



Evaluation of the University of California, Irvine FIPSE DECADE Project

Campuswide Results

Baseline Results of the Climate Survey

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Executive summary

Overview

“The Fund for the Improvement of Postsecondary Education (FIPSE) is a unit of the Higher Education Programs located within the Office of Postsecondary Education, U.S. Department of Education. According to the May 2010 USDE FIPSE Update Newsletter, FIPSE’s mandate is to ‘improve postsecondary educational opportunities’ across a broad range of concerns. ...FIPSE seeks to support the implementation of innovative educational reform ideas, to evaluate how well they work, and to share the lessons learned with the larger education community.”

In the fall of 2010, the University of California, Irvine (UCI) Graduate Division received a 3-year FIPSE grant to establish a Diverse Educational Community and Doctoral Experience (DECADE) project. The UCI FIPSE project supports the USDE FIPSE mission to improve postsecondary education with five goals. The UCI DECADE project will:

1. Improve campus climate by changing faculty attitudes regarding diversity.
2. Increase the recruitment of women and minority students into doctoral programs.
3. Increase retention and career development opportunities for female and minority students.
4. Serve as an effective model to improve campus climate and assist highly qualified minorities and women to earn doctoral degrees in underrepresented fields.
5. Adapt to other institutional situations so it can be disseminated and adopted by other universities.

In the fall of 2010, UCI Graduate Division and UCI faculty developed a survey to establish a baseline measurement of campus climate with regards to diversity (Appendix A). The survey was sent by email through the UCI Electronic Educational Environment (EEE) to all faculty (n = 1,056) and graduate students (n = 4,875). The survey remained open for one month and several reminders were sent to faculty and graduate students. Two-hundred and sixty-three (24.9%) faculty and 1,058 (21.7%) graduate students completed the survey.

The information gathered from this survey is intended to provide baseline data to inform DECADE programming, to evaluate the impact of DECADE activities, increase the recruitment of women and minority students into doctoral programs, and expand retention and career development strategies for these students.

To analyze survey data the evaluator conducted a descriptives analysis to identify mean responses to statements. Independent-samples t-tests were conducted at a 95% confidence interval to measure the difference between male/female, underrepresented minority (URM)/non-URM, and faculty/graduate student responses. The evaluator qualitatively analyzed responses to the open-ended question and grouped statements by faculty/student and topic.

Findings

Survey response rates are similar to university demographics. However, approximately 10% more female faculty and graduate students and 10% less male faculty and graduate students responded to the survey compared to their demographic representation. Slightly more Caucasians and Hispanics and slightly less Asians responded to the survey compared to their demographic representation. The percent of URM students who responded to the survey (22%) is almost double the demographic representation of URM students at UCI (12%)

Evaluation findings are presented in four categories:

1. Gender
2. Ethnicity (URM vs. Non-URM)
3. UCI status (faculty or student)
4. School

Gender (male vs. female)

There is a general trend for male respondents to have a less positive attitude towards diversity than female respondents ($\mu_{\text{male}} = 3.11$, $\mu_{\text{female}} = 3.33$, $p=0.00$). Males were significantly less likely to report that diversity was important (4 out of 4 items), express positive attitudes towards diversity, (6 out of 8 items), express positive attitudes towards faculty diversity efforts (9 out of 10 items); and express positive attitudes toward graduate student diversity efforts (8 out of 8 items). Gender differences were also noted in observations of inappropriate behaviors. Males were significantly less likely to report observing instances of inappropriate behaviors related to both ethnicity and gender ($\mu_{\text{male}} = 1.35$, $\mu_{\text{female}} = 1.55$, $p=0.00$).

Ethnicity (URM vs. Non-URM)

There is a general trend for non-URM respondents have a less positive attitude towards diversity than URM respondents ($\mu_{\text{non-URM}} = 3.20$, $\mu_{\text{URM}} = 3.46$, $p=0.00$). Non-URM respondents were significantly less likely to report that diversity was important (4 out of 4 items), express positive attitudes towards diversity, (8 out of 8 items), express positive attitudes towards faculty diversity efforts (9 out of 10 items), and express positive attitudes towards graduate student diversity efforts (8 out of 8 items). Differences were also noted in observations of inappropriate behaviors related to ethnicity. Non-URM participants were significantly less likely to report observing instances of inappropriate behaviors related to both ethnicity and gender ($\mu_{\text{non-URM}} = 1.43$, $\mu_{\text{URM}} = 1.76$, $p=0.00$). The disparity between URM and non-URM participants' reports of observing instances of inappropriate behaviors was larger for ethnicity-related behaviors than for gender-related behaviors.

