



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California
Irvine

Campus Climate Project
Final Report

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Executive Summary

Introduction

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

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

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The 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.²

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>.

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

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

Description of the Sample at UC 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 ($n = 236$).³ 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.⁴ Only surveys that were at least 50% completed were included in the final data set for analyses.

³ For purposes of some analyses, union and non-union staff and other academic series were collapsed into one “Staff” category.”

⁴ 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. UCI Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	4,029	38%
	Graduate/Professional Students ⁱⁱ	1,268	12%
	Faculty ⁱⁱⁱ	796	8%
	Staff ^{iv}	4,100	38%
	Post-Doctoral Scholars/Trainees ^v	250	2%
Gender Identity	Women	6,647	62%
	Men	3,889	36%
	Transgender ^{vi}	14	0.1%
	Genderqueer ^{vii}	72	1%
Racial Identity	White	3,744	35%
	Underrepresented Minority ^{viii}	2,134	20%
	Other People of Color ^{ix}	4,376	41%
	Multi-Minority ^x	194	2%
Sexual Identity	Heterosexual	8,759	82%
	Lesbian, Gay, Bisexual, Queer	644	6%
	Questioning ^{xi}	94	1%
	Asexual ^{xii}	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 ^{xiii}	4,454	42%
	Other Religious/Spiritual affiliation ^{xiv}	752	7%
	Muslim ^{xv}	178	2%
	Jewish ^{xvi}	184	2%
	No affiliation ^{xvii}	3,976	37%
	Multiple affiliations ^{xviii}	571	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 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.”

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.⁵
- Differences emerged based on various demographic characteristics including position status, racial/ethnic identity, and discipline of study. For example,
 - A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty, Students, and Post-Docs/Trainees.
 - A slightly higher percentage of Underrepresented Minority and Multi-Minority respondents reported experiencing this conduct as compared to White respondents.
 - A higher percentage of genderqueer respondents and transgender respondents than men or women reported experiencing this conduct.

⁵ 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

- LGBTQ 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.
- 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.
- 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.
- 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

- 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:
- Higher percentages of Undergraduate Students (3%, $n = 148$) experienced unwanted sexual contact in the past five years as compared to Staff (1%, $n = 42$).
- A higher percentage of LGBTQ 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.

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

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

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

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

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

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

^{vi} **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person’s inner sense of being man, woman, both, or neither. One’s internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics) or gender expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth (refers to the assigning (naming) of the biological sex of a baby at birth). Self-identification as transgender does not preclude identification as male or female,

nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

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

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

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

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

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

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

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

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

^{xv} The **Muslim** variable includes respondents who chose Ahmadi Muslim, Muslim, Shi’ite, Sufi, and Sunni.

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

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

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

Introduction

History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES⁶, NSSE⁷, SERU⁸, HERI⁹), 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

⁶ UCUES - University of California Undergraduate Experience Survey

⁷ NSSE – National Survey of Student Engagement

⁸ SERU – Student Experience in the Research University

⁹ HERI – Higher Education Research Institute – Faculty Survey

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

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

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

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

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

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

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

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

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

The system-wide assessment was further evidence of the University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect at every campus and location in the system. The primary purpose of the project was to conduct a system-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to assess the learning, living, and working environments for students, faculty, and staff at the ten campuses, including five medical centers, the Lawrence Berkeley National Laboratory (LBNL), the Division of Agriculture and Natural Resources (UC ANR), and the UC Office of the President (UCOP). The study includes two major phases: 1) the gathering of data from a population survey informed by extensive campus/location community input; and 2) the development of strategic initiatives by the University (and based on the findings) to build on institutional successes, address institutional climate challenges and promote institutional change. Reports have been developed for each campus/location as well as an overall aggregate 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 the 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 definition 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) proposed 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 a 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 was “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 a student’s academic success and an employee’s professional success and well-being. The literature also suggests that various social identity groups perceive the campus climate differently and their perceptions may adversely affect working and learning outcomes. A summary of this literature follows.

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

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

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

The personal and professional development of employees including faculty, administrators, and staff are also impacted by the complex nature of the campus climate. In a study by Settles, Cortina, Malley, and Stewart (2006), sexual harassment and gender discrimination had a significant negative impact on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) found that lesbian, gay, and bisexual (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 of California community (e.g., 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 Irvine Project Specifics

The UC Irvine survey was distributed from January 14, 2013 through February 22, 2013. The final UCI survey contained 99 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UCI survey.¹⁰

¹⁰ Results from the campus-specific questions are not discussed in the report but are found in Appendix B.

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.”¹¹ 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 UCI further vetted the questions to be more contextually fitting for the UCI population. The final UCI campus-specific survey contained 99 questions¹², 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 UCI’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.¹³ All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

¹¹ Rankin & Associates (2001) adapted from AAC&U (1995).

¹² 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).

¹³ 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 are 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.¹⁴ Refer to the survey data tables in Appendix B for actual percentages¹⁵ 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 UCI’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 reviewed¹⁶ using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of

¹⁴ 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.

¹⁵ Actual percentages derived using the total number of survey respondents.

¹⁶ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

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 Irvine?

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

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

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

Results

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

Description of the Sample¹⁷

10,679 surveys were returned for a 25% overall response rate. The sample and population figures, chi-square analyses¹⁸, and response rates are presented in Table 2. Significant differences between the sample and UCI population included:

- When examining the sample by gender, there are a representative proportion of female and male respondents.
- With regard to racial identity Asian/Asian Americans and Hispanic/Latinos were under-represented in the sample. African Americans/Africans/Blacks were represented in the sample and the population in similar proportions. Whites and American Indian/Alaskan Natives were over-represented in the sample. Middle Eastern/Southwest Asian/North Africans and Pacific Islanders/Hawaiian Natives were not separately identified in the population, but were represented in the sample.
- With regard to position at UCI, the sample had significantly smaller proportions of undergraduate students, graduate students, and Trainees than does the population. Postdoctoral Scholars, Union Staff, Non-Union Staff, Faculty, and Other Academic Series individuals had significantly greater proportions in the sample than in the population.

¹⁷ 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.

¹⁸ Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the campus/location.

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	N	%	
Gender ^a	Man	18,849	45.77	3,889	36.46	20.63
	Woman	22,333	54.23	6,647	62.31	29.76
	Transgender	Not available	--	14	0.13	>100
	Genderqueer	Not available	--	72	0.67	>100
	Other	Not available	--	45	0.42	>100
Race/Ethnicity ^{1,b}	African American/African/Black	1,248	3.03	362	3.09	29.01
	American Indian/Alaskan Native	226	0.55	153	1.31	67.70
	Asian/Asian American	17,267	41.93	4,055	34.65	23.48
	Hispanic/Latino	7,452	18.10	1,924	16.44	25.82
	Middle Eastern/Southwest Asian/North African	Not available	--	509	4.35	>100
	Pacific Islander	Not available	--	58	0.50	>100
	White	12,161	29.53	4,566	39.02	37.55
	Unknown	2,828	6.87	Not available	--	--
	Other	Not available	--	75	0.64	>100
Position ^c	Undergraduate Student	22,216	53.97	4,029	37.73	18.14
	Graduate/Professional Student	5,263	12.79	1,268	11.87	24.09
	Postdoctoral Scholar	364	0.88	178	1.67	48.90
	Health Sciences Campus Trainees	642	1.56	72	0.67	11.21
	Staff non-Union	3,862	9.38	2,423	22.69	62.74
	Staff – Union	5,769	14.01	1,677	15.70	29.07
	Faculty	2,289	5.56	796	7.45	34.78
	Other Academic Series	759	1.84	236	2.21	31.10

¹ Respondents were instructed to indicate all categories that apply

^a $X^2(1, N = 10536) = 332.75, p = .0001$

^b $X^2(4, N = 11060) = 632.8, p = .0001$

^c $X^2(7, N = 10679) = 2773.23, p = .0001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of climate and diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UC SWT and UCI LWT.

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

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 55) and those that rate overall campus climate on various scales (question 54) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that

population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients¹⁹ are provided in Table 3.

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

Moderately strong relationships (between .4 and .5) exist for 10 pairs of variables. Those ten – both pairs for American Indians/Alaskan Natives, Hispanic/Latinos, Gay, Lesbian, and Bisexual Individuals; for Respectful of Middle Eastern/South Asian/North Africans and Positive for People of Color; for Respectful of Pacific Islanders and Positive for People of Color; and for Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers. The remaining nine pairs showed a moderate relationship (between .3 and .4).

¹⁹ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

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

Respectful of:	Climate Characteristics								
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
African Americans/ Blacks	.387 ¹	.326 ¹							
American Indians/ Alaskan Natives	.498 ¹	.457 ¹							
Asian Americans/ Asians	.339 ¹	.329 ¹							
Middle Eastern/South Asian/North African	.428 ¹	.364 ¹							
Hispanics/Latinos	.473 ¹	.453 ¹							
Pacific Islanders	.436 ¹	.326 ²							
Gay, Lesbian, Bisexual Individuals			.471 ¹	.433 ¹					
Females					.415 ¹	.352 ¹			
Non-Native English Speakers							.408 ¹		
Socioeconomically Disadvantaged Persons								.397 ¹	.345 ¹

¹ p = 0.

Sample Characteristics²⁰

Table 4 depicts the respondent population by their primary position status at UC Irvine. Thirty-eight percent ($n = 4,029$) of all respondents were Undergraduate Students, and 12% ($n = 1,268$) were Graduate/Professional Students. Twenty-three percent ($n = 2,423$) of all respondents were Staff Non-Union, 16% ($n = 1,677$) were Staff Union, 8% ($n = 796$) were Faculty, 2% ($n = 178$) were Postdoctoral Scholars, 1% ($n = 72$) were Health Sciences Campus Trainees, and 2% ($n = 236$) were Other Academic Series. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions.

²⁰ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

Table 4. Respondent’s Primary Position at UCI

Position	n	%
Undergraduate Student	4,029	37.7
Started at UCI as first year student	3,117	77.4
Transferred from a California community college	612	15.2
Transferred from another institution	62	1.5
Missing	238	5.9
Graduate/Professional Student	1,268	11.9
Non-Degree	14	1.1
Certificate/teacher credential program candidate	0	0.0
Master’s degree student	334	26.3
Doctoral degree student (Ph.D., Ed.D)	712	56.2
Professional degree student (e.g., MD, JD, MBA)	115	9.1
Missing	93	7.3
Postdoctoral Scholar	178	1.7
Health Sciences Campus Trainees	72	0.7
Staff – Non-Union	2,423	22.7
Senior Management Group	20	0.8
Management & Senior Professionals – Supervisor	499	20.6
Management & Senior Professionals – Non- Supervisor	149	6.1
Professional & Support Staff – Non-Union & Supervisor	440	18.2
Professional & Support Staff – Non-Union & Non-Supervisor	996	41.1
Missing	319	13.2
Staff- Union	1,677	15.7
Professional & Support Staff – Union represented & Supervisor	266	15.9
Professional & Support Staff – Union Represented & Non-Supervisor	1,143	68.2
Missing	268	16.0
Faculty	796	7.5
Faculty Administrator	53	6.7
General Campus Faculty	421	52.9
Health Sciences Campus Faculty	162	20.4
Missing	160	20.1
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	236	2.2

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.²¹ Under these groupings, 38% of all respondents were Undergraduate Students ($n = 4,029$), and 12% were Graduate/Professional Students ($n = 1,268$), 41% were Staff ($n = 4,336$), 8% were Faculty ($n = 796$), and 2% were Post-Docs/Trainees ($n = 250$). Ninety-four percent of respondents ($n = 10,030$) were full-time in their primary positions.

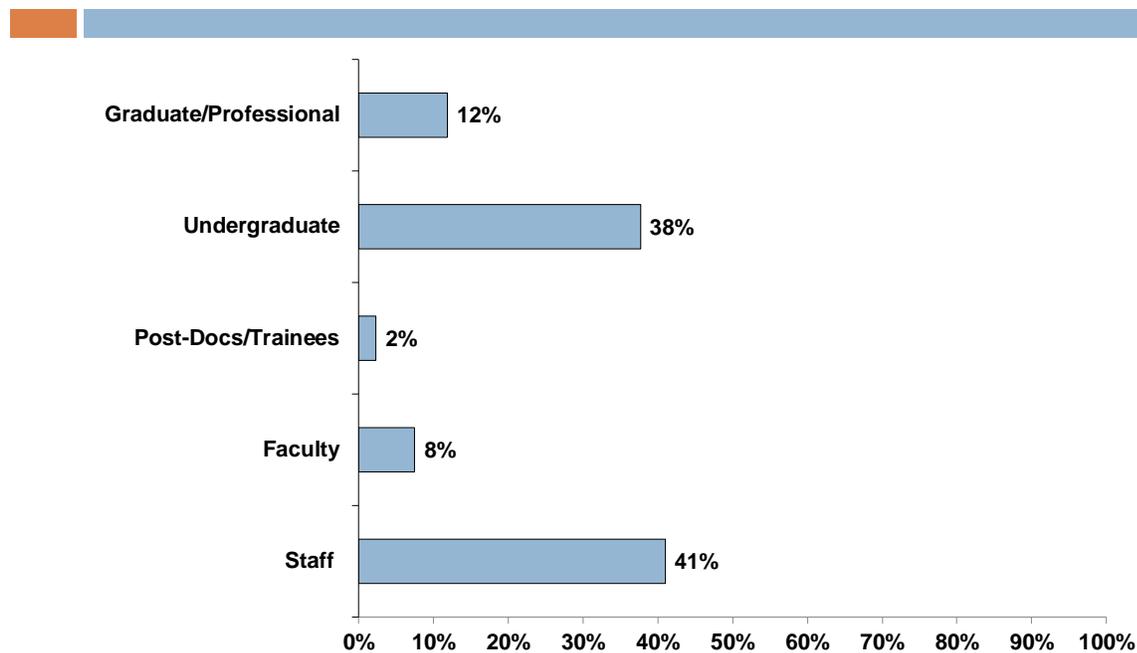


Figure 1. Respondents' Collapsed Position Status (%)

²¹ Collapsed position variables were determined by the SWT. “Students” includes all undergraduate and graduate students. “Staff” includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. “Faculty” includes Faculty Administrators, General Campus Faculty, and Health Sciences Faculty.

Fifty-three percent of Staff respondents ($n = 2,311$) were primarily located at the General Campus, while 46% ($n = 1,975$) were with Health Sciences/Medical Center. Eighty-six percent ($n = 3,708$) of Staff respondents were primarily career employees (Table 5).

Table 5. Primary Employment Status with UCI

Status	<i>n</i>	%
Career (including partial-year career) employee	3,708	85.5
Contract employee	206	4.8
Limited appointment employee/term employment	93	2.1
Per Diem employee	92	2.1
Floater (temporary services) employee	21	0.5
Academic employee	164	3.8
Missing	52	1.2

With regard to respondents’ work unit affiliations, Table 6 indicates that 56% of Staff respondents ($n = 2,430$) were affiliated with Campus/School of Medicine, and 40% of Staff respondents ($n = 1,750$) were primarily affiliated with the Medical Center.

Table 6. Staff Respondents’ Primary Work Unit Affiliations

Work Unit	<i>n</i>	%
Campus/School of Medicine	2,430	56.0
Chancellor's Office and Chancellor's Office – Other	43	1.9
EVC/Provost/Academic Affairs – Other	46	2.0
Intercollegiate Athletics	33	1.5
Planning and Budget	29	1.3
Office of Research	101	4.4
Division of Undergraduate Education	33	1.5
Graduate Division	18	0.8
Libraries	83	3.6
Office of Information Technology	145	6.4
School of the Arts	34	1.5
School of Biological Sciences	85	3.7
School of Business	46	2.0
School of Education	30	1.3
School of Engineering	79	3.5
School of Humanities	69	3.0
School of Information & Computer Science	34	1.5
School of Law	32	1.4
School of Medicine	321	14.1
School of Physical Sciences	78	3.4
School of Social Ecology	42	1.8
School of Social Sciences	44	1.9
Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)	35	1.5
University Extension and Summer Session	105	4.6
Campus Recreation	27	1.2
Wellness, Health & Counseling Services	76	3.3
Student Life & Leadership	24	1.1
Enrollment Services	90	4.0

<i>Table 6 (cont.)</i>	<i>n</i>	<i>%</i>
Housing	55	2.4
Hospitality and Dining Services	8	0.4
Student Center & Event Services/Bookstore	28	1.2
Student Affairs- Other	61	2.7
Accounting & Fiscal Services	60	2.6
Environmental Health and Safety	30	1.3
Facilities Management	59	2.6
Human Resources	28	1.2
Police	19	0.8
Transportation & Distribution Services	21	0.9
Administrative & Business Services - Other	58	2.5
University Advancement	56	2.5
Multiple	10	0.4
Medical Center	1,750	40.4
Administration	71	4.2
Admissions	24	1.4
Ambulatory Care Clinics	103	6.1
Business Development/Marketing/Strategic Planning	<5	--
Call Center/Referral Center	50	3.0
Cancer Center/Comprehensive Digestive Disease Center	80	4.8
Controller Services	9	0.5
Critical Care Nursing	89	5.3
Decision Support/Budget	7	0.4
Diagnostic Services Center	5	0.3
Emergency Department	43	2.6
Environmental Health and Safety/Bio Med Engineering	6	0.4
Finance	31	1.8
Health Information Management	44	2.6
Human Resources	14	0.8
Information Services	125	7.4
Materiel Management	13	0.8
Medical Staff Administration	17	1.0
Medical Surgical Nursing	98	5.8
Network and Contract Development	<5	--
Nursing Administration	26	1.5

<i>Table 6. (cont.)</i>	<i>n</i>	<i>%</i>
Nursing Research and Education	20	1.2
Nutrition	7	0.4
Pathology	94	5.6
Patient Financial Services	53	3.2
Patient Relations/Volunteer Services/Interpreter Services	19	1.1
Performance Improvement	9	0.5
Perioperative Services/Equipment Pool	41	2.4
Pharmacy	52	3.1
Planning and Facilities	11	0.7
Psychiatry	30	1.8
Radiology	64	3.8
Rehabilitation Services	30	1.8
Respiratory Care Services	19	1.1
Revenue Audit/Care Management	22	1.3
Risk Management	<5	--
Security and Parking	11	0.7
Transplant/Staffing and Patient Placement (SPPO)	18	1.1
Women's and Children's Services	55	3.3
Other	261	15.5
Missing	156	3.6

Note: Table includes staff responses only ($n = 4,336$).

Twenty-six percent of Faculty and Post-Doc respondents ($n = 268$) were affiliated with the School of Medicine, and 11% ($n = 112$) were primarily affiliated with the School of Humanities (Table 7).

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

Academic Division/Department	<i>n</i>	%
Claire Trevor School of the Arts	57	5.4
School of Biological Sciences	76	7.3
The Paul Merage School of Business	15	1.4
School of Education	30	2.9
The Henry Samueli School of Engineering	54	5.2
Health Sciences (Nursing Science, Pharmaceutical Sciences, Public Health)	28	2.7
School of Humanities	112	10.7
Donald Bren School of Information and Computer Sciences	48	4.6
School of Law	11	1.1
School of Medicine	268	25.6
School of Social Ecology	53	5.1
School of Social Sciences	74	7.1
Split appointment across two or more schools	<5	--
Other	31	3.0
University Extension	15	1.4
School of Physical Sciences	75	7.2
Not asked	72	6.9
Missing	25	2.4

Note: Table includes faculty and post-doc responses only ($n = 1,046$).

The majority of the sample were women (62%, $n = 6,647$; Figure 2).²² Fourteen transgender²³ individuals (<1%) completed the survey; 72 respondents (1%) identified as genderqueer.²⁴ Forty-five respondents marked “other” in terms of their gender identity and specified “apathetic,” “Beast,” “cisgender,” “genderqueer is offensive,” “HornDog,” “I don’t like labels,” “mzee (elder male),” “SharkBabyTree,” “Superman,” “Thanks for having this box,” Two-Spirits,” “womyn,” etc. Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

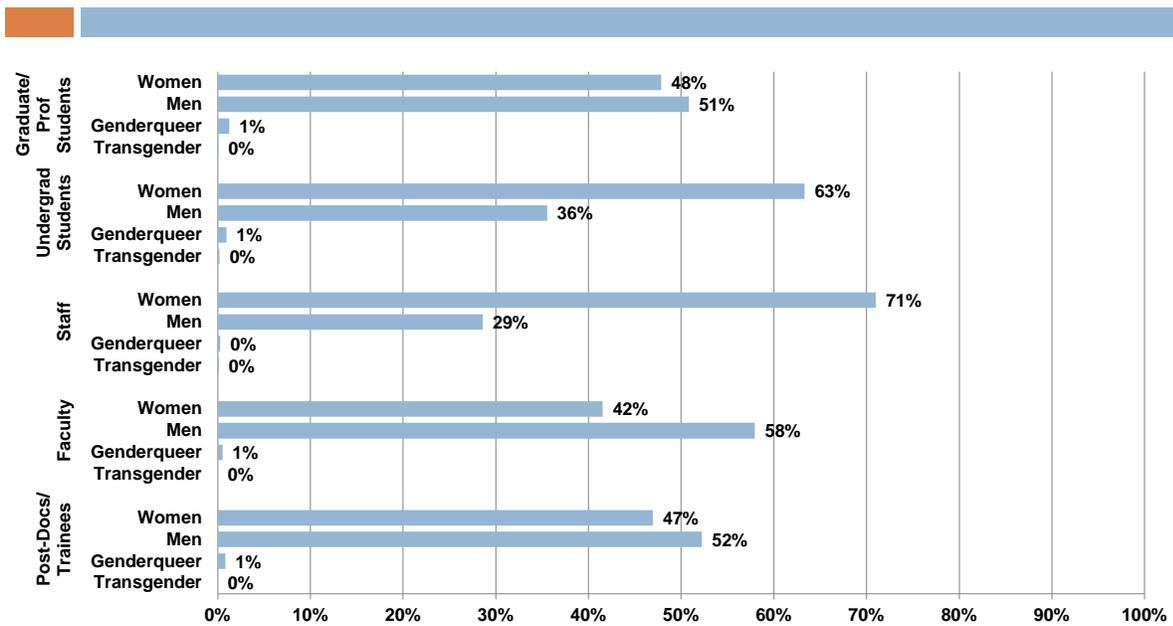


Figure 2. Respondents by Gender & Position Status (%)

²² Additionally, the sex of the majority of respondents was female (63%, $n = 6,882$), while 37% were male ($n = 3,905$), and 12 (<1%) were intersex.

²³ 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.

²⁴ 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 heterosexual²⁵ (82%, $n = 8,759$). Six percent ($n = 644$) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). One percent of respondents ($n = 94$) were questioning their sexual orientations, and six percent ($n = 627$) identified as asexual.

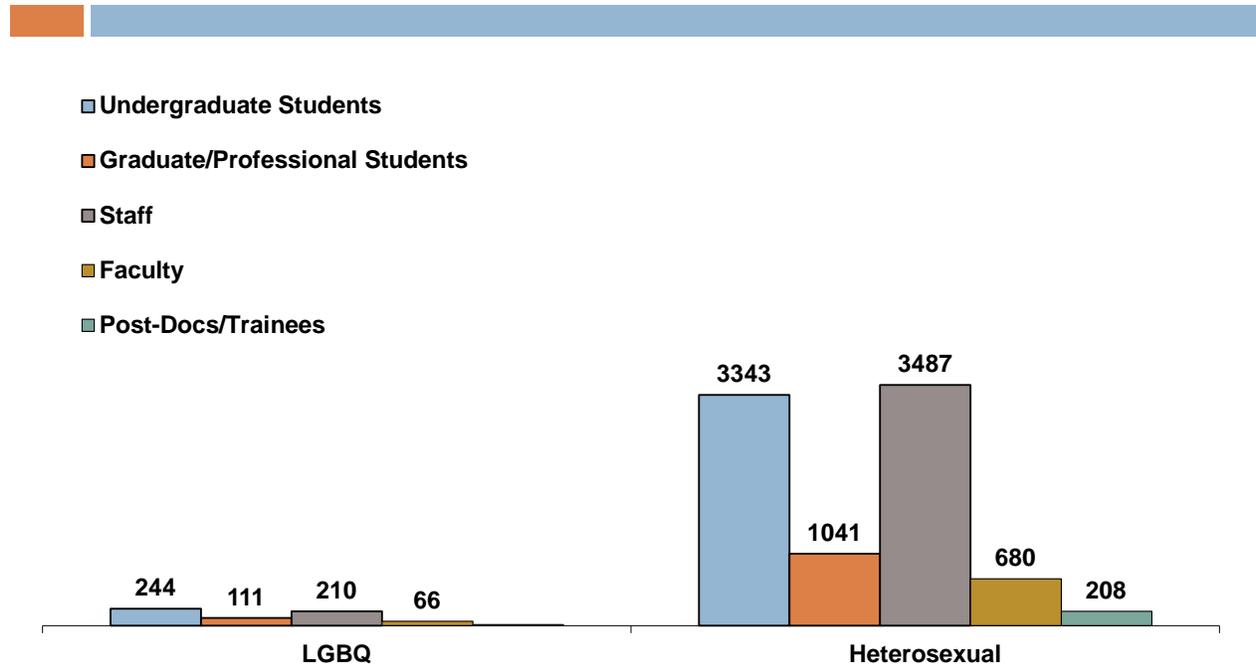
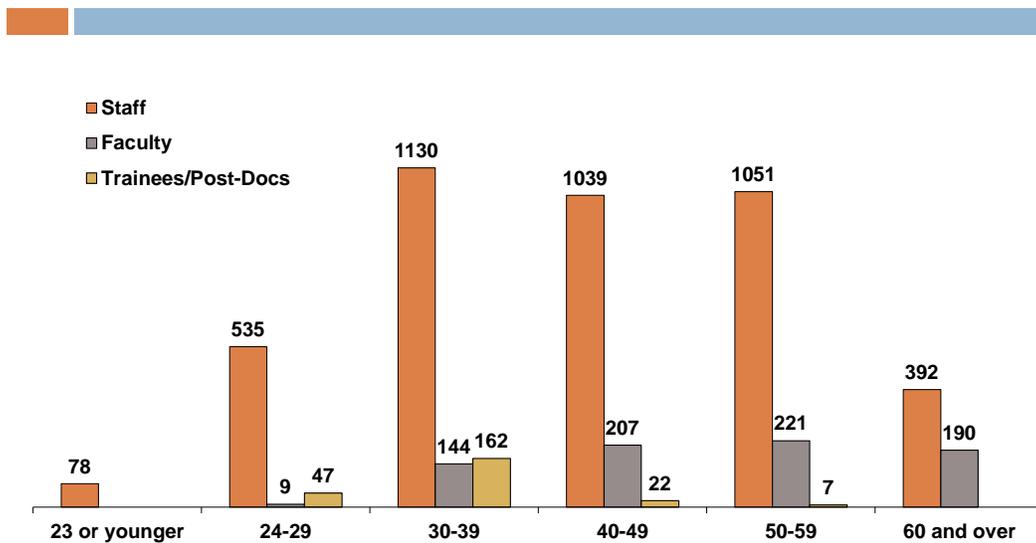


Figure 3. Respondents by Sexual Orientation & Position Status (n)

²⁵ 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.

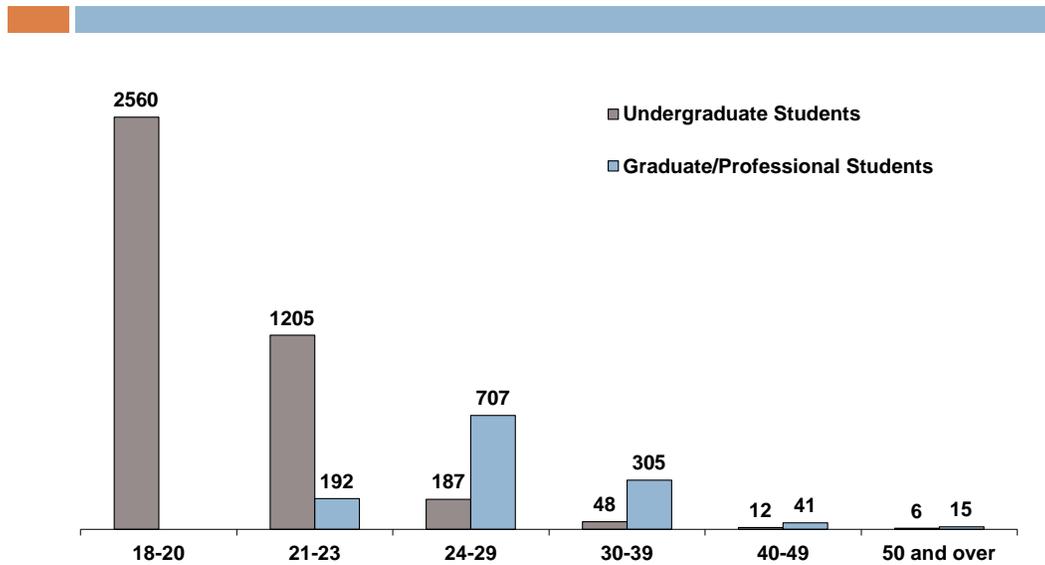
About 29% ($n = 221$) of Faculty members were 50 to 59 years old, and 27% ($n = 207$) of Faculty members were 40 to 49 years old. Twenty-seven percent ($n = 1,130$) of Staff were between the ages of 30 and 39, and 25% were between 40 and 49 years old ($n = 1,039$) or 50 and 59 years old ($n = 1,051$). Sixty-six percent ($n = 162$) 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-four percent ($n = 2,560$) of responding Undergraduate Students were 18 to 20 years old. Fifty-six percent ($n = 707$) of responding Graduate/Professional Students were 24 to 29 years old (Figure 5).



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

Figure 5. Student Respondents' Age (n)

With regard to race and ethnicity, 43% ($n = 4,566$) of the respondents identified as White.²⁶ Thirty-eight percent ($n = 4,055$) were Asian/Asian American, 18% ($n = 1,924$) were Hispanic/Latino, 5% ($n = 509$) were Middle Eastern/Southwest Asian/North African, 3% ($n = 362$) were African American/African/Black, one percent were American Indian/Alaskan Native ($n = 153$), and less than 1% ($n = 58$) were Pacific Islanders (Figure 6).

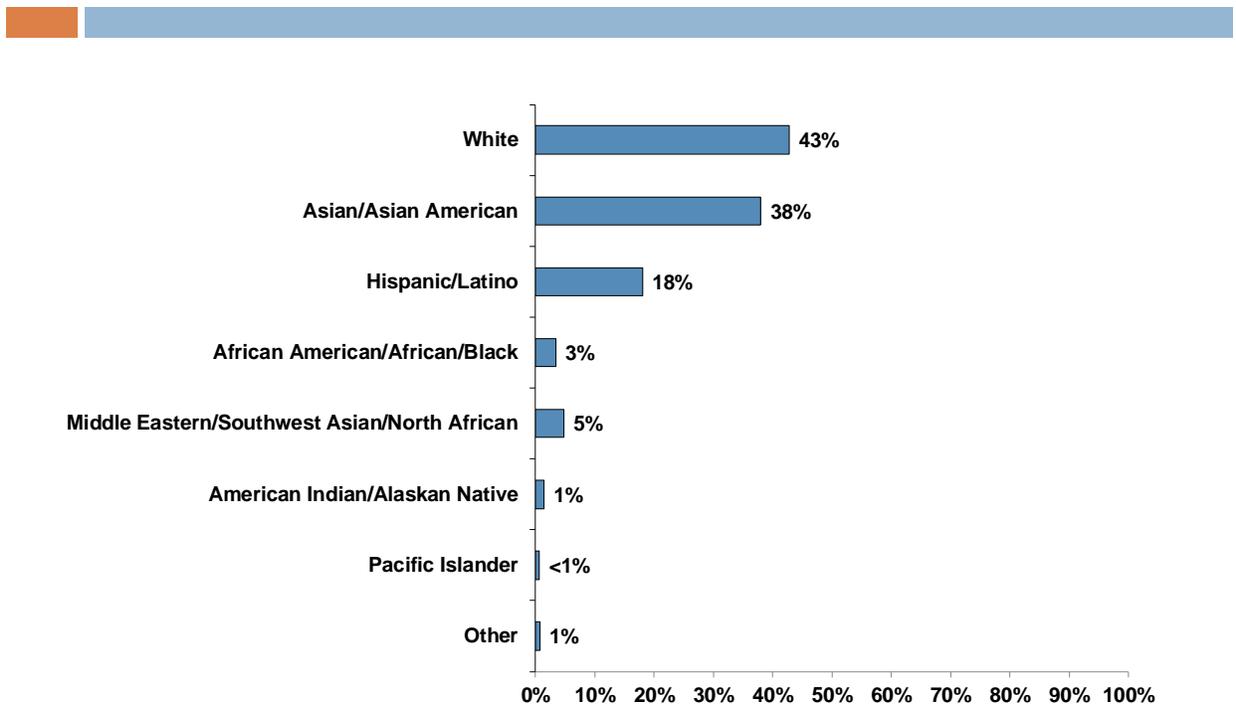


Figure 6. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

²⁶ The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers are referred to 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 identity²⁷, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (35%, $n = 3,744$) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority²⁸ (20%, $n = 2,134$), Other People of Color²⁹ (41%, $n = 4,376$), and Multi-Minority³⁰ (2%, $n = 194$) were created.

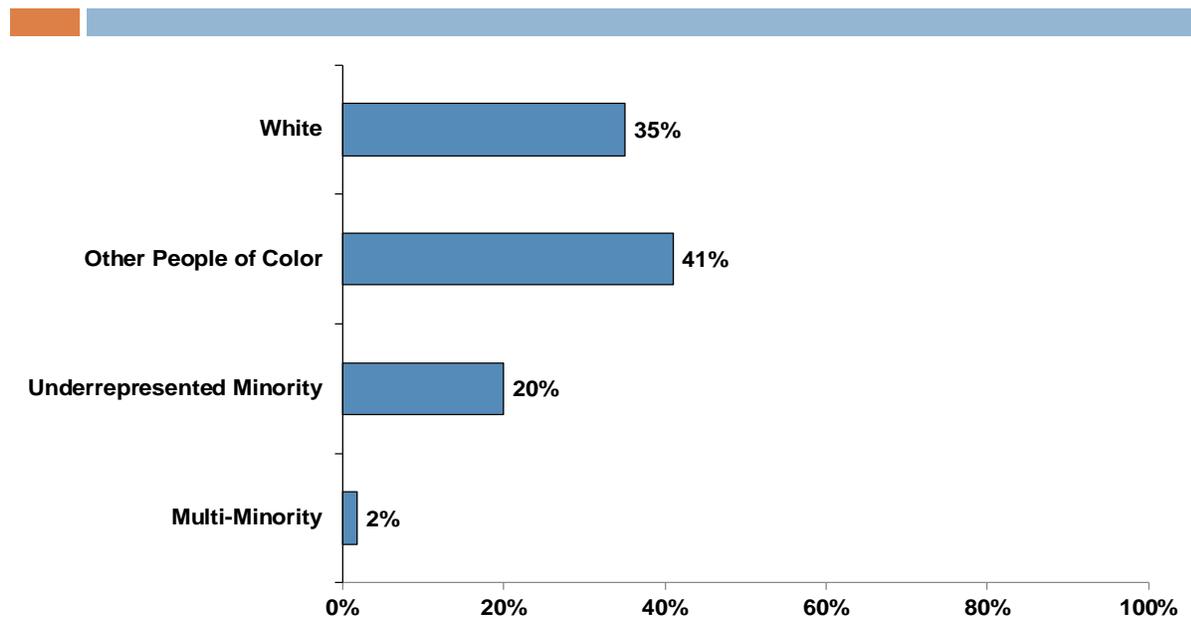


Figure 7. Respondents' Racial/Ethnic Identity (%)

²⁷ 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.

²⁸ 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.

²⁹ 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.

³⁰ 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 item³¹ 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 only Christian religious/spiritual affiliation were recoded to “Christian” (42%, $n = 4,454$). Two percent of respondents only chose a Muslim³² affiliation ($n = 178$) or a Jewish³³ affiliation ($n = 184$), and 7% chose “other” affiliations³⁴ ($n = 752$). Several respondents offered affiliations not included in the list of response choices. These included “Armenian Apostolic,” “I worship the sun,” “Jungian,” “Movement of Spiritual Inner Awareness,” “Tree hugging dirt worshipper,” “just God,” “This does not make a difference,” “This is not appropriate,” “undecided,” etc. Thirty-seven percent of respondents ($n = 3,976$) reported no affiliation³⁵, and 5% reported multiple affiliations³⁶ ($n = 571$) (Figure 8).

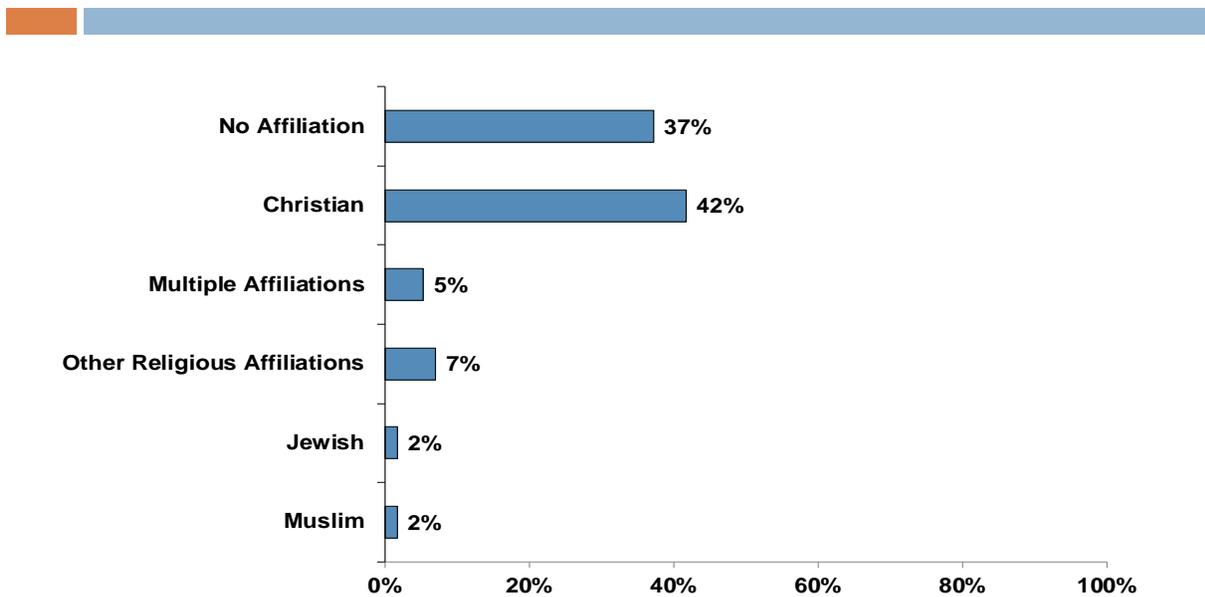


Figure 8. Respondents’ Religious/Spiritual Affiliation (%)

³¹ Readers are referred to Appendix B for a complete listing of respondents’ religious/spiritual affiliations.

³² Muslim affiliations include Muslim, Shi’ite, Sufi, and Sunni.

³³ Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

³⁴ Other affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

³⁵ No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

³⁶ Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Eighty-three percent of student respondents ($n = 4,373$) were single, never married. Sixty-two percent of employees ($n = 3,262$) were married or remarried, 5% ($n = 278$) were partnered, and 29% ($n = 1,526$) were single. One percent of all respondents ($n = 115$) were partnered in a civil union or registered domestic partnership.

Ninety-three percent of Undergraduate Students ($n = 3,733$) and 83% of Graduate/Professional Students ($n = 1,056$) had no dependent care responsibilities (Figure 9).

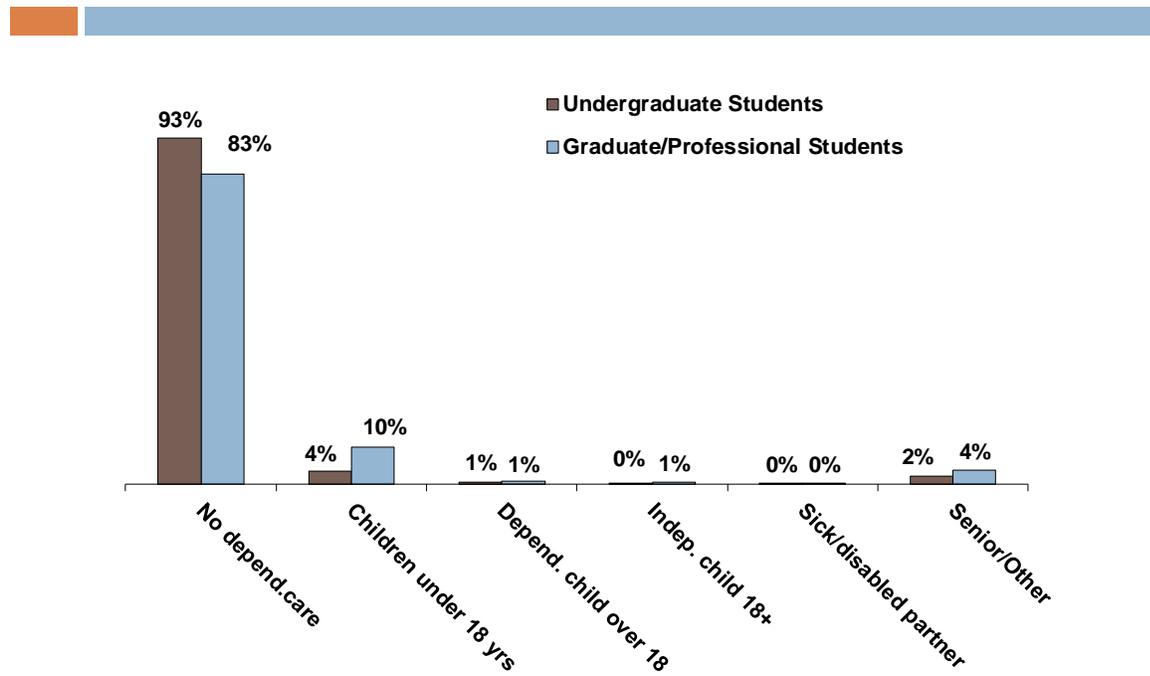


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Thirty-six percent of Staff respondents ($n = 1,550$), 41% of Faculty ($n = 324$), and 22% of Post-Docs/Trainees ($n = 55$) were caring for children under the age of 18 years (Figure 10). Sixteen percent of Staff ($n = 681$), 16% of Faculty ($n = 124$), and 6% of Post-Docs/Trainees ($n = 16$) were responsible for senior or other family members. Fourteen percent of Faculty ($n = 11$) and 12% of Staff ($n = 498$) also reported that they were caring for dependent children over the age of 18.

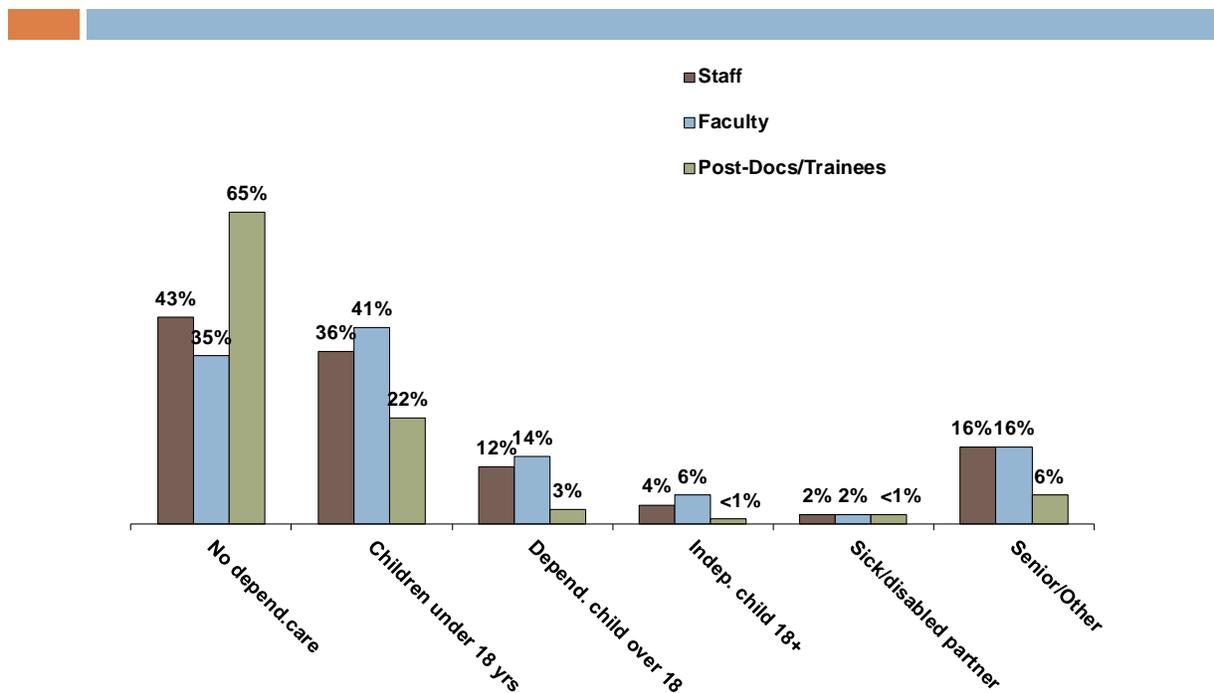


Figure 10. Employee Respondents' Dependent Care Status by Position (%)

Subsequent analyses revealed that 96% of all respondents ($n = 10,223$) had never been in the military. One hundred seventy-four respondents were veterans (2%), 43 people were reservists (<1%), 19 were active military members (<1%), and 31 were ROTC (<1%).

Twenty-eight percent of respondents ($n = 2,958$) considered their political views “middle of the road.” Thirty-five percent ($n = 3,632$) were “far left”/“liberal,” while 12% ($n = 1,316$) considered themselves “conservative”/“far right” (Table 8). Twenty percent ($n = 2,151$) were undecided.

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	349	3.3
Liberal	3,283	30.7
Moderate or middle of the road	2,958	27.7
Conservative	1,284	12.0
Far right	32	0.3
Undecided	2,151	20.1
Libertarian	48	0.4
Other	284	2.7

Fifteen percent of respondents ($n = 1,550$)³⁷ had disabilities that substantially affect learning, working, or living activities. Four percent of respondents ($n = 368$) had mental health/psychological conditions, three percent had low vision ($n = 321$) or medical conditions ($n = 368$), and two percent had ADHD ($n = 224$) (Table 9).

