



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California  
San Diego

Campus Climate Project  
Final Report

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## Table of Contents

Executive Summary .....	i
Introduction.....	i
Project Structure and Process.....	i
Description of the Sample at UC San Diego .....	ii
Key Findings - Areas of Strength .....	iv
Key Findings - Opportunities for Improvement .....	v
Introduction.....	1
History of the Project.....	1
Review of the Literature: Campus Climate’s Influence on Academic and Professional Success .....	5
UC Campus Climate Assessment Project Structure and Process .....	8
University of California San Diego (UC San Diego) Project Specifics .....	9
Methodology.....	10
Conceptual Framework.....	10
Research Design.....	10
Results.....	14
Description of the Sample.....	14
Sample Characteristics.....	19
Campus Climate Assessment Findings.....	49
Comfort with the Climate at UC San Diego .....	49
Perceptions of Campus Accessibility.....	69
Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct...	71
Observations of Exclusionary, Intimidating, Offensive, or Hostile Conduct .....	88
Experiences of Unwanted Sexual Contact.....	97
Faculty and Staff Perceptions of Climate .....	99
Campus Climate and Work-Life Issues .....	108
Perceptions of Employment Practices .....	117
Faculty Members’ Views on University Policies .....	120
Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UC San Diego .....	125
Students Perceptions of Campus Climate.....	127
Student Experiences of Unwanted Sexual Contact.....	127
Students’ Academic Experiences.....	129
Students’ Perceptions of Campus Climate.....	134
Students Who Have Seriously Considered Leaving UC San Diego.....	143
Institutional Actions.....	147
Next Steps.....	154

References..... 155

Appendices..... 158

    Appendix A - Crosstabulations by Selected Demographics.....158

    Appendix B – Data Tables.....160

    Appendix C – Survey Instrument.....250

## **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.<sup>1</sup> 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 San Diego survey contained 107 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English, Spanish, and Mandarin and distributed from January 29, 2013 through March 29, 2013 through a secure on-line portal.<sup>2</sup>

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

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

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

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

### **Description of the Sample at UC San Diego**

UC San Diego community members completed 11,915 surveys for an overall response rate of 24%.<sup>3</sup> Response rates by constituent group varied: 19% for Undergraduate Students ( $n = 4,278$ ), 24% for Graduate/Professional Students ( $n = 1,351$ ), 30% for Post-Docs ( $n = 363$ ), 11% for Trainees ( $n = 84$ ), 21% for Union Staff ( $n = 1,918$ ), 23% for Faculty ( $n = 911$ ), and 44% for Non-Union staff ( $n = 2,754$ ). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for the specific demographic characteristic.<sup>4</sup> Only surveys that were at least 50% completed were included in the final data set for analyses.

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<sup>3</sup> While the initial overall response rate was reported at 26%, after cleaning the data and removing surveys that were less than 50% complete, the final overall response rate was 24%.

<sup>4</sup> 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 San Diego Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
<b>Position Status</b>	Undergraduate Students <sup>i</sup>	4,278	35.9
	Graduate/Professional Students <sup>ii</sup>	1,351	11.3
	Faculty <sup>iii</sup>	911	7.6
	Staff <sup>iv</sup>	4,928	41.4
	Post-Doctoral Scholars/Trainees <sup>v</sup>	447	3.8
<b>Gender Identity</b>	Women	6866	57.6
	Men	4900	41.1
	Transgender <sup>vi</sup>	23	0.2
	Genderqueer <sup>vii</sup>	75	0.6
<b>Racial Identity</b>	White	4826	40.5
	Underrepresented Minority <sup>viii</sup>	2060	17.3
	Other People of Color <sup>ix</sup>	4563	38.3
	Multi-Minority <sup>x</sup>	192	1.6
<b>Sexual Identity</b>	Heterosexual	9821	85.1
	Lesbian, Gay, Bisexual, Queer	863	7.2
	Questioning <sup>xi</sup>	116	1.0
	Asexual <sup>xii</sup>	605	5.1
<b>Citizenship Status</b>	U.S. Citizen	10891	91.4
	Non-U.S. Citizen	955	8.0
	Undocumented	20	0.2
<b>Disability Status</b>	No Disability	9254	82.5
	Disability (physical, learning, mental health/Psychological condition)	1967	16.5
<b>Religious/Spiritual Affiliation</b>	Christian affiliation <sup>xiii</sup>	4152	34.8
	Other Religious/Spiritual affiliation <sup>xiv</sup>	121	1.0
	Muslim <sup>xv</sup>	260	2.2
	Jewish <sup>xvi</sup>	767	6.4
	No affiliation <sup>xvii</sup>	5248	44.0
	Multiple affiliations <sup>xviii</sup>	734	6.2
	Unknown	633	5.3

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 San Diego

- 77% of all respondents were “comfortable” or “very comfortable” with the climate at UC San Diego ( $n = 9,209$ ), while 8% were “uncomfortable” or “very uncomfortable” ( $n = 950$ ).
- 75% of all respondents of all respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting ( $n = 8,940$ ), and 11% were “uncomfortable” or “very uncomfortable” ( $n = 1,248$ ).
- 68% of Undergraduate Students ( $n = 2,914$ ), 74% of Graduate/Professional Students ( $n = 995$ ), and 85% of Faculty and Post-Doc respondents ( $n = 705$ ) were “comfortable” or “very comfortable” with the climate in their classes, while 9% of Undergraduates ( $n = 372$ ), 6% of Graduate/Professional Students ( $n = 81$ ), and 4% of Faculty/Post-Docs ( $n = 36$ ) were “uncomfortable” or “very uncomfortable.”

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

- Three-quarters of all Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace was welcoming for people based on ethnicity (76%,  $n = 4,619$ ), English language proficiency (76%,  $n = 4,621$ ), educational level (76%,  $n = 4,627$ ), country of origin (76%,  $n = 4,612$ ), and age (75%,  $n = 4,579$ ).
- More than half of the Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents thought UC San Diego demonstrated that it values a diverse faculty (73%,  $n = 5,525$ ) and staff (80%,  $n = 6,040$ ).
- Many Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (77%,  $n = 5,845$ ) and supervisors (68%,  $n = 5,164$ ) at UC San Diego who gave them career advice or guidance when they need it.

### **3. Students - Positive attitudes about academic experiences**

- 81% of Undergraduate Students ( $n = 3,448$ ) and 65% of Graduate/Professional Students ( $n = 873$ ) thought many of their courses this year have been intellectually stimulating, while 7% of Undergraduate Students ( $n = 281$ ) and 7% of Graduate/Professional Students ( $n = 91$ ) disagreed.
- 76% of Graduate/Professional Students ( $n = 1,107$ ) and 66% of Undergraduate Students ( $n = 15$ ) were satisfied with their academic experiences at UC San Diego.

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

## **Key Findings - Opportunities for Improvement**

### **1. Some members of the community experienced exclusionary conduct**

- 23% of respondents ( $n = 2,711$ ) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 8% of respondents ( $n = 963$ ) indicated that the conduct interfered with their ability to work or learn.<sup>5</sup>
- Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,
  - A higher percentage of Staff respondents reported experiencing this conduct as compared to Faculty or Students.

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<sup>5</sup> 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 Genderqueer than Men, Women, and Transgender respondents experienced such conduct, as did a higher percentage of lesbian, gay, bisexual, and queer (LGBQ) respondents than heterosexual respondents.

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

- 2% of respondents ( $n = 279$ ) believed they had experienced unwanted sexual contact while at UC San Diego within the last five years.

Subsequent analyses of the data revealed the following:

- Higher percentages of Undergraduate Students (4%,  $n = 160$ ) experienced unwanted sexual contact in the past five years as compared to Graduate/Professional Students (1%,  $n = 16$ ), Staff (2%,  $n = 89$ ), Faculty (1%,  $n = 9$ ), or Post-Docs/Trainees (1%,  $n = 5$ ).
- In terms of gender identity, a higher percentage of genderqueer respondents (14%,  $n = 10$ ) than women respondents (3%,  $n = 217$ ) and men respondents (1%,  $n = 56$ ) experienced this conduct.

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.” Seventy-seven percent of all respondents in the UC San Diego survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC San Diego, 23% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado,

2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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<sup>i</sup> **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.

<sup>ii</sup> **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)

<sup>iii</sup> **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

<sup>iv</sup> **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)

<sup>v</sup> **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.

<sup>vi</sup> **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.

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

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

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

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

<sup>xi</sup> **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.

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

<sup>xiii</sup> The **Christian Affiliation** variable includes respondents who chose any Christian religious/spiritual affiliation.

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

<sup>xv</sup> The *Muslim* variable includes respondents who chose Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

<sup>xvi</sup> The *Jewish* variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>xvii</sup> The *No Affiliation* variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>xviii</sup> The *Multiple Affiliations* variable includes respondents who chose more than one spirituality/religious affiliation.

## Introduction

### History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,<sup>6</sup> NSSE,<sup>7</sup> SERU,<sup>8</sup> HERI<sup>9</sup>), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus

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<sup>6</sup> UCUES - University of California Undergraduate Experience Survey

<sup>7</sup> NSSE – National Survey of Student Engagement

<sup>8</sup> SERU – Student Experience in the Research University

<sup>9</sup> 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 San Diego, 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 includes the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. As confirmed by the 2007 Work Team on Campus Climate (as part of the UC Regents’ Study Group on University Diversity), “diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity” (Study Group on University Diversity Campus Climate Report, p.1).

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

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



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

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

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

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

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

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

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

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

### **UC Campus Climate Assessment Project Structure and Process**

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

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

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

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

### **University of California San Diego (UC San Diego) Project Specifics**

The UC San Diego survey was distributed from January 29, 2013 through March 29, 2013. The final UC San Diego survey contained 107 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UC San Diego 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.”<sup>10</sup> 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 the UC San Diego further vetted the questions to be more contextually fitting for the UC San Diego population. The final UC San Diego campus-specific survey contained 107 questions,<sup>11</sup> 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 San Diego’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, Spanish, and Mandarin. All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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<sup>10</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

<sup>11</sup> 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 University’s Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment were collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment will be eligible for expedited IRB review under category 5.

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

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

**Limitations.** Some limitations to the generalizability of the data existed. The first limitation is that respondents “self-select” to participate. Self-selection bias, therefore,

was possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted for each location and those analyses were provided to the University. Descriptive statistics were calculated by salient group memberships (e.g., by gender, race/ethnicity, campus/location position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information was presented using valid percentages.<sup>12</sup> Refer to the survey data tables in Appendix B for actual percentages<sup>13</sup> 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 San Diego's campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed<sup>14</sup> using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however,

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<sup>12</sup> 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.

<sup>13</sup> Actual percentages derived using the total number of survey respondents.

<sup>14</sup> Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following questions where there was limited quantitative data. These narratives are included in the campus/location reports but not in the system-wide report as the comments offered by participants were location-specific.

#8 - In the past year, have you seriously considered leaving UC San Diego?

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

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

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



## Results

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

### Description of the Sample<sup>15</sup>

11,915 surveys were returned for a 24% overall response rate. The sample and population figures, chi-square analyses,<sup>16</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women were over-represented in the sample.
- American Indian/Alaskan Natives, African American/African/Blacks, and Whites were over-represented in the sample.
- Two categories, Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans were not identified in population but were represented in the sample.
- Asians/Asian Americans and Hispanics/Latinos were under-represented in the sample.
- Undergraduate/Professional Students, Trainees, Staff-Union, and were under-represented in the sample compared to the population. Graduate/Professional students, Postdoctoral Scholars, Staff Non-Union, and Other Academic Series were over-represented in the sample.
- Citizenship data has not been provided for the population so tests of significance were not run.

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<sup>15</sup> 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.

<sup>16</sup> Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the institution.

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

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender <sup>a</sup>	<b>Man</b>	23,900	47.92	4,900	41.12	20.50
	<b>Woman</b>	25,972	52.08	6,866	57.62	26.44
	<b>Transgender</b>	Not available	--	23	0.19	>100
	<b>Genderqueer</b>	Not available	--	75	0.63	>100
	<b>Other</b>	Not available	--	51	0.43	>100
Race/Ethnicity <sup>1,b</sup>	<b>African American/African/Black</b>	1579	3.17	465	3.52	29.45
	<b>American Indian/Alaskan Native</b>	252	0.51	186	1.41	73.81
	<b>Asian/Asian American</b>	18,154	36.40	4,293	32.51	23.65
	<b>Hispanic/Latino</b>	7212	14.46	1,737	13.15	24.08
	<b>Middle Eastern/Southwest Asian/North African</b>	Not available	--	449	3.40	>100
	<b>Pacific Islander</b>	Not available	--	81	0.61	>100
	<b>White</b>	18,905	37.91	5,892	44.61	31.17
	<b>Unknown</b>	3,770	7.56	Not available	--	
	<b>Other</b>	Not available	--	104	0.79	>100
Position <sup>c</sup>	<b>Undergraduate Student</b>	22,676	44.54	4,278	35.90	18.87
	<b>Graduate/Professional Student</b>	5,618	11.03	1,351	11.34	24.05
	<b>Postdoctoral Scholar</b>	1,220	2.40	363	3.05	29.75
	<b>Trainees</b>	819	1.61	84	0.70	10.26
	<b>Staff non-Union</b>	6,296	12.37	2,754	23.11	43.74
	<b>Staff – Union</b>	9,281	18.23	1,918	16.10	20.67
	<b>Faculty</b>	3,962	7.78	911	7.65	22.99
	<b>Other Academic Series</b>	1,041	2.04	256	2.15	24.59

<sup>1</sup> Respondents were instructed to indicate all categories that apply.

<sup>a</sup>  $X^2(1, N = 11766) = 185.37, p = .0001$

<sup>b</sup>  $X^2(4, N = 12573) = 419.37, p = .0001$

<sup>c</sup>  $X^2(6, N = 11915) = 1424.4, p = .0001$

**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 San Diego LWT.

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

**Reliability - Internal Consistency of Responses.** Correlations between the responses to questions about overall campus climate for various groups (question 76) and those that rate overall campus climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients<sup>17</sup> are provided in Table 2.

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<sup>17</sup> Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in Table 2 were significantly different from zero at the .01 or .05 levels; that is, there was a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response “don’t know” was treated as missing data. Therefore, responses of “don’t know” were not included in the correlation analysis.

Strong relationships (between .5 and .7) existed for four pairs of correlations (Hispanics/Latinos and Positive for People of Color; Hispanics/Latinos and Not Racist; Gay, Lesbian, Bisexual Individuals and Positive for Lesbian, Gay and Bisexual People; and Gay, Lesbian, Bisexual Individuals and Not Homophobic).

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, and Middle Eastern/South Asian/North Africans; between Not Racist and Respectful of Middle Eastern/South Asian/North Africans; for both pairs of variables for Females (Positive for Women and Not Sexist); between Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers; and between Not Classist and Positive for Socioeconomically Disadvantaged Persons. The remaining seven pairs showed moderate relationships (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	.408 <sup>1</sup>	.360 <sup>1</sup>							
American Indians/Alaskan Natives	.433 <sup>1</sup>	.381 <sup>1</sup>							
Asian Americans/Asians	.365 <sup>1</sup>	.379 <sup>1</sup>							
Middle Eastern/South Asian/North African	.470 <sup>1</sup>	.445 <sup>1</sup>							
Hispanics/Latinos	.507 <sup>1</sup>	.529 <sup>1</sup>							
Pacific Islanders	.396 <sup>2</sup>	.313 <sup>1</sup>							
Gay, Lesbian, Bisexual Individuals			.537 <sup>1</sup>	.513 <sup>1</sup>					
Females					.444 <sup>1</sup>	.407 <sup>1</sup>			
Non-Native English Speakers							.418 <sup>1</sup>		
Socioeconomically Disadvantaged Persons								.402 <sup>1</sup>	.373 <sup>1</sup>

<sup>1</sup>  $p < 0.01$

<sup>2</sup>  $p < 0.05$

### **Sample Characteristics<sup>18</sup>**

Table 4 depicts the respondent population by UC San Diego primary position status. Thirty-six percent of all respondents were Undergraduate Students, and 11% were Graduate/Professional Students. Twenty-three percent of all respondents were Staff Non-Union, 16% were Staff Union, 8% were Faculty, and 3% were Postdoctoral Scholars. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

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<sup>18</sup> All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

**Table 4. Respondents’ Primary Position at UC San Diego**

<b>Position</b>	<b><i>n</i></b>	<b>%</b>
<b>Undergraduate Student</b>	<b>4,278</b>	<b>35.9</b>
Started at UC San Diego as first year student	3,084	72.1
Transferred from a California community college	820	19.2
Transferred from another institution	107	2.5
Missing	267	6.2
<b>Graduate/Professional Student</b>	<b>1,351</b>	<b>11.3</b>
Non-degree	<5	--
Master’s degree student	337	24.9
Doctoral degree student (Ph.D., Ed.D.)	782	57.9
Professional degree student (e.g., MD, JD, MBA)	157	11.6
Missing	71	5.3
<b>Postdoctoral scholar</b>	<b>363</b>	<b>3.0</b>
<b>Health Sciences Campus Trainees</b>	<b>84</b>	<b>0.7</b>
<b>Staff – non-Union</b>	<b>2,754</b>	<b>23.1</b>
Senior Management Group	22	0.8
Management & Senior Professionals - Supervisor	460	16.7
Management & Senior Professionals – Non- Supervisor	152	5.5
Professional & Support Staff – Non-Union & Supervisor	566	20.6
Professional & Support Staff – Non-Union & Non-Supervisor	1,276	46.3
Missing	278	10.1
<b>Staff- Union</b>	<b>1,918</b>	<b>16.1</b>
Professional & Support Staff – Union represented & Supervisor	261	13.6
Professional & Support Staff – Union Represented & Non-Supervisor	1,330	69.3
Missing	327	17.0
<b>Faculty</b>	<b>911</b>	<b>7.6</b>
Faculty Administrator	35	3.8
General Campus Faculty	423	46.4
Health Sciences Campus Faculty	305	33.5
Missing	148	16.2
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>256</b>	<b>2.1</b>

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/Trainees.<sup>19</sup> Thirty-six percent of the survey respondents were Undergraduate Students ( $n = 4,278$ ), 11% were Graduate/Professional Students ( $n = 1,351$ ), 41% were Staff ( $n = 4,928$ ), 8% were Faculty ( $n = 911$ ), and 4% were Post-Docs/Trainees ( $n = 447$ ). Ninety-four percent of respondents ( $n = 11,202$ ) were full-time in their primary positions.

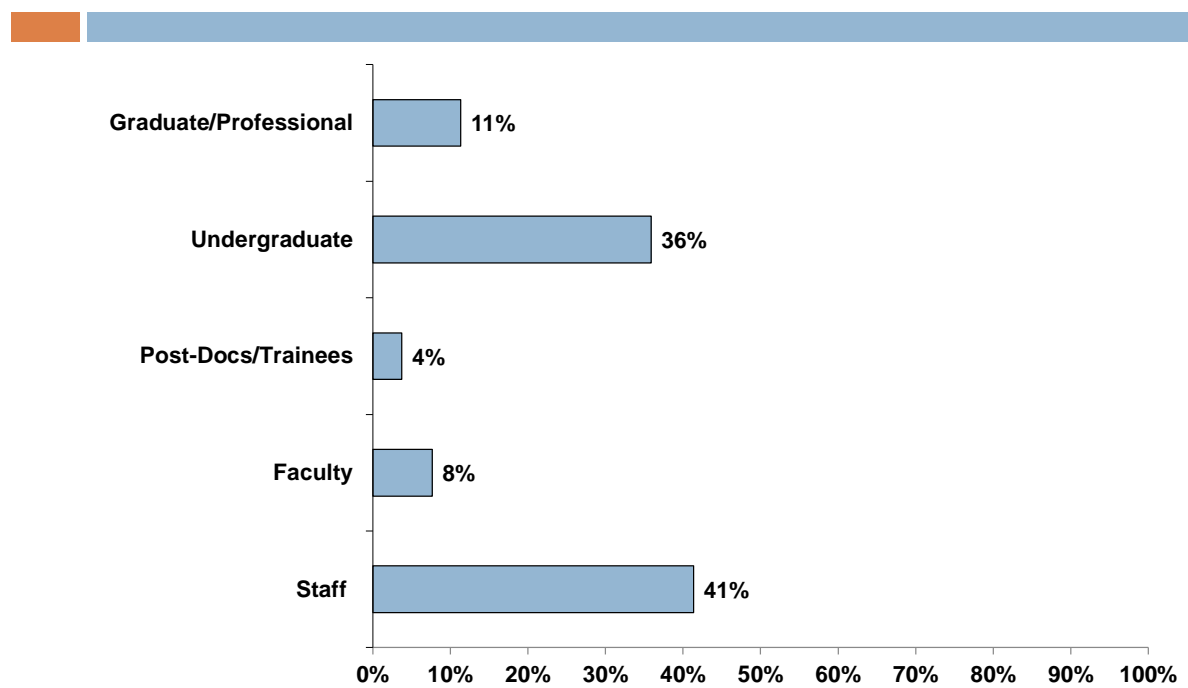


Figure 1. Respondents' Collapsed Position Status (%)

<sup>19</sup> Collapsed position variables were determined by the SWT. "Students" includes all undergraduate and Graduate/Professional Students. "Staff" includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. "Faculty" includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.



Eighty-eight percent of Staff respondents ( $n = 4,310$ ) were primarily career employees (Table 5). Sixty-two percent of Staff ( $n = 3,074$ ) cited their primary campus location as the General Campus, and 36% said their primary campus location was Health Sciences/Medical Center ( $n = 1,786$ ).

**Table 5. Primary Employment Status with UC San Diego**

<b>Status</b>	<b><i>n</i></b>	<b>%</b>
Career (including partial-year career) employee	4,310	87.5
Contract employee	140	2.8
Limited appointment employee/term employment	120	2.4
Per Diem employee	81	1.6
Floater (temporary services) employee	52	1.1
Academic employee	177	3.6
Missing	48	1.0

Note: Table includes staff responses only ( $n = 4,928$ ).

With regard to respondents’ work unit affiliations, Table 6 indicates that 23% of Staff respondents were affiliated with the Health System ( $n = 1,131$ ), 14% of Staff respondents were primarily affiliated with Health Sciences ( $n = 663$ ) or Other<sup>20</sup> ( $n = 666$ ), and 13% with Academic Affairs ( $n = 655$ ).

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

<b>Academic Unit</b>	<b><i>n</i></b>	<b>%</b>
Academic Affairs	655	13.3
Chancellor’s Office	36	0.7
External and Business Affairs	503	10.2
Health Sciences (includes SOM and Skaggs)	663	13.5
Health System (Hospitals and Clinics)	1131	23.0
Marine Sciences/SIO	249	5.1
Research Affairs	314	6.4
Resource Management & Planning	232	4.7
Student Affairs	384	7.8
Other	666	13.5
Missing	95	1.9

Note: Table includes staff responses only ( $n = 4,928$ ).

<sup>20</sup> The response choice Other was added after the survey was “live,” which precluded the addition of a corresponding text box.

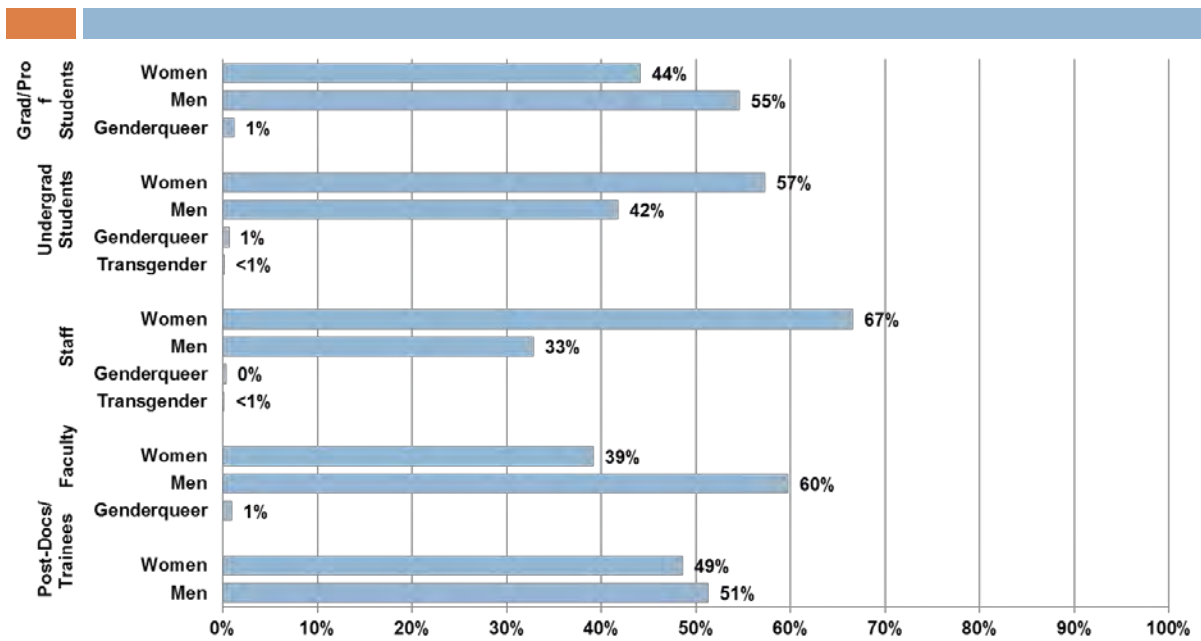
Forty-one percent of Post-Docs and Faculty were affiliated with the School of Medicine respondents ( $n = 516$ ), and 11% were primarily affiliated with Social Sciences ( $n = 137$ ; Table 7).

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

<b>Academic/Administrative Unit</b>	<b><i>n</i></b>	<b>%</b>
Arts & Humanities	127	10.0
Biological Sciences	126	9.9
Jacobs School of Engineering	100	7.8
Physical Sciences	107	8.4
Rady School of Management	14	1.1
School of International Relations and Pacific Studies	10	0.8
School of Medicine	516	40.5
Scripps Inst. Of Oceanography	81	6.4
Skaggs School of Pharmacy & Pharmaceutical Sciences	31	2.4
Social Sciences	137	10.8
Missing	25	2.0

Note: Table includes faculty and post-doc responses only ( $n = 1,274$ ). Table B17 in Appendix B provides a comprehensive listing of faculty and post-doc affiliations.

The majority of the sample were women (58%,  $n = 6,866$ ; Figure 2).<sup>21</sup> Twenty-three transgender<sup>22</sup> individuals completed the survey (0.2%); 75 respondents identified as genderqueer (0.6%).<sup>23</sup> Fifty-one respondents marked “other” in terms of their gender identity and wrote comments such as “American Stallion,” “Androgyne,” “Butch Queen,” “null,” “person, my sex is not assigned, it is natural,” “transqueer,” “Vulcan,” “womyn,” etc. Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.



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

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

<sup>21</sup> Additionally, the sex of the majority of respondents was female (58%,  $n = 6,886$ ), while 41% of respondents were male ( $n = 4,932$ ), and 14 (0.1%) were intersex.

<sup>22</sup> 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.

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

The majority of respondents were heterosexual<sup>24</sup> (82%,  $n = 9,821$ ). Eight percent were LGBQ (lesbian, gay, bisexual, or queer,  $n = 863$ ) (Figure 3). One percent of respondents were questioning their sexual orientations ( $n = 116$ ), and 5% identified as asexual ( $n = 605$ ).

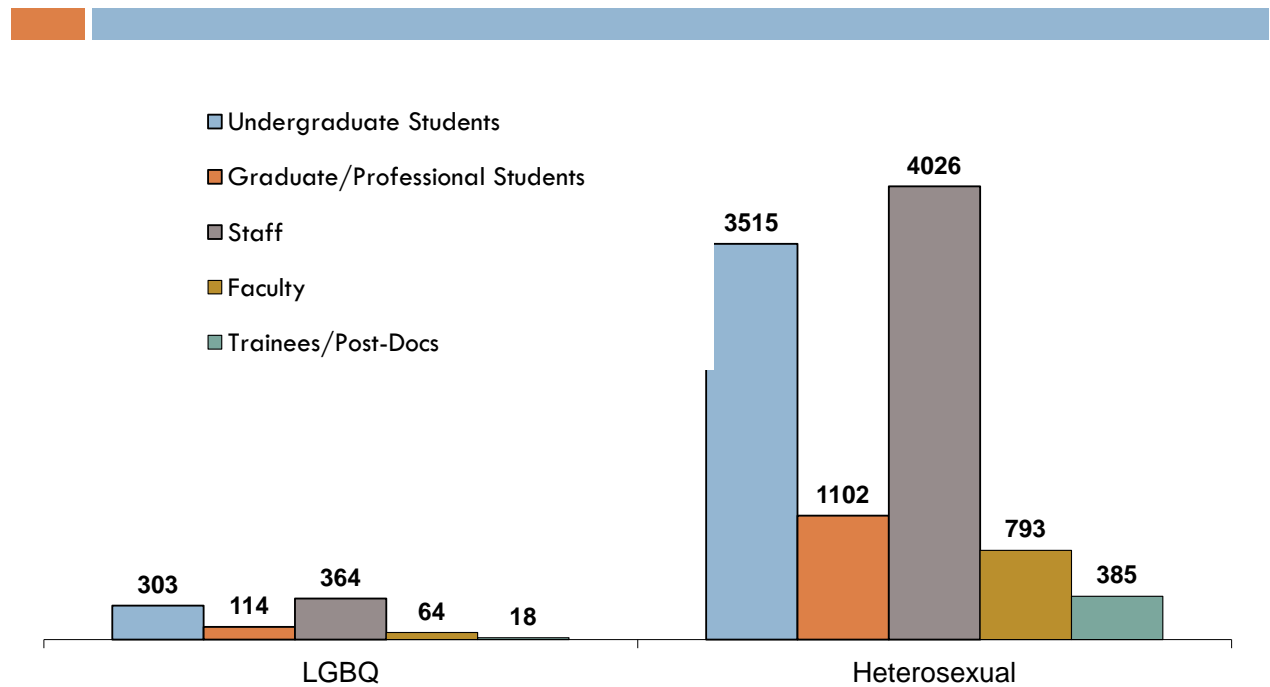
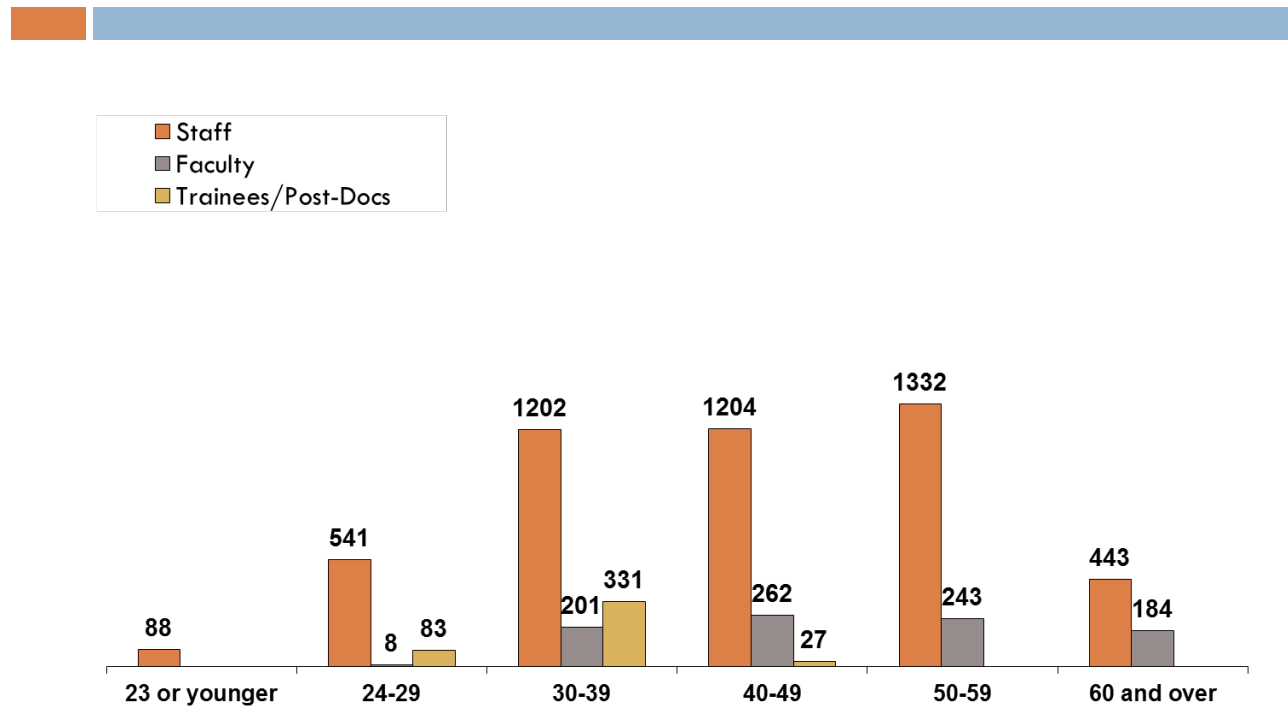


Figure 3. Respondents by Sexual Orientation & Position Status ( $n$ )

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

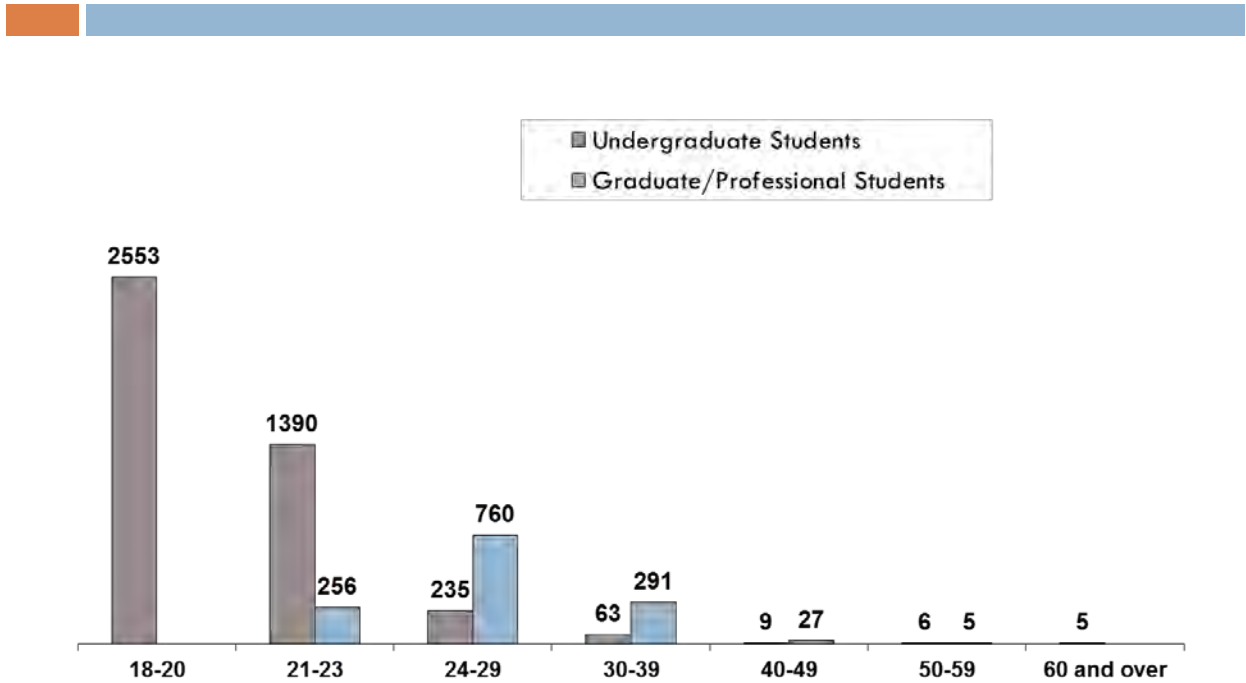
About 29% of Faculty members were 40 to 49 years old and 27% were 50 to 59 years old. Twenty-eight percent of Staff were between the ages of 50 and 59, and 25% were between 40 and 49 or 30 and 39 years old. Seventy-four percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).



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

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

Sixty percent of responding Undergraduate Students were 18 to 20 years old ( $n = 2,553$ ). Fifty-seven percent of responding Graduate/Professional Students were 24 to 29 years old ( $n = 760$ ; 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, 49% of the respondents ( $n = 5,892$ ) identified as White.<sup>25</sup> Thirty-six percent were Asian/Asian American ( $n = 4,293$ ), 15% were Hispanic/Latino ( $n = 1,737$ ), 4% were African American/African/Black ( $n = 465$ ), 4% were Middle Eastern/Southwest Asian/North African ( $n = 449$ ), 2% were American Indian/Alaskan Native ( $n = 186$ ), and 1% were Pacific Islander ( $n = 81$ ) (Figure 6). One hundred four individuals marked the response category “other” and wrote comments such as “American,” “Brazilian,” “decline to state,” “do not wish to specify,” “East Coast (new Jersey),” “human,” “This is a racist question, actually,” “Tired of this question,” “SoCalStyle,” etc.

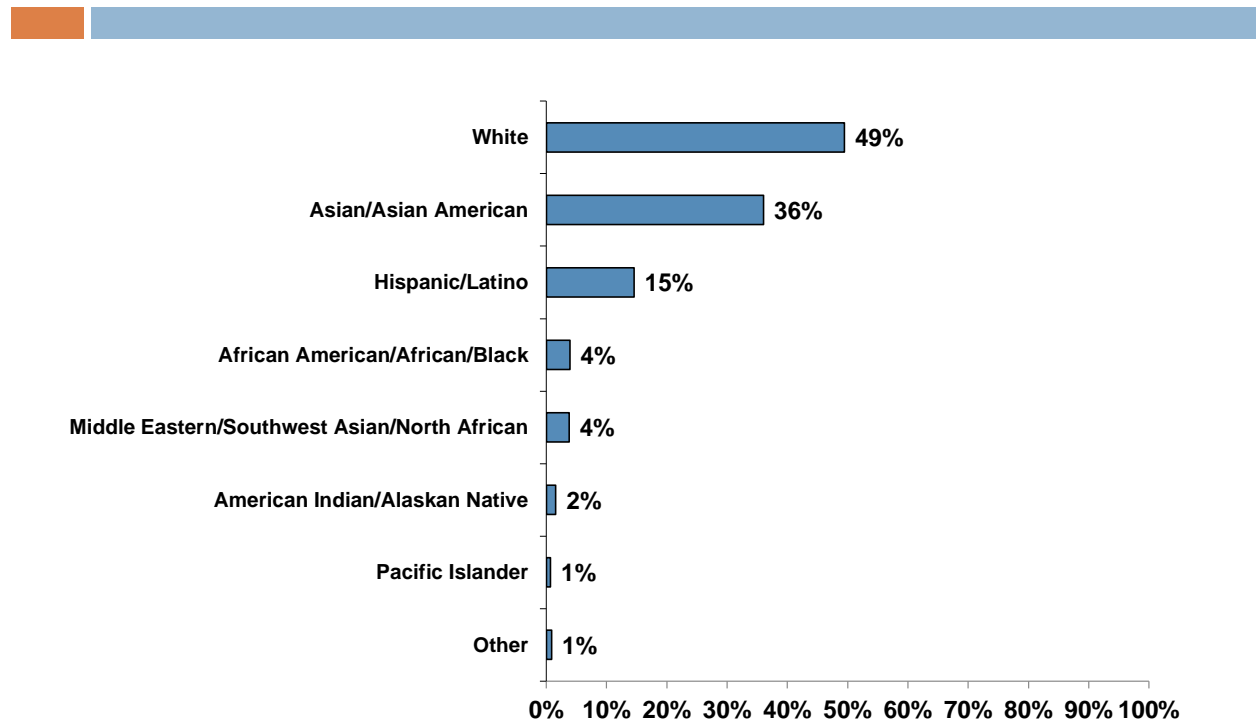


Figure 6. Respondents' Racial/Ethnic Identity, inclusive of multi-racial and/or multi-ethnic (%)

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



Respondents were given the opportunity to mark multiple boxes regarding their racial identity<sup>26</sup>, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (41%,  $n = 4,826$ ) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority<sup>27</sup> (17%,  $n = 2,060$ ), Other People of Color<sup>28</sup> (38%,  $n = 4,563$ ), and Multi-Minority<sup>29</sup> (2%,  $n = 192$ ) were created.

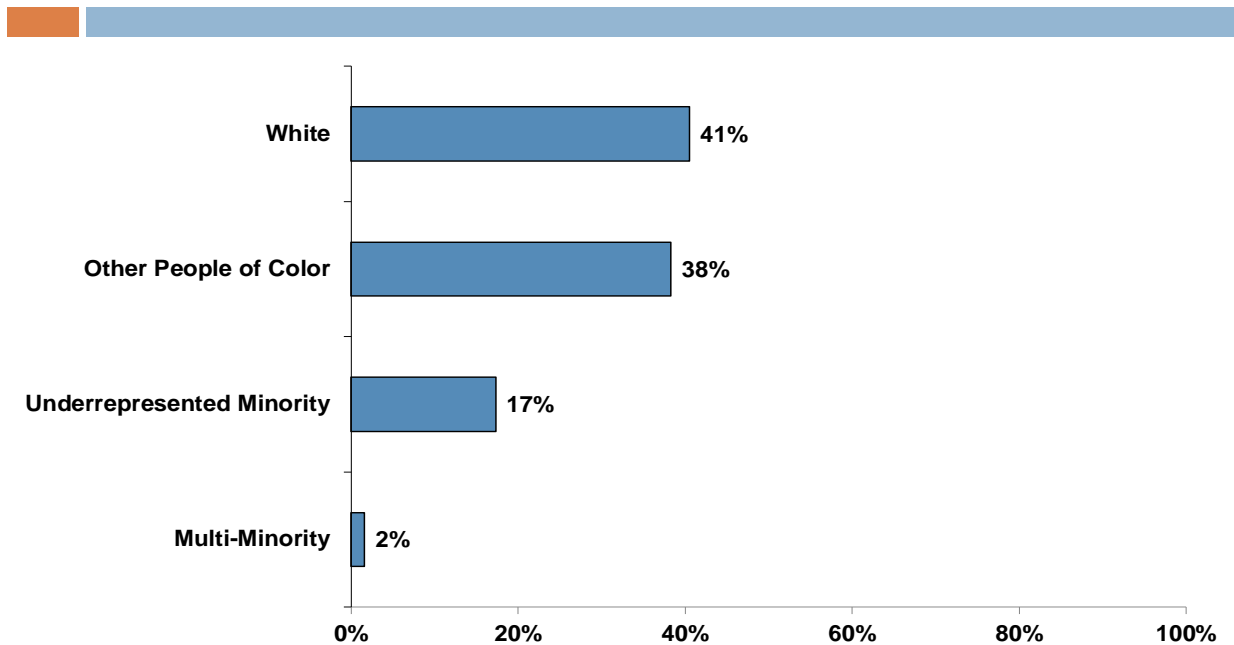


Figure 7. Respondents' Racial/Ethnic Identity (%)

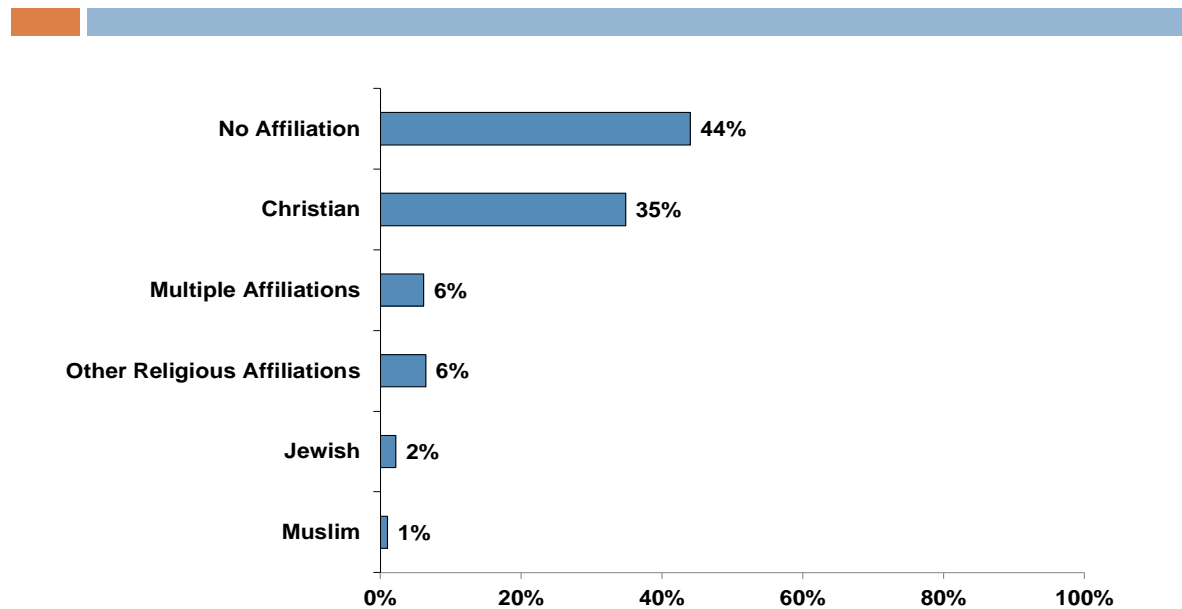
<sup>26</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary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

<sup>27</sup> 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.

<sup>28</sup> 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

<sup>29</sup> Congruent with UC Policy and approved by the SWT for this project, the "Multi-Minority" category includes respondents who checked any of the responses included under in the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.

The survey item<sup>30</sup> 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” (35%, *n* = 4,152). One hundred twenty-one respondents chose a Muslim<sup>31</sup> affiliation (1%), 260 individuals chose a Jewish<sup>32</sup> affiliation (2%), and 767 people chose Other Religious/Spiritual Affiliations (6%).<sup>33</sup> Forty-four percent of respondents reported no affiliation<sup>34</sup> (*n* = 5,248), and 6% reported multiple affiliations<sup>35</sup> (*n* = 734; Figure 8). People marked “other” and wrote in comments such as “Baffled,” “Believer in Christ, not religion,” “decline to state,” “Don’t really pay attention to the circus,” “humanism,” “Hylozoism,” “I am a scientist and this do not believe religion,” “Irreligious,” “surfer church of the open sky,” “unsubscribed,” etc.



<sup>30</sup> Readers are referred to Appendix B for a complete listing of respondents’ religious/spiritual affiliations.

<sup>31</sup> Muslim affiliations include Ahmadi Muslim, Muslim, Shi’ite, Sufi, and Sunni.

<sup>32</sup> Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>33</sup> Other Religious/Spiritual Affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

<sup>34</sup> No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>35</sup> Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

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

Ninety percent of Undergraduate Student respondents ( $n = 3,840$ ) and 66% of Graduate/Professional Students ( $n = 889$ ) were single, never married. Fifty-eight percent of Staff ( $n = 2,802$ ), 79% of Faculty ( $n = 711$ ), and 54% of Post-Docs/Trainees ( $n = 242$ ) were married or remarried. One percent of all respondents were partnered in a civil union or registered domestic partnership ( $n = 117$ ).

Few students had children (Figure 9). Ninety-four percent of Undergraduate Students ( $n = 4,037$ ) and 87% of Graduate/Professional Students ( $n = 1,171$ ) had no dependent care responsibilities.

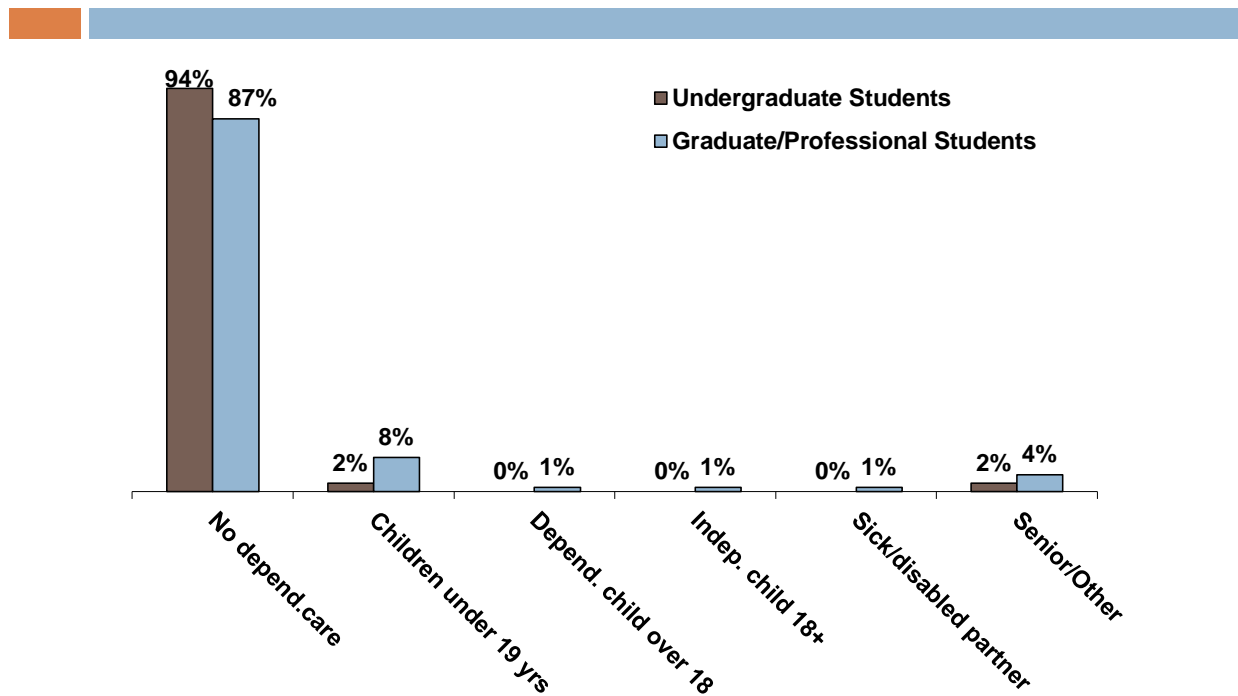


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Thirty-three percent of Staff respondents ( $n = 1,623$ ), 47% of Faculty ( $n = 428$ ), and 29% of Post-Docs/Trainees ( $n = 128$ ) were caring for children under the age of 18 years (Figure 10). Fourteen percent of Staff ( $n = 698$ ), 12% of Faculty ( $n = 113$ ), and 3% of Post-Docs/Trainees ( $n = 15$ ) were responsible for senior or other family members. Thirteen percent of Faculty ( $n = 118$ ) and 11% of Staff ( $n = 527$ ) were caring for dependent children over the age of 18.

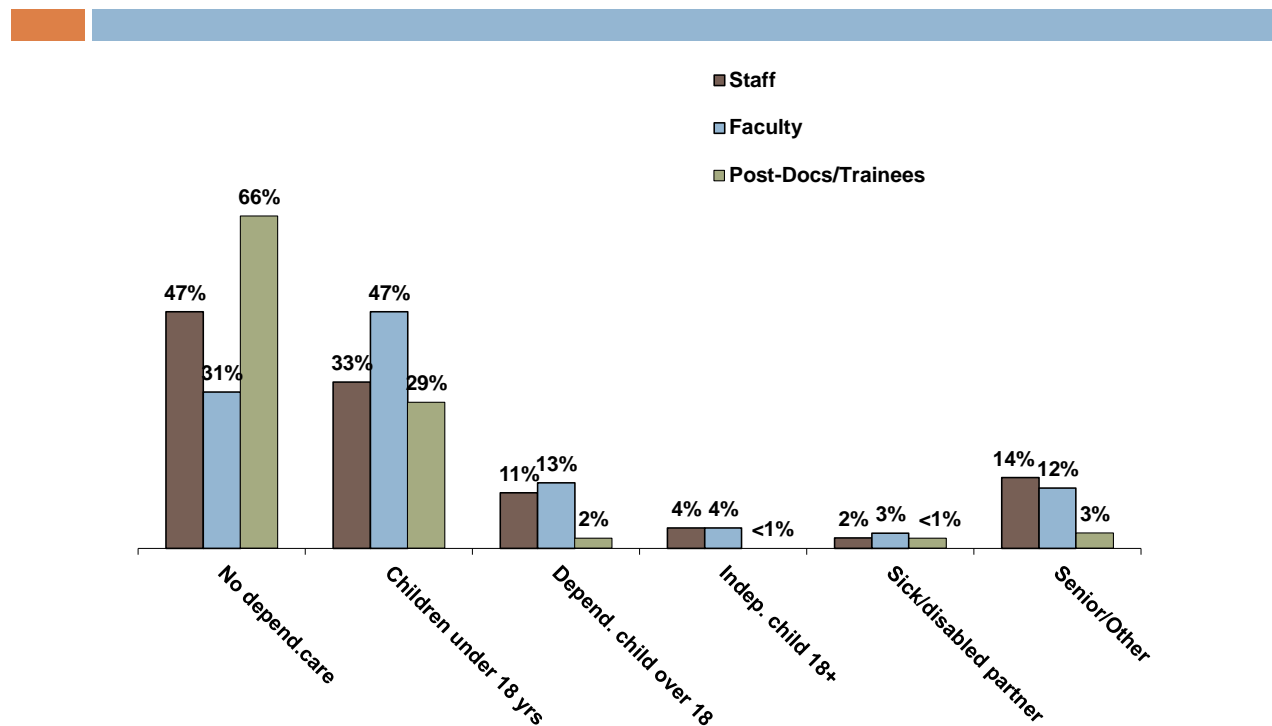


Figure 10. Employee Respondents' Dependent Care Status by Position (%)

Ninety-four percent of all had never been in the military respondents ( $n = 11,234$ ). Three percent of respondents were veterans ( $n = 385$ ), 45 people were reservists (0.4%), 29 were active military members (0.2%), and 37 were ROTC (0.3%).

