UC DAVIS
Budget and
Institutional Analysis

Physics and Astronomy Departmental Climate Survey Report, April 2021

Overview

The Physics and Astronomy department consulted Institutional Analysis (IA) in fall 2020 to conduct an online survey of all department members and affiliates. The department aimed to identify strengths and weaknesses of the climate for diversity, equity, and inclusion. To maintain impartiality, the department asked IA to administer the survey, analyze and report the results, and manage the data. After reviewing the findings, the department's climate survey team planned to release the results to the public, along with an accompanying report from the departmental committee overseeing the survey, in order to help guide climate-related departmental policy. Additionally, these results are provided to the UC Davis Office of Diversity, Equity, and Inclusion to encourage and help inform future climate surveys in other departments.

Method

Participants. Institutional Analysis identified all currently affiliated and Emeritus Physics and Astronomy Department members and submitted the list to the climate survey team for review. The population numbered 680, and 327 people (48%) responded to the survey. Bounced emails and opt-outs totaled 0.03%, and 51% of recipients did not click on the survey link. We retained all surveys with at least one question answered, resulting in 315 surveys analyzed (46% of the population) and 12 discarded. The survey had 151 quantitative questions, with most people answering 66 and thirty-six percent answering more than 66. The mode of 66 questions indicated that many respondents stopped answering when the questions about exclusion and harassment began. Response rate by broad department affiliation is shown on **Page 20**. As revealed by the table, students responded at a higher rate than employee or Emeritus department members.

Please see **Appendix A, beginning on Page 114,** for self-reported participant demographics and characteristics. Students comprised over 70% of the respondents, with faculty (11%) the next largest

group. Over one-fifth can be classified as underrepresented minorities (URM), multiracial, or "other." Appendix A displays the breakdown of several other characteristics.

Survey Instrument. The climate survey was administered online in Qualtrics and pretested for usability, mobile-friendly format, and completion time. Participants were informed of the survey's *confidential*—but not anonymous--format; only the IA team would work with the raw data. The informed consent also explained that, after reviewing the findings reported by IA, the climate survey team would make recommendations along with a committee of students, researchers, and faculty.

The survey asked about several topics, including participant demographics; impressions of the department climate, others' views of climate, mentoring and teaching quality and preparation, and department resources; as well as experiences and/or observation of exclusion and/or harassment, and knowledge of reporting options. Demographic questions of a sensitive nature, including race/ethnicity and sexual orientation, displayed response categories in a random order to preclude value connotations.

To supplement usability, the survey introduction contained a glossary (e.g., *mentoring*, *neurodiversity*). When the glossary terms appeared later in the questions, they were highlighted; and users could obtain a definition by hovering over them with their mouse. To review the **survey instrument, see Appendix B (Page 134)**.

Procedure. The survey launched in Qualtrics in November 2020 and closed after 20 days. During the administration, the survey team monitored real-time response through Qualtrics reporting. Qualtrics sent reminders to unfinished respondents on Days 6 and 13, and the climate survey team marketed the project through various department listservs.

In order to boost potential response, the Physics and Astronomy Department offered incentives with a prize lottery. At the end of the survey, $25 gift cards were awarded to four random participants. To maintain confidentiality, IA managed the prize lottery on behalf of the survey team.

Information about the following tables

The sections that follow present quantitative survey results divided by topic. Please refer to the **Table of Contents, Pages 16–19**, for a listing of topics and tables. Links are provided.

To facilitate the comparison of different groups' results, the tables that follow display the percentage of "favorable" responses across all survey groups, as well as the percentage of favorable

responses for each demographic group (one demographic per table). "Favorable" responses (e.g., "agree" and "strongly agree") appear to the right of the neutral scale point. The "neutral" point on the scale typically denotes neither agreement nor disagreement with the question stem. Some questions have a "yes/no" or "marked"/"unmarked" format. "Favorable" responses vary according to the valence[1] of the question stem. We crosstabulated the percentages for response categories with survey demographics, collapsing all response categories to the right of the scale point or, alternatively, "yes"es or "marked," as favorable. The more nuanced results are also presented for the population overall, showing data for each category respondents were allowed to mark. To review results for all response categories, please refer to the tables in Appendix A.

Because cross-tabulated demographics (e.g., race and ethnicity by department affiliation) yielded low *n*s for many survey questions, we separated respondent characteristics. This method reduces the depth of what we learn about department climate but increases the number of survey questions with sufficient *n*s in tables.

The department was interested in how groups' experiences may differ, so the tables show an equity gap comparing the subject group's percentage of favorable responses with that of all others in that table. The table notes explain how we computed the equity gaps. Following many of the tables, we present figures illustrating notable equity gaps between groups with a sufficient number of respondents.

For desirable outcomes, positive equity gaps mean that a higher percentage of the subject group than comparison group made favorable ratings; whereas, for undesirable outcomes, positive gaps mean that a higher percentage of the subject than comparison group endorsed the item. When evaluating equity gaps, please consider that some groups had *n*s that were large enough to present but still relatively small (e.g., more than 10 but not my much). With *n*s of this size, extreme ratings could affect the results and may not represent the larger Physics & Astronomy invited survey population.

Some demographic questions (e.g., race, sexual orientation) allowed respondents to mark multiple answers. For group comparisons in tables, we built new variables with mutually exclusive categories. For example, we constructed the following groups: 1) White/Caucasian/European,

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[1] In the field of psychology, *emotional valence* can be defined as: "the value associated with a stimulus as expressed on a continuum from pleasant to unpleasant or from attractive to aversive." American Psychological Association, *APA Dictionary of Psychology*, https://dictionary.apa.org/emotional-valence

composed of people selecting any *one* of those categories but no others; 2) Black/African-American/African; 3) Hispanic/Latinx; 4) Native American/ Indigenous/Pacific Islander; 5) Middle Eastern/North African (MENA); 6) South, southeast, or east Asian; (7) Other; and (8) Multiracial, composed of people selecting any two or more of the listed races, with no attempt to recategorize answers. Because some ethnicities had very low *n*s, we could not display them as is in tables; therefore, we combined groups as needed. For example, we joined Groups 2, 3, and 4 (URM) with the multiracial and "other" categories. Additionally, given the small number (< 10), we added Middle Eastern and North African respondents to the White/Caucasian/European category. Although the U.S. Census has traditionally included MENA individuals with White respondents, advocates pushed for the latest Census to create a separate MENA category. This push failed, however.

Appendix A provides frequencies for all survey questions and response categories across groups. Please note that the two tables for satisfaction with the report/redress process could not be displayed, because *n* < 10 for each. **Appendix A also presents graphs for selected qualitative questions** in the survey.

This section will briefly review the chief findings in each topic area. For a fuller picture, please see the **quantitative results tables beginning on Page 20**, as well as Appendix A.

Department climate. Across survey groups, 82% of respondents agreed or strongly agreed that they felt comfortable with the climate in their primary work environment. Faculty and lecturers had the highest percentage (92) of favorable responses, followed by post-docs, researchers, and visitors (91%). Respondents were less positive about the remaining climate topics, with favorable responses across groups ranging from 48% ("adequate discussion of climate") to 70% ("department takes the values of Diversity, Equity, and Inclusion seriously").

In addition to reporting the percentage of favorable ratings provided by different demographic groups, we computed equity gaps between a given group's percentage and other respondents'. Tables focused on demographics always display these equity gaps. Moreover, some tables are followed by figures illustrating the gaps for selected survey questions, typically three graphs within a survey topic (e.g., "resources I lack from the department").

With respect to the largest negative equity gaps for department climate, graduate students exceeded other department members. Other notably large disparities resulted for respondents who were women (gaps of seven to 28 percentage points across the set of items); those reporting asexual, pansexual, or "other" sexual orientations (13% to 36%); and those identifying their gender as non-binary or transgender (5% to 26%). URM, multiracial, and other ethnicities also had negative gaps up to 17 percentage points relative to other groups. Freshman entrants to UC Davis also displayed notable equity gaps from transfer students. In particular more freshmen than transfers rated the department favorably for encouraging a good work-life balance (45% gap) and providing mental-health resources (30% gap). Likewise, fewer freshman (30%) than transfers (70%) indicated they lacked resources for mental health and emotional support.

How did respondents believe other department members viewed the climate? In Table 3, respondents estimated how both their own and other "job" groups rated the department climate. Generally, non-group members predicted less favorable ratings than the subject group estimated for itself. However, graduate students were the exception; they predicted lower ratings from their own group than others did. Across groups, underestimates ran as high as 26 percentage points (non-staff's

predictions of staff's climate ratings). The smallest discrepancy between a group's and non-members' ratings occurred for faculty and lecturers, where others underestimated the percentage of favorable ratings by only five percent.

The Department's Effectiveness in Serving Respondents' Needs in Teaching, Mentoring, and Achieving Goals. Respondents answered several questions about the preparation they received for teaching and mentoring. Across groups, favorability for this set of items ranged from 41% to 60%. The highest percentage of respondents gave favorable ratings for the department's communication of clear expectations and guidelines for goals. Across items, graduate students experienced more equity gaps than other department groups.

Transfer entrants, respondents with disabilities, and females had the highest negative equity gaps of all respondent categories (up to 35, 30, and 28 points, respectively). For example, more freshmen[2] (61%) than transfers (26%) were favorable about the resources they could rely on for mentoring or being mentored—a gap of 35 percentage points.

Training and Support for Mentoring. In another set of questions, respondents evaluated how well the department trained and supported them for mentoring. Across items and respondent groups, favorable responses ranged from 47% (Graduate-graduate mentoring) to 62% (Faculty-post-doc/academic researcher mentoring). Respondents comparing the most negatively with others included on-site department members, as well as those who were white/European/North African/Middle Eastern, or URM, (up to 40, 52, and 31 percentage points, respectively). Respondents working off-site tended to rate mentoring and training support more favorably than those primarily on-site, with a 40 percentage-point discrepancy for graduate to graduate mentoring. Fifty-two percent fewer white/European/MENA than Asian respondents gave favorable ratings to faculty-faculty mentoring training and support.

Quality of Mentoring Relationships. Across relationship types and respondent groups, the percentage of favorable ratings for mentoring quality ranged from 62% (Graduate-undergraduate mentoring) to 81% (faculty-post-doc/academic researcher mentoring). The groups rating their relationships most favorably relative to their comparison groups included faculty and lecturers,

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[2] *Freshman* refers to a Physics and Astronomy undergraduate who entered UC Davis for the first time from high school. *Transfer* refers to a student who came to UC Davis from another college or university, typically with junior standing.

freshman entrants, males, and Asian respondents (gaps up to +25%, +24%, +23%, and +41%, respectively). For example, freshman entrants were more likely than transfer students to rate faculty-undergraduate mentoring favorably (24% gap).

Notably, fewer women (52%) than men (75%) rated their faculty-graduate student mentoring relationships favorably. Respondents with URM, multiracial, or other ethnicity rated most mentoring relationships less favorably than other groups, particularly the faculty-graduate student relationship (-25%).

Department Support and Resources. Respondents rated seven sources of support received from the department. The percentage of "agree" or "strongly agree" responses across groups ranged from 47% (work/life balance) to respectful and dignified treatment from immediate colleagues (86%). A higher percentage of faculty, lecturers, and staff than other department members perceived support and resources favorably. Graduate students, however, displayed a larger negative equity gap from others on work-life balance and resources for mental health, as did transfer students.

Also rating the set of department resources less favorably than their comparison groups were females, as well as respondents identifying as gay, lesbian, or bisexual; asexual, pansexual, or "other" sexual orientation; non-international respondents; and those reporting a disability. Additionally, respondents who were *not* parents, guardians, or primary caregivers rated resources less favorably than people with those responsibilities, especially work-life balance and mental health. Table 7h explores these findings further, displaying parent-non-parent results according to faculty-lecturer and non-faculty-lecturer affiliations.

With respect to <u>resources that respondents felt they lacked</u>, almost half (47%) cited career development. The department received the highest ratings for miscellaneous (i.e., "other") and logistical support (lacked by only 11% and 27%, respectively).

<u>Focus on mental health and emotional support</u>. Many respondent groups reported lacking mental health or emotional support more than their peers. *The largest negative equity gaps resulted for those having a disability, with a 51 percentage-point gap relative to people without disabilities*. Other respondents reporting a relative lack of mental health resources and support include transfer entrants (40% gap); those identifying as non-binary gender and/or transgender (29% gap); as well as those with asexual, pansexual, or "other"--or gay, lesbian, or bisexual--sexual orientations (28% and 24% gaps, respectively). Series 8 tables and graphs (Pages 89 to 102) explore this topic in more detail.

Past-Year Experiences of Exclusion or Harassment in the Department. The last questionnaire sections delved into respondents' potential experiences of exclusion or harassment during the past year. These terms were defined to prevent misperceptions and provide a common framework. Across all groups, the incidence was seven percent and ranged from three to eight percent for individual groups. Undergraduates, females, non-binary and/or transgender and asexual, pansexual, and "other" orientations reported the highest incidence relative to their comparison groups. URM, multiracial, and other ethnicities also experienced more exclusion and/or harassment than their peers.

Among the people having personally experienced incidents in the past 12 months, the highest percentage (two-thirds) had been subjected to exclusionary behavior, followed by offensive verbal behavior (56%). Incidents always occurred more than once, and they took place primarily in the classroom (reported by 50%). Two-thirds identified faculty as the actor, followed by graduate students (50%). Most of the respondents answering the question indicated there were no witnesses to the behavior. When there were witnesses, students and close colleagues intervened more than other groups.

Observations of, or Disclosures About, Exclusionary Behavior or Harassment During the Past Year. Survey respondents were more likely to have observed or heard about, rather than personally experienced, incidents. Seventeen percent of respondents marked "yes." Respondents who matriculated as freshmen or were male, Asian, heterosexual, international, or off-site were the least likely to have encountered these incidents compared with their peers.

Most often, respondents had seen or heard about behaviors of an offensive verbal nature (61%), followed by exclusion (57%). Typically they knew of only one person who had experienced these behaviors. Events tended to recur, with 72% of respondents indicating they had happened more than once, but with only one perpetrator (40%). Over 40 percent reported that the behaviors had taken place either in media such as email or a letter (47%), the classroom, or in a departmental public space (42% each). About two-thirds of respondents said faculty had caused the exclusionary or harassing behavior. Table 11 also indicates that, of the 18 individuals personally reporting exclusion or harassment during the past year, 79% attributed the offender's behavior to bias regarding some aspect of their identity. Due to the small *n*, please review the latter result with caution.

Options to Report or Redress Exclusionary Behavior and/or Harassment. Table 12 provides results for the report/redress process for exclusionary experiences and harassment. Awareness was higher regarding university than department options; however, half the respondents were unaware of department options; 33%, university options. Although more people knew about university than department corrective options, they were less likely to pursue them. Eleven percent said they pursued university options, compared with 16% using department channels.

Because fewer than 10 people used the report/redress process personally (or knew of others who had done so), tables are not shown for their satisfaction with the process.

Coding System and Key Findings, Qualitative Questions

In addition to the quantitative questions, the survey offered fill-in-the-blank items and text boxes for free response. One hundred and thirty-four respondents (43% of the respondents) answered at least one of the qualitative questions. Please review comments with caution when a small number of people (e.g., fewer than 20) contributed, as they may not generalize to the population.

Coding System. We coded qualitative questions that elicited at least 10 responses. In the sections that follow, *we summarize only those questions meeting that criterion*. When coding a response, we evaluated the first five, non-redundant themes mentioned by an individual. More themes may have been offered, but we limited coding to five. Multiple raters were not available to determine reliability. Please note that we did not edit comments for spelling, grammar, or form.

Our results are based on the *percentage of respondents mentioning a particular theme*, *not the percentage of comments with that theme*. If we could not interpret a comment or it said "n/a," we classified it within "N/A / Can't Assess/ or uncodeable." We have provided examples of some of the themes we coded.

Fill-in-the-Blank Demographics. The survey measured various background characteristics, such as gender, race, international status, etc., that might be associated with ratings of the department climate. Each question provided multiple categories to select, including "other," which had a blank line beside it. When people wrote in content for "other," we did not change the categories we previously constructed for the quantitative questions. (The "other" selection, but not the fill-in answer, determined categories for the quantitative questions.)

Some demographic questions yielded fewer than 10 free responses to the "other" category, and they are not summarized. These categories include: gender; transgender identity; parental/ guardian/primary caregiver status; status as an international student, scholar, or faculty member; disability status; and neurodivergent conditions. Information about the remaining "other" categories is discussed next.

"Other" race or ethnicity (*n*=13). Occasionally people typed in a race or ethnicity that was on the list but perhaps defined too narrowly. They mentioned Indian, Jewish and Ashkenazi Jewish, Eastern European, Asian, and multiracial ethnic identity or race.

"Other" sexual orientation (*n*=12). Classifications mentioned by respondents that were not already on the list included "polysexual," "queer," "demi-sexual," and "questioning."

 "Other" pre-pandemic primary work locations (*n*=16). Respondents who offered an "other" location said they primarily worked in a laboratory; had hybrid roles with split sites; were not affiliated with UC Davis before the-pandemic; were just starting their position, or were traveling.

The department's role in fostering a positive climate (n=72). Respondents were given the chance to discuss the department's impact on climate. Seventy-two people made at least one remark about this topic.

The valence of comments. To gauge the overall sentiment, we scored each person either zero or one in four sentiments: positive, negative, neutral, and uncodeable comments. Negative-valence comments cited a problem, shared negative information, or revealed dissatisfaction—for example, "in the past there have been issues about age and race. " Over half of the people (51%) responding to this question wrote one or more negative comments.

Neutral-valence comments (39% of respondents) suggested ideas for change (which may have partly stemmed from dissatisfaction). Alternatively, they stated facts (e.g., in general, STEM fields have climate issues; the respondent felt neutral about the department climate). Examples include: "Give opportunities for inclusion." "…I think the role of the Department is to encourage certain behavior and foster the growth of individuals towards a common mission."

Positive comments (42% of respondents) praised the department's or individuals' behaviors or other good department aspects, (e.g., student or faculty). For example, one person said: "I believe that the Department is in the process of taking steps to ensure that it is fostering positive climate,…."

Last, 12 percent of respondents said something deemed "not applicable" or uncodeable.

To shed more light on free responses regarding department climate, we compared sentiment expressed by women and men. A higher percentage of women than men contributed a positive statement (50% and 37%, respectively). The disparity increased for negative comments; 69% of women said something negative, compared with 34% of men.

With respect to department affiliation groups, only undergraduates, graduate students, and faculty-lecturers had enough respondents for sentiment comparison. Of these groups, faculty and lecturers were the most likely to offer positive comments (55%); undergraduates, the least likely (29%). Graduate students (76%) were more apt than others to talk negatively about the climate. Only thirty-six percent of both faculty-lecturers and undergraduates did so.

Broad categories for comments. To organize the dozens of themes discussed by respondents, we created broad categories. Each person received a score of zero or one for making one or more comments in the following categories: Department Leadership, UC Davis, or the General Field (four percent); "Can't Assess/Too New to Department or UC Davis," N/A, or Uncodeable (18%); Socioemotional or Personal Issues (19%); Faculty-Lecturers or Instruction (19%), Students (19%), and the General Department (65%). **Please see Table A17 in Appendix A** for the specific content within these categories.

Comments at the discrete level. At the most discrete level, 72 themes emerged in the free responses about the department's role in fostering climate. Due to the high number, Appendix Figure A1 illustrates the themes mentioned by two or more individuals. As indicated by the graph, most commonly, respondents remarked positively about the department's climate. The second-most mentioned theme was that some people in the department genuinely care about climate. Third, respondents said that it's the students in the department who push for diversity, equity, and inclusion (DEI). Lower down, we see that a small number of people believed the department lacks interest in DEI issues. Moreover, a similar number felt that the department acts on DEI issues only for appearances. For example, one person said: "…departmental efforts seem to only give the appearance of progressive inclusion, and do very little to tackle the root causes,…."

Several neutral themes regarding department climate consisted of suggestions for change and improvement—for example, providing resources for remote workers, DACA students, and transfer students. A few people wished that the faculty would empower students, include them in conversations, and provide inclusion opportunities. An important theme concerned faculty's handling of accommo-dations for students with disabilities, including mental health issues. A few comments indicated that some professors questioned accommodations and should be more receptive.

Despite many positive remarks about the department climate, other responses for this question illuminated areas for further development, particularly on the part of faculty and the department leadership.

Resources that respondents felt they were lacking from the Department (n=22). After evaluating a checklist of potential resources, department members could select "other" and identify anything lacking. We classified the items into categories, detailed next.

Current job. A few respondents wished for resources to perform their current job better—such as teaching, mentoring, and more staff. Another resource category involved education or curriculum. Mentioned here were resources for academic problems and the 9-series, as well as tutoring, prelim preparation, academic advising, class discussions, Q&A sessions, and software. Likewise, a couple of respondents desired career resources such as guidance for graduate school and general success. A handful of respondents asked for the resource of time—for research, laboratory work, networking, and collaborating with other departments. Last, a few comments discussed the administration of the department. In this category, respondents suggested more timely information and better communication from the administration.

The department's role in helping members achieve their goals (n=53). Respondents were asked to elaborate on how the department helps them achieve their goals. Fifty-three people provided at least one statement in response.

The valence of comments. To obtain an overall picture, we scored each person either zero or one in three areas: positive, negative, and neutral comments. Negative-valence comments relayed dissatisfaction or identified something that was lacking. Fifty-five percent of people responding to this question wrote one or more negative comments. An example is "I feel like we are swimming on our own in a vast ocean."

Neutral-valence comments (36% of respondents) suggested ideas for change (which may have partly stemmed from dissatisfaction). An example with neutral valence is: "I would like it if we got some more tips from our professors and our TAs on how to balance out work." Alternatively, they stated facts (e.g., the department's DEI efforts are mostly initiated by students; the respondent's status as a parent).

Positive comments (32% of respondents) praised the department's or individuals' behaviors or other good department aspects, (e.g., faculty receptive to students' concerns; faculty's level of commitment; the department's plentiful resources). For example, one person remarked: "Overall I am very pleased with the help and support I have received from the department."

To shed more light on free responses regarding goal achievement, we compared sentiment expressed by women and men. The percentages of women and men offering positive comments were similar (33% and 30%, respectively). Likewise, results differed only slightly for negative comments (57% of women vs. 53% of men).

With respect to department affiliation groups, post-docs/researchers/visitors, as well as administrative and support staff, lacked enough respondents to include in the comparisons. Of the three remaining groups—undergraduates, graduate students, and faculty-lecturers—the latter were the most likely to speak positively (50%), versus 26% of graduate students and 24% of undergraduates. More graduate students than either faculty-lecturers or undergrads wrote something coded as negative (84%, 50%, and 29%, respectively).

Broad categories for comments. Because over 70 individual themes emerged for the department's impact on members' goals, we created broad categories that disregarded valence. We labeled these categories Guidance and professional development, Socioemotional and support, Curriculum and learning resources, and Administration and General Resources. The greater percentage of respondents (38%) mentioned career guidance and development (e.g., mentoring, academic advising, preparing for applied careers) or socioemotional issues and support (e.g., exclusion, the department's lack of cohesion). Additionally, 23% commented on the running of the department or general resources (e.g., respond to email faster, plentiful R.A.s); and 15% discussed the Physics and Astronomy curriculum or learning resources (e.g., verifying course knowledge; providing resources for neurodivergent students).

Comments at the discrete level. Due to the high number of themes for this open-ended question, Appendix Figure A2 depicts themes mentioned by two or more individuals. Most often, respondents remarked positively about their colleagues. The second-most mentioned theme was that the department does not offer adequate training for mentoring. Third, respondents expressed dissatisfaction with academic advising. Further down the list, we see that a couple of people regard the department's support, in general, as insufficient.

On the positive side, several department members praised their colleagues; however, a few acknowledged a contrast with what others experience or with what they themselves experience with others. Overall, the free responses related to the department's facilitation of goals suggested areas for change, illuminated a few on-track areas, and pointed to a few currently deficient areas.

Free responses regarding exclusion or harassment experienced and or observed/heard about in the department in the past year. Although several people offered comments, they numbered too few for all but one question to summarize. Generally, *n*s for these questions ranged from zero to six.

One question elicited comments from ten people, so we have summarized results. Respondents were asked to provide <u>any further details they wished</u> about past-year exclusion or harassment that they witnessed or heard about from others. Answers revealed what respondents labeled ableism and disrespect for disability accommodations. For example, a professor spoke disparagingly to a student with a disability. Therefore, the commenters recommended that the department provide diversity training.

One comment relayed a student's fear asking of questions in the future. Responses also referenced faculty "talking down" to students, as well as sexist behavior among students. Generally, the small number of respondents to this question hinted at a tense climate. Mentioned were lack of respect, unfair grading, and unspecified negative remarks. On the positive side were comments about colleagues.

Exclusion and harassment personally experienced: Were the offender's actions due to your identity? (n=12). Survey participants had an opportunity to elaborate on their personal exclusion or harassment experiences and, if they attributed them to their personal identities, identify which. A few people pointed to gender (both male and female) as the reason; whereas others mentioned disabilities, including learning style and mental health. Last, commenters cited their graduate-student status, sexual orientation, or race/ethnicity.

Table of Contents

I. Survey Response Rate and Representativeness

Table 1a. Response Rate by Broad Job Category

Job Cateogry	N Invited	N Respond-ed	Response Rate
Total	**680**	**315**	**46%**
Emeritus	13	5	38%
Employee	170	86	51%
Student	477	224	47%

Note: The broad department affiliation categories displayed here came from university records. However, some respondents reported different affiliations in Question 1 of the survey. Because the survey categories did not match the university categories provided, we cannot present response rate more narrowly.

Table 1b. Representativeness of Gender (System Records)

Gender	Population		Respondents		Difference
	N	%	n	%	%
Male	472	69.4%	207	65.7%	-3.7%
Female	175	25.7%	95	30.2%	4.5%
Other	1	0.1%	1	0.3%	0.2%
Decline to state	17	2.5%	7	2.2%	-0.3%
Missing	15	2.2%	5	1.6%	-0.6%
Total	**680**	**100%**	**315**	**100%**	

Note: The gender designation for the population and respondents is based on university records. Respondent results as measured by the multiple-response survey question may differ.

Table 1c. Representativeness of Race and Ethnicity (System Records)

Race/Ethnicity	Population		Respondents		Difference
	N	%	n	%	%
American Indian/Alaska Native	5	0.7%	3	1.0%	0.3%
Asian/Pacific Islander	91	13.4%	56	17.8%	4.4%
Black/African-American	12	1.8%	4	1.3%	-0.5%
Hispanic or Latinx	66	9.7%	23	7.3%	-2.4%
International per UCOP	190	27.9%	73	23.2%	-4.7%
Not Specified or Unknown	40	5.9%	13	4.1%	-1.8%
Two or more selected	6	0.9%	4	1.3%	0.4%
White	255	37.5%	134	42.5%	5.0%
Missing	15	2.2%	5	1.6%	-0.6%
Total	**680**	**100%**	**315**	**100%**	

Note: The race/ethnicity designation for the population and respondents is based on university records. Respondent results as measured by the multiple-response survey question may differ.

II. Department Climate

Table 2a. Department Climate: Responses by Department Affiliation

"Please rate your level of agreement or disagreement with the following statements about the department…"	Percentage of "Agree" or "Strongly Agree" Responses									
	All Respond-ents	Undergraduate Student (*n* s=115–120)	Undergrad Gap	Graduate Student (*n* s=99–102)	Graduate Student Gap	Postdoc, Researcher, Visiting (*n* s=21–22)	Postdoc, Researcher, Visiting Gap	Faculty and Lecturers (*n* s=33–37)	Faculty and Lecturer Gap	Admin. and Support Staff (*n* s=15–16)	Admin. And Support Staff Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	78%	-8%	82%	0%	91%	10%	92%	11%	81%	-1%
The Department cares about a positive climate.	64%	68%	5%	48%	-25%	68%	4%	87%	25%	88%	25%
The Department is taking steps toward a positive climate.	60%	61%	1%	52%	-13%	55%	-6%	81%	24%	69%	9%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	74%	6%	58%	-19%	64%	-7%	87%	19%	94%	25%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	64%	8%	44%	-22%	50%	-9%	72%	16%	94%	37%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	68%	7%	50%	-20%	59%	-4%	78%	17%	88%	26%
There is adequate discussion of climate issues in the department.	48%	50%	3%	38%	-15%	43%	-6%	69%	24%	56%	9%
I am generally comfortable discussing climate issues in the Department.	61%	55%	-10%	54%	-11%	77%	18%	84%	26%	75%	15%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	66%	-3%	60%	-12%	73%	6%	88%	23%	80%	13%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. For each department affiliation group, equity gaps were computed by subtracting the weighted average of the other groups from the subject group. The formula for this table uses hidden *n* s (Columns M-Q). For example, we computed the undergraduates' equity gap for the first question with the following formula indicating Excel columns: **=C6-((E6*N6)+(G6*O6)+(I6*P6)+(K6*Q6))/(N6+O6+P6+Q6)**. This formula translates to: ((undergraduate % favorable-((grad student % X grad student *n*) + (post-doc/researcher/visiting % X post-doc/researcher/visiting *n*) + (faculty-lecturer % X faculty-lecturer *n*) + (admin. & support staff % X admin. & support staff *n*))/ (grad student *n* + post-doc/researcher/visiting *n* + faculty-lecturer *n* + admin. & support staff *n*))). Equity-gap computations in the following tables use the same principle but exclude any groups with *n* < 10. Percentages have been rounded.

Figure 2a Series: Selected equity gaps, department climate ratings by affiliation.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Undergraduate student
Graduate student
Post-doctoral scholar, researcher, or visiting
Faculty and lecturers
Administrative and support staff

0% 20% 40% 60% 80% 100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department cares about a positive climate."

Undergraduate student
Graduate student
Post-doctoral scholar, researcher, or visiting
Faculty and lecturers
Administrative and support staff

0% 20% 40% 60% 80% 100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department acts upon the values of Diversity, Equity, and Inclusion."

