



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California
Santa Cruz

Campus Climate Project
Final Report

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Rankin & Associates, Consulting

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University of California Santa Cruz Climate Assessment 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 Santa Cruz survey contained 97 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from

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

January 16 through February 21, 2013 through a secure on-line portal.² 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 Santa Cruz

UC Santa Cruz community members completed 6,399 surveys for an overall response rate of 30%. Response rates by constituent group varied: 27% for Undergraduate Students ($n = 4,350$), 28% for Graduate/Professional Students ($n = 392$), and 32% for Union Staff ($n = 353$), 32% for Faculty ($n = 316$), and 53% for Non-Union Staff ($n = 872$). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic.³ Only surveys that were at least 50% completed were included in the final data set for analyses.

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

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

Table 1. UC Santa Cruz Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	4,350	68%
	Graduate/Professional Students ⁱⁱ	392	6%
	Faculty ⁱⁱⁱ	316	5%
	Staff ^{iv}	1,299	20%
	Post-Doctoral Scholars/Trainees ^v	42	<1%
Gender Identity	Women	2416	38%
	Men	3862	60%
	Transgender ^{vi}	19	<1%
	Genderqueer ^{vii}	100	2%
Racial Identity	White	2,952	46%
	Underrepresented Minority ^{viii}	1,630	26%
	Other People of Color ^{ix}	1,548	24%
	Multi-Minority ^x	143	2%
Sexual Identity	Heterosexual	5,031	80%
	Lesbian, Gay, Bisexual, Queer	706	11%
	Questioning ^{xi}	121	2%
	Asexual ^{xii}	317	5%
Citizenship Status	U.S. Citizen	6,195	97%
	Non-U.S. Citizen	146	2%
	Undocumented	32	<1%
Disability Status	No Disability	4,583	77%
	Disability (physical, learning, mental health/Psychological condition)	1,382	23%
Religious/Spiritual Affiliation	Christian Affiliation ^{xiii}	1,544	24%
	Other Religious/Spiritual Affiliation ^{xiv}	52	1%
	Muslim ^{xv}	147	2%
	Jewish ^{xvi}	319	5%
	No Affiliation ^{xvii}	3,505	55%
	Multiple Affiliations ^{xviii}	534	8%
	Missing/Unknown	298	5%

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

Key Findings - Areas of Strength

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

- 83% of respondents reported that they were “very comfortable” or “comfortable” with the overall climate at UC Santa Cruz ($n = 5,288$), and 78% of respondents were “very comfortable” or “comfortable” with their department or work units ($n = 5,014$).
- With regard to classroom climate, 75% of Undergraduate Students ($n = 3,262$) and 79% of Graduate/Professional Students ($n = 310$) were “comfortable” or “very comfortable” with the climate in their classes.
- 87% of Faculty were “comfortable” or “very comfortable” with the climate in their classes ($n = 274$).

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

- Three-quarters of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents thought UC Santa Cruz demonstrated that it values a diverse faculty (75%, $n = 1,214$) and staff (76%, $n = 1,242$).
- 64% of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents believed their supervisors provided them with resources to pursue professional development opportunities ($n = 1,287$), and 66% felt their supervisors provided ongoing feedback to help improve their performance ($n = 1,337$).
- The majority of Faculty, Staff, Post-Doc, and Graduate/Professional Student respondents found UC Santa Cruz supportive of taking leave (68%, $n = 1,367$) and supportive of flexible work schedules (70%, $n = 1,405$).

3. Students - Positive attitudes about academic experiences

- 72% of Undergraduate Students ($n = 3,119$) and 77% of Graduate/Professional students ($n = 297$) were satisfied with their academic experience at UC Santa Cruz.
- 69% of Undergraduate Students ($n = 2,976$) and 76% of Graduate/Professional Students ($n = 296$) believed they were performing up to their full academic potential.

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

- 73% of Undergraduate Students ($n = 2,773$) and 55% of Graduate/Professional Students ($n = 185$) found the courses offered at UC included sufficient materials, perspectives, and/or experiences of people based on ethnicity.
- 73% of Undergraduate Students ($n = 2,772$) and 54% of Graduate/Professional Students ($n = 181$) found the courses offered at UC included sufficient materials, perspectives, and/or experiences of people based on educational level.
- 72% of Undergraduate Students ($n = 2,721$) and 54% of Graduate/Professional Students ($n = 174$) found the courses offered at UC included sufficient materials, perspectives, and/or experiences of people based on race.

Key Findings - Opportunities for Improvement

1. Some members of the community experienced exclusionary conduct

- 23% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct ($n = 1,444$); 7% of respondents indicated that the conduct interfered with their ability to work or learn on campus⁴ ($n = 469$).
- Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,

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

- A higher percentage of Staff respondents (31%, $n = 344$) reported experiencing this conduct as compared to Faculty (21%, $n = 55$) or Students (21%, $n = 916$).
- A higher percentage of ethnic and racial minorities reported experiencing this conduct as compared to non-minorities. 21% of White Respondents ($n = 619$), 22% of Other People of Color ($n = 338$), 25% of Underrepresented Minority respondents ($n = 411$), and 29% of Multi-Minority respondents ($n = 42$) believed they had been the target of exclusionary, intimidating, offensive, or hostile conduct.

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

- Staff respondents (70%) were less comfortable when compared with Faculty (80%) and Post-Doctoral Scholar respondents (93%) with the overall campus climate at UC Santa Cruz. Staff respondents (68%) also were less comfortable with the climate in their departments/work units when compared with Faculty (76%) and Post-Doctoral Scholar respondents (83%).
- Respondents with disabilities were less comfortable than were respondents without disabilities with the overall climate (76% vs. 86%, respectively), with the workplace climate (73% vs. 81%), and with the climate in their classes (70% vs. 80%).
- Multi-Minority respondents (79%) were slightly less comfortable than Underrepresented Minority respondents (81%), Other People of Color respondents (84%), and White respondents (84%) with the overall climate. Other People of Color respondents (71%), Multi-Minority respondents (73%), and Underrepresented Minority respondents (75%) were less comfortable than White respondents (83%) with the climate in their classes.

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

- 4% of respondents believed they had experienced unwanted sexual contact while at UC Santa Cruz within the last five years ($n = 246$). Subsequent analyses of the data revealed the following:
 - Of the 246 respondents, 218 were Undergraduate Students (5% of all Undergraduate Students).
 - Higher percentages of LGBTQ respondents (8%, $n = 54$), Genderqueer respondents (6%, $n = 6$), and respondents with disabilities (6%, $n = 80$) than other groups 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-three percent of all respondents reported that they were “comfortable” or “very comfortable” with the climate at UC Santa Cruz. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC Santa Cruz, 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 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.

^{viii} 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.

^{ix} 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.

^x The **Multi-Minority** category 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** category includes respondents who chose any Christian religious/spiritual affiliation.

^{xiv} The **Other Religious/Spiritual Affiliation** category 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** category includes respondents who chose Ahmadi Muslim, Muslim, Shi’ite, Sufi, and Sunni.

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

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

^{xviii} The *Multiple Affiliations* category 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., UCUES⁵, NSSE⁶, SERU⁷, HERI⁸), 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

⁵ UCUES - University of California Undergraduate Experience Survey

⁶ NSSE – National Survey of Student Engagement

⁷ SERU – Student Experience in the Research University

⁸ HERI – Higher Education Research Institute – Faculty Survey

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

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

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

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

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

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

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

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

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

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

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

Climate, for the purposes of this project is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). This 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 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 student’s academic success and employee’s professional success and well-being. The literature also suggests that various social identity groups perceive the campus climate differently and their perceptions may adversely affect working and learning outcomes. A summary of this literature follows.

Individual perceptions of discrimination or a negative campus climate for intergroup relations influence student educational outcomes. Hurtado and Ponjuan (2005) noted 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) indicated that perceptions of the campus racial climate continue to strongly influence the sense of belonging in minority college students. Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

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

The personal and professional development of employees including faculty, administrators, and staff are also impacted by the complex nature of the campus climate. In a study by Settles, Cortina, Malley, and Stewart (2006), sexual 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 community (students, faculty, staff, post-doctoral fellows and trainees) were invited to participate in the survey. Individual campuses/locations also had the opportunity to add additional campus-specific questions.

University of California Santa Cruz (UC Santa Cruz) Project Specifics

The UC Santa Cruz survey was distributed from January 16 through February 21, 2013. The UC Santa Cruz LWT reviewed the survey template and revised the survey instrument to better fit the unique context within UC Santa Cruz. The final survey contained 97 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey.

Methodology

Conceptual Framework

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

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC Santa Cruz further vetted the questions to be more contextually fitting for the UC Santa Cruz population. The final UC Santa Cruz campus-specific survey contained 97 questions¹⁰, including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Santa Cruz’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 or Spanish. All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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

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

Sampling Procedure. The project proposal, including the survey instrument, was reviewed by the UC System Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University of California and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment were collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment initiative 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.¹¹ Refer to the survey data tables in Appendix B for actual percentages¹² where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UC Santa Cruz’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 reviewed¹³ using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a

¹¹ 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.

¹² Actual percentages derived using the total number of survey respondents.

¹³ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. For the purposes of this report, content analyses were conducted on the following questions where there was limited quantitative data.

#8 - In the past year, have you seriously considered leaving UC Santa Cruz?

#19 - Within the last five years, have you experienced unwanted physical sexual contact at UC Santa Cruz?

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

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

Results

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

Description of the Sample¹⁴

Six thousand three hundred ninety-nine (6,399) surveys were returned for a 30% overall response rate. The sample and population figures, chi-square analyses,¹⁵ and response rates are presented in Table 1. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Female respondents were over-represented in the sample and male respondents were under-represented.
- American Indian/Alaskan Natives and Whites were over-represented in the sample. Two racial/ethnic categories -- Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans – were not disaggregated in the population but were included in the sample. African Americans/Blacks, Asians/Asian Americans, and Hispanics/Latinos were significantly under-represented in the sample.
- The sample had significantly greater proportions of staff and faculty in the sample than in the population. The sample had significantly smaller proportions of undergraduate and graduate students than does the population. Postdoctoral Scholars were approximately in proportion to their size in the population.
- Citizenship data was not provided for the population so tests of significance were not run.

¹⁴ 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.

¹⁵ 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	10,336	47.76	2,416	37.39	23.37
	Woman	11,306	52.24	3,862	59.76	34.16
	Transgender	Not available	--	<5	--	N/A
	Genderqueer	Not available	--	<5	--	>100
	Other	Not available	--	6	0.57	>100
Race/Ethnicity ^{1,b}	African American/African/Black	656	3.03	194	2.56	29.57
	American Indian/Alaskan Native	245	1.13	171	2.26	69.80
	Asian/Asian American	4,706	21.74	1,379	18.22	29.30
	Hispanic/Latino	5,120	23.66	1,520	20.08	29.69
	Middle Eastern/Southwest Asian/North African	Not available	--	298	3.94	>100
	Pacific Islander	Not available	--	53	0.70	>100
	White	10045	46.41	3,880	51.25	38.63
	Unknown	870	4.02	Not available	--	0.00
	Other	Not available	--	75	0.99	>100
Position ^c	Undergraduate Student	15,978	73.83	4,350	67.98	27.22
	Graduate/Professional Student	1,426	6.59	392	6.13	27.49
	Postdoctoral Scholar	137	0.63	42	0.66	30.66
	Staff non-Union	1,649	7.62	872	13.63	52.88
	Staff – Union	1,109	5.12	353	5.52	31.83
	Faculty	993	4.59	316	4.94	31.82
	Other Academic Series	350	1.62	74	1.16	21.14

¹ Respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 6,278) = 216.16, p = .0001$

^b $X^2(4, N = 7,144) = 214.47, p = .0001$

^c $X^2(6, N = 6,399) = 347.01, p = .0001$

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 the UC Santa Cruz LWT.

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

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 76) and those that rate overall campus climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients¹⁶ are provided in Table 3.

¹⁶ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

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

Strong relationships (between .5 and .7) existed for two pairs of variables – between American Indians/Alaskan Natives and Not Racist and between Pacific Islanders and Positive for People of Color. Moderately strong relationships (between .4 and .5) existed between eight pairs of variables: between Positive for People of Color and Respectful of African Americans/Blacks, American Indians/Alaskan Natives, Middle Eastern/South Asian/North Africans, and Hispanics/Latinos; between Not Racist and Respectful of Hispanics/Latinos and Pacific Islanders; both pairs for Gay, Lesbian, Bisexual Individuals; and between Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers. The remaining eight pairs showed a moderate relationship (between .3 and .4).

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

Respectful of:	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	.421 ¹	.368 ¹							
American Indians/ Alaskan Natives	.487 ¹	.527 ¹							
Asian Americans/ Asians	.392 ¹	.369 ¹							
Middle Eastern/South Asian/North African	.402 ¹	.373 ¹							
Hispanics/Latinos	.441 ¹	.456 ¹							
Pacific Islanders	.511 ¹	.427 ¹							
Gay, Lesbian, Bisexual Individuals			.430 ¹	.464 ¹					
Females					.392 ¹	.379 ¹			
Non-Native English Speakers							.452 ¹		
Socioeconomically Disadvantaged Persons								.381 ¹	.321 ¹

¹ $p < 0.01$

Sample Characteristics¹⁷

Table 4 depicts the respondent population by their primary position status at UC Santa Cruz. Sixty-eight percent of all respondents were Undergraduate Students ($n = 4,350$), and six percent were Graduate/Professional Students ($n = 392$). Fourteen percent of all respondents were Staff Non-Union ($n = 872$), 6% were Staff Union ($n = 353$), and 5% were Faculty ($n = 316$). 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.

¹⁷ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

Table 4. Respondent’s Primary Position at UC Santa Cruz

Position	n	%
Undergrad Student	4,350	68.0
Started at UC Santa Cruz as first year student	3,331	76.6
Transferred from a California community college	657	15.1
Transferred from another institution	52	1.2
Missing	310	7.1
Graduate/Professional Student	392	6.1
Non-Degree	9	2.3
Master’s degree student	43	11.0
Doctoral degree student (Ph.D., Ed.D)	317	80.9
Professional degree student (e.g., MD, JD, MBA)	<5	--
Missing	21	5.4
Postdoctoral scholar	42	0.7
Staff – non-Union	872	13.6
Senior Management Group	8	0.9
Management & Senior Professionals - Supervisor	137	15.7
Management & Senior Professionals – Non- Supervisor	41	4.7
Professional & Support Staff – Non-Union & Supervisor	233	26.7
Professional & Support Staff – Non-Union & Non-Supervisor	365	46.6
Missing	88	10.1
Staff- Union	353	5.5
Professional & Support Staff – Union represented & Supervisor	42	11.9
Professional & Support Staff – Union Represented & Non-Supervisor	274	77.6
Missing	37	10.5
Faculty	316	4.9
Faculty Administrator	28	8.9
General Campus Faculty	225	71.2
Health Sciences Campus Faculty	<5	--
Missing	60	19.0
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	74	1.2

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 several analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-docs/Trainees¹⁸ (Figure 1). Sixty-eight percent of the survey respondents were Undergraduate Students ($n = 4,350$), 6% were Graduate/Professional Students ($n = 392$), 20% were Staff ($n = 1,299$), 5% were Faculty ($n = 316$), and 1% were Post-Docs/Trainees ($n = 42$). Ninety-six percent of respondents were full-time in their primary positions ($n = 6,116$).

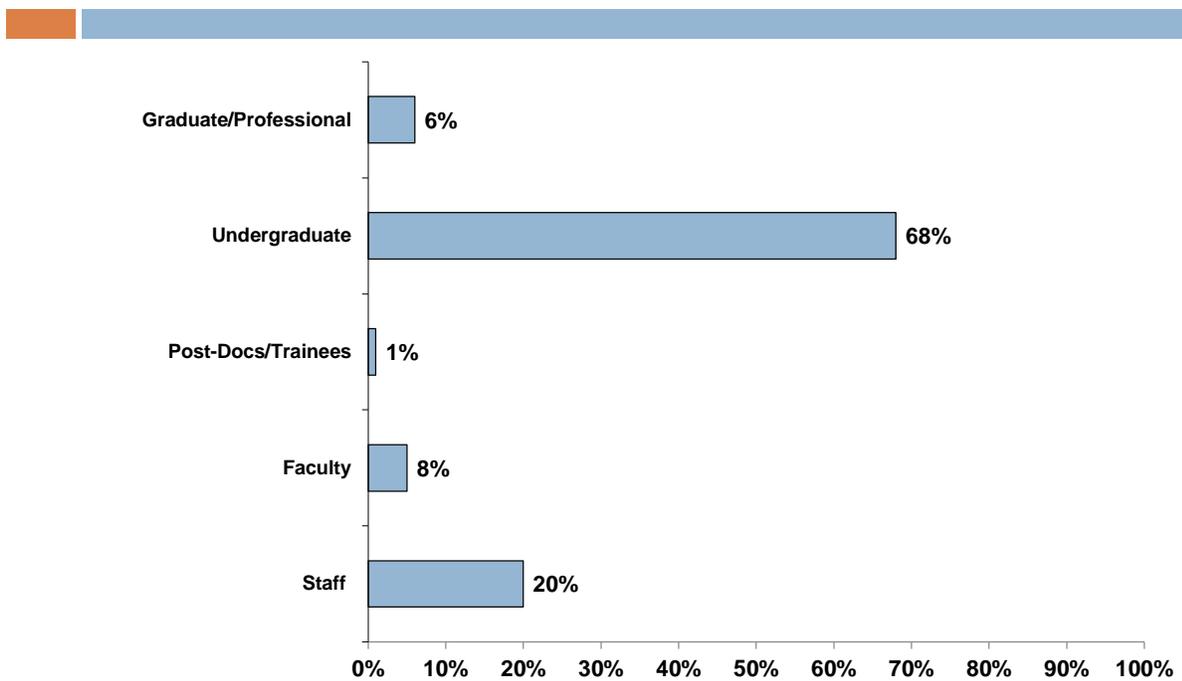


Figure 1. Respondents' Collapsed Position Status (%)

¹⁸ Collapsed position variables were determined by the SWT. "Students" includes all undergraduate and graduate students. "Staff" includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. "Faculty" includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.

Eighty-nine percent of staff respondents were primarily career employees ($n = 1,158$) (Table 5).

Table 5. Primary Employment Status with UC Santa Cruz

Status	<i>n</i>	%
Career (including partial-year career) employee	1,158	89.1
Contract employee	31	2.4
Limited appointment employee/term employment	43	3.3
Per Diem employee	<5	--
Floater (temporary services) employee	<5	--
Academic employee	57	4.4
Missing	4	0.3

With regard to respondents’ work unit affiliations, Table 6 indicates that 28% of Staff respondents were affiliated with Business Administrative Services ($n = 356$), 12% of Staff respondents were primarily affiliated with the Physical and Biological Sciences ($n = 147$), and 10% with the Information Technology Services ($n = 127$).

Table 6. Staff Respondents’ Primary Work Unit Affiliations

Academic Unit	<i>n</i>	%
Arts	36	2.8
Business Administrative Services (BAS)	356	27.9
Chancellor-EVC/Graduate Studies	47	3.7
Engineering	49	3.8
Humanities	29	2.3
Information Technology Services (ITS)	127	10.0
Library	46	3.6
Office of Research	12	0.9
Physical and Biological Sciences	147	11.5
Planning & Budget	14	1.1
Social Sciences	57	4.5
University Affiliated Research Center (UARC)	8	0.6
University of California Observatories (UCO)/Lick Observatory	15	1.2
Undergraduate Education	98	7.7
University Extension	35	2.7
University Relations	42	3.3
Other	156	12.2

Note: Table includes staff responses only ($n = 1,299$).

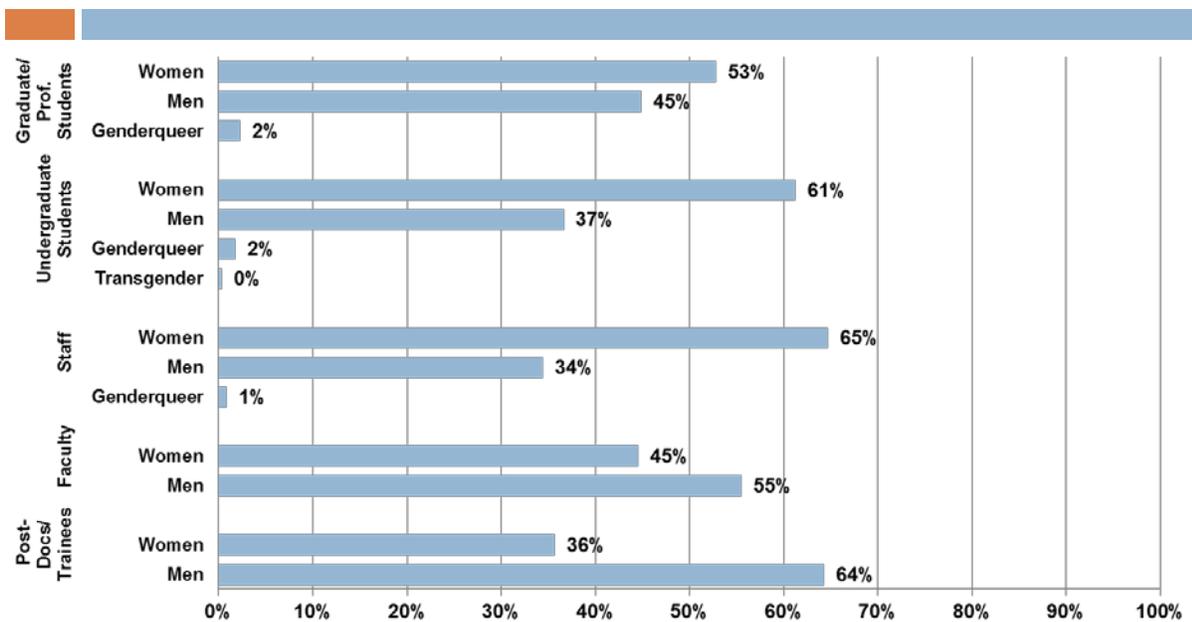
Thirty-two percent of Post-Docs and Faculty respondents were affiliated with the Division of Physical and Biological Sciences ($n = 115$), and 22% were primarily affiliated with the Division of Social Sciences ($n = 79$) (Table 7).

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

Academic division	<i>n</i>	%
Colleges	10	2.8
Division of Humanities	72	20.1
Division of Physical & Biological Sciences	115	32.1
Division of Social Sciences	79	22.1
Division of the Arts	35	9.8
Jack Baskin School of Engineering	40	11.2
Office of Physical Recreation & Sports (OPERS)	<5	--
University Affiliated Research Center (UARC)	<5	--
Other	7	2.0

Note: Table includes faculty and post-doc responses only ($n = 358$).

The majority of the sample were women (60%, $n = 3,862$; Figure 2). Nineteen transgender¹⁹ individuals (<1%) completed the survey; 100 respondents (2%) identified as genderqueer.²⁰ Sixty-five respondents marked “other” in terms of their gender identity and specified “agender,” “dude,” “eccentric,” “gender-fluid,” “gender neutral,” “labile,” “lumberjack,” “MYOB,” “nope,” “not applicable,” superman/mantastic,” “transman,” “unsure,” “Unicorn,” “vampire,” “viking,” “Wizard,” “wookie,” “zhe,” “thank you so much for finally having these other identifications listed,” etc. 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.



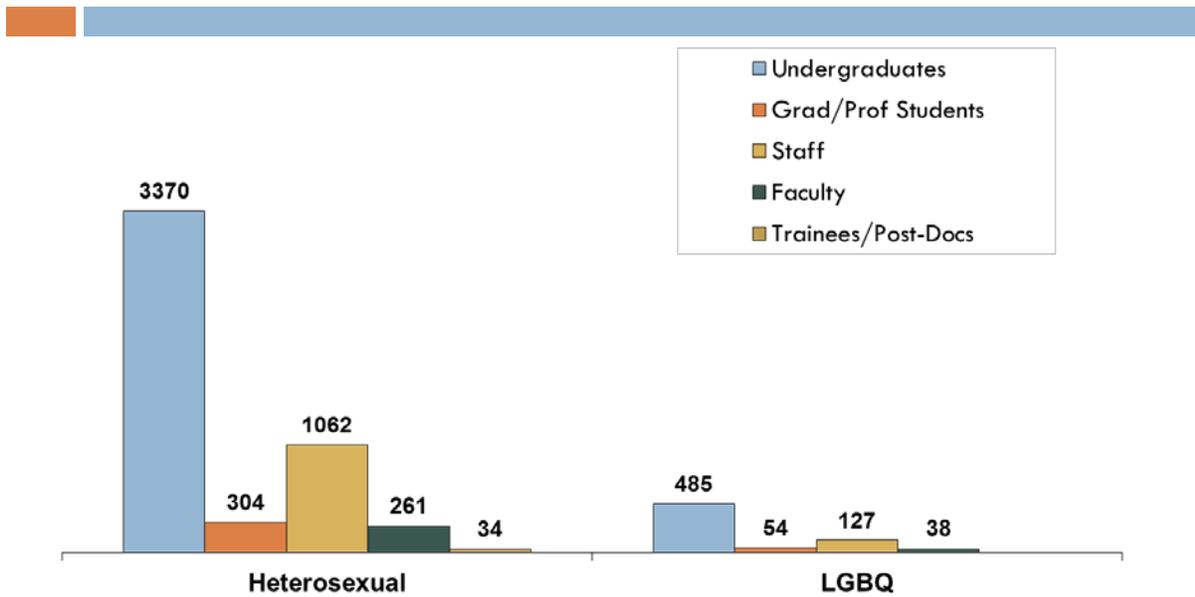
Responses with n 's less than 5 are not presented in the figure

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

¹⁹ 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.

²⁰ 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 identified as heterosexual²¹ (79%, $n = 5,031$). Eleven percent were lesbian, gay, bisexual, or queer (LGBQ; $n = 706$; Figure 3). Two percent of respondents were questioning their sexual orientations ($n = 121$), and five percent ($n = 317$) identified as asexual.

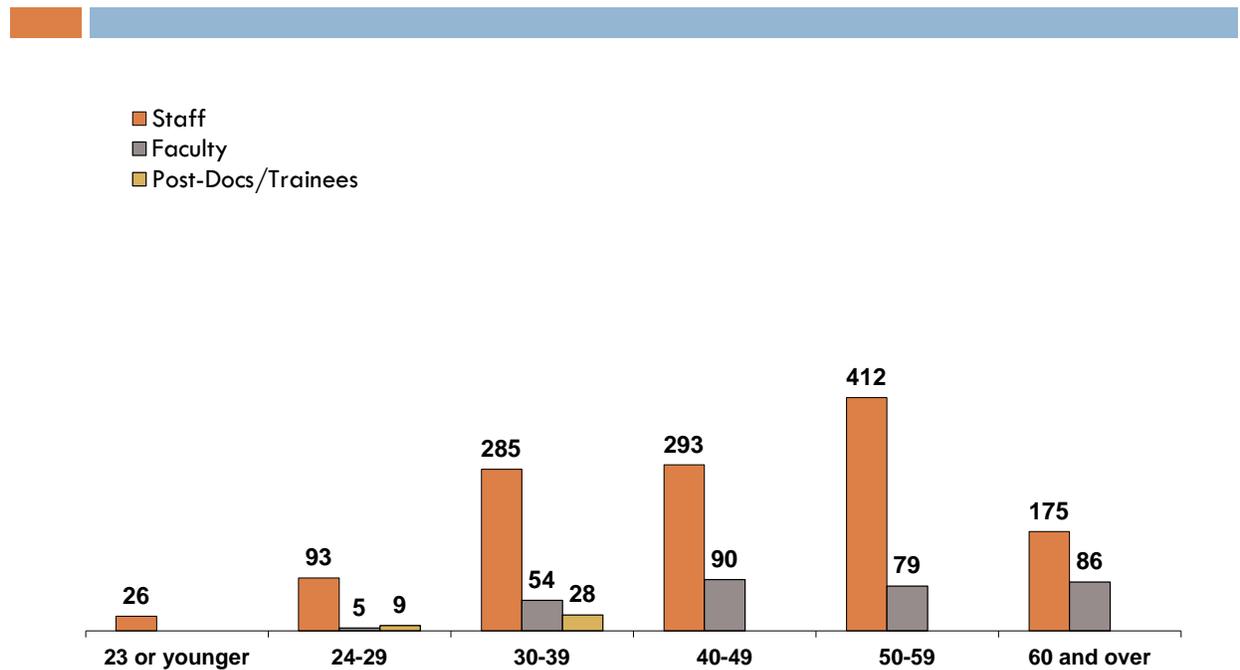


Responses with n 's less than 5 are not presented in the figure

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

²¹ 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.

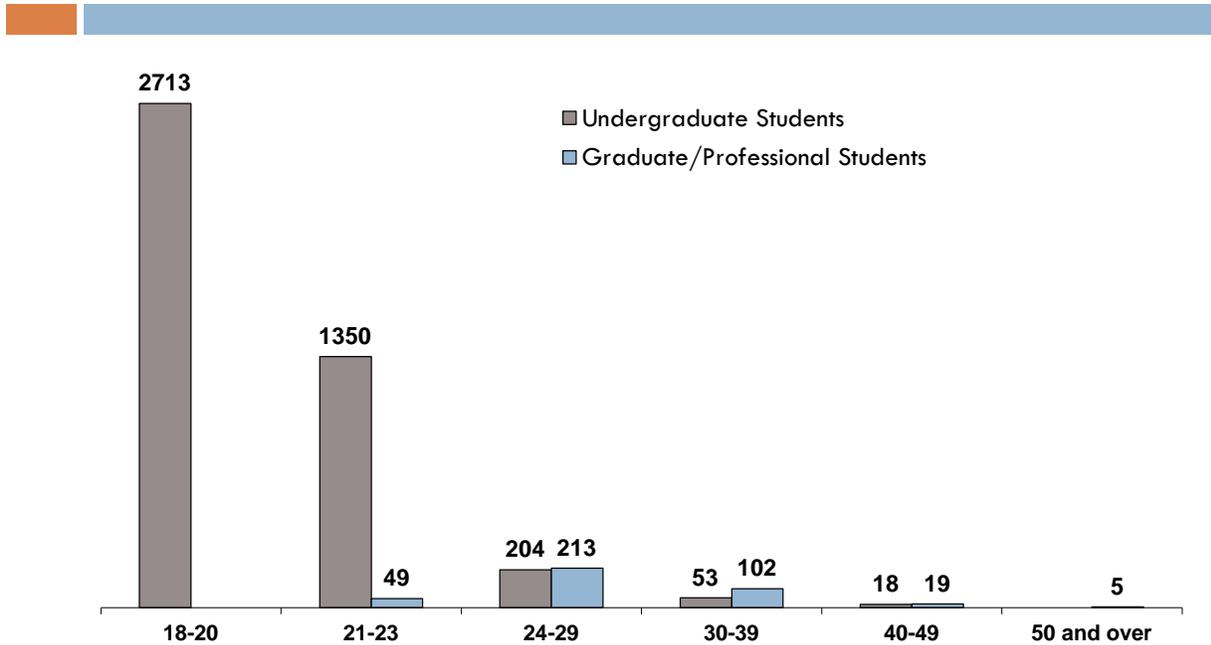
Twenty nine percent of Faculty members were 40 to 49 years old ($n = 90$), and 27% of Faculty members were 60 and over ($n = 86$). Thirty-two percent of Staff were between the ages of 50 and 59 ($n = 412$), and 23% were between 40 and 49 years old ($n = 293$). Sixty-seven percent of Post-Docs/Trainees were between the ages of 30 and 39 ($n = 28$; 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-three percent of responding Undergraduate Students were 18 to 20 years old ($n = 2,713$). Fifty-five percent of responding Graduate/Professional Students were 24 to 29 years old ($n = 213$; 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, 61% of the respondents identified as White ($n = 3,880$).²² Twenty-two percent were Asian/Asian American ($n = 1,379$), 24% were Hispanic/Latino ($n = 1,520$), 3% were African American/African/Black ($n = 194$), 5% were Middle Eastern/Southwest Asian/North African ($n = 298$), three percent were American Indian/Alaskan Native ($n = 171$), and one percent were Pacific Islanders ($n = 53$) (Figure 6).

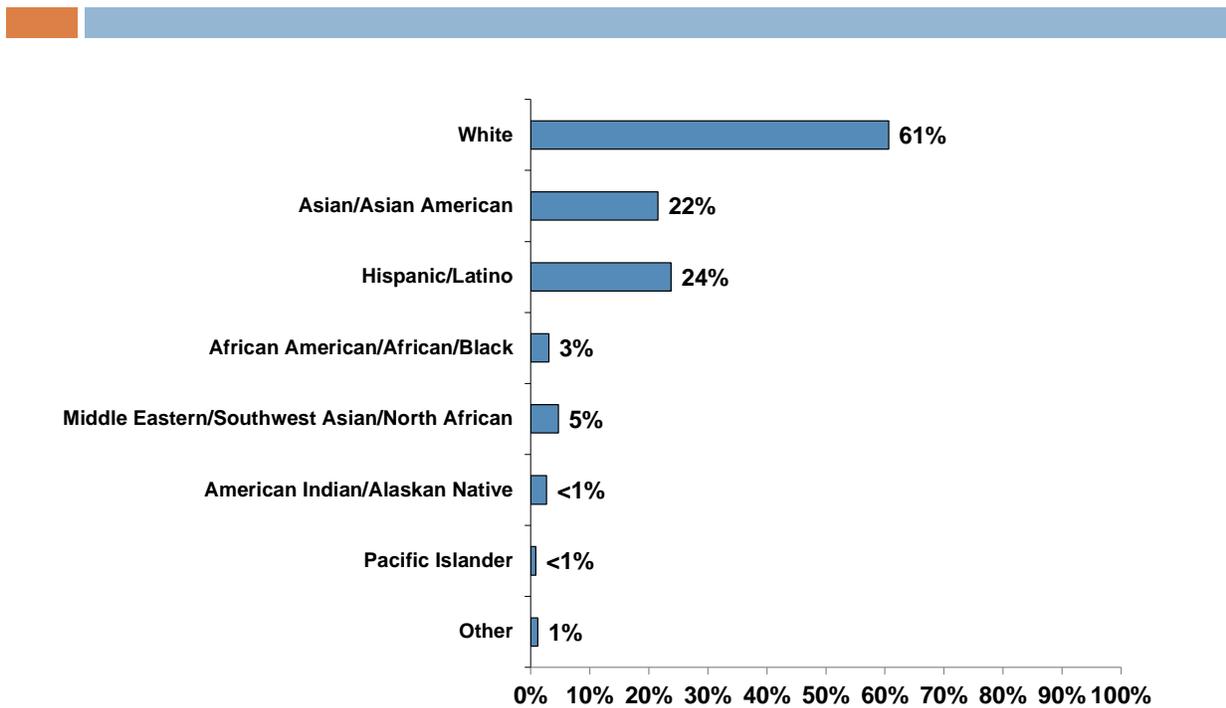


Figure 6. Respondents' Racial/Ethnic Identity, inclusive of multi-racial and/or multi-ethnic (%)

²² The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers will see Table B7 in Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (46%, $n = 2,952$) as their identity (Figure 7). For the purposes of some analyses,²³ the categories White, Underrepresented Minority²⁴ (26%, $n = 1,630$), Other People of Color²⁵ (24%, $n = 1,548$), and Multi-Minority²⁶ (2%, $n = 143$) were created.

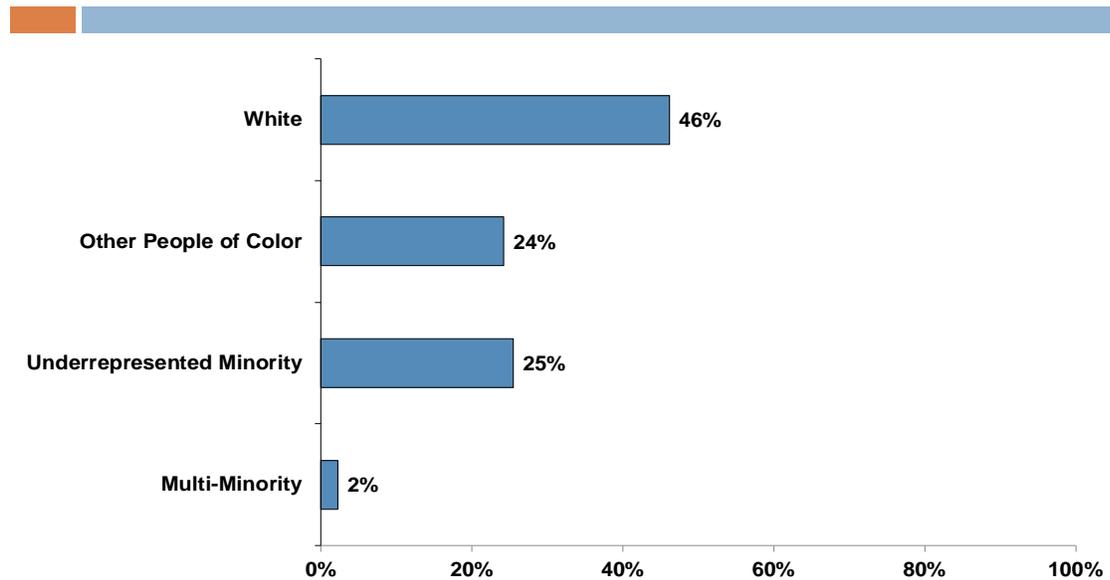


Figure 7. Respondents' Racial/Ethnic Identity (%)

²³ 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), we collapsed these categories for many of the analyses due to the small numbers in the individual categories.

²⁴ 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.

²⁵ 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.

²⁶ 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 item²⁷ that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (24%, $n = 1,544$). Fifty-two respondents (1%) chose a Muslim²⁸ affiliation, 147 individuals (2%) chose a Jewish²⁹ affiliation, and 319 people (5%) chose “other” affiliations.³⁰ Fifty-five percent of respondents ($n = 3,505$) reported no affiliation,³¹ and 534 people (8%) reported multiple affiliations³² (Figure 8).

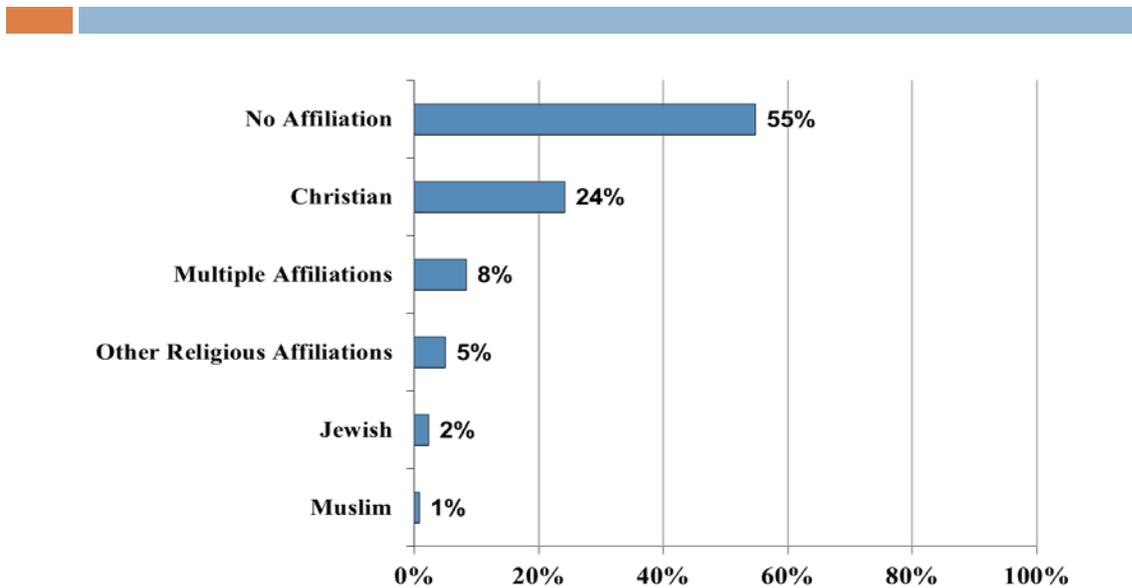


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

²⁷ Readers are referred to Appendix B Table B26 for a complete listing of respondents' religious/spiritual affiliations.

²⁸ Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

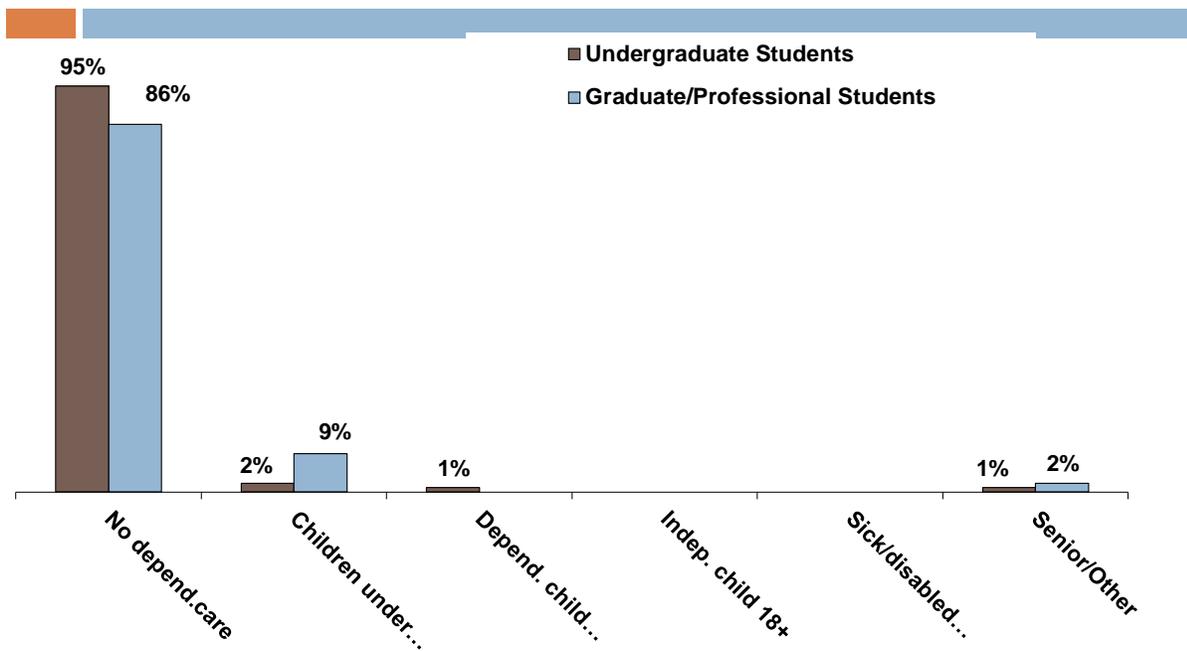
²⁹ Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

³⁰ Other affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

³¹ No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

³² Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

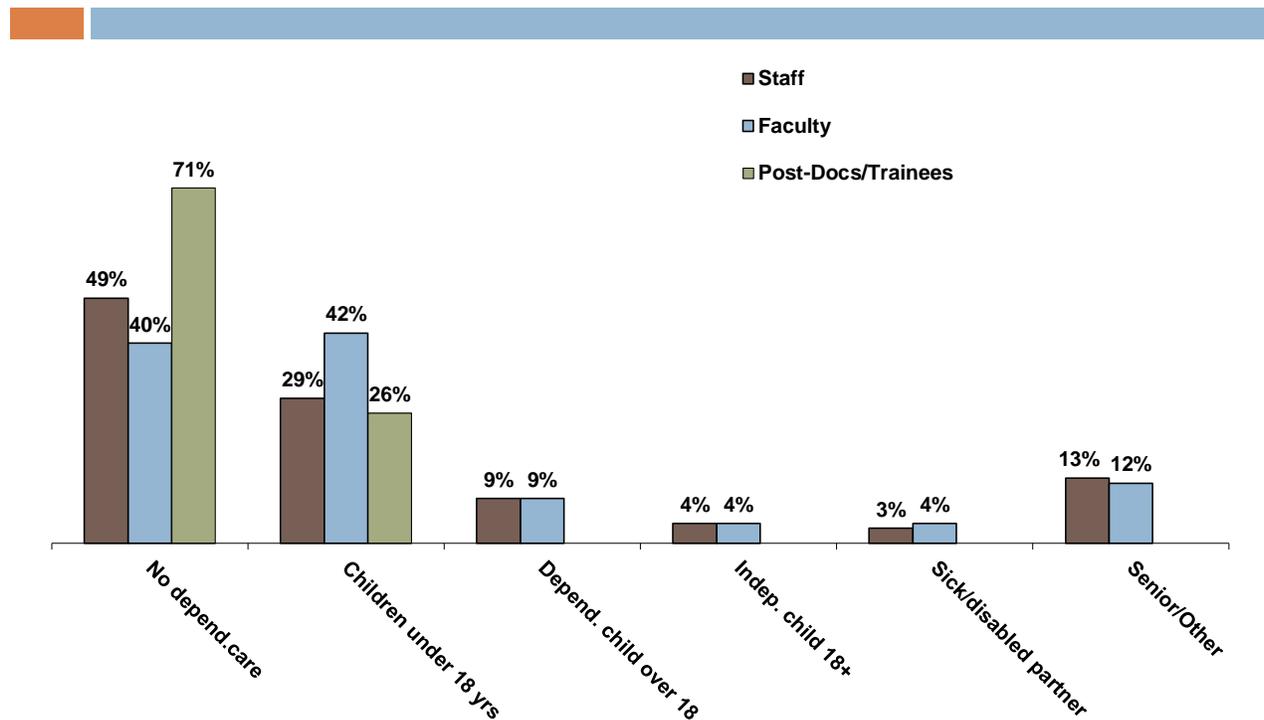
Ninety-five percent of Undergraduate Students ($n = 4,129$) and 86% of Graduate/Professional Students ($n = 337$) had no dependent care responsibilities (Figure 9).



