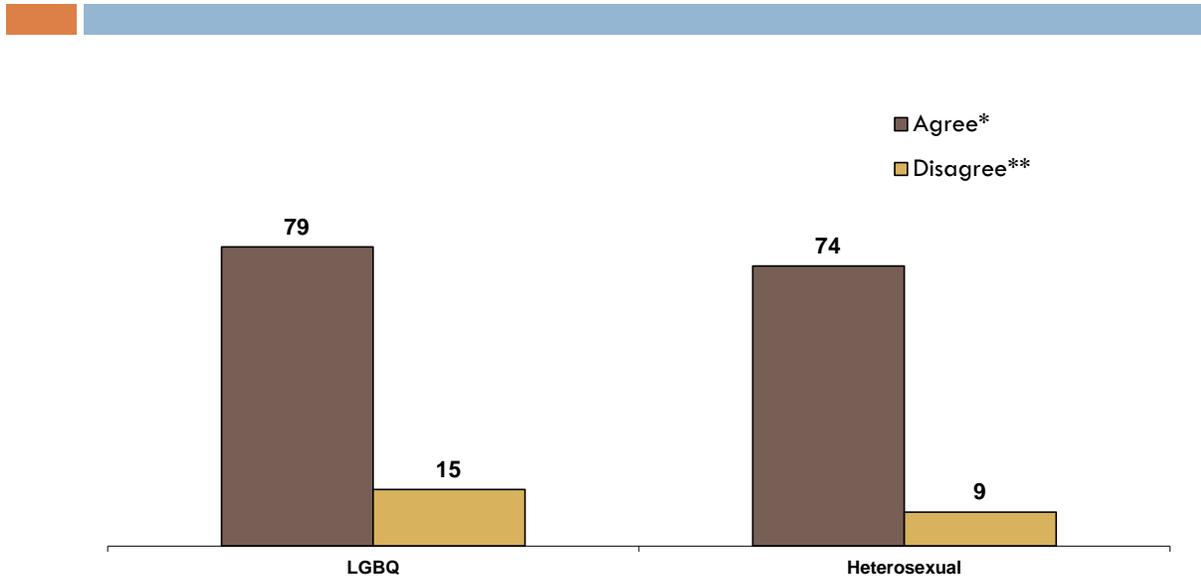
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

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

Seventy-six percent of respondents from Jewish religious affiliations, 71% of respondents with no religious/spiritual affiliations, 70% of Post-Docs, Faculty, and Staff from other religious/spiritual affiliations, 70% of respondents with multiple religious/spiritual affiliations, 67% of Christian Faculty, Staff, and Post-Doc respondents, and 38% of Muslim respondents felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46).

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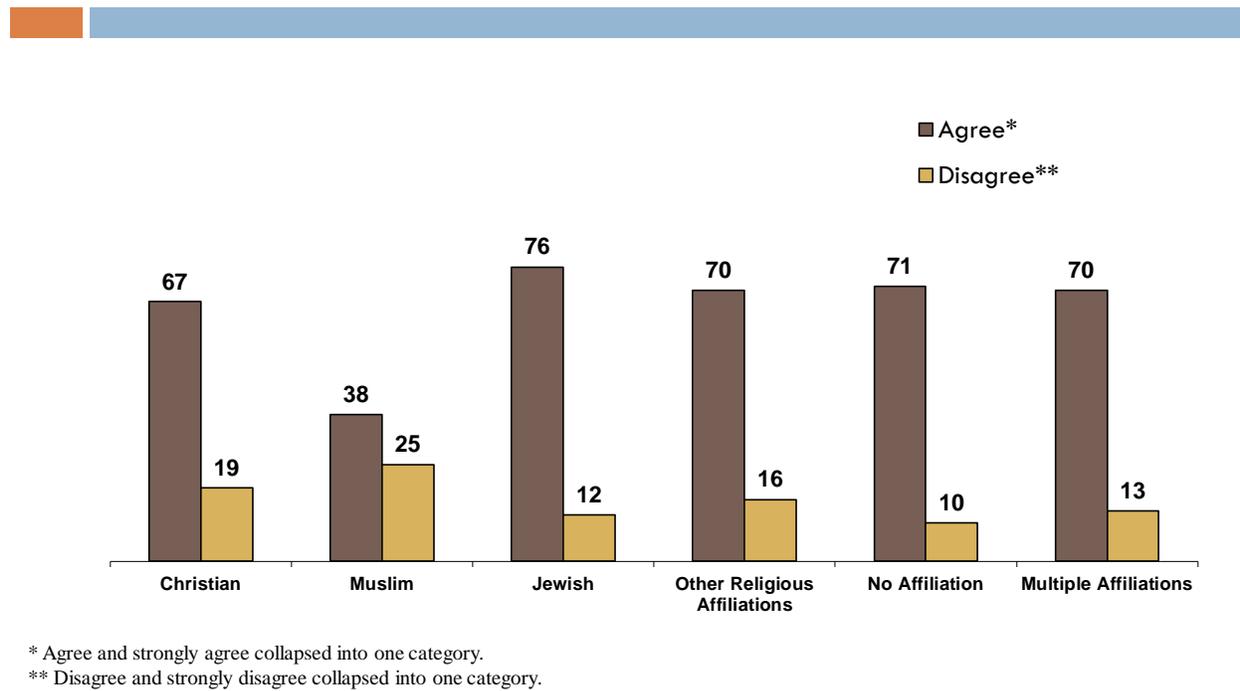
Figure 46. Faculty, Staff, and Post-Doc Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 73% of Far Left/Liberal Post-Docs, Faculty, and Staff respondents, 66% of politically Middle of the Road respondents, 54% of undecided respondents, and 51% of Conservative/Far Right respondents felt the workplace climate was welcoming based on political views (Figure 47).
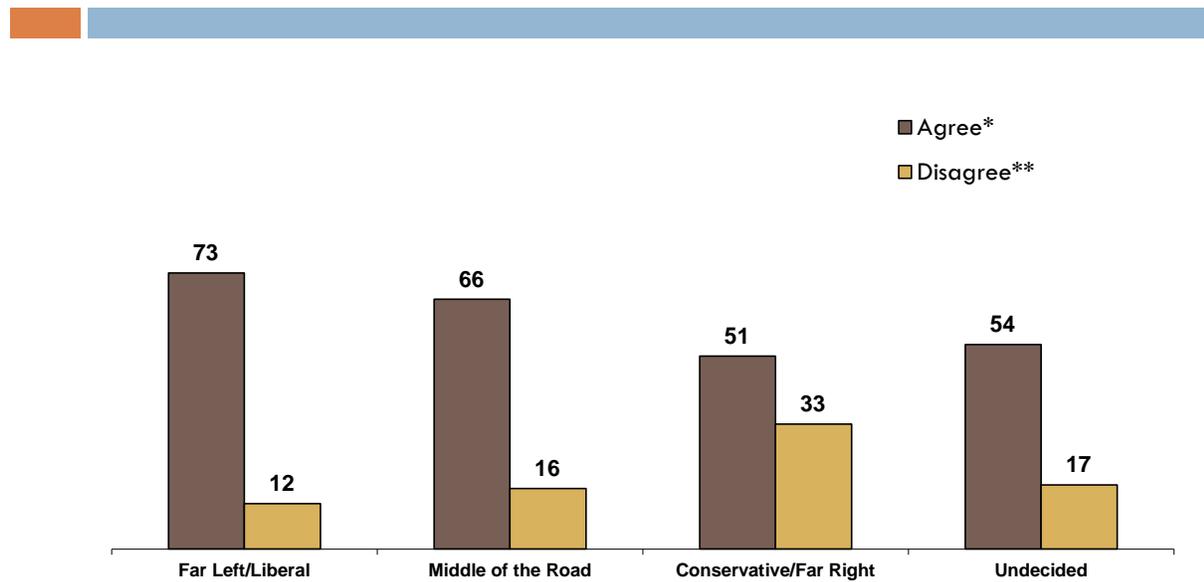
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

F*igure 47.* Faculty, Staff, and Post-Doc Perceptions of Welcoming Workplace Climate Based on Political Views (%)

While 63% of all Faculty, Staff, and Post-Doc respondents who have not been in the military did not know how welcoming their workplaces were for employees based on their military status, 100% of Active Military respondents, 78% of Veterans, 80% of ROTC employees, and 83% of Reservist employees felt the workplace climate was welcoming based on military status (Figure 48).

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
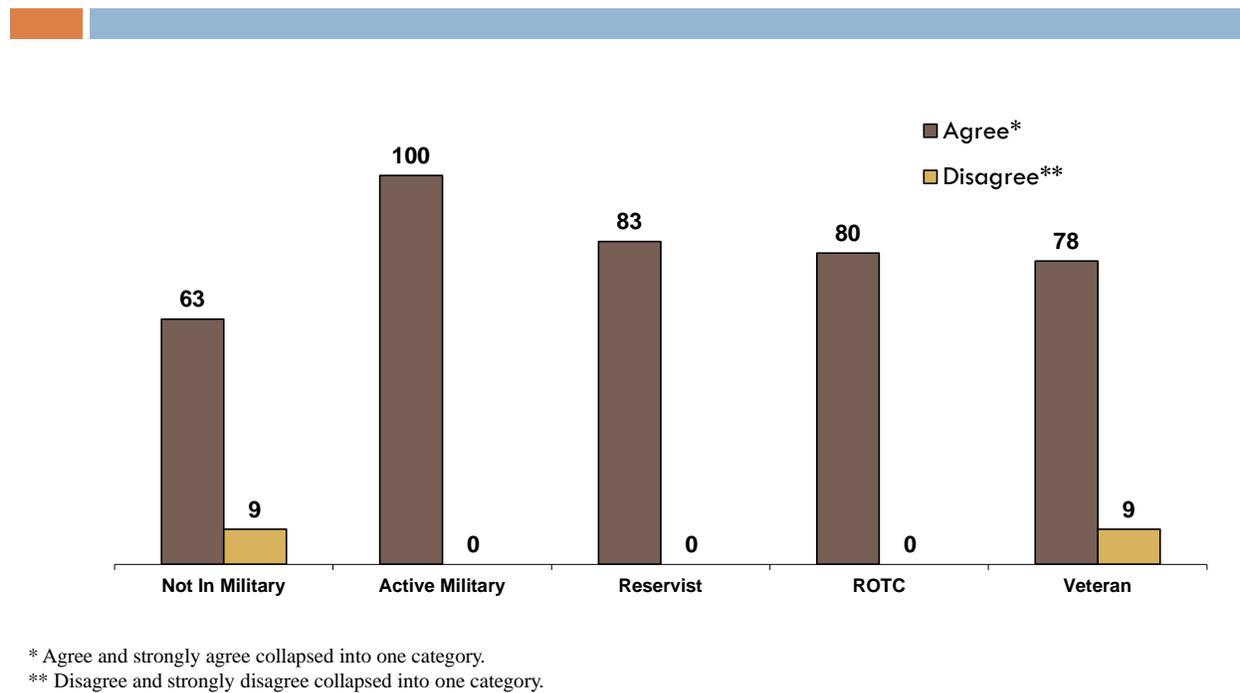
Figure 48. Faculty, Staff, and Post-Doc Perceptions of Welcoming Workplace Climate Based on Military Status (%)

Seventy-four percent of U.S. Citizen Faculty, Staff, and Post-Doc respondents and 58% of Non-U.S. Citizen Post-Docs, Faculty, and Staff felt the climate was workplace welcoming based on immigrant/citizen status (Figure 49). Subsequent analyses indicated that 77% of U.S. Citizen Faculty, Staff, and Post-Doc respondents and 61% of Non-U.S. Citizen Faculty, Staff, and Post-Doc respondents felt the climate was workplace welcoming based on international status.

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
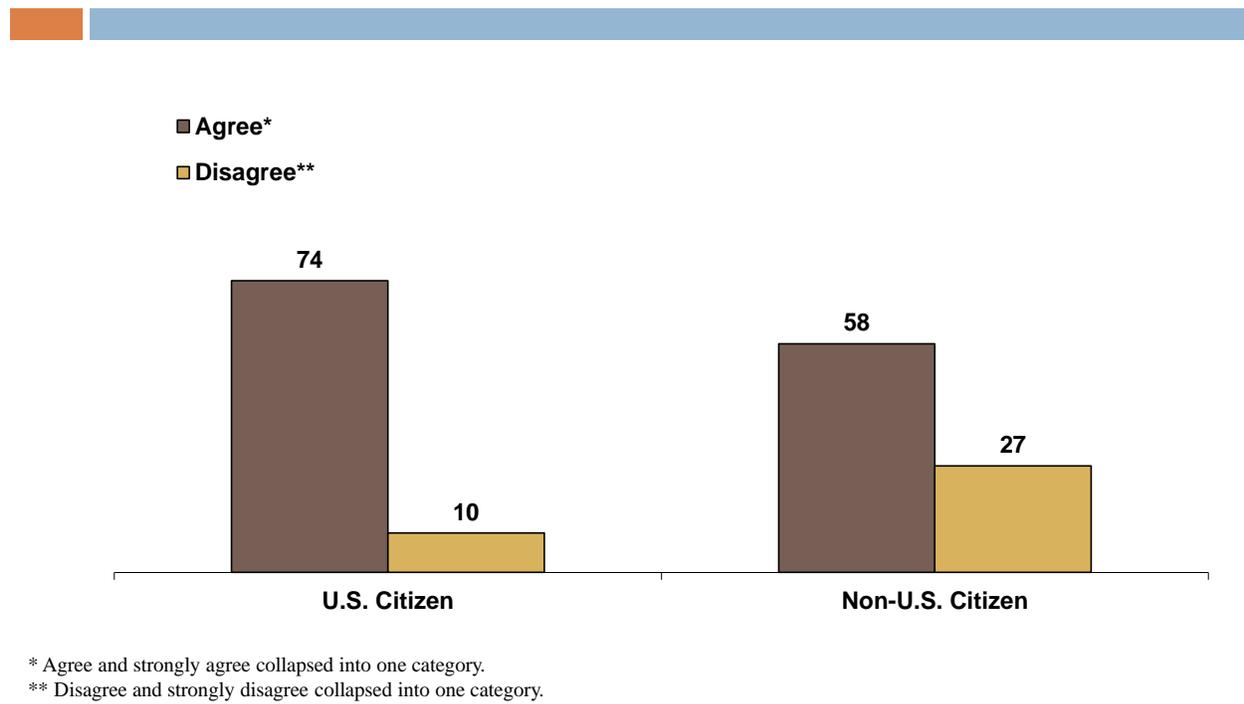
Figure 49. Faculty, Staff, and Post-Doc Perceptions of Welcoming Workplace Climate Based on Immigrant/Citizenship Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees' (Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents)[47] experiences at UC Santa Barbara, their perceptions of specific UC Santa Barbara policies, their attitudes about the climate and work-life issues at UC Santa Barbara, and faculty attitudes about tenure and advancement processes.

Fifty percent of all Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents felt that salary determinations were clear ($n = 1,913$). More than half of the respondents thought UC Santa Barbara demonstrated that it values a diverse faculty (76%, $n = 2,938$) and staff (80%, $n = 2,764$). Table 30 illustrates responses to these questions by gender,[48] race/ethnicity, position, disability status, and sexual orientation where the responses for these groups differed from one another.

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[47]   For the items in Tables 30 through 33 and related narrative, the term "employee" includes all Post-Docs, Graduate/Professional Students, Staff, and Faculty.
[48]   Transgender and genderqueer respondents were not included in these analyses as their numbers were too few to assure confidentiality.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe salary determinations are clear.	**347**	**9.1**	**1,566**	**41.2**	**935**	**24.6**	**367**	**9.7**	**582**	**15.3**
Staff	140	7.3	763	39.8	587	30.7	248	13.0	177	9.2
Faculty	107	17.5	276	45.2	139	22.7	65	10.6	24	3.9
Post-Docs/Trainees	16	11.0	85	58.6	24	16.6	10	6.9	10	6.9
White	238	10.1	966	40.9	574	24.3	238	10.1	348	14.7
Underrepresented Minority	44	6.3	271	39.1	199	28.7	71	10.2	108	15.6
Other People of Color	53	8.3	294	45.9	134	20.9	47	7.3	113	17.6
Multi-Minority	<5	--	14	41.2	8	23.5	5	14.7	5	14.7
Men	206	11.5	761	42.6	403	22.6	161	9.0	255	14.3
Women	138	7.0	792	39.9	525	26.5	203	10.2	326	16.4
No Disability	264	8.8	1,269	42.5	742	24.9	261	8.7	448	15.0
Disability	59	9.3	232	36.7	151	23.9	87	13.8	103	16.3
LGBQ	25	9.4	125	47.0	57	21.4	13	4.9	46	17.3
Heterosexual	298	9.2	1,325	40.9	797	24.6	320	9.9	499	15.4
I think that UC Santa Barbara demonstrates that it values a diverse faculty.	**651**	**16.9**	**2,287**	**59.5**	**454**	**11.8**	**147**	**3.8**	**302**	**7.9**
Staff	311	16.4	1,147	60.6	153	8.1	67	3.5	214	11.3
Faculty	135	22.2	340	56.0	91	15.0	22	3.6	19	3.1
Post-Docs/Trainees	16	11.1	94	65.3	25	17.4	<5	--	6	4.2
White	414	17.7	1,438	61.4	252	10.8	61	2.6	177	7.6
Underrepresented Minority	101	14.7	368	53.5	111	16.1	52	7.6	56	8.1
Other People of Color	99	15.5	386	60.6	72	11.3	23	3.6	57	8.9
Multi-Minority	<5	--	20	58.8	5	14.7	<5	--	<5	--
Men	364	20.5	1,054	59.4	164	9.2	54	3.0	138	7.8
Women	263	13.4	1,174	59.8	279	14.2	88	4.5	159	8.1
No Disability	504	17.0	1,821	61.5	320	10.8	93	3.1	223	7.5
Disability	103	16.5	319	51.0	103	16.5	43	6.9	57	9.1
LGBQ	36	13.5	160	60.2	49	18.4	11	4.1	10	3.8
Heterosexual	550	17.2	1,909	59.5	375	11.7	121	3.8	251	7.8
I think UC Santa Barbara demonstrates that it values a diverse staff.	**378**	**17.7**	**2,386**	**62.2**	**454**	**11.8**	**135**	**3.5**	**186**	**4.8**
Staff	347	18.3	1,191	62.8	210	11.1	71	3.7	77	4.1
Faculty	120	20.0	361	60.3	69	11.5	18	3.0	31	5.2
Post-Docs/Trainees	16	11.1	102	70.8	17	11.8	<5	--	6	4.2
White	435	18.6	1,500	64.1	245	10.5	56	2.4	103	4.4
Underrepresented Minority	106	15.4	389	56.5	117	17.0	49	7.1	28	4.1
Other People of Color	99	15.6	394	62.2	74	11.7	19	3.0	47	7.4
Multi-Minority	<5	--	22	64.7	5	14.7	<5	--	<5	--
Men	368	20.8	1,078	60.8	174	9.8	56	3.2	96	5.4
Women	282	14.4	1,246	63.5	271	13.8	74	3.8	88	4.5
No Disability	513	17.4	1,888	63.9	330	11.2	89	3.0	135	4.6
Disability	112	17.9	349	55.8	90	14.4	38	6.1	36	5.8
LGBQ	39	14.8	166	62.9	45	17.0	7	2.7	7	2.7
Heterosexual	565	17.6	2,005	62.5	368	11.5	114	3.6	154	4.8

Note: Table includes post-docs, graduate/professional students, staff, and faculty responses only (*n* = 3,906).

Twenty-three percent of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions ($n = 873$; Table 31). Twenty percent believed their colleagues expected them to represent the "point of view" of their identities ($n = 745$).

Sixty-six percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers ($n = 2,523$). Almost one-quarter of employee respondents (24%, $n = 934$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 35% felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units ($n = 1,338$).

Table 31 illustrates responses to these questions by the various demographic characteristics where the responses for these groups differed from one another.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	**228**	**5.9**	**645**	**16.7**	**1,358**	**35.2**	**1,262**	**32.7**	**369**	**9.6**
Staff	111	5.9	319	16.8	650	34.3	680	35.9	136	7.2
Faculty	44	7.2	82	13.5	182	30.0	245	40.4	54	8.9
Post-Docs/Trainees	0	0.0	27	18.6	53	36.6	48	33.1	17	11.7
White	115	4.9	367	15.6	826	35.2	837	35.7	201	8.6
Underrepresented Minority	60	8.7	133	19.3	230	33.4	213	31.0	52	7.6
Other People of Color	36	5.6	115	17.9	250	39.0	145	22.6	95	14.8
Multi-Minority	<5	--	6	18.2	11	33.3	11	33.3	<5	--
Men	83	4.7	263	14.8	608	34.2	637	35.8	189	10.6
Women	132	6.7	366	18.6	714	36.3	588	29.9	167	8.5
No Disability	119	4.0	451	15.2	1,087	36.7	1,029	34.7	279	9.4
Disability	90	14.3	150	23.9	179	28.5	151	24.0	58	9.2
LGBQ	25	9.5	45	17.0	94	35.6	86	32.6	14	5.3
Heterosexual	165	5.1	531	16.5	1,152	35.8	1,067	33.1	304	9.4
My colleagues/co-workers expect me to represent "the point of view" of my identity.	**108**	**2.8**	**637**	**16.7**	**1,315**	**34.4**	**1,011**	**26.5**	**750**	**19.6**
White	49	2.1	327	14.0	813	34.8	682	29.2	462	19.8
Underrepresented Minority	34	5.0	151	22.0	234	34.2	155	22.6	111	16.2
Other People of Color	17	2.7	134	21.2	214	33.8	133	21.0	135	21.3
Multi-Minority	<5	--	<5	--	13	40.6	7	21.9	<5	--
Men	54	3.1	299	16.9	562	31.8	511	28.9	344	19.4
Women	51	2.6	325	16.7	718	36.8	477	24.4	380	19.5
No Disability	79	2.7	467	15.9	1,026	34.9	794	27.0	575	19.6
Disability	21	3.3	131	20.9	200	31.8	151	24.0	125	19.9
LGBQ	13	5.0	61	23.4	112	42.9	51	19.5	24	9.2
Heterosexual	83	2.6	522	16.3	1,086	33.9	885	27.7	624	19.5

Table 31 (cont.) **Issues**	**Strongly Agree**		**Agree**		**Disagree**		**Strongly Disagree**		**N/A**	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	**871**	**22.6**	**1,652**	**43.0**	**536**	**13.9**	**206**	**5.4**	**581**	**15.1**
Staff	502	26.4	966	50.8	246	12.9	97	5.1	91	4.8
Faculty	193	31.8	229	37.8	60	9.9	24	4.0	100	16.5
Post-Docs/Trainees	30	20.7	68	46.9	27	18.6	6	4.1	14	9.7
White	547	23.3	999	42.6	332	14.2	115	4.9	352	15.0
Underrepresented Minority	159	23.1	292	42.4	103	15.0	49	7.1	85	12.4
Other People of Color	109	17.1	292	45.8	76	11.9	32	5.0	129	20.2
Multi-Minority	5	14.7	16	47.1	7	20.6	<5	--	5	14.7
Men	424	23.9	767	43.3	215	12.1	75	4.2	291	16.4
Women	410	20.8	847	43.0	309	15.7	122	6.2	283	14.4
No Disability	687	23.2	1,317	44.5	381	12.9	128	4.3	448	15.1
Disability	119	18.9	233	37.1	113	18.0	62	9.9	101	16.1
LGBQ	50	19.0	103	39.2	40	15.2	19	7.2	51	19.4
Heterosexual	737	22.9	1,383	43.0	445	13.8	161	5.0	489	15.2
Christian	233	22.4	483	46.4	143	13.7	55	5.3	128	12.3
Muslim	<5	--	10	34.5	<5	--	<5	--	10	34.5
Jewish	24	22.9	49	46.7	7	6.7	<5	--	21	20.0
Other Religious Affiliation	35	19.6	83	46.4	24	13.4	7	3.9	30	16.8
No Religious Affiliation	448	23.2	792	41.1	265	13.7	101	5.2	323	16.7
Multiple Religious Affiliations	46	16.8	117	42.7	54	19.7	19	6.9	38	13.9
U.S. Citizen	788	22.9	1,491	43.3	472	13.7	185	5.4	507	14.7
Non-U.S. Citizen	49	15.5	131	41.5	53	16.8	13	4.1	70	22.2
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition.	**264**	**6.9**	**670**	**17.4**	**1,854**	**48.1**	**774**	**20.1**	**290**	**7.5**
White	124	5.3	337	14.3	1,179	50.2	541	23.0	168	7.2
Underrepresented Minority	73	10.6	156	22.6	307	44.5	114	16.5	40	5.8
Other People of Color	48	7.6	147	23.1	288	45.4	83	13.1	69	10.9
Multi-Minority	<5	--	8	24.2	17	51.5	<5	--	<5	--
Men	107	6.0	265	14.9	875	49.2	396	22.3	134	7.5
Women	143	7.3	389	19.8	932	47.4	352	17.9	150	7.6
No Disability	170	5.7	470	15.8	1,480	49.9	623	21.0	224	7.5
Disability	68	10.9	151	24.2	264	42.3	95	15.2	46	7.4
U.S. Citizen	234	6.8	585	17.0	1,666	48.4	699	20.3	259	7.5
Non-U.S. Citizen	17	5.4	72	22.8	151	47.8	52	16.5	24	7.6
Christian	85	8.2	193	18.5	497	47.7	198	19.0	68	6.5
Muslim	0	0.0	5	16.7	15	50.0	7	23.3	<5	--
Jewish	5	4.9	18	17.5	45	43.7	30	29.1	5	4.9
Other Religious Affiliation	11	6.1	46	25.4	77	42.5	33	18.2	14	7.7
No Religious Affiliation	115	6.0	313	16.2	954	49.4	389	20.1	161	8.3
Multiple Religious Affiliations	19	6.9	47	17.2	136	49.6	54	19.7	18	6.6

Table 31 (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.	**314**	**8.2**	**1,024**	**26.7**	**1,536**	**40.0**	**605**	**15.8**	**360**	**9.4**
White	162	6.9	638	27.3	952	40.7	395	16.9	194	8.3
Underrepresented Minority	83	12.1	183	26.8	261	38.2	99	14.5	58	8.5
Other People of Color	49	7.7	165	25.9	256	40.3	75	11.8	91	14.3
Multi-Minority	5	14.7	9	26.5	14	41.2	<5	--	<5	--
LGBQ	32	12.1	85	32.1	108	40.8	31	11.7	9	3.4
Heterosexual	244	7.6	851	26.6	1,284	40.1	520	16.2	305	9.5
No Disability	190	6.4	757	25.6	1,232	41.7	494	16.7	279	9.5
Disability	95	15.2	206	32.9	202	32.2	68	10.8	56	8.9
U.S. Citizen	290	8.4	926	27.0	1,368	39.8	540	15.7	311	9.1
Non-U.S. Citizen	12	3.8	80	25.5	134	42.7	45	14.3	43	13.7
Christian	80	7.7	265	25.5	435	41.9	159	15.3	99	9.5
Muslim	<5	--	10	33.3	11	36.7	<5	--	<5	--
Jewish	10	9.6	27	26.0	40	38.5	18	17.3	9	8.7
Other Religious Affiliation	13	7.2	48	26.5	78	43.1	25	13.8	17	9.4
No Religious Affiliation	150	7.8	533	27.6	751	39.0	310	16.1	184	9.5
Multiple Religious Affiliations	24	8.9	79	29.2	104	38.4	41	15.1	23	8.5

Note: Table includes post-docs, graduate/professional students, staff, and faculty responses only (*n* = 3,906).

Several items queried Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UC Santa Barbara. Sixty-four percent found UC Santa Barbara supportive of their taking leave (*n* = 2,461), and 73% felt that UC Santa Barbara was supportive of flexible work schedules (*n* = 2,827). Fifteen percent felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (*n* = 578), and 10% felt that people who have children were considered by UC Santa Barbara to be less committed to their jobs/careers (*n* = 396).

Forty-eight percent of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents felt that UC Santa Barbara provides available resources to help employees balance work-life needs, such as childcare and elder care (*n* = 1,802). Few respondents (13%, *n* = 476) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I find that UC Santa Barbara is supportive of my taking leave.	**514**	**13.4**	**1,947**	**50.6**	**396**	**10.3**	**74**	**1.9**	**916**	**23.8**
Faculty	99	16.2	340	55.6	53	8.7	5	0.8	114	18.7
Staff	331	16.9	1,186	60.4	187	9.5	27	1.4	233	11.9
Post-docs	17	11.6	87	59.2	15	10.2	<5	--	27	18.4
Graduate/Professional Students	67	6.0	334	29.7	141	12.5	41	3.6	542	48.2
I find that UC Santa Barbara is supportive of flexible work schedules.	**660**	**17.1**	**2,167**	**56.1**	**419**	**10.8**	**116**	**3.0**	**500**	**12.9**
Faculty	113	18.4	367	59.9	55	9.0	<5	--	74	12.1
Staff	362	18.3	1,133	57.3	280	14.2	92	4.7	109	5.5
Post-docs	42	28.4	94	63.5	5	3.4	<5	--	6	4.1
Graduate/Professional Students	143	12.7	573	50.9	79	7.0	19	1.7	311	27.6
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	**142**	**3.7**	**436**	**11.4**	**1,781**	**46.4**	**622**	**16.2**	**859**	**22.4**
Faculty	30	4.9	65	10.7	300	49.3	129	21.2	85	14.0
Staff	80	4.1	241	12.3	1,055	53.8	353	18.0	231	11.8
Post-docs	<5	--	22	15.0	64	43.5	27	18.4	31	21.1
Graduate/Professional Students	29	2.6	108	9.6	362	32.2	113	10.1	512	45.6
I feel that people who have children are considered by UC Santa Barbara to be less committed to their jobs/careers	**82**	**2.1**	**314**	**8.2**	**1,928**	**50.2**	**731**	**19.1**	**782**	**20.4**
Faculty	15	2.5	50	8.2	337	55.2	151	24.8	57	9.3
Staff	40	2.0	147	7.5	1,118	57.1	421	21.5	231	11.8
Post-docs	<5	--	11	7.6	73	50.3	23	15.9	37	25.5
Graduate/Professional Students	26	2.3	106	9.4	400	35.6	136	12.1	457	40.6
I feel that UC Santa Barbara provides available resources to help employees balance work-life needs, such as childcare and elder care.	**246**	**6.5**	**1,556**	**41.0**	**487**	**12.8**	**168**	**4.4**	**1,338**	**35.3**
Faculty	34	5.7	264	44.3	116	19.5	35	5.9	147	24.7
Staff	161	8.3	934	48.3	275	14.2	95	4.9	469	24.3
Post-docs	7	4.9	45	31.3	18	12.5	<5	--	71	49.3
Graduate/Professional Students	44	3.9	313	27.9	78	7.0	35	3.1	651	57.1
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	**106**	**2.8**	**370**	**9.7**	**1,024**	**26.9**	**332**	**8.7**	**1,977**	**51.9**
Faculty	36	6.0	97	16.0	151	25.0	61	10.1	260	43.0
Staff	37	1.9	179	9.2	671	34.6	187	9.6	866	44.6
Post-docs	5	3.4	21	14.4	28	19.2	12	8.2	80	54.8
Graduate/Professional Students	28	2.5	73	6.5	174	15.6	72	6.4	771	69.0

Note: Table includes post-docs, graduate/professional students, staff, and faculty responses only (*n* = 3,906).

More than half of all Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents believed that they had colleagues or co-workers (78%, $n = 3,024$) and supervisors (70%, $n = 2,720$) at UC Santa Barbara who gave them career advice or guidance when they need it (Table 33).

Sixty-six percent ($n = 2,534$) believed their supervisors provided them with resources to pursue professional development opportunities, and 66% ($n = 2,525$) felt their supervisors provided ongoing feedback to help improve their performance. The majority of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents had adequate access to administrative support (75%, $n = 2,890$).

