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For more information regarding accessibility assistance please contact:

As appropriate for the institution

Add hyperlink:

“Terms and Conditions of Use”

If clicked, the participant will have access to the introductory materials and definitions
If skipped, the participant will move directly to the survey directions

UC [insert campus/location]
Climate Assessment for Learning, Living, and Working

(Administered by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UC [insert campus or location]. 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 [insert campus or location].

Procedures

Procedures appear respectively in appropriate mediums

Procedures (on-line version)

You will be asked to complete an online 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 will receive a mail merged e-mail with a personal embedded link. The link will contain a personal identifier which will allow you to return to the survey if not completed at one time, and also to be automatically entered into an incentive prize drawing. The unique identifier tied to your user name will be maintained by the campus/location. The campus/location will not receive raw data matched to the identifier. Rankin & Associates will receive the raw data with the unique identifier, but no user name or id. This process prevents any raw data from being directly linked to participant user name. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure server where any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any individual 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.

Procedures (paper and pencil version)

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.

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:

[Insert as appropriate to the campus/location]

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 [insert campus or location]** 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. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). No guarantees can be made regarding the interception of data sent via the Internet by any third parties; however, to avoid interception of data, the survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

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

Privacy and Data Usage

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

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

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

Data may be subject to California Public Records Act requests. Raw data in its entirety could be withheld from a PRA request due to FERPA and other privacy laws that prevent the release of personally identifiable information. Due to the large number of demographic questions, each survey response will be treated as potentially individually

identifiable, even though no specific identifiers will be collected. However, raw data for specific indicators would likely be subject to disclosure upon request; but still any information that could be used to directly identify an individual would be redacted from the records to protect the privacy of individual survey respondents. Data will also be used for longitudinal studies. UCOP plans to re-administer the survey in 4-5 years, and progress and trends will be analyzed based on all available data.

Right to Ask Questions

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

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

Questions regarding the survey process may also be directed to:

Insert as appropriate for the campus/location

Questions concerning the rights of participants should be directed to:

Insert as appropriate for the campus/location

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the “Continue” button below. By clicking on the “Continue” button, you will indicate your consent to participate in this study. It is recommended that you print this statement for your records.

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

Survey Terms and Definitions

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

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

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

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

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

Classist: A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Directions

Directions appear respectively in appropriate mediums

URL only: Please read and answer each question carefully. For each answer, click on/fill in the appropriate oval. If you want to change an answer, click on/fill in the oval of your new answer and your previous response will be erased. 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.

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken 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.

“NEXT” button – leads participant to the survey.

If participant declines participation, she/he/ze is led to a “thank you” page.

1. What is your **primary** position at **UC [insert campus or location]** ?(Please mark only one)
- Division of Agriculture and Natural Resources (ANR) (Mark all that apply)
 - Agricultural Experiment Station (AES) Faculty (Agronomist Series)
 - Specialist in Cooperative Extension Series
 - Cooperative Extension Advisor Series
 - Lawrence Berkeley National Laboratory
 - Scientist or Engineer
 - Non Scientist or Engineer – Technical
 - Non Scientist or Engineer – Administrative/Operations
 - Postdoctoral Fellow
 - Graduate Student Research Assistant
 - High School/Undergraduate Student Assistant
 - Undergraduate student
 - Started at **UC [insert campus]** as a first-year student
 - Transferred from a California community college
 - Transferred from another institution
 - Graduate/Professional student
 - Non-degree
 - Certificate/teacher credential program candidate
 - Master's degree student
 - Doctoral degree student (Ph.D., Ed.D.)
 - Professional degree student (e.g., MD, JD, MBA)
 - Postdoctoral scholar (e.g., Employees, Paid-Directs)
 - Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
 - Staff – non-Union
 - Senior Management Group (SMG)
 - Management & Senior Professionals (MSP) - Supervisor
 - Management & Senior Professionals (MSP) – Non-Supervisor
 - Professional & Support Staff (PSS) – Non-Union & Supervisor
 - Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
 - Staff - Union
 - Professional & Support Staff (PSS) – Union Represented & Supervisor
 - Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
 - Faculty
 - Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director)
 - General Campus Faculty
 - Professor
 - FTE/Ladder Rank
 - Acting
 - Visiting
 - Adjunct
 - Emeritus
 - Associate Professor
 - FTE/Ladder Rank
 - Acting
 - Visiting
 - Adjunct
 - Emeritus
 - Assistant Professor
 - FTE/Ladder Rank
 - Acting
 - Visiting
 - Adjunct
 - Other Faculty appointment (e.g., Instructor/Lecturer)