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

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

Twenty-nine percent of Staff respondents ($n = 377$), 42% of Faculty ($n = 132$), and 26% of Post-Docs/Trainees ($n = 11$) were caring for children under the age of 18 years (Figure 10). Thirteen percent of Staff ($n = 169$), 12% of Faculty ($n = 37$), and no Post-Docs/Trainees were responsible for senior or other family members (Figure 10).



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

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

Ninety-seven percent of all respondents had never been in the military ($n = 6,214$). One percent of respondents were veterans ($n = 62$), 14 people were reservists (<1%), three were active military members (%), and 17 were ROTC (<1%).

Twenty-two percent of respondents considered their political views “middle of the road” ($n = 1,426$). Fifty-one percent were “liberal”/“far left” ($n = 3286$), while 4% considered themselves “conservative”/“far right” ($n = 282$; Table 8). Sixteen percent were undecided ($n = 996$).

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	464	7.3
Liberal	2,822	44.1
Moderate or middle of the road	1,426	22.3
Conservative	271	4.2
Far right	11	0.2
Undecided	996	15.6
Libertarian	42	0.7
Other	267	4.2

Twenty-two percent of respondents had disabilities that substantially affect learning, working, or living activities ($n = 1,382$).³³ Four percent of respondents had low vision ($n = 224$), medical conditions ($n = 267$), or ADHD ($n = 247$), and 7% had mental health/psychological conditions ($n = 443$) (Table 9).

Table 9. Respondents' Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	20	0.3
Attention Deficit/Hyperactivity Disorder	247	3.9
Asperger's/ Autism Spectrum	36	0.6
Blind	<5	--
Low vision	224	3.5
Deaf	8	0.1
Hard of Hearing	129	2.0
Learning disability	144	2.3
Medical Condition	267	4.2
Mental health/psychological condition	443	6.9
Physical/Mobility condition that affects walking	92	1.4
Physical/Mobility condition that does not affect walking	88	1.4
Speech/Communication	46	0.7
Other	70	1.1
I have none of the listed conditions	4,584	71.6

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

³³ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 1,382 (22%). The duplicated total ($n = 1,816$, 28%) is reflected in Table 9 in this report and in Appendix B.

Table 10 indicates that approximately 94% of participants who completed this survey were U.S. Citizens³⁴ ($n = 5,990$). Subsequent analyses revealed that of the 33 Undocumented Resident³⁵ respondents, 32 were Undergraduate Students (<1% of all Undergraduate Student respondents). No undocumented respondents identified as Graduate/Professional Students. One percent of Undergraduate Students ($n = 40$), 17% of Graduate/Professional Students ($n = 67$), 1% of Staff ($n = 10$), and 62% of Post-Docs/Trainees ($n = 26$) were Non-U.S. Citizens.³⁶

Table 10. Respondents' Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen	5,990	93.6
Permanent Resident	311	4.9
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	157	2.5
Other legally documented status	24	0.4
Undocumented Resident	33	0.5

Sixty-two percent of respondents said only English was spoken in their homes ($n = 3,995$). Ten percent indicated a language other than English was spoken in the home ($n = 640$), while 27% indicated that English and another language were spoken in their homes ($n = 1,731$). Many of those respondents indicated that they spoke Chinese, Cantonese, or Spanish. Some of the other respondents indicated the primary languages they spoke at home were Afrikaans, Arabic, Bahasa, Dutch, Farsi, Filipino, Finnish, Flemish, French, German, Greek, Gujarti, Hebrew, Hindi, Hmong, Hungarian, Italian, Japanese, Khmer, Korean, Laotian, Palauan, Portuguese, Punjabi, Russian, Swedish, Tagalog, Thai, Tigrigna, Tongan, Turkish, Ukrainian, Urdu, Vietnamese, and others.

³⁴ The survey allowed respondents to mark multiple response choices with regard to citizenship status. With the SWT's approval, citizenship was recoded for some analyses to include three categories: U.S. Citizens, Non-U.S. Citizens, and Undocumented Residents. **U.S. Citizens** included U.S. Citizens, permanent residents, other legally documented status, dual citizenship AND individuals who marked any of those responses and visa holder or Undocumented Resident.

³⁵ Undocumented Residents included those individuals who marked only the Undocumented Resident response choice.

³⁶ Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and Undocumented Resident.

About 38% of Staff respondents indicated that the highest level of education they completed was a bachelor’s degree ($n = 496$). Eight percent had finished an associate’s degree ($n = 104$), 21% had completed a master’s degree ($n = 267$), and 7% had completed either a doctoral or other professional degree ($n = 84$).

Table 11 illustrates the level of education completed by students’ parents or legal guardians. Thirty-nine percent of Undergraduate Students ($n = 1,707$) and 22% of Graduate/Professional Students were First Generation Students ($n = 84$).³⁷

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	474	10.0	478	10.1
Some high school	351	7.4	316	6.7
Completed high school/GED	626	13.2	596	12.6
Some college	719	15.2	705	14.9
Business/Technical certificate/degree	125	2.6	161	3.4
Associate’s degree	205	4.3	241	5.1
Bachelor’s degree	948	20.0	993	20.9
Some graduate work	97	2.0	111	2.3
Master’s degree	651	13.7	583	12.3
Doctoral degree	250	5.3	136	2.9
Professional degree (MD, MFA, JD)	203	4.3	166	3.5
Unknown	51	4.3	100	2.1
Not applicable	22	0.5	82	1.7

Note: Table reports student responses only ($n = 4,742$).

³⁷ With the SWT’s approval, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Of 4,350 responding undergraduates, 29% were first-year students/freshmen ($n = 1,253$), 20% were second-year/sophomore students ($n = 881$), 25% were third-year/junior students ($n = 1,072$), and 20% were fourth-year/senior students ($n = 864$). Six percent were in their fifth year or more ($n = 258$), and 17 respondents were non-degree students (<1%).

Sixty-eight percent of master's student respondents were first-year students, and 26% were second year students (Figure 11). Twenty-two percent of doctoral students were in their second year at UC Santa Cruz, while 21% of doctoral students were in their first or third years (or more). Nineteen percent advanced to candidacy, and 17% were ABD (all but dissertation).

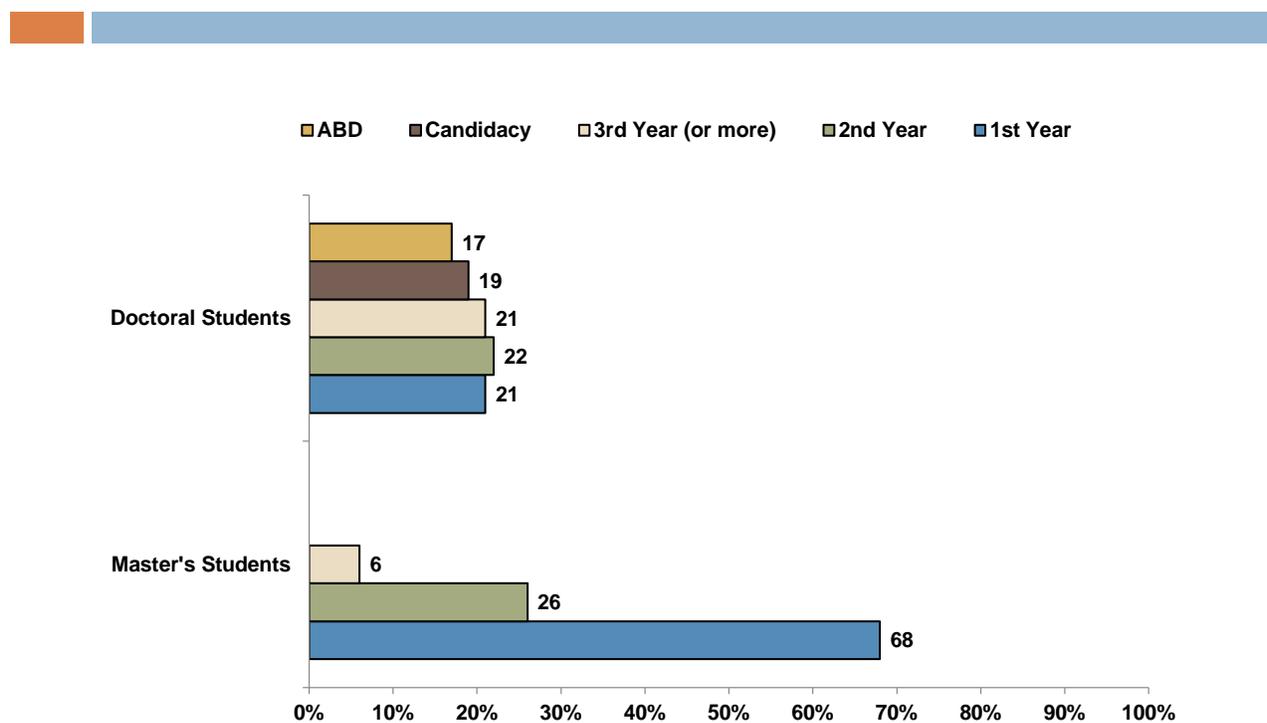
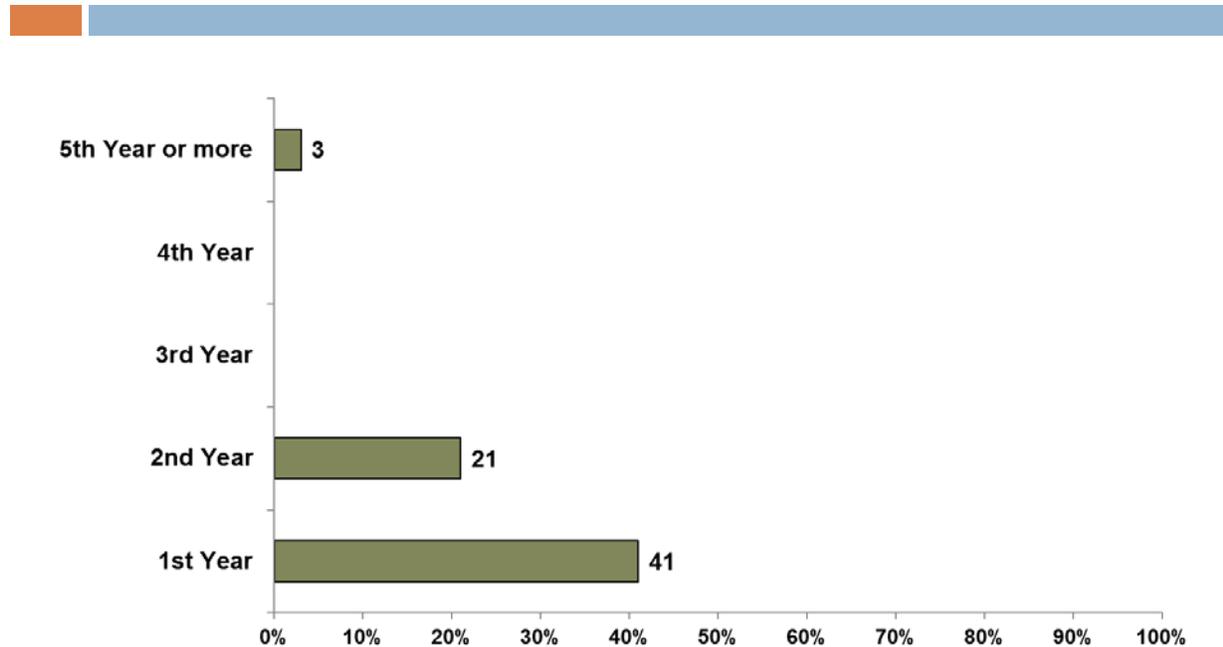


Figure 11. Graduate/Professional Student Respondents' Current Year in UC Santa Cruz Career (%)

Forty-one percent of Post-Doc/Trainee respondents were in their first year at UC Santa Cruz, and 21% were in their second year (Figure 12). Three percent were in their fifth year or more at UC Santa Cruz.



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

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

Twelve percent of Undergraduate respondents identified their academic major as Psychology ($n = 515$). Six were studying Biology percent ($n = 244$), and five percent Business Management Economics ($n = 232$), Environmental Studies ($n = 229$), or Sociology ($n = 193$).³⁸

Eleven percent of graduate/professional student respondents were enrolled in Computer Science ($n = 43$), eight percent in Physics ($n = 29$), and seven percent in Chemistry ($n = 26$).³⁹

³⁸ See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

³⁹ See Appendix B Table B20 for a comprehensive listing of graduate student respondents' academic programs.

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Fifty-two percent of Undergraduate Students were in-state/resident students ($n = 2,276$) (Figure 13). Two percent were out-of-state/non-resident/international students ($n = 69$).⁴⁰

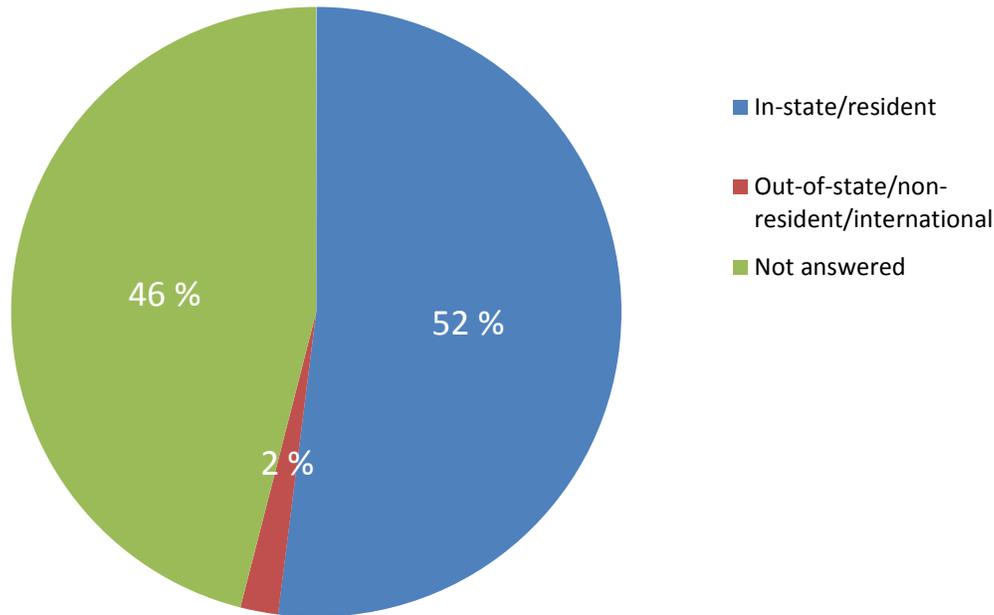


Figure 13. Undergraduate Students' Residency (%)

Sixty-one percent of all students were not employed ($n = 2,893$). Subsequent analyses revealed that 36% of all Undergraduate Students ($n = 1,572$) and 66% of all Graduate/Professional Students ($n = 257$) were employed either on or off campus. Thirty-one percent of Undergraduates ($n = 1,341$) and 50% of Graduate/Professional Students ($n = 193$) were employed on or off campus on average one to 20 hours per week. Four percent of all Undergraduate Students ($n = 149$) and 9% of all Graduate/Professional Students ($n = 33$) were employed 21 to 40 hours per week. One percent of Undergraduates ($n = 35$) and 6% of Graduate/Professional students worked more than 40 hours per week ($n = 24$).

Fourteen percent of Undergraduate Student respondents ($n = 559$) and 87% of Graduate/Professional Students ($n = 325$) were currently the sole providers for their

⁴⁰ Forty-six percent of undergraduate respondents ($n = 2,005$) did not complete this survey item.

living/educational expenses (i.e., independent; $n = 884$). Eighty-six percent of Undergraduates ($n = 3,560$) and 13% of Graduate/Professional students ($n = 50$) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-two percent of student respondents reported that they or their families have annual incomes of less than \$30,000. Forty percent reported annual incomes between \$30,000 and \$99,999, 13% between \$100,000 and \$149,999, and seven percent between \$150,000 and \$249,999 annually. Two percent of student respondents said that they or their families have annual incomes between \$250,000 and \$399,999, and one percent had annual incomes over \$400,000. These numbers 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.

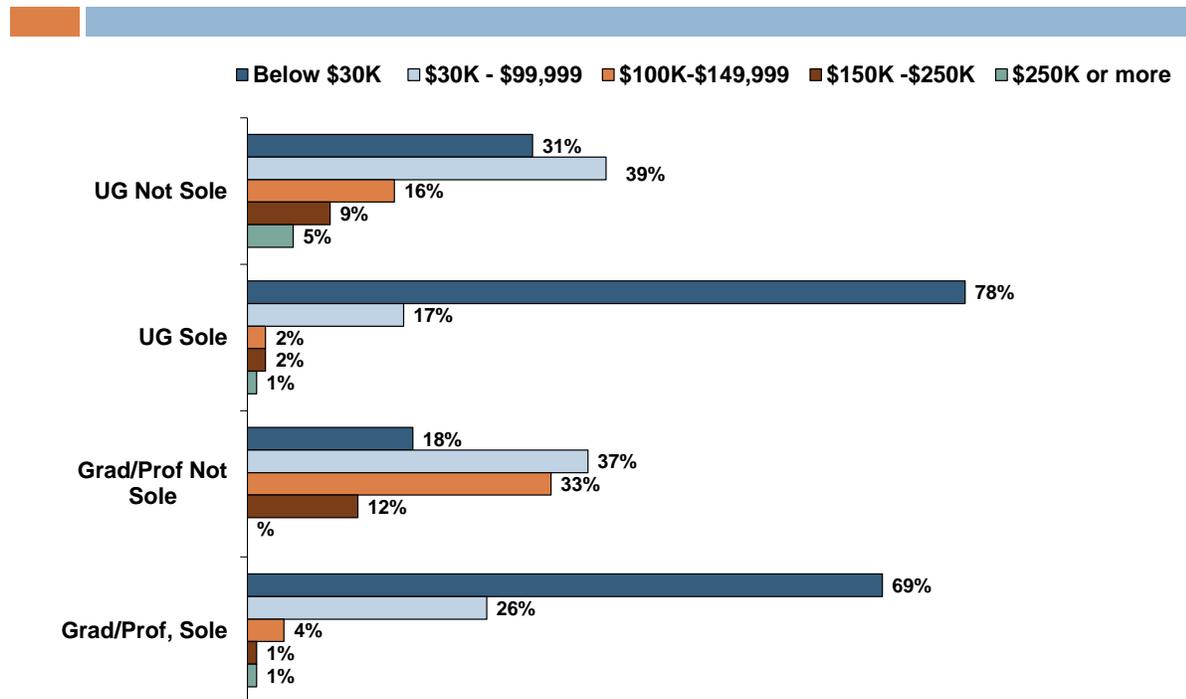


Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Of the students completing the survey, 44% lived in non-campus housing, and 55% lived in campus housing (Table 12). Twelve students were homeless.

Table 12. Students' Residence

Students' Residence	<i>n</i>	%
Campus Housing	2621	55.3
University Residence hall	1458	32.7
University Apartment	715	16.0
Graduate Student Housing	23	0.5
Family Student Housing	75	1.7
The Camper Park	12	0.3
The Village	53	1.2
Non-Campus Housing	2083	43.9
Apartment in the University Town Center	17	0.4
Independently in apartment/house	409	9.1
Living with other student(s) in a rented apartment or house	1222	27.1
Renting a room in a family home in town	105	2.3
Living with family member/guardian	85	1.9
Co-op	20	0.4
Fraternity, Sorority or other organization-affiliated house	14	0.3
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	12	0.3

Note: Table includes student responses only ($n = 4,742$).

Forty-six percent of UC Santa Cruz student respondents did not participate in any student clubs and organizations ($n = 2,156$; Table 13). Thirteen percent were involved with Intramurals/Club Sports percent ($n = 631$), and eight percent participated in Intercultural/Multicultural Campus Community Groups ($n = 374$).

Table 13. Students Participation in Clubs Organizations at the University

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	2,156	45.5
Intramurals/Clubs Sports	631	13.3
Other	407	8.6
Intercultural/Multicultural Campus Community Groups	374	7.9
Academic/Professional Organizations	351	7.4
Student Leadership Groups	317	6.7
Service Organizations/Civic Engagement	256	5.4
Social fraternities or sororities	236	5.0
Music/Performance Organizations	235	5.0
Religious/Spiritual Organizations	222	4.7
Special Interest Organizations	215	4.5
Honor Societies	174	3.7
Publications and Media Organizations	112	2.4
Campus Housing Associations	84	1.8
Political Groups	69	1.5
NCAA Varsity Athletics	67	1.4

Note: Table includes only student respondents ($n = 4,742$).
 Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that most student respondents earned passing grades.

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

GPA	<i>n</i>	%
3.5 and above	1,612	34.0
3.00-3.49	1,656	34.9
2.5-2.99	911	19.2
2.00-2.49	305	6.4
1.5 -1.99	99	2.1
Lower than 1.5	32	0.7
Missing	127	2.7

Note: Table includes student responses only (*n* = 4,742).

Thirty-nine student respondents (<1%) were former foster-care youth. Additional analyses revealed that 1% of Undergraduate Students (*n* = 38) indicated that they were former foster-care youth.

Campus Climate Assessment Findings⁴¹

The following section⁴² reviews the major findings of this study. The review explores the climate at UC Santa Cruz through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UC Santa Cruz

The survey posed questions regarding respondents’ level of comfort with a variety of aspects of UC Santa Cruz’s campus. Table 15 illustrates that 83% of the survey respondents were “comfortable” or “very comfortable” with the climate at UC Santa Cruz ($n = 5,288$). Seventy-eight percent of respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting ($n = 5,014$).

Table 15. Respondents’ Comfort With the Climate

	Comfort with Climate at UC Santa Cruz		Comfort with Climate in Department/ Work Unit, College, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	1,972	30.8	1,897	29.7
Comfortable	3,316	51.9	3,117	48.7
Neither Comfortable nor Uncomfortable	773	12.1	907	14.2
Uncomfortable	273	4.3	391	6.1
Very Uncomfortable	61	1.0	85	1.3

⁴¹ Frequency 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).

Figures 15 and 16 illustrate that Staff were least comfortable with the overall climate and the climate in their departments and work units at UC Santa Cruz.

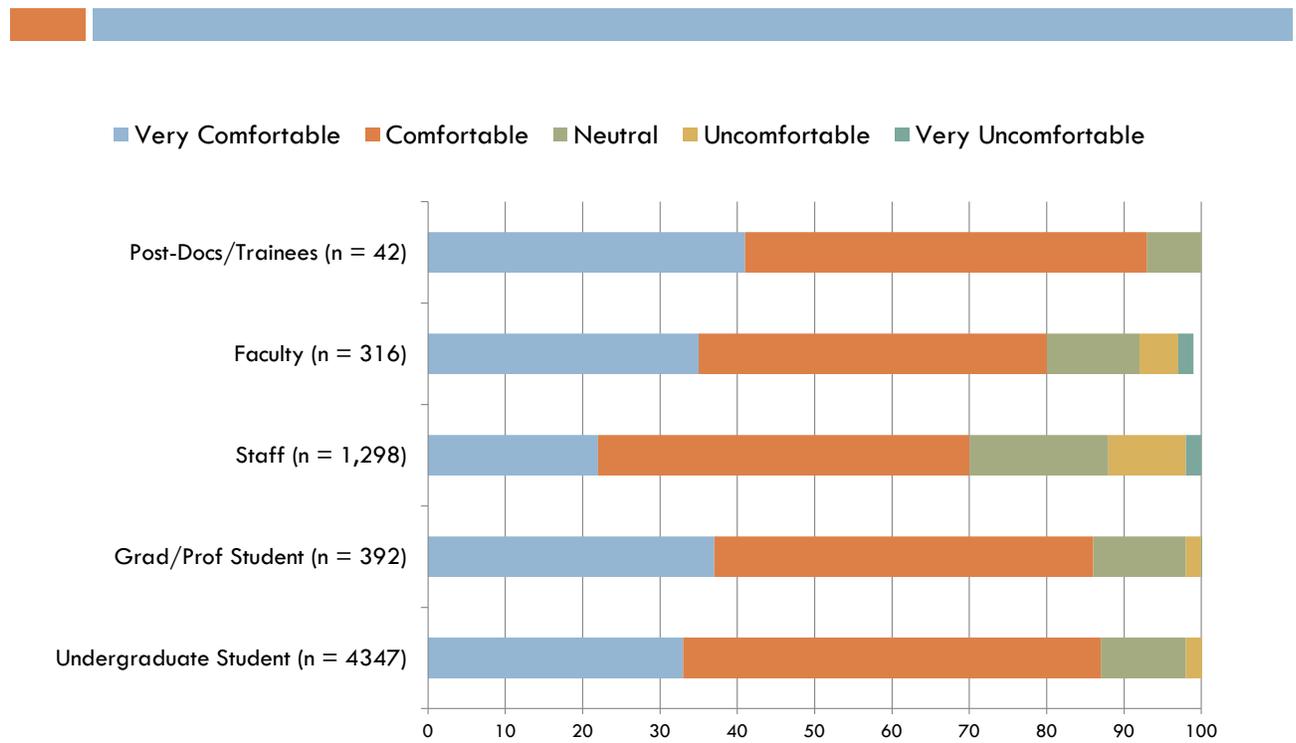


Figure 15. Comfort with Overall Climate by Position (%)

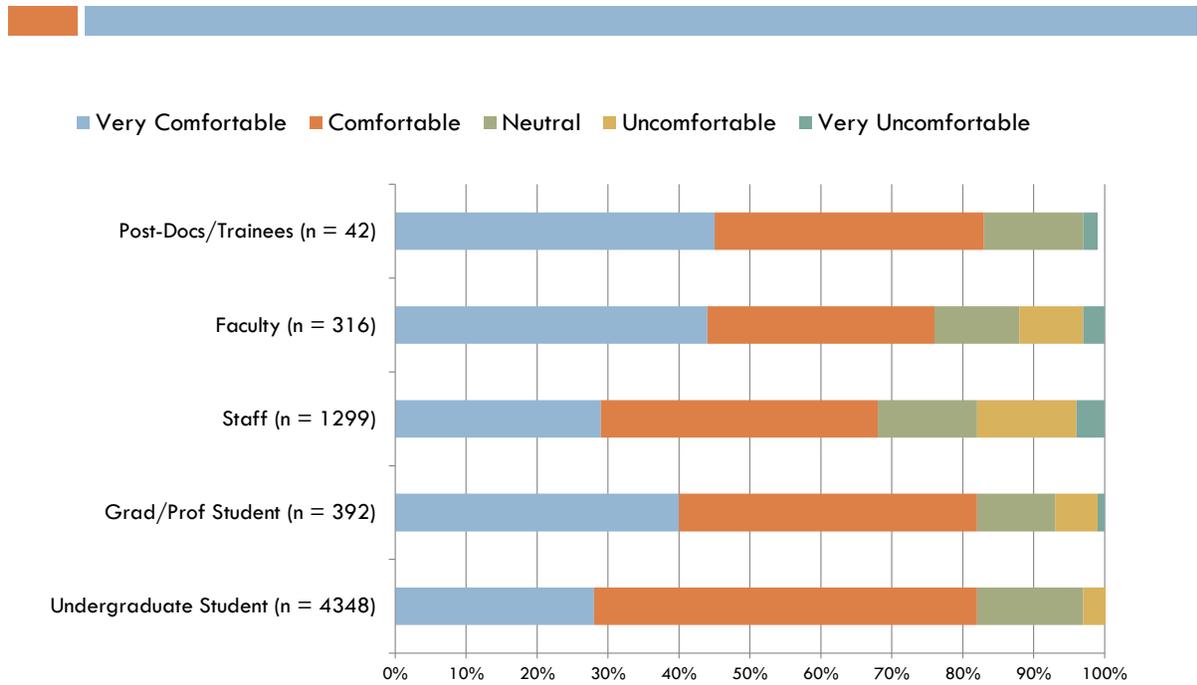


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 75% of Undergraduate Students ($n = 3,262$) and 79% of Graduate/Professional Students ($n = 310$) were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Readers will note that 12% of Faculty and Post-Docs indicated that this survey item was “not applicable” to them. Of the 314 Faculty and Post-Docs who found the item “applicable” to them, 89% were “comfortable” or “very comfortable” with the climate in their classes ($n = 278$). Removing Post-Docs from the analysis, 87% of Faculty were “comfortable” or “very comfortable” with the climate in their classes ($n = 274$).

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	744	17.1	121	30.9	148	41.3
Comfortable	2,518	57.9	189	48.2	130	36.3
Neither Comfortable nor Uncomfortable	857	19.7	37	9.4	31	8.7
Uncomfortable	199	4.6	9	2.3	<5	--
Very Uncomfortable	28	0.6	<5	--	<5	--
Not Applicable	<5	--	34	8.7	44	12.3

*Note: Undergraduate student responses only ($n = 4,349$).

**Note: Graduate/professional student responses only ($n = 392$).

***Note: Faculty and post-doc responses only ($n = 358$).

When comparing the data by racial identity,⁴³ White respondents and Multi-Minority respondents were more likely to feel “very comfortable” with the overall climate for diversity at UC Santa Cruz, while White people were most likely to feel “very comfortable” with the climate in their departments/work units (Figures 17 & 18).

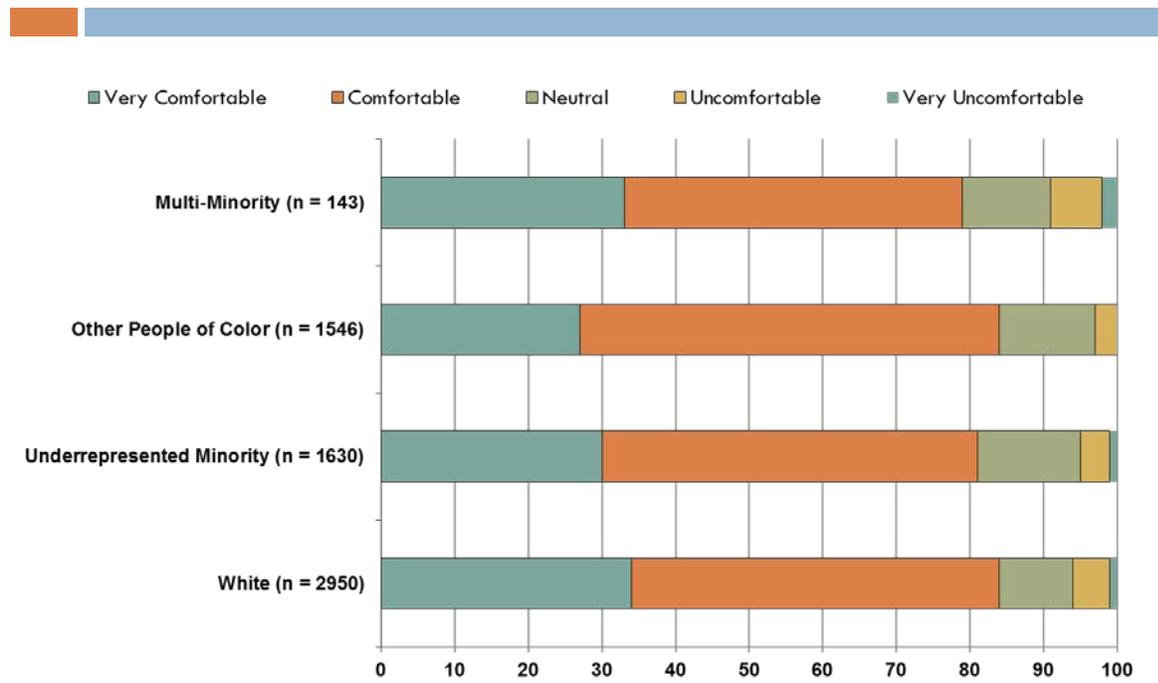


Figure 17. Comfort with Overall Climate by Race (%)

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.

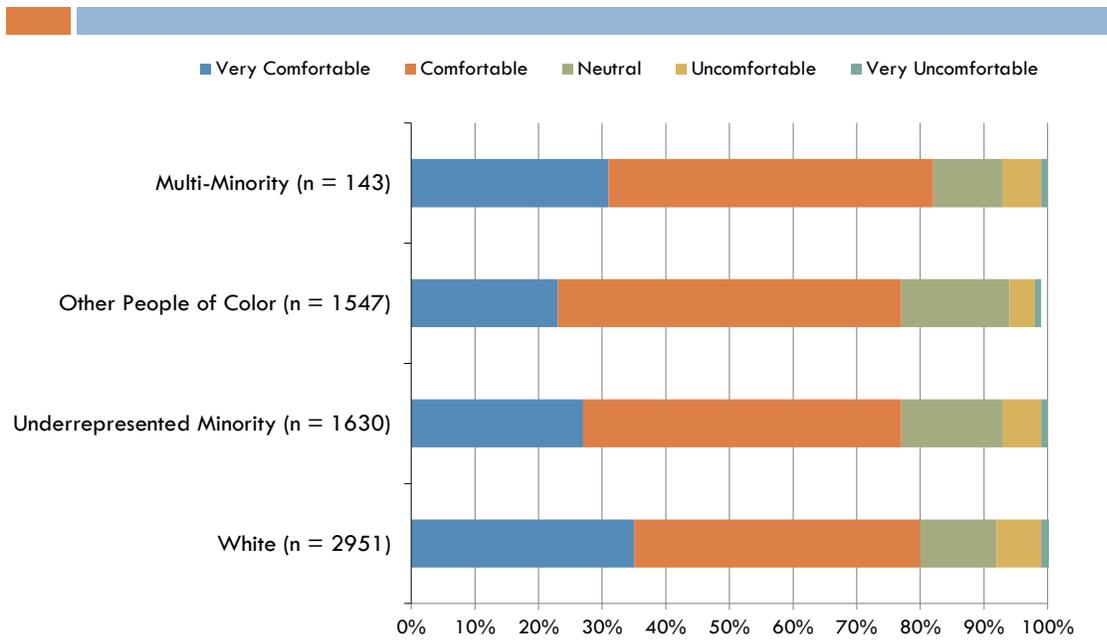


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

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.

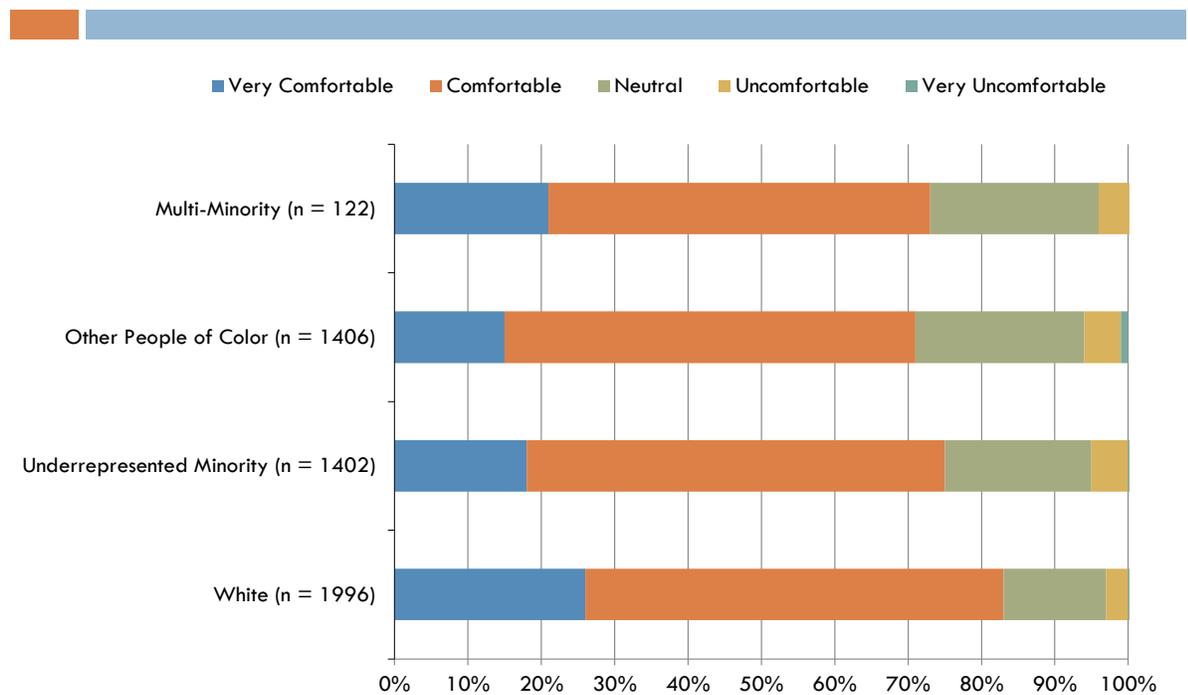


Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

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

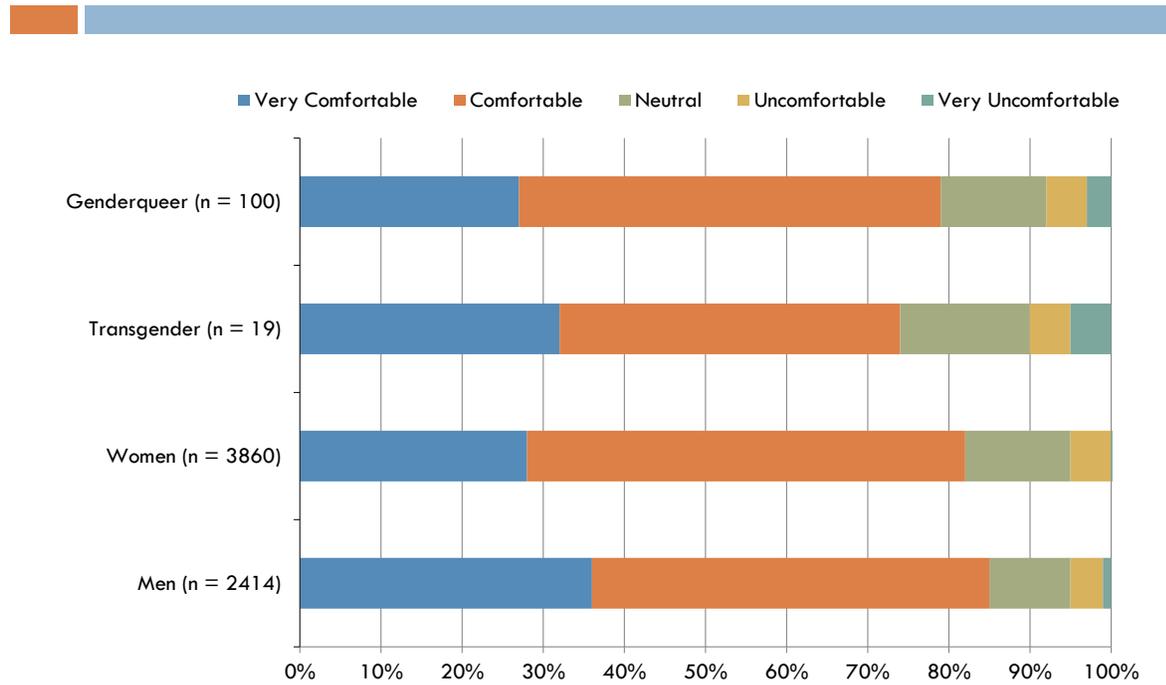


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that transgender respondents were slightly less comfortable in their in department/work unit/ academic unit/college/school/clinical settings than were other groups.

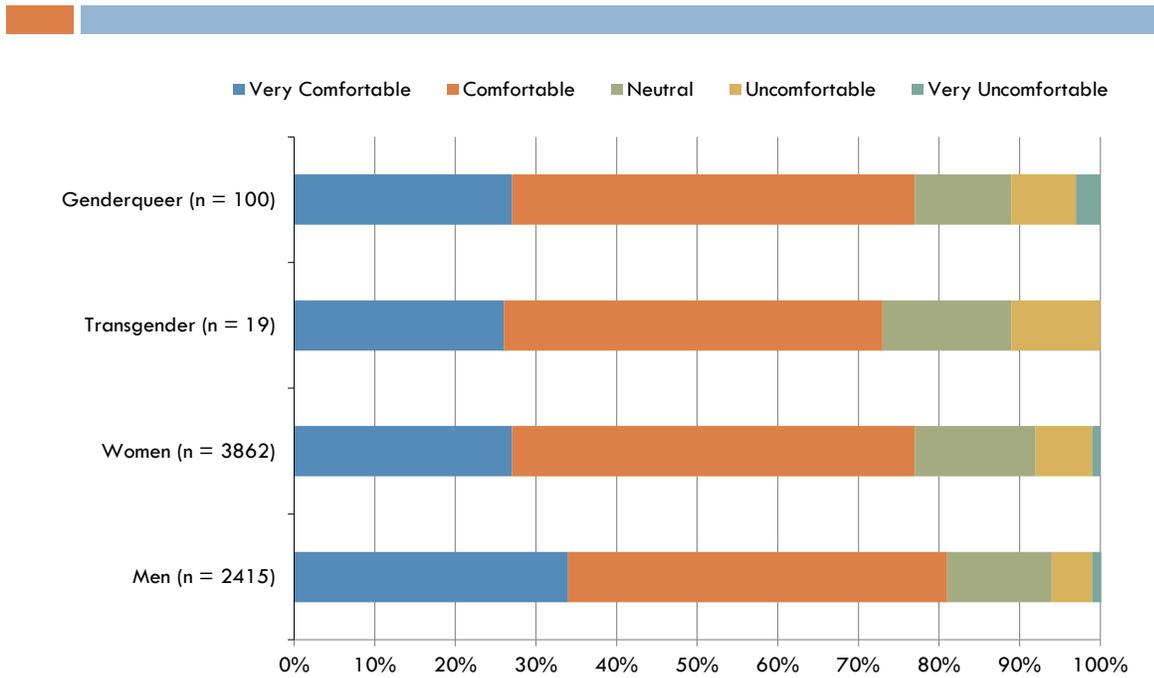


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

Men were more likely to be “very comfortable” with the climate in their classes than other respondents, and transgender and genderqueer respondents were more likely to feel “uncomfortable” and “very uncomfortable” than were other respondents (Figure 22).