Table 9. Respondents’ Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	37	0.3
Attention Deficit/Hyperactivity Disorder	224	2.1
Asperger’s/ Autism Spectrum	33	0.3
Blind	6	0.1
Low vision	321	3.0
Deaf	8	0.1
Hard of Hearing	146	1.4
Learning disability	100	0.9
Medical Condition	368	3.4
Mental health/psychological condition	382	3.6
Physical/Mobility condition that affects walking	102	1.0
Physical/Mobility condition that does not affect walking	104	1.0
Speech/Communication	82	0.8
Other	64	0.6
I have none of the listed conditions	8,542	80.0

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

³⁷ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 1,550 (15%). The duplicated total ($n = 1,977$; 19%) is reflected in Table 9 in this report and in Appendix B.

Table 10 indicates that approximately 89% of participants ($n = 9,503$) who completed this survey were U.S. citizens. Subsequent analyses revealed that of the 28 undocumented resident respondents, 27 were Undergraduate Students (<1% of all Undergraduate Student respondents). No undocumented respondents identified as Graduate/Professional Students. Five percent of Undergraduate Students ($n = 181$), 22% of Graduate/Professional Students ($n = 279$), 1% of Staff ($n = 31$), 1% of Faculty ($n = 10$), and 32% of Post-Docs/Trainees ($n = 80$) were Non-U.S. Citizens.

Table 10. Respondents’ Citizenship Status

Citizenship	<i>n</i>	%
US citizen	9,503	89.0
Permanent Resident	671	6.3
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	596	5.6
Other legally documented status	23	0.2
Undocumented resident	28	0.3

Fifty-three percent of respondents ($n = 5,673$) said only English was spoken in their homes. Twelve percent ($n = 1,224$) indicated a language other than English was spoken in the home, while 35% ($n = 3,698$) indicated that English and another language were spoken in their homes. Many of those respondents indicated that they spoke Chinese ($n > 210$), Cantonese ($n > 65$), or Spanish ($n > 290$). Some of the other respondents indicated the primary languages they spoke at home were Amharic, Arabic, Armenian-Farsi, Bengali, Bosnian, Burmese, Dutch, Esperanto, Farsi, Filipino, French, German, Greek, Gujarti, Hebrew, Hindi, Hungarian, Igbo, Italian, Japanese, Kannada, Khmer, Korean, Laotian, Mandarin, Nepalese, Palauan, Portuguese, Punjabi, Russian, Shanghainese, Sinhala, Slovenian, Swedish, Tagalog, Taiwanese, Thai, Tongan, Turkish, Ukrainian, Urdu, Vietnamese, Wenzhouese, Zulu, etc.

About 34% of Staff respondents ($n = 1,487$) indicated that the highest level of education they had completed was bachelor’s degrees. Ten percent ($n = 439$) had finished an associate’s degree,

17% ($n = 750$) had completed a master’s degree, and 9% ($n = 401$) had completed either a doctoral or other professional degree.

Table 11 illustrates the level of education completed by Students’ parents or legal guardians. Thirty-seven percent ($n = 1,942$) of all Student respondents were first-generation students.³⁸

Table 11. Students’ Parents’/Guardians’ Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	437	8.2	471	8.9
Some high school	390	7.4	372	7.0
Completed high school/GED	728	13.7	747	14.1
Some college	746	14.1	697	13.2
Business/Technical certificate/degree	122	2.3	149	2.8
Associate’s degree	237	4.5	279	5.3
Bachelor’s degree	1,240	23.4	1,319	24.9
Some graduate work	118	2.2	135	2.5
Master’s degree	641	12.1	548	10.3
Doctoral degree	262	4.9	120	2.3
Professional degree (MD, MFA, JD)	254	4.8	192	3.6
Unknown	57	1.1	95	1.8
Not applicable	48	0.9	107	2.0

Note: Table reports student responses only ($n = 4,336$).

Of 4,029 responding Undergraduate Students, 28% ($n = 1,128$) were first-year/freshman students, 22% ($n = 868$) were second year/sophomore students, 25% ($n = 1,015$) were third year students/juniors, and 19% ($n = 773$) were fourth year students/seniors. Six percent ($n = 227$)

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.

were in their fifth year or more of their undergraduate career, and 16 respondents (<1%) were non-degree students.

Fifty-eight percent ($n = 205$) of master's student respondents were first-year students, and 33% ($n = 116$) were second year students (Figure 11). Twenty-four percent ($n = 198$) of doctoral students were in their first year of doctoral studies, 20% ($n = 165$) were second years, and 23% ($n = 191$) were third years (or more). Sixteen percent ($n = 135$) advanced to candidacy, and 17% ($n = 136$) were ABD (all but dissertation).

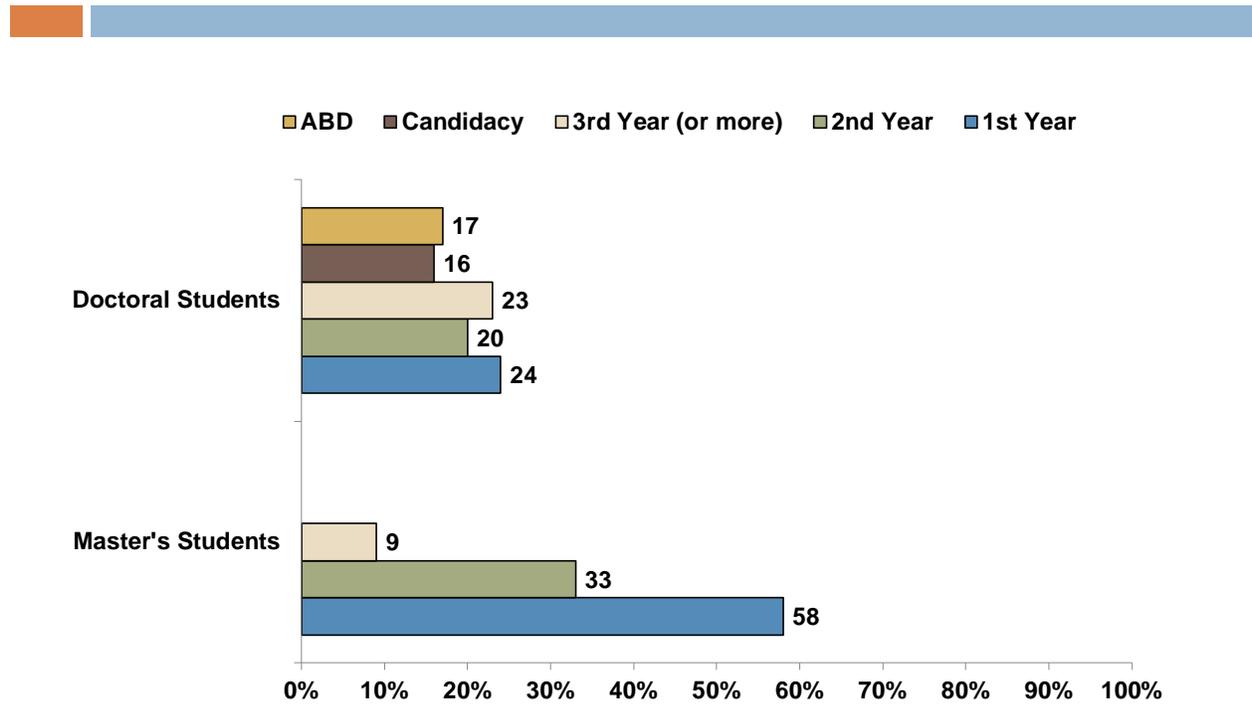


Figure 11. Graduate/Professional Student Respondents' Current Year in UCI Career (%)

Twenty-five percent of Post-Doc/Trainee respondents ($n = 61$) were in their first year at UCI, and 24% were in their second year ($n = 57$) (Figure 12). Twenty-five percent were in their fifth year or more at UCI ($n = 60$).

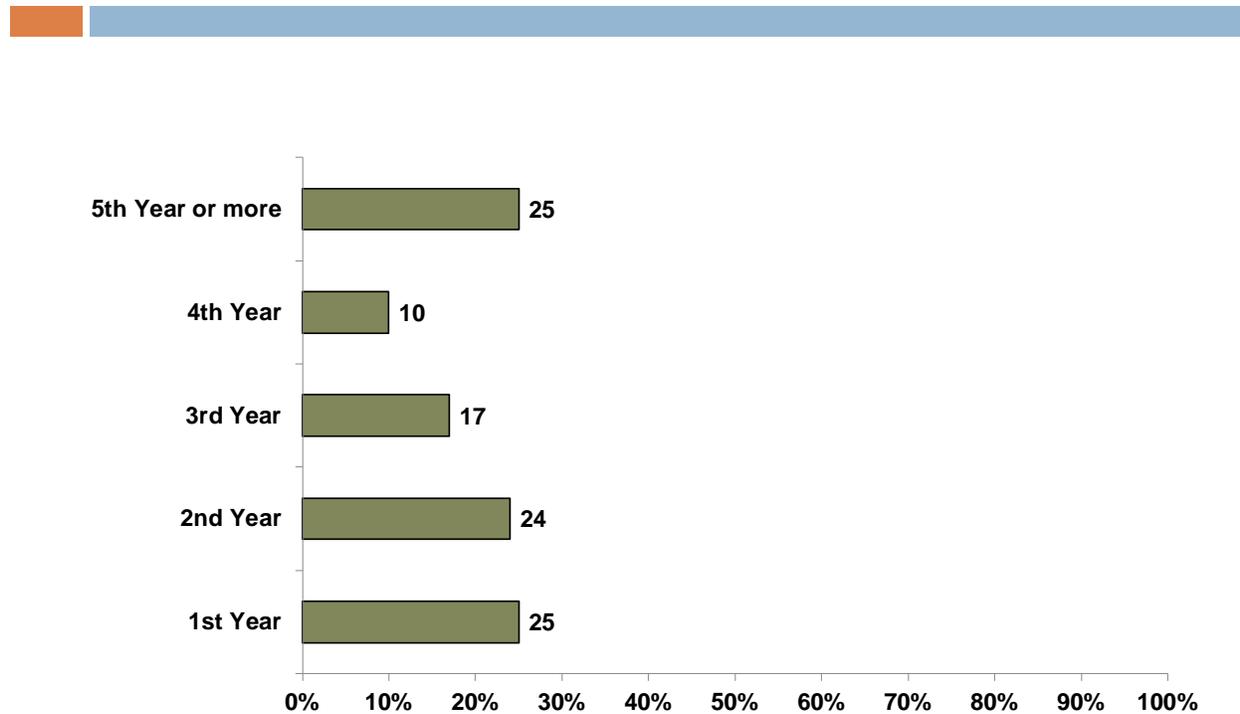


Figure 12. Post-Doc/Trainee Respondents' Current Year in UCI Career (%)

Fifteen percent of Undergraduate respondents ($n = 610$) identified their academic majors³⁹ as Biology. Eight percent were double majors ($n = 333$) or undecided/undeclared ($n = 312$), and seven percent ($n = 261$) were studying Psychology and Social Behavior. Three percent were Pharmaceutical Sciences majors ($n = 135$), Political Science majors ($n = 122$), Public Health Sciences majors ($n = 116$), or Psychology majors ($n = 104$).

³⁹ See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

Sixteen percent of graduate/professional student respondents ($n = 200$) were enrolled in the Henry Samueli School of Engineering, 10% ($n = 127$) in The Paul Merage School of Business, and 9% ($n = 108$) in the School of Medicine.⁴⁰

Forty percent of Trainees ($n = 29$) were in the Other School of Medicine Department, while 36% ($n = 26$) were in the Department of Medicine. Thirteen percent ($n = 9$) were in the Department of Pediatrics, and 11% ($n = 8$) were in Health Sciences.

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Ninety-two percent of Undergraduate Students ($n = 3,721$) were in-state/resident students (Figure 13). Six percent were out-of-state/non-resident/international students ($n = 253$).

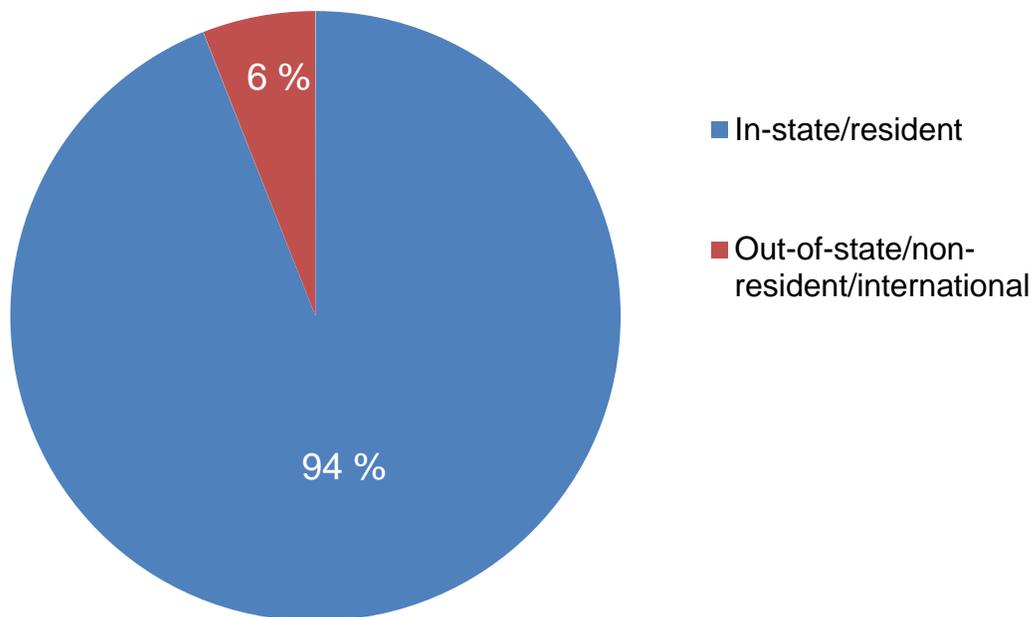


Figure 13. Undergraduate Students' Residency (%)

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

Subsequent analyses revealed that 38% of all Undergraduate Students ($n = 1,520$) and 59% of all Graduate/Professional Students ($n = 743$) were employed either on or off campus. Thirty-two percent of all Undergraduates ($n = 1,264$) and 37% of Graduate/Professional Students ($n = 452$) were employed on or off campus on average one to 20 hours per week. Five percent of all Undergraduate Students ($n = 206$) and 11% of all Graduate/Professional Students ($n = 138$) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ($n = 16$) and 10% of Graduate/Professional students ($n = 120$) worked more than 40 hours per week.

Eleven percent of Undergraduate Student respondents ($n = 410$) and 78% of Graduate/Professional Students ($n = 955$) were currently the sole providers for their living/educational expenses (i.e., independent). Eighty-nine percent of Undergraduates ($n = 3,473$) and 22% of Graduate/Professional students ($n = 270$) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-four percent of student respondents ($n = 1,822$) reported that they or their families have annual incomes of less than \$30,000. Thirty-nine percent ($n = 2,065$) reported annual incomes between \$30,000 and \$99,999, 12% ($n = 649$) between \$100,000 and \$149,999, and 7% ($n = 364$) between \$150,000 and \$249,999 annually. Two percent of student respondents ($n = 95$) said that they or their families have annual incomes between \$250,000 and \$399,999, and 1% had annual incomes over \$400,000. These figures are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

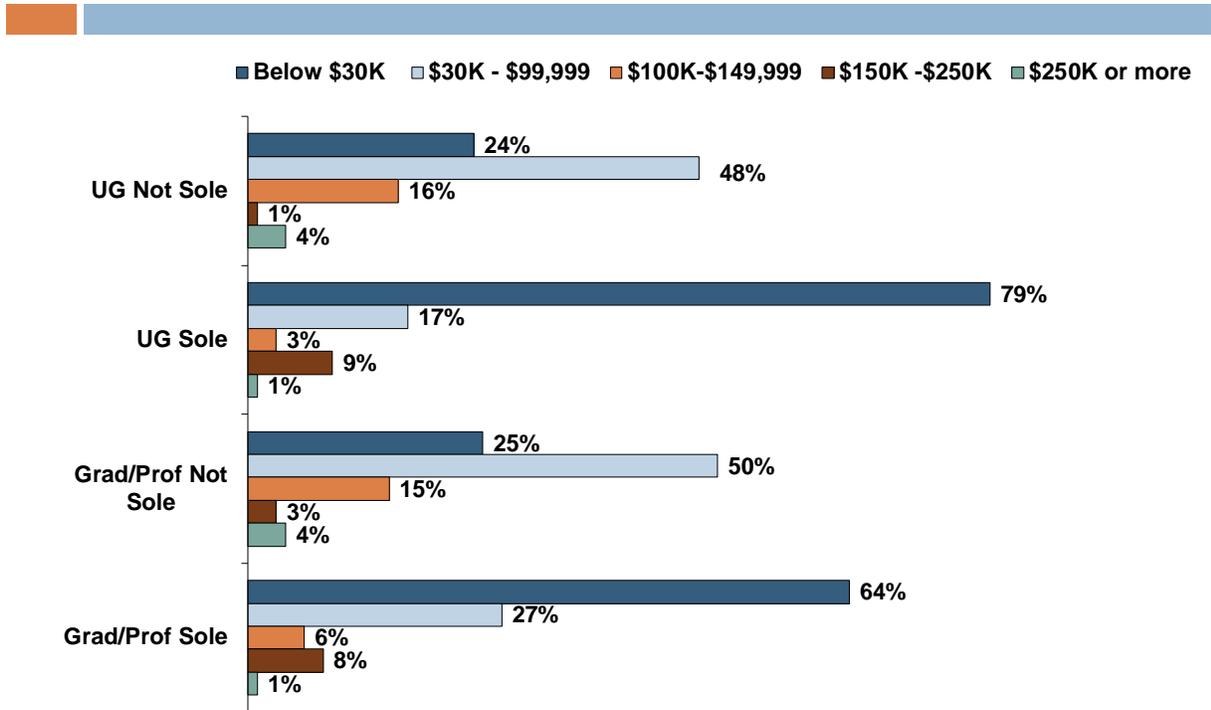


Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Of the students completing the survey, 47% ($n = 2,486$) lived in non-campus housing, and 53% ($n = 2,786$) lived in campus housing (Table 12). Sixteen students were homeless.

Table 12. Students' Residence

Students' Residence	<i>n</i>	%
Campus Housing	2,786	52.6
University Undergraduate Housing	1,152	41.3
Themed University-Owned Housing	21	0.8
Graduate/Family Housing	613	22.0
American Campus Communities	744	26.7
Missing	256	9.2
Non-Campus Housing	2,486	46.9
Living at home with parents/guardians	770	40.0
Independently in apartment/house	1,450	58.3
Missing	266	10.7
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	16	0.3
Missing	9	0.2

Note: Table includes student responses only ($n = 5,297$).

Forty percent of UCI student respondents ($n = 2,111$) did not participate in any student clubs and organizations (Table 13). Fifteen percent ($n = 789$) were involved with Academic/Professional Organizations, and 11% ($n = 584$) participated in Intercultural/Multicultural Campus Community Groups.

Table 13. Students Participation in Clubs Organizations at the University

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	2,111	39.9
Academic/Professional Organizations	789	14.9
Intercultural/Multicultural Campus Community Groups	584	11.0
Intramurals/Clubs Sports	518	9.8
Special Interest Organizations	481	9.1
Service Organizations/Civic Engagement	473	8.9
Religious/Spiritual Organizations	454	8.6
Student Leadership Groups	451	8.5
Social fraternities or sororities	378	7.1
Honor Societies	370	7.0
Music/Performance Organizations	181	3.4
Campus Housing Associations	122	2.3
Publications and Media Organizations	94	1.8
Political Groups	56	1.1
NCAA Varsity Athletics	47	0.9
Other	314	5.9

Note: Table includes only student respondents ($n = 5,297$).
 Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that the majority student respondents earned passing grades.

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

GPA	<i>n</i>	%
4.0	360	6.8
3.7-3.9	1,299	24.9
3.3-3.6	1,277	24.4
3.0-3.2	886	16.7
2.7-2.9	669	12.6
2.3-2.6	447	8.4
2.0-2.2	154	2.9
Below 2.0	135	2.5

Note: Table includes student responses only (*n* = 5,297).

Additional analyses revealed that 47 student respondents (1%) were former foster-care youth.

UC Irvine Campus Climate Assessment Findings⁴¹

The following section⁴² reviews the major findings of this study. The review explores the climate at UCI 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 UCI

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UCI’s campus. Table 15 illustrates that 80% of the survey respondents ($n = 8,479$) were “comfortable” or “very comfortable” with the climate at UCI. Seventy-five percent of respondents ($n = 8,040$) 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

Level of Comfort	Comfort with Climate at UCI		Comfort with Climate in Department/ Work Unit, College, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	2,881	27.0	2,990	28.0
Comfortable	5,598	52.5	5,050	47.3
Neither Comfortable nor Uncomfortable	1,541	14.4	1,595	14.9
Uncomfortable	528	5.0	799	7.5
Very Uncomfortable	117	1.1	235	2.2

⁴¹ All tables 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).

Figure 15 illustrates that Faculty were slightly less comfortable with the overall climate at UCI than were other groups.

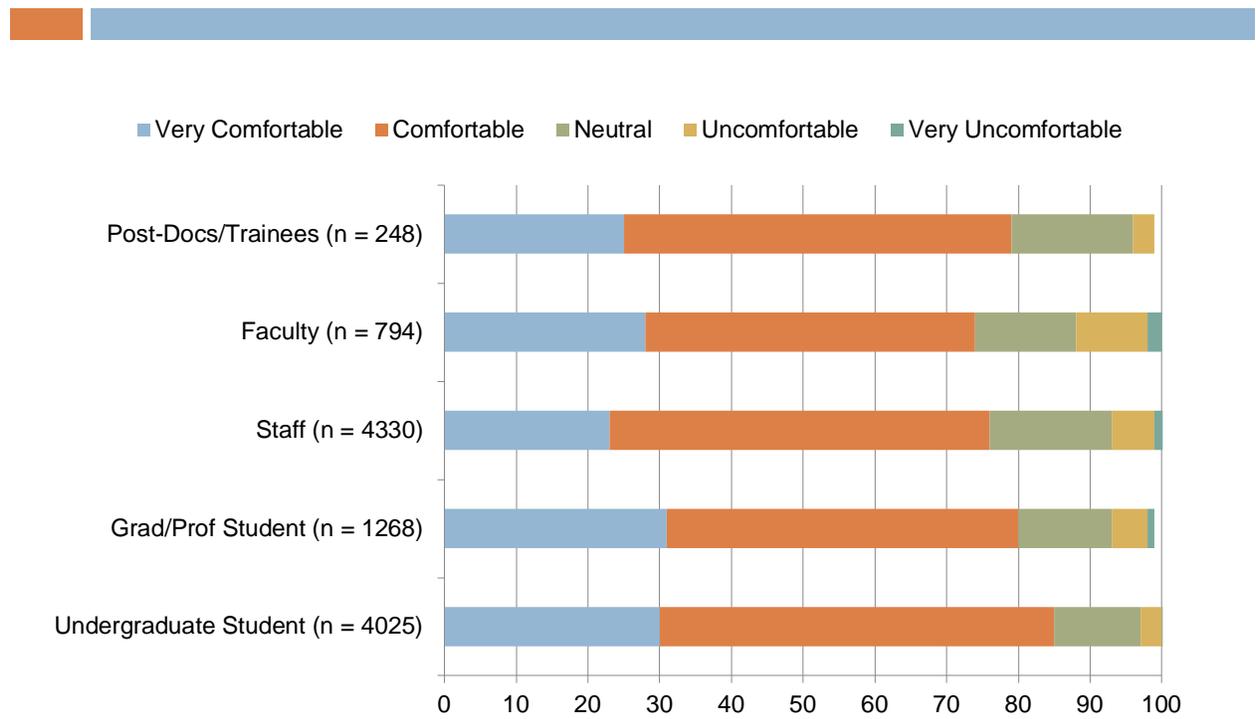


Figure 15. Comfort with Overall Climate by Position (%)

Staff and Faculty were less comfortable with the climate in their departments, work units, academic units, colleges, schools, or clinical settings (Figure 16).

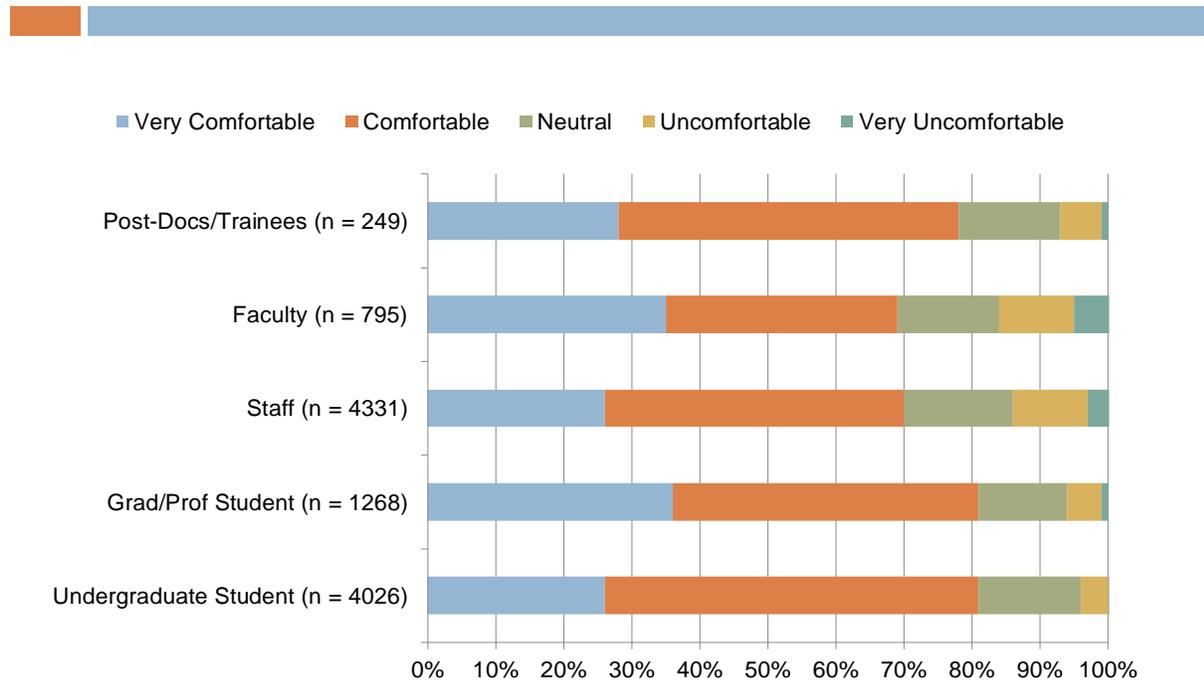


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/ School/Clinical Setting by Position (%)

With regard to classroom climate, 74% of Undergraduate Students ($n = 2,963$), 77% of Graduate/Professional Students ($n = 973$), and 60% ($n = 625$) of Faculty and Post-Docs were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Twenty-four percent of Faculty and Post-Docs indicated that this survey item was “not applicable” to them. Of the 719 Faculty and Post-Docs who found the item “applicable” to them and responded to the question, 87% ($n = 625$) 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***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	650	16.1	363	28.7	281	26.9
Comfortable	2,313	57.4	610	48.2	344	33.0
Neither Comfortable nor Uncomfortable	822	20.4	149	11.8	64	6.1
Uncomfortable	213	5.3	48	3.8	28	2.7
Very Uncomfortable	27	0.7	7	0.6	<5	--
Not Applicable	<5	--	88	7.0	253	24.2

*Note: Undergraduate student responses only ($n = 4,028$).

**Note: Graduate/professional student responses only ($n = 1,265$).

***Note: Faculty and post-doc responses only ($n = 1,044$).

When comparing the data by racial identity⁴³, 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 (Figure 17 - 18).

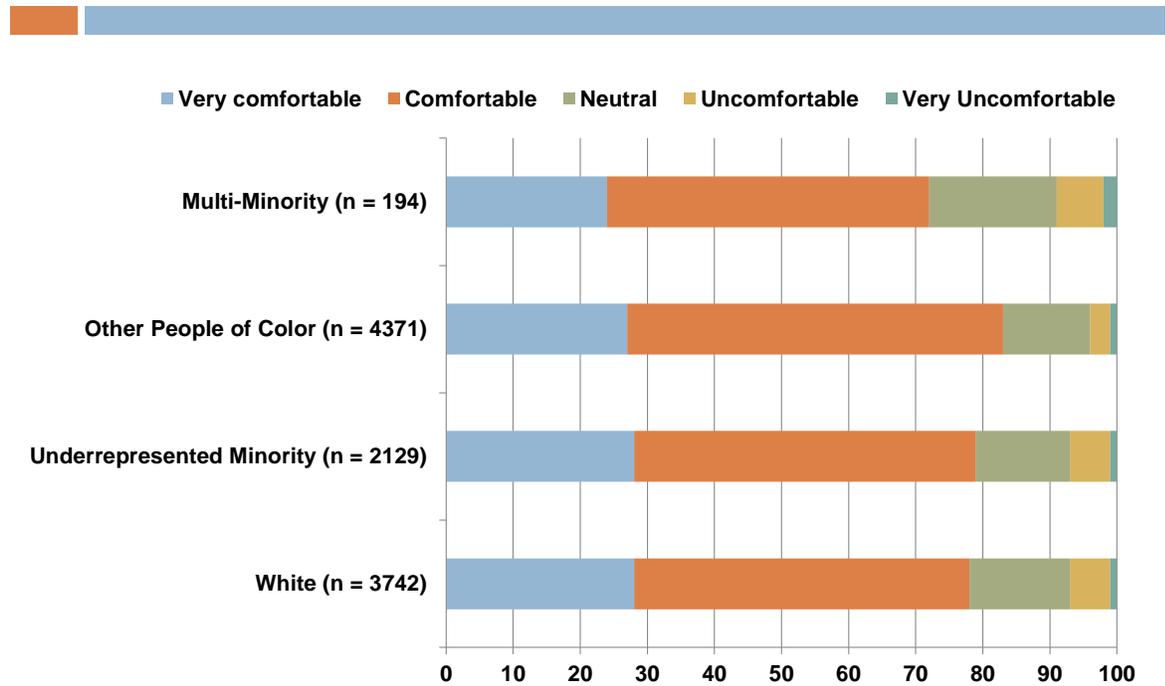


Figure 17. Comfort with Overall Climate by Race (%)

⁴³ To review, “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” The “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

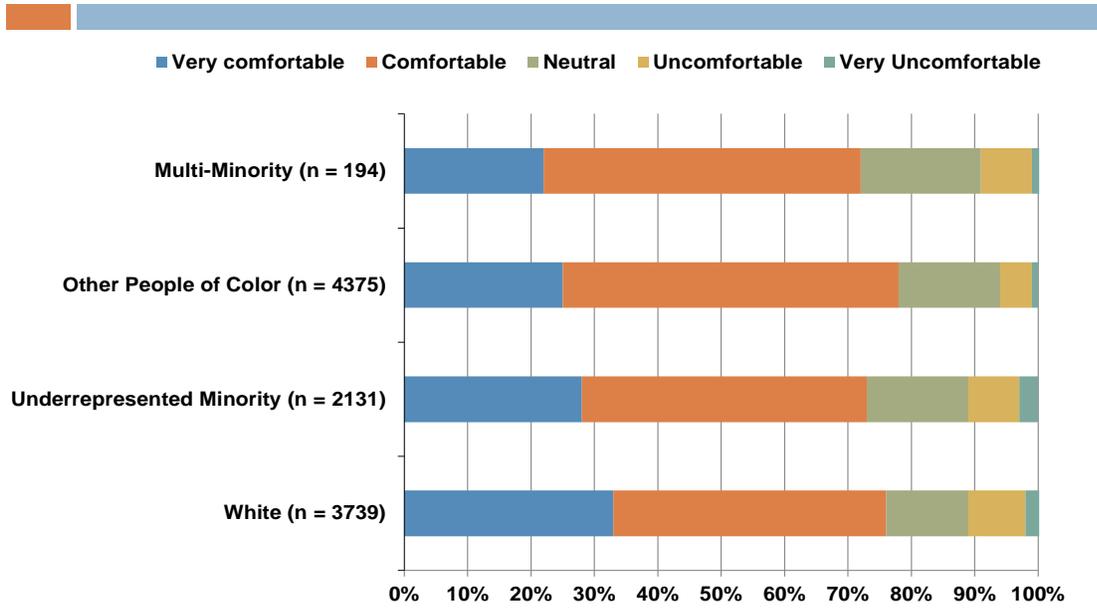


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 19 and all subsequent Figures that illustrate “comfort with classroom climate” removed from the analyses any Student, Faculty, and Post-Doc respondents who indicated the survey item was “not applicable” to them. A higher percentage of White Respondents were “very comfortable” with the climate in their classes than were other respondents.

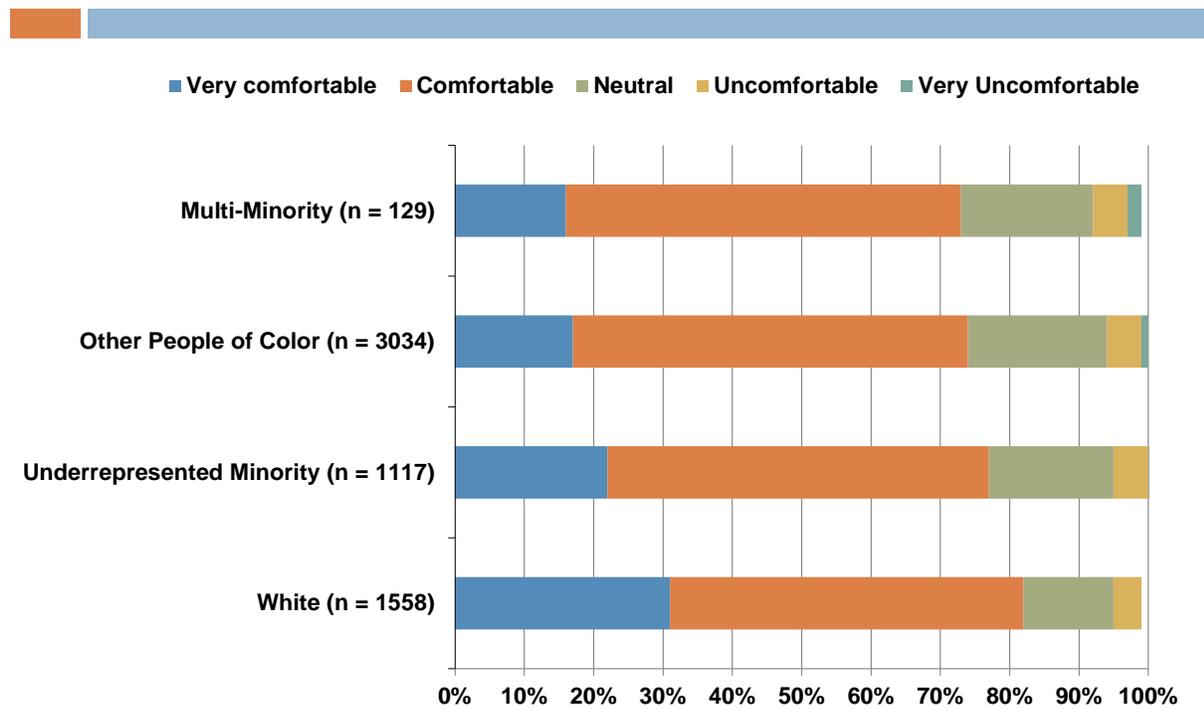


Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, transgender respondents and genderqueer respondents were less comfortable with the overall climate (Figure 20).

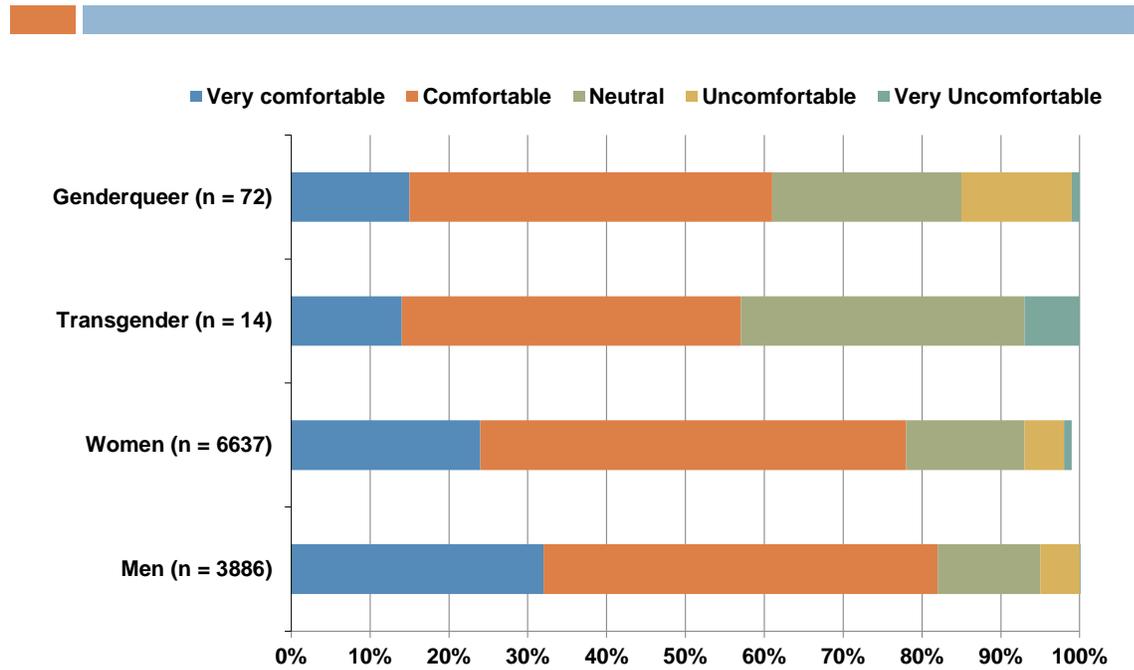


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that transgender respondents and genderqueer respondents were also less comfortable in their in department/work unit/ academic unit/college/school/clinical settings than were men and women.

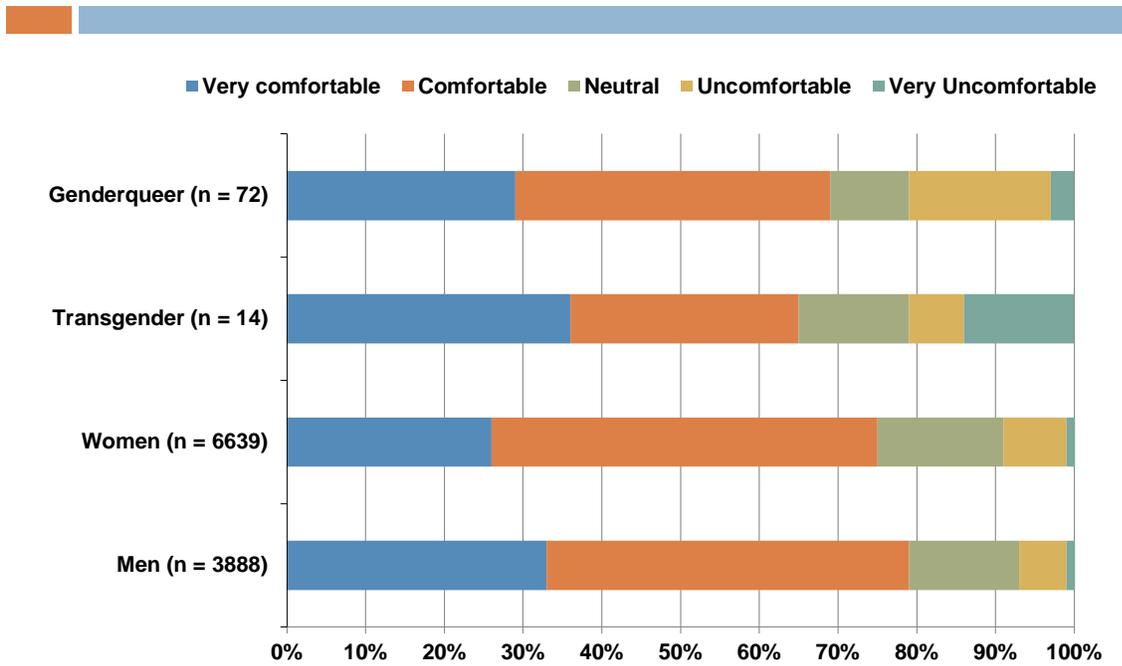


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

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).

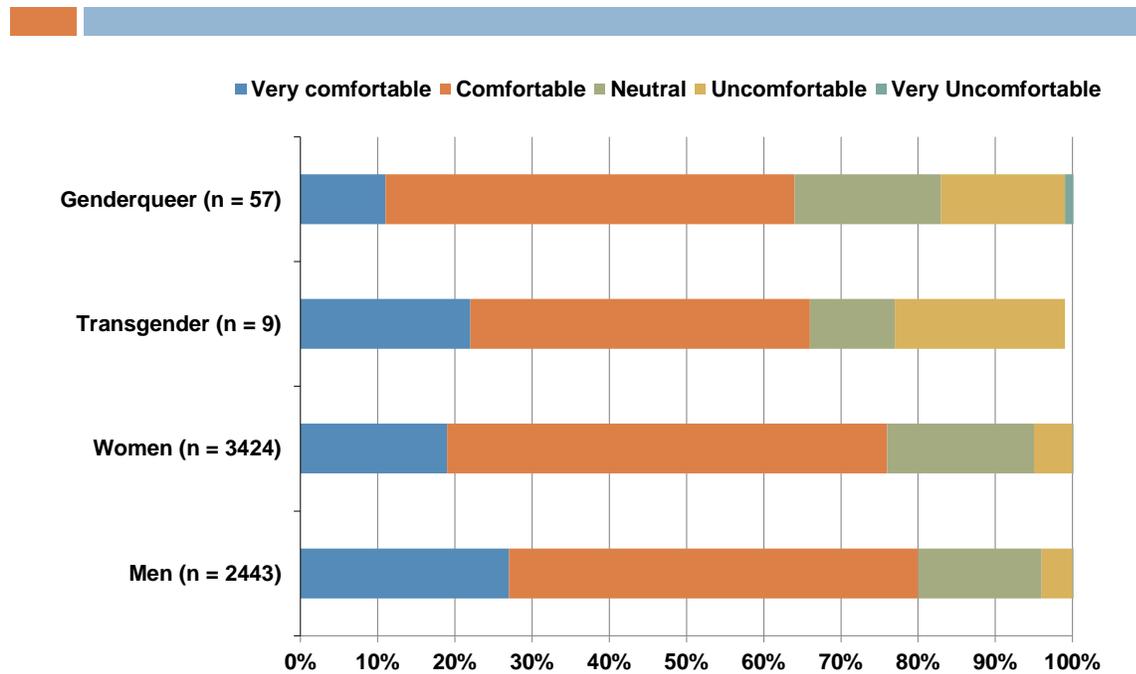


Figure 22. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

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

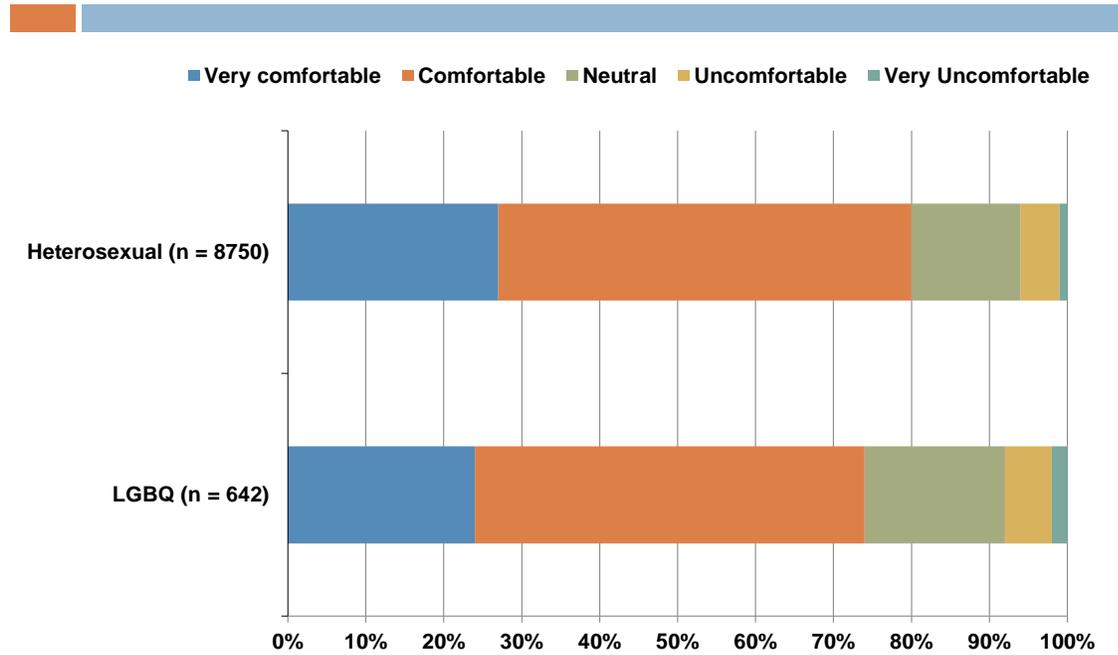


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

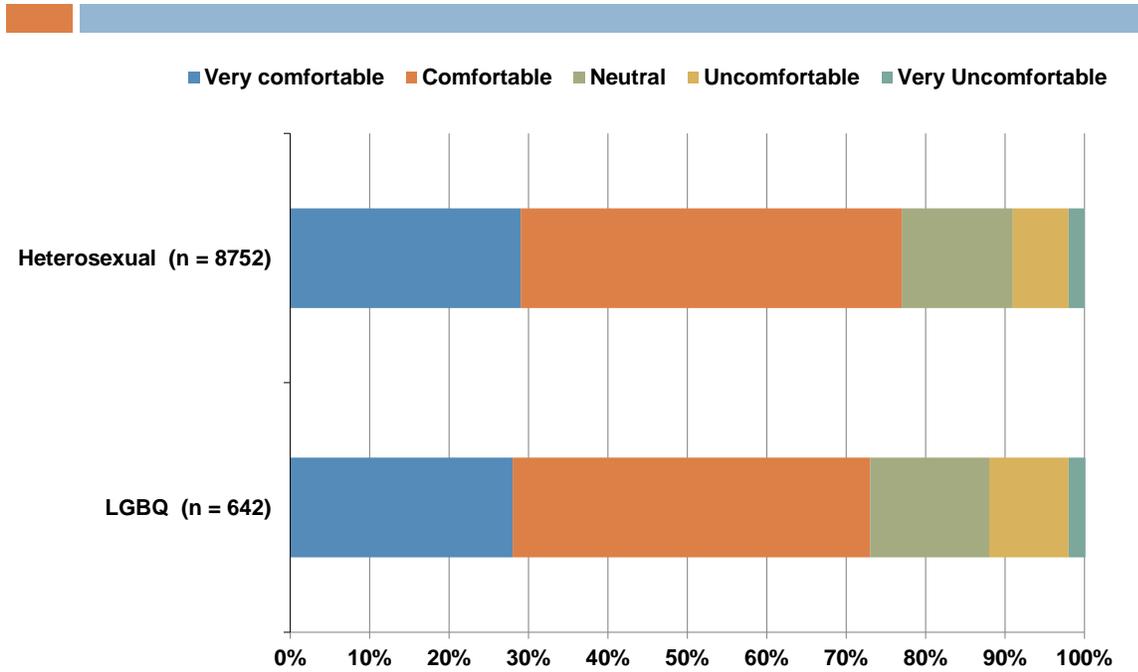


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

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

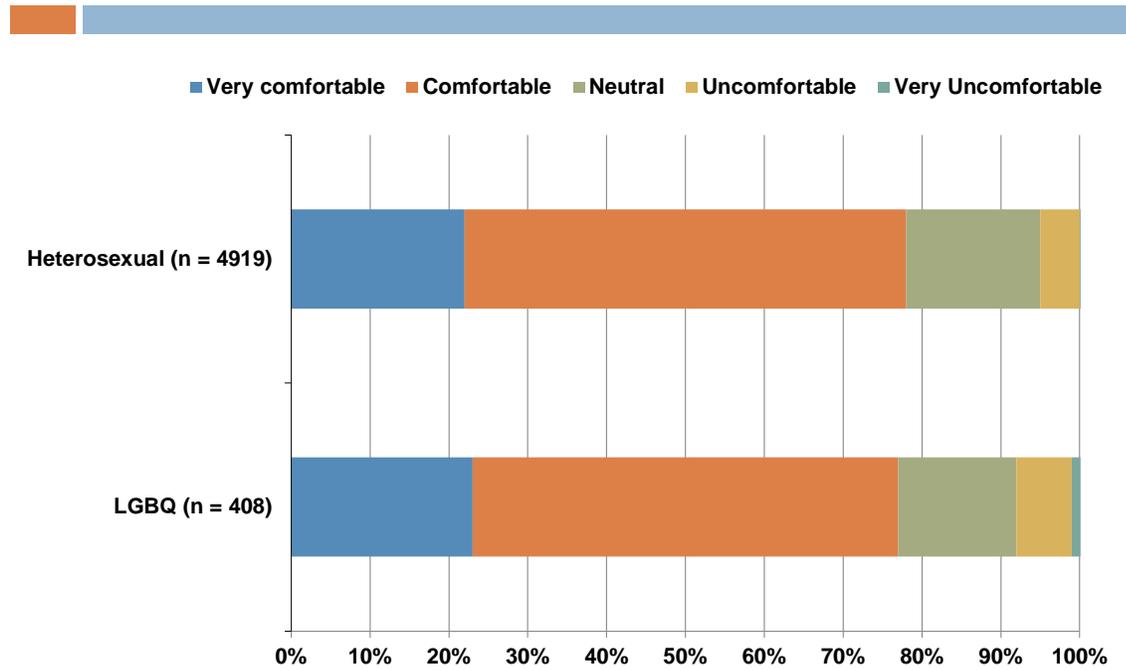


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 26 - 28).