Table 33. Perceptions of Support and Resources Available at UC Santa Barbara

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.	**885**	**22.9**	**1,835**	**47.4**	**523**	**13.5**	**176**	**4.5**	**454**	**11.7**
Faculty	87	14.1	220	35.5	83	13.4	36	5.8	193	31.2
Staff	398	20.2	969	49.1	334	16.9	107	5.4	167	8.5
Post-docs	49	33.1	82	55.4	14	9.5	<5	--	<5	--
Graduate/Professional Students	351	31.0	564	49.9	92	8.1	32	2.8	92	8.1
I have colleagues and co-workers who give me job/career/education advice or guidance when I need it.	**894**	**23.1**	**2,130**	**55.1**	**396**	**10.2**	**100**	**2.6**	**346**	**8.9**
Faculty	115	18.6	322	52.2	59	9.6	27	4.4	94	15.2
Staff	371	18.8	1,110	56.3	264	13.4	54	2.7	171	8.7
Post-docs	41	27.7	89	60.1	15	10.1	<5	--	<5	--
Graduate/Professional Students	367	32.4	609	53.8	58	5.1	17	1.5	80	7.1
My supervisor provides me with resources to pursue professional development opportunities.	**817**	**21.2**	**1,717**	**44.6**	**586**	**15.2**	**196**	**5.1**	**535**	**13.9**
Faculty	64	10.4	179	29.2	92	15.0	36	5.9	242	39.5
Staff	417	21.2	940	47.9	329	16.8	117	6.0	160	8.2
Post-docs	47	31.8	76	51.4	20	13.5	<5	--	<5	--
Graduate/Professional Students	289	25.6	522	46.3	145	12.9	41	3.6	130	11.5
My supervisor provides ongoing feedback to help me improve my performance.	**739**	**19.2**	**1,786**	**46.4**	**655**	**17.0**	**213**	**5.5**	**455**	**11.8**
Faculty	60	9.8	174	28.5	109	17.8	37	6.1	231	37.8
Staff	349	17.8	998	50.9	381	19.4	130	6.6	102	5.2
Post-docs	41	27.7	87	58.8	16	10.8	<5	--	<5	--
Graduate/Professional Students	289	25.6	527	46.7	149	13.2	44	3.9	120	10.6
I have adequate access to administrative support.	**718**	**18.7**	**2,172**	**56.7**	**503**	**13.1**	**199**	**5.2**	**239**	**6.2**
Faculty	92	15.0	285	46.5	135	22.0	63	10.3	38	6.2
Staff	317	16.2	1,183	60.4	267	13.6	107	5.5	85	4.3
Post-docs	35	23.6	97	65.5	9	6.1	<5	--	<5	--
Graduate/Professional Students	274	24.7	607	54.6	92	8.3	26	2.3	112	10.1
For health sciences campus employees, my patient-care load is manageable.	**54**	**1.5**	**237**	**6.4**	**33**	**0.9**	**8**	**0.2**	**3,378**	**91.1**
Faculty	<5	--	9	1.6	<5	--	<5	--	560	97.1
Staff	22	1.2	126	6.7	23	1.2	5	0.3	1,693	90.6
Post-docs	5	3.4	22	15.1	0	0.0	<5	--	118	80.8
Graduate/Professional Students	23	2.1	80	7.2	7	0.6	<5	--	1,007	90.1

Note: Table includes post-docs, graduate/professional students, staff, and faculty responses only (*n* = 3,906).

Perceptions of Employment Practices Within

Regarding respondents' observations of discriminatory employment practices, 15% (n = 382) of all employees [16% of Staff respondents (n = 310) and 12% of Faculty respondents (n = 72)[49]] believed they observed hiring practices at UC Santa Barbara (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

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

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/ Reclassification**	
	n	*%*	*n*	*%*	*n*	*%*
No	**1,811**	**69.6**	**3,175**	**81.7**	**2,640**	**67.9**
Faculty	476	76.9	527	85.3	424	68.4
Staff	1,335	67.3	1,584	80.0	1,244	62.8
Graduate/Professional Students	not asked	not asked	932	81.8	852	74.9
Post-Docs	not asked	not asked	132	88.6	120	80.5
Yes	**382**	**14.7**	**229**	**5.9**	**602**	**15.5**
Faculty	72	11.6	36	5.8	125	20.2
Staff	310	15.6	143	7.2	405	20.4
Graduate/Professional Students	not asked	not asked	48	4.2	69	6.1
Post-Docs	not asked	not asked	<5	--	<5	--
Don't Know	**409**	**15.7**	**481**	**12.4**	**647**	**16.6**
Faculty	71	11.5	55	8.9	71	11.5
Staff	338	17.0	252	12.7	333	16.8
Graduate/Professional Students	not asked	not asked	159	14.0	217	19.1
Post-Docs	not asked	not asked	15	10.1	26	17.4

*Note: Answered by faculty and staff only (n = 2,616).
**Note: Answered by post-docs, graduate students, faculty, and staff (n = 3,906).

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[49] Post-docs/trainees were not asked this question.

Of those who believed that they had observed discriminatory hiring, 32% ($n = 123$) said it was based on personal relationships, 19% ($n = 73$) on age, 15% ($n = 57$) on position, 15% ($n = 56$) on ethnicity, and 13% ($n = 49$) on educational level.

- By gender identity,[50] subsequent analyses indicated that 16% of women ($n = 227$) and 13% of men ($n = 151$) believed they had observed discriminatory hiring practices.

- By racial identity, subsequent analyses indicated that 13% of White employees ($n = 211$), 21% of Underrepresented Minority employees ($n = 109$), 16% of Other People of Color employees ($n = 48$), and 26% of Multi-Minority employees ($n = 7$) observed unfair or unjust hiring at UC Santa Barbara.

- By sexual orientation, subsequent analyses indicated that 14% of LGBQ respondents ($n = 22$) and 14% of heterosexual respondents ($n = 315$) believed they had observed discriminatory hiring practices.

- By disability status, subsequent analyses indicated that 13% of respondents with disabilities ($n = 84$) and 9% of respondents without disabilities ($n = 280$) believed they had observed discriminatory hiring practices.

Six percent of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents ($n = 229$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Of those individuals, 22% ($n = 51$) said they believed the discrimination was based on position, 19% ($n = 44$) on age, 16% ($n = 37$) on ethnicity, 14% ($n = 31$) on gender identity, and 14% ($n = 31$) on race.

- By gender identity, subsequent analyses indicated that 6% of women ($n = 126$) and 6% of men ($n = 100$) believed they had observed discriminatory practices.

- By racial identity, subsequent analyses indicated that 10% of Underrepresented Minority employees ($n = 73$), 15% of Multi-Minority employees ($n = 5$), 4% of Other People of Color employees ($n = 28$), and 5% of White employees ($n = 115$) witnessed such actions

- By sexual orientation, subsequent analyses indicated that 5% of LGBQ respondents ($n = 13$) and 6% of heterosexual respondents ($n = 189$) witnessed discriminatory disciplinary actions.

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[50] Transgender and genderqueer respondents were too few to include in these analyses.

- By disability status, subsequent analyses indicated that 12% of respondents with disabilities ($n = 75$) and 5% of respondents without disabilities ($n = 140$) believed they had observed discriminatory disciplinary actions.

- By position status, subsequent analyses indicated that 7% of Staff respondents ($n = 143$) and 6% of Faculty respondents ($n = 36$) had observed discriminatory disciplinary actions.

Sixteen percent of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC Santa Barbara ($n = 602$). Several respondents believed it was based on personal relationships (23%, $n = 140$), UC Santa Barbara position (22%, $n = 131$), age (14%, $n = 85$), and gender identity (11%, $n = 63$).

- By gender identity,[51] subsequent analyses indicated 17% of women ($n = 354$) and 13% of men ($n = 240$) witnessed discriminatory promotion/tenure/reappointment/reclassification.

- By racial identity, subsequent analyses indicated 15% of White respondents ($n = 361$), 11% of Other People of Color respondents ($n = 74$), 20% ($n = 143$) of Underrepresented Minority respondents, and 29% ($n = 10$) of Multi-Minority respondents witnessed such conduct.

- By sexual orientation, subsequent analyses indicated 16% of LGBQ respondents ($n = 44$) and 15% of heterosexual respondents ($n = 494$) also witnessed such conduct.

- By disability status, subsequent analyses indicated that 25% of respondents with disabilities ($n = 161$) and 14% of respondents without disabilities ($n = 414$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/ reclassification.

- By position status, subsequent analyses indicated 20% of Staff respondents ($n = 405$) and 20% of Faculty respondents ($n = 125$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/ reclassification.

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[51]   Transgender and genderqueer respondents were too few to include in these analyses.

Faculty Members' Views on University Policies

One survey item queried Faculty members (*n* = 624) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents "agreed" or "strongly agreed" that the tenure/promotion process was clear (80%, *n* = 496) and reasonable (79%, *n* = 483). Most Faculty believed that their service contributions were important to tenure/promotion (65%, *n* = 397). Less than half of Faculty felt that their diversity-related contributions have been/will be valued for promotion or tenure (44%, *n* = 267). Few Faculty felt pressured to change their research agendas (17%, *n* = 107) to achieve tenure or be promoted.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that the tenure/promotion process is clear.	166	26.8	330	53.3	65	10.5	20	3.2	38	6.1
I believe that the tenure/promotion standards are reasonable.	151	24.6	332	54.0	74	12.0	14	2.3	44	7.2
I feel that my service contributions are important to tenure/promotion.	93	15.2	304	49.8	125	20.5	32	5.2	57	9.3
I feel pressured to change my research agenda to achieve tenure/promotion.	23	3.7	84	13.7	237	38.6	157	25.6	113	18.4
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	47	7.7	220	36.1	96	15.8	22	3.6	224	36.8
I believe that tenure standards/advancement standards are applied equally to all faculty.	105	17.2	263	43.0	144	23.6	48	7.9	51	8.3

Note: Table includes only faculty respondents (*n* = 624).

Sixty percent of all Faculty believed tenure standards and advancement standards were equally applied to all UC Santa Barbara faculty (*n* = 368). Figure 50 illustrates that Underrepresented Minority faculty, Other People of Color faculty, women faculty, and faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC Santa Barbara faculty.
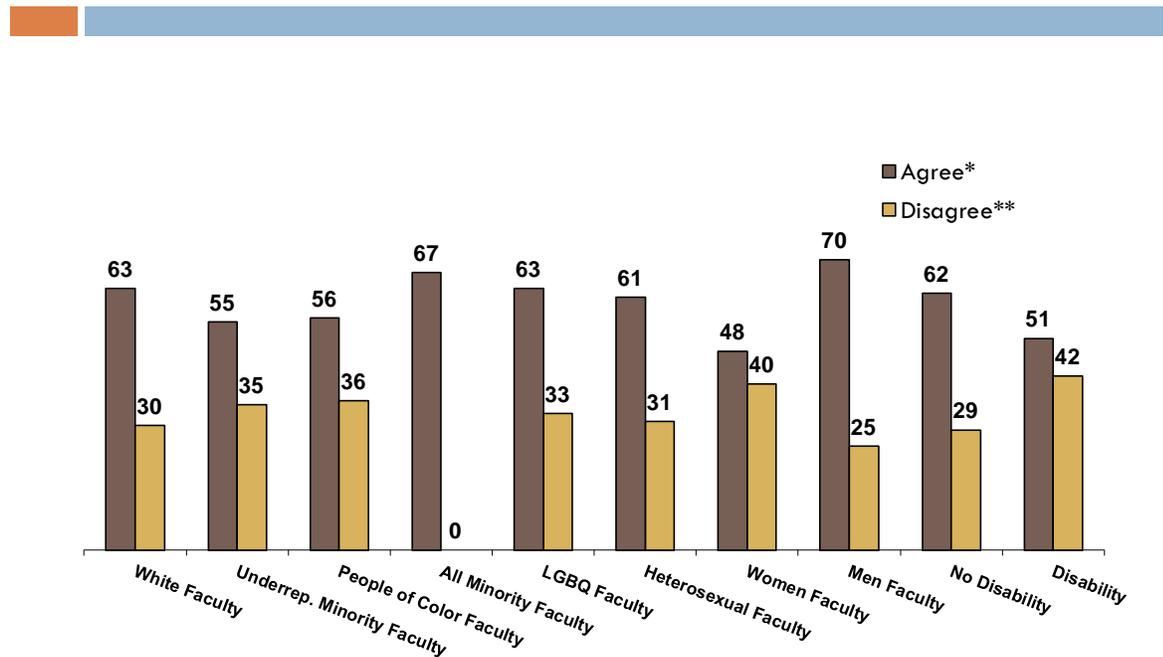
Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Fifty-two percent of Faculty ($n = 421$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Thirty percent ($n = 182$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-three percent of Faculty ($n = 258$) believed they performed more work to help students than did their colleagues. Table 36 depicts Faculty responses by gender, race/ethnicity, sexual orientation, and disability status.[52]

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

Issues	Strongly Agree n	Strongly Agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly Disagree n	Strongly Disagree %	Not Applicable n	Not Applicable %
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	**117**	**19.4**	**304**	**50.4**	**84**	**13.9**	**36**	**6.0**	**62**	**10.3**
White	90	20.7	222	51.2	54	12.4	23	5.3	45	10.4
Underrepresented Minority	12	18.5	33	50.8	8	12.3	7	10.8	5	7.7
Other People of Color	12	14.3	39	46.4	17	20.2	5	6.0	11	13.1
Men	80	22.4	180	50.4	41	11.5	18	5.0	38	10.6
Women	37	15.4	124	51.5	41	17.0	16	6.6	23	9.5
No Disability	91	19.4	241	51.4	60	12.8	25	5.3	52	11.1
Disability	18	16.4	56	50.9	20	18.2	7	6.4	9	8.2
LGBQ	10	20.0	25	50.0	9	18.0	<5	--	<5	--
Heterosexual	103	19.7	266	50.9	70	13.4	29	5.5	55	10.5
U.S. Citizen	111	18.8	300	50.9	83	14.1	34	5.8	61	10.4
Non-U.S. Citizen	6	54.5	<5	--	<5	--	0	0.0	<5	--
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	**48**	**7.8**	**134**	**21.7**	**286**	**46.4**	**88**	**14.3**	**61**	**9.9**
White	90	20.7	222	51.2	54	12.4	23	5.3	45	10.4
Underrepresented Minority	12	18.5	33	50.8	8	12.3	7	10.8	5	7.7
Other People of Color	12	14.3	39	46.4	17	20.2	5	6.0	11	13.1
Men	21	5.8	74	20.4	180	49.7	56	15.5	31	8.6
Women	24	9.6	60	24.0	106	42.4	31	12.4	29	11.6
No Disability	32	6.7	103	21.4	220	45.7	76	15.8	50	10.4
Disability	13	11.6	26	23.2	53	47.3	10	8.9	10	8.9
LGBQ	4	8.0	13	26.0	24	48.0	6	12.0	<5	--
Heterosexual	41	7.7	118	22.1	248	46.4	77	14.4	51	9.5
U.S. Citizen	47	7.8	130	21.6	280	46.4	86	14.3	60	10.0
Non-U.S. Citizen	0	0.0	<5	--	<5	--	<5	--	<5	--

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

Table 36 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
Issues	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	**83**	**13.7**	**175**	**28.9**	**249**	**41.2**	**45**	**7.4**	**53**	**8.8**
White	53	12.2	129	29.6	176	40.4	34	7.8	44	10.1
Underrepresented Minority	15	23.4	14	21.9	25	39.1	6	9.4	<5	--
Other People of Color	11	13.1	27	32.1	37	44.0	<5	--	5	6.0
Men	38	10.6	106	29.7	155	43.4	30	8.4	28	7.8
Women	43	17.7	68	28.0	93	38.3	15	6.2	24	9.9
No Disability	52	11.1	132	28.1	207	44.0	35	7.4	44	9.4
Disability	24	21.6	39	35.1	31	27.9	9	8.1	8	7.2
LGBQ	9	18.4	12	24.5	22	44.9	<5	--	<5	--
Heterosexual	72	13.7	153	29.1	218	41.5	38	7.2	44	8.4
U.S. Citizen	81	13.7	172	29.1	244	41.3	44	7.4	50	8.5
Non-U.S. Citizen	<5	--	<5	--	<5	--	<5	--	<5	--

Note: Table includes only faculty respondents (*n* = 624).

Seventy-seven percent of Faculty felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies members (*n* = 469; Table 37). Eight percent of Faculty members have used UC Santa Barbara policies on stopping the tenure clock (*n* = 46), and 13% have used university policies taking leave for childbearing or adoption (*n* = 78). Seven felt that Faculty members who use family-related leave policies are disadvantaged in advancement or tenure percent (*n* = 43), and 41% believed that perceptions about using family-related leave policies differ for men and women faculty (*n* = 248).

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
I have used or would use university policies on stopping the clock for promotion or tenure.	**14**	**2.3**	**32**	**5.2**	**108**	**17.5**	**101**	**16.3**	**363**	**58.7**
Women	7	2.8	15	6.0	52	20.7	34	13.5	143	57.0
Men	6	1.7	17	4.7	56	15.5	67	18.5	216	59.7
I have used university policies on taking leave for childbearing or adoption.	**32**	**5.2**	**46**	**7.4**	**92**	**14.8**	**88**	**14.2**	**362**	**58.4**
Women	23	9.2	32	12.7	39	15.5	26	10.4	131	52.2
Men	8	2.2	14	3.8	53	14.6	62	17.0	227	62.4
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	**9**	**1.5**	**34**	**5.6**	**241**	**40.0**	**201**	**33.4**	**117**	**19.4**
Women	<5	--	21	8.7	104	43.0	64	26.4	49	20.2
Men	5	1.4	13	3.7	135	37.9	136	38.2	67	18.8
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	**134**	**21.9**	**335**	**54.8**	**51**	**8.3**	**17**	**2.8**	**74**	**12.1**
Women	44	18.0	135	55.1	31	12.7	5	2.0	30	12.2
Men	89	24.7	198	54.8	20	5.5	11	3.0	43	11.9
I believe that perceptions about using work-family policies differ for men and women faculty.	**35**	**5.8**	**213**	**35.4**	**196**	**32.6**	**67**	**11.1**	**90**	**15.0**
Women	23	9.6	99	41.4	60	25.1	18	7.5	39	16.3
Men	12	3.4	113	31.6	135	37.7	48	13.4	50	14.0

Note: Table includes only faculty respondents (*n* = 624).

Faculty/Staff/Post-Docs/Trainees Who Have Seriously Considered Leaving UC Santa Barbara

Thirty-five percent of Staff respondents ($n = 691$), 30% ($n = 187$) of Faculty respondents, and 36% ($n = 52$) of Post-Docs/Trainees have seriously considered leaving UC Santa Barbara in the past year.

Subsequent analyses indicated:

- By gender identity: 34% of men ($n = 427$), 34% of women ($n = 495$), and 75% of genderqueer respondents ($n = 6$) thought of leaving the institution.

- By racial identity: 34% of Underrepresented Minority employees ($n = 189$), 34% of White employees ($n = 606$), 41% of Multi-Minority employees ($n = 11$), and 29% of Other People of Color employees ($n = 98$) have seriously considered leaving UC Santa Barbara.

- By sexual orientation: 36% of LGBQ employees ($n = 59$) and 34% of heterosexual respondents ($n = 795$) have seriously thought of leaving the institution.

- By disability status: 40% of employees with disabilities ($n = 164$) and 32% of employees ($n = 715$) without disabilities seriously considered leaving UC Santa Barbara.

- By citizenship status: 34% of U.S. Citizens ($n = 894$) and 29% of Non-U.S. Citizens ($n = 33$) seriously considering leaving.

Almost 700 Faculty, Staff, and Post-Docs/Trainees further elaborated on why they considered leaving UC Santa Barbara during the past year, and many said their considerations were not based on the campus climate. Several identified limited funding, temporary positions, "change of scenery," lack of professional development opportunities, poor working relationships, tensions in the department, "cheaper cost of living" ("current salary makes it difficult to meet expenses and support a family"), unbearable workload, furloughs, more fruitful career opportunities, etc. as reasons they considered leaving UC Santa Barbara.

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UC Santa Barbara 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. Muslim respondents were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity.

Few UC Santa Barbara employees had observed unfair or unjust hiring (15%), unfair or unjust disciplinary actions (6%), or unfair or unjust promotion/tenure/reclassification (16%). Additionally, the majority of Staff, Faculty, and Post-Docs believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Students' Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UC Santa Barbara students.[53] Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs. Some questions in this section include students only, one includes student and faculty responses, and others include student, trainee, and post-doc responses. The tables are marked accordingly.

Student Experiences of Unwanted Sexual Contact[54]

Within the last 5 years, 632 people (8%) believed they had experienced unwanted sexual contact[55] at UC Santa Barbara. Subsequent analyses indicated that of the 632 respondents, 569 were Undergraduate Students (13% of all Undergraduate Students) and 21 were Graduate/Professional Students (2% of all Graduate/Professional Students).

Subsequent analyses offered in Figure 51 illustrate that for Undergraduate Students:

- By gender identity:[56] 18% of Women Undergraduates ($n = 493$), 5% of Men Undergraduates ($n = 69$), and 33% of Genderqueer Undergraduates ($n = 13$) experienced unwanted sexual contact.

- By racial identity: 15% of White Undergraduate Students ($n = 257$), 13% of Underrepresented Minorities ($n = 148$), 11% of Other People of Color ($n = 143$), and 17% of Multi-Minority Undergraduates ($n = 20$) experienced unwanted sexual contact.

- By sexual orientation: 24% of LGBQ Undergraduate Students ($n = 66$) and 13% of heterosexual Undergraduate Students ($n = 463$) experienced unwanted sexual contact.

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[53] The SWT requested that data analyses examine the experiences of Undocumented Students. At UC Santa Barbara, 16 Undocumented Students completed the survey, which was a number too low to assure confidentiality in many analyses.

[54] The UC Santa Barbara questionnaire included several survey items, directed to undergraduate students only, regarding "unwanted physical sexual contact." Readers will see Appendix B, Tables B82 – 85 for response frequencies for these survey items.

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

[56] Transgender respondents were too few to include in these analyses.

Subsequent analyses offered in Figure 51 illustrate that for Graduate/Professional Students:

- By gender identity:[57] 2% of Women Graduate/Professional Students (n = 12) and 2% of Men Graduate/Professional Students (n = 9) experienced unwanted sexual contact.

- By racial identity:[58] 2% of White Graduate/Professional Students (n = 11) and 2% of Other People of Color (n = 7) experienced unwanted sexual contact.

- By sexual orientation:[59] 2% of heterosexual Graduate/Professional Students (n = 17) experienced unwanted sexual contact.
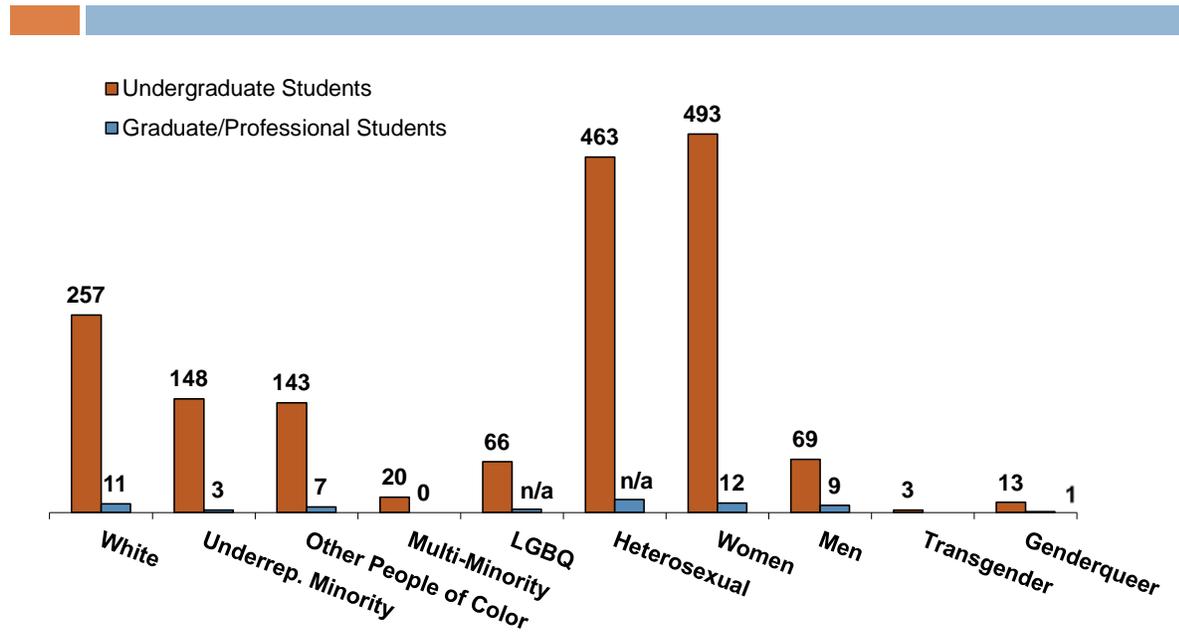
Note: Sexual Orientation is not offered for Graduate/Professional Students due to small $n's$

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

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[57]   Transgender and genderqueer respondents were too few to include in these analyses.
[58]   Underrepresented Minorities and Multi-Minority respondents were too few to include in these analyses.
[59]   LGBQ respondents were too few to include in these analyses.

Students' Academic Experiences

The survey asked Students and Post-Docs ($n = 5,577$) the degree to which they agreed or disagreed with a variety of academic experiences (Table 38). Their answers were positive. Seventy-nine percent ($n = 4,386$) felt many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UC Santa Barbara (76%, $n = 4,213$). Additionally, the majority of Students and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (81%, $n = 4,471$) and that their interest in ideas and intellectual matters has increased since coming to UC Santa Barbara (80%, $n = 4,417$).

Table 38. **Student and Post-Doc Respondents' Academic Experiences at UC Santa Barbara**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Many of my courses this year have been intellectually stimulating.	**1,562**	**28.1**	**2,824**	**50.8**	**577**	**10.4**	**238**	**4.3**	**29**	**0.5**
Undergraduate Students	1,249	29.2	2,333	54.5	473	11.1	191	4.5	24	0.6
Graduate/Professional Students	308	27.0	479	42.1	100	8.8	46	4.0	5	0.4
I am satisfied with the extent of my intellectual development since enrolling at UC Santa Barbara.	**1,467**	**26.5**	**2,746**	**49.6**	**830**	**15.0**	**380**	**6.9**	**86**	**1.6**
Undergraduate Students	1,074	25.2	2,110	49.5	699	16.4	303	7.1	71	1.7
Graduate/Professional Students	367	32.4	568	50.1	116	10.2	67	5.9	15	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	**1,749**	**31.5**	**2,722**	**49.1**	**747**	**13.5**	**247**	**4.5**	**64**	**1.2**
Undergraduate Students	1,270	29.8	2,114	49.6	626	14.7	200	4.7	52	1.2
Graduate/Professional Students	441	38.9	533	47.0	104	9.2	45	4.0	12	1.1
My interest in ideas and intellectual matters has increased since coming to UC Santa Barbara.	**1,914**	**34.5**	**2,503**	**45.1**	**756**	**13.6**	**289**	**5.2**	**65**	**1.2**
Undergraduate Students	1,459	34.2	1,970	46.2	573	13.4	209	4.9	50	1.2
Graduate/Professional Students	421	37.2	464	41.0	157	13.9	74	6.5	13	1.1

Note: Table includes students and postdocs only ($n = 5,577$). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B, Table 40.

Furthermore, 66% of Students and Post-Docs felt they were performing up to their full academic potential ($n = 3,605$). Half of all Student and Post-Doc respondents felt they performed academically as well as they had anticipated they would (53%, $n = 2,962$) (Table 39). Table 39 also illustrates these data by race, gender,[60] disability, citizenship, first-generation status, and socioeconomic status.

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[60] Transgender respondents were too few to include in these analyses ($n = 13$). Sixty-nine percent of transgender students ($n = 9$) strongly agreed/agreed that they were performing up to their full academic potential and that they have performed academically as well as they anticipated they would.

Table 39. **Student and Post-Doc Respondents' Academic Experiences at UC Santa Barbara**

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	**1003**	**18.0**	**2602**	**46.7**	**830**	**14.9**	**967**	**17.4**	**147**	**2.6**
White	530	22.0	1195	49.6	289	12.0	345	14.3	40	1.7
Underrepresented Minority	191	14.3	583	43.7	207	15.5	304	22.8	46	3.4
Other People of Color	254	15.3	756	45.6	307	18.5	286	17.2	52	3.1
Multi-Minority	20	16.0	53	42.4	19	15.2	27	21.6	5	4.0
Men	364	16.7	985	45.1	373	17.1	373	17.1	79	3.6
Women	628	18.8	1602	47.9	453	13.6	583	17.4	66	2.0
Genderqueer	14	27.5	16	31.4	6	11.8	11	21.6	<5	--
No Disability	763	18.7	1998	49.0	596	14.6	624	15.3	82	2.0
Disability	174	15.2	446	39.1	181	15.9	284	24.9	54	4.7
U.S. Citizen	913	17.6	2402	46.4	771	14.9	934	18.0	143	2.8
Non-U.S. Citizen	87	23.5	187	50.5	58	15.7	28	7.6	<5	--
Undocumented Resident	<5	--	9	56.2	<5	--	<5	--	<5	--
First-Generation	264	14.5	793	43.5	305	16.7	389	21.3	63	3.5
Not First Generation	738	19.7	1806	48.3	523	14.0	576	15.4	84	2.2
Low Income	442	17.4	1157	45.6	417	16.4	454	17.9	68	2.7
Not Low Income	488	18.1	1294	48.1	368	13.7	468	17.4	73	2.7
I have performed academically as well as I anticipated I would.	**942**	**17.0**	**2020**	**36.4**	**1122**	**20.2**	**1098**	**19.8**	**342**	**6.2**
White	555	23.1	979	40.7	410	17.0	360	15.0	84	3.5
Underrepresented Minority	146	11.0	403	30.4	300	22.6	354	26.7	117	8.8
Other People of Color	214	12.9	592	35.7	375	22.6	348	21.0	122	7.4
Multi-Minority	16	12.9	38	30.6	28	22.6	27	21.8	15	12.1
Men	393	18.1	812	37.3	459	21.1	372	17.1	122	5.6
Women	535	16.0	1198	35.9	655	19.6	720	21.6	217	6.5
Genderqueer	16	31.4	12	23.5	10	19.6	9	17.6	4	7.8
No Disability	731	18.0	1534	37.7	835	20.5	747	18.4	201	4.9
Disability	150	13.2	365	32.1	214	18.8	285	25.0	118	10.4
U.S. Citizen	864	16.7	1839	35.6	1049	20.3	1052	20.4	338	6.5
Non-U.S. Citizen	76	20.7	170	46.3	67	18.3	43	11.7	<5	--
Undocumented Resident	0	0.0	8	50.0	5	31.2	<5	--	<5	--
First-Generation	216	11.9	593	32.6	394	21.7	441	24.3	164	9.0
Not First Generation	724	19.4	1427	38.3	725	19.4	655	17.6	177	4.7
Low Income	430	17.0	934	36.9	504	19.9	506	20.0	157	6.2
Not Low Income	452	16.8	961	35.8	551	20.5	545	20.3	175	6.5

Note: Table includes students and postdocs only (*n* = 5,577). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B, Table B40.

