



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California Berkeley

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 Berkeley survey contained 115 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English, Spanish and Mandarin and distributed from February 5, 2013 through April 22, 2013 through a secure on-line portal.²

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

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

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

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

Description of the Sample at UC Berkeley

UC Berkeley community members completed 13,012 surveys for an overall response rate of 24%. Response rates by constituent group varied: 21% for Undergraduate Students ($n = 5,307$), 26% for Graduate/Professional Students ($n = 2,629$), 27% for Post-Docs/Trainees ($n = 300$), 28% for Union Staff ($n = 860$), 30% for Faculty ($n = 975$), and 48% for Non-Union Staff ($n = 2,551$). 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. UC Berkeley Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	5,307	41%
	Graduate/Professional Students ⁱⁱ	2,629	20%
	Faculty ⁱⁱⁱ	975	8%
	Staff ^{iv}	3,801	29%
	Post-Doctoral Scholars/Trainees ^v	300	2%
Gender Identity	Women	7,507	58%
	Men	5,342	41%
	Transgender ^{vi}	45	<1%
	Genderqueer ^{vii}	147	1%
Racial Identity	White	5,703	44%
	Underrepresented Minority ^{viii}	1,998	15%
	Other People of Color ^{ix}	4,874	38%
	Multi-Minority ^x	197	2%
Sexual Identity	Heterosexual	10,639	82%
	Lesbian, Gay, Bisexual, Queer	1,400	11%
	Questioning ^{xi}	151	1%
	Asexual ^{xii}	398	3%
Citizenship Status	U.S. Citizen	11,979	92%
	Non-U.S. Citizen	1,055	8%
	Undocumented	41	<1%
Disability Status	No disability	9,536	80%
	Disability (physical, learning, mental health/Psychological condition)	2,393	20%
Religious/Spiritual Affiliation	Christian affiliation ^{xiii}	3,257	25%
	Other Religious/Spiritual affiliation ^{xiv}	859	7%
	Muslim ^{xv}	188	1%
	Jewish ^{xvi}	434	3%
	No affiliation ^{xvii}	6,643	51%
	Multiple affiliations ^{xviii}	1,028	8%
	Unknown	603	5%

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

Key Findings - Areas of Strength

1. High levels of comfort with the climate at UC Berkeley:

- 76% of all respondents ($n = 9,830$) of all respondents were “comfortable” or “very comfortable” with the climate at UC Berkeley while 9% ($n = 1,171$) were “uncomfortable” or “very uncomfortable.”
- 73% of all respondents ($n = 9,533$) of all respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 12% ($n = 1,546$) were “uncomfortable” or “very uncomfortable.”
- 69% of Undergraduate Students ($n = 3,646$), 77% of Graduate/Professional Students ($n = 2,012$), and 70% of Faculty and Post-Doc respondents ($n = 896$) were “comfortable” or “very comfortable” with the climate in their classes, while 9% of Undergraduates ($n = 459$), 5% of Graduate/Professional Students ($n = 142$), and 2% of Faculty/Post-Docs ($n = 20$) were “uncomfortable” or “very uncomfortable.”

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

- 71% of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 5,530$) offered that the UC Berkeley values a diverse faculty and 77% offered that the campus values a diverse staff ($n = 5,827$).
- 57% of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student ($n = 4,320$) respondents indicated that their supervisors provided them with resources to pursue professional development opportunities and that their supervisors provided ongoing feedback to improve their performance.

3. Students - Positive attitudes about academic experiences

- 69% of Undergraduate Students ($n = 3,662$) and 79% of Graduate/Professional Students ($n = 2,058$) were satisfied with their academic experience at UC Berkeley.
- 57% of Undergraduate Students ($n = 3,016$) and 72% of Graduate/Professional Students ($n = 1,866$) reported that they were performing up to their full academic potential.

4. Students and Trainees – A majority of respondents found the courses offered at UC Berkeley 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

- 26% of respondents ($n = 3,307$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 10% of respondents ($n = 1,232$) 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 based on their position status as compared to Faculty or Students.
 - A higher percentage of ethnic and racial minorities reported experiencing this conduct based on their racial identity 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 respondents were less comfortable when compared with Faculty and Post-Doctoral Scholar/Trainee respondents with the overall campus climate at UC Berkeley and with the climate in their departments/work units.
- LGBTQ respondents were less comfortable than heterosexual respondents with the overall climate and less comfortable with the climate in their classes.
- Underrepresented Minority respondents and Multi-Minority respondents were less comfortable than White respondents and Other People of Color respondents with the overall climate and the workplace climate. White respondents were more comfortable with the climate in their classes than other racial groups.

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

- 4% of respondents ($n = 507$) believed they had experienced unwanted sexual contact while at UC Berkeley within the last five years. Subsequent analyses of the data revealed the following:
- Higher percentages of Undergraduate Students (7%, $n = 386$) experienced unwanted sexual contact in the past five years as compared to Graduate/Professional Students (2%, $n = 46$), Staff (2%, $n = 66$), or Faculty (1%, $n = 6$).
- In terms of gender identity, higher percentages of transgender respondents (16%, $n = 7$), genderqueer respondents (14%, $n = 21$), and women respondents (5%, $n = 408$) experienced this conduct as compared to men (2%, $n = 91$).

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 UC Berkeley 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 Berkeley, 26% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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

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

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

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

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

^{vi} **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person’s inner sense of being man, woman, both, or neither. One’s internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics) or gender

expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth (refers to the assigning (naming) of the biological sex of a baby at birth). Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

History of the Project

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

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

⁵ UCUES - University of California Undergraduate Experience Survey

⁶ NSSE – National Survey of Student Engagement

⁷ SERU – Student Experience in the Research University

⁸ HERI – Higher Education Research Institute – Faculty Survey

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

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

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

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

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

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

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

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

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

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

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

Climate, for the purposes of this project is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). This includes the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. As confirmed by the 2007 Work Team on Campus Climate (as part of the UC Regents’ Study Group on University Diversity), “diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity” (Study Group on University Diversity Campus Climate Report, p.1).

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

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

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

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

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

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

when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined” (p. 236). The literature also suggests students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with student adjustment (Guiffida, 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 System-wide Campus Climate Assessment Project Structure and Process

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

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

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

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

University of California Berkeley Project Specifics

The UC Berkeley survey was distributed from February 5, 2013 through April 22, 2013. The final UC Berkeley survey contained 115 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UC Berkeley survey.

Methodology

Conceptual Framework

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

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UC Berkeley further vetted the questions to be more contextually fitting for the UC Berkeley population. The final UC Berkeley campus-specific survey contained 115 questions,¹⁰ including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Berkeley’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.¹¹ All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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

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

¹¹ 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 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.¹² Refer to the survey data tables in Appendix B for actual percentages¹³ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UC Berkeley’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 reviewed¹⁴ using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of

¹² 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.

¹³ Actual percentages derived using the total number of survey respondents.

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

common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following questions where there was limited quantitative data. These narratives are included in the campus/location reports but not in the system-wide report as the comments offered by participants were location-specific.

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 Sample¹⁵

13,012 surveys were returned for a 24% overall response rate. The sample and population figures, chi-square analyses,¹⁶ and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women were over-represented and men were underrepresented in the sample.
- American Indian/Alaskan Natives and Whites were over-represented in the sample. Two categories, Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans were not identified in the population but were represented in the sample. African Americans/Blacks, Asians/Asian Americans and Hispanics/Latinos were under-represented in the sample.
- Undergraduate students and Other Academic Series were underrepresented in the sample compared to the population. Graduate/Professional students and Postdoctoral Scholars were represented in essentially equivalent levels in the survey compared to the population. Both categories of staff and faculty were over-represented in the sample. There were two respondents that identified as Trainees in the sample, but none in the population.

¹⁵ 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.

¹⁶ 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	25,203	50.19	5,342	40.76	21.20
	Woman	25,011	49.81	7,507	57.28	30.01
	Transgender	Not available	--	45	0.34	>100
	Genderqueer	Not available	--	147	1.12	>100
	Other	Not available	--	65	0.50	>100
Race/Ethnicity ^{1,b}	African American/African/Black	2,243	4.47	642	4.38	28.62
	American Indian/Alaskan Native	358	0.71	230	1.57	64.25
	Asian/Asian American	17,135	34.12	4,420	30.15	25.80
	Hispanic/Latino	5,478	10.91	1,478	10.08	26.98
	Middle Eastern/Southwest Asian/North African	Not available	--	653	4.45	>100
	Pacific Islander	Not available	--	68	0.46	>100
	White	19,264	38.36	7,051	48.09	36.60
	Unknown	5,736	11.42	Not available	--	
	Other	Not available	--	119	0.81	>100
Position ^c	Undergraduate Student	25,774	51.33	5,307	40.79	20.59
	Graduate/Professional Student	10,119	20.15	2,629	20.20	25.98
	Postdoctoral Scholar	1,093	2.18	298	2.29	27.26
	Trainees	0	0.00	<5	--	>100
	Staff non-Union	5,312	10.58	2,551	19.60	48.02
	Staff – Union	3,031	6.04	860	6.61	28.37
	Faculty	3,262	6.50	975	7.49	29.89
	Other Academic Series	1,623	3.23	390	3.00	24.03

¹ Respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 12,849) = 381.09, p = .0001$

^b $X^2(4, N = 13,821) = 505.93, p = .0001$

^c $X^2(6, N = 13,010) = 1313.44, p = .0001$

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 UC Berkeley 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 coefficients¹⁷ are provided in Table 3.

¹⁷ 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.

A strong relationship (between .5 and .7) existed between Positive for People of Color and Respectful of Hispanics/Latinos. Moderately strong relationships (between .4 and .5) existed between nine pairs of variables – between both pairs of variables for American Indians/Alaskan Natives, Gay, Lesbian, Bisexual Individuals, and Females; between Positive for People of Color and Respectful of Middle Eastern/South Asian/North Africans; between Not Racist and Respectful of Hispanics/Latinos; and between Positive for Non-Native English Speakers and Respectful of Non-Native English Speakers. One correlation, between Respectful of Pacific Islanders and Not Racist was statistically significant but had a weak relationship (between .2 and .3). The remaining seven pairs showed a moderate relationship (between .3 and .4).

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

Respectful of:	Climate Characteristics								
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
African Americans/ Blacks	.366 ¹	.323 ¹							
American Indians/ Alaskan Natives	.478 ¹	.464 ¹							
Asian Americans/ Asians	.336 ¹	.351 ¹							
Middle Eastern/South Asian/North African	.403 ¹	.390 ¹							
Hispanics/Latinos	.538 ¹	.492 ¹							
Pacific Islanders		.296 ¹							
Gay, Lesbian, Bisexual Individuals			.499 ¹	.490 ¹					
Females					.429 ¹	.418 ¹			
Non-Native English Speakers							.404 ¹		
Socioeconomically Disadvantaged Persons								.383 ¹	.318 ¹

¹p < 0.01

Sample Characteristics¹⁸

Table 4 depicts the respondent population by their primary position status at UC Berkeley. Forty-one percent of all respondents were Undergraduate Students, and 20% were Graduate/Professional Students. Twenty percent of all respondents were Staff Non-Union, 7% were Staff Union, 8% were Faculty, and 2% were Postdoctoral Scholars. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions.

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

Table 4. Respondent's Primary Position at UC Berkeley

Position	<i>n</i>	%
Undergraduate Student	5,307	40.8
Started at UC Berkeley as first year student	3,895	73.4
Transferred from a California community college	933	17.6
Transferred from another institution	92	1.7
Missing	387	7.3
Graduate/Professional Student	2,629	20.2
Non-Degree	10	0.4
Master's degree student	592	22.5
Doctoral degree student (Ph.D., Ed.D.)	1,658	63.1
Professional degree student (e.g., MD, JD, MBA)	214	8.1
Missing	155	5.9
Postdoctoral scholar	298	2.3
Health Sciences Campus Trainees	<5	--
Staff – non-Union	2,551	19.6
Senior Management Group	17	0.7
Management & Senior Professionals - Supervisor	362	14.2
Management & Senior Professionals – Non- Supervisor	217	8.5
Professional & Support Staff – Non-Union & Supervisor	372	14.6
Professional & Support Staff – Non-Union & Non-Supervisor	1,304	51.1
Missing	279	10.9
Staff- Union	860	6.6
Professional & Support Staff – Union represented & Supervisor	122	14.2
Professional & Support Staff – Union Represented & Non-Supervisor	584	67.9
Missing	154	17.9
Faculty	975	7.5
Faculty Administrator	56	5.7
General Campus Faculty	701	71.9
Health Sciences Campus Faculty	28	2.9
Missing	190	19.5
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	390	3.0

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

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

For the purposes of several analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-docs/Trainees.¹⁹ Forty-one percent of all respondents were Undergraduate Students ($n = 5,307$), and 20% were Graduate/Professional Students ($n = 2,629$), 29% were Staff ($n = 3,801$), 8% were Faculty ($n = 975$), and 2% were Post-Docs/Trainees ($n = 300$) (Figure 1). Ninety-four percent of respondents ($n = 12,184$) were full-time in their primary positions.

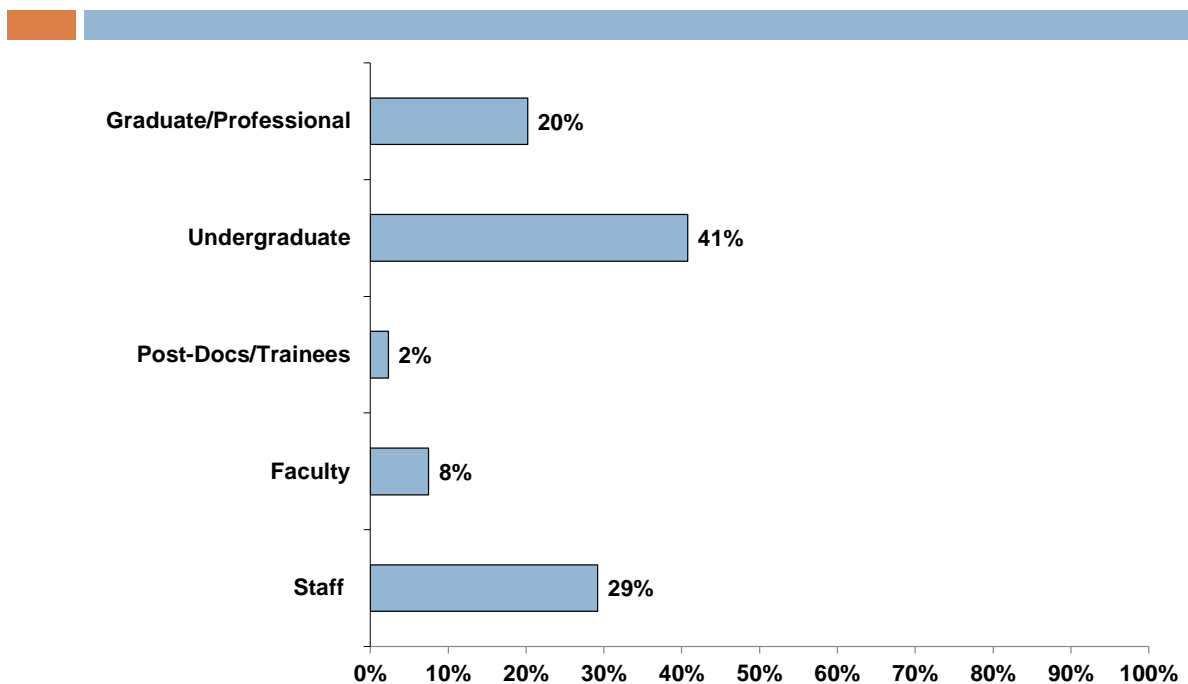


Figure 1. Respondents' Collapsed Position Status (%)

¹⁹ 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-two percent of Staff respondents ($n = 3,101$) were primarily career employees (Table 5). Ninety-five percent of Staff ($n = 3,615$) cited their primary campus location as the General Campus, and 3% said their primary campus location was Health Sciences/Medical Center ($n = 113$).

Table 5. Primary Employment Status with UC Berkeley

Status	<i>n</i>	%
Career (including partial-year career) employee	3,101	81.6
Contract employee	241	6.3
Limited appointment employee/term employment	165	4.3
Per Diem employee	14	0.4
Floater (temporary services) employee	9	0.2
Academic employee	230	6.1
Missing	41	1.1

Note: Table includes staff responses only ($n = 3,801$).

With regard to respondents' work unit affiliations, Table 6 indicates that Staff respondents represented various work units across campus.²⁰ Five percent of staff respondents were affiliated with the College of Engineering ($n = 177$) and Associate Vice Chancellor Business Administrative Services ($n = 175$). Four percent of respondents were affiliated with Information Services and Technology ($n = 159$) and the Library ($n = 147$).

Table 6. Staff Respondents' Primary Work Unit Affiliations

Work Unit	<i>n</i>	%
Associate Vice Chancellor IST		
Information Services & Technology	159	4.2
Office of Chief Information Officer	17	0.4
Central Campus Operations		
Central Operations General Accounting	20	0.5
Central Operations Payroll	14	0.4
Chancellor		
Audit & Advisory Services	<5	--
Chancellor's Office	14	0.4
Ethics, Risk & Compliance Services	6	0.2
Government & Community Affairs	<5	--
Staff Ombuds Office	<5	--
College of Letters & Science		
L&S Col of Letters & Sciences Dean's Office	52	1.4
L&S Arts & Humanities	71	1.9
L&S Biological Sciences	90	2.4
L&S Math & Physical Sciences	68	1.8
L&S Social Sciences	82	2.2
L&S Undergraduate Division	40	1.1
Executive Vice Chancellor & Provost		
Academic Senate	7	0.2
Art Music & Pacific Film Archive	19	0.5
Boalt School of Law	56	1.5
Cal Performances/Student Musical Activities	16	0.4
College of Environmental Design	33	0.7
College of Chemistry	62	1.6
College of Engineering	177	4.7
College of Natural Resources	79	2.1
Executive Vice Chancellor & Provost	9	0.2
Goldman School of Public Policy	10	0.3
Graduate Division	29	0.8
Graduate School of Education	31	0.8
Haas School of Business	128	3.4
Library	147	3.9

²⁰ For a more complete listing of work units, see Table B19 in Appendix A.

Table 6. (cont.) Staff Respondents' Primary Work Unit	n	%
School of Information	7	0.2
School of Journalism	6	0.2
School of Optometry	27	0.7
School of Public Health	85	2.2
School of Social Welfare	26	0.7
Vice Provost Academic Affairs & Faculty Welfare	12	0.3
Vice Provost Teaching, Learning, Academic Planning and Facilities	78	2.1
UCOP: Loc J		
UCOP Control Operations Loc J	<5	--
VP Research – MRUs	<5	--
Vice Chancellor Administration & Finance		
Associate Vice Chancellor Business Administrative Services	175	4.6
Associate Vice Chancellor Chief Financial Officer	28	0.7
Associate Vice Chancellor Finance & Controller	23	0.8
Associate Vice Chancellor Human Resources	40	1.1
Intercollegiate Athletics	47	1.2
Office of Vice Chancellor Administration	21	0.6
Op Excellence- Project Office	11	0.3
Public Safety & Transport	26	0.7
Vice Chancellor Equity and Inclusion		
Academic Achievement Programs	12	0.3
Divisional Administrative Services	<5	--
Center Educational Partnerships	46	1.2
Disabled Students Program	18	0.5
Gender Equity Resource Center	3	0.1
Graduate Diversity Program	6	0.2
Professional Development Program	5	0.1
Staff Diversity Initiatives	<5	--
Student Achievement Guided by Experience	<5	--
Student Life Advising Services	6	0.2
Transfer, Re-entry, and Student Parent Center	5	0.1
Vice Chancellor Equity and Inclusion Immediate Office	8	0.2
Young Musicians Program	<5	--
Vice Chancellor Facilities Services		
Capital Projects Operations	40	1.1
Physical Plant Campus Services	96	2.5
Real Estate Services Office	<5	--
Vice Chancellor Facilities Services Immediate Office	<5	--
Vice Chancellor for Research		
Vice Chancellor Research Administrative Units	99	2.6
Vice Chancellor Research Museum & Field Stations	43	1.1
Vice Chancellor Research Organized Research Units	79	2.1
Vice Chancellor Research Other Research Units	49	1.3
Vice Chancellor Research Immediate Office	14	0.4

Table 6. (cont.) Staff Respondents' Primary Work Unit	<i>n</i>	%
Vice Chancellor Student Affairs		
AVC SA & Dean of Students	57	1.5
Vice Chancellor Student Affairs Admissions & Enrollment	71	1.9
Vice Chancellor Student Affairs Residential & Student Services Programs	120	3.2
Vice Chancellor Student Affairs Division	79	2.1
Vice Chancellor University Relations		
AVC Public Affairs	22	0.6
Development Office	35	0.9
University Relations	86	2.3
Vice Provost Agriculture & Natural Resources		
Vice Provost Agriculture & Natural Resources	<5	--
Vice Provost Divisionwide Prov & Expense	<5	--
Multicultural Student Development	<5	--
Missing	711	18.7

Note: Table includes staff responses only (*n* = 3,801).

Twelve percent of Post-Docs and Faculty respondents were affiliated with L&S Arts and Humanities ($n = 157$) and L&S Social Sciences ($n = 148$) (Table 7).²¹ Eleven percent were affiliated with L&S Biological Sciences ($n = 135$), while 9% were affiliated with the College of Engineering ($n = 115$) and 8% in the College of Natural Resources ($n = 102$).

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

Academic Division/Department	<i>n</i>	%
Associate Vice Chancellor IST		
Information Services & Technology	<5	--
Office of Chief Information Officer	<5	--
Central Campus Operations		
Central Operations General Accounting	<5	--
Central Operations Payroll	<5	--
Chancellor		
Audit & Advisory Services	<5	--
Chancellor's Office	<5	--
Ethics, Risk & Compliance Services	<5	--
Government & Community Affairs	<5	--
Staff Ombuds Office	<5	--
College of Letters & Science		
L&S Col of Letters & Sciences Dean's Office	15	1.2
L&S Arts & Humanities	157	12.3
L&S Biological Sciences	135	10.6
L&S Math & Physical Sciences	89	7.0
L&S Social Sciences	148	11.6
L&S Undergraduate Division	12	0.9
College Writing Programs	<5	--
International & Area Studies Academic Program	5	
L&S Undergraduate Advising	<5	--
ROTC Military Affairs	<5	--
Undergraduate and Interdisciplinary Studies	5	
Exec Vice Chancellor & Provost		
Academic Senate	<5	--
Art Music & Pacific Film Archive	<5	--
Boalt School of Law	30	2.4
Cal Performances/Student Musical Activities	<5	--
College of Environmental Design	20	1.6
College of Chemistry	59	4.6
College of Engineering	115	9.0
College of Natural Resources	102	8.0
Executive Vice Chancellor & Provost	<5	--
Goldman School of Public Policy	8	0.6

²¹ For a more complete listing of work units, see Table B17 in Appendix A.

Table 7 (cont). Faculty and Post-Doc Respondents' Primary Work Unit Affiliations - Academic Division/Department

	<i>n</i>	%
Graduate Division	<5	--
Graduate School of Education	16	1.3
Haas School of Business	40	3.1
Library	<5	--
School of Information	<5	--
School of Journalism	<5	--
School of Optometry	20	1.6
School of Public Health	45	3.5
School of Social Welfare	11	0.9
Vice Provost Academic Affairs & Faculty Welfare	<5	--
Vice Provost Teaching, Learning, Academic Planning and Facilities	<5	--
UCOP: Loc J		
UCOP Control Operations Loc J	<5	--
VP Research – MRUs	<5	--
Vice Chancellor Administration & Finance		
Associate Vice Chancellor Business Administrative Services	<5	--
Associate Vice Chancellor Chief Financial Officer	<5	--
Associate Vice Chancellor Finance & Controller	<5	--
Associate Vice Chancellor Human Resources	<5	--
Intercollegiate Athletics	<5	--
Office of Vice Chancellor Administration	<5	--
Op Excellence- Project Office	<5	--
Public Safety & Transport	<5	--
Vice Chancellor Equity and Inclusion		
Academic Achievement Programs	<5	--
Assistant Vice Provost-Undergraduate Education	<5	--
Center Educational Partnerships	<5	--
Disabled Students Program	<5	--
Gender Equity Resource Center	<5	--
Graduate Diversity Program	<5	--
Professional Development Program	<5	--
Staff Diversity Initiatives	<5	--
Student Achievement Guided by Experience	<5	--
Student Life Advising Services	<5	--
Transfer, Re-entry, and Student Parent Center	<5	--
Vice Chancellor Equity and Inclusion Immediate Office	<5	--
Young Musicians Program	<5	--
Vice Chancellor Facilities Services		
Capital Projects Operations	<5	--
Physical Plant Campus Services	<5	--
Real Estate Services Office	<5	--
Vice Chancellor Facilities Services Immediate Office	<5	--

Table 7 (cont). Faculty and Post-Doc Respondents' Primary Work Unit Affiliations - Academic Division/Department

	<i>n</i>	%
Vice Chancellor for Research		
Vice Chancellor Research Administrative Units	<5	--
Vice Chancellor Research Museum & Field Stations	<5	--
Vice Chancellor Research Organized Research Units	<5	--
Vice Chancellor Research Other Research Units	<5	--
Vice Chancellor Research Immediate Office	<5	--
Vice Chancellor Student Affairs		
AVC SA & Dean of Students	<5	--
Vice Chancellor Student Affairs Admissions & Enrollment	<5	--
Vice Chancellor Student Affairs Residential & Student Services Programs	<5	--
Vice Chancellor Student Affairs Division	<5	--
Vice Chancellor University Relations		
AVC Public Affairs	<5	--
Development Office	<5	--
University Relations	<5	--
Vice Provost Agriculture & Natural Resources		
Vice Provost Agriculture & Natural Resources	10	0.8
Vice Provost Divisionwide Prov & Expense	<5	--
Missing	206	16.2

Note: Table includes faculty and post-doc responses only (*n* = 1,273).

More than half of the sample were women (58%, $n = 7,507$; Figure 2).²² Forty-five transgender²³ individuals (0.3%) completed the survey; 147 respondents (1%) identified as genderqueer.²⁴ Fifty-one respondents marked “other” in terms of their gender identity and offered identities such as “agender,” “androgynous,” “butch,” “Cisgendered,” “fluid,” “give me a break,” “human,” “muxer,” “questioning,” “two-spirit,” “womyn,” “soltar,” etc. Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

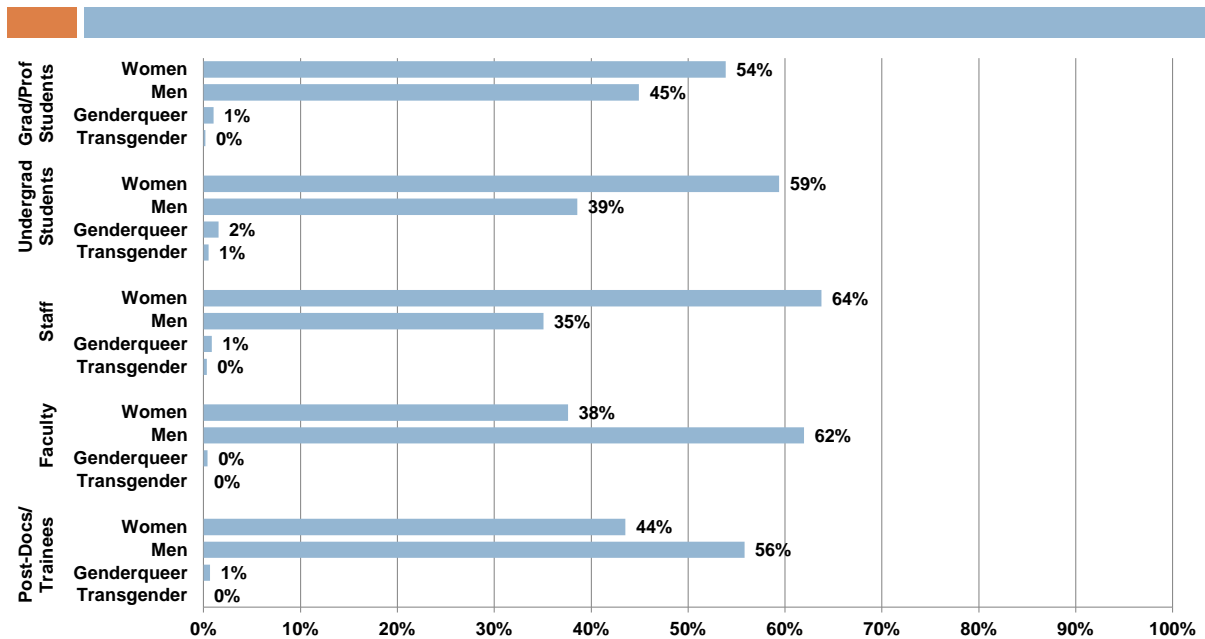


Figure 2. Respondents by Gender & Position Status (%)

²² Additionally, the sex of the majority of respondents was female (58%, $n = 7,561$), while 41% of respondents were male ($n = 5,388$), and 5 (<0.1%) were intersex.

²³ Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

²⁴ People who identify as genderqueer may consider themselves as being both male and female, as being neither male nor female, or as falling completely outside the gender binary.

The majority of respondents were heterosexual²⁵ (82%, $n = 10,639$). Eleven percent were LGBQ (lesbian, gay, bisexual, or queer, $n = 1,400$) (Figure 3). One percent of respondents ($n = 151$) were questioning their sexual orientations, and 3% identified as asexual ($n = 398$).

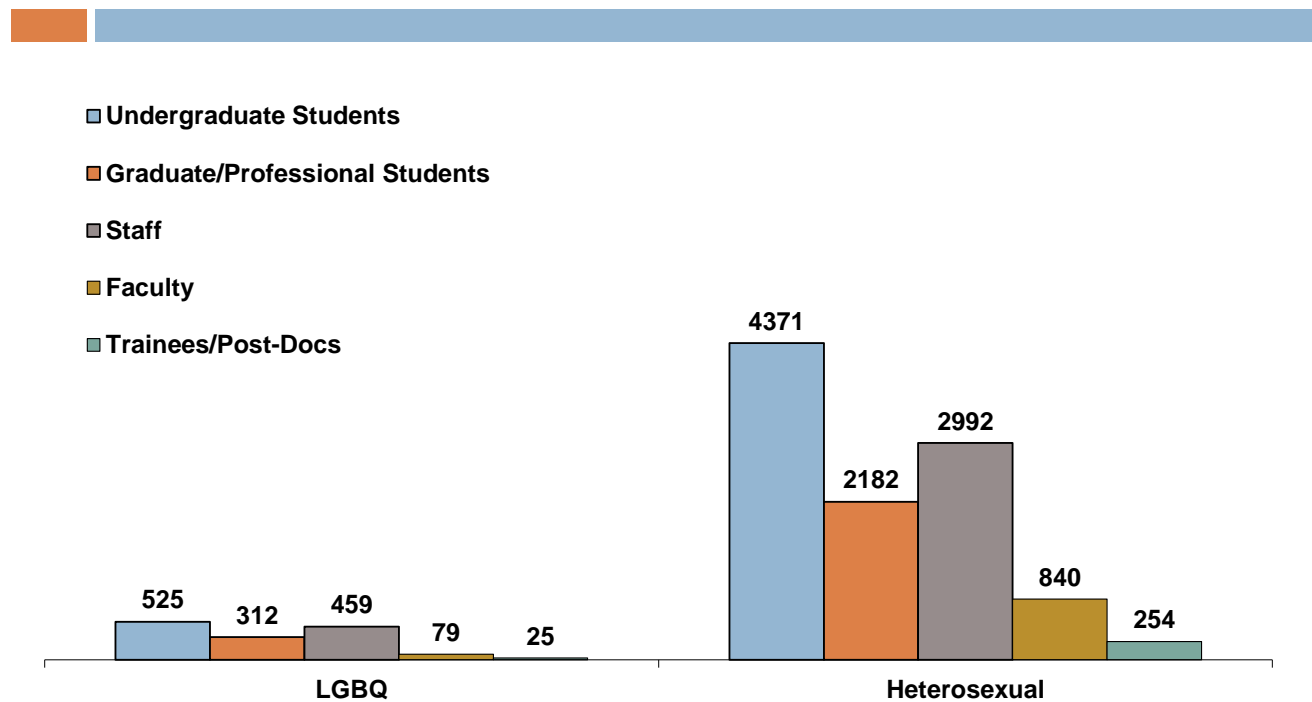


Figure 3. Respondents by Sexual Orientation & Position Status (n)

²⁵ Respondents who answered “other” in response to the question about their sexual orientations and wrote “straight” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

Twenty nine percent of Staff members were 50 to 59 years old and 25% were 40 to 49 years old. Thirty-four percent of Faculty member were 60 years and over, 26% were between 40 and 49, and 24% between 50 and 59 years old. Seventy-four percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).

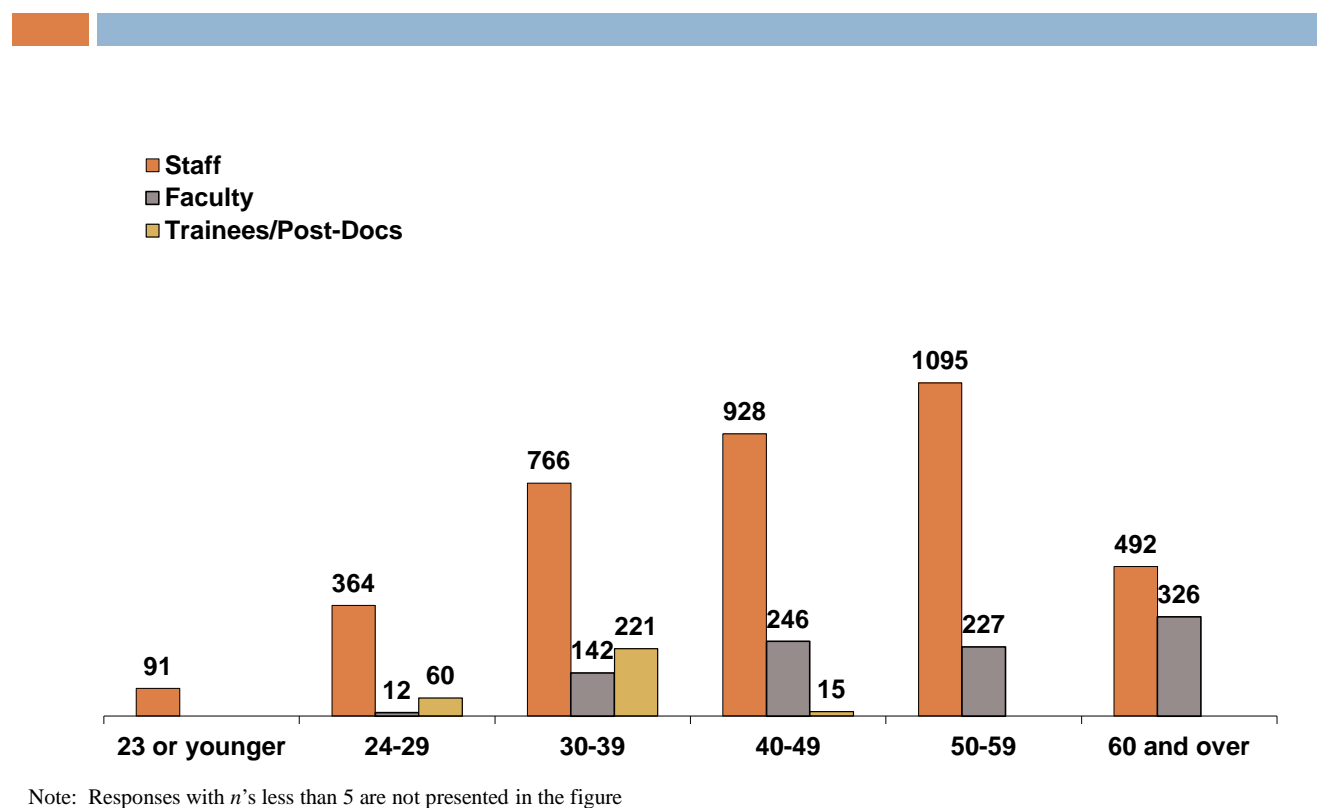
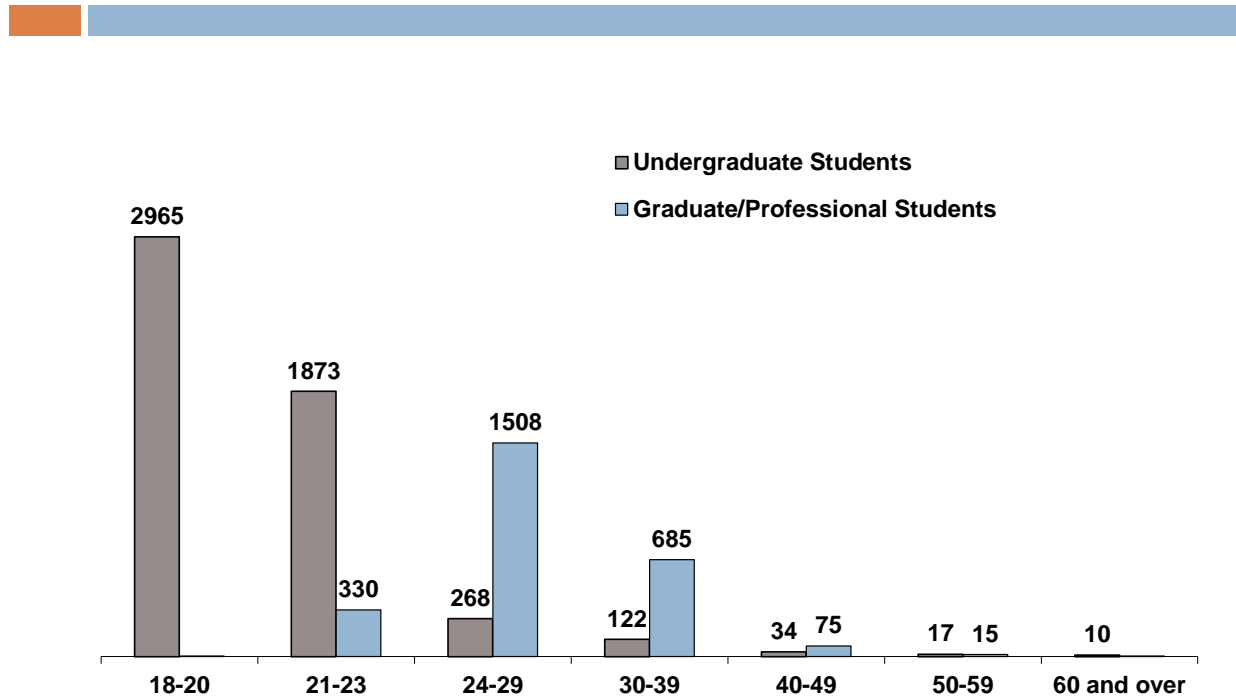


Figure 4. Employee Respondents by Age & Position Status (n)

Fifty-six percent of responding Undergraduate Student respondents ($n = 2,965$) were 18 to 20 years old. Fifty-eight percent of responding Graduate/Professional Student respondents ($n = 1,508$) were 24 to 29 years old (Figure 5).



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

Figure 5. Student Respondents' Age (n)

With regard to race and ethnicity, 54% of the respondents ($n = 7,051$) identified as White.²⁶ Thirty four percent were Asian/Asian American ($n = 4,420$), 11% were Hispanic/Latino ($n = 1,478$), 5% were African American/African/Black ($n = 642$), 5% were Middle Eastern/Southwest Asian/North African ($n = 653$), 2% were American Indian/Alaskan Native ($n = 230$), and <1% were Pacific Islander ($n = 68$) (Figure 6). One hundred four individuals marked the response category “other” and offered identities such as “‘white’ is a color. I am of European ancestry,” “adopted,” “Afghan,” “American,” “biological ‘race’ is a social construct I wish not to perpetuate,” “Californian,” “Canadian,” “Celt,” “Decline to state,” “German,” “Homo sapien,” “human,” “indigenous,” “Irish,” “mixed race,” “my business,” “native,” “Non white,” “postracial,” “unknown,” etc.

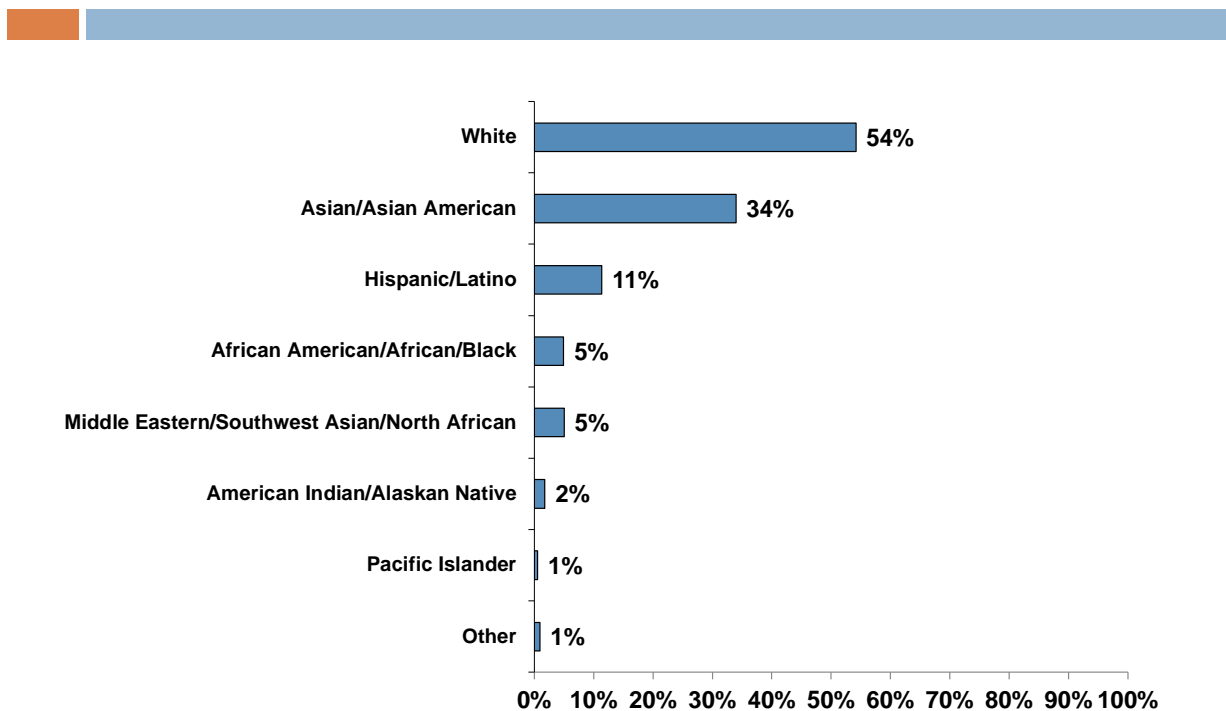


Figure 6. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

²⁶ The response “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” Readers will see Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,²⁷ allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (44%, $n = 5,703$) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority²⁸ (15%, $n = 1,998$), Other People of Color²⁹ (38%, $n = 4,874$), and Multi-Minority³⁰ (2%, $n = 197$) were created.

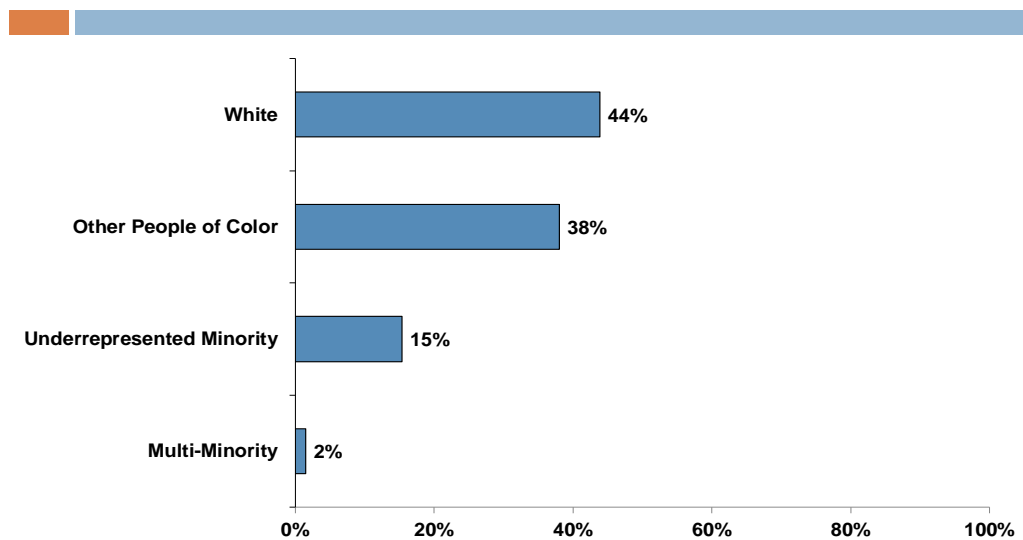


Figure 7. Respondents' Racial/Ethnic Identity (%)

²⁷ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

²⁸ Congruent with UC Policy and approved by the SWT for this project, the "Underrepresented Minority" category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

²⁹ Congruent with UC Policy and approved by the SWT for this project the "Other People of Color" category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses

³⁰ 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 item³¹ that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (25%, $n = 3,257$). One hundred eighty-eight respondents (1%) chose a Muslim³² affiliation, 434 individuals (3%) chose a Jewish³³ affiliation, and 859 people (7%) chose Other Religious/Spiritual Affiliations.³⁴ Fifty-one percent of respondents ($n = 6,643$) reported no affiliation,³⁵ and 8% reported multiple affiliations³⁶ ($n = 1,028$) (Figure 8). People marked “other” and wrote in comments such as “secular,” “12 Step Programs,” Advaita,” “Animist,” “Apatheist,” “Believer in God,” “Church of England,” “Confused,” “culturally and ethnically jewish,” “Diest,” “Eclecticism,” “Follower of Christ,” “I believe in Karma,” “I don’t know,” “Ifa,” “Indigenous – Maya,” “Jewish Non-practicing,” “Meta-Meta-Agnostic,” “Pantheist,” “Pastafarian,” “Santeria,” “Shaman,” “Sith Lord,” “undeclared,” “vicarist,” “word of faith,” “yogi,” “Zorastrian,” etc.

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

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

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

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

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

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

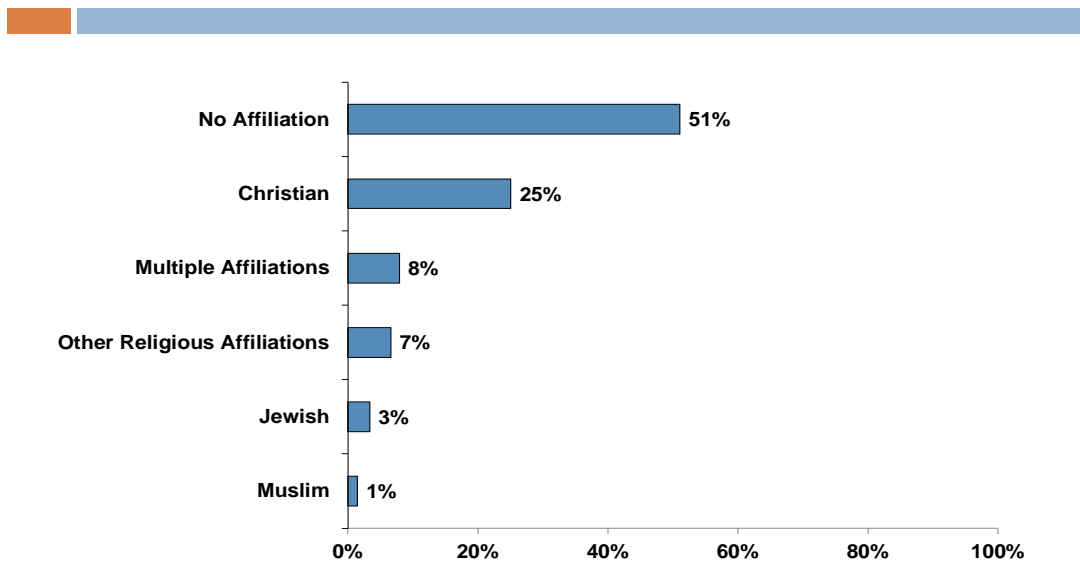


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

Eighty percent of Student respondents ($n = 6,301$) were single, never married. Fifty-four percent of Staff respondents ($n = 2,032$) were married or remarried, 22% were single, never married ($n = 821$), and 9% were partnered ($n = 338$) or single ($n = 328$). More than three-quarters of Faculty respondents (77%, $n = 747$) were married or remarried, and 8% were single, never married ($n = 76$). Half of Post-Docs/Trainees were married or remarried (49%, $n = 146$) and 29% were single, never married ($n = 85$). One hundred forty respondents were partnered in a civil union or registered domestic partnership.

Ninety-five percent of Undergraduate Students ($n = 5,025$) and 87% of Graduate/Professional Students ($n = 2,279$) had no dependent care responsibilities (Figure 9).

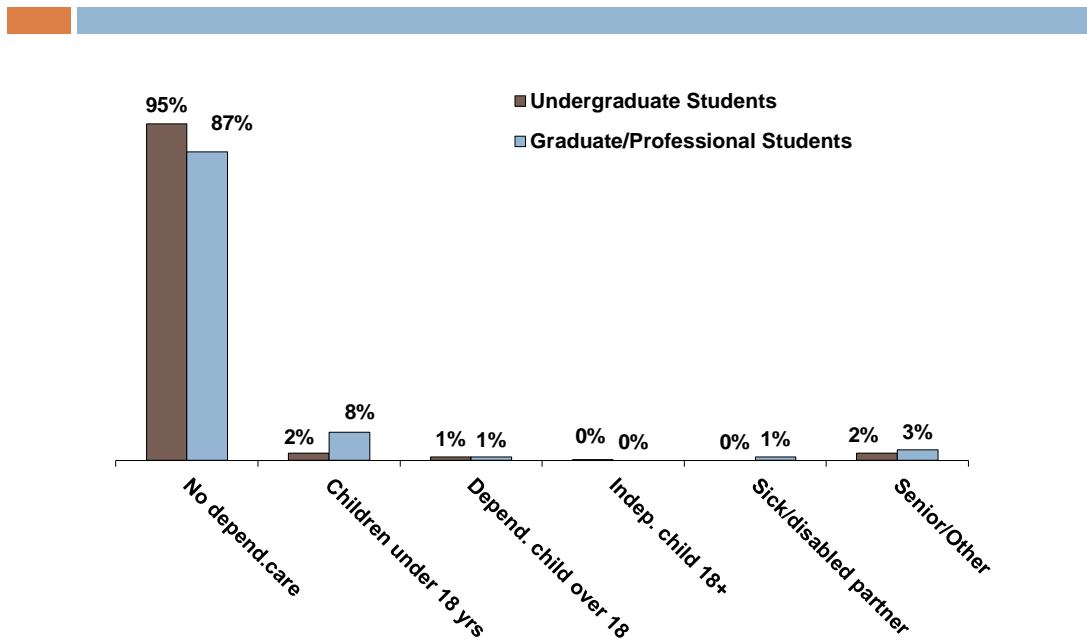


Figure 9. Student Respondents' Dependent Care Status by Position (%)

Twenty nine percent of Staff respondents ($n = 1,114$), 40% of Faculty ($n = 386$), and 24% of Post-Docs/Trainees ($n = 71$) were caring for children under the age of 18 years (Figure 10). Fourteen percent of Staff ($n = 536$) and 13% of Faculty ($n = 129$) were responsible for senior or other family members. Thirty nine percent of Faculty ($n = 386$) also reported that they were caring for dependent children over the age of 18 (Figure 10).

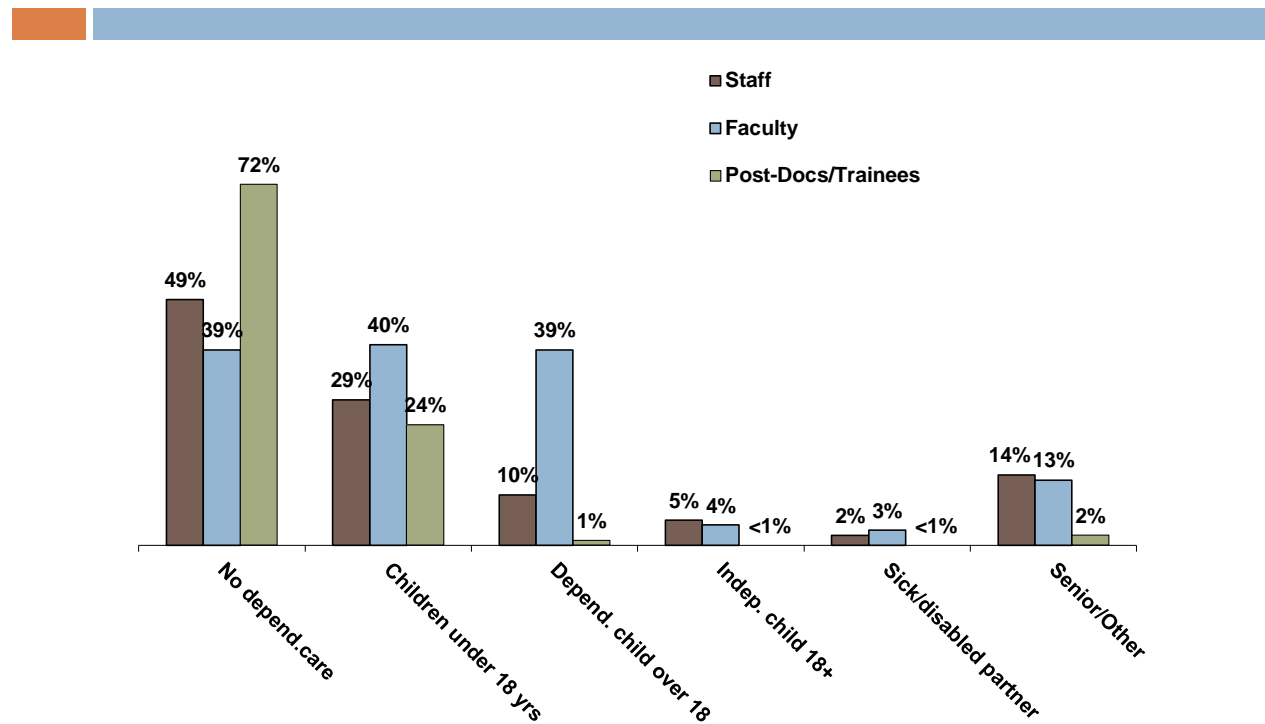


Figure 10. Employee Respondents' Dependent Care Status by Position (%)

Ninety-eight percent of all respondents ($n = 12,554$) had never been in the military. Two percent of respondents ($n = 190$) were veterans, 26 people were reservists (0.2%), 20 were active military members (0.2%), and 32 were ROTC (0.2%).

Twenty-five percent of respondents ($n = 3,231$) considered their political views moderate or “middle of the road.” Fifty-five percent were “liberal”/“far left,” ($n = 7,147$) while 5% considered themselves “conservative”/“far right” ($n = 635$) (Table 8). Ten percent were undecided ($n = 1,324$).

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	938	7.2
Liberal	6,209	47.7
Moderate or middle of the road	3,231	24.8
Conservative	609	4.7
Far right	26	0.2
Libertarian	67	0.5
Undecided	1,324	10.2
Other	357	2.7

Twenty percent of respondents ($n = 2,393$)³⁷ had disabilities that substantially affected learning, working, or living activities. Seven percent of respondents ($n = 868$) had mental health/psychological conditions, 4% had medical conditions ($n = 536$), 3% had ADHD ($n = 343$), and 2% had low vision ($n = 312$) or were hard of hearing ($n = 220$) (Table 9).

Table 9. Respondents' Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	54	0.4
Attention Deficit/Hyperactivity Disorder	343	2.6
Asperger's/ Autism Spectrum	47	0.4
Blind	13	0.1
Low vision	312	2.4
Deaf	14	0.1
Hard of Hearing	220	1.7
Learning disability	151	1.2
Medical Condition	536	4.1
Mental health/psychological condition	868	6.7
Physical/Mobility condition that affects walking	170	1.3
Physical/Mobility condition that does not affect walking	187	1.4
Speech/Communication	89	0.7
Other	90	0.7
I have none of the listed conditions	9,536	73.3

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

³⁷ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 2,393 (20%). The duplicated total ($n = 3,094$; 24%) is reflected in Table 9 in this report and in Appendix B.

Ninety-one percent of participants who completed this survey were U.S. citizens,³⁸ 8% were Non-U.S. citizens,³⁹ and 0.3% of respondents were undocumented residents⁴⁰ (Table 10). Subsequent analyses revealed that of the 41 undocumented resident respondents, 36 were Undergraduate Students (<1% of all Undergraduate Student respondents). No undocumented respondents identified as Graduate/Professional Students. Seven percent of Undergraduate Students ($n = 371$), 18% of Graduate/Professional Students ($n = 479$), 1% of Staff ($n = 53$), 2% of Faculty ($n = 15$), and 45% of Post-Docs/Trainees ($n = 135$) were Non-U.S. Citizens.

Table 10. Respondents' Citizenship Status

Citizenship	<i>n</i>	%
US citizen	11,200	86.1
Permanent Resident	756	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	1,055	8.1
Other legally documented status	23	0.2
Undocumented resident	41	0.3

Fifty-eight percent of respondents ($n = 7,550$) said only English was spoken in their homes. Thirteen percent indicated a language other than English was spoken in the home ($n = 1,622$), while 29% indicated that English and another language were spoken in their homes ($n = 3,756$). Many of those respondents indicated that they spoke Chinese ($n > 250$), Cantonese ($n > 120$), Mandarin ($n > 150$) or Spanish ($n > 285$). Some of the other respondents indicated the primary languages they spoke at home were Albanian, American Sign Language, Arabic, Armenian, Bangla, Bengali, Bosnian, Brazilian Portuguese, Bulgarian, Burmese, Catalan, Chao Zhou, Dari, Dutch, Farsi, Filipino, Finnish, French, German, Greek, Gujarati, Hakka, Hebrew, Hindi, Hmong,

³⁸ 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.

³⁹ Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

⁴⁰ Undocumented Residents included those individuals who marked only the undocumented resident response choice. At UC Berkeley, two respondents who marked Undocumented Resident also marked "other legally documented status" and were recoded as U.S. Citizens.

Hungarian, Indonesian, Italian, Japanese, Kazakh, Khmer, Korean, Laotian, Lezghin, Malay, Norwegian, Oriya, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Shanghaines, Slovenian, Swedish, Tagalog, Taiwanese, Thai, Tamil, Telugu, Teochew, Urdu, Vietnamese, etc.

Thirty-three percent of Staff respondents ($n = 1,267$) indicated that the highest level of education they had completed was a bachelor's degree. Four percent had finished an associate's degree ($n = 134$), 25% had completed a master's degree ($n = 958$), and 9% had completed either a doctoral or other professional degree ($n = 356$).

Table 11 illustrates the level of education completed by students' parents or legal guardians. Subsequent analyses indicated that 14% of all Student respondents ($n = 1,868$) were first-generation students.⁴¹

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	432	5.4	433	5.5
Some high school	334	4.2	315	4.0
Completed high school/GED	806	10.2	794	10.0
Some college	670	8.4	699	8.8
Business/Technical certificate/degree	139	1.8	187	2.4
Associate's degree	275	3.5	317	4.0
Bachelor's degree	1,821	22.9	2,012	25.4
Some graduate work	201	2.5	277	3.5
Master's degree	1,434	18.1	1,504	19.0
Doctoral degree	940	11.8	511	6.4
Professional degree (MD, MFA, JD)	772	9.7	637	8.0
Unknown	37	0.5	84	1.1
Not applicable	46	0.6	113	1.4

Note: Table reports student responses only ($n = 7,936$).

⁴¹ With the SWT's approval, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Of 5,307 responding Undergraduate Students, 16% were first year/freshman ($n = 845$), 20% were second-year/sophomore students ($n = 1,079$), 28% were third-year students/juniors ($n = 1,489$), and 32% were fourth-year students/seniors ($n = 1,686$). Four percent were in their fifth year or more of their undergraduate career ($n = 190$).

Sixty-one percent of master's student respondents were first-year students ($n = 350$), and 33% were second-year students ($n = 188$) (Figure 11). Thirty-eight percent of doctoral students were in their second or third years ($n = 679$), 18% advanced to candidacy ($n = 322$), and 22% were ABD (all but dissertation) ($n = 387$).

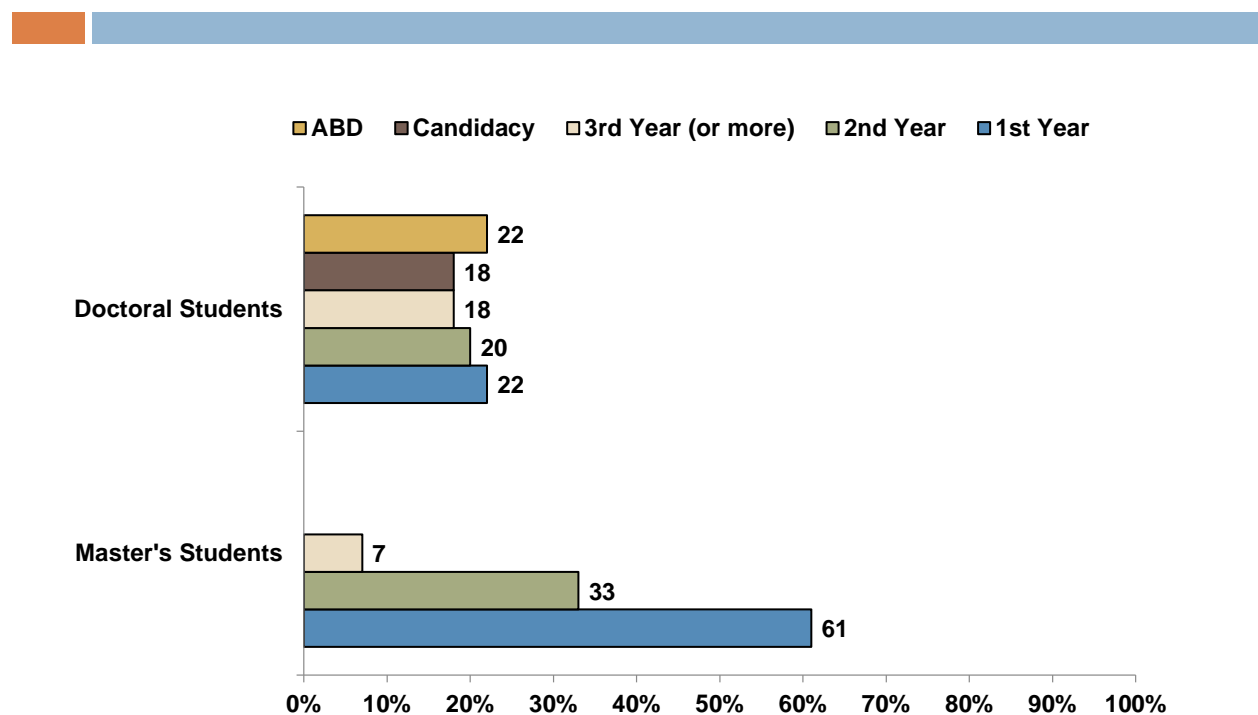


Figure 11. Graduate/Professional Student Respondents' Current Year in UC Berkeley Career (n)

Thirty percent of Post-Doc/Trainee respondents ($n = 88$) were in their first year at UC Berkeley, and 27% were in their second year ($n = 78$) (Figure 12). Nineteen percent were in their fifth year or more ($n = 57$) at UC Berkeley.