Undergraduate student
Graduate student
Post-doctoral scholar, researcher, or visiting
Faculty and lecturers
Administrative and support staff

0% 20% 40% 60% 80% 100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Table 2b. Department Climate: Undergraduates' Responses by Matriculation Status

"Please rate your level of agreement or disagreement with the following statements about the department…"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Freshman (*n* s=74–77)	Freshman Gap	Transfer (*n* s=24–27)	Transfer Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	79%	9%	70%	-9%
The Department cares about a positive climate.	64%	71%	6%	65%	-6%
The Department is taking steps toward a positive climate.	60%	69%	19%	50%	-19%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	78%	8%	69%	-8%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	69%	12%	58%	-12%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	69%	3%	67%	-3%
There is adequate discussion of climate issues in the department.	48%	54%	12%	42%	-12%
I am generally comfortable discussing climate issues in the Department.	61%	58%	21%	38%	-21%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	71%	21%	50%	-21%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 2b Series: Selected equity gaps, undergraduates' department climate ratings by matriculation status.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Categories: Freshman, Transfer

"The department cares about a positive climate."

Legend: ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Categories: Freshman, Transfer

Table 2c. Department Climate: Responses by Gender

"Please rate your level of agreement or disagreement with the following statements about the department…"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses			
		Males (*n*s=189–196)	Male Gap	Females (*n*s=82–85)	Female Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	85%	10%	75%	-10%
The Department cares about a positive climate.	64%	70%	14%	55%	-14%
The Department is taking steps toward a positive climate.	60%	63%	7%	55%	-7%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	75%	17%	59%	-17%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	66%	20%	45%	-20%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	70%	20%	50%	-20%
There is adequate discussion of climate issues in the department.	48%	51%	7%	44%	-7%
I am generally comfortable discussing climate issues in the Department.	61%	68%	21%	48%	-21%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	77%	28%	49%	-28%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Respondents reporting non-binary gender (*n* < 10) are included in another table. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 2c Series: Selected equity gaps, department climate ratings by gender.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

"The department cares about a positive climate."

"The department acts upon the values of Diversity, Equity, and Inclusion."

Table 2d. Department Climate: Responses by Transgender Identity and Reported Gender

"Please rate your level of agreement or disagreement with the following statements about the department..."	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses				
		Neither non-binary gender nor transgender (*n* s=268–278)	Equity Gap	Non-binary gender and/or transgender (*n* s=13–14)	Equity Gap	
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	82%	5%	77%	-5%	
The Department cares about a positive climate.	64%	66%	23%	43%	-23%	
The Department is taking steps toward a positive climate.	60%	61%	4%	57%	-4%	
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	71%	14%	57%	-14%	
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	60%	31%	29%	-31%	
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	64%	21%	43%	-21%	
There is adequate discussion of climate issues in the department.	48%	49%	26%	23%	-26%	
I am generally comfortable discussing climate issues in the Department.	61%	62%	24%	39%	-24%	
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	69%	23%	46%	-23%	

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 2d Series: Selected equity gaps, department climate ratings by transgender identity and reported gender.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Categories: Neither non-binary gender nor transgender; Non-binary gender and/or transgender

"The department cares about a positive climate."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Categories: Neither non-binary gender nor transgender; Non-binary gender and/or transgender

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Categories: Neither non-binary gender nor transgender; Non-binary gender and/or transgender

Table 2e. Department Climate: Responses by Race and Ethnicity

"Please rate your level of agreement or disagreement with the following statements about the department…"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		White/European/N.African/Middle-Eastern (*n* s=139–147)	White/Euro Etc. Gap	URM, Multiracial, Other (*n* s=63–66)	URM, Multiracial, Other Gap	South, SE, E. Asian (*n* s=81–84)	South, SE, E. Asian Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	87%	10%	72%	-12%	81%	-2%
The Department cares about a positive climate.	64%	65%	2%	63%	-2%	64%	-1%
The Department is taking steps toward a positive climate.	60%	57%	-7%	59%	-2%	68%	10%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	69%	-2%	66%	-5%	75%	7%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	52%	-12%	52%	-9%	74%	22%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	65%	3%	58%	-7%	65%	3%
There is adequate discussion of climate issues in the department.	48%	45%	-7%	54%	7%	49%	2%
I am generally comfortable discussing climate issues in the Department.	61%	65%	7%	48%	-17%	65%	6%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	71%	7%	63%	-6%	65%	-4%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. For each race and ethnicity group, equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Figure 2e Series: Selected equity gaps, department climate ratings by race and ethnicity.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Categories: White/European/N.African/MiddleEastern, URM, Multiracial, or Other, South, Southeast, or East Asian

"The department cares about a positive climate."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Categories: White/European/N.African/MiddleEastern, URM, Multiracial, or Other, South, Southeast, or East Asian

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Categories: White/European/N.African/MiddleEastern, URM, Multiracial, or Other, South, Southeast, or East Asian
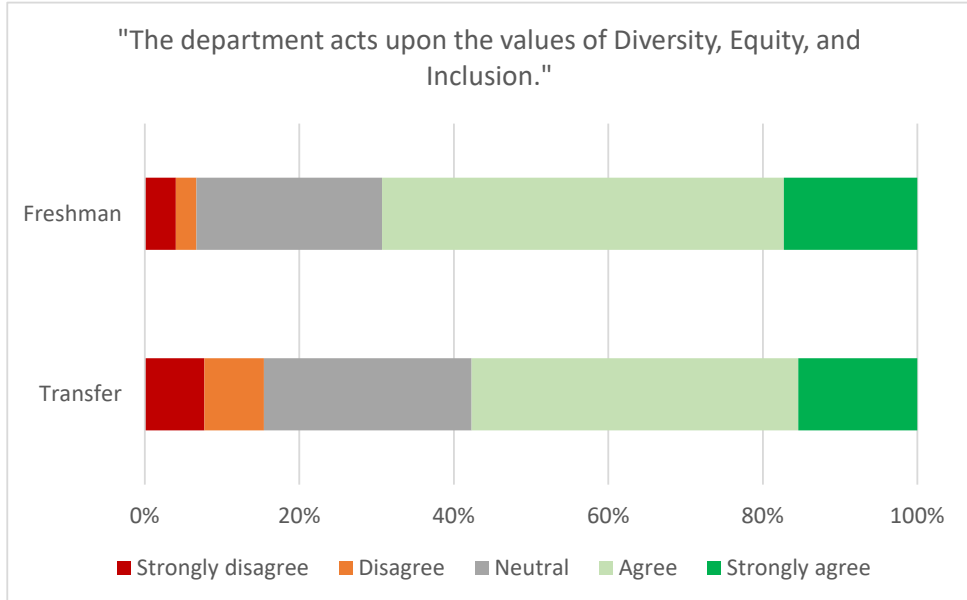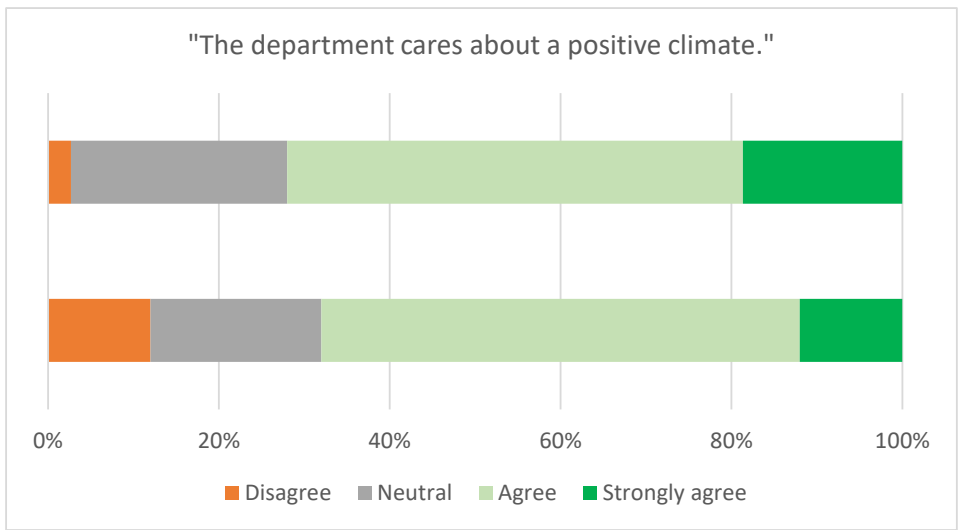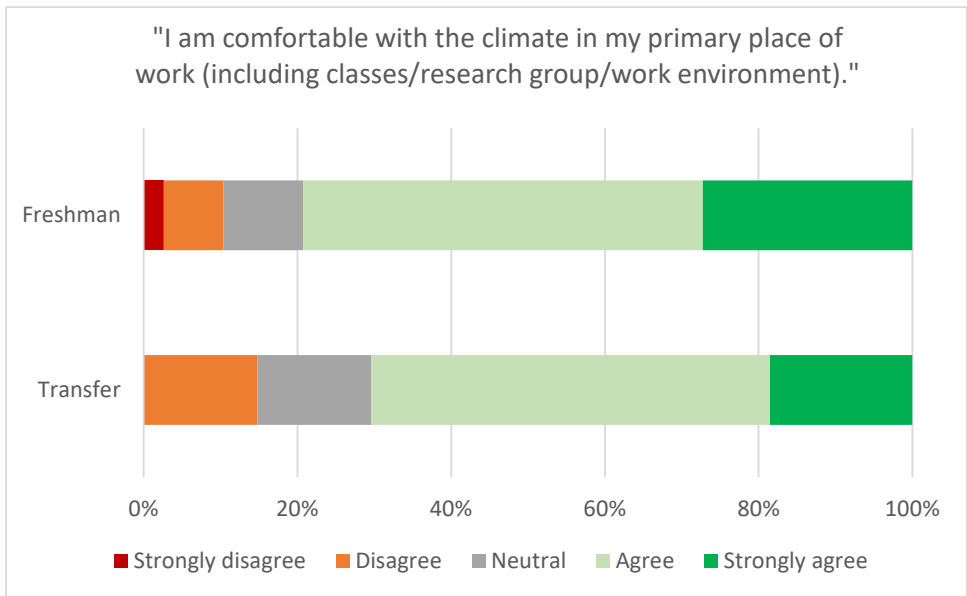
Table 2f. Department Climate: Responses by Sexual Orientation

"Please rate your level of agreement or disagreement with the following statements about the department…"	Percentage of "Agree" or "Strongly Agree" Responses						
	All Respond-ents	Heterosexual (n s=209–219)	Heterosex-ual Gap	Gay, Lesbian, or Bisexual (n s=36–38)	Gay, Lesbian, or Bisexual Gap	Asexual, Pansexual, or Other (n s=28–29)	Asexual, Pansexual, or Other Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	85%	13%	89%	7%	52%	-34%
The Department cares about a positive climate.	64%	68%	18%	54%	-12%	46%	-20%
The Department is taking steps toward a positive climate.	60%	65%	18%	45%	-18%	48%	-13%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	74%	18%	57%	-15%	55%	-16%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	63%	24%	35%	-26%	45%	-14%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	68%	23%	50%	-14%	38%	-27%
There is adequate discussion of climate issues in the department.	48%	51%	14%	43%	-5%	29%	-21%
I am generally comfortable discussing climate issues in the Department.	61%	66%	22%	57%	-5%	29%	-36%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	75%	30%	51%	-19%	36%	-36%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. For each sexual orientation group, equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Figure 2f Series: Selected equity gaps, department climate ratings by sexual orientation.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Categories: Heterosexual, Gay, lesbian, or bisexual, Asexual, pansexual, or other

"The department cares about a positive climate."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Categories: Heterosexual, Gay, lesbian, or bisexual, Asexual, pansexual, or other

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Categories: Heterosexual, Gay, lesbian, or bisexual, Asexual, pansexual, or other

Table 2g. Department Climate: Responses by International Status (Student, Scholar, or Faculty)

"Please rate your level of agreement or disagreement with the following statements about the department…"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Non-International (ns=208–217)	Non-International Gap	International (ns=71–73)	International Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	82%	1%	81%	-1%
The Department cares about a positive climate.	64%	63%	-5%	68%	5%
The Department is taking steps toward a positive climate.	60%	58%	-9%	67%	9%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	68%	-9%	77%	9%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	54%	-19%	73%	19%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	59%	-18%	76%	18%
There is adequate discussion of climate issues in the department.	48%	44%	-14%	58%	14%
I am generally comfortable discussing climate issues in the Department.	61%	58%	-13%	71%	13%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	66%	-8%	74%	8%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Because n < 10, respondents reporting "other" status are not included. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

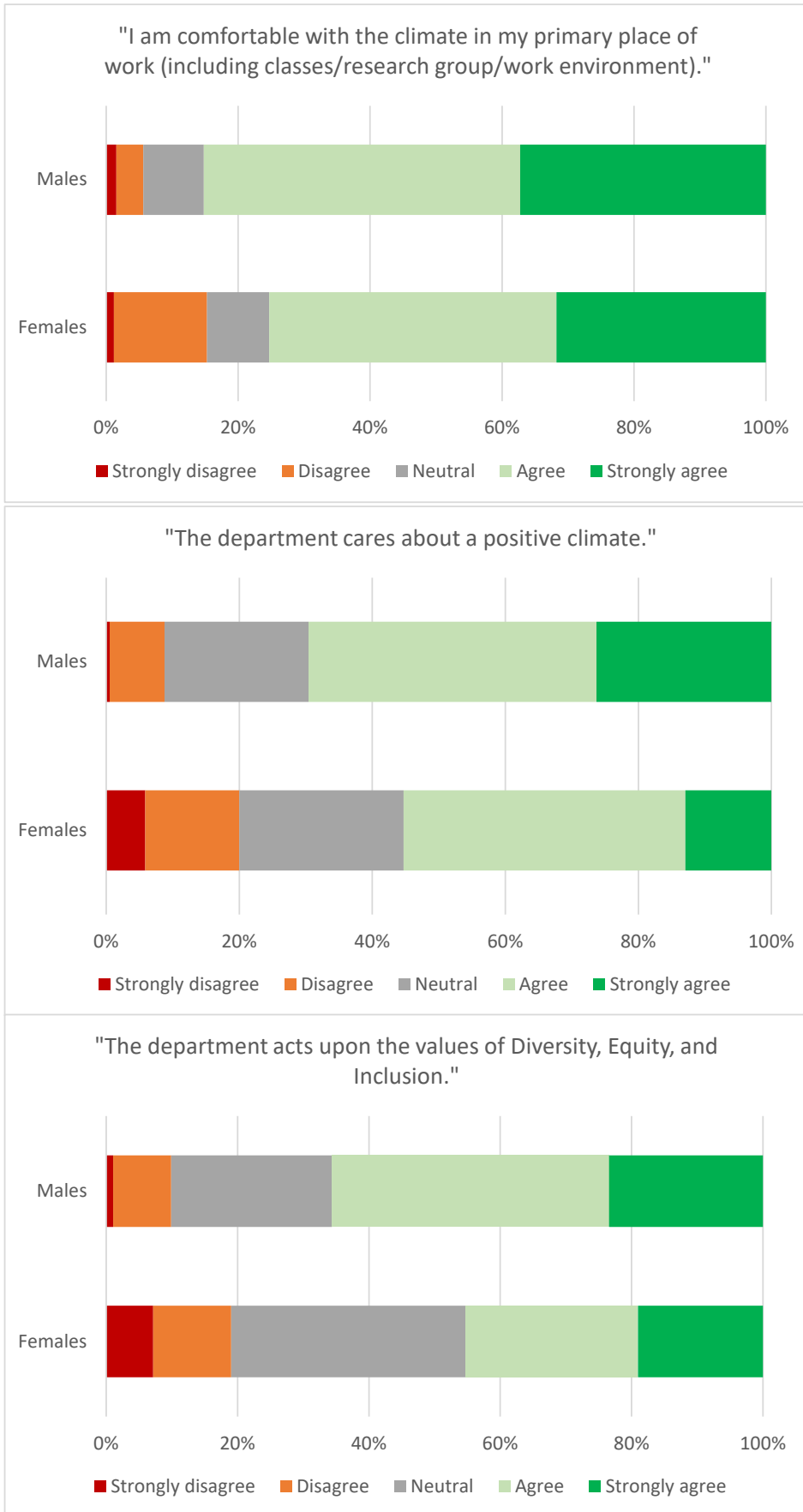Figure 2g Series: Selected equity gaps, department climate ratings by international status (student, scholar, or faculty).
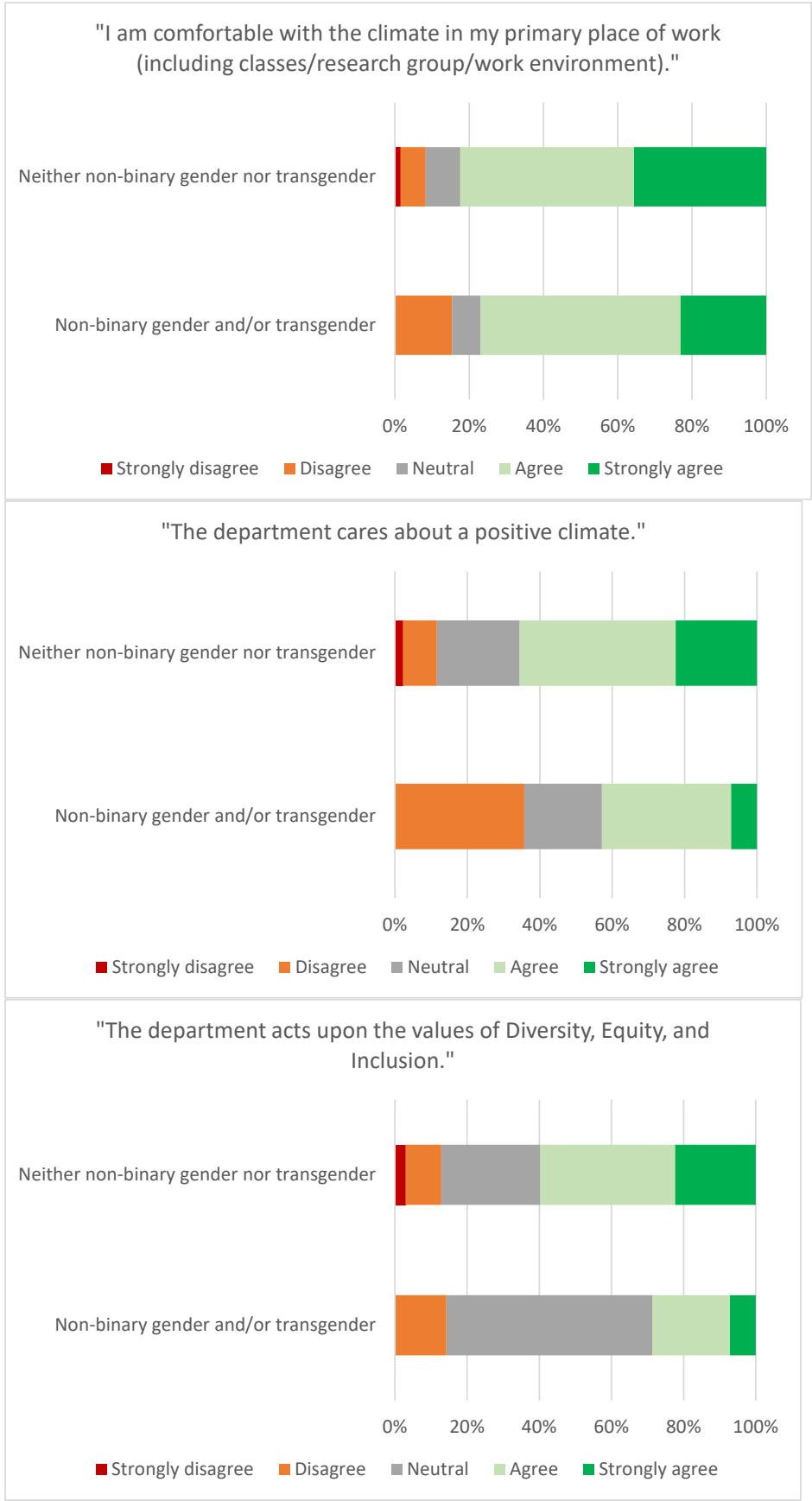

"I am comfortable with the climate in my primary place of work (including classes/research group/work envrionment)."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department cares about a positive climate."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 2h. Department Climate: Responses by Primary Work Location

"Please rate your level of agreement or disagreement with the following statements about the department…"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		Works Primarily at Dept. (*n* s=176–183)	Dept. Gap	Does Not Work Primarily at Dept. (*n* s=95–98)	Non-Dept. Gap	"Other" Specified (*n* s=12–13)	"Other" Specified gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	83%	1%	81%	-2%	85%	3%
The Department cares about a positive climate.	64%	58%	-16%	74%	14%	77%	13%
The Department is taking steps toward a positive climate.	60%	54%	-17%	73%	19%	54%	-7%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	64%	-16%	80%	15%	85%	15%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	52%	-16%	71%	18%	54%	-5%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	59%	-10%	68%	8%	77%	15%
There is adequate discussion of climate issues in the department.	48%	47%	-4%	52%	5%	46%	-2%
I am generally comfortable discussing climate issues in the Department.	61%	61%	0%	62%	1%	58%	-3%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	66%	-5%	71%	5%	69%	1%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 2h series: Selected equity gaps, department climate ratings by primary work location.

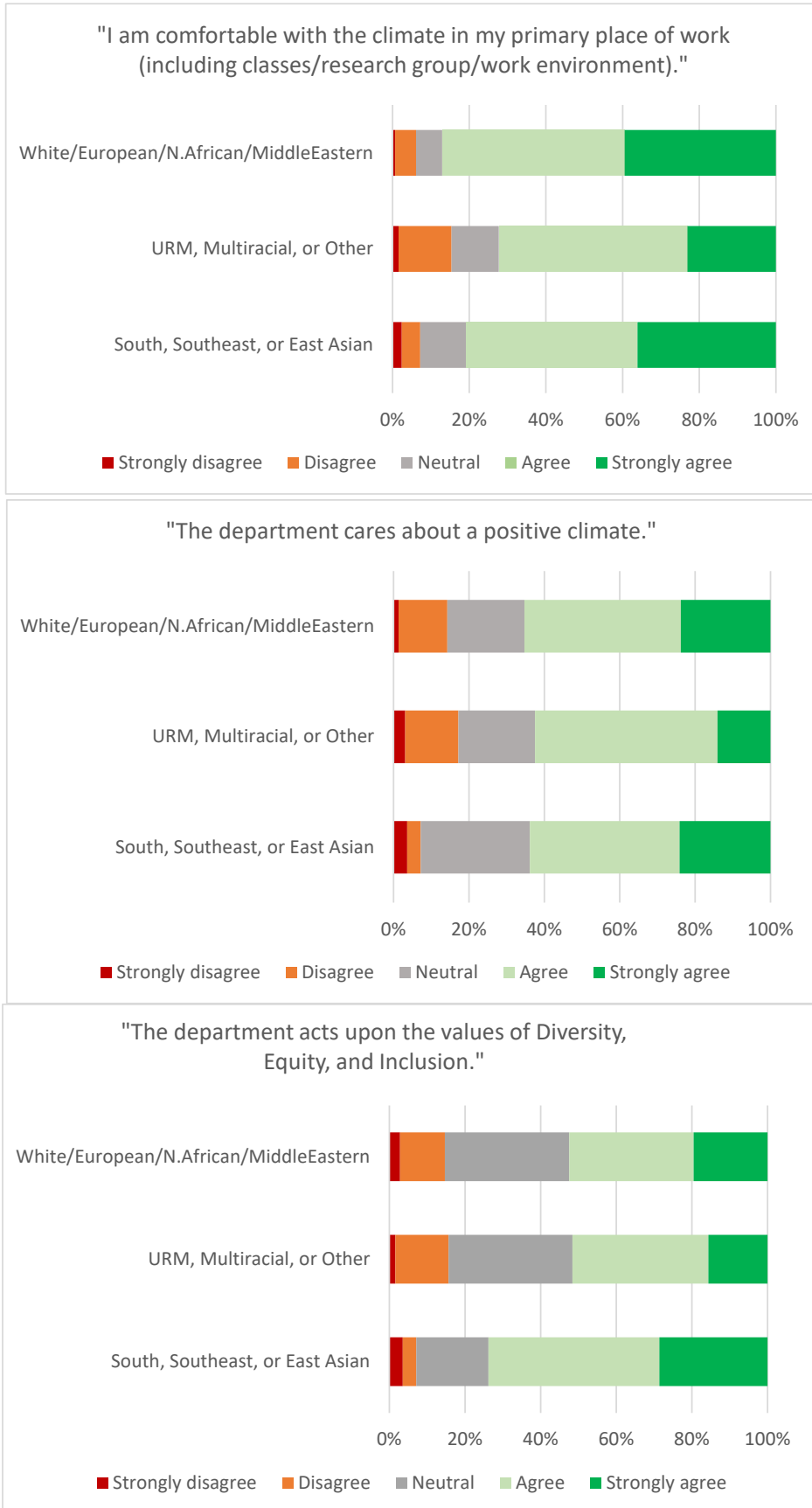## "I am comfortable with the climate in my primary place of work (including classes/research group/ work environment)."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department cares about a positive climate."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department acts upon the values of Diversity, Equity, and Inclusion."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 2i. Department Climate: Responses by Disability Status

"Please rate your level of agreement or disagreement with the following statements about the department…"	All Respondents	Percentage of "Agree" or "Strongly Agree" Responses			
		Did Not Report a Disability (*n* s=238–247)	Non-Disability Gap	Reported a Disability (*n* s=39–40)	Disability Gap
I am comfortable with the climate in my primary place of work (including classes / research group / work environment).	82%	82%	0%	83%	0%
The Department cares about a positive climate.	64%	66%	11%	55%	-11%
The Department is taking steps toward a positive climate.	60%	62%	3%	59%	-3%
The Department takes the values of Diversity, Equity, and Inclusion seriously.	70%	70%	-1%	72%	1%
The Departments acts upon the values of Diversity, Equity, and Inclusion.	58%	61%	15%	46%	-15%
The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	63%	64%	3%	62%	-3%
There is adequate discussion of climate issues in the department.	48%	50%	9%	41%	-9%
I am generally comfortable discussing climate issues in the Department.	61%	64%	9%	55%	-9%
I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	68%	71%	11%	60%	-11%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Due to *n* < 10, respondents with "other" disability status are not included. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

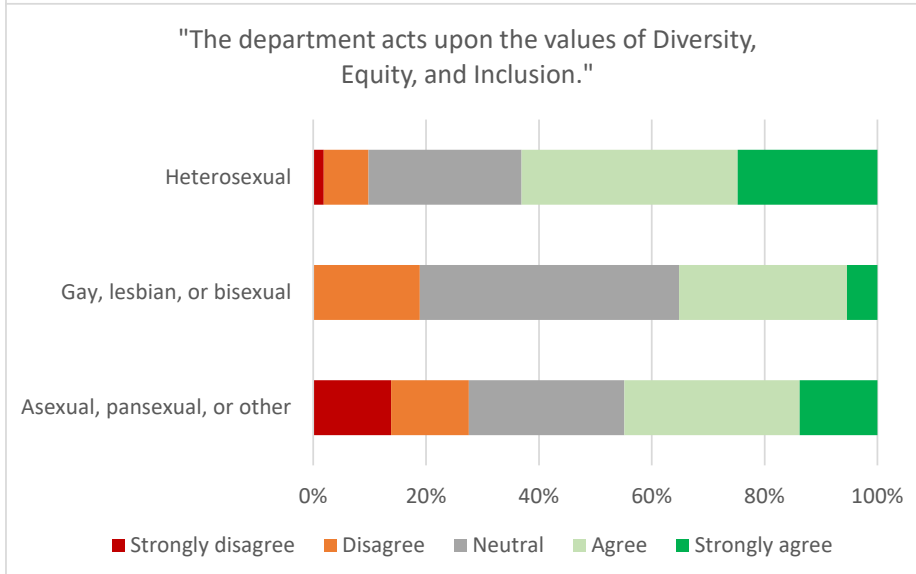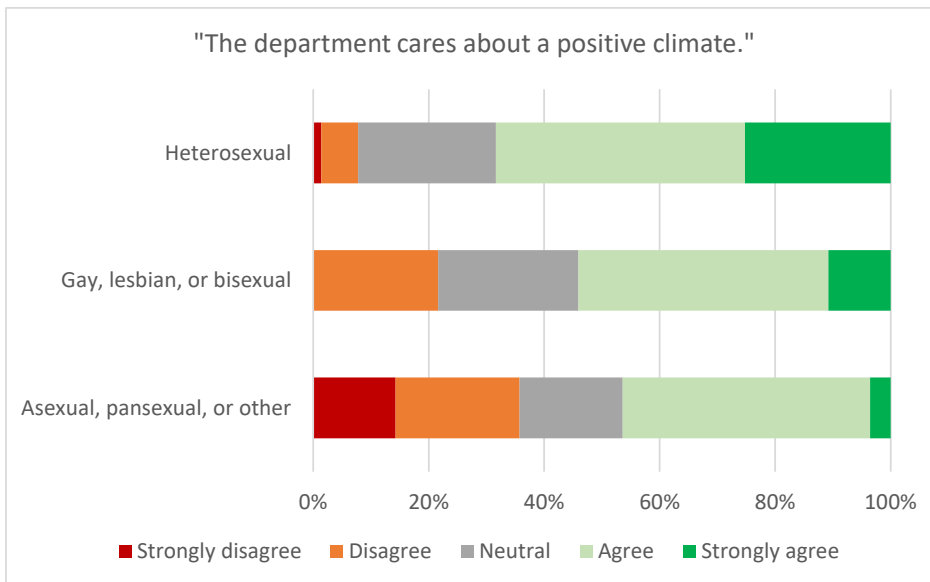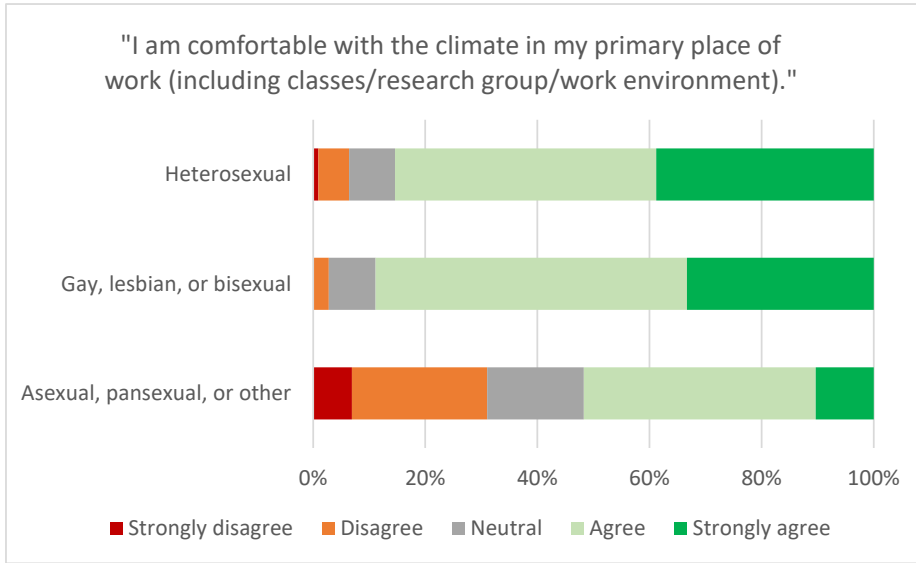Figure 2i Series: Selected equity gaps, department climate ratings by disability status.