The majority of Students and Post-Docs were satisfied with their academic experience at UC Santa Barbara (74%, *n* = 4,086). Figure 47 illustrates the percentage of Students who "strongly agreed"/ "agreed" that they were satisfied with their academic experiences at UC Santa Barbara. Figure 52 illustrates the percentage of all Students who "strongly agreed"/"agreed" that they

were satisfied with their academic experiences at UC Santa Barbara. With regard to race, White respondents (80%, $n = 1,858$) were more satisfied than Underrepresented Minority respondents (69%, $n = 905$), Other People of Color respondents (69%, $n = 1,110$), or Multi-Minority respondents (69%, $n = 85$). Seventy-six percent of respondents without disabilities ($n = 2,999$) and 66% of respondents with disabilities ($n = 741$) were satisfied with their academic experiences. A higher percentage of Not First Generation respondents (76%, $n = 2,762$) than First Generation respondents (69%, $n = 1,216$) were satisfied. Undocumented Residents (69%, $n = 11$) were less satisfied with their academic experiences than were U.S. Citizens (73%, $n = 3,734$) and Non-Citizens (79%, $n = 233$). Subsequent analyses also indicated slightly more Not Low Income respondents (76%, $n = 2,034$) than Low Income respondents (72%, $n = 1,814$) were satisfied with their academic experiences at UC Santa Barbara.
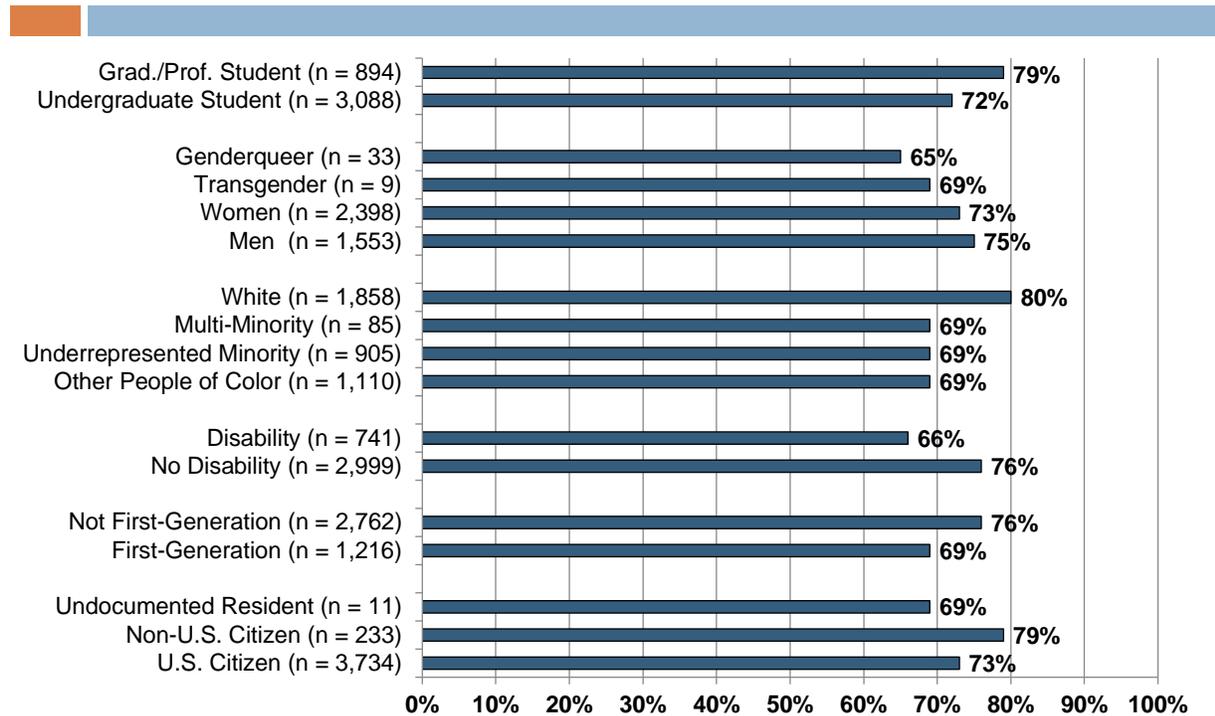
Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UC Santa Barbara (%)

Ninety-one percent ($n = 5,030$) of all Students and Post-Docs intended to graduate from UC Santa Barbara, and 7% ($n = 372$) have considered transferring to another college or university due to academic reasons. Subsequent analyses indicated that 93% of all Undergraduate Students ($n = 3,938$) and 96% of Graduate/Professional Students ($n = 1,079$) intended to graduate from UC Santa Barbara. Eight percent of Undergraduate Students ($n = 320$) and 4% of Graduate/Professional Students ($n = 44$) considered transferring to another institution. Subsequent analyses presented in Table 40 offers an examination of Undergraduate Students' intent to graduate from UC ("I intend to graduate from UC Santa Barbara") by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race indicated that they intended to graduate from UC Santa Barbara (White students, 95%, $n = 1,581$; Underrepresented Minority students, 94%, $n = 1,076$; Other People of Color students, 89%, $n = 1,154$; and Multi-Minority students, 91%, $n = 105$).

- By gender identity, the majority of students indicated that they intended to graduate from UC (men, 93%, $n = 1,410$; women, 93%, $n = 2,496$; genderqueer, 93%, $n = 37$).

- By SES status, 93% of Low Income Undergraduates ($n = 1,525$) and Not Low Income Undergraduates ($n = 2,265$) intended to graduate.

- By first generation status, 92% of First Generation students ($n = 1,408$) and 93% of Not First Generation students intended to graduate from UC Santa Barbara ($n = 2,523$).

- By citizenship status, 93% of U.S. Citizens ($n = 3,858$), 94% of Undocumented Residents ($n = 15$), and 74% of Non-U.S. Citizen Undergraduates intended to graduate from UC Santa Barbara ($n = 61$).

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

	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Race										
White	1,264	76.2	317	19.1	56	3.4	10	0.6	7	0.4
Underrep. Minority	796	69.2	280	24.3	59	5.1	7	0.6	7	0.6
Other People of Color	819	63.2	335	25.8	118	9.1	14	1.1	8	0.6
Multi-Minority	77	66.4	28	24.1	10	8.6	<5	--	<5	--
Gender[61]										
Men	1,059	69.6	351	23.1	92	6.0	7	0.5	9	0.6
Women	1,892	70.3	604	22.4	152	5.6	25	0.9	14	0.5
Genderqueer	27	67.5	10	25.0	<5	--	<5	--	<5	--
SES										
Low Income	1,115	67.6	410	24.9	106	6.4	6	0.4	10	0.6
Not Low Income	1,753	71.8	512	21.0	133	5.4	24	1.0	13	0.5
First Generation Status										
First Generation	1,029	67.3	379	24.8	101	6.6	6	0.4	10	0.7
Not First Generation	1,941	71.6	582	21.5	145	5.3	25	0.9	14	0.5
Citizenship										
U.S. Citizen	2,923	70.5	935	22.6	231	5.6	26	0.6	24	0.6
Non-U.S. Citizen	38	45.8	23	27.7	14	16.9	5	6.0	<5	--
Undocumented Resident	12	75.0	<5	--	<5	--	<5	--	<5	--

Note: Table reports undergraduate student responses only (*n* = 4,287).

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[61] Transgender Undergraduate respondents (*n* = 8) were not included in the table to maintain their confidentiality. Eighty-eight percent of Transgender Undergraduate respondents (*n* = 7) strongly agreed/agreed that they intended to graduate.

Students' Perceptions of Campus Climate

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

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

Group	Very Respectful *n*	Very Respectful *%*	Respectful *n*	Respectful *%*	Disrespectful *n*	Disrespectful *%*	Very Disrespectful *n*	Very Disrespectful *%*	Don't Know *n*	Don't Know *%*
Psychological health issues	1,540	31.4	2,424	49.5	119	2.4	17	0.3	798	16.3
Physical health issues	1,565	32.0	2,462	50.3	95	1.9	10	0.2	758	15.5
Female	1,706	34.9	2,427	49.6	205	4.2	33	0.7	518	10.6
Religious affiliations other than Christian	1,538	31.5	2,525	51.7	140	2.9	20	0.4	664	13.6
Christian affiliations	1,587	32.5	2,464	50.4	154	3.2	32	0.7	649	13.3
Gay, lesbian, bisexual, transgender	1,587	32.5	2,450	50.2	202	4.1	39	0.8	603	12.4
Immigrants	1,465	30.0	2,446	50.1	253	5.2	30	0.6	685	14.0
International students, staff, or faculty	1,589	32.6	2,507	51.4	98	2.0	12	0.2	670	13.7
Learning disabled	1,555	31.9	2,416	49.6	132	2.7	19	0.4	746	15.3
Male	1,947	39.9	2,361	48.4	43	0.9	8	0.2	520	10.7
Non-native English speakers	1,491	30.7	2,425	49.9	277	5.7	29	0.6	636	13.1
Parents/guardians	1,578	32.4	2,438	50.0	95	1.9	13	0.3	748	15.4
People of color	1,584	32.5	2,498	51.2	190	3.9	28	0.6	580	11.9
Providing care for adults who are disabled and/or elderly	1,491	30.6	2,358	48.5	68	1.4	10	0.2	938	19.3
Physical disability	1,578	32.4	2,445	50.2	111	2.3	19	0.4	716	14.7
Socioeconomically disadvantaged	1,518	31.1	2,385	48.9	283	5.8	52	1.1	638	13.1
Socioeconomically advantaged	1,805	37.0	2,369	48.6	73	1.5	16	0.3	613	12.6
Transgender	1,445	29.7	2,308	47.4	242	5.0	60	1.2	810	16.6
Veterans/active military	1,744	35.9	2,297	47.2	51	1.0	12	0.2	758	15.6

Note: Table reports student responses only (*n* = 5,428).

The majority of all faculty and student respondents felt that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 42.

In examining student responses only, subsequent analyses revealed:

- By gender identity, 75% of women students ($n = 2,429$), 74% of men students ($n = 1,500$), and 44% ($n = 21$) of genderqueer students thought the classroom climate was welcoming based on gender identity.

- By racial identity, 71% of Other People of Color students ($n = 1,126$), 71% ($n = 914$) of Underrepresented Minority students, 69% ($n = 85$) of Multi-Minority students, and 82% ($n = 1,867$) of White students thought the classroom climate was welcoming based on race.

- By sexual orientation, 68% of LGBQ students ($n = 251$) and 76% of heterosexual students ($n = 3,471$) thought the climate was welcoming for students based on sexual orientation.

- By religious/spiritual affiliation, 71% of Christian students ($n = 1,147$), 66% ($n = 33$) of Muslim students, 83% ($n = 120$) of Jewish students, 66% ($n = 170$) of students with Other Religious/Spiritual Affiliations, 73% ($n = 1,950$) of students with No Affiliation, and 74% ($n = 288$) of students with Multiple Affiliations felt the classroom climate was welcoming based on religious/spiritual views.

- By socioeconomic status, 67% of Low Income students ($n = 1,668$) and 76% of Not Low Income students ($n = 1,994$) felt the classroom climate was welcoming based on socioeconomic status.

- By political affiliation, 75% of Far Left/Liberal students ($n = 1,914$), 70% ($n = 910$) of Moderate students, and 62% of Conservative/Far Right students ($n = 245$) thought the classroom climate was welcoming based on political views.

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

Group	Strongly Agree *n*	*%*	Agree *n*	*%*	Disagree *n*	*%*	Strongly Disagree *n*	*%*	Don't Know *n*	*%*
Age	1,816	30.5	2,952	49.6	419	7.0	76	1.3	692	11.6
Ancestry	1,739	29.3	2,745	46.3	413	7.0	87	1.5	948	16.0
Country of origin	1,683	28.4	2,920	49.3	457	7.7	84	1.4	779	13.2
English language proficiency/ accent	1,403	23.7	2,914	49.2	809	13.7	116	2.0	683	11.5
Ethnicity	1,654	28.0	2,986	50.5	530	9.0	98	1.7	644	10.9
Gender identity	1,594	27.0	2,801	47.4	530	9.0	78	1.3	911	15.4
Gender expression	1,538	26.1	2,733	46.3	577	9.8	95	1.6	958	16.2
Immigrant/citizen status	1,529	25.9	2,673	45.3	597	10.1	111	1.9	997	16.9
International Status	1,714	29.0	2,801	47.4	458	7.8	83	1.4	852	14.4
Learning disability	1,447	24.5	2,690	45.6	561	9.5	105	1.8	1092	18.5
Marital status	1,758	29.8	2,491	42.2	409	6.9	85	1.4	1153	19.6
Medical conditions	1,499	25.5	2,566	43.7	441	7.5	86	1.5	1279	21.8
Military/veteran status	1,671	28.3	2,334	39.6	322	5.5	56	0.9	1515	25.7
Parental status (e.g., having children)	1,442	24.5	2,406	40.9	522	8.9	82	1.4	1436	24.4
Participation in an campus club/organization	1,973	33.5	2,619	44.4	271	4.6	58	1.0	973	16.5
Psychological condition	1,343	22.9	2,420	41.2	576	9.8	87	1.5	1450	24.7
Physical characteristics	1,490	25.3	2,661	45.2	612	10.4	126	2.1	994	16.9
Physical disability	1,464	24.9	2,596	44.2	527	9.0	84	1.4	1205	20.5
Political views	1,365	23.2	2,749	46.7	706	12.0	173	2.9	895	15.2
Race	1,580	26.8	2,886	49.0	559	9.5	130	2.2	740	12.6
Religious/spiritual views	1,415	24.0	2,797	47.5	590	10.0	134	2.3	951	16.2
Sexual orientation	1,606	27.3	2,796	47.5	497	8.4	113	1.9	878	14.9
Socioeconomic status	1,440	24.5	2,749	46.9	664	11.3	173	2.9	841	14.3

Note: Table includes faculty and student respondents only (*n* = 6,052).

One of the survey items asked Students and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC Santa Barbara (Table 43). Seventy-nine percent of Students and Post-Docs felt valued by faculty in the classroom ($n = 4,360$), and 73% felt valued by other students in the classroom ($n = 4,033$). Students and Post-Docs thought that UC Santa Barbara faculty (73%, $n = 4,018$), staff (74%, $n = 4,087$), and administrators (63%, $n = 3,429$) were genuinely concerned with their welfare. Eighty percent believed the campus climate encourages free and open discussion of difficult topics ($n = 4,430$). Thirty-six percent felt faculty pre-judged their abilities based on their perception of their identities/backgrounds ($n = 1,952$). Seventy-seven percent of Students and Post-Docs ($n = 4,232$) had faculty they perceived as role models, and 59% had staff they perceived as role models ($n = 3,254$). Eighty-four percent had academic opportunities for success that were similar to those of their classmates ($n = 4,631$).

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom/learning environment	1,197	21.7	3,163	57.3	701	12.7	128	2.3	331	6.0
I feel valued by other students in the classroom	1,012	18.4	3,021	54.8	901	16.3	126	2.3	451	8.2
I think UC Santa Barbara faculty are genuinely concerned with my welfare	1,228	22.3	2,790	50.6	872	15.8	190	3.4	438	7.9
I think UC Santa Barbara staff are genuinely concerned with my welfare	1,178	21.3	2,909	52.7	749	13.6	161	2.9	524	9.5
I think administrators are genuinely concerned about my welfare.	955	17.4	2,474	45.2	1012	18.5	323	5.9	713	13.0
I think faculty pre-judge my abilities based on perceived identity/background	526	9.6	1,426	26.1	2007	36.7	721	13.2	794	14.5
I believe the campus climate encourages free and open discussion of difficult topics	1,432	25.9	2,998	54.3	597	10.8	129	2.3	364	6.6
I have faculty who I perceive as role models	1,601	29.0	2,631	47.6	777	14.1	112	2.0	404	7.3
I have staff who I perceive as role models	1,052	19.1	2,202	40.0	1,268	23.0	163	3.0	824	15.0
I have administrators who I perceive as role models	758	13.8	1,638	29.9	1,606	29.3	311	5.7	1,171	21.4
I don't see enough faculty/staff with whom I identify	669	12.2	1,764	32.2	1,957	35.7	491	9.0	598	10.9
I have opportunities for academic success that are similar to those of my classmates	1,503	27.4	3,128	57.0	444	8.1	101	1.8	313	5.7

Note: Table reports student and post-doc responses only (*n* = 5,577).

Forty-four percent of Students and Post-Docs don't see enough faculty/staff with whom they identified ($n = 2,433$). Sixty-nine percent of Transgender Students and Post-Docs ($n = 9$) and 68% of Genderqueer Students and Post-Docs ($n = 34$) did not see enough faculty and staff with whom they identified (Figure 53).

Responses with *n's* less than 5 are not presented in the figure.
* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
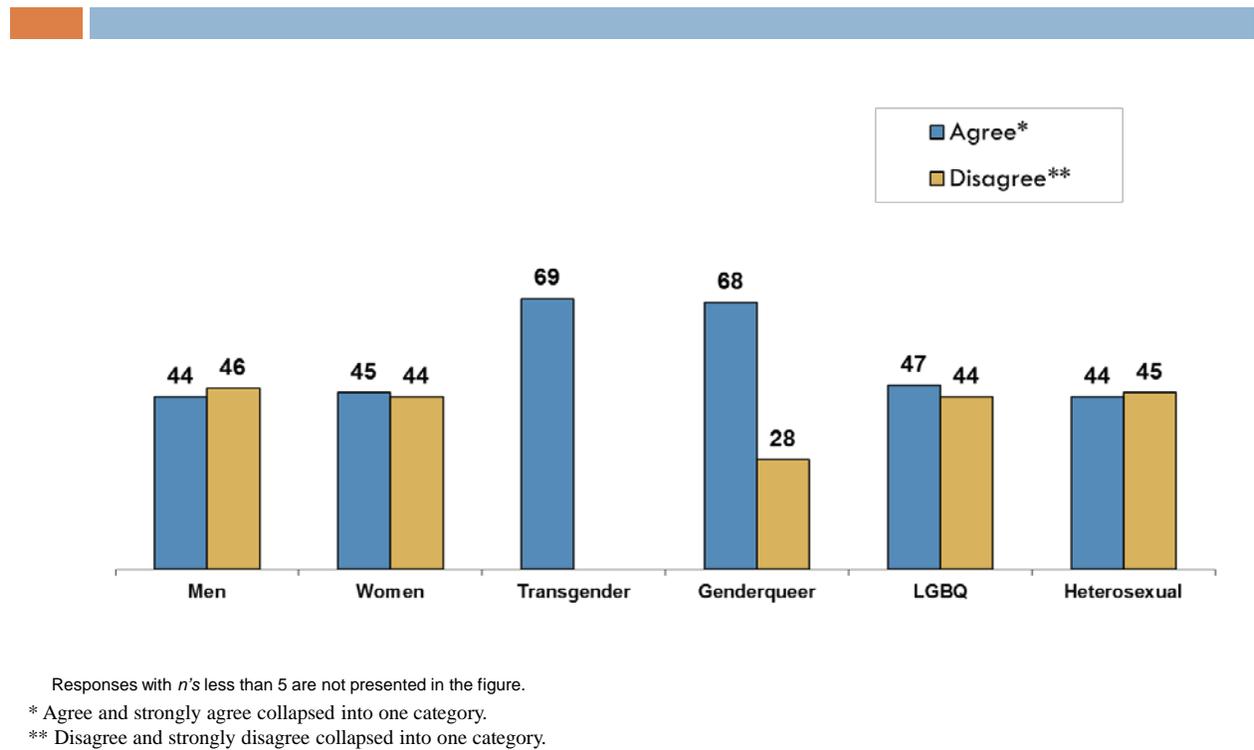
Figure 53. Students and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty percent of Multi-Minority Students and Post-Docs ($n = 62$), 51% of Underrepresented Minority Students and Post-Docs ($n = 664$), 50% of Other People of Color Students and Post-Docs ($n = 817$), and 51% of those who indicated they were conservative/far right ($n = 206$) did not see enough faculty and staff with whom they identified (Figure 54).

■ Agree*
■ Disagree**

	Agree*	Disagree**
White	37	55
Underrepresented Minority	51	38
Other People of Color	50	36
All Minority	50	36
Far Left/Liberal	42	48
Conservative/Far Right	51	40

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.
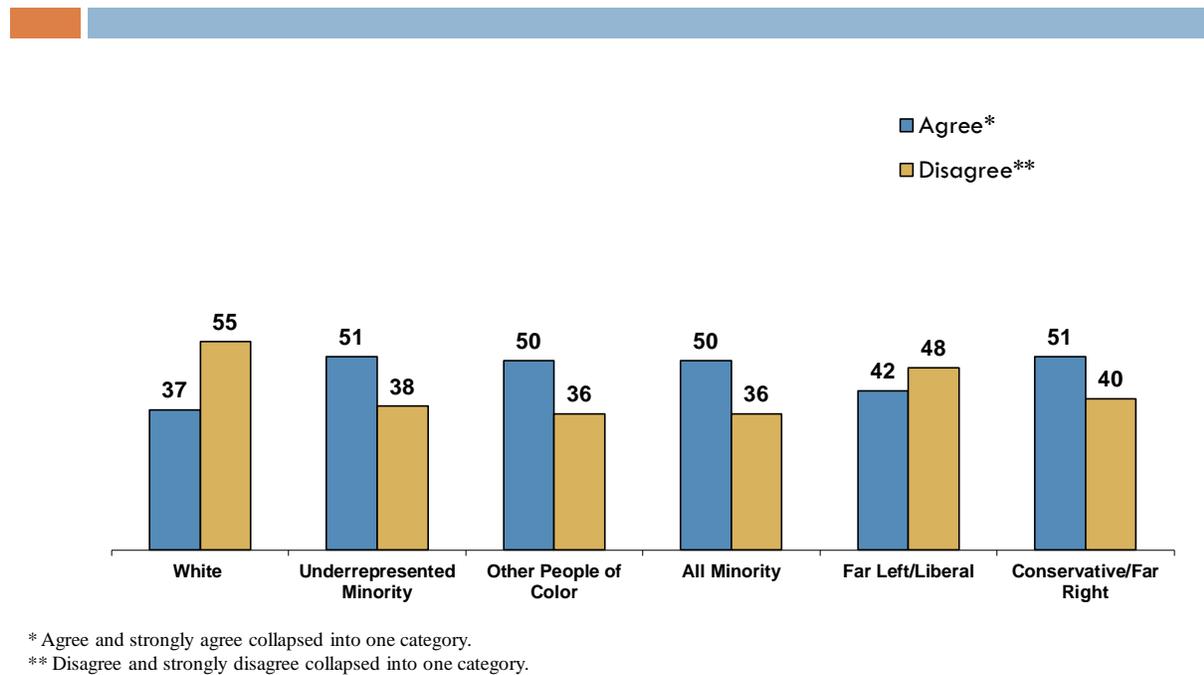
Figure 54. Students and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Fifty percent of Students and Post-Docs with Other Religious/Spiritual Affiliations did not see enough faculty and staff with whom they identified (*n* = 133; Figure 55).

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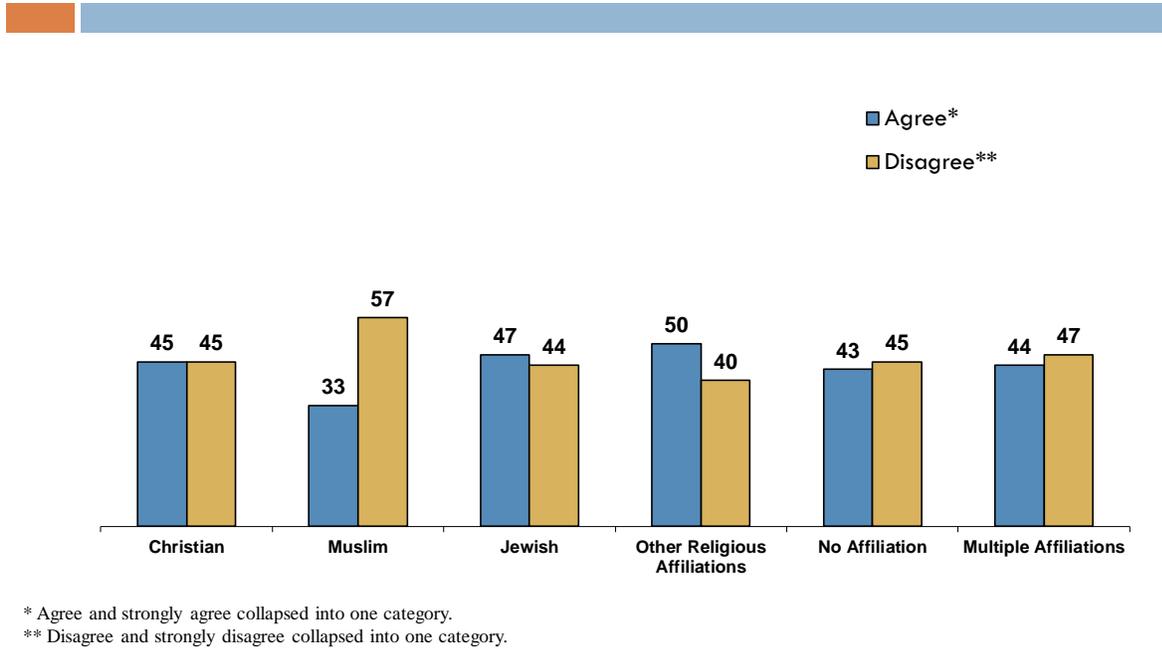** Disagree and strongly disagree collapsed into one category.

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

Students Who Have Seriously Considered Leaving UC Santa Barbara

As noted previously, 26% of all respondents (n = 2,150) had seriously considered leaving UC Santa Barbara in the past year. With regard to student respondents, 22% of all students (n = 1,218) had seriously considered leaving UC Santa Barbara, including 23% of Undergraduate Students (n = 987) and 20% of Graduate/Professional Students (n = 231).

Subsequent analyses of selected demographics for Undergraduate Students indicated that:

- By gender identity,[62] 24% of women (n = 647), 22% of men (n = 331), and 35% of genderqueer Undergraduate Students (n = 14) had seriously considered leaving UC Santa Barbara.

- By racial identity, 18% of White Undergraduate Students (n = 305), 27% of Other People of Color Undergraduate Students (n = 350), 25% of Underrepresented Minority Undergraduate Students (n = 288), and 27% of Multi-Minority Undergraduate Students (n = 32) had seriously considered leaving UC Santa Barbara.

- By sexual orientation, 28% of LGBQ Undergraduate Students (n = 77) and 22% of heterosexual Undergraduate Students (n = 824) had seriously considered leaving UC Santa Barbara.

- By generational status, 25% of First-Generation Undergraduate Students (n = 389) and 22% of Undergraduate Students who were not considered first-generation (n = 597) had seriously considered leaving UC Santa Barbara.

- By citizenship status,[63] 23% of U.S. Citizens (n = 960) and 25% of Non-U.S. Citizens (n = 21) had seriously considered leaving UC Santa Barbara.

- By socioeconomic status, 24% of Low Income Undergraduate Students (n = 404) and 22% of Not Low Income Undergraduate Students (n = 546) had seriously considered leaving UC Santa Barbara.

- By disability status, 21% of Undergraduate Students without disabilities (n = 640) and 30% of Undergraduate Students with disabilities (n = 270) had seriously considered leaving UC Santa Barbara.

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[62] Transgender respondents were too few to include in these analyses.
[63] Undocumented resident respondents were too few to include in these analyses.

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

- By gender identity,[64] 23% of women ($n = 133$), 17% of men ($n = 94$), 46% of genderqueer Students ($n = 5$), and no transgender Graduate/Professional Students had seriously considered leaving UC Santa Barbara.

- By racial identity,[65] 21% of White Graduate/Professional Students ($n = 135$), 14% of Other People of Color Graduate/Professional Students ($n = 42$), and 30% of Underrepresented Minority Graduate/Professional Students ($n = 48$) had seriously considered leaving UC Santa Barbara.

- By sexual orientation, 33% of LGBQ Graduate/Professional Students ($n = 36$) and 19% of heterosexual Graduate/Professional Students ($n = 182$) had seriously considered leaving UC Santa Barbara.

- By generational status, 25% of First-Generation Graduate/Professional Students ($n = 60$) and 19% of Graduate/Professional Students who were not considered first-generation ($n = 171$) had seriously considered leaving UC Santa Barbara.

- By citizenship status, 22% of U.S. Citizens ($n = 207$) and 11% of Non-U.S. Citizens ($n = 24$) had seriously considered leaving UC Santa Barbara.

- By socioeconomic status, 21% of Low Income Graduate/Professional Students ($n = 185$) and 18% of Not Low Income Graduate/Professional Students ($n = 42$) had seriously considered leaving UC Santa Barbara.

- By disability status, 18% of Graduate/Professional Students without disabilities ($n = 151$) and 28% of Graduate/Professional Students with disabilities ($n = 66$) had seriously considered leaving UC Santa Barbara.

Students were invited to elaborate on why they seriously considered leaving UC Santa Barbara. Almost 900 students commented, many of whom wanted to attend school closer to home/were homesick, felt uncertain about the value of their classes and degrees, wished to pursue majors not available at UC Santa Barbara (e.g., business, engineering), wanted to attend a school with "a greater academic reputation," received poor grades, did not "fit in," experienced financial concerns and/or family issues, did not like the "partying atmosphere" and "sitting in class with

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[64] Transgender respondents were too few to include in these analyses.
[65] Multi-Minority respondents were too few to include in these analyses.

someone who just smoked marijuana or drank alcohol," etc. Some "older," "returning" students felt there was a lack of resources and considerations for non-traditional students.

Summary

By and large, students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UC Santa Barbara in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UC Santa Barbara faculty and staff were genuinely concerned with their welfare. Twenty-two percent of all students considered leaving UC, while 92% of all students intended to graduate from UC Santa Barbara.

Institutional Actions

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

Less than half of all Faculty, Staff, and Post-Docs thought providing flexibility for promotion for faculty (32%, $n = 812$) and providing recognition and rewards for including diversity issues in courses across the curriculum (37%, $n = 919$) positively affected the campus climate (Table 44). Sixty-three percent ($n = 1,589$) thought providing access to counseling to those who experienced exclusionary conduct positively affected the climate at UC Santa Barbara. Some also thought that diversity training for staff (56%, $n = 1,403$), faculty (45%, $n = 1,120$), and students (48%, $n = 1,188$) positively affected the climate.

A number of respondents felt mentorship for new faculty (45%, $n = 1,117$) and staff (54%, $n = 1,351$) positively influenced the climate. Thirty-nine percent ($n = 969$) of respondents felt providing diversity and equity training for search and tenure committees positively affected the climate.

Fifty-one percent ($n = 1,253$) thought providing back-up family care positively affected the campus climate at UC Santa Barbara, and 46% ($n = 1,132$) thought providing lactation accommodations on campus positively influenced UC Santa Barbara. Seventy percent of respondents ($n = 1,718$) thought providing career development opportunities for staff positively influenced the climate.

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

Area	Not Currently Available at UC Santa Barbara		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing flexibility for promotion for faculty	58	2.3	812	32.1	94	3.7	63	2.5
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	29	1.2	855	34.2	103	4.1	36	1.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	59	2.4	919	36.8	143	5.7	60	2.4
Providing diversity training for staff	82	3.3	1,403	56.0	248	9.9	40	1.6
Providing diversity training for faculty	72	2.9	1,120	44.6	213	8.5	43	1.7
Providing diversity training for students	54	2.2	1,188	47.6	159	6.4	32	1.3
Providing access to counseling for people who have experienced exclusionary conduct	45	1.8	1,589	63.4	86	3.4	10	0.4
Providing mentorship for new faculty	84	3.4	1,117	44.6	81	3.2	14	0.6
Providing mentorship for new staff	183	7.3	1,351	54.0	133	5.3	25	1.0
Providing a clear and fair process to resolve conflicts	97	3.9	1,577	63.6	91	3.7	45	1.8
Increasing funding to support efforts to change UC Santa Barbara climate	119	4.8	936	37.8	241	9.7	48	1.9
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	91	3.7	880	35.6	245	9.9	206	8.3

Table 44 (cont.) Area	Not Currently Available at UC Santa Barbara		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity and equity training to search and tenure committees	93	3.8	969	39.4	219	8.9	91	3.7
Increasing the diversity of the faculty	42	1.7	1,329	53.6	196	7.9	45	1.8
Increasing the diversity of the staff	42	1.7	1,380	55.8	257	10.4	52	2.1
Increasing the diversity of the administration	56	2.3	1,355	54.7	237	9.6	47	1.9
Providing diversity and equity training to search and tenure committees	93	3.8	969	39.4	219	8.9	91	3.7
Increasing the diversity of the student body	26	1.1	1,435	58.1	202	8.2	45	1.8
Providing back-up family care	106	4.3	1,253	50.6	115	4.6	19	0.8
Providing lactation accommodations	59	2.4	1,132	46.2	146	6.0	15	0.6
Providing career development opportunities for staff	68	2.8	1,718	69.5	77	3.1	38	1.5
Providing diversity and equity training to search and tenure committees	42	1.7	1,380	55.8	257	10.4	52	2.1

Note: Table reports faculty, staff, and post-docs responses only (*n* = 2,765). See Appendix B for "Don't Know" responses.

More than 200 respondents provided additional commentary regarding institutional actions at UC Santa Barbara. A number of respondents remarked that they felt "survey fatigue," and strongly suggested that the survey instrument was too long. Several people wanted a "linked definition of diversity" and an option to indicate that the initiatives would be helpful if they were available on campus.

Some respondents suggested, "ALL of such initiatives would be helpful. We all need support to help us advance in our work and we all need more education to help us understand the perceptions and experiences of others;" while others believed, "Mandatory training creates bad feelings" and/or "Don't believe there should be any decisions related to admissions, hiring, tenure, etc., based on 'diversity.'" Likewise, some respondents believed, "UC Santa Barbara does pretty well in 'climate' and diversity issues, so focus on hiring, etc. should be on getting (and keeping) the best people."

With regard to hiring, a number of respondents were in favor of including "diversity experience" as a criterion for hiring. Again, the respondents were divided on this point. One person offered, "I would not want to penalize someone who is being considered for a staff/faculty position because they have had an adequate number of 'diversity experiences.'"