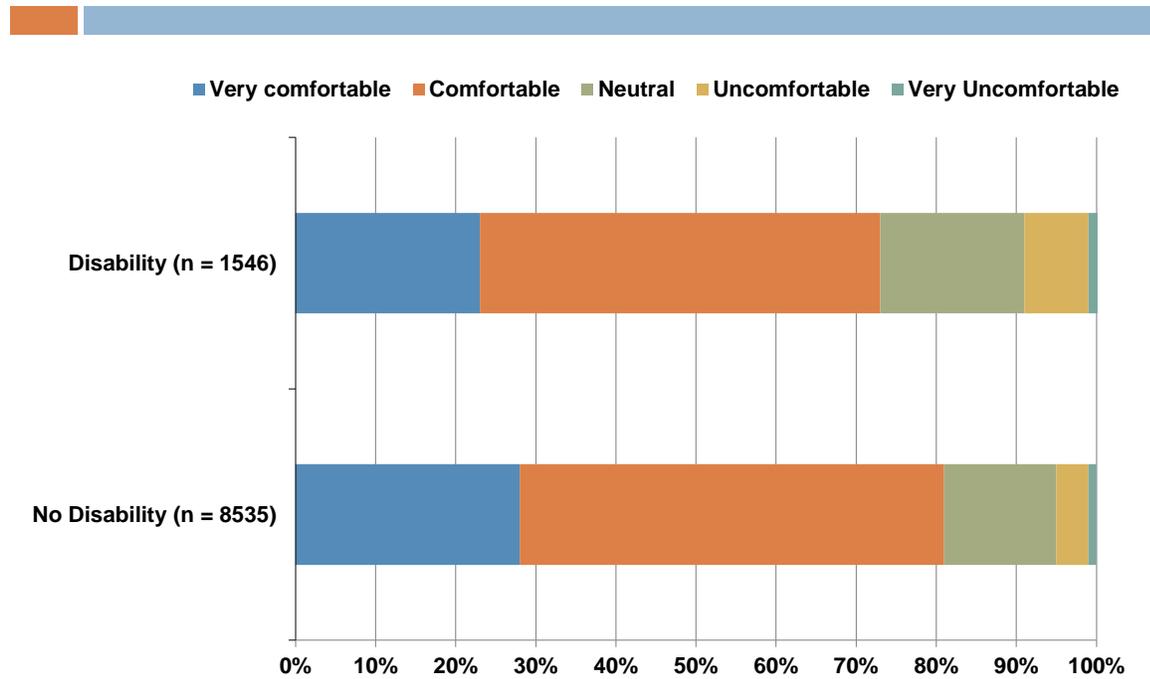


Figure 26. Comfort with Overall Climate by Disability Status (%)

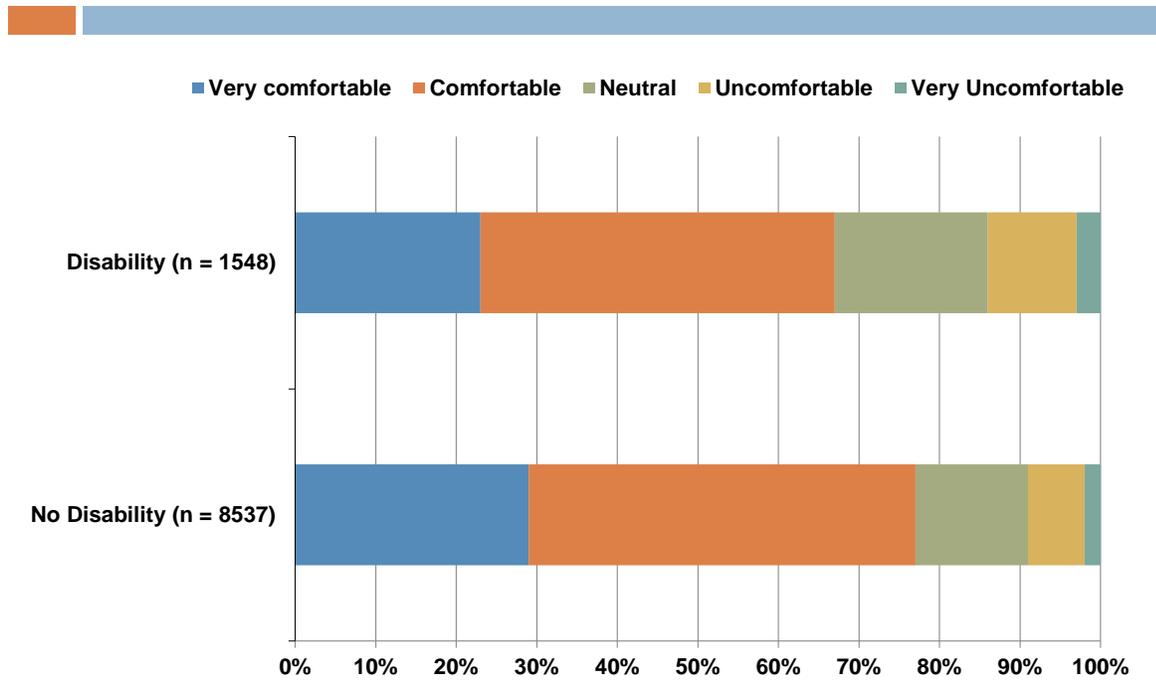


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

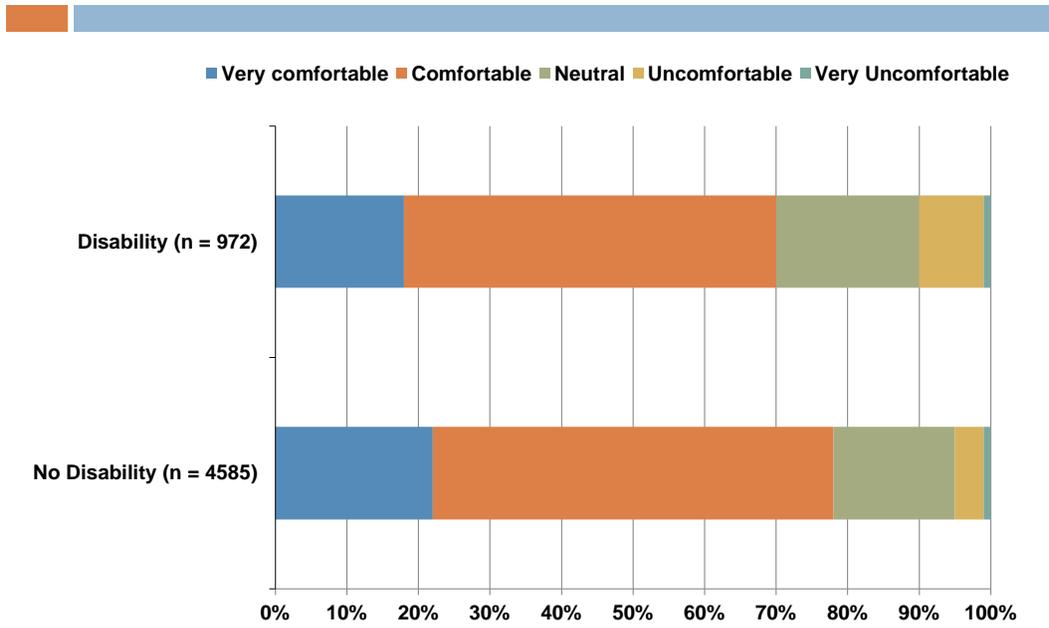


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Only slight differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UCI (Figure 29). Jewish respondents appeared least comfortable with the climate at UCI.

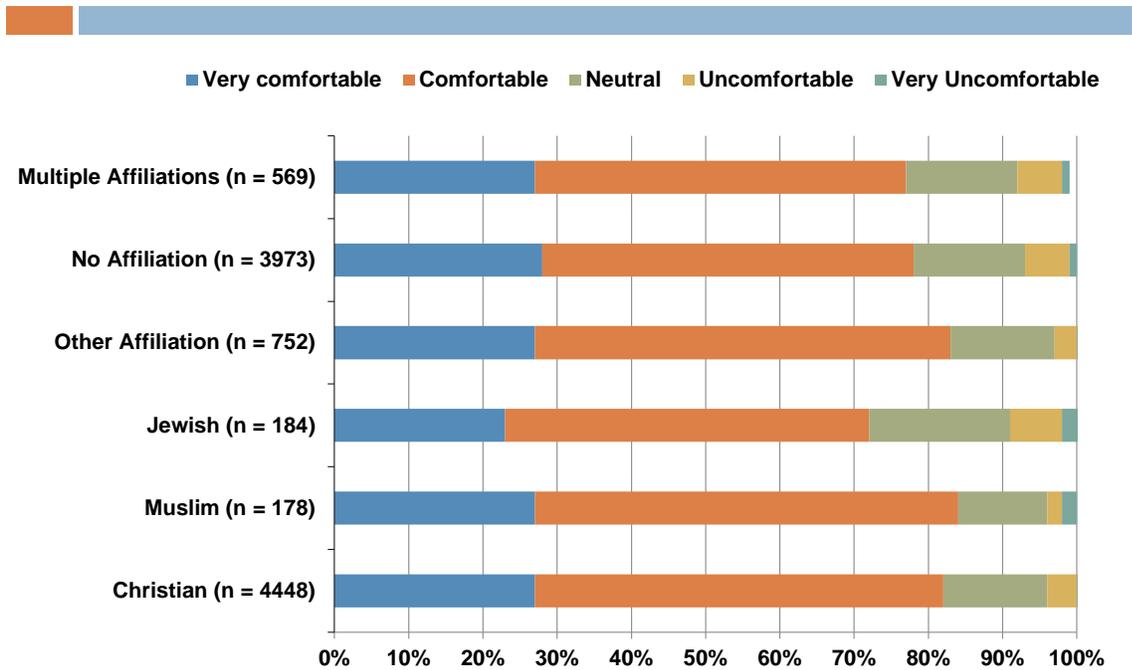


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

Higher percentages of respondents with Jewish religious/spiritual affiliations were “uncomfortable” or “very uncomfortable” with the climates in their departments/work units, etc. yet “very comfortable” in their classes than were other respondents (Figures 30 & 31).

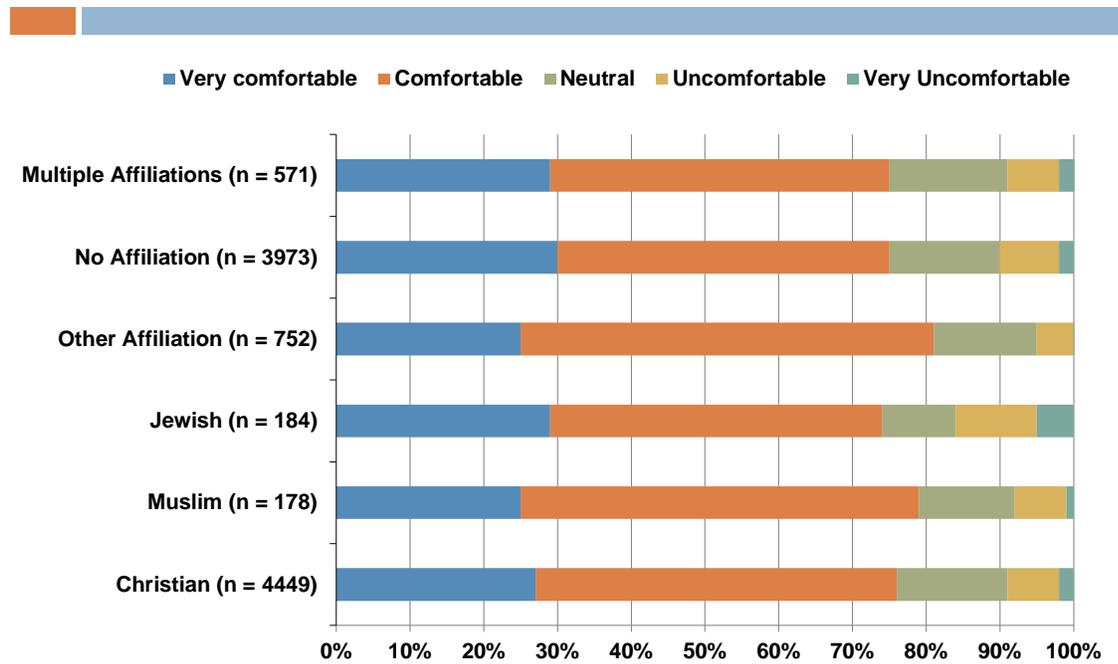


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

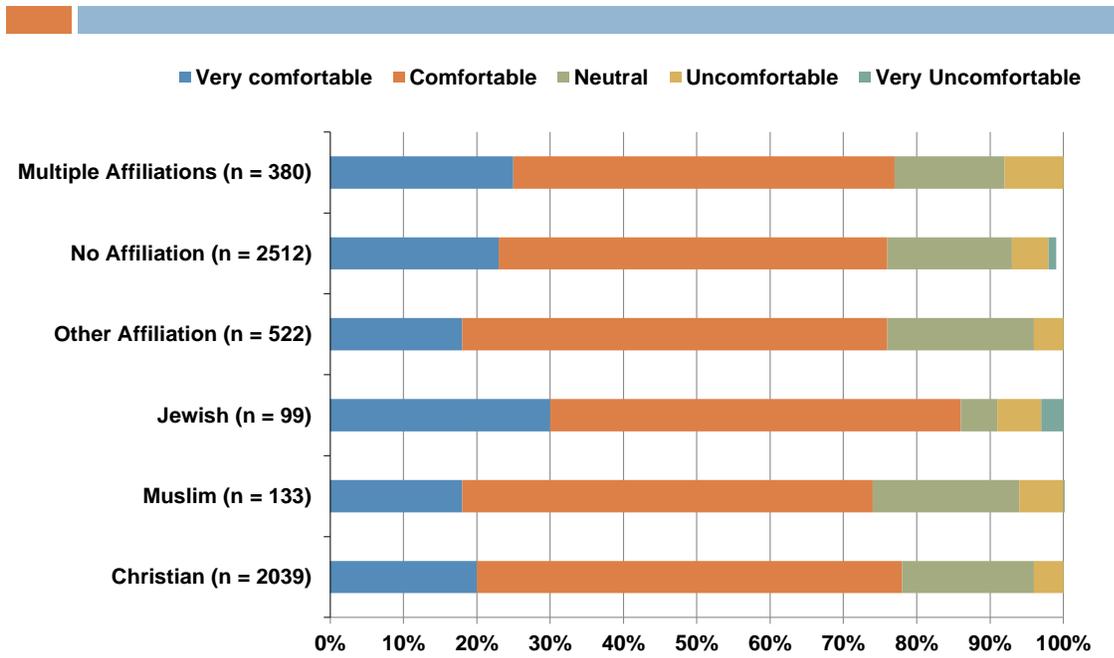


Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty 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 (7%), Middle Eastern/South Asian/North African people (6%), and Hispanic/Latino people (6%). The campus climate was most respectful (“respectful”/“very respectful”) of White people (91%) and Asian people (88%).

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

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	2,838	27.7	5,331	52.0	549	5.4	132	1.3	1,403	13.7
American Indian/Alaskan Native	2,733	26.7	4,976	48.7	215	2.1	80	0.8	2,220	21.7
Asian	3,807	37.2	5,151	50.3	277	2.7	49	0.5	956	9.3
Hispanic/Latino	2,873	28.1	5,568	54.4	519	5.1	81	0.8	1,186	11.6
Middle Eastern/South Asian/North African	2,884	28.2	5,341	52.2	515	5.0	98	1.0	1,386	13.6
Pacific Islander	2,998	29.4	5,278	51.7	168	1.6	45	0.4	1,717	16.8
White	4,117	40.3	5,135	50.3	163	1.6	30	0.3	760	7.4

Table 18 indicates that the majority of all respondents thought that the overall campus climate was “very respectful”/“respectful” of all of the campus groups listed in the table. The data indicate that respondents felt the overall climate was most respectful (“respectful”/“very respectful”) of males and females (87%); People of Color (81%); International students, staff, and faculty (80%); and Christians (80%). Respondents believed that the campus was least respectful (“disrespectful”/“very disrespectful”) of socioeconomically disadvantaged people (8%), non-native English speakers (8%), and people from religious affiliations other than Christian (6%).

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2,104	21.0	4,368	43.6	414	4.1	71	0.7	3,072	30.6
Physical health issues	2,573	25.7	4,959	49.5	232	2.3	56	0.6	2,190	21.9
Female	3,166	31.6	5,534	55.2	294	2.9	54	0.5	986	9.8
From religious affiliations other than Christian	2,493	24.9	5,132	51.3	531	5.3	110	1.1	1,737	17.4
From Christian affiliations	2,791	27.9	5,172	51.7	291	2.9	52	0.5	1,692	16.9
Gay, lesbian, bisexual, transgender	2,501	25.0	5,105	51.1	344	3.4	70	0.7	1,978	19.8
Immigrants	2,496	25.0	5,190	51.9	455	4.6	67	0.7	1,783	17.8
International students, staff, or faculty	2,793	27.9	5,207	52.0	308	3.1	43	0.4	1,657	16.6
Learning disability	2,335	23.5	4,502	45.2	281	2.8	42	0.4	2,791	28.0
Male	3,623	36.2	5,097	51.0	108	1.1	28	0.3	1,143	11.4
Non-native English speakers	2,398	24.0	5,325	53.4	670	6.7	86	0.9	1,502	15.0
Parents/guardians	2,556	25.7	4,947	49.6	173	1.7	42	0.4	2,246	22.5
People of color	2,807	28.1	5,296	53.0	405	4.1	88	0.9	1,404	14.0
Providing care for adults who are disabled and/or elderly	2,380	23.9	4,356	43.7	156	1.6	53	0.5	3,024	30.3
Physical disability	2,579	25.9	4,872	49.0	222	2.2	52	0.5	2,223	22.3
Socioeconomically disadvantaged	2,327	23.4	4,612	46.3	687	6.9	132	1.3	2,196	22.1
Socioeconomically advantaged	3,013	30.3	4,633	46.6	163	1.6	42	0.4	2,088	21.0
Transgender	2,099	21.1	3,904	39.3	388	3.9	121	1.2	3,416	34.4

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the UCI Website (65%), restrooms (64%), elevators (61%), walkways and pedestrian paths (61%), libraries (59%), Student Center (56%), buildings (53%), and UCI Health Affairs Website (50%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know		
	n	%	n	%	n	%	n	%	
Physical Accessibility									
Anteater Recreation Center	4,293	41.8	2,150	20.9	241	2.3	3,592	35.0	
Athletic Facilities (playing fields, basketball courts, pool, etc.)	3,208	31.4	2,161	21.1	376	3.7	4,482	43.8	
Buildings	5,457	53.3	3,015	29.5	148	1.4	1,616	15.8	
Classrooms	4,992	48.9	2,566	25.1	171	1.7	2,483	24.3	
Research labs	3,276	32.2	2,252	22.1	299	2.9	4,351	42.7	
Computer labs	4,037	39.7	2,196	21.6	185	1.8	3,756	36.9	
Hospital rooms	2,939	28.9	1,736	17.1	294	2.9	5,200	21.1	
Offices	4,658	45.8	3,060	30.1	227	2.2	2,231	21.9	
University housing	3,332	32.8	2,203	21.7	345	3.4	4,276	42.1	
Dining facilities	4,933	48.5	2,229	21.9	145	1.4	2,861	28.1	
Elevators	6,253	61.3	2,293	22.5	151	1.5	1,499	14.7	
Libraries	6,009	59.0	2,056	20.2	99	1.0	2,017	19.8	
Student Center	5,658	55.7	1,807	17.8	103	1.0	2,589	25.5	
Restrooms	6,538	64.1	2,299	22.6	116	1.1	1,241	12.2	
Studios/ Performing Arts spaces	2,822	27.9	1,546	15.3	250	2.5	5,503	54.4	
Walkways and pedestrian paths	6,194	61.1	2,405	23.7	139	1.4	1,397	13.8	
Transportation/Signage									
Transportation	4,578	45.2	2,904	28.7	449	4.4	2,192	21.7	
Parking	4,087	40.3	3,231	31.9	1,133	11.2	1,688	16.6	
Braille signage	2,254	22.4	1,411	14.0	334	3.3	6,070	60.3	
Information in alternate formats	2,255	22.6	1,579	15.8	404	4.0	5,745	57.5	
Course instruction/materials									
Instructional materials	3,799	37.8	2,299	22.9	205	2.0	3,749	37.3	

Table 19. Ratings of Campus Accessibility (cont.)

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty lectures	3,968	39.5	2,123	21.1	203	2.0	3,761	37.4
Faculty office hours	3,638	36.3	2,268	22.6	228	2.3	3,896	38.8
Teaching Assistant instruction	3,592	35.9	2,008	20.1	199	2.0	4,211	42.1
Teaching Assistant office hours	3,434	34.5	2,067	20.8	191	1.9	4,249	42.7
Websites								
UC Irvine website	6,602	64.9	2,054	20.2	153	1.5	1,369	13.5
UC Irvine Health Affairs website	5,033	49.7	1,887	18.6	238	2.4	2,963	29.3
Disability Services Center website	3,518	34.9	1,281	12.7	128	1.3	5,150	51.1
Disability Management Services website	3,357	33.3	1,224	12.2	130	1.3	5,355	53.2
Worker's Compensation website	3,366	33.5	1,294	12.9	156	1.6	5,240	52.1
Wellness websites	4,184	41.6	1,562	15.5	147	1.5	4,163	41.4
UC Learning Center website	4,829	48.0	1,949	19.4	221	2.2	3,062	30.4

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-three percent (*n* = 2,413) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UC Irvine within the past year. Eight percent of respondents (*n* = 799) said that the conduct interfered with their ability to work or learn⁴⁴ at UC Irvine, and 15% of respondents (*n* = 1,614) felt the conduct did not interfere with their ability to work or learn on campus. Table 20 reflects the total number of respondents who chose response choices very often, often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 2,413 respondents who experienced such conduct, 18% of respondents said the conduct was “very often”/“often” based on their position at UCI (*n* = 436). Others said they “very often”/“often”

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).

experienced such conduct based on ethnicity (15%, $n = 359$), race (12%, $n = 284$), etc. (Table 20).

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

Only answered by respondents who experienced exclusionary conduct ($n = 2,413$)

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Academic Performance	87	4.0	169	7.8	326	15.0	368	16.9
Age	74	3.4	169	7.7	406	18.5	476	21.7
Ancestry	99	4.6	150	6.9	293	13.5	402	18.6
Country of origin	85	3.9	143	6.6	261	12.1	397	18.4
Discipline of study	85	3.9	185	8.5	298	13.7	376	17.3
Educational level	81	3.7	161	7.4	287	13.2	444	20.5
Educational modality (on-line, classroom)	22	1.0	68	3.2	140	6.5	342	15.9
English language proficiency/accent	66	3.1	125	5.8	188	8.7	361	16.8
Ethnicity	164	7.5	195	8.9	353	16.1	382	17.5
Gender identity	78	3.6	128	5.9	236	10.9	401	18.5
Gender expression	55	2.5	100	4.6	176	8.1	422	19.5
Immigrant/citizen status	35	1.6	75	3.5	120	5.6	373	17.3
International Status	38	1.8	59	2.7	106	4.9	320	14.8
Learning disability	18	0.8	46	2.1	104	4.8	321	14.9
Marital status (e.g. single, married, partnered)	35	1.6	58	2.7	176	8.1	403	18.6
Medical condition	46	2.1	70	3.2	151	7.0	352	16.3
Military/veteran status	7	0.3	20	0.9	45	2.1	228	10.7
Parental status (e.g., having children)	36	1.7	60	2.8	155	7.2	314	14.6
Participation in an organization/team	57	2.7	84	4.0	149	7.1	215	10.3
Physical characteristics	86	4.0	128	6.0	300	14.0	365	17.0
Physical disability	22	1.0	43	2.0	96	4.5	293	13.7
Philosophical views	99	4.6	152	7.0	336	15.5	372	17.2

Table 20 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	n	%	n	%	n	%	n	%
Political views	90	4.2	115	5.4	299	14.0	389	18.2
Position (staff, faculty, student)	192	8.7	244	11.0	467	21.1	413	18.7
Pregnancy	21	1.0	45	2.1	63	3.0	241	11.3
Psychological condition	38	1.8	54	2.5	125	5.9	302	14.2
Race	134	6.2	150	7.0	294	13.6	389	18.0
Religious/spiritual views	71	3.3	99	4.6	249	11.6	386	18.0
Sexual orientation	42	2.0	60	2.8	139	6.5	352	16.5
Socioeconomic status	70	3.3	114	5.4	228	10.8	373	17.6
Don't Know	79	4.3	83	4.5	189	10.2	175	9.4
Other	109	7.0	76	4.9	130	8.4	69	4.4

Percentages do not sum to 100 due to multiple responses.

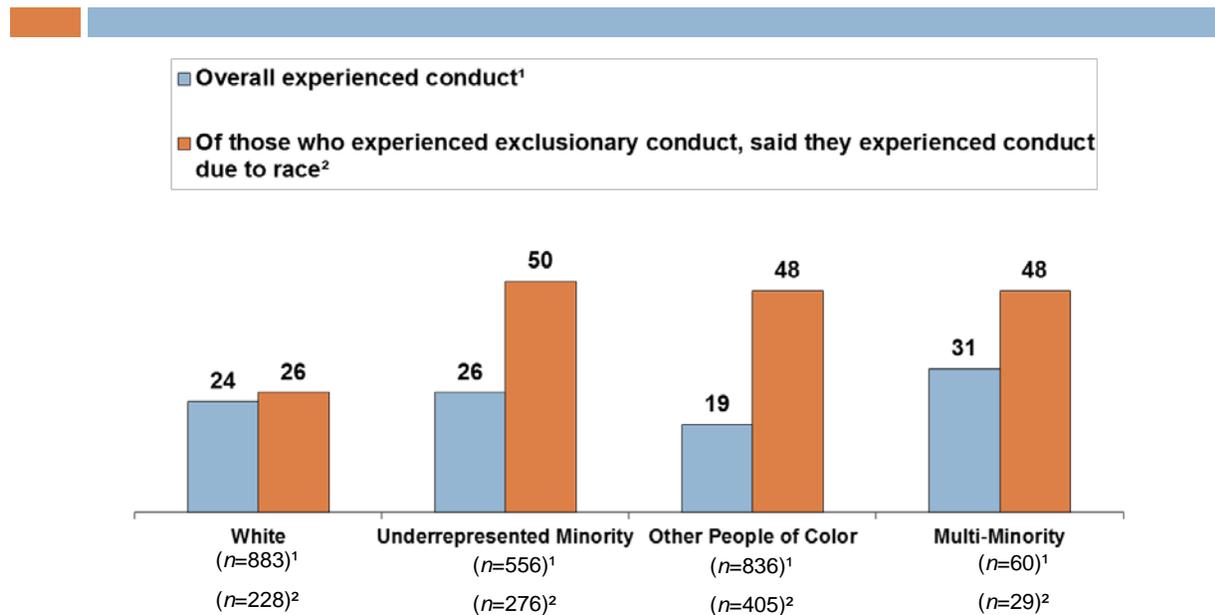
Respondents had the option to choose “Not Applicable.” Those numbers are presented in Appendix B, Table 42.

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

The following figures⁴⁵ depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, SES, religious/spiritual affiliation) of individuals who responded “yes” to the question, “**Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCI?”

⁴⁵ For Figures 32 through 37, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic class, race, gender, position, sexual orientation, religious/spiritual affiliation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation, religious affiliation).

When reviewing these results in terms of race (Figure 32), 24% ($n = 883$) of White respondents, 26% ($n = 556$) of Underrepresented Minority respondents, 19% ($n = 836$) of Other People of Color respondents, and 31% ($n = 60$) of Multi-Minority respondents believed they had experienced this exclusionary, intimidating, offensive or hostile conduct. Of those respondents who believed they had experienced the conduct, 50% ($n = 276$) of Underrepresented Minority respondents, 48% of Multi-Minority respondents ($n = 29$), and 48% ($n = 405$) of Other People of Color respondents reported that the conduct was based on their race, while 26% of White respondents ($n = 228$) thought the conduct was based on their race.



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, Intimidating, Offensive or Hostile Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 33), higher percentages of genderqueer respondents (40%, $n = 29$) and transgender respondents (50%, $n = 7$) than men (18%, $n = 711$) or women (25%, $n = 1,650$) believed they had experienced this exclusionary, intimidating, offensive or hostile conduct. Five of seven transgender respondents (71%) who believed they experienced exclusionary conduct and 69% of genderqueer respondents ($n = 20$) who believed they had experienced this said it was based on gender identity.

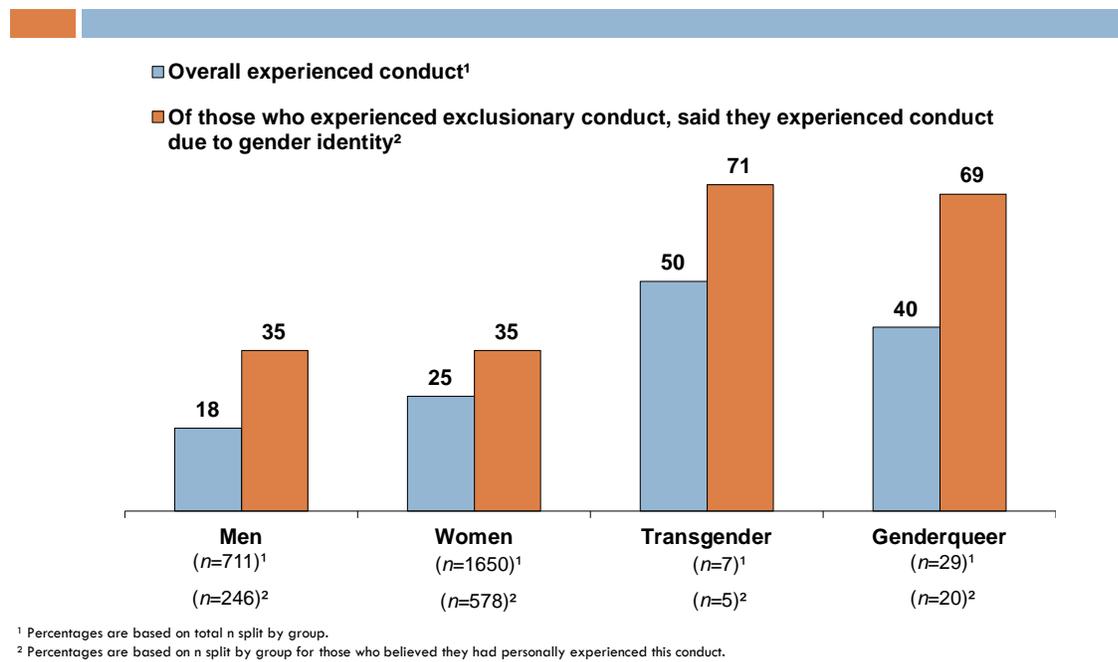
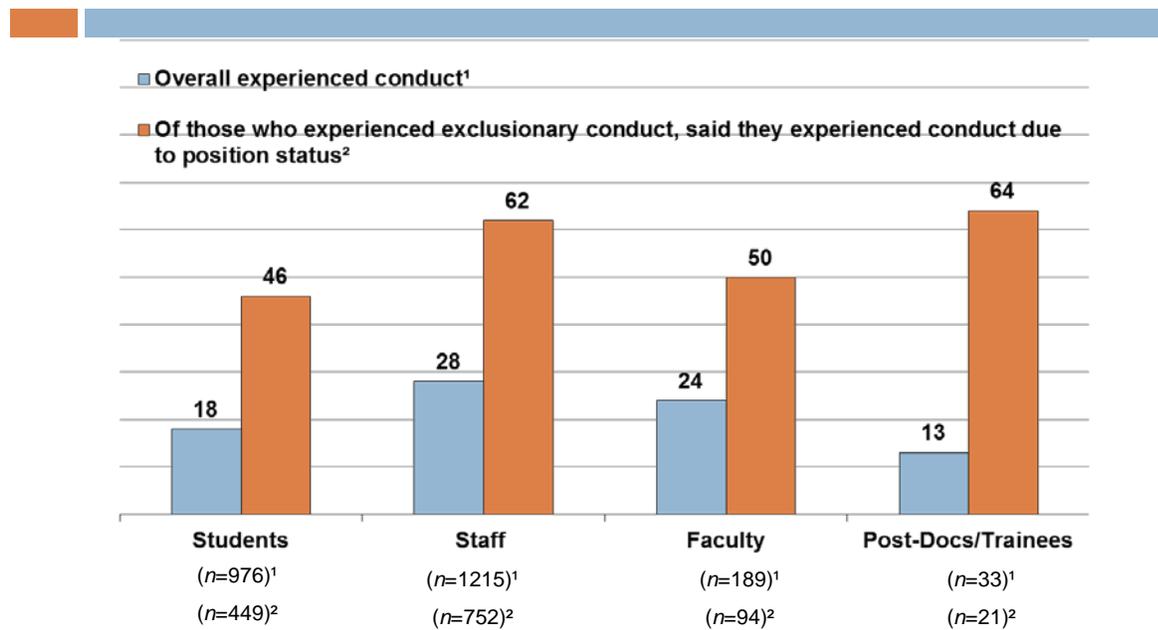


Figure 33. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (by Gender) (%)

As depicted in Figure 34, a slightly greater percentage of Staff respondents (28%, $n = 1,215$) believed they had experienced exclusionary, intimidating, offensive or hostile conduct than did other respondents. Many Staff (62%, $n = 752$) and Post-Docs/Trainees (64%, $n = 33$) who believed they experienced this conduct said it was based on their position status at UCI.

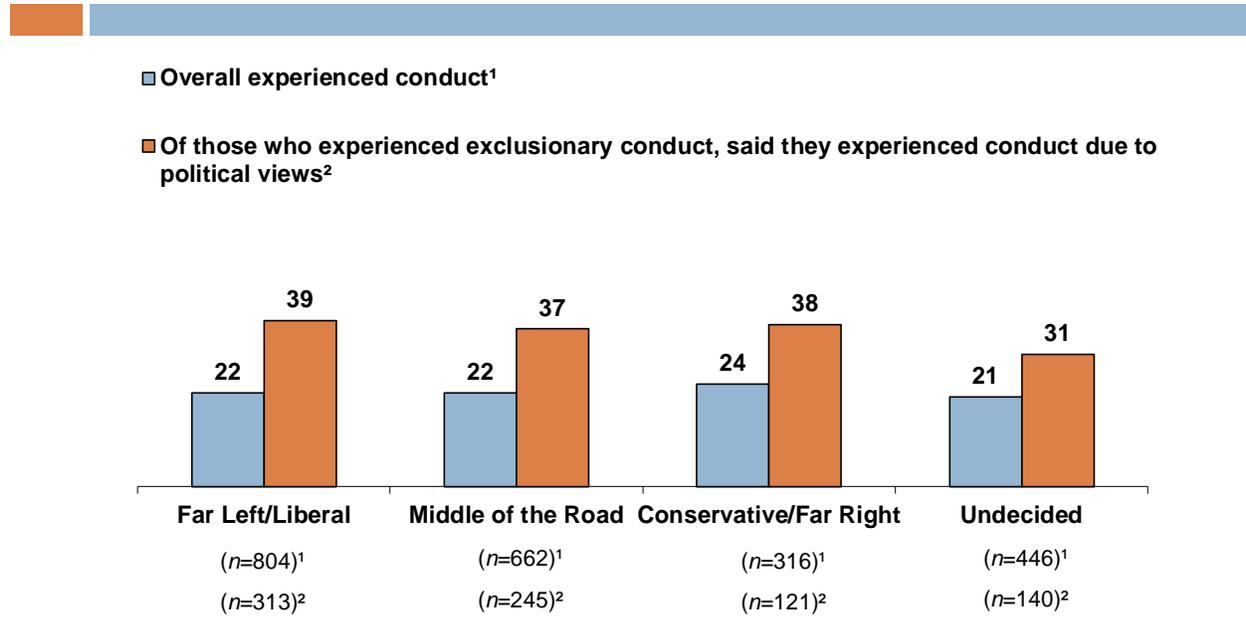


¹ Percentages are based on total n split by group.

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, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 35 illustrates that respondents espousing various political views experienced exclusionary, intimidating, offensive or hostile conduct at approximately the same level regardless of those views.

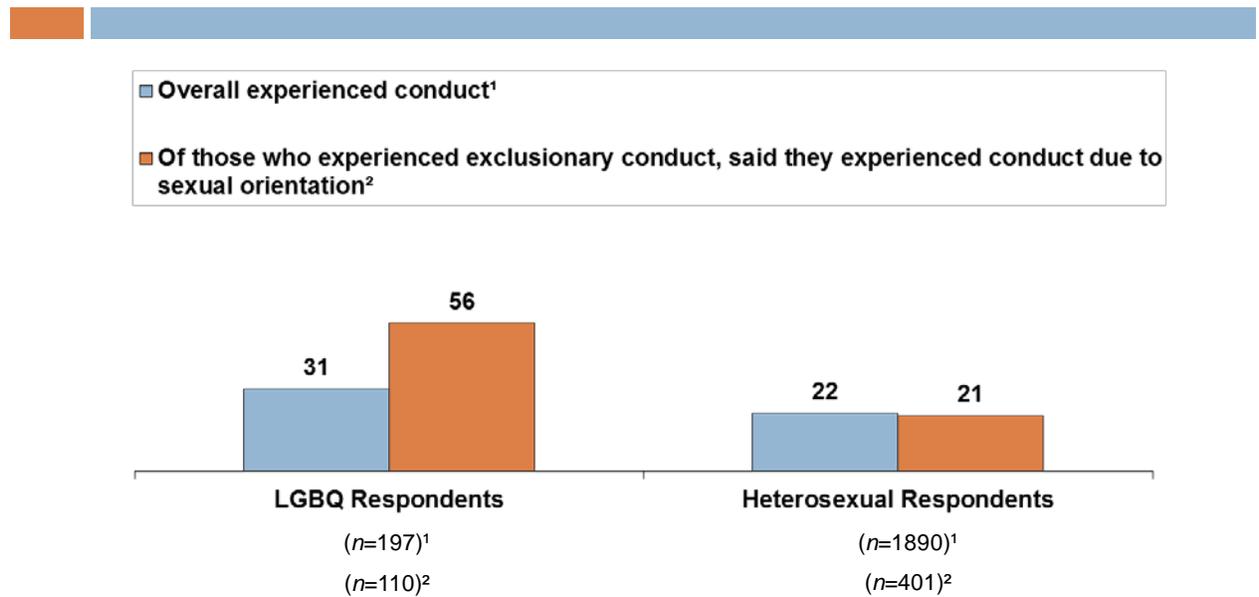


¹ Percentages are based on total n split by group.

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, Intimidating, Offensive or Hostile Conduct Due to Political Views (%)

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this exclusionary conduct (31%, $n = 197$ versus 22%, $n = 1,890$). Of those who believed they had experienced this type of conduct, 56% of LGBQ respondents ($n = 110$) versus 21% of heterosexual respondents ($n = 401$) indicated that this conduct was based on sexual orientation.



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, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

A slightly higher percentage of Jewish respondents (27%, $n = 49$) than other affiliations experienced exclusionary conduct in the past year (Figure 37). Jewish (59%, $n = 29$) and Muslim (55%, $n = 24$) respondents were most likely to attribute that exclusionary conduct to religious/spiritual affiliation.

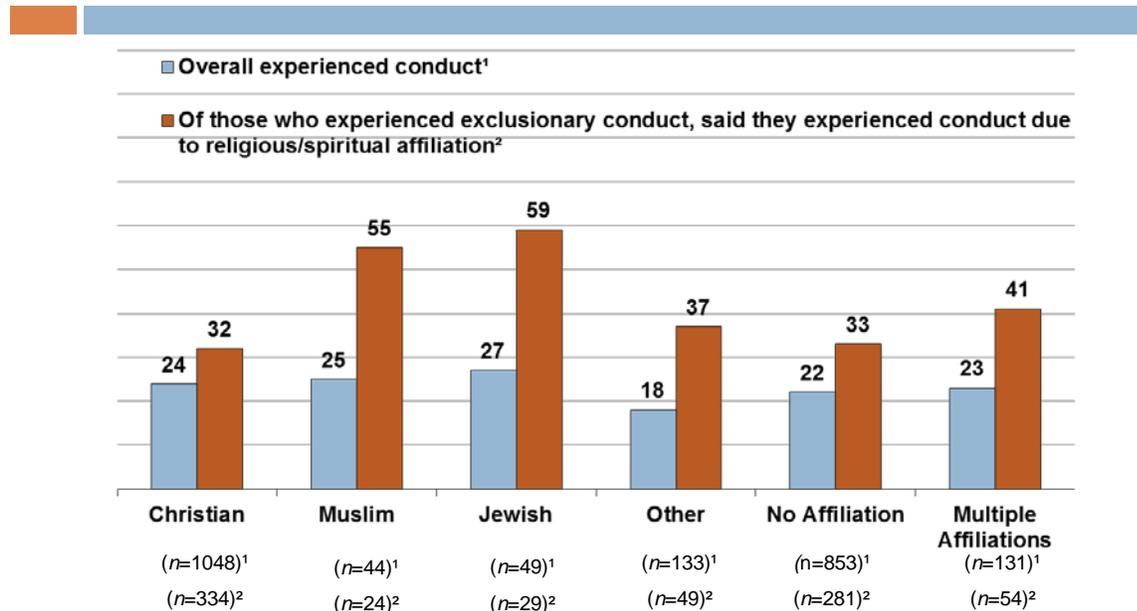
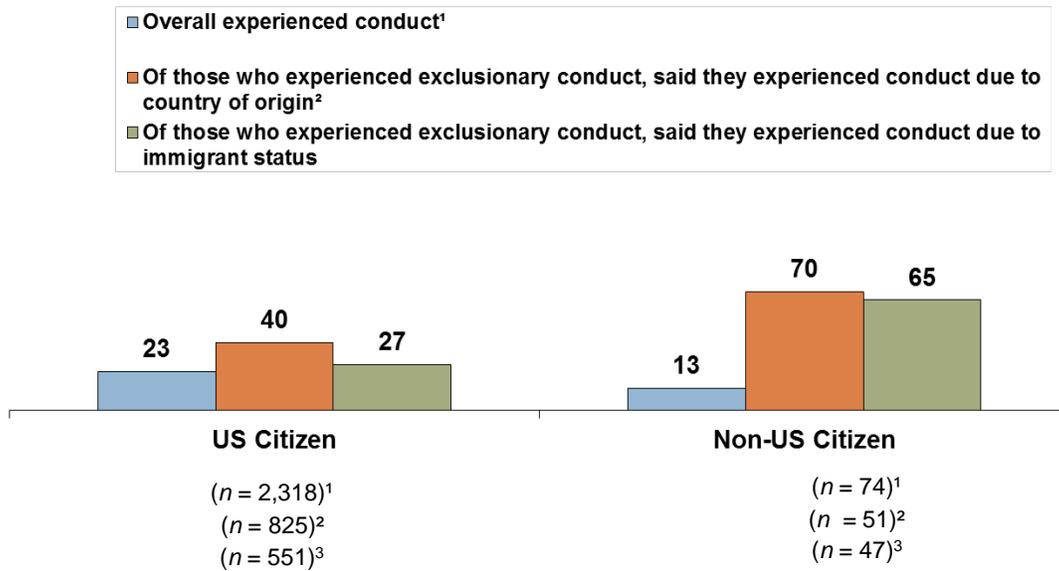


Figure 37. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Additionally, 23% ($n = 2,318$) of U.S. Citizens and 13% ($n = 74$) of Non-U.S. Citizens experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UCI (Figure 38).⁴⁶ Of the respondents who experienced such behavior, 40% ($n = 825$) of U.S. Citizens and 70% ($n = 51$) of Non-U.S. Citizens indicated it was based on country of origin. Twenty-seven percent ($n = 551$) of U.S. Citizens and 65% ($n = 47$) of Non-U.S. Citizens indicated it was based on immigrant/citizen status.