"I am comfortable with the climate in my primary place of work (including classes/research group/work environment)."

Did not report a disability

Reported a disability

0%   20%   40%   60%   80%   100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department cares about a positive climate."

Did not report a disability

Reported a disability

0%   20%   40%   60%   80%   100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department acts upon the values of Diversity, Equity, and Inclusion."

Did not report a disability

Reported a disability

0%   20%   40%   60%   80%   100%

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Table 3. Department Climate: Respondents Estimate in Question 22 How Positively Others View the Department Climate

"How do you believe the following groups view the climate in the department?"	Percentage of "Positively" and "Extremely positively" ratings		
	Estimates from respondents *outside* the subject group	Estimates from the subject group	Gap between outside respondents and the subject group
Undergraduate students	39%	55%	-16%
Graduate students	52%	36%	16%
Post-docs, academic researchers, and visitors	55%	65%	-10%
Faculty and lecturers	63%	68%	-5%
Staff	56%	81%	-26%

Question 22 scale: 1="Extremely negatively," 2="Negatively," 3="Neither positively nor negatively," 4="Positively," 5="Extremely positively."

Notes: In survey Question 22, groups estimated how their colleagues viewed the Physics & Astronomy department climate. The groups being rated are in the left-most column. Faculty and lecturer results are combined. The right-most column displays the gap between colleagues' estimates of the group's favorable ratings percentage and that group's estimates for their own group. Gaps were computed by subracting the subject group's percentage of favorable ratings from the outsiders' (i.e., non-group's) ratings. Thus, negative (-) gap values indicate that outsiders estimated less favorable climate ratings from the group than the group estimated for itself; whereas, positive (+) gap values indicate the opposite. Percentages have been rounded.

Figure 3: Selected equity gaps, others' versus group's estimates of department climate ratings.
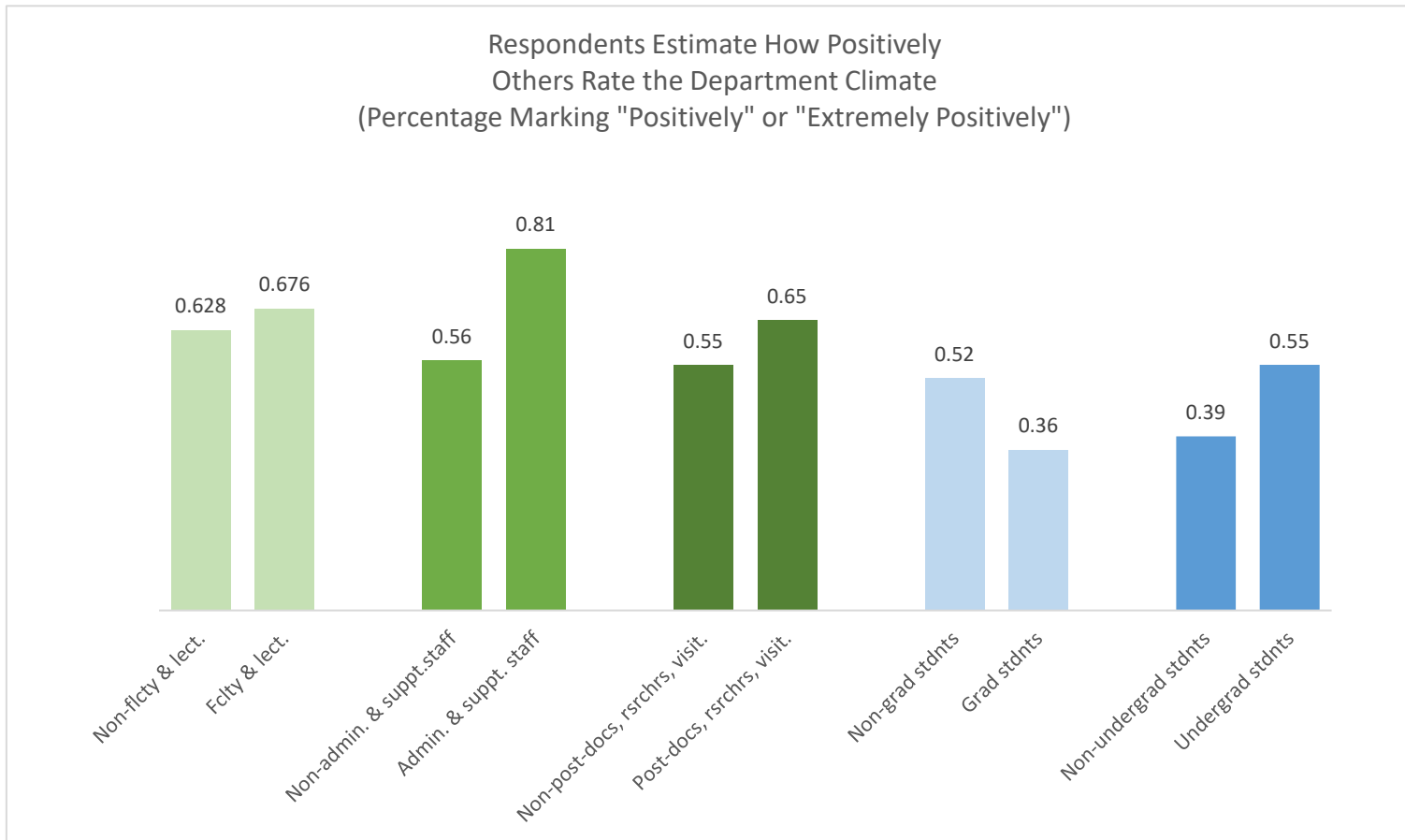
Respondents Estimate How Positively
Others Rate the Department Climate
(Percentage Marking "Positively" or "Extremely Positively")

Bar values:
- Non-flcty & lect.: 0.628
- Fclty & lect.: 0.676
- Non-admin. & suppt.staff: 0.56
- Admin. & suppt. staff: 0.81
- Non-post-docs, rsrchrs, visit.: 0.55
- Post-docs, rsrchrs, visit.: 0.65
- Non-grad stdnts: 0.52
- Grad stdnts: 0.36
- Non-undergrad stdnts: 0.39
- Undergrad stdnts: 0.55

III. Department's Effectiveness in Serving Respondents' Needs in Teaching, Mentoring, and Achieving Goals

Table 4a. Department Serves Your Needs: Responses by Department Affiliation

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	Percentage of "Agree" or "Strongly Agree" Responses										
	All Respond-ents	Undergradua te Student (*n* s=69–105)	Undergrad Gap	Graduate Student (*n* s=87–99)	Graduate Student Gap	Postdoc, Researcher, Visiting (*n* s=12–19)	Postdoc, Research er, Visiting Gap	Faculty and Lecturers (*n* s=14–33)	Faculty and Lecturer Gap	Admin. and Support Staff (*n* s=11–12)	Admin. And Support Staff Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	68%	13%	46%	-23%	53%	-8%	78%	20%	75%	16%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	49%	-17%	63%	6%	71%	12%	71%	14%	73%	14%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	45%	4%	36%	-11%	40%	-7%	55%	15%	n/a	n/a
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	51%	5%	40%	-13%	57%	13%	58%	12%	n/a	n/a
The level of teaching training by the Department sufficiently prepares me to teach.	41%	37%	-6%	42%	4%	n/a	n/a	42%	2%	n/a	n/a
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	59%	22%	35%	-22%	n/a	n/a	50%	3%	n/a	n/a
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	52%	11%	40%	-10%	38%	-8%	48%	4%	n/a	n/a
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	53%	5%	43%	-12%	42%	-9%	66%	18%	n/a	n/a

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Note: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Cells with "n/a" indicate that *n* < 10, and results are not displayed. For each department affiliation group, equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Table 4b. Department Serves Your Needs: Undergraduates' Responses by Matriculation Status

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Freshman (n s=43–70)	Freshman Gap	Transfer (n s=15–24)	Transfer Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	69%	2%	67%	-2%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	54%	24%	29%	-24%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	46%	18%	28%	-18%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	50%	12%	38%	-12%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	42%	22%	20%	-22%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	70%	32%	38%	-32%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	61%	35%	26%	-35%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	58%	26%	32%	-26%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 4b Series: Selected equity gaps, ratings for "department serves your needs" by undergraduates' matriculation status

"The level of teaching training by the department has sufficiently prepared my teachers to teach me."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 4c. Department Serves Your Needs: Responses by Gender

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Males (*n* s=146–183)	Male Gap	Females (*n* s=52–75)	Female Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	65%	17%	48%	-17%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	63%	11%	52%	-11%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	48%	18%	30%	-18%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	56%	24%	32%	-24%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	44%	7%	37%	-7%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	51%	8%	43%	-8%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	51%	19%	33%	-19%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	54%	13%	41%	-13%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Respondents reporting non-binary gender (*n* < 10) are included in another table. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 4c Series: Selected equity gaps, ratings for "department serves your needs" by gender

"The level of mentor training by the department sufficiently prepares me to be a mentor."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The level of mentor training by the department has sufficiently prepared my mentor(s) to mentor me."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 4d. Department Serves Your Needs: Responses by Transgender and Gender Identity

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Neither non-binary gender nor transgender (ns=201–253)	Equity Gap	Non-binary gender and/or transgender (ns=11–12)	Equity Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	61%	6%	55%	-6%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	60%	10%	50%	-10%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	43%		n/a	n/a
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	49%	16%	33%	-16%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	42%		n/a	n/a
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	49%	22%	27%	-22%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	47%	20%	27%	-20%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	51%	15%	36%	-15%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Cells with "n/a" indicate that $n < 10$, and results are not displayed. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.
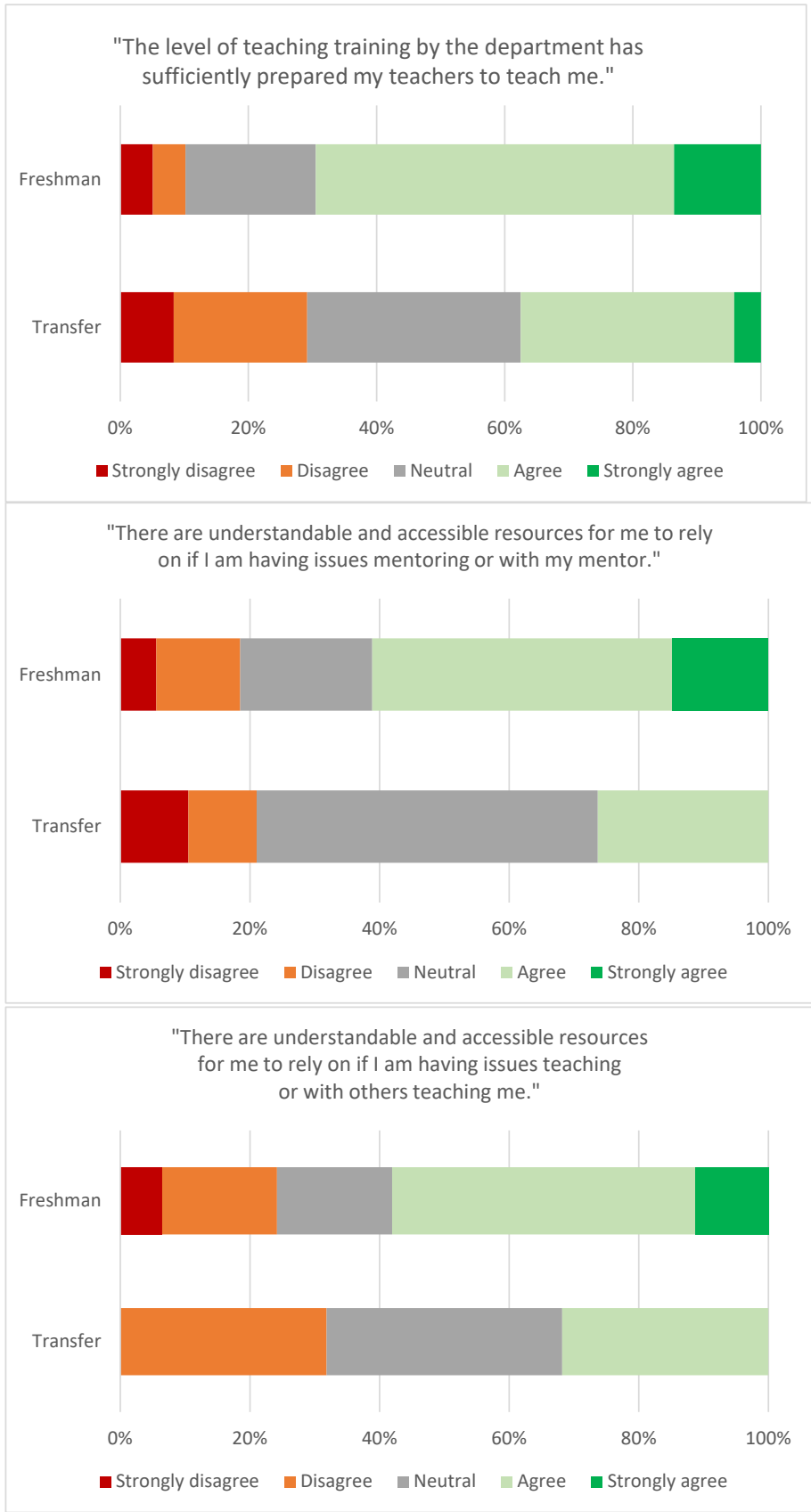
Table 4e. Department Serves Your Needs: Responses by Race and Ethnicity

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		White/European/N.African/Middle-Eastern (*n* s=104–135)	White/Euro Etc. Gap	URM, Multiracial, Other (*n* s=34–57)	URM, Multiracial, Other Gap	South, SE, E. Asian (*n* s=59–74)	South, SE, E. Asian Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	52%	-17%	67%	9%	70%	14%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	59%	-1%	47%	-15%	69%	14%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	38%	-10%	39%	-4%	54%	16%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	42%	-13%	49%	1%	59%	16%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	35%	-12%	27%	-17%	58%	25%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	36%	-24%	54%	7%	63%	22%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	35%	-22%	46%	0%	65%	27%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	43%	-14%	45%	-7%	65%	22%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. For each race and ethnicity group, equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

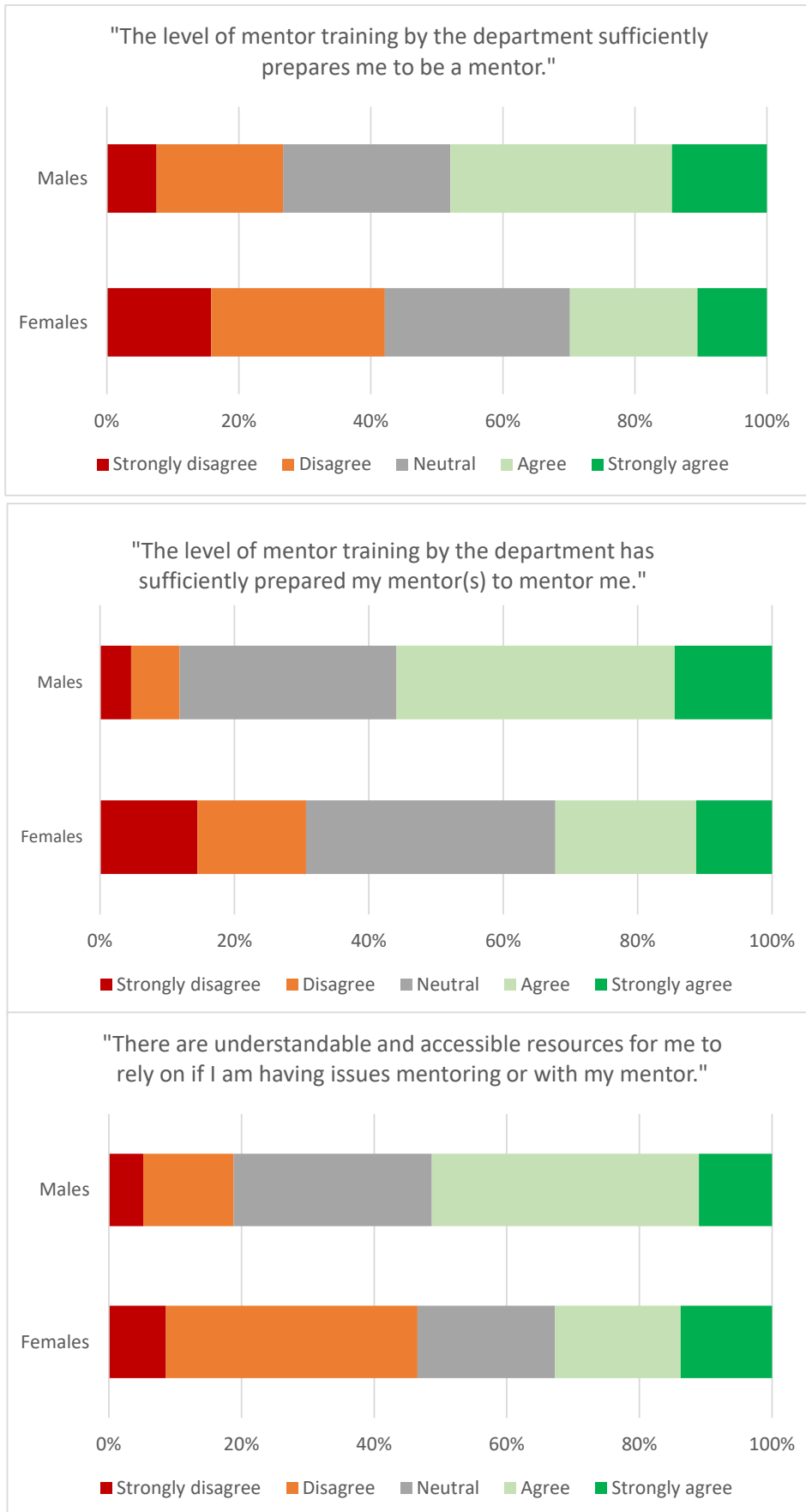Figure 4e Series: Selected equity gaps, ratings for "department serves your needs" by race and ethnicity.

"The department communicates clear expectations
and guidelines relevant to my goals."

Strongly disagree · Disagree · Neutral · Agree · Strongly agree

"The level of teaching training by the department has
sufficiently prepared my teachers to teach me."

Strongly disagree · Disagree · Neutral · Agree · Strongly agree

"There are understandable and accessible resources for me to
rely on if I am having issues mentoring or with my mentor."

Strongly disagree · Disagree · Neutral · Agree · Strongly agree

Table 4f. Department Serves Your Needs: Responses by Sexual Orientation

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		Heterosex ual (n s=150–197)	Heterosex-ual Gap	Gay, Lesbian, or Bisexual (n s=24–35)	Gay, Lesbian, or Bisexual Gap	Asexual, Pansexual, or Other (n s=18–25)	Asexual, Pansexual, or Other Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	65%	20%	44%	-18%	46%	-16%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	53%	7%	46%	-6%	46%	-6%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	43%	5%	46%	4%	30%	-14%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	52%	16%	38%	-12%	33%	-16%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	41%	8%	33%	-7%	33%	-7%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	50%	7%	44%	-5%	41%	-8%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	48%	14%	36%	-10%	33%	-13%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	53%	17%	36%	-16%	36%	-14%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. For each sexual orientation group, equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Table 4g. Department Serves Your Needs: Responses by International Status (Student, Scholar, or Faculty)

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Non-International (n s=143–195)	Non-International Gap	International (n s=58–66)	International Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	57%	-11%	68%	11%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	57%	-9%	66%	9%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	40%	-14%	54%	14%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	43%	-20%	62%	20%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	34%	-25%	58%	25%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	41%	-22%	63%	22%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	40%	-24%	64%	24%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	43%	-26%	69%	26%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Due to n < 10, respondents reporting "other" status are not displayed. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.
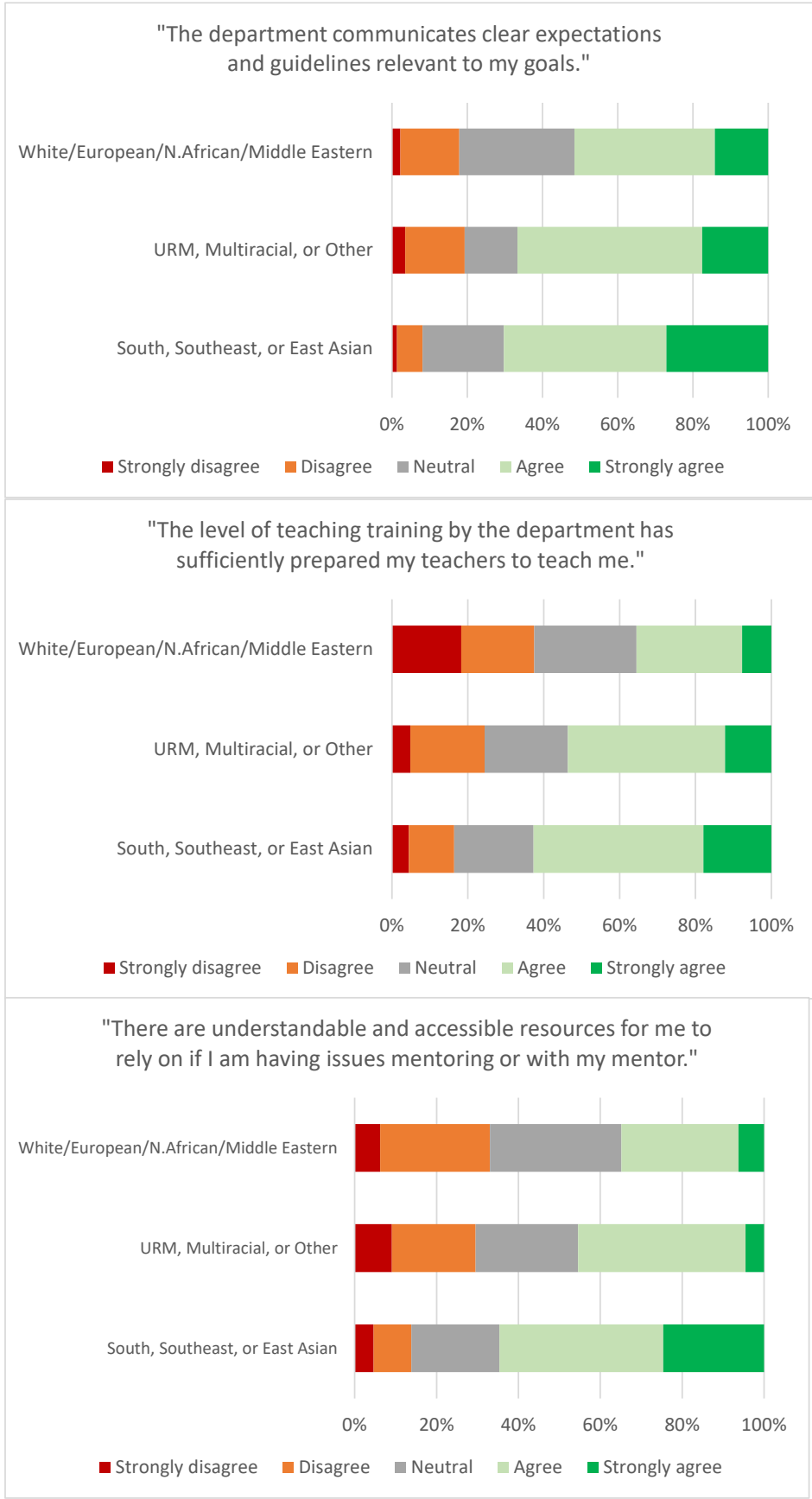
Table 4h. Department Serves Your Needs: Responses by Primary Work Location

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	All Respondents	Percentage of "Agree" or "Strongly Agree" Responses					
		Works Primarily at Dept. (*n* s=126–162)	Dept. Gap	Does Not Work Primarily at Dept. (*n* s=56–90)	Non-Dept. Gap	"Other" Specified (*n* s=10–14)	"Other" Specified Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	56%	-11%	69%	13%	54%	-7%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	64%	13%	52%	-11%	50%	-10%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	40%	-8%	51%	11%	30%	-14%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	47%	-3%	50%	3%	n/a	n/a
The level of teaching training by the Department sufficiently prepares me to teach.	41%	38%	-6%	46%	8%	36%	-4%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	40%	-20%	60%	19%	55%	7%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	42%	-14%	56%	14%	n/a	n/a
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	44%	-13%	59%	14%	50%	0%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Cells with "n/a" indicate that *n* < 10, and results are not displayed. For each work-location group, equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Table 4i. Department Serves Your Needs: Responses by Disability Status

"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you."	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses			
		Did Not Report a Disability (*n*s=174–223)	Non-Disability Gap	Reported a Disability (*n*s=26–36)	Disability Gap
The department communicates clear expectations and guidelines relevant to my goals.	60%	62%	11%	51%	-11%
I receive the level of mentoring/advising that I need to achieve my goals.	59%	64%	27%	36%	-27%
The level of mentor training by the Department sufficiently prepares me to be a mentor.	43%	45%	8%	37%	-8%
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	48%	51%	16%	36%	-16%
The level of teaching training by the Department sufficiently prepares me to teach.	41%	44%	17%	27%	-17%
The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	47%	51%	20%	31%	-20%
There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	46%	51%	30%	21%	-30%
There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	50%	53%	19%	34%	-19%

Scale: 1="Strongly disagree," 2='Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific statement did not apply to them. These responses were excluded. Due to *n* < 10, respondents with "other" disability status are not included. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 4i Series: Selected equity gaps, ratings for "department serves your needs" by disability status.

"I receive the level of mentoring/advising that I need to achieve my goals."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The level of teaching training by the department has sufficiently prepared my teachers to teach me."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor."

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

IV. Training and Support for Mentoring

Table 5a. Training and Support for Mentoring: Responses by Department Affiliation

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	Percentage of "Good" or "Very good" Responses						
	All Respond-ents	Graduate Student (ns=16–81)	Graduate Student Gap	Postdoc, Researcher, Visiting (n=13)	Postdoc, Researcher, Visiting Gap	Faculty and Lecturers (ns=28–31)	Faculty and Lecturer Gap
Faculty-undergraduate mentoring	59%					45%	
Faculty-graduate student mentoring	54%					48%	
Faculty-post-doc/academic researcher mentoring	62%					54%	
Faculty-faculty mentoring	55%					43%	
Post-doc-graduate/undergraduate mentoring	56%	69%	46%	23%	-46%		
Graduate-undergraduate mentoring	51%	69%					
Graduate-graduate mentoring	47%	41%					

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. In this table, grey cells indicate that the category was not relevant, even if a small number of respondents answered. As a result, only two equity gap calculations are available. They were computed by subtracting each group's percentage of favorable responses from the other's. No group had a high enough *n* to display results for "other" mentoring relationships. Undergraduate students and administrative and support staff are not included in the table. Percentages have been rounded.

Table 5b. Training and Support for Mentoring: Responses by Gender

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Males (*n*s=42–85)	Male Gap	Females (*n*s=10–28)	Female Gap
Faculty-undergraduate mentoring	59%	60%	5%	55%	-5%
Faculty-graduate student mentoring	54%	57%	14%	44%	-14%
Faculty-post-doc/academic researcher mentoring	62%	63%	3%	60%	-3%
Faculty-faculty mentoring	55%	62%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	56%	62%		n/a	n/a
Graduate-undergraduate mentoring	51%	58%	29%	29%	-29%
Graduate-graduate mentoring	47%	49%	12%	38%	-12%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. Fewer than 10 non-binary participants answered each question, so they are not included in the table. Cells with "n/a" indicate that *n* for the question was < 10--thus, too low to display results. No group had a high enough *n* to display results for "other" mentoring. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 5c. Training and Support for Mentoring: Responses by Race and Ethnicity

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	All Respond-ents	Percentage of "Good" or "Very good" Responses					
		White/European/N.African/Middle-Eastern (*n* s=30–61)	White/Euro Etc. Gap	URM, Multiracial, Other (*n* s=11–22)	URM, Multiracial, Other Gap	South, SE, E. Asian (*n* s=13–36)	South, SE, E. Asian Gap
Faculty-undergraduate mentoring	59%	48%	-20%	52%	-8%	78%	29%
Faculty-graduate student mentoring	54%	45%	-16%	27%	-29%	72%	30%
Faculty-post-doc/academic researcher mentoring	62%	50%	-34%	n/a	n/a	84%	34%
Faculty-faculty mentoring	55%	40%	-52%	n/a	n/a	92%	52%
Post-doc-graduate/undergraduate mentoring	56%	52%	-9%	31%	-31%	80%	34%
Graduate-undergraduate mentoring	51%	39%	-24%	50%	-1%	71%	29%
Graduate-graduate mentoring	47%	35%	-25%	36%	-13%	69%	34%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. No group had a high enough *n* to display results for "other" mentoring. Cells with "n/a" indicate that *n* for the question was < 10--thus, too low to display results. For each race and ethnicity group, equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Figure 5c Series: Selected equity gaps, ratings for mentoring training and support by race and ethnicity.

