

SPRING 2016 CAMPUS CLIMATE SURVEY

Diversity and Inclusion

SURVEY RESULTS

CAMPUS CLIMATE COMMITTEE

SURVEY DEVELOPMENT, SURVEY ADMINISTRATION, AND DATA COMPILATION

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PREFACE

The Spring 2016 Campus Climate Survey is the first University of Chicago survey to attempt to capture some of the experiences and perceptions of students, staff, and academics (defined as tenure track and non-tenure track academic appointees and postdoctoral researchers) on a broad range of issues related to diversity and inclusion. Administering the Climate Survey is intended to be a crucial step towards improving our campus climate. The survey will serve as one baseline against which to measure improvement; be a catalyst for communication and discussion; and contribute to thinking about the implementation of new programs, policies, and activities that will foster an inclusive climate.

In addition to these initial survey results, additional data from the Climate Survey will be used to conduct in-depth examinations of important topics not addressed herein. Potential topics for further analysis include: discrimination, harassment, and bias associated with religious affiliation; views on what counts as discrimination, harassment, and bias; as well as views on how to respond to experiences and/or witnessing of discrimination, harassment, and bias.

INTRODUCTION

The Spring 2016 Campus Climate Survey provides data that will be enriched through further discussion. The findings from this survey compel us to contend with complex national and institutional issues. The campus climate around issues of diversity and inclusion is the aggregate of individual attitudes, interpersonal interactions, and institutionalized policies and practices. These factors and others collectively determine the extent to which individuals and groups feel welcomed, respected, and valued at the University of Chicago. The University has a foundational commitment to the idea that a culture of free and open inquiry requires empowering individuals of all backgrounds, experiences, identities, and perspectives to challenge conventional thinking in pursuit of original ideas. Such goals can only fully be realized within a climate that is inclusive.

No single characteristic identifies someone as a minority. The same individual may occupy a minority status with respect to one characteristic, but a majority status with respect to a different characteristic. Further, there are multiple dimensions of diversity, not all of which are captured in the survey. The data compiled here focus on minority status across several categories that identify historically marginalized and/or stigmatized groups: race/ethnicity, gender identification, ability status, and sexual orientation. Campus climate has implications for all students, academics, and staff. Yet it has especially strong effects related to minority status.

SURVEY DEVELOPMENT

During the fall of 2014, several groups of students, with the support of faculty and staff, raised issues about aspects of the climate on campus and called for a variety of actions to address climate issues and promote inclusion. To inform the University's efforts on these issues, the Spring 2016 Climate Survey focused on diversity and inclusion. Under the auspices of a broadly constituted Steering Committee chaired by Cathy Cohen, Mary Winton Green Professor in the Department of Political Science and the College (Appendix 3), students, academics, and staff provided feedback in the development and implementation of the Climate Survey through several channels, including 17 Climate Survey Forums that took place across campus, and through direct responses to climate-survey-project@uchicago.edu.

A Working Group on Survey Development with expertise in survey construction and deployment, chaired by Micere Keels, Associate Professor in the Department of Comparative Human Development and the College (Appendix 3), was convened to construct the survey instrument based on this broad feedback and with guidance from the Steering Committee. The Working Group also drew on findings from a literature

review and a review of several campus climate surveys developed by other institutions and national working groups, which were designed to measure discrimination and harassment regarding race/ethnicity, gender identification, ability status, sexual orientation, and religious identification.

The Spring 2016 survey consisted of approximately 75 questions. Respondents were instructed to base their responses on experiences that occurred over the past two years. This report is a compilation of the responses that are amenable to quantitative summary. It has been compiled by Micere Keels, Melissa Gilliam, William Greenland, and Ronald Thisted on behalf of the Working Group.

There are significant limitations to this survey. Discrimination and harassment are complex issues that cannot be captured fully with rating scales. Further, all relevant experiences cannot be gathered on one survey. There are important perspectives that are not captured such as questions regarding experiences of discrimination and harassment associated with age, socioeconomic status, and being a first-generation college student.

The survey also provided respondents with several opportunities to provide open-ended responses. Those qualitative responses reflect individual experiences and opinions, describe specific events or points of friction, offer insights and constructive suggestions. They are not easily summarized numerically and consequently are not included here.

RESPONDENT DEMOGRAPHICS AND HOW TO INTERPRET THESE DATA

The 2016 Campus Climate Survey engaged responses from a large enough segment of our overall campus community and the minority subgroups examined in this report to provide insights into common themes regarding diversity and inclusion, and to determine the extent to which those themes vary across different dimensions of diversity. These insights do not provide a course of action in themselves, but they can stimulate individual and institutional dialogue around potential targets for change.

It is important for the reader to recognize that the percentages contained in this report are percentages of those participating in the survey, and they may not be representative of the rest of the University population that was eligible but elected not to participate. The survey was neither a census nor a probability sample of groups in the University community. It is best described as having used voluntary sampling for which all members of the target population were recruited. Because all members of the community were invited

to participate, but not all did, individuals with certain experiences or beliefs may have been more likely than others to participate as a result of those experiences or beliefs. Consequently, those who responded to the survey may differ in systematic ways from the University population as a whole.

The results in this document are reported according to three broad categories of respondents: students (undergraduate, graduate, and professional), academics (tenure track and non-tenure track academic appointees and postdoctoral researchers), and staff (academic support and non-academic). It is important to recognize that each of these categories contains sub-categories whose responses may differ, perhaps in marked ways, from one another.

In April of 2016, the survey was sent to 14,658 students, 3,315 tenure track and non-tenure track academics and postdoctoral researchers, and 7,621 staff, and yielded a 29% campus-wide response rate. The response rate varied among the constituents: 26% among students, 28% among academics and postdoctoral researchers, and 35% percent among staff. More details on the participation rate are presented in Appendix 1.

Our overall response rate of 29% is similar to that obtained by other institutions that have done combined climate surveys of students, academics, and staff. For example, the University of Illinois system had a 16% response (2011), the University of Toledo had an 11% student and 21% academics/staff response (2012), the University of California system had a 27% response (2013), and Marquette University had a 31% response (2015).

The report is structured around four demographic items in the survey covering race/ethnicity, gender identification, ability status, and sexual orientation that will be used to structure the reporting of the results in this report.

In the figures that follow, responses are broken down by demographic/status categories. Some categories are larger than others, and a few do not permit reporting in the figures due to small numbers. The number of respondents in each demographic/status category is as follows:

- Race/ethnicity (federal methodology)
 - African American/Black: 543
 - American Indian/Native American: *
 - Asian: 974
 - European American/White: 4,402
 - Hispanic/Latinx: 641
 - Native Hawai'ian/Pacific Islander: *
 - Two or more races/ethnicities: 280

- The number of American Indian/Native American and Native Hawai'ian/Pacific Islander respondents is too low to allow reporting in the following charts.
- Gender identification (multiple responses allowed)
 - Female: 3,736
 - This category is used to identify respondents who selected only the female category for their gender identification.
 - Male: 3,190
 - This category is used to identify respondents who selected only the male category for their gender identification.
 - Trans-genderqueer-agender: 144
 - This category is used to identify respondents who selected transgender, genderqueer, non-binary, agender, and others, or checked multiple responses for their gender identification.
- Ability status
 - Any disability: 804
 - No disability selected: 7,002
- Sexual orientation
 - Heterosexual: 5,656
 - Not heterosexual: 1,206
 - No response (not shown in charts): 963

Representativeness was examined for two of the demographic categories (race/ethnicity and gender) that are the subject of this report (Table 1). To facilitate comparison between the University population as a whole and the survey respondents, the comparisons in Table 1 are based on the University's system of record. While the differences in response rates across these groups are small, keeping specific differences in mind when interpreting the results may be helpful. Women consistently responded at slightly higher rates than the overall average, but by small amounts. The most consistent differences regarding race/ethnicity are that Asian members of our community responded at somewhat lower rates and White members of our community responded at somewhat higher rates than did other community members.

The purpose of the Climate Survey was not to estimate the prevalence of particular experiences, attitudes, or beliefs. The goal of the survey is primarily descriptive—to describe group experiences, possibly account for observed relationships, and provide indicators of arenas in which improvements would be valued. For this reason, comparing responses across different groups or contexts is likely to be more informative than overall percentages might be. Reports such as this one can be particularly informative, for example, about the contexts in which particular attitudes have developed or persist and the consequences of particular experiences for individuals and the institution.

Table 1: Comparison of Campus Population with Survey Respondents

Status Category	Students		Academics		Staff	
	Percent of Population	Percent of Respondents	Percent of Population	Percent of Respondents	Percent of Population	Percent of Respondents
Race/Ethnicity*						
American Indian	0%	0%	0%	0%	0%	0%
Asian	14%	12%	18%	13%	10%	7%
Black	4%	5%	3%	4%	17%	15%
Hispanic/Latinx	8%	9%	2%	4%	6%	5%
International	18%	12%	4%	3%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More	4%	5%	1%	1%	2%	2%
White	41%	47%	61%	68%	60%	68%
Unknown	10%	10%	11%	7%	5%	4%
Gender*						
Female	43%	50%	34%	40%	61%	64%
Male	57%	50%	62%	57%	39%	35%
Unknown	0.1%	0.4%	4%	2%	1%	1%

* Categories are those from the University system of record. The number of responses from American Indians and Pacific Islanders, which are less than 1% in each case, are too small to report for confidentiality reasons.

BROAD PERCEPTIONS OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

Broad perceptions of campus climate focus on responses to two sets of questions. One question measured **proximal campus climate**, by asking students/academics/staff to rate the climate in their classes/department/work unit respectively. Another question measured **overall institutional climate**, by asking respondents to rate the overall campus climate. Both of these questions used the following dimensions: racism, sexism, tolerance for disability accommodation, and homophobia. The wording of each question is detailed in Appendix 2 at the end of this report. In the summaries below, we characterize answers to these questions with a 1 or 2 as a negative view of the climate (e.g., homophobic, sexist, racist), answers of 4 or 5 as positive, and answers of 3 as neutral.

BRIEF SUMMARY OF RESULTS

Across all subgroups (i.e., race/ethnicity, sexual orientation, ability status, and gender identification), members of our campus community have a significantly more positive perception of their proximal climate than the overall institutional climate.

- The strongest perceptions of a negative climate involve racism and sexism.
 - Among respondents who identify as Black, 40% perceive the overall institutional climate as racist; this decreases to 27% regarding their proximal climate. A substantial minority of all racial/ethnic groups give low ratings for the University's climate regarding racism: 27% of those who identify as two or more races/ethnicities, 25% of those who identify as Hispanic/Latinx, 21% of those who identify as Asian, and 18% of those who identify as White perceive the overall institutional climate as racist. See figures on page 8.
 - Among respondents who identify as transgender/queer/agender, 41% perceive the overall institutional climate as sexist; this decreases to 32% regarding their proximal climate. Among respondents who identify as female, 28% perceive the overall institutional climate as sexist; this decreases to 21% regarding their proximal climate. In contrast, 12% of those who identify as male perceive the overall institutional climate as sexist; this decreases to 9% regarding their proximal climate. See figures on page 9.

