

# UC Irvine

EXECUTIVE SUMMARY PREPARED BY RANKIN & ASSOCIATES CONSULTING

## Project Structure and Process

The UC Irvine survey contained 99 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from January 14, 2013 through February 22, 2013 through a secure on-line portal.<sup>ii</sup>

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

## Description of the Sample at UC Irvine

UC Irvine community members completed 10,679 surveys for an overall response rate of 25%. Response rates by constituent group varied: 18% for Undergraduate Students ( $n = 4,029$ ), 24% for Graduate/Professional Students ( $n = 1,268$ ), 25% for Post-Docs/Trainees ( $n = 250$ ), 29% for Union Staff ( $n = 1,677$ ), 35% for Faculty ( $n = 796$ ), 63% for Non-Union Staff ( $n = 2,423$ ), and 31% for Other Academic Series ( $n = 236$ ).<sup>iii</sup> Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for the specific demographic characteristic.<sup>iii</sup> Only surveys that were at least 50% completed were included in the final data set for analyses.

## Key Findings - Areas of Strength

### 1. High levels of comfort with the climate at UC Irvine:

- 80% of all respondents were “comfortable” or “very comfortable” with the climate at UCI ( $n = 8,479$ ) while 6% were “uncomfortable” or “very uncomfortable” ( $n = 645$ ).
- 75% of all respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting ( $n = 8,040$ ) while 10% were “uncomfortable” or “very uncomfortable” ( $n = 1,034$ ).
- 74% of Undergraduate Students ( $n = 2,963$ ), 77% of Graduate/Professional Students ( $n = 973$ ), and 60% of Faculty and Post-Docs ( $n = 625$ ) were “comfortable” or “very comfortable” with the climate in their classes, while 6% of Undergraduates ( $n = 240$ ), 4% of Graduate/Professional Students ( $n = 55$ ), and 3% of Faculty/Post-Docs ( $n = 20$ ) were “uncomfortable” or “very uncomfortable.”

Table 1. UC Irvine Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students <sup>iv</sup>	4,029	38%
	Graduate/Professional Students <sup>v</sup>	1,268	12%
	Faculty <sup>vi</sup>	796	8%
	Staff <sup>vii</sup>	4,100	38%
	Post-Doctoral Scholars/Trainees <sup>viii</sup>	250	2%
Gender Identity	Women	6,647	62%
	Men	3,889	36%
	Transgender <sup>ix</sup>	14	0.1%
	Genderqueer <sup>x</sup>	72	1%
Racial Identity	White	3,744	35%
	Underrepresented Minority <sup>xi</sup>	2,134	20%
	Other People of Color <sup>xii</sup>	4,376	41%
	Multi-Minority <sup>xiii</sup>	194	2%
Sexual Identity	Heterosexual	8,759	82%
	Lesbian, Gay, Bisexual, Queer	644	6%
	Questioning <sup>xiv</sup>	94	1%
	Asexual <sup>xv</sup>	627	6%
Citizenship Status	U.S. Citizen	10,028	94%
	Non-U.S. Citizen	581	5%
	Undocumented	22	0.2%
Disability Status	No disability	8,542	80%
	Disability (physical, learning, mental health/ Psychological condition)	1,550	15%
Religious/Spiritual Affiliation	Christian affiliation <sup>xvi</sup>	4,454	42%
	Other Religious/Spiritual affiliation <sup>xvii</sup>	752	7%
	Muslim <sup>xviii</sup>	178	2%
	Jewish <sup>xix</sup>	184	2%
	No affiliation <sup>xx</sup>	3,976	37%
	Multiple affiliations <sup>xxi</sup>	571	5%

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

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## 2. Positive attitudes about work-life issues

- 80% of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents offered that UCI values a diverse faculty ( $n = 5,223$ ) and 82% offered that the campus values a diverse staff ( $n = 5,348$ ).
- 71% of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Students respondents had adequate access to administrative support ( $n = 4,639$ ).
- 67% found UCI supportive of their taking leave ( $n = 4,385$ ), and 68% felt that UCI was supportive of flexible work schedules ( $n = 4,469$ ).
- 66% offered that their supervisors provided ongoing feedback to improve their performance ( $n = 4,368$ ).

## 3. Positive attitudes about academic experiences

- 76% of Students, Trainees, and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas ( $n = 4,211$ ) and that their interest in ideas and intellectual matters has increased since coming to UCI ( $n = 4,193$ ).
- 70% of Students, Trainees, and Post-Docs were satisfied with their academic experience at UCI ( $n = 3,838$ ).
- 63% of Students, Trainees, and Post-Docs reported that they were performing up to their full academic potential ( $n = 3,511$ ).

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

## Key Findings - Opportunities for Improvement

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

- 23% of respondents ( $n = 2,413$ ) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. Eight percent of respondents ( $n = 799$ ) indicated that the conduct interfered with their ability to work or learn.<sup>xxii</sup>
- Differences emerged based on various demographic characteristics including position status, racial/ethnic identity, and discipline of study. For example,
  - o A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty, Students, and Post-Docs/Trainees.
  - o A slightly higher percentage of Underrepresented Minority and Multi-Minority respondents reported experiencing this conduct as compared to White respondents.
  - o A higher percentage of genderqueer respondents and transgender respondents than men or women reported experiencing this conduct.