UCI Status (Faculty vs. Students)

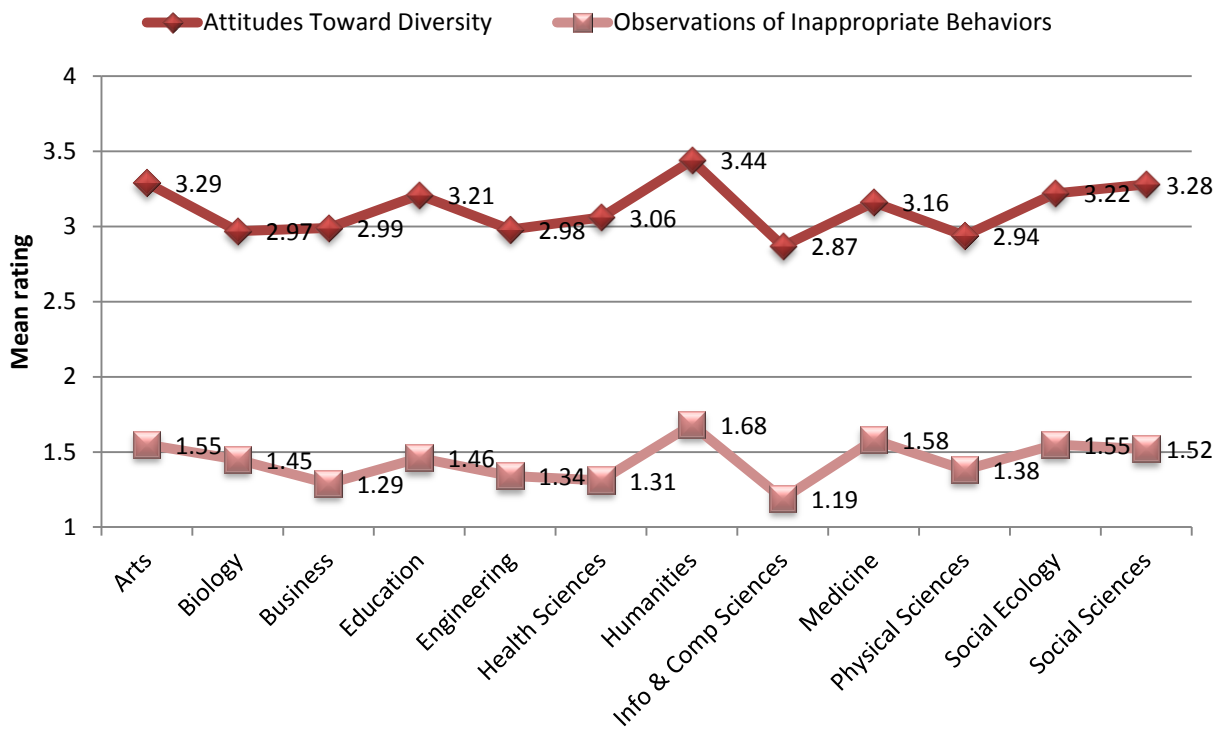
There is a general trend for UCI graduate students to have less positive attitudes towards diversity than UCI faculty ($\mu_{\text{gradst}} = 3.18$, $\mu_{\text{faculty}} = 3.36$, $p=0.00$). Graduate students were significantly less likely to report that diversity was important (2 out of 4 items), express positive attitudes toward diversity (5 out of 8 items), express positive attitudes toward faculty diversity efforts (9 out of 10 items), and express positive attitudes toward graduate student diversity efforts (7 out of 8 items). Graduate student/faculty differences were also noted in observations of inappropriate behaviors. Graduate students reported observing fewer instances of inappropriate behaviors related to both gender and ethnicity ($\mu_{\text{gradst}} = 1.41$, $\mu_{\text{faculty}} = 1.63$, $p=0.00$).