Rate the Department's Training and Support
to Be an Effective Mentor:
Faculty-Graduate Student Mentoring

Very poor ■ Poor ■ Fair ■ Good ■ Very good

Rate the Department's Training and Support
to Be an Effective Mentor:
Post-Doc/Graduate-Undergraduate Mentoring

Very poor ■ Poor ■ Fair ■ Good ■ Very good

Rate the Department's Training and Support
to Be an Effective Mentor:
Graduate-Graduate Mentoring

Very poor ■ Poor ■ Fair ■ Good ■ Very good

Table 5d. Training and Support for Mentoring: Responses by Sexual Orientation

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Heterosexual (n s=45–80)	Heterosex-ual Gap	Other Orientations (n s=12–30)	Other Orientations Gap
Faculty-undergraduate mentoring	59%	60%	13%	47%	-13%
Faculty-graduate student mentoring	54%	53%	3%	50%	-3%
Faculty-post-doc/academic researcher mentoring	62%	59%		n/a	n/a
Faculty-faculty mentoring	55%	51%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	56%	57%	7%	50%	-7%
Graduate-undergraduate mentoring	51%	52%	6%	47%	-6%
Graduate-graduate mentoring	47%	46%	3%	43%	-3%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. Due to the small number of gay, lesbian, or bisexual respondents for these questions, we combined this group with those who identified as asexual, pansexual, or other. Cells with "n/a" indicate that n for the question was < 10; thus, too low to display results. No group had a high enough n to display results for "other" mentoring. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 5e. Training and Support for Mentoring: Responses by International Status (Student, Scholar, or Faculty)

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Non-International (n s=35–84)	Non-International Gap	International (n s=15–33)	International Gap
Faculty-undergraduate mentoring	59%	52%	-27%	79%	27%
Faculty-graduate student mentoring	54%	51%	-10%	61%	10%
Faculty-post-doc/academic researcher mentoring	62%	63%	2%	62%	-2%
Faculty-faculty mentoring	55%	49%	-25%	73%	25%
Post-doc-graduate/undergraduate mentoring	56%	54%	-8%	62%	8%
Graduate-undergraduate mentoring	51%	46%	-18%	65%	18%
Graduate-graduate mentoring	47%	41%	-20%	61%	20%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. Due to n < 10, respondents reporting "other" status were not included. No group had a high enough n to display results for "other" mentoring. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.
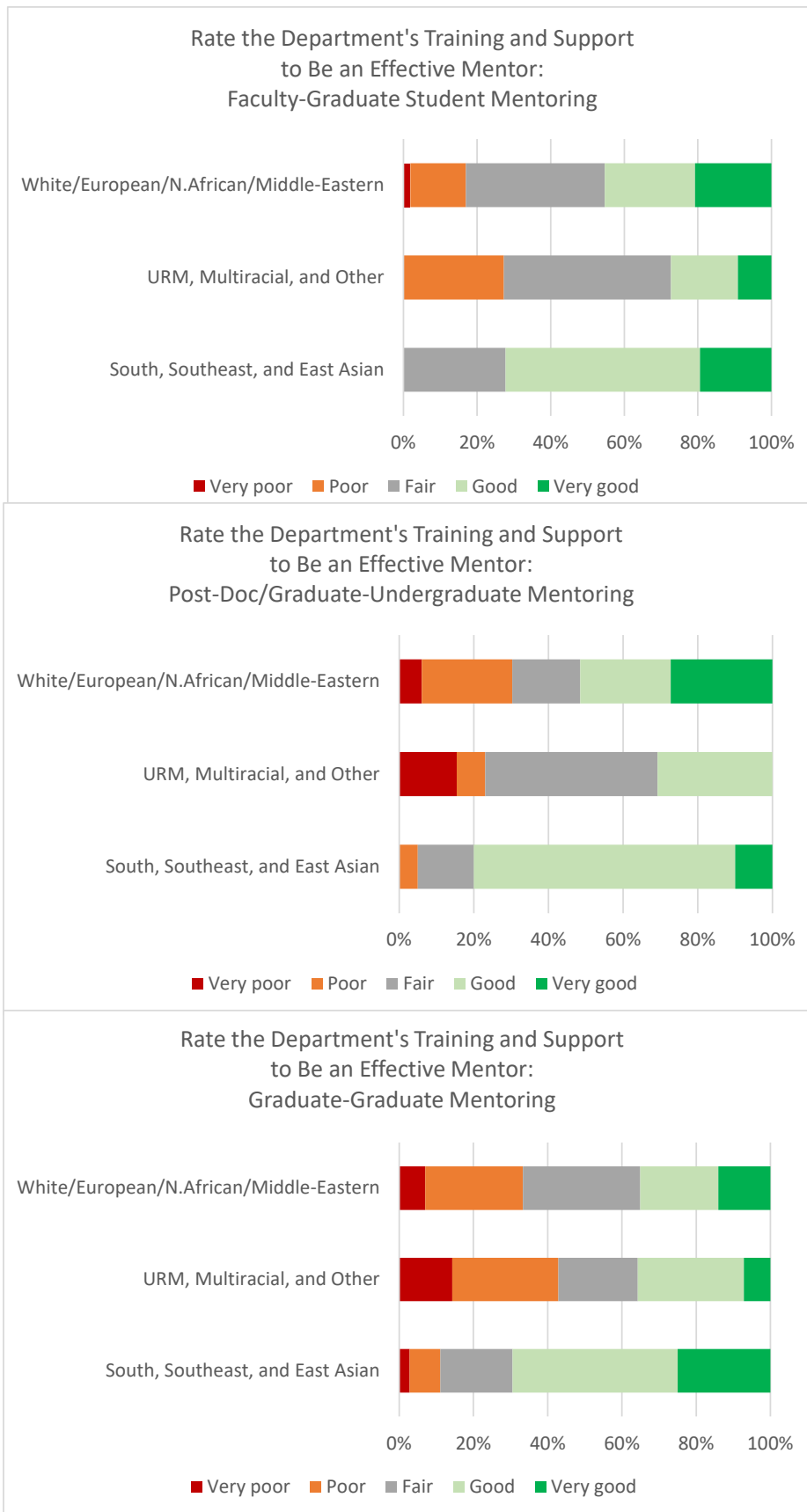
Table 5f. Training and Support for Mentoring: Responses by Primary Work Location

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	All Respond-ents	Percentage of "Good" or "Very good" Responses			
		Works Primarily at Dept. (_n_ s=33–79)	Dept. Gap	Does Not Work Primarily at Dept. (_n_ s=14–41)	Non-Dept. Gap
Faculty-undergraduate mentoring	59%	48%	-20%	68%	20%
Faculty-graduate student mentoring	54%	47%	-21%	68%	21%
Faculty-post-doc/academic researcher mentoring	62%	58%	-15%	72%	15%
Faculty-faculty mentoring	55%	46%	-26%	71%	26%
Post-doc-graduate/undergraduate mentoring	56%	49%	-19%	68%	19%
Graduate-undergraduate mentoring	51%	47%	-21%	68%	21%
Graduate-graduate mentoring	47%	38%	-40%	78%	40%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. Due to _n_ < 10, respondents reporting "other" primary work location were not included. No group had a high enough _n_ to display results for "other" mentoring. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 5f Series: Selected equity gaps, ratings for mentoring training and support by primary work location.

Rate the Department's Training and Support
to Be an Effective Mentor:
Faculty-Graduate Student Mentoring

Works primarily at the department

Does not work primarily at the department

0% 20% 40% 60% 80% 100%

■ Very poor ■ Poor ■ Fair □ Good ■ Very good

Rate the Department's Training and Support
to Be an Effective Mentor:
Post-Doc/Graduate-Undergraduate Mentoring

Works primarily at the department

Does not work primarily at the department

0% 20% 40% 60% 80% 100%

■ Very poor ■ Poor ■ Fair □ Good ■ Very good

Rate the Department's Training and Support
to Be an Effective Mentor:
Graduate-Graduate Mentoring

Works primarily at the department

Does not work primarily at the department

0% 20% 40% 60% 80% 100%

■ Very poor ■ Poor ■ Fair □ Good ■ Very good

Table 5g. Training and Support for Mentoring: Responses by Disability Status

"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A.'"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Did Not Report a Disability (*n*s=44–94)	Non-Disability Gap	Reported a Disability (*n*s=12–19)	Disability Gap
Faculty-undergraduate mentoring	59%	59%	-10%	69%	10%
Faculty-graduate student mentoring	54%	55%	5%	50%	-5%
Faculty-post-doc/academic researcher mentoring	62%	61%		n/a	n/a
Faculty-faculty mentoring	55%	55%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	56%	57%		n/a	n/a
Graduate-undergraduate mentoring	51%	53%	6%	47%	-6%
Graduate-graduate mentoring	47%	48%	2%	46%	-2%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring area did not apply to them. These responses were excluded. Due to n < 10, respondents reporting "other" status were not included. Cells with "n/a" indicate that *n* < 10, and results are not displayed. No group had a high enough *n* to display results for "other" mentoring. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

V. Quality of Mentoring Relationships

Table 6a. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Department Affiliation

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	Percentage of "Good" or "Very good" Responses								
	All Respond-ents	Undergraduate Student (ns=33–80)	Undergraduate Student Gap	Graduate Student (ns=23–99)	Graduate Student Gap	Postdoc, Researcher, Visiting (ns=12–15)	Postdoc, Researcher, Visiting Gap	Faculty and Lecturers (ns=26–37)	Faculty and Lecturer Gap
Faculty-undergraduate mentoring	65%	64%	-10%					73%	10%
Faculty-graduate student mentoring	69%			60%	0%			60%	0%
Faculty-post-doc/academic researcher mentoring	81%					60%	-25%	85%	25%
Faculty-faculty mentoring	67%							57%	n/a
Post-doc-graduate/undergraduate mentoring	75%	73%	-2%	83%	14%	58%	-18%		
Graduate-undergraduate mentoring	62%	64%	11%	53%	-11%				
Graduate-graduate mentoring	73%			71%	n/a				

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. In this table, grey cells indicate that the category was not relevant, even if a small number of respondents answered. No group had a high enough *n* to display results for "other" mentoring relationships. Equity gaps were computed by subtracting the weighted average of other groups' mean percentage favorable from the subject group's. Administrative and support staff are not included in the table. Percentages have been rounded.

Table 6b. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Undergraduates' Responses by Matriculation Status

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	All Respond-ents	Percentage of "Good" or "Very good" Responses			
		Freshman (n s=21–53)	Freshman Gap	Transfer (n s=17–21)	Transfer Gap
Faculty-undergraduate mentoring	65%	72%	24%	48%	-24%
Faculty-graduate student mentoring	69%				
Faculty-post-doc/academic researcher mentoring	81%				
Faculty-faculty mentoring	67%				
Post-doc-graduate/undergraduate mentoring	75%	86%	n/a	n/a	n/a
Graduate-undergraduate mentoring	62%	68%	16%	53%	-16%
Graduate-graduate mentoring	73%				

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Cells with "n/a" indicate that n < 10, and results are not displayed. Neither group had a high enough n to display results for "other" mentoring relationships. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 6c. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Gender

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Males (*n* s=37–98)	Male Gap	Females (*n* s=14–32)	Female Gap
Faculty-undergraduate mentoring	65%	70%	13%	56%	-13%
Faculty-graduate student mentoring	69%	75%	23%	52%	-23%
Faculty-post-doc/academic researcher mentoring	81%	84%		n/a	n/a
Faculty-faculty mentoring	67%	70%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	75%	81%	17%	64%	-17%
Graduate-undergraduate mentoring	62%	70%	20%	50%	-20%
Graduate-graduate mentoring	73%	71%	-9%	80%	9%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Cells with "n/a" indicate that *n* < 10, and results are not displayed. Neither group had a high enough *n* to display results for "other" mentoring relationships. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 6c Series: Selected equity gaps, ratings for quality of mentoring relationships, by gender

Quality of Mentoring Relationships for
Fulfilling Needs and Expectations:
Faculty-Graduate Student Mentoring

Legend: ■ Very poor ■ Poor ■ Fair ■ Good ■ Very good

Quality of Mentoring Relationships for
Fulfilling Needs and Expectations:
Post-Doc-Graduate/Undergraduate Mentoring

Legend: ■ Very poor ■ Poor ■ Fair ■ Good ■ Very good

Rate Mentoring Relationships for
Fulfilling Needs and Expectations:
Graduate-Undergraduate Mentoring

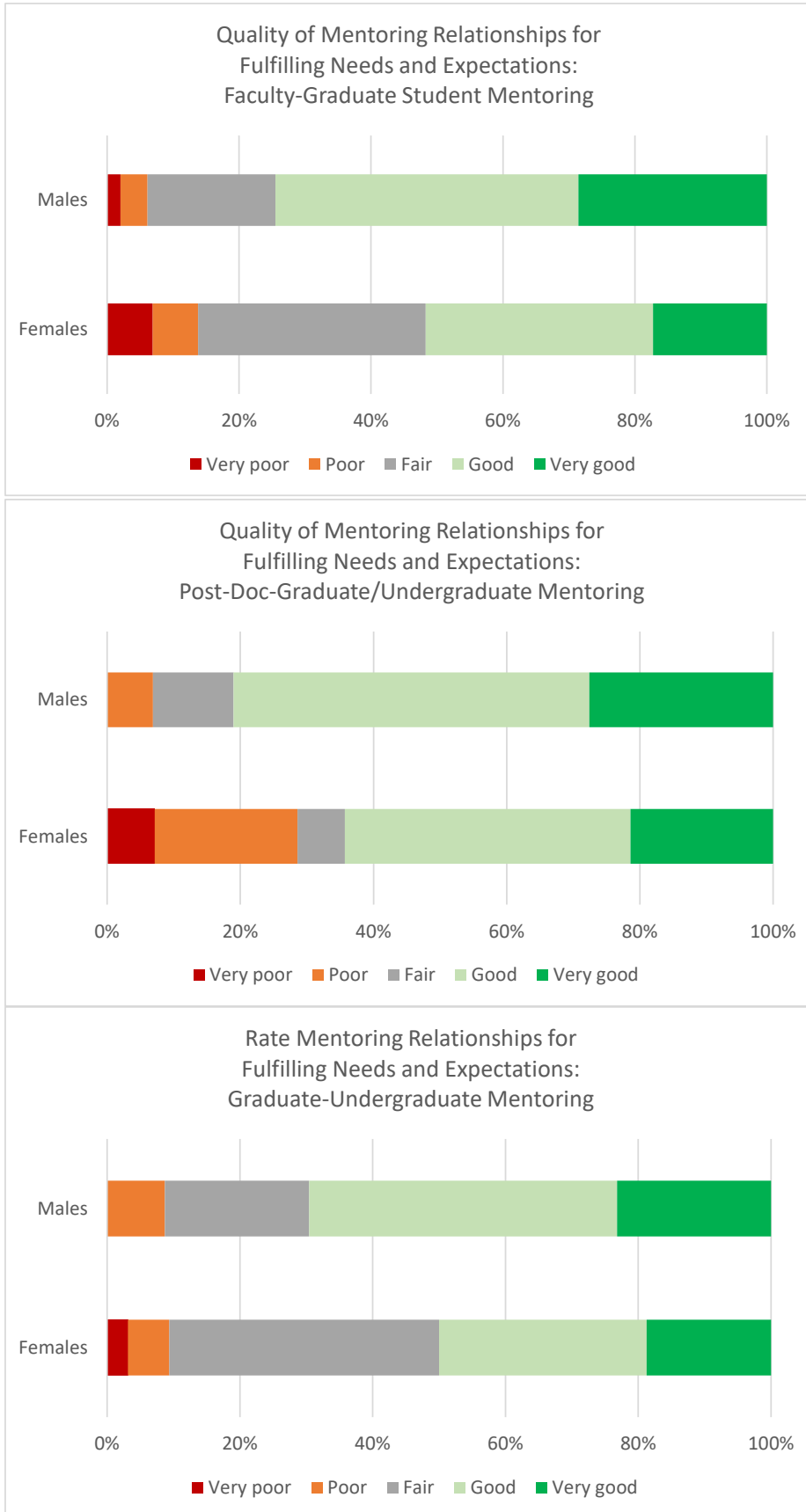Legend: ■ Very poor ■ Poor ■ Fair ■ Good ■ Very good

Table 6d. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Race and Ethnicity

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	All Respondents	Percentage of "Good" or "Very good" Responses					
		White/European/N.African/Middle-Eastern (*n* s=27–73)	White/European Etc. Gap	URM, Multiracial, Other (*n* s=12–26)	URM, Multiracial, Other Gap	South, SE, E. Asian (*n* s=14–43)	South, SE, E. Asian Gap
Faculty-undergraduate mentoring	65%	57%	-14%	65%	1%	76%	17%
Faculty-graduate student mentoring	69%	74%	11%	47%	-25%	70%	1%
Faculty-post-doc/academic researcher mentoring	81%	74%	-21%	n/a	n/a	95%	21%
Faculty-faculty mentoring	67%	52%	-41%	n/a	n/a	93%	41%
Post-doc-graduate/undergraduate mentoring	75%	74%	-3%	53%	-27%	89%	30%
Graduate-undergraduate mentoring	62%	57%	-8%	48%	-17%	75%	6%
Graduate-graduate mentoring	73%	71%	-5%	58%	-18%	82%	14%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Cells with "n/a" indicate that *n* < 10, and results are not displayed. No group had a high enough *n* to display results for "other" mentoring relationships. For each race and ethnicity group, equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Figure 6d Series: Selected equity gaps, ratings for for quality of mentoring relationships by race and ethnicity.

Rate Mentoring Relationships for
Fulfilling Needs and Expectations:
Faculty-Graduate Student Mentoring

Legend: Very poor, Poor, Fair, Good, Very good

Categories: White/European/N.African/Middle-Eastern, URM, Multiracial, and Other, South, Southeast, or East Asian

Rate Mentoring Relationships for
Fulfilling Needs and Expectations:
Post-Doc-Graduate/Undergraduate Mentoring

Legend: Very poor, Poor, Fair, Good, Very good

Categories: White/European/N.African/Middle-Eastern, URM, Multiracial, and Other, South, Southeast, or East Asian

Rate Mentoring Relationships for
Fulfilling Needs and Expectations:
Graduate-Undergraduate Mentoring

Legend: Very poor, Poor, Fair, Good, Very good

Categories: White/European/N.African/Middle-Eastern, URM, Multiracial, and Other, South, Southeast, or East Asian
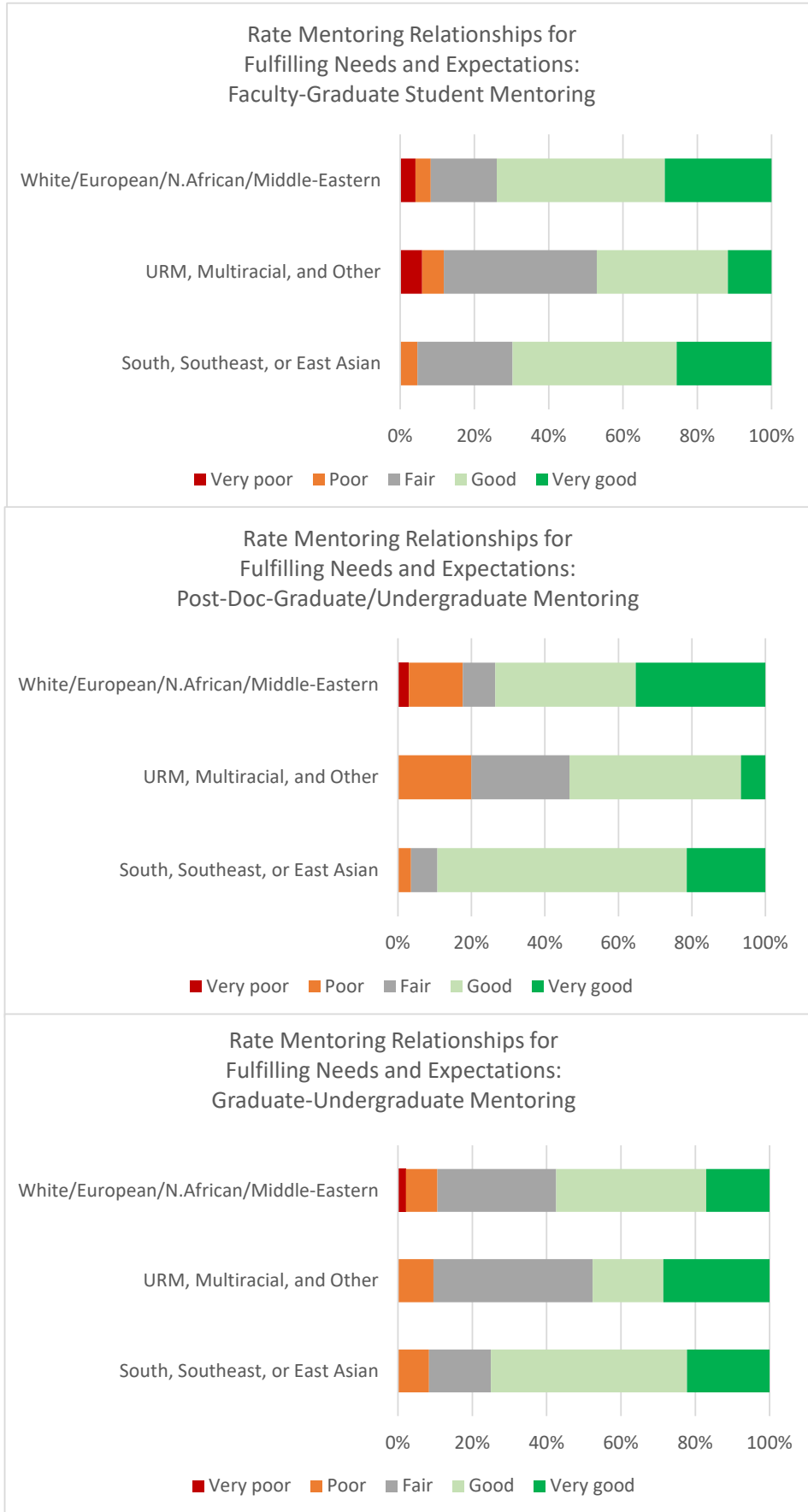
Table 6e. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Sexual Orientation

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	All Respond-ents	Percentage of "Good" or "Very good" Responses					
		Heterosex-ual (n s=40–99)	Heterosex-ual Gap	Gay, Lesbian, Bisexual (n s=15–17)	Other Orientations Gap	Asexual, Pansexual, Other (n s=10–14)	Asexual, Pansexual, Other Gap
Faculty-undergraduate mentoring	65%	69%	20%	40%	-27%	57%	-8%
Faculty-graduate student mentoring	69%	71%	13%	60%	-9%	55%	-17%
Faculty-post-doc/academic researcher mentoring	81%	81%		n/a	n/a	n/a	n/a
Faculty-faculty mentoring	67%	65%		n/a	n/a	n/a	n/a
Post-doc-graduate/undergraduate mentoring	75%	78%	-5%	n/a	n/a	83%	5%
Graduate-undergraduate mentoring	62%	63%	2%	59%	-5%	64%	2%
Graduate-graduate mentoring	73%	74%	-6%	n/a	n/a	80%	6%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Cells with "n/a" indicate that n < 10, and results are not displayed. No group had a high enough n to display results for "other" mentoring relationships. For each sexual orientation group, equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Table 6f. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by International Status (Student, Scholar, or Faculty)

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Non-International (n s=29–93)	Non-International Gap	International (n s=16–39)	International Gap
Faculty-undergraduate mentoring	65%	59%	-23%	82%	23%
Faculty-graduate student mentoring	69%	72%	8%	64%	-8%
Faculty-post-doc/academic researcher mentoring	81%	78%	-9%	88%	9%
Faculty-faculty mentoring	67%	59%	-29%	88%	29%
Post-doc-graduate/undergraduate mentoring	75%	75%	-6%	82%	6%
Graduate-undergraduate mentoring	62%	57%	-24%	81%	24%
Graduate-graduate mentoring	73%	71%	-10%	82%	10%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Because n < 10, respondents reporting "other" status were not included. Neither group had a high enough n to display results for "other" mentoring relationships. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 6g. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Primary Work Location

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	Percentage of "Good" or "Very good" Responses				
	All Respond-ents	Works Primarily at Dept. (*n* s=36–100)	Dept. Gap	Does Not Work Primarily at Dept. (*n* s=15–53)	Non-Dept. Gap
Faculty-undergraduate mentoring	65%	59%	-9%	68%	9%
Faculty-graduate student mentoring	69%	68%	-6%	74%	6%
Faculty-post-doc/academic researcher mentoring	81%	80%	-7%	87%	7%
Faculty-faculty mentoring	67%	58%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	75%	76%	2%	74%	-2%
Graduate-undergraduate mentoring	62%	61%	-5%	66%	5%
Graduate-graduate mentoring	73%	69%	-21%	90%	21%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Due to n < 10, respondents reporting "other" work location were not included. Cells with "n/a" indicate that *n* < 10, and results are not displayed. Neither group had a high enough *n* to display results for "other" mentoring relationships. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 6h. Quality of Mentoring Relationships for Fulfilling Needs and Expectations: Responses by Disability Status

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"	All Respond-ents	Percentage of "Good" or "Very good" Responses			
		Did Not Report a Disability (*n* s=43–113)	Non-Disability Gap	Reported a Disability (*n* s=12–18)	Disability Gap
Faculty-undergraduate mentoring	65%	69%	13%	56%	-13%
Faculty-graduate student mentoring	69%	74%	34%	40%	-34%
Faculty-post-doc/academic researcher mentoring	81%	81%		n/a	n/a
Faculty-faculty mentoring	67%	67%		n/a	n/a
Post-doc-graduate/undergraduate mentoring	75%	76%		n/a	n/a
Graduate-undergraduate mentoring	62%	68%	20%	47%	-20%
Graduate-graduate mentoring	73%	74%	-1%	75%	1%

Scale: 1="Very poor," 2="Poor," 3="Fair," 4="Good," 5="Very good," 9="N/A."

