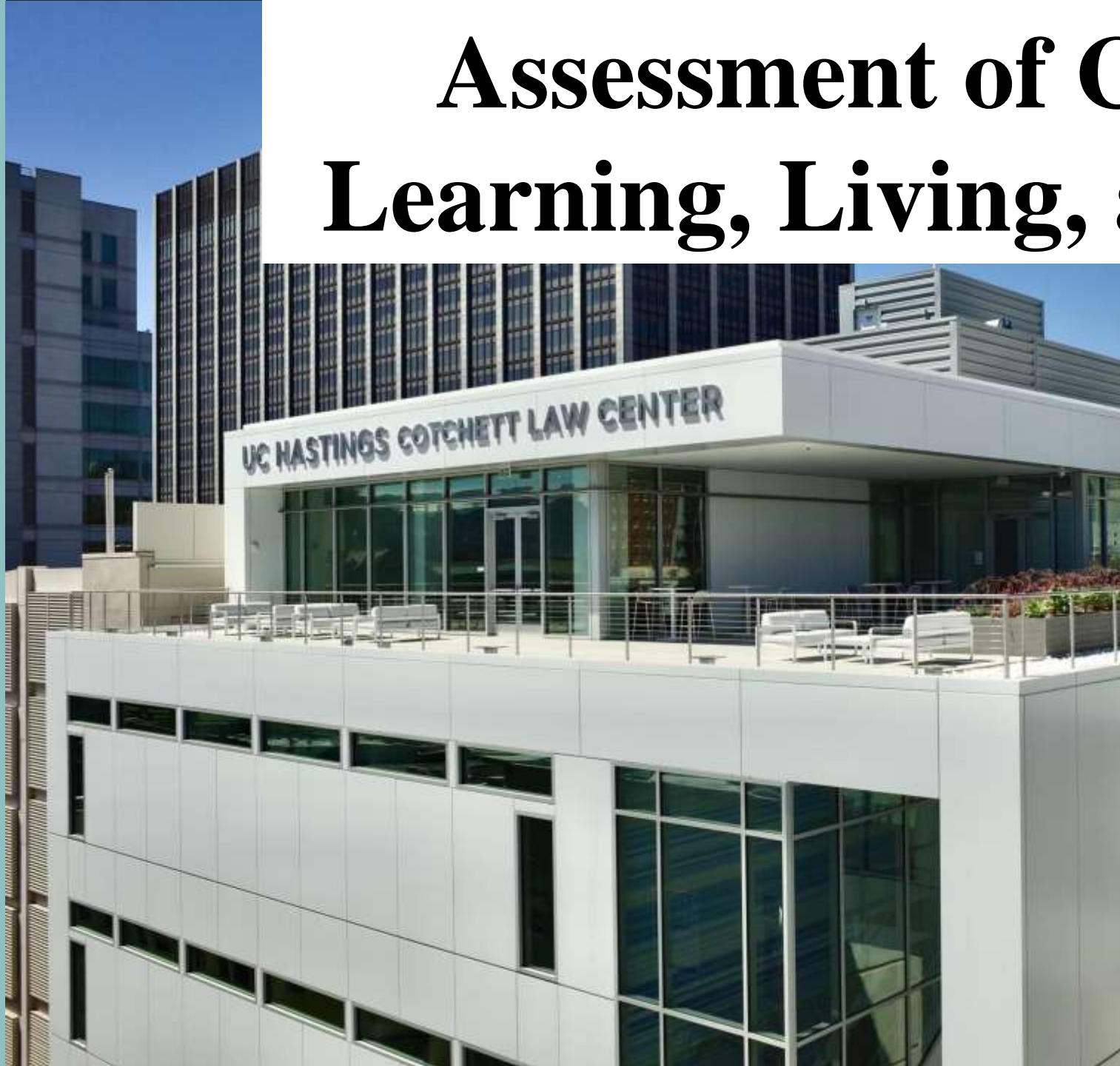




Rankin & Associates Consulting, LLC

Assessment of Climate for Learning, Living, and Working



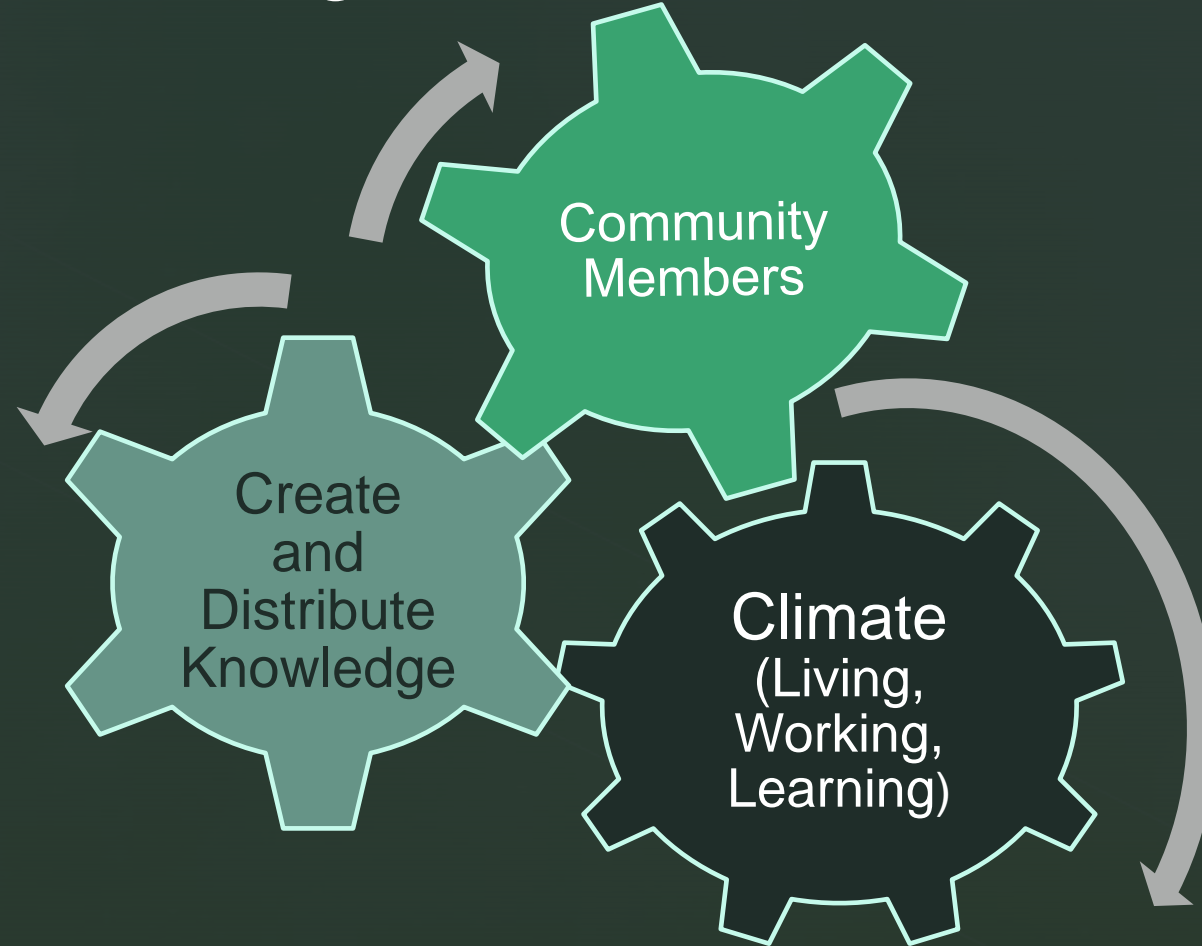
Submit Questions via the Web Form



UC Hastings Law
SAN FRANCISCO



Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, Griffin, Arellano, & Cuellar, 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba & Museus, 2011; Soria, 2018; Strayhorn, 2019



Assessing Campus Climate

Definition

- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

Measurement

- Personal Experiences
- Perceptions
- Institutional Efforts



Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**³

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Patton, 2011; Strayhorn, 2012; Buckley, & Park, 2019; Fernandez, Merson, Ro, & Rankin, 2019.

² Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Shelton, 2019; Yosso, Smith, Ceja, & Solórzano, 2009; Crisp, Taggart, & Nora, 2015;

³ Hale, 2004; Harper & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, 2016; Museus, Shiroma, & Dizon, 2016.



Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.¹



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.²



Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being..³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, 2015; Urrieta, Méndez, & Rodríguez, 2015

² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Vaccaro, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Vaccaro, 2012

³ Young, Anderson, & Stewart, 2014; Costello, 2012; Garcia, 2016; Mayhew, Grunwald, & Dey, 2006



Climate Matters





Climate Matters





Climate Matters



Academic Freedom



Hate Speech



Student Activism





What Are Students Demanding?



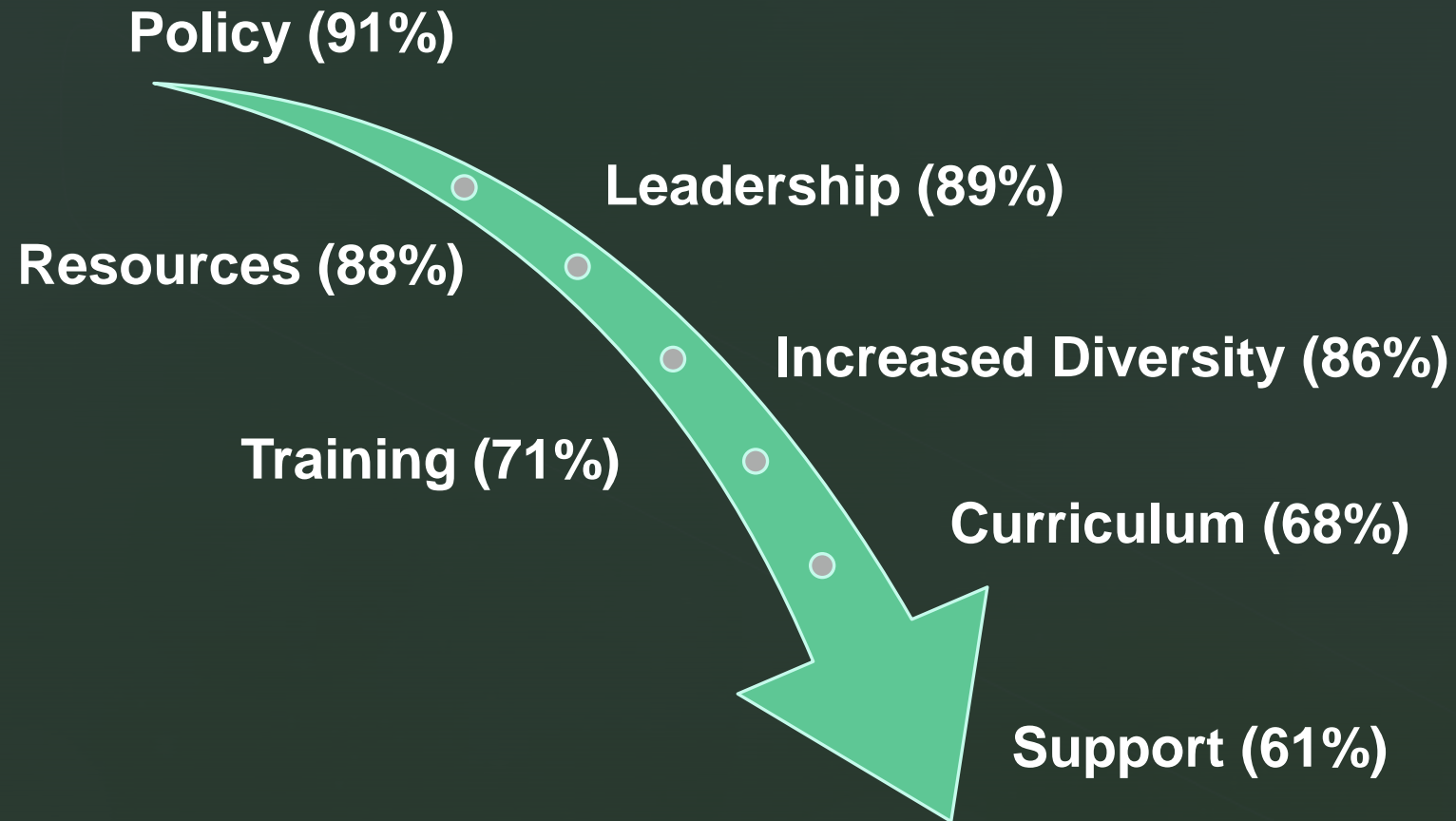
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.



Seven Major Themes





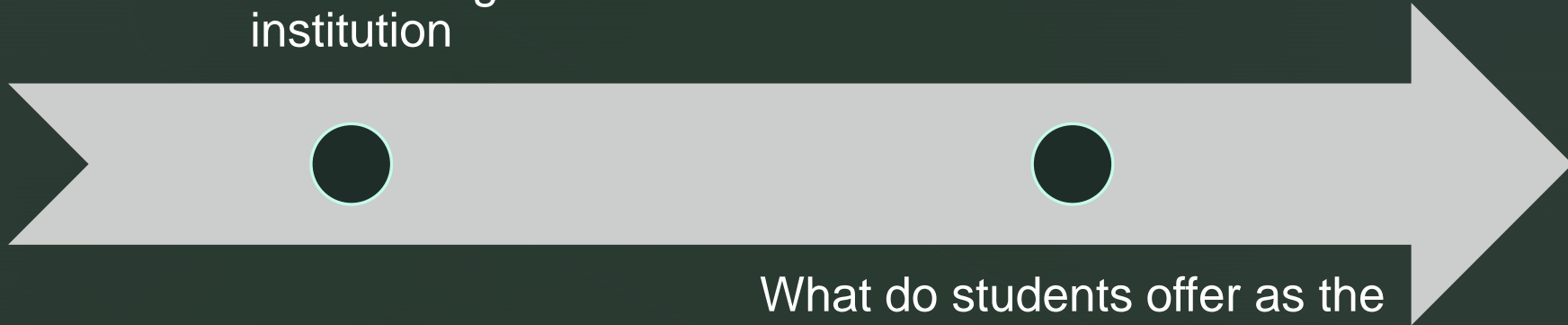
Responses to Unwelcoming Campus Climates

What are students' behavioral
responses?



Lack of Persistence

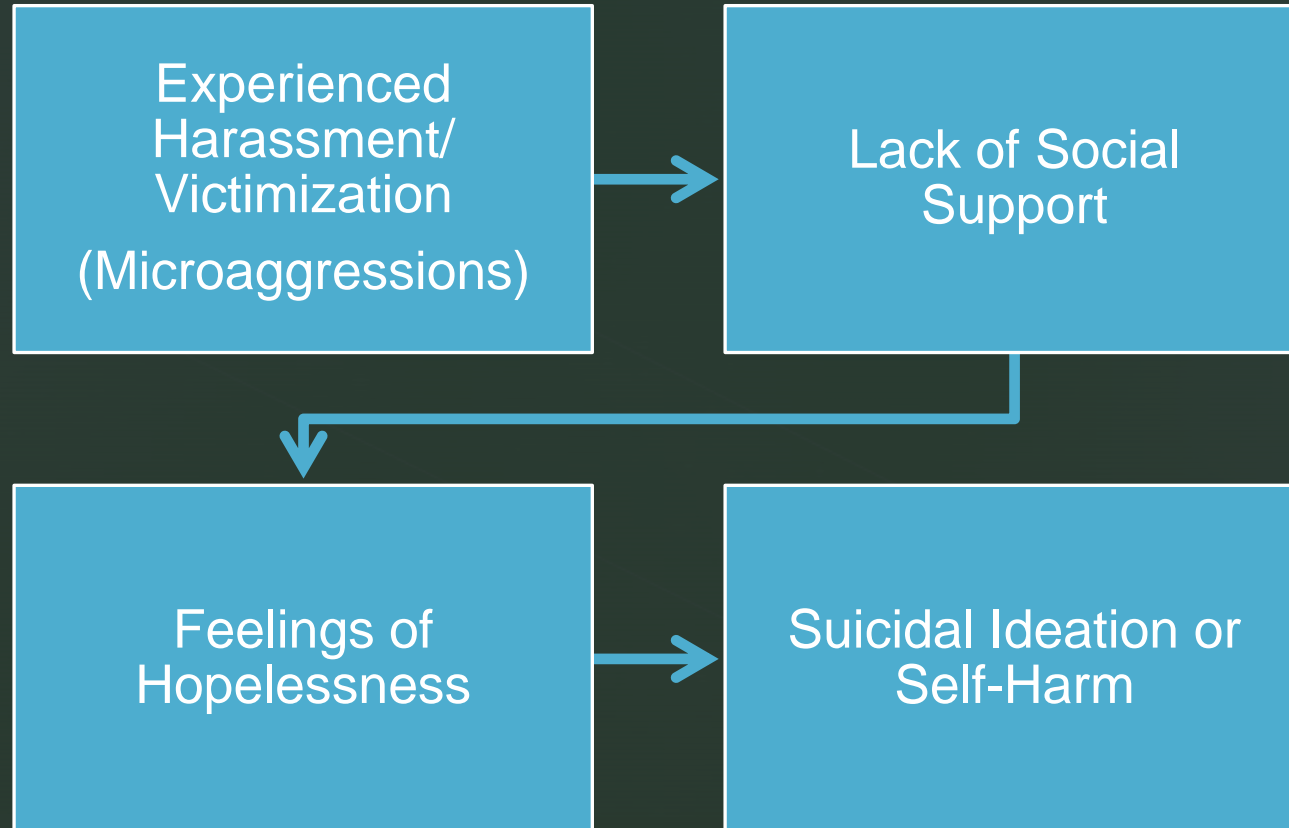
30% of respondents in all R&A surveys have seriously considered leaving their institution



What do students offer as the main reason for their departure?



Student Departure





Projected Outcomes



UC Hastings College of the Law (UC Hastings Law) will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



UC Hastings Law will use the results of the survey to inform current/on-going work.



Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

Survey

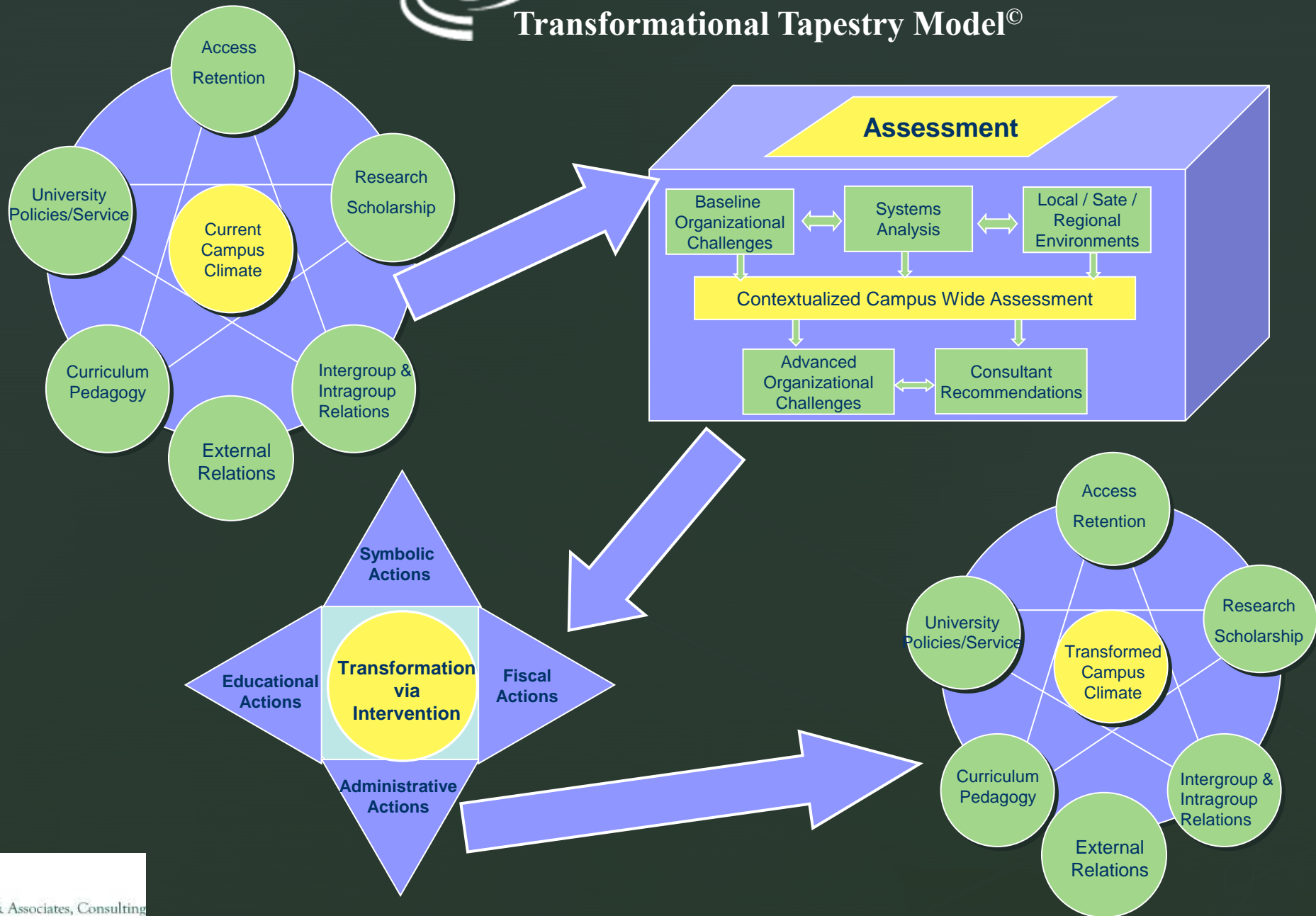
- Examine the climate

Follow-up

- Building on the successes and addressing the challenges



Transformational Tapestry Model[®]





Project Overview

Phase I

- Initial Proposal Meetings
- Outreach Plan
- Survey Tool Development and Implementation

Phase II

- Data Analysis

Phase III

- Final Report and Presentation
- Develop Actions

Phase I

Fall 2020 – Spring 2021

UC Hastings Law Community Experience Survey Working Group (CESWG) composed of faculty, staff, students, and administrators was created.

Meetings were held with the CESWG to develop the survey instrument.

The CESWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire UC Hastings Law community via an invitation from Chancellor and Dean David Faigman

Phase II Spring 2021

Quantitative and qualitative analyses conducted

Phase III

Summer 2021 – Fall 2021

Report draft reviewed by the CESWG

Final report submitted to UC Hastings Law

Presentation to UC Hastings Law campus community

Identify process to develop actions



Instrument/Sample

Online Survey Instrument

- 121 questions including 17 open-ended questions to provide commentary

Sample = Population

- All community members were invited to take the survey
- Available from March 2nd through March 25th, 2021



Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

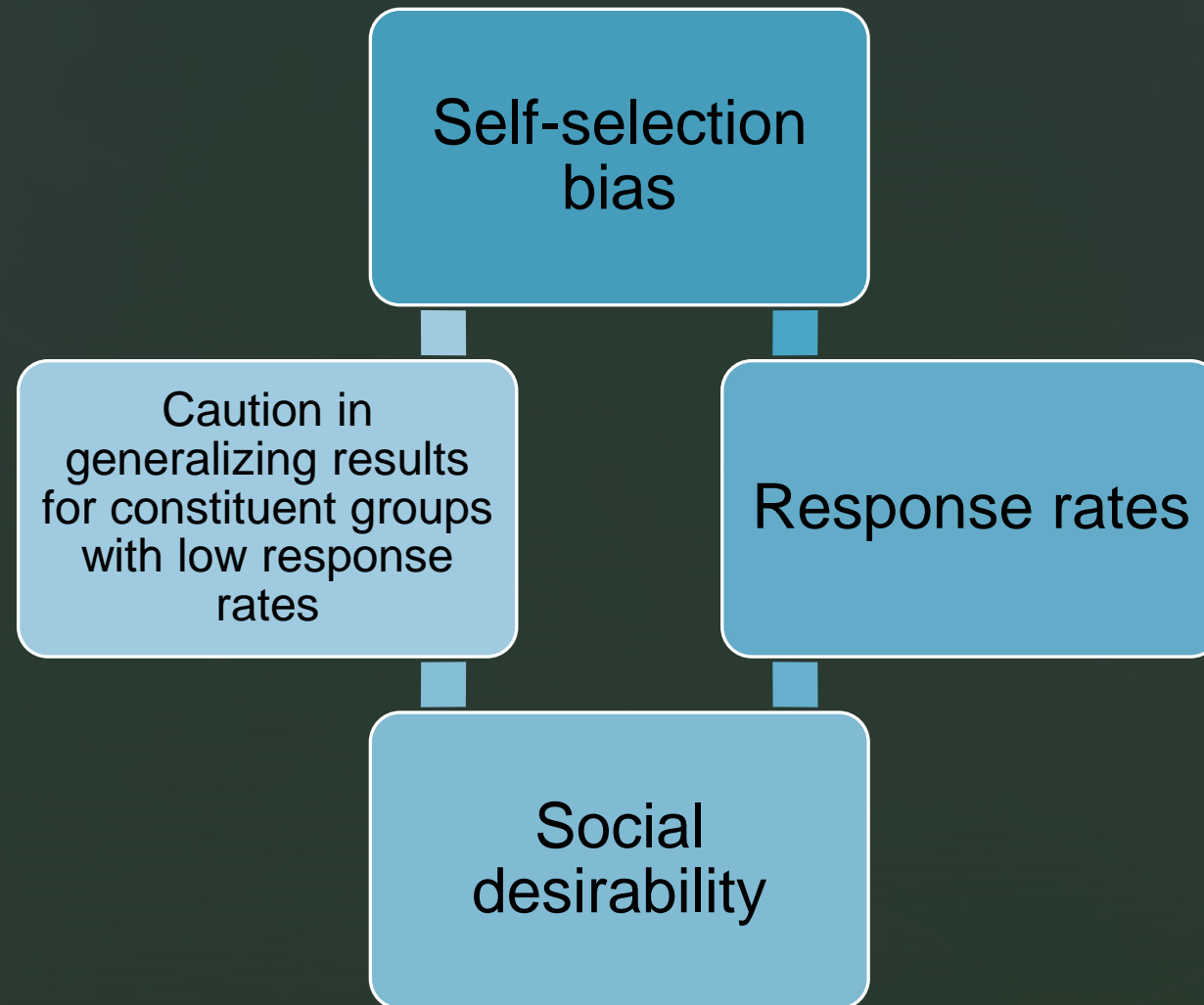
3. Demographic Information

4. Perceptions of Campus Climate

5. Institutional Actions



Survey Limitations





Protecting Confidentiality

Data were not reported for groups of fewer than 5 individuals where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

Some qualitative comments were redacted to protect confidentiality of respondents and other community members



Results: Response Rates





Who are the respondents?

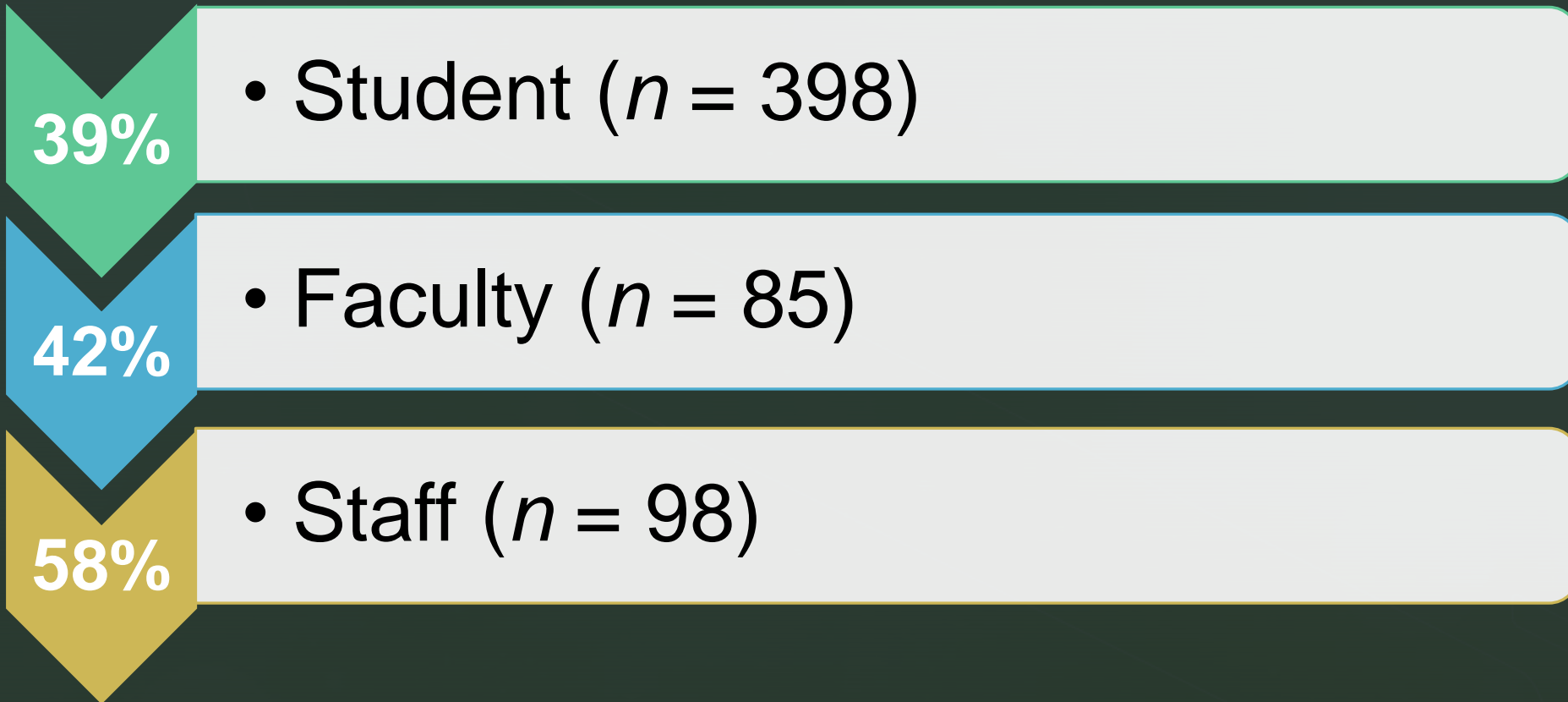
42% overall response rate

581 surveys were returned

Suggest caution in generalizing results for constituent groups with low response rates



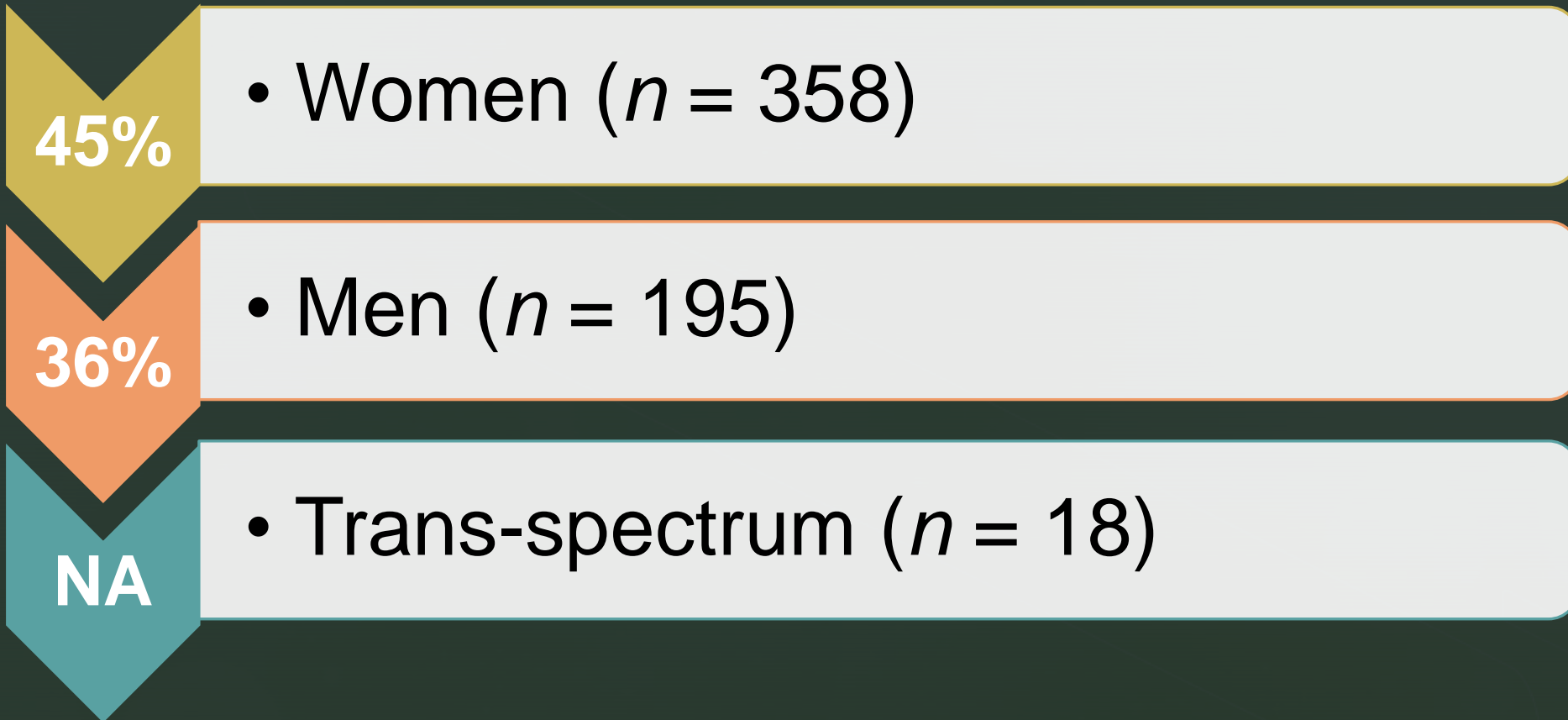
Response Rates by Position



73% ($n = 30$) for Ladder Faculty, 75% ($n = 24$) for Non-Ladder Full-Time Faculty, and 24% ($n = 31$) for Non-Ladder Part-Time Faculty



Response Rates by Gender Identity



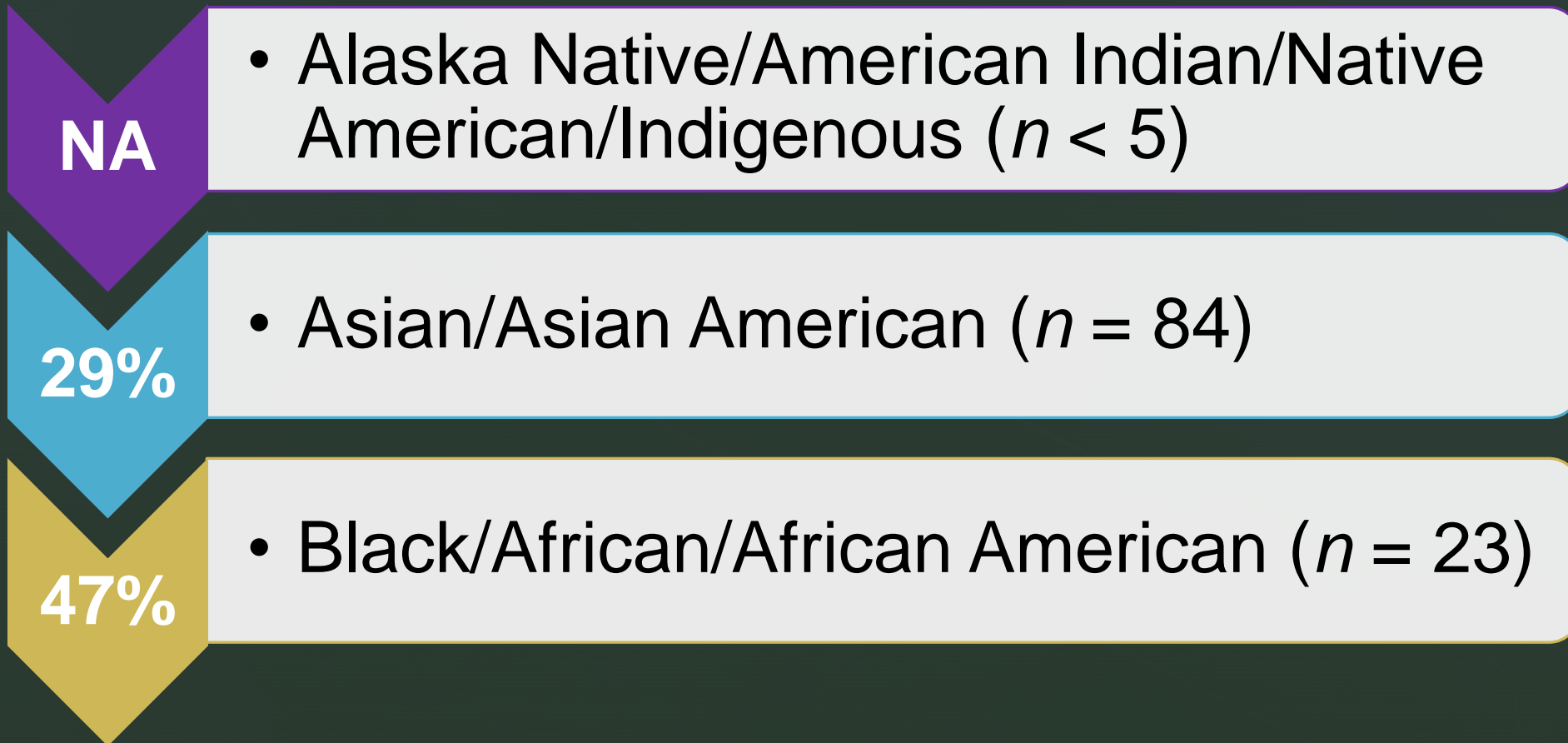
- Women ($n = 358$)

- Men ($n = 195$)

- Trans-spectrum ($n = 18$)

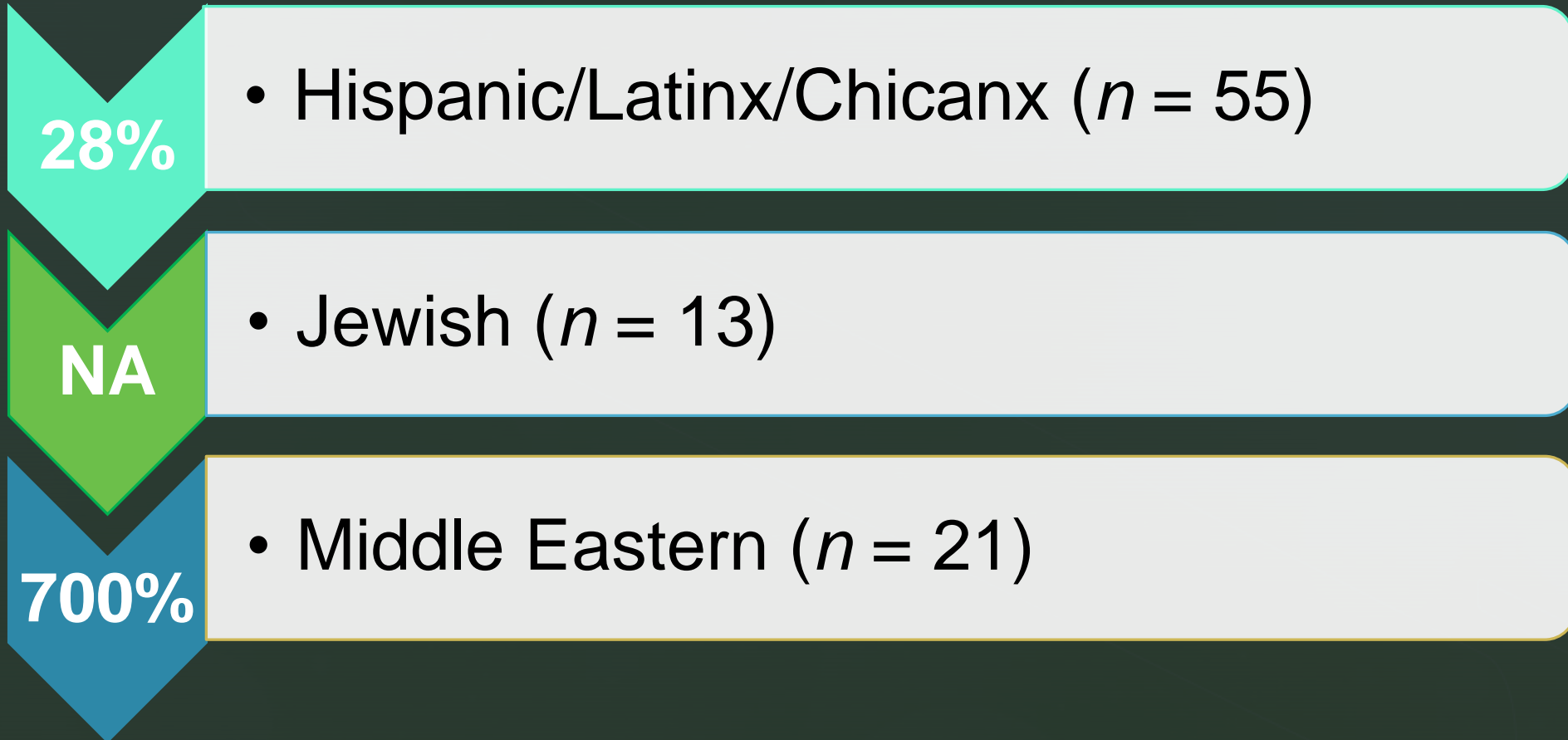


Response Rates by Racial/Ethnic Identity





Response Rates by Racial/Ethnic Identity





Response Rates by Racial/Ethnic Identity





Response Rates by Racial/Ethnic Identity

429%

- Multiracial ($n = 73$)

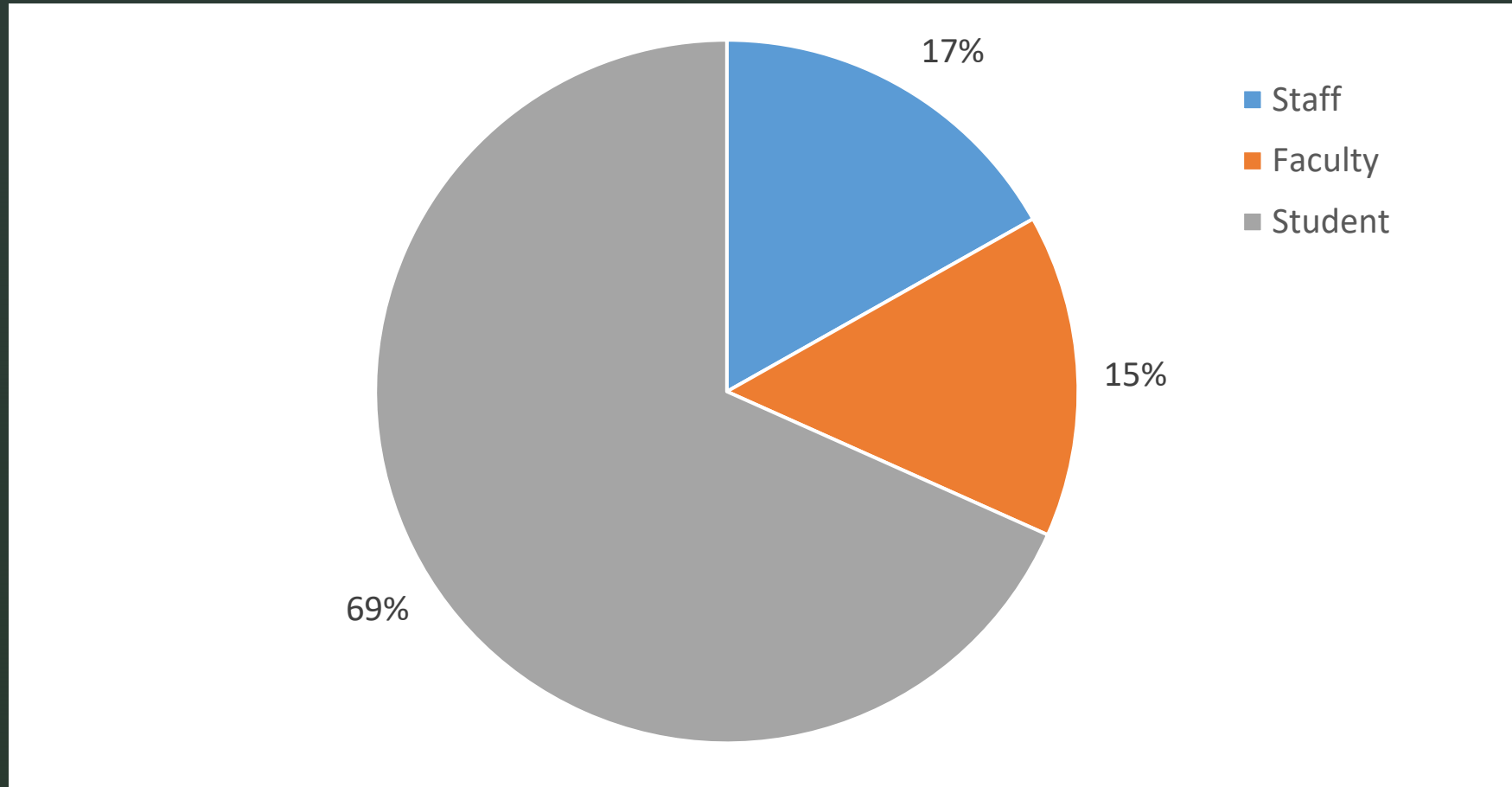


Sample Characteristics





Respondents by Position (%)