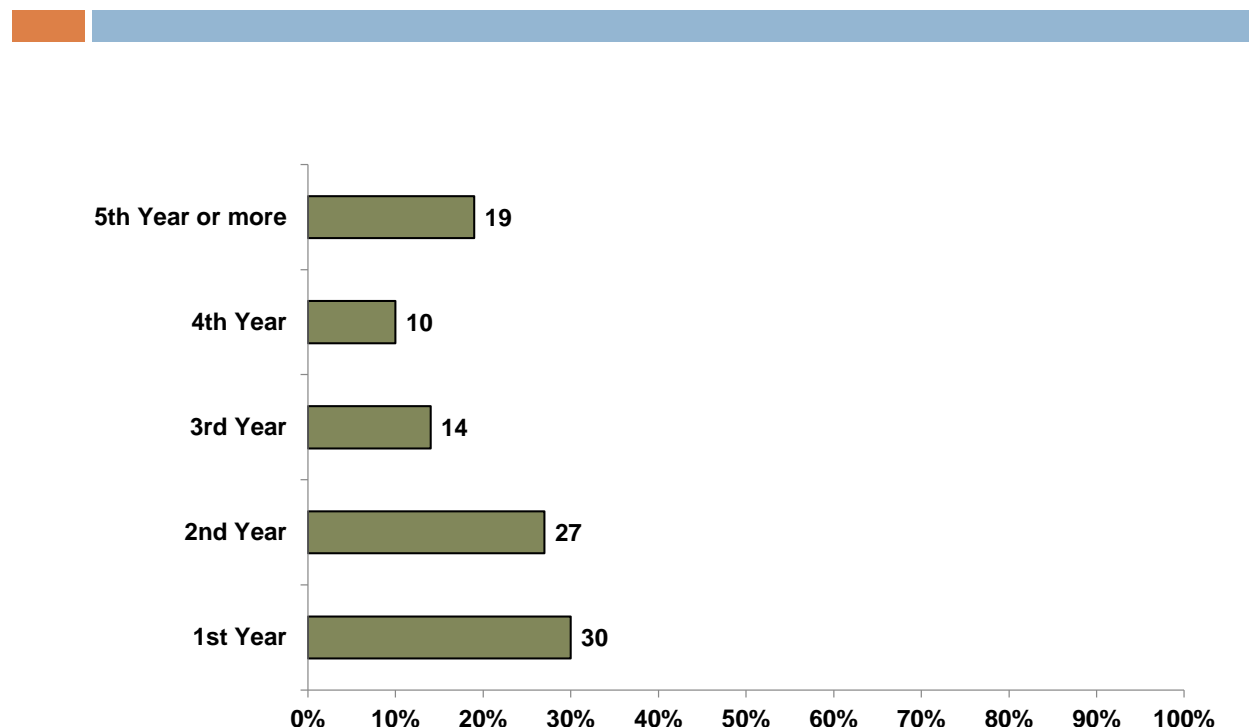


Figure 12. Post-Doc/Trainee Respondents' Current Year in UC Berkeley Career (%)

Eight percent of Undergraduate Student respondents identified their academic majors⁴² as Molecular and Cell Biology ($n = 423$), and 6% as Economics ($n = 295$) and Integrative Biology ($n = 335$). Five percent indicated Environmental Science, Policy and Management ($n = 237$), while 4% indicated Psychology ($n = 230$), Electrical Engineering ($n = 228$), Political Science ($n = 190$), and Letters and Sciences Undeclared ($n = 184$).

⁴² See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

Eight percent of Graduate/Professional Student respondents were pursuing Law degrees ($n = 209$) or Business degrees ($n = 208$), while 6% were pursuing Public Health degrees ($n = 157$) and 5% Chemistry degrees ($n = 132$). Four percent of graduate student respondents indicated they were pursuing Mechanical Engineering degrees⁴³ ($n = 100$).

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Fifty-four percent of Undergraduate Student respondents ($n = 2,884$) were in-state/resident students (Figure 13). Ten percent were out-of-state/non-resident/international students ($n = 539$).⁴⁴

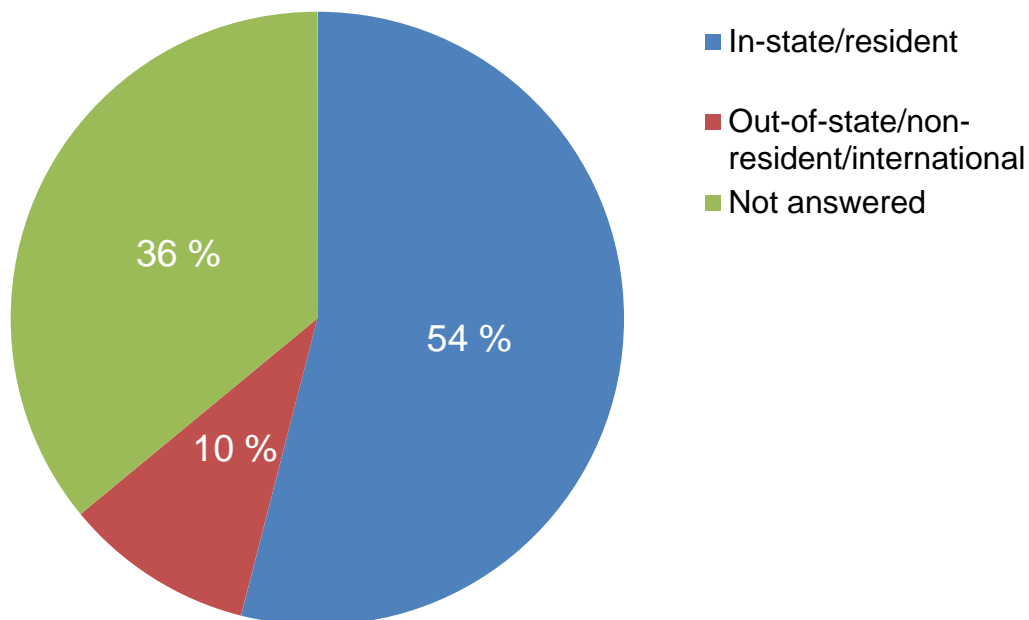


Figure 13. Undergraduate Students' Residency (%)

⁴³ See Appendix B Table B20 for a comprehensive listing of graduate/professional student respondents' academic programs.

⁴⁴ Thirty-six percent of undergraduate student respondents ($n = 1,884$) did not complete this survey item.

Subsequent analyses revealed that 40% of all Undergraduate Students ($n = 2,134$) and 57% of all Graduate/Professional Students ($n = 1,500$) were employed either on or off campus. Thirty-six percent of Undergraduates ($n = 1,898$) and 38% of Graduate/Professional Students ($n = 977$) were employed on or off campus on average one to 20 hours per week. Three percent of all Undergraduate Students ($n = 151$) and 10% of all Graduate/Professional Students ($n = 259$) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ($n = 20$) and 9% of Graduate/Professional students ($n = 221$) worked more than 40 hours per week.

Thirteen percent of Undergraduate Student respondents ($n = 689$) and 86% of Graduate/Professional Students ($n = 2,173$) were currently the sole providers for their living/educational expenses. Eighty-seven percent of Undergraduates ($n = 4,453$) and 14% of Graduate/Professional students ($n = 367$) had families who were assisting with their living/educational expenses (i.e., dependent).

Thirty-one percent of student respondents reported that they or their families had annual incomes of less than \$30,000 ($n = 2,465$). Thirty-four percent reported annual incomes between \$30,000 and \$99,999 ($n = 2,714$), 15% between \$100,000 and \$149,999 ($n = 1,168$), and 10% between \$150,000 and \$249,999 ($n = 810$) annually. Four percent of student respondents said that they or their families have annual incomes between \$250,000 and \$399,999 ($n = 307$), and 2% had annual incomes over \$400,000 ($n = 187$). These figures are displayed by student status in Figure 14. Information is provided for those students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.⁴⁵

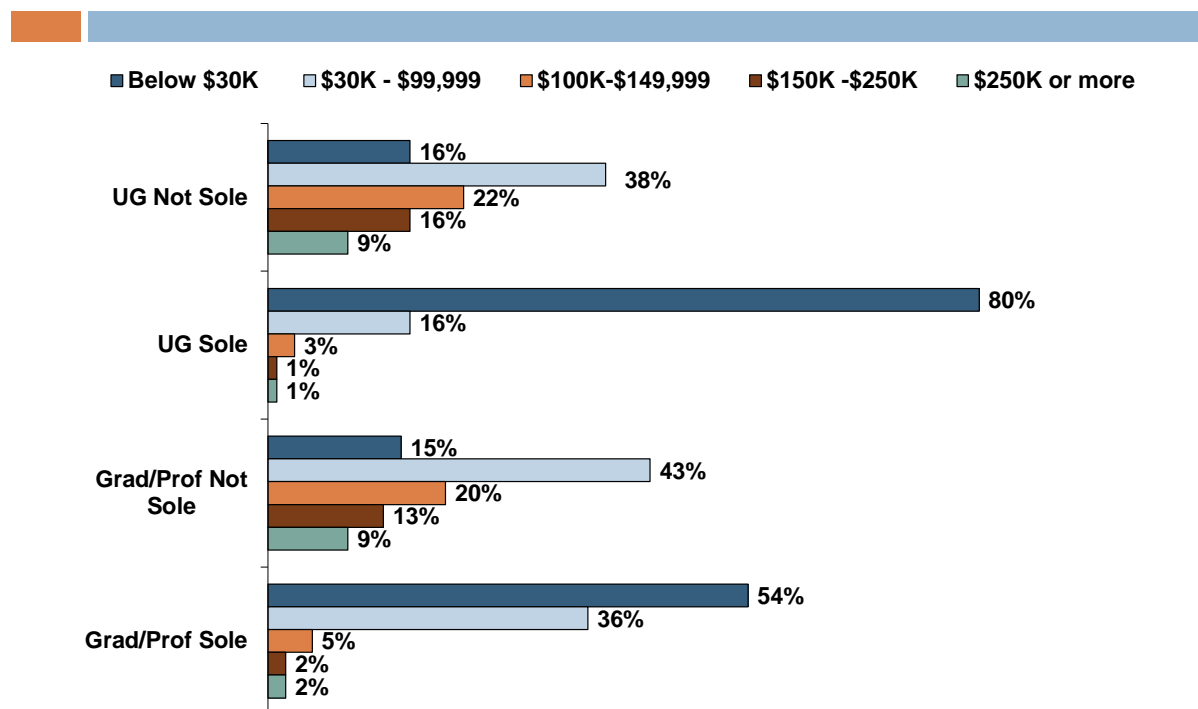


Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

⁴⁵ For several analyses in this report the variables of Low Income and Not Low Income are used. With the SWT's approval, **Low Income** respondents are respondents with incomes below \$49,999.00. **Not Low Income** respondents are respondents with incomes greater than \$50,000.

Of the students completing the survey, 74% lived in non-campus housing, and 25% lived in campus housing (Table 12).

Table 12. Students' Residence

Students' Residence	<i>n</i>	%
Campus Housing	1,981	25.0
Residence Hall	1,335	81.1
University owned apartments	191	11.6
Family housing	120	7.3
Non-campus housing	5,908	74.4
Homeless	21	0.3
Missing	26	0.3

Note: Table reports student responses only ($n = 7,936$).

Thirty percent of student respondents did not participate in any student clubs and organizations at UC Berkeley ($n = 2,385$) (Table 13). Nineteen percent were involved with Academic/Professional Organizations ($n = 1,526$), 15% were involved in Intramurals/Clubs Sports ($n = 1,162$), and 14% were involved in Special Interest Organizations ($n = 1,137$) and Service Organizations/Civic Engagement ($n = 1,086$).

Table 13. Students Participation in Clubs Organizations at the University

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	2,385	30.1
Academic/Professional Organizations	1,526	19.2
Intramurals/Clubs Sports	1,162	14.6
Special Interest Organizations	1,137	14.3
Service Organizations/Civic Engagement	1,086	13.7
Intercultural/Multicultural Campus Community Groups	930	11.7
Student Leadership Groups	841	10.6
Religious/Spiritual Organizations	774	9.8
Social Fraternities or Sororities	546	6.9
Music/Performance Organizations	530	6.7
Honor Societies	460	5.8
Publications and Media Organizations	404	5.1
Political Groups	346	4.4
Residential Housing Associations	136	1.7
NCAA Varsity Athletics	51	0.6
Other	463	5.8

Note: Table includes only student respondents ($n = 7,936$).
Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that most student respondents earned passing grades.

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

GPA	<i>n</i>	%
Less than 1.00	24	0.3
1.00 – 1.99	45	0.6
2.00 – 2.99	864	10.9
3.00 – 3.49	2,125	26.8
3.50 and above	4,666	58.8
Missing	212	2.7

Note: Table includes student responses only ($n = 7,936$).

Additional analyses also revealed that 1% of Undergraduate Students ($n = 37$) and <1% of Graduate/Professional Students ($n = 9$) indicated that they were former foster-care youth.

Campus Climate Assessment Findings⁴⁶

The following section⁴⁷ reviews the major findings of this study. The review explores the climate at UC Berkeley through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UC Berkeley

The questionnaire posed questions regarding respondents’ level of comfort with a variety of aspects of UC Berkeley’s campus. Table 15 illustrates that 76% of the survey respondents ($n = 9,830$) were “comfortable” or “very comfortable” with the climate at UC Berkeley. Seventy-three percent of respondents ($n = 9,533$) were “comfortable” or “very comfortable” with the climate in their department/work unit/academic unit/college/school/clinical setting.

Table 15. Respondents’ Comfort With the Climate

Level of Comfort	Comfort with Climate at UC Berkeley		Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	3,023	23.3	3,497	26.9
Comfortable	6,807	52.4	6,036	46.4
Neither Comfortable nor Uncomfortable	1,991	15.3	1,919	14.8
Uncomfortable	979	7.5	1,203	9.3
Very Uncomfortable	192	1.5	343	2.6

⁴⁶ 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.

⁴⁷ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 15 illustrates that Staff and Faculty were least comfortable with the overall climate at UC Berkeley.

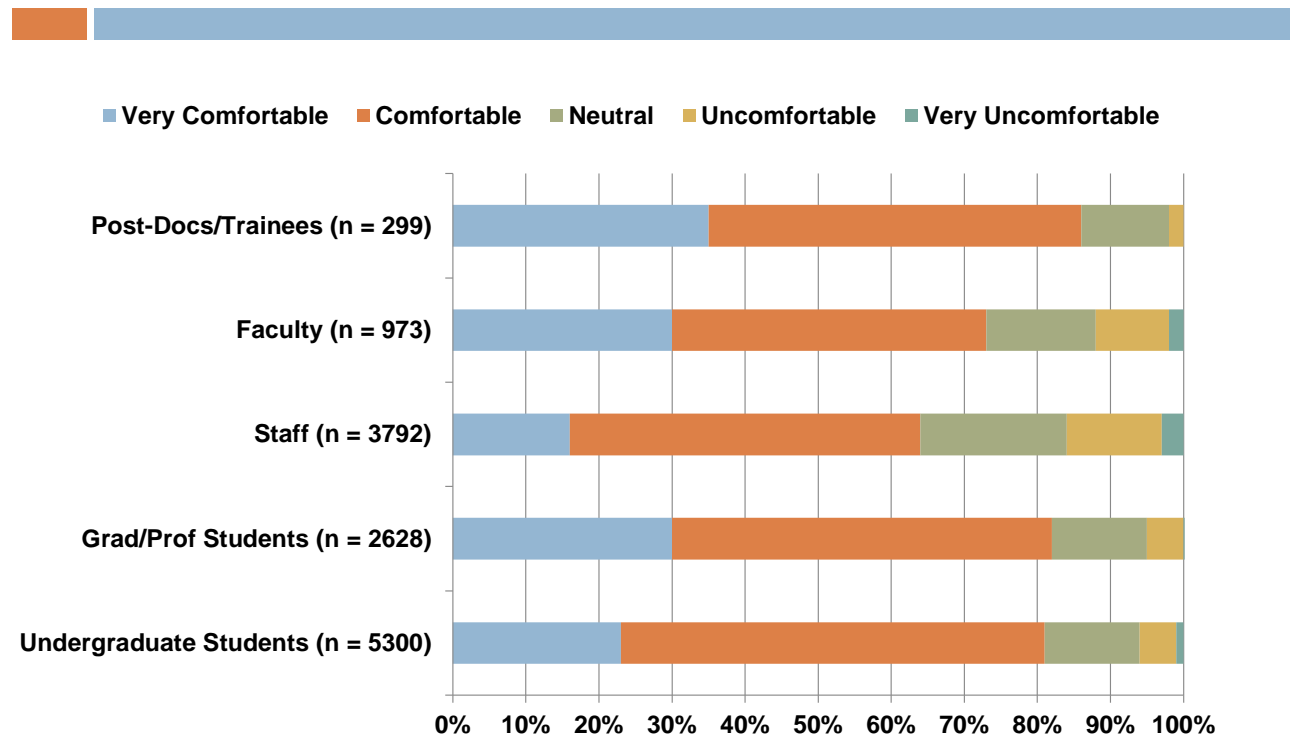


Figure 15. Comfort with Overall Climate by Position (%)

Figures 16 illustrates that Staff were least comfortable with the climate in their departments and work units at UC Berkeley.

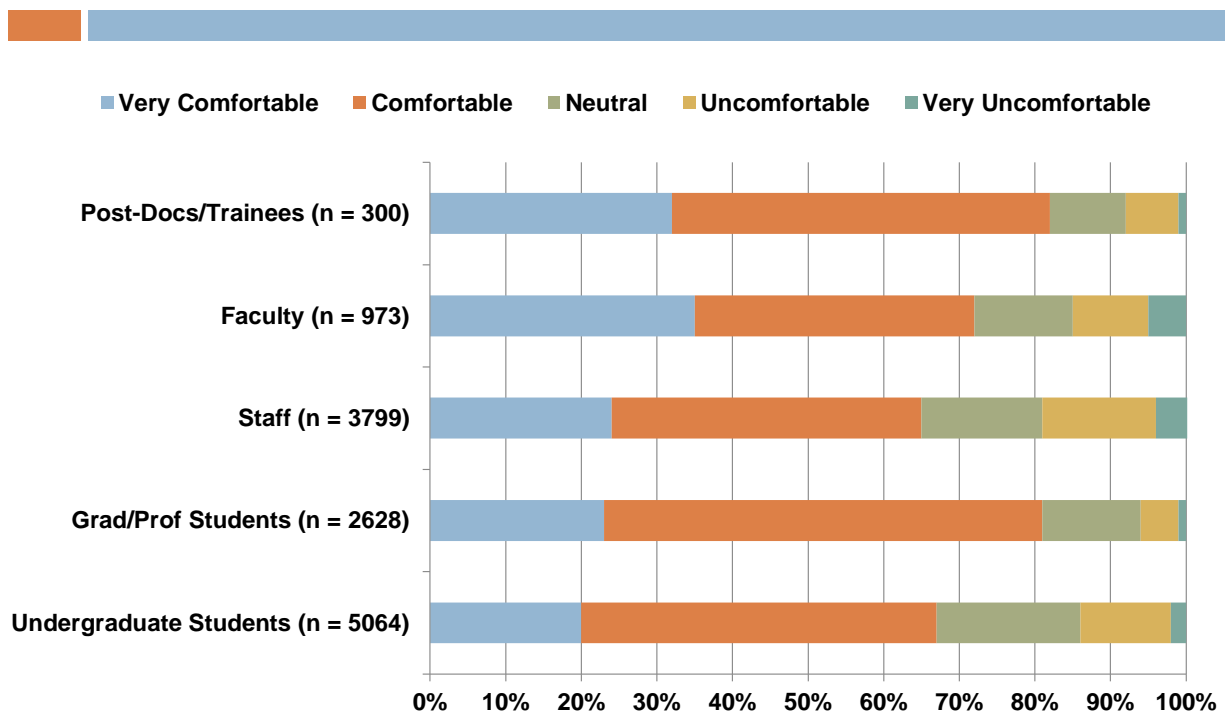


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 69% of Undergraduate Students ($n = 3,646$) and 77% of Graduate/Professional Students ($n = 2,012$) were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Readers will note that 22% of Faculty and Post-Docs ($n = 280$) indicated that this survey item was “not applicable” to them. Of the 991 Faculty and Post-Docs who found the item “applicable” to them, 90% ($n = 896$) were “comfortable” or “very comfortable” with the climate in their classes.

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

Level of Comfort	Undergraduate Students’ Comfort with Climate in Classes*		Graduate/Professional Students’ Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	826	15.6	747	28.4	442	34.7
Comfortable	2,820	53.1	1,265	48.2	454	35.7
Neither Comfortable nor Uncomfortable	1,196	22.5	328	12.5	75	5.9
Uncomfortable	405	7.6	123	4.7	18	1.4
Very Uncomfortable	54	1.0	19	0.7	<5	--
Not Applicable	5	0.1	145	5.5	280	22.0

*Note: Undergraduate student responses only ($n = 5,306$).

**Note: Graduate student responses only ($n = 2,627$).

***Note: Faculty and Post-Doc responses only ($n = 1,271$).

When comparing the data by racial identity,⁴⁸ 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 UC Berkeley and in their department/work unit/ academic unit/college/school/clinical setting (Figures 17 &18). Underrepresented Minority respondents and Multi-Minority respondents were more likely to feel “very uncomfortable”/“uncomfortable.”

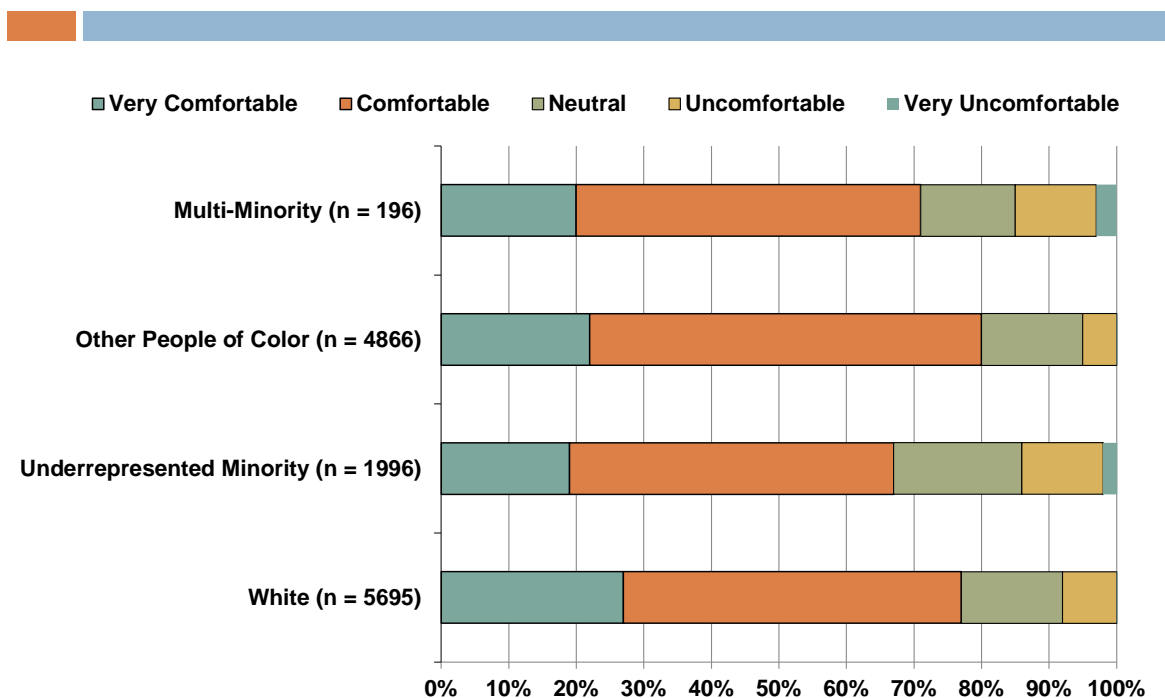


Figure 17. Comfort with Overall Climate by Race (%)

⁴⁸ To review, “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” The “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

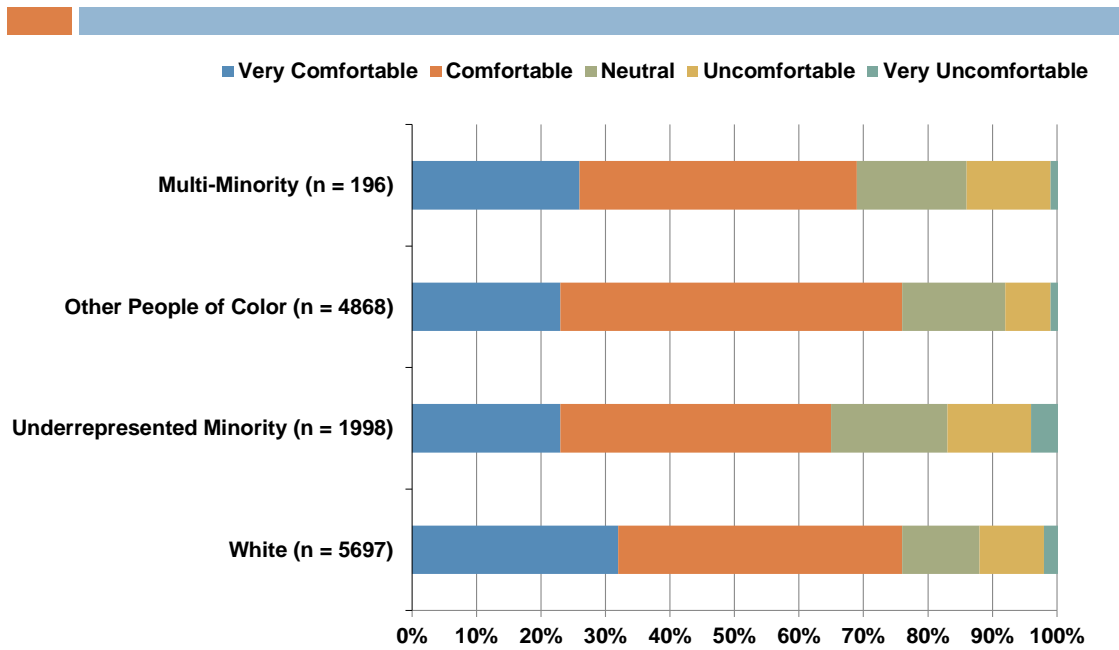


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

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

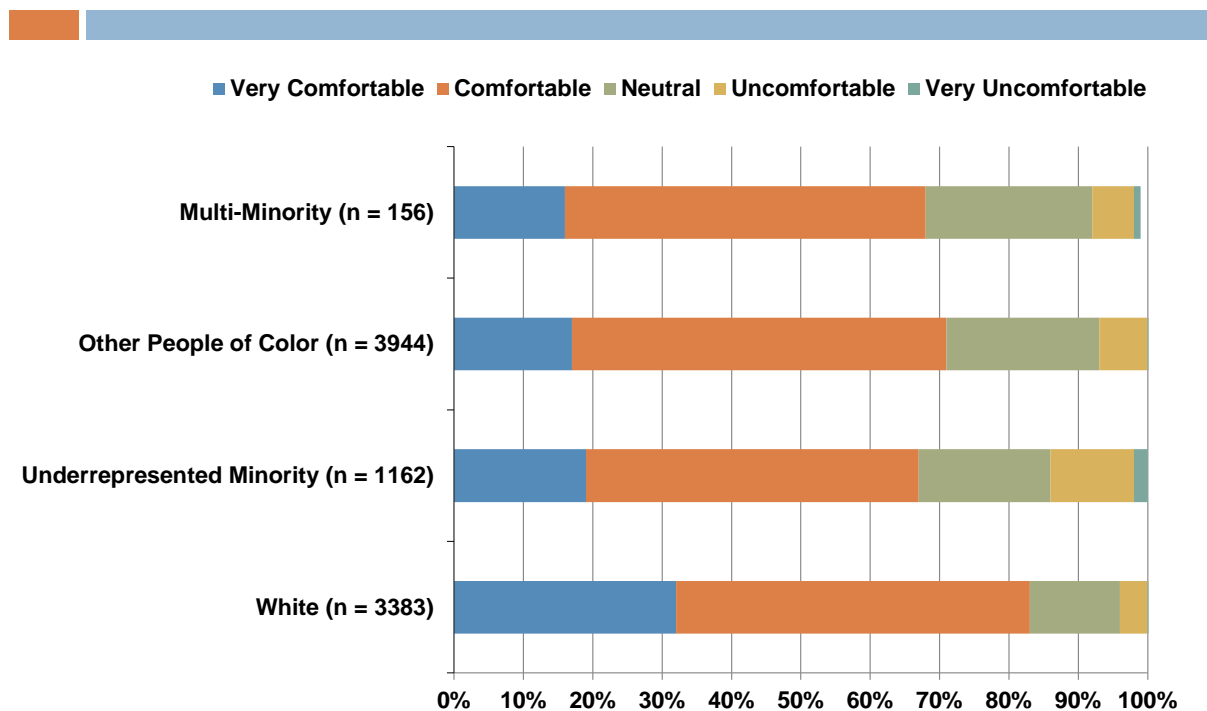


Figure 19. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Race (%)

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

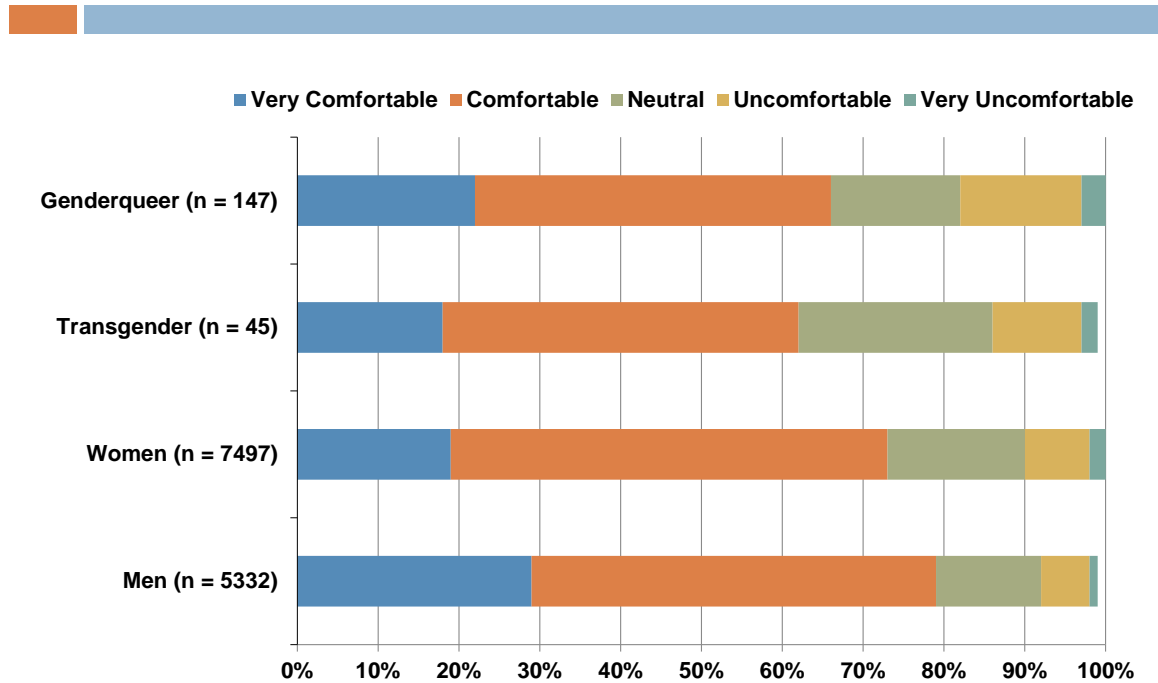


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that genderqueer respondents were less comfortable than men, women, and transgender respondents in their department/work unit/ academic unit/college/school/clinical settings than were other groups. Transgender respondents were most likely to feel “comfortable” when compared with other gender identity groups.

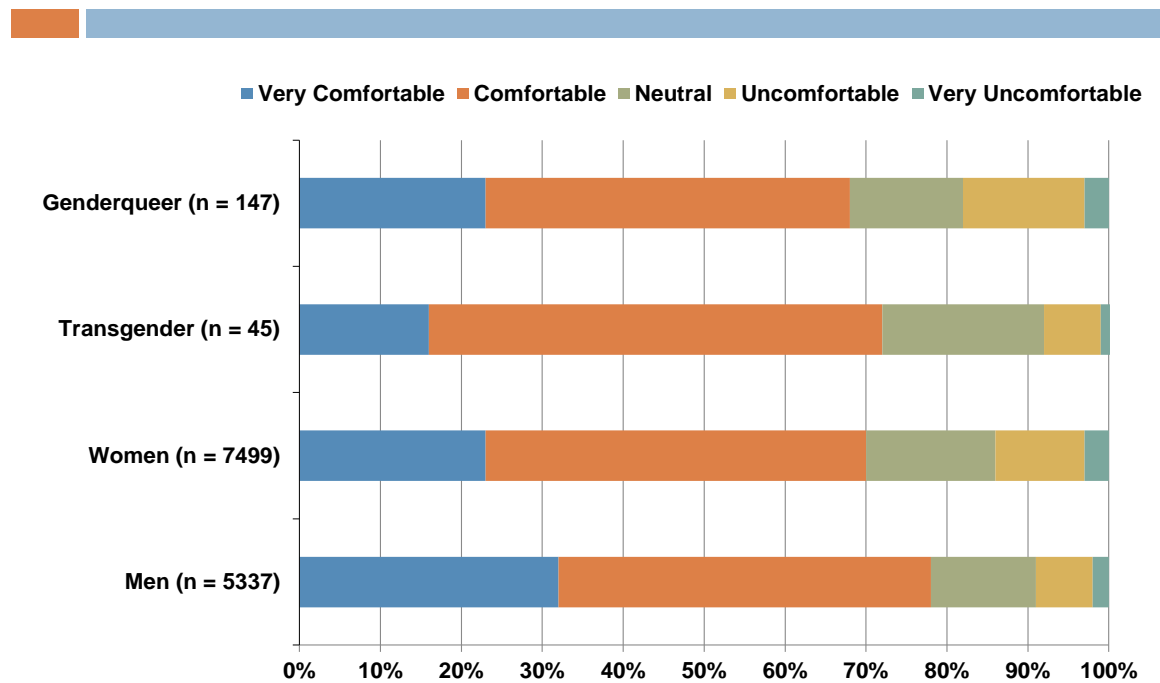


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

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

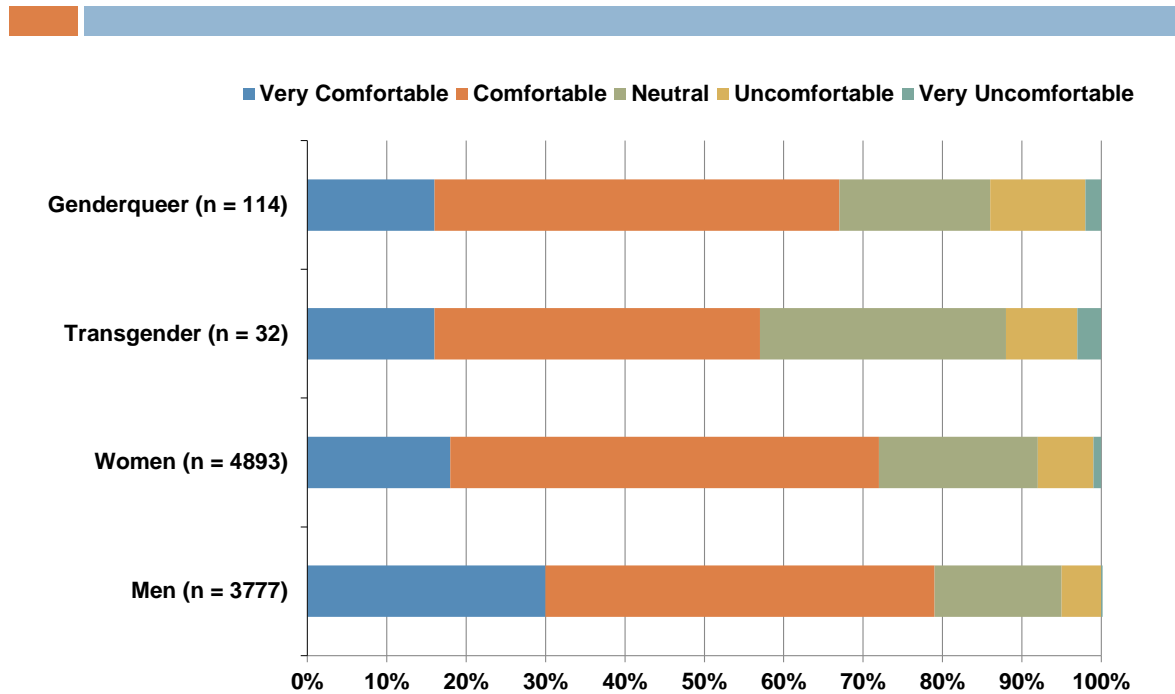


Figure 22. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Gender (%)

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

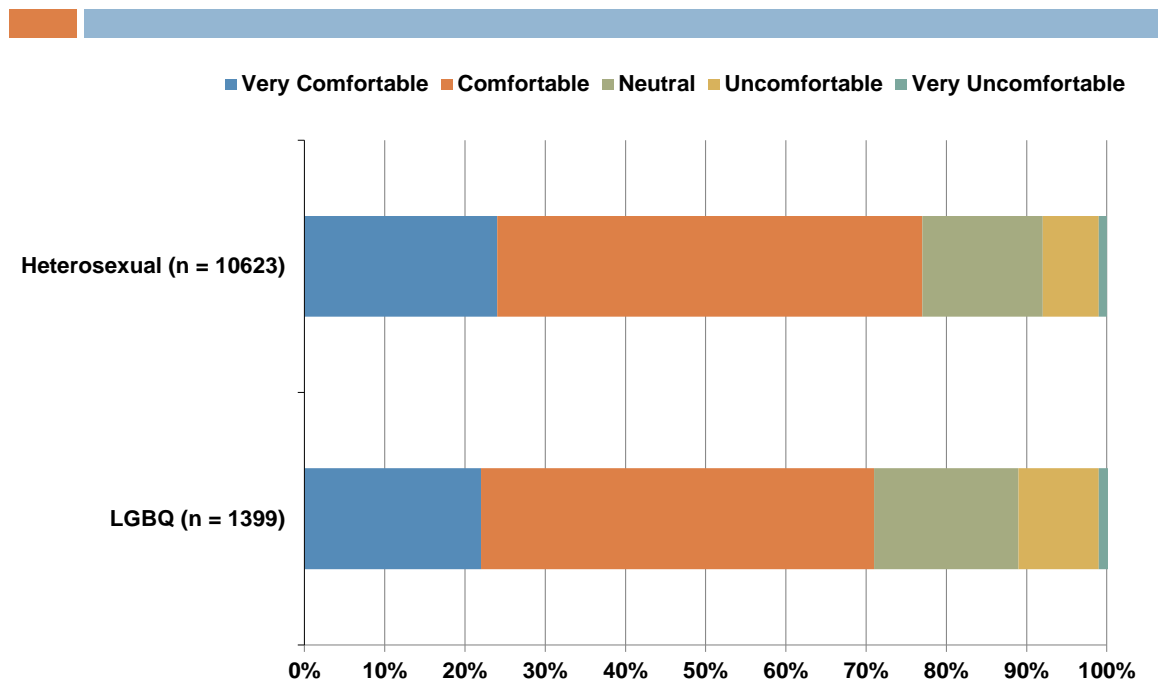


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

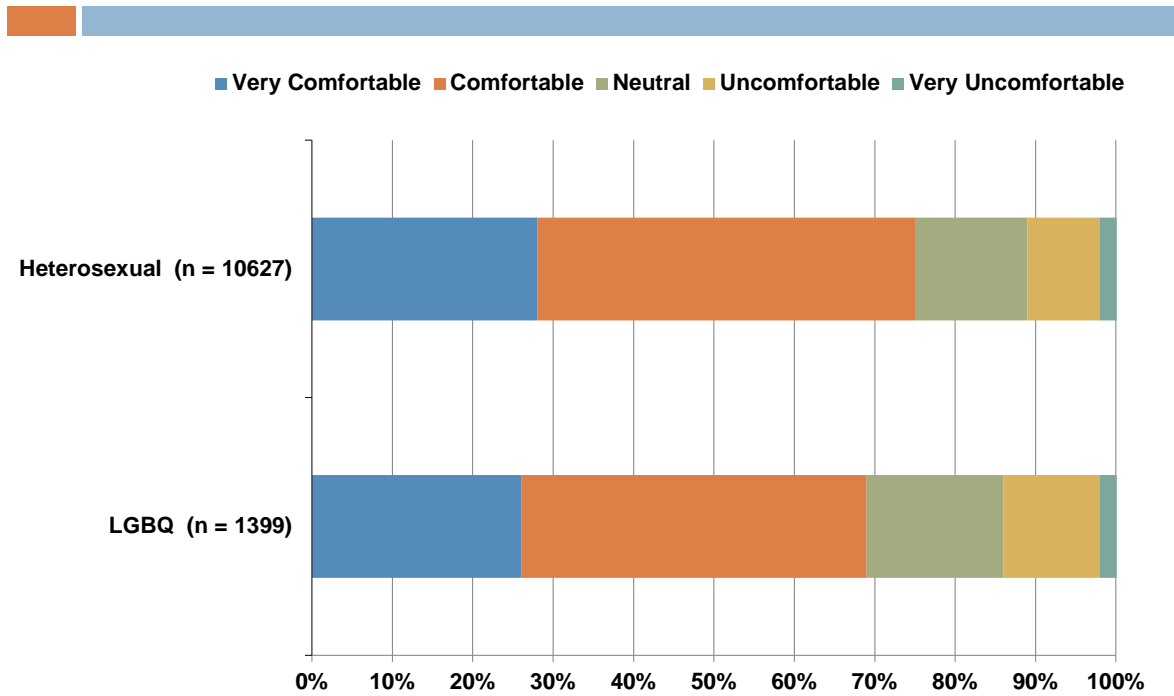


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

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

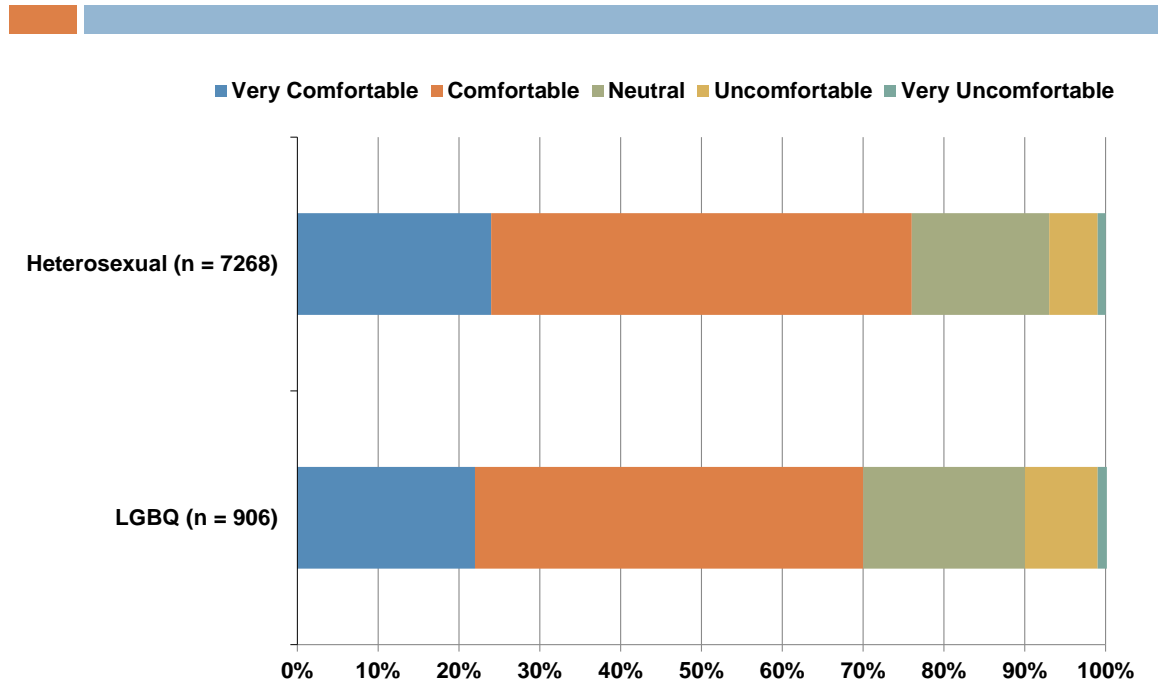


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

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

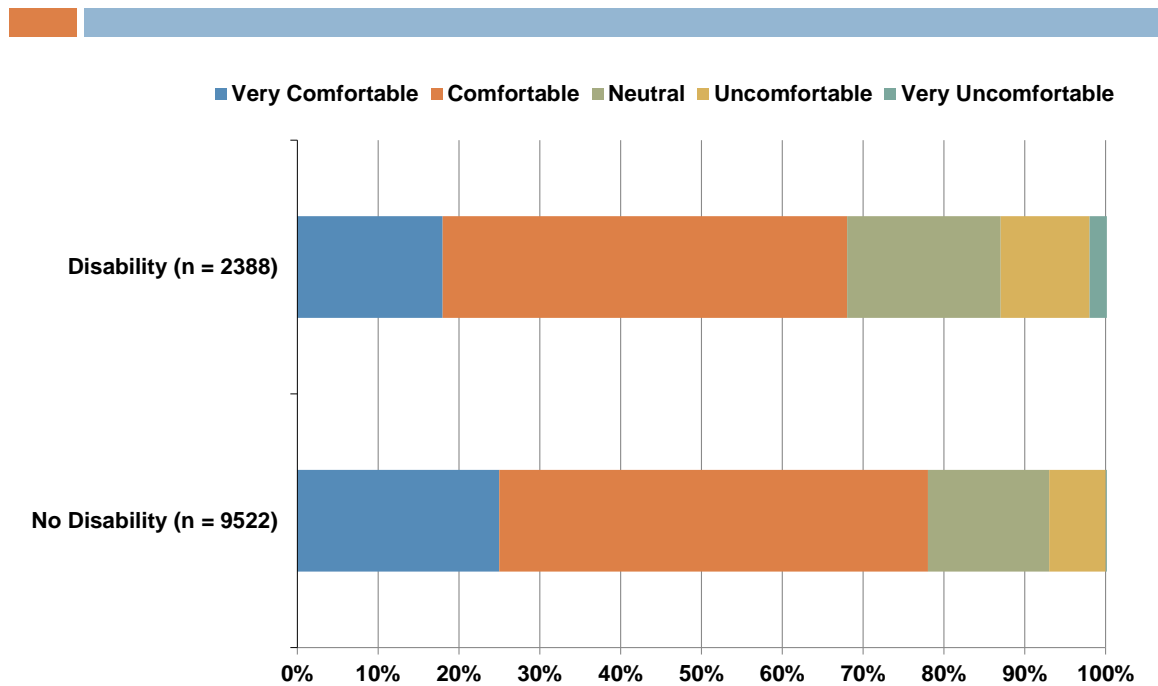


Figure 26. Comfort with Overall Climate by Disability Status (%)

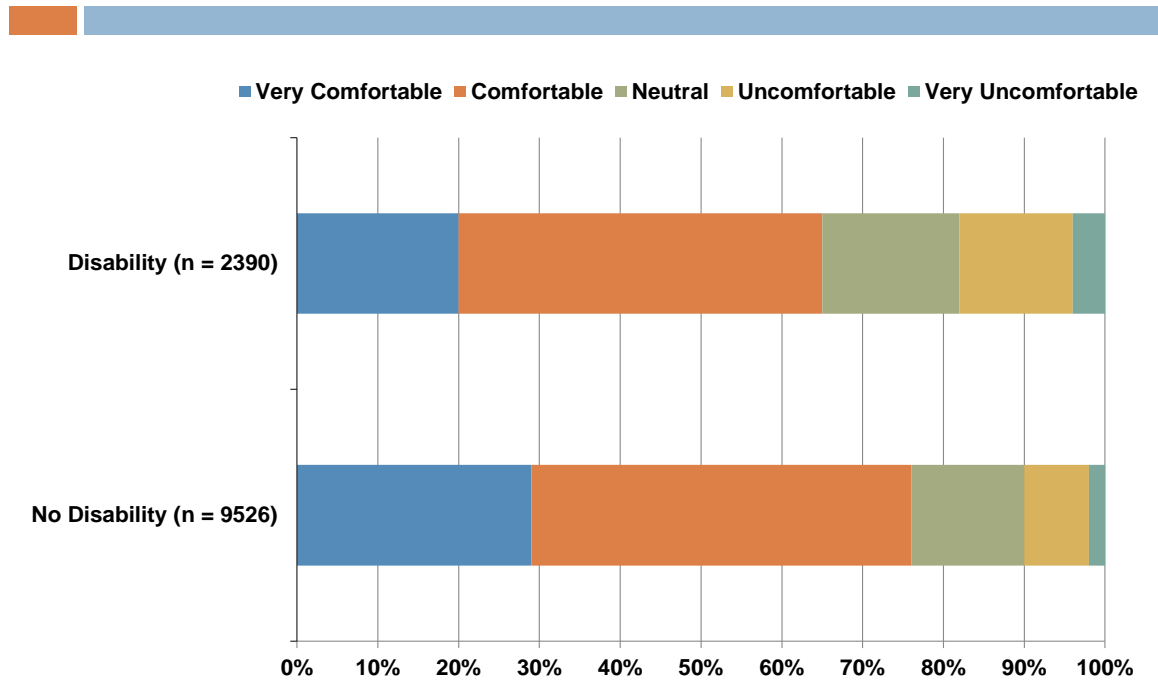


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

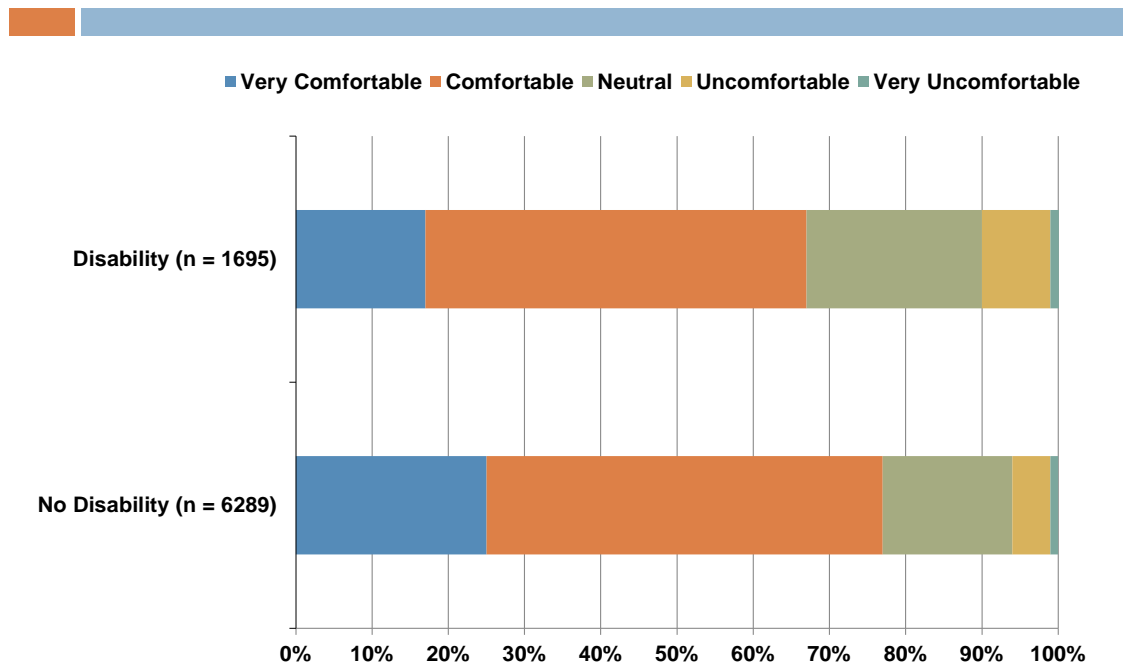


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

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

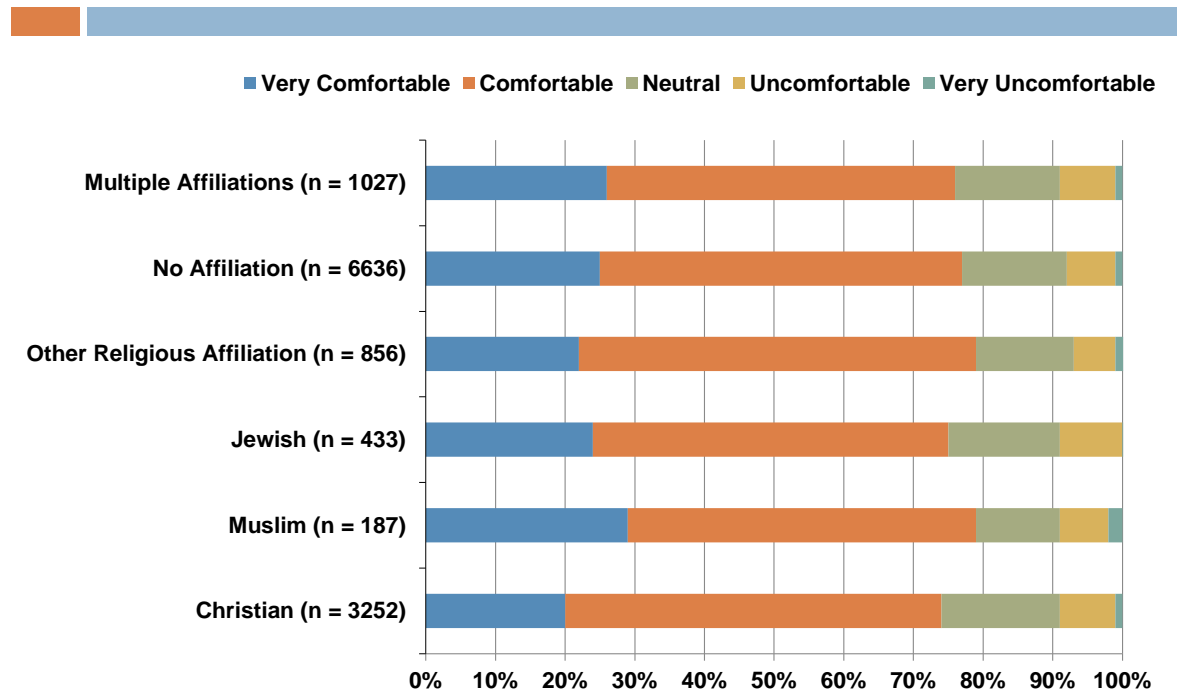


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

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

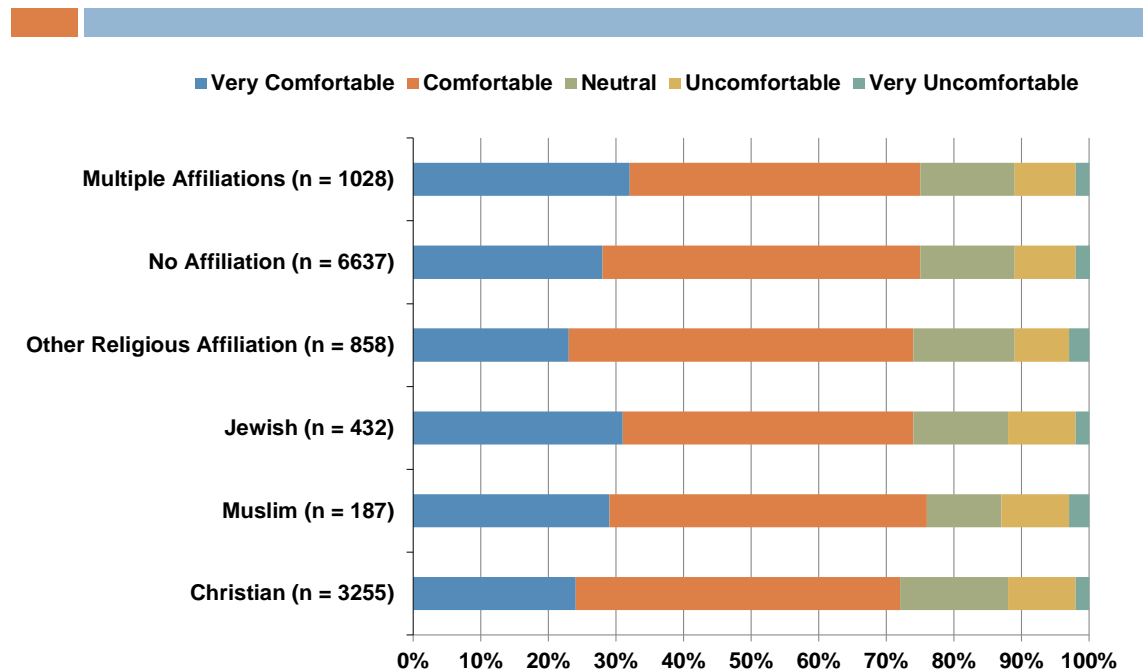


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

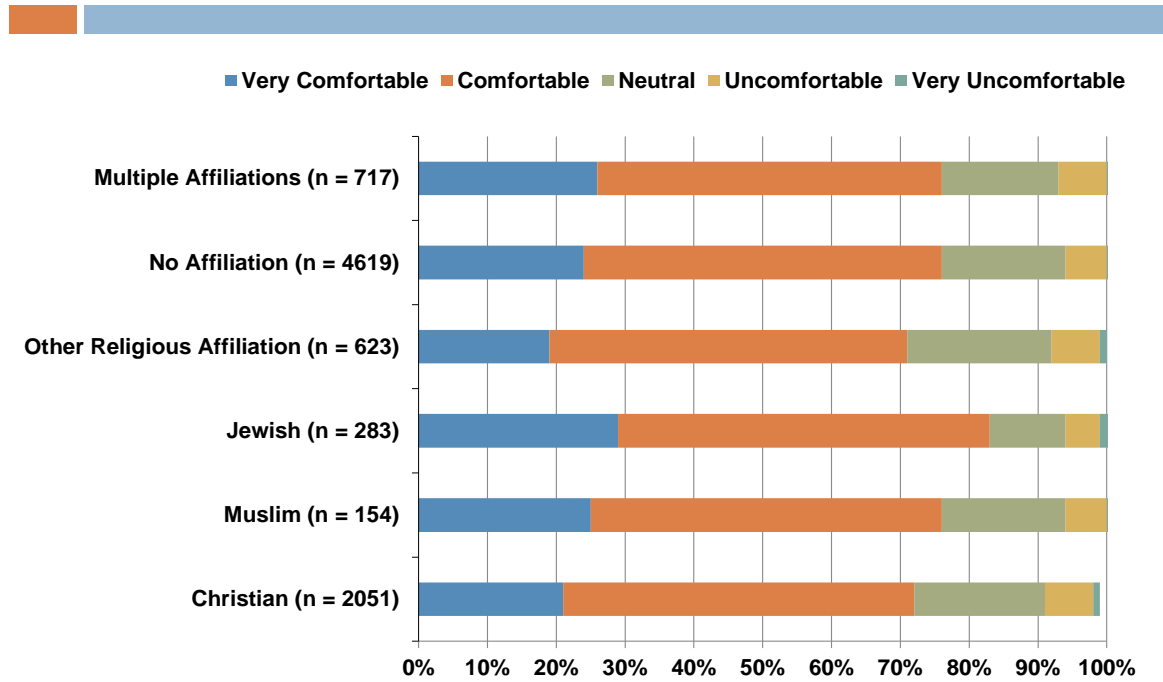


Figure 31. Students, Faculty, and Post-Docs’ Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Ninety-one percent of the respondents ($n = 11,284$) indicated that the overall campus climate was “very respectful” or “respectful” of people from White racial/ethnic backgrounds (Table 17). Respondents felt that the campus was least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (12%, $n = 1,443$) and Hispanic/Latino people (10%, $n = 1,182$). The campus climate was most respectful (“respectful”/“very respectful”) of White people (91%, $n = 11,284$) and Asian people (83%, $n = 10,265$).