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

(NOTE: Other Academic Series should receive "staff" questions)

2. **Staff only:** What is your **primary** employment status with **UC [insert campus or location]?**
 - Career (including partial-year career) employee
 - Contract employee
 - Limited appointment employee/ term employment
 - Per Diem employee
 - Floater (temporary services) employee
 - Academic employee
3. **Staff only:** What is your **primary** campus location with **UC [insert campus or location]?**
 - 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 [insert campus or location]?
 - 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. **Student/Post-doctoral/Graduate/Faculty only:** 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 [insert campus or location]?
 - No (skip to question 10)
 - Yes

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

10. **Post-docs/Students/Trainees only:** The following questions ask you about your academic experience at UC [insert campus/location].

	Strongly Agree	Agree	Neither Agree or 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 experience at UC [insert campus or location].	<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 [insert campus or location].	<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 [insert campus or location].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UC [insert campus or location].	<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 [insert campus or location]**?
- No (skip 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? (**Mark all that apply**)

<ul style="list-style-type: none"> <input type="radio"/> Academic Performance <input type="radio"/> Age <input type="radio"/> Ancestry <input type="radio"/> Country of origin <input type="radio"/> Discipline of study <input type="radio"/> Educational level <input type="radio"/> Educational modality (on-line, classroom) <input type="radio"/> English language proficiency/accent <input type="radio"/> Ethnicity <input type="radio"/> Gender identity <input type="radio"/> Gender expression <input type="radio"/> Immigrant/citizen status <input type="radio"/> International status <input type="radio"/> Learning disability <input type="radio"/> Marital status (e.g., single, married, partnered) <input type="radio"/> Medical condition <input type="radio"/> Military/veteran status <input type="radio"/> Parental status (e.g., having children) <input type="radio"/> Participation in an organization/team (please specify _____) <input type="radio"/> Physical characteristics <input type="radio"/> Physical disability <input type="radio"/> Philosophical views <input type="radio"/> Political views <input type="radio"/> Position (staff, faculty, student) <input type="radio"/> Pregnancy <input type="radio"/> Psychological condition <input type="radio"/> Race <input type="radio"/> Religious/spiritual views <input type="radio"/> Sexual orientation <input type="radio"/> Socioeconomic status <input type="radio"/> Don't know <input type="radio"/> Other (please specify)_____ 	<ul style="list-style-type: none"> <input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Seldom
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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 campus/location event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UC campus/location dining facility
- In a UC campus/location office
- In a faculty office
- In a public space at UC campus/location
- 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 UC campus/location transportation
- While working at a UC campus/location 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
- Insert UC Campus/location media (posters, brochures, flyers, handouts, web sites, etc.)
- Insert UC Campus/location visitor(s)
- Insert UC Campus/location organizations or groups
- Insert UC Campus/location 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 insert UC campus/location 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 campus/location 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 **insert UC campus/location** resource (**insert examples appropriate to UC campus/location**)
- 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 **insert UC campus/location** employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but 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.

Insert text box here

If you have not already reported this incident and wish to do so, please go to www.universityofcalifornia.edu/reportcampusclimate or [specific campus information](#)

Add discomforts and risks contacts specific to UC campus/location

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 [insert campus or location]**?
 No (skip to Question 20)
 Yes
19. If you wish to share more information regarding the incident, please do so here.
Insert Text Box

If you have not already reported this incident and wish to do so, please go to www.universityofcalifornia.edu/reportcampusclimate or [specific campus information](#)

Add discomforts and risks contacts specific to UC campus/location

Part 2: Work-Life

20. **Post-docs/Graduate/Trainees/Staff/Faculty only:** 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. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements, please do so here.
Insert text box here

22. **Faculty only:** 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. **Faculty only:** If you would like to elaborate on any of your responses to the previous questions, please do so here.