Staff Respondents' Primary Position

Primary positions	<i>n</i>	%
College Officers and Assistant Deans	6	6.1
Research Center legal staff and directors (CGRS, CWLL, Consortium, C4i)	20	20.4
Department/Program/Office/Unit directors or heads	20	20.4
Other Managers and Supervisors not listed above	10	10.2
Other Salaried Staff (Exempt) not listed above	28	28.6
Other Hourly Staff (Non-exempt) not listed above	14	14.3

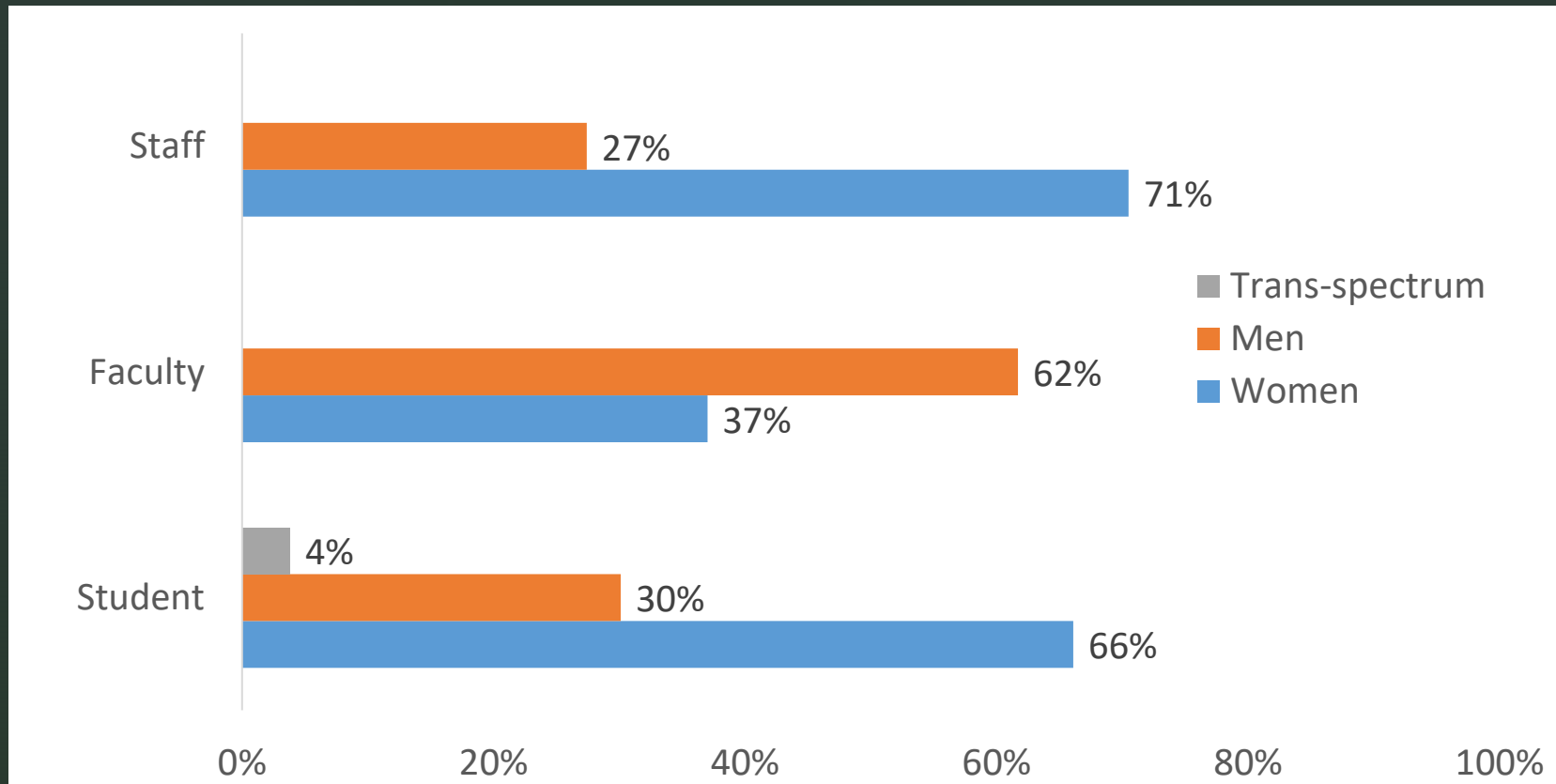


Faculty Respondents' Primary Position

Primary positions	<i>n</i>	%
Non-ladder part-time faculty (including Emeritus and Sullivan Faculty, Adjunct Faculty, Visitors, and Affiliated Scholars)	31	36.5
Ladder, i.e., Tenured and Tenure-Track Faculty (including Distinguished, In-House Clinic, and Regular Faculty)	30	35.3
Non-ladder full-time faculty (including Long-Term Contract Faculty and Lecturers)	24	28.2



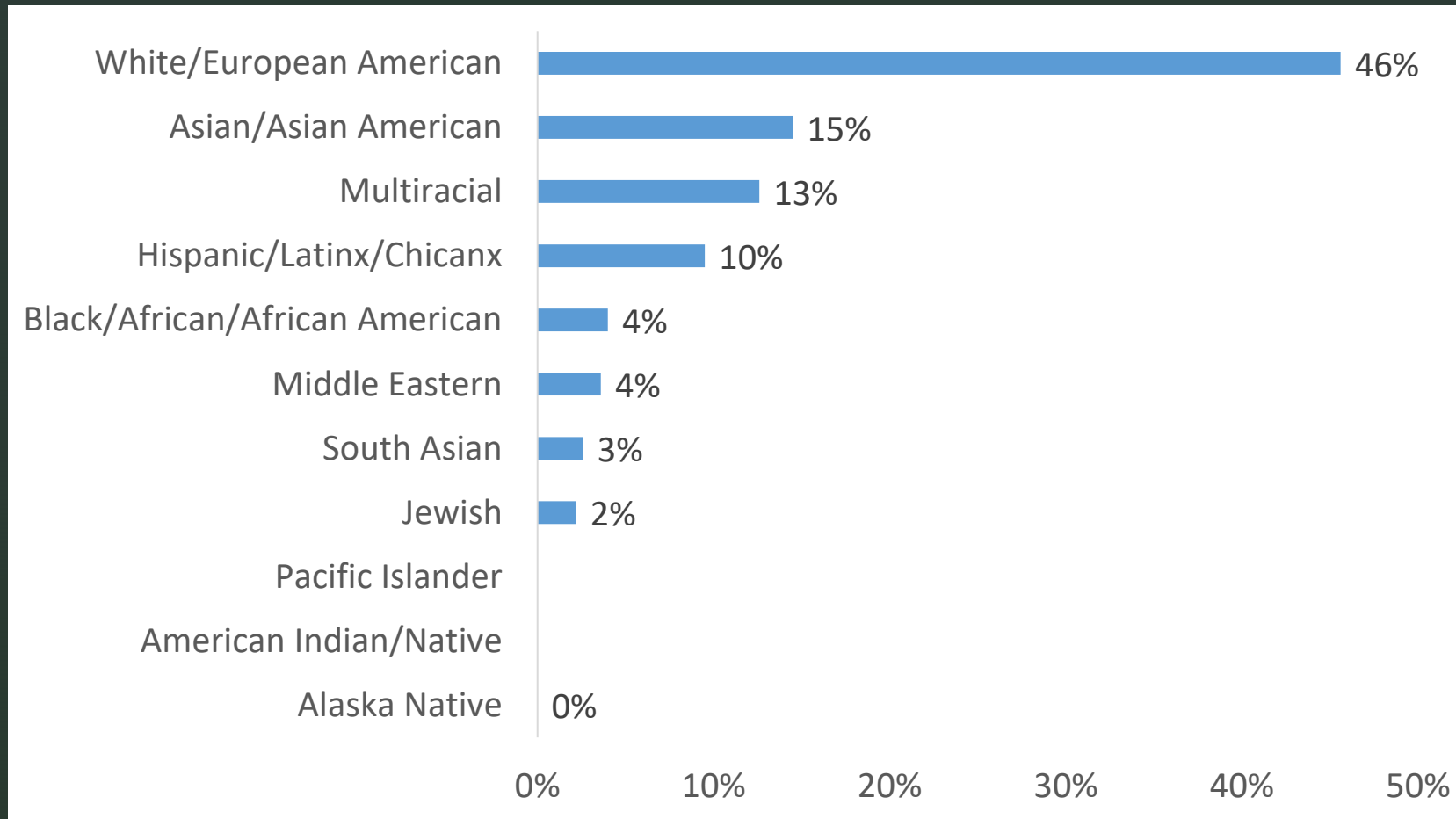
Respondents by Gender Identity and Position Status (%)



Trans-spectrum respondents – sample n too small to conduct some subsequent analyses
Responses with $n < 5$ are not presented in the figure.



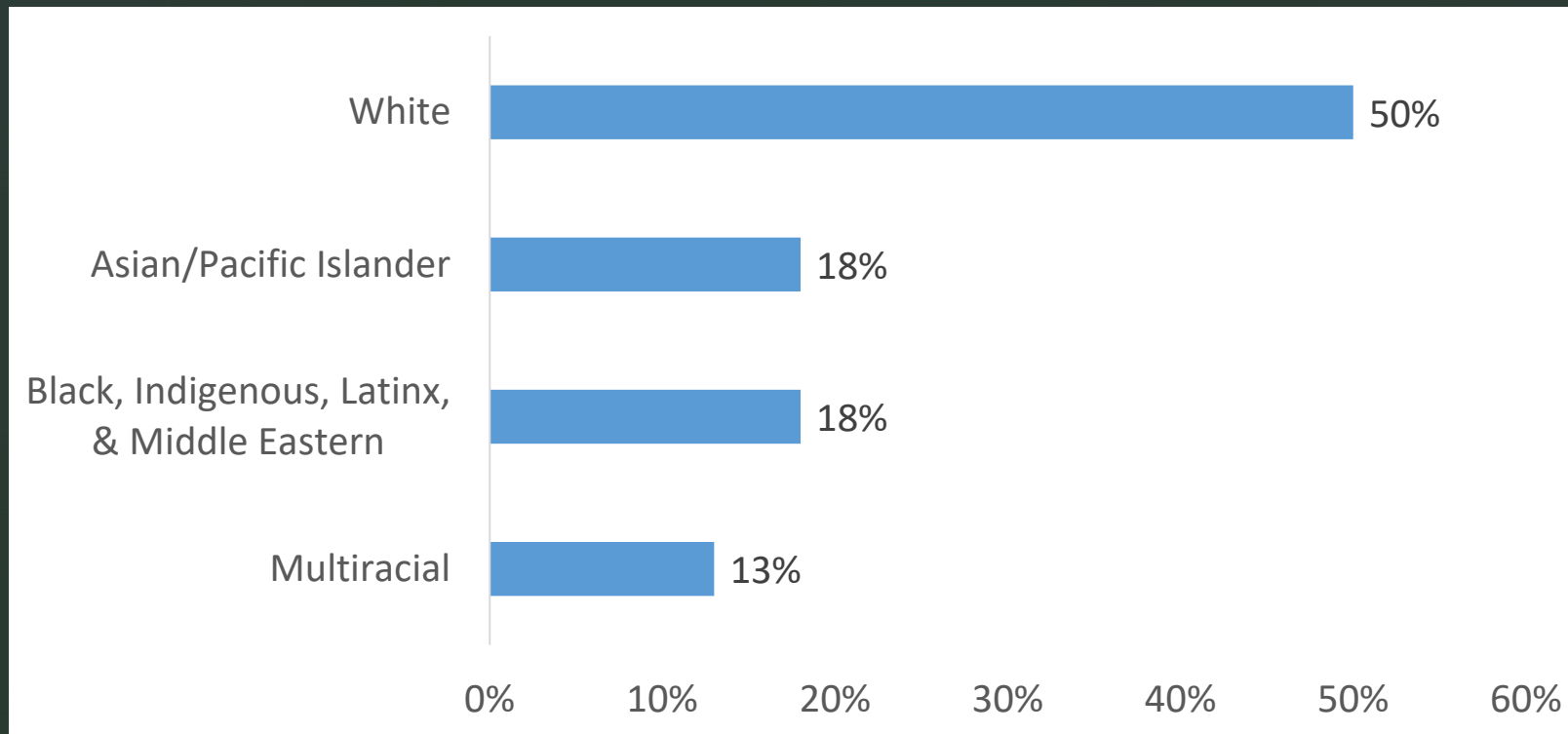
Respondents by Racial Identity (%)



Responses with $n < 5$ are not presented in the figure.



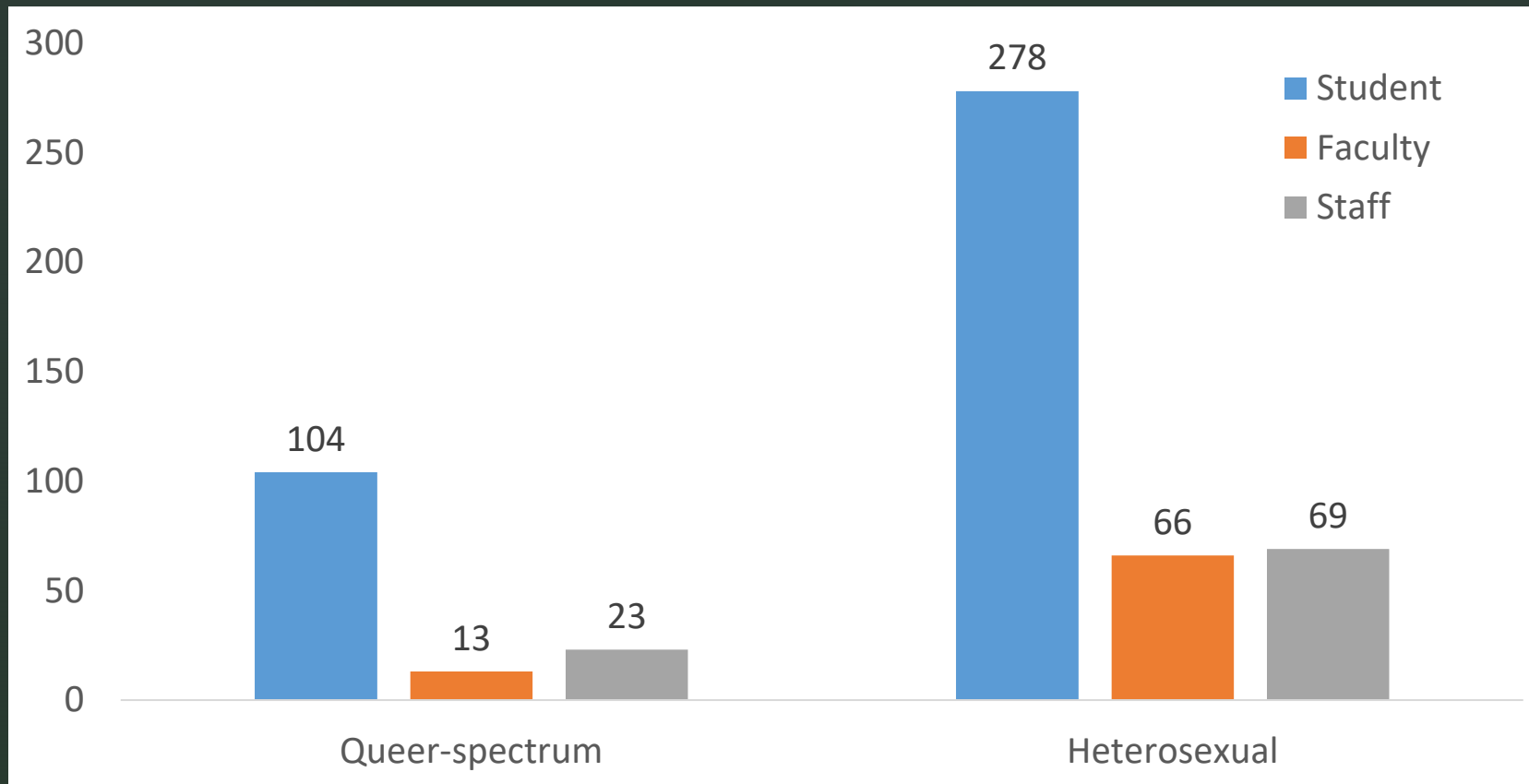
Respondents by Racial Identity (%) – Recoded for Analysis



CESWG approved R&A recoding variables where sample size was insufficient for monoracial analyses.



Respondents by Sexual Identity and Position Status (*n*)





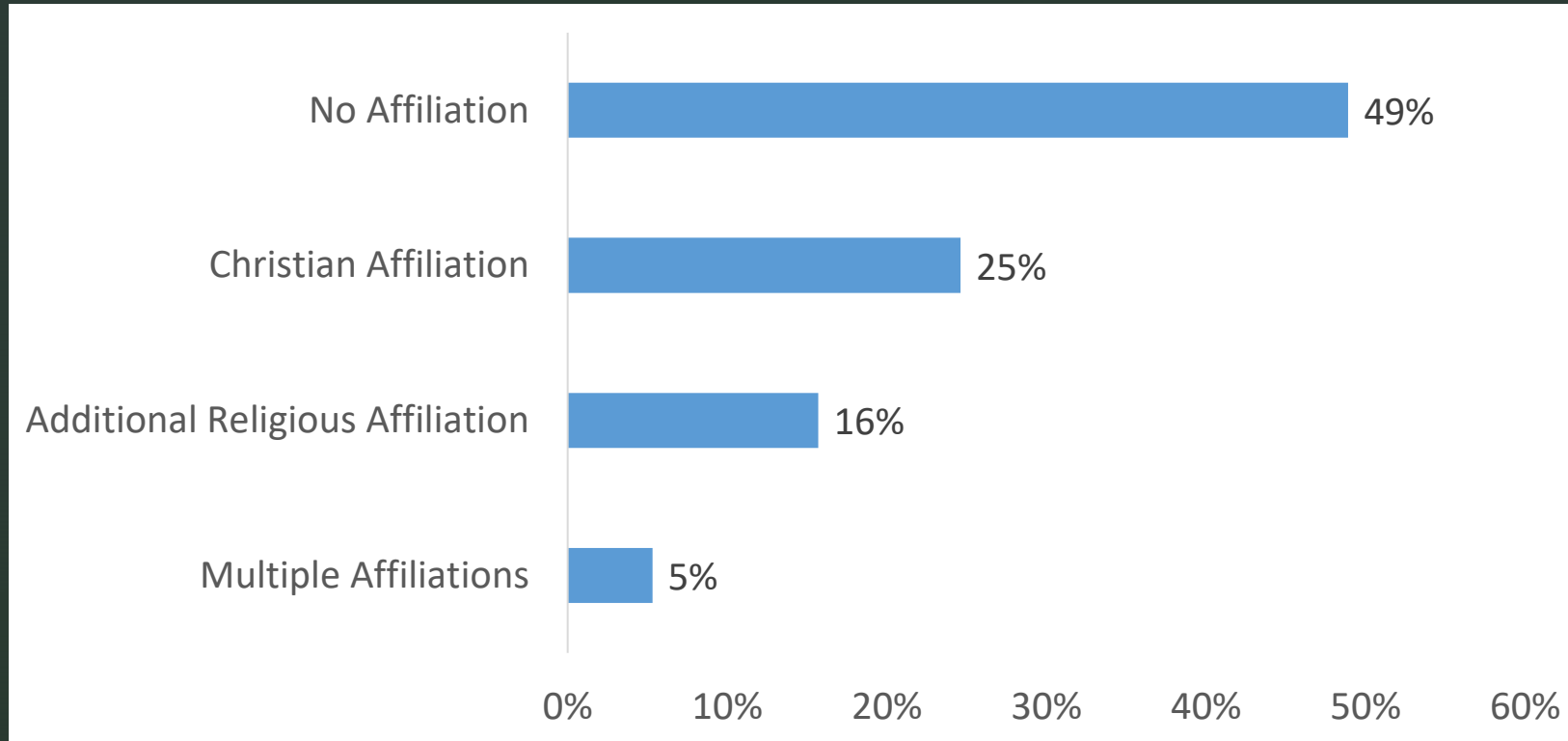
43% ($n = 251$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition	181	31.2
Learning difference/disability	86	14.8
Chronic diagnosis or medical condition	53	9.1

Only top disabilities/conditions listed here. For details on all disabilities/conditions, please refer to report.
Percentages do not sum to 100 due to multiple responses.



Respondents by Religious Affiliation (%)



CESWG assisted R&A in recoding variables where sample size was insufficient for analyses. Please refer to the report for the full list.