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

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	2,467	19.9	6,603	53.3	1,132	9.1	311	2.5	1,866	15.1
American Indian/Alaskan Native	2,444	19.8	5,984	48.5	578	4.7	235	1.9	3,107	25.2
Asian	3,501	28.3	6,764	54.6	599	4.8	105	0.8	1,409	11.4
Hispanic/Latino	2,574	20.9	6,841	55.4	990	8.0	192	1.6	1,746	14.1
Middle Eastern/South Asian/North African	2,542	20.6	6,717	54.4	784	6.3	200	1.6	2,108	17.1
Pacific Islander	2,576	20.9	6,492	52.7	496	4.0	122	1.0	2,641	21.4
White	4,773	38.6	6,511	52.7	266	2.2	67	0.5	735	6.0

Table 18 indicates that more than half of all respondents thought that the overall campus climate was “very respectful”/ “respectful” of all of the campus groups listed in the table. The respondents believed the climate was most respectful (“respectful”/“very respectful”) for females and males (85% and 88%, respectively); gay, lesbian, and bisexual people (84%); and, international students, staff, or faculty (83%). Respondents suggested that the campus was least respectful (“disrespectful”/ “very disrespectful”) of people with psychological health issues (62%), transgender people (63%), and people who were providing for adults who are disabled and/or elderly (63%). Respondents also offered the greatest percentages of “don’t know” for the same constituent groups where they offered that the climate was “disrespectful”/ “very disrespectful” (29%, 30%, and 33% respectively).

Table 18. 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	1,744	14.4	5,794	47.8	986	8.1	136	1.1	3,472	28.6
Physical health issues	2,435	20.1	6,718	55.5	510	4.2	68	0.6	2,378	19.6
Female	3,069	25.3	7,277	59.9	753	6.2	122	1.0	928	7.6
From religious affiliations other than Christian	2,387	19.7	6,917	57.1	656	5.4	88	0.7	2,071	17.1
From Christian affiliations	2,250	18.6	6,720	55.6	963	8.0	133	1.1	2,014	16.7
Gay, lesbian, bisexual	3,248	26.8	6,907	57.0	419	3.5	64	0.5	1,486	12.3
Immigrants	2,641	21.9	6,947	57.5	653	5.4	107	0.9	1,732	14.3
International students, staff, or faculty	3,090	25.6	6,977	57.8	450	3.7	61	0.5	1,492	12.4
Learning disability	2,158	17.9	5,981	49.7	744	6.2	91	0.8	3,051	25.4
Male	4,056	33.6	6,619	54.8	270	2.2	57	0.5	1,082	9.0
Non-native English speakers	2,224	18.5	6,829	56.7	1225	10.2	140	1.2	1,636	13.6
Parents/guardians	2,369	19.7	6,415	53.3	488	4.1	64	0.5	2,704	22.5
People of color	2,755	22.8	6929	57.4	820	6.8	219	1.8	1,356	11.2
Providing care for adults who are disabled and/or elderly	2,103	17.5	5,487	45.7	381	3.2	61	0.5	3,982	33.1
Physical disability	2,505	20.9	6,440	53.7	499	4.2	71	0.6	2,487	20.7
Socioeconomically disadvantaged	2,345	19.5	6,059	50.3	1232	10.2	277	2.3	2,130	17.7
Socioeconomically advantaged	3,111	25.9	6,185	51.5	574	4.8	126	1.0	2,018	16.8
Transgender	2,161	18.0	5,395	45.0	656	5.5	159	1.3	3,611	30.1
Other	397	9.8	1,253	31.1	79	2.0	58	1.4	2,244	55.7

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the elevators (48%), walkways and pathways (45%), Library (45%), and restrooms (44%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessibility								
Athletic Facilities	3,818	30.8	3,526	28.4	420	3.4	4,647	37.4
Classroom Buildings	4,803	38.7	4,555	36.7	262	2.1	2,775	22.4
Classrooms, labs	4,159	33.7	4,408	35.7	378	3.1	3,406	27.6
University housing	3,231	26.3	2,910	23.7	362	2.9	5,801	47.1
Computer labs	2,682	30.0	3,149	25.6	321	2.6	5,133	41.8
Dining facilities	4,387	35.7	2,626	21.4	190	1.5	5,079	41.4
Elevators	5,830	47.5	3,303	26.9	306	2.5	2,844	23.2
Health & Wellness Center	4,514	36.8	2,546	20.8	216	1.8	4,983	40.6
Library	5,555	45.2	3,260	26.6	181	1.5	3,281	26.7
On-campus transportation/parking	3,291	26.8	3,297	26.9	1,214	9.9	4,467	36.4
Other campus buildings	3,545	29.1	3,250	26.6	310	2.5	5,095	41.8
Recreational facilities	4,065	33.2	6,092	25.3	256	2.1	4,827	39.4
Restrooms	5,398	44.0	3,828	21.2	422	3.4	2,627	21.4
Studios/ Performing Arts spaces	2,707	22.2	2,328	19.1	367	3.0	6,774	55.6
Walkways and pedestrian paths	5,478	44.8	3,758	30.7	336	2.7	2,661	21.8
Braille signage	1,846	15.1	1,556	12.7	405	3.3	8,403	68.8
Hearing loops	1,553	12.8	1,272	10.5	325	2.7	8,947	74.0
Course instruction/materials								
Information in alternate formats	2,220	18.3	2,843	23.5	679	5.6	6,378	52.6
Instructors	2,995	24.7	3,517	29.0	463	3.8	5,144	42.4
Instructional materials	3,023	25.1	3,370	27.9	415	3.4	5,258	43.6
UC Berkeley Website								
Website	4,804	40.5	2,939	24.8	409	3.4	3,705	31.2

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-six percent ($n = 3,307$) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UC Berkeley within the past year. Ten percent of respondents ($n = 1,232$) said that the conduct interfered with their ability to work or learn⁴⁹ at UC Berkeley, and 16% of respondents ($n = 2,075$) felt the conduct did not interfere with their ability to work or learn on campus. Table 20 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 3,307 respondents who experienced such conduct, 20% of respondents said the conduct was “very often”/“often” based on their position ($n = 575$). Others said they “very often”/“often” experienced such conduct based on their ethnicity (18%, $n = 505$), their race (15%, $n = 436$), their discipline of study (15%, $n = 431$), etc.

⁴⁹ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

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

Note: Only answered by respondents who experienced exclusionary conduct ($n = 3,307$)

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	132	4.6	241	8.5	466	16.4	546	19.2
Age	121	4.2	222	7.7	600	20.7	749	25.9
Ancestry	158	5.6	205	7.2	430	15.2	663	23.4
Country of origin	119	4.2	168	5.9	315	11.1	671	26.7
Discipline of study	154	5.5	277	9.8	458	16.2	581	20.6
Educational level	134	4.7	196	6.9	376	13.3	723	25.5
Educational modality (on-line, classroom)	40	1.4	52	1.9	102	3.7	623	22.5
English language proficiency/accent	101	3.6	104	3.7	245	8.7	566	20.2
Ethnicity	248	8.6	257	9.0	535	18.6	600	20.9
Gender identity	166	5.8	198	6.9	388	13.6	607	21.2
Gender expression	119	4.2	132	4.7	287	10.2	613	21.7
Immigrant/citizen status	74	2.7	77	2.8	139	5.0	537	19.3
International Status	63	2.3	61	2.2	131	4.7	476	17.1
Learning disability	47	1.7	54	1.9	115	4.1	463	16.7
Marital status (e.g. single, married, partnered)	39	1.4	63	2.3	208	7.4	651	23.3
Medical condition	56	2.0	80	2.9	183	6.6	543	19.5
Military/veteran status	10	0.4	13	0.5	44	1.6	329	11.9
Parental status (e.g., having children)	45	1.6	73	2.6	161	5.8	408	14.7
Participation in an organization/team	93	3.4	85	3.1	190	6.9	377	13.8
Physical characteristics	97	3.5	157	5.6	378	13.6	637	22.8
Physical disability	41	1.5	52	1.9	116	4.2	418	15.1
Philosophical views	138	4.9	246	8.7	535	18.9	576	20.4

Table 20 (cont.)

Area	Very Often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Political views	165	5.9	217	7.8	448	16.0	612	21.9
Position (staff, faculty, student)	270	9.2	305	10.4	548	18.7	600	20.5
Pregnancy	24	0.9	23	0.8	60	2.2	337	12.2
Psychological condition	58	2.1	88	3.2	195	7.0	459	16.6
Race	238	8.4	198	7.0	446	15.7	584	20.6
Religious/spiritual views	108	3.9	146	5.2	324	11.6	619	22.2
Sexual orientation	67	2.4	89	3.2	192	6.9	601	21.6
Socioeconomic status	136	4.9	191	6.9	380	13.7	582	20.9
Don't Know	85	3.6	104	4.4	194	8.2	229	9.7
Other	141	7.1	111	5.6	124	6.3	111	5.6

Percentages do not sum to 100 due to multiple responses.

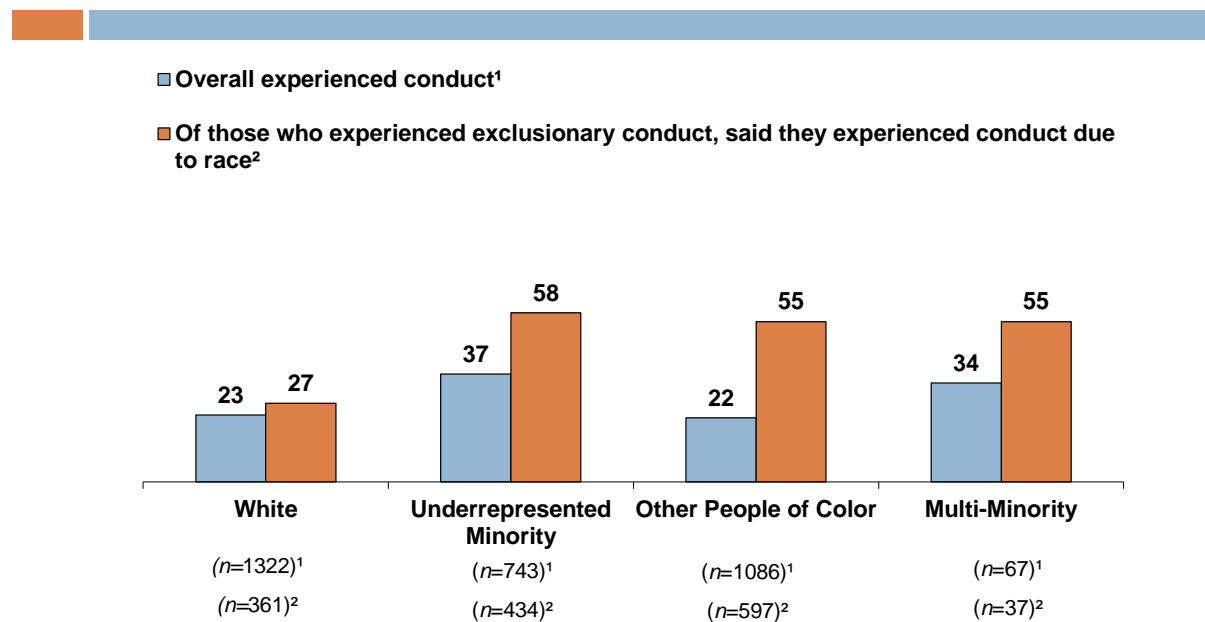
Respondents had the option to choose “Not Applicable.” Those numbers are presented in Appendix B, Table 42.

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

The following figures⁵⁰ depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UC Berkeley?”

⁵⁰ For Figures 32 through 38, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation).

When reviewing these results in terms of race (Figure 32), 23% of White Respondents ($n = 1,322$), 37% of Underrepresented Minority respondents ($n = 743$), 22% of Other People of Color respondents ($n = 1086$), and 34% of Multi-Minority respondents ($n = 67$) believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 58% of Underrepresented Minority respondents ($n = 434$), 55% of Other People of Color respondents ($n = 597$), and 55% of Multi-Minority respondents ($n = 37$) said it was based on their race, while 27% of White respondents ($n = 361$) thought the conduct was based on race.



¹ Percentages are based on total n split by group.

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

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

When reviewing the data by gender (Figure 33), higher percentages of genderqueer respondents (45%, $n = 66$), transgender respondents (42%, $n = 19$), and women respondents (29%, $n = 2,186$) believed they had experienced offensive, hostile, or intimidating conduct than men respondents (19%, $n = 1,030$). Seventy-four percent of genderqueer respondents (74%, $n = 49$), 63% of transgender respondents ($n = 12$), and 44% of women respondents ($n = 957$) who believed they had experienced exclusionary conduct indicated that the conduct was based on their gender identity. Of the 19% of men who experienced this conduct, 35% ($n = 355$) indicated that it was based on their gender identity.

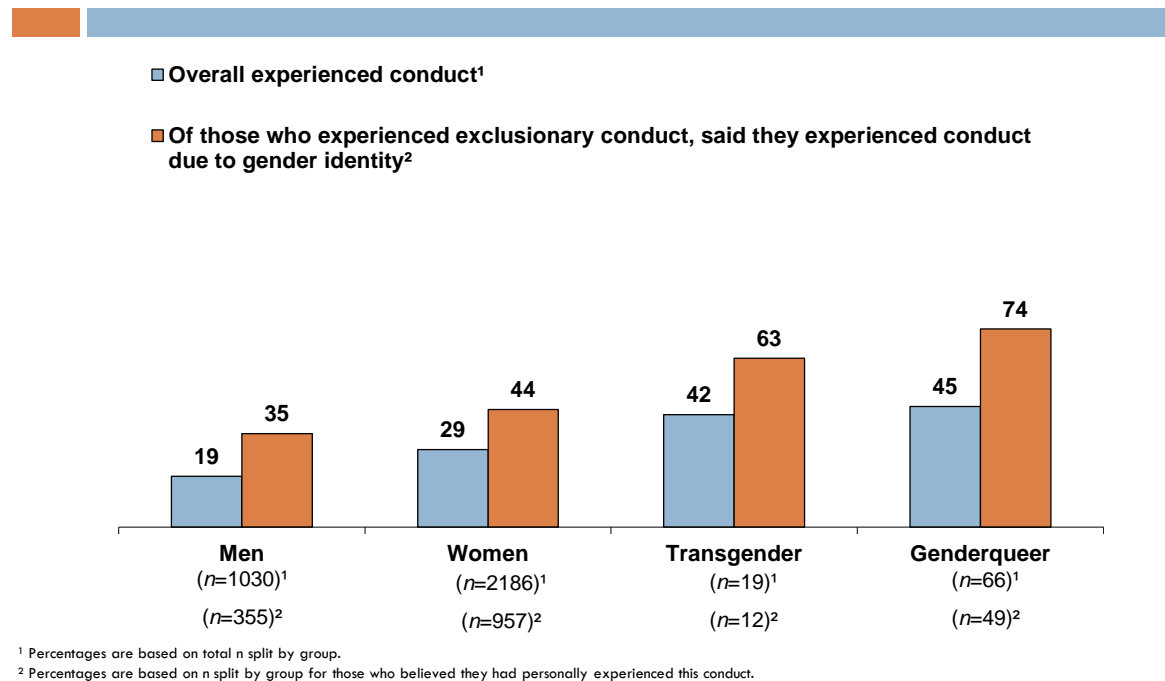


Figure 33. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (by Gender) (%)

As depicted in Figure 34, a greater percentage of Staff respondents believed they had experienced exclusionary conduct than did other respondents. The majority of Staff respondents who believed they had experienced exclusionary conduct indicated that the conduct was based on their position status at UC Berkeley (63%, $n = 724$).

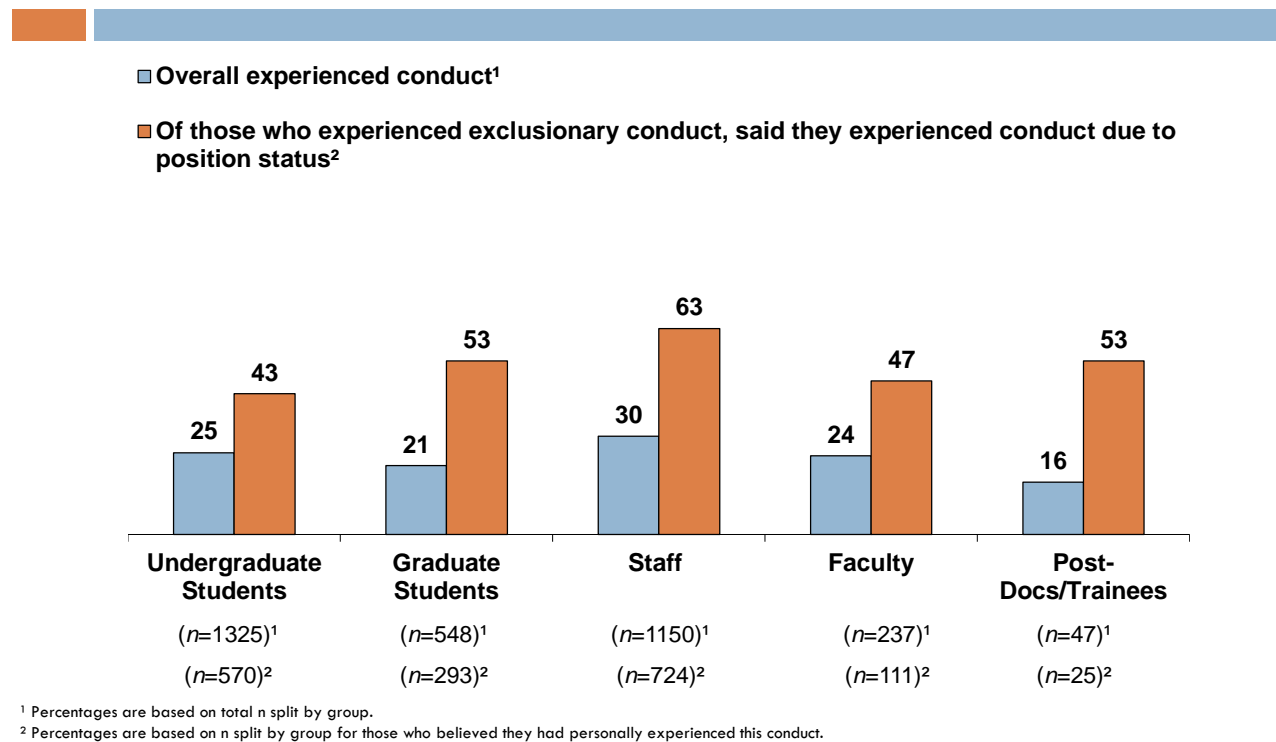
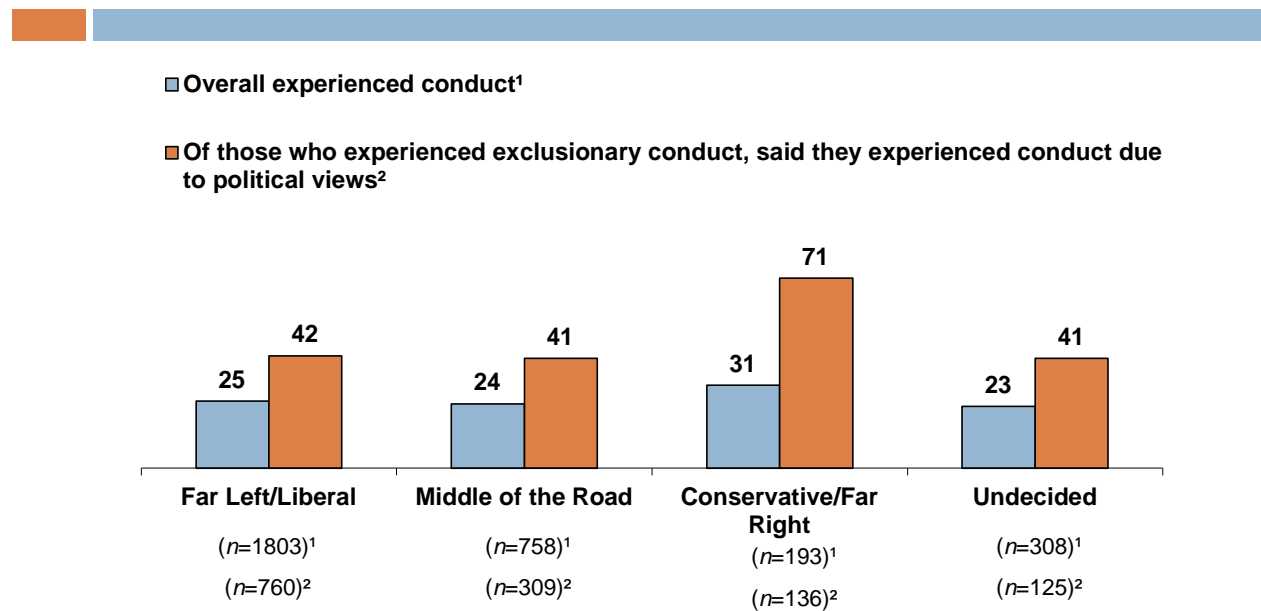


Figure 34. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 35 illustrates that the similar percentages of Far Left/Liberal (25%, $n = 1,803$), politically Middle of the Road respondents (24%, $n = 758$), and Undecided respondents (23%, $n = 308$) experienced exclusionary conduct. More Conservative/Far Right (31%, $n = 193$) experienced such conduct. Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (71%, $n = 136$) indicated that this conduct was based on political views.



¹ Percentages are based on total n split by group.

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

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

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (35% versus 24%). Of those who believed they had experienced this type of conduct, 60% of LGBQ respondents ($n = 292$) versus 22% of heterosexual respondents ($n = 568$) indicated that this conduct was based on sexual orientation.

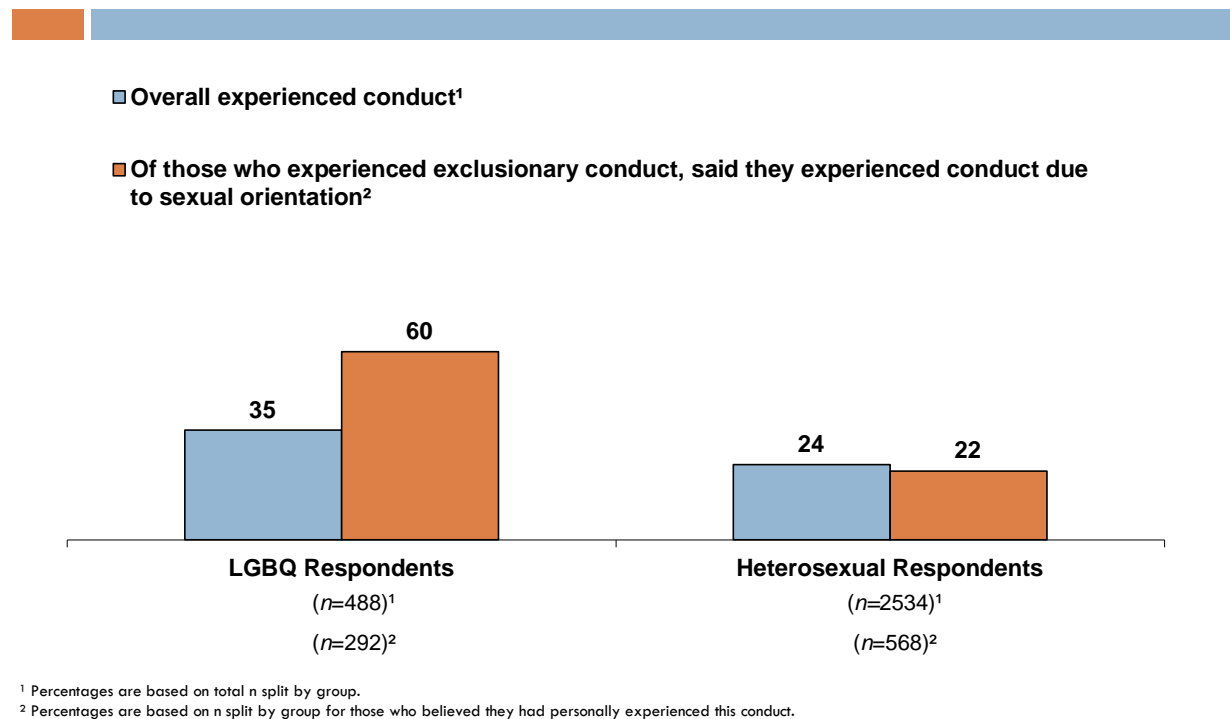


Figure 36. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

A slightly higher percentage of respondents with Multiple Religious Affiliations (28%, $n = 283$), Christian respondents (28%, $n = 910$), and Muslim respondents (27%, $n = 50$) than the various other religious/spiritual affiliations experienced exclusionary conduct in the past year (Figure 37). Sixty percent of Muslim respondents ($n = 28$), 56% of Jewish respondents ($n = 54$), and 51% of Christian respondents ($n = 397$) attributed the exclusionary conduct to their religious/spiritual affiliation.

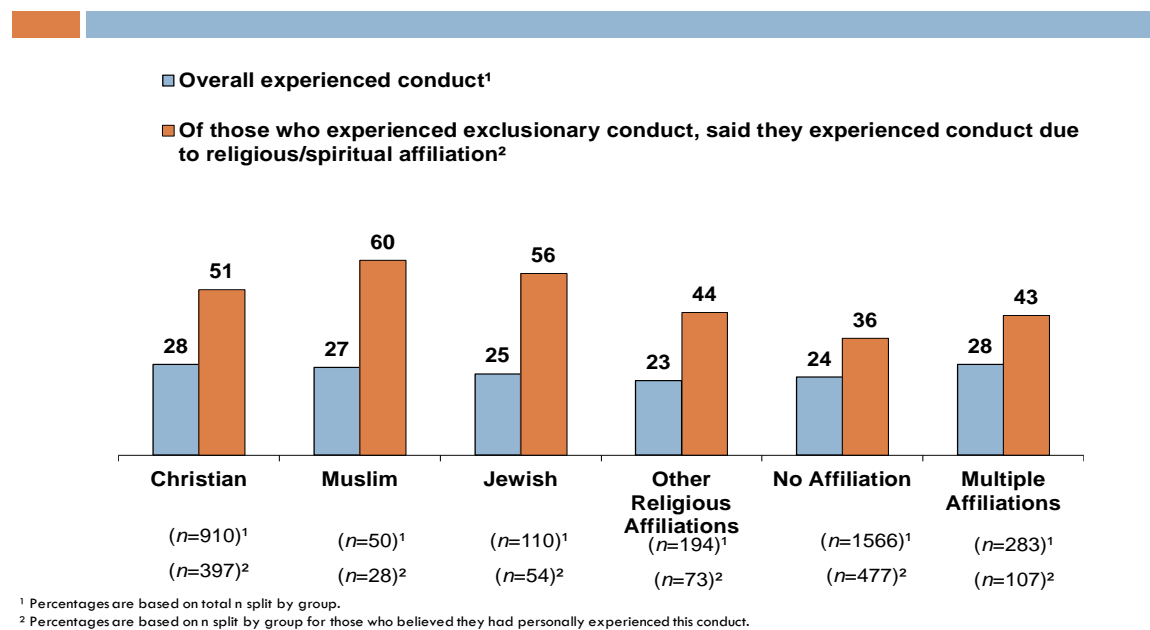


Figure 37. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Twenty-six percent of U.S. Citizens ($n = 3,081$), 18% of Non-U.S. Citizens ($n = 187$), and 27% of Undocumented Residents ($n = 11$) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UC Berkeley. Of the respondents who experienced such conduct 36% of U.S. Citizens ($n = 1,117$), 71% of Non-U.S. Citizens ($n = 132$), and 91% of Undocumented Residents ($n = 10$) indicated it was based on country of origin. Twenty-three percent of U.S. Citizens ($n = 702$), 71% of Non-U.S. Citizens ($n = 105$), and 91% of Undocumented Residents ($n = 10$) indicated it was based on immigrant/citizen status (Figure 38).

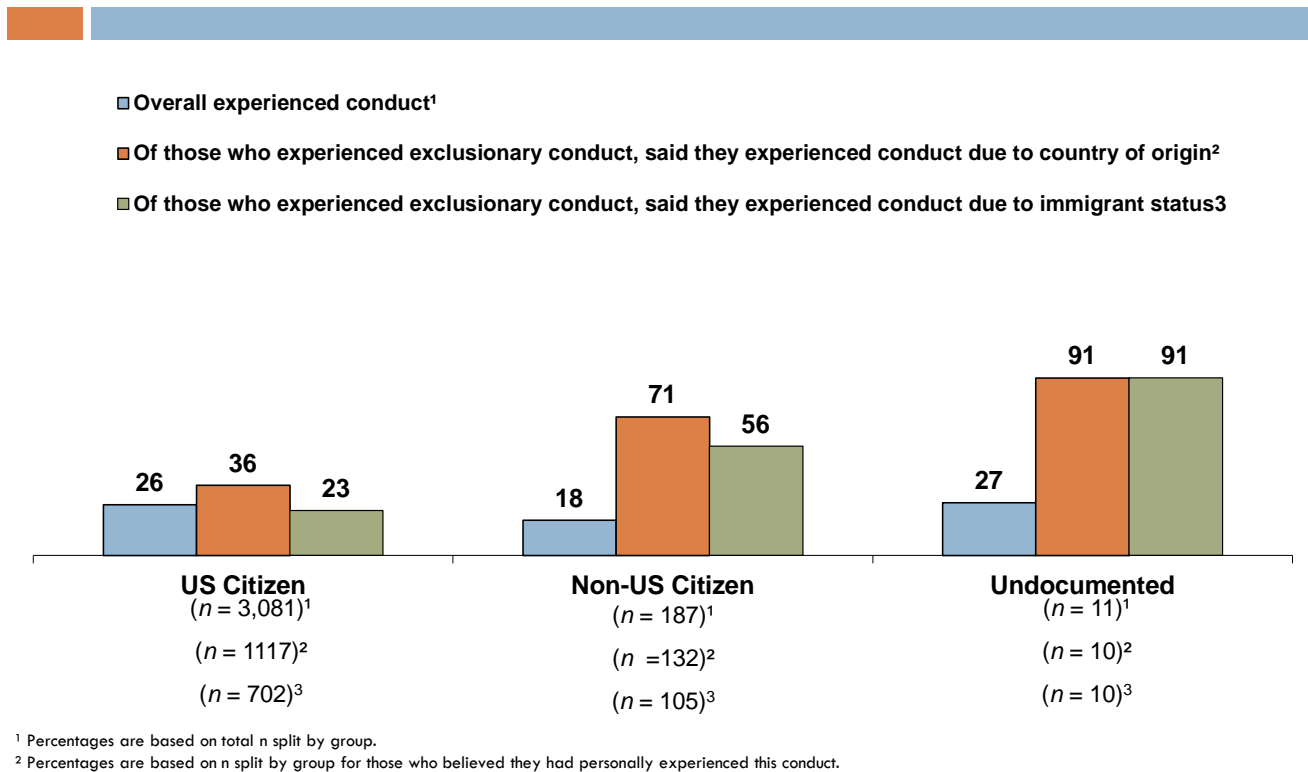


Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 21 illustrates the manners in which respondents’ experienced exclusionary conduct. Fifty-five percent felt isolated or left out, 48% felt deliberately ignored or excluded, and 41% felt intimidated and bullied.

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

Only answered by respondents who experienced exclusionary conduct ($n = 3,307$)

	<i>n</i>	% of those who experienced the conduct
I felt isolated or left out	1,834	55.5
I felt I was deliberately ignored or excluded	1,588	48.0
I felt intimidated/bullied	1,361	41.2
I was the target of derogatory verbal remarks	654	19.8
I observed others staring at me	625	18.9
I received a low performance evaluation	426	12.9
I was singled out as the spokesperson for my identity group	404	12.2
I feared getting a poor grade because of a hostile classroom environment	373	11.3
I feared for my physical safety	356	10.8
I received derogatory written comments	343	10.4
I was the target of racial/ethnic profiling	281	8.5
Someone assumed I was admitted/hired/promoted due to my identity	271	8.2
Someone assumed I was not admitted/hired/promoted due to my identity	119	3.6
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	112	3.4
I received derogatory phone calls	67	2.0
I feared for my family’s safety	62	1.9
I received threats of physical violence	56	1.7
I was the target of stalking	48	1.5
I was the target of graffiti/vandalism	45	1.4
I was the victim of a crime	45	1.4
I was the target of physical violence	36	1.1

Percentages do not sum to 100 due to multiple responses.

Thirty-one percent of respondents who experienced exclusionary conduct said it occurred in a meeting with a group of people; 30% while working at a UC Berkeley job; 28% in a class/lab/clinical setting; 26% in a public space at UC Berkeley; and 22% in a UC Berkeley office (Table 22). Many respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., “team building’ activities,” “student club/organization,” “meetings where I am not present,” “email,” “ASUC Divestment Meeting,” “Berkeley Bowl,” “auditions,” “bathrooms,” “College Republican Bake Sale,” “dept. parties and coffee hours,” “Dining commons,” “faculty office hours,” “employment related conference,” “Frat houses,” “graduate student office,” “in the Coops,” “mock interview,” “UC Village”).

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

Only answered by respondents who experienced exclusionary conduct ($n = 3,307$).

	<i>n</i>	% of respondents who experienced conduct
In a meeting with a group of people	1,008	30.5
While working at a UC Berkeley job	988	29.9
In a class/lab/clinical setting	914	27.6
In a public space at UC Berkeley	843	25.5
In a UC Berkeley office	717	21.7
In a meeting with one other person	601	18.2
Off campus	459	13.9
At a UC Berkeley event	440	13.3
While walking on campus	408	12.3
In campus housing	319	9.6
In a faculty office	266	8.0
On a social networking sites/ cell phone/other	223	6.7
In off-campus housing	166	5.0
In a UC Berkeley dining facility	138	4.2
On campus transportation	75	2.3
In athletic facilities	73	2.2
In a health care setting	51	1.5
In an on-line class	7	0.2
Other	247	7.5

Percentages do not sum to 100 due to multiple responses.

Forty percent of the respondents identified students, 22% identified faculty members, 20% identified co-workers, and 16% identified staff members as the sources of the conduct (Table 23). “Other” sources of exclusionary conduct included, “work leader,” “street person,” “a senior full professor in my department,” “academic researcher,” “associate dean,” Berkeley resident,” “bus driver,” “contractor,” “drunk man,” “guest lecturer,” “homeless person,” “manager,” “postdoc,” “roommate,” “student athlete,” “work study student,” and “UC Berkeley Police.”

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

Only answered by respondents who experienced exclusionary conduct ($n = 3,307$)

	<i>n</i>	% of respondents who experienced conduct
Student	1,332	40.3
Faculty member	711	21.5
Co-worker	650	19.7
Staff member	527	15.9
Administrator	506	15.3
Stranger	402	12.2
Supervisor	398	12.0
Department head	337	10.2
Friend	311	9.4
Campus organizations or groups	254	7.7
Don't know source	249	7.5
Teaching assistant/Grad assistant/Lab assistant/Tutor	165	5.0
UC Berkeley visitor(s)	164	5.0
Off campus community member	147	4.4
Faculty advisor	146	4.4
Campus media	106	3.2
Campus police/building security	82	2.5
Social Networking site (e.g. Facebook, Twitter)	82	2.5
Student staff	79	2.4
Registered Campus Organization	76	2.3
Alumni	50	1.5
Person that I supervise	43	1.3
Medical Staff	37	1.1
UC Berkeley Physician	27	0.8
Union representative	25	0.8
Athletic coach/trainer	15	0.5
Partner/spouse	15	0.5
Donor	10	0.3
Patient	<5	--
Other	211	6.4

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived experienced exclusionary conduct by status. Students were the greatest source of exclusionary conduct for Undergraduate Students, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct.

Graduate/Professional Students offered that other students and faculty as their greatest sources of exclusionary conduct. Staff respondents identified supervisors and other staff members as their greatest source of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest sources exclusionary conduct.

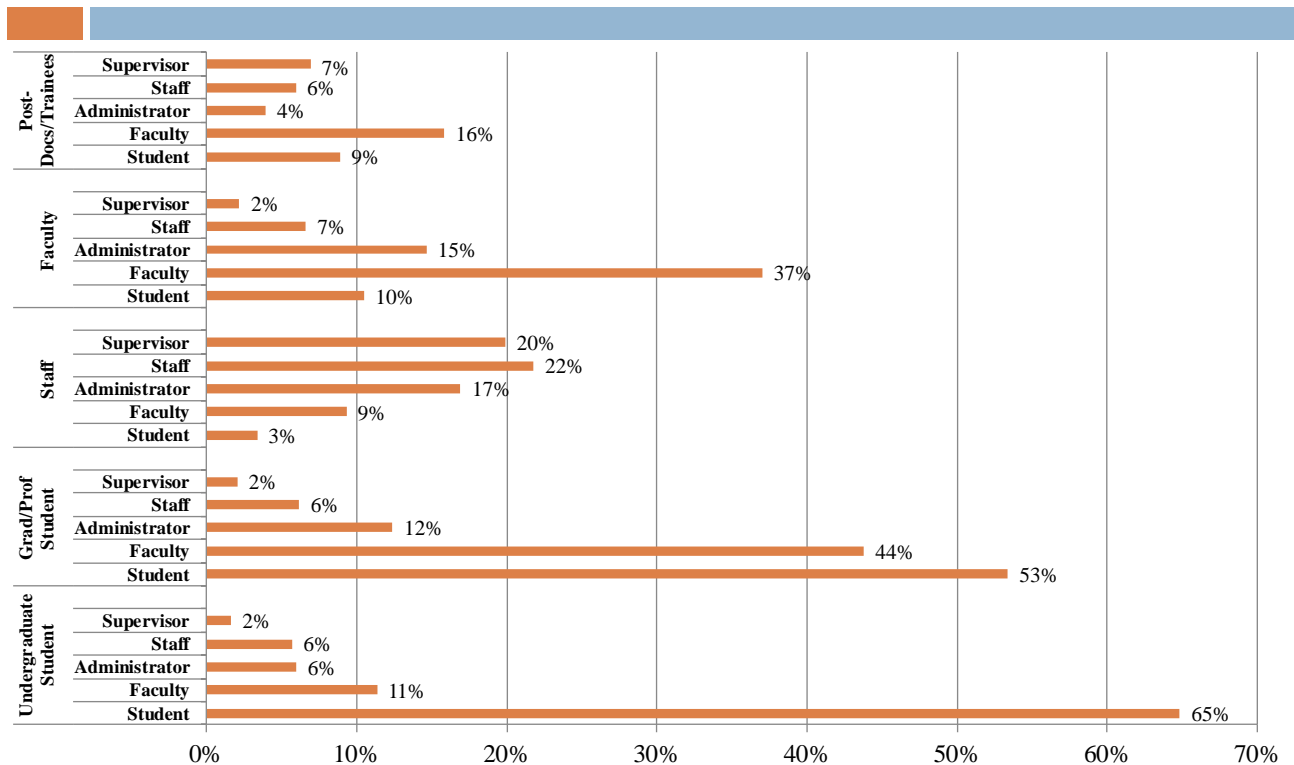


Figure 39. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 53% of respondents were angry, 43% told a friend, 40% felt embarrassed, 32% ignored it, and 31% told a family member (Table 24). While 9% of participants ($n = 286$) reported it to UC Berkeley officials, 12% did not know who to go to ($n = 383$), and 13% didn't report it for fear their complaints would not be taken seriously ($n = 419$). Eight percent did report the incident but felt the situation was not taken seriously ($n = 251$). "Other" responses included: "acted as the mature individual in the situation," "afraid that I would lose my job," "became suicidal," "blocked person online and on phone," "contacted ombuds office, whistleblower," "de-pledged," "counseling," "discussed it with my supervisor," "feared retribution," "help from fellow faculty about incident," "I complied," "I cried," "I felt and feel demoralized by it," "I lost motivation and my performance suffered," "I quit my job," "prayed a lot," "ZERO accountability," etc.

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

Note: Only answered by respondents who experienced exclusionary conduct (n =3,307)

	<i>n</i>	% of respondents who experienced conduct
I was angry	1,760	53.2
I told a friend	1,410	42.6
I felt embarrassed	1,336	40.4
I ignored it	1,055	31.9
I told a family member	1,019	30.8
I avoided the harasser	918	27.8
I felt somehow responsible	599	18.1
I did nothing	583	17.6
I was afraid	567	17.1
I sought support from a staff person	521	15.8
I left the situation immediately	423	12.8
I didn't report it for fear that my complaint would not be taken seriously	419	12.7
I didn't know who to go to	383	11.6
I sought support from campus resource	353	10.7
I confronted the harasser at the time	348	10.5
I confronted the harasser later	302	9.1
I reported it to a UC Berkeley employee/official	286	8.6
I sought support from a faculty member	283	8.6
I sought support from an administrator	261	7.9
I did report it but I did not feel the complaint was taken seriously	251	7.6
It didn't affect me at the time	243	7.3
I sought information on-line	182	5.5
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	114	3.4
I sought support from off-campus hot-line/advocacy services	98	3.0
I told my union representative	72	2.2
I sought support from student staff (e.g. peer counselor)	56	1.7
I contacted a local law enforcement official	50	1.5
I sought support from a TA/grad assistant	45	1.4
Other	344	10.4

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-five percent ($n = 3,271$) of all survey respondents observed conduct or communications directed towards a person or group of people at UC Berkeley 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 race (24%, $n = 774$), ethnicity (21%, $n = 697$), political views (20%, $n = 648$), gender identity (17%, $n = 558$), and position (14%, $n = 454$). Sixteen percent of respondent indicated "don't know" as the basis ($n = 506$).

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

Forty-one percent of Multi-Minority respondents, and one-third of Underrepresented Minority respondents (33%) and Jewish respondents (32%) observed conduct or communications directed towards a person or group of people at UC Berkeley that created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year (Figure 40).

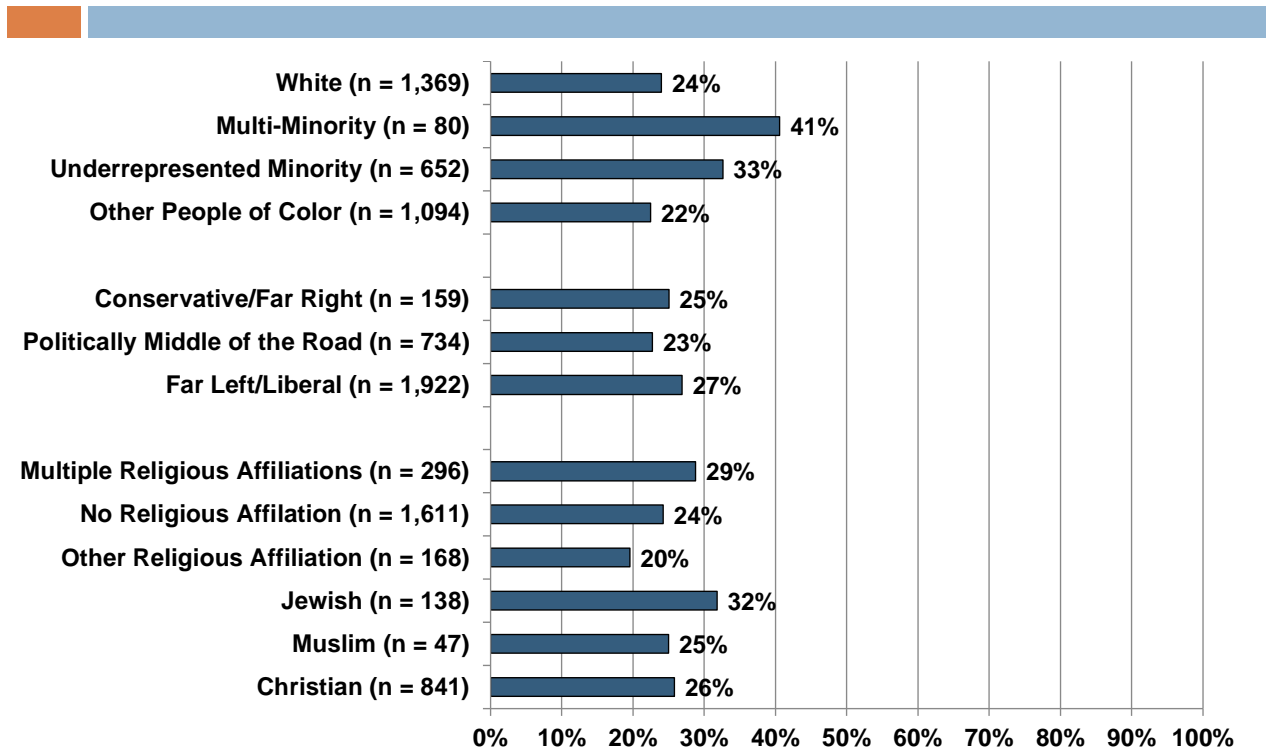


Figure 40. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Race, Religious Affiliation, and Political Affiliation (%)

Transgender respondents (49%), genderqueer respondents (48%), LGBQ respondents (34%), and respondents with disabilities (36%) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBQ respondents were more likely than heterosexual respondents; genderqueer and transgender respondents were more likely than men and women; people with disabilities were more likely than those without disabilities; and Non-U.S. Citizens were less likely than U.S. Citizens and Undocumented Residents to have observed exclusionary conduct.

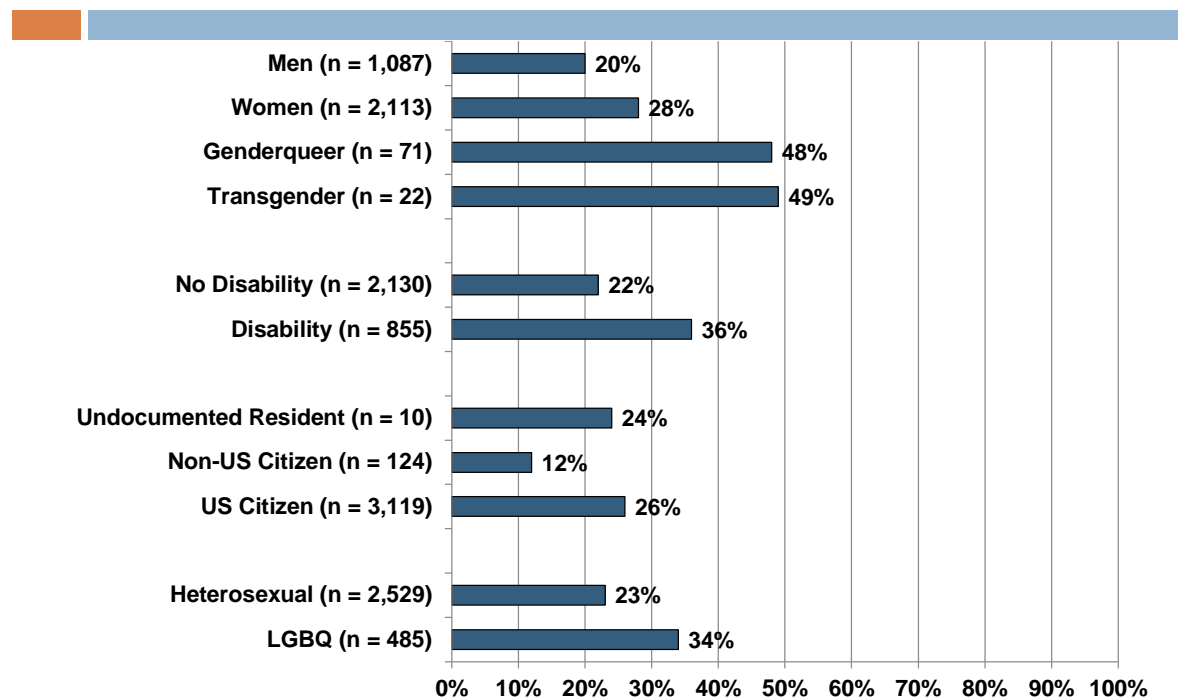


Figure 41. Observed Exclusionary, Intimidating, Offensive or Hostile, Conduct by Sexual Orientation, Gender, Disability Status, and Citizen Status (%)

In terms of position at UC Berkeley, results indicated that greater percentages of Undergraduate Students (38%) and Staff (26%) believed they had observed offensive, hostile, or intimidating conduct than did Faculty (22%), Graduate Students (18%), and Post-Docs/Trainees (14%) (Figure 42).

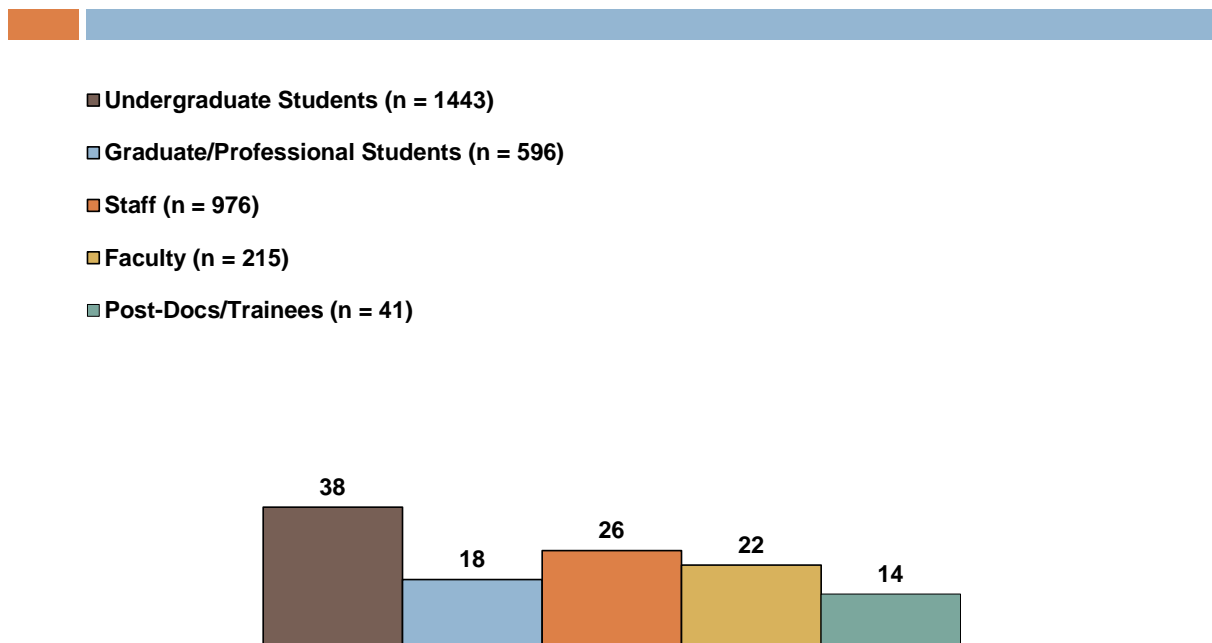


Figure 42. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

Table 25 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (53%, $n = 1,727$), or someone being deliberately ignored or excluded (38%, $n = 1,228$), intimidated/bullied (31%, $n = 1,000$), or isolated or left out (30%, $n = 968$).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 3,271$)

	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	1,727	52.8
Deliberately ignored or excluded	1,228	37.5
Intimidated/bullied	1,000	30.6
Isolated or left out	968	29.6
Assumption that someone was admitted/hired/promoted based on his/her identity	783	23.9
Racial/ethnic profiling	782	23.9
Isolated or left out when work was required in groups	578	17.7
Singled out as a spokesperson for his/her identity	470	14.4
Derogatory written comments	438	13.4
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	397	12.1
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	362	11.1
Feared for their physical safety	342	10.5
Receipt of a low performance evaluation	323	9.9
Graffiti/vandalism	268	8.2
Physical violence	176	5.4
Threats of physical violence	166	5.1
Victim of a crime	163	5.0
Receipt of a poor grade because of a hostile classroom environment	125	3.8
Derogatory phone calls	82	2.5
Feared for their family's safety	51	1.6
Other	220	6.7

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, 33% had witnessed such conduct six or more times ($n = 1,040$) in the past year (Table 26).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 3,271$)

Number of Times Observed	<i>n</i>	% of respondents who observed conduct
1	475	15.2
2	537	17.2
3	638	20.4
4	288	9.2
5	143	4.6
6 or more	1,040	33.3

Percentages do not sum to 100 due to multiple responses.

Additionally, 34% of the respondents who observed exclusionary conduct said it happened in a public space at UC Berkeley ($n = 1,121$) (Table 27). Some respondents said the incidents occurred while in a meeting with a group of people (25%, $n = 804$), in a class/lab/clinical setting (24%, $n = 770$), or while working at a UC Berkeley job (21%, $n = 673$).

Table 27. Location of Observed Exclusionary, Intimidating, Offensive or Hostile Conduct
Only answered by respondents who believed they had observed exclusionary conduct ($n = 3,271$)

	<i>n</i>	% of respondents who observed conduct
In a public space at UC Berkeley	1,121	34.3
In a meeting with a group of people	804	24.6
In a class/lab/clinical setting	770	23.5
While working at a UC Berkeley job	673	20.6
At a UC Berkeley event	582	17.8
In a UC Berkeley office	573	17.5
Off campus	513	15.7
While walking on campus	502	15.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	376	11.5
In a meeting with one other person	338	10.3
In campus housing	333	10.2
In off campus housing	203	6.2
In a faculty office	195	6.0
In a UC Berkeley dining facility	140	4.3
On campus transportation	75	2.3
In athletic facilities	60	1.8
In a health care setting	42	1.3
In an on-line class	<5	--

Percentages do not sum to 100 due to multiple responses.

Fifty-six percent of respondents ($n = 1,820$) who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified staff members (18%, $n = 581$), co-workers (16%, $n = 528$), and friends (16%, $n = 518$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (40%, $n = 1,304$). Respondents identified additional sources as faculty members (18%, $n = 571$), administrators (14%, $n = 453$), staff members (11%, $n = 368$), or strangers (10%, $n = 336$).

Table 28 illustrates participants' reactions to this conduct. Respondents most often felt angry (49%, $n = 1,599$) or embarrassed (34%, $n = 1,106$). Thirty-two percent told a friend ($n = 1,051$). Six percent reported the incidents to campus employees/officials ($n = 210$), while 11% didn't know who to go to ($n = 365$). Some did not report out of fear the complaint would not be taken seriously (9%, $n = 303$). Six percent did report it but felt the complaint was not taken seriously ($n = 179$).

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

Only answered by respondents who believed they had observed exclusionary conduct ($n = 3,721$)

	<i>n</i>	% of respondents who observed conduct
I was angry	1,599	48.9
I felt embarrassed	1,106	33.8
I told a friend	1,051	32.1
I avoided the harasser	658	20.1
I did nothing	645	19.7
I told a family member	630	19.3
I ignored it	571	17.5
I was afraid	441	13.5
I felt somehow responsible	395	12.1
I didn't know who to go to	365	11.2
I sought support from a staff person	353	10.8
I confronted the harasser at the time	332	10.1
It didn't affect me at the time	317	9.7
I left the situation immediately	313	9.6
I didn't report it for fear that my complaint would not be taken seriously	303	9.3
I confronted the harasser later	296	9.0
I reported it to a campus employee/official	210	6.4
I sought support from an administrator	189	5.8
I sought support from campus resource	188	5.7
I sought support from a faculty member	180	5.5
I did report it but I did not feel the complaint was taken seriously	179	5.5
I sought information on-line	119	3.6
I told my union representative	59	1.8
I sought support from off-campus hot-line/advocacy services	49	1.5
I sought support from a spiritual advisor	47	1.4
I sought support from a student staff	46	1.4
I contacted a local law enforcement official	40	1.2
I sought support from a TA/grad assistant	27	0.8
Other	258	7.9

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 507 respondents (4%) believed they had experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)⁵¹ while at UC Berkeley. Subsequent analyses of the data suggest that higher percentages of women (5%, $n = 408$), transgender respondents (16%, $n = 7$), genderqueer respondents (14%, $n = 21$), LGBTQ respondents (7%, $n = 93$), respondents with disabilities (6%, $n = 152$), Multi-Minority respondents (7%, $n = 14$), Undocumented Residents (13%, $n = 5$), and students (6%, $n = 432$) than other groups experienced unwanted sexual contact.

One-hundred forty-six (146) respondents offered additional comments about their experiences of unwanted sexual contact. Several respondents emphasized the role of alcohol in the assault (e.g., “I have experienced unwanted contact from strangers drunk on campus more than once” and “A close friend was intoxicated and began to make a move on me”). A few incidents happened at fraternity houses (e.g., “I was at a frat party and my dance partner wanted to go further than I was willing,” and “Frat boys kept touching my body and grinding up to me without my consent”). Additionally, several employees described situations where co-workers touched them inappropriately (e.g., “A former boss inappropriately hugged me”) or made advances towards them at work or work events. Some respondents reported being assaulted by non- UC Berkeley individuals while walking on campus at various times throughout the day (e.g., “Homeless men being inappropriate and trying to grab you” and “A homeless man touched me inappropriately when I walked past him on Sproul plaza”). A few respondents minimized the assault by using words such as “no big deal” or “it’s okay” or “it was nothing serious.”

⁵¹ The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

Summary

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

As noted earlier, 26% of UC Berkeley respondents ($n = 3,307$) believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. In addition, 507 respondents (4%) believed they had experienced unwanted sexual contact in the past five years at UC Berkeley.

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 UC Berkeley survey reported that they were “comfortable” or “very comfortable” with the climate at UC Berkeley. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UC Berkeley, 26% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

Faculty and Staff Perceptions of Climate

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

At least half of all Faculty, Staff, and Post-Doc/Trainee respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 29. Three-quarters felt the workplace was welcoming for people based on ethnicity (75%), country of origin (75%), and marital status (74%).

Table 29. Workplace Climate is Welcoming Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	965	19.8	2,548	52.3	718	14.7	165	3.4	478	9.8
Ancestry	1,095	22.6	2,484	51.3	452	9.3	123	2.5	688	14.2
Country of origin	1,114	23.0	2,533	52.4	467	9.7	118	2.4	603	12.5
Educational level	986	20.4	2,533	52.3	728	15.0	180	3.7	417	8.6
English language proficiency/ accent	897	18.6	2,588	53.7	670	13.9	128	2.7	538	11.2
Ethnicity	1,111	23.0	2,524	52.2	561	11.6	151	3.1	490	10.1
Gender identity	1,000	20.8	2,355	48.9	526	10.9	126	2.6	808	16.8
Gender expression	952	19.9	2,254	47.0	539	11.2	129	2.7	920	19.2
Immigrant/citizen status	987	20.5	2,313	48.2	505	10.5	132	2.7	866	18.0
International Status	1,032	21.5	2,381	49.6	459	9.6	112	2.3	818	17.0
Learning disability	708	14.8	1,898	39.7	647	13.5	141	2.9	1,388	29.0
Marital status	1,105	23.0	2,427	50.5	499	10.4	129	2.7	646	13.4
Medical conditions	830	17.4	2,233	46.9	571	12.0	168	3.5	961	20.2
Military/veteran status	766	16.0	1,824	38.1	390	8.2	104	2.2	1,698	35.5
Parental status	1,057	22.0	2,368	49.3	583	12.1	143	3.0	657	13.7
Participation in a club	820	17.2	2,050	43.0	402	8.4	104	2.2	1,396	29.3
Participation on an athletic team	728	15.4	1,708	36.1	385	8.1	106	2.2	1,805	38.1
Philosophical views	772	16.2	2,312	48.4	611	12.8	142	3.0	937	19.6
Psychological condition	645	13.6	1,909	40.2	643	13.5	137	2.9	1,419	29.9
Physical characteristics	839	17.6	2,393	50.3	518	10.9	120	2.5	886	18.6
Physical disability	824	17.4	2,186	46.1	524	11.1	137	2.9	1071	22.6
Political views	725	15.2	2,231	46.8	766	16.1	198	4.2	844	17.7
Race	1,026	21.4	2,379	49.7	616	12.9	177	3.7	593	12.4
Religious/spiritual views	778	16.3	2,265	47.6	613	12.9	169	3.5	938	19.7
Sexual orientation	1,064	22.3	2,366	49.5	454	9.5	120	2.5	771	16.1
Socioeconomic status	848	17.9	2,284	48.2	648	13.7	191	4.0	771	16.3

Note: Table includes faculty, staff, and post-doc/trainee responses only (*n* = 5,076).

When analyzed by demographic characteristics, the data reveal that 42% of transgender Faculty, Staff, and Post-Doc/Trainee respondents ($n = 5$) and 26% of genderqueer Faculty, Staff, and Post-Doc/Trainee respondents ($n = 10$) disagreed that the workplace climate was welcoming based on gender identity (Figure 43).

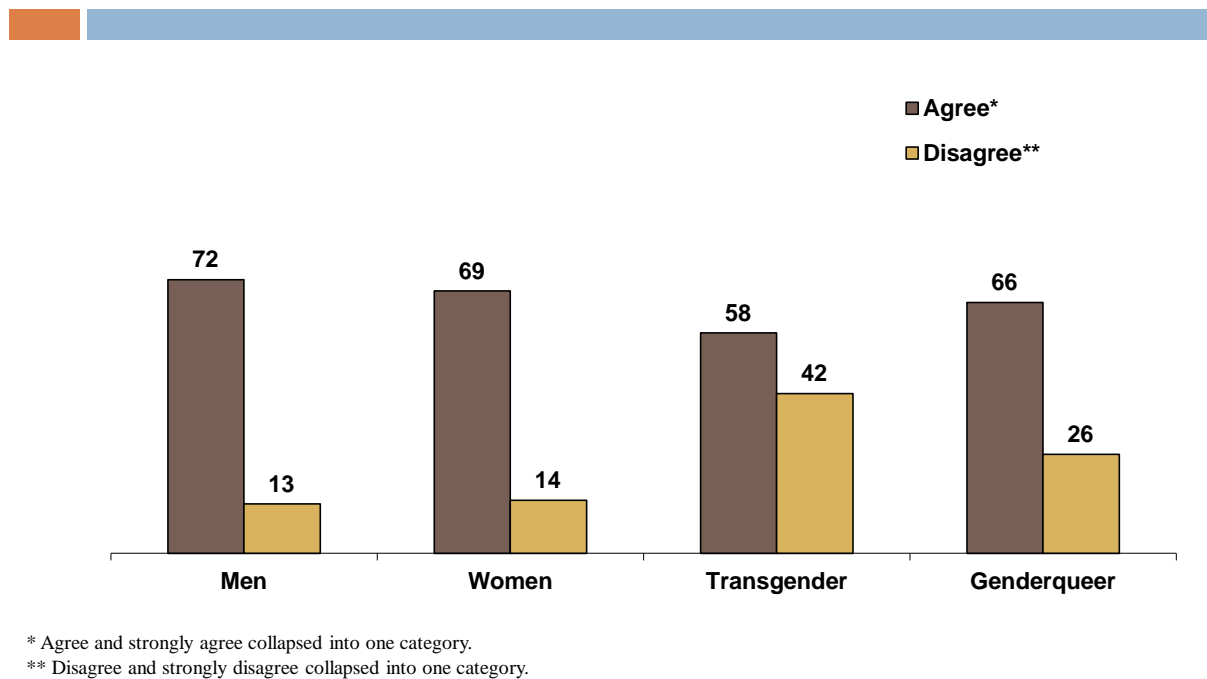


Figure 43. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 77% of White Faculty, Staff, and Post-Doc/Trainee respondents ($n = 2,123$), 60% of Underrepresented Minority Faculty, Staff, and Post-Doc/Trainee respondents ($n = 505$), 66% of Other People of Color Faculty, Staff, and Post-Doc/Trainee respondents ($n = 667$), and 60% of Multi-Minority Faculty, Staff, and Post-Doc/Trainee respondents ($n = 25$) felt the workplace climate was welcoming based on race (Figure 44).