Several individuals suggested that the senior administration would benefit from diversity experiences and/or training. Said one such person, "Senior administrative staff are in serious need for diversity training. Many of them have risen through the ranks over the period of past two decades -- and lack the perspective on globalization and diversity. This is perhaps the weakest aspect of UC Santa Barbara."

A number of individuals commented on staff development opportunities. Those people in favor agreed that, "Providing career development opportunities for staff is critical to retaining good staff, especially when pay raises occur rarely, if ever;" and "The Gaucho University development is a great program to offer staff the ability to learn, partner and shift the campus staff culture to a more supportive, personal and active role." Others, however, believed, "Career development opportunities for staff are largely a waste of time, given that so few opportunities for advancement exist and there are no true merit increases, let alone cost of living adjustments."

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

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

Characteristics	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	1,067	22.6	2,216	46.9	432	9.1	60	1.3	951	20.1
Ancestry	1,088	23.1	2,207	46.9	382	8.1	49	1.0	983	20.9
Country of origin	1,088	23.2	2,230	47.5	411	8.7	54	1.1	915	19.5
Educational level	1,093	23.3	2,285	48.7	442	9.4	61	1.3	815	17.4
English language proficiency/ accent	1,008	21.5	2,160	46.1	537	11.5	70	1.5	910	19.4
Ethnicity	1,144	24.4	2,243	47.9	379	8.1	66	1.4	848	18.1
Gender identity	1,082	23.1	2,107	45.0	434	9.3	89	1.9	971	20.7
Gender expression	1,057	22.6	2,085	44.6	457	9.8	94	2.0	985	21.1
Immigrant/citizen status	1,021	21.8	2,087	44.7	441	9.4	75	1.6	1,049	22.4
International Status	1,045	22.4	2,129	45.6	391	8.4	61	1.3	1,044	22.4
Learning disability	947	20.3	1,924	41.2	509	10.9	96	2.1	1,197	25.6
Level of education	1040	22.2	2,213	47.3	426	9.1	66	1.4	937	20.0
Marital status	963	20.7	1,928	41.5	383	8.2	66	1.4	1,303	28.1
Medical conditions	953	20.5	1,923	41.3	442	9.5	59	1.3	1,278	27.5
Military/veteran status	959	20.6	1,843	39.7	423	9.1	56	1.2	1,364	29.4
Parental status	924	19.9	1,888	40.7	410	8.8	61	1.3	1,355	29.2
Philosophical views	1,087	23.4	2,187	47.1	329	7.1	49	1.1	991	21.3
Psychological condition	965	20.8	1,999	43.1	396	8.5	65	1.4	1,214	26.2
Physical characteristics	988	21.3	2,056	44.3	365	7.9	60	1.3	1,170	25.2
Physical disability	946	20.4	1,971	42.6	424	9.2	58	1.3	1,228	26.5
Political views	1,031	22.2	2,196	47.3	380	8.2	90	1.9	948	20.4
Position (faculty, staff)	1,050	22.7	2,135	46.2	305	6.6	48	1.0	1,085	23.5
Race	1,076	23.2	2,229	48.0	334	7.2	69	1.5	935	20.1
Religious/spiritual views	1,003	21.6	2,121	45.7	420	9.0	75	1.6	1,026	22.1
Sexual orientation	1,039	22.4	2,106	45.3	393	8.5	83	1.8	1,026	22.1
Socioeconomic status	992	21.5	2,048	44.4	468	10.1	100	2.2	1,009	21.9

Note: Table includes student responses only (*n* = 5,428).

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

Many students ($n = 217$) elaborated on institutional actions regarding diversity and inclusion at UC Santa Barbara. A number of respondents were not aware if any of the initiatives were available at UC Santa Barbara. Similar to the employees' impressions, some students thought increasing the diversity on campus and increasing the attention to campus climate positively affected the climate (e.g., "I think the more we get to be exposed to i.e. cultures, religions, people, philosophical/ religious/ political views, the more accepting and embracing of a community UC Santa Barbara, and the world more broadly, will become"). Also similar to employees' comments, some students believed attention to diversity initiatives would be an impediment to UC Santa Barbara and its students (for example, "Adding diversity courses is silly. Let people study what they want to study. They're paying for it, why stuff things down their throats if they don't want to learn it?"). Some students felt that diversity training was "insulting" and worried that it "would turn into White bashing." Some students lamented the "rich, White kid" culture at UC Santa Barbara, while others cautioned that "'diverse' is just PC for non-white/ Asian because that's the best way to prove your improving/ working on becoming a diverse campus."

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

Area	Positively Influences Climate		No Influence on Climate		Negatively Influences Climate		Don't Know	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing diversity training for students	2,108	48.2	407	9.3	58	1.3	1,797	41.1
Providing diversity training for staff	2,143	47.3	302	6.7	37	0.8	2,044	45.2
Providing diversity training for faculty	2,118	47.1	300	6.7	41	0.9	2,036	45.3
Providing a person to address student complaints of classroom inequity	2,406	54.6	310	7.0	35	0.8	1,652	37.5
Increasing diversity of the faculty and staff	2,673	58.8	569	12.5	86	1.9	1,217	26.8
Increasing the diversity of the student body	2,850	62.4	554	12.1	104	2.3	1,060	23.2
Increasing opportunities for cross-cultural dialogue among students	3,011	66.4	360	7.9	41	0.9	1,124	24.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	2,876	63.7	353	7.8	48	1.1	1,236	27.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,738	60.7	419	9.3	102	2.3	1,255	27.8
Providing effective faculty mentorship of students	3,118	69.6	243	5.4	10	0.2	1,110	24.8

Note: Table reports student responses only (*n* = 5,428).

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents strongly support that UC Santa Barbara promote diversity to shape campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of University of California's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect in every campus and location in the system. The primary purpose of this report was to assess the climate within UC Santa Barbara including how members of the community felt about issues related to inclusion and work-life issues. At a minimum the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UC Santa Barbara community. However, assessments and reports are not enough. A projected plan to develop strategic actions and subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to the UC Santa Barbara 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
UCSB - Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	7	0.16%	4	0.35%	12	0.60%	3	0.48%	1	0.67%	27	0.33%
	Man	1518	35.41%	543	47.59%	796	39.96%	366	58.65%	105	70.47%	3328	40.62%
	Woman	2701	63.00%	573	50.22%	1172	58.84%	250	40.06%	42	28.19%	4738	57.83%
	Transgender	2	0.05%	4	0.35%	0	0.00%	2	0.32%	0	0.00%	8	0.10%
	Genderqueer	31	0.72%	10	0.88%	4	0.20%	3	0.48%	0	0.00%	48	0.59%
	Multiple or Other	28	0.65%	7	0.61%	8	0.40%	0	0.00%	1	0.67%	44	0.54%
Racial Identity	Unknown/ Missing/Other	29	0.68%	11	0.96%	39	1.96%	18	2.88%	2	1.34%	99	1.21%
	White	1677	39.12%	653	57.23%	1244	62.45%	450	72.12%	84	56.38%	4108	50.14%
	Underrepresented Minority	1157	26.99%	161	14.11%	472	23.69%	67	10.74%	16	10.74%	1873	22.86%
	Other Person of Color	1306	30.46%	309	27.08%	213	10.69%	86	13.78%	47	31.54%	1961	23.94%
	Multi-Minority	118	2.75%	7	0.61%	24	1.20%	3	0.48%	0	0.00%	152	1.86%
Sexual Identity	Unknown/Missing	23	0.54%	10	0.88%	75	3.77%	18	2.88%	3	2.01%	129	1.57%
	LGBQ	276	6.44%	111	9.73%	109	5.47%	50	8.01%	7	4.70%	553	6.75%
	Heterosexual	3701	86.33%	964	84.49%	1682	84.44%	542	86.86%	127	85.23%	7016	85.63%
	Other	287	6.69%	56	4.91%	126	6.33%	14	2.24%	12	8.05%	495	6.04%

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

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		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	4	0.09%	2	0.18%	5	0.25%	3	0.48%	1	0.67%	15	0.18%
	US Citizen	4182	97.55%	928	81.33%	1959	98.34%	610	97.76%	74	49.66%	7753	94.63%
	Non-US Citizen	85	1.98%	211	18.49%	28	1.41%	11	1.76%	74	49.66%	409	4.99%
	Undocumented	16	0.37%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	16	0.20%
Disability Status	Unknown/Missing	271	6.32%	69	6.05%	85	4.27%	24	3.85%	10	6.71%	459	5.60%
	No Disability	3126	72.92%	833	73.01%	1622	81.43%	487	78.04%	124	83.22%	6192	75.58%
	Disability	890	20.76%	239	20.95%	285	14.31%	113	18.11%	15	10.07%	1542	18.82%
Religious/ Spiritual Affiliation	Unknown/Missing	119	2.78%	43	3.77%	124	6.22%	51	8.17%	7	4.70%	344	4.20%
	Christian	1425	33.24%	225	19.72%	704	35.34%	119	19.07%	30	20.13%	2503	30.55%
	Muslim	31	0.72%	23	2.02%	4	0.20%	4	0.64%	1	0.67%	63	0.77%
	Jewish	127	2.96%	22	1.93%	48	2.41%	36	5.77%	2	1.34%	235	2.87%
	Other	187	4.36%	75	6.57%	82	4.12%	24	3.85%	8	5.37%	376	4.59%
	None	2106	49.13%	641	56.18%	913	45.83%	347	55.61%	94	63.09%	4101	50.05%
	Multiple	292	6.81%	112	9.82%	117	5.87%	43	6.89%	7	4.70%	571	6.97%

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

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

Table B1

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

Position	n	%
Undergrad Student	**4287**	**52.3**
Started at UCSB as first year student	3354	78.2
Transferred from a California community college	598	13.9
Transferred from another institution	46	1.1
Missing	289	6.7
Graduate/Professional Student	**1141**	**13.9**
Non-Degree	4	0.4
Master's degree student	173	15.2
Doctoral degree student (Ph.D., Ed.D.)	890	78.0
Professional degree student (e.g., MD, JD, MBA)	2	0.2
Missing	72	6.3
Postdoctoral scholar	**149**	**1.8**
Health Sciences Campus Trainees	**0**	**0.0**
Staff – non-Union	**1256**	**15.3**
Senior Management Group	9	0.7
Management & Senior Professionals - Supervisor	208	16.6
Management & Senior Professionals – Non- Supervisor	53	4.2
Professional & Support Staff – Non-Union & Supervisor	320	25.5
Professional & Support Staff – Non-Union & Non-Supervisor	491	39.1
Missing	175	13.9
Staff- Union	**566**	**6.9**
Professional & Support Staff – Union represented & Supervisor	78	13.8
Professional & Support Staff – Union Represented & Non-Supervisor	374	66.1
Missing	114	20.1

Table B1 (cont.)	n	%
Faculty	**624**	**7.6**
Faculty Administrator	51	8.2
General Campus Faculty	418	67.0
Professor	195	
Ladder Rank	*149*	
Adjunct	*2*	
In Residence	*1*	
Emeritus	*13*	
Recall	*1*	
Associate Professor	70	
Ladder Rank	*60*	
Visiting	*1*	
Acting	*3*	
Adjunct	*1*	
Assistant Professor	46	
Ladder Rank	*37*	
Visiting	*3*	
Acting	*1*	
Adjunct	*1*	
Other Faculty appointment	107	
Health Sciences Campus Faculty	3	0.5
Professor	2	
Ladder Rank	*2*	
Associate Professor	0	
Assistant Professor	0	
Other Faculty appointment	1	
Missing	152	24.4
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	**170**	**2.1**

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

Table B2

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

Status	n	%
Career (including partial-year career) employee	1689	84.8
Contract employee	85	4.3
Limited appointment employee/term employment	89	4.5
Per Diem employee	2	0.1
Floater (temporary services) employee	4	0.2
Academic employee	110	5.5
Missing	13	0.7

Note: Table includes only those who answered that they were staff in Question 1 (n = 1992).

Table B3

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

No responses to this question at UCSB.

Table B4

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

Status	n	%
Full-time	7833	95.6
Part time	352	4.3
Missing	8	0.1

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	3376	41.2
Female	4799	58.6
Intersex	2	0.0
Missing	16	0.2

Table B6

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

Gender	n	%
Man	3355	40.9
Woman	4773	58.3
Transgender	16	0.2
Genderqueer	59	0.7
Other	34	0.4

Table B7

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

Position	n	%
African American/ African/Black	**323**	**3.9**
African American	208	2.5
African	32	0.4
Black Caribbean	26	0.3
Other African/African American/Black	58	0.7
American Indian/ Alaskan Native	**189**	**2.3**
Tribal Affiliation/corporation	92	1.1
Asian/Asian American	**1736**	**21.2**
Asian Indian	165	2.0
Bangladeshi	9	0.1
Cambodian	34	0.4
Chinese/Chinese American (except Taiwanese)	681	8.3
Filipino/Filipino American	216	2.6
Hmong	10	0.1
Indonesian	11	0.1
Japanese/Japanese American	192	2.3
Korean/Korean American	180	2.2
Laotian	13	0.2
Malaysian	13	0.2
Pakistani	13	0.2
Sri Lankan	8	0.1
Taiwanese/ Taiwanese American	132	1.6
Thai	34	0.4
Vietnamese/Vietnamese American	192	2.3
Other Asian	38	0.5
Hispanic/Latino	**1648**	**20.1**
Cuban/Cuban American	29	0.
Latin American/Latino	296	3.6
Mexican/Mexican American/Chicano	1191	14.5

Position	n	%
Puerto Rican	39	14.5
Other Hispanic, Latin American, or of Spanish origin	250	3.1
Middle Easter/Southwest Asian/North African	**386**	**4.7**
Afghan	7	0.1
Arab/Arab American	55	0.7
Armenian	40	0.5
Assyrian	4	0.0
Azerbaijani	5	0.1
Berber	7	0.1
Circassian	4	0.0
Chaldean	3	0.0
Coptic	7	0.1
Druze	2	0.0
Georgian	5	0.1
Iranian	69	0.8
Jewish	155	1.9
Kurdish	7	0.1
Maronite	7	0.1
Turkish	25	0.3
Other Middle Eastern/ Southwest Asian/North African	49	0.6
Pacific Islander	**42**	**0.5**
Fijian	5	0.1
Guamanian/Chamorro	10	0.1
Hawaiian	21	0.3
Samoan	5	0.1
Tongan	3	0.0
Other Pacific Islander	4	0.0
White	**5089**	**62.1**
European/European descent	4292	52.4
North African	29	0.4
Other White/Caucasian	430	5.2
Other	**70**	**0.9**

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

Table B8

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

Sexual Identity	n	%
Asexual	331	4.0
Bisexual	231	2.8
Gay	149	1.8
Heterosexual	7016	87.0
Lesbian	82	1.0
Queer	91	1.1
Questioning	93	1.1
Other	71	0.9
Missing	129	1.6

Table B9

What is your age? (Question 30)

Age	n	%
18-20	2559	31.2
21-23	1773	21.6
24-29	1085	13.2
30-39	913	11.1
40-49	632	7.7
50-59	750	9.2
60 and over	446	5.4
Missing	35	0.4

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	6486	79.2
Children 18 years of age or under	1019	12.4
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	310	3.8
Independent adult children over 18 years of age	131	1.6
Sick or disabled partner	73	0.9
Senior or other family member	412	5.0
Other	50	0.6

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	7960	97.2
Active military	4	0.0
Reservist	13	0.2
ROTC	25	0.3
Veteran	100	1.2
Missing	91	1.1

Table B12

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	459	8.5	490	9.0
Some high school	329	6.1	275	5.1
Completed high school/GED	727	13.4	683	12.6
Some college	701	12.9	728	13.4
Business/Technical certificate/degree	137	2.5	170	3.1
Associate's degree	209	3.9	288	5.3
Bachelor's degree	1165	21.5	1289	23.7
Some graduate work	166	3.1	168	3.1
Master's degree	779	14.4	696	12.8
Doctoral degree	342	6.3	170	3.1
Professional degree (MD, MFA, JD)	349	6.4	277	5.1
Unknown	31	0.6	70	1.3
Not applicable	25	0.5	68	1.3
Missing	9	0.2	56	1.0

Note: Table includes only those who answered that they were students in Question 1 (n = 5428).

Table B13

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

Level of Education	n	%
No high school	4	0.2
Some high school	17	0.9
Completed high school/GED	63	3.2
Some college	228	11.4
Business/Technical certificate/degree	67	3.4
Associate's degree	101	5.1
Bachelor's degree	724	36.3
Some graduate work	112	5.6
Master's degree	406	20.4
Doctoral degree	190	9.5
Professional degree (e.g. MD, JD, DVM)	71	3.6
Missing	9	0.5

Note: Table includes only those who answered that they were staff in Question 1 (n = 1992).

Table B14

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

College Status	n	%
Non-degree student	5	0.1
First year	959	22.4
Second year	911	21.3
Third year	1112	25.9
Fourth year	1139	26.6
Fifth year or more	159	3.7
Missing	2	0.0

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 4287).

Table B15

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

College Status	n	%
Master's student	**208**	**18.2**
First year	79	40.9
Second year	107	55.4
Third (or more) year	7	3.6
Doctoral Student	**929**	**81.4**
First year	153	17.3
Second year	195	22.0
Third (or more) year	180	20.3
Advanced to Candidacy	145	16.4
ABD (all but dissertation)	212	24.0
Missing	**4**	**0.4**

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 1141).

Table B16

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

College Status	n	%
First year	36	24.2
Second year	36	24.2
Third year	26	17.4
Fourth year	10	6.7
Fifth year or more	37	24.8
Missing	4	2.7

Note: Table includes only those who answered that they were post-docs or trainees in Question 1 (n = 149).

Table B17

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

Academic division	n	%
Engineering	**103**	**13.3**
Chemical Engineering	17	
Computer Science	12	
Electrical & Computer Engineering	24	
Materials	21	
Mechanical & Environmental Engineering	10	
Humanities and Fine Arts	**223**	**28.8**
Classics	3	
Art Studio	9	
Dramatic Art/Dance	12	
East Asian Languages & Cultural Studies	10	
English	13	
Film Studies	10	
French & Italian	10	
Germanic, Slavic & Semitic Studies	4	
History	19	
History of Art & Architecture	9	
Linguistics	8	
Media Arts & Technology Program	2	
Music	12	
Philosophy	1	
Religious Studies	9	
Spanish & Portuguese	5	
Writing Program	20	
Mathematical, Life and Physical Sciences	**242**	**31.3**
Chemistry	34	
Geological Sciences	14	

Table B17 (cont.)	n	%
Ecology, Evolution and Marine Biology	24	
Environmental Studies Program	5	
Geography	14	
Mathematics	16	
Molecular, Cellular and Developmental Biology	30	
Physics	27	
Psychology	27	
Speech & Hearing Sciences	1	
Statistics & Applied Probability	11	
Social Sciences	**124**	**16.0**
Anthropology	13	
Asian-American Studies	1	
Black Studies	3	
Chicano Studies	7	
Communication	6	
Economics	17	
Global & International Studies	7	
Political Science	12	
Sociology	14	
Women's Studies Program	3	
Environmental Science and Management	**18**	**2.3**
Institute for Theoretical Physics	**1**	**0.1**
Program in Education	**51**	**6.6**
Missing	**11**	**1.4**

Note: Table includes only those who indicated they were faculty or post-docs (n= 773) in Question 1.
Note: Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

Table B18

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

Academic Unit	n	%
Academic Affairs (Administrative Office)	**222**	**11.1**
Academic Personnel	7	3.6
Art Museum	1	0.5
Bren School of Environmental Science and Management	6	3.0
College of Letters & Science	35	17.8
College of Engineering	10	5.1
College of Creative Studies	1	0.5
Education Abroad Program	26	13.2
Executive Vice Chancellor	14	7.1
Extended Learning Services (UNEX)	5	2.5
Graduate Division	18	9.1
Graduate School of Education	6	3.0
Information Systems and Computing	10	5.1
Information Technology	15	7.6
Instructional Development	14	7.1
Kerr Hall	1	0.5
Office of Equal Opportunity & Sexual Harassment / Title IX Compliance	5	2.5
Office of Outreach	2	1.0
Ombuds Office	1	0.5
Office of Research	17	8.6
Summer Sessions	3	1.5
Academic Affairs (Academic Department)	**409**	**20.5**
Bren School of Environmental Science and Management	16	4.1
College of Creative Studies	4	1.0
College of Engineering	78	19.8
College of Letters & Science	124	31.5
Graduate School of Education	18	4.6
Humanities and Fine Arts	39	9.9
Library	75	19.0
Mathematical, Life and Physical Sciences	33	8.4
Social Sciences	7	1.8

Table B18 (cont.)	n	%
Research Unit / Research Institute	**276**	**13.9**
Bioengineering	4	2.0
California NanoSystems Institute	22	10.9
Center for Black Studies	1	0.5
Center for Chicano Studies	1	0.5
Center for Polymer & Organic Solids	1	0.5
Cheadle Center for Biodiversity & Ecological Restoration	3	1.5
Earth Research Institute	29	14.4
Economic Forecast Project	1	0.5
Graduate School of Education Research	3	1.5
Institute for Collaborative Biotechnologies	12	6.0
Institute for Quantum Engineering, Science & Technology	2	1.0
Institute for Social, Behavioral and Economic Research	22	10.9
Institute for Theoretical Physics	9	4.5
Macroeconomics Institute	0	0.0
Marine Science Institute	49	24.4
National Center for Ecological Analysis and Synthesis	11	5.5
Natural Reserve System	6	3.0
Neuroscience Research Institute	22	10.9
Vivarium	3	1.5
Administrative Services	**273**	**13.7**
Accounting Services & Controls	22	9.3
Administrative Services	38	16.1
Audit Services	3	1.3
Billing & Accounts Receivable	4	1.7
Campus Dining Services	2	0.8
Central Stores	5	2.1
Environmental Health and Safety	20	8.5
Facilities Management	51	21.6
Faculty Club	1	0.4
Human Resources	21	8.9
Information Systems Office (IS&C)	11	4.7
Mail Services	3	1.3
Parking and Transportation Services	11	4.7
Police	18	7.6

Table B18 (cont.)	n	%
Purchasing	8	3.4
UCSB Bookstore	8	3.4
University Center/Events Center	10	4.2
Housing & Residential Services	**188**	**9.4**
Food Service	51	38.1
Grounds keeping	7	5.2
Housekeeping	17	12.7
Lodging	34	25.4
Maintenance	25	18.7
Chancellor's Office	**51**	**2.6**
Academic Senate	6	13.0
Athletics	15	32.6
Budget and Planning	10	21.7
Chancellor's Office	10	21.7
Education Abroad Program (Loc Q)	5	10.9
Institutional Advancement	**69**	**3.5**
Alumni Affairs Office/Alumni Association	4	6.8
Advancement Services	7	11.9
Development	33	55.9
Finance & Administration	4	6.8
Governmental Relations	1	1.7
News & Communications	5	8.5
Public Events	5	8.5
Vice Chancellor Institutional Advancement	0	0.0
Student Affairs	**387**	**19.4**
Admissions Office	33	10.2
Arts & Lectures	5	1.5
Associated Students	11	3.4
Campus Learning Assistance Services	18	5.6
Counseling & Career Services	23	7.1
Disabled Students Program	4	1.2
Early Academic Outreach	6	1.9
Educational Opportunity Program	10	3.1
Financial Aid Office	10	3.1
International Students & Scholars	8	2.5
Multicultural Center	2	0.6
Office of Student Life	20	6.2

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Table B18 (cont.)	n	%
Office of the Registrar	23	7.1
Orientation Program	3	0.9
Physical Activities & Recreation	25	7.7
Student Academic Support Services	3	0.9
Student Affairs Information Technologies	34	10.5
Student Health	56	17.3
UCSB Children's Centers	18	5.6
Vice Chancellor Student Affairs	5	1.5
Women's Center	6	1.9
Missing	**117**	**5.9**

Note: Table includes only those who indicated they were staff in Question 1 (n = 1992).

Table B19

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

Academic Unit	n	%
Actuarial Science	33	0.8
Anthropology	87	2.0
Aquatic Biology	48	1.1
Art	42	1.0
Art History	23	0.5
Asian American Studies	10	0.2
Asian Studies	0	0.0
Biochemistry	44	1.0
Biochemistry-Molecular Biology	28	0.7
Biological Sciences	97	2.3
Biology	77	1.8
Pre-Biology	247	5.8
Biopsychology	77	1.8
Pre-Biopsychology	43	1.0
Black Studies	4	0.1
Business Economics	9	0.2
Pre-Business Economics	11	0.3
Cell and Developmental Biology	16	0.4
Chemical Engineering	59	1.4
Chemistry	47	1.1
Chemistry and Biochemistry	8	0.2
Pre-Chemistry	26	0.6
Chicana and Chicano Studies	28	0.7
Chinese	1	0.0
Classics	11	0.3
Communication	156	3.6
Pre-Communication	78	1.8
Comparative Literature	9	0.2
Computer Engineering	36	0.8
Pre-Computer Engineering	4	0.1
Computer Science	73	1.7
Pre-Computer Science	16	0.4
Dance	4	0.1
Earth Science	12	0.3
Pre-Earth Science	6	0.1
Ecology and Evolution	15	0.3

Table B19 (cont.)	n	%
Economics	62	1.4
Pre-Economics	39	0.9
Economics and Accounting	117	2.7
Pre-Economics and Accounting	82	1.9
Economics-Mathematics	9	0.2
Pre-Economics/Mathematics	9	0.2
Electrical Engineering	39	0.9
English	123	2.9
Environmental Studies	226	5.3
Feminist Studies	22	0.5
Film and Media Studies	86	2.0
Financial Mathematics and Statistics	9	0.2
Pre-Financial Mathematics and Statistics	15	0.3
French	7	0.2
Geography	37	0.9
Geological Sciences	3	0.1
Geophysics	4	0.1
German	2	0.0
Global Studies	203	4.7
History	66	1.5
History of Public Policy	11	0.3
Hydrologic Sciences and Policy	8	0.2
Interdisciplinary Studies	3	0.1
Italian Studies	3	0.1
Japanese	9	0.2
Language, Culture, and Society	10	0.2
Latin American and Iberian Studies	3	0.1
Linguistics	37	0.9
Literature	17	0.4
Mathematical Sciences	12	0.3
Pre-Mathematical Science	4	0.1
Mathematics	33	0.8
Pre-Mathematics	24	0.6
Mechanical Engineering	66	1.5
Medieval Studies	0	0.0
Microbiology	15	0.3
Middle East Studies	2	0.0
Music	21	0.5
Music Composition	6	0.1

Table B19 (cont.)	n	%
Pharmacology	23	0.5
Philosophy	39	0.9
Physical Geography	3	0.1
Physics	78	1.8
Physiology	8	0.2
Political Science	148	3.5
Pre-Political Science	87	2.0
Portuguese	2	0.0
Psychology	256	6.0
Pre-Psychology	108	2.5
Religious Studies	11	0.3
Slavic Languages and Literatures	2	0.0
Sociology	217	5.1
Pre-Sociology	42	1.0
Spanish	22	0.5
Statistical Science	15	0.3
Theater	30	0.7
Zoology	35	0.8
Undeclared	227	5.3
Missing	5	0.1

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4287).

Table B20

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

Academic Unit	n	%
Applied Mathematics	3	0.3
Anthropology	22	1.9
Art History	18	1.6
Art Studio	5	0.4
Asian Studies	2	0.2
Biochemistry/Molecular Biology	12	1.1
Chemistry	41	3.6
Chemical Engineering	24	2.1
Chicano Studies	17	1.5
Classics	7	0.6
Comparative Literature	12	1.1
Computer Science	62	5.4
Counseling/Clinical/School Psychology	32	2.8
Communication	18	1.6
Dramatic Art	1	0.1
East Asian Languages & Cultural Studies	5	0.4
Electrical and Computer Engineering	84	7.4
Economics	20	1.8
Educational Leadership	10	0.9
Education	94	8.2
Ecology, Evolution, and Marine Biology	23	2.0
English	28	2.5
Environmental Science and Management	84	7.4
Film and Media Studies	11	1.0
Feminist Studies	4	0.4
Film Studies	2	0.2
French	1	0.1
Geography	32	2.8
Geography / Joint Program	2	0.2
Geological Sciences	16	1.4
Global Studies	8	0.7
Geophysics	1	0.1
History / Joint Program	0	0.0
History	37	3.2
Hispanic Languages and Literature	10	0.9
Latin American and Iberian Studies	2	0.2

Table B20 (cont.)	n	%
Linguistics	10	0.9
Marine Science	4	0.4
Media Arts and Technology	6	0.5
Mathematics	12	1.1
Materials	66	5.8
Molecular, Cellular, & Develop. Biology	19	1.7
Mechanical Engineering	32	2.8
Music	23	2.0
Philosophy	9	0.8
Physics	61	5.3
Political Science	24	2.1
Psychology	37	3.2
Religious Studies	23	2.0
Sociology	31	2.7
Statistics	3	0.3
Statistics and Applied Probability	7	0.6
Theater Studies	7	0.6
Missing	17	1.5

Note: Table includes only those who indicated they were graduate /professional students in Question 1 (n = 1141).

Table B21

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

There are no trainees at this location, so this question was not asked.

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	35	0.4
Attention Deficit/ Hyperactivity Disorder	313	3.8
Asperger's/Autism Spectrum	22	0.3
Blind	3	0.0
Low vision	269	3.3
Deaf	2	0.0
Hard of Hearing	126	1.5
Learning disability	117	1.4
Medical Condition	267	3.3
Mental health/psychological condition	540	6.6
Physical/Mobility condition that affects walking	74	0.9
Physical/Mobility condition that does not affect walking	98	1.2
Speech/Communication	41	0.5
Other	47	0.6
I have none of the listed conditions	6193	75.6

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	7430	90.7
Permanent Resident	460	5.6
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	420	5.1
Other legally documented status	15	0.2
Undocumented resident	16	0.2

Table B24

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

Political views	n	%
Far left	502	6.1
Liberal	3538	43.2
Moderate or middle of the road	2018	24.6
Conservative	634	7.7
Far right	19	0.2
Undecided	1067	13.0
Libertarian	49	0.6
Other	222	2.7
Missing	144	1.8

Table B25

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

Language spoken at home	n	%
English only	5292	64.6
Other than English	782	9.5
English and other language(s)	2085	25.4
Missing	34	0.4

Table B26

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

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Agnostic	1415	17.3	Nondenominational Christian	351	4.3
Ahmadi Muslim	1	0.0	Pagan	31	0.4
African Methodist Episcopal	5	0.1	Pentecostal	29	0.4
Atheist	1111	13.6	Presbyterian	142	1.7
Assembly of God	21	0.3	Protestant	189	2.3
Baha'i	7	0.1	Quaker	18	0.2
Baptist	115	1.4	Rastafarian	9	0.1
Buddhist	363	4.4	Roman Catholic	1263	15.4
Christian Orthodox	271	3.3	Russian Orthodox	18	0.2
Confucianist	27	0.3	Scientologist	1	0.0
Christian Methodist Episcopal	52	0.6	Secular Humanist	45	0.5
Druid	9	0.1	Seventh Day Adventist	10	0.1
Episcopalian	103	1.3	Shi-ite	7	0.1
Evangelical	97	1.2	Sufi	6	0.1
Greek Orthodox	27	0.3	Sunni	14	0.2
Hindu	79	1.0	Shinto	9	0.1
Jain	2	0.0	Sikh	24	0.3
Jehovah's Witness	24	0.3	Taoist	58	0.7
Jewish Conservative	73	0.9	The Church of Jesus Christ of Latter Day Saints	32	0.4
Jewish Orthodox	15	0.2			
Jewish Reformed	245	3.0	United Methodist	61	0.7
Lutheran	128	1.6	Unitarian Universalist	62	0.8
Mennonite	4	0.0	United Church of Christ	26	0.3
Moravian	0	0.0	Wiccan	13	0.2
Muslim	67	0.8	Spiritual, but no religious affiliation	997	12.2
			No affiliation	1686	20.6
Native American Traditional Practitioner or Ceremonial	28	0.3	Other	217	2.6

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

Table B27

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

Dependency status	n	%
Dependent	3855	71.0
Independent	1424	26.2
Missing	149	2.7

Note: Table includes only those who answered that they were students in Question 1 (n = 5428).