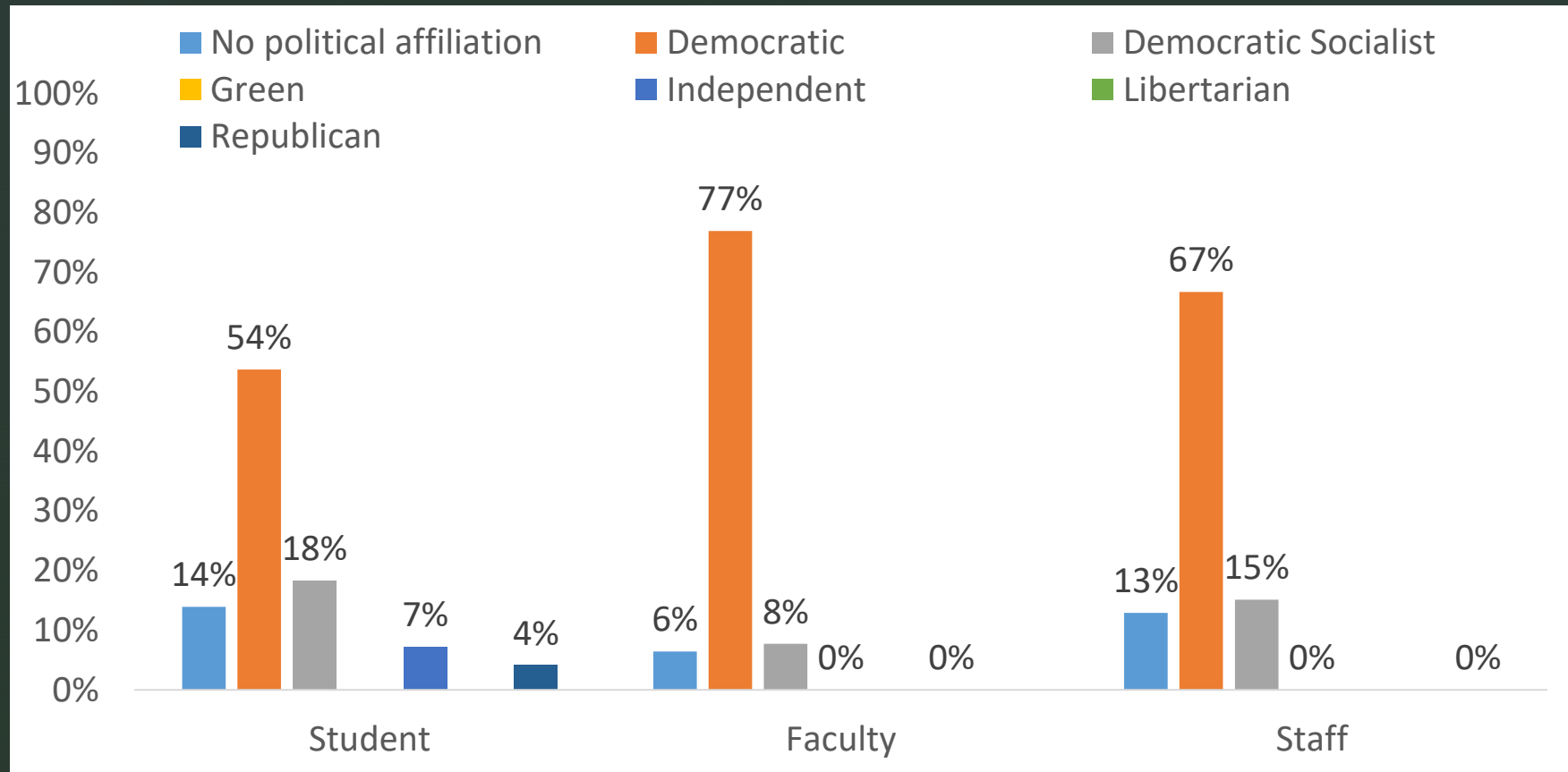


Respondents by Citizenship/Immigration Status

Citizenship/Immigration Status	<i>n</i>	%
U.S. citizen, birth	495	85.2
U.S. citizen, naturalized	43	7.4
Permanent immigrant status (e.g., legal permanent resident, refugee, asylee)	16	2.8
Temporary resident –F-1 or J-1 student	8	1.4
Temporary resident – employment-based visa holder (e.g., H-1B, L-1, R-1, O-1, J-1 Research Scholar/Professor, TN) or their dependent status	< 5	---
Unprotected status	< 5	---
Other legally documented status (e.g., DACA, TPS, T/U visa holders)	< 5	---



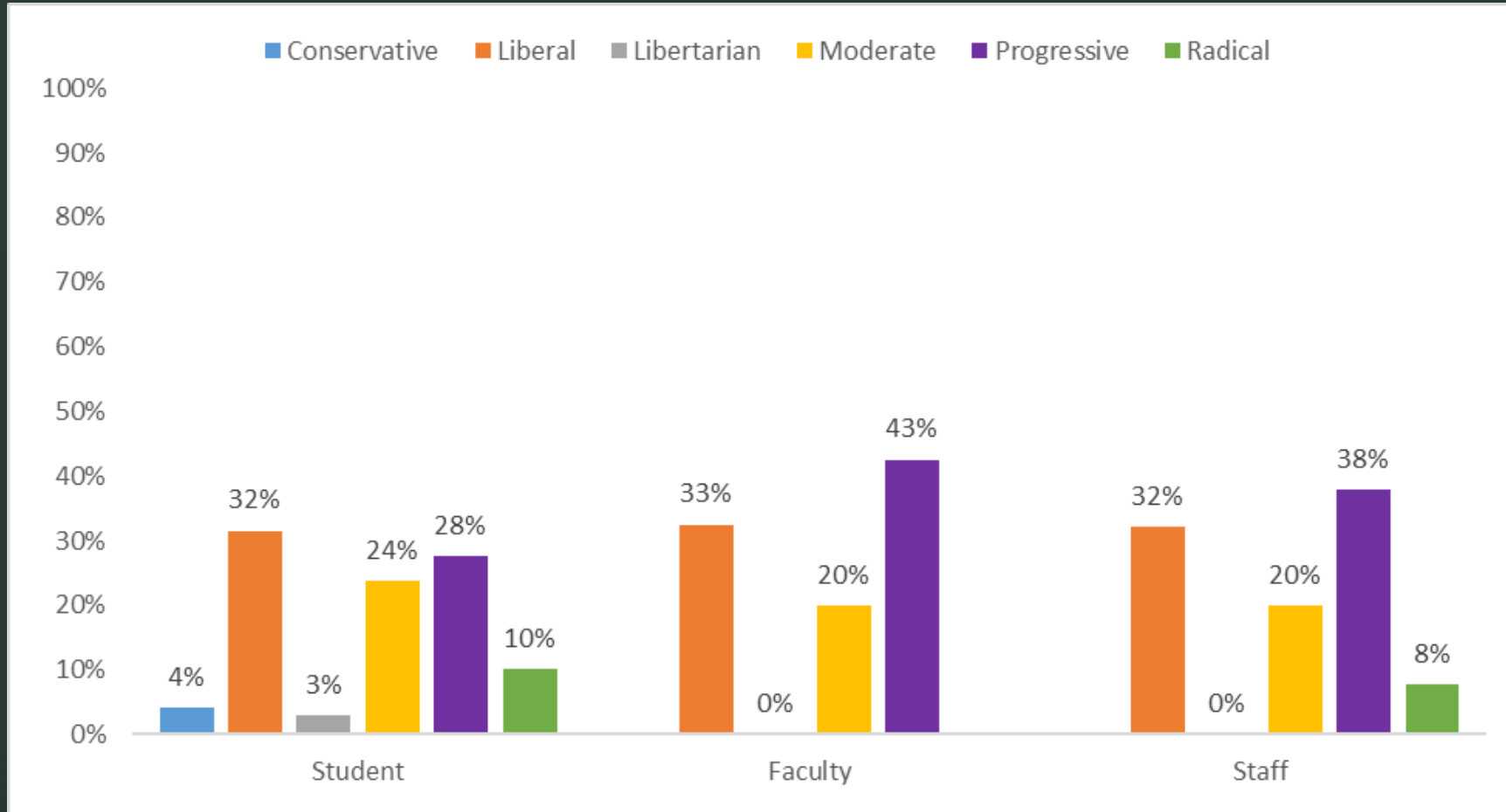
Respondents by Political Party Affiliation and Position Status (%)



Responses with $n < 5$ are not presented in the figure.



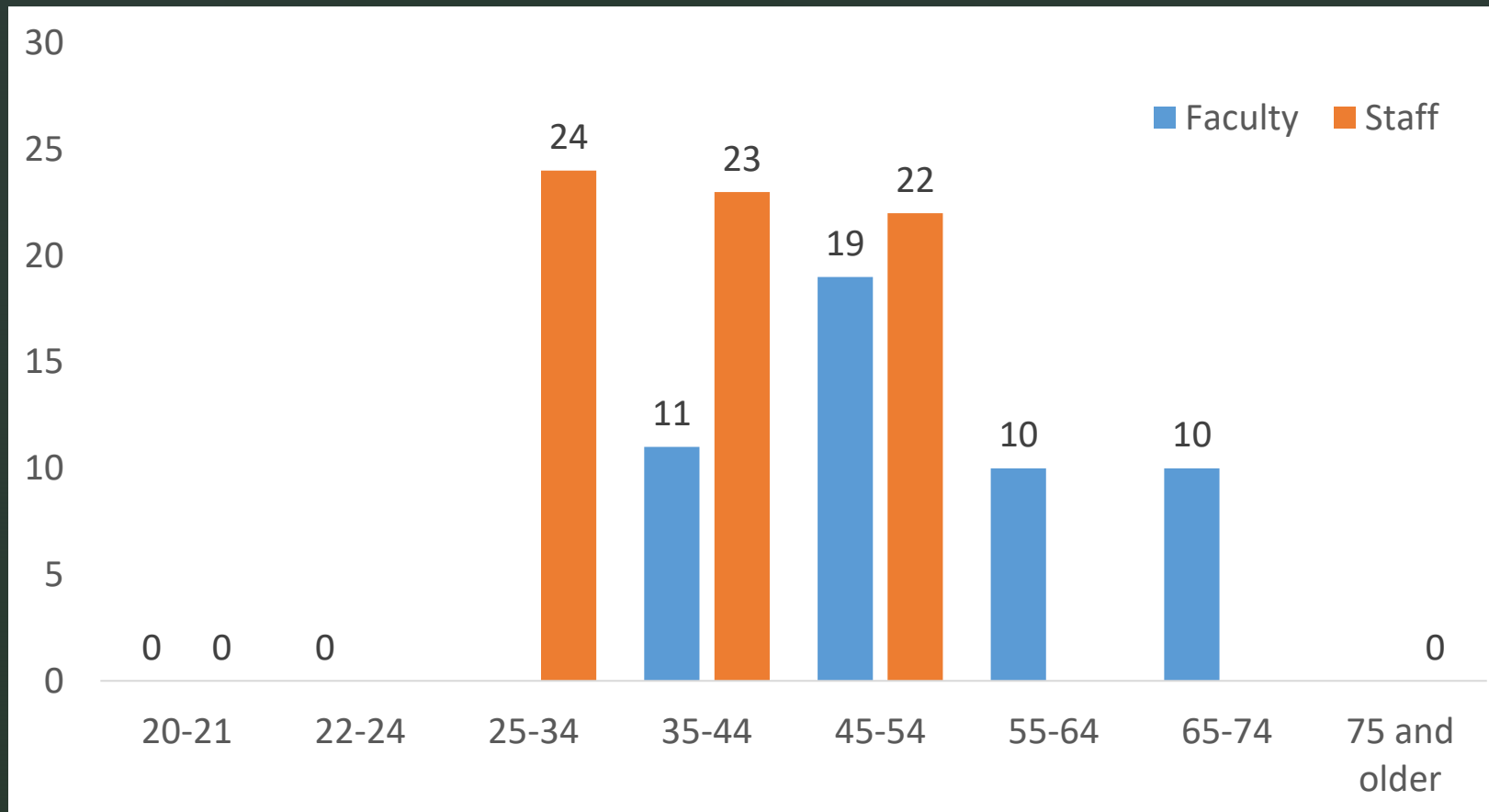
Respondents by Current Political Views and Position Status (%)



Responses with $n < 5$ are not presented in the figure.



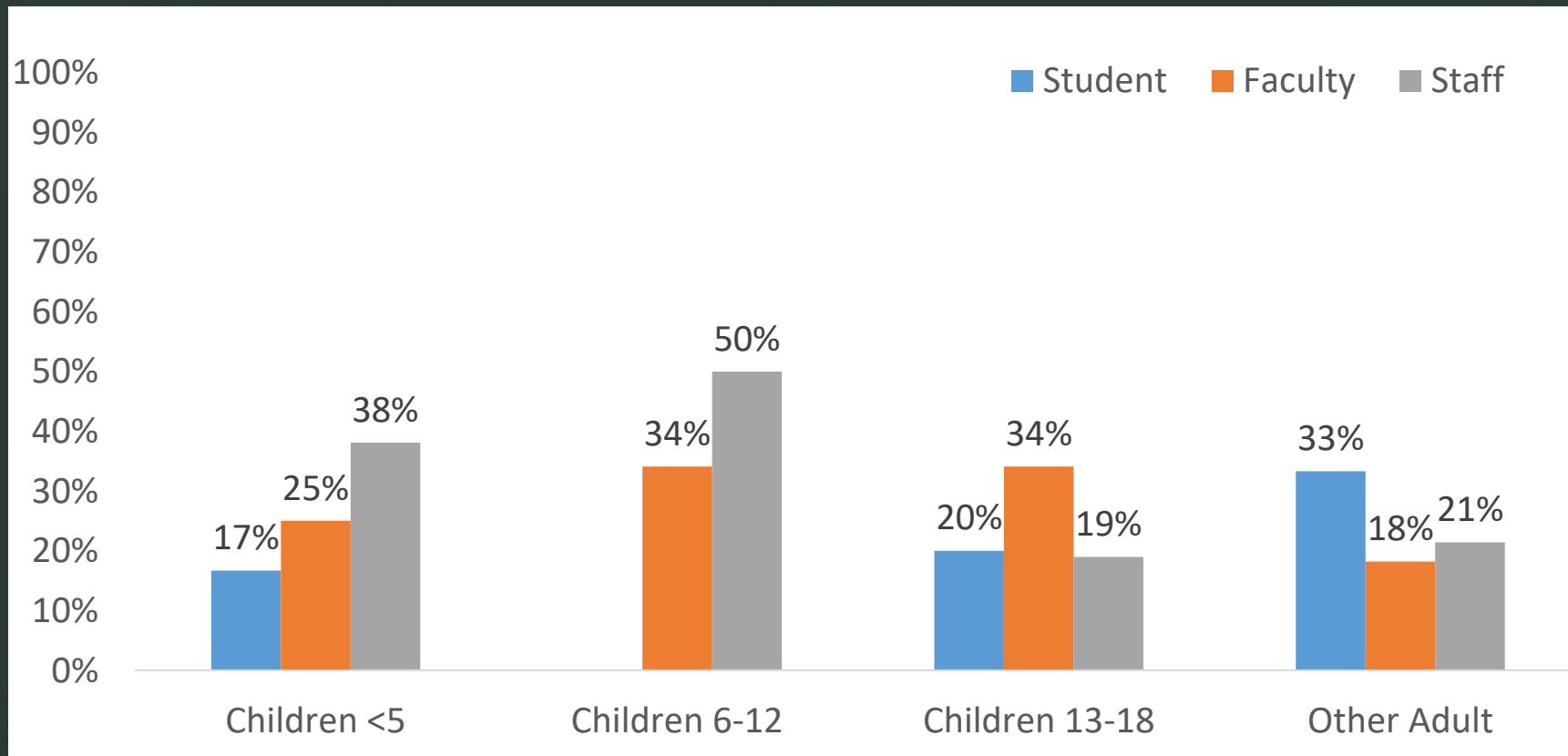
Employee Respondents by Age (*n*)



Responses with $n < 5$ are not presented in the figure.



Respondents by Caregiving Responsibilities (%)



Percentages are based on respondents who indicated that they had dependent care responsibilities.
Responses with $n < 5$ are not presented in the figure.



Employee Respondents' Length of Employment

Time	<i>n</i>	%
Less than one year	9	4.7
1–3 years	25	13.0
4–10 years	62	32.1
11–15 years	33	17.1
16–20 years	31	16.1
More than 20 years	33	17.1



Student Respondents' Years at UC Hastings Law

Year in law school	<i>n</i>	%
MSL	7	1.8
LLM	5	1.3
J.D.	386	97.0
<i>First year</i>	140	37.4
<i>Second year</i>	134	35.8
<i>Third year</i>	98	26.2
<i>Fourth year or Fifth year</i>	< 5	---

For a list of Student respondents' current programs refer to full report.

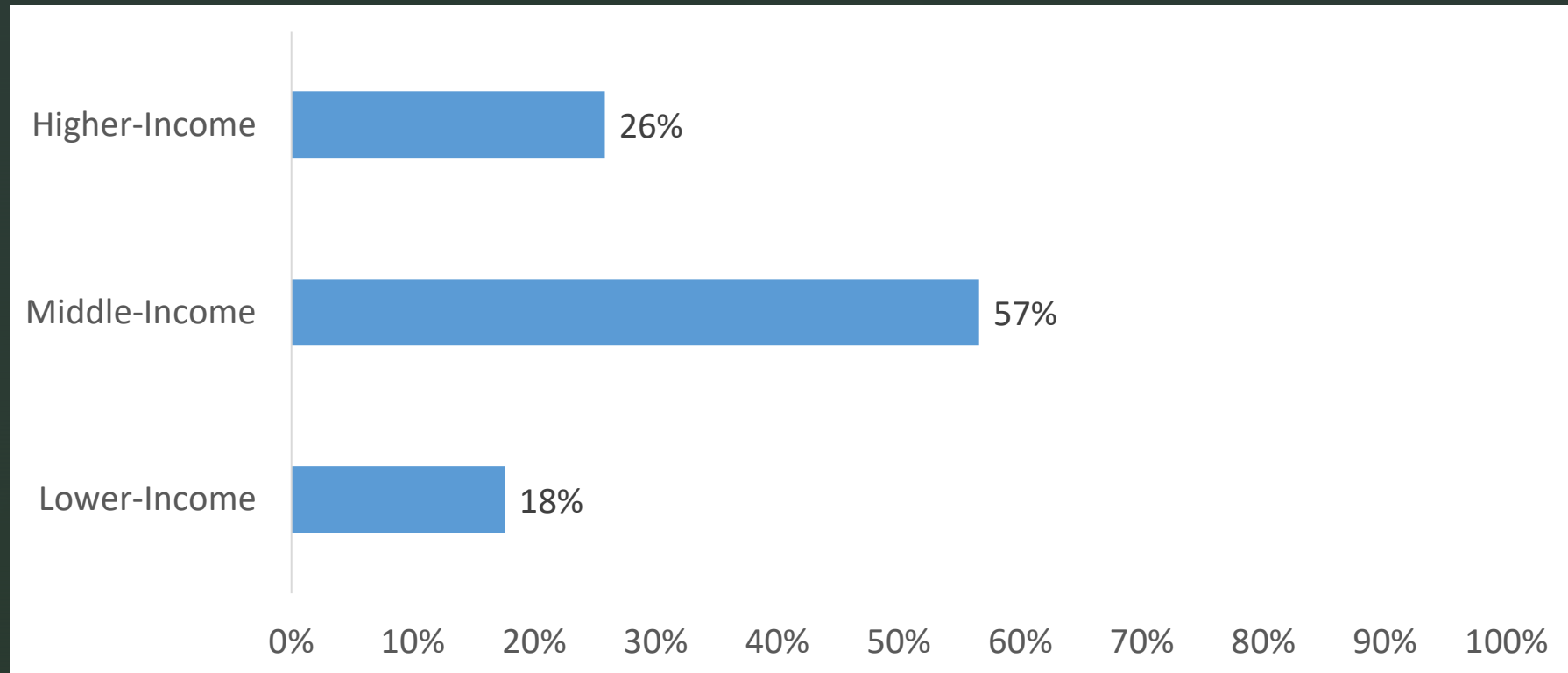


LLM and JD Student Respondents' Practice Area Interest

Type of law practice	<i>n</i>	%
Large or medium-sized private firm (50 and above)	93	23.8
Public interest/social justice organization or firm	64	16.4
I am unsure/haven't decided	61	15.6
In-house counsel	55	14.1
Small private firm or solo practice (under 50)	32	8.2
Government agency/body	31	7.9
Criminal defense	26	6.7
Criminal prosecution	18	4.6
Court	6	1.5
I am not interested in practicing law	< 5	---



Student Respondents' Income (Estimates of Guardians')



Lower-Income: < \$50,000

Middle-Income: \$50,000 - \$199,999

Higher-Income: >= \$200,000



Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing – McAllister Tower	35	8.8
Non-campus housing	355	90.1
<i>Living by myself</i>	56	17.1
<i>Living with roommate(s)</i>	93	28.4
<i>Living with spouse/partner/family member/guardian</i>	178	54.4
Housing insecure	< 5	---



Student Respondents' Participation in Organizations/Activities at UC Hastings Law

Top responses	<i>n</i>	%
Culture-specific affinity organization	171	43.0
Topic-based professional or pre-professional or practice-area organization	160	40.2
Journal/scholarly publication	146	36.7
Advocacy and volunteer student organization	103	25.9
Competition teams and organizations	82	20.6



43% ($n = 170$) of Student respondents experienced financial hardship while attending UC Hastings Law

Top financial hardships	<i>n</i>	%
Unpaid summer legal opportunities	104	61.2
Tuition	95	55.9
Books/course materials	93	54.7
Unpaid externship opportunities	76	44.7
Alternative spring break experiences	59	34.7
Applying for jobs (e.g., interview travel, attire)	55	32.4
Health care	53	31.2



How Student Respondents Were Paying For Education

Top sources of funding	<i>n</i>	%
Loans	271	68.1
Non-need-based scholarship (e.g., merit)	155	38.9
Personal savings	123	30.9
Family/Acquaintance contribution	111	27.9
Credit card	79	19.8



Student Employment

Hours	<i>n</i>	%
No	264	66.3
Yes, I work on campus	70	17.6
1–10 hours/week	57	82.6
11–20 hours/week	10	14.5
21–30 hours/week	< 5	---
31–40 hours/week	< 5	---
More than 40 hours/week	0	0.0
Yes, I work off campus	79	19.8
1–10 hours/week	34	44.2
11–20 hours/week	30	39.0
21–30 hours/week	6	7.8
31–40 hours/week	< 5	---
More than 40 hours/week	< 5	---



Student Respondents' Reported GPA

GPA	<i>n</i>	%
3.60 and above	67	17.4
3.40 to 3.59	72	18.7
3.25 to 3.39	70	18.2
3.00 to 3.24	86	22.3
2.80 to 2.99	46	11.9
2.79 and below	36	9.4



Student Respondents' One-Way Commute Time to UC Hastings Law Campus

Minutes	<i>n</i>	%
10 or fewer	60	15.2
11–20	47	11.9
21–30	67	17.0
31–40	49	12.4
41–50	32	8.1
51–60	24	6.1
60 or more	24	6.1
N/A – I have never physically commuted to UC Hastings	91	23.1

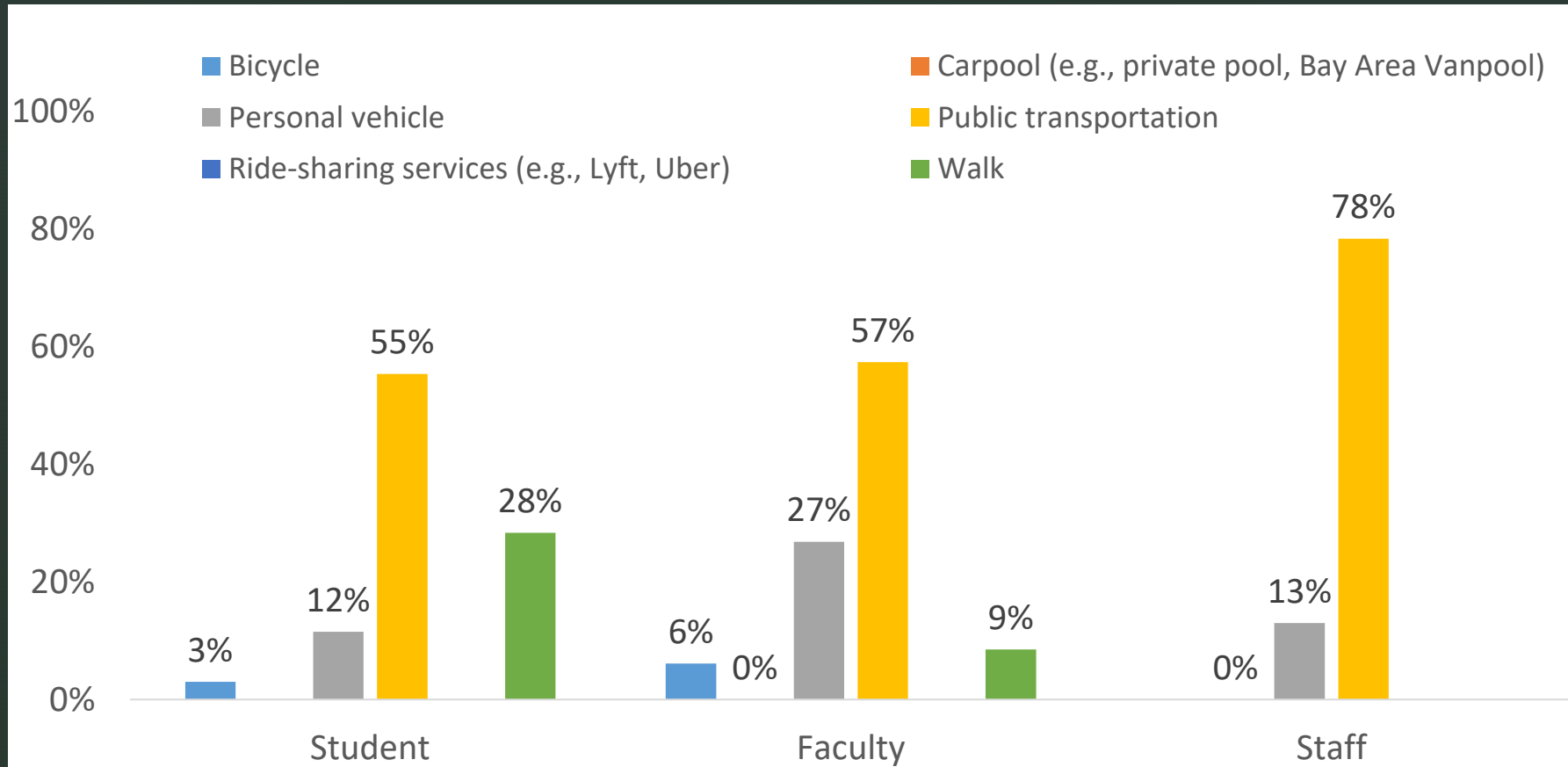


Employee Respondents' One-Way Commute Time to UC Hastings Law Campus

Minutes	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
10 or fewer	< 5	---	< 5	---
11–20	9	10.8	5	5.2
21–30	12	14.5	14	14.4
31–40	13	15.7	15	15.5
41–50	15	18.1	26	26.8
51–60	17	20.5	16	16.5
60 or more	< 5	---	14	14.4
N/A – I have never physically commuted to UC Hastings	< 5	---	6	6.2



Respondents' Primary Methods of Transportation to UC Hastings Law



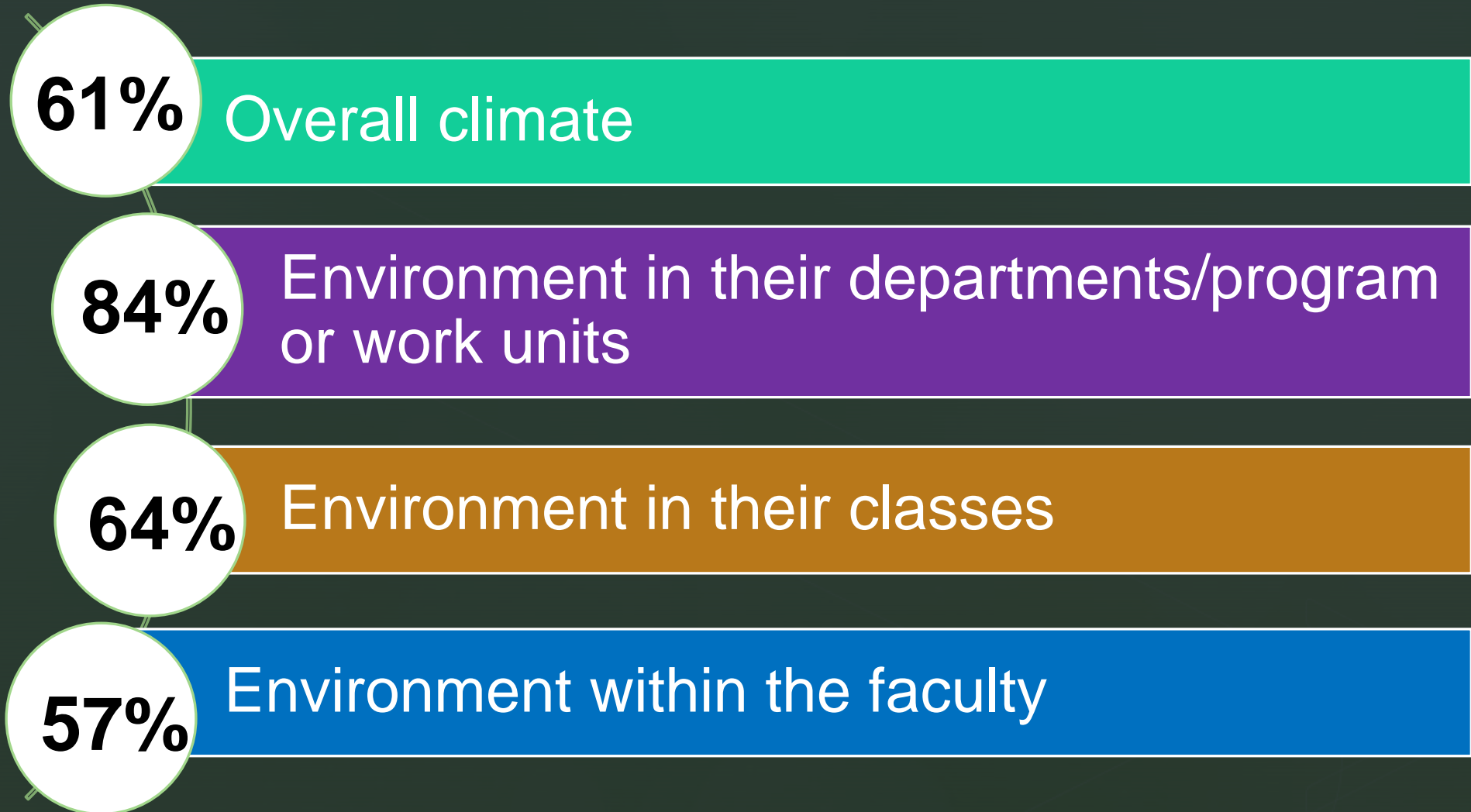
Responses with $n < 5$ are not presented in the figure.



Challenges and Opportunities



Comfort With Climate





Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

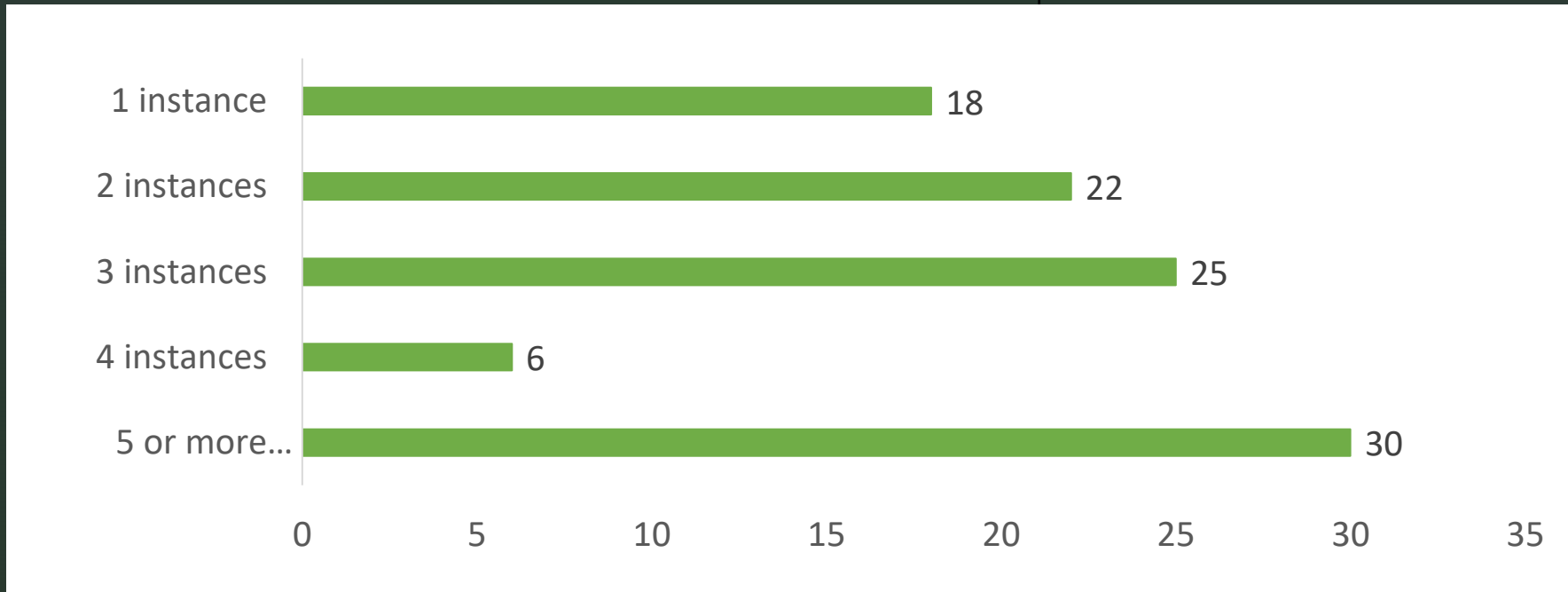


33% ($n = 189$)

Respondents who experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at UC Hastings Law within the past two years

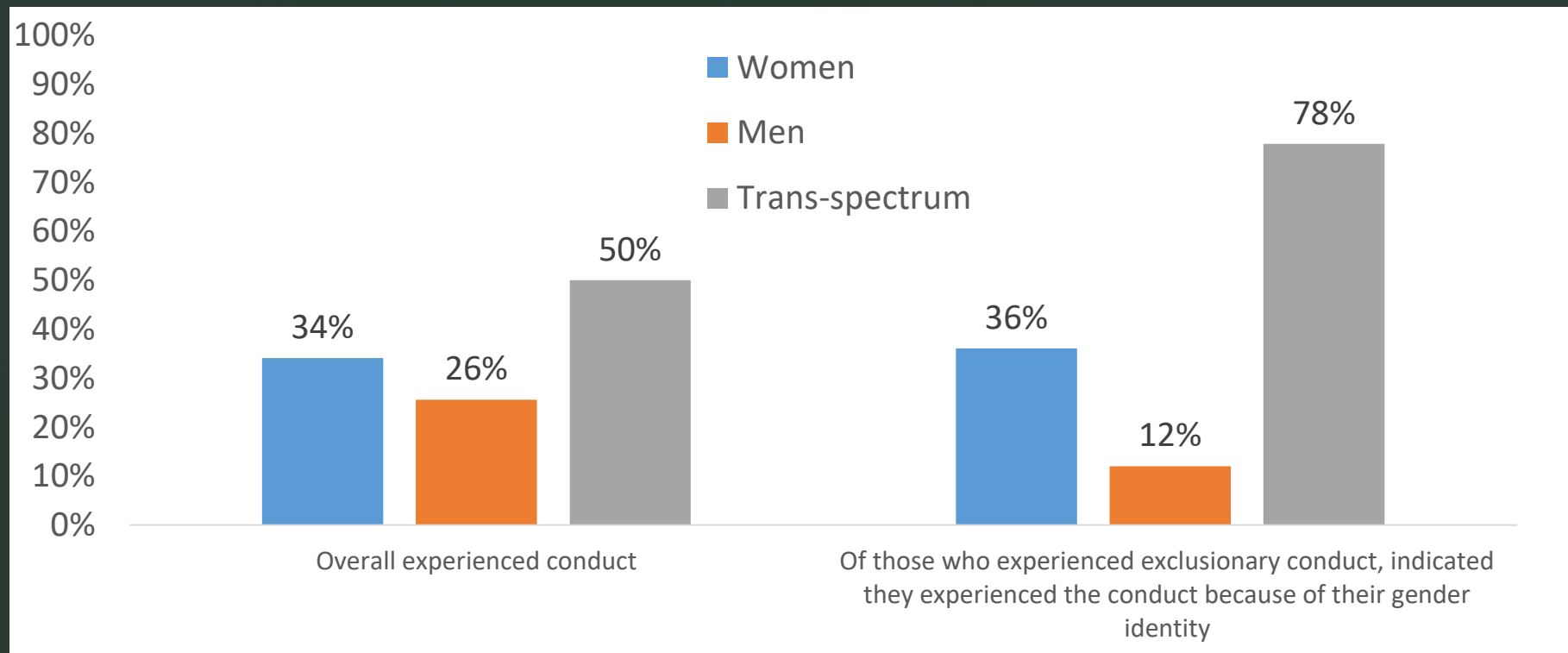


Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Experienced During the Past Two Years (%)



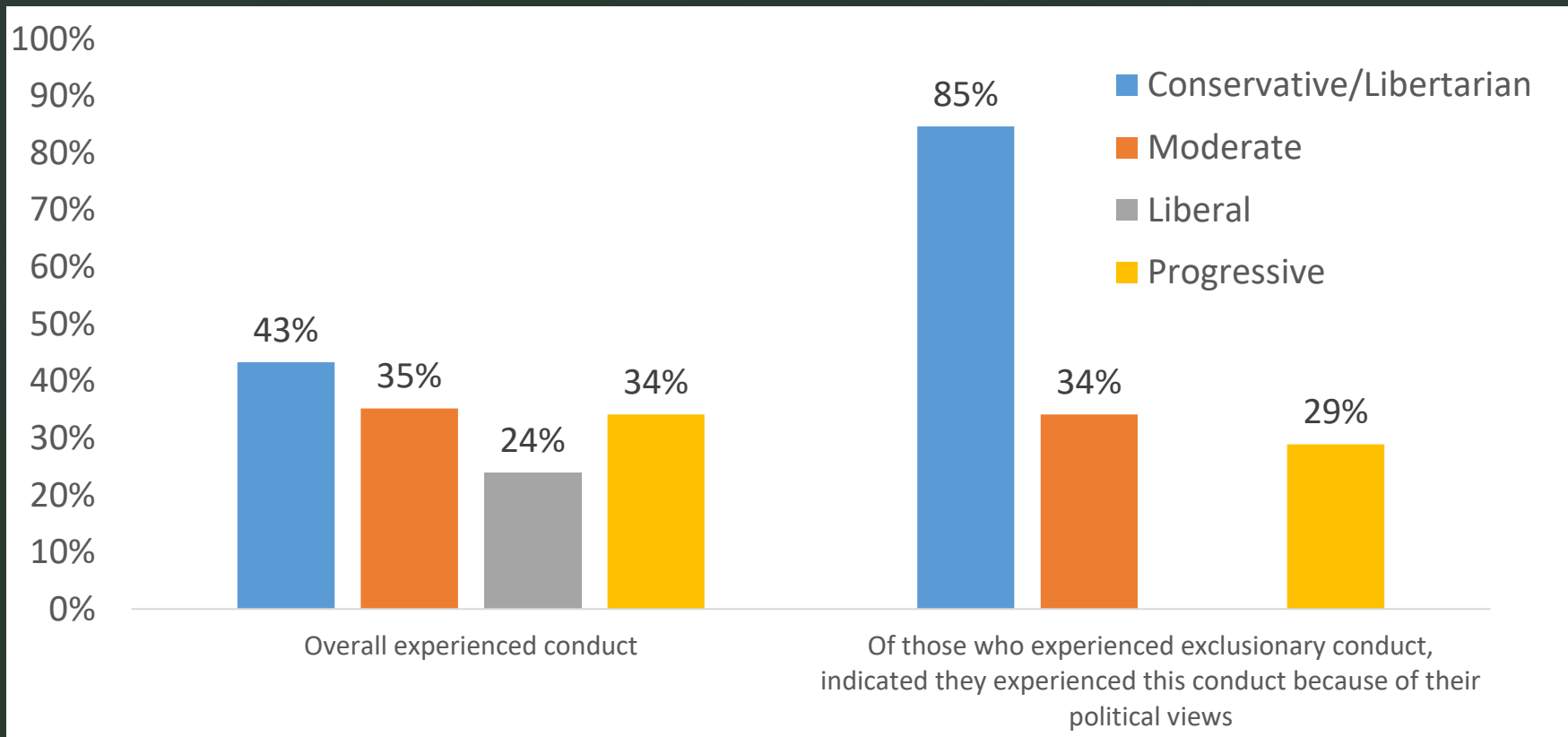


Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)



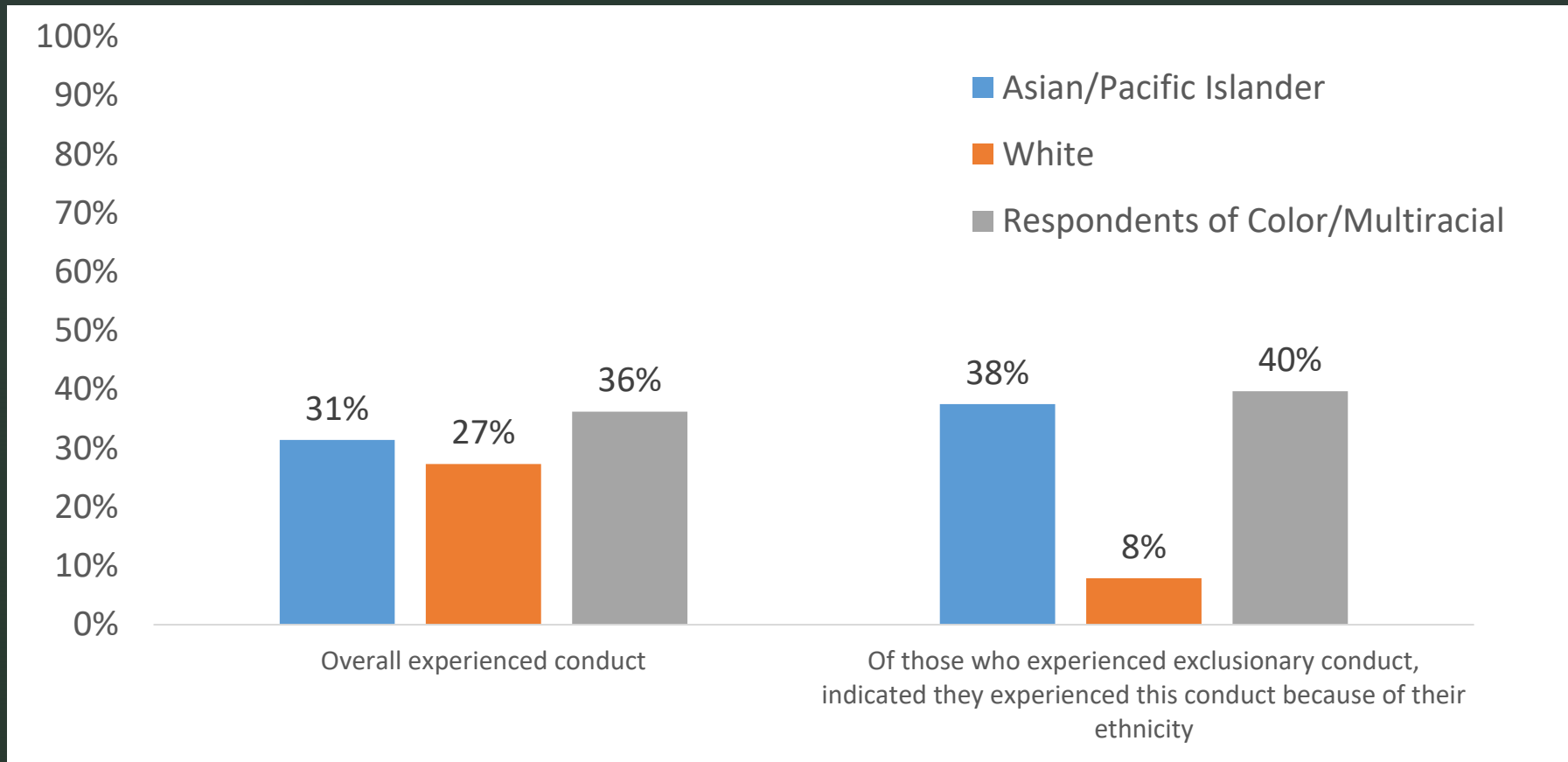


Personal Experiences of Exclusionary Conduct as a Result of Their Political Views (%)



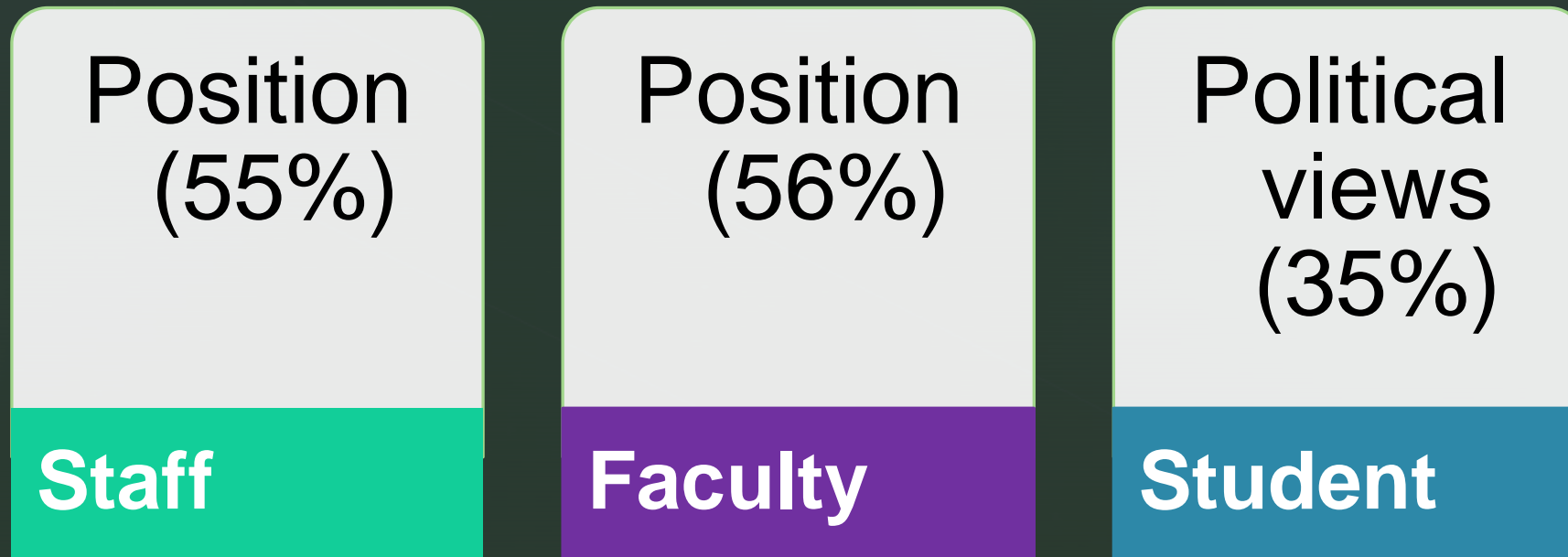


Personal Experiences of Exclusionary Conduct as a Result of Their Ethnicity (%)