Twenty-nine percent of respondents ( $n = 3,406$ ) considered their political views moderate or “middle of the road.” Thirty-eight percent were “liberal”/“far left,” ( $n = 4,581$ ) while 10% considered themselves “conservative”/“far right” ( $n = 1,203$ ; Table 8). Seventeen percent were undecided ( $n = 2,016$ ).

**Table 8. Respondents’ Political Views**

<b>Political views</b>	<b><i>n</i></b>	<b>%</b>
Far left	444	3.7
Liberal	4,137	34.7
Moderate or middle of the road	3,406	28.6
Conservative	1,172	9.8
Far right	31	0.3
Undecided	54	0.5
Libertarian	2,016	16.9
Other	361	3.0

Eighteen percent of respondents ( $n = 1,967$ )<sup>36</sup> had disabilities that substantially affected learning, working, or living activities. Four percent of respondents ( $n = 511$ ) had mental health/psychological conditions, 4% had medical conditions ( $n = 463$ ), 3% had low vision ( $n = 333$ ), and 2% had ADHD ( $n = 252$ ), were hard of hearing ( $n = 191$ ), or had mobility conditions that affect walking ( $n = 184$ ) (Table 9).

**Table 9. Respondents’ Disability Status**

<b>Disability</b>	<b><i>n</i></b>	<b>%</b>
Acquired/Traumatic Brain Injury	45	0.4
Attention Deficit/Hyperactivity Disorder	252	2.1
Asperger’s/ Autism Spectrum	37	0.3
Blind	11	0.1
Low vision	333	2.8
Deaf	20	0.2
Hard of Hearing	191	1.6
Learning disability	114	1.0
Medical Condition	463	3.9
Mental health/psychological condition	511	4.3
Physical/Mobility condition that affects walking	184	1.5
Physical/Mobility condition that does not affect walking	149	1.3
Speech/Communication	96	0.8
Other	114	1.0
I have none of the listed conditions	9,259	77.7

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

<sup>36</sup> Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 1,967 (18%). The duplicated total ( $n = 2,520$ ; 21%) is reflected in Table 9 in this report and in Appendix B.

Approximately 91% of participants who completed this survey were U.S. Citizens,<sup>37</sup> 8% were Non-U.S. Citizens,<sup>38</sup> and 0.2% were Undocumented Residents<sup>39</sup> (Table 10). Subsequent analyses revealed that 18 of the 20 Undocumented Resident respondents were students (0.4% of all Undergraduate Student respondents), one was a Graduate/Professional Student, and one was a Staff member. Eight percent of Undergraduate Students ( $n = 340$ ), 24% of Graduate/Professional Students ( $n = 321$ ), 1% of Staff ( $n = 57$ ), 3% of Faculty ( $n = 24$ ), and 48% of Post-Docs/Trainees ( $n = 213$ ) were Non-U.S. Citizens.

**Table 10. Respondents’ Citizenship Status**

<b>Citizenship</b>	<b><i>n</i></b>	<b>%</b>
U.S. citizen	1,688	85.8
Permanent Resident	786	6.6
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	964	8.1
Other legally documented status	18	0.2
Undocumented resident	22	0.2

Fifty-five percent of respondents ( $n = 6,595$ ) said only English was spoken in their homes. Thirteen percent indicated a language other than English was spoken in the home ( $n = 1,558$ ), while 31% indicated that English and another language were spoken in their homes ( $n = 3,661$ ). Many of those respondents indicated that they spoke Chinese ( $n > 580$ ), Cantonese ( $n > 340$ ), Mandarin ( $n > 390$ ) or Spanish ( $n > 1,150$ ). Some of the other respondents indicated the primary languages they spoke at home were Afrikaans, American Sign Language, Amharic, Arabic, Armenian, Assyrian, Bangla, Bengali, Bosnian, Brazilian Portuguese, Bulgarian, Burmese, Catalan, Chaldean, Cambodian, Chamorro, Dari, Dutch, Fanti, Farsi, Fijian, Filipino, Finnish, French, Gaelic, Galician, German, Greek, Gujarti, Haitian Creole, Hakkanese, Harari, Hebrew,

<sup>37</sup> 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.

<sup>38</sup> **Non-U.S. Citizens** included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

<sup>39</sup> **Undocumented Residents** included those individuals who marked only the undocumented resident response choice.



Hindi, Hmong, Hungarian, Indonesian, Italian, Japanese, Kazakh, Khmer, Kiswahili, Korean, Laotian, Latvian, Malay, Marathi, Norwegian, Oriya, Pashto, Persian, Polish, Portuguese, Punjabi, Russian, Slovenian, Somali, Swedish, Tagalog, Taiwanese, Thai, Tamil, Telugu, Teochew, Ukrainian, Urdu, Vietnamese, Yoruba, etc.

About 35% of Staff respondents ( $n = 1,733$ ) indicated that the highest level of education they completed a bachelor's degree. Seven percent had finished an associate's degree ( $n = 354$ ), 19% completed a master's degree ( $n = 950$ ), and 10% finished a doctoral or other professional degree ( $n = 502$ ).

Table 11 illustrates the level of education completed by Students’ parents or legal guardians. Sixteen percent of all Student respondents ( $n = 1,904$ ) were First-Generation students.<sup>40</sup>

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

<b>Level of Education</b>	<b>Parent /Legal Guardian 1</b>		<b>Parent/Legal Guardian 2</b>	
	<i>n</i>	%	<i>n</i>	%
No high school	366	6.5	396	7.0
Some high school	363	6.4	320	5.7
Completed high school/GED	723	12.8	732	13.0
Some college	667	11.8	660	11.7
Business/Technical certificate/degree	129	2.3	138	2.5
Associate’s degree	242	4.3	329	5.8
Bachelor’s degree	1,282	22.8	1,415	25.1
Some graduate work	124	2.2	128	2.3
Master’s degree	849	15.1	759	13.5
Doctoral degree	383	6.8	211	3.7
Professional degree (MD, MFA, JD)	400	7.1	292	5.2
Unknown	47	0.8	93	1.7
Not applicable	34	0.6	101	1.8

Note: Table reports student responses only ( $n = 5,629$ ).

Of 4,278 responding Undergraduates, 17% were first-year/freshmen ( $n = 708$ ), 21% were second-year/sophomore students ( $n = 911$ ), 28% were third-year students/juniors ( $n = 1,190$ ), and 34% were fourth-year students/seniors ( $n = 1,465$ ).

<sup>40</sup> 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.

Fifty-eight percent of master’s student respondents were first-year students ( $n = 187$ ), and 37% were second-year students ( $n = 119$ ) (Figure 11). Forty-six percent of doctoral students were in their second or third years (or more) ( $n = 416$ ), 15% advanced to candidacy ( $n = 134$ ), and 16% were ABD (all but dissertation) ( $n = 142$ ).

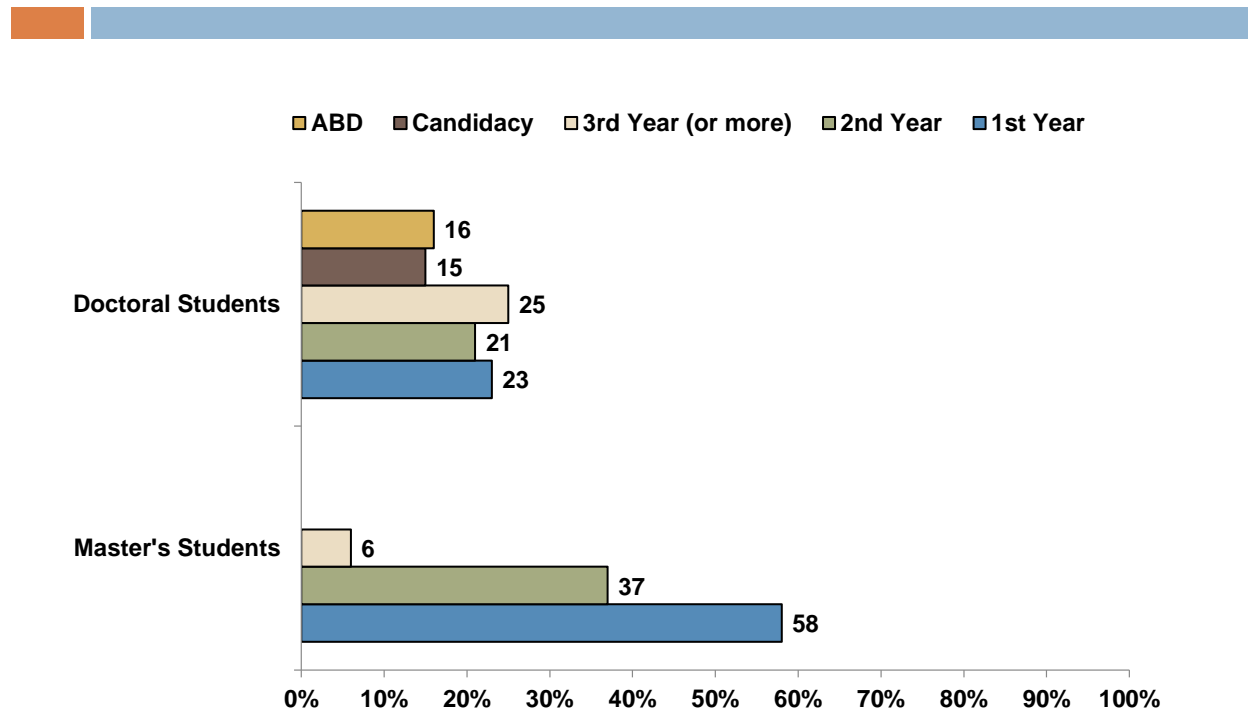


Figure 11. Graduate/Professional Student Respondents’ Current Year in UC San Diego Career (%)

Twenty-five percent of Post-Doc/Trainee respondents ( $n = 92$ ) were in their first year at UC San Diego, and 28% were in their second year ( $n = 101$ ; Figure 12). Nineteen percent were in their fifth year or more ( $n = 69$ ) at UC San Diego.

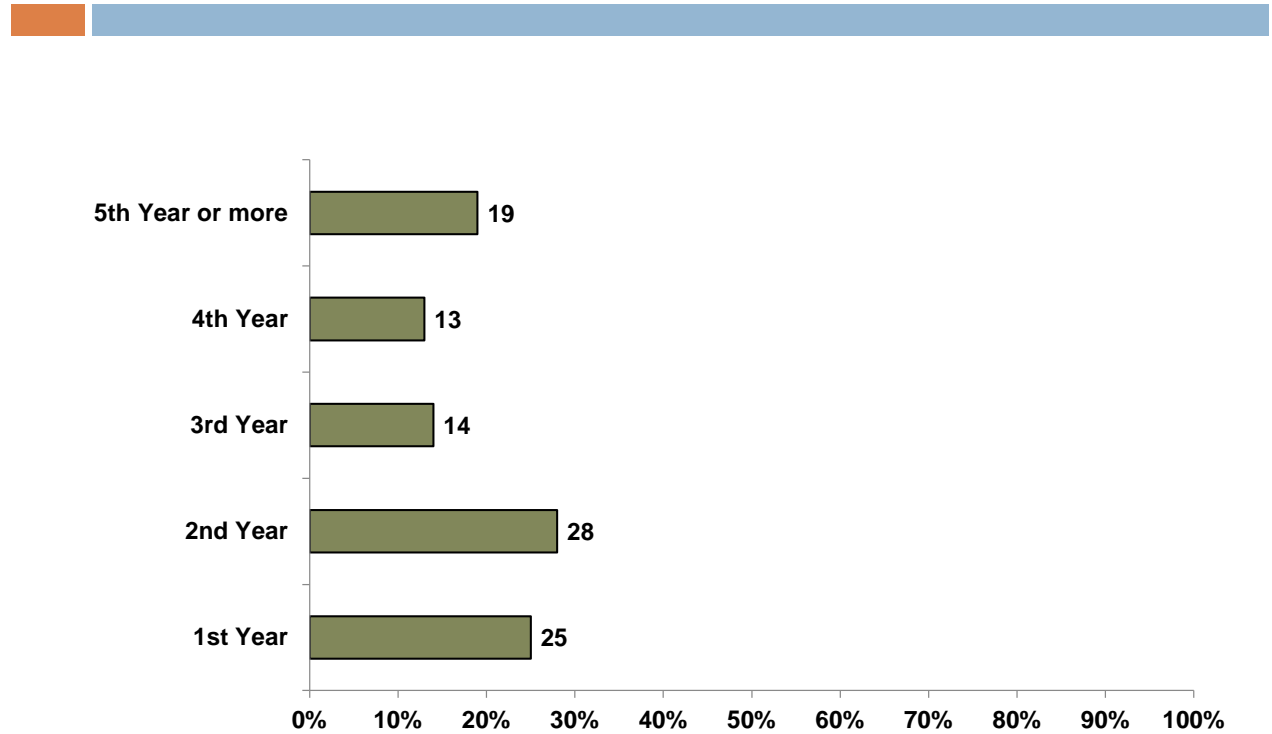


Figure 12. Post-Doc/Trainee Respondents' Current Year in UC San Diego Career (%)

Seven percent of Undergraduate respondents identified their academic majors<sup>41</sup> as Human Biology ( $n = 280$ ), and 6% were studying Computer Science ( $n = 265$ ) or Psychology ( $n = 247$ ).

Five percent of Graduate/Professional Students were pursuing Biology MS/PhDs ( $n = 72$ ). Four percent of graduate student respondents indicated they were pursuing Biomedical Sciences Ph.D. degrees<sup>42</sup> ( $n = 59$ ), Chemistry MS, PhDs, ( $n = 53$ ), or Computer Science MS, PhDs ( $n = 50$ ).

<sup>41</sup> See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

Regarding their clinical/training programs<sup>43</sup> at UC San Diego, 46% of Trainees were School of Medicine residents ( $n = 39$ ), and 37% were School of Medicine Fellows ( $n = 31$ ).

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Eighty-six percent of Undergraduate respondents were in-state/resident students ( $n = 3,698$ ; Figure 13). Twelve percent were out-of-state/non-resident/international students ( $n = 528$ ).<sup>44</sup>

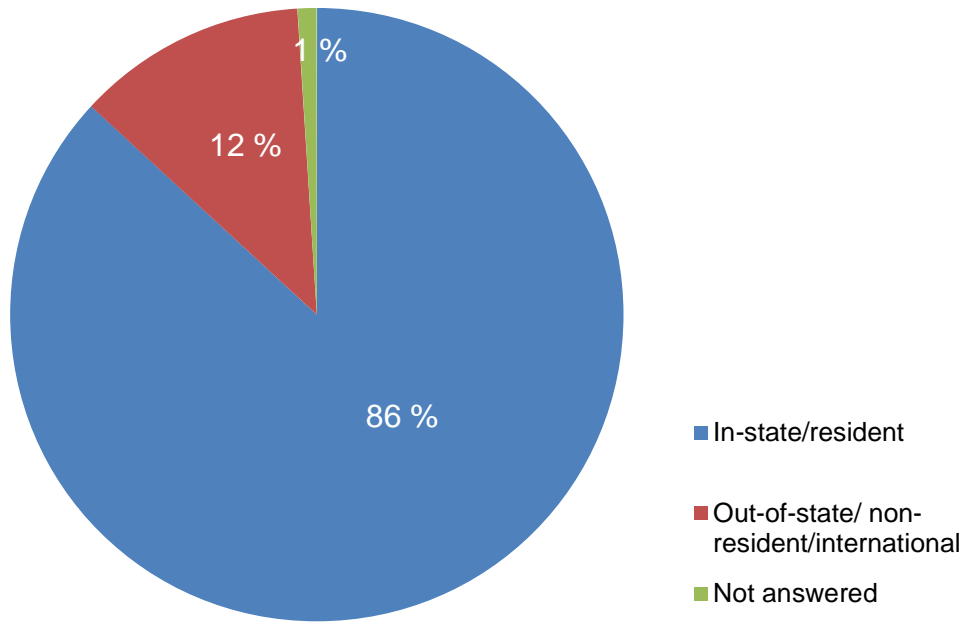


Figure 13. Undergraduate Students' Residency (%)

<sup>42</sup> See Appendix B Table B20 for a comprehensive listing of graduate student respondents' academic programs.

<sup>43</sup> See Appendix B, Table B21 for a comprehensive listing of trainees' academic degrees or clinical/training programs.

<sup>44</sup> One percent of undergraduate respondents ( $n = 52$ ) did not complete this survey item.

Fifty-nine percent of all students were not employed ( $n = 3,295$ ). Subsequent analyses revealed that 37% of all Undergraduate Students ( $n = 1,550$ ) and 54% of all Graduate/Professional Students ( $n = 719$ ) were employed either on or off campus. Thirty-one percent of Undergraduates ( $n = 1,311$ ) and 35% of Graduate/Professional Students ( $n = 458$ ) were employed on or off campus on average one to 20 hours per week. Four percent of all Undergraduate Students ( $n = 162$ ) and 10% of all Graduate/Professional Students ( $n = 128$ ) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ( $n = 19$ ) and 8% of Graduate/Professional students ( $n = 100$ ) worked more than 40 hours per week.

Twelve percent of Undergraduate Student respondents ( $n = 489$ ) and 79% of Graduate/Professional Students ( $n = 1,030$ ) were currently the sole providers for their living/educational expenses. Eighty-eight percent of Undergraduates ( $n = 3,641$ ) and 21% of Graduate/Professional students ( $n = 275$ ) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-four percent of student respondents reported that they or their families had annual incomes of less than \$30,000 ( $n = 1,925$ ). Thirty-eight percent reported annual incomes between \$30,000 and \$99,999 ( $n = 2,120$ ), 13% between \$100,000 and \$149,999 ( $n = 717$ ), and 7% between \$150,000 and \$249,999 ( $n = 391$ ) annually. Three percent of student respondents said that they or their families have annual incomes between \$250,000 and \$399,999 ( $n = 156$ ), and 2% had annual incomes over \$400,000 ( $n = 88$ ). These figures are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

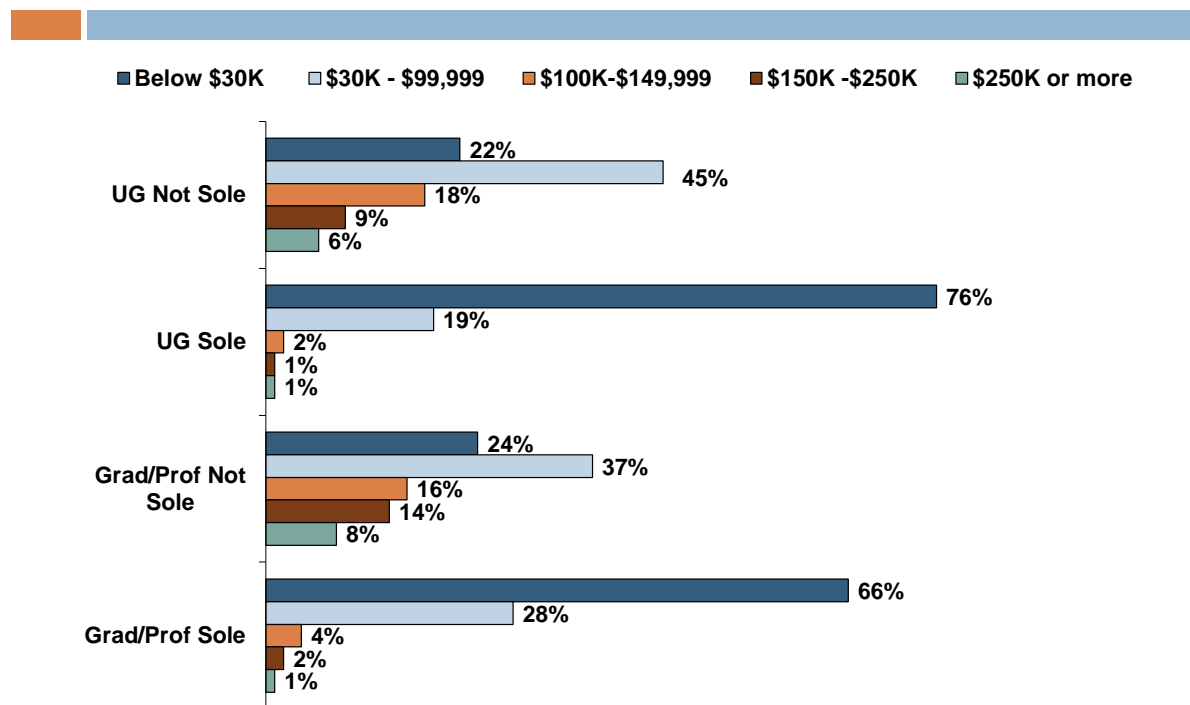


Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Students were asked to provide information on where they lived. Table 12 offers this information.

**Table 12. Students' Residence**

<b>Students' Residence</b>	<b><i>n</i></b>	<b>%</b>
<b>Sixth College</b>		
Sixth Residence Halls (703-710)	170	3.0
Sixth Apartments (100-1100)	103	1.8
Sixth Apartments (1200-1800)	95	1.7
Matthews Apartments (A-E)	96	1.7
<b>The Village</b>		
Village West Tower	85	1.5
Village West Buildings 2-8	113	2.0
Village East Tower	96	1.7
Village East Buildings 2-5	73	1.3
<b>Muir College</b>		
Muir Residence Halls	206	3.7
Muir Apartments	148	2.6
<b>Warren College</b>		
Warren Residence Halls	165	2.9
Warren Apartments	251	4.5
<b>Marshall College</b>		
Marshall Lower Apartments	56	1.0
Marshall Upper Apartments	98	1.7
Marshall Residence Halls	124	2.2
<b>Revelle College</b>		
Revelle Argo/Blake Residence Halls	152	2.7
Revelle Fleet Residence Halls	127	2.3
Revelle Keeling Apartments	143	2.5
<b>ERC</b>		
ERC Residence Halls	180	3.2
ERC Apartments	115	2.0
International House	87	1.5



*Table 12 (cont.)*

<b>Students' Residence</b>	<b><i>n</i></b>	<b>%</b>
<b>Graduate Student Housing</b>		
Coast Apartments	52	0.9
Mesa Apartments	304	5.4
One Miramar Street Apartments	186	3.3
Rita Atkinson Residences	133	2.4
Single Graduate Apartments	74	1.3
<b>Missing</b>	<b>2,197</b>	<b>39.0</b>

Note: Table includes student responses only ( $n = 5,629$ ).

Thirty-five percent of student respondents did not participate in any student clubs and organizations at UC San Diego ( $n = 1,977$ ; Table 13). Twenty percent were involved with Academic/Professional Organizations ( $n = 1,120$ ), and 14% were involved in Intramurals/Clubs Sports ( $n = 765$ ).

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

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
I do not participate in any student organizations	1,977	35.1
Academic/Professional Organizations	1,120	19.9
Intramurals/Clubs Sports	765	13.6
Student Leadership Groups	586	10.4
Intercultural/Multicultural Campus Community Groups	574	10.2
Special Interest Organizations	553	9.8
Religious/Spiritual Organizations	528	9.4
Service Organizations/Civic Engagement	504	9
Social Fraternities or Sororities	301	5.3
Honor Societies	295	5.2
Other	288	5.1
Music/Performance Organizations	179	3.2
Publications and Media Organizations	133	2.4
Campus Housing Associations	118	2.1
NCAA Varsity Athletics	92	1.6
Political Groups	11	2

Note: Table includes only student respondents ( $n = 5,629$ ).  
 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**

<b>GPA</b>	<b><i>n</i></b>	<b>%</b>
Less than 1.00	5	0.1
1.00 – 1.99	88	1.6
2.00 – 2.99	1,057	18.8
3.00 – 3.99	3,640	64.7
4.00 and above	376	6.7
<u>Missing</u>	<u>463</u>	<u>8.2</u>

Note: Table includes student responses only ( $n = 5,629$ ).

Fifty-one student respondents (1%) were former foster-care youth. Subsequent analyses revealed that 1% of Undergraduate Students ( $n = 36$ ) and 1% of Graduate/Professional Students ( $n = 15$ ) indicated that they were former foster-care youth.

## Campus Climate Assessment Findings<sup>45</sup>

The following section<sup>46</sup> reviews the major findings of this study. The review explores the climate at UC San Diego 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 San Diego

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UC San Diego’s campuses. Table 15 illustrates that 77% of the survey respondents ( $n = 9,209$ ) were “comfortable” or “very comfortable” with the climate at UC San Diego. Seventy-five percent of respondents ( $n = 8,940$ ) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

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

<b>Level of Comfort</b>	<b>Comfort with Climate at UC San Diego</b>		<b>Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.</b>	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	3,119	26.2	3,371	28.3
Comfortable	6,090	51.2	5,569	46.8
Neither Comfortable nor Uncomfortable	1,742	14.6	1,711	14.4
Uncomfortable	798	6.7	987	8.3
Very Uncomfortable	152	1.3	261	2.2

<sup>45</sup> Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>46</sup> The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 15 illustrates that Undergraduate Students, Staff, and Faculty were least comfortable with the overall climate and the climate at UC San Diego.

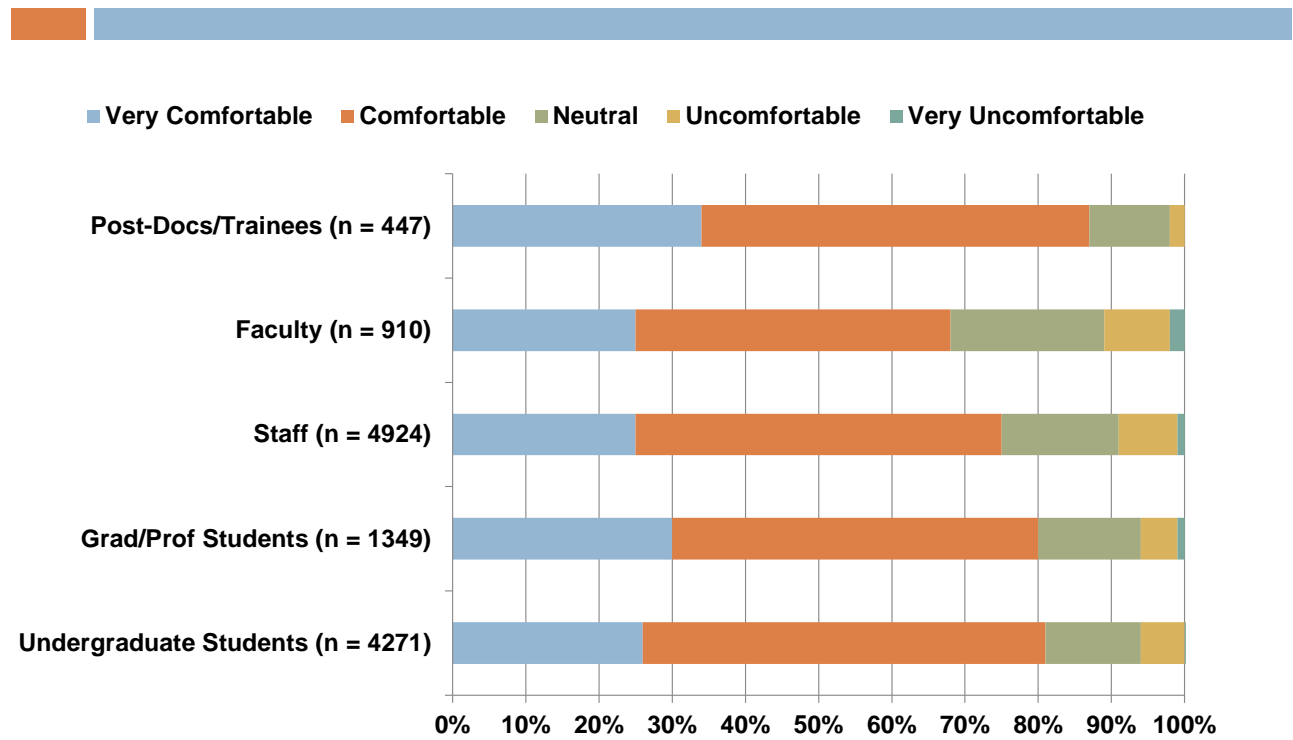


Figure 15. Comfort with Overall Climate by Position (%)

Figure 16 illustrates that a lower percentage of Undergraduate Students were “very comfortable” with the climate in their school/academic units/departments/ work units at UC San Diego.

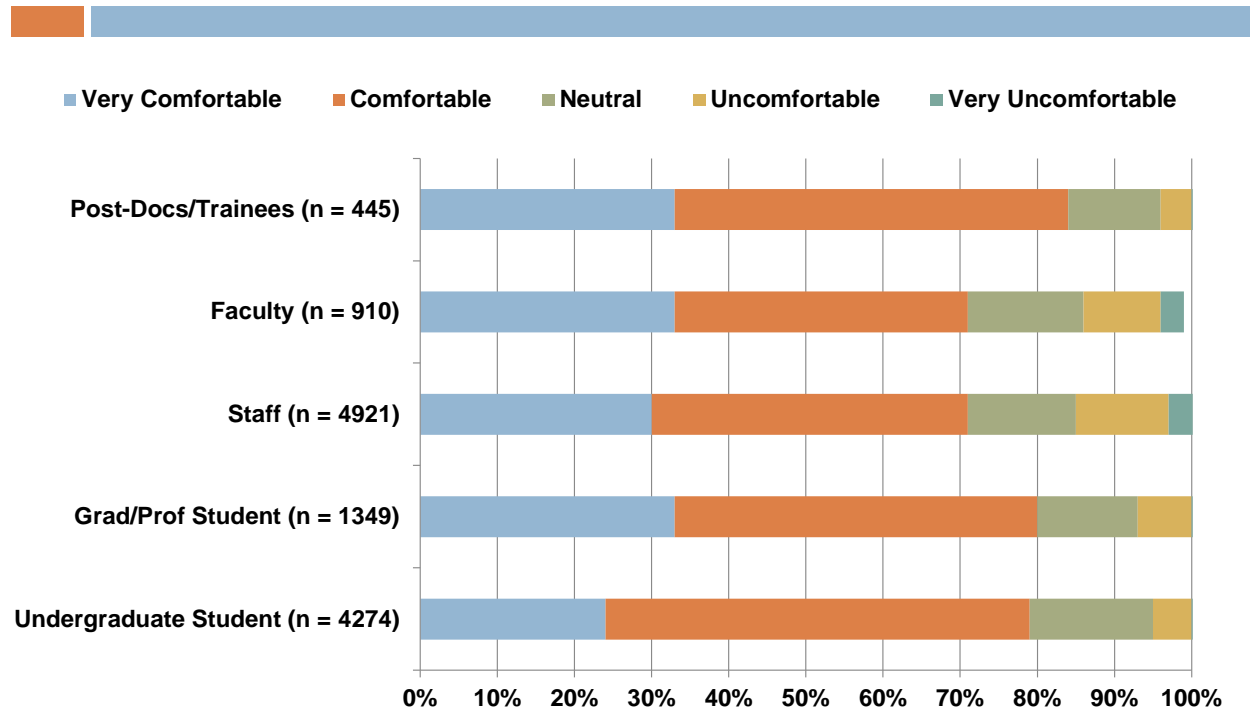


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 68% of Undergraduate Students ( $n = 2,914$ ), 74% of Graduate/Professional Students ( $n = 995$ ), and 56% of Faculty and Post-Docs ( $n = 705$ ) were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Readers will note that 35% of Faculty and Post-Docs indicated that this survey item was “not applicable” to them. Of the 831 Faculty and Post-Docs who found the item “applicable” to them, 85% ( $n = 705$ ) were “comfortable” or “very comfortable” with the climate in their classes.

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

Level of Comfort	Undergraduate Students’ Comfort with Climate in Classes*		Graduate/Professional Students’ Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	624	14.6	404	29.9	322	25.4
Comfortable	2,290	53.5	591	43.7	383	30.2
Neither Comfortable nor Uncomfortable	988	23.1	183	13.5	90	7.1
Uncomfortable	319	7.5	69	5.1	32	2.5
Very Uncomfortable	53	1.2	12	0.9	<5	--
Not Applicable	<5	--	92	6.8	438	34.5

\*Note: Undergraduate student responses only ( $n = 4,277$ ).

\*\*Note: Graduate/professional student responses only ( $n = 1,351$ ).

\*\*\*Note: Faculty and post-doc responses only ( $n = 1,269$ ).

When comparing the data by racial identity,<sup>47</sup> White respondents and Multi-Minority respondents were more likely than other groups to feel “very comfortable” with the overall climate for diversity at UC San Diego and in their department/work unit/ academic unit/college/school/clinical setting (Figures 17 &18). Other People of Color respondents were more likely than other racial groups to feel “comfortable” with the overall climate and with their department/work unit/ academic unit/college/school/clinical setting.

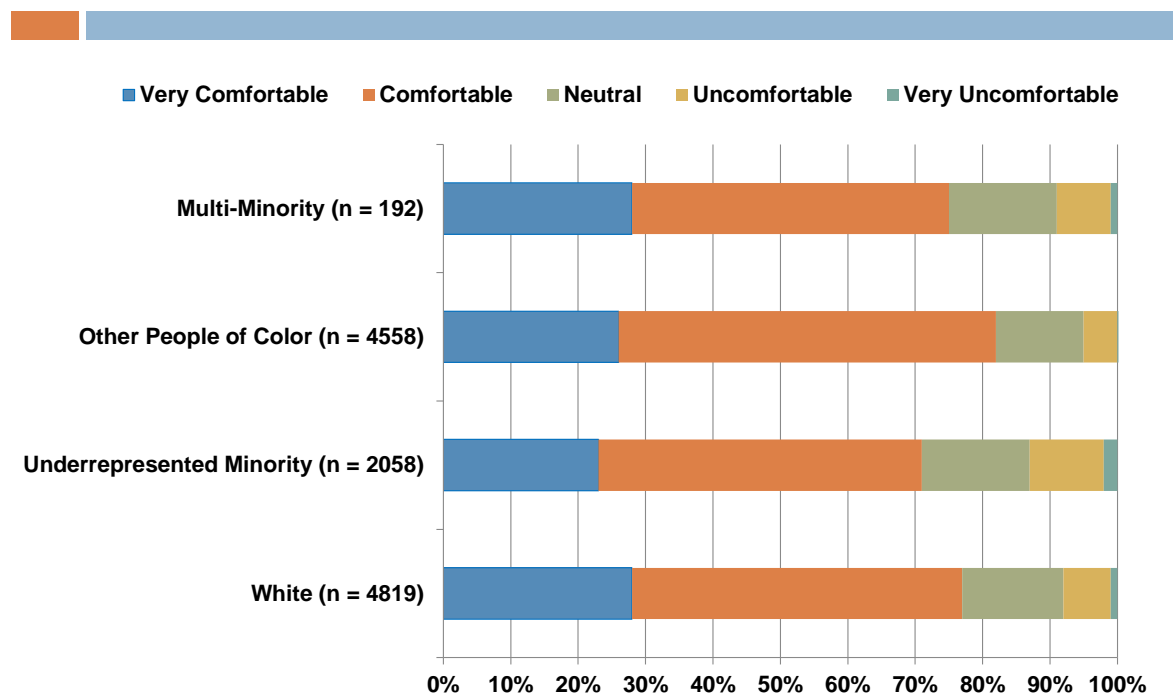


Figure 17. Comfort with Overall Climate by Race (%)

<sup>47</sup> 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.



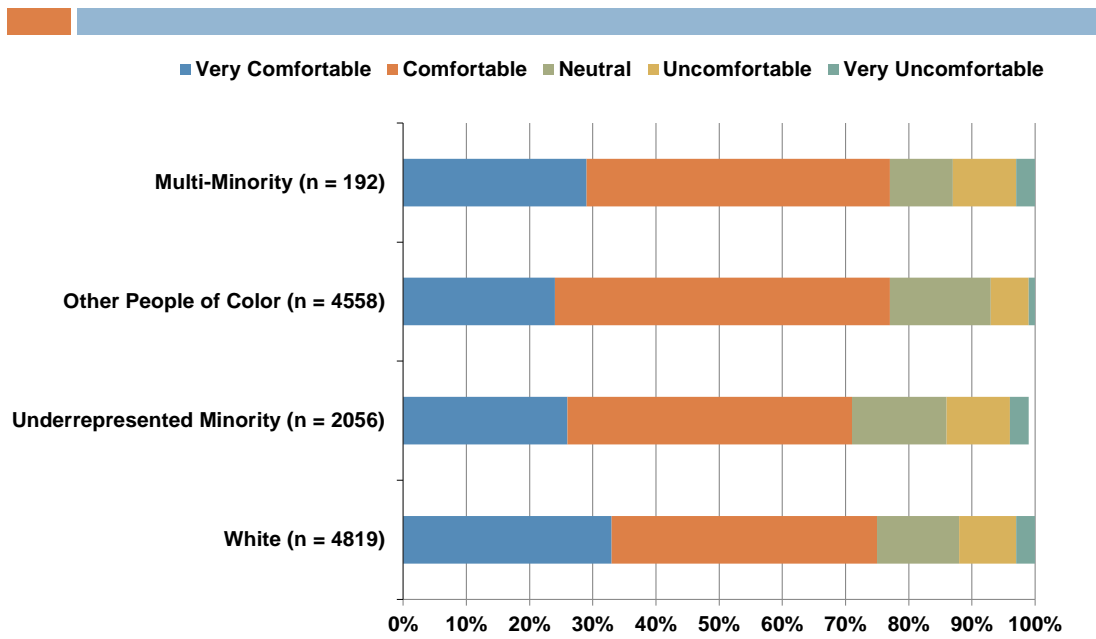


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

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. Again, a higher percentage of White respondents were “very comfortable” and a higher percentage of Other People of Color respondents were “comfortable” with the climate in their classes than were other respondents.

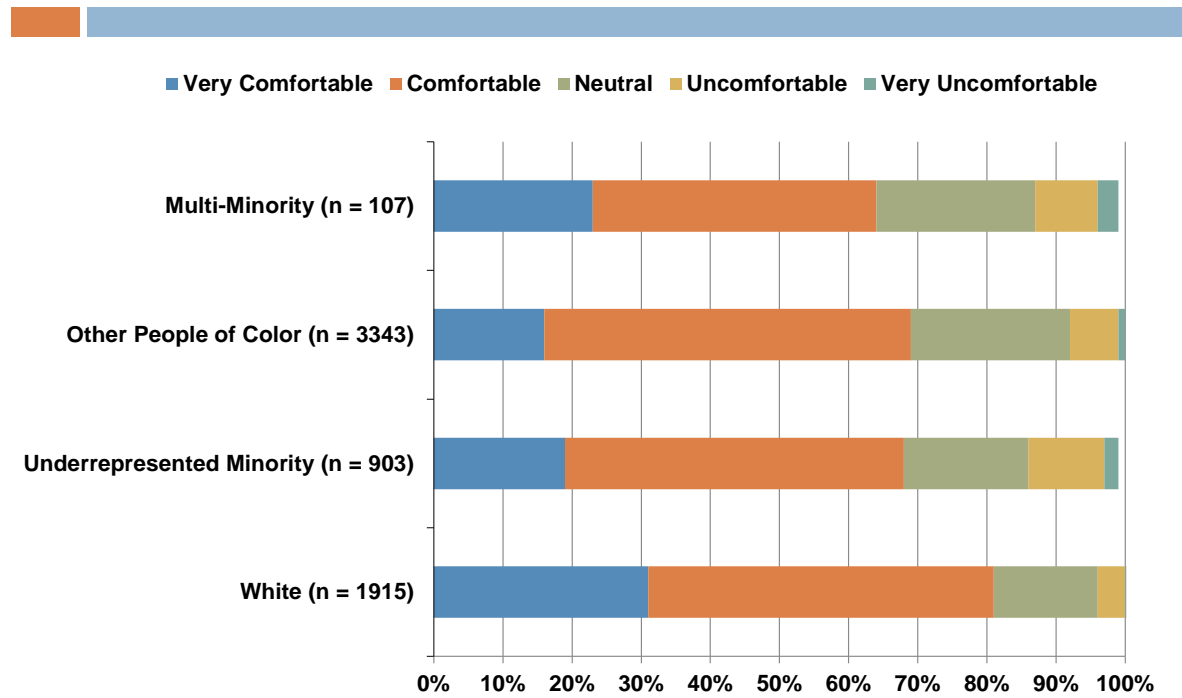


Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, Transgender and Genderqueer respondents were much less comfortable than Women and Men with the overall climate (Figure 20).

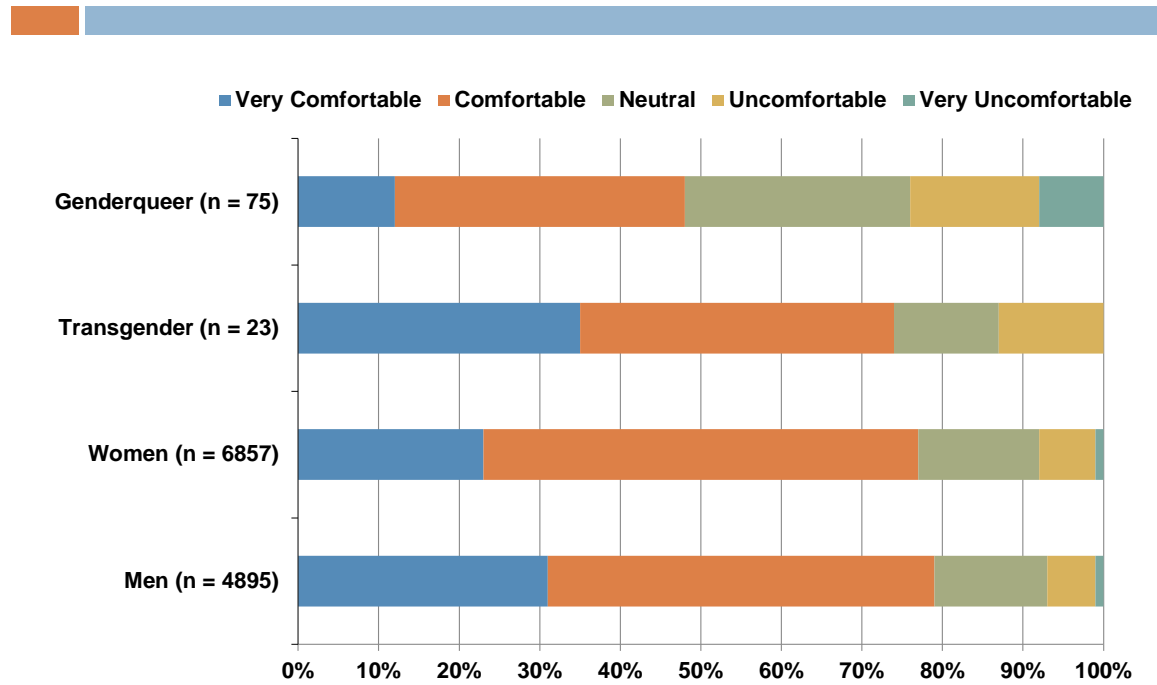


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that Transgender and Genderqueer respondents were less comfortable than Men and Women in their department/work unit/ academic unit/college/school/clinical settings than were other groups.

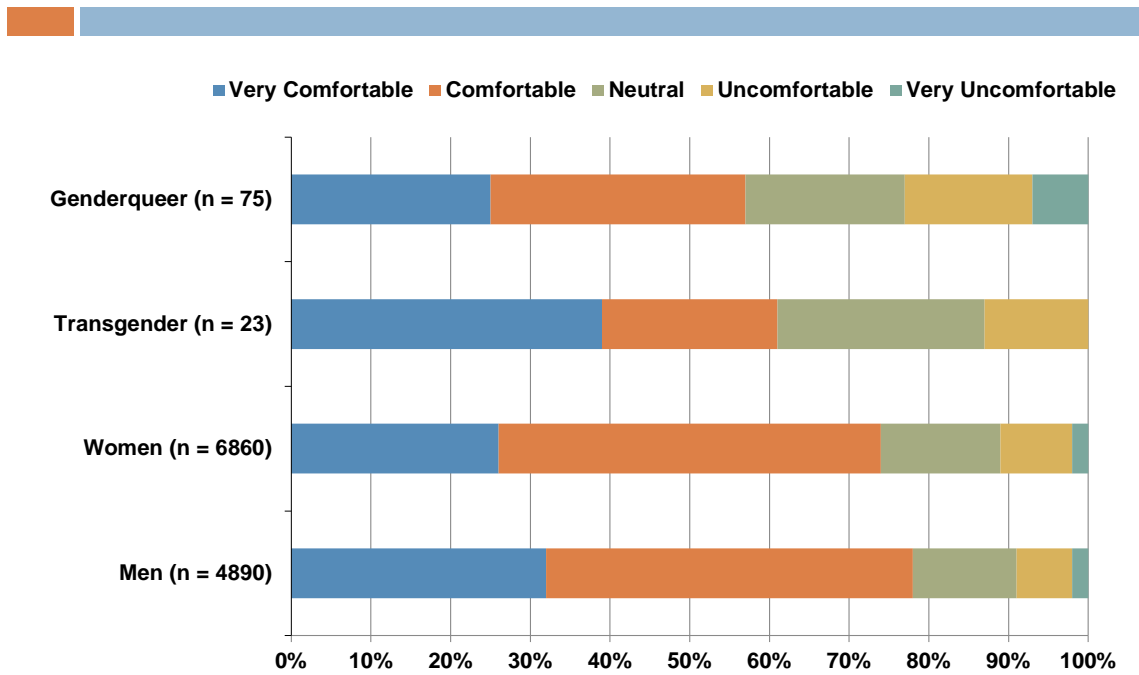


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

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

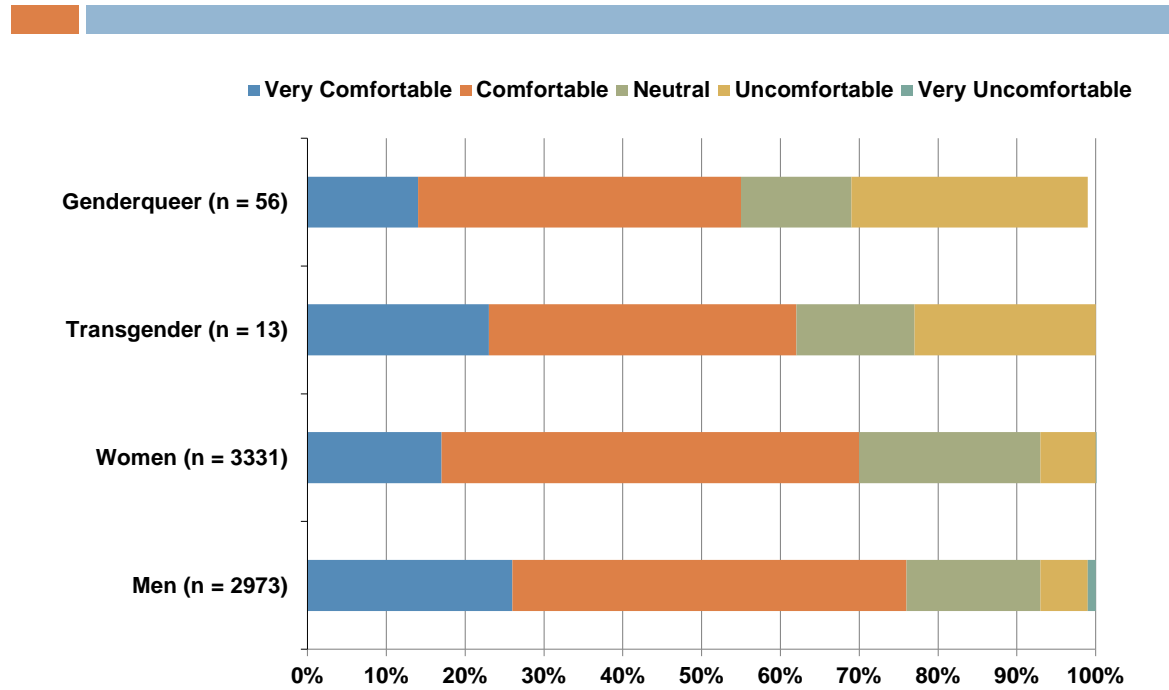


Figure 22. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

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

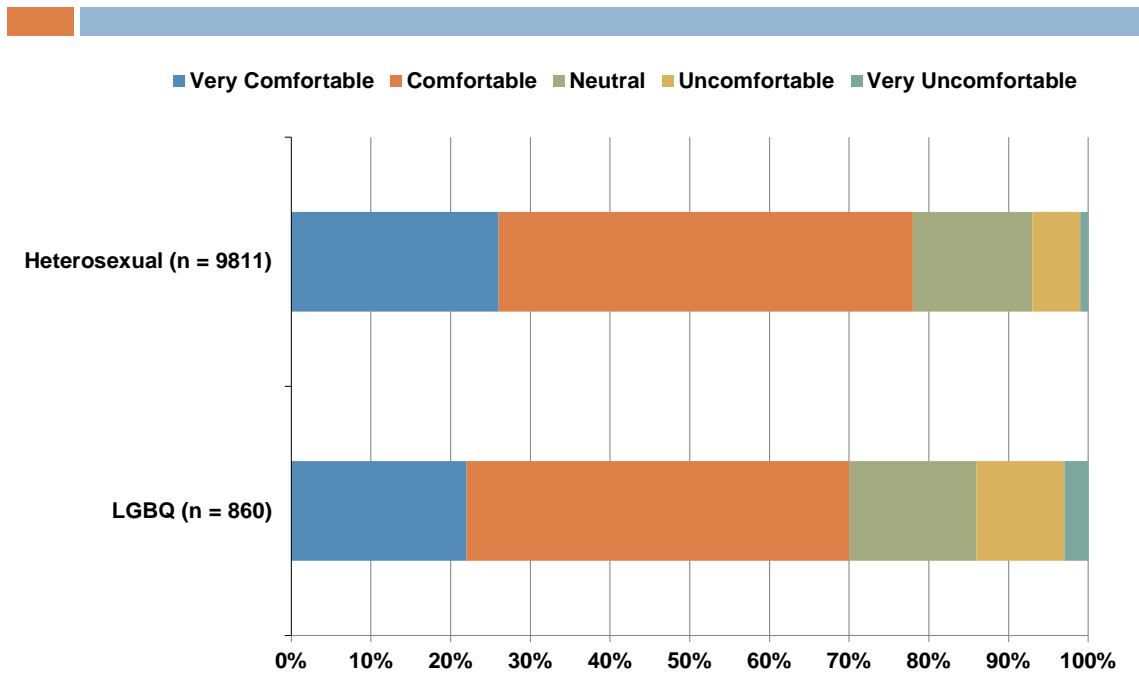


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

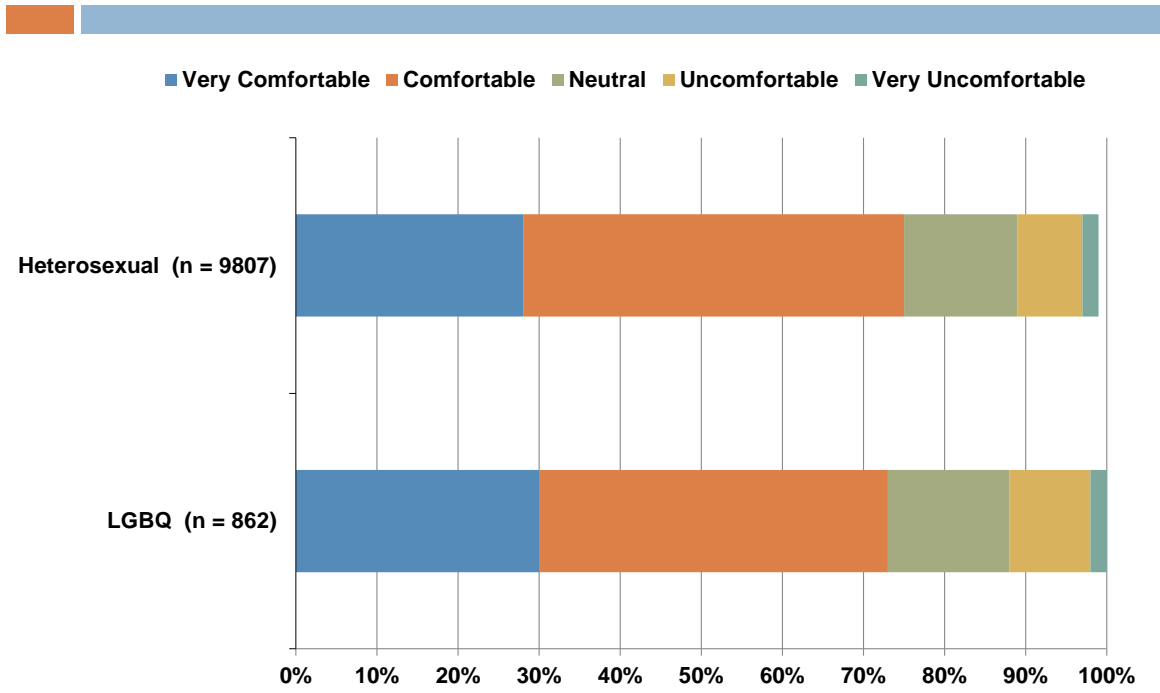


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

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

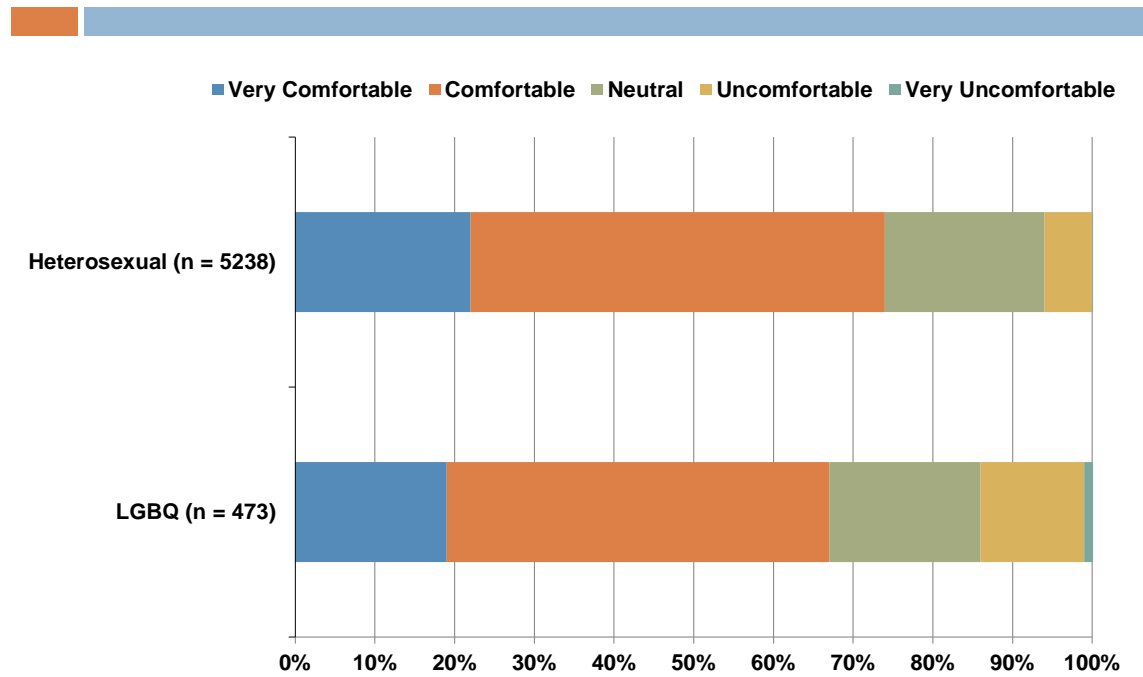


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)



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).