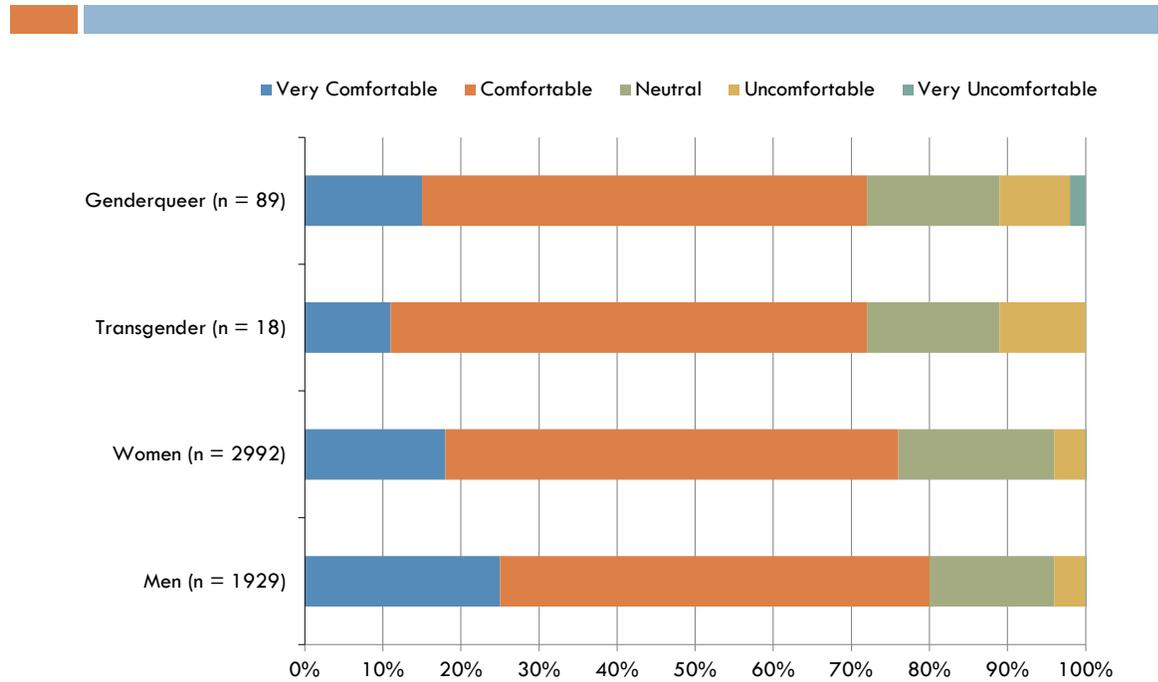


Figure 22. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents reported that they were more “uncomfortable”/”very uncomfortable” with the overall climate (8% vs. 5%) and in their departments and work units (11% vs. 7%) than their heterosexual counterparts (Figures 23 & 24).

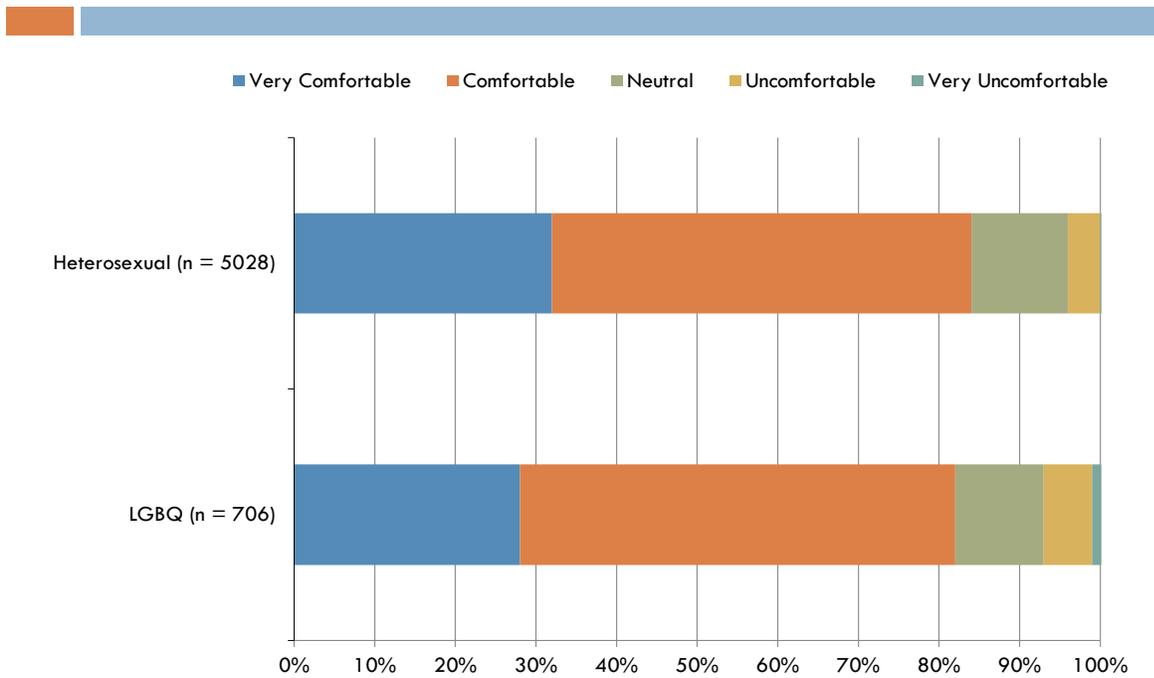


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

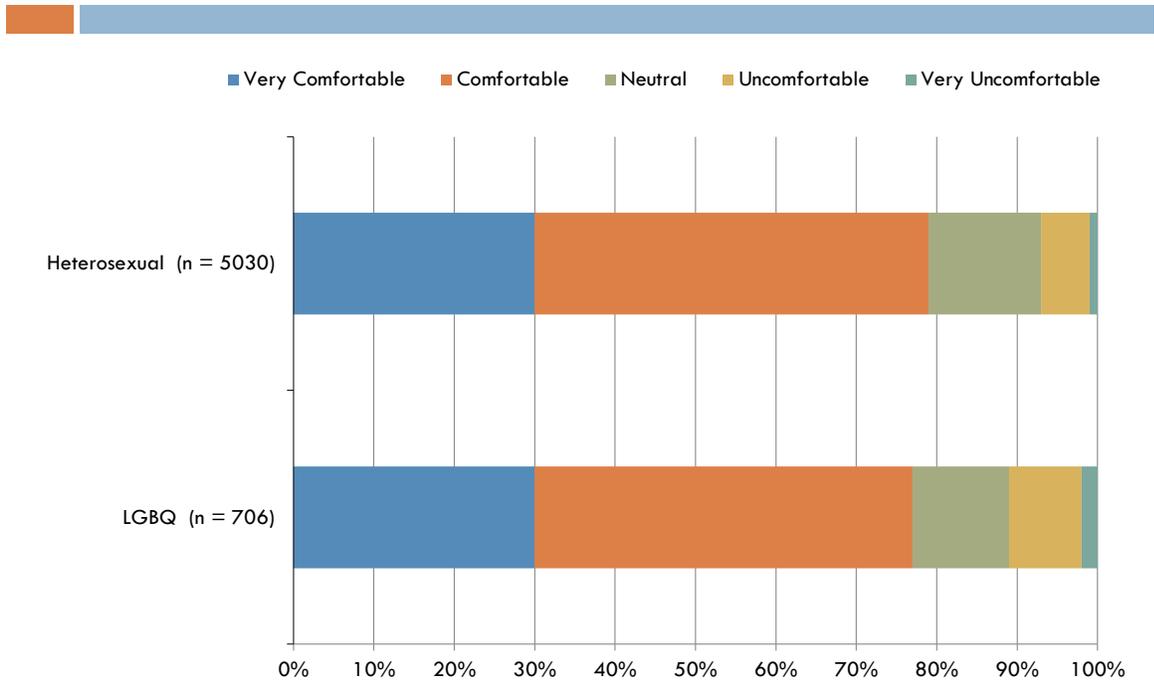


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

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

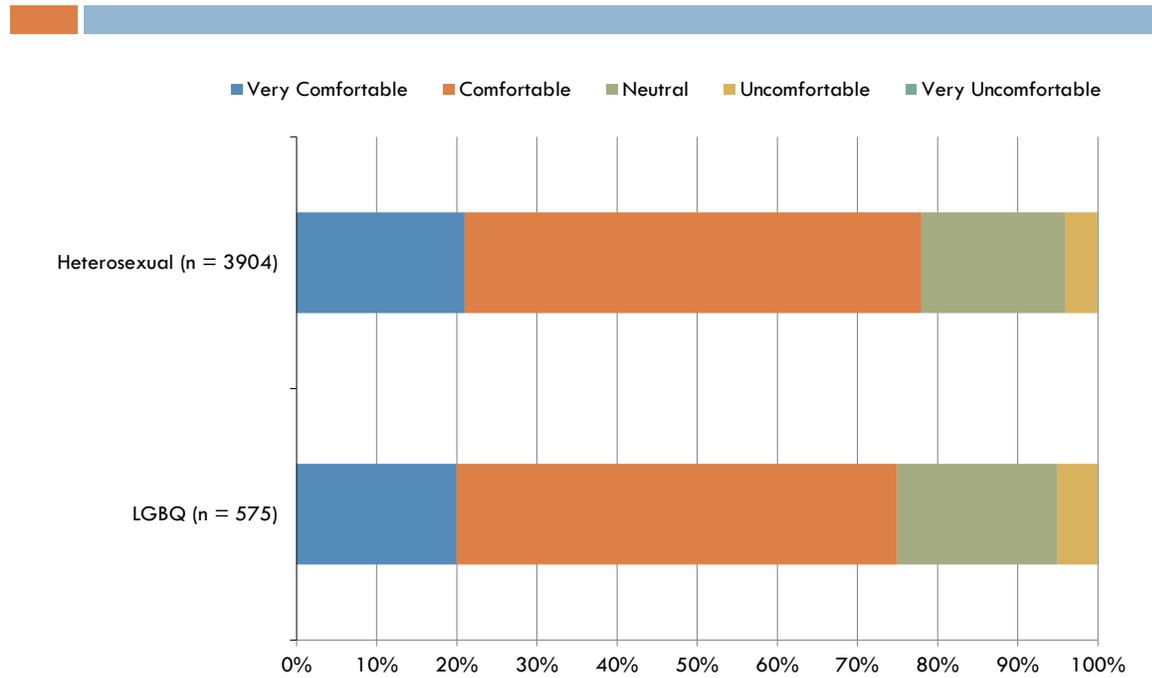


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

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).

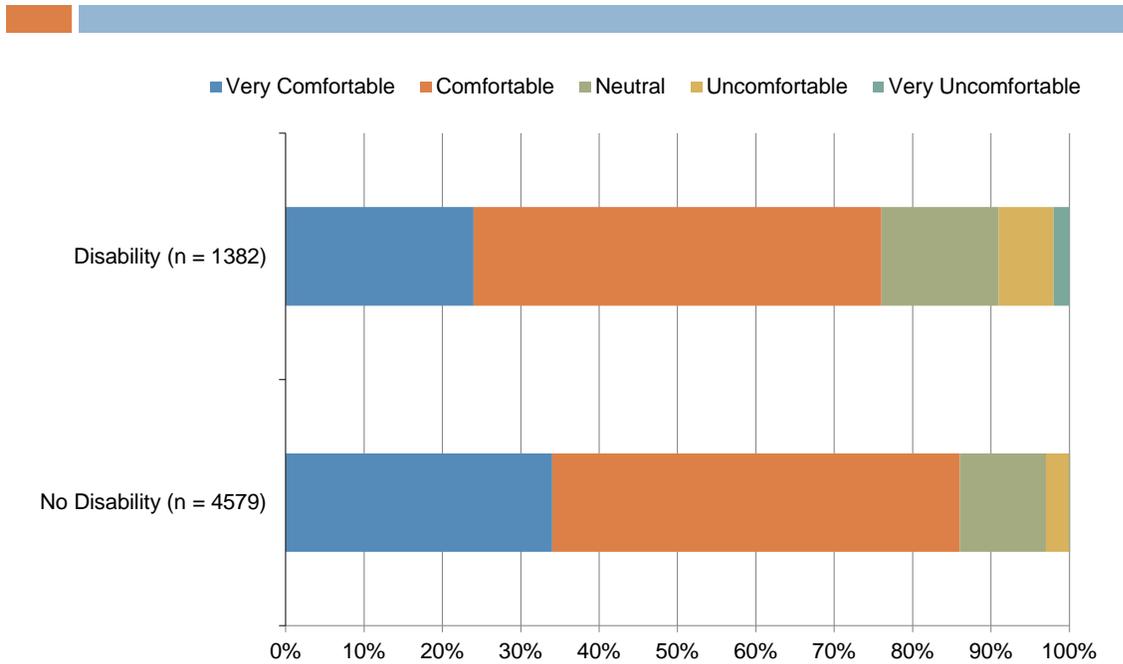


Figure 26. Comfort with Overall Climate by Disability Status (%)

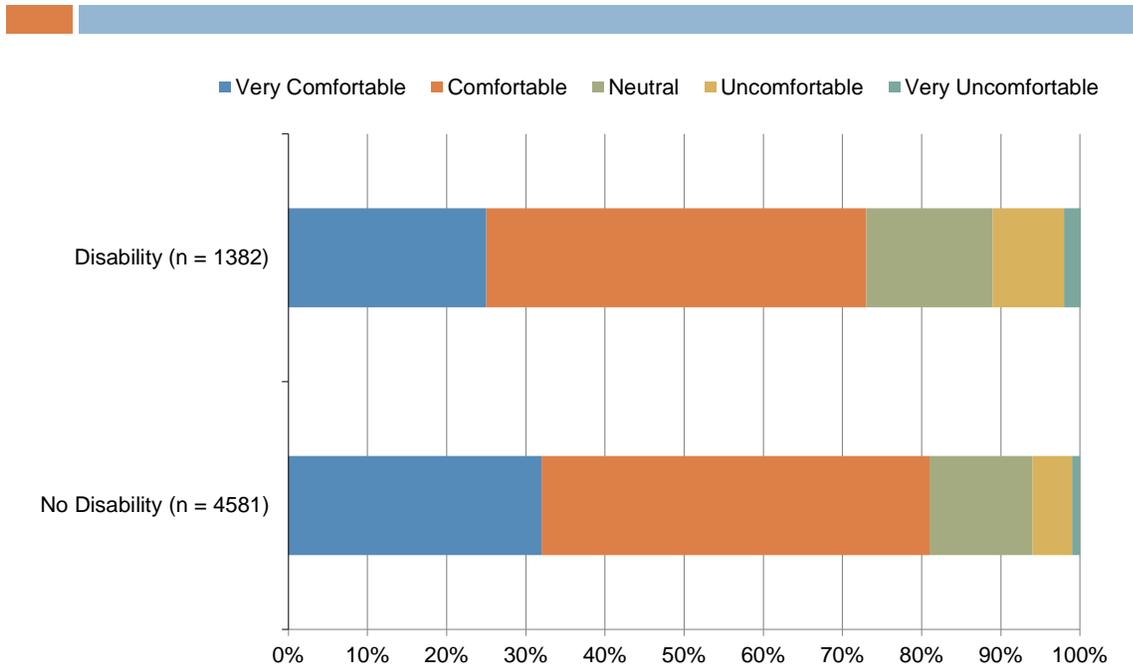


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

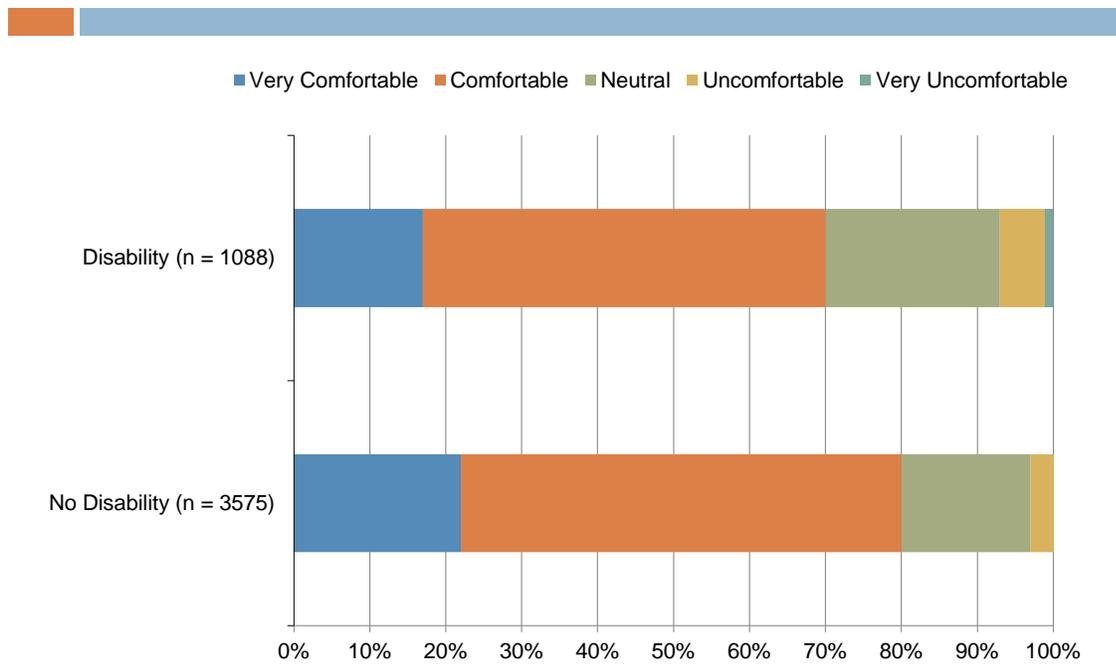


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Slight differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UC Santa Cruz (Figure 29). Christian respondents and respondents with Other Affiliations were less likely to feel “very comfortable” with the overall climate.

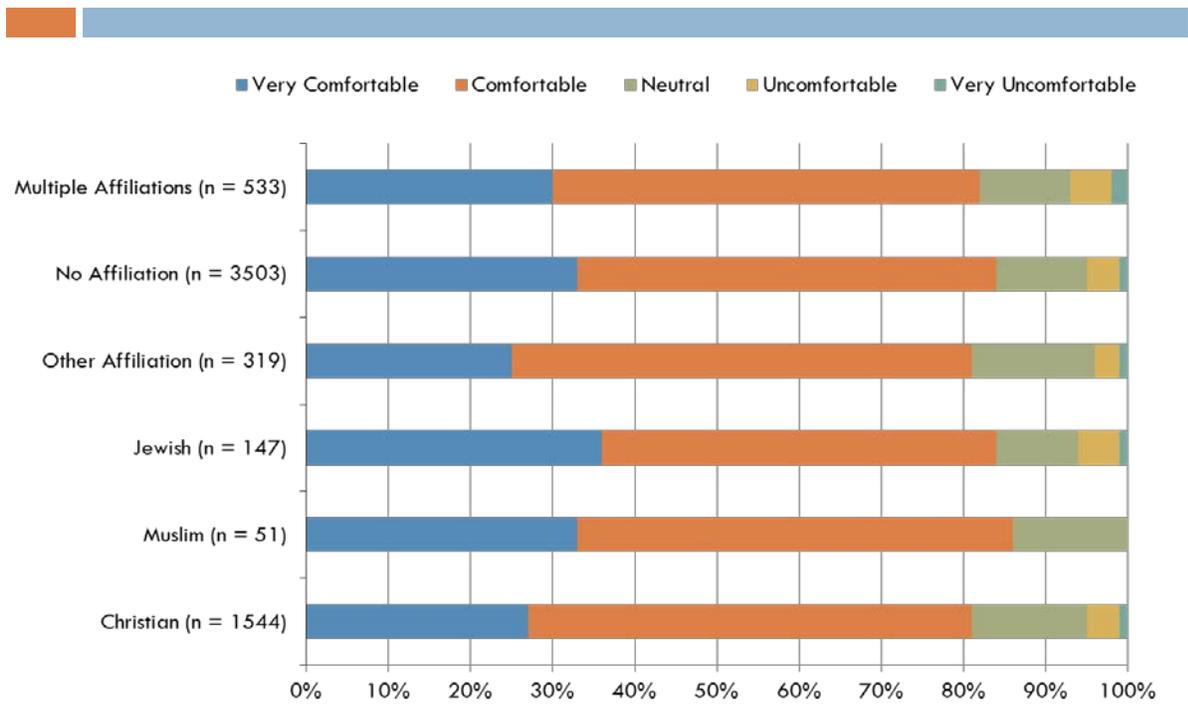


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

A lower percentages of Christian respondents and those with Other Affiliations were “very comfortable” with the climate in their department/work unit (Figure 30).

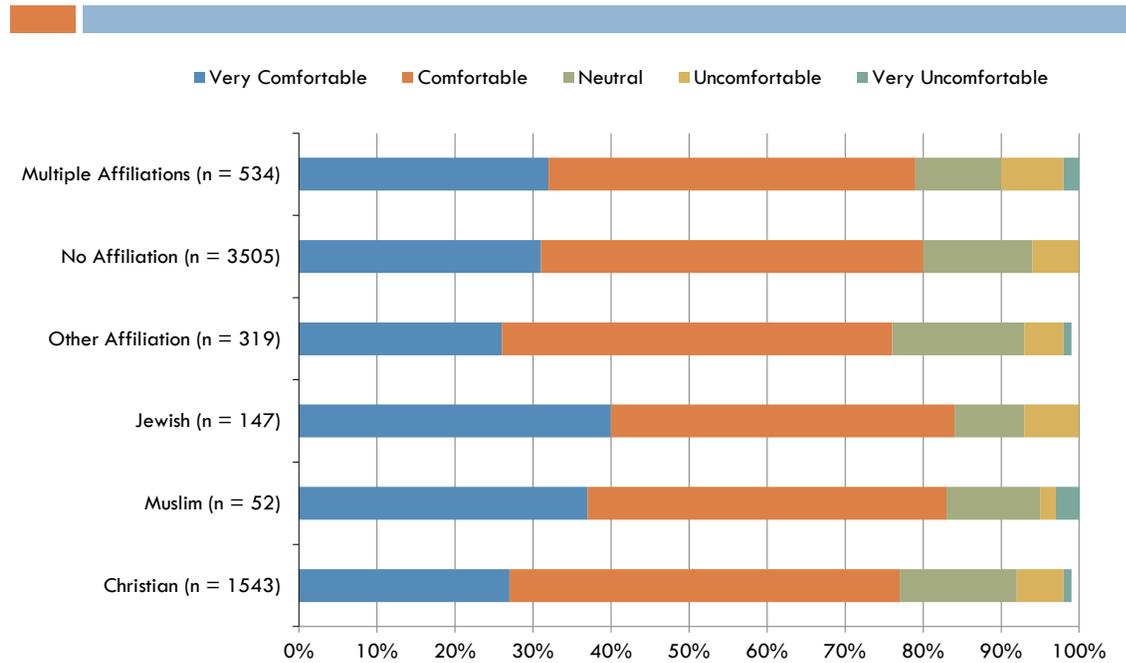


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

Christian respondents, Muslim respondents, and respondents with Other Affiliations were less likely to feel “very comfortable” with the climate in their classes than were respondents with Jewish, Multiple, or No Affiliations (Figure 31).

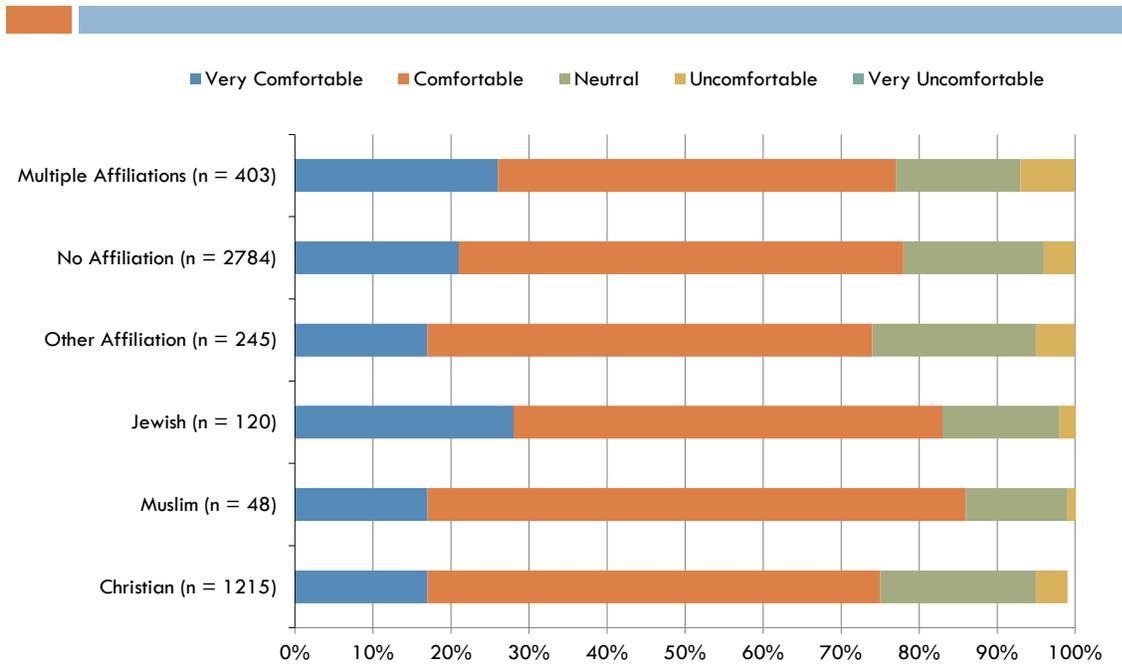


Figure 31. Students, Faculty, and Post-Docs’ Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty-two percent of the respondents indicated that the overall campus climate was “very respectful” of people from White racial/ethnic backgrounds (Table 17). Respondents offered that the campus was least respectful (“disrespectful”/“very disrespectful”) for African American/African/Black people (8%) and Middle Eastern/South Asian/North African people (6%). The campus was most respectful (“respectful”/“very respectful”) for White people (91%) and Asian people (84%).

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

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African American/ African/Black	1,696	27.6	3,097	50.4	395	6.4	93	1.5	866	14.1
American Indian/ Alaskan Native	1,685	27.5	2,936	47.8	190	3.1	59	1.0	1,266	20.6
Asian	1,882	30.7	3,245	52.9	217	3.5	35	0.6	751	12.3
Hispanic/Latino	1,882	29.7	3,222	52.4	328	5.3	57	0.9	715	11.6
Middle Eastern/South Asian/North African	1,684	27.4	3,087	50.3	318	5.2	65	1.1	981	16.0
Pacific Islander	1,755	28.7	3,117	50.9	150	2.5	29	0.5	1,068	17.5
White	2,589	42.2	3,013	49.1	129	2.1	30	0.5	378	6.2

Table 18 indicates that more than half of all respondents thought that the overall campus climate was “very respectful”/“respectful” of all of the campus groups listed in the table. The respondents offered that the climate was most respectful (“respectful”/“very respectful”) for females and males (88%); LGBT people (87%); and International students and employees (82%). Respondents suggested that the campus was least respectful (“disrespectful”/“very disrespectful”) of people from Christian affiliations (10%); socioeconomically disadvantaged (9%); and immigrants (8%).

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

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>	%
Female	1,940	32.2	3,385	56.1	211	3.5	27	0.4	469	7.8
From Christian affiliations	1,282	21.4	3,019	50.3	515	8.6	75	1.3	1,109	18.5
From religious affiliations other than Christian	1,510	25.1	3,118	51.8	260	4.3	34	0.6	1,093	18.2
Gay, lesbian, bisexual, transgender	2,166	36.0	3,066	50.9	119	2.0	20	0.3	654	10.9
Immigrants	1,605	26.7	3,108	51.7	249	4.1	38	4.1	1,014	16.9
International students, staff, or faculty	1,835	30.5	3,097	51.5	120	2.0	15	0.2	946	15.7
Learning disability	1,475	24.6	2,953	49.2	258	4.3	33	0.6	1,279	21.3
Male	2,097	34.8	3,176	52.8	131	0.4	24	0.4	591	9.8
Non-native English speakers	1,470	24.5	3,116	51.9	418	0.7	41	0.7	963	16.0
Parents/guardians	1,523	25.4	2,992	49.8	162	2.7	32	0.5	1,298	21.6
People of color	1,695	28.2	3,220	53.5	335	5.6	71	1.2	694	11.5
Physical disability	1,511	25.2	3,004	50.2	224	3.7	31	0.5	1,215	20.3
Physical health issues	1,550	25.7	3,159	52.4	207	3.4	20	0.3	1,089	18.1
Providing care for adults who are disabled and/or elderly	1,384	23.1	2,644	44.2	149	2.5	25	0.4	1,785	29.8
Psychological health issues	1,316	21.8	2,938	48.7	320	5.3	36	0.6	1,425	23.6
Socioeconomically advantaged	1,663	27.8	2,951	49.3	284	4.7	51	0.9	1,034	17.3
Socioeconomically disadvantaged	1,510	25.2	2,941	49.0	450	7.5	90	1.5	1,011	16.8
Transgender	1,605	26.8	2,776	46.4	239	4.0	43	0.7	1,325	22.1
Other	358	15.5	777	33.7	47	2.0	30	1.3	1,093	47.4

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, only the elevators (54%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Physical Accessibility								
Athletic Facilities	2,481	39.9	2,027	32.6	212	3.4	1,494	24.0
Classroom, Labs	2,440	39.3	2,470	39.8	235	3.8	1,057	17.0
Housing	2,094	33.8	2,185	35.3	346	5.6	1,568	25.3
Computer Facilities	2,549	41.3	1,894	30.7	150	2.4	1,580	25.6
Dining Halls	2,777	44.9	1,855	30.0	181	2.9	1,376	22.2
Elevators	3,002	48.6	1,632	26.4	324	5.2	1,220	19.7
Wellness Center	2,687	43.6	1,643	26.6	180	2.9	1,659	26.9
Libraries	3,383	54.7	1,713	27.7	158	2.6	933	15.1
Campus transit	2,716	43.9	2,156	34.9	323	5.2	989	16.0
Parking	2,014	32.5	2,130	34.4	832	13.4	1,219	19.7
Restrooms	3,356	54.3	1,860	30.1	169	2.7	793	12.8
Performing Arts Facilities	1,999	32.4	1,532	24.8	191	3.1	2,444	39.6
Art Studios	1,706	27.8	1,351	22.0	211	3.4	2,867	46.7
Sidewalks and Pathways	2,720	44.2	2,085	33.9	594	9.7	753	12.2
Access to Instructional Materials								
Textbooks	2,216	35.9	2,141	34.7	406	6.6	1,409	22.8
Other course reading	2,392	38.8	2,047	33.2	259	4.2	1,461	23.7
Other course materials	2,333	38.4	2,037	33.5	245	4.0	1,463	24.1
Electronic Information								
Registering for classes	2,588	41.9	1,742	28.2	434	7.0	1,411	22.9
MyUC Santa Cruz	3,340	54.2	1,437	23.3	196	3.2	1,194	19.4
Electronic homework applications	2,667	43.3	1,595	25.9	243	3.9	1,658	26.9
Other campus websites	2,913	47.7	1,665	27.3	162	2.7	1,369	22.4

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

Within the past year, 23% of respondents believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UC Santa Cruz ($n = 1,444$). Seven percent of respondents said that the conduct interfered with their ability to work or learn⁴⁴ at UC Santa Cruz ($n = 469$), and 15% of respondents felt the conduct did not interfere with their ability to work or learn on campus ($n = 975$). Table 20 reflects the total number of respondents who chose responses “very often,” “often,” “sometimes,” “seldom,” and “not applicable” for a particular area (i.e., academic performance, age, ancestry). Of the 1,444 respondents who experienced such conduct, 16% of respondents who experienced such conduct said it was “very often”/“often” based on their position at UC Santa Cruz ($n = 235$). Others said they “very often”/“often” experienced such conduct based on ethnicity (15%, $n = 216$), race (13%, $n = 192$), philosophical views (12%, $n = 180$); and political views (12%, $n = 175$).

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

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

Note: Only answered by respondents who experienced exclusionary conduct ($n = 1,444$).

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	38	3.0	102	7.9	224	17.4	250	19.4
Age	51	3.9	103	7.9	242	18.5	313	24.0
Ancestry	71	5.5	95	7.4	157	12.2	276	21.5
Country of origin	45	3.5	78	6.1	140	11.0	248	19.4
Discipline of study	54	4.2	110	8.6	207	16.2	253	19.8
Educational level	49	3.8	94	7.3	188	14.6	284	22.1
Educational modality (on-line, classroom)	15	1.2	36	2.8	84	6.6	249	19.7
English language proficiency/accent	44	3.5	58	4.6	99	7.8	231	18.2
Ethnicity	102	7.9	114	8.8	202	15.6	244	18.8
Gender identity	56	4.4	74	5.8	167	13.1	247	19.4
Gender expression	55	4.3	51	4.0	123	9.6	258	20.2
Immigrant/citizen status	31	2.4	36	2.8	58	4.6	228	17.9
International Status	20	1.6	16	1.3	49	3.9	207	16.4
Learning disability	23	1.8	29	2.3	69	5.4	203	15.9
Marital status (e.g. single, married, partnered)	25	2.0	29	2.3	94	7.4	246	19.3
Medical condition	31	2.4	31	2.4	97	7.6	218	17.1
Military/veteran status	<5	--	15	1.2	24	1.9	144	11.3
Parental status (e.g., having children)	16	1.3	24	1.9	76	6.0	166	13.1
Participation in an organization/team	48	3.8	52	4.1	78	6.2	141	11.2
Physical characteristics	51	4.0	90	7.1	195	15.3	263	20.6
Physical disability	11	0.9	23	1.8	71	5.6	183	14.4
Philosophical views	60	4.7	120	9.4	238	18.6	244	19.1

Table 20 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Political views	65	5.1	110	8.6	211	16.5	257	20.1
Position (staff, faculty, student)	99	7.5	136	10.3	217	16.5	233	17.7
Pregnancy	7	0.6	11	0.9	38	3.0	158	12.5
Psychological condition	23	1.8	37	2.9	110	8.6	196	15.4
Race	82	6.4	110	8.6	163	8.6	246	19.2
Religious/spiritual views	35	3.1	54	4.8	103	9.1	175	15.5
Sexual orientation	23	2.0	34	3.0	80	7.1	162	14.3
Socioeconomic status	38	3.4	64	5.8	120	10.9	159	14.4
Don't Know	36	3.5	44	4.3	85	8.3	85	8.3
Other	33	3.9	39	4.6	50	5.9	35	4.1

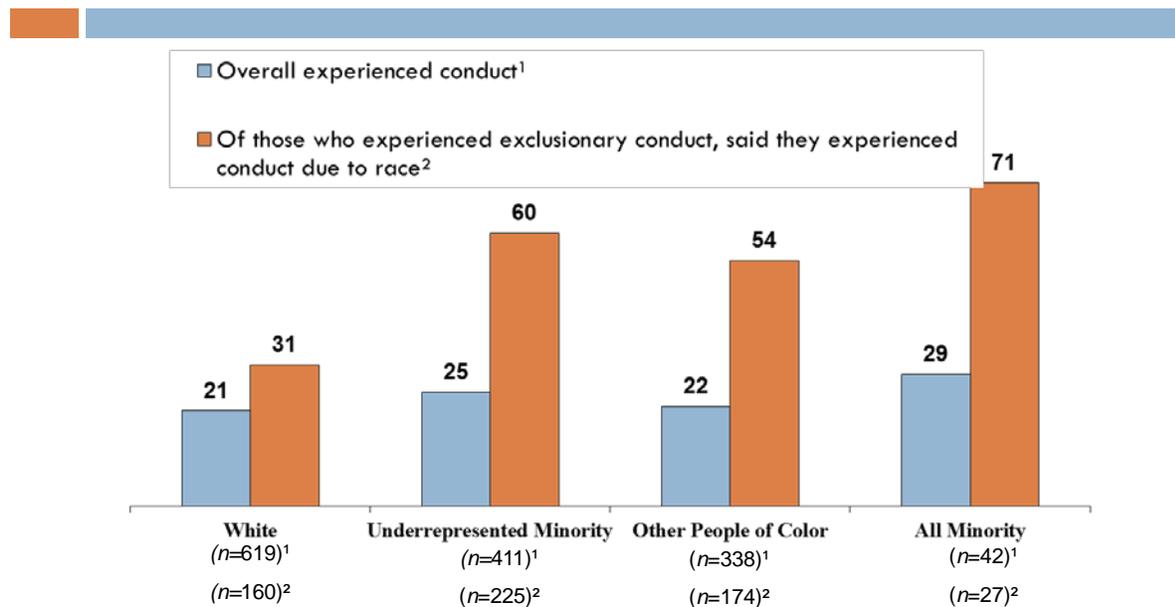
Percentages do not sum to 100 due to multiple responses.

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, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UC Santa Cruz?”

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

When reviewing these results in terms of race (Figure 32), 21% of White Respondents ($n = 619$), 25% of Underrepresented Minority respondents ($n = 411$), 22% of Other People of Color ($n = 338$), and 29% of Multi-Minority respondents ($n = 42$) believed they had been the target of exclusionary, intimidating, offensive, or hostile conduct. Of those respondents who believed they had experienced the conduct, 71% of Multi-Minority Respondents ($n = 27$), 60% of Underrepresented Minority respondents ($n = 225$), and 54% of Other People of Color ($n = 174$) said it was based on their race, while 31% of White respondents ($n = 160$) thought the conduct was based on 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, Offensive, Hostile, or Intimidating Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 33), higher percentages of genderqueer respondents (35%, $n = 34$) and transgender respondents (42%, $n = 7$) than men (19%, $n = 406$) or women (24%, $n = 827$) believed they had experienced exclusionary, offensive, hostile, or intimidating conduct. All of the transgender respondents ($n = 7$) who believed they experienced this conduct and 82% of genderqueer respondents ($n = 28$) said it was based on gender identity.

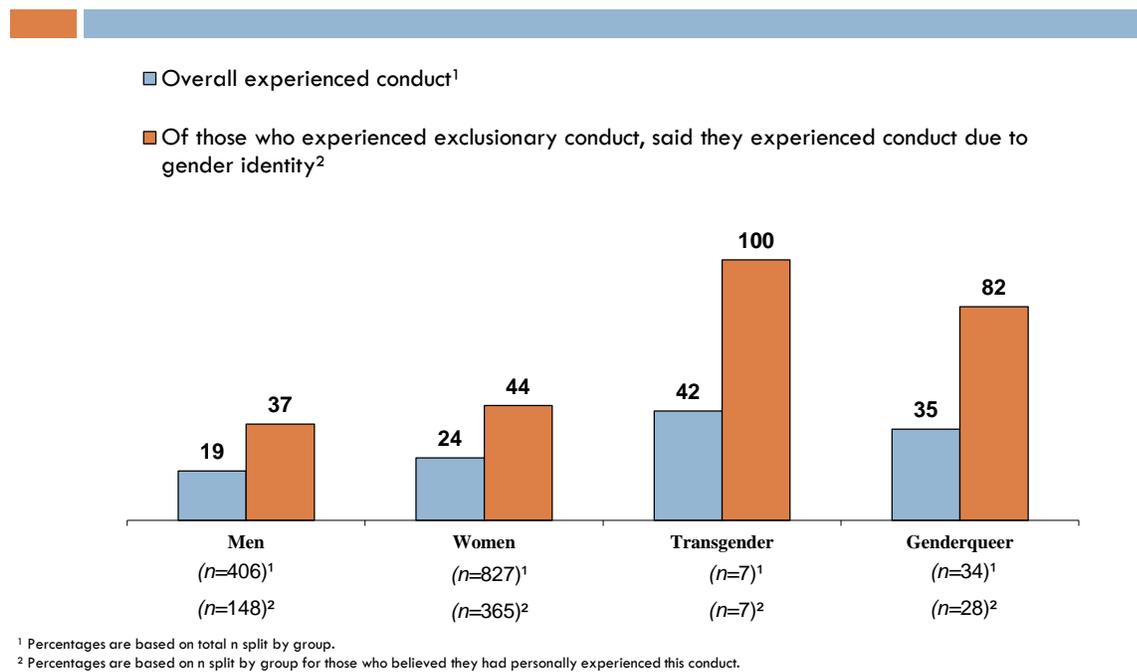
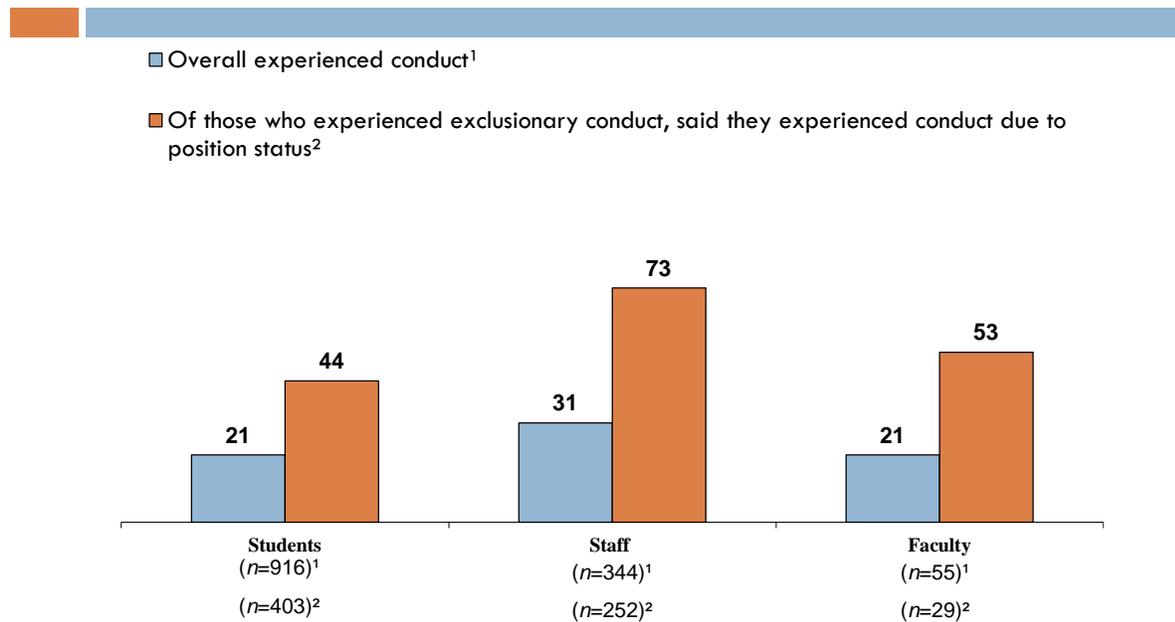


Figure 33. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Gender Identity (by Gender) (%)

As depicted in Figure 34, greater percentages of Staff respondents believed they experienced exclusionary, offensive, hostile, or intimidating conduct than did other respondents. Many Staff (73%, $n = 252$) and Faculty (53%, $n = 29$) who believed they experienced this conduct said the conduct was based on their position status at UC Santa Cruz.



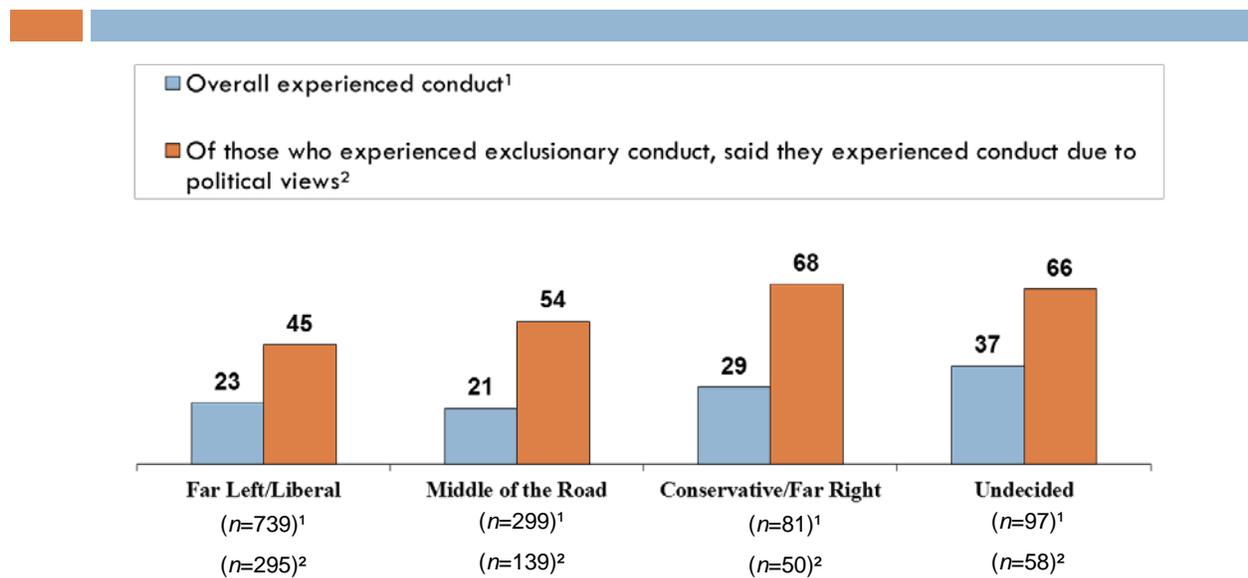
Post-docs/Trainee responses were less than 5 and not presented in the figure.