⁴⁶ Undocumented residents were not included here due to their low response number.



¹ Percentages are based on total n split by group.

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

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

Table 21 illustrates the manners in which the individuals experienced exclusionary conduct. Forty-seven percent ($n = 1,138$) felt isolated or left out, 43% ($n = 1,044$) felt deliberately ignored or excluded, and 42% ($n = 1,010$) felt intimidated and bullied.

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

Only answered by respondents who experienced exclusionary conduct ($n = 2,413$)

	<i>n</i>	% of respondents who experienced conduct
I felt isolated or left out	1,138	47.2
I felt I was deliberately ignored or excluded	1,044	43.3
I felt intimidated/bullied	1,010	41.9
I observed others staring at me	434	18.0
I was the target of derogatory verbal remarks	402	16.7
I received a low performance evaluation	248	10.3
I received derogatory written comments	200	8.3
I feared getting a poor grade because of a hostile classroom environment	187	7.7
I feared for my physical safety	179	7.4
I was the target of racial/ethnic profiling	172	7.1
I was singled out as the spokesperson for my identity group	169	7.0
Someone assumed I was admitted/hired/promoted due to my identity	113	4.7
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	100	4.1
Someone assumed I was not admitted/hired/promoted due to my identity	76	3.1
I received derogatory phone calls	66	2.7
I received threats of physical violence	51	2.1
I feared for my family's safety	46	1.9
I was the target of stalking	40	1.7
I was the victim of a crime	31	1.3
I was the target of physical violence	25	1.0
I was the target of graffiti/vandalism	23	1.0

Percentages do not sum to 100 due to multiple responses.

Thirty-five percent of respondents ($n = 832$) who experienced exclusionary conduct said it occurred while working at a UCI job, and 27% ($n = 647$) said it happened in a meeting with a group of people (Table 22). Twenty-three percent ($n = 543$) said the incidents occurred in a UCI office. Respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., ASUCI Legislative Council Meeting, anonymous evaluations, at public transportation waiting areas, fraternity rush, faculty meetings, Gateway, Public Service desk, UCI Class of 2014 Facebook page, UCIMC, vanpool).

Table 22. Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who experienced exclusionary conduct ($n = 2,413$).

	<i>n</i>	% of respondents who experienced conduct
While working at a UCI job	832	34.5
In a meeting with a group of people	647	26.8
In a UCI office	543	22.5
In a public space at UCI	449	18.6
In a class/lab/clinical setting	420	17.4
In a meeting with one other person	350	14.5
In campus housing	253	10.5
While walking on campus	214	8.9
In a health care setting	210	8.7
At a UCI event	208	8.6
Off campus	153	6.3
In a faculty office	140	5.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	140	5.8
In a UCI dining facility	94	3.9
In off-campus housing	66	2.7
On campus transportation	36	1.5
In athletic facilities	29	1.2
In an on-line class	8	0.3
Other	154	6.4

Percentages do not sum to 100 due to multiple responses.

Twenty-nine percent of the respondents ($n = 699$) identified students, 25% ($n = 592$) identified co-workers, and 16% ($n = 384$) identified administrators as the sources of the conduct (Table 23). “Other” sources of exclusionary conduct included people such as “Arroyo Vista Housing Committee,” “ASUCI,” “community assistant,” “lecturer,” “Human Resources,” “Interim Dean,” “my direct reports,” “UCI,” “UCOP,” “UCPD,” “roommate,” “prefer not to say,” etc.

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

Only answered by respondents who experienced exclusionary conduct ($n = n = 2,413$)

	<i>n</i>	% of respondents who experienced conduct
Student	699	29.0
Co-worker	592	24.5
Administrator	384	15.9
Faculty member	365	15.1
Supervisor	351	14.5
Staff member	334	13.8
Department head	270	11.2
Friend	195	8.1
Stranger	166	6.9
Campus organizations or groups	165	6.8
Don't know source	126	5.2
Medical Staff	105	4.4
UCI Physician	84	3.5
UCI visitor(s)	77	3.2
Teaching asst/Grad asst/Lab asst/Tutor	73	3.0
Faculty advisor	59	2.4
Social Networking site (e.g. Facebook, Twitter)	54	2.2
Campus media	52	2.2
Student staff	52	2.2
Off campus community member	42	1.7
Registered Campus Organization	41	1.7
Person that I supervise	40	1.7
Campus police/building security	36	1.5
Patient	26	1.1
Alumni	17	0.7
Athletic coach/trainer	12	0.5
Donor	8	0.3
Partner/spouse	6	0.2
Union representative	6	0.2
Other	163	6.8

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 undergraduate students, and faculty respondents most often cited other faculty as the source of the exclusionary conduct. Graduate students offered that students and faculty were their greatest sources of exclusionary conduct. Staff respondents identified supervisors and other staff members and administrators as their greatest sources of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest source of exclusionary conduct.

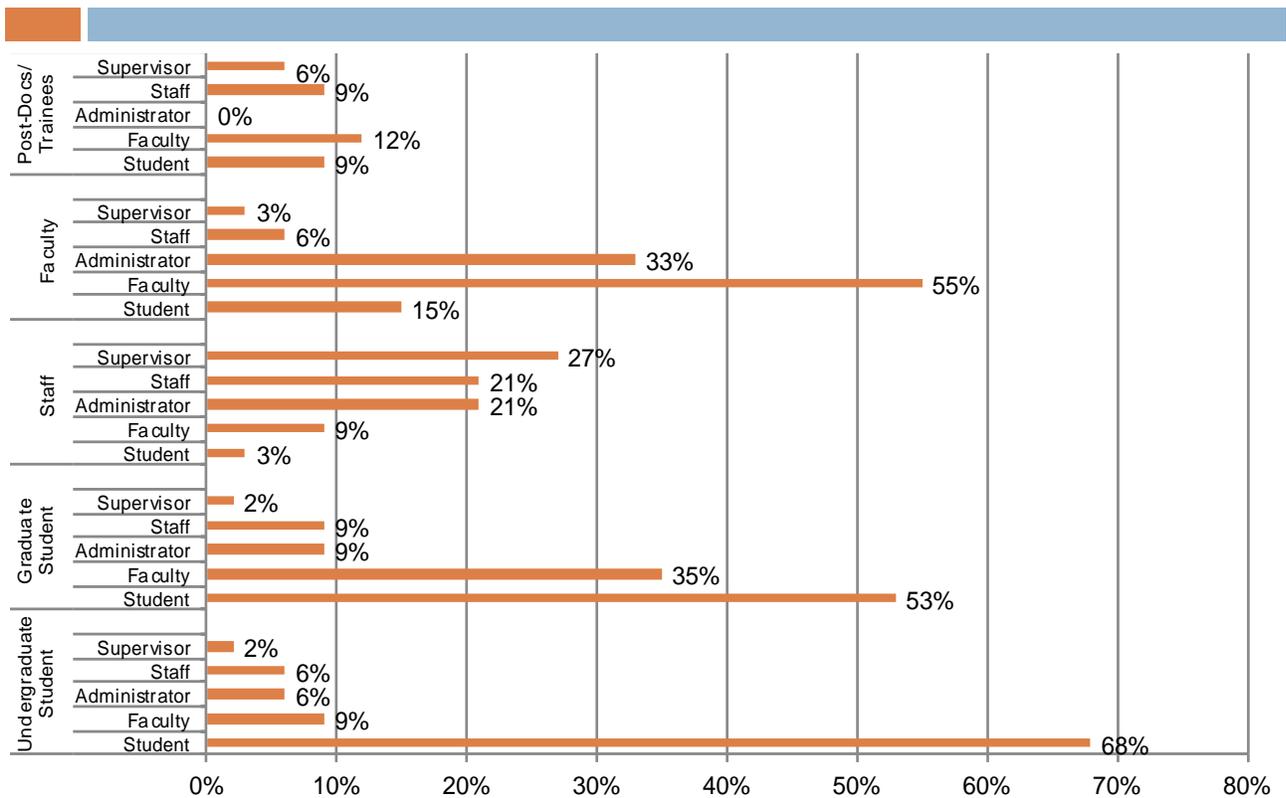


Figure 39. Source of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this exclusionary conduct, 46% of respondents ($n = 1,116$) were angry, 36% ($n = 872$) felt embarrassed, 35% ($n = 839$) told a friend, 31% ($n = 748$) ignored it, and 29% ($n = 707$) told a family member (Table 24). While 9% of participants ($n = 220$) reported it to UCI officials, 9% ($n = 206$) did not know who to go to, and 8% ($n = 196$) didn't report it for fear their complaints would not be taken seriously. "Other" responses included: "apologized to witnesses" "called HR and got in trouble," "Compliance Office," "don't want to declare," "had to engage legal counsel," "I had it, too, and left," "applied to another position in the university," "tried to work it out with the harasser," "UCI C.A.R.E. Office," "try to adopt to work environment," "went to ombuds office with colleagues," etc.

Table 24. Reactions to Experienced Exclusionary Conduct
 Only answered by respondents who experienced exclusionary conduct (n = 2,413)

	<i>n</i>	% of respondents who experienced conduct
I was angry	1116	46.2
I felt embarrassed	872	36.1
I told a friend	839	34.8
I ignored it	748	31.0
I told a family member	707	29.3
I avoided the harasser	602	24.9
I did nothing	375	15.5
I was afraid	341	14.1
I felt somehow responsible	339	14.0
I sought support from a staff person	332	13.8
I didn't report it for fear that my complaint would not be taken seriously	290	12.0
I left the situation immediately	262	10.9
I confronted the harasser at the time	222	9.2
I sought support from an administrator	220	9.1
I reported it to a UCI employee/official	220	9.1
I didn't know who to go to	206	8.5
I did report it but I did not feel the complaint was taken seriously	196	8.1
It didn't affect me at the time	178	7.4
I confronted the harasser later	178	7.4
I sought support from a faculty member	177	7.3
I sought support from campus resource	175	7.3
I sought information on-line	94	3.9
I told my union representative	83	3.4
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	69	2.9
I sought support from off-campus hot-line/advocacy services	56	2.3
I sought support from student staff (e.g. peer counselor)	39	1.6
I contacted a local law enforcement official	32	1.3

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 percent ($n = 2,120$) of all survey respondents observed conduct or communications directed towards a person or group of people at UCI that they believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on ethnicity (18%, $n = 377$), race (16%, $n = 337$), UCI position (15%, $n = 316$), and religious/spiritual views (13%, $n = 280$).

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

Thirty-one percent of respondents ($n = 31$) with Jewish Religious/Spiritual Affiliations and 28% of Multi-Minority respondents ($n = 55$) observed conduct or communications directed towards a person or group of people at UCI that created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year (Figure 40).

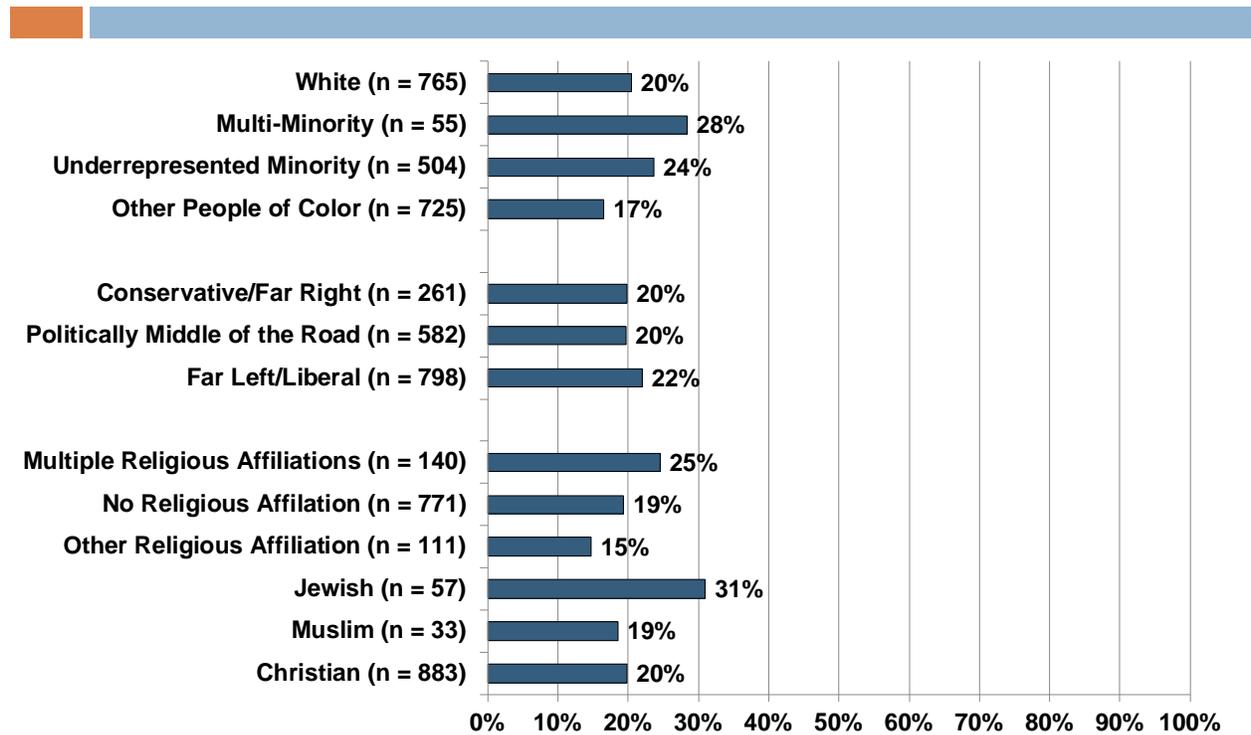


Figure 40. Observed Exclusionary, Offensive, Intimidating, or Hostile by Race, Religious Affiliation, and Political Affiliation (%)

Transgender respondents (43%, $n = 6$), genderqueer respondents (40%, $n = 29$), respondents with disabilities (30%, $n = 459$), and LGBQ respondents (28%, $n = 179$) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBQ respondents were more likely than heterosexual respondents; genderqueer and transgender respondents were more likely than men and women; people with disabilities were more likely than those without disabilities; and Non-U.S. Citizens were less likely than U.S. Citizens and Undocumented Residents to have observed exclusionary conduct.

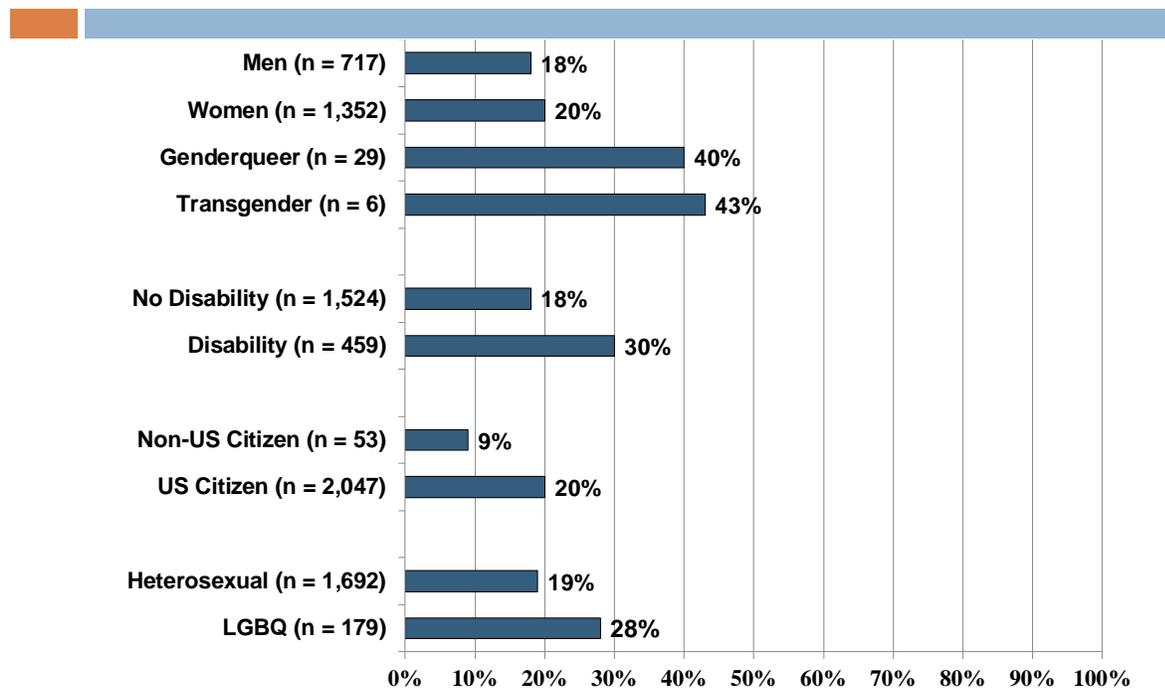


Figure 41. Observed Exclusionary, Offensive, Intimidating, or Hostile Conduct by Sexual Orientation, Citizen Status, Disability Status and Gender (%)

In terms of position at UCI, results indicated that slightly higher percentages of Staff (23%, $n = 991$) and Faculty (25%, $n = 25$) believed they had observed offensive, hostile, or intimidating conduct than did Undergraduate Students (17%, $n = 679$), Graduate Students (18%, $n = 228$), or Post-Docs/Trainees (11%, $n = 28$) (Figure 42).

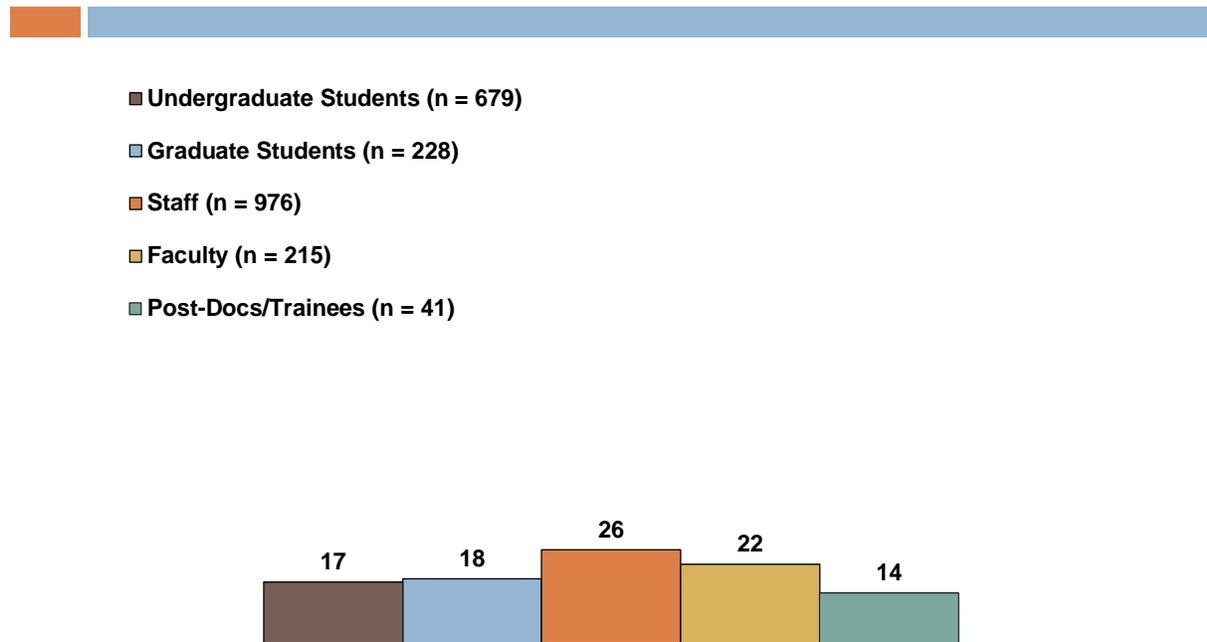


Figure 42. Observed Exclusionary, Offensive, Intimidating or Hostile Conduct by Position Status (%)

Table 25 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone being subjected to derogatory remarks (47%, $n = 996$), deliberately ignored or excluded (33%, $n = 691$), intimidated/bullied (32%, $n = 691$), or isolated or left out (27%, $n = 579$).

Table 25. Form of Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,120$)

	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	996	47.0
Deliberately ignored or excluded	691	32.6
Intimidated/bullied	684	32.3
Isolated or left out	579	27.3
Racial/ethnic profiling	382	18.0
Assumption that someone was admitted/hired/promoted based on his/her identity	340	16.0
Isolated or left out when work was required in groups	335	15.8
Receipt of a low performance evaluation	239	11.3
Derogatory written comments	232	10.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	197	9.3
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	181	8.5
Singled out as a spokesperson for his/her identity	166	7.8
Feared for their physical safety	135	6.4
Graffiti/vandalism	97	4.6
Threats of physical violence	70	3.3
Derogatory phone calls	69	3.3
Receipt of a poor grade because of a hostile classroom environment	60	2.8
Physical violence	38	1.8
Victim of a crime	33	1.6
Feared for their family's safety	21	1.0

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of exclusionary conduct, 32% ($n = 630$) had witnessed such conduct six or more times in the past year (Table 26).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,120$)

Number of Times Observed in the Past Year	<i>n</i>	% of respondents who observed conduct
1	341	17.2
2	382	19.2
3	363	18.3
4	194	9.8
5	75	3.8
<u>6 or more</u>	<u>630</u>	<u>31.7</u>

Percentages do not sum to 100 due to multiple responses.

Additionally, 27% of the respondents ($n = 574$) who observed exclusionary conduct said it happened while working at a UCI job (Table 27). Some respondents said the incidents occurred in a public space at UCI (26%, $n = 543$), in a meeting with a group of people (20%, $n = 433$), in a UCI office (20%, $n = 429$), or in a class/lab/clinical setting (15%, $n = 322$).

Table 27. Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct
 Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,120$).

	<i>n</i>	% of respondents who observed conduct
While working at a UCI job	574	27.1
In a public space at UCI	543	25.6
In a meeting with a group of people	433	20.4
In a UCI office	429	20.2
In a class/lab/clinical setting	322	15.2
At a UCI event	282	13.3
While walking on campus	251	11.8
In campus housing	189	8.9
In a meeting with one other person	183	8.6
In a health care setting	166	7.8
Off campus	166	7.8
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	155	7.3
In a faculty office	108	5.1
In a UCI dining facility	69	3.3
In off campus housing	45	2.1
On campus transportation	26	1.2
In athletic facilities	20	0.9
In an on-line class	5	0.2

Percentages do not sum to 100 due to multiple responses.

Subsequent analyses indicated that 37% ($n = 778$) of respondents who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified co-workers (25%, $n = 534$), staff members (19%, $n = 409$), or friends (11%, $n = 233$).

Respondents who observed exclusionary conduct directed at others said students were also the sources of the conduct (27%, $n = 588$). Respondents identified additional sources as administrators (15%, $n = 324$), supervisors (14%, $n = 303$), co-workers (13%, $n = 282$), faculty members (13%, $n = 277$), etc.

Table 28 illustrates participants' reactions to this conduct. Respondents most often felt angry (40%, $n = 857$) or embarrassed (29%, $n = 624$). Twenty-six percent ($n = 553$) told a friend. Six percent ($n = 127$) reported the incidents to campus employees/officials, while 9% ($n = 187$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (10%, $n = 216$).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,120$)

	<i>n</i>	% of respondents who observed conduct
I was angry	857	40.4
I felt embarrassed	624	29.4
I told a friend	553	26.1
I did nothing	433	20.4
I told a family member	432	20.4
I avoided the harasser	391	18.4
I ignored it	362	17.1
I sought support from a staff person	216	10.2
I didn't report it for fear that my complaint would not be taken seriously	216	10.2
It didn't affect me at the time	215	10.1
I was afraid	211	10.0
I left the situation immediately	205	9.7
I felt somehow responsible	190	9.0
I didn't know who to go to	187	8.8
I confronted the harasser at the time	174	8.2
I confronted the harasser later	159	7.5
I sought support from an administrator	129	6.1
I reported it to a campus employee/official	127	6.0
I did report it but I did not feel the complaint was taken seriously	115	5.4
I sought support from a faculty member	111	5.2
I sought support from campus resource	80	3.8
I sought information on-line	73	3.4
I told my union representative	52	2.5
I sought support from a spiritual advisor	33	1.6
I contacted a local law enforcement official	24	1.1
I sought support from off-campus hot-line/advocacy services	18	0.8
I sought support from a student staff	17	0.8
I sought support from a TA/grad assistant	9	0.4

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 196 people (2%) believed they had experienced unwanted sexual contact⁴⁷ while at UCI. Of the 196 respondents, 148 were Students (3% of all Students), and 42 were Staff (1% of all Staff). Subsequent analyses of the data suggest that higher percentages of LGBQ respondents (3%, $n = 19$), genderqueer respondents (7%, $n = 5$), and respondents with disabilities (4%, $n = 60$) than other groups experienced unwanted sexual contact.⁴⁸

Forty-eight respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. Some students indicated drinking/alcohol was involved in the incidents, which included “groping,” “grinding on my leg,” “grabbed my butt,” “some guy got a little too friendly,” “tried to kiss me,” etc. Others said similar experiences occurred with “older men” who “do not understand personal space and what is inappropriate physical contact.” A couple of student respondents suggested the perpetrators were friends or acquaintances.

⁴⁷ 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.”

⁴⁸ Faculty, Post-Doc/Trainee, and transgender respondents were not included here due to low response numbers.

Summary

More than three-quarters of all respondents were comfortable with the climate at UCI and in their departments and work units. Respondents felt the campus climate was least respectful of non-Christians, African Americans/Blacks, Middle Easterners, Hispanic/Latino people, non-native English speakers, and people from low-income backgrounds.

As noted earlier, 23% of UCI respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. At UCI, respondents most often experienced exclusionary conduct based on university position, ethnicity, and race. In addition, 196 respondents (2%) believed they had experienced unwanted sexual contact in the past five years at UCI.

Twenty percent of respondents *observed* conduct or communications directed towards a person or group of people at UCI that they believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment. Again, the top three bases for this conduct at UCI were ethnicity, race, and position. The analyses revealed that higher percentages of historically underrepresented and underserved groups observed exclusionary conduct than did other groups at UCI.

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

Faculty and Staff Perceptions of Campus Climate

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

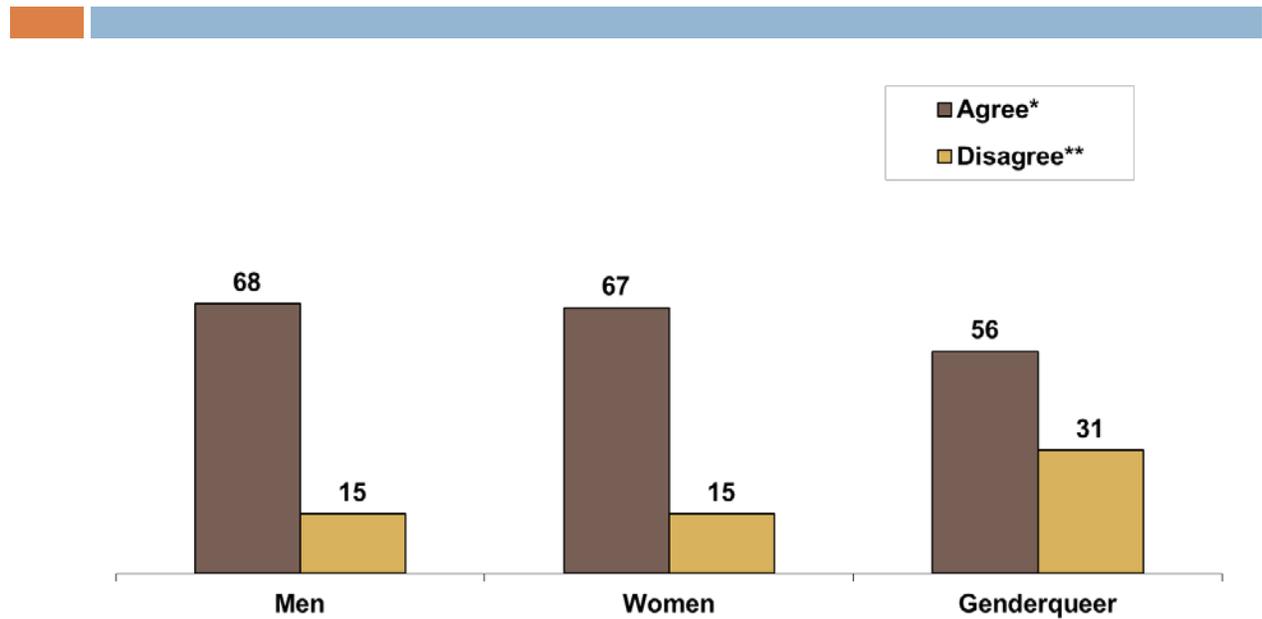
At least half of all Faculty, Staff, and Post-Doc/Trainee respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 29.

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	1,243	23.1	2,579	49.3	684	13.1	179	3.4	546	10.4
Ancestry	1,275	24.5	2,428	46.6	565	10.8	164	3.1	776	14.9
Country of origin	1,269	24.4	2,499	48.1	579	11.1	174	3.3	674	13.0
Educational level	1,228	23.7	2,675	51.5	623	12.0	168	3.2	498	9.6
English language proficiency/ accent	1,157	22.3	2,675	51.6	643	12.4	155	3.0	550	10.6
Ethnicity	1,327	25.6	2,494	48.0	621	12.0	176	3.4	574	11.1
Gender identity	1,173	22.7	2,285	44.2	624	12.1	158	3.1	925	17.9
Gender expression	1,136	22.1	2,255	43.8	597	11.6	161	3.1	994	19.3
Immigrant/citizen status	1,176	22.8	2,381	46.1	591	11.4	164	3.2	854	16.5
International Status	1,212	23.7	2,353	45.9	537	10.5	152	3.0	869	17.0
Learning disability	1,016	19.9	2,114	41.3	602	11.8	151	3.0	1,232	24.1
Marital status	1,325	25.7	2,453	47.6	547	10.6	162	3.1	671	13.0
Medical conditions	1,141	22.2	2,330	45.3	623	12.1	163	3.2	891	17.3
Military/veteran status	1,195	23.2	2,036	39.5	457	8.9	129	2.5	1,339	26.0
Parental status	1,289	24.9	2,409	46.6	597	11.5	152	2.9	724	14.0
Participation in a club	1,087	21.2	2,097	40.8	494	9.6	127	2.5	1,332	25.9
Participation on an athletic team	1,037	20.3	1,903	37.2	473	9.3	125	2.4	1,573	30.8
Philosophical views	1,048	20.4	2,243	43.7	609	11.9	174	3.4	1,063	20.7
Psychological condition	980	19.1	2,121	41.3	584	11.4	150	2.9	1,295	25.2
Physical characteristics	1,120	21.8	2,377	46.3	541	10.5	154	3.0	939	18.3
Physical disability	1,112	21.7	2,241	43.8	570	11.1	150	2.9	1,047	20.4
Political views	1,018	19.8	2,236	43.5	679	13.2	207	4.0	999	19.4
Race	1,261	24.6	2,393	46.6	594	11.6	185	3.6	703	13.7
Religious/spiritual views	1,109	21.6	2,317	45.2	640	12.5	166	3.2	898	17.5
Sexual orientation	1,174	23.0	2,231	43.7	563	11.0	145	2.8	993	19.4
Socioeconomic status	1,133	22.3	2,288	45.0	619	12.2	176	3.5	873	17.2

Note: Table includes faculty, staff, and post-doc/trainee responses only (n = 5,382).

When analyzed by demographic characteristics, the data reveal that 56% ($n = 9$) of genderqueer Faculty, Staff, and Post-Doc/Trainee respondents, 67% ($n = 2,231$) of women, and 68% ($n = 1,189$) 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.

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

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

In comparison with 79% ($n = 1,958$) of White Faculty, Staff, and Post-Doc/Trainee respondents and 70% ($n = 44$) of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents, 63% ($n = 637$) of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents and 64% ($n = 907$) of People of Color Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on race (Figure 44).

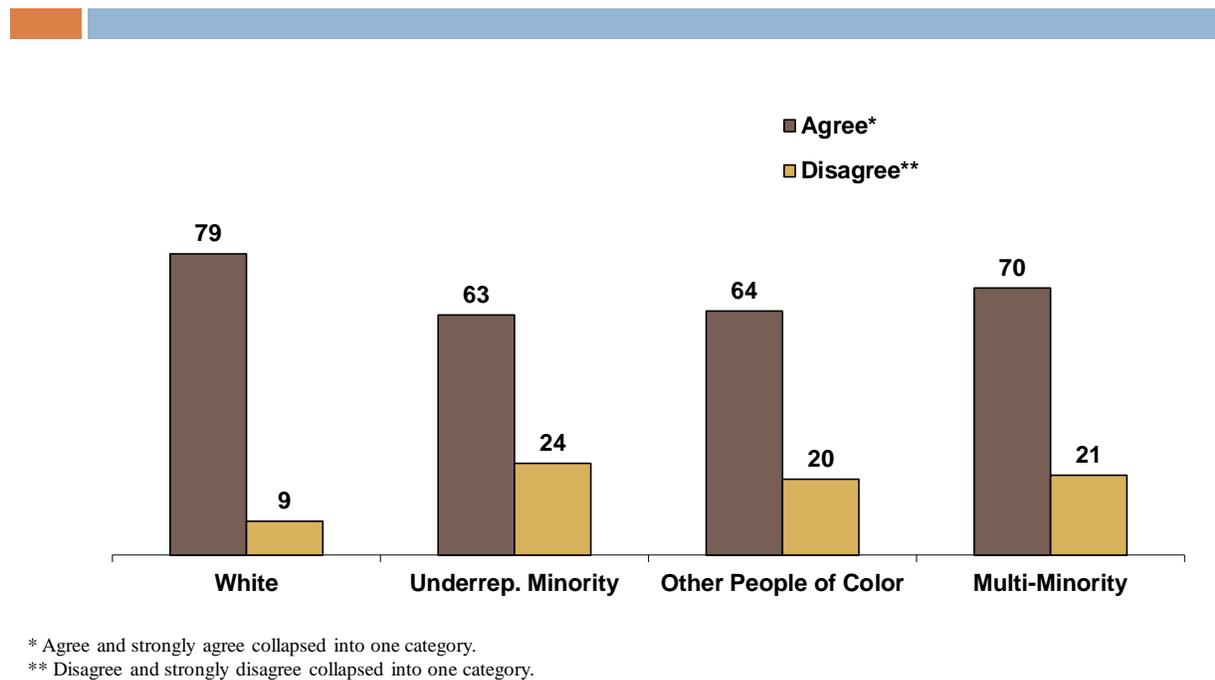
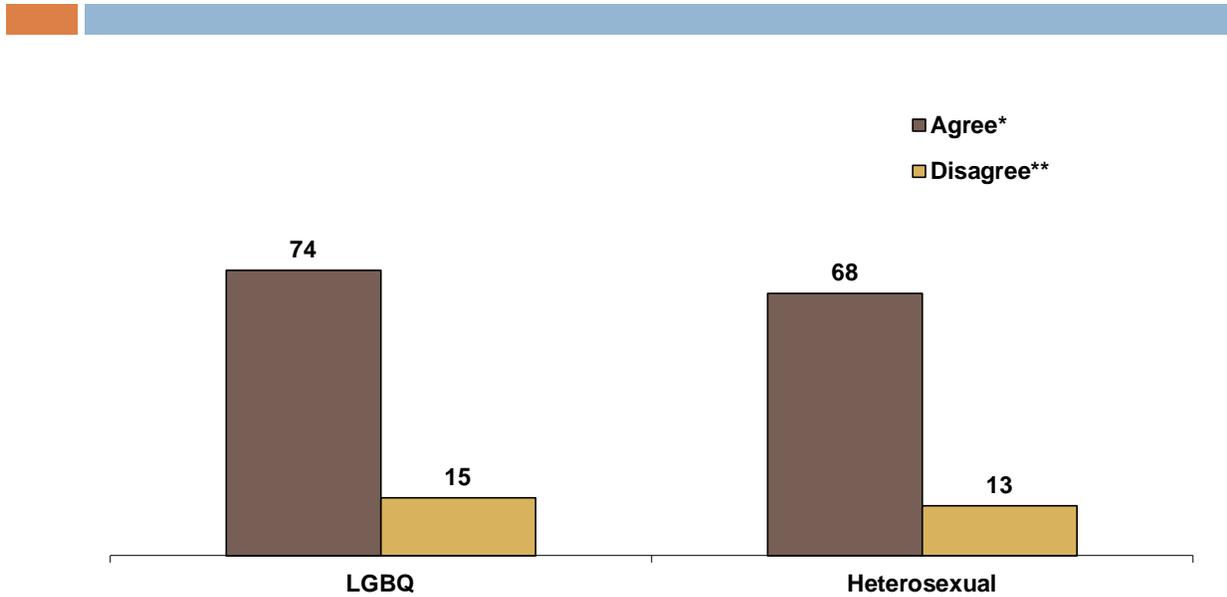


Figure 44. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-four percent ($n = 201$) of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents and 68% ($n = 2,850$) of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents believed the workplace climate was welcoming based on sexual orientation (Figure 45).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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

Seventy-two percent ($n = 82$) of Faculty, Staff, and Post-Doc/Trainee respondents from Jewish religious affiliations, 70% ($n = 1,190$) of Faculty, Staff, and Post-Doc/Trainee respondents with no religious/spiritual affiliations, 69% ($n = 162$) of Faculty, Staff, and Post-Doc/Trainee respondents with multiple religious/spiritual affiliations, 67% ($n = 1,628$) of Christian Faculty, Staff, and Post-Doc/Trainee respondents, 58% ($n = 141$) of Faculty, Staff, and Post-Doc/Trainee respondents from “other” religious/spiritual affiliations, and 54% ($n = 28$) of Muslim Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46).

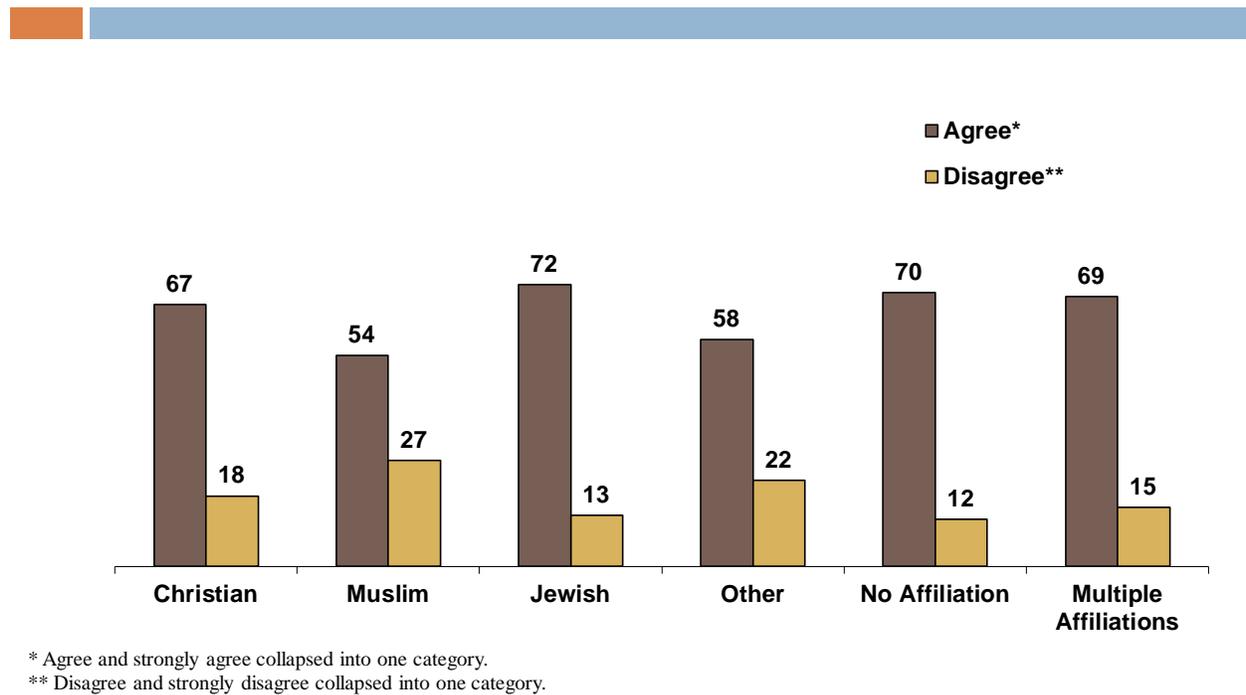


Figure 46. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 74% ($n = 1,249$) of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents, 64% ($n = 983$) of politically Middle of the Road Faculty, Staff, and Post-Doc/Trainee respondents, 59% ($n = 484$) of Conservative/Far Right Faculty, Staff, and Post-Doc/Trainee respondents, and 48% ($n = 354$) of politically Undecided Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on political views (Figure 47).

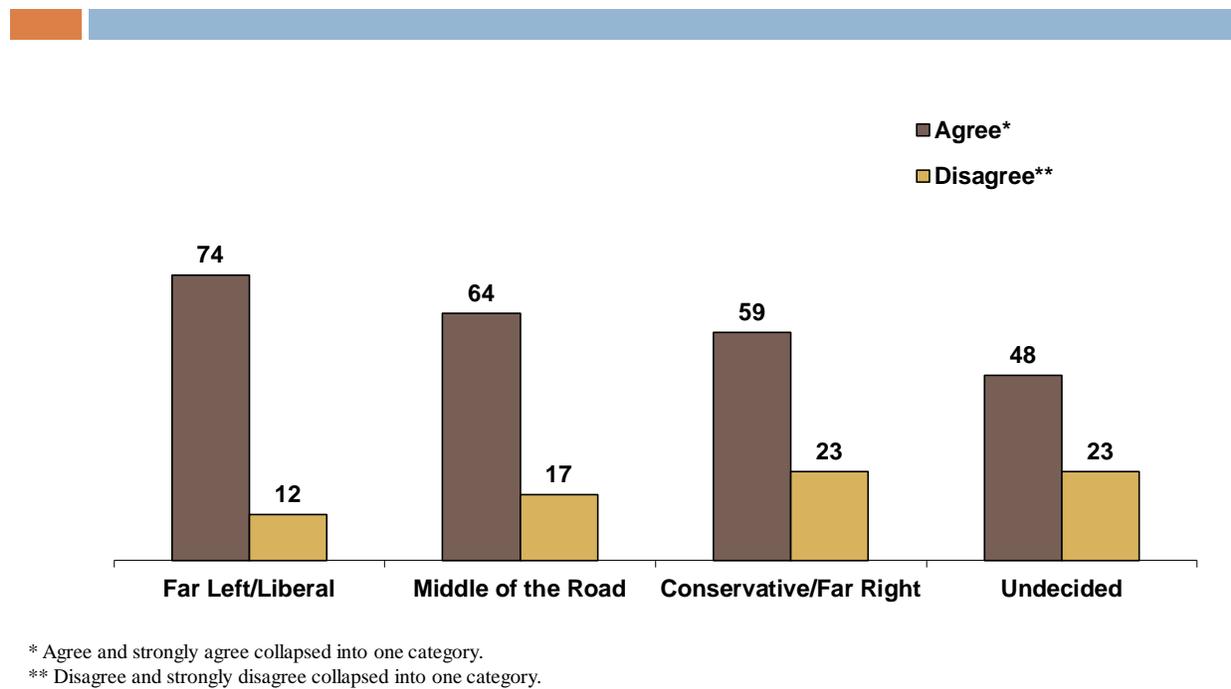


Figure 47. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Political Affiliation (%)

While 26% of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military did not know how welcoming their workplaces were for employees based on their military status, 77% ($n = 10$) of Active Military Faculty, Staff, and Post-Doc/Trainee respondents, 76% ($n = 99$) of Veteran Faculty, Staff, and Post-Doc/Trainee respondents, 73% ($n = 8$) of ROTC Faculty, Staff, and Post-Doc/Trainee respondents, and 63% ($n = 17$) of Reservist Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on military/veteran status (Figure 48).

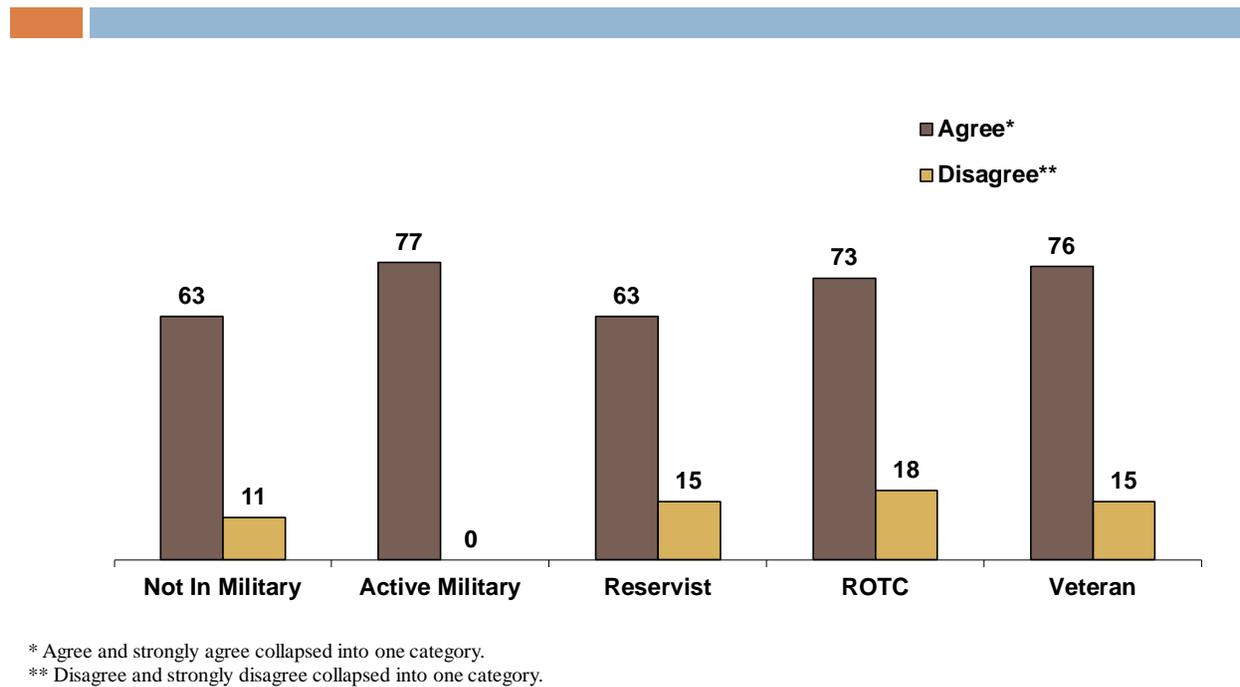


Figure 48. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Military Status (%)

Furthermore, 69% ($n = 3,476$) of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents and 51% ($n = 59$) of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents felt the climate workplace was welcoming based on immigrant/citizen status (Figure 49).