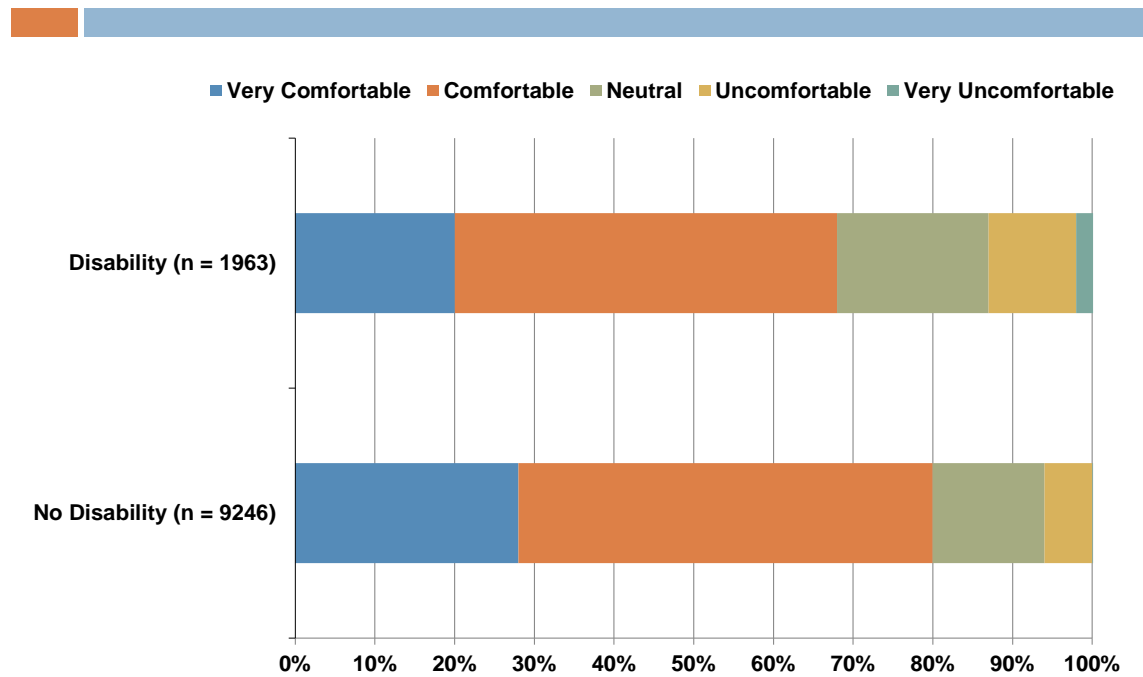


Figure 26. Comfort with Overall Climate by Disability Status (%)

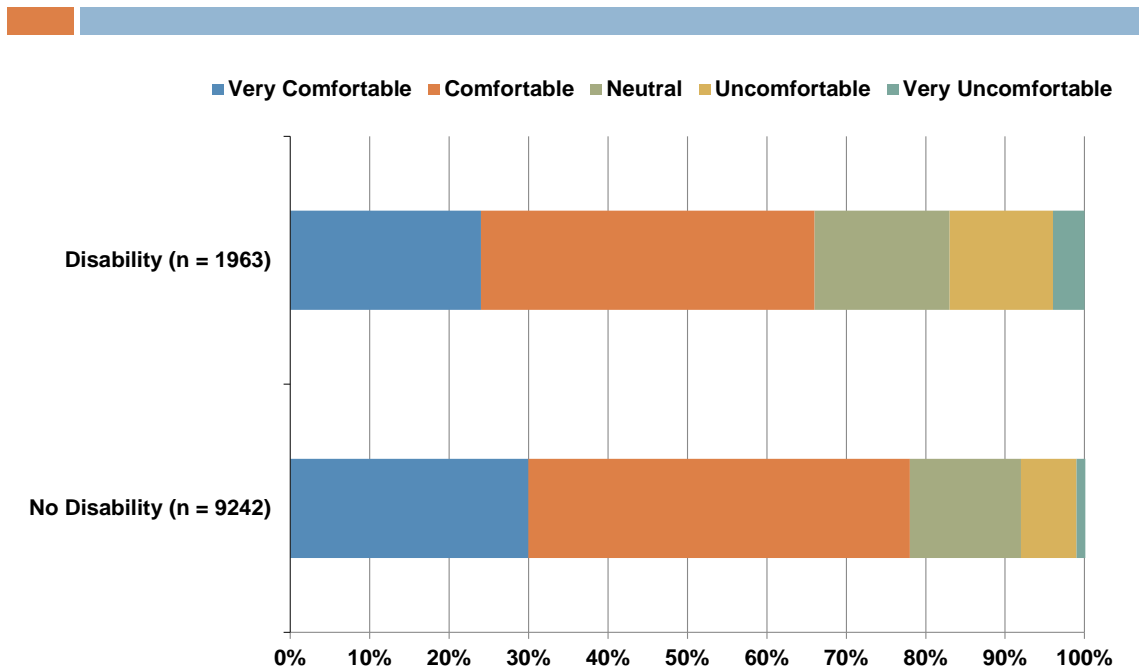


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

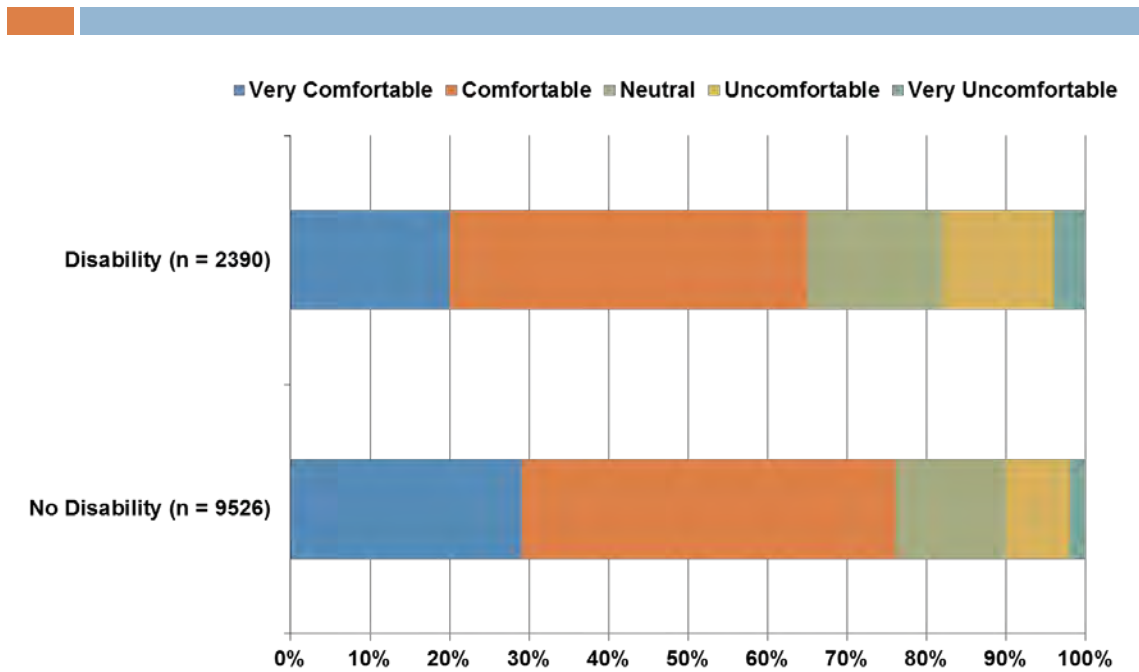


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Some differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UC San Diego (Figure 29). A slightly higher percentage of Muslim respondents were “very comfortable” than were other groups. Jewish respondents were least comfortable with the climate.

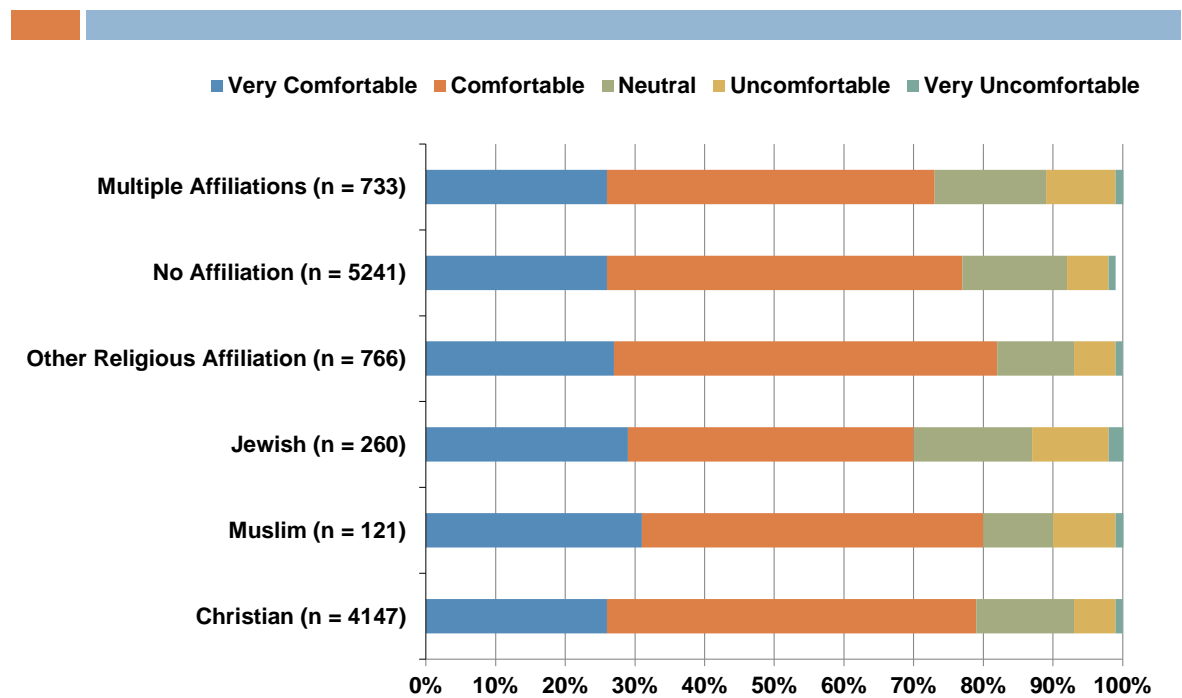


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

A slightly higher percentage of respondents with Jewish religious/spiritual affiliations were “very comfortable” with the climates in their departments/work units, etc. and in their classes than were other respondents (Figures 30 & 31).

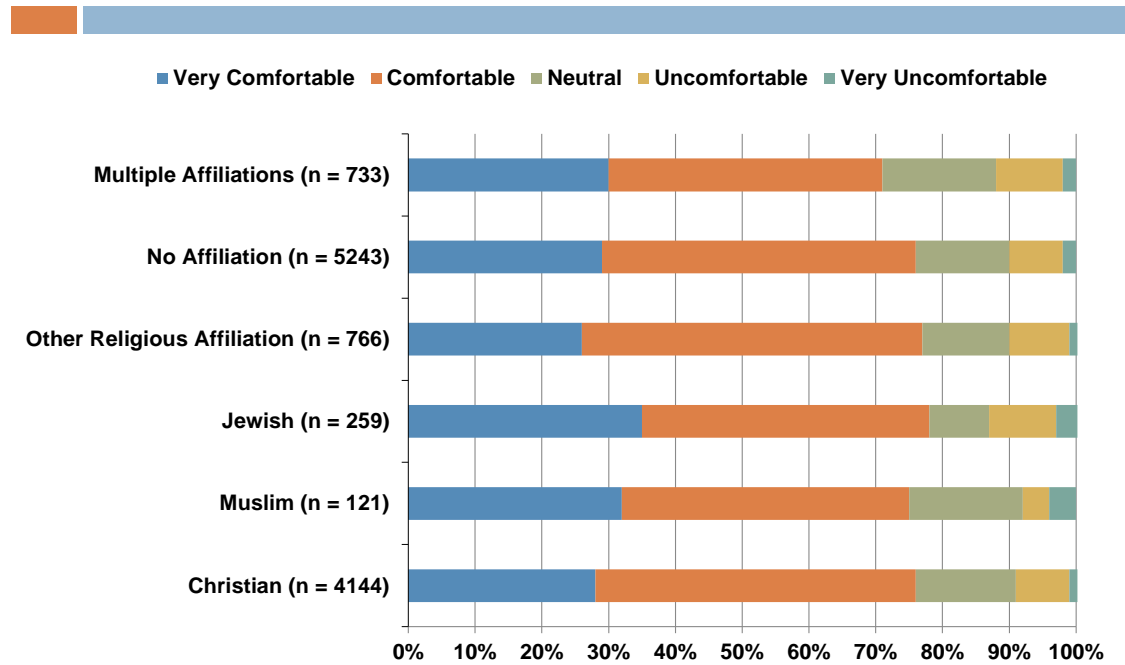


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

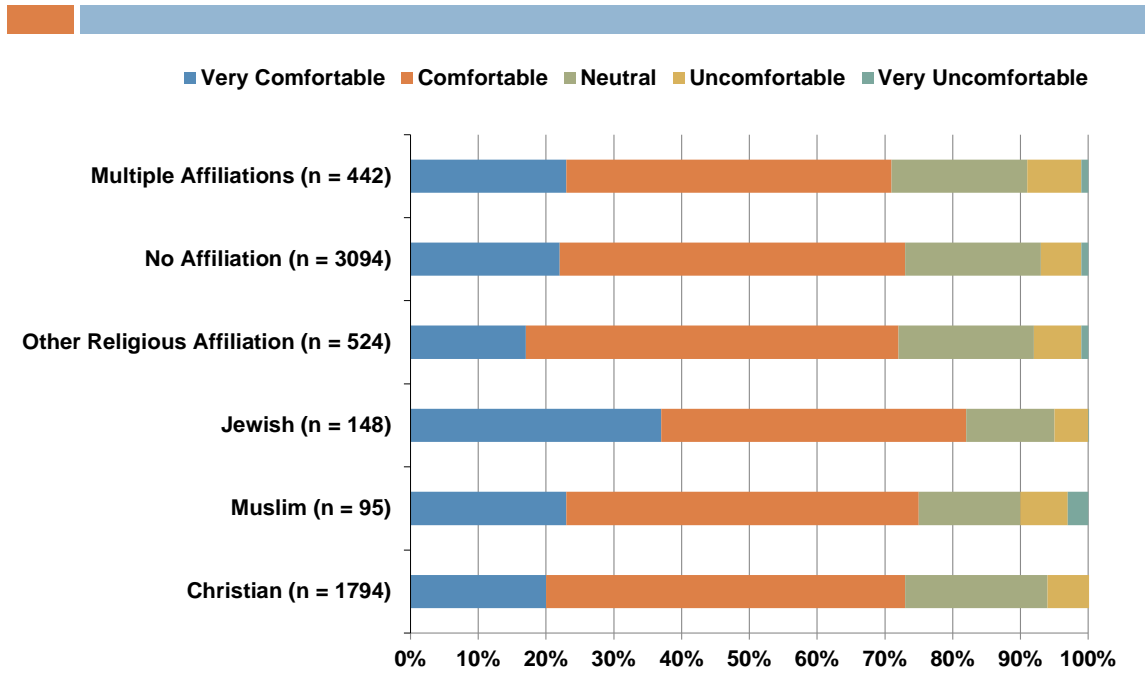


Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

**Perceptions of Level of Respect**

Ninety-one percent of the respondents ( $n = 10,428$ ) indicated that the overall campus climate was “very respectful” of people from White racial/ethnic backgrounds (Table 17). Respondents felt that the campus was least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (12%,  $n = 1,322$ ) and Hispanic/Latino people (9%,  $n = 1,030$ ). The campus climate was most respectful (“respectful”/“very respectful”) of White people (91%,  $n = 10,428$ ) and Asian people (85%,  $n = 9,752$ ).

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

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	2,774	24.1	5,784	50.3	968	8.4	354	3.1	1,608	14.0
American Indian/Alaskan Native	2,659	23.2	5,498	48.0	411	3.6	211	1.8	2,674	23.3
Asian	3,616	31.5	6,136	53.5	521	4.5	120	1.0	1,081	9.4
Hispanic/Latino	2,845	24.8	6,186	54.0	818	7.1	212	1.9	1,391	12.1
Middle Eastern/South Asian/North African	2,755	24.1	6,027	52.7	691	6.0	200	1.7	1,767	15.4
Pacific Islander	2,843	24.8	6,074	53.1	326	2.8	110	1.0	2,095	18.3
White	4,411	38.5	6,017	52.5	239	2.1	51	0.4	740	6.5

Table 18 indicates that more than half of all respondents thought that the overall campus climate was “very respectful”/ “respectful” of all of the campus groups listed in the table. The respondents believed the climate was most respectful (“respectful”/“very respectful”) for females and males (85% and 88%, respectively); international students, staff, or faculty (81%); People of Color (78%); and gay, lesbian, and bisexual people (78%). Respondents suggested that the campus was least respectful (“disrespectful”/ “very disrespectful”) of non-native English speakers (11%), and socioeconomically disadvantaged people (11%).

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

<b>Group</b>	<b>Very Respectful</b>		<b>Respectful</b>		<b>Disrespectful</b>		<b>Very Disrespectful</b>		<b>Don't Know</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	2,047	18.2	5,141	45.7	647	5.7	109	1.0	3,309	29.4
Physical health issues	2,520	22.4	5,880	52.4	418	3.7	62	0.6	2,347	20.9
Female	3,122	27.8	6,423	57.1	565	5.0	92	0.8	1,042	9.3
From religious affiliations other than Christian	2,464	21.9	5,885	52.4	657	5.8	134	1.2	2,095	18.6
From Christian affiliations	2,622	23.4	6,013	53.6	510	4.5	115	1.0	1,949	17.4
Gay, lesbian, bisexual	2,668	23.8	6,020	53.7	490	4.4	113	1.0	1,920	17.1
Immigrants	2,506	22.4	6,007	53.7	666	6.0	133	1.2	1,877	16.8
International students, staff, or faculty	2,652	26.3	6,106	54.5	438	3.9	75	0.7	1,640	14.6
Learning disability	2,202	19.7	5,137	46.1	503	4.5	76	0.7	3,237	29.0
Male	3,828	34.2	5,962	53.3	185	1.7	61	0.5	1,160	10.4
Non-native English speakers	2,450	21.9	6,024	53.8	1013	9.1	168	1.5	1,537	13.7
Parents/guardians	2,549	22.8	5,796	51.8	321	2.9	61	0.5	2,464	22.0
People of color	2,797	24.9	5,994	53.4	781	7.0	208	1.9	1,435	12.8
Providing care for adults who are disabled and/or elderly	2,321	20.8	5,086	45.5	273	2.4	85	0.8	3,402	30.5
Physical disability	2,522	22.6	5,705	51.1	364	3.3	85	0.8	2,486	22.3
Socioeconomically disadvantaged	2,296	20.6	5,333	47.8	967	8.7	241	2.2	2,330	20.9
Socioeconomically advantaged	3,173	28.4	5,420	48.6	263	2.4	75	0.7	2,225	19.9
Transgender	2,159	19.4	4,532	40.7	545	4.9	179	1.6	3,721	33.4

**Perceptions of Campus Accessibility**

With regard to campus accessibility for people with disabilities, the elevators (53%) and UC San Diego Website (51%) 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>	%
<b>Accessibility</b>								
Athletic Facilities	3,763	33.0	3,082	27.0	358	3.1	4,202	36.8
Classroom Buildings	4,405	38.7	3,500	30.7	244	2.1	3,237	28.4
Classrooms, labs	4,018	35.4	3,451	30.4	311	2.7	3,569	31.4
University housing	3,341	29.5	2,814	24.8	390	3.4	4,781	42.2
Computer labs	3,746	33.1	2,749	24.3	256	2.3	4,555	40.3
Dining facilities	4,974	43.9	3,037	26.8	256	2.3	3,059	27.0
Elevators	6,047	53.2	2,964	26.1	257	2.3	2,089	18.4
Library	5,651	49.9	2,688	23.7	280	2.5	2,711	23.9
On-campus transportation/parking	3,671	32.4	3,542	31.2	1,692	14.9	2,431	21.4
Other campus buildings	3,794	33.7	3,227	28.7	313	2.8	3,919	34.8
Recreational facilities	3,876	34.4	2,931	26.0	315	2.8	4,144	36.8
Restrooms	5,754	50.8	3,383	29.9	317	2.8	1,877	16.6
Studios/ Performing Arts spaces	2,799	24.9	2,184	19.4	317	2.8	5,939	52.8
Student Health Center	3,710	32.9	2,313	20.5	230	2.0	5,012	44.5
Walkways and pedestrian paths	5,393	47.8	3,439	30.5	336	3.0	2,112	18.7
Braille signage	2,070	18.4	1,533	13.6	370	3.3	7,282	64.7
Hearing loops	1,770	15.8	1,307	11.7	329	2.9	7,774	69.5
<b>Course instruction/materials</b>								
Information in alternate formats	2,307	20.6	2,446	21.9	518	4.6	5,903	52.8
Instructors	2,869	25.7	2,921	26.2	388	3.5	4,991	44.7
Instructional materials	2,896	26.0	2,859	25.7	345	3.1	5,022	45.2
<b>UC San Diego Website</b>								
Website	5,563	50.9	2,903	26.6	277	2.5	2,189	20.0

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

Within the past year, 23% of respondents ( $n = 2,711$ ) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at UC San Diego. Eight percent of respondents ( $n = 963$ ) said that the conduct interfered with their ability to work or learn<sup>48</sup> at UC San Diego, and 15% of respondents ( $n = 1,748$ ) felt the conduct did not interfere with their ability to work or learn on campus. Table 20 reflects the total number of respondents who chose responses “very often,” “often,” “sometimes,” “seldom,” and “not applicable” for a particular area (i.e., academic performance, age, ancestry). Of the 2,711 respondents who experienced such conduct, 22% of respondents said the conduct was “very often”/“often” based on their position at UC San Diego ( $n = 583$ ). Others said they “very often”/“often” experienced such conduct based on ethnicity (17%,  $n = 468$ ), race (14%,  $n = 389$ ), ancestry (12%,  $n = 333$ ), educational level (12%,  $n = 336$ ), etc.

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<sup>48</sup> 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 ( $n = 2,711$ ).

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	98	4.1	193	8.1	329	13.7	421	17.6
Age	110	4.5	208	8.5	485	19.9	555	22.8
Ancestry	124	5.2	209	8.8	345	14.5	453	19.1
Country of origin	119	5.0	172	7.2	300	12.6	455	19.1
Discipline of study	108	4.5	206	8.7	371	15.6	400	16.8
Educational level	122	5.1	214	8.9	383	16.0	502	20.9
Educational modality (on-line, classroom)	50	2.1	64	2.7	133	5.7	424	18.1
English language proficiency/accent	120	5.0	126	5.3	221	9.3	423	17.7
Ethnicity	217	9.0	251	10.4	401	16.7	403	16.7
Gender identity	124	5.2	180	7.5	319	13.3	410	17.1
Gender expression	99	4.2	123	5.2	241	10.1	427	18.0
Immigrant/citizen status	85	3.6	80	3.4	154	6.5	393	16.6
International Status	61	2.6	66	2.8	122	5.1	359	15.1
Learning disability	31	1.3	47	2.0	104	4.4	347	14.6
Marital status (e.g. single, married, partnered)	45	1.9	63	2.7	183	7.7	483	20.3
Medical condition	59	2.5	83	3.5	167	7.0	420	17.6
Military/veteran status	15	0.6	21	0.9	65	2.7	281	11.9
Parental status (e.g., having children)	51	2.2	64	2.7	179	7.6	335	14.2
Participation in an organization/team	94	4.0	96	4.1	145	6.2	274	11.8
Physical characteristics	96	4.0	159	6.7	324	13.6	449	18.9
Physical disability	33	1.4	48	2.0	108	4.6	341	14.5
Philosophical views	120	5.0	180	7.6	367	15.4	452	19.0

*Table 20. (cont.)*

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Political views	124	5.3	150	6.4	345	14.6	460	19.5
Position (staff, faculty, student)	260	10.6	323	13.2	505	20.6	417	17.0
Pregnancy	20	0.8	28	1.2	69	2.9	264	11.2
Psychological condition	51	2.2	76	3.2	130	5.5	355	15.1
Race	194	8.1	195	8.2	351	14.7	411	17.3
Religious/spiritual views	108	4.6	106	4.5	258	10.9	502	21.3
Sexual orientation	69	2.9	80	3.4	149	6.3	455	19.3
Socioeconomic status	132	5.6	112	4.8	268	11.4	468	19.9
Don't Know	81	3.9	97	8.6	197	9.5	187	9.0
Other	130	7.2	119	6.6	136	7.5	91	5.0

Percentages do not sum to 100 due to multiple responses.

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

The following figures<sup>49</sup> depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at UC San Diego?”

<sup>49</sup> 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), 22% of White Respondents ( $n = 1,071$ ), 31% of Underrepresented Minority respondents ( $n = 631$ ), 19% of Other People of Color respondents ( $n = 850$ ), and 30% of Multi-Minority respondents ( $n = 57$ ) believed they had experienced exclusionary, intimidating, offensive, or hostile conduct. Of those respondents who believed they had experienced the conduct, 72% of Multi-Minority respondents ( $n = 41$ ), 56% of Underrepresented Minority respondents ( $n = 354$ ), and 57% of Other People of Color respondents ( $n = 481$ ) said it was based on their race, while 23% of White respondents ( $n = 242$ ) thought the conduct was based on race.

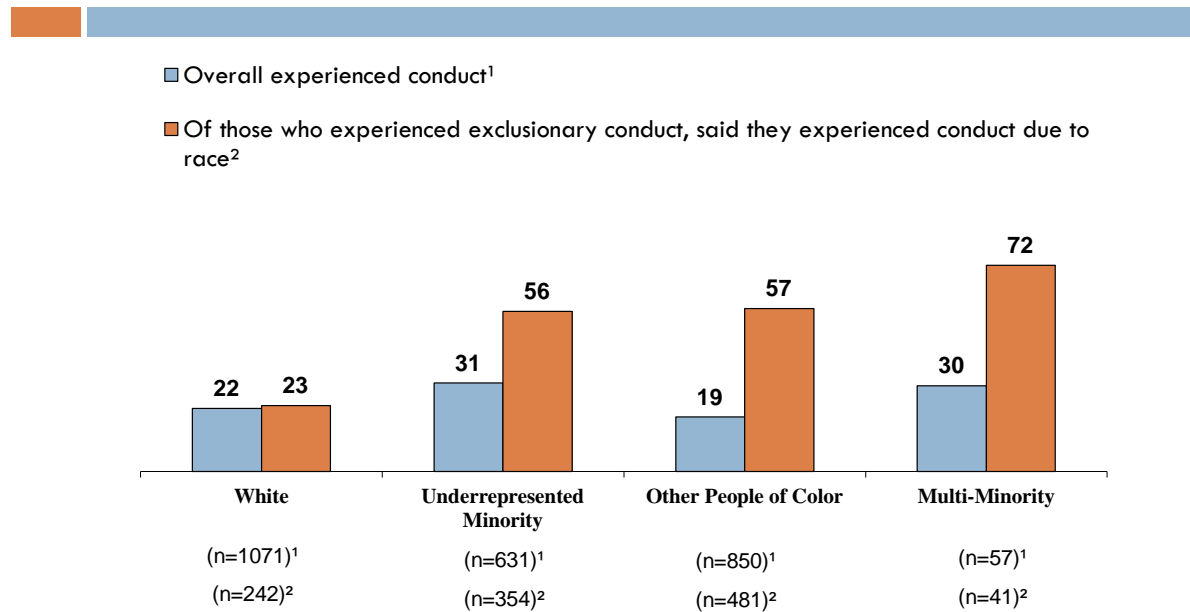
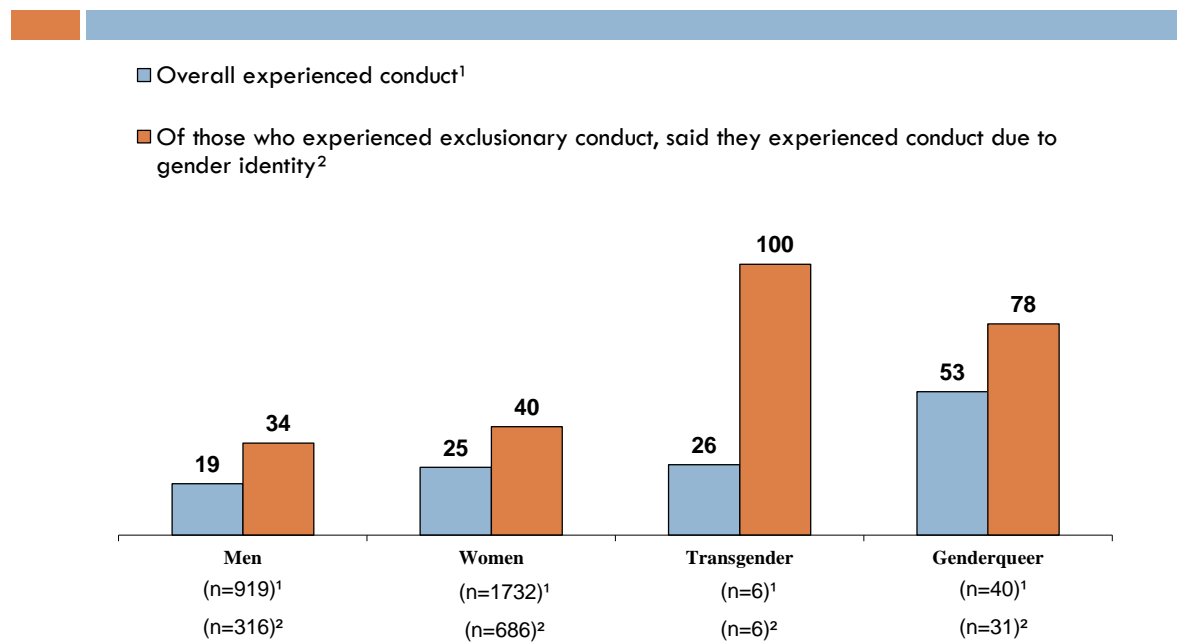


Figure 32. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Race (%)

When reviewing the data by gender (Figure 33), higher percentages of genderqueer respondents (53%,  $n = 40$ ) than men (19%,  $n = 919$ ), women (25%,  $n = 1,732$ ), or and transgender respondents (26%,  $n = 6$ ) believed they had experienced exclusionary, offensive, hostile, or intimidating conduct. All of the transgender respondents (100%,  $n = 6$ ) who believed they experienced exclusionary conduct and 78% of genderqueer respondents ( $n = 31$ ) who believed they had experienced such conduct said it was based on gender identity.

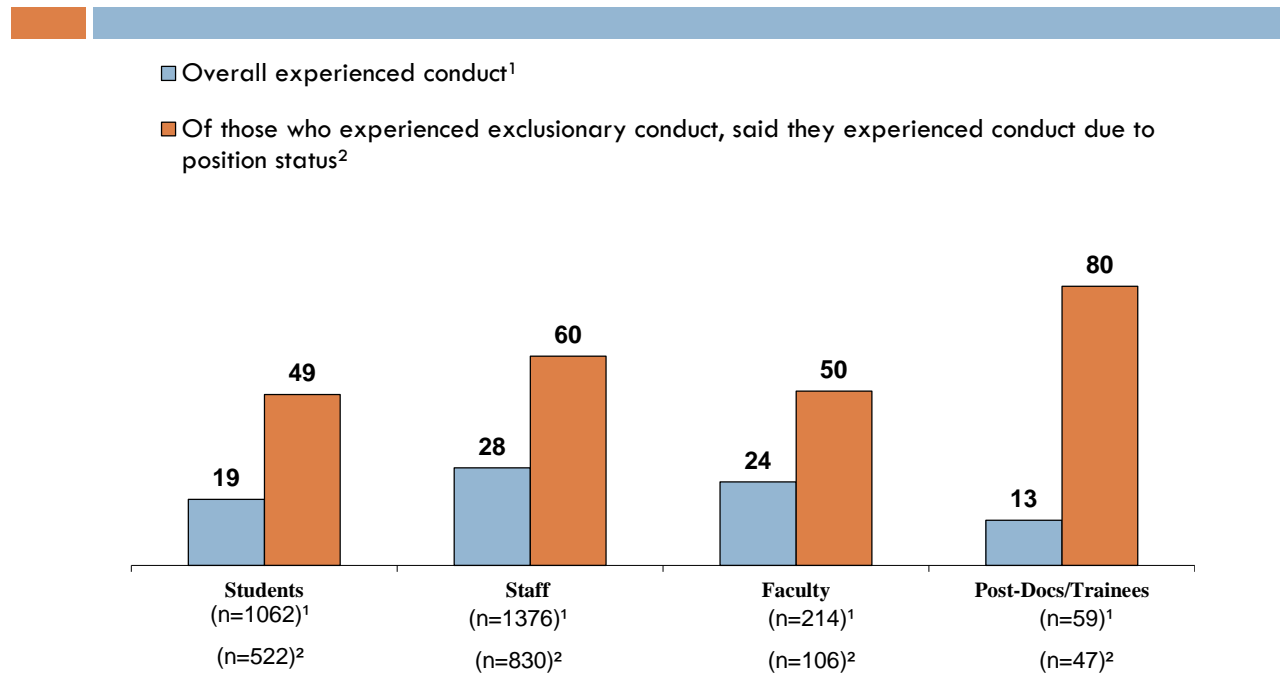


<sup>1</sup> Percentages are based on total n split by group.

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

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

As depicted in Figure 34, a greater percentage of Staff respondents believed they experienced exclusionary, offensive, hostile, or intimidating conduct than did other respondents. The majority of Staff (60%,  $n = 830$ ) and Post-Docs/Trainees (80%,  $n = 47$ ) said the conduct was based on their position status at UC San Diego.

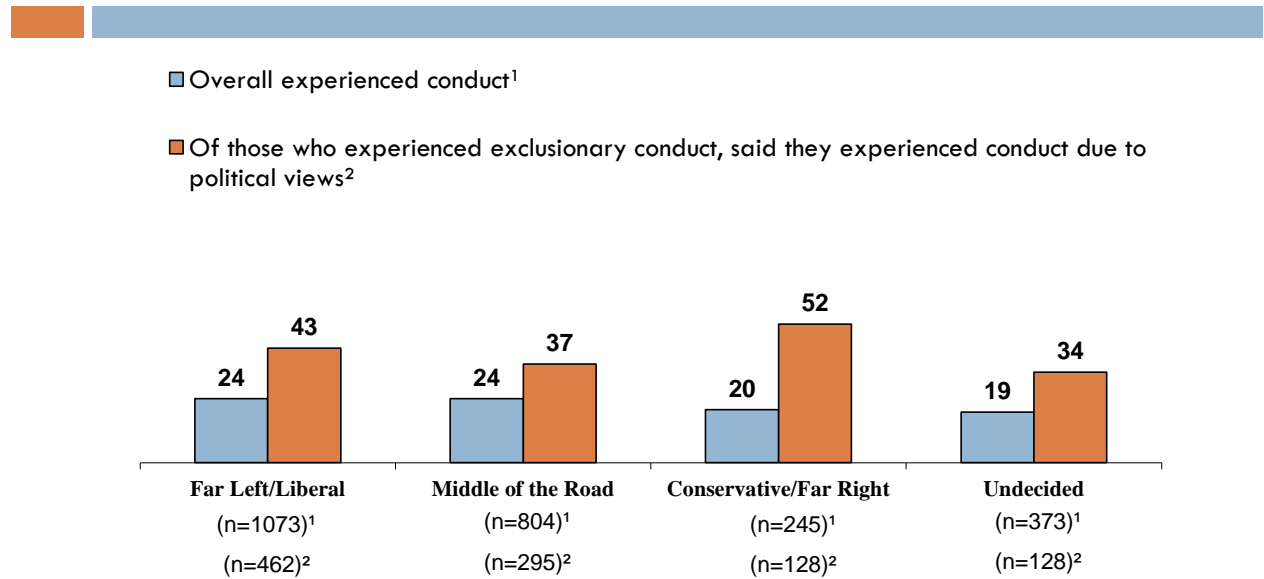


<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> 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 the same percentage of Far Left/Liberal (24%,  $n = 1,073$ ) and politically Middle of the Road respondents (24%,  $n = 804$ ) experienced exclusionary, offensive, hostile, or intimidating conduct. Fewer Conservative/Far Right (20%,  $n = 245$ ) and Undecided respondents (19%,  $n = 373$ ) experienced such conduct. Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (52%,  $n = 128$ ) and Far Left/Liberal (43%,  $n = 462$ ) than Undecided respondents (34%,  $n = 128$ ) and Middle of the Road respondents (37%,  $n = 295$ ) indicated that this conduct was based on political views.



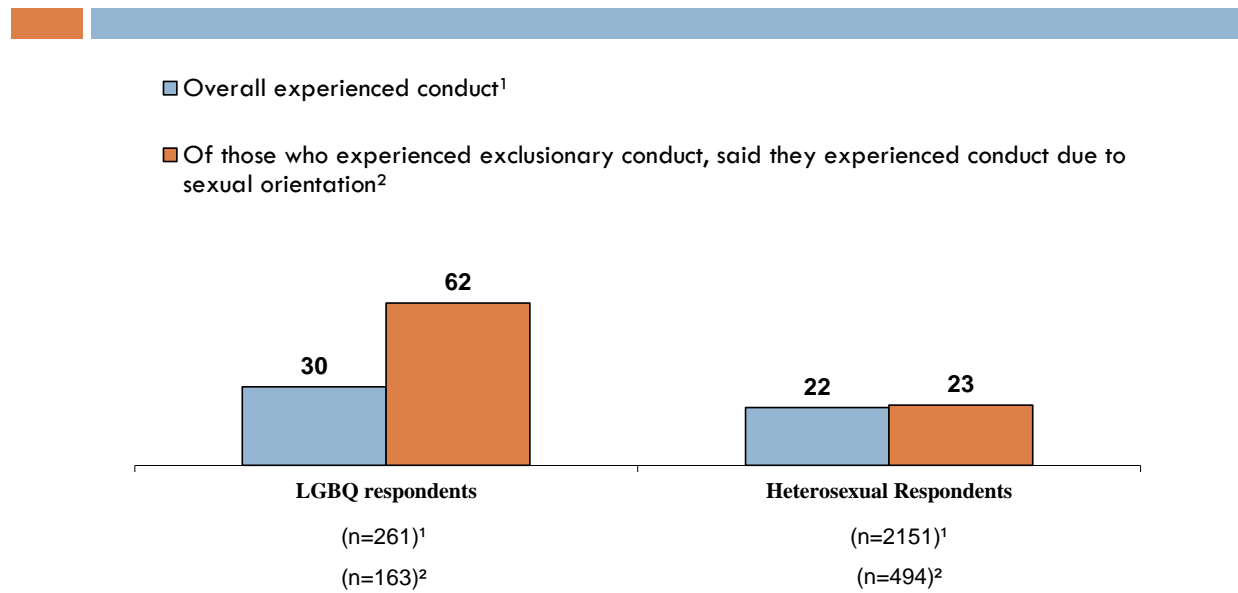
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> 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 exclusionary, offensive, hostile, or intimidating conduct (30% versus 22%). Of those who believed they had experienced this type of conduct, 62% of LGBQ respondents ( $n = 163$ ) versus 23% of heterosexual respondents ( $n = 494$ ) indicated that this conduct was based on sexual orientation.



<sup>1</sup> Percentages are based on total n split by group.

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

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

A slightly higher percentage of respondents with Multiple Religious Affiliations (29%,  $n = 209$ ) and Jewish respondents (31%,  $n = 80$ ) than the various other religious/spiritual affiliations experienced exclusionary, offensive, hostile, or intimidating conduct in the past year (Figure 37). Seventy-seven percent of Muslim respondents ( $n = 17$ ) attributed that conduct to their religious/spiritual affiliation.

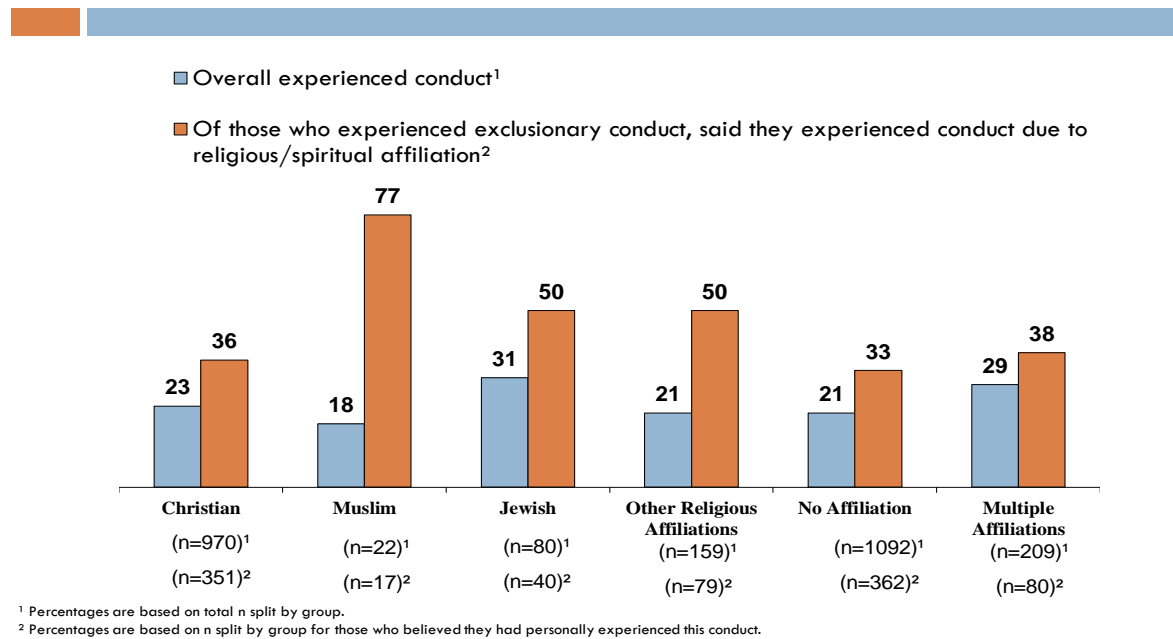


Figure 37. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Religious/Spiritual Affiliation (%)

Additionally, 24% of U.S. Citizens ( $n = 2,559$ ), 14% of Non-U.S. Citizens ( $n = 129$ ), and 30% of Undocumented Residents ( $n = 6$ ) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at UC San Diego (Figure 38). Of the respondents who experienced such behavior 36% of U.S. Citizens ( $n = 931$ ) and 78% of Non-U.S. Citizens ( $n = 101$ ) indicated it was based on country of origin. Twenty-four percent of U.S. Citizens ( $n = 605$ ), 75% of Non-U.S. Citizens ( $n = 97$ ), and 83% of Undocumented Residents ( $n = 5$ ) indicated it was based on immigrant/citizen status.

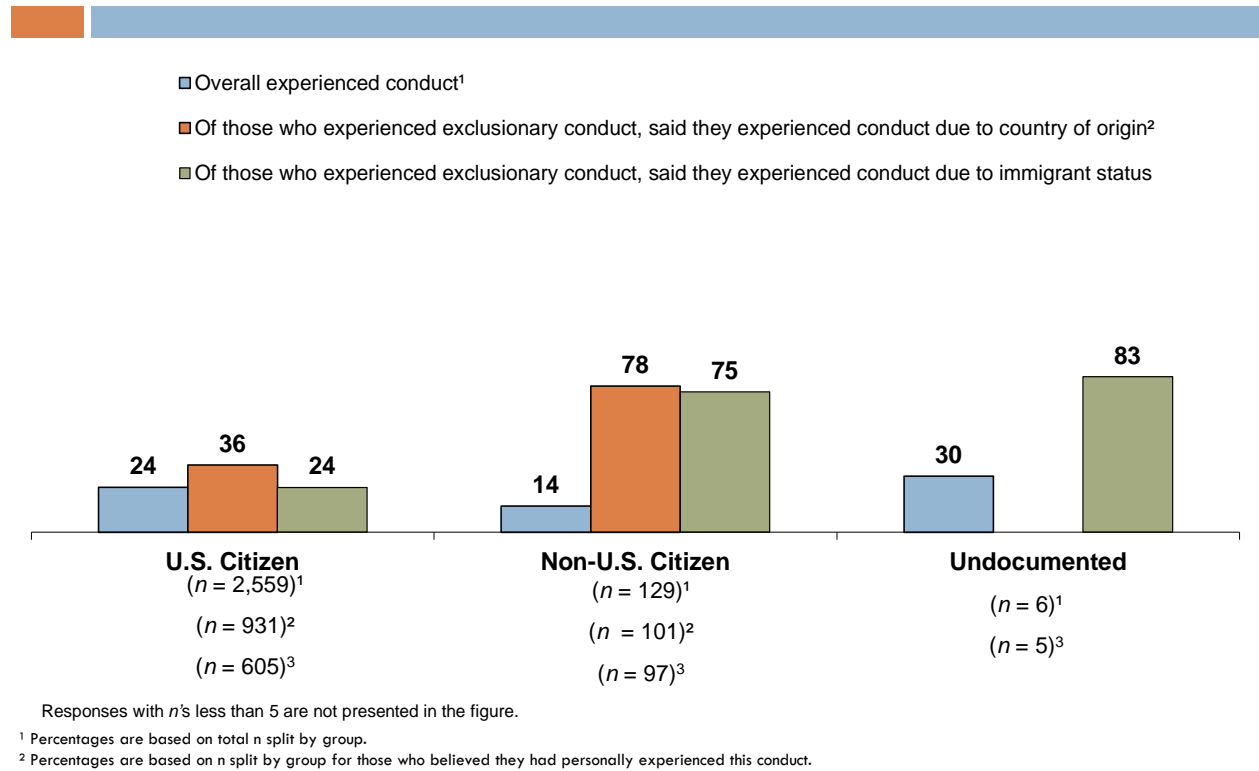


Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive, or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 21 illustrates the manners in which the individuals experienced exclusionary, offensive, hostile, or intimidating conduct. Fifty percent felt isolated or left out, 48% felt deliberately ignored or excluded, and 42% felt intimidated and bullied.

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

Only answered by respondents who experienced exclusionary conduct (*n* = 2,711).

<b>Form</b>	<b><i>n</i></b>	<b>% of respondents who experienced the conduct</b>
I felt isolated or left out	1,363	50.3
I felt I was deliberately ignored or excluded	1,291	47.6
I felt intimidated/bullied	1,149	42.4
I was the target of derogatory verbal remarks	515	19.0
I observed others staring at me	489	18.0
I received a low performance evaluation	325	12.0
I was singled out as the spokesperson for my identity group	257	9.5
I feared getting a poor grade because of a hostile classroom environment	252	9.3
I feared for my physical safety	239	8.8
I received derogatory written comments	236	8.7
I was the target of racial/ethnic profiling	234	8.6
Someone assumed I was admitted/hired/promoted due to my identity	232	8.6
Someone assumed I was not admitted/hired/promoted due to my identity	109	4.0
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	101	3.7
I received derogatory phone calls	85	3.1
I feared for my family's safety	56	2.1
I received threats of physical violence	41	1.5
I was the target of stalking	39	1.4
I was the target of graffiti/vandalism	32	1.2
I was the victim of a crime	23	0.8
I was the target of physical violence	22	0.8

Percentages do not sum to 100 due to multiple responses.

Thirty-eight percent of respondents who experienced exclusionary, offensive, hostile, or intimidating conduct said it occurred while working at a UC San Diego job (Table 22). Twenty-six percent said the incidents occurred in a UC San Diego office or a meeting with a group of people, and 22% indicated the incidents happened in public spaces at UC San Diego. Many respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., “La Jolla Professional Center,” “Office – HR,” “surgical operating room,” “Union rep appeared at my cubicle,” “Visual Arts Department,” “Volunteering,” “Regular business practice at ACP”).

**Table 22. Location of Experienced Exclusionary, Intimidating, Offensive, or Hostile Conduct**  
 Only answered by respondents who experienced exclusionary conduct ( $n = 2,711$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who experienced the conduct</b>
While working at a UC San Diego job	1,018	37.6
In a UC San Diego office	712	26.3
In a meeting with a group of people	705	26.0
In a public space at UC San Diego	600	22.1
In a class/lab/clinical setting	500	18.4
In a meeting with one other person	440	16.2
At a UC San Diego event	337	12.4
In campus housing	322	11.9
While walking on campus	295	10.9
In a health care setting	259	9.6
In a faculty office	176	6.5
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	175	6.5
Off campus	145	5.3
In a UC San Diego dining facility	115	4.2
On campus transportation	77	2.8
In athletic facilities	61	2.3
In off-campus housing	45	1.7
In an on-line class	8	0.3
Other	185	6.8

Percentages do not sum to 100 due to multiple responses.

Twenty-nine percent of the respondents identified students, 25% identified co-workers, 19% identified staff members, and 18% identified faculty members as the sources of the exclusionary, offensive, hostile, or intimidating conduct (Table 23). “Other” sources of such conduct included, “A Director,” “Acting Dean,” “Angry patients and PIs,” “AS President,” “Can’t be specific due to concern,” “Doctor,” “Ex-roommates,” “Existing Culture of Administrator’s Office,” “Lead techs,” “No comment,” “suite mate,” “Vessel captain,” “Will not disclose for fear of reprisal,” etc.

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

Only answered by respondents who experienced exclusionary conduct ( $n = 2,711$ ).

<b>Source</b>	<b><i>n</i></b>	<b>% of respondents who experienced the conduct</b>
Student	792	29.2
Co-worker	672	24.8
Staff member	512	18.9
Faculty member	498	18.4
Administrator	454	16.7
Supervisor	453	16.7
Department head	311	11.5
Stranger	227	8.4
Friend	226	8.3
Campus organizations or groups	199	7.3
Don't know source	164	6.0
UC San Diego visitor(s)	136	5.0
Teaching asst./Grad asst./Lab asst./Tutor	127	4.7
Medical Staff	120	4.4
Campus media	104	3.8
UC San Diego Physician	103	3.8
Faculty advisor	90	3.3
Social Networking site (e.g., Facebook, Twitter)	81	3.0
Registered Campus Organization	78	2.9
Student staff	73	2.7
Person that I supervise	60	2.2
Off campus community member	56	2.1
Campus police/building security	55	2.0
Patient	35	1.3
Alumni	32	1.2
Union representative	22	0.8
Athletic coach/trainer	15	0.6
Donor	9	0.3
Partner/spouse	9	0.3
Other	171	6.3

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived exclusionary, offensive, hostile, or intimidating conduct by status. Students were the greatest sources of exclusionary conduct for other Students, and Faculty respondents experienced such conduct from other faculty. Additionally, Staff respondents identified supervisors and other staff members as their greatest sources of exclusionary conduct. Post-Docs/Trainees felt faculty were their greatest sources of exclusionary, offensive, hostile, or intimidating conduct.

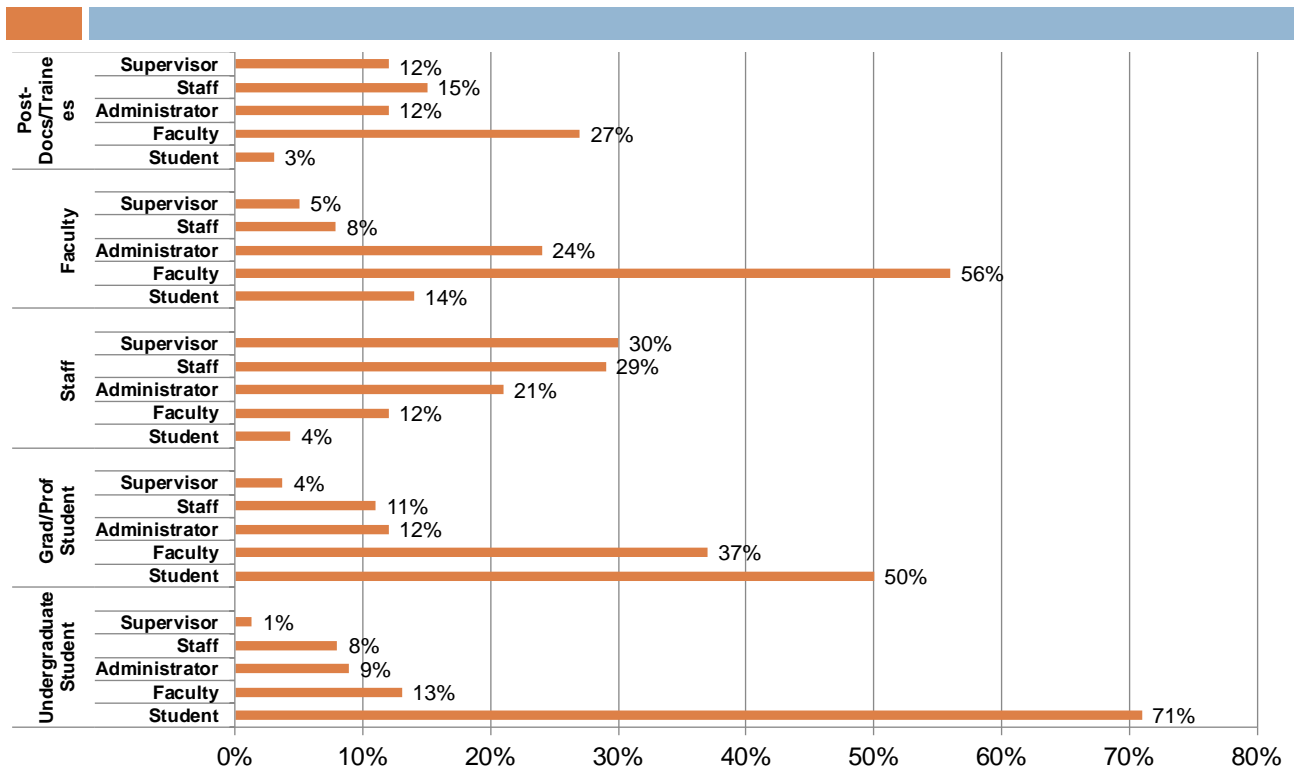


Figure 39. Source of Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)

In response to this conduct, 50% of respondents were angry, 38% felt embarrassed, 36% told a friend, 31% told a family member, and 30% ignored it (Table 24). While 12% of participants ( $n = 312$ ) reported it to UC San Diego officials, 10% did not know who to go to ( $n = 262$ ), and 13% didn't report it for fear their complaints would not be taken seriously ( $n = 363$ ). Nine



percent did report the incident but felt the situation was not taken seriously ( $n = 240$ ). “Other” responses included: “asked questions, called ombudsman and Union, “adapted,” “applied to change housing,” “Bullies are protected by UC San Diego MD or otherwise,” “depressed,” “discussed it with my supervisor,” “FSAP,” “HR,” “asked my boss for advice,” “began a job search,” “I’m waiting for the appropriate timing to report,” “worked with others to handle,” etc.

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

Only answered by respondents who experienced exclusionary conduct (*n* = 2,711).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who experienced the conduct</b>
I was angry	1,351	49.8
I felt embarrassed	1,033	38.1
I told a friend	984	36.3
I ignored it	812	30.0
I told a family member	794	29.3
I avoided the harasser	679	25.0
I was afraid	441	16.3
I sought support from a staff person	433	16.0
I did nothing	423	15.6
I felt somehow responsible	380	14.0
I didn't report it for fear that my complaint would not be taken seriously	363	13.4
I left the situation immediately	322	11.9
I reported it to a UC San Diego employee/official	312	11.5
I confronted the harasser at the time	298	11.0
I sought support from campus resource	269	9.9
I didn't know who to go to	262	9.7
I did report it but I did not feel the complaint was taken seriously	240	8.9
I sought support from an administrator	239	8.8
I confronted the harasser later	236	8.7
I sought support from a faculty member	221	8.2
It didn't affect me at the time	216	8.0
I sought information on-line	136	5.0
I told my union representative	88	3.2
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	78	2.9
I sought support from off-campus hot-line/advocacy services	69	2.5
I sought support from student staff (e.g. peer counselor)	62	2.3
I sought support from a TA/grad assistant	36	1.3
I contacted a local law enforcement official	30	1.1
Other	279	10.3

Percentages do not sum to 100 due to multiple responses.

### **Observations of Exclusionary, Intimidating, Offensive, or Hostile Conduct**

Respondents' observations of others experiencing exclusionary, intimidating, offensive, or hostile conduct may also contribute to respondents' perceptions of campus climate. Twenty-one percent of the survey participants ( $n = 2,482$ ) observed conduct or communications directed towards a person or group of people at UC San Diego that they believed created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year. Most of the observed conduct was based on position (17%,  $n = 411$ ), race (22%,  $n = 544$ ), ethnicity (22%,  $n = 535$ ), political views (13%,  $n = 314$ ), and gender identity (13%,  $n = 333$ ).

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 such conduct within the past year.

More than one-quarter of Underrepresented Minority respondents (27%), Multi-Minority respondents (29%), Jewish respondents (34%), and respondents with Multiple Religious/Spiritual Affiliations (28%) observed conduct or communications directed towards a person or group of people at UC San Diego that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 40).

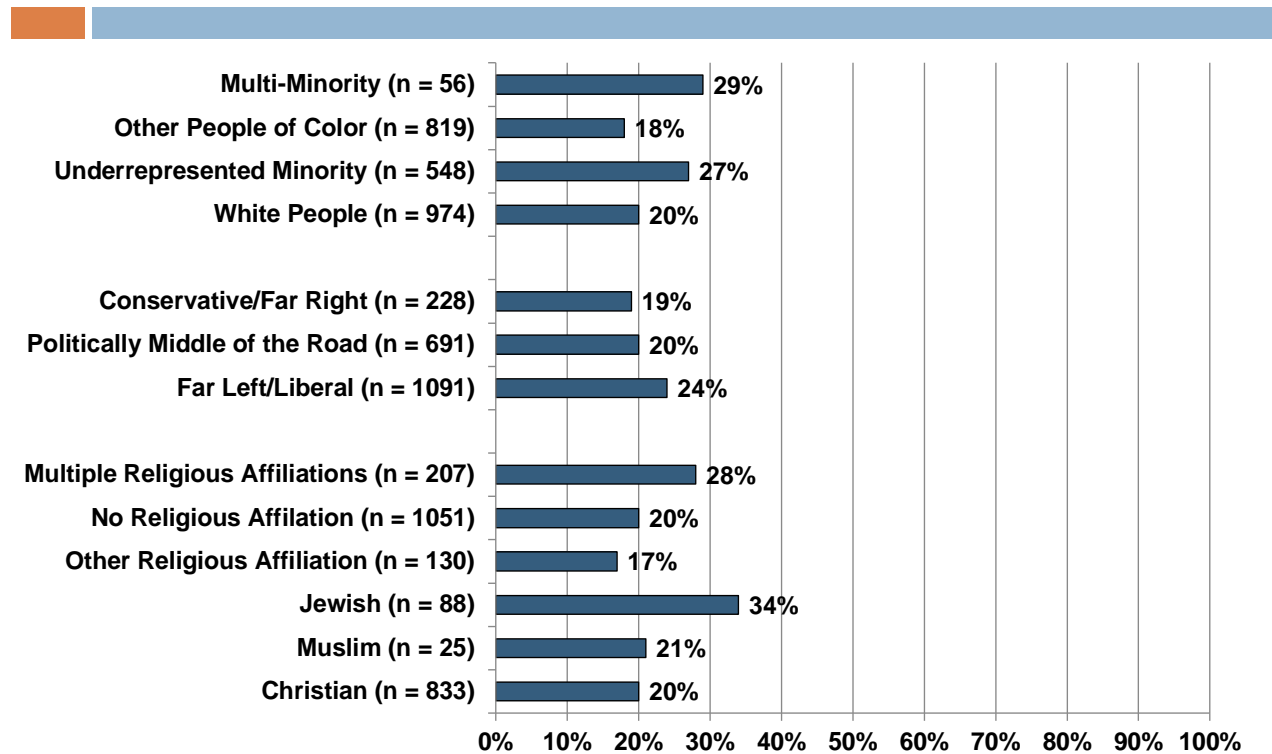
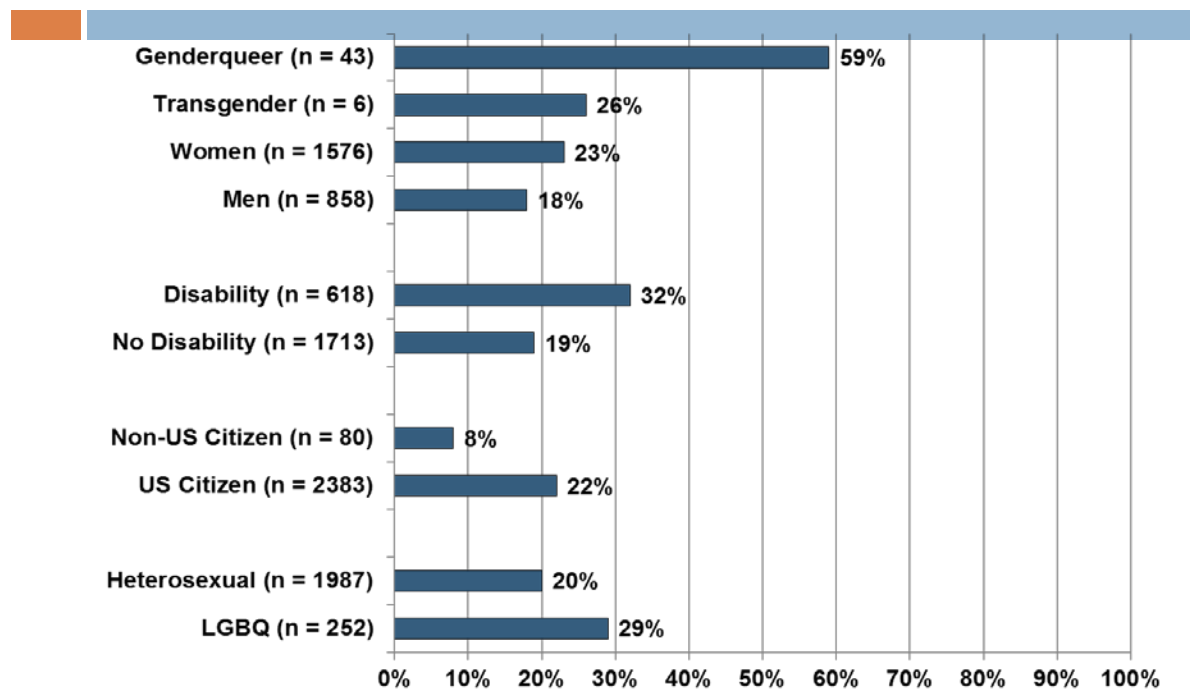


Figure 40. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Race, Religious Affiliation, and Political Views (%)

Genderqueer respondents (59%), Transgender respondents (26%), LGBQ respondents (29%), and respondents with Disabilities (32%) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBQ respondents were more likely than Heterosexual respondents; Genderqueer respondents were more likely than Men, Women, and Transgender respondents; people with disabilities were more likely than those without disabilities; and Non-U.S. Citizens were less likely than U.S. Citizens to have observed exclusionary conduct.



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

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

In terms of position at UC San Diego, results indicated that greater percentages of Staff (22%) and Faculty (24%) believed they had observed offensive, hostile, or intimidating conduct than did Post-Docs/Trainees (10%; Figure 42).

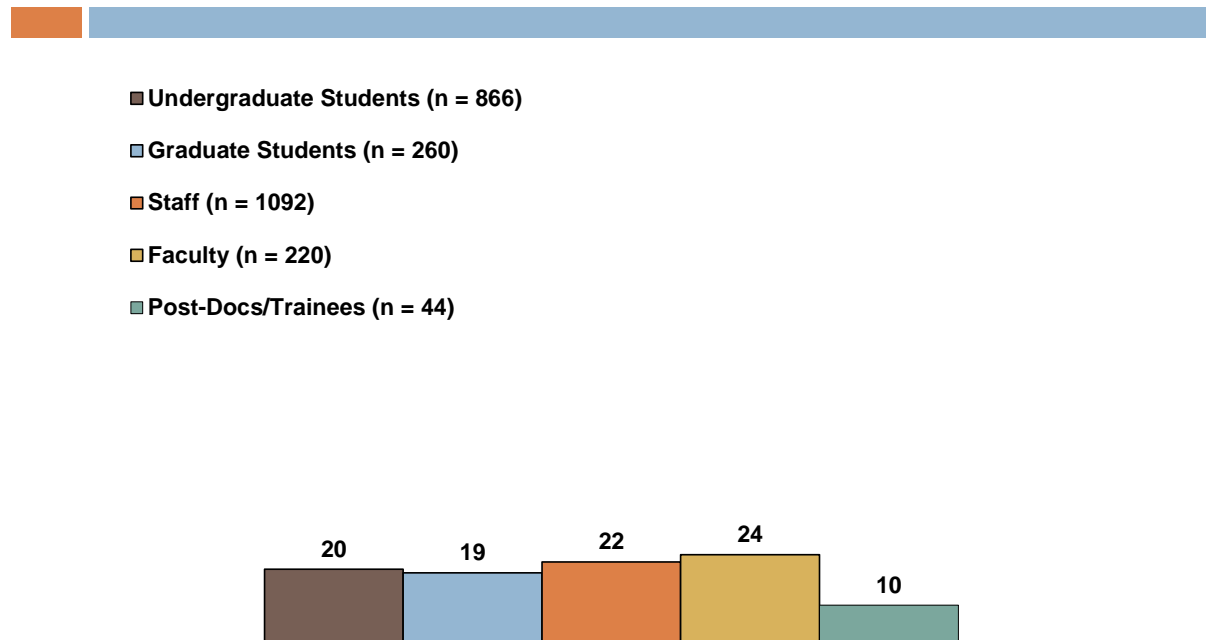


Figure 42. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position Status (%)

Table 25 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (52%,  $n = 1,290$ ), or someone being deliberately ignored or excluded (36%,  $n = 896$ ), intimidated/bullied (33%,  $n = 822$ ), or isolated or left out (30%,  $n = 743$ ).

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

Only answered by respondents who observed exclusionary conduct ( $n = 2,482$ ).

<b>Form</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Derogatory remarks	1,290	52.0
Deliberately ignored or excluded	896	36.1
Intimidated/bullied	822	33.1
Isolated or left out	743	29.9
Racial/ethnic profiling	569	22.9
Assumption that someone was admitted/hired/promoted based on his/her identity	503	20.3
Isolated or left out when work was required in groups	395	15.9
Derogatory written comments	348	14.0
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	295	11.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	291	11.7
Singled out as a spokesperson for his/her identity	273	11.0
Receipt of a low performance evaluation	272	11.0
Feared for their physical safety	227	9.1
Graffiti/vandalism	159	6.4
Derogatory phone calls	113	4.5
Threats of physical violence	78	3.1
Receipt of a poor grade because of a hostile classroom environment	70	2.8
Feared for their family's safety	50	2.0
Victim of a crime	43	1.7
Physical violence	41	1.7
Other	180	7.3

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, 37% had witnessed such behavior six or more times ( $n = 860$ ; Table 26).

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

Only answered by respondents who observed exclusionary conduct ( $n = 2,482$ ).

<b>Number of Times Observed in the Past Year</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
1	333	14.2
2	412	17.5
3	431	18.3
4	210	8.9
5	103	4.4
6 or more	860	36.6

Percentages do not sum to 100 due to multiple responses.



Additionally, 30% of the respondents who observed exclusionary conduct said it happened in a public space at UC San Diego ( $n = 747$ ; Table 27). Some respondents said the incidents occurred while working at a UC San Diego job (28%,  $n = 697$ ), in a UC San Diego office (23%,  $n = 582$ ), in a meeting with a group of people (23%,  $n = 568$ ), in a class/lab/clinical setting (17%,  $n = 568$ ).

**Table 27. Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct**

Only answered by respondents who observed exclusionary conduct ( $n = 2,482$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
In a public space at UC San Diego	747	30.1
While working at a UC San Diego job	697	28.1
In a UC San Diego office	582	23.4
In a meeting with a group of people	568	22.9
In a class/lab/clinical setting	424	17.1
At a UC San Diego event	416	16.8
While walking on campus	328	13.2
In campus housing	272	11.0
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	254	10.2
In a meeting with one other person	235	9.5
In a health care setting	196	7.9
Off campus	177	7.1
In a faculty office	132	5.3
In a UC San Diego dining facility	104	4.2
In off campus housing	61	2.5
On campus transportation	54	2.2
In athletic facilities	34	1.4
In an on-line class	7	0.3

Percentages do not sum to 100 due to multiple responses.

Forty-one percent of respondents ( $n = 1,027$ ) who observed exclusionary, offensive, hostile, or intimidating conduct said the targets of the conduct were students. Other respondents identified co-workers (25%,  $n = 621$ ), staff members (24%,  $n = 597$ ), and friends (13%,  $n = 310$ ).

Respondents who observed exclusionary, offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (32%,  $n = 787$ ). Respondents identified additional sources as faculty members (17%,  $n = 411$ ), co-workers (15%,  $n = 361$ ), supervisors (14%,  $n = 346$ ), administrators (14%,  $n = 349$ ), or staff members (13%,  $n = 316$ ).

Table 28 illustrates participants' reactions to this behavior. Respondents most often felt angry (46%,  $n = 1,136$ ) or embarrassed (34%,  $n = 834$ ). Thirty-one percent ( $n = 758$ ) told a friend. Seven percent reported the incidents to campus employees/officials ( $n = 176$ ), while 10% didn't know who to go to ( $n = 253$ ). Some did not report out of fear the complaint would not be taken seriously (11%,  $n = 274$ ). Six percent did report it but felt the complaint was not taken seriously ( $n = 158$ ).

**Table 28. Reactions to Observing Exclusionary, Intimidating, Offensive, or Hostile Conduct Only**  
 answered by respondents who observed exclusionary conduct (*n* = 2,482).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
I was angry	1,136	45.8
I felt embarrassed	834	33.6
I told a friend	758	30.5
I avoided the harasser	527	21.2
I told a family member	514	20.7
I did nothing	431	17.4
I ignored it	372	15.0
I was afraid	294	11.8
I sought support from a staff person	293	11.8
I didn't report it for fear that my complaint would not be taken seriously	274	11.0
I didn't know who to go to	253	10.2
I left the situation immediately	242	9.8
I confronted the harasser at the time	233	9.4
It didn't affect me at the time	219	8.8
I felt somehow responsible	212	8.5
I sought support from an administrator	192	7.7
I confronted the harasser later	179	7.2
I reported it to a campus employee/official	176	7.1
I sought support from campus resource	163	6.6
I did report it but I did not feel the complaint was taken seriously	158	6.4
I sought support from a faculty member	155	6.2
I sought information on-line	88	3.5
I told my union representative	53	2.1
I sought support from a spiritual advisor	48	1.9
I sought support from a student staff	36	1.5
I sought support from off-campus hot-line/advocacy services	27	1.1
I contacted a local law enforcement official	20	0.8
I sought support from a TA/grad assistant	16	0.6
Other	224	9.0

Percentages do not sum to 100 due to multiple responses.

## Experiences of Unwanted Sexual Contact

Within the last 5 years, 279 people (2%) believed they had experienced unwanted sexual contact<sup>50</sup> while at UC San Diego. Subsequent analyses of the data suggest that higher percentages of Women (3%,  $n = 217$ ), Genderqueer respondents (14%,  $n = 10$ ), LGBTQ respondents (4%,  $n = 38$ ), respondents with disabilities (4%,  $n = 87$ ), Multi-Minority respondents (4%,  $n = 7$ ), and Students (3%,  $n = 176$ ) than other groups experienced unwanted sexual contact.

Ninety-four respondents offered additional comments about their experiences of unwanted sexual contact. Several respondents said they had such experiences the weekend of Sun God. One person recounted, “During the weekend of Sun God, a man kissed me while I was sitting outside without my consent and tried to persuade me to have sex with him.” A few students indicated they were pressured to have sex without condoms or while they were intoxicated. Several women students said “drunk guys grab women’s butts” at dances, clubs, etc. and became irritated/belligerent when confronted. Additionally, several employees described situations where co-workers touched them inappropriately (e.g., “grabbed my butt,” “touched my breast”) or tried to kiss them at work. Quite a few people wrote about their physical boundaries and that more should be done to educate people about the variations in individuals’ comfort levels with touch. One person commented,

My classification of "unwanted physical sexual contact" is a lot broader than most. For me, it is any mature male that makes any physical contact with me (i.e. shaking hands, patting my shoulder, etc.). I think that at least UC faculty and staff should be aware of differences in comfort levels culturally/religiously. The Cross-Cultural Center community is more educated on this than most administrators.

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<sup>50</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

## Summary

More than three-quarters of all respondents were comfortable with the climate at UC San Diego and in their departments and work units. As noted earlier, 23% of UC San Diego respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary, offensive, intimidating, and/or hostile conduct and discrimination than those in the majority. In addition, 279 respondents (2%) believed they had experienced unwanted sexual contact in the past five years at UC San Diego.

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.” Seventy-seven percent of all respondents in the UC San Diego survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC San Diego, 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 Climate**

This section of the report details Faculty, Staff, and Post-Doc/Trainee responses to survey items regarding their perceptions of the workplace climate at UC San Diego; their thoughts on work-life and various climate issues; and certain employment practices at UC San Diego (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. Three-quarters felt the workplace was workplace was welcoming for people based on ethnicity (76%,  $n = 4,619$ ), English language proficiency (76%,  $n = 4,621$ ), educational level (76%,  $n = 4,627$ ), country of origin (76%,  $n = 4,612$ ), and age (75%,  $n = 4,579$ ).

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1,452	23.8	3,127	51.2	772	12.6	196	3.2	563	9.2
Ancestry	1,579	26.0	2,941	48.3	598	9.8	145	2.4	821	13.5
Country of origin	1,600	26.4	3,012	49.6	595	9.8	149	2.5	713	11.7
Educational level	1,493	24.6	3,134	51.6	745	12.3	210	3.5	493	8.1
English language proficiency/ accent	1,424	23.5	3,197	52.7	714	11.8	158	2.6	573	9.4
Ethnicity	1,587	26.2	3,032	50.1	649	10.7	192	3.2	595	9.8
Gender identity	1,448	23.9	2,749	45.4	663	11.0	168	2.8	1,021	16.9
Gender expression	1,395	23.1	2,703	44.8	668	11.1	164	2.7	1,102	18.3
Immigrant/citizen status	1,468	24.3	2,835	46.9	626	10.4	160	2.6	956	15.8
International Status	1,509	25.0	2,861	47.4	587	9.7	140	2.3	935	15.5
Learning disability	1,179	19.6	2,457	40.9	746	12.4	157	2.6	1,470	24.5
Marital status	1,628	26.9	2,925	48.4	614	10.2	165	2.7	716	11.8
Medical conditions	1,365	22.7	2,756	45.9	705	11.7	183	3.0	997	16.6
Military/veteran status	1,513	25.0	2,473	40.9	475	7.8	114	1.9	1,478	24.4
Parental status	1,571	25.9	2,936	48.4	947	10.7	168	2.8	740	12.2
Participation in a club	1,349	22.4	2,451	40.7	541	9.0	149	2.5	1,539	25.5
Participation on an athletic team	1,193	19.8	2,162	36.0	503	8.4	130	2.2	2,023	33.7
Philosophical views	1,272	21.1	2,671	44.4	685	11.4	169	2.8	1,225	20.3
Psychological condition	1,156	19.3	2,446	40.8	687	11.5	146	2.4	1,554	25.9
Physical characteristics	1,350	22.5	2,818	46.9	616	10.2	154	2.6	1,073	17.9
Physical disability	1,298	21.6	2,641	44.0	663	11.0	155	2.6	1,252	20.8
Political views	1,196	19.9	2,645	43.9	847	14.1	226	3.8	1,108	18.4
Race	1,540	25.6	2,844	47.2	707	11.7	204	3.4	732	12.1
Religious/spiritual views	1,341	22.4	2,694	44.9	704	11.7	212	3.5	1,049	17.5
Sexual orientation	1,476	24.6	2,741	45.7	591	9.9	156	2.6	1,032	17.2
Socioeconomic status	1,349	22.5	2,763	46.2	757	12.7	208	3.5	906	15.1

Note: Table includes post-doc, trainee, faculty, and staff responses only (n = 6,286).

When analyzed by demographic characteristics, the data reveal that 55% of transgender Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 6$ ), 52% of genderqueer Post-Doc, Trainee, Faculty, and Staff respondents ( $n = 14$ ), 69% of women ( $n = 530$ ), and 70% of men ( $n = 1,606$ ) felt the workplace climate was welcoming based on gender identity (Figure 43).

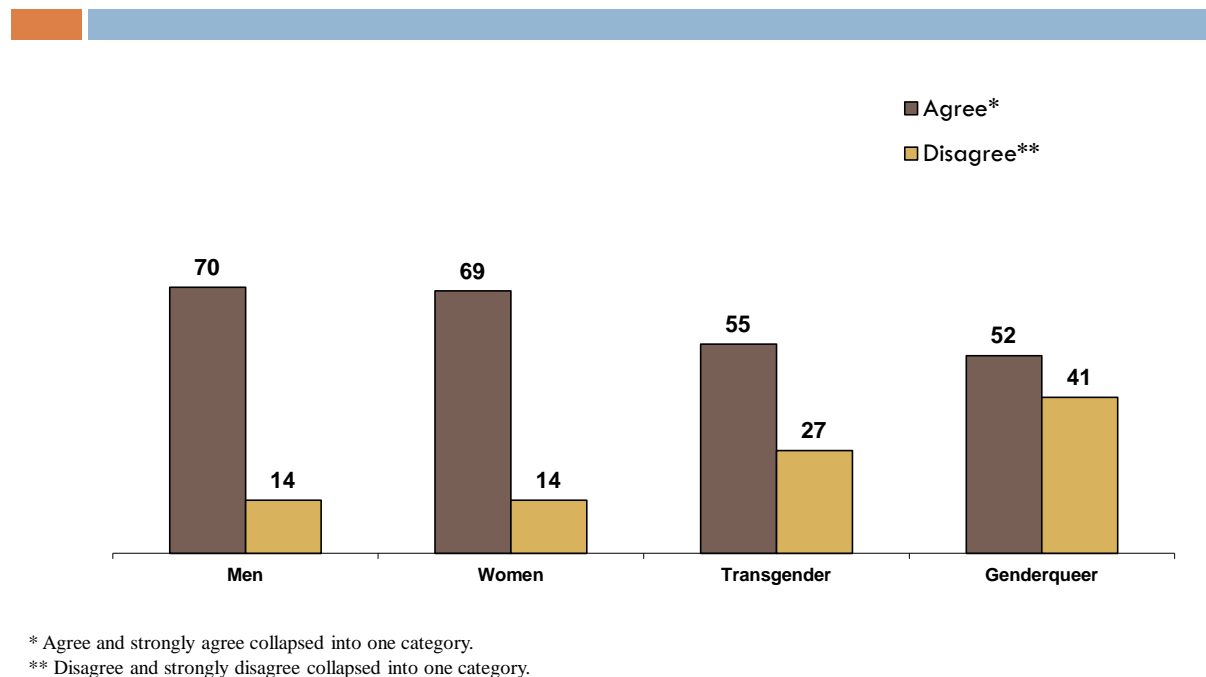


Figure 43. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)



In comparison with 79% of White Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 2,559$ ), 71% of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 62$ ), 65% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 767$ ) and 65% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 878$ ) felt the workplace climate was welcoming based on race (Figure 44).

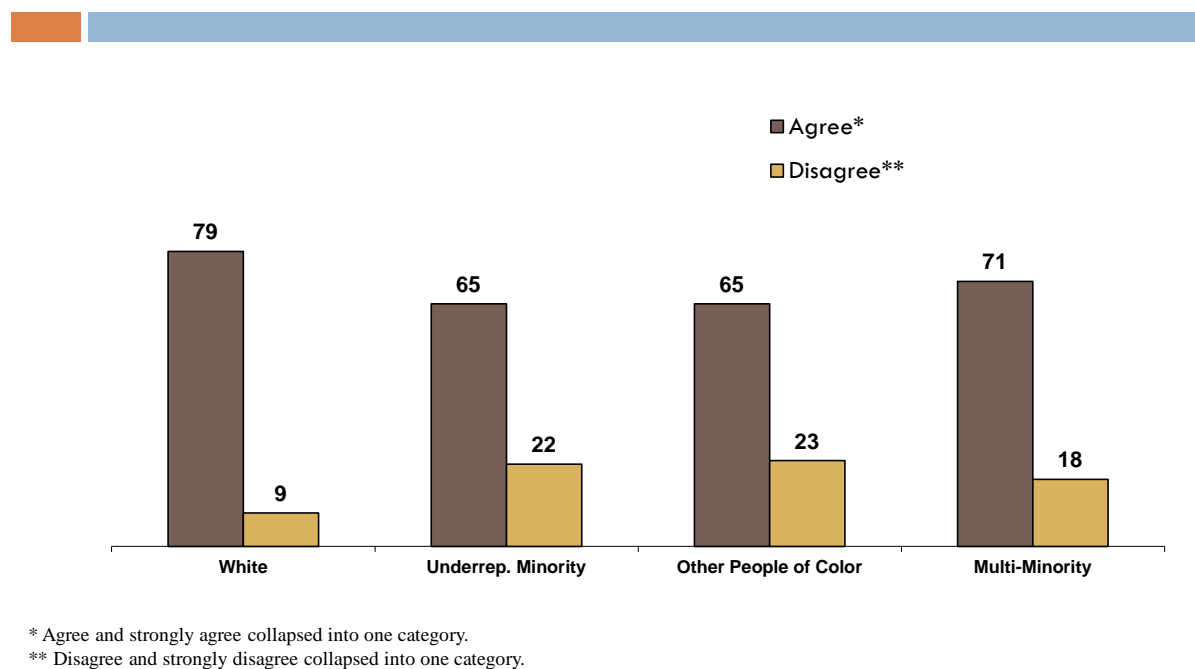


Figure 44. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-five percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 328$ ) and 71% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 3,545$ ) believed the workplace climate was welcoming based on sexual orientation (Figure 45).

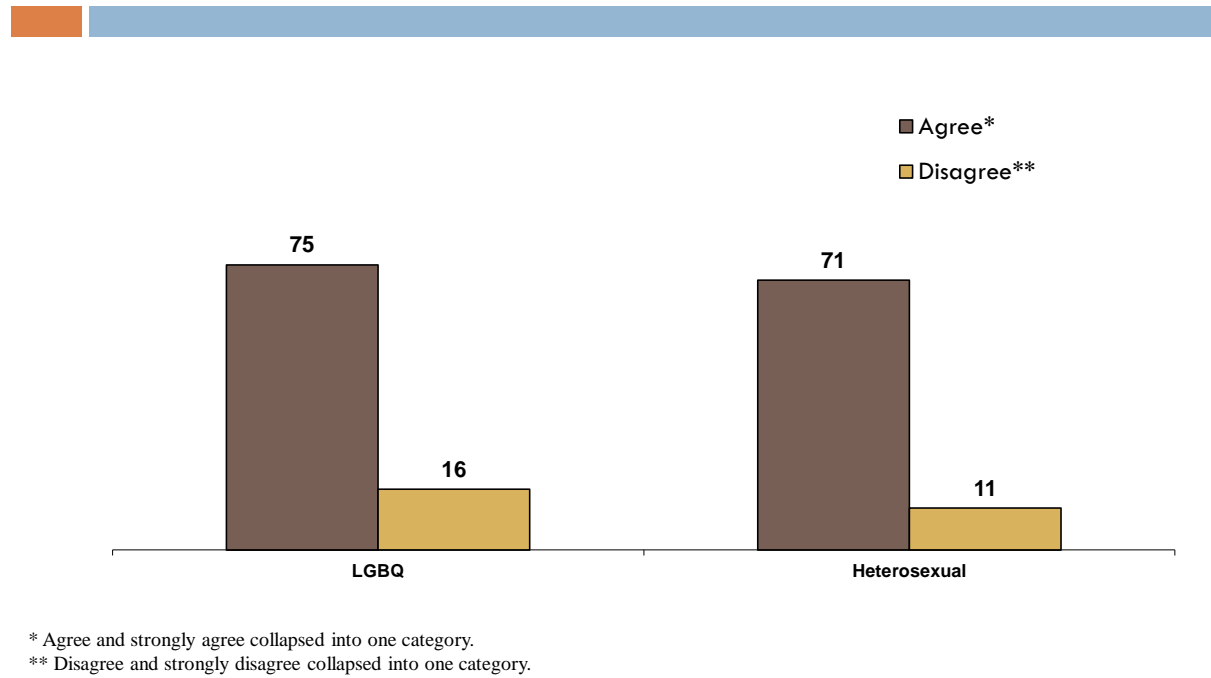
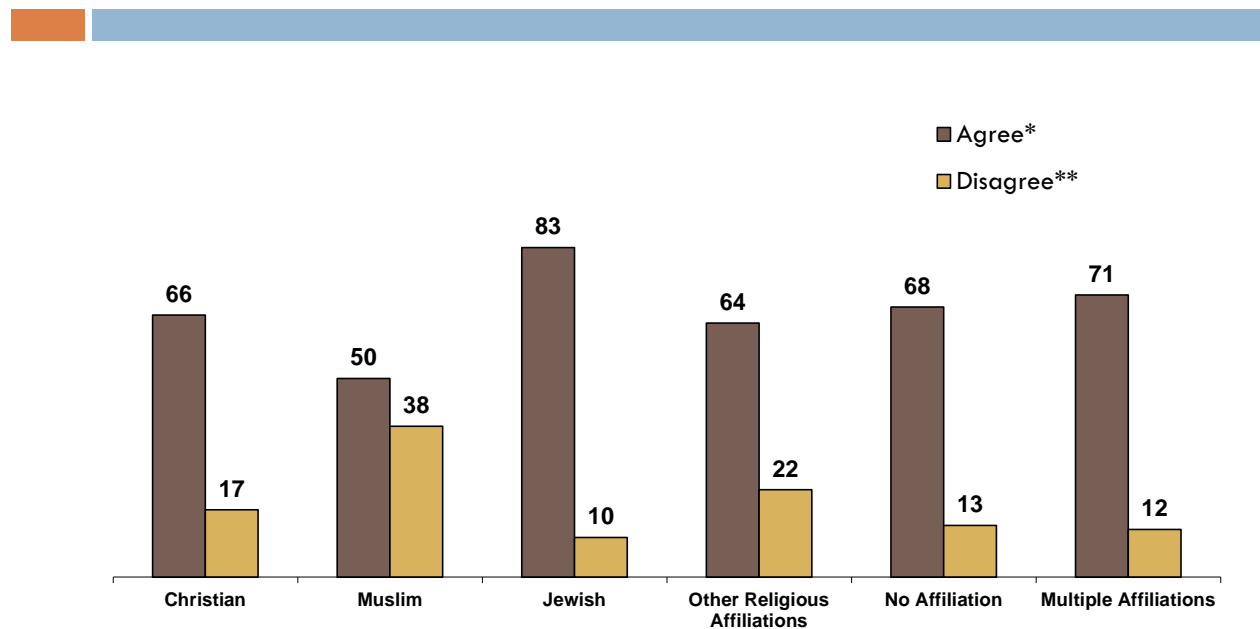


Figure 45. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty, Staff, and Post-Doc/Trainee respondents from Jewish religious affiliations (83%,  $n = 130$ ) and with Multiple Affiliations (71%,  $n = 236$ ) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations. Fifty percent of Muslim Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 16$ ) felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46), making them the least likely group to agree that the workplace climate was welcoming.



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

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

Additionally, 70% of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 1,601$ ), 66% of politically Middle of the Road respondents ( $n = 1,225$ ), 58% of Conservative/Far Right respondents ( $n = 416$ ), and 51% of politically undecided respondents ( $n = 357$ ) felt the workplace climate was welcoming based on political views (Figure 47).

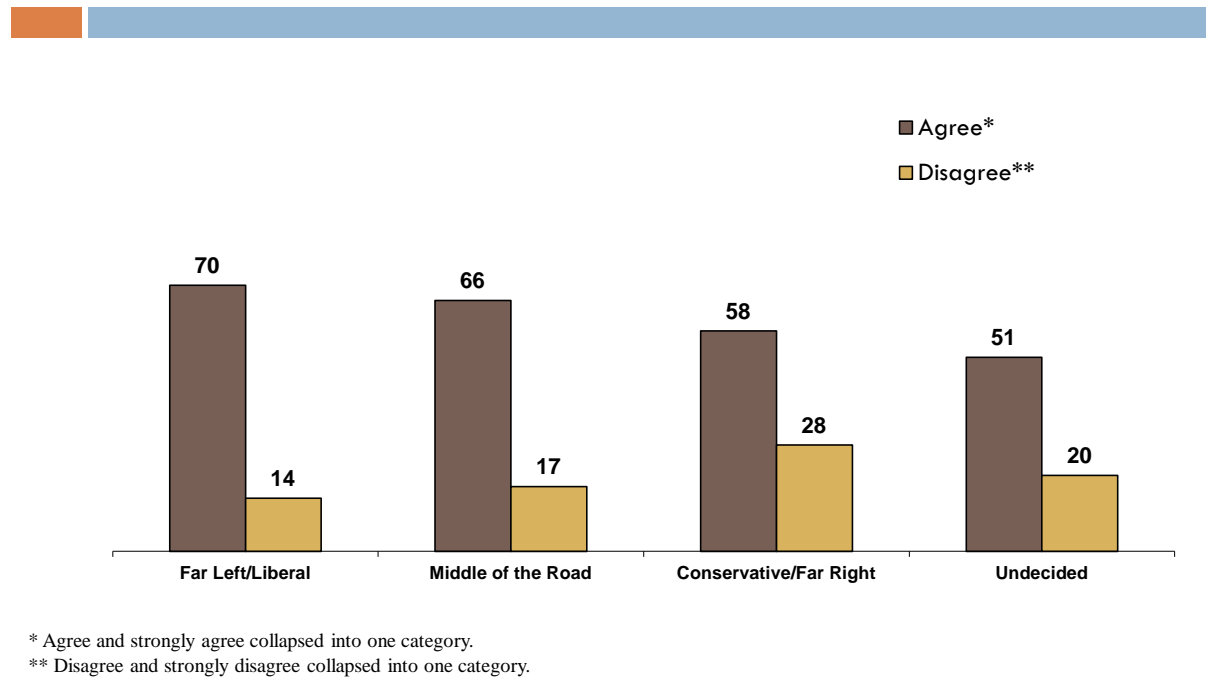
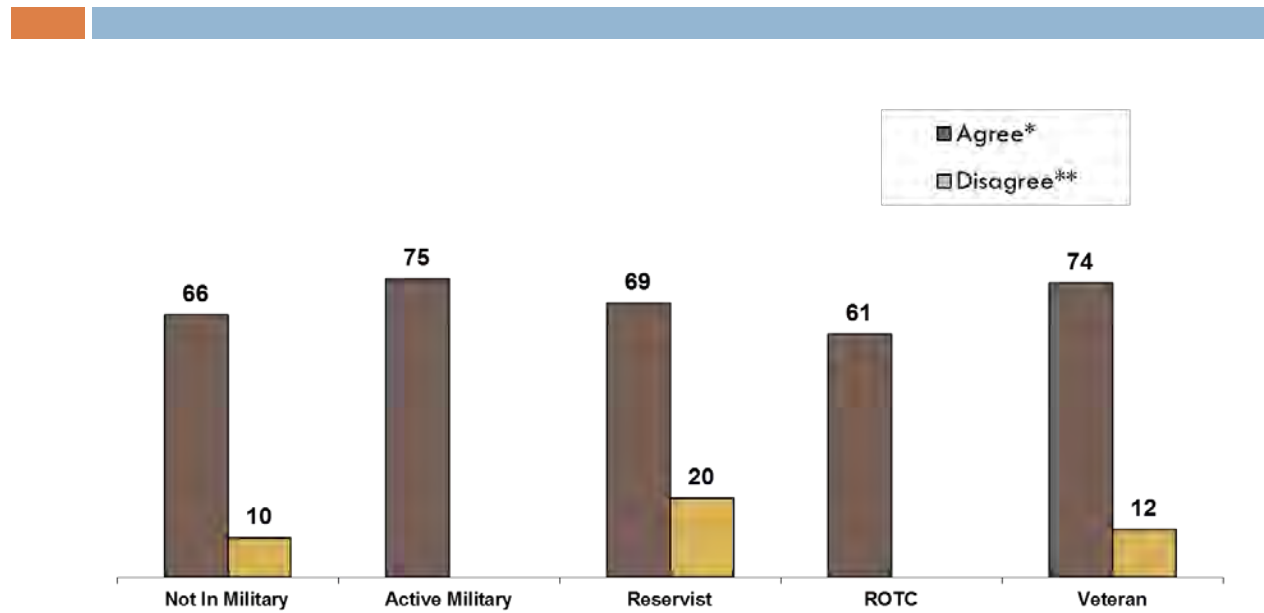


Figure 47. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Political Views (%)

While 25% of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military ( $n = 1,388$ ) did not know how welcoming their workplaces were for employees based on their military status, 75% of Active Military respondents ( $n = 12$ ), 74% of Veterans ( $n = 233$ ), 69% of Reservist employees ( $n = 24$ ), and 61% of ROTC employees ( $n = 11$ ) felt the workplace climate was welcoming based on military status (Figure 48).



Responses with  $n$ 's less than 5 are not presented in the figure  
\* Agree and strongly agree collapsed into one category.  
\*\* Disagree and strongly disagree collapsed into one category.

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

Seventy-three percent of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 4,200$ ) and 58% of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ( $n = 161$ ) felt the workplace climate was welcoming based on international status (Figure 49). Likewise, 72% of U.S. Citizen respondents ( $n = 4,131$ ) and 58% of Non-U.S. Citizen respondents ( $n = 161$ ) felt the climate was workplace welcoming based on immigrant/citizen status.

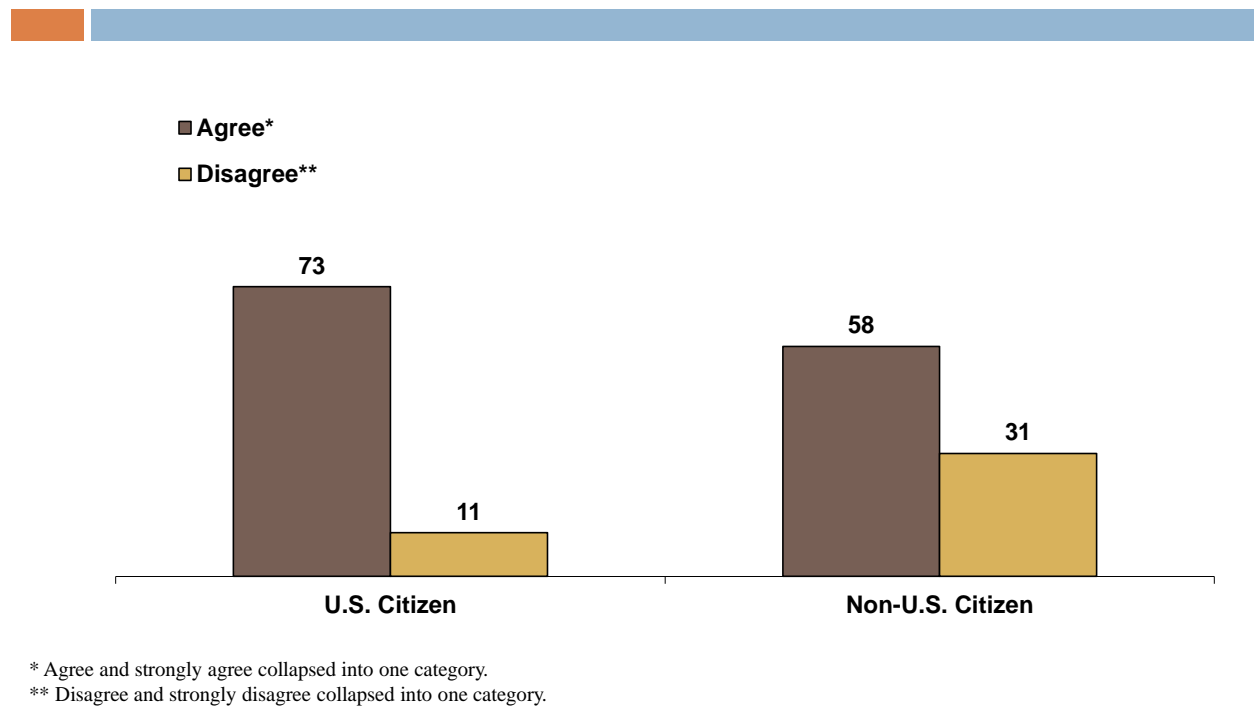


Figure 49. Faculty, Staff, and Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on International Status (%)

## **Campus Climate and Work-Life Issues**

Several items addressed employees' (Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Students<sup>51</sup>) experiences at UC San Diego, their perceptions of specific UC San Diego policies, their attitudes about the climate and work-life issues at UC San Diego, and faculty attitudes about tenure and advancement processes.

Forty-nine percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents felt that salary determinations were clear ( $n = 3,645$ ). More than half of the respondents thought UC San Diego demonstrated that it values a diverse faculty (73%,  $n = 5,525$ ) and staff (80%,  $n = 6,040$ ). Table 30 illustrates responses to these questions by gender,<sup>52</sup> race/ethnicity, position, disability status, citizenship status<sup>53</sup>, religious/spiritual affiliation, and sexual orientation where the responses for these groups differed from one another.

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<sup>51</sup> 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.

<sup>52</sup> Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality.

<sup>53</sup> Undocumented residents were not included in these analyses as their numbers were too few to assure confidentiality.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I believe salary determinations are clear.</b>	<b>629</b>	<b>8.4</b>	<b>3,016</b>	<b>40.2</b>	<b>1,953</b>	<b>26.0</b>	<b>994</b>	<b>13.2</b>	<b>917</b>	<b>12.2</b>
Staff	401	8.3	1,969	40.7	1,418	29.3	750	15.5	298	6.2
Faculty	76	8.5	367	41.0	253	28.3	151	16.9	48	5.4
Post-Docs/Trainees	55	12.4	231	52.0	88	19.8	19	4.3	51	11.5
White	354	9.1	1,596	41.3	993	25.7	511	13.2	415	10.7
Underrepresented Minority	101	7.3	505	36.6	408	29.6	213	15.4	153	11.1
Other People of Color	143	7.4	803	41.5	459	23.7	221	11.4	308	15.9
Multi-Minority	17	15.6	45	41.3	23	21.1	17	15.6	7	6.4
Men	272	8.9	1,261	41.1	713	23.2	401	13.1	424	13.8
Women	349	8.1	1,728	39.9	1,201	27.7	573	13.2	480	11.1
Genderqueer	<5	--	14	31.1	14	31.1	12	26.7	<5	--
No Disability	514	8.6	2,478	41.5	1,543	25.9	719	12.1	711	11.9
Disability	85	7.4	398	34.6	311	27.1	214	18.6	141	12.3
U.S. Citizen	573	8.3	2,711	39.5	1,835	26.7	952	13.9	796	11.6
Non-U.S. Citizen	55	9.1	295	48.8	108	17.9	32	5.3	115	19.0
Christian	248	9.0	1,125	40.9	740	26.9	355	12.9	280	10.2
Muslim	6	10.7	18	32.1	11	19.6	10	17.9	11	19.6
Jewish	13	6.4	89	43.8	44	21.7	32	15.8	25	12.3
Other Religious/Spiritual Affiliations	41	10.2	150	37.5	98	24.5	46	11.5	65	16.2
No Religious Affiliation	249	7.8	1,313	41.1	800	25.0	411	12.9	423	13.2
Multiple Religious Affiliations	39	8.6	166	36.6	129	28.5	75	16.6	44	9.7
<b>I think that UC San Diego demonstrates that it values a diverse faculty.</b>	<b>1,375</b>	<b>18.2</b>	<b>4,150</b>	<b>55.0</b>	<b>914</b>	<b>12.1</b>	<b>423</b>	<b>5.6</b>	<b>681</b>	<b>9.0</b>
Staff	921	18.9	2,685	55.2	481	9.9	236	4.9	539	11.1
Faculty	156	17.3	455	50.4	187	20.7	86	9.5	19	2.1
Post-Docs/Trainees	75	17.0	272	61.5	51	11.5	12	2.7	32	7.2
White	780	20.1	2,205	56.8	421	10.8	157	4.0	319	8.2
Underrepresented Minority	220	15.9	657	47.4	222	16.0	164	11.8	124	8.9
Other People of Color	320	16.5	1,134	58.4	220	11.3	87	4.5	182	9.4
Multi-Minority	20	18.2	53	48.2	14	12.7	10	9.1	13	11.8
Men	612	19.9	1,691	55.1	334	10.9	162	5.3	272	8.9
Women	750	17.2	2,410	55.3	565	13.0	251	5.8	384	8.8
Genderqueer	7	15.6	15	33.3	7	15.6	14	31.1	<5	--
U.S. Citizen	1,265	18.3	3,744	54.2	860	12.5	411	6.0	622	9.0
Non-U.S. Citizen	106	17.5	389	64.3	49	8.1	11	1.8	50	8.3
Christian	548	19.8	1,525	55.2	287	10.4	133	4.8	268	9.7
Muslim	12	21.1	26	45.6	7	12.3	6	10.5	6	10.5
Jewish	46	22.5	105	51.5	30	14.7	14	6.9	9	4.4
Other Religious/Spiritual Affiliations	81	20.1	215	53.3	55	13.6	23	5.7	29	7.2
No Religious Affiliation	531	16.6	1,815	56.6	404	12.6	183	5.7	272	8.5
Multiple Religious Affiliations	81	17.7	238	52.1	79	17.3	30	6.6	29	6.3
LGBQ	86	15.4	268	47.9	80	14.3	60	10.7	65	11.6
Heterosexual	1,146	18.4	3,461	55.6	757	12.2	335	5.4	529	8.5



Table 30. (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I think UC San Diego demonstrates that it values a diverse staff.</b>	<b>1,542</b>	<b>20.4</b>	<b>4,498</b>	<b>59.6</b>	<b>794</b>	<b>10.5</b>	<b>354</b>	<b>4.7</b>	<b>358</b>	<b>4.7</b>
Staff	1,065	21.9	2,894	59.5	469	9.6	236	4.9	198	4.1
Faculty	172	19.1	521	57.8	123	13.7	50	5.5	35	3.9
Post-Docs/Trainees	78	17.6	286	64.6	42	9.5	11	2.5	26	5.9
White	889	22.9	2,263	60.8	361	9.3	112	2.9	159	4.1
Underrepresented Minority	235	16.9	737	52.9	211	15.2	149	10.7	60	4.3
Other People of Color	343	17.7	1,227	63.2	187	9.6	79	4.1	104	5.4
Multi-Minority	27	24.5	65	59.1	<5	--	8	7.3	6	5.5
Men	664	21.6	1,830	59.4	303	9.8	134	4.4	148	4.8
Women	862	19.8	2,614	60.0	478	11.0	211	4.8	193	4.4
Genderqueer	7	15.6	16	35.6	11	24.4	11	24.4	<5	--
U.S. Citizen	1,437	20.8	4,074	59.0	745	10.8	345	5.0	304	4.4
Non-U.S. Citizen	100	16.5	406	67.1	44	7.3	8	1.3	47	7.8
Christian	625	22.6	1,621	58.6	267	9.6	130	4.7	124	4.5
Muslim	12	21.1	30	52.6	<5	--	7	12.3	5	8.8
Jewish	50	24.8	116	57.4	21	10.4	9	4.5	6	3.0
Other Religious/Spiritual Affiliations	89	22.0	230	56.8	53	13.1	18	4.4	15	3.7
No Religious Affiliation	587	18.3	1,983	61.9	340	10.6	142	4.4	150	4.7
Multiple Religious Affiliations	93	20.4	267	58.4	60	13.1	20	4.4	17	3.7
LGBQ	101	18.1	305	54.7	74	13.3	45	8.1	33	5.9
Heterosexual	1,287	20.6	3,751	60.2	640	10.3	280	4.5	275	4.4

Note: Table includes post-doc, trainee, graduate/professional student, staff, and faculty responses only (n = 7,637).

Twenty-eight percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents (n = 2,130) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 30). Twenty-four percent believed their colleagues expected them to represent the “point of view” of their identities (n = 1,769).

Sixty-eight percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers (n = 5,132). More than one-quarter of employee respondents (30%, n = 2,237) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 37% indicated there were many unwritten rules concerning how one is expected to interact with colleagues in their work units (n = 2,766).

Table 31 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups<sup>54</sup> differed from one another.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.</b>	<b>632</b>	<b>8.3</b>	<b>1,498</b>	<b>19.8</b>	<b>2613</b>	<b>34.5</b>	<b>2,231</b>	<b>29.4</b>	<b>608</b>	<b>8.0</b>
White	287	7.4	691	17.7	1355	34.7	1,343	34.4	227	5.8
Underrepresented Minority	166	11.9	292	20.9	451	32.2	386	27.6	105	7.5
Other People of Color	129	6.6	438	22.5	705	36.2	428	22.0	248	12.7
Multi-Minority	12	10.8	20	18.0	36	32.4	36	32.4	7	6.3
Men	208	6.7	550	17.8	1066	34.5	981	31.8	283	9.2
Women	401	9.2	920	21.0	1508	34.4	1,234	28.2	319	7.3
Genderqueer	9	20.0	14	31.1	13	28.9	8	17.8	<5	--
No Disability	410	6.8	1,112	18.5	2145	35.6	1,868	31.0	488	8.1
Disability	179	15.4	284	24.5	343	29.5	274	23.6	81	7.0
U.S. Citizen	598	8.6	1,342	19.3	2389	34.4	2,105	30.3	504	7.3
Non-U.S. Citizen	24	4.0	148	24.4	215	35.4	123	20.3	97	16.0
Christian	259	9.3	546	19.7	927	33.4	841	30.3	201	7.2
Muslim	7	12.3	12	21.1	16	28.1	14	24.8	8	14.0
Jewish	15	7.5	33	16.4	64	31.8	63	31.3	26	12.9
Other Religious/Spiritual Affiliations	40	9.9	94	23.3	136	33.7	93	23.0	41	10.1
No Religious Affiliation	213	6.6	612	19.0	1154	35.8	994	30.8	254	7.9
Multiple Religious Affiliations	39	8.6	101	22.2	169	37.1	115	25.3	31	6.8
<b>My colleagues/co-workers expect me to represent “the point of view” of my identity.</b>	<b>338</b>	<b>4.5</b>	<b>1,431</b>	<b>19.1</b>	<b>2559</b>	<b>34.2</b>	<b>1,661</b>	<b>22.2</b>	<b>1,502</b>	<b>20.1</b>
White	128	3.3	609	15.8	1313	34.1	1,025	26.6	780	20.2
Underrepresented Minority	103	7.4	301	21.7	479	34.5	256	18.5	248	17.9
Other People of Color	94	4.9	465	24.1	664	34.5	314	16.3	389	20.2
Multi-Minority	7	6.4	21	19.1	32	29.1	27	24.5	23	20.9
Men	135	4.4	595	19.5	1046	34.2	713	23.3	569	18.6
Women	196	4.5	815	18.8	1482	34.3	931	21.5	902	20.9
Genderqueer	7	15.6	15	33.3	14	31.1	<5	--	6	13.3
LGBQ	37	6.7	147	26.6	204	36.9	95	17.2	70	12.7
Heterosexual	262	4.2	1,119	18.1	2113	34.1	1,462	23.6	1,238	20.0
Christian	135	4.9	551	20.1	903	32.9	582	21.2	577	21.0
Muslim	7	12.3	10	17.5	20	35.1	10	17.5	10	17.5
Jewish	11	5.5	49	24.4	61	30.3	44	21.9	36	17.9
Other Religious/Spiritual Affiliations	24	6.0	88	22.1	136	34.1	70	17.5	81	20.3
No Religious Affiliation	121	3.8	552	17.3	1138	35.7	761	23.9	618	19.4
Multiple Religious Affiliations	28	6.2	99	21.9	163	36.0	102	22.5	61	13.5

<sup>54</sup> Again, transgender respondents and Undocumented Residents were not included in these analyses because their numbers were too small to assure confidentiality.

<i>Table 31. (cont.)</i> Issues	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N/A</b>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.</b>	<b>1,695</b>	<b>22.3</b>	<b>3,437</b>	<b>45.3</b>	<b>1,186</b>	<b>15.6</b>	<b>523</b>	<b>6.9</b>	<b>744</b>	<b>9.8</b>
Staff	1,256	25.6	2,415	49.3	713	14.6	323	6.6	190	3.9
Faculty	214	23.7	373	41.3	142	15.7	71	7.9	104	11.5
Post-Docs/Trainees	85	19.3	202	45.8	90	20.4	30	6.8	34	7.7
White	345	24.2	1,758	45.0	596	15.3	244	6.2	361	9.2
Underrepresented Minority	319	22.8	622	44.5	217	15.5	128	9.1	113	8.1
Other People of Color	363	18.6	926	47.4	306	15.7	120	6.1	237	12.1
Multi-Minority	28	25.2	43	38.7	23	20.7	7	6.3	10	9.0
Men	709	23.0	1,409	45.7	431	14.0	175	5.7	361	11.7
Women	959	21.9	1,987	45.3	737	16.8	336	7.7	370	8.4
Genderqueer	5	11.1	18	40.0	8	17.8	9	20.0	5	11.1
No Disability	1,394	23.2	2,801	46.6	903	15.0	341	5.7	577	9.6
Disability	239	20.5	460	39.4	207	17.7	141	12.1	121	10.4
U.S. Citizen	1,616	23.3	3,143	45.3	1,058	15.2	484	7.0	640	9.2
Non-U.S. Citizen	75	12.4	279	46.0	118	19.4	36	5.9	99	16.3
Christian	690	24.9	1,254	45.2	414	14.9	194	7.0	224	8.1
Muslim	19	33.3	17	29.8	7	12.3	7	12.3	7	12.3
Jewish	48	23.4	79	38.5	32	15.6	19	9.3	27	13.2
Other Religious/Spiritual Affiliations	74	18.2	192	47.3	71	17.5	24	5.9	45	11.1
No Religious Affiliation	670	20.8	1,485	46.1	515	16.0	210	6.5	342	10.6
Multiple Religious Affiliations	100	21.8	195	42.5	82	17.9	32	7.0	50	10.9
<b>I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition.</b>	<b>668</b>	<b>8.8</b>	<b>1,569</b>	<b>20.8</b>	<b>3,414</b>	<b>45.2</b>	<b>1,368</b>	<b>18.1</b>	<b>542</b>	<b>7.2</b>
Staff	475	9.7	1,018	20.9	2,281	46.8	838	17.2	263	5.4
Faculty	90	10.0	216	24.0	360	40.0	189	21.0	46	5.0
Post-Docs/Trainees	26	5.8	83	18.6	220	49.2	103	23.0	15	3.4
White	251	6.4	608	15.6	1,894	48.6	907	23.3	237	6.1
Underrepresented Minority	197	14.1	328	23.5	581	41.7	188	13.5	99	7.1
Other People of Color	181	9.3	557	28.6	811	41.7	219	11.3	178	9.1
Multi-Minority	14	12.7	22	20.0	48	43.6	21	19.1	5	4.5
Men	248	8.0	600	19.4	1,337	43.3	668	21.7	232	7.5
Women	406	9.3	939	21.5	2,037	46.6	686	15.7	300	6.9
Genderqueer	8	17.8	15	33.3	15	33.3	6	13.3	<5	--
No Disability	460	7.7	1,188	19.8	2,798	46.6	1,131	18.8	424	7.1
Disability	151	13.0	292	25.2	455	39.2	181	15.6	81	7.0
U.S. Citizen	618	8.9	1,385	20.0	3,154	45.6	1,272	18.4	486	7.0
Non-U.S. Citizen	42	6.9	174	28.6	247	40.6	94	15.5	51	8.4
Christian	280	10.1	591	21.3	1,217	43.9	501	18.1	182	6.6
Muslim	8	14.0	11	19.3	23	40.4	14	24.6	<5	--
Jewish	16	8.1	26	13.1	92	46.5	44	22.2	20	10.1
Other Religious/Spiritual Affiliations	37	9.2	122	30.3	164	40.7	41	10.2	39	9.7
No Religious Affiliation	222	6.9	644	20.0	1,496	46.5	610	19.0	243	7.6
Multiple Religious Affiliations	52	11.4	73	15.9	221	48.3	93	20.3	19	4.1

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.</b>	<b>747</b>	<b>9.9</b>	<b>2,019</b>	<b>26.7</b>	<b>3,052</b>	<b>40.4</b>	<b>1,079</b>	<b>14.3</b>	<b>652</b>	<b>8.6</b>
White	355	9.1	981	25.2	1,622	41.7	679	17.5	254	6.5
Underrepresented Minority	179	12.9	357	25.7	558	40.1	176	12.7	121	8.7
Other People of Color	164	8.5	587	30.3	766	39.5	181	9.3	239	12.3
Multi-Minority	18	16.2	34	30.6	34	30.6	16	14.4	9	8.1
Men	263	8.6	818	26.6	1,234	40.1	471	15.3	290	9.4
Women	469	10.7	1,170	26.8	1,783	40.8	597	13.7	346	7.9
Genderqueer	7	15.9	18	40.9	12	27.3	<5	--	<5	--
No Disability	496	8.3	1,558	26.0	2,526	42.1	900	15.0	518	8.6
Disability	205	17.7	346	29.9	383	33.0	134	11.6	91	7.9

Note: Table includes post-doc, trainee, graduate/professional student, staff, and faculty responses only (*n* = 7,637).

A number of items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents about their opinions regarding work-life issues at UC San Diego. Sixty-nine percent found UC San Diego supportive of their taking leave (*n* = 5,242), and 71% reported that UC San Diego was supportive of flexible work schedules (*n* = 5,400). Nineteen percent reported 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* = 1,410), and 12% found that people who have children were considered by UC San Diego to be less committed to their jobs/careers (*n* = 911).

Forty-four percent reported that UC San Diego provides available resources to help employees balance work-life needs, such as childcare and elder care (*n* = 3,349). Few respondents (15%, *n* = 1,093) 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	%
<b>I find that UC San Diego is supportive of my taking leave.</b>	<b>1,154</b>	<b>15.3</b>	<b>4,088</b>	<b>54.1</b>	<b>894</b>	<b>11.8</b>	<b>194</b>	<b>2.6</b>	<b>1,227</b>	<b>16.2</b>
Faculty	93	10.4	473	53.0	136	15.2	16	1.8	175	19.6
Staff	913	18.7	2,970	60.9	513	10.5	122	2.5	361	7.4
Post-docs/Trainees	52	11.3	231	52.4	65	14.7	15	3.4	80	18.1
Graduate/Professional Students	98	7.3	414	30.8	180	13.4	41	3.1	611	45.5
<b>I find that UC San Diego is supportive of flexible work schedules.</b>	<b>1,316</b>	<b>17.4</b>	<b>4,084</b>	<b>54.0</b>	<b>1,077</b>	<b>14.2</b>	<b>335</b>	<b>4.4</b>	<b>750</b>	<b>9.9</b>
Faculty	133	14.8	536	59.8	109	12.2	17	1.9	102	11.4
Staff	949	19.5	2,686	55.1	798	16.4	272	5.6	173	3.5
Post-docs/Trainees	68	15.2	274	61.4	45	10.1	14	3.1	45	10.1
Graduate/Professional Students	166	12.4	588	43.8	125	9.3	32	2.4	430	32.1
<b>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.</b>	<b>369</b>	<b>4.9</b>	<b>1,041</b>	<b>13.8</b>	<b>3,563</b>	<b>47.2</b>	<b>1,296</b>	<b>17.2</b>	<b>1,284</b>	<b>17.0</b>
Faculty	34	3.8	109	12.2	481	53.8	169	18.9	101	11.3
Staff	264	5.4	716	14.7	2,470	50.7	943	19.3	481	9.9
Post-docs/Trainees	15	3.4	76	17.1	221	49.7	66	14.8	67	15.1
Graduate/Professional Students	56	4.2	140	10.4	391	29.2	118	8.8	635	47.4
<b>I feel that people who have children are considered by UC San Diego to be less committed to their jobs/careers.</b>	<b>197</b>	<b>2.6</b>	<b>714</b>	<b>9.5</b>	<b>4,000</b>	<b>53.1</b>	<b>1,367</b>	<b>18.1</b>	<b>1,256</b>	<b>16.7</b>
Faculty	19	2.1	100	11.2	507	57.0	181	20.4	82	9.2
Staff	122	2.5	446	9.2	2,805	57.7	981	20.2	509	10.5
Post-docs/Trainees	12	2.7	52	11.7	245	55.1	69	15.5	67	15.1
Graduate/Professional Students	44	3.3	116	8.7	443	33.1	136	10.2	598	44.7
<b>I feel that UC San Diego provides available resources to help employees balance work-life needs, such as childcare and elder care.</b>	<b>513</b>	<b>6.9</b>	<b>2,836</b>	<b>36.6</b>	<b>1,316</b>	<b>17.6</b>	<b>473</b>	<b>6.3</b>	<b>2,432</b>	<b>32.6</b>
Faculty	26	3.0	272	30.9	256	29.1	100	11.4	226	25.7
Staff	418	8.7	2,070	42.9	824	17.1	296	6.1	1,214	25.2
Post-docs/Trainees	18	4.1	117	26.7	101	23.1	37	8.4	165	37.7
Graduate/Professional Students	51	3.8	277	20.8	135	10.2	40	3.0	827	62.2
<b>I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.</b>	<b>209</b>	<b>2.8</b>	<b>884</b>	<b>11.9</b>	<b>2,203</b>	<b>29.5</b>	<b>684</b>	<b>9.2</b>	<b>3,478</b>	<b>46.6</b>
Faculty	51	5.8	179	20.3	277	31.5	86	9.8	287	32.6
Staff	109	2.3	542	11.3	1,593	33.1	488	10.1	2,080	43.2
Post-docs/Trainees	13	2.9	70	15.8	137	30.9	32	7.2	192	43.2
Graduate/Professional Students	36	2.7	93	7.0	196	14.8	78	5.9	919	69.5

Note: Table includes post-doc, trainee, graduate/professional student, staff, and faculty responses only (n = 7,637).

More than half of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (77%,  $n = 5,845$ ) and supervisors (68%,  $n = 5,164$ ) at UC San Diego who gave them career advice or guidance when they need it (Table 33).

Sixty-four percent acknowledged their supervisors provided them with resources to pursue professional development opportunities ( $n = 4,856$ ), and 67% agreed their supervisors provided ongoing feedback to help improve their performance ( $n = 5,049$ ). The majority of Post-Doc, Trainee, Graduate/Professional Student, Staff, and Faculty respondents had adequate access to administrative support (70%,  $n = 5,233$ ).

Seventy-eight percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 5,679$ ) indicated the following survey item was not applicable to them: “For health sciences campus employees, my patient-care load is manageable.” Of the respondents who found that item applicable ( $n = 1,586$ ), 80% of health sciences employees felt their patient-care load was manageable ( $n = 1,270$ ).

**Table 33. Perceptions of Support and Resources Available at UC San Diego**

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>	<b>1,539</b>	<b>20.3</b>	<b>3,625</b>	<b>47.9</b>	<b>1,180</b>	<b>15.6</b>	<b>552</b>	<b>7.3</b>	<b>679</b>	<b>9.0</b>
Faculty	126	19.3	2,363	48.3	861	17.6	422	8.6	299	6.1
Staff	943	19.3	2,363	48.3	861	17.6	422	8.6	299	6.1
Post-docs/Trainees	137	30.7	248	55.6	46	10.3	9	2.0	6	1.3
Graduate/Professional Students	333	24.8	642	47.8	127	9.5	46	3.4	194	14.5
<b>I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.</b>	<b>1,584</b>	<b>20.9</b>	<b>4,261</b>	<b>56.3</b>	<b>874</b>	<b>11.5</b>	<b>285</b>	<b>3.8</b>	<b>567</b>	<b>7.5</b>
Faculty	166	18.4	502	55.8	96	10.7	45	5.0	91	10.1
Staff	925	18.9	2,780	56.9	664	13.6	215	4.4	299	6.1
Post-docs/Trainees	118	26.5	284	63.7	30	6.7	5	1.1	9	2.0
Graduate/Professional Students	375	27.9	695	51.8	84	6.3	20	1.5	168	12.5
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>1,497</b>	<b>19.8</b>	<b>3,359</b>	<b>44.4</b>	<b>1,376</b>	<b>18.2</b>	<b>525</b>	<b>6.9</b>	<b>806</b>	<b>10.7</b>
Faculty	96	10.7	306	34.2	155	17.3	76	8.5	263	29.4
Staff	981	20.1	2,261	46.3	992	20.3	387	7.9	261	5.3
Post-docs/Trainees	124	27.9	236	53.2	62	14.0	11	2.5	11	2.5
Graduate/Professional Students	296	22.1	556	41.5	167	12.5	51	3.8	271	20.2
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>	<b>1,379</b>	<b>18.3</b>	<b>3,670</b>	<b>48.6</b>	<b>1,345</b>	<b>17.8</b>	<b>519</b>	<b>6.9</b>	<b>635</b>	<b>8.4</b>
Faculty	89	10.0	304	34.0	199	22.3	74	8.3	227	25.4
Staff	896	18.4	2,519	51.7	913	18.7	385	7.9	158	3.2
Post-docs/Trainees	119	26.8	252	56.3	59	13.3	9	2.0	5	1.1
Graduate/Professional Students	275	20.5	595	44.4	174	13.0	51	3.8	245	18.3
<b>I have adequate access to administrative support.</b>	<b>1,178</b>	<b>15.7</b>	<b>4,055</b>	<b>54.0</b>	<b>1,213</b>	<b>16.2</b>	<b>558</b>	<b>7.4</b>	<b>505</b>	<b>6.7</b>
Faculty	97	10.8	402	44.8	221	24.6	137	15.3	40	4.5
Staff	731	15.1	2,660	54.9	820	16.9	361	7.5	269	5.6
Post-docs/Trainees	95	21.5	266	60.3	47	10.7	18	4.1	15	3.4
Graduate/Professional Students	255	19.2	727	54.7	125	9.4	42	3.2	181	13.6
<b>For health sciences campus employees, my patient-care load is manageable.</b>	<b>226</b>	<b>3.1</b>	<b>1,044</b>	<b>14.4</b>	<b>219</b>	<b>3.0</b>	<b>97</b>	<b>1.3</b>	<b>5,679</b>	<b>78.2</b>
Faculty	20	2.3	159	18.6	43	5.0	26	3.0	605	70.9
Staff	124	2.7	622	13.4	145	3.1	62	1.3	3,693	79.5
Post-docs/Trainees	35	7.9	105	23.6	14	3.1	<5	--	287	64.5
Graduate/Professional Students	47	3.6	158	12.0	17	1.3	5	0.4	1,094	82.8

Note: Table includes post-doc, trainees graduate/professional student, staff, and faculty responses only (n = 7,637).

**Perceptions of Employment Practices**

Regarding respondents’ observations of discriminatory employment practices, 18% of Staff respondents ( $n = 896$ ) and 16% of Faculty respondents ( $n = 146$ )<sup>55</sup> observed hiring practices at UC San Diego (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>	%
<b>No</b>	<b>3,607</b>	<b>62.1</b>	<b>5,691</b>	<b>75.1</b>	<b>4,736</b>	<b>62.4</b>
Faculty	624	68.8	727	80.7	570	63.1
Staff	2,983	60.9	3,573	73.1	2,860	58.4
Graduate/Professional Students	not asked	not asked	1,037	77.0	969	72.2
Post-Docs/Trainees	not asked	not asked	354	80.1	337	75.4
<b>Yes</b>	<b>1,042</b>	<b>17.9</b>	<b>627</b>	<b>8.3</b>	<b>1,360</b>	<b>17.9</b>
Faculty	146	16.1	67	7.4	189	20.9
Staff	896	18.3	487	10.0	1,066	21.8
Graduate/Professional Students	not asked	not asked	56	4.2	81	6.0
Post-Docs/Trainees	not asked	not asked	17	3.8	24	5.4
<b>Don't Know</b>	<b>1,158</b>	<b>19.9</b>	<b>1,258</b>	<b>16.6</b>	<b>1,494</b>	<b>19.7</b>
Faculty	137	15.1	107	11.9	144	15.9
Staff	1,021	20.8	827	16.9	971	19.8
Graduate/Professional Students	not asked	not asked	253	18.8	293	21.8
Post-Docs/Trainees	not asked	not asked	71	16.1	86	19.2

\*Note: Answered by faculty and staff only ( $n = 5,839$ ).

\*\*Note: Answered by post-docs/trainees, graduate/professional students, faculty, and staff ( $n = 7,637$ ).

<sup>55</sup> Post-docs/trainees and graduate/professional students were not asked this question.



Of those who believed that they had observed discriminatory hiring, 33% said it was based on personal relationships ( $n = 341$ ), 18% on ethnicity ( $n = 192$ ), 17% on race ( $n = 178$ ), 17% on age ( $n = 174$ ), and 15% on position ( $n = 158$ ).

- By gender identity:<sup>56</sup> subsequent analyses indicated 19% of Women ( $n = 688$ ), 15% of Men ( $n = 328$ ), and 39% of Genderqueer respondents ( $n = 11$ ) believed they had observed discriminatory hiring practices.
- By racial identity: subsequent analyses indicated 15% of White faculty and staff ( $n = 472$ ), 24% of Underrepresented Minority faculty and staff ( $n = 278$ ), 19% of Other People of Color employees ( $n = 229$ ), and 29% of Multi-Minority employees ( $n = 25$ ) observed unfair or unjust hiring at UC San Diego.
- By sexual orientation: subsequent analyses indicated 20% of LGBTQ respondents ( $n = 86$ ) and 17% of heterosexual respondents ( $n = 831$ ) believed they had observed discriminatory hiring practices.
- By disability status: subsequent analyses indicated that 17% of respondents with disabilities ( $n = 195$ ) versus 13% of respondents without disabilities ( $n = 789$ ) believed they had observed discriminatory hiring practices.

Eight percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 627$ ) had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Of those individuals, 23% said they believed the discrimination was based on position ( $n = 142$ ), 15% on age ( $n = 95$ ), 15% on race ( $n = 100$ ), 12% on ethnicity ( $n = 77$ ), and 12% on personal relationships ( $n = 74$ ).

- By position status: subsequent analyses indicated 4% of Graduate/Professional Students ( $n = 56$ ), 10% of Staff respondents ( $n = 487$ ), 7% of Faculty respondents ( $n = 67$ ), and 4% of Post-Docs/Trainees ( $n = 17$ ) had observed discriminatory disciplinary actions.
- By gender identity: subsequent analyses indicated 9% of Women ( $n = 378$ ), 8% of Men ( $n = 234$ ), and 16% of Genderqueer respondents ( $n = 7$ ) believed they had observed discriminatory practices.

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<sup>56</sup> Transgender respondents were too few to include in these analyses.

- By racial identity: subsequent analyses indicated 12% of Underrepresented Minority employees ( $n = 168$ ), 11% of Multi-Minority employees ( $n = 12$ ), 7% of Other People of Color employees ( $n = 135$ ), and 7% of White employees ( $n = 279$ ) witnessed such actions.
- By sexual orientation: subsequent analyses indicated 11% of LGBTQ respondents ( $n = 64$ ) and 8% of heterosexual respondents ( $n = 478$ ) witnessed discriminatory disciplinary actions.
- By disability status: subsequent analyses indicated 13% of respondents with disabilities ( $n = 156$ ) and 7% of respondents without disabilities ( $n = 437$ ) observed discriminatory disciplinary actions.

Eighteen percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 1,360$ ) had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC San Diego. Several respondents believed it was based on personal relationships (29%,  $n = 392$ ), UC San Diego position (23%,  $n = 317$ ), age (12%,  $n = 161$ ), race (11%,  $n = 147$ ), and ethnicity (10%,  $n = 140$ ).

- By position status: subsequent analyses revealed 6% of Graduate/Professional Students ( $n = 81$ ), 22% of Staff respondents ( $n = 1,066$ ), 21% of Faculty respondents ( $n = 189$ ), and 5% of the Post-Docs/Trainees ( $n = 24$ ) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses revealed 20% of Women ( $n = 867$ ), 15% of Men ( $n = 464$ ), and 36% of Genderqueer respondents ( $n = 16$ ) witnessed discriminatory promotion/tenure/reappointment/ reclassification.
- By racial identity: subsequent analyses revealed 17% of White respondents ( $n = 675$ ), 15% of Other People of Color respondents ( $n = 295$ ), 22% of Underrepresented Minority respondents ( $n = 309$ ), and 22% of Multi-Minority respondents ( $n = 24$ ) witnessed such conduct.
- By sexual orientation: subsequent analyses revealed 20% of LGBTQ of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ( $n = 113$ ) and 17% of heterosexual respondents ( $n = 1,094$ ) also witnessed such conduct.

- By disability status: subsequent analyses revealed 26% of respondents with disabilities ( $n = 302$ ) and 16% of respondents without disabilities ( $n = 988$ ) observed discriminatory promotion/tenure/reappointment/reclassification.

### Faculty Members’ Views on University Policies

One survey item queried Faculty members ( $n = 911$ ) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents “agreed” or “strongly agreed” that tenure/promotion process was clear (67%,  $n = 603$ ) and reasonable (70%,  $n = 630$ ). Most felt that their service contributions were important to tenure/promotion (61%,  $n = 550$ ). Fewer Faculty felt that their diversity-related contributions have been/will be valued for promotion or tenure (45%,  $n = 402$ ) or felt pressured to change their research agendas to achieve tenure or be promoted (20%,  $n = 182$ ).

**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.	139	15.4	464	51.4	192	21.3	60	6.6	48	5.3
I believe that the tenure/promotion standards are reasonable.	131	14.6	499	55.4	168	18.7	38	4.2	64	7.1
I feel that my service contributions are important to tenure/promotion.	108	12.0	442	49.2	209	23.2	65	7.2	75	8.3
I feel pressured to change my research agenda to achieve tenure/promotion.	35	3.9	147	16.4	371	41.3	186	20.7	160	17.8
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	37	4.1	365	40.8	188	21.0	55	6.2	249	27.9
I believe that tenure standards/advancement standards are applied equally to all faculty.	107	12.0	405	45.5	219	24.6	75	8.4	85	9.5

Note: Table includes faculty respondents only ( $n = 911$ ).

Fifty-eight percent of all Faculty ( $n = 512$ ) believed tenure standards and advancement standards were equally applied to all UC San Diego faculty. Figure 50 illustrates that Underrepresented Minority Faculty, women faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC San Diego.

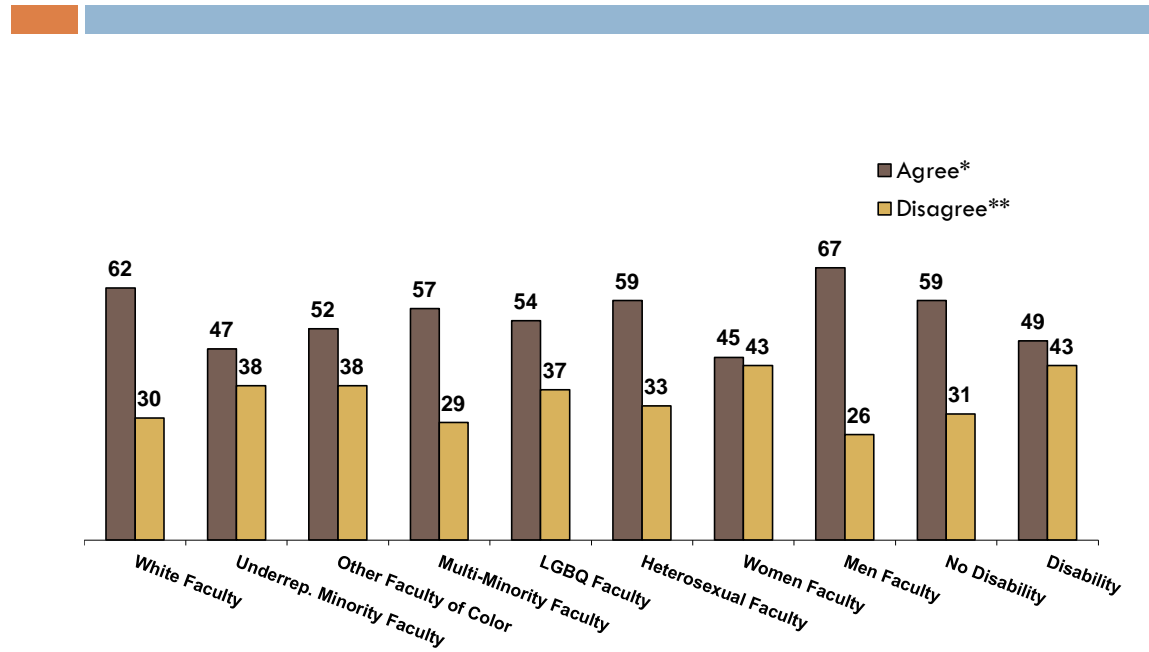


Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-five percent of Faculty ( $n = 581$ ) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Twenty-eight percent ( $n = 250$ ) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-five percent of Faculty ( $n = 405$ ) believed they performed more work to help students than did their colleagues. Table 36 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups.<sup>57</sup>

**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>	%
<b>I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>137</b>	<b>15.3</b>	<b>444</b>	<b>49.4</b>	<b>170</b>	<b>18.9</b>	<b>52</b>	<b>5.8</b>	<b>95</b>	<b>10.6</b>
White	98	17.5	281	50.3	92	16.5	27	4.8	61	10.9
Underrepresented Minority	17	17.5	41	42.3	20	20.6	6	6.2	13	13.4
Other People of Color	18	8.7	110	53.1	49	23.7	14	6.8	16	7.7
Men	85	15.9	281	52.7	83	15.6	25	4.7	59	11.1
Women	50	14.2	161	45.9	83	23.6	26	7.4	31	8.8
No Disability	111	15.4	366	50.8	135	18.7	42	5.8	67	9.3
Disability	20	14.5	60	43.5	28	20.3	9	6.5	21	15.2
U.S. Citizen	132	15.2	429	49.4	166	19.1	49	5.6	92	10.6
Non-U.S. Citizen	5	20.8	11	45.8	<5	--	<5	--	<5	--
<b>I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.</b>	<b>73</b>	<b>8.1</b>	<b>177</b>	<b>19.7</b>	<b>461</b>	<b>51.2</b>	<b>98</b>	<b>10.9</b>	<b>91</b>	<b>10.1</b>
White	47	8.4	113	20.2	282	50.4	64	11.4	53	9.5
Underrepresented Minority	10	10.4	20	20.8	38	39.6	15	15.6	13	13.5
Other People of Color	14	6.7	34	16.2	125	59.5	16	7.6	21	10.0
Men	39	7.3	99	18.4	282	52.5	64	11.9	53	9.9
Women	31	8.9	76	21.8	172	49.3	33	9.5	37	10.6
No Disability	49	6.8	147	20.3	376	51.9	78	10.8	74	10.2
Disability	19	13.8	24	17.4	65	47.1	15	10.9	15	10.9
LGBQ	12	19.7	16	26.2	24	39.3	8	13.1	<5	--
Heterosexual	57	7.2	152	19.3	409	52.0	87	11.1	82	10.4
U.S. Citizen	72	8.3	173	19.9	444	51.0	92	10.6	89	10.2
Non-U.S. Citizen	<5	--	<5	--	12	50.0	6	25.0	<5	--

<sup>57</sup> Transgender faculty, Genderqueer faculty, and Multi-Minority faculty were not included in these analyses as their numbers were too low to assure confidentiality.

Table 36. (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>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.</b>	<b>128</b>	<b>14.3</b>	<b>277</b>	<b>30.8</b>	<b>367</b>	<b>40.9</b>	<b>55</b>	<b>6.1</b>	<b>71</b>	<b>7.9</b>
White	81	14.4	171	30.5	235	41.9	38	6.8	36	6.4
Underrepresented Minority	14	14.9	25	26.6	35	37.2	7	7.4	13	13.8
Other People of Color	30	14.4	71	34.0	79	37.8	10	4.8	19	9.1
Men	74	13.9	157	29.4	222	41.6	34	6.4	47	8.8
Women	54	15.4	113	32.3	139	39.7	21	6.0	23	6.6
LGBQ	15	23.8	20	31.7	20	31.7	<5	--	<5	--
Heterosexual	109	13.9	237	30.3	326	41.7	49	6.3	61	7.8
U.S. Citizen	124	14.3	269	31.0	356	41.0	51	5.9	68	7.8
Non-U.S. Citizen	<5	--	6	25.0	8	33.3	<5	--	<5	--

Note: Table includes faculty respondents only (*n* = 911).

Seventy percent of faculty members ( $n = 625$ ) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Eight percent of faculty members ( $n = 69$ ) have used or would use UC San Diego policies on stopping the tenure clock, and 13% have used university policies on taking leave for childbearing or adoption ( $n = 121$ ). Nine percent felt that faculty members who use family-related leave policies are disadvantaged in promotion or tenure ( $n = 84$ ), and 45% believed that perceptions about using family-related leave policies differ for men and women faculty ( $n = 398$ ).

**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>	%
<b>I have used or would use university policies on stopping the clock for promotion or tenure.</b>	<b>22</b>	<b>2.4</b>	<b>47</b>	<b>5.2</b>	<b>213</b>	<b>23.7</b>	<b>142</b>	<b>15.8</b>	<b>474</b>	<b>52.8</b>
Women	14	4.0	28	8.0	90	25.6	39	11.1	181	51.4
Men	8	1.5	17	3.2	118	22.2	100	18.8	289	54.3
<b>I have used university policies on taking leave for childbearing or adoption.</b>	<b>35</b>	<b>3.9</b>	<b>86</b>	<b>9.5</b>	<b>152</b>	<b>16.9</b>	<b>132</b>	<b>14.6</b>	<b>497</b>	<b>55.1</b>
Women	24	6.8	61	17.3	61	17.3	35	9.9	172	48.7
Men	11	2.1	23	4.3	88	16.4	95	17.8	318	59.4
<b>In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.</b>	<b>18</b>	<b>2.0</b>	<b>66</b>	<b>7.4</b>	<b>411</b>	<b>46.4</b>	<b>193</b>	<b>21.8</b>	<b>198</b>	<b>22.4</b>
Women	10	2.9	44	12.6	167	48.0	49	14.1	78	22.4
Men	8	1.5	21	4.0	238	45.2	141	26.8	118	22.4
<b>I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.</b>	<b>145</b>	<b>16.3</b>	<b>480</b>	<b>53.9</b>	<b>119</b>	<b>13.4</b>	<b>28</b>	<b>3.1</b>	<b>118</b>	<b>13.3</b>
Women	42	12.1	181	52.2	62	17.9	13	3.7	49	14.1
Men	101	19.1	293	55.4	53	10.0	15	2.8	67	12.7
<b>I believe that perceptions about using work-family policies differ for men and women faculty.</b>	<b>86</b>	<b>9.8</b>	<b>312</b>	<b>35.6</b>	<b>287</b>	<b>32.7</b>	<b>64</b>	<b>7.3</b>	<b>128</b>	<b>14.6</b>
Women	53	15.4	132	38.3	91	26.4	16	4.6	53	15.4
Men	31	6.0	177	34.1	193	37.2	47	9.1	71	13.7

Note: Table includes faculty respondents only ( $n = 911$ ).

## **Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UC San Diego**

Thirty-eight percent of Staff respondents ( $n = 1,884$ ), 41% of Faculty respondents ( $n = 375$ ), and 27% of Post-Docs/Trainees ( $n = 122$ ) had seriously considered leaving UC San Diego in the past year.

Subsequent analyses revealed that:

- By gender identity:<sup>58</sup> 38% of Men ( $n = 895$ ), 38% of Women ( $n = 1,480$ ), and 43% of Genderqueer respondents ( $n = 12$ ) had seriously considered leaving the institution.
- By racial identity: 39% of Underrepresented Minority employees ( $n = 474$ ), 40% of White employees ( $n = 1,346$ ), 28% of Multi-Minority employees ( $n = 25$ ), and 33% of Other People of Color employees ( $n = 454$ ) had seriously considered leaving UC San Diego.
- By disability status: 48% of employees with disabilities ( $n = 439$ ) and 36% of employees without disabilities ( $n = 1,806$ ) seriously considered leaving UC San Diego.
- By citizenship status: 39% of U.S. Citizens ( $n = 2,295$ ) and 24% of Non-U.S. Citizens<sup>59</sup> ( $n = 71$ ) had seriously considered leaving.
- By sexual orientation: 46% of LGBTQ employees ( $n = 204$ ) and 38% of heterosexual respondents ( $n = 1,979$ ) had seriously considered leaving the institution.

More than 1,800 Faculty, Staff, and Post-Doc/Trainee respondents further elaborated on why they seriously considered leaving UC San Diego during the past year. Several people intimated that “The atmosphere has changed. It seems it's all about \$\$ now and less about research or patient care.” Respondents also felt that “low pay, lack of appreciation, no incentive to perform well, reform of benefits for retirement, no job growth/opportunity for advancement, no free education” contributed to their desire to leave UC San Diego.

Furthermore, a number of employees suggested that their supervisors/department heads were “unsupportive, uncommunicative, unappreciative, and ego-driven” micromanagers. Some respondents felt “unappreciated, isolated” at UC San Diego. A number of people were dismayed

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<sup>58</sup> Transgender respondent employees were too few to include in these analyses.

<sup>59</sup> Undocumented Resident employees were too few to include in these analyses.



that “Excellent reviews don't translate into advancement or raises. CUE/Teamsters negotiated ‘raise’ was swallowed up by increased contributions. Without bonuses or competitive pay, small increases make employees feel valued.”

Employees also noted few advancement opportunities existed at UC San Diego, citing “little to no mobility and opportunities are scarce.” They had difficulty earning promotions and being reclassified (“Limited growth in my field (incl. inability to reclass to better match my responsibilities), salary”). Additionally, many agreed that academic salaries were insufficient in San Diego, where the cost of living was exorbitant. “San Diego is an expensive city. Salaries are lower in academia, and UC San Diego does not offset by offering subsidized childcare. Switching to industry may make more sense for our family.”

### **Summary**

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UC San Diego groups. Other People of Color respondents and Underrepresented Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race. Muslim respondents were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity.

Few UC San Diego employees had observed unfair or unjust hiring (18%), unfair or unjust disciplinary actions (8%), or unfair or unjust promotion/tenure/reclassification (18%). Additionally, the majority of Staff, Faculty, Post-Docs, and Trainees believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

## **Students Perceptions of Campus Climate**

This section of the report is dedicated to survey questions that were specific to UC San Diego 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, 279 people (2%) 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)<sup>60</sup> while at UC San Diego. Subsequent analyses indicated that of the 279 respondents, 160 were Undergraduate Students (4% of all Undergraduate Students) and 16 were Graduate/Professional Students (1% of all Graduate/Professional Students).

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

- By gender identity: 5% of Women Undergraduates ( $n = 125$ ), 2% of Men Undergraduates ( $n = 32$ ), no Transgender Undergraduates, and 23% of Genderqueer Undergraduates ( $n = 7$ ) experienced unwanted sexual contact.
- By racial identity:<sup>61</sup> 3% of White Undergraduate Students ( $n = 25$ ), 6% of Underrepresented Minorities ( $n = 38$ ), and 4% of Other People of Color ( $n = 92$ ) experienced unwanted sexual contact.
- By sexual orientation: 8% of LGBTQ Undergraduate Students ( $n = 24$ ) and 3% of heterosexual Undergraduate Students ( $n = 112$ ) experienced unwanted sexual contact.

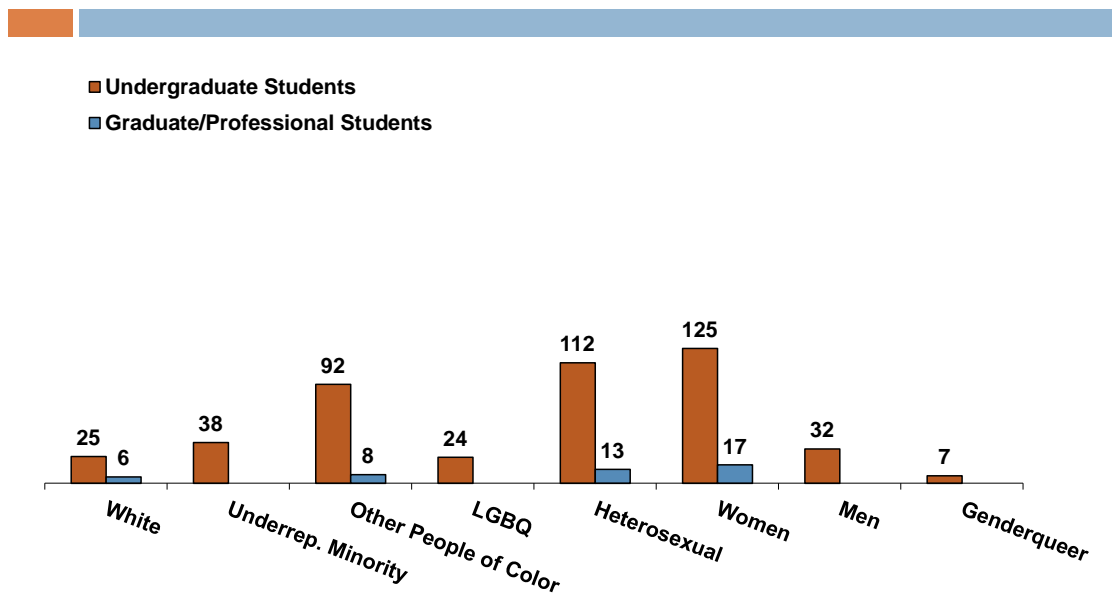
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<sup>60</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

<sup>61</sup> Multi-minority student respondents were too few to include in these analyses.

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

- By gender identity: 2% of Women Graduate/Professional Students ( $n = 17$ ) experienced unwanted sexual contact within the past 5 years at UC San Diego.
- By racial identity:<sup>62</sup> 1% of White Graduate/Professional Students ( $n = 6$ ) and 1% of Other People of Color ( $n = 8$ ) respondents experienced unwanted sexual contact.
- By sexual orientation: 1% of heterosexual Graduate/Professional Students ( $n = 13$ ) experienced unwanted sexual contact within the past 5 years at UC San Diego.



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

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

<sup>62</sup> Underrepresented minorities and multi-minority respondents were too few to include in these analyses.

## Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ( $n = 6,076$ ) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Seventy-three percent ( $n = 4,429$ ) 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 San Diego (71%,  $n = 4,312$ ). Additionally, the majority Students, Trainees, and Post-Docs reported their academic experience has had a positive influence on their intellectual growth and interest in ideas (75%,  $n = 4,530$ ) and that their interest in ideas and intellectual matters has increased since coming to UC San Diego (73%,  $n = 4,420$ ).

**Table 38. Student, Trainee, and Post-Doc Respondents' Academic Experiences at UC San Diego**

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>	%
<b>Many of my courses this year have been intellectually stimulating.</b>	<b>1,422</b>	<b>23.5</b>	<b>3,007</b>	<b>49.7</b>	<b>708</b>	<b>11.7</b>	<b>312</b>	<b>5.2</b>	<b>65</b>	<b>1.1</b>
Undergraduate Students	1,049	24.6	2,399	56.2	538	12.6	238	5.6	43	1.0
Graduate/Professional Students	345	25.6	528	39.2	151	11.1	70	5.2	21	1.6
<b>I am satisfied with the extent of my intellectual development since enrolling at UC San Diego.</b>	<b>1,290</b>	<b>21.3</b>	<b>3,022</b>	<b>50.0</b>	<b>1,039</b>	<b>17.2</b>	<b>531</b>	<b>8.8</b>	<b>85</b>	<b>1.4</b>
Undergraduate Students	818	19.2	2,144	50.4	818	19.2	409	9.6	63	1.5
Graduate/Professional Students	387	28.7	675	50.0	170	12.6	95	7.0	18	1.3
<b>My academic experience has had a positive influence on my intellectual growth and interest in ideas.</b>	<b>1,479</b>	<b>24.5</b>	<b>3,051</b>	<b>50.5</b>	<b>977</b>	<b>16.2</b>	<b>361</b>	<b>6.0</b>	<b>105</b>	<b>1.7</b>
Undergraduate Students	921	21.7	2,180	51.2	782	18.4	289	6.8	78	1.8
Graduate/Professional Students	452	33.6	654	48.6	152	11.3	60	4.5	22	1.6
<b>My interest in ideas and intellectual matters has increased since coming to UC San Diego.</b>	<b>1,631</b>	<b>27.0</b>	<b>2,789</b>	<b>46.1</b>	<b>1,094</b>	<b>18.1</b>	<b>391</b>	<b>6.5</b>	<b>101</b>	<b>1.7</b>
Undergraduate Students	1,085	25.5	2,074	48.7	759	17.8	266	6.3	70	1.6
Graduate/Professional Students	439	32.6	537	39.9	241	17.9	99	7.4	26	1.9

Note: Table includes students, trainees, and postdocs only ( $n = 6,076$ ). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Furthermore, 61% of Students, Trainees, and Post-Docs ( $n = 3,703$ ) reported they were performing up to their full academic potential. Almost half of all Student, Trainee, and Post-Doc respondents reported they performed academically as well as they had anticipated they would (49%,  $n = 2,939$ ; Table 39).

The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UC San Diego (68%,  $n = 4,138$ ). Table 39 illustrates these data by race, gender,<sup>63</sup> disability, citizenship, first-generation status, and socioeconomic status.

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<sup>63</sup> Transgender respondents were too few to include in these analyses.

**Table 39. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UC San Diego**

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>	%
<b>I am performing up to my full academic potential.</b>	<b>1,026</b>	<b>16.9</b>	<b>2,677</b>	<b>44.1</b>	<b>1,121</b>	<b>18.5</b>	<b>1,032</b>	<b>17.0</b>	<b>150</b>	<b>2.5</b>
White	359	21.6	766	46.2	242	14.6	241	14.5	21	1.3
Underrepresented Minority	158	17.9	353	39.9	162	18.3	174	19.7	25	2.8
Other People of Color	476	14.3	1,488	44.7	671	20.1	579	17.4	101	3.0
Multi-Minority	19	17.9	39	36.8	26	24.5	21	19.8	<5	--
Men	491	17.8	1,199	43.6	532	19.3	443	16.1	65	2.4
Women	527	16.2	1,460	44.8	580	17.8	571	17.5	84	2.6
Genderqueer	6	12.8	14	29.8	7	14.9	19	40.4	<5	--
No Disability	814	17.8	2,087	45.8	827	18.1	706	15.5	82	1.8
Disability	146	13.4	392	36.0	198	18.2	279	25.6	64	5.9
U.S. Citizen	843	16.3	2,243	43.5	951	18.4	950	18.4	132	2.6
Non-U.S. Citizen	179	20.6	416	47.9	162	18.7	76	8.8	16	1.8
Undocumented Resident	<5	--	9	47.4	5	26.3	<5	--	<5	--
First-Generation	299	15.7	784	41.2	377	19.8	359	18.9	54	2.8
Not First Generation	723	17.4	1,884	45.5	740	17.9	672	16.2	95	2.3
Low Income	455	16.7	1,170	43.0	515	18.9	498	18.3	78	2.9
Not Low Income	432	16.2	1,202	45.0	504	18.9	469	17.6	61	2.3
<b>I have performed academically as well as I anticipated I would.</b>	<b>839</b>	<b>13.9</b>	<b>2,100</b>	<b>34.7</b>	<b>1,321</b>	<b>21.8</b>	<b>1,301</b>	<b>21.5</b>	<b>403</b>	<b>6.7</b>
White	329	19.8	653	39.4	323	19.5	251	15.1	57	3.4
Underrepresented Minority	115	13.1	276	31.3	167	19.0	221	25.1	85	9.6
Other People of Color	367	11.0	1,105	33.3	797	24.0	778	23.4	251	7.6
Multi-Minority	17	16.0	39	36.8	16	15.1	28	26.4	6	5.7
Men	423	15.4	999	36.4	629	22.9	500	18.2	162	5.9
Women	411	12.6	1,083	33.3	680	20.9	786	24.2	237	7.3
Genderqueer	8	17.0	12	25.5	12	25.5	8	17.0	7	14.9
No Disability	651	14.3	1,665	36.6	986	21.7	939	20.6	236	5.2
Disability	135	12.4	279	25.6	234	21.5	285	26.2	144	13.2
U.S. Citizen	698	13.6	1,713	33.3	1,113	21.6	1,184	23.0	380	7.4
Non-U.S. Citizen	137	15.8	376	43.4	197	22.7	107	12.3	21	2.4
Undocumented Resident	<5	--	5	26.3	6	31.6	5	26.3	<5	--
First-Generation	210	11.1	577	30.4	439	23.1	482	25.4	157	8.3
Not First Generation	627	15.2	1,515	36.6	878	21.2	815	19.7	245	5.9
Low Income	395	14.5	895	32.9	611	22.5	599	22.0	213	7.8
Not Low Income	348	13.1	941	35.4	572	21.5	621	23.3	175	6.6

Note: Table includes students, trainees, and postdocs only (*n* = 6,076). 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 San Diego. Seventy-six percent of Graduate/Professional Students (*n* = 1,107) and 66% of Undergraduate Students (*n* = 15) were satisfied with their academic experiences. With regard to race, White respondents (74%, *n* = 1,083) were more satisfied than Underrepresented Minority respondents (66%, *n* = 549), Other

People of Color respondents (66%,  $n = 2,087$ ), or Multi-Minority respondents (69%,  $n = 70$ ). Seventy-one percent of respondents without disabilities ( $n = 2,979$ ) and 58% of respondents with disabilities ( $n = 601$ ) were satisfied with their academic experiences. A higher percentage of Not First Generation respondents (70%,  $n = 2,682$ ) than First Generation respondents (64%,  $n = 1,138$ ) were satisfied. Non-U.S. Citizens (72%,  $n = 473$ ) and Undocumented Residents (74%,  $n = 14$ ) were more satisfied with their academic experiences than were U.S. Citizens (68%,  $n = 3,333$ ). Subsequent analyses indicated that Not Low Income respondents (70%,  $n = 1,865$ ) were slightly more satisfied with their academic experiences than were Low Income respondents (67%,  $n = 1,810$ ).

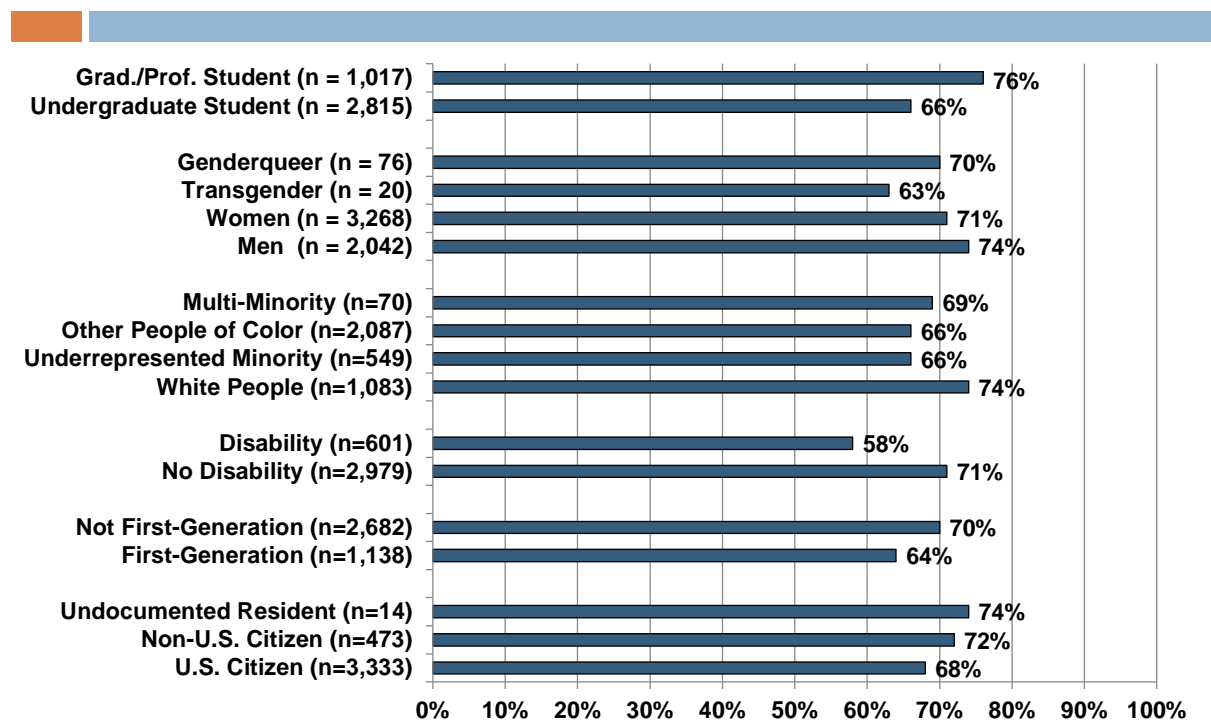


Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UC San Diego (%)

Ninety-two percent of Undergraduates ( $n = 3,886$ ) and 96% of Graduate/Professional Students ( $n = 1,286$ ) intended to graduate from UC San Diego. Eight percent of Undergraduates ( $n = 325$ ) and 6% of Graduate/Professional Students ( $n = 82$ ) considered transferring to another college or university due to academic reasons. Subsequent analyses presented in Table 40 offers an examination of Undergraduate Students' intent to graduate from UC San Diego ("I intend to graduate from UC San Diego") by selected demographic characteristics.

- By racial identity: When examining the data by race, the majority of Undergraduate Students, regardless of race, indicated that they intend to graduate from UC San Diego (White, 91%,  $n = 806$ ; Underrepresented Minorities, 96%,  $n = 615$ ; Other People of Color, 91%,  $n = 2,341$ ; Multi-Minority, 93%,  $n = 75$ ).
- By gender identity: the majority of Undergraduate Students indicated that they intended to graduate from UC San Diego (Men, 91%,  $n = 1,617$ ; Women, 92%,  $n = 2,235$ ; Transgender, 88%,  $n = 7$ ; and Genderqueer, 100%,  $n = 30$ ).
- By socioeconomic status: 93% of Low Income Undergraduate Students ( $n = 1,617$ ) and 91% of Not Low Income Undergraduates ( $n = 2,091$ ) intended to graduate.
- By generational status: 94% of First Generation Undergraduates ( $n = 1,387$ ) and 91% of Not First Generation Undergraduates ( $n = 2,486$ ) also intended to graduate.
- By citizenship status: in comparison with 94% of U.S. Citizens ( $n = 3,631$ ) and 95% of Undocumented Residents ( $n = 17$ ), only 66% of Non-U.S. Citizens Undergraduates ( $n = 225$ ) intended to graduate from UC San Diego.



**Table 40. Undergraduate Student Respondents’ Intent to Graduate from UC San Diego**

		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>	%
<b>Race</b>											
	White	626	70.7	180	20.3	55	6.2	7	0.8	<5	--
	Underrepresented Minority	471	73.3	144	22.4	20	3.1	2	0.3	<5	--
	Other People of Color	1,565	60.8	776	30.1	177	6.9	28	1.1	8	0.3
	Multi-Minority	61	75.3	14	17.3	<5	--	<5	--	<5	--
<b>Gender</b>											
	Men	1,175	66.1	442	24.9	120	6.7	15	0.8	5	0.3
	Women	1,564	64.5	671	27.7	137	5.7	23	0.9	<5	--
	Transgender	6	75.0	<5	--	<5	--	<5	--	<5	--
	Genderqueer	17	56.7	13	43.3	<5	--	<5	--	<5	--
<b>SES</b>											
	Low Income	1,138	65.1	479	27.4	95	5.4	14	0.8	<5	--
	Not Low Income	1,503	65.5	588	25.6	150	6.5	23	1.0	5	0.2
<b>First Generation Status</b>											
	First Generation	979	66.0	408	27.5	72	4.9	9	0.6	<5	--
	Not First Generation	1,769	64.6	717	26.2	183	6.7	29	1.1	6	0.2
<b>Citizenship</b>											
	U.S. Citizen	2,636	68.2	995	25.7	196	5.1	23	0.6	5	0.1
	Non-U.S. Citizen	107	31.6	118	34.8	61	18.0	15	<5	--	<5
	Undocumented Resident	10	55.6	7	38.9	<5	--	<5	--	<5	--

Note: Table reports undergraduate student responses only (*n* = 4,237).

### Students’ Perceptions of Campus Climate

The survey asked students about the perceptions they held about the University of California climate before they enrolled on campus (Table 41). Before they enrolled at UC San Diego, more than half of all student respondents found 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	1,576	30.6	2,617	50.8	73	1.4	16	0.3	867	16.8
Physical health issues	1,630	31.7	2,642	51.4	53	1.0	13	0.3	803	15.6
Female	1,786	34.7	2,704	52.5	70	1.4	10	0.2	584	11.3
Religious affiliations other than Christian	1,610	31.3	2,720	52.9	105	2.0	18	0.4	688	13.4
Christian affiliations	1,625	31.6	2,703	52.6	102	2.0	21	0.4	690	13.4
Gay, lesbian, bisexual, transgender	1,574	30.6	2,662	51.8	188	3.7	29	0.6	683	13.3
Immigrants	1,592	31.0	2,672	52.0	163	3.2	27	0.5	683	13.3
International students, staff, or faculty	1,690	32.9	2,692	52.4	90	1.8	15	0.3	650	12.7
Learning disabled	1,572	30.7	2,671	52.1	108	2.1	14	0.3	760	14.8
Male	1,859	36.2	2,641	51.4	31	0.6	10	0.2	593	11.6
Non-native English speakers	1,588	31.0	2,670	52.1	192	3.7	28	0.5	650	12.7
Parents/guardians	1,606	31.3	2,685	52.3	70	1.4	11	0.2	759	14.8
People of color	1,676	32.6	2,662	51.9	143	2.8	38	0.7	615	12.0
Providing care for adults who are disabled and/or elderly	1,544	30.1	2,598	50.7	57	1.1	12	0.2	912	17.8
Physical disability	1,649	32.2	2,645	51.7	75	1.5	14	0.3	738	14.4
Socioeconomically disadvantaged	1,590	31.0	2,637	51.4	182	3.5	30	0.6	695	13.5
Socioeconomically advantaged	1,710	33.3	2,639	51.4	72	1.4	16	0.3	695	13.5
Transgender	1,481	28.9	2,567	50.1	187	3.6	45	0.9	846	16.5
Veterans/active military	1,801	35.2	2,509	49.0	36	0.7	10	0.2	761	14.9

Note: Table reports student responses only (*n* = 5,629).

The majority of all Faculty and Student respondents found that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 42.<sup>64</sup>

Subsequent analyses examining Student responses only revealed:

- By gender identity, 70% of women students ( $n = 2,089$ ), 70% of men students ( $n = 1,730$ ), 50% of transgender students ( $n = 6$ ), and 51% of genderqueer students ( $n = 24$ ) found that the classroom climate was welcoming based on gender identity.
- By racial identity, 68% of Other People of Color students ( $n = 2,132$ ), 62% of Underrepresented Minority students ( $n = 505$ ), 72% of Multi-Minority students ( $n = 73$ ), and 78% of White students ( $n = 1,118$ ) found the classroom climate welcoming based on race.
- By sexual orientation, 65% of LGBTQ students ( $n = 268$ ) and 70% of heterosexual students ( $n = 3,187$ ) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 69% of Christian students ( $n = 1,110$ ), 62% of Muslim students ( $n = 50$ ), 66% of Jewish students ( $n = 62$ ), 65% of students with Other Religious/Spiritual Affiliations ( $n = 298$ ), 69% of students with No Affiliation ( $n = 1,843$ ), and 66% of students with Multiple Affiliations ( $n = 247$ ) found that the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 62% of Low Income students ( $n = 1,080$ ) and 68% of Not Low Income students ( $n = 2,569$ ) found that the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 71% of Far Left/Liberal students ( $n = 1,521$ ) and 65% of Conservative/Far Right students ( $n = 294$ ) found that the classroom climate was welcoming based on political views.

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<sup>64</sup> Readers will note the substantial number of “don’t know” responses in Table 42.

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	1,614	25.1	3,262	50.7	537	8.3	110	1.7	912	14.2
Ancestry	1,529	23.8	3,015	47.0	563	8.8	118	1.8	1,195	18.6
Country of origin	1,521	23.8	3,171	49.5	658	10.3	129	2.0	922	14.4
English language proficiency/ accent	1,333	20.8	3,064	47.8	1,007	15.7	209	3.3	793	12.4
Ethnicity	1,508	23.6	3,188	49.8	695	10.9	180	2.8	825	12.9
Gender identity	1,434	22.4	2,986	46.7	610	9.5	157	2.5	1,206	18.9
Gender expression	1,391	21.8	2,914	45.6	663	10.4	168	2.6	1,257	19.7
Immigrant/citizen status	1,436	22.5	2,973	46.5	657	10.3	163	2.5	1,165	18.2
International Status	1,521	23.8	3,095	48.5	605	9.5	124	1.9	1,038	16.3
Learning disability	1,290	20.2	2,738	42.9	737	11.5	164	2.6	1,454	22.8
Marital status	1,592	25.0	2,771	43.4	451	7.1	130	2.0	1,434	22.5
Medical conditions	1,373	21.6	2,783	43.9	544	8.6	123	1.9	1,521	24.0
Military/veteran status	1,536	24.0	2,594	40.6	372	5.8	95	1.5	1,794	28.1
Parental status (e.g., having children)	1,329	20.9	2,519	39.5	596	9.4	118	1.9	1,809	28.4
Participation in an campus club/organization	1,713	26.9	2,925	45.9	445	7.0	108	1.7	1,187	18.6
Psychological condition	1,210	19.1	2,594	40.9	668	10.5	135	2.1	1,741	27.4
Physical characteristics	1,352	21.3	2,934	46.1	634	10.0	141	2.2	1,301	20.4
Physical disability	1,338	21.1	2,793	43.9	640	10.1	130	2.0	1,455	22.9
Political views	1,252	19.6	2,915	45.7	803	12.6	208	3.3	1,198	18.8
Race	1,452	22.8	2,976	46.6	754	11.8	235	3.7	965	15.1
Religious/spiritual views	1,329	20.9	2,950	46.3	737	11.6	196	3.1	1,157	18.2
Sexual orientation	1,414	22.2	2,986	46.7	556	8.7	163	2.6	1,260	19.8
Socioeconomic status	1,314	20.7	2,883	45.3	740	11.6	240	3.8	1,181	18.6

Note: Table includes faculty and student respondents only (*n* = 6,540).

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 San Diego (Table 43). Seventy-two percent of Students, Trainees, and Post-Docs felt valued by faculty in the classroom ( $n = 4,334$ ), and 67% felt valued by other students in the classroom ( $n = 4,046$ ). Students, Trainees, and Post-Docs found that UC San Diego faculty (68%,  $n = 4,112$ ), staff (70%,  $n = 4,182$ ), and administrators (59%,  $n = 3,498$ ) were genuinely concerned with their welfare. Forty percent found that faculty pre-judged their abilities based on their perception of students' identities/backgrounds ( $n = 2,367$ ). Seventy-one percent of Students, Trainees, and Post-Docs had faculty they perceived as role models ( $n = 4,269$ ), and 55% had staff they perceived as role models ( $n = 3,306$ ). Seventy-nine percent had opportunities for academic success that were similar to those of their classmates ( $n = 4,746$ ).

**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	1,053	17.5	3,281	54.5	948	15.8	212	3.5	521	8.7
I feel valued by other students in the classroom	967	16.1	3,079	51.3	1,115	18.6	190	3.2	646	10.8
I think UC San Diego faculty are genuinely concerned with my welfare	1,075	17.9	3,037	50.5	1,005	16.7	324	5.4	568	9.5
I think UC San Diego staff are genuinely concerned with my welfare	1,070	17.9	3,112	51.9	908	15.2	271	4.5	630	10.5
I think administrators are genuinely concerned about my welfare.	872	14.6	2,626	43.9	1,157	19.4	540	9.0	781	13.1
I think faculty pre-judge my abilities based on perceived identity/background	566	9.5	1,801	30.2	1,957	32.8	635	10.6	1,010	16.9
I believe the campus climate encourages free and open discussion of difficult topics	1,125	18.7	3,182	53.0	917	15.3	302	5.0	475	7.9
I have faculty who I perceive as role models	1,380	23.0	2,889	48.1	974	16.2	172	2.9	595	9.9
I have staff who I perceive as role models	969	16.2	2,337	39.0	1,452	24.2	225	3.8	1,008	16.8
I have administrators who I perceive as role models	689	11.5	1,724	28.9	1,767	29.6	465	7.8	1,322	22.2
I don’t see enough faculty/staff with whom I identify	859	14.4	2,120	35.6	1,873	31.4	415	7.0	693	11.6
I have opportunities for academic success that are similar to those of my classmates	1,293	21.6	3,453	57.6	601	10.0	169	2.8	474	7.9

Note: Table reports student, trainee, and post-doc responses only (*n* = 6,076).

Fifty percent of Students, Trainees, and Post-Docs ( $n = 2,979$ ) don't see enough faculty/staff with whom they identified. Subsequent analyses by selected demographic characteristics are presented in Figure 53 through 55. Sixty-five percent of Genderqueer Students, Trainees, and Post-Docs ( $n = 30$ ) and 54% of LGBQ respondents ( $n = 230$ ) did not see enough faculty and staff with whom they identified (Figure 53).

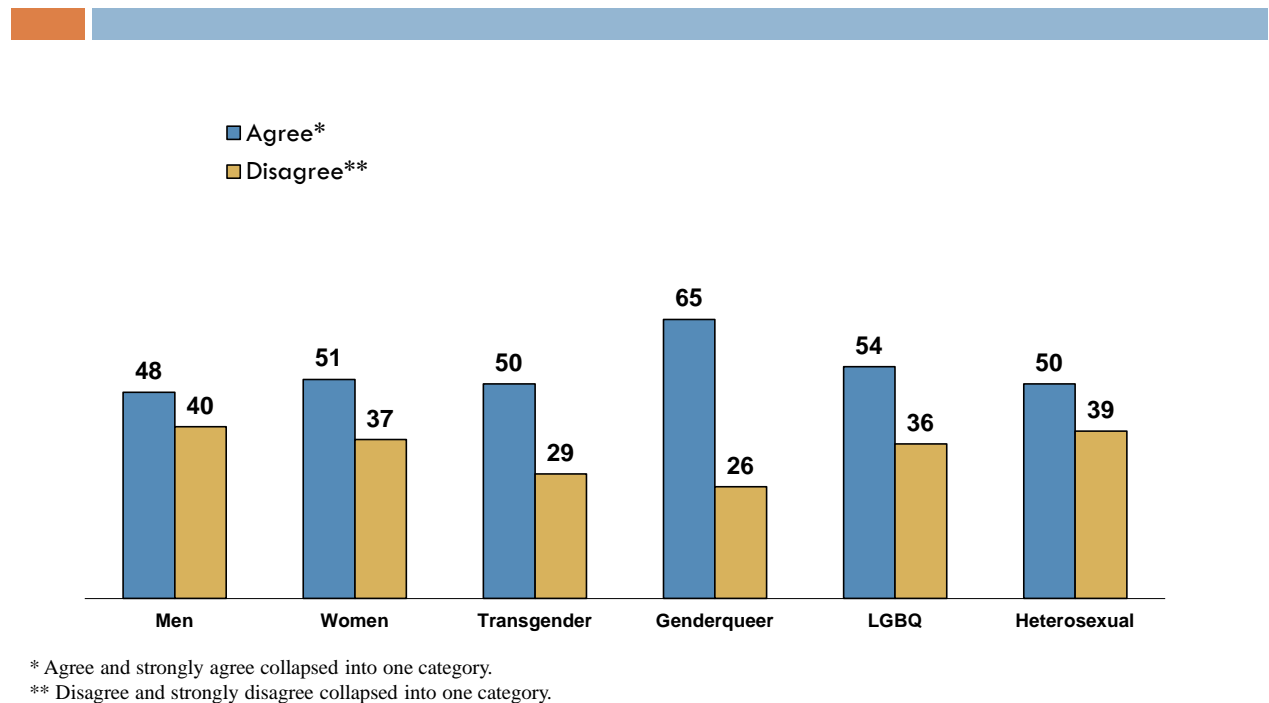


Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty-eight percent of Underrepresented Minority Students, Trainees, and Post-Docs ( $n = 500$ ), and 54% of Other People of Color Students, Trainees, and Post-Docs ( $n = 1,768$ ) did not see enough faculty and staff with whom they identified (Figure 54).

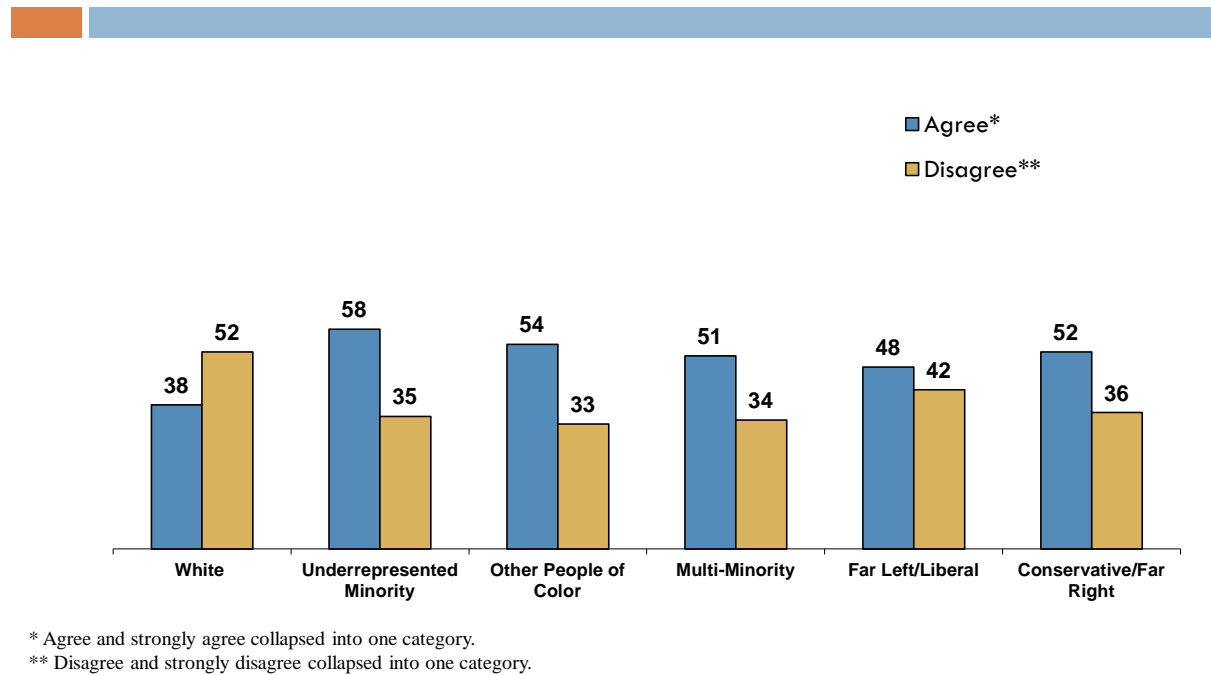
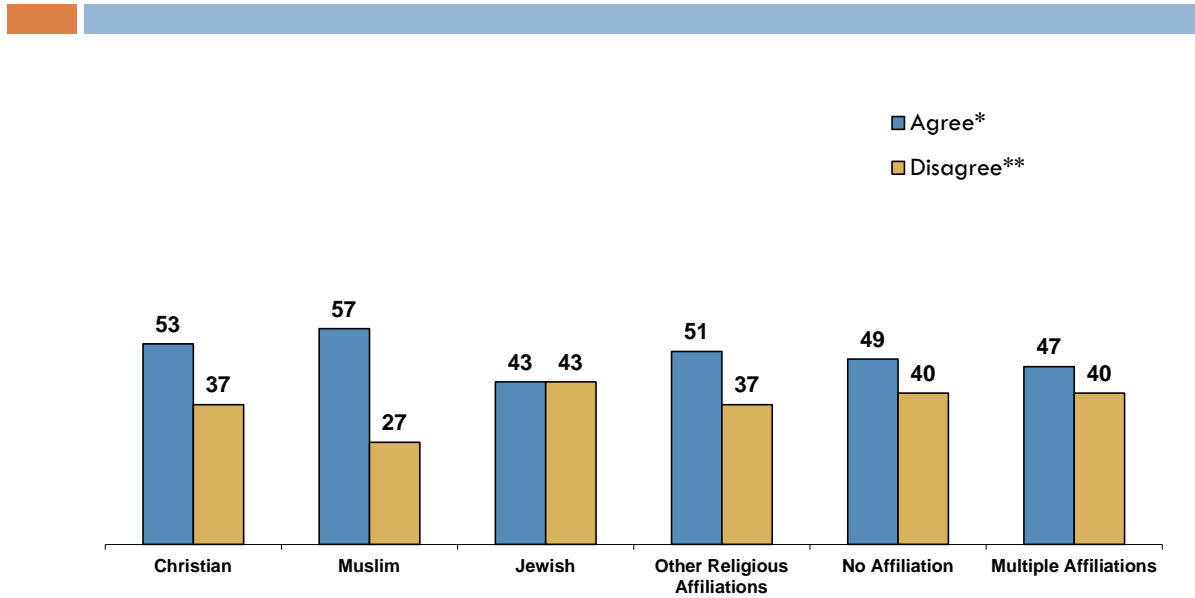


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)



Fifty-seven percent of Muslim Students, Trainees, and Post-Docs ( $n = 54$ ) did not see enough faculty and staff with whom they identified (Figure 55).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

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

## Students Who Have Seriously Considered Leaving UC San Diego

As noted previously, 30% of all respondents ( $n = 3,526$ ) had seriously considered leaving UC San Diego in the past year. With regard to student respondents, 20% of Undergraduate Students ( $n = 870$ ) and 20% of Graduate/Professional Students ( $n = 275$ ) had seriously considered leaving UC San Diego.

Subsequent analyses for Undergraduate Students indicated:

- By gender identity,<sup>65</sup> 21% of Women ( $n = 522$ ), 19% of Men ( $n = 335$ ), and 33% of Genderqueer respondents ( $n = 10$ ) had seriously considered leaving UC San Diego.
- By racial identity, 19% of Other People of Color students ( $n = 496$ ), 19% of White students ( $n = 172$ ), 17% of Multi-Minority students ( $n = 14$ ), and 27% of Underrepresented Minority students ( $n = 175$ ) had seriously considered leaving UC San Diego.
- By sexual orientation, 28% of LGBTQ students ( $n = 85$ ) and 19% of heterosexual students ( $n = 674$ ).
- By generational status, 22% of First-Generation students ( $n = 335$ ) and 19% of Undergraduates who were not considered first-generation students ( $n = 530$ ) had seriously considered leaving UC San Diego.
- By citizenship status,<sup>66</sup> 20% of U.S. Citizens ( $n = 783$ ) and 24% of Non-U.S. Citizens ( $n = 83$ ) had seriously considered leaving UC San Diego within the past year.
- By socioeconomic status, 21% of Low Income students ( $n = 369$ ) and 20% of Not Low Income students ( $n = 462$ ) had seriously considered leaving UC San Diego within the past year.
- By disability status, 18% of Undergraduate Students without disabilities ( $n = 571$ ) and 30% of Undergraduate Students with disabilities ( $n = 239$ ) had seriously considered leaving UC San Diego.

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<sup>65</sup> Transgender respondents were too few to include in these analyses.

<sup>66</sup> Undocumented resident respondents were too few to include in these analyses.

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

- By gender identity,<sup>67</sup> 20% of Women ( $n = 118$ ), 20% of Men ( $n = 151$ ), and 41% of Genderqueer Graduate/Professional Students ( $n = 7$ ) had seriously considered leaving UC San Diego.
- By racial identity,<sup>68</sup> 23% of White Graduate/Professional Students ( $n = 130$ ), 14% of Other People of Color Graduate/Professional Students ( $n = 78$ ), and 30% of Underrepresented Minority Graduate/Professional Students ( $n = 54$ ) had seriously considered leaving UC San Diego.
- By sexual orientation, 31% of LGBTQ Graduate/Professional Students ( $n = 35$ ) and 20% of heterosexual Graduate/Professional Students ( $n = 220$ ) had seriously considered leaving UC San Diego.
- By generational status, 19% of First-Generation Graduate/Professional Students ( $n = 51$ ) and 21% of Graduate/Professional Students who were not considered first-generation ( $n = 223$ ) had seriously considered leaving UC San Diego.
- By citizenship status, 22% of U.S. Citizens ( $n = 227$ ), 15% of Non-U.S. Citizens ( $n = 47$ ), and no Undocumented Residents had seriously considered leaving UC San Diego.
- By socioeconomic status, 23% of Low Income Graduate/Professional Students ( $n = 216$ ) and 15% of Not Low Income Graduate/Professional Students ( $n = 54$ ) had seriously considered leaving UC San Diego.
- By disability status, 18% of Graduate/Professional Students without disabilities ( $n = 179$ ) and 29% of Graduate/Professional Students with disabilities ( $n = 73$ ) had seriously considered leaving UC San Diego.

Students were invited to elaborate on why they seriously considered leaving UC San Diego. More than 800 students provided additional comments. Several students indicated they considered leaving because the cost of tuition was “too expensive to come here,” and that they were “hoping that the debt I incur for attending will be worth it.” Some students sought areas of study not offered at UC San Diego (e.g., “want to pursue a major not offered here,” “some of the majors that I'm considering are not the strengths of UC San Diego”), or were “unhappy with the

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<sup>67</sup> Transgender respondents were too few to include in these analyses.

<sup>68</sup> Multi-minority respondents were too few to include in these analyses.

program.” Still others worried that UC San Diego lacked academic rigor at the undergraduate level and had “doubts about the quality of education I was receiving compared to the cost of tuition.”

A number of students felt homesick and “missed being home.” Several students had difficulty developing meaningful relationships with peers at UC San Diego. One such student said, “Freshman year I felt as if I wasn't connecting with other students. I thought the six college system was very segregating.” Additionally, many students failed to connect with UC San Diego as a campus. They commented that they were “not receiving a college experience socially,” that the campus was “socially dead and it is not very diverse,” and that UC San Diego offered “few extracurriculars.”

Furthermore, many student respondents noted that the “school is pretty racially segregated” and that “La Jolla is also not a very culturally or socioeconomically diverse neighborhood.” They concurred that there was “not much support for people of color on this campus.” Several students of color admitted, “As a student I feel marginalized in my classes and just walking around campus.” More strongly stated, one person offered, “ I HATE that there are no Black people at UC San Diego because I spent my entire life before college living in Oakland which is influenced by a number of cultural movements (many with Black roots) instead of San Diego which is influenced by the military, people with money, and more forms white culture.” Also noting the lack of African Americans on campus, one student said, “I looked into historically black colleges when I realized how alone I felt being black on-campus.”

## **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 San Diego 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 San Diego faculty and staff were genuinely concerned with their welfare. Seventeen percent students of all students had seriously considered leaving UC, while 93% of all students intended to graduate from UC San Diego ( $n = 5,172$ ).

## **Institutional Actions**

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 44 affected the climate at UC San Diego. 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 (21% - 57%) 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 (32%,  $n = 1,827$ ) and providing recognition and rewards for including diversity issues in courses across the curriculum (41%,  $n = 2,342$ ) positively affected the campus climate (Table 43). Sixty-two percent of employees ( $n = 3,505$ ) thought providing access to counseling to those who experienced harassment positively affected the climate at UC San Diego. Some also thought that diversity training for staff (59%,  $n = 3,376$ ), faculty (48%,  $n = 2,738$ ), and students (48%,  $n = 2,718$ ) positively affected the climate.

A number of respondents felt mentorship for new faculty (48%,  $n = 2,740$ ) and staff (57%,  $n = 3,234$ ) positively influenced the climate. Forty-four percent ( $n = 2,488$ ) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Forty-nine percent of employees ( $n = 2,778$ ) thought providing back-up family care positively affected the campus climate at UC San Diego, and 50% thought providing lactation accommodations on campus ( $n = 2,812$ ) positively affected UC San Diego. Sixty-nine percent of respondents ( $n = 3,888$ ) thought providing career development opportunities for staff positively influenced the climate.

**Table 44. Faculty/Staff /Post-Doc/Trainee Perceptions of How Initiatives Affected the Climate at UC San Diego**

<b>Initiatives</b>	<b>Not Currently Available at UC San Diego</b>		<b>Positively Influence the Climate</b>		<b>No Influence on Campus Climate</b>		<b>Negatively Influence Campus Climate</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	171	3.0	1,827	31.8	282	4.9	168	2.9
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	89	1.6	2,008	35.2	301	5.3	103	1.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	122	2.1	2,342	41.1	464	8.1	163	2.9
Providing diversity training for staff	152	2.7	3,376	59.1	650	11.4	144	2.5
Providing diversity training for faculty	153	2.7	2,738	48.1	572	10.0	128	2.2
Providing diversity training for students	123	2.2	2,718	48.0	437	7.7	109	1.9
Providing access to counseling for people who have experienced harassment	116	2.0	3,505	61.6	213	3.7	64	1.1
Providing mentorship for new faculty	159	2.8	2,740	48.3	245	4.3	55	1.0
Providing mentorship for new staff	312	5.5	3,234	57.1	364	6.4	88	1.6
Providing a clear and fair process to resolve conflicts	215	3.8	3,515	62.5	238	4.2	138	2.5
Increasing funding to support efforts to change UC San Diego climate	264	4.7	2,388	42.5	589	10.5	154	2.7
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	188	3.3	2,298	40.9	678	12.1	447	8.0
Providing diversity and equity training to search and tenure committees	156	2.8	2,488	44.3	560	10.0	206	3.7
Increasing the diversity of the faculty	126	2.2	2,995	53.2	538	9.6	133	2.4

*Table 44. (cont.)*

<b>Initiatives</b>	<b>Not Currently Available at UC San Diego</b>		<b>Positively Influenced the Climate</b>		<b>No Influence on Campus Climate</b>		<b>Negatively Influence Campus Climate</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the staff	120	2.1	3,190	56.6	655	11.6	165	2.9
Increasing the diversity of the administration	146	2.6	3,072	54.6	611	10.9	160	2.8
Increasing the diversity of the student body	126	2.2	3,044	54.2	499	8.9	142	2.5
Providing back-up family care	297	5.3	2,778	49.3	357	6.3	55	1.0
Providing lactation accommodations	125	2.2	2,812	50.1	438	7.8	39	0.7
Providing career development opportunities for staff	194	3.5	3,888	69.3	279	5.0	67	1.2
Providing diversity and equity training to search and tenure committees	120	2.1	3,190	56.6	655	11.6	165	2.9

Note: Table reports faculty, staff, post-doc, and trainee responses only (*n* = 6,286). See Appendix B for “Don’t Know” responses.

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



**Table 45. Students’/Trainees’ Perception that Courses Offered at UC San Diego 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	943	18.7	2,341	46.5	436	8.7	98	1.9	1,215	24.1
Ancestry	936	18.6	2,260	45.0	441	8.8	107	2.1	1,275	25.4
Country of origin	943	18.8	2,332	46.5	477	9.5	108	2.2	1,154	23.0
Educational level	997	19.9	2,434	48.6	455	9.1	101	2.0	1,018	20.3
English language proficiency/ accent	924	18.5	2,308	46.1	560	11.2	124	2.5	1,087	21.7
Ethnicity	984	19.7	2,367	47.4	423	8.3	128	2.6	1,100	22.0
Gender identity	917	18.4	2,121	42.5	492	9.9	169	3.4	1,291	25.9
Gender expression	904	18.1	2,100	42.1	508	10.2	163	3.3	1,311	26.3
Immigrant/citizen status	912	18.3	2,230	44.7	458	9.2	135	2.7	1,250	25.1
International Status	918	18.4	2,256	45.2	466	9.3	124	2.5	1,222	24.5
Learning disability	815	16.4	2,011	40.4	530	10.7	149	3.0	1,468	29.5
Level of education	945	19.0	2,325	46.7	436	8.7	111	2.2	1,166	23.4
Marital status	851	17.2	2,020	40.8	400	8.1	122	2.5	1,561	31.5
Medical conditions	859	17.3	2,076	41.7	439	8.8	112	2.3	1,487	29.9
Military/veteran status	851	17.1	1,993	40.1	415	8.3	105	2.1	1,607	32.3
Parental status	810	16.3	2,009	40.5	423	8.5	104	2.1	1,614	32.5
Philosophical Views	933	18.8	2,295	46.3	361	7.3	102	2.1	1,265	25.5
Psychological condition	832	16.8	2,103	42.4	439	8.9	109	2.2	1,475	29.7
Physical characteristics	859	17.3	2,192	44.2	418	8.4	93	1.9	1,396	28.2
Physical disability	857	17.3	2,083	42.1	453	9.1	107	2.2	1,451	29.3
Political views	896	18.0	2,258	45.5	436	8.8	128	2.6	1,249	25.1
Position (faculty, staff)	914	18.5	2,253	45.6	356	7.2	91	1.8	1,326	26.8
Race	973	19.6	2,262	45.5	435	8.8	124	2.5	1,173	23.6
Religious/spiritual views	892	18.0	2,203	44.4	488	9.8	113	2.3	1,265	25.5
Sexual orientation	890	17.9	2,112	42.6	460	9.3	144	2.9	1,354	27.3
Socioeconomic status	891	18.0	2,154	43.6	460	9.3	150	3.0	1,284	26.0

Note: Table includes student and trainee responses only (n = 5,713).

Additionally, more than half of all students found that all but three 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.

Some students elaborated on institutional actions regarding diversity and inclusion at UC San Diego ( $n = 299$ ). Several of the respondents felt, “All of the following statements from question 90 will truly help build a positive climate at UC San Diego.” Others elaborated, UC San Diego “need(s) a lot more of this, to be structurally incorporated, well-funded and maintained.” Some respondents cautioned that UC San Diego ought not to reduce its admission standards to increase diversity on campus. One such person offered, “An increase in cultural variety is helpful to the campus climate, I don't think that the selection process for a university should be influenced by an individual's race or culture. Admissions and hiring should be based on merit and personal achievements/standing.”

A number of students believed that attention to diversity would exacerbate tensions on campus. For instance, one person suggested, “providing ‘training’ for diversity only enhances the belief that people are different based on superficial markers like race or ethnicity.” Another person wrote, “Forced diversity training often increases its participants' tendency to view people as ‘others.’” Some students thought, “If diversity is emphasized too strongly or made into too big of a deal, it will ultimately be seen as a hassle for students and negatively impact the environment. It is best to be subtle about these things.”

Conversely, several student respondents were adamant that increasing the number of traditionally underrepresented students, faculty, and staff would have a huge positive effect at UC San Diego. “By increasing diversity, we can make students especially underrepresented students feel more welcome to this campus.” They further suggested, “This school needs to reflect the diverse population of California. The percentage of students of color needs to increase. There has to be a model for hiring more faculty and staff of color. We need more administration of color who know what it feels like to be marginalized and oppressed so they can relate to our stories.”

Lastly, many students wished for campus-wide faculty mentorship programs. One such student suggested, “Effective faculty mentorship of students is imperative. I think UC San Diego needs to place more emphasis on mentoring abilities when selecting faculty members.” Others added, “More one on one mentorship for students between faculty is always a good thing. I know there are not always enough faculty for this, but it's nice to have a face to go to” and “Faculty mentorships and involvement with students and getting to know students more often and regularly would be fantastic!”

**Table 46. Student Perceptions of How Initiatives Affected the Climate at UC San Diego**

Initiatives	Positively Influenced Climate		No Influence on Climate		Negatively Influenced Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	2,245	47.9	692	14.8	92	2.0	1,657	35.4
Providing diversity training for staff	2,284	47.2	490	10.1	72	1.5	1,997	41.2
Providing diversity training for faculty	2,279	47.3	491	10.2	65	1.3	1,980	41.1
Providing a person to address student complaints of classroom inequity	2,507	53.5	476	10.2	68	1.5	1,635	34.9
Increasing diversity of the faculty and staff	2,796	57.5	742	15.3	124	2.6	1,198	24.7
Increasing the diversity of the student body	2,997	62.3	643	13.4	149	3.1	1,020	21.2
Increasing opportunities for cross-cultural dialogue among students	3,126	64.8	507	10.5	71	1.5	1,123	23.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	3,036	63.2	484	10.1	69	1.4	1,211	25.2
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,767	57.6	621	12.9	171	3.6	1,243	25.9
Providing effective faculty mentorship of students	3,311	69.5	341	7.2	27	0.6	1,082	22.7

Note: Table reports student responses only (*n* = 5,629).

## **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 San Diego 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 San Diego 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 San Diego 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 San Diego 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

#### UCSD - 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	9	0.21%	5	0.37%	62	1.26%	10	1.10%	4	0.89%	90	0.76%
	Man	1777	41.54%	731	54.11%	1587	32.20%	536	58.84%	226	50.56%	4857	40.76%
	Woman	2437	56.97%	591	43.75%	3233	65.60%	351	38.53%	214	47.87%	6826	57.29%
	Transgender	6	0.14%	3	0.22%	5	0.10%	0	0.00%	2	0.45%	16	0.13%
	Genderqueer	26	0.61%	15	1.11%	16	0.32%	8	0.88%	0	0.00%	65	0.55%
	Multiple or Other	23	0.54%	6	0.44%	25	0.51%	6	0.66%	1	0.22%	61	0.51%
Racial Identity	Unknown/Missing/Other	52	1.22%	20	1.48%	161	3.27%	29	3.18%	12	2.68%	274	2.30%
	White	894	20.90%	566	41.89%	2595	52.66%	567	62.24%	204	45.64%	4826	40.50%
	Underrepresented Minority	651	15.22%	181	13.40%	1076	21.83%	98	10.76%	54	12.08%	2060	17.29%
	Other Person of Color	2600	60.78%	563	41.67%	1017	20.64%	210	23.05%	173	38.70%	4563	38.30%
	Multi-Minority	81	1.89%	21	1.55%	79	1.60%	7	0.77%	4	0.89%	192	1.61%
Sexual Identity	Unknown/Missing	62	1.45%	29	2.15%	244	4.95%	26	2.85%	12	2.68%	373	3.13%
	LGBQ	303	7.08%	114	8.44%	364	7.39%	64	7.03%	18	4.03%	863	7.24%
	Heterosexual	3515	82.16%	1102	81.57%	4026	81.70%	793	87.05%	385	86.13%	9821	82.43%
	Other	398	9.30%	106	7.85%	294	5.97%	28	3.07%	32	7.16%	858	7.20%

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	13	0.30%	4	0.30%	24	0.49%	6	0.66%	2	0.45%	49	0.41%
	US Citizen	3907	91.33%	1025	75.87%	4846	98.34%	881	96.71%	232	51.90%	10891	91.41%
	Non-US Citizen	340	7.95%	321	23.76%	57	1.16%	24	2.63%	213	47.65%	955	8.02%
	Undocumented	18	0.42%	1	0.07%	1	0.02%	0	0.00%	0	0.00%	20	0.17%
Disability Status	Unknown/Missing	290	6.78%	92	6.81%	241	4.89%	39	4.28%	32	7.16%	694	5.82%
	No Disability	3194	74.66%	1006	74.46%	3953	80.22%	731	80.24%	370	82.77%	9254	77.67%
	Disability	794	18.56%	253	18.73%	734	14.89%	141	15.48%	45	10.07%	1967	16.51%
Religious/Spiritual Affiliation	Unknown/Missing	167	3.90%	48	3.55%	337	6.84%	58	6.37%	23	5.15%	633	5.31%
	Christian	1353	31.63%	294	21.76%	2199	44.62%	188	20.64%	118	26.40%	4152	34.85%
	Muslim	64	1.50%	22	1.63%	20	0.41%	4	0.44%	11	2.46%	121	1.02%
	Jewish	54	1.26%	41	3.03%	83	1.68%	74	8.12%	8	1.79%	260	2.18%
	Other	359	8.39%	106	7.85%	203	4.12%	58	6.37%	41	9.17%	767	6.44%
	None	2007	46.91%	728	53.89%	1829	37.11%	458	50.27%	226	50.56%	5248	44.05%
	Multiple	274	6.40%	112	8.29%	257	5.22%	71	7.79%	20	4.47%	734	6.16%

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 UCSD? (Question 1)

Position	n	%
<b>Undergraduate Student</b>	<b>4278</b>	<b>35.9</b>
Started at UCSD as first year student	3084	72.1
Transferred from a California community college	820	19.2
Transferred from another institution	107	2.5
Missing	267	6.2
<b>Graduate/Professional Student</b>	<b>1351</b>	<b>11.3</b>
Non-Degree	4	0.3
Master's degree student	337	24.9
Doctoral degree student (Ph.D., Ed.D.)	782	57.9
Professional degree student (e.g., MD, JD, MBA)	157	11.6
Missing	71	5.3
<b>Postdoctoral scholar</b>	<b>363</b>	<b>3.0</b>
<b>Health Sciences Campus Trainees</b>	<b>84</b>	<b>0.7</b>
<b>Staff – non-Union</b>	<b>2754</b>	<b>23.1</b>
Senior Management Group	22	0.8
Management & Senior Professionals - Supervisor	460	16.7
Management & Senior Professionals – Non- Supervisor	152	5.5
Professional & Support Staff – Non-Union & Supervisor	566	20.6
Professional & Support Staff – Non-Union & Non-Supervisor	1276	46.3
Missing	278	10.1
<b>Staff- Union</b>	<b>1918</b>	<b>16.1</b>
Professional & Support Staff – Union represented & Supervisor	261	13.6
Professional & Support Staff – Union Represented & Non-Supervisor	1330	69.3
Missing	327	17.0

<b>Table B1 (cont.)</b>	<b>n</b>	<b>%</b>
<b>Faculty</b>	<b>911</b>	<b>7.6</b>
Faculty Administrator	35	3.8
General Campus Faculty	423	46.4
Professor	177	
<i>Ladder Rank</i>	139	
<i>Visiting</i>	1	
<i>Adjunct</i>	3	
<i>Emeritus</i>	5	
<i>Recall</i>	8	
Associate Professor	82	
<i>Ladder Rank</i>	72	
<i>Adjunct</i>	2	
<i>Acting</i>	1	
<i>Emeritus</i>	2	
Assistant Professor	68	
<i>Ladder Rank</i>	63	
<i>Visiting</i>	0	
<i>Acting</i>	0	
<i>Adjunct</i>	3	
Other Faculty appointment	96	
Health Sciences Campus Faculty	305	33.5
Professor	105	
<i>Ladder Rank</i>	23	
<i>In Residence</i>	15	
<i>Clinical</i>	12	
<i>Adjunct</i>	7	
<i>Health Sciences Clinical</i>	22	
<i>Emeritus</i>	4	
<i>Recall</i>	2	
Associate Professor	64	
<i>Ladder Rank</i>	9	
<i>In Residence</i>	9	
<i>Clinical</i>	8	
<i>Adjunct</i>	16	
<i>Health Sciences Clinical</i>	22	

<b>Table B1 (cont.)</b>	<b>n</b>	<b>%</b>
Assistant Professor	113	
<i>Ladder and Equivalent Rank</i>	5	
<i>In Residence</i>	9	
<i>Clinical</i>	12	
<i>Adjunct</i>	33	
<i>Health Sciences Clinical</i>	48	
Other Faculty appointment	22	
Missing	148	16.2
<b>Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)</b>	<b>256</b>	<b>2.1</b>

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

## Table B2

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

Status	n	%
Career (including partial-year career) employee	4310	87.5
Contract employee	140	2.8
Limited appointment employee/term employment	120	2.4
Per Diem employee	81	1.6
Floater (temporary services) employee	52	1.1
Academic employee	177	3.6
Missing	48	1.0

Note: Table includes only those who answered that they were staff in Question 1 (n = 4928)

**Table B3**

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

Status	n	%
Health Sciences/Medical Center	1786	36.2
General Campus	3074	62.4
Missing	68	1.4

Note: Table includes only those who answered that they were staff in Question 1 (n = 4928)

**Table B4**

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

Status	n	%
Full-time	11202	94.0
Part time	693	5.8
Missing	20	0.2

**Table B5**

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	4932	41.4
Female	6886	57.8
Intersex	14	0.1
Missing	83	0.7

**Table B6**

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

Gender	n	%
Man	4900	41.1
Woman	6866	57.6
Transgender	23	0.2
Genderqueer	75	0.6
Other	51	0.4



**Table B7**

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

Position	n	%	Position	n	%
<b>African American/ African/Black</b>	<b>465</b>	<b>3.9</b>	Puerto Rican	64	0.5
African American	283	2.4	Other Hispanic, Latin American, or of Spanish origin	270	2.3
African	42	0.4	<b>Middle Easter/Southwest Asian/North African</b>	<b>449</b>	<b>3.8</b>
Black Caribbean	54	0.5	Afghan	13	0.1
Other African/African American/Black	88	0.7	Arab/Arab American	57	0.5
<b>American Indian/ Alaskan Native</b>	<b>186</b>	<b>1.6</b>	Armenian	36	0.3
Tribal Affiliation/corporation	91	0.8	Assyrian	10	0.1
<b>Asian/Asian American</b>	<b>4293</b>	<b>36.0</b>	Azerbaijani	6	0.1
Asian Indian	374	3.1	Berber	5	0.0
Bangladeshi	17	0.1	Circassian	1	0.0
Cambodian	36	0.3	Chaldean	15	0.1
Chinese/Chinese American (except Taiwanese)	1646	13.8	Coptic	6	0.1
Filipino/Filipino American	625	5.2	Druze	1	0.0
Hmong	11	0.1	Georgian	1	0.0
Indonesian	36	0.3	Iranian	105	0.9
Japanese/Japanese American	336	2.8	Jewish	164	1.4
Korean/Korean American	432	3.6	Kurdish	3	0.0
Laotian	16	0.1	Maronite	7	0.1
Malaysian	13	0.1	Turkish	27	0.2
Pakistani	42	0.4	Other Middle Eastern/ Southwest Asian/North African	39	0.3
Sri Lankan	6	0.1	<b>Pacific Islander</b>	<b>81</b>	<b>0.7</b>
Taiwanese/ Taiwanese American	458	3.8	Fijian	7	0.1
Thai	45	0.4	Guamanian/Chamorro	19	0.2
Vietnamese/Vietnamese American	446	3.7	Hawaiian	35	0.3
Other Asian	59	0.5	Samoan	6	0.1
<b>Hispanic/Latino</b>	<b>1737</b>	<b>14.6</b>	Tongan	3	0.0
Cuban/Cuban American	30	0.3	Other Pacific Islander	15	0.1
Latin American/Latino	290	2.4	<b>White</b>	<b>5892</b>	<b>49.5</b>
Mexican/Mexican American/Chicano	1184	9.9	European/European descent	4793	40.2
			North African	40	0.3
			Other White/Caucasian	641	5.4
			<b>Other</b>	<b>104</b>	<b>2.4</b>

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	605	5.1
Bisexual	271	2.3
Gay	350	2.9
Heterosexual	9821	82.4
Lesbian	123	1.0
Queer	119	1.0
Questioning	116	1.0
Other	137	1.1
Missing	373	3.1

**Table B9**

What is your age? (Question 30)

Age	n	%
18-20	2561	21.5
21-23	1731	14.5
24-29	1627	13.7
30-39	2088	17.5
40-49	1529	12.8
50-59	1590	13.3
60 and over	635	5.3
Missing	154	1.3

**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	8098	68.0
Children 18 years of age or under	2385	20.0
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	678	5.7
Independent adult children over 18 years of age	233	2.0
Sick or disabled partner	173	1.5
Senior or other family member	985	8.3
Other	103	0.9

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	11234	94.3
Active military	29	0.2
Reservist	45	0.4
ROTC	37	0.3
Veteran	385	3.2
Missing	185	1.6

**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	366	6.5	396	7.0
Some high school	363	6.4	320	5.7
Completed high school/GED	723	12.8	732	13.0
Some college	667	11.8	660	11.7
Business/Technical certificate/degree	129	2.3	138	2.5
Associate’s degree	242	4.3	329	5.8
Bachelor’s degree	1282	22.8	1415	25.1
Some graduate work	124	2.2	128	2.3
Master’s degree	849	15.1	759	13.5
Doctoral degree	383	6.8	211	3.7
Professional degree (MD, MFA, JD)	400	7.1	292	5.2
Unknown	47	0.8	93	1.7
Not applicable	34	0.6	101	1.8
Missing	20	0.4	55	1.0

Note: Table includes only those who answered that they were students in Question 1 (n = 5629).

**Table B13**

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

Level of Education	n	%
No high school	7	0.1
Some high school	22	0.4
Completed high school/GED	146	3.0
Some college	633	12.8
Business/Technical certificate/degree	235	4.8
Associate's degree	354	7.2
Bachelor's degree	1733	35.2
Some graduate work	307	6.2
Master's degree	950	19.3
Doctoral degree	324	6.6
Professional degree (e.g. MD, JD, DVM)	178	3.6
Missing	39	0.8

Note: Table includes only those who answered that they were staff in Question 1 (n = 4928)

**Table B14**

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

College Status	n	%
Non-degree	3	0.1
Freshmen: 1-45 credit hours	708	16.5
Sophomore: 46-90 credit hours	911	21.3
Junior: 91-135 credit hours	1190	27.8
Senior: more than 136 credit hours	1465	34.2
Missing	1	0.00

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 4278).

**Table B15**

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

College Status	n	%
<b>Master’s student</b>	<b>354</b>	<b>26.2</b>
First year	187	57.7
Second year	119	36.7
Third (or more) year	18	5.6
<b>Doctoral Student</b>	<b>923</b>	<b>68.3</b>
First year	207	23.0
Second year	191	21.2
Third (or more) year	225	25.0
Advanced to Candidacy	134	14.9
ABD (all but dissertation)	142	15.8
<b>Missing</b>	<b>74</b>	<b>5.5</b>

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 1351).

**Table B16**

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

College Status	n	%
First year	92	25.3
Second year	101	27.8
Third year	49	13.5
Fourth year	47	12.9
Fifth year or more	69	19.0
Missing	5	1.4

Note: Table includes only those who answered that they were post-docs or trainees in Question 1 (n = 363).

**Table B17**

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

Work Unit	N	%
Arts & Humanities	127	10.0
Biological Sciences	126	9.9
Jacobs School of Engineering	100	7.8
Physical Sciences	107	8.4
Rady School of Management	14	1.1
School of International Relations and Pacific Studies	10	0.8
School of Medicine	516	40.5
Scripps Inst. Of Oceanography	81	6.4
Skaggs School of Pharmacy & Pharmaceutical Sciences	31	2.4
Social Sciences	137	10.8
Missing	25	2.0

Note: Table includes only those who indicated they were faculty or post-docs (n= 1274) 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)

Work Unit	n	%
Academic Affairs	655	13.3
Chancellor's Office	36	0.7
External and Business Affairs	503	10.2
Health Sciences (includes SOM and Skaggs)	663	13.5
Health System (Hospitals and Clinics)	1131	23.0
Marine Sciences/SIO	249	5.1
Research Affairs	314	6.4
Resource Management & Planning	232	4.7
Student Affairs	384	7.8
Other	666	13.5
Missing	95	1.9

Note: Table includes only those who indicated they were staff in Question 1 (n = 4928).

**Table B19**

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

Academic Major	n	%
<b>ANTHROPOLOGY</b>		
Anthropological (Archaeology)	10	0.2
Anthropology	0	0.0
Anthropology (Biological Anthropology)	11	0.3
Anthropology (Sociocultural Anthropology)	17	0.4
<b>BIOENGINEERING (BE)</b>		
Bioengineering	50	1.2
Bioengineering: Biotechnology	67	1.6
Bioengineering: Bioinformatics	27	0.6
<b>BIOLOGICAL SCIENCES</b>		
General Biology	168	3.9
Biology with a Specialization in Bioinformatics	6	0.1
Biochemistry and Cell Biology	154	3.6
Ecology, Behavior, and Evolution	37	0.9
Human Biology	280	6.5
Microbiology	26	0.6
Molecular Biology	34	0.8
Physiology and Neuroscience	121	2.8
<b>CHEMISTRY AND BIOCHEMISTRY</b>		
Chemistry	57	1.3
Biochemistry/Chemistry	121	2.8
Chemical Education	0	0.0
Chemical Physics	1	0.0
Environmental Chemistry	6	0.1
Molecular Synthesis	4	0.1
Pharmacological Chemistry	148	2.5
Bioinformatics	1	0.0
<b>COGNITIVE SCIENCE</b>		
Cognitive Science	33	0.8
Cognitive Science (Clinical Aspects of Cognition)	12	0.3
Cognitive Science (Computation)	4	0.1
Cognitive Science (Human Cognition)	10	0.2
Cognitive Science (Human Computer Interaction)	33	0.8
Cognitive Science (Neuroscience)	53	1.2
<b>COMMUNICATION</b>		
Communication	131	3.1

<b>Table B19 cont.</b>	n	%
<b>COMPUTER SCIENCE AND ENGINEERING</b>		
Computer Science	265	6.2
Computer Engineering	69	1.6
Computer Science with Specialization in Bioinformatics	14	0.3
<b>ECONOMICS</b>		
Economics	161	3.8
Management Science	144	3.4
Joint Economics-Mathematics	37	0.9
<b>EDUCATION</b>		
Education	2	0.0
<b>EDUCATION STUDIES</b>		
Education Studies	1	0.0
<b>ELECTRICAL AND COMPUTER ENGINEERING</b>		
Computer Engineering	9	0.2
Electrical Engineering	116	2.7
Electrical Engineering and Society	2	0.0
Engineering Physics	3	0.1
<b>ENGINEERING</b>		
Engineering	63	1.5
<b>ETHNIC STUDIES</b>		
Ethnic Studies	14	0.3
<b>HISTORY</b>		
History	33	0.8
<b>LINGUISTICS</b>		
Linguistics (Cognition and Language)	10	0.2
Linguistics (Language and Society)	3	0.1
Language Studies	3	0.1
Linguistics	15	0.4
<b>LITERATURE/ENGLISH</b>		
Literatures in English	14	0.3
French Literature	0	0.0
German Literature	0	0.0
Italian Literature	0	0.0
Russian Literature	0	0.0
Spanish Literature	3	0.1
Literature (Composite)	2	0.0
Literature (Cultural Studies)	5	0.1
Literature/Writing	28	0.7
Literatures of the World	4	0.1

<b>Table B19 cont.</b>	n	%
<b>MATHEMATICS</b>		
Mathematics	22	0.5
Mathematics (Applied)	35	0.8
Mathematics—Computer Science	5	0.1
Mathematics—Applied Science	7	0.2
Joint Mathematics—Economics	25	0.6
Mathematics—Scientific Computation	1	0.0
Mathematics—Secondary Education	8	0.2
Probability and Statistics	10	0.2
<b>MECHANICAL AND AEROSPACE ENGINEERING (MAE)</b>		
Aerospace Engineering	45	1.1
Engineering Sciences	8	0.2
Mechanical Engineering	71	1.7
Environmental Engineering	52	1.2
<b>MUSIC</b>		
Interdisciplinary Computing and the Arts	6	0.1
Music	7	0.2
Music/Humanities	3	0.1
<b>NANOENGINEERING</b>		
Chemical Engineering	83	1.9
Nanoengineering	58	1.4
<b>PHILOSOPHY</b>		
Philosophy	12	0.3
<b>PHYSICS</b>		
General Physics	2	0.0
General Physics/Secondary Education	1	0.0
Physics	10	0.2
Physics/Biophysics	7	0.2
Physics with Specialization in Computational Physics	2	0.0
Physics with Specialization in Earth Sciences	0	0.0
Physics with Specialization in Materials Physics	4	0.1
Physics with Specialization in Astrophysics	15	0.4
<b>POLITICAL SCIENCE</b>		
Political Science	60	1.4
Political Science (American Politics)	17	0.4
Political Science (Comparative Politics)	3	0.1
Political Science (International Relations)	61	1.4
Political Science (Political Theory)	5	0.1
Political Science (Public Law)	29	0.7
Political Science (Public Policy)	13	0.3

<b>Table B19 cont.</b>	n	%
<b>PRELAW</b>		
Prelaw	2	0.0
<b>PREMEDICAL</b>		
Premedical	40	0.9
<b>PSYCHOLOGY</b>		
Psychology	247	5.8
<b>SCRIPPS INSTITUTION OF OCEANOGRAPHY</b>		
Earth Sciences with Specialization in Geology	14	0.3
Earth Sciences with Specialization in Geochemistry	1	0.0
Earth Sciences with Specialization in Geophysics	0	0.0
<b>SOCIOLOGY</b>		
Sociology	42	1.0
Sociology—International Studies	9	0.2
Sociology—American Studies	0	0.0
Sociology—Science and Medicine	11	0.3
Sociology—Economy and Society	9	0.2
Sociology—Culture and Communication	8	0.2
Sociology—Social Inequity	8	0.2
Sociology—Law and Society	12	0.3
<b>STRUCTURAL ENGINEERING</b>		
Engineering Sciences	1	0.0
Structural Engineering	94	2.2
<b>THEATRE</b>		
Dance	6	0.1
Theatre	21	0.5
<b>VISUAL ARTS</b>		
Visual Arts (Art History/Criticism)	4	0.1
Visual Arts (Media)	45	1.1
Visual Arts (Studio)	11	0.3
Interdisciplinary Computing and the Arts	11	0.3
<b>INTERDISCIPLINARY MAJORS</b>		
Chinese Studies	3	0.1
Classical Studies	0	0.0
College Special Individual Majors	1	0.0
Critical Gender Studies	5	0.1
Environmental Systems—Earth Sciences	11	0.3
Environmental Systems—Ecology, Behavior and Evolution	49	1.1
Environmental Systems—Environmental Chemistry	5	0.1
Environmental Systems—Environmental Policy	12	0.3
German Studies	2	0.0
Human Development	80	1.9

<b>Table B19 cont.</b>	<b>n</b>	<b>%</b>
International Studies—Anthropology	3	0.1
International Studies—Economics	37	0.9
International Studies—History	8	0.2
International Studies—Linguistics	5	0.1
International Studies—Literature	0	0.0
International Studies—Political Science	50	1.2
International Studies – Sociology	17	0.4
5-year International Studies – Economics	1	0.0
5-year International Studies – Political Science	1	0.0
Italian Studies	0	0.0
Japanese Studies	5	0.1
Judaic Studies	0	0.0
Latin American Studies	2	0.0
Russian and Soviet Studies	0	0.0
Study of Religion	4	0.1
Third World Studies	0	0.0
Urban Studies and Planning	32	0.7
Missing	60	1.4

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4278).

**Table B20**

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

Academic Program	n	%
<b>ANTHROPOLOGY</b>		
Anthropology PhD*	20	1.5
Anthropology and Cognitive Science PhD	0	0.0
Anthropology with a Specialization in Anthropogeny PhD	2	0.1
<b>AUDIOLOGY</b>		
Audiology (Joint Program with San Diego State University) AuD	3	0.2
<b>BIOENGINEERING</b>		
Bioengineering MEng, MS, PhD	44	3.3
Bioengineering (Joint with San Diego State University) PhD	0	0.0
Bioengineering with a Specialization in Bioinformatics PhD	1	0.1
Bioengineering with a Specialization in Multiscale Biology PhD	2	0.1
<b>BIOINFORMATICS AND SYSTEMS BIOLOGY</b>		
Bioinformatics and Systems Biology PhD	20	1.5
<b>BIOLOGICAL SCIENCES</b>		
Biology MS,† PhD	72	5.3
Biology (Joint with San Diego State University) PhD	1	0.1
Biology with a Specialization in Anthropogeny PhD	1	0.1
Biology with a Specialization in Bioinformatics PhD	0	0.0
Biology with a Specialization in Multiscale Biology PhD	2	0.1
<b>BIOMEDICAL SCIENCES</b>		
Biomedical Sciences PhD	59	4.4
Biomedical Sciences with a Specialization in Anthropogeny PhD	0	0.0
Biomedical Sciences with a Specialization in Bioinformatics PhD	0	0.0
Biomedical Sciences with a Specialization in Multiscale Biology PhD	0	0.0
<b>CHEMISTRY AND BIOCHEMISTRY</b>		
Chemistry MS, PhD	53	3.9
Chemistry (Joint with San Diego State University) PhD	4	0.3
Chemistry with a Specialization in Bioinformatics PhD	0	0.0
Chemistry with a Specialization in Computational Science PhD	0	0.0
Chemistry with a Specialization in Multiscale Biology PhD	2	0.1
<b>CLASSICS</b>		
Classics (Tri-Campus Program with UC Irvine and UC Riverside) PhD	0	0.0

<b>Table B20 cont.</b>	n	%
<b>CLINICAL PSYCHOLOGY</b>		
Clinical Psychology (Joint with San Diego State University) PhD	8	0.6
Clinical Psychology and Cognitive Science (Joint with San Diego State University) PhD	1	0.1
<b>CLINICAL RESEARCH</b>		
Clinical Research MAS	7	0.5
<b>COGNITIVE SCIENCE</b>		
Cognitive Science PhD*	15	1.1
Cognitive Science with a Specialization in Anthropogeny PhD	2	0.1
<b>COMMUNICATION</b>		
Communication PhD*	10	0.7
Communication (Science Studies) PhD	0	0.0
Communication and Cognitive Science PhD	1	0.1
<b>COMPARATIVE STUDIES IN LANGUAGE, SOCIETY, AND CULTURE</b>		
Comparative Studies in Language, Society, and Culture PhD	0	0.0
<b>COMPUTATIONAL SCIENCE, MATHEMATICS, AND ENGINEERING</b>		
Computational Science, Mathematics and Engineering MS	2	0.1
<b>COMPUTER SCIENCE AND ENGINEERING</b>		
Architecture-Based Enterprise Systems Engineering MAS	2	0.1
Computer Science MS, PhD	50	3.7
Computer Science (Computer Engineering) MS, PhD	15	1.1
Computer Science and Cognitive Science PhD	0	0.0
Computer Science with a Specialization in Bioinformatics PhD	2	0.1
Computer Science and Engineering (Advanced Manufacturing) MS	0	0.0
Computer Science and Engineering with a Specialization in Computational Science PhD	0	0.0
Wireless Embedded Systems MAS	2	0.1
<b>ECONOMICS</b>		
Economics PhD*	25	1.9
Economics and International Affairs PhD	0	0.0
<b>EDUCATION STUDIES</b>		
Education MEd	17	1.3
Educational Leadership (Joint with California State University, San Marcos) EdD	6	0.4
Teaching and Learning EdD	4	0.3
Teaching and Learning (Curricular Design) MA	0	0.0
Teaching and Learning: Bilingual Education (ASL-English) MA	0	0.0



<b>Table B20 cont.</b>	n	%
<b>ELECTRICAL AND COMPUTER ENGINEERING</b>		
Electrical and Computer Engineering (Advanced Manufacturing) MS	1	0.1
Electrical Engineering (Applied Ocean Science) MS, PhD	0	0.0
Electrical Engineering (Applied Physics) MS, PhD	5	0.4
Electrical Engineering (Communication Theory and Systems) MS, PhD	12	0.9
Electrical Engineering (Computer Engineering) MS, PhD	7	0.5
Electrical Engineering (Electronic Circuits and Systems) MS, PhD	16	1.2
Electrical Engineering (Intelligence Systems, Robotics and Control) MS, PhD	8	0.6
Electrical Engineering (Joint with San Diego State University) PhD	0	0.0
Electrical Engineering (Nanoscale Devices and Systems) MS, PhD	5	0.4
Electrical Engineering (Photonics) MS, PhD	8	0.6
Electrical Engineering (Signal and Image Processing) MS, PhD	6	0.4
<b>ETHNIC STUDIES</b>		
Ethnic Studies PhD*	7	0.5
<b>HEALTH LAW</b>		
Health Law (Joint with California Western School of Law) MAS	3	0.2
<b>HISTORY</b>		
History MA, PhD	19	1.4
History (Judaic Studies) MA	0	0.0
History (Science Studies) PhD	5	0.4
<b>INTERNATIONAL RELATIONS AND PACIFIC STUDIES</b>		
International Affairs MAS, MIA, PhD	10	0.7
Pacific International Affairs MPIA	46	3.4
<b>LANGUAGE AND COMMUNICATIVE DISORDERS</b>		
Language and Communicative Disorders (Joint with San Diego State University) PhD	2	0.1
<b>LATIN AMERICAN STUDIES</b>		
Latin American Studies MA	3	0.2
Latin American Studies (Cultural Studies) MA	0	0.0
Latin American Studies (Gender Studies) MA	0	0.0
Latin American Studies (History) MA	2	0.1
Latin American Studies (International Migration) MA	1	0.1
Latin American Studies (Sociology) MA	0	0.0

<b>Table B20 cont.</b>	n	%
<b>LEADERSHIP OF HEALTHCARE ORGANIZATIONS</b>		
Leadership of Healthcare Organizations MAS	3	0.2
<b>LINGUISTICS</b>		
Linguistics PhD*	8	0.6
Linguistics and Cognitive Science PhD	4	0.3
Linguistics with a Specialization in Anthropogeny PhD	0	0.0
<b>LITERATURE</b>		
Literature MA, PhD*	19	1.4
Writing MFA	2	0.1
<b>RADY SCHOOL OF MANAGEMENT</b>		
Business Administration MBA	57	4.2
Management PhD	1	0.1
<b>MATERIALS SCIENCE AND ENGINEERING</b>		
Materials Science and Engineering MS, PhD	32	2.4
<b>MATHEMATICS</b>		
Mathematics MA, PhD	19	1.4
Mathematics (Applied) MA	1	0.1
Mathematics with a Specialization in Bioinformatics PhD	0	0.0
Mathematics with a Specialization in Computational Science PhD	1	0.1
Mathematics with a Specialization in Statistics PhD	1	0.1
Statistics MS	9	0.7
<b>MATHEMATICS AND SCIENCE EDUCATION</b>		
Mathematics and Science Education (Joint with San Diego State University) PhD	2	0.1
<b>MECHANICAL AND AEROSPACE ENGINEERING</b>		
Engineering Sciences (Aerospace Engineering) MS, PhD	6	0.4
Engineering Sciences (Applied Mechanics) MS, PhD	5	0.4
Engineering Sciences (Applied Mechanics) (Joint with San Diego State University) PhD	2	0.1
Engineering Sciences (Applied Ocean Science) MS, PhD	2	0.1
Engineering Sciences (Engineering Physics) MS, PhD	7	0.5
Engineering Sciences (Mechanical Engineering) MS, PhD	37	2.7
Engineering Sciences with a Specialization in Computational Science PhD	0	0.0
Engineering Sciences with a Specialization in Multiscale Biology PhD‡	1	0.1
Medical Devices Engineering MAS	0	0.0
<b>MUSIC</b>		
Contemporary Music Performance DMA	6	0.4
Music MA, PhD	17	1.3

<b>Table B20 cont.</b>	n	%
<b>NANOENGINEERING</b>		
Chemical Engineering MS, PhD	10	0.7
NanoEngineering MS, PhD	9	0.7
<b>NEUROSCIENCES</b>		
Neurosciences PhD*	21	1.6
Neuroscience and Cognitive Science PhD	0	0.0
Neurosciences with a Specialization in Anthropogeny PhD	0	0.0
Neurosciences with a Specialization in Computational Neuroscience PhD*	8	0.6
Neurosciences with a Specialization in Multiscale Biology PhD	0	0.0
<b>SCRIPPS INSTITUTION OF OCEANOGRAPHY</b>		
Earth Sciences M.S., Ph.D.	16	1.2
Geophysics (Joint with San Diego State University) Ph.D.	2	0.1
Marine Biodiversity and Conservation M.A.S.	5	0.4
Marine Biology M.S., Ph.D.	25	2.1
Oceanography M.S., Ph.D.	42	3.1
<b>PHILOSOPHY</b>		
Philosophy PhD*	9	0.7
Philosophy (Science Studies) PhD	1	0.1
Philosophy and Cognitive Science PhD	0	0.0
<b>PHYSICS</b>		
Physics MS, † PhD	31	2.3
Physics (Biophysics) PhD	3	0.2
Physics with a Specialization in Bioinformatics PhD	0	0.0
Physics with a Specialization in Computational Science PhD	2	0.1
Physics with a Specialization in Materials Physics MS	0	0.0
Physics with a Specialization in Multiscale Biology PhD	1	0.1
<b>POLITICAL SCIENCE</b>		
Political Science PhD*	28	2.1
Political Science and International Affairs PhD	1	0.1
<b>PSYCHOLOGY</b>		
Psychology PhD*	6	0.4
Psychology and Cognitive Science PhD	0	0.0
Psychology with a Specialization in Anthropogeny PhD	0	0.0
<b>PUBLIC HEALTH</b>		
Public Health (Epidemiology) (Joint with San Diego State University) PhD	6	0.4
Public Health (Global Health) (Joint with San Diego State University) PhD	7	0.5
Public Health (Health Behavior) (Joint with San Diego State University) PhD	1	0.1

<b>Table B20 cont.</b>	n	%
<b>SOCIOLOGY</b>		
Sociology PhD*	15	1.1
Sociology (Science Studies) PhD	4	0.3
Sociology and Cognitive Science PhD	0	0.0
<b>STRUCTURAL ENGINEERING</b>		
Simulation-Based Engineering MAS	1	0.1
Structural Engineering MS, PhD	37	2.7
Structural Engineering (Joint with San Diego State University) PhD	1	0.1
Structural Engineering with a Specialization in Health Monitoring, Prognosis and Validated Simulations MS	1	0.1
Structural Health Monitoring, MAS	0	0.0
<b>THEATRE AND DANCE</b>		
Drama and Theatre (Joint Program with UC Irvine) PhD	3	0.2
Theatre MFA	0	0.0
Theatre and Dance (Acting) MFA	3	0.2
Theatre and Dance (Dance Theatre) MFA	1	0.1
Theatre and Dance (Design) MFA	6	0.4
Theatre and Dance (Directing) MFA	1	0.1
Theatre and Dance (Playwriting) MFA	1	0.1
Theatre and Dance (Stage Management) MFA	1	0.1
<b>VISUAL ARTS</b>		
Art History, Theory and Criticism PhD*	7	0.5
Art History, Theory and Criticism with a Concentration in Art Practice PhD	1	0.1
Visual Arts MFA	11	0.8
<b>Missing</b>	<b>153</b>	<b>11.3</b>

Note: Table includes only those who indicated they were graduate students in Question 1 (n = 1351).

**Table B21**

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

Program	n	%
Trainee Programs	44	52.4
School of Medicine Resident	39	97.5
School of Pharmacy Resident	1	2.5
School of Medicine Fellow	31	36.9
School of Pharmacy Fellow	2	2.4
School of Dentistry Fellow	0	0.0
Postdoctoral Scholar	5	6.0
Missing	2	2.4

Note: Table includes only those who indicated they were trainees in Question 1 (n = 84).

**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	45	0.4
Attention Deficit/Hyperactivity Disorder	252	2.1
Asperger's/Autism Spectrum	37	0.3
Blind	11	0.1
Low vision	333	2.8
Deaf	20	0.2
Hard of Hearing	191	1.6
Learning disability	114	1.0
Medical Condition	463	3.9
Mental health/psychological condition	511	4.3
Physical/Mobility condition that affects walking	184	1.5
Physical/Mobility condition that does not affect walking	149	1.3
Speech/Communication	96	0.8
Other	114	1.0
I have none of the listed conditions	9259	77.7

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	10227	85.8
Permanent Resident	786	6.6
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	964	8.1
Other legally documented status	18	0.2
Undocumented resident	22	0.2

**Table B24**

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

Political Views	n	%
Far left	444	3.7
Liberal	4137	34.7
Moderate or middle of the road	3406	28.6
Conservative	1172	9.8
Far right	31	0.3
Libertarian	54	0.5
Undecided	2016	16.9
Other	361	3.0
Missing	294	2.5

**Table B25**

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

Language Spoken at Home	n	%
English only	6595	55.4
Other than English	1558	13.1
English and other language(s)	3661	30.7
Missing	101	0.8



**Table B26**

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

Spiritual Identity	n	%		n	%
Agnostic	1726	14.5	Nondenominational Christian	620	5.2
Ahmadi Muslim	4	0.0	Pagan	47	0.4
African Methodist Episcopal	6	0.1	Pentecostal	70	0.6
Atheist	1339	11.2	Presbyterian	304	2.6
Assembly of God	28	0.2	Protestant	293	2.5
Baha'i	13	0.1	Quaker	24	0.2
Baptist	262	2.2	Rastafarian	9	0.1
Buddhist	697	5.8	Roman Catholic	1987	16.7
Christian Orthodox	373	3.1	Russian Orthodox	25	0.2
Confucianist	26	0.2	Scientologist	8	0.1
Christian Methodist Episcopal	113	0.9	Secular Humanist	63	0.5
Druid	15	0.1	Seventh Day Adventist	31	0.3
Episcopalian	123	1.0	Shi-ite	17	0.1
Evangelical	151	1.3	Sufi	9	0.1
Greek Orthodox	31	0.3	Sunni	24	0.2
Hindu	213	1.8	Shinto	25	0.2
Jain	11	0.1	Sikh	29	0.2
Jehovah's Witness	36	0.3	Taoist	53	0.4
Jewish Conservative	107	0.9	The Church of Jesus Christ of Latter Day Saints	80	0.7
Jewish Orthodox	32	0.3	United Methodist	114	1.0
Jewish Reformed	243	2.0	Unitarian Universalist	90	0.8
Lutheran	164	1.4	United Church of Christ	47	0.4
Mennonite	6	0.1	Wiccan	26	0.2
Moravian	5	0.0	Spiritual, but no religious affiliation	1174	9.9
Muslim	130	1.1	No affiliation	2326	19.5
Native American Traditional Practitioner or Ceremonial	27	0.2	Other	333	2.8

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)

<u>Dependency Status</u>	<u>n</u>	<u>%</u>
Dependent	3916	69.6
Independent	1519	27.0
Missing	194	3.4

Note: Table includes only those who answered that they were students in Question 1 (n = 5629)

**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	516	9.2
\$10,000-\$19,999	581	10.3
\$20,000-\$29,999	828	14.7
\$30,000-\$39,999	495	8.8
\$40,000-\$49,999	306	5.4
\$50,000-\$59,999	344	6.1
\$60,000-69,999	284	5.0
\$70,000-\$79,999	257	4.6
\$80,000-\$89,999	196	3.5
\$90,000-\$99,999	238	4.2
\$100,000-124,999	502	8.9
\$125,000-\$149,999	215	3.8
\$150,000- \$199,999	228	4.1
\$200,000 -\$249,999	163	2.9
\$250,000-\$299,999	85	1.5
\$300,000-\$399,999	71	1.3
\$400,000-\$499,999	21	0.4
\$500,000 and above	67	1.2
Missing	232	4.1

Note: Table includes only those who answered that they were students in Question 1 (n = 5629).

**Table B29**

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

Residence	n	%
<b>Sixth College</b>		
Sixth Residence Halls (703-710)	170	3.0
Sixth Apartments (100-1100)	103	1.8
Sixth Apartments (1200-1800)	95	1.7
Matthews Apartments (A-E)	96	1.7
<b>The Village</b>		
Village West Tower	85	1.5
Village West Buildings 2-8	113	2.0
Village East Tower	96	1.7
Village East Buildings 2-5	73	1.3
<b>Muir College</b>		
Muir Residence Halls	206	3.7
Muir Apartments	148	2.6
<b>Warren College</b>		
Warren Residence Halls	165	2.9
Warren Apartments	251	4.5
<b>Marshall College</b>		
Marshall Lower Apartments	56	1.0
Marshall Upper Apartments	98	1.7
Marshall Residence Halls	124	2.2
<b>Revelle College</b>		
Revelle Argo/Blake Residence Halls	152	2.7
Revelle Fleet Residence Halls	127	2.3
Revelle Keeling Apartments	143	2.5
<b>ERC</b>		
ERC Residence Halls	180	3.2
ERC Apartments	115	2.0
International House	87	1.5
<b>Graduate Student Housing</b>		
Coast Apartments	52	0.9
Mesa Apartments	304	5.4
One Miramar Street Apartments	186	3.3
Rita Atkinson Residences	133	2.4
Single Graduate Apartments	74	1.3
<b>Missing</b>	2197	39.0

Note: Table includes only those who indicated they were students in Question 1 (n = 5629).

**Table B30**

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

Employed	n	%
<b>No</b>	<b>3295</b>	<b>58.5</b>
<b>Yes</b>	<b>2269</b>	<b>40.3</b>
1-10 hours/week	677	28.8
11-20 hours/week	1092	48.1
21-30 hours/week	186	8.2
31-40 hours/week	104	4.6
More than 40 hours/week	119	5.2
Missing	91	4.0
<b>Missing</b>	<b>65</b>	<b>1.2</b>

Note: Table includes only those who indicated they were students in Question 1 (n = 5629)

**Table B31**

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

Residency	n	%
In-state/Resident	3698	86.4
Out-of-State/Non-Resident/International	528	12.3
Missing	52	1.2

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 4278).

**Table B32**

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

Clubs/Organizations	n	%
I do not participate in any student organizations	1977	35.1
Student Leadership Groups	586	10.4
Academic/Professional Organizations	1120	19.9
Special Interest Organizations	553	9.8
Intercultural/Multicultural Campus Community Groups	574	10.2
Political Groups	11	2.0
Religious/Spiritual Organizations	528	9.4
Service Organizations/Civic Engagement	504	9.0
Social Fraternities or Sororities	301	5.3
Publications and Media Organizations	133	2.4
Intramurals/Clubs Sports	765	13.6
Music/Performance Organizations	179	3.2
NCAA Varsity Athletics	92	1.6
Honor Societies	295	5.2
Campus Housing Associations	118	2.1
Other	288	5.1

Note: Table includes only those who indicated they were students in Question 1 (n = 5629).  
 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	5940	49.9
Single, divorced	614	5.2
Single, widow (partner/spouse deceased)	82	0.7
Partnered	829	7.0
Partnered, in civil union/ Registered Domestic Partnership	117	1.0
Married or remarried	4070	34.2
Separated	81	0.7
Other	51	0.4
Missing	116	1.0

**Table B34**

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

GPA	n	%
Less than 1.00	5	0.1
1.00 – 1.99	88	1.6
2.00 – 2.99	1057	18.8
3.00 – 3.99	3640	64.7
4.00 and above	376	6.7
Missing	463	8.2

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 5629).

**Table B35**

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

Foster Care Youth	n	%
Yes	51	0.9
No	5527	98.2
Missing	51	0.9

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 5629).



## 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 UCSD?  
 (Question 5)

Comfort	n	%
Very comfortable	3119	26.2
Comfortable	6090	51.2
Neither comfortable nor uncomfortable	1742	14.6
Uncomfortable	798	6.7
Very uncomfortable	152	1.3

**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	3371	28.3
Comfortable	5569	46.8
Neither comfortable nor uncomfortable	1711	14.4
Uncomfortable	987	8.3
Very uncomfortable	261	2.2

**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	1350	19.6
Comfortable	3264	47.3
Neither comfortable nor uncomfortable	1261	18.3
Uncomfortable	420	6.1
Very uncomfortable	69	1.0
Not applicable	533	7.7

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 6903).

**Table B39**

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

Considered Leaving	n	%
No	8372	70.4
Yes	3526	29.6

**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.	1026	16.9	2677	44.1	1121	18.5	1032	17.0	150	2.5	58	1.0
Many of my courses this year have been intellectually stimulating.	1422	23.5	3007	49.7	708	11.7	312	5.2	65	1.1	542	8.9
I am satisfied with my academic experience at UCSD.	1109	18.3	3029	50.0	1070	17.7	635	10.5	149	2.5	67	1.1
I am satisfied with the extent of my intellectual development since enrolling at UCSD.	1290	21.3	3022	50.0	1039	17.2	531	8.8	85	1.4	82	1.4
I have performed academically as well as I anticipated I would.	839	13.9	2100	34.7	1321	21.8	1301	21.5	403	6.7	88	1.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1479	24.5	3051	50.5	977	16.2	361	6.0	105	1.7	70	1.2
My interest in ideas and intellectual matters has increased since coming to UCSD.	1631	27.0	2789	46.1	1094	18.1	391	6.5	101	1.7	39	0.6
I intend to graduate from UCSD.	3703	61.6	1565	26.0	302	5.0	40	0.7	13	0.2	391	6.5
I am considering transferring to another college or university due to academic reasons.	126	2.1	307	5.1	547	9.0	1473	24.3	2849	47.0	754	12.5

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 6076).

**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 UCSD? (Question 11)

Experienced	n	%
No	9175	77.2
Yes, but it did not interfere with my ability to work or learn	1748	14.7
Yes and it interfered with my ability to work or learn	963	8.1

**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	98	4.1	193	8.1	329	13.7	421	17.6	1352	56.5
Age	110	4.5	208	8.5	485	19.9	555	22.8	1080	44.3
Ancestry	124	5.2	209	8.8	345	14.5	453	19.1	1244	52.4
Country of origin	119	5.0	172	7.2	300	12.6	455	19.1	1341	56.2
Discipline of study	108	4.5	206	8.7	371	15.6	400	16.8	1291	54.3
Educational level	122	5.1	214	8.9	383	16.0	502	20.9	1178	49.1
Educational modality (on-line, classroom)	50	2.1	64	2.7	133	5.7	424	18.1	1674	71.4
English language proficiency/accent	120	5.0	126	5.3	221	9.3	423	17.7	1494	62.7
Ethnicity	217	9.0	251	10.4	401	16.7	403	16.7	1134	47.1
Gender identity	124	5.2	180	7.5	319	13.3	410	17.1	1368	57.0
Gender expression	99	4.2	123	5.2	241	10.1	427	18.0	1485	62.5
Immigrant/citizen status	85	3.6	80	3.4	154	6.5	393	16.6	1660	70.0
International status	61	2.6	66	2.8	122	5.1	359	15.1	1766	74.4
Learning disability	31	1.3	47	2.0	104	4.4	347	14.6	1840	77.7
Marital status (e.g. single, married, partnered)	45	1.9	63	2.7	183	7.7	483	20.3	1602	67.4
Medical condition	59	2.5	83	3.5	167	7.0	420	17.6	1657	69.4
Military/veteran status	15	0.6	21	0.9	65	2.7	281	11.9	1983	83.8
Parental status (e.g., having children)	51	2.2	64	2.7	179	7.6	335	14.2	1726	73.3
Participation in an organization/team	94	4.0	96	4.1	145	6.2	274	11.8	1721	73.9

Table B42 (cont.)	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	96	4.0	159	6.7	324	13.6	449	18.9	1347	56.7
Physical disability	33	1.4	48	2.0	108	4.6	341	14.5	1821	77.5
Philosophical views	120	5.0	180	7.6	367	15.4	452	19.0	1263	53.0
Political views	124	5.3	150	6.4	345	14.6	460	19.5	1280	54.3
Position (staff, faculty, student)	260	10.6	323	13.2	505	20.6	417	17.0	948	38.6
Pregnancy	20	0.8	28	1.2	69	2.9	264	11.2	1977	83.8
Psychological condition	51	2.2	76	3.2	130	5.5	355	15.1	1738	74.0
Race	194	8.1	195	8.2	351	14.7	411	17.3	1230	51.7
Religious/spiritual views	108	4.6	106	4.5	258	10.9	502	21.3	1387	58.7
Sexual orientation	69	2.9	80	3.4	149	6.3	455	19.3	1606	68.1
Socioeconomic status	132	5.6	112	4.8	268	11.4	468	19.9	1371	58.3
Don't Know	81	3.9	97	8.6	197	9.5	187	9.0	1517	73.0
Other	130	7.2	119	6.6	136	7.5	91	5.0	1337	73.7

Note: Only answered by respondents who experienced harassment (n = 2711).

**Table B43**

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	1363	50.3
I felt I was deliberately ignored or excluded	1291	47.6
I felt intimidated/bullied	1149	42.4
I was the target of derogatory verbal remarks	515	19.0
I observed others staring at me	489	18.0
I received a low performance evaluation	325	12.0
I was singled out as the spokesperson for my identity group	257	9.5
I feared getting a poor grade because of a hostile classroom environment	252	9.3
I feared for my physical safety	239	8.8
I received derogatory written comments	236	8.7
I was the target of racial/ethnic profiling	234	8.6
Someone assumed I was admitted/hired/promoted due to my identity	232	8.6
Someone assumed I was not admitted/hired/promoted due to my identity	109	4.0
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	101	3.7
I received derogatory phone calls	85	3.1
I feared for my family's safety	56	2.1
I received threats of physical violence	41	1.5
I was the target of stalking	39	1.4
I was the target of graffiti/vandalism	32	1.2
I was the victim of a crime	23	0.8
I was the target of physical violence	22	0.8
Other	342	12.4

Note: Only answered by respondents who experienced harassment (n = 2711). Percentages do not sum to 100 due to multiple responses.

**Table B44**

Where did this conduct occur? (Question 14)

Location	n	%
While working at a UCSD job	1018	37.6
In a UCSD office	712	26.3
In a meeting with a group of people	705	26.0
In a public space at UCSD	600	22.1
In a class/lab/clinical setting	500	18.4
In a meeting with one other person	440	16.2
At a UCSD event	337	12.4
In campus housing	322	11.9
While walking on campus	295	10.9
In a health care setting	259	9.6
In a faculty office	176	6.5
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	175	6.5
Off campus	145	5.3
In a UCSD dining facility	115	4.2
On campus transportation	77	2.8
In athletic facilities	61	2.3
In off-campus housing	45	1.7
In an on-line class	8	0.3
Other	185	6.8

Note: Only answered by respondents who experienced harassment (n = 2711). Percentages do not sum to 100 due to multiple responses.



**Table B45**

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

Source	n	%
Student	792	29.2
Co-worker	672	24.8
Staff member	512	18.9
Faculty member	498	18.4
Administrator	454	16.7
Supervisor	453	16.7
Department head	311	11.5
Stranger	227	8.4
Friend	226	8.3
Campus organizations or groups	199	7.3
Don't know source	164	6.0
UCSD visitor(s)	136	5.0
Teaching asst./Grad asst./Lab asst./Tutor	127	4.7
Medical Staff	120	4.4
Campus media	104	3.8
UCSD Physician	103	3.8
Faculty advisor	90	3.3
Social Networking site (e.g., Facebook, Twitter)	81	3.0
Registered Campus Organization	78	2.9
Student staff	73	2.7
Person that I supervise	60	2.2
Off campus community member	56	2.1
Campus police/building security	55	2.0
Patient	35	1.3
Alumni	32	1.2
Union representative	22	0.8
Athletic coach/trainer	15	0.6
Donor	9	0.3
Partner/spouse	9	0.3
Other	171	6.3

Note: Only answered by respondents who experienced harassment (n = 2711).  
Percentages do not sum to 100 due to multiple responses.

**Table B46**

Please describe your reactions to experiencing this conduct? (Question 16)

Reactions	n	%
I was angry	1351	49.8
I felt embarrassed	1033	38.1
I told a friend	984	36.3
I ignored it	812	30.0
I told a family member	794	29.3
I avoided the harasser	679	25.0
I was afraid	441	16.3
I sought support from a staff person	433	16.0
I did nothing	423	15.6
I felt somehow responsible	380	14.0
I didn't report it for fear that my complaint would not be taken seriously	363	13.4
I left the situation immediately	322	11.9
I reported it to a UCSD employee/official	312	11.5
I confronted the harasser at the time	298	11.0
I sought support from campus resource	269	9.9
I didn't know who to go to	262	9.7
I did report it but I did not feel the complaint was taken seriously	240	8.9
I sought support from an administrator	239	8.8
I confronted the harasser later	236	8.7
I sought support from a faculty member	221	8.2
It didn't affect me at the time	216	8.0
I sought information on-line	136	5.0
I told my union representative	88	3.2
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	78	2.9
I sought support from off-campus hot-line/advocacy services	69	2.5
I sought support from student staff (e.g. peer counselor)	62	2.3
I sought support from a TA/grad assistant	36	1.3
I contacted a local law enforcement official	30	1.1
Other	279	10.3

Note: Only answered by respondents who experienced harassment (n = 2711). Percentages do not sum to 100 due to multiple responses.

**Table B47**

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

Experienced Unwanted Sexual Contact	n	%
Yes	279	2.3
No	11609	97.4
Missing	27	0.2

**Table B48**

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

	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	632	8.3	1498	19.8	2613	34.5	2231	29.4	608	8.0
My colleagues/co-workers expect me to represent “the point of view” of my identity	338	4.5	1431	19.1	2559	34.2	1661	22.2	1502	20.1
I believe salary determinations are clear	629	8.4	3016	40.2	1953	26.0	994	13.2	917	12.2
I think that my campus demonstrates that it values a diverse faculty	1375	18.2	4150	55.0	914	12.1	423	5.6	681	9.0
I think my campus demonstrates that it values a diverse staff	1542	20.4	4498	59.6	794	10.5	354	4.7	358	4.7
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	1695	22.3	3437	45.3	1186	15.6	523	6.9	744	9.8
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	668	8.8	1569	20.8	3414	45.2	1368	18.1	542	7.2
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	747	9.9	2019	26.7	3052	40.4	1079	14.3	652	8.6

Note: Table includes only those respondents who indicated they were faculty graduate students, trainees, or staff in Question 1 (n = 7637).

**Table B49**

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	139	15.4	464	51.4	192	21.3	60	6.6	48	5.3
I believe that the tenure/promotion standards are reasonable.	131	14.6	499	55.4	168	18.7	38	4.2	64	7.1
I feel that my service contributions are important to tenure/promotion.	108	12.0	442	49.2	209	23.2	65	7.2	75	8.3
I feel pressured to change my research agenda to achieve tenure/promotion.	35	3.9	147	16.4	371	41.3	186	20.7	160	17.8
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	137	15.3	444	49.4	170	18.9	52	5.8	95	10.6
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	73	8.1	177	19.7	461	51.2	98	10.9	91	10.1
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.	128	14.3	277	30.8	367	40.9	55	6.1	71	7.9
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	37	4.1	365	40.8	188	21.0	55	6.2	249	27.9
I have used university policies on stopping the clock for promotion or tenure.	22	2.4	47	5.2	213	23.7	142	15.8	474	52.8
I have used university policies on taking leave for childbearing or adoption.	35	3.9	86	9.5	152	16.9	132	14.6	497	55.1
I have used university policies on active service-modified duties.	28	3.1	43	4.8	156	17.5	131	14.7	535	59.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	18	2.0	66	7.4	411	46.4	193	21.8	198	22.4
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	145	16.3	480	53.9	119	13.4	28	3.1	118	13.3
I believe that perceptions about using work-family policies differ for men and women faculty.	86	9.8	312	35.6	287	32.7	64	7.3	128	14.6
I believe that tenure standards/advancement standards are applied equally to all faculty.	107	12.0	405	45.5	219	24.6	75	8.4	85	9.5

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 911).

**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 UCSD is supportive of taking leave.	1154	15.3	4088	54.1	894	11.8	194	2.6	1227	16.2
I find that UCSD is supportive of flexible work schedules.	1316	17.4	4084	54.0	1077	14.2	335	4.4	750	9.9
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	369	4.9	1041	13.8	3563	47.2	1296	17.2	1284	17.0
I feel that people who have children are considered by UCSD to be less committed to their jobs/careers	197	2.6	714	9.5	4000	53.1	1367	18.1	1256	16.7
I feel that UCSD provides available resources to help employees balance work-life needs, such as childcare and elder care.	513	6.9	2836	36.6	1316	17.6	473	6.3	2432	32.6
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	209	2.8	884	11.9	2203	29.5	684	9.2	3478	46.6
I have supervisors who give me job/career advice or guidance when I need it	1539	20.3	3625	47.9	1180	15.6	552	7.3	679	9.0
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1584	20.9	4261	56.3	874	11.5	285	3.8	567	7.5
My supervisor provides me with resources to pursue professional development opportunities.	1497	19.8	3359	44.4	1376	18.2	525	6.9	806	10.7
My supervisor provides ongoing feedback to help me improve my performance.	1379	18.3	3670	48.6	1345	17.8	519	6.9	635	8.4
I have adequate access to administrative support.	1178	15.7	4055	54.0	1213	16.2	558	7.4	505	6.7
For health sciences campus employees, my patient-care load is manageable.	226	3.1	1044	14.4	219	3.0	97	1.3	5679	78.2

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7637).

**Table B51**

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCSD 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	9391	79.1
Yes	2482	20.9

**Table B52**

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

Target(s)	n	%
Student	1027	41.4
Co-worker	621	25.0
Staff member	597	24.1
Friend	310	12.5
Campus organizations or groups	211	8.5
Faculty member	190	7.7
Stranger	156	6.3
Don't know target	148	6.0
Administrator	114	4.6
Supervisor	91	3.7
UCSD visitor(s)	86	3.5
Medical Staff	81	3.3
Student staff	74	3.0
Registered Campus Organization	62	2.5
Teaching assistant/Writing associate/Lab assistant/Tutor	51	2.1
Department head	50	2.0
Person that I supervise	42	1.7
UCSD Physician	42	1.7
Union representative	39	1.6
Patient	32	1.3
Off campus community member	30	1.2
Campus police/building security	23	0.9
Faculty advisor	22	0.9
Alumni	17	0.7
Partner/spouse	16	0.6
Donor	6	0.2
Athletic coach/trainer	3	0.1
Other	156	6.3

Note: Only answered by respondents who observed harassment (n = 2482).  
 Percentages do not sum to 100 due to multiple responses.



**Table B53**

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

Source	n	%
Student	787	31.7
Faculty member	411	16.6
Co-worker	361	14.5
Administrator	349	14.1
Supervisor	346	13.9
Staff member	316	12.7
Department head	184	7.4
Campus organizations or groups	178	7.2
Stranger	169	6.8
Don't know source	167	6.7
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	94	3.8
Friend	83	3.3
UCSD visitor(s)	77	3.1
Medical Staff	76	3.1
UCSD Physician	71	2.9
Social Networking site (e.g. Facebook, Twitter)	64	2.6
Faculty advisor	59	2.4
Registered Campus Organization	52	2.1
Campus police/building security	45	1.8
Off campus community member	39	1.6
Union representative	39	1.6
Teaching assistant/Grad assistant/Lab assistant/Tutor	33	1.3
Student staff	31	1.2
Patient	23	0.9
Alumni	19	0.8
Person that I supervise	15	0.6
Athletic coach/trainer	5	0.2
Donor	3	0.1
Partner/spouse	2	0.1
Other	134	5.4

Note: Only answered by respondents who observed harassment (n = 2482). Percentages do not sum to 100 due to multiple responses.

**Table B54**

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

Based On	n	%
Race	544	21.9
Ethnicity	535	21.6
Don't know	495	19.9
Position (staff, faculty, student)	411	16.6
Gender identity	333	13.4
Political views	314	12.7
Country of origin	313	12.6
Religious/spiritual views	308	12.4
Sexual orientation	271	10.9
Gender expression	237	9.5
Age	230	9.3
Ancestry	230	9.3
Philosophical views	222	8.9
Academic Performance	212	8.5
English language proficiency/accents	198	8.0
Educational level	191	7.7
Socioeconomic status	181	7.3
Physical characteristics	157	6.3
Immigrant/citizen status	150	6.0
Discipline of study	138	5.6
International Status	90	3.6
Participation in an organization/team	89	3.6
Medical condition	77	3.1
Psychological condition	75	3.0
Physical disability	63	2.5
Parental status (e.g., having children)	54	2.2
Learning disability	45	1.8
Marital status	43	1.7
Pregnancy	27	1.1
Educational modality (online, classroom)	14	0.6
Military/veteran status	14	0.6
Other	360	14.5

Note: Only answered by respondents who observed harassment (n = 2482).  
Percentages do not sum to 100 due to multiple responses.

**Table B55**

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

Form	n	%
Derogatory remarks	1290	52.0
Deliberately ignored or excluded	896	36.1
Intimidated/bullied	822	33.1
Isolated or left out	743	29.9
Racial/ethnic profiling	569	22.9
Assumption that someone was admitted/hired/promoted based on his/her identity	503	20.3
Isolated or left out when work was required in groups	395	15.9
Derogatory written comments	348	14.0
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	295	11.9
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	291	11.7
Singled out as a spokesperson for his/her identity	273	11.0
Receipt of a low performance evaluation	272	11.0
Feared for their physical safety	227	9.1
Graffiti/vandalism	159	6.4
Derogatory phone calls	113	4.5
Threats of physical violence	78	3.1
Receipt of a poor grade because of a hostile classroom environment	70	2.8
Feared for their family's safety	50	2.0
Victim of a crime	43	1.7
Physical violence	41	1.7
Other	180	7.3

Note: Only answered by respondents who observed harassment (n = 2482). 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	333	14.2
2	412	17.5
3	431	18.3
4	210	8.9
5	103	4.4
6 or more	860	36.6

Note: Only answered by respondents who believed they had observed harassment (n = 2482).  
Percentages do not sum to 100 due to multiple responses.

**Table B57**

Where did this conduct occur? (Question 63)

Location	n	%
In a public space at UCSD	747	30.1
While working at a UCSD job	697	28.1
In a UCSD office	582	23.4
In a meeting with a group of people	568	22.9
In a class/lab/clinical setting	424	17.1
At a UCSD event	416	16.8
While walking on campus	328	13.2
In campus housing	272	11.0
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	254	10.2
In a meeting with one other person	235	9.5
In a health care setting	196	7.9
Off campus	177	7.1
In a faculty office	132	5.3
In a UCSD dining facility	104	4.2
In off campus housing	61	2.5
On campus transportation	54	2.2
In athletic facilities	34	1.4
In an on-line class	7	0.3
Other	122	4.9

Note: Only answered by respondents who observed harassment (n = 2482). Percentages do not sum to 100 due to multiple responses.

**Table B58**

Please describe your reactions to observing this conduct? (Question 64)

Reactions	n	%
I was angry	1136	45.8
I felt embarrassed	834	33.6
I told a friend	758	30.5
I avoided the harasser	527	21.2
I told a family member	514	20.7
I did nothing	431	17.4
I ignored it	372	15.0
I was afraid	294	11.8
I sought support from a staff person	293	11.8
I didn't report it for fear that my complaint would not be taken seriously	274	11.0
I didn't know who to go to	253	10.2
I left the situation immediately	242	9.8
I confronted the harasser at the time	233	9.4
It didn't affect me at the time	219	8.8
I felt somehow responsible	212	8.5
I sought support from an administrator	192	7.7
I confronted the harasser later	179	7.2
I reported it to a campus employee/official	176	7.1
I sought support from campus resource	163	6.6
I did report it but I did not feel the complaint was taken seriously	158	6.4
I sought support from a faculty member	155	6.2
I sought information on-line	88	3.5
I told my union representative	53	2.1
I sought support from a spiritual advisor	48	1.9
I sought support from a student staff	36	1.5
I sought support from off-campus hot-line/advocacy services	27	1.1
I contacted a local law enforcement official	20	0.8
I sought support from a TA/grad assistant	16	0.6
Other	224	9.0

Note: Only answered by respondents who observed harassment (n = 2482). Percentages do not sum to 100 due to multiple responses.

**Table B59**

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

Perceived Unfair/Unjust Hiring	n	%
No	3607	62.1
Yes	1042	17.9
Don't know	1158	19.9

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 5839).

**Table B60**

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

Based On	n	%
Personal relationship	341	32.7
Ethnicity	192	18.4
Race	178	17.1
Age	175	16.8
Position (staff, faculty, student)	158	15.2
Educational level	115	11.0
Preferential re-hiring	102	9.8
Gender identity	92	8.8
Country of origin	69	6.6
Ancestry	63	6.0
Partner/spousal preferential hiring practice	50	4.8
English language proficiency/accent	44	4.2
Discipline of study	34	3.3
Marital status	31	3.0
Gender expression	29	2.8
Participation in an organization/team	29	2.8
Physical characteristics	29	2.8
Sexual orientation	26	2.5
Political views	25	2.4
Parental status (e.g., having children)	22	2.1
Socioeconomic status	20	1.9
Immigrant/citizen status	19	1.8
Religious/spiritual views	19	1.8
Medical condition	16	1.5
International status	14	1.3
Pregnancy	11	1.1
Physical disability	10	1.0
Military/veteran status	8	0.8
Educational modality (on-line, classroom)	5	0.5
Learning disability	5	0.5
Psychological condition	3	0.3
Other	198	19.0

Note: Only answered by employees who perceived discriminatory practices (n = 1042). 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 UCSD that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	5691	75.1
Yes	627	8.3
Don't know	1258	16.6

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7637).

**Table B62**

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

Based On	n	%
Position (staff, faculty, student)	142	22.6
Race	100	15.9
Age	95	15.2
Ethnicity	77	12.3
Personal relationship	74	11.8
Educational level	62	9.9
Gender identity	45	7.2
Medical condition	40	6.4
Country of origin	39	6.2
Ancestry	33	5.3
English language proficiency/accent	33	5.3
Political views	31	4.9
Discipline of study	28	4.5
Socioeconomic status	25	4.0
Participation in an organization/team	22	3.5
Parental status (e.g., having children)	21	3.3
Immigrant/citizen status	20	3.2
Sexual orientation	19	3.0
International status	17	2.7
Psychological condition	17	2.7
Gender expression	16	2.6
Physical characteristics	16	2.6
Physical disability	16	2.6
Religious/spiritual views	13	2.1
Marital status	10	1.6
Partner/spousal preferential hiring practice	10	1.6
Pregnancy	9	1.4
Learning disability	7	1.1
Military/veteran status	7	1.1
Educational modality (on-line, classroom)	6	1.0
Other	182	29.0

Note: Only answered by employees who perceived discriminatory practices (n = 627). 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 UCSD that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	4736	62.4
Yes	1360	17.9
Don't know	1494	19.7

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7637).

**Table B64**

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

Based On	n	%
Personal relationship	392	28.8
Position (staff, faculty, student)	317	23.3
Age	161	11.8
Race	147	10.8
Ethnicity	140	10.3
Educational level	115	8.5
Gender identity	111	8.2
Discipline of study	86	6.3
Ancestry	52	3.8
Country of origin	43	3.2
Partner/spousal preferential hiring practice	41	3.0
Political views	41	3.0
Gender expression	35	2.6
Parental status (e.g., having children)	35	2.6
English language proficiency/accent	34	2.5
Physical characteristics	24	1.8
Marital status	23	1.7
Sexual orientation	22	1.6
Medical condition	21	1.5
Immigrant/citizen status	20	1.5
Religious/spiritual views	20	1.5
Participation in an organization/team	19	1.4
International status	16	1.2
Socioeconomic status	15	1.1
Educational modality	10	0.7
Physical disability	10	0.7
Psychological condition	10	0.7
Pregnancy	9	0.7
Learning disability	4	0.3
Military/veteran status	2	0.1
Other	327	24.0

Note: Only answered by employees who observed discriminatory practices (n = 1360). Percentages do not sum to 100 due to multiple responses.

**Table B65**

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	3763	31.8	5043	42.6	2503	21.1	440	3.7	98	0.8	<b>2.0</b>	<b>0.9</b>
Cooperative/Uncooperative	3091	26.1	5146	43.5	2668	22.6	760	6.4	159	1.3	<b>2.1</b>	<b>0.9</b>
Positive for persons with disabilities/Negative	3541	30.3	4406	37.7	3098	26.5	498	4.3	134	1.1	<b>2.1</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	3811	32.7	4526	38.8	2860	24.5	378	3.2	92	0.8	<b>2.0</b>	<b>0.9</b>
Positive for people of Christian faith/Negative	3443	29.6	3998	34.3	3584	30.8	490	4.2	136	1.2	<b>2.1</b>	<b>0.9</b>
Positive for people of other faith backgrounds faith/Negative	2798	24.1	4016	34.5	3989	34.3	689	5.9	140	1.2	<b>2.3</b>	<b>0.9</b>
Positive for people who are agnostic or atheist/Negative	2984	25.7	3861	33.2	4166	35.9	485	4.2	120	1.0	<b>2.2</b>	<b>0.9</b>
Positive for people of color/Negative	3327	28.4	4048	34.6	3029	25.9	1003	8.6	295	2.5	<b>2.2</b>	<b>1.0</b>
Positive for men/Negative	4411	37.8	4072	34.9	2902	24.9	213	1.8	80	0.7	<b>1.9</b>	<b>0.9</b>
Positive for women/Negative	3539	30.1	4439	37.7	3023	25.7	643	5.5	126	1.1	<b>2.1</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	2823	24.1	4152	35.5	3387	29.0	1130	9.7	204	1.7	<b>2.3</b>	<b>1.0</b>
Positive for people who are immigrants/Negative	2966	25.5	4065	34.9	3598	30.9	819	7.0	191	1.6	<b>2.2</b>	<b>1.0</b>
Positive for people who are not U.S. Citizens/Negative	3002	25.8	4075	35.1	3650	31.4	702	6.0	195	1.7	<b>2.2</b>	<b>1.0</b>

**Table B65 (cont.)**

	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	3536	30.0	5034	42.7	2443	20.7	627	5.3	158	1.3	<b>2.1</b>	<b>0.9</b>
Respectful/disrespectful	3496	29.7	5134	43.7	2393	20.4	577	4.9	158	1.3	<b>2.0</b>	<b>0.9</b>
Positive for people of high socioeconomic status/Negative	4442	38.1	4086	35.1	2821	24.2	216	1.9	87	0.7	<b>1.9</b>	<b>0.9</b>
Positive for people of low socioeconomic status/Negative	2555	22.0	3560	30.7	3762	32.4	1273	11.0	464	4.0	<b>2.4</b>	<b>1.1</b>
Positive for people who identify as transgender/Negative	2492	21.8	3058	26.7	4999	43.7	676	5.9	224	2.0	<b>2.4</b>	<b>1.0</b>

**Table B66**

Using a scale of 1-5, please rate the overall climate at UCSD 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	3435	29.1	4215	35.7	2855	24.2	1034	8.8	261	2.2	<b>2.2</b>	<b>1.0</b>
Not sexist/sexist	3536	30.0	4249	36.1	2857	24.3	917	7.8	214	1.8	<b>2.2</b>	<b>1.0</b>
Not homophobic/homophobic	3685	31.6	4428	38.0	2823	24.2	583	5.0	135	1.2	<b>2.1</b>	<b>0.9</b>
Not transphobic/transphobic	3466	30.1	3996	34.7	3230	28.0	626	5.4	202	1.8	<b>2.1</b>	<b>1.0</b>
Not age biased/age biased	3478	29.8	4057	34.7	2911	24.9	1036	8.9	208	1.8	<b>2.2</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	3100	26.7	3851	33.1	3014	25.9	1236	10.6	427	3.7	<b>2.3</b>	<b>1.1</b>
Not classist (position: faculty, staff, student)/ classist	2755	23.6	3419	29.3	3025	25.9	1646	14.1	829	7.1	<b>2.5</b>	<b>1.2</b>
Disability friendly/Not disability friendly	3739	32.1	4321	37.1	2900	24.9	505	4.3	172	1.5	<b>2.1</b>	<b>0.9</b>

**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	1614	25.1	3262	50.7	537	8.3	110	1.7	912	14.2
Ancestry	1529	23.8	3015	47.0	563	8.8	118	1.8	1195	18.6
Country of origin	1521	23.8	3171	49.5	658	10.3	129	2.0	922	14.4
English language proficiency/ accent	1333	20.8	3064	47.8	1007	15.7	209	3.3	793	12.4
Ethnicity	1508	23.6	3188	49.8	695	10.9	180	2.8	825	12.9
Gender identity	1434	22.4	2986	46.7	610	9.5	157	2.5	1206	18.9
Gender expression	1391	21.8	2914	45.6	663	10.4	168	2.6	1257	19.7
Immigrant/citizen status	1436	22.5	2973	46.5	657	10.3	163	2.5	1165	18.2
International status	1521	23.8	3095	48.5	605	9.5	124	1.9	1038	16.3
Learning disability	1290	20.2	2738	42.9	737	11.5	164	2.6	1454	22.8
Marital status	1592	25.0	2771	43.4	451	7.1	130	2.0	1434	22.5
Medical conditions	1373	21.6	2783	43.9	544	8.6	123	1.9	1521	24.0
Military/veteran status	1536	24.0	2594	40.6	372	5.8	95	1.5	1794	28.1
Parental status (e.g., having children)	1329	20.9	2519	39.5	596	9.4	118	1.9	1809	28.4
Participation in an campus club/organization	1713	26.9	2925	45.9	445	7.0	108	1.7	1187	18.6
Psychological condition	1210	19.1	2594	40.9	668	10.5	135	2.1	1741	27.4
Physical characteristics	1352	21.3	2934	46.1	634	10.0	141	2.2	1301	20.4
Physical disability	1338	21.1	2793	43.9	640	10.1	130	2.0	1455	22.9



<b>Table B67 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	1252	19.6	2915	45.7	803	12.6	208	3.3	1198	18.8
Race	1452	22.8	2976	46.6	754	11.8	235	3.7	965	15.1
Religious/spiritual views	1329	20.9	2950	46.3	737	11.6	196	3.1	1157	18.2
Sexual orientation	1414	22.2	2986	46.7	556	8.7	163	2.6	1260	19.8
Socioeconomic status	1314	20.7	2883	45.3	740	11.6	240	3.8	1181	18.6

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 6540).

**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	1053	17.5	3281	54.5	948	15.8	212	3.5	521	8.7
I feel valued by other students in the classroom	967	16.1	3079	51.3	1115	18.6	190	3.2	646	10.8
I think UCSD faculty are genuinely concerned with my welfare	1075	17.9	3037	50.5	1005	16.7	324	5.4	568	9.5
I think UCSD staff are genuinely concerned with my welfare	1070	17.9	3112	51.9	908	15.2	271	4.5	630	10.5
I think administrators are genuinely concerned about my welfare.	872	14.6	2626	43.9	1157	19.4	540	9.0	781	13.1
I think faculty pre-judge my abilities based on perceived identity/background	566	9.5	1801	30.2	1957	32.8	635	10.6	1010	16.9
I believe the campus climate encourages free and open discussion of difficult topics	1125	18.7	3182	53.0	917	15.3	302	5.0	475	7.9
I have faculty who I perceive as role models	1380	23.0	2889	48.1	974	16.2	172	2.9	595	9.9
I have staff who I perceive as role models	969	16.2	2337	39.0	1452	24.2	225	3.8	1008	16.8
I have administrators who I perceive as role models	689	11.5	1724	28.9	1767	29.6	465	7.8	1322	22.2
I don't see enough faculty/staff with whom I identify	859	14.4	2120	35.6	1873	31.4	415	7.0	693	11.6
I have opportunities for academic success that are similar to those of my classmates	1293	21.6	3453	57.6	601	10.0	169	2.8	474	7.9

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 6076).

**Table B69**

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	106	2.6	388	9.6	1783	44.0	780	19.2	997	24.6
Ancestry	104	2.6	405	10.0	1769	43.7	766	18.9	1003	24.8
Country of origin	128	3.2	604	14.9	1664	41.1	705	17.4	948	23.4
Education level	128	3.2	542	13.4	1701	42.0	711	17.6	965	23.8
English language proficiency/ accent	181	4.5	855	21.1	1456	36.0	628	15.5	930	23.0
Ethnicity	162	4.0	703	17.4	1586	39.2	675	16.7	918	22.7
Gender identity	163	4.0	598	14.8	1563	38.7	663	16.4	1053	26.1
Gender expression	168	4.2	609	15.1	1551	38.4	652	16.1	1063	26.3
Immigrant/citizen status	127	3.1	421	10.4	1758	43.5	726	18.0	1010	25.0
International Status	116	2.9	435	10.8	1751	43.3	742	18.3	1000	24.7
Learning disability	100	2.5	390	9.7	1680	41.6	688	17.1	1177	29.2
Marital status	90	2.2	305	7.6	1637	40.6	701	17.4	1298	32.2
Medical conditions	91	2.3	326	8.1	1675	41.7	705	17.6	1218	30.3
Military/veteran status	66	1.6	199	4.9	1665	41.3	730	18.1	1373	34.0
Parental status (e.g., having children)	87	2.2	304	7.5	1495	37.1	647	16.1	1495	37.1
Participation in an campus club/organization	111	2.8	447	11.1	1650	41.0	803	19.9	1018	25.3
Participation on an athletic team	94	2.3	365	9.1	1698	42.1	816	20.2	1058	26.2
Philosophical views	112	2.8	540	13.4	1642	40.7	675	16.7	1063	26.4

<b>Table B69 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	123	3.1	491	12.2	1555	38.6	649	16.1	1207	30.0
Physical characteristics	143	3.6	612	15.2	1570	39.0	651	16.2	1050	26.1
Physical disability	95	2.4	395	9.8	1653	41.1	696	17.3	1182	29.4
Political views	154	3.8	659	16.4	1554	38.6	621	15.4	1039	25.8
Race	158	3.9	628	15.6	1588	39.4	691	17.1	965	23.9
Religious/spiritual views	148	3.7	652	16.2	1568	38.9	654	16.2	1007	25.0
Sexual orientation	161	4.0	619	15.4	1516	37.6	656	16.3	1077	26.7
Socioeconomic status	153	3.8	533	13.2	1623	40.3	667	16.6	1047	26.0

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 4278).

**Table B70**

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1452	23.8	3127	51.2	772	12.6	196	3.2	563	9.2
Ancestry	1579	26.0	2941	48.3	598	9.8	145	2.4	821	13.5
Country of origin	1600	26.4	3012	49.6	595	9.8	149	2.5	713	11.7
Educational level	1493	24.6	3134	51.6	745	12.3	210	3.5	493	8.1
English language proficiency/ accent	1424	23.5	3197	52.7	714	11.8	158	2.6	573	9.4
Ethnicity	1587	26.2	3032	50.1	649	10.7	192	3.2	595	9.8
Gender identity	1448	23.9	2749	45.4	663	11.0	168	2.8	1021	16.9
Gender expression	1395	23.1	2703	44.8	668	11.1	164	2.7	1102	18.3
Immigrant/citizen status	1468	24.3	2835	46.9	626	10.4	160	2.6	956	15.8
International Status	1509	25.0	2861	47.4	587	9.7	140	2.3	935	15.5
Learning disability	1179	19.6	2457	40.9	746	12.4	157	2.6	1470	24.5
Marital status	1628	26.9	2925	48.4	614	10.2	165	2.7	716	11.8
Medical conditions	1365	22.7	2756	45.9	705	11.7	183	3.0	997	16.6
Military/veteran status	1513	25.0	2473	40.9	475	7.8	114	1.9	1478	24.4
Parental status (e.g., having children)	1571	25.9	2936	48.4	947	10.7	168	2.8	740	12.2
Participation in a campus club/organization	1349	22.4	2451	40.7	541	9.0	149	2.5	1539	25.5
Participation on an athletic team	1193	19.8	2162	36.0	503	8.4	130	2.2	2023	33.7
Philosophical views	1272	21.1	2671	44.4	685	11.4	169	2.8	1225	20.3

<b>Table B70 (cont.)</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	1156	19.3	2446	40.8	687	11.5	146	2.4	1554	25.9
Physical characteristics	1350	22.5	2818	46.9	616	10.2	154	2.6	1073	17.9
Physical disability	1298	21.6	2641	44.0	663	11.0	155	2.6	1252	20.8
Political views	1196	19.9	2645	43.9	847	14.1	226	3.8	1108	18.4
Race	1540	25.6	2844	47.2	707	11.7	204	3.4	732	12.1
Religious/spiritual views	1341	22.4	2694	44.9	704	11.7	212	3.5	1049	17.5
Sexual orientation	1476	24.6	2741	45.7	591	9.9	156	2.6	1032	17.2
Socioeconomic status	1349	22.5	2763	46.2	757	12.7	208	3.5	906	15.1

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 6286).

**Table B71**

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

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
<b>Accessibility</b>								
Athletic Facilities	3763	33.0	3082	27.0	358	3.1	4202	36.8
Classroom Buildings	4405	38.7	3500	30.7	244	2.1	3237	28.4
Classrooms, labs	4018	35.4	3451	30.4	311	2.7	3569	31.4
University housing	3341	29.5	2814	24.8	390	3.4	4781	42.2
Computer labs	3746	33.1	2749	24.3	256	2.3	4555	40.3
Dining facilities	4974	43.9	3037	26.8	256	2.3	3059	27.0
Elevators	6047	53.2	2964	26.1	257	2.3	2089	18.4
Library	5651	49.9	2688	23.7	280	2.5	2711	23.9
On-campus transportation/parking	3671	32.4	3542	31.2	1692	14.9	2431	21.4
Other campus buildings	3794	33.7	3227	28.7	313	2.8	3919	34.8
Recreational facilities	3876	34.4	2931	26.0	315	2.8	4144	36.8
Restrooms	5754	50.8	3383	29.9	317	2.8	1877	16.6
Studios/ Performing Arts spaces	2799	24.9	2184	19.4	317	2.8	5939	52.8
Student Health Center	3710	32.9	2313	20.5	230	2.0	5012	44.5
Walkways and pedestrian paths	5393	47.8	3439	30.5	336	3.0	2112	18.7
Braille signage	2070	18.4	1533	13.6	370	3.3	7282	64.7
Hearing loops	1770	15.8	1307	11.7	329	2.9	7774	69.5
<b>Course instruction/materials</b>								
Information in alternate formats	2307	20.6	2446	21.9	518	4.6	5903	52.8
Instructors	2869	25.7	2921	26.2	388	3.5	4991	44.7
Instructional materials	2896	26.0	2859	25.7	345	3.1	5022	45.2
<b>UC San Diego Website</b>								
Website	5563	50.9	2903	26.6	277	2.5	2189	20.0

**Table B72**

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2047	18.2	5141	45.7	647	5.7	109	1.0	3309	29.4
Physical health issues	2520	22.4	5880	52.4	418	3.7	62	0.6	2347	20.9
Female	3122	27.8	6423	57.1	565	5.0	92	0.8	1042	9.3
From religious affiliations other than Christian	2464	21.9	5885	52.4	657	5.8	134	1.2	2095	18.6
From Christian affiliations	2622	23.4	6013	53.6	510	4.5	115	1.0	1949	17.4
Gay, lesbian, bisexual	2668	23.8	6020	53.7	490	4.4	113	1.0	1920	17.1
Immigrants	2506	22.4	6007	53.7	666	6.0	133	1.2	1877	16.8
International students, staff, or faculty	2652	26.3	6106	54.5	438	3.9	75	0.7	1640	14.6
Learning disability	2202	19.7	5137	46.1	503	4.5	76	0.7	3237	29.0
Male	3828	34.2	5962	53.3	185	1.7	61	0.5	1160	10.4
Non-native English speakers	2450	21.9	6024	53.8	1013	9.1	168	1.5	1537	13.7
Parents/guardians	2549	22.8	5796	51.8	321	2.9	61	0.5	2464	22.0
People of color	2797	24.9	5994	53.4	781	7.0	208	1.9	1435	12.8
Providing care for adults who are disabled and/or elderly	2321	20.8	5086	45.5	273	2.4	85	0.8	3402	30.5
Physical disability	2522	22.6	5705	51.1	364	3.3	85	0.8	2486	22.3
Socioeconomically disadvantaged	2296	20.6	5333	47.8	967	8.7	241	2.2	2330	20.9
Socioeconomically advantaged	3173	28.4	5420	48.6	263	2.4	75	0.7	2225	19.9
Transgender	2159	19.4	4532	40.7	545	4.9	179	1.6	3721	33.4
Other	606	13.1	1475	31.9	72	1.6	44	1.0	2431	52.5



**Table B73**

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

Background	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	2774	24.1	5784	50.3	968	8.4	354	3.1	1608	14.0
American Indian/Alaskan Native	2659	23.2	5498	48.0	411	3.6	211	1.8	2674	23.3
Asian/ Asian American	3616	31.5	6136	53.5	521	4.5	120	1.0	1081	9.4
Hispanic/Latino	2845	24.8	6186	54.0	818	7.1	212	1.9	1391	12.1
Middle Eastern/South Asian/ North African	2755	24.1	6027	52.7	691	6.0	200	1.7	1767	15.4
Pacific Islander	2843	24.8	6074	53.1	326	2.8	110	1.0	2095	18.3
White	4411	38.5	6017	52.5	239	2.1	51	0.4	740	6.5

**Table B74**

*Students Only:* Before I enrolled, I expected the climate at UCSD would be \_\_\_\_\_ for people who are: (Question 86)

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	1576	30.6	2617	50.8	73	1.4	16	0.3	867	16.8
Physical health issues	1630	31.7	2642	51.4	53	1.0	13	0.3	803	15.6
Female	1786	34.7	2704	52.5	70	1.4	10	0.2	584	11.3
From religious affiliations other than Christian	1610	31.3	2720	52.9	105	2.0	18	0.4	688	13.4
From Christian affiliations	1625	31.6	2703	52.6	102	2.0	21	0.4	690	13.4
Gay, lesbian, bisexual	1574	30.6	2662	51.8	188	3.7	29	0.6	683	13.3
Immigrants	1592	31.0	2672	52.0	163	3.2	27	0.5	683	13.3
International students, staff, or faculty	1690	32.9	2692	52.4	90	1.8	15	0.3	650	12.7
Learning disability	1572	30.7	2671	52.1	108	2.1	14	0.3	760	14.8
Male	1859	36.2	2641	51.4	31	0.6	10	0.2	593	11.6
Non-native English speakers	1588	31.0	2670	52.1	192	3.7	28	0.5	650	12.7
Parents/guardians	1606	31.3	2685	52.3	70	1.4	11	0.2	759	14.8
People of color	1676	32.6	2662	51.9	143	2.8	38	0.7	615	12.0
Providing care for other than a child	1544	30.1	2598	50.7	57	1.1	12	0.2	912	17.8
Physical disability	1649	32.2	2645	51.7	75	1.5	14	0.3	738	14.4
Socioeconomically disadvantaged	1590	31.0	2637	51.4	182	3.5	30	0.6	695	13.5
Socioeconomically advantaged	1710	33.3	2639	51.4	72	1.4	16	0.3	695	13.5

<b>Table B74 (cont.)</b>	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	1481	28.9	2567	50.1	187	3.6	45	0.9	846	16.5
Veterans/active military	1801	35.2	2509	49.0	36	0.7	10	0.2	761	14.9
Other	451	18.8	1038	43.2	10	0.4	7	0.3	896	37.3

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5629).

**Table B75**

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	943	18.7	2341	46.5	436	8.7	98	1.9	1215	24.1
Ancestry	936	18.6	2260	45.0	441	8.8	107	2.1	1275	25.4
Country of origin	943	18.8	2332	46.5	477	9.5	108	2.2	1154	23.0
Educational level	997	19.9	2434	48.6	455	9.1	101	2.0	1018	20.3
English language proficiency/ accent	924	18.5	2308	46.1	560	11.2	124	2.5	1087	21.7
Ethnicity	984	19.7	2367	47.4	4123	8.3	128	2.6	1100	22.0
Gender identity	917	18.4	2121	42.5	492	9.9	169	3.4	1291	25.9
Gender expression	904	18.1	2100	42.1	508	10.2	163	3.3	1311	26.3
Immigrant/citizen status	912	18.3	2230	44.7	458	9.2	135	2.7	1250	25.1
International Status	918	18.4	2256	45.2	466	9.3	124	2.5	1222	24.5
Learning disability	815	16.4	2011	40.4	530	10.7	149	3.0	1468	29.5
Level of Education	945	19.0	2325	46.7	436	8.7	111	2.2	1166	23.4
Marital status	851	17.2	2020	40.8	400	8.1	122	2.5	1561	31.5
Medical conditions	859	17.3	2076	41.7	439	8.8	112	2.3	1487	29.9
Military/veteran status	851	17.1	1993	40.1	415	8.3	105	2.1	1607	32.3
Parental status (e.g., having children)	810	16.3	2009	40.5	423	8.5	104	2.1	1614	32.5
Philosophical Views	933	18.8	2295	46.3	361	7.3	102	2.1	1265	25.5
Psychological condition	832	16.8	2103	42.4	439	8.9	109	2.2	1475	29.7
Physical characteristics	859	17.3	2192	44.2	418	8.4	93	1.9	1396	28.2

<b>Table B75 cont.</b>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	857	17.3	2083	42.1	453	9.1	107	2.2	1451	29.3
Political views	896	18.0	2258	45.5	436	8.8	128	2.6	1249	25.1
Position (faculty, staff)	914	18.5	2253	45.6	356	7.2	91	1.8	1326	26.8
Race	973	19.6	2262	45.5	435	8.8	124	2.5	1173	23.6
Religious/spiritual views	892	18.0	2203	44.4	488	9.8	113	2.3	1265	25.5
Sexual orientation	890	17.9	2112	42.6	460	9.3	144	2.9	1354	27.3
Socioeconomic status	891	18.0	2154	43.6	460	9.3	150	3.0	1284	26.0

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 5713).

**Table B76**

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

Action	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	171	3.0	1827	31.8	282	4.9	168	2.9	3305	57.4
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	89	1.6	2008	35.2	301	5.3	103	1.8	3207	56.2
Providing recognition and rewards for including diversity issues in courses across the curriculum	122	2.1	2342	41.1	464	8.1	163	2.9	2613	45.8
Providing diversity training for staff	152	2.7	3376	59.1	650	11.4	144	2.5	1392	24.4
Providing diversity training for faculty	153	2.7	2738	48.1	572	10.0	128	2.2	2102	36.9
Providing diversity training for students	123	2.2	2718	48.0	437	7.7	109	1.9	2271	40.1
Providing access to counseling for people who have experienced harassment	116	2.0	3505	61.6	213	3.7	64	1.1	1793	31.5
Providing mentorship for new faculty	159	2.8	2740	48.3	245	4.3	55	1.0	2471	43.6
Providing mentorship for new staff	312	5.5	3234	57.1	364	6.4	88	1.6	1669	29.5
Providing a clear and fair process to resolve conflicts	215	3.8	3515	62.5	238	4.2	138	2.5	1519	27.0
Increasing funding to support efforts to change campus climate	264	4.7	2388	42.5	589	10.5	154	2.7	2228	39.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	188	3.3	2298	40.9	678	12.1	447	8.0	2009	35.7
Providing diversity and equity training to search and tenure committees	156	2.8	2488	44.3	560	10.0	206	3.7	2205	39.3
Increasing the diversity of the faculty	126	2.2	2995	53.2	538	9.6	133	2.4	1840	32.7

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
<b>Table B76 cont.</b>										
Increasing the diversity of the staff	120	2.1	3190	56.6	655	11.6	165	2.9	1511	26.8
Increasing the diversity of the administration	146	2.6	3072	54.6	611	10.9	160	2.8	1634	29.1
Increasing the diversity of the student body	126	2.2	3044	54.2	499	8.9	142	2.5	1806	32.2
Providing back-up family care	297	5.3	2778	49.3	357	6.3	55	1.0	2144	38.1
Providing lactation accommodations	125	2.2	2812	50.1	438	7.8	39	0.7	2195	39.1
Providing career development opportunities for staff	194	3.5	3888	69.3	279	5.0	67	1.2	1184	21.1

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 6286).

**Table B77**

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

Action	Not Currently Available on Campus		Positively Influences Climate		Has No Influence on Climate		Negatively Influences Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	490	8.7	2245	47.9	692	14.8	92	2.0	1657	35.4
Providing diversity training for staff	258	4.6	2284	47.2	490	10.1	72	1.5	1997	41.2
Providing diversity training for faculty	253	4.5	2279	47.3	491	10.2	65	1.3	1980	41.1
Providing a person to address student complaints of classroom inequity	403	7.2	2507	53.5	476	10.2	68	1.5	1635	34.9
Increasing diversity of the faculty and staff	221	3.9	2796	57.5	742	15.3	124	2.6	1198	24.7
Increasing the diversity of the student body	270	4.8	2997	62.3	643	13.4	149	3.1	1020	21.2
Increasing opportunities for cross-cultural dialogue among students	255	4.5	3126	64.8	507	10.5	71	1.5	1123	23.3
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	280	5.0	3036	63.2	484	10.1	69	1.4	1211	25.2
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	275	4.9	2767	57.6	621	12.9	171	3.6	1243	25.9
Providing effective faculty mentorship of students	343	6.1	3311	69.5	341	7.2	27	0.6	1082	22.7

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 5629)



**Table B78**

Questions 94-98

	Very Low		Low		Somewhat		High		Very High	
	n	%	n	%	n	%	n	%	n	%
To what degree do you perceive there is a campus climate that supports equity, diversity and inclusion?	307	2.7	606	5.3	3708	32.6	4849	42.6	1907	16.8
To what degree do you believe UC San Diego is genuinely invested in becoming a more equitable diverse and inclusive campus for all people?	399	3.5	817	7.2	3187	28.0	4588	40.4	2372	20.9
How would you rate your ability to interact with others across different identities and communities?	147	1.3	487	4.3	2428	21.4	5191	45.7	3115	27.4
To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at UC San Diego?	724	6.4	1473	13.0	4415	39.1	3439	30.5	1237	11.0
To what extent do you believe the administration is committed to addressing issues related to equity, diversity and inclusion?	496	4.4	1091	9.6	4072	36.0	4075	36.0	1589	14.0

**Table 79**

Are you aware of, visited or received assistance from the following diversity-related services at UC San Diego? (Question 99)

Service	Aware Of		Visited		Received Assistance From	
	n	%	n	%	n	%
Cross-Cultural Center	6859	77.6	1619	18.3	357	4.0
Women’s Center	7135	81.5	1304	14.9	317	3.6
LGBT Resource Center	7643	86.0	1012	11.4	232	2.6
Office of Academic Support and Instructional Services (OASI)	6753	77.5	1150	13.2	810	9.3
International Center	6692	64.3	2591	24.9	1129	10.8
Student Promoted Access Center for Education and Service (SPACES)	4911	82.2	700	11.7	363	6.1
Center on Ethics and Spirituality	4684	92.9	239	4.7	117	2.3
Faculty Staff Assistance Program (FSAP)	4806	81.1	485	8.2	634	10.7
Office for the Prevention of Harassment and Discrimination (OPHD, formerly OSHPP)	6406	89.7	436	6.1	298	4.2
Staff Association(s)	5234	87.1	517	8.6	256	4.3
Equal Opportunity/Staff Affirmative Action (EO/SAA)	5403	92.0	286	4.9	187	3.2
A divisional Faculty Equity Advisory	3902	93.8	138	3.3	118	2.8
Office of Academic Diversity and Equal Opportunity (OADE)	4495	93.4	175	3.6	145	3.0
Other	664	71.9	118	12.8	142	15.4

**Table B80**

*Students/Post-doctoral/Trainees only:* What is your college? (Question 102)

College	n	%
Marshall	635	13.9
Muir	768	16.8
Revelle	186	17.2
Roosevelt	681	14.9
Sixth	780	17.1
Warren	908	19.9

Note: Table includes only those respondents who indicated they were students, post-docs, or trainees in Question 1 (n =6076).

**Table B81**

*Students/Post-doctoral/Trainees only:* Have you taken a class that addresses equity, diversity and/or inclusion? (Question 103)

	n	%
Yes	2650	47.0
No	2987	53.0

Note: Table includes only those respondents who indicated they were students, post-docs, or trainees in Question 1 (n =6076).

**Table B82**

*Students/Post-doctoral/Trainees Only:* To what extent did your experiences contribute to your (Question 104)

	Very Low		Low		Somewhat		High		Very High	
	n	%	n	%	n	%	n	%	n	%
Intellectual growth	134	5.2	186	7.2	792	30.7	981	38.0	491	19.0
Understanding/knowledge of different cultures	95	3.7	199	7.7	728	28.2	1063	41.2	495	19.2
Ability to get along with different kinds of people	167	6.5	313	12.1	898	34.8	809	31.4	391	15.2
Understanding/knowledge of different ways of life	107	4.2	186	7.2	730	28.4	1053	40.9	496	19.3
Understanding yourself – your abilities, interests and personality	175	6.8	260	10.1	777	30.2	893	34.7	471	18.3

Note: Table includes only those students, post-docs, or trainees who answered that they have taken a class that addresses equity, diversity and/or inclusion in Question 103 (n =2650).

**Table B83**

*Staff Only:* Have you had a professional development experience that addresses equity, diversity and/or inclusion? (Question 105)

	n	%
Yes	2275	48.5
No	2420	51.5

Note: Table includes only those respondents who indicated they were staff in Question 1 (n =4928).

**Table B84**

*Staff Only:* To what extent did your experiences contribute to your (Question 106)

	Very Low		Low		Somewhat		High		Very High	
	n	%	n	%	n	%	n	%	n	%
Intellectual growth	130	5.9	197	8.9	869	39.3	769	34.7	249	11.2
Understanding/knowledge of different cultures	104	4.7	165	7.5	818	37.0	828	37.5	295	13.3
Ability to get along with different kinds of people	99	4.5	212	9.6	785	35.5	796	36.0	319	14.4
Understanding/knowledge of different ways of life	94	4.3	196	8.9	744	33.8	848	38.6	316	14.4
Understanding yourself – your abilities, interests and personality	123	5.6	214	9.8	747	34.1	779	35.5	329	15.0

Note: Table includes only those staff that responded they had a professional development experience that addresses equity, diversity and/or inclusion in Question 105 (n =2275).

**Table B85**

*Faculty only:* Have you been involved in the following activities? (Question 107)

Activity	Yes		No	
	n	%	n	%
Service on advisory boards that have issues of equity, diversity and inclusion as their focus	300	36.7	518	63.3
Student recruitment and retention activities that have the promotion of diversity, equity and inclusion as a primary objective	371	45.5	445	54.5
Student mentoring activities that have the promotion of diversity, equity and inclusion as a primary objective	446	54.3	375	45.7
Community outreach efforts that have the promotion of diversity, equity and inclusion as a primary objective	309	38.1	502	61.9
Statewide or National service in organizations that have the promotion of diversity, equity and inclusion as a primary objective	225	28.1	576	71.9

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n =911).

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:  
Accommodation Counseling and Consulting Services  
858.534.6744 (V) or dial 711 for the California Relay Service

## **University of California, San Diego** ***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 UCSD. 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 UCSD.

### **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:**

Glynda Davis  
Office of Equity, Diversity and Inclusion  
UC San Diego  
9500 Gilman Drive  
La Jolla, CA 92093-0056  
858-534-3840  
gdavis@ucsd.edu

### **Benefits**

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

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

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

## **Right to Ask Questions**

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

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

**Questions regarding the survey process may also be directed to:**

Glynda Davis  
Office of Equity, Diversity and Inclusion  
UC San Diego  
9500 Gilman Drive  
La Jolla, CA 92093-0056  
858-534-3840  
[gdavis@ucsd.edu](mailto:gdavis@ucsd.edu)

## UC System Institutional Review Board Project Evaluation

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

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

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



## **Survey Terms and Definitions**

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

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

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

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

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

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

**Classist:** A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

**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 UCSD? (**Please mark only one**)

- Undergraduate student
- Graduate/Professional student
  - Non-degree
  - Master's degree student
  - Doctoral degree student (Ph.D.)
  - Professional degree student (MD, DDS, PharmD, DPT)
- Postdoctoral Scholar (e.g., Employee, Fellow, and/or Paid Direct)
- Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
- Staff – non-Union
  - Senior Management Group (SMG)
  - Management & Senior Professionals (MSP) - Supervisor
  - Management & Senior Professionals (MSP) – Non-Supervisor
  - Professional & Support Staff (PSS) – Non-Union & Supervisor
  - Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
- Staff – Union
  - Professional & Support Staff (PSS) – Union Represented & Supervisor
  - Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
- Faculty
  - Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director)
  - General Campus Faculty
  - Health Sciences Campus Faculty
- Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

1a. **General campus faculty only:** What is your position as a General Campus Faculty?

- Professor
- Associate Professor
- Assistant Professor
- Other Faculty appointment (e.g., Instructor/Lecturer)

1b. **Health Sciences campus faculty only:** What is your position as a Health Sciences Campus Faculty?

- Professor
- Associate Professor
- Assistant Professor
- Other Faculty appointment (e.g., Instructor/Lecturer)

2. What is your **primary** employment status with UCSD?

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

3. What is your **primary** campus location with UCSD?

- Health Sciences/Medical Center
- General Campus

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

- Full-time
- Part-time

## Part 1: Personal Experiences

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

5. Overall, how comfortable are you with the climate at UCSD?
  - 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 UCSD?
  - 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 UCSD.

	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 UCSD.	<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 UCSD.	<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 UCSD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UCSD.	<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 UCSD?

- 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Discipline of study	<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"/>
Educational modality (on-line, classroom)	<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 condition	<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"/>
Participation in an organization/team (please specify):	<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"/>
Philosophical views	<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 (staff, faculty, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy	<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"/>
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"/>
Don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 UCSD event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCSD dining facility
- In a UCSD office
- In a faculty office
- In a public space at UCSD
- 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 UCSD 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.)
- UCSD 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
- UCSD Physician
- Union representative
- Other (please specify) \_\_\_\_\_

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g., Office for Prevention of Harassment and Discrimination, Counseling and Psychological Services, Faculty and Staff Assistance Program Cross Cultural Center, Women's Center, LGBT Resource Center, Sexual Assault Resource Center)
- 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 UCSD 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 Office for the Prevention of Harassment and Discrimination, [reportbias@ucsd.edu](mailto:reportbias@ucsd.edu)***



**The following questions are related to unwanted physical sexual contact.**

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

- 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 Office for the Prevention of Harassment and Discrimination, [reportbias@ucsd.edu](mailto:reportbias@ucsd.edu)***

**Part 2: Work-Life**

20. Please respond to the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
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.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I find that UCSD is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that UCSD 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 UCSD less committed to their jobs/careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that UCSD 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. **Staff only:** What is your highest completed level of education?

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

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

- Non-degree
- Freshman (1-45 credits)
- Sophomore (46-90 credits)
- Junior (91-135 credits)
- Senior (more than 136 credits)

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

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

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

- 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?

- Arts & Humanities
- Biological Sciences
- Jacobs School of Engineering
- Physical Sciences
- Rady School of Management
- School of International Relations and Pacific Studies
- School of Medicine
- Scripps Inst. Of Oceanography
- Skaggs School of Pharmacy & Pharmaceutical Sciences
- Social Sciences

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?

- Academic Affairs
- Chancellor's Office
- External and Business Affairs
- Health Sciences (includes SOM and Skaggs)
- Health System (Hospitals and Clinics)
- Marine Sciences/SIO
- Research Affairs
- Resource Management & Planning
- Student Affairs

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

**ANTHROPOLOGY**

- Anthropological (Archaeology)
- Anthropology
- Anthropology (Biological Anthropology)
- Anthropology (Sociocultural Anthropology)

**BIOENGINEERING (BE)**

- Bioengineering
- Bioengineering: Biotechnology
- Bioengineering: Bioinformatics

**BIOLOGICAL SCIENCES**

- General Biology
- Biology with a Specialization in Bioinformatics
- Biochemistry and Cell Biology
- Ecology, Behavior, and Evolution
- Human Biology
- Microbiology
- Molecular Biology
- Physiology and Neuroscience

**CHEMISTRY AND BIOCHEMISTRY**

- Chemistry
- Biochemistry/Chemistry
- Chemical Education
- Chemical Physics
- Environmental Chemistry
- Molecular Synthesis
- Pharmacological Chemistry
- Bioinformatics

**COGNITIVE SCIENCE**

- Cognitive Science
- Cognitive Science (Clinical Aspects of Cognition)
- Cognitive Science (Computation)
- Cognitive Science (Human Cognition)
- Cognitive Science (Human Computer Interaction)
- Cognitive Science (Neuroscience)

**COMMUNICATION**

- Communication

**COMPUTER SCIENCE AND ENGINEERING**

- Computer Science



- Computer Engineering
- Computer Science with Specialization in Bioinformatics

#### **ECONOMICS**

- Economics
- Management Science
- Joint Economics-Mathematics

#### **EDUCATION**

- Education

#### **EDUCATION STUDIES**

- Education Studies

#### **ELECTRICAL AND COMPUTER ENGINEERING**

- Computer Engineering
- Electrical Engineering
- Electrical Engineering and Society
- Engineering Physics

#### **ENGINEERING**

- Engineering

#### **ETHNIC STUDIES**

- Ethnic Studies

#### **HISTORY**

- History

#### **LINGUISTICS**

- Linguistics (Cognition and Language)
- Linguistics (Language and Society)
- Language Studies
- Linguistics

#### **LITERATURE/ENGLISH**

- Literatures in English
- French Literature
- German Literature
- Italian Literature
- Russian Literature
- Spanish Literature
- Literature (Composite)
- Literature (Cultural Studies)
- Literature/Writing
- Literatures of the World

#### **MATHEMATICS**

- Mathematics
- Mathematics (Applied)
- Mathematics—Computer Science
- Mathematics—Applied Science
- Joint Mathematics—Economics
- Mathematics—Scientific Computation
- Mathematics—Secondary Education
- Probability and Statistics

#### **MECHANICAL AND AEROSPACE ENGINEERING (MAE)**

- Aerospace Engineering
- Engineering Sciences
- Mechanical Engineering
- Environmental Engineering

#### **MUSIC**

- Interdisciplinary Computing and the Arts
- Music
- Music/Humanities

#### **NANOENGINEERING**

- Chemical Engineering
- Nanoengineering

#### **PHILOSOPHY**

- Philosophy

#### **PHYSICS**

- General Physics
- General Physics/Secondary Education

- Physics
- Physics/Biophysics
- Physics with Specialization in Computational Physics
- Physics with Specialization in Earth Sciences
- Physics with Specialization in Materials Physics
- Physics with Specialization in Astrophysics

#### **POLITICAL SCIENCE**

- Political Science
- Political Science (American Politics)
- Political Science (Comparative Politics)
- Political Science (International Relations)
- Political Science (Political Theory)
- Political Science (Public Law)
- Political Science (Public Policy)

#### **PRELAW**

- Prelaw

#### **PREMEDICAL**

- Premedical

#### **PSYCHOLOGY**

- Psychology

#### **SCRIPPS INSTITUTION OF OCEANOGRAPHY**

- Earth Sciences with Specialization in Geology
- Earth Sciences with Specialization in Geochemistry
- Earth Sciences with Specialization in Geophysics

#### **SOCIOLOGY**

- Sociology
- Sociology—International Studies
- Sociology—American Studies
- Sociology—Science and Medicine
- Sociology—Economy and Society
- Sociology—Culture and Communication
- Sociology—Social Inequity
- Sociology—Law and Society

#### **STRUCTURAL ENGINEERING**

- Engineering Sciences
- Structural Engineering

#### **THEATRE**

- Dance
- Theatre

#### **VISUAL ARTS**

- Visual Arts (Art History/Criticism)
- Visual Arts (Media)
- Visual Arts (Studio)
- Interdisciplinary Computing and the Arts

#### **INTERDISCIPLINARY MAJORS**

- Chinese Studies
- Classical Studies
- College Special Individual Majors
- Critical Gender Studies
- Environmental Systems—Earth Sciences
- Environmental Systems—Ecology, Behavior and Evolution
- Environmental Systems—Environmental Chemistry
- Environmental Systems—Environmental Policy
- German Studies
- Human Development
- International Studies—Anthropology
- International Studies—Economics
- International Studies—History
- International Studies—Linguistics
- International Studies—Literature
- International Studies—Political Science
- International Studies—Sociology
- 5-year International Studies—Economics

- 5-year International Studies—Political Science
- Italian Studies
- Japanese Studies
- Judaic Studies
- Latin American Studies
- Russian and Soviet Studies
- Study of Religion
- Third World Studies
- Urban Studies and Planning

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

**ANTHROPOLOGY**

- Anthropology PhD\*
- Anthropology and Cognitive Science PhD
- Anthropology with a Specialization in Anthropogeny PhD

**AUDIOLOGY**

- Audiology (Joint Program with San Diego State University) AuD

**BIOENGINEERING**

- Bioengineering MEng, MS, PhD
- Bioengineering (Joint with San Diego State University) PhD
- Bioengineering with a Specialization in Bioinformatics PhD
- Bioengineering with a Specialization in Multiscale Biology PhD

**BIOINFORMATICS AND SYSTEMS BIOLOGY**

- Bioinformatics and Systems Biology PhD

**BIOLOGICAL SCIENCES**

- Biology MS, † PhD
- Biology (Joint with San Diego State University) PhD
- Biology with a Specialization in Anthropogeny PhD
- Biology with a Specialization in Bioinformatics PhD
- Biology with a Specialization in Multiscale Biology PhD

**BIOMEDICAL SCIENCES**

- Biomedical Sciences PhD
- Biomedical Sciences with a Specialization in Anthropogeny PhD
- Biomedical Sciences with a Specialization in Bioinformatics PhD
- Biomedical Sciences with a Specialization in Multiscale Biology PhD

**CHEMISTRY AND BIOCHEMISTRY**

- Chemistry MS, PhD
- Chemistry (Joint with San Diego State University) PhD
- Chemistry with a Specialization in Bioinformatics PhD
- Chemistry with a Specialization in Computational Science PhD
- Chemistry with a Specialization in Multiscale Biology PhD

**CLASSICS**

- Classics (Tri-Campus Program with UC Irvine and UC Riverside) PhD

**CLINICAL PSYCHOLOGY**

- Clinical Psychology (Joint with San Diego State University) PhD
- Clinical Psychology and Cognitive Science (Joint with San Diego State University) PhD

**CLINICAL RESEARCH**

- Clinical Research MAS

**COGNITIVE SCIENCE**

- Cognitive Science PhD\*
- Cognitive Science with a Specialization in Anthropogeny PhD

**COMMUNICATION**

- Communication PhD\*
- Communication (Science Studies) PhD
- Communication and Cognitive Science PhD

**COMPARATIVE STUDIES IN LANGUAGE, SOCIETY, AND CULTURE**

- Comparative Studies in Language, Society, and Culture PhD

**COMPUTATIONAL SCIENCE, MATHEMATICS, AND ENGINEERING**

- Computational Science, Mathematics and Engineering MS

**COMPUTER SCIENCE AND ENGINEERING**

- Architecture-Based Enterprise Systems Engineering MAS
- Computer Science MS, PhD
- Computer Science (Computer Engineering) MS, PhD

- Computer Science and Cognitive Science PhD
- Computer Science with a Specialization in Bioinformatics PhD
- Computer Science and Engineering (Advanced Manufacturing) MS
- Computer Science and Engineering with a Specialization in Computational Science PhD
- Wireless Embedded Systems MAS

#### **ECONOMICS**

- Economics PhD\*
- Economics and International Affairs PhD

#### **EDUCATION STUDIES**

- Education MEd
- Educational Leadership (Joint with California State University, San Marcos) EdD
- Teaching and Learning EdD
- Teaching and Learning (Curricular Design) MA
- Teaching and Learning: Bilingual Education (ASL-English) MA

#### **ELECTRICAL AND COMPUTER ENGINEERING**

- Electrical and Computer Engineering (Advanced Manufacturing) MS
- Electrical Engineering (Applied Ocean Science) MS, PhD
- Electrical Engineering (Applied Physics) MS, PhD
- Electrical Engineering (Communication Theory and Systems) MS, PhD
- Electrical Engineering (Computer Engineering) MS, PhD
- Electrical Engineering (Electronic Circuits and Systems) MS, PhD
- Electrical Engineering (Intelligence Systems, Robotics and Control) MS, PhD
- Electrical Engineering (Joint with San Diego State University) PhD
- Electrical Engineering (Nanoscale Devices and Systems) MS, PhD
- Electrical Engineering (Photonics) MS, PhD
- Electrical Engineering (Signal and Image Processing) MS, PhD

#### **ETHNIC STUDIES**

- Ethnic Studies PhD\*

#### **HEALTH LAW**

- Health Law (Joint with California Western School of Law) MAS

#### **HISTORY**

- History MA, PhD
- History (Judaic Studies) MA
- History (Science Studies) PhD

#### **INTERNATIONAL RELATIONS AND PACIFIC STUDIES**

- International Affairs MAS, MIA, PhD
- Pacific International Affairs MPIA

#### **LANGUAGE AND COMMUNICATIVE DISORDERS**

- Language and Communicative Disorders (Joint with San Diego State University) PhD

#### **LATIN AMERICAN STUDIES**

- Latin American Studies MA
- Latin American Studies (Cultural Studies) MA
- Latin American Studies (Gender Studies) MA
- Latin American Studies (History) MA
- Latin American Studies (International Migration) MA
- Latin American Studies (Sociology) MA

#### **LEADERSHIP OF HEALTHCARE ORGANIZATIONS**

- Leadership of Healthcare Organizations MAS

#### **LINGUISTICS**

- Linguistics PhD\*
- Linguistics and Cognitive Science PhD
- Linguistics with a Specialization in Anthropogeny PhD

#### **LITERATURE**

- Literature MA, PhD\*
- Writing MFA

#### **RADY SCHOOL OF MANAGEMENT**

- Business Administration MBA
- Management PhD

#### **MATERIALS SCIENCE AND ENGINEERING**

- Materials Science and Engineering MS, PhD

#### **MATHEMATICS**

- Mathematics MA, PhD
- Mathematics (Applied) MA

- Mathematics with a Specialization in Bioinformatics PhD
- Mathematics with a Specialization in Computational Science PhD
- Mathematics with a Specialization in Statistics PhD
- Statistics MS

#### **MATHEMATICS AND SCIENCE EDUCATION**

- Mathematics and Science Education (Joint with San Diego State University) PhD

#### **MECHANICAL AND AEROSPACE ENGINEERING**

- Engineering Sciences (Aerospace Engineering) MS, PhD
- Engineering Sciences (Applied Mechanics) MS, PhD
- Engineering Sciences (Applied Mechanics) (Joint with San Diego State University) PhD
- Engineering Sciences (Applied Ocean Science) MS, PhD
- Engineering Sciences (Engineering Physics) MS, PhD
- Engineering Sciences (Mechanical Engineering) MS, PhD
- Engineering Sciences with a Specialization in Computational Science PhD
- Engineering Sciences with a Specialization in Multiscale Biology PhD†
- Medical Devices Engineering MAS

#### **MUSIC**

- Contemporary Music Performance DMA
- Music MA, PhD

#### **NANOENGINEERING**

- Chemical Engineering MS, PhD
- NanoEngineering MS, PhD

#### **NEUROSCIENCES**

- Neurosciences PhD\*
- Neuroscience and Cognitive Science PhD
- Neurosciences with a Specialization in Anthropogeny PhD
- Neurosciences with a Specialization in Computational Neuroscience PhD\*
- Neurosciences with a Specialization in Multiscale Biology PhD

#### **SCRIPPS INSTITUTION OF OCEANOGRAPHY**

- Earth Sciences M.S., Ph.D.
- Geophysics (Joint with San Diego State University) Ph.D.
- Marine Biodiversity and Conservation M.A.S.
- Marine Biology M.S., Ph.D.
- Oceanography M.S., Ph.D.

#### **PHILOSOPHY**

- Philosophy PhD\*
- Philosophy (Science Studies) PhD
- Philosophy and Cognitive Science PhD

#### **PHYSICS**

- Physics MS, † PhD
- Physics (Biophysics) PhD
- Physics with a Specialization in Bioinformatics PhD
- Physics with a Specialization in Computational Science PhD
- Physics with a Specialization in Materials Physics MS
- Physics with a Specialization in Multiscale Biology PhD

#### **POLITICAL SCIENCE**

- Political Science PhD\*
- Political Science and International Affairs PhD

#### **PSYCHOLOGY**

- Psychology PhD\*
- Psychology and Cognitive Science PhD
- Psychology with a Specialization in Anthropogeny PhD

#### **PUBLIC HEALTH**

- Public Health (Epidemiology) (Joint with San Diego State University) PhD
- Public Health (Global Health) (Joint with San Diego State University) PhD
- Public Health (Health Behavior) (Joint with San Diego State University) PhD

#### **SOCIOLOGY**

- Sociology PhD\*
- Sociology (Science Studies) PhD
- Sociology and Cognitive Science PhD

#### **STRUCTURAL ENGINEERING**

- Simulation-Based Engineering MAS
- Structural Engineering MS, PhD

- Structural Engineering (Joint with San Diego State University) PhD
- Structural Engineering with a Specialization in Health Monitoring, Prognosis and Validated Simulations MS
- Structural Health Monitoring, MAS

**THEATRE AND DANCE**

- Drama and Theatre (Joint Program with UC Irvine) PhD
- Theatre MFA
- Theatre and Dance (Acting) MFA
- Theatre and Dance (Dance Theatre) MFA
- Theatre and Dance (Design) MFA
- Theatre and Dance (Directing) MFA
- Theatre and Dance (Playwriting) MFA
- Theatre and Dance (Stage Management) MFA

**VISUAL ARTS**

- Art History, Theory and Criticism PhD\*
- Art History, Theory and Criticism with a Concentration in Art Practice PhD
- Visual Arts MFA

42. **Trainees only:** What is your academic degree or clinical/training program at UCSD/UCSDHS?

- Trainee Programs:
  - School of Medicine Resident
  - School of Pharmacy Resident
- School of Medicine Fellow
- School of Pharmacy Fellow
- School of Dentistry Fellow
- Postdoctoral Scholar

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
- ConfUCSDanist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) \_\_\_\_\_

48. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- Dependent
  - Independent
49. **Students only:** What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- Below \$10,000
  - \$10,000-\$19,999
  - \$20,000-\$29,999
  - \$30,000 - \$39,999
  - \$40,000 - \$49,999
  - \$50,000 - \$59,999
  - \$60,000- \$69,999
  - \$70,000- \$79,999
  - \$80,000 - \$89,999
  - \$90,000- \$99,999
  - \$100,000 - \$124,999
  - \$125,000 - \$149,999
  - \$150,000 - \$199,999
  - \$200,000 - \$249,999
  - \$250,000 - \$299,999
  - \$300,000 - \$399,999
  - \$400,000 - \$499,999
  - \$500,000 or more
50. **Students only:** Where do you live?
- Sixth College**
- Sixth Residence Halls (703-710)
  - Sixth Apartments (100-1100)
  - Sixth Apartments (1200-1800)
  - Matthews Apartments (A-E)
- The Village**
- Village West Tower
  - Village West Buildings 2-8
  - Village East Tower
  - Village East Buildings 2-5
- Muir College**
- Muir Residence Halls
  - Muir Apartments
- Warren College**
- Warren Residence Halls
  - Warren Apartments
- Marshall College**
- Marshall Lower Apartments
  - Marshall Upper Apartments
  - Marshall Residence Halls
- Revelle College**
- Revelle Argo/Blake Residence Halls
  - Revelle Fleet Residence Halls
  - Revelle Keeling Apartments
- ERC**
- ERC Residence Halls
  - ERC Apartments
  - International House
- Graduate Student Housing**
- Coast Apartments
  - Mesa Apartments
  - One Miramar Street Apartments
  - Rita Atkinson Residences
  - Single Graduate Apartments



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

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

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

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

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

- I do not participate in any clubs/organizations
- Student Leadership Groups (e.g., College Councils, AS, GSA, etc.)
- Academic/Professional Organizations (e.g., pre-professional and health professions, SHAs, etc.)
- Special Interest Organizations (e.g., Salsa Club, Chess Club, Speech and Debate)
- Intercultural/Multicultural Campus Community Groups (Cultural organizations, e.g., BSU, SAAC)
- Political Groups (e.g., College Libertarians, College Democrats, College Republicans)
- Religious/Spiritual Organizations (e.g., Hillel, Intervarsity, MSA)
- Service Organizations/Civic Engagement (e.g., Alternative Breaks, Circle K, Sustainability)
- Social Fraternities and Sororities (Greek organizations, IFC, Panhellenic, MGC)
- Publications and Media Organizations (e.g., The Guardian, SRTV, the MQ)
- Intramurals/ Clubs Sports
- Music/Performance Organizations (e.g., DeeJays & Vinylphiles, Tritones, Muir Musical)
- NCAA Varsity Athletics
- Honor Societies (e.g., Golden Key, Psi Chi, Chancellor's 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. **Students only:** At the end of your last quarter/semester, what was your cumulative UC grade point average?

GPA \_\_\_\_\_

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

- Yes
- No

## Part 4: Perceptions of Campus Climate

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

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

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

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

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

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

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

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

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

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

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g., Office for Prevention of Harassment and Discrimination, Counseling and Psychological Services, Faculty and Staff Assistance Program Cross Cultural Center, Women's Center, LGBT Resource Center, Sexual Assault Resource Center)
- 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 Office for the Prevention of Harassment and Discrimination, [reportbias@ucsd.edu](mailto:reportbias@ucsd.edu)***

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

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

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

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

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

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

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

69. I have observed **employment-related discipline or action up to and including dismissal** at UCSD 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 UCSD 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 UCSD 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of identify as lesbian, gay, or bisexual
Positive for people of Christian faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faith
Positive for people of other faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other faith backgrounds
Positive for people who are agnostic/atheist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are agnostic/atheist
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are immigrants
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender

76. Using a scale of 1-5, please rate the overall climate at UCSD 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly

77. The classroom/learning environment at UCSD is welcoming for students 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"/>
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"/>
Participation in a campus club/organization	<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"/>
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"/>

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

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

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
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"/>
Participation in a club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<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"/>
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"/>

82. How would you rate the accessibility at UCSD?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
<b>Accessibility</b>				
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Buildings	<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"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and pedestrian paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing loops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Course instruction/materials</b>				
Information in Alternative Formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>UC - San Diego Website</b>				
	<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 UCSD for people who are/have...

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

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

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian / Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian / Asian American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic / Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Eastern / South Asian / North African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. Before I enrolled, I expected that the climate at UCSD would be \_\_\_\_\_ for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, and bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<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"/>
Male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for other than a child (e.g., eldercare)	<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"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically advantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 UCSD 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 UCSD?

	<b>Not currently available on campus</b>	<b>Positively influence campus climate</b>	<b>Has no influence on campus climate</b>	<b>Negatively influence on campus climate</b>	<b>Don't know</b>
Providing flexibility for promotion for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing funding to support efforts to change campus climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training to search and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing back-up family care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing lactation accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 UCSD?

	<b>Not currently available on campus</b>	<b>Positively influence climate</b>	<b>No influence on climate</b>	<b>Negatively influence climate</b>	<b>Don't know</b>
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 UCSD 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: UCSD Campus Specific Questions

94. To what degree do you perceive there is a campus climate that supports equity, diversity and inclusion?
- Very Low
  - Low
  - Somewhat
  - High
  - Very High
95. To what degree do you believe UC San Diego is genuinely invested in becoming a more equitable diverse and inclusive campus for all people?
- Very Low
  - Low
  - Somewhat
  - High
  - Very High
96. How would you rate your ability to interact with others across different identities and communities?
- Very Low
  - Low
  - Somewhat
  - High
  - Very High
97. To what degree does your perception of campus climate affect your ability to succeed in the things that are important to you in reaching your goals at UC San Diego?
- Very Low
  - Low
  - Somewhat
  - High
  - Very High
98. To what extent do you believe the administration is committed to addressing issues related to equity, diversity and inclusion?
- Very Low extent
  - Low extent
  - Somewhat
  - High extent
  - Very high extent

99. Are you aware of, visited or received assistance from the following diversity-related services at UC San Diego?

	Aware of	Visited	Received assistance from
Cross-Cultural Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Academic Support and Instructional Services (OASIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Promoted Access Center for Education and Service (SPACES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center on Ethics and Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Staff Assistance Program (FSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office for the Prevention of Harassment and Discrimination (OPHD, formerly OSHPP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Association(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equal Opportunity/Staff Affirmative Action (EO/SAA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A divisional Faculty Equity Advisory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Academic Diversity and Equal Opportunity (OADEO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. In your opinion, what factors, programs, activities, events, etc., promote an equitable, diverse and inclusive campus climate at UC San Diego?

101. In your opinion, what factors, programs, activities, events, etc., inhibit an equitable, diverse and inclusive campus climate at UC San Diego?

102. **Students/ Post-doctoral/Trainees only:** What is your college?

- Marshall
- Muir
- Revelle
- Roosevelt
- Sixth
- Warren

103. **Students/ Post-doctoral/Trainees only:** Have you taken a class that addresses equity, diversity and/or inclusion?

- Yes
- No (End of survey)

104. **Students/ Post-doctoral/Trainees only:** To what extent did your experiences contribute to your:

	Very Low	Low	Somewhat	High	Very High
Intellectual growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding/knowledge of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get along with different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding/knowledge of different ways of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself – your abilities, interests and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. **Staff only:** Have you had a professional development experience that addresses equity, diversity and/or inclusion?

- Yes
- No (Go to end of survey)

106. **Staff only:** To what extent did your experiences contribute to your:

	Very Low	Low	Somewhat	High	Very High
Intellectual growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding/knowledge of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get along with different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding/knowledge of different ways of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself – your abilities, interests and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. **Faculty only:** Have you been involved in the following activities?

	Yes	No
Service on advisory boards that have issues of equity, diversity and inclusion as their focus	<input type="radio"/>	<input type="radio"/>
Student recruitment and retention activities that have the promotion of diversity, equity and inclusion as a primary objective	<input type="radio"/>	<input type="radio"/>
Student mentoring activities that have the promotion of diversity, equity and inclusion as a primary objective	<input type="radio"/>	<input type="radio"/>
Community outreach efforts that have the promotion of diversity, equity and inclusion as a primary objective	<input type="radio"/>	<input type="radio"/>
Statewide or National service in organizations that have the promotion of diversity, equity and inclusion as a primary objective	<input type="radio"/>	<input type="radio"/>

## Thank you for taking the UC San Diego Inclusion Survey

You have contributed to the welfare of the UC San Diego community, and your involvement will help UC San Diego make changes that will enhance the campus environment.

Participants who complete the survey will be entered into a drawing for the following item provided by the Office of the President:

- Two \$5,000 graduate/professional student/post-doc/trainee stipends
- Two \$5,000 faculty research grants
- Five \$2,000 staff professional development grants
- Two iPads for UC San Diego participants

Participants who complete the survey will also be entered into a drawing for the following items provided by UC San Diego:

- iPad Minis
- iPod Touches
- Triton Plus Cards
- UC San Diego Theater and Dance Tickets: Weds@7 series or any other concert of their choice
- Lunch for Two at the Bistro
- Lunch for Four at Roots
- UC San Diego Athletics Event Passes
- \$1000 Faculty Development Award
- \$500 UC San Diego Extension Professional Development Class

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

Name \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail address \_\_\_\_\_

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

Glynda Jones Davis  
Senior Diversity Officer  
University of California, San Diego  
Office of Equity, Diversity & Inclusion  
9500 Gilman Drive  
La Jolla, CA 92093-0056  
858.534.3840  
gdavis@ucsd.edu

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