Notes: Respondents were instructed to select "N/A" if a specific mentoring relationship did not apply to them. These responses were excluded. Because *n* < 10, respondents reporting "other" disability status were not included. Cells with "n/a" indicate that *n* < 10, and results are not displayed. Neither group had a high enough *n* to display results for "other" mentoring relationships. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

VI. Department Support and Resources

Table 7a. Department Support and Resources: Responses by Department Affiliation

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses									
		Undergradua te Student (*n* s=89–103)	Undergrad Gap	Graduate Student (*n* s=92–98)	Graduate Student Gap	Postdoc, Researcher, Visiting (*n* s=15–19)	Postdoc, Researcher, Visiting Gap	Faculty and Lecturers (*n* s=30–36)	Faculty and Lecturer Gap	Admin. and Support Staff (*n* =16)	Admin. And Support Staff Gap
I feel well supported by my colleagues to achieve my goals.	73%	67%	-10%	76%	3%	74%	0%	77%	4%	88%	15%
My immediate colleagues treat me with respect and dignity.	86%	81%	-8%	87%	0%	95%	9%	92%	6%	94%	8%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	72%	-7%	69%	-12%	95%	19%	94%	20%	88%	11%
I receive adequate resources to help me achieve my goals.	68%	63%	-8%	66%	-3%	74%	6%	79%	13%	81%	14%
The Department encourages a good work/life balance.	48%	51%	6%	31%	-27%	63%	17%	65%	20%	75%	29%
The Department supports a good work/life balance.	47%	47%	1%	28%	-31%	68%	23%	71%	28%	81%	37%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	54%	9%	32%	-27%	47%	-2%	67%	21%	81%	35%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Figure 7a Series: Selected equity gaps, ratings of department support and resources by affiliation.
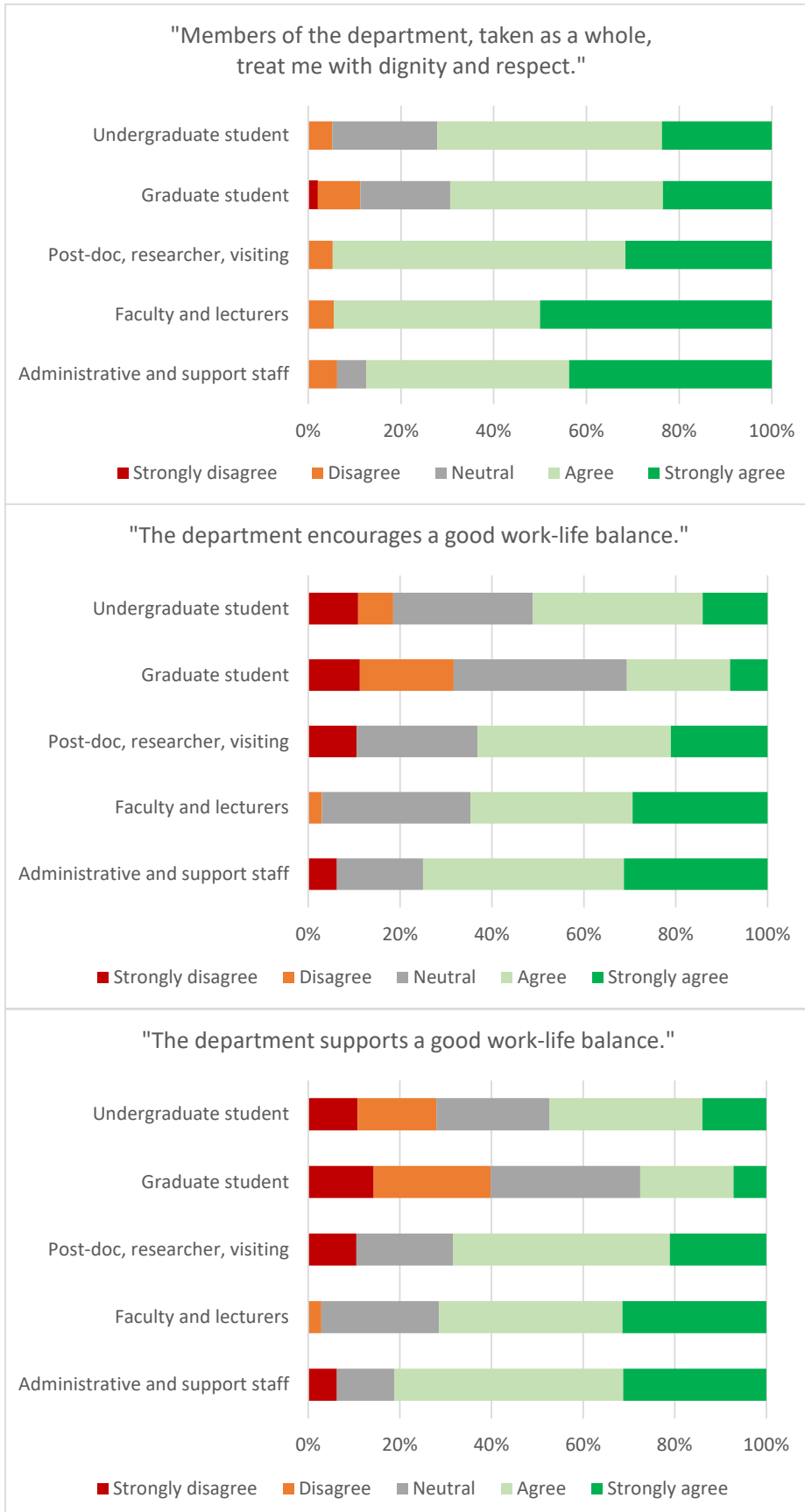

"Members of the department, taken as a whole, treat me with dignity and respect."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department encourages a good work-life balance."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department supports a good work-life balance."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 7b. Department Support and Resources: Undergraduates' Responses by Matriculation Status

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respondents	Freshman (n s=54–65)	Freshman Gap	Transfer (n s=21–25)	Transfer Gap
I feel well supported by my colleagues to achieve my goals.	73%	71%	19%	52%	-19%
My immediate colleagues treat me with respect and dignity.	86%	82%	1%	80%	-1%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	70%	2%	68%	-2%
I receive adequate resources to help me achieve my goals.	68%	69%	25%	44%	-25%
The Department encourages a good work/life balance.	48%	62%	45%	17%	-45%
The Department supports a good work/life balance.	47%	53%	26%	26%	-26%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	59%	30%	29%	-30%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 7b Series: Selected equity gaps, undergraduates' ratings of department support and resources by matriculation status.
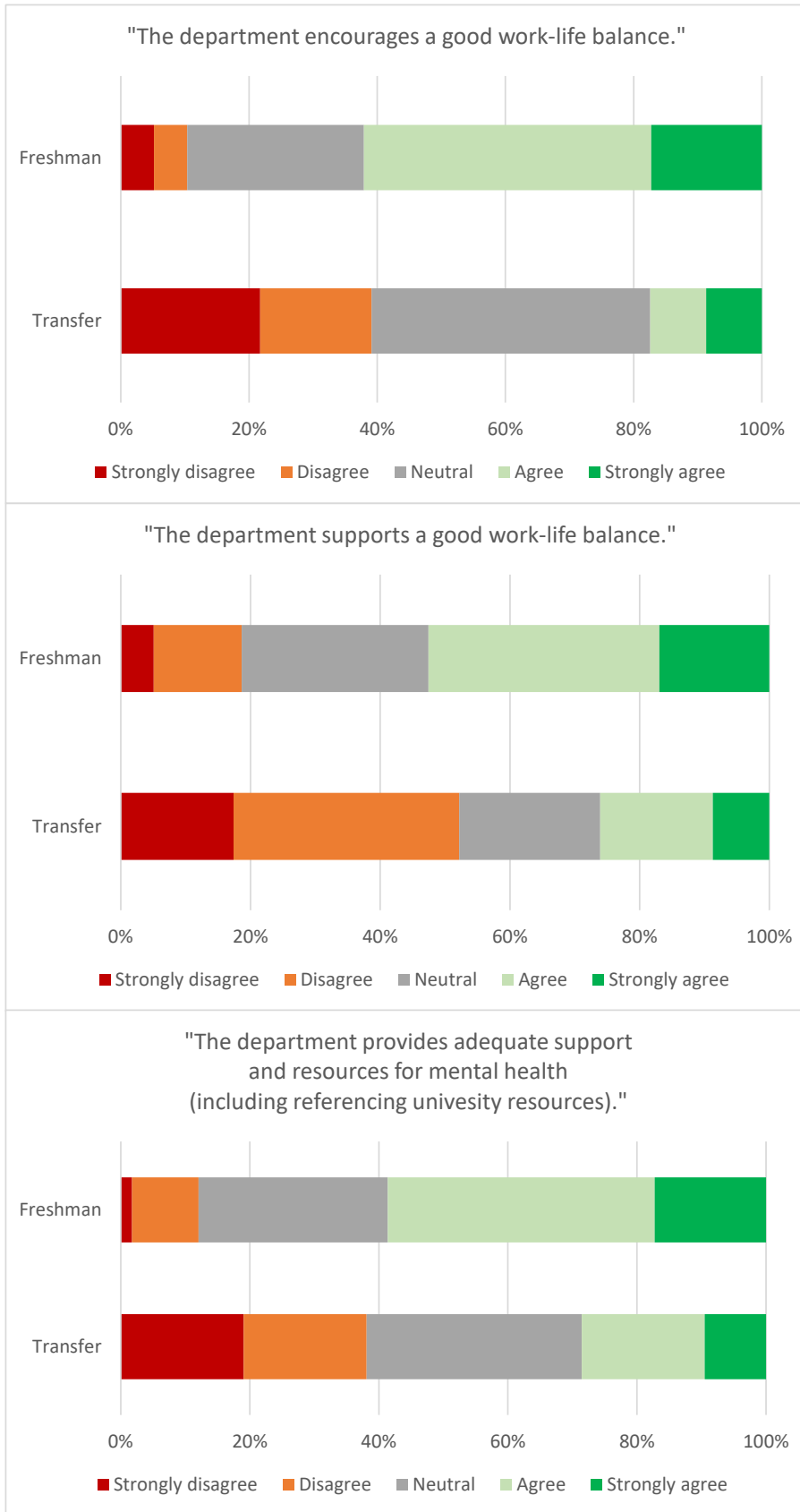

"The department encourages a good work-life balance."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

"The department supports a good work-life balance."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

"The department provides adequate support
and resources for mental health
(including referencing univesity resources)."

Legend: Strongly disagree | Disagree | Neutral | Agree | Strongly agree

Table 7c. Department Support and Resources: Responses by Gender

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Males (*n*s=157–179)	Male Gap	Females (*n*s=71–78)	Female Gap
I feel well supported by my colleagues to achieve my goals.	73%	77%	12%	65%	-12%
My immediate colleagues treat me with respect and dignity.	86%	90%	13%	78%	-13%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	83%	20%	63%	-20%
I receive adequate resources to help me achieve my goals.	68%	73%	17%	56%	-17%
The Department encourages a good work/life balance.	48%	54%	21%	33%	-21%
The Department supports a good work/life balance.	47%	53%	19%	34%	-19%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	56%	24%	32%	-24%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

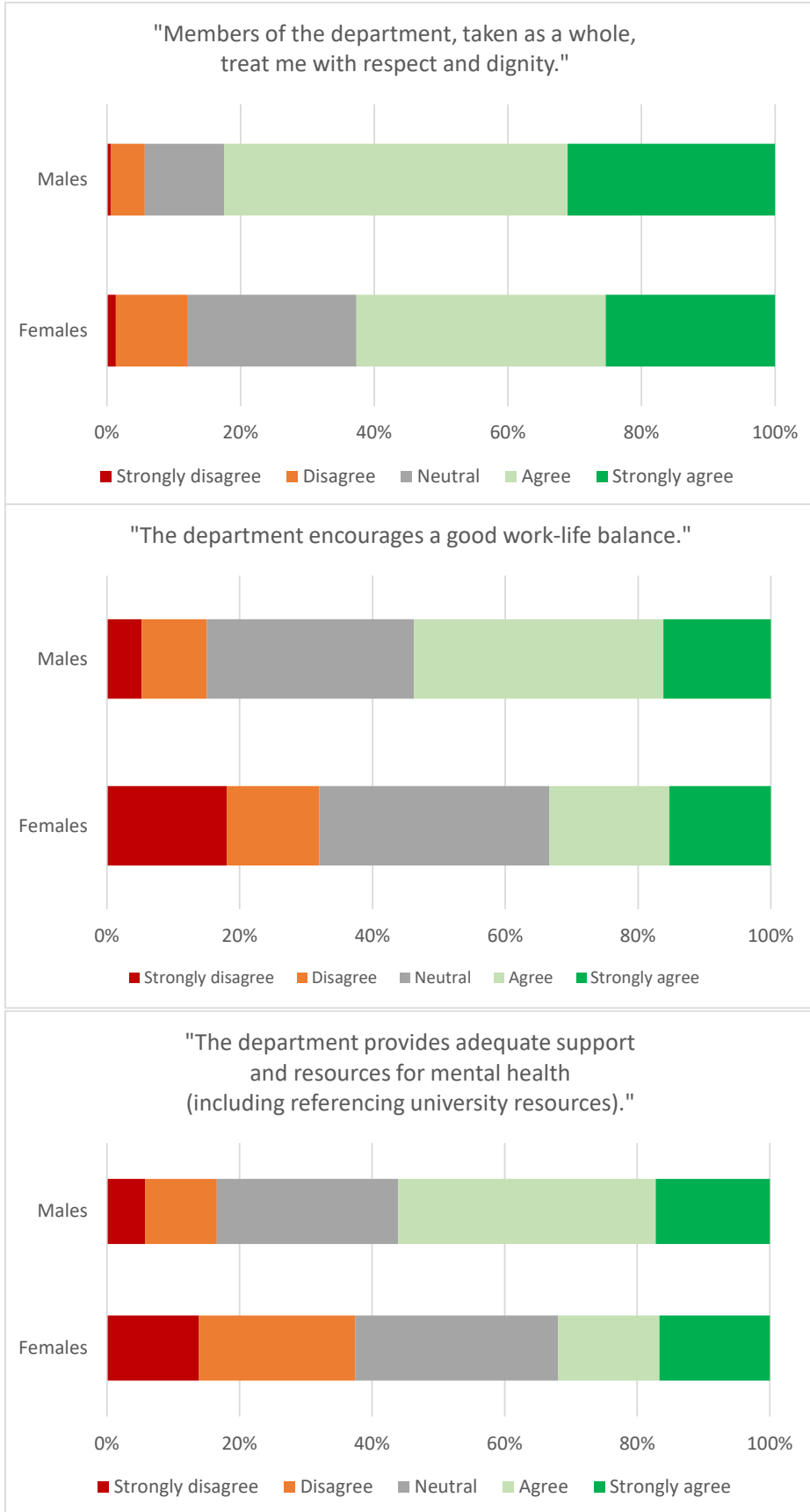Figure 7c Series: Selected equity gaps, ratings of department support and resources by gender.

"Members of the department, taken as a whole, treat me with respect and dignity."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department encourages a good work-life balance."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

"The department provides adequate support and resources for mental health (including referencing university resources)."

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree

Table 7d. Department Support and Resources: Responses by Transgender Identity and Gender Identity

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Neither non-binary gender nor transgender (n s=226–254)	Equity Gap	Non-binary gender and/or transgender (n =12)	Equity Gap
I feel well supported by my colleagues to achieve my goals.	73%	74%	-1%	75%	1%
My immediate colleagues treat me with respect and dignity.	86%	87%	3%	83%	-3%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	77%	2%	75%	-2%
I receive adequate resources to help me achieve my goals.	68%	68%	1%	67%	-1%
The Department encourages a good work/life balance.	48%	48%	15%	33%	-15%
The Department supports a good work/life balance.	47%	48%	31%	17%	-31%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	49%	24%	25%	-24%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Figure 7d Series: Selected equity gaps, ratings of department support and resources by transgender identity and reported gender.
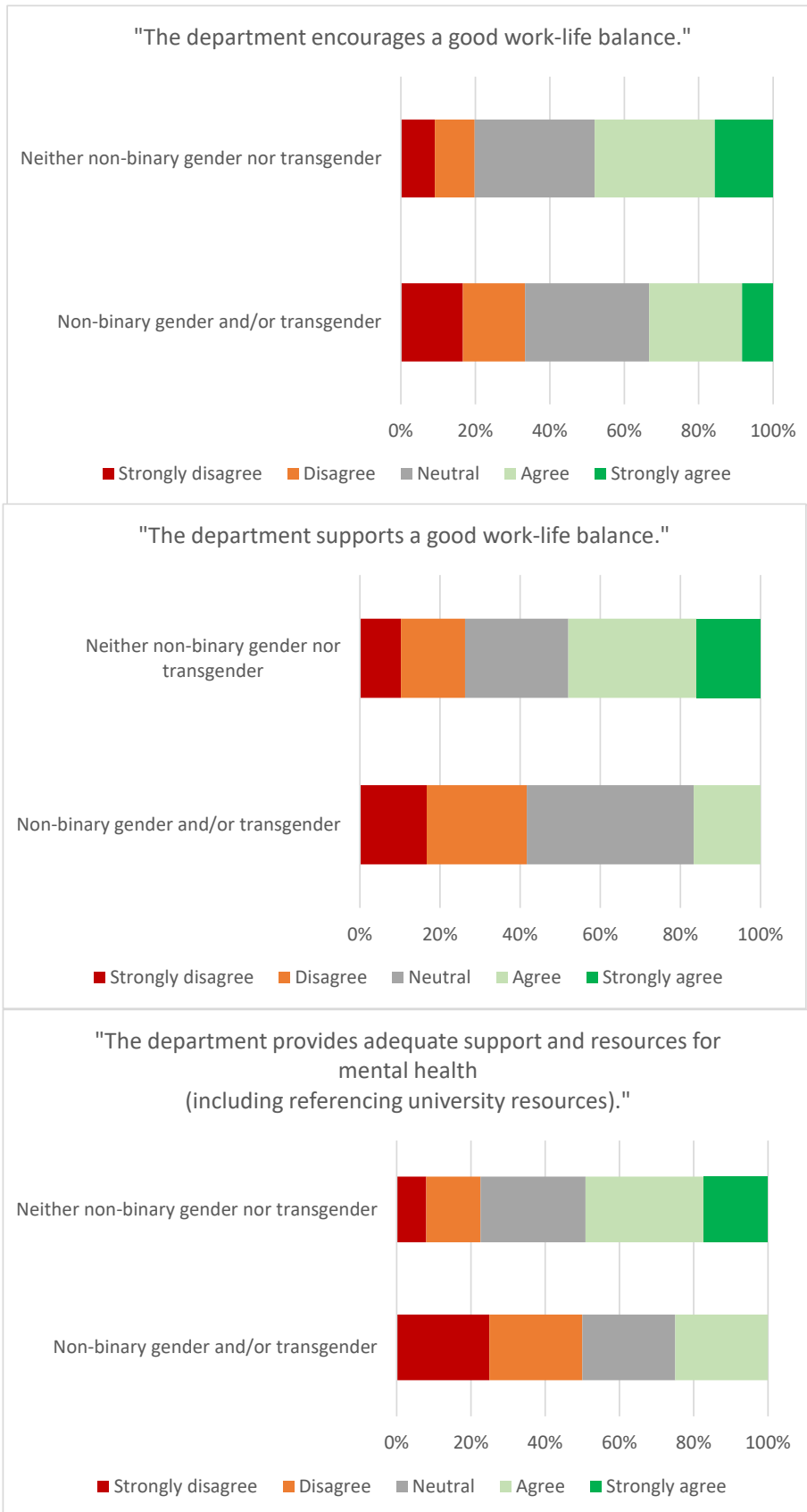

"The department encourages a good work-life balance."

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department supports a good work-life balance."

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

"The department provides adequate support and resources for mental health
(including referencing university resources)."

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Table 7e. Department Support and Resources: Responses by Race and Ethnicity

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		White/European/N.African/Middle-Eastern (n s=117–137)	White/Euro Etc. Gap	URM, Multiracial, Other (n s=54–57)	URM, Multiracial, Other Gap	South, SE, E. Asian (n s=66–75)	South, SE, E. Asian Gap
I feel well supported by my colleagues to achieve my goals.	73%	72%	-2%	75%	2%	74%	1%
My immediate colleagues treat me with respect and dignity.	86%	87%	1%	87%	1%	85%	-2%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	79%	5%	70%	-8%	77%	0%
I receive adequate resources to help me achieve my goals.	68%	65%	-6%	56%	-15%	83%	15%
The Department encourages a good work/life balance.	48%	41%	-15%	49%	2%	60%	12%
The Department supports a good work/life balance.	47%	42%	-11%	46%	-2%	58%	11%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	43%	-11%	54%	7%	53%	5%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Table 7f. Department Support and Resources: Responses by Sexual Orientation

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		Heterosexual (*n* s=174–95)	Heterosexual Gap	Gay, Lesbian, Bisexual (*n* s=31–35)	Gay, Lesbian, Bisexual Gap	Asexual, Pansexual, Other (*n* s=25–27	Asexual, Pansexual, Other Gap
I feel well supported by my colleagues to achieve my goals.	73%	76%	16%	64%	-10%	56%	-18%
My immediate colleagues treat me with respect and dignity.	86%	89%	12%	85%	-2%	68%	-21%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	81%	20%	64%	-15%	58%	-21%
I receive adequate resources to help me achieve my goals.	68%	72%	21%	51%	-19%	52%	-17%
The Department encourages a good work/life balance.	48%	51%	17%	27%	-22%	42%	-5%
The Department supports a good work/life balance.	47%	52%	24%	18%	-34%	42%	-5%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	51%	15%	32%	-17%	41%	-8%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Percentages have been rounded.

Table 7g. Department Support and Resources: Responses by Parent/Guardian or Primary Caregiver Status

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses			
		Not a Parent/Guardian or Primary Caregiver (*n* s=207–231)	Non-Parent/Guardian or Caregiver Gap	Parent/Guardian or Primary Caregiver (*n* s=33–38)	Parent/Guardian or Primary Caregiver Gap
I feel well supported by my colleagues to achieve my goals.	73%	73%	-8%	81%	8%
My immediate colleagues treat me with respect and dignity.	86%	86%	-6%	92%	6%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	74%	-21%	95%	21%
I receive adequate resources to help me achieve my goals.	68%	67%	-9%	76%	9%
The Department encourages a good work/life balance.	48%	44%	-26%	69%	26%
The Department supports a good work/life balance.	47%	42%	-34%	76%	34%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	44%	-28%	73%	28%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Because *n* < 10, respondents reporting "other" status are not displayed. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 7h. Department Support and Resources: Responses by Parent/Guardian/Primary Caregiver Status and Department Affiliation

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Percentage of "Agree" or "Strongly Agree" Responses			Faculty-Other Positions Gap
	All Respond-ents	Faculty and Lecturers (*n* s=30–36)	Other Positions (*ns*= 212– 236)	
I feel well supported by my colleagues to achieve my goals.	**73%**	77%	73%	4%
Not a Parent/Guardian or Primary Caregiver (*n* =221)	73%	69%	73%	
Parent/Guardian or Primary Caregiver (*n* =36)	81%	90%	69%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-8%	-21%	4%	
My immediate colleagues treat me with respect and dignity.	**86%**	92%	86%	6%
Not a Parent/Guardian or Primary Caregiver (*n* =220)	86%	93%	85%	
Parent/Guardian or Primary Caregiver (*n* =36)	92%	95%	88%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-6%	-2%	-2%	
Members of the Department, taken as a whole, treat me with respect and dignity.	**77%**	94%	74%	20%
Not a Parent/Guardian or Primary Caregiver (*n* =227)	74%	93%	73%	
Parent/Guardian or Primary Caregiver (*n* =37)	95%	100%	88%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-21%	-7%	-15%	
I receive adequate resources to help me achieve my goals.	**68%**	79%	67%	13%
Not a Parent/Guardian or Primary Caregiver (*n* =231)	67%	85%	66%	
Parent/Guardian or Primary Caregiver (*n* =38)	76%	80%	72%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-9%	5%	-6%	
The Department encourages a good work/life balance.	**48%**	65%	45%	20%
Not a Parent/Guardian or Primary Caregiver (*n* =231)	44%	62%	43%	
Parent/Guardian or Primary Caregiver (*n* =36)	69%	68%	71%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-25%	-7%	-28%	
The Department supports a good work/life balance.	**47%**	71%	43%	28%
Not a Parent/Guardian or Primary Caregiver (*n* =222)	42%	62%	41%	
Parent/Guardian or Primary Caregiver (*n* =37)	76%	80%	71%	
Gap Between Non-Parents/Guardians/Caregivers & Parents/Guardians/Caregivers	-34%	-19%	-30%	
The Department provides adequate support and resources for mental health (including referencing university resources).	**48%**	67%	46%	21%
Not a Parent/Guardian or Primary Caregiver (*n* =207)	44%	58%	44%	
Parent/Guardian or Primary Caregiver (*n* =33)	73%	75%	71%	
Non-Parent/Guardian or Caregiver Gap	-29%	-17%	-27%	

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Because *n* < 10, respondents reporting "other" resources are not displayed. Equity gaps based on parental/guardian/caregiver status were computed by subtracting the parents' percentage of favorable responses from the non-parent group's. Equity gaps based on department affiliation were computed by subtracting the percentage of favorable responses from "other positions" from the faculty and lecturer group's. Percentages have been rounded.

Table 7i. Department Support and Resources: Responses by Parent/Guardian/Primary Caregiver Status and Department Affiliation

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Faculty or Lecturer and		Other Position and	
	Not a Parent/Guardian or Primary Caregiver	Parent/Guardian or Primary Caregiver	Not a Parent/Guardian or Primary Caregiver	Parent/Guardian or Primary Caregiver
I feel well supported by my colleagues to achieve my goals.	69%	90%	73%	69%
My immediate colleagues treat me with respect and dignity.	93%	95%	85%	88%
Members of the Department, taken as a whole, treat me with respect and dignity.	93%	100%	73%	88%
I receive adequate resources to help me achieve my goals.	85%	80%	66%	72%
The Department encourages a good work/life balance.	62%	68%	43%	71%
The Department supports a good work/life balance.	62%	80%	41%	71%
The Department provides adequate support and resources for mental health (including referencing university resources).	58%	75%	44%	71%

Figure 7i Series: Selected equity gaps, ratings of department support and resources by faculty/lecturer status and parental/guardian/primary caregiver status.

Department Support and Resources:
Percentage of "Agree" and "Strongly Agree" Responses
by Parental/Guardian/Caregiver Status and Faculty/Lecturer vs. Other Position

Legend:
- Faculty or Lecturer and Not a Parent/Guardian or Primary Caregiver
- Faculty or Lecturer and Parent/Guardian or Primary Caregiver
- Other Position and Not a Parent/Guardian or Primary Caregiver
- Other Position and Parent/Guardian or Primary Caregiver

Table 7j. Department Support and Resources: Responses by International Status (Student, Scholar, or Faculty)

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	Percentage of "Agree" or "Strongly Agree" Responses				
	All Respond-ents	Non-International (*n* s=179–200)	Non-International Gap	International (*n* s=59–66)	International Gap
I feel well supported by my colleagues to achieve my goals.	73%	73%	-4%	76%	4%
My immediate colleagues treat me with respect and dignity.	86%	86%	-4%	90%	4%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	74%	-13%	87%	13%
I receive adequate resources to help me achieve my goals.	68%	66%	-12%	77%	12%
The Department encourages a good work/life balance.	48%	44%	-17%	61%	17%
The Department supports a good work/life balance.	47%	42%	-19%	61%	19%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	45%	-14%	59%	14%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Due to *n* < 10, respondents reporting "other" status were not included. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.

Table 7k. Department Support and Resources: Responses by Primary Work Location

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses					
		Works Primarily at Dept. (*n* s=153–169)	Dept. Gap	Does Not Work Primarily at Dept. (*n* s=76–87)	Non-Dept. Gap	Other (*n* s=13–14)	Other Gap
I feel well supported by my colleagues to achieve my goals.	73%	73%	-1%	71%	-3%	86%	13%
My immediate colleagues treat me with respect and dignity.	86%	86%	-1%	86%	-1%	93%	7%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	76%	-2%	78%	2%	79%	2%
I receive adequate resources to help me achieve my goals.	68%	66%	-7%	69%	1%	93%	26%
The Department encourages a good work/life balance.	48%	46%	-6%	53%	8%	43%	-5%
The Department supports a good work/life balance.	47%	47%	0%	47%	1%	43%	-4%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	45%	-9%	57%	12%	39%	-10%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Equity gaps were computed by subtracting the weighted average of the other eligible groups from the subject group. Percentages have been rounded.

Table 7l. Department Support and Resources: Responses by Disability Status

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"	All Respond-ents	Percentage of "Agree" or "Strongly Agree" Responses			
		Did Not Report a Disability (*n*s=198–224)	Non-Disability Gap	Reported a Disability (*n*s=36–38)	Disability Gap
I feel well supported by my colleagues to achieve my goals.	73%	75%	3%	72%	-3%
My immediate colleagues treat me with respect and dignity.	86%	87%	4%	83%	-4%
Members of the Department, taken as a whole, treat me with respect and dignity.	77%	78%	11%	68%	-11%
I receive adequate resources to help me achieve my goals.	68%	73%	29%	45%	-29%
The Department encourages a good work/life balance.	48%	50%	11%	39%	-11%
The Department supports a good work/life balance.	47%	51%	29%	22%	-29%
The Department provides adequate support and resources for mental health (including referencing university resources).	48%	51%	11%	40%	-11%

Scale: 1="Strongly disagree," 2="Disagree," 3="Neutral," 4="Agree," 5="Strongly agree," 9="N/A."

Notes: Respondents were instructed to select "N/A" if an item did not apply to them. These responses were excluded. Due to *n* < 10, respondents reporting "other" status were not included. Equity gaps were computed by subtracting each group's percentage of favorable responses from the other's. Percentages have been rounded.
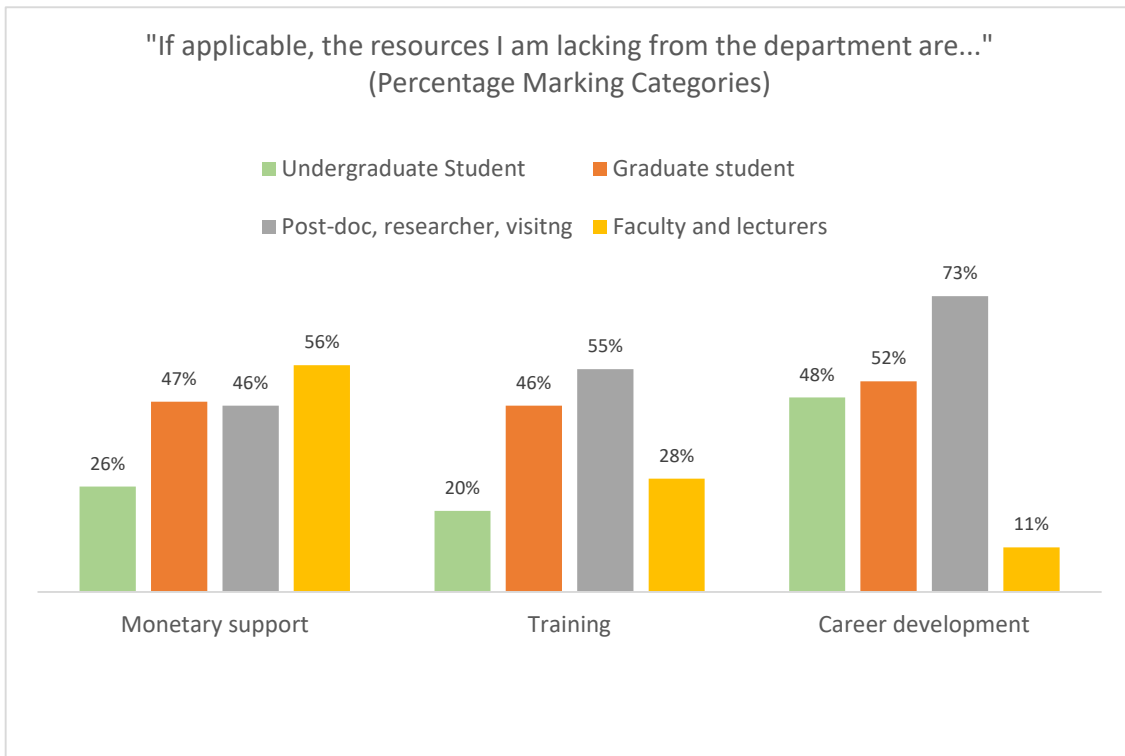
Table 8a. Resources I Lack from the Department: Responses by Department Affiliation

"If applicable, the resources I am lacking from the department are...(Select all that apply.)"	All Respond-ents	Undergraduate Student (*n* =87)	Undergrad Gap	Graduate Student (*n* =85)	Graduate Student Gap	Postdoc, Researcher, Visiting (*n* =11)	Postdoc, Researcher, Visiting Gap	Faculty and Lecturers (*n* =18)	Faculty and Lecturer Gap
				Percentage of Respondents Marking the Resource Area					
Monetary support	38%	26%	-22%	47%	14%	46%	7%	56%	18%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	31%	8%	20%	-11%	9%	-18%	44%	20%
Mental health/emotional support	36%	40%	7%	40%	6%	36%	0%	0%	-40%
Training	32%	20%	-24%	46%	22%	55%	22%	28%	-6%
Career development resources	47%	48%	1%	52%	7%	73%	26%	11%	-40%
Other (please specify)	11%	10%	0%	11%	0%	0%	-11%	17%	7%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Because fewer than 10 administrative or support staff responded to these questions, their results are not displayed. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than other groups is reporting a lack of resources. Percentages have been rounded.

Figure 8a: Selected equity gaps, "resources I am lacking" by affiliation.