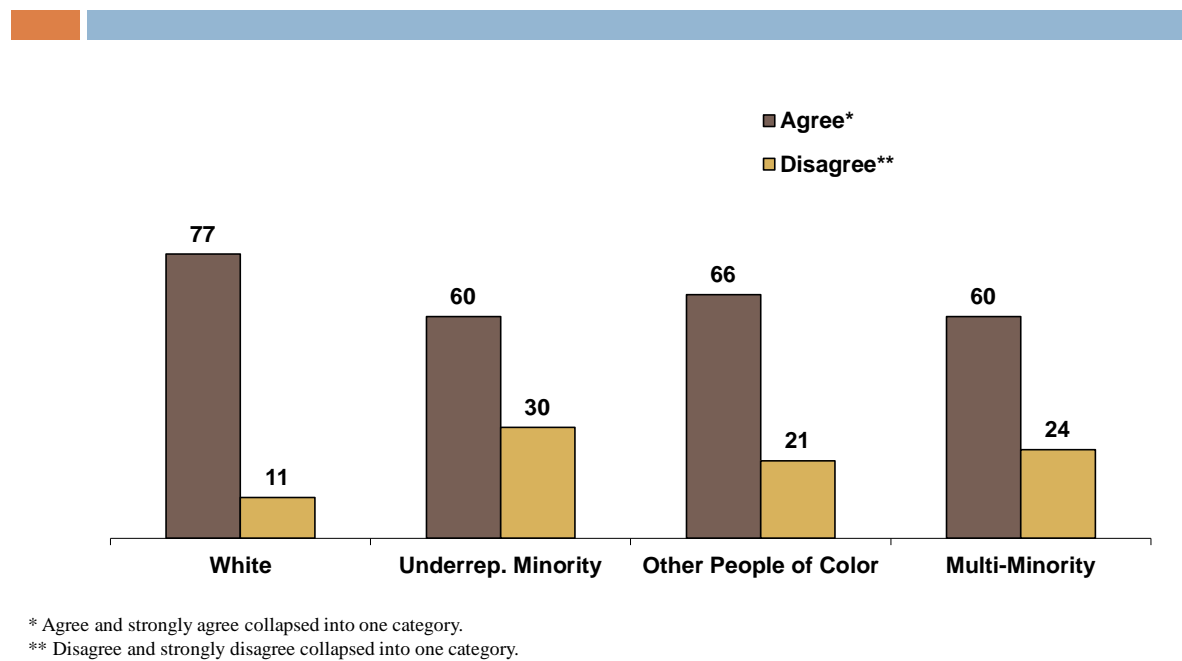


Figure 44. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Eighty percent of LGBQ Faculty, Staff, and Post-Doc/Trainee respondents ($n = 429$) and 73% of heterosexual Faculty, Staff, and Post-Doc/Trainee respondents ($n = 2,802$) believed the workplace climate was welcoming based on sexual orientation (Figure 45).

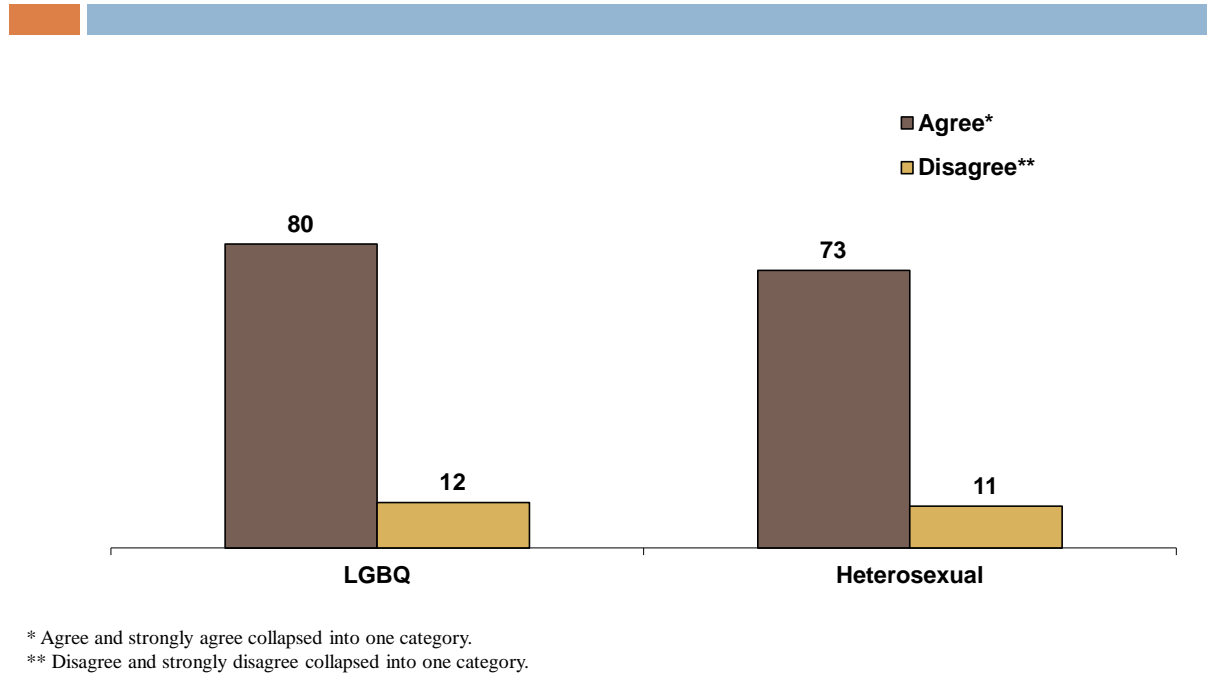


Figure 45. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Faculty, Staff, and Post-Doc/Trainee respondents from Jewish religious affiliations (75%, $n = 156$) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations. Fifty percent of Muslim Faculty, Staff, and Post-Doc/Trainee respondents ($n = 21$) felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46), making them the least likely group to agree that the workplace climate was welcoming.

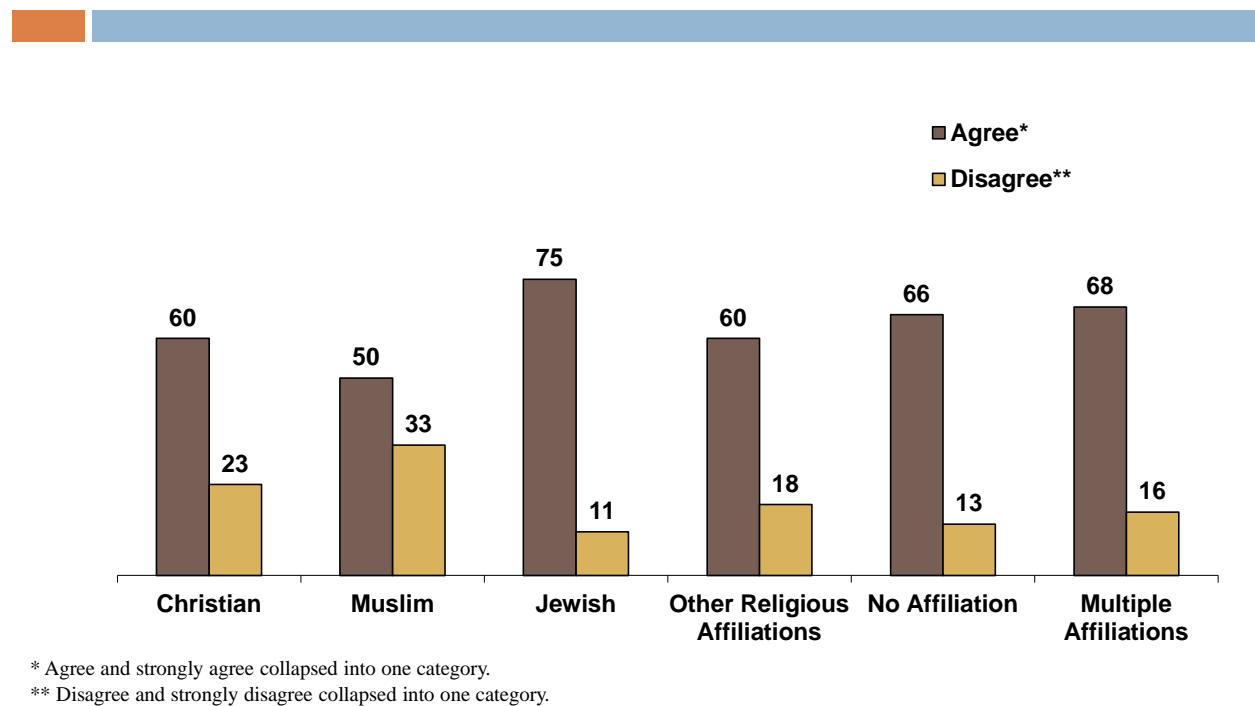


Figure 46. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 68% of Far Left/Liberal Faculty, Staff, and Post-Doc/Trainee respondents ($n = 1,892$), 59% of politically Middle of the Road respondents ($n = 660$), 47% of Conservative/Far Right respondents ($n = 95$), and 41% of politically undecided respondents ($n = 131$) felt the workplace climate was welcoming based on political views (Figure 47).

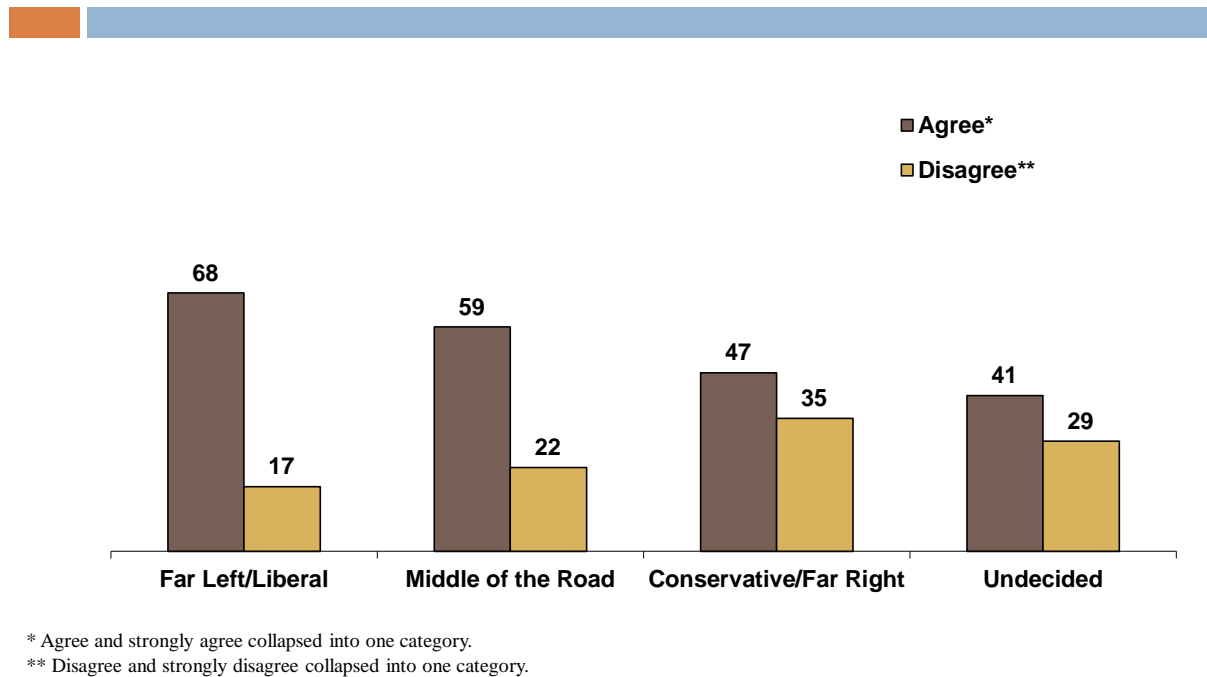


Figure 47. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Political Affiliation (%)

While 36% of all Faculty, Staff, and Post-Doc/Trainee respondents who have not been in the military ($n = 1,629$) did not know how welcoming their workplaces were for employees based on their military status, 92% of Active Military respondents ($n = 12$), 66% of Veterans ($n = 89$), 55% of Reservist employees ($n = 6$), and 53% of ROTC employees ($n = 10$) felt the workplace climate was welcoming based on military status (Figure 48).

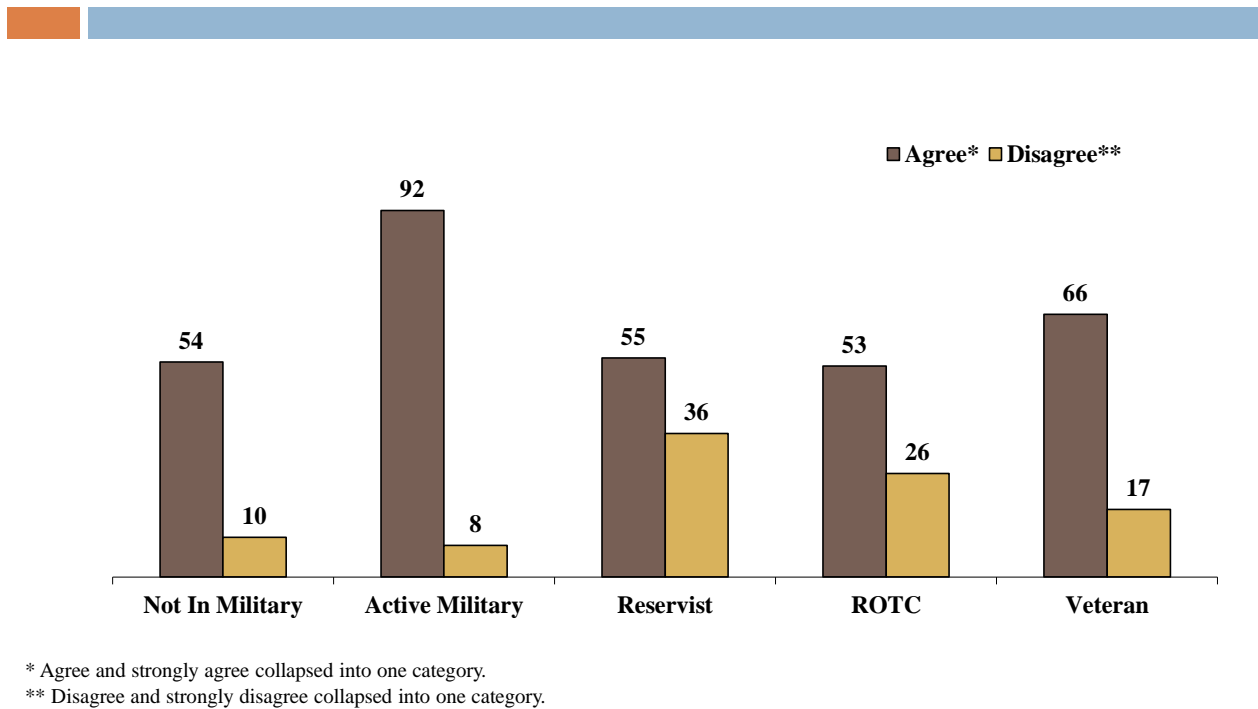


Figure 48. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On Military Status (%)

Seventy-two percent of U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 3,298$) and 52% of Non-U.S. Citizen Faculty, Staff, and Post-Doc/Trainee respondents ($n = 96$) felt the workplace climate was welcoming based on international status (Figure 49). Subsequent analyses indicated that 69% of U.S. Citizen respondents ($n = 3,182$) and 55% of Non-U.S. Citizen respondents ($n = 101$) felt the workplace climate was welcoming based on immigrant/citizen status.

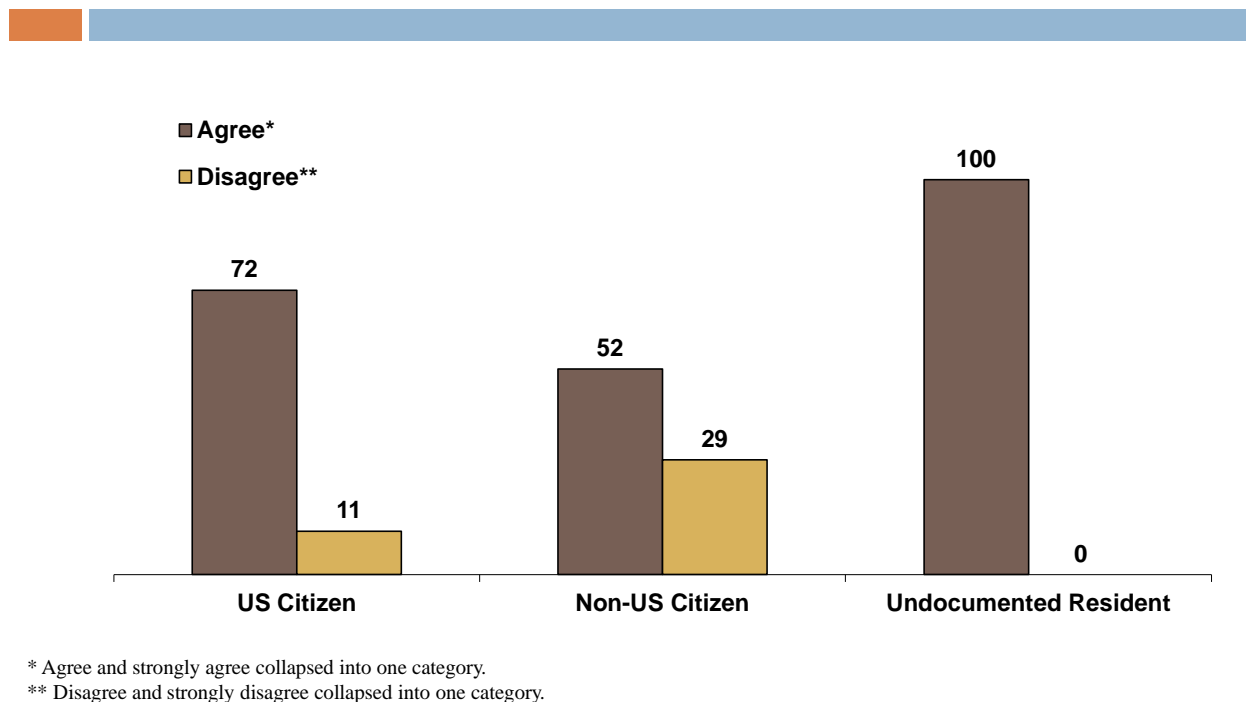


Figure 49. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On International Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees' (Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student)⁵² experiences at UC Berkeley, their perceptions of specific UC Berkeley policies, their attitudes about the climate and work-life issues at UC Berkeley, and faculty attitudes about tenure and advancement processes.

Forty percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 3,021$) felt that salary determinations were clear. More than half of the respondents thought UC Berkeley demonstrated that it values a diverse faculty (71%, $n = 5,350$) and staff (77%, $n = 5,827$). Table 30 illustrates responses to these questions by gender, race/ethnicity, position, disability status, sexual orientation, citizenship status,⁵³ and religious/spiritual affiliation where the responses for these groups differed from one another.

⁵² For the items in Tables 30 through 33 and related narrative, the term “employee” includes all Faculty, Staff, and Post-Doc/Trainee respondents.

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

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I believe salary determinations are clear	488	6.5	2,533	33.6	2,046	27.1	1,013	13.4	1,465	19.4
Staff	220	5.9	1,234	33.4	1,294	35.0	717	19.4	234	6.3
Faculty	100	10.5	357	37.5	276	29.0	158	16.6	61	6.4
Post-Docs/Trainees	23	7.8	159	53.9	60	20.3	20	6.8	33	11.2
White	279	6.7	1,473	35.2	1,183	28.3	541	12.9	708	16.9
Underrepresented Minority	81	6.7	330	27.3	324	26.8	223	18.5	249	20.6
Other People of Color	105	5.5	669	35.4	468	24.7	200	10.6	450	23.8
Multi-Minority	8	9.3	18	20.9	19	22.1	13	15.1	28	32.6
Men	260	8.1	1,178	36.7	795	24.8	361	11.2	618	19.2
Women	223	5.3	1,338	31.5	1,220	28.8	628	14.8	834	19.7
Transgender	<5	--	6	33.3	7	38.9	<5	--	<5	--
Genderqueer	<5	--	19	29.2	20	30.8	14	21.5	9	13.8
No Disability	365	6.4	1,972	34.6	1,542	27.0	719	12.6	1,105	19.4
Disability	86	6.7	373	28.9	367	28.4	220	17.0	246	19.0
LGBQ	38	4.4	254	29.3	244	28.1	164	18.9	167	19.3
Heterosexual	405	6.6	2,111	34.4	1,649	26.9	769	12.5	1,207	19.7
U.S. Citizen	44	6.5	2,242	32.8	1,925	28.2	968	14.2	1,251	18.3
Non-U.S. Citizen	42	6.2	279	41.5	110	16.4	31	4.6	210	31.2
Christian	126	6.9	587	32.1	484	26.5	276	15.1	354	19.4
Muslim	<5	--	21	24.1	19	21.8	13	14.9	30	34.5
Jewish	22	7.2	98	32.1	93	30.5	41	13.4	51	16.7
Other Religious/Spiritual Affiliations	19	4.2	154	34.1	114	25.3	56	12.4	108	23.9
No Religious Affiliation	249	6.5	1,365	35.4	1,040	27.0	483	12.5	714	18.5
Multiple Religious Affiliations	41	6.7	182	29.7	187	30.6	72	11.8	130	21.2
I think that UC Berkeley demonstrates that it values a diverse faculty	1,178	15.5	4,172	55.0	1,178	15.5	460	6.1	602	7.9
Staff	540	14.5	2,047	55.0	515	13.8	223	6.0	394	10.6
Faculty	212	22.0	538	55.9	143	14.8	54	5.6	16	1.7
Post-Docs/Trainees	42	14.0	185	61.7	37	12.3	18	6.0	18	6.0
White	694	16.5	2,468	58.7	600	14.3	158	3.8	286	6.8
Underrepresented Minority	139	11.5	512	42.2	287	23.7	175	14.4	100	8.2
Other People of Color	300	15.8	1,072	56.3	243	12.8	97	5.1	191	10.0
Multi-Minority	10	11.9	41	48.8	22	26.2	8	9.5	<5	--
Men	637	19.6	1,819	56.0	381	11.7	154	4.7	255	7.9
Women	530	12.5	2,322	54.6	779	18.3	288	6.8	332	7.8
Transgender	<5	--	10	58.8	<5	--	<5	--	<5	--
Genderqueer	6	9.5	26	41.3	21	33.3	9	14.3	<5	--
No Disability	890	15.5	3,239	56.5	825	14.4	316	5.5	464	8.1
Disability	186	14.3	649	49.8	282	21.7	98	7.5	87	6.7
LGBQ	111	12.9	432	50.1	200	23.2	71	8.2	48	5.6
Heterosexual	958	15.5	3,477	56.2	910	14.7	346	5.6	495	8.0
U.S. Citizen	1,038	15.1	3,764	54.8	1,107	16.1	435	6.3	523	7.6
Non-U.S. Citizen	136	20.0	387	57.0	64	9.4	24	3.5	68	10.0

Table 30 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I think UC Berkeley demonstrates that it values a diverse staff	1,265	16.7	4,562	60.2	979	12.9	389	5.1	379	5.0
Staff	604	16.2	2,247	60.2	522	14.0	246	6.6	111	3.0
Faculty	219	23.1	574	60.5	91	9.6	33	3.5	31	3.3
Post-Docs/Trainees	47	15.8	193	65.0	30	10.1	12	4.0	15	5.1
White	752	17.9	2,665	63.5	468	11.2	130	3.1	179	4.3
Underrepresented Minority	162	13.3	600	49.4	249	20.5	160	13.2	44	3.6
Other People of Color	300	15.8	1,163	61.3	219	11.5	77	4.1	139	7.3
Multi-Minority	13	15.3	47	55.3	14	16.5	6	7.1	5	5.9
Men	676	20.9	1,951	60.3	309	9.5	122	3.8	179	5.5
Women	575	13.5	2,576	60.7	656	15.5	249	5.9	188	4.4
Transgender	<5	--	13	76.5	<5	--	<5	--	<5	--
Genderqueer	7	10.9	33	51.6	12	18.8	8	12.5	<5	--
No Disability	952	16.6	3,553	62.1	669	11.7	259	4.5	285	5.0
Disability	209	16.1	720	55.4	225	17.3	92	7.1	53	4.1
LGBQ	112	13.0	515	59.7	151	17.5	61	7.1	24	2.8
Heterosexual	1,039	16.8	3,777	61.2	759	12.3	292	4.7	309	5.0
U.S. Citizen	1,124	16.4	4,138	60.4	916	13.4	373	5.4	305	4.4
Non-U.S. Citizen	137	20.3	402	59.6	51	7.6	15	2.2	69	10.2

Note: Table includes post-doc, trainee, graduate student, staff, and faculty responses only ($n = 7,705$).

Twenty-seven percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 2,045$) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 31). Twenty-one percent believed their colleagues expected them to represent the “point of view” of their identities ($n = 1,580$).

Fifty-nine percent were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers ($n = 4,473$). More than one-quarter of employee respondents (27%, $n = 2,027$) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 40% indicated there were many unwritten rules concerning how one is expected to interact with colleagues in their work units ($n = 3,038$). Table 31 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups⁵⁴ differed from one another.

⁵⁴ Again, undocumented residents were not included in these analyses because their numbers were too small to assure confidentiality.

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

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision										
	575	7.5	1,470	19.3	2,597	34.1	2,171	28.5	811	10.6
Staff	340	9.1	732	19.5	1,257	33.6	1,158	30.9	258	6.9
Faculty	69	7.2	166	17.3	268	27.9	370	38.5	89	9.3
Post-Docs/Trainees	18	6.0	62	20.7	115	38.3	67	22.3	38	12.7
White	266	6.3	751	17.8	1,448	34.3	1,390	32.9	369	8.7
Underrepresented Minority	132	10.8	256	21.0	377	30.9	320	26.2	135	11.1
Other People of Color	141	7.4	396	20.8	703	36.8	396	20.8	272	14.3
Multi-Minority	8	9.3	17	19.8	25	29.1	24	27.9	12	14.0
Men	192	5.9	544	16.7	1,126	34.6	1,052	32.3	340	10.4
Women	362	8.5	896	21.0	1,448	33.9	1,107	25.9	463	10.8
Transgender	<5	--	6	35.3	5	29.4	<5	--	<5	--
Genderqueer	13	20.3	15	23.4	24	37.5	11	17.2	<5	--
No Disability	342	5.9	1,008	17.5	2,018	35.0	1,753	30.4	639	11.1
Disability	174	13.3	348	26.6	388	29.7	283	21.7	113	8.7
LGBQ	92	10.6	184	21.2	292	33.7	233	26.9	65	7.5
Heterosexual	419	6.7	1,156	18.6	2,141	34.4	1,825	29.4	675	10.9
Christian	147	8.0	368	19.9	622	33.7	511	27.7	197	10.7
Muslim	11	12.2	17	18.9	28	31.1	20	22.2	14	15.6
Jewish	22	7.1	45	14.5	88	28.4	123	39.7	32	10.3
Other Religious/Spiritual Affiliations	37	8.3	101	22.6	124	27.7	109	24.4	76	17.0
No Religious Affiliation	260	6.7	725	18.7	1,364	35.2	1,153	29.7	377	9.7
Multiple Religious Affiliations	45	7.3	127	20.5	230	37.2	167	27.0	50	8.1
My colleagues/co-workers expect me to represent “the point of view” of my identity										
	286	3.8	1,294	17.2	2,790	37.0	1,853	24.6	1,320	17.5
White	109	2.6	575	13.8	1,545	37.0	1,232	29.5	719	17.2
Underrepresented Minority	92	7.6	265	22.0	414	34.4	225	18.7	207	17.2
Other People of Color	65	3.4	408	21.5	748	39.5	334	17.6	339	17.9
Multi-Minority	7	8.2	20	23.5	25	29.4	19	22.4	14	16.5
Men	118	3.7	526	16.3	1,170	36.3	844	26.2	566	17.6
Women	163	3.9	745	17.6	1,591	37.6	993	23.5	738	17.4
Transgender	<5	--	<5	--	8	50.0	<5	--	<5	--
Genderqueer	6	9.2	20	30.8	26	40.0	10	15.4	<5	--
No Disability	211	3.7	911	16.0	2,130	37.4	1,442	25.3	1,005	17.6
Disability	57	4.4	265	20.4	488	37.6	279	21.5	209	16.1
LGBQ	47	5.4	197	22.8	346	40.1	191	22.1	82	9.5
Heterosexual	217	3.5	992	16.1	2,266	36.9	1,553	25.3	1,116	18.2
Christian	82	4.5	375	20.6	628	34.5	379	20.8	355	19.5
Muslim	11	12.4	15	16.9	29	32.6	19	21.3	15	16.9
Jewish	6	1.9	45	14.6	107	34.7	105	34.1	45	14.6
Other Religious/Spiritual Affiliations	24	5.5	83	18.9	151	34.4	80	18.2	101	23.0
No Religious Affiliation	124	3.2	593	15.4	1,495	38.8	1,004	26.1	635	16.5
Multiple Religious Affiliations	23	3.7	108	17.6	244	39.7	172	28.0	68	11.1

<i>Table 31 (cont.)</i>		Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
Issues		n	%	n	%	n	%	n	%	n	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job											
		1,418	18.6	3,055	40.2	1,188	15.6	498	6.5	1,446	19.0
	Staff	909	24.3	1,856	49.6	588	15.7	230	6.1	160	4.3
	Faculty	260	27.3	374	39.3	108	11.4	48	5.0	161	16.9
	Post-Docs/Trainees	51	17.1	130	43.5	59	19.7	29	9.7	30	10.0
	White	859	20.4	1,699	40.3	638	15.1	244	5.8	777	18.4
	Underrepresented Minority	211	17.4	467	38.5	189	15.6	126	10.4	221	18.2
	Other People of Color	292	15.3	787	41.3	314	16.5	104	5.5	409	21.5
	Multi-Minority	18	21.2	26	30.6	13	15.3	7	8.2	21	24.7
	Men	691	21.3	1,333	41.1	407	12.5	165	5.1	650	20.0
	Women	714	16.7	1,689	39.6	760	17.8	326	7.6	778	18.2
	Transgender	<5	--	8	44.4	<5	--	<5	--	<5	--
	Genderqueer	8	12.3	26	40.0	16	24.6	6	9.2	9	13.8
	No Disability	1,119	19.5	2,375	41.4	853	14.9	316	5.5	1,080	18.8
	Disability	207	15.8	457	35.0	250	19.1	140	10.7	253	19.4
	U.S. Citizen	1,329	19.3	2,787	40.5	1,076	15.6	460	6.7	1,231	17.9
	Non-U.S. Citizen	82	12.1	245	36.2	106	15.7	37	5.5	207	30.6
	Christian	355	19.3	758	41.3	296	16.1	119	6.5	309	16.8
	Muslim	11	12.5	31	35.2	9	10.2	9	10.2	28	31.8
	Jewish	74	24.2	117	38.2	46	15.0	19	6.2	50	16.3
	Other Religious/Spiritual Affiliations	72	16.0	161	35.9	71	15.8	32	7.1	113	25.2
	No Religious Affiliation	711	18.4	1,569	40.5	612	15.8	239	6.2	742	19.2
	Multiple Religious Affiliations	116	18.6	239	38.3	96	15.4	44	7.1	129	20.7
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition											
		598	7.9	1,429	18.8	3,475	45.7	1,283	16.9	820	10.8
	Staff	368	9.8	776	20.7	1,753	46.8	641	17.1	208	5.6
	Faculty	85	8.9	193	20.2	401	41.9	212	22.2	65	6.8
	Post-Docs/Trainees	14	4.7	49	16.4	165	55.4	52	17.4	18	6.0
	White	213	5.1	618	14.7	2,113	50.2	861	20.5	403	9.6
	Underrepresented Minority	179	14.6	302	24.7	455	37.2	160	13.1	126	10.3
	Other People of Color	171	9.0	443	23.3	813	42.7	223	11.7	255	13.4
	Multi-Minority	11	12.8	25	29.1	25	29.1	10	11.6	15	17.4
	Men	194	6.0	522	16.1	1,504	46.3	655	20.2	374	11.5
	Women	390	9.1	886	20.8	1,938	45.5	619	14.5	431	10.1
	Transgender	<5	--	<5	--	12	70.6	<5	--	<5	--
	Genderqueer	11	17.2	14	21.9	26	40.6	8	12.5	5	7.8
	No Disability	404	7.0	1,029	17.9	2,701	46.9	1019	17.7	601	10.4
	Disability	152	11.7	294	22.6	535	41.1	176	13.5	145	11.1
	Christian	183	9.9	420	22.8	788	42.8	266	14.4	185	10.0
	Muslim	17	19.1	12	13.5	36	40.4	12	13.5	12	13.5
	Jewish	18	5.8	46	14.8	139	44.8	76	24.5	31	10.0
	Other Religious/Spiritual Affiliations	36	8.0	114	25.4	163	36.3	53	11.8	83	18.5
	No Religious Affiliation	264	6.8	655	16.9	1862	48.1	691	17.9	398	10.3
	Multiple Religious Affiliations	40	6.4	101	16.3	300	48.3	123	19.8	57	9.2

Table 31 (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	820	10.8	2218	29.2	2,734	36.0	861	11.3	959	12.6
White	388	9.2	1,211	28.7	1,627	38.6	549	13.0	438	10.4
Underrepresented Minority	190	15.8	360	29.9	365	30.3	126	10.5	163	13.5
Other People of Color	197	10.3	577	30.2	666	34.9	158	8.3	313	16.4
Multi-Minority	17	19.8	23	26.7	24	27.9	5	5.8	17	19.8
Men	306	9.4	934	28.8	1,185	36.6	418	12.9	397	12.3
Women	493	11.6	1,259	29.6	1,520	35.7	441	10.4	547	12.8
Transgender	<5	--	5	27.8	8	44.4	<5	--	<5	--
Genderqueer	15	23.4	20	31.2	19	29.7	<5	--	6	9.4
LGBQ	121	14.0	254	29.4	302	34.9	90	10.4	98	11.3
Heterosexual	630	10.2	1,791	29.0	2,278	36.8	707	11.4	780	12.6
No Disability	545	9.5	1,617	28.2	2,146	37.4	697	12.1	732	12.8
Disability	211	16.1	438	33.5	395	30.2	110	8.4	153	11.7

Note: Table includes post-docs, trainees, graduate students, staff, and faculty responses only (*n* = 7,705).

A number of items queried Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student about their opinions regarding work-life issues at UC Berkeley. Fifty-eight percent found UC Berkeley supportive of their taking leave (*n* = 4,396), and 66% reported that UC Berkeley was supportive of flexible work schedules (*n* = 4,963). Seventeen percent reported that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (*n* = 1,277), and 12% found that people who have children were considered by UC Berkeley to be less committed to their jobs/careers (*n* = 931).

Thirty-seven percent reported that UC Berkeley provides available resources to help employees balance work-life needs, such as childcare and elder care (*n* = 2,789). Few respondents (15%, *n* = 1,084) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

Table 32. Attitudes about Work-Life Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UC Berkeley is supportive of my taking leave.	850	11.2	3,546	46.7	961	12.7	215	2.8	2,021	26.6
Faculty	111	11.6	523	54.9	110	11.5	18	1.9	191	20.0
Staff	587	15.7	2,250	60.1	482	12.9	99	2.6	326	8.7
Post-docs/Trainees	27	9.0	152	50.8	48	16.1	7	2.3	65	21.7
Graduate/Professional Students	125	1.6	621	7.9	321	4.1	91	1.2	1,439	18.2
I find that UC Berkeley is supportive of flexible work schedules.	1,114	14.7	3,849	50.8	973	12.8	286	12.8	1,358	17.9
Faculty	134	14.1	583	59.3	90	9.5	17	1.8	145	15.3
Staff	633	16.9	2,094	56.0	649	17.4	208	5.6	155	4.1
Post-docs/Trainees	65	21.8	186	62.4	23	7.7	<5	--	20	6.7
Graduate/Professional Students	282	3.6	1,006	12.7	211	2.7	57	0.7	1,038	13.1
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	290	3.8	987	13.0	3,250	42.8	1005	13.2	2,054	27.1
Faculty	32	3.4	117	12.4	490	51.7	167	17.6	141	14.9
Staff	188	5.0	595	15.9	1940	51.8	605	16.2	415	11.1
Post-docs/Trainees	18	6.0	44	14.7	157	52.3	31	10.3	50	16.7
Graduate/Professional Students	52	0.7	231	2.9	663	8.4	202	2.6	1,448	18.3
I feel that people who have children are considered by UC Berkeley to be less committed to their jobs/careers	182	2.4	749	9.9	3,609	47.7	1096	14.5	1,934	25.5
Faculty	24	2.5	101	10.6	531	55.8	185	19.5	110	11.6
Staff	82	2.2	357	9.6	2,165	58.0	686	18.4	445	11.9
Post-docs/Trainees	11	3.7	43	14.4	167	58.0	20	6.7	57	19.1
Graduate/Professional Students	65	0.8	248	3.1	746	9.5	205	2.6	1,322	16.7
I feel that UC Berkeley provides available resources to help employees balance work-life needs, such as childcare and elder care.	340	4.5	2,449	32.5	1,274	16.9	449	6.0	3,012	40.0
Faculty	66	7.0	415	44.2	195	20.8	59	6.3	203	21.6
Staff	223	6.0	1,557	42.0	731	19.7	241	6.5	958	25.8
Post-docs/Trainees	10	3.3	65	21.7	63	21.1	33	11.0	128	42.8
Graduate/Professional Students	41	0.5	412	5.2	285	3.6	116	1.5	1,723	21.9
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	238	3.2	846	11.3	1,793	23.9	563	7.5	4,069	54.2
Faculty	48	5.1	188	19.9	258	27.2	90	9.5	363	38.3
Staff	112	3.0	455	12.3	1,198	32.3	327	8.8	1,614	43.6
Post-docs/Trainees	22	7.4	38	12.8	67	22.6	12	4.1	157	53.0
Graduate/Professional Students	56	0.7	165	2.1	270	3.4	134	1.7	1,935	24.6

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 7,507).

More than half of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (73%, $n = 5,580$) and supervisors (61%, $n = 4,671$) at UC Berkeley who gave them career advice or guidance when they need it (Table 33).

Fifty-seven percent acknowledged their supervisors provided them with resources to pursue professional development opportunities ($n = 4,354$), and 57% agreed their supervisors provided ongoing feedback to help improve their performance ($n = 4,320$). The majority of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents had adequate access to administrative support (61%, $n = 4,576$).

Ninety-three percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 6,681$) indicated the following survey item was not applicable to them: “For health sciences campus employees, my patient-care load is manageable.” Of the respondents who found that item applicable ($n = 541$), 84% of health sciences employees felt their patient-care load was manageable ($n = 454$).

Table 33. Perceptions of Support and Resources Available at UC Berkeley

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										
	1,262	16.5	3,409	44.6	1,275	16.7	570	7.5	1,122	14.7
Faculty	97	10.1	313	32.5	168	17.4	79	8.2	306	31.8
Staff	590	15.7	1,742	46.2	820	21.8	383	10.2	234	6.2
Post-docs/Trainees	82	27.3	160	53.3	40	13.3	9	3.0	9	3.0
Graduate/Professional Students	493	6.2	1194	15.1	247	3.1	99	1.3	573	7.2
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it										
	1,423	18.7	4,157	54.5	871	11.4	289	3.8	881	11.6
Faculty	146	15.2	499	51.8	118	12.3	59	6.1	141	14.6
Staff	575	15.3	2,171	57.8	598	15.9	183	4.9	231	6.1
Post-docs/Trainees	66	22.0	196	65.3	25	8.3	2	0.7	11	3.7
Graduate/Professional Students	636	8.0	1291	16.3	130	1.6	45	0.6	498	6.3
My supervisor provides me with resources to pursue professional development opportunities.										
	1,222	16.0	3,132	41.1	1,343	17.6	568	7.5	1,349	17.7
Faculty	86	9.0	235	24.6	147	15.4	75	7.9	412	43.1
Staff	646	17.2	1,725	45.9	795	21.2	370	9.8	222	5.9
Post-docs/Trainees	80	26.7	139	46.3	53	17.7	16	5.3	12	4.0
Graduate/Professional Students	410	5.2	1033	13.1	348	4.4	107	1.4	703	8.9
My supervisor provides ongoing feedback to help me improve my performance.										
	1,077	14.2	3,243	42.7	1,519	20.0	578	7.6	1,178	15.5
Faculty	70	7.4	238	25.0	193	20.3	74	7.8	377	39.6
Staff	555	14.8	1,793	47.8	878	23.4	371	9.9	152	4.1
Post-docs/Trainees	60	20.1	151	50.7	62	20.8	16	5.4	9	3.0
Graduate/Professional Students	392	5.0	1061	13.4	386	4.9	117	1.5	640	8.1
I have adequate access to administrative support.										
	885	11.7	3,691	48.8	1,410	18.7	778	10.3	794	10.5
Faculty	97	10.1	353	36.8	228	23.8	224	23.4	56	5.8
Staff	352	9.5	1927	51.9	812	21.9	413	11.1	211	5.7
Post-docs/Trainees	42	14.2	182	61.5	46	15.5	16	5.4	10	3.4
Graduate/Professional Students	394	5.0	1229	15.6	324	4.1	125	1.6	517	6.5
For health sciences campus employees, my patient-care load is manageable.										
	70	1.0	384	5.3	63	0.9	24	0.3	6,681	92.5
Faculty	<5	--	21	2.3	6	0.7	<5	--	873	96.4
Staff	26	0.8	150	4.3	33	1.0	15	0.4	3,230	93.5
Post-docs/Trainees	12	4.1	28	9.5	5	1.7	<5	--	248	84.4
Graduate/Professional Students	28	0.4	185	2.3	19	0.2	6	0.1	2330	29.6

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 7,507).

Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 18% of Staff respondents ($n = 680$) and 15% of Faculty respondents ($n = 144$)⁵⁵ reported they observed hiring practices at UC Berkeley (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

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

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/Reclassification**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	2,998	63.3	5,911	77.3	4,870	63.7
Faculty	706	72.9	807	84.0	638	66.1
Staff	2,292	60.8	2,751	73.2	2,147	57.0
Graduate/Professional						
Students	not asked	not asked	2,106	80.3	1,861	71.1
Post-Docs/Trainees	not asked	not asked	247	82.3	224	74.7
Yes	824	17.4	525	6.9	1,293	16.9
Faculty	144	14.9	54	5.6	218	22.6
Staff	680	18.0	373	9.9	876	23.2
Graduate/Professional						
Students	not asked	not asked	85	3.2	181	26.1
Post-Docs/Trainees	not asked	not asked	13	4.3	18	29.9
Don't Know	915	19.3	1,207	15.8	1,486	19.4
Faculty	118	12.2	100	10.4	109	11.3
Staff	797	21.1	635	16.9	745	19.8
Graduate/Professional						
Students	not asked	not asked	432	16.5	574	21.9
Post-Docs/Trainees	not asked	not asked	40	13.3	58	19.3

*Note: Answered by faculty and staff only ($n = 4,776$).

**Note: Answered by faculty, staff, post-doc/trainee, and graduate/professional students ($n = 7,705$).

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

Of those who believed that they had observed discriminatory hiring 28% said it was based on personal relationships ($n = 234$), 22% on ethnicity ($n = 178$), 19% on race ($n = 156$), 18% on age ($n = 152$), 14% on position ($n = 115$), and 12% on preferential rehiring ($n = 102$).

- By gender identity: Subsequent analyses indicated that 19% of women ($n = 527$), 14% of men ($n = 274$), and 33% of genderqueer respondents ($n = 12$) believed they had observed discriminatory hiring practices.⁵⁶
- By racial identity: Subsequent analyses indicated that 14% of White faculty and staff ($n = 375$), 26% of Underrepresented Minority faculty and staff ($n = 217$), 18% of Other People of Color employees ($n = 180$), and 25% of Multi-Minority employees ($n = 12$) observed unfair or unjust hiring at UC Berkeley.
- By sexual orientation: Subsequent analyses indicated that 19% of LGBTQ respondents ($n = 103$) and 17% of heterosexual respondents ($n = 639$) believed they had observed discriminatory hiring practices.
- By disability status: Subsequent analyses indicated that 26% of respondents with disabilities ($n = 199$) versus 15% of respondents without disabilities ($n = 554$) believed they had observed discriminatory hiring practices.

Seven percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 525$) 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% said they believed the discrimination was based on position ($n = 125$), 20% on age ($n = 103$), 19% on race ($n = 97$), and 18% on ethnicity ($n = 93$).

- By position: subsequent analyses indicated that 3% of Graduate Students ($n = 85$), 10% of Staff respondents ($n = 373$), 6% of Faculty respondents ($n = 54$), and 4% of Post-Docs/Trainees ($n = 13$) had observed discriminatory disciplinary actions.

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

- By gender identity: subsequent analyses indicated that 8% of women respondents ($n = 326$), 6% of men respondents ($n = 182$), and 8% of genderqueer respondents ($n = 5$) believed they had observed discriminatory practices.
- By racial identity: subsequent analyses indicated that 11% of Underrepresented Minority employees ($n = 133$), 11% of Multi-Minority employees ($n = 9$), 7% of Other People of Color employees ($n = 127$), and 6% of White employees ($n = 237$) witnessed such actions.
- By sexual orientation: subsequent analyses indicated that 8% of LGBTQ respondents ($n = 66$) and 7% of heterosexual respondents ($n = 402$) witnessed discriminatory disciplinary actions.
- By disability status: subsequent analyses indicated that 11% of respondents with disabilities ($n = 142$) witnessed this conduct compared with 6% of respondents without disabilities ($n = 334$).

Seventeen percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 1,293$) had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UC Berkeley. Subsequent analyses indicate several respondents believed it was based on personal relationships (23%, $n = 297$), UC Berkeley position (20%, $n = 261$), race (15%, $n = 190$), age (13%, $n = 165$), ethnicity (12%, $n = 160$), and gender identity (11%, $n = 143$).

- By position: subsequent analyses indicated that 7% of Graduate Students ($n = 181$), 23% of Staff respondents ($n = 876$), 23% of Faculty respondents ($n = 218$), and 6% of the Post-Docs/Trainees ($n = 18$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 19% of women ($n = 831$), 13% of men ($n = 434$), 18% of transgender respondents ($n = 3$), and 22% of genderqueer respondents ($n = 14$) witnessed discriminatory promotion/tenure/reappointment/reclassification.

- By racial identity: subsequent analyses indicated that 15% of White respondents ($n = 647$), 15% of Other People of Color respondents ($n = 283$), 24% of Underrepresented Minority respondents ($n = 291$), and 22% of Multi-Minority respondents ($n = 19$) witnessed such conduct.
- By sexual orientation: subsequent analyses indicated that 19% of LGBTQ of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 169$) and 16% of heterosexual respondents ($n = 1,009$) also witnessed such conduct.
- By disability status: subsequent analyses indicated that 24% of respondents with disabilities ($n = 312$) compared with 15% of respondents without disabilities ($n = 880$) witnessed such conduct.

Faculty Members' Views on University Policies

One survey item queried Faculty members ($n = 975$) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (70%, $n = 671$) and reasonable (75%, $n = 719$). Most felt that their service contributions were important to tenure/promotion (54%, $n = 524$). Fewer Faculty felt that their diversity-related contributions have been/will be valued for promotion or tenure (35%, $n = 338$) and 15% ($n = 140$) felt pressured to change their research agendas to achieve tenure or be promoted.

Table 35. Faculty Attitudes about Tenure and Advancement Processes

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	187	19.4	484	50.1	169	17.5	36	3.7	90	9.3
I believe that the tenure/promotion standards are reasonable.	196	20.4	523	54.5	114	11.9	23	2.4	104	10.8
I feel that my service contributions are important to tenure/promotion.	108	11.2	416	43.1	224	23.2	80	8.3	138	14.3
I feel pressured to change my research agenda to achieve tenure/promotion.	30	3.2	110	11.6	379	40.0	228	24.1	200	21.1
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	41	4.3	297	31.0	189	19.7	56	5.8	375	39.1
I believe that tenure standards/advancement standards are applied equally to all faculty.	127	13.3	402	42.1	220	23.1	91	9.5	114	11.9

Note: Table includes only faculty respondents ($n = 975$).

Fifty-five percent of all Faculty ($n = 529$) believed tenure standards and advancement standards were equally applied to all UC Berkeley faculty. Figure 50 illustrates that Underrepresented Minority Faculty, Multi-Minority Faculty, LGBTQ faculty, women faculty, and Faculty with disabilities were less likely to believe that tenure standards and advancement standards were equally applied to all UC Berkeley faculty.

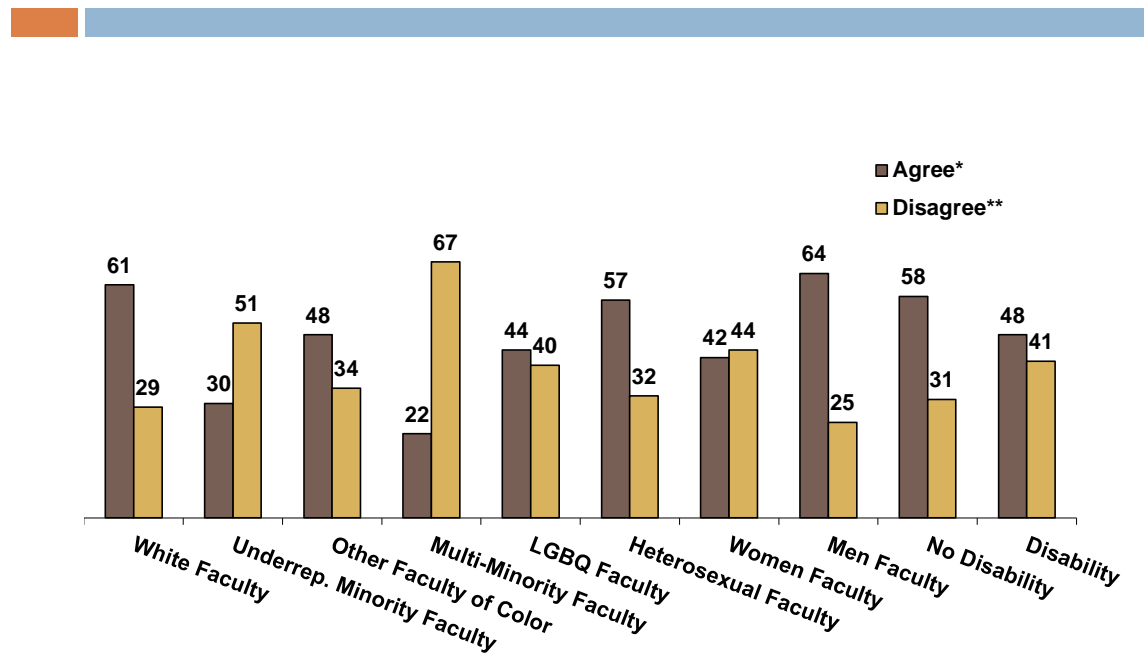


Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-three percent of Faculty ($n = 605$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Thirty-three percent ($n = 317$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-nine percent of Faculty ($n = 475$) believed they performed more work to help students than did their colleagues. Table 35 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups.⁵⁷

Table 36. Faculty Attitudes about Work-Related Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	150	15.7	455	47.6	154	16.1	67	7.0	129	13.5
White	118	17.5	335	49.6	96	14.2	41	6.1	86	12.7
Underrepresented Minority	3	4.5	28	42.4	17	25.8	9	13.6	9	13.6
Other People of Color	23	13.7	77	45.8	28	16.7	12	7.1	28	16.7
Men	115	19.6	288	49.1	76	12.9	31	5.3	77	13.1
Women	34	9.6	163	46.0	70	19.8	35	9.9	52	9.9
LGBQ	7	8.9	43	54.4	15	19.0	5	6.3	9	11.4
Heterosexual	136	16.5	394	47.9	126	15.3	58	7.1	108	13.1
No Disability	114	16.0	350	49.0	110	15.4	46	6.4	94	13.2
Disability	22	13.8	70	43.8	32	20.0	13	8.1	23	14.4
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	101	10.5	216	22.4	414	43.0	105	10.9	127	13.2
White	66	9.7	156	23.0	300	44.2	78	11.5	79	11.6
Underrepresented Minority	10	14.7	14	20.6	30	44.1	<5	--	11	16.2
Other People of Color	16	9.4	31	18.2	69	40.6	21	12.4	33	19.4
Men	46	7.8	129	21.8	262	44.3	75	12.7	79	13.4
Women	54	15.1	81	22.6	146	40.8	30	8.4	47	13.1
No Disability	73	10.2	154	21.5	315	43.9	78	10.9	97	13.5
Disability	21	12.9	42	25.8	62	38.0	18	11.0	20	12.3

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

Table 36. (cont.)

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
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.	156	16.2	319	33.2	348	36.2	41	4.3	97	10.1
White	105	15.5	217	32.0	261	38.4	31	4.6	65	9.6
Underrepresented Minority	18	26.5	24	35.3	17	25.0	1	1.5	8	11.8
Other People of Color	22	13.1	60	35.7	56	33.3	8	4.8	22	13.1
Men	82	13.9	183	31.0	226	38.3	32	5.4	67	11.4
Women	73	20.4	129	36.1	118	33.1	7	2.0	30	8.4
No Disability	114	15.9	230	32.0	269	37.5	31	4.3	74	10.3
Disability	30	18.5	59	36.4	45	27.8	9	5.6	19	11.7

Note: Table includes only faculty respondents ($n = 975$).

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 37). Ten percent of faculty members ($n = 94$) have used or would use UC Berkeley policies on stopping the tenure clock, and 14% have used university policies on taking leave for childbearing or adoption ($n = 130$). Eighteen percent have used university policies on active service-modified duties ($n = 174$). Seven percent felt that faculty members who use family-related leave policies are disadvantaged in promotion or tenure ($n = 67$), and 47% believed that perceptions about using family-related leave policies differ for men and women faculty ($n = 443$).

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

		Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
Issues		<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.											
		45	4.7	49	5.1	175	18.2	166	17.2	528	54.8
	Women	29	8.1	26	7.3	59	16.6	45	12.6	197	55.3
	Men	16	2.7	21	3.5	112	18.9	120	20.2	325	54.7
I have used university policies on taking leave for childbearing or adoption.											
		58	6.0	72	7.5	158	16.4	147	15.3	528	54.8
	Women	42	11.8	48	13.4	43	12.0	35	9.8	189	52.9
	Men	16	2.7	23	3.9	111	18.7	111	18.7	332	56.0
I have used university policies on active service-modified duties.											
		79	8.3	95	9.9	142	14.9	129	13.5	510	53.4
	Women	44	12.4	46	13.0	41	11.6	34	9.6	189	53.4
	Men	35	5.9	47	8.0	98	16.6	94	16.0	315	53.5
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.											
		22	2.3	45	4.7	398	41.9	272	28.6	214	22.5
	Women	7	2.0	23	6.6	143	41.0	83	23.8	93	26.6
	Men	15	2.6	20	3.4	249	42.3	187	31.8	117	19.9
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.											
		169	17.7	498	52.1	107	11.2	36	3.8	145	15.2
	Women	55	15.6	181	51.4	59	16.8	16	4.5	41	11.6
	Men	113	19.2	310	52.6	47	8.0	20	3.4	99	16.8
I believe that perceptions about using work-family policies differ for men and women faculty.											
		85	9.1	358	38.1	276	29.4	68	7.2	152	16.2
	Women	48	13.7	150	42.9	87	24.9	14	4.0	51	14.6
	Men	36	6.3	202	35.1	187	32.5	53	9.2	97	16.9

Note: Table includes only faculty respondents (*n* = 975).

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

Forty-six percent of Staff respondents ($n = 1,748$), 37% of Faculty respondents ($n = 362$), and 34% of Post-Docs/Trainees ($n = 101$) had seriously considered leaving UC Berkeley in the past year.

Subsequent analyses indicate that:

- By gender identity: 41% of men ($n = 845$), 45% of women ($n = 1,317$), 62% of transgender employees ($n = 8$), and 68% of genderqueer respondents ($n = 26$) had seriously considered leaving the institution.
- By racial identity: 49% of Underrepresented Minority employees ($n = 436$), 44% of White employees ($n = 1,275$), 56% of Multi-Minority employees ($n = 28$), and 37% of Other People of Color employees ($n = 400$) had seriously considered leaving UC Berkeley.
- By sexual orientation: 54% of LGBTQ employees ($n = 300$) and 43% of heterosexual respondents ($n = 1,745$) had seriously considered leaving the institution.
- By disability status: 52% of Faculty, Staff, and Post-Docs/Trainees with disabilities ($n = 422$) and 41% of employees without disabilities ($n = 1,606$) seriously considered leaving UC Berkeley.
- By citizenship status: 44% of U.S. Citizens ($n = 2,137$) and 25% of Non-U.S. Citizens⁵⁸ ($n = 51$) had seriously considered leaving.

More than 1,750 Faculty, Staff, and Post-Doc/Trainee respondents ($n = 1,755$) further elaborated on why they seriously considered leaving UC Berkeley during the past year. One employee's statement echoed a major concern of others, "The climate at the University has changed so drastically in the past few years, and as an employee I did not feel as valued." Examples of specific issues that led to employees' serious consideration of leaving UC Berkeley included, "Lack of advancement opportunities, poor pay, lack of incentives, inability to hire new staff to fill losses or build new program (desperately needed), lack of vision in leadership," "stress on the

⁵⁸ Undocumented Resident employees were too few to include in these analyses.

job,” “housing costs,” “the city is unsafe,” “low salary,” “unprofessional coworkers,” “campus slowness to change,” “job security,” “very poor management,” “outrageous mistreatment by colleagues,” “personal reasons,” “lack of leadership in management,” “impossible workload,” “budget cuts,” “quality of students has declined,” “depression,” “retirement,” “issues with department being poorly run,” “No diversity at place of work,” “dismissive and exploitative leadership,” and “uncomfortable climate.”

Furthermore, a number of employees described the lack of support provided by their supervisors, mistreatment by their supervisors, or personality conflicts with their supervisors. For example, one respondent commented, “Bullying from supervisor through use of performance evaluation score. Unsupportive supervisor and climate of being over-worked and looked down upon.” Another emphasized the failure of Operation Excellence in his or her response, “Lack of support from supervisor, excessive work load, preferential treatment of other coworkers by management, discouraging early results of Operation Excellence.” A third respondent stated he or she seriously considered leaving due to “harassment by supervisor.” A fourth individual asserted, “My supervisor is racist, sexist, and classist. He shows clear preferential treatment for white males and regularly says racist, classist, and sexist things in our office. He treats students and staff of color with disdain and disrespect.”

Many respondents elaborated on a lack of promotions, pay raises, and “opportunities for advancement” at UC Berkeley. Many employees seriously considered leaving for opportunities at other Universities (e.g., “Another opportunity presented itself at a time when my situation at Cal was in flux”). With regard to limited or no salary increases, the following comments reflect the sentiments of others: “No salary increases for many years...not even a cost of living increase. I’m losing money just working here,” “low pay - long term employee who’s worked hard and taken on many new responsibilities, but not increase in pay, no recognition of efforts, no bonus,” and “salary - lack of ability to ever see a pay raise of any substance.” Many also discussed the difficulty of getting promoted at UC Berkeley (e.g., “A change because I would like to move up in my employment to lead or supervise. Somehow 10 years of service is not enough experience?? Frustrating,” Another responded provided this detailed comment, which was similar to the sentiments of other employees:

There are few opportunities for growth or advancement here at Berkeley. I am very aware of the recent efforts to improve this (i.e. NOW conference, career informational sessions, etc.) and I have taken many steps to get involved in campus initiatives to broaden my experience and network. All of this has helped, but what would be really nice is if my department offered ways to increase my responsibilities and experience within my own job function. My department is extremely hierarchical and rigid in responsibilities. There is a clear sense that they do not want me to grow in my career.

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UC Berkeley groups. Other People of Color respondents, Underrepresented Minority respondents, and Multi-Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race. Muslim respondents were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity. 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 UC Berkeley employees had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (7%), or unfair or unjust promotion/tenure/reclassification (17%). Position or 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.

Student Perceptions of Campus Climate

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

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 507 people (4%) believed they had experienced unwanted sexual contact⁵⁹ while at UC Berkeley. Subsequent analyses indicate that of the 507 respondents, 386 were Undergraduate Students (7% of all Undergraduate Students) and 46 were Graduate/Professional Students (2% of all Graduate/Professional Students).