Insert text box here

24. **Post-docs/Graduate/Trainees/Staff/Faculty only:** Please respond to the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I find that UC [insert campus or location] is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that UC [insert campus or location] 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 [insert campus or location] 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 [insert campus or location] 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. **Post-docs/Graduate/Trainees/Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

Insert text box 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 _____)

O 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 _____)

O Pacific Islander

- Fijian
- Guamanian/Chamorro
- Hawaiian
- Samoan
- Tongan
- Other Pacific Islander (if you wish please specify _____)

O White

- European / European descent
- North African
- Other White / Caucasian (if you wish please specify _____)

O 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. **Post-docs/Students/Trainees only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?
- | | |
|---|---|
| <u>Parent/-Guardian 1:</u> | <u>Parent/ Guardian 2:</u> |
| <input type="radio"/> No high school | <input type="radio"/> No high school |
| <input type="radio"/> Some high school | <input type="radio"/> Some high school |
| <input type="radio"/> Completed high school/GED | <input type="radio"/> Completed high school/GED |
| <input type="radio"/> Some college | <input type="radio"/> Some college |
| <input type="radio"/> Business/Technical certificate/degree | <input type="radio"/> Business/Technical certificate/degree |
| <input type="radio"/> Associate's degree | <input type="radio"/> Associate's degree |
| <input type="radio"/> Bachelor's degree | <input type="radio"/> Bachelor's degree |
| <input type="radio"/> Some graduate work | <input type="radio"/> Some graduate work |
| <input type="radio"/> Master's degree | <input type="radio"/> Master's degree |
| <input type="radio"/> Doctoral degree (Ph.D., Ed.D.) | <input type="radio"/> Doctoral degree (Ph.D., Ed.D.) |
| <input type="radio"/> Professional degree (e.g., MD, JD, MBA) | <input type="radio"/> Professional degree (e.g., MD, JD, MBA) |
| <input type="radio"/> Unknown | <input type="radio"/> Unknown |
| <input type="radio"/> Not applicable | <input type="radio"/> Not applicable |
34. **Staff only:** What is your highest completed level of education?
- No high school
 - Some high school
 - Completed high school/GED
 - Some college
 - Business/Technical certificate/degree
 - Associate's degree
 - Bachelor's degree
 - Some graduate work
 - Master's degree
 - Doctoral degree (Ph.D., Ed.D.)
 - Professional degree (e.g., MD, JD, MBA)
35. **Undergraduate Students only:** Where are you in your **college career?** (Campuses will decide unit numbers)
- Non-degree student
 - First year (XXX units)
 - Second year (XXX units)
 - Third year (XXX units)
 - Fourth year (XXX or more units)
 - Fifth year or more

36. **Graduate/Professional Students only:** Where are you in your graduate career?
O Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)
O First year
O Second year
O Third (or more) year
O Doctoral/Professional student (e.g., Ph.D., Ed.D, MD, JD, MBA)
O First year
O Second year
O Third (or more) year
O Advanced to Candidacy
O ABD (all but dissertation)
37. **Post-docs/Trainees only:** Where are you in your career at **UC campus/location**?
O First year
O Second year
O Third year
O Fourth year
O Fifth year or more
38. **Post-doctoral/Faculty only:** With which academic division/department are you **primarily affiliated** with at this time?
Insert as appropriate for the institution
39. **Staff only:** With which work unit are you **primarily affiliated** with at this time?
Insert as appropriate for the institution
40. **Undergraduate Students only:** What is your academic major? **(only allow 2 choices)**
Insert as appropriate for the institution
41. **Graduate/Professional Students only:** What is your academic degree program?
Insert as appropriate for the institution
42. **Trainees only:** What is your academic degree or clinical/training program at **UC campus/location**?
Insert as appropriate for the institution

43. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**
- Acquired/Traumatic Brain Injury
 - Attention Deficit/Hyperactivity Disorder
 - Asperger's/Autism Spectrum
 - Blind
 - Low vision
 - Deaf
 - Hard of Hearing
 - Learning Disability
 - Medical Condition
 - Mental Health/Psychological Condition
 - Physical/Mobility condition that affects walking
 - Physical/Mobility condition that does *not* affect walking
 - Speech/Communication Condition
 - Other (please specify _____)
 - I have none of the listed conditions
44. What is your citizenship status in U.S.? **(Mark all that apply)**
- U.S. citizen
 - Permanent Resident
 - A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
 - Other legally documented status (e.g., adjustment of status to Permanent Resident)
 - Undocumented resident
45. How would you characterize your political views?
- Far left
 - Liberal
 - Moderate or middle of the road
 - Conservative
 - Far Right
 - Undecided
 - Other (please specify _____)
46. What is the language(s) spoken in your home?
- English only
 - Other than English (please specify _____)
 - English and other language(s) (please specify _____)
47. What is your religious or spiritual identity? **(Mark all that apply)**
- Agnostic
 - Ahmadi Muslim
 - African Methodist Episcopal
 - Atheist
 - Assembly of God
 - Baha'i
 - Baptist
 - Buddhist
 - Christian Orthodox
 - Confucianist
 - Christian Methodist Episcopal
 - Druid
 - Episcopalian