- The strongest perception of a positive climate involves issues of homophobia. Gaps in perception remain, however, among those identifying as not heterosexual compared to those identifying as heterosexual.
 - Regarding homophobia, 13% of our campus community who identify as not heterosexual report a non-inclusive overall institutional climate regarding homophobia; this number decreases to 11% for proximal climate. In contrast, 4% of those who identify as heterosexual report a non-inclusive overall institutional climate regarding homophobia; this number decreases to 2% for proximal climate. This disparity suggests that there is incongruence on perception of the climate around homophobia between those most likely to be affected by homophobia and the majority of the campus community. See figures on page 11.
- Approximately 30% of respondents with a disability perceive the overall institutional climate as intolerant of disability accommodation; this percentage decreases to 20% regarding their proximal climate. See figures on page 10.

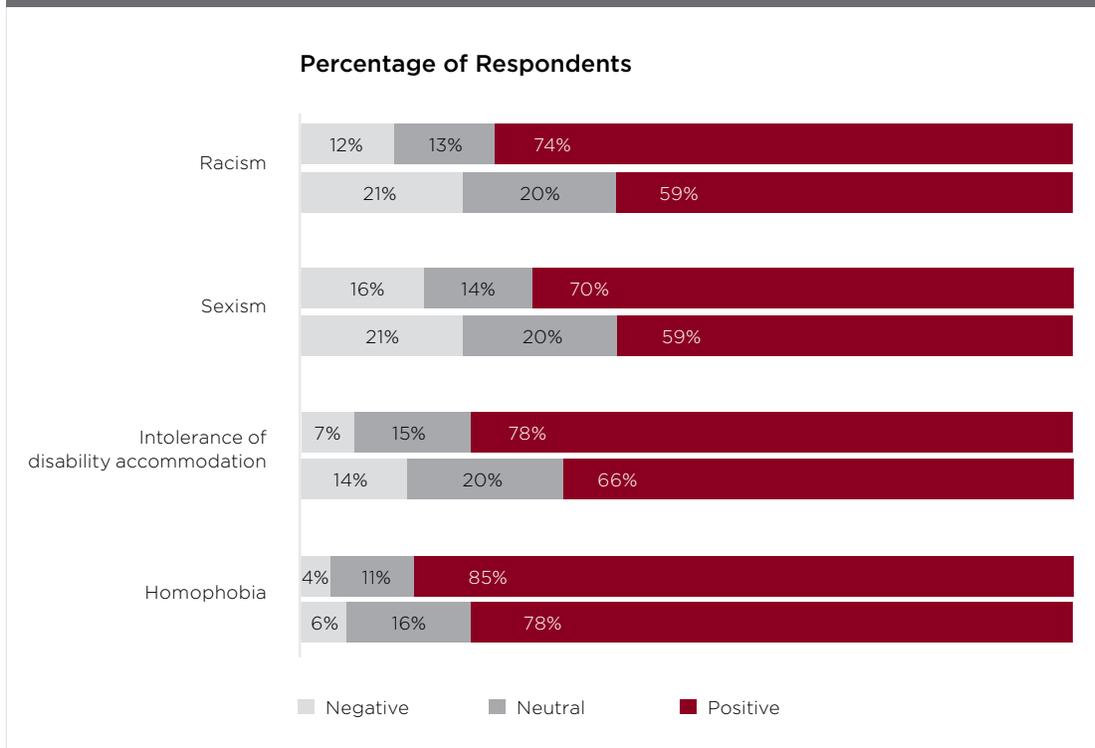
RESULTS

Figure 1 shows the percentage of respondents who selected 1 or 2 ("negative"), 3 ("neutral"), or 4 or 5 ("positive") on a five-point scale between the following anchor points:

- Racist ... Non-racist
- Sexist ... Non-sexist
- Intolerant of disability accommodation ... Tolerant of disability accommodation
- Homophobic ... Non-homophobic

In each case, the upper bar shows the response regarding proximal campus climate (climate in the respondent's department, immediate work environment, or classes), while the lower bar shows the response regarding overall campus climate.

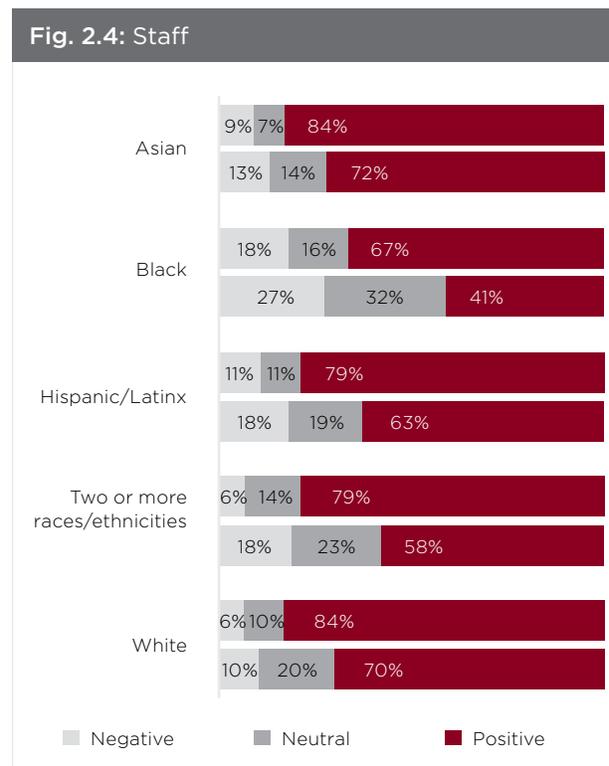
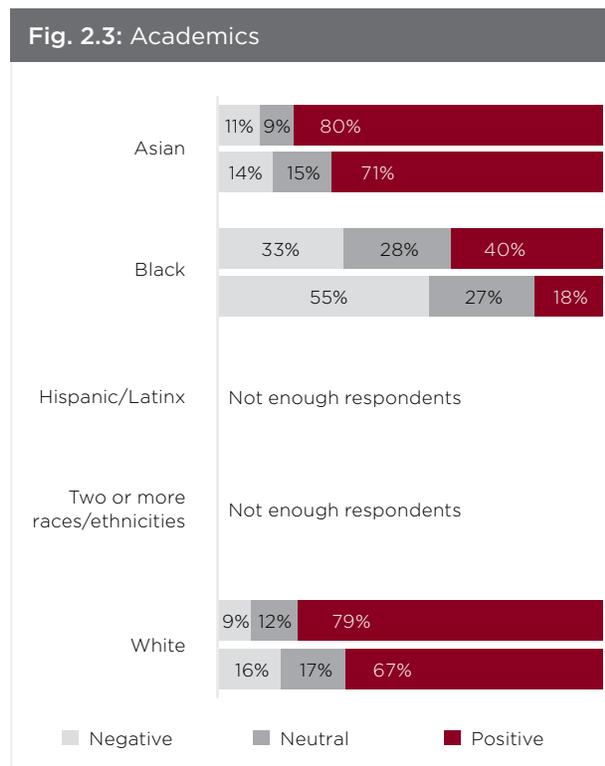
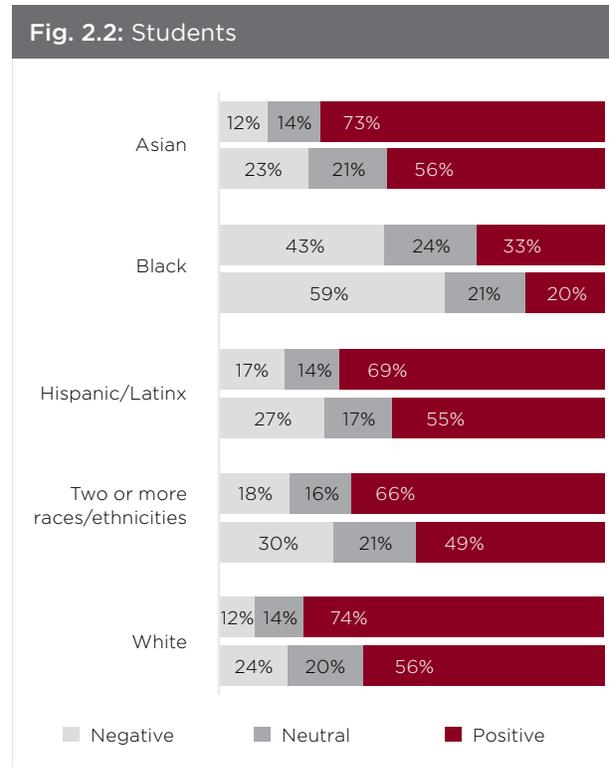
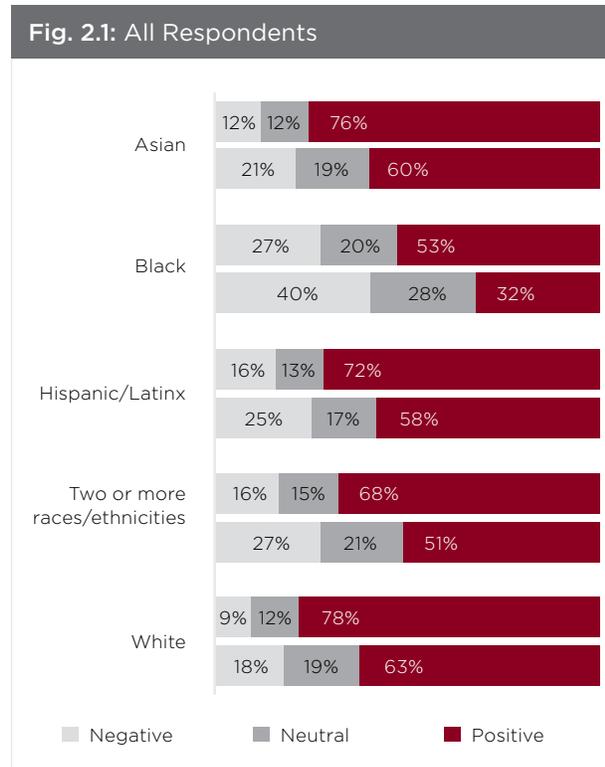
Figure 1: Responses to Overall and Proximal Climate Questions



Perception of Racism

Figures 2.1 through 2.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “racist” and “non-racist.”

For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.