Percentages are based on total n split by group.

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

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

Figure 35 illustrates that higher percentages of Conservative/Far Right (29%, $n = 81$) and Undecided respondents (37%, $n = 97$) experienced exclusionary, offensive, hostile, or intimidating conduct than did Far Left/Liberal (23%, $n = 739$) and politically Middle of the Road respondents (21%, $n = 299$). Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (68%, $n = 50$) and Undecided respondents (66%, $n = 58$) than Far Left/Liberal (45%, $n = 295$) and Middle of the Road (54%, $n = 139$) indicated that this conduct was based on political views.

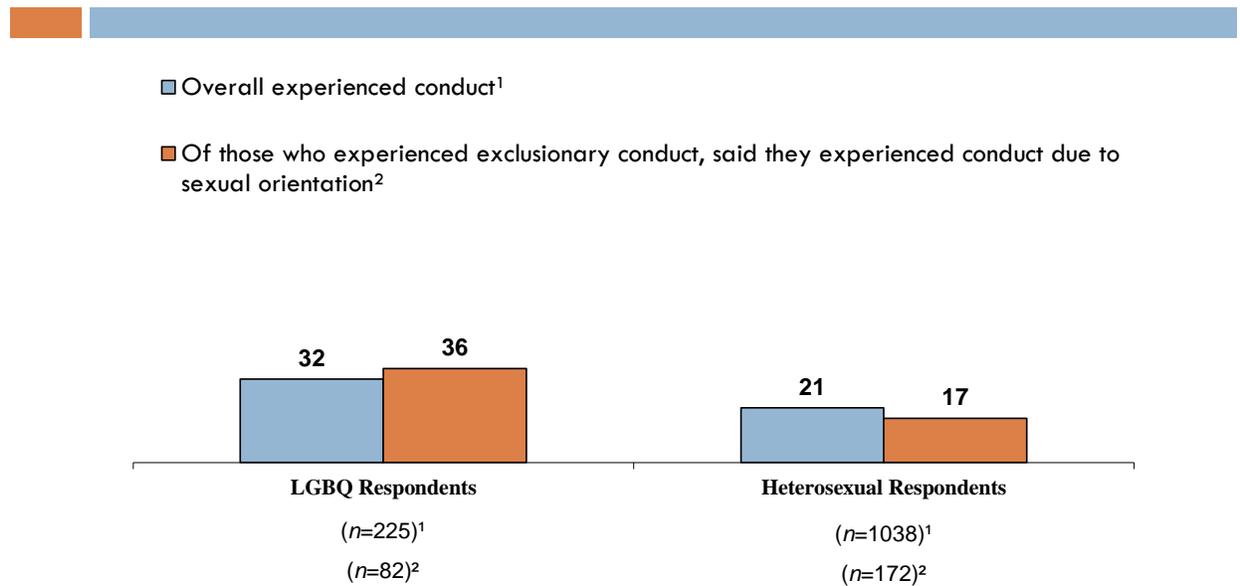


¹ Percentages are based on total n split by group.

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

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (32%, $n = 225$ versus 21%, $n = 1,038$). Of those who believed they had experienced this type of conduct, 36% of LGBQ respondents ($n = 82$) versus 17% of heterosexual respondents ($n = 172$) indicated that this conduct was based on sexual orientation.

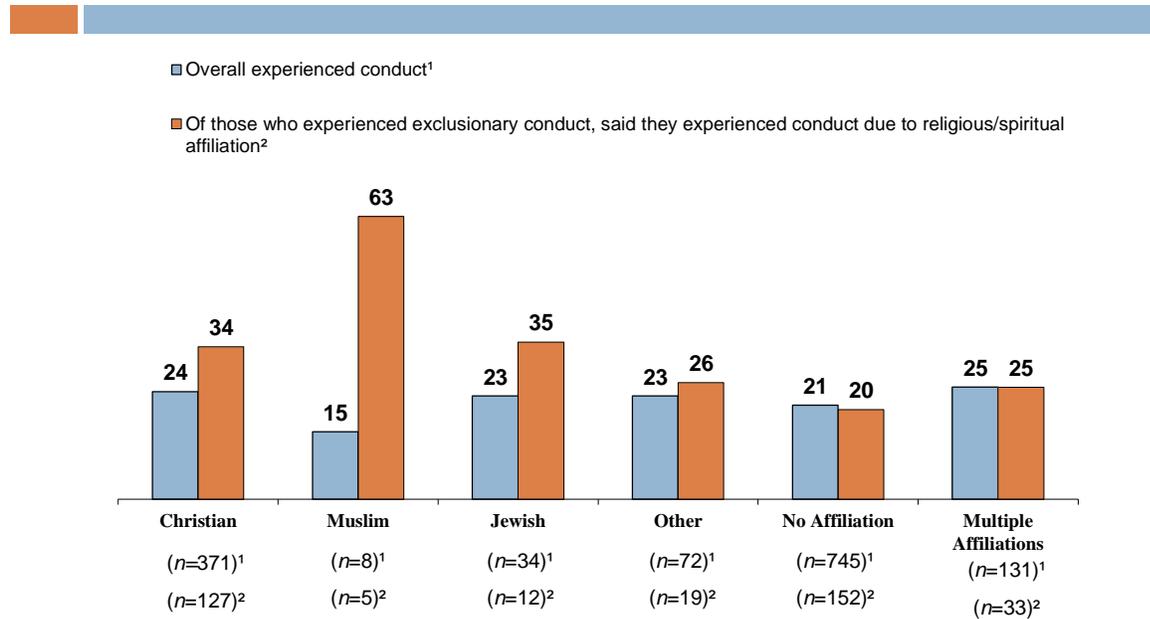


¹ Percentages are based on total n split by group.

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

Although Muslim respondents (15%, $n = 8$) were less likely than other affiliations to have experienced exclusionary, offensive, hostile, or intimidating conduct in the past year (Figure 37), they were more likely to attribute that conduct to religious/spiritual affiliation.



¹ Percentages are based on total n split by group.

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

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

Twenty-three percent of U.S. Citizens ($n = 1,415$), 11% of Non-U.S. Citizens ($n = 16$), and 29% of Undocumented Residents ($n = 9$) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UC Santa Cruz. Of the respondents who experienced such conduct 35% of U.S. Citizens ($n = 491$), 69% of Non-U.S. Citizens ($n = 11$), and 78% of Undocumented Residents ($n = 7$) indicated it was based on country of origin. Twenty-four percent of U.S. Citizens ($n = 335$), 50% of Non-U.S. Citizens ($n = 8$), and 89% of Undocumented Residents ($n = 8$) indicated it was based on immigrant/citizen status (Figure 38).

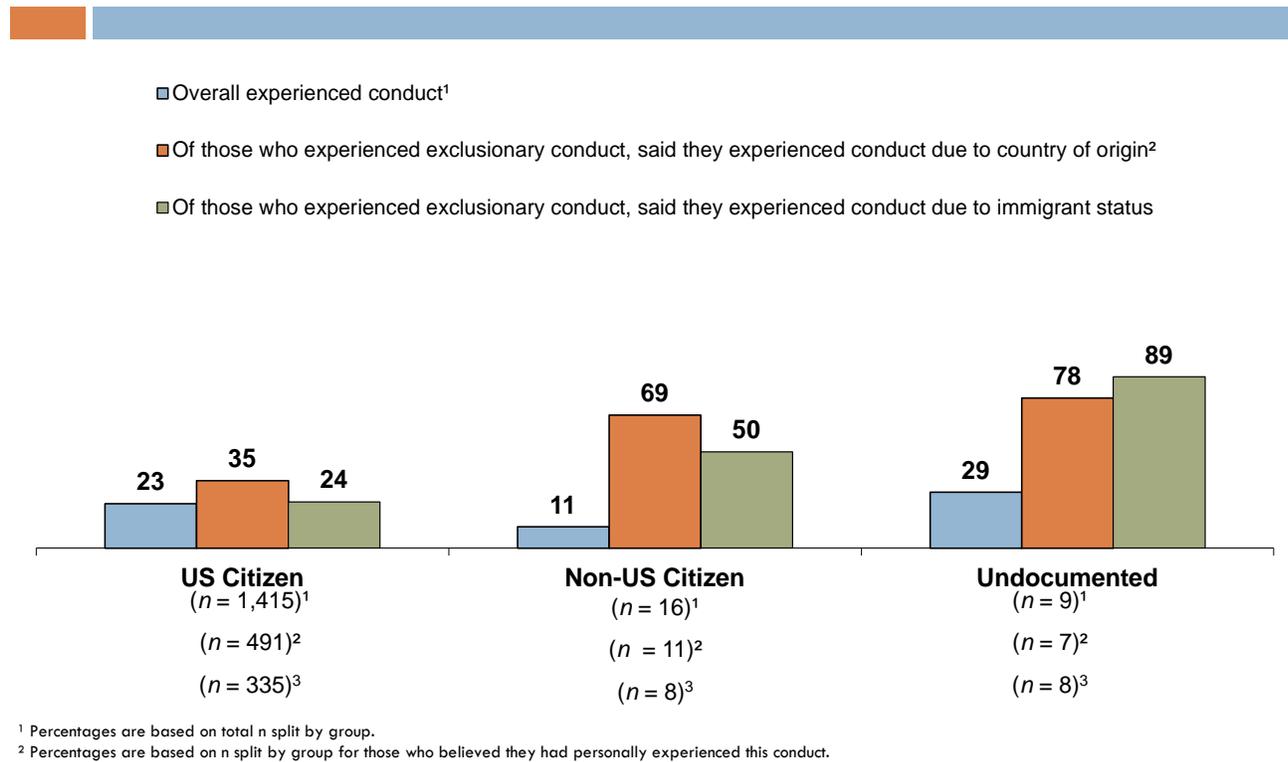


Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 21 illustrates the manners in which the individuals experienced exclusionary, offensive, hostile, or intimidating conduct. Fifty-four percent ($n = 780$) felt isolated or left out, 45% ($n = 650$) felt deliberately ignored or excluded, and 37% ($n = 537$) felt intimidated and bullied.

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

Only answered by respondents who experienced exclusionary conduct ($n = 1,444$).

	<i>n</i>	% of respondents who experienced the conduct
I felt isolated or left out	780	54.0
I felt I was deliberately ignored or excluded	650	45.0
I felt intimidated/bullied	537	37.2
I observed others staring at me	325	22.5
I was the target of derogatory verbal remarks	253	17.5
I feared getting a poor grade because of a hostile classroom environment	176	12.2
I feared for my physical safety	153	10.6
I received a low performance evaluation	150	10.4
I was singled out as the spokesperson for my identity group	150	10.4
I received derogatory written comments	122	8.4
Someone assumed I was admitted/hired/promoted due to my identity	85	5.9
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	48	3.3
Someone assumed I was not admitted/hired/promoted due to my identity	44	3.0
I received derogatory phone calls	34	2.4
I was the target of racial/ethnic profiling	35	2.4
I received threats of physical violence	30	2.1
I was the target of graffiti/vandalism	29	2.0
I feared for my family's safety	25	1.7
I was the target of stalking	16	1.1
I was the victim of a crime	16	1.1
I was the target of physical violence	12	0.8

Percentages do not sum to 100 due to multiple responses.

Twenty-five percent of respondents who experienced exclusionary, offensive, hostile, or intimidating conduct said it occurred while working at UC Santa Cruz job ($n = 367$) or in a public space at UC Santa Cruz ($n = 360$). Twenty-three percent said the incidents occurred in a class/lab/clinical setting or in a meeting with a group of people ($n = 328$; Table 23). Respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., “campus loop bus,” “Girls soccer team,” “on-going,” “OPERS Fall Festival,” “my dorm room,” “UC Santa Cruz Police,” “training session”).

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

Only answered by respondents who experienced exclusionary conduct ($n = 1,444$).

	<i>n</i>	% of respondents who experienced conduct
In a public space at UC Santa Cruz	367	25.4
While working at a UC Santa Cruz job	360	24.9
In campus housing	339	23.5
In a meeting with a group of people	329	22.8
In a class/lab/clinical setting	328	22.7
In a UC Santa Cruz office	281	19.5
In a meeting with one other person	204	14.1
While walking on campus	175	12.1
At a UC Santa Cruz event	159	11.0
Off campus	159	11.0
In a UC Santa Cruz dining facility	151	10.5
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	101	7.0
Other	91	6.3
On campus transportation	88	6.1
In a faculty office	76	5.3
In off-campus housing	54	3.7
In athletic facilities	46	3.2
In a health care setting	25	1.7
In an on-line class	<5	--

Percentages do not sum to 100 due to multiple responses.

Forty-nine percent of the respondents identified students ($n = 711$), 16% identified co-workers ($n = 228$) or faculty members ($n = 234$), and 14% ($n = 208$) identified staff members or friends ($n = 206$) as the sources of the conduct (Table 23). “Other” sources of exclusionary, offensive, hostile, or intimidating conduct included people such as “2 roommates,” “housemate,” “CA,” “CRE,” “Dean of my division,” “manager,” “Professor,” “parent of student,” etc.

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

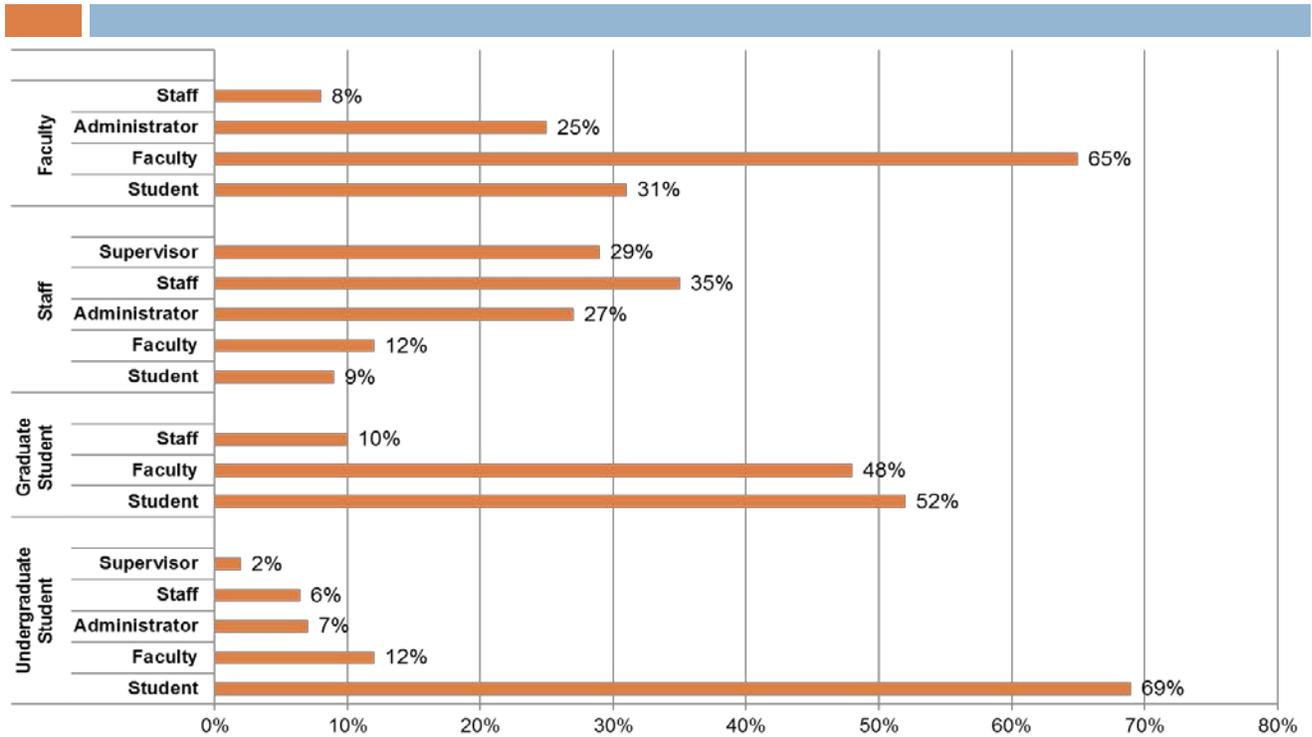
Only answered by respondents who experienced exclusionary conduct (*n* = 1,444).

	<i>n</i>	% of respondents who experienced conduct
Student	711	49.2
Faculty member	234	16.2
Co-worker	228	15.8
Staff member	208	14.4
Friend	206	14.3
Administrator	187	13
Stranger	187	13
Supervisor	139	9.6
Don't know source	117	8.1
Other	103	7.1
Department head	93	6.4
Campus organizations or groups	84	5.8
Teaching assistant/Grad assistant/Lab assistant/Tutor	84	5.8
Student staff	69	4.8
UC Santa Cruz visitor(s)	53	3.7
Faculty advisor	48	3.3
Off campus community member	42	2.9
Social Networking site (e.g. Facebook, Twitter)	41	2.8
Campus media	38	2.6
Alumni	30	2.1
Campus police/building security	31	2.1
Registered Campus Organization	29	2
Person that I supervise	24	1.7
Medical Staff	21	1.5
Partner/spouse	19	1.3
Athletic coach/trainer	13	0.9
Union representative	8	0.6
UC Santa Cruz Physician	7	0.5
Donor	<5	--
Patient	<5	--

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived exclusionary, offensive, hostile, or intimidating conduct by position status. Students were the greatest sources of this conduct for Undergraduate Students. Graduate/Professional Students suggested their greatest sources of exclusionary conduct were students and faculty, and Faculty and Post-Doc/Trainee respondents experienced

exclusionary conduct from other faculty. Additionally, Staff respondents identified other staff members as their greatest sources of exclusionary, offensive, hostile, or intimidating conduct.



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

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

In response to this conduct, 49% of respondents were angry ($n = 703$), 40% told a friend ($n = 578$), 39% felt embarrassed ($n = 557$), 34% ignored it ($n = 496$), and 29% told a family member ($n = 415$; Table 24). While 9% of reported it to UC Santa Cruz officials participants ($n = 136$), 12% did not know who to go to ($n = 167$), and 12% didn't report it for fear their complaints would not be taken seriously ($n = 168$). "Other" responses included: "annoyed and disrespected," "CAPS," "lost respect for my supervisor," "lost sleep," "it was too stupid for me to care about," "didn't want to be a snitch," "this sort of thing does not get better by reporting it; it gets worse," etc.

Table 24. Reactions to Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct ($n = 1,444$).

Reactions	<i>n</i>	% of respondents who experienced conduct
I was angry	703	48.7
I told a friend	578	40.0
I felt embarrassed	557	38.6
I ignored it	496	34.3
I told a family member	415	28.7
I avoided the harasser	377	26.1
I felt somehow responsible	262	18.1
I was afraid	222	15.4
I sought support from a staff person	221	15.3
I left the situation immediately	202	14.0
I confronted the harasser at the time	169	11.7
I sought support from campus resource	168	11.6
I didn't know who to go to	167	11.6
I didn't report it for fear that my complaint would not be taken seriously	168	11.6
It didn't affect me at the time	141	9.8
I reported it to a UC Santa Cruz employee/official	136	9.4
I confronted the harasser later	128	8.9
I did report it but I did not feel the complaint was taken seriously	116	8.0
I sought support from an administrator	111	7.7
I sought support from a faculty member	103	7.1
I sought information on-line	80	5.5
I sought support from student staff (e.g. peer counselor)	59	4.1
I sought support from off-campus hot-line/advocacy services	47	3.3
I told my union representative	35	2.4
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	35	2.4
I sought support from a TA/grad assistant	24	1.7
I contacted a local law enforcement official	12	0.8

Percentages do not sum to 100 due to multiple responses.

Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others experiencing exclusionary, offensive, hostile, or intimidating conduct may also contribute to their perceptions of campus climate. Twenty-one percent of the participants observed conduct or communications directed towards a person or group of people at UC Santa Cruz that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year ($n = 1,318$). Most of the observed exclusionary, offensive, hostile, or intimidating conduct was based on race (21%, $n = 272$), ethnicity (19%, $n = 256$), gender identity (15%, $n = 197$), and political views (13%, $n = 171$) or position (13%, $n = 165$).

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

Forty-one percent of Other People of Color ($n = 273$) observed conduct or communications directed towards a person or group of people at UC Santa Cruz that created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year (Figure 40).

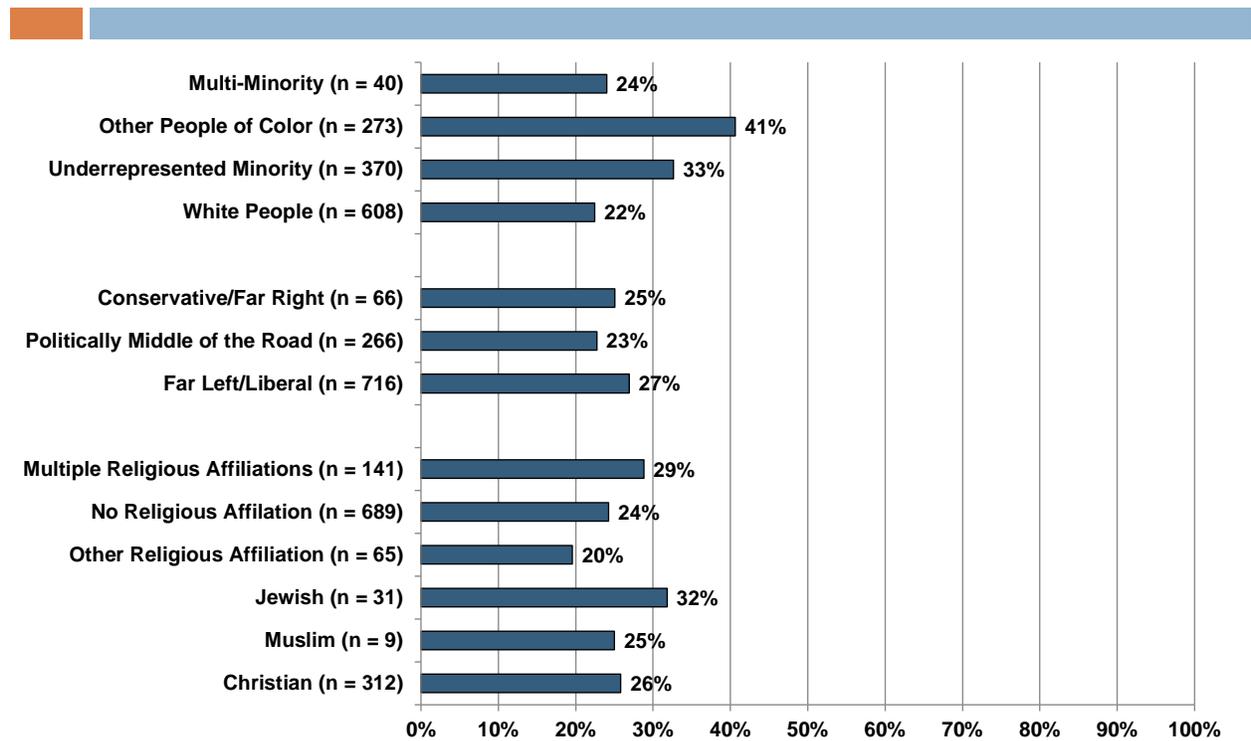


Figure 40. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Race, Religious Affiliation, and Political Views (%)

Genderqueer respondents (46%, $n = 46$), transgender respondents (44%, $n = 8$), respondents with disabilities (29%, $n = 401$), and LGBTQ respondents (33%, $n = 235$) were more likely to have observed exclusionary, offensive, hostile, or intimidating conduct than were other groups (Figure 41). LGBTQ respondents were more likely than their heterosexual counterparts; and people with disabilities were more likely than those without disabilities to observe such conduct. Non- U.S. Citizens were least likely to have observed such conduct (12%, $n = 15$).

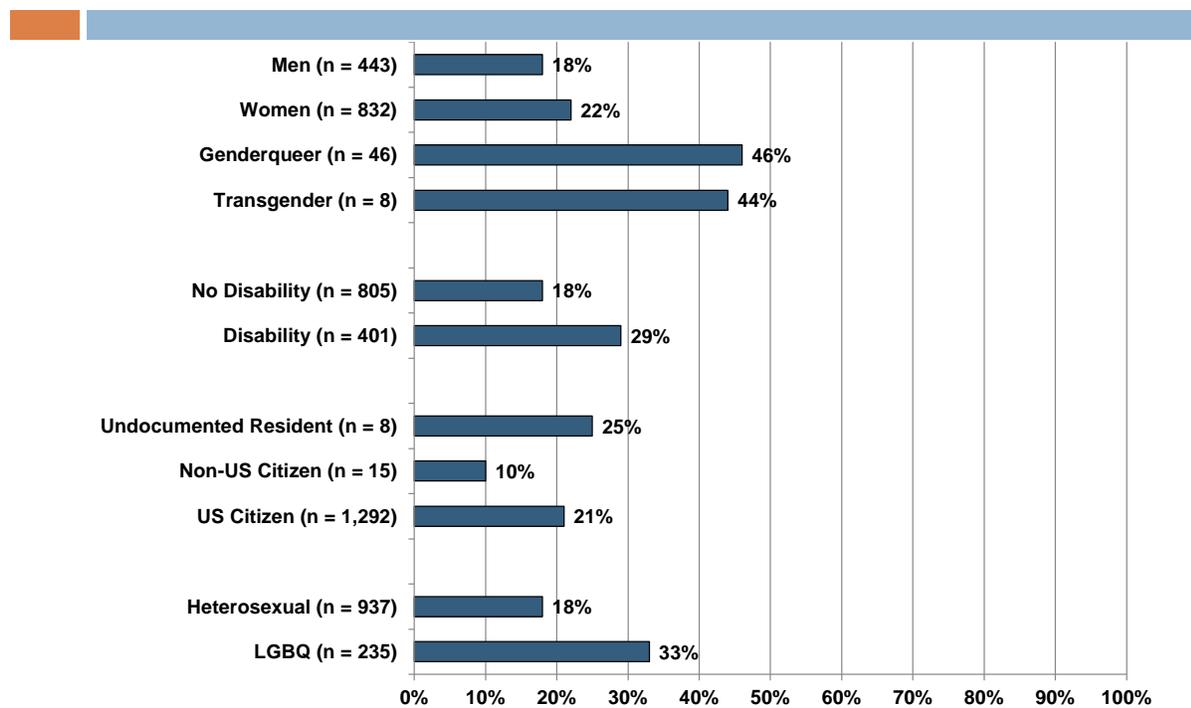
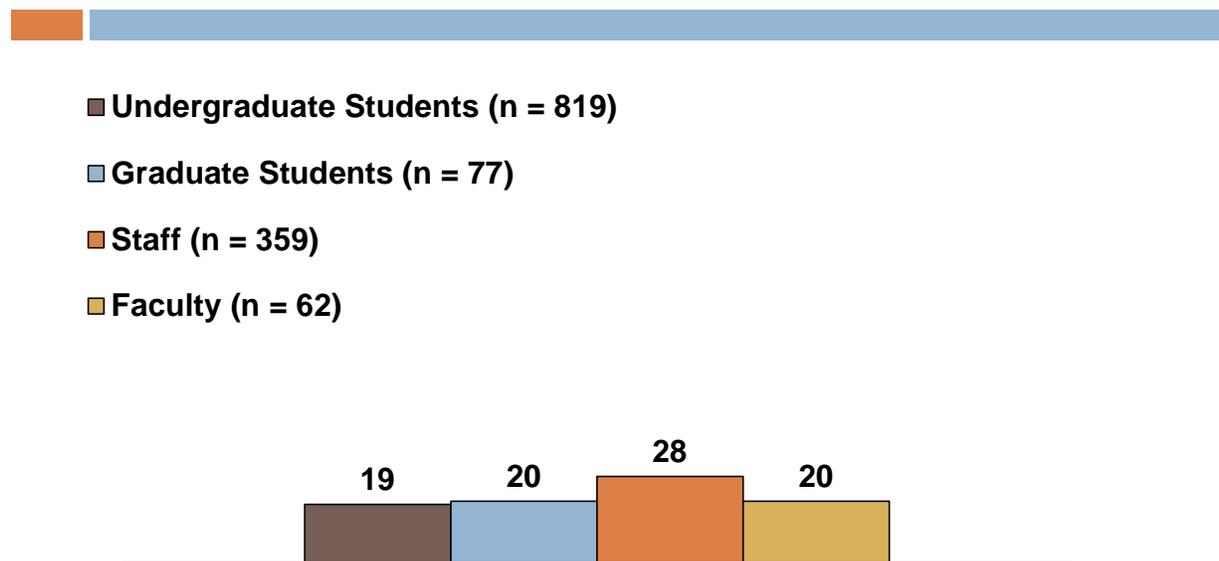


Figure 41. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Sexual Orientation, Gender, and Disability Status (%)

In terms of position at UC Santa Cruz, results indicated that greater percentages of Staff (28%, $n = 359$) believed they had observed offensive, hostile, or intimidating conduct than did Faculty (20%, $n = 62$), Graduate/Professional Students (20%, $n = 77$), or Undergraduate Students (19%, $n = 819$) (Figure 42).



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

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

Table 25 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (51%, $n = 670$), or someone being deliberately ignored or excluded (34%, $n = 450$), isolated or left out (29%, $n = 387$), or intimidated/bullied (26%, $n = 341$).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,318$).

Form	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	670	50.8
Deliberately ignored or excluded	450	34.1
Isolated or left out	387	29.4
Intimidated/bullied	341	25.9
Racial/ethnic profiling	272	20.6
Graffiti/vandalism	206	15.6
Isolated or left out when work was required in groups	201	15.3
Derogatory written comments	192	14.6
Assumption that someone was admitted/hired/promoted based on his/her identity	188	14.3
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	142	10.8
Singled out as a spokesperson for his/her identity	142	10.8
Assumption that someone was not admitted/hired/promoted based on his/her identity	134	10.2
Receipt of a low performance evaluation	128	9.7
Feared for their physical safety	127	9.6
Threats of physical violence	60	4.6
Derogatory phone calls	47	3.6
Receipt of a poor grade because of a hostile classroom environment	47	3.6
Victim of a crime	43	3.3
Physical violence	42	3.2
Feared for their family's safety	19	1.4

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 28% had witnessed such conduct six or more times in the past year ($n = 350$; Table 26).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,318$).

Number of Times Observed	<i>n</i>	% of respondents who observed conduct
1	233	18.6
2	266	21.2
3	235	18.8
4	115	9.2
5	54	4.3
6 or more	350	27.9

Percentages do not sum to 100 due to multiple responses.

Additionally, 35% of the respondents who observed exclusionary, offensive, hostile, or intimidating conduct said it happened in a public space at UC Santa Cruz ($n = 455$; Table 27). Some respondents said the incidents occurred while working at a UC Santa Cruz job (20%, $n = 262$), in a class/lab/clinical setting (19%, $n = 253$), in a meeting with a group of people (18%, $n = 243$) or in campus housing (18%, $n = 242$).

Table 27. Location of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct
 Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,318$).

Location	<i>n</i>	% of respondents who observed conduct
In a public space at UC Santa Cruz	455	34.5
While working at a UC Santa Cruz job	262	19.9
In a class/lab/clinical setting	253	19.2
In a meeting with a group of people	243	18.4
In campus housing	242	18.4
In a UC Santa Cruz office	221	16.8
While walking on campus	192	14.6
Off campus	176	13.4
At a UC Santa Cruz event	175	13.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	151	11.5
In a UC Santa Cruz dining facility	140	10.6
In a meeting with one other person	111	8.4
On campus transportation	90	6.8
In off campus housing	51	3.9
In a faculty office	50	3.8
In athletic facilities	36	2.7
In a health care setting	17	1.3
In an on-line class	<5	--

Percentages do not sum to 100 due to multiple responses.

Fifty-five percent of respondents who observed exclusionary, offensive, hostile, or intimidating conduct said the targets of the conduct were students ($n = 730$). Other respondents identified staff members (17%, $n = 224$), friends (17%, $n = 228$), and co-workers (14%, $n = 190$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (49%, $n = 649$). Respondents identified additional sources as faculty members (14%, $n = 180$), and staff members (12%, $n = 162$), strangers (10%, $n = 137$), and supervisors (10%, $n = 126$).

Table 28 illustrates participants' reactions to this conduct. Respondents most often felt angry (46%, $n = 604$) or embarrassed (30%, $n = 389$). Thirty-three percent ($n = 430$) told a friend. Nine percent ($n = 115$) reported the incidents to campus employees/officials, while 11% ($n = 139$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (9%, $n = 113$).

Table 28. Reactions to Observing Offensive, Hostile, Exclusionary, or Intimidating Conduct
 Only answered by respondents who believed they had observed exclusionary conduct ($n = 1,318$).

Reactions	<i>n</i>	% of respondents who observed conduct
I was angry	604	45.8
I told a friend	430	32.6
I felt embarrassed	389	29.5
I did nothing	242	18.4
I avoided the harasser	225	17.1
I told a family member	224	17.0
I ignored it	192	14.6
I confronted the harasser at the time	152	11.5
I sought support from a staff person	151	11.5
I was afraid	146	11.1
I didn't know who to go to	139	10.5
It didn't affect me at the time	130	9.9
I felt somehow responsible	120	9.1
I reported it to a campus employee/official	115	8.7
I didn't report it for fear that my complaint would not be taken seriously	113	8.6
I confronted the harasser later	112	8.5
I left the situation immediately	103	7.8
I sought support from an administrator	83	6.3
I sought support from campus resource	79	6.0
I did report it but I did not feel the complaint was taken seriously	65	4.9
I sought support from a faculty member	58	4.4
I sought information on-line	53	4.0
I sought support from a student staff	26	2.0
I contacted a local law enforcement official	22	1.7
I sought support from a spiritual advisor	20	1.5
I sought support from off-campus hot-line/advocacy services	18	1.4
I told my union representative	19	1.4
I sought support from a TA/grad assistant	10	0.8

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 246 people (4%) believed they had experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)⁴⁶ while at UC Santa Cruz. Subsequent analyses of the data suggest that higher percentages of LGBQ respondents (8%, $n = 54$), genderqueer respondents (6%, $n = 6$), and respondents with disabilities (6%, $n = 80$) than other groups experienced unwanted sexual contact.

Fifty-eight respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. By and large, women students described incidents where men (students or other) behaved in ways such as “they come up behind me and into close contact at dances without my permission” or “they slap your ass, or grab you.” Several women described what one respondent coined “near misses” where they were able to elude a would-be date- or acquaintance-rapist. Many indicated that the men were intoxicated, and occasionally the women were, as well. Women also described incidents when men faculty and staff touched them inappropriately or made unsolicited, sexual remarks. A number of men respondents described situations where women made unwanted sexual advances towards them. For instance, a couple of respondents’ echoed comments similar to these, “A woman a little aggressively tried to kiss me and touch me at a party. I was able to move away,” and “a girl freak danced on me at a party. I wasn’t into it at all so I made a hasty retreat.”

Summary

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

As noted earlier, 23% of UC Santa Cruz respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year ($n = 1,444$). The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of

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

exclusionary conduct and discrimination than those in the majority. In addition, 246 respondents (4%) believed they had experienced unwanted sexual contact in the past five years at UC Santa Cruz.

The findings were consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar yet slightly higher percentage of all UC Santa Cruz respondents reported that they were “comfortable” or “very comfortable” with the climate at UC Santa Cruz (83%). Likewise, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC Santa Cruz, 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 respondents answers to survey items regarding their perceptions of the workplace climate at UC Santa Cruz; their thoughts on work-life and various climate issues; and certain employment practices at UC Santa Cruz (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. Eighty percent or more of Faculty, Staff, and Post-Doc/Trainee respondents offered that the workplace climate was most welcoming (“strongly agree”/ “agree”) for people based on their marital status (82%), ethnicity (80%), age (80%), and country of origin (80%).

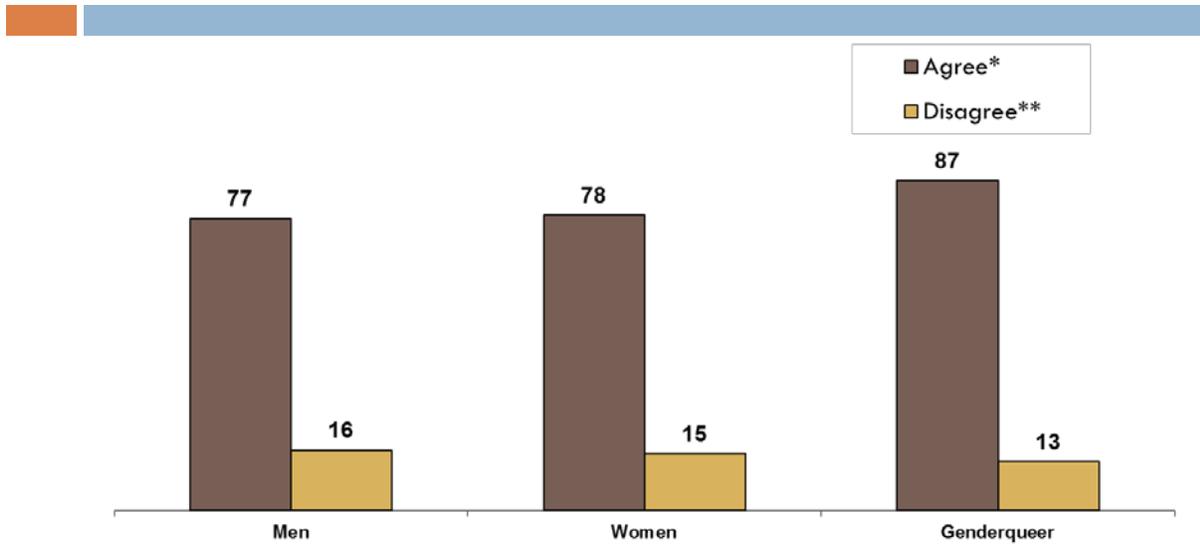
Respondents offered that the workplace climate was least welcoming (“disagree”/ “strongly disagree”) based on political views (17%), educational level (16%), socioeconomic status (14%), and age, religious/spiritual views, and philosophical views (13%).

Table 29. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	390	24.2	903	55.9	173	10.7	40	2.5	108	6.7
Ancestry	414	25.8	848	52.9	104	6.5	27	1.7	210	13.1
Country of origin	411	25.6	872	54.4	115	7.1	24	1.5	183	11.4
Educational level	368	23.0	867	54.1	208	13.0	42	2.6	118	7.4
English language proficiency/ accent	359	22.4	898	55.9	162	10.1	35	2.2	152	9.5
Ethnicity	422	26.3	865	53.9	133	8.3	38	2.4	146	9.1
Gender identity	426	26.7	810	50.8	113	7.1	24	1.5	222	13.9
Gender expression	412	25.8	781	48.9	117	7.3	24	1.5	264	16.5
Immigrant/citizen status	380	23.8	809	50.8	104	6.5	31	1.9	270	16.9
International Status	387	24.2	822	51.4	92	5.8	23	1.4	274	17.1
Learning disability	299	18.9	693	43.8	165	10.4	38	2.4	388	24.5
Marital status	440	27.5	870	54.4	96	6.0	36	2.3	158	9.9
Medical conditions	363	22.7	797	49.9	147	9.2	37	2.3	254	15.9
Military/veteran status	300	19.0	653	41.3	90	5.7	33	2.1	506	32.0
Parental status	400	25.1	863	54.1	133	8.3	30	1.9	170	10.7
Participation in a club	319	20.1	697	44.0	89	5.6	20	1.3	460	29.0
Participation on an athletic team	275	17.4	620	39.2	91	5.8	23	1.5	572	36.2
Philosophical views	314	19.7	800	50.3	157	9.9	43	2.7	278	17.5
Psychological condition	269	17.0	700	44.2	163	10.3	29	1.8	423	26.7
Physical characteristics	349	22.0	839	53.0	123	7.8	31	2.0	242	15.3
Physical disability	335	21.2	778	49.1	146	9.2	34	2.1	290	18.3
Political views	280	17.6	792	49.8	220	13.8	56	3.5	242	15.2
Race	388	24.4	849	53.3	142	8.9	40	2.5	174	10.9
Religious/spiritual views	315	19.9	783	49.4	165	10.4	42	2.6	280	17.7
Sexual orientation	430	27.0	822	51.7	99	6.2	26	1.6	214	13.5
Socioeconomic status	322	20.4	815	51.5	170	10.8	53	3.4	221	14.0

Note: Table includes post-docs/trainees/faculty/staff responses only (n = 1,657).

When analyzed by demographic characteristics, the data reveal that 87% of genderqueer respondents ($n = 13$), 78% of women ($n = 743$), and 77% of men ($n = 477$) 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, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 81% of White Faculty, Staff, and Post-Doc/Trainee respondents ($n = 893$) and 82% of Multi-Minority respondents ($n = 18$), 69% of Underrepresented Minority respondents ($n = 166$) and 71% of Other People of Color ($n = 132$) felt the workplace climate was welcoming based on race (Figure 44).

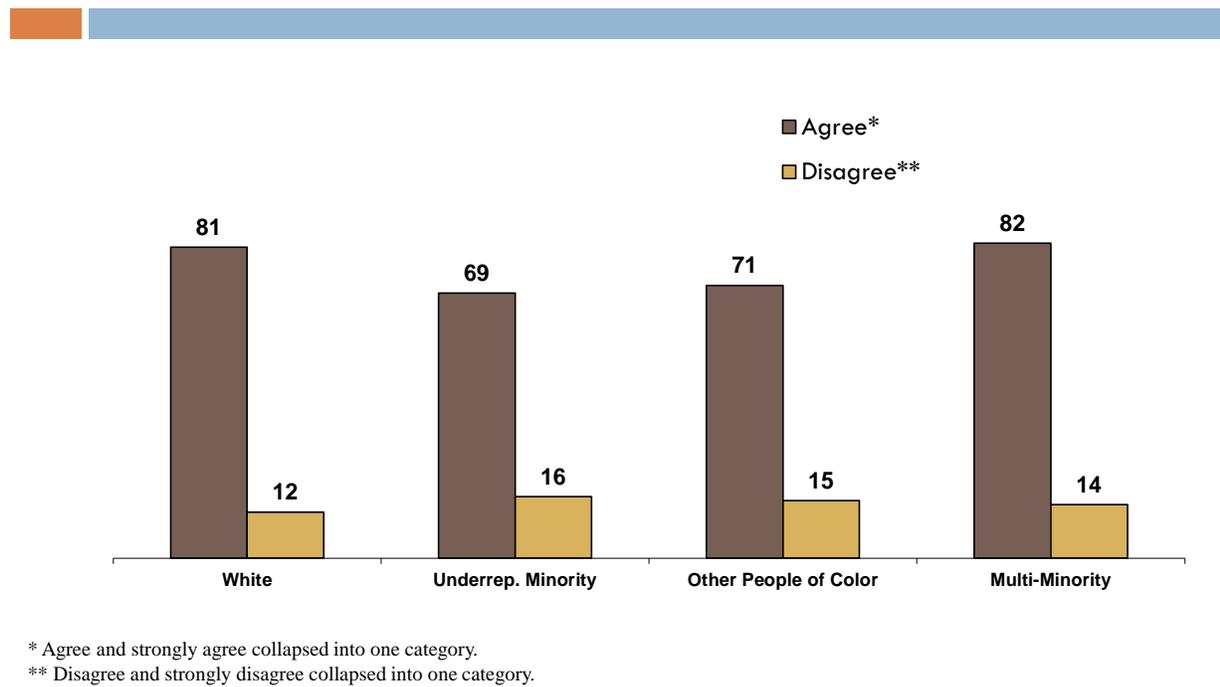


Figure 44. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-six percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents ($n = 122$) and 80% of heterosexual respondents ($n = 1,044$) believed the workplace climate was welcoming based on sexual orientation (Figure 45).