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

48. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- Dependent
 - Independent

49. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- Below \$10,000
 - \$10,000-\$19,999
 - \$20,000-\$29,999
 - \$30,000 - \$39,999
 - \$40,000 - \$49,999
 - \$50,000 - \$59,999
 - \$60,000- \$69,999
 - \$70,000- \$79,999
 - \$80,000 - \$89,999
 - \$90,000- \$99,999
 - \$100,000 - \$124,999
 - \$125,000 - \$149,999
 - \$150,000 - \$199,999
 - \$200,000 - \$249,999
 - \$250,000 - \$299,999
 - \$300,000 - \$399,999
 - \$400,000 - \$499,999
 - \$500,000 or more
50. **Students only:** Where do you live?
- Campus housing (insert campus specific drop down)
Examples may include:
 - Residence hall
 - University owned apartment
 - Family housing
 - Non-campus housing (insert campus specific drop down)
Examples may include:
 - Independently in an apartment/house
 - Living with family member/guardian
 - Co-op
 - Fraternity house
 - Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)
51. **Students only:** Are you employed either on campus or off-campus?
- No
 - Yes (insert drop down)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
52. **Undergraduate Students only:** Are you an in-state or out-of-state/international student?
- In-state/Resident
 - Out-of-State/Non-Resident/International

53. **Students only:** Do you participate in any of the following types of clubs/organizations at UC [insert campus or location]? (Mark all that apply)

Each UC campus/location will insert examples in each broader category as appropriate to campus or location

<input type="checkbox"/> I do not participate in any clubs/organizations
<input type="checkbox"/> Student Leadership Groups (e.g., Student Government)
<input type="checkbox"/> Academic/Professional Organizations (e.g., History Club, etc.)
<input type="checkbox"/> Special Interest Organizations (e.g., Photography Club)
<input type="checkbox"/> Intercultural/Multicultural Campus Community Groups (e.g., Black Student Union)
<input type="checkbox"/> Political Groups (e.g., College Democrats)
<input type="checkbox"/> Religious/Spiritual Organizations
<input type="checkbox"/> Service Organizations/Civic Engagement (e.g., Volunteer Office)
<input type="checkbox"/> Social Fraternities and Sororities
<input type="checkbox"/> Publications and Media Organizations (e.g., Campus newspaper)
<input type="checkbox"/> Intramurals/ Clubs Sports
<input type="checkbox"/> Music/Performance Organizations (e.g., Campus Choir)
<input type="checkbox"/> NCAA Varsity Athletics
<input type="checkbox"/> Honor Societies (e.g., Kappa Omicron Nu)
<input type="checkbox"/> Campus Housing Associations
<input type="checkbox"/> Other (please specify _____)

54. What is your current relationship status?
- Single, never married
 - Single, divorced
 - Single, widow (partner/spouse deceased)
 - Partnered
 - Partnered, in civil union/Registered Domestic Partnership
 - Married or remarried
 - Separated
 - Other (please specify _____)

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

(Insert Campus specific response choices)

56. **Students only:** Are you a former foster-care youth?
- Yes
 - No

Part 4: Perceptions of Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at **UC [insert campus or location]**.

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at **UC [insert campus or location]** that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?
- No (skip to Question 66)
 - Yes
58. Who/what were the **targets** of this conduct? (Mark all that apply)
- Administrator
 - Alumni
 - Athletic coach/trainer
 - Campus/location 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 campus/location** Physician
 - Union representatives
 - Other (please specify)_____

59. Who/what was the source of this behavior? (Mark all that apply)

- Administrator
- Alumni
- Athletic coach/trainer
- [Insert UC-campus/location] media (posters, brochures, flyers, handouts, web sites, etc.)
- [Insert UC-campus/location] visitor(s)
- [Insert UC-campus/location] organizations or groups
- [Insert UC-campus/location] 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 [Insert UC-campus/location] 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 campus/location Physician
- Union representative
- Other (please specify)_____

60. What do you believe were the bases for this conduct? **(Mark all that apply)**
- Academic performance
 - Age
 - Ancestry
 - Country of origin
 - Discipline of study
 - Educational level
 - Educational modality (on-line, classroom)
 - English language proficiency/accent
 - Ethnicity
 - Gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status
 - Learning disability
 - Marital status (e.g., single, married, partnered)
 - Medical condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (please specify _____)
 - Physical characteristics
 - Physical disability
 - Philosophical views
 - Political views
 - Position (staff, faculty, student)
 - Pregnancy
 - Psychological condition
 - Race
 - Religious/spiritual views
 - Sexual orientation
 - Socioeconomic status
 - Don't know
 - Other (please specify)_____

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Singled out as the as the spokesperson for their identity
- Threats of physical violence
- Victim of a crime
- Other (please specify)_____

62. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

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

- At a UC campus/location event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UC campus/location dining facility
- In a UC campus/location office
- In a faculty office
- In a public space at UC campus/location
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In UC campus/location housing
- In UC campus/location 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 campus/location 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 **UC campus/location** resource **(insert examples appropriate to UC campus/location)**
- 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 **UC campus/location** employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but 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.

Insert Text Box here

www.universityofcalifornia.edu/reportcampusclimate or [specific campus information](#)

Add discomforts and risks contacts specific to UC campus/location

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

66. **Staff/Faculty only:** I have observed **hiring** practices at **UC campus/location** (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 **(skip to Question #70)**
 - Yes
 - Don't know
67. **Staff/Faculty only:** 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/accents
 - Ethnicity
 - Gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status
 - Learning disability
 - Marital status (e.g., single, married, partnered)
 - Medical condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization (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. **Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
Insert Text Box 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. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I have observed **employment-related discipline or action up to and including dismissal at UC campus/location** that I perceive to be unfair and unjust or would inhibit diversifying the community.
- No (skip to Question #72)
 - Yes
 - Don't know
70. **Post-docs/Graduate/Trainees /Staff/Faculty only:** 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. **Post-docs/Graduate/Trainees /Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
- Insert Text Box here**

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

72. **Post-docs/Graduate/Trainees /Staff/Faculty only:** I have observed promotion/tenure/reappointment/reclassification practices at UC campus/location that I perceive to be unfair or unjust.
- No (skip to Question #75)
 - Yes
 - Don't know
73. **Post-docs/Graduate/Trainees /Staff/Faculty only:** 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/accnt
 - Ethnicity
 - Gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status
 - Learning disability
 - Marital status (e.g., single, married, partnered)
 - Medical condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization (please specify _____)
 - Personal relationship (e.g., friend, family member)
 - Partner/spousal preferential hiring practice
 - 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. **Post-docs/Graduate/Trainees /Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.
- Insert Text Box here**

75. Using a scale of 1-5, please rate the overall climate at UC[insert campus/location] 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)

friendly	1.....2.....3.....4.....5	hostile
cooperative	1.....2.....3.....4.....5	uncooperative
improving	1.....2.....3.....4.....5	regressing
positive for persons with disabilities	1.....2.....3.....4.....5	negative for persons with disabilities
positive for people who identify as lesbian, gay, or bisexual	1.....2.....3.....4.....5	negative for people who identify as lesbian, gay, or bisexual
positive for people of Christian faith	1.....2.....3.....4.....5	negative for people of Christian faith
positive for people of other faith backgrounds	1.....2.....3.....4.....5	negative for people of other faith backgrounds
positive for people who are agnostic/atheist	1.....2.....3.....4.....5	negative for people who are agnostic/atheist
positive for People of Color	1.....2.....3.....4.....5	negative for People of Color
positive for men	1.....2.....3.....4.....5	negative for men
positive for women	1.....2.....3.....4.....5	negative for women
positive for non-native English speakers	1.....2.....3.....4.....5	negative for non-native English speakers
positive for people who are immigrants	1.....2.....3.....4.....5	negative for people who are immigrants
positive for people who are not U.S. citizens	1.....2.....3.....4.....5	negative for people who are not U.S. citizens
welcoming	1.....2.....3.....4.....5	not welcoming
respectful	1.....2.....3.....4.....5	disrespectful
positive for people of high socioeconomic status	1.....2.....3.....4.....5	negative for people of high socioeconomic status
positive for people of low socioeconomic status	1.....2.....3.....4.....5	negative for people of low socioeconomic status
positive for people who identify as transgender	1.....2.....3.....4.....5	negative for people who identify as transgender

76. Using a scale of 1-5, please rate the overall climate at UC [insert campus/location] 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)

Not racist	1.....2.....3.....4.....5	Racist
Not sexist	1.....2.....3.....4.....5	Sexist
Not homophobic	1.....2.....3.....4.....5	Homophobic
Not transphobic	1.....2.....3.....4.....5	Transphobic
Not age biased	1.....2.....3.....4.....5	Age biased
Not classist	1.....2.....3.....4.....5	Classist
(socioeconomic status)	1.....2.....3.....4.....5	(socioeconomic status)
Not classist	1.....2.....3.....4.....5	Classist
(position: faculty, staff, student)	1.....2.....3.....4.....5	(position: faculty staff, student)
Disability friendly	1.....2.....3.....4.....5	Not disability friendly

77. **Students/Faculty only:** The classroom/learning environment is welcoming for students based on their:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children	0	0	0	0	0
Participation in an campus club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

78. **Post-docs/Students/Trainees only:** 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.	○	○	○	○	○
I feel valued by other students in the classroom/learning environment.	○	○	○	○	○
I think UC campus/location faculty are genuinely concerned about my welfare.	○	○	○	○	○
I think UC campus/location staff are genuinely concerned about my welfare.	○	○	○	○	○
I think administrators are genuinely concerned about my welfare.	○	○	○	○	○
I think faculty pre-judge my abilities based on perceived identity/background.	○	○	○	○	○
I believe the campus climate encourages free and open discussion of difficult topics.	○	○	○	○	○
I have faculty who I perceive as role models.	○	○	○	○	○
I have staff who I perceive as role models.	○	○	○	○	○
I have administrators who I perceive as role models.	○	○	○	○	○
I don't see enough faculty/staff with whom I identify.	○	○	○	○	○
I have opportunities for academic success that are similar to those of my classmates.	○	○	○	○	○

79. **Post-docs/Students/Trainees only:** If you would like to elaborate on your observations, please do so here.
Insert Text Box here

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children)	0	0	0	0	0
Participation in a campus club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

81. **Post-docs/Trainees/Staff/Faculty only:** My workplace climate is welcoming based on a person's:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g. having children)	0	0	0	0	0
Participation in a Insert UC campus/location club/organization	0	0	0	0	0
Participation on an athletic team	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

82. How would you rate the accessibility at **UC [insert campus/location]**

The response choices here are examples. Each campus will develop their own list as appropriate to the institution.	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-campus 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.

Insert Text Box here

84. How would you rate the climate at UC [insert campus/location] for people who are/have...

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
Psychological health issues	○	○	○	○	○
Physical health issues	○	○	○	○	○
Female	○	○	○	○	○
From religious affiliations other than Christian	○	○	○	○	○
From Christian affiliations	○	○	○	○	○
Gay, lesbian, and bisexual	○	○	○	○	○
Immigrants	○	○	○	○	○
International students, staff, or faculty	○	○	○	○	○
Learning disability	○	○	○	○	○
Male	○	○	○	○	○
Non-native English speakers	○	○	○	○	○
Parents/guardians of dependent children	○	○	○	○	○
People of Color	○	○	○	○	○
Providing care for adults who are disabled and/or elderly.	○	○	○	○	○
Physical disability	○	○	○	○	○
Socioeconomically disadvantaged	○	○	○	○	○
Socioeconomically advantaged	○	○	○	○	○
Transgender	○	○	○	○	○
Veterans/active military members	○	○	○	○	○
Other, please specify	○	○	○	○	○

85. How would you rate the climate at UC [insert campus/location] for persons from the following **racial/ethnic** backgrounds?