School

Results were disaggregated by eleven schools and one department. The School of Humanities expressed the most positive attitudes towards diversity ($\mu = 3.44$) and the School of Information and Computer Sciences expressed the least positive attitudes towards diversity ($\mu = 2.87$). However, overall differences

in attitudes towards diversity between schools were small. The School of Humanities reported observing the most instances of inappropriate behaviors ($\mu = 1.68$) and the School of Information and Computer Sciences reported observing the fewest instances of inappropriate behaviors ($\mu = 1.19$). A general trend was noted between attitudes towards diversity and observations of inappropriate behaviors. Schools that expressed a more positive attitude towards diversity also reported observing more instances of inappropriate behaviors and schools that expressed a less positive attitude towards diversity reported observing fewer of instances of inappropriate behaviors. This trend is shown in Figure A.

Figure A: Attitudes towards diversity and observations of inappropriate behaviors



Background and methodology

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To analyze survey data the evaluator conducted a descriptives analysis to identify mean responses to statements. Independent-samples t-tests were conducted at a 95% confidence interval to measure the difference between male/female, underrepresented minority (URM)/non-URM, and faculty/graduate student responses. The evaluator qualitatively analyzed responses to the open-ended question and grouped statements by faculty/student and topic.

Campuswide survey response rates

The School of Arts had the highest faculty response rate (42%) and the School of Humanities had the highest graduate student response rate (30%). The school of Information and Computer Sciences had the lowest faculty response rate (10%) and the School of Business had the lowest graduate student response rate (13%). Campuswide survey response rates are shown in Figure B.

Figure B: Campuswide survey response rates

School	Faculty			Graduate Students		
	# Faculty	# Respondents	Response rate	# Graduate students	# Respondents	Response rate
Arts	65	27	42%	146	28	19%
Biological Sciences	88	21	24%	398	105	26%
Business	45	6	13%	796	102	13%
Education	20	9	45%	262	64	24%
Engineering	103	16	16%	720	143	20%
Health Sciences	21	5	24%	62	15	24%
Humanities	160	54	24%	413	124	30%
Information & Computer Sciences	62	6	10%	371	83	22%
Medicine	117	31	27%	490	90	18%
Physical Sciences	132	27	21%	518	124	24%
Social Ecology	60	20	33%	321	82	26%
Social Sciences	133	48	36%	378	88	23%

Campuswide demographic information

The demographic description of the campuswide faculty, graduate students and survey participants is presented in Figure 1.

Survey response rates:

Faculty = 24.9%

Graduate Students = 21.7%

Figure 1: Demographic description of faculty, graduate students, and survey participants

	Faculty				Graduate Students			
	Total Faculty (n = 1,056)		Survey Respondents (n = 263)		Total Graduate Students (n = 4,875)		Survey Respondents (n = 1,058)	
	#	%	#	%	#	%	#	%
Gender								
Male	722	68%	153	58%	2,860	59%	493	47%
Female	334	32%	108	41%	2,015	41%	560	53%
Did not indicate	--	--	2	1%	--	--	5	1%
Ethnicity								
African American	24	2%	5	2%	74	2%	12	1%
Asian	167	16%	25	10%	1,353	28%	207	20%
Caucasian	757	72%	197	76%	1,876	39%	525	50%
Hispanic	55	5%	20	8%	380	8%	88	9%
Native Am./Pac. Islander	44	4%	1	0.3%	123	3%	128	1%
Other	9	1%	13	5%	1,069	22%	202	19%
URM ¹	123	12%	26	10%	577	12%	228	22%
Non-URM	924	88%	222	84%	3,229	66%	732	69%
UCI Status								
Graduate Student			--	--			1,058	100%
Assistant Professor			52	20%			--	--
Associate Professor			68	26%			--	--
Full Professor			146	55%			--	--
Years at UCI								
< 1			5	2%			407	39%
1-5			60	23%			549	53%
6-10			61	24%			86	8%
11-15			35	14%			0%	0%
16-20			29	11%			0%	0%
21-25			26	10%			0%	0%
26-30			20	8%			0%	0%
> 30			23	9%			0%	0%

¹ URM = Underrepresented minority. Survey participants who selected "other" are not included in the URM/Non-URM percentages

Evaluation Findings

On the UC Irvine Climate Survey, diversity is defined as, “The differences and similarities that people bring to an organization. While there are many categories of Diversity, this survey is ONLY asking about the categories of GENDER and ETHNICITY/RACE.”