Table B28

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

Income	n	%
Below $10,000	449	8.3
$10,000-$19,999	597	11.0
$20,000-$29,999	712	13.1
$30,000-$39,999	439	8.1
$40,000-$49,999	345	6.4
$50,000-$59,999	287	5.3
$60,000-69,999	240	4.4
$70,000-$79,999	243	4.5
$80,000-$89,999	214	3.9
$90,000-$99,999	203	3.7
$100,000-124,999	467	8.6
$125,000-$149,999	235	4.3
$150,000- $199,999	306	5.6
$200,000 -$249,999	199	3.7
$250,000-$299,999	117	2.2
$300,000-$399,999	72	1.3
$400,000-$499,999	24	0.4
$500,000 and above	91	1.7
Missing	188	3.5

Note: Table includes only those who answered that they were students in Question 1 (n = 5428).

Table B29

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

Residence	n	%
Campus housing	**2164**	**39.9**
Residence Halls:	1253	23.7
Anacapa Hall	*92*	
Manzanita Village	*174*	
San Miguel Hall	*70*	
San Nicolas Hall	*50*	
San Rafael Hall	*118*	
Santa Catalina Hall	*170*	
Santa Cruz Hall	*96*	
Santa Rosa Hall	*94*	
University Apartments:	547	10.3
El Dorado Apartments	*24*	
Santa Ynez Apartment Complex	*130*	
Westgate Apartments	*8*	
San Clemente Villages	*225*	
Family Student Housing:	223	4.2
Storke 1 Apartment Complex	*62*	
Storke 2 Apartment Complex	*16*	
West Campus Complex	*64*	
Non-campus housing	**3254**	**59.9**
Sorority or Fraternity House	113	2.2
Student Housing Co-Op	30	0.6
Living with a family member/guardian	50	1.0
Living in Isla Vista	1919	37.0
Living in Goleta/Santa Barbara	766	14.8
Living outside Santa Barbara area	95	1.8
Homeless (i.e. couch surfing, etc.)	10	0.2
Other	28	0.5
Missing	**10**	**0.2**

Note: Table includes only those who indicated they were students in Question 1 (n = 5428).
Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30

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

Employed	n	%
No	**2726**	**50.2**
Yes	**2699**	**49.7**
1-10 hours/week	814	15.0
11-20 hours/week	1258	23.2
21-30 hours/week	328	6.0
31-40 hours/week	102	1.9
More than 40 hours/week	110	2.0
Missing	87	1.6
Missing	**3**	**0.1**

Note: Table includes only those who indicated they were students in Question 1 (n = 5428).

Table B31

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

Experiential learning	n	%
In-state/Resident	4030	94.0
Out-of-State/Non-Resident/International	220	5.1
Missing	37	0.9

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4287).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	2080	38.3
Student Leadership Groups	472	8.7
Academic/Professional Organizations	673	12.4
Special Interest Organizations	459	8.5
Intercultural/Multicultural Campus Community Groups	506	9.3
Political Groups	184	3.4
Religious/Spiritual Organizations	344	6.3
Service Organizations/Civic Engagement	306	5.6
Social Fraternities or Sororities	471	8.7
Publications and Media Organizations	133	2.5
Intramurals/Clubs Sports	930	17.1
Music/Performance Organizations	239	4.4
NCAA Varsity Athletics	56	1.0
Honor Societies	299	5.5
Campus Housing Associations	195	3.6
Other	313	5.8

Note: Table includes only those who indicated they were students in Question 1 (n = 5428).
Percentages may not sum to 100% due to multiple responses.

Table B33

What is your current relationship status? (Question 54)

Relationship status	n	%
Single, never married	5565	56.7
Single, divorced	267	2.7
Single, widow (partner/spouse deceased)	44	0.4
Partnered	869	8.8
Partnered, in civil union/ Registered Domestic Partnership	62	0.6
Married or remarried	2073	21.1
Separated	40	0.4
Other	76	0.8
Missing	826	8.4

Table B34

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

GPA	n	%
3.75 - 4.00	74	1.4
3.50 - 3.74	358	6.6
3.25 - 3.49	1015	18.7
3.00 - 3.24	1652	30.4
2.50 - 2.99	2308	42.5
Below 2.50	0	0.0
Missing	21	0.4

Note: Table includes only those who indicated they were students in Question 1 (n = 5428).

Table B35

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

Foster care	n	%
Yes	36	0.7
No	5345	98.5
Missing	47	0.9

Note: Table includes only those who indicated they were students in Question 1 (n = 5428).

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

Table B36

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

Comfort	n	%
Very comfortable	2678	32.7
Comfortable	4198	51.2
Neither comfortable nor uncomfortable	913	11.1
Uncomfortable	346	4.2
Very uncomfortable	44	0.5

Table B37

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

Comfort	n	%
Very comfortable	2787	34.1
Comfortable	3841	47.0
Neither comfortable nor uncomfortable	984	12.0
Uncomfortable	455	5.6
Very uncomfortable	112	1.4

Table B38

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

Comfort	n	%
Very comfortable	1549	25.0
Comfortable	3268	52.8
Neither comfortable nor uncomfortable	927	15.0
Uncomfortable	253	4.1
Very uncomfortable	30	0.5
Not applicable	166	2.7

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 6201).

Table B39

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

Considered Leaving	n	%
No	6029	73.7
Yes	2150	26.3

Table B40

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

Academic Experience	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	1003	18.0	2602	46.7	830	14.9	967	17.4	147	2.6	20	0.4
Many of my courses this year have been intellectually stimulating.	1562	28.1	2824	50.8	577	10.4	238	4.3	29	0.5	333	6.0
I am satisfied with my academic experience at UCSB.	1212	21.8	2874	51.7	920	16.6	440	7.9	87	1.6	22	0.4
I am satisfied with the extent of my intellectual development since enrolling at UCSB.	1467	26.5	2746	49.6	830	15.0	380	6.9	86	1.6	31	0.6
I have performed academically as well as I anticipated I would.	942	17.0	2020	36.4	1122	20.2	1098	19.8	342	6.2	29	0.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1749	31.5	2722	49.1	747	13.5	247	4.5	64	1.2	19	0.3
My interest in ideas and intellectual matters has increased since coming to UCSB.	1914	34.5	2503	45.1	756	13.6	289	5.2	65	1.2	16	0.3
I intend to graduate from UCSB.	3782	68.5	1248	22.6	287	5.2	35	0.6	27	2.6	144	2.6
I am considering transferring to another college or university due to academic reasons.	105	1.9	267	4.8	459	8.3	1139	20.5	2911	52.4	671	12.1

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 5577).

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 UCSB? (Question 11)

Experienced	n	%
No	6291	76.9
Yes, but it did not interfere with my ability to work or learn	1335	16.3
Yes and it interfered with my ability to work or learn	555	6.8

Table B42

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

Based On:	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	53	3.1	119	6.9	253	14.7	378	22.0	914	53.2
Age	62	3.6	126	7.3	342	19.7	438	25.2	767	44.2
Ancestry	75	4.4	148	8.6	267	15.5	360	21.0	868	50.5
Country of origin	64	3.7	113	6.6	179	10.4	402	23.4	959	55.9
Discipline of study	75	4.4	158	9.2	280	16.3	377	21.9	833	48.3
Educational level	53	3.1	117	6.8	220	12.8	440	25.6	892	51.8
Educational modality (on-line, classroom)	18	1.1	44	2.6	62	3.7	409	24.1	1165	68.6
English language proficiency/accent	55	3.2	82	4.8	121	7.1	337	19.8	1111	65.1
Ethnicity	134	7.8	198	11.5	298	17.2	326	18.9	772	44.7
Gender identity	93	5.4	154	8.9	228	13.2	349	20.3	899	52.2
Gender expression	77	4.5	116	6.8	162	9.5	362	21.2	990	58.0
Immigrant/citizen status	47	2.7	51	3.0	90	5.3	333	19.5	1189	69.5
International Status	32	1.9	43	2.5	60	3.5	304	17.7	1274	74.4
Learning disability	18	1.1	49	2.9	70	4.1	302	17.8	1260	74.2
Marital status (e.g. single, married, partnered)	22	1.3	58	3.4	117	6.9	370	21.7	1136	66.7
Medical condition	26	1.5	38	2.2	100	5.9	317	18.7	1216	71.7
Military/veteran status	4	0.2	19	1.1	28	1.6	220	12.9	1430	84.1
Parental status (e.g., having children)	19	1.1	39	2.3	89	5.2	253	14.9	1300	76.5
Participation in an organization/team	38	2.3	74	4.4	106	6.3	240	14.3	1225	72.8

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Table B42 (cont.)	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	85	5.0	161	9.4	297	17.4	355	20.8	812	47.5
Physical disability	19	1.1	30	1.8	63	3.7	284	16.7	1303	76.7
Philosophical views	64	3.7	154	8.9	269	15.6	404	23.4	834	48.3
Political views	71	4.2	145	8.5	292	17.1	378	22.2	820	48.1
Position (staff, faculty, student)	108	6.1	144	8.2	310	17.6	394	22.4	803	45.7
Pregnancy	10	0.6	23	1.4	42	2.5	225	13.3	1395	82.3
Psychological condition	27	1.6	61	3.6	117	6.9	299	17.7	1185	70.2
Race	122	7.1	150	8.8	290	16.9	338	19.7	813	47.5
Religious/spiritual views	33	2.5	46	3.5	94	7.1	192	14.4	968	72.6
Sexual orientation	21	1.5	54	3.8	67	4.7	177	12.5	1097	77.5
Socioeconomic status	51	3.9	62	4.8	107	8.2	182	14.0	900	69.1
Don't Know	28	2.2	45	3.5	57	4.4	84	6.5	1087	83.6
Other	30	2.7	24	2.2	29	2.6	39	3.5	977	88.9

Note: Only answered by respondents who experienced harassment (n = 1890).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	1056	55.9
I felt I was deliberately ignored or excluded	925	48.9
I felt intimidated/bullied	760	40.2
I was the target of derogatory verbal remarks	468	24.8
I observed others staring at me	442	23.4
I feared for my physical safety	263	13.9
I was the target of racial/ethnic profiling	228	12.1
I was singled out as the spokesperson for my identity group	206	10.9
I feared getting a poor grade because of a hostile classroom environment	191	10.1
I received a low performance evaluation	166	8.8
Someone assumed I was admitted/hired/promoted due to my identity	153	8.1
I received derogatory written comments	142	7.5
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	89	4.7
Someone assumed I was not admitted/hired/promoted due to my identity	61	3.2
I received threats of physical violence	57	3.0
I was the target of stalking	46	2.4
I was the victim of a crime	43	2.3
I was the target of physical violence	41	2.2
I received derogatory phone calls	39	2.1
I feared for my family's safety	35	1.9
I was the target of graffiti/vandalism	22	1.2
Other	149	7.9

Note: Only answered by respondents who experienced harassment (n = 1890).
Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
In a public space at UCSB	497	26.3
Off campus	479	25.3
In a meeting with a group of people	470	24.9
While working at a UCSB job	466	24.7
In a class/lab/clinical setting	420	22.2
In a UCSB office	355	18.8
In campus housing	286	15.1
In a meeting with one other person	250	13.2
While walking on campus	233	12.3
At a UCSB event	214	11.3
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	177	9.4
In off-campus housing	165	8.7
In a UCSB dining facility	140	7.4
In a faculty office	117	6.2
In athletic facilities	62	3.3
On campus transportation	34	1.8
In a health care setting	32	1.7
In an on-line class	3	0.2
Other	122	6.5

Note: Only answered by respondents who experienced harassment (n = 1890).
Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Student	889	47.0
Faculty member	357	18.9
Stranger	336	17.8
Co-worker	320	16.9
Friend	287	15.2
Staff member	243	12.9
Administrator	216	11.4
Don't know source	190	10.1
Supervisor	182	9.6
Department head	149	7.9
UCSB visitor(s)	121	6.4
Campus organizations or groups	112	5.9
Teaching asst/Grad asst/Lab asst/Tutor	95	5.0
Off campus community member	80	4.2
Faculty advisor	71	3.8
Campus media	60	3.2
Student staff	58	3.1
Social Networking site (e.g. Facebook, Twitter)	56	3.0
Campus police/building security	48	2.5
Person that I supervise	35	1.9
Registered Campus Organization	33	1.7
Medical Staff	28	1.5
Alumni	24	1.3
Partner/spouse	14	0.7
Athletic coach/trainer	11	0.6
UCSB Physician	11	0.6
Union representative	8	0.4
Donor	5	0.3
Patient	2	0.1
Other	103	5.4

Note: Only answered by respondents who experienced harassment (n = 1890).
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	954	50.5
I told a friend	772	40.8
I felt embarrassed	771	40.8
I ignored it	638	33.8
I avoided the harasser	541	28.6
I told a family member	536	28.4
I did nothing	374	19.8
I felt somehow responsible	319	16.9
I was afraid	289	15.3
I left the situation immediately	288	15.2
I confronted the harasser at the time	234	12.4
I sought support from a staff person	232	12.3
I sought support from campus resource	212	11.2
I didn't report it for fear that my complaint would not be taken seriously	196	10.4
I didn't know who to go to	193	10.2
It didn't affect me at the time	166	8.8
I sought support from a faculty member	156	8.3
I confronted the harasser later	155	8.2
I reported it to a UCSB employee/official	153	8.1
I sought support from an administrator	128	6.8
I did report it but I did not feel the complaint was taken seriously	119	6.3
I sought information on-line	87	4.6
I sought support from off-campus hot-line/advocacy services	53	2.8
I sought support from a spiritual advisor	44	2.3
I sought support from a TA/grad assistant	41	2.2
I told my union representative	40	2.1
I sought support from student staff (e.g. peer counselor)	38	2.0
I contacted a local law enforcement official	32	1.7
Other	118	6.2

Note: Only answered by respondents who experienced harassment (n = 1890).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
Yes	632	7.7
No	7547	92.1
Missing	14	0.2

Table B48

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	228	5.9	645	16.7	1358	35.2	1262	32.7	369	9.6
My colleagues/co-workers expect me to represent "the point of view" of my identity	108	2.8	637	16.7	1315	34.4	1011	26.5	750	19.6
I believe salary determinations are clear	347	9.1	1566	41.2	935	24.6	367	9.7	582	15.3
I think that my campus demonstrates that it values a diverse faculty	651	16.9	2287	59.5	454	11.8	147	3.8	302	7.9
I think my campus demonstrates that it values a diverse staff	378	17.7	2386	62.2	454	11.8	135	3.5	186	4.8
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	871	22.6	1652	43.0	536	13.9	206	5.4	581	15.1
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	264	6.9	670	17.4	1854	48.1	774	20.1	290	7.5
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	314	8.2	1024	26.7	1536	40.0	605	15.8	360	9.4

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 3906).

Table B49

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

Issues	Strongly Agree n	%	Agree n	%	Disagree n	%	Strongly Disagree n	%	Not Applicable n	%
I believe that the tenure/promotion process is clear.	166	26.8	330	53.3	65	10.5	20	3.2	38	6.1
I believe that the tenure/promotion standards are reasonable.	151	24.6	332	54.0	74	12.0	14	2.3	44	7.2
I feel that my service contributions are important to tenure/promotion.	93	15.2	304	49.8	125	20.5	32	5.2	57	9.3
I feel pressured to change my research agenda to achieve tenure/promotion.	23	3.7	84	13.7	237	38.6	157	25.6	113	18.4
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	117	19.4	304	50.4	84	13.9	36	6.0	62	10.3
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	48	7.8	134	21.7	286	46.4	88	14.3	61	9.9
I perform more work to help students (e.g., formal & informal advising, sitting for qualifying exams/dissertation committees, helping with student groups/activities, providing other support) than my colleagues.	83	13.7	175	28.9	249	41.2	45	7.4	53	8.8
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	47	7.7	220	36.1	96	15.8	22	3.6	224	36.8
I have used university policies on stopping the clock for promotion or tenure.	14	2.3	32	5.2	108	17.5	101	16.3	363	58.7
I have used university policies on taking leave for childbearing or adoption.	32	5.2	46	7.4	92	14.8	88	14.2	362	58.4
I have used university policies on active service-modified duties.	41	6.7	54	8.9	90	14.8	72	11.8	352	57.8
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	9	1.5	34	5.6	241	40.0	201	33.4	117	19.4
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	134	21.9	335	54.8	51	8.3	17	2.8	74	12.1
I believe that perceptions about using work-family policies differ for men and women faculty.	35	5.8	213	35.4	196	32.6	67	11.1	90	15.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	105	17.2	263	43.0	144	23.6	48	7.9	51	8.3

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 624).

Table B50

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UCSB is supportive of taking leave.	514	13.4	1947	50.6	396	10.3	74	1.9	916	23.8
I find that UCSB is supportive of flexible work schedules.	660	17.1	2167	56.1	419	10.8	116	3.0	500	12.9
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	142	3.7	436	11.4	1781	46.4	622	16.2	859	22.4
I feel that people who have children are considered by UCSB to be less committed to their jobs/careers	82	2.1	314	8.2	1928	50.2	731	19.1	782	20.4
I feel that UCSB provides available resources to help employees balance work-life needs, such as childcare and elder care.	246	6.5	1556	41.0	487	12.8	168	4.4	1338	35.3
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	106	2.8	370	9.7	1024	26.9	332	8.7	1977	51.9
I have supervisors who give me job/career advice or guidance when I need it	885	22.9	1835	47.4	523	13.5	176	4.5	454	11.7
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	894	23.1	2130	55.1	396	10.2	100	2.6	346	8.9
My supervisor provides me with resources to pursue professional development opportunities.	817	21.2	1717	44.6	586	15.2	196	5.1	535	13.9
My supervisor provides ongoing feedback to help me improve my performance.	739	19.2	1786	46.4	655	17.0	213	5.5	455	11.8
I have adequate access to administrative support.	718	18.7	2172	56.7	503	13.1	199	5.2	239	6.2
For health sciences campus employees, my patient-care load is manageable.	54	1.5	237	6.4	33	0.9	8	0.2	3378	91.1

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 3906).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCSB 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	6320	77.3
Yes	1851	22.7

Table B52

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

Targets	n	%
Student	1127	60.9
Friend	316	17.1
Co-worker	251	13.6
Staff member	249	13.5
Stranger	246	13.3
Don't know target	177	9.6
Faculty member	145	7.8
Campus organizations or groups	143	7.7
UCSB visitor(s)	78	4.2
Teaching assistant/Writing associate/Lab assistant/Tutor	63	3.4
Student staff	49	2.6
Off campus community member	47	2.5
Administrator	46	2.5
Registered Campus Organization	29	1.6
Supervisor	29	1.6
Department head	24	1.3
Campus police/building security	17	0.9
Partner/spouse	17	0.9
Person that I supervise	16	0.9
Alumni	15	0.8
Athletic coach/trainer	14	0.8
Faculty advisor	12	0.6
Union representative	9	0.5
Medical Staff	3	0.2
Patient	3	0.2
Donor	1	0.1
UCSB Physician	1	0.1
Other	80	4.3

Note: Only answered by respondents who observed harassment (n = 1851).
Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Student	949	51.3
Stranger	303	16.4
Faculty member	290	15.7
Staff member	171	9.2
Don't know source	165	8.9
Co-worker	152	8.2
Administrator	137	7.4
Supervisor	109	5.9
Department head	98	5.3
Friend	96	5.2
Campus organizations or groups	90	4.9
UCSB visitor(s)	60	3.2
Teaching assistant/Grad assistant/Lab assistant/Tutor	60	3.2
Social Networking site (e.g. Facebook, Twitter)	50	2.7
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	49	2.6
Off campus community member	49	2.6
Faculty advisor	43	2.3
Student staff	27	1.5
Campus police/building security	26	1.4
Registered Campus Organization	24	1.3
Alumni	14	0.8
Athletic coach/trainer	10	0.5
Medical Staff	5	0.3
Person that I supervise	5	0.3
Union representative	5	0.3
Donor	3	0.2
UCSB Physician	3	0.2
Partner/spouse	2	0.1
Patient	1	0.1
Other	91	4.9

Note: Only answered by respondents who observed harassment (n = 1851).
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	%
Race	456	24.6
Ethnicity	432	23.3
Gender identity	397	21.4
Sexual orientation	382	20.6
Don't know	334	18.0
Gender expression	311	16.8
Political views	233	12.6
Position (staff, faculty, student)	225	12.2
Physical characteristics	217	11.7
Country of origin	205	11.1
Age	191	10.3
Religious/spiritual views	178	9.6
Socioeconomic status	166	9.0
Philosophical views	153	8.3
Ancestry	151	8.2
Academic Performance	146	7.9
English language proficiency/accent	136	7.3
Immigrant/citizen status	134	7.2
Educational level	132	7.1
Discipline of study	121	6.5
International Status	69	3.7
Psychological condition	68	3.7
Participation in an organization/team	66	3.6
Learning disability	55	3.0
Physical disability	43	2.3
Medical condition	40	2.2
Marital status	38	2.1
Parental status (e.g., having children)	34	1.8
Pregnancy	24	1.3
Military/veteran status	13	0.7
Educational modality (online, classroom)	10	0.5
Other	204	11.0

Note: Only answered by respondents who observed harassment (n = 1851).
Percentages do not sum to 100 due to multiple responses.

Table B55

What forms of behaviors have you observed or personally been made aware of? (Question 61)

Form	n	%
Derogatory remarks	1107	59.8
Deliberately ignored or excluded	649	35.1
Isolated or left out	544	29.4
Intimidated/bullied	518	28.0
Racial/ethnic profiling	487	26.3
Assumption that someone was admitted/hired/promoted based on his/her identity	365	19.7
Isolated or left out when work was required in groups	263	14.2
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	255	13.8
Feared for their physical safety	235	12.7
Derogatory written comments	234	12.6
Singled out as a spokesperson for his/her identity	198	10.7
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	192	10.4
Graffiti/vandalism	140	7.6
Receipt of a low performance evaluation	131	7.1
Physical violence	130	7.0
Threats of physical violence	115	6.2
Victim of a crime	85	4.6
Receipt of a poor grade because of a hostile classroom environment	63	3.4
Derogatory phone calls	56	3.0
Feared for their family's safety	29	1.6
Other	98	5.3

Note: Only answered by respondents who observed harassment (n = 1851).
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	288	16.3
2	318	18.0
3	316	17.9
4	163	9.3
5	89	5.1
6 or more	588	33.4

Note: Only answered by respondents who believed they had observed harassment (n = 1851).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
Off campus	628	33.9
In a public space at UCSB	556	30.0
In a meeting with a group of people	363	19.6
In a class/lab/clinical setting	350	18.9
While working at a UCSB job	328	17.7
At a UCSB event	273	14.7
In a UCSB office	273	14.7
While walking on campus	270	14.6
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	262	14.2
In campus housing	238	12.9
In off campus housing	197	10.6
In a meeting with one other person	146	7.9
In a UCSB dining facility	136	7.3
In a faculty office	84	4.5
In athletic facilities	47	2.5
On campus transportation	42	2.3
In a health care setting	19	1.0
In an on-line class	6	0.3
Other	91	4.9

Note: Only answered by respondents who observed harassment (n = 1851).
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	867	46.8
I told a friend	606	32.7
I felt embarrassed	572	30.9
I did nothing	394	21.3
I avoided the harasser	337	18.2
I ignored it	330	17.8
I told a family member	318	17.2
I confronted the harasser at the time	220	11.9
It didn't affect me at the time	216	11.7
I was afraid	201	10.9
I felt somehow responsible	185	10.0
I didn't know who to go to	183	9.9
I left the situation immediately	175	9.5
I didn't report it for fear that my complaint would not be taken seriously	157	8.5
I confronted the harasser later	146	7.9
I sought support from a staff person	139	7.5
I reported it to a campus employee/official	91	4.9
I sought support from a faculty member	88	4.8
I sought support from campus resource	86	4.6
I sought support from a administrator	80	4.3
I did report it but I did not feel the complaint was taken seriously	60	3.2
I sought information on-line	43	2.3
I told my union representative	26	1.4
I sought support from a student staff	25	1.4
I sought support from off-campus hot-line/advocacy services	22	1.2
I sought support from a TA/grad assistant	22	1.2
I sought support from a spiritual advisor	22	1.2
I contacted a local law enforcement official	21	1.1
Other	127	6.9

Note: Only answered by respondents who observed harassment (n = 1851).
Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	1811	69.6
Yes	382	14.7
Don't know	409	15.7

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 2616).

Table B60

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

Based On:	n	%
Personal relationship	123	32.2
Age	73	19.1
Position (staff, faculty, student)	57	14.9
Ethnicity	56	14.7
Educational level	49	12.8
Gender identity	47	12.3
Preferential re-hiring	47	12.3
Race	46	12.0
Partner/spousal preferential hiring practice	26	6.8
English language proficiency/accent	18	4.7
Country of origin	17	4.5
Discipline of study	15	3.9
Ancestry	14	3.7
Marital status	14	3.7
Political views	11	2.9
Sexual orientation	11	2.9
Parental status (e.g., having children)	9	2.4
Gender expression	7	1.8
International status	7	1.8
Physical characteristics	7	1.8
Socioeconomic status	7	1.8
Immigrant/citizen status	6	1.6
Educational modality (on-line, classroom)	4	1.0
Participation in an organization/team	4	1.0
Religious/spiritual views	3	0.8
Military/veteran status	2	0.5
Psychological condition	2	0.5
Learning disability	1	0.3
Physical disability	1	0.3
Pregnancy	1	0.3
Medical condition	0	0.0
Other	66	17.3

Note: Only answered by employees who perceived discriminatory practices (n = 382).
Percentages do not sum to 100 due to multiple responses.

Table B61

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	3175	81.7
Yes	229	5.9
Don't know	481	12.4

Note: Table includes only those respondents who indicated they were graduate students, trainees, post-docs, faculty or staff in Question 1 (n = 3906).

Table B62

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

Based On:	n	%
Position (staff, faculty, student)	51	22.3
Age	44	19.2
Ethnicity	37	16.2
Gender identity	31	13.5
Race	31	13.5
Educational level	27	11.8
Personal relationship	23	10.0
Country of origin	19	8.3
Medical condition	16	7.0
Psychological condition	14	6.1
Ancestry	12	5.2
Political views	12	5.2
Sexual orientation	12	5.2
English language proficiency/accent	11	4.8
Gender expression	11	4.8
Physical characteristics	11	4.8
Immigrant/citizen status	10	4.4
Socioeconomic status	9	3.9
Marital status	8	3.5
Parental status (e.g., having children)	8	3.5
Discipline of study	7	3.1
International status	6	2.6
Physical disability	6	2.6
Religious/spiritual views	5	2.2
Learning disability	4	1.7
Military/veteran status	2	0.9
Participation in an organization/team	2	0.9
Partner/spousal preferential hiring practice	2	0.9
Educational modality (on-line, classroom)	1	0.4
Pregnancy	0	0.0
Other	63	27.5

Note: Only answered by employees who perceived discriminatory practices (n = 229).
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 UCSB that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	2640	67.9
Yes	602	15.5
Don't know	647	16.6

Note: Table includes only those respondents who indicated they were graduate students, trainees, post-docs, faculty or staff in Question 1 (n = 3906).

Table B64

Post-docs/Graduate/Trainees/Faculty/Staff Only: I believe that the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 73)

Based On:	n	%
Personal relationship	140	23.3
Position (staff, faculty, student)	131	21.8
Age	85	14.1
Gender identity	63	10.5
Ethnicity	51	8.5
Educational level	49	8.1
Race	41	6.8
Partner/spousal preferential hiring practice	39	6.5
Discipline of study	37	6.1
Parental status (e.g., having children)	23	3.8
Political views	21	3.5
Country of origin	17	2.8
Gender expression	17	2.8
Marital status	16	2.7
Ancestry	14	2.3
English language proficiency/accent	13	2.2
Sexual orientation	13	2.2
Physical characteristics	12	2.0
Socioeconomic status	10	1.7
Medical condition	9	1.5
Participation in an organization/team	9	1.5
Immigrant/citizen status	8	1.3
International status	6	1.0
Psychological condition	5	0.8
Religious/spiritual views	5	0.8
Educational modality	3	0.5
Learning disability	3	0.5
Physical disability	3	0.5
Military/veteran status	2	0.3
Pregnancy	2	0.3
Other	162	26.9

Note: Only answered by those employees who observed discriminatory practices (n = 602).
Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Friendly/Hostile	3450	42.4	3487	42.8	1030	12.7	146	1.8	29	0.4	1.7	0.8
Cooperative/Uncooperative	2676	32.9	3840	47.3	1322	16.3	252	3.1	36	0.4	1.9	0.8
Positive for persons with disabilities/Negative	2554	31.9	3171	39.6	1925	24.0	285	3.6	74	0.9	2.0	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	3047	38.0	3252	40.5	1425	17.8	241	3.0	58	0.7	1.9	0.9
Positive for people of Christian faith/Negative	2238	28.0	2717	34.0	2480	31.1	442	5.5	107	1.3	2.2	0.9
Positive for people of other faith backgrounds faith/Negative	2037	25.6	2848	35.7	2649	33.2	373	4.7	62	0.8	2.2	0.9
Positive for people who are agnostic or atheist/Negative	2465	30.9	2895	36.3	2395	30.0	184	2.3	34	0.4	2.1	0.9
Positive for people of color/Negative	2467	30.8	3075	38.4	1837	22.9	524	6.5	106	1.3	2.1	1.0
Positive for men/Negative	3677	45.8	2713	33.8	1436	17.9	166	2.1	42	0.5	1.8	0.8
Positive for women/Negative	2625	32.5	3162	39.1	1688	20.9	511	6.3	96	1.2	2.0	0.9
Positive for non-native English speakers/Negative	1822	22.8	2845	35.6	2430	30.4	783	9.8	122	1.5	2.3	1.0
Positive for people who are immigrants/Negative	1964	24.6	2771	34.7	2489	31.2	651	8.2	101	1.3	2.3	1.0
Positive for people who are not U.S. Citizens/Negative	2094	26.3	2776	34.9	2411	30.3	576	7.2	103	1.3	2.2	1.0

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Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Welcoming/Not welcoming	3189	39.3	3553	43.8	1096	13.5	228	2.8	41	0.5	**1.8**	**0.8**
Respectful/disrespectful	2576	31.8	3506	43.3	1486	18.4	452	5.6	76	0.9	**2.0**	**0.9**
Positive for people of high socioeconomic status/Negative	3934	49.2	2603	32.6	1264	15.8	149	1.9	41	0.5	**1.7**	**0.8**
Positive for people of low socioeconomic status/Negative	1828	22.9	2566	32.2	2290	28.7	1009	12.6	288	3.6	**2.4**	**1.1**
Positive for people who identify as transgender/Negative	1768	22.5	2202	28.0	3124	39.7	613	7.8	167	2.1	**2.4**	**1.0**

Table B66

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

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean n	Standard Deviation n
Not racist/racist	2216	27.3	3270	40.3	1830	22.5	675	8.3	133	1.6	**2.2**	**1.0**
Not sexist/sexist	2035	25.1	2910	35.9	2026	25.0	946	11.7	200	2.5	**2.3**	**1.0**
Not homophobic/homophobic	2269	28.3	3192	29.8	1922	23.9	541	6.7	104	1.3	**2.1**	**0.9**
Not transphobic/transphobic	2047	25.8	2868	36.2	2258	28.5	618	7.8	140	1.8	**2.2**	**1.0**
Not age biased/age biased	2281	28.3	2864	35.5	1991	24.7	754	9.4	167	2.1	**2.2**	**1.0**
Not classist (socioeconomic status)/classist	1883	23.5	2653	33.1	2113	26.4	1072	13.4	294	3.7	**2.4**	**1.1**
Not classist (position: faculty, staff, student)/ classist	1930	24.0	2463	30.6	2227	27.7	1005	12.5	419	5.2	**2.4**	**1.1**
Disability friendly/Not disability friendly	2492	31.1	3197	39.9	1901	23.7	324	4.0	97	1.2	**2.0**	**0.9**

Table B67

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1816	30.5	2952	49.6	419	7.0	76	1.3	692	11.6
Ancestry	1739	29.3	2745	46.3	413	7.0	87	1.5	948	16.0
Country of origin	1683	28.4	2920	49.3	457	7.7	84	1.4	779	13.2
English language proficiency/ accent	1403	23.7	2914	49.2	809	13.7	116	2.0	683	11.5
Ethnicity	1654	28.0	2986	50.5	530	9.0	98	1.7	644	10.9
Gender identity	1594	27.0	2801	47.4	530	9.0	78	1.3	911	15.4
Gender expression	1538	26.1	2733	46.3	577	9.8	95	1.6	958	16.2
Immigrant/citizen status	1529	25.9	2673	45.3	597	10.1	111	1.9	997	16.9
International Status	1714	29.0	2801	47.4	458	7.8	83	1.4	852	14.4
Learning disability	1447	24.5	2690	45.6	561	9.5	105	1.8	1092	18.5
Marital status	1758	29.8	2491	42.2	409	6.9	85	1.4	1153	19.6
Medical conditions	1499	25.5	2566	43.7	441	7.5	86	1.5	1279	21.8
Military/veteran status	1671	28.3	2334	39.6	322	5.5	56	0.9	1515	25.7
Parental status (e.g., having children)	1442	24.5	2406	40.9	522	8.9	82	1.4	1436	24.4
Participation in an campus club/organization	1973	33.5	2619	44.4	271	4.6	58	1.0	973	16.5
Psychological condition	1343	22.9	2420	41.2	576	9.8	87	1.5	1450	24.7
Physical characteristics	1490	25.3	2661	45.2	612	10.4	126	2.1	994	16.9
Physical disability	1464	24.9	2596	44.2	527	9.0	84	1.4	1205	20.5

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Table B67 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	1365	23.2	2749	46.7	706	12.0	173	2.9	895	15.2
Race	1580	26.8	2886	49.0	559	9.5	130	2.2	740	12.6
Religious/spiritual views	1415	24.0	2797	47.5	590	10.0	134	2.3	951	16.2
Sexual orientation	1606	27.3	2796	47.5	497	8.4	113	1.9	878	14.9
Socioeconomic status	1440	24.5	2749	46.9	664	11.3	173	2.9	841	14.3

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 6052).