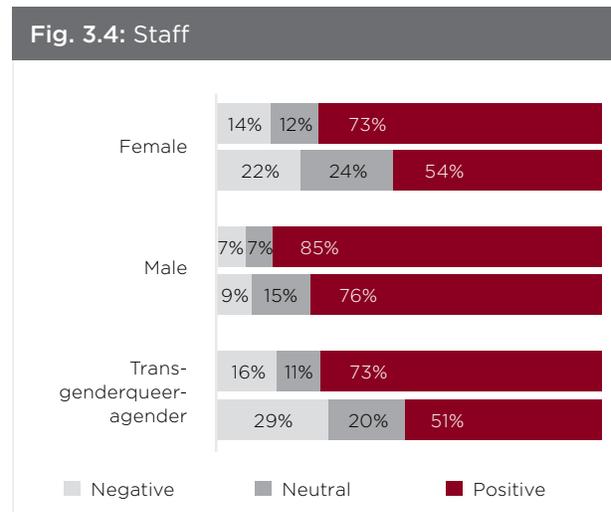
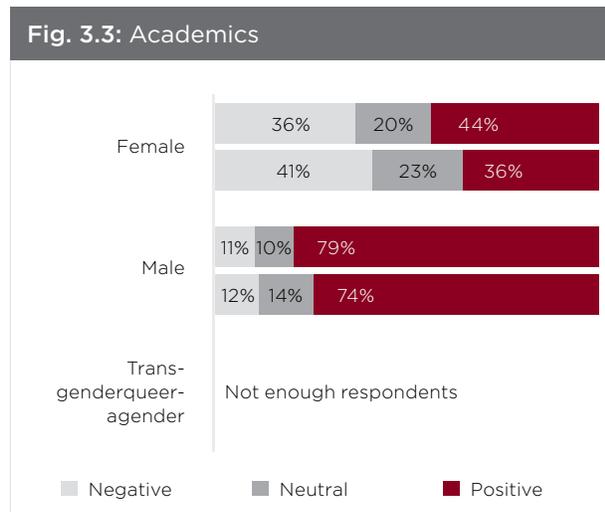
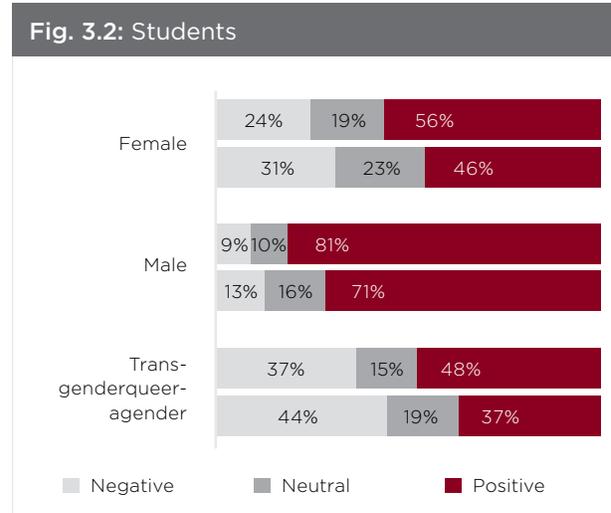
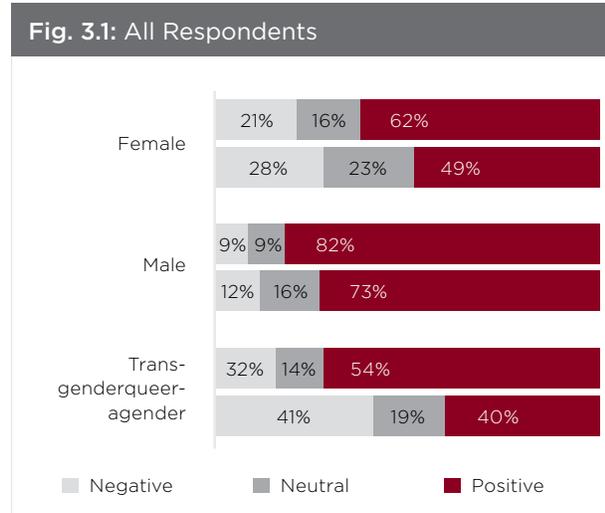


Federal methodology; American Indian/Native American and Native Hawaiian/Pacific Islander groups have insufficient numbers to allow reporting.

Perception of Sexism

Figures 3.1 through 3.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “sexist” and “non-sexist.”

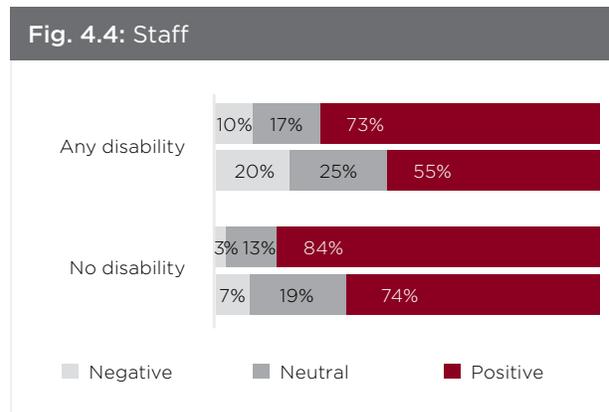
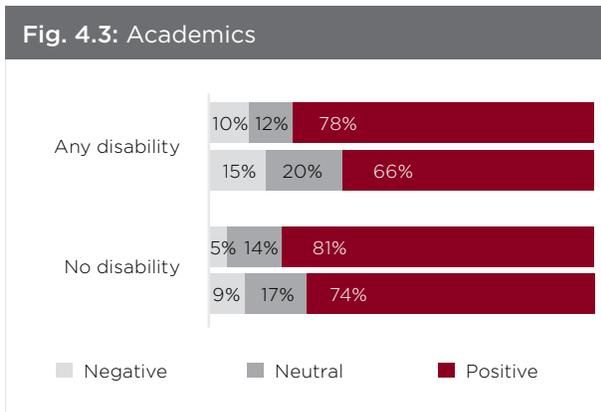
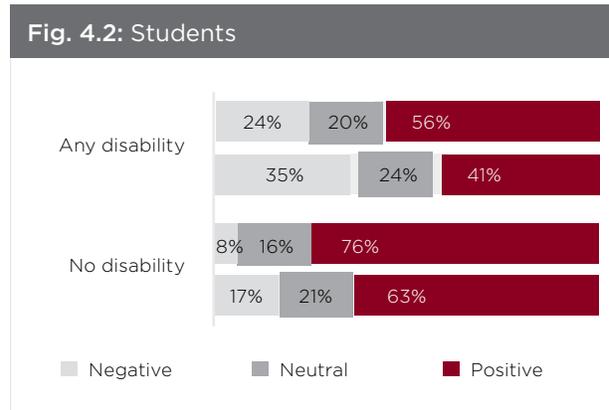
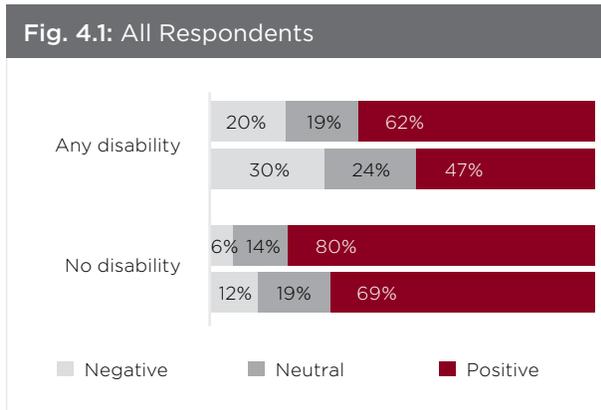
For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



Perception of Tolerance for Disability Accommodation

Figures 4.1 through 4.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “intolerant of disability accommodation” and “tolerant of disability accommodation.”

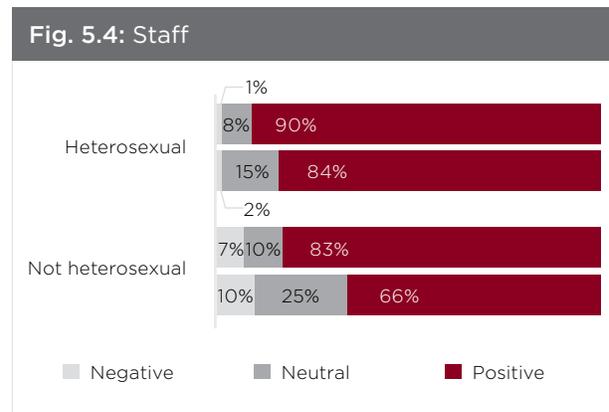
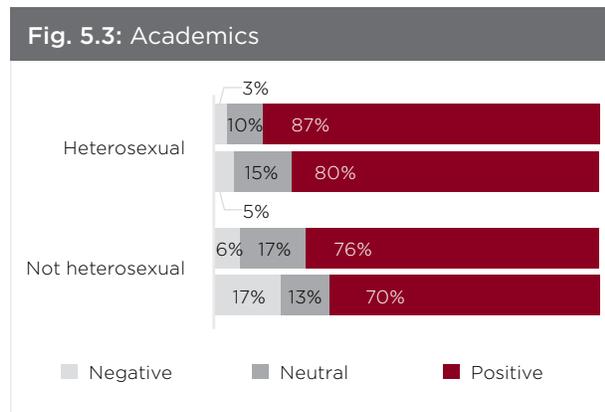
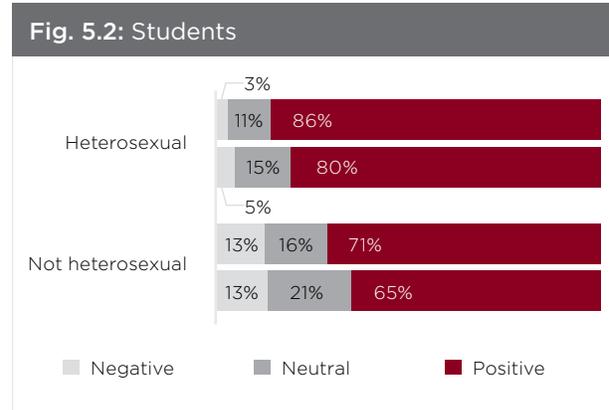
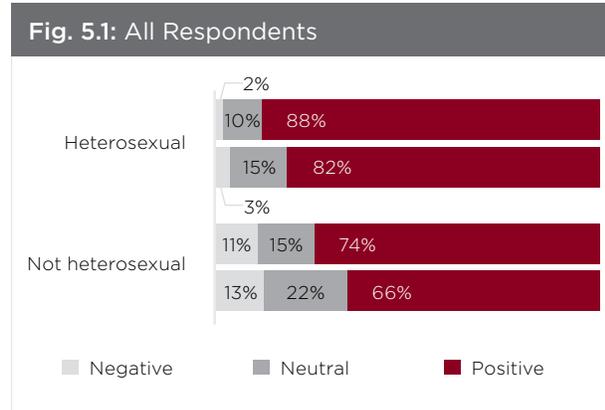
For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



Perception of Homophobia

Figures 5.1 through 5.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “homophobic” and “non-homophobic.”

For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



EXPERIENCES AND CONSEQUENCES OF DISCRIMINATION AND HARASSMENT

DESCRIPTION OF THE DATA

Experiences and consequences of discrimination and/or harassment focus on responses to four questions. The first question asked respondents to report whether they have experienced any of 12 forms of discrimination and/or harassment. The second question asked respondents to report whether they have experienced any of three forms of online harassment. The third question asked respondents to report whether they have experienced any of three forms of physical harassment. The fourth question asked respondents to report whether they have considered doing any of the following things in response to experiencing discrimination and/or harassment on campus: (1) transferring/applying to another university; (2) dropping out/quitting; and (3) not recommending the University to prospective student/academic/staff member. The wording of each question is detailed in Appendix 2 at the end of this report.

BRIEF SUMMARY OF RESULTS

- Among respondents, 2% reported experiencing physical harassment (e.g., threats of physical violence, actual physical violence, or property damage). Physical harassment was most likely to occur among members of our campus community who identify as trans-genderqueer-agender (11% reported physical harassment). See figures on pages 13 and 14.
- Among respondents, 4% reported experiencing online harassment (e.g., embarrassed/humiliated, threatened, bullied). Online harassment was most likely to occur among members of our campus community who identify as trans-genderqueer-agender (16% reported online harassment)
- Approximately 16% of respondents reported experiencing non-physical forms of discrimination and/or harassment (e.g., denied service or promotion, unfair grading, derogatory remark or graffiti, or unfair comment due to one's status characteristic).
 - Members of our campus community who identify as one of the minority groups examined in this report are significantly more likely to have experienced discrimination and/or harassment. The highest rates are among those that identify as trans-genderqueer-agender (43%), having a disability (33%), not heterosexual (31%), two or more races/ethnicities (27%), and Black (25%). See figures on page 16.