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
African American / African/ Black	0	0	0	0	0
American Indian / Alaskan Native	0	0	0	0	0
Asian / Asian American	0	0	0	0	0
Hispanic / Latino	0	0	0	0	0
Middle Eastern / South Asian / North African	0	0	0	0	0
Pacific Islander	0	0	0	0	0
White	0	0	0	0	0

86. Students only. Before I enrolled, I expected that the campus climate would be _____ for people who are/have...

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Didn't Know
Psychological health issues	0	0	0	0	0
Physical health issues	0	0	0	0	0
Female	0	0	0	0	0
From religious affiliations other than Christian	0	0	0	0	0
From Christian affiliations	0	0	0	0	0
Gay, lesbian, and bisexual	0	0	0	0	0
Immigrants	0	0	0	0	0
International students, staff, or faculty	0	0	0	0	0
Learning disability	0	0	0	0	0
Male	0	0	0	0	0
Non-native English speakers	0	0	0	0	0
Parents/guardians	0	0	0	0	0
People of Color	0	0	0	0	0
Providing care for other than a child (e.g., elder care)	0	0	0	0	0
Physically disability	0	0	0	0	0
Socioeconomically disadvantaged	0	0	0	0	0
Socioeconomically advantaged	0	0	0	0	0
Transgender	0	0	0	0	0
Veterans/active military members	0	0	0	0	0
Other, please specify _____	0	0	0	0	0

Part 5: Institutional Actions Relative to Climate Issues

87. **Students/Trainees only:** To what extent do you agree that the courses you have taken at **UC campus/location** include sufficient materials, perspectives and/or experiences of people based on their:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Age	0	0	0	0	0
Ancestry	0	0	0	0	0
Country of origin	0	0	0	0	0
Educational level	0	0	0	0	0
English language proficiency/accent	0	0	0	0	0
Ethnicity	0	0	0	0	0
Gender identity	0	0	0	0	0
Gender expression	0	0	0	0	0
Immigrant/citizen status	0	0	0	0	0
International status	0	0	0	0	0
Learning disability	0	0	0	0	0
Level of education	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Medical conditions	0	0	0	0	0
Level of education	0	0	0	0	0
Marital status (e.g., single, married, partnered)	0	0	0	0	0
Military/veteran status	0	0	0	0	0
Parental status (e.g., having children)	0	0	0	0	0
Philosophical views	0	0	0	0	0
Psychological condition	0	0	0	0	0
Physical characteristics	0	0	0	0	0
Physical disability	0	0	0	0	0
Political views	0	0	0	0	0
Position (faculty, staff)	0	0	0	0	0
Race	0	0	0	0	0
Religious/spiritual views	0	0	0	0	0
Sexual orientation	0	0	0	0	0
Socioeconomic status	0	0	0	0	0

88. **Post-docs/Trainees/Staff/Faculty:** How does each of the following affect the climate for diversity at **UC campus/location**?

	Not currently available on campus	Positively influences campus climate	No influence on campus climate	Negatively influences campus climate	Don't Know
Providing flexibility for promotion for faculty.	0	0	0	0	0
Providing flexibility for computing the probationary period for tenure (e.g., family leave).	0	0	0	0	0
Providing recognition and rewards for including diversity issues in courses across the curriculum.	0	0	0	0	0
Providing diversity training for staff.	0	0	0	0	0
Providing diversity training for faculty.	0	0	0	0	0
Providing diversity training for students.	0	0	0	0	0
Providing access to counseling for people who have experienced harassment.	0	0	0	0	0
Providing mentorship for new faculty.	0	0	0	0	0
Providing mentorship for new staff.	0	0	0	0	0
Providing a clear and fair process to resolve conflicts.	0	0	0	0	0
Increasing funding to support efforts to change UC insert campus/location climate.	0	0	0	0	0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	0	0	0	0	0
Providing diversity and equity training to search and tenure committees.	0	0	0	0	0
Increasing the diversity of the faculty.	0	0	0	0	0
Increasing the diversity of the staff.	0	0	0	0	0
Increasing the diversity of the administration.	0	0	0	0	0
Increasing the diversity of the student body.	0	0	0	0	0
Providing back-up family care.	0	0	0	0	0
Providing lactation accommodations.	0	0	0	0	0
Providing career development opportunities for staff.	0	0	0	0	0

89. **Post-docs/Trainees/Staff/Faculty:** If you would like to elaborate on how any of the above influence campus climate, please do so here.
Insert text box here

90. **Students only.** How does each of the following affect the climate for diversity at **UC campus/location?**

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

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

Insert text box here

Part 6: Your Additional Comments

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