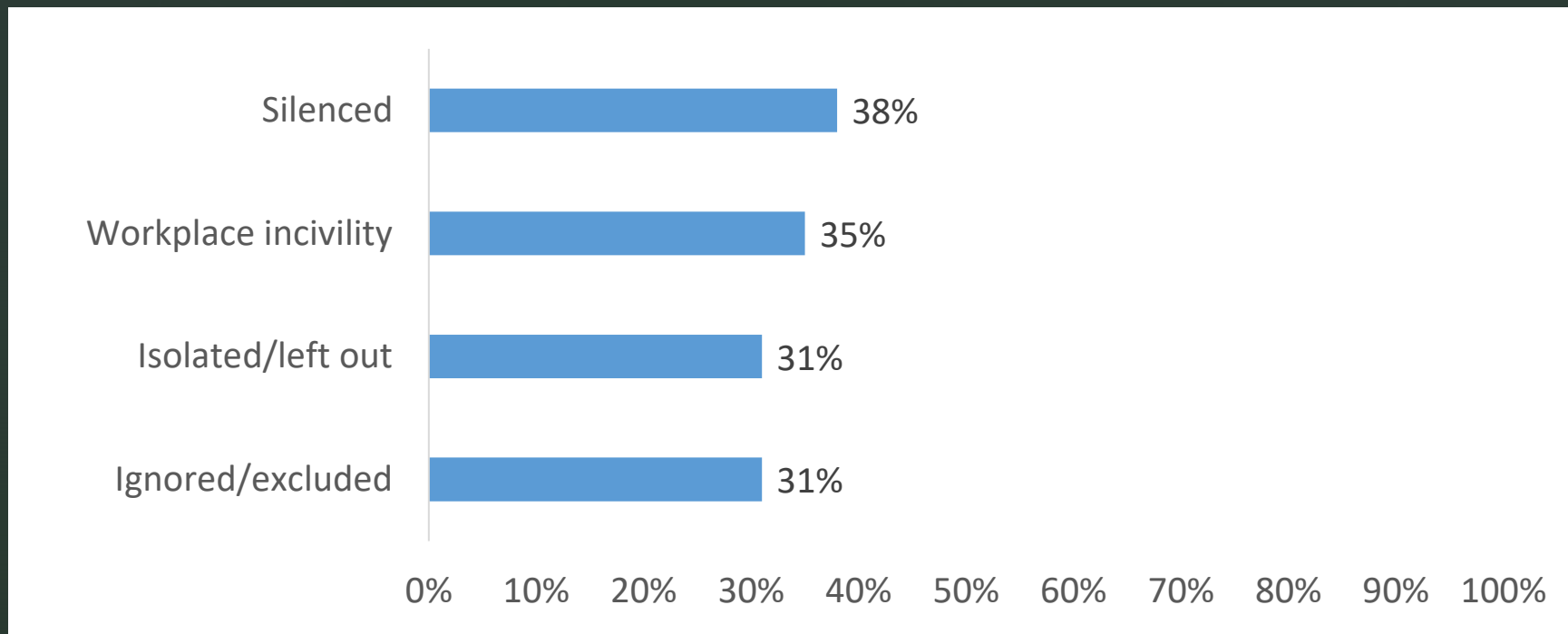
Respondents' Top Base of Experienced Exclusionary Conduct



Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 189$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



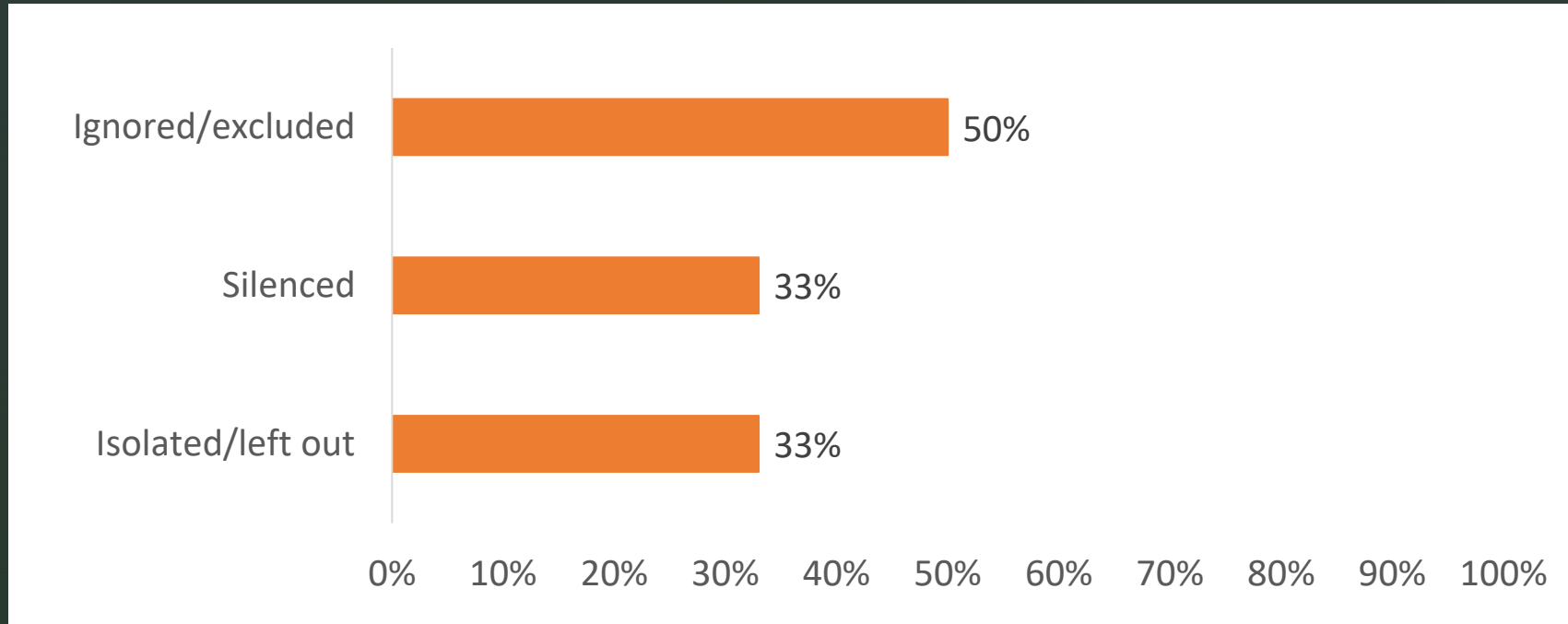
Staff Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 29$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



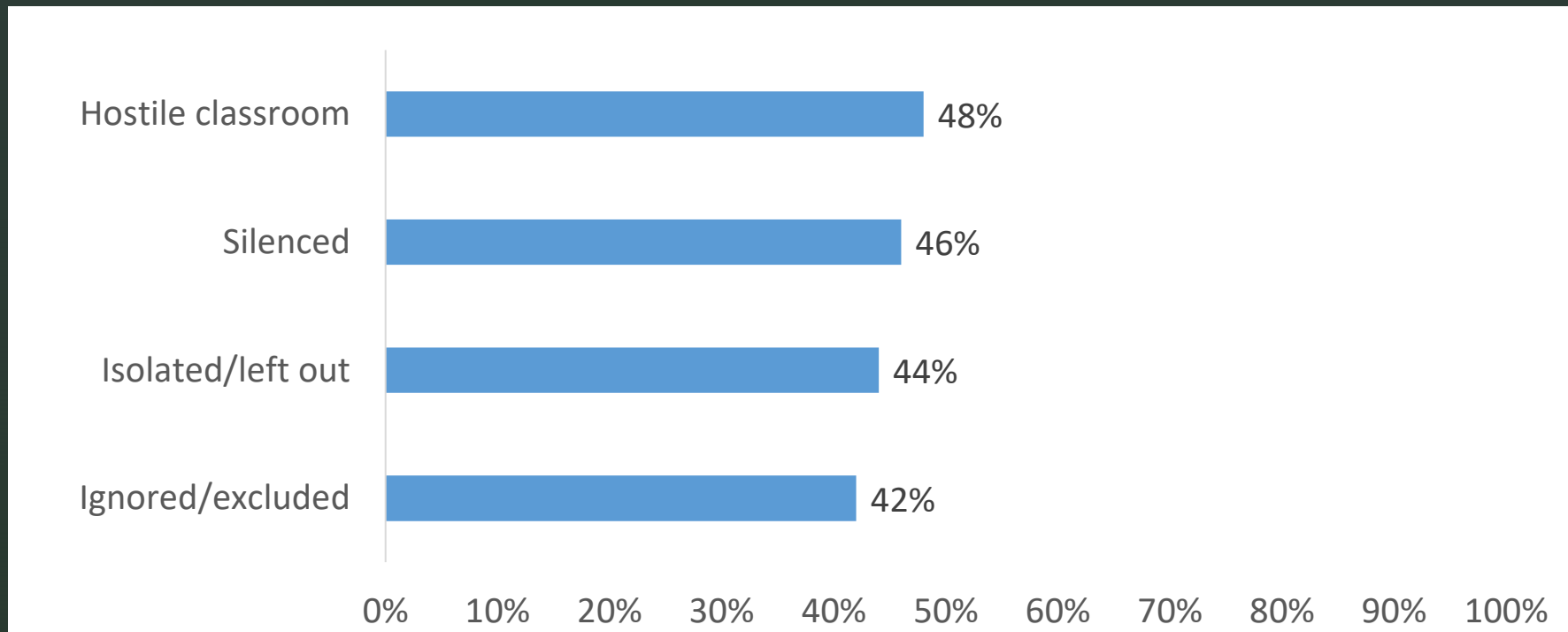
Faculty Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 18$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Student Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 142$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at Hastings job	17	58.6
In a meeting with one other person	11	37.9
In a meeting with a group of people	10	34.5
On phone calls/text messages/email/GroupMe/Slack	10	34.5

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 29$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a meeting with a group of people	9	50.0
In a faculty meeting	5	27.8
In a meeting with one other person	5	27.8

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 18$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



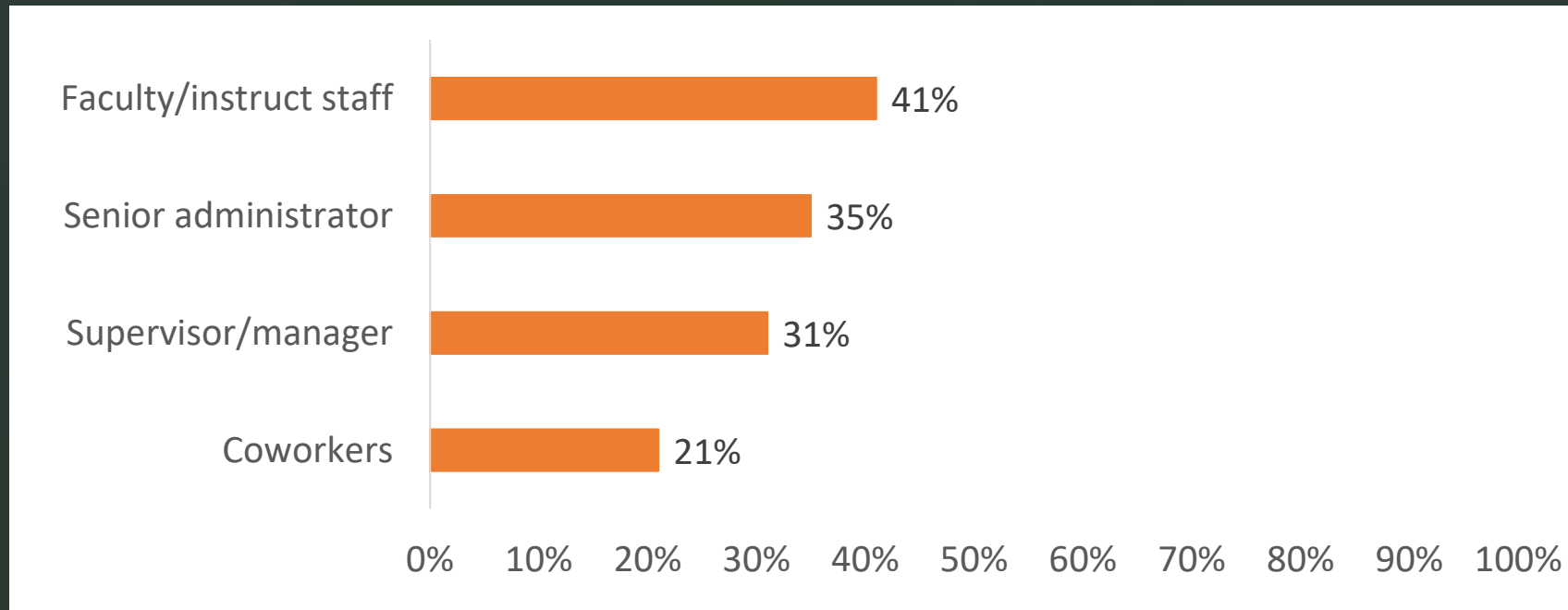
Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a class (including in chat, breakout rooms, etc.)	93	65.5
Off campus	31	21.8
In a meeting with a group of people	31	21.8
In other public spaces at Hastings	30	21.1

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 142$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



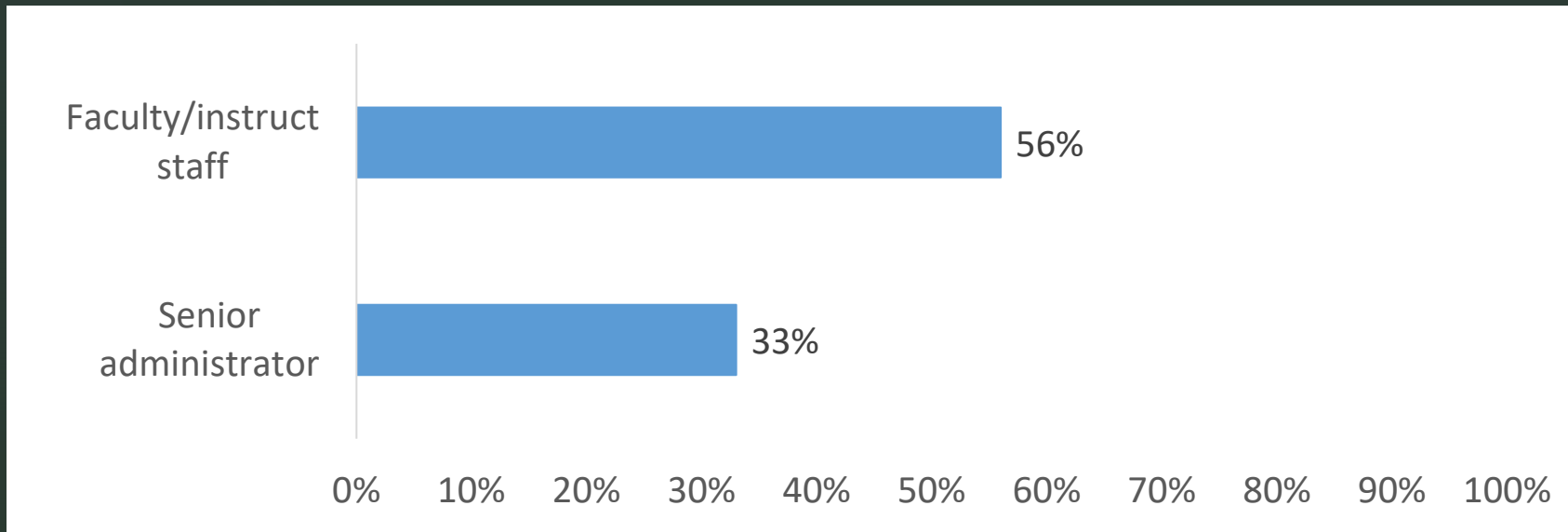
Top Sources of Experienced Exclusionary Conduct for Staff Respondents (%)



Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n=29$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



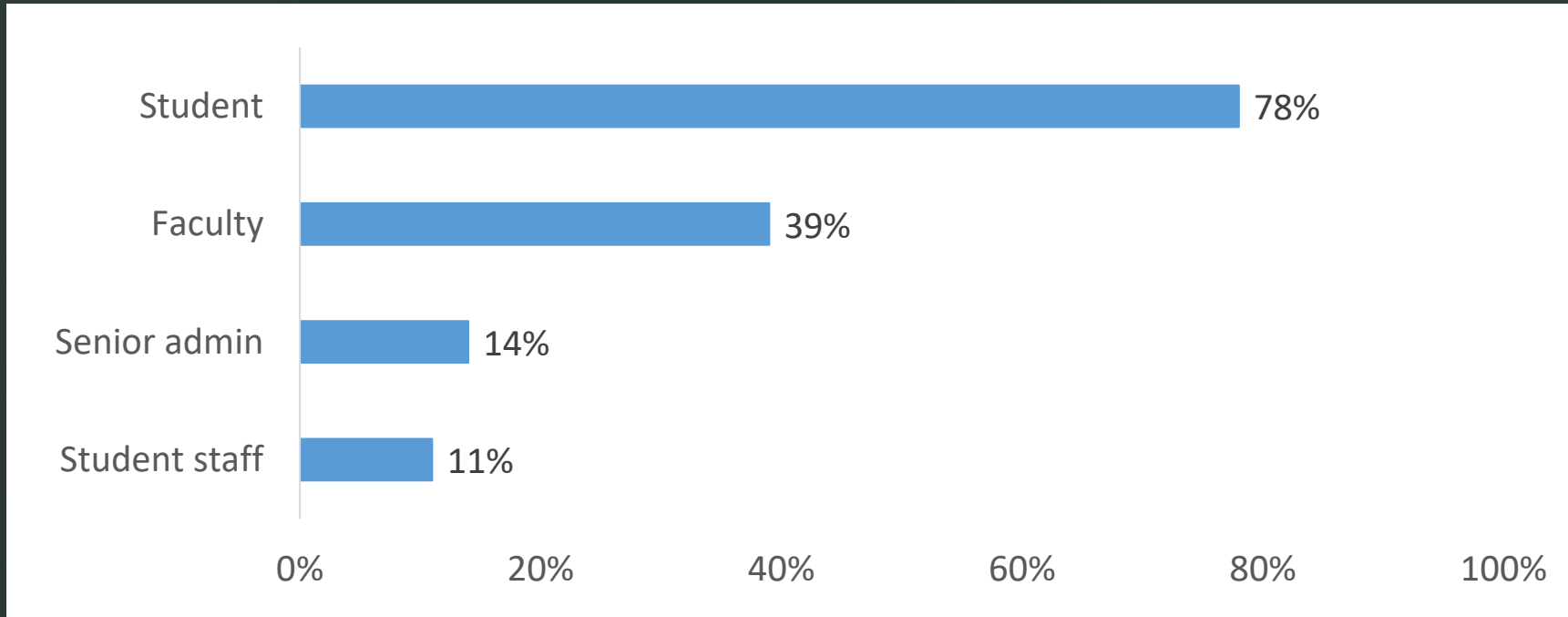
Top Sources of Experienced Exclusionary Conduct for Faculty Respondents(%)



Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 18$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



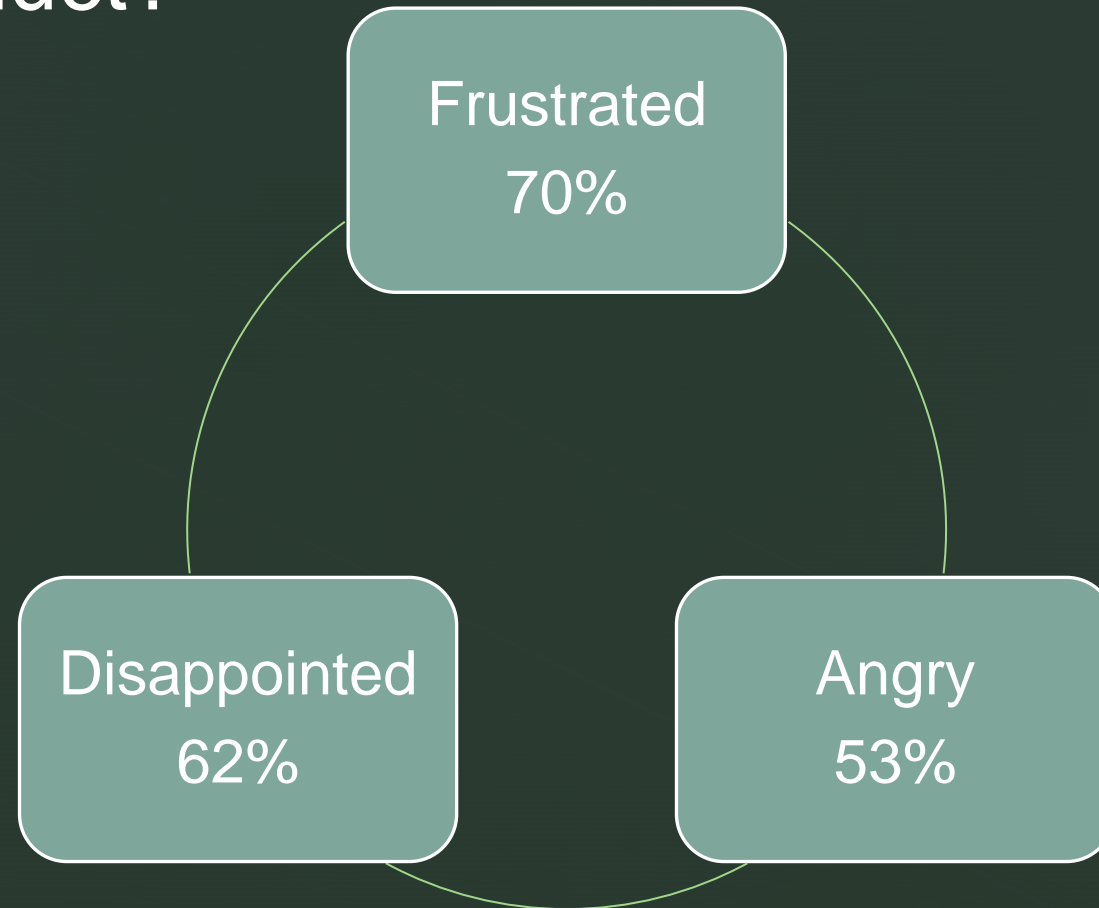
Top Sources of Experienced Exclusionary Conduct for Student Respondents (%)



Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 142$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



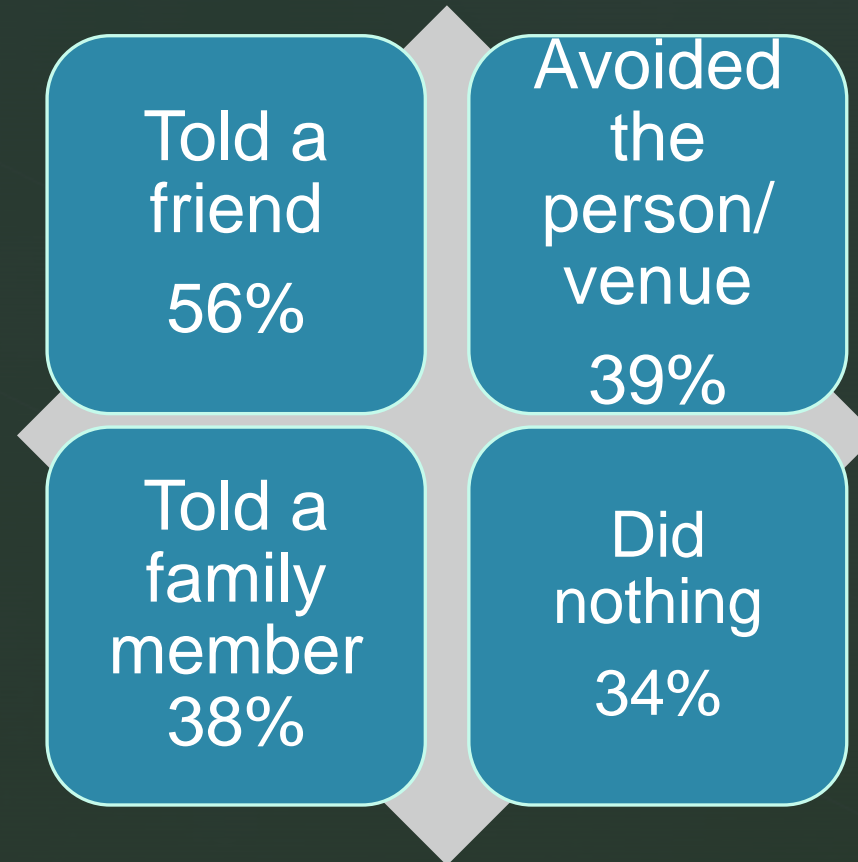
How did you feel after experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 189$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What did you do in response to experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 189$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



10% ($n = 19$) Officially Reported the Conduct

Felt it was not addressed
appropriately (44%)

Felt that it was addressed
appropriately (44%)

Felt satisfied with the
outcome (< 5)

The outcome was not
shared (< 5)

The outcome is still
pending (0%)

Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 189$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Qualitative Themes - Students Experiences of Exclusionary Conduct

Bias related to racism, sexism, and ableism

Interactions with professors;

Bias related to gender identity

Conservative viewpoints



Qualitative Themes – Staff/Faculty Experiences of Exclusionary Conduct

Identity related bias



Qualitative Themes – Students Not Reporting Exclusionary Conduct

Incident was not severe enough

Nothing would change

Unequal power dynamics



Qualitative Themes – Staff/Faculty Not Reporting Exclusionary Conduct

Staff: Retaliation and power dynamics

Faculty: Nothing would change



Accessibility



Responses from individuals who indicated on the survey that they were transgender, genderqueer, or nonbinary ($n = 17$) are not reported here owing to low response numbers.



Barriers for Respondents with Disabilities

Facilities	<i>n</i>	%
Classrooms (e.g., stadium-style seating, steps in the classrooms, availability of ergonomic chairs)	16	7.4
Library	10	4.7
Temporary barriers because of construction or maintenance	10	4.7
Classroom buildings	9	4.1



Barriers for Respondents with Disabilities

Technology/online	<i>n</i>	%
Computer equipment (e.g., screens, mouse, keyboard)	20	9.4
Accessible electronic formats (e.g., etext)	19	8.8
Software (e.g., Microsoft Word, Microsoft PowerPoint, Adobe Acrobat)	16	7.5
Moodle/Blackboard/Canvas	14	6.6
Websites	12	5.8
Lexis/Westlaw	12	5.7



Barriers for Respondents with Disabilities

Support services	<i>n</i>	%
Student Health Services/Carbon Health	34	15.2
Career Development Office	23	10.2
Disability Resource Program	21	9.3
Financial Aid	18	8.0
Records Office	15	6.8



Barriers for Respondents with Disabilities

Instructional/campus materials	<i>n</i>	%
Remote instruction (Zoom or Teams)	64	28.2
Accommodations from faculty	36	15.7
Videos used in class (e.g., ability to access closed captions if needed)	20	9.1
Textbooks	19	8.6



Barriers for Respondents with Disabilities

Resources	<i>n</i>	%
Electronic databases (e.g., Banner WebAdvisor)	16	7.5
Email account	16	7.5
Learning technology	14	6.6
Intake forms and applications	12	5.7



Qualitative Themes - Accessibility

Inaccessible facilities and resources

Accommodations for class exams and the
California bar exam

Transition to virtual learning

Online platforms and services

Mental health



Unwanted Sexual Experiences



Spring 2023





11% ($n = 65$) Reported Unwanted Sexual Experiences

1% ($n = 6$) → Relationship Violence

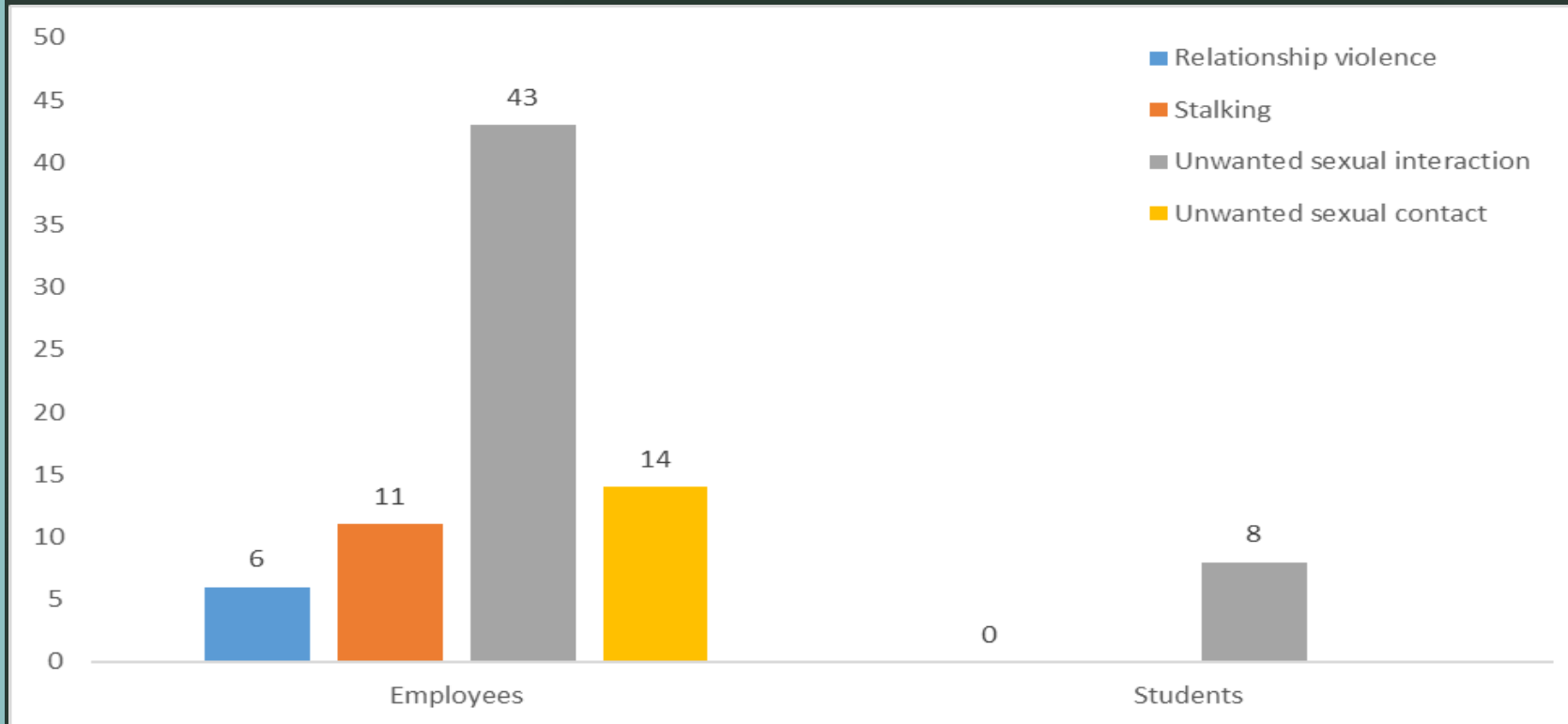
2% ($n = 12$) → Stalking

9% ($n = 51$) → Unwanted Sexual Interaction

3% ($n = 16$) → Unwanted Sexual Contact



Unwanted Sexual Experiences by Position Status (*n*)



Only high-level findings for unwanted sexual interaction and unwanted sexual contact are published here. For detailed findings by each type of unwanted sexual experience refer to full report.



Unwanted Sexual Interaction

31% ($n = 16$) indicated it happened less than six months ago and 37% ($n = 19$) between six and 12 month ago

88% ($n = 38$) noted that it occurred in their first year

53% ($n = 27$) identified students as the perpetrator



Unwanted Sexual Interaction

90% ($n = 46$) indicated that it occurred off campus

53% ($n = 27$) felt frustrated and 51% ($n = 26$) felt angry or embarrassed

63% ($n = 32$) told a friend



Qualitative Themes – Unwanted Sexual Interaction

Catcalling is common

Nothing would be done



Unwanted Sexual Contact

56% ($n = 9$) indicated it happened 13 to 23 months ago

86% ($n = 12$) noted that it occurred in their first year

56% ($n = 9$) identified students as the perpetrator



Unwanted Sexual Contact

75% ($n = 12$) indicated that it occurred off campus

56% ($n = 9$) each felt distressed or somehow responsible

63% ($n = 10$) told a friend



Qualitative Themes – Unwanted Sexual Contact

Distrust of the reporting process

Contact occurred off campus

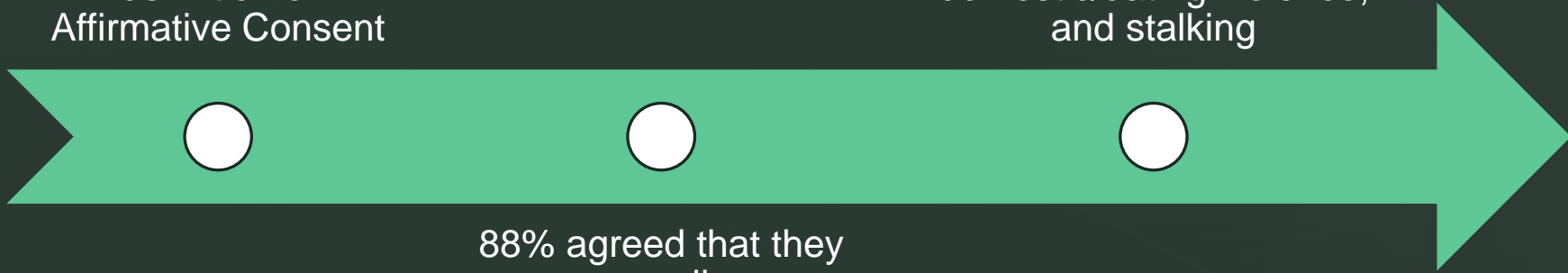


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

96% agreed that they were aware of the definition of Affirmative Consent

74% agreed that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

88% agreed that they were generally aware of the campus resources such as the CARE Advocate and Title IX Coordinator



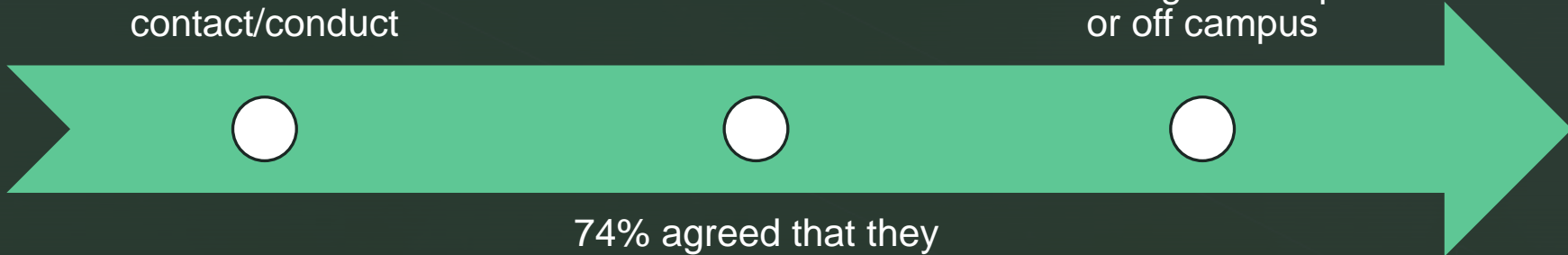


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

88% agreed that they were generally aware of the role UC Hastings Law Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct

88% agreed that they had a responsibility to report such incidents when they saw them occurring on campus or off campus

74% agreed that they knew how and where to report such incidents





Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

84% agreed that UC Hastings Law standards of conduct and penalties differed from standards of conduct and penalties under the criminal law

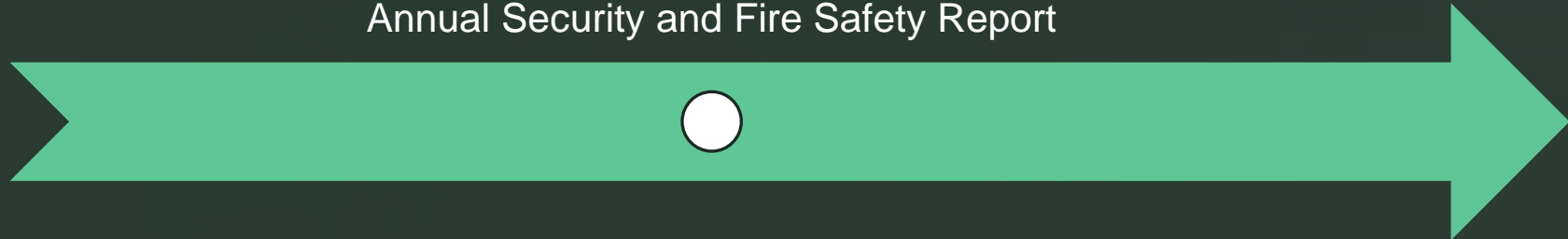


91% agreed that they knew that UC Hastings Law sends a Crime Alert whenever there is a serious or continuing threat to students and employees



Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

49% agreed that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in Hastings Annual Security and Fire Safety Report



A young man with dark, curly hair and a mustache, wearing a dark grey t-shirt, is smiling and looking towards the camera. He is sitting at a table in a meeting room. In the background, a woman with blonde hair is smiling, and another person is partially visible. A laptop is open on the table in front of him. The room has wooden pillars and a bright, airy atmosphere.

Intent to Persist



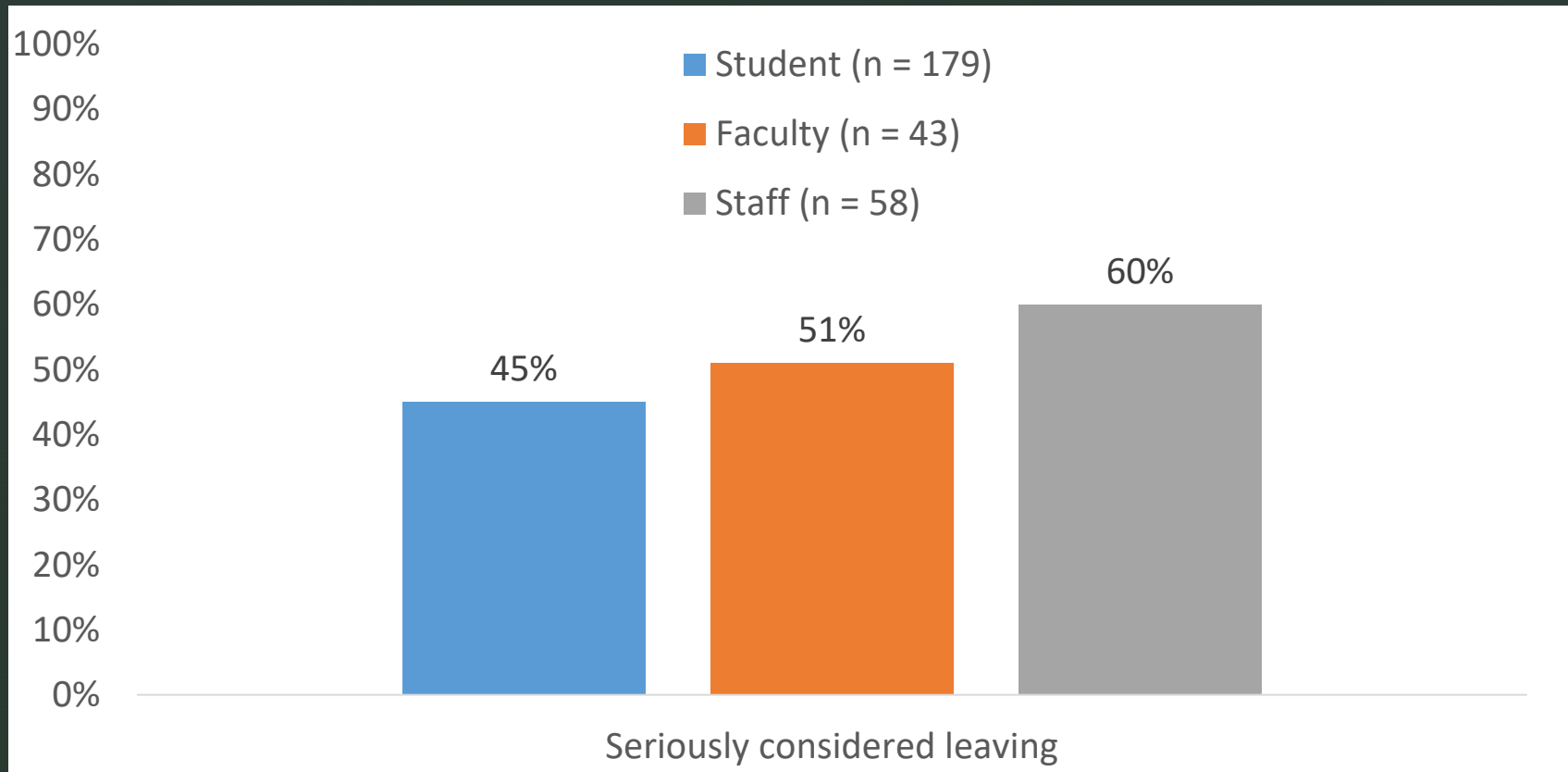
Who has seriously considered leaving UC Hastings Law?

48% ($n = 280$)





Employees Who Seriously Considered Leaving UC Hastings Law (%)





Top Reasons Why Staff Respondents Seriously Considered Leaving UC Hastings Law

Reason	<i>n</i>	%
Dissatisfaction with salary/pay rate	36	62.1
Limited opportunities for promotion	28	48.3
Personal (e.g., commute, regional cost of living, medical or family needs/responsibilities, appeal of retirement)	24	41.4

Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law (*n* = 58). For list of all response choices refer to full report.



Top Reasons Why Staff Respondents Decided to Stay at UC Hastings Law

Reason	<i>n</i>	%
Relationships with coworkers	29	50.0
Fulfilling/satisfying work	27	46.6
Relationship with supervisor/manager	26	44.8

Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law (*n* = 58). For list of all response choices refer to full report.



Top Reasons Why Faculty Respondents Seriously Considered Leaving UC Hastings Law

Reason	<i>n</i>	%
Feeling under-appreciated or under-valued	21	48.8
Personal reasons (e.g., commute, cost of living, family responsibilities, geographic desires/needs, health, retirement)	17	39.5
Recruited by or attracted to another institution	16	37.2

Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law ($n = 77$). For list of all response choices refer to full report.



Top Reasons Why Faculty Respondents Decided to Stay at UC Hastings Law

Reason	<i>n</i>	%
My connection to my students	22	51.2
My connection to my colleagues	16	37.2
San Francisco location	16	37.2

Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law (*n* = 77). For list of all response choices refer to full report.



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Staff: Inadequate salary and supervision

Faculty: Inadequate salary



Top Reasons Why Student Respondents Seriously Considered Leaving UC Hastings Law

Reason	<i>n</i>	%
Desire to attend a different law school	99	55.3
Lack of a sense of belonging	74	41.3
Campus climate	61	34.1
Lack of institutional support	60	33.5
Academic-performance reasons	58	32.4
Personal reasons	58	32.4

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law ($n = 179$). For list of all response choices refer to full report.



Top Reasons Why Student Respondents Decided to Stay at UC Hastings Law

Reason	<i>n</i>	%
Hastings was the best option considering my circumstances	77	43.0
Personal reasons	49	27.4
Connections to peers or student organizations	44	24.6

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law (*n* = 179). For list of all response choices refer to full report.



When Student Respondents Seriously Considered Leaving UC Hastings Law

95% in their first year

21% in their second year

Less than five in their third year

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving UC Hastings Law ($n = 347$).



Qualitative Themes for Student Respondents - Why Considered Leaving...

UC Hastings Law brand and ranking

Academic environment

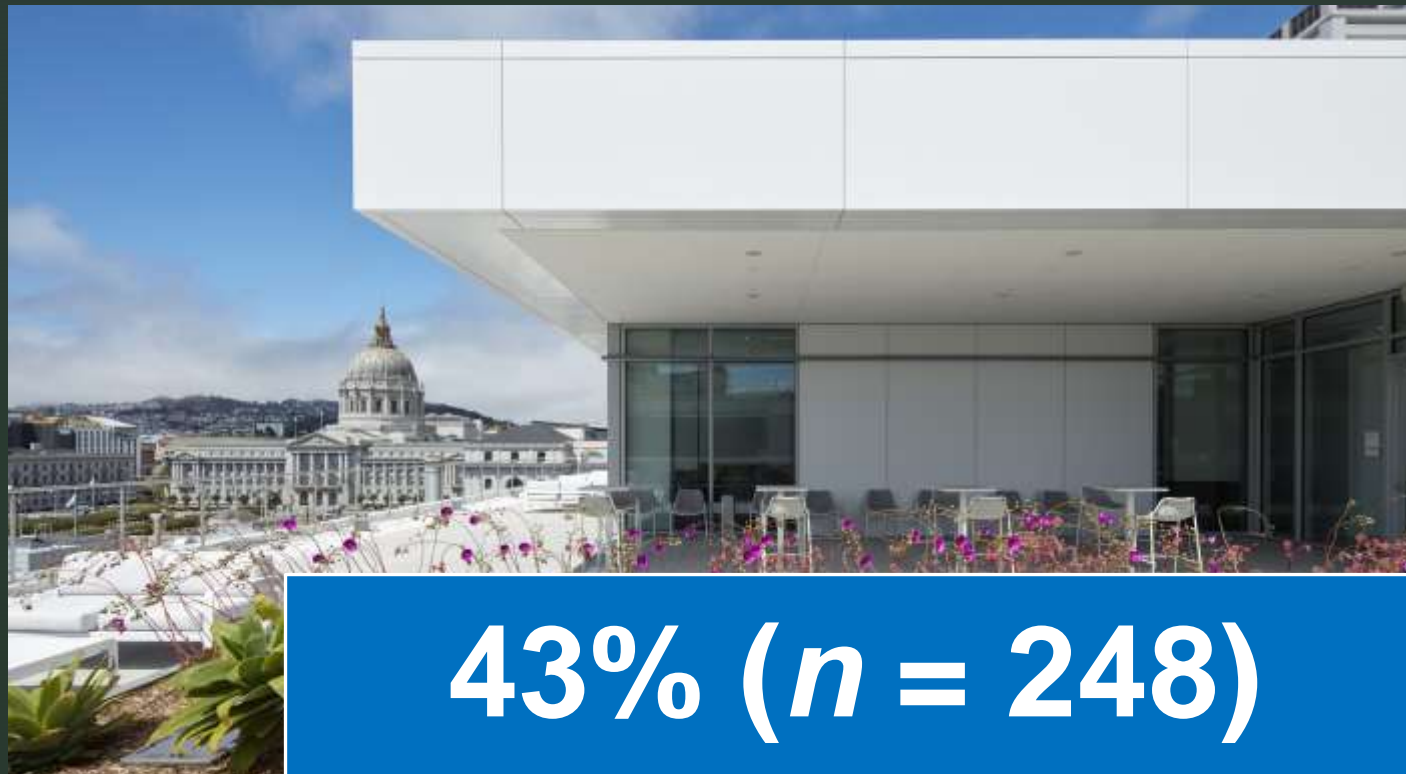


Perceptions



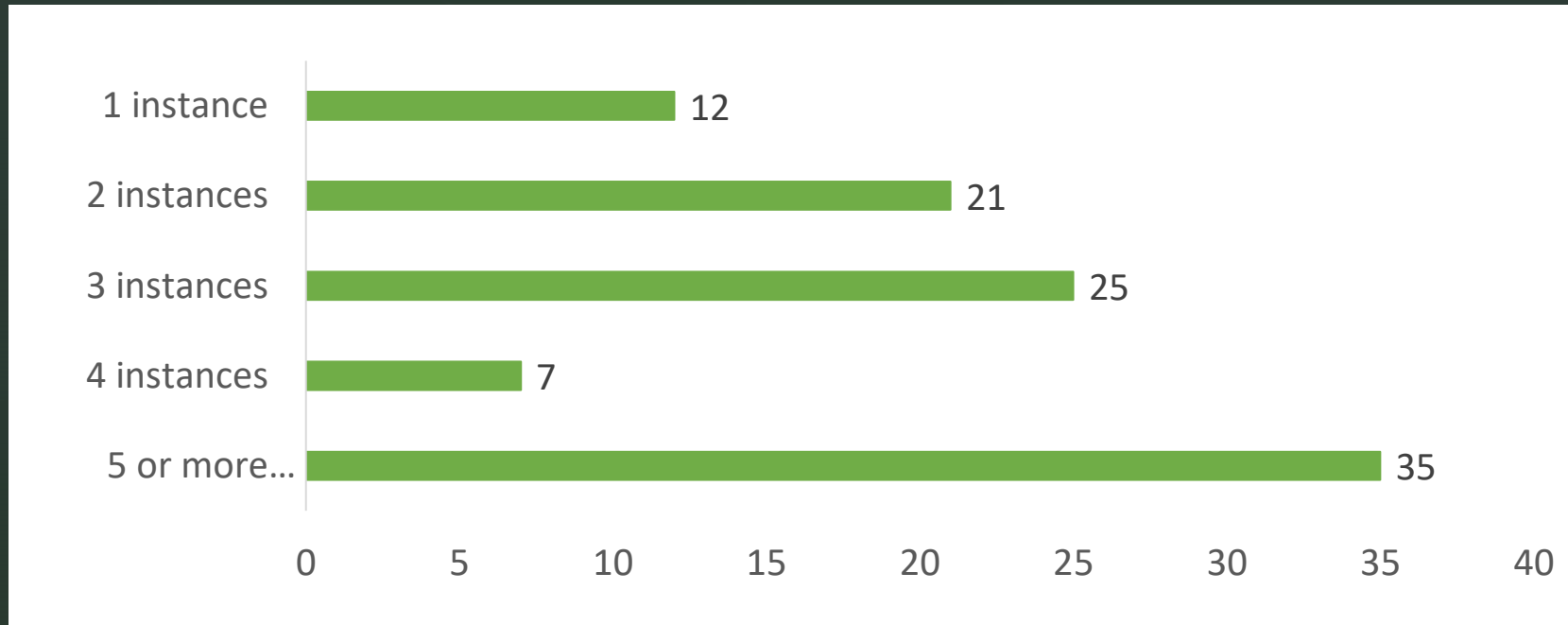


Respondents who observed conduct directed toward a person or group of people in person or online that they believe created an exclusionary intimidating, offensive, and/or hostile learning, living, or working environment at UC Hasting Law within the past two years.



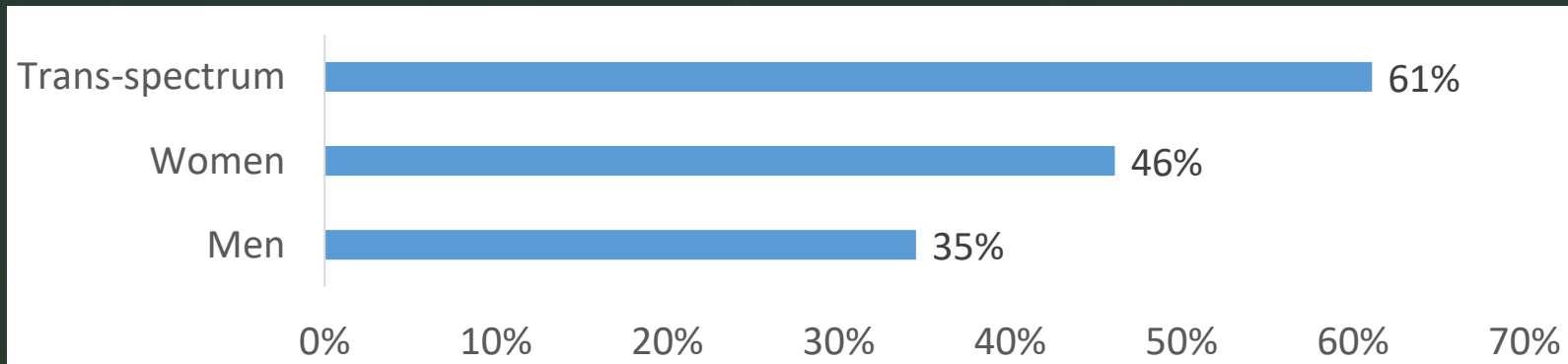
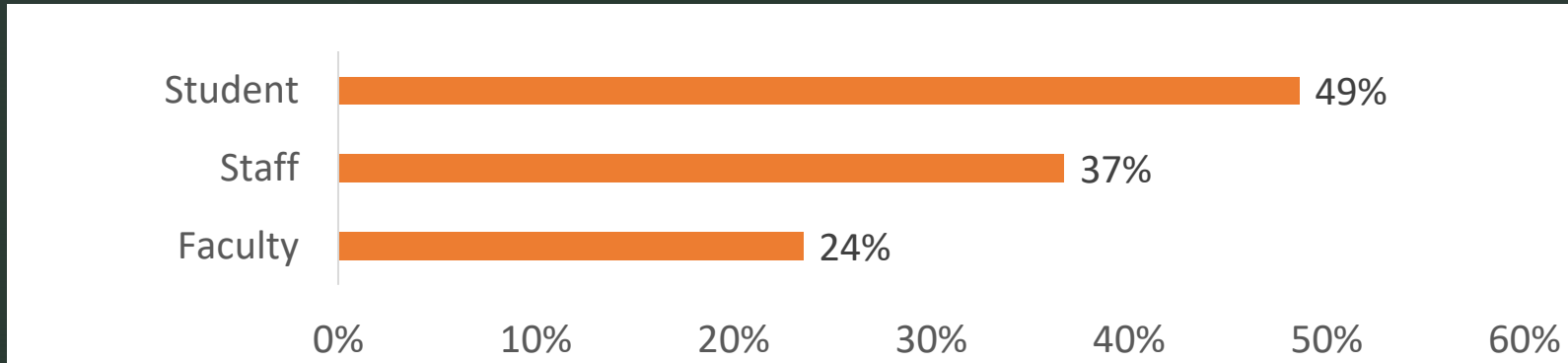


Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Observed During the Past Two Years (%)



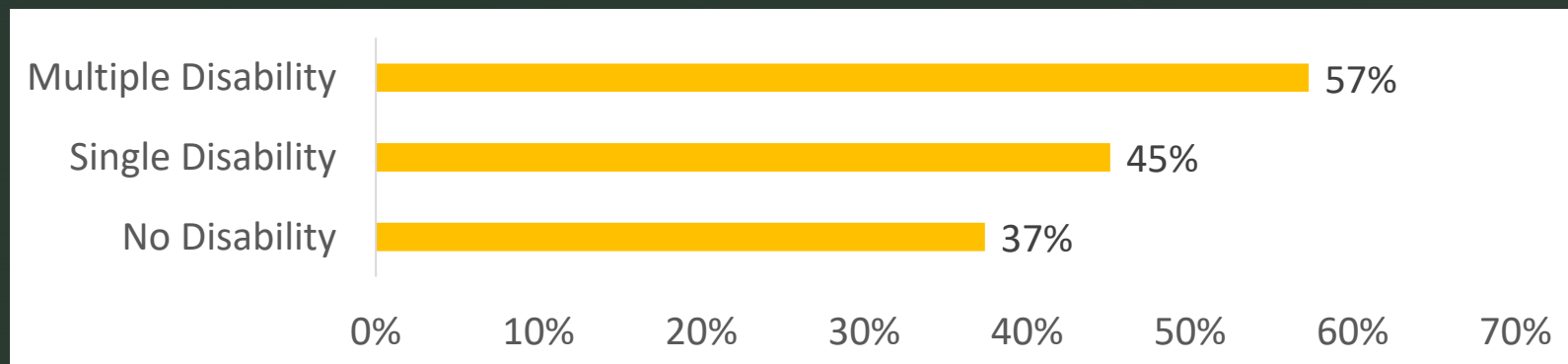
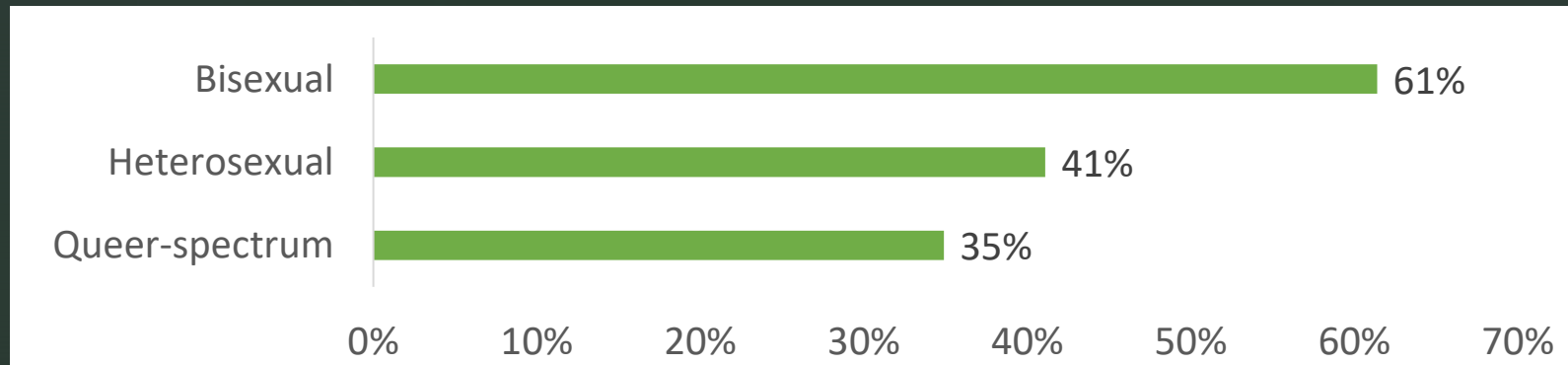


Observed Exclusionary Conduct by Respondents' Position and Gender Identity (%)





Observed Exclusionary Conduct by Respondents' Sexual Identity and Disability Status (%)





Top Bases of Observed Exclusionary Conduct (%)

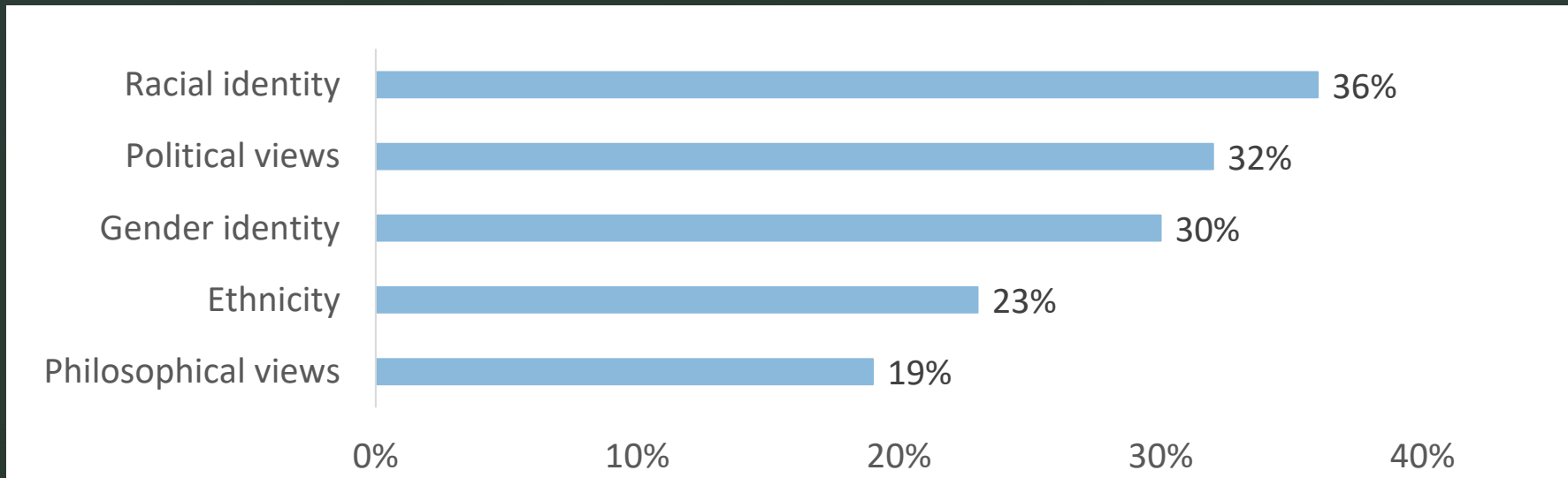


Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Forms of Observed Exclusionary Conduct

Form	<i>n</i>	%
Person ignored or excluded	94	37.9
Person experienced a hostile classroom environment	85	34.3
Person was silenced	82	33.1
Person isolated or left out	76	30.6
Person intimidated or bullied	73	29.4
Derogatory verbal remarks	64	25.8

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Who? Observed Exclusionary Conduct

Target: Student (71%)

Source: Student (69%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Locations of Observed Exclusionary Conduct

In a class (including in chat, breakout rooms)

52%



What did you do in response to observing the conduct?



Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What did you do in response to observing the conduct?

Told a friend
46%

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



5% ($n = 11$)
Officially Reported
the Conduct

Felt it was not addressed
appropriately (< 5)

Felt that it was addressed
appropriately (< 5)

Felt satisfied with the
outcome (0%)

The outcome was not
shared (< 5)

The outcome is still
pending (< 5)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Qualitative Themes – Observed Exclusionary Conduct

Hostile learning and working environment for
minoritized identities

Conduct related to racism

Conduct related to sexism, genderism, and
ableism

Opposing perspectives



Employee Perceptions





Employee Perceptions of Unjust Hiring Practices

37% ($n = 31$) of Faculty

21% ($n = 20$) of Staff



Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

18% ($n = 15$) of Faculty

25% ($n = 24$) of Staff



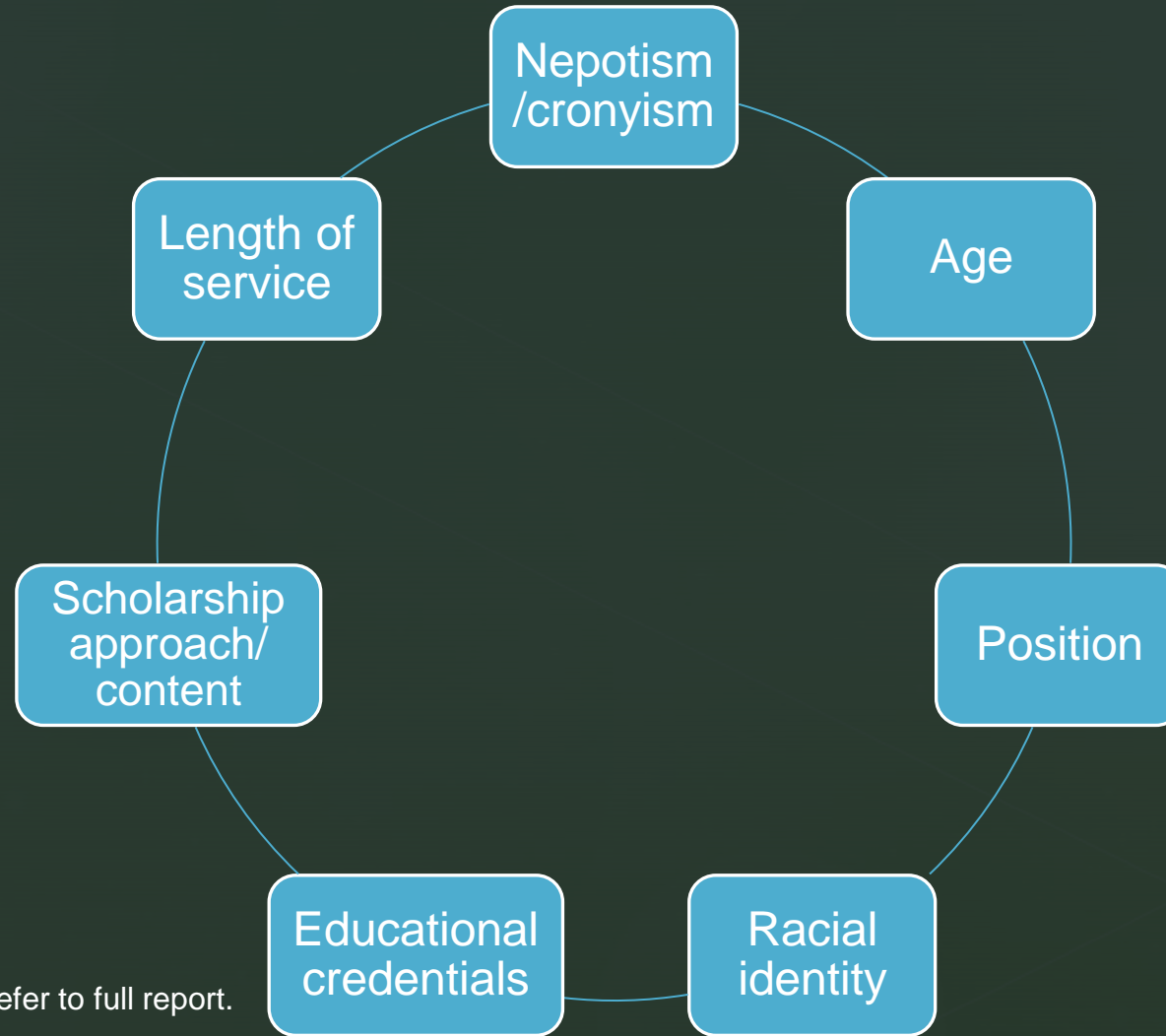
Employee Perceptions of Unjust Employment-Related Disciplinary Actions

8% ($n = 7$) of Faculty

17% ($n = 8$) of Staff



Most Common Perceived Bases for Unjust Employment Practices



For list of all response choices refer to full report.



Qualitative Themes – Unjust Employment Practices

Unjust hiring practices are decreasing diversity

Revamping hiring practices

People of Color face unjust evaluations, promotions, and dismissals



Work-Life Issues SUCCESSES & CHALLENGES



Ladder Faculty Respondents - Examples of Successes

Majority felt UC Hastings Law valued research (93%) and teaching (77%)

87% felt the criteria for tenure were clear

83% felt that senior administrators (e.g., Dean, Associate/Assistant Deans) took faculty opinions seriously



Non-Ladder Faculty Respondents - Examples of Successes

Majority felt that UC Hastings Law valued
research (83%) and teaching (77%)



All Faculty Respondents - Examples of Successes