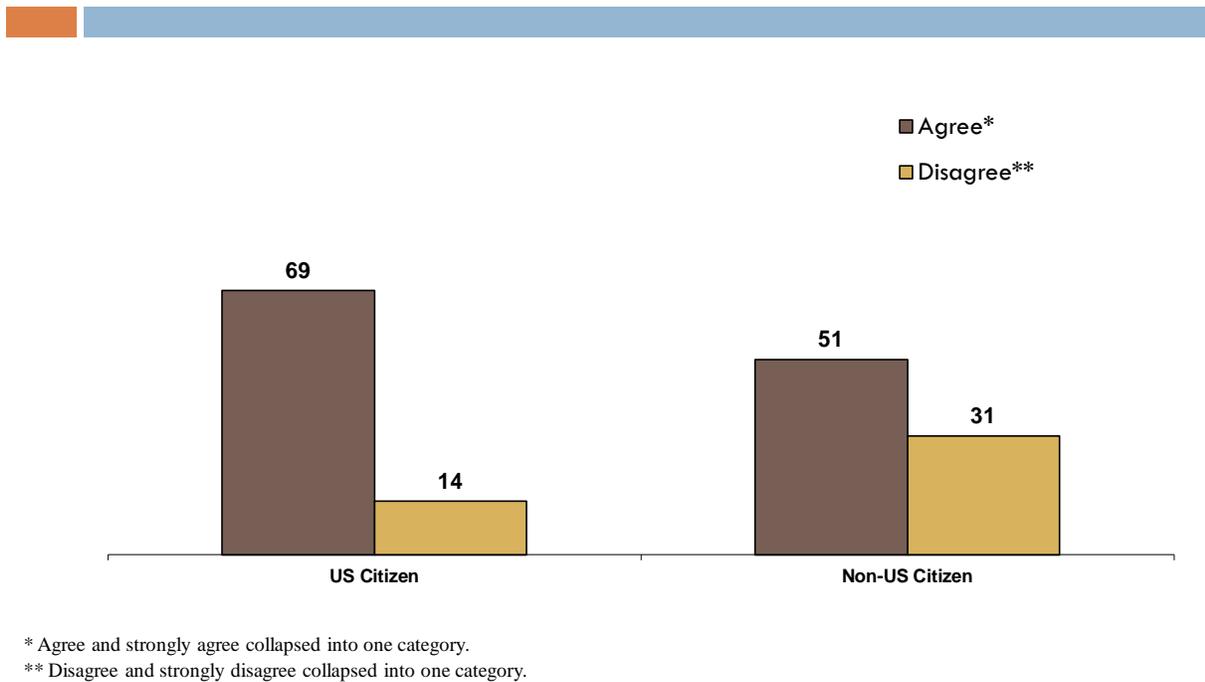


Figure 49. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Immigrant/Citizen Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees’ (Faculty, Staff, Post-Doc/Trainees, and Graduate/Professional Students⁴⁹) experiences at UCI, their perceptions of specific UCI policies, their attitudes about the climate and work-life issues at UCI, and faculty attitudes about tenure and advancement processes.

Fifty percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 3,235$) felt that salary determinations were clear. The majority of the respondents reported that they felt UCI demonstrated that it values a diverse faculty (80%, $n = 5,223$) and staff (82%, $n = 5,348$). Table 30 illustrates responses to these questions by gender⁵⁰, race/ethnicity, position, disability status, and religious/spiritual affiliation where the responses for these groups differed from one another.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe salary determinations are clear	566	8.7	2,669	41.1	1,575	24.2	760	11.7	929	14.3
Staff	334	7.9	1,809	42.9	1,132	26.8	599	14.2	343	8.1
Faculty	111	14.2	319	40.7	223	28.4	102	13.0	29	3.7
Post-Docs/Trainees	31	12.6	136	55.1	41	16.6	8	3.2	31	12.6
Christian	262	9.3	1,170	41.7	704	25.1	325	11.6	344	12.3
Muslim	7	8.0	37	42.0	24	27.3	<5	--	16	18.2
Jewish	18	12.1	53	35.6	34	22.8	23	15.4	21	14.1
Other Religious/Spiritual Affiliations	34	9.9	140	40.7	63	18.3	41	11.9	66	19.2
No Religious/Spiritual Affiliation	198	8.4	967	41.0	555	23.5	285	12.1	355	15.0
Multiple Religious Affiliations	22	6.5	145	42.5	82	24.0	28	8.2	64	18.8
No Disability	451	8.5	2,252	42.3	1,273	23.9	608	11.4	736	13.8
Disability	89	10.3	302	34.8	213	24.5	113	13.0	151	17.4

⁴⁹ For the items in Tables 30 through 33 and related narrative, the term “employee” includes all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents.

⁵⁰ Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality.

Table 30. (cont.)

	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that UCI demonstrates that it values a diverse faculty	1,425	21.8	3,798	58.1	506	7.7	208	3.2	604	9.2
Staff	966	22.7	2,491	58.6	250	5.9	102	2.4	443	10.4
Faculty	188	23.9	431	54.8	106	13.5	44	5.6	17	2.2
Post-Docs/Trainees	35	14.1	171	69.0	23	9.3	<5	--	15	6.0
White	731	23.8	1,840	60.0	190	6.2	76	2.5	232	7.6
Underrepresented Minority	245	20.6	628	52.7	131	11.0	67	5.6	120	10.1
Other People of Color	396	19.8	1,187	59.5	152	7.6	44	2.2	217	10.9
Multi-Minority	15	16.3	51	55.4	14	15.2	5	5.4	7	7.6
Christian	649	23.0	1,647	58.3	194	6.9	75	2.7	262	9.3
Muslim	17	19.1	60	67.4	<5	--	<5	--	6	6.7
Jewish	24	15.9	101	66.9	8	5.3	8	5.3	10	6.6
Other Religious/Spiritual Affiliations	87	25.2	180	52.2	19	5.5	9	2.6	50	14.5
No Religious/Spiritual Affiliation	501	21.2	1,375	58.1	208	8.8	87	3.7	194	8.2
Multiple Religious Affiliations	62	18.0	207	60.2	35	10.2	11	3.2	29	8.4
I think UCI demonstrates that it values a diverse staff	1,431	21.9	3,917	59.9	565	8.6	203	3.1	423	6.5
Staff	989	23.2	2,598	61.0	325	7.6	121	2.8	228	5.4
Faculty	185	23.7	446	57.2	86	11.0	29	3.7	34	4.4
Post-Docs/Trainees	36	14.6	170	68.8	24	9.7	<5	--	14	5.7
White	739	24.1	1,890	61.7	211	6.9	71	2.3	152	5.0
Underrepresented Minority	257	21.5	648	54.1	147	12.3	61	5.1	84	7.0
Other People of Color	384	19.2	1,238	62.1	161	8.1	52	2.6	160	8.0
Multi-Minority	13	14.1	52	56.5	14	15.2	6	6.5	7	7.6
Men	523	21.5	1,453	59.9	225	9.3	65	2.7	161	6.6
Women	892	22.2	2,412	60.1	320	8.0	131	3.3	256	6.4
Genderqueer	<5	--	18	54.5	8	24.2	<5	--	<5	--
Christian	667	23.6	1,696	60.0	217	7.7	82	2.9	167	5.9
Muslim	16	18.0	57	64.0	7	7.9	<5	--	7	7.9
Jewish	24	16.2	102	68.9	8	5.4	6	4.1	8	5.4
Other Religious/Spiritual Affiliations	81	23.6	191	55.7	19	5.5	9	2.6	43	12.5
No Religious/Spiritual Affiliation	499	21.1	1,420	60.1	235	9.9	76	3.2	134	5.7
Multiple Religious Affiliations	59	17.1	212	61.4	37	10.7	9	2.6	28	8.1

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 6,650).

Twenty-seven percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents (*n* = 1,737) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 31). Twenty-one percent (*n* = 1,384) believed their colleagues expected them to represent the “point of view” of their identities.

Sixty-six percent ($n = 4,340$) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. More than one-quarter of employee respondents (30%, $n = 1,970$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 36% ($n = 2,325$) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 31 illustrates responses to these questions by gender, race/ethnicity, position, religious/spiritual affiliation, military status, and disability status where the responses for these groups differed from one another.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	503	7.7	1,234	18.8	228	33.9	1,986	30.2	616	9.4
Staff	356	8.3	833	19.5	1,474	34.5	1,319	30.8	296	6.9
Faculty	71	9.0	142	18.0	230	29.1	303	38.4	44	5.6
Post-Docs/Trainees	9	3.7	52	21.2	92	37.6	56	22.9	36	14.7
White	210	6.8	516	16.7	1,032	33.5	1,100	35.7	223	7.2
Underrepresented Minority	117	9.7	238	19.8	371	30.9	360	30.0	116	9.7
Other People of Color	127	6.4	420	21.0	730	36.5	468	23.4	253	12.7
Multi-Minority	12	13.0	23	25.0	29	31.5	23	25.0	5	5.4
Christian	224	7.9	514	18.1	1,018	35.9	843	29.7	236	8.3
Muslim	7	8.0	27	31.0	24	27.6	18	20.7	11	12.6
Jewish	15	10.0	20	13.3	47	31.3	49	32.7	19	12.7
Other Religious/Spiritual Affiliations	22	6.3	72	20.7	121	34.8	87	25.0	46	13.2
No Religious/Spiritual Affiliation	173	7.3	442	18.6	763	32.1	788	33.1	212	8.9
Multiple Religious Affiliations	21	6.1	61	17.7	111	32.3	115	33.4	36	10.5
No Disability	359	6.7	963	17.9	1,864	34.7	1,677	31.2	509	9.5
Disability	111	12.7	206	23.5	264	30.2	218	24.9	76	8.7
LGBQ	41	10.4	81	20.6	115	29.3	124	31.6	32	8.1
Heterosexual	378	7.0	967	18.0	1,837	34.3	1,707	31.8	473	8.8
U.S. Citizen	475	7.7	1,136	18.5	2,101	34.3	1,905	31.1	516	8.4
Non-U.S. Citizen	24	6.1	84	21.3	117	29.6	74	18.7	96	24.3

Table 31 (cont.)

	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>

My colleagues/co-workers expect me to represent “the point of view” of my identity

	278	4.3	1,106	17.0	2,126	32.7	1,556	23.9	1,433	22.0
White	105	3.5	444	14.6	986	32.4	840	27.6	664	21.8
Underrepresented Minority	76	6.4	193	16.2	392	32.9	365	22.3	265	22.3
Other People of Color	83	4.2	413	20.8	666	33.5	395	19.8	433	21.8
Multi-Minority	6	6.5	19	20.7	29	31.5	23	25.0	15	16.3
Men	108	4.5	390	16.2	808	33.5	590	24.5	514	21.3
Women	166	4.2	695	17.4	1,293	32.4	948	23.8	888	22.3
Genderqueer	<5	--	7	21.9	12	37.5	5	15.6	<5	--
No Disability	222	4.2	880	16.5	1,752	32.9	1,291	24.3	1,175	22.1
Disability	39	4.5	177	20.5	275	31.8	188	21.7	186	21.5
LGBQ	34	8.6	87	22.1	126	32.0	83	21.1	64	16.2
Heterosexual	203	3.8	851	16.0	1,778	33.5	1,339	25.2	1,143	21.5
U.S. Citizen	258	4.3	1,021	16.8	1,983	32.7	1,492	24.6	1,310	21.6
Non-U.S. Citizen	20	5.0	80	20.2	132	33.2	56	14.1	109	27.5
Not In Military	258	4.2	1,040	16.9	2,030	33.0	1,481	24.1	1,334	21.7
Reservist	<5	--	7	22.6	10	32.3	6	19.4	8	25.8
Veteran	10	6.8	18	12.3	41	28.1	44	30.1	33	22.6

I am comfortable taking leave that I am entitled to without fear that it may affect my job/career

	1,371	20.9	2,969	45.2	979	14.9	462	7.0	784	11.9
Staff	998	23.3	2,117	49.5	662	15.5	306	7.2	194	4.5
Faculty	213	27.0	359	45.5	93	11.8	44	5.6	80	10.1
Post-Docs/Trainees	36	14.6	131	53.3	35	14.2	15	6.1	29	11.8
White	734	23.8	1,366	44.3	431	14.0	219	7.1	333	10.8
Underrepresented Minority	244	20.5	541	45.4	195	16.4	105	8.8	107	9.0
Other People of Color	351	17.5	933	46.6	304	15.2	108	5.4	308	15.4
Multi-Minority	15	16.5	34	37.4	18	19.8	10	11.0	14	15.4
No Disability	1,160	21.6	2,479	46.2	759	14.1	330	6.2	636	11.9
Disability	149	17.0	346	39.4	166	18.9	106	12.1	112	12.7
LGBQ	69	17.4	161	40.6	58	14.6	42	10.6	67	16.9
Heterosexual	1,171	21.8	2,398	44.7	801	14.9	368	6.9	626	11.7
U.S. Citizen	1,300	21.2	2,803	45.7	925	15.1	442	7.2	663	10.8
Non-U.S. Citizen	64	16.2	151	38.3	47	11.9	16	4.1	116	29.4
Christian	615	21.7	1,329	46.8	451	15.9	200	7.0	242	8.5
Muslim	12	13.8	36	41.4	16	18.4	<5	--	20	23.0
Jewish	30	20.0	70	46.7	21	14.0	9	6.0	20	13.3
Other Religious/Spiritual Affiliations	49	14.0	158	45.3	61	17.5	24	6.9	57	16.3
No Religious/Spiritual Affiliation	507	21.3	1,043	43.9	317	13.3	172	7.2	336	14.1
Multiple Religious Affiliations	87	25.3	134	39.0	43	12.5	23	6.7	57	16.6

<i>Table 31 (cont.)</i>	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	610	9.3	1,360	20.7	2,814	42.9	1,180	18.0	599	9.1
White	208	6.8	507	16.5	1,381	44.9	745	24.2	233	7.6
Underrepresented Minority	160	13.3	262	21.8	497	41.4	183	15.2	99	8.2
Other People of Color	202	10.1	514	25.7	825	41.2	222	11.1	240	12.0
Multi-Minority	13	14.3	23	25.3	35	38.5	13	14.3	7	7.7
U.S. Citizen	576	9.4	1,245	20.3	2,668	43.5	1,127	18.4	512	8.4
Non-U.S. Citizen	29	7.3	98	24.7	137	34.6	50	12.6	82	20.7
No Disability	454	8.5	1,078	20.1	2,356	43.9	993	18.35	486	9.1
Disability	115	13.2	215	24.7	325	37.4	133	15.3	82	9.4
Christian	272	9.6	634	22.3	1,222	43.1	502	17.7	208	7.3
Muslim	<5	--	26	29.5	34	38.6	13	14.8	11	12.5
Jewish	13	8.8	20	13.5	64	43.2	33	22.3	18	12.2
Other Religious/Spiritual Affiliations	43	12.4	87	25.1	132	38.0	35	10.1	50	14.4
No Religious/Spiritual Affiliation	202	8.5	421	17.8	1,063	44.8	475	20.0	210	8.9
Multiple Religious Affiliations	28	8.1	65	18.8	141	40.8	70	20.2	42	12.1
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	609	9.3	1,716	26.2	2,567	39.2	935	14.3	722	11.0
White	268	8.7	725	23.6	1,258	40.9	557	18.1	266	8.7
Underrepresented Minority	140	11.7	313	26.2	465	39.0	152	12.7	123	10.3
Other People of Color	158	7.9	588	29.5	762	38.2	191	9.6	295	14.8
Multi-Minority	10	11.0	26	28.6	30	33.3	15	16.5	10	11.0
Men	203	8.4	639	26.3	927	38.1	357	14.7	304	12.5
Women	395	9.8	1,039	25.9	1,617	40.2	561	14.0	406	10.1
No Disability	436	8.1	1,366	25.5	2,170	40.5	803	15.0	579	10.8
Disability	132	15.1	257	29.4	296	33.9	93	10.6	96	11.0
LGBQ	56	14.2	107	27.1	130	32.9	58	14.7	44	11.1
Heterosexual	462	8.6	1,378	25.7	2,154	40.2	801	15.0	557	10.4

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 6,650).

Several items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UCI. Sixty-seven percent (*n* = 4,385) found UCI supportive of their taking leave, and 68% (*n* = 4,469) felt that UCI was supportive of flexible work schedules. Seventeen percent (*n* = 1,123) felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children, and 10% (*n* = 681) felt that people who have children were considered by UCI to be less committed to their jobs/careers.

Forty-nine percent ($n = 3,180$) felt that UCI provides available resources to help employees balance work-life needs, such as childcare and elder care. Fourteen percent of respondents ($n = 896$) 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		N/A	
	n	%	n	%	n	%	n	%	n	%
I find that UCI is supportive of my taking leave.	885	13.5	3,500	53.3	786	12.0	194	3.0	1,203	18.3
Faculty	93	11.9	406	51.8	103	13.1	23	2.9	159	20.3
Staff	701	16.4	2,591	60.5	510	11.9	120	2.9	363	8.5
Post-docs/Trainees	16	6.5	139	56.7	29	11.8	<5	--	57	23.3
Graduate/Professional Students	75	6.0	364	29.0	144	11.5	47	3.7	624	49.8
I find that UCI is supportive of flexible work schedules.	1052	16.0	3,417	52.1	1,000	15.2	326	5.0	766	11.7
Faculty	116	14.9	453	58.1	87	11.2	21	2.7	103	13.2
Staff	752	17.5	2,321	54.1	759	17.7	261	6.1	196	4.6
Post-docs/Trainees	37	15.0	139	56.5	31	12.6	8	3.3	31	12.6
Graduate/Professional Students	147	11.8	504	40.4	123	9.9	36	2.9	436	35.0
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	275	4.2	848	12.9	3,069	46.9	1,166	17.8	1,191	18.2
Faculty	17	2.2	75	9.7	422	54.3	164	21.1	99	12.7
Staff	198	4.6	607	14.2	2,186	51.1	865	20.2	422	9.9
Post-docs/Trainees	18	7.4	35	14.4	118	48.6	26	10.7	46	18.9
Graduate/Professional Students	42	3.4	131	10.5	343	27.4	111	8.9	624	49.9
I feel that people who have children are considered by UCI to be less committed to their jobs/careers.	125	1.9	556	8.5	3,438	52.5	1,274	19.5	1,150	17.6
Faculty	13	1.7	69	8.8	442	56.7	177	22.7	79	10.1
Staff	78	1.8	359	8.4	2,483	58.1	930	21.7	426	10.0
Post-docs/Trainees	5	2.0	23	9.4	127	52.0	33	13.5	56	23.0
Graduate/Professional Students	29	2.3	105	8.4	386	31.1	134	10.8	589	47.4
I feel that UCI provides available resources to help employees balance work-life needs, such as childcare and elder care.	472	7.3	2,708	41.8	974	15.0	289	4.5	2,034	31.4
Faculty	49	6.4	322	42.1	157	20.5	33	4.3	204	26.7
Staff	360	8.5	1,986	47.0	688	16.3	201	4.8	994	23.5
Post-docs/Trainees	6	2.5	85	35.3	28	11.6	14	5.8	108	44.8
Graduate/Professional Students	57	4.6	315	25.4	101	8.1	41	3.3	728	58.6
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	138	2.1	758	11.7	2,104	32.6	621	9.6	2,838	43.9
Faculty	25	3.2	136	17.6	235	30.5	91	11.8	284	36.8
Staff	75	1.8	476	11.3	1,617	38.4	459	10.9	1,582	37.6
Post-docs/Trainees	<5	--	41	16.9	73	30.0	12	4.9	115	47.3
Graduate/Professional Students	36	2.9	105	8.5	179	14.5	59	4.8	857	69.3

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 6,650).

The majority of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents believed that they had colleagues or co-workers (76%, $n = 4,965$) and supervisors (67%, $n = 4,419$) at UCI who gave them career advice or guidance when they need it (Table 33).

Sixty-two percent ($n = 4,088$) believed their supervisors provided them with resources to pursue professional development opportunities, and 66% ($n = 4,368$) felt their supervisors provided ongoing feedback to help improve their performance. The majority of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents had adequate access to administrative support (71%, $n = 4,639$). Nineteen percent of employees ($n = 1,202$) felt their patient-care load was manageable and 5% ($n = 288$) felt that it wasn't manageable. It is important to note that 77% of respondents felt that this question was not applicable to them as they were not part of the health science campus.

Table 33. Perceptions of Support and Resources Available at UCI

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it	1,367	20.7	3,052	46.3	1,025	15.6	450	6.8	697	10.6
Faculty	114	14.5	302	38.5	132	16.8	53	6.8	184	23.4
Staff	863	20.1	2,068	48.1	780	18.1	357	8.3	233	5.4
Post-docs/Trainees	81	32.8	130	52.6	23	9.3	7	2.8	6	2.4
Graduate/Professional Students	309	24.6	552	43.9	90	7.2	33	2.6	274	21.8
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1,378	21.0	3,587	54.6	767	11.7	225	3.4	614	9.3
Faculty	154	19.7	416	53.1	101	12.9	27	3.4	85	10.9
Staff	854	19.9	2,426	56.5	569	13.3	180	4.2	262	6.1
Post-docs/Trainees	68	27.6	143	58.1	21	8.5	<5	--	10	4.1
Graduate/Professional Students	302	24.1	602	48.1	76	6.1	14	1.1	257	20.5
My supervisor provides me with resources to pursue professional development opportunities.	1,238	18.8	2,850	43.4	1,187	18.1	496	7.6	797	12.1
Faculty	105	13.4	277	35.4	137	17.5	57	7.3	207	26.4
Staff	796	18.6	1,954	45.6	885	20.6	393	9.2	260	6.1
Post-docs/Trainees	74	30.2	123	50.2	28	11.4	9	3.7	11	4.5
Graduate/Professional Students	263	21.0	496	39.6	137	10.9	37	3.0	319	25.5
My supervisor provides ongoing feedback to help me improve my performance.	1,199	18.0	3,169	48.3	1,120	17.1	422	6.4	655	10.0
Faculty	82	10.6	289	37.2	164	21.1	53	6.8	189	24.3
Staff	783	18.3	2,251	52.5	782	18.2	326	7.6	147	3.4
Post-docs/Trainees	73	29.7	127	51.6	27	11.0	7	2.8	12	4.9
Graduate/Professional Students	261	20.8	502	40.1	147	11.7	36	2.9	307	24.5
I have adequate access to administrative support.	1,032	15.8	3,607	55.3	946	14.5	379	5.8	554	8.5
Faculty	110	14.2	385	49.7	169	21.8	73	9.4	37	4.8
Staff	631	14.8	2,451	57.6	668	15.7	268	6.3	238	5.6
Post-docs/Trainees	57	23.2	153	62.2	16	6.5	8	3.3	12	4.9
Graduate/Professional Students	234	18.8	618	49.8	93	7.5	30	2.4	267	21.5
For health sciences campus employees, my patient-care load is manageable.	210	3.3	992	15.7	224	3.5	64	1.0	4,841	76.5
Faculty	18	2.4	106	14.1	26	3.5	5	0.7	597	79.4
Staff	143	3.5	699	17.0	174	4.2	59	1.4	3,025	73.8
Post-docs/Trainees	16	6.5	71	28.9	11	4.5	<5	--	148	60.2
Graduate/Professional Students	33	2.7	116	9.4	13	1.1	<5	--	1,071	86.9

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 6,650).

Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 17% of Staff respondents ($n = 719$) and 14% of Faculty respondents ($n = 113$)⁵¹ believed they observed hiring practices at UCI (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

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

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/Reclassification**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	3,127	61.3	4,834	73.2	4,022	61.0
Faculty	583	73.6	641	80.9	532	67.9
Staff	2544	59.0	3,020	70.3	2,436	56.7
Graduate/Professional						
Students	not asked	not asked	980	77.6	888	70.4
Post-Docs/Trainees	not asked	not asked	193	77.2	166	66.7
Yes	832	16.3	529	8.0	1,098	16.7
Faculty	113	14.3	58	7.3	160	20.4
Staff	719	16.7	412	9.6	866	20.1
Graduate/Professional						
Students	not asked	not asked	48	3.8	58	4.6
Post-Docs/Trainees	not asked	not asked	11	4.4	14	5.6
Don't Know	1,146	22.4	1,238	18.8	1,471	22.3
Faculty	96	12.1	93	11.7	91	11.6
Staff	1,050	24.3	864	20.1	996	23.2
Graduate/Professional						
Students	not asked	not asked	235	18.6	315	25.0
Post-Docs/Trainees	not asked	not asked	46	18.4	69	27.7

*Note: Answered by faculty and staff only ($n = 5,132$).

**Note: Answered by faculty, staff, post-doc/trainee, and graduate/professional student respondents ($n = 6,650$).

⁵¹ Post-Docs/Trainees were not asked this question.

Of those who believed that they had observed discriminatory hiring, 36% ($n = 302$) said it was based on personal relationships, 16% ($n = 135$) on ethnicity, 16% ($n = 134$) on position, 12% ($n = 96$) on age, and 11% ($n = 95$) on race.

- By gender identity: subsequent analyses indicated that 17% of women ($n = 562$) and 15% of men ($n = 248$) believed they had observed discriminatory hiring practices.⁵²
- By racial identity: subsequent analyses indicated that 14% ($n = 345$) of White Faculty and Staff respondents, 20% of Underrepresented Minority respondents ($n = 210$), 16% ($n = 224$) of Other People of Color respondents, and 25% ($n = 18$) of Multi-Minority respondents observed unfair or unjust hiring at UCI.
- By sexual orientation: subsequent analyses indicated that 19% of LGBTQ respondents ($n = 53$) and 16% of heterosexual respondents ($n = 667$) believed they had observed discriminatory hiring practices.

Eight percent of Faculty/Staff/Post-Docs/Trainees respondents ($n = 529$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 22% ($n = 114$) said they believed the discrimination was based on position, 13% ($n = 68$) on age, 11% ($n = 58$) on personal relationship, and 10% ($n = 55$) on ethnicity.

- By position: subsequent analyses indicated that 4% ($n = 48$) of Graduate Students, 10% ($n = 412$) of Staff respondents, 7% ($n = 58$) of Faculty respondents, and 4% ($n = 11$) of Post-Docs/Trainees had observed discriminatory disciplinary actions.
- By gender identity: subsequent analyses indicated that 9% of women ($n = 353$) and 6% of men ($n = 152$) believed they had observed discriminatory practices.
- By racial identity: subsequent analyses indicated that 12% ($n = 144$) of Underrepresented Minority respondents, 11% ($n = 10$) of Multi-Minority respondents, 6% ($n = 126$) of Other People of Color respondents, and 7% ($n = 226$) of White respondents witnessed such actions.

⁵² Transgender and genderqueer respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By sexual orientation: subsequent analyses indicated that 8% ($n = 30$) of LGBTQ respondents and 8% of heterosexual respondents ($n = 413$) witnessed discriminatory disciplinary actions.

Seventeen percent of Faculty/Staff/Post-Docs/Trainees ($n = 1,098$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCI. Subsequent analyses indicate several respondents believed it was based on personal relationships (28%, $n = 310$), UCI position (21%, $n = 234$), and age (10%, $n = 109$).

- By position: subsequent analyses indicated that 5% ($n = 58$) of Graduate Students, 20% of Staff respondents ($n = 866$), 20% of Faculty respondents ($n = 160$), and 6% ($n = 14$) of the Post-Docs/Trainees believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 18% of women ($n = 715$), 14% of men ($n = 348$), and 15% ($n = 5$) of genderqueer respondents witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By racial identity: subsequent analyses indicated that 16% of White respondents ($n = 501$), 15% of Other People of Color respondents ($n = 301$), 19% ($n = 226$) of Underrepresented Minority respondents, and 20% ($n = 19$) of Multi-Minority respondents witnessed such conduct.
- By sexual orientation: subsequent analyses indicated that 16% of LGBTQ respondents ($n = 63$) and 16% of heterosexual respondents ($n = 881$) also witnessed such conduct.

Faculty Members' Views on University Policies

One survey item queried Faculty members ($n = 796$) about their opinions regarding a variety of work-life issues specific to faculty work. The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (73%, $n = 581$) and reasonable (78%, $n = 613$) (Table 35). The majority of respondents believed that their service contributions were important to tenure/promotion (58%, $n = 457$). Twenty percent of Faculty ($n = 153$) reported that they felt pressured to change their research agendas to achieve tenure or be

promoted. Faculty also reported that their diversity-related contributions have been/will be valued for promotion or tenure (38%, $n = 298$).

Table 35. Faculty Attitudes about Tenure and Advancement Processes

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	169	21.3	412	52.0	133	16.8	33	4.2	45	5.7
I believe that the tenure/promotion standards are reasonable.	165	20.9	448	56.7	100	12.7	26	3.3	51	6.5
I feel that my service contributions are important to tenure/promotion.	91	11.5	366	46.4	195	24.7	73	9.3	64	8.1
I feel pressured to change my research agenda to achieve tenure/promotion.	39	5.0	114	14.6	298	38.2	174	22.3	155	19.9
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	36	4.6	262	33.5	179	22.9	52	6.6	253	32.4
I believe that tenure standards/advancement standards are applied equally to all faculty.	125	16.0	343	43.8	183	23.4	69	8.8	63	8.0

Note: Table includes only faculty respondents ($n = 796$).

Sixty percent of all Faculty ($n = 468$) believed tenure standards and advancement standards were equally applied to all UCI faculty. Figure 50 illustrates that Underrepresented Minority Faculty, women Faculty, LGBTQ Faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UCI faculty.

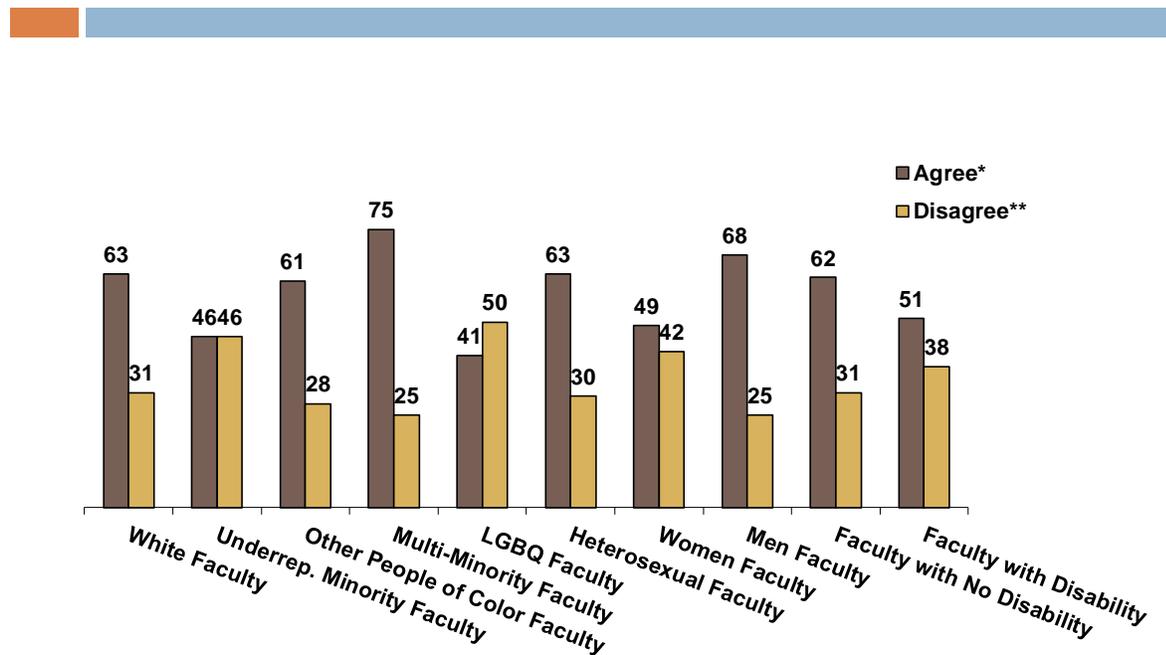


Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-nine percent of faculty ($n = 540$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Thirty-four percent ($n = 266$) of faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-two percent of faculty ($n = 333$) 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.⁵³

⁵³ 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. Faculty Attitudes about Work-Related Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	129	16.5	411	52.4	113	14.4	50	6.4	81	10.3
White	88	18.0	258	52.9	63	12.9	31	6.4	48	9.8
Underrepresented Minority	12	16.9	30	42.3	11	15.5	8	11.3	10	14.1
Other People of Color	23	12.4	107	57.8	30	16.2	6	3.2	19	10.3
Men	73	16.3	245	54.7	51	11.4	24	5.4	55	12.3
Women	52	16.1	160	49.7	61	18.9	25	7.8	24	7.5
No Disability	101	16.1	345	54.9	82	13.1	35	5.6	65	10.4
Disability	20	18.3	47	43.1	18	16.5	11	10.1	13	11.9
LGBQ	9	13.6	30	45.5	14	21.2	9	13.6	<5	--
Heterosexual	111	16.5	362	53.9	94	14.0	36	5.4	69	10.3
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	84	10.7	182	23.2	356	45.4	92	11.7	71	9.0
White	49	10.1	121	24.9	215	44.2	64	13.2	37	7.6
Underrepresented Minority	11	15.3	16	22.2	26	36.1	8	11.1	11	15.3
Other People of Color	19	10.3	40	21.6	92	49.7	15	8.1	19	10.3
Men	28	6.2	114	25.4	206	45.9	60	13.4	41	9.1
Women	54	16.8	66	20.5	144	44.7	30	9.3	28	8.7
No Disability	62	9.9	146	23.3	289	46.2	70	11.2	59	9.4
Disability	16	14.7	26	23.9	44	40.4	16	14.7	7	6.4
LGBQ	17	26.2	10	15.4	25	38.5	7	10.8	6	9.2
Heterosexual	60	8.9	167	24.8	314	46.7	76	11.3	56	8.3
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.	103	13.1	230	29.3	326	41.5	53	6.8	73	9.3
White	59	12.1	145	29.7	208	42.5	40	8.2	37	7.6
Underrepresented Minority	11	15.5	20	28.2	26	36.6	<5	--	12	16.9
Other People of Color	24	13.1	54	29.5	79	43.2	8	4.4	18	9.8
Men	47	10.4	122	27.1	203	45.0	32	7.1	47	10.4
Women	53	16.6	103	32.2	120	37.5	19	5.9	25	7.8
No Disability	74	11.8	180	28.7	265	42.3	45	7.2	63	10.0
Disability	18	16.7	35	32.4	45	41.7	6	5.6	-	-
LGBQ	15	23.1	19	29.2	23	35.4	<5	--	<5	--
Heterosexual	79	11.7	201	29.9	291	43.2	45	6.7	57	8.5

Note: Table includes only faculty respondents (*n* = 796).

Seventy-three percent of faculty members ($n = 568$) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Six percent of faculty members ($n = 49$) have used UCI policies on stopping the tenure clock, and 13% used UCI policies on taking leave for childbearing or adoption ($n = 99$). Seven percent ($n = 56$) felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure, and 39% ($n = 304$) believed that perception about using family-related leave policies differ for men and women faculty.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used or would use university policies on stopping the clock for promotion or tenure.										
	22	2.8	27	3.4	160	20.2	129	16.3	455	57.4
Women	17	5.2	15	4.6	64	19.7	38	11.7	191	58.8
Men	5	1.1	12	2.6	95	20.9	87	19.2	255	56.2
I have used university policies on taking leave for childbearing or adoption.										
	33	4.2	66	8.4	125	15.8	106	13.4	460	58.2
Women	27	8.4	46	14.3	38	11.8	31	9.6	180	55.9
Men	6	1.3	19	4.2	86	18.9	71	15.6	272	59.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.										
	16	2.0	40	5.1	321	41.1	206	26.4	198	25.4
Women	9	2.8	21	6.6	134	42.1	65	20.4	89	28.0
Men	7	1.6	17	3.8	183	40.8	137	30.5	105	23.4
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.										
	171	22.0	397	51.0	90	11.6	13	1.7	107	13.8
Women	62	19.5	164	51.6	46	14.5	8	2.5	38	11.9
Men	106	23.7	229	51.2	40	8.9	5	1.1	67	15.0
I believe that perceptions about using work-family policies differ for men and women faculty.										
	59	7.5	245	31.3	290	37.0	72	9.2	118	15.1
Women	13	2.9	140	31.1	178	39.6	52	11.6	67	14.9
Men	45	14.1	101	31.6	111	34.7	17	5.3	46	14.4

Note: Table includes only faculty respondents ($n = 796$).

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

Thirty-five percent of Staff respondents ($n = 1,518$), 38% ($n = 301$) of Faculty respondents, and 29% ($n = 73$) of Post-Docs/Trainees have seriously considered leaving UCI in the past year.

Subsequent analyses indicate that:

- By gender identity: 37% of men ($n = 663$), 34% of women ($n = 1,185$), and 56% of genderqueer respondents⁵⁴ ($n = 10$) had seriously considered leaving the institution.
- By racial identity: 35% of Underrepresented Minority respondents ($n = 372$), 38% of White respondents ($n = 971$), 42% of Multi-Minority respondents ($n = 30$), and 29% of Other People of Color respondents ($n = 437$) had seriously considered leaving UCI.
- By sexual orientation: 46% of LGBTQ employees ($n = 131$) and 35% of heterosexual respondents ($n = 1,537$) had seriously considered leaving the institution.
- By disability status: 46% of employees with disabilities ($n = 299$) and 33% of employees without disabilities ($n = 1,474$) had seriously considered leaving the institution.
- By citizenship status: 36% of U.S. Citizens ($n = 1,851$) and 19% of Non-U.S. Citizens⁵⁵ ($n = 23$) had seriously considered leaving the institution.

More than 1,370 Faculty, Staff, and Post-Doc/Trainee respondents further elaborated on why they considered leaving UCI during the past year (i.e., “Continuous budget cuts, pay, & an unreasonable workload & expectations”). Some were looking to further their careers (e.g., “You can’t be a Postdoc forever,” “My interest in leaving UCI was to simply further my career in my field,” “Lacking growth opportunity”), while others wanted to relocate to another part of the country/internationally. Several people commented about wanting to leave “dysfunctional” or “toxic” departments, or escape unsupportive or vindictive administrators/supervisors/co-workers. Many employee respondents worried about the “uncertainty about organizational changes” and their continuing roles. They were disgruntled about the lack of salary increases over the past

⁵⁴ Transgender employees were not included in these analyses as their numbers were too low to assure confidentiality.

⁵⁵ Undocumented Resident employees were not included in these analyses as their numbers were too low to assure confidentiality.

several years and felt the “University environment no longer compensates for the lack of competitive salary and compensation.”

Summary

The results from this section suggest that the majority of respondents felt the workplace was welcoming for a variety of UCI 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 UCI employees had observed unfair or unjust hiring (16%), unfair or unjust disciplinary actions (8%), or unfair or unjust promotion/tenure/reclassification (17%). Additionally, the majority of Faculty/Staff/Post-Docs/Trainees believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UCI students.⁵⁶ Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs. Some questions in this section include students only, one includes student and faculty responses, and others include student, trainee, and post-doc responses. The tables are marked accordingly.

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 196 people (2%) believed they had experienced unwanted sexual contact⁵⁷ while at UCI. Of the 196 respondents, 148 were Students (3% of all Students). Subsequent analyses indicate that of the 196 respondents, 126 were Undergraduate Student respondents (3% of all Undergraduate Students) and 22 were Graduate/Professional Student respondents (2% of all Graduate/Professional Students).

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

- By gender identity: 4% of Women Undergraduates ($n = 97$) and 2% of Men Undergraduates ($n = 25$) experienced unwanted sexual contact.
- By racial identity: 4% of White Undergraduate Students ($n = 25$), 2% of Underrepresented Minorities ($n = 21$), 3% were Other People of Color ($n = 71$), and 7% of Multi-Minority Undergraduates ($n = 7$) experienced unwanted sexual contact.
- By sexual orientation: 6% of LGBTQ Undergraduate Students ($n = 15$), and 3% of heterosexual Undergraduate Students ($n = 93$) experienced unwanted sexual contact.

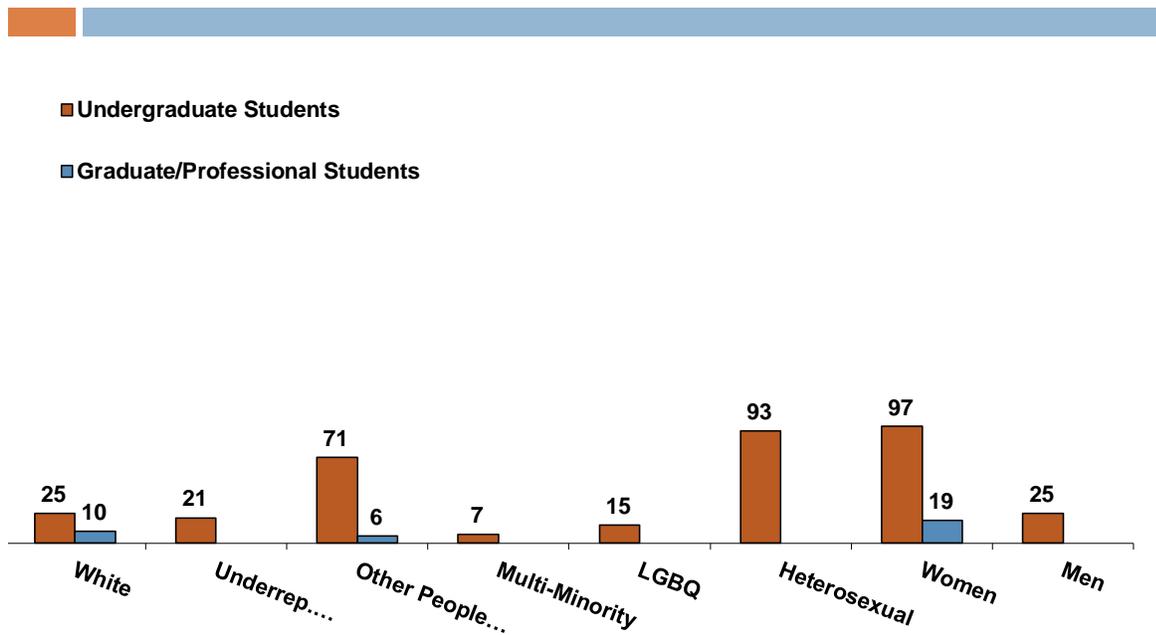
Subsequent analyses offered in Figure 51 illustrate that for Graduate/Professional Students:

- By gender identity: 3% of Women Graduate/Professional Students ($n = 19$) experienced unwanted sexual contact.

⁵⁶ The SWT requested that data analyses examine the experiences of Undocumented Students. At UCI, 22 Undocumented Students completed the survey, which was a number too low to assure confidentiality for many analyses.

⁵⁷ The survey defined unwanted sexual conduct as “any sexual act directed against another person, forcibly, and/or with threat of force, and/or against that person’s will; or when the person is incapable of giving consent, (i.e., is unconscious, mentally incompetent, or intoxicated), including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.”

- By racial identity, 2% of White Graduate/Professional Students ($n = 10$) and 1% of Other People of Color ($n = 6$) experienced unwanted sexual contact.
- By sexual orientation: 2% of heterosexual Graduate/Professional Students ($n = 16$) 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)

Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ($n = 5,547$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Seventy-six percent ($n = 4,185$) 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 UCI (72%, $n = 3,980$). Additionally, the majority of Students, Trainees, and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (76%, $n = 4,211$) and that their interest in ideas and intellectual matters has increased since coming to UCI (76%, $n = 4,193$).

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

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Many of my courses this year have been intellectually stimulating.	1,343	24.3	2,842	51.4	674	12.2	264	4.8	45	0.8
Undergraduate Students	976	24.3	2,264	56.3	534	13.3	209	5.2	31	0.8
Graduate/Professional Students	346	27.4	531	42.0	130	10.3	47	3.7	14	1.1
I am satisfied with the extent of my intellectual development since enrolling at UCI.	1,271	23.1	2,709	49.2	950	17.2	437	7.9	77	1.4
Undergraduate Students	839	21.0	1,998	49.9	763	19.1	332	8.3	65	1.6
Graduate/Professional Students	382	30.3	609	48.4	157	12.5	93	7.4	9	0.7
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,436	26.1	2,775	50.3	887	16.1	303	5.5	59	1.1
Undergraduate Students	947	23.6	2,055	51.3	713	17.8	237	5.9	47	1.2
Graduate/Professional Students	435	34.6	602	47.8	142	11.3	61	4.8	11	0.9
My interest in ideas and intellectual matters has increased since coming to UCI.	1,588	28.7	2,605	47.2	902	16.3	326	5.9	61	1.1
Undergraduate Students	1,108	27.6	1,960	48.9	674	16.8	221	5.5	43	1.1
Graduate/Professional Students	425	33.7	530	42.0	195	15.4	92	7.3	16	1.3

Note: Table includes students, trainees, and postdocs only ($n = 5,547$). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 63% of Students, Trainees, and Post-Docs ($n = 3,511$) felt they were performing up to their full academic potential. Half of all Student, Trainee, and Post-Doc respondents felt they performed academically as well as they had anticipated they would (50%, $n = 2,778$) (Table 39). The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UCI (70%, $n = 3,838$). Table 39 illustrates these data by race, gender⁵⁸, disability, citizenship, first-generation status, and socioeconomic status.