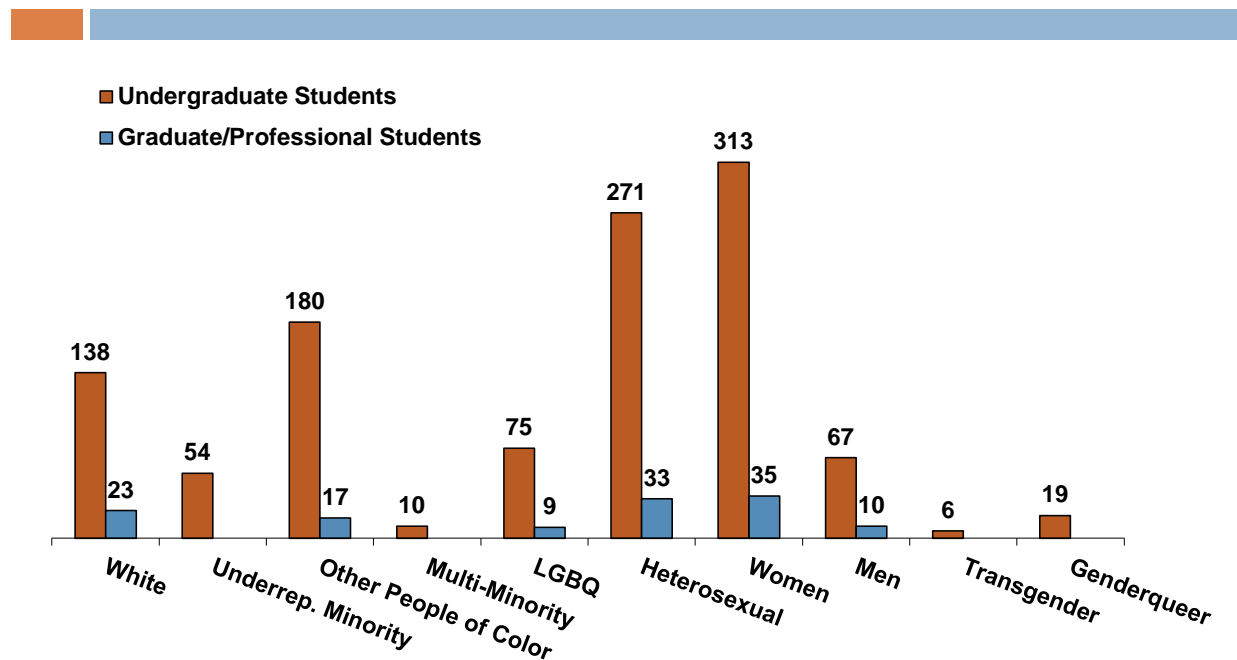
Subsequent analyses offered in Figure 51 illustrate that for Undergraduate Students:

- By gender identity: 10% of Women Undergraduates ($n = 313$), 3% of Men Undergraduates ($n = 67$), 22% of Transgender Undergraduates ($n = 6$), and 23% of Genderqueer Undergraduates ($n = 19$) experienced unwanted sexual contact.
- By racial identity: 10% of White Undergraduate Students ($n = 138$), 7% of Underrepresented Minorities ($n = 54$), 6% of Other People of Color ($n = 180$), and 9% of Multi-Minority Undergraduates ($n = 10$) experienced unwanted sexual contact.
- By sexual orientation: 14% of LGBTQ Undergraduate Students ($n = 75$) and 6% of heterosexual Undergraduate Students ($n = 271$) experienced unwanted sexual contact.

⁵⁹ 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.”

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

- By gender identity: 3% of Women Graduate/Professional Students ($n = 35$), 1% of Men Graduate/Professional Students ($n = 10$), and no Transgender Graduate/Professional Students experienced unwanted sexual contact.
- By racial identity: 2% of White Graduate/Professional Students ($n = 23$) and 2% of Other People of Color ($n = 17$) experienced unwanted sexual contact.
- By sexual orientation: 3% of LGBTQ Graduate/Professional Students ($n = 9$), and 2% of heterosexual Graduate/Professional Students ($n = 33$) experienced unwanted sexual contact.



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

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

Students' Academic Experiences

The survey asked Students, Trainees, and Post-Docs ($n = 8,236$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive.

Seventy-seven percent ($n = 6,360$) reported many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UC Berkeley (76%, $n = 6,198$). Additionally, the majority of Students, Trainees, and Post-Docs reported their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%, $n = 6,483$) and that their interest in ideas and intellectual matters has increased since coming to UC Berkeley (77%, $n = 6,349$).

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

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Many of my courses this year have been intellectually stimulating.	2,378	28.9	3,982	48.5	737	9.0	313	3.8	60	0.7
Undergraduate Students	1,634	30.8	2,890	54.5	502	9.5	220	4.2	37	0.7
Graduate/Professional Students	732	27.9	1,070	40.8	221	8.4	92	3.5	23	0.9
I am satisfied with the extent of my intellectual development since enrolling at UC Berkeley.	2,330	28.4	3,868	47.2	1,161	14.2	630	7.7	126	1.5
Undergraduate Students	1,418	26.9	2,507	47.5	840	15.9	414	7.8	81	1.5
Graduate/Professional Students	849	32.4	1,233	47.1	287	11.0	202	7.7	45	1.7
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	2,496	30.5	3,987	48.7	1,095	13.4	414	5.1	135	1.6
Undergraduate Students	1,481	59.3	2,627	65.9	782	71.4	286	69.1	97	71.9
Graduate/Professional Students	933	35.8	1,229	47.2	286	11.0	118	4.5	35	1.3
My interest in ideas and intellectual matters has increased since coming to UC Berkeley.	2,789	34.0	3,560	43.4	1,183	14.4	485	5.9	138	1.7
Undergraduate Students	1,814	34.3	2,396	45.4	706	13.4	275	5.2	79	1.5
Graduate/Professional Students	901	34.3	1,047	39.9	416	15.9	194	7.4	57	2.2

Note: Table includes students, trainees, and postdocs only ($n = 8,236$). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B.

The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UC Berkeley (72%, $n = 5,916$). Figure 52 illustrates the percentage of all Students who “strongly agreed”/ “agreed” that they were satisfied with their academic experiences at UC

Berkeley. With regard to race, White respondents (79%, $n = 2,186$) were more satisfied than Underrepresented Minority respondents (70%, $n = 767$), Other People of Color respondents (69%, $n = 2,610$), or Multi-Minority respondents (71%, $n = 104$). With regard to gender, 74% of men ($n = 2,402$), 71% of women ($n = 3,268$), 63% of transgender respondents ($n = 20$) and 70% of genderqueer respondents ($n = 76$) were satisfied with their academic experiences. Seventy-six percent of respondents without disabilities ($n = 4,244$) and 62% of respondents with disabilities ($n = 992$) were satisfied with their academic experiences. A higher percentage of Not First Generation respondents (75%, $n = 4,563$) than First Generation respondents (64%, $n = 1,148$) were satisfied with their academic experiences. Non U.S. Citizens (78%, $n = 659$) and U.S. Citizens (72%, $n = 5,030$) were more satisfied with their academic experiences than were Undocumented Residents (44%, $n = 16$).

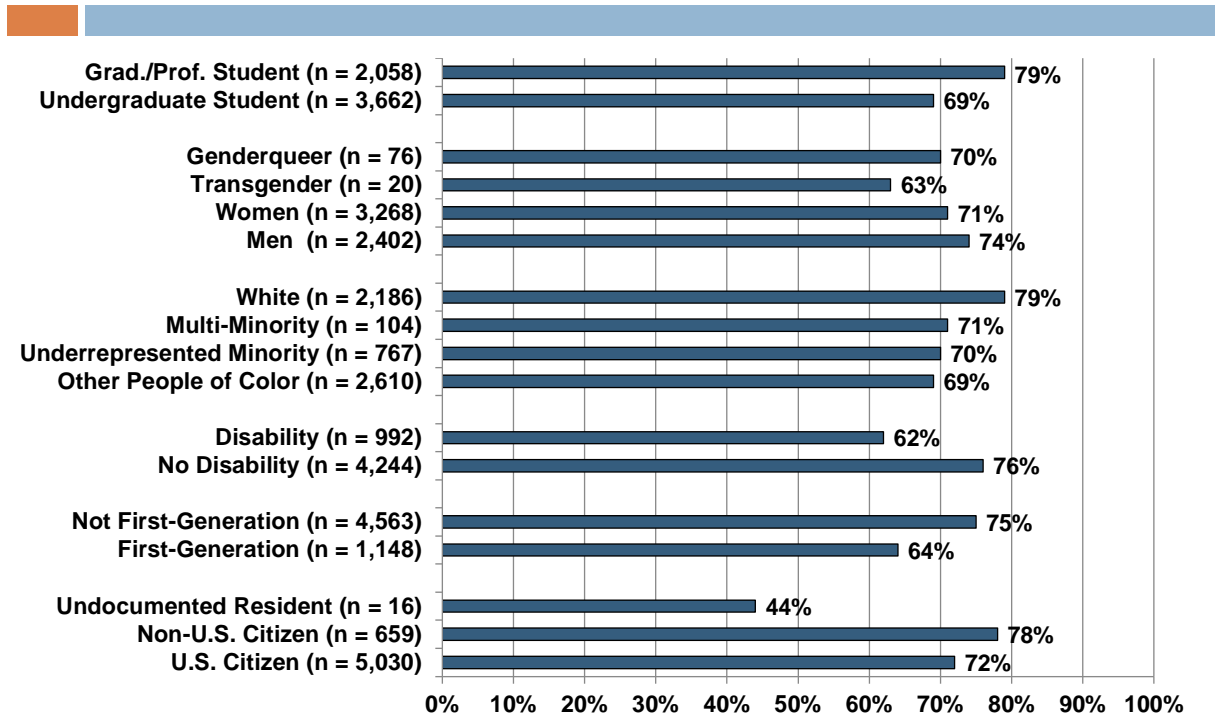


Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UC Berkeley by Selected Demographics (%)

Table 39 illustrates other questions regarding Students, Trainees, and Post-Docs thoughts about their academic experiences by race, gender, disability, citizenship, first-generation status, and socioeconomic status. Sixty-two percent of Students, Trainees, and Post-Docs ($n = 5,072$) reported they were performing up to their full academic potential. Almost half of all Student, Trainee, and Post-Doc respondents reported they performed academically as well as they had anticipated they would (49%, $n = 4,021$).

Table 39. Student, Trainee, and Post-Doc Respondents' Academic Experiences at UC Berkeley

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.	1,275	15.5	3,797	46.2	1,419	17.3	1,401	17.0	277	3.4
White	561	18.9	1,484	50.0	433	14.6	393	13.2	70	2.4
Underrepresented Minority	167	14.8	472	41.7	200	17.7	240	21.2	46	4.1
Other People of Color	509	13.1	1,737	44.7	750	19.3	717	18.5	148	3.8
Multi-Minority	26	17.6	59	39.9	22	14.9	36	24.3	5	3.4
Men	550	16.1	1,579	46.3	574	16.8	554	16.3	122	3.6
Women	714	15.1	2,180	46.1	828	17.5	828	17.5	151	3.2
Transgender	7	21.9	11	34.4	8	25.0	5	15.6	<5	--
Genderqueer	17	15.6	38	34.9	21	19.3	24	22.0	9	8.3
No Disability	970	16.5	2,838	48.2	1,013	17.2	883	15.0	133	2.3
Disability	193	12.0	627	39.1	270	16.8	385	24.0	123	7.7
First-Generation	245	13.1	772	41.4	364	19.5	392	21.0	77	4.1
Not First Generation	1,026	16.2	3,016	47.6	1,051	16.6	1,006	15.9	199	3.1
Undergraduate Students	712	13.4	2,304	43.5	1,014	19.1	1,047	19.8	212	4.0
Graduate/Professional Students	512	19.5	1,354	51.6	362	13.8	329	12.5	63	2.4
I have performed academically as well as I anticipated I would.	1,177	14.4	2,844	34.7	1,706	20.8	1,746	21.3	631	7.7
White	600	20.3	1,201	40.5	545	18.4	452	15.3	118	4.0
Underrepresented Minority	154	13.7	340	30.2	231	20.5	277	24.6	112	10.0
Other People of Color	390	10.1	1,225	31.7	878	22.7	963	24.9	379	9.8
Multi-Minority	20	13.7	45	30.8	31	21.2	37	25.3	13	8.9
Men	527	15.5	1,275	37.5	698	20.5	627	18.4	232	6.8
Women	638	13.6	1,547	32.9	985	21.0	1,095	23.3	390	8.3
Transgender	8	25.0	5	15.6	7	21.9	9	28.1	<5	--
Genderqueer	19	17.4	29	26.6	22	20.2	26	23.9	13	11.9
No Disability	880	15.0	2,172	37.1	1,235	21.1	1,137	19.4	369	6.3
Disability	190	11.9	437	27.3	314	19.6	439	27.5	203	12.7
U.S. Citizen	1,033	14.4	2,426	33.9	1,459	20.4	1,580	22.1	584	8.2
Non-U.S. Citizen	138	14.1	400	40.9	231	23.6	152	15.5	40	4.1
Undocumented Resident	<5	--	9	25.0	9	25.0	9	25.0	<5	--
First-Generation	197	10.6	561	30.2	402	21.6	481	25.9	198	10.7
Not First Generation	977	15.5	2,279	36.1	1,295	20.5	1,264	20.0	430	6.8
Low Income	549	15.4	1,278	35.8	723	20.3	736	20.6	270	7.6
Not Low Income	554	13.7	1,360	33.6	852	21.1	924	22.9	339	8.4
Undergraduate Students	592	11.2	1,545	29.3	1,165	22.1	1,405	26.6	554	10.5
Graduate/Professional Students	549	21.0	1,183	45.3	486	18.6	315	12.1	75	2.9

Note: Table includes students, trainees, and postdocs only (*n* = 8,236). Respondents were allowed to check "Not Applicable." Those responses are available in Appendix B.

Ninety-six percent ($n = 5,089$) of all Undergraduate Students and 95% ($n = 2,492$) of all Graduate/Professional Students indicated that they intended to graduate from UC Berkeley. Subsequent analyses presented in Table 40 offers an examination of Undergraduate Students' intent to graduate from UC Berkeley ("I intend to graduate from UC Berkeley") by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race "strongly agreed" or "agreed" that they intended to graduate from UC Berkeley (White, 97%, $n = 1,396$; Underrepresented Minorities, 97%, $n = 720$; Other People of Color, 97%, $n = 2,822$; Multi-Minority, 96%, $n = 105$).
- By gender identity, the majority of Undergraduate Students regardless of gender "strongly agreed" or "agreed" that they intended to graduate from UC Berkeley (men, 97%, $n = 1,981$; women, 97%, $n = 3,049$; transgender, 93%, $n = 25$; genderqueer, 95%, $n = 77$).
- By socioeconomic status, 96% of Low Income Undergraduate Students ($n = 1,697$) and 97% of Not Low Income Undergraduate Students ($n = 3,191$) "strongly agreed" or "agreed" that they intended to graduate from UC Berkeley.
- By generational status, 96% of First Generation Undergraduate Students ($n = 1,327$) and 97% of Not First Generation Students ($n = 3,751$) "strongly agreed" or "agreed" that they intended to graduate from UC Berkeley.
- By citizenship status, U.S. Citizen Undergraduate Students (97%, $n = 4,713$) and Undocumented Resident Undergraduate Students (97%, $n = 34$) were more likely to "strongly agree" or "agree" that they intended to graduate from UC Berkeley than were Non-U.S. Citizen Undergraduate Students (88%, $n = 325$).

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

		Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Race											
	White	1,164	80.8	232	16.1	22	1.5	<5	--	<5	--
	Underrepresented Minority	597	80.3	123	16.6	21	2.8	<5	--	<5	--
	Other People of Color	2,137	73.2	685	23.5	71	2.4	11	0.4	<5	--
	Multi-Minority	85	78.0	20	18.3	<5	--	<5	--	<5	--
Gender											
	Men	1,552	75.6	429	20.9	49	2.4	5	0.2	<5	--
	Women	2,425	77.2	624	19.9	66	2.7	9	0.3	<5	--
	Transgender	19	70.4	6	22.2	<5	--	<5	--	<5	--
	Genderqueer	64	79.0	13	16.0	<5	--	<5	--	<5	--
SES											
	Low Income	1,317	74.6	380	21.5	49	2.8	8	0.5	<5	--
	Not Low Income	2,548	77.6	643	19.6	63	1.9	6	0.2	<5	--
First Generation Status											
	First Generation	1,044	75.5	283	20.5	41	3.0	6	0.4	<5	--
	Not First Generation	2,965	76.7	786	20.3	78	2.0	9	0.2	<5	--
Citizenship											
	U.S. Citizen	3,769	77.9	944	19.5	106	2.2	10	0.2	<5	--
	Non-U.S. Citizen	210	57.1	115	31.3	14	3.8	5	1.4	<5	--
	Undocumented Resident	29	82.9	5	14.3	<5	--	<5	--	<5	--

Note: Table reports Undergraduate Student responses only (*n* = 5,307).

Students’ Perceptions of Campus Climate

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

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	2,502	34.7	3,543	49.1	158	2.2	12	0.2	1,003	13.9
Physical health issues	2,601	36.2	3,598	50.0	88	1.2	7	0.1	901	12.5
Female	3,011	41.8	3,574	49.6	75	1.0	7	0.1	538	7.5
Religious affiliations other than Christian	2,644	36.7	3,568	49.6	233	3.2	32	0.4	723	10.0
Christian affiliations	2,326	32.4	3,472	48.3	532	7.4	117	1.6	736	10.2
Gay, lesbian, bisexual, transgender	3,254	45.2	3,254	45.2	104	1.4	12	0.2	574	8.0
Immigrants	2,766	38.4	3,568	49.6	157	2.2	14	0.2	691	9.6
International students, staff, or faculty	2,830	39.4	3,575	49.8	94	1.3	5	0.1	678	9.4
Learning disabled	2,586	36.1	3,525	49.2	166	2.3	22	0.3	872	12.2
Male	2,987	41.6	3,510	48.8	104	1.4	14	0.2	573	8.0
Non-native English speakers	2,595	36.2	3,618	50.4	237	3.3	24	0.3	704	9.8
Parents/guardians	2,550	35.6	3,567	49.7	116	1.6	11	0.2	926	12.9
People of color	2,877	40.0	3,562	49.5	142	2.0	18	0.3	598	8.3
Providing care for adults who are disabled and/or elderly	2,494	34.8	3,433	47.9	88	1.2	14	0.2	1,137	15.9
Physical disability	2,679	37.4	3,542	49.4	113	1.6	17	0.2	812	11.3
Socioeconomically disadvantaged	2,772	38.6	3,508	48.8	190	2.6	37	0.5	676	9.4
Socioeconomically advantaged	2,644	36.8	3,514	48.9	251	3.5	54	0.8	720	10.0
Transgender	2,741	38.2	3,395	47.4	169	2.4	32	0.4	830	11.6
Veterans/active military	2,544	35.5	3,345	46.7	280	3.9	61	0.9	938	13.1

Note: Table reports student responses only (*n* = 7,936).

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

Subsequent analyses examining Student responses by selected demographics indicate that:

- By gender identity, 76% of women students ($n = 3,422$), 77% of men students ($n = 2,455$), 59% of transgender students ($n = 19$), and 58% of genderqueer students ($n = 61$) found that the classroom climate was welcoming based on gender identity.
- By racial identity, 76% of Other People of Color students ($n = 2,832$), 65% of Underrepresented Minority students ($n = 710$), 74% of Multi-Minority students ($n = 103$), and 79% of White students ($n = 2,142$) found the classroom climate welcoming based on race.
- By sexual orientation, 75% of LGBTQ students ($n = 608$) and 79% of heterosexual students ($n = 5,065$) found that the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 67% of Christian students ($n = 1,246$), 67% of Muslim students ($n = 93$), 68% of Jewish students ($n = 137$), 72% of students with Other Religious/Spiritual Affiliations ($n = 409$), 71% of students with No Affiliation ($n = 2,913$), and 70% of students with Multiple Affiliations ($n = 439$) found that the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 66% of Low Income students ($n = 2,310$) and 75% of Not Low Income students ($n = 2,966$) found that the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, 78% of Far Left/Liberal students ($n = 2,778$) and 47% of Conservative/Far Right students ($n = 190$) found that the classroom climate was welcoming based on political views.

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

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	2,181	24.9	4,711	53.8	779	8.9	158	1.8	931	10.6
Ancestry	2,311	26.5	4,387	50.3	650	7.4	145	1.7	1,233	14.1
Country of origin	2,282	26.2	4,581	52.6	727	8.3	145	1.7	978	11.2
English language proficiency/ accent	1,742	20.0	4,418	50.6	1,487	17.0	248	2.8	828	9.5
Ethnicity	2,255	25.9	4,622	53.2	804	9.2	200	2.3	815	9.4
Gender identity	2,282	26.2	4,344	49.9	758	8.7	156	1.8	1,171	13.4
Gender expression	2,177	25.0	4,235	48.7	840	9.7	171	2.0	1,274	14.6
Immigrant/citizen status	2,151	24.7	4,283	49.3	796	9.2	186	2.1	1,276	14.7
International Status	2,395	27.6	4,362	50.2	680	7.8	164	1.9	1,085	12.5
Learning disability	1,916	22.1	4,005	46.1	923	10.6	236	2.7	1,606	18.5
Marital status	2,275	26.2	3,977	45.7	583	6.7	152	1.7	1,711	19.7
Medical conditions	1,938	22.4	4,018	46.5	690	8.0	176	2.0	1,817	21.0
Military/veteran status	1,961	22.6	3,358	38.7	548	6.3	125	1.4	2,696	31.0
Parental status (e.g., having children)	1,770	20.4	3,633	41.8	831	9.6	193	2.2	2,256	26.0
Participation in an campus club/organization	2,510	28.9	4,087	47.1	507	5.8	127	1.5	1,446	16.7
Psychological condition	1,556	17.9	3,523	40.6	1,027	11.8	226	2.6	2,337	27.0
Physical characteristics	1,862	21.5	4,271	49.3	810	9.3	191	2.2	1,530	17.7
Physical disability	1,950	22.5	4,114	47.5	811	9.4	174	2.0	1,603	18.5
Political views	1,585	18.3	3,960	45.6	1,623	18.7	422	4.9	1,086	12.5
Race	2,137	24.7	4,408	50.8	917	10.6	272	3.1	935	10.8
Religious/spiritual views	1,729	19.9	4,297	49.6	1,145	13.2	281	3.2	1,216	14.0
Sexual orientation	2,368	27.3	4,376	50.5	611	7.1	153	1.8	1,153	13.3
Socioeconomic status	1,861	21.5	4,243	49.1	1,137	13.2	324	3.7	1,078	12.5

Note: Table includes faculty and student respondents only (*n* = 8,911).

One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC Berkeley (Table 43). Seventy-six percent of Students, Trainees, and Post-Docs felt valued by faculty in the classroom ($n = 6,186$), and 74% felt valued by other students in the classroom ($n = 6,010$). Students, Trainees, and Post-Docs found that UC Berkeley faculty (68%, $n = 5,521$), staff (69%, $n = 5,608$), and administrators (52%, $n = 4,230$) were genuinely concerned with their welfare. Thirty-seven percent found that faculty pre-judged their abilities based on their perception of students' identities/backgrounds ($n = 3,000$). Seventy-eight percent of Students, Trainees, and Post-Docs had faculty they perceived as role models ($n = 6,357$), and 54% had staff they perceived as role models ($n = 4,407$). Eighty-two percent had opportunities for academic success that were similar to those of their classmates ($n = 6,628$).

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	1,490	18.2	4,696	57.5	1,266	15.5	255	3.1	461	5.6
I feel valued by other students in the classroom	1,386	17.0	4,624	56.7	1,374	16.9	227	2.8	541	6.6
I think UC Berkeley faculty are genuinely concerned with my welfare	1,463	18.0	4,058	49.8	1,598	19.6	426	5.2	600	7.4
I think UC Berkeley staff are genuinely concerned with my welfare	1,455	17.9	4,153	51.0	1,414	17.4	366	4.5	759	9.3
I think administrators are genuinely concerned about my welfare.	982	12.1	3,248	40.1	1,975	24.4	810	10.0	1,083	13.4
I think faculty pre-judge my abilities based on perceived identity/background	662	8.2	2,338	28.8	3,023	37.2	940	11.6	1,154	14.2
I believe the campus climate encourages free and open discussion of difficult topics	1,939	23.8	4,496	55.2	1,113	13.7	280	3.4	317	3.9
I have faculty who I perceive as role models	2,321	28.5	4,036	49.5	1,127	13.8	195	2.4	473	5.8
I have staff who I perceive as role models	1,297	15.9	3,110	38.2	2,146	26.4	303	3.7	1,282	15.8
I have administrators who I perceive as role models	809	10.0	2,064	25.5	2,783	34.4	726	9.0	1,710	21.1
I don't see enough faculty/staff with whom I identify	1,089	13.5	2,743	33.9	2,928	36.2	623	7.7	706	8.7
I have opportunities for academic success that are similar to those of my classmates	1,865	22.9	4,763	58.6	862	10.6	237	2.9	401	4.9

Note: Table reports student, trainee, and post-doc responses only (*n* = 8,236).

Forty-seven percent of Students, Trainees, and Post-Docs ($n = 3,832$) don't see enough faculty/staff with whom they identified. Fifty-nine percent of transgender respondents ($n = 19$), 58% percent of Genderqueer Students, Trainees, and Post-Docs ($n = 64$) and 55% of LGBTQ Students, Trainees, and Post-Docs ($n = 461$) did not see enough faculty and staff with whom they identified (Figure 53).

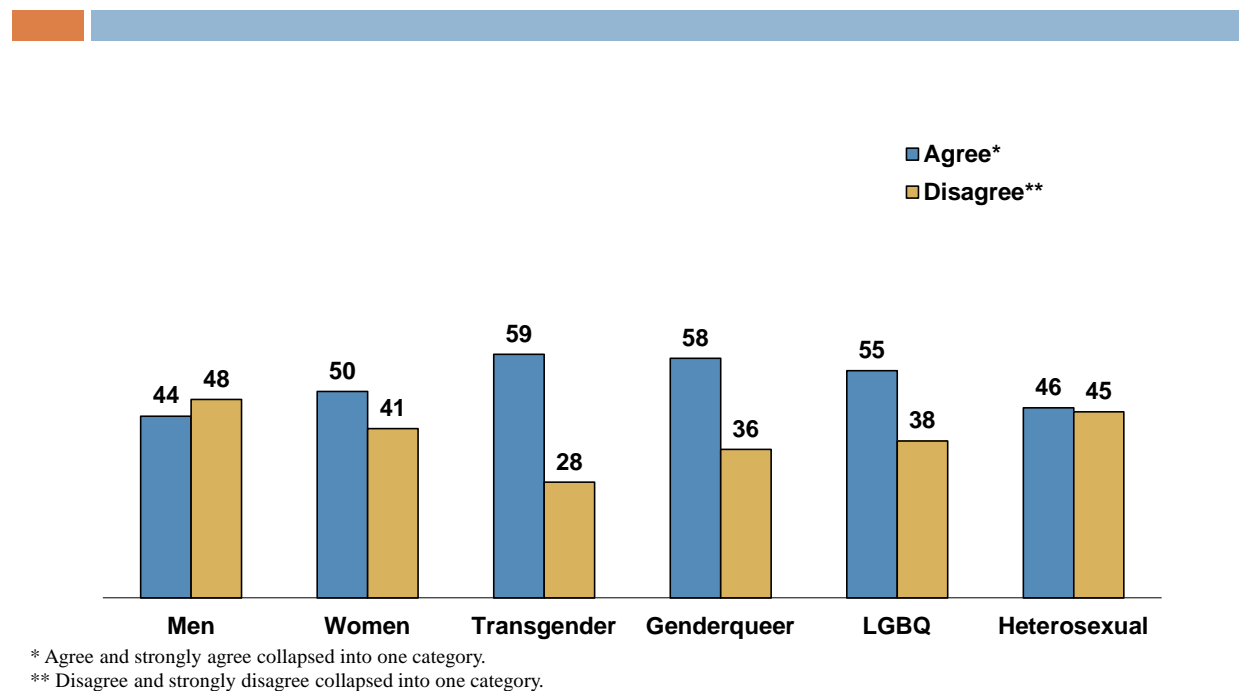


Figure 53. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Sixty percent of Underrepresented Minority Students, Trainees, and Post-Docs ($n = 663$) did not see enough faculty and staff with whom they identified (Figure 54).

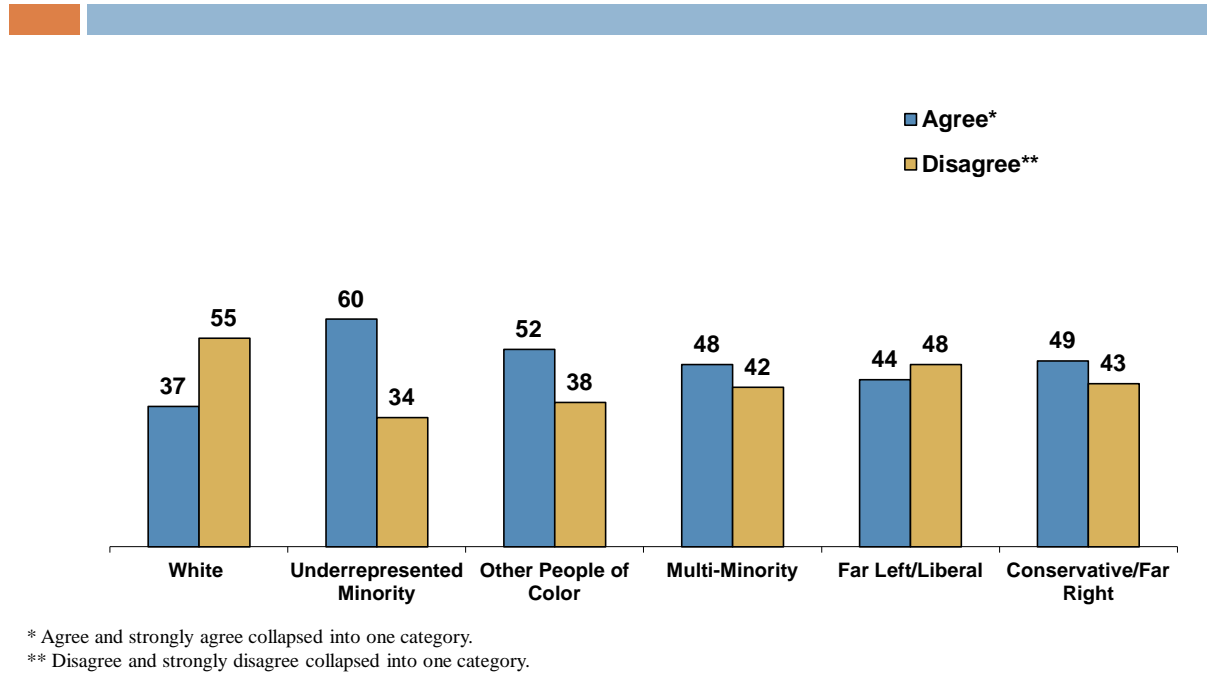


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Jewish respondents (38%, $n = 83$) were less likely to agree that they did not see enough faculty and staff with whom they identified (Figure 55).

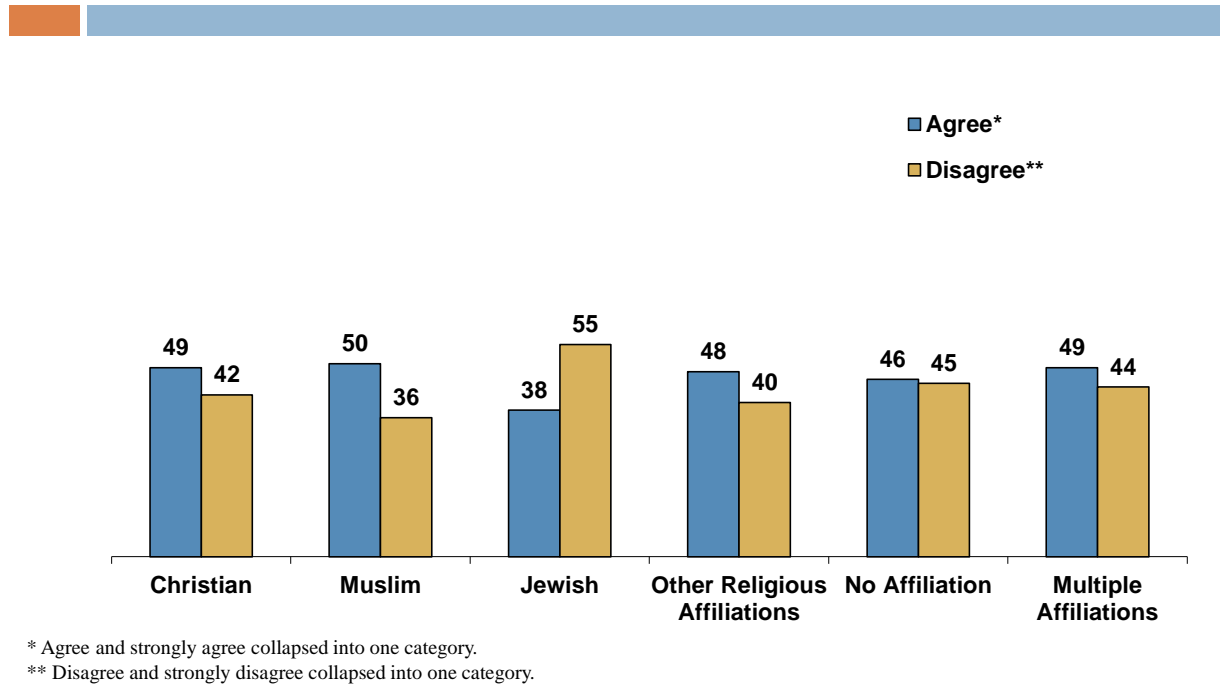


Figure 55. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation (%)

Students Who Have Seriously Considered Leaving UC Berkeley

Twenty-eight percent of all respondents ($n = 3,664$) had seriously considered leaving UC Berkeley in the past year. With regard to student respondents, 17% of Undergraduate Students ($n = 921$) and 20% of Graduate/Professional Students ($n = 532$) had seriously considered leaving UC Berkeley.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 19% of women ($n = 588$), 15% of men ($n = 309$), 33% of transgender Undergraduate Students ($n = 9$), and 26% of genderqueer Undergraduate Students ($n = 21$) had seriously considered leaving UC Berkeley.
- By racial identity, 16% of White Undergraduate Students ($n = 237$), 16% of Other People of Color Undergraduate Students ($n = 476$), 22% of Underrepresented Minority Undergraduate Students ($n = 169$), and 24% of Multi-Minority Undergraduate Students ($n = 26$) had seriously considered leaving UC Berkeley.
- By sexual orientation, 22% of LGBTQ Undergraduate Students ($n = 116$) and 16% of heterosexual Undergraduate Students ($n = 706$) had seriously considered leaving UC Berkeley.
- By generational status, 21% of First-Generation Undergraduate Students ($n = 294$) and 16% of Undergraduate Students who were not considered first-generation ($n = 625$) had seriously considered leaving UC Berkeley.
- By citizenship status, 17% of U.S. Citizens ($n = 849$), 17% of Non-U.S. Citizens ($n = 64$), and 14% of Undocumented Residents ($n = 5$) had seriously considered leaving UC Berkeley.
- By socioeconomic status, 22% of Low Income Undergraduate Students ($n = 383$) and 15% of Not Low Income Undergraduate Students ($n = 509$) had seriously considered leaving UC Berkeley.
- By disability status, 14% of Undergraduate Students without disabilities ($n = 519$) and 28% of Undergraduate Students with disabilities ($n = 303$) had seriously considered leaving UC Berkeley.

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

- By gender identity, 23% of women ($n = 326$), 17% of men ($n = 197$), and 44% of genderqueer Graduate/Professional Students ($n = 12$) had seriously considered leaving UC Berkeley.
- By racial identity, 21% of White Graduate/Professional Students ($n = 276$), 17% of Other People of Color Graduate/Professional Students ($n = 142$), 25% of Underrepresented Minority Graduate/Professional Students ($n = 89$), and 30% of Multi-Minority Graduate/Professional Students ($n = 41$) had seriously considered leaving UC Berkeley.
- By sexual orientation, 28% of LGBTQ Graduate/Professional Students ($n = 87$) and 19% of heterosexual Graduate/Professional Students ($n = 414$) had seriously considered leaving UC Berkeley.
- By generational status, 20% of First-Generation Graduate/Professional Students ($n = 80$) and 20% of Graduate/Professional Students who were not considered first-generation ($n = 450$) had seriously considered leaving UC Berkeley.
- By citizenship status, 22% of U.S. Citizens ($n = 463$), 14% of Non-U.S. Citizens ($n = 65$), and no Undocumented Residents had seriously considered leaving UC Berkeley.
- By socioeconomic status, 22% of Low Income Graduate/Professional Students ($n = 394$) and 16% of Not Low Income Graduate/Professional Students ($n = 118$) had seriously considered leaving UC Berkeley.
- By disability status, 16% of Graduate/Professional Students without disabilities ($n = 313$) and 34% of Graduate/Professional Students with disabilities ($n = 176$) had seriously considered leaving UC Berkeley.

Students were invited to elaborate on why they seriously considered leaving UC Berkeley. More than 3,300 students ($n = 3,321$) provided additional comments. Several students indicated they considered leaving because the cost of tuition was “too expensive as a private institution,” particularly for out of state students. One student commented, “I’m an out-of-state student whose debt has been increasing to absurd amounts during my time here, despite financial aid.” Another student expressed frustrations, “Rising tuition, terrible environment, expensive living expense and horrible classroom environment. Professors don’t even care about students. TAs are lacking

of knowledge. I don't want to pay more than CSUs' tuition just to learn from Teaching Assistant.”

Many students elaborated on the competitive nature of the campus climate, “The first semester was intense, lots of competition and lots of expectations,” “The people here are too competitive and no one is friendly,” and “Academic stress”. “I didn't feel like I was smart enough to be here and I couldn't find support.”

Other students discussed how the large size of the classes and the limited interaction with faculty during class contribute to Berkeley feeling “unsupportive” and “impersonal.” For example, one student stated, “I felt that Berkeley was unable to give me individual attention to help me both academically and professionally. I considered transferring to Stanford because of their smaller class sizes and their greater effort to help their students achieve.” Other representative comments included, “I do not enjoy the large class sizes and the impersonal teaching. The only time I have time to talk to professors is over email and after class,” and “In the classes for my major, I couldn't relate to my classmates and the classroom environment for the large classes was definitely lonely and I didn't feel like I had the support that I needed.” This student’s comment echoed the sentiments of many others,

“UC Berkeley offers an impersonal experience. Class sizes are clearly not a priority for the university. This is harmful to more shy students such as myself who don't want to make a "dumb" comment in a large auditorium. Also students compete not collaborate due to curves in especially pre Haas and Haas.”

A number of students felt “homesick” and missed family and friends (e.g., “The usual homesickness since this is not the state I call home”). Several students had difficulty developing meaningful relationships with peers at UC Berkeley, and described feeling “alone” and “lonely.” One such student said, “Hadn't made really good friends first year, was not enjoying myself, was not in a good living situation” and “I had a hard time making friends when I got here and I didn't feel like I was adequately prepared for the short two year time period I would have here.”

One student commented on his or her experiences, reflecting many of the aforementioned themes:

The student atmosphere is not what I expected from a college. The academic stress is too much in regards to expectations of a Berkeley student versus what is possible with the grading curves and academic rigor. The students are often pompous and stuck up, flaunting not only their endeavors, but their wealth. This all comes at too high a cost for low income, struggling, average students who work hard for grades no one else values.

Summary

By and large, students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UC Berkeley in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UC Berkeley faculty and staff were genuinely concerned with their welfare. Eighteen percent of all students ($n = 1,453$) had seriously considered leaving UC Berkeley, while 96% of all students ($n = 7,581$) intended to graduate from UC Berkeley.

Institutional Actions

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 44 affected the climate at UC Berkeley. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents (21% - 57%) chose the “Don’t Know” response for the items in this survey question.

Less than half of all Faculty, Staff, Post-Docs, and Trainees reported providing flexibility for promotion for faculty (35%, $n = 1,563$), providing flexibility for computing the probationary period for tenure (37%, $n = 1,631$) and providing recognition and rewards for including diversity issues in courses across the curriculum (40%, $n = 1,762$) positively affected the campus climate (Table 44). Sixty-one percent of employees ($n = 2,715$) thought providing access to counseling to those who experienced exclusionary conduct positively affected the climate at UC Berkeley. Some also thought that diversity training for staff (57%, $n = 2,556$), faculty (47%, $n = 2,078$), and students (47%, $n = 2,069$) positively affected the climate. Less than half of respondents thought including diversity-related professional experiences as one of the criteria for hiring of staff/faculty (41%, $n = 1,814$) positively affected the climate.

A number of respondents felt mentorship for new faculty (50%, $n = 2,211$) and staff (63%, $n = 2,787$) positively influenced the climate. Forty-seven percent of respondents ($n = 2,062$) felt providing diversity and equity training to search and tenure committees positively affected the climate. The majority of respondents reported increasing the diversity of the faculty (59%, $n = 2,572$), the staff (61%, $n = 2,682$), the administration (62%, $n = 2,734$), and the student body (62%, $n = 2,684$) positively affected the climate.

Sixty percent of employees ($n = 2,615$) thought providing back-up family care positively affected the campus climate at UC Berkeley, and 55% thought providing lactation accommodations on campus ($n = 2,384$) positively affected UC Berkeley. Seventy-six percent of respondents ($n = 3,319$) thought providing career development opportunities for staff positively influenced the climate. More than half thought increasing funding to support efforts to change campus climate positively affected the climate at UC Berkeley (43%, $n = 1,863$).

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

Initiatives	Not Currently Available at UC Berkeley		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for promotion for faculty	137	3.0	1,426	31.7	144	3.2	101	2.2
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	64	1.4	1,567	35.1	178	4.0	51	1.1
Providing recognition and rewards for including diversity issues in courses across the curriculum	103	2.3	1,659	37.4	303	6.8	100	2.3
Providing diversity training for staff	141	3.2	2,415	54.0	571	12.8	89	2.0
Providing diversity training for faculty	132	3.0	1,946	43.7	446	10.0	81	1.8
Providing diversity training for students	89	2.0	1,980	44.8	346	7.8	64	1.4
Providing access to counseling for people who have experienced harassment	80	1.8	2,635	59.4	170	3.8	34	0.8
Providing mentorship for new faculty	114	2.6	2,097	47.5	146	3.3	26	0.6
Providing mentorship for new staff	353	8.0	2,434	54.9	239	5.4	61	1.4
Providing a clear and fair process to resolve conflicts	268	6.1	2,609	59.1	208	4.7	96	2.2
Increasing funding to support efforts to change UC Berkeley climate	223	5.1	1,863	42.6	392	9.0	113	2.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	161	3.7	1,653	37.9	485	11.1	363	8.3
Providing diversity and equity training to search and tenure committees	139	3.2	1,923	44.2	390	9.0	147	3.4
Increasing the diversity of the faculty	87	2.0	2,572	58.7	333	7.6	74	1.7

Table 44 (cont.)

Initiatives	Not Currently Available at UC Berkeley		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing the diversity of the staff	89	2.0	2,593	59.3	517	11.8	82	1.9
Increasing the diversity of the administration	148	3.4	2,586	59.0	419	9.6	82	1.9
Increasing the diversity of the student body	82	1.9	2,602	59.8	387	8.9	80	1.8
Providing back-up family care	273	6.2	2,342	53.5	193	4.4	34	0.8
Providing lactation accommodations	134	3.1	2,250	51.8	244	5.6	26	0.6
Providing career development opportunities for staff	194	4.4	3,125	71.1	166	3.8	50	1.1

Note: Table reports faculty, staff, post-doc, and trainee responses only ($n = 5,076$). See Appendix B for “Don’t Know” responses.

More than 450 respondents ($n = 458$) provided additional commentary regarding institutional actions at UC Berkeley. A number of people commented that they don't think they “have enough breadth of experience to comment on most of this,” and they “...genuinely don't know how much they [the initiatives] help or not.” Some commented on the questions themselves and provided comments such as, “Are these hypotheticals or actuals? Poorly worded question” and “I don't understand the format of the questions on this page.”

Many respondents elaborated on the lack of staff development opportunities or the lack of time to attend such opportunities (e.g., career development is available...finding time is another issue). Additional comments included, “Career development opportunities for staff may be offered, but not valued by our supervisors if they require time away from our desks to attend. This should be built into expectations of our work” and “I would like to see more career development opportunities for staff with clearer pathways to move up in position and for promotion.” Those respondents who commented along these lines suggested that increasing opportunities would “be wonderful” and would improve the UC Berkeley climate.

Several respondents also expressed concern over UC Berkeley’s strong emphasis on diversity. Such comments that communicated this included, “The campus seems rather obsessed with

diversity. A little less focus on this would improve things and yield less eye-rolling from campus employees and students,” and “Too much emphasis on diversity and not on achievement. We do not achieve excellence through diversity; if we are excellent, we are diverse. There is a difference!” A third respondent expressed strong feelings related to UC Berkeley diversity efforts:

Diversity seems to be a code word for "anything but traditional." Everywhere diversity training has been instituted, it involved abandoning one's traditional beliefs, and then not merely tolerating but embracing someone's non-traditional, sexual lifestyle. Why should someone's race, sexual orientation, or any other personal characteristic matter to anyone? It has absolutely nothing to do with the work we're here to do on campus. Is Berkeley in the practice of hiring people merely because they're black, or gay, or Hindu? Are they not hired based solely on their skills and expertise? Or does Berkeley discriminate? We're here to work, not to embrace "diversity." If Berkeley wants such a color-blind climate, then stop categorizing us and looking for differences. And stop forcing US to dwell on those differences.

A great number of respondents agreed “All of the topics above would positively influence campus climate” but many expressed concerns that UC Berkeley is not “actively making an effort to make the positive changes.” Along the same vein, another respondent commented, “Most all of the above would have a positive impact on the campus, but I don't feel that they're all actually being done. They're just examples of things that would benefit us, not things that are benefiting us.” Others provided positive commentary related to the listed initiatives. For example, one respondent noted, “These are all excellent and vital initiatives that if implemented in more widespread and more effective ways would significantly improve the climate at UC [Berkeley].” Another respondent shared, “The campus is doing an exemplary job of recognizing diversity among faculty, staff, and students.”

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

Table 45. Students’/Trainees’ Perception that Courses Offered at UC Berkeley Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristics	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Age	1,228	18.0	3092	45.2	840	12.3	143	2.1	1538	22.5
Ancestry	1,287	18.9	3210	47.0	712	10.4	144	2.1	1471	21.6
Country of origin	1,315	19.3	3225	47.4	755	11.1	163	2.4	1348	19.8
Educational level	1,259	18.6	3224	47.5	883	13.0	191	2.8	1229	18.1
English language proficiency/ accent	1,170	17.3	3088	45.6	947	14.0	203	3.0	1366	20.2
Ethnicity	1,379	20.3	3,295	48.6	682	10.1	179	2.6	1,244	18.4
Gender identity	1,318	19.4	2,967	43.7	784	11.6	235	3.5	1,483	21.9
Gender expression	1,288	19.0	2,930	43.3	805	11.9	236	3.5	1,512	22.3
Immigrant/citizen status	1,231	18.2	3,103	45.9	751	11.1	190	2.8	1,488	22.0
International Status	1,246	18.4	3,187	47.1	688	10.2	166	2.5	1,475	21.8
Learning disability	1,051	15.6	2,695	40.0	931	13.8	259	3.8	1,808	26.8
Level of education	1,213	18.0	3,109	46.1	827	12.3	209	3.1	1,388	20.6
Marital status	1,084	16.2	2,796	41.8	665	9.9	157	2.3	1,991	29.7
Medical conditions	1,095	16.3	2,833	42.2	696	10.4	148	2.2	1,949	29.0
Military/veteran status	1,048	15.6	2,576	38.3	763	11.3	149	2.2	2,188	32.5
Parental status	1,048	15.6	2,712	40.4	723	10.8	144	2.1	2,079	31.0
Philosophical views	1,330	19.8	3,261	48.5	543	8.1	134	2.0	1,451	21.6
Psychological condition	1,104	16.5	2,863	42.7	741	11.0	159	2.4	1,843	27.5
Physical characteristics	1,158	17.3	3,000	44.8	616	9.2	140	2.1	1,786	26.7
Physical disability	1,126	16.8	2,908	43.4	731	10.9	153	2.3	1,782	26.6
Political views	1,268	18.9	3,183	47.4	711	10.6	177	2.6	1,375	20.5
Position (faculty, staff)	1,262	18.9	3,113	46.6	550	8.2	129	1.9	1,632	24.4
Race	1,383	20.6	3,201	47.6	603	9.0	192	2.9	1,347	20.0
Religious/spiritual views	1,205	18.0	3,081	45.9	716	10.7	202	3.0	1,508	22.5
Sexual orientation	1,315	19.6	3,026	45.1	640	9.5	184	2.7	1,549	23.1
Socioeconomic status	1,272	19.1	3,049	45.7	669	10.0	235	3.5	1,452	21.7

Note: Table includes only student and trainee responses (*n* = 7,938).

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

Many students ($n = 419$) elaborated on institutional actions regarding diversity and inclusion at UC Berkeley. Several of the respondents felt similarly to this respondent, “All of the above are great, and the fact that it's included in the survey says quite a lot about how much Berkeley cares about our happiness. REALLY AWESOME.” Others elaborated, “We need more structural support through our programs like American Indian Graduate Program, Native American Student Development, because these are the programs that do active work on campus to increase the numbers of Native students. This by far will change campus climate.” Another student shared,

I know all of these things would positively influence campus but it is not widely available or known. I know these things would make our campus more inclusive but I do not see the results, actions, or avenues to get there. I think as a campus we need to work A LOT better on making sure these things happen because more and more our campus is becoming uncomfortable for a lot of students.

A number of students believed that attention to diversity would not be helpful to campus and should not “be forced” on campus community members. For instance, some respondents suggested, “Why would you actively try to increase diversity? Students should be admitted to UC Berkeley and faculty/staff should be hired solely based on their merit and ability to perform their job, not anything else,” “I don't think that diversity should be forced. Otherwise it feels like you are being preached at” and “Actively increasing diversity through systems such as affirmative action may cause backlashes, and lead to resentment of the same groups the action is trying to support.” One student provided the following comment,

I do not believe programs trying to introduce diversity of any type into the school are necessarily helpful. I think diversity is excellent, and it is good that Berkeley is a diverse school. But I do not think this diversity should stem from special programs and efforts to promote it. It should happen naturally, and if it does, that speaks well of society. Many people really care about diversity, and I have spoken to some who feel like special programs to promote it feel forced, and are superficial rather than trying to eliminate problems at the core (not just at UC Berkeley - in general). Others, like myself, feel that while it is a good thing, UC Berkeley is an academic institution, and hence academics rather than social concerns like diversity should be the driving force behind what happens here.

Conversely, several student respondents were supportive of increasing the number of traditionally underrepresented students, faculty, and staff and such an initiative would have a positive impact at UC Berkeley. For example, one respondent noted “I think that, generally, increase in cultural diversity of the student body is a positive influence.” Another encouraged UC Berkeley to “Increase socioeconomic diversity of administrators, faculty, staff, and students...Also, racial, ethnic, and gender diversity should reflect the general population.”

Many students commented on providing diversity training to staff, faculty, and students. Some commented on their lack of understanding of such training, “I have no idea of what 'diversity training' would entail, so can't answer intelligently.” Many agreed with providing this initiative, “If we are to educate staff and students with diversity training we will decrease the amount of racism that goes on in this institution,” and “I highly agree that diversity training should be made available and should be part of a mandatory training for all students, faculty and staff. I have been involved in efforts to create a more inclusive climate within my department, but always disappointed that more students don't participate, and only a few faculty and staff.” Others expressed concern over such initiatives, “Diversity training and multiculturalism in general breeds animosity and contention between different groups. We should emphasize our commonalities instead” and “Such training is a distraction to learning, and entirely unnecessary given a generally inclusive climate.” As one individual noted,

I think that diversity training would be a waste of time just like AlcoholEDU and the violence prevention seminar--showing slides and forcing people to sit in a room and watch video clips or make them do quizzes is not an effective way to make people aware of a situation. I feel that it would be more productive to have real life encounters and I think mentorship would be a brilliant way to execute that. I believe it would be good too for the issues of the cross-cultural nature to be embedded within curriculum to learn more about culture from a factual, historical stand point. By understanding one's history, one would gain more respect for others.

Lastly, many students wished for campus-wide faculty mentorship programs. One student suggested, “Please have more faculty mentorship. We are surrounded by world class professors and the majority of them will never know your name, even if you go out of your way to speak with them.” Others shared, “I would love to get a mentor as a first gen student. This mentor could be a current faculty member,” “100% yes to Increasing the diversity of the faculty, staff,

and students AND providing effective faculty mentorship of students,” and “Improving faculty mentors would be the best benefit to students.”

Table 46. Student Perceptions of How Initiatives Affected the Climate at UC Berkeley

Initiatives	Positively Influenced Climate		No Influence on Climate		Negatively Influenced Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	2,675	42.5	881	14.0	116	1.8	2,622	41.7
Providing diversity training for staff	2,758	41.5	639	9.6	75	1.1	3,167	47.7
Providing diversity training for faculty	2,758	41.8	627	9.5	72	1.1	3,139	47.6
Providing a person to address student complaints of classroom inequity	3,256	50.7	576	9.0	59	0.9	2,525	39.4
Increasing diversity of the faculty and staff	4,135	61.7	830	12.4	147	2.2	1,590	23.7
Increasing the diversity of the student body	4,264	63.4	855	12.7	222	3.3	1,381	20.5
Increasing opportunities for cross-cultural dialogue among students	4,528	67.7	588	8.8	64	1.0	1,508	22.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	4,310	65.3	582	8.8	61	0.9	1,645	24.9
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	4,055	61.4	719	10.9	194	2.9	1,641	24.8
Providing effective faculty mentorship of students	4,671	71.7	383	5.9	23	0.4	1,438	22.1

Note: Table reports student responses only (*n* = 7,936).

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UC Berkeley does, and should, promote diversity to shape campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of University of California's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect in every campus and location in the system. The primary purpose of this report was to assess the climate within UC Berkeley including how members of the community felt about issues related to inclusion and work-life issues. At a minimum the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UC Berkeley community. However, assessments and reports are not enough. A projected plan to develop strategic actions and subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to the UC Berkeley community members when the project was initiated. Therefore, each campus/location should develop strategies unique to the results of their respective assessments. Also, as recommended by previous reports (Parsky & Hume, 2007) and by this project's initiators, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Crosstabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey

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

		Undergraduate Student*		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	15	0.28%	10	0.38%	32	0.84%	9	0.92%	1	0.33%	67	0.51%
	Man	2029	38.23%	1173	44.62%	1317	34.65%	596	61.13%	166	55.33%	5281	40.59%
	Woman	3143	59.22%	1408	53.56%	2395	63.01%	360	36.92%	130	43.33%	7436	57.15%
	Transgender	12	0.23%	4	0.15%	9	0.24%	0	0.00%	0	0.00%	25	0.19%
	Genderqueer	64	1.21%	26	0.99%	25	0.66%	4	0.41%	2	0.67%	121	0.93%
	Multiple or Other	44	0.83%	8	0.30%	23	0.61%	6	0.62%	1	0.33%	82	0.63%
Racial Identity	Unknown/Missing/Other	51	0.96%	41	1.56%	108	2.84%	38	3.90%	2	0.67%	240	1.84%
	White	1450	27.32%	1345	51.16%	2041	53.70%	689	70.67%	178	59.33%	5703	43.83%
	Underrepresented Minority	753	14.19%	354	13.47%	796	20.94%	69	7.08%	26	8.67%	1998	15.36%
	Other Person of Color	2943	55.46%	852	32.41%	816	21.47%	170	17.44%	93	31.00%	4874	37.46%
	Multi-Minority	110	2.07%	37	1.41%	40	1.05%	9	0.92%	1	0.33%	197	1.51%
Sexual Identity	Unknown/Missing	49	0.92%	34	1.29%	172	4.53%	26	2.67%	6	2.00%	287	2.21%
	LGBQ	525	9.89%	312	11.87%	459	12.08%	79	8.10%	25	8.33%	1400	10.76%
	Heterosexual	4371	82.36%	2182	83.00%	2992	78.72%	840	86.15%	254	84.67%	10639	81.76%
	Other	362	6.82%	101	3.84%	178	4.68%	30	3.08%	15	5.00%	686	5.27%

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

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	17	0.32%	9	0.34%	24	0.63%	11	1.13%	0	0.00%	61	0.47%
	US Citizen	4883	92.01%	2141	81.44%	3721	97.90%	949	97.33%	165	55.00%	11859	91.14%
	Non-US Citizen	371	6.99%	479	18.22%	53	1.39%	15	1.54%	135	45.00%	1053	8.09%
	Undocumented	36	0.68%	0	0.00%	3	0.08%	0	0.00%	0	0.00%	39	0.30%
Disability Status	Unknown/Missing	509	9.59%	199	7.57%	260	6.84%	85	8.72%	30	10.00%	1083	8.32%
	No Disability	3729	70.27%	1919	72.99%	2922	76.87%	724	74.26%	242	80.67%	9536	73.29%
	Disability	1069	20.14%	511	19.44%	619	16.29%	166	17.03%	28	9.33%	2393	18.39%
Religious/Spiritual Affiliation	Unknown/Missing	162	3.05%	106	4.03%	256	6.74%	64	6.56%	15	5.00%	603	4.63%
	Christian	1386	26.12%	519	19.74%	1125	29.60%	168	17.23%	59	19.67%	3257	25.03%
	Muslim	98	1.85%	45	1.71%	28	0.74%	11	1.13%	6	2.00%	188	1.44%
	Jewish	121	2.28%	87	3.31%	135	3.55%	85	8.72%	6	2.00%	434	3.34%
	Other	403	7.59%	176	6.69%	221	5.81%	43	4.41%	16	5.33%	859	6.60%
	None	2737	51.57%	1447	55.04%	1752	46.09%	526	53.95%	181	60.33%	6643	51.05%
	Multiple	400	7.54%	249	9.47%	284	7.47%	78	8.00%	17	5.67%	1028	7.90%

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

Appendix B PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1

What is your primary position at UC Berkeley? (Question 1)

Position	n	%
Undergraduate Student	5307	40.8
Started at UC BERKELEY as first year student	3895	73.4
Transferred from a California community college	933	17.6
Transferred from another institution	92	1.7
Missing	387	7.3
Graduate/Professional Student	2629	20.2
Non-Degree	10	0.4
Master's degree student	592	22.5
Doctoral degree student (Ph.D., Ed.D.)	1658	63.1
Professional degree student (e.g., MD, JD, MBA)	214	8.1
Missing	155	5.9
Postdoctoral Scholar	298	2.3
Health Sciences Campus Trainees	2	0.0
Staff – Non-Union	2551	19.6
Senior Management Group	17	0.7
Management & Senior Professionals - Supervisor	362	14.2
Management & Senior Professionals – Non- Supervisor	217	8.5
Professional & Support Staff – Non-Union & Supervisor	372	14.6
Professional & Support Staff – Non-Union & Non-Supervisor	1304	51.1
Missing	279	10.9
Staff- Union	860	6.6
Professional & Support Staff – Union represented & Supervisor	122	14.2
Professional & Support Staff – Union Represented & Non-Supervisor	584	67.9
Missing	154	17.9

Table B1 (cont.)	n	%
Faculty	975	7.5
Faculty Administrator	56	5.7
General Campus Faculty	701	71.9
Professor	327	
<i>Ladder Rank</i>	207	
<i>Acting</i>	1	
<i>In-Residence</i>	7	
<i>Adjunct</i>	5	
<i>Emeritus</i>	36	
<i>Recall</i>	13	
Associate Professor	126	
<i>Ladder Rank</i>	110	
<i>Adjunct</i>	6	
<i>Acting</i>	1	
<i>Emeritus</i>	0	
Assistant Professor	90	
<i>Ladder Rank</i>	75	
<i>Visiting</i>	3	
<i>Acting</i>	1	
<i>Adjunct</i>	4	
Other Faculty appointment	155	
Health Sciences Campus Faculty	28	2.9
Professor	11	
<i>Ladder Rank</i>	5	
<i>In Residence</i>	0	
<i>Clinical</i>	2	
<i>Adjunct</i>	1	
<i>Health Sciences Clinical</i>	0	
<i>Emeritus</i>	1	
Associate Professor	9	
<i>Ladder Rank</i>	3	
<i>Emeritus</i>	1	
<i>Clinical</i>	1	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	4	

Table B1 (cont.)	n	%
Assistant Professor	4	
<i>Ladder and Equivalent Rank</i>	2	
<i>In Residence</i>	0	
<i>Clinical</i>	1	
<i>Adjunct</i>	0	
<i>Health Sciences Clinical</i>	0	
Other Faculty appointment	4	
Missing	190	19.5
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	390	3.0

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

Table B2

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

Status	n	%
Career (including partial-year career) employee	3101	81.6
Contract employee	241	6.3
Limited appointment employee/term employment	165	4.3
Per Diem employee	14	0.4
Floater (temporary services) employee	9	0.2
Academic employee	230	6.1
Missing	41	1.1

Note: Table includes only those who answered that they were staff in Question 1 (n = 3801)

Table B3

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

Status	n	%
Health Sciences/Medical Center	113	3.0
General Campus	3615	95.1
Missing	73	1.9

Note: Table includes only those who answered that they were staff in Question 1 (n = 3801)

Table B4

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

Status	n	%
Full-time	12184	93.6
Part time	802	6.2
Missing	26	0.2

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	5388	41.4
Female	7561	58.1
Intersex	5	0.0
Missing	58	0.4

Table B6

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

Gender	n	%
Man	5342	41.1
Woman	7507	57.7
Transgender	45	0.3
Genderqueer	147	1.1
Other	65	0.5

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	642	4.9	Puerto Rican	79	0.6
African American	483	3.7	Other Hispanic, Latin American, or of Spanish origin	267	2.1
African	55	0.4	Middle Easter/Southwest Asian/North African	653	5.0
Black Caribbean	45	0.3	Afghan	17	0.1
Other African/African American/Black	53	0.4	Arab/Arab American	77	0.6
American Indian/ Alaskan Native	230	1.8	Armenian	53	0.4
Tribal Affiliation/corporation	122	0.9	Assyrian	5	0.0
Asian/Asian American	4420	34.0	Azerbaijani	4	0.0
Asian Indian	507	3.9	Berber	3	0.0
Bangladeshi	18	0.1	Circassian	2	0.0
Cambodian	26	0.2	Chaldean	4	0.0
Chinese/Chinese American (except Taiwanese)	1878	14.4	Coptic	2	0.0
Filipino/Filipino American	392	3.0	Druze	1	0.0
Hmong	13	0.1	Georgian	2	0.0
Indonesian	39	0.3	Iranian	131	1.0
Japanese/Japanese American	354	2.7	Jewish	300	2.3
Korean/Korean American	455	3.5	Kurdish	5	0.0
Laotian	16	0.1	Maronite	5	0.0
Malaysian	28	0.2	Turkish	47	0.4
Pakistani	51	0.4	Other Middle Eastern/ Southwest Asian/North African	48	0.4
Sri Lankan	19	0.1	Pacific Islander	68	0.5
Taiwanese/ Taiwanese American	544	4.2	Fijian	5	0.0
Thai	40	0.3	Guamanian/Chamorro	10	0.1
Vietnamese/Vietnamese American	291	2.2	Hawaiian	28	0.2
Other Asian	75	0.6	Samoan	2	0.0
Hispanic/Latino	1478	11.4	Tongan	4	0.0
Cuban/Cuban American	40	0.3	Other Pacific Islander	15	0.1
Latin American/Latino	341	2.6	White	7051	54.2
Mexican/Mexican American/Chicano	895	6.9	European/European descent	6233	47.9
			North African	42	0.3
			Other White/Caucasian	431	3.3
			Other	119	0.9

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	398	3.1
Bisexual	474	3.6
Gay	450	3.5
Heterosexual	10639	81.8
Lesbian	209	1.6
Queer	267	2.1
Questioning	151	1.2
Other	137	1.1
Missing	287	2.2

Table B9

What is your age? (Question 30)

Age	n	%
18-20	2968	22.8
21-23	2292	17.6
24-29	2212	17.0
30-39	1936	14.9
40-49	1298	10.0
50-59	1358	10.4
60 and over	831	6.4
Missing	117	0.9

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	9750	74.9
Children 18 years of age or under	1920	14.8
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	515	4.0
Independent adult children over 18 years of age	242	1.9
Sick or disabled partner	157	1.2
Senior or other family member	826	6.3
Other	89	0.7

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

Table B11

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

Member Status	n	%
I have not been in the military	12554	96.5
Active military	20	0.2
Reservist	26	0.2
ROTC	32	0.2
Veteran	190	1.5
Missing	190	1.5

Table B12

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

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	432	5.4	433	5.5
Some high school	334	4.2	315	4.0
Completed high school/GED	806	10.2	794	10.0
Some college	670	8.4	699	8.8
Business/Technical certificate/degree	139	1.8	187	2.4
Associate's degree	275	3.5	317	4.0
Bachelor's degree	1821	22.9	2012	25.4
Some graduate work	201	2.5	277	3.5
Master's degree	1434	18.1	1504	19.0
Doctoral degree	940	11.8	511	6.4
Professional degree (MD, MFA, JD)	772	9.7	637	8.0
Unknown	37	0.5	84	1.1
Not applicable	46	0.6	113	1.4
Missing	29	0.4	53	0.7

Note: Table includes only those who answered that they were students in Question 1 (n = 7936).

Table B13

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

Level of Education	n	%
No high school	7	0.2
Some high school	24	0.6
Completed high school/GED	112	2.9
Some college	345	9.1
Business/Technical certificate/degree	83	2.2
Associate's degree	134	3.5
Bachelor's degree	1267	33.3
Some graduate work	287	7.6
Master's degree	958	25.2
Doctoral degree	356	9.4
Professional degree (e.g. MD, JD, DVM)	198	5.2
Missing	30	0.8

Note: Table includes only those who answered that they were staff in Question 1 (n = 3801)

Table B14

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

College Status	n	%
Non-degree student	13	0.2
First year (0-29 units)	845	15.9
Second year (30-59 units)	1079	20.3
Third year (60-89 units)	1489	28.1
Fourth year (90 or more units)	1686	31.8
Fifth year or more	190	3.6
Missing	5	0.1

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 5307).

Table B15

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

College Status	n	%
Master's student	621	23.6
First year	350	60.8
Second year	188	32.6
Third (or more) year	38	6.6
Doctoral Student	1877	71.4
First year	395	22.2
Second year	358	20.1
Third (or more) year	321	18.0
Advanced to Candidacy	322	18.1
ABD (all but dissertation)	387	21.7
Missing	131	5.0

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 2629).

Table B16

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

College Status	n	%
First year	88	29.3
Second year	78	26.0
Third year	41	13.7
Fourth year	30	10.0
Fifth year or more	57	19.0
Missing	6	2.0

Note: Table includes only those who answered that they were post-docs or trainees students in Question 1 (n = 300).

Table B17

Post-docs/Faculty Only: With which academic division/department are you primarily affiliated at this time?
(Question 38)

Academic Division/Department	n	%
Associate Vice Chancellor IST		
Information Services & Technology	0	
<i>Campus Technology Services</i>	0	
<i>Data Services</i>	0	
<i>Enterprise Application Service</i>	0	
<i>Infrastructure Services</i>	0	
<i>IST - Office of the Deputy CIO</i>	0	
<i>Social Science Computing Lab</i>	0	
<i>Technology Support</i>	0	
Office of Chief Information Officer	0	
Central Campus Operations		
Central Operations General Accounting	0	0.0
Central Operations Payroll	2	0.2
Chancellor		
Audit & Advisory Services	0	
Chancellor's Office	0	
Ethics, Risk & Compliance Services	0	
Government & Community Affairs	0	
Staff Ombuds Office	0	
College of Letters & Science		
L&S Col of Letters & Sciences Dean's Office	15	1.2
L&S Arts & Humanities	157	12.3
<i>Ancient History and Mediterranean Archaeology</i>	0	
<i>Art History</i>	11	
<i>Art Practice</i>	3	
<i>Arts & Humanities Dean's Office</i>	0	
<i>Arts Research Center</i>	0	
<i>Berkeley Language Center</i>	1	
<i>Buddhist Studies</i>	2	
<i>CASMA</i>	0	
<i>Classics</i>	7	
<i>Comparative Literature & French Administration</i>	0	
<i>Comparative Literature</i>	3	
<i>Critical Theory</i>	1	
<i>East Asian Languages & Cultures</i>	5	
<i>English</i>	19	
<i>Film and Media</i>	1	
<i>French</i>	3	
<i>German</i>	5	

<i>German Spanish & Portuguese Administration</i>	0	
<i>Italian Scandinavian & Slavic Administration</i>	0	
<i>Italian Studies</i>	2	
<i>Jewish Studies</i>	1	
<i>Music</i>	8	
<i>Near Eastern Studies</i>	5	
<i>New Music & Audio Technologies</i>	0	
<i>Philosophy</i>	9	
<i>Rhetoric</i>	7	
<i>Rhetoric & Film Studies Administration</i>	0	
<i>Scandinavian Languages</i>	2	
<i>Slavic Languages & Literature</i>	2	
<i>South & Southeast Asian Studies</i>	8	
<i>Spanish & Portuguese</i>	6	
<i>Theater, Dance & Performance Studies</i>	3	
<i>Townsend Center for the Humanities</i>	0	
L&S Biological Sciences	135	10.6
<i>Biosciences Divisional Services</i>	5	
<i>Cancer Research Lab</i>	1	
<i>Electron Microscope Lab</i>	0	
<i>Integrative Biology</i>	36	
<i>Molecular & Cell Biology</i>	77	
<i>Physical Education Program</i>	1	
L&S Math & Physical Sciences	89	7.0
<i>Astronomy</i>	14	
<i>BSL Berkeley Seismological Lab</i>	0	
<i>Earth & Planetary Science</i>	7	
<i>Mathematics</i>	25	
<i>Physical Sciences Dean's Office</i>	1	
<i>Physics</i>	26	
<i>Statistics</i>	12	
L&S Social Sciences	148	11.6
<i>African Am Studies</i>	5	
<i>Anthropology</i>	6	
<i>B Bain Research Group</i>	0	
<i>Demography</i>	2	
<i>Economics</i>	15	
<i>Ethnic Studies</i>	8	
<i>Gender and Women's Studies</i>	3	
<i>Geography</i>	7	
<i>History</i>	22	
<i>Linguistics</i>	10	
<i>Political Science</i>	3	
<i>Psychology</i>	31	

<i>Social Science Dean's Office</i>	0	
<i>Sociology</i>	11	
L&S Undergraduate Division	12	0.9
College Writing Programs	2	
International & Area Studies Academic Program	5	
L&S Undergraduate Advising	0	
ROTC Military Affairs	0	
Undergraduate and Interdisciplinary Studies	5	
Exec Vice Chancellor & Provost		
Academic Senate	1	0.1
Art Music & Pacific Film Archive	0	0.0
Boalt School of Law	30	2.4
<i>Center for the Study of Law & Society</i>	4	
<i>JD Program</i>	20	
Cal Performances/Student Musical Activities	0	0.0
College of Environmental Design	20	1.6
<i>City & Regional Planning</i>	5	
<i>Department of Architecture</i>	7	
<i>Environmental Design Dean's Office</i>	1	
<i>Landscape Arch & Environmental Planning</i>	4	
College of Chemistry	59	4.6
<i>College Chemistry Dean</i>	1	
<i>Department of Chemical Engineering</i>	18	
<i>Department of Chemistry</i>	37	
College of Engineering	115	9.0
<i>Bioengineering</i>	12	
<i>Civil & Environ Engineer</i>	25	
<i>COENG Engineering Research</i>	0	
<i>Earthquake Engineering Research Center</i>	0	
<i>Electrical Engineering & Computer Science</i>	35	
<i>Engineering Dean's Office</i>	0	
<i>Industrial Engineering and Operations Research</i>	5	
<i>Material Science & Engineering</i>	3	
<i>Mechanical Engineering</i>	17	
<i>Nuclear Engineering</i>	10	
College of Natural Resources	102	8.0
<i>Agricultural and Resource Economics</i>	7	
<i>CNR Office of the Dean</i>	0	
<i>Energy & Resources Group ERG</i>	3	
<i>Environ Science, Policy & Management</i>	38	
<i>Nutritional Science & Toxicology</i>	13	
<i>Plant & Microbial Biology</i>	31	
Executive Vice Chancellor & Provost	0	0.0
<i>Center Studies in Higher Education</i>	0	

<i>Center for Race & Gender</i>	0	
<i>Executive Vice Chancellor & Provost Department</i>	0	
<i>International Visitors & Exchange Office</i>	0	
Goldman School of Public Policy	8	0.6
Graduate Division	2	0.2
Graduate School of Education	16	1.3
Haas School of Business	40	3.1
<i>Fisher Center for Real Estate</i>	0	
<i>Haas Centers and Institutes</i>	3	
<i>Haas School of Business</i>	32	
<i>Institute for Business Innovation</i>	1	
Library	2	0.2
School of Information	4	0.3
School of Journalism	3	0.2
School of Optometry	20	1.6
<i>Optometry Clinic</i>	6	
<i>School of Optometry Dean</i>	12	
School of Public Health	45	3.5
School of Social Welfare	11	0.9
Vice Provost Academic Affairs & Faculty Welfare	0	0.0
<i>Academic Personnel Office</i>	0	
<i>Faculty Equity Office</i>	0	
<i>Geographic Info Science Center</i>	0	
<i>UC Berkeley Retirement Center</i>	0	
<i>VP AAFW Immediate Office</i>	0	
Vice Provost Teaching, Learning, Academic Planning and Facilities	1	0.1
<i>Athletic Study Center</i>	0	
<i>Blum Center for Developing Economies</i>	0	
<i>Center for Teaching Excellence</i>	0	
<i>Educational Technology Services</i>	0	
<i>Faculty Athletic Rep</i>	0	
<i>Haas Diversity Research Center</i>	0	
<i>Osher Lifelong Learning Institute</i>	0	
<i>Student Learning Center</i>	0	
<i>Summer Sessions</i>	0	
<i>University Extension</i>	0	
<i>Vice Provost Teaching, Learning, Academic Planning and Facilities Immediate Office</i>	1	
UCOP: Loc J		
UCOP Control Operations Loc J	1	0.1
VP Research - MRUs	0	0.0
Vice Chancellor Administration & Finance		
Associate Vice Chancellor Business Administrative Services	1	0.1
<i>Associate Vice Chancellor Business Administrative Services</i>	0	

<i>Immediate Office</i>		
<i>Business Services-Marchant</i>	0	
<i>Environment, Health & Safety</i>	0	
<i>FEPRO Procurement Services</i>	0	
<i>Parking & Transportation</i>	0	
<i>Recreational Sports</i>	0	
<i>UC Printing Services</i>	0	
<i>University Health Services</i>	0	
Associate Vice Chancellor Chief Financial Officer	0	0.0
<i>Administration Information Technology</i>	0	
<i>Associate Vice Chancellor Chief Financial Officer Immediate Office</i>	0	
<i>Budget Office</i>	0	
<i>Planning & Analysis Office</i>	0	
<i>Space Management & Capital Programs</i>	0	
Associate Vice Chancellor Finance & Controller	0	0.0
<i>Associate Vice Chancellor Finance & Controller Immediate Office</i>	0	0.0
<i>Extramural Funds Accounting</i>	0	
<i>Financial Accounting & Operations</i>	0	
Associate Vice Chancellor Human Resources	0	0.0
<i>Associate Vice Chancellor Health & HS Immediate Office</i>	0	
<i>HR Center- Administration</i>	0	
<i>Human Resources</i>	0	
Intercollegiate Athletics	0	0.0
Office of Vice Chancellor Administration	0	0.0
<i>Business Support</i>	0	
<i>International House</i>	0	
<i>Vice Chancellor Administration Immediate Office</i>	0	
Op Excellence- Project Office	0	0.0
Public Safety & Transport	1	0.1
Vice Chancellor Equity and Inclusion		
Academic Achievement Programs	0	0.0
Assistant Vice Provost-Undergraduate Education	0	0.0
Center Educational Partnerships	2	0.2
Disabled Students Program	0	0.0
Gender Equity Resource Center	0	0.0
Graduate Diversity Program	0	0.0
Professional Development Program	0	0.0
Staff Diversity Initiatives	0	0.0
Student Achievement Guided by Experience	0	0.0
Student Life Advising Services	0	0.0
Transfer, Re-entry, and Student Parent Center	0	0.0
Vice Chancellor Equity and Inclusion Immediate Office	1	0.1
Young Musicians Program	0	0.0

Vice Chancellor Facilities Services

Capital Projects Operations	0	0.0
Physical Plant Campus Services	0	0.0
Real Estate Services Office	0	0.0
Vice Chancellor Facilities Services Immediate Office	0	0.0

Vice Chancellor for Research

Vice Chancellor Research Administrative Units	2	0.2
<i>Animal Care & Use</i>	0	
<i>Associate Vice Chancellor Research Administration & Compliance</i>	0	
<i>Berkeley International Office</i>	0	
<i>Diving Control</i>	0	
<i>France Berkeley Fund</i>	0	
<i>Intellectual Property/Industry Research Alliances</i>	0	
<i>International & Area Studies</i>	0	
<i>Office of Laboratory Animal Care</i>	1	
<i>Office for Protection of Human Subjects</i>	0	
<i>Research Enterprise Support Services</i>	0	
<i>Sponsored Projects Office</i>	1	
Vice Chancellor Research Museum & Field Stations	3	0.2
<i>Blue Oak Reserve</i>	0	
<i>BNHM Administrative Services</i>	0	
<i>Essig Museum of Entomology</i>	0	
<i>Gump Research Field Station</i>	0	
<i>Museum of Paleontology</i>	1	
<i>Museum of Vertebrate Zoology</i>	1	
<i>PA Hearst Museum of Anthropology</i>	0	
<i>Research Field Stations & Nature Reserve</i>	0	
<i>UC Botanical Garden</i>	0	
<i>University/Jepson Herbaria</i>	0	
Vice Chancellor Research Organized Research Units	4	0.3
<i>Africa Studies Center</i>	0	
<i>Archaeological Res Facility</i>	0	
<i>Center Child Youth Policy</i>	0	
<i>Center for Latin American Studies</i>	0	
<i>Center Integrative Planetary</i>	0	
<i>Center Sexual Culture</i>	0	
<i>Center Environmental Design Research</i>	0	
<i>Field Station Behavioral Research</i>	0	
<i>Institute of East Asian Studies</i>	1	
<i>Institute of Cognitive Studies</i>	0	
<i>Institute of Governmental Studies</i>	0	
<i>Institute of Human Development</i>	0	
<i>Institute of Industrial Relations</i>	0	

<i>Institute of Personality & Social Research</i>	0	
<i>Institute of Urban & Regional Development</i>	0	
<i>Institute Study of Social Change</i>	0	
<i>Institute Transportation Studies</i>	0	
<i>Institute International Studies</i>	1	
<i>Institute of European Studies</i>	0	
<i>Middle Eastern Studies</i>	0	
<i>Radio Astronomy Laboratory</i>	0	
<i>Slavic & Eastern European Studies</i>	0	
<i>Social Science Service Center</i>	0	
<i>South Asian Studies</i>	0	
<i>Southeast Asian Studies Center</i>	0	
<i>Space Sciences Laboratory</i>	1	
<i>Survey Research Center</i>	0	
<i>Theoretical Astrophysics Center</i>	0	
Vice Chancellor Research Other Research Units	3	0.2
<i>Cal Institute for Energy & Environment</i>	0	
<i>CITRIS</i>	0	
<i>Center for Emerging & Neglected Disease</i>	0	
<i>Center of Evaluation of Global Action</i>	0	
<i>Deep Underground Science & Engineering Laboratory</i>	0	
<i>Donner Laboratory</i>	0	
<i>Energy Biosciences Institute</i>	0	
<i>Helen Wills Neuroscience Institute</i>	1	
<i>History of Science & Technology</i>	0	
<i>Independent Research Programs</i>	0	
<i>Institute of the Environment</i>	0	
<i>Miller Institute Basic Research</i>	0	
<i>Nanoscience & Nanoengineering Institute</i>	0	
<i>QB3 Institute</i>	1	
<i>Stem Cell Center</i>	0	
Vice Chancellor Research Immediate Office	0	0.0
Vice Chancellor Student Affairs		
AVC SA & Dean of Students	0	0.0
<i>ASUC Business Auxiliary</i>	0	
<i>Career Center</i>	0	
<i>Dean of Student Centers</i>	0	
Vice Chancellor Student Affairs Admissions & Enrollment	0	0.0
<i>Admissions & Enrollment Immediate Office</i>	0	
<i>Admissions & Relations w/ Schools</i>	0	
<i>Financial Aid Office</i>	0	
<i>Office of the Registrar</i>	0	
Vice Chancellor Student Affairs Residential & Student Services Programs	0	0.0

<i>H&DS Child Care Services</i>	0	
<i>H&DS New Student Services</i>	0	
<i>Housing & Dining Services</i>	0	
<i>LBNL Guest House</i>	0	
Vice Chancellor Student Affairs Division	1	0.1
<i>Lawrence Hall of Science</i>	1	
<i>SAIT Information Tech</i>	0	
<i>Student Affairs- Development Office</i>	0	
<i>Vice Chancellor Student Affairs Immediate Office</i>	0	
Vice Chancellor University Relations		
AVC Public Affairs	0	0.0
Development Office	0	0.0
University Relations	1	0.1
Vice Provost Agriculture & Natural Resources		
Vice Provost Agriculture& Natural Resources	10	0.8
<i>College of Natural Resources</i>	3	
<i>NR: Environmental Science, Policy, & Management</i>	5	
<i>NR: Nutritional Sciences Department</i>	1	
<i>NR: Agricultural Research Economics & Policy Department</i>	0	
Vice Provost Divisionwide Prov & Expense	0	0.0
<i>Communications Services</i>	0	
<i>Forest Advisors</i>	0	
<i>Integrated Hardwoods</i>	0	
<i>Statewide Operations</i>	0	
<i>Water Resources Center</i>	0	
Missing	206	16.2

Note: Table includes only those who indicated they were faculty or post-docs (n = 1273) in Question 1.

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

Table B18

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

Work Unit	n	%
Associate Vice Chancellor IST		
Information Services & Technology	159	4.2
<i>Campus Technology Services</i>	17	
<i>Data Services</i>	18	
<i>Enterprise Application Service</i>	26	
<i>Infrastructure Services</i>	36	
<i>IST - Office of the Deputy CIO</i>	17	
<i>Social Science Computing Lab</i>	6	
<i>Technology Support</i>	11	
Office of Chief Information Officer	17	0.4
Central Campus Operations		
Central Operations General Accounting	20	0.5
Central Operations Payroll	14	0.4
Chancellor		
Audit & Advisory Services	2	0.1
Chancellor's Office	14	0.4
Ethics, Risk & Compliance Services	6	0.2
Government & Community Affairs	2	0.1
Staff Ombuds Office	3	0.1
College of Letters & Science		
L&S Col of Letters & Sciences Dean's Office	52	1.4
L&S Arts & Humanities	71	1.9
<i>Ancient History and Mediterranean Archaeology</i>	0	
<i>Art History</i>	2	
<i>Art Practice</i>	1	
<i>Arts & Humanities Dean's Office</i>	0	
<i>Arts Research Center</i>	1	
<i>Berkeley Language Center</i>	2	
<i>Buddhist Studies</i>	0	
<i>CASMA</i>	4	
<i>Classics</i>	0	
<i>Comparative Literature & French Administration</i>	1	
<i>Comparative Literature</i>	1	
<i>Critical Theory</i>	1	
<i>East Asian Languages & Cultures</i>	2	
<i>English</i>	5	
<i>Film and Media</i>	1	
<i>French</i>	0	
<i>German</i>	1	
<i>German Spanish & Portuguese Administration</i>	1	
<i>Italian Scandinavian & Slavic Administration</i>	0	
<i>Italian Studies</i>	0	
<i>Jewish Studies</i>	0	
<i>Music</i>	10	

<i>Near Eastern Studies</i>	3	
<i>New Music & Audio Technologies</i>	0	
<i>Philosophy</i>	0	
<i>Rhetoric</i>	1	
<i>Rhetoric & Film Studies Administration</i>	2	
<i>Scandinavian Languages</i>	0	
<i>Slavic Languages & Literature</i>	0	
<i>South & Southeast Asian Studies</i>	1	
<i>Spanish & Portuguese</i>	1	
<i>Theater, Dance & Performance Studies</i>	6	
<i>Townsend Center for the Humanities</i>	4	
L&S Biological Sciences	90	2.4
<i>Biosciences Divisional Services</i>	21	
<i>Cancer Research Lab</i>	2	
<i>Electron Microscope Lab</i>	0	
<i>Integrative Biology</i>	20	
<i>Molecular & Cell Biology</i>	36	
<i>Physical Education Program</i>	1	
L&S Math & Physical Sciences	68	1.8
<i>Astronomy</i>	13	
<i>BSL Berkeley Seismological Lab</i>	10	
<i>Earth & Planetary Science</i>	8	
<i>Mathematics</i>	7	
<i>Physical Sciences Dean's Office</i>	2	
<i>Physics</i>	16	
<i>Statistics</i>	3	
L&S Social Sciences	82	2.2
<i>African Am Studies</i>	1	
<i>Anthropology</i>	2	
<i>B Bain Research Group</i>	0	
<i>Demography</i>	1	
<i>Economics</i>	6	
<i>Ethnic Studies</i>	6	
<i>Gender and Women's Studies</i>	0	
<i>Geography</i>	4	
<i>History</i>	9	
<i>Linguistics</i>	2	
<i>Political Science</i>	7	
<i>Psychology</i>	20	
<i>Social Science Dean's Office</i>	1	
<i>Sociology</i>	3	
L&S Undergraduate Division	40	1.1
<i>College Writing Programs</i>	0	
<i>International & Area Studies Academic Program</i>	6	
<i>L&S Undergraduate Advising</i>	14	
<i>ROTC Military Affairs</i>	2	
<i>Undergraduate and Interdisciplinary Studies</i>	14	
Exec Vice Chancellor & Provost		

Academic Senate	7	0.2
Art Music & Pacific Film Archive	19	0.5
Boalt School of Law	56	1.5
<i>Center for the Study of Law & Society</i>	2	
<i>JD Program</i>	37	
Cal Performances/Student Musical Activities	16	0.4
College of Environmental Design	33	0.7
<i>City & Regional Planning</i>	3	
<i>Department of Architecture</i>	5	
<i>Environmental Design Dean's Office</i>	18	
<i>Landscape Arch & Environmental Planning</i>	2	
College of Chemistry	62	1.6
<i>College of Chemistry Dean</i>	21	
<i>Department of Chemical Engineering</i>	2	
<i>Department of Chemistry</i>	32	
College of Engineering	177	4.7
<i>Bioengineering</i>	6	
<i>Civil & Environ Engineer</i>	20	
<i>COENG Engineering Research</i>	27	
<i>Earthquake Engineering Research Center</i>	3	
<i>Electrical Engineering & Computer Science</i>	50	
<i>Engineering Dean's Office</i>	27	
<i>Industrial Engineering and Operations Research</i>	4	
<i>Material Science & Engineering</i>	4	
<i>Mechanical Engineering</i>	7	
<i>Nuclear Engineering</i>	3	
College of Natural Resources	79	2.1
<i>Agricultural and Resource Economics</i>	4	
<i>CNR Office of the Dean</i>	30	
<i>Energy & Resources Group ERG</i>	4	
<i>Environ Science, Policy & Management</i>	17	
<i>Nutritional Science & Toxicology</i>	4	
<i>Plant & Microbial Biology</i>	9	
Executive Vice Chancellor & Provost	9	0.2
<i>Center Studies in Higher Education</i>	0	
<i>Center for Race & Gender</i>	0	
<i>Executive Vice Chancellor & Provost Department</i>	5	
<i>International Visitors & Exchange Office</i>	2	
Goldman School of Public Policy	10	0.3
Graduate Division	29	0.8
Graduate School of Education	31	0.8
Haas School of Business	128	3.4
<i>Fisher Center for Real Estate</i>	6	
<i>Haas Centers and Institutes</i>	13	
<i>Haas School of Business</i>	103	
<i>Institute for Business Innovation</i>	2	
Library	147	3.9
School of Information	7	0.2

School of Journalism	6	0.2
School of Optometry	27	0.7
<i>Optometry Clinic</i>	9	
<i>School of Optometry Dean</i>	16	
School of Public Health	85	2.2
School of Social Welfare	26	0.7
Vice Provost Academic Affairs & Faculty Welfare	12	0.3
<i>Academic Personnel Office</i>	4	
<i>Faculty Equity Office</i>	1	
<i>Geographic Info Science Center</i>	0	
<i>UC Berkeley Retirement Center</i>	1	
<i>VP AAFW Immediate Office</i>	1	
Vice Provost Teaching, Learning, Academic Planning and Facilities	78	2.1
<i>Athletic Study Center</i>	3	
<i>Blum Center for Developing Economies</i>	1	
<i>Center for Teaching Excellence</i>	3	
<i>Educational Technology Services</i>	24	
<i>Faculty Athletic Rep</i>	0	
<i>Haas Diversity Research Center</i>	0	
<i>Osher Lifelong Learning Institute</i>	3	
<i>Student Learning Center</i>	6	
<i>Summer Sessions</i>	14	
<i>University Extension</i>	9	
<i>Vice Provost Teaching, Learning, Academic Planning and Facilities Immediate Office</i>	5	
UCOP: Loc J		
UCOP Control Operations Loc J	2	0.1
VP Research - MRUs	2	0.1
<i>Institute of Transportation Studies</i>	2	
Vice Chancellor Administration & Finance		
Associate Vice Chancellor Business Administrative Services	175	4.6
<i>Associate Vice Chancellor Business Administrative Services Immediate Office</i>	9	
<i>Business Services-Marchant</i>	12	
<i>Environment, Health & Safety</i>	37	
<i>FEPRO Procurement Services</i>	13	
<i>Parking & Transportation</i>	14	
<i>Recreational Sports</i>	18	
<i>UC Printing Services</i>	1	
<i>University Health Services</i>	58	
Associate Vice Chancellor Chief Financial Officer	28	0.7
<i>Administration Information Technology</i>	1	
<i>Associate Vice Chancellor Chief Financial Officer Immediate Office</i>	5	
<i>Budget Office</i>	9	
<i>Planning & Analysis Office</i>	7	
<i>Space Management & Capital Programs</i>	3	
Associate Vice Chancellor Finance & Controller	23	0.8
<i>Associate Vice Chancellor Finance & Controller Immediate Office</i>	12	

<i>Extramural Funds Accounting</i>	9	
<i>Financial Accounting & Operations</i>	7	
Associate Vice Chancellor Human Resources	40	1.1
<i>Associate Vice Chancellor Health & HS Immediate Office</i>	2	
<i>HR Center- Administration</i>	7	
<i>Human Resources</i>	29	
Intercollegiate Athletics	47	1.2
Office of Vice Chancellor Administration	21	0.6
<i>Business Support</i>	7	
<i>International House</i>	3	
<i>Vice Chancellor Administration Immediate Office</i>	9	
Op Excellence- Project Office	11	0.3
Public Safety & Transport	26	0.7
<i>University Police</i>	22	
Vice Chancellor Equity and Inclusion		
Academic Achievement Programs	12	0.3
Divisional Administrative Services	3	0.1
Center Educational Partnerships	46	1.2
Disabled Students Program	18	0.5
Gender Equity Resource Center	3	0.1
Graduate Diversity Program	6	0.2
Professional Development Program	5	0.1
Staff Diversity Initiatives	3	0.1
Student Achievement Guided by Experience	1	0.0
Student Life Advising Services	6	0.2
Transfer, Re-entry, and Student Parent Center	5	0.1
Vice Chancellor Equity and Inclusion Immediate Office	8	0.2
Young Musicians Program	2	0.1
Vice Chancellor Facilities Services		
Capital Projects Operations	40	1.1
Physical Plant Campus Services	96	2.5
Real Estate Services Office	2	0.1
Vice Chancellor Facilities Services Immediate Office	3	0.1
Vice Chancellor for Research		
Vice Chancellor Research Administrative Units	99	2.6
<i>Animal Care & Use</i>	3	
<i>Associate Vice Chancellor Research Administration & Compliance</i>	7	
<i>Berkeley International Office</i>	8	
<i>Diving Control</i>	0	
<i>France Berkeley Fund</i>	0	
<i>Intellectual Property/Industry Research Alliances</i>	10	
<i>International & Area Studies</i>	1	
<i>Office of Laboratory Animal Care</i>	3	
<i>Office for Protection of Human Subjects</i>	4	
<i>Research Enterprise Support Services</i>	43	
<i>Sponsored Projects Office</i>	7	
Vice Chancellor Research Museum & Field Stations	43	1.1

<i>Blue Oak Reserve</i>	1	
<i>BNHM Administrative Services</i>	0	
<i>Essig Museum of Entomology</i>	1	
<i>Gump Research Field Station</i>	0	
<i>Museum of Paleontology</i>	1	
<i>Museum of Vertebrate Zoology</i>	1	
<i>PA Hearst Museum of Anthropology</i>	15	
<i>Research Field Stations & Nature Reserve</i>	0	
<i>UC Botanical Garden</i>	8	
<i>University/Jepson Herbaria</i>	4	
Vice Chancellor Research Organized Research Units	79	2.1
<i>Africa Studies Center</i>	3	
<i>Archaeological Res Facility</i>	1	
<i>Center Child Youth Policy</i>	2	
<i>Center for Latin American Studies</i>	2	
<i>Center Integrative Planetary</i>	0	
<i>Center Sexual Culture</i>	0	
<i>Center Environmental Design Research</i>	0	
<i>Field Station Behavioral Research</i>	0	
<i>Institute of East Asian Studies</i>	6	
<i>Institute of Cognitive Studies</i>	0	
<i>Institute of Governmental Studies</i>	3	
<i>Institute of Human Development</i>	3	
<i>Institute of Industrial Relations</i>	7	
<i>Institute of Personality & Social Research</i>	0	
<i>Institute of Urban & Regional Development</i>	0	
<i>Institute Study of Social Change</i>	2	
<i>Institute Transportation Studies</i>	6	
<i>Institute International Studies</i>	0	
<i>Institute of European Studies</i>	0	
<i>Middle Eastern Studies</i>	0	
<i>Radio Astronomy Laboratory</i>	1	
<i>Slavic & Eastern European Studies</i>	2	
<i>Social Science Service Center</i>	0	
<i>South Asian Studies</i>	0	
<i>Southeast Asian Studies Center</i>	0	
<i>Space Sciences Laboratory</i>	5	
<i>Survey Research Center</i>	0	
<i>Theoretical Astrophysics Center</i>	0	
Vice Chancellor Research Other Research Units	49	1.3
<i>Cal Institute for Energy & Environment</i>	6	
<i>CITRIS</i>	7	
<i>Center for Emerging & Neglected Disease</i>	0	
<i>Center of Evaluation of Global Action</i>	1	
<i>Deep Underground Science & Engineering Laboratory</i>	0	
<i>Donner Laboratory</i>	0	
<i>Energy Biosciences Institute</i>	6	
<i>Helen Wills Neuroscience Institute</i>	6	

<i>History of Science & Technology</i>	2	
<i>Independent Research Programs</i>	0	
<i>Institute of the Environment</i>	0	
<i>Miller Institute Basic Research</i>	1	
<i>Nanoscience & Nanoengineering Institute</i>	4	
<i>QB3 Institute</i>	10	
<i>Stem Cell Center</i>	0	
Vice Chancellor Research Immediate Office	14	0.4
Vice Chancellor Student Affairs		
AVC SA & Dean of Students	57	1.5
<i>ASUC Business Auxiliary</i>	15	
<i>Career Center</i>	15	
<i>Dean of Student Centers</i>	21	
Vice Chancellor Student Affairs Admissions & Enrollment	71	1.9
<i>Admissions & Enrollment Immediate Office</i>	14	
<i>Admissions & Relations w/ Schools</i>	10	
<i>Financial Aid Office</i>	23	
<i>Office of the Registrar</i>	16	
Vice Chancellor Student Affairs Residential & Student Services Programs	120	3.2
<i>H&DS Child Care Services</i>	3	
<i>H&DS New Student Services</i>	5	
<i>Housing & Dining Services</i>	90	
<i>LBNL Guest House</i>	0	
Vice Chancellor Student Affairs Division	79	2.1
<i>Lawrence Hall of Science</i>	36	
<i>SAIT Information Tech</i>	25	
<i>Student Affairs- Development Office</i>	2	
<i>Vice Chancellor Student Affairs Immediate Office</i>	6	
Vice Chancellor University Relations		
AVC Public Affairs	22	0.6
Development Office	35	0.9
University Relations	86	2.3
Vice Provost Agriculture & Natural Resources		
Vice Provost Agriculture & Natural Resources	4	0.1
<i>College of Natural Resources</i>	3	
<i>NR: Environmental Science, Policy, & Management</i>	1	
<i>NR: Nutritional Sciences Department</i>	0	
<i>NR: Agricultural Research Economics & Policy Department</i>	0	
Vice Provost Divisionwide Prov & Expense	1	0.0
<i>Communications Services</i>	0	
<i>Forest Advisors</i>	0	
<i>Integrated Hardwoods</i>	0	
<i>Statewide Operations</i>	0	
<i>Water Resources Center</i>	0	
Multicultural Student Development	4	0.1
Missing	711	18.7

Note: Table includes only those who indicated they were staff in Question 1 (n = 3801).

Table B19

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

Academic Major	n	%
College of Chemistry		
Chemical and Biomolecular Engineering	101	1.9
<i>Chemical Engineering</i>	91	
<i>Joint Chemical Engineering/Materials Science and Engineering</i>	6	
<i>Joint Chemical Engineering/Nuclear Engineering</i>	2	
Chemistry	102	1.9
<i>Chemical Biology</i>	62	
<i>Chemistry</i>	39	
College of Engineering		
Bioengineering	99	1.9
<i>Bioengineering</i>	87	
<i>Joint Bioengineering/Materials Science and Engineering</i>	10	
Civil and Environmental Engineering	81	1.5
<i>Civil Engineering</i>	73	
Electrical Engineering and Computer Sciences	228	4.3
<i>Electrical Engineering and Computer Sciences</i>	222	
<i>Joint Electrical Engineering and Computer Sciences/Materials Science and Engineering</i>	2	
<i>Joint Electrical Engineering and Computer Sciences/Nuclear Engineering</i>	2	
Engineering Science Program	44	0.8
<i>Computational Engineering Science</i>	0	
<i>Engineering Mathematics and Statistics</i>	5	
<i>Engineering Physics</i>	24	
<i>Environmental Engineering Science</i>	10	
<i>Undeclared College of Engineering</i>	3	
Industrial Engineering and Operations Research	30	0.6
<i>Manufacturing Engineering</i>	6	
Materials Science and Engineering	27	0.5
<i>Joint Bioengineering/Materials Science and Engineering</i>	1	
<i>Joint Chemical Engineering/Materials Science and Engineering</i>	0	
<i>Joint Electrical Engineering and Computer Sciences/Materials Science and Engineering</i>	3	
<i>Joint Materials Science and Engineering/Mechanical Engineering</i>	5	
<i>Joint Materials Science and Engineering/Nuclear Engineering</i>	1	
<i>Materials Science and Engineering</i>	16	
Mechanical Engineering	120	2.3
<i>Joint Materials Science and Engineering/Mechanical Engineering</i>	2	
<i>Joint Mechanical Engineering/Nuclear Engineering</i>	3	
<i>Manufacturing Engineering</i>	0	
<i>Mechanical Engineering</i>	109	
Nuclear Engineering	7	0.1
<i>Joint Chemical Engineering/Nuclear Engineering</i>	0	
<i>Joint Electrical Eng and Computer Sciences/Nuclear Engineering</i>	0	

<i>Joint Materials Science and Engineering/Nuclear Engineering</i>	1	
<i>Joint Mechanical Engineering/Nuclear Engineering</i>	0	
<i>Nuclear Engineering</i>	6	
College of Environmental Design		
Architecture	77	1.5
City and Regional Planning	16	0.3
<i>Urban Studies</i>	14	
Landscape Architecture and Environmental Planning	10	0.2
<i>Landscape Architecture</i>	10	
Other College of Environmental Design Programs	0	0.0
<i>Urban and Rural Ecologies</i>	0	
College of Letters and Science		
African American Studies	12	0.2
<i>African American Studies</i>	10	
<i>African American Studies - Plan B: Humanities Concentration</i>		
Anthropology	67	1.3
Art Practice	17	0.3
Astronomy	19	0.4
<i>Astrophysics</i>	18	
Charles and Louise Travers Department of Political Science	190	3.6
<i>Political Science</i>	186	
Classics	5	0.1
<i>Classical Civilization</i>	3	
<i>Classical Languages</i>	1	
<i>Greek</i>	0	
<i>Latin</i>	1	
Comparative Literature	15	0.3
Demography	0	0.0
Earth and Planetary Science	56	1.1
<i>EPS - Atmospheric Science</i>	6	
<i>EPS - Environmental Earth Science</i>	12	
<i>EPS - Geology</i>	12	
<i>EPS - Geophysics</i>	11	
<i>EPS - Marine Science</i>	11	
<i>EPS - Planetary Science</i>	3	
East Asian Languages and Cultures	12	0.2
<i>Chinese Language</i>	6	
<i>Japanese Language</i>	6	
Economics	295	5.6
English	181	3.4
Ethnic Studies	40	0.8
<i>Asian American and Asian Diaspora Studies</i>	6	
<i>Asian American Studies</i>	0	
<i>Chicano Studies</i>	2	
<i>Ethnic Studies</i>	29	
<i>Native American Studies</i>	2	
Film and Media	62	1.2
French	6	0.1

Gender and Women's Studies	20	0.4
Geography	25	0.5
German	5	0.1
<i>Dutch Studies</i>	0	
<i>German</i>	5	
History	106	2.0
History of Art	34	0.6
Integrative Biology	335	6.3
International and Area Studies Teaching Program	113	2.1
<i>Asian Studies - Area 1: China</i>	3	
<i>Asian Studies - Area 2: Japan</i>	0	
<i>Development Studies</i>	11	
<i>Latin American Studies</i>	3	
<i>Middle Eastern Studies</i>	1	
<i>Peace and Conflict Studies</i>	24	
<i>Political Economy</i>	64	
<i>Political Economy of Industrial Societies</i>	6	
Italian Studies	1	0.0
Letters and Science Chemistry	6	0.1
Letters and Science Computer Science	159	3.0
Letters and Science Environmental Economics and Policy	9	0.2
Letters and Science Legal Studies	40	0.8
Letters and Science Operations Research and Management Science	4	0.1
Letters and Science Public Health	130	2.4
Letters and Science Social Welfare	46	0.9
Letters and Science Undeclared	184	3.5
Linguistics	45	0.8
Mathematics	143	2.7
<i>Applied Mathematics</i>	79	
<i>Mathematics</i>	59	
Molecular and Cell Biology	423	8.0
<i>MCB, Plan 1, Emphasis 1: Biochemistry and Molecular Biology</i>	72	
<i>MCB, Plan 1, Emphasis 2: Genetics</i>	45	
<i>MCB, Plan 1, Emphasis 3: Immunology</i>	76	
<i>MCB, Plan 2, Emphasis 2: Cell and Developmental Biology</i>	88	
<i>MCB, Plan 2, Emphasis 3: Neurobiology</i>	111	
Music	24	0.5
Near Eastern Studies	7	0.1
<i>Jewish Studies</i>	0	
<i>Near Eastern Studies - Ancient Egyptian and Near Eastern Art & Archaeology</i>	0	
<i>Near Eastern Studies - Near Eastern Civilizations</i>	4	
<i>Near Eastern Studies - Near Eastern Languages and Literatures</i>	2	
Other Arts and Humanities Programs	32	0.6
<i>Celtic Studies</i>	0	
<i>Humanities</i>	17	
Other Mathematical & Physical Sciences	19	0.4
Philosophy	44	0.8

Physics	79	1.5
Psychology	230	4.3
Rhetoric	41	0.8
Scandinavian	0	0.0
Slavic Languages and Literatures	4	0.1
Sociology	109	2.1
South and Southeast Asian Studies	8	0.2
Spanish and Portuguese	20	0.4
<i>Spanish - Option B: Luso-Brazilian Language and Literature</i>	5	
<i>Spanish - Option C, Plan 1: Iberian Languages and Literatures</i>	0	
<i>Spanish - Option C, Plan 2: Latin-American Languages and Lit</i>	2	
<i>Spanish - Option D: Hispanic Languages and Bilingual Issues</i>	5	
<i>Spanish - Spanish Language and Literature</i>	5	
Statistics	69	1.3
Theater, Dance, and Performance Studies	19	0.4
<i>Dance and Performance Studies</i>	3	
<i>Theater and Performance Studies</i>	14	
Undergraduate Interdisciplinary Studies	143	2.7
<i>Cognitive Science</i>	36	
<i>Environmental Sciences</i>	2	
<i>Interdisciplinary Studies</i>	62	
<i>Mass Communications</i>	0	
<i>Media Studies</i>	19	
<i>Religious Studies</i>	3	
College of Natural Resources		
Agricultural and Resource Economics and Policy	35	0.7
<i>Environmental Economics and Policy</i>	32	
Environmental Science, Policy, and Management	237	4.5
<i>Conservation and Resource Studies</i>	46	
<i>Environmental Sciences</i>	73	
<i>Forestry and Natural Resources</i>	12	
<i>Molecular Environmental Biology</i>	63	
<i>Society and Environment</i>	40	
Nutritional Sciences and Toxicology	100	1.9
<i>Molecular Toxicology</i>	33	
<i>Nutrition Science</i>	4	
<i>Nutritional Science - Dietetics</i>	17	
<i>Nutritional Science - Physiology and Metabolism</i>	41	
Other College of Natural Resources Programs	43	0.8
<i>Undeclared College of Natural Resources</i>	13	
Plant and Microbial Biology	42	0.8
<i>Genetics and Plant Biology</i>	15	
<i>Microbial Biology</i>	26	
Walter A. Haas School of Business		
Business	179	3.4
<i>Business Administration</i>	172	
Missing	76	1.4

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 5307).

Table B20

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

Academic Program	n	%
College of Chemistry		
Chemical and Biomolecular Engineering	41	1.6
<i>Chemical Engineering</i>	40	
Chemistry	132	5.0
College of Engineering		
Bioengineering	50	1.9
Civil and Environmental Engineering	93	3.5
<i>Civil Engineering</i>	72	
Electrical Engineering and Computer Sciences	108	4.1
<i>Computer Science</i>	41	
<i>Electrical Engineering and Computer Sciences</i>	65	
Engineering Science Program	3	0.1
<i>Applied Science and Technology</i>	3	
Industrial Engineering and Operations Research	20	0.8
Materials Science and Engineering	24	0.9
Mechanical Engineering	100	3.8
Nuclear Engineering	23	0.9
College of Environmental Design		
Architecture	30	1.1
City and Regional Planning	47	1.8
Landscape Architecture and Environmental Planning	23	0.9
Other College of Environmental Design Programs	0	0.0
<i>Design</i>	0	
<i>Urban Design</i>	0	
College of Letters and Science		
African American Studies	5	0.2
Anthropology	35	1.3
<i>Anthropology</i>	24	
<i>Folklore</i>	1	
<i>Medical Anthropology</i>	4	
Art Practice	1	0.0
Astronomy	14	0.5
<i>Astrophysics</i>	14	
Charles and Louise Travers Department of Political Science	24	0.9
<i>Political Science</i>	24	
Classics	6	0.2
<i>Classical Archaeology</i>	0	
<i>Classics</i>	6	
Comparative Literature	18	0.7
Demography	7	0.3
Earth and Planetary Science	15	0.6
East Asian Languages and Cultures	12	0.5

<i>Chinese Language</i>	6	
<i>Japanese Language</i>	4	
Economics	33	1.3
English	40	1.5
Ethnic Studies	10	0.4
Film and Media	7	0.3
French	6	0.2
Geography	15	0.6
German	10	0.4
History	55	2.1
History of Art	1	0.5
Integrative Biology	57	2.2
Italian Studies	6	0.2
Linguistics	21	0.8
Mathematics	32	1.2
<i>Applied Mathematics</i>	5	
<i>Mathematics</i>	26	
Molecular and Cell Biology	78	3.0
Music	8	0.3
Near Eastern Studies	13	0.5
<i>Jewish Studies</i>	2	
<i>Near Eastern Studies</i>	10	
<i>Near Eastern Studies - Near Eastern Religions</i>	1	
Other Arts and Humanities Programs	6	0.2
<i>Ancient History and Mediterranean Archaeology</i>	3	
<i>Buddhist Studies</i>	1	
<i>Medieval Studies</i>	0	
<i>Romance Languages and Literatures</i>	1	
Other Biological Sciences Programs	17	0.6
<i>Biophysics</i>	14	
<i>Endocrinology</i>	1	
<i>Microbiology</i>	2	
Other Mathematical & Physical Sciences	2	0.1
<i>Logic and the Methodology of Science</i>	1	
Other Social Sciences Programs	8	0.3
<i>Asian Studies</i>	3	
<i>International and Area Studies</i>	1	
<i>Joint Sociology/Demography Doctoral Program</i>	0	
<i>Latin American Studies</i>	1	
Philosophy	15	0.6
Physics	67	2.5
Psychology	49	1.9
Rhetoric	14	0.5
Scandinavian	2	0.1
Slavic Languages and Literatures	7	0.3
Sociology	35	1.3
South and Southeast Asian Studies	10	0.4
Spanish and Portuguese	14	0.5

<i>Hispanic Languages and Literatures</i>	11	
Statistics	11	0.4
Theater, Dance, and Performance Studies	7	0.3
College of Natural Resources		
Agricultural and Resource Economics and Policy	27	1.0
Energy and Resources Group	29	1.1
Environmental Science, Policy, and Management	80	3.0
<i>Environmental Science, Policy, and Management</i>	73	
<i>Forestry</i>	2	
<i>Range Management</i>	0	
Nutritional Sciences and Toxicology	9	0.3
<i>Molecular and Biochemical Nutrition</i>	4	
<i>Molecular Toxicology</i>	4	
Other College of Natural Resources Programs	10	0.4
<i>Agricultural and Environmental Chemistry</i>	0	
<i>Comparative Biochemistry</i>	5	
Plant and Microbial Biology	32	1.2
Graduate Division		
Helen Wills Neuroscience Graduate Program	20	0.8
<i>Neuroscience</i>	20	
Interdisciplinary Graduate Individual Majors	2	0.1
<i>Folk Narrative</i>	0	
<i>History and Organizational Behavior</i>	1	
<i>Literature and Social Thought</i>	0	
<i>Political and Theological History and Law</i>	0	
Graduate School of Education		
Education	86	3.3
<i>Education</i>	66	
<i>Science and Mathematics Education</i>	16	
<i>Special Education</i>	2	
Graduate School of Journalism		
Journalism	12	0.5
Richard and Rhoda Goldman School of Public Policy		
Public Policy	56	2.1
School of Information		
Information	7	0.3
Information Management and Systems	13	0.5
School of Law		
Law	209	7.9
<i>Jurisprudence and Social Policy</i>	16	
<i>Law</i>	142	
<i>LLM - Master of Laws</i>	48	
School of Optometry		
Optometry	71	2.7
<i>Optometry</i>	63	
<i>Optometry Certificate</i>	0	
<i>Vision Science</i>	8	
School of Public Health		

Public Health	157	6.0
<i>Biostatistics</i>	7	
<i>Environmental Health Sciences</i>	25	
<i>Epidemiology</i>	24	
<i>Health and Medical Sciences</i>	12	
<i>Health Services and Policy Analysis</i>	19	
<i>Infectious Diseases and Immunity</i>	13	
<i>Online/On-Campus Professional MPH</i>	1	
<i>Public Health</i>	46	
School of Social Welfare	72	2.7
<i>Social Welfare</i>	70	
Walter A. Haas School of Business		
Business	208	7.9
<i>Berkeley-Columbia Executive MBA</i>	4	
<i>Business Administration</i>	105	
<i>Evening and Weekend MBA Program</i>	79	
<i>Financial Engineering</i>	8	

Note: Table includes only those who indicated they were graduate students in Question 1 (n = 2629).

Table B21

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

Program	n	%
Clinical Social Work	1	50.0
Public Health	1	50.0
Missing	0	0.0

Note: Table includes only those who indicated they were trainees in Question 1 (n = 2).

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	54	0.4
Attention Deficit/Hyperactivity Disorder	343	2.6
Asperger's/Autism Spectrum	47	0.4
Blind	13	0.1
Low vision	312	2.4
Deaf	14	0.1
Hard of Hearing	220	1.7
Learning disability	151	1.2
Medical Condition	536	4.1
Mental health/psychological condition	868	6.7
Physical/Mobility condition that affects walking	170	1.3
Physical/Mobility condition that does not affect walking	187	1.4
Speech/Communication	89	0.7
Other	90	0.7
I have none of the listed conditions	9536	73.3

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	11200	86.1
Permanent Resident	756	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	1055	8.1
Other legally documented status	23	0.2
Undocumented resident	41	0.3

Table B24

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

Political Views	n	%
Far left	938	7.2
Liberal	6209	47.7
Moderate or middle of the road	3231	24.8
Conservative	609	4.7
Far right	26	0.2
Libertarian	67	0.5
Undecided	1324	10.2
Other	357	2.7
Missing	251	1.9

Table B25

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

Language Spoken at Home	n	%
English only	7550	58.0
Other than English	1622	12.5
English and other language(s)	3756	28.9
Missing	84	0.6

Table B26

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

Spiritual Identity	n	%		n	%
Agnostic	2419	18.6	Nondenominational Christian	365	2.8
Ahmadi Muslim	7	0.1	Pagan	65	0.5
African Methodist Episcopal	16	0.1	Pentecostal	51	0.4
Atheist	2177	16.7	Presbyterian	296	2.3
Assembly of God	30	0.2	Protestant	301	2.3
Baha'i	19	0.1	Quaker	51	0.4
Baptist	316	2.4	Rastafarian	12	0.1
Buddhist	739	5.7	Roman Catholic	1558	12.0
Christian Orthodox	255	2.0	Russian Orthodox	24	0.2
Confucianist	45	0.3	Scientologist	1	0.0
Christian Methodist Episcopal	69	0.5	Secular Humanist	123	0.9
Druid	17	0.1	Seventh Day Adventist	22	0.2
Episcopalian	164	1.3	Shi-ite	15	0.1
Evangelical	115	0.9	Sufi	28	0.2
Greek Orthodox	28	0.2	Sunni	34	0.3
Hindu	274	2.1	Shinto	19	0.1
Jain	16	0.1	Sikh	45	0.3
Jehovah's Witness	30	0.2	Taoist	79	0.6
Jewish Conservative	146	1.1	The Church of Jesus Christ of Latter Day Saints	52	0.4
Jewish Orthodox	33	0.3	United Methodist	85	0.7
Jewish Reformed	476	3.7	Unitarian Universalist	106	0.8
Lutheran	146	1.1	United Church of Christ	42	0.3
Mennonite	6	0.0	Wiccan	32	0.2
Moravian	1	0.0	Spiritual, but no religious affiliation	1412	10.9
Muslim	195	1.5	No affiliation	2541	19.5
Native American Traditional Practitioner or Ceremonial	32	0.2	Other	472	3.6

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

Table B27

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

Dependency Status	n	%
Dependent	4820	60.7
Independent	2862	36.1
Missing	254	3.2

Note: Table includes only those who answered that they were students in Question 1 (n = 7936)

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	731	9.2
\$10,000-\$19,999	650	8.2
\$20,000-\$29,999	1084	13.7
\$30,000-\$39,999	763	9.6
\$40,000-\$49,999	360	4.5
\$50,000-\$59,999	359	4.5
\$60,000-\$69,999	341	4.3
\$70,000-\$79,999	299	3.8
\$80,000-\$89,999	298	3.8
\$90,000-\$99,999	294	3.7
\$100,000-\$124,999	792	10.0
\$125,000-\$149,999	376	4.7
\$150,000-\$199,999	444	5.6
\$200,000-\$249,999	366	4.6
\$250,000-\$299,999	193	2.4
\$300,000-\$399,999	114	1.4
\$400,000-\$499,999	55	0.7
\$500,000 and above	132	1.7
Missing	285	3.6

Note: Table includes only those who answered that they were students in Question 1 (n = 7936).

Table B29

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

Residence	n	%
Campus Housing	1981	25.0
Residence Hall	1335	81.1
University owned apartments	191	11.6
Family housing	120	7.3
Non-campus housing	5908	74.4
Homeless	21	0.3
Missing	26	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 7936).

Table B30

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

Employed	n	%
No	4276	53.9
Yes	3634	45.8
1-10 hours/week	1375	37.8
11-20 hours/week	1500	41.3
21-30 hours/week	224	6.2
31-40 hours/week	186	5.1
More than 40 hours/week	241	6.6
Missing	108	3.0
Missing	26	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 7936)

Table B31

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

Residency	n	%
In-state/Resident	2884	54.3
Out-of-State/Non-Resident/International	539	10.2
Missing	1884	35.5

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 5307).

Table B32

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

Clubs/Organizations	n	%
I do not participate in any student organizations	2385	30.1
Student Leadership Groups	841	10.6
Academic/Professional Organizations	1526	19.2
Special Interest Organizations	1137	14.3
Intercultural/Multicultural Campus Community Groups	930	11.7
Political Groups	346	4.4
Religious/Spiritual Organizations	774	9.8
Service Organizations/Civic Engagement	1086	13.7
Social Fraternities or Sororities	546	6.9
Publications and Media Organizations	404	5.1
Intramurals/Clubs Sports	1162	14.6
Music/Performance Organizations	530	6.7
NCAA Varsity Athletics	51	0.6
Honor Societies	460	5.8
Residential Housing Associations	136	1.7
Other	463	5.8

Note: Table includes only those who indicated they were students in Question 1 (n = 7936).
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	7283	56.0
Single, divorced	450	3.5
Single, widow (partner/spouse deceased)	65	0.5
Partnered	1227	9.4
Partnered, in civil union/ Registered Domestic Partnership	140	1.1
Married or remarried	3602	27.7
Separated	85	0.7
Other	55	0.4
Missing	105	0.8

Table B34

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

GPA	n	%
0.000 – 0.999	24	0.3
1.000 – 1.999	45	0.6
2.000 – 2.249	74	0.9
2.250 – 2.499	116	1.5
2.500 – 2.749	213	2.7
2.750 – 2.999	461	5.8
3.000 – 3.249	866	10.9
3.250 – 3.499	1259	15.9
3.500 – 3.749	1632	20.6
3.750 – 4.000	3034	38.2
Missing	212	2.7

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n =7936).

Table B35

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

Foster Care Youth	n	%
Yes	46	0.6
No	7822	98.6
Missing	68	0.9

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 7936).

PART II: Findings

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

Table B36

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

Comfort	n	%
Very comfortable	3023	23.3
Comfortable	6807	52.4
Neither comfortable nor uncomfortable	1991	15.3
Uncomfortable	979	7.5
Very uncomfortable	192	1.5

Table B37

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

Comfort	n	%
Very comfortable	3497	26.9
Comfortable	6036	46.4
Neither comfortable nor uncomfortable	1919	14.8
Uncomfortable	1203	9.3
Very uncomfortable	343	2.6

Table B38

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

Comfort	n	%
Very comfortable	2015	21.9
Comfortable	4539	49.3
Neither comfortable nor uncomfortable	1599	17.4
Uncomfortable	546	5.9
Very uncomfortable	75	0.8
Not applicable	430	4.7

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 9209).

Table B39

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

Considered Leaving	n	%
No	9332	71.8
Yes	3664	28.2

Table B40

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

Academic Experience	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	1275	15.5	3797	46.2	1419	17.3	1401	17.0	277	3.4	55	0.7
Many of my courses this year have been intellectually stimulating.	2378	28.9	3982	48.5	737	9.0	313	3.8	60	0.7	745	9.1
I am satisfied with my academic experience at UC Berkeley.	1879	22.9	4037	49.2	1276	15.6	755	9.2	187	2.3	64	0.8
I am satisfied with the extent of my intellectual development since enrolling at UC Berkeley.	2330	28.4	3868	47.2	1161	14.2	630	7.7	126	1.5	76	0.9
I have performed academically as well as I anticipated I would.	1177	14.4	2844	34.7	1706	20.8	1746	21.3	631	7.7	88	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	2496	30.5	3987	48.7	1095	13.4	414	5.1	135	1.6	65	0.8
My interest in ideas and intellectual matters has increased since coming to UC Berkeley.	2789	34.0	3560	43.4	1183	14.4	485	5.9	138	1.7	46	0.6
I intend to graduate from UC Berkeley.	5843	71.6	1756	21.5	208	2.5	20	0.2	10	0.1	328	4.0
I am considering transferring to another college or university due to academic reasons.	77	0.9	238	2.9	413	5.0	1406	17.1	4955	60.3	1124	13.7

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 8236).

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 UC Berkeley? (Question 11)

Experienced	n	%
No	9678	74.5
Yes, but it did not interfere with my ability to work or learn	2075	16.0
Yes and it interfered with my ability to work or learn	1232	9.5

Table B42

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

Based On:	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	132	4.6	241	8.5	466	16.4	546	19.2	1461	51.3
Age	121	4.2	222	7.7	600	20.7	749	25.9	1203	41.6
Ancestry	158	5.6	205	7.2	430	15.2	663	23.4	1374	48.6
Country of origin	119	4.2	168	5.9	315	11.1	671	26.7	1555	55.0
Discipline of study	154	5.5	277	9.8	458	16.2	581	20.6	1353	47.9
Educational level	134	4.7	196	6.9	376	13.3	723	25.5	1404	49.6
Educational modality (on-line, classroom)	40	1.4	52	1.9	102	3.7	623	22.5	1949	70.5
English language proficiency/accent	101	3.6	104	3.7	245	8.7	566	20.2	1787	63.8
Ethnicity	248	8.6	257	9.0	535	18.6	600	20.9	1229	42.8
Gender identity	166	5.8	198	6.9	388	13.6	607	21.2	1504	52.5
Gender expression	119	4.2	132	4.7	287	10.2	613	21.7	1672	59.2
Immigrant/citizen status	74	2.7	77	2.8	139	5.0	537	19.3	1958	70.3
International status	63	2.3	61	2.2	131	4.7	476	17.1	2060	73.8
Learning disability	47	1.7	54	1.9	115	4.1	463	16.7	2099	75.6
Marital status (e.g. single, married, partnered)	39	1.4	63	2.3	208	7.4	651	23.3	1837	65.7
Medical condition	56	2.0	80	2.9	183	6.6	543	19.5	1928	69.1
Military/veteran status	10	0.4	13	0.5	44	1.6	329	11.9	2372	85.7
Parental status (e.g., having children)	45	1.6	73	2.6	161	5.8	408	14.7	2093	75.3
Participation in an organization/team	93	3.4	85	3.1	190	6.9	377	13.8	1993	72.8

Table B42 (cont.)	Very Often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	97	3.5	157	5.6	378	13.6	637	22.8	1519	54.5
Physical disability	41	1.5	52	1.9	116	4.2	418	15.1	2141	77.3
Philosophical views	138	4.9	246	8.7	535	18.9	576	20.4	1332	47.1
Political views	165	5.9	217	7.8	448	16.0	612	21.9	1357	48.5
Position (staff, faculty, student)	270	9.2	305	10.4	548	18.7	600	20.5	1205	41.2
Pregnancy	24	0.9	23	0.8	60	2.2	337	12.2	2309	83.9
Psychological condition	58	2.1	88	3.2	195	7.0	459	16.6	1973	71.2
Race	238	8.4	198	7.0	446	15.7	584	20.6	1373	48.4
Religious/spiritual views	108	3.9	146	5.2	324	11.6	619	22.2	1592	57.1
Sexual orientation	67	2.4	89	3.2	192	6.9	601	21.6	1829	65.8
Socioeconomic status	136	4.9	191	6.9	380	13.7	582	20.9	1492	53.6
Don't Know	85	3.6	104	4.4	194	8.2	229	9.7	1761	74.2
Other	141	7.1	111	5.6	124	6.3	111	5.6	1497	75.5

Note: Only answered by respondents who experienced harassment (n = 3307).

