



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California
San Diego

Campus Climate Project
Final Report

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Rankin & Associates, Consulting

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

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

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

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

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

Description of the Sample at UC San Diego

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

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

⁴ The total n for each demographic characteristic will differ due to missing data. Definitions for each demographic characteristic used for analysis purposes are provided at the conclusion of the Executive Summary.

Table 1. UC San Diego Sample Demographics

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

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

Key Findings - Areas of Strength

1. High levels of comfort with the climate at UC San Diego

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

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

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

3. Students - Positive attitudes about academic experiences

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

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

Key Findings - Opportunities for Improvement

1. Some members of the community experienced exclusionary conduct

- 23% of respondents ($n = 2,711$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 8% of respondents ($n = 963$) indicated that the conduct interfered with their ability to work or learn.⁵
- 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.

⁵ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

- A higher percentage of Genderqueer than Men, Women, and Transgender respondents experienced such conduct, as did a higher percentage of lesbian, gay, bisexual, and queer (LGBQ) respondents than heterosexual respondents.

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

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

Subsequent analyses of the data revealed the following:

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

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

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Seventy-seven percent of all respondents in the UC San Diego survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC San Diego, 23% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado,

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

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

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

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

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

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

^{vi} **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person's inner sense of being man, woman, both, or neither. One's internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics) or gender expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth (refers to the assigning (naming) of the biological sex of a baby at birth). Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

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

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

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

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

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

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

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

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

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

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

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

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