Survey participants responded to 40 questions in the following four categories:

- Importance of diversity
- Diversity efforts
- General attitudes about diversity
- Observations of behaviors.

They also responded to one open-ended question.

This report presents results from two different perspectives:

- 1) Is there a difference between how men, women, underrepresented minorities (URM), non-underrepresented minorities, faculty, and graduate students responded to questions? Statistically significant differences ($p < .05$) between male and female and between URM and non-URM responses are indicated with an asterisk (*). Statistically significant differences between faculty and graduate student responses are indicated with a dagger (†) at end of each statement in the faculty figures.
- 2) Do responses trend towards a positive or a negative attitude about diversity? Means can be considered to trend towards positive or negative attitudes based on the following scales.

	<u>Scale for regular statements</u>	<u>Scale for reverse statements</u>
Very positive	3.26 – 4.00	1.00 – 1.75
Positive	2.51 – 3.25	1.76 – 2.50
Negative	1.76 – 2.50	2.51 – 3.25
Very negative	1.00 – 1.75	3.26 – 4.00

Importance of diversity

Q6. Please indicate your level of agreement with the importance of diversity for:

Figure 2. Faculty beliefs regarding the importance of diversity

	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
<i>Importance of diversity for:</i>						
Enhancing intellectual perspective.	3.06	3.66*	3.80	3.23*	3.69	4.00
Aiding in the economic growth of the country. †	3.01	3.49*	3.58	3.16	3.50	3.89
Improving societal equity and inclusion. †	3.65	3.81*	3.85	3.16	3.75	4.00
Excellence.	2.85	3.51*	3.69	3.04*	3.50	4.00

Figure 3. Graduate student beliefs regarding the importance of diversity

	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
<i>Importance of diversity for:</i>						
Enhancing intellectual perspective.	3.17	3.41*	3.59	3.30*	3.51	3.67
Aiding in the economic growth of the country.	2.95	3.12*	3.37	3.00*	3.22	3.51
Improving societal equity and inclusion.	3.38	3.55*	3.72	3.47*	3.67	3.76
Excellence.	2.92	3.20*	3.34	3.02*	3.09	3.56*

Scale for response items: *Not important at all* = 1; *Somewhat important* = 2; *Important* = 3; *Very important* = 4

General attitudes about diversity

Q7. Please indicate your level of agreement with each of the following statements:

Figure 4. Faculty attitudes about diversity

Level of agreement that:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
A diverse research team improves research quality.	2.99	3.48*	3.58	3.16*	3.50	3.67
Diversity creates tension and arguments. ^{^2 †}	1.77	1.67	1.58	1.75	1.62	1.56
A diverse environment is important for developing critical thinking.	3.12	3.63*	3.77	3.27*	3.69	3.89
Diversity is not a relevant measure of institutional quality. ^{^ †}	2.09	1.58*	1.50	1.92*	1.44	1.33
Diversity leads to more innovative research questions.	2.91	3.47*	3.58	3.07*	3.44	3.78
I have adjusted my teaching to accommodate a diverse student body. †	2.93	3.40*	3.38	3.07	3.31	3.44
I am comfortable working with individuals of diverse backgrounds. †	3.73	3.73	3.92	3.71*	3.93	3.89
Diversity impedes discussion of substantive issues. ^{^ †}	1.66	1.36*	1.23	1.56*	1.31	1.11

Figure 5. Graduate student attitudes about diversity

Level of agreement that:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
A diverse research team improves research quality.	3.11	3.36*	3.53	3.18*	3.36	3.70*
Diversity creates tension and arguments. [^]	1.79	1.81	1.74	1.79	1.28	1.76
A diverse environment is important for developing critical thinking.	3.20	3.42*	3.55	3.27*	3.41	3.67*
Diversity is not a relevant measure of institutional quality. [^]	2.34	2.05*	1.73	2.24*	1.91	1.58*
Diversity leads to more innovative research questions.	3.09	3.25*	3.49	3.10*	3.38	3.59
I have adjusted my teaching to accommodate a diverse student body.	2.84	3.07*	3.13	2.93*	3.10	3.16
I am comfortable working with individuals of diverse backgrounds.	3.56	3.61	3.78	3.59*	3.82	3.74
Diversity impedes discussion of substantive issues. [^]	1.87	1.71*	1.63	1.73	1.73	1.54

Scale for response items: *Strongly disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly agree* = 4

² Caret (^) indicates use of the reverse scale to assess trends.