⁵⁸ Transgender respondents were not included in these analyses as their numbers were too low to assure confidentiality.

Table 39. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UCI

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>
I am performing up to my full academic potential.	925	16.7	2,586	46.7	985	17.8	845	15.3	151	2.7
White	290	22.9	616	48.6	175	13.8	150	11.8	20	1.6
Underrepresented Minority	166	15.2	468	42.9	232	21.2	182	16.7	39	3.5
Other People of Color	434	14.5	1,420	47.5	549	18.4	475	15.9	88	2.9
Multi-Minority	21	17.1	53	43.1	16	13.0	29	23.6	<5	--
Men	390	17.6	1,032	46.7	384	17.4	330	14.9	51	2.3
Women	525	16.0	1,533	46.8	597	18.2	504	15.4	94	2.9
Genderqueer	<5	--	30	53.6	7	12.5	7	12.5	7	12.5
No Disability	728	17.0	2,072	48.3	767	17.9	599	14.0	85	2.0
Disability	137	14.9	356	38.7	171	18.6	192	20.8	60	6.5
U.S. Citizen	786	15.8	2,299	46.3	900	18.1	799	16.1	145	2.9
Non-U.S. Citizen	131	24.3	269	50.0	81	15.1	43	8.0	5	0.9
Undocumented Resident	5	22.7	12	54.5	<5	--	<5	--	<5	--
First-Generation	294	14.5	902	44.5	419	20.7	336	16.6	63	3.1
Not First Generation	625	17.9	1,677	48.0	564	16.1	507	14.5	88	2.5
Low Income	435	16.8	1,169	45.0	493	19.0	416	16.0	80	3.1
Not Low Income	397	16.2	1,189	48.6	413	16.9	378	15.5	61	2.5
Undergraduate Students	571	14.2	1,846	45.9	777	19.3	693	17.2	132	3.3
Graduate/Professional Students	302	23.8	630	49.7	176	13.9	136	10.7	17	1.3
I have performed academically as well as I anticipated I would.	809	14.6	1,969	35.6	1,233	22.3	1,106	20.0	337	6.1
White	311	24.6	529	41.8	201	15.9	170	13.4	32	2.5
Underrepresented Minority	123	11.3	316	29.0	282	25.8	274	25.1	84	7.7
Other People of Color	353	11.9	1,052	35.3	711	23.9	624	21.0	205	6.9
Multi-Minority	14	11.4	43	35.0	24	19.5	26	21.1	14	11.4
Men	357	16.2	840	38.1	500	22.7	378	17.2	95	4.3
Women	445	13.6	1,110	33.9	719	22.0	720	22.0	238	7.3
Genderqueer	<5	--	25	44.6	12	21.4	9	16.1	5	8.9
No Disability	627	14.7	1,563	36.5	970	22.7	828	19.4	233	5.4
Disability	130	14.1	278	30.2	199	21.6	213	23.1	90	9.8
U.S. Citizen	699	14.1	1,718	34.7	1,100	22.2	1,052	21.2	327	6.6
Non-U.S. Citizen	104	19.4	236	43.9	126	23.5	49	9.1	9	1.7
Undocumented Resident	<5	--	8	36.4	5	22.7	5	22.7	<5	--
First-Generation	216	10.7	661	32.7	511	25.3	465	23.0	140	6.9
Not First Generation	590	16.9	1,301	37.3	719	20.6	637	18.3	197	5.6
Low Income	373	14.4	887	34.3	627	24.2	524	20.3	168	6.5
Not Low Income	375	15.3	877	35.9	517	21.2	512	20.9	148	6.1
Undergraduate Students	469	11.7	1,296	32.3	966	24.1	959	23.9	315	7.8
Graduate/Professional Students	300	23.7	570	45.1	232	18.4	129	10.2	21	1.7

Note: Table includes students, trainees, and postdocs only (*n* = 5,547). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B.

Figure 52 illustrates the percentage of Students who “strongly agreed”/ “agreed” that they were satisfied with their academic experiences at UCI. With regard to race, White respondents (78%, $n = 898$) were more satisfied than Underrepresented Minority respondents (69%, $n = 727$), Other People of Color respondents (67%, $n = 1,928$), or Multi-Minority respondents (68%, $n = 84$). Seventy-one percent of respondents without disabilities ($n = 2,888$) and 63% ($n = 562$) of respondents with disabilities were satisfied with their academic experiences. A slightly higher percentage of Not First Generation respondents (71%, $n = 2,810$) than First Generation respondents (66%, $n = 866$) were satisfied. Undocumented Residents (82%, $n = 18$) were more satisfied with their academic experiences than were U.S. Citizens (69%, $n = 3,310$) and Non-Citizens (74%, $n = 341$).

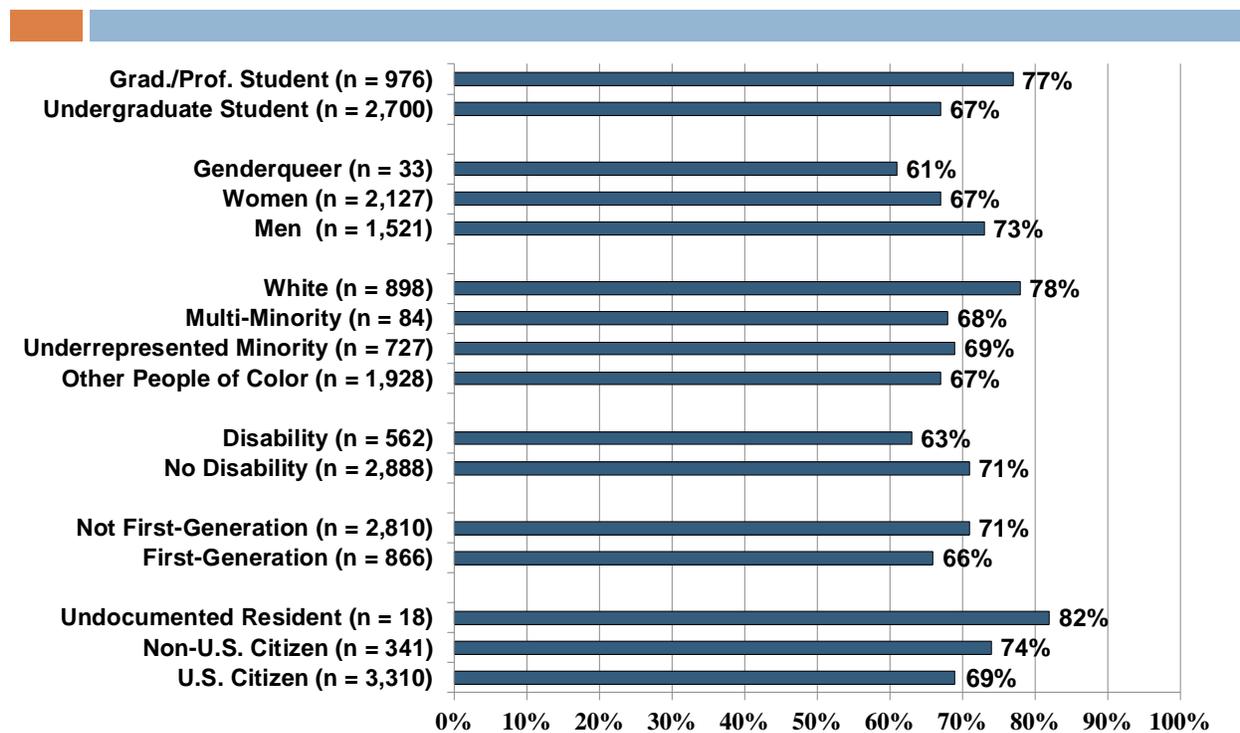


Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UCI by Selected Demographics (%)

Ninety-three percent ($n = 3,711$) of all Undergraduate Students and 95% ($n = 1,192$) of all Graduate/Professional Students indicated that they intended to graduate from UCI. Subsequent analyses presented in Table 40 offer an examination of Undergraduate Students' intent to graduate from UCI by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race “strongly agreed” or “agreed” that they intended to graduate from UCI (White, 93%, $n = 587$; Underrepresented Minorities, 93%, $n = 846$; Other People of Color, 93%, $n = 2,158$; Multi-Minority, 91%, $n = 91$)
- By gender identity, the majority of Undergraduate Students regardless of gender “strongly agreed” or “agreed” that they intended to graduate from UCI (men, 93%, $n = 1,324$; women, 93%, $n = 2,358$; transgender, 100%, $n = 8$; genderqueer, 87%, $n = 33$).
- By socioeconomic status, 92% of Low Income Undergraduate Students ($n = 1,584$) and 94% of Not Low Income Undergraduate Students ($n = 1,937$) “strongly agreed” or “agreed” that they intended to graduate from UCI.
- By generational status, 93% of First Generation Undergraduate Students ($n = 1,496$) and 93% of Not First Generation Students ($n = 2,207$) “strongly agreed” or “agreed” that they intended to graduate from UCI.
- By citizenship status, U.S. Citizen Undergraduate Students (94%, $n = 3,553$) and Undocumented Resident Undergraduate Students (91%, $n = 20$) were more likely to “strongly agree” or “agree” that they intended to graduate from UCI than were Non-U.S. Citizen Undergraduate Students (72%, $n = 131$).

Table 40. Undergraduate Student Respondents’ Intent to Graduate from UCI

		Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Race											
	White	486	77.1	101	16.0	26	4.1	<5	--	<5	--
	Underrepresented Minority	634	69.9	212	23.4	43	4.7	8	0.9	<5	--
	Other People of Color	1,486	63.7	672	28.8	147	6.3	14	0.6	<5	--
	Multi-Minority	70	70.0	21	21.0	6	6.0	<5	--	<5	--
Gender											
	Men	949	66.5	375	26.3	82	5.8	8	0.6	<5	--
	Women	1,728	68.0	630	24.8	139	5.5	18	0.7	5	0.2
	Genderqueer	22	57.9	11	28.9	<5	--	<5	--	<5	--
SES											
	Low Income	1,128	65.5	456	26.5	111	6.4	10	0.6	5	0.3
	Not Low Income	1,436	69.4	501	24.2	95	4.6	15	0.7	5	0.2
First Generation Status											
	First Generation	1,058	65.4	438	27.1	91	5.6	13	0.8	5	0.3
	Not First Generation	1,632	68.7	575	24.2	132	5.6	13	0.5	5	0.2
Citizenship											
	U.S. Citizen	2,615	69.0	938	24.7	192	5.1	24	0.6	8	0.2
	Non-U.S. Citizen	61	33.7	70	38.7	29	16.0	<5	--	<5	--
	Undocumented Resident	14	63.6	6	27.3	<5	--	<5	--	<5	--

Note: Table reports undergraduate student responses only (*n* = 4,029).

Students’ Perceptions of Campus Climate

The survey asked students about the perceptions they held about the University of California, Irvine climate before they enrolled on campus (Table 41). Before they enrolled at UCI, the majority of all student respondents thought the climate was “very respectful/respectful” of all of the groups listed in Table 41. The majority of student respondents expected the campus to be respectful of males (87%), females (87%), and People of Color (84%).

Table 41. Students’ Pre-enrollment Perceptions of Campus Climate

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	1,631	34.2	2,178	45.6	71	1.5	12	0.3	883	18.5
Physical health issues	1,667	35.0	2,200	46.2	51	1.1	11	0.2	837	17.6
Female	1,825	38.3	2,307	48.4	42	0.9	10	0.2	586	12.3
Religious affiliations other than Christian	1,643	34.4	2,286	47.9	134	2.8	22	0.5	691	14.5
Christian affiliations	1,704	35.8	2,265	47.6	86	1.8	18	0.4	690	14.5
Gay, lesbian, bisexual, transgender	1,570	32.9	2,261	47.4	183	3.8	28	0.6	7321	15.3
Immigrants	1,624	34.1	2,282	47.9	142	3.0	14	0.3	703	14.8
International students, staff, or faculty	1,698	35.6	2,296	48.2	80	1.7	10	0.2	679	14.3
Learning disabled	1,633	34.3	2,237	47.0	89	1.9	13	0.3	786	16.5
Male	1,890	39.7	2,246	47.2	23	0.5	<5	--	600	12.6
Non-native English speakers	1,629	34.3	2,285	48.1	138	2.9	13	0.3	686	14.4
Parents/guardians	1,691	35.6	2,247	47.3	36	0.8	9	0.2	767	16.1
People of color	1,702	35.7	2,301	48.3	102	2.1	22	0.5	640	13.4
Providing care for adults who are disabled and/or elderly	1,618	34.0	2,174	45.7	40	0.8	7	0.1	918	19.3
Physical disability	1,692	35.6	2,205	46.4	67	1.4	13	0.3	779	16.4
Socioeconomically disadvantaged	1,620	34.0	2,208	46.4	178	3.7	30	3.7	722	15.2
Socioeconomically advantaged	1,780	37.5	2,180	45.9	59	1.2	12	0.3	722	15.2
Transgender	1,511	31.8	2,112	44.4	194	4.1	48	1.0	888	18.7
Veterans/active military	1,811	38.2	2,097	44.2	33	0.7	10	0.2	796	16.8

Note: Table reports student responses only (*n* = 5,297).

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

Subsequent analyses examining Student responses by selected demographics indicate that:

- By gender identity, 71% of women students ($n = 2,209$), 70% of men students ($n = 1,435$), and 53% of genderqueer students ($n = 28$) found that the classroom climate was welcoming based on gender identity.
- By racial identity, 72% of Other People of Color students ($n = 2,038$), 72% of Underrepresented Minority students ($n = 754$), 73% of Multi-Minority students ($n = 90$), and 79% of White students ($n = 903$) found the classroom climate welcoming based on race.
- By sexual orientation, 64% of LGBTQ students ($n = 223$) and 72% of heterosexual students ($n = 3,084$) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 75% of Christian students ($n = 1,384$), 53% of Muslim students ($n = 65$), 64% of Jewish students ($n = 39$), 69% of students with Other Religious/Spiritual Affiliations ($n = 333$), 69% of students with No Affiliation ($n = 1,502$), and 66% of students with Multiple Affiliations ($n = 214$) found that the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 64% of Low Income students ($n = 1,621$) and 74% of Not Low Income students ($n = 1,784$) found that the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 72% of Far Left/Liberal students ($n = 1,333$) and 67% of Conservative/Far Right students ($n = 302$) 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		Agree		Disagree		Strongly Disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Age	1,757	29.3	2,897	48.3	428	7.1	95	1.6	825	13.7
Ancestry	1,680	28.1	2,688	44.9	444	7.4	97	1.6	1,071	17.9
Country of origin	1,673	28.0	2,825	47.3	498	8.3	101	1.7	874	14.6
English language proficiency/ accent	1,478	24.7	2,896	47.4	726	12.1	141	2.4	737	12.3
Ethnicity	1,697	28.4	2,857	47.9	522	8.7	119	2.0	771	12.9
Gender identity	1,558	26.1	2,637	44.2	509	8.5	125	2.1	1,134	19.0
Gender expression	1,507	25.3	2,600	43.7	561	9.4	129	2.2	1,158	19.4
Immigrant/citizen status	1,575	26.4	2,599	43.6	568	9.5	123	2.1	1,097	18.4
International Status	1,682	28.2	2,714	45.5	482	8.1	114	1.9	970	16.3
Learning disability	1,501	25.3	2,522	42.4	532	9.0	107	1.8	1,282	21.6
Marital status	1,690	28.4	2,427	40.8	430	7.2	106	1.8	1,291	21.7
Medical conditions	1,524	25.7	2,470	41.7	435	7.3	122	2.1	1,376	23.2
Military/veteran status	1,678	28.2	2,226	37.4	324	5.4	77	1.3	1,643	27.6
Parental status (e.g., having children)	1,453	24.4	2,308	38.8	492	8.3	95	1.6	1,598	26.9
Participation in an campus club/organization	1,922	32.3	2,538	42.6	370	6.2	80	1.3	1,042	17.5
Psychological condition	1,304	22.0	2,326	39.2	531	8.9	103	1.7	1,672	28.2
Physical characteristics	1,469	24.7	2,638	44.4	529	8.9	113	1.9	1,187	20.0
Physical disability	1,496	25.2	2,539	42.8	489	8.2	109	1.8	1,303	22.0
Age	1,757	29.3	2,897	48.3	428	7.1	95	1.6	825	13.7
Race	1,411	23.7	2,587	43.5	684	11.5	163	2.7	1,106	18.6
Religious/spiritual views	1,633	27.4	2,729	45.9	553	9.3	147	2.5	889	14.9
Sexual orientation	1,484	25.0	2,669	44.9	612	10.3	162	2.7	1,019	17.1
Socioeconomic status	1,538	25.9	2,637	44.4	500	8.4	123	2.1	1,146	19.3

Note: Table includes faculty and student respondents only (n = 6,093).

One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UCI (Table 43). Seventy-seven percent of Students, Trainees, and Post-Docs ($n = 4,239$) felt valued by faculty in the classroom, and 72% ($n = 3,945$) felt valued by other students in the classroom. Students, trainees, and Post-Docs thought that UCI faculty (72%, $n = 3,929$), staff (71%, $n = 3,877$), and administrators (61%, $n = 3,342$) were genuinely concerned with their welfare. Forty percent ($n = 2,199$) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Seventy-three percent of Students, Trainees, and Post-Docs ($n = 4,013$) had faculty they perceive as role models, and 58% ($n = 3,186$) had staff they perceived as role models. Eighty-two percent ($n = 4,488$) had academic opportunities for success that were similar to those of their classmates.

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	1,150	20.9	3,089	56.2	696	12.7	125	2.3	441	8.0
I feel valued by other students in the classroom	992	18.1	2,953	53.8	839	15.3	124	2.3	580	10.6
I think UCI faculty are genuinely concerned with my welfare	1,136	20.7	2,793	50.8	829	15.1	197	3.6	538	9.8
I think UCI staff are genuinely concerned with my welfare	1,107	20.2	2,770	50.5	806	14.7	190	3.5	615	11.2
I think administrators are genuinely concerned about my welfare.	888	16.2	2,454	44.9	1,000	18.3	361	6.6	766	14.0
I think faculty pre-judge my abilities based on perceived identity/background	542	9.9	1,657	30.4	1,693	31.1	570	10.5	986	18.1
I believe the campus climate encourages free and open discussion of difficult topics	1,306	23.8	2,936	53.4	659	12.0	167	3.0	429	7.8
I have faculty who I perceive as role models	1,462	26.6	2,551	46.4	779	14.2	118	2.1	589	10.7
I have staff who I perceive as role models	1,041	19.0	2,145	39.1	1,171	21.3	176	3.2	952	17.4
I have administrators who I perceive as role models	756	13.9	1,694	31.1	1,423	26.1	349	6.4	1,232	22.6
I don’t see enough faculty/staff with whom I identify	705	12.9	1,968	36.0	1,723	31.6	400	7.3	664	12.2
I have opportunities for academic success that are similar to those of my classmates	1,380	25.2	3,108	56.9	446	8.2	108	2.0	424	7.8

Note: Table reports student, trainee, and post-doc responses only (*n* = 5,547).

Forty-nine percent of Students, Trainees, and Post-Docs ($n = 2,673$) don't see enough faculty/staff with whom they identified. Sixty-two percent of Genderqueer Students, Trainees, and Post-Docs ($n = 34$) did not see enough faculty and staff with whom they identified (Figure 53).

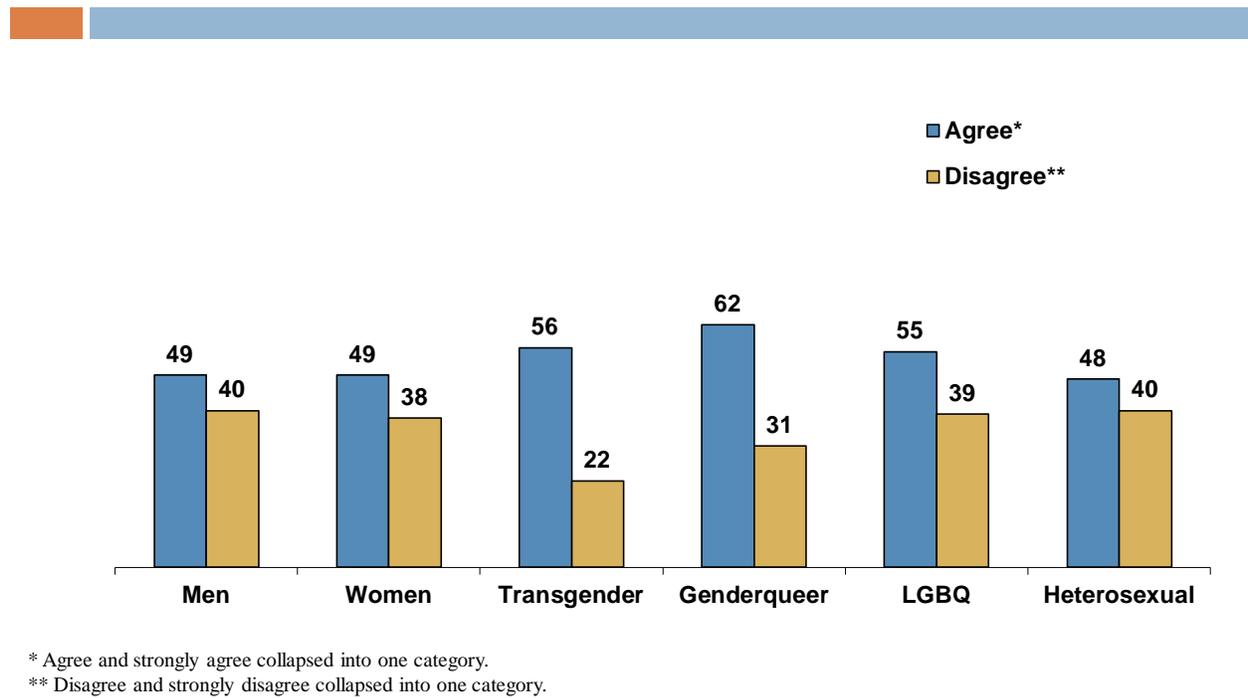


Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation

Fifty-three percent of Multi-Minority Students, Trainees and Post-Docs ($n = 64$), Underrepresented Minority Students, Trainees, and Post-Docs ($n = 574$), Other People of Color Students, Trainees, and Post-Docs ($n = 1,568$), and of those who indicated they were conservative/far right ($n = 250$) reported that they did not see enough faculty and staff with whom they identified (Figure 54).

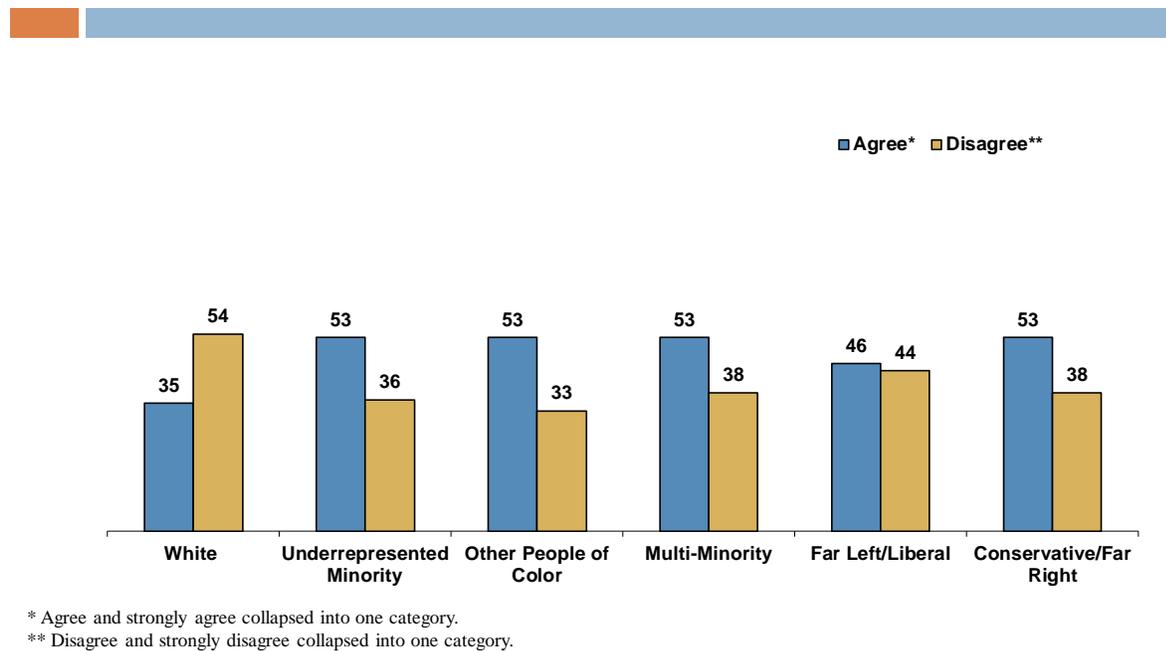


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views

Fifty-four percent of Muslim Students, Trainees and Post-Docs ($n = 69$), 52% of Christian Students, Trainees, and Post-Docs ($n = 1,005$), and 51% of Other Affiliation Students, Trainees, and Post-Docs ($n = 262$) did not see enough faculty and staff with whom they identified (Figure 55).

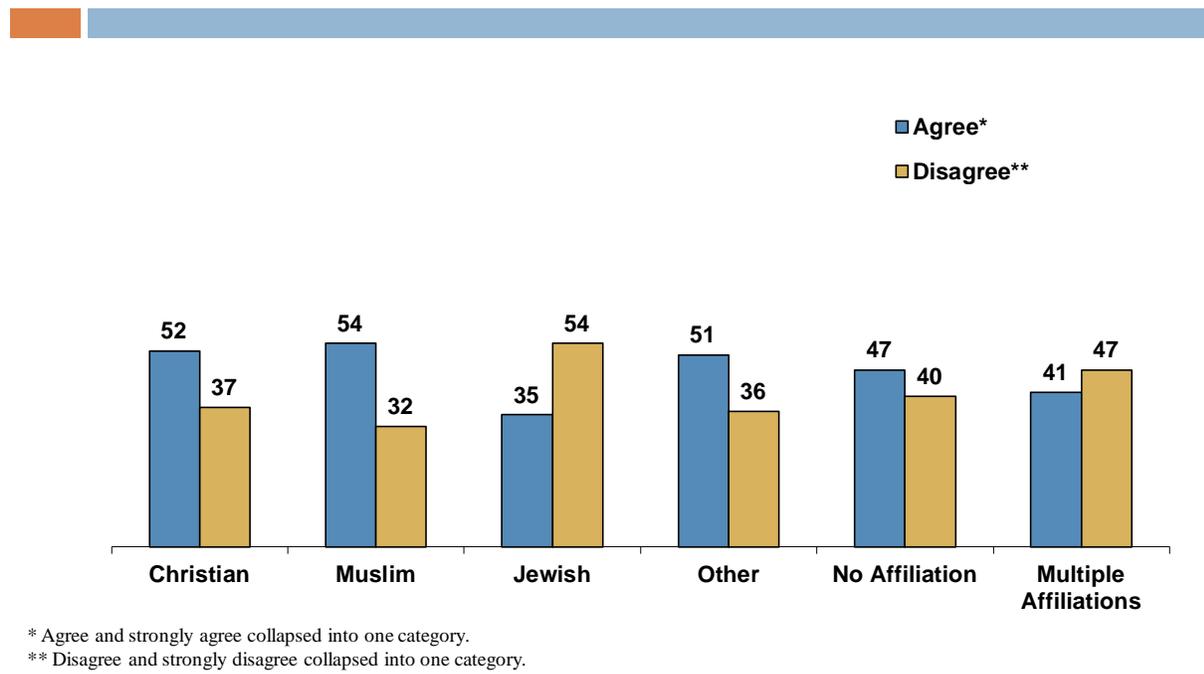


Figure 55. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation

Students Who Have Seriously Considered Leaving UCI

Twenty-eight percent of all respondents ($n = 2,823$) have seriously considered leaving UCI in the past year, while 18% of all students ($n = 931$) have seriously considered leaving UCI. With regard to student respondents, 24% of Undergraduate Students ($n = 674$) and 9% of Graduate/Professional Students ($n = 257$) had seriously considered leaving UCI.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 18% of women ($n = 449$), 15% of men ($n = 209$), and 42% of genderqueer Undergraduate Students ($n = 16$) had seriously considered leaving UCI.
- By racial identity, 17% of White Undergraduate Students ($n = 110$), 15% of Other People of Color Undergraduate Students ($n = 360$), 19% of Underrepresented Minority Undergraduate Students ($n = 176$), and 21% of Multi-Minority Undergraduate Students ($n = 21$) had seriously considered leaving UCI.
- By sexual orientation, 22% of LGBTQ Undergraduate Students ($n = 54$) and 16% of heterosexual Undergraduate Students ($n = 535$) had seriously considered leaving UC.
- By generational status, 17% of First-Generation Undergraduate Students ($n = 276$) and 17% of Undergraduate Students who were not considered first-generation ($n = 396$) had seriously considered leaving UCI.
- By citizenship status, 17% of U.S. Citizens ($n = 644$), and 13% of Non-U.S. Citizens ($n = 24$) had seriously considered leaving UCI.
- By socioeconomic status, 18% of Low Income Undergraduate Students ($n = 307$) and 16% of Not Low Income Undergraduate Students ($n = 334$) had seriously considered leaving UCI.
- By disability status, 15% of Undergraduate Students without disabilities ($n = 465$) and 25% of Undergraduate Students with disabilities ($n = 163$) had seriously considered leaving UCI.

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

- By gender identity, 22% of women ($n = 136$), 18% of men ($n = 116$), and 38% of genderqueer Graduate/Professional Students ($n = 6$) had seriously considered leaving UCI.
- By racial identity, 22% of White Graduate/Professional Students ($n = 114$), 18% of Other People of Color Graduate/Professional Students ($n = 95$), and 23% of Underrepresented Minority Graduate/Professional Students ($n = 34$) had seriously considered leaving UCI.
- By sexual orientation, 28% of LGBTQ Graduate/Professional Students ($n = 31$) and 20% of heterosexual Graduate/Professional Students ($n = 212$).
- By generational status, 21% of First-Generation Graduate/Professional Students ($n = 66$) and 20% of Graduate/Professional Students who were not considered first-generation ($n = 191$) had seriously considered leaving UCI.
- By citizenship status, 23% of U.S. Citizens ($n = 222$) and 13% of Non-U.S. Citizens ($n = 35$) had seriously considered leaving UCI within the past year.
- By socioeconomic status, 22% of Low Income Graduate/Professional Students ($n = 190$) and 17% of Not Low Income Graduate/Professional Students ($n = 64$) had seriously considered leaving UCI.
- By disability status, 19% of Graduate/Professional Students without disabilities ($n = 181$) and 27% of Graduate/Professional Students with disabilities ($n = 62$) had seriously considered leaving UCI.

Students were invited to elaborate on why they seriously considered leaving UCI. Their reasons varied from “feeling homesick,” to wanting to change their majors, “transferring to a better school,” or wanting a “friendlier,” more welcoming, more diverse institution. Some students recounted poor experiences with faculty and advisors, while others experienced financial hardships. One comment echoed the voices of others, “I came to UCI from out of state because of a specific major program that is very strong here. I considered changing my major to a different department last year, in which case it would not have been worth paying the out-of-state fees to major in something that I could study in my home state for much cheaper. I also felt out of place at UCI and was looking for a change.”

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 UCI in a very positive light. The majority of Students felt the classroom climate was welcoming for all groups of students, and the majority of Students, Trainees and Post-Docs felt valued by faculty and other students in the classroom. Students, Trainees, and Post-Docs thought that UCI faculty and staff were genuinely concerned with their welfare. Eighteen percent of all students considered leaving UCI, while 93% ($n = 4,903$) of all students intended to graduate from UCI.

Institutional Actions

The survey asked Faculty/Staff/Post-Docs/Trainees to indicate how they thought the initiatives listed in Table 44 would affect the climate at UCI. 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.⁵⁹

Thirty-two percent of Faculty/Staff/Post-Docs/Trainees ($n = 1,554$) reported that they felt providing flexibility for promotion for faculty and 37% ($n = 1,793$) reported that they felt providing recognition and rewards for including diversity issues in courses across the curriculum positively affected the campus climate (Table 44). Fifty-five percent ($n = 2,659$) reported that they felt providing access to counseling to those who experienced harassment positively influenced the climate at UCI. Respondents also offered that diversity training for staff (56%, $n = 2,706$), faculty (46%, $n = 2,214$), and students (44%, $n = 303$) positively influenced the climate.

A number of respondents felt mentorship for new faculty (45%, $n = 2,166$) and staff (53%, $n = 2,555$) positively influenced the climate. Forty percent ($n = 1,893$) of respondents felt providing diversity and equity training to search and tenure committees positively influenced the climate.

Forty-six percent ($n = 239$) of respondents reported that they felt providing back-up family care positively influenced the campus climate at UCI, and 43% ($n = 314$) reported that they felt providing lactation accommodations on campus positively influenced the climate at UCI. Sixty-three percent of respondents ($n = 2,988$) indicated that providing career development opportunities for staff positively influenced the climate.

⁵⁹ “Don’t Know” responses are included in table in Appendix B.

Table 44. Faculty/Staff/Post-Docs/Trainee Perceptions of How Initiatives Would Affect the Climate at UCI

Initiatives	Not Currently Available at UCI		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	126	2.6	1,554	32.0	241	5.0	123	2.5
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	60	1.2	1,640	33.9	248	5.1	86	1.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	95	2.0	1,793	37.2	312	6.5	88	1.8
Providing diversity training for staff	120	2.5	2,706	55.8	470	9.7	73	1.5
Providing diversity training for faculty	98	2.0	2,214	45.8	404	8.4	64	1.3
Providing diversity training for students	73	1.5	2,108	43.9	303	6.3	48	1.0
Providing access to counseling for people who have experienced harassment	102	2.1	2,659	55.1	181	3.8	45	0.9
Providing mentorship for new faculty	115	2.4	2,166	45.0	184	3.8	29	0.6
Providing mentorship for new staff	282	5.9	2,555	53.0	275	5.7	72	1.5
Providing a clear and fair process to resolve conflicts	171	3.6	2,796	58.3	227	4.7	106	2.2
Increasing funding to support efforts to change UCI climate	214	4.5	1,820	37.9	382	8.0	98	2.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	115	2.4	1,752	36.7	484	10.1	245	5.1
Providing diversity and equity training to search and tenure committees	89	1.9	1,893	39.8	391	8.2	109	2.3
Increasing the diversity of the faculty	64	1.3	2,245	47.1	452	9.5	74	1.6
Increasing the diversity of the staff	60	1.3	2,413	50.5	523	10.9	81	1.7
Increasing the diversity of the administration	69	1.4	2,346	49.1	499	10.4	84	1.8

Table 44 (cont'd)

Initiatives	Not Currently Available at UCI		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the student body	52	1.1	2,552	47.4	427	9.0	76	1.6
Providing back-up family care	213	4.5	2,178	45.6	239	5.0	57	1.2
Providing lactation accommodations	140	3.0	2,042	43.1	314	6.6	48	1.0
Providing career development opportunities for staff	189	4.0	2,988	62.5	197	4.1	90	1.9

Note: Table reports faculty, staff, and post-doc/ trainee responses only (*n* =5,382). See Appendix B for “Don’t Know” responses.

Many students (*n* = 225) elaborated on institutional actions regarding diversity and inclusion at UCI. Many of the respondents reiterated that they were not aware that any of the aforementioned initiatives were available on campus. Several respondents said they heard “many students complain about non-native English speaking professors and TAs.” Others indicated sentiments similar to this one, “I believe that there should be more diversity on campus. The campus mainly consists of only Asians; it's very hard to find diversity in a community of only Asians. For those who are non-Asians it's very hard to communicate with others.” And still others lamented, “Focus on the Latino communities can be a bit overbearing. There are a number of other minorities on campus.” Some noticed that “The majority of students on campus hang out with people who are closely related to their ethnic/racial background” and suggested ways to increase communication and interaction between people from different backgrounds/identities. Additionally, many liked the concept of faculty mentorship: “Providing effective faculty mentorship of students seems like something that would be beneficial if applied to every single student.”

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

Table 45. Students’/Trainees’ Perception that Courses Offered at UCI 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	229	19.7	467	40.2	88	7.6	21	1.8	357	30.7
Ancestry	202	17.5	446	38.6	94	8.1	26	2.2	388	33.6
Country of origin	222	19.2	450	39.0	94	8.1	29	2.5	359	31.1
Educational level	251	21.9	473	41.2	92	8.0	20	1.7	312	27.2
English language proficiency/ accent	219	19.1	447	38.9	119	10.4	26	2.3	337	29.4
Ethnicity	227	19.8	458	40.0	86	7.5	29	2.5	345	30.1
Gender identity	214	18.7	398	34.9	100	8.8	45	3.9	385	33.7
Gender expression	208	18.2	388	33.9	103	9.0	47	4.1	397	34.7
Immigrant/citizen status	217	19.0	421	36.9	83	7.3	33	2.9	387	33.9
International Status	213	18.6	431	37.7	96	8.4	28	2.4	375	32.8
Learning disability	192	16.9	380	33.4	102	9.0	31	2.7	434	38.1
Level of education	240	21.0	459	40.1	88	7.7	23	2.0	335	29.3
Marital status	215	19.0	411	36.2	81	7.1	22	1.9	405	35.7
Medical conditions	217	19.1	383	33.7	77	6.8	24	2.1	434	38.2
Military/veteran status	202	17.9	359	31.7	92	8.1	22	1.9	456	40.3
Parental status	211	18.7	395	35.0	80	7.1	21	1.9	422	37.4
Philosophical views	228	20.2	426	37.7	77	6.8	21	1.9	377	33.4
Psychological condition	207	18.3	383	33.8	84	7.4	23	2.0	435	38.4
Physical characteristics	208	18.4	389	34.3	81	7.1	23	2.0	432	38.1
Physical disability	203	17.9	381	33.7	88	7.8	24	2.1	435	38.5
Political views	220	19.4	413	36.5	92	8.1	29	2.6	378	33.4
Position (faculty, staff)	230	20.4	411	36.4	72	6.4	20	1.8	396	35.1
Race	227	20.0	422	37.1	79	7.0	34	3.0	374	32.9
Religious/spiritual views	206	18.2	404	35.8	88	7.8	35	3.1	396	35.1
Sexual orientation	210	18.6	383	33.9	92	8.1	36	3.2	408	36.1
Socioeconomic status	215	19.2	400	35.7	97	8.7	31	2.8	378	33.7

Note: Table includes only student and trainee responses (n = 1,340).

Additionally, the majority of all students believed that all but three of the initiatives listed in Table 46 would positively influence the climate. Student respondents reported that providing diversity training for students (47%), faculty (44%), and staff (42%) would positively influence the climate. It is important to note here that a large percentage of student respondents offered that they did not know if this training would positively influence the climate.

Table 46. Student Perceptions of How Initiatives Would Affect the Climate at UCI

Initiatives	Positively Influenced Climate		No Influence on Climate		Negatively Influenced Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	2,055	47.1	344	7.9	46	1.1	1,914	43.9
Providing diversity training for staff	1,981	44.2	285	6.4	42	0.9	2,172	48.5
Providing diversity training for faculty	1,932	43.6	292	6.6	40	0.9	2,168	48.9
Providing a person to address student complaints of classroom inequity	2,323	53.0	309	7.0	32	0.7	1,721	39.2
Increasing diversity of the faculty and staff	2,579	57.4	512	11.4	83	1.8	1,321	29.4
Increasing the diversity of the student body	2,724	60.9	483	10.8	101	2.3	1,162	26.0
Increasing opportunities for cross-cultural dialogue among students	2,864	63.9	349	7.8	51	1.1	1,217	27.2
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	2,773	62.6	311	7.0	48	1.1	1,295	29.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,617	59.0	392	8.8	75	1.7	1,352	30.5
Providing effective faculty mentorship of students	2,999	67.8	223	5.0	24	0.5	1,180	26.7

Note: Table reports student responses only (*n* = 5,297).

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UCI does, and should, promote diversity to shape campus climate. The respondents reported that offering diversity training for staff, faculty, and students would positively influence the climate, though a number of student respondents offered that they did not know if this training would have any influence on the climate. The majority of students and trainees reported that the courses offered at UCI included sufficient materials, perspectives, and/or experiences of people based on various demographic characteristics. In addition to diversity training and curricular integration, Faculty/Staff/Post-Docs/Trainees also reported that there were several initiatives that would positively influence the climate including mentorship for faculty, career development opportunities for staff and more attention to family-friendly initiatives.

Next Steps

Embarking on this system-wide assessment is further evidence of the 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 on every campus and location in the system. The primary purpose of this report was to assess the climate within UCI, 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 UCI 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 UCI 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

UCI - 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	6	0.15%	4	0.32%	65	1.50%	10	1.26%	3	1.20%	88	0.82%
	Man	1419	35.22%	641	50.55%	1210	27.91%	450	56.53%	128	51.20%	3848	36.03%
	Woman	2541	63.07%	602	47.48%	3030	69.88%	323	40.58%	115	46.00%	6611	61.91%
	Transgender	5	0.12%	1	0.08%	5	0.12%	0	0.00%	0	0.00%	11	0.10%
	Genderqueer	35	0.87%	16	1.26%	12	0.28%	4	0.50%	2	0.80%	69	0.65%
	Multiple or Other	23	0.57%	4	0.32%	14	0.32%	9	1.13%	2	0.80%	52	0.49%
Racial Identity	Unknown/Missing/Other	31	0.77%	28	2.21%	127	2.93%	35	4.40%	10	4.00%	231	2.16%
	White	634	15.74%	528	41.64%	1981	45.69%	494	62.06%	107	42.80%	3744	35.06%
	Underrepresented Minority	914	22.69%	150	11.83%	969	22.35%	72	9.05%	29	11.60%	2134	19.98%
	Other Person of Color	2349	58.30%	540	42.59%	1196	27.58%	187	23.49%	104	41.60%	4376	40.98%
	Multi-Minority	101	2.51%	22	1.74%	63	1.45%	8	1.01%	0	0.00%	194	1.82%
Sexual Identity	Unknown/Missing	68	1.69%	26	2.05%	301	6.94%	32	4.02%	9	3.60%	436	4.08%
	LGBQ	244	6.06%	111	8.75%	210	4.84%	66	8.29%	13	5.20%	644	6.03%
	Heterosexual	3343	82.97%	1041	82.10%	3487	80.42%	680	85.43%	208	83.20%	8759	82.02%
	Other	374	9.28%	90	7.10%	338	7.80%	18	2.26%	20	8.00%	840	7.87%

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

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	8	0.20%	5	0.39%	22	0.51%	13	1.63%	0	0.00%	48	0.45%
	US Citizen	3818	94.76%	984	77.60%	4283	98.78%	773	97.11%	170	68.00%	10028	93.90%
	Non-US Citizen	181	4.49%	279	22.00%	31	0.71%	10	1.26%	80	32.00%	581	5.44%
	Undocumented	22	0.55%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	22	0.21%
Disability Status	Unknown/Missing	250	6.21%	67	5.28%	207	4.77%	52	6.53%	11	4.40%	587	5.50%
	No Disability	3120	77.44%	969	76.42%	3612	83.30%	634	79.65%	207	82.80%	8542	79.99%
	Disability	659	16.36%	232	18.30%	517	11.92%	110	13.82%	32	12.80%	1550	14.51%
Religious/Spiritual Affiliation	Unknown/Missing	128	3.18%	57	4.50%	303	6.99%	62	7.79%	14	5.60%	564	5.28%
	Christian	1576	39.12%	317	25.00%	2289	52.79%	202	25.38%	70	28.00%	4454	41.71%
	Muslim	88	2.18%	36	2.84%	38	0.88%	11	1.38%	5	2.00%	178	1.67%
	Jewish	33	0.82%	29	2.29%	62	1.43%	50	6.28%	10	4.00%	184	1.72%
	Other	399	9.90%	96	7.57%	196	4.52%	35	4.40%	26	10.40%	752	7.04%
	None	1583	39.29%	630	49.68%	1281	29.54%	372	46.73%	110	44.00%	3976	37.23%
	Multiple	222	5.51%	103	8.12%	167	3.85%	64	8.04%	15	6.00%	571	5.35%

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

Appendix B PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1

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

Position	n	%
Undergraduate Student	4029	37.7
Started at UCI as first year student	3117	77.4
Transferred from a California community college	612	15.2
Transferred from another institution	62	1.5
Missing	238	5.9
Graduate/Professional Student	1268	11.9
Non-Degree	14	1.1
Certificate/teacher credential program candidate	0	0.0
Master's degree student	334	26.3
Doctoral degree student (Ph.D., Ed.D)	712	56.2
Professional degree student (e.g., MD, JD, MBA)	115	9.1
Missing	93	7.3
Postdoctoral scholar	178	1.7
Health Sciences Campus Trainees	72	0.7
Staff – non-Union	2423	22.7
Senior Management Group	20	0.8
Management & Senior Professionals - Supervisor	499	20.6
Management & Senior Professionals – Non- Supervisor	149	6.1
Professional & Support Staff – Non-Union & Supervisor	440	18.2
Professional & Support Staff – Non-Union & Non-Supervisor	996	41.1
Missing	319	13.2
Staff- Union	1677	15.7
Professional & Support Staff – Union represented & Supervisor	266	15.9
Professional & Support Staff – Union Represented & Non-Supervisor	1143	68.2
Missing	268	16.0

Table B1 (cont.)	n	%
Faculty	796	7.5
Faculty Administrator	53	6.7
General Campus Faculty	421	52.9
Professor	160	
Associate Professor	89	
Assistant Professor	71	
Other Faculty appointment	101	
Health Sciences Campus Faculty	162	20.4
Professor	60	
Associate Professor	39	
Assistant Professor	47	
Missing	160	20.1
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	236	2.2

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 UCI? (Question 2)

Status	n	%
Career (including partial-year career) employee	3708	85.5
Contract employee	206	4.8
Limited appointment employee/term employment	93	2.1
Per Diem employee	92	2.1
Floater (temporary services) employee	21	0.5
Academic employee	164	3.8
Missing	52	1.2

Note: Table includes only those who answered that they were staff in Question 1 (n = 4336)

Table B3

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

Status	n	%
Health Sciences/Medical Center	1975	45.5
General Campus	2311	53.3
Missing	50	1.2

Note: Table includes only those who answered that they were staff in Question 1 (n = 4336)

Table B4

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

Status	n	%
Full-time	10030	93.9
Part time	623	5.8
Missing	26	0.2

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	3905	36.6
Female	6882	62.6
Intersex	12	0.1
Missing	80	0.7

Table B6

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

Gender	n	%
Man	3889	36.4
Woman	6647	62.2
Transgender	14	0.1
Genderqueer	72	0.7
Other	45	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	%	Position	n	%
African American/ African/Black	362	3.4	Puerto Rican	48	
African American	231		Other Hispanic, Latin American, or of Spanish origin	276	
African	48		Middle Easter/Southwest Asian/North African	509	4.8
Black Caribbean	31		Afghan	12	
Other African/African American/Black	61		Arab/Arab American	65	
American Indian/ Alaskan Native	153	1.4	Armenian	73	
Tribal Affiliation/corporation	81		Assyrian	11	
Asian/Asian American	4055	38.0	Azerbaijani	2	
Asian Indian	307		Berber	0	
Bangladeshi	18		Circassian	2	
Cambodian	64		Chaldean	2	
Chinese/Chinese American (except Taiwanese)	1362		Coptic	13	
Filipino/Filipino American	642		Druze	1	
Hmong	8		Georgian	1	
Indonesian	35		Iranian	199	
Japanese/Japanese American	310		Jewish	109	
Korean/Korean American	346		Kurdish	1	
Laotian	20		Maronite	1	
Malaysian	16		Turkish	14	
Pakistani	40		Other Middle Eastern/ Southwest Asian/North African	41	
Sri Lankan	8		Pacific Islander	58	0.5
Taiwanese/ Taiwanese American	366		Fijian	2	
Thai	61		Guamanian/Chamorro	11	
Vietnamese/Vietnamese American	740		Hawaiian	27	
Other Asian	53		Samoan	3	
Hispanic/Latino	1924	18.0	Tongan	3	
Cuban/Cuban American	30		Other Pacific Islander	4	
Latin American/Latino	1367		White	4566	42.8
Mexican/Mexican American/Chicano	48		European/European descent	3571	
			North African	31	
			Other White/Caucasian	617	
			Other	75	0.7

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

Table B8

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

Sexual Identity	n	%
Asexual	627	5.9
Bisexual	251	2.4
Gay	222	2.1
Heterosexual	8759	82.0
Lesbian	103	1.0
Queer	68	0.6
Questioning	94	0.9
Other	119	1.1
Missing	436	4.1

Table B9

What is your age? (Question 30)

Age	n	%
18-20	2565	24.0
21-23	1476	13.8
24-29	1485	13.9
30-39	1789	16.8
40-49	1321	12.4
50-59	1300	12.2
60 and over	588	5.5
Missing	155	1.5

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	7077	66.3
Children 18 years of age or under	2215	20.7
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	656	6.1
Independent adult children over 18 years of age	247	2.3
Sick or disabled partner	130	1.2
Senior or other family member	980	9.2
Other	89	0.8

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

Table B11

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

Member Status	n	%
I have not been in the military	10223	95.7
Active military	19	0.2
Reservist	43	0.4
ROTC	31	0.3
Veteran	174	1.6
Missing	189	1.8

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	437	8.2	471	8.9
Some high school	390	7.4	372	7.0
Completed high school/GED	728	13.7	747	14.1
Some college	746	14.1	697	13.2
Business/Technical certificate/degree	122	2.3	149	2.8
Associate's degree	237	4.5	279	5.3
Bachelor's degree	1240	23.4	1319	24.9
Some graduate work	118	2.2	135	2.5
Master's degree	641	12.1	548	10.3
Doctoral degree	262	4.9	120	2.3
Professional degree (MD, MFA, JD)	254	4.8	192	3.6
Unknown	57	1.1	95	1.8
Not applicable	48	0.9	107	2.0
Missing	17	0.3	66	1.2

Note: Table includes only those who answered that they were students in Question 1 (n = 5297).

Table B13

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

Level of Education	n	%
No high school	7	0.2
Some high school	21	0.5
Completed high school/GED	161	3.7
Some college	595	13.7
Business/Technical certificate/degree	209	4.8
Associate's degree	439	10.1
Bachelor's degree	1487	34.3
Some graduate work	241	5.6
Master's degree	750	17.3
Doctoral degree	225	5.2
Professional degree (e.g. MD, JD, DVM)	176	4.1
Missing	25	0.6

Note: Table includes only those who answered that they were staff in Question 1 (n = 4336)

Table B14

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

College Status	n	%
Non-degree student	16	0.4
First year	1128	28.0
Second year	868	21.5
Third year	1015	25.2
Fourth year	773	19.2
Fifth year or more	227	5.6
Missing	2	0.0

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 4029).

Table B15

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

College Status	n	%
Master's student	388	30.6
First year	205	58.4
Second year	116	33.0
Third (or more) year	30	8.5
Doctoral Student	874	68.9
First year	198	24.0
Second year	165	20.0
Third (or more) year	191	23.2
Advanced to Candidacy	135	16.4
ABD (all but dissertation)	136	16.5
Missing	6	0.5

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 1268).

Table B16

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

College Status	n	%
First year	61	24.4
Second year	57	22.8
Third year	42	16.8
Fourth year	23	9.2
Fifth year or more	60	24.0
Missing	7	2.8

Note: Table includes only those who answered that they were post docs/trainees in Question 1 (n = 250).

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	%
Claire Trevor School of the Arts	57	5.4
School of Biological Sciences	76	7.3
The Paul Merage School of Business	15	1.4
School of Education	30	2.9
The Henry Samueli School of Engineering	54	5.2
Health Sciences (Nursing Science, Pharmaceutical Sciences, Public Health)	28	2.7
School of Humanities	112	10.7
Donald Bren School of Information and Computer Sciences	48	4.6
School of Law	11	1.1
School of Medicine	268	25.6
School of Social Ecology	53	5.1
School of Social Sciences	74	7.1
Split appointment across two or more schools	2	0.2
Other	31	3.0
University Extension	15	1.4
School of Physical Sciences	75	7.2
Not asked	72	6.9
Missing	25	2.4

Note: Table includes only those who indicated they were faculty or post-docs (n = 1046) in Question 1.

Table B18

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

Academic Unit	n	%
Campus/School of Medicine	2430	56.0
Chancellor's Office and Chancellor's Office – Other	43	1.9
EVC/Provost/Academic Affairs – Other	46	2.0
Intercollegiate Athletics	33	1.5
Planning and Budget	29	1.3
Office of Research	101	4.4
Division of Undergraduate Education	33	1.5
Graduate Division	18	0.8
Libraries	83	3.6
Office of Information Technology	145	6.4
School of the Arts	34	1.5
School of Biological Sciences	85	3.7
School of Business	46	2.0
School of Education	30	1.3
School of Engineering	79	3.5
School of Humanities	69	3.0
School of Information & Computer Science	34	1.5
School of Law	32	1.4
School of Medicine	321	14.1
School of Physical Sciences	78	3.4
School of Social Ecology	42	1.8
School of Social Sciences	44	1.9
Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)	35	1.5
University Extension and Summer Session	105	4.6
Campus Recreation	27	1.2
Wellness, Health & Counseling Services	76	3.3
Student Life & Leadership	24	1.1
Enrollment Services (90	4.0
Housing	55	2.4
Hospitality and Dining Services	8	0.4
Student Center & Event Services/Bookstore	28	1.2

Table B18 cont.	n	%
Student Affairs; Other (Office of the Vice Chancellor)	61	2.7
Accounting & Fiscal Services	60	2.6
Environmental Health and Safety	30	1.3
Facilities Management	59	2.6
Human Resources	28	1.2
Police	19	0.8
Transportation & Distribution Services	21	0.9
Administrative & Business Services; Other (Office of the Vice Chancellor)	58	2.5
University Advancement	56	2.5
Multiple (Select this option if you primarily work for more	10	0.4
Medical Center	1750	40.4
Administration	71	4.2
Admissions	24	1.4
Ambulatory Care Clinics	103	6.1
Business Development/Marketing/Strategic Planning	3	0.2
Call Center/Referral Center	50	3.0
Cancer Center/Comprehensive Digestive Disease Center (CDDC)	80	4.8
Controller Services	9	0.5
Critical Care Nursing	89	5.3
Decision Support/Budget	7	0.4
Diagnostic Services Center	5	0.3
Emergency Department	43	2.6
Environmental Health and Safety/Bio Med Engineering	6	0.4
Finance	31	1.8
Health Information Management	44	2.6
Human Resources	14	0.8
Information Services	125	7.4
Materiel Management	13	0.8
Medical Staff Administration	17	1.0
Medical Surgical Nursing	98	5.8
Network and Contract Development	4	0.2
Nursing Administration	26	1.5

Table B18 cont.	n	%
Nursing Research and Education	20	1.2
Nutrition	7	0.4
Pathology	94	5.6
Patient Financial Services	53	3.2
Patient Relations/Volunteer Services/Interpreter Services	19	1.1
Performance Improvement	9	0.5
Perioperative Services/Equipment Pool	41	2.4
Pharmacy	52	3.1
Planning and Facilities	11	0.7
Psychiatry	30	1.8
Radiology	64	3.8
Rehabilitation Services	30	1.8
Respiratory Care Services	19	1.1
Revenue Audit/Care Management	22	1.3
Risk Management	1	0.1
Security and Parking	11	0.7
Transplant/Staffing and Patient Placement (SPPO)	18	1.1
Women's and Children's Services	55	3.3
Other	261	15.5
Missing	156	3.6

Note: Table includes only those who indicated they were staff in Question 1 (n = 4336).

Table B19
Undergraduate Students Only: What is your academic major? (Question 40)

Academic Unit	n	%
Double Major (please specify both majors):	333	8.3
Aerospace Engineering	25	0.6
African American Studies	1	0.0
Anthropology	30	0.7
Art History	13	0.3
Arts and Humanities	2	0.0
Asian American Studies	3	0.1
Biochemistry and Molecular Biology	11	0.3
Biological Sciences	610	15.2
Biology/Education	6	0.1
Biomedical Computing	3	0.1
Biomedical Engineering	62	1.5
Biomedical Engineering: Premedical	23	0.6
Business Administration	103	2.6
Business Economics	150	3.7
Business Information Management	29	0.7
Chemical Engineering	38	0.9
Chemistry	56	1.4
Chicano/Latino Studies	5	0.1
Chinese Studies	6	0.1
Civil Engineering	74	1.8
Classical Civilization	1	0.0
Classics	3	0.1
Comparative Literature	7	0.2
Computer Engineering	29	0.7
Computer Game Science	25	0.6
Computer Science	92	2.3
Computer Science and Engineering	35	0.9
Criminology, Law and Society	114	2.8
Dance	14	0.3
Developmental and Cell Biology	3	0.
Drama	47	1.2
Earth System Science	34	0.8

Table B19 cont.	n	%
Environmental Science	15	0.4
East Asian Cultures	9	0.2
Ecology and Evolutionary Biology	11	0.3
Economics	40	1.0
Electrical Engineering	42	1.0
Engineering	10	0.2
English	80	2.0
Environmental Engineering	28	0.7
European Studies	2	0.0
Film and Media Studies	42	1.0
French	1	0.0
Genetics	1	0.0
German Studies	1	0.0
Global Cultures	6	0.1
History	31	0.8
Humanities and Arts	1	0.0
Informatics	27	0.7
Information and Computer Science	25	0.6
International Studies	56	1.4
Japanese Language and Literature	6	0.1
Korean Literature and Culture	3	0.1
Latin	0	0.0
Literary Journalism	18	0.4
Materials Science Engineering	7	0.2
Mathematics	66	1.6
Mechanical Engineering	92	2.3
Microbiology and Immunology	8	0.2
Music	13	0.3
Music Theatre	3	0.1
Neurobiology	16	0.4
Nursing Science	34	0.8
Pharmaceutical Sciences	135	3.4
Philosophy	9	0.2
Physics	20	0.5
Plant Biology	2	0.0

Table B19 cont.	n	%
Political Science	122	3.0
Psychology	104	2.6
Psychology and Social Behavior	261	6.5
Public Health Policy	56	1.4
Public Health Sciences	116	2.9
Quantitative Economics	6	0.1
Religious Studies	1	0.0
Social Ecology	35	0.9
Social Policy and Public Service	7	0.2
Sociology	62	1.5
Software Engineering	5	0.1
Spanish	9	0.2
Studio Art	29	0.7
Undecided/Undeclared	312	7.8
Urban Studies	21	0.5
Women's Studies	2	0.0
Other	20	0.5

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4029).

Table B20

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

Academic Unit	n	%
Claire Trevor School of the Arts	44	3.6
School of Biological Sciences	79	6.4
The Paul Merage School of Business	127	10.3
School of Education	66	5.3
The Henry Samueli School of Engineering	200	16.1
Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)	25	2.0
School of Humanities	78	6.3
Donald Bren School of Information and Computer Sciences	115	9.3
School of Law	73	5.9
School of Medicine	108	8.7
School of Physical Sciences	96	7.7
School of Social Ecology	98	7.9
School of Social Sciences	93	7.5
Interdisciplinary across two or more schools	37	3.0

Note: Table includes only those who indicated they were graduate students in Question 1 (n = 1268).

Table B21

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

Academic Unit	n	%
Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)	8	11.1
Department of Medicine	26	36.1
Department of Pediatrics	9	12.5
Other School of Medicine department	29	40.3

Note: Table includes only those who indicated they were trainees in Question 1 (n = 72).

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	37	0.3
Attention Deficit/Hyperactivity Disorder	224	2.1
Asperger's/ Autism Spectrum	33	0.3
Blind	6	0.1
Low vision	321	3.0
Deaf	8	0.1
Hard of Hearing	146	1.4
Learning disability	100	0.9
Medical Condition	368	3.4
Mental health/psychological condition	382	3.6
Physical/Mobility condition that affects walking	102	1.0
Physical/Mobility condition that does not affect walking	104	1.0
Speech/Communication	82	0.8
Other	64	0.6
I have none of the listed conditions	8542	80.0

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	9503	89.0
Permanent Resident	671	6.3
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	596	5.6
Other legally documented status	23	0.2
Undocumented resident	28	0.3

Table B24

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

Political views	n	%
Far left	349	3.3
Liberal	3283	30.7
Moderate or middle of the road	2958	27.7
Conservative	1284	12.0
Far right	32	0.3
Undecided	2151	20.1
Libertarian	48	0.4
Other	284	2.7
Missing	290	2.7

Table B25

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

Language spoken at home	n	%
English only	5673	53.1
Other than English	1224	11.5
English and other language(s)	3698	34.6
Missing	84	0.8

Table B26

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

Spiritual Affiliation	n	%
Agnostic	1326	12.4
Ahmadi Muslim	4	0.0
African Methodist Episcopal	14	0.1
Atheist	959	9.0
Assembly of God	34	0.3
Baha'i	18	0.2
Baptist	234	2.2
Buddhist	679	6.4
Christian Orthodox	515	4.8
Confucianist	31	0.3
Christian Methodist Episcopal	125	1.2
Druid	8	0.1
Episcopalian	104	1.0
Evangelical	190	1.8
Greek Orthodox	26	0.2
Hindu	171	1.6
Jain	14	0.1
Jehovah's Witness	31	0.3
Jewish Conservative	74	0.7
Jewish Orthodox	22	0.2
Jewish Reformed	187	1.8
Lutheran	160	1.5
Mennonite	5	0.0
Moravian	0	0.0
Muslim	167	1.6
Native American Traditional Practitioner or Ceremonial	10	0.1
Nondenominational Christian	624	5.8
Pagan	17	0.2
Pentecostal	72	0.7
Presbyterian	238	2.2
Protestant	289	2.7
Quaker	14	0.1

Table B26 (cont.)	n	%
Rastafarian	6	0.1
Roman Catholic	2116	19.8
Russian Orthodox	14	0.1
Scientologist	4	0.0
Secular Humanist	39	0.4
Seventh Day Adventist	44	0.4
Shi'ite	18	0.2
Sufi	8	0.1
Sunni	27	0.3
Shinto	11	0.1
Sikh	43	0.4
Taoist	38	0.4
The Church of Jesus Christ of Latter Day Saints	79	0.7
United Methodist	84	0.8
Unitarian Universalist	45	0.4
United Church of Christ	38	0.4
Wiccan	18	0.2
Spiritual, but no religious affiliation	918	8.6
No affiliation	1744	16.3
Other	275	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	3743	70.7
Independent	1365	25.8
Missing	189	3.6

Note: Table includes only those who answered that they were students in Question 1 (n = 5297)

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	484	9.1
\$10,000-\$19,999	606	11.4
\$20,000-\$29,999	732	13.8
\$30,000-\$39,999	448	8.5
\$40,000-\$49,999	327	6.2
\$50,000-\$59,999	311	5.9
\$60,000-69,999	265	5.0
\$70,000-\$79,999	260	4.9
\$80,000-\$89,999	231	4.4
\$90,000-\$99,999	223	4.2
\$100,000-124,999	456	8.6
\$125,000-\$149,999	193	3.6
\$150,000- \$199,999	211	4.0
\$200,000 -\$249,999	153	2.9
\$250,000-\$299,999	51	1.0
\$300,000-\$399,999	44	0.8
\$400,000-\$499,999	15	0.3
\$500,000 and above	36	0.7
Missing	251	4.7

Note: Table includes only those who answered that they were students in Question 1 (n = 5297).

Table B29

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

Residence	n	%
Campus Housing	2786	52.6
University Undergraduate Housing	1152	41.3
Themed University-Owned Housing	21	0.8
Graduate/Family Housing	613	22.0
American Campus Communities	744	26.7
Missing	256	9.2
Non-Campus Housing	2486	46.9
Living at home with parents/guardians	770	40.0
Independently in apartment/house	1450	58.3
Missing	266	10.7
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	16	0.3
Missing	9	0.2

Note: Table includes only those who indicated they were students in Question 1 (n = 5297).

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	3020	57.0
Yes	2263	42.7
1-10 hours/week	736	32.5
11-20 hours/week	980	43.3
21-30 hours/week	224	9.9
31-40 hours/week	120	5.3
More than 40 hours/week	136	6.0
Missing	67	3.0
Missing	14	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 5297)

Table B31

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

Experiential learning	n	%
In-state/Resident	3721	92.4
Out-of-State/Non-Resident/International	253	6.3
Missing	55	1.4

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4029).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	2111	39.9
Student Leadership Groups	451	8.5
Academic/Professional Organizations	789	14.9
Special Interest Organizations	481	9.1
Intercultural/Multicultural Campus Community Groups	584	11.0
Political Groups	56	1.1
Religious/Spiritual Organizations	454	8.6
Service Organizations/Civic Engagement	473	8.9
Social fraternities or sororities	378	7.1
Publications and Media Organizations	94	1.8
Intramurals/Clubs Sports	518	9.8
Music/Performance Organizations	181	3.4
NCAA Varsity Athletics	47	0.9
Honor Societies	370	7.0
Campus Housing Associations	122	2.3
Other	314	5.9

Note: Table includes only those who indicated they were students in Question 1 (n = 5297).
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	5383	50.4
Single, divorced	555	5.2
Single, widow (partner/spouse deceased)	58	0.5
Partnered	699	6.5
Partnered, in civil union/ Registered Domestic Partnership	115	1.1
Married or remarried	3652	34.2
Separated	60	0.6
Other	37	0.3
Missing	120	1.1

Table B34

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

GPA	n	%
4.0	360	6.8
3.7-3.9	1299	24.9
3.3-3.6	1277	24.4
3.0-3.2	886	16.7
2.7-2.9	669	12.6
2.3-2.6	447	8.4
2.0-2.2	154	2.9
Below 2.0	135	2.5
Missing	70	1.3

Note: Table includes only those who indicated they were students in Question 1 (n =5297).

Table B35

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

Foster care	n	%
Yes	47	0.9
No	5181	97.8
Missing	69	1.3

Note: Table includes only those who indicated they were students in Question 1 (n = 5297).

PART II: Findings

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

Table B36

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

Academic Experience	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	925	16.7	2586	46.7	985	17.8	845	15.3	151	2.7	48	0.9
Many of my courses this year have been intellectually stimulating.	1343	24.3	2842	51.4	674	12.2	264	4.8	45	0.8	363	6.6
I am satisfied with my academic experience at UCI.	1036	18.8	2802	50.7	1042	18.9	486	8.8	108	2.0	50	0.9
I am satisfied with the extent of my intellectual development since enrolling at UCI.	1271	23.1	2709	49.2	950	17.2	437	7.9	77	1.4	66	1.2
I have performed academically as well as I anticipated I would.	809	14.6	1969	35.6	1233	22.3	1106	20.0	337	6.1	72	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1436	26.1	2775	50.3	887	16.1	303	5.5	59	1.1	52	0.9
My interest in ideas and intellectual matters has increased since coming to UCI.	1588	28.7	2605	47.2	902	16.3	326	5.9	61	1.1	42	0.8
I intend to graduate from UCI.	3561	64.7	1404	25.5	273	5.0	32	0.6	15	0.3	221	4.0
I am considering transferring to another college or university due to academic reasons.	117	2.1	271	4.9	553	10.0	1175	21.3	2660	48.1	750	13.6

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 5547).

Table B37

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

Comfort	N	%
Very comfortable	2881	27.0
Comfortable	5598	52.5
Neither comfortable nor uncomfortable	1541	14.4
Uncomfortable	528	5.0
Very uncomfortable	117	1.1

Table B38

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	2990	28.0
Comfortable	5050	47.3
Neither comfortable nor uncomfortable	1595	14.9
Uncomfortable	799	7.5
Very uncomfortable	235	2.2

Table B39

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

Comfort	N	%
Very comfortable	1278	21.0
Comfortable	3239	53.2
Neither comfortable nor uncomfortable	1025	16.8
Uncomfortable	286	4.7
Very uncomfortable	36	0.6
Not applicable	224	3.7

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 6093).

Table B40

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

Considered Leaving	n	%
No	7835	73.5
Yes	2823	26.5

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 UCI? (Question 11)

Experienced	n	%
No	8240	77.3
Yes, but it did not interfere with my ability to work or learn	1614	15.2
Yes and it interfered with my ability to work or learn	799	7.5

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	87	4.0	169	7.8	326	15.0	368	16.9	1225	56.3
Age	74	3.4	169	7.7	406	18.5	476	21.7	1072	48.8
Ancestry	99	4.6	150	6.9	293	13.5	402	18.6	1222	56.4
Country of origin	85	3.9	143	6.6	261	12.1	397	18.4	1275	59.0
Discipline of study	85	3.9	185	8.5	298	13.7	376	17.3	1227	56.5
Educational level	81	3.7	161	7.4	287	13.2	444	20.5	1198	55.2
Educational modality (on-line, classroom)	22	1.0	68	3.2	140	6.5	342	15.9	1574	73.3
English language proficiency/accent	66	3.1	125	5.8	188	8.7	361	16.8	1415	65.7
Ethnicity	164	7.5	195	8.9	353	16.1	382	17.5	1092	50.0
Gender identity	78	3.6	128	5.9	236	10.9	401	18.5	1329	61.2
Gender expression	55	2.5	100	4.6	176	8.1	422	19.5	1409	65.2
Immigrant/citizen status	35	1.6	75	3.5	120	5.6	373	17.3	1552	72.0
International Status	38	1.8	59	2.7	106	4.9	320	14.8	1635	75.8
Learning disability	18	0.8	46	2.1	104	4.8	321	14.9	1660	77.2
Marital status (e.g. single, married, partnered)	35	1.6	58	2.7	176	8.1	403	18.6	1497	69.0
Medical condition	46	2.1	70	3.2	151	7.0	352	16.3	1535	71.3
Military/veteran status	7	0.3	20	0.9	45	2.1	228	10.7	1839	86.0
Parental status (e.g., having children)	36	1.7	60	2.8	155	7.2	314	14.6	1579	73.6
Participation in an organization/team	57	2.7	84	4.0	149	7.1	215	10.3	1587	75.9

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	86	4.0	128	6.0	300	14.0	365	17.0	1265	59.0
Physical disability	22	1.0	43	2.0	96	4.5	293	13.7	1681	78.7
Philosophical views	99	4.6	152	7.0	336	15.5	372	17.2	1202	55.6
Political views	90	4.2	115	5.4	299	14.0	389	18.2	1247	58.3
Position (staff, faculty, student)	192	8.7	244	11.0	467	21.1	413	18.7	894	40.5
Pregnancy	21	1.0	45	2.1	63	3.0	241	11.3	1760	82.6
Psychological condition	38	1.8	54	2.5	125	5.9	302	14.2	1608	75.6
Race	134	6.2	150	7.0	294	13.6	389	18.0	1189	55.1
Religious/spiritual views	71	3.3	99	4.6	249	11.6	386	18.0	1343	62.5
Sexual orientation	42	2.0	60	2.8	139	6.5	352	16.5	1544	72.3
Socioeconomic status	70	3.3	114	5.4	228	10.8	373	17.6	1334	63.0
Don't Know	79	4.3	83	4.5	189	10.2	175	9.4	1331	71.7
Other	109	7.0	76	4.9	130	8.4	69	4.4	1171	75.3

Note: Only answered by respondents who experienced harassment (n = 2413).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	1138	47.2
I felt I was deliberately ignored or excluded	1044	43.3
I felt intimidated/bullied	1010	41.9
I observed others staring at me	434	18.0
I was the target of derogatory verbal remarks	402	16.7
I received a low performance evaluation	248	10.3
I received derogatory written comments	200	8.3
I feared getting a poor grade because of a hostile classroom environment	187	7.7
I feared for my physical safety	179	7.4
I was the target of racial/ethnic profiling	172	7.1
I was singled out as the spokesperson for my identity group	169	7.0
Someone assumed I was admitted/hired/promoted due to my identity	113	4.7
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	100	4.1
Someone assumed I was not admitted/hired/promoted due to my identity	76	3.1
I received derogatory phone calls	66	2.7
I received threats of physical violence	51	2.1
I feared for my family's safety	46	1.9
I was the target of stalking	40	1.7
I was the victim of a crime	31	1.3
I was the target of physical violence	25	1.0
I was the target of graffiti/vandalism	23	1.0
Other	287	11.9

Note: Only answered by respondents who experienced harassment (n = 2413). Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
While working at a UCI job	832	34.5
In a meeting with a group of people	647	26.8
In a UCI office	543	22.5
In a public space at UCI	449	18.6
In a class/lab/clinical setting	420	17.4
In a meeting with one other person	350	14.5
In campus housing	253	10.5
While walking on campus	214	8.9
In a health care setting	210	8.7
At a UCI event	208	8.6
Off campus	153	6.3
In a faculty office	140	5.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	140	5.8
In a UCI dining facility	94	3.9
In off-campus housing	66	2.7
On campus transportation	36	1.5
In athletic facilities	29	1.2
In an on-line class	8	0.3
Other	154	6.4

Note: Only answered by respondents who experienced harassment (n = 2413). 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	699	29.0
Co-worker	592	24.5
Administrator	384	15.9
Faculty member	365	15.1
Supervisor	351	14.5
Staff member	334	13.8
Department head	270	11.2
Friend	195	8.1
Stranger	166	6.9
Campus organizations or groups	165	6.8
Don't know source	126	5.2
Medical Staff	105	4.4
UCI Physician	84	3.5
UCI visitor(s)	77	3.2
Teaching asst./Grad asst./Lab asst./Tutor	73	3.0
Faculty advisor	59	2.4
Social Networking site (e.g. Facebook, Twitter)	54	2.2
Campus media	52	2.2
Student staff	52	2.2
Off campus community member	42	1.7
Registered Campus Organization	41	1.7
Person that I supervise	40	1.7
Campus police/building security	36	1.5
Patient	26	1.1
Alumni	17	0.7
Athletic coach/trainer	12	0.5
Donor	8	0.3
Partner/spouse	6	0.2
Union representative	6	0.2
Other	163	6.8

Note: Only answered by respondents who experienced harassment (n = 2413).
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	1116	46.2
I felt embarrassed	872	36.1
I told a friend	839	34.8
I ignored it	748	31.0
I told a family member	707	29.3
I avoided the harasser	602	24.9
I did nothing	375	15.5
I was afraid	341	14.1
I felt somehow responsible	339	14.0
I sought support from a staff person	332	13.8
I didn't report it for fear that my complaint would not be taken seriously	290	12.0
I left the situation immediately	262	10.9
I confronted the harasser at the time	222	9.2
I sought support from an administrator	220	9.1
I reported it to a UCI employee/official	220	9.1
I didn't know who to go to	206	8.5
I did report it but I did not feel the complain was taken seriously	196	8.1
It didn't affect me at the time	178	7.4
I confronted the harasser later	178	7.4
I sought support from a faculty member	177	7.3
I sought support from campus resource	175	7.3
I sought information on-line	94	3.9
I told my union representative	83	3.4
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	69	2.9
I sought support from off-campus hot-line/advocacy services	56	2.3
I sought support from student staff (e.g. peer counselor)	39	1.6
I contacted a local law enforcement official	32	1.3
I sought support from a TA/grad assistant	32	1.3
Other	234	9.7

Note: Only answered by respondents who experienced harassment (n = 2413).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
No	10455	97.9
Yes	196	1.8
Missing	28	0.3

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	503	7.7	1234	18.8	228	33.9	1986	30.2	616	9.4
My colleagues/co-workers expect me to represent “the point of view” of my identity	278	4.3	1106	17.0	2126	32.7	1556	23.9	1433	22.0
I believe salary determinations are clear	566	8.7	2669	41.1	1575	24.2	760	11.7	929	14.3
I think that my campus demonstrates that it values a diverse faculty	1425	21.8	3798	58.1	506	7.7	208	3.2	604	9.2
I think my campus demonstrates that it values a diverse staff	1431	21.9	3917	59.9	565	8.6	203	3.1	423	6.5
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	1371	20.9	2969	45.2	979	14.9	462	7.0	784	11.9
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	610	9.3	1360	20.7	2814	42.9	1180	18.0	599	9.1
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	609	9.3	1716	26.2	2567	39.2	935	14.3	722	11.0

Note: Table includes only those respondents who indicated they were Post-docs//Graduate/Trainees/Staff/Faculty in Question 1 (n = 6650).

Table B49

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	169	21.3	412	52.0	133	16.8	33	4.2	45	5.7
I believe that the tenure/promotion standards are reasonable.	165	20.9	448	56.7	100	12.7	26	3.3	51	6.5
I feel that my service contributions are important to tenure/promotion.	91	11.5	366	46.4	195	24.7	73	9.3	64	8.1
I feel pressured to change my research agenda to achieve tenure/promotion.	39	5.0	114	14.6	298	38.2	174	22.3	155	19.9
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	129	16.5	411	52.4	113	14.4	50	6.4	81	10.3
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	84	10.7	182	23.2	356	45.4	92	11.7	71	9.0
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.	103	13.1	230	29.3	326	41.5	53	6.8	73	9.3
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	36	4.6	262	33.5	179	22.9	52	6.6	253	32.4
I have used university policies on stopping the clock for promotion or tenure.	22	2.8	27	3.4	160	20.2	129	16.3	455	57.4
I have used university policies on taking leave for childbearing or adoption.	33	4.2	66	8.4	125	15.8	106	13.4	460	58.2
I have used university policies on active service-modified duties.	26	3.3	49	6.3	128	16.3	103	13.2	477	60.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	16	2.0	40	5.1	321	41.1	206	26.4	198	25.4
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	171	22.0	397	51.0	90	11.6	13	1.7	107	13.8
I believe that perceptions about using work-family policies differ for men and women faculty.	59	7.5	245	31.3	290	37.0	72	9.2	118	15.1
I believe that tenure standards/advancement standards are applied equally to all faculty.	125	16.0	343	43.8	183	23.4	69	8.8	63	8.0

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 796).

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 UCI is supportive of my taking leave.	885	13.5	3500	53.3	786	12.0	194	3.0	1203	18.3
I find that UCI is supportive of flexible work schedules.	1052	16.0	3417	52.1	1000	15.2	326	5.0	766	11.7
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	275	4.2	848	12.9	3069	46.9	1166	17.8	1191	18.2
I feel that people who have children are considered by UCI to be less committed to their jobs/careers	125	1.9	556	8.5	3438	52.5	1274	19.5	1150	17.6
I feel that UCI provides available resources to help employees balance work-life needs, such as childcare and elder care.	472	7.3	2708	41.8	974	15.0	289	4.5	2034	31.4
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	138	2.1	758	11.7	2104	32.6	621	9.6	2838	43.9
I have supervisors who give me job/career advice or guidance when I need it	1367	20.7	3052	46.3	1025	15.6	450	6.8	697	10.6
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1378	21.0	3587	54.6	767	11.7	225	3.4	614	9.3
My supervisor provides me with resources to pursue professional development opportunities.	1238	18.8	2850	43.4	1187	18.1	496	7.6	797	12.1
My supervisor provides ongoing feedback to help me improve my performance.	1199	18.0	3169	48.3	1120	17.1	422	6.4	655	10.0
I have adequate access to administrative support.	1032	15.8	3607	55.3	946	14.5	379	5.8	554	8.5
For health sciences campus employees, my patient-care load is manageable.	210	3.3	992	15.7	224	3.5	64	1.0	4841	76.5

Note: Table includes only those respondents who indicated they were Post-docs//Graduate/Trainees/Staff/Faculty Only in Question 1 (n = 6650).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCI 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	8509	80.1
Yes	2120	19.9

Table B52

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

Source	n	%
Student	778	36.7
Co-worker	534	25.2
Staff member	409	19.3
Friend	233	11.0
Faculty member	190	9.0
Campus organizations or groups	166	7.8
Don't know target	144	6.8
Stranger	130	6.1
Administrator	106	5.0
Medical Staff	81	3.8
Supervisor	81	3.8
UCI visitor(s)	61	2.9
Registered Campus Organization	54	2.5
Department head	46	2.2
Teaching assistant/Writing associate/Lab assistant/Tutor	38	1.8
Student staff	32	1.5
Person that I supervise	30	1.4
Union representative	29	1.4
Patient	24	1.1
Off campus community member	18	0.8
UCI Physician	16	0.8
Faculty advisor	15	0.7
Alumni	11	0.5
Partner/spouse	9	0.4
Campus police/building security	7	0.3
Athletic coach/trainer	3	0.1
Donor	1	0.0
Other	108	5.1

Note: Only answered by respondents who observed harassment (n = 2120).
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	588	27.7
Administrator	324	15.3
Supervisor	303	14.3
Co-worker	282	13.3
Faculty member	277	13.1
Staff member	238	11.2
Campus organizations or groups	178	8.4
Department head	144	6.8
Don't know source	143	6.7
Stranger	122	5.8
Medical Staff	78	3.7
Campus media	62	2.9
UCI visitor(s)	57	2.7
Friend	55	2.6
UCI Physician	55	2.6
Off campus community member	45	2.1
Registered Campus Organization	44	2.1
Campus police/building security	40	1.9
Faculty advisor	40	1.9
Student staff	30	1.4
Social Networking site (e.g. Facebook, Twitter)	28	1.3
Teaching assistant/Grad assistant/Lab assistant/Tutor	22	1.0
Alumni	12	0.6
Patient	12	0.6
Person that I supervise	8	0.4
Union representative	8	0.4
Athletic coach/trainer	5	0.2
Donor	2	0.1
Partner/spouse	2	0.1
Other	99	4.7

Note: Only answered by respondents who observed harassment (n = 2120).
Percentages do not sum to 100 due to multiple responses.

Table B54

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

Based On:	n	%
Don't Know	499	23.5
Ethnicity	377	17.8
Race	337	15.9
Position (staff, faculty, student)	316	14.9
Religious/spiritual views	280	13.2
Political views	261	12.3
Country of origin	243	11.5
Philosophical views	190	9.0
Gender identity	177	8.3
Ancestry	174	8.2
Age	164	7.7
Sexual orientation	161	7.6
Educational level	141	6.7
Academic Performance	138	6.5
Physical characteristics	132	6.2
Gender expression	129	6.1
English language proficiency/accent	125	5.9
Immigrant/citizen status	94	4.4
Participation in an organization/team	88	4.2
Socioeconomic status	87	4.1
Discipline of study	85	4.0
International Status	68	3.2
Psychological condition	61	2.9
Medical condition	50	2.4
Marital status	36	1.7
Parental status (e.g., having children)	35	1.7
Physical disability	28	1.3
Pregnancy	26	1.2
Learning disability	25	1.2
Educational modality (online, classroom)	15	0.7
Military/veteran status	6	0.3
Other	287	13.5

Note: Only answered by respondents who observed harassment (n = 2120).
 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	996	47.0
Deliberately ignored or excluded	691	32.6
Intimidated/bullied	684	32.3
Isolated or left out	579	27.3
Racial/ethnic profiling	382	18.0
Assumption that someone was admitted/hired/promoted based on his/her identity	340	16.0
Isolated or left out when work was required in groups	335	15.8
Receipt of a low performance evaluation	239	11.3
Derogatory written comments	232	10.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	197	9.3
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	181	8.5
Singled out as a spokesperson for his/her identity	166	7.8
Feared for their physical safety	135	6.4
Graffiti/vandalism	97	4.6
Threats of physical violence	70	3.3
Derogatory phone calls	69	3.3
Receipt of a poor grade because of a hostile classroom environment	60	2.8
Physical violence	38	1.8
Victim of a crime	33	1.6
Feared for their family's safety	21	1.0
Other	178	8.4

Note: Only answered by respondents who observed harassment (n = 2120). 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	341	17.2
2	382	19.2
3	363	18.3
4	194	9.8
5	75	3.8
6 or more	630	31.7

Note: Only answered by respondents who believed they had observed harassment (n = 2120).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
While working at a UCI job	574	27.1
In a public space at UCI	543	25.6
In a meeting with a group of people	433	20.4
In a UCI office	429	20.2
In a class/lab/clinical setting	322	15.2
At a UCI event	282	13.3
While walking on campus	251	11.8
In campus housing	189	8.9
In a meeting with one other person	183	8.6
In a health care setting	166	7.8
Off campus	166	7.8
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	155	7.3
In a faculty office	108	5.1
In a UCI dining facility	69	3.3
In off campus housing	45	2.1
On campus transportation	26	1.2
In athletic facilities	20	0.9
In an on-line class	5	0.2
Other	126	5.9

Note: Only answered by respondents who observed harassment (n = 2120).
 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	857	40.4
I felt embarrassed	624	29.4
I told a friend	553	26.1
I did nothing	433	20.4
I told a family member	432	20.4
I avoided the harasser	391	18.4
I ignored it	362	17.1
I sought support from a staff person	216	10.2
I didn't report it for fear that my complaint would not be taken seriously	216	10.2
It didn't affect me at the time	215	10.1
I was afraid	211	10.0
I left the situation immediately	205	9.7
I felt somehow responsible	190	9.0
I didn't know who to go to	187	8.8
I confronted the harasser at the time	174	8.2
I confronted the harasser later	159	7.5
I sought support from an administrator	129	6.1
I reported it to a campus employee/official	127	6.0
I did report it but I did not feel the complain was taken seriously	115	5.4
I sought support from a faculty member	111	5.2
I sought support from campus resource	80	3.8
I sought information on-line	73	3.4
I told my union representative	52	2.5
I sought support from a spiritual advisor	33	1.6
I contacted a local law enforcement official	24	1.1
I sought support from off-campus hot-line/advocacy services	18	0.8
I sought support from a student staff	17	0.8
I sought support from a TA/grad assistant	9	0.4
Other	200	9.4

Note: Only answered by respondents who observed harassment (n = 2120).
 Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	3127	61.3
Yes	832	16.3
Don't know	1146	22.4

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 5132).

Table B60

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

Based On:	n	%
Personal relationship	302	36.3
Ethnicity	135	16.2
Position (staff, faculty, student)	134	16.1
Age	96	11.5
Race	95	11.4
Educational level	90	10.8
Preferential re-hiring	71	8.5
Gender identity	65	7.8
Country of origin	56	6.7
Partner/spousal preferential hiring practice	46	5.5
Ancestry	44	5.3
Discipline of study	36	4.3
English language proficiency/accent	27	3.2
Political views	22	2.6
Marital status	21	2.5
Physical characteristics	19	2.3
Gender expression	18	2.2
Parental status (e.g., having children)	17	2.0
Religious/spiritual views	14	1.7
Medical condition	12	1.4
Immigrant/citizen status	10	1.2
Sexual orientation	10	1.2
Pregnancy	8	1.0
International status	7	0.8
Learning disability	7	0.8
Educational modality (on-line, classroom)	6	0.7
Socioeconomic status	6	0.7
Participation in an organization/team	5	0.6
Physical disability	5	0.6
Psychological condition	4	0.5
Military/veteran status	2	0.2
Other	159	19.1

Note: Only answered by employees who perceived discriminatory practices (n = 832).
Percentages do not sum to 100 due to multiple responses.

Table B61

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	4834	73.2
Yes	529	8.0
Don't know	1238	18.8

Note: Table includes only those respondents who indicated they were Post-docs/Graduate/Trainees/Faculty/Staff in Question 1 (n = 6650).

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)	114	21.6
Age	68	12.9
Personal relationship	58	11.0
Ethnicity	55	10.4
Race	45	8.5
Educational level	42	7.9
Gender identity	26	4.9
Discipline of study	23	4.3
Medical condition	23	4.3
Country of origin	21	4.0
Parental status (e.g., having children)	21	4.0
Ancestry	19	3.6
Political views	19	3.6
English language proficiency/accents	13	2.5
Physical characteristics	12	2.3
Psychological condition	12	2.3
Gender expression	10	1.9
Physical disability	10	1.9
Pregnancy	10	1.9
Participation in an organization/team	9	1.7
Marital status	8	1.5
Religious/spiritual views	7	1.3
Sexual orientation	7	1.3
Immigrant/citizen status	6	1.1
Socioeconomic status	6	1.1
International status	5	0.9
Learning disability	5	0.9
Partner/spousal preferential hiring practice	4	0.8
Educational modality (on-line, classroom)	3	0.6
Military/veteran status	1	0.2
Other	178	33.6

Note: Only answered by employees who perceived discriminatory practices (n = 529). 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 UCI that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	4022	61.0
Yes	1098	16.7
Don't know	1471	22.3

Note: Table includes only those respondents who indicated they were Post-docs/Graduate/Trainees/Faculty/Staff in Question 1 (n = 6650).

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	310	28.2
Position (staff, faculty, student)	234	21.3
Age	109	9.9
Educational level	90	8.2
Ethnicity	89	8.1
Race	82	7.5
Gender identity	66	6.0
Discipline of study	65	5.9
Partner/spousal preferential hiring practice	35	3.2
Political views	30	2.7
Country of origin	23	2.1
English language proficiency/accent	23	2.1
Parental status (e.g., having children)	23	2.1
Ancestry	20	1.8
Physical characteristics	18	1.6
Gender expression	17	1.5
Marital status	17	1.5
Medical condition	17	1.5
Participation in an organization/team	16	1.5
Sexual orientation	15	1.4
Immigrant/citizen status	8	0.7
International status	8	0.7
Religious/spiritual views	8	0.7
Socioeconomic status	7	0.6
Learning disability	5	0.5
Physical disability	4	0.4
Pregnancy	4	0.4
Psychological condition	4	0.4
Educational modality	3	0.3
Military/veteran status	2	0.2
Other	289	26.3

Note: Only answered by employees who observed discriminatory practices (n = 1098).
 Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	3991	37.6	4424	41.7	1865	17.6	280	2.6	51	0.5	1.9	0.8
Cooperative/Uncooperative	3290	31.1	4557	43.0	2181	20.6	467	4.4	93	0.9	2.0	0.9
Positive for persons with disabilities/Negative	3717	35.5	3835	36.6	2546	24.3	310	3.0	64	0.6	2.0	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	3499	33.5	3778	36.2	2787	26.7	315	3.0	52	0.5	2.0	0.9
Positive for people of Christian faith/Negative	3689	35.3	3455	33.1	2869	27.5	349	3.3	75	0.7	2.0	0.9
Positive for people of other faith backgrounds faith/Negative	3036	29.1	3505	33.6	3268	31.3	525	5.0	106	1.0	2.2	0.9
Positive for people who are agnostic or atheist/Negative	2919	28.1	3287	31.7	3638	35.1	413	4.0	113	1.1	2.2	0.9
Positive for people of color/Negative	3479	33.3	3663	35.0	2657	25.4	536	5.1	125	1.2	2.1	0.9
Positive for men/Negative	4326	41.3	3354	32.1	2534	24.2	199	1.9	50	0.5	1.9	0.9
Positive for women/Negative	3828	36.4	3661	34.8	2592	24.6	384	3.6	64	0.6	2.0	0.9
Positive for non-native English speakers/Negative	2989	28.5	3684	35.1	2946	28.1	776	7.4	100	1.0	2.2	1.0
Positive for people who are immigrants/Negative	3090	29.6	3583	34.3	3103	29.7	570	5.5	92	0.9	2.1	0.9
Positive for people who are not U.S. Citizens/Negative	3119	30.0	3475	33.4	3194	30.7	513	4.9	105	1.0	2.1	0.9

Table B65 (cont.)

	1		2		3			4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%			
Welcoming/Not welcoming	3962	37.6	4339	41.1	1809	17.2	352	3.3	83	0.8	1.9	0.9	
Respectful/disrespectful	3729	65.4	4412	41.9	1885	17.9	411	3.9	97	0.9	1.9	0.9	
Positive for people of high socioeconomic status/Negative	4445	42.5	3449	33.0	2327	22.3	170	1.6	62	0.6	1.8	0.9	
Positive for people of low socioeconomic status/Negative	2631	25.2	3185	30.5	3332	31.9	988	9.5	294	2.8	2.3	1.0	
Positive for people who identify as transgender/Negative	2502	24.3	2657	25.8	4442	43.2	513	5.0	170	1.7	2.3	1.0	

Table B66

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Not racist/racist	3492	33.1	3941	37.3	2316	21.9	658	6.2	152	1.4	2.1	1.0
Not sexist/sexist	3605	34.2	3902	37.1	2344	22.3	576	5.5	103	1.0	2.0	0.9
Not homophobic/homophobic	3641	35.0	3864	37.1	2389	22.9	434	4.2	84	0.8	2.0	0.9
Not transphobic/transphobic	3426	33.2	3605	35.0	2686	26.1	461	4.5	126	1.2	2.1	0.9
Not age biased/age biased	3581	34.1	3598	34.3	2494	23.8	676	6.4	139	1.3	2.1	1.0
Not classist (socioeconomic status)/classist	3125	30.0	3474	33.3	2589	24.9	933	9.0	297	2.9	2.2	1.1
Not classist (position: faculty, staff, student)/ classist	2982	28.6	3141	30.1	2660	25.5	1143	11.0	511	4.9	2.3	1.1
Disability friendly/Not disability friendly	3942	37.7	3844	36.8	2275	21.8	325	3.1	72	0.7	1.9	0.9

Table B67

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	1757	29.3	2897	48.3	428	7.1	95	1.6	825	13.7
Ancestry	1680	28.1	2688	44.9	444	7.4	97	1.6	1071	17.9
Country of origin	1673	28.0	2825	47.3	498	8.3	101	1.7	874	14.6
English language proficiency/ accent	1478	24.7	2896	47.4	726	12.1	141	2.4	737	12.3
Ethnicity	1697	28.4	2857	47.9	522	8.7	119	2.0	771	12.9
Gender identity	1558	26.1	2637	44.2	509	8.5	125	2.1	1134	19.0
Gender expression	1507	25.3	2600	43.7	561	9.4	129	2.2	1158	19.4
Immigrant/citizen status	1575	26.4	2599	43.6	568	9.5	123	2.1	1097	18.4
International Status	1682	28.2	2714	45.5	482	8.1	114	1.9	970	16.3
Learning disability	1501	25.3	2522	42.4	532	9.0	107	1.8	1282	21.6
Marital status	1690	28.4	2427	40.8	430	7.2	106	1.8	1291	21.7
Medical conditions	1524	25.7	2470	41.7	435	7.3	122	2.1	1376	23.2
Military/veteran status	1678	28.2	2226	37.4	324	5.4	77	1.3	1643	27.6
Parental status (e.g., having children)	1453	24.4	2308	38.8	492	8.3	95	1.6	1598	26.9
Participation in an campus club/organization	1922	32.3	2538	42.6	370	6.2	80	1.3	1042	17.5
Psychological condition	1304	22.0	2326	39.2	531	8.9	103	1.7	1672	28.2
Physical characteristics	1469	24.7	2638	44.4	529	8.9	113	1.9	1187	20.0
Physical disability	1496	25.2	2539	42.8	489	8.2	109	1.8	1303	22.0

Table B67 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Political views	1411	23.7	2587	43.5	684	11.5	163	2.7	1106	18.6
Race	1633	27.4	2729	45.9	553	9.3	147	2.5	889	14.9
Religious/spiritual views	1484	25.0	2669	44.9	612	10.3	162	2.7	1019	17.1
Sexual orientation	1538	25.9	2637	44.4	500	8.4	123	2.1	1146	19.3
Socioeconomic status	1418	23.9	2629	44.3	657	11.1	167	2.8	1059	17.9

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 6093).

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	1150	20.9	3089	56.2	696	12.7	125	2.3	441	8.0
I feel valued by other students in the classroom	992	18.1	2953	53.8	839	15.3	124	2.3	580	10.6
I think UCI faculty are genuinely concerned with my welfare	1136	20.7	2793	50.8	829	15.1	197	3.6	538	9.8
I think UCI staff are genuinely concerned with my welfare	1107	20.2	2770	50.5	806	14.7	190	3.5	615	11.2
I think administrators are genuinely concerned about my welfare.	888	16.2	2454	44.9	1000	18.3	361	6.6	766	14.0
I think faculty pre-judge my abilities based on perceived identity/background	542	9.9	1657	30.4	1693	31.1	570	10.5	986	18.1
I believe the campus climate encourages free and open discussion of difficult topics	1306	23.8	2936	53.4	659	12.0	167	3.0	429	7.8
I have faculty who I perceive as role models	1462	26.6	2551	46.4	779	14.2	118	2.1	589	10.7
I have staff who I perceive as role models	1041	19.0	2145	39.1	1171	21.3	176	3.2	952	17.4
I have administrators who I perceive as role models	756	13.9	1694	31.1	1423	26.1	349	6.4	1232	22.6
I don't see enough faculty/staff with whom I identify	705	12.9	1968	36.0	1723	31.6	400	7.3	664	12.2
I have opportunities for academic success that are similar to those of my classmates	1380	25.2	3108	56.9	446	8.2	108	2.0	424	7.8

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 5547).

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	129	3.3	315	8.1	1490	38.5	737	19.1	1195	30.9
Ancestry	112	2.9	329	8.5	1521	39.4	721	18.7	1175	30.5
Country of origin	116	3.0	454	11.8	1445	37.6	690	17.9	1143	29.7
Education level	112	2.9	461	12.0	1448	37.7	659	17.1	1165	30.3
English language proficiency/ accent	134	3.5	642	16.7	1325	34.4	601	15.6	1149	29.8
Ethnicity	141	3.7	523	13.6	1389	36.1	660	17.1	1136	29.5
Gender identity	135	3.5	473	12.3	1374	35.7	624	16.2	1243	32.3
Gender expression	138	3.6	478	12.4	1367	35.5	620	16.1	1248	32.4
Immigrant/citizen status	115	3.0	363	9.4	1454	37.8	689	17.9	1230	31.9
International Status	112	2.9	367	9.5	1470	38.2	685	17.8	1211	30.1
Learning disability	109	2.8	321	8.4	1423	37.0	660	17.2	1330	34.6
Marital status	97	2.5	267	6.9	1402	34.8	659	17.1	1418	36.9
Medical conditions	106	2.8	280	7.3	1407	36.8	670	17.5	1357	35.5
Military/veteran status	95	2.5	176	4.6	1374	35.8	717	18.7	1473	38.4
Parental status (e.g., having children)	99	2.6	289	7.5	1296	33.8	633	16.5	1516	39.6
Participation in an campus club/organization	122	3.2	386	10.1	1390	36.3	744	19.4	1189	31.0
Participation on an athletic team	113	2.9	310	8.1	1443	37.6	750	19.6	1219	31.8
Philosophical views	119	3.1	430	11.2	1396	36.4	645	16.8	1246	32.5

Table B69 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	116	3.0	388	10.1	1365	35.6	617	16.1	1343	35.1
Physical characteristics	154	4.0	481	12.6	1330	34.7	630	16.4	1235	32.2
Physical disability	103	2.7	314	8.2	1415	36.9	678	17.7	1324	34.5
Political views	145	3.8	494	12.9	1325	34.5	618	16.1	1257	32.7
Race	145	3.8	487	12.7	1362	35.5	673	17.5	1168	30.5
Religious/spiritual views	141	3.7	502	13.1	1359	35.4	628	16.4	1210	31.5
Sexual orientation	138	3.6	481	12.5	1338	34.9	623	16.2	1258	32.8
Socioeconomic status	141	3.7	468	12.2	1350	35.3	641	16.7	1229	32.1

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4029).

Table B70

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	1243	23.1	2579	49.3	684	13.1	179	3.4	546	10.4
Ancestry	1275	24.5	2428	46.6	565	10.8	164	3.1	776	14.9
Country of origin	1269	24.4	2499	48.1	579	11.1	174	3.3	674	13.0
Educational level	1228	23.7	2675	51.5	623	12.0	168	3.2	498	9.6
English language proficiency/ accent	1157	22.3	2675	51.6	643	12.4	155	3.0	550	10.6
Ethnicity	1327	25.6	2494	48.0	621	12.0	176	3.4	574	11.1
Gender identity	1173	22.7	2285	44.2	624	12.1	158	3.1	925	17.9
Gender expression	1136	22.1	2255	43.8	597	11.6	161	3.1	994	19.3
Immigrant/citizen status	1176	22.8	2381	46.1	591	11.4	164	3.2	854	16.5
International Status	1212	23.7	2353	45.9	537	10.5	152	3.0	869	17.0
Learning disability	1016	19.9	2114	41.3	602	11.8	151	3.0	1232	24.1
Marital status	1325	25.7	2453	47.6	547	10.6	162	3.1	671	13.0
Medical conditions	1141	22.2	2330	45.3	623	12.1	163	3.2	891	17.3
Military/veteran status	1195	23.2	2036	39.5	457	8.9	129	2.5	1339	26.0
Parental status (e.g., having children)	1289	24.9	2409	46.6	597	11.5	152	2.9	724	14.0
Participation in a campus club/organization	1087	21.2	2097	40.8	494	9.6	127	2.5	1332	25.9
Participation on an athletic team	1037	20.3	1903	37.2	473	9.3	125	2.4	1573	30.8
Philosophical views	1048	20.4	2243	43.7	609	11.9	174	3.4	1063	20.7

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	980	19.1	2121	41.3	584	11.4	150	2.9	1295	25.2
Physical characteristics	1120	21.8	2377	46.3	541	10.5	154	3.0	939	18.3
Physical disability	1112	21.7	2241	43.8	570	11.1	150	2.9	1047	20.4
Political views	1018	19.8	2236	43.5	679	13.2	207	4.0	999	19.4
Race	1261	24.6	2393	46.6	594	11.6	185	3.6	703	13.7
Religious/spiritual views	1109	21.6	2317	45.2	640	12.5	166	3.2	898	17.5
Sexual orientation	1174	23.0	2231	43.7	563	11.0	145	2.8	993	19.4
Socioeconomic status	1133	22.3	2288	45.0	619	12.2	176	3.5	873	17.2

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 5382).

Table B71

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

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Physical Accessibility								
Anteater Recreation Center	4293	41.8	2150	20.9	241	2.3	3592	35.0
Athletic Facilities (playing fields, basketball courts, pool, etc.)	3208	31.4	2161	21.1	376	3.7	4482	43.8
Buildings	5457	53.3	3015	29.5	148	1.4	1616	15.8
Classrooms	4992	48.9	2566	25.1	171	1.7	2483	24.3
Research labs	3276	32.2	2252	22.1	299	2.9	4351	42.7
Computer labs	4037	39.7	2196	21.6	185	1.8	3756	36.9
Hospital rooms	2939	28.9	1736	17.1	294	2.9	5200	21.1
Offices	4658	45.8	3060	30.1	227	2.2	2231	21.9
University housing	3332	32.8	2203	21.7	345	3.4	4276	42.1
Dining facilities	4933	48.5	2229	21.9	145	1.4	2861	28.1
Elevators	6253	61.3	2293	22.5	151	1.5	1499	14.7
Libraries	6009	59.0	2056	20.2	99	1.0	2017	19.8
Student Center	5658	55.7	1807	17.8	103	1.0	2589	25.5
Restrooms	6538	64.1	2299	22.6	116	1.1	1241	12.2
Studios/ Performing Arts spaces	2822	27.9	1546	15.3	250	2.5	5503	54.4
Walkways and pedestrian paths	6194	61.1	2405	23.7	139	1.4	1397	13.8
Transportation/Signage								
Transportation	4578	45.2	2904	28.7	449	4.4	2192	21.7
Parking	4087	40.3	3231	31.9	1133	11.2	1688	16.6
Braille signage	2254	22.4	1411	14.0	334	3.3	6070	60.3
Information in alternate formats	2255	22.6	1579	15.8	404	4.0	5745	57.5
Course instruction/materials								
Instructional materials	3799	37.8	2299	22.9	205	2.0	3749	37.3

Table 71 cont.	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Faculty lectures	3968	39.5	2123	21.1	203	2.0	3761	37.4
Faculty office hours	3638	36.3	2268	22.6	228	2.3	3896	38.8
Teaching Assistant instruction	3592	35.9	2008	20.1	199	2.0	4211	42.1
Teaching Assistant office hours	3434	34.5	2067	20.8	191	1.9	4249	42.7
Websites								
UC Irvine website	6602	64.9	2054	20.2	153	1.5	1369	13.5
UC Irvine Health Affairs website	5033	49.7	1887	18.6	238	2.4	2963	29.3
Disability Services Center website	3518	34.9	1281	12.7	128	1.3	5150	51.1
Disability Management Services website	3357	33.3	1224	12.2	130	1.3	5355	53.2
Worker's Compensation website	3366	33.5	1294	12.9	156	1.6	5240	52.1
Wellness websites	4184	41.6	1562	15.5	147	1.5	4163	41.4
UC Learning Center website	4829	48.0	1949	19.4	221	2.2	3062	30.4

Table B72

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

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	N	%	n	%	n	%	n	%	n	%
Psychological health issues	2104	21.0	4368	43.6	414	4.1	71	0.7	3072	30.6
Physical health issues	2573	25.7	4959	49.5	232	2.3	56	0.6	2190	21.9
Female	3166	31.6	5534	55.2	294	2.9	54	0.5	986	9.8
From religious affiliations other than Christian	2493	24.9	5132	51.3	531	5.3	110	1.1	1737	17.4
From Christian affiliations	2791	27.9	5172	51.7	291	2.9	52	0.5	1692	16.9
Gay, lesbian, bisexual, transgender	2501	25.0	5105	51.1	344	3.4	70	0.7	1978	19.8
Immigrants	2496	25.0	5190	51.9	455	4.6	67	0.7	1783	17.8
International students, staff, or faculty	2793	27.9	5207	52.0	308	3.1	43	0.4	1657	16.6
Learning disability	2335	23.5	4502	45.2	281	2.8	42	0.4	2791	28.0
Male	3623	36.2	5097	51.0	108	1.1	28	0.3	1143	11.4
Non-native English speakers	2398	24.0	5325	53.4	670	6.7	86	0.9	1502	15.0
Parents/guardians	2556	25.7	4947	49.6	173	1.7	42	0.4	2246	22.5
People of color	2807	28.1	5296	53.0	405	4.1	88	0.9	1404	14.0
Providing care for adults who are disabled and/or elderly	2380	23.9	4356	43.7	156	1.6	53	0.5	3024	30.3
Physical disability	2579	25.9	4872	49.0	222	2.2	52	0.5	2223	22.3
Socioeconomically disadvantaged	2327	23.4	4612	46.3	687	6.9	132	1.3	2196	22.1
Socioeconomically advantaged	3013	30.3	4633	46.6	163	1.6	42	0.4	2088	21.0
Transgender	2099	21.1	3904	39.3	388	3.9	121	1.2	3416	34.4
Other	6630	15.5	1365	31.8	47	1.1	23	0.5	2193	51.1

Table B73

How would you rate the climate at UCI 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	2838	27.7	5331	52.0	549	5.4	132	1.3	1403	13.7
American Indian/Alaskan Native	2733	26.7	4976	48.7	215	2.1	80	0.8	2220	21.7
Asian	3807	37.2	5151	50.3	277	2.7	49	0.5	956	9.3
Hispanic/Latino	2873	28.1	5568	54.4	519	5.1	81	0.8	1186	11.6
Middle Eastern/South Asian/ North African	2884	28.2	5341	52.2	515	5.0	98	1.0	1386	13.6
Pacific Islander	2998	29.4	5278	51.7	168	1.6	45	0.4	1717	16.8
White	4117	40.3	5135	50.3	163	1.6	30	0.3	760	7.4

Table B74

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

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	1631	34.2	2178	45.6	71	1.5	12	0.3	883	18.5
Physical health issues	1667	35.0	2200	46.2	51	1.1	11	0.2	837	17.6
Female	1825	38.3	2307	48.4	42	0.9	10	0.2	586	12.3
From religious affiliations other than Christian	1643	34.4	2286	47.9	134	2.8	22	0.5	691	14.5
From Christian affiliations	1704	35.8	2265	47.6	86	1.8	18	0.4	690	14.5
Gay, lesbian, bisexual, transgender	1570	32.9	2261	47.4	183	3.8	28	0.6	7321	15.3
Immigrants	1624	34.1	2282	47.9	142	3.0	14	0.3	703	14.8
International students, staff, or faculty	1698	35.6	2296	48.2	80	1.7	10	0.2	679	14.3
Learning disability	1633	34.3	2237	47.0	89	1.9	13	0.3	786	16.5
Male	1890	39.7	2246	47.2	23	0.5	4	0.1	600	12.6
Non-native English speakers	1629	34.3	2285	48.1	138	2.9	13	0.3	686	14.4
Parents/guardians	1691	35.6	2247	47.3	36	0.8	9	0.2	767	16.1
People of color	1702	35.7	2301	48.3	102	2.1	22	0.5	640	13.4
Providing care for other than a child	1618	34.0	2174	45.7	40	0.8	7	0.1	918	19.3
Physical disability	1692	35.6	2205	46.4	67	1.4	13	0.3	779	16.4
Socioeconomically disadvantaged	1620	34.0	2208	46.4	178	3.7	30	3.7	722	15.2
Socioeconomically advantaged	1780	37.5	2180	45.9	59	1.2	12	0.3	722	15.2

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Transgender	1511	31.8	2112	44.4	194	4.1	48	1.0	888	18.7
Veterans/active military	1811	38.2	2097	44.2	33	0.7	10	0.2	796	16.8
Other	505	22.3	883	38.9	7	0.3	8	0.4	865	38.1

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5297).

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UCI 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	229	19.7	467	40.2	88	7.6	21	1.8	357	30.7
Ancestry	202	17.5	446	38.6	94	8.1	26	2.2	388	33.6
Country of origin	222	19.2	450	39.0	94	8.1	29	2.5	359	31.1
Educational level	251	21.9	473	41.2	92	8.0	20	1.7	312	27.2
English language proficiency/ accent	219	19.1	447	38.9	119	10.4	26	2.3	337	29.4
Ethnicity	227	19.8	458	40.0	86	7.5	29	2.5	345	30.1
Gender identity	214	18.7	398	34.9	100	8.8	45	3.9	385	33.7
Gender expression	208	18.2	388	33.9	103	9.0	47	4.1	397	34.7
Immigrant/citizen status	217	19.0	421	36.9	83	7.3	33	2.9	387	33.9
International Status	213	18.6	431	37.7	96	8.4	28	2.4	375	32.8
Learning disability	192	16.9	380	33.4	102	9.0	31	2.7	434	38.1
Level of Education	240	21.0	459	40.1	88	7.7	23	2.0	335	29.3
Marital status	215	19.0	411	36.2	81	7.1	22	1.9	405	35.7
Medical conditions	217	19.1	383	33.7	77	6.8	24	2.1	434	38.2
Military/veteran status	202	17.9	359	31.7	92	8.1	22	1.9	456	40.3
Parental status (e.g., having children)	211	18.7	395	35.0	80	7.1	21	1.9	422	37.4
Philosophical Views	228	20.2	426	37.7	77	6.8	21	1.9	377	33.4
Psychological condition	207	18.3	383	33.8	84	7.4	23	2.0	435	38.4
Physical characteristics	208	18.4	389	34.3	81	7.1	23	2.0	432	38.1

Table B75 cont.	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	203	17.9	381	33.7	88	7.8	24	2.1	435	38.5
Political views	220	19.4	413	36.5	92	8.1	29	2.6	378	33.4
Position (faculty, staff)	230	20.4	411	36.4	72	6.4	20	1.8	396	35.1
Race	227	20.0	422	37.1	79	7.0	34	3.0	374	32.9
Religious/spiritual views	206	18.2	404	35.8	88	7.8	35	3.1	396	35.1
Sexual orientation	210	18.6	383	33.9	92	8.1	36	3.2	408	36.1
Socioeconomic status	215	19.2	400	35.7	97	8.7	31	2.8	378	33.7

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 1340).

Table B76

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

	Not currently available at UCI		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	126	2.6	1554	32.0	241	5.0	123	2.5	2817	58.0
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	60	1.2	1640	33.9	248	5.2	86	1.8	2807	58.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	95	2.0	1793	37.2	312	6.5	88	1.8	2536	52.6
Providing diversity training for staff	120	2.5	2706	55.8	470	9.7	73	1.5	1479	30.5
Providing diversity training for faculty	98	2.0	2214	45.8	404	8.4	64	1.3	2057	42.5
Providing diversity training for students	73	1.5	2108	43.9	303	6.3	48	1.0	2265	47.2
Providing access to counseling for people who have experienced harassment	102	2.1	2659	55.1	181	3.8	45	0.9	1836	36.1
Providing mentorship for new faculty	115	2.4	2166	45.0	184	3.8	29	0.6	2323	48.2
Providing mentorship for new staff	282	5.9	2555	53.0	275	5.7	72	1.5	1633	33.9
Providing a clear and fair process to resolve conflicts	171	3.6	2796	58.3	227	4.7	106	2.2	1492	31.1
Increasing funding to support efforts to change UCI climate	214	4.5	1820	37.9	382	8.0	98	2.0	2264	47.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	115	2.4	1752	36.7	484	10.1	245	5.1	2184	45.7
Providing diversity and equity training to search and tenure committees	89	1.9	1893	39.8	391	8.2	109	2.3	2273	47.8
Increasing the diversity of the faculty	64	1.3	2245	47.1	452	9.5	74	1.6	1933	40.5

Table B76 cont.

	Not currently available at UCI		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	60	1.3	2413	50.5	523	10.9	81	1.7	1702	35.6
Increasing the diversity of the administration	69	1.4	2346	49.1	499	10.4	84	1.8	1779	37.2
Increasing the diversity of the student body	52	1.1	2552	47.4	427	9.0	76	1.6	1949	41.0
Providing back-up family care	213	4.5	2178	45.6	239	5.0	57	1.2	2085	43.7
Providing lactation accommodations	140	3.0	2042	43.1	314	6.6	48	1.0	2198	46.4
Providing career development opportunities for staff	189	4.0	2988	62.5	197	4.1	90	1.9	1317	27.5

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 5382).

Table B77

Students Only: How would each of the following affect the climate for diversity at UCI? (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	379	7.2	2055	47.1	344	7.9	46	1.1	1914	43.9
Providing diversity training for staff	204	3.9	1981	44.2	285	6.4	42	0.9	2172	48.5
Providing diversity training for faculty	193	3.6	1932	43.6	292	6.6	40	0.9	2168	48.9
Providing a person to address student complaints of classroom inequity	282	5.3	2323	53.0	309	7.0	32	0.7	1721	39.2
Increasing diversity of the faculty and staff	156	2.9	2579	57.4	512	11.4	83	1.8	1321	29.4
Increasing the diversity of the student body	192	3.6	2724	60.9	483	10.8	101	2.3	1162	26.0
Increasing opportunities for cross-cultural dialogue among students	166	3.1	2864	63.9	349	7.8	51	1.1	1217	27.2
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	210	4.0	2773	62.6	311	7.0	48	1.1	1295	29.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	202	3.8	2617	59.0	392	8.8	75	1.7	1352	30.5
Providing effective faculty mentorship of students	230	4.3	2999	67.8	223	5.0	24	0.5	1180	26.7

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5297)

Table B78

Faculty/Staff Only: What is the highest level of education achieved by your primary parent(s)/guardian(s)?
 (Question 94)

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	352	6.9	325	6.3
Some high school	288	5.6	285	5.6
Completed high school/GED	796	15.5	887	17.3
Some college	617	12.0	637	12.4
Business/Technical certificate/degree	216	4.2	231	4.5
Associate’s degree	238	4.6	264	5.1
Bachelor’s degree	968	18.9	874	17.0
Some graduate work	115	2.2	121	2.4
Master’s degree	503	9.8	372	7.2
Doctoral degree	218	4.2	112	2.2
Professional degree (MD, MFA, JD)	296	5.8	174	3.4
Unknown	64	1.2	91	1.8
Not applicable	186	3.6	189	3.7
Missing	275	5.4	571	11.1

Note: Table includes only those who answered that they were faculty or staff in Question 1 (n = 5132).

Table B79

Faculty Only: Please indicate whether or not you have participated in or utilized each of the following ADVANCE programs/activities: (Question 95)

Programs/Activities	Yes		No	
	n	%	n	%
ADVANCE website	212	29.5	506	70.5
ADVANCE brochures	232	32.3	486	67.7
Annual Institute for Equity and Diversity	65	9.3	631	90.7
An ADVANCE workshop	132	18.6	577	81.4
ADVANCE Institutional Transformation seminar	36	5.2	660	94.8
ADVANCE Dependent Care Travel Award Program	30	4.3	668	95.7
Safe Zone Training hosted by UCI ADVANCE	35	5.0	662	95.0
Equity Advisor Presentation to a search committee on which you served	232	32.7	477	67.3
ADVANCE (school-based) mentor program	145	20.4	565	79.6
One-on-one consultation with your Equity Advisor	157	22.3	546	77.7

Note: Table includes only those who answered that they were faculty in Question 1 (n = 796).

Table B80

Post-docs/Trainees/Faculty/Staff Only: What year did you begin your employment at UC Irvine? (Question 97)

Year	n	%	Year	n	%
1930	2	0.0	1989	71	1.3
1937	1	0.0	1990	77	1.4
1964	1	0.0	1991	51	0.9
1965	7	0.1	1992	68	1.3
1966	1	0.0	1993	62	1.2
1967	1	0.0	1994	57	1.1
1968	1	0.0	1995	69	1.3
1969	7	0.1	1996	78	1.4
1970	2	0.0	1997	102	1.9
1971	4	0.1	1998	132	2.5
1972	7	0.1	1999	169	3.1
1973	9	0.2	2000	170	3.2
1974	5	0.1	2001	200	3.7
1975	6	0.1	2002	168	3.1
1976	13	0.2	2003	162	3.0
1977	17	0.3	2004	186	3.5
1978	25	0.5	2005	237	4.4
1979	24	0.4	2006	277	5.1
1980	39	0.7	2007	300	5.6
1981	37	0.7	2008	251	4.7
1982	18	0.3	2009	233	4.3
1983	27	0.5	2010	283	5.3
1984	40	0.7	2011	391	7.3
1985	39	0.7	2012	570	10.6
1986	41	0.8	2013	22	0.4
1987	83	1.5	Missing/Unknown	475	8.8
1988	64	1.2			

Note: Table includes only those who answered that they were post-docs, trainees, faculty, or staff in Question 1 (n = 5382).

Table B81

How many miles do you commute to UC Irvine one-way?
 (Question 98)

Commute/Distance	n	%
I live on campus	3163	30.9
I commute	7086	69.1
Less than 3 miles	1290	18.3
3-9 miles	1756	24.9
10-19 miles	2107	29.9
20-29 miles	1023	14.5
30-39 miles	415	5.9
40-80 miles	397	5.6
More than 80 miles	56	0.8

This survey is accessible in alternative formats.
For more information regarding accessibility assistance please contact:

Disability contact:
Robert Espero
Adaptive/Information Technology (AT/IT) Coordinator
Disability Services Center, Building 313
100 Disability Services Center
Irvine, CA 92697-5130
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UC Irvine Climate Assessment for Learning, Living and Working

(Administered by Rankin & Associates, Consulting)

Purpose

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

Procedures

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

Discomforts and Risks

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

Participants who experience discomfort are encouraged to contact:

For Faculty & Staff:

Cascade Centers
(800) 433-2320
www.cascadecenters.com

For Students:

Counseling Center
201 Student Services I - ZOT 2200

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at UC Irvine is conducive to learning, living, and working.

Voluntary Participation

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

Statement of Confidentiality for Participation

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

Statement of Anonymity for Comments

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

Privacy and Data Usage

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

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

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

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

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Kirsten K. Quanbeck
Assistant Executive Vice Chancellor
Office of Equal Opportunity and Diversity
103 Multipurpose Science & Technology Building
Irvine, CA 92697-1130
Voice: 949-824-5594
TTY: 949-824-7593
Fax: 949-824-2112
Email: oeod@uci.edu

UC System Institutional Review Board Project Evaluation

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

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

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

Survey Terms and Definitions

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please do not complete this survey more than once.

Directions

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

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

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

- In Residence
- Clinical “X”
- Adjunct
- Health Sciences Clinical
- Clinical Professor of Dentistry
- Emeritus
- Assistant Professor
 - FTE/Ladder Rank
 - In Residence
 - Clinical “X”
 - Adjunct
 - Health Sciences Clinical
 - Clinical Professor of Dentistry
- Other Faculty appointment (e.g., Instructor/Lecturer)
- Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

2. **Staff Only:** What is your **primary** employment status with UCI?

- Career (including partial-year career) employee
- Contract employee
- Limited appointment employee/ term employment
- Per Diem employee
- Floater (temporary services) employee
- Academic employee

3. **Staff Only:** What is your **primary** campus location with UCI?

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

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

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

8. In the past year, have you seriously considered leaving UCI?
 - No
 - Yes

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

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

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

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

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

	Very Often	Often	Sometimes	Seldom	Not Applicable
Academic Performance	<input type="radio"/>				
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Discipline of study	<input type="radio"/>				
Educational level	<input type="radio"/>				
Educational modality (on-line, classroom)	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical condition	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g., having children)	<input type="radio"/>				
Participation in an organization/team (please specify):	<input type="radio"/>				

Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Philosophical views	<input type="radio"/>				
Political views	<input type="radio"/>				
Position (staff, faculty, student)	<input type="radio"/>				
Pregnancy	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				
Don't know	<input type="radio"/>				
Other (please specify):	<input type="radio"/>				

13. How did you experience this conduct? **(Mark all that apply)**

- I feared for my physical safety
- I feared for my family's safety
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out
- I observed others staring at me
- I received derogatory written comments
- I received derogatory phone calls
- I received threats of physical violence
- I received a low performance evaluation
- I was singled out as the spokesperson for my identity group
- I was the target of derogatory verbal remarks
- I was the target of graffiti/vandalism
- I was the target of physical violence
- I was the target of racial/ethnic profiling
- I was the target of stalking
- I was the victim of a crime
- I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Someone assumed I was admitted/hired/promoted due to my identity
- Someone assumed I was not admitted/hired/promoted due to my identity
- Other (please specify) _____

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

- At a UCI event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCI dining facility
- In a UCI office
- In a faculty office
- In a public space at UCI
- 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 UCI 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.)
- UCI 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
- UCI Physician
- Union representative
- Other (please specify) _____

16. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g. Cross-Cultural Center, LGBT Resource Center, Cascades, Student Counseling Center, Ombuds Office)
- 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 UCI 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***

The following questions are related to unwanted physical sexual contact.

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

- Yes
- No [Go to Question 20]

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

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

Part 2: Work-Life

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

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

21. **Post-doc/Graduate/Trainees/Staff/Faculty Only** If you would like to elaborate on any of your responses to the previous statements, please do so here.

22. **Faculty Only:** As a faculty member ...

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

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

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

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

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

Part 3: Demographic Information

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

26. What is your assigned birth sex?

- Male
- Female
- Intersex

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

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

28. What is your racial/ethnic identity?

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

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

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

29. Which term best describes your sexual orientation?

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

30. What is your age?

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

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

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

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

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

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

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

34. **Staff Only:** What is your highest completed level of education?

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

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

- Non-degree student
- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

36. **Graduate/Professional Students Only:** Where are you in your graduate career?

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

37. **Post-docs/Trainees Only:** Where are you in your career at UCI?

- 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?

- Claire Trevor School of the Arts
- School of Biological Sciences
- The Paul Merage School of Business
- School of Education
- The Henry Samueli School of Engineering
- Health Sciences (Nursing Science, Pharmaceutical Sciences, Public Health)
- School of Humanities
- Donald Bren School of Information and Computer Sciences
- School of Law
- School of Medicine
- School of Physical Sciences
- School of Social Ecology
- School of Social Sciences
- Split appointment across two or more schools
- Other (please specify) _____
- University Extension

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.)

- Campus/School of Medicine**
 - Chancellor's Office and Chancellor's Office – Other (Campus Counsel, Chief Executive Roundtable, Alumni Association, Strategic Communications)
 - EVC/Provost/Academic Affairs – Other (Office of the Executive Vice Chancellor and Provost, Academic Senate, Academic Personnel, Academic Planning, ADVANCE Program, Office of Equal Opportunity & Diversity, Ombuds Office, University Editor, Whistleblower Coordinator)
 - Intercollegiate Athletics
 - Planning and Budget
 - Office of Research
 - Division of Undergraduate Education
 - Graduate Division
 - Libraries
 - Office of Information Technology
- Academic Units**
 - School of the Arts
 - School of Biological Sciences
 - School of Business
 - School of Education
 - School of Engineering
 - School of Humanities
 - School of Information & Computer Science
 - School of Law
 - School of Medicine
 - School of Physical Sciences
 - School of Social Ecology
 - School of Social Sciences
 - Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)
 - University Extension and Summer Session
- Student Affairs**
 - Campus Recreation
 - Wellness, Health & Counseling Services (CARE, Career Center, Student Health, Health Education, Counseling Center, Disability Services Center)
 - Student Life & Leadership
 - Enrollment Services (Admissions & Relations with Schools, Registrar's Office, Center for Educational Partnerships, Financial Aid & Scholarships, Enrollment Services)
 - Housing
 - Hospitality and Dining Services
 - Student Center & Event Services/Bookstore
 - Student Affairs – Other (Office of the Vice Chancellor for Student Affairs, Student Affairs Budget Office, Student Affairs Communications Office, Student Affairs Research and Evaluation, Child Care Services, Student Affairs Human Resources & Staff Development, Student Affairs IT Strategic Planning, Student Government)
- Administrative & Business Affairs**

- Accounting & Fiscal Services
- Environmental Health and Safety
- Facilities Management
- Human Resources
- Police
- Transportation & Distribution Services
- Administrative & Business Services – Other (Office of the Vice Chancellor for Administrative & Business Services, Design & Construction Services, Internal Audit, Material & Risk Management, Administrative Policies & Records, Environmental Planning & Sustainability)
- University Advancement
- Multiple (Select this option if you primarily work for more than one school/department/division)
- Medical Center**
 - Administration
 - Admissions
 - Ambulatory Care Clinics
 - Business Development/Marketing/Strategic Planning
 - Call Center/Referral Center
 - Cancer Center/Comprehensive Digestive Disease Center (CDDC)
 - Controller Services
 - Critical Care Nursing
 - Decision Support/Budget
 - Diagnostic Services Center
 - Emergency Department
 - Environmental Health and Safety/Bio Med Engineering
 - Environmental Services
 - Finance
 - Health Information Management
 - Human Resources
 - Information Services
 - Materiel Management
 - Medical Staff Administration
 - Medical Surgical Nursing
 - Network and Contract Development
 - Nursing Administration
 - Nursing Research and Education
 - Nutrition
 - Pathology
 - Patient Financial Services
 - Patient Relations/Volunteer Services/Interpreter Services
 - Performance Improvement
 - Perioperative Services/Equipment Pool
 - Pharmacy
 - Planning and Facilities
 - Psychiatry
 - Radiology
 - Rehabilitation Services
 - Respiratory Care Services
 - Revenue Audit/Care Management
 - Risk Management
 - Security and Parking
 - Transplant/Staffing and Patient Placement (SPPO)
 - Women's and Children's Services
 - Other (please specify): _____

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

- Double Major (please specify both majors): _____
- Aerospace Engineering
- African American Studies
- Anthropology
- Art History
- Arts and Humanities
- Asian American Studies
- Biochemistry and Molecular Biology

- Biological Sciences
- Biology/Education
- Biomedical Computing
- Biomedical Engineering
- Biomedical Engineering: Premedical
- Business Administration
- Business Economics
- Business Information Management
- Chemical Engineering
- Chemistry
- Chicano/Latino Studies
- Chinese Studies
- Civil Engineering
- Classical Civilization
- Classics
- Comparative Literature
- Computer Engineering
- Computer Game Science
- Computer Science
- Computer Science and Engineering
- Criminology, Law and Society
- Dance
- Developmental and Cell Biology
- Drama
- Earth System Science
- Environmental Science
- East Asian Cultures
- Ecology and Evolutionary Biology
- Economics
- Electrical Engineering
- Engineering
- English
- Environmental Engineering
- European Studies
- Film and Media Studies
- French
- Genetics
- German Studies
- Global Cultures
- History
- Humanities and Arts
- Informatics
- Information and Computer Science
- International Studies
- Japanese Language and Literature
- Korean Literature and Culture
- Latin
- Literary Journalism
- Materials Science Engineering
- Mathematics
- Mechanical Engineering
- Microbiology and Immunology
- Music
- Music Theatre
- Neurobiology
- Nursing Science
- Pharmaceutical Sciences
- Philosophy
- Physics
- Plant Biology
- Political Science
- Psychology
- Psychology and Social Behavior

- Public Health Policy
- Public Health Sciences
- Quantitative Economics
- Religious Studies
- Social Ecology
- Social Policy and Public Service
- Sociology
- Software Engineering
- Spanish
- Studio Art
- Undecided/Undeclared
- Urban Studies
- Women's Studies
- Other (please specify): _____

41. **Graduate/Professional Students Only:** In what school/unit is your academic degree program?

- Claire Trevor School of the Arts
- School of Biological Sciences
- The Paul Merage School of Business
- School of Education
- The Henry Samueli School of Engineering
- Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)
- School of Humanities
- Donald Bren School of Information and Computer Sciences
- School of Law
- School of Medicine
- School of Physical Sciences
- School of Social Ecology
- School of Social Sciences
- Interdisciplinary across two or more schools

42. **Trainees Only:** In what unit is your academic degree or clinical/training program?

- Health Sciences (Nursing, Pharmaceutical Sciences, Public Health)
- Department of Medicine
- Department of Pediatrics
- Other School of Medicine department

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
- Confucianist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite

- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) _____

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

- Dependent
- Independent

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

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

50. **Students Only:** Where do you live?

- Campus housing
 - University Undergraduate Housing (Arroyo Vista, Mesa Court, Middle Earth, Campus Village)
 - Themed University-owned Housing (e.g., Spectrum, Rosa Parks, Greek)
 - Graduate/Family Housing (Palo Verde, Verano Place, Campus Village-Graduate)
 - American Campus Communities (Vista Del Campo, Vista Del Campo Norte, Puerta Del Sol, Camino Del Sol)
 - University Hills
- Non-campus housing
 - Living at home with parents/guardians
 - Independently in an apartment/house
- Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

51. **Students Only:** Are you employed either on campus or off-campus?

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

52. **Undergraduate Students Only** Are you an in-state or out-of-state/international student?

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

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

- I do not participate in any clubs/organizations
- Student Leadership Groups (e.g., ASUCI, AGS)
- Academic/Professional Organizations (e.g., Accounting Association, Pre-Pharmacy Society)
- Special Interest Organizations (e.g., Anteater Book Club, VideGame Development Club)
- Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union, Kababayan)
- Political Groups (e.g., College Democrats, College Republicans)
- Religious/Spiritual Organizations
- Service Organizations/Civic Engagement (e.g., Engineers Without Borders, Helping Hearts for the Homeless)
- Social Fraternities and Sororities
- Publications and Media Organizations (e.g., New University, KUCI)
- Intramurals/ Clubs Sports
- Music/Performance Organizations (e.g., Jodaiko, UCI Anteater Band)
- NCAA Varsity Athletics
- Honor Societies (e.g., National Society of Collegiate Scholars, Omega Chi Epsilon)
- Campus Housing Associations
- Other (please specify) _____

54. What is your current relationship status?

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

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

- 4.0
- 3.7-3.9
- 3.3-3.6
- 3.0-3.2
- 2.7-2.9
- 2.3-2.6
- 2.0-2.2
- Below 2.0

56. **Students Only:** Are you a former foster-care youth?

- Yes
- No

Part 4: Perceptions of Campus Climate

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

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

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

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

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

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

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

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

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

- At a UCI event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCI dining facility
- In a UCI office
- In a faculty office
- In a public space at UCI
- 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 UCI job
- While walking on campus
- Other (please specify) _____

64. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g. Cross-Cultural Center, LGBT Resource Center, Cascades, Student Counseling Center, Ombuds Office)
- 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***

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

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

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

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

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

68. **Staff/Faculty Only:** If you would like to elaborate on your observations, please do so here.

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

69. **Post-doc/Graduate/Trainees/Staff/Faculty Only:** I have observed employment-related discipline or action up to and including dismissal at UCI that I perceive to be unfair and unjust or would inhibit diversifying the community.

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

70. **Post-doc/Graduate/Trainees/Staff/Faculty Only:** I believe that the unfair or unjust employment-related discipline or action were based upon **(Mark all that apply)**

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

71. **Post-doc/Graduate/Trainees/Staff/Faculty Only:** If you would like to elaborate on your observations, please do so here.

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

72. **Post-doc/Graduate/Trainees/Staff/Faculty Only:** I have observed promotion/tenure/reappointment/reclassification practices at UCI that I perceive to be unfair or unjust.

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

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

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

74. **Post-doc/Graduate/Trainees/Staff/Faculty Only:** If you would like to elaborate on your observations, please do so here.

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

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

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

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

77. **Students/Faculty Only:** The classroom/learning environment at UCI is welcoming for students based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical conditions	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g. having children)	<input type="radio"/>				
Participation in a campus club/organization	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Political views	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				

78. **Post-doc/Students/Trainees Only:** Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel valued by faculty in the classroom/learning environment.	<input type="radio"/>				
I feel valued by other students in the classroom/learning environment.	<input type="radio"/>				
I think UCI faculty are genuinely concerned about my welfare.	<input type="radio"/>				
I think UCI staff are genuinely concerned about my welfare.	<input type="radio"/>				
I think administrators are genuinely concerned about my welfare.	<input type="radio"/>				
I think faculty pre-judge my abilities based on perceived identity/background.	<input type="radio"/>				
I believe the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>				
I have faculty who I perceive as role models.	<input type="radio"/>				
I have staff who I perceive as role models.	<input type="radio"/>				
I have administrators who I perceive as role models.	<input type="radio"/>				
I don't see enough faculty/staff with whom I identify.	<input type="radio"/>				
I have opportunities for academic success that are similar to those of my classmates.	<input type="radio"/>				

79. **Post-doc/Students/Trainees Only** If you would like to elaborate on your observations, please do so here.

80. **Undergraduate Students Only:** I perceive tension in the residence halls with regard to a person's:

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

81. **Post-doc/Trainees/Staff/Faculty Only:** My workplace climate is welcoming based on a person's:

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

82. How would you rate the accessibility at UCI?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Physical Access				
Anteater Recreation Center (ARC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic facilities (e.g., Bren Center, Crawford Hall, baseball stadium, pool)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospital rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and pedestrian paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation/Signage				
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information in alternative formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instruction/materials				
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Assistant instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Assistant office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites				
UC Irvine website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UC Irvine Health Affairs website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Services Center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Management Services website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worker's Compensation website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UC Learning Center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. If you would like to elaborate on your observations to the previous question, please do so here.

84. How would you rate the climate at UCI for people who are/have...

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

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

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>				
American Indian / Alaskan Native	<input type="radio"/>				
Asian / Asian American	<input type="radio"/>				
Hispanic / Latino	<input type="radio"/>				
Middle Eastern / South Asian / North African	<input type="radio"/>				
Pacific Islander	<input type="radio"/>				
White	<input type="radio"/>				

86. **Students Only:** Before I enrolled, I expected that the climate at UCI would be _____ for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>				
Physical health issues	<input type="radio"/>				
Female	<input type="radio"/>				
From religious affiliations other than Christian	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, and bisexual	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Male	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
Parents/guardians	<input type="radio"/>				
People of Color	<input type="radio"/>				
Providing care for other than a child (e.g., eldercare)	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Socioeconomically advantaged	<input type="radio"/>				
Transgender	<input type="radio"/>				
Veterans/active military members	<input type="radio"/>				
Other, please specify _____	<input type="radio"/>				

Part 5: Institutional Actions Relative to Climate Issues

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

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Educational level	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical conditions	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g. having children)	<input type="radio"/>				
Philosophical views	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Political views	<input type="radio"/>				
Position (faculty, staff)	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				

88. **Post-doc/Trainees/Staff/Faculty Only:** How does each of the following affect the climate for diversity at UCI?

	Not currently available at UCI	Positively influence climate	Has no influence on climate	Negatively influence climate	Don't know
Providing flexibility for promotion for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing access to counseling for people who have experienced harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing mentorship for new faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing mentorship for new staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a clear and fair process to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing funding to support efforts to change campus climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity and equity training to search and tenure committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing back-up family care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing lactation accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing career development opportunities for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

89. **Post-doc/Trainees/Staff/Faculty Only:** If you would like to elaborate on how any of the above influence campus climate, please do so here.

90. **Students Only:** How does each of the following affect the climate for diversity at UCI?

	Not currently available on campus	Positively influence climate	No influence on climate	Negatively influence climate	Don't know
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a person to address student complaints of classroom inequity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing effective faculty mentorship of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. **Students Only:** If you would like to elaborate on how any of the above influence campus climate, please do so here.

Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCI 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: UCI Campus-Specific Questions

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

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

95. **Faculty Only:** Please indicate whether or not you have participated in or utilized each of the following ADVANCE programs/activities:

	Yes	No
ADVANCE website	<input type="radio"/>	<input type="radio"/>
ADVANCE brochures (print or electronic)	<input type="radio"/>	<input type="radio"/>
Annual Institute for Equity and Diversity	<input type="radio"/>	<input type="radio"/>
An ADVANCE workshop (e.g., UC President's Postdoctoral Fellowship Program, UC HBCU Initiative)	<input type="radio"/>	<input type="radio"/>
ADVANCE Institutional Transformation seminar	<input type="radio"/>	<input type="radio"/>
ADVANCE Dependent Care Travel Award Program	<input type="radio"/>	<input type="radio"/>
Safe Zone Training hosted by UCI ADVANCE	<input type="radio"/>	<input type="radio"/>
Equity Advisor Presentation to a search committee on which you served	<input type="radio"/>	<input type="radio"/>
ADVANCE (school-based) mentor program	<input type="radio"/>	<input type="radio"/>
One-on-one consultation with your Equity Advisor	<input type="radio"/>	<input type="radio"/>

96. **Faculty Only:** Please add any comments you would like to share about UCI ADVANCE.

97. **Faculty/Staff/Post-docs/Trainees Only:** What year did you begin your employment at UC Irvine?

98. How many miles do you commute to UC Irvine one-way?

- I live on the campus
- I commute
 - less than 3 miles
 - 3-9 miles
 - 10-19 miles
 - 20-29 miles
 - 30-39 miles
 - 40-80 miles
 - More than 80 miles

99. Are your experiences at UC Irvine different from those you experience in the community surrounding the campus/medical center? If so, how are these experiences different and where do they occur?

Thank you for taking the UC Irvine Climate Assessment for Learning, Living and Working

You have contributed to the welfare of the UC Irvine community, and your involvement will help UC Irvine make changes that will enhance the campus environment.

Participants who complete the survey will be entered into a systemwide drawing for the following items provided by the Office of the President:

- One \$10,000 undergraduate student scholarship
- Two \$5,000 graduate/professional student/post-doc/trainee stipends
- Two \$5,000 faculty research grants
- Five \$2,000 staff professional development grants

In addition, two UC Irvine participants will receive an iPad.

Participants who complete the survey will also be entered into a drawing for items, such as gift certificates, provided by UC Irvine. The UCI incentives are listed on the following website:

http://chancellor.uci.edu/campus_climate/ccs/index.php

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:

For Faculty & Staff:

Cascade Centers
(800) 433-2320
www.cascadecenters.com

For Students:

Counseling Center
201 Student Services I - ZOT 2200

Thank you again for your participation. Survey results will be available in Fall 2013.