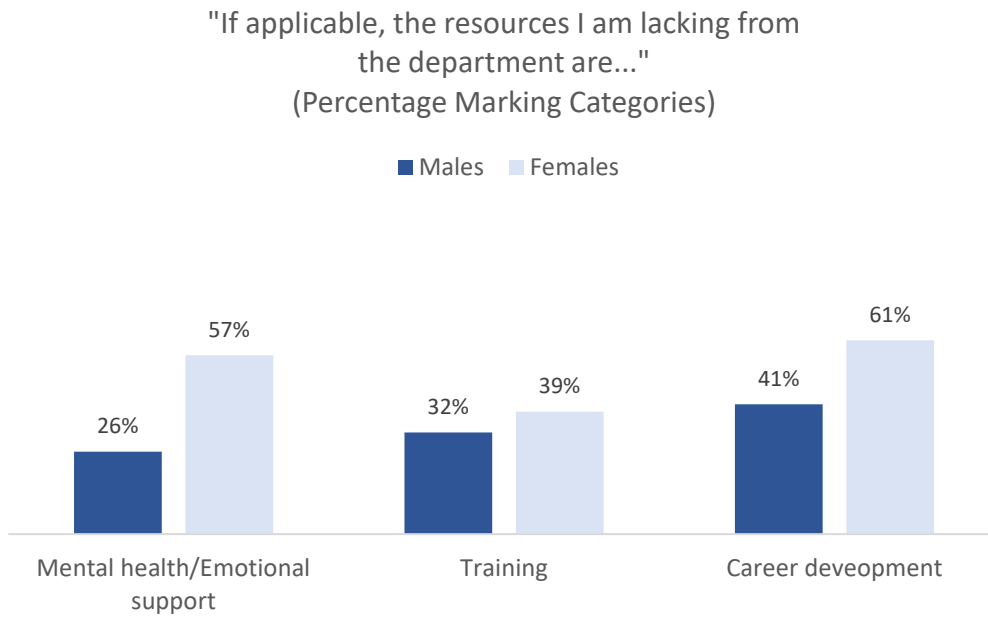

"If applicable, the resources I am lacking from the department are..."
(Percentage Marking Categories)

■ Undergraduate Student　　■ Graduate student
■ Post-doc, researcher, visitng　　■ Faculty and lecturers

Monetary support: 26%, 47%, 46%, 56%
Training: 20%, 46%, 55%, 28%
Career development: 48%, 52%, 73%, 11%

Table 8b. Resources I Lack from the Department: Undergraduates' Responses by Matriculation Status

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	Percentage of Respondents Marking the Resource Area				
	All Respond-ents	Freshman (n=57)	Freshman Gap	Transfer (n=20)	Transfer Gap
Monetary support	38%	26%	-4%	30%	4%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	32%	7%	25%	-7%
Mental health/emotional support	36%	30%	-40%	70%	40%
Training	32%	14%	-11%	25%	11%
Career development resources	47%	51%	1%	50%	-1%
Other (please specify)	11%	12%	7%	5%	-7%

Notes: Ns for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8c. Resources I Lack from the Department: Responses by Gender

	Percentage of Respondents Marking the Resource Area				
"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Males (*n* =134)	Male Gap	Females (*n* =62)	Female Gap
Monetary support	38%	38%	3%	36%	-3%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	27%	-1%	27%	1%
Mental health/emotional support	36%	26%	-30%	57%	30%
Training	32%	32%	-7%	39%	7%
Career development resources	47%	41%	-20%	61%	20%
Other (please specify)	11%	10%	-1%	10%	1%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Figure 8c: Selected equity gaps, "resources I am lacking" by gender.

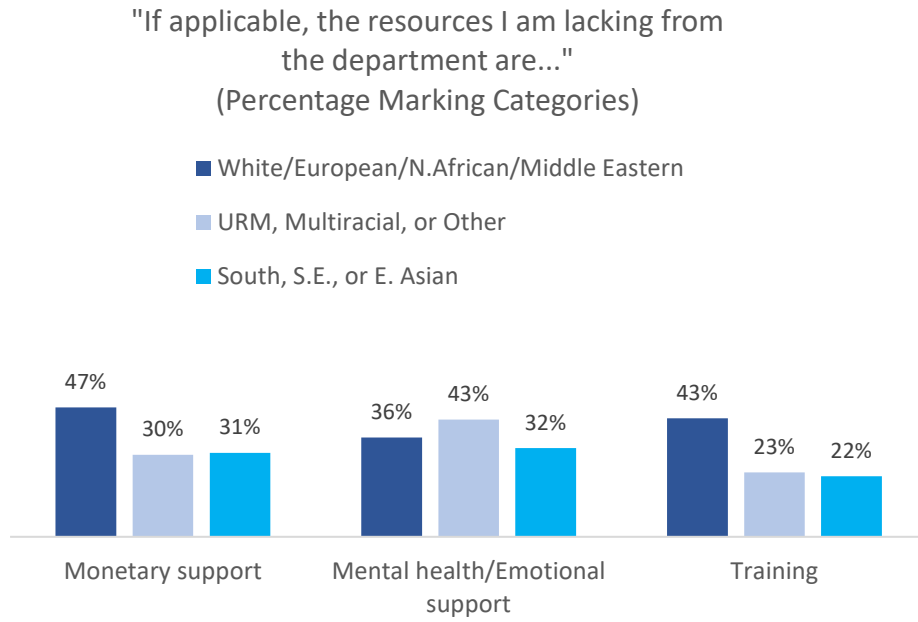**"If applicable, the resources I am lacking from the department are..."**
(Percentage Marking Categories)

■ Males　■ Females

	Mental health/Emotional support	Training	Career deveopment
Males	26%	32%	41%
Females	57%	39%	61%

Table 8d. Resources I Lack from the Department: Responses by Transgender Identity and Gender Identity

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Percentage of Respondents Marking the Resource Area			
		Neither non-binary gender nor transgender (*n* =194)	Equity Gap	Non-binary gender and/or transgender (*n* =11)	Equity Gap
Monetary support	38%	37%	-17%	55%	17%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	27%	9%	18%	-9%
Mental health/emotional support	36%	35%	-29%	64%	29%
Training	32%	34%	15%	18%	-15%
Career development resources	47%	47%	11%	36%	-11%
Other (please specify)	11%	10%	-8%	18%	8%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8e. Resources I Lack from the Department: Responses by Race and Ethnicity

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Percentage of Respondents Marking the Resource Area					
		White/European/N.African/Middle-Eastern (n =100)	White/Euro Etc. Gap	URM, Multiracial, Other (n =47)	URM, Multiracial, Other Gap	South, SE, E. Asian (n =59)	South, SE, E. Asian Gap
Monetary support	38%	47%	17%	30%	-11%	31%	-11%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	26%	-2%	28%	1%	29%	2%
Mental health/emotional support	36%	36%	-1%	43%	8%	32%	-6%
Training	32%	43%	20%	23%	-12%	22%	-15%
Career development resources	47%	46%	-1%	51%	6%	44%	-4%
Other (please specify)	11%	13%	5%	11%	0%	7%	-5%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Figure 8e: Selected equity gaps, "resources I am lacking" by race and ethnicity.

"If applicable, the resources I am lacking from
the department are..."
(Percentage Marking Categories)

■ White/European/N.African/Middle Eastern

■ URM, Multiracial, or Other

■ South, S.E., or E. Asian

	Monetary support	Mental health/Emotional support	Training
White/European/N.African/Middle Eastern	47%	36%	43%
URM, Multiracial, or Other	30%	43%	23%
South, S.E., or E. Asian	31%	32%	22%

Table 8f. Resources I Lack from the Department: Responses by Sexual Orientation

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Heterosexual (n =148)	Heterosexual Gap	Gay, Lesbian, Bisexual (n =28)	Gay, Lesbian, Bisexual Gap	Asexual, Pansexual, Other (n =23)	Asexual, Pansexual, Other Gap
	Percentage of Respondents Marking the Resource Area						
Monetary support	38%	37%	-6%	43%	5%	44%	6%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	27%	0%	29%	1%	26%	-1%
Mental health/emotional support	36%	28%	-30%	57%	24%	61%	28%
Training	32%	33%	8%	29%	-3%	22%	-11%
Career development resources	47%	48%	7%	46%	0%	35%	-13%
Other (please specify)	11%	12%	4%	11%	0%	4%	-7%

Notes: N s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8g. Resources I Lack from the Department: Responses by Parent/Guardian or Primary Caregiver Status

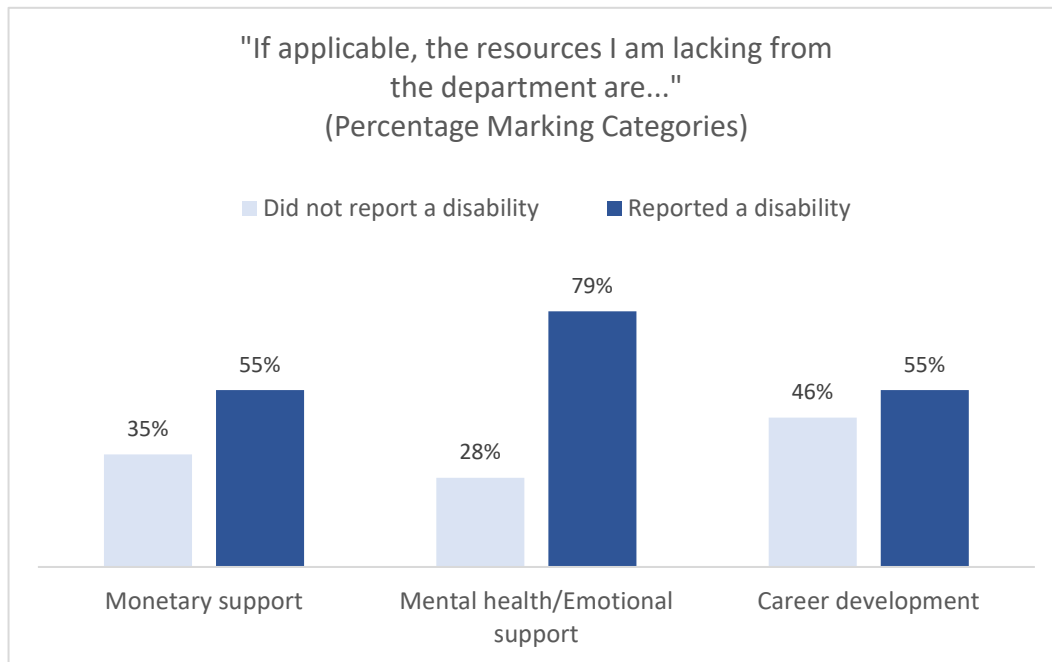| "If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Percentage of Respondents Marking the Resource Area			
		Not a Parent/Guardian or Primary Caregiver (n=183)	Non-Parent/Guardian or Caregiver Gap	Parent/Guardian or Primary Caregiver (n=23)	Parent/Guardian or Primary Caregiver Gap
Monetary support	38%	37%	-11%	48%	11%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	26%	-4%	30%	4%
Mental health/emotional support	36%	38%	17%	22%	-17%
Training	32%	34%	17%	17%	-17%
Career development resources	47%	50%	24%	26%	-24%
Other (please specify)	11%	10%	-3%	13%	3%

Notes: Ns for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Due to n < 10, respondents reporting "other" status were not included. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8h. Resources I Lack from the Department: Responses by International Status (Student, Scholar, or Faculty)

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	Percentage of Respondents Marking the Resource Area				
	All Respond-ents	Non-International (*n*=148)	Non-International Gap	International (*n*=55)	International Gap
Monetary support	38%	40%	9%	31%	-9%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	25%	-6%	31%	6%
Mental health/emotional support	36%	37%	4%	33%	-4%
Training	32%	35%	5%	29%	-5%
Career development resources	47%	48%	3%	46%	-3%
Other (please specify)	11%	12%	5%	7%	-5%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Due to *n* < 10, respondents reporting "other" status were not included. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8i. Resources I Lack from the Department: Responses by Primary Work Location

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	All Respond-ents	Percentage of Respondents Marking the Resource Area					
		Works Primarily at Dept. (n=128)	Dept. Gap	Does Not Work Primarily at Dept. (n=67)	Non-Dept. Gap	Other (n=11)	Other Gap
Monetary support	38%	45%	18%	24%	-21%	46%	8%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	24%	-8%	31%	6%	36%	10%
Mental health/emotional support	36%	38%	5%	33%	-5%	36%	0%
Training	32%	40%	21%	18%	-21%	27%	-5%
Career development resources	47%	46%	-3%	52%	8%	27%	-21%
Other (please specify)	11%	11%	1%	12%	2%	0%	-11%

Notes: *N* s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Table 8j. Resources I Lack from the Department: Responses by Disability Status

"If applicable, the resources I am lacking from the department are…(Select all that apply.)"	Percentage of Respondents Marking the Resource Area				
	All Respond-ents	Did Not Report a Disability (n =167)	Non-Disability Gap	Reported a Disability (n =33)	Disability Gap
Monetary support	38%	35%	-20%	55%	20%
Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27%	26%	-2%	27%	2%
Mental health/emotional support	36%	28%	-51%	79%	51%
Training	32%	32%	2%	30%	-2%
Career development resources	47%	46%	-8%	55%	8%
Other (please specify)	11%	11%	-1%	12%	1%

Notes: N s for these questions were affected by the "if applicable" instruction. Only people who felt they lacked resources evaluated the list. Because n < 10, respondents reporting "other" status were not included. Equity gaps were computed by subtracting each group's percentage marked from the other's. Due to the negative orientation of these questions, (-) negative equity gaps illustrate a desirable result; whereas (+) positive gaps indicate that a higher percentage of the current than reference group is reporting a lack of resources. Percentages have been rounded.

Figure 8j: Selected equity gaps, "resources I am lacking" by disability status

"If applicable, the resources I am lacking from
the department are..."
(Percentage Marking Categories)

■ Did not report a disability   ■ Reported a disability

79%

55%   55%

46%

35%

28%

Monetary support   Mental health/Emotional   Career development
                            support

VII. Past-Year Experiences of Exclusionary Behavior or Harassment in the Department

Table 9. Past Year Experience(s) of Exclusionary Behavior or Harassment, by Department Affiliation and Demographics

"Within the past year, have you experienced any exclusionary behavior or harassment in your work environment in the Department that negatively impacted your ability to do that work?" (*n* =275)	Percentage Marking Yes	Gap
All Respondents	**7%**	
by Department Affiliation		
Undergraduate student (*n* =107)	8%	2%
Graduate student (*n* =96)	7%	1%
Postdoc, researcher, visiting (*n* =20)	5%	-2%
Faculty and lecturers (*n* =36)	3%	-4%
Administrative and support staff (*n* =16)	6%	0%
by Freshman or Transfer Matriculation Status		
Freshman (*n* = 69)	4%	-12%
Transfer (*n* = 25)	16%	12%
by Male/Female		
Female (*n* =79)	13%	10%
Male (*n* =182)	3%	-10%
by Gender and Transgender Identification		
Neither non-binary gender nor transgender (*n* =258)	5%	-18%
Non-binary gender and/or transgender (*n* =13)	23%	18%
by Race and Ethnicity		
White, European, N. African, Middle Eastern (*n* =137)	5%	-3%
URM, multiracial, other (*n* =61)	13%	8%
South, Southeast, or East Asian (*n* =77)	4%	-4%
by Sexual Orientation		
Heterosexual (*n* =202)	4%	-11%
Gay, lesbian, or bisexual (*n* =35)	9%	3%
Asexual, pansexual, or other (*n* =28)	21%	17%

Notes: Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. In this table, low incidence is a positive result, so (-) negative equity gaps are desirable; whereas (+) positive gaps indicate that a higher percentage of the current than comparison group is reporting past-year exclusion or harassment. Percentages have been rounded.

Table 9. Past Year Experience(s) of Exclusionary Behavior or Harassment, by Department Affiliation and Demographics

by International Student, Scholar, or Faculty Status	Percentage Marking Yes	Gap
Not international (*n* =203)	8%	6%
International (*n* =67)	2%	-6%

by Primary Work Location		
At the department (*n* =170)	8%	4%
Not at the department (*n* =92)	4%	-4%

by Disability Status		
Did not report a disability (*n* =229)	5%	-8%
Reported a disability (*n* =38)	13%	8%

"If yes, what sort of behavior? Please select all that apply." (*n* =18) *	Percentage Marking
Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks)	56%
Interference with advancement opportunities	11%
Interference with development opportunities	11%
Interference with educational opportunities	22%
Exclusionary behavior	67%
Offensive writing (posted signage, flyers, email, etc.)	28%
Offensive physical behavior or assault	0%
Other (please specify)	17%

Notes: After respondents answered the first question about experiencing exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* (18), group comparisons for follow-up questions are not displayed. For further information, please contact BIA. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. In this table, low incidence is a positive result, so (-) negative equity gaps are desirable; whereas (+) positive gaps indicate that a higher percentage of the current than comparison group is reporting past-year exclusion or harassment. Percentages have been rounded.

Table 9. Past Year Experience(s) of Exclusionary Behavior or Harassment, by Department Affiliation and Demographics

"How many times did you experience any of the above forms of exclusionary behavior or harassment in the past year?" (*n* =18)	Percentage Marking
Once	0%
2–3 times	61%
4–6 times	22%
Seven times or higher	17%

"How many separate individuals caused you any of the above forms of exclusionary behavior or harassment in the past year?" (*n* =18)	
One	17%
Two	33%
Three to five	44%
Six or more	6%

"Where did you experience any of the listed forms of exclusionary behavior or harassment in the past year? Select all that apply." (*n* =18)	
In the classroom	50%
At a department talk or presentation	0%
In a meeting room	28%
In my office or cubicle	22%
In a departmental public space	39%
At a conference or work-related trip	0%
Through email, a letter, a phone call, or social media	44%
In the lab or observing room	6%
Other (please specify)	11%

Notes: After respondents answered the first question about experiencing exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* (18), group comparisons for follow-up questions are not displayed. For further information, please contact BIA. In this table, low incidence is a positive result, so (-) negative equity gaps are desirable; whereas (+) positive gaps indicate that a higher percentage of the current than comparison group is reporting past-year exclusion or harassment. Percentages have been rounded.

Table 9. Past Year Experience(s) of Exclusionary Behavior or Harassment, by Department Affiliation and Demographics

"Which of the following groups caused you to experience any of the above forms of exclusionary behavior or harassment in the past year? (Select all that apply. If someone you select has multiple roles, please pick the role most relevant for you.)" (*n* =18)	
Undergraduate student	33%
Graduate student	50%
Post-doctoral scholar	6%
Academic researcher	0%
Administrative or support staff	0%
Faculty	67%
Lecturer	22%
Visitor	0%
A person unrelated to the Department	0%
Close colleagues	6%
Direct supervisor	11%
A member of the Department leadership	17%
Other (please specify)	0%

Notes: After respondents answered the first question about experiencing exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* (18), group comparisons for follow-up questions re not displayed. For further information, please contact BIA. Percentages have been rounded.

Figure 9. Equity gaps, past-year experiences of exclusion or harassment, by selected demographics.

"Within the past year, have you experienced any exclusionary behavior or harassment in your work environment...?"
(Percentage Selecting "Yes")

Demographic	Percentage
Freshman	4%
Transfer	16%
Neither non-binary gender/transgender	5%
Non-binary gender &/or transgender	23%
Heterosexual	4%
Gay, lesbian, or bisexual	9%
Asexual, pansexual, or other	21%
Male	3%
Female	13%
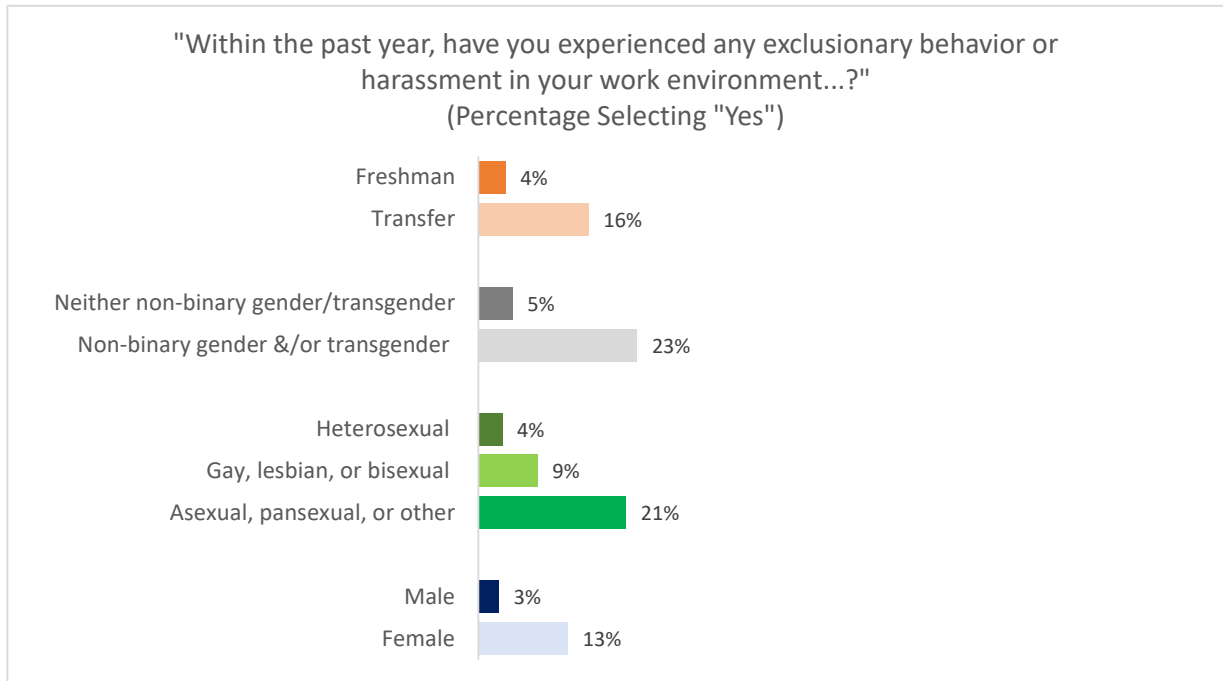
Table 10. Positive Intervention by Others to Exclusion or Harassment You Experienced

"Which of the following groups has addressed, in a positive manner (e.g., called out the behavior as exclusionary, harassment, or told the offender to stop) an exclusionary behavior or harassment that you experienced?" (*n* =17)	Percentage Marking		
	Did Not Witness	Witnessed But Did Not Positively Intervene	Witnessed and Positively Intervened
Undergraduate student	65%	24%	12%
Graduate student	59%	29%	12%
Post-doctoral scholar	82%	18%	0%
Academic researcher	94%	6%	0%
Administrative or support staff	88%	12%	0%
Faculty	63%	38%	0%
Lecturer	80%	20%	0%
Visitor	100%	0%	0%
A person unrelated to the Department	100%	0%	0%
Close colleagues	75%	13%	13%
Direct supervisor	88%	13%	0%
A member of the Department leadership	75%	25%	0%
Other (please specify)	100%	0%	0%

Notes: After respondents answered the first question about experiencing exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* (18), group comparisons are not displayed. For further information, please contact BIA. Percentages have been rounded.

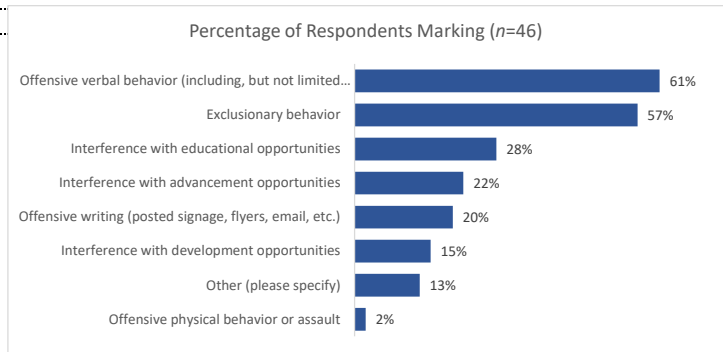## VIII. Observations of, or Disclosures About, Exclusionary Behavior or Harassment During the Past Year

Table 11. Observing or Hearing About Exclusion or Harassment During the Past
Year: by Department Affiliation and Demographics

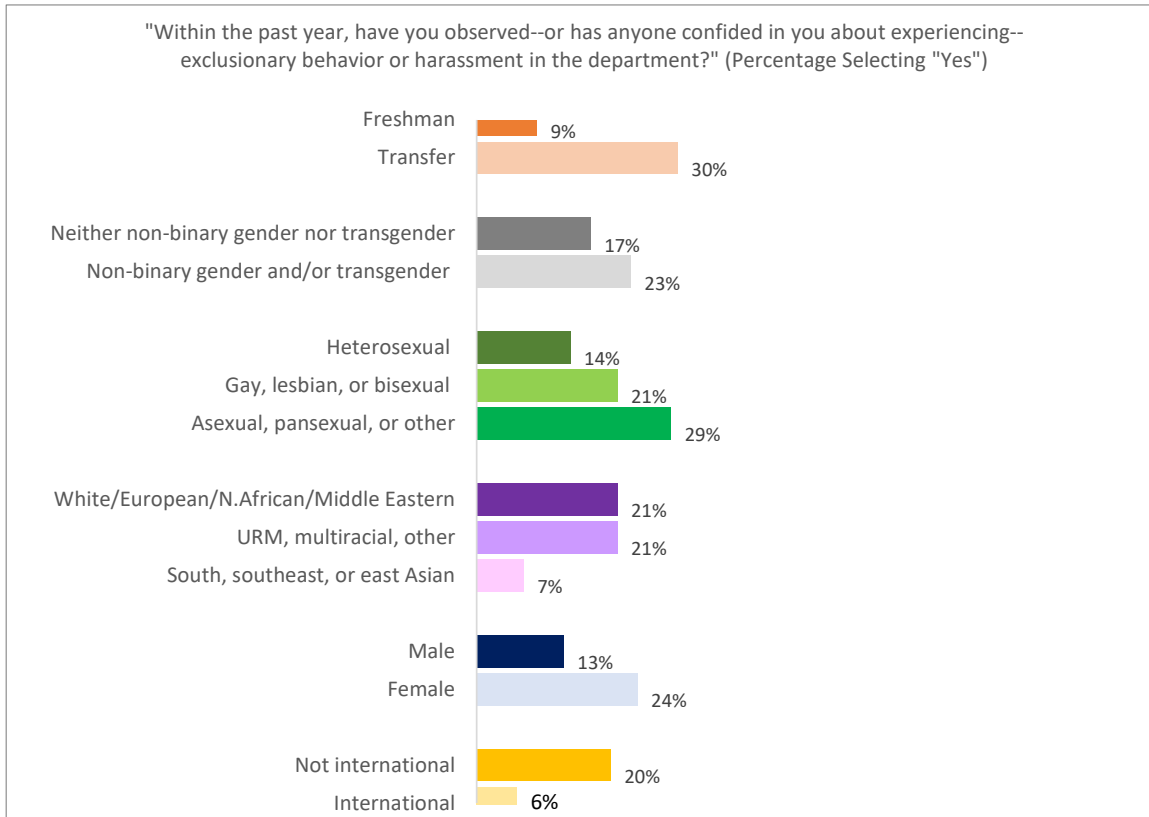| "Within the past year, have you observed--or has anyone confided in you about experiencing-- exclusionary behavior or harassment in the Department?" (*n* =272)	Percentage Marking Yes	Gap
All Respondents	**17%**	
by Department Affiliation		
Undergraduate student (n=105)	15%	-3%
Graduate student (n=96)	22%	8%
Postdoc, researcher, visiting (n=19)	16%	-1%
Faculty and lecturers (n=36)	11%	-7%
Administrative and support staff (n=16)	13%	-5%
by Freshman or Transfer Matriculation Status		
Freshman (n=69)	9%	-22%
Transfer (n=23)	30%	22%
by Male/Female		
Female (n=79)	24%	11%
Male (n=179)	13%	-11%
by Gender and Transgender Identification		
Neither non-binary gender nor transgender (n=255)	17%	-6%
Non-binary gender and/or transgender (n=13)	23%	6%
by Race and Ethnicity		
White, European, N. African, Middle Eastern (n=136)	21%	7%
URM, multiracial, other (n=61)	21%	6%
South, Southeast, or East Asian (n=75)	7%	-14%
by Sexual Orientation		
Heterosexual (n=199)	14%	-11%
Gay, lesbian, or bisexual (n=34)	21%	5%
Asexual, pansexual, or other (n=28)	29%	14%

Notes: After respondents answered the first question about witnessing or hearing about exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* s for some groups, group results for follow-up questions are not displayed. For further information, please contact BIA. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. In this table, low incidence is a positive result, so (-) negative equity gaps are desirable; whereas (+) positive gaps indicate that a higher percentage of the current than comparison group witnessed or heard about exclusion or harassment. Percentages have been rounded.

Table 11. Observing or Hearing About Exclusion or Harassment During the Past Year: by Department Affiliation and Demographics

by International Student, Scholar, or Faculty Status	Percentage Marking Yes	Gap
Not international (n=201)	20%	14%
International (n=66)	6%	-14%

by Primary Work Location		
At the department (n=167)	22%	17%
Not at the department (n=91)	6%	-17%

by Disability Status		
Did not report a disability (n=225)	15%	-9%
Reported a disability (n=38)	24%	9%

"If yes, what sort of behavior? Please select all that apply." (n =46) *	Percentage Marking
Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks)	61%
Exclusionary behavior	57%
Interference with educational opportunities	28%
Interference with advancement opportunities	22%
Offensive writing (posted signage, flyers, email, etc.)	20%
Interference with development opportunities	15%
Other (please specify)	13%
Offensive physical behavior or assault	2%

"How many individuals have separately confided in you or did you witness being subjected to exclusionary behavior or harassment?" (n =46)	
One	48%
Two	28%
Three to five	22%
Six or more	2%

Figure 10. Types of exclusionary or harassment behavior observed or heard about during the past year in the department

Percentage of Respondents Marking (n=46)

Offensive verbal behavior (including, but not limited…	61%
Exclusionary behavior	57%
Interference with educational opportunities	28%
Interference with advancement opportunities	22%
Offensive writing (posted signage, flyers, email, etc.)	20%
Interference with development opportunities	15%
Other (please specify)	13%
Offensive physical behavior or assault	2%

Notes: After respondents answered the first question about experiencing witnessing or hearing about harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low n s for some groups, group results are not displayed. For further information, please contact BIA. Equity gaps were computed by subtracting the weighted average of the other groups from the subject group. In this table, low incidence is a positive result, so (-) negative equity gaps are desirable; whereas (+) positive gaps indicate that a higher percentage of the current than comparison group is reporting past-year exclusion or harassment. Percentages have been rounded.