Departmental demographic data

Faculty

Figure 6. UC Irvine faculty departmental demographic data by school

This information has not been included in the campuswide report because it is only relevant to individual school reports.

Departmental demographic data

Graduate Students

Figure 7. UC Irvine graduate student departmental demographic data by school

This information has not been included in the campuswide report because it is only relevant to individual school reports.

Efforts to improve diversity in UCI Faculty

Faculty and graduate student attitudes about efforts to improve faculty diversity are presented in Figures 8 and 9.

Q8. Please indicate your level of agreement with efforts to improve diversity in UCI faculty

Figure 8. Faculty attitudes about efforts to improve faculty diversity

Level of agreement that:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
I consider diversity to be an important criterion in hiring and retention of faculty. †	2.94	3.50*	3.58	3.12*	3.63	3.44
This university needs to have a more diverse faculty. †	3.05	3.54*	3.68	3.19*	3.60	3.78
Faculty of color are as productive as white faculty. †	3.31	3.74*	3.68	3.44	3.53	3.89
Women need to be more represented in administrative positions at this University. †	2.71	3.16*	3.46	2.83*	3.29	3.67
I am concerned that a qualified male applicant may be overlooked in favor of a woman. ^ †	2.18	1.63*	1.72	1.97	1.93	1.44
Female faculty are as productive as male faculty.	3.34	3.68*	3.60	3.47	3.53	3.67
Faculty of color need to be more represented in administrative positions at this University. †	2.86	3.38*	3.64	3.01*	3.47	3.89
I am concerned that a qualified white candidate may be overlooked in favor of an applicant of color. ^ †	2.03	1.57*	1.64	1.85	1.87	1.33
The gender balance of faculty in my department is adequate. ³ †	2.47	2.64	2.52	2.48	2.33	2.67
My department needs to have a more diverse faculty. †	2.80	3.11*	3.32	2.88*	3.00	3.78*

Figure 9. Graduate student attitudes about efforts to improve faculty diversity

Level of agreement that:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
I consider diversity to be an important criterion in hiring and retention of faculty.	2.73	3.00*	3.20	2.79*	3.11	3.27
This university needs to have a more diverse faculty.	2.60	2.90*	3.26	2.67*	3.07	3.42*
Faculty of color are as productive as white faculty.	3.52	3.67*	3.75	3.61*	3.70	3.79
Women need to be more represented in administrative positions at this University.	2.52	2.92*	2.94	2.68*	2.74	3.12*
I am concerned that a qualified male applicant may be overlooked in favor of a woman. ^	2.41	2.09*	2.02	2.24*	2.13	1.92
Female faculty are as productive as male faculty.	3.42	3.67*	3.77	3.57*	3.70	3.82
Faculty of color need to be more represented in administrative positions at this University.	2.69	2.97*	3.24	2.77*	3.11	3.36
I am concerned that a qualified white candidate may be overlooked in favor of an applicant of color. ^	2.71	2.09*	1.83	2.22*	1.83	1.84
The gender balance of faculty in my department is adequate. ⁴	2.84	2.65*	2.38	2.25	2.32	2.44
My department needs to have a more diverse faculty.	2.50	2.81*	3.14	2.59*	2.94	3.31*

Scale for response items: *Strongly disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly agree* = 4

³ Refer to Figure 6 for faculty demographic data by department.

⁴ Refer to Figure 7 for graduate student demographic data by department.

Efforts to improve diversity in UCI graduate students

Q9. Please indicate your level of agreement with efforts to improve graduate student diversity at UCI

Figure 10. Faculty attitudes about efforts to improve graduate student diversity

	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
<i>Level of agreement that:</i>						
I consider diversity to be an important admissions criterion for graduate students. †	2.87	3.36*	3.60	3.00*	3.56	3.63
Students of color are as productive as white students. †	3.29	3.62*	3.56	3.40	3.53	3.56
I am concerned that a qualified white student may be overlooked for admission in favor of an applicant of color.^ †	1.98	1.55*	1.58	1.81	1.71	1.44
Student applicants of color are as qualified as white applicants. †	3.04	3.52*	3.72	3.15*	3.67	3.78
Female students are as productive as male students.	3.46	3.83*	3.76	3.58	3.67	3.89
This University should more actively recruit graduate students of color. †	3.03	3.38*	3.68	3.12*	3.53	3.89
I am concerned that a qualified male applicant may be overlooked in favor of a female.^ †	1.99	1.46*	1.61	1.78	1.85	1.33
My department needs to have a more diverse graduate student body. † ⁵	2.75	3.05*	3.28	2.83*	3.00	3.67

Figure 11. Graduate student attitudes about efforts to improve graduate student diversity

	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
	Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
<i>Level of agreement that:</i>						
I consider diversity to be an important admissions criterion for graduate students.	2.67	2.86*	3.15	2.65*	3.07	3.21
Students of color are as productive as white students.	3.53	3.66*	3.78	3.59*	3.73	3.82
I am concerned that a qualified white student may be overlooked for admission in favor of an applicant of color.^	2.31	2.14*	1.79	2.26*	1.87	1.73
Student applicants of color are as qualified as white applicants.	3.47	3.61*	3.74	3.52*	3.69	3.79
Female students are as productive as male students.	3.49	3.72*	3.77	3.62*	3.71	3.82
This University should more actively recruit graduate students of color.	2.69	2.85	3.21	2.66*	3.05	3.34
I am concerned that a qualified male applicant may be overlooked in favor of a female.^	2.32	1.96*	1.84	2.13*	1.98	1.70
My department needs to have a more diverse graduate student body. ⁶	2.62	2.79	3.22	2.60*	3.13	3.31

Scale for response items: *Strongly disagree* = 1; *Disagree* = 2; *Agree* = 3; *Strongly agree* = 4

⁵ Refer to Figure 6 for departmental demographic data for faculty.

⁶ Refer to Figure 7 for departmental demographic data for graduate students.

Observations of inappropriate behavior

Faculty and graduate students indicated the number of times they have observed inappropriate behavior related to gender (Figures 12 & 13) and ethnicity (Figures 14 & 15).

Means represent the following frequencies of observations of inappropriate behaviors:

Never/ 0 times	1.00 – 1.75
Once or twice/1-2 times	1.76 – 2.50
Occasionally/ 3-4 times	2.51 – 3.25
Frequently/ 5 or more times	3.26 – 4.00

Inappropriate behavior related to gender

Responses to Q10 and Q11 are shown in Figures 12 and 13.

Q10. How many times have you noticed inappropriate behavior related to GENDER on the UCI campus outside your department?

Q11. With respect to GENDER: Have you ever noted the following behavior on the part of colleagues in your department?

Figure 12. Faculty observations of inappropriate behaviors related to gender

Q.	Number of times respondents noticed:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
		Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
10	Inappropriate behavior related to gender on the UCI campus outside of your department. †	1.78	2.38	2.35	2.03	1.94	2.89*
11	Inappropriate references to another’s personal life (by colleagues within department). †	1.55	2.02	2.08	1.71	1.53	3.11*
11	Inappropriate references to another’s appearance (by colleagues within department). †	1.47	1.87	1.72	1.63	1.33	2.44*
11	Disparaging remarks about qualifications (by colleagues within department). †	1.53	1.99	2.25	1.68*	1.80	3.00*
11	Discouragement or demoralization about the possibilities for advancement (by colleagues within department). †	1.46	2.08	2.09	1.71	1.64	2.75*

Figure 13. Graduate student observations of inappropriate behaviors related to gender

Q.	Number of times respondents noticed:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
		Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
10	Inappropriate behavior related to gender on the UCI campus outside of your department.	1.41	1.71*	1.75	1.60	1.63	1.85
11	Inappropriate references to another’s personal life (by colleagues within department).	1.33	1.58*	1.66	1.47*	1.63	1.69
11	Inappropriate references to another’s appearance (by colleagues within department).	1.33	1.60*	1.71	1.49*	1.63	1.79
11	Disparaging remarks about qualifications (by colleagues within department).	1.28	1.51*	1.66	1.39*	1.54	1.77
11	Discouragement or demoralization about the possibilities for advancement (by colleagues within department).	1.20	1.45*	1.57	1.34*	1.43	1.69

Scale for response items: Never (0 times) = 1; Once or twice (1-2 times) = 2; Occasionally (3-4 times) = 3; Frequently (5 or more times) = 4

Inappropriate behavior related to ethnicity

Responses to Q12 and Q13 are shown in Figures 14 and 15.

Q12. How many times have you noticed inappropriate behavior related to RACE/ETHNICITY on the UCI campus outside your department?

Q13. With respect to RACE/ETHNICITY: Have you ever noted the following behavior on the part of colleagues in your department?

Figure 14. Faculty observations of inappropriate behavior related to ethnicity

Q.	Number of times respondents noticed:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
		Male n=153	Female n=108	URM n=25	Non-URM n=222	URM-M n=16	URM-F n=9
12	Inappropriate behavior related to ethnicity on the UCI campus outside of your department. †	1.59	2.13*	2.35	1.75*	2.25	2.33
13	Inappropriate references to another's personal life (by colleagues within department).	1.29	1.45	1.73	1.32*	1.56	2.11
13	Inappropriate references to another's appearance (by colleagues within department).	1.20	1.31	1.73	1.20*	1.50	2.00
13	Disparaging remarks about qualifications (by colleagues within department). †	1.42	1.70*	2.19	1.45*	1.88	2.56
13	Discouragement or demoralization about the possibilities for advancement (by colleagues within department). †	1.31	1.64*	1.92	1.39*	1.50	2.44

Figure 15. Graduate student observations of inappropriate behavior related to ethnicity

Q.	Number of times respondents noticed:	Gender (μ)		Ethnicity (μ)		URM by Gender (μ)	
		Male n=493	Female n=560	URM n=118	Non-URM n=732	URM-M n=55	URM-F n=63
12	Inappropriate behavior related to ethnicity on the UCI campus outside of your department.	1.57	1.70*	1.99	1.61*	1.96	2.02
13	Inappropriate references to another's personal life (by colleagues within department).	1.28	1.36	1.78	1.28*	1.67	1.89
13	Inappropriate references to another's appearance (by colleagues within department).	1.28	1.35	1.67	1.27*	1.55	1.79
13	Disparaging remarks about qualifications (by colleagues within department).	1.27	1.41*	1.84	1.29*	1.71	1.97
13	Discouragement or demoralization about the possibilities for advancement (by colleagues within department).	1.25	1.33	1.70	1.22*	1.56	1.84

Scale for response items: Never (0 times) = 1; Once or twice (1-2 times) = 2; Occasionally (3-4 times) = 3; Frequently (5 or more times) = 4

Final comments about diversity at UC Irvine

Responses to this question are grouped by faculty and graduate students. The “n” indicates the number of faculty and graduate students who provided responses.

Q14. What do you think we should know about diversity at UCI?

This information has not been included in the campuswide report because it is included in all school reports.

Appendix A: DECADE Climate Survey

DECADE survey

The Graduate Division and the ADVANCE Program for Institutional Transformation at UC Irvine are developing a new initiative, the Diverse Educational Community and Doctoral Experience (DECADE). The information gathered from this survey will provide baseline data to inform DECADE programming, to evaluate the impact of DECADE activities, increase the recruitment of women and minority students into doctoral programs, and expand retention and career development strategies for these students.

We invite you to complete this short survey about the gender, ethnic and racial inclusiveness of the campus climate. All responses are anonymous and confidential. Your answers will assist us in determining the appropriate level of programming for DECADE activities and are not intended to judge or single out any department or program.

As a participation incentive, we will randomly select 3 survey participants to receive \$50 gift cards from Albertsons. By completing this on-line survey, you agree to participate in this research. Survey responses will be held in strict confidence. Your participation is entirely voluntary.

Thank you.

Survey Questions

[Add Heading](#)[Reorder](#)[Add Question](#)

Purpose:

Diversity is generally defined as the differences and similarities that people bring to an organization. While there are many categories of Diversity, this survey is ONLY asking about the categories of GENDER and ETHNICITY/RACE.