Table B43

How did you experience this conduct? (Question 13)

Form	N	%
I felt isolated or left out	1834	55.5
I felt I was deliberately ignored or excluded	1588	48.0
I felt intimidated/bullied	1361	41.2
I was the target of derogatory verbal remarks	654	19.8
I observed others staring at me	625	18.9
I was singled out as the spokesperson for my identity group	426	12.9
I feared getting a poor grade because of a hostile classroom environment	404	12.2
I received a low performance evaluation	373	11.3
I feared for my physical safety	356	10.8
Someone assumed I was admitted/hired/promoted due to my identity	343	10.4
I received derogatory written comments	281	8.5
I was the target of racial/ethnic profiling	271	8.2
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	119	3.6
Someone assumed I was not admitted/hired/promoted due to my identity	112	3.4
I received threats of physical violence	67	2.0
I received derogatory phone calls	62	1.9
I was the target of stalking	56	1.7
I was the target of graffiti/vandalism	48	1.5
I feared for my family's safety	45	1.4
I was the victim of a crime	45	1.4
I was the target of physical violence	36	1.1
Other	381	11.5

Note: Only answered by respondents who experienced harassment (n = 3307).
Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
In a meeting with a group of people	1008	30.5
While working at a UC Berkeley job	988	29.9
In a class/lab/clinical setting	914	27.6
In a public space at UC Berkeley	843	25.5
In a UC Berkeley office	717	21.7
In a meeting with one other person	601	18.2
Off campus	459	13.9
At a UC Berkeley event	440	13.3
While walking on campus	408	12.3
In campus housing	319	9.6
In a faculty office	266	8.0
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	223	6.7
In off-campus housing	166	5.0
In a UC Berkeley dining facility	138	4.2
On campus transportation	75	2.3
In athletic facilities	73	2.2
In a health care setting	51	1.5
In an on-line class	7	0.2
Other	247	7.5

Note: Only answered by respondents who experienced harassment (n = 3307). Percentages do not sum to 100 due to multiple responses.

Table B45

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

Source	n	%
Student	1332	40.3
Faculty member	711	21.5
Co-worker	650	19.7
Staff member	527	15.9
Administrator	506	15.3
Stranger	402	12.2
Supervisor	398	12.0
Department head	337	10.2
Friend	311	9.4
Campus organizations or groups	254	7.7
Don't know source	249	7.5
Teaching asst/Grad asst/Lab asst/Tutor	165	5.0
UC Berkeley visitor(s)	164	5.0
Off campus community member	147	4.4
Faculty advisor	146	4.4
Campus media	106	3.2
Campus police/building security	82	2.5
Social Networking site (e.g. Facebook, Twitter)	82	2.5
Student staff	79	2.4
Registered Campus Organization	76	2.3
Alumni	50	1.5
Person that I supervise	43	1.3
Medical Staff	37	1.1
UC Berkeley Physician	27	0.8
Union representative	25	0.8
Athletic coach/trainer	15	0.5
Partner/spouse	15	0.5
Donor	10	0.3
Patient	4	0.1
Other	211	6.4

Note: Only answered by respondents who experienced harassment (n = 3307).
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	1760	53.2
I told a friend	1410	42.6
I felt embarrassed	1336	40.4
I ignored it	1055	31.9
I told a family member	1019	30.8
I avoided the harasser	918	27.8
I felt somehow responsible	599	18.1
I did nothing	583	17.6
I was afraid	567	17.1
I sought support from a staff person	521	15.8
I left the situation immediately	423	12.8
I didn't report it for fear that my complaint would not be taken seriously	419	12.7
I didn't know who to go to	383	11.6
I sought support from campus resource	353	10.7
I confronted the harasser at the time	348	10.5
I confronted the harasser later	302	9.1
I reported it to a UC Berkeley employee/official	286	8.6
I sought support from a faculty member	283	8.6
I sought support from an administrator	261	7.9
I did report it but I did not feel the complaint was taken seriously	251	7.6
It didn't affect me at the time	243	7.3
I sought information on-line	182	5.5
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	114	3.4
I sought support from off-campus hot-line/advocacy services	98	3.0
I told my union representative	72	2.2
I sought support from student staff (e.g. peer counselor)	56	1.7
I contacted a local law enforcement official	50	1.5
I sought support from a TA/grad assistant	45	1.4
Other	344	10.4

Note: Only answered by respondents who experienced harassment (n = 3307).
Percentages do not sum to 100 due to multiple responses.

Table B47

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

Experienced Unwanted Sexual Contact	n	%
Yes	507	3.9
No	12478	95.9
Missing	27	0.2

Table B48

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

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	575	7.5	1470	19.3	2597	34.1	2171	28.5	811	10.6
My colleagues/co-workers expect me to represent “the point of view” of my identity	286	3.8	1294	17.2	2790	37.0	1853	24.6	1320	17.5
I believe salary determinations are clear	488	6.5	2533	33.6	2046	27.1	1013	13.4	1465	19.4
I think that my campus demonstrates that it values a diverse faculty	1178	15.5	4172	55.0	1178	15.5	460	6.1	602	7.9
I think my campus demonstrates that it values a diverse staff	1265	16.7	4562	60.2	979	12.9	389	5.1	379	5.0
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	1418	18.6	3055	40.2	1188	15.6	498	6.5	1446	19.0
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	598	7.9	1429	18.8	3475	45.7	1283	16.9	820	10.8
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	820	10.8	2218	29.2	2734	36.0	861	11.3	959	12.6

Note: Table includes only those respondents who indicated they were faculty graduate students, trainees, or staff in Question 1 (n = 7705).

Table B49

Faculty Only: As a faculty member (Question 22)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	187	19.4	484	50.1	169	17.5	36	3.7	90	9.3
I believe that the tenure/promotion standards are reasonable.	196	20.4	523	54.5	114	11.9	23	2.4	104	10.8
I feel that my service contributions are important to tenure/promotion.	108	11.2	416	43.1	224	23.2	80	8.3	138	14.3
I feel pressured to change my research agenda to achieve tenure/promotion.	30	3.2	110	11.6	379	40.0	228	24.1	200	21.1
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	150	15.7	455	47.6	154	16.1	67	7.0	129	13.5
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	101	10.5	216	22.4	414	43.0	105	10.9	127	13.2
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.	156	16.2	319	33.2	348	36.2	41	4.3	97	10.1
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	41	4.3	297	31.0	189	19.7	56	5.8	375	39.1
I have used university policies on stopping the clock for promotion or tenure.	45	4.7	49	5.1	175	18.2	166	17.2	528	54.8
I have used university policies on taking leave for childbearing or adoption.	58	6.0	72	7.5	158	16.4	147	15.3	528	54.8
I have used university policies on active service-modified duties.	79	8.3	95	9.9	142	14.9	129	13.5	510	53.4
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	22	2.3	45	4.7	398	41.9	272	28.6	214	22.5
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	169	17.7	498	52.1	107	11.2	36	3.8	145	15.2
I believe that perceptions about using work-family policies differ for men and women faculty.	85	9.1	358	38.1	276	29.4	68	7.2	152	16.2
I believe that tenure standards/advancement standards are applied equally to all faculty.	127	13.3	402	42.1	220	23.1	91	9.5	114	11.9

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 975).

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 UC Berkeley is supportive of taking leave.	850	11.2	3546	46.7	961	12.7	215	2.8	2021	26.6
I find that UC Berkeley is supportive of flexible work schedules.	1114	14.7	3849	50.8	973	12.8	286	12.8	1358	17.9
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	290	3.8	987	13.0	3250	42.8	1005	13.2	2054	27.1
I feel that people who have children are considered by UC Berkeley to be less committed to their jobs/careers	182	2.4	749	9.9	3609	47.7	1096	14.5	1934	25.5
I feel that UC Berkeley provides available resources to help employees balance work-life needs, such as childcare and elder care.	340	4.5	2449	32.5	1274	16.9	449	6.0	3012	40.0
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	238	3.2	846	11.3	1793	23.9	563	7.5	4069	54.2
I have supervisors who give me job/career advice or guidance when I need it	1262	16.5	3409	44.6	1275	16.7	570	7.5	1122	14.7
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	1423	18.7	4157	54.5	871	11.4	289	3.8	881	11.6
My supervisor provides me with resources to pursue professional development opportunities.	1222	16.0	3132	41.1	1343	17.6	568	7.5	1349	17.7
My supervisor provides ongoing feedback to help me improve my performance.	1077	14.2	3243	42.7	1519	20.0	578	7.6	1178	15.5
I have adequate access to administrative support.	885	11.7	3691	48.8	1410	18.7	778	10.3	794	10.5
For health sciences campus employees, my patient-care load is manageable.	70	1.0	384	5.3	63	0.9	24	0.3	6681	92.5

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7705).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UC Berkeley 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	9676	74.7
Yes	3271	25.3

Table B52

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

Target(s)	n	%
Student	1820	55.6
Staff member	581	17.8
Co-worker	528	16.1
Friend	518	15.8
Campus organizations or groups	323	9.9
Faculty member	278	8.5
Stranger	277	8.5
Don't know target	260	7.9
Administrator	142	4.3
UC Berkeley visitor(s)	113	3.5
Off campus community member	113	3.5
Student staff	96	2.9
Supervisor	80	2.4
Teaching assistant/Writing associate/Lab assistant/Tutor	68	2.1
Registered Campus Organization	61	1.9
Union representative	54	1.7
Department head	47	1.4
Campus police/building security	42	1.3
Person that I supervise	33	1.0
Partner/spouse	30	0.9
Alumni	26	0.8
Faculty advisor	22	0.7
Athletic coach/trainer	13	0.4
Medical Staff	10	0.3
Patient	8	0.2
Donor	6	0.2
UC Berkeley Physician	4	0.1
Other	162	5.0

Note: Only answered by respondents who observed harassment (n = 3271).
Percentages do not sum to 100 due to multiple responses.

Table B53

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

Source	n	%
Student	1304	39.9
Faculty member	571	17.5
Administrator	453	13.8
Staff member	368	11.3
Stranger	336	10.3
Co-worker	308	9.4
Campus organizations or groups	299	9.1
Supervisor	282	8.6
Don't know source	257	7.9
Department head	161	4.9
Campus police/building security	141	4.3
Off campus community member	121	3.7
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	110	3.4
Friend	103	3.1
UC Berkeley visitor(s)	98	3.0
Faculty advisor	95	2.9
Social Networking site (e.g. Facebook, Twitter)	80	2.4
Teaching assistant/Grad assistant/Lab assistant/Tutor	80	2.4
Registered Campus Organization	73	2.2
Student staff	47	1.4
Alumni	32	1.0
Union representative	19	0.6
Medical Staff	15	0.5
Athletic coach/trainer	11	0.3
Person that I supervise	11	0.3
UC Berkeley Physician	11	0.3
Donor	10	0.3
Partner/spouse	6	0.2
Patient	3	0.1
Other	161	4.9

Note: Only answered by respondents who observed harassment (n = 3271).
Percentages do not sum to 100 due to multiple responses.

Table B54

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

Based On	n	%
Race	774	23.7
Ethnicity	697	21.3
Political views	648	19.8
Gender identity	558	17.1
Don't Know	506	15.5
Position (staff, faculty, student)	454	13.9
Religious/spiritual views	417	12.7
Gender expression	413	12.6
Sexual orientation	401	12.3
Country of origin	389	11.9
Philosophical views	369	11.3
Socioeconomic status	319	9.8
Ancestry	316	9.7
Age	303	9.3
Academic Performance	298	9.1
Physical characteristics	242	7.4
Discipline of study	240	7.3
Educational level	237	7.2
Immigrant/citizen status	227	6.9
English language proficiency/accent	222	6.8
Participation in an organization/team	157	4.8
Psychological condition	131	4.0
Physical disability	126	3.9
Learning disability	110	3.4
International Status	109	3.3
Medical condition	92	2.8
Parental status (e.g., having children)	65	2.0
Marital status	43	1.3
Pregnancy	35	1.1
Educational modality (online, classroom)	22	0.7
Military/veteran status	15	0.5
Other	425	13.0

Note: Only answered by respondents who observed harassment (n = 3271).
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	1727	52.8
Deliberately ignored or excluded	1228	37.5
Intimidated/bullied	1000	30.6
Isolated or left out	968	29.6
Assumption that someone was admitted/hired/promoted based on his/her identity	783	23.9
Racial/ethnic profiling	782	23.9
Isolated or left out when work was required in groups	578	17.7
Singled out as a spokesperson for his/her identity	470	14.4
Derogatory written comments	438	13.4
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	397	12.1
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	362	11.1
Feared for their physical safety	342	10.5
Receipt of a low performance evaluation	323	9.9
Graffiti/vandalism	268	8.2
Physical violence	176	5.4
Threats of physical violence	166	5.1
Victim of a crime	163	5.0
Receipt of a poor grade because of a hostile classroom environment	125	3.8
Derogatory phone calls	82	2.5
Feared for their family's safety	51	1.6
Other	220	6.7

Note: Only answered by respondents who observed harassment (n = 3271).
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	475	15.2
2	537	17.2
3	638	20.4
4	288	9.2
5	143	4.6
6 or more	1040	33.3

Note: Only answered by respondents who believed they had observed harassment (n = 3271).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
In a public space at UC Berkeley	1121	34.3
In a meeting with a group of people	804	24.6
In a class/lab/clinical setting	770	23.5
While working at a UC Berkeley job	673	20.6
At a UC Berkeley event	582	17.8
In a UC Berkeley office	573	17.5
Off campus	513	15.7
While walking on campus	502	15.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	376	11.5
In a meeting with one other person	338	10.3
In campus housing	333	10.2
In off campus housing	203	6.2
In a faculty office	195	6.0
In a UC Berkeley dining facility	140	4.3
On campus transportation	75	2.3
In athletic facilities	60	1.8
In a health care setting	42	1.3
In an on-line class	5	0.2
Other	170	5.2

Note: Only answered by respondents who observed harassment (n = 3271).
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	1599	48.9
I felt embarrassed	1106	33.8
I told a friend	1051	32.1
I avoided the harasser	658	20.1
I did nothing	645	19.7
I told a family member	630	19.3
I ignored it	571	17.5
I was afraid	441	13.5
I felt somehow responsible	395	12.1
I didn't know who to go to	365	11.2
I sought support from a staff person	353	10.8
I confronted the harasser at the time	332	10.1
It didn't affect me at the time	317	9.7
I left the situation immediately	313	9.6
I didn't report it for fear that my complaint would not be taken seriously	303	9.3
I confronted the harasser later	296	9.0
I reported it to a campus employee/official	210	6.4
I sought support from a administrator	189	5.8
I sought support from campus resource	188	5.7
I sought support from a faculty member	180	5.5
I did report it but I did not feel the complaint was taken seriously	179	5.5
I sought information on-line	119	3.6
I told my union representative	59	1.8
I sought support from off-campus hot-line/advocacy services	49	1.5
I sought support from a spiritual advisor	47	1.4
I sought support from a student staff	46	1.4
I contacted a local law enforcement official	40	1.2
I sought support from a TA/grad assistant	27	0.8
Other	258	7.9

Note: Only answered by respondents who observed harassment (n = 3271).
Percentages do not sum to 100 due to multiple responses.

Table B59

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

Perceived Unfair/Unjust Hiring	n	%
No	2998	63.3
Yes	824	17.4
Don't know	915	19.3

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 4776).

Table B60

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

Based On	n	%
Personal relationship	234	28.4
Ethnicity	178	21.6
Race	156	18.9
Age	152	18.4
Position (staff, faculty, student)	115	14.0
Preferential re-hiring	102	12.4
Educational level	96	11.7
Discipline of study	65	7.9
Partner/spousal preferential hiring practice	51	6.2
English language proficiency/accent	49	5.9
Ancestry	45	5.5
Country of origin	43	5.2
Gender expression	38	4.6
Political views	33	4.0
Physical characteristics	31	3.8
Gender identity	112	3.6
Sexual orientation	29	3.5
Socioeconomic status	29	3.5
Marital status	23	2.8
Parental status (e.g., having children)	23	2.8
Immigrant/citizen status	22	2.7
International status	17	2.1
Medical condition	16	1.9
Religious/spiritual views	14	1.7
Participation in an organization/team	13	1.6
Pregnancy	11	1.3
Physical disability	10	1.2
Learning disability	5	0.6
Psychological condition	4	0.5
Educational modality (on-line, classroom)	2	0.2
Military/veteran status	2	0.2
Other	157	19.1

Note: Only answered by employees who perceived discriminatory practices (n = 824).
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 UC BERKELEY that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	5911	77.3
Yes	525	6.9
Don't know	1207	15.8

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7705).

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)	125	23.8
Age	103	19.6
Race	97	18.5
Ethnicity	93	17.7
Educational level	51	9.7
Personal relationship	49	9.3
Gender identity	43	8.2
Discipline of study	35	6.7
Political views	32	6.1
Ancestry	30	5.7
Country of origin	29	5.5
Medical condition	27	5.1
Socioeconomic status	23	4.4
English language proficiency/accent	22	4.2
Participation in an organization/team	21	4.0
Psychological condition	19	3.6
Physical disability	18	3.4
Religious/spiritual views	18	3.4
Gender expression	16	3.0
Immigrant/citizen status	14	2.7
Parental status (e.g., having children)	14	2.7
Sexual orientation	13	2.5
International status	12	2.3
Physical characteristics	12	2.3
Partner/spousal preferential hiring practice	8	1.5
Pregnancy	8	1.5
Learning disability	7	1.3
Marital status	7	1.3
Military/veteran status	2	0.4
Educational modality (on-line, classroom)	1	0.2
Other	137	26.1

Note: Only answered by employees who perceived discriminatory practices (n = 525). 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 UC BERKELEY that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	4870	63.7
Yes	1293	16.9
Don't know	1486	19.4

Note: Table includes only those respondents who indicated they were post-docs, graduate students, trainees, faculty or staff in Question 1 (n = 7705).

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	297	23.0
Position (staff, faculty, student)	261	20.2
Race	190	14.7
Age	165	12.8
Ethnicity	160	12.4
Gender identity	143	11.1
Discipline of study	107	8.3
Educational level	104	8.0
Political views	60	4.6
Partner/spousal preferential hiring practice	52	4.0
Ancestry	47	3.6
Parental status (e.g., having children)	47	3.6
English language proficiency/accent	43	3.3
Sexual orientation	43	3.3
Country of origin	41	3.2
Gender expression	39	3.0
Socioeconomic status	39	3.0
Marital status	22	1.7
Participation in an organization/team	22	1.7
Physical characteristics	22	1.7
Medical condition	20	1.5
Immigrant/citizen status	19	1.5
Pregnancy	18	1.4
International status	16	1.2
Psychological condition	12	0.9
Religious/spiritual views	12	0.9
Physical disability	11	0.9
Educational modality (on-line, classroom)	10	0.8
Learning disability	5	0.4
Military/veteran status	4	0.3
Other	352	27.2

Note: Only answered by employees who observed discriminatory practices (n = 1293).
Percentages do not sum to 100 due to multiple responses.

Table B65

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	3753	29.1	5867	45.4	2695	20.9	514	4.0	83	0.6	2.0	0.8
Cooperative/Uncooperative	2964	23.0	5725	44.5	3070	23.8	934	7.3	185	1.4	2.2	0.9
Positive for persons with disabilities/Negative	4243	33.3	5207	40.9	2699	21.2	495	3.9	95	0.7	2.0	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	5560	43.5	5005	39.2	1894	14.8	263	2.1	52	0.4	1.8	0.8
Positive for people of Christian faith/Negative	2833	22.4	4073	32.2	4529	35.8	1004	7.9	216	1.7	2.3	1.0
Positive for people of other faith backgrounds faith/Negative	2636	20.9	4595	36.4	2594	36.3	691	5.5	123	1.0	2.3	0.9
Positive for people who are agnostic or atheist/Negative	3718	29.4	4809	38.1	3752	29.7	291	2.3	67	0.5	2.1	0.9
Positive for people of color/Negative	3311	26.0	5010	39.3	3113	24.5	1055	8.3	243	1.9	2.2	1.0
Positive for men/Negative	4791	37.6	4421	34.7	3081	24.2	355	2.8	89	0.7	1.9	0.9
Positive for women/Negative	3592	28.0	5116	39.9	3173	24.8	800	6.2	135	1.1	2.1	0.9
Positive for non-native English speakers/Negative	2563	20.2	4615	36.4	3904	30.7	1389	10.9	225	1.8	2.4	1.0
Positive for people who are immigrants/Negative	2934	23.2	4751	37.5	3819	30.2	951	7.5	206	1.6	2.3	1.0
Positive for people who are not U.S. Citizens/Negative	3001	23.8	4749	37.6	3822	30.3	850	6.7	202	1.6	2.2	0.9

Table B65 (cont.)	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	3587	27.9	5845	45.5	2601	20.2	666	5.2	151	1.2	2.1	0.9
Respectful/disrespectful	3436	26.8	5822	45.4	2696	21.0	679	5.3	179	1.4	2.1	0.9
Positive for people of high socioeconomic status/Negative	4497	35.4	4513	35.6	2985	23.5	542	4.3	157	1.2	2.0	0.9
Positive for people of low socioeconomic status/Negative	2520	19.9	4298	34.0	3859	30.5	1480	11.7	494	3.9	2.5	1.1
Positive for people who identify as transgender/Negative	2662	21.6	3902	31.6	4858	39.3	712	5.8	212	1.7	2.3	0.9

Table B66

Using a scale of 1-5, please rate the overall climate at UC Berkeley 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	3112	24.1	5199	40.3	3179	24.7	1141	8.9	257	2.0	2.2	1.0
Not sexist/sexist	2968	23.1	5076	39.4	3254	25.3	1295	10.1	278	2.2	2.3	1.0
Not homophobic/homophobic	3928	30.8	5378	42.1	2876	22.5	482	3.8	102	0.8	2.0	0.9
Not transphobic/transphobic	3324	26.4	4795	38.1	3508	27.9	740	5.9	203	1.6	2.2	0.9
Not age biased/age biased	2932	22.9	4388	34.3	3596	28.1	1533	12.0	336	2.6	2.4	1.0
Not classist (socioeconomic status)/classist	2486	19.5	4118	32.4	3661	28.8	1860	14.6	599	4.7	2.5	1.1
Not classist (position: faculty, staff, student)/ classist	2236	17.5	3574	28.0	3506	27.5	2276	17.9	1154	9.1	2.7	1.2
Disability friendly/Not disability friendly	3831	30.1	5151	40.4	3025	23.7	598	4.7	135	1.1	2.1	0.9

Table B67

Students/Faculty Only: The classroom/learning environment at UC Berkeley is welcoming for students based on their: (Question 77)

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	2181	24.9	4711	53.8	779	8.9	158	1.8	931	10.6
Ancestry	2311	26.5	4387	50.3	650	7.4	145	1.7	1233	14.1
Country of origin	2282	26.2	4581	52.6	727	8.3	145	1.7	978	11.2
English language proficiency/ accent	1742	20.0	4418	50.6	1487	17.0	248	2.8	828	9.5
Ethnicity	2255	25.9	4622	53.2	804	9.2	200	2.3	815	9.4
Gender identity	2282	26.2	4344	49.9	758	8.7	156	1.8	1171	13.4
Gender expression	2177	25.0	4235	48.7	840	9.7	171	2.0	1274	14.6
Immigrant/citizen status	2151	24.7	4283	49.3	796	9.2	186	2.1	1276	14.7
International status	2395	27.6	4362	50.2	680	7.8	164	1.9	1085	12.5
Learning disability	1916	22.1	4005	46.1	923	10.6	236	2.7	1606	18.5
Marital status	2275	26.2	3977	45.7	583	6.7	152	1.7	1711	19.7
Medical conditions	1938	22.4	4018	46.5	690	8.0	176	2.0	1817	21.0
Military/veteran status	1961	22.6	3358	38.7	548	6.3	125	1.4	2696	31.0
Parental status (e.g., having children)	1770	20.4	3633	41.8	831	9.6	193	2.2	2256	26.0
Participation in an campus club/organization	2510	28.9	4087	47.1	507	5.8	127	1.5	1446	16.7
Psychological condition	1556	17.9	3523	40.6	1027	11.8	226	2.6	2337	27.0
Physical characteristics	1862	21.5	4271	49.3	810	9.3	191	2.2	1530	17.7
Physical disability	1950	22.5	4114	47.5	811	9.4	174	2.0	1603	18.5

Table B67 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Political views	1585	18.3	3960	45.6	1623	18.7	422	4.9	1086	12.5
Race	2137	24.7	4408	50.8	917	10.6	272	3.1	935	10.8
Religious/spiritual views	1729	19.9	4297	49.6	1145	13.2	281	3.2	1216	14.0
Sexual orientation	2368	27.3	4376	50.5	611	7.1	153	1.8	1153	13.3
Socioeconomic status	1861	21.5	4243	49.1	1137	13.2	324	3.7	1078	12.5

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 8911).

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	1490	18.2	4696	57.5	1266	15.5	255	3.1	461	5.6
I feel valued by other students in the classroom	1386	17.0	4624	56.7	1374	16.9	227	2.8	541	6.6
I think UC Berkeley faculty are genuinely concerned with my welfare	1463	18.0	4058	49.8	1598	19.6	426	5.2	600	7.4
I think UC Berkeley staff are genuinely concerned with my welfare	1455	17.9	4153	51.0	1414	17.4	366	4.5	759	9.3
I think administrators are genuinely concerned about my welfare.	982	12.1	3248	40.1	1975	24.4	810	10.0	1083	13.4
I think faculty pre-judge my abilities based on perceived identity/background	662	8.2	2338	28.8	3023	37.2	940	11.6	1154	14.2
I believe the campus climate encourages free and open discussion of difficult topics	1939	23.8	4496	55.2	1113	13.7	280	3.4	317	3.9
I have faculty who I perceive as role models	2321	28.5	4036	49.5	1127	13.8	195	2.4	473	5.8
I have staff who I perceive as role models	1297	15.9	3110	38.2	2146	26.4	303	3.7	1282	15.8
I have administrators who I perceive as role models	809	10.0	2064	25.5	2783	34.4	726	9.0	1710	21.1
I don't see enough faculty/staff with whom I identify	1089	13.5	2743	33.9	2928	36.2	623	7.7	706	8.7
I have opportunities for academic success that are similar to those of my classmates	1865	22.9	4763	58.6	862	10.6	237	2.9	401	4.9

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 8236).

Table B69

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

Characteristic	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	175	3.4	822	16.1	1890	37.1	775	15.2	1429	28.1
Ancestry	104	2.0	451	8.9	2171	42.8	900	17.7	1451	28.6
Country of origin	115	2.3	632	12.5	2058	40.6	875	17.3	1391	27.4
Education level	123	2.4	694	13.7	2059	40.6	780	15.4	1414	27.9
English language proficiency/ accent	180	3.5	958	18.9	1848	36.4	698	13.8	1387	27.4
Ethnicity	168	3.3	758	14.9	1990	39.2	803	15.8	1352	26.7
Gender identity	183	3.6	694	13.7	1933	38.1	773	15.2	1489	29.4
Gender expression	197	3.9	729	14.4	1895	37.4	747	14.7	1502	29.6
Immigrant/citizen status	124	2.4	465	9.2	2117	41.8	864	17.1	1497	29.5
International Status	107	2.1	466	9.2	2127	42.0	919	18.1	1446	28.5
Learning disability	126	2.5	532	10.5	1945	38.5	746	14.8	1706	33.7
Marital status	90	1.8	389	7.7	1899	37.6	765	15.1	1908	37.8
Medical conditions	104	2.1	408	8.1	1983	39.3	768	15.2	1777	35.3
Military/veteran status	77	1.5	232	4.6	1866	36.9	815	16.1	2063	40.8
Parental status (e.g., having children)	100	2.0	403	8.0	1693	33.5	727	14.4	2129	42.1
Participation in an campus club/organization	118	2.3	473	9.4	1983	39.3	1016	20.1	1458	28.9
Participation on an athletic team	153	3.0	464	9.2	1981	39.2	965	19.1	1486	29.4
Philosophical views	142	2.8	666	13.2	1958	38.8	803	15.9	1482	29.3

Table B69 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	140	2.8	643	12.7	1821	36.1	741	14.7	1703	33.7
Physical characteristics	177	3.5	711	14.1	1913	37.9	753	14.9	1495	29.6
Physical disability	133	2.6	531	10.5	1934	38.4	798	15.8	1647	32.7
Political views	252	5.0	893	17.7	1767	35.0	690	13.7	1450	28.7
Race	192	3.8	675	13.4	1972	39.0	813	16.1	1400	27.7
Religious/spiritual views	214	4.2	789	15.6	1877	37.1	743	14.7	1430	28.3
Sexual orientation	201	4.0	652	12.9	1939	38.4	794	15.7	1465	29.0
Socioeconomic status	205	4.1	666	13.2	1962	38.9	771	15.3	1437	28.5

Note: Table includes only those respondents who indicated they were undergraduate students in Question 1 (n = 5307).

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	965	19.8	2548	52.3	718	14.7	165	3.4	478	9.8
Ancestry	1095	22.6	2484	51.3	452	9.3	123	2.5	688	14.2
Country of origin	1114	23.0	2533	52.4	467	9.7	118	2.4	603	12.5
Educational level	986	20.4	2533	52.3	728	15.0	180	3.7	417	8.6
English language proficiency/ accent	897	18.6	2588	53.7	670	13.9	128	2.7	538	11.2
Ethnicity	1111	23.0	2524	52.2	561	11.6	151	3.1	490	10.1
Gender identity	1000	20.8	2355	48.9	526	10.9	126	2.6	808	16.8
Gender expression	952	19.9	2254	47.0	539	11.2	129	2.7	920	19.2
Immigrant/citizen status	987	20.5	2313	48.2	505	10.5	132	2.7	866	18.0
International Status	1032	21.5	2381	49.6	459	9.6	112	2.3	818	17.0
Learning disability	708	14.8	1898	39.7	647	13.5	141	2.9	1388	29.0
Marital status	1105	23.0	2427	50.5	499	10.4	129	2.7	646	13.4
Medical conditions	830	17.4	2233	46.9	571	12.0	168	3.5	961	20.2
Military/veteran status	766	16.0	1824	38.1	390	8.2	104	2.2	1698	35.5
Parental status (e.g., having children)	1057	22.0	2368	49.3	583	12.1	143	3.0	657	13.7
Participation in a campus club/organization	820	17.2	2050	43.0	402	8.4	104	2.2	1396	29.3
Participation on an athletic team	728	15.4	1708	36.1	385	8.1	106	2.2	1805	38.1
Philosophical views	772	16.2	2312	48.4	611	12.8	142	3.0	937	19.6

Table B70 (cont.)	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	645	13.6	1909	40.2	643	13.5	137	2.9	1419	29.9
Physical characteristics	839	17.6	2393	50.3	518	10.9	120	2.5	886	18.6
Physical disability	824	17.4	2186	46.1	524	11.1	137	2.9	1071	22.6
Political views	725	15.2	2231	46.8	766	16.1	198	4.2	844	17.7
Race	1026	21.4	2379	49.7	616	12.9	177	3.7	593	12.4
Religious/spiritual views	778	16.3	2265	47.6	613	12.9	169	3.5	938	19.7
Sexual orientation	1064	22.3	2366	49.5	454	9.5	120	2.5	771	16.1
Socioeconomic status	848	17.9	2284	48.2	648	13.7	191	4.0	771	16.3

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 5076).

Table B71

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

	Fully Accessible		Accessible With Accommodations		Not Accessible		Don't Know	
	n	%	n	%	n	%	n	%
Accessibility								
Athletic Facilities	3818	30.8	3526	28.4	420	3.4	4647	37.4
Classroom Buildings	4803	38.7	4555	36.7	262	2.1	2775	22.4
Classrooms, labs	4159	33.7	4408	35.7	378	3.1	3406	27.6
University housing	3231	26.3	2910	23.7	362	2.9	5801	47.1
Computer labs	2682	30.0	3149	25.6	321	2.6	5133	41.8
Dining facilities	4387	35.7	2626	21.4	190	1.5	5079	41.4
Elevators	5830	47.5	3303	26.9	306	2.5	2844	23.2
Health & Wellness Center	4514	36.8	2546	20.8	216	1.8	4983	40.6
Library	5555	45.2	3260	26.6	181	1.5	3281	26.7
On-campus transportation/parking	3291	26.8	3297	26.9	1214	9.9	4467	36.4
Other campus buildings	3545	29.1	3250	26.6	310	2.5	5095	41.8
Recreational facilities	4065	33.2	6092	25.3	256	2.1	4827	39.4
Restrooms	5398	44.0	3828	21.2	422	3.4	2627	21.4
Studios/ Performing Arts spaces	2707	22.2	2328	19.1	367	3.0	6774	55.6
Walkways and pedestrian paths	5478	44.8	3758	30.7	336	2.7	2661	21.8
Braille signage	1846	15.1	1556	12.7	405	3.3	8403	68.8
Hearing loops	1553	12.8	1272	10.5	325	2.7	8947	74.0
Course instruction/materials								
Information in alternate formats	2220	18.3	2843	23.5	679	5.6	6378	52.6
Instructors	2995	24.7	3517	29.0	463	3.8	5144	42.4
Instructional materials	3023	25.1	3370	27.9	415	3.4	5258	43.6
UC Berkeley Website								
Website	4804	40.5	2939	24.8	409	3.4	3705	31.2

Table B72

How would you rate the climate at UC Berkeley 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	1744	14.4	5794	47.8	986	8.1	136	1.1	3472	28.6
Physical health issues	2435	20.1	6718	55.5	510	4.2	68	0.6	2378	19.6
Female	3069	25.3	7277	59.9	753	6.2	122	1.0	928	7.6
From religious affiliations other than Christian	2387	19.7	6917	57.1	656	5.4	88	0.7	2071	17.1
From Christian affiliations	2250	18.6	6720	55.6	963	8.0	133	1.1	2014	16.7
Gay, lesbian, bisexual	3248	26.8	6907	57.0	419	3.5	64	0.5	1486	12.3
Immigrants	2641	21.9	6947	57.5	653	5.4	107	0.9	1732	14.3
International students, staff, or faculty	3090	25.6	6977	57.8	450	3.7	61	0.5	1492	12.4
Learning disability	2158	17.9	5981	49.7	744	6.2	91	0.8	3051	25.4
Male	4056	33.6	6619	54.8	270	2.2	57	0.5	1082	9.0
Non-native English speakers	2224	18.5	6829	56.7	1225	10.2	140	1.2	1636	13.6
Parents/guardians	2369	19.7	6415	53.3	488	4.1	64	0.5	2704	22.5
People of color	2755	22.8	6929	57.4	820	6.8	219	1.8	1356	11.2
Providing care for adults who are disabled and/or elderly	2103	17.5	5487	45.7	381	3.2	61	0.5	3982	33.1
Physical disability	2505	20.9	6440	53.7	499	4.2	71	0.6	2487	20.7
Socioeconomically disadvantaged	2345	19.5	6059	50.3	1232	10.2	277	2.3	2130	17.7
Socioeconomically advantaged	3111	25.9	6185	51.5	574	4.8	126	1.0	2018	16.8
Transgender	2161	18.0	5395	45.0	656	5.5	159	1.3	3611	30.1
Other	397	9.8	1253	31.1	79	2.0	58	1.4	2244	55.7

Table B73

How would you rate the climate at UC Berkeley 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	2467	19.9	6603	53.3	1132	9.1	311	2.5	1866	15.1
American Indian/Alaskan Native	2444	19.8	5984	48.5	578	4.7	235	1.9	3107	25.2
Asian/ Asian American	3501	28.3	6764	54.6	599	4.8	105	0.8	1409	11.4
Hispanic/Latino	2574	20.9	6841	55.4	990	8.0	192	1.6	1746	14.1
Middle Eastern/South Asian/ North African	2542	20.6	6717	54.4	784	6.3	200	1.6	2108	17.1
Pacific Islander	2576	20.9	6492	52.7	496	4.0	122	1.0	2641	21.4
White	4773	38.6	6511	52.7	266	2.2	67	0.5	735	6.0

Table B74

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

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2502	34.7	3543	49.1	158	2.2	12	0.2	1003	113.9
Physical health issues	2601	36.2	3598	50.0	88	1.2	7	0.1	901	12.5
Female	3011	41.8	3574	49.6	75	1.0	7	0.1	538	7.5
From religious affiliations other than Christian	2644	36.7	3568	49.6	233	3.2	32	0.4	723	10.0
From Christian affiliations	2326	32.4	3472	48.3	532	7.4	117	1.6	736	10.2
Gay, lesbian, bisexual	3254	45.2	3254	45.2	104	1.4	12	0.2	574	8.0
Immigrants	2766	38.4	3568	49.6	157	2.2	14	0.2	691	9.6
International students, staff, or faculty	2830	39.4	3575	49.8	94	1.3	5	0.1	678	9.4
Learning disability	2586	36.1	3525	49.2	166	2.3	22	0.3	872	12.2
Male	2987	41.6	3510	48.8	104	1.4	14	0.2	573	8.0
Non-native English speakers	2595	36.2	3618	50.4	237	3.3	24	0.3	704	9.8
Parents/guardians	2550	35.6	3567	49.7	116	1.6	11	0.2	926	12.9
People of color	2877	40.0	3562	49.5	142	2.0	18	0.3	598	8.3
Providing care for other than a child	2494	34.8	3433	47.9	88	1.2	14	0.2	1137	15.9
Physical disability	2679	37.4	3542	49.4	113	1.6	17	0.2	812	11.3
Socioeconomically disadvantaged	2772	38.6	3508	48.8	190	2.6	37	0.5	676	9.4
Socioeconomically advantaged	2644	36.8	3514	48.9	251	3.5	54	0.8	720	10.0

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Transgender	2741	38.2	3395	47.4	169	2.4	32	0.4	830	11.6
Veterans/active military	2544	35.5	3345	46.7	280	3.9	61	0.9	938	13.1
Other	647	22.4	1179	40.9	28	1.0	11	0.4	1019	35.3

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 7936).

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UC Berkeley 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	1228	18.0	3092	45.2	840	12.3	143	2.1	1538	22.5
Ancestry	1287	18.9	3210	47.0	712	10.4	144	2.1	1471	21.6
Country of origin	1315	19.3	3225	47.4	755	11.1	163	2.4	1348	19.8
Educational level	1259	18.6	3224	47.5	883	13.0	191	2.8	1229	18.1
English language proficiency/ accent	1170	17.3	3088	45.6	947	14.0	203	3.0	1366	20.2
Ethnicity	1379	20.3	3295	48.6	682	10.1	179	2.6	1244	18.4
Gender identity	1318	19.4	2967	43.7	784	11.6	235	3.5	1483	21.9
Gender expression	1288	19.0	2930	43.3	805	11.9	236	3.5	1512	22.3
Immigrant/citizen status	1231	18.2	3103	45.9	751	11.1	190	2.8	1488	22.0
International Status	1246	18.4	3187	47.1	688	10.2	166	2.5	1475	21.8
Learning disability	1051	15.6	2695	40.0	931	13.8	259	3.8	1808	26.8
Level of Education	1213	18.0	3109	46.1	827	12.3	209	3.1	1388	20.6
Marital status	1084	16.2	2796	41.8	665	9.9	157	2.3	1991	29.7
Medical conditions	1095	16.3	2833	42.2	696	10.4	148	2.2	1949	29.0
Military/veteran status	1048	15.6	2576	38.3	763	11.3	149	2.2	2188	32.5
Parental status (e.g., having children)	1048	15.6	2712	40.4	723	10.8	144	2.1	2079	31.0
Philosophical Views	1330	19.8	3261	48.5	543	8.1	134	2.0	1451	21.6
Psychological condition	1104	16.5	2863	42.7	741	11.0	159	2.4	1843	27.5
Physical characteristics	1158	17.3	3000	44.8	616	9.2	140	2.1	1786	26.7

Table B75 cont.	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	1126	16.8	2908	43.4	731	10.9	153	2.3	1782	26.6
Political views	1268	18.9	3183	47.4	711	10.6	177	2.6	1375	20.5
Position (faculty, staff)	1262	18.9	3113	46.6	550	8.2	129	1.9	1632	24.4
Race	1383	20.6	3201	47.6	603	9.0	192	2.9	1347	20.0
Religious/spiritual views	1205	18.0	3081	45.9	716	10.7	202	3.0	1508	22.5
Sexual orientation	1315	19.6	3026	45.1	640	9.5	184	2.7	1549	23.1
Socioeconomic status	1272	19.1	3049	45.7	669	10.0	235	3.5	1452	21.7

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 7938).

Table B76

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

Action	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	137	3.0	1426	31.7	144	3.2	101	2.2	2688	59.8
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	64	1.4	1567	35.1	178	4.0	51	1.1	2604	58.3
Providing recognition and rewards for including diversity issues in courses across the curriculum	103	2.3	1659	37.4	303	6.8	100	2.3	2272	51.2
Providing diversity training for staff	141	3.2	2415	54.0	571	12.8	89	2.0	1256	28.1
Providing diversity training for faculty	132	3.0	1946	43.7	446	10.0	81	1.8	1845	41.5
Providing diversity training for students	89	2.0	1980	44.8	346	7.8	64	1.4	1939	43.9
Providing access to counseling for people who have experienced harassment	80	1.8	2635	59.4	170	3.8	34	0.8	1518	34.2
Providing mentorship for new faculty	114	2.6	2097	47.5	146	3.3	26	0.6	2028	46.0
Providing mentorship for new staff	353	8.0	2434	54.9	239	5.4	61	1.4	1345	30.3
Providing a clear and fair process to resolve conflicts	268	6.1	2609	59.1	208	4.7	96	2.2	1236	28.0
Increasing funding to support efforts to change campus climate	223	5.1	1863	42.6	392	9.0	113	2.6	1785	40.8
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	161	3.7	1653	37.9	485	11.1	363	8.3	1705	39.0
Providing diversity and equity training to search and tenure committees	139	3.2	1923	44.2	390	9.0	147	3.4	1753	40.3
Increasing the diversity of the faculty	87	2.0	2572	58.7	333	7.6	74	1.7	1313	30.0

	Not Currently Available		Positively Influence Campus Climate		No Influence on Campus Climate		Negatively Influence Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Table B76 cont.										
Increasing the diversity of the staff	89	2.0	2593	59.3	517	11.8	82	1.9	1094	25.0
Increasing the diversity of the administration	148	3.4	2586	59.0	419	9.6	82	1.9	1147	26.2
Increasing the diversity of the student body	82	1.9	2602	59.8	387	8.9	80	1.8	1202	27.6
Providing back-up family care	273	6.2	2342	53.5	193	4.4	34	0.8	1533	35.0
Providing lactation accommodations	134	3.1	2250	51.8	244	5.6	26	0.6	1688	38.9
Providing career development opportunities for staff	194	4.4	3125	71.1	166	3.8	50	1.1	860	19.6

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =5076).

Table B77

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

Action	Not Currently Available on Campus		Positively Influences Climate		Has No Influence on Climate		Negatively Influences Campus Climate		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	850	10.7	2675	42.5	881	14.0	116	1.8	2622	41.7
Providing diversity training for staff	405	5.1	2758	41.5	639	9.6	75	1.1	3167	47.7
Providing diversity training for faculty	400	5.0	2758	41.8	627	9.5	72	1.1	3139	47.6
Providing a person to address student complaints of classroom inequity	639	8.1	3256	50.7	576	9.0	59	0.9	2525	39.4
Increasing diversity of the faculty and staff	330	4.2	4135	61.7	830	12.4	147	2.2	1590	23.7
Increasing the diversity of the student body	307	3.9	4264	63.4	855	12.7	222	3.3	1381	20.5
Increasing opportunities for cross-cultural dialogue among students	343	4.3	4528	67.7	588	8.8	64	1.0	1508	22.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	466	5.9	4310	65.3	582	8.8	61	0.9	1645	24.9
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	407	5.1	4055	61.4	719	10.9	194	2.9	1641	24.8
Providing effective faculty mentorship of students	599	7.5	4671	71.7	383	5.9	23	0.4	1438	22.1

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 7936)

UC Berkeley – Additional Questions

Table B78

Undergraduate/Graduate Students only: Please indicate the extent to which you agree or disagree with the following statements about UC Berkeley (Question 94)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
UC Berkeley has achieved a positive climate for diversity	1881	26.2	3158	44.0	1502	20.9	358	5.0	167	2.3	114	1.6
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	1407	19.9	2707	38.2	1874	26.5	635	9.0	257	3.6	201	2.8
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	1587	22.4	3063	43.2	1721	24.3	453	6.4	177	2.5	95	1.3
Channels for expressing discrimination or harassment complaints are readily available to students	1247	17.8	2527	36.0	1947	27.7	797	11.4	277	3.9	224	3.2
Diversity is important at UC Berkeley	2634	36.8	2899	40.5	1080	15.1	294	4.1	152	2.1	98	1.4
Diversity is important to me	3380	47.2	2444	34.1	893	12.5	238	3.3	127	1.8	85	1.2
Diversity is important in my department/program	2069	29.1	2297	32.3	1614	22.7	650	9.1	315	4.4	176	2.5
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	1195	16.9	2198	31.1	1805	25.5	971	13.7	594	8.4	306	4.3
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	950	13.6	1743	24.9	2002	28.7	1177	16.8	641	9.2	473	6.8

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 7936)

Table 79

Undergraduate/Graduate Students only: Please indicate how strongly you agree or disagree with the statements in terms of yourself. Answer only those items that apply to you.
(Question 95)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
Students of my race/ethnicity are respected on this campus	2221	31.8	3196	45.8	931	13.3	350	5.0	174	2.5	111	1.6
Students of my socio-economic status are respected on this campus	1938	28.0	3123	45.1	1070	15.4	449	6.5	214	3.1	133	1.9
Students of my gender or gender identity are respected on this campus	2289	32.8	3409	48.9	825	11.8	289	4.1	100	1.4	57	0.8
Students of my religious beliefs are respected on this campus	1838	26.9	3174	46.5	1110	16.3	443	6.5	160	2.3	101	1.5
Students of my political beliefs are respected on this campus	2187	31.9	3057	44.6	908	13.3	363	5.3	188	2.7	144	2.1
Students of my sexual orientation are respected on this campus	2818	40.9	3282	47.7	578	8.4	115	1.7	52	0.8	40	0.6
Students of my immigration background are respected on this campus	2401	36.5	3166	48.2	712	10.8	166	2.5	65	1.0	65	1.0
Students of my admit status (e.g., transfer or freshmen admit) are respected on this campus	2585	38.2	3152	46.6	683	10.1	180	2.7	81	1.2	79	1.2
Students of my international status are respected on this campus	2296	37.0	3034	48.9	631	10.2	106	1.7	43	0.7	91	1.5
Students with a physical, psychological, or learning disability like mine are respected on this campus	1885	32.1	2755	46.9	794	13.5	226	3.8	100	1.7	117	2.0

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 7936)

Table 80

Undergraduate/Graduate Students only: Please indicate the extent to which you agree or disagree with the following statements about your experiences as a UC Berkeley student. (Question 96)

	Never		Rarely		Occasionally		Somewhat Often		Often		Very Often	
	n	%	n	%	n	%	n	%	n	%	n	%
I have been excluded from study groups or group projects because of my race/ethnicity	3768	83.0	467	10.3	209	4.6	37	0.8	30	0.7	27	0.6
I have been excluded from study groups or group projects because of my gender or gender identity	3866	85.4	448	9.9	151	3.3	39	0.9	15	0.3	8	0.2
I have been excluded from study groups or group projects because of my gender expression	4052	89.6	335	7.4	91	2.0	30	0.7	9	0.2	5	0.1
I have been excluded from study groups or group projects because of my sexual orientation	4065	90.1	330	7.3	80	1.8	21	0.5	9	0.2	5	0.1
I have been excluded from study groups or group projects because of my religion/spiritual views	4005	88.7	366	8.1	92	2.0	29	0.6	12	0.3	10	0.2
I have been excluded from study groups or group projects because of my socioeconomic status	3948	87.6	363	8.1	126	2.8	42	0.9	18	0.4	11	0.2
I have been excluded from study groups or group projects because of my immigrant/citizen status	4053	90.4	308	6.9	77	1.7	28	0.6	9	0.2	7	0.2
I have been excluded from study groups or group projects because of my English language proficiency/accent	4009	89.4	317	7.1	101	2.3	32	0.7	14	0.3	10	0.2
I have been excluded from study groups or group projects because of my ability/disability status	4045	90.7	289	6.5	78	1.7	31	0.7	9	0.2	7	0.2
I have been excluded from study groups or group projects because of my admit status (e.g., transfer or freshmen admit)	3948	87.9	361	8.0	117	2.6	37	0.8	14	0.3	12	0.3
I have been excluded from study groups or group projects because of my age	3941	87.9	359	8.0	116	2.6	37	0.8	17	0.4	16	0.4
I have been excluded from study groups or group projects because of my political views	3986	89.0	328	7.3	103	2.3	34	0.8	14	0.3	15	0.3
I have been excluded from study groups or group projects because of another personal characteristic /reason	2094	87.0	185	7.7	53	2.2	29	1.2	18	0.7	27	1.1

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 7936)

Table 81

Postdoctoral Scholars only: Please indicate the extent to which you agree or disagree with the following statements about your relationship with your faculty advisor.
(Question 98)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
My faculty advisor provides ongoing feedback to help me improve my performance	72	26.0	104	37.5	59	21.3	22	7.9	12	4.3	8	2.9
My faculty advisor supports my career development	95	34.4	104	37.7	45	16.3	14	5.1	13	4.7	5	1.8
My faculty advisor is concerned about the welfare of those they advise	99	35.7	109	39.4	39	14.1	21	7.6	3	1.1	6	2.2
When you do your job well are you likely to be praised by your faculty advisor	86	31.0	96	34.7	58	20.9	23	8.3	9	3.2	5	1.8
My faculty advisor has helped guide me through campus organizational and administrative changes	48	17.7	72	26.6	81	29.9	38	14.0	22	8.1	10	3.7

Note: Table includes only those respondents who indicated they were postdoctoral scholars in Question 1 (n = 298)

Table 82a

Postdoctoral Scholars only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 100)

Degree of Satisfaction	Not Applicable		Very Satisfied		Somewhat Satisfied		Not too Satisfied		Not at all Satisfied	
	n	%	n	%	n	%	n	%	n	%
Salary	13	4.4	35	13.4	105	40.2	84	32.2	37	14.2
Benefits (e.g., health care, retirement, etc.)	8	2.7	87	33.0	117	44.3	43	16.3	17	6.4
Mentoring from faculty	11	3.7	100	37.7	102	38.5	45	17.0	18	6.8
Teaching responsibilities	144	48.3	40	37.7	41	38.7	15	14.2	10	9.4
Committee responsibilities	171	57.4	31	43.1	31	43.1	8	11.1	2	2.8
Opportunities to collaborate with faculty in home unit	49	16.4	72	33.5	104	48.4	34	15.8	5	2.3
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	53	17.8	73	34.1	95	44.4	39	18.2	7	3.3
The way you were welcomed to the UC Berkeley campus	10	3.4	113	43.1	102	38.9	35	13.4	12	4.6
Support for diversity in my unit/department	43	14.4	75	35.2	110	51.6	21	9.9	7	3.3
Support for work-family balance in my unit/department	57	19.1	69	34.0	83	40.9	37	18.2	14	6.9

Note: Table includes only those respondents who indicated they were postdoctoral scholars in Question 1 (n = 298)

Table 82b

Postdoctoral Scholars only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 100)

Level of Importance	Very Important		Somewhat Important		Not too Important		Not at all Important	
	n	%	n	%	n	%	n	%
Salary	108	49.1	97	44.1	15	6.8	0	0.0
Benefits (e.g., health care, retirement, etc.)	151	67.7	65	29.1	7	3.1	0	0.0
Mentoring from faculty	169	78.2	45	20.8	1	0.5	1	0.5
Teaching responsibilities	27	25.5	47	44.3	22	20.8	10	9.4
Committee responsibilities	8	11.0	18	24.7	27	37.0	20	27.4
Opportunities to collaborate with faculty in home unit	73	39.9	94	51.4	10	5.5	6	3.3
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	70	38.9	96	53.3	11	6.1	3	1.7
The way you were welcomed to the UC Berkeley campus	53	25.2	94	44.8	56	26.7	7	3.3
Support for diversity in my unit/department	52	28.7	88	48.6	26	14.4	15	8.3
Support for work-family balance in my unit/department	104	60.5	50	29.1	14	8.1	4	2.3

Note: Table includes only those respondents who indicated they were postdoctoral scholars in Question 1 (n = 298)

Table 83

Postdoctoral Scholars and Faculty only: Please indicate the extent to which you agree or disagree with the following statements about UC Berkely.
(Question 101)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
UC Berkeley has achieved a positive climate for diversity	274	23.6	522	45.0	273	23.5	54	4.7	24	2.1	14	1.2
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	248	21.9	468	41.3	267	23.5	91	8.0	41	3.6	19	1.7
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	234	20.5	518	45.5	269	23.6	72	6.3	39	3.4	7	0.6
Channels for expressing discrimination or harassment complaints are readily available to faculty	181	16.3	479	43.2	289	26.0	99	8.9	34	3.1	28	2.5
Diversity is important at UC Berkeley	361	31.2	537	46.4	193	16.7	37	3.2	18	1.6	12	1.0
Diversity is important to me	501	43.1	474	40.8	150	12.9	20	1.7	8	0.7	9	0.8
Diversity is important in my department	297	26.1	481	42.2	240	21.1	78	6.8	22	1.9	22	1.9
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	142	12.7	315	28.1	282	25.1	152	13.5	128	11.4	103	9.2
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	107	10.0	224	20.9	301	28.1	189	17.6	124	11.6	127	11.8

Note: Table includes only those respondents who indicated they were postdoctoral scholars or faculty in Question 1 (n = 1273)

Table 84

Faculty only: Please indicate the extent to which you agree or disagree with the statements in terms of yourself. Answer only those items that apply to you.
(Question 102)

	Strongly Agree		Agree		Somewhat agree		Somewhat disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
Faculty of my race/ethnicity are respected on this campus	356	40.7	392	44.9	70	88.0	30	3.4	15	1.7	11	1.3
Faculty of my socio-economic status are respected on this campus	317	36.6	410	47.3	71	8.2	37	4.3	19	2.2	12	1.4
Faculty of my gender or gender identity are respected on this campus	293	33.7	398	45.7	102	11.7	47	5.4	20	2.3	10	1.1
Faculty of my religious beliefs are respected on this campus	242	29.8	104	49.8	100	12.3	39	4.8	15	1.8	11	1.4
Faculty of my political beliefs are respected on this campus	291	34.6	408	48.5	81	9.6	36	4.3	13	1.5	13	1.5
Faculty of my sexual orientation are respected on this campus	343	40.9	426	50.8	53	6.3	11	1.3	3	0.4	3	0.4
Faculty of my immigration background are respected on this campus	299	37.2	402	50.1	62	7.7	22	2.7	7	0.9	11	1.4
Faculty with a physical, psychological, or learning disability like mine are respected on this campus	181	29.6	281	46.0	90	14.7	23	3.8	13	2.1	23	3.8

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 975)

Table B85

Faculty only: During your time as a faculty member, which of the policies/processes listed below have you used? (Question 103)

	I did not know about the policy		I have not needed to use the policy		I have used the policy		I tried to use the policy but was discouraged from using it	
	n	%	n	%	n	%	n	%
Wrote a summary of my research, teaching, and service to be included in the package sent to reviewers for promotion review.	54	6.1	128	14.5	696	78.8	5	0.6
Submitted a diversity statement in AP Bears as part of my review for advancement or promotion.	242	28.1	387	45.0	224	26.0	7	0.8
Wrote a response to the letter prepared by the chair/dean for either merit or promotion reviews.	72	8.3	576	66.7	201	23.3	14	1.6
Provided a list of potential reviewers for promotion review.	72	8.3	234	26.8	562	64.4	4	0.5
Wrote a statement requesting that certain individuals should not serve as reviewers for promotion reviews.	82	9.5	577	67.1	190	22.1	11	1.3
Requested a career equity review.	239	28.0	563	65.9	32	3.7	20	2.3
Requested a salary increase to match an outside offer.	67	7.9	605	70.9	161	18.9	20	2.3
Requested more than one-step merit increase for recognition of accomplishments (e.g., a major award, positive reviews of a book, etc.)	147	17.1	425	49.5	258	30.0	29	3.4
Requested an extra merit increase one time for excellent teaching, service, or diversity-related work.	229	26.7	515	60.0	99	11.5	16	1.9
Requested reconsideration of a negative decision for advancement.	67	7.8	696	81.4	79	9.2	13	1.5
Submitted work in progress (e.g., draft book chapters, manuscripts under review or in preparation, etc.) to be credited for a merit review.	100	11.6	451	52.2	302	35.0	11	1.3
Submitted additional materials while a promotion review was ongoing.	110	12.8	580	67.4	157	18.3	13	1.5

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 975)

Table 86a

Faculty only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 104)

Degree of Satisfaction	Not Applicable		Very Satisfied		Somewhat Satisfied		Not too Satisfied		Not at all Satisfied	
	n	%	n	%	n	%	n	%	n	%
Salary	25	2.6	179	20.9	329	38.4	217	25.3	132	15.4
Additional compensation (e.g., summer salary)	134	13.7	184	27.2	260	38.4	146	21.6	87	12.9
Benefits (e.g., health care, retirement, etc.)	34	3.5	449	53.0	289	34.1	67	7.9	42	5.0
Current rank	36	3.7	440	51.8	268	31.6	93	11.0	48	5.7
Merit and promotion process	64	6.6	301	37.2	308	38.1	132	16.3	68	8.4
Mentoring from faculty colleagues	91	9.3	202	27.2	272	36.7	176	23.7	92	12.4
Teaching responsibilities	33	3.4	466	55.0	299	35.3	64	7.5	19	2.2
Advising responsibilities	73	7.5	392	50.3	310	39.7	60	7.7	18	2.3
Committee responsibilities	106	10.9	274	36.8	317	42.6	116	15.6	37	5.0
Opportunities to collaborate with faculty in home unit	73	7.5	352	45.0	237	30.3	138	17.6	55	7.0
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	85	8.7	309	40.8	290	38.3	125	16.5	34	4.5
The way you were welcomed to the UC Berkeley campus	31	3.2	365	43.4	274	32.6	138	16.4	64	7.6
Support for diversity in my unit/department	51	5.2	343	43.6	328	41.7	81	10.3	35	4.4
Support for work-family balance in my unit/department	94	9.6	314	42.7	296	40.3	93	12.7	32	4.4

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 975)

Table 86b

Faculty only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 104)

Level of Importance	Very Important		Somewhat Important		Not too Important		Not at all Important	
	n	%	n	%	n	%	n	%
Salary	404	57.4	271	38.5	27	3.8	2	0.3
Additional compensation	260	43.8	255	42.9	61	10.3	18	3.0
Benefits (e.g., health care, retirement, etc.)	545	80.9	117	17.4	8	1.2	4	0.6
Current rank	372	56.1	237	35.7	47	7.1	7	1.1
Merit and promotion process	457	71.3	160	25.0	19	3.0	5	0.8
Mentoring from faculty colleagues	237	38.2	245	39.5	107	17.3	31	5.0
Teaching responsibilities	504	76.8	143	21.8	8	1.2	1	0.2
Advising responsibilities	321	51.5	241	38.7	51	8.2	10	1.6
Committee responsibilities	189	31.3	313	51.8	85	14.1	17	2.8
Opportunities to collaborate with faculty in home unit	269	43.3	249	40.1	87	14.0	16	2.6
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	205	33.2	279	45.2	108	17.5	25	4.1
The way you were welcomed to the UC Berkeley campus	256	40.4	263	41.5	105	16.6	10	1.6
Support for diversity in my unit/department	284	45.4	227	36.3	96	15.4	18	2.9
Support for work-family balance in my unit/department	324	55.1	196	33.3	44	7.5	24	4.1

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 975)

Table 87

Staff only: Please indicate the extent to which you agree or disagree with the statements about UC Berkeley. (Question 105)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
UC Berkeley has achieved a positive climate for diversity	473	13.5	1576	45.0	1074	30.7	217	6.2	108	3.1	56	1.6
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	388	11.3	1351	39.2	1081	31.4	358	10.4	153	4.4	115	3.3
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	310	9.3	1267	38.1	1160	34.9	351	10.6	116	3.5	120	3.6
Channels for expressing discrimination or harassment complaints are readily available to staff	384	11.3	1419	41.8	957	28.2	352	10.4	154	4.5	132	3.9
Diversity is important at UC Berkeley	932	26.7	1682	48.1	639	18.3	120	3.4	73	2.1	50	1.4
Diversity is important to me	1548	44.0	1507	42.9	374	10.6	41	1.2	29	0.8	17	0.5
Diversity is important in my unit	872	25.2	1430	41.3	787	22.7	221	6.4	94	2.7	59	1.7
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	360	10.5	1122	32.7	941	27.5	404	11.8	352	10.3	247	7.2
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	278	8.3	831	24.9	912	27.4	561	16.8	370	11.1	382	11.5

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 3801)

Table 88

Staff only: Please indicate the extent to which you agree or disagree with the statements in terms of yourself. (Question 106)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
Staff of my race/ethnicity are respected on this campus	750	22.0	1805	52.9	568	16.7	164	4.8	66	1.9	56	1.6
Staff of my socio-economic status are respected on this campus	623	18.5	1732	51.5	638	19.0	227	6.7	72	2.1	71	2.1
Staff of my gender or gender identity are respected on this campus	646	19.2	1841	54.7	620	18.4	152	4.5	59	1.8	45	1.3
Staff of my religious beliefs are respected on this campus	531	16.7	1676	52.8	692	21.8	158	5.0	58	1.8	60	1.9
Staff of my political beliefs are respected on this campus	687	21.1	1791	54.9	509	15.6	137	4.2	70	2.1	67	2.1
Staff of my sexual orientation are respected on this campus	813	25.0	1910	58.8	411	12.6	60	1.8	19	0.6	37	1.1
Staff of my immigration background are respected on this campus	696	23.4	1689	56.8	439	14.8	69	2.3	23	0.8	60	2.0
Staff with a physical, psychological, or learning disability like mine are respected on this campus	449	17.9	1266	50.5	549	21.9	117	4.7	36	1.4	91	3.6