Table 11. Observing or Hearing About Exclusion or Harassment During the Past Year: by Department Affiliation and Demographics

"How many times did the person who confided in you (or whom you witnessed) experience exclusionary or harassing behavior? (If more than one person, please think about the person whose situation you know best.)" (*n* =46)	Percentage Marking
Once	28%
2–3 times	65%
4–6 times	4%
Seven times or higher	2%

"To your knowledge, how many separate individuals caused the exclusionary behavior or harassment in the past year?" (*n* =45)	
One	40%
Two	33%
Three to five	22%
Six or more	4%

"Where did the person(s) confiding in you experience-- or where did you witness--any of the listed forms of exclusionary behavior or harassment in the past year? Select all that apply." (*n* =43)	
In the classroom	42%
At a department talk or presentation	9%
In a meeting room	7%
In my office or cubicle	5%
In a departmental public space	42%
At a conference or work-related trip	0%
Through email, a letter, a phone call, or social media	47%
In the lab or observing room	7%
Other (please specify)	9%

"If you or someone who confided in you experienced exclusionary behavior or harassment, did you feel that the actions of the offender were a result of a biased or negative view of any of your identities?"		
	Percentage Marking	
n	Yes	
18	79%	

Notes: After respondents answered the first question about witnessing or hearing about exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Due to low *n* s for some groups, group results are not displayed. For further information, please contact BIA. Percentages have been rounded.

"Which of the following groups caused them to experience any of the above forms of exclusionary behavior or harassment in the past year? Select all that apply. If someone you select has multiple roles, please pick the role most relevant for you." (*n* =44)	Percentage Marking
Undergraduate student	30%
Graduate student	18%
Post-doctoral scholar	2%
Academic researcher	0%
Administrative or support staff	2%
Faculty	66%
Lecturer	11%
Visitor	0%
A person unrelated to the Department	7%
Close colleagues	0%
Direct supervisor	9%
A member of the Department leadership	16%
Other (please specify)	7%

Notes: After respondents answered the first question about observing or hearing about exclusion or harassment during the past year, only those who indicated "yes" were routed to the remaining questions in the section. Although 46 people had observed or heard about incidents, sub-groups typically were too small to display further questions from the set. For further information, please contact BIA. Percentages have been rounded.

Figure 11. Equity gaps, past-year experiences of observing or hearing about exclusion or harassment, by selected demographics.

"Within the past year, have you observed--or has anyone confided in you about experiencing-- exclusionary behavior or harassment in the department?" (Percentage Selecting "Yes")

Category	Percentage
Freshman	9%
Transfer	30%
Neither non-binary gender nor transgender	17%
Non-binary gender and/or transgender	23%
Heterosexual	14%
Gay, lesbian, or bisexual	21%
Asexual, pansexual, or other	29%
White/European/N.African/Middle Eastern	21%
URM, multiracial, other	21%
South, southeast, or east Asian	7%
Male	13%
Female	24%
Not international	20%
International	6%

IX. Options to Report and Redress Exclusionary Behavior and/or Harassment

Table 12. "If you or someone who confided in you experienced exclusionary behavior or harassment, were you aware of your options for reporting or redress?"

	Percentage Marking		
	Not aware	Aware But Did Not Pursue	Pursued One or More Options for Reporting or Redress
Reporting/redressing options in the Department (*n* =51)	51%	33%	16%
Reporting/redressing options in the University (*n* =18)	33%	56%	11%

Figure 12. Awareness of university and department reporting and rederess options
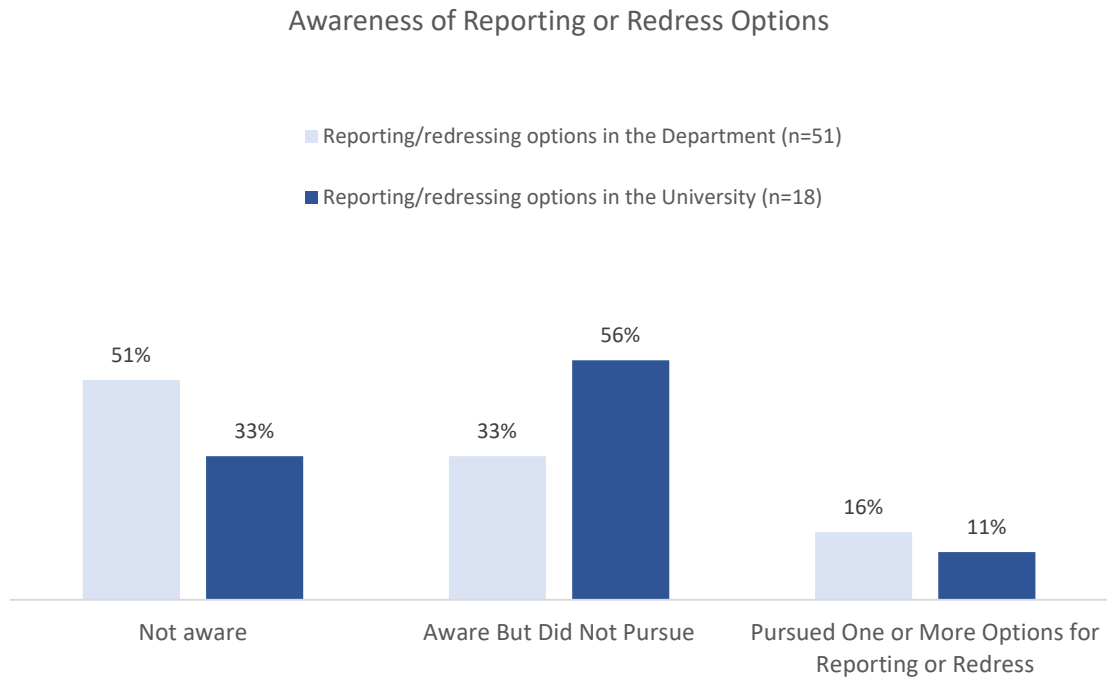
Awareness of Reporting or Redress Options

Appendix A: General Frequencies Across Groups
I. Demographics and Personal Characteristics From the Survey
Table A1.

Question #	Question Text	n	Percent
Q1	Which of the following best describes your current affiliation with the UC Davis Physics and Astronomy Department? (Select one.)	**315**	
	Undergraduate student (transfer)	99	31.4%
	Undergraduate student (non-transfer)	30	9.5%
	Graduate/professional student	108	32.3%
	Post-doctoral scholar	13	4.1%
	Academic researcher	6	1.9%
	Administrative or support staff	15	4.8%
	Faculty	34	10.8%
	Lecturer	1	3.2%
	Visiting scholar, researcher, or faculty	1	3.2%
	Other (please specify)	8	2.5%
	How do you describe your race/ethnicity? (Select all that apply.)	**310**	
Q2_1	White/Caucasian/European	182	58.7%
Q2_2	Black, African American, African	4	1.3%
Q2_3	Hispanic, Latinx	30	9.7%
Q2_4	Native American, Indigenous, Pacific Islander	6	1.9%
Q2_5	Middle Eastern, North African	7	2.3%
Q2_6	South, Southeast, or East Asian	105	33.9%
Q2_7	Other (please specify.)	14	4.5%
	How do you describe your gender? (Select all that apply.)	**308**	
Q3_1	Woman	88	28.6%
Q3_2	Man	207	67.2%
Q3_3	Non-binary	7	2.3%
Q3_4	Other (please specify)	7	2.3%
Q4	Do you identify as transgender?	**309**	
	Yes	8	2.6%
	No	299	96.8%
	Other (please specify)	2	0.6%
	How do you describe your sexual orientation? (Select all that apply.)	**299**	
Q5_1	Heterosexual	231	77.3%
Q5_2	Gay or lesbian	12	4.0%
Q5_3	Bisexual	26	8.7%
Q5_4	Asexual	12	4.0%
Q5_5	Pansexual	13	4.3%
Q5_6	Other (please specify)	12	4.0%

Appendix A: General Frequencies Across Groups

I. Demographics and Personal Characteristics From the Survey

Table A1 (Cont.)

Question #	Question Text	n	Percent
Q6	Are you a parent/guardian or a primary caregiver?	**312**	
	No	270	86.5%
	Yes	40	12.8%
	Other (please specify)	2	0.6%
Q7	Are you an international student/scholar/faculty, i.e., currently or previously on a visa/Green Card?	**311**	
	No	228	73.3%
	Yes	77	24.8%
	Other (please specify)	6	1.9%
Q8	Before the pandemic, did you primarily work physically at the department?	**310**	
	No	106	34.2%
	Yes	188	60.6%
	Other (please specify)	16	5.2%
Q15	Do you have a disability (including, but not limited to, physical, vision, hearing, cognitive, developmental, psychiatric, and invisible disabilities)?	**307**	
	No	258	84.0%
	Yes	42	13.7%
	Other	8	2.3%

Table A2. Disability Accommodations

	Please rate your level of agreement or disagreement with the following statements. Select "N/A" if a statement does not apply to you.	Percent					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Q16_1	It has been easy for me to secure **official** disability accommodations (i.e., through the UC Davis Student Disability Center or Disability Management Services) in the department. (n=28)	3.6%	7.1%	28.6%	35.7%	25.0%	0.0%
Q16_2	It has been easy for me to secure **unofficial** disability accommodations (i.e., through the UC Davis Student Disability Center or Disability Management Services) in the department. (n=28)	10.7%	0.0%	46.4%	25.0%	17.9%	0.0%
Q18	I feel that my learning needs have been supported in classes/research within the department. (n=36)	5.6%	16.7%	27.8%	44.4%	5.6%	0.0%

Table A3. Neurodivergence

		n	Percent
Q17	Are you neurodivergent (e.g., are autistic, and/or have Dyslexia, ADHD, etc.)?	**307**	
	No	265	86.3%
	Yes	34	11.1%
	Other (please specify)	8	2.6%

Appendix A: General Frequencies Across Groups

1A. Respondent Demographics Constructed or Obtained by Institutional Analysis
Table A4.

Department Affiliation Groups Requested by the Physics and Astronomy Climate Survey Team	n	Percent
	315	
Undergraduates	129	41.0%
Graduate students	108	34.3%
Post-doctoral scholars, researchers, and visitors	20	6.3%
Faculty and lecturers	35	11.1%
Administrative and support staff	23	7.3%

Gender and Transgender Identity	n	Percent
	306	
Neither non-binary gender nor transgender	292	95.4%
Non-binary gender and/or transgender	14	4.6%

Note: The survey measured gender and transgender identity in separate questions. Because fewer than 10 transgender respondents would have been represented in tables, Institutional Analysis constructed a variable that combined gender with transgender identity.

Mutually Exclusive Race and Ethnicity Groups	n	Percent
	310	
White, European, North African, or Middle Eastern	155	50.0%
URM, multiracial, or other	67	21.6%
South, Southeast, or East Asian	88	28.4%

Note: "URM" included respondents reporting race/ethnicity as black, African-American, or African; Hispanic/Latinx; or Native American, Indigenous, or Pacific Islander.

Mutually Exclusive Sexual Orientation	n	Percent
	299	
Heterosexual	231	77.3%
Gay, lesbian, or bisexual	38	12.7%
Asexual, pansexual, or other	30	10.0%

Undergraduates' Matriculation Status	n	Percent
	112	
Freshman, directly from high school	82	73.2%
Transfer	30	26.8%

Appendix A: General Frequencies Across Groups

II. Department Climate

Table A5.

Question #	Question Text	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
	"Please rate your level of agreement or disagreement with the following statements about the Department, using the scale below. Select "N/A" if a statement does not apply to you."				Percent			
Q19_1	I am comfortable with the climate in my primary place of work (including classes/research group/work environment).	300	1.3%	7.0%	9.3%	46.3%	34.3%	1.7%
Q19_2	The Department cares about a positive climate.	300	2.3%	10.3%	22.3%	41.7%	21.3%	2.0%
Q19_3	The Department is taking steps toward a positive climate.	300	2.3%	7.3%	29.0%	40.3%	18.3%	2.7%
Q19_4	The Department takes the values of Diversity, Equity, and Inclusion seriously.	300	2.3%	8.3%	18.7%	42.0%	26.7%	2.0%
Q19_5	The Department acts upon the values of Diversity, Equity, and Inclusion.	300	2.7%	9.7%	28.0%	36.0%	20.7%	3.0%
Q19_6	The Department adequately communicates information on Diversity, Equity, and Inclusion resources and policies.	300	2.7%	10.3%	23.0%	45.0%	16.7%	2.3%
Q19_7	There is adequate discussion of climate issues in the Department.	300	6.3%	13.0%	30.0%	33.7%	12.0%	5.0%
Q19_8	I am generally comfortable discussing climate issues in the Department.	300	6.0%	11.7%	20.0%	41.0%	18.0%	3.3%
Q19_9	I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality).	300	6.7%	10.7%	13.7%	39.3%	25.3%	4.3%

Appendix A: General Frequencies Across Groups

II. Department Climate

Table A6.

			Percent				
Question #	Question Text	n	Extremely negatively	Negatively	Neither positively nor negatively	Positively	Extremely positively
Q22_1	Faculty	292	0.3%	2.1%	17.5%	67.8%	12.3%
Q22_2	Lecturers	287	0.3%	4.9%	29.6%	56.8%	8.4%
Q22_3	Post-docs, academic researchers, and visitors	289	0.7%	7.3%	36.7%	48.4%	6.9%
Q22_4	Graduate students	290	3.4%	25.9%	24.1%	39.3%	7.2%
Q22_5	Undergraduate students	288	0.7%	17.0%	37.2%	36.8%	8.3%
Q22_6	Staff	289	0.3%	6.6%	36.0%	49.8%	7.3%

"We will now ask you to evaluate how you believe other members of the Department view the climate in the Department, using a five-point scale. How do you believe the following groups view the climate in the Department?"

Appendix A: General Frequencies Across Groups

III. Department's Effectiveness in Serving Respondents' Needs in Teaching, Mentoring, and Achieving Goals

Table A7.

Question #	Question Text	*n*	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
"Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals."					Percent			
Q23_1	The Department communicates clear expectations and guidelines relevant to my goals.	289	2.1%	12.1%	22.5%	38.4%	17.0%	8.0%
Q23_2	I receive the level of mentoring/advising that I need to achieve my goals.	289	4.5%	12.5%	20.4%	34.6%	19.0%	9.0%
Q23_3	The level of mentor training by the Department sufficiently prepares me to be a mentor.	290	6.9%	16.6%	18.3%	21.7%	9.3%	27.2%
Q23_4	The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me.	288	5.6%	8.7%	26.0%	27.1%	10.4%	22.2%
Q23_5	The level of teaching training by the Department sufficiently prepares me to teach.	290	5.5%	14.5%	22.1%	22.1%	6.9%	29.0%
Q23_6	The level of teaching training by the Department has sufficiently prepared my teachers to teach me.	287	8.4%	12.9%	17.8%	26.5%	8.7%	25.8%
Q23_7	There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor.	286	4.9%	15.7%	21.3%	26.9%	8.7%	22.4%
Q23_8	There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me.	287	4.5%	14.6%	22.3%	32.1%	9.1%	17.4%

Appendix A: General Frequencies Across Groups

IV. Training and Support for Mentoring

Table A8.

Question #	Question Text	n	Very poor	Poor	Fair	Good	Very good	N/A
	"Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select 'N/A'.)"				Percent			
Q25_1	Faculty-undergraduate mentoring	280	0.7%	2.9%	11.4%	13.6%	7.9%	63.6%
Q25_2	Faculty-graduate student mentoring	280	0.4%	3.9%	12.5%	12.1%	7.1%	63.9%
Q25_3	Faculty-post-doc/academic researcher mentoring	281	0.4%	2.1%	6.0%	8.9%	5.0%	77.6%
Q25_4	Faculty-faculty mentoring	280	0.4%	2.5%	5.4%	6.8%	3.2%	81.8%
Q25_5	Post-doc-graduate/undergraduate mentoring	280	1.4%	3.6%	5.4%	9.3%	3.9%	76.4%
Q25_6	Graduate-undergraduate mentoring	279	2.5%	8.2%	10.0%	15.8%	5.7%	57.7%
Q25_7	Graduate-graduate mentoring	280	2.5%	7.9%	10.0%	11.4%	6.4%	61.8%
Q25_8	Other (please specify)	125	0.8%	0.0%	1.6%	0.8%	1.6%	95.2%

Appendix A: General Frequencies Across Groups

V. Quality of Mentoring Relationships

Table A9.

"Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select 'N/A' for the mentoring relationships that do not apply to you.)"			Percent					
Question #	Question Text	*n*	Very poor	Poor	Fair	Good	Very good	N/A
Q60_1	Faculty-undergraduate mentoring	278	0.4%	2.9%	12.6%	18.3%	10.8%	55.0%
Q60_2	Faculty-graduate student mentoring	277	1.4%	2.2%	11.2%	20.9%	12.3%	52.0%
Q60_3	Faculty-post-doc/academic researcher mentoring	275	0.7%	1.1%	2.5%	10.9%	7.3%	77.5%
Q60_4	Faculty-faculty mentoring	274	0.0%	0.7%	4.7%	8.8%	2.6%	83.2%
Q60_5	Post-doc-graduate/undergraduate mentoring	275	0.4%	3.3%	3.3%	14.2%	6.9%	72.0%
Q60_6	Graduate-undergraduate mentoring	275	0.4%	3.3%	10.9%	15.3%	8.0%	62.2%
Q60_7	Graduate-graduate mentoring	273	0.0%	3.7%	5.5%	17.6%	7.7%	65.6%
Q60_8	Other (please specify)	132	0.0%	8.0%	8.0%	1.5%	2.3%	94.7%

Appendix A: General Frequencies Across Groups

VI. Department Support and Resources

Table A10.

"Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select 'N/A' if a statement does not apply to you.)"		Percent					
Question #	Question Text	n	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Q26_1	I feel well-supported by my colleagues to achieve my goals.	278	1.1%	5.4%	18.3%	45.3%	23.0%	6.8%
Q26_2	My immediate colleagues treat me with respect and dignity.	278	0.0%	2.5%	10.1%	42.8%	37.4%	7.2%
Q26_3	Members of the Department, taken as a whole, treat me with respect and dignity.	278	0.7%	6.5%	15.1%	45.7%	27.7%	4.3%
Q26_4	I receive adequate resources to help me achieve my goals.	278	1.8%	9.7%	19.4%	46.4%	19.8%	2.9%
Q26_5	The Department encourages a good work/life balance.	278	8.6%	10.1%	30.2%	29.9%	14.4%	6.8%
Q26_6	The Department supports a good work/life balance.	278	9.7%	15.1%	25.2%	29.5%	14.4%	6.1%
Q26_7	The Department provides adequate support and resources for mental health (including University resources).	277	7.6%	13.0%	24.5%	27.8%	14.4%	12.6%

Table A11.

"If applicable, the resources I am lacking from the Department are…(Select all that apply.)"
(n =207)

Question #	Question Text	Percentage Marking
Q27_1	Monetary support	38.2%
Q27_2	Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration)	27.1%
Q27_3	Mental health/emotional support	36.2%
Q27_4	Training	32.4%
Q27_5	Career development resources	46.9%
Q27_6	Other (please specify)	10.6%

Appendix A: General Frequencies Across Groups

VII. Past-Year Experience(s) of Exclusionary Behavior and/or Harassment in the Department

Table A12.

Question #	Question Text	n	Percent
Q30	Within the past year, have you experienced any exclusionary behavior or harassment in your work environment in the Department that negatively impacted your ability to do that work?	**275**	
	No	257	93.5%
	Yes	18	6.5%

"If yes, what sort of behavior? Please select all that apply." (*n* =18)

Question #	Question Text	Percentage Marking
Q31_1	Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks)	55.6%
Q31_2	Interference with advancement opportunities	11.1%
Q31_3	Interference with development opportunities	11.1%
Q31_4	Interference with educational opportunities	22.2%
Q31_5	Exclusionary behavior	66.7%
Q31_6	Offensive writing (posted signage, flyers, email, etc.)	27.8%
Q31_7	Offensive physical behavior or assault	0.0%
Q31_8	Other (please specify)	16.7%

Question #	Question Text	n	Percent
Q32	How many times did you experience any of the above forms of exclusionary behavior or harassment in the past year?	18	
	Once	0	0.0%
	2–3 times	11	61.1%
	4–6 times	4	22.2%
	Seven times or higher	3	16.7%
Q33	How many separate individuals caused you any of the above forms of exclusionary behavior or harassment in the past year?	18	
	One	3	16.7%
	Two	6	33.3%
	Three to five	8	44.4%
	Six or more	1	5.6%

Appendix A: General Frequencies Across Groups

VII. Past-Year Experience(s) of Exclusionary Behavior and/or Harassment in the Department

Table A12 (Cont.)

"Where did you experience any of the listed forms of exclusionary behavior or harassment in the past year? Select all that apply." (*n* =18)

Question #	Question Text	Percentage Marking
Q34_1	In the classroom	50.0%
Q34_2	At a departmental talk or presentation	0.0%
Q34_3	In a meeting room	27.8%
Q34_4	In my office or cubicle	22.2%
Q34_5	Other (please specify)	11.1%
Q34_6	In a departmental public space	38.9%
Q34_7	At a conference or work-related trip	0.0%
Q34_8	Through email, a letter, a phone call, or social media	44.4%
Q34_9	In the lab or observing room	5.6%

"Which of the following groups caused you to experience any of the above forms of exclusionary behavior or harassment in the past year? Select all that apply. If someone you select has multiple roles, please pick the role most relevant for you." (*n* =18)

Question #	Question Text	Percentage Marking
Q35_1	Undergraduate student	33.3%
Q35_2	Graduate student	50.0%
Q35_3	Post-doctoral scholar	5.6%
Q35_4	Academic researcher	0.0%
Q35_5	Administrative or support staff	0.0%
Q35_6	Faculty	66.7%
Q35_7	Other (please specify)	0.0%
Q35_8	Visitor	0.0%
Q35_9	A person unrelated to the Department	0.0%
Q35_10	Close colleagues	5.6%
Q35_11	Direct supervisor	11.1%
Q35_12	A member of the Department leadership	16.7%
Q35_13	Lecturer	22.2%

Appendix A: General Frequencies Across Groups

VII. Past-Year Experience(s) of Exclusionary Behavior and/or Harassment in the Department

Table A13.

Question #	Question Text	n	Percent		
	"Which of the following groups has immediately addressed, in a positive manner, (e.g., called out the behavior as exclusionary, harassment, or told the offender to stop) an exclusionary behavior or harassment that you experienced?"		Did Not Witness	Witnessed But Did Not Positively Intervene	Witnessed and Positively Intervened
Q48_1	Undergraduate student	17	64.7%	23.5%	11.8%
Q48_2	Graduate student	17	58.8%	29.4%	11.8%
Q48_3	Post-doctoral scholar	17	82.4%	17.6%	0.0%
Q48_4	Academic researcher	17	94.1%	5.9%	0.0%
Q48_5	Administrative or support staff	17	88.2%	11.8%	0.0%
Q48_6	Faculty	16	62.5%	37.5%	0.0%
Q48_7	Lecturer	15	80.0%	20.0%	0.0%
Q48_8	Visitor	15	100.0%	0.0%	0.0%
Q48_9	A person unrelated to the Department	15	100.0%	0.0%	0.0%
Q48_10	Close colleagues	16	75.0%	12.5%	12.5%
Q48_11	Direct supervisor	16	87.5%	12.5%	0.0%
Q48_12	A member of the Department leadership	16	75.0%	25.0%	0.0%
Q48_13	Other (please specify)	6	1.0%	0.0%	0.0%

Table A14.

Question #	Question Text	n	Percent
Q51	If you experienced exclusionary behavior or harassment, did you feel that the actions of the offender were a result of a biased or negative view of any of your identities?	18	
	No	4	22.2%
	Yes	14	77.8%

Appendix A: General Frequencies Across Groups
VIII. Observations of, or Disclosures About, Exclusionary Behavior or Harassment During the Past Year

Table A15.

Question #	Question Text	n	Percent
Q37	Within the past year, have you observed--or has anyone confided in you about experiencing--exclusionary behavior or harassment in the Department?	**272**	
	No	226	83.1%
	Yes	46	16.9%

"If yes, what sort of behavior? Please select all that apply." (*n* =46)

Question #	Question Text	Percentage Marking
Q39_1	Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks)	60.9%
Q39_2	Interference with advancement opportunities	21.7%
Q39_3	Interference with development opportunities	15.2%
Q39_4	Interference with educational opportunities	28.3%
Q39_5	Exclusionary behavior	56.5%
Q39_6	Offensive writing (posted signage, flyers, email, etc.)	19.6%
Q39_7	Offensive physical behavior or assault	2.2%
Q39_8	Other (please specify)	13.0%

Question #	Question Text	n	Percent
Q42	How many individuals have separately confided in you or did you witness being subjected to exclusionary behavior or harassment?	**46**	
	One	22	47.8%
	Two	13	28.3%
	Three to five	10	21.7%
	Six or more	1	2.2%
Q43	How many times did the person who confided in you (or whom you witnessed) experience exclusionary or harassing behavior? (If more than one person, please think about the person whose situation you know best.)	**46**	
	One time	13	28.3%
	2–3 times	30	65.2%
	4–6 times	2	4.3%
	Seven times or more	1	2.2%

VIII. Observations of, or Disclosures About, Exclusionary Behavior or Harassment During the Past Year

Table A15 (Cont.)

Question #	Question Text	*n*	Percent
Q41	To your knowledge, how many separate individuals caused the exclusionary behavior or harassment in the past year?	**45**	
	One	18	40.0%
	Two	15	33.3%
	Three to five	10	22.2%
	Six or more	2	4.4%

"Where did the person(s) confiding in you experience--or where did you witness--any of the listed forms of exclusionary behavior or harassment in the past year? Select all that apply." (*n* =43)

Question #	Question Text	Percentage Marking
Q45_1	In the classroom	41.9%
Q45_2	At a departmental talk or presentation	9.3%
Q45_3	In a meeting room	7.0%
Q45_4	In my office or cubicle	4.7%
Q45_5	Other (please specify)	9.3%
Q45_6	In a departmental public space	41.9%
Q45_7	At a conference or work-related trip	0.0%
Q45_8	Through email, a letter, a phone call, or social media	46.5%
Q45_9	In the lab or observing room	7.0%

Appendix A: General Frequencies Across Groups
VIII. Observations of, or Disclosures About, Exclusionary Behavior or Harassment During the Past Year

Table A15 (Cont.)

"Which of the following groups caused them to experience any of the above forms of exclusionary behavior or harassment in the past year? Select all that apply." (*n* =44)

Question #	Question Text	Percentage Marking
Q46_1	Undergraduate student	29.5%
Q46_2	Graduate student	18.2%
Q46_3	Post-doctoral scholar	2.3%
Q46_4	Academic researcher	0.0%
Q46_5	Administrative or support staff	2.3%
Q46_6	Faculty	65.9%
Q46_7	Other (please specify)	6.8%
Q46_8	Visitor	0.0%
Q46_9	A person unrelated to the Department	6.8%
Q46_10	Close colleagues	0.0%
Q46_11	Direct supervisor	9.1%
Q46_12	A member of the Department leadership	15.9%
Q46_13	Lecturer	11.4%

IX. Options to Report and Redress Exclusionary Behavior and/or Harassment

Table A16.

Question #	Question Text	n	Percent
Q49	If you or someone who confided in you experienced exclusionary behavior or harassment, were you aware of your options for reporting or redress in the **Department**? Did you pursue any of them?	**51**	
	Not aware	26	51.0%
	Aware but did not pursue	17	33.3%
	Pursued one or more options for reporting or redress	8	15.7%
Q50	If you experienced exclusionary behavior or harassment, were you aware of your options for reporting or redress in the **University**? Did you pursue any of them?	**18**	
	Not aware	6	33.3%
	Aware but did not pursue	10	55.6%
	Pursued one or more options for reporting or redress	2	11.1%

Question #	Question Text	n	Not at all satisfied	Partially satisfied	Moderately satisfied	Satisfied	Extremely satisfied	N/A
					Percent			
Q53	If **someone you know** reported exclusionary behavior within the last year, how satisfied do you believe they were with the outcome?	< 10*						
Q55	If **you** reported any of this exclusionary behavior or harassment within the last year, how satisfied were you with the outcome?	< 10*						

* Due to the small number of respondents, results are not displayed.

X. Results for Qualitative Questions

Table A17. Codes Within Broad Categories: The Department's Role in Fostering a Positive Climate
(note: "Can't Assess/Too New to Dept. or UCD/Not Applicable" Not Shown)

Department Leadership, UC Davis, or the General Field

Leadership's lack of interest in diversity, equity, and inclusion (DEI)
Leadership made negative comments about students.
Leadership's lack of action
Climate in STEM fields in general
Leadership seems to feel that climate issues aren't worth the time.

Socioemotional or Personal Issues

Stress and pressure
Low morale among staff
Was excluded.
Fear of revealing my true self in the department
Not afraid of discussing my true self in the department
Mental health issues not well-received in the department.
Feeling unwelcome
Had a negative experience on a committee.
Negative personal situation
Differences among people don't affect me.
Recognizing my own privilege
Feeling neutral about the department

Faculty, Lecturers, or Instruction

Faculty made negative comments about disability accommodations.
Negative comment about online instruction
Negative comment specific to asynchronous instruction
Negative comment about faculty attitudes
Negative comment about faculty behavior in general
Suggest that faculty empower students.
Suggest that faculty provide more help outside class.
Positive comment about faculty behavior
Positive comment about faculty attitudes
Positive comment about a specific faculty member
Suggest that faculty be more receptive to disability accommodations.
Suggest that faculty do more advocating of DEI issues.