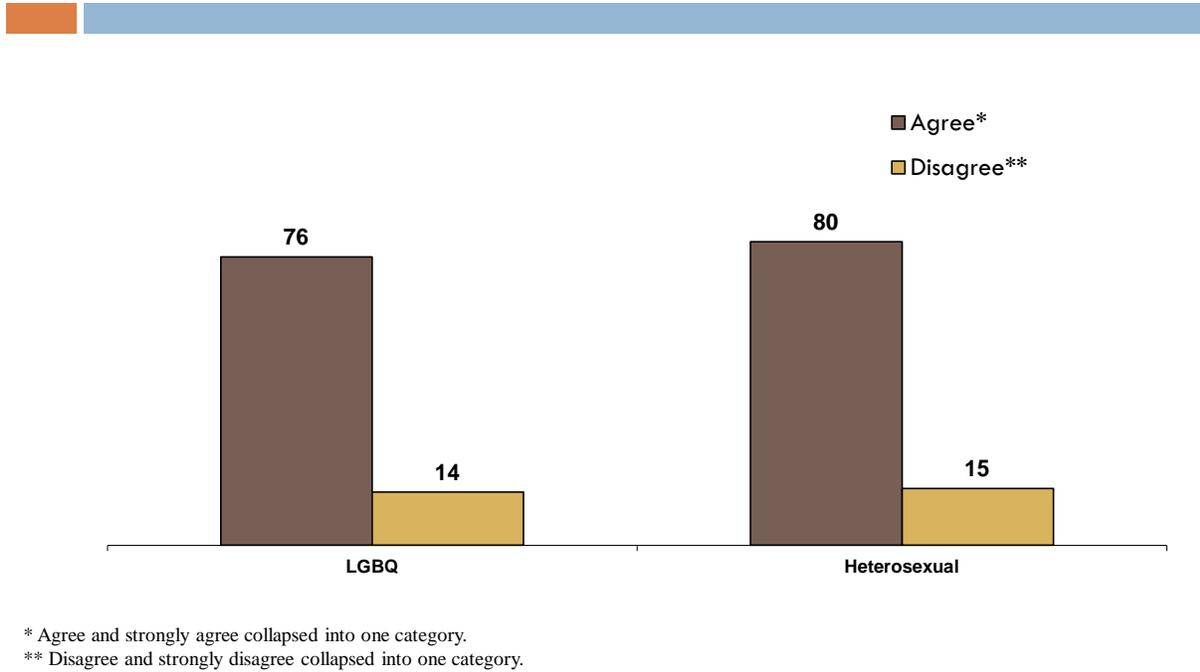
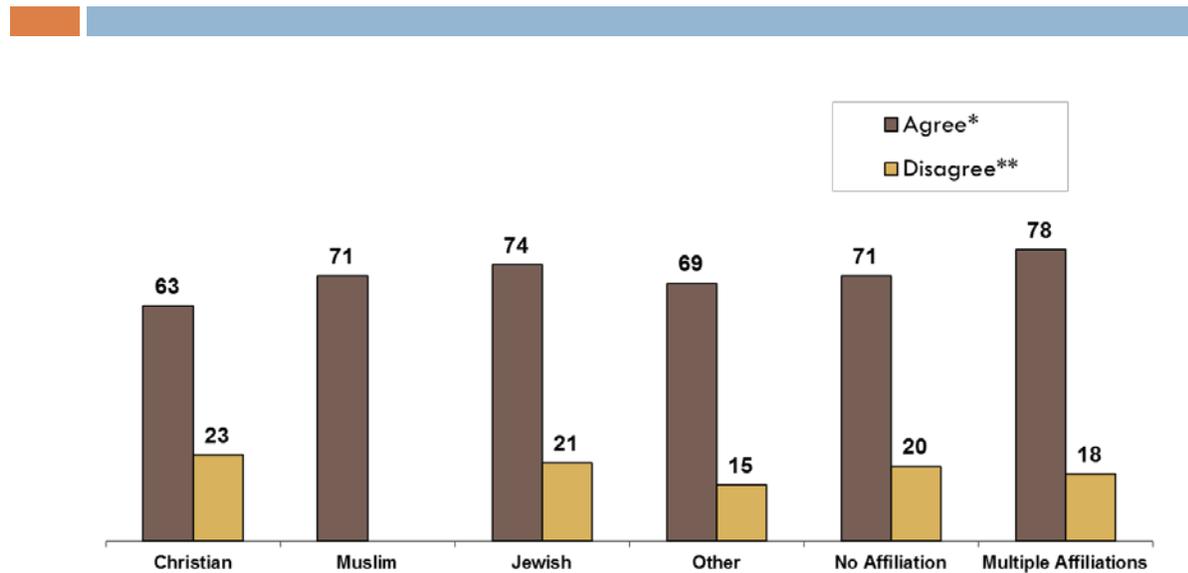


Figure 45. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Sixty-three percent of Christian Faculty, Staff, and Post-Doc/Trainee respondents ($n = 213$), 69% of employees from “other” religious/spiritual affiliations ($n = 59$), 71% of Muslim employees ($n = 5$) and employees with no religious/spiritual affiliations ($n = 611$), 74% ($n = 31$) of employees from Jewish religious affiliations, and 78% of employees with multiple religious/spiritual affiliations ($n = 121$) felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46).

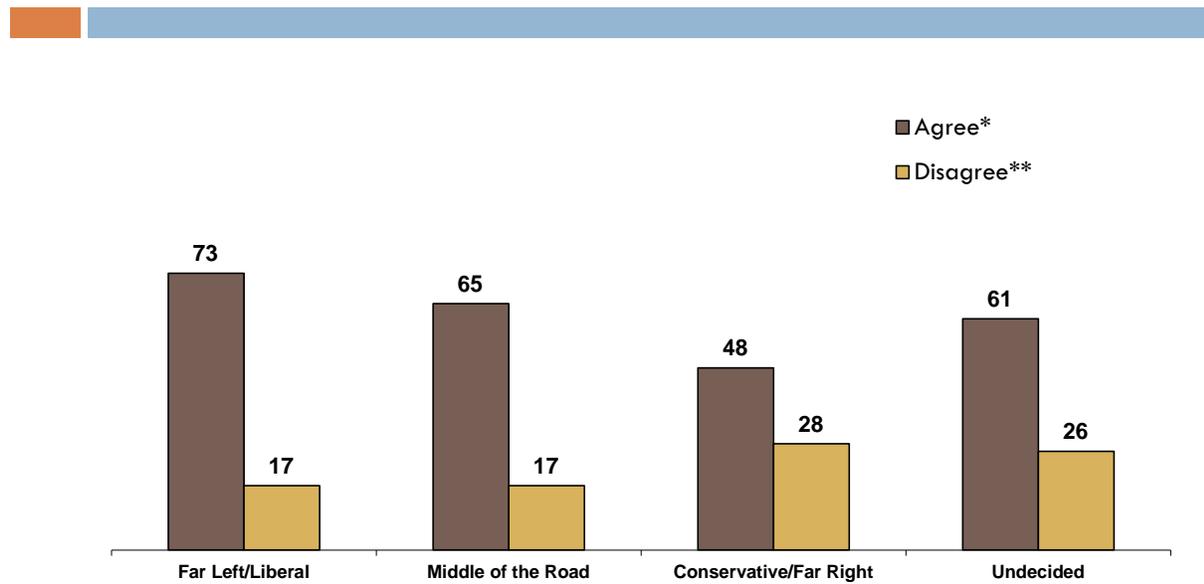


* Agree and strongly agree collapsed into one category.
 ** Disagree and strongly disagree collapsed into one category.

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

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

Additionally, 73% of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents ($n = 672$), 65% of politically Middle of the Road employees ($n = 922$), and 48% of Conservative/Far Right employee respondents ($n = 40$) felt the workplace climate was welcoming based on political views (Figure 47).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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

While 33% of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military ($n = 483$) did not know how welcoming their workplaces were for employees based on their military status, 71% of respondents who are/were members of the military ($n = 43$) felt the workplace climate was welcoming based on military status (Figure 48).

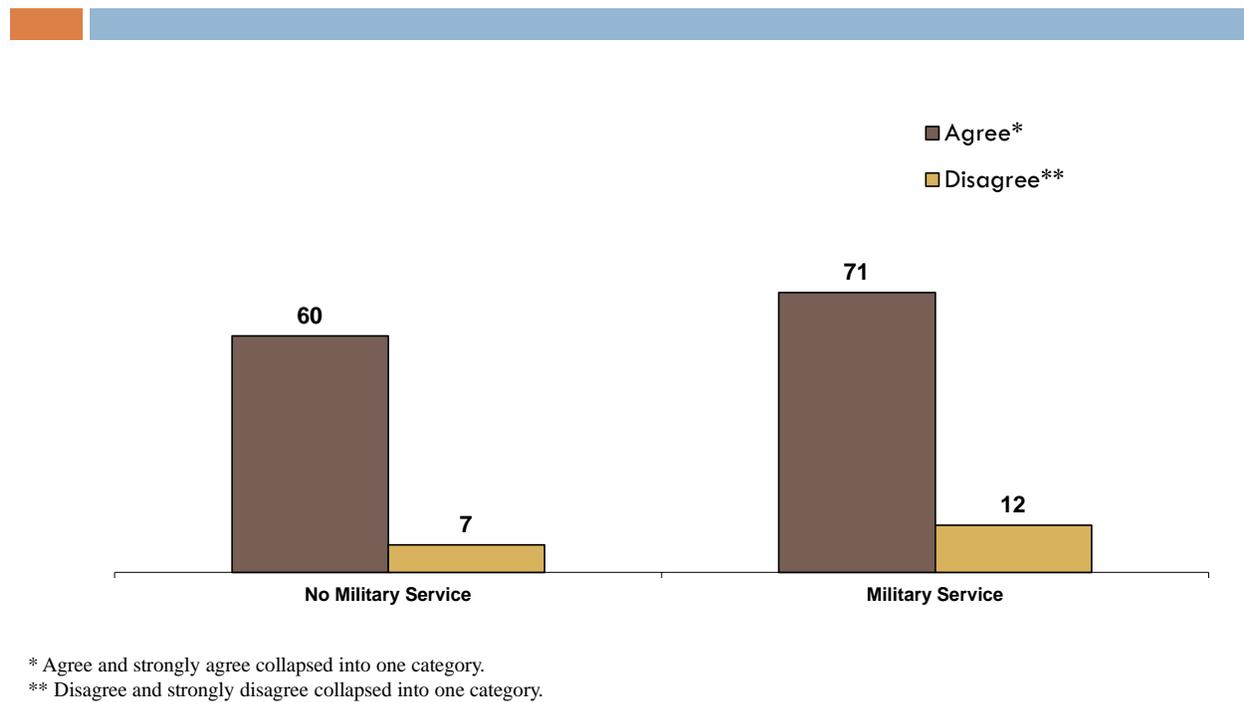
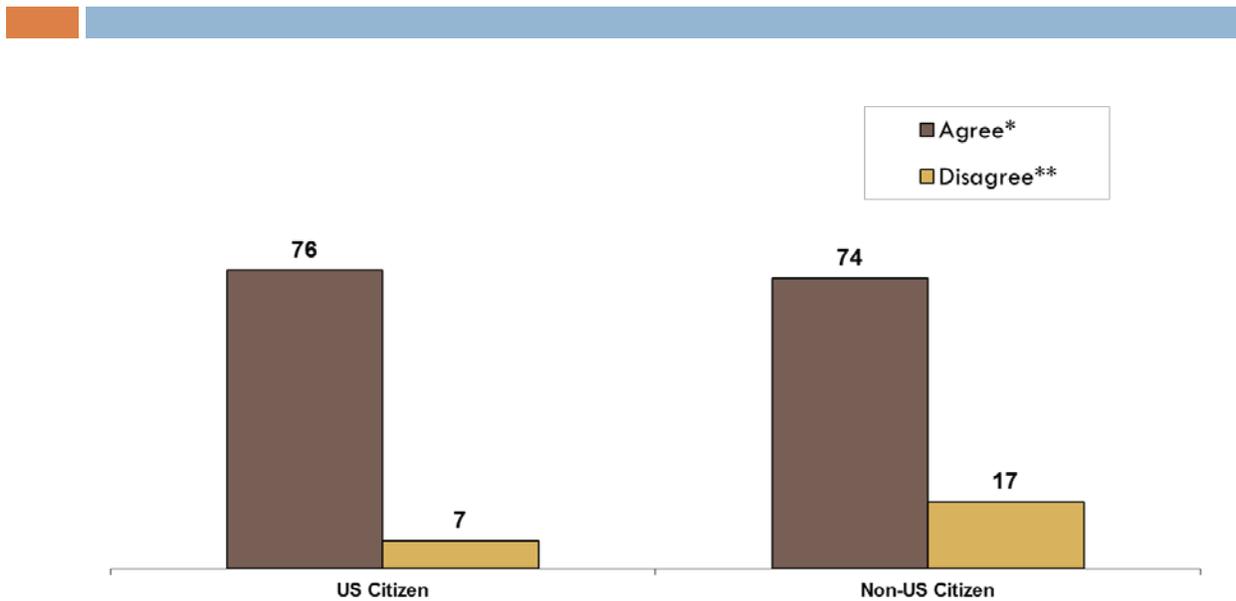


Figure 48. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Military Status (%)

Seventy-six percent of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 1,180$) and 74% of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 26$) felt the workplace climate was welcoming based on international status (Figure 49). Likewise, subsequent analyses revealed 75% of U.S. Citizen respondents ($n = 1,160$) and 74% of Non-U.S. Citizen respondents ($n = 26$) felt the workplace climate was welcoming based on immigrant/citizen status.



* 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 49. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate based on International Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees’ (Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students⁴⁷) experiences at UC Santa Cruz, their perceptions of specific UC Santa Cruz policies, their attitudes about the climate and work-life issues at UC Santa Cruz, and faculty attitudes about tenure and advancement processes.

Forty-three percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents felt that salary determinations were clear ($n = 696$). More than half of the respondents thought UC Santa Cruz demonstrated that it values a diverse faculty (75%, $n = 1,214$) and staff (76%, $n = 1,242$). Table 30 illustrates responses to these questions by gender,⁴⁸ race/ethnicity, position, disability status, and sexual orientation where the responses for these groups differed from one another.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe salary determinations are clear	117	5.9	755	37.9	559	28.1	322	16.2	239	12.0
Staff	59	4.7	426	33.9	406	32.3	261	20.8	105	8.4
Faculty	42	13.6	142	46.0	77	24.9	38	12.3	10	3.2
Post-Docs/Trainees	<5	--	23	57.5	8	20.0	<5	--	<5	--
White	72	6.5	420	37.8	342	30.8	212	19.1	65	5.9
Underrepresented Minority	15	6.1	81	32.8	74	30.0	49	19.8	28	11.3
Other People of Color	14	7.5	63	33.7	59	31.6	29	15.5	22	11.8
Multi-Minority	<5	--	7	31.8	6	27.3	5	22.7	<5	--
Men	57	9.0	259	41.1	174	27.6	87	13.8	53	8.4
Women	46	4.9	322	34.0	310	32.7	208	22.0	61	6.4
Genderqueer	<5	--	6	40.0	<5	--	5	33.3	0	0.0
No Disability	79	6.7	458	38.9	362	30.8	192	16.3	86	7.3
Disability	19	5.7	99	29.6	100	29.9	91	27.2	25	7.5
LGBQ	6	3.7	51	31.5	57	35.2	37	22.8	11	6.8
Heterosexual	92	7.0	496	37.7	400	30.4	235	17.8	94	7.1

⁴⁷ For the items in Tables 30 through 33 and related narrative, the term “employee” includes all Post-Docs, Trainees, Graduate/Professional Students, Staff, and Faculty.

⁴⁸ Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality ($n = 1$).

Table 30. (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I think that UC Santa Cruz demonstrates that it values a diverse faculty	324	15.8	1183	58.7	231	11.5	101	5.0	175	8.7
Staff	197	15.4	745	58.3	119	9.3	61	4.8	156	12.2
Faculty	68	21.9	171	55.2	46	14.8	20	6.5	5	1.6
Post-Docs/Trainees	6	14.3	27	64.3	<5	--	<5	--	<5	--
White	207	18.4	679	60.3	101	9.0	29	2.6	110	9.8
Underrepresented Minority	30	12.0	113	45.0	43	17.1	37	14.7	28	11.2
Other People of Color	27	14.2	112	58.9	21	11.1	12	6.3	18	9.5
Multi-Minority	<5	--	14	63.6	<5	--	<5	--	<5	--
Men	122	19.2	369	57.9	49	7.7	27	4.2	70	11.0
Women	143	14.8	563	58.3	117	12.1	54	5.6	89	9.2
Genderqueer	<5	--	9	64.3	<5	--	<5	--	<5	--
No Disability	214	17.9	708	59.1	113	9.4	43	3.6	119	9.9
Disability	42	12.5	177	52.7	46	13.7	33	9.8	38	11.3
LGBQ	21	12.8	92	56.1	28	17.1	12	7.3	11	6.7
Heterosexual	231	17.3	787	58.9	126	9.4	63	4.7	130	9.7
I think UC Santa Cruz demonstrates that it values a diverse staff	330	16.4	1192	59.3	306	15.2	102	5.1	79	3.9
Staff	209	16.3	766	59.8	191	14.9	76	5.9	38	3.0
Faculty	66	21.6	166	54.2	46	15.0	12	3.9	16	5.2
Post-Docs/Trainees	5	12.2	30	73.2	<5	--	<5	--	<5	--
White	206	18.3	708	62.9	140	12.4	38	3.4	33	2.9
Underrepresented Minority	36	14.4	110	44.4	59	23.6	33	13.2	12	4.8
Other People of Color	30	15.7	108	56.5	36	18.8	11	5.8	6	3.1
Multi-Minority	<5	--	12	57.	<5	--	<5	--	<5	--
Men	125	19.7	384	60.5	70	11.0	31	4.9	25	3.9
Women	150	15.5	567	58.7	165	17.1	56	5.8	28	2.9
Genderqueer	<5	--	9	64.3	<5	--	<5	--	<5	--
No Disability	224	18.8	717	60.1	170	14.2	44	3.7	39	3.3
Disability	44	13.1	187	55.8	53	15.8	37	11.0	14	4.2
LGBQ	22	13.4	96	58.5	29	17.7	15	9.1	<5	--
Heterosexual	236	17.7	798	59.9	192	14.4	63	4.7	44	3.3

Note: Table includes post-docs, trainees, graduate/professional students, staff, and faculty responses only (n = 2,049).

Twenty-seven percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (n = 437; Table 31). Seventeen percent believed their colleagues expected them to represent the “point of view” of their identities (n = 271).

Seventy-two percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers (n = 1,186). More than one-quarter of employee respondents

believed they had to work harder than their colleagues do in order to achieve the same recognition (28%, $n = 450$), and 39% felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units ($n = 623$). Table 31 illustrates responses to these questions by gender, race/ethnicity, position, sexual orientation and disability status where the responses for these groups differed from one another.

Table 31. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, 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	161	7.9	386	19.0	690	33.9	675	33.2	122	6.0
Staff	115	8.9	230	17.8	462	35.8	421	32.7	61	4.7
Faculty	26	8.3	59	18.8	85	27.1	124	39.5	20	6.4
Post-Docs/Trainees	<5	--	5	11.9	14	33.3	15	35.7	6	14.3
White	88	7.7	185	16.2	412	36.1	404	35.4	51	4.5
Underrepresented Minority	38	15.1	57	22.7	67	26.7	72	28.7	17	6.8
Other People of Color	12	6.2	42	21.9	62	32.3	59	30.7	17	8.9
Multi-Minority	<5	--	<5	--	8	36.4	10	45.5	<5	--
Men	50	7.8	90	14.1	214	33.4	245	38.3	41	6.4
Women	89	9.1	198	20.3	342	35.0	304	31.1	43	4.4
Genderqueer	<5	--	5	33.3	<5	--	<5	--	<5	--
No Disability	79	6.5	183	15.2	424	35.1	450	37.3	71	5.9
Disability	54	16.0	86	25.4	108	32.0	80	23.7	10	3.0
LGBQ	24	14.5	34	20.6	45	27.3	55	33.3	7	4.2
Heterosexual	103	7.6	237	17.6	476	35.3	466	34.5	67	5.0
My colleagues/co-workers expect me to represent “the point of view” of my identity	61	3.0	296	14.8	750	37.4	510	25.4	387	19.3
White	20	1.8	146	13.0	412	36.8	292	26.1	250	22.3
Underrepresented Minority	12	4.9	41	16.7	94	38.2	55	22.4	44	17.9
Other People of Color	12	6.3	30	15.8	69	36.3	47	24.7	32	16.8
Multi-Minority	<5	--	<5	--	7	31.8	7	31.8	<5	--
Men	20	3.2	74	11.8	232	37.0	183	29.2	118	18.8
Women	22	2.3	146	15.2	357	37.1	226	23.5	211	21.9
Genderqueer	<5	--	<5	--	7	46.7	<5	--	<5	--
No Disability	28	2.4	149	12.5	444	37.3	333	28.0	237	19.9
Disability	16	4.8	60	18.0	125	37.4	58	17.4	75	22.5
LGBQ	8	4.9	30	18.3	72	43.9	39	23.8	15	9.1
Heterosexual	29	2.2	175	13.2	486	36.7	352	26.5	284	21.4

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	437	21.6	903	44.6	330	16.3	145	7.2	211	10.4
Staff	298	23.2	637	49.6	182	14.2	99	7.7	67	5.2
Faculty	98	31.1	122	38.7	44	14.0	10	3.2	41	13.0
Post-Docs/Trainees	9	21.4	22	52.4	7	16.7	<5	--	<5	--
White	283	24.9	558	49.1	151	13.3	65	5.7	79	7.0
Underrepresented Minority	50	19.9	116	46.2	45	17.9	28	11.2	12	4.8
Other People of Color	54	28.6	79	41.8	31	16.4	10	5.3	15	7.9
Multi-Minority	5	21.7	11	47.8	<5	--	5	21.7	<5	--
Men	183	28.9	284	44.9	79	12.5	34	5.4	53	8.4
Women	211	21.6	488	49.9	152	15.5	75	7.7	52	5.3
Genderqueer	<5	--	6	40.0	<5	--	<5	--	<5	--
No Disability	319	26.5	596	49.6	150	12.5	51	4.2	86	7.2
Disability	62	18.3	147	43.5	62	18.3	51	15.1	16	4.7
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	170	8.5	359	17.9	971	48.4	386	19.2	121	6.0
White	93	8.3	189	16.8	565	50.2	221	19.6	58	5.2
Underrepresented Minority	32	12.9	57	23.0	114	46.0	32	12.9	13	5.2
Other People of Color	16	8.5	47	25.0	72	38.3	38	20.2	15	8.0
Multi-Minority	<5	--	<5	--	11	50.0	5	22.7	<5	--
Men	53	8.4	108	17.1	301	47.6	139	22.0	32	5.1
Women	89	9.2	193	20.0	469	48.7	160	16.6	52	5.4
Genderqueer	0	0.0	2	13.3	8	53.3	3	20.0	<5	--
No Disability	85	7.1	208	17.4	584	49.0	250	21.0	66	5.5
Disability	53	15.9	73	21.9	144	43.1	45	13.5	19	5.7
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	201	10.0	574	28.7	819	40.9	274	13.7	133	6.6
White	104	9.3	322	28.7	480	42.8	163	14.5	52	4.6
Underrepresented Minority	32	12.9	70	28.2	93	37.5	32	12.9	21	8.5
Other People of Color	22	11.8	50	26.7	69	36.9	30	16.0	16	8.6
Multi-Minority	<5	--	<5	--	6	28.6	<5	--	<5	--
Men	53	8.4	160	25.3	289	45.7	100	15.8	31	4.9
Women	110	11.5	285	29.8	366	38.3	133	13.9	61	6.4
Genderqueer	<5	--	6	40.0	5	33.3	<5	--	<5	--
No Disability	106	9.0	306	25.9	511	43.2	193	16.3	67	5.7
Disability	50	14.9	113	33.7	117	34.9	33	9.9	22	6.6

Note: Table includes post-docs, trainees, graduate/professional students, staff, and faculty responses only (n = 2,049).

Several items queried Faculty, Staff, and Post-Docs/Trainees about their opinions regarding work-life issues at UC Santa Cruz. Sixty-eight percent of Faculty, Staff, and Post-Docs/Trainees found UC Santa Cruz supportive of their taking leave percent ($n = 1,367$), and 70% felt that UC Santa Cruz was supportive of flexible work schedules ($n = 1,405$). Seventeen percent felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children ($n = 337$), and 10% felt that people who have children were considered by UC Santa Cruz to be less committed to their jobs/careers ($n = 205$).

Twenty-nine percent of Faculty, Staff, and Post-Docs/Trainees felt that UC Santa Cruz provides available resources to help employees balance work-life needs, such as childcare and elder care ($n = 585$). Few respondents (17%, $n = 335$) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

Table 32. Attitudes about Work-Life Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UC Santa Cruz is supportive of my taking leave.	261	12.9	1,106	54.7	245	12.1	48	2.4	361	17.9
Faculty	43	13.8	178	57.1	26	8.3	4	1.3	61	19.6
Staff	191	14.9	792	61.7	149	11.6	29	2.3	122	9.5
Post-docs/Trainees	5	12.2	25	61.0	<5	--	<5	--	6	14.6
Graduate/Professional Students	22	5.7	111	28.8	66	17.1	14	3.6	172	44.7
I find that UC Santa Cruz is supportive of flexible work schedules.	311	15.4	1,094	54.2	316	15.7	112	5.5	186	9.2
Faculty	54	17.4	180	58.1	30	9.7	8	2.6	38	12.3
Staff	197	15.4	688	53.7	249	19.4	97	7.6	50	3.9
Post-docs/Trainees	11	26.2	28	66.7	<5	--	<5	--	<5	--
Graduate/Professional Students	49	12.7	198	51.3	36	9.3	6	1.3	97	25.1
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	74	3.7	263	13.1	1,002	49.8	326	16.2	348	17.3
Faculty	11	3.6	34	11.0	156	50.5	71	23.0	37	12.0
Staff	54	4.2	191	15.0	679	53.2	207	16.2	145	11.4
Post-docs/Trainees	<5	--	<5	--	21	51.2	7	17.1	9	22.0
Graduate/Professional Students	7	1.8	36	9.3	146	37.7	41	10.6	157	40.6
I feel that people who have children are considered by UC Santa Cruz to be less committed to their jobs/careers	35	1.7	170	8.5	1,121	55.8	374	18.6	310	15.4
Faculty	5	1.6	23	7.4	179	57.7	73	23.5	30	9.7
Staff	23	1.8	106	8.3	761	59.7	252	19.8	133	10.4
Post-docs/Trainees	<5	--	6	14.6	23	56.1	6	14.6	<5	--
Graduate/Professional Students	5	1.3	35	9.1	158	41.1	43	11.2	143	37.2
I feel that UC Santa Cruz provides available resources to help employees balance work-life needs, such as childcare and elder care.	74	3.7	511	25.6	462	23.2	276	13.8	672	33.7
Faculty	10	3.2	52	16.8	90	29.1	88	28.5	69	22.3
Staff	55	4.4	380	30.1	310	24.5	159	12.6	360	28.5
Post-docs/Trainees	<5	--	6	14.6	12	29.3	6	14.6	16	39.0
Graduate/Professional Students	8	2.1	73	19.2	50	13.1	23	6.0	227	59.6
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	89	4.5	247	12.4	496	24.9	154	7.7	1007	50.5
Faculty	28	9.0	64	20.6	75	24.2	30	9.7	113	36.5
Staff	46	3.6	150	11.9	355	28.1	98	7.7	616	48.7
Post-docs/Trainees	<5	--	9	22.5	5	12.5	5	12.5	18	45.0
Graduate/Professional Students	12	3.2	24	6.3	61	16.1	21	5.6	260	68.8

Note: Table includes post-docs, trainees, graduate/professional students, staff, and faculty responses only (n = 2,049).

More than half of all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students believed that they had colleagues or co-workers (77%, $n = 1,559$) and supervisors (66%, $n = 1,337$) at UC Santa Cruz who gave them career advice or guidance when they need it (Table 33).

Sixty-four percent of Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students believed their supervisors provided them with resources to pursue professional development opportunities ($n = 1,287$), and 66% felt their supervisors provided ongoing feedback to help improve their performance ($n = 1,337$). The majority of respondents had adequate access to administrative support (65%, $n = 1,314$).

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

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it	379	18.7	958	47.2	372	18.3	143	7.0	177	8.7
Faculty	38	12.2	109	34.9	65	20.8	20	6.4	80	25.6
Staff	212	16.5	618	48.1	271	21.1	110	8.6	74	5.8
Post-docs/Trainees	12	28.6	25	59.5	<5	--	<5	--	<5	--
Graduate/Professional Students	117	30.0	206	52.8	33	8.5	13	3.3	21	5.4
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	415	20.5	1144	56.4	255	12.6	66	3.3	148	7.3
Faculty	62	19.7	167	53.2	191	14.9	46	3.6	96	7.5
Staff	220	17.1	730	56.9	191	14.9	46	3.6	96	7.5
Post-docs/Trainees	8	19.0	29	69.0	<5	--	<5	--	<5	--
Graduate/Professional Students	125	32.1	218	56.0	20	5.1	6	1.5	20	5.1
My supervisor provides me with resources to pursue professional development opportunities.	393	19.4	894	44.1	388	19.2	142	7.0	209	10.3
Faculty	28	9.1	85	27.5	58	18.8	23	7.4	115	37.2
Staff	236	18.3	609	47.3	278	21.6	105	8.2	60	4.7
Post-docs/Trainees	14	33.3	21	50.0	<5	--	<5	--	<5	--
Graduate/Professional Students	115	29.7	179	46.3	49	12.7	12	3.1	32	8.3
My supervisor provides ongoing feedback to help me improve my performance.	360	17.8	977	48.2	391	19.3	123	6.1	174	8.6
Faculty	22	7.1	90	28.9	72	23.2	20	6.4	107	34.4
Staff	209	16.3	688	53.6	259	30.2	86	6.7	41	3.2
Post-docs/Trainees	14	33.3	23	54.8	<5	--	<5	--	<5	--
Graduate/Professional Students	115	29.6	176	45.2	57	14.7	16	4.1	25	6.4
I have adequate access to administrative support.	271	13.5	1043	51.9	379	18.9	184	9.2	132	6.6
Faculty	35	11.3	136	43.7	72	23.2	53	17.0	15	4.8
Staff	128	10.1	644	50.7	280	22.0	122	9.6	96	7.6
Post-docs/Trainees	14	33.3	22	52.4	<5	--	<5	--	<5	--
Graduate/Professional Students	94	24.4	241	62.4	23	6.0	7	1.8	21	5.4
For health sciences campus employees, my patient-care load is manageable.	15	0.8	59	3.1	9	0.5	5	0.3	1,815	95.4
Faculty	<5	--	<5	--	<5	--	<5	--	291	99.0
Staff	6	0.5	28	2.4	7	0.6	5	.04	1,141	96.4
Post-docs/Trainees	<5	--	7	17.1	<5	--	<5	--	32	78.0
Graduate/Professional Students	6	1.6	22	5.8	<5	--	<5	--	351	92.1

Note: Table includes post-docs, trainees, graduate/professional students, staff, and faculty responses only (n = 2,049).

Perceptions of Unfair or Unjust Employment Practices

Regarding respondents’ observations of discriminatory employment practices, 16% of Staff respondents ($n = 206$) and 13% of Faculty respondents ($n = 41$)⁴⁹ indicated they observed hiring practices at UC Santa Cruz (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	1085	67.5	1581	77.5	1218	59.9
Faculty	229	73.2	263	83.5	205	65.3
Staff	856	66.1	979	75.7	695	54.0
Graduate/Professional						
Students	not asked	not asked	305	78.2	285	72.9
Post-Docs/Trainees	not asked	not asked	34	81.0	33	78.6
Yes	247	15.4	161	7.9	420	20.6
Faculty	41	13.1	18	5.7	69	22.0
Staff	206	15.9	130	10.0	336	26.1
Graduate/Professional						
Students	not asked	not asked	13	3.3	15	3.80
Post-Docs/Trainees	not asked	not asked	<5	--	<5	--
Don’t Know	276	17.2	299	14.6	397	19.5
Faculty	43	13.7	34	10.8	40	12.7
Staff	233	18.0	185	14.3	257	20.0
Graduate/Professional						
Students	not asked	not asked	72	18.5	91	23.3
Post-Docs/Trainees	not asked	not asked	8	19.0	9	21.4

* Note: Answered by faculty and staff only ($n = 1,615$).

**Note: Answered by post-docs, trainees, graduate/professional students, staff, and faculty only ($n = 2,049$).

Of those who believed that they had observed discriminatory hiring, 32% said it was based on personal relationships ($n = 80$), 13% on ethnicity ($n = 33$), 13% on position ($n = 32$), 12% on preferential re-hiring ($n = 30$), and 11% on race ($n = 27$).

⁴⁹ Post-docs/trainees and graduate students were not asked this question.

- By gender identity: subsequent analyses indicated that 16% of women ($n = 157$) and 13% of men ($n = 82$) believed they had observed discriminatory hiring practices.⁵⁰
- By racial identity: subsequent analyses indicated that 26% ($n = 6$) of Multi-Minority employees, 23% of Underrepresented Minority employees ($n = 58$), 13% ($n = 152$) of White employees, and 10% ($n = 19$) of Other People of Color employees observed unfair or unjust hiring at UC Santa Cruz.⁵¹
- By sexual orientation: Subsequent analyses indicated that 22% of LGBTQ respondents ($n = 37$) and 14% of heterosexual respondents ($n = 184$) believed they had observed discriminatory hiring practices.
- By disability status: Subsequent analyses indicated that 26% of respondents with disabilities ($n = 199$) versus 15% of respondents without disabilities ($n = 554$) believed they had observed discriminatory hiring practices.

Eight percent of Faculty, Staff, and Post-Doc/Trainee respondents ($n = 161$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Of those individuals, subsequent analyses indicated 26% ($n = 42$) said they believed the discrimination was based on position, 15% ($n = 24$) on age, 14% ($n = 22$) on ethnicity, 11% ($n = 17$) on medical conditions, and 10% ($n = 16$) on race.

- By gender identity: subsequent analyses indicated that 8% of women ($n = 99$) and seven percent of men ($n = 58$) respondents believed they had observed discriminatory practices.⁵²
- By racial identity: subsequent analyses indicated that 13% of Underrepresented Minority employees ($n = 41$), three percent of Other People of Color employees ($n = 10$), and seven percent of White employees ($n = 100$) witnessed such actions.⁵³

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

⁵¹ Multi-minority respondents were not included in these analyses because their numbers were too small to assure confidentiality.

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

⁵³ Multi-minority respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By sexual orientation: subsequent analyses indicated 10% ($n = 22$) of LGBQ respondents and 7% of heterosexual respondents ($n = 120$) witnessed discriminatory disciplinary actions.
- By disability status: Subsequent analyses indicated that 13% of respondents with disabilities ($n = 57$) versus 6% of respondents without disabilities ($n = 91$) believed they had observed discriminatory hiring practices.

Twenty-one percent of Faculty, Staff, and Post-Docs/Trainees ($n = 420$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC Santa Cruz. Subsequent analyses indicated that several respondents believed it was based on personal relationships (22%, $n = 91$), UC Santa Cruz position (27%, $n = 113$), and age (11%, $n = 46$).

- By gender identity: subsequent analyses indicated that 28% of women ($n = 268$), 20% of men ($n = 128$), and 33% ($n = 5$) of genderqueer respondents witnessed discriminatory promotion/tenure/reappointment/reclassification.⁵⁴
- By racial identity: subsequent analyses indicated that 28% ($n = 7$) of Multi-Minority respondents, 25% ($n = 78$) of Underrepresented Minority employees, 21% of White respondents ($n = 278$), and 16% of Other People of Color ($n = 48$) witnessed such conduct.
- By sexual orientation: subsequent analyses indicated 23% of LGBQ respondents ($n = 50$) and 20% of heterosexual respondents ($n = 333$) also witnessed such conduct.
- By disability status: Subsequent analyses indicated that 26% of respondents with disabilities ($n = 111$) versus 19% of respondents without disabilities ($n = 278$) believed they had observed discriminatory hiring practices.

⁵⁴ Transgender respondents were not included in these analyses because their numbers were too few to assure confidentiality.

Faculty Members’ Views on University Policies

One survey item queried faculty members ($n = 316$) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of faculty respondents “strongly agreed”/“agreed” the tenure/promotion process was clear (81%, $n = 254$) and reasonable (79%, $n = 253$). Most believed that their service contributions were important to tenure/promotion (71%, $n = 220$) and that their diversity-related contributions have been/will be valued for promotion or tenure (52%, $n = 160$). Few faculty felt pressured to change their research agendas (14%, $n = 42$) to achieve tenure or be promoted.

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.	82	26.0	172	54.6	28	8.9	8	2.5	25	7.9
I believe that the tenure/promotion standards are reasonable.	77	24.7	176	54.5	30	9.6	8	2.6	27	8.7
I feel that my service contributions are important to tenure/promotion.	58	18.6	162	51.9	38	12.5	18	5.8	35	11.2
I feel pressured to change my research agenda to achieve tenure/promotion.	10	3.2	32	10.4	113	36.6	85	27.5	69	22.3
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	19	6.2	141	46.1	48	15.7	6	2.0	92	30.1
I believe that tenure standards/advancement standards are applied equally to all faculty.	53	17.2	112	36.2	75	24.3	32	10.4	37	12.0

Note: Table includes only faculty respondents ($n = 316$).

Figure 50 illustrates that Underrepresented Minority Faculty, women Faculty, LGBQ faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC Santa Cruz faculty members.

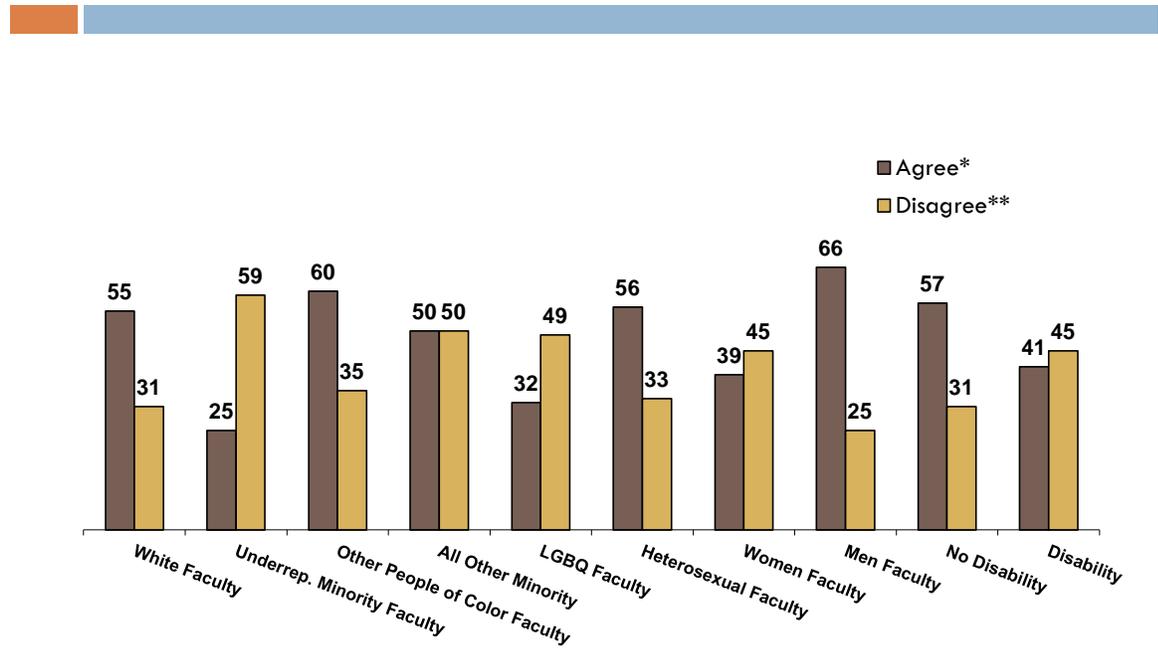


Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-eight percent of Faculty believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions ($n = 211$; Table 37). Thirty percent of Faculty felt burdened by service responsibilities beyond those of their colleagues ($n = 94$). Forty-four percent of faculty believed they performed more work to help students than did their colleagues ($n = 136$). Table 37 depicts Faculty responses by gender, race/ethnicity, sexual orientation, and disability status.⁵⁵

⁵⁵ Genderqueer faculty and Multi-Minority faculty were not included in these analyses as their numbers were too low to assure confidentiality. No transgender faculty answered these survey items.

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.	62	19.9	149	47.8	52	16.7	16	5.1	33	10.6
White	48	22.5	103	48.4	30	14.1	10	4.7	22	10.3
Underrepresented Minority	5	15.2	9	27.3	10	30.3	<5	--	6	18.2
Other People of Color	8	14.0	30	52.6	12	21.1	<5	--	5	8.8
Men	40	23.7	83	49.1	25	14.8	5	3.0	16	9.5
Women	21	15.3	63	46.0	26	19.0	11	8.0	16	11.7
No Disability	53	22.7	107	45.9	37	15.9	7	3.0	29	12.4
Disability	7	12.7	29	52.7	10	18.2	6	10.9	<5	--
LGBQ	5	13.2	17	44.7	8	21.1	<5	--	7	18.4
Heterosexual	52	20.2	126	49.0	41	16.0	14	5.4	24	9.3
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	32	10.3	62	19.9	150	48.2	34	10.9	33	10.6
White	20	9.4	41	19.3	104	49.1	26	12.3	21	9.9
Underrepresented Minority	<5	--	9	27.3	13	39.4	0	0.0	7	21.2
Other People of Color	8	14.0	10	17.5	28	49.1	6	10.5	5	8.8
Men	9	5.3	31	18.2	90	52.9	27	15.9	13	7.6
Women	21	15.6	29	21.5	58	43.0	7	5.2	20	14.8
No Disability	22	9.5	46	19.8	111	47.8	29	12.5	24	10.3
Disability	9	16.4	10	18.2	26	47.3	<5	--	7	12.7
LGBQ	6	16.2	8	21.6	16	43.2	<5	--	5	13.5
Heterosexual	25	9.7	48	18.7	126	49.0	31	12.1	27	10.5
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.	45	14.6	91	29.5	123	39.9	23	7.5	26	8.4
White	30	14.2	61	28.9	89	42.2	17	8.1	14	6.6
Underrepresented Minority	<5	--	11	33.3	11	33.3	<5	--	6	18.2
Other People of Color	8	14.3	18	32.1	21	37.5	<5	--	5	8.9
Men	15	8.9	50	29.8	75	44.6	16	9.5	12	7.1
Women	27	20.1	40	29.9	47	35.1	7	5.2	13	9.7
No Disability	26	11.4	69	30.3	91	39.9	21	9.2	21	9.2
Disability	12	21.4	15	26.8	23	41.1	<5	--	5	8.9
LGBQ	7	18.9	12	32.4	13	35.1	<5	--	<5	--
Heterosexual	34	13.4	76	29.9	105	41.3	19	7.5	20	7.9

Note: Table includes only faculty respondents (*n* = 316).

Seventy-four percent of Faculty members felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies ($n = 230$; Table 37). Seventeen percent of Faculty members have UC Santa Cruz policies on stopping the tenure clock, taking leave for childbearing or adoption ($n = 52$). Four percent felt that Faculty members who use family-related leave policies are disadvantaged in advancement or tenure ($n = 13$), and 37% believed that perception about using family-related leave policies differ for men and women faculty ($n = 114$).

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.	7	2.2	12	3.8	65	20.6	69	21.9	162	51.4
Women	<5	--	7	5.1	27	19.7	18	13.1	82	59.9
Men	<5	--	5	2.9	38	22.1	49	28.5	76	44.2
I have used university policies on taking leave for childbearing or adoption.	25	8.0	27	8.6	50	15.9	57	18.2	155	49.4
Women	14	10.2	17	12.4	18	13.1	12	8.8	76	55.5
Men	11	6.4	10	5.8	32	18.7	43	25.1	75	43.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	6	1.9	7	2.3	128	41.4	92	29.8	76	24.6
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	65	20.9	165	53.1	30	9.6	9	2.9	42	13.5
Women	23	17.0	69	51.1	19	14.1	5	3.7	19	14.1
Men	41	24.0	94	55.0	11	6.4	<5	--	21	12.3
I believe that perceptions about using work-family policies differ for men and women faculty.	25	8.1	89	28.9	100	32.5	29	9.4	65	21.1
Women	17	12.8	38	28.6	32	24.1	8	6.0	38	28.6
Men	8	4.7	48	28.2	68	40.0	21	12.4	25	14.7

Note: Table includes only faculty respondents ($n = 316$).