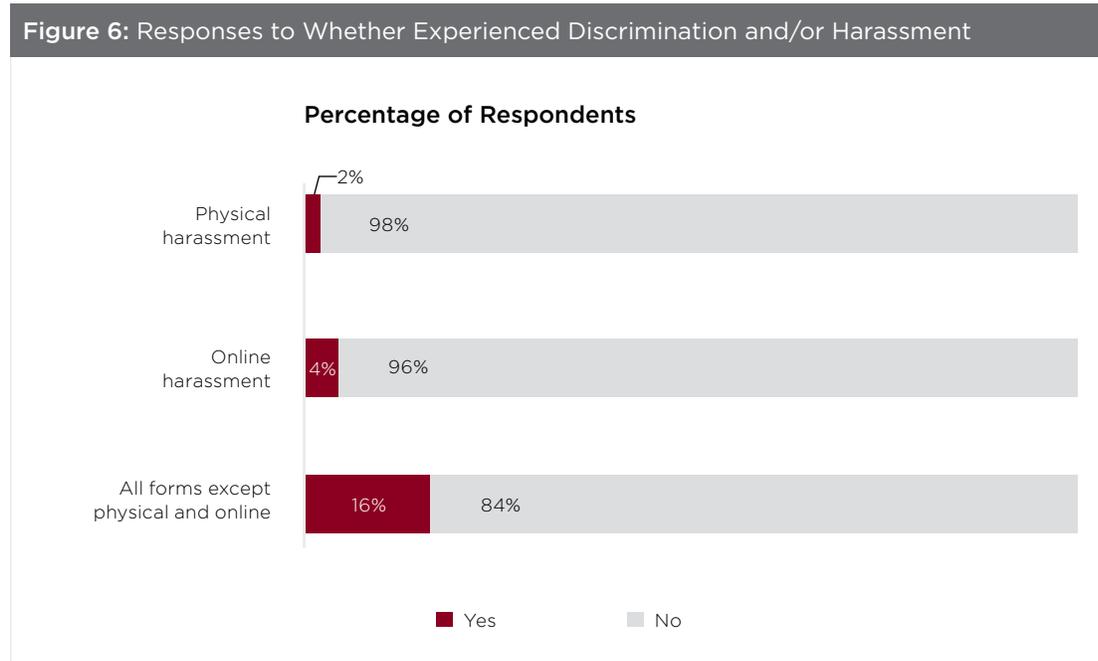
- Among those who experienced discrimination and/or harassment, 57% considered transferring/applying to another university, and 26% considered dropping out/quitting. Discrimination and/or harassment can also have meaningful consequences for the University's reputation. Among those who have experienced discrimination and/or harassment, 40% considered not recommending the University to a prospective member of our community. See figures on page 17.

Focusing on the 22% of respondents who have experienced discrimination and/or harassment:

- Among those who identify as Black, 68% of those who experienced discrimination and/or harassment considered transferring/applying to another university, 38% considered dropping out/quitting, and 78% considered not recommending the University to a prospective member of our community.
- Among those who identify as trans-genderqueer-agender, 50% considered transferring/applying to another university, 40% considered dropping out/quitting, and 72% considered not recommending the University to a prospective member of our community.
- Among those who identify as having a disability, 45% considered transferring/applying to another university, 32% considered dropping out/quitting, and 69% considered not recommending the University to a prospective member of our community.
- Among those who identify as female, 40% considered transferring/applying to another university, 25% considered dropping out/quitting, and 59% considered not recommending the University to a prospective member of our community.
- Among those who identify as not heterosexual, 36% considered transferring/applying to another university, 26% considered dropping out/quitting, and 63% considered not recommending the University to a prospective member of our community.
- See figures on pages 18 through 20.

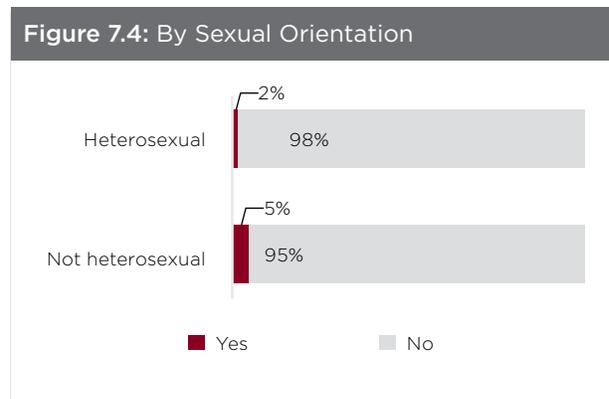
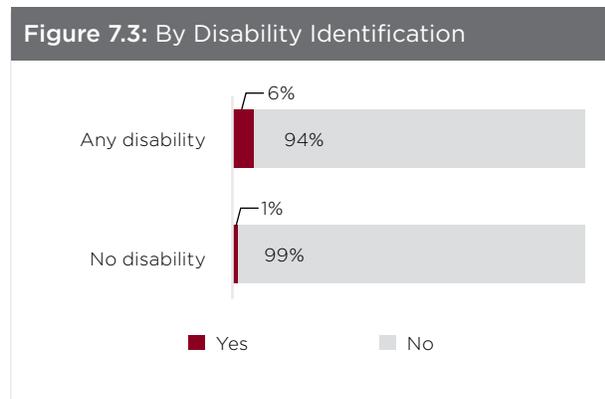
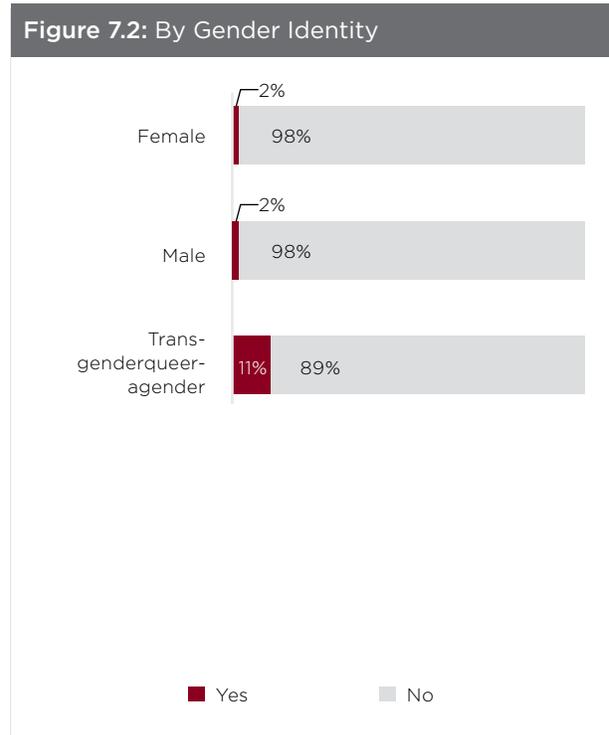
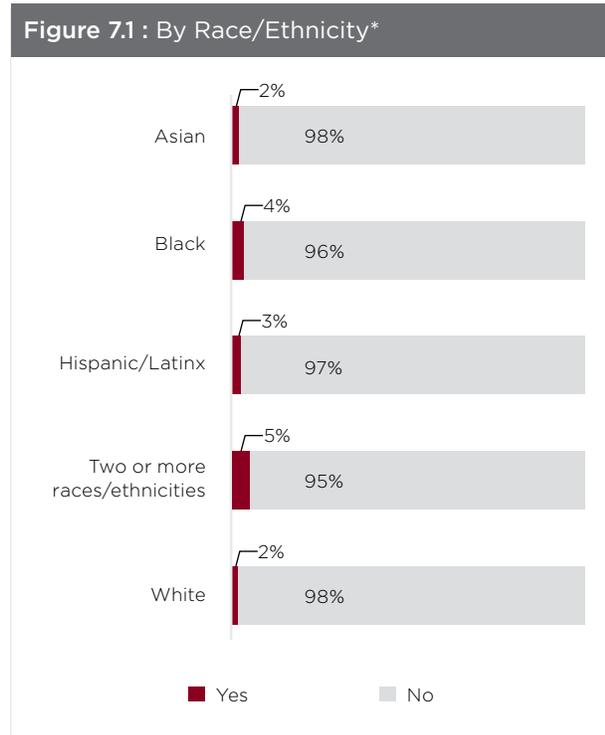
RESULTS

Figure 6 shows the percentage of respondents who selected “yes” or “no” to whether they have experienced various forms of discrimination and/or harassment.



Experienced Physical Harassment

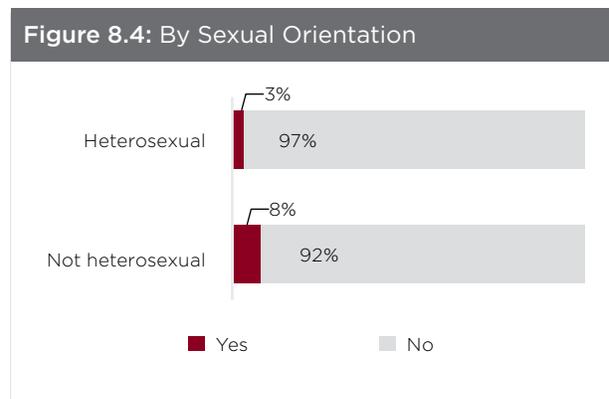
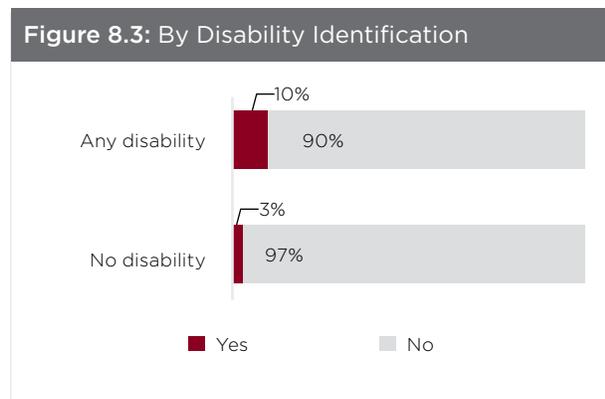
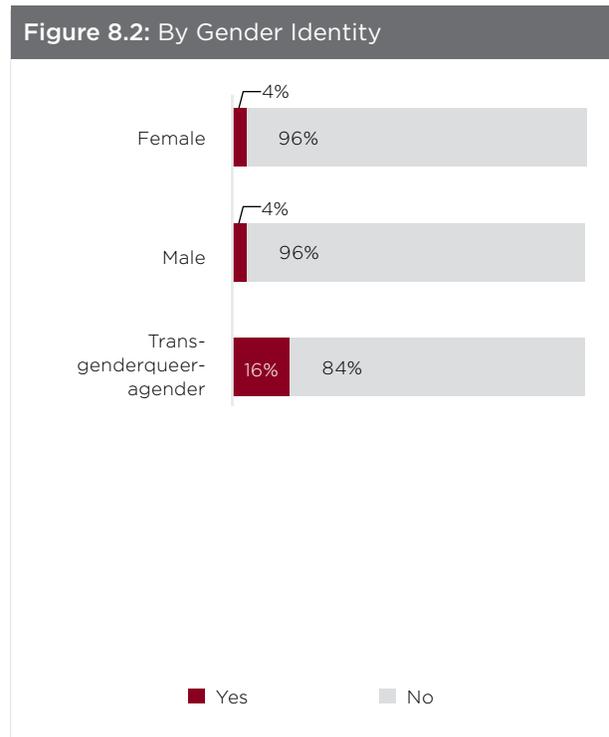
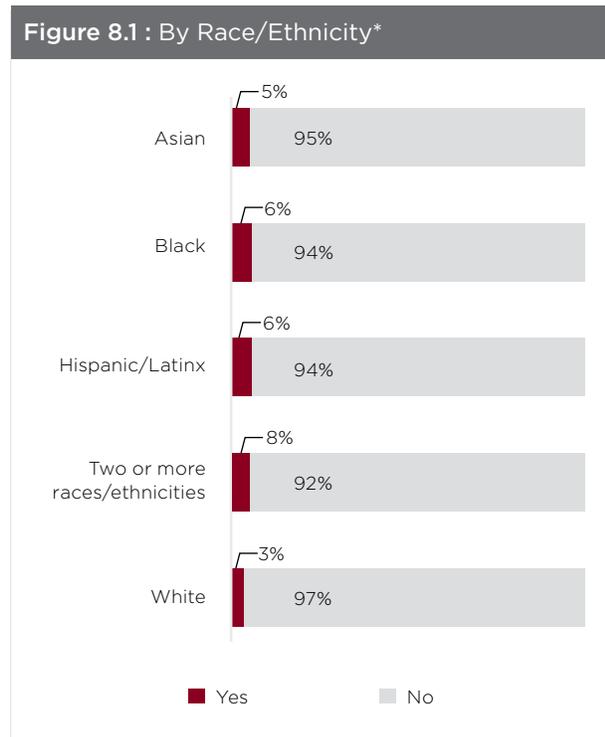
Figures 7.1 through 7.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced physical harassment.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Experienced Online Harassment

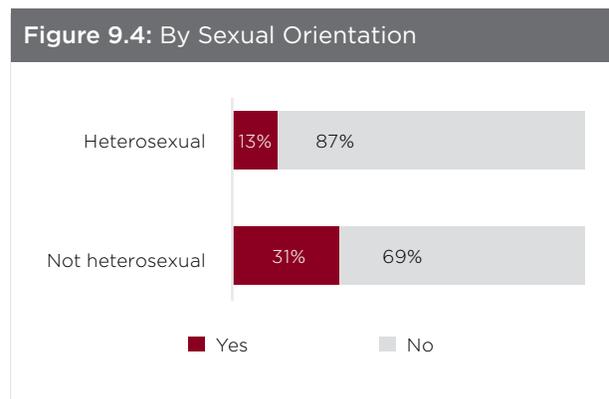
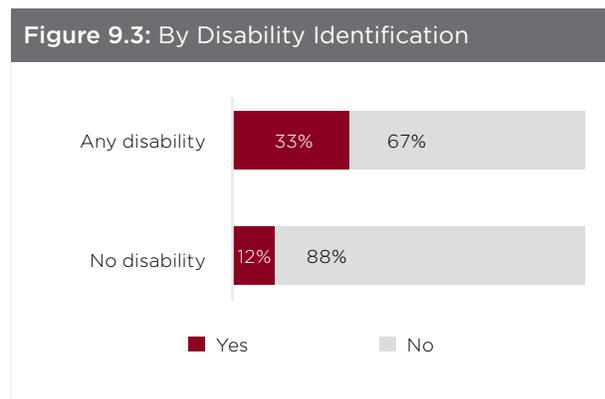
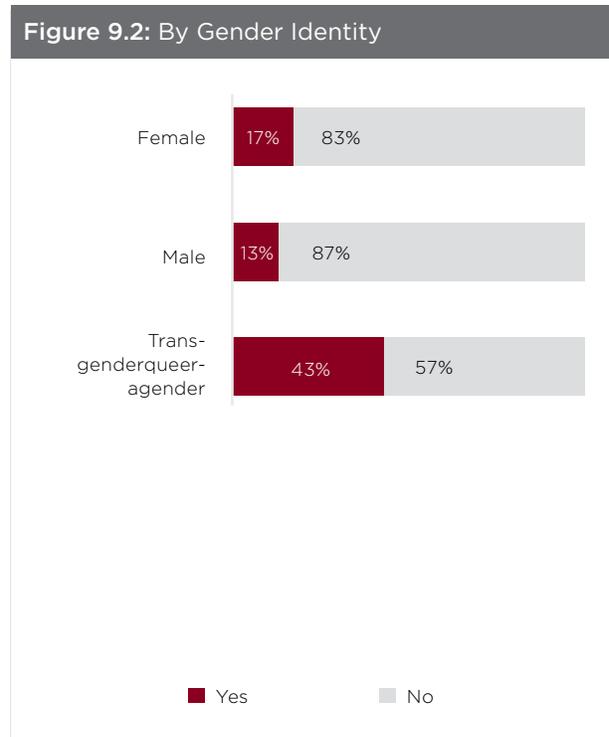
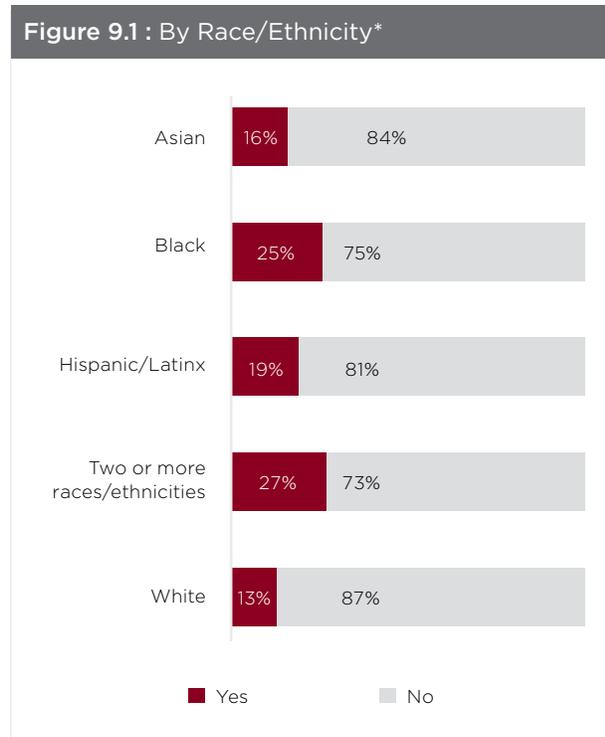
Figures 8.1 through 8.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced online harassment.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Experienced any Discrimination and/or Harassment, except Physical and Online

Figures 9.1 through 9.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced all other forms of discrimination and/or harassment specified, except physical and online harassment.



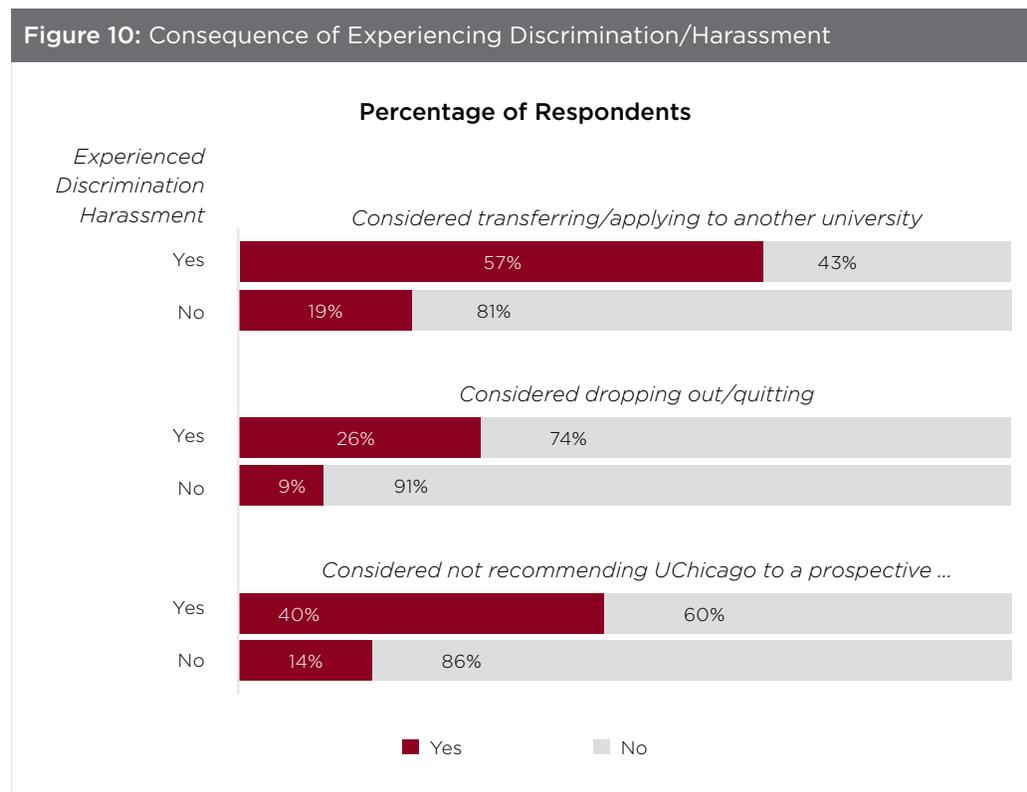
* Federal methodology; American Indian/Native American and Native Hawaiian/Pacific Islander groups have insufficient numbers to allow reporting.

Consequences of Discrimination and Harassment

Figure 10 shows the percentage of respondents who selected “yes” or “no” to whether they have considered doing any of the following because of their experiences of discrimination and/or harassment.

- Considered transferring/applying to another university
- Considered dropping out/quitting
- Considered not recommending the University to prospective student/academics/staff member