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

- a. LGBQ respondents were less comfortable than heterosexual respondents with the overall climate and with the climate in their departments, work units, academic units, colleges, schools, or clinical settings.
- b. Transgender respondents and genderqueer respondents were less comfortable than men and women with the overall climate at UCI and with the climate in their departments, work units, academic units, colleges, schools, or clinical settings.
- c. Multi-Minority respondents were least comfortable with the overall climate for diversity at UCI and with the climate in their departments, work units, academic units, colleges, schools, or clinical settings. A higher percentage of White Respondents were “very comfortable” with the climate in their classes than were other respondents.
- d. Respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus; in their departments, work units, academic units, colleges, schools, or clinical settings; and in their classes than were respondents with disabilities.

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

- a. 2% of respondents ( $n = 196$ ) believed they had experienced unwanted sexual contact while at UCI within the last five years. Subsequent analyses of the data revealed the following:
  - o Higher percentages of Undergraduate Students (3%,  $n = 148$ ) experienced unwanted sexual contact in the past five years as compared to Staff (1%,  $n = 42$ ).
  - o A higher percentage of LGBQ respondents (3%,  $n = 19$ ), genderqueer respondents (7%,  $n = 5$ ), and respondents with disabilities (4%,  $n = 60$ ) experienced unwanted sexual contact.

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

# UC Irvine

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## Recent efforts in campus climate

- Now in its sixth year, UC Irvine's **Olive Tree Initiative** (OTI), an academic and co-curricular program, has produced students who are educated and well-versed in the areas of international conflict. Each year, OTI students – those of Jewish, Muslim and other faiths or no specific faith – visit the Middle East and return to campus to host well-attended teach-ins regarding the Israeli-Palestine conflict and the Middle East peace process. The OTI model has been replicated at campuses across the nation to promote authentic dialogue and learning regarding the Middle East conflict.
- The **Advisory Council on Campus Climate, Culture and Inclusion** was formed to address the social climate of the campus and to reinforce UCI's dedication to excellence in academics, campus character, and leadership. The Council meets quarterly under the continued leadership of the Chancellor and Executive Vice Chancellor & Provost. The Council has divided into five working groups: 1) Diversity, Inclusion and Programming; 2) Surveys, Data Analysis and Evaluation; 3) Constructive Engagement, Policing and Crisis Response; 4) Curriculum and Multicultural Education; and 5) African-American Retention.
- The **SOAR** (Student Outreach and Retention) Center was established to support and enrich the academic, personal and social experiences of students. The SOAR team is committed to the outreach, retention, and successful graduation of every undergraduate student. SOAR offers a space for students to study, network, and engage in the planning and implementation of student-initiated programs, while fostering student empowerment and leadership through academic, social, and wellness programming.
- The **New Narratives Series: Conversations on Identities & Culture** aims to move talk into action with year-long events that include major speakers, films, panel workshops, and other training opportunities to promote healthy intergroup communications and collaboration. Coordinators and presenters from the departments across Student Affairs and academic programs that include African American Studies, Asian American Studies, and Chicano/Latino Studies will use interdisciplinary approaches to co-construct a practical new narrative.
- UCI's **sexual violence prevention program** includes a coordinated effort of education, outreach, and administrative response to sexual violence on campus through collaboration across campus and the local community. Educational materials, training, mentoring, and outreach efforts include information particular to the LGBTQ community, barriers to reporting, and bystander intervention.

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- In response to issues identified by the **UCI Transgender Task Force**, the campus took a number of actions, including the designation of 23 public and 18 private gender-neutral restrooms and the modification of the student registration system to include a preferred name field. Additionally, UCI successfully negotiated the inclusion of sexual orientation in the nondiscrimination clause of its ROTC agreement.
  - The campus created **Diversityville**, a short docu-comedy based on surveys of, and interviews with, UC Irvine graduate students. *Diversityville* is the culmination of Dramatic Transformations, a program that uses drama to raise awareness of issues related to women and underrepresented minorities; gender, ethnic, and cultural equity and diversity; and campus climate in the UC Irvine graduate community.
  - UC Irvine will inaugurate the **Global Equity Games** at Aldrich Park. The purpose of this new campus tradition is to raise awareness about diversity of the campus community, to educate, to engage, to understand/appreciate differences, and to build and sustain an inclusive community by playing and having fun together.
  - The UCI **Office of the Ombudsman** provides confidential, neutral, and informal dispute resolution services for the main campus and medical center.

### Process and next steps for developing actions and initiatives based on survey findings

A comprehensive outreach and engagement effort will begin in April 2014 under the leadership of the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion (Council). The Council will form working groups to facilitate the development and implementation of steps necessary to address areas in need of improvement, as per the survey results. The Council will deliver a report with recommendations to the Chancellor in the fall of 2014, with implementation planned for the start of 2015.

### CONTACT

[http://chancellor.uci.edu/campus\\_climate/](http://chancellor.uci.edu/campus_climate/)