Students

Students push the faculty on climate.
Suggest resources for transfer students.
Suggest resources for DACA students.
Suggest a convention.
Suggest graduate students attend faculty meetings.
Suggest inclusion of graduate students as community members.
Suggest inclusion of students in conversations.
Positive comment about students

The General Department

High turnover
Negative comment about a specific staff member's behavior
Lack of support for staff
Lack of positive feedback to staff
Department lacks interest in DEI issues.
Department does DEI in its own interests.
Department's lack of action (climate or other)
Negative comment about department facilities
Unhealthy work culture
Negative comment about the political opinions expressed
Minority opinions seem to affect policies.
Department sees no problem with the climate.
DEI work is not recognized by the department (re. evaluation, etc.).
Diversity is common in the department.
Suggest that the department form committees.
Suggest that the department encourage a common mission.
Suggest more paid research opportunities.
Suggest that the department discourage censure.
Suggest more genuine DEI efforts.
Positive comment about the department climate
Department has more to do on DEI.
Some people in the department genuinely care.
Department is not receptive to graduate students' needs.
Negative comment about how the department treated age historically
Negative comment about how the department treated race historically
Suggest resources for remote workers.
Suggest the department keep improving.
Suggest DEI discussions occur in research groups.
Suggest action, not discussion.
Suggest department be more open-minded.

The General Department (Continued)

Suggest department prioritize student learning and skills.
Neutral comment that the department can do only so much.
Suggest the department understand the psychology behind DEI issues.
Suggest inclusion opportunities.

Appendix A: General Frequencies Across Groups
X. Results for Qualitative Questions

Figure A1: Themes Mentioned by Two or More Respondents (Excluding Uncodeabe, "N/A," or "too new to department to assess")
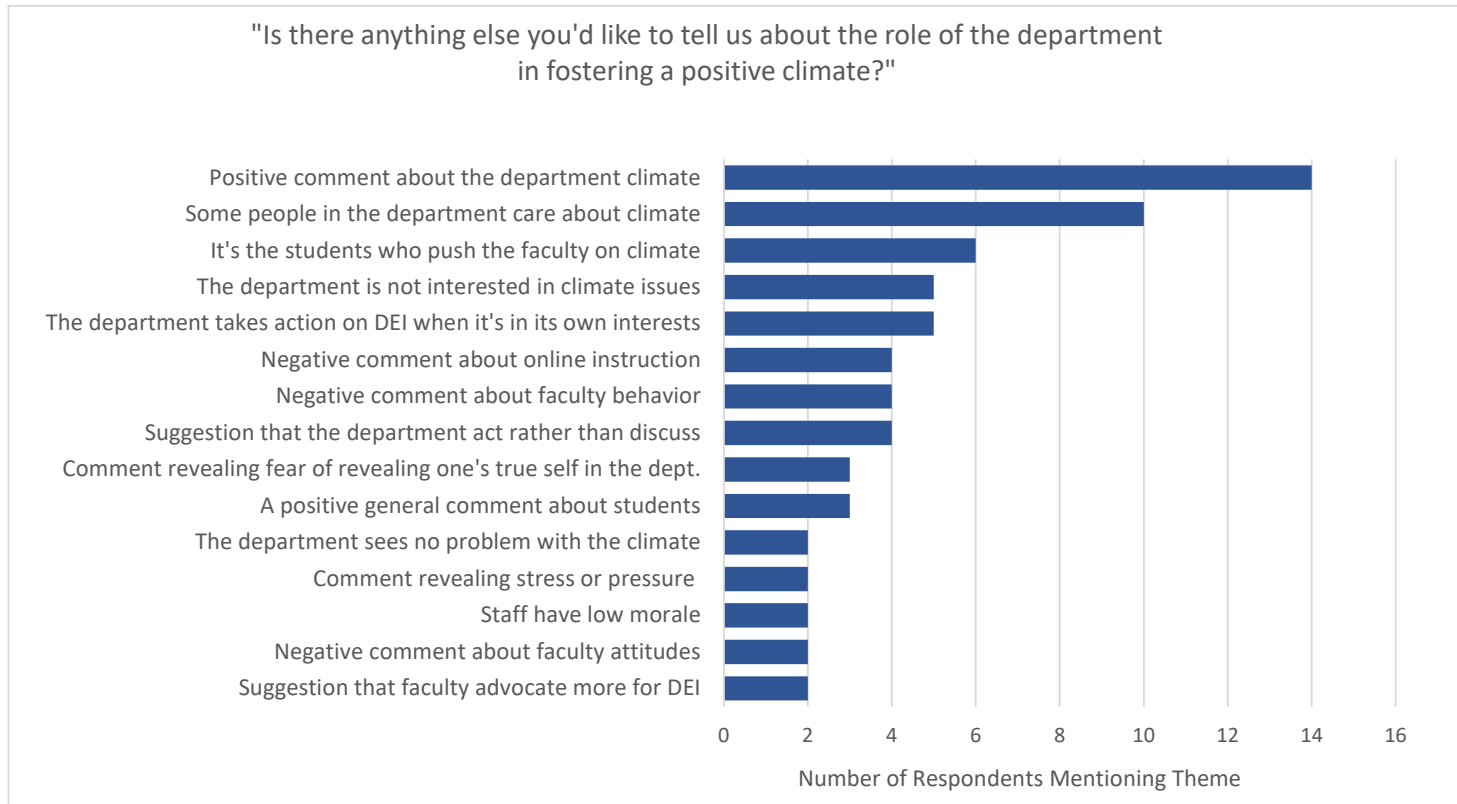
"Is there anything else you'd like to tell us about the role of the department in fostering a positive climate?"

X. Results for Qualitative Questions

Table A18. Codes Within Broad Categories: The Department's Role in Helping You Achieve Your Goals
(note: "Can't Assess/Too New to Dept. or UCD/Not Applicable" Not Shown)

Guidance and Professional Development

Negative comment about academic advising
Department doesn't give training on teaching.
Department doesn't give training on mentoring.
Faculty has negative attitudes about mentoring.
Negative comment about mentoring received
Faculty does not provide leadership.
Department is not interested in mentoring training.
Department is not interested in preparing students for applied careers.
Department does not develop students on ethics.
Negative comment about the onboarding of new faculty
Suggest that graduate students share their thoughts and research.
Suggest the department provide better resources to be an ally.
Suggest resources for managing a lab with diversity, equity, and inclusion (DEI) practices.
Suggest the department provide preparation for modern physics.
Suggest the department help in achieving goals.
Suggest the department provide resources for professional development.
Neutral comment that mentoring depends on the person, not training.
Suggest training for faculty on teaching and mentoring.
Positive comment about mentoring by faculty
Positive comment about academic advising
Positive comment about networking opportunities
Department does not provide training on teaching.
Department does not provide career guidance.
Suggest better mentoring from faculty.
Suggest better advising from faculty.
Suggest training on respectful teaching.
Suggest training for postdocs on mentoring
Suggest department provide guidance on selecting an advisor.
Suggest department provide guidance to graduate students on graduating.
Suggest department provide guidance to undergraduate students on graduating.
Suggest department provide early career planning.

Socioemotional and Support

Undergraduate stress
Negative comment about graduate-student cliques
Graduate-student stress
Graduate-student exclusion
Lack of DEI support or incentives
Department not interested in work-life balance.
General lack of support in the department
Negative comment about DEI conversations with "shame" or "blame"
I feel like I don't belong in this field.
Negative comment about the lack of support from faculty
Some people are not being supported in the department.
Faculty lack empathy for the challenges of online instruction.
Sexism in the department
Lack of cohesion in the department
Suggest that faculty and graduate students improve communication.
DEI efforts are mostly driven by students.
Suggest more faculty receptivity to accommodations.
Suggest the department provide resources for work-life balance.
Suggest greater inclusion in DEI conversations.
Positive comment about the department in general
Positive comment about department support
Positive comment about colleagues
Positive comment about the department climate
Positive comment that the faculty cares
Positive comment about faculty commitment
Positive comment that the faculty is receptive to student concerns

Curriculum and Learning Resources

Negative comment about the lack of structure
Negative comment that the department is quiet about resources for neurodivergent students
Negative comment about the faculty's handling of online instruction
Negative comment about a specific class
Negative comment about the availability of resources
The department is not interested in setting standards.
The department's lack of resources is due to UC Davis, not the department.
Negative comment about how the department prepares students for the prelim
Negative comment about the mismatch between the department's expectations and the prelim
Suggest the department modernize graduate-level classes.
Suggest the department standardize graduate-level classes.
Suggest the department have a representative that connects students with resources.

Curriculum and Learning Resources (Continued)

Suggest the department prepare students for quals.
Suggest a new format for the prelims.
Suggest the department advertise specific courses.
Suggest the department check students' course readiness.
Suggest the department check students' applied knowledge of courses.
Suggest the department check students' comprehension of course content.
Suggest that faculty or lecturers ask engaging questions in class.

Administration and Resources

Suggest better response to emails.
Teaching and committee work are too time-consuming.
Negative comment about the department's emphasis on graduate students as T.A.s
The department needs to provide a liveable wage.
Negative comment about the department's monetary support
Negative comment about the department's logistical support
It's unclear how to get undergraduate R.A.s, and it's competitive.
Negative comment about faculty attrition
Suggest requiring less teaching and committee work.
Suggest that a representative connect students with resources.
Positive comment about the department's many resources
Positive comment that deficits are due to UC Davis, not the department
Positive comment that undergraduate R.A.s exist

Appendix A: General Frequencies Across Groups
X. Results for Qualitative Questions

Figure A2: Themes Mentioned by Two or More Respondents

"Is there anything else you'd like to tell us about the role of the department in helping you achieve your goals?"

Theme	Number of respondents mentioning theme
Positive comment about colleagues	6
Department doesn't provide adequate training for mentoring	5
Negative comment about academic advising	3
Positive comment about department support	2
Positive comment that the department cares	2
Department is not interested in mentoring training	2
Department doesn't provide adequate training for teaching	2
Negative comment about department support in general	2

Number of respondents mentioning theme

UC Davis Department of Physics & Astronomy Climate Survey 2020

D1
UC Davis Department of Physics & Astronomy Climate Survey 2020
  You are requested to participate in a survey of all members and affiliates of the UC Davis (UCD) Physics & Astronomy Department. This survey is confidential; your identity will not be disclosed, and the raw data will not be seen by anyone in the department. Your participation, openness, and honesty are crucial to its effectiveness.

The results of this survey are intended to understand the climate within the department (see the definition of the term "climate" to follow), which includes the level of support for academic and personal issues. The results will be aggregated and parsed by the UCD Institutional Analysis office. A report of the results will be made by this office to the team of graduate students, researchers, and faculty from the Physics & Astronomy department administering the survey. This analysis, along with a report contextualizing these results and offering recommendations from a committee of students, researchers, and faculty, will be made available to the entire department at the conclusion of this process.

All questions are answered on a voluntary basis, and no identifying information will be disclosed. Please note that if you provide sufficiently explicit details in text box responses, they may trigger an official investigation if required by UC policy (see https://sexualviolence.ucdavis.edu/annual-reports). The survey is approximately 45 questions long (about 15 demographic questions and about 30 climate questions) and should take around 10-15 minutes. Feel free to not answer any questions that you do not believe are applicable to you or you are not comfortable answering. Suggestions for future surveys or willingness to participate in preparing reports on future surveys are welcome and can be sent to the climate survey team directly (physicsclimatesurvey@ucdavis.edu).

At the conclusion of the survey, four random winners will be awarded a $25 Visa gift card. * Institutional Analysis at UC Davis will administer the lottery on behalf of Physics & Astronomy and notify winners in December.

 * To enter the prize drawing without completing the survey, you must email your name and mailing address by December 14 to: bia@ucdavis.edu.

D2 **Definitions**

The survey has several terms we have defined for your convenience. Those terms are shown here and, as you progress through the survey, you can page back to these definitions if needed. Additionally, some words in the survey will have dotted lines underneath; these lines indicate that you can hover over the word with your cursor to see a definition.

Department: This term refers to the UCD Physics & Astronomy department as a whole, which includes all members of the department, support staff, the departmental leadership, and all activities/functions associated with the department.

Climate: Current attitudes, behaviors, and standards present in the department concerning individual and group needs, potential, and abilities. This term includes the willingness and effectiveness of the department in providing access, being inclusive, and having respect for the needs, potential, and abilities of members of the department and the various groups throughout the department.

Mentoring: This term could be understood as 1) senior faculty mentoring more junior faculty, 2) faculty mentorship of graduate students, post-docs, or researchers, 3) faculty mentoring undergraduates, and 4) academic researchers, post-docs, and graduate students mentoring the less senior members of their groups. For those being mentored, the term could be understood as the inverse of the above relationships. Depending on the exact relationship, the act of mentoring could include, but is not limited to, academic advising, training, translating or communicating expectations, facilitating the setting of goals, celebrating achievements, giving personal advice, expressing empathy, providing emotional support, providing resources, and helping to navigate various pathways/barriers in academia.

Neurodiversity: A paradigm arguing that autism and other developmental, cognitive, and psychiatric disabilities are part of the natural variation existing in humans.

Neurodivergent: The term describes a person with a developmental, cognitive, or psychiatric disability under the neurodiversity umbrella. A neurodivergent person may have multiple disabilities, including physical disabilities.

Page Break

D3 The first few questions are related to your affiliation to the Department and your demographic information.

X→

Q1 Which of the following **best** describes your current affiliation with the UC Davis Physics & Astronomy Department? (Select one.)

○ Undergraduate Student (non-transfer) (1)

○ Undergraduate Student (transfer) (2)

○ Graduate/Professional Student (3)

○ Post-doctoral Scholar (4)

○ Academic Researcher (5)

○ Administrative or Support Staff (6)

○ Faculty (7)

○ Lecturer (8)

○ Visiting Scholar, Researcher, or Faculty (9)

○ Other (please specify) (10) _____

Page Break ───

Q2 How do you describe your race/ethnicity? (Select all that apply.)

☐ White/Caucasian/European (1)

☐ Black, African American, African (2)

☐ Hispanic, Latinx (3)

☐ Native American, Indigenous, Pacific Islander (4)

☐ Middle Eastern, North African (5)

☐ South, Southeast, or East Asian (6)

☐ Other (please specify) (7) _____

Q3 How do you describe your gender? (Select all that apply.)

☐ Woman (1)

☐ Man (2)

☐ Non-binary (3)

☐ Other (please specify) (4) _____

Q4 Do you identify as transgender?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

Page Break ——

Q5 How do you describe your sexual orientation? (Select all that apply.)

☐ Heterosexual (1)

☐ Gay or lesbian (2)

☐ Bisexual (3)

☐ Asexual (4)

☐ Pansexual (5)

☐ Other (please specify) (6) _____

Q6 Are you a parent/guardian or a primary caregiver?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

Page Break

X→

Q7 Are you an international student/scholar/faculty, i.e., currently or previously on a visa/Green Card?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

X→

Q8 Before the pandemic, did you primarily work physically at the department?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

Page Break ——————————————————————————————————

D4 The next few questions ask about disability and neurodiversity demographics, including whether individuals have easily obtained disability accommodations and/or had their learning needs supported in the department.

X→

Q15 Do you have a disability (including, but not limited to, physical, vision, hearing, cognitive, developmental, psychiatric, and invisible disabilities)?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

Display This Question:

If Do you have a disability (including, but not limited to, physical, vision, hearing, cognitive, de... = Yes

Or Do you have a disability (including, but not limited to, physical, vision, hearing, cognitive, de... = Other (please specify)

X→

Q16 Please rate your level of agreement or disagreement with the following statements. Select "N/A" if a statement does not apply to you.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	N/A (9)
It has been easy for me to secure **official** disability accommodations (i.e., through the UC Davis Student Disability Center or Disability Management Services) in the department. (Q16_1)	○	○	○	○	○	○
It has been easy for me to secure **unofficial** (i.e., not through the Student Disability Center or Disability Management Services) disability accommodations in the department. (Q16_2)	○	○	○	○	○	○

Page Break

X→

142

Q17 Are you neurodivergent (e.g., are autistic, and/or have Dyslexia, ADHD, etc.)?

○ Yes (1)

○ No (0)

○ Other (please specify) (2) _____

X→

Q18 Please rate your level of agreement or disagreement with the following statement, using the five-point scale. Select "N/A" if the statement does not apply to you.

I feel that my learning needs have been supported in classes/research within the department.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ N/A (9)

X→

Q19 We will now ask you to evaluate various aspects of the climate in the Physics & Astronomy department.

Please rate your level of agreement or disagreement with the following statements about the Department, using the scale below. Select "N/A" if a statement does not apply to you.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	N/A (9)
I am comfortable with the climate in my primary place of work (including classes / research group / work environment). (Q19_1)	○	○	○	○	○	○
The Department cares about a positive climate. (Q19_2)	○	○	○	○	○	○
The Department is taking steps toward a positive climate. (Q19_3)	○	○	○	○	○	○
The Department takes the values of Diversity, Equity, and Inclusion seriously. (Q19_4)	○	○	○	○	○	○
The department acts upon the values of Diversity, Equity, and Inclusion. (Q19_5)	○	○	○	○	○	○
The Department adequately communicates information on Diversity, Equity,	○	○	○	○	○	○

and Inclusion resources and policies. (Q19_6)

There is adequate discussion of climate issues in the Department. (Q19_7)

  ○   ○   ○   ○   ○   ○

I am generally comfortable discussing climate issues in the Department. (Q19_8)

  ○   ○   ○   ○   ○   ○

I am generally comfortable expressing all aspects of my identity in the Department (including, but not limited to, disability status, neurodivergence, gender, parental status, race/ethnicity, religion, sexuality). (Q19_9)

  ○   ○   ○   ○   ○   ○

Page Break

Q20 Is there anything else you'd like to tell us about the role of the Department in fostering a positive climate? Feel free to elaborate on previous responses.

_____

_____

_____

_____

_____

Page Break

D5 We will now ask you to evaluate how you believe **other members of the Department** view the climate in the Department, using a five-point scale.

X→

Q22 How do you believe the following groups view the climate in the Department?

	Extremely negatively (1)	Negatively (2)	Neither positively nor negatively (3)	Positively (4)	Extremely positively (5)
Faculty (Q22_1)	○	○	○	○	○
Lecturers (Q22_2)	○	○	○	○	○
Post-docs, academic researchers, and visitors (Q22_3)	○	○	○	○	○
Graduate students (Q22_4)	○	○	○	○	○
Undergraduate students (Q22_5)	○	○	○	○	○
Staff (Q22_6)	○	○	○	○	○

Page Break ——————————————————————————————

Q23 Please rate the following statements relating to how well the Department serves your needs in teaching, mentoring, and achieving your goals. Select "N/A" if a statement does not apply to you.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	N/A (9)
The Department communicates clear expectations and guidelines relevant to my goals. (Q23_1)	○	○	○	○	○	○
I receive the level of mentoring/advising that I need to achieve my goals. (Q23_2)	○	○	○	○	○	○
The level of mentor training by the Department sufficiently prepares me to be a mentor. (Q23_3)	○	○	○	○	○	○
The level of mentor training by the Department has sufficiently prepared my mentor(s) to mentor me. (Q23_4)	○	○	○	○	○	○
The level of teaching training by the Department sufficiently prepares me to teach. (Q23_5)	○	○	○	○	○	○
The level of teaching training by the Department has sufficiently prepared my teachers to teach me. (Q23_6)	○	○	○	○	○	○

There are understandable and accessible resources for me to rely on if I am having issues mentoring or with my mentor. (Q23_7)

○　　　　○　　　　○　　　　○　　　　○　　　　○

There are understandable and accessible resources for me to rely on if I am having issues teaching or with others teaching me. (Q23_8)

○　　　　○　　　　○　　　　○　　　　○　　　　○

Page Break

Q25 Please rate the training and support the department has given you to be an effective mentor in the following areas. (If a mentoring area does not apply to you, select "N/A.")

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	N/A (9)
Faculty-Undergraduate mentoring (Q25_1)	○	○	○	○	○	○
Faculty-Graduate Student mentoring (Q25_2)	○	○	○	○	○	○
Faculty-Post-doc/Academic Researcher mentoring (Q25_3)	○	○	○	○	○	○
Faculty-Faculty mentoring (Q25_4)	○	○	○	○	○	○
Post-doc-Graduate/Undergraduate mentoring (Q25_5)	○	○	○	○	○	○
Graduate-Undergraduate mentoring (Q25_6)	○	○	○	○	○	○
Graduate-Graduate mentoring (Q25_7)	○	○	○	○	○	○
Other (please specify) (Q25_8)	○	○	○	○	○	○

Q60 Please rate the quality of the following mentoring relationships with respect to fulfilling your needs and expectations. (Select "N/A" for the mentoring relationships that do not apply to you.)

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	N/A (9)
Faculty-Undergraduate mentoring (Q60_1)	○	○	○	○	○	○
Faculty-Graduate Student mentoring (Q60_2)	○	○	○	○	○	○
Faculty-Post-doc/Academic Researcher mentoring (Q60_3)	○	○	○	○	○	○
Faculty-Faculty mentoring (Q60_4)	○	○	○	○	○	○
Post-doc-Graduate/Undergraduate mentoring (Q60_5)	○	○	○	○	○	○
Graduate-Undergraduate mentoring (Q60_6)	○	○	○	○	○	○
Graduate-Graduate mentoring (Q60_7)	○	○	○	○	○	○
Other (please specify) (Q60_8)	○	○	○	○	○	○

Page Break

X→

Q26 Please rate your level of agreement or disagreement with the following statements, using the five-point scale below. (Select "N/A" if a statement does not apply to you.)

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	N/A (9)
I feel well supported by my colleagues to achieve my goals. (Q26_1)	○	○	○	○	○	○
My immediate colleagues treat me with respect and dignity. (Q26_2)	○	○	○	○	○	○
Members of the Department taken as a whole treat me with respect and dignity. (Q26_3)	○	○	○	○	○	○
I receive adequate resources to help me achieve my goals. (Q26_4)	○	○	○	○	○	○
The Department encourages a good work/life balance. (Q26_5)	○	○	○	○	○	○
The Department supports a	○	○	○	○	○	○

good work/life balance. (Q26_6)

The Department provides adequate support and resources for mental health (including referencing University resources). (Q26_7)

○　　　　○　　　　○　　　　○　　　　○　　　　○

Page Break

X→

Q27 If applicable, the resources I am lacking from the Department are...(Select all that apply.)

☐ Monetary support (1)

☐ Logistical support (e.g., basic academic needs, support for computer hardware/software, contracts, grant administration) (2)

☐ Mental health/emotional support (3)

☐ Training (4)

☐ Career development resources (5)

☐ Other (please specify) (6) _____

Page Break

Q28 Is there anything else you'd like to tell us about the role of the Department in helping you achieve your goals? Feel free to elaborate on previous responses.

_____

_____

_____

_____

_____

Page Break

D6 The following questions relate to exclusionary behavior and harassment that you may have personally experienced.

X→

Q30 Within the past year, have you experienced any exclusionary behavior or harassment in your work environment in the Department that negatively impacted your ability to do that work?

○ Yes (1)

○ No (0)

X→

Q31 If yes, what sort of behavior? (Please select all that apply.)

☐ Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks). (1)

☐ Interference with advancement opportunities (2)

☐ Interference with development opportunities (3)

☐ Interference with educational opportunities (4)

☐ Exclusionary behavior (5)

☐ Offensive writing (posted signage, flyers, email, etc.) (6)

☐ Offensive physical behavior or assault (7)

☐ Other (please specify) (8) _____

X→

Q32 How many times did you experience any of the above forms of exclusionary behavior or harassment in the past year?

○ Once (1)

○ 2–3 times (2)

○ 4–6 times (3)

○ Seven times or higher (4)

X→

Q33 How many separate individuals caused you any of the above forms of exclusionary behavior or harassment in the past year?

○ One (1)

○ Two (2)

○ Three to five (3)

○ Six or more (4)

Page Break

X→

Q34 Where did you experience any of the listed forms of exclusionary behavior or harassment in the past year? (Select all that apply.)

☐ In the classroom (1)

☐ At a departmental talk or presentation (2)

☐ In a meeting room (3)

☐ In my office or cubicle (4)

☐ Other (please specify) (5) _____

☐ In a departmental public space (6)

☐ At a conference or work-related trip (7)

☐ Through email, a letter, a phone call, or social media (8)

☐ In the lab or observing room (9)

Page Break ———————————————————————————————

X→

Q35 Which of the following groups caused you to experience any of the above forms of exclusionary behavior or harassment in the past year? (Select all that apply. If someone you select has multiple roles, please pick the role most relevant for you.)

☐ Undergraduate student (1)

☐ Graduate student (2)

☐ Post-doctoral scholar (3)

☐ Academic researcher (4)

☐ Administrative or support staff (5)

☐ Faculty (6)

☐ Other (please specify) (7) _____

☐ Visitor (8)

☐ A person unrelated to the Department (9)

☐ Close colleagues (10)

☐ Direct supervisor (11)

☐ A member of the Department leadership (12)

☐ Lecturer (13)

Page Break ————————————————————————————————————

Q36 Please provide any further details you wish. *(As a reminder, sufficiently explicit details about certain behaviors may require an official investigation.)*

_____

_____

_____

_____

_____

Page Break

X→

Q37 Within the past year, have you observed--or has anyone confided in you about experiencing--exclusionary behavior or harassment in the Department?

○ Yes (1)

○ No (0)

X→

Q39 If yes, what sort of behavior? (Please select all that apply.)

☐ Offensive verbal behavior (including, but not limited to, racist, sexist, homophobic, transphobic, ableist remarks). (1)

☐ Interference with advancement opportunities (2)

☐ Interference with development opportunities (3)

☐ Interference with educational opportunities (4)

☐ Exclusionary behavior (5)

☐ Offensive writing (posted signage, flyers, email, etc.) (6)

☐ Offensive physical behavior or assault (7)

☐ Other (please specify) (8) _____

Page Break ──────────────────────────────────────

161

X→

Q42 How many individuals have separately confided in you or did you witness being subjected to exclusionary behavior or harassment?

○ One (1)

○ Two (2)

○ Three to five (3)

○ Six or more (4)

X→

Q43 How many times did the person who confided in you (or whom you witnessed) experience exclusionary or harassing behavior? (If more than one person, please think about the person whose situation you know best.)

○ One time (1)

○ 2–3 times (2)

○ 4–6 times (3)

○ Seven times or more (4)

Page Break

X→

Q41 To your knowledge, how many separate individuals caused the exclusionary behavior or harassment in the past year?

○ One (1)

○ Two (2)

○ Three to five (3)

○ Six or more (4)

X→

Q45 Where did the person(s) confiding in you experience--or where did you witness--any of the listed forms of exclusionary behavior or harassment in the past year? (Select all that apply.)

☐ In the classroom (1)

☐ At a departmental talk or presentation (2)

☐ In a meeting room (3)

☐ In my office or cubicle (4)

☐ Other (please specify) (5) _____

☐ In a departmental public space (6)

☐ At a conference or work-related trip (7)

☐ Through email, a letter, a phone call, or social media (8)

☐ In the lab or observing room (9)

Page Break ———————————————————————————————

X→

Q46 Which of the following groups caused them to experience any of the above forms of exclusionary behavior or harassment in the past year? (Select all that apply.)

☐ Undergraduate student (1)

☐ Graduate student (2)

☐ Post-doctoral scholar (3)

☐ Academic researcher (4)

☐ Administrative or support staff (5)

☐ Faculty (6)

☐ Other (please specify) (7) _____

☐ Visitor (8)

☐ A person unrelated to the Department (9)

☐ Close colleagues (10)

☐ Direct supervisor (11)

☐ A member of the Department leadership (12)

☐ Lecturer (13)

Q44 Please provide any further details you wish.

_____

_____

_____

_____

_____

Page Break

Q48 Which of the following groups has immediately addressed, in a positive manner, (e.g., called out the behavior as exclusionary, harassment, or told the offender to stop) an exclusionary behavior or harassment that you experienced?

	Did not witness (0)	Witnessed but did not positively intervene (1)	Witnessed and positively intervened (2)
Undergraduate student (Q48_1)	○	○	○
Graduate student (Q48_2)	○	○	○
Post-doctoral scholar (Q48_3)	○	○	○
Academic researcher (Q48_4)	○	○	○
Administrative or support staff (Q48_5)	○	○	○
Faculty (Q48_6)	○	○	○
Lecturer (Q48_7)	○	○	○
Visitor (Q48_8)	○	○	○
A person unrelated to the Department (Q48_9)	○	○	○
Close colleagues (Q48_10)	○	○	○
Direct supervisor (Q48_11)	○	○	○
A member of the Department leadership (Q48_12)	○	○	○
Other (please specify) (Q48_13)	○	○	○

X→

Q49 If you or someone who confided in you experienced exclusionary behavior or harassment, were you aware of your options for reporting or redress in the **Department**? Did you pursue any of them?

○ Not aware (0)

○ Aware but did not pursue (1)

○ Pursued one or more options for reporting or redress (2)

X→

Q50 If you experienced exclusionary behavior or harassment, were you aware of your options for reporting or redress in the **University**? Did you pursue any of them?

○ Not aware (0)

○ Aware but did not pursue (1)

○ Pursued one or more options for reporting or redress (2)

Page Break

X→

Q51 If you experienced exclusionary behavior or harassment, did you feel that the actions of the offender were a result of a biased or negative view of any of your identities?

○ Yes (1)

○ No (0)

Q52 If yes, which identities?

_____

_____

_____

_____

_____

Page Break ——

X→

Q53 If **someone you know** reported exclusionary behavior within the last year, how satisfied do you believe they were with the outcome? (Please rate from "Not at all satisfied" to "Extremely Satisfied," or select "N/A.")

○ Not at all Satisfied (1)

○ Partially satisfied (2)

○ Moderately satisfied (3)

○ Satisfied (4)

○ Extremely satisfied (5)

○ N/A (9)

X→

Q55 If **you** reported any of this exclusionary behavior or harassment within the last year, how satisfied were you with the outcome? (Please rate from "Not at all satisfied" to "Extremely Satisfied," or select "N/A.")

○ Not at all Satisfied (1)

○ Partially satisfied (2)

○ Moderately satisfied (3)

○ Satisfied (4)

○ Extremely satisfied (5)

○ N/A (9)

Page Break

Q56 Please feel free to share any further details about reporting and redress you wish.

_____

_____

_____

_____

_____

End of Block: Definitions and Demographics: