



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California
San Francisco

Campus Climate Project
Final Report

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Executive Summary

Introduction

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

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

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UC San Francisco (UCSF) survey contained 102 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English, Spanish and Mandarin and distributed from November 5, 2012 through January 14, 2013 through a secure on-line portal.² Confidential paper surveys were available to those who did not have access to an Internet-connected computer or preferred a paper survey.

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

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

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 UCSF

UCSF community members completed 9,434 surveys for an overall response rate of 47%. Response rates by constituent group varied: 23% for Graduate/Professional Students ($n = 1,187$), 57% for Post-Doctoral Scholars ($n = 617$), 25% for Health Sciences Campus Trainees ($n = 420$), 45% for Faculty ($n = 1,158$), 26% for Union Staff ($n = 2,630$), and 51% for Non-Union staff ($n = 3,037$). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic.³ Only surveys that were at least 50% completed were included in the final data set for analyses.

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

Table 1. UCSF Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Graduate/Professional Students ⁱ	1,187	13%
	Faculty ⁱⁱ	1,158	12%
	Staff ⁱⁱⁱ	6,052	64%
	Post-Doctoral Scholars/Trainees ^{iv}	1,037	11%
Gender Identity	Women	6,030	64%
	Men	3,272	35%
	Transgender ^v	26	<1%
	Genderqueer ^{vi}	58	1%
Racial Identity	White	4,396	47%
	Underrepresented Minority ^{vii}	1,496	16%
	Other People of Color ^{viii}	3,173	34%
	Multi-Minority ^{ix}	133	1%
Sexual Identity	Heterosexual	7,533	83%
	Lesbian, Gay, Bisexual, Queer	1,143	12%
	Questioning ^x	36	<1%
	Asexual ^{xi}	285	3%
Citizenship Status	U.S. Citizen	9,008	96%
	Non-U.S. Citizen	380	4
	Undocumented	2	<1%
Disability Status	No disability	7,555	80%
	Disability (physical, learning, mental health/Psychological condition)	1,436	16%
Religious/Spiritual Affiliation	Christian affiliation ^{xii}	3,103	33%
	Other Religious/Spiritual affiliation ^{xiii}	592	6%
	Muslim ^{xiv}	80	1%
	Jewish ^{xv}	401	4%
	No affiliation ^{xvi}	4,121	44%
	Multiple affiliations ^{xvii}	638	7%
	Unknown	499	5%

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

Key Findings - Areas of Strength

1. High levels of comfort with the climate at UCSF

- 76% of all respondents ($n = 7,144$) were “comfortable” or “very comfortable” with the climate at UCSF while 9% ($n = 827$) were “uncomfortable” or “very uncomfortable.”
- 72% of all respondents ($n = 6,798$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 13% ($n = 1,256$) were “uncomfortable” or “very uncomfortable” with the climate in their classes.
- 78% of Graduate/Professional Students ($n = 923$) were “comfortable” or “very comfortable” while 6% of Graduate/Professional Students ($n = 76$) were “uncomfortable” or “very uncomfortable.”

2. Faculty, Staff, Post-Docs/Trainees, Graduate/Professional Student - Positive attitudes about work-life issues

- 78% of all Faculty, Staff, Post-Doc/Trainee respondents ($n = 7,277$) “strongly agreed” or “agreed” that UCSF values a diverse faculty while 24% of respondents ($n = 1,302$) “disagreed” or “strongly disagreed.”
- 85% of all Faculty, Staff, Post-Doc/Trainee respondents ($n = 7,857$) offered that UCSF values a diverse staff while 12% of respondents ($n = 1,084$) “disagreed” or “strongly disagreed.”
- 66% of all Faculty, Staff, Post-Doc/Trainee respondents ($n = 6,105$) respondents “strongly agreed” or “agreed” that UCSF was supportive of their taking leave while 18% of respondents ($n = 1,700$) “disagreed” or “strongly disagreed.”
- 63% ($n = 5,897$) of all Faculty, Staff, Post-Doc/Trainee respondents “strongly agreed” or “agreed” that UCSF was supportive of flexible work schedules while 25% of respondents ($n = 2,347$) “disagreed” or “strongly disagreed.”
- 78% of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 7,277$) “strongly agreed” or “agreed” that they had colleagues or co-workers at UCSF who gave them career advice or guidance when they needed it while 15% of respondents ($n = 1,399$) “disagreed” or “strongly disagreed.”

3. Graduate/Professional Students, Post-Docs/Trainees - Positive attitudes about academic experiences

- 77% of Graduate/Professional Student respondents ($n = 912$) and 73% of Post-Doc/Trainee respondents ($n = 753$) were satisfied with their academic experience at UCSF.
- 81% of Graduate/Professional Student respondents ($n = 957$) and 74% of Post-Doc/Trainee respondents ($n = 758$) reported that they were satisfied with the extent of their intellectual development since enrolling at UCSF.

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

Key Findings - Opportunities for Improvement

1. Some members of the community experience exclusionary conduct

- 29% of respondents ($n = 2,274$) believed that they had personally experienced exclusionary, intimidating, offensive or hostile conduct.
- 12% of respondents ($n = 1,129$) indicated that the conduct interfered with their ability to work or learn.⁴
- 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.
 - A higher percentage of ethnic and racial minorities reported experiencing this conduct as compared to non-minorities.

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

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

- Staff and Faculty respondents were less comfortable when compared with Graduate/Professional Students and Post-doc /Trainee respondents with the overall campus climate at UCSF and with the climate in their departments/work units.
- Underrepresented Minority respondents and Multi-Minority respondents were less comfortable than White respondents and Other People of Color respondents with the overall climate, the climate in their departments/work units, and the climate in their classes at UCSF.

3. Small percentage of respondents experienced unwanted sexual contact

- 2% of respondents ($n = 140$) believed they had experienced unwanted sexual contact while at UCSF within the last five years.

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-six percent of all respondents in the UCSF 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 UCSF, 29% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct which is higher than found in similar projects. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quayle, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

ⁱ **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)

ⁱⁱ **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

ⁱⁱⁱ **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)

^{iv} **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.

^v **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.

^{vi} **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.

^{vii} 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.

^{viii} 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.

^{ix} 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.

^x **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.

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

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

^{xiii} 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.

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

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

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

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

Introduction

History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,⁵ NSSE,⁶ SERU,⁷ HERI⁸), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus 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

⁵ UCUES - University of California Undergraduate Experience Survey

⁶ NSSE – National Survey of Student Engagement

⁷ SERU – Student Experience in the Research University

⁸ HERI – Higher Education Research Institute – Faculty Survey

anecdotes regarding climate cannot be quantified or understood” (Study Group on University Diversity, p. 12).

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

In February 2010, UC experienced a wave of incidents that generated significant attention to the need of the University to actively and collaboratively address campus/location climate challenges and complex intergroup dynamics. In early February 2010, members of a UC San Diego fraternity held an off-campus party mocking Black History Month. Later that same month at UC, a noose was discovered hanging from a lamp on a bookshelf in the Geisel Library at the University. The incidents sparked student and community demonstrations and calls for changes in the campus climate. In late February 2010, the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center at UC Davis experienced acts of vandalism – the entrance to the Center was defaced with derogatory and hateful words that target the LGBT community. In response, then-President Mark G. Yudof formed a UC Advisory Council to the President on Campus Climate, Culture, and Inclusion which included the appointment of several prominent Californians long associated with the struggle for equal rights and representatives from UC’s faculty, administration, student body, alumni, and the local community. The Advisory Council was charged to identify, evaluate, and share best practices in order to ensure a welcoming, inclusive

and nurturing environment across UC's campuses. The Advisory Council was asked to look broadly at other institutions, both public and private, in higher education and elsewhere, and to examine policies across the state and the nation. The President also directed each of UC's Chancellors to create similar advisory councils at the campus level, which would set metrics, monitor progress, and report regularly to the system-wide Advisory Council. While most campuses/locations already had existing bodies that do this work on an ongoing basis, then-President Yudof asked them to redouble their efforts and, in some instances, adjust their mission or composition to be more broadly inclusive.

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

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

Particularly important in the review of best practices was the need for external expertise in survey administration. In the committee's assessment, administration of a survey relating to a very sensitive subject like campus/location climate is likely to yield higher response rates and provide more credible findings if led by an independent, outside agency. Staff may feel particularly inhibited to respond honestly to a survey administered by their own institution for fear of retaliation.

Following a national vetting, Rankin & Associates (R&A) was identified as a leader in conducting multiple studies examining various and intersecting 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 the 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 students’ academic success and employees’ 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 dominant 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 Francisco (UCSF) Project Specifics

UCSF has had a longstanding commitment to diversity, which dates back to the 1970's when the UCSF Black Caucus went on strike, in part to demand more opportunities for minority students and faculty to be recruited to the university. Through the years numerous programs and activities have been initiated yet the results have been mixed.

Recognizing the need for a campus wide collaborative model in December 2010, Chancellor Sue Desmond-Hellman appointed J. Renee Navarro, PharmD, MD, as UCSF's first Vice Chancellor, Diversity and Outreach. A member of the chancellor's executive cabinet, she leads the Office of Diversity and Outreach and is charged with ensuring a welcoming and inclusive campus environment for faculty, students, trainees, and staff through ongoing programs and system changes that will ensure greater diversity, equity and inclusion.

The UCSF survey was distributed from November 5, 2012 through January 14, 2013. UCSF convened a local campus-wide work team (LWT) (chaired by Vice Chancellor Renee Navarro, MD, PharmD, and Elizabeth Ozer, PhD), comprised of staff, faculty, students, and post-docs from across the 4 schools, that met periodically between Fall of 2011 and Fall of 2012 to provide input on drafts of the system-wide campus survey.⁹ UCSF feedback was reported back to the system-wide-work team and Rankin & Associates, the consultant hired to develop and administer the survey, and provide the summary survey result reports. The UCSF local work team also provided input on the development of an additional 9 questions that were administered only to the UCSF campus.¹⁰ In March 2012, the local work team, with additional campus representatives (e.g. human resources, UCSF communications, campus life services, racial/ethnic minority, disability, and LGBT representatives, student affairs, academic senate), met with Rankin & Associates to ask questions, provide input on the survey, and begin to plan for survey administration at UCSF.

⁹ For a list of the UCSF Local Work Team members, please refer to Appendix D

¹⁰ The results of the 7 UCSF specific questions are provided in Tables B78 to B84 and are not included in the text of the summary report.

In the 6-months leading up to the launch of the survey at UCSF, a campus-wide communications and implementation workgroup (co-chaired by Misty Loetterle and Brenda Gee) met to plan for the administration of the survey. This report provides an overview of the results of the campus-wide UCSF 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.”¹¹ The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UCSF further vetted the questions to be more contextually fitting for the UCSF population. The final UCSF campus-specific survey contained 102 questions,¹² 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 UCSF’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.¹³ All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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

¹² To insure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

¹³ All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed by the University’s Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment 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.¹⁴ Refer to the survey data tables in Appendix B for actual percentages¹⁵ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UCSF's campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed¹⁶ using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in

¹⁴ Valid percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded). These analyses were provided in the individual campus reports and were not included in the Aggregate report.

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

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

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.

Results

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

Description of the Sample¹⁷

Nine thousand four hundred thirty-four (9,434) surveys were returned for a 47% overall response rate. The sample and population figures, chi-square analyses,¹⁸ and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women respondents were over-represented in the sample and men respondents were under-represented.
- American Indian/Alaskan Natives and Whites were over-represented in the sample and two racial/ethnic categories -- Middle Eastern/Southwest Asian/North African and Pacific Islander -- had more respondents in the sample than were in the population. All other racial/ethnic categories were under-represented in the sample.
- The sample had significantly smaller proportions of Graduate/Professional students, Health Sciences Campus Trainees, and Union Staff than did the population. Postdoctoral Scholars, Non-Union Staff, Faculty, and Other Academic Series all had significantly greater proportions in the sample than in the population.
- The sample had a significantly larger proportion of US Citizens and Visa Holders. Permanent Residents and Other legally documented status individuals were under-represented in the sample.

¹⁷ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.

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

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Man	10,337	37.41	3,272	34.72	31.65
	Woman	17,295	62.59	6,030	63.98	34.87
	Transgender	Not available	--	26	0.28	>100
	Genderqueer	Not available	--	58	0.62	>100
	Other	Not available	--	39	0.41	>100
Race/Ethnicity ^{1,b}	African American/African/Black	1,590	5.75	578	5.62	36.35
	American Indian/Alaskan Native	123	0.45	136	1.32	>100
	Asian/Asian American	9,369	33.91	2,944	28.62	31.42
	Hispanic/Latino	2,746	9.94	999	9.71	36.38
	Middle Eastern/Southwest Asian/North African	Not available	--	345	3.35	>100
	Pacific Islander	Not available	--	62	0.60	>100
	White	12,456	45.08	5,152	50.09	41.36
	Unknown	1,348	4.88	Not available	--	0.00
	Other	Not available	--	70	0.68	>100
Position ^c	Graduate/Professional Student	5,232	18.93	1,187	12.58	22.69
	Postdoctoral Scholar	1,079	3.90	617	6.54	57.18
	Health Sciences Campus Trainees	1,677	6.07	420	4.45	25.04
	Staff non-Union	5,964	21.58	3,037	32.19	50.92
	Staff – Union	10,266	37.15	2,630	27.88	25.62
	Faculty	2,597	9.40	1,158	12.27	44.59
	Other Academic Series	817	2.96	385	4.08	47.12

¹ Respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 9302) = 19.75, p = .0001$

^b $X^2(4, N = 9809) = 318.32, p = .0001$

^c $X^2(6, N = 9434) = 1242.9, p = .0001$

^d $X^2(3, N = 9417) = 3073.93, p = .0001$

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 UCSF 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 coefficients¹⁹ are provided in Table 3.

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

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

Moderately strong relationships (between .4 and .5) exist for all but five pairs of variables. Four of the five – responses to Respectful of Asian Americans/Asians and Not Racist, responses to Respectful of African Americans/Blacks and both Positive for People of Color and Not Racist, and responses to Respectful of Middle Eastern/South Asian/North Africans and Positive for People of Color – showed a moderate relationship (between .3 and .4). The fifth, the relationship between Respectful of Pacific Islanders and Positive for People of Color, was very strong (between .6 and .7).

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	.391 ¹	.338 ¹							
American Indians/ Alaskan Natives	.486 ¹	.467 ¹							
Asian Americans/ Asians	.401 ¹	.383 ¹							
Middle Eastern/South Asian/North African	.373 ¹	.455 ¹							
Hispanics/Latinos	.417 ¹	.454 ¹							
Pacific Islanders	.643 ¹	.478 ¹							
Gay, Lesbian, Bisexual Individuals			.474 ¹	.483 ¹					
Females					.413 ¹	.405 ¹			
Non-Native English Speakers							.416 ¹		
Socioeconomically Disadvantaged Persons								.420 ¹	.470 ¹

¹*p* < 0.01

Sample Characteristics²⁰

Table 4 depicts the respondent population by their primary position status at UCSF. Thirty-two percent of all respondents were Staff Non-Union, 28% were Staff Union, 13% were Graduate/Professional Students, and 12% were Faculty. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions.

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

Table 4. Respondent’s Primary Position at Primary Position at UCSF

Position	<i>n</i>	%
Graduate/Professional Student	1,187	12.6
Non-Degree	11	
Master’s degree student	161	
Doctoral degree student (Ph.D., Ed.D)	320	
Professional degree student (e.g., MD, JD, MBA)	576	
Postdoctoral scholar	617	6.5
Health Sciences Campus Trainees	420	4.5
Staff – non-Union	3,037	32.2
Senior Management Group	27	
Management & Senior Professionals - Supervisor	555	
Management & Senior Professionals – Non- Supervisor	221	
Professional & Support Staff – Non-Union & Supervisor	494	
Professional & Support Staff – Non-Union & Non-Supervisor	1,320	
Staff- Union	2,630	27.9
Professional & Support Staff – Union represented & Supervisor	354	
Professional & Support Staff – Union Represented & Non-Supervisor	1,722	
Faculty	1,158	12.3
Faculty Administrator	57	
Health Sciences Campus Faculty	858	
Professor	312	
Associate Professor	183	
Assistant Professor	313	
Other Faculty Appointment	47	
Other Academic Series	385	4.1

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.

There are missing data for the sub-categories as indicated.

*Respondents to this status were able to select all of the sub-categories that apply.

For the purposes of some analyses, primary status data were collapsed into Graduate/Professional Students (Students),²¹ and Staff, Faculty, and Post-docs/Trainees.²² Sixty-four percent of the survey respondents were Staff, 13% were Students, 12% were Faculty, and 11% were Post-Docs/Trainees. Ninety percent of respondents ($n = 8,479$) were full-time in their primary positions.

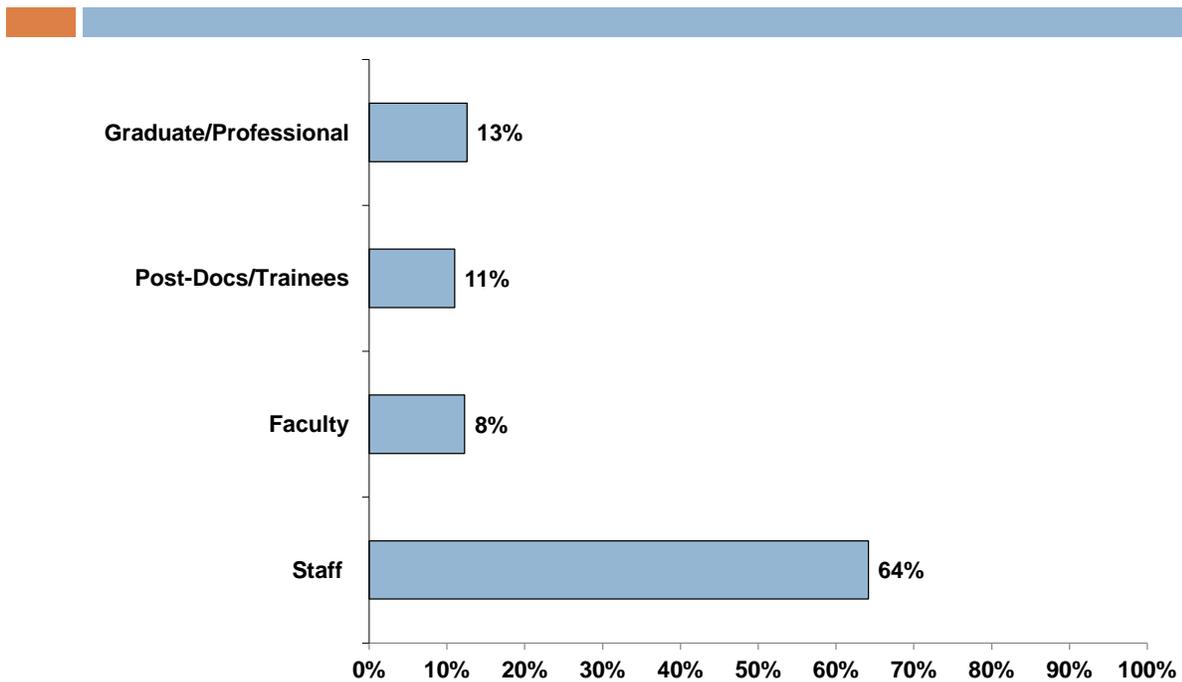


Figure 1. Collapsed Position Status (%)

²¹ There were no undergraduate student respondents at UCSF. Therefore, all references to “Students” throughout this report include Graduate/Professional Students only.

²² Collapsed position variables were determined by the SWT. “Students” includes all undergraduate and graduate students. “Staff” includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. “Faculty” includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.

Eighty-four percent ($n = 5,080$) of staff respondents were primarily career employees (Table 5). Forty-nine percent of staff ($n = 2,985$) indicated their primary campus location with UCSF was Health Sciences/Medical Center, and the primary location for 49% ($n = 2,955$) of staff respondents was General Campus.

Table 5. Primary Employment Status with UCSF

Status	<i>n</i>	%
Career (including partial-year career) employee	5,080	83.9
Contract employee	191	3.2
Limited appointment employee/term employment	184	3.0
Per Diem employee	157	2.6
Floater (temporary services) employee	33	0.5
Academic employee	290	4.8
Missing	117	1.9

Note: Table includes staff responses only ($n = 6,052$).

With regard to respondents' work unit affiliations, Table 6 indicates that 43% of Staff respondents ($n = 2,475$) were affiliated with the Medical Center, 26% of Staff respondents ($n = 1,507$) were primarily affiliated with SOM, and 15% ($n = 883$) with the Chancellor's Office.

Table 6. Staff Respondents' Primary Work Unit Affiliations

Academic Unit	<i>n</i>	%
EVCP	169	2.9
SOM	1,507	25.9
SON	85	1.5
SOD	86	1.5
SOP	88	1.5
Grad Division	36	0.6
Medical Center	2,475	42.5
Chancellor	883	15.2
FAS	496	8.5

Note: Table includes staff responses only ($n = 6,052$).

Note: The survey question indicated that "if your organization is not listed or you are unsure, please choose Chancellor.

Sixty-two percent of Post-Docs and Faculty respondents ($n = 1,015$) were affiliated with SOM and 18% ($n = 301$) were primarily affiliated with the Medical Center (Table 7).

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

Academic Unit	<i>n</i>	%
EVCP	<5	--
SOM	1,015	62.2
SON	90	5.5
SOD	61	3.7
SOP	80	4.9
Grad Division	85	5.2
Medical Center	301	18.4

Note: Table includes Faculty and Post-Doc responses only ($n = 2,195$).

More than half of the sample were women (63%, $n = 6,030$, Figure 2).²³ Twenty-six transgender²⁴ individuals (<1%) completed the survey; 58 respondents (<1%) identified as genderqueer.²⁵ Thirty-nine respondents marked “other” in terms of their gender identity and specified “Human being,” “Masculine of center woman,” “Trans man,” “Gay,” “Awesome,” etc. Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

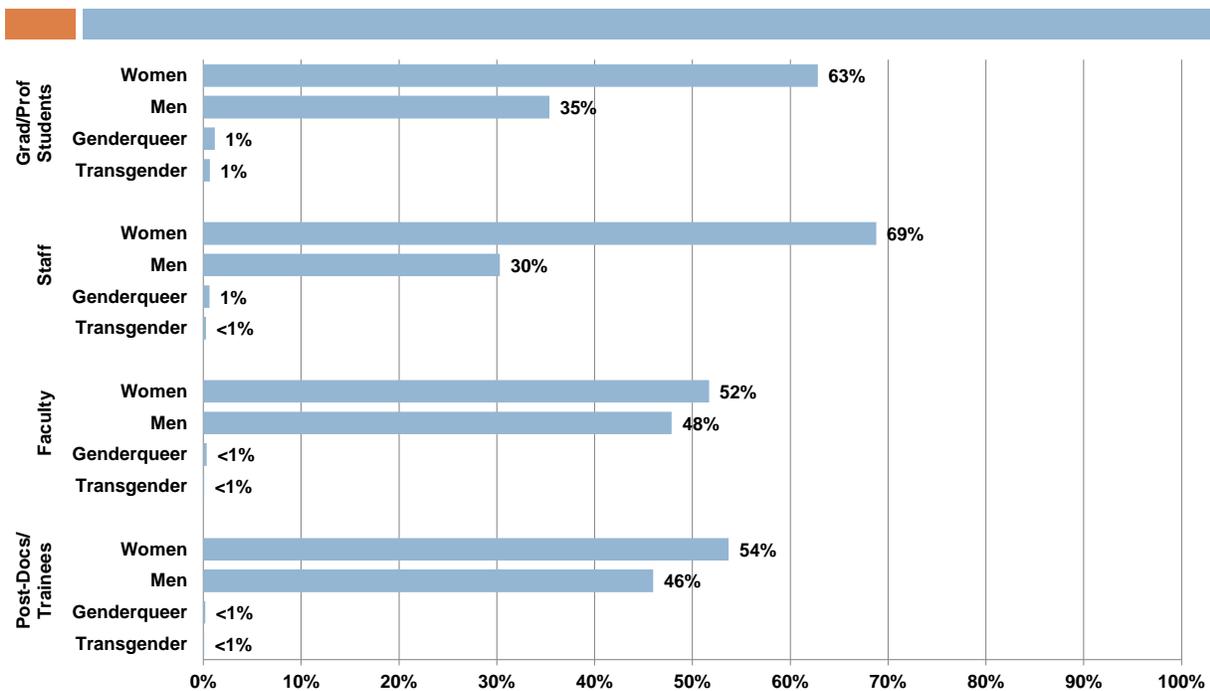


Figure 2. Respondents by Gender & Position Status (%)

²³ With regard to sex assigned at birth, the majority of respondents were female (64%, $n = 6,037$), while 35% were male ($n = 3,298$), and less than 1% were intersex ($n = 10$).

²⁴ 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.

²⁵ 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 heterosexual²⁶ (80%, $n = 7,533$). Twelve percent ($n = 1,143$) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). Thirty-six respondents (<1%) were questioning their sexual orientations, and 285 respondents (3%) identified as asexual.

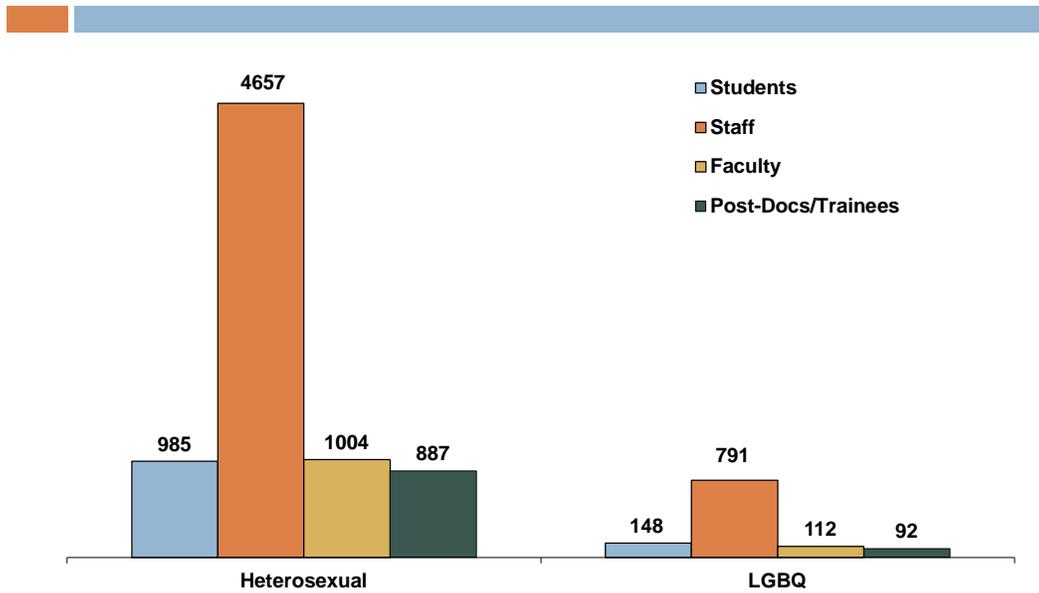
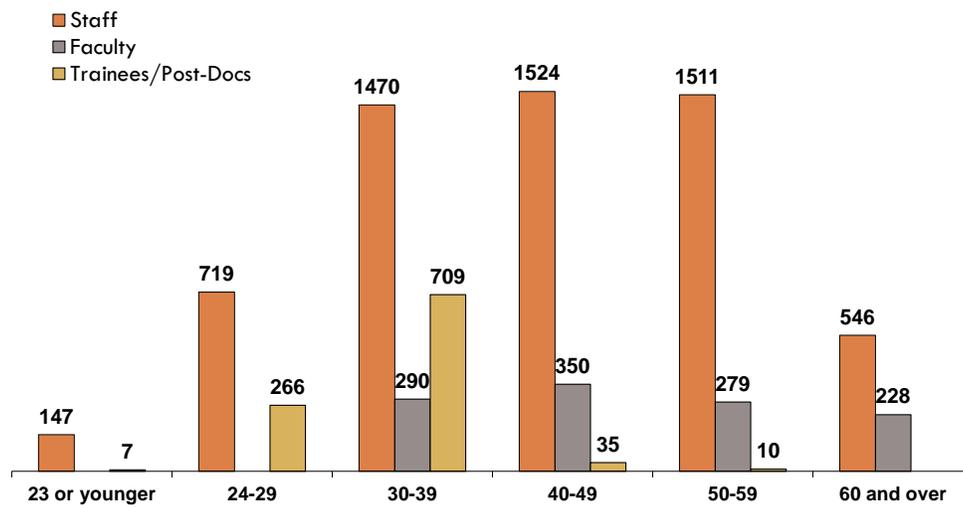


Figure 3. Respondents by Sexual Orientation & Position Status (n)

²⁶ 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.

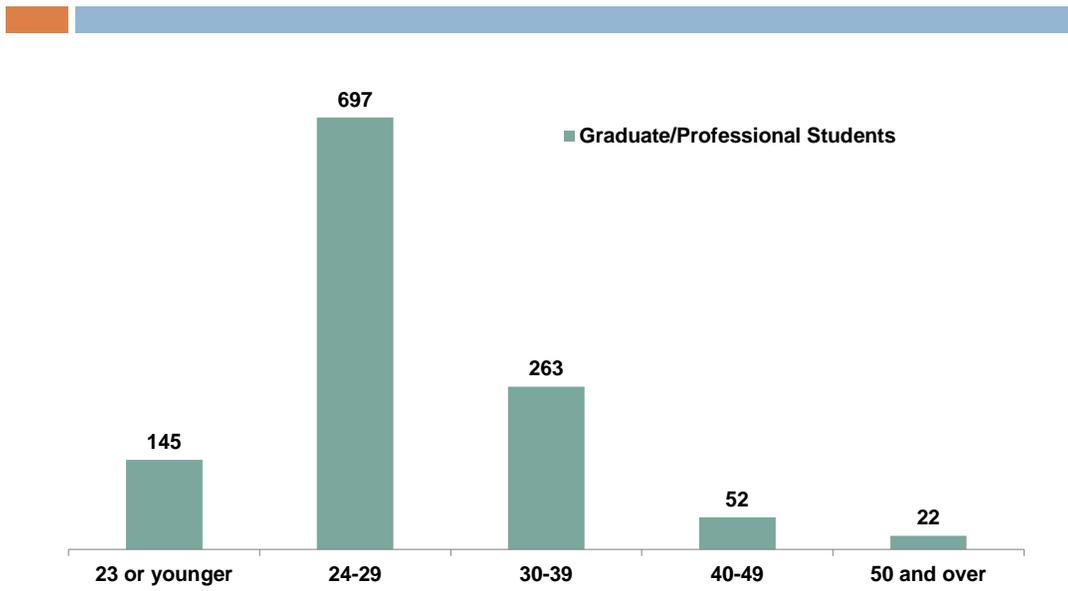
Thirty percent of Faculty members were 40 to 49 years old, and 25% of Faculty members were between the ages of 30 and 39. Twenty-six percent of Staff were between the ages of 40 and 49 or 50 and 59, and 69% of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).



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

Figure 4. Faculty, Staff, Post-Doc/Trainee Respondents by Age & Position Status (n)

Fifty-nine percent ($n = 697$) of responding Graduate/Professional Students were 24 to 29 years old (Figure 5).



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

Figure 5. Graduate/Professional Student Respondents' Age (n)

With regard to race and ethnicity, 55% of the respondents identified as White.²⁷ Thirty-one percent identified as Asian/Asian American, 11% identified as Hispanic/Latino, 6% identified as African American/African/Black, 4% identified as Middle Eastern/Southwest Asian/North African, and one percent identified as American Indian/Alaskan Native or Pacific Islanders (Figure 6).

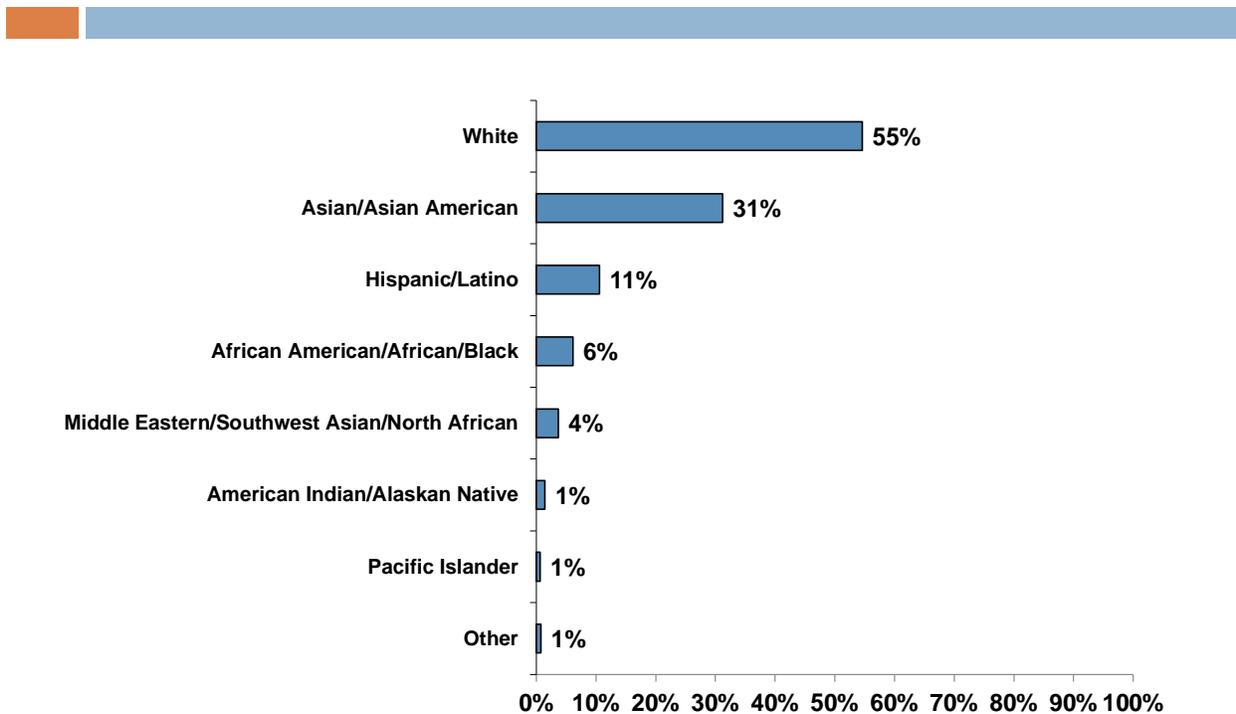


Figure 6. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

²⁷ The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers are directed to Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (47%, $n = 4,396$) as their identity (Figure 7). For the purposes of some analyses,²⁸ the categories Underrepresented Minority²⁹ (16%, $n = 1,496$), Other People of Color³⁰ (34%, $n = 3,173$), and Multi-Minority³¹ (1%, $n = 133$) were created.

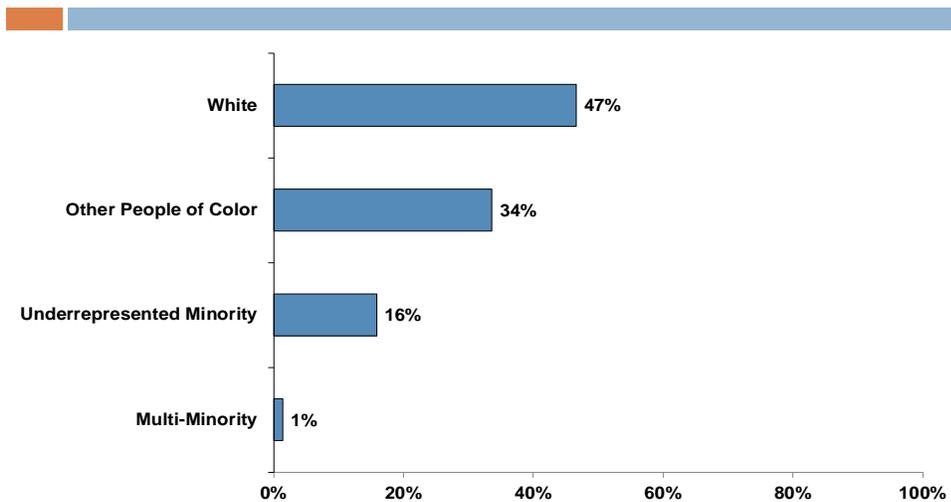


Figure 7. Respondents' Racial/Ethnic Identity (%)

²⁸ 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.

²⁹ 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.

³⁰ 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.

³¹ 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 item³² 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” (33%, $n = 3,103$). Eighty respondents (1%) chose a Muslim³³ affiliation, 401 individuals (4%) chose a Jewish³⁴ affiliation, and 592 people (6%) chose “other” affiliations.³⁵ Forty-four percent of respondents ($n = 4,121$) reported no affiliation,³⁶ and 638 people (7%) reported multiple affiliations³⁷ (Figure 8).

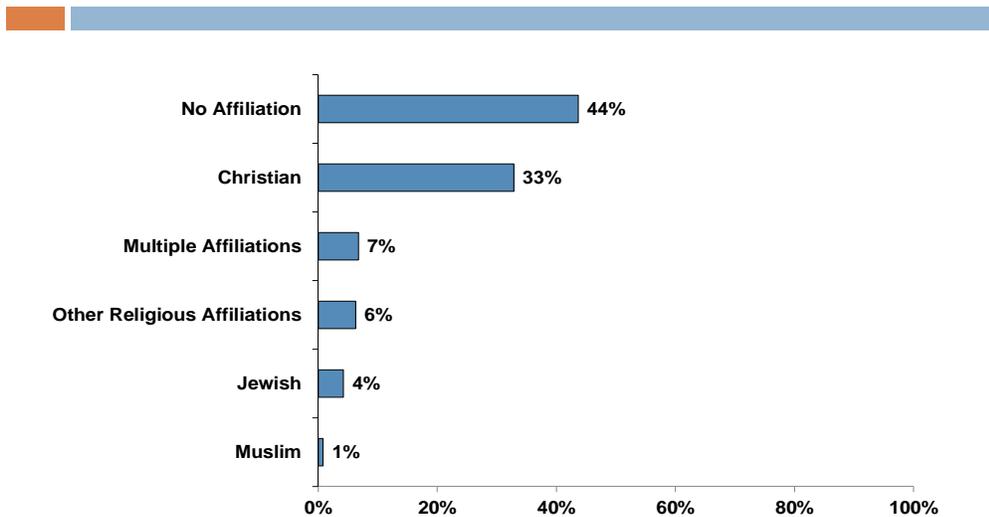


Figure 8. Respondents’ Religious/Spiritual Affiliation (%)

³² Readers are referred to Appendix B Table B26 for a complete listing of respondents’ religious/spiritual affiliations.

³³ Muslim affiliations include Ahmadi Muslim, Muslim, Shi’ite, Sufi, and Sunni.

³⁴ Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

³⁵ Other affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

³⁶ No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

³⁷ Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Forty-nine percent of all respondents ($n = 4,606$) were married or remarried, while 29% ($n = 2,754$) were single (never married, divorced, or widowed). Nine percent ($n = 869$) were partnered, and 2% ($n = 223$) were partnered in a civil union or registered domestic partnership.

The majority of Graduate/Professional Student respondents and Post-doc/Trainee respondents had no dependent care responsibilities. Eight percent of Graduate/Professional Students were caring for children under the age of 18 years ($n = 93$) and 23% of Post-doc/Trainee respondents were caring for children under the age of 18 years ($n = 234$) (Figure 9).

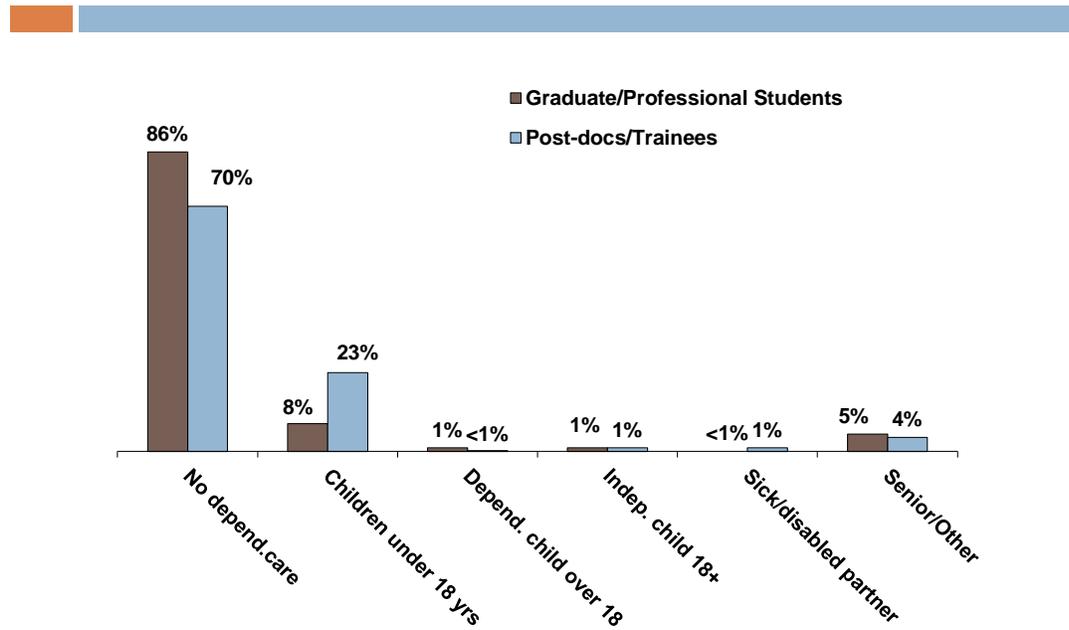


Figure 9. Graduate/Professional Student and Post-doc/Trainee Respondents' Dependent Care Status (%)

Fifty percent of staff ($n = 3,035$) had no dependent care responsibilities and 36% of faculty ($n = 413$) had had no dependent care responsibilities. Twenty nine percent of Staff respondents ($n = 1,749$) and 46% of Faculty respondents ($n = 536$) were caring for children under the age of 18 years (Figure 10). Fifteen percent of Staff respondents ($n = 934$), 13% of Faculty ($n = 151$), and were responsible for senior or other family members (Figure 10).

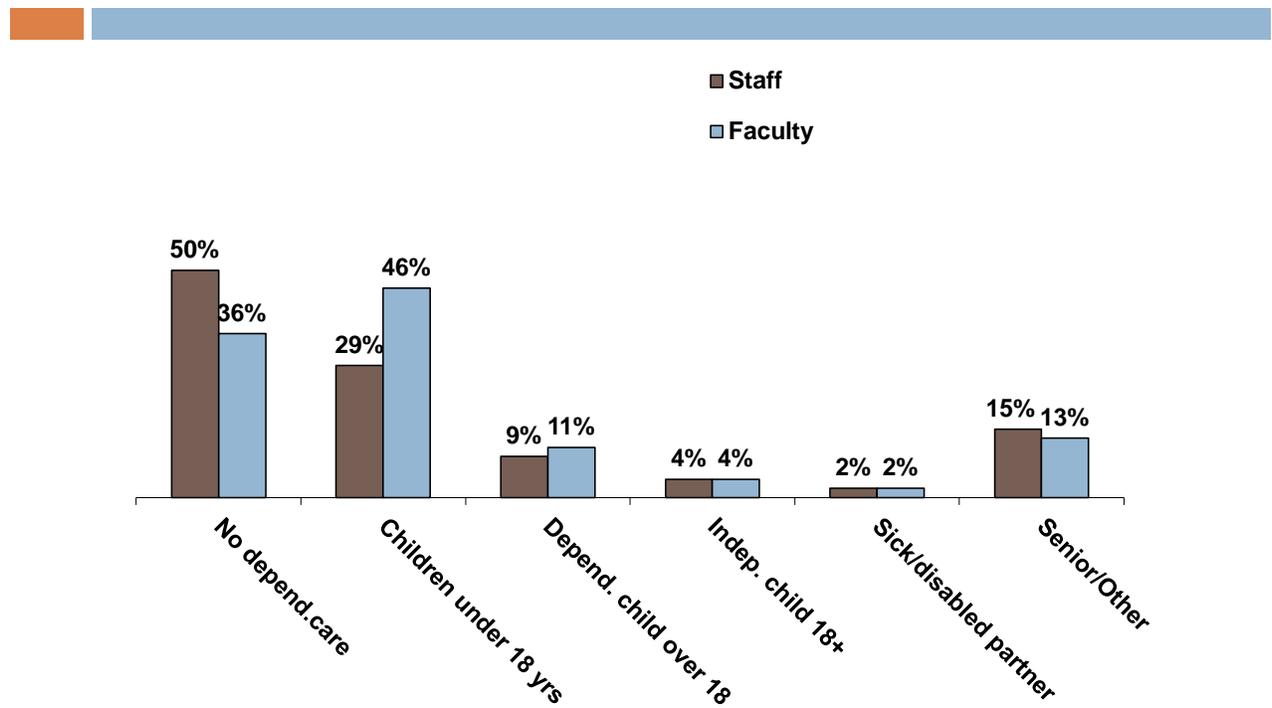


Figure 10. Faculty and Staff Respondents' Dependent Care Status by Position (%)

Ninety-five percent of all respondents ($n = 8,946$) had never been in the military. Two percent of respondents ($n = 194$) were veterans, 40 people were reservists (<1%), 15 were active military members (<1%), and 26 were ROTC (<1%).

Twenty-four percent of respondents ($n = 2,275$) considered their political views “middle of the road.” Fifty-four percent ($n = 5,077$) were “liberal”/“far left,” while 6% ($n = 555$) considered themselves “conservative”/“far right” (Table 8).

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	512	5.4
Liberal	4,565	48.4
Moderate or middle of the road	2,275	24.1
Conservative	535	5.7
Far right	20	0.2
Undecided	969	10.3
Other	269	2.9

Twenty percent of respondents ($n = 1,843$)³⁸ had disabilities that substantially affect major life activities. Five percent of respondents ($n = 455$) said they had medical conditions, 4% ($n = 336$) had mental health/psychological conditions, and 2% ($n = 181$) had physical/mobility conditions that do not affect walking (Table 9).

Table 9. Respondents’ Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	26	0.3
Attention Deficit/Hyperactivity Disorder	179	1.9
Asperger’s/Autism Spectrum	12	0.1
Blind	5	0.1
Low vision	103	1.1
Deaf	13	0.1
Hard of Hearing	156	1.7
Learning disability	108	1.1
Medical Condition	455	4.8
Mental health/psychological condition	336	3.6
Physical/Mobility condition that affects walking	127	1.3
Physical/Mobility condition that does not affect walking	181	1.9
Speech/Communication	62	0.7
Other	80	0.8
I have none of the listed conditions	7,555	80.1

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

³⁸ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 1,436 (15%). The duplicated total ($n = 1,843$; 20%) is reflected in Table 9 in this report and in Appendix B.

Ninety percent of participants who completed this survey were U.S. citizens,³⁹ 8% were Non-U.S. citizens,⁴⁰ and 0.3% of respondents were undocumented residents⁴¹ (Table 10). Subsequent analyses revealed that one undocumented respondent identified as Graduate/Professional Student and one undocumented respondent identified as a staff member. Three percent of Graduate/Professional Students ($n = 32$), 1% of Staff ($n = 61$), 2% of Faculty ($n = 18$), and 26% of Post-Docs/Trainees ($n = 269$) were Non-U.S. Citizens.

Table 10. Respondents' Citizenship Status

	<i>n</i>	%
U.S. citizen	8,564	90.8
Permanent Resident	450	4.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	383	4.1
Other legally documented status	20	0.2
Undocumented resident	<5	--

Sixty-seven percent of respondents ($n = 6,270$) said only English was spoken in their homes. Seven percent ($n = 657$) indicated a language other than English was spoken in the home, while 26% ($n = 2,417$) indicated that English and another language were spoken in their homes. Some of the other respondents indicated the primary languages they spoke at home were Abyssinian Languages, ASL, Amharic, Arabic, Assyrian, Bengali, Bisaya, Bosnian, Breton, Bulgarian, Burmese, Cantonese, Cebuano, Chaldean, Chinese, Danish, Dutch, Ebonics, Farsi, Filipino, Finnish, Fookian, French, German, Greek, Gujarti, Hebrew, Hindi, Hmong, Hokkien, Hungarian, Icelandic, Igbo, Ilocano, Indonesian, Italian, Japanese, Kannada, Kashmiri, Khmer, Korean, Krio, Kurdish, Kweyol, Laotian, Luo, Mandarin, Marathi, Myanmar, Nawdoun, Nepali, Norwegian, Palauan, Pangasinan, Pampango, Pilipino, Polish, Portuguese, Punjabi, Russian,

³⁹ 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.

⁴⁰ Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

⁴¹ Undocumented Residents included those individuals who marked only the undocumented resident response choice.

Serbian, Slovak, Spanish, Swahili, Swedish, Swiss German, Tamil, Tagalog, Taiwanese, Telugu, Thai, Tibetan, Tigrigna, Turkish, Ukrainian, Urdu, Vietnamese, Waray-Waray, Yiddish, Yoruba, etc.

Thirty-six percent of Staff respondents ($n = 2,204$) indicated that the highest level of education they had completed was a bachelor's degree. Seven percent had finished an associate's degree ($n = 446$), 21% had completed a master's degree ($n = 1,267$), and 10% had completed either a doctoral or other professional degree ($n = 615$).

Table 11 illustrates the level of education completed by Post-Doctoral researchers, Trainees, and Graduate/Professional Students’ parents or legal guardians. Subsequent analyses indicated that 20% of Graduate/Professional Student respondents ($n = 239$) and 21% of Post-doc/Trainee respondents ($n = 216$) were first-generation students.⁴²

Table 11. Post-Docs’/Trainees’, and Graduate/Professional Students’ Parents’/Guardians’ Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	60	5.1	59	5.0
Some high school	57	4.8	41	3.5
Completed high school/GED	116	9.8	110	9.3
Some college	94	7.9	94	7.9
Business/Technical certificate/degree	32	2.7	30	2.5
Associate’s degree	44	3.7	52	4.4
Bachelor’s degree	233	19.6	246	20.7
Some graduate work	29	2.4	41	3.5
Master’s degree	203	17.1	248	20.9
Doctoral degree	114	9.6	85	7.2
Professional degree (MD, MFA, JD)	195	16.5	145	12.2
Unknown	<5	--	9	0.8
Not applicable	<5	--	14	0.8

Note: Table reports Graduate/Professional Student and Post-doc/Trainee responses only ($n = 2,224$).

⁴² 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 percent of master's student respondents were first-year students ($n = 83$), and 39% were second-year students ($n = 65$) (Figure 11). Sixty-four percent of doctoral students were in their second or third years ($n = 605$), 12 advanced to candidacy ($n = 114$), and 5% were ABD (all but dissertation) ($n = 50$).

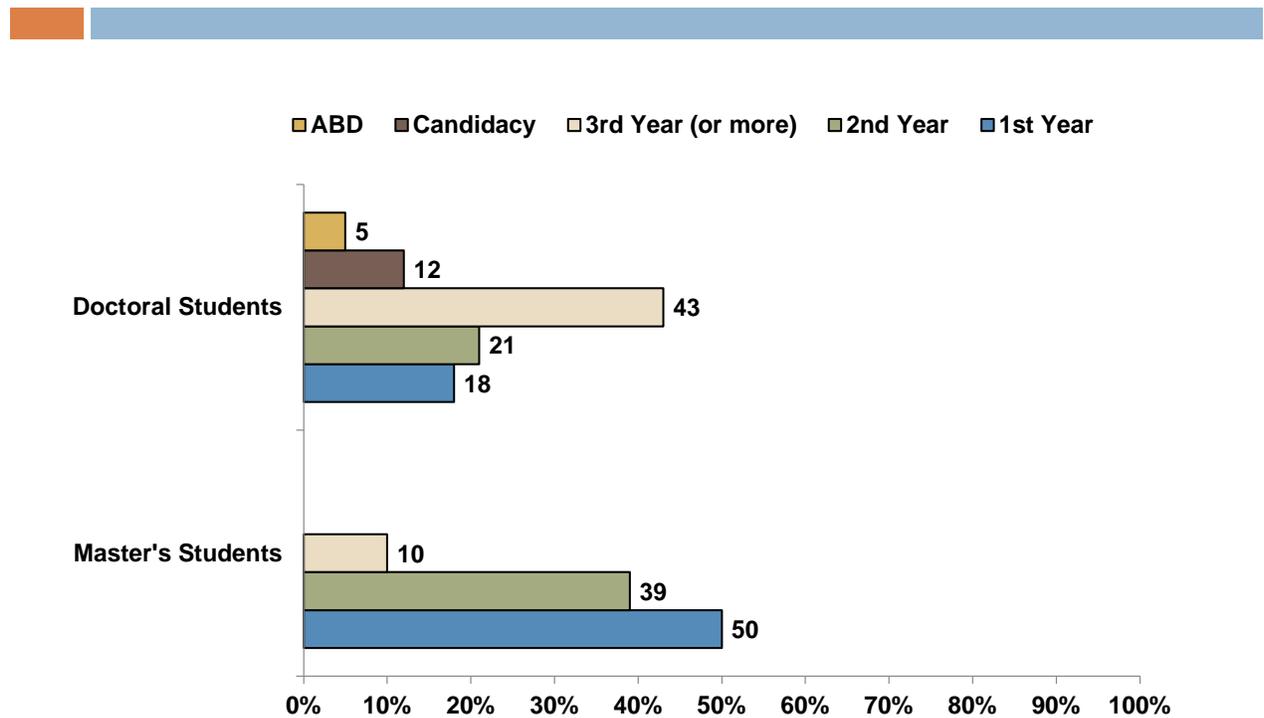


Figure 11. Graduate/Professional Student Respondents' Current Year in UCSF Career (%)

Thirty percent of Post-Docs/Trainees were in their first years at UCSF ($n = 303$), and 27% were in their second year ($n = 265$) (Figure 12). Nineteen percent ($n = 160$) were in their fifth or above at UCSF.

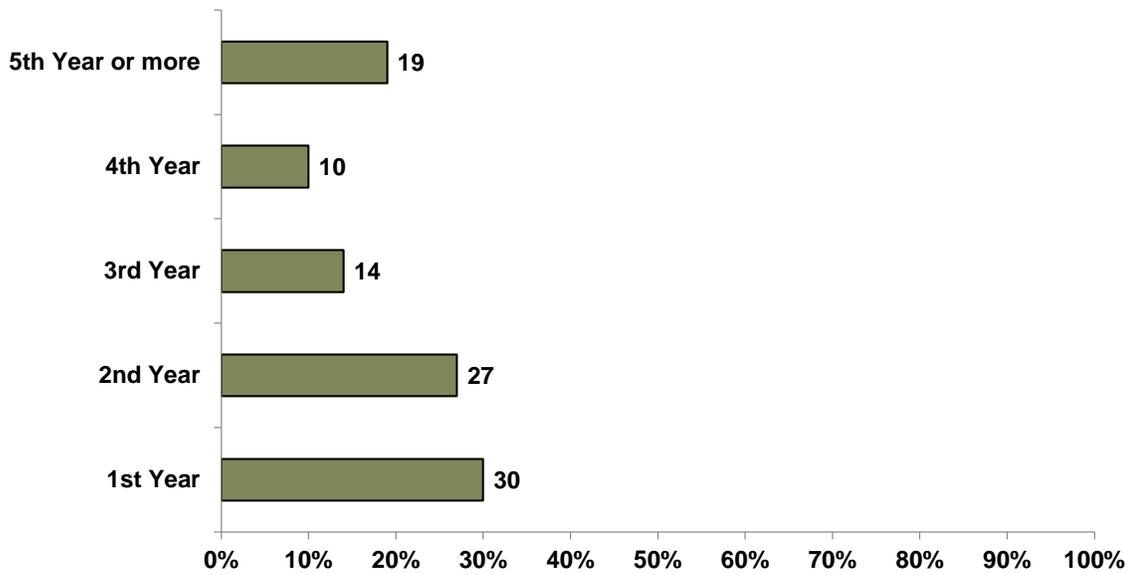


Figure 12. Post-Doc/Trainee Respondents' Current Year in UCSF Career (%)

Thirty-three percent of student respondents ($n = 383$) were enrolled to earn a Doctor of Medicine. Thirteen percent were studying for an MS in Nursing, and 13% were studying in the Doctor of Pharmacy program (Table 12).

Table 12. Graduate/Professional Students Academic Programs

Programs	<i>n</i>	%
Graduate Academic Degrees		
Biochemistry & Molecular Biology	46	4.0
Bioengineering	23	2.0
Biological & Medical Informatics	18	1.5
Biomedical Imaging	5	0.4
Biomedical Sciences	67	5.8
Biophysics Masters Entry Program in Nursing prep year	9	0.8
Cell Biology	13	1.1
Chemistry & Chemical Biology	21	1.8
Developmental Biology	<5	--
Developmental & Stem Cell Biology	5	0.4
Doctorate of Physical Therapy Science (DPTSC)	<5	--
Epidemiology & Translational Science	6	0.5
Genetics	9	0.8
Global Health Sciences	8	0.7
History of Health Sciences	<5	--
Masters in Advanced Studies - Clinical Research	<5	--
Medical Anthropology	5	0.4
Neuroscience	36	3.1
Nursing MS (includes MEPN after Prep Year)	153	13.2
Nursing PhD	50	4.3
Oral & Craniofacial Sciences	9	0.8
Pharmaceutical Sciences & Pharmacogenomics	19	1.6
Graduate Professional Degrees		
Dental Hygiene	21	1.8
Doctor of Dental Surgery	68	5.9
Doctor of Medicine	383	33.0
Doctor of Pharmacy	149	12.8
Doctor of Physical Therapy	27	2.3
International Dentist Program	<5	--
Physical Therapy MS	<5	--
Post-professional Doctor of Physical Therapy	<5	--

Note: Table includes Graduate/Professional responses only ($n = 1,187$)

Seventy-six percent of Trainees were in the School of Medicine Resident academic degree or clinical/training program at UCSF, and 19% were School of Medicine Fellows (Table 13).

Table 13. Trainees’ Academic Degrees/Clinical Training Program

	<i>n</i>	%
Dental Postgraduate	<5	--
Postdoctoral Scholars	5	1.2
School of Dentistry Fellow	<5	--
School of Dentistry Resident	8	2.0
School of Medicine Fellow	77	18.8
School of Medicine Resident	312	76.1
School of Pharmacy Fellow	<5	--
School of Pharmacy Resident	7	1.7
Dental Postgraduate	<5	--
Postdoctoral Scholars	<5	--
School of Dentistry Fellow	<5	--

Note: Table includes Trainee responses only (*n* = 420)

With regard to employment status, 69% of all Graduate/Professional Students (*n* = 819) were not employed. Nineteen percent (*n* = 226) were employed on or off campus on average one to 20 hours per week. Six percent (*n* = 73) of all Graduate/Professional Students were employed 21 to 40 hours per week, and five percent (*n* = 55) worked more than 40 hours per week.

Seventy-five percent of Graduate/Professional Student respondents (*n* = 894) were currently the sole providers for their living/educational expenses (i.e., independent) and 22% (*n* = 263) had families who were assisting with their living/educational expenses (i.e., dependent).

Forty-two percent of Graduate/Professional Student respondents reported that they or their families have annual incomes of less than \$30,000. Thirty-three percent reported annual incomes between \$30,000 and \$99,999, 10% between \$100,000 and \$149,999, and 8% between \$150,000 and \$249,999 annually. Two percent of Graduate/Professional Student respondents said that they or their families have annual incomes between \$250,000 and \$399,999, and 2% had annual incomes over \$400,000. Information is provided for those Graduate/Professional 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 13).

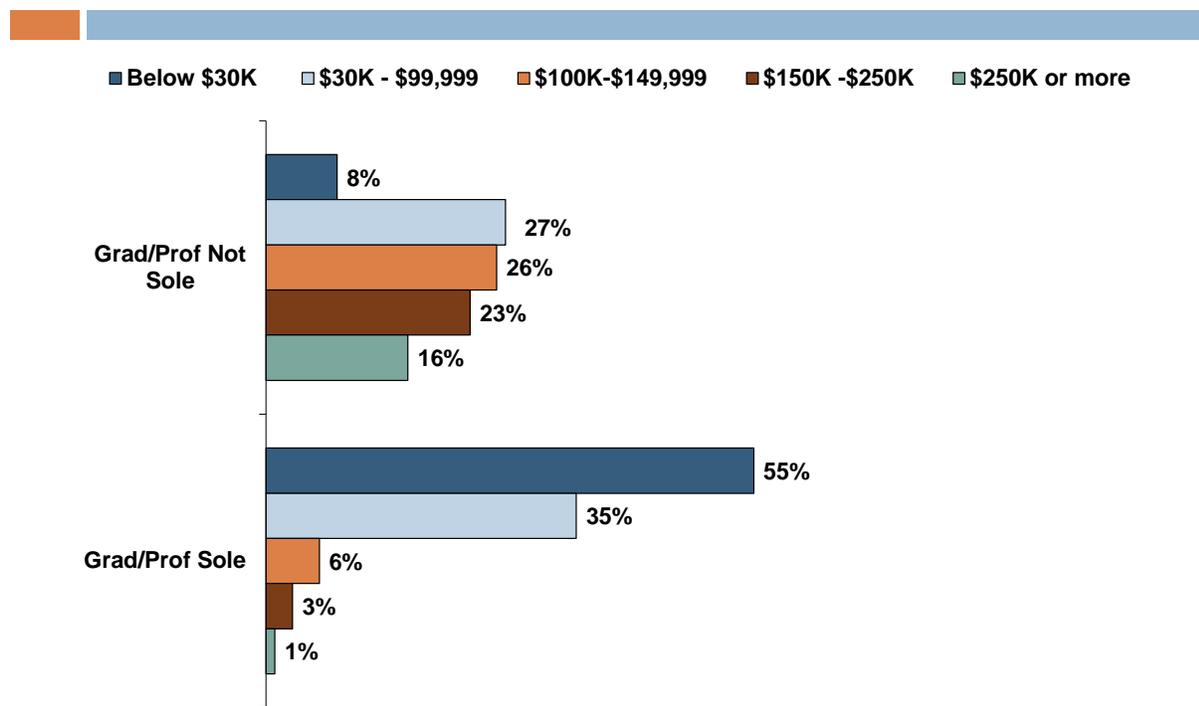


Figure 13. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Of the Graduate/Professional Students completing the survey, 85% lived in non-campus housing, and 15% lived in campus housing (Table 14). None were homeless.

Table 14. Graduate/Professional Students’ Residence

	<i>n</i>	%
Campus Housing	175	14.7
Mission Bay Housing Complex – mixed use	111	63.4
Avenue Houses - single student housing	27	15.4
145 Irving Street Apartments –single student housing	6	3.4
Aldea San Miguel Apartments - family housing	14	0.8
Aldea San Miguel Apartments - single student housing	11	0.6
Non-Campus Housing	1,011	85.2
Independently in apartment/house	243	24.0
Lives with others in an apartment/flat/house	624	61.7
Living with family member/guardian	113	11.2
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	<5	--

Note: Table includes Graduate/Professional Student responses only (*n* = 1,187)

Thirty-two percent of UCSF Graduate/Professional Student respondents did not participate in any student clubs and organizations (Table 15). Forty-eight percent were involved with academic/professional organizations, and 25% participated in community service/humanitarian organizations.

Table 15. Graduate/Professional Student Participation in Clubs Organizations at UCSF

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	375	31.6
Academic/Professional	567	47.8
Arts and Entertainment	46	3.9
Community Service/Humanitarian	291	24.5
Cultural/Ethnic/International	134	11.3
LGBTI	67	5.6
Outreach/Recruitment	180	15.2
Political/Social Issues and Advocacy	75	6.3
Religious/Philosophical/Spiritual	40	3.4
Sports/Recreation	181	15.2
Other	18	1.5

Note: Table includes only Graduate/Professional Student respondents (*n* = 1,187)
 Percentages may not sum to 100% due to multiple responses

Table 16 indicates that most Graduate/Professional Student respondents earned passing grades.

Table 16. Graduate/Professional Students' Cumulative G.P.A. at the End of Last Semester

GPA	<i>n</i>	%
Schools of Dentistry, Nursing, Pharmacy & Graduate Division		
A (4.0)	360	30.3
B (3.0)	255	21.5
C (2.0)	10	0.8
D (1.0)	<5	--
F (0.0)	<5	--
Y (Provisional Grade. Denotes a provision non-passing grade)	<5	--
I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)	<5	--
IP (In progress – For courses extending beyond one quarter)	22	1.9
P/NP (Pass/Not Passing. Dentistry and Pharmacy)	75	6.3
S/U (Satisfactory/Unsatisfactory Progress. Graduate)	49	4.1
SP/UP (Satisfactory/Unsatisfactory Progress. Dentistry)	15	1.3
NR (Not Recorded)	54	4.5
Grades in School of Medicine		
P (Pass)	336	28.3
H (Honors - Awarded in 3 rd and 4 th year for courses of 3 or more units)	112	9.4
I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)	<5	--
IP (In progress – For courses extending beyond one quarter)	7	0.6
E (Provisional Grade – A provisional non-passing grade)	<5	--
F (Fail)	<5	--

Note: Table includes Graduate/Professional Student responses only (*n* = 1,187)

Additional analyses also revealed that nine Graduate/Professional Student respondents (1%) were former foster-care youth.

Campus Climate Assessment Findings⁴³

The following section⁴⁴ reviews the major findings of this study. The review explores the climate at UCSF 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 UCSF⁴⁵

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UC’s campus. Table 17 illustrates that 76% of the survey respondents ($n = 7,144$) were “comfortable” or “very comfortable” with the climate at UCSF. Seventy-two percent of respondents ($n = 6,798$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting.

Table 17. Respondents’ Comfort With the Climate

	Comfort with Climate at UCSF		Comfort with Climate in Department/ Work Unit, College, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	2,409	25.6	2,812	29.8
Comfortable	4,735	50.2	3,986	42.3
Neither Comfortable nor Uncomfortable	1,452	15.4	1,370	14.5
Uncomfortable	693	7.4	964	10.2
Very Uncomfortable	134	1.4	292	3.1

⁴³ 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.

⁴⁴ 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).

⁴⁵ All analyses in this section examine the combined response choices of “very comfortable/“comfortable” and “uncomfortable/ “very uncomfortable”.

Figures 14 and 15 illustrate that Graduate/Professional Student respondents and Post-Docs/Trainees were most comfortable with the overall climate and the climate in their departments and work units at UCSF.

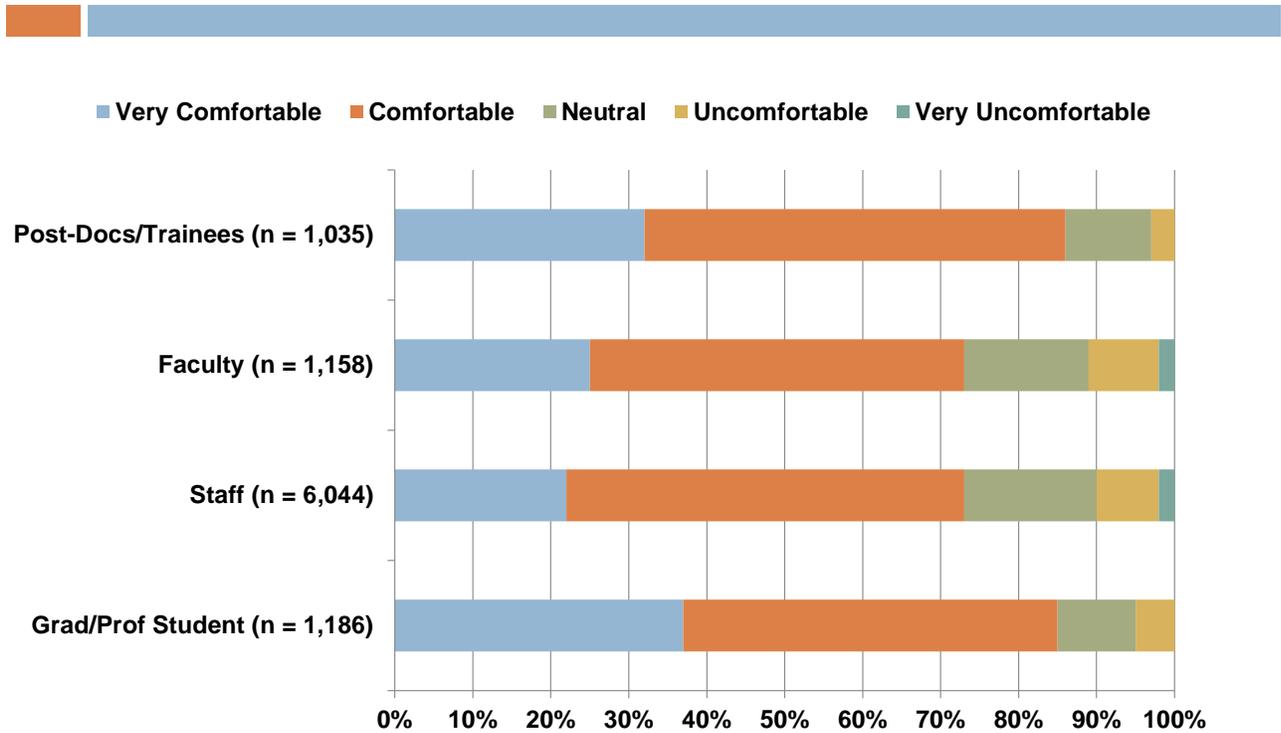


Figure 14. Comfort with Overall Climate by Position (%)

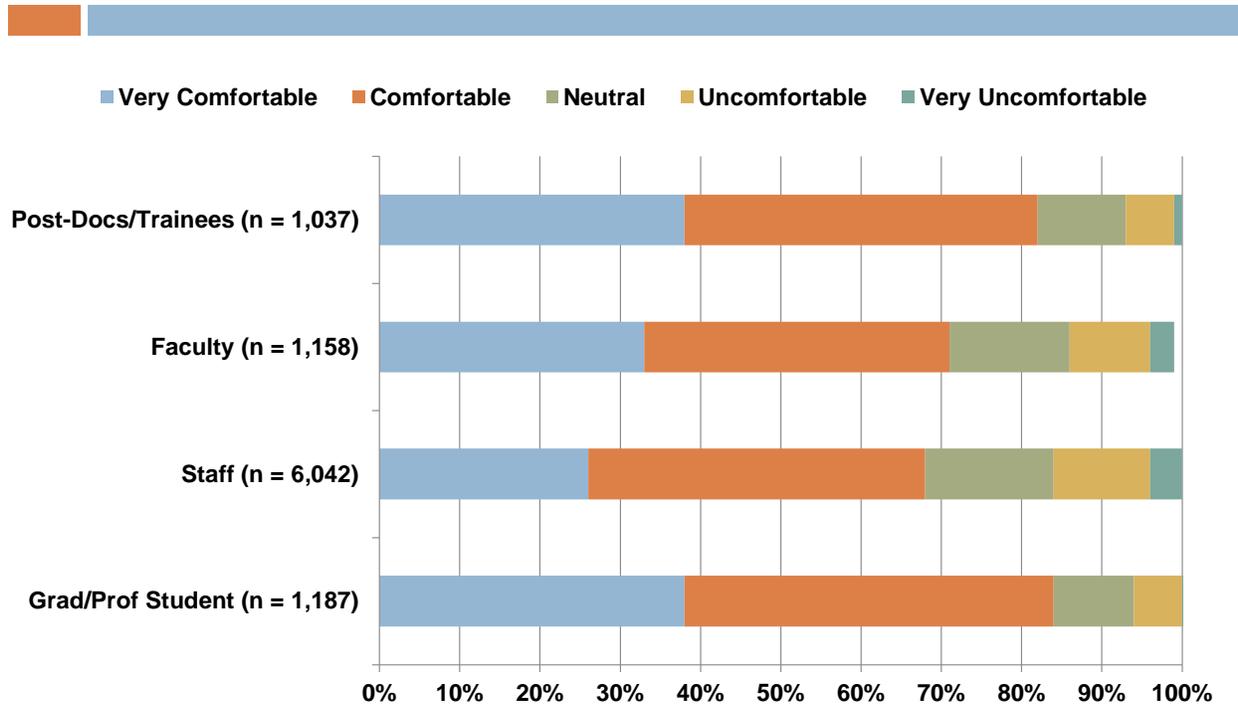


Figure 15. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 78% of Graduate/Professional Students ($n = 923$) and 39% ($n = 699$) of Faculty and Post-Docs were “comfortable” or “very comfortable” with the climate in their classes (Table 18). Readers will note that 55% of Faculty and Post-Docs indicated that this survey item was “not applicable” to them. Of the 805 Faculty and Post-Docs who found the item “applicable,” 87% ($n = 699$) were “comfortable” or “very comfortable” with the climate in their classes.

Table 18. Graduate/Professional Students’ and Faculty/Post-Docs’ Comfort With the Climate in Their Classes

	Graduate/Professional Student Students Comfort with Climate in Classes*		Faculty and Post-Docs Comfort with Climate in Classes**	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	392	33.0	289	16.3
Comfortable	531	44.7	410	23.1
Neither Comfortable nor Uncomfortable	131	11.0	86	4.9
Uncomfortable	69	5.8	15	0.8
Very Uncomfortable	7	0.6	5	0.0
Not Applicable	57	4.8	968	54.6

*Note: Graduate/Professional student responses only ($n = 1,187$)

**Note: Faculty and Post-Doc responses only ($n = 2,195$)

When comparing the data by racial identity,⁴⁶ White respondents and Other People of Color respondents were more likely than other groups to feel “very comfortable”/“comfortable” with the overall climate for diversity at UCSF and in their department/work unit/ academic unit/college/school/clinical setting (Figures 16 & 17). Underrepresented Minority respondents and Multi-Minority respondents were more likely to feel “very uncomfortable”/“uncomfortable.”

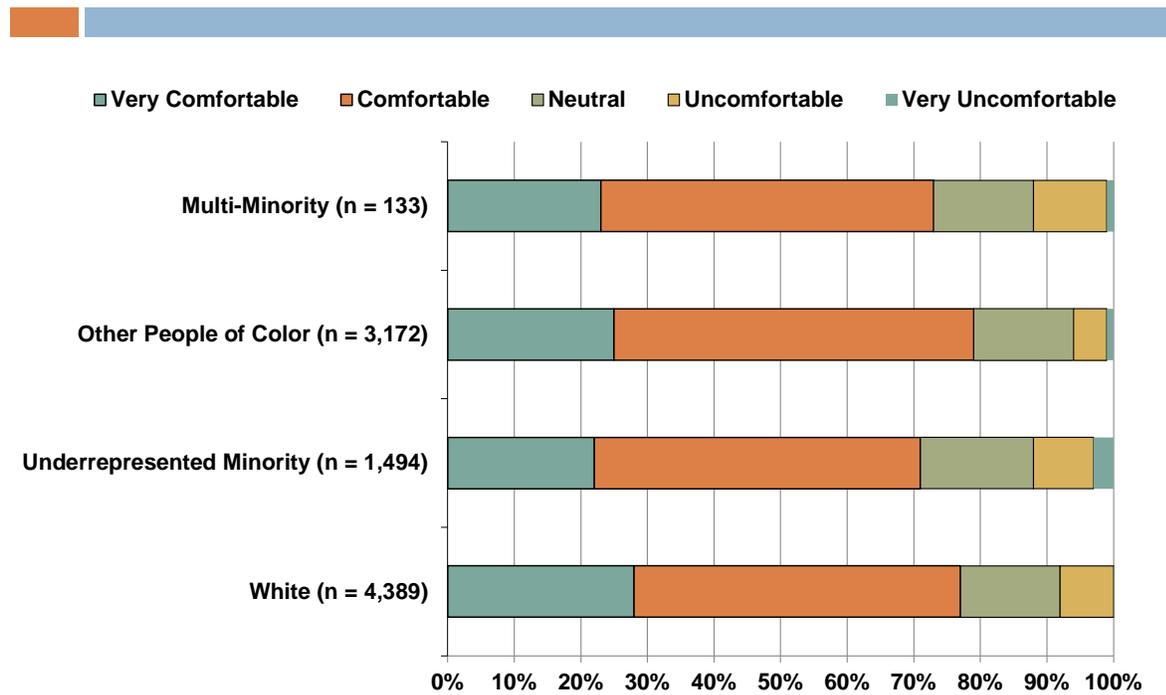


Figure 16. Comfort with Overall Climate by Race (%)

⁴⁶ 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.

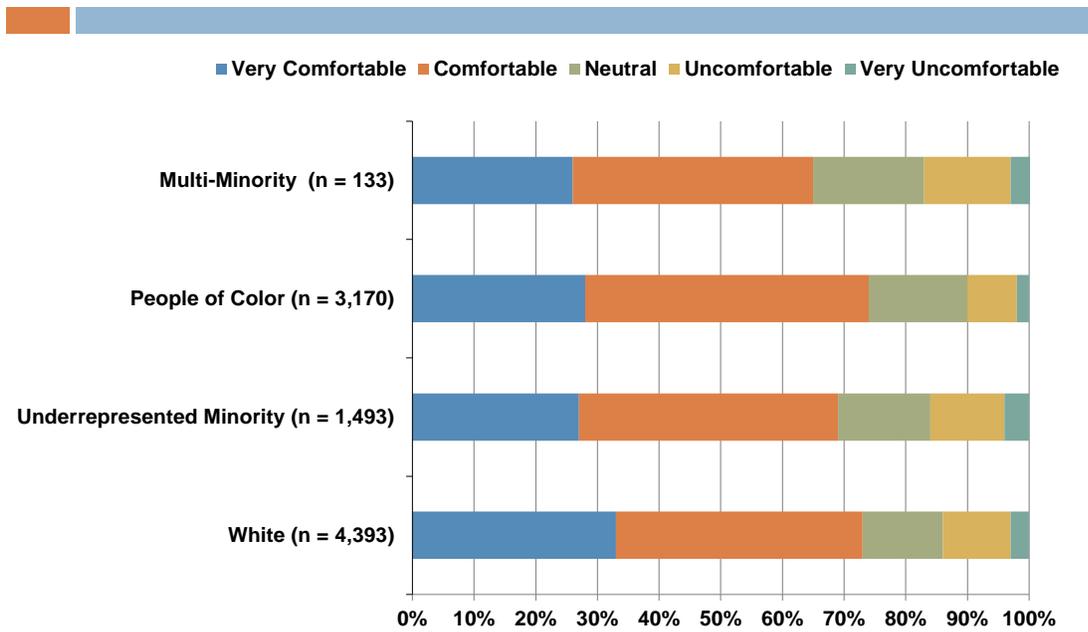


Figure 17. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 18 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, lower percentages of Underrepresented Minority respondents and Multi-Minority Respondents were “very comfortable” or “comfortable” with the climate in their classes than were White respondents and People of Color respondents.

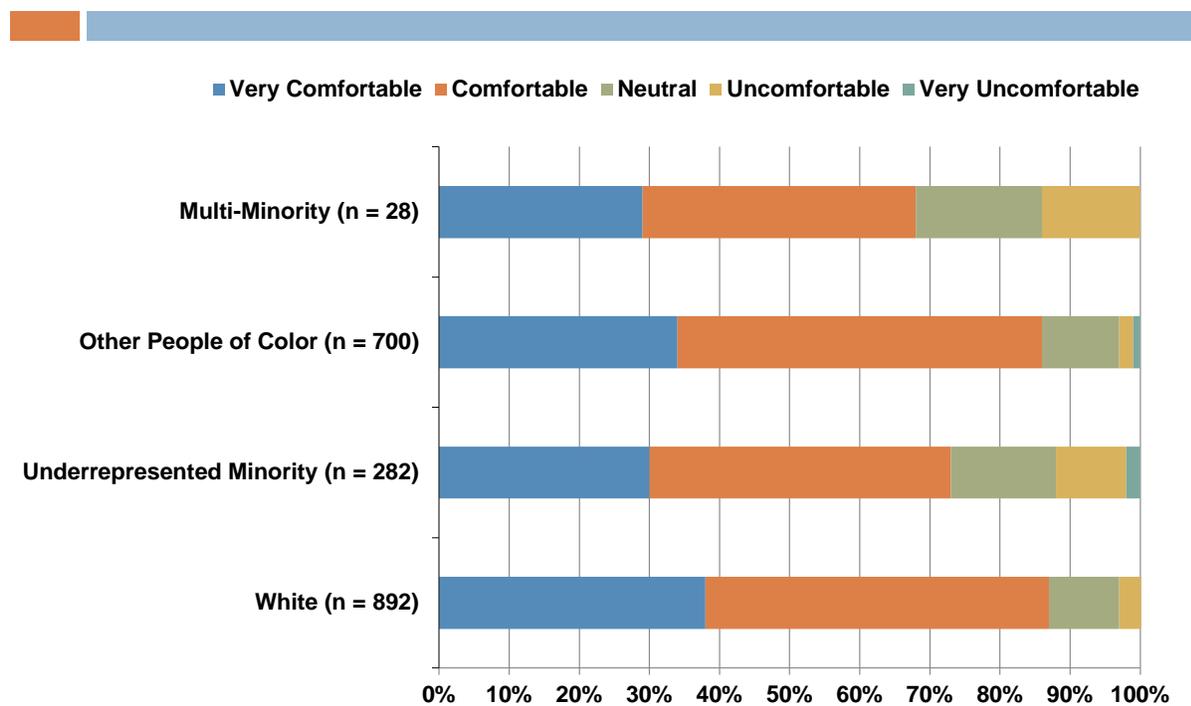


Figure 18. Graduate/Professional Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, transgender and genderqueer respondents were less comfortable than women and men with the overall climate (Figure 19).

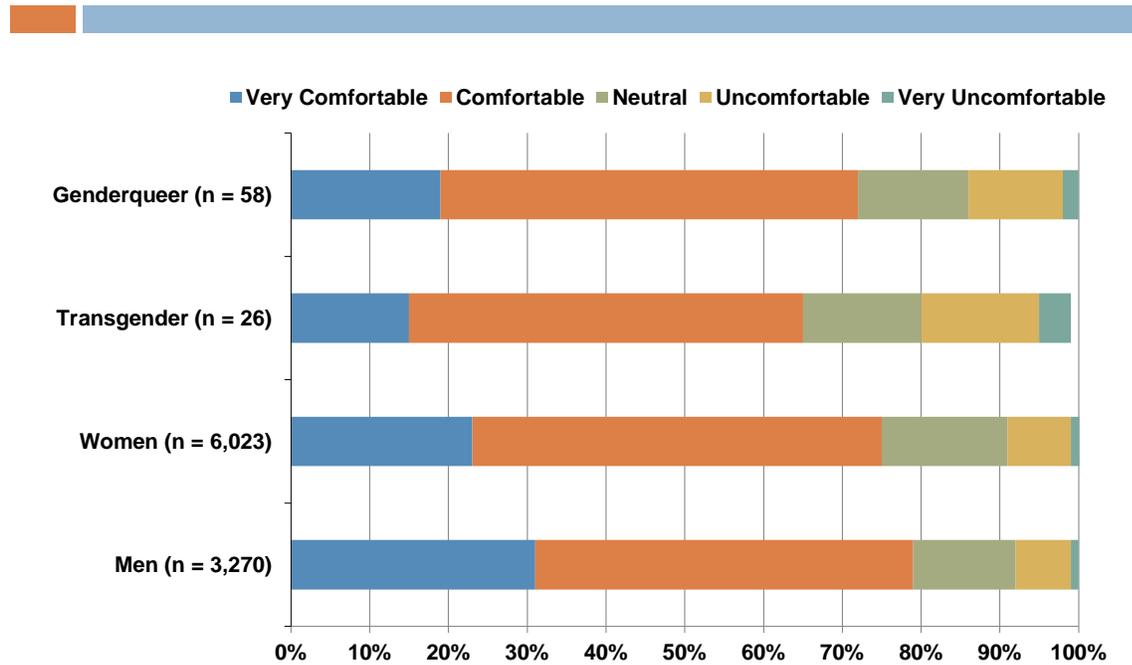


Figure 19. Comfort with Overall Climate by Gender (%)

Figure 20 suggests that transgender respondents were less comfortable than men, women, and genderqueer respondents in their department/work unit/ academic unit/college/school/clinical settings.

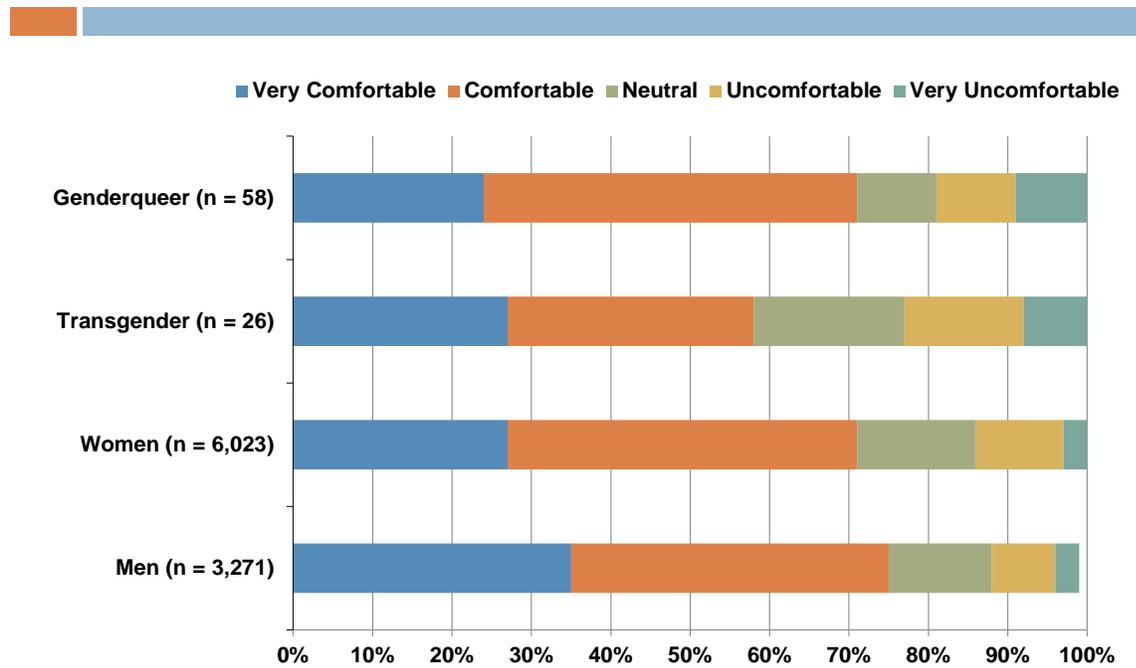


Figure 20. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

By gender, 86% of men respondents ($n = 684$), 82% of women respondents ($n = 928$), 82% of genderqueer respondents ($n = 13$), and 55% of transgender respondents ($n = 5$) were “very comfortable” or “comfortable” with the climate in their classes (Figure 21).

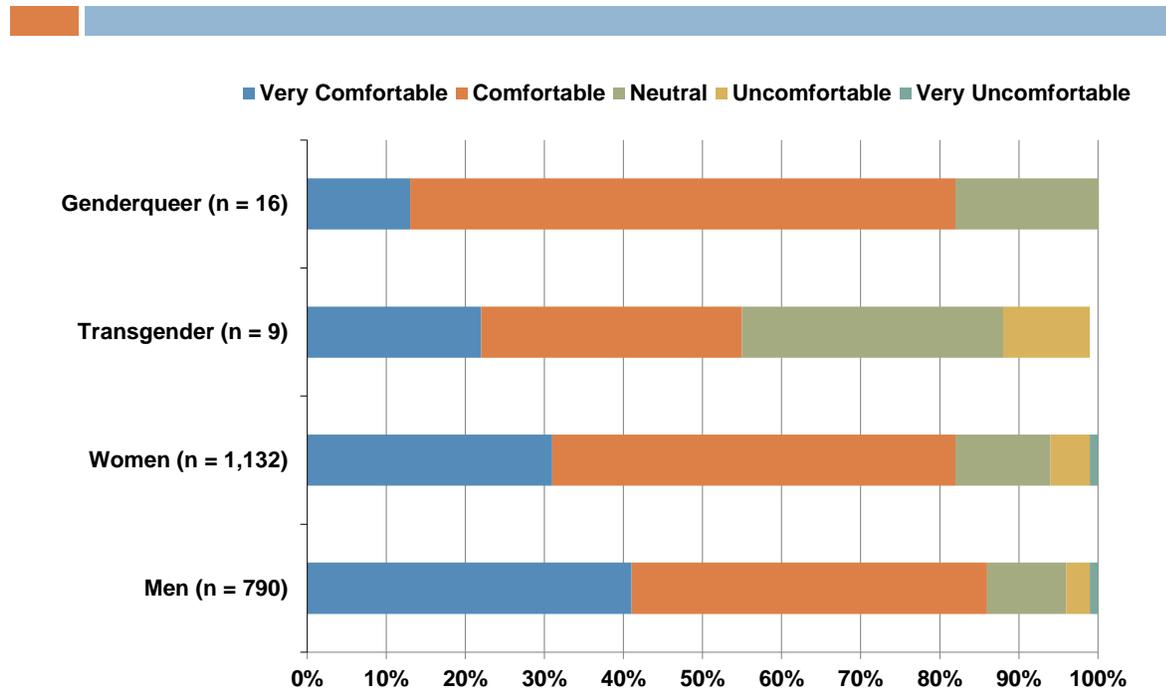


Figure 21. Graduate/Professional Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents and heterosexual respondents were similarly comfortable with the overall climate and with the climate in their departments and work units (Figures 22 & 23).

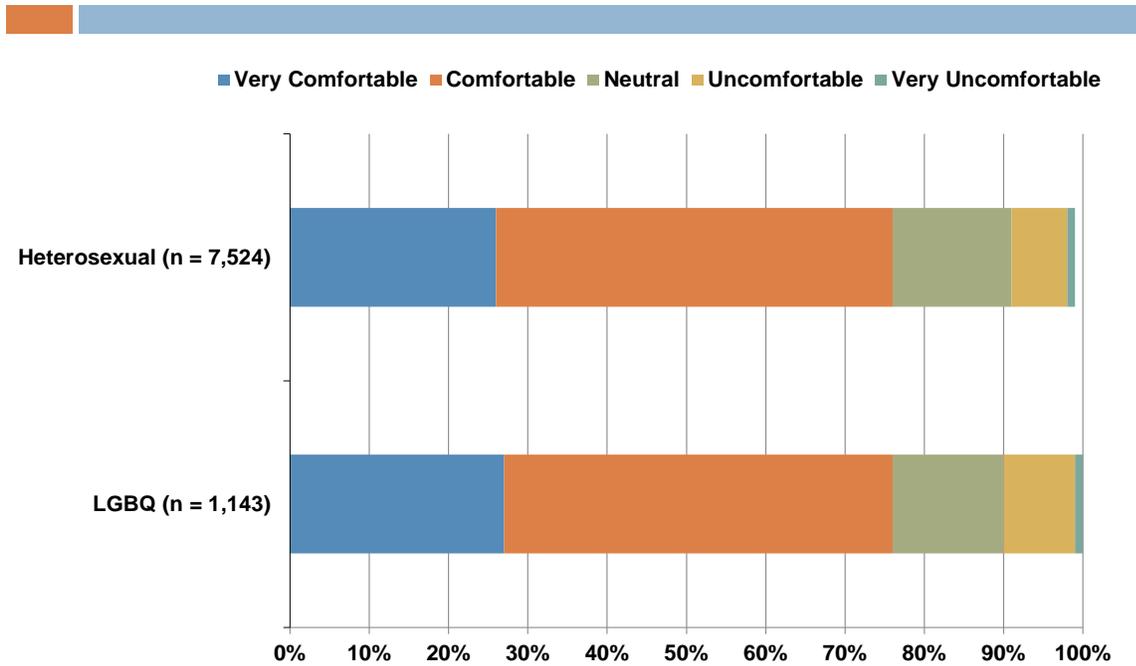


Figure 22. Comfort with Overall Climate by Sexual Orientation (%)

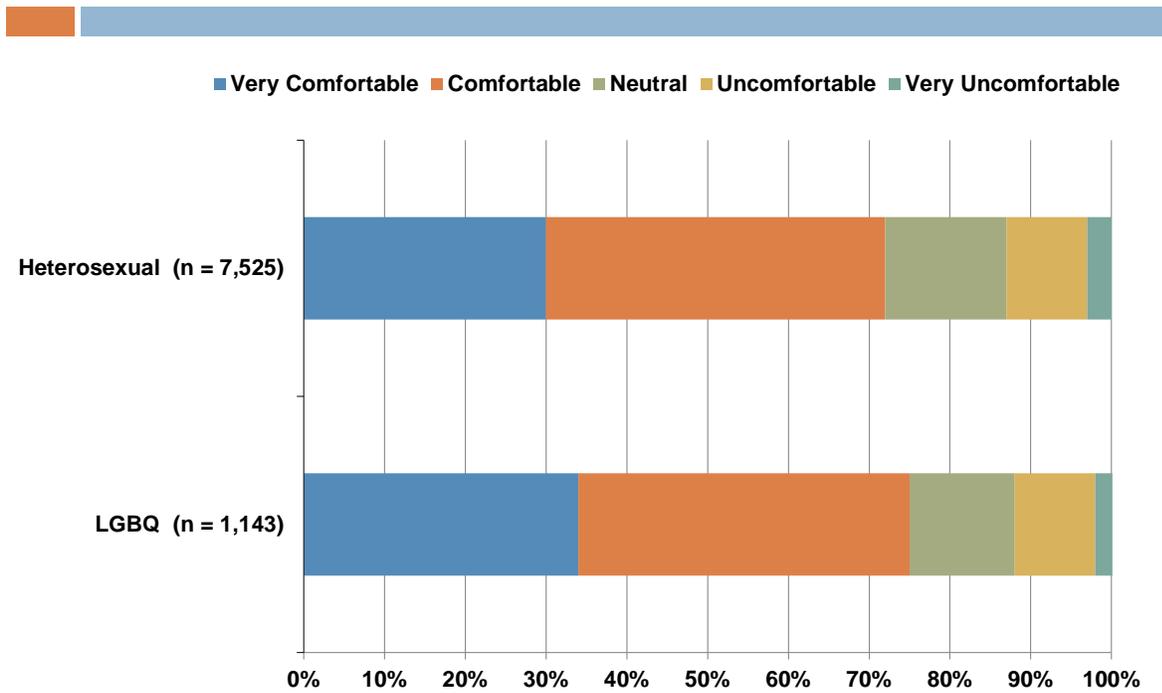


Figure 23. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Graduate/Professional Students, Faculty, and Post-Docs were less comfortable in their classes in comparison to heterosexual Graduate/Professional Students, Faculty, and Post-Docs (Figure 24).

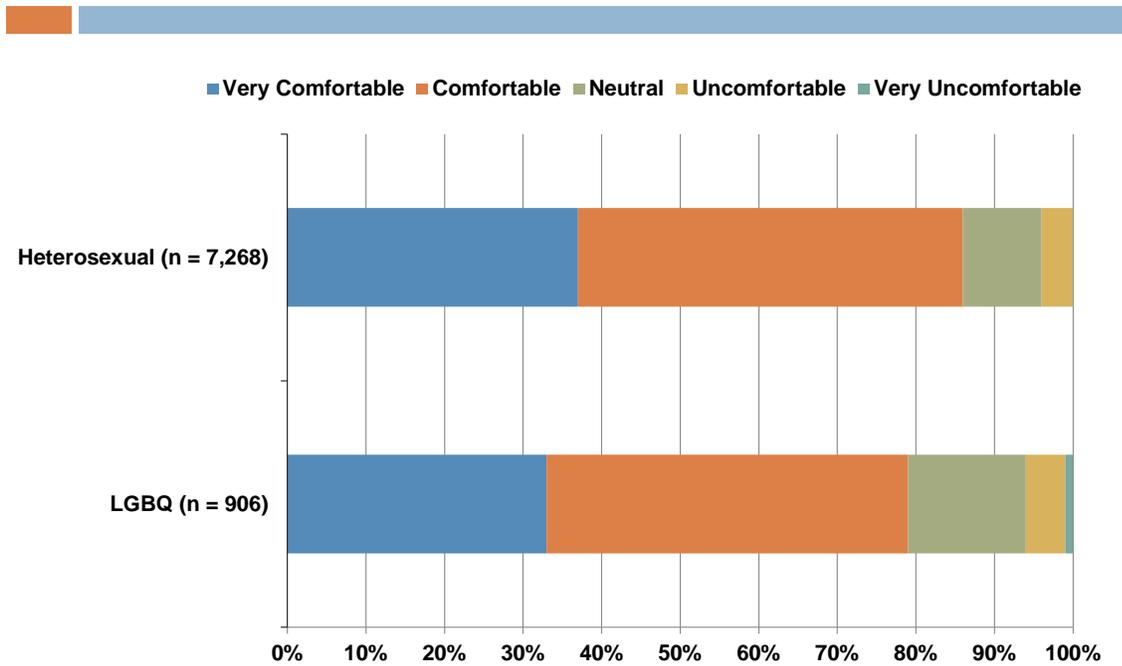


Figure 24. Graduate/Professional Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities were more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 25 - 27).

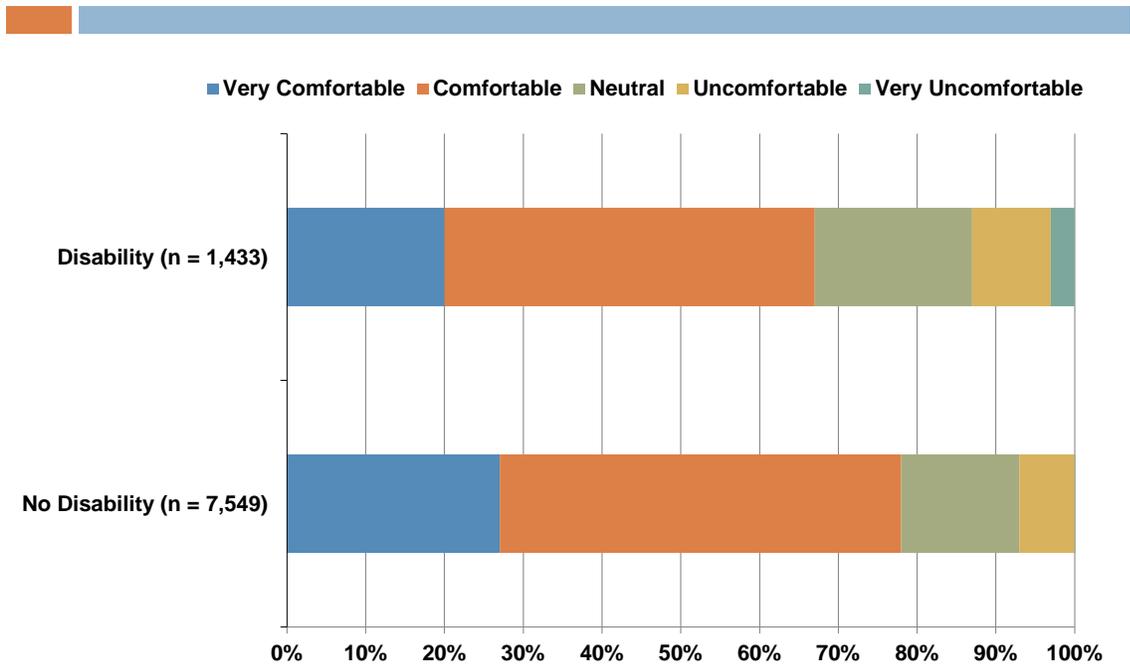


Figure 25. Comfort with Overall Climate by Disability Status (%)

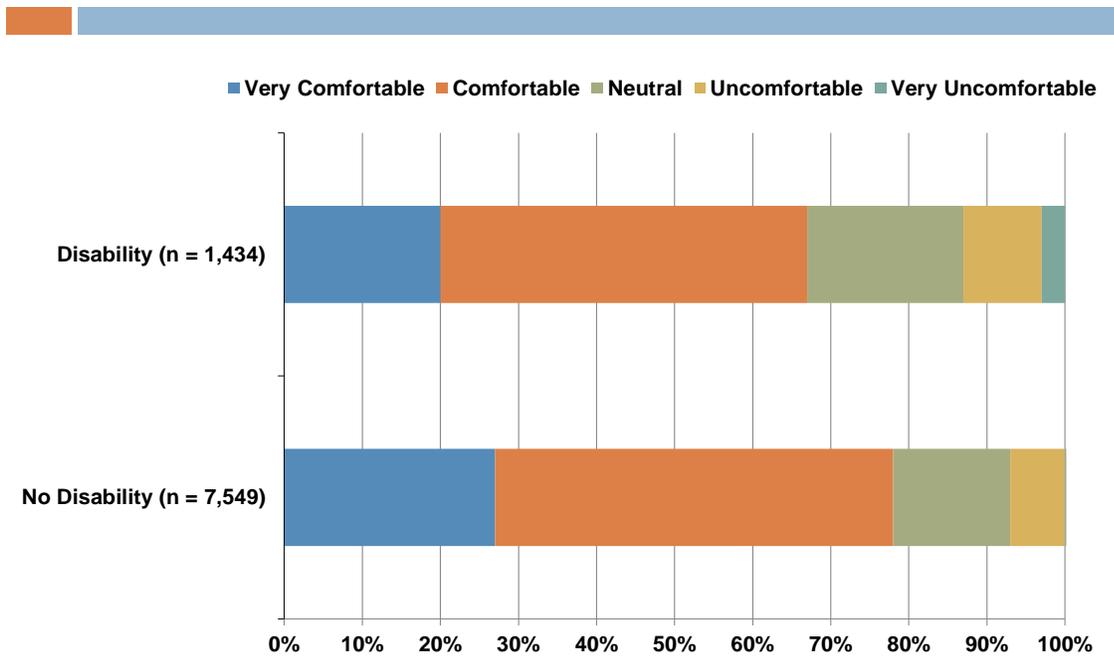


Figure 26. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

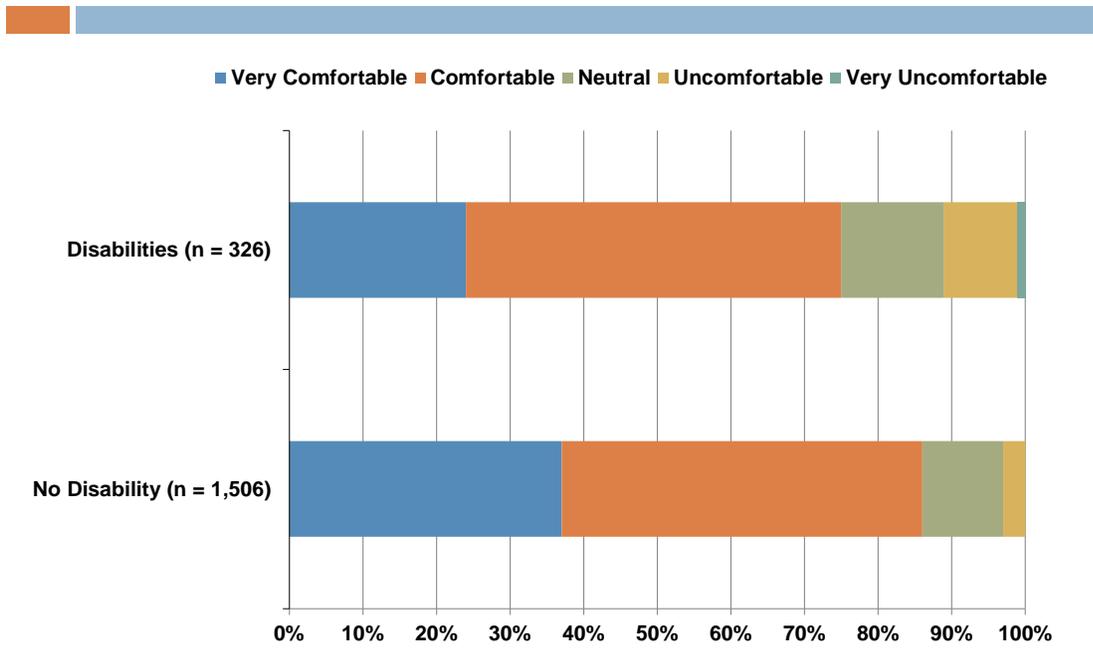


Figure 27. Graduate/Professional Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Small differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UCSF (Figure 28).

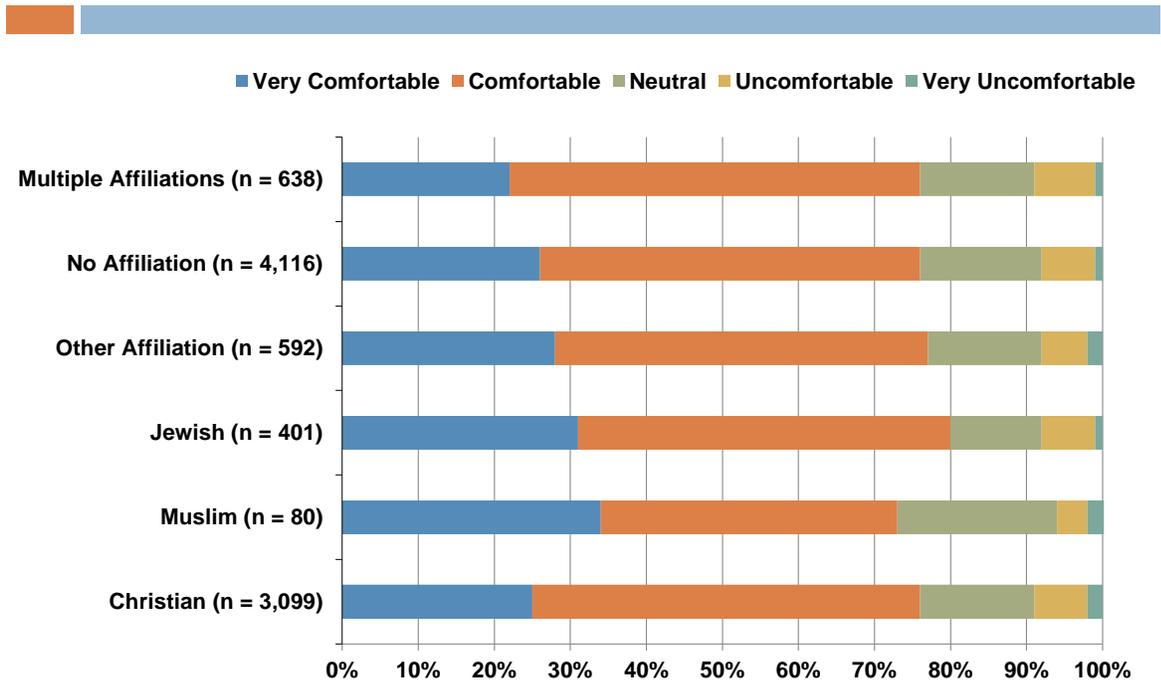


Figure 28. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

The majority of respondents reported that that were “very comfortable” or “comfortable” with the climates in their departments/work units and in their classes (Figures 29 & 30).

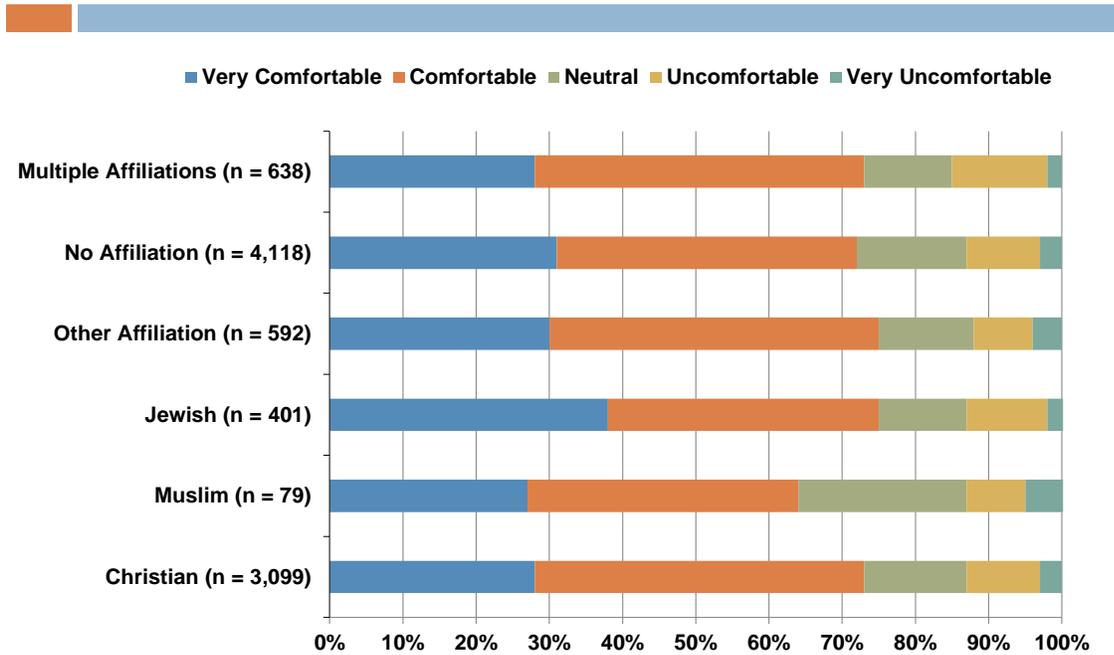


Figure 29. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

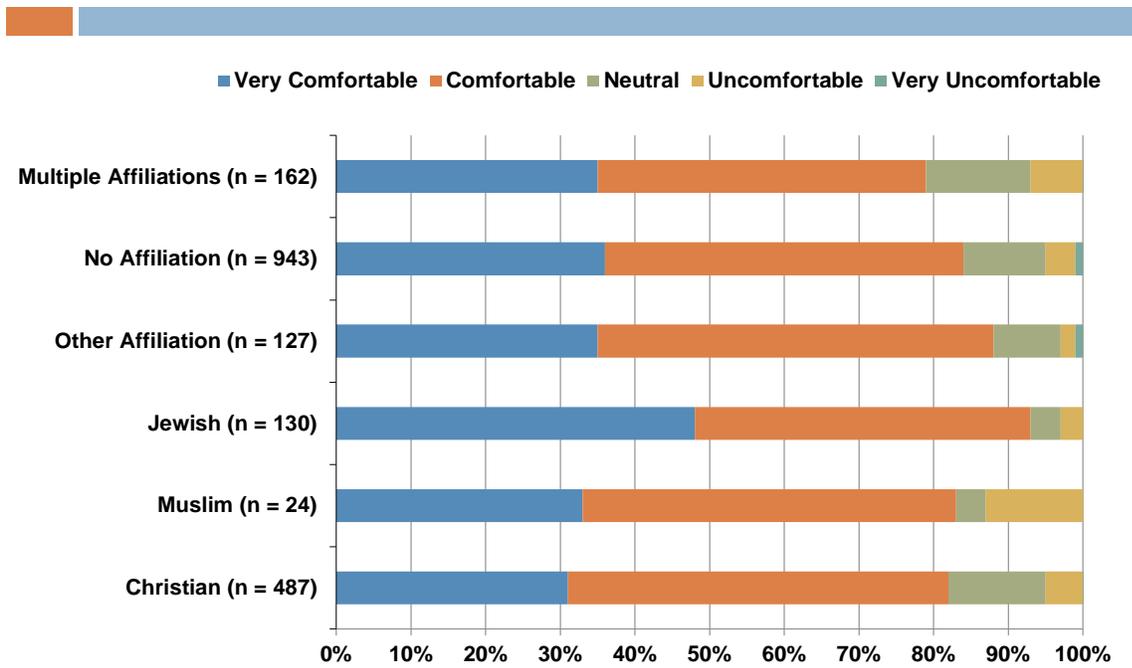


Figure 30. Graduate/Professional Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Over 75% of the respondents indicated that the overall campus climate was “very respectful” or “respectful” of all of the various races/ethnicities listed in the table (Table 19).

Table 19. Ratings of Perceptions of Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	2,355	26.1	5,066	56.2	416	4.6	83	0.9	1,094	12.1
American Indian/Alaskan Native	2,151	23.9	4,559	50.8	161	1.8	38	0.4	2,074	23.1
Asian	2,809	31.2	5,078	56.4	179	2.0	35	0.4	908	10.1
Hispanic/Latino	2,341	26.1	5,157	57.4	350	3.9	58	0.6	1,076	12.0
Middle Eastern/South Asian/North African	2,309	25.8	5,034	56.2	230	2.6	43	0.5	1,344	15.0
Pacific Islander	2,304	25.7	4,938	55.1	161	1.8	31	0.3	1,533	17.1
White	3,595	40.0	4,738	52.8	72	0.8	31	0.3	545	6.1

Table 20 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.

Table 20. Ratings of Perceptions of Campus Climate for Various Campus Groups

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	1,446	16.4	4,231	47.9	491	5.6	77	0.9	2,579	29.2
Physical health issues	2,018	22.9	4,885	55.3	252	2.9	46	0.5	1,630	18.5
Female	2,537	28.6	5,350	60.4	285	3.2	36	0.4	655	7.4
From religious affiliations other than Christian	1,990	22.6	4,784	54.4	189	2.1	33	0.4	1,801	20.5
From Christian affiliations	1,885	21.5	4,733	54.0	323	3.7	66	0.8	1,762	20.1
Gay, lesbian, bisexual, transgender	2,755	31.2	4,909	55.6	126	1.4	20	0.2	1,020	11.6
Immigrants	2,075	23.6	5,095	58.0	294	3.3	43	0.5	1,279	14.6
International students, staff, or faculty	2,313	26.4	4,915	56.0	178	2.0	28	0.3	1,343	15.3
Learning disabled	1,558	17.8	3,895	44.5	320	3.7	38	0.4	2,937	33.6
Male	3,128	35.5	4,668	53.0	122	1.4	39	0.4	850	9.7
Non-native English speakers	1,813	20.7	5,154	58.8	528	6.0	67	0.8	1202	13.7
Parents/guardians	2,099	23.9	4,907	55.8	266	3.0	26	0.3	1494	17.0
People of color	2,328	26.4	5,134	58.3	338	3.8	68	0.8	943	10.7
Providing care for adults who are disabled and/or elderly	1,857	21.2	4,277	48.8	189	2.2	39	0.4	2395	27.3
Physical disability	1,947	22.3	4,641	53.1	217	2.5	36	0.4	1895	21.7
Socioeconomically disadvantaged	1,749	20.0	4,406	50.3	690	7.9	138	1.6	1768	20.2
Socioeconomically advantaged	2,638	30.2	4,355	49.9	131	1.5	36	0.4	1576	18.0
Transgender	1,906	21.9	4,072	46.8	240	2.8	33	0.4	2451	28.2

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, only the elevators (54%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 21).

Table 21. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Physical Accessibility								
Classrooms	2,422	27.6	2,528	28.8	160	1.8	3,668	41.8
Labs	1,984	22.7	2,056	23.6	247	2.8	4,442	50.9
Campus Buildings	3,249	37.2	3,141	36.0	178	2.0	2,164	24.8
Medical Center Facilities	3,394	38.9	2,617	30.0	139	1.6	2,575	29.5
University Housing	1,254	14.5	1,015	11.7	226	2.6	6,158	71.2
Computer Training Rooms	1,973	22.8	1,707	19.7	170	2.0	4,806	55.5
Dining Facilities	3,505	40.4	2,300	26.5	152	1.8	2,725	31.4
Elevators	4,707	54.0	2,297	26.3	199	2.3	1,516	17.4
Health and Wellness Center	2,454	28.4	1,679	19.5	148	1.7	4,346	50.4
Library	3,844	44.3	1,945	22.4	69	0.8	2,815	32.5
Shuttle Transportation	3,647	41.8	2,797	32.0	205	2.3	2,080	23.8
Parking	2,735	31.4	2,354	27.0	792	9.1	2,824	32.4
Recreational Facilities	2,303	26.7	1,817	21.1	221	2.6	4,289	49.7
Restrooms	4,080	46.8	2,946	33.8	205	2.4	1,480	17.0
Walkways/pedestrian paths	4,013	46.5	2,728	31.6	141	1.6	1,748	20.3
Braille signage	1,513	17.6	1,187	13.8	202	2.3	5,702	66.3
Assistive Hearing Systems	1,018	11.9	948	11.1	229	2.7	6,339	74.3
Course Instruction/Materials								
Information in Alternative Formats	1,270	14.9	1,373	16.2	268	3.2	5,586	65.7
Instructional Materials	1,444	17.1	1,448	17.1	254	3.0	5,314	62.8
Website								
UCSF Website (UCSF.edu)	3,479	41.4	2,041	24.3	189	2.2	2,702	32.1

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-nine percent ($n = 2,274$) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCSF within the past year. Twelve percent of respondents ($n = 1,129$) said that the conduct interfered with their ability to work or learn⁴⁷ at UCSF, and 17% of respondents ($n = 1,595$) felt the conduct did not interfere with their ability to work or learn on campus.

Table 22 reflects 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). Of the 2,274 respondents who experienced such conduct, 28% of respondents said the conduct was “very often”/“often” based on their position ($n = 677$). Others said they “very often”/“often” experienced such conduct based on their educational level (14%, $n = 329$), their ethnicity (12%, $n = 289$), their age (12%, $n = 286$), their discipline of study (11%, $n = 263$), their race (11%, $n = 247$), etc.

⁴⁷ 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 22. Bases and Frequency of Exclusionary, Intimidating, Offensive or Hostile Conduct

Note: Only answered by respondents who experienced exclusionary conduct (29%, *n* = 2,724)

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	57	2.4	144	6.2	276	11.8	361	15.5
Age	92	3.9	194	8.2	456	19.2	487	20.5
Ancestry	86	3.7	112	4.8	275	11.8	497	21.4
Country of origin	71	3.0	99	4.3	235	10.1	464	19.9
Discipline of study	87	3.8	176	7.6	309	13.4	379	16.4
Educational level	124	5.2	205	8.7	421	17.8	442	18.7
Educational modality (on-line, classroom)	28	1.2	53	2.3	123	5.4	370	16.1
English language proficiency/accent	74	3.2	84	3.6	201	8.7	400	17.3
Ethnicity	137	5.8	152	6.5	351	15.0	440	18.8
Gender identity	69	3.0	122	5.3	229	9.9	438	18.9
Gender expression	55	2.4	76	3.3	143	6.2	458	19.8
Immigrant/citizen status	47	2.0	41	1.8	99	4.3	391	17.0
International Status	37	1.6	35	1.5	94	4.1	351	15.2
Learning disability	30	1.3	28	1.2	90	3.9	341	14.8
Marital status (e.g. single, married, partnered)	38	1.7	63	2.7	194	8.4	468	20.3
Medical condition	64	2.8	60	2.6	151	6.6	404	17.6
Military/veteran status	13	0.6	13	0.6	40	1.7	242	10.5
Parental status (e.g., having children)	56	2.4	74	3.2	211	9.1	355	15.3
Participation in an organization/team	41	1.8	54	2.3	107	4.8	274	12.3
Physical characteristics	69	3.0	70	3.0	240	10.4	431	18.7
Physical disability	33	1.4	22	1.0	100	4.4	344	15.0
Philosophical views	83	3.6	133	5.7	322	13.9	416	17.9

Table 22 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	n	%	n	%	n	%	n	%
Political views	67	2.9	86	3.7	252	11.0	431	18.8
Position (staff, faculty, student)	312	12.9	365	15.0	609	25.1	352	14.5
Pregnancy	20	0.9	18	0.8	91	4.0	265	11.6
Psychological condition	37	1.6	46	2.0	129	5.7	364	15.9
Race	130	5.6	117	5.1	264	11.4	439	19.0
Religious/spiritual views	24	1.1	83	3.8	176	8.2	278	12.9
Sexual orientation	11	0.5	75	3.4	160	7.2	298	13.5
Socioeconomic status	10	0.4	97	4.3	196	8.8	401	17.9
Don't Know	13	0.6	112	4.8	242	10.4	495	21.4
Other	22	0.9	134	5.8	361	15.5	651	28.0

Percentages do not sum to 100 due to multiple responses

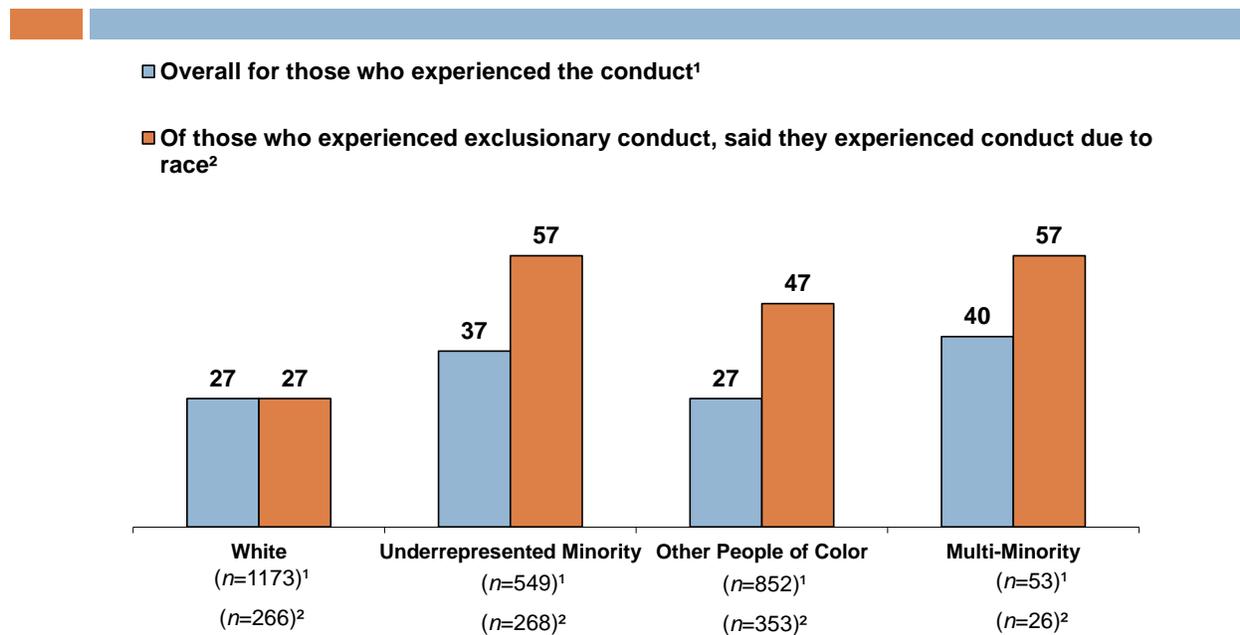
Respondents had the option to choose “Not Applicable.” Those numbers are presented in Appendix B, Table B42.

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 figures⁴⁸ 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 UCSF?”

⁴⁸ For Figures 31 through 37, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic 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 31), 27% ($n = 1,173$) of White Respondents, 37% ($n = 549$) of Underrepresented Minority respondents, 27% ($n = 852$) of Other People of Color respondents, and 40% ($n = 53$) of Multi-Minority respondents believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 57% of Multi-Minority Respondents ($n = 26$) and Underrepresented Minority respondents ($n = 268$) and 47% ($n = 353$) of Other People of Color respondents said it was based on their race, while 27% of White respondents ($n = 266$) thought the conduct was based on race.



¹ Percentages are based on total n split by group.

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

Figure 31. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 32), higher percentages of genderqueer respondents (48%, $n = 30$) and transgender respondents (62%, $n = 16$) than men (24%, $n = 789$) or women (31%, $n = 1,874$) believed they had experienced offensive, hostile, or intimidating conduct. Fifty percent of transgender respondents ($n = 8$) and 70% of genderqueer respondents ($n = 21$) who believed they had experienced this said it was based on gender identity.

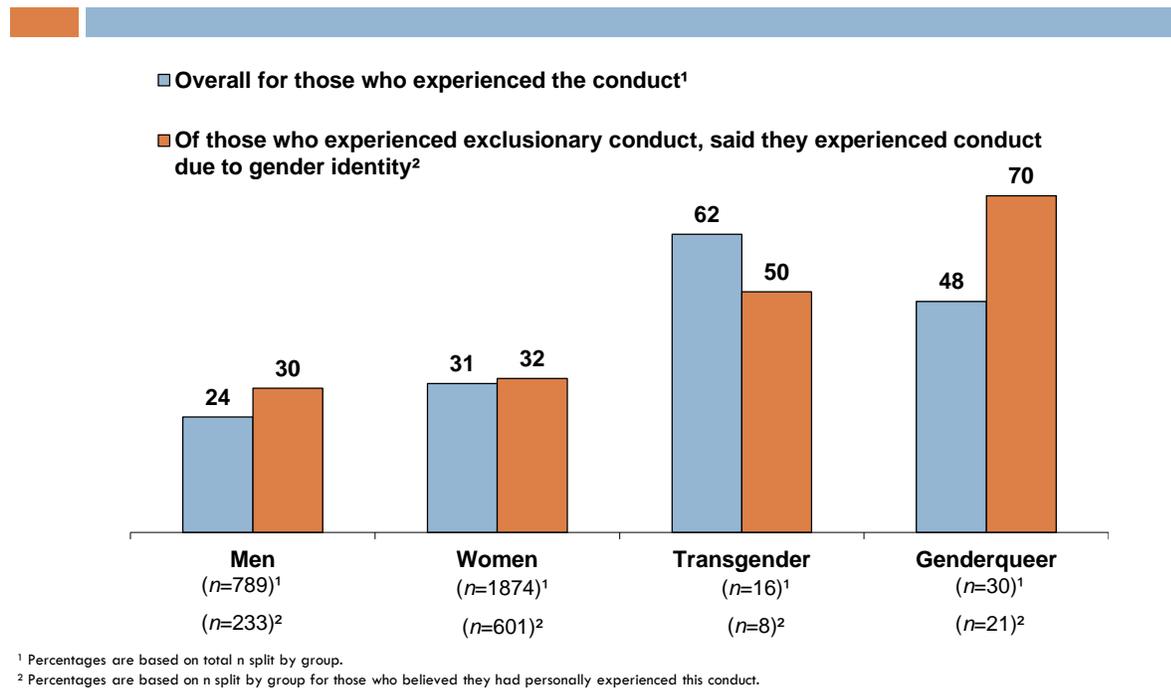
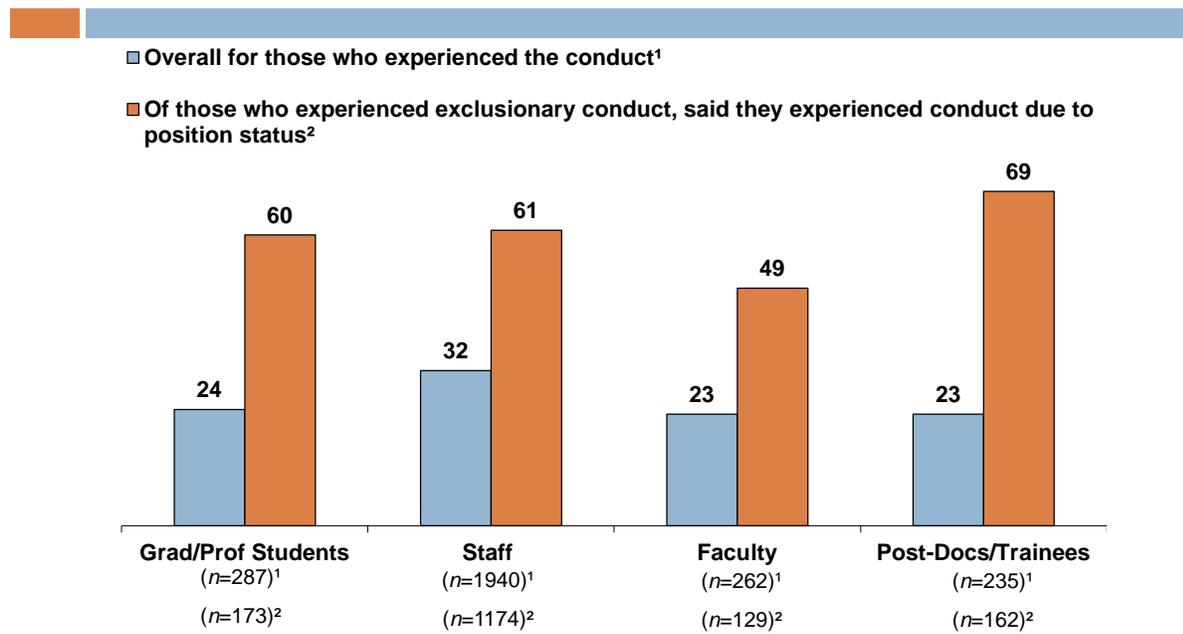


Figure 32. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (by Gender) (%)

As depicted in Figure 33, greater percentages of Staff respondents believed they had experienced exclusionary conduct than did other respondents. Many Graduate/Professional Students (60%, $n = 173$), Staff (61%, $n = 1,174$), and Post-Docs/Trainees (69%, $n = 162$) who believed they experienced exclusionary conduct indicated that the conduct was based on their position status at UCSF.

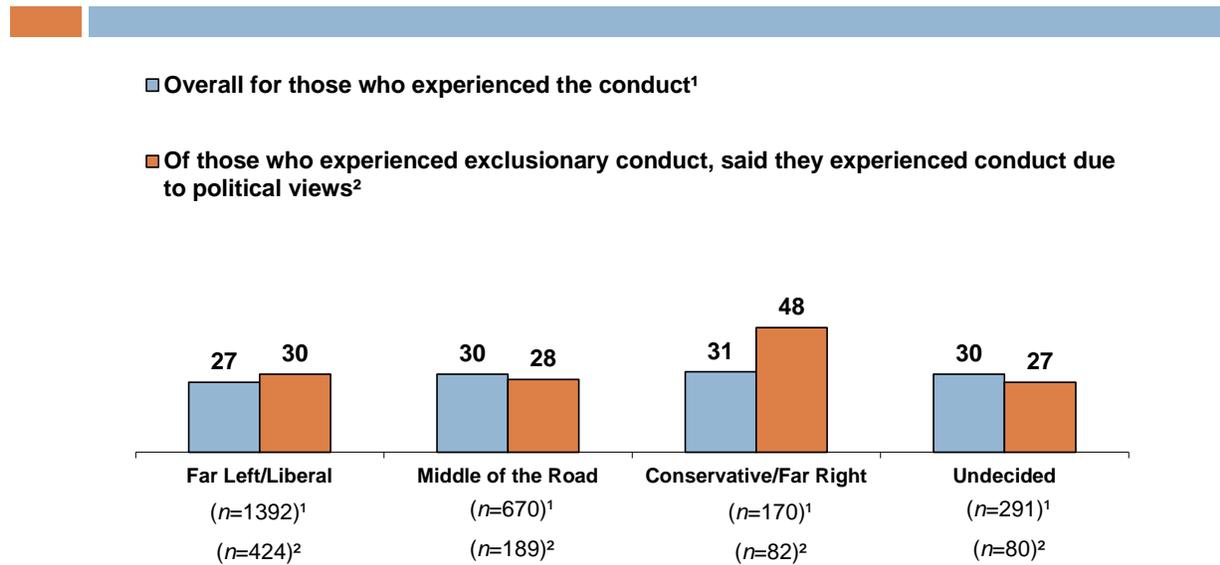


¹ Percentages are based on total n split by group.

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

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

Figure 34 illustrates that approximately 30% of respondents experienced exclusionary conduct regardless of their political affiliations. Of those who believed they had experienced this type of conduct, a higher percentage of politically conservative/far right respondents (48%, $n = 82$) than far left/liberal (30%, $n = 424$), middle of the road (28%, $n = 189$), or undecided respondents (27%, $n = 80$) indicated that this conduct was based on political views.



¹ Percentages are based on total n split by group.

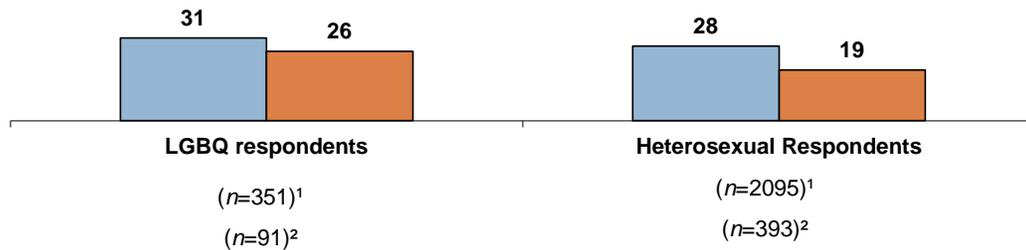
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

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

Figure 35 illustrates that similar percentages of LGBQ respondents and heterosexual respondents believed they had experienced this conduct (31% versus 28%). Of those who believed they had experienced this type of conduct, 26% of LGBQ respondents ($n = 91$) versus 19% of heterosexual respondents ($n = 393$) indicated that this conduct was based on sexual orientation.



- Overall for those who experienced the conduct¹
- Of those who experienced exclusionary conduct, said they experienced conduct due to sexual orientation²

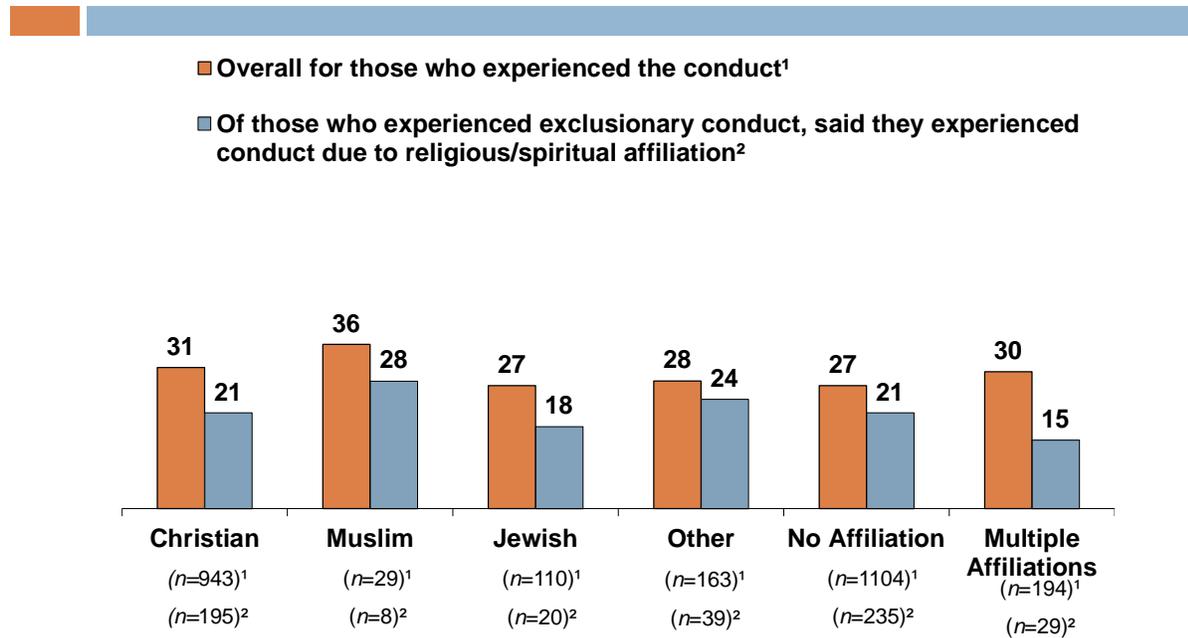


¹ Percentages are based on total n split by group.

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

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

A slightly higher percentage of Muslim respondents (36%, $n = 29$) than other affiliations experienced exclusionary conduct in the past year (Figure 36), and were also most likely to attribute the exclusionary conduct to religious/spiritual affiliation.



¹ Percentages are based on total n split by group.

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

Figure 36. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Table 23 illustrates the manners in which respondents’ experienced exclusionary conduct. Forty-seven percent felt intimidated and bullied, 45% felt deliberately ignored or excluded, and 45% felt isolated or left out.

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

Note: Only answered by respondents who experienced exclusionary conduct (29%, *n* = 2,724)

	<i>n</i>	% within those endorsing the conduct
I felt intimidated/bullied	1,271	46.7
I felt I was deliberately ignored or excluded	1,231	45.2
I felt isolated or left out	1,217	44.7
I was the target of derogatory verbal remarks	483	17.7
I received a low performance evaluation	358	13.1
I observed others staring at me	268	9.8
I received derogatory written comments	226	8.3
I was singled out as the spokesperson for my identity group	160	5.9
I feared for my physical safety	138	5.1
Someone assumed I was admitted/hired/promoted due to my identity	125	4.6
I feared getting a poor grade because of a hostile classroom environment	120	4.4
I was the target of racial/ethnic profiling	118	4.3
I received derogatory phone calls	91	3.3
Someone assumed I was not admitted/hired/promoted due to my identity	73	2.7
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	58	2.1
I feared for my family’s safety	35	1.3
I received threats of physical violence	23	0.8
I was the target of stalking	23	0.8
I was the target of graffiti/vandalism	20	0.7
I was the target of physical violence	19	0.7
I was the victim of a crime	13	0.5

Percentages do not sum to 100 due to multiple responses

Forty-nine percent of respondents who experienced exclusionary conduct indicated that it occurred while working at a UCSF job and 28% said the incidents occurred in a UCSF office. Twenty-three percent said the incident happened in a meeting with a group of people, and 19% said it happened in a health services setting (Table 24). Respondents who marked “other” described the specific office, meeting, building, etc. where the incidents occurred (e.g., “at my desk,” “via phone,” “various meetings,” “usually when I am alone in her office”).

Table 24. Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Note: Only answered by respondents who experienced exclusionary conduct (29%, $n = 2,724$)

	<i>n</i>	% within those endorsing the conduct
While working at a UCSF job	1,329	48.8
In a UCSF office	768	28.2
In a meeting with a group of people	612	22.5
In a health services setting	506	18.6
In a meeting with one other person	439	16.1
In a class/lab/clinical setting	417	15.3
In a public space at UCSF	233	8.6
In a faculty office	175	6.4
At a UCSF event	165	6.1
While walking on campus	66	2.4
Off campus	59	2.2
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	49	1.8
On campus transportation	29	1.1
In a UCSF dining facility	26	1.0
In athletic facilities	16	0.6
In campus housing	16	0.6
In off-campus housing	9	0.3
In an on-line class	6	0.2
Other	179	6.6

Percentages do not sum to 100 due to multiple responses

Thirty-four percent of the respondents identified co-workers, 25% identified supervisors, 21% identified faculty members, and 18% identified administrators as the sources of the conduct (Table 25). “Other” sources of exclusionary conduct included people such as “assistant manager,” “client,” “clinical instructor,” “department manager,” “HR,” “patient care manager,” “prefer not to say,” and many others.

Table 25. Source of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Note: Only answered by respondents who experienced exclusionary conduct (29%, $n = 2,724$)

	<i>n</i>	% within those endorsing the conduct
Co-worker	925	34.0
Supervisor	669	24.6
Faculty member	566	20.8
Administrator	497	18.2
Staff member	476	17.5
Department head	360	13.2
UCSF Physician	300	11.0
Medical Staff	273	10.0
Student	173	6.4
Faculty advisor	96	3.5
Patient	91	3.3
Don't know source	65	2.4
Person that I supervise	58	2.1
UCSF visitor(s)	42	1.5
Union representative	37	1.4
Friend	32	1.2
Stranger	31	1.1
Campus organizations or groups	21	0.8
Teaching assistant/Grad assistant/Lab assistant/Tutor	16	0.6
Campus police/building security	15	0.6
Social networking site (e.g. Facebook, Twitter)	12	0.4
Campus media	8	0.3
Alumni	7	0.3
Off campus community member	7	0.3
Donor	6	0.2
Student staff	5	0.2
Registered Campus Organization	<5	--
Athletic coach/trainer	<5	--
Partner/spouse	<5	--
Other	236	8.7

Percentages do not sum to 100 due to multiple responses.

Figure 37 reviews the source of perceived exclusionary conduct by status. Graduate/Professional Students offered that other students and faculty as their greatest sources of exclusionary conduct. Staff respondents identified supervisors as their greatest source of exclusionary conduct. Faculty respondents offered that other faculty as greatest sources of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest sources exclusionary conduct.

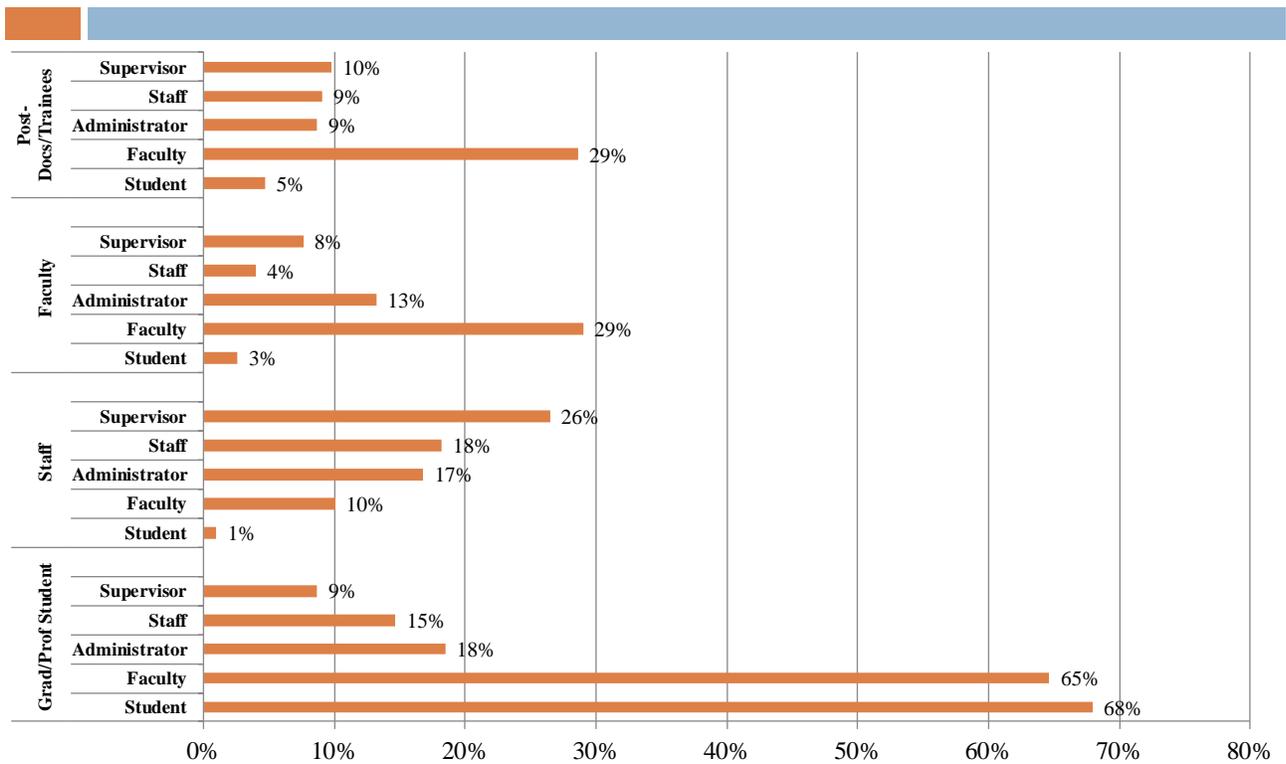


Figure 37. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 52% of respondents were angry, 37% felt embarrassed, 37% told a friend, and 34% told a family member (Table 26). While 13% of participants ($n = 340$) reported it to UCSF officials, 10% ($n = 281$) did not know who to go to, and 13% ($n = 364$) didn't report it for fear their complaints would not be taken seriously. "Other" responses included: "administrator mediated," "annoyed," "transferred," "depression," "was brushed off," "feared backlash," "considered finding another job," "felt powerless," "got over it," informed supervisor/manager/department chair, "learned to roll with it," "wrote an IR," etc..

Table 26. Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Note: Only answered by respondents who experienced exclusionary conduct (29%, *n* = 2,724)

	<i>n</i>	% within those endorsing the conduct
I was angry	1,413	51.9
I felt embarrassed	1,006	36.9
I told a friend	997	36.6
I told a family member	916	33.6
I avoided the harasser	708	26.0
I ignored it	655	24.0
I sought support from a staff person	529	19.4
I felt somehow responsible	448	16.4
I was afraid	416	15.3
I did nothing	399	14.6
I didn't report it for fear that my complaint would not be taken seriously	364	13.4
I reported it to a UCSF employee/official	340	12.5
I sought support from an administrator	312	11.5
I sought support from a faculty member	312	11.5
I didn't know who to go to	281	10.3
I confronted the harasser at the time	267	9.8
I did report it but I did not feel the complaint was taken seriously	264	9.7
I confronted the harasser later	253	9.3
I sought support from campus resource (e.g. SHPR, Student Health and Counseling, Campus Police)	235	8.6
I left the situation immediately	230	8.4
It didn't affect me at the time	159	5.8
I told my union representative	147	5.4
I sought information on-line	116	4.3
I sought support from off-campus hot-line/advocacy services	100	3.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	81	3.0
I contacted a local law enforcement official	23	0.8
I sought support from student staff (e.g. peer counselor)	9	0.3

Percentages do not sum to 100 due to multiple responses.

Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Twenty-four percent ($n = 2,289$) of all survey respondents observed conduct or communications directed towards a person or group of people at UCSF that they believed created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on position (26%, $n = 588$), ethnicity (12%, $n = 282$), race (12%, $n = 268$), age (10%, $n = 218$), and educational level (10%, $n = 230$).

Figures 38 and 39 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

Thirty-two percent of Multi-Minority respondents and 29% of Underrepresented Minority respondents observed conduct or communications directed towards a person or group of people at UCSF that created an exclusionary, intimidating, offensive or hostile working or learning environment within the past year (Figure 38).

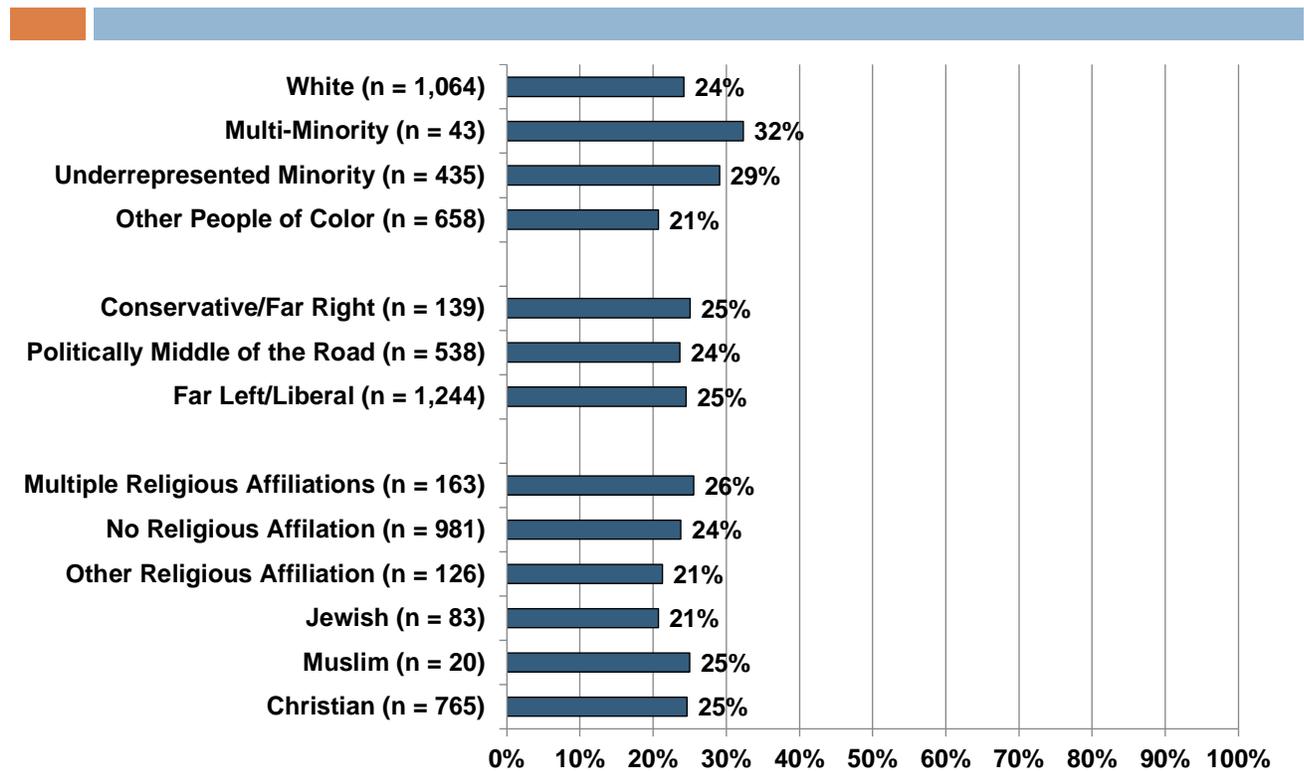


Figure 38. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Race, Religious Affiliation, and Political Affiliation (%)

Genderqueer respondents (40%) and respondents with disabilities (35%) were more likely to have observed exclusionary conduct than were other groups (Figure 39). Within identity, LGBTQ respondents were more likely than heterosexual respondents; genderqueer, transgender, and women respondents were more likely than men; and people with disabilities were more likely than those without disabilities to have observed exclusionary conduct.

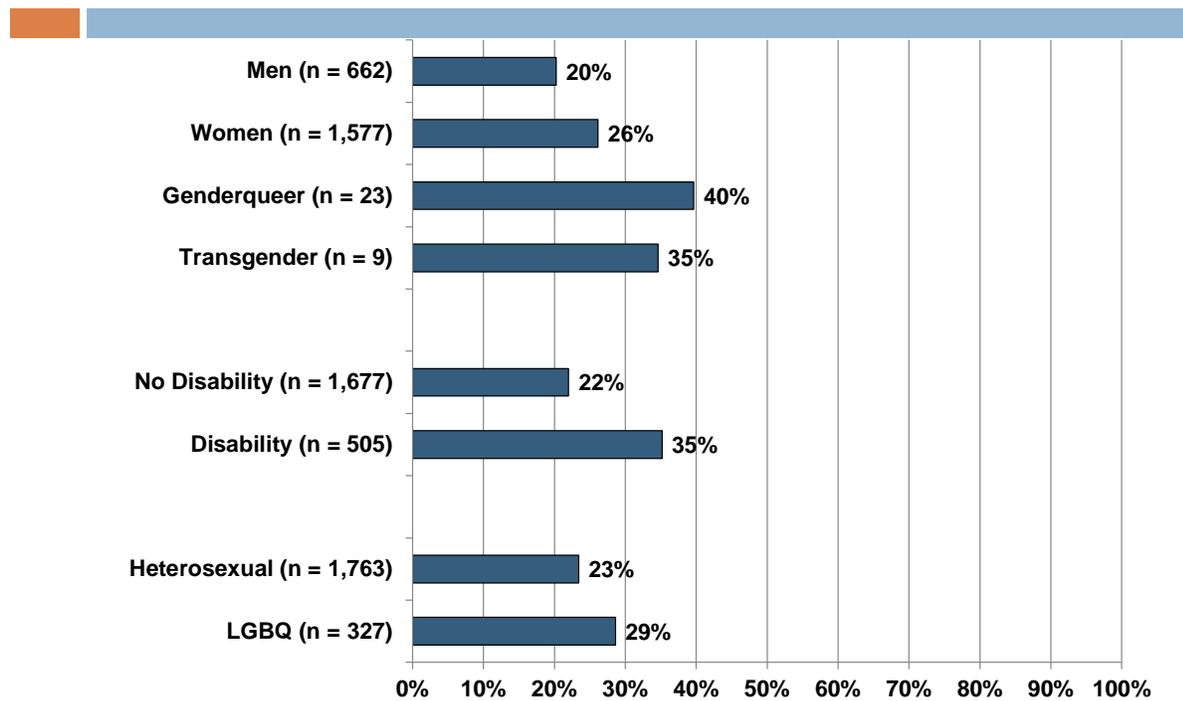


Figure 39. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Sexual Orientation, Gender, Disability Status, and Citizen Status (%)

In terms of position at UCSF, results indicated that greater percentages of Staff (27%) and Graduate/Professional Students (23%) believed they had observed offensive, hostile, or intimidating conduct than did Faculty (19%) or Post-Docs/Trainees (17%) (Figure 40).

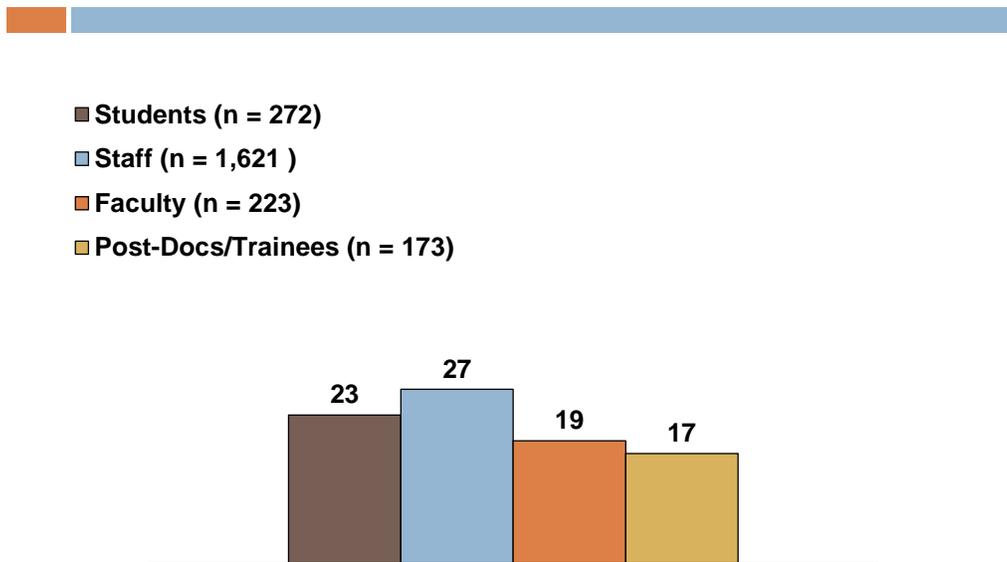


Figure 40. Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position

Table 27 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 (49%), someone being intimidated/bullied (41%), or someone being deliberately ignored or excluded (36%).

Table 27. Form of Exclusionary, Intimidating, Offensive, or Hostile Conduct
 Only answered by respondents who believed they had observed exclusionary conduct (*n* = 2,289)

	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	1,110	48.5
Intimidated/bullied	927	40.5
Deliberately ignored or excluded	828	36.2
Isolated or left out	605	26.4
Assumption that someone was admitted/hired/ promoted based on his/her identity	379	16.6
Isolated or left out when work was required in groups	360	15.7
Receipt of a low performance evaluation	354	15.5
Racial/ethnic profiling	234	10.2
Assumption that someone was not admitted/hired/ promoted based on his/her identity	207	9.0
Derogatory written comments	202	8.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	142	6.2
Singled out as a spokesperson for his/her identity	126	5.5
Derogatory phone calls	113	4.9
Feared for their physical safety	92	4.0
Threats of physical violence	38	1.7
Receipt of a poor grade because of a hostile classroom environment	37	1.6
Graffiti/vandalism	24	1.0
Physical violence	22	1.0
Feared for their family's safety	16	0.7
Victim of a crime	12	0.5

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, 38% ($n = 823$) had witnessed such conduct six or more times ($n = 823$) in the past year (Table 28).

Table 28. Number of Times Respondents Exclusionary, Intimidating, Offensive, or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,289$)

	<i>n</i>	% of respondents who observed conduct
1	286	13.1
2	396	18.1
3	376	17.2
4	220	10.1
5	82	3.8
6 or more	823	37.7

Percentages do not sum to 100 due to multiple responses.

Additionally, 43% of the respondents ($n = 973$) who observed exclusionary conduct said it happened while working at a UCSF job (Table 29). Some respondents indicated that the conduct occurred in a UCSF office (30%, $n = 695$), or in a meeting with a group of people (21%, $n = 490$).

Table 29. Location of Exclusionary, Intimidating, Offensive, or Hostile Conduct
 Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,289$).

	<i>n</i>	% of respondents who observed conduct
While working at a UCSF job	973	42.5
In a UCSF office	695	30.4
In a meeting with a group of people	490	21.4
In a health services setting	467	20.4
In a class/lab/clinical setting	368	16.1
In a public space at UCSF	243	10.6
In a meeting with one other person	227	9.9
In a faculty office	171	7.5
At a UCSF event	144	6.3
While walking on campus	66	2.9
Off campus	64	2.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	46	2.0
In a UCSF dining facility	36	1.1
On campus transportation	29	1.3
In campus housing	12	0.5
In athletic facilities	10	0.4
In off campus housing	8	0.3
In an on-line class	<5	--

Percentages do not sum to 100 due to multiple responses.

Forty-two percent ($n = 957$) of respondents who observed exclusionary conduct said the targets of the conduct were co-workers. Other respondents identified staff members (31%, $n = 714$), students (15%, $n = 332$), and medical staff (13%, $n = 287$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said co-workers were the source of the conduct (25%, $n = 560$). Respondents identified additional sources as supervisors (22%, $n = 510$), faculty members (21%, $n = 488$), and staff members (18%, $n = 404$).

Table 30 illustrates participants' reactions to this conduct. Respondents most often felt angry (47%, $n = 1,067$) or embarrassed (38%, $n = 871$). Twenty-five percent ($n = 565$) told a family member and 30% ($n = 691$) told a friend. Seven percent ($n = 159$) made complaints to campus employees/officials, while 11% ($n = 243$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (12%, $n = 264$).

Table 30. Reactions to Exclusionary, Intimidating, Offensive, or Hostile Conduct

Note: Only answered by respondents who believed they had observed exclusionary conduct ($n = 2,289$)

	<i>n</i>	%of respondents who observed conduct
I was angry	1,067	46.6
I felt embarrassed	871	38.1
I told a friend	691	30.2
I told a family member	565	24.7
I avoided the harasser	464	20.3
I did nothing	353	15.4
I sought support from a staff person	338	14.8
I ignored it	295	12.9
I was afraid	283	12.4
I didn't report it for fear that my complaint would not be taken seriously	264	11.5
I didn't know who to go to	243	10.6
I confronted the harasser later	226	9.9
I sought support from an administrator	219	9.6
I confronted the harasser at the time	214	9.3
I sought support from a faculty member	178	7.8
I did report it but I did not feel the complaint was taken seriously	176	7.7
I felt somehow responsible	173	7.6
It didn't affect me at the time	163	7.1
I reported it to a campus employee/official	159	6.9
I left the situation immediately	153	6.7
I sought support from campus resource	104	4.5
I told my union representative	82	3.6
I sought information on-line	63	2.8
I sought support from a spiritual advisor	40	1.7
I sought support from off-campus hot-line/advocacy services	38	1.7
I contacted a local law enforcement official	13	0.6
I sought support from a student staff	8	0.3
I sought support from a TA/grad assistant	7	0.3

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 140 respondents (2%) believed they had experienced unwanted sexual contact⁴⁹ while at UCSF. Subsequent analyses of the data suggest that higher percentages of respondents with Disabilities (3%, $n = 41$) and Multi-Minority respondents (5%, $n = 6$) than other groups experienced unwanted sexual contact.

Forty-five respondents offered additional comments about their experiences of unwanted sexual contact, describing incidents of sexual harassment and sexual assault perpetrated by senior faculty and colleagues. Some respondents suggested the contact was unwanted and inappropriate, but not necessarily sexual assault. A few said that “patients often make unwanted sexual advances, including hugging and kissing.”

Summary

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

As noted earlier, 29% of UCSF respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. Twelve percent of respondents ($n = 1,129$) indicated that the conduct interfered with their ability to work or learn. The findings indicated that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. In addition, 140 respondents believed they had experienced unwanted sexual contact in the past five years at UCSF.

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-six percent of all respondents in the UCSF survey reported that they were “comfortable” or “very comfortable” with the climate at UCSF. Similarly, 20% to 25% in

⁴⁹ 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.”

similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UCSF 29% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct, slightly greater than that found in similar projects. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quayle, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

Faculty and Staff Perceptions of Campus Climate

This section of the report details Faculty, Staff, and Post-Doc/Trainee responses to survey items regarding their perceptions of the workplace climate at UCSF; their thoughts on work-life and various climate issues; and certain employment practices at UCSF (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 31.

Table 31. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1,728	21.8	4,158	52.4	1,006	12.7	269	3.4	777	9.8
Ancestry	1,907	24.2	3,908	49.5	753	9.5	211	2.7	1,117	14.1
Country of origin	1,944	24.6	3,959	50.2	812	10.3	213	2.7	962	12.2
Educational level	1,764	22.3	4,226	53.4	1,025	12.9	252	3.2	649	8.2
English language proficiency/ accent	1,636	20.7	4,281	54.2	996	12.6	221	2.8	760	9.6
Ethnicity	1,914	24.3	4,084	51.9	843	10.7	246	3.1	781	9.9
Gender identity	1,852	23.6	3,799	48.3	819	10.4	216	2.7	1,177	15.0
Gender expression	1,771	22.6	3,684	47.0	881	11.2	210	2.7	1,297	16.5
Immigrant/citizen status	1,727	22.0	3,805	48.5	846	10.8	231	2.9	1,239	15.8
International Status	1,782	22.8	3,819	48.8	767	9.8	208	2.7	1,248	16.0
Learning disability	1,308	16.8	3,128	40.3	1,040	13.4	241	3.1	2,052	26.4
Marital status	1,943	24.7	3,895	49.6	801	10.2	233	3.0	981	12.5
Medical conditions	1,594	20.5	3,592	46.1	910	11.7	271	3.5	1,426	18.3
Military/veteran status	1,497	19.1	2,960	37.8	626	8.0	180	2.3	2,564	32.8
Parental status	1,793	22.9	3,796	48.4	893	11.4	240	3.1	1,117	14.2
Participation in a club	1,513	19.4	3,165	40.5	672	8.6	196	2.5	2,261	29.0
Participation on an athletic team	1,328	17.1	2,681	34.5	685	8.8	194	2.5	2,881	37.1
Philosophical views	1,473	18.9	3,494	44.7	874	11.2	226	2.9	1,742	22.3
Psychological condition	1,320	17.0	3,129	40.2	949	12.2	219	2.8	2,165	27.8
Physical characteristics	1,540	19.8	3,720	47.9	837	10.8	207	2.7	1,466	18.9
Physical disability	1,473	18.9	3,471	44.6	855	11.0	222	2.9	1,757	22.6
Political views	1,379	17.7	3,575	45.9	1,011	13.0	266	3.4	1,563	20.1
Race	1,827	23.4	3,869	49.6	842	10.8	254	3.3	1,002	12.9
Religious/spiritual views	1,561	20.1	3,571	45.9	936	12.0	251	3.2	1,462	18.8
Sexual orientation	1,950	205.1	3,693	47.6	746	9.6	207	2.7	1,167	15.0
Socioeconomic status	1,607	20.7	3,701	47.6	1,007	13.0	254	3.3	1,202	15.5

Note: Table includes Faculty, Staff, Post-Doc/Trainee responses only (n = 8,247).

When analyzed by demographic characteristics, the data reveal that 67% of transgender Faculty, Staff, and Post-Doc/Trainee respondents, 71% of women, 73% of men, and 78% of genderqueer Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on gender identity (Figure 41).

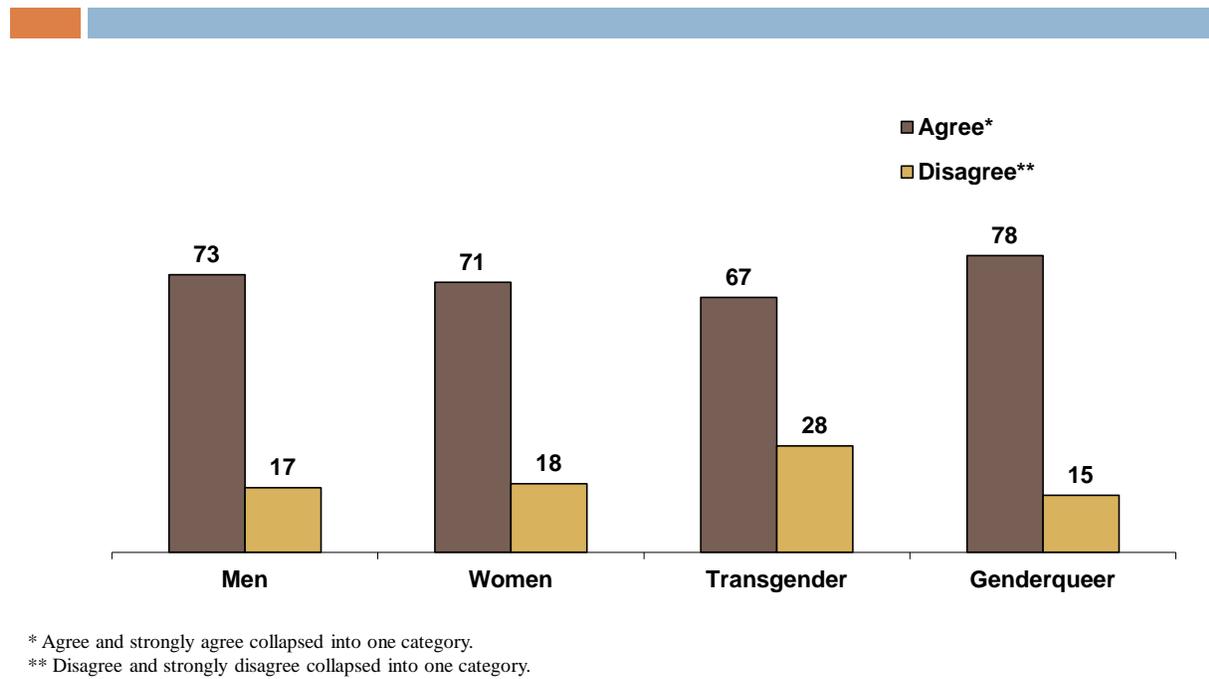


Figure 41. Faculty, Staff, Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 81% of White Faculty, Staff, and Post-Doc/Trainee respondents, 65% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents, 66% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents, and 69% of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on race (Figure 42).

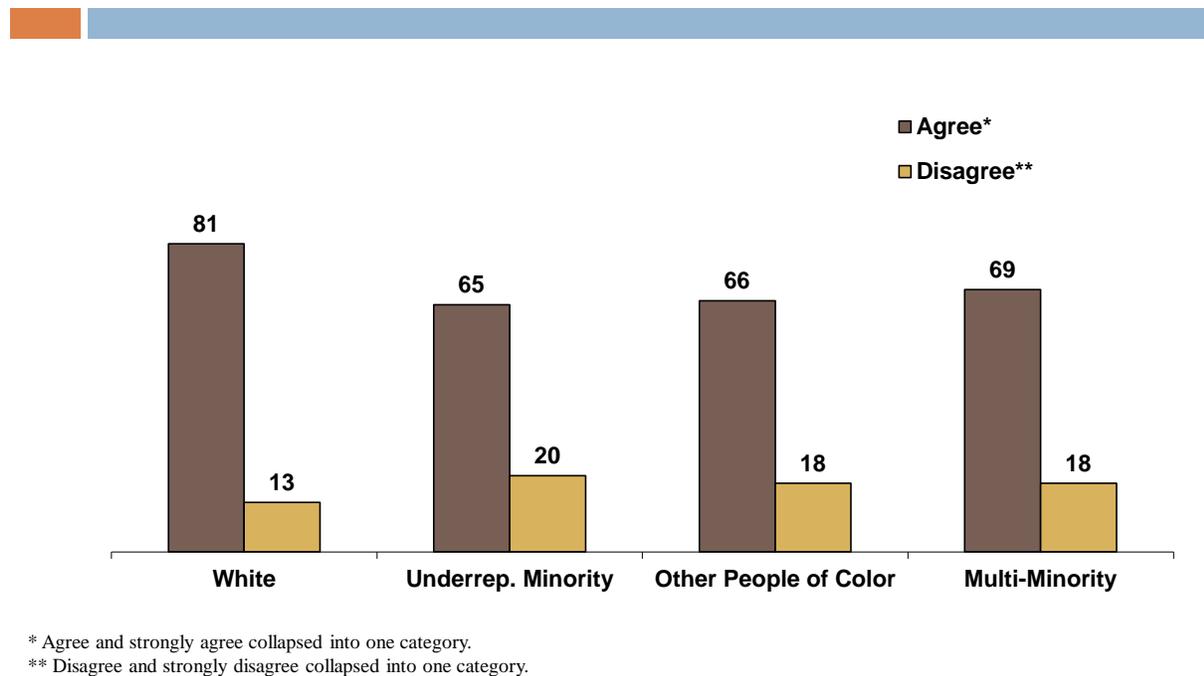


Figure 42. Faculty, Staff, Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Eighty-one percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents and 73% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents believed the workplace climate was welcoming based on sexual orientation (Figure 43).

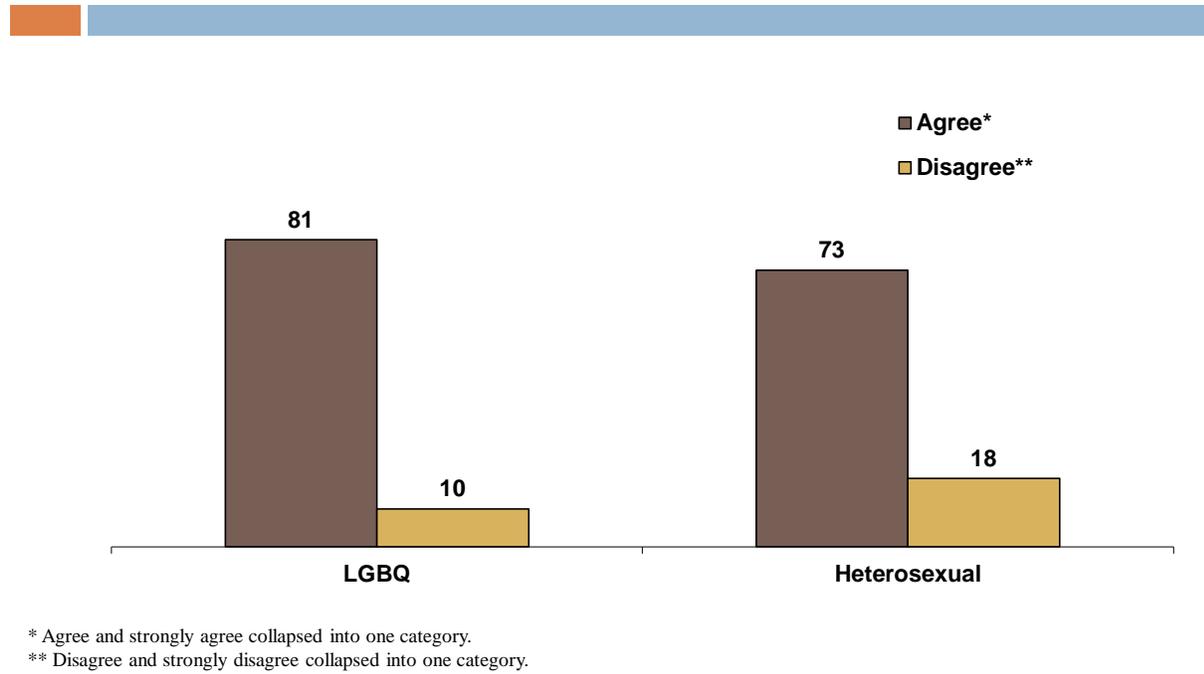


Figure 43. Faculty, Staff, Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Seventy-five percent of Faculty, Staff, Post-Docs/Trainees from Jewish religious affiliations, 65% of Christian Faculty, Staff, Post-Docs/Trainees, and 53% of Muslim Faculty, Staff, Post-Docs/Trainees felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 44).

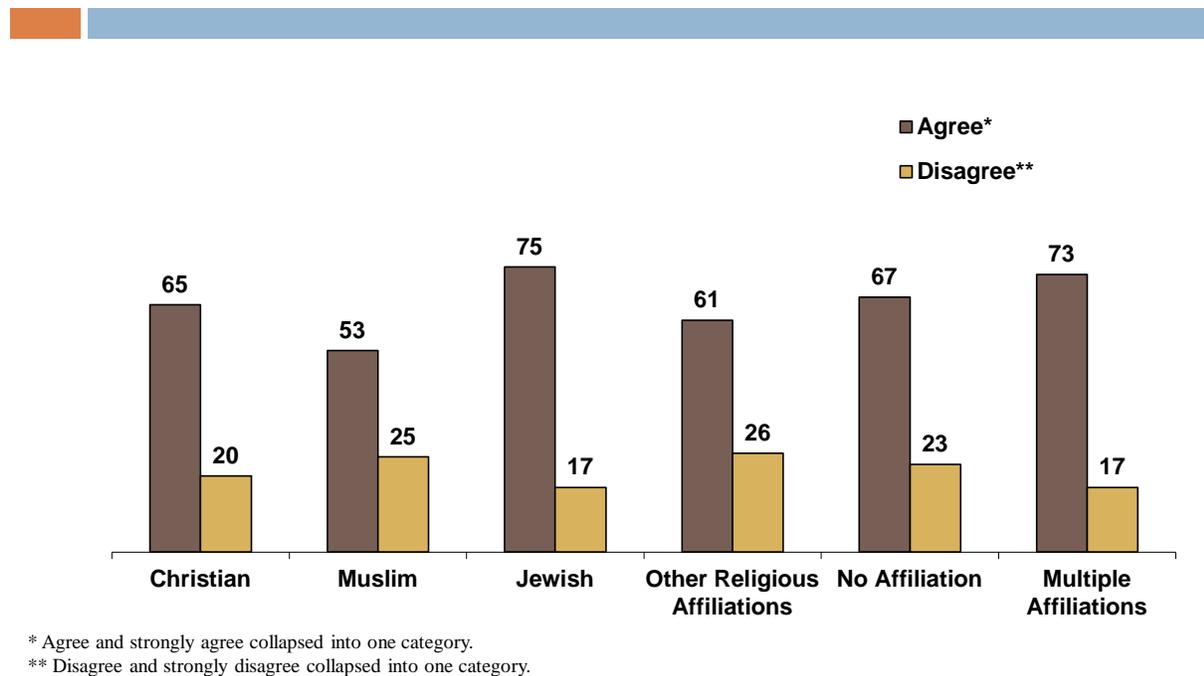


Figure 44. Faculty, Staff, Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 71% of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents and 58% of Conservative/Far Right Faculty, Staff, and Post-Doc/Trainee respondents felt the workplace climate was welcoming based on political views (Figure 45).

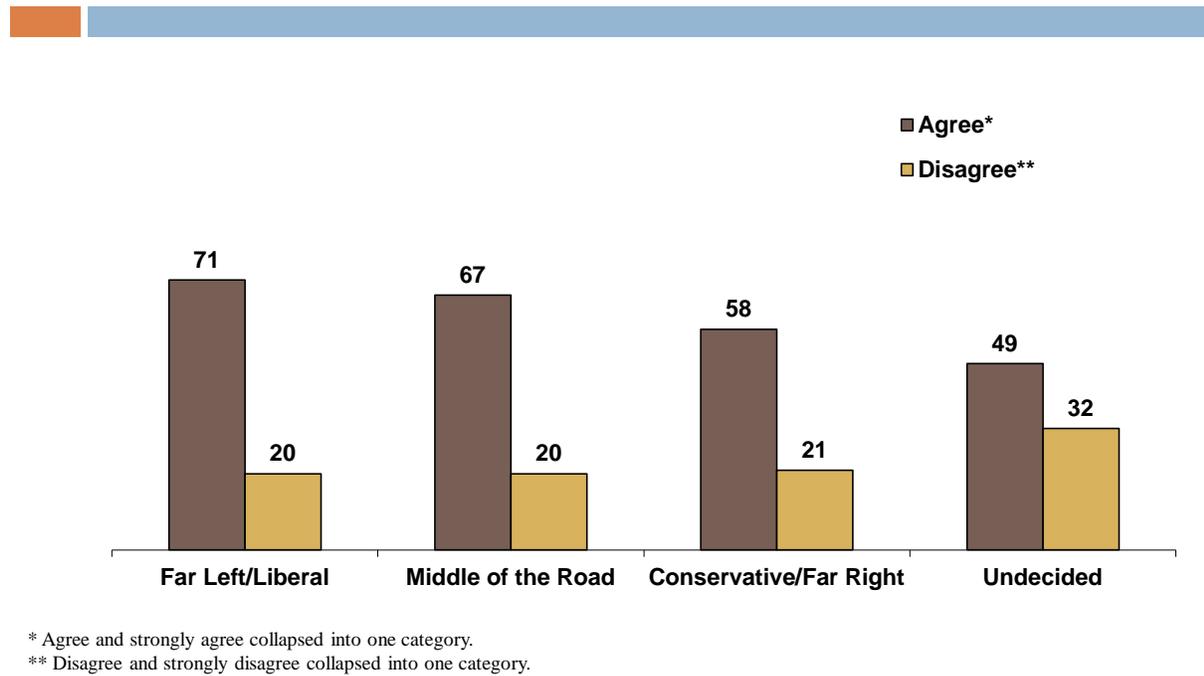


Figure 45. Faculty, Staff, Post-Doc/Trainee Perceptions of Welcoming Workplace Climate Based on Political Affiliation (%)

Campus Climate and Work-Life Issues

Several items addressed Faculty, Staff, and Post-Docs/Trainees' experiences at UCSF, their perceptions of specific UCSF policies, their attitudes about the climate and work-life issues at UCSF, and faculty attitudes about tenure and advancement processes.

Forty-seven percent of all Faculty, Staff, and Post-Doc/Trainee respondents ($n = 4,345$) felt that salary determinations were clear. More than three-quarters of the respondents thought UCSF demonstrated that it values a diverse faculty (78%, $n = 7,277$) and staff (85%, $n = 7,857$). Table 32 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and sexual orientation where the responses for these groups differed from one another.

Table 32. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, and Disability Status

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I believe salary determinations are clear	772	8.3	3,573	38.6	2,313	25.0	1,173	12.7	1,425	15.4
Staff	509	8.6	2,448	41.5	1,655	28.0	868	14.7	421	7.1
Faculty	103	9.0	446	38.9	344	30.0	198	17.2	57	5.0
Post-Docs/Trainees	116	11.3	513	50.0	182	17.7	76	7.4	140	13.6
White	390	9.0	1,742	40.2	1,063	24.5	554	12.8	583	13.5
Underrepresented Minority	141	9.7	501	34.3	355	24.3	205	14.0	259	17.7
Other People of Color	215	6.9	1,229	39.5	797	25.6	344	11.1	526	16.9
Multi-Minority	11	8.5	37	28.5	33	25.4	22	16.9	27	20.8
Men	319	9.9	1,281	39.7	761	23.6	364	11.3	499	15.5
Women	446	7.5	2,249	38.0	1,526	25.8	782	13.2	908	15.4
Transgender	<5	--	8	33.3	<5	--	6	25.0	6	25.0
Genderqueer	<5	--	18	31.6	18	31.6	8	14.0	11	19.3
I think that UCSF demonstrates that it values a diverse faculty	2,087	22.5	5,190	55.9	945	10.2	357	3.8	709	7.6
Staff	1,302	21.9	3,332	56.2	494	8.3	202	3.4	602	10.1
Faculty	280	24.3	655	57.0	152	13.2	49	4.3	14	1.2
Post-Docs/Trainees	242	23.6	603	58.8	118	11.5	31	3.0	32	3.1
White	1,106	25.4	2,491	57.3	383	8.8	102	2.3	269	6.2
Underrepresented Minority	256	17.4	692	47.1	250	17.0	158	10.8	113	7.7
Other People of Color	666	21.4	1,828	58.8	261	8.4	76	2.4	277	8.9
Multi-Minority	24	18.2	66	50.0	18	13.6	9	6.8	15	11.4
Men	834	25.8	1,751	54.2	297	9.2	109	3.4	239	7.4
Women	1,234	20.8	3,385	57.0	628	10.6	239	4.0	452	7.6
Transgender	5	19.2	13	50.0	6	23.1	<5	--	<5	--
Genderqueer	13	22.8	24	42.1	11	19.3	5	8.8	<5	--
No Disability	1,726	23.1	4,219	56.5	728	9.8	248	3.3	542	7.3
Disability	277	19.8	735	52.6	176	12.6	89	6.4	121	8.7
I think UCSF demonstrates that it values a diverse staff	2,298	24.8	5,559	59.9	764	8.2	320	3.4	337	3.6
Staff	1,458	24.6	3,528	59.5	498	8.4	220	3.7	224	3.8
Faculty	324	28.2	692	60.3	86	7.5	29	2.5	17	1.5
Post-Docs/Trainees	248	24.2	643	62.7	79	7.7	24	2.3	31	3.0
White	1,229	28.2	2,658	61.0	275	6.3	93	2.1	99	2.3
Underrepresented Minority	272	18.7	788	54.1	212	14.6	127	8.7	58	4.0
Other People of Color	726	23.3	1,918	61.7	231	7.4	81	2.6	154	5.0
Multi-Minority	32	24.6	67	51.5	16	12.3	8	6.2	7	5.4
Men	908	28.3	1,866	58.1	228	7.1	102	3.2	110	3.4
Women	1,370	23.1	3,628	61.0	517	8.7	209	3.5	219	3.7
Transgender	5	19.2	17	65.4	<5	--	<5	--	<5	--
Genderqueer	13	23.6	33	60.0	6	10.9	<5	--	<5	--
No Disability	1,902	25.5	4,508	60.4	579	7.8	218	2.9	253	3.4
Disability	302	21.6	813	58.0	143	10.2	87	6.2	56	4.0

Note: Table includes Faculty, Staff, Post-Doc/ Trainee responses only (n = 9,434).

Thirty percent of Faculty, Staff, and Post-Doc/Trainee respondents ($n = 2,778$) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 33). Twenty-four percent ($n = 2,217$) believed their colleagues expected them to represent the “point of view” of their identities.

Sixty-five percent ($n = 6,120$) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. More than one-quarter of Faculty, Staff, and Post-Doc/Trainee respondents (28.7%, $n = 2,710$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 38% ($n = 3,622$) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 33 illustrates responses to these questions by gender, race/ethnicity, position, and disability status where the responses for these groups differed from one another.

Table 33. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, and Religious/Spiritual Status

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	834	8.9	1,944	20.8	3,266	35.0	2,625	28.1	664	7.1
Staff	586	9.8	1,216	20.4	1,988	33.5	1,767	29.6	399	6.7
Faculty	93	8.1	247	21.4	376	32.6	393	34.0	46	4.0
Post-Docs/Trainees	72	7.0	214	20.9	438	42.7	228	22.2	74	7.2
White	350	8.0	852	19.5	1,520	34.8	1,443	33.0	207	4.7
Underrepresented Minority	178	12.1	313	21.2	453	30.8	403	27.4	126	8.6
Other People of Color	250	8.0	687	21.9	1,174	37.5	719	23.0	302	9.6
Multi-Minority	14	10.8	32	24.6	43	33.1	30	23.1	11	8.5
Men	263	8.1	635	19.6	1,131	34.9	996	30.7	218	6.7
Women	544	9.1	1,269	21.3	2,100	35.2	1,615	27.1	436	7.3
Transgender	<5	--	11	42.3	7	26.9	5	19.2	1	3.8
Genderqueer	9	15.5	22	37.9	17	29.3	10	17.2	0	0.0
No Disability	585	7.8	1,470	19.6	2,681	35.8	2,230	29.8	520	6.9
Disability	205	14.4	373	26.2	441	31.0	297	20.9	105	7.4
Muslim Affiliation	11	14.1	15	19.2	22	28.2	17	21.8	13	16.7
My colleagues/co-workers expect me to represent “the point of view” of my identity	396	4.3	1,821	19.7	3,187	34.5	2,046	22.1	1,801	19.5
White	148	3.4	697	16.1	1,533	35.3	1,147	26.4	813	18.7
Underrepresented Minority	105	7.2	330	22.6	483	33.1	275	18.8	267	18.3
Other People of Color	128	4.1	718	23.1	1,063	34.3	558	18.0	635	20.5
Multi-Minority	8	6.2	37	28.7	42	32.6	24	18.6	18	14.0
Men	150	4.7	668	20.7	1,107	34.4	748	23.2	547	17.0
Women	236	4.0	1,126	19.0	2,048	34.6	1,281	21.7	1,223	20.7
Transgender	<5	--	9	34.6	10	38.5	<5	--	<5	--
Genderqueer	7	12.3	18	31.6	18	31.6	8	14.0	6	10.5

<i>Table 33 (cont.)</i>	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	1,964	21.0	4,156	44.5	1,537	16.5	704	7.5	971	10.4
Staff	1,416	23.7	2,936	49.2	949	15.9	430	7.2	234	3.9
Faculty	278	24.0	481	41.6	224	19.4	89	7.7	84	7.3
Post-Docs/Trainees	177	17.2	473	45.9	218	21.2	96	9.3	66	6.4
White	1,050	24.0	1,879	42.9	732	16.37	326	7.4	393	9.0
Underrepresented Minority	277	18.9	613	41.8	249	17.0	145	9.9	182	12.4
Other People of Color	579	18.5	1,512	48.4	492	15.7	191	6.1	353	11.3
Multi-Minority	24	18.3	51	38.9	20	15.3	15	11.5	21	16.0
Men	755	23.3	1,422	43.8	503	15.5	217	6.7	346	10.7
Women	1,190	19.9	2,683	45.0	1,002	16.8	472	7.9	618	10.4
Transgender	<5	--	10	38.5	5	19.2	6	23.1	<5	--
Genderqueer	8	13.8	20	34.5	19	32.8	7	12.1	<5	--
No Disability	1,652	22.1	3,415	45.6	1,176	15.7	481	6.4	767	10.2
Disability	239	16.9	561	39.6	281	19.9	183	12.9	151	10.7
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	800	8.6	1,910	20.5	4,262	45.8	1,710	18.4	622	6.7
White	210	4.8	670	15.4	2,167	49.7	1,074	24.6	240	5.5
Underrepresented Minority	210	14.4	373	25.5	567	38.8	203	13.9	109	7.5
Other People of Color	320	10.2	780	25.0	1,392	44.5	391	12.5	243	7.8
Multi-Minority	22	16.8	32	24.4	52	39.7	17	13.0	8	6.1
Men	276	8.5	596	18.4	1,484	45.9	675	20.9	205	6.3
Women	505	8.5	1,275	21.4	2,740	46.1	1,022	17.2	405	6.8
Transgender	<5	--	10	38.5	9	34.6	<5	--	<5	--
Genderqueer	<5	--	15	26.3	29	50.9	8	14.0	<5	--
No Disability	561	7.5	1,466	19.6	3,518	47.1	1,441	19.3	484	6.5
Disability	196	13.9	342	24.3	570	40.4	202	14.3	100	7.1
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	961	10.4	2,661	28.8	3,608	39.0	1,177	12.7	845	9.1
White	410	9.5	1,190	27.5	1,735	40.1	716	16.5	281	6.5
Underrepresented Minority	201	13.8	404	27.7	539	36.9	159	10.9	157	10.8
Other People of Color	287	9.2	960	30.9	1,221	39.3	265	8.5	373	12.0
Multi-Minority	22	16.9	44	33.8	40	30.8	14	10.8	10	7.7
Men	319	9.9	955	29.6	1,253	38.9	450	14.0	246	7.6
Women	613	10.4	1,669	28.2	2,327	39.4	713	12.1	588	9.9
Transgender	5	20.0	10	40.0	5	20.0	<5	--	<5	--
Genderqueer	8	13.8	21	36.2	17	29.3	9	15.5	<5	--
No Disability	653	8.8	2,086	28.1	3,039	40.9	980	13.2	671	9.0
Disability	257	18.3	450	32.1	415	29.6	145	10.3	134	9.6

Note: Table includes Faculty, Staff, and Post-Doc/ Trainee responses only (n = 9,434).

A number of items queried Faculty, Staff, and Post-Doc/Trainee respondents about their opinions regarding work-life issues at UCSF. Sixty-six percent ($n = 6,105$) found UCSF supportive of their taking leave, and 63% ($n = 5,897$) felt that UCSF was supportive of flexible work schedules. Twenty percent ($n = 1,858$) felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children, and 13% ($n = 1,204$) felt that people who have children were considered by UCSF to be less committed to their jobs/careers.

Forty-two percent ($n = 3,818$) felt that UCSF provides available resources to help employees balance work-life needs, such as childcare and elder care. Seventeen percent of respondents ($n = 1,573$) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 34).

Table 34. Faculty, Staff, and Post-Docs/Trainees Attitudes about Work-Life Issues

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that UCSF is supportive of my taking leave.	1,152	12.4	4,953	53.1	1,377	14.8	323	3.5	1,517	16.3
Graduate/Professional Student	75	6.4	340	28.9	132	11.2	39	3.3	592	50.3
Faculty	79	7.0	568	50.1	231	20.4	40	3.5	215	19.0
Staff	913	15.3	3,490	58.4	842	14.1	205	3.4	527	8.8
Post-docs/Trainees	85	8.2	555	53.7	172	16.6	39	3.8	183	17.7
I find that UCSF is supportive of flexible work schedules.	1,295	13.9	4,602	49.4	1,730	18.6	617	6.6	1,073	11.5
Graduate/Professional Student	111	9.5	346	29.6	120	10.3	32	2.7	561	47.9
Faculty	145	12.7	613	53.8	219	19.2	52	4.6	110	9.7
Staff	916	15.3	3,093	51.7	1,218	20.4	470	7.9	285	4.8
Post-docs/Trainees	123	12.0	550	53.6	173	16.9	63	6.1	117	11.4
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	441	4.7	1,417	15.2	4,310	46.3	1,485	16.0	1,652	17.8
Graduate/Professional Student	23	2.0	117	10.0	259	22.1	86	7.3	688	58.7
Faculty	55	4.8	183	16.1	609	53.6	191	16.8	99	8.7
Staff	328	5.5	931	15.6	2,917	48.9	1071	18.0	716	12.0
Post-docs/Trainees	35	3.4	186	18.0	525	50.9	137	13.3	149	14.4
I feel that people who have children are considered by UCSF to be less committed to their jobs/careers	226	2.4	978	10.5	4,892	52.7	1,668	18.0	1,522	16.4
Graduate/Professional Student	30	2.6	122	10.4	325	27.7	124	10.6	572	48.8
Faculty	24	2.1	146	12.9	685	60.4	203	17.9	76	6.7
Staff	150	2.5	554	9.3	3,318	55.8	1,206	20.3	723	12.1
Post-docs/Trainees	22	2.1	156	15.2	564	54.9	135	13.1	151	14.7
I feel that UCSF provides available resources to help employees balance work-life needs, such as childcare and elder care.	461	5.0	3,357	36.5	1,813	19.7	678	7.4	2,882	31.4
Graduate/Professional Student	39	58.5	217	18.6	121	10.4	66	5.7	724	62.0
Faculty	48	4.2	512	45.3	307	27.2	94	8.3	169	15.0
Staff	347	5.9	2,306	39.3	1,182	20.1	415	7.1	1,625	27.7
Post-docs/Trainees	27	2.6	322	31.6	203	19.9	103	10.1	364	35.7
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	333	3.6	1,240	13.5	2,652	28.8	764	8.3	4,208	45.8
Graduate/Professional Student	27	2.3	79	6.8	137	11.7	72	6.2	851	73.0
Faculty	79	7.0	259	22.9	342	30.2	111	9.8	342	30.2
Staff	183	3.1	750	12.8	1,876	31.9	521	8.9	2,549	43.4
Post-docs/Trainees	44	4.3	152	14.9	297	29.1	60	5.9	466	45.7

Note: Table includes Faculty, Staff, Post-Doc/Trainee and Graduate/Professional Student responses (*n* = 9,434).

Three-quarters of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (78%, $n = 7,277$) and supervisors (69%, $n = 6,405$) at UCSF who gave them career advice or guidance when they needed it (Table 35).

Sixty-three percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 5,839$) indicated that their supervisors provided them with resources to pursue professional development opportunities, and 66% ($n = 6,147$) felt their supervisors provided ongoing feedback to help improve their performance. The majority of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents had adequate access to administrative support (64%, $n = 5,965$).

Table 35. Perceptions of Support and Resources Available at UCSF

Resources	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it	1,878	20.1	4,527	48.4	1,532	16.4	675	7.2	739	7.9
Graduate/Professional Student	267	22.7	493	41.9	78	6.6	28	2.4	312	26.5
Faculty	236	20.5	541	47.0	212	18.4	62	5.4	100	8.7
Staff	1,101	18.4	2,888	48.2	1,139	19.0	550	9.2	312	5.2
Post-docs/Trainees	274	26.6	605	58.6	103	10.0	35	3.4	15	1.5
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1,998	21.4	5,279	56.6	1,068	11.4	331	3.5	654	7.0
Graduate/Professional Student	313	26.6	569	48.3	50	4.2	18	1.5	228	19.4
Faculty	282	24.5	669	58.2	113	9.8	30	2.6	55	4.8
Staff	1,108	18.6	3,407	57.1	825	13.8	271	4.5	359	6.0
Post-docs/Trainees	295	28.6	634	61.4	80	7.7	12	1.2	12	1.2
My supervisor provides me with resources to pursue professional development opportunities.	1,673	18.0	4,166	44.7	1,812	19.5	753	8.1	910	9.8
Graduate/Professional Student	195	16.6	423	35.9	115	9.8	22	1.9	423	35.9
Faculty	209	18.3	495	43.3	228	19.9	77	6.7	135	11.8
Staff	1,016	17.0	2,683	45.0	1,333	22.3	610	10.2	325	5.4
Post-docs/Trainees	253	24.7	565	55.1	136	13.3	44	4.3	27	2.6
My supervisor provides ongoing feedback to help me improve my performance.	1,607	17.3	4,540	48.8	1,810	19.4	651	7.0	700	7.5
Graduate/Professional Student	192	16.3	474	40.3	111	9.4	27	2.3	371	31.6
Faculty	166	14.5	472	41.2	301	26.2	85	7.4	123	10.7
Staff	1,013	17.0	3,006	50.5	1,239	20.8	507	8.5	188	3.2
Post-docs/Trainees	236	22.8	588	56.9	159	15.4	32	3.1	18	1.7
I have adequate access to administrative support.	1,209	13.0	4,756	51.3	1,725	18.6	851	9.2	736	7.9
Graduate/Professional Student	198	16.9	564	48.1	90	7.7	29	2.5	292	24.9
Faculty	118	10.2	449	38.9	325	28.2	235	20.4	26	2.3
Staff	717	12.1	3,116	52.6	1,166	19.7	532	9.0	396	6.7
Post-docs/Trainees	176	17.2	627	61.2	144	14.1	55	5.4	22	2.1
For health sciences campus employees, my patient-care load is manageable.	407	4.5	2,074	22.9	435	4.8	159	1.8	5,983	66.1
Faculty	90	7.9	451	39.6	107	9.4	46	4.0	444	39.0
Staff	188	3.3	1,058	18.5	276	4.8	101	1.8	4,104	71.7
Post-docs/Trainees	87	8.5	406	39.6	43	4.2	9	0.9	480	46.8

Note: Table includes Faculty, Staff, Post-Doc/Trainee and Graduate/Professional Student responses (n = 9,434).

Perceptions of Unfair or Unjust Employment Practices Within the Past Year

Regarding respondents’ observations of discriminatory employment practices, 18% of Staff respondents ($n = 1,072$) and 10% of Faculty respondents ($n = 112$)⁵⁰ believed they observed hiring practices at UCSF (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 36).

Table 36. Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion/Tenure/Reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	4,397	61.4	6,992	74.7	5,955	63.7
Faculty	867	75.0	960	83.2	801	69.4
Staff	3,530	58.8	4,210	70.3	3,477	58.1
Post-Doc/Trainee	Not asked	Not asked	858	82.9	794	77.0
Grad/Prof Student	Not asked	Not asked	964	81.8	883	75.0
Yes	1,184	16.5	844	9.0	1,559	16.7
Faculty	112	9.7	88	7.6	184	15.9
Staff	1,072	17.9	684	11.4	1,270	21.2
Post-Doc/Trainee	Not asked	Not asked	37	3.6	59	5.7
Grad/Prof Student	Not asked	Not asked	35	3.0	46	3.9
Don’t Know	1,578	22.0	1,524	16.3	1,836	19.6
Faculty	177	15.3	106	9.2	170	14.7
Staff	1,401	23.3	1,098	18.3	1,240	20.7
Post-Doc/Trainee	Not asked	Not asked	140	13.5	178	17.3
Grad/Prof Student	Not asked	Not asked	180	15.3	248	21.1

*Note: Answered by Faculty and Staff only ($n = 7,210$).

**Note: Answered by Faculty, Staff, Post-docs/Trainees, and Graduate/Professional Students ($n = 9,434$)

⁵⁰ Post-docs/Trainees and Graduate/Professional Students were not asked this question..

Of those who believed that they had observed discriminatory hiring, 32% ($n = 376$) said it was based on personal relationships, 22% ($n = 262$) on ethnicity, 19% ($n = 222$) on race, 17% ($n = 202$) on age, and 14% ($n = 163$) on position.

- By gender identity: Subsequent analyses indicated that 16% of women ($n = 813$), 12% of men ($n = 341$), and 35% of genderqueer respondents ($n = 11$) believed they had observed discriminatory hiring practices at UCSF.⁵¹
- By racial identity: Subsequent analyses indicated that 11% of White faculty and staff ($n = 420$), 22% of Underrepresented Minority faculty and staff ($n = 283$), 15% of Other People of Color employees ($n = 401$), and 25% of Multi-Minority employees ($n = 26$) observed unfair or unjust hiring at UCSF.
- By sexual orientation: Subsequent analyses indicated that 17% of LGBTQ respondents ($n = 164$) and 13% of heterosexual respondents ($n = 876$) believed they had observed discriminatory hiring practices at UCSF.

Nine percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 844$) had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 24% ($n = 202$) said they believed the discrimination was based on position, 18% ($n = 152$) on race, 18% ($n = 150$) on age, 18% ($n = 148$) on ethnicity, and 11% ($n = 94$) on personal relationships.

- By position: Subsequent analyses indicated that 3% of Graduate Students ($n = 35$), 11% of Staff respondents ($n = 684$), 8% of Faculty respondents ($n = 88$), and 4% of Post-Docs/Trainees ($n = 37$) had observed discriminatory disciplinary actions at UCSF.
- By gender identity: Subsequent analyses indicated that 10% of women respondents ($n = 539$), 9% of men respondents ($n = 241$), and 14% of genderqueer respondents ($n = 6$) believed they had observed discriminatory practices at UCSF.

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

- By racial identity: Subsequent analyses indicated that 15% of Underrepresented Minority employees ($n = 183$), 18% of Multi-Minority employees ($n = 19$), 9% of Other People of Color employees ($n = 236$), and 9% of White employees ($n = 339$) believed they had observed discriminatory practices at UCSF.
- By sexual orientation: Subsequent analyses indicated that 12% of LGBTQ respondents ($n = 116$) and 9% of heterosexual respondents ($n = 606$) witnessed discriminatory disciplinary actions at UCSF.

Seventeen percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 1,559$) had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCSF. Subsequent analyses indicate that respondents believed it was based on personal relationships (26%, $n = 407$), UCSF position (21%, $n = 319$), ethnicity (13%, $n = 198$), race (12%, $n = 184$), and age (12%, $n = 179$).

- By position: Subsequent analyses indicated that 4% of Graduate Students ($n = 46$), 21% of Staff respondents ($n = 1,270$), 16% of Faculty respondents ($n = 184$), and 6% of the Post-Docs/Trainees ($n = 59$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UCSF.
- By gender identity: Subsequent analyses indicated that 19% of women ($n = 1,010$), 16% of men ($n = 459$), and 16% of genderqueer respondents ($n = 7$) witnessed discriminatory promotion/tenure/reappointment/reclassification at UCSF.
- By racial identity: Subsequent analyses indicated that 16% of White respondents ($n = 619$), 19% of Other People of Color respondents ($n = 498$), 23% of Underrepresented Minority respondents ($n = 288$), and 29% of Multi-Minority respondents ($n = 31$) witnessed discriminatory promotion/tenure/reappointment/reclassification at UCSF.
- By sexual orientation: Subsequent analyses indicated that 19% of LGBTQ of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student ($n = 191$) and 18% of heterosexual respondents ($n = 1,139$) also witnessed such conduct witnessed discriminatory promotion/tenure/reappointment/reclassification at UCSF.

Faculty Members’ Views on University Policies

One survey item queried Faculty members about their opinions regarding a variety of work-life issues specific to faculty work (Table 37). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (69%, $n = 791$) and reasonable (77%, $n = 883$). Most felt that their service contributions were important to tenure/promotion (70%, $n = 805$). Fewer Faculty felt that their diversity-related contributions have been/will be valued for promotion or tenure (39%, $n = 442$). Readers should note that 37% of respondents ($n = 422$) indicated that this question was “not applicable” to them. Twenty percent of respondents ($n = 228$) felt pressured to change their research agendas to achieve tenure or be promoted.

Table 37. 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	12.0	652	56.5	248	21.5	65	5.6	51	4.4
I believe that the tenure/promotion standards are reasonable.	140	12.2	743	64.8	161	14.0	31	2.7	71	6.2
I feel that my service contributions are important to tenure/promotion.	147	12.8	658	57.3	231	20.1	52	4.5	61	5.3
I feel pressured to change my research agenda to achieve tenure/promotion.	34	3.0	194	16.9	489	42.6	187	16.3	245	21.3
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	57	5.0	385	33.7	228	20.0	49	4.3	422	37.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	116	10.3	530	47.0	307	27.2	76	6.7	98	8.7

Note: Table includes only faculty respondents ($n = 1,158$).

Fifty-seven percent of all Faculty ($n = 646$) believed tenure standards and advancement standards were equally applied to all UCSF faculty. Figure 46 illustrates that Underrepresented Minority Faculty and LGBTQ faculty were less likely to believe that tenure standards and advancement standards were equally applied to all UCSF faculty.

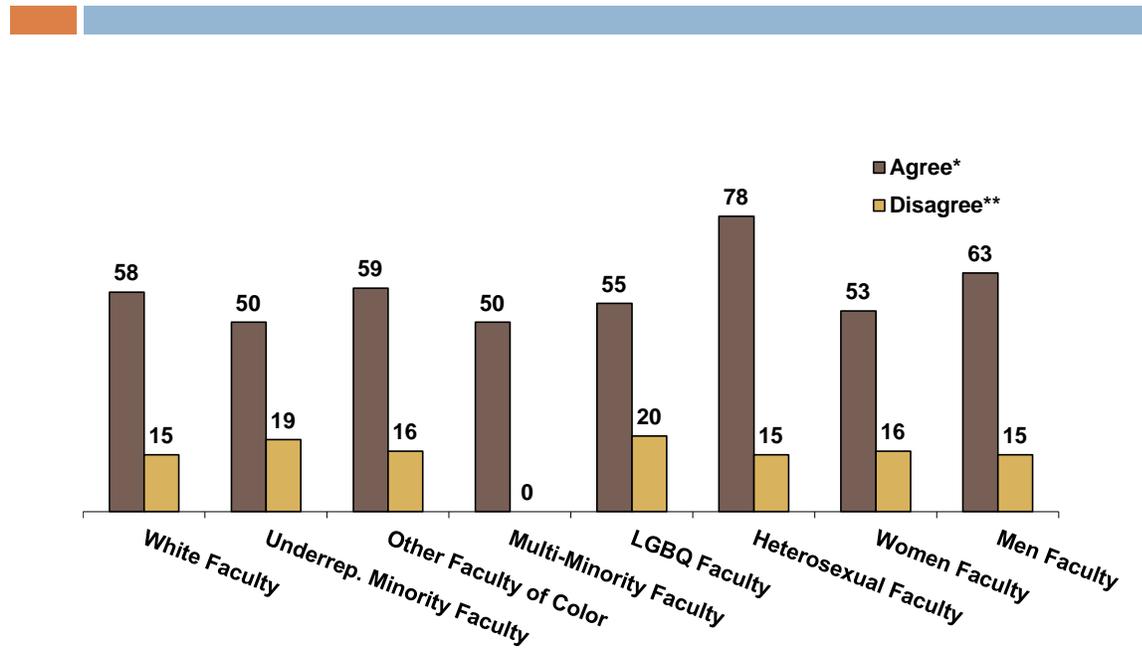


Figure 46. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Seventy percent of Faculty ($n = 798$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 38). Twenty percent ($n = 241$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Thirty percent of Faculty ($n = 392$) believed they performed more work to help students than did their colleagues. Table 38 depicts Faculty responses by gender and race/ethnicity where differences emerged among the groups.⁵²

Table 38. Faculty Attitudes about Work-Related Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	176	15.3	622	54.2	206	17.9	70	6.1	74	6.4
White	104	14.8	391	55.7	119	17.0	39	5.6	49	7.0
Underrepresented Minority	14	13.6	49	47.6	22	21.4	11	10.7	7	6.8
Other People of Color	56	18.2	163	52.9	55	17.9	19	6.2	15	4.9
Men	98	17.9	292	53.4	91	16.6	24	4.4	42	7.7
Women	78	13.1	327	55.1	112	18.9	46	7.7	31	5.2
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	55	4.8	186	16.1	708	61.5	131	11.4	72	6.3
White	104	14.8	391	55.7	119	17.0	39	5.6	49	7.0
Underrepresented Minority	14	13.6	47.6	49	22	21.4	11	10.7	7	6.8
Other People of Color	56	18.2	163	52.9	55	17.9	19	8.2	15	4.9
Men	23	4.2	78	14.2	332	60.3	76	13.8	42	7.6
Women	32	5.4	107	18	371	62.6	53	8.9	30	5.1
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.	101	8.8	291	25.5	570	49.9	99	8.7	82	7.2
White	64	9.1	190	27.0	342	48.6	66	9.4	42	6.0
Underrepresented Minority	10	9.7	29	28.2	49	47.6	5	4.9	10	9.7
Other People of Color	20	6.6	67	22.2	164	54.3	25	8.3	26	8.6
Men	36	6.6	144	26.3	267	48.7	54	9.9	47	8.6
Women	64	10.9	146	24.9	299	50.9	44	7.5	34	5.8

Note: Table includes only faculty respondents ($n = 1,158$).

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

Seventy percent of faculty members ($n = 667$) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 39). Four percent of faculty members ($n = 45$) have used or would use UCSF policies on stopping the tenure clock, and 20% have used university policies on taking leave for childbearing or adoption ($n = 228$). Two percent have used university policies on active service-modified duties ($n = 16$). Eleven percent felt that faculty members who use family-related leave policies are disadvantaged in promotion or tenure ($n = 123$), and 48% believed that perceptions about using family-related leave policies differ for men and women faculty ($n = 556$). Table 39 depicts Faculty responses by gender.

Table 39. Faculty Attitudes about Family-Related Leave Policies by Gender

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used or would use university policies on stopping the clock for promotion or tenure.	6	.05	39	3.4	277	23.9	205	17.7	628	54.2
Women	5	0.8	25	4.2	152	25.5	90	15.1	323	54.3
Men	<5	--	14	2.5	122	22.1	115	20.8	301	54.4
I have used university policies on taking leave for childbearing or adoption.	83	7.2	145	12.5	189	16.3	159	13.7	577	49.8
Women	61	10.3	115	19.4	83	14.0	65	10.9	270	45.5
Men	22	4.0	30	5.4	103	18.7	94	17.0	303	54.9
I have used university policies on active service-modified duties.	<5	--	18	1.6	237	20.5	173	14.9	721	62.3
Women	<5	--	12	2.0	124	20.9	68	11.4	386	65.0
Men	<5	--	6	1.1	110	19.9	105	19.0	331	60.0
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	22	1.9	101	8.7	542	46.8	232	20.0	234	20.2
Women	16	2.8	76	13.2	276	47.9	99	17.2	109	18.9
Men	6	1.1	23	4.2	264	48.2	132	24.1	123	22.4
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	175	15.1	629	54.3	163	14.1	47	4.1	125	10.8
Women	75	12.8	316	53.8	111	18.9	32	5.5	53	9.0
Men	100	18.3	312	57.0	49	9.0	15	2.7	71	13.0
I believe that perceptions about using work-family policies differ for men and women faculty.	126	10.9	430	37.1	349	30.1	100	8.6	135	11.7
Women	71	12.1	222	37.8	189	32.2	35	6.0	70	11.9
Men	54	9.9	206	37.8	157	28.8	64	11.7	64	11.7

Note: Table includes only faculty respondents (*n* = 1,158).

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

Thirty-seven percent of Staff respondents ($n = 2,222$), 43% of Faculty respondents ($n = 500$), and 27% of Post-Docs/Trainee respondents ($n = 276$) have seriously considered leaving UCSF in the past year.

Subsequent analyses indicate that:

- By gender identity: 35% of men ($n = 996$), 37% of women ($n = 1948$), 67% ($n = 12$) of transgender respondents, and 41% ($n = 18$) of genderqueer respondents thought of leaving the institution.
- By racial identity: 39% of Multi-Minority respondents ($n = 42$), 39% of White Faculty, Staff, and Post-Doc/Trainee respondents ($n = 1,542$), 38% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents ($n = 483$), and 31% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents ($n = 833$) have seriously considered leaving UCSF.
- By sexual orientation: 42% of LGBTQ Faculty, Staff, and Post-Doc/Trainee respondents ($n = 414$) and 36% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents ($n = 2,356$) have seriously thought of leaving the institution.

Over 2,300 respondents further elaborated on why they considered leaving UCSF during the past year. Their comments varied widely. Some of their reasons included: long commutes, lack of advancement/development opportunities, supervisors' micromanaging, low salaries, departmental tensions/ "toxic work environments," abusive supervisors/colleagues, excessive workload, lack of funding, etc. Other respondents offered: "leadership opportunities at another institution," "looking for better opportunities in industry," "looking for opportunity to advance my career," "would like better work-life balance," etc.

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCSF groups. Underrepresented Minority respondents and Multi-Minority respondents were less likely than White respondents to believe the workplace was welcoming

based on race. Respondents with Other Religious Affiliations were less likely than other affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender respondents were less likely than Men, Women, and Genderqueer respondents to think the workplace climate was welcoming based on gender identity. Conservative/Far Right respondents were less likely than Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents and politically Middle of the Road respondents to think the workplace climate was welcoming based on political affiliation.

Few UCSF employees had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (9%), or unfair or unjust promotion/tenure/reclassification (17%). Position, age, race and personal relationships were the top bases for all discriminatory employment practices. Additionally, the majority of Faculty, Staff, and Post-Doc/Trainee respondents 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.

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCSF groups. Other People of Color and Underrepresented Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race.

Few UCSF Faculty, Staff, Post-Doc, and Trainee respondents had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (9%), or unfair or unjust promotion/tenure/reclassification (17%). Additionally, the majority of staff believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Graduate/Professional Students, and Post-Docs/Trainees

Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UCSF Graduate/Professional Students. Several survey items queried Graduate/Professional 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 Graduate/Professional Students only, one includes Graduate/Professional Students and Faculty responses, and others include Graduate/Professional Student, and Post-Doc/Trainee responses. The tables are marked accordingly.

Graduate/Professional Students and Post-Docs/Trainees Academic Experiences

The survey asked Graduate/Professional Students and Post-Docs/Trainees ($n = 2,224$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 40). Their answers were positive. For example, 71% of Graduate/Professional Students and Post-Docs/Trainees ($n = 1,566$) felt they were performing up to their full academic potential. The majority of respondents indicated that they were satisfied with their academic experience at UCSF (75%, $n = 1,665$) and were satisfied with the extent of their intellectual development since enrolling at UCSF (78%, $n = 1,715$).

Additionally, the majority of Graduate/Professional Students and Post-Docs/Trainees felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%, $n = 1,745$) and that their interest in ideas and intellectual matters has increased since coming to UCSF (72%, $n = 1,600$). Sixty percent of respondents ($n = 1,316$) felt many of their courses this year have been intellectually stimulating.

More than half of all Graduate/Professional Student and Post-Doc/Trainee respondents felt they performed academically as well as they had anticipated they would (65%, $n = 1,436$). Seventy-two percent intended to graduate from UCSF ($n = 1,588$), yet four percent of respondents ($n = 96$) indicated that they were considering transferring to another college or university due to academic reasons.

Table 40. Graduate/Professional Student, and Post-Doc/Trainee Respondents’ Academic Experiences at UCSF

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	432	19.5	1,134	51.2	283	12.8	254	12.8	31	1.4
Graduate/Professional	242	20.4	600	50.6	163	13.8	152	12.8	24	2.0
Post-doc/Trainee	190	18.4	534	51.7	120	11.6	102	9.9	7	0.7
Many of my courses this year have been intellectually stimulating.	489	22.1	827	37.4	154	7.0	69	3.1	13	0.6
Graduate/Professional	345	29.2	530	44.8	104	8.8	54	4.6	10	0.8
Post-doc/Trainee	144	14.0	297	28.9	50	4.9	15	1.5	<5	--
I am satisfied with my academic experience at UCSF.	573	25.9	1,092	49.3	262	11.8	156	7.0	29	1.3
Graduate/Professional	328	27.8	584	49.3	156	13.2	94	7.9	17	1.4
Post-doc/Trainee	245	23.8	508	49.3	106	10.3	62	6.0	12	1.2
I am satisfied with the extent of my intellectual development since enrolling at UCSF.	642	29.0	1,073	48.5	242	10.9	152	6.9	19	0.9
Graduate/Professional	374	31.6	583	49.2	136	11.5	76	6.4	11	0.9
Post-doc/Trainee	268	26.0	490	47.6	106	10.3	76	7.4	8	0.8
I have performed academically as well as I anticipated I would.	443	20.0	993	44.9	343	15.5	257	11.6	50	2.3
Graduate/Professional	265	22.4	524	44.3	183	15.5	169	14.3	37	3.1
Post-doc/Trainee	178	17.3	469	45.6	160	15.5	88	8.6	13	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	665	30.2	1,080	49.0	225	10.2	117	5.3	26	1.2
Graduate/Professional	390	33.1	580	49.2	126	10.7	65	5.5	16	1.4
Post-doc/Trainee	275	26.8	500	48.8	99	9.7	52	5.1	10	1.0
My interest in ideas and intellectual matters has increased since coming to UCSF.	676	30.6	924	41.8	345	15.6	184	8.3	32	1.4
Graduate/Professional	402	34.1	482	40.8	180	15.3	99	8.4	15	1.3
Post-doc/Trainee	274	26.6	442	42.9	165	16.0	85	8.2	17	1.6
I intend to graduate from UCSF.	1,198	54.4	390	17.7	48	2.2	6	0.3	3	0.1
Graduate/Professional	918	78.1	222	18.9	23	2.0	<5	--	<5	--
Post-doc/Trainee	280	27.2	168	16.3	25	2.4	<5	--	<5	--
I am considering transferring to another college or university due to academic reasons.	29	1.3	67	3.0	76	3.4	307	13.9	1,252	56.5
Graduate/Professional	14	1.2	17	1.4	27	2.3	168	14.2	888	74.9
Post-doc/Trainee	15	1.5	50	4.9	49	4.8	139	13.5	364	35.4

Note: Table includes Graduate/Professional Students and Post-Docs/Trainees only (*n* = 2,224). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B, Table B36.

Graduate/Professional Students Campus/Classroom Experiences

The survey asked Graduate/Professional Students about the perceptions they held about the University of California climate before they enrolled on campus. Before they enrolled at University of California, more than half of all student respondents thought the climate was “very respectful/respectful” of all of the groups listed in Table 41.

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	220	19.5	531	47.1	99	8.8	9	0.8	269	23.8
Physical health issues	296	26.4	589	52.4	40	3.6	<5	--	194	17.3
Female	381	33.8	649	57.6	36	3.2	<5	--	59	5.2
Religious affiliations other than Christian	269	23.9	614	54.6	38	3.4	5	0.4	198	17.6
Christian affiliations	237	21.1	582	51.9	101	9.0	15	1.3	187	16.7
Gay, lesbian, bisexual, transgender	434	38.6	599	53.3	15	1.3	<5	--	74	6.6
Immigrants	296	26.4	635	56.5	48	4.3	5	0.4	139	12.4
International students, staff, or faculty	328	29.2	612	54.4	34	3.0	<5	--	146	13.0
Learning disabled	247	22.0	504	44.9	62	5.5	7	0.6	303	27.0
Male	472	42.0	563	50.0	14	1.2	<5	--	73	6.5
Non-native English speakers	262	23.4	617	55.0	86	7.7	6	0.5	150	13.4
Parents/guardians	296	26.4	576	51.3	47	4.2	<5	--	203	18.1
People of color	344	30.6	617	54.8	66	5.9	10	0.9	89	7.9
Providing care for adults who are disabled and/or elderly	261	23.3	496	44.2	28	2.5	<5	--	333	29.7
Physical disability	280	25.1	541	48.5	35	3.1	<5	--	255	22.9
Socioeconomically disadvantaged	282	25.2	556	49.6	103	9.2	26	2.3	153	13.7
Socioeconomically advantaged	388	34.6	566	50.5	22	2.0	7	0.6	137	12.2
Transgender	292	26.1	532	47.6	56	5.0	<5	--	233	20.9
Other	58	17.1	110	32.4	7	2.1	5	1.5	159	46.9

Note: Table reports Graduate/Professional Student responses only (n = 1,187).

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

Subsequent analyses examining Graduate/Professional Student responses by selected demographics indicate that:

- By gender identity, 82% of women Graduate/Professional Students ($n = 605$), 84% of men Graduate/Professional Students ($n = 352$), 75% ($n = 6$) of transgender Graduate/Professional Students, and 50% ($n = 7$) of genderqueer Graduate/Professional Students thought the classroom climate was welcoming based on gender identity.
- By racial identity, 82% of Other People of Color Graduate/Professional Students ($n = 358$), 68% ($n = 145$) of Underrepresented Minority Graduate/Professional Students, 75% ($n = 18$) of Multi-Minority Graduate/Professional Students, and 84% ($n = 393$) of White Graduate/Professional Students thought the classroom climate was welcoming based on race.
- By sexual orientation, 82% of LGBTQ Graduate/Professional Students ($n = 119$) and 87% of heterosexual Graduate/Professional Students ($n = 834$) thought the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 62% of Christian Graduate/Professional Students ($n = 182$), 80% ($n = 12$) of Muslim Graduate/Professional Students, 77% ($n = 36$) of Jewish Graduate/Professional Students, 75% ($n = 54$) of Graduate/Professional Students with Other Religious/Spiritual Affiliations, 73% ($n = 438$) of Graduate/Professional Students with No Affiliation, and 70% ($n = 73$) of Graduate/Professional Students with Multiple Affiliations felt the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 73% of Graduate/Professional Students whose families earned less than \$30,000 per year ($n = 505$) and 80% of Graduate/Professional Students whose families earn \$30,000 or more per year ($n = 340$) felt the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 70% of Far Left/Liberal Graduate/Professional Students ($n = 523$) and 35% of Conservative/Far Right Graduate/Professional Students ($n = 18$) thought the classroom climate was welcoming based on political views.

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Age	638	28.1	1,066	47.0	114	5.0	20	0.9	429	18.9
Ancestry	678	30.0	991	43.9	85	3.8	20	0.9	485	21.5
Country of origin	668	29.6	1,008	44.7	95	4.2	22	1.0	464	20.6
English language proficiency/ accent	507	22.4	1,027	45.4	232	10.3	33	1.5	461	20.4
Ethnicity	679	30.1	1,018	45.1	112	5.0	32	1.4	416	18.4
Gender identity	699	31.0	971	43.0	107	4.7	21	0.9	459	20.3
Gender expression	678	30.1	951	42.2	122	5.4	20	0.9	484	21.5
Immigrant/citizen status	605	27.0	944	42.1	115	5.1	29	1.3	551	24.6
International Status	630	28.1	943	42.0	118	5.3	27	1.2	527	23.5
Learning disability	475	21.2	811	36.1	208	9.3	42	1.9	708	31.6
Marital status	703	31.3	976	43.4	81	3.6	17	0.8	472	21.0
Medical conditions	560	25.0	884	39.5	143	6.4	23	1.0	627	28.0
Military/veteran status	498	22.2	786	35.0	61	2.7	14	0.6	888	39.5
Parental status (e.g., having children)	544	24.2	945	42.0	160	7.1	34	1.5	565	25.1
Participation in an campus club/organization	639	28.5	929	41.4	56	2.5	10	0.4	610	27.2
Psychological condition	442	19.7	832	37.1	202	9.0	36	1.6	730	32.6
Physical characteristics	548	24.4	987	44.0	125	5.6	17	0.8	567	25.3
Physical disability	500	22.3	934	41.7	134	6.0	27	1.2	646	28.8
Political views	455	20.3	915	40.9	279	12.5	78	3.5	510	22.8
Race	635	28.3	992	44.3	144	6.4	36	1.6	433	19.3
Religious/spiritual views	504	22.5	947	42.3	203	9.1	53	2.4	534	23.8
Sexual orientation	722	32.3	986	44.1	75	3.4	16	0.7	439	19.6
Socioeconomic status	546	24.4	994	44.5	179	8.0	49	2.2	468	20.9

Note: Table includes Faculty and Graduate/Professional Student respondents only (n = 2,345).

One of the survey items asked Graduate/Professional Students and Post-Docs/Trainees the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UCSF (Table 43). Seventy-nine percent of Graduate/Professional Students and Post-Docs/Trainees ($n = 1,726$) felt valued by faculty in the classroom, and 81% ($n = 1,757$) felt valued by others in the classroom. Graduate/Professional Student and Post-Doc/Trainee respondents thought that UCSF faculty (80%, $n = 1,752$) and staff (79%, $n = 1,718$) were genuinely concerned with their welfare. Thirty-nine percent ($n = 850$) of Graduate/Professional Students and Post-Docs/Trainees felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Eighty-eight percent of Graduate/Professional Students and Post-Docs/Trainees ($n = 1,934$) had faculty they perceive as role models, and 66% ($n = 1,440$) had staff they perceived as role models. Eighty-three percent of Graduate/Professional Student and Post-Doc/Trainee respondents ($n = 1,805$) had academic opportunities for success that were similar to those of their classmates.

Table 43. Graduate/Professional Student and Post-Doc/Trainee 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	550	25.2	1,176	54.0	161	7.4	35	1.6	257	11.8
I feel valued by other students in the classroom	556	25.6	1,201	55.4	118	5.4	21	1.0	273	12.6
I think UCSF faculty are genuinely concerned with my welfare	600	27.5	1,152	52.8	223	10.2	60	2.7	148	6.8
I think UCSF staff are genuinely concerned with my welfare	500	22.9	1,218	55.8	224	10.3	42	1.9	200	9.2
I think administrators are genuinely concerned about my welfare.	483	22.2	1,090	50.1	280	12.9	100	4.6	223	10.2
I think faculty pre-judge my abilities based on perceived identity/background	217	10.0	633	29.2	783	36.1	258	11.9	275	12.7
I believe the campus climate encourages free and open discussion of difficult topics	453	20.6	1,219	55.5	326	14.8	70	3.2	128	5.8
I have faculty who I perceive as role models	812	37.0	1,122	51.1	148	6.7	32	1.5	82	3.7
I have staff who I perceive as role models	440	20.1	1,000	45.7	407	18.6	40	1.8	302	13.8
I have administrators who I perceive as role models	369	16.9	870	39.8	494	22.6	96	4.4	356	16.3
I don’t see enough faculty/staff with whom I identify	272	12.5	621	28.5	910	41.7	247	11.3	132	6.0
I have opportunities for academic success that are similar to those of my classmates	566	26.0	1,239	56.9	162	7.4	37	1.7	175	8.0

Note: Table reports Graduate/Professional Student and Post-Doc/Trainee responses only (*n* = 2,224).

Forty-one percent of Graduate/Professional Students and Post-Docs/Trainees ($n = 893$) did not see enough faculty and staff with whom they identified. Seventy-five percent of transgender ($n = 6$) and genderqueer Graduate/Professional Students and Post-Docs/Trainees ($n = 12$) and 50% of LGBTQ Graduate/Professional Students and Post-Docs/Trainees ($n = 120$) did not see enough faculty and staff with whom they identified (Figure 47).

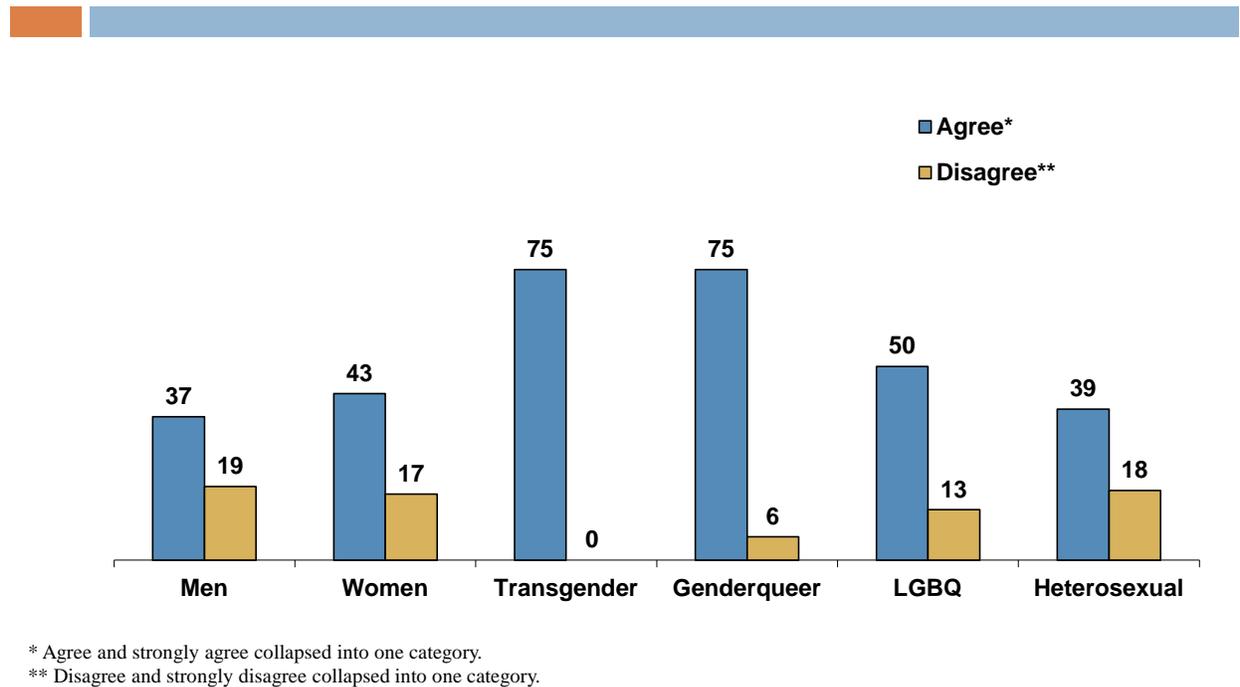


Figure 47. Graduate/Professional Students and Post-Docs/Trainees Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Seventy-four percent of Multi-Minority Graduate/Professional Students and Post-Docs/Trainees ($n = 23$), 62% of Underrepresented Minority Graduate/Professional Students and Post-Docs/Trainees ($n = 209$), and 51% of those who indicated they were conservative/far right ($n = 43$) did not see enough faculty and staff with whom they identified (Figure 48).

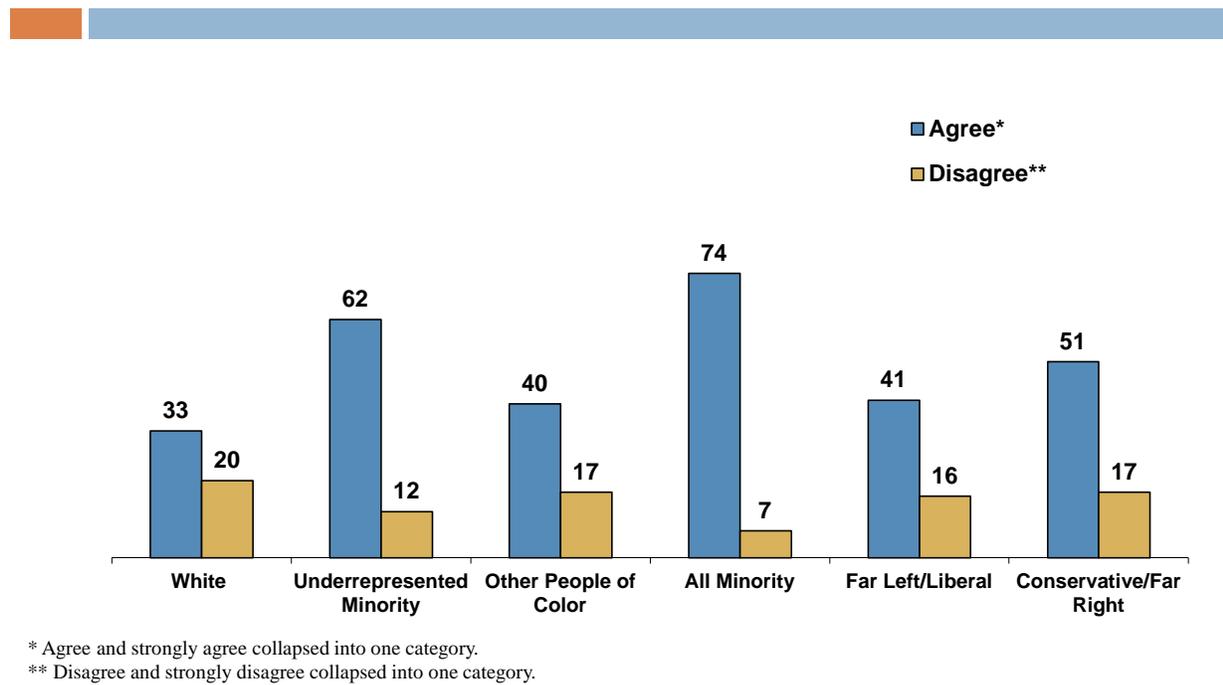


Figure 48. Graduate/Professional Students and Post-Docs/Trainees Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views

Graduate/Professional Students Who Have Seriously Considered Leaving UCSF

Thirty-four percent of all respondents ($n = 3,182$) had seriously considered leaving UCSF in the past year. With regard to Graduate/Professional Student respondents, 15% of Undergraduate Students ($n = 184$) had seriously considered leaving UCSF.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 17% of women ($n = 128$), 12% of men ($n = 52$) and 50% ($n = 7$) of genderqueer respondents had seriously considered leaving UCSF.
- By racial identity, 10% of Other People of Color Graduate/Professional Students ($n = 44$), 17% of White Graduate/Professional Students ($n = 80$) and 25% ($n = 54$) of Underrepresented Minority Graduate/Professional Students had seriously considered leaving UCSF.
- By sexual orientation, 18% of LGBTQ Graduate/Professional Students ($n = 26$) and 15% of heterosexual Graduate/Professional Students ($n = 146$) had seriously considered leaving UCSF.
- By generation al status, 16% ($n = 39$) of first-generation Graduate/Professional Students and 15% ($n = 144$) of Graduate/Professional Students who were not considered first-generation students seriously considered leaving UCSF.
- By socioeconomic status, 18% of Graduate/Professional Students whose annual family incomes were less than \$30,000 ($n = 128$) and 11% of Graduate/Professional Students whose family incomes were \$30,000 or greater ($n = 49$) also seriously considered leaving UCSF within the past year.

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 UCSF 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 UCSF faculty and staff were genuinely concerned with their welfare. Fifteen percent of all Graduate/Professional Students had seriously considered leaving UCSF, while 72% of all Graduate/Professional Students intended to graduate from UCSF.

Institutional Actions

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

Some Faculty, Staff, and Post-Docs/Trainees thought providing flexibility for promotion for faculty (35%, $n = 2,469$) and providing recognition and rewards for including diversity issues in courses across the curriculum (43%, $n = 3,073$) positively affects the campus climate (Table 44). Fifty-eight percent ($n = 4,183$) thought providing access to counseling to those who experienced exclusionary conduct positively affected the climate at UCSF. Some also thought that diversity training for staff (59%, $n = 4,157$), faculty (50%, $n = 3,548$), and students (48%, $n = 3,386$) positively affected the climate.

A number of respondents felt mentorship for new faculty (52%, $n = 3,688$) and staff (61%, $n = 4,201$) positively influenced the climate. Forty-five percent ($n = 3,160$) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Fifty-three percent ($n = 3,676$) thought providing back-up family care would positively affect the campus climate at UCSF, and 55% ($n = 3,861$) thought providing lactation accommodations on campus would positively influence UCSF. Seventy-one percent of respondents ($n = 4,911$) thought providing career development opportunities for staff would positively influence the climate.

Almost 500 respondents provided additional commentary regarding institutional actions at UCSF. Some respondents felt the institution was very diverse, and others wanted to see more diversity in the faculty. A number of respondents were glad to see the question referencing lactation accommodations, shared how having such places on campus has helped them and others, and some wanted more locations. Several people took the opportunity to make sure that UCSF “hire[s] the best person for the job,” not to fill a “diversity quota.”

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

Areas	Not currently available at UCSF		Positively influence campus climate		No Influence on campus climate		Negatively influence campus climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	234	2.8	2,469	34.5	305	4.3	163	2.3	4,210	58.9
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	137	1.7	2,467	34.4	338	4.7	112	1.6	4,264	59.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	167	2.0	3,073	43.0	464	6.5	121	1.7	3,485	48.8
Providing diversity training for staff	260	3.2	4,157	58.5	761	10.7	114	1.6	2,078	29.2
Providing diversity training for faculty	168	2.0	3,548	49.6	631	8.8	97	1.4	2,878	40.2
Providing diversity training for students	144	1.7	3,386	47.5	533	7.5	77	1.1	3,126	43.9
Providing access to counseling for people who have experienced harassment	144	1.7	4,183	58.3	298	4.2	91	1.3	2,599	36.2
Providing mentorship for new faculty	133	1.6	3,688	51.6	256	3.6	76	1.1	3,129	43.8
Providing mentorship for new staff	452	5.5	4,201	60.8	397	5.8	138	2.0	2,168	31.4
Providing a clear and fair process to resolve conflicts	318	3.9	4,266	61.4	355	5.1	192	2.8	2,138	30.8
Increasing funding to support efforts to change campus climate	356	4.3	3,110	45.2	550	8.0	129	1.9	3,087	44.9
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	219	2.7	2,988	42.8	710	10.2	341	4.9	2,942	42.1
Providing diversity and equity training to search and tenure committees	201	2.4	3,160	45.1	551	7.9	155	2.2	3,133	44.8

Table 44 (cont.)

Areas	Not currently available at UCSF		Positively influence campus climate		No Influence on campus climate		Negatively influence campus climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the faculty	147	1.8	3,871	54.8	578	8.2	93	1.3	2,526	35.7
Increasing the diversity of the staff	142	1.7	4,159	58.8	722	10.2	113	1.6	2,082	29.4
Increasing the diversity of the administration	155	1.9	4,060	57.5	654	9.3	117	1.7	2,226	31.5
Increasing the diversity of the student body	90	1.1	3,729	52.6	605	8.5	93	1.3	2,662	37.6
Providing back-up family care	374	4.5	3,676	53.4	350	5.1	94	1.4	2,766	40.2
Providing lactation accommodations	177	2.1	3,861	54.9	411	5.8	57	0.8	2,703	38.4
Providing career development opportunities for staff	295	3.6	4,911	70.6	296	4.3	120	1.7	1,628	23.4

Note: Table reports Faculty, Staff, and Post-Doc/Trainee responses only (*n* = 8,247). See Table B76 in Appendix B for “Don’t Know” responses.

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

Table 45. Graduate/Professional Students'/Trainees' Perception that Courses Offered at UCSF 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	321	22.5	670	47.1	109	7.7	19	1.3	305	21.4
Ancestry	267	18.9	602	42.5	169	11.9	29	2.0	349	24.6
Country of origin	256	18.2	600	42.6	188	13.3	30	2.1	335	23.8
Educational level	282	20.0	641	45.4	171	12.1	27	1.9	291	20.6
English language proficiency/ accent	277	19.7	622	44.1	170	12.1	29	2.1	311	22.1
Ethnicity	290	20.5	635	44.9	151	10.7	36	2.5	301	21.3
Gender identity	294	20.9	578	41.0	170	12.1	51	3.6	317	22.5
Gender expression	284	20.1	569	40.4	180	12.8	52	3.7	325	23.0
Immigrant/citizen status	260	18.4	586	41.6	177	12.6	32	2.3	355	25.2
International Status	265	18.8	583	41.4	154	10.9	33	2.3	372	26.4
Learning disability	233	16.5	515	36.6	208	1.8	54	3.8	399	28.3
Level of education	276	19.6	633	45.1	157	11.2	34	2.4	305	21.7
Marital status	274	19.7	593	42.7	124	8.9	25	1.8	373	26.9
Medical conditions	358	25.4	617	43.9	46	5.4	17	1.2	339	24.1
Military/veteran status	242	17.2	510	36.3	177	12.6	31	2.2	444	31.6
Parental status	265	18.9	591	42.1	143	10.2	22	1.6	382	27.2
Philosophical Views	254	18.1	590	42.0	159	11.3	27	1.9	374	26.6
Psychological condition	282	20.1	581	41.3	131	9.3	32	2.3	380	27.0
Physical characteristics	281	20.1	596	42.6	116	8.3	26	1.9	380	27.2
Physical disability	279	19.9	561	40.0	148	10.5	31	2.2	385	27.4
Political views	237	16.9	546	38.9	189	13.5	43	3.1	388	27.7
Position (faculty, staff)	273	19.5	613	43.8	113	8.1	24	1.7	377	26.9
Race	287	20.5	621	44.3	128	9.1	40	2.9	327	23.3
Religious/spiritual views	250	17.9	574	41.1	173	12.4	38	2.7	360	25.8
Sexual orientation	313	22.4	598	42.7	127	9.1	32	2.3	330	23.6
Socioeconomic status	272	19.5	616	44.1	144	10.3	41	2.9	325	23.2

Note: Table includes only Graduate/Professional Student and Trainee responses (n = 1,607).

Additionally, more than half of all Graduate/Professional Students believed that all but two of the initiatives listed in Table 46 would positively influence the climate. Fifty-nine Graduate/Professional Students elaborated on institutional actions regarding diversity and inclusion at UCSF. Several respondents felt as this respondent did: “We definitely need to incorporate issues of diversity and cross-cultural competence more effectively into the curriculum to serve the diverse cultural and linguistic needs of our diverse patient population.” Others felt that the institution would only offer superficial efforts with regard to diversity and inclusion. For example, one respondent offered “I don't know what constitutes 'diversity training' but if it's anything like 'cultural competency' then I think it would have no effect or have negative effects on campus climate because I find such problems are not solved through 'training' and I find training highly inadequate. These are structural issues.” Respondents also indicated that they would like more effective mentorship opportunities.

Table 46. Graduate/Professional Students’ Perceptions of How Initiatives Would Affect the Climate at UCSF

Area	Positively influences climate		No influence on climate		Negatively influences climate		Don’t know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	679	65.0	173	16.6	21	2.0	171	16.4
Providing diversity training for staff	505	47.1	98	9.1	13	1.2	456	42.5
Providing diversity training for faculty	524	49.2	90	8.5	13	1.2	437	41.1
Providing a person to address student complaints of classroom inequity	630	62.9	74	7.4	6	0.6	291	29.1
Increasing diversity of the faculty and staff	830	78.5	73	6.9	7	0.7	147	13.9
Increasing the diversity of the student body	875	82.3	74	7.0	13	1.2	101	9.5
Increasing opportunities for cross-cultural dialogue among students	803	77.8	87	8.4	7	0.7	135	13.1
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	762	74.3	78	7.6	6	0.6	179	17.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	773	74.8	103	10.0	19	1.8	138	13.4
Providing effective faculty mentorship of students	896	86.1	36	3.5	5	0.5	104	10.0

Note: Table reports Graduate/Professional Student responses only (*n* = 1,187).

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, a substantial number of respondents offered that they “did not know” about the degree to which UCSF promotes diversity to shape campus climate. For those who did offer an opinion, the majority of responses were positive.

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 UCSF 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 UCSF 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 UCSF 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 D - UCSF Inclusion Survey Team

Appendix A
UCSF - Crosstabs of Level 1 Demographic Categories by Primary Status

		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	3	0.25%	82	1.35%	4	0.35%	1	0.10%	90	0.95%
	Man	420	35.41%	1790	29.57%	551	47.58%	476	45.90%	3237	34.31%
	Woman	744	62.73%	4103	67.78%	597	51.55%	556	53.62%	6000	63.60%
	Transgender	4	0.34%	9	0.15%	0	0.00%	1	0.10%	14	0.15%
	Genderqueer	11	0.93%	31	0.51%	3	0.26%	2	0.19%	47	0.50%
	Multiple or Other	4	0.34%	38	0.63%	3	0.26%	1	0.10%	46	0.49%
Racial Identity	Unknown/ Missing/Other	18	1.52%	177	2.92%	28	2.42%	13	1.25%	236	2.50%
	White	480	40.47%	2743	45.32%	709	61.23%	464	44.74%	4396	46.60%
	Underrepresented Minority	213	17.96%	1046	17.28%	104	8.98%	133	12.83%	1496	15.86%
	Other Person of Color	450	37.94%	1994	32.94%	309	26.68%	420	40.50%	3173	33.63%
	Multi-Minority	25	2.11%	93	1.54%	8	0.69%	7	0.68%	133	1.41%
Sexual Identity	Unknown/Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	LGBQ	147	12.39%	792	13.08%	112	9.67%	92	8.87%	1143	12.12%
	Heterosexual	985	83.05%	4657	76.94%	1004	86.70%	887	85.54%	7533	79.85%
	Other	38	3.20%	296	4.89%	20	1.73%	41	3.95%	395	4.19%

*There were no undergraduate students at UCSF

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

		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	3	0.25%	33	0.55%	4	0.35%	4	0.39%	44	0.47%
	US Citizen	1150	96.96%	5958	98.43%	1136	98.10%	764	73.67%	9008	95.48%
	Non-US Citizen	32	2.70%	61	1.01%	18	1.55%	269	25.94%	380	4.03%
	Undocumented	1	0.08%	1	0.02%	0	0.00%	0	0.00%	2	0.02%
Disability Status	Unknown/Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	No Disability	883	74.45%	4843	80.01%	972	83.94%	857	82.64%	7555	80.08%
	Disability	231	19.48%	945	15.61%	154	13.30%	106	10.22%	1436	15.22%
Religious/Spiritual Affiliation	Unknown/Missing	31	2.61%	377	6.23%	52	4.49%	39	3.76%	499	5.29%
	Christian	302	25.46%	2269	37.49%	278	24.01%	254	24.49%	3103	32.89%
	Muslim	17	1.43%	43	0.71%	11	0.95%	9	0.87%	80	0.85%
	Jewish	49	4.13%	174	2.87%	135	11.66%	43	4.15%	401	4.25%
	Other	72	6.07%	376	6.21%	55	4.75%	89	8.58%	592	6.28%
	None	610	51.43%	2431	40.16%	531	45.85%	549	52.94%	4121	43.68%
	Multiple	105	8.85%	383	6.33%	96	8.29%	54	5.21%	638	6.76%

*There were no undergraduate students at UCSF

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

Appendix B
PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1

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

Position	n	%
Graduate/Professional Student	1187	12.6
Non-Degree	11	
Certificate/teacher credential program candidate	0	
Master’s degree student	161	
Doctoral degree student (Ph.D., Ed.D)	320	
Professional degree student (e.g., MD, JD, MBA)	576	
Postdoctoral scholar	617	6.5
Health Sciences Campus Trainees	420	4.5
Staff – non-Union	3037	32.2
Senior Management Group	27	
Management & Senior Professionals - Supervisor	555	
Management & Senior Professionals – Non- Supervisor	221	
Professional & Support Staff – Non-Union & Supervisor	494	
Professional & Support Staff – Non-Union & Non-Supervisor	1320	
Staff- Union	2630	27.9
Professional & Support Staff – Union represented & Supervisor	354	
Professional & Support Staff – Union Represented & Non-Supervisor	1722	
Faculty	1158	12.3
Faculty Administrator	57	
Health Sciences Campus Faculty	858	
Professor	312	
FTE/Ladder Rank	57	
In Residence	57	
Clinical “X”	57	

Table B1 (cont.)

Position	n	%
Visiting	1	
Adjunct	14	
Health Sciences Clinical	62	
Emeritus	5	
Recall	9	
Associate Professor	183	
FTE/Ladder Rank	19	
In Residence	35	
Clinical “X”	34	
Acting	1	
Visiting	2	
Adjunct	19	
Health Sciences Clinical	60	
Emeritus	0	
Assistant Professor	313	
FTE/Ladder Rank	26	
In Residence	46	
Clinical “X”	42	
Acting	1	
Visiting	1	
Adjunct	77	
Health Sciences Clinical	104	
Other Faculty Appointment	47	
Other Academic Series	385	4.1

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

Table B2

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

Status	n	%
Career (including partial-year career) employee	5080	83.9
Contract employee	191	3.2
Limited appointment employee/term employment	184	3.0
Per Diem employee	157	2.6
Floater (temporary services) employee	33	0.5
Academic employee	290	4.8
Missing	117	1.9

Table B3

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

Status	n	%
Health Sciences/Medical Center	2985	49.3
General Campus	2955	48.8
Missing	112	1.9

Table B4

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

Status	n	%
Full-time	8479	89.9
Part time	936	9.9
Missing	19	0.2

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	3298	35.0
Female	6037	64.0
Intersex	10	0.1
Missing	89	0.9

Table B6

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

Gender	n	%
Man	3272	34.7
Woman	6030	63.9
Transgender	26	0.3
Genderqueer	58	0.6
Other	39	0.4

Table B7

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

Position	n	%	Position	n	%
African American/ African/Black	578	6.1	Puerto Rican	55	
African American	381		Other Hispanic, Latin American, or of Spanish origin	223	
African	61		Middle Easter/Southwest Asian/North African	345	3.7
Black Caribbean	40		Afghan	4	
Other African/African American/Black	84		Arab/Arab American	53	
American Indian/ Alaskan Native	136	1.4	Armenian	22	
Tribal Affiliation/corporation	73		Assyrian	5	
Asian/Asian American	2944	31.2	Azerbaijani	1	
Asian Indian	278		Berber	1	
Bangladeshi	5		Circassian	0	
Cambodian	17		Chaldean	2	
Chinese/Chinese American (except Taiwanese)	1202		Coptic	4	
Filipino/Filipino American	627		Druze	0	
Hmong	6		Georgian	2	
Indonesian	17		Iranian	64	
Japanese/Japanese American	222		Jewish	159	
Korean/Korean American	148		Kurdish	2	
Laotian	4		Maronite	6	
Malaysian	13		Turkish	12	
Pakistani	14		Other Middle Eastern/ Southwest Asian/North African	23	
Sri Lankan	12		Pacific Islander	62	0.7
Taiwanese/ Taiwanese American	180		Fijian	11	
Thai	27		Guamanian/Chamorro	11	
Vietnamese/Vietnamese American	173		Hawaiian	25	
Other Asian	79		Samoan	8	
Hispanic/Latino	999	10.6	Tongan	1	
Cuban/Cuban American	22		Other Pacific Islander	9	
Latin American/Latino	307		White	5152	54.6
Mexican/Mexican American/Chicano	448		European/European descent	4412	
			North African	18	
			Other White/Caucasian	432	
			Other	70	0.7

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

Table B8

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

Sexual Identity	n	%
Asexual	285	3.0
Bisexual	215	2.3
Gay	567	6.0
Heterosexual	7533	79.8
Lesbian	239	2.5
Queer	122	1.3
Questioning	36	0.4
Other	74	0.8
Missing	363	3.8

Table B9

What is your age? (Question 30)

Age	n	%
18-20	9	0.1
21-23	292	3.1
24-29	1686	17.9
30-39	2732	29.0
40-49	1961	20.8
50-59	1822	19.3
60 and over	780	8.3
Missing	152	1.6

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	5197	55.1
Children 18 years of age or under	2612	27.7
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	707	7.5
Independent adult children over 18 years of age	280	3.0
Sick or disabled partner	167	1.8
Senior or other family member	1183	12.5
Other	180	1.9

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	8946	94.8
Active military	15	0.2
Reservist	40	0.4
ROTC	26	0.3
Veteran	194	2.1
Missing	213	2.3

Table B12

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	60	5.1	59	5.0
Some high school	57	4.8	41	3.5
Completed high school/GED	116	9.8	110	9.3
Some college	94	7.9	94	7.9
Business/Technical certificate/degree	32	2.7	30	2.5
Associate's degree	44	3.7	52	4.4
Bachelor's degree	233	19.6	246	20.7
Some graduate work	29	2.4	41	3.5
Master's degree	203	17.1	248	20.9
Doctoral degree	114	9.6	85	7.2
Professional degree (MD, MFA, JD)	195	16.5	145	12.2
Unknown	2	0.2	9	0.8
Not applicable	4	0.3	14	0.8
Missing	4	0.3	13	1.1

Note: Table includes only those who answered that they were students in Question 1 (n = 1187).

Table B13

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

Level of Education	n	%
No high school	18	0.3
Some high school	39	0.6
Completed high school/GED	163	2.7
Some college	626	10.3
Business/Technical certificate/degree	238	3.9
Associate’s degree	446	7.4
Bachelor’s degree	2204	36.4
Some graduate work	390	6.4
Master’s degree	1267	20.9
Doctoral degree	305	5.0
Professional degree (e.g. MD, JD, DVM)	310	5.1
Missing	46	0.8

Note: Table includes only those who answered that they were staff in Question 1 (n =6052)

Table B14

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

Note: This question was not asked for this location.

Table B15

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

College Status	n	%
Master's student	185	15.6
First year	83	44.9
Second year	65	35.1
Third (or more) year	17	9.2
Doctoral Student	1002	84.4
First year	178	17.8
Second year	196	19.6
Third (or more) year	409	41.0
Advanced to Candidacy	114	11.4
ABD (all but dissertation)	50	5.0
Missing	0	0.0

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 1187).

Table B16

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

College Status	n	%
First year	303	29.2
Second Year	265	25.6
Third year	201	19.4
Fourth year	100	9.6
Fifth year or more	160	15.4
Missing	8	0.8

Note: Table includes only those who answered that they were post-docs/trainees in Question 1 (n = 1037).

Table B17

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

Academic division	n	%
EVCP	0	0.0
SOM	1015	62.2
SON	90	5.5
SOD	61	3.7
SOP	80	4.9
Grad Division	85	5.2
Medical Center	301	18.4

Note: Table includes only those who indicated they were Post-docs or faculty (n = 1775) in Question 1.

Table B18

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

Academic Unit	n	%
EVCP	169	2.9
SOM	1507	25.9
SON	85	1.5
SOD	86	1.5
SOP	88	1.5
Grad Division	36	0.6
Medical Center	2475	42.5
Chancellor	883	15.2
FAS	496	8.5

Note: Table includes only those who indicated they were staff in Question 1 (n = 6052).

Table B19

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

Note: This question was not asked for this location.

Table B20

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

Academic Unit	n	%
Graduate Academic Degrees		
Biochemistry & Molecular Biology	46	4.0
Bioengineering	23	2.0
Biological & Medical Informatics	18	1.5
Biomedical Imaging	5	0.4
Biomedical Sciences	67	5.8
Biophysics Masters Entry Program in Nursing prep year	9	0.8
Cell Biology	13	1.1
Chemistry & Chemical Biology	21	1.8
Developmental Biology	3	0.3
Developmental & Stem Cell Biology	5	0.4
Doctorate of Physical Therapy Science (DPTSc)	1	0.1
Epidemiology & Translational Science	6	0.5
Genetics	9	0.8
Global Health Sciences	8	0.7
History of Health Sciences	4	0.3
Masters in Advanced Studies - Clinical Research	0	0.0
Medical Anthropology	5	0.4
Neuroscience	36	3.1
Nursing MS (includes MEPN after Prep Year)	153	13.2
Nursing PhD	50	4.3
Oral & Craniofacial Sciences	9	0.8
Pharmaceutical Sciences & Pharmacogenomics	19	1.6
Graduate Professional Degrees		
Dental Hygiene	21	1.8
Doctor of Dental Surgery	68	5.9
Doctor of Medicine	383	33.0
Doctor of Pharmacy	149	12.8
Doctor of Physical Therapy	27	2.3
International Dentist Program	1	0.1
Physical Therapy MS	0	0.0
Post-professional Doctor of Physical Therapy	1	0.1

Note: Table includes only those who indicated they were students in Question 1 (n = 1187).

Table B21

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

Academic Unit	n	%
Dental Postgraduate	1	0.2
Postdoctoral Scholars	5	1.2
School of Dentistry Fellow	0	0.0
School of Dentistry Resident	8	2.0
School of Medicine Fellow	77	18.8
School of Medicine Resident	312	76.1
School of Pharmacy Fellow	0	0.0
School of Pharmacy Resident	7	1.7
Dental Postgraduate	0	0.0
Postdoctoral Scholars	0	0.0
School of Dentistry Fellow	0	0.0

Note: Table includes only those who indicated they were trainees in Question 1 (n = 420).

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	26	0.3
Attention Deficit/Hyperactivity Disorder	179	1.9
Asperger's/Autism Spectrum	12	0.1
Blind	5	0.1
Low vision	103	1.1
Deaf	13	0.1
Hard of Hearing	156	1.7
Learning disability	108	1.1
Medical Condition	455	4.8
Mental health/psychological condition	336	3.6
Physical/Mobility condition that affects walking	127	1.3
Physical/Mobility condition that does not affect walking	181	1.9
Speech/Communication	62	0.7
Other	80	0.8
I have none of the listed conditions	7555	80.1

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	8564	90.8
Permanent Resident	450	4.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	383	4.1
Other legally documented status	20	0.2
Undocumented resident	2	0.0

Table B24

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

Political views	n	%
Far left	512	5.4
Liberal	4565	48.4
Moderate or middle of the road	2275	24.1
Conservative	535	5.7
Far right	20	0.2
Undecided	969	10.3
Other	269	2.9
Missing	289	3.1

Table B25

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

Language spoken at home	n	%
English only	6270	66.5
Other than English	657	7.0
English and other language(s)	2417	25.6
Missing	90	1.0

Table B26

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

Spiritual Affiliation	n	%
Agnostic	1307	13.9
Ahmadi Muslim	2	0.0
African Methodist Episcopal	13	0.1
Atheist	952	10.1
Assembly of God	27	0.3
Baha'i	9	0.1
Baptist	234	2.5
Buddhist	530	5.6
Christian Orthodox	191	2.0
Confucianist	22	0.2
Christian Methodist Episcopal	90	1.0
Druid	3	0.0
Episcopalian	149	1.6
Evangelical	78	0.8
Greek Orthodox	29	0.3
Hindu	169	1.8
Jain	6	0.1
Jehovah's Witness	54	0.6
Jewish Conservative	115	1.2
Jewish Orthodox	14	0.1
Jewish Reformed	447	4.7
Lutheran	108	1.1
Mennonite	4	0.0
Moravian	0	0.0
Muslim	75	0.8
Native American Traditional Practitioner or Ceremonial	14	0.1
Nondenominational Christian	220	2.3
Pagan	38	0.4
Pentecostal	49	0.5
Presbyterian	182	1.9
Protestant	207	2.2
Quaker	24	0.3

Table B26 (cont.)	n	%
Rastafarian	3	0.0
Roman Catholic	1645	17.4
Russian Orthodox	22	0.2
Scientologist	1	0.0
Secular Humanist	64	0.7
Seventh Day Adventist	22	0.2
Shi-ite	7	0.1
Sufi	12	0.1
Sunni	13	0.1
Shinto	10	0.1
Sikh	28	0.3
Taoist	37	0.4
The Church of Jesus Christ of Latter Day Saints	43	0.5
United Methodist	60	0.6
Unitarian Universalist	85	0.9
United Church of Christ	30	0.3
Wiccan	21	0.2
Spiritual, but no religious affiliation	1132	12.0
No affiliation	1644	17.4
Other	411	4.4

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

Table B27

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

Dependency status	n	%
Dependent	263	22.2
Independent	894	75.3
Missing	30	2.5

Note: Table includes only those who answered that they were students in Question 1 (n = 1187)

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	262	22.1
\$10,000-\$19,999	57	4.8
\$20,000-\$29,999	181	15.2
\$30,000-\$39,999	155	13.1
\$40,000-\$49,999	52	4.4
\$50,000-\$59,999	46	3.9
\$60,000-69,999	29	2.4
\$70,000-\$79,999	46	3.9
\$80,000-\$89,999	29	2.4
\$90,000-\$99,999	29	2.4
\$100,000-124,999	78	6.6
\$125,000-\$149,999	44	3.7
\$150,000- \$199,999	55	4.6
\$200,000 -\$249,999	34	2.9
\$250,000-\$299,999	17	1.4
\$300,000-\$399,999	10	0.8
\$400,000-\$499,999	7	0.6
\$500,000 and above	14	1.2
Missing	42	3.5

Note: Table includes only those who answered that they were students in Question 1 (n = 1187).

Table B29

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

Residence	n	%
Campus Housing	175	14.7
Mission Bay Housing Complex – mixed use	111	63.4
Avenue Houses - single student housing	27	15.4
145 Irving Street Apartments –single student housing	6	3.4
Aldea San Miguel Apartments - family housing	14	0.8
Aldea San Miguel Apartments - single student housing	11	0.6
Non-Campus Housing	1011	85.2
Independently in apartment/house	243	24.0
Lives with others in an apartment/flat/house	624	61.7
Living with family member/guardian	113	11.2
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	0	0.0
Missing	1	0.1

Note: Table includes only those who indicated they were students in Question 1 (n = 1187).

Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30

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

Employed	n	%
No	819	69.0
Yes	364	30.7
1-10 hours/week	156	42.9
11-20 hours/week	70	19.2
21-30 hours/week	36	9.9
31-40 hours/week	37	10.2
More than 40 hours/week	55	15.1
Missing	4	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 1187)

Table B31

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

Note: This question was not asked for this location.

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	375	31.6
Academic/Professional	567	47.8
Arts and Entertainment	46	3.9
Community Service/Humanitarian	291	24.5
Cultural/Ethnic/International	134	11.3
LGBTI	67	5.6
Outreach/Recruitment	180	15.2
Political/Social Issues and Advocacy	75	6.3
Religious/Philosophical/Spiritual	40	3.4
Sports/Recreation	181	15.2
Other	18	1.5

Note: Table includes only those who indicated they were students in Question 1 (n = 1187).
 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	2754	29.2
Single, divorced	572	6.1
Single, widow (partner/spouse deceased)	87	0.9
Partnered	869	9.2
Partnered, in civil union/Registered Domestic Partnerships	223	2.4
Married or remarried	4606	48.8
Separated	100	1.1
Other	110	1.2
Missing	113	1.2

Table B34

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

GPA	n	%
Schools of Dentistry, Nursing, Pharmacy & Graduate Division		
A (4.0)	360	30.3
B (3.0)	255	21.5
C (2.0)	10	0.8
D (1.0)	0	0.0
F (0.0)	0	0.0
Y (Provisional Grade. Denotes a provision non-passing grade)	1	0.1
I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)	1	0.1
IP (In progress – For courses extending beyond one quarter)	22	1.9
P/NP (Pass/Not Passing. Dentistry and Pharmacy)	75	6.3
S/U (Satisfactory/Unsatisfactory Progress. Graduate)	49	4.1
SP/UP (Satisfactory/Unsatisfactory Progress. Dentistry)	15	1.3
NR (Not Recorded)	54	4.5
Grades in School of Medicine		
P (Pass)	336	28.3
H (Honors - Awarded in 3 rd and 4 th year for courses of 3 or more units)	112	9.4
I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)	2	0.2
IP (In progress – For courses extending beyond one quarter)	7	0.6
E (Provisional Grade – A provisional non-passing grade)	1	0.1
F (Fail)	0	0.0

Note: Table includes only those who indicated they were students in Question 1 (n = 1187).

Table B35

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

Foster care	n	%
Yes	9	0.8
No	1165	98.1
Missing	13	1.1

Note: Table includes only those who indicated they were students in Question 1 (n = 1187).

Table B36

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

Academic Experience	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	432	19.5	1134	51.2	283	12.8	254	12.8	31	1.4	83	3.7
Many of my courses this year have been intellectually stimulating.	489	22.1	827	37.4	154	7.0	69	3.1	13	0.6	658	29.8
I am satisfied with my academic experience at UCSF.	573	25.9	1092	49.3	262	11.8	156	7.0	29	1.3	102	4.6
I am satisfied with the extent of my intellectual development since enrolling at UCSF.	642	29.0	1073	48.5	242	10.9	152	6.9	19	0.9	86	3.9
I have performed academically as well as I anticipated I would.	443	20.0	993	44.9	343	15.5	257	11.6	50	2.3	126	5.7
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	665	30.2	1080	49.0	225	10.2	117	5.3	26	1.2	92	4.2
My interest in ideas and intellectual matters has increased since coming to UCSF.	676	30.6	924	41.8	345	15.6	184	8.3	32	1.4	50	2.3
I intend to graduate from UCSF.	1198	54.4	390	17.7	48	2.2	6	0.3	3	0.1	559	25.4
I am considering transferring to another college or university due to academic reasons.	29	1.3	67	3.0	76	3.4	307	13.9	1252	56.5	483	21.8

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 2224).

PART II: Findings

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

Table B37

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

Comfort	n	%
Very comfortable	2409	25.6
Comfortable	4735	50.2
Neither comfortable nor uncomfortable	1452	15.4
Uncomfortable	693	7.4
Very uncomfortable	134	1.4

Table B38

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

Comfort	n	%
Very comfortable	2812	29.8
Comfortable	3986	42.3
Neither comfortable nor uncomfortable	1370	14.5
Uncomfortable	964	10.2
Very uncomfortable	292	3.1

Table B39

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

Comfort	n	%
Very comfortable	681	23.0
Comfortable	941	31.8
Neither comfortable nor uncomfortable	217	7.3
Uncomfortable	84	2.8
Very uncomfortable	12	0.4
Not applicable	1025	34.6

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 2962).

Table B40

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

Considered Leaving	n	%
No	6234	66.2
Yes	3182	33.8

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 UCSF? (Question 11)

Experienced	n	%
No	6689	71.1
Yes, but it did not interfere with my ability to work or learn	1595	16.9
Yes and it interfered with my ability to work or learn	1129	12.0

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	57	2.4	144	6.2	276	11.8	361	15.5	1495	64.1
Age	92	3.9	194	8.2	456	19.2	487	20.5	1143	48.2
Ancestry	86	3.7	112	4.8	275	11.8	497	21.4	1352	58.2
Country of origin	71	3.0	99	4.3	235	10.1	464	19.9	1460	62.7
Discipline of study	87	3.8	176	7.6	309	13.4	379	16.4	1363	58.9
Educational level	124	5.2	205	8.7	421	17.8	442	18.7	1171	49.6
Educational modality (on-line, classroom)	28	1.2	53	2.3	123	5.4	370	16.1	1720	75.0
English language proficiency/accent	74	3.2	84	3.6	201	8.7	400	17.3	1557	67.2
Ethnicity	137	5.8	152	6.5	351	15.0	440	18.8	1266	54.0
Gender identity	69	3.0	122	5.3	229	9.9	438	18.9	1463	63.0
Gender expression	55	2.4	76	3.3	143	6.2	458	19.8	1580	68.3
Immigrant/citizen status	47	2.0	41	1.8	99	4.3	391	17.0	1722	74.9
International Status	37	1.6	35	1.5	94	4.1	351	15.2	1789	77.6
Learning disability	30	1.3	28	1.2	90	3.9	341	14.8	1808	78.7
Marital status (e.g. single, married, partnered)	38	1.7	63	2.7	194	8.4	468	20.3	1537	66.8
Medical condition	64	2.8	60	2.6	151	6.6	404	17.6	1619	70.5
Military/veteran status	13	0.6	13	0.6	40	1.7	242	10.5	1995	86.6
Parental status (e.g., having children)	56	2.4	74	3.2	211	9.1	355	15.3	1619	69.9
Participation in an organization/team	41	1.8	54	2.3	107	4.8	274	12.3	1757	78.8

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	69	3.0	70	3.0	240	10.4	431	18.7	1493	64.8
Physical disability	33	1.4	22	1.0	100	4.4	344	15.0	1795	78.2
Philosophical views	83	3.6	133	5.7	322	13.9	416	17.9	1368	58.9
Political views	67	2.9	86	3.7	252	11.0	431	18.8	1460	63.6
Position (staff, faculty, student)	312	12.9	365	15.0	609	25.1	352	14.5	790	32.5
Pregnancy	20	0.9	18	0.8	91	4.0	265	11.6	1899	82.8
Psychological condition	37	1.6	46	2.0	129	5.7	364	15.9	1707	74.8
Race	130	5.6	117	5.1	264	11.4	439	19.0	1364	58.9
Religious/spiritual views	24	1.1	83	3.8	176	8.2	278	12.9	1595	58.6
Sexual orientation	11	0.5	75	3.4	160	7.2	298	13.5	1668	61.2
Socioeconomic status	10	0.4	97	4.3	196	8.8	401	17.9	1534	56.3
Don't Know	13	0.6	112	4.8	242	10.4	495	21.4	1456	53.5
Other	22	0.9	134	5.8	361	15.5	651	28.0	1160	42.6

Note: Only answered by respondents who experienced harassment (n = 2724).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt intimidated/bullied	1271	46.7
I felt I was deliberately ignored or excluded	1231	45.2
I felt isolated or left out	1217	44.7
I was the target of derogatory verbal remarks	483	17.7
I received a low performance evaluation	358	13.1
I observed others staring at me	268	9.8
I received derogatory written comments	226	8.3
I was singled out as the spokesperson for my identity group	160	5.9
I feared for my physical safety	138	5.1
Someone assumed I was admitted/hired/promoted due to my identity	125	4.6
I feared getting a poor grade because of a hostile classroom environment	120	4.4
I was the target of racial/ethnic profiling	118	4.3
I received derogatory phone calls	91	3.3
Someone assumed I was not admitted/hired/promoted due to my identity	73	2.7
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	58	2.1
I feared for my family's safety	35	1.3
I received threats of physical violence	23	0.8
I was the target of stalking	23	0.8
I was the target of graffiti/vandalism	20	0.7
I was the target of physical violence	19	0.7
I was the victim of a crime	13	0.5
Other	421	15.5

Note: Only answered by respondents who experienced harassment (n = 2724). 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 UCSF job	1329	48.8
In a UCSF office	768	28.2
In a meeting with a group of people	612	22.5
In a health services setting	506	18.6
In a meeting with one other person	439	16.1
In a class/lab/clinical setting	417	15.3
In a public space at UCSF	233	8.6
In a faculty office	175	6.4
At a UCSF event	165	6.1
While walking on campus	66	2.4
Off campus	59	2.2
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	49	1.8
On campus transportation	29	1.1
In a UCSF dining facility	26	1.0
In athletic facilities	16	0.6
In campus housing	16	0.6
In off-campus housing	9	0.3
In an on-line class	6	0.2
Other	179	6.6

Note: Only answered by respondents who experienced harassment (n = 2724). Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Co-worker	925	34.0
Supervisor	669	24.6
Faculty member	566	20.8
Administrator	497	18.2
Staff member	476	17.5
Department head	360	13.2
UCSF Physician	300	11.0
Medical Staff	273	10.0
Student	173	6.4
Faculty advisor	96	3.5
Patient	91	3.3
Don't know source	65	2.4
Person that I supervise	58	2.1
UCSF visitor(s)	42	1.5
Union representative	37	1.4
Friend	32	1.2
Stranger	31	1.1
Campus organizations or groups	21	0.8
Teaching assistant/Grad assistant/Lab assistant/Tutor	16	0.6
Campus police/building security	15	0.6
Social networking site (e.g. Facebook, Twitter)	12	0.4
Campus media	8	0.3
Alumni	7	0.3
Off campus community member	7	0.3
Donor	6	0.2
Student staff	5	0.2
Registered Campus Organization	3	0.1
Athletic coach/trainer	2	0.1
Partner/spouse	1	0.0
Other	236	8.7

Note: Only answered by respondents who experienced harassment (n = 2724).
 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	1413	51.9
I felt embarrassed	1006	36.9
I told a friend	997	36.6
I told a family member	916	33.6
I avoided the harasser	708	26.0
I ignored it	655	24.0
I sought support from a staff person	529	19.4
I felt somehow responsible	448	16.4
I was afraid	416	15.3
I did nothing	399	14.6
I didn't report it for fear that my complaint would not be taken seriously	364	13.4
I reported it to a UCSF employee/official	340	12.5
I sought support from an administrator	312	11.5
I sought support from a faculty member	312	11.5
I didn't know who to go to	281	10.3
I confronted the harasser at the time	267	9.8
I did report it but I did not feel the complain was taken seriously	264	9.7
I confronted the harasser later	253	9.3
I sought support from campus resource (e.g. SHPR, Student Health and Counseling, Campus Police)	235	8.6
I left the situation immediately	230	8.4
It didn't affect me at the time	159	5.8
I told my union representative	147	5.4
I sought information on-line	116	4.3
I sought support from off-campus hot-line/advocacy services	100	3.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	81	3.0
I contacted a local law enforcement official	23	0.8
I sought support from student staff (e.g. peer counselor)	9	0.3
I sought support from a TA/grad assistant	6	0.2
Other	345	12.7

Note: Only answered by respondents who experienced harassment (n = 2724). Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced unwanted sexual contact	n	%
No	9271	98.5
Yes	140	1.5
Missing	23	0.2

Table B48

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	834	8.9	1944	20.8	3266	35.0	2625	28.1	664	7.1
My colleagues/co-workers expect me to represent “the point of view” of my identity	396	4.3	1821	19.7	3187	34.5	2046	22.1	1801	19.5
I believe salary determinations are clear	772	8.3	3573	38.6	2313	25.0	1173	12.7	1425	15.4
I think that UCSF demonstrates that it values a diverse faculty	2087	22.5	5190	55.9	945	10.2	357	3.8	709	7.6
I think UCSF demonstrates that it values a diverse staff	2298	24.8	5559	59.9	764	8.2	320	3.4	337	3.6
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	1964	21.0	4156	44.5	1537	16.5	704	7.5	971	10.4
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	800	8.6	1910	20.5	4262	45.8	1710	18.4	622	6.7
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	961	10.4	2661	28.8	3608	39.0	1177	12.7	845	9.1

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 9434).

Table B49

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	139	12.0	652	56.5	248	21.5	65	5.6	51	4.4
I believe that the tenure/promotion standards are reasonable.	140	12.2	743	64.8	161	14.0	31	2.7	71	6.2
I feel that my service contributions are important to tenure/promotion.	147	12.8	658	57.3	231	20.1	52	4.5	61	5.3
I feel pressured to change my research agenda to achieve tenure/promotion.	34	3.0	194	16.9	489	42.6	187	16.3	245	21.3
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	176	15.3	622	54.2	206	17.9	70	6.1	74	6.4
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	55	4.8	186	16.1	708	61.5	131	11.4	72	6.3
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.	101	8.8	291	25.5	570	49.9	99	8.7	82	7.2
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	57	5.0	385	33.7	228	20.0	49	4.3	422	37.0
I have used or would use university policies on stopping the clock for promotion or tenure.	6	0.5	39	3.4	277	24.0	205	17.7	628	54.4
I have used university policies on taking leave for childbearing or adoption.	83	7.2	145	12.6	189	16.4	159	13.8	577	50.0
I have used university policies on active service-modified duties.	4	0.3	18	1.6	237	20.6	173	15.0	721	62.5
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	22	1.9	101	8.9	542	47.9	232	20.5	234	20.7
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	175	15.4	629	55.2	163	14.3	47	4.1	125	11.0
I believe that perceptions about using work-family policies differ for men and women faculty.	126	11.1	430	37.7	349	30.6	100	8.8	135	11.8
I believe that tenure standards/advancement standards are applied equally to all faculty.	116	10.3	530	47.0	307	27.2	76	6.7	98	8.7

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 1158).

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 UCSF is supportive of my taking leave.	1152	12.4	4953	53.1	1377	14.8	323	3.5	1517	16.3
I find that UCSF is supportive of flexible work schedules.	1295	13.9	4602	49.4	1730	18.6	617	6.6	1073	11.5
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	441	4.7	1417	15.2	4310	46.3	1485	16.0	1652	17.8
I feel that people who have children are considered by UCSF to be less committed to their jobs/careers	226	2.4	978	10.5	4892	52.7	1668	18.0	1522	16.4
I feel that UCSF provides available resources to help employees balance work-life needs, such as childcare and elder care.	461	5.0	3357	36.5	1813	19.7	678	7.4	2882	31.4
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	333	3.6	1240	13.5	2652	28.8	764	8.3	4208	45.8
I have supervisors who give me job/career advice or guidance when I need it	1878	20.1	4527	48.4	1532	16.4	675	7.2	739	7.9
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1998	21.4	5279	56.6	1068	11.4	331	3.5	654	7.0
My supervisor provides me with resources to pursue professional development opportunities.	1673	18.0	4166	44.7	1812	19.5	753	8.1	910	9.8
My supervisor provides ongoing feedback to help me improve my performance.	1607	17.3	4540	48.8	1810	19.4	651	7.0	700	7.5
I have adequate access to administrative support.	1209	13.0	4756	51.3	1725	18.6	851	9.2	736	7.9
For health sciences campus employees, my patient-care load is manageable.	407	4.5	2074	22.9	435	4.8	159	1.8	5983	66.1

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 9434).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCSF 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	7105	75.6
Yes	2289	24.4

Table B52

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

Source	n	%
Co-worker	957	41.8
Staff member	714	31.2
Student	332	14.5
Medical Staff	287	12.5
Faculty member	215	9.4
Administrator	167	7.3
Friend	150	6.6
Patient	130	5.7
Supervisor	125	5.5
UCSF Physician	123	5.4
Person that I supervise	57	2.5
Department head	53	2.3
Don't know target	47	2.1
UCSF visitor(s)	31	1.4
Stranger	25	1.1
Union representative	25	1.1
Campus organizations or groups	17	0.7
Partner/spouse	13	0.6
Faculty advisor	12	0.5
Student staff	12	0.5
Off campus community member	10	0.4
Teaching assistant/Writing associate/ Lab assistant/Tutor	9	0.4
Campus police/building security	7	0.3
Registered Campus Organization	5	0.2
Donor	2	0.1
Alumni	1	0.0
Athletic coach/trainer	0	0.0
Other	177	7.7

Note: Only answered by respondents who observed harassment (n = 2289).
 Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Co-worker	560	24.5
Supervisor	510	22.3
Faculty member	488	21.3
Staff member	404	17.6
Administrator	383	16.7
UCSF Physician	248	10.8
Department head	235	10.3
Medical Staff	233	10.2
Student	155	6.8
Patient	75	3.3
Faculty advisor	54	2.4
Don't know source	44	1.9
Person that I supervise	30	1.3
UCSF visitor(s)	29	1.3
Union representative	26	1.1
Stranger	20	0.9
Campus organizations or groups	15	0.7
Campus police/building security	14	0.6
Friend	14	0.6
Teaching assistant/Grad assistant/Lab assistant/Tutor	10	0.4
Off campus community member	9	0.4
Donor	6	0.3
Partner/spouse	5	0.2
Social Networking site	5	0.2
Student staff	5	0.2
Alumni	3	0.1
Campus media	3	0.1
Registered Campus Organization	3	0.1
Athletic coach/trainer	0	0.0
Other	125	5.5

Note: Only answered by respondents who observed harassment (n = 2289).
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	%
Position (staff, faculty, student)	588	25.7
Don't Know	572	25.0
Ethnicity	282	12.3
Race	268	11.7
Educational level	230	10.0
Age	218	9.5
Academic Performance	182	8.0
Gender identity	166	7.3
English language proficiency/accent	155	6.8
Philosophical views	132	5.8
Country of origin	122	5.3
Sexual orientation	121	5.3
Physical characteristics	102	4.5
Gender expression	94	4.1
Psychological condition	94	4.1
Socioeconomic status	89	3.9
Political views	88	3.8
Medical condition	87	3.8
Ancestry	83	3.6
Religious/spiritual views	77	3.4
Discipline of study	70	3.1
Immigrant/citizen status	64	2.8
Parental status (e.g., having children)	53	2.3
Participation in an organization/team	50	2.2
Physical disability	43	1.9
Pregnancy	42	1.8
Marital status	39	1.7
Learning disability	37	1.6
International Status	30	1.3
Military/veteran status	11	0.5
Educational modality (online, classroom)	7	0.3
Other	476	20.8

Note: Only answered by respondents who observed harassment (n = 2289).
 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	1110	48.5
Intimidated/bullied	927	40.5
Deliberately ignored or excluded	828	36.2
Isolated or left out	605	26.4
Assumption that someone was admitted/hired/ promoted based on his/her identity	379	16.6
Isolated or left out when work was required in groups	360	15.7
Receipt of a low performance evaluation	354	15.5
Racial/ethnic profiling	234	10.2
Assumption that someone was not admitted/hired/ promoted based on his/her identity	207	9.0
Derogatory written comments	202	8.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	142	6.2
Singled out as a spokesperson for his/her identity	126	5.5
Derogatory phone calls	113	4.9
Feared for their physical safety	92	4.0
Threats of physical violence	38	1.7
Receipt of a poor grade because of a hostile classroom environment	37	1.6
Graffiti/vandalism	24	1.0
Physical violence	22	1.0
Feared for their family's safety	16	0.7
Victim of a crime	12	0.5
Other	230	10.0

Note: Only answered by respondents who observed harassment (n = 2289).
 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	286	13.1
2	396	18.1
3	376	17.2
4	220	10.1
5	82	3.8
6 or more	823	37.7

Note: Only answered by respondents who believed they had observed harassment (n = 2289).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
While working at a UCSF job	973	42.5
In a UCSF office	695	30.4
In a meeting with a group of people	490	21.4
In a health services setting	467	20.4
In a class/lab/clinical setting	368	16.1
In a public space at UCSF	243	10.6
In a meeting with one other person	227	9.9
In a faculty office	171	7.5
At a UCSF event	144	6.3
While walking on campus	66	2.9
Off campus	64	2.8
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	46	2.0
In a UCSF dining facility	36	1.1
On campus transportation	29	1.3
In campus housing	12	0.5
In athletic facilities	10	0.4
In off campus housing	8	0.3
In an on-line class	4	0.2
Other	123	5.4

Note: Only answered by respondents who observed harassment (n = 2289). 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	1067	46.6
I felt embarrassed	871	38.1
I told a friend	691	30.2
I told a family member	565	24.7
I avoided the harasser	464	20.3
I did nothing	353	15.4
I sought support from a staff person	338	14.8
I ignored it	295	12.9
I was afraid	283	12.4
I didn't report it for fear that my complaint would not be taken seriously	264	11.5
I didn't know who to go to	243	10.6
I confronted the harasser later	226	9.9
I sought support from an administrator	219	9.6
I confronted the harasser at the time	214	9.3
I sought support from a faculty member	178	7.8
I did report it but I did not feel the complain was taken seriously	176	7.7
I felt somehow responsible	173	7.6
It didn't affect me at the time	163	7.1
I reported it to a campus employee/official	159	6.9
I left the situation immediately	153	6.7
I sought support from campus resource	104	4.5
I told my union representative	82	3.6
I sought information on-line	63	2.8
I sought support from a spiritual advisor	40	1.7
I sought support from off-campus hot-line/advocacy services	38	1.7
I contacted a local law enforcement official	13	0.6
I sought support from a student staff	8	0.3
I sought support from a TA/grad assistant	7	0.3
Other	307	13.4

Note: Only answered by respondents who observed harassment (n = 2289).
 Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	4397	61.4
Yes	1184	16.5
Don't know	1578	22.0

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 7210).

Table B60

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

Based On:	n	%
Personal relationship	376	31.8
Ethnicity	262	22.1
Race	222	18.8
Age	202	17.1
Position (staff, faculty, student)	163	13.8
Educational level	151	12.8
Preferential re-hiring	128	10.8
Country of origin	110	9.3
Gender identity	98	8.3
English language proficiency/accent	91	7.7
Ancestry	62	5.2
Sexual orientation	55	4.6
Gender expression	42	3.5
Partner/spousal preferential hiring practice	38	3.2
Physical characteristics	37	3.1
Immigrant/citizen status	36	3.0
Discipline of study	32	2.7
Parental status (e.g., having children)	31	2.6
Socioeconomic status	28	2.4
Medical condition	27	2.3
Marital status	23	1.9
Participation in an organization/team	22	1.9
Political views	19	1.6
Physical disability	17	1.4
International status	16	1.4
Learning disability	15	1.3
Pregnancy	12	1.0
Military/veteran status	10	0.8
Religious/spiritual views	10	0.8
Psychological condition	9	0.8
Educational modality (on-line, classroom)	8	0.7
Other	216	18.2

Note: Only answered by employees who perceived discriminatory practices (n = 1184). 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 UCSF that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	6992	74.7
Yes	844	9.0
Don't know	1524	16.3

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 9434).

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)	202	23.9
Race	152	18.0
Age	150	17.8
Ethnicity	148	17.5
Personal relationship	94	11.1
Educational level	83	9.8
Gender identity	56	6.6
Medical condition	50	5.9
Ancestry	46	5.5
Country of origin	46	5.5
English language proficiency/accent	44	5.2
Sexual orientation	32	3.8
Socioeconomic status	31	3.7
Physical characteristics	29	3.4
Discipline of study	26	3.1
Gender expression	26	3.1
Political views	26	3.1
Psychological condition	24	2.8
Learning disability	23	2.7
Physical disability	22	2.6
Immigrant/citizen status	20	2.4
Parental status (e.g., having children)	20	2.4
Participation in an organization/team	17	2.0
Marital status	15	1.8
International status	13	1.5
Pregnancy	13	1.5
Religious/spiritual views	13	1.5
Partner/spousal preferential hiring practice	11	1.3
Military/veteran status	5	0.6
Educational modality (on-line, classroom)	2	0.2
Other	262	31.0

Note: Only answered by employees who perceived discriminatory practices (n = 844). 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 UCSF that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	5955	63.7
Yes	1559	16.7
Don't know	1836	19.6

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 9434).

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	407	26.1
Position (staff, faculty, student)	319	20.5
Ethnicity	198	12.7
Race	184	11.8
Age	179	11.5
Educational level	164	10.5
Gender identity	120	7.8
Country of origin	81	5.2
English language proficiency/accents	70	4.5
Discipline of study	54	3.5
Sexual orientation	54	3.5
Ancestry	50	3.2
Gender expression	38	2.4
Physical characteristics	38	2.4
Partner/spousal preferential hiring practice	35	2.2
Political views	32	2.1
Parental status (e.g., having children)	31	2.0
Socioeconomic status	27	1.7
Immigrant/citizen status	25	1.6
Participation in an organization/team	25	1.6
Physical disability	23	1.5
Marital status	22	1.4
Medical condition	19	1.2
International status	18	1.02
Psychological condition	17	1.1
Pregnancy	15	1.0
Religious/spiritual views	12	0.8
Educational modality	9	0.6
Learning disability	6	0.4
Military/veteran status	6	0.4
Other	423	27.1

Note: Only answered by employees who observed discriminatory practices (n = 1559). Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	3020	32.3	3979	42.5	1901	20.3	371	4.0	83	0.9	2.0	0.9
Cooperative/Uncooperative	2557	27.4	4001	42.8	2099	22.5	559	6.0	127	1.4	2.1	0.9
Positive for persons with disabilities/Negative	2612	28.4	3614	39.3	2568	27.9	324	3.5	88	1.0	2.1	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	4224	45.5	3404	36.7	1505	16.2	122	1.3	27	0.3	1.7	0.8
Positive for people of Christian faith/Negative	2246	24.5	2749	30.0	3654	39.9	369	4.0	138	1.5	2.3	0.9
Positive for people of other faith backgrounds faith/Negative	2248	24.6	3035	33.2	3551	38.8	259	2.8	59	0.6	2.2	0.9
Positive for people who are agnostic or atheist/Negative	2495	27.4	3008	33.0	3442	37.7	127	1.4	46	0.5	2.1	0.9
Positive for people of color/Negative	2819	30.5	3591	38.9	2266	24.5	449	4.9	114	1.2	2.1	0.9
Positive for men/Negative	3546	38.5	3122	33.9	2292	24.9	184	2.0	60	0.7	1.9	0.9
Positive for women/Negative	2872	30.8	3618	38.8	2323	24.9	442	4.7	69	0.7	2.1	0.9
Positive for non-native English speakers/Negative	2024	22.0	3303	35.9	3001	32.6	772	8.4	112	1.2	2.3	0.9
Positive for people who are immigrants/Negative	2279	24.9	3268	35.6	3067	33.5	451	4.9	103	1.1	2.2	0.9
Positive for people who are not U.S. Citizens/Negative	2292	25.1	3068	33.7	3247	35.6	408	4.5	99	1.1	2.2	0.9

Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	2840	30.4	4026	43.1	1916	20.5	455	4.9	95	1.0	2.0	0.9
Respectful/disrespectful	2892	31.0	4079	43.7	1780	19.1	431	4.6	142	1.5	2.0	0.9
Positive for people of high socioeconomic status/Negative	3790	41.2	3186	34.6	2071	22.5	116	1.3	37	0.4	1.9	0.8
Positive for people of low socioeconomic status/Negative	1968	21.4	2869	31.2	3072	33.4	1006	11.0	271	3.0	2.4	1.0
Positive for people who identify as transgender/Negative	2309	25.5	2852	31.6	3496	38.7	329	3.6	53	0.6	2.2	0.9

Table B66

Using a scale of 1-5, please rate the overall climate at UCSF 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	3350	36.0	3560	38.2	1861	20.0	427	4.6	114	1.2	2.0	0.9
Not sexist/sexist	3072	33.1	3426	36.9	2039	22.0	628	6.8	118	1.3	2.1	1.0
Not homophobic/homophobic	3822	41.5	3509	38.1	1659	18.0	184	2.0	29	0.3	1.8	0.8
Not transphobic/transphobic	3366	37.1	3269	36.0	2107	23.2	283	3.1	50	0.6	1.9	0.9
Not age biased/age biased	2753	29.8	3298	35.7	2226	24.1	763	8.3	207	2.2	2.2	1.0
Not classist (socioeconomic status)/classist	2546	27.8	3101	33.9	2276	24.9	945	10.3	282	3.1	2.3	1.1
Not classist (position: faculty, staff, student)/ classist	2008	21.8	2592	28.2	2351	25.6	1521	16.5	720	7.8	2.6	1.2
Disability friendly/Not disability friendly	2861	31.2	3457	37.7	2412	26.3	356	3.9	74	0.8	2.1	0.9

Table B67

Students/Faculty Only: The classroom/learning environment is welcoming for students regardless of their: (Question77)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	638	28.1	1066	47.0	114	5.0	20	0.9	429	18.9
Ancestry	678	30.0	991	43.9	85	3.8	20	0.9	485	21.5
Country of origin	668	29.6	1008	44.7	95	4.2	22	1.0	464	20.6
English language proficiency/ accent	507	22.4	1027	45.4	232	10.3	33	1.5	461	20.4
Ethnicity	679	30.1	1018	45.1	112	5.0	32	1.4	416	18.4
Gender identity	699	31.0	971	43.0	107	4.7	21	0.9	459	20.3
Gender expression	678	30.1	951	42.2	122	5.4	20	0.9	484	21.5
Immigrant/citizen status	605	27.0	944	42.1	115	5.1	29	1.3	551	24.6
International Status	630	28.1	943	42.0	118	5.3	27	1.2	527	23.5
Learning disability	475	21.2	811	36.1	208	9.3	42	1.9	708	31.6
Marital status	703	31.3	976	43.4	81	3.6	17	0.8	472	21.0
Medical conditions	560	25.0	884	39.5	143	6.4	23	1.0	627	28.0
Military/veteran status	498	22.2	786	35.0	61	2.7	14	0.6	888	39.5
Parental status (e.g., having children)	544	24.2	945	42.0	160	7.1	34	1.5	565	25.1
Participation in an campus club/organization	639	28.5	929	41.4	56	2.5	10	0.4	610	27.2
Psychological condition	442	19.7	832	37.1	202	9.0	36	1.6	730	32.6
Physical characteristics	548	24.4	987	44.0	125	5.6	17	0.8	567	25.3
Physical disability	500	22.3	934	41.7	134	6.0	27	1.2	646	28.8

Table B67 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Political views	455	20.3	915	40.9	279	12.5	78	3.5	510	22.8
Race	635	28.3	992	44.3	144	6.4	36	1.6	433	19.3
Religious/spiritual views	504	22.5	947	42.3	203	9.1	53	2.4	534	23.8
Sexual orientation	722	32.3	986	44.1	75	3.4	16	0.7	439	19.6
Socioeconomic status	546	24.4	994	44.5	179	8.0	49	2.2	468	20.9

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 2345).

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	550	25.2	1176	54.0	161	7.4	35	1.6	257	11.8
I feel valued by other students in the classroom	556	25.6	1201	55.4	118	5.4	21	1.0	273	12.6
I think UCSF faculty are genuinely concerned with my welfare	600	27.5	1152	52.8	223	10.2	60	2.7	148	6.8
I think UCSF staff are genuinely concerned with my welfare	500	22.9	1218	55.8	224	10.3	42	1.9	200	9.2
I think administrators are genuinely concerned about my welfare.	483	22.2	1090	50.1	280	12.9	100	4.6	223	10.2
I think faculty pre-judge my abilities based on perceived identity/background	217	10.0	633	29.2	783	36.1	258	11.9	275	12.7
I believe the campus climate encourages free and open discussion of difficult topics	453	20.6	1219	55.5	326	14.8	70	3.2	128	5.8
I have faculty who I perceive as role models	812	37.0	1122	51.1	148	6.7	32	1.5	82	3.7
I have staff who I perceive as role models	440	20.1	1000	45.7	407	18.6	40	1.8	302	13.8
I have administrators who I perceive as role models	369	16.9	870	39.8	494	22.6	96	4.4	356	16.3
I don't see enough faculty/staff with whom I identify	272	12.5	621	28.5	910	41.7	247	11.3	132	6.0
I have opportunities for academic success that are similar to those of my classmates	566	26.0	1239	56.9	162	7.4	37	1.7	175	8.0

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n =2224).

Table B69

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

Note: This question was not asked for this location.

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	1728	21.8	4158	52.4	1006	12.7	269	3.4	777	9.8
Ancestry	1907	24.2	3908	49.5	753	9.5	211	2.7	1117	14.1
Country of origin	1944	24.6	3959	50.2	812	10.3	213	2.7	962	12.2
Educational level	1764	22.3	4226	53.4	1025	12.9	252	3.2	649	8.2
English language proficiency/ accent	1636	20.7	4281	54.2	996	12.6	221	2.8	760	9.6
Ethnicity	1914	24.3	4084	51.9	843	10.7	246	3.1	781	9.9
Gender identity	1852	23.6	3799	48.3	819	10.4	216	2.7	1177	15.0
Gender expression	1771	22.6	3684	47.0	881	11.2	210	2.7	1297	16.5
Immigrant/citizen status	1727	22.0	3805	48.5	846	10.8	231	2.9	1239	15.8
International Status	1782	22.8	3819	48.8	767	9.8	208	2.7	1248	16.0
Learning disability	1308	16.8	3128	40.3	1040	13.4	241	3.1	2052	26.4
Marital status	1943	24.7	3895	49.6	801	10.2	233	3.0	981	12.5
Medical conditions	1594	20.5	3592	46.1	910	11.7	271	3.5	1426	18.3
Military/veteran status	1497	19.1	2960	37.8	626	8.0	180	2.3	2564	32.8

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Parental status (e.g., having children)	1793	22.9	3796	48.4	893	11.4	240	3.1	1117	14.2
Participation in a club/organization	1513	19.4	3165	40.5	672	8.6	196	2.5	2261	29.0
Participation on an athletic team	1328	17.1	2681	34.5	685	8.8	194	2.5	2881	37.1
Philosophical views	1473	18.9	3494	44.7	874	11.2	226	2.9	1742	22.3
Psychological condition	1320	17.0	3129	40.2	949	12.2	219	2.8	2165	27.8
Physical characteristics	1540	19.8	3720	47.9	837	10.8	207	2.7	1466	18.9
Physical disability	1473	18.9	3471	44.6	855	11.0	222	2.9	1757	22.6
Political views	1379	17.7	3575	45.9	1011	13.0	266	3.4	1563	20.1
Race	1827	23.4	3869	49.6	842	10.8	254	3.3	1002	12.9
Religious/spiritual views	1561	20.1	3571	45.9	936	12.0	251	3.2	1462	18.8
Sexual orientation	1950	205.1	3693	47.6	746	9.6	207	2.7	1167	15.0
Socioeconomic status	1607	20.7	3701	47.6	1007	13.0	254	3.3	1202	15.5

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 8247).

Table B71

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

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Physical Accessibility								
Classrooms	2422	27.6	2528	28.8	160	1.8	3668	41.8
Labs	1984	22.7	2056	23.6	247	2.8	4442	50.9
Campus Buildings	3249	37.2	3141	36.0	178	2.0	2164	24.8
Medical Center Facilities	3394	38.9	2617	30.0	139	1.6	2575	29.5
University Housing	1254	14.5	1015	11.7	226	2.6	6158	71.2
Computer Training Rooms	1973	22.8	1707	19.7	170	2.0	4806	55.5
Dining Facilities	3505	40.4	2300	26.5	152	1.8	2725	31.4
Elevators	4707	54.0	2297	26.3	199	2.3	1516	17.4
Health and Wellness Center	2454	28.4	1679	19.5	148	1.7	4346	50.4
Library	3844	44.3	1945	22.4	69	0.8	2815	32.5
Shuttle Transportation	3647	41.8	2797	32.0	205	2.3	2080	23.8
Parking	2735	31.4	2354	27.0	792	9.1	2824	32.4
Recreational Facilities	2303	26.7	1817	21.1	221	2.6	4289	49.7
Restrooms	4080	46.8	2946	33.8	205	2.4	1480	17.0
Walkways/pedestrian paths	4013	46.5	2728	31.6	141	1.6	1748	20.3
Braille signage	1513	17.6	1187	13.8	202	2.3	5702	66.3
Assistive Hearing Systems	1018	11.9	948	11.1	229	2.7	6339	74.3
Course Instruction/Materials								
Information in Alternative Formats	1270	14.9	1373	16.2	268	3.2	5586	65.7
Instructional Materials	1444	17.1	1448	17.1	254	3.0	5314	62.8
Website								
UCSF Website (UCSF.edu)	3479	41.4	2041	24.3	189	2.2	2702	32.1

Table B72

How would you rate the climate at UCSF 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	1446	16.4	4231	47.9	491	5.6	77	0.9	2579	29.2
Physical health issues	2018	22.9	4885	55.3	252	2.9	46	0.5	1630	18.5
Female	2537	28.6	5350	60.4	285	3.2	36	0.4	655	7.4
From religious affiliations other than Christian	1990	22.6	4784	54.4	189	2.1	33	0.4	1801	20.5
From Christian affiliations	1885	21.5	4733	54.0	323	3.7	66	0.8	1762	20.1
Gay, lesbian, bisexual, transgender	2755	31.2	4909	55.6	126	1.4	20	0.2	1020	11.6
Immigrants	2075	23.6	5095	58.0	294	3.3	43	0.5	1279	14.6
International students, staff, or faculty	2313	26.4	4915	56.0	178	2.0	28	0.3	1343	15.3
Learning disabled	1558	17.8	3895	44.5	320	3.7	38	0.4	2937	33.6
Male	3128	35.5	4668	53.0	122	1.4	39	0.4	850	9.7
Non-native English speakers	1813	20.7	5154	58.8	528	6.0	67	0.8	1202	13.7
Parents/guardians	2099	23.9	4907	55.8	266	3.0	26	0.3	1494	17.0
People of color	2328	26.4	5134	58.3	338	3.8	68	0.8	943	10.7
Providing care for adults who are disabled and/or elderly	1857	21.2	4277	48.8	189	2.2	39	0.4	2395	27.3
Physical disability	1947	22.3	4641	53.1	217	2.5	36	0.4	1895	21.7
Socioeconomically disadvantaged	1749	20.0	4406	50.3	690	7.9	138	1.6	1768	20.2
Socioeconomically advantaged	2638	30.2	4355	49.9	131	1.5	36	0.4	1576	18.0
Transgender	1906	21.9	4072	46.8	240	2.8	33	0.4	2451	28.2
Other	466	13.7	1180	34.7	47	1.4	28	0.8	1678	49.4

Table B73

How would you rate the climate at UCSF 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	2355	26.1	5066	56.2	416	4.6	83	0.9	1094	12.1
American Indian/Alaskan Native	2151	23.9	4559	50.8	161	1.8	38	0.4	2074	23.1
Asian	2809	31.2	5078	56.4	179	2.0	35	0.4	908	10.1
Hispanic/Latino	2341	26.1	5157	57.4	350	3.9	58	0.6	1076	12.0
Middle Eastern/South Asian/North African	2309	25.8	5034	56.2	230	2.6	43	0.5	1344	15.0
Pacific Islander	2304	25.7	4938	55.1	161	1.8	31	0.3	1533	17.1
White	3595	40.0	4738	52.8	72	0.8	31	0.3	545	6.1

Table B74

Students Only: Before I enrolled, I expected the campus climate 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	220	19.5	531	47.1	99	8.8	9	0.8	269	23.8
Physical health issues	296	26.4	589	52.4	40	3.6	4	0.4	194	17.3
Female	381	33.8	649	57.6	36	3.2	1	0.1	59	5.2
From religious affiliations other than Christian	269	23.9	614	54.6	38	3.4	5	0.4	198	17.6
From Christian affiliations	237	21.1	582	51.9	101	9.0	15	1.3	187	16.7
Gay, lesbian, bisexual, transgender	434	38.6	599	53.3	15	1.3	2	0.2	74	6.6
Immigrants	296	26.4	635	56.5	48	4.3	5	0.4	139	12.4
International students, staff, or faculty	328	29.2	612	54.4	34	3.0	4	0.4	146	13.0
Learning disabled	247	22.0	504	44.9	62	5.5	7	0.6	303	27.0
Male	472	42.0	563	50.0	14	1.2	3	0.3	73	6.5
Non-native English speakers	262	23.4	617	55.0	86	7.7	6	0.5	150	13.4
Parents/guardians	296	26.4	576	51.3	47	4.2	1	0.1	203	18.1
People of color	344	30.6	617	54.8	66	5.9	10	0.9	89	7.9
Providing care for adults who are disabled and/or elderly	261	23.3	496	44.2	28	2.5	3	0.3	333	29.7
Physical disability	280	25.1	541	48.5	35	3.1	4	0.4	255	22.9

Table B74 (cont.) Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Socioeconomically disadvantaged	282	25.2	556	49.6	103	9.2	26	2.3	153	13.7
Socioeconomically advantaged	388	34.6	566	50.5	22	2.0	7	0.6	137	12.2
Transgender	292	26.1	532	47.6	56	5.0	4	0.4	233	20.9
Other	58	17.1	110	32.4	7	2.1	5	1.5	159	46.9

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 1187).

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UCSF 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	321	22.5	670	47.1	109	7.7	19	1.3	305	21.4
Ancestry	267	18.9	602	42.5	169	11.9	29	2.0	349	24.6
Country of origin	256	18.2	600	42.6	188	13.3	30	2.1	335	23.8
Educational level	282	20.0	641	45.4	171	12.1	27	1.9	291	20.6
English language proficiency/ accent	277	19.7	622	44.1	170	12.1	29	2.1	311	22.1
Ethnicity	290	20.5	635	44.9	151	10.7	36	2.5	301	21.3
Gender identity	294	20.9	578	41.0	170	12.1	51	3.6	317	22.5
Gender expression	284	20.1	569	40.4	180	12.8	52	3.7	325	23.0
Immigrant/citizen status	260	18.4	586	41.6	177	12.6	32	2.3	355	25.2
International Status	265	18.8	583	41.4	154	10.9	33	2.3	372	26.4
Learning disability	233	16.5	515	36.6	208	1.8	54	3.8	399	28.3
Level of education	276	19.6	633	45.1	157	11.2	34	2.4	305	21.7
Marital status	274	19.7	593	42.7	124	8.9	25	1.8	373	26.9
Medical conditions	358	25.4	617	43.9	46	5.4	17	1.2	339	24.1
Military/veteran status	242	17.2	510	36.3	177	12.6	31	2.2	444	31.6
Parental status (e.g., having children)	265	18.9	591	42.1	143	10.2	22	1.6	382	27.2
Philosophical Views	254	18.1	590	42.0	159	11.3	27	1.9	374	26.6
Psychological condition	282	20.1	581	41.3	131	9.3	32	2.3	380	27.0

Table B75 (cont.)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	281	20.1	596	42.6	116	8.3	26	1.9	380	27.2
Physical disability	279	19.9	561	40.0	148	10.5	31	2.2	385	27.4
Political views	237	16.9	546	38.9	189	13.5	43	3.1	388	27.7
Position (faculty, staff)	273	19.5	613	43.8	113	8.1	24	1.7	377	26.9
Race	287	20.5	621	44.3	128	9.1	40	2.9	327	23.3
Religious/spiritual views	250	17.9	574	41.1	173	12.4	38	2.7	360	25.8
Sexual orientation	313	22.4	598	42.7	127	9.1	32	2.3	330	23.6
Socioeconomic status	272	19.5	616	44.1	144	10.3	41	2.9	325	23.2

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n =1607).

Table B76

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

	Not currently available at UCSF		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	234	2.8	2469	34.5	305	4.3	163	2.3	4210	58.9
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	137	1.7	2467	34.4	338	4.7	112	1.6	4264	59.4
Providing recognition and rewards for including diversity issues in courses across the curriculum	167	2.0	3073	43.0	464	6.5	121	1.7	3485	48.8
Providing diversity training for staff	260	3.2	4157	58.5	761	10.7	114	1.6	2078	29.2
Providing diversity training for faculty	168	2.0	3548	49.6	631	8.8	97	1.4	2878	40.2
Providing diversity training for students	144	1.7	3386	47.5	533	7.5	77	1.1	3126	43.9
Providing access to counseling for people who have experienced harassment	144	1.7	4183	58.3	298	4.2	91	1.3	2599	36.2
Providing mentorship for new faculty	133	1.6	3688	51.6	256	3.6	76	1.1	3129	43.8
Providing mentorship for new staff	452	5.5	4201	60.8	397	5.8	138	2.0	2168	31.4
Providing a clear and fair process to resolve conflicts	318	3.9	4266	61.4	355	5.1	192	2.8	2138	30.8
Increasing funding to support efforts to change campus climate	356	4.3	3110	45.2	550	8.0	129	1.9	3087	44.9
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	219	2.7	2988	42.8	710	10.2	341	4.9	2942	42.1

Table B76 (cont.)

	Not currently available at UCSF		Positively influence campus climate		No Influence on campus climate		Negatively influence campus climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity and equity training to search and tenure committees	201	2.4	3160	45.1	551	7.9	155	2.2	3133	44.8
Increasing the diversity of the faculty	147	1.8	3871	54.8	578	8.2	93	1.3	2526	35.7
Increasing the diversity of the staff	142	1.7	4159	58.8	722	10.2	113	1.6	2082	29.4
Increasing the diversity of the administration	155	1.9	4060	57.5	654	9.3	117	1.7	2226	31.5
Increasing the diversity of the student body	90	1.1	3729	52.6	605	8.5	93	1.3	2662	37.6
Providing back-up family care	374	4.5	3676	53.4	350	5.1	94	1.4	2766	40.2
Providing lactation accommodations	177	2.1	3861	54.9	411	5.8	57	0.8	2703	38.4
Providing career development opportunities for staff	295	3.6	4911	70.6	296	4.3	120	1.7	1628	23.4

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n = 8247).

Table B77

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

	Not currently available on campus		Positively influences climate		Has no influence on climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	63	5.3	679	65.0	173	16.6	21	2.0	171	16.4
Providing diversity training for staff	30	2.5	505	47.1	98	9.1	13	1.2	456	42.5
Providing diversity training for faculty	30	2.5	524	49.2	90	8.5	13	1.2	437	41.1
Providing a person to address student complaints of classroom inequity	100	8.4	630	62.9	74	7.4	6	0.6	291	29.1
Increasing diversity of the faculty and staff	49	4.1	830	78.5	73	6.9	7	0.7	147	13.9
Increasing the diversity of the student body	38	3.2	875	82.3	74	7.0	13	1.2	101	9.5
Increasing opportunities for cross-cultural dialogue among students	73	6.2	803	77.8	87	8.4	7	0.7	135	13.1
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	82	6.9	762	74.3	78	7.6	6	0.6	179	17.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	76	6.4	773	74.8	103	10.0	19	1.8	138	13.4
Providing effective faculty mentorship of students	62	5.2	896	86.1	36	3.5	5	0.5	104	10.0

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 1187)

PART III: Institution-Specific Questions

Table B78

Faculty Only: Were you employed at UCSF as a faculty member at the time of the most recent birth/arrival of a child and did this birth/arrival occur after 2002 (within past decade)? (Question 94)

	n	%
No	569	50.1
Yes	302	26.6
Not applicable	264	23.3

Note: Table includes only those who answered that they were faculty in Question 1 (n =1158)

Table B79

Faculty Only: If yes, around the time of the most recent birth/arrival event, did you request and did you receive any of the following types of accommodations?
(Question 95)

	Requested (or entitled to) accommodation						Received accommodation (<i>if requested</i>)			
	Yes		No		N/A		Yes		No	
	n	%	n	%	n	%	n	%	n	%
Paid pregnancy/birth leave (disability leave)	175	60.8	87	30.2	26	9.0	135	86.0	22	14.0
Active service-modified duties (course or clinical relief)	46	16.3	161	56.9	76	26.9	36	48.0	39	52.0
Tenure-clock or promotion extension	24	8.5	188	66.2	72	25.4	14	24.6	43	75.4
Unpaid parental leave	54	19.0	186	65.5	44	15.5	42	57.5	31	42.5
Reduced appointment (e.g., part-time status)	32	11.4	196	69.8	53	18.9	22	39.3	34	60.7

Note: Table includes only those faculty who answered yes in Question 94 (n = 302)

Table B80

Students only: At the time you BEGAN your training at UCSF (i.e. beginning of dental/nursing/pharmacy/medical school, residency/fellowship training, post doc work, etc.) please indicate your career intention from the different activities. (Question 96)

Status	n	%
University faculty (academic): basic science or social science teaching/research	224	19.9
University faculty (academic): clinical teaching/research	164	14.6
University faculty (academic): clinical practice	148	13.2
Non-academic clinical practice in private practice/HMO	209	18.6
Non-academic clinical practice in public health agency	179	15.9
Researcher at government agency, national lab (e.g. NIH, CDC) or other non-profit	35	3.1
Researcher in industry	66	5.9
Policy, Medical/healthcare or other administrator/ manager without clinical practice in governmental agency or other non-profit (i.e. Dept of Public Health, state or federal agency)	39	3.5
Other	60	5.3

Note: Table includes only those who answered that they were students in Question 1 (n =1187)

Table B81

Students only: Please indicate your **CURRENT** career intention from the different activities:
 (Question 97)

Status	n	%
University faculty (academic): basic science or social science teaching/research	161	14.4
University faculty (academic): clinical teaching/research	179	16.0
University faculty (academic): clinical practice	167	14.9
Non-academic clinical practice in private practice/HMO	185	16.5
Non-academic clinical practice in public health agency	156	14.0
Researcher at government agency, national lab (e.g. NIH, CDC) or other non-profit	40	3.6
Researcher in industry	79	7.1
Policy, Medical/healthcare or other administrator/ manager without clinical practice in governmental agency or other non-profit (i.e. Dept of Public Health, state or federal agency)	44	3.9
Other	107	9.6

Note: Table includes only those who answered that they were students in Question 1 (n =1187)

Table B82

Students Only: Have you changed your career goal/intention from when you began your training at UCSF?
 (Question 98)

Changed goals	n	%
No	607	52.4
Yes	551	47.6

Note: Table includes only those who answered that they were students in Question 1 (n =1187)

Table B83

Students only: If you have changed or considered changing your career goal from when you began your training at UCSF to the present time, how important are each of the following factors in affecting your choices?? (Question 99)

Change factors	Very Important		Somewhat Important		Not at all important		Not applicable	
	n	%	n	%	n	%	n	%
Monetary compensation (e.g., salary, benefits, etc.)	155	13.7	289	25.6	65	5.8	13	1.2
Job security	254	22.5	205	18.2	48	4.3	14	1.2
Career advancement possibilities	266	23.6	198	17.6	44	3.9	13	1.2
Negative experience as a trainee (e.g., regarding academia, industry, national lab, etc.)	198	17.5	177	15.7	65	5.8	82	7.3
Positive experience as a trainee (e.g., regarding academia, industry, national lab, etc.)	207	18.4	217	19.3	36	3.2	59	5.2
Research/professional activities too time consuming	149	13.2	194	17.2	117	10.4	58	5.2
Lack of encouragement/lack of mentor (e.g., advisor or others did not encourage your initial career goals)	118	10.5	149	13.3	127	11.3	122	10.9
Encouragement to pursue a new career goal (e.g., by advisor, mentor, or someone else)	108	9.6	180	16.0	116	10.3	111	9.9
Other career interests (e.g., career interests outside of current field of study)	165	14.7	211	18.8	73	6.5	66	5.9
Other life interests (e.g., interests outside of education/career)	244	21.8	179	16.0	51	4.6	38	3.4
Issues related to spouse/partner or desire to marry/become partnered (e.g., spousal employment or similar familial concerns)	156	13.9	158	14.1	103	9.2	100	8.9

Table B83 (cont.)

Change factors	Very Important		Somewhat Important		Not at all important		Not applicable	
	n	%	n	%	n	%	n	%
Issues related to children (e.g., current caregiving responsibilities or desire to have children)	175	15.6	130	11.6	81	7.2	132	11.7
Other familial-related concerns (e.g., current or anticipated eldercare responsibilities or similar familial concerns)	93	8.3	127	11.3	144	12.9	149	13.3
Geographic location (e.g., to be near family, location preference)	170	15.2	204	18.2	89	7.9	51	4.5
Bad job market (e.g., in academia, industry, government)	167	14.9	187	16.7	106	9.5	54	4.8
Changing intellectual interests	174	15.5	213	19.0	73	6.5	54	4.8
Feelings of isolation or alienation as a trainee	120	10.7	138	12.3	147	13.1	110	9.8
Feelings of inclusion and/or importance of work as a trainee	115	10.3	182	16.4	119	10.7	89	8.0
Other, please specify	17	2.4	19	2.7	5	0.7	61	8.6

Note: Table includes only those who answered that they were students in Question 1 (n =1187)

Table B84

Students only: How satisfied are you with opportunities to be part of the UCSF community, such as: (Question 100)

Change factors	Not at all satisfied		Somewhat Unsatisfied		Somewhat Satisfied		Very Satisfied	
	n	%	n	%	n	%	n	%
Cultural events and activities	40	3.6	152	13.7	574	51.7	345	31.1
Leadership opportunities	37	3.3	146	13.2	544	49.0	383	34.5
Involvement in campus clubs	29	2.6	155	14.0	496	44.9	424	38.4
Spaces to socialize	81	7.3	261	23.5	477	42.9	293	26.3
Fitness opportunities	21	1.9	92	8.3	425	38.2	575	51.7

This survey meets the Web Content Accessibility Guidelines (WCAG 2.0) recommended for use at the University of California (<http://www.ucop.edu/irc/itaccessibility/resources/>). It is also available in alternative formats upon request.

For more information regarding accessibility assistance please contact:

Alan Carpenter
Alan.Carpenter@ucsf.edu
415-476-7700

UCSF Inclusion Survey

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 UCSF. 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 UCSF.

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:

Students:

Student Health & Counseling at
SHS@ucsf.edu
415-476-1281
Parnassus and Mission Bay

Faculty, Staff, Postdocs, & Trainees:

Faculty Staff Assistance Program
fsap@ucsf.edu
415-476-8279
Laurel Heights

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 UCSF is conducive to learning, living, and working.

Voluntary Participation

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

Statement of Confidentiality for Participation

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

Statement of Anonymity for Comments

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

Privacy and Data Usage

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

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

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

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

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Office of Diversity and Outreach
diversityoutreach@ucsf.edu
415-476-7700

Questions concerning the rights of participants should be directed to:

John Heldens
Director, Human Research Protection Program
john.heldens@ucsf.edu
415-476-9840

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

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.

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

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

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

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

- 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 UCSF?

- 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 UCSF?
 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 UCSF?
 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 UCSF.

	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 UCSF.	<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 UCSF.	<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 UCSF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UCSF.	<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 UCSF?
 No [Go to Question 18]
 Yes, but it did not interfere with my ability to work or learn
 Yes, and it interfered with my ability to work or learn

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

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

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

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

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

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

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (e.g., SHPR, Student Health & Counseling, Campus Police)
- 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 UCSF employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) _____

17. If you would like to elaborate on your personal experiences, please do so here.

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

Students:
Student Health & Counseling at
SHS@ucsf.edu
415-476-1281
Parnassus and Mission Bay

Faculty, Staff, Postdocs, & Trainees:
fsap@ucsf.edu
415-476-8279
Laurel Heights

The following questions are related to unwanted physical sexual contact.

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

- 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
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Parnassus and Mission Bay

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Laurel Heights

Part 2: Work-Life

20. Please respond to the following statements.

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

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

22. As a faculty member ...

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

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

24. Please respond to the following statements.

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

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

Part 3: Demographic Information

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

26. What is your assigned birth sex?

- Male
- Female
- Intersex

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

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

28. What is your racial/ethnic identity?

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

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

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

29. Which term best describes your sexual orientation?

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

30. What is your age?

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

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

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

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

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

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

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

34. What is your highest completed level of education?

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

36. Where are you in your graduate career?

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

37. Where are you in your career at UCSF?

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

38. With which academic division/department are you **primarily affiliated** with at this time?

- SOM
- SON
- SOD
- SOP
- Grad Division
- Medical Center

39. With which work unit are you **primarily affiliated** with at this time? (If your organization is not listed or you are unsure, please choose Chancellor.)

- Chancellor
- FAS
- EVCP
- SOM
- SON
- SOD
- SOP
- Grad Division
- Medical Center

41. What is your academic degree program

Graduate academic degrees

- Biochemistry & Molecular Biology
- Bioengineering
- Biological & Medical Informatics
- Biomedical Imaging
- Biomedical Sciences
- Biophysics Masters Entry Program in Nursing prep year
- Cell Biology
- Chemistry & Chemical Biology
- Developmental Biology
- Developmental & Stem Cell Biology
- Doctorate of Physical Therapy Science (DPTSc)
- Epidemiology & Translational Science
- Genetics
- Global Health Sciences
- History of Health Sciences
- Masters in Advanced Studies - Clinical Research
- Medical Anthropology
- Neuroscience
- Nursing MS (includes MEPN after Prep Year)
- Nursing PhD
- Oral & Craniofacial Sciences
- Pharmaceutical Sciences & Pharmacogenomics
- Sociology

Graduate professional degrees

- Dental Hygiene
- Doctor of Dental Surgery
- Doctor of Medicine
- Doctor of Pharmacy
- Doctor of Physical Therapy
- International Dentist Program
- Physical Therapy MS
- Post-professional Doctor of Physical Therapy

42. What is your academic degree or clinical/training program at UCSF?

- Dental Postgraduate
- Postdoctoral Scholars
- School of Dentistry Fellow
- School of Dentistry Resident
- School of Medicine Fellow
- School of Medicine Resident
- School of Pharmacy Fellow
- School of Pharmacy Resident

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

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

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

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

45. How would you characterize your political views?

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

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

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

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

- Agnostic
- Ahmadi Muslim
- African Methodist Episcopal
- Atheist
- Assembly of God
- Baha'i
- Baptist
- Buddhist
- Christian Orthodox
- Confucianist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite

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

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

- Dependent
- Independent

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

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

50. Where do you live?

- Campus housing
 - Mission Bay Housing Complex – mixed use
 - Avenue Houses - single student housing
 - 145 Irving Street Apartments –single student housing
 - Aldea San Miguel Apartments - family housing
 - Aldea San Miguel Apartments - single student housing
- Non-campus housing
 - Independently in an apartment/flat/house
 - Lives with others in an apartment/flat/house
 - Living with a family member/guardian

51. Are you employed either on campus or off-campus?

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

53. Do you participate in any of the following types of clubs/organizations at UCSF? (Mark all that apply)

- I do not participate in any clubs/organizations
- Academic/Professional
- Arts and Entertainment
- Community Service/Humanitarian
- Cultural/Ethnic/International
- LGBTI
- Outreach/Recruitment
- Political/Social Issues and Advocacy
- Religious/Philosophical/Spiritual
- Sports/Recreation
- Other (please specify) _____

54. What is your current relationship status?

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

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

Schools of Dentistry, Nursing, Pharmacy & Graduate Division

- A (4.0)
- B (3.0)
- C (2.0)
- D (1.0)
- F (0.0)
- Y (Provisional Grade. Denotes a provision non-passing grade)
- I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)
- IP (In progress – For courses extending beyond one quarter)
- P/NP (Pass/Not Passing. Dentistry and Pharmacy)
- S/U (Satisfactory/Unsatisfactory Progress. Graduate)
- SP/UP (Satisfactory/Unsatisfactory Progress. Dentistry)
- NR (Not Recorded)

Grades in School of Medicine

- P (Pass)
- H (Honors - Awarded in 3rd and 4th year for courses of 3 or more units)
- I (Incomplete. Assigned when work is of passing quality but Incomplete for a good cause)
- IP (In progress – For courses extending beyond one quarter)
- E (Provisional Grade – A provisional non-passing grade)
- F (Fail)

56. Are you a former foster-care youth?

- Yes
- No

Part 4: Perceptions of Campus Climate

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

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

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

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource (e.g., SHPR, Student Health & Counseling, Campus Police)
- I told a friend
- I told a family member
- I told my union representative
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a teaching assistant/graduate assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
- I sought support from student staff (e.g., resident assistant, peer counselor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a campus employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) _____

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

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

Students:
Student Health & Counseling at
SHS@ucsf.edu
415-476-1281
Parnassus and Mission Bay

Faculty, Staff, Postdocs, & Trainees:
fsap@ucsf.edu
415-476-8279
Laurel Heights

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

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

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

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

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

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

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

69. I have observed employment-related discipline or action up to and including dismissal at UCSF 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 UCSF 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 UCSF on the following dimensions: **(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

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

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

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

77. The classroom/learning environment at UCSF is welcoming for students based on their:

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

78. Please indicate your level of agreement to the following statements:

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

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

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

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

81. My workplace climate is welcoming based on a person's:

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

82. How would you rate the accessibility at UCSF?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Physical Accessibility				
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Center Facilities	<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 Training Rooms	<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"/>
Health and Wellness Center	<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"/>
Shuttle Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Walkways/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"/>
Assistive Hearing Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instruction/materials				
Information in Alternative Formats	<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"/>
UCSF Website (UCSF.edu)				
	<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 UCSF for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>				
Physical health issues	<input type="radio"/>				
Female	<input type="radio"/>				
From religious affiliations other than Christian	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, and bisexual	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Male	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
Parents/guardians of dependent children	<input type="radio"/>				
People of Color	<input type="radio"/>				
Providing care for adults who are disabled and/or elderly	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Socioeconomically advantaged	<input type="radio"/>				
Transgender	<input type="radio"/>				
Other, please specify	<input type="radio"/>				
_____	<input type="radio"/>				

85. How would you rate the climate at UCSF for persons from the following racial/ethnic backgrounds?

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>				
American Indian / Alaskan Native	<input type="radio"/>				
Asian / Asian American	<input type="radio"/>				
Hispanic / Latino	<input type="radio"/>				
Middle Eastern / South Asian / North African	<input type="radio"/>				
Pacific Islander	<input type="radio"/>				
White	<input type="radio"/>				

86. Before I enrolled, I expected that the climate at UCSF would be _____ for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>				
Physical health issues	<input type="radio"/>				
Female	<input type="radio"/>				
From religious affiliations other than Christian	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, and bisexual	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Male	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
Parents/guardians	<input type="radio"/>				
People of Color	<input type="radio"/>				
Providing care for other than a child (e.g., eldercare)	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Socioeconomically advantaged	<input type="radio"/>				
Transgender	<input type="radio"/>				
Veterans/active military members	<input type="radio"/>				
Other, please specify _____	<input type="radio"/>				

Part 5: Institutional Actions Relative to Climate Issues

87. To what extent do you agree that the courses you have taken at UCSF include sufficient materials, perspectives and/or experiences of people based on their:

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

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

	Not currently available at UCSF	Positively influence climate	Has no influence on climate	Negatively influence climate	Don't know
Providing flexibility for promotion for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing access to counseling for people who have experienced harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing mentorship for new faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing mentorship for new staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a clear and fair process to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing funding to support efforts to change campus climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity and equity training to search and tenure committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing back-up family care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing lactation accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing career development opportunities for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Part 6: Your Additional Comments

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

94. Were you employed at UCSF as a faculty member at the time of the most recent birth/arrival of a child and did this birth/arrival occur after 2002 (within past decade)?

- No
- Yes
- Not applicable

95. If yes, around the time of the most recent birth/arrival event, did you request and did you receive any of the following types of accommodations?

	Requested (or entitled ² to) accommodation			Received accommodation (if requested)	
	Yes	No	N/A	Yes	No
Paid pregnancy/birth leave (disability leave)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active service-modified duties (course or clinical relief)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure-clock or promotion extension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpaid parental leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced appointment (e.g., part-time status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²e.g., You were entitled to use the policy because of your faculty and birth status (see <http://www.ucop.edu/acadadv/family/>)

96. At the time you BEGAN your training at UCSF (i.e. beginning of dental/nursing/pharmacy/medical school, residency/fellowship training, post doc work, etc.) please indicate your career intention from the different activities:

- University faculty (academic): basic science or social science teaching/research
- University faculty (academic): clinical teaching/research
- University faculty (academic): clinical practice
- Non-academic clinical practice in private practice/HMO
- Non-academic clinical practice in public health agency
- Researcher at government agency, national lab (e.g. NIH, CDC) or other non-profit
- Researcher in industry
- Policy, Medical/healthcare or other administrator/manager without clinical practice in governmental agency or other non-profit (i.e. Dept of Public Health, state or federal agency)
- Other (please specify): _____

97. Please indicate your CURRENT career intention from the different activities:

- University faculty (academic): basic science or social science teaching/research
- University faculty (academic): clinical teaching/research
- University faculty (academic): clinical practice
- Non-academic clinical practice in private practice/HMO
- Non-academic clinical practice in public health agency
- Researcher at government agency, national lab (e.g. NIH, CDC) or other non-profit
- Researcher in industry
- Policy, Medical/healthcare or other administrator/manager without clinical practice in governmental agency or other non-profit (i.e. Dept of Public Health, state or federal agency)
- Other (please specify): _____

98. Have you changed or considered changing your career goal/intention from when you began your training at UCSF:

- No
- Yes

99. If you have changed or considered changing your career goal from when you began your training at UCSF to the present time, how important are each of the following factors in affecting your choices?

	Very important	Somewhat important	Not at all important	Not applicable
Monetary compensation (e.g., salary, benefits, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career advancement possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative experience as a trainee (e.g., regarding academia, industry, national lab, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive experience as a trainee (e.g., regarding academia, industry, national lab, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/professional activities too time consuming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of encouragement/lack of mentor (e.g., advisor or others did not encourage your initial career goals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement to pursue a new career goal (e.g., by advisor, mentor, or someone else)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other career interests (e.g., career interests outside of current field of study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other life interests (e.g., interests outside of education/career)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues related to spouse/partner or desire to marry/become partnered (e.g., spousal employment or similar familial concerns)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues related to children (e.g., current caregiving responsibilities or desire to have children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other familial-related concerns (e.g., current or anticipated eldercare responsibilities or similar familial concerns)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic location (e.g., to be near family, location preference)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bad job market (e.g., in academia, industry, government)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing intellectual interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feelings of isolation or alienation as a trainee	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. How satisfied are you with opportunities to be part of the UCSF community, such as:

	Not at all satisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Cultural events and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in campus clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spaces to socialize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

101. Is there any aspect of UCSF or particular activity that helps you to feel a part of the UCSF community?

102. If you think that there are ways in which the climate has improved at UCSF in recent years, please comment here.

Thank you for taking the UCSF Inclusion Survey

You have contributed to the welfare of the UCSF community, and your involvement will help UCSF 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 UCSF participants

Participants who complete the survey will also be entered into a drawing for the following items provided by UCSF:

- Fifty \$50 Bear Hug gift cards
- Lunch for 10 people with the Vice Chancellor, Diversity and Outreach and other campus leadership

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

For Students:
Student Health & Counseling at
SHS@ucsf.edu
415-476-1281

For Faculty & Staff:
Faculty Staff Assistance Program
fsap@ucsf.edu
415-476-8279
Laurel Heights

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

Appendix D

UCSF Climate Survey Rosters

UCSF Local Work Team

Renee Navarro, MD, PharmD, Vice-Chancellor of Diversity and Outreach (Chair)
Elizabeth Ozer, PhD - Professor, Pediatrics/Office of Diversity and Outreach (Co-Chair)
Jason Bardi- Senior Public Information Rep, University Relations and Strategic Communications
Jeffrey Chiu - Manager, Human Resources Medical Center
Chris Cullander, PhD - Director of Institutional Research, Student Academic Affairs
Don Diettinger—Business Partner, Human Resources
Angela Echiverri, MD—Resident, School of Medicine
Gordon Fung - MD, MPH, PhD, Professor of Cardiology, EQOP Vice Chair
Linda Gregory - Diversity Coordinator, Medical Center
Bonnie Halpern-Felsher, PhD, Professor in Residence, Pediatrics
Dorothy Jones-Davis, PhD - Postdoc, Neurology
Misty Loetterle - Chief of Staff, Office of Diversity and Outreach
Jennifer Mannix – Arts and Events Analyst, Campus Life Services
Judy Rosen - Manager, Disability and Leave Administration, Human Resources Specialty Center
Rene Salazar, MD - Professor, Director of Diversity, Office of GME
Shane Snowdon - Director, LGBT Center for Health and Equity

UCSF Communications and Implementation Work Group

Brenda Gee - Communications Coordinator, Chancellor’s Office and EVCP (Chair)
Misty Loetterle - Chief of Staff, Diversity and Outreach, Local Work Team Member (Co-Chair)
Sandy Butler - Communications Analyst, School of Medicine Dean’s Office
Lisa Cisneros - Editor in Chief, University Relations and Strategic Communications
Maureen Conway - Student Activity Center, SAA
Jeanine Cuevas – Special Projects/Communications Manager, Graduate Division
Paul Day - Events and Communications Manager, Diversity and Outreach
Don Diettinger - Business Partner, Human Resources, Local Work Team Member
Andrea Eastman - Marketing Manager, Medical Center
David Hand - Communications Manager, School of Dentistry
Monica Mapa – Marketing and Planning Analyst, CLS
Jennifer Rosko – Communications/Program Analyst, Student Activity Center, SAA
Neerali Patel - Pharmacy Student

Sue Rankin Site Visit Attendees (March 2, 2012)

Local Work Team Members *Plus:*

Randy Daron, PsyD – Director, Office of the Ombuds

Kolette Massy—Accreditation & Education Development Manager, SOM/Staff Council

David Odató—Associate Vice Chancellor-Human Resources, CAO Medical Center

Jennifer Hermann—Director of Human Resources, Medical Center

Mike Tyburski—Director, HR Specialty Center

Lisa Cisneros – Editor in Chief, University Relations and Strategic Communications

Kevin Barney – Deputy Director Data Center Operations, ITS

Maureen Conway—Director, Student Activity Center

Christine Des Jarlais, PhD—Assistant Dean Postdoctoral Affairs, Graduate Division

Janice Tsoh, PhD - Associate Adjunct Professor, Psychiatry/EQOP