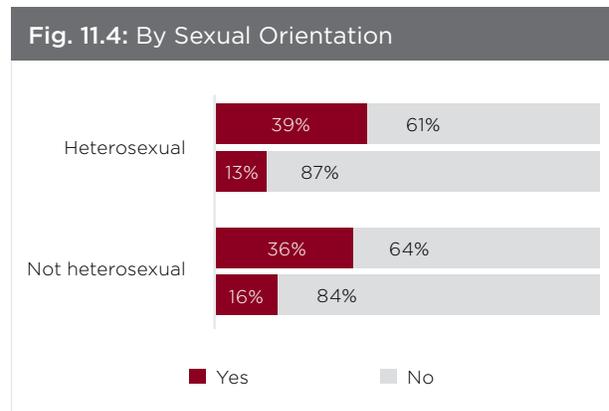
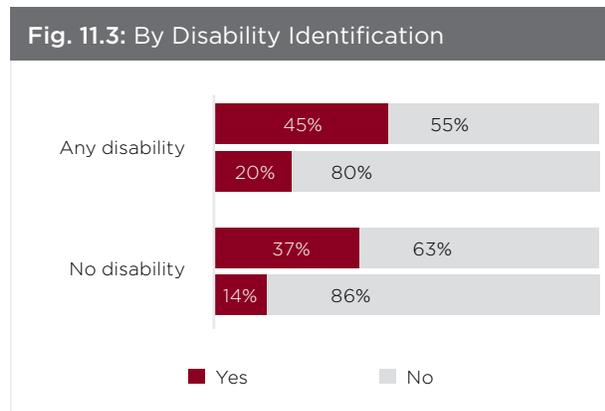
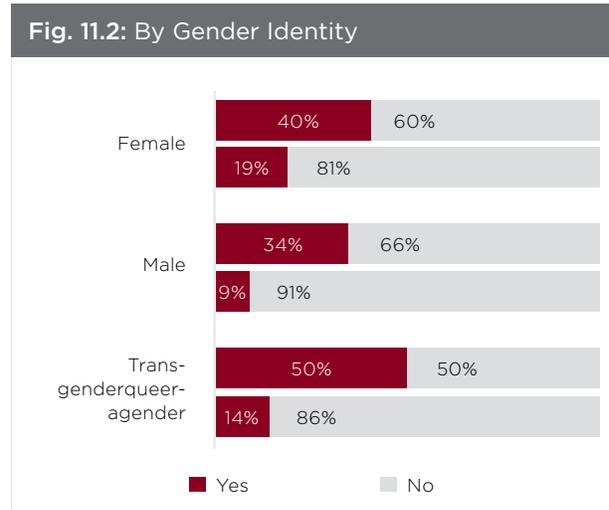
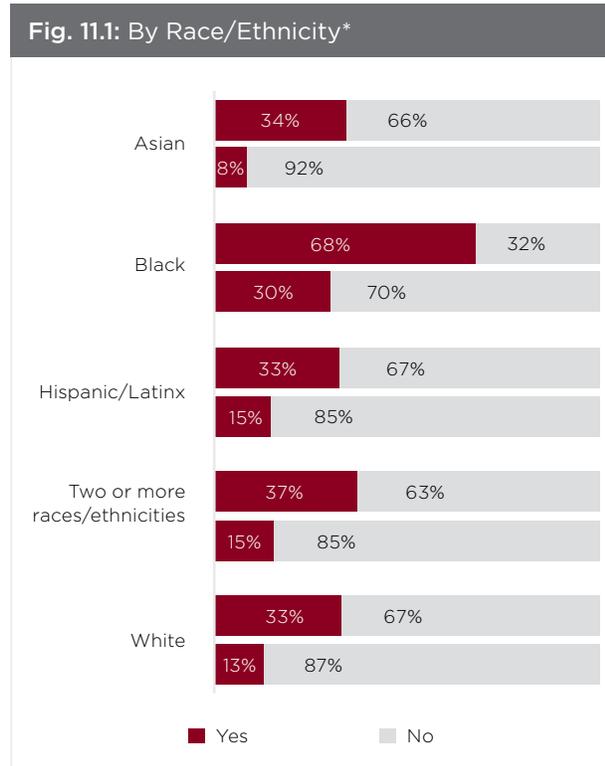
In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.



Considered Transferring/Applying to Another University

Figures 11.1 through 11.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered transferring/applying to another university.

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.

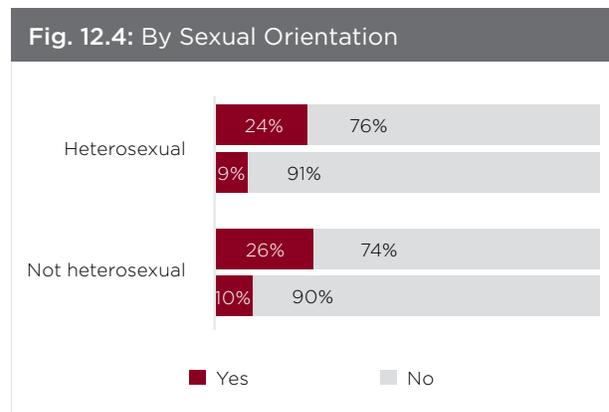
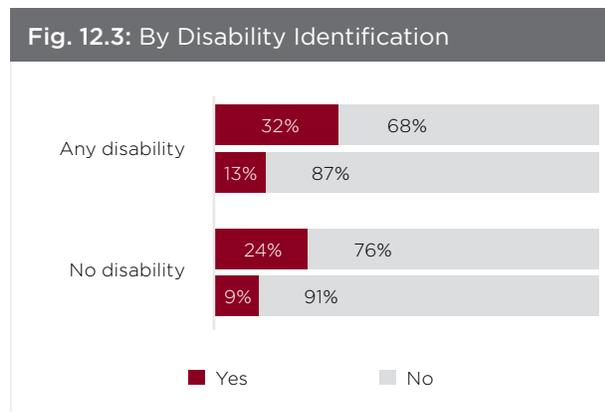
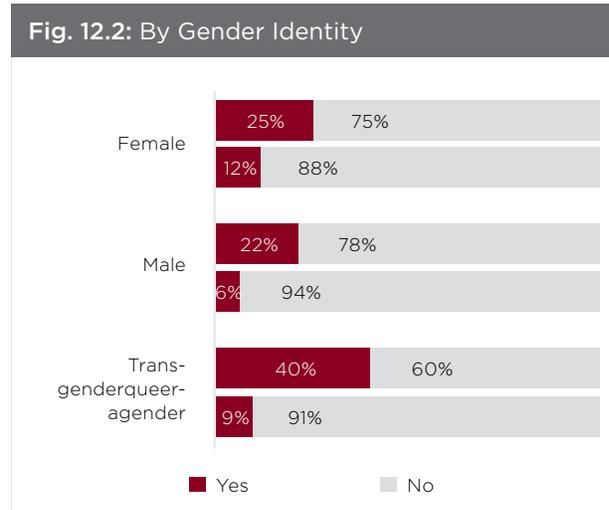
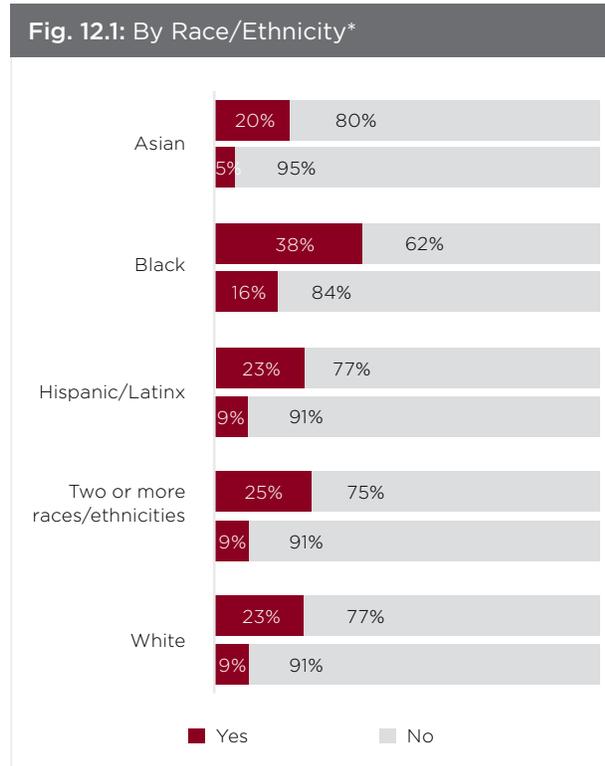


* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Considered Dropping Out/Quitting

Figures 12.1 through 12.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered dropping out of school/quitting their position.

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.

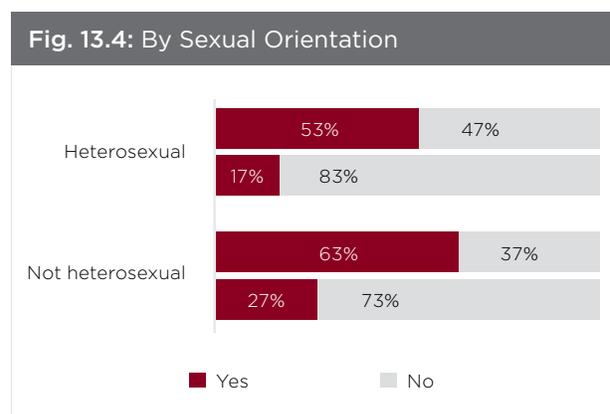
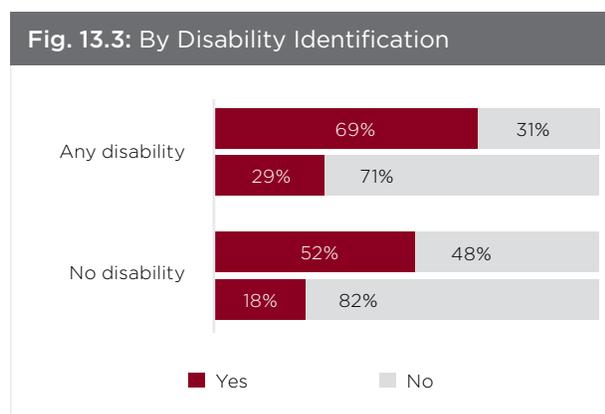
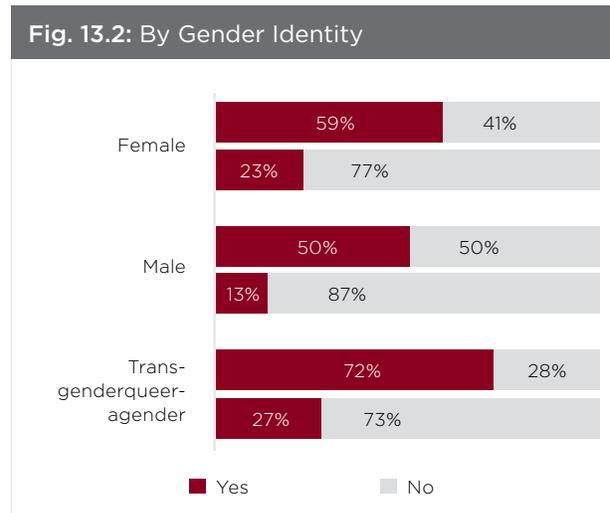
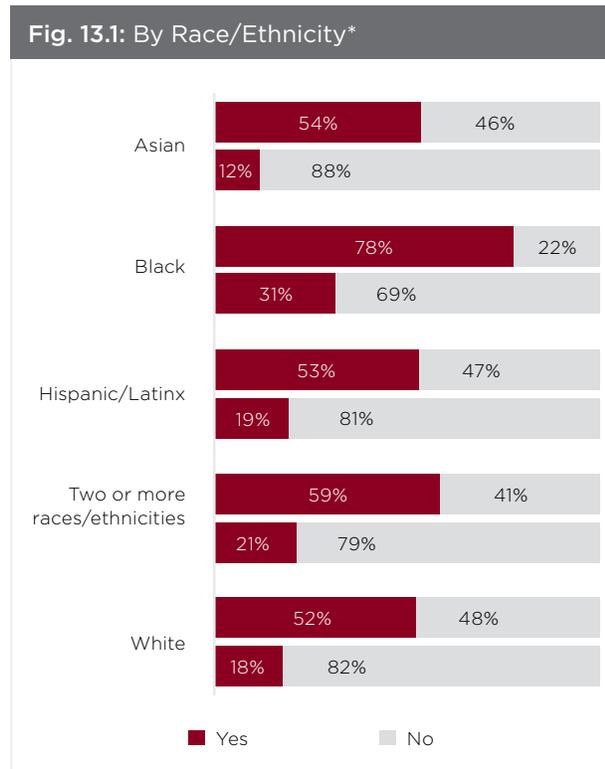


* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Considered Not Recommending the University to Prospective Student/Academics/Staff Member

Figures 13.1 through 13.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered not recommending the University to a prospective ...

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

DEEPER INSTITUTIONAL EXPERIENCES OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

Institutional experiences of campus climate focus on responses to two sets of questions. Students were asked to think about their classroom/learning environment and indicate their level of agreement with the following seven statements:

1. I feel valued by other students.
2. I feel valued by faculty.
3. I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience.
4. I have opportunities for academic success that are similar to those of my classmates.
5. Students of my racial/ethnic group are respected at this university.
6. Students of my sexual orientation are respected at this university.
7. Students of my gender identity expression are respected at this university.

Academics and staff were asked to indicate their level of agreement with the following seven statements:

1. My work is respected by my peers.
2. I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.
3. Tenure/promotion standards are applied equally.
4. I receive adequate mentoring support on tenure/promotion.
5. I am supported when seeking information about my career development.
6. I have access to supportive social networks within my department.
7. I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion decision.

The wording of each question is detailed in Appendix 2 at the end of this report.

BRIEF SUMMARY OF RESULTS

Among students, those who identify as members of minority groups are substantially less likely to report experiencing a campus and classroom climate that is conducive to their full inclusion in the life of the University. This finding is seen most prominently among Black students and those who identify as trans-genderqueer-agender.

- Overall, respondents are least likely to endorse the statement that students of one's group "are respected at this university."

- Of respondents who identify as Black, 69% do not believe that students of their racial/ethnic group are respected, compared to 25% who identify as Hispanic/Latinx, 24% who identify as two or more races/ethnicities, 18% who identify as Asian, and 4% who identify as White. See tables on page 24 for more details.
- Of respondents who identify as trans-genderqueer-agender, 44% do not believe that students of their gender identity are respected, compared to 11% who identify as female, and 2% who identify as male. See tables on page 26 for more details.
- Of respondents who identify as not heterosexual, 20% do not believe that students of their sexual orientation are respected, compared to 1% who identify as heterosexual. See tables on page 30 for more details.
- Unfortunately, this question was omitted in reference to ability status.
- Regarding classroom experiences, 14% of respondents believe that they can't "fulfill the requirements of [their] coursework without unduly repressing [their] own identity, background, or experience." However, this response differs substantially by demographic/status group.
 - Forty-three percent of respondents who identify as Black, 21% who identify as two or more races/ethnicities, 16% who identify as Hispanic/Latinx, 11% who identify as Asian, and 9% who identify as White feel this way. See tables on page 24 for more details.
 - Thirty-six percent of respondents who identify as trans-genderqueer-agender, 16% who identify as female, and 8% who identify as male feel this way. See tables on page 26 for more details.
 - Twenty-six percent of respondents who have a disability and 11% who do not have a disability feel this way. See tables on page 28 for more details.
 - Twenty-three percent of respondents who identify as not heterosexual and 11% who identify as heterosexual feel this way. See tables on page 30 for more details.

Among academics and staff, there is strongest support for a positive climate around believing that one's work is respected by peers. However, fewer tenure track academics that identify as Black, Hispanic/Latinx, or not heterosexual believe that "their work is respected by their peers." Approximately a quarter of each of these groups does not endorse this statement. See tables on pages 24 and 25 for more details.

Among academics and staff, respondents that are other academic appointees are the most "reluctant to bring up issues that concern them for fear of affecting their performance evaluation or promotion." Approximately half of respondents that are other academic appointees report feeling this way compared to 40% of nonacademic staff, 37% of academic staff, and 35% of tenure track academics. See the bottom half of the table on page 23 for more details. This pattern cuts across all identity categories (race/ethnicity, gender identity, ability status, and sexual orientation).

Academics and staff that identify as belonging to groups that have a history of marginalization and/or stigmatization were substantially more likely to report issues regarding equity and career development than majority groups.

- Regarding equity, concerns as to whether promotion standards are applied transparently and equitably are seen among all groups. These concerns are even higher among members of our campus community that identify as belonging to one of the subgroups examined in this report.
 - For example, slightly more than half of non-tenure track academics, staff in academic units, and nonacademic staff, and 39% of tenure track academics, do not believe that "tenure/promotion standards are applied equally." Disaggregating this statistic by majority and minority statuses shows large subgroup differences. Using gender identification as an illustrative example:
 - Among tenure track faculty, 62% of those who identify as female and 50% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 25% of those who identify as male.
 - Among non-tenure track academic appointees, 69% of those who identify as female do not believe that tenure/promotion standards are applied equally, compared to 47% of those who identify as male.
 - Among academic unit staff, 56% of those who identify as female and 62% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 42% of those who identify as male.
 - Among nonacademic unit staff, 61% of those who identify as female and 71% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 49% of those who identify as male.
 - See tables on page 26 and 27 for more details.

- Regarding career development, there is concern around lack of mentoring and support that would enable advancement; these concerns are highest among members of our campus community that identify as belonging to one of the historically marginalized and/or stigmatized groups examined in this report.
 - For example, slightly more than half of other academic and nonacademic staff, 46% of non-tenure track academic appointees, and 40% of tenure track faculty do not believe that they receive "adequate mentoring support on tenure/promotion." Disaggregating this statistic by majority and minority status shows meaningful subgroup differences. Using sexual orientation as an illustrative example:
 - Among tenure track faculty, 50% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 37% of those who identify as heterosexual.
 - Among non-tenure track academic appointees, 61% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 44% of those who identify as heterosexual.
 - Among academic unit staff, 62% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 49% of those who identify as heterosexual.
 - Among nonacademic unit staff, 54% of those who identify as not heterosexual and those who identify as heterosexual do not believe that they receive adequate mentoring support.
 - See tables on page 30 and 31 for more details.

RESULTS

The following tables (Tables 2 through 6.5) show the percent of respondents that reported a non-inclusive climate regarding each statement. For example, reporting “disagree” or “strongly disagree” to “I feel valued by academics” indicates a non-inclusive climate. Similarly, reporting “agree” or “strongly agree” to “I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition” indicates a non-inclusive climate.

Table 2: Percent Reporting Non-Inclusive Climate

Item	All Students			
Don't feel valued by other students	15%			
Don't feel valued by faculty	20%			
Can't fulfill required courses without unduly repressing identity, background, or experience	14%			
Don't have opportunities for academic success that are similar to classmates	15%			
Believe students of their racial/ethnic group are not respected	14%			
Believe students of their sexual orientation are not respected	5%			
Believe students of their gender identity expression are not respected	8%			
Item	Tenure Track Faculty	Other Academic Appointees	Academic Unit Staff	Non Academic Unit Staff
Work is not respected by peers	10%	7%	7%	7%
Have to work harder than colleagues to achieve the same recognition	38%	46%	35%	36%
Tenure/promotion standards are not applied equally	39%	56%	54%	56%
Don't receive adequate mentoring support on tenure/promotion	40%	43%	51%	55%
Not supported when seeking information about career development	26%	30%	30%	34%
Don't have access to supportive social networks within department	26%	30%	24%	21%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	48%	37%	40%

Percent Reporting Non-Inclusive Climate, by Race/Ethnicity

Table 3.1: Students						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Don't feel valued by other students	15%	14%	30%	19%	18%	13%
Don't feel valued by faculty	20%	19%	33%	22%	21%	18%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	11%	43%	16%	21%	9%
Don't have opportunities for academic success that are similar to classmates	15%	14%	39%	20%	18%	11%
Believe students of their racial/ethnic group are not respected	14%	18%	69%	25%	24%	4%

Table 3.2: Tenure Track						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	10%	12%	25%	24%	0%	7%
Have to work harder than colleagues to achieve the same recognition	38%	49%	76%	50%	11%	33%
Tenure/promotion standards are not applied equally	39%	47%	67%	53%	40%	33%
Don't receive adequate mentoring support on tenure/promotion	40%	48%	62%	47%	22%	35%
Not supported when seeking information about career development	26%	28%	35%	24%	22%	22%
Don't have access to supportive social networks within department	26%	21%	52%	47%	27%	22%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	44%	43%	50%	13%	31%

Table 3.3: Non Tenure Track Academic Appointees						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	13%	11%	8%	8%	6%
Have to work harder than colleagues to achieve the same recognition	46%	56%	74%	52%	67%	38%
Tenure/promotion standards are not applied equally	56%	40%	75%	71%	89%	57%
Don't receive adequate mentoring support on tenure/promotion	43%	37%	56%	56%	33%	44%
Not supported when seeking information about career development	30%	20%	22%	42%	31%	31%
Don't have access to supportive social networks within department	30%	25%	32%	39%	50%	29%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	48%	72%	56%	62%	43%

Table 3.4: Academic Unit Staff

Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	5%	11%	11%	5%	6%
Have to work harder than colleagues to achieve the same recognition	35%	43%	56%	44%	29%	28%
Tenure/promotion standards are not applied equally	54%	29%	65%	57%	57%	54%
Don't receive adequate mentoring support on tenure/promotion	51%	39%	74%	45%	42%	50%
Not supported when seeking information about career development	30%	19%	42%	33%	21%	29%
Don't have access to supportive social networks within department	24%	22%	30%	27%	34%	22%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	29%	48%	50%	36%	33%

Table 3.5: Non Academic Unit Staff

Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	4%	9%	12%	13%	6%
Have to work harder than colleagues to achieve the same recognition	36%	47%	51%	46%	41%	28%
Tenure/promotion standards are not applied equally	56%	44%	69%	62%	59%	52%
Don't receive adequate mentoring support on tenure/promotion	55%	33%	55%	64%	62%	53%
Not supported when seeking information about career development	34%	31%	36%	40%	27%	31%
Don't have access to supportive social networks within department	21%	23%	24%	36%	31%	17%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	42%	43%	46%	44%	35%

Percent Reporting Non-Inclusive Climate, by Gender Identification

Table 4.1: Students				
Item	All	Male	Female	Trans-genderqueer-agender
Don't feel valued by other students	15%	11%	18%	29%
Don't feel valued by faculty	20%	16%	23%	31%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	8%	16%	36%
Don't have opportunities for academic success that are similar to classmates	15%	10%	18%	28%
Believe students of their gender identity expression are not respected	8%	2%	11%	44%

Table 4.2: Tenure Track				
Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	10%	8%	13%	0%
Have to work harder than colleagues to achieve the same recognition	38%	20%	71%	29%
Tenure/promotion standards are not applied equally	39%	25%	62%	50%
Don't receive adequate mentoring support on tenure/promotion	40%	29%	54%	50%
Not supported when seeking information about career development	26%	14%	41%	60%
Don't have access to supportive social networks within department	26%	20%	37%	20%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	24%	51%	43%

Table 4.3: Non Tenure Track Academic Appointees				
Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	6%	9%	a
Have to work harder than colleagues to achieve the same recognition	46%	33%	58%	a
Tenure/promotion standards are not applied equally	56%	45%	69%	a
Don't receive adequate mentoring support on tenure/promotion	43%	38%	48%	a
Not supported when seeking information about career development	30%	25%	34%	a
Don't have access to supportive social networks within department	30%	23%	35%	a
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	36%	59%	a

^a Not enough respondents

Table 4.4: Academic Unit Staff

Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	8%	6%	11%
Have to work harder than colleagues to achieve the same recognition	35%	24%	36%	50%
Tenure/promotion standards are not applied equally	54%	42%	56%	62%
Don't receive adequate mentoring support on tenure/promotion	51%	45%	52%	50%
Not supported when seeking information about career development	30%	27%	31%	21%
Don't have access to supportive social networks within department	24%	23%	24%	41%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	28%	39%	53%

Table 4.5: Non Academic Unit Staff

Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	7%	7%	7%
Have to work harder than colleagues to achieve the same recognition	36%	32%	38%	52%
Tenure/promotion standards are not applied equally	56%	49%	61%	71%
Don't receive adequate mentoring support on tenure/promotion	55%	53%	55%	50%
Not supported when seeking information about career development	34%	33%	32%	32%
Don't have access to supportive social networks within department	21%	19%	22%	14%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	34%	41%	54%

Percent Reporting Non-Inclusive Climate, by Ability Status

Table 5.1: Students			
Item	All	Any disability	No disability
Don't feel valued by other students	15%	25%	13%
Don't feel valued by faculty	20%	32%	18%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	26%	11%
Don't have opportunities for academic success that are similar to classmates	15%	26%	13%

Table 5.2: Tenure Track			
Item	All	Any disability	No disability
Work is not respected by peers	10%	17%	9%
Have to work harder than colleagues to achieve the same recognition	38%	40%	38%
Tenure/promotion standards are not applied equally	39%	26%	40%
Don't receive adequate mentoring support on tenure/promotion	40%	41%	40%
Not supported when seeking information about career development	26%	35%	25%
Don't have access to supportive social networks within department	26%	31%	25%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	36%	35%

Table 5.3: Non Tenure Track Academic Appointees			
Item	All	Any disability	No disability
Work is not respected by peers	7%	11%	7%
Have to work harder than colleagues to achieve the same recognition	46%	61%	44%
Tenure/promotion standards are not applied equally	56%	59%	56%
Don't receive adequate mentoring support on tenure/promotion	43%	47%	43%
Not supported when seeking information about career development	30%	38%	29%
Don't have access to supportive social networks within department	30%	33%	29%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	66%	46%

Table 5.4: Academic Unit Staff

Item	All	Any disability	No disability
Work is not respected by peers	7%	10%	7%
Have to work harder than colleagues to achieve the same recognition	35%	49%	33%
Tenure/promotion standards are not applied equally	54%	55%	54%
Don't receive adequate mentoring support on tenure/promotion	51%	44%	52%
Not supported when seeking information about career development	30%	32%	30%
Don't have access to supportive social networks within department	24%	31%	24%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	46%	36%

Table 5.5: Non Academic Unit Staff

Item	All	Any disability	No disability
Work is not respected by peers	7%	12%	7%
Have to work harder than colleagues to achieve the same recognition	36%	47%	35%
Tenure/promotion standards are not applied equally	56%	68%	55%
Don't receive adequate mentoring support on tenure/promotion	55%	64%	54%
Not supported when seeking information about career development	34%	43%	32%
Don't have access to supportive social networks within department	21%	28%	20%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	58%	37%

Percent Reporting Non-Inclusive Climate, by Sexual Orientation

Item	All	Heterosexual	Not heterosexual
Don't feel valued by other students	15%	14%	20%
Don't feel valued by faculty	20%	18%	27%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	11%	23%
Don't have opportunities for academic success that are similar to classmates	15%	13%	23%
Believe students of their sexual orientation are not respected	5%	1%	20%

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	10%	8%	24%
Have to work harder than colleagues to achieve the same recognition	38%	35%	51%
Tenure/promotion standards are not applied equally	39%	35%	66%
Don't receive adequate mentoring support on tenure/promotion	40%	37%	50%
Not supported when seeking information about career development	26%	23%	36%
Don't have access to supportive social networks within department	26%	25%	38%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	32%	51%

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	7%	8%
Have to work harder than colleagues to achieve the same recognition	46%	43%	63%
Tenure/promotion standards are not applied equally	56%	55%	71%
Don't receive adequate mentoring support on tenure/promotion	43%	41%	57%
Not supported when seeking information about career development	30%	28%	35%
Don't have access to supportive social networks within department	30%	28%	40%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	46%	63%

Table 6.4: Academic Unit Staff

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	6%	7%
Have to work harder than colleagues to achieve the same recognition	35%	32%	34%
Tenure/promotion standards are not applied equally	54%	51%	63%
Don't receive adequate mentoring support on tenure/promotion	51%	49%	62%
Not supported when seeking information about career development	30%	28%	38%
Don't have access to supportive social networks within department	24%	22%	36%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	34%	43%

Table 6.5: Non Academic Unit Staff

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	7%	8%
Have to work harder than colleagues to achieve the same recognition	36%	35%	34%
Tenure/promotion standards are not applied equally	56%	56%	56%
Don't receive adequate mentoring support on tenure/promotion	55%	54%	54%
Not supported when seeking information about career development	34%	33%	32%
Don't have access to supportive social networks within department	21%	20%	24%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	37%	44%

APPENDIX 1: PARTICIPATION RATES

	Population	Number Started	Number Completed	Percent Started	Percent Completed
Grand total	25,594	8,281	7,416	32%	29%
Students	14,658	4,307	3,847	29%	26%
Academics	3,315	1,024	912	31%	28%
Staff	7,621	2,950	2,657	39%	35%
Student detail					
Undergraduates	5,815	2,136	1,940	37%	33%
On-campus graduates	7,381	1,977	1,749	27%	24%
All on-campus	13,196	4,113	3,689	31%	28%
Executive MBA and other off-campus	1,247	183	149	15%	12%
Academics detail					
Tenure-track faculty	1,131	516	469	46%	41%
Other faculty and academic appointees	1,586	367	329	23%	21%
Postdocs	598	141	114	24%	19%
Staff detail					
Academic units	4,377	1,323	1,151	30%	26%
Non-academic units	3,236	1,619	1,501	50%	46%

APPENDIX 2: SURVEY ITEMS EXAMINED FOR THIS REPORT

Perceptions of Overall Climate

Based on your experiences and observations, please rate the OVERALL CAMPUS CLIMATE for students/academics/staff, using the following dimensions:

| Sexist | <input type="radio"/> | Non-sexist |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| Racist | <input type="radio"/> | Non-racist |
| Homophobic | <input type="radio"/> | Non-homophobic |
| Intolerant of disability accommodation | <input type="radio"/> | Tolerant of disability accommodation |

Based on your experiences and observations, please rate the climate in YOUR CLASSES/DEPARTMENT/WORK UNIT for students/academics/staff, using the following dimensions:

| Sexist | <input type="radio"/> | Non-sexist |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| Racist | <input type="radio"/> | Non-racist |
| Homophobic | <input type="radio"/> | Non-homophobic |
| Intolerant of disability accommodation | <input type="radio"/> | Tolerant of disability accommodation |

Direct Experience of Discrimination and/or Harassment

Have you EXPERIENCED any of the following forms of harassment within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Denied a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied any human resources services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graded unfairly by instructor/ professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied any student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfairly or unjustly stopped by UChicago police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied physical or mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory remarks or gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory e-mails, texts, or social media posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats to expose sexual orientation or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressure to be silent about sexual orientation or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfair comments in classroom/ workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you EXPERIENCED any of the following forms of online harassment (e.g., e-mail, text messages, social media posts) within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Being embarrassed/humiliated online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being bullied online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being threatened online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What about physical harassment: have you EXPERIENCED any of the following forms of harassment within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Threats of physical violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actual physical violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Property damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consequence of Discrimination and/or Harassment

Have you ever thought about doing any of the following because of your experiences of discrimination/harassment on campus?

	Yes	No
Transferring to another school /Applying for a position at another university	<input type="radio"/>	<input type="radio"/>
Dropping out of college /Quitting your position	<input type="radio"/>	<input type="radio"/>
NOT recommending UChicago to a prospective student/academics member/staff member	<input type="radio"/>	<input type="radio"/>

Deeper Institutional Experiences of Campus Climate

Students. Please think about the classroom/learning environment when thinking about the following questions and indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	No answer
I feel valued by other students	<input type="radio"/>				
I feel valued by faculty	<input type="radio"/>				
I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience	<input type="radio"/>				
Students of my sexual orientation are respected at this university	<input type="radio"/>				
Students of my racial/ethnic group are respected at this university	<input type="radio"/>				
Students of my gender identity expression are respected at this university	<input type="radio"/>				
I have opportunities for academic success that are similar to those of my classmates	<input type="radio"/>				

Academics and staff. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	No answer
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion decision	<input type="radio"/>				
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition	<input type="radio"/>				
My colleagues include me in opportunities that will help my career as much as they do others in my position	<input type="radio"/>				
Tenure/promotion standards are applied equally	<input type="radio"/>				
I receive adequate mentoring support on tenure/promotion	<input type="radio"/>				
I am supported when seeking information about my career development	<input type="radio"/>				
I have access to supportive social networks within my department	<input type="radio"/>				
My work is respected by my peers	<input type="radio"/>				

Demographics

With which of the following genders do you identify?
Check all that apply:

- Female
- Male
- Transgender
- Genderqueer
- Self-identify (please specify): _____
- Prefer not to answer

What is your sexual orientation? Check all that apply:

- Bisexual
- Fluid
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Self-identify (please specify): _____
- Prefer not to answer

With which of the following races/ethnicities do you identify? Check all that apply:

- American Indian or Alaskan Native (e.g., Navajo Nation, Blackfeet Tribe, or Inupiat Traditional Govt., etc.)
- Asian or Asian American (e.g., Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese, etc.)
- Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.)
- Hispanic or Latinx (e.g., Puerto Rican, Mexican, Cuban, Salvadoran, Colombian, etc.)
- Middle Eastern or North African (e.g., Lebanese, Iranian, Egyptian, Moroccan, etc.)
- Native Hawai'ian or Pacific Islander (e.g., Samoan, Guamanian, Chamorro, Tongan, etc.)
- White (e.g., German, Irish, English, Italian, Polish, French, etc.)
- Some other race, ethnicity, or origin (please specify): _____
- Prefer not to answer

Do you have a disability? Check all that apply:

- Autism/autism spectrum
- Emotional or psychological disturbance
- Hearing impairment
- Orthopedic impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Other (please specify): _____
- Prefer not to answer

APPENDIX 3: STEERING COMMITTEE AND WORKING GROUP MEMBERSHIP

CLIMATE SURVEY STEERING COMMITTEE

Cathy Cohen (Chair)

David and Mary Winton Green Professor,
Department of Political Science and the
College

Jonathan Acevedo

Third Year Computer Science Major,
The College

Aidan Ali-Sullivan

Second Year, Chicago Booth Master of
Business Administration/Harris Public Policy
Master of Public Policy Program

Elise Covic

Deputy Dean, The College

Elizabeth Davenport

Dean, Rockefeller Chapel

Ruby Garrett

Student, Law School

Melissa Gilliam

Vice Provost for Academic Leadership,
Advancement, and Diversity; and Ellen H.
Block Professor of Health Justice, Obstetrics
and Gynecology

James Kiselik

Third Year Mathematics Major, The College,
and Master of Arts Program in the Humanities

Marlon Lynch

Associate Vice President for Safety, Security,
and Civic Affairs

Thomas Miles

Dean, Law School, and Clifton R. Musser
Professor of Law

Agnes Lugo-Ortiz

Associate Professor, Romance Languages
and Literatures

Ronald A. Thisted

Vice Provost for Academic Affairs and
Professor, Public Health Sciences, Statistics,
and the College

Adrienne Thomas

Local Business Center Manager, Social
Sciences Division, and Director of Grant &
Contract Administration

Ala Tineh

Third Year Economics Major, The College

William Towns

Assistant Vice President, Neighborhood
Initiatives

Renita Ward

Second Year, Master of Divinity Program

WORKING GROUP ON SURVEY DEVELOPMENT

Micere Keels (Chair)

Associate Professor, Comparative Human
Development and the College

William Greenland

Director of Institutional Analysis

Ronald A. Thisted

Vice Provost for Academic Affairs and
Professor, Public Health Sciences, Statistics,
and the College

Matthew Christian

Associate Provost and Chief of Staff