Table B68

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom/learning environment	1197	21.7	3163	57.3	701	12.7	128	2.3	331	6.0
I feel valued by other students in the classroom	1012	18.4	3021	54.8	901	16.3	126	2.3	451	8.2
I think UCSB faculty are genuinely concerned with my welfare	1228	22.3	2790	50.6	872	15.8	190	3.4	438	7.9
I think UCSB staff are genuinely concerned with my welfare	1178	21.3	2909	52.7	749	13.6	161	2.9	524	9.5
I think administrators are genuinely concerned about my welfare.	955	17.4	2474	45.2	1012	18.5	323	5.9	713	13.0
I think faculty pre-judge my abilities based on perceived identity/background	526	9.6	1426	26.1	2007	36.7	721	13.2	794	14.5
I believe the campus climate encourages free and open discussion of difficult topics	1432	25.9	2998	54.3	597	10.8	129	2.3	364	6.6
I have faculty who I perceive as role models	1601	29.0	2631	47.6	777	14.1	112	2.0	404	7.3
I have staff who I perceive as role models	1052	19.1	2202	40.0	1268	23.0	163	3.0	824	15.0
I have administrators who I perceive as role models	758	13.8	1638	29.9	1606	29.3	311	5.7	1171	21.4
I don't see enough faculty/staff with whom I identify	669	12.2	1764	32.2	1957	35.7	491	9.0	598	10.9
I have opportunities for academic success that are similar to those of my classmates	1503	27.4	3128	57.0	444	8.1	101	1.8	313	5.7

Note: Table includes only those respondents who indicated they were post-docs, students, or trainees in Question 1 (n = 5577).

Table B69

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	118	2.9	374	9.1	1770	43.1	905	21.1	935	22.8
Ancestry	101	2.5	357	8.7	1810	44.2	873	21.3	954	23.3
Country of origin	109	2.7	494	12.1	1747	42.7	830	20.3	908	22.2
Education level	104	2.5	530	13.0	1733	42.5	798	19.6	916	22.4
English language proficiency/ accent	146	3.6	810	19.8	1533	37.5	706	17.3	894	21.9
Ethnicity	157	3.8	732	17.9	1575	38.6	762	18.7	858	21.0
Gender identity	163	4.0	706	17.3	1565	38.3	725	17.7	929	22.7
Gender expression	181	4.4	732	17.9	1520	37.3	703	17.2	943	23.1
Immigrant/citizen status	121	3.0	476	11.7	1694	41.6	781	19.2	1004	24.6
International Status	97	2.4	374	9.2	1785	43.8	848	20.8	969	23.8
Learning disability	96	2.4	385	9.5	1723	42.3	767	18.8	1103	27.1
Marital status	94	2.3	312	7.7	1690	41.5	775	19.0	1206	29.6
Medical conditions	86	2.1	298	7.3	1729	42.6	800	19.7	1143	28.2
Military/veteran status	78	1.9	165	4.1	1665	41.0	876	21.5	1281	31.5
Parental status (e.g., having children)	106	2.6	368	9.0	1514	37.2	732	18.0	1349	33.2
Participation in an campus club/organization	117	2.9	399	9.8	1659	40.8	958	23.6	934	23.0
Participation on an athletic team	104	2.6	315	7.7	1685	41.4	1023	25.2	940	23.1
Philosophical views	99	2.4	519	12.8	1676	41.2	801	19.7	974	23.9

Table B69 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	119	2.9	511	12.6	1585	39.0	727	17.9	1119	27.6
Physical characteristics	216	5.3	710	17.5	1476	36.3	727	17.9	938	23.1
Physical disability	110	2.7	413	10.2	1639	40.4	793	19.6	1101	27.1
Political views	191	4.7	687	16.9	1523	37.5	712	17.5	951	23.4
Race	173	4.3	657	16.2	1578	38.8	778	19.1	880	21.6
Religious/spiritual views	155	3.8	628	15.5	1586	39.0	749	18.4	946	23.3
Sexual orientation	177	4.3	675	16.6	1545	37.9	739	18.1	937	23.0
Socioeconomic status	187	4.6	611	15.1	1579	38.9	751	18.5	928	22.9

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B70

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

Characteristic	Strongly Agree n	%	Agree n	%	Disagree n	%	Strongly Disagree n	%	Don't Know n	%
Age	704	26.4	1351	50.6	288	10.8	82	3.1	246	9.2
Ancestry	784	29.6	1244	46.9	204	7.7	64	2.4	357	13.5
Country of origin	794	29.9	1272	47.9	223	8.4	67	2.5	302	11.4
Educational level	681	25.7	1367	51.6	292	11.0	71	2.7	237	9.0
English language proficiency/ accent	653	24.6	1429	53.8	247	9.3	66	2.5	261	9.8
Ethnicity	791	29.8	1300	49.0	225	8.5	75	2.8	261	9.8
Gender identity	697	26.4	1201	45.5	218	8.3	69	2.6	455	17.2
Gender expression	674	25.6	1169	44.3	222	8.4	67	2.5	505	19.2
Immigrant/citizen status	720	27.3	1214	46.0	222	8.4	67	2.5	415	15.7
International Status	757	28.8	1244	47.3	199	7.6	63	2.4	369	14.0
Learning disability	587	22.5	1082	41.4	252	9.7	72	2.8	618	23.7
Marital status	793	30.0	1261	47.7	219	8.3	71	2.7	301	11.4
Medical conditions	649	24.9	1181	45.3	251	9.6	71	2.7	457	17.5
Military/veteran status	638	24.2	1023	38.9	168	6.4	54	2.1	749	28.5
Parental status (e.g., having children)	777	29.4	1262	47.8	214	8.1	65	2.5	324	12.3
Participation in a campus club/organization	664	25.3	1104	42.1	167	6.4	49	1.9	639	24.4
Participation on an athletic team	604	23.1	1019	39.0	158	6.1	53	2.0	777	29.8
Philosophical views	623	23.7	1211	46.1	252	9.6	74	2.8	468	17.8

Table B70 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	543	20.8	1115	42.7	247	9.5	61	2.3	643	24.6
Physical characteristics	649	24.8	1255	48.0	221	8.5	57	2.2	432	16.5
Physical disability	627	24.1	1197	45.9	225	8.6	63	2.4	494	19.0
Political views	572	21.9	1171	44.7	343	13.1	87	3.3	444	17.0
Race	751	28.6	1269	48.3	222	8.5	80	3.0	303	11.5
Religious/spiritual views	616	23.6	1192	45.6	278	10.6	75	2.9	453	17.3
Sexual orientation	718	27.5	1184	45.4	199	7.6	61	2.3	447	17.1
Socioeconomic status	656	25.2	1233	47.4	268	10.3	78	3.0	366	14.1

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 2765).

Table B71

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

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
Accessibility								
Athletic Facilities	3542	44.9	2249	28.5	146	1.9	1952	24.7
Beach Access	4156	52.6	2093	26.5	389	4.9	1270	16.1
Classroom Buildings	4364	55.4	2359	29.9	110	1.4	1048	13.3
Classrooms, labs	3844	48.9	2452	31.2	142	1.8	1430	18.2
University housing	3354	42.7	2134	27.1	226	2.9	2148	27.3
Computer labs	3756	47.9	2000	25.5	125	1.6	1960	25.0
Dining facilities	3776	48.1	1928	24.6	197	2.5	1951	24.8
Elevators	4901	62.4	1770	22.5	150	1.9	1038	13.2
Health and Wellness Center	3989	51.0	151	19.4	92	1.2	2225	28.4
Library	5088	64.8	1580	20.1	67	0.9	1121	14.3
Natural Green Spaces	4514	57.6	1581	20.2	150	1.9	1588	20.3
On-campus transportation/parking	3382	43.2	2395	30.6	647	8.3	1407	18.0
Other campus buildings	3559	45.7	2020	25.9	112	1.4	2104	27.0
Recreational facilities	4019	51.4	1892	24.2	97	1.2	1810	23.2
Restrooms	4916	62.7	1926	24.6	148	1.9	854	10.9
Studios/ Performing Arts spaces	2836	36.4	1558	20.0	199	2.6	3191	41.0
Walkways and pedestrian paths	4791	61.2	1961	25.0	174	2.2	907	11.6
Braille signage	1854	23.8	1019	13.1	211	2.7	4716	60.5
Hearing loops	1569	20.3	869	11.2	186	2.4	5115	66.1
Course instruction/materials								
Information in alternate formats	2021	26.0	2057	26.5	479	6.2	3202	41.3
Instructors	2802	36.1	2542	32.7	234	3.0	2184	28.1
Instructional materials	2730	35.4	2432	31.5	280	3.6	2273	29.5
UCSB Campus Website	4344	57.6	1683	22.3	144	1.9	1375	18.2

Table B72

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

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	1532	19.8	3694	47.8	472	6.1	53	0.7	1972	25.5
Physical health issues	1825	23.6	4055	52.4	311	4.0	35	0.5	1507	19.5
Female	2039	26.3	4291	55.4	740	9.5	124	1.6	555	7.2
From religious affiliations other than Christian	1762	22.9	4138	53.7	401	5.2	45	0.6	1362	17.7
From Christian affiliations	1784	23.2	4173	54.2	435	5.7	65	0.8	1242	16.1
Gay, lesbian, bisexual	1937	25.2	4183	54.3	459	6.0	78	1.0	1042	13.5
Immigrants	1697	22.1	4076	53.0	566	7.4	83	1.1	1262	16.4
International students, staff, or faculty	2150	27.9	4233	55.0	310	4.0	32	0.4	974	12.7
Learning disability	1676	21.8	3820	49.8	354	4.6	39	0.5	1787	23.3
Male	2861	37.1	4019	52.1	147	1.9	31	0.4	656	8.5
Non-native English speakers	1640	21.4	4148	54.1	732	9.5	92	1.2	1057	13.8
Parents/guardians	1813	23.6	3892	50.7	243	3.2	35	0.5	1969	22.1
People of color	1945	25.2	4261	55.3	469	6.1	110	1.4	918	11.9
Providing care for adults who are disabled and/or elderly	1640	21.4	3415	44.5	188	2.5	29	0.4	2397	31.3
Physical disability	1774	23.2	3907	51.0	302	3.9	43	0.6	1629	21.3
Socioeconomically disadvantaged	1659	21.6	3736	48.7	798	10.4	143	1.9	1333	17.4
Socioeconomically advantaged	2422	31.6	3764	49.2	192	2.5	41	0.5	1238	16.2
Transgender	1518	19.9	3151	41.2	522	6.8	112	1.5	2338	30.6
Other	371	13.1	924	32.5	57	2.0	31	1.1	1459	51.3

Table B73

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

Background	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	1950	24.8	4158	52.8	562	7.1	121	1.5	1085	13.8
American Indian/Alaskan Native	1882	24.0	3864	49.2	271	3.5	78	1.0	1756	22.4
Asian/ Asian American	2132	27.1	4329	55.1	424	5.4	57	0.7	920	11.7
Hispanic/Latino	1979	25.2	4324	55.0	553	7.0	98	1.2	902	11.5
Middle Eastern/South Asian/ North African	1870	23.8	4135	52.7	507	6.5	109	1.4	1232	15.7
Pacific Islander	1959	25.0	4126	52.7	235	3.0	46	0.6	1468	18.7
White	3623	46.2	3654	46.6	108	1.4	41	0.5	411	5.2

Table B74

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

Group	Very Respectful n	%	Respectful n	%	Disrespectful n	%	Very Disrespectful n	%	Don't Know n	%
Psychological health issues	1540	31.4	2424	49.5	119	2.4	17	0.3	798	16.3
Physical health issues	1565	32.0	2462	50.3	95	1.9	10	0.2	758	15.5
Female	1706	34.9	2427	49.6	205	4.2	33	0.7	518	10.6
From religious affiliations other than Christian	1538	31.5	2525	51.7	140	2.9	20	0.4	664	13.6
From Christian affiliations	1587	32.5	2464	50.4	154	3.2	32	0.7	649	13.3
Gay, lesbian, bisexual	1587	32.5	2450	50.2	202	4.1	39	0.8	603	12.4
Immigrants	1465	30.0	2446	50.1	253	5.2	30	0.6	685	14.0
International students, staff, or faculty	1589	32.6	2507	51.4	98	2.0	12	0.2	670	13.7
Learning disability	1555	31.9	2416	49.6	132	2.7	19	0.4	746	15.3
Male	1947	39.9	2361	48.4	43	0.9	8	0.2	520	10.7
Non-native English speakers	1491	30.7	2425	49.9	277	5.7	29	0.6	636	13.1
Parents/guardians	1578	32.4	2438	50.0	95	1.9	13	0.3	748	15.4
People of color	1584	32.5	2498	51.2	190	3.9	28	0.6	580	11.9
Providing care for other than a child	1491	30.6	2358	48.5	68	1.4	10	0.2	938	19.3
Physical disability	1578	32.4	2445	50.2	111	2.3	19	0.4	716	14.7
Socioeconomically disadvantaged	1518	31.1	2385	48.9	283	5.8	52	1.1	638	13.1
Socioeconomically advantaged	1805	37.0	2369	48.6	73	1.5	16	0.3	613	12.6

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	1445	29.7	2308	47.4	242	5.0	60	1.2	810	16.6
Veterans/active military	1744	35.9	2297	47.2	51	1.0	12	0.2	758	15.6
Other	449	20.4	910	41.3	18	0.8	5	0.2	822	37.3

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5428).

Table B75

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1067	22.6	2216	46.9	432	9.1	60	1.3	951	20.1
Ancestry	1088	23.1	2207	46.9	382	8.1	49	1.0	983	20.9
Country of origin	1088	23.2	2230	47.5	411	8.7	54	1.1	915	19.5
Educational level	1093	23.3	2285	48.7	442	9.4	61	1.3	815	17.4
English language proficiency/ accent	1008	21.5	2160	46.1	537	11.5	70	1.5	910	19.4
Ethnicity	1144	24.4	2243	47.9	379	8.1	66	1.4	848	18.1
Gender identity	1082	23.1	2107	45.0	434	9.3	89	1.9	971	20.7
Gender expression	1057	22.6	2085	44.6	457	9.8	94	2.0	985	21.1
Immigrant/citizen status	1021	21.8	2087	44.7	441	9.4	75	1.6	1049	22.4
International Status	1045	22.4	2129	45.6	391	8.4	61	1.3	1044	22.4
Learning disability	947	20.3	1924	41.2	509	10.9	96	2.1	1197	25.6
Level of Education	1040	22.2	2213	47.3	426	9.1	66	1.4	937	20.0
Marital status	963	20.7	1928	41.5	383	8.2	66	1.4	1303	28.1
Medical conditions	953	20.5	1923	41.3	442	9.5	59	1.3	1278	27.5
Military/veteran status	959	20.6	1843	39.7	423	9.1	56	1.2	1364	29.4
Parental status (e.g., having children)	924	19.9	1888	40.7	410	8.8	61	1.3	1355	29.2
Philosophical Views	1087	23.4	2187	47.1	329	7.1	49	1.1	991	21.3
Psychological condition	965	20.8	1999	43.1	396	8.5	65	1.4	1214	26.2
Physical characteristics	988	21.3	2056	44.3	365	7.9	60	1.3	1170	25.2

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Table B75 cont.	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	946	20.4	1971	42.6	424	9.2	58	1.3	1228	26.5
Political views	1031	22.2	2196	47.3	380	8.2	90	1.9	948	20.4
Position (faculty, staff)	1050	22.7	2135	46.2	305	6.6	48	1.0	1085	23.5
Race	1076	23.2	2229	48.0	334	7.2	69	1.5	935	20.1
Religious/spiritual views	1003	21.6	2121	45.7	420	9.0	75	1.6	1026	22.1
Sexual orientation	1039	22.4	2106	45.3	393	8.5	83	1.8	1026	22.1
Socioeconomic status	992	21.5	2048	44.4	468	10.1	100	2.2	1009	21.9

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 5428).

Table B76

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

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	58	2.3	812	32.1	94	3.7	63	2.5	1501	59.4
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	29	1.2	855	34.2	103	4.1	36	1.4	1477	59.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	59	2.4	919	36.8	143	5.7	60	2.4	1319	52.8
Providing diversity training for staff	82	3.3	1403	56.0	248	9.9	40	1.6	731	29.2
Providing diversity training for faculty	72	2.9	1120	44.6	213	8.5	43	1.7	1061	42.3
Providing diversity training for students	54	2.2	1188	47.6	159	6.4	32	1.3	1062	42.6
Providing access to counseling for people who have experienced harassment	45	1.8	1589	63.4	86	3.4	10	0.4	778	31.0
Providing mentorship for new faculty	84	3.4	1117	44.6	81	3.2	14	0.6	1211	48.3
Providing mentorship for new staff	183	7.3	1351	54.0	133	5.3	25	1.0	808	32.3
Providing a clear and fair process to resolve conflicts	97	3.9	1577	63.6	91	3.7	45	1.8	671	27.0
Increasing funding to support efforts to change campus climate	119	4.8	936	37.8	241	9.7	48	1.9	1131	45.7
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	91	3.7	880	35.6	245	9.9	206	8.3	1053	42.5
Providing diversity and equity training to search and tenure committees	93	3.8	969	39.4	219	8.9	91	3.7	1087	44.2
Increasing the diversity of the faculty	42	1.7	1329	53.6	196	7.9	45	1.8	866	34.9

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Table B76 cont.	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Increasing the diversity of the staff	42	1.7	1380	55.8	257	10.4	52	2.1	744	30.1
Increasing the diversity of the administration	56	2.3	1355	54.7	237	9.6	47	1.9	781	31.5
Increasing the diversity of the student body	26	1.1	1435	58.1	202	8.2	45	1.8	764	30.9
Providing back-up family care	106	4.3	1253	50.6	115	4.6	19	0.8	985	39.7
Providing lactation accommodations	59	2.4	1132	46.2	146	6.0	15	0.6	1096	44.8
Providing career development opportunities for staff	68	2.8	1718	69.5	77	3.1	38	1.5	571	23.1

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 2765).

Table B77

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

	Not Currently Available on Campus		Positively Influences Climate		Has No Influence on Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	484	8.9	2108	48.2	407	9.3	58	1.3	1797	41.1
Providing diversity training for staff	259	4.8	2143	47.3	302	6.7	37	0.8	2044	45.2
Providing diversity training for faculty	247	4.6	2118	47.1	300	6.7	41	0.9	2036	45.3
Providing a person to address student complaints of classroom inequity	384	7.1	2406	54.6	310	7.0	35	0.8	1652	37.5
Increasing diversity of the faculty and staff	192	3.5	2673	58.8	569	12.5	86	1.9	1217	26.8
Increasing the diversity of the student body	177	3.3	2850	62.4	554	12.1	104	2.3	1060	23.2
Increasing opportunities for cross-cultural dialogue among students	220	4.1	3011	66.4	360	7.9	41	0.9	1124	24.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	240	4.4	2876	63.7	353	7.8	48	1.1	1236	27.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	230	4.2	2738	60.7	419	9.3	102	2.3	1255	27.8
Providing effective faculty mentorship of students	267	4.9	3118	69.6	243	5.4	10	0.2	1110	24.8

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5428).

PART III: Location-Specific Questions

Table B78

Undergraduate Students Only: Please indicate your awareness and usage of the following campus resources. (Question 94)

	Never heard of, but do NOT need		Never heard of, but could use		Heard of, but do NOT need		Heard of, could use, but have NOT used		Used and was satisfied		Used and was dissatisfied	
	n	%	n	%	n	%	n	%	n	%	n	%
AS Food Bank	597	15.5	266	6.9	1546	40.2	1076	28.0	338	8.8	**18**	0.5
CSO Safety Escorts	189	4.9	133	3.5	1158	30.1	1861	48.4	455	11.8	47	1.2
Counseling Services	111	2.9	121	3.2	937	24.4	1630	42.5	849	22.1	191	5.0
LGBT Resources/Resource Center for Sexual & Gender Diversity (RCSGD)	498	13.0	110	2.9	2315	60.3	744	19.4	142	3.7	31	0.8
Women's Center	394	10.3	228	5.9	1481	38.5	1309	34.1	421	11.0	10	0.3
Rape Prevention Education Program	441	11.5	255	6.7	1829	47.7	1185	30.9	109	2.8	13	0.3
Re-Entry/Non-Traditional Student Services	1467	38.4	296	7.7	1380	36.1	586	15.3	77	2.0	18	0.5
EOP Student Services	479	12.5	179	4.7	1316	34.4	1063	27.8	721	18.9	66	1.7
Office of International Students and Scholars (OISS)	1536	40.3	279	7.3	1327	34.8	533	14.0	97	2.5	37	1.0
UCSB Veterans Benefit Services	1799	47.1	199	5.2	1283	33.6	430	11.3	67	1.8	39	1.0
Disabled Students Program (DSP)	852	22.3	135	3.5	1990	52.1	588	15.4	189	5.0	64	1.7
Early Childhood Care and Education Services (Children's Center)	1264	33.2	175	4.6	1821	47.8	495	13.0	50	1.3	7	0.2
Health and Wellness Programs	166	4.3	208	5.4	841	22.0	1557	40.7	1015	26.5	38	1.0
Stress Management Programs	273	7.1	490	12.8	831	21.7	1736	45.4	462	12.1	31	0.8
Social Work Services	1275	33.4	436	11.4	1215	31.8	797	20.9	76	2.0	16	0.4
Student Mental Health Services	575	15.0	324	8.5	1350	35.3	1204	31.5	310	8.1	61	1.6
Student Health Free Counseling	360	9.4	501	13.1	1040	27.2	1442	37.7	409	10.7	72	1.9

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B79

Undergraduate Students Only: Within the past year, have you observed any denial of support for a campus organization that you believe hindered their ability to create a safe and inclusive environment? (Question 95)

Perceived Unfair/ Unjust Promotion	n	%
No	3771	95.3
Yes	184	4.7

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B80

Undergraduate Students Only: How safe do you feel in the following areas/situations? (Question 97)

	Usually Very Safe		Somewhat Safe		Safe		Somewhat Unsafe		Usually Very Unsafe		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
Moving around campus during the daytime	2501	81.0	147	4.8	393	12.7	16	0.5	12	0.4	18	0.6
Moving around campus after dark	824	26.8	925	30.0	548	17.8	627	20.4	128	4.2	28	0.9
In a residence hall or university-owned apartment	1886	61.2	331	10.7	522	16.9	37	1.2	12	0.4	292	9.5
At a party in a residence hall or university-owned apartment	1319	42.9	555	18.0	514	16.7	133	4.3	37	1.2	518	16.8
Moving around Isla Vista during the daytime	1613	52.4	723	23.5	573	18.6	106	3.4	21	0.7	44	1.4
Moving around Isla Vista after dark	268	8.7	475	15.4	427	13.9	1205	39.1	636	20.6	70	2.3
In a house/apartment in Isla Vista	735	23.9	643	20.9	861	28.0	505	16.4	90	2.9	242	7.9
At a party in Isla Vista	446	14.5	624	20.3	676	22.0	808	26.2	238	7.7	287	9.3
In a Fraternity house	349	11.4	358	11.7	425	13.8	681	22.2	346	11.3	912	29.7
In a Sorority house	592	19.3	327	10.7	521	17.0	320	10.4	142	4.6	1164	38.0
In a student housing co-op	512	16.7	306	10.0	506	16.5	126	4.1	33	1.1	1580	51.6

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B81

Undergraduate Students Only: I perceive tension in Isla Vista with regard to a person's: (Question 101)

Characteristic	Strongly Agree n	Strongly Agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly Disagree n	Strongly Disagree %	Don't Know n	Don't Know %
Age	233	6.6	842	23.8	1322	37.3	427	12.0	720	20.3
Country of origin	146	4.1	634	17.9	1548	43.8	456	12.9	750	21.2
English language proficiency/ accent	191	5.4	825	23.4	1364	38.7	399	11.3	750	21.3
Ethnicity	220	6.2	960	27.2	1302	36.9	392	11.1	655	18.6
Gender identity	261	7.4	868	24.5	1307	37.0	377	10.7	723	20.4
Gender expression	265	7.5	870	24.7	1276	36.2	370	10.5	748	21.2
Immigrant/citizen status	176	5.0	672	19.1	1439	40.9	400	11.4	834	23.7
Learning disability	115	3.3	435	12.4	1515	43.0	446	12.7	1011	28.7
Medical conditions	112	3.2	381	10.8	1557	44.3	440	12.5	1028	29.2
Military/veteran status	77	2.2	220	6.3	1622	46.1	540	15.3	1059	30.1
Participation in an campus club/organization	108	3.1	414	11.8	1585	45.1	591	16.8	820	23.3
Participation on an athletic team	101	2.9	320	9.1	1627	46.2	667	18.9	805	22.9
Psychological condition	130	3.7	512	14.6	1465	41.7	428	12.2	976	27.8
Physical characteristics	381	10.8	861	24.4	1182	33.6	379	10.8	719	20.4
Physical disability	155	4.4	542	15.4	1463	41.6	425	12.1	930	26.5
Political views	169	4.8	671	19.0	1443	40.9	417	11.8	825	23.4
Race	253	7.2	929	26.3	1275	36.1	397	11.2	679	19.2
Religious/spiritual views	172	4.9	636	18.1	1474	41.9	422	12.0	815	23.2
Sexual orientation	268	7.6	803	22.8	1306	37.0	401	11.4	750	21.3
Socioeconomic status	268	7.6	759	21.6	1356	38.5	394	11.2	743	21.1

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B82

Undergraduate students only: Within the last 5 years, have you experienced unwanted physical sexual contact in Isla Vista? (Question 102)

Experienced unwanted sexual contact	n	%
No	3273	76.3
Yes	630	14.7
Missing	333	7.8

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4287).

Table B83

What was the identity of the person(s) involved in this unwanted physical sexual contact? (Question 103)

Source	n	%
Stranger	247	39.6
UCSB Staff Member	143	22.9
Friend	73	11.7
Student visiting from Santa Barbara City College	34	5.4
Student visiting from another college/university	20	3.2
Off campus community member	10	1.6
Member(s) of a particular Registered Campus Organization	8	1.3
Former boyfriend/girlfriend	5	0.8
Boyfriend/girlfriends	4	0.6
Faculty member	2	0.3
IV Foot Patrol/police	2	0.3
Athletic coach/trainer	1	0.2
Student staff	1	0.2
Supervisor	1	0.2
Teaching assistant/Grad assistant/ Lab assistant/Tutor	1	0.2
Co-worker	0	0.0
UCSB Student	0	0.0
Other	18	2.9
Don't know source	54	8.7

Note: Only answered by respondents who reported unwanted physical sexual contact (n = 630).
Percentages do not sum to 100 due to multiple responses.

Table B84

Did you report the incident to a campus official, staff member or the police? (Question 104)

Reported incident	n	%
Yes	50	8.1
No	566	91.9

Note: Only answered by respondents who reported unwanted physical sexual contact (n = 630).

Table B85

If you did report the incident, did you feel that it was responded to appropriately? (Question 105)

Received appropriate response	n	%
Yes	45	90.0
No	5	10.0

Note: Only answered by respondents who reported unwanted physical sexual contact (n = 630).

Table B86

Graduate Students Only: Successful progression through your program requires a clear understanding of department expectations and program requirements. Currently, how satisfied are you with the *availability of information* about the following department requirements and policies? If any of the following are not required in your department or program please select "N/A". (Question 106)

Requirements and Policies	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Required coursework	435	39.5	565	51.4	84	7.6	12	1.1	4	0.4
Preliminary or qualifying exams	319	29.1	492	44.9	158	14.4	38	3.5	89	8.1
Annual review to assess my progress	244	22.3	481	43.9	163	14.9	58	5.3	150	13.7
Your funding status	258	23.5	500	45.5	221	20.1	90	8.2	30	2.7
Service requirements	202	18.5	406	37.2	85	7.8	18	1.7	379	34.8

Note: Table includes only those respondents who indicated they were graduate students in Question 1 (n = 1141).

Table B87

Graduate Students Only: How strongly do you agree or disagree that the following statements describe your primary advisor. My primary advisor… (Question 107)

Description	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Has a reputation for getting students through graduate school in a timely manner	341	32.2	392	37.0	104	9.8	33	3.1	189	17.8
Has intellectual interests that match my own	477	45.0	483	45.5	58	5.5	9	0.8	34	3.2
Has a reputation for being a good advisor	457	43.1	383	36.1	104	9.8	28	2.6	89	8.4
Is knowledgeable in the techniques and methods I would like to use	497	47.0	427	40.4	71	6.7	18	1.7	44	4.2
Fosters a good working environment	460	43.8	425	40.4	93	8.8	24	2.3	49	4.7
Can write a good recommendation letter	500	47.3	307	29.0	22	2.1	16	1.5	212	20.1
Is available when I need help	480	45.4	411	38.9	105	9.9	26	2.5	35	3.3
Treats my ideas with respect	525	49.8	438	41.5	38	3.6	9	0.9	45	4.3
Encourages my interests and goals	515	49.0	416	39.5	69	6.6	11	1.0	41	3..9
Teaches me survival skills for my field	390	37.1	371	35.3	167	15.9	40	3.8	82	7.8
Helps me develop professional relationships with others in my field	368	35.1	365	34.9	186	17.8	50	4.8	78	7.4
Helps me secure funding for my graduate studies	396	37.7	340	32.4	136	13.0	62	5.9	116	11.0
Advises me about professional presentations	400	38.3	365	34.9	130	12.4	36	3.4	114	10.9
Advocates for me with others when necessary	434	41.4	377	35.9	45	4.3	22	2.1	171	16.3
Advises me about department politics	290	27.7	371	35.4	202	19.3	53	5.1	132	12.6
Cares about my life outside of graduate school	315	30.1	408	38.9	158	15.1	64	6.1	103	9.8

Table B87 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Talks with me about the conflicting demands of academia and starting / managing a family	178	17.0	237	22.6	263	25.1	97	9.3	272	26.0
Considers my work important to his or her career	287	27.4	376	35.9	144	13.8	34	3.2	206	19.7
Exploits me as a source of labor to advance his or her career	82	7.8	111	10.6	363	34.5	412	39.2	84	8.0
Gives me regular and constructive feedback on my work	333	31.8	445	42.5	165	15.7	49	4.7	56	5.3
Provides information about career paths open to me	269	25.7	411	39.3	227	21.7	50	4.8	90	8.6
Would support me in any career path I might choose	340	32.4	458	43.6	86	8.2	29	2.8	138	13.1
Serves as a good role model	439	41.8	439	41.8	90	8.6	20	1.9	62	5.9
Is the advisor I want	506	48.3	338	32.3	79	7.5	21	2.0	103	9.8

Note: Table includes only those respondents who indicated they were graduate students in Question 1 (n = 1141).

Table B88

Graduate Students Only: Please indicate your awareness and usage of the following campus resources. (Question 108)

Resource	Never heard of, but do NOT need		Never heard of, but could use		Heard of, but do NOT need		Heard of, could use, but have NOT used		Used and was satisfied		Used and was dissatisfied	
	n	%	n	%	n	%	n	%	n	%	n	%
AS Food Bank	239	23.0	46	4.4	528	50.9	164	15.8	53	5.1	8	0.8
CSO Safety Escorts	193	18.8	82	8.0	464	45.1	272	26.5	15	1.5	2	0.2
Counseling Services	53	5.2	29	2.8	372	36.2	305	29.7	219	21.3	50	4.9
LGBT Resources/Resource Center for Sexual & Gender Diversity (RCSGD)	202	19.6	26	2.5	635	61.8	118	11.5	43	4.2	4	0.4
Women's Center	145	14.1	55	5.4	517	50.3	232	22.6	72	7.0	6	0.6
Rape Prevention Education Program	241	23.6	52	5.1	543	53.2	157	15.4	26	2.5	2	0.2
Re-Entry/Non-Traditional Student Services	468	46.0	71	7.0	341	33.5	115	11.3	18	1.8	4	0.4
Graduate Student Resource Center	40	3.9	76	7.4	212	20.7	363	35.5	305	29.8	26	2.5
Office of International Students and Scholars	331	32.5	18	1.8	435	42.8	56	5.5	164	16.1	13	1.3
UCSB Veterans Benefit Services	577	56.8	23	2.3	371	36.6	36	3.5	5	0.5	3	0.3
Disabled Students Program (DSP)	299	29.4	18	1.8	567	55.8	69	6.8	58	5.7	6	0.6
Early Childhood Care and Education Services	382	37.4	42	4.1	482	47.2	81	7.9	33	3.2	1	0.1
Health and Wellness Programs	79	7.7	79	7.7	257	25.2	339	33.2	255	25.0	12	1.2
Stress Management Programs	134	13.2	180	17.7	271	26.7	379	37.3	42	4.1	10	1.0
Social Work Services	436	43.1	103	10.2	348	34.4	103	10.2	14	1.4	8	0.8
Student Mental Health Services	154	15.1	72	7.1	400	39.3	220	21.6	145	14.3	26	2.6
Student Health Free Counseling	134	13.1	150	14.7	305	29.8	274	26.8	130	12.7	29	2.8

Note: Table includes only those respondents who indicated they were graduate students in Question 1 (n = 1141).

Table B89

Staff only: The last few years have been financially difficult for the university. How, if at all, have these concerns affected your **career** as a staff member? *(Mark all that apply)* (Question 109)

Affected career	n	%
I have noticed a decrease in morale among staff	924	46.4
I have noticed an increase in my own personal stress level	878	44.1
I have considered leaving due to salary/compensation concerns	807	40.5
I have been asked to take on additional job responsibilities	804	40.4
I have been asked to increase my workload	780	39.2
I have had fewer resources to support my job function	600	30.1
I have noticed an increase in tension between co-workers	599	30.1
I have had fewer opportunities for career advancement	536	26.9
I have had fewer professional development opportunities	487	24.4
I have considered leaving due to work environment concerns	423	21.2
I have considered leaving due to housing concerns	347	17.4
I have noticed an increase in tension between staff and faculty	321	16.1
I have considered early retirement	262	13.2
I have considered a reduction in time	240	12.0
I have considered leaving due to commuting/transportation concerns	205	10.3
I have noticed an increase in tension between staff and students	143	7.2
I have taken a different job on campus	127	6.4
I have considered leaving due to childcare concerns	110	5.5
Other	109	5.5
None of the above	302	15.2

Note: Only answered by respondents who answered they were staff in Question 1 (n = 1992).
Percentages do not sum to 100 due to multiple responses.

Table B90

Staff only: Despite the financial situation in the last few years, which of the following have you experienced as a staff member? *(Mark all that apply)* (Question 110)

Experienced	n	%
I have felt appreciated for my efforts at work	972	48.8
I have been able to work a flexible schedule	838	42.1
I have experienced a collegial work environment	780	39.2
I have had access to the resources I need to support my job function	543	27.3
I have had sufficient opportunities (e.g. travel grants, conferences, etc.) for professional development	518	26.0
I have noticed a positive morale among faculty colleagues	384	19.3
I have had access to housing that meets my needs	341	17.1
I have had sufficient opportunities (e. g. grants, fellowships, awards) for career advancement (e.g., merit/promotion)	319	16.0
I have been able to telecommute	287	14.4
I have had access to childcare that meets my needs	109	5.5
Other	46	2.3
None of the above	268	13.5

Note: Only answered by respondents who answered they were staff in Question 1 (n = 1992).
Percentages do not sum to 100 due to multiple responses.

Table B91

Staff only: To what extent do you feel supported (e.g. financial, technology, etc.) by UC Santa Barbara in the following areas? (Question 111)

Area	To a Great Extent		To Some Extent		To a Small Extent		To No Extent	
	n	%	n	%	n	%	n	%
Professional development	371	19.8	744	39.7	492	26.3	266	14.2
Training	370	19.8	731	39.1	498	26.6	270	14.4
Mentorship	256	13.9	566	30.7	481	26.1	542	29.4
Career advancement	228	12.3	545	29.4	525	28.3	557	30.0
Staff recognition	267	14.4	627	33.9	584	31.5	374	20.2

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 1992).

Table B92

Staff only: I perceive my salary to be equitable for someone in a similar position with my level of experience. . . (Question 112)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
In comparison with other similar institutions	105	5.5	466	24.6	518	27.3	487	25.7	321	16.9
In comparison with other departments at UC Santa Barbara	118	6.3	693	36.8	388	20.6	265	14.1	421	22.3
In comparison with colleagues in my own department	150	8.0	825	44.0	346	18.5	204	10.9	348	18.6

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 1992).

Table B93

Post-docs/Faculty only: The last few years have been financially difficult for the university. How, if at all, have these concerns affected your **career** as a faculty member? *(Mark all that apply)* (Question 113)

Concern	n	%
I have noticed a decrease in morale among faculty	361	46.7
I have noticed an increase in my own personal stress level	337	43.6
I have seen fewer TAships available for classes in our department	327	42.3
I am now doing work that previously was done by department staff	288	37.3
I have seen heightened competition across departments in my division as a result of the distribution of scarce resources	243	31.4
I feel more pressure to obtain extramural funding	235	30.4
I have noticed an increase in tension between staff and faculty	196	25.4
I have sought employment elsewhere due to salary/compensation concerns	177	22.9
I have had to teach more courses	117	15.1
I have seen decrease in faculty administrative positions (e.g., department Vice-Chairs, Associate Deans, others)	114	14.7
I have considered early retirement	88	11.4
I have sought employment elsewhere due to housing concerns	80	10.3
I have sought employment elsewhere due to work environment concerns	63	8.2
I have sought employment elsewhere due to commuting/transportation concerns	19	2.5
I have sought employment elsewhere due to childcare concerns	19	2.5
Other (please specify)	69	8.9
None of the above	112	14.5

Note: Only answered by respondents who answered they were post-docs/faculty in Question 1 (n = 773). Percentages do not sum to 100 due to multiple responses.

Table B94

Post-docs/Faculty only: The last few years have been financially difficult for the university. How, if at all, have these concerns affected your **career** as a faculty member? *(Mark all that apply)* (Question 114)

Source	n	%
I have experienced a collegial work environment	456	59.0
I have been able to work a flexible schedule	415	53.7
I have felt appreciated for my efforts at work	342	44.2
I have had sufficient opportunities (e. g. grants, fellowships, awards) for career advancement (e.g., merit/promotion)	277	35.8
I have had access to housing that meets my needs	265	34.3
I have had access to the resources I need to support my job function	260	33.6
I have had sufficient opportunities (e.g. travel grants, conferences, etc.) for professional development	249	32.2
I have noticed a positive morale among faculty colleagues	191	24.7
I have had access to childcare that meets my needs	79	10.2
Other (please specify)	31	4.0
None of the above	81	10.5

Note: Only answered by respondents who answered they were post-docs/faculty in Question 1 (n = 773). Percentages do not sum to 100 due to multiple responses.

Table B95

Post-docs/Faculty only: With respect to faculty teaching, research, professional and public service contributions that promote diversity and equal opportunity...
(Question 115)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
I believe such contributions are CURRENTLY BEING rewarded in merit/promotion reviews at UC Santa Barbara	110	16.7	373	56.7	146	22.2	29	4.4
I believe such contributions SHOULD be rewarded in merit/promotion reviews at UC Santa Barbara	236	35.2	347	51.7	70	10.4	18	2.7

Note: Table includes only those respondents who indicated they were post-docs or faculty Question 1 (n = 773).

Table B96

Post-docs/Faculty only: To what extent do you feel supported (e.g. financial, technology, etc.) by UC Santa Barbara in the different areas for which you are evaluated?
(Question 116)

	To a Great Extent		To Some Extent		To a Small Extent		To No Extent	
Areas	n	%	n	%	n	%	n	%
Research	222	31.9	288	41.3	124	17.8	63	9.0
Teaching	179	25.8	328	47.3	137	19.7	50	7.2
Professional activities	122	17.6	264	38.2	225	32.5	81	11.7
Service	119	17.5	278	40.8	177	26.0	107	15.7

Note: Table includes only those respondents who indicated they were post-docs or faculty in Question 1 (n = 773).

Table B97

Post-docs/Faculty only: I perceive my salary to be equitable. . . (Question 117)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
In comparison with other similar institutions	67	9.1	246	33.5	208	28.3	137	18.7	76	10.4
In comparison with other departments at UC Santa Barbara	59	8.1	267	36.7	160	22.0	94	12.9	148	20.3
In comparison with colleagues in my own department	99	13.6	327	44.9	127	17.4	77	10.6	98	13.5

Note: Table includes only those respondents who indicated they were post-docs or faculty in Question 1 (n = 773).

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:
Institutional Research
irp.survey@bap.ucsb.edu
893-7754

Answer the CALL – Campus Atmosphere for Living & Learning at UCSB
Climate Assessment for Learning, Living, and Working

(Administered by Rankin & Associates, Consulting)

<u>Purpose</u>

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

<u>Procedures</u>

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.

<u>Discomforts and Risks</u>

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:

Counseling Services: 893-4411
http://counseling.sa.ucsb.edu/CrisisInformation/index.aspx

211 Helpline (Information, referral, crisis intervention, suicide services): 211 or 9-211

Alcohol, Drug & Mental Health Services Access Line: 1-888-868-1649

Resource Center for Sexual & Gender Diversity: 893-5847
http://www.sa.ucsb.edu/sgd/

Women's Center: 893-3778
http://www.sa.ucsb.edu/women/

Rape Crisis Center: (805) 564-3696

Student Mental Health Services: 893-8920

Student Health Social Work Services: 893-3087

Student Health Free Counseling: 893-3371

Office of Judicial Affairs: 893-4569
http://judicialaffairs.sa.ucsb.edu/hate.aspx

Ombuds: 893-3285
http://www.ombuds.ucsb.edu/

Human Resources Academic & Staff Assistance Program (ASAP): 893-3318
http://hr.ucsb.edu/asap/

Office of Equal Opportunity and Sexual Harassment/Title IX Compliance: 893-2701
http://www.oeosh.ucsb.edu

<div align="center">**Benefits**</div>

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 UCSB is conducive to learning, living, and working.

<div align="center">**Voluntary Participation**</div>

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.

<div align="center">**Statement of Confidentiality for Participation**</div>

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.

<div align="center">**Statement of Anonymity for Comments**</div>

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.

<div align="center">**Privacy and Data Usage**</div>

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

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

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

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

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Institutional Research
irp.survey@bap.ucsb.edu
893-7754

Questions concerning the rights of participants should be directed to:

Bruce Hanley, Director of Research Compliance
hanley@research.ucsb.edu
805-893-5292

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

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

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

Survey Terms and Definitions

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please do not complete this survey more than once.

Directions

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

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

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

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

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

3. What is your **primary** campus location with UCSB?
   - ❍ Health Sciences/Medical Center
   - ❍ General Campus

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

Part 1: Personal Experiences

Please reflect on your experiences WITHIN THE PAST YEAR…

5. Overall, how comfortable are you with the climate at UCSB?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable

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

7. Overall, how comfortable are you with the climate in your classes?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable
- ○ Not applicable

8. In the past year, have you seriously considered leaving UCSB?
- ○ No
- ○ Yes

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

_____
_____
_____

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

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

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

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

	Very Often	Often	Sometimes	Seldom	Not Applicable

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

13. How did you experience this conduct? (**Mark all that apply**)
- ❑ I feared for my physical safety
- ❑ I feared for my family's safety
- ❑ I feared getting a poor grade because of a hostile classroom environment
- ❑ I felt I was deliberately ignored or excluded
- ❑ I felt intimidated/bullied
- ❑ I felt isolated or left out
- ❑ I observed others staring at me
- ❑ I received derogatory written comments
- ❑ I received derogatory phone calls
- ❑ I received threats of physical violence
- ❑ I received a low performance evaluation
- ❑ I was singled out as the spokesperson for my identity group
- ❑ I was the target of derogatory verbal remarks
- ❑ I was the target of graffiti/vandalism
- ❑ I was the target of physical violence
- ❑ I was the target of racial/ethnic profiling
- ❑ I was the target of stalking
- ❑ I was the victim of a crime
- ❑ I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- ❑ Someone assumed I was admitted/hired/promoted due to my identity
- ❑ Someone assumed I was not admitted/hired/promoted due to my identity
- ❑ Other (please specify) _____

14. Where did this conduct occur? **(Mark all that apply)**
- ❑ At a UCSB event

- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCSB dining facility
- ❑ In a UCSB office
- ❑ In a faculty office
- ❑ In a public space at UCSB
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In athletic facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ Off campus
- ❑ On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- ❑ On campus transportation
- ❑ While working at a UCSB job
- ❑ While walking on campus
- ❑ Other (please specify) _____

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

16. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**
- ❑ I felt embarrassed
- ❑ I felt somehow responsible
- ❑ I ignored it
- ❑ I was afraid
- ❑ I was angry
- ❑ It didn't affect me at the time
- ❑ I left the situation immediately
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I sought support from campus resource (e.g., Counseling Services; Student Health; Women, Gender, and Sexual Equity department; Ombuds; HR ASAP; OEOSH/TC)
- ❑ I confronted the harasser at the time

- ❑ I confronted the harasser later
- ❑ I avoided the harasser
- ❑ I told a friend
- ❑ I told a family member
- ❑ I told my union representative
- ❑ I contacted a local law enforcement official
- ❑ I sought support from a staff person
- ❑ I sought support from a TA/grad assistant
- ❑ I sought support from an administrator
- ❑ I sought support from a faculty member
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- ❑ I sought support from student staff (e.g., residence hall assistant, peer counselor)
- ❑ I sought information on-line
- ❑ I didn't know who to go to
- ❑ I reported it to a UCSB employee/official
- ❑ I didn't report it for fear that my complaint would not be taken seriously
- ❑ I did report it but I did not feel the complaint was taken seriously
- ❑ I did nothing
- ❑ Other (please specify) _____

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

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

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

Counseling Services: 893-4411
http://counseling.sa.ucsb.edu/CrisisInformation/index.aspx

211 Helpline (Information, referral, crisis intervention, suicide services): 211 or 9-211

Alcohol, Drug & Mental Health Services Access Line: 1-888-868-1649

Resource Center for Sexual & Gender Diversity: 893-5847
http://www.sa.ucsb.edu/sgd/

Women's Center: 893-3778
http://www.sa.ucsb.edu/women/

Rape Crisis Center: (805) 564-3696

Student Mental Health Services: 893-8920

Student Health Social Work Services: 893-3087

Student Health Free Counseling: 893-3371

Office of Judicial Affairs: 893-4569
http://judicialaffairs.sa.ucsb.edu/hate.aspx

Ombuds: 893-3285
http://www.ombuds.ucsb.edu/

Human Resources Academic & Staff Assistance Program (ASAP): 893-3318
http://hr.ucsb.edu/asap/

Office of Equal Opportunity and Sexual Harassment/Title IX Compliance: 893-2701
http://www.oeosh.ucsb.edu

The following questions are related to unwanted physical sexual contact.

18. Within the last 5 years, have you experienced unwanted physical sexual contact at UCSB?
- ⭕ 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 or http://www.oeosh.ucsb.edu/**

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

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Office of Judicial Affairs: 893-4569
http://judicialaffairs.sa.ucsb.edu/hate.aspx

Ombuds: 893-3285
http://www.ombuds.ucsb.edu/

Human Resources Academic & Staff Assistance Program (ASAP): 893-3318
http://hr.ucsb.edu/asap/

Office of Equal Opportunity and Sexual Harassment/Title IX Compliance: 893-2701
http://www.oeosh.ucsb.edu

Part 2: Work-Life

20. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	⭕	⭕	⭕	⭕	⭕
My colleagues/co-workers expect me to represent "the point of view" of	⭕	⭕	⭕	⭕	⭕

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).					
I believe salary determinations are clear.	❍	❍	❍	❍	❍
I think that my campus demonstrates that it values a diverse faculty.	❍	❍	❍	❍	❍
I think that my campus demonstrates that it values a diverse staff.	❍	❍	❍	❍	❍
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	❍	❍	❍	❍	❍
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	❍	❍	❍	❍	❍
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	❍	❍	❍	❍	❍

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

_____
_____
_____

22. As a faculty member …

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

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

_____
_____
_____

24. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I find that UCSB is supportive of taking leave.	❍	❍	❍	❍	❍
I find that UCSB 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 UCSB less committed to their jobs/careers.	❍	❍	❍	❍	❍
I feel that UCSB 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. If you would like to elaborate on any of your responses to the previous statements please do so here.

_____
_____
_____

Part 3: Demographic Information

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

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

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

28. What is your racial/ethnic identity?
 (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)
- ❑ **African American / African/ Black**
  - ❑ African American
  - ❑ African
  - ❑ Black Caribbean
  - ❑ Other African/African American / Black (if you wish please specify) _____
- ❑ **American Indian / Alaskan Native**
  - ❑ Tribal affiliation/corporation (if you wish please specify) _____
- ❑ **Asian / Asian American**
  - ❑ Asian Indian
  - ❑ Bangladeshi

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- ❑ Cambodian
- ❑ Chinese / Chinese American (except Taiwanese)
- ❑ Filipino / Filipino American
- ❑ Hmong
- ❑ Indonesian
- ❑ Japanese / Japanese American
- ❑ Korean / Korean American
- ❑ Laotian
- ❑ Malaysian
- ❑ Pakistani
- ❑ Sri Lankan
- ❑ Taiwanese / Taiwanese American
- ❑ Thai
- ❑ Vietnamese / Vietnamese American
- ❑ Other Asian (not including Middle Eastern) (if you wish please specify) _____
- ❑ **Hispanic / Latino**
  - ❑ Cuban / Cuban American
  - ❑ Latin American / Latino
  - ❑ Mexican / Mexican American / Chicano
  - ❑ Puerto Rican
  - ❑ Other Hispanic, Latin American or of Spanish origin (if you wish please specify) _____
- ❑ **Middle Eastern/Southwest Asian/North African**
  - ❑ Afghan
  - ❑ Arab/Arab American
  - ❑ Armenian
  - ❑ Assyrian
  - ❑ Azerbaijani
  - ❑ Berber
  - ❑ Circassian
  - ❑ Chaldean
  - ❑ Coptic
  - ❑ Druze
  - ❑ Georgian
  - ❑ Iranian
  - ❑ Jewish
  - ❑ Kurdish
  - ❑ Maronite
  - ❑ Turkish
  - ❑ Other Middle Eastern/Southwest Asian/North African (if you wish please specify _____
- ❑ **Pacific Islander**
  - ❑ Fijian
  - ❑ Guamanian/Chamorro
  - ❑ Hawaiian
  - ❑ Samoan
  - ❑ Tongan
  - ❑ Other Pacific Islander (if you wish please specify) _____
- ❑ **White**
  - ❑ European / European descent
  - ❑ North African
  - ❑ Other White / Caucasian (if you wish please specify) _____

- ❑ **Other (please specify)** _____

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

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

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

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

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

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

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

35. Undergraduate Students only: Where are you in your college career?
   ○ Non-degree student
   ○ First year
   ○ Second year
   ○ Third year
   ○ Fourth year
   ○ Fifth year or more

36. Where are you in your graduate career?
   ○ Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)
      ○ First year

- ❍ Second year
- ❍ Third (or more) year
- ❍ Doctoral/Professional student (e.g., MD, DDS, PharmD, PhD, DPT)
  - ❍ First year
  - ❍ Second year
  - ❍ Third (or more) year
  - ❍ Advanced to Candidacy
  - ❍ ABD (all but dissertation)

37. Where are you in your career at UCSB?
- ❍ First year
- ❍ Second year
- ❍ Third year
- ❍ Fourth year
- ❍ Fifth year or more

38. **Post-doctoral/Faculty only:** With which academic division/department are you primarily affiliated with at this time?
- ❍ Engineering
  - ❍ Chemical Engineering
  - ❍ Computer Science
  - ❍ Electrical & Computer Engineering
  - ❍ Materials
  - ❍ Mechanical & Environmental Engineering
- ❍ Humanities and Fine Arts
  - ❍ Classics
  - ❍ Art Studio
  - ❍ Dramatic Art/Dance
  - ❍ East Asian Languages & Cultural Studies
  - ❍ English
  - ❍ Film Studies
  - ❍ French & Italian
  - ❍ Germanic, Slavic & Semitic Studies
  - ❍ History
  - ❍ History of Art & Architecture
  - ❍ Linguistics
  - ❍ Media Arts & Technology Program
  - ❍ Music
  - ❍ Philosophy
  - ❍ Religious Studies
  - ❍ Spanish & Portuguese
  - ❍ Writing Program
- ❍ Mathematical, Life and Physical Sciences
  - ❍ Chemistry
  - ❍ Geological Sciences
  - ❍ Ecology, Evolution and Marine Biology
  - ❍ Environmental Studies Program
  - ❍ Geography
  - ❍ Mathematics
  - ❍ Molecular, Cellular and Developmental Biology
  - ❍ Physics
  - ❍ Psychology
  - ❍ Speech & Hearing Sciences
  - ❍ Statistics & Applied Probability
- ❍ Social Sciences
  - ❍ Anthropology
  - ❍ Asian-American Studies
  - ❍ Black Studies
  - ❍ Chicano Studies
  - ❍ Communication
  - ❍ Economics
  - ❍ Global & International Studies
  - ❍ Political Science
  - ❍ Sociology

○ Women's Studies Program
○ Environmental Science and Management
○ Institute for Theoretical Physics
○ Program in Education

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time? (If your organization is not listed or you are unsure, please choose other.)
○ Academic Affairs (Administrative Office)
  ○ Academic Personnel
  ○ Art Museum
  ○ Bren School of Environmental Science and Management
  ○ College of Letters & Science
  ○ College of Engineering
  ○ College of Creative Studies
  ○ Education Abroad Program
  ○ Executive Vice Chancellor
  ○ Extended Learning Services (UNEX)
  ○ Graduate Division
  ○ Graduate School of Education
  ○ Information Systems and Computing
  ○ Information Technology
  ○ Instructional Development
  ○ Kerr Hall
  ○ Office of Equal Opportunity & Sexual Harassment / Title IX Compliance
  ○ Office of Outreach
  ○ Ombuds Office
  ○ Office of Research
  ○ Summer Sessions
○ Academic Affairs (Academic Department)
  ○ Bren School of Environmental Science and Management
  ○ College of Creative Studies
  ○ College of Engineering
  ○ College of Letters & Science
  ○ Graduate School of Education
  ○ Humanities and Fine Arts
  ○ Library
  ○ Mathematical, Life and Physical Sciences
  ○ Social Sciences
○ Research Unit / Research Institute
  ○ Bioengineering
  ○ California NanoSystems Institute
  ○ Center for Black Studies
  ○ Center for Chicano Studies
  ○ Center for Polymer & Organic Solids
  ○ Cheadle Center for Biodiversity & Ecological Restoration
  ○ Earth Research Institute
  ○ Economic Forecast Project
  ○ Graduate School of Education Research
  ○ Institute for Collaborative Biotechnologies
  ○ Institute for Quantum Engineering, Science & Technology
  ○ Institute for Social, Behavioral and Economic Research
  ○ Institute for Theoretical Physics
  ○ Macroeconomics Institute
  ○ Marine Science Institute
  ○ National Center for Ecological Analysis and Synthesis
  ○ Natural Reserve System
  ○ Neuroscience Research Institute
  ○ Vivarium
○ Administrative Services
  ○ Accounting Services & Controls
  ○ Administrative Services
  ○ Audit Services
  ○ Billing & Accounts Receivable

- ❍ Campus Dining Services
- ❍ Central Stores
- ❍ Environmental Health and Safety
- ❍ Facilities Management
- ❍ Faculty Club
- ❍ Human Resources
- ❍ Information Systems Office (IS&C)
- ❍ Mail Services
- ❍ Parking and Transportation Services
- ❍ Police
- ❍ Purchasing
- ❍ UCSB Bookstore
- ❍ University Center/Events Center
- ❍ Housing & Residential Services
  - ❍ Food Service
  - ❍ Grounds keeping
  - ❍ Housekeeping
  - ❍ Lodging
  - ❍ Maintenance
- ❍ Chancellor's Office
  - ❍ Academic Senate
  - ❍ Athletics
  - ❍ Budget and Planning
  - ❍ Chancellor's Office
  - ❍ Education Abroad Program (Loc Q)
- ❍ Institutional Advancement
  - ❍ Alumni Affairs Office/Alumni Association
  - ❍ Advancement Services
  - ❍ Development
  - ❍ Finance & Administration
  - ❍ Governmental Relations
  - ❍ News & Communications
  - ❍ Public Events
  - ❍ Vice Chancellor Institutional Advancement
- ❍ Student Affairs
  - ❍ Admissions Office
  - ❍ Arts & Lectures
  - ❍ Associated Students
  - ❍ Campus Learning Assistance Services
  - ❍ Counseling & Career Services
  - ❍ Disabled Students Program
  - ❍ Early Academic Outreach
  - ❍ Educational Opportunity Program
  - ❍ Financial Aid Office
  - ❍ International Students & Scholars
  - ❍ Multicultural Center
  - ❍ Office of Student Life
  - ❍ Office of the Registrar
  - ❍ Orientation Program
  - ❍ Physical Activities & Recreation
  - ❍ Student Academic Support Services
  - ❍ Student Affairs Information Technologies
  - ❍ Student Health
  - ❍ UCSB Children's Centers
  - ❍ Vice Chancellor Student Affairs
  - ❍ Women's Center

40. **Undergraduate Students only:** What is your academic major?
- ❍ Actuarial Science
- ❍ Anthropology
- ❍ Aquatic Biology
- ❍ Art
- ❍ Art History

- ❍ Asian American Studies
- ❍ Asian Studies
- ❍ Biochemistry
- ❍ Biochemistry-Molecular Biology
- ❍ Biological Sciences
- ❍ Biology
- ❍ Pre-Biology
- ❍ Biopsychology
- ❍ Pre-Biopsychology
- ❍ Black Studies
- ❍ Business Economics
- ❍ Pre-Business Economics
- ❍ Cell and Developmental Biology
- ❍ Chemical Engineering
- ❍ Chemistry
- ❍ Chemistry and Biochemistry
- ❍ Pre-Chemistry
- ❍ Chicana and Chicano Studies
- ❍ Chinese
- ❍ Classics
- ❍ Communication
- ❍ Pre-Communication
- ❍ Comparative Literature
- ❍ Computer Engineering
- ❍ Pre-Computer Engineering
- ❍ Computer Science
- ❍ Pre-Computer Science
- ❍ Dance
- ❍ Earth Science
- ❍ Pre-Earth Science
- ❍ Ecology and Evolution
- ❍ Economics
- ❍ Pre-Economics
- ❍ Economics and Accounting
- ❍ Pre-Economics and Accounting
- ❍ Economics-Mathematics
- ❍ Pre-Economics/Mathematics
- ❍ Electrical Engineering
- ❍ English
- ❍ Environmental Studies
- ❍ Feminist Studies
- ❍ Film and Media Studies
- ❍ Financial Mathematics and Statistics
- ❍ Pre-Financial Mathematics and Statistics
- ❍ French
- ❍ Geography
- ❍ Geological Sciences
- ❍ Geophysics
- ❍ German
- ❍ Global Studies
- ❍ History
- ❍ History of Public Policy
- ❍ Hydrologic Sciences and Policy
- ❍ Interdisciplinary Studies
- ❍ Italian Studies
- ❍ Japanese
- ❍ Language, Culture, and Society
- ❍ Latin American and Iberian Studies
- ❍ Linguistics
- ❍ Literature
- ❍ Mathematical Sciences
- ❍ Pre-Mathematical Science
- ❍ Mathematics

- ❍ Pre-Mathematics
- ❍ Mechanical Engineering
- ❍ Medieval Studies
- ❍ Microbiology
- ❍ Middle East Studies
- ❍ Music
- ❍ Music Composition
- ❍ Pharmacology
- ❍ Philosophy
- ❍ Physical Geography
- ❍ Physics
- ❍ Physiology
- ❍ Political Science
- ❍ Pre-Political Science
- ❍ Portuguese
- ❍ Psychology
- ❍ Pre-Psychology
- ❍ Religious Studies
- ❍ Slavic Languages and Literatures
- ❍ Sociology
- ❍ Pre-Sociology
- ❍ Spanish
- ❍ Statistical Science
- ❍ Theater
- ❍ Zoology
- ❍ Undeclared

41. **Graduate/Professsional Students only:** What is your academic degree program?
- ❍ Applied Mathematics
- ❍ Anthropology
- ❍ Art History
- ❍ Art Studio
- ❍ Asian Studies
- ❍ Biochemistry/Molecular Biology
- ❍ Chemistry
- ❍ Chemical Engineering
- ❍ Chicano Studies
- ❍ Classics
- ❍ Comparative Literature
- ❍ Computer Science
- ❍ Counseling/Clinical/School Psychology
- ❍ Communication
- ❍ Dramatic Art
- ❍ East Asian Languages & Cultural Studies
- ❍ Electrical and Computer Engineering
- ❍ Economics
- ❍ Educational Leadership
- ❍ Education
- ❍ Ecology, Evolution, and Marine Biology
- ❍ English
- ❍ Environmental Science and Management
- ❍ Film and Media Studies
- ❍ Feminist Studies
- ❍ Film Studies
- ❍ French
- ❍ Geography
- ❍ Geography / Joint Program
- ❍ Geological Sciences
- ❍ Global Studies
- ❍ Geophysics
- ❍ History / Joint Program
- ❍ History
- ❍ Hispanic Languages and Literature

- ❍ Latin American and Iberian Studies
- ❍ Linguistics
- ❍ Marine Science
- ❍ Media Arts and Technology
- ❍ Mathematics
- ❍ Materials
- ❍ Molecular, Cellular, & Develop. Biology
- ❍ Mechanical Engineering
- ❍ Music
- ❍ Philosophy
- ❍ Physics
- ❍ Political Science
- ❍ Psychology
- ❍ Religious Studies
- ❍ Sociology
- ❍ Statistics
- ❍ Statistics and Applied Probability
- ❍ Theater Studies

42. **Trainee only:** What is your academic degree or clinical/training program at UCSB?
- ❍ MD
- ❍ MD/MBA
- ❍ MD/MPP
- ❍ MD/MPH
- ❍ PD/PhD

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

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

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

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

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

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

49. What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- ○ Below $10,000

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

50. Where do you live?
   ❍ Campus housing
      ❍ Residence Halls:
         ❍ Anacapa Hall
         ❍ Manzanita Village
         ❍ San Miguel Hall
         ❍ San Nicolas Hall
         ❍ San Rafael Hall
         ❍ Santa Catalina Hall
         ❍ Santa Cruz Hall
         ❍ Santa Rosa Hall
      ❍ University Apartments:
         ❍ El Dorado Apartments
         ❍ Santa Ynez Apartment Complex
         ❍ Westgate Apartments
         ❍ San Clemente Villages
      ❍ Family Student Housing:
         ❍ Storke 1 Apartment Complex
         ❍ Storke 2 Apartment Complex
         ❍ West Campus Complex
   ❍ Off-campus housing
      ❍ Sorority or Fraternity House
      ❍ Student Housing Co-Op
      ❍ Living with a family member/guardian
      ❍ Living in Isla Vista
      ❍ Living in Goleta/Santa Barbara
      ❍ Living outside Santa Barbara area
      ❍ Homeless (i.e. couch surfing, etc.)
      ❍ Other (please specify) _____

51. Are you employed either on campus or off-campus?
   ❍ No
   ❍ Yes
      ❍ 1-10 hours/week
      ❍ 11-20 hours/week
      ❍ 21-30 hours/week
      ❍ 31-40 hours/week
      ❍ More than 40 hours/week

52. Are you an in-state or out-of-state/international student?
   ❍ In-state/Resident
   ❍ Out-of-State/Non-Resident/International

53. Do you participate in any of the following types of clubs/organizations at UCSB? (Mark all that apply)
   ❑ I do not participate in any clubs/organizations

❑ Student Leadership Groups (e.g., Associated Students)
❑ Academic/Professional Organizations (e.g., Chemistry Club, Geography Club, Accounting Association, Entertainment Law, Latino Business Association., etc.)
❑ Special Interest Organizations (e.g., Active Minds, Global Medical Brigades, Be the Match, IDEAS, etc.)
❑ Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union, American Indian Student Association, Armenian Student Association, Multicultural Center Council, SB Hillel)
❑ Political Groups (e.g., Campus Democrats, College Republicans, CALPIRG, etc.)
❑ Religious/Spiritual Organizations (Chabad at UCSB, Chinese Christian Fellowship, EPIC, Jesus Burgers, Muslim Student Association, etc.)
❑ Service Organizations/Civic Engagement (e.g., American Red Cross, Arts for Humanity, Circle K International, FeelGood SB, Haiti Initiative, etc.)
❑ Social Fraternities and Sororities (Alpha Epsilon Pi, Delta Tau Delta, Delta Delta Delta, etc.)
❑ Publications and Media Organizations (e.g., The Bottom Line, KCSB, Daily Nexus)
❑ Intramurals/ Clubs Sports (Cycling Club, Equestrian Team, Judo Club, etc.)
❑ Music/Performance Organizations (e.g., Amatory Dance, D.J. Club, Improvability, Naked Voices, Raices De Mi Tierra, etc.)
❑ NCAA Varsity Athletics (Track & Field, Basketball, Volleyball, etc.)
❑ Honor Societies (e.g., Golden Key International, Lambda Pi Eta, National Society of Collegiate Scholars, etc.)
❑ Campus Housing Associations (Residence Hall Association, Family Housing Tenants Association, etc.)
❑ Other (please specify _____)

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

55. At the end of your last quarter/semester, what was your cumulative UC grade point average?
○ 3.75 - 4.00
○ 3.50 - 3.74
○ 3.25 - 3.49
○ 3.00 - 3.24
○ 2.50 - 2.99
○ Below 2.50

56. Are you a former foster-care youth?
○ Yes
○ No

Part 4: Perceptions of Campus Climate

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

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCSB 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
❑ UCSB visitor(s)
❑ Campus organizations or groups
❑ Campus police/building security
❑ Co-worker
❑ Off campus community member

❑ Department head
❑ Donor
❑ Don't know target
❑ Faculty advisor
❑ Faculty member
❑ Friend
❑ Medical Staff
❑ Partner/spouse
❑ Patient
❑ Person that I supervise
❑ Registered Campus Organization
❑ Student staff (e.g., Residence hall assistant, peer counselor)
❑ Staff member
❑ Stranger
❑ Student
❑ Supervisor
❑ Teaching assistant/Writing associate/Lab assistant/Tutor
❑ UCSB 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.)
❑ UCSB visitor(s)
❑ Campus organizations or groups
❑ Campus police/building security
❑ Co-worker
❑ Off campus community member
❑ Department head
❑ Donor
❑ Don't know source
❑ Faculty advisor
❑ Faculty member
❑ Friend
❑ Medical Staff
❑ Partner/spouse
❑ Patient
❑ Person that I supervise
❑ Registered Campus Organization
❑ Social networking site (e.g., Facebook, Twitter)
❑ Staff member
❑ Stranger
❑ Student
❑ Student staff (e.g., Residence hall assistant, peer counselor)
❑ Supervisor
❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
❑ UCSB Physician
❑ Union representative
❑ Other (please specify) _____

60. What do you believe were the bases for this conduct? **(Mark all that apply)**
❑ Academic performance
❑ Age
❑ Ancestry
❑ Country of origin
❑ Discipline of study
❑ Educational level
❑ Educational modality (on-line, classroom)
❑ English language proficiency/accent
❑ Ethnicity

- ❑ Gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status
- ❑ Learning disability
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Medical condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (please specify) _____
- ❑ Physical characteristics
- ❑ Physical disability
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Psychological condition
- ❑ Race
- ❑ Religious/spiritual views
- ❑ Sexual orientation
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ Other (please specify) _____

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity
- ❑ Deliberately ignored or excluded
- ❑ Derogatory remarks
- ❑ Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Feared for their physical safety
- ❑ Feared for their family's safety
- ❑ Graffiti/vandalism (e.g., event advertisements removed or defaced)
- ❑ Intimidated/bullied
- ❑ Isolated or left out when work was required in groups
- ❑ Isolated or left out
- ❑ Racial/ethnic profiling
- ❑ Receipt of a low performance evaluation
- ❑ Receipt of a poor grade because of a hostile classroom environment
- ❑ Physical violence
- ❑ Singled out as the spokesperson for their identity
- ❑ Threats of physical violence
- ❑ Victim of a crime
- ❑ Other (please specify) _____

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

63. Where did this conduct occur? **(Mark all that apply)**
- ❑ At a UCSB event
- ❑ In a class/lab/clinical setting
- ❑ In a health care setting
- ❑ In an on-line class
- ❑ In a UCSB dining facility
- ❑ In a UCSB office

- ❑ In a faculty office
- ❑ In a public space at UCSB
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In athletic facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ Off campus
- ❑ On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- ❑ On campus transportation
- ❑ While working at a UCSB job
- ❑ While walking on campus
- ❑ Other (please specify) _____

64. Please describe your reactions to observing this conduct. (**Mark all that apply**)
- ❑ I felt embarrassed
- ❑ I felt somehow responsible
- ❑ I ignored it
- ❑ I was afraid
- ❑ I was angry
- ❑ I confronted the harasser at the time
- ❑ I confronted the harasser later
- ❑ I avoided the harasser
- ❑ It didn't affect me at the time
- ❑ I left the situation immediately
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I sought support from campus resource (e.g., Counseling Services; Student Health; Women, Gender, and Sexual Equity department; Ombuds; HR ASAP; OEOSH/TC)
- ❑ I told a friend
- ❑ I told a family member
- ❑ I told my union representative
- ❑ I contacted a local law enforcement official
- ❑ I sought support from a staff person
- ❑ I sought support from a teaching assistant/graduate assistant
- ❑ I sought support from an administrator
- ❑ I sought support from a faculty member
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
- ❑ I sought support from student staff (e.g., resident assistant, peer counselor)
- ❑ I sought information on-line
- ❑ I didn't know who to go to
- ❑ I reported it to a campus employee/official
- ❑ I didn't report it for fear that my complaint would not be taken seriously
- ❑ I did report it but I did not feel the complaint was taken seriously
- ❑ I did nothing
- ❑ Other (please specify) _____

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

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

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

Counseling Services: 893-4411
http://counseling.sa.ucsb.edu/CrisisInformation/index.aspx

211 Helpline (Information, referral, crisis intervention, suicide services): 211 or 9-211

Alcohol, Drug & Mental Health Services Access Line: 1-888-868-1649

Resource Center for Sexual & Gender Diversity: 893-5847
http://www.sa.ucsb.edu/sgd/

Women's Center: 893-3778
http://www.sa.ucsb.edu/women/

Rape Crisis Center: (805) 564-3696

Student Mental Health Services: 893-8920

Student Health Social Work Services: 893-3087

Student Health Free Counseling: 893-3371

Office of Judicial Affairs: 893-4569
http://judicialaffairs.sa.ucsb.edu/hate.aspx

Ombuds: 893-3285
http://www.ombuds.ucsb.edu/

Human Resources Academic & Staff Assistance Program (ASAP): 893-3318
http://hr.ucsb.edu/asap/

Office of Equal Opportunity and Sexual Harassment/Title IX Compliance: 893-2701
http://www.oeosh.ucsb.edu

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

66. I have observed **hiring** practices at UCSB (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.
   - ○ No   [Go to Question 69]
   - ○ Yes
   - ○ Don't know [Go to Question 69]

67. I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**
   - ❑ Age
   - ❑ Ancestry
   - ❑ Country of origin
   - ❑ Discipline of study
   - ❑ Educational level
   - ❑ Educational modality (on-line, classroom)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ International status
   - ❑ Learning disability
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Medical condition
   - ❑ Military/veteran status
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization (please specify) _____
   - ❑ Personal relationship (e.g., friend, family member)
   - ❑ Partner/spousal preferential hiring practice
   - ❑ Preferential re-hiring
   - ❑ Physical characteristics
   - ❑ Physical disability
   - ❑ Political views
   - ❑ Position (staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Psychological condition

❑ Race
❑ Religious/spiritual views
❑ Sexual orientation
❑ Socioeconomic status
❑ Other (please specify) _____

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

_____
_____
_____

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

69. I have observed **employment-related discipline or action up to and including dismissal** at UCSB that I perceive to be unfair and unjust or would inhibit diversifying the community.
  ○ No   [Go to Question 72]
  ○ Yes
  ○ Don't know [Go to Question 72]

70. I believe that the **unfair or unjust employment-related discipline or action** were based upon **(Mark all that apply)**
  ❑ Age
  ❑ Ancestry
  ❑ Country of origin
  ❑ Discipline of study
  ❑ Educational level
  ❑ Educational modality (on-line, classroom)
  ❑ English language proficiency/accent
  ❑ Ethnicity
  ❑ Gender identity
  ❑ Gender expression
  ❑ Immigrant/citizen status
  ❑ International status
  ❑ Learning disability
  ❑ Marital status (e.g., single, married, partnered)
  ❑ Medical condition
  ❑ Military/veteran status
  ❑ Parental status (e.g., having children)
  ❑ Participation in an organization (please specify) _____
  ❑ Personal relationship (e.g., friend, family member)
  ❑ Partner/spousal preferential hiring practice
  ❑ Physical characteristics
  ❑ Physical disability
  ❑ Political views
  ❑ Position (staff, faculty, student)
  ❑ Pregnancy
  ❑ Psychological condition
  ❑ Race
  ❑ Religious/spiritual views
  ❑ Sexual orientation
  ❑ Socioeconomic status
  ❑ Other (please specify) _____

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

_____
_____
_____

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

72. I have observed **promotion/tenure/reappointment/reclassification** practices at UCSB that I perceive to be unfair or unjust.
  ○ No   [Go to Question 75]

❍ Yes
❍ Don't know [Go to Question 75]

73. I believe the unfair or unjust behavior, procedures, or employment practices related to
promotion/tenure/reappointment/reclassification were based upon… **(Mark all that apply)**
❑ Age
❑ Ancestry
❑ Country of origin
❑ Discipline of study
❑ Educational level
❑ Educational modality (on-line, classroom)
❑ English language proficiency/accent
❑ Ethnicity
❑ Gender identity
❑ Gender expression
❑ Immigrant/citizen status
❑ International status
❑ Learning disability
❑ Marital status (e.g., single, married, partnered)
❑ Medical condition
❑ Military/veteran status
❑ Parental status (e.g., having children)
❑ Participation in an organization (please specify) _____
❑ Personal relationship (e.g., friend, family member)
❑ Partner/spousal preferential hiring practice
❑ Physical characteristics
❑ Physical disability
❑ Political views
❑ Position (staff, faculty, student)
❑ Pregnancy
❑ Psychological condition
❑ Race
❑ Religious/spiritual views
❑ Sexual orientation
❑ Socioeconomic status
❑ Other (please specify) _____

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

75. Using a scale of 1-5, please rate the overall climate at UCSB 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	❍	❍	❍	❍	❍	Negative for people of high socioeconomic

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

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not age biased	❍	❍	❍	❍	❍	Age biased
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly	❍	❍	❍	❍	❍	Not disability friendly

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

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

78. Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel valued by faculty in the classroom/learning environment.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom/learning environment.	❍	❍	❍	❍	❍
I think UCSB faculty are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think UCSB staff are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think administrators are genuinely concerned about my welfare.	❍	❍	❍	❍	❍
I think faculty pre-judge my abilities based on perceived	❍	❍	❍	❍	❍

identity/background.					
I believe the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty who I perceive as role models.	❍	❍	❍	❍	❍
I have staff who I perceive as role models.	❍	❍	❍	❍	❍
I have administrators who I perceive as role models.	❍	❍	❍	❍	❍
I don't see enough faculty/staff with whom I identify.	❍	❍	❍	❍	❍
I have opportunities for academic success that are similar to those of my classmates.	❍	❍	❍	❍	❍

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

_____
_____
_____

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

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

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

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
Ancestry	❍	❍	❍	❍	❍
Country of origin	❍	❍	❍	❍	❍
Educational level	❍	❍	❍	❍	❍
English language proficiency/accent	❍	❍	❍	❍	❍
Ethnicity	❍	❍	❍	❍	❍
Gender identity	❍	❍	❍	❍	❍
Gender expression	❍	❍	❍	❍	❍
Immigrant/citizen status	❍	❍	❍	❍	❍
International status	❍	❍	❍	❍	❍

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

82. How would you rate the accessibility at UCSB?

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

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

_____

_____

_____

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

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

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

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	○	○	○	○	○
Physical health issues	○	○	○	○	○
Female	○	○	○	○	○
From religious affiliations other than Christian	○	○	○	○	○
From Christian affiliations	○	○	○	○	○
Gay, lesbian, and bisexual	○	○	○	○	○
Immigrants	○	○	○	○	○
International students, staff, or faculty	○	○	○	○	○

Learning disability	❍	❍	❍	❍	❍
Male	❍	❍	❍	❍	❍
Non-native English speakers	❍	❍	❍	❍	❍
Parents/guardians	❍	❍	❍	❍	❍
People of Color	❍	❍	❍	❍	❍
Providing care for other than a child (e.g., eldercare)	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Socioeconomically disadvantaged	❍	❍	❍	❍	❍
Socioeconomically advantaged	❍	❍	❍	❍	❍
Transgender	❍	❍	❍	❍	❍
Veterans/active military members	❍	❍	❍	❍	❍
Other, please specify _____	❍	❍	❍	❍	❍

Part 5: Institutional Actions Relative to Climate Issues

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

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

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

	Not currently available on campus	Positively influence campus climate	Has no influence on campus climate	Negatively influence on campus climate	Don't know
Providing flexibility for promotion for faculty.	❍	❍	❍	❍	❍
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum.	❍	❍	❍	❍	❍
Providing diversity training for staff.	❍	❍	❍	❍	❍

Providing diversity training for faculty.	◯	◯	◯	◯	◯
Providing diversity training for students.	◯	◯	◯	◯	◯
Providing access to counseling for people who have experienced harassment.	◯	◯	◯	◯	◯
Providing mentorship for new faculty.	◯	◯	◯	◯	◯
Providing mentorship for new staff.	◯	◯	◯	◯	◯
Providing a clear and fair process to resolve conflicts.	◯	◯	◯	◯	◯
Increasing funding to support efforts to change campus climate.	◯	◯	◯	◯	◯
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	◯	◯	◯	◯	◯
Providing diversity and equity training to search and tenure committees.	◯	◯	◯	◯	◯
Increasing the diversity of the faculty.	◯	◯	◯	◯	◯
Increasing the diversity of the staff.	◯	◯	◯	◯	◯
Increasing the diversity of the administration.	◯	◯	◯	◯	◯
Increasing the diversity of the student body.	◯	◯	◯	◯	◯
Providing back-up family care.	◯	◯	◯	◯	◯
Providing lactation accommodations.	◯	◯	◯	◯	◯
Providing career development opportunities for staff.	◯	◯	◯	◯	◯

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

_____
_____
_____

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

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

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

_____

_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____

Part 7: UCSB Campus-Specific Questions

94. Please indicate your awareness and usage of the following campus resources.

	Never heard of, but do NOT need	Never heard of, but could use	Heard of, but do NOT need	Heard of, could use but have NOT used	Used and was satisfied	Used and was dissatisfied
AS Food Bank	○	○	○	○	○	○
CSO Safety Escorts	○	○	○	○	○	○
Counseling Services	○	○	○	○	○	○
LGBT Resources/Resource Center for Sexual & Gender Diversity (RCSGD)	○	○	○	○	○	○
Women's Center	○	○	○	○	○	○
Rape Prevention Education Program	○	○	○	○	○	○
Re-Entry/Non-Traditional Student Services	○	○	○	○	○	○
EOP Student Services	○	○	○	○	○	○
Office of International Students and Scholars (OISS)	○	○	○	○	○	○
UCSB Veterans Benefit Services	○	○	○	○	○	○
Disabled Students Program (DSP)	○	○	○	○	○	○
Early Childhood Care and Education Services (Children's Center)	○	○	○	○	○	○
Health and Wellness Programs	○	○	○	○	○	○
Stress Management Programs	○	○	○	○	○	○
Social Work Services	○	○	○	○	○	○
Student Mental Health Services	○	○	○	○	○	○
Student Health Free Counseling	○	○	○	○	○	○

95. Within the past year, have you observed any denial of support for a campus organization that you believe hindered their ability to create a safe and inclusive environment?
- ○ No
- ○ Yes

96. Please explain: (e.g., who/what was the source of this conduct, what do you believe the conduct was based upon, etc.)

_____
_____
_____
_____
_____
_____

97. How safe do you feel in the following areas/situations?

	Usually Very Safe	Somewhat Safe	Safe	Somewhat Unsafe	Usually Very Unsafe	N/A
Moving around campus during the daytime	○	○	○	○	○	○
Moving around campus after dark	○	○	○	○	○	○
In a residence hall or university-owned apartment	○	○	○	○	○	○
At a party in a residence hall or university-owned apartment	○	○	○	○	○	○

Moving around Isla Vista during the daytime	❍	❍	❍	❍	❍
Moving around Isla Vista after dark	❍	❍	❍	❍	❍	❍
In a house/apartment in Isla Vista	❍	❍	❍	❍	❍	❍
At a party in Isla Vista	❍	❍	❍	❍	❍	❍
In a Fraternity house	❍	❍	❍	❍	❍	❍
In a Sorority house	❍	❍	❍	❍	❍	❍
In a student housing co-op	❍	❍	❍	❍	❍	❍

98. If you would like to elaborate on your experience, please do so here:

_____
_____
_____

The following questions ask about your experiences in Isla Vista.
Isla Vista offers advantages and disadvantages affecting student life.

99. What is the greatest advantage of Isla Vista on your college experience?

_____
_____
_____
_____
_____
_____

100. What is the greatest disadvantage of Isla Vista?

_____
_____
_____
_____
_____
_____

101. I perceive tension *in Isla Vista* with regard to a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	❍	❍	❍	❍	❍
Country of origin	❍	❍	❍	❍	❍
English language proficiency/accent	❍	❍	❍	❍	❍
Ethnicity	❍	❍	❍	❍	❍
Gender identity	❍	❍	❍	❍	❍
Gender expression	❍	❍	❍	❍	❍
Immigrant/citizen status	❍	❍	❍	❍	❍
Learning disability	❍	❍	❍	❍	❍
Medical conditions	❍	❍	❍	❍	❍
Military/veteran status	❍	❍	❍	❍	❍
Participation in a campus club/organization	❍	❍	❍	❍	❍
Participation on an athletic team	❍	❍	❍	❍	❍
Psychological condition	❍	❍	❍	❍	❍
Physical characteristics	❍	❍	❍	❍	❍
Physical disability	❍	❍	❍	❍	❍
Political views	❍	❍	❍	❍	❍
Race	❍	❍	❍	❍	❍
Religious/spiritual views	❍	❍	❍	❍	❍
Sexual orientation	❍	❍	❍	❍	❍
Socioeconomic status	❍	❍	❍	❍	❍

102. Within the last 5 years, have you experienced unwanted physical sexual contact in Isla Vista?
- ❍ No
- ❍ Yes

103. What was the identity of the person(s) involved in this unwanted physical sexual contact?
- ❍ Athletic coach/trainer

- ❍ Boyfriend/girlfriend
- ❍ Former boyfriend/girlfriend
- ❍ Co-worker
- ❍ Off campus community member
- ❍ Faculty member
- ❍ Friend
- ❍ IV Foot Patrol/police
- ❍ Member(s) of a particular Registered Campus Organization
- ❍ Stranger
- ❍ UCSB Staff member
- ❍ UCSB Student
- ❍ Student from Santa Barbara City College
- ❍ Student visiting from another college/university
- ❍ Student staff (e.g. RA, peer counselor)
- ❍ Supervisor
- ❍ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ❍ Other (please specify) _____
- ❍ Don't know source

104. Did you report the incident to a campus official, staff member, or the police?
- ❍ Yes
- ❍ No – If No, please explain _____

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

Or you may want to contact one of your local campus resources:
Emergency/Police/Paramedics……………………………………………………… 911 or 9-911
Campus Police Dispatch (Non-emergency calls) ……………………………………. 893-3446
Toll-free 24/7 Phone Counseling…………………………………………………… 893-4411
211 Helpline……………………………………………………………
(Information, referral, crisis intervention, suicide services) 211 or 9-211
Rape Crisis Center………………………………………………………………… (805) 564-3696
Alcohol, Drug & Mental Health Services Access Line……………………………….. 1-888-868-1649
Counseling Services…………………………………………………………… 893-4411
http://counseling.sa.ucsb.edu/CrisisInformation/index.aspx
Resource Center for Sexual & Gender Diversity …………………………………… 893-5847
http://www.sa.ucsb.edu/sgd/
Women's Center …………………………………………………………………… 893-3778
http://www.sa.ucsb.edu/women/
Student health free counseling …………………………………………………… 893-3371
Student mental health services…………………………………………………… 893-8920

105. If you did report the incident, did you feel that it was responded to appropriately?
- ❍ Yes
- ❍ No – If No, please explain: _____

106. Successful progression through your program requires a clear understanding of department expectations and program requirements. Currently, how satisfied are you with the *availability of information* about the following department requirements and policies? If any of the following are not required in your department or program please select "N/A".

	Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**	**N/A**
Required coursework	❍	❍	❍	❍	❍
Preliminary or qualifying exams	❍	❍	❍	❍	❍
Annual review to assess my progress	❍	❍	❍	❍	❍
Your funding status	❍	❍	❍	❍	❍
Service requirements	❍	❍	❍	❍	❍

107. How strongly do you agree or disagree that the following statements describe your primary advisor? My primary advisor…

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**	**Don't know**
Has a reputation for getting students through graduate school in a timely manner	❍	❍	❍	❍	❍

	❍	❍	❍	❍	❍
Has intellectual interests that match my own	❍	❍	❍	❍	❍
Has a reputation for being a good advisor	❍	❍	❍	❍	❍
Is knowledgeable in the techniques and methods I would like to use	❍	❍	❍	❍	❍
Fosters a good working environment	❍	❍	❍	❍	❍
Can write a good recommendation letter	❍	❍	❍	❍	❍
Is available when I need help	❍	❍	❍	❍	❍
Treats my ideas with respect	❍	❍	❍	❍	❍
Encourages my interests and goals	❍	❍	❍	❍	❍
Teaches me survival skills for my field	❍	❍	❍	❍	❍
Helps me develop professional relationships with others in my field	❍	❍	❍	❍	❍
Helps me secure funding for my graduate studies	❍	❍	❍	❍	❍
Advises me about professional presentations	❍	❍	❍	❍	❍
Advocates for me with others when necessary	❍	❍	❍	❍	❍
Advises me about department politics	❍	❍	❍	❍	❍
Cares about my life outside of graduate school	❍	❍	❍	❍	❍
Talks with me about the conflicting demands of academia and starting / managing a family	❍	❍	❍	❍	❍
Considers my work important to his or her career	❍	❍	❍	❍	❍
Exploits me as a source of labor to advance his or her career	❍	❍	❍	❍	❍
Gives me regular and constructive feedback on my work	❍	❍	❍	❍	❍
Provides information about career paths open to me	❍	❍	❍	❍	❍
Would support me in any career path I might choose	❍	❍	❍	❍	❍
Serves as a good role model	❍	❍	❍	❍	❍
Is the advisor I want	❍	❍	❍	❍	❍

108. Please indicate your awareness and usage of the following campus resources.

	Never heard of, but do NOT need	Never heard of, but could use	Heard of, but do NOT need	Heard of, could use but have NOT used	Used and was satisfied	Used and was dissatisfied
AS Food Bank	❍	❍	❍	❍	❍	❍
CSO Safety Escorts	❍	❍	❍	❍	❍	❍
Counseling Services	❍	❍	❍	❍	❍	❍
LGBT Resources/Resource Center for Sexual & Gender Diversity (RCSGD)	❍	❍	❍	❍	❍	❍
Women's Center	❍	❍	❍	❍	❍	❍
Rape Prevention Education Program	❍	❍	❍	❍	❍	❍
Re-Entry/Non-Traditional Student Services	❍	❍	❍	❍	❍	❍
Graduate Student Resource Center (GSRC)	❍	❍	❍	❍	❍	❍
Office of International Students and Scholars (OISS)	❍	❍	❍	❍	❍	❍
UCSB Veterans Benefit Services	❍	❍	❍	❍	❍	❍
Disabled Students Program (DSP)	❍	❍	❍	❍	❍	❍
Early Childhood Care and Education Services (Children's Center)	❍	❍	❍	❍	❍	❍
Health and Wellness Programs	❍	❍	❍	❍	❍	❍
Stress Management Programs	❍	❍	❍	❍	❍	❍
Social Work Services	❍	❍	❍	❍	❍	❍
Student Mental Health Services	❍	❍	❍	❍	❍	❍
Student Health Free Counseling	❍	❍	❍	❍	❍	❍

Part 7: UCSB Campus-Specific Questions

109. The last few years have been financially difficult for the university. How, if at all, have these concerns affected your **career** as a staff member? *(Mark all that apply)*
- ❑ I have considered leaving due to salary/compensation concerns
- ❑ I have considered leaving due to work environment concerns
- ❑ I have considered leaving due to housing concerns
- ❑ I have considered leaving due to commuting/transportation concerns

- ❑ I have considered leaving due to childcare concerns
- ❑ I have considered early retirement
- ❑ I have considered a reduction in time
- ❑ I have taken a different job on campus (Please specify # of years in your current job: ___
- ❑ I have been asked to take on additional job responsibilities
- ❑ I have been asked to increase my workload
- ❑ I have had fewer professional development opportunities
- ❑ I have had fewer resources to support my job function
- ❑ I have had fewer opportunities for career advancement
- ❑ I have noticed a decrease in morale among staff
- ❑ I have noticed an increase in my own personal stress level
- ❑ I have noticed an increase in tension between co-workers
- ❑ I have noticed an increase in tension between staff and faculty
- ❑ I have noticed an increase in tension between staff and students
- ❑ Other (please specify): _____
- ❑ None of the above

110. Despite the financial situation in the last few years, which of the following have you experienced as a staff member? *(Mark all that apply)*
- ❑ I have been able to work a flexible schedule
- ❑ I have been able to telecommute
- ❑ I have experienced a collegial work environment
- ❑ I have had access to housing that meets my needs
- ❑ I have had access to childcare that meets my needs
- ❑ I have had sufficient opportunities for career advancement
- ❑ I have had sufficient opportunities for professional development
- ❑ I have had access to the resources I need to support my job function
- ❑ I have noticed a positive morale among staff
- ❑ I have felt appreciated for my efforts at work
- ❑ Other (please specify): _____
- ❑ None of the above

111. To what extent do you feel supported (e.g. financial, technology, etc.) by UC Santa Barbara in the following areas?

	To a great extent	To some extent	To a small extent	To no extent
Professional development	○	○	○	○
Training	○	○	○	○
Mentorship	○	○	○	○
Career advancement	○	○	○	○
Staff recognition	○	○	○	○

112. I perceive my salary to be equitable for someone in a similar position with my level of experience. . .

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
In comparison with other similar institutions	○	○	○	○	○
In comparison with other departments at UC Santa Barbara	○	○	○	○	○
In comparison with colleagues in my own department	○	○	○	○	○

Part 7: UCSB Campus-Specific Questions

113. The last few years have been financially difficult for the university. How, if at all, have these concerns affected your life as a faculty member? *(Mark all that apply)*
- ❑ I have sought employment elsewhere due to salary/compensation concerns
- ❑ I have sought employment elsewhere due to work environment concerns
- ❑ I have sought employment elsewhere due to housing concerns
- ❑ I have sought employment elsewhere due to commuting/transportation concerns
- ❑ I have sought employment elsewhere due to childcare concerns
- ❑ I have considered early retirement
- ❑ I have had to teach more courses
- ❑ I have seen heightened competition across departments in my division as a result of the distribution of scarce resources

❑ I am now doing work that previously was done by department staff
❑ I feel more pressure to obtain extramural funding
❑ I have seen fewer TAships available for classes in our department
❑ I have seen decrease in faculty administrative positions (e.g., department Vice-Chairs, Associate Deans, others)
❑ I have noticed a decrease in morale among faculty
❑ I have noticed an increase in my own personal stress level
❑ I have noticed an increase in tension between staff and faculty
❑ Other (please specify): _____
❑ None of the above

114. Despite the financial situation in the last few years, which of the following have you experienced as a faculty member? *(Mark all that apply)*
❑ I have been able to work a flexible schedule
❑ I have experienced a collegial work environment
❑ I have had access to housing that meets my needs
❑ I have had access to childcare that meets my needs
❑ I have had sufficient opportunities (e. g. grants, fellowships, awards) for career advancement (e.g., merit/promotion)
❑ I have had sufficient opportunities (e.g. travel grants, conferences, etc.) for professional development
❑ I have had access to the resources I need to support my job function
❑ I have noticed a positive morale among faculty colleagues
❑ I have felt appreciated for my efforts at work
❑ Other (please specify): _____
❑ None of the above

115. With respect to faculty teaching, research, professional and public service contributions that promote diversity and equal opportunity . . .

	Strongly agree	Agree	Disagree	Strongly disagree
I believe such contributions are CURRENTLY BEING rewarded in merit/promotion reviews at UC Santa Barbara	❍	❍	❍	❍
I believe such contributions SHOULD be rewarded in merit/promotion reviews at UC Santa Barbara	❍	❍	❍	❍

116. To what extent do you feel supported (e.g. financial, technology, etc.) by UC Santa Barbara in the different areas for which you are evaluated?

	To a great extent	To some extent	To a small extent	To no extent
Research	❍	❍	❍	❍
Teaching	❍	❍	❍	❍
Professional activities	❍	❍	❍	❍
Service	❍	❍	❍	❍

117. I perceive my salary to be equitable. . .

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
In comparison with other similar institutions	❍	❍	❍	❍	❍
In comparison with other departments at UC Santa Barbara	❍	❍	❍	❍	❍
In comparison with colleagues in my own department	❍	❍	❍	❍	❍

118. To what do you attribute the salary inequity?

_____
_____
_____
_____
_____
_____

Thank you for taking the
Answer the CALL – Campus Atmosphere for Living & Learning Survey at UCSB

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

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

- One undergraduate student $10,000 scholarship
- Two $5,000 graduate/professional student/post-doc/trainee stipends
- Two $5,000 faculty research grants
- Five $2,000 staff professional development grants
- Two iPads for UCSB participants

UC Santa Barbara incentives: There will be a random drawing among student, faculty and staff participants who complete the survey. Prizes will be awarded separately for each group (faculty group, student group, and staff group). Prizes in each group category include:

- One Grand Prize: $1000
- One 1st Prize: Apple iPad
- Three 2nd Prizes: $500 each
- Ten 3rd Prizes: $100 each

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

Name   _____

Phone Number   _____

E-mail address _____

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

Counseling Services: 893-4411
http://counseling.sa.ucsb.edu/CrisisInformation/index.aspx

211 Helpline (Information, referral, crisis intervention, suicide services): 211 or 9-211

Alcohol, Drug & Mental Health Services Access Line: 1-888-868-1649

Resource Center for Sexual & Gender Diversity: 893-5847
http://www.sa.ucsb.edu/sgd/

Women's Center: 893-3778
http://www.sa.ucsb.edu/women/

Rape Crisis Center: (805) 564-3696

Student Mental Health Services: 893-8920

Student Health Social Work Services: 893-3087

Student Health Free Counseling: 893-3371

Office of Judicial Affairs: 893-4569
http://judicialaffairs.sa.ucsb.edu/hate.aspx

Ombuds: 893-3285

http://www.ombuds.ucsb.edu/

Human Resources Academic & Staff Assistance Program (ASAP): 893-3318
http://hr.ucsb.edu/asap/

Office of Equal Opportunity and Sexual Harassment/Title IX Compliance: 893-2701
http://www.oeosh.ucsb.edu

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