Faculty and Staff Who Have Seriously Considered Leaving UC Santa Cruz

Forty-eight percent of Staff respondents ($n = 618$), 33% of Faculty respondents ($n = 103$), and 29% of Post-Docs/Trainees ($n = 12$) have seriously considered leaving UC Santa Cruz in the past year.

Subsequent analyses indicated that:

- By gender identity: 42% of men ($n = 266$), 46% of women ($n = 450$), and 47% ($n = 7$) of genderqueer respondents thought of leaving the institution.⁵⁶
- By racial identity: 53% of Underrepresented Minority employees ($n = 134$), 44% of White employees ($n = 502$), 44% of Multi-Minority employees ($n = 44$), and 38% of Other People of Color employees ($n = 73$) had seriously considered leaving UC Santa Cruz.
- By sexual orientation, 53% of LGBTQ employees ($n = 88$) and 43% of heterosexual respondents ($n = 578$) had seriously considered leaving the institution.
- By disability status; 55% of Faculty, Staff, and Post-Docs/Trainees with disabilities ($n = 186$) and 41% of employees without disabilities ($n = 500$) seriously considered leaving UC Santa Cruz.
- By citizenship status: 45% of U.S. Citizens ($n = 722$) and 23% of Non-U.S. Citizens⁵⁷ ($n = 9$) had seriously considered leaving.

More than 1,600 respondents further elaborated on why they considered leaving UC Santa Cruz during the past year. Faculty, Staff, and Post-Docs/Trainees indicated they considered leaving for better career/advancement opportunities, higher salaries, more supportive co-workers and supervisors, a less stressful workload, “personal issues,” feeling “duped” by management, etc.

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UC Santa Cruz groups. Other People of Color and Underrepresented Minority

⁵⁶ Transgender respondents were not included in these analyses because their numbers were too few to assure confidentiality.

⁵⁷ Undocumented Resident employees were too few to include in these analyses.

respondents were less likely than White respondents to believe the workplace was welcoming based on race.

Few UC Santa Cruz employees had observed unfair or unjust hiring (15%), unfair or unjust disciplinary actions (8%), or unfair or unjust promotion/tenure/reclassification (21%). Additionally, the majority of staff believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Student Perceptions of Climate

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

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 246 people (4%) believed they had experienced unwanted sexual contact⁵⁸ while at UC Santa Cruz. Subsequent analyses indicate that of the 246 respondents, 218 were Undergraduate Students (5% of all Undergraduate Students) and 4 were Graduate/Professional Students (1% of all Graduate/Professional Students).

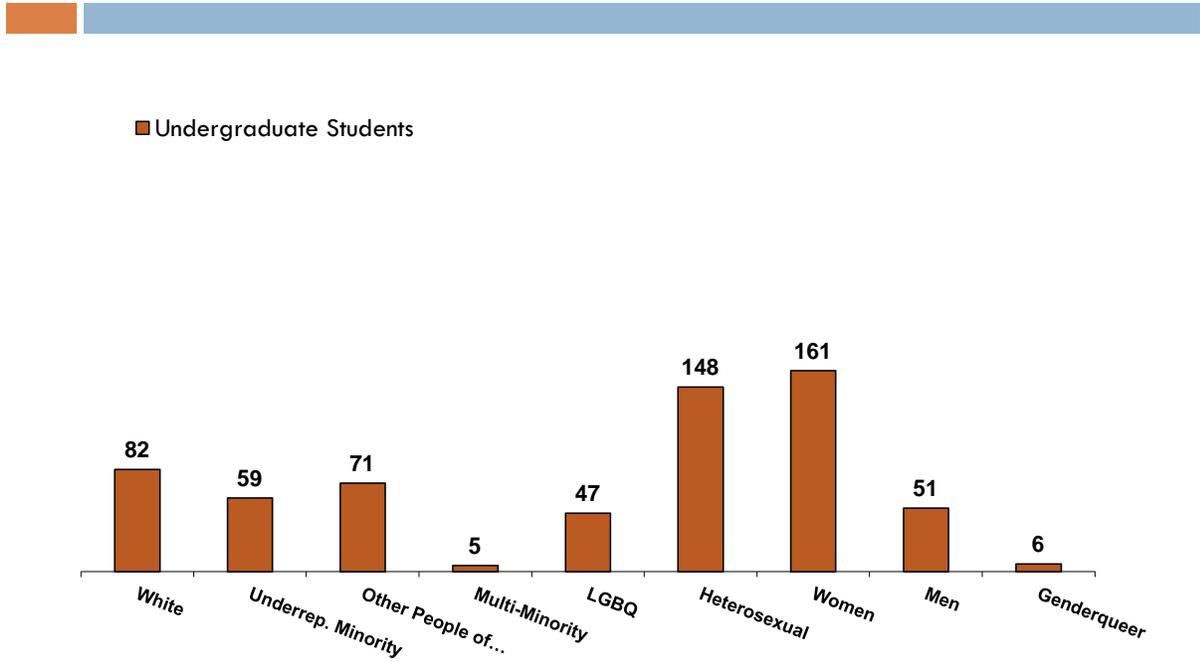
Subsequent analyses offered in Figure 51 illustrate that for Undergraduate Students:⁵⁹

- By gender identity, 6% of Women Undergraduates ($n = 158$), 3% of Men Undergraduates ($n = 50$), and 8% of Genderqueer Undergraduates ($n = 6$) experienced unwanted sexual contact.⁶⁰
- By racial identity, 5% of White Undergraduate Students ($n = 82$), 5% Underrepresented Minorities ($n = 59$), 6% of Other People of Color ($n = 71$), and 4% Multi-Minority Undergraduates ($n = 5$) experienced unwanted sexual contact.
- By sexual orientation, 10% of LGBTQ ($n = 47$) and 4% of heterosexual respondents ($n = 148$) experienced unwanted sexual contact.

⁵⁸ 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.”

⁵⁹ Subsequent analyses for this item were not conducted for Graduate/Professional Students as their numbers were too few.

⁶⁰ Transgender respondents were not included in these analyses because their numbers were too few to assure confidentiality.



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

Figure 51. Undergraduate 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 ($n = 4,784$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Eighty-one percent ($n = 3,886$) reported many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UC Santa Cruz (75%, $n = 3,557$). Additionally, the majority of Students, Trainees, and Post-Docs reported their academic experience has had a positive influence on their intellectual growth and interest in ideas (80%, $n = 3,829$) and that their interest in ideas and intellectual matters has increased since coming to UC Santa Cruz (79%, $n = 3,736$).

Table 38. Student, Trainee, and Post-Doc Respondents' Academic Experiences at UC Santa Cruz

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>	%
Many of my courses this year have been intellectually stimulating.	1,433	30.0	2,453	51.4	534	11.2	185	3.9	23	0.5
Undergraduate Students	1,338	30.9	2,303	53.1	496	11.4	172	4.0	22	0.5
Graduate/Professional Students	94	24.0	149	38.1	37	9.5	13	3.3	<5	--
I am satisfied with the extent of my intellectual development since enrolling at UCSC.	1,243	26.2	2,314	48.7	803	16.9	326	6.9	49	1.0
Undergraduate Students	1,107	25.6	2,113	48.9	747	17.3	301	7.0	44	1.0
Graduate/Professional Students	126	32.3	186	47.7	51	13.1	21	5.4	5	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,539	32.3	2,290	48.1	692	14.5	195	4.1	36	0.8
Undergraduate Students	1,387	32.0	2,79	48.0	647	14.9	181	4.2	32	0.7
Graduate/Professional Students	139	35.7	193	49.6	43	11.1	<5	--	<5	--
My interest in ideas and intellectual matters has increased since coming to UCSC.	1,646	34.6	2,090	43.9	741	15.6	227	4.8	41	0.9
Undergraduate Students	1,502	34.7	1,917	44.3	660	15.3	201	4.6	35	0.8
Graduate/Professional Students	134	34.3	157	40.2	72	18.4	23	5.9	5	1.3

Note: Table includes students, trainees, and postdocs only ($n = 4,784$). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 69% of Students, Trainees, and Post-Docs reported they were performing up to their full academic potential ($n = 3,302$). Slightly more than half of all Student, Trainee, and Post-Doc respondents reported they performed academically as well as they had anticipated they would (56%, $n = 2,644$; Table 39). The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UC Santa Cruz (72%, $n = 3,446$). Table 39 illustrates these data by race, gender, disability, citizenship, first-generation status, and socioeconomic status.

Table 39. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UC Santa Cruz

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 am performing up to my full academic potential.	951	19.9	2,351	49.2	825	17.3	573	12.0	65	1.4
White	414	14.0	943	31.9	245	8.3	203	6.9	19	0.6
Underrepresented Minority	273	16.8	651	40.1	266	16.4	163	10.0	19	1.2
Other People of Color	221	14.3	662	42.8	274	17.7	179	11.6	26	1.7
Multi-Minority	24	16.8	662	42.8	22	15.4	16	11.2	<5	--
Men	324	13.4	857	35.5	334	13.8	242	10.1	34	1.4
Women	615	15.9	1,452	37.6	471	12.2	312	8.1	32	0.8
Transgender	<5	--	7	36.8	<5	--	<5	--	<5	--
Genderqueer	8	8.0	48	48.0	14	14.0	12	12.0	<5	--
No Disability	717	15.7	1,716	37.5	574	12.5	352	7.7	32	0.7
Disability	167	12.1	473	34.3	186	13.5	185	13.4	29	2.1
First-Generation	341	19.0	851	47.3	359	20.0	213	11.8	31	1.7
Not First Generation	608	20.6	1,492	50.5	461	15.6	355	12.0	34	1.1
Undergraduate Students	851	19.6	2,125	48.9	773	17.8	526	12.1	63	1.5
Graduate/Professional Students	92	23.5	204	52.2	49	12.5	43	11.0	<5	--
I have performed academically as well as I anticipated I would.	819	17.2	1,825	38.3	1,114	23.4	811	17.0	173	3.6
White	423	14.4	773	26.2	342	11.6	243	8.2	37	1.3
Underrepresented Minority	188	11.6	505	31.2	332	20.5	277	17.1	63	3.9
Other People of Color	178	11.6	465	30.2	385	25.0	257	16.7	66	4.3
Multi-Minority	13	9.1	51	35.7	32	22.4	21	14.7	4	2.8
Men	312	13.0	687	28.5	430	17.9	292	12.1	62	2.6
Women	493	12.8	1100	28.6	659	17.1	508	13.2	108	2.8
Transgender	<5	--	6	31.6	<5	--	<5	--	<5	--
Genderqueer	12	12.0	40	40.0	17	17.0	10	10.0	6	6.0
No Disability	610	13.4	1353	29.6	781	17.1	530	11.6	102	2.2
Disability	158	11.5	353	25.7	243	17.7	219	15.9	62	4.5
First-Generation	239	13.3	636	35.4	490	27.3	341	19.0	81	4.5
Not First Generation	578	19.6	1184	40.2	615	20.9	465	15.8	92	3.1
Low Income	342	15.8	784	36.3	543	25.1	397	17.4	88	4.1
Not Low Income	427	18.4	939	40.4	499	21.5	377	16.2	78	3.4
Undergraduate Students	708	16.4	1629	37.6	1037	24.0	774	17.9	171	4.0
Graduate/Professional Students	106	27.1	176	45.0	71	18.2	33	8.4	<5	--

Note: Table includes students, trainees, and postdocs only (*n* = 4,784). 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 UC Santa Cruz. With regard to race, White respondents (77%, *n* = 1,395), Underrepresented Minority respondents (73%, *n* = 1,002), and Multi-Minority respondents (75%, *n* = 89) were more satisfied than Other People of Color

respondents (65%, $n = 871$). With regard to gender, 72% of men ($n = 1,262$), 73% of women ($n = 2,090$), 56% of transgender respondents ($n = 10$) and 68% of genderqueer respondents ($n = 58$) were satisfied with their academic experiences. Seventy-five percent of respondents without disabilities ($n = 2,500$) and 67% of respondents with disabilities were satisfied with their academic experiences ($n = 694$). A higher percentage of Not First Generation respondents (74%, $n = 2,166$) than First Generation respondents (69%, $n = 1,238$) were satisfied. Non-U.S. Citizens (76%, $n = 80$) and Undocumented Residents (81%, $n = 26$) were more satisfied with their academic experiences than were U.S. Citizens (72%, $n = 3,296$).

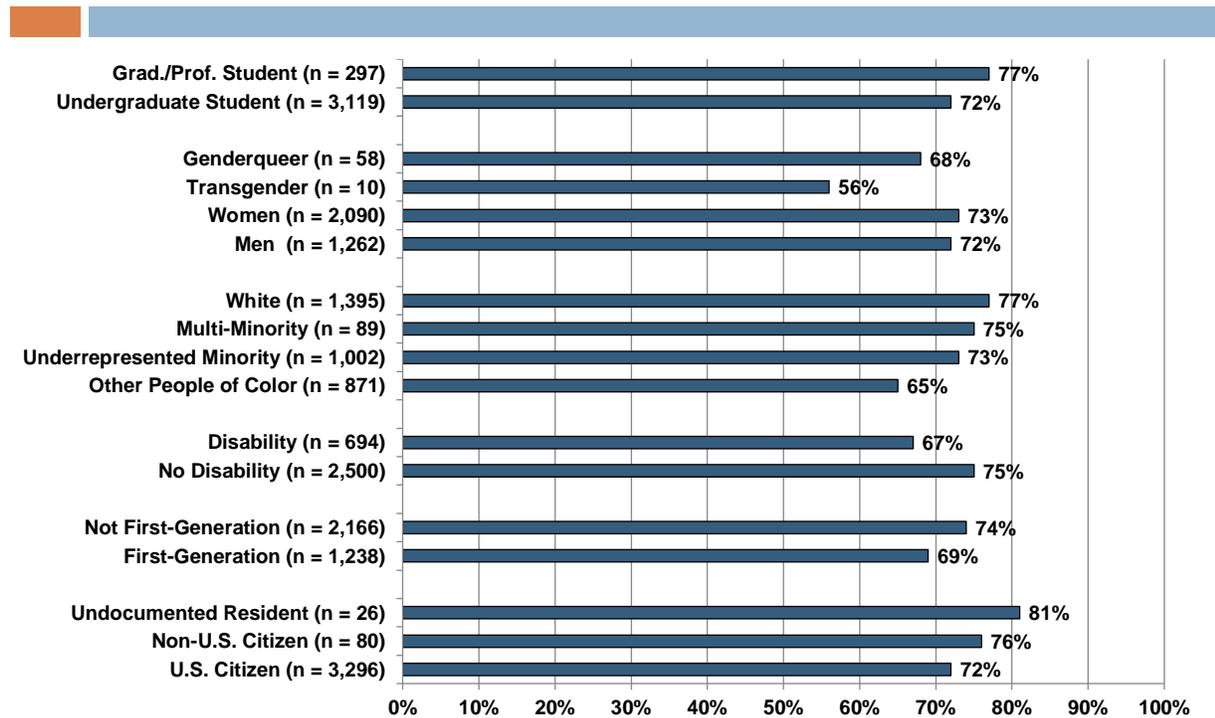


Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UC Santa Cruz by Selected Demographics (%)

Eighty-eight percent of all Undergraduate Students ($n = 3,811$) and 93% of all Graduate/Professional Students ($n = 360$) indicated that they intended to graduate from UC Santa Cruz. Subsequent analyses presented in Table 40 offers an examination of Undergraduate

Students' intent to graduate from UCSC (“I intend to graduate from UCSC”) 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 UC Santa Cruz (White, 92%, $n = 1,442$; Underrepresented Minorities, 87%, $n = 1,139$; Other People of Color, 85%, $n = 1,063$; Multi-Minority, 87%, $n = 103$).
- By gender identity, the majority of Undergraduate Students regardless of gender “strongly agreed” or “agreed” that they intended to graduate from UC Santa Cruz (Men, 89%, $n = 1,410$; Women, 88%, $n = 2,334$; Transgender, 100%, $n = 16$; Genderqueer, 89%, $n = 67$).
- By socioeconomic status, 87% of Low Income Undergraduate Students ($n = 1,647$) and 88% of Not Low Income Undergraduate Students ($n = 1,971$) “strongly agreed” or “agreed” that they intended to graduate from UC Santa Cruz.
- By generational status, 87% of First Generation Undergraduate Students ($n = 1,472$) and 89% of Not First Generation Students ($n = 2,323$) “strongly agreed” or “agreed” that they intended to graduate from UC Santa Cruz.
- By citizenship status, U.S. Citizen Undergraduate Students (89%, $n = 3,753$) and Undocumented Resident Undergraduate Students (94%, $n = 30$) were more likely to “strongly agree” or “agree” that they intended to graduate from UC Santa Cruz than were Non-U.S. Citizen Undergraduate Students (38%, $n = 15$).⁶¹

⁶¹ Subsequent analyses indicated that 45% of Non-U.S. Citizen Undergraduate Students chose the “not applicable” response for this item ($n = 18$).

Table 40. Undergraduate Student Respondents’ Intent to Graduate from UC Santa Cruz

		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	1,116	70.9	326	20.7	101	6.4	18	1.1	5	0.3
	Underrepresented Minority	855	65.6	284	21.8	131	10.0	21	1.6	7	0.5
	Other People of Color	718	57.7	345	27.7	137	11.0	23	1.8	8	0.6
	Multi-Minority	82	69.5	21	17.8	13	11.0	<5	--	<5	--
Gender											
	Men	1,043	65.7	367	23.1	141	8.9	18	1.1	5	0.3
	Women	1,723	65.1	611	23.1	236	8.9	43	1.6	17	0.6
	Transgender	12	75.0	<5	--	<5	--	<5	--	<5	--
	Genderqueer	50	66.7	17	22.7	7	9.3	<5	--	<5	--
SES											
	Low Income	1,214	65.3	433	23.3	177	9.5	18	1.0	6	0.3
	Not Low Income	1,475	66.0	496	22.2	192	8.6	41	1.8	15	0.7
First Generation Status											
	First Generation	1,080	63.8	392	23.2	184	10.9	20	1.2	8	0.5
	Not First Generation	1,732	66.5	591	22.7	203	7.8	42	1.6	14	0.5
Citizenship											
	U.S. Citizen	2,780	65.8	973	23.0	380	9.0	60	1.4	22	0.5
	Non-U.S. Citizen	7	17.5	8	20.0	6	15.0	<5	--	<5	--
	Undocumented Resident	23	71.9	7	21.9	<5	--	<5	--	<5	--

Note: Table reports undergraduate student responses only (*n* = 4,316).

Students’ Perceptions of Campus Climate

The survey asked students about the perceptions they held about the University of California climate before they enrolled on campus (Table 40). Before they enrolled at UC Santa Cruz, more than half of all student respondents thought the climate was “very respectful/respectful” of all of the groups listed in Table 41.

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

Group	Very Respectful		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	1,535	35.2	2,054	47.2	59	1.4	8	0.2	699	16.1
Physical health issues	1,563	35.9	2,075	47.7	42	1.0	8	0.2	660	15.2
Female	1,822	41.9	2,036	46.8	46	1.1	8	0.2	438	10.1
Religious affiliations other than Christian	1,520	35.0	2,080	47.9	118	2.7	21	0.5	604	13.9
Christian affiliations	1,390	32.0	2,047	47.2	249	5.7	46	1.1	606	14.0
Gay, lesbian, bisexual, transgender	1,919	44.2	1,889	43.5	75	1.7	10	0.2	453	10.4
Immigrants	1,563	36.0	2,065	47.5	105	2.4	10	0.2	601	13.8
International students, staff, or faculty	1,634	37.7	2,063	47.6	46	1.1	9	0.2	586	13.5
Learning disabled	1,569	36.3	2,037	47.1	83	1.9	12	0.3	623	14.4
Male	1,756	40.4	2,064	47.5	49	1.1	14	0.3	460	10.6
Non-native English speakers	1,526	35.2	2,087	48.1	131	3.0	12	0.3	579	13.4
Parents/guardians	1,566	36.1	2,063	47.6	54	1.2	8	0.2	645	14.9
People of color	1,683	38.8	2,060	47.5	90	2.1	12	0.3	494	11.4
Providing care for adults who are disabled and/or elderly	1,513	35.0	2,009	46.4	35	0.8	6	0.1	765	17.7
Physical disability	1,583	36.6	2,043	47.2	66	1.5	11	0.3	622	14.4
Socioeconomically disadvantaged	1,615	37.2	1,993	46.0	125	2.9	21	0.5	583	13.4
Socioeconomically advantaged	1,570	36.2	2,042	47.1	107	2.5	21	0.5	594	13.7
Transgender	1,677	38.7	1,965	45.3	95	2.2	15	0.3	583	13.4
Veterans/active military	1,518	35.2	1,930	44.7	129	3.0	23	0.5	717	16.6

Note: Table reports student responses only (*n* = 4,742).

More than half 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 indicated:

- By gender identity, 81% of women students ($n = 2,277$), 79% of men students ($n = 1,384$), 67% of transgender students ($n = 12$), and 63% of genderqueer students ($n = 53$) thought the classroom climate was welcoming based on gender identity.
- By racial identity, 74% of Other People of Color students ($n = 984$), 74% of Underrepresented Minority students ($n = 997$), 73% of Multi-Minority students ($n = 87$), and 83% of White students ($n = 1,454$) thought the classroom climate was welcoming based on race.
- By sexual orientation, 81% of LGBTQ students ($n = 425$) and 81% of heterosexual students ($n = 2,920$) thought the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 68% of Christian students ($n = 797$), 57% ($n = 25$) of Muslim students, 80% ($n = 81$) of Jewish students, 67% ($n = 155$) of students with Other Religious/Spiritual Affiliations, 71% ($n = 1,827$) of students with No Affiliation, and 68% ($n = 248$) of students with Multiple Affiliations felt the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 68% of the students whose families earned less than \$30,000 per year ($n = 1,445$) and 74% of students whose families earn \$30,000 or more per year ($n = 1,700$) felt the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 71% of Far Left/Liberal students ($n = 1,614$) and 50% of Conservative/Far Right students ($n = 98$) thought the classroom climate was welcoming based on political views.

Table 42. Student 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	1,578	31.6	2438	48.8	311	6.2	61	1.2	604	12.1
Ancestry	1,587	31.9	2,191	44.0	293	5.9	66	1.3	839	16.9
Country of origin	1,584	31.9	2,262	45.6	321	6.5	65	1.3	732	14.7
English language proficiency/ accent	1,404	28.3	2,311	46.5	524	10.5	97	2.0	632	13.7
Ethnicity	1,622	32.7	2,323	46.9	349	7.0	87	1.8	574	11.6
Gender identity	1,752	35.8	2,222	44.8	284	5.7	60	1.2	646	13.0
Gender expression	1,725	34.8	2,174	43.8	315	6.4	67	1.4	677	13.7
Immigrant/citizen status	1,485	30.0	2,095	42.3	366	7.4	95	1.9	915	18.5
International Status	1,621	32.8	2,126	43.0	263	5.3	68	1.4	865	17.5
Learning disability	1,435	29.0	2,148	43.4	402	8.1	90	1.8	876	17.7
Marital status	1,597	32.3	1,984	40.1	251	5.1	70	1.4	1,042	21.1
Medical conditions	1,468	29.8	2,041	41.5	325	6.6	71	1.4	1,015	20.6
Military/veteran status	1,286	26.0	1,706	34.5	305	6.2	75	1.5	1,569	31.8
Parental status (e.g., having children)	1,312	26.5	1,919	38.8	343	6.9	81	1.6	1,294	26.1
Participation in an campus club/organization	1,621	32.8	2,100	42.6	251	5.1	68	1.4	895	18.1
Psychological condition	1,249	25.4	1,966	39.9	403	8.2	76	1.5	1229	25.0
Physical characteristics	1,394	28.3	2,167	43.9	369	7.5	78	1.6	923	18.7
Physical disability	1,344	27.2	2,088	42.3	407	8.2	94	1.9	1,001	20.3
Political views	1,165	23.6	2,052	41.6	779	15.8	222	4.5	717	14.5
Race	1,491	30.2	2,322	47.1	382	7.7	106	2.1	634	12.8
Religious/spiritual views	1,296	26.3	2,152	43.6	525	10.6	145	2.9	817	16.6
Sexual orientation	1,761	35.6	2,216	44.9	237	4.8	56	1.1	670	13.
Socioeconomic status	1,340	27.2	2,164	44.0	529	10.7	135	2.7	753	15.3

Note: Table includes faculty and student respondents only (n = 5,058).

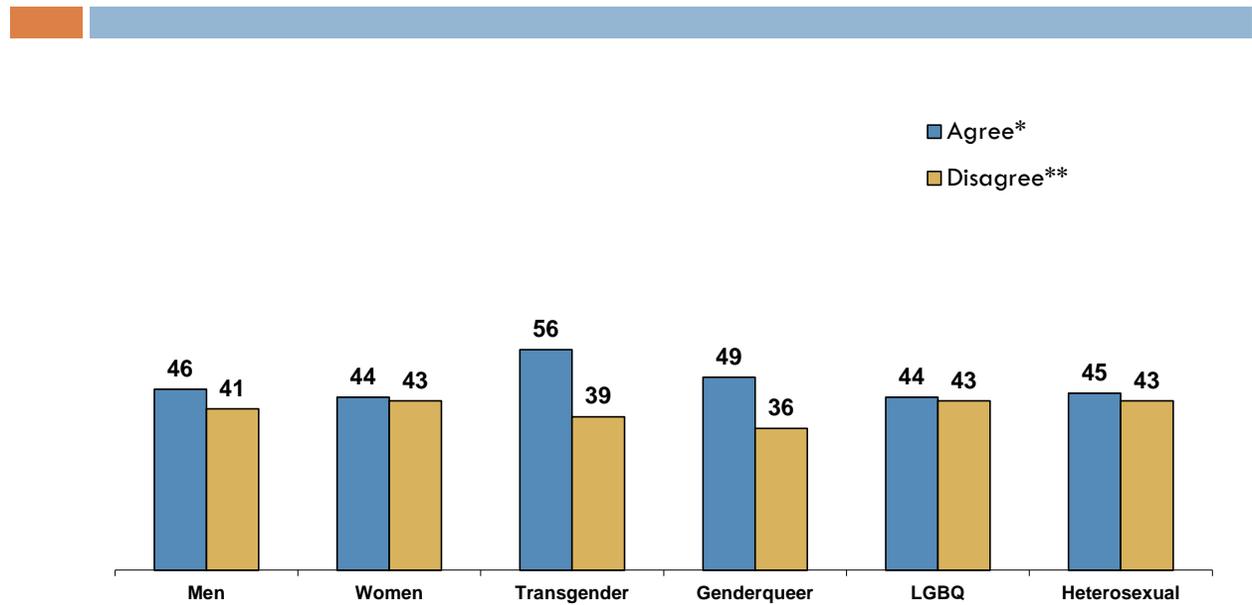
One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC Santa Cruz (Table 43). Seventy-eight percent of Students, Trainees, and Post-Docs ($n = 3,700$) felt valued by faculty in the classroom, and 73% felt valued by others in the classroom ($n = 3,439$). Students, Trainees, and Post-Docs thought that UC Santa Cruz faculty (76%, $n = 3,596$), staff (75%, $n = 3,529$), and administrators (60%, $n = 2,798$) were genuinely concerned with their welfare. Thirty-seven percent felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds ($n = 1,718$). Seventy-five percent of Students, Trainees, and Post-Docs had faculty they perceived as role models ($n = 3,519$), and 59% had staff they perceived as role models ($n = 2,779$). Eighty-three percent had academic opportunities for success that were similar to those of their classmates ($n = 3,884$).

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	1,033	21.8	2,667	56.3	581	12.3	105	2.2	350	7.4
I feel valued by other students in the classroom	845	17.9	2,594	54.9	713	15.1	112	2.4	465	9.8
I think UC Santa Cruz faculty are genuinely concerned with my welfare	1,112	23.5	2,484	52.6	602	12.7	135	2.9	390	8.3
I think UC Santa Cruz staff are genuinely concerned with my welfare	1,073	22.8	2,456	52.1	614	13.0	143	3.0	430	9.1
I think administrators are genuinely concerned about my welfare.	802	17.1	1,996	42.5	902	19.2	367	7.8	634	13.5
I think faculty pre-judge my abilities based on perceived identity/background	462	9.8	1,256	26.8	1,552	33.1	611	13.0	814	17.3
I believe the campus climate encourages free and open discussion of difficult topics	1,389	29.4	2,510	53.1	452	9.6	134	2.8	245	5.2
I have faculty who I perceive as role models	1,387	29.4	2,132	45.1	652	13.8	113	2.4	441	9.3
I have staff who I perceive as role models	982	20.8	1,797	38.2	972	20.6	164	3.5	795	16.9
I have administrators who I perceive as role models	619	13.2	1,214	25.9	1,350	25.8	396	8.4	1,112	23.7
I don’t see enough faculty/staff with whom I identify	629	13.4	1,463	31.2	1,631	34.8	337	7.2	624	13.3
I have opportunities for academic success that are similar to those of my classmates	1,307	27.8	2,577	54.9	375	8.0	104	2.2	334	7.1

Note: Table reports student, trainee, and post-doc responses only (*n* = 4,784).

Forty-five percent of Students, Trainees, and Post-Docs did not see enough faculty/staff with whom they identified ($n = 2,092$). Fifty-six percent of Transgender Students, Trainees, and Post-Docs did not see enough faculty and staff with whom they identified ($n = 10$; Figure 53).



* Agree and strongly agree collapsed into one category.

** Disagree and strongly disagree collapsed into one category.

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 (%)

Forty-six percent of Multi-Minority Students, Trainees, and Post-Docs ($n = 56$); 50% of Underrepresented Minority Students, Trainees, and Post-Docs ($n = 675$); 51% of Students, Trainees, and Post-Docs of Color ($n = 681$); and 50% of those who indicated they were conservative/far right ($n = 98$) did not see enough faculty and staff with whom they identified (Figure 54).

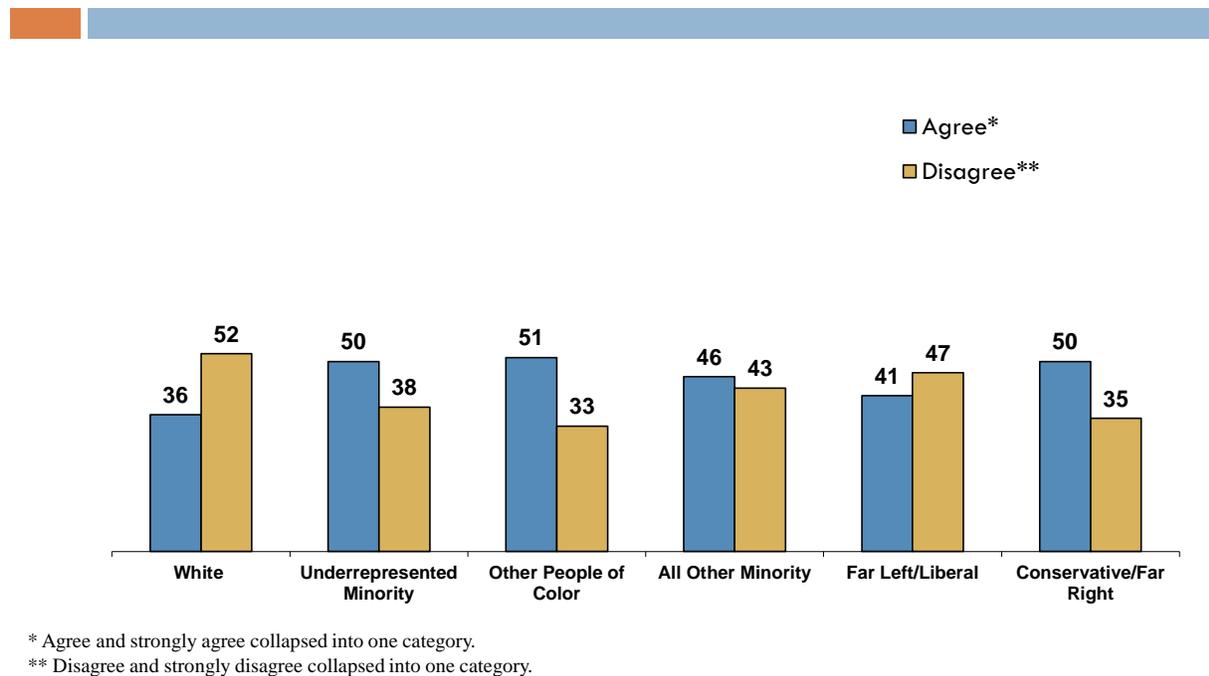


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Students Who Have Seriously Considered Leaving UC Santa Cruz

As noted previously, 29% of all respondents ($n = 1,877$) have seriously considered leaving UC Santa Cruz in the past year, while 24% of all students ($n = 1,144$) have seriously considered leaving UC Santa Cruz.

Subsequent analyses of selected demographics for Undergraduate Students indicated:

- By gender identity, 24% of Women ($n = 684$), 24% of Men ($n = 428$), 33% of Transgender respondents ($n = 6$), and 31% of Genderqueer respondents ($n = 26$) considered leaving UC Santa Cruz.
- By racial identity, 30% ($n = 36$) of Multi-Minority students, 26% ($n = 362$) of Underrepresented Minority students, 26% of Other People of Color students ($n = 358$), and 20% of White students ($n = 365$) thought of leaving UC Santa Cruz.
- By sexual orientation, 26% of LGBTQ students ($n = 138$) and 23% of heterosexual students ($n = 859$) considered leaving UC Santa Cruz.
- By generational status, 26% of First-Generation Students ($n = 463$) and 23% of students who were not considered First-Generation Students ($n = 677$) considered leaving UC Santa Cruz.
- By socioeconomic status, 25% of students whose annual family incomes were less than \$30,000 ($n = 533$) and 24% of students whose family incomes were \$30,000 or greater ($n = 563$) also seriously considered leaving UC Santa Cruz within the past year.
- By citizenship status, 24% of U.S. Citizens ($n = 1,119$), 14% of Non-U.S. Citizens ($n = 15$), and 19% of Undocumented Residents ($n = 6$) had seriously considered leaving UC Santa Cruz.

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

- By gender identity, 21% of Women ($n = 44$), 22% of Men ($n = 39$), and 33% of Genderqueer respondents ($n = 3$) considered leaving UC Santa Cruz.⁶²
- By racial identity, 28% ($n = 17$) of Underrepresented Minority students, 26% of Other People of Color students ($n = 27$), and 17% of White students ($n = 37$) thought of leaving UC Santa Cruz.⁶³
- By sexual orientation, 28% of LGBTQ students ($n = 15$) and 18% of heterosexual students ($n = 56$) considered leaving UC Santa Cruz.

⁶² Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality.

⁶³ Multi-minority respondents were not included in these analyses as their numbers were too few to assure confidentiality.

- By generational status, 27% of First-Generation Students ($n = 23$) and 21% of students who were not considered First-Generation Students ($n = 63$) considered leaving UC Santa Cruz.
- By socioeconomic status, 23% of students whose annual family incomes were less than \$30,000 ($n = 69$) and 18% of students whose family incomes were \$30,000 or greater ($n = 14$) also seriously considered leaving UC Santa Cruz within the past year.
- By citizenship status, 24% of U.S. Citizens ($n = 76$) and 15% of Non-U.S. Citizens ($n = 10$) had seriously considered leaving UC Santa Cruz.⁶⁴

Students were invited to elaborate on why they seriously considered leaving UC Santa Cruz. Several students admitted to feeling homesick, and some considered leaving for financial reasons. Others craved more academic rigor, enrolling in a major not offered at UC Santa Cruz, more school spirit, more extracurricular opportunities, an “ethnic community,” and friendships on campus. Some students wanted to be in a bigger city, saying “Santa Cruz can feel disconnected from the rest of the world sometimes.” Said another student, “The classes, in my department and outside, are getting so large that it is difficult for me to get any one on one time with professors and TAs. My department is small, also, so the budget affects me harder than a larger department.”

Summary

By and large, students’ responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UC Santa Cruz in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UC Santa Cruz faculty and staff were genuinely concerned with their welfare. Twenty-four percent of all students ($n = 1,144$) considered leaving UC Santa Cruz.

⁶⁴ Undocumented resident respondents were not included in these analyses as their numbers were too few to assure confidentiality.

Institutional Actions

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

Less than half of all Faculty, Staff, Post-Docs, and Trainees thought providing flexibility for promotion for faculty (30%, $n = 458$) and providing recognition and rewards for including diversity issues in courses across the curriculum (40%, $n = 606$) positively affected the campus climate (Table 44). Sixty-four percent thought providing access to counseling to those who experienced harassment positively affected the climate at UC Santa Cruz ($n = 974$). Some also thought that diversity training for staff (67%, $n = 1,018$), faculty (48%, $n = 732$), and students (49%, $n = 739$) positively affected the climate.

A number of respondents felt mentorship for new faculty (46%, $n = 699$) and staff (63%, $n = 943$) positively influenced the climate. Fifty percent ($n = 756$) of respondents felt providing diversity and equity training to search and tenure committees positively affected the climate. Fifty-nine percent thought providing back-up family care positively affected the campus climate at UC Santa Cruz ($n = 888$), and 50% thought providing lactation accommodations on campus positively influenced UC Santa Cruz ($n = 757$). Seventy-six percent of respondents thought providing career development opportunities for staff positively influenced the climate ($n = 1,145$).

Almost 200 respondents provided additional commentary regarding institutional actions at UC Santa Cruz. Several people wanted to see all of the suggested institutional actions instituted, for instance: “I would say none of this is currently available, but that increasing the diversity of the campus across the board in all positions, along with providing more student-centered awareness activities, would help considerably. Resources for families and parenting, especially mothers, are more important than anything else as this supports diversity, community, and women and

families all at once. We do not have faculty/ staff childcare nor lactation/ transportation/ family care or support of any kind.”

Others were wary of “diversity” efforts and cautioned against implementing any programs that might “backfire.” “I feel that forcing people to hire or choose people because of their personal background (race, etc.) over their skills and knowledge negatively affect [sic] the campus and UC as a whole. More focus should be on hiring quality employees regardless of their race or sexual orientation.” Still other respondents wanted to “get back to basics:” “Most/all of these things important, certainly. But we have other more critical campus priorities currently like the future of higher ed, the campus as a research university, overall retention, academic performance, etc. I would much rather spend dwindling resources on these areas.”

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

Area	Not Currently Available at UC Santa Cruz		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	29	1.8	429	27.9	43	2.8	30	2.0
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	16	1.1	436	28.7	62	4.1	16	1.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	29	1.9	577	38.0	98	6.4	26	1.7
Providing diversity training for staff	27	1.8	991	65.1	158	10.4	26	1.7
Providing diversity training for faculty	33	2.2	699	46.2	125	8.3	21	1.4
Providing diversity training for students	26	1.7	713	47.5	94	6.3	13	0.9
Providing access to counseling for people who have experienced harassment	24	1.6	950	62.5	51	3.4	12	0.8
Providing mentorship for new faculty	43	2.8	656	43.5	42	2.8	11	0.7

Table 44 (cont.)

Area	Not Currently Available at UC Santa Cruz		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing mentorship for new staff	170	11.3	773	51.2	98	6.5	35	2.3
Providing a clear and fair process to resolve conflicts	71	4.7	966	64.3	60	4.0	44	2.9
Increasing funding to support efforts to change UC Santa Cruz climate	105	7.0	611	40.5	134	8.9	43	2.9
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	54	3.6	605	40.1	165	10.9	127	8.4
Providing diversity and equity training to search and tenure committees	40	2.7	716	47.6	134	8.9	48	3.2
Increasing the diversity of the faculty	22	1.5	882	58.7	114	7.6	21	1.4
Increasing the diversity of the staff	24	1.6	951	63.2	146	9.7	19	1.3
Increasing the diversity of the administration	31	2.1	940	62.5	121	8.0	22	1.5
Increasing the diversity of the student body	15	1.0	944	63.1	103	6.9	16	1.1
Providing back-up family care	166	11.1	722	48.1	66	4.4	12	0.8
Providing lactation accommodations	105	7.0	652	43.4	89	5.9	9	0.6
Providing career development opportunities for staff	73	4.8	1,072	71.2	56	3.7	23	1.5
Providing diversity and equity training to search and tenure committees	15	1.0	944	63.1	103	6.9	16	1.1

Note: Table reports faculty, staff, post-docs, and trainees responses only (*n* = 1,657). See Table B76 in Appendix B for “Don’t Know” responses.

More than half of all Students and Trainees felt the courses offered at UC Santa Cruz included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 45. More than 70% of Students and Trainees felt the courses offered at UC Santa Cruz included sufficient materials, perspectives, and/or experiences of people based on ethnicity (72%, *n* = 2,958), educational level (71%, *n* = 2,953), and race (71%, *n* = 2,895).

Table 45. Students’/Trainees’ Perception that Courses Offered at UC Santa Cruz 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	959	23.1	1,910	45.9	335	8.1	63	1.5	892	21.4
Ancestry	964	23.2	1,895	45.7	301	7.3	56	1.4	931	22.4
Country of origin	954	23.1	1,911	46.2	325	7.9	61	1.5	885	21.4
Educational level	955	23.1	1,998	48.3	353	8.5	70	1.7	764	18.5
English language proficiency/ accent	898	21.7	1,901	45.9	414	10.0	67	1.6	859	20.8
Ethnicity	1,012	24.5	1,946	47.1	294	7.1	68	1.6	808	19.6
Gender identity	989	23.9	1,837	44.5	352	8.5	80	1.9	872	21.1
Gender expression	970	23.5	1,821	44.2	360	8.7	79	1.9	889	21.6
Immigrant/citizen status	920	22.4	1,818	44.2	343	8.3	75	1.8	959	23.3
International Status	916	22.3	1,827	44.5	306	7.4	62	1.5	999	24.3
Learning disability	814	19.8	1,706	41.6	433	10.6	95	2.3	1,056	25.7
Level of education	905	22.0	1,916	46.6	374	9.1	72	1.8	846	20.6
Marital status	821	20.1	1,664	40.8	312	7.6	71	1.7	1,211	29.7
Medical conditions	837	20.5	1,706	41.7	344	8.4	68	1.7	1,134	27.7
Military/veteran status	790	19.3	1,556	38.0	366	8.9	81	2.0	1,302	31.8
Parental status	829	20.3	1,624	39.8	325	8.0	68	1.7	1,236	30.3
Philosophical views	952	23.3	1,891	46.2	256	6.3	62	1.5	930	22.7
Psychological condition	851	20.8	1,729	42.3	338	8.3	73	1.8	1,096	26.8
Physical characteristics	872	21.3	1,786	43.7	268	7.0	71	1.7	1,071	26.2
Physical disability	848	20.8	1,733	42.5	341	8.4	69	1.7	1,089	26.7
Political views	906	22.1	1,819	44.4	364	8.9	106	2.6	9.3	22.0
Position (faculty, staff)	924	22.7	1,827	45.0	240	5.9	55	1.4	1,017	25.0
Race	986	24.1	1,909	46.6	273	6.7	69	1.7	856	20.9
Religious/spiritual views	891	21.8	1,814	44.4	364	8.9	85	2.1	934	22.8
Sexual orientation	1,014	24.8	1,803	44.1	278	6.8	72	1.8	920	22.5
Socioeconomic status	930	22.9	1,799	44.3	311	7.7	98	2.4	924	22.7

Note: Table includes only student and trainee responses (n = 4,742).

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

Many students ($n = 245$) elaborated on institutional actions regarding diversity and inclusion at UC Santa Cruz. Several students felt increasing diversity would improve the climate. Some said they felt they “couldn't talk about the influences of these different efforts on campus because they don't seem to exist.” Most students who commented wanted to see more formal faculty mentorship, asserting “faculty mentorship is a big reason why we should be in college in the first place.” Lastly, some students felt as this person wrote, “I don't notice any need for diversity training or more emphasis telling everyone how different they are from each other. It doesn't seem to be any sort of issue at UC Santa Cruz. From my point of view it's a pretty harmonious campus.”

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

Area	Positively Influences Climate		No Influence on Climate		Negatively Influences Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	439	9.3	1,886	48.1	403	10.3	37	0.9
Providing diversity training for staff	206	4.3	1,999	48.8	298	7.3	24	0.6
Providing diversity training for faculty	182	3.8	1,994	49.0	291	7.2	24	0.6
Providing a person to address student complaints of classroom inequity	315	6.6	2,241	56.1	328	8.2	23	0.6
Increasing diversity of the faculty and staff	176	3.7	2,436	59.3	539	13.1	45	1.1
Increasing the diversity of the student body	178	3.8	2,589	62.8	484	11.7	67	1.6
Increasing opportunities for cross-cultural dialogue among students	184	3.9	2,728	66.6	311	7.6	34	0.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	185	3.9	2,642	64.4	331	8.1	24	0.6
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	195	4.1	2,558	62.8	382	9.4	66	1.6
Providing effective faculty mentorship of students	247	5.2	2,840	70.3	223	5.5	9	0.2

Note: Table reports student responses only (*n* = 4,742).

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 UC Santa Cruz does, and should, promote diversity to shape campus climate.

Next Steps

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

UCSC - 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	18	0.41%	2	0.51%	10	0.77%	2	0.63%	0	0.00%	32	0.50%
	Man	1575	36.21%	174	44.39%	438	33.72%	172	54.43%	27	64.29%	2386	37.29%
	Woman	2625	60.34%	202	51.53%	828	63.74%	135	42.72%	15	35.71%	3805	59.46%
	Transgender	10	0.23%	2	0.51%	1	0.08%	0	0.00%	0	0.00%	13	0.20%
	Genderqueer	70	1.61%	9	2.30%	11	0.85%	3	0.95%	0	0.00%	93	1.45%
	Multiple or Other	52	1.20%	3	0.77%	11	0.85%	4	1.27%	0	0.00%	70	1.09%
Racial Identity	Unknown/Missing/Other	76	1.75%	9	2.30%	32	2.46%	7	2.22%	2	4.76%	126	1.97%
	White	1588	36.51%	216	55.10%	908	69.90%	216	68.35%	24	57.14%	2952	46.13%
	Underrepresented Minority	1316	30.25%	61	15.56%	217	16.71%	33	10.44%	3	7.14%	1630	25.47%
	Other Person of Color	1252	28.78%	104	26.53%	122	9.39%	58	18.35%	12	28.57%	1548	24.19%
	Multi-Minority	118	2.71%	2	0.51%	20	1.54%	2	0.63%	1	2.38%	143	2.23%
Sexual Identity	Unknown/Missing	88	2.02%	9	2.30%	42	3.23%	5	1.58%	1	2.38%	145	2.27%
	LGBQ	485	11.15%	54	13.78%	127	9.78%	38	12.03%	2	4.76%	706	11.03%
	Heterosexual	3370	77.47%	304	77.55%	1062	81.76%	261	82.59%	34	80.95%	5031	78.62%
	Other	407	9.36%	25	6.38%	68	5.23%	12	3.80%	5	11.90%	517	8.08%

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	18	0.41%	2	0.51%	3	0.23%	3	0.95%	0	0.00%	26	0.41%
	US Citizen	4260	97.93%	323	82.40%	1286	99.00%	310	98.10%	16	38.10%	6195	96.81%
	Non-US Citizen	40	0.92%	67	17.09%	10	0.77%	3	0.95%	26	61.90%	146	2.28%
	Undocumented	32	0.74%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	32	0.50%
Disability Status	Unknown/Missing	299	6.87%	33	8.42%	73	5.62%	25	7.91%	4	9.52%	434	6.78%
	No Disability	3095	71.15%	274	69.90%	944	72.67%	234	74.05%	36	85.71%	4583	71.62%
	Disability	956	21.98%	85	21.68%	282	21.71%	57	18.04%	2	4.76%	1382	21.60%
Religious/Spiritual Affiliation	Unknown/Missing	171	3.93%	22	5.61%	90	6.93%	13	4.11%	2	4.76%	298	4.66%
	Christian	1126	25.89%	67	17.09%	305	23.48%	37	11.71%	9	21.43%	1544	24.13%
	Muslim	39	0.90%	6	1.53%	4	0.31%	2	0.63%	1	2.38%	52	0.81%
	Jewish	98	2.25%	4	1.02%	26	2.00%	18	5.70%	1	2.38%	147	2.30%
	Other	212	4.87%	20	5.10%	71	5.47%	14	4.43%	2	4.76%	319	4.99%
	None	2371	54.51%	237	60.46%	678	52.19%	194	61.39%	25	59.52%	3505	54.77%
	Multiple	333	7.66%	36	9.18%	125	9.62%	38	12.03%	2	4.76%	534	8.35%

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 UCSC? (Question 1)

Position	n	%
Undergraduate Student	4350	68.0
Started at UCSC as first year student	3331	76.6
Transferred from a California community college	657	15.1
Transferred from another institution	52	1.2
Missing	310	7.1
Graduate/Professional Student	392	6.1
Non-Degree	9	2.3
Certificate/teacher credential program candidate	0	0.0
Master's degree student	43	11.0
Doctoral degree student (Ph.D., Ed.D.)	317	80.9
Professional degree student (e.g., MD, JD, MBA)	2	0.5
Missing	21	5.4
Postdoctoral scholar	42	0.7
Health Sciences Campus Trainees	0	0.0
Staff – non-Union	872	13.6
Senior Management Group	8	0.9
Management & Senior Professionals - Supervisor	137	15.7
Management & Senior Professionals – Non- Supervisor	41	4.7
Professional & Support Staff – Non-Union & Supervisor	233	26.7
Professional & Support Staff – Non-Union & Non-Supervisor	365	46.6
Missing	88	10.1
Staff- Union	353	5.5
Professional & Support Staff – Union represented & Supervisor	42	11.9
Professional & Support Staff – Union Represented & Non-Supervisor	274	77.6
Missing	37	10.5

Table B1 (cont.)	n	%
Faculty	316	4.9
Faculty Administrator	28	8.9
General Campus Faculty	225	71.2
Professor	90	
<i>Ladder Rank</i>	75	
<i>Adjunct</i>	2	
<i>Emeritus</i>	1	
<i>Recall</i>	2	
Associate Professor	40	
<i>Ladder Rank</i>	38	
<i>Adjunct</i>	1	
Assistant Professor	30	
<i>Ladder Rank</i>	25	
<i>Visiting</i>	3	
Other Faculty appointment	65	
Health Sciences Campus Faculty	3	0.9
Professor	1	
<i>Ladder Rank</i>	1	
Associate Professor	0	
Assistant Professor	1	
<i>Ladder and Equivalent Rank</i>	1	
Other Faculty appointment	1	
Missing	60	19.0
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	74	1.2

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.

Table B2

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

Status	n	%
Career (including partial-year career) employee	1158	89.1
Contract employee	31	2.4
Limited appointment employee/term employment	43	3.3
Per Diem employee	2	0.2
Floater (temporary services) employee	4	0.3
Academic employee	57	4.4
Missing	4	0.3

Table B3

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

Question not asked for this location.

Table B4

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

Status	n	%
Full-time	6116	95.6
Part time	279	4.4
Missing	4	0.1

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	2468	38.7
Female	3903	61.0
Intersex	2	0.0
Missing	26	0.4

Table B6

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

Gender	n	%
Man	2416	37.8
Woman	3862	60.4
Transgender	19	0.3
Genderqueer	100	1.6
Other	65	1.0

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	194	3.0	Puerto Rican	33	0.5
African American	131	2.0	Other Hispanic, Latin American, or of Spanish origin	250	3.9
African	22	0.3	Middle Easter/Southwest Asian/North African	298	4.7
Black Caribbean	24	0.4	Afghan	6	0.1
Other African/African American/Black	24	0.4	Arab/Arab American	30	0.5
American Indian/ Alaskan Native	171	2.7	Armenian	16	0.3
Tribal Affiliation/corporation	91	1.4	Assyrian	2	0.0
Asian/Asian American	1379	21.6	Azerbaijani	3	0.0
Asian Indian	115	1.8	Berber	4	0.1
Bangladeshi	4	0.1	Circassian	1	0.0
Cambodian	25	0.4	Chaldean	2	0.0
Chinese/Chinese American (except Taiwanese)	551	8.6	Coptic	1	0.0
Filipino/Filipino American	214	3.3	Druze	1	0.0
Hmong	25	0.4	Georgian	2	0.0
Indonesian	17	0.3	Iranian	56	0.9
Japanese/Japanese American	173	2.7	Jewish	158	2.5
Korean/Korean American	77	1.2	Kurdish	3	0.0
Laotian	5	0.1	Maronite	3	0.0
Malaysian	6	0.1	Turkish	12	0.2
Pakistani	18	0.3	Other Middle Eastern/ Southwest Asian/North African	29	0.5
Sri Lankan	3	0.0	Pacific Islander	53	0.8
Taiwanese/ Taiwanese American	82	1.3	Fijian	9	0.1
Thai	21	0.3	Guamanian/Chamorro	6	0.1
Vietnamese/Vietnamese American	168	2.6	Hawaiian	19	0.3
Other Asian	35	0.5	Samoan	11	0.2
Hispanic/Latino	1520	23.8	Tongan	4	0.1
Cuban/Cuban American	23	0.4	Other Pacific Islander	5	0.1
Latin American/Latino	272	4.3	White	3880	60.6
Mexican/Mexican American/Chicano	1134	17.7	European/European descent	3283	51.3
			North African	32	0.5
			Other White/Caucasian	347	5.4
			Other	75	1.2

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	317	5.0
Bisexual	290	4.5
Gay	162	2.5
Heterosexual	5031	78.6
Lesbian	103	1.6
Queer	151	2.4
Questioning	121	1.9
Pansexual	27	0.4
Other	79	1.2
Missing	118	1.8

Table B9

What is your age? (Question 30)

Age	n	%
18-20	2714	42.4
21-23	1426	22.3
24-29	524	8.2
30-39	522	8.2
40-49	422	6.6
50-59	502	7.8
60 and over	263	4.1
Missing	26	0.4

Table B10

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

Group	n	%
No one	5263	82.2
Children 18 years of age or under	659	10.3
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	174	2.7
Independent adult children over 18 years of age	72	1.1
Sick or disabled partner	65	1.0
Senior or other family member	274	4.3
Other	47	0.7

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	6214	97.1
Active military	3	0.0
Reservist	14	0.2
ROTC	17	0.3
Veteran	62	1.0
Missing	89	1.4

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	474	10.0	478	10.1
Some high school	351	7.4	316	6.7
Completed high school/GED	626	13.2	596	12.6
Some college	719	15.2	705	14.9
Business/Technical certificate/degree	125	2.6	161	3.4
Associate's degree	205	4.3	241	5.1
Bachelor's degree	948	20.0	993	20.9
Some graduate work	97	2.0	111	2.3
Master's degree	651	13.7	583	12.3
Doctoral degree	250	5.3	136	2.9
Professional degree (MD, MFA, JD)	203	4.3	166	3.5
Unknown	51	4.3	100	2.1
Not applicable	22	0.5	82	1.7
Missing	20	0.4	74	1.6

Note: Table includes only those who answered that they were students in Question 1 (n = 4742).

Table B13

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

Level of Education	n	%
No high school	0	0.0
Some high school	3	0.2
Completed high school/GED	37	2.8
Some college	158	12.2
Business/Technical certificate/degree	43	3.3
Associate's degree	104	8.0
Bachelor's degree	496	38.2
Some graduate work	83	6.4
Master's degree	267	20.6
Doctoral degree	84	6.5
Professional degree (e.g. MD, JD, DVM)	23	1.8
Missing	1	0.1

Note: Table includes only those who answered that they were staff in Question 1 (n =1299)

Table B14

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

College Status	n	%
Non-degree student	17	0.4
First year	1253	28.8
Second Year	881	20.3
Third year	1072	24.6
Fourth year	864	19.9
Fifth year or more	258	5.9
Missing	5	0.1

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 4350).

Table B15

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

College Status	n	%
Master's student	52	13.3
First year	32	61.5
Second year	12	23.1
Third (or more) year	3	5.8
Doctoral Student	337	86.0
First year	67	19.9
Second year	71	21.1
Third (or more) year	69	20.5
Advanced to Candidacy	61	18.1
ABD (all but dissertation)	54	16.0
Missing	3	0.8

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 392).

Table B16

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

College Status	n	%
First year	16	38.1
Second year	8	19.0
Third year	3	7.7
Fourth year	1	2.4
Fifth year or more	11	26.2
Missing	3	7.1

Note: Table includes only those who answered that they were post-docs or trainees in Question 1 (n = 42).

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	%
Colleges	10	2.8
College Eight	1	
College Nine	0	
College Ten	0	
Cowell College	1	
Crown College	0	
Kresge College	0	
Merrill College	1	
Oakes College	1	
Porter College	1	
Stevenson College	4	
Other Colleges	0	
Division of Humanities	72	20.1
Feminist Studies Dept.	2	
History Dept.	10	
History of Consciousness Dept.	1	
Language Program	8	
Linguistics Dept.	5	
Literature Dept.	8	
Philosophy Dept.	6	
Writing Program	18	
Other Division of Humanities	0	
Division of Physical & Biological Sciences	115	32.1
Astronomy & Astrophysics Dept.	16	
Chemistry & Biochemistry Dept.	18	
Earth & Planetary Sciences Dept.	10	
Ecology & Evolutionary Biology Dept.	7	
Institute of Marine Sciences	3	
Mathematics Dept.	6	
Microbiology & Environmental Toxicology Dept.	6	
Molecular, Cell & Developmental Biology Dept.	16	
Ocean Sciences Dept.	3	
Physics Dept.	14	
Santa Cruz Institute for Particle Physics (SCIPP)	4	

Table B17 (cont.)	n	%
UC Observatories/Lick Observatory (UCO/Lick)	2	
Other Division of Physical & Biological Sciences	1	
Division of Social Sciences	79	22.1
Anthropology Dept.	7	
Economics Dept.	4	
Education Dept.	8	
Environmental Studies Dept.	10	
Latin American & Latino Studies Dept.	2	
Politics Dept.	6	
Psychology Dept.	15	
Sociology Dept.	3	
Other Division of Social Sciences	2	
Division of the Arts	35	9.8
Art Dept.	2	
Film & Digital Media Dept.	9	
History of Art & Visual Culture Dept.	6	
Music Dept.	9	
Theater Arts Dept.	3	
Other Division of the Arts	0	
Jack Baskin School of Engineering	40	11.2
Applied Mathematics & Statistics Dept.	7	
Biomolecular Engineering Dept.	6	
Computer Engineering Dept.	5	
Computer Science Dept.	13	
Electrical Engineering Dept.	1	
Technology & Information Management (TIM) Program	2	
Other School of Engineering	0	
Office of Physical Recreation & Sports (OPERS)	0	0.0
University Affiliated Research Center (UARC)	0	0.0
Other	7	2.0

Note: Table includes only those who indicated they were faculty (n= 358) in Question 1.

Note: Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

Table B18

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

Academic Unit	n	%
Arts	36	2.8
Business Administrative Services (BAS)	356	27.9
Chancellor-EVC/Graduate Studies	47	3.7
Engineering	49	3.8
Humanities	29	2.3
Information Technology Services (ITS)	127	10.0
Library	46	3.6
Office of Research	12	0.9
Physical and Biological Sciences	147	11.5
Planning & Budget	14	1.1
Social Sciences	57	4.5
University Affiliated Research Center (UARC)	8	0.6
University of California Observatories (UCO)/Lick Observatory	15	1.2
Undergraduate Education	98	7.7
University Extension	35	2.7
University Relations	42	3.3
Other	156	12.2

Note: Table includes only those who indicated they were staff in Question 1 (n = 1299).

Table B19

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

Academic Unit	n	%
American Studies	11	0.3
Anthropology	153	3.6
Applied Physics	15	0.3
Art	93	2.2
Biochemistry and Molecular Biology	111	2.6
Bioengineering	71	1.7
Bioinformatics	6	0.1
Biology	244	5.7
Business Management Economics	232	5.4
Chemistry	71	1.7
Classical Studies	9	0.2
Cognitive Science	55	1.3
Community Studies	16	0.4
Computer Engineering	84	2.0
Computer Science	103	2.4
Computer Game Design	106	2.5
Earth Sciences	48	1.1
Ecology and Evolution	65	1.5
Economics	100	2.3
Electrical Engineering	64	1.5
Environmental Studies	229	5.3
Feminist Studies	40	0.9
Film and Digital Media	119	2.8
German Studies	3	0.1
Global Economics	25	0.6
History	108	2.5
History of Art & Visual Culture	46	1.1
Human Biology	178	4.1
Individual Major	4	0.1
Italian Studies	2	0.0
Jewish Studies	2	0.0
Language Studies	37	0.9
Latin American & Latino Studies	62	1.4

Table B19 cont	n	%
Legal Studies	59	1.4
Linguistics	60	1.4
Literature	151	3.5
Marine Biology	116	2.7
Mathematics	83	1.9
Molecular, Cell, & Developmental Biology	150	3.5
Music	23	0.5
Network & Digital Technology	3	0.1
Neuroscience	81	1.9
Philosophy	40	0.9
Physics	39	0.9
Physics (Astrophysics)	27	0.6
Physics Education	0	0.0
Plant Sciences	22	0.5
Politics	126	2.9
Psychology	515	12.0
Robotics Engineering	26	0.6
Sociology	193	4.5
Technology and Information Management	34	0.8
Theater Arts	41	1.0

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4350).

Table B20

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

Academic Unit	n	%
Anthropology	5	1.3
Applied Economics and Finance	3	0.8
Astronomy and Astrophysics	19	4.9
Bioinformatics	2	0.5
Biomolecular Engineering & Bioinformatics	7	1.8
Biomedical Sciences & Engineering	4	1.0
Chemistry	26	6.7
Collaborative Leadership	0	0.0
Computer Engineering	14	3.6
Computer Science	43	11.1
Digital Arts/New Media	8	2.1
Earth Sciences	26	6.7
Ecology & Evolutionary Biology	16	4.1
Education	15	3.9
Electrical Engineering	12	3.1
Environmental Studies	12	3.1
Film & Digital Media	5	1.3
History	7	1.8
History of Consciousness	4	1.0
International Economics	8	2.1
Linguistics	8	2.1
Literature	14	3.6
Mathematics	8	2.1
Microbiology & Environmental Toxicology	10	2.6
Molecular, Cellular, & Developmental Biology	9	2.2
Music	4	1.0
Music Composition	4	1.0
Network Engineering	0	0.0
Ocean Sciences	13	3.4
Philosophy	2	0.5
Physics	29	7.5
Politics	5	1.3

Table B20 cont.	n	%
Psychology	16	4.1
Science Communication	5	1.3
Social Documentation	6	1.6
Sociology	7	1.8
Statistics & Applied Mathematics	5	1.3
Technology & Information Management	1	0.3
Theater Arts	1	0.3
Visual Studies	4	1.0

Note: Table includes only those who indicated they were graduate/professional students in Question 1 (n = 392).

Table B21

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

Note: Question not included at this location

Table B22

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

Disability	n	%
Acquired/Traumatic Brain Injury	20	0.3
Attention Deficit/Hyperactivity Disorder	247	3.9
Asperger's/ Autism Spectrum	36	0.6
Blind	2	0.0
Low vision	224	3.5
Deaf	8	0.1
Hard of Hearing	129	2.0
Learning disability	144	2.3
Medical Condition	267	4.2
Mental health/psychological condition	443	6.9
Physical/Mobility condition that affects walking	92	1.4
Physical/Mobility condition that does not affect walking	88	1.4
Speech/Communication	46	0.7
Other	70	1.1
I have none of the listed conditions	4584	71.6

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

Table B23

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

Citizenship status	n	%
US citizen	5990	93.6
Permanent Resident	311	4.9
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	157	2.5
Other legally documented status	24	0.4
Undocumented resident	33	0.5

Table B24

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

Political views	n	%
Far left	464	7.3
Liberal	2822	44.1
Moderate or middle of the road	1426	22.3
Conservative	271	4.2
Far right	11	0.2
Undecided	996	15.6
Libertarian	42	0.7
Other	267	4.2
Missing	100	1.6

Table B25

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

Language spoken at home	n	%
English only	3995	62.4
Other than English	640	10.0
English and other language(s)	1731	27.1
Missing	33	0.5

Table B26

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

Spiritual Affiliation	n	%
Agnostic	1183	18.5
Ahmadi Muslim	2	0.0
African Methodist Episcopal	3	0.0
Atheist	928	14.5
Assembly of God	12	0.2
Baha'i	12	0.2
Baptist	79	1.2
Buddhist	363	5.7
Christian Orthodox	177	2.8
Confucianist	12	0.2
Christian Methodist Episcopal	47	0.7
Druid	18	0.3
Episcopalian	37	0.6
Evangelical	33	0.5
Greek Orthodox	16	0.3
Hindu	71	1.1
Jain	5	0.1
Jehovah's Witness	21	0.3
Jewish Conservative	52	0.8
Jewish Orthodox	7	0.1
Jewish Reformed	205	3.2
Lutheran	71	1.1
Mennonite	5	0.1
Moravian	1	0.0
Muslim	55	0.9
Native American Traditional Practitioner or Ceremonial	21	0.3
Nondenominational Christian	180	2.8
Pagan	61	1.0
Pentecostal	31	0.5
Presbyterian	75	1.2
Protestant	88	1.4
Quaker	27	0.4

Table B26 (cont.)	n	%
Rastafarian	13	0.2
Roman Catholic	935	14.6
Russian Orthodox	15	0.2
Scientologist	4	0.1
Secular Humanist	76	1.2
Seventh Day Adventist	11	0.2
Shi-ite	3	0.0
Sufi	13	0.2
Sunni	11	0.2
Shinto	8	0.1
Sikh	26	0.4
Taoist	54	0.8
The Church of Jesus Christ of Latter Day Saints	17	0.3
United Methodist	40	0.6
Unitarian Universalist	41	0.6
United Church of Christ	29	0.5
Wiccan	34	0.5
Spiritual, but no religious affiliation	909	14.2
No affiliation	1535	24.0
Other	222	3.5

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	3610	76.1
Independent	884	18.6
Missing	248	5.2

Note: Table includes only those who answered that they were students in Question 1 (n = 4742)

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	518	10.9
\$10,000-\$19,999	468	9.9
\$20,000-\$29,999	506	10.7
\$30,000-\$39,999	391	8.2
\$40,000-\$49,999	288	6.1
\$50,000-\$59,999	296	6.2
\$60,000-69,999	250	5.3
\$70,000-\$79,999	240	5.1
\$80,000-\$89,999	204	4.3
\$90,000-\$99,999	227	4.8
\$100,000-124,999	433	9.1
\$125,000-\$149,999	189	4.0
\$150,000- \$199,999	187	3.9
\$200,000 - \$249,999	142	3.0
\$250,000-\$299,999	74	1.6
\$300,000-\$399,999	35	0.7
\$400,000-\$499,999	14	0.3
\$500,000 and above	44	0.9
Missing	236	5.0

Note: Table includes only those who answered that they were students in Question 1 (n = 4742).

Table B29

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

Residence	n	%
Campus Housing	2621	55.3
University Residence hall	1458	32.7
University Apartment	715	16.0
Graduate Student Housing	23	0.5
Family Student Housing	75	1.7
The Camper Park	12	0.3
The Village	53	1.2
Non-Campus Housing	2083	43.9
Apartment in the University Town Center	17	0.4
Independently in apartment/house	409	9.1
Living with other student(s) in a rented apartment or house	1222	27.1
Renting a room in a family home in town	105	2.3
Living with family member/guardian	85	1.9
Co-op	20	0.4
Fraternity, Sorority or other organization-affiliated house	14	0.3
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	12	0.3
Missing	12	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 4742).
 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	2893	61.0
Yes	1829	38.6
1-10 hours/week	766	16.3
11-20 hours/week	768	16.4
21-30 hours/week	137	2.9
31-40 hours/week	45	1.0
More than 40 hours/week	59	1.3
Missing	20	0.4

Note: Table includes only those who indicated they were students in Question 1 (n = 4742)

Table B31

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

Experiential learning	n	%
In-state/Resident	2276	52.3
Out-of-State/Non-Resident/International	69	1.6
Missing	2005	46.1

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4350).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	2156	45.5
Student Leadership Groups	317	6.7
Academic/Professional Organizations	351	7.4
Special Interest Organizations	215	4.5
Intercultural/Multicultural Campus Community Groups	374	7.9
Political Groups	69	1.5
Religious/Spiritual Organizations	222	4.7
Service Organizations/Civic Engagement	256	5.4
Social fraternities or sororities	236	5.0
Publications and Media Organizations	112	2.4
Intramurals/Clubs Sports	631	13.3
Music/Performance Organizations	235	5.0
NCAA Varsity Athletics	67	1.4
Honor Societies	174	3.7
Campus Housing Associations	84	1.8
Other	407	8.6

Note: Table includes only those who indicated they were students in Question 1 (n = 4742).
 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	4150	64.9
Single, divorced	200	3.1
Single, widow (partner/spouse deceased)	25	0.4
Partnered	758	11.8
Partnered, in civil union/Registered Domestic Partnerships	51	0.8
Married or remarried	1115	17.4
Separated	26	0.4
Other	29	0.5
Missing	45	0.7

Table B34

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

GPA	n	%
3.5 and above	1612	34.0
3.00-3.49	1656	34.9
2.5-2.99	911	19.2
2.00-2.49	305	6.4
1.5 -1.99	99	2.1
Lower than 1.5	32	0.7
Missing	127	2.7

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4742).

Table B35

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

Foster care	n	%
Yes	39	0.8
No	4637	97.8
Missing	66	1.4

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4742).

PART II: Findings

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

Table B36

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

Comfort	n	%
Very comfortable	1972	30.8
Comfortable	3316	51.9
Neither comfortable nor uncomfortable	773	12.1
Uncomfortable	273	4.3
Very uncomfortable	61	1.0

Table B37

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

Comfort	n	%
Very comfortable	1897	29.7
Comfortable	3117	48.7
Neither comfortable nor uncomfortable	907	14.2
Uncomfortable	391	6.1
Very uncomfortable	85	1.3

Table B38

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

Comfort	n	%
Very comfortable	1013	19.9
Comfortable	2837	55.6
Neither comfortable nor uncomfortable	925	18.1
Uncomfortable	212	4.2
Very uncomfortable	31	0.6
Not applicable	81	1.6

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n =5100).

Table B39

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

Considered Leaving	n	%
No	4517	70.6
Yes	1877	29.4

Table B40

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

Academic Experience	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	951	19.9	2351	49.2	825	17.3	573	12.0	65	1.4	11	0.2
Many of my courses this year have been intellectually stimulating.	1433	30.0	2453	51.4	534	11.2	185	3.9	23	0.5	141	3.0
I am satisfied with my academic experience at UCSC.	1000	21.0	2446	51.3	906	19.0	346	7.3	57	1.2	11	0.2
I am satisfied with the extent of my intellectual development since enrolling at UCSC.	1243	26.2	2314	48.7	803	16.9	326	6.9	49	1.0	17	0.4
I have performed academically as well as I anticipated I would.	819	17.2	1825	38.3	1114	23.4	811	17.0	173	3.6	20	0.4
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1539	32.3	2290	48.1	692	14.5	195	4.1	36	0.8	11	0.2
My interest in ideas and intellectual matters has increased since coming to UCSC.	1646	34.6	2090	43.9	741	15.6	227	4.8	41	0.9	15	0.3
I intend to graduate from UCSC.	3071	64.7	1102	23.2	408	8.6	66	1.4	22	0.5	75	1.6
I am considering transferring to another college or university due to academic reasons.	120	2.5	277	5.8	627	13.1	1007	21.1	2108	44.2	630	13.2

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 4784).

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 UCSC? (Question 11)

Experienced	n	%
No	4944	77.4
Yes, but it did not interfere with my ability to work or learn	975	15.3
Yes and it interfered with my ability to work or learn	469	7.3

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	38	3.0	102	7.9	224	17.4	250	19.4	673	52.3
Age	51	3.9	103	7.9	242	18.5	313	24.0	596	45.7
Ancestry	71	5.5	95	7.4	157	12.2	276	21.5	687	53.4
Country of origin	45	3.5	78	6.1	140	11.0	248	19.4	765	60.0
Discipline of study	54	4.2	110	8.6	207	16.2	253	19.8	655	51.2
Educational level	49	3.8	94	7.3	188	14.6	284	22.1	671	52.2
Educational modality (on-line, classroom)	15	1.2	36	2.8	84	6.6	249	19.7	880	69.6
English language proficiency/accent	44	3.5	58	4.6	99	7.8	231	18.2	839	66.0
Ethnicity	102	7.9	114	8.8	202	15.6	244	18.8	633	48.9
Gender identity	56	4.4	74	5.8	167	13.1	247	19.4	729	57.3
Gender expression	55	4.3	51	4.0	123	9.6	258	20.2	788	61.8
Immigrant/citizen status	31	2.4	36	2.8	58	4.6	228	17.9	920	72.3
International Status	20	1.6	16	1.3	49	3.9	207	16.4	974	76.9
Learning disability	23	1.8	29	2.3	69	5.4	203	15.9	952	74.6
Marital status (e.g. single, married, partnered)	25	2.0	29	2.3	94	7.4	246	19.3	879	69.0
Medical condition	31	2.4	31	2.4	97	7.6	218	17.1	896	70.4
Military/veteran status	3	0.2	15	1.2	24	1.9	144	11.3	1086	85.4
Parental status (e.g., having children)	16	1.3	24	1.9	76	6.0	166	13.1	990	77.8
Participation in an organization/team	48	3.8	52	4.1	78	6.2	141	11.2	940	74.7

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	51	4.0	90	7.1	195	15.3	263	20.6	677	53.1
Physical disability	11	0.9	23	1.8	71	5.6	183	14.4	979	77.3
Philosophical views	60	4.7	120	9.4	238	18.6	244	19.1	618	48.3
Political views	65	5.1	110	8.6	211	16.5	257	20.1	634	49.6
Position (staff, faculty, student)	99	7.5	136	10.3	217	16.5	233	17.7	633	48.0
Pregnancy	7	0.6	11	0.9	38	3.0	158	12.5	1054	83.1
Psychological condition	23	1.8	37	2.9	110	8.6	196	15.4	906	71.2
Race	82	6.4	110	8.6	163	8.6	246	19.2	677	53.0
Religious/spiritual views	35	3.1	54	4.8	103	9.1	175	15.5	759	67.4
Sexual orientation	23	2.0	34	3.0	80	7.1	162	14.3	834	73.6
Socioeconomic status	38	3.4	64	5.8	120	10.9	159	14.4	724	65.5
Don't Know	36	3.5	44	4.3	85	8.3	85	8.3	780	75.7
Other	33	3.9	39	4.6	50	5.9	35	4.1	696	81.6

Note: Only answered by respondents who experienced harassment (n = 1444).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I feared for my physical safety	153	10.6
I feared for my family's safety	25	1.7
I feared getting a poor grade because of a hostile classroom environment	176	12.2
I felt I was deliberately ignored or excluded	650	45.0
I felt intimidated/bullied	537	37.2
I felt isolated or left out	780	54.0
I observed others staring at me	325	22.5
I received derogatory written comments	122	8.4
I received derogatory phone calls	34	2.4
I received threats of physical violence	30	2.1
I received a low performance evaluation	150	10.4
I was singled out as the spokesperson for my identity group	150	10.4
I was the target of derogatory verbal remarks	253	17.5
I was the target of graffiti/vandalism	29	2.0
I was the target of physical violence	12	0.8
I was the target of racial/ethnic profiling	35	2.4
I was the target of stalking	16	1.1
I was the victim of a crime	16	1.1
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	48	3.3
Someone assumed I was admitted/hired/promoted due to my identity	85	5.9
Someone assumed I was not admitted/hired/promoted due to my identity	44	3.0
Other	177	12.3

Note: Only answered by respondents who experienced harassment (n = 1444). Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
At a UCSC event	159	11.0
In a class/lab/clinical setting	328	22.7
In a health care setting	25	1.7
In an on-line class	2	0.1
In a UCSC dining facility	151	10.5
In a UCSC office	281	19.5
In a faculty office	76	5.3
In a public space at UCSC	367	25.4
In a meeting with one other person	204	14.1
In a meeting with a group of people	329	22.8
In athletic facilities	46	3.2
In campus housing	339	23.5
In off-campus housing	54	3.7
Off campus	159	11.0
On a social networking sites/ Facebook/Twitter/cell phone/other form of technological communication	101	7.0
On campus transportation	88	6.1
While working at a UCSC job	360	24.9
While walking on campus	175	12.1
Other	91	6.3

Note: Only answered by respondents who experienced harassment (n = 1444).
 Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Administrator	187	13.0
Alumni	30	2.1
Athletic coach/trainer	13	0.9
Campus media	38	2.6
UCSC visitor(s)	53	3.7
Campus organizations or groups	84	5.8
Campus police/building security	31	2.1
Co-worker	228	15.8
Off campus community member	42	2.9
Department head	93	6.4
Donor	1	0.1
Don't know source	117	8.1
Faculty advisor	48	3.3
Faculty member	234	16.2
Friend	206	14.3
Medical Staff	21	1.5
Partner/spouse	19	1.3
Patient	1	0.1
Person that I supervise	24	1.7
Registered Campus Organization	29	2.0
Social Networking site (e.g. Facebook, Twitter)	41	2.8
Staff member	208	14.4
Stranger	187	13.0
Student	711	49.2
Student staff	69	4.8
Supervisor	139	9.6
Teaching asst/Grad asst/Lab asst/Tutor	84	5.8
UCSC Physician	7	0.5
Union representative	8	0.6
Other	103	7.1

Note: Only answered by respondents who experienced harassment (n = 1444).
 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 felt embarrassed	557	38.6
I felt somehow responsible	262	18.1
I ignored it	496	34.3
I was afraid	222	15.4
I was angry	703	48.7
It didn't affect me at the time	141	9.8
I left the situation immediately	202	14.0
I sought support from off-campus hot-line/advocacy services	47	3.3
I sought support from campus resource	168	11.6
I confronted the harasser at the time	169	11.7
I confronted the harasser later	128	8.9
I avoided the harasser	377	26.1
I told a friend	578	40.0
I told a family member	415	28.7
I told my union representative	35	2.4
I contacted a local law enforcement official	12	0.8
I sought support from a staff person	221	15.3
I sought support from a TA/grad assistant	24	1.7
I sought support from an administrator	111	7.7
I sought support from a faculty member	103	7.1
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	35	2.4
I sought support from student staff (e.g. peer counselor)	59	4.1
I sought information on-line	80	5.5
I didn't know who to go to	167	11.6
I reported it to a UCSC employee/official	136	9.4
I didn't report it for fear that my complaint would not be taken seriously	168	11.6
I did report it but I did not feel the complaint was taken seriously	116	8.0
I did nothing	272	18.8
Other	145	10.0

Note: Only answered by respondents who experienced harassment (n = 1444). Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
No	6136	95.9
Yes	246	3.8
Missing	17	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	143	8.7	294	17.9	561	34.1	560	34.0	87	5.3
My colleagues/co-workers expect me to represent “the point of view” of my identity	47	2.9	224	13.8	598	37.0	413	25.5	336	20.8
I believe salary determinations are clear	105	6.5	591	36.8	491	30.6	301	18.7	118	7.3
I think that my campus demonstrates that it values a diverse faculty	271	16.6	943	57.9	169	10.4	85	5.2	162	9.9
I think my campus demonstrates that it values a diverse staff	280	17.2	962	59.1	240	14.8	90	5.5	55	3.4
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	405	24.7	781	47.6	233	14.2	111	6.8	110	6.7
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	147	9.1	303	18.7	778	47.9	307	18.9	89	5.5
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	168	10.4	455	28.2	663	41.0	234	14.5	96	5.9

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 2049).

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.	82	26.0	172	54.6	28	8.9	8	2.5	25	7.9
I believe that the tenure/promotion standards are reasonable.	77	24.7	176	54.5	30	9.6	8	2.6	27	8.7
I feel that my service contributions are important to tenure/promotion.	58	18.6	162	51.9	38	12.5	18	5.8	35	11.2
I feel pressured to change my research agenda to achieve tenure/promotion.	10	3.2	32	10.4	113	36.6	85	27.5	69	22.3
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	62	19.9	149	47.8	52	16.7	16	5.1	33	10.6
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	32	10.3	62	19.9	150	48.2	34	10.9	33	10.6
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.	45	14.6	91	29.5	123	39.9	23	7.5	26	8.4
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	19	6.2	141	46.1	48	15.7	6	2.0	92	30.1
I have used or would use university policies on stopping the clock for promotion or tenure.	7	2.2	12	3.8	65	20.6	69	21.9	162	51.4
I have used university policies on taking leave for childbearing or adoption.	25	8.0	27	8.6	50	15.9	57	18.2	155	49.4
I have used university policies on active service-modified duties.	24	7.7	39	12.6	46	14.8	51	16.5	150	48.4
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	6	1.9	7	2.3	128	41.4	92	29.8	76	24.6
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	65	20.9	165	53.1	30	9.6	9	2.9	42	13.5
I believe that perceptions about using work-family policies differ for men and women faculty.	25	8.1	89	28.9	100	32.5	29	9.4	65	21.1
I believe that tenure standards/advancement standards are applied equally to all faculty.	53	17.2	112	36.2	75	24.3	32	10.4	37	12.0

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 316).

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 UCSC is supportive of my taking leave.	261	12.9	1106	54.7	245	12.1	48	2.4	361	17.9
I find that UCSC is supportive of flexible work schedules.	311	15.4	1094	54.2	316	15.7	112	5.5	186	9.2
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	74	3.7	263	13.1	1002	49.8	326	16.2	348	17.3
I feel that people who have children are considered by UCSC to be less committed to their jobs/careers	35	1.7	170	8.5	1121	55.8	374	18.6	310	15.4
I feel that UCSC provides available resources to help employees balance work-life needs, such as childcare and elder care.	74	3.7	511	25.6	462	23.2	276	13.8	672	33.7
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	89	4.5	247	12.4	496	24.9	154	7.7	1007	50.5
I have supervisors who give me job/career advice or guidance when I need it	379	18.7	958	47.2	372	18.3	143	7.0	177	8.7
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	415	20.5	1144	56.4	255	12.6	66	3.3	148	7.3
My supervisor provides me with resources to pursue professional development opportunities.	393	19.4	894	44.1	388	19.2	142	7.0	209	10.3
My supervisor provides ongoing feedback to help me improve my performance.	360	17.8	977	48.2	391	19.3	123	6.1	174	8.6
I have adequate access to administrative support.	271	13.5	1043	51.9	379	18.9	184	9.2	132	6.6
For health sciences campus employees, my patient-care load is manageable.	15	0.8	59	3.1	9	0.5	5	0.3	1815	95.4

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 2049).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCSC 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	5061	79.3
Yes	1318	20.7

Table B52

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

Source	n	%
Administrator	58	4.4
Alumni	10	0.8
Athletic coach/trainer	4	0.3
UCSC visitor(s)	50	3.8
Campus organizations or groups	94	7.1
Campus police/building security	17	1.3
Co-worker	190	14.4
Off campus community member	23	1.7
Department head	18	1.4
Donor	1	0.1
Don't know target	114	8.6
Faculty advisor	8	0.6
Faculty member	93	7.1
Friend	228	17.3
Medical Staff	3	0.2
Partner/spouse	8	0.6
Patient	1	0.1

Table 52 (cont.)	n	%
Person that I supervise	23	1.7
Registered Campus Organization	20	1.5
Student staff	54	4.1
Staff member	224	17.0
Stranger	112	8.5
Student	730	55.4
Supervisor	38	2.9
Teaching assistant/Writing associate/Lab assistant/Tutor	33	2.5
UCSC Physician	0	0.0
Union representative	15	1.1
Other	81	6.1

Note: Only answered by respondents who observed harassment (n = 1318).
 Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Administrator	137	10.4
Alumni	6	0.5
Athletic coach/trainer	5	0.4
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	22	1.7
UCSC visitor(s)	31	2.4
Campus organizations or groups	68	5.2
Campus police/building security	21	1.6
Co-worker	116	8.8
Off campus community member	26	2.0
Department head	52	3.9
Donor	0	0.0
Don't know source	127	9.6
Faculty advisor	30	2.3
Faculty member	180	13.7
Friend	68	5.2
Medical Staff	5	0.4
Partner/spouse	5	0.4
Patient	1	0.1
Person that I supervise	11	0.8
Registered Campus Organization	23	1.7
Social Networking site (e.g. Facebook, Twitter)	22	1.7
Staff member	162	12.3
Stranger	137	10.4
Student	649	49.2

Table 53 (cont.)	n	%
Student staff	29	2.2
Supervisor	126	9.6
Teaching assistant/Grad assistant/Lab assistant/Tutor	40	3.0
UCSC Physician	3	0.2
Union representative	14	1.1
Other	72	5.5

Note: Only answered by respondents who observed harassment (n = 1318).
 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	%
Academic Performance	101	7.7
Age	118	9.0
Ancestry	100	7.6
Country of origin	117	8.9
Discipline of study	74	5.6
Educational level	92	7.0
Educational modality (online, classroom)	8	0.6
English language proficiency/accent	86	6.5
Ethnicity	256	19.4
Gender identity	197	14.9
Gender expression	158	12.0
Immigrant/citizen status	85	6.4
International Status	20	1.5
Learning disability	61	4.6
Marital status	18	1.4
Medical condition	38	2.9
Military/veteran status	13	1.0
Parental status (e.g., having children)	20	1.5
Participation in an organization/team	42	3.2
Physical characteristics	130	9.9
Physical disability	48	3.6
Philosophical views	112	8.5
Political views	171	13.0
Position (staff, faculty, student)	165	12.5
Pregnancy	8	0.6
Psychological condition	55	4.2
Race	272	20.6
Religious/spiritual views	125	9.5
Sexual orientation	159	12.1
Socioeconomic status	119	9.0
Don't Know	299	22.7
Other	173	13.3

Note: Only answered by respondents who observed harassment (n = 1318).
 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	%
Assumption that someone was admitted/hired/promoted based on his/her identity	188	14.3
Assumption that someone was not admitted/hired/promoted based on his/her identity	134	10.2
Deliberately ignored or excluded	450	34.1
Derogatory remarks	670	50.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	142	10.8
Derogatory written comments	192	14.6
Derogatory phone calls	47	3.6
Feared for their physical safety	127	9.6
Feared for their family's safety	19	1.4
Graffiti/vandalism	206	15.6
Intimidated/bullied	341	25.9
Isolated or left out when work was required in groups	201	15.3
Isolated or left out	387	29.4
Racial/ethnic profiling	272	20.6
Receipt of a low performance evaluation	128	9.7
Receipt of a poor grade because of a hostile classroom environment	47	3.6
Physical violence	42	3.2
Singled out as a spokesperson for his/her identity	142	10.8
Threats of physical violence	60	4.6
Victim of a crime	43	3.3
Other	87	6.6

Note: Only answered by respondents who observed harassment (n = 1318). 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	233	18.6
2	266	21.2
3	235	18.8
4	115	9.2
5	54	4.3
6 or more	350	27.9

Note: Only answered by respondents who believed they had observed harassment (n = 1318).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
At a UCSC event	175	13.3
In a class/lab/clinical setting	253	19.2
In a health care setting	17	1.3
In an on-line class	1	0.1
In a UCSC dining facility	140	10.6
In a UCSC office	221	16.8
In a faculty office	50	3.8
In a public space at UCSC	455	34.5
In a meeting with one other person	111	8.4
In a meeting with a group of people	243	18.4
In athletic facilities	36	2.7
In campus housing	242	18.4
In off campus housing	51	3.9
Off campus	176	13.4
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	151	11.5
On campus transportation	90	6.8
While working at a UCSC job	262	19.9
While walking on campus	192	14.6
Other	65	4.9

Note: Only answered by respondents who observed harassment (n = 1318).
 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 felt embarrassed	389	29.5
I felt somehow responsible	120	9.1
I ignored it	192	14.6
I was afraid	146	11.1
I was angry	604	45.8
I confronted the harasser at the time	152	11.5
I confronted the harasser later	112	8.5
I avoided the harasser	225	17.1
It didn't affect me at the time	130	9.9
I left the situation immediately	103	7.8
I sought support from off-campus hot-line/advocacy services	18	1.4
I sought support from campus resource	79	6.0
I told a friend	430	32.6
I told a family member	224	17.0
I told my union representative	19	1.4
I contacted a local law enforcement official	22	1.7
I sought support from a staff person	151	11.5
I sought support from a TA/grad assistant	10	0.8
I sought support from an administrator	83	6.3
I sought support from a faculty member	58	4.4
I sought support from a spiritual advisor	20	1.5
I sought support from a student staff	26	2.0
I sought information on-line	53	4.0
I didn't know who to go to	139	10.5
I reported it to a campus employee/official	115	8.7
I didn't report it for fear that my complaint would not be taken seriously	113	8.6
I did report it but I did not feel the complain was taken seriously	65	4.9
I did nothing	242	18.4
Other	114	8.6

Note: Only answered by respondents who observed harassment (n = 1318).
 Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	1085	67.5
Yes	247	15.4
Don't know	276	17.2

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 1615).