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 3801)

Table 89

Staff only: Please indicate the extent to which you agree or disagree with the following statements about your relationship with your supervisor. (Question 107)

	Strongly Agree		Agree		Somewhat Agree		Somewhat Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%	n	%
My manager/supervisor provides ongoing feedback to help me improve my performance	678	19.8	1135	33.1	732	21.3	374	10.9	288	8.4	222	6.5
My manager/supervisor supports my career development	855	25.0	1183	34.6	698	20.4	281	8.2	198	5.8	200	5.9
My manager/supervisor is concerned about the welfare of those they supervise	1072	31.3	1234	36.0	576	16.8	220	6.4	152	4.4	170	5.0
When you do your job well are you likely to be praised by your manager/supervisor?	873	25.5	1123	32.8	720	21.1	307	9.0	190	5.6	207	6.1
My manager/supervisor has helped guide me through campus organizational and administrative changes	684	20.3	1029	30.5	743	22.0	388	11.5	256	7.6	273	8.1

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 3801)

Table 90a

Staff only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 109)

Degree of Satisfaction	Not Applicable		Very Satisfied		Somewhat Satisfied		Not too Satisfied		Not at all Satisfied	
	n	%	n	%	n	%	n	%	n	%
Salary	24	0.6	488	14.1	1404	40.6	990	28.6	574	16.6
Benefits (e.g., health care, retirement, etc.)	40	1.1	1893	55.1	1191	34.7	252	7.3	97	2.8
Merit and promotion process	158	4.2	312	9.7	949	29.4	1076	33.4	886	27.5
Mentoring from colleagues	282	7.4	776	25.8	1227	40.8	695	23.1	310	10.3
Teaching responsibilities	1945	51.2	263	30.1	418	47.9	139	15.9	53	6.1
Advising responsibilities	1693	44.5	438	36.9	564	47.5	129	10.9	57	4.8
Committee responsibilities	1447	38.1	397	26.7	806	54.2	223	15.0	61	4.1
Opportunities to collaborate with staff in home unit	384	10.1	1218	43.0	1133	40.0	346	12.2	136	4.8
Opportunities to collaborate with staff in other units on the UC Berkeley campus	431	11.3	761	27.2	1293	46.3	558	20.0	181	6.5
The way you were welcomed to the UC Berkeley campus	183	4.8	1280	40.5	1256	39.7	431	13.6	194	6.1
Support for diversity in my unit/department	202	5.3	1405	46.2	1249	41.1	298	9.8	89	2.9
Support for work-family balance in my unit/department	267	7.0	1504	49.9	1066	35.4	311	10.3	132	4.4

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 3801)

Table 90b

Staff only: With regard to the following, how satisfied are you with your job situation and how important is the particular item to you? (Question 109)

Level of Importance	Very Important		Somewhat Important		Not too Important		Not at all Important	
	n	%	n	%	n	%	n	%
Salary	2110	74.6	668	23.6	43	1.5	6	0.2
Benefits (e.g., health care, retirement, etc.)	2463	88.5	292	10.5	25	0.9	2	0.1
Merit and promotion process	1842	69.5	701	26.4	90	3.4	18	0.7
Mentoring from colleagues	989	39.8	1077	43.3	351	14.1	68	2.7
Teaching responsibilities	253	29.3	244	28.2	161	18.6	206	23.8
Advising responsibilities	418	39.0	331	30.9	154	14.4	169	15.8
Committee responsibilities	262	20.3	571	44.3	299	23.2	158	12.2
Opportunities to collaborate with staff in home unit	1136	49.4	912	39.7	199	8.7	52	2.3
Opportunities to collaborate with staff in other units on the UC Berkeley campus	896	39.4	1029	45.2	288	12.7	63	2.8
The way you were welcomed to the UC Berkeley campus	982	40.1	995	40.7	404	16.5	65	2.7
Support for diversity in my unit/department	1096	45.9	967	40.5	259	10.8	67	2.8
Support for work-family balance in my unit/department	1738	72.6	525	21.9	95	4.0	36	1.5

Note: Table includes only those respondents who indicated they were staff in Question 1 (n = 1407)

Table 91

Within the past 12 months, how frequently have you felt unwelcomed, excluded, intimidated, or offended as a result of hearing/learning about negative conduct or communication that was directed towards someone at UC Berkeley who: (Question 110)

Characteristic(s)	Never		Rarely		Occasionally		Somewhat Often		Often		Very Often	
	n	%	n	%	n	%	n	%	n	%	n	%
Shares your age group	7596	70.7	1774	16.5	986	9.2	223	2.1	101	0.9	64	0.6
Shares your country of origin	8180	76.5	1520	14.2	684	6.4	165	1.5	92	0.9	46	0.4
Shares your English language proficiency/accent	8495	80.1	1286	12.1	564	5.3	135	1.3	81	0.8	50	0.5
Shares your gender or gender identity	7608	71.3	1556	14.6	1008	9.4	288	2.7	141	1.3	68	0.6
Shares your gender expression	8459	80.2	1219	11.6	537	5.1	182	1.7	92	0.9	56	0.5
Shares your immigrant/citizen status	8787	83.9	1088	10.4	396	3.8	113	1.1	59	0.6	28	0.3
Shares your international status	8798	85.4	1025	9.9	308	3.0	89	0.9	58	0.6	29	0.3
Shares your learning disability	8774	87.1	874	8.7	265	2.6	81	0.8	50	0.5	27	0.3
Shares your marital status (e.g., single, married, partnered)	8735	83.2	1167	11.1	408	3.9	114	1.1	50	0.5	27	0.3
Shares your medical conditions	8716	85.8	944	9.3	330	3.2	100	1.0	36	0.4	35	0.3
Shares your military/veteran status	9003	89.9	734	7.3	176	1.8	52	0.5	25	0.2	26	0.3
Shares your parental status (e.g., having children)	8600	84.4	993	9.7	399	3.9	117	1.1	45	0.4	32	0.3
Shares your psychological condition	8535	85.3	934	9.3	336	3.4	111	1.1	49	0.5	36	0.4
Shares your physical disability	8794	88.3	785	7.9	233	2.3	79	0.8	34	0.3	31	0.3
Shares your political views	7624	72.9	1527	14.6	815	7.8	256	2.4	133	1.3	96	0.9

Table 91 cont.	Never		Rarely		Occasionally		Somewhat Often		Often		Very Often	
	n	%	n	%	n	%	n	%	n	%	n	%
Shares your position (staff, faculty, student)	7543	72.0	1481	14.1	916	8.7	298	2.8	136	1.3	101	1.0
Shares your race/ethnicity	7779	74.1	1438	13.7	784	7.5	266	2.5	148	1.4	87	0.8
Shares your religion/spiritual views	7880	75.8	1388	13.4	723	7.0	219	2.1	117	1.1	66	0.6
Shares your sexual orientation	8628	83.2	1102	10.6	397	3.8	122	1.2	72	0.7	46	0.4
Shares your socioeconomic status	7878	75.7	1389	13.3	681	6.5	240	2.3	142	1.4	78	0.7
Shares some other characteristic	3363	83.9	352	8.8	141	3.5	64	1.6	43	1.1	47	1.2

Table 92

Within the past 12 months, how frequently have you personally experienced any of the following behaviors at UC Berkeley? (Question 111)

Behavior(s)	Never		Rarely		Occasionally		Somewhat Often		Often		Very Often	
	n	%	n	%	n	%	n	%	n	%	n	%
Demands/threats	9069	82.0	1201	10.9	558	5.0	121	1.1	70	0.6	39	0.4
Mockery/sarcasm	5401	48.5	2210	19.9	2091	18.8	726	6.5	412	3.7	289	2.6
Yelling	7122	64.2	2047	18.5	1233	11.1	368	3.3	210	1.9	110	1.0
Insults/put-downs/personal attacks	7156	64.4	2085	18.8	1224	11.0	354	3.2	189	1.7	102	0.9
Public humiliation	8517	77.0	1573	14.2	644	5.8	171	1.5	99	0.9	57	0.5
Spreading gossip or lies	6964	63.0	1917	17.3	1342	12.1	458	4.1	205	1.9	175	1.6
Unrelenting/persistent criticism	7971	72.2	1553	14.1	879	8.0	324	2.9	196	1.8	119	1.1
Isolation/exclusion/ostracism	7713	69.8	1689	15.3	957	8.7	355	3.2	170	1.5	160	1.4
Name-calling/swearing	8088	73.4	1430	13.0	812	7.4	322	2.9	193	1.8	169	1.5
Severe/nasty tone of voice	7122	64.4	2010	18.2	1259	11.4	359	3.2	171	1.5	143	1.3
Interrupting	5572	50.3	2086	18.8	1896	17.1	829	7.5	407	3.7	284	2.6
Finger-pointing	7802	70.7	1664	15.1	980	8.9	314	2.8	143	1.3	129	1.2
Invading your space	7472	67.7	1901	17.2	1024	9.3	319	2.9	182	1.6	142	1.3
Looming/hovering over	8063	73.2	1680	15.2	764	6.9	243	2.2	142	1.3	128	1.2
Slamming objects	8929	81.3	1328	12.1	458	4.2	140	1.3	63	0.6	59	0.5
Other	2173	82.6	183	7.0	116	4.4	54	2.1	34	1.3	70	2.7

Table B93

Did the above behaviors interfere with your ability to work or study? (Question 112)

	n	%
Yes	2251	21.6
No	8155	78.4

Note: Table includes only those respondents who indicated they experienced the behaviors in Question 111 (n = 12818).

Table B94

Did you experience any stress-related physical or emotional harm as a result of these behaviors? (Question 113)

	n	%
Yes	2450	23.6
No	7947	76.4

Note: Table includes only those respondents who indicated they experienced the behaviors in Question 111 (n = 12818).

Table B95

Who was the source of this conduct? Mark all that apply. (Question 114)

	n	%
Manager/Supervisor	554	22.6
Supervisee	91	3.7
Co-worker	574	23.4
UCB Staff Member	432	17.6
Faculty Member	611	24.9
Student	1145	46.7
Other	286	11.7

Note: Table includes only those respondents who indicated they experienced stress-related physical or emotional harm as a result of the behaviors in Question 111 (n = 2450).

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:
Office of Equity & Inclusion
(510) 642-8828
equity_inclusion@Berkeley.edu

UC Berkeley Campus Climate Survey

(Administered by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UC Berkeley. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. The results of the survey will provide important information about our climate and will enable us to improve the environment for learning, living, and working at UC Berkeley.

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:

Counseling at University Health Services (Tang Center)

Voice: (510) 642-9494
TTY: (510) 643-1233
<http://uhs.Berkeley.edu/students/counseling/>

CARE Services

(510) 643-7754
careserv@uhs.Berkeley.edu
<http://www.uhs.Berkeley.edu/facstaff/care/>

Benefits

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

Voluntary Participation

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

Statement of Confidentiality for Participation

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

Statement of Anonymity for Comments

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

Privacy and Data Usage

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

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

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

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

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Office of Equity & Inclusion
(510) 642-8828
equity_inclusion@Berkeley.edu

UC System Institutional Review Board Project Evaluation

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

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

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

Survey Terms and Definitions

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

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please do not complete this survey more than once.

Directions

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

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

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

- ☐ In Residence
- ☐ Clinical “X”
- ☐ Adjunct
- ☐ Health Sciences Clinical
- ☐ Clinical Professor of Dentistry
- ☐ Emeritus
- ☐ Assistant Professor
 - ☐ FTE/Ladder Rank
 - ☐ In Residence
 - ☐ Clinical “X”
 - ☐ Adjunct
 - ☐ Health Sciences Clinical
 - ☐ Clinical Professor of Dentistry
- ☐ Other Faculty appointment (e.g., Instructor/Lecturer)
- ☐ Academic - UC Agriculture and Natural Resources (UCANR)
 - ☐ Agriculture Experiment Station (AES) Faculty
 - ☐ Specialist in Cooperative Extension
 - ☐ Cooperative Extension Advisor
 - ☐ Academic Coordinator or Academic Administrator
 - ☐ I have a split appointment
- ☐ Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

2. What is your **primary** employment status with UC Berkeley?

- ☐ 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 UC Berkeley?

- ☐ 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 UC Berkeley?

- ☐ 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 UC Berkeley?

- ☐ 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 UC Berkeley.

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

- ☐ No [Go to Question 18]
- ☐ Yes, but it did not interfere with my ability to work or learn
- ☐ Yes, and it interfered with my ability to work or learn

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

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

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

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

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

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

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

- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I sought support from a campus resource (e.g., for a complete list of campus programs and services, go to <http://diversity.berkeley.edu/CampusResources>)
- ☐ 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 UC Berkeley 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 or stophate.berkeley.edu***

If some of these questions may have been difficult to answer or caused discomfort due to their content and it would be helpful to talk with someone, you are encouraged to contact:

Counseling at University Health Services (Tang Center)

Voice: (510) 642-9494

TTY: (510) 643-1233

<http://uhs.berkeley.edu/students/counseling/>

CARE Services

(510) 643-7754

careserv@uhs.berkeley.edu

<http://www.uhs.berkeley.edu/facstaff/care/>

The following questions are related to unwanted physical sexual contact.

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

☐ Yes

☐ No [Go to Question 20]

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

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

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careserv@uhs.berkeley.edu

<http://www.uhs.berkeley.edu/facstaff/care/>

Part 2: Work-Life

20. Please respond to the following statements.

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

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

22. As a faculty member ...

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

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

24. Please respond to the following statements.

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

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

Part 3: Demographic Information

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

26. What is your assigned birth sex?

- ☐ Male
- ☐ Female
- ☐ Intersex

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

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

28. What is your racial/ethnic identity?

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

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

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

29. Which term best describes your sexual orientation?

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

30. What is your age?

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

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

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

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

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

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

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

34. What is your highest completed level of education?

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

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

- ☐ Non-degree student
- ☐ First year (0-29 units)
- ☐ Second year (30-59 units)
- ☐ Third year (60-89 units)
- ☐ Fourth year (90 or more units)
- ☐ Fifth year or more

36. Where are you in your graduate career?

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

37. Where are you in your career at UC Berkeley?

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

38. **Post-doctoral/Faculty only:** With which academic division/department are you **primarily affiliated** with at this time?

Associate Vice Chancellor IST

- ☐ Information Services & Technology
 - ☐ Campus Technology Services
 - ☐ Data Services
 - ☐ Enterprise Application Service
 - ☐ Infrastructure Services
 - ☐ IST - Office of the Deputy CIO
 - ☐ Social Science Computing Lab
 - ☐ Technology Support
- ☐ Office of Chief Information Officer

Central Campus Operations

- ☐ Central Operations General Accounting
- ☐ Central Operations Payroll

Chancellor

- ☐ Audit & Advisory Services
- ☐ Chancellor's Office
- ☐ Ethics, Risk & Compliance Services
- ☐ Government & Community Affairs
- ☐ Staff Ombuds Office

College of Letters & Science

- ☐ L&S Col of Letters & Sciences Dean's Office
- ☐ L&S Arts & Humanities
 - ☐ Ancient History and Mediterranean Archaeology
 - ☐ Art History
 - ☐ Art Practice
 - ☐ Arts & Humanities Dean's Office
 - ☐ Arts Research Center
 - ☐ Berkeley Language Center
 - ☐ Buddhist Studies
 - ☐ CASMA
 - ☐ Classics
 - ☐ Comparative Literature & French Administration
 - ☐ Comparative Literature
 - ☐ Critical Theory
 - ☐ East Asian Languages & Cultures
 - ☐ English
 - ☐ Film and Media
 - ☐ French
 - ☐ German
 - ☐ German Spanish & Portuguese Administration
 - ☐ Italian Scandinavian & Slavic Administration
 - ☐ Italian Studies
 - ☐ Jewish Studies
 - ☐ Music
 - ☐ Near Eastern Studies
 - ☐ New Music & Audio Technologies
 - ☐ Philosophy
 - ☐ Rhetoric
 - ☐ Rhetoric & Film Studies Administration
 - ☐ Scandinavian Languages
 - ☐ Slavic Languages & Literature
 - ☐ South & Southeast Asian Studies
 - ☐ Spanish & Portuguese
 - ☐ Theater, Dance & Performance Studies
 - ☐ Townsend Center for the Humanities
- ☐ L&S Biological Sciences
 - ☐ Biosciences Divisional Services
 - ☐ Cancer Research Lab
 - ☐ Electron Microscope Lab
 - ☐ Integrative Biology
 - ☐ Molecular & Cell Biology

- Physical Education Program
- L&S Math & Physical Sciences
 - Astronomy
 - BSL Berkeley Seismological Lab
 - Earth & Planetary Science
 - Mathematics
 - Physical Sciences Dean's Office
 - Physics
 - Statistics
- L&S Social Sciences
 - African Am Studies
 - Anthropology
 - B Bain Research Group
 - Demography
 - Economics
 - Ethnic Studies
 - Gender and Women's Studies
 - Geography
 - History
 - Linguistics
 - Political Science
 - Psychology
 - Social Science Dean's Office
 - Sociology
- L&S Undergraduate Division
 - College Writing Programs
 - International & Area Studies Academic Program
 - L&S Undergraduate Advising
 - ROTC Military Affairs
 - Undergraduate and Interdisciplinary Studies

Exec Vice Chancellor & Provost

- Academic Senate
- Art Music & Pacific Film Archive
- Boalt School of Law
 - Center for the Study of Law & Society
 - JD Program
- Cal Performances/Student Musical Activities
- College of Environmental Design
 - City & Regional Planning
 - Department of Architecture
 - Environmental Design Dean's Office
 - Landscape Arch & Environmental Planning
- College of Chemistry
- College of Engineering
 - Bioengineering
 - Civil & Environ Engineer
 - COENG Engineering Research
 - Earthquake Engineering Research Center
 - Electrical Engineering & Computer Science
 - Engineering Dean's Office
 - Industrial Engineering and Operations Research
 - Material Science & Engineering
 - Mechanical Engineering
 - Nuclear Engineering
- College of Natural Resources
 - Agricultural and Resource Economics
 - CNR Office of the Dean
 - Energy & Resources Group ERG
 - Environ Science, Policy & Management
 - Nutritional Science & Toxicology
 - Plant & Microbial Biology
- Executive Vice Chancellor & Provost
 - Center Studies in Higher Education

- Center for Race & Gender
- Executive Vice Chancellor & Provost Department
- International Visitors & Exchange Office
- Goldman School of Public Policy
- Graduate Division
- Graduate School of Education
- Haas School of Business
 - Fisher Center for Real Estate
 - Haas Centers and Institutes
 - Haas School of Business
 - Institute for Business Innovation
- Library
- School of Information
- School of Journalism
- School of Optometry
 - Optometry Clinic
 - School of Optometry Dean
- School of Public Health
- School of Social Welfare
- Vice Provost Academic Affairs & Faculty Welfare
 - Academic Personnel Office
 - Faculty Equity Office
 - Geographic Info Science Center
 - UC Berkeley Retirement Center
 - VP AAFW Immediate Office
- Vice Provost Teaching, Learning, Academic Planning and Facilities
 - Athletic Study Center
 - Blum Center for Developing Economies
 - Center for Teaching Excellence
 - Educational Technology Services
 - Faculty Athletic Rep
 - Haas Diversity Research Center
 - Osher Lifelong Learning Institute
 - Student Learning Center
 - Summer Sessions
 - University Extension
 - Vice Provost Teaching, Learning, Academic Planning and Facilities Immediate Office

UCOP: Loc J

- UCOP Control Operations Loc J
- VP Research - MRUs

Vice Chancellor Administration & Finance

- Associate Vice Chancellor Business Administrative Services
 - Associate Vice Chancellor Business Administrative Services Immediate Office
 - Business Services-Marchant
 - Environment, Health & Safety
 - FEPRO Procurement Services
 - Parking & Transportation
 - Recreational Sports
 - UC Printing Services
 - University Health Services
- Associate Vice Chancellor Chief Financial Officer
 - Administration Information Technology
 - Associate Vice Chancellor Chief Financial Officer Immediate Office
 - Budget Office
 - Planning & Analysis Office
 - Space Management & Capital Programs
- Associate Vice Chancellor Finance & Controller
 - Associate Vice Chancellor Finance & Controller Immediate Office
 - Extramural Funds Accounting
 - Financial Accounting & Operations
- Associate Vice Chancellor Human Resources
 - Associate Vice Chancellor Health & HS Immediate Office
 - HR Center- Administration

- Human Resources
- Intercollegiate Athletics
- Office of Vice Chancellor Administration
 - Business Support
 - International House
 - Vice Chancellor Administration Immediate Office
- Op Excellence- Project Office
- Public Safety & Transport

Vice Chancellor Equity and Inclusion

- Academic Achievement Programs
- Assistant Vice Provost-Undergraduate Education
- Center Educational Partnerships
- Disabled Students Program
- Gender Equity Resource Center
- Graduate Diversity Program
- Professional Development Program
- Staff Diversity Initiatives
- Student Achievement Guided by Experience
- Student Life Advising Services
- Transfer, Re-entry, and Student Parent Center
- Vice Chancellor Equity and Inclusion Immediate Office
- Young Musicians Program

Vice Chancellor Facilities Services

- Capital Projects Operations
- Physical Plant Campus Services
- Real Estate Services Office
- Vice Chancellor Facilities Services Immediate Office

Vice Chancellor for Research

- Vice Chancellor Research Administrative Units
 - Animal Care & Use
 - Associate Vice Chancellor Research Administration & Compliance
 - Berkeley International Office
 - Diving Control
 - France Berkeley Fund
 - Intellectual Property/Industry Research Alliances
 - International & Area Studies
 - Office of Laboratory Animal Care
 - Office for Protection of Human Subjects
 - Research Enterprise Support Services
 - Sponsored Projects Office
- Vice Chancellor Research Museum & Field Stations
 - Blue Oak Reserve
 - BNHM Administrative Services
 - Essig Museum of Entomology
 - Gump Research Field Station
 - Museum of Paleontology
 - Museum of Vertebrate Zoology
 - PA Hearst Museum of Anthropology
 - Research Field Stations & Nature Reserve
 - UC Botanical Garden
 - University/Jepson Herbaria
- Vice Chancellor Research Organized Research Units
 - Africa Studies Center
 - Archaeological Res Facility
 - Center Child Youth Policy
 - Center for Latin American Studies
 - Center Integrative Planetary
 - Center Sexual Culture
 - Center Environmental Design Research
 - Field Station Behavioral Research
 - Institute of East Asian Studies
 - Institute of Cognitive Studies
 - Institute of Governmental Studies

- Institute of Human Development
- Institute of Industrial Relations
- Institute of Personality & Social Research
- Institute of Urban & Regional Development
- Institute Study of Social Change
- Institute Transportation Studies
- Institute International Studies
- Institute of European Studies
- Middle Eastern Studies
- Radio Astronomy Laboratory
- Slavic & Eastern European Studies
- Social Science Service Center
- South Asian Studies
- Southeast Asian Studies Center
- Space Sciences Laboratory
- Survey Research Center
- Theoretical Astrophysics Center
- Vice Chancellor Research Other Research Units
 - Cal Institute for Energy & Environment
 - CITRIS
 - Center for Emerging & Neglected Disease
 - Center of Evaluation of Global Action
 - Deep Underground Science & Engineering Laboratory
 - Donner Laboratory
 - Energy Biosciences Institute
 - Helen Wills Neuroscience Institute
 - History of Science & Technology
 - Independent Research Programs
 - Institute of the Environment
 - Miller Institute Basic Research
 - Nanoscience & Nanoengineering Institute
 - QB3 Institute
 - Stem Cell Center
- Vice Chancellor Research Immediate Office

Vice Chancellor Student Affairs

- AVC SA & Dean of Students
 - ASUC Business Auxiliary
 - Career Center
 - Dean of Student Centers
- Vice Chancellor Student Affairs Admissions & Enrollment
 - Admissions & Enrollment Immediate Office
 - Admissions & Relations w/ Schools
 - Financial Aid Office
 - Office of the Registrar
- Vice Chancellor Student Affairs Residential & Student Services Programs
 - H&DS Child Care Services
 - H&DS New Student Services
 - Housing & Dining Services
 - LBNL Guest House
- Vice Chancellor Student Affairs Division
 - Lawrence Hall of Science
 - SAIT Information Tech
 - Student Affairs- Development Office
 - Vice Chancellor Student Affairs Immediate Office

Vice Chancellor University Relations

- AVC Public Affairs
- Development Office
- University Relations

Vice Provost Agriculture & Natural Resources

- Vice Provost Agriculture & Natural Resources
 - College of Natural Resources
 - NR: Environmental Science, Policy, & Management
 - NR: Nutritional Sciences Department

- ☐ NR: Agricultural Research Economics & Policy Department
- ☐ Vice Provost Divisionwide Prov & Expense
 - ☐ Communications Services
 - ☐ Forest Advisors
 - ☐ Integrated Hardwoods
 - ☐ Statewide Operations
 - ☐ Water Resources Center

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

Associate Vice Chancellor IST

- ☐ Information Services & Technology
 - ☐ Campus Technology Services
 - ☐ Data Services
 - ☐ Enterprise Application Service
 - ☐ Infrastructure Services
 - ☐ IST - Office of the Deputy CIO
 - ☐ Social Science Computing Lab
 - ☐ Technology Support
- ☐ Office of Chief Information Officer

Central Campus Operations

- ☐ Central Operations General Accounting
- ☐ Central Operations Payroll

Chancellor

- ☐ Audit & Advisory Services
- ☐ Chancellor's Office
- ☐ Ethics, Risk & Compliance Services
- ☐ Government & Community Affairs
- ☐ Staff Ombuds Office

College of Letters & Science

- ☐ L&S Col of Letters & Sciences Dean's Office
- ☐ L&S Arts & Humanities
 - ☐ Ancient History and Mediterranean Archaeology
 - ☐ Art History
 - ☐ Art Practice
 - ☐ Arts & Humanities Dean's Office
 - ☐ Arts Research Center
 - ☐ Berkeley Language Center
 - ☐ Buddhist Studies
 - ☐ CASMA
 - ☐ Classics
 - ☐ Comparative Literature & French Administration
 - ☐ Comparative Literature
 - ☐ Critical Theory
 - ☐ East Asian Languages & Cultures
 - ☐ English
 - ☐ Film and Media
 - ☐ French
 - ☐ German
 - ☐ German Spanish & Portuguese Administration
 - ☐ Italian Scandinavian & Slavic Administration
 - ☐ Italian Studies
 - ☐ Jewish Studies
 - ☐ Music
 - ☐ Near Eastern Studies
 - ☐ New Music & Audio Technologies
 - ☐ Philosophy
 - ☐ Rhetoric
 - ☐ Rhetoric & Film Studies Administration
 - ☐ Scandinavian Languages
 - ☐ Slavic Languages & Literature
 - ☐ South & Southeast Asian Studies
 - ☐ Spanish & Portuguese
 - ☐ Theater, Dance & Performance Studies

- Townsend Center for the Humanities
- L&S Biological Sciences
 - Biosciences Divisional Services
 - Cancer Research Lab
 - Electron Microscope Lab
 - Integrative Biology
 - Molecular & Cell Biology
 - Physical Education Program
- L&S Math & Physical Sciences
 - Astronomy
 - BSL Berkeley Seismological Lab
 - Earth & Planetary Science
 - Mathematics
 - Physical Sciences Dean's Office
 - Physics
 - Statistics
- L&S Social Sciences
 - African Am Studies
 - Anthropology
 - B Bain Research Group
 - Demography
 - Economics
 - Ethnic Studies
 - Gender and Women's Studies
 - Geography
 - History
 - Linguistics
 - Political Science
 - Psychology
 - Social Science Dean's Office
 - Sociology
- L&S Undergraduate Division
 - College Writing Programs
 - International & Area Studies Academic Program
 - L&S Undergraduate Advising
 - ROTC Military Affairs
 - Undergraduate and Interdisciplinary Studies

Exec Vice Chancellor & Provost

- Academic Senate
- Art Music & Pacific Film Archive
- Boalt School of Law
 - Center for the Study of Law & Society
 - JD Program
- Cal Performances/Student Musical Activities
- College of Environmental Design
 - City & Regional Planning
 - Department of Architecture
 - Environmental Design Dean's Office
 - Landscape Arch & Environmental Planning
- College of Chemistry
 - College of Chemistry Dean
 - Department of Chemical Engineering
 - Department of Chemistry
- College of Engineering
 - Bioengineering
 - Civil & Environ Engineer
 - COENG Engineering Research
 - Earthquake Engineering Research Center
 - Electrical Engineering & Computer Science
 - Engineering Dean's Office
 - Industrial Engineering and Operations Research
 - Material Science & Engineering
 - Mechanical Engineering

- Nuclear Engineering
- College of Natural Resources
 - Agricultural and Resource Economics
 - CNR Office of the Dean
 - Energy & Resources Group ERG
 - Environ Science, Policy & Management
 - Nutritional Science & Toxicology
 - Plant & Microbial Biology
- Executive Vice Chancellor & Provost
 - Center Studies in Higher Education
 - Center for Race & Gender
 - Executive Vice Chancellor & Provost Department
 - International Visitors & Exchange Office
- Goldman School of Public Policy
- Graduate Division
- Graduate School of Education
- Haas School of Business
 - Fisher Center for Real Estate
 - Haas Centers and Institutes
 - Haas School of Business
 - Institute for Business Innovation
- Library
- School of Information
- School of Journalism
- School of Optometry
 - Optometry Clinic
 - School of Optometry Dean
- School of Public Health
- School of Social Welfare
- Vice Provost Academic Affairs & Faculty Welfare
 - Academic Personnel Office
 - Faculty Equity Office
 - Geographic Info Science Center
 - UC Berkeley Retirement Center
 - VP AAFW Immediate Office
- Vice Provost Teaching, Learning, Academic Planning and Facilities
 - Athletic Study Center
 - Blum Center for Developing Economies
 - Center for Teaching Excellence
 - Educational Technology Services
 - Faculty Athletic Rep
 - Haas Diversity Research Center
 - Osher Lifelong Learning Institute
 - Student Learning Center
 - Summer Sessions
 - University Extension
 - Vice Provost Teaching, Learning, Academic Planning and Facilities Immediate Office

UCOP: Loc J

- UCOP Control Operations Loc J
- VP Research - MRUs
 - Institute of Transportation Studies

Vice Chancellor Administration & Finance

- Associate Vice Chancellor Business Administrative Services
 - Associate Vice Chancellor Business Administrative Services Immediate Office
 - Business Services-Marchant
 - Environment, Health & Safety
 - FEPRO Procurement Services
 - Parking & Transportation
 - Recreational Sports
 - UC Printing Services
 - University Health Services
- Associate Vice Chancellor Chief Financial Officer
 - Administration Information Technology

- Associate Vice Chancellor Chief Financial Officer Immediate Office
- Budget Office
- Planning & Analysis Office
- Space Management & Capital Programs
- Associate Vice Chancellor Finance & Controller
 - Associate Vice Chancellor Finance & Controller Immediate Office
 - Extramural Funds Accounting
 - Financial Accounting & Operations
- Associate Vice Chancellor Human Resources
 - Associate Vice Chancellor Health & HS Immediate Office
 - HR Center- Administration
 - Human Resources
- Intercollegiate Athletics
- Office of Vice Chancellor Administration
 - Business Support
 - International House
 - Vice Chancellor Administration Immediate Office
- Op Excellence- Project Office
- Public Safety & Transport
 - University Police

Vice Chancellor Equity and Inclusion

- Academic Achievement Programs
- Center Educational Partnerships
- Disabled Students' Program
- Divisional Administrative Services
- Gender Equity Resource Center
- Graduate Diversity Program
- Multicultural Student Development
- Professional Development Program
- Staff Diversity Initiatives
- Student Achievement Guided by Experience
- Student Life Advising Services
- Transfer, Re-entry, and Student Parent Center
- Vice Chancellor Equity and Inclusion Immediate Office
- Young Musicians Program

Vice Chancellor Facilities Services

- Capital Projects Operations
- Physical Plant Campus Services
- Real Estate Services Office
- Vice Chancellor Facilities Services Immediate Office

Vice Chancellor for Research

- Vice Chancellor Research Administrative Units
 - Animal Care & Use
 - Associate Vice Chancellor Research Administration & Compliance
 - Berkeley International Office
 - Diving Control
 - France Berkeley Fund
 - Intellectual Property/Industry Research Alliances
 - International & Area Studies
 - Office of Laboratory Animal Care
 - Office for Protection of Human Subjects
 - Research Enterprise Support Services
 - Sponsored Projects Office
- Vice Chancellor Research Museum & Field Stations
 - Blue Oak Reserve
 - BNHM Administrative Services
 - Essig Museum of Entomology
 - Gump Research Field Station
 - Museum of Paleontology
 - Museum of Vertebrate Zoology
 - PA Hearst Museum of Anthropology
 - Research Field Stations & Nature Reserve
 - UC Botanical Garden

- University/Jepson Herbaria
- Vice Chancellor Research Organized Research Units
 - Africa Studies Center
 - Archaeological Res Facility
 - Center Child Youth Policy
 - Center for Latin American Studies
 - Center Integrative Planetary
 - Center Sexual Culture
 - Center Environmental Design Research
 - Field Station Behavioral Research
 - Institute of East Asian Studies
 - Institute of Cognitive Studies
 - Institute of Governmental Studies
 - Institute of Human Development
 - Institute of Industrial Relations
 - Institute of Personality & Social Research
 - Institute of Urban & Regional Development
 - Institute Study of Social Change
 - Institute Transportation Studies
 - Institute International Studies
 - Institute of European Studies
 - Middle Eastern Studies
 - Radio Astronomy Laboratory
 - Slavic & Eastern European Studies
 - Social Science Service Center
 - South Asian Studies
 - Southeast Asian Studies Center
 - Space Sciences Laboratory
 - Survey Research Center
 - Theoretical Astrophysics Center
- Vice Chancellor Research Other Research Units
 - Cal Institute for Energy & Environment
 - CITRIS
 - Center for Emerging & Neglected Disease
 - Center of Evaluation of Global Action
 - Deep Underground Science & Engineering Laboratory
 - Donner Laboratory
 - Energy Biosciences Institute
 - Helen Wills Neuroscience Institute
 - History of Science & Technology
 - Independent Research Programs
 - Institute of the Environment
 - Miller Institute Basic Research
 - Nanoscience & Nanoengineering Institute
 - QB3 Institute
 - Stem Cell Center
- Vice Chancellor Research Immediate Office

Vice Chancellor Student Affairs

- AVC SA & Dean of Students
 - ASUC Business Auxiliary
 - Career Center
 - Dean of Student Centers
- Vice Chancellor Student Affairs Admissions & Enrollment
 - Admissions & Enrollment Immediate Office
 - Admissions & Relations w/ Schools
 - Financial Aid Office
 - Office of the Registrar
- Vice Chancellor Student Affairs Residential & Student Services Programs
 - H&DS Child Care Services
 - H&DS New Student Services
 - Housing & Dining Services
 - LBNL Guest House
- Vice Chancellor Student Affairs Division

- ☐ Lawrence Hall of Science
- ☐ SAIT Information Tech
- ☐ Student Affairs- Development Office
- ☐ Vice Chancellor Student Affairs Immediate Office

Vice Chancellor University Relations

- ☐ AVC Public Affairs
- ☐ Development Office
- ☐ University Relations

Vice Provost Agriculture & Natural Resources

- ☐ Vice Provost Agriculture & Natural Resources
 - ☐ College of Natural Resources
 - ☐ NR: Environmental Science, Policy, & Management
 - ☐ NR: Nutritional Sciences Department
 - ☐ NR: Agricultural Research Economics & Policy Department
- ☐ Vice Provost Divisionwide Prov & Expense
 - ☐ Communications Services
 - ☐ Forest Advisors
 - ☐ Integrated Hardwoods
 - ☐ Statewide Operations
 - ☐ Water Resources Center

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

College of Chemistry

- ☐ Chemical and Biomolecular Engineering
 - ☐ Chemical Engineering
 - ☐ Joint Chemical Engineering/Materials Science and Engineering
 - ☐ Joint Chemical Engineering/Nuclear Engineering
- ☐ Chemistry
 - ☐ Chemical Biology
 - ☐ Chemistry

College of Engineering

- ☐ Bioengineering
 - ☐ Bioengineering
 - ☐ Joint Bioengineering/Materials Science and Engineering
- ☐ Civil and Environmental Engineering
 - ☐ Civil Engineering
- ☐ Electrical Engineering and Computer Sciences
 - ☐ Electrical Engineering and Computer Sciences
 - ☐ Joint Electrical Engineering and Computer Sciences/Materials Science and Engineering
 - ☐ Joint Electrical Engineering and Computer Sciences/Nuclear Engineering
- ☐ Engineering Science Program
 - ☐ Computational Engineering Science
 - ☐ Engineering Mathematics and Statistics
 - ☐ Engineering Physics
 - ☐ Environmental Engineering Science
 - ☐ Undeclared College of Engineering
- ☐ Industrial Engineering and Operations Research
 - ☐ Manufacturing Engineering
- ☐ Materials Science and Engineering
 - ☐ Joint Bioengineering/Materials Science and Engineering
 - ☐ Joint Chemical Engineering/Materials Science and Engineering
 - ☐ Joint Electrical Engineering and Computer Sciences/Materials Science and Engineering
 - ☐ Joint Materials Science and Engineering/Mechanical Engineering
 - ☐ Joint Materials Science and Engineering/Nuclear Engineering
 - ☐ Materials Science and Engineering
- ☐ Mechanical Engineering
 - ☐ Joint Materials Science and Engineering/Mechanical Engineering
 - ☐ Joint Mechanical Engineering/Nuclear Engineering
 - ☐ Manufacturing Engineering
 - ☐ Mechanical Engineering
- ☐ Nuclear Engineering
 - ☐ Joint Chemical Engineering/Nuclear Engineering
 - ☐ Joint Electrical Eng and Computer Sciences/Nuclear Engineering

- Joint Materials Science and Engineering/Nuclear Engineering
- Joint Mechanical Engineering/Nuclear Engineering
- Nuclear Engineering

College of Environmental Design

- Architecture
- City and Regional Planning
 - Urban Studies
- Landscape Architecture and Environmental Planning
 - Landscape Architecture
- Other College of Environmental Design Programs
 - Urban and Rural Ecologies

College of Letters and Science

- African American Studies
 - African American Studies
 - African American Studies - Plan B: Humanities Concentration
- Anthropology
- Art Practice
- Astronomy
 - Astrophysics
- Charles and Louise Travers Department of Political Science
 - Political Science
- Classics
 - Classical Civilization
 - Classical Languages
 - Greek
 - Latin
- Comparative Literature
- Demography
- Earth and Planetary Science
 - EPS - Atmospheric Science
 - EPS - Environmental Earth Science
 - EPS - Geology
 - EPS - Geophysics
 - EPS - Marine Science
 - EPS - Planetary Science
- East Asian Languages and Cultures
 - Chinese Language
 - Japanese Language
- Economics
- English
- Ethnic Studies
 - Asian American and Asian Diaspora Studies
 - Asian American Studies
 - Chicano Studies
 - Ethnic Studies
 - Native American Studies
- Film and Media
- French
- Gender and Women's Studies
- Geography
- German
 - Dutch Studies
 - German
- History
- History of Art
- Integrative Biology
- International and Area Studies Teaching Program
 - Asian Studies - Area 1: China
 - Asian Studies - Area 2: Japan
 - Development Studies
 - Latin American Studies
 - Middle Eastern Studies
 - Peace and Conflict Studies

- Political Economy
- Political Economy of Industrial Societies
- Italian Studies
- Letters and Science Chemistry
- Letters and Science Computer Science
- Letters and Science Environmental Economics and Policy
- Letters and Science Legal Studies
- Letters and Science Operations Research and Management Science
- Letters and Science Public Health
- Letters and Science Social Welfare
- Letters and Science Undeclared
- Linguistics
- Mathematics
 - Applied Mathematics
 - Mathematics
- Molecular and Cell Biology
 - MCB, Plan 1, Emphasis 1: Biochemistry and Molecular Biology
 - MCB, Plan 1, Emphasis 2: Genetics
 - MCB, Plan 1, Emphasis 3: Immunology
 - MCB, Plan 2, Emphasis 2: Cell and Developmental Biology
 - MCB, Plan 2, Emphasis 3: Neurobiology
- Music
- Near Eastern Studies
 - Jewish Studies
 - Near Eastern Studies - Ancient Egyptian and Near Eastern Art & Archaeology
 - Near Eastern Studies - Near Eastern Civilizations
 - Near Eastern Studies - Near Eastern Languages and Literatures
- Other Arts and Humanities Programs
 - Celtic Studies
 - Humanities
- Other Mathematical & Physical Sciences
- Philosophy
- Physics
- Psychology
- Rhetoric
- Scandinavian
- Slavic Languages and Literatures
- Sociology
- South and Southeast Asian Studies
- Spanish and Portuguese
 - Spanish - Option B: Luso-Brazilian Language and Literature
 - Spanish - Option C, Plan 1: Iberian Languages and Literatures
 - Spanish - Option C, Plan 2: Latin-American Languages and Lit
 - Spanish - Option D: Hispanic Languages and Bilingual Issues
 - Spanish - Spanish Language and Literature
- Statistics
- Theater, Dance, and Performance Studies
 - Dance and Performance Studies
 - Theater and Performance Studies
- Undergraduate Interdisciplinary Studies
 - Cognitive Science
 - Environmental Sciences
 - Interdisciplinary Studies
 - Mass Communications
 - Media Studies
 - Religious Studies

College of Natural Resources

- Agricultural and Resource Economics and Policy
 - Environmental Economics and Policy
- Environmental Science, Policy, and Management
 - Conservation and Resource Studies
 - Environmental Sciences
 - Forestry and Natural Resources

- ☐ Molecular Environmental Biology
- ☐ Society and Environment
- ☐ Nutritional Sciences and Toxicology
 - ☐ Molecular Toxicology
 - ☐ Nutrition Science
 - ☐ Nutritional Science - Dietetics
 - ☐ Nutritional Science - Physiology and Metabolism
- ☐ Other College of Natural Resources Programs
 - ☐ Undeclared College of Natural Resources
- ☐ Plant and Microbial Biology
 - ☐ Genetics and Plant Biology
 - ☐ Microbial Biology

Other Executive Vice Chancellor and Provost Programs

- ☐ UC Los Angeles Visitor
- ☐ UC Merced Visitor
- ☐ UC San Diego Visitor
- ☐ UC Santa Cruz Visitor

Walter A. Haas School of Business

- ☐ Business
 - ☐ Business Administration

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

College of Chemistry

- ☐ Chemical and Biomolecular Engineering
 - ☐ Chemical Engineering
- ☐ Chemistry

College of Engineering

- ☐ Bioengineering
- ☐ Civil and Environmental Engineering
 - ☐ Civil Engineering
- ☐ Electrical Engineering and Computer Sciences
 - ☐ Computer Science
 - ☐ Electrical Engineering and Computer Sciences
- ☐ Engineering Science Program
 - ☐ Applied Science and Technology
- ☐ Industrial Engineering and Operations Research
- ☐ Materials Science and Engineering
- ☐ Mechanical Engineering
- ☐ Nuclear Engineering

College of Environmental Design

- ☐ Architecture
- ☐ City and Regional Planning
- ☐ Landscape Architecture and Environmental Planning
- ☐ Other College of Environmental Design Programs
 - ☐ Design
 - ☐ Urban Design

College of Letters and Science

- ☐ African American Studies
- ☐ Anthropology
 - ☐ Anthropology
 - ☐ Folklore
 - ☐ Medical Anthropology
- ☐ Art Practice
- ☐ Astronomy
 - ☐ Astrophysics
- ☐ Charles and Louise Travers Department of Political Science
 - ☐ Political Science
- ☐ Classics
 - ☐ Classical Archaeology
 - ☐ Classics
- ☐ Comparative Literature
- ☐ Demography
- ☐ Earth and Planetary Science

- East Asian Languages and Cultures
 - Chinese Language
 - Japanese Language
- Economics
- English
- Ethnic Studies
- Film and Media
- French
- Geography
- German
- History
- History of Art
- Integrative Biology
- Italian Studies
- Linguistics
- Mathematics
 - Applied Mathematics
 - Mathematics
- Molecular and Cell Biology
- Music
- Near Eastern Studies
 - Jewish Studies
 - Near Eastern Studies
 - Near Eastern Studies - Near Eastern Religions
- Other Arts and Humanities Programs
 - Ancient History and Mediterranean Archaeology
 - Buddhist Studies
 - Medieval Studies
 - Romance Languages and Literatures
- Other Biological Sciences Programs
 - Biophysics
 - Endocrinology
 - Microbiology
- Other Mathematical & Physical Sciences
 - Logic and the Methodology of Science
- Other Social Sciences Programs
 - Asian Studies
 - International and Area Studies
 - Joint Sociology/Demography Doctoral Program
 - Latin American Studies
- Philosophy
- Physics
- Psychology
- Rhetoric
- Scandinavian
- Slavic Languages and Literatures
- Sociology
- South and Southeast Asian Studies
- Spanish and Portuguese
 - Hispanic Languages and Literatures
- Statistics
- Theater, Dance, and Performance Studies

College of Natural Resources

- Agricultural and Resource Economics and Policy
- Energy and Resources Group
- Environmental Science, Policy, and Management
 - Environmental Science, Policy, and Management
 - Forestry
 - Range Management
- Nutritional Sciences and Toxicology
 - Molecular and Biochemical Nutrition
 - Molecular Toxicology
- Other College of Natural Resources Programs

- Agricultural and Environmental Chemistry
- Comparative Biochemistry
- Plant and Microbial Biology

Graduate Division

- Helen Wills Neuroscience Graduate Program
 - Neuroscience
- Interdisciplinary Graduate Individual Majors
 - Folk Narrative
 - History and Organizational Behavior
 - Literature and Social Thought
 - Political and Theological History and Law

Graduate School of Education

- Education
 - Education
 - Science and Mathematics Education
 - Special Education

Graduate School of Journalism

- Journalism

Richard and Rhoda Goldman School of Public Policy

- Public Policy

School of Information

- Information
- Information Management and Systems

School of Law

- Law
 - Jurisprudence and Social Policy
 - Law
 - LLM - Master of Laws

School of Optometry

- Optometry
 - Optometry
 - Optometry Certificate
 - Vision Science

School of Public Health

- Public Health
 - Biostatistics
 - Environmental Health Sciences
 - Epidemiology
 - Health and Medical Sciences
 - Health Services and Policy Analysis
 - Infectious Diseases and Immunity
 - Online/On-Campus Professional MPH
 - Public Health
- School of Social Welfare
 - Social Welfare

Walter A. Haas School of Business

- Business
 - Berkeley-Columbia Executive MBA
 - Business Administration
 - Evening and Weekend MBA Program
 - Financial Engineering

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

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
- ☐ ConfUC Berkeleyanist
- ☐ 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
 - ☐ Residence hall
 - ☐ University owned apartments
 - ☐ Family housing
 - ☐ Non-campus housing (e.g., Clark Kerr, Unit I,I,III, Co-ops, fraternities/sororities, theme houses, etc.)
 - ☐ Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)
51. Are you employed either on campus or off-campus?
- ☐ No
 - ☐ Yes
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
52. Are you an in-state or out-of-state/international student?
- ☐ In-state/Resident
 - ☐ Out-of-State/Non-Resident/International
53. Do you participate in any of the following types of clubs/organizations at UC Berkeley/UC BerkeleyHS? **(Mark all that apply)**
- ☐ I do not participate in any clubs/organizations
 - ☐ Student Leadership Groups (e.g., ASUC, Blueprint, Superb, Resident Advisor, Cal Corps Public Service)
 - ☐ Academic/Professional Organizations (e.g., American Medical Student Association, Haas Business School Association, professional fraternities,etc.)
 - ☐ Special Interest Organizations (e.g., Investment group, Fishing club,etc.)
 - ☐ Intercultural/Multicultural Campus Community Groups (e.g., Asian American Association, Bridges, Black Student Union, MCGC chapters, Queer Caucus, NPHC chapters,etc.)
 - ☐ Political Groups (e.g., Berkeley College Republicans, Cal Berkeley Democrats, CalPIRG, NOW, and organizations focusing on national or international political concerns)
 - ☐ Religious/Spiritual Organizations
 - ☐ Service Organizations/Civic Engagement (e.g., Alternative Breaks, American Red Cross, Best Buddies, Habitat for Humanity, Rotoract, etc.)
 - ☐ Social Fraternities and Sororities (IFC, PHC, MCGC, and NPHC chapters)
 - ☐ Publications and Media Organizations (e.g., Caliber, Blue & Gold Yearbook, Daily Cal, CalTV, organizations that publish a journal, etc.)
 - ☐ Intramurals/ Sports Clubs
 - ☐ Music/Performance Organizations (e.g., Danceworx, DeCadence, Men's Octet, Straw Hat Band, etc.)
 - ☐ NCAA Varsity Athletics
 - ☐ Honor Societies
 - ☐ Residential Housing Associations (e.g., RHA)
 - ☐ 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?

- ☐ 0.000 - 0.999
- ☐ 1.000 - 1.999
- ☐ 2.000 - 2.249
- ☐ 2.250 - 2.499
- ☐ 2.500 - 2.749
- ☐ 2.750 - 2.999
- ☐ 3.000 - 3.249
- ☐ 3.250 - 3.499
- ☐ 3.500 - 3.749
- ☐ 3.750 - 4.000

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 UC Berkeley.

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

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

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

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

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

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

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

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

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

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

- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I sought support from off-campus hot-line/advocacy services
- ☐ I sought support from a campus resource (e.g., for a complete list of campus programs and services, go to <http://diversity.berkeley.edu/CampusResources>)
- ☐ 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 or stophate.berkeley.edu***

If some of these questions may have been difficult to answer or caused discomfort due to their content and it would be helpful to talk with someone, you are encouraged to contact:

Counseling at University Health Services (Tang Center)

Voice: (510) 642-9494

TTY: (510) 643-1233

<http://uhs.berkeley.edu/students/counseling/>

CARE Services

(510) 643-7754

careserv@uhs.berkeley.edu

<http://www.uhs.berkeley.edu/facstaff/care/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

82. How would you rate the accessibility at UC Berkeley?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Accessibility				
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & 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"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and pedestrian paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing loops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instruction/materials				
Information in Alternative Formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UC Berkeley Website				
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

84. How would you rate the climate at UC Berkeley for people who are/have...

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

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

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

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

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

Part 5: Institutional Actions Relative to Climate Issues

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

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

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

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

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

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

	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 UC Berkeley 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: UCB Campus Specific Questions

94. Undergraduate/Graduate Students only: Please indicate the extent to which you agree or disagree with the following statements about UC Berkeley.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
UC Berkeley has achieved a positive climate for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Channels for expressing discrimination or harassment complaints are readily available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important in my department/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

95. Undergraduate/Graduate Students only: Please indicate how strongly you agree or disagree with the statements in terms of yourself. Answer only those items that apply to you.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Students of my race/ethnicity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender or gender identity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my immigration background are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my admit status (e.g., transfer or freshmen admit) are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my international status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. Undergraduate/Graduate Students only: Please indicate the extent to which you agree or disagree with the following statements about your experiences as a UC Berkeley student.

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
I have been excluded from study groups or group projects because of my race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my gender or gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my religion/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my ability/disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my admit status (e.g., transfer or freshmen admit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of my political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been excluded from study groups or group projects because of another personal characteristic /reason (please specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

97. Undergraduate/Graduate Students only: Please share with us what could be done to help make study group or group project environment(s) be more inclusive:

98. **Postdoctoral scholars only:** Please indicate the extent to which you agree or disagree with the following statements about your relationship with your faculty advisor.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
My faculty advisor provides ongoing feedback to help me improve my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor supports my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor is concerned about the welfare of those they advise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you do your job well are you likely to be praised by your faculty advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor has helped guide me through campus organizational and administrative changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. **Postdoctoral scholars only:** Please share with us what could be done to improve your relationship with your faculty advisor:

100. **Postdoctoral scholars only:** With regard to each of the following, how satisfied are you with your job situation and how important is the particular item to you?

		Degree of satisfaction?				How important to you?			
	Not applicable	Very satisfied	Somewhat satisfied	Not too satisfied	Not at all satisfied	Very important	Somewhat important	Not too important	Not at all important
Salary	<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"/>
Benefits (e.g., health care, retirement, etc.)	<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"/>
Mentoring from faculty	<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"/>
Teaching responsibilities	<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"/>
Committee responsibilities	<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"/>
Opportunities to collaborate with faculty in home unit	<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"/>
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	<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"/>
The way you were welcomed to the UC Berkeley campus	<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"/>
Support for diversity in my unit/department	<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"/>
Support for work-family balance in my unit/department	<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"/>

101. Postdoctoral scholars/Faculty only: Please indicate the extent to which you agree or disagree with the following statements about UC Berkeley.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
UC Berkeley has achieved a positive climate for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Channels for expressing discrimination or harassment complaints are readily available to faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. Faculty only: Please indicate how strongly you agree or disagree with the statements in terms of yourself. Answer only those items that apply to you.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Faculty of my race/ethnicity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my socio-economic status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my gender or gender identity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my religious beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my political beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my sexual orientation are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of my immigration background are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. **Faculty only:** During your time as a faculty member, which of the policies/processes listed below have you used?

	Not currently available on campus	Positively influence climate	No influence on climate	Negatively influence climate	Don't know
Wrote a summary of my research, teaching, and service to be included in the package sent to reviewers for promotion review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitted a diversity statement in AP Bears as part of my review for advancement or promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrote a response to the letter prepared by the chair/dean for either merit or promotion reviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a list of potential reviewers for promotion review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrote a statement requesting that certain individuals should not serve as reviewers for promotion reviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requested a career equity review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requested a salary increase to match an outside offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requested more than one-step merit increase for recognition of accomplishments (e.g., a major award, positive reviews of a book, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requested an extra merit increase one time for excellent teaching, service, or diversity-related work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requested reconsideration of a negative decision for advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitted work in progress (e.g., draft book chapters, manuscripts under review or in preparation, etc.) to be credited for a merit review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitted additional materials while a promotion review was ongoing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

104. **Faculty only:** With regard to each of the following, how satisfied are you with your job situation and how important is the particular item to you?

		Degree of satisfaction?				How important to you?			
	Not applicable	Very satisfied	Somewhat satisfied	Not too satisfied	Not at all satisfied	Very important	Somewhat important	Not too important	Not at all important
Salary	<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"/>
Additional compensation (e.g., summer salary)	<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"/>
Benefits (e.g., health care, retirement, etc.)	<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"/>
Current rank	<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"/>
Merit and promotion process	<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"/>
Mentoring from faculty colleagues	<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"/>
Teaching responsibilities	<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"/>
Advising responsibilities	<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"/>
Committee responsibilities	<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"/>
Opportunities to collaborate with faculty in home unit	<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"/>
Opportunities to collaborate with faculty in other units on the UC Berkeley campus	<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"/>
The way you were welcomed to the UC Berkeley campus	<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"/>
Support for diversity in my unit/department	<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"/>
Support for work-family balance in my unit/department	<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"/>

105. **Staff only:** Please indicate the extent to which you agree or disagree with the following statements about UC Berkeley.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
UC Berkeley has achieved a positive climate for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Channels for expressing discrimination or harassment complaints are readily available to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important at UC Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important in my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to provide input and feedback into efforts to improve UC Berkeley's administrative operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my input and feedback into efforts to improve UC Berkeley's administrative operations have been valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. **Staff only:** Please indicate how strongly you agree or disagree with the statements in terms of yourself. Answer only those items that apply to you.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
Staff of my race/ethnicity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my socio-economic status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my gender or gender identity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my religious beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my political beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my sexual orientation are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff of my immigration background are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. **Staff only:** Please indicate the extent to which you agree or disagree with the following statements about your relationship with your supervisor.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
My manager/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"/>	<input type="radio"/>
My manager/supervisor supports my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager/supervisor is concerned about the welfare of those they supervise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you do your job well are you likely to be praised by your manager/supervisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager/supervisor has helped guide me through campus organizational and administrative changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. **Staff only:** Please share with us what could be done to improve your relationship with your manager/supervisor.

109. **Staff only:** With regard to each of the following, how satisfied are you with your job situation and how important is the particular item to you?

	Not applicable	Degree of satisfaction?				How important to you?			
		Very satisfied	Somewhat satisfied	Not too satisfied	Not at all satisfied	Very important	Somewhat important	Not too important	Not at all important
Salary	<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"/>
Benefits (e.g., health care, retirement, etc.)	<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"/>
Merit and promotion process	<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"/>
Mentoring from colleagues	<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"/>
Teaching responsibilities	<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"/>
Advising responsibilities	<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"/>
Committee responsibilities	<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"/>
Opportunities to collaborate with staff in home unit	<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"/>
Opportunities to collaborate with staff in other units on the UC Berkeley campus	<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"/>
The way you were welcomed to the UC Berkeley campus	<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"/>
Support for diversity in my unit/department	<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"/>
Support for work-family balance in my unit/department	<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"/>

110. WITHIN THE PAST 12 MONTHS, how frequently have you felt unwelcomed, excluded, intimidated, or offended as a result of hearing/learning about negative conduct or communication that was directed towards someone at UC Berkeley who...

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
...shares your age group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your gender or gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your international status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your parental status (e.g., having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your position (staff, faculty, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your religion/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares your socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...shares some other characteristic (please specify _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

111. WITHIN THE PAST 12 MONTHS, how frequently have you personally experienced any of the following behaviors at UC Berkeley...

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
...demands/threats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...mockery/sarcasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...yelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...insults/put-downs/personal attacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...public humiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...spreading gossip or lies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...unrelenting/persistent criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...isolation/exclusion/ostracism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...name-calling/swearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...severe/nasty tone of voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...interrupting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...finger-pointing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...invading your space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...looming/hovering over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...slamming objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...other (please specify _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If You Answered 'Never' To All Of Question 111 Goto Question 115

112. Did the above behaviors interfere with your ability to work or study?

- ☐ Yes
- ☐ No

113. Did you experience any stress-related physical or emotional harm as a result of these behaviors?

- ☐ Yes
- ☐ No [Go to Question 115]

114. Who was the source of this conduct? (Please mark all that apply.)

- ☐ Manager/Supervisor
- ☐ Supervisee
- ☐ Co-Worker
- ☐ UCB Staff Member
- ☐ Faculty Member
- ☐ Student
- ☐ Other, please specify _____

115. As a result of this climate survey, what specific action(s) would you like the campus to take to address some of the issues you raised?

Thank you for taking the UC Berkeley Campus Climate Survey!

Thank you for taking the time to participate in the largest climate survey of its kind among universities in the United States! Your participation will enhance campus efforts to improve the learning, living and working environments for students, faculty and staff at UC Berkeley.

You have been entered into a UC system wide drawing for the following items:

- One \$10,000 undergraduate scholarship
- Two \$5,000 graduate/professional student/post-doc/trainee stipends
- Two \$5,000 faculty research grants
- Five \$2,000 staff professional development grants

You have also been entered into a drawing for UC Berkeley prizes, including:

- \$ for Cal 1 Cards—UC Berkeley's Photo ID, Access, and Debit Account Card
- Cal Performances Passes
- RSF Memberships and Gift Cards
- Men's and Women's Basketball Tickets
- 6-months of free parking (faculty and staff only)

Check the survey website (<http://campusclimate.berkeley.edu>) for a current list of prizes. If your name is drawn, you will be contacted directly to receive the prize. Drawings will be made throughout the Spring semester.

To be entered in the drawing for prizes:

Please provide your full name and campus contact information (for example, phone number, email, and/or office address). This page will be separated from your survey responses upon receipt by the survey consultants, Rankin & Associates (<http://www.rankin-consulting.com/>) and will not be connected to or used with any of your responses.

Providing this information is voluntary, but must be provided if you wish to be entered into the drawings.

Name _____

Phone Number _____

E-mail address _____

Prizes will be drawn throughout the spring 2013 semester. Winners will be contacted directly.

PLEASE REMOVE THE FOLLOWING PAGES FROM THE SURVEY PACKET AND TAKE IT WITH FOR YOUR INFORMATION

To report a specific incident:

This survey is not a reporting mechanism. If you would like to report a specific incident, please go to:

www.universityofcalifornia.edu/reportcampusclimate or stophate.berkeley.edu

For Faculty and Staff:

CARE Services

(510) 643-7754

careserv@uhs.berkeley.edu

<http://www.uhs.berkeley.edu/facstaff/care/index.html>

Academic Personnel Office

(510) 642-5626

appolicy@berkeley.edu

<http://apo.chance.berkeley.edu/>

Disability Management Services

(510) 643-7921

<http://uhs.berkeley.edu/facstaff/dms/>

Faculty Ombudsperson

(510) 642-7213

<http://academic-senate.berkeley.edu/committees/omb/faculty-ombudsperson>

Gender Equity Resource Center—LGBTIQ, women, sexual violence

(510) 642-4786

GenEq@berkeley.edu

<http://geneq.berkeley.edu/>

Human Resources

Voice: (510) 642-7053 or (510) 642-4621

TDD: (510) 643-9421

<http://hrweb.berkeley.edu/>

Office for Faculty Equity & Welfare

(510) 642-1935

FEA_info@berkeley.edu

<http://facultyequity.chance.berkeley.edu/>

Office of Ethics, Risk, and Compliance Services

Ethics

Compliance

Disability Compliance

Risk Services

Public Records

Title IX (harassment and discrimination)

Whistleblower

(510) 642-5141

<http://compliance.berkeley.edu/compliance-offices/oercs>

Staff Diversity Initiatives Office

(510) 642-5973

staffdiversity@berkeley.edu
<http://diversity.berkeley.edu/staff/consulting/>

Staff Ombuds Office

(510) 642-7823

<http://staffombuds.berkeley.edu/>

Work/Life Office

(510) 642-7883

<http://uhs.berkeley.edu/worklife/>

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