General information about you:

1. Please indicate your status:

[Edit](#) | [Delete](#)

- Graduate student
- Assistant professor
- Associate professor
- Full professor

2. Please indicate your gender:

[Edit](#) | [Delete](#)

- male
- female
- other

3. What is your ethnicity:

[Edit](#) | [Delete](#)

4. Please indicate your primary school affiliation:

[Edit](#) | [Delete](#)

5. How many years have you been at UCI:

[Edit](#) | [Delete](#)

Importance of Diversity

6. Please indicate your level of agreement with the importance of Diversity for:

[Edit](#) | [Delete](#)

	not important at all	somewhat important	important	very important
enhancing intellectual perspective	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
aiding in the economic growth of the country	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
improving societal equity and inclusion	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
excellence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

General attitudes about Diversity

7. Please indicate your level of agreement with each of the following statements:

[Edit](#) | [Delete](#)

	strongly disagree	disagree	agree	strongly agree
A diverse research team improves research quality	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Diversity creates tension and arguments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
A diverse environment is important for developing critical thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Diversity is not a relevant measure of institutional quality	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Diversity leads to more innovative research questions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have adjusted my teaching to accommodate a diverse student body	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am comfortable working with individuals of diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Diversity impedes discussion of substantive issues	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Faculty diversity efforts

8. Please indicate your level of agreement with efforts to improve diversity in UCI faculty

[Edit](#) | [Delete](#)

	strongly disagree	disagree	agree	strongly agree
I consider diversity to be an important criterion in hiring and retention of faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This University needs to have a more diverse faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Faculty of color are as productive as white faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The gender balance of faculty in my department is adequate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Women need to be more represented in administrative positions at this University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am concerned that a qualified male applicant may be overlooked in favor of a woman	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Female faculty are as productive as male faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Faculty of color need to be more represented in administrative positions at this University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
My department needs to have a more diverse faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am concerned that a qualified white candidate may be overlooked in favor of an applicant of color	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Graduate Student diversity efforts

9. Please indicate your level of agreement with efforts to improve graduate student diversity at UCI

[Edit](#) | [Delete](#)

	strongly disagree	disagree	agree	strongly agree
I consider diversity to be an important admissions criterion for graduate students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Students of color are as productive as white students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am concerned that a qualified white student may be overlooked for admission in favor of an applicant of color	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

My department needs to have a more diverse graduate student body	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student applicants of color are as qualified as white applicants	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Female students are as productive as male students	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This University should more actively recruit graduate students of color	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am concerned that a qualified male applicant may be overlooked in favor of a female	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Observations

Remember, all responses are anonymous and confidential. Your answers will assist us in determining the appropriate level of programming for DECADE activities and are not intended to judge or single out any department or program.

10. How many times have you noticed inappropriate behavior related to GENDER on the UCI campus outside your department?

[Edit](#) | [Delete](#)

- never
- once or twice
- occasionally
- frequently

11. With respect to GENDER: Have you ever noted the following behavior on the part of colleagues in your department?

[Edit](#) | [Delete](#)

	never	1-2 times	3-4 times	5 or more times
Inappropriate references to another's personal life	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Inappropriate references to another's appearance	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Disparaging remarks about qualifications	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Discouragement or demoralization about the possibilities for advancement	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

12. How many times have you noticed inappropriate behavior related to RACE/ETHNICITY on the UCI campus outside your department?

[Edit](#) | [Delete](#)

- never
- once or twice
- occasionally
- frequently

13. With respect to RACE/ETHNICITY: Have you ever noted the following behavior on the part of colleagues in your department?

[Edit](#) | [Delete](#)

	never	1-2 times	3-4 times	5 or more times
Inappropriate references to another's personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inappropriate references to another's appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disparaging remarks about qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discouragement or demoralization about the possibilities for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Final comments

14. What do you think we should know about diversity at UCI:

Thank you for completing this survey.

If you have any concerns about behavior you have witnessed and would like to pursue further discussion please contact the UCI campus Ombudsman at 949-824-7256.

We will randomly select 3 survey participants to receive \$50 gift cards from Albertsons. The winners will be notified via e-mail.