Table B60

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

Based On:	n	%
Age	43	17.4
Ancestry	4	1.6
Country of origin	8	3.2
Discipline of study	19	7.7
Educational level	17	6.9
Educational modality (on-line, classroom)	1	0.4
English language proficiency/accent	7	2.8
Ethnicity	33	13.4
Gender identity	19	7.7
Gender expression	10	4.0
Immigrant/citizen status	5	2.0
International status	5	2.0
Learning disability	1	0.4
Marital status	8	3.2
Medical condition	3	1.2
Military/veteran status	1	0.4
Parental status (e.g., having children)	7	2.8
Participation in an organization/team	4	1.6
Personal relationship	80	32.4
Partner/spousal preferential hiring practice	19	7.7
Preferential re-hiring	30	12.1
Physical characteristics	13	5.3
Physical disability	3	1.2
Political views	8	3.2
Position (staff, faculty, student)	32	13.0
Pregnancy	1	0.4
Psychological condition	1	0.4
Race	27	10.9
Religious/spiritual views	2	0.8
Sexual orientation	12	4.9
Socioeconomic status	5	2.0
Other	51	20.6

Note: Only answered by employees who perceived discriminatory practices (n = 247).
 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 UCSC that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	1581	77.5
Yes	161	7.9
Don't know	299	14.6

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 2049).

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	%
Age	24	14.9
Ancestry	10	6.2
Country of origin	12	7.5
Discipline of study	5	3.1
Educational level	7	4.3
Educational modality (on-line, classroom)	0	0.0
English language proficiency/accent	8	5.0
Ethnicity	22	13.7
Gender identity	10	6.2
Gender expression	5	3.1
Immigrant/citizen status	2	1.2
International status	2	1.2
Learning disability	4	2.5
Marital status	5	3.1
Medical condition	17	10.6
Military/veteran status	0	0.0
Parental status (e.g., having children)	4	2.5
Participation in an organization/team	5	3.1
Personal relationship	11	6.8
Partner/spousal preferential hiring practice	2	1.2
Physical characteristics	7	4.3
Physical disability	9	5.6
Political views	14	8.7
Position (staff, faculty, student)	42	26.1
Pregnancy	1	0.6
Psychological condition	5	3.1
Race	16	9.9
Religious/spiritual views	3	1.9
Sexual orientation	7	4.3
Socioeconomic status	7	4.3
Other	44	27.3

Note: Only answered by employees who perceived discriminatory practices (n = 161).
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 UCSC that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	1218	59.9
Yes	420	20.6
Don't know	397	19.5

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 2049).

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	%
Age	46	11.0
Ancestry	7	1.7
Country of origin	8	1.9
Discipline of study	21	5.0
Educational level	28	6.7
Educational modality	1	0.2
English language proficiency/accents	5	1.2
Ethnicity	29	6.9
Gender identity	30	7.1
Gender expression	9	2.1
Immigrant/citizen status	2	0.5
International status	4	1.0
Learning disability	1	0.2
Marital status	5	1.2
Medical condition	6	1.4
Military/veteran status	1	0.2
Parental status (e.g., having children)	10	2.4
Participation in an organization/team	9	2.1
Personal relationship	91	21.7
Partner/spousal preferential hiring practice	16	3.8
Physical characteristics	10	2.4
Physical disability	2	0.5
Political views	12	2.9
Position (staff, faculty, student)	113	26.9
Pregnancy	2	0.5
Psychological condition	3	0.7
Race	24	5.7
Religious/spiritual views	3	0.7
Sexual orientation	6	1.4
Socioeconomic status	10	2.4
Other	136	32.4

Note: Only answered by employees who observed discriminatory practices (n = 420).
Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	2793	43.9	2636	41.4	792	12.4	124	1.9	20	0.3	1.7	0.8
Cooperative/Uncooperative	2139	33.6	2817	44.3	1137	17.9	230	3.6	35	0.6	1.9	0.8
Positive for persons with disabilities/Negative	2007	31.9	2118	33.6	1597	25.4	455	25.4	120	1.9	2.1	1.0
Positive for people who identify as lesbian, gay, bisexual/Negative	3518	55.6	2000	31.6	699	11.0	84	1.3	26	0.4	1.6	0.8
Positive for people of Christian faith/Negative	1356	21.6	1655	26.4	2484	39.6	612	9.8	158	2.5	2.5	1.0
Positive for people of other faith backgrounds faith/Negative	1536	24.6	1995	31.9	2329	37.2	332	5.3	63	1.0	2.3	0.9
Positive for people who are agnostic or atheist/Negative	2194	35.0	2150	34.3	1804	28.8	89	1.4	23	0.4	2.0	0.9
Positive for people of color/Negative	2145	34.1	2197	35.0	1479	23.5	385	6.1	80	1.3	2.1	1.0
Positive for men/Negative	2562	40.8	2014	32.0	1482	23.6	188	3.0	38	0.6	1.9	0.9
Positive for women/Negative	2447	38.6	2378	37.5	1278	20.1	206	3.2	36	0.6	1.9	0.9
Positive for non-native English speakers/Negative	1600	25.5	2175	34.7	1885	30.0	538	8.6	79	1.3	2.3	1.0
Positive for people who are immigrants/Negative	1714	27.4	2108	33.8	1962	31.4	396	6.3	65	1.0	2.2	0.9
Positive for people who are not U.S. Citizens/Negative	1773	28.5	2025	32.5	1997	5.9	368	5.9	61	1.0	2.2	0.9

Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	2763	43.4	2562	40.3	828	13.0	170	2.7	40	0.6	1.8	0.8
Respectful/disrespectful	2402	37.9	2589	40.9	1027	16.2	258	4.1	60	0.9	1.9	0.9
Positive for people of high socioeconomic status/Negative	2321	37.0	1966	31.3	1607	25.6	295	4.7	88	1.4	2.0	1.0
Positive for people of low socioeconomic status/Negative	1709	27.2	2006	32.0	1816	28.9	563	9.0	179	2.9	2.3	1.0
Positive for people who identify as transgender/Negative	2116	34.0	1968	31.6	1822	29.3	253	4.1	61	1.0	2.1	0.9

Table B66

Using a scale of 1-5, please rate the overall climate at UCSC 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	1986	31.2	2498	39.3	1358	21.3	440	6.9	79	1.2	2.1	1.0
Not sexist/sexist	1958	30.8	2486	39.1	1392	21.9	454	7.1	67	1.1	2.1	0.9
Not homophobic/homophobic	2509	39.7	2503	39.6	1106	17.5	167	2.6	31	0.5	1.8	0.8
Not transphobic/transphobic	2253	36.1	2334	37.4	1354	21.7	248	4.0	55	0.9	2.0	0.9
Not age biased/age biased	2035	32.2	2190	34.7	1478	23.4	509	8.1	100	1.6	2.1	1.0
Not classist (socioeconomic status)/classist	1707	27.1	2019	32.1	1615	25.7	756	12.0	199	3.2	2.3	1.1
Not classist (position: faculty, staff, student)/ classist	1765	28.0	1877	29.8	1619	25.	729	11.6	306	4.9	2.4	1.1
Disability friendly/Not disability friendly	2023	32.1	2112	33.6	1539	24.4	481	7.6	140	2.2	2.1	1.0

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	1578	31.6	2438	48.8	311	6.2	61	1.2	604	12.1
Ancestry	1587	31.9	2191	44.0	293	5.9	66	1.3	839	16.9
Country of origin	1584	31.9	2262	45.6	321	6.5	65	1.3	732	14.7
English language proficiency/ accent	1404	28.3	2311	46.5	524	10.5	97	2.0	632	13.7
Ethnicity	1622	32.7	2323	46.9	349	7.0	87	1.8	574	11.6
Gender identity	1752	35.8	2222	44.8	284	5.7	60	1.2	646	13.0
Gender expression	1725	34.8	2174	43.8	315	6.4	67	1.4	677	13.7
Immigrant/citizen status	1485	30.0	2095	42.3	366	7.4	95	1.9	915	18.5
International Status	1621	32.8	2126	43.0	263	5.3	68	1.4	865	17.5
Learning disability	1435	29.0	2148	43.4	402	8.1	90	1.8	876	17.7
Marital status	1597	32.3	1984	40.1	251	5.1	70	1.4	1042	21.1
Medical conditions	1468	29.8	2041	41.5	325	6.6	71	1.4	1015	20.6
Military/veteran status	1286	26.0	1706	34.5	305	6.2	75	1.5	1569	31.8
Parental status (e.g., having children)	1312	26.5	1919	38.8	343	6.9	81	1.6	1294	26.1
Participation in an campus club/organization	1621	32.8	2100	42.6	251	5.1	68	1.4	895	18.1
Psychological condition	1249	25.4	1966	39.9	403	8.2	76	1.5	1229	25.0
Physical characteristics	1394	28.3	2167	43.9	369	7.5	78	1.6	923	18.7
Physical disability	1344	27.2	2088	42.3	407	8.2	94	1.9	1001	20.3

Table B67 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Political views	1165	23.6	2052	41.6	779	15.8	222	4.5	717	14.5
Race	1491	30.2	2322	47.1	382	7.7	106	2.1	634	12.8
Religious/spiritual views	1296	26.3	2152	43.6	525	10.6	145	2.9	817	16.6
Sexual orientation	1761	35.6	2216	44.9	237	4.8	56	1.1	670	13.
Socioeconomic status	1340	27.2	2164	44.0	529	10.7	135	2.7	753	15.3

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 5058).

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	1033	21.8	2667	56.3	581	12.3	105	2.2	350	7.4
I feel valued by other students in the classroom	845	17.9	2594	54.9	713	15.1	112	2.4	465	9.8
I think UCSC faculty are genuinely concerned with my welfare	1112	23.5	2484	52.6	602	12.7	135	2.9	390	8.3
I think UCSC staff are genuinely concerned with my welfare	1073	22.8	2456	52.1	614	13.0	143	3.0	430	9.1
I think administrators are genuinely concerned about my welfare.	802	17.1	1996	42.5	902	19.2	367	7.8	634	13.5
I think faculty pre-judge my abilities based on perceived identity/background	462	9.8	1256	26.8	1552	33.1	611	13.0	814	17.3
I believe the campus climate encourages free and open discussion of difficult topics	1389	29.4	2510	53.1	452	9.6	134	2.8	245	5.2
I have faculty who I perceive as role models	1387	29.4	2132	45.1	652	13.8	113	2.4	441	9.3
I have staff who I perceive as role models	982	20.8	1797	38.2	972	20.6	164	3.5	795	16.9
I have administrators who I perceive as role models	619	13.2	1214	25.9	1350	25.8	396	8.4	1112	23.7
I don't see enough faculty/staff with whom I identify	629	13.4	1463	31.2	1631	34.8	337	7.2	624	13.3
I have opportunities for academic success that are similar to those of my classmates	1307	27.8	2577	54.9	375	8.0	104	2.2	334	7.1

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 4784).

Table B69

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	129	3.1	465	11.1	1781	42.6	820	19.6	988	23.6
Ancestry	97	2.3	289	6.9	1906	45.6	884	21.1	1004	24.0
Country of origin	96	2.3	372	8.9	1854	44.4	887	21.2	969	23.2
Education level	105	2.5	512	12.3	1786	42.7	809	19.4	966	22.2
English language proficiency/ accent	107	2.6	566	13.6	1736	41.6	790	18.9	976	23.4
Ethnicity	121	2.9	548	13.1	1753	42.0	840	20.1	915	21.9
Gender identity	125	3.0	527	12.6	1716	41.2	833	20.0	968	23.2
Gender expression	133	3.2	528	12.7	1716	41.2	815	19.6	976	23.4
Immigrant/citizen status	97	2.3	322	7.7	1821	43.7	853	20.5	1073	25.8
International Status	81	1.9	247	5.9	1864	44.8	890	21.4	1079	25.9
Learning disability	104	2.5	360	8.6	1744	41.9	805	19.3	1152	27.7
Marital status	84	2.0	266	6.4	1714	41.1	826	19.8	1277	30.6
Medical conditions	84	2.0	299	7.2	1756	42.4	818	19.8	1182	28.6
Military/veteran status	72	1.7	204	4.9	1644	39.6	784	18.9	1449	34.9
Parental status (e.g., having children)	84	2.0	295	7.1	1588	38.3	735	17.7	1446	34.9
Participation in an campus club/organization	90	2.2	355	8.6	1732	41.8	910	21.9	1061	25.6
Participation on an athletic team	89	2.1	286	6.9	1772	42.8	933	22.5	1063	25.7
Philosophical Views	121	2.9	546	13.2	1669	40.2	756	18.2	1055	25.4

Table B69 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	104	2.5	483	11.6	1643	39.6	765	18.4	1156	27.8
Physical characteristics	141	3.4	548	13.2	1648	39.7	769	18.5	1042	25.1
Physical disability	93	2.2	353	8.5	1735	41.9	804	19.4	1159	28.0
Political views	218	5.3	711	17.1	1533	36.9	676	16.3	1012	24.4
Race	139	3.3	516	12.4	1713	41.2	819	19.7	966	23.3
Religious/spiritual views	157	3.8	588	14.2	1645	39.7	732	17.7	1022	24.7
Sexual orientation	115	2.8	467	11.3	1716	41.3	844	20.3	1008	24.3
Socioeconomic status	166	4.0	484	11.7	1703	41.1	782	18.9	1008	24.3

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4350).

Table B70

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	390	24.2	903	55.9	173	10.7	40	2.5	108	6.7
Ancestry	414	25.8	848	52.9	104	6.5	27	1.7	210	13.1
Country of origin	411	25.6	872	54.4	115	7.1	24	1.5	183	11.4
Educational level	368	23.0	867	54.1	208	13.0	42	2.6	118	7.4
English language proficiency/ accent	359	22.4	898	55.9	162	10.1	35	2.2	152	9.5
Ethnicity	422	26.3	865	53.9	133	8.3	38	2.4	146	9.1
Gender identity	426	26.7	810	50.8	113	7.1	24	1.5	222	13.9
Gender expression	412	25.8	781	48.9	117	7.3	24	1.5	264	16.5
Immigrant/citizen status	380	23.8	809	50.8	104	6.5	31	1.9	270	16.9
International Status	387	24.2	822	51.4	92	5.8	23	1.4	274	17.1
Learning disability	299	18.9	693	43.8	165	10.4	38	2.4	388	24.5
Marital status	440	27.5	870	54.4	96	6.0	36	2.3	158	9.9
Medical conditions	363	22.7	797	49.9	147	9.2	37	2.3	254	15.9
Military/veteran status	300	19.0	653	41.3	90	5.7	33	2.1	506	32.0
Parental status (e.g., having children)	400	25.1	863	54.1	133	8.3	30	1.9	170	10.7
Participation in a campus club/organization	319	20.1	697	44.0	89	5.6	20	1.3	460	29.0
Participation on an athletic team	275	17.4	620	39.2	91	5.8	23	1.5	572	36.2
Philosophical views	314	19.7	800	50.3	157	9.9	43	2.7	278	17.5

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	269	17.0	700	44.2	163	10.3	29	1.8	423	26.7
Physical characteristics	349	22.0	839	53.0	123	7.8	31	2.0	242	15.3
Physical disability	335	21.2	778	49.1	146	9.2	34	2.1	290	18.3
Political views	280	17.6	792	49.8	220	13.8	56	3.5	242	15.2
Race	388	24.4	849	53.3	142	8.9	40	2.5	174	10.9
Religious/spiritual views	315	19.9	783	49.4	165	10.4	42	2.6	280	17.7
Sexual orientation	430	27.0	822	51.7	99	6.2	26	1.6	214	13.5
Socioeconomic status	322	20.4	815	51.5	170	10.8	53	3.4	221	14.0

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 1657).

Table B71

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

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Physical Accessibility								
Athletic Facilities	2481	39.9	2027	32.6	212	3.4	1494	24.0
Classroom, Labs	2440	39.3	2470	39.8	235	3.8	1057	17.0
Housing	2094	33.8	2185	35.3	346	5.6	1568	25.3
Computer Facilities	2549	41.3	1894	30.7	150	2.4	1580	25.6
Dining Halls	2777	44.9	1855	30.0	181	2.9	1376	22.2
Elevators	3002	48.6	1632	26.4	324	5.2	1220	19.7
Wellness Center	2687	43.6	1643	26.6	180	2.9	1659	26.9
Libraries	3383	54.7	1713	27.7	158	2.6	933	15.1
Campus transit	2716	43.9	2156	34.9	323	5.2	989	16.0
Parking	2014	32.5	2130	34.4	832	13.4	1219	19.7
Restrooms	3356	54.3	1860	30.1	169	2.7	793	12.8
Performing Arts Facilities	1999	32.4	1532	24.8	191	3.1	2444	39.6
Art Studios	1706	27.8	1351	22.0	211	3.4	2867	46.7
Sidewalks and Pathways	2720	44.2	2085	33.9	594	9.7	753	12.2
Access to Instructional Materials								
Textbooks	2216	35.9	2141	34.7	406	6.6	1409	22.8
Other course reading	2392	38.8	2047	33.2	259	4.2	1461	23.7
Other course materials	2333	38.4	2037	33.5	245	4.0	1463	24.1
Electronic Information								
Registering for classes	2588	41.9	1742	28.2	434	7.0	1411	22.9
MyUCSC	3340	54.2	1437	23.3	196	3.2	1194	19.4
Electronic homework applications	2667	43.3	1595	25.9	243	3.9	1658	26.9
Other campus websites	2913	47.7	1665	27.3	162	2.7	1369	22.4

Table B72

How would you rate the climate at UCSC for people who are/have: (Question 83)

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Female	1940	32.2	3385	56.1	211	3.5	27	0.4	469	7.8
From Christian affiliations	1282	21.4	3019	50.3	515	8.6	75	1.3	1109	18.5
From religious affiliations other than Christian	1510	25.1	3118	51.8	260	4.3	34	0.6	1093	18.2
Gay, lesbian, bisexual, transgender	2166	36.0	3066	50.9	119	2.0	20	0.3	654	10.9
Immigrants	1605	26.7	3108	51.7	249	4.1	38	4.1	1014	16.9
International students, staff, or faculty	1835	30.5	3097	51.5	120	2.0	15	0.2	946	15.7
Learning disability	1475	24.6	2953	49.2	258	4.3	33	0.6	1279	21.3
Male	2097	34.8	3176	52.8	131	0.4	24	0.4	591	9.8
Non-native English speakers	1470	24.5	3116	51.9	418	0.7	41	0.7	963	16.0
Parents/guardians	1523	25.4	2992	49.8	162	2.7	32	0.5	1298	21.6
People of color	1695	28.2	3220	53.5	335	5.6	71	1.2	694	11.5
Physical disability	1511	25.2	3004	50.2	224	3.7	31	0.5	1215	20.3
Physical health issues	1550	25.7	3159	52.4	207	3.4	20	0.3	1089	18.1
Providing care for adults who are disabled and/or elderly	1384	23.1	2644	44.2	149	2.5	25	0.4	1785	29.8
Psychological health issues	1316	21.8	2938	48.7	320	5.3	36	0.6	1425	23.6
Socioeconomically advantaged	1663	27.8	2951	49.3	284	4.7	51	0.9	1034	17.3
Socioeconomically disadvantaged	1510	25.2	2941	49.0	450	7.5	90	1.5	1011	16.8
Transgender	1605	26.8	2776	46.4	239	4.0	43	0.7	1325	22.1
Other	358	15.5	777	33.7	47	2.0	30	1.3	1093	47.4

Table B73

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

Background	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	1696	27.6	3097	50.4	395	6.4	93	1.5	866	14.1
American Indian/Alaskan Native	1685	27.5	2936	47.8	190	3.1	59	1.0	1266	20.6
Asian	1882	30.7	3245	52.9	217	3.5	35	0.6	751	12.3
Hispanic/Latino	1882	29.7	3222	52.4	328	5.3	57	0.9	715	11.6
Middle Eastern/South Asian/North African	1684	27.4	3087	50.3	318	5.2	65	1.1	981	16.0
Pacific Islander	1755	28.7	3117	50.9	150	2.5	29	0.5	1068	17.5
White	2589	42.2	3013	49.1	129	2.1	30	0.5	378	6.2

Table B74

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

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	1535	35.2	2054	47.2	59	1.4	8	0.2	699	16.1
Physical health issues	1563	35.9	2075	47.7	42	1.0	8	0.2	660	15.2
Female	1822	41.9	2036	46.8	46	1.1	8	0.2	438	10.1
From religious affiliations other than Christian	1520	35.0	2080	47.9	118	2.7	21	0.5	604	13.9
From Christian affiliations	1390	32.0	2047	47.2	249	5.7	46	1.1	606	14.0
Gay, lesbian, bisexual, transgender	1919	44.2	1889	43.5	75	1.7	10	0.2	453	10.4
Immigrants	1563	36.0	2065	47.5	105	2.4	10	0.2	601	13.8
International students, staff, or faculty	1634	37.7	2063	47.6	46	1.1	9	0.2	586	13.5
Learning disability	1569	36.3	2037	47.1	83	1.9	12	0.3	623	14.4
Male	1756	40.4	2064	47.5	49	1.1	14	0.3	460	10.6
Non-native English speakers	1526	35.2	2087	48.1	131	3.0	12	0.3	579	13.4
Parents/guardians	1566	36.1	2063	47.6	54	1.2	8	0.2	645	14.9
People of color	1683	38.8	2060	47.5	90	2.1	12	0.3	494	11.4
Providing care for adults who are disabled and/or elderly	1513	35.0	2009	46.4	35	0.8	6	0.1	765	17.7
Physical disability	1583	36.6	2043	47.2	66	1.5	11	0.3	622	14.4
Socioeconomically disadvantaged	1615	37.2	1993	46.0	125	2.9	21	0.5	583	13.4
Socioeconomically advantaged	1570	36.2	2042	47.1	107	2.5	21	0.5	594	13.7

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Transgender	1677	38.7	1965	45.3	95	2.2	15	0.3	583	13.4
Veterans/active military	1518	35.2	1930	44.7	129	3.0	23	0.5	717	16.6
Other	447	22.4	817	40.8	21	1.1	7	0.4	708	35.4

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 4742).

Table B75

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

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	959	23.1	1910	45.9	335	8.1	63	1.5	892	21.4
Ancestry	964	23.2	1895	45.7	301	7.3	56	1.4	931	22.4
Country of origin	954	23.1	1911	46.2	325	7.9	61	1.5	885	21.4
Educational level	955	23.1	1998	48.3	353	8.5	70	1.7	764	18.5
English language proficiency/ accent	898	21.7	1901	45.9	414	10.0	67	1.6	859	20.8
Ethnicity	1012	24.5	1946	47.1	294	7.1	68	1.6	808	19.6
Gender identity	989	23.9	1837	44.5	352	8.5	80	1.9	872	21.1
Gender expression	970	23.5	1821	44.2	360	8.7	79	1.9	889	21.6
Immigrant/citizen status	920	22.4	1818	44.2	343	8.3	75	1.8	959	23.3
International Status	916	22.3	1827	44.5	306	7.4	62	1.5	999	24.3
Learning disability	814	19.8	1706	41.6	433	10.6	95	2.3	1056	25.7
Level of education	905	22.0	1916	46.6	374	9.1	72	1.8	846	20.6
Marital status	821	20.1	1664	40.8	312	7.6	71	1.7	1211	29.7
Medical conditions	837	20.5	1706	41.7	344	8.4	68	1.7	1134	27.7
Military/veteran status	790	19.3	1556	38.0	366	8.9	81	2.0	1302	31.8
Parental status (e.g., having children)	829	20.3	1624	39.8	325	8.0	68	1.7	1236	30.3
Philosophical Views	952	23.3	1891	46.2	256	6.3	62	1.5	930	22.7
Psychological condition	851	20.8	1729	42.3	338	8.3	73	1.8	1096	26.8

Table B75 cont.	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	872	21.3	1786	43.7	268	7.0	71	1.7	1071	26.2
Physical disability	848	20.8	1733	42.5	341	8.4	69	1.7	1089	26.7
Political views	906	22.1	1819	44.4	364	8.9	106	2.6	9.3	22.0
Position (faculty, staff)	924	22.7	1827	45.0	240	5.9	55	1.4	1017	25.0
Race	986	24.1	1909	46.6	273	6.7	69	1.7	856	20.9
Religious/spiritual views	891	21.8	1814	44.4	364	8.9	85	2.1	934	22.8
Sexual orientation	1014	24.8	1803	44.1	278	6.8	72	1.8	920	22.5
Socioeconomic status	930	22.9	1799	44.3	311	7.7	98	2.4	924	22.7

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 4742).

Table B76

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

	Not currently available at UCSC		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	29	1.8	429	27.9	43	2.8	30	2.0	1005	65.4
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	16	1.1	436	28.7	62	4.1	16	1.1	987	65.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	29	1.9	577	38.0	98	6.4	26	1.7	790	52.0
Providing diversity training for staff	27	1.8	991	65.1	158	10.4	26	1.7	321	21.1
Providing diversity training for faculty	33	2.2	699	46.2	125	8.3	21	1.4	636	42.0
Providing diversity training for students	26	1.7	713	47.5	94	6.3	13	0.9	654	43.6
Providing access to counseling for people who have experienced harassment	24	1.6	950	62.5	51	3.4	12	0.8	483	31.8
Providing mentorship for new faculty	43	2.8	656	43.5	42	2.8	11	0.7	757	50.2
Providing mentorship for new staff	170	11.3	773	51.2	98	6.5	35	2.3	435	28.8
Providing a clear and fair process to resolve conflicts	71	4.7	966	64.3	60	4.0	44	2.9	362	24.1
Increasing funding to support efforts to change UCSC climate	105	7.0	611	40.5	134	8.9	43	2.9	615	40.8
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	54	3.6	605	40.1	165	10.9	127	8.4	556	36.9
Providing diversity and equity training to search and tenure committees	40	2.7	716	47.6	134	8.9	48	3.2	567	37.7
Increasing the diversity of the faculty	22	1.5	882	58.7	114	7.6	21	1.4	463	30.8
Increasing the diversity of the staff	24	1.6	951	63.2	146	9.7	19	1.3	365	24.3

Table B76 cont.

	Not currently available at UCSC		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 student body	15	1.0	944	63.1	103	6.9	16	1.1	419	28.0
Increasing the diversity of the administration	31	2.1	940	62.5	121	8.0	22	1.5	390	25.9
Providing back-up family care	166	11.1	722	48.1	66	4.4	12	0.8	535	35.6
Providing lactation accommodations	105	7.0	652	43.4	89	5.9	9	0.6	647	43.1
Providing career development opportunities for staff	73	4.8	1072	71.2	56	3.7	23	1.5	282	18.7

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =1657).

Table B77

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

	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	439	9.3	1886	48.1	403	10.3	37	0.9	1599	40.7
Providing diversity training for staff	206	4.3	1999	48.8	298	7.3	24	0.6	1773	43.3
Providing diversity training for faculty	182	3.8	1994	49.0	291	7.2	24	0.6	1759	43.2
Providing a person to address student complaints of classroom inequity	315	6.6	2241	56.1	328	8.2	23	0.6	1401	35.1
Increasing diversity of the faculty and staff	176	3.7	2436	59.3	539	13.1	45	1.1	1091	26.5
Increasing the diversity of the student body	178	3.8	2589	62.8	484	11.7	67	1.6	981	23.8
Increasing opportunities for cross-cultural dialogue among students	184	3.9	2728	66.6	311	7.6	34	0.8	1025	25.0
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	185	3.9	2642	64.4	331	8.1	24	0.6	1103	26.9
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	195	4.1	2558	62.8	382	9.4	66	1.6	1070	26.3
Providing effective faculty mentorship of students	247	5.2	2840	70.3	223	5.5	9	0.2	966	23.9

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 4742)

Table B78

Undergraduate Students Only: What is your college affiliation? (Question 94)

Affiliation	n	%
Cowell College	403	9.6
Stevenson College	390	9.3
Crown College	522	12.4
Merril College	400	9.5
Porter College	479	11.4
Kresge College	422	10.0
Oakes College	418	9.9
College 8	412	9.8
College 9	416	9.9
College 10	354	8.4

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n =4350)

Table B79

Undergraduate Students Only: My college creates an environment where many different types of people feel welcome and included. (Question 95)

	n	%
Strongly Agree	1728	41.3
Agree	1996	47.7
Disagree	362	8.7
Strongly Disagree	96	2.3

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n =4350)

Table B80

Undergraduate Students Only: My college offers programs that help me develop insights about myself and my place in a diverse community. (Question 96)

	n	%
Strongly Agree	1277	30.8
Agree	2063	49.8
Disagree	678	16.4
Strongly Disagree	128	3.1

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n =4350)

Table B80

Undergraduate Students Only: The college core course helps/helped me develop the critical thinking skills necessary to be an engaged member of the university community. (Question 97)

	n	%
Strongly Agree	1360	33.3
Agree	1842	45.1
Disagree	661	16.2
Strongly Disagree	225	5.5

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n =4350)

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Ciel Benedetto
diversity@ucsc.edu
831-459-3676

Study of Learning, Living, and Working at UCSC ***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 UCSC. 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 UCSC.

Procedures

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

Discomforts and Risks

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

Participants who experience discomfort are encouraged to contact:

For Staff:
Employee Assistance Program
866-808-6205

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 UCSC 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:

Anna Sher
asher@ucsc.edu
831-459-4302

UC System Institutional Review Board Project Evaluation

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

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

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

Survey Terms and Definitions

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please do not complete this survey more than once.

Directions

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

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

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

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

4. Are you full-time or part-time in that **primary** status?

- Full-time
- Part-time

Part 1: Personal Experiences

Please reflect on your experiences WITHIN THE PAST YEAR...

5. Overall, how comfortable are you with the climate at UCSC?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

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

7. Overall, how comfortable are you with the climate in your classes?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
 - Not applicable

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

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

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

	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 UCSC.	<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 UCSC.	<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 UCSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UCSC.	<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 UCSC?
 - 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"/>				
_____	<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"/>				
_____	<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 UCSC event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCSC dining facility
- In a UCSC office
- In a faculty office
- In a public space at UCSC
- 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 UCSC 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.)
- UCSC 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
- UCSC Physician
- Union representative
- Other (please specify) _____

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (e.g., Ethnic Resource Centers, Cantú Queer Center, Title IX/Sexual Harassment Officer, Staff Human Resources, Academic Personnel 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 UCSC 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 Reporthate.ucsc.edu

We realize that some of the survey questions may have caused discomfort or been difficult to answer due to their content. If you would like to speak with someone, you are encouraged to contact:

Staff

Campus Diversity Officer for Faculty	herbie@ucsc.edu	459-2351
Campus Diversity Officer for Staff and Students	diversity@ucsc.edu	459-4380
Office for Diversity, Equity, and Inclusion	cbene@ucsc.edu	459-3676
Title IX Coordinator/Sexual Harassment Officer	rew@ucsc.edu	459-2462

The following questions are related to unwanted physical sexual contact.

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

- 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 Reporthate.ucsc.edu

We realize that some of the survey questions may have caused discomfort or been difficult to answer due to their content. If you would like to speak with someone, you are encouraged to contact:

Staff

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Part 2: Work-Life

20. Please respond to the following statements.

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

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

22. As a faculty member ...

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

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

24. Please respond to the following statements.

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

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

Part 3: Demographic Information

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

26. What is your assigned birth sex?

- Male
- Female
- Intersex

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

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

28. What is your racial/ethnic identity?

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

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

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

29. Which term best describes your sexual orientation?

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

30. What is your age?

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

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

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

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

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

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

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

34. What is your highest completed level of education?

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

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

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

36. Where are you in your graduate career?

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

37. Where are you in your career at UCSC?

- 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?

- Colleges
 - College Eight
 - College Nine
 - College Ten
 - Cowell College
 - Crown College
 - Kresge College
 - Merrill College
 - Oakes College
 - Porter College
 - Stevenson College
 - Other Colleges
- Division of Humanities
 - Feminist Studies Dept.
 - History Dept.
 - History of Consciousness Dept.
 - Language Program
 - Linguistics Dept.
 - Literature Dept.
 - Philosophy Dept.
 - Writing Program
 - Other Division of Humanities
- Division of Physical & Biological Sciences
 - Astronomy & Astrophysics Dept.
 - Chemistry & Biochemistry Dept.
 - Earth & Planetary Sciences Dept.
 - Ecology & Evolutionary Biology Dept.
 - Institute of Marine Sciences
 - Mathematics Dept.
 - Microbiology & Environmental Toxicology Dept.
 - Molecular, Cell & Developmental Biology Dept.
 - Ocean Sciences Dept.
 - Physics Dept.
 - Santa Cruz Institute for Particle Physics (SCIPP)
 - UC Observatories/Lick Observatory (UCO/Lick)
 - Other Division of Physical & Biological Sciences
- Division of Social Sciences
 - Anthropology Dept.
 - Economics Dept.
 - Education Dept.
 - Environmental Studies Dept.
 - Latin American & Latino Studies Dept.
 - Politics Dept.
 - Psychology Dept.
 - Sociology Dept.
 - Other Division of Social Sciences
- Division of the Arts
 - Art Dept.
 - Film & Digital Media Dept.
 - History of Art & Visual Culture Dept.
 - Music Dept.
 - Theater Arts Dept.
 - Other Division of the Arts
- Jack Baskin School of Engineering
 - Applied Mathematics & Statistics Dept.
 - Biomolecular Engineering Dept.
 - Computer Engineering Dept.
 - Computer Science Dept.
 - Electrical Engineering Dept.
 - Technology & Information Management (TIM) Program
 - Other School of Engineering
- Office of Physical Recreation & Sports (OPERS)

- University Affiliated Research Center (UARC)
 - Other (please specify) _____
-

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.)

- Arts
 - Business Administrative Services (BAS)
 - Chancellor-EVC/Graduate Studies
 - Engineering
 - Humanities
 - Information Technology Services (ITS)
 - Library
 - Office of Research
 - Physical and Biological Sciences
 - Planning & Budget
 - Social Sciences
 - University Affiliated Research Center (UARC)
 - University of California Observatories (UCO)/Lick Observatory
 - Undergraduate Education
 - University Extension
 - University Relations
 - Other (please specify) _____
-

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

- American Studies
- Anthropology
- Applied Physics
- Art
- Biochemistry and Molecular Biology
- Bioengineering
- Bioinformatics
- Biology
- Business Management Economics
- Chemistry
- Classical Studies
- Cognitive Science
- Community Studies
- Computer Engineering
- Computer Science
- Computer Game Design
- Earth Sciences
- Ecology and Evolution
- Economics
- Electrical Engineering
- Environmental Studies
- Feminist Studies
- Film and Digital Media
- German Studies
- Global Economics
- History
- History of Art & Visual Culture
- Human Biology
- Individual Major
- Italian Studies
- Jewish Studies
- Language Studies
- Latin American & Latino Studies
- Legal Studies
- Linguistics
- Literature
- Marine Biology
- Mathematics
- Molecular, Cell, & Developmental Biology

- Music
- Network & Digital Technology
- Neuroscience
- Philosophy
- Physics
- Physics (Astrophysics)
- Physics Education
- Plant Sciences
- Politics
- Psychology
- Robotics Engineering
- Sociology
- Technology and Information Management
- Theater Arts

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

- Anthropology
- Applied Economics and Finance
- Astronomy and Astrophysics
- Bioinformatics
- Biomolecular Engineering & Bioinformatics
- Biomedical Sciences & Engineering
- Chemistry
- Collaborative Leadership
- Computer Engineering
- Computer Science
- Digital Arts/New Media
- Earth Sciences
- Ecology & Evolutionary Biology
- Education
- Electrical Engineering
- Environmental Studies
- Film & Digital Media
- History
- History of Consciousness
- International Economics
- Linguistics
- Literature
- Mathematics
- Microbiology & Environmental Toxicology
- Molecular, Cellular, & Developmental Biology
- Music
- Music Composition
- Network Engineering
- Ocean Sciences
- Philosophy
- Physics
- Politics
- Psychology
- Science Communication
- Social Documentation
- Sociology
- Statistics & Applied Mathematics
- Technology & Information Management
- Theater Arts
- Visual Studies

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

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

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

- Acquired/Traumatic Brain Injury
- Attention Deficit/Hyperactivity Disorder
- Asperger's/Autism Spectrum
- Blind
- Low vision
- Deaf
- Hard of Hearing
- Learning Disability
- Medical Condition
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does *not* affect walking
- Speech/Communication Condition
- Other (please specify) _____
- I have none of the listed conditions

44. What is your citizenship status in U.S.? **(Mark all that apply)**

- U.S. citizen
- Permanent Resident
- A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- Other legally documented status (e.g., adjustment of status to Permanent Resident)
- Undocumented resident

45. How would you characterize your political views?

- Far left
- Liberal
- Moderate or middle of the road
- Conservative
- Far Right
- Undecided
- Other (please specify) _____

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

- English only
- Other than English (please specify) _____
- English and other language(s) (please specify) _____

47. What is your religious or spiritual identity? **(Mark all that apply)**

- Agnostic
- Ahmadi Muslim
- African Methodist Episcopal
- Atheist
- Assembly of God
- Baha'i
- Baptist
- Buddhist
- Christian Orthodox
- 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. Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

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

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

50. Where do you live?
- Campus housing
 - University Residence Hall
 - University Apartment
 - Graduate Student Housing
 - Family Student Housing
 - The Camper Park
 - The Village
 - Non-campus housing
 - Apartment at the University Town Center
 - Independently in an apartment/house
 - Living with other student(s) in a rented apartment or house
 - Renting a room in a family home in town
 - Living with family member/guardian
 - Co-op
 - Fraternity, Sorority or other organization-affiliated house
 - Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)
51. Are you employed either on campus or off-campus?
- No
 - Yes
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
52. Are you an in-state or out-of-state/international student?
- In-state/Resident
 - Out-of-State/Non-Resident/International
53. Do you participate in any of the following types of clubs/organizations at UCSC? (Mark all that apply)
- I do not participate in any clubs/organizations
 - Student Leadership Groups (e.g., student government)
 - Academic/Professional Organizations (e.g., National Society of Black Engineers)
 - Special Interest Organizations (e.g., Mock Trial)
 - Intercultural/Multicultural Campus Community Groups (e.g., Filipino Student Association)
 - Political Groups (e.g., College Democrats)
 - Religious/Spiritual Organizations
 - Service Organizations/Civic Engagement (e.g., Student Volunteer Connection)
 - Social Fraternities and Sororities
 - Publications and Media Organizations (e.g., City on a Hill)
 - Intramurals/ Clubs Sports
 - Music/Performance Organizations (e.g., Rainbow Theater)
 - NCAA Varsity Athletics
 - Honor Societies (e.g., National Society of Collegiate Scholars)
 - Campus Housing Associations
 - Other (please specify) _____
54. What is your current relationship status?
- Single, never married
 - Single, divorced
 - Single, widow (partner/spouse deceased)
 - Partnered
 - Partnered, in civil union/Registered Domestic Partnership
 - Married or remarried
 - Separated
 - Other (please specify) _____

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

- 3.5 or higher
- 3.0 - 3.49
- 2.5 - 2.99
- 2.0 - 2.49
- 1.5 - 1.99
- lower than 1.5

56. Are you a former foster-care youth?

- Yes
- No

Part 4: Perceptions of Campus Climate

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

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCSC 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
- UCSC 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
- UCSC 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.)
- UCSC 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
- UCSC 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/accents
- 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 UCSC event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCSC dining facility
- In a UCSC office
- In a faculty office
- In a public space at UCSC
- 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 UCSC job
- While walking on campus
- Other (please specify) _____

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (e.g., Ethnic Resource Centers, Cantú Queer Center, Title IX/Sexual Harassment Officer, Staff Human Resources, Academic Personnel 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 ReportHate.ucsc.edu

We realize that some of the survey questions may have caused discomfort or been difficult to answer due to their content. If you would like to speak with someone, you are encouraged to contact:

Staff

Campus Diversity Officer for Faculty	herbie@ucsc.edu	459-2351
Campus Diversity Officer for Staff and Students	diversity@ucsc.edu	459-4380
Office for Diversity, Equity, and Inclusion	cbene@ucsc.edu	459-3676
Title IX Coordinator/Sexual Harassment Officer	rew@ucsc.edu	459-2462

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

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

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

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

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/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. If you would like to elaborate on your observations, please do so here.

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

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

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

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

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

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

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

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

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

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

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

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

75. Using a scale of 1-5, please rate the overall climate at UCSC 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 UCSC 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. The classroom/learning environment at UCSC 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/accents	<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. 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 UCSC faculty are genuinely concerned about my welfare.	<input type="radio"/>				
I think UCSC 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. If you would like to elaborate on your observations, please do so here.

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

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>				
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. 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 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"/>				

. How would you rate the accessibility at UCSC?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Physical Accessibility				
Athletic Facilities (playing fields, basketball courts, pool, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Halls	<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"/>
Wellness Center	<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"/>
Campus Transit	<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"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Studios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sidewalks and Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Instructional Materials				
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic Information				
Registering for classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MyUCSC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic homework applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus websites	<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 UCSC 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"/>				

85. How would you rate the climate at UCSC 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. Before I enrolled, I expected that the climate at UCSC 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. To what extent do you agree that the courses you have taken at UCSC include sufficient materials, perspectives and/or experiences of people based on their:

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

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

	Not currently available at UCSC	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. If you would like to elaborate on how any of the above influence campus climate, please do so here.

90. How does each of the following affect the climate for diversity at UCSC?

	Not currently available on campus	Positively influence climate	No influence on climate	Negatively influence climate	Don't know
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a person to address student complaints of classroom inequity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing effective faculty mentorship of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCSC 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: UCSC-Specific Questions

94. What is your college affiliation?

- Cowell College
- Stevenson College
- Crown College
- Merrill College
- Porter College
- Kresge College
- Oakes College
- College 8
- College 9
- College 10

95. My college creates an environment where many different types of people feel welcome and included.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

96. My college offers programs that help me develop insights about myself and my place in a diverse community.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

97. The college core course helps/helped me develop the critical thinking skills necessary to be an engaged member of the university community.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Thank you for taking the UC Campus Climate Survey

Thank you for participating in the UCSC Community Survey, part of the University of California campus climate study. Your help is much appreciated and we truly value the information you have provided.

When the survey period ends in February 2013, participants who **complete the survey** will be entered in a random drawing for prizes provided by the Office of the President and UCSC.

If you would like to be entered into the prize drawings, 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 associated with your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing.

Name _____

Phone Number _____

E-mail address _____

Systemwide Prizes

\$10,000 scholarship for 1 undergraduate

\$5,000 stipends for 2 graduate academic or professional students

\$5,000 research grants for 2 faculty members

\$2,000 professional development grants for 5 staff

iPads for 2 respondents per campus (can either be students, faculty or staff)

UC Santa Cruz Campus Prizes for Faculty & Staff

\$2000 research grant for faculty member

\$2000 staff professional development award

\$75 flexi dollars for 5 Staff

"A" parking permit (9 month) for 1 faculty or staff

Please be assured that your identity will not be connected to your survey responses, your responses will be confidential, and the results of the study will be reported only as aggregate data. Survey results will be available in Fall 2013. To learn more about the study, go to <http://campusclimate.ucop.edu/>

We realize that some of the survey questions may have caused discomfort or been difficult to answer due to their content. If you would like to speak with someone, you are encouraged to contact:

Staff

Campus Diversity Officer for Faculty	herbie@ucsc.edu	459-2351
Campus Diversity Officer for Staff and Students	diversity@ucsc.edu	459-4380
Office for Diversity, Equity, and Inclusion	cbene@ucsc.edu	459-3676
Title IX Coordinator/Sexual Harassment Officer	rew@ucsc.edu	459-2462

Thank you again for your participation. Survey results will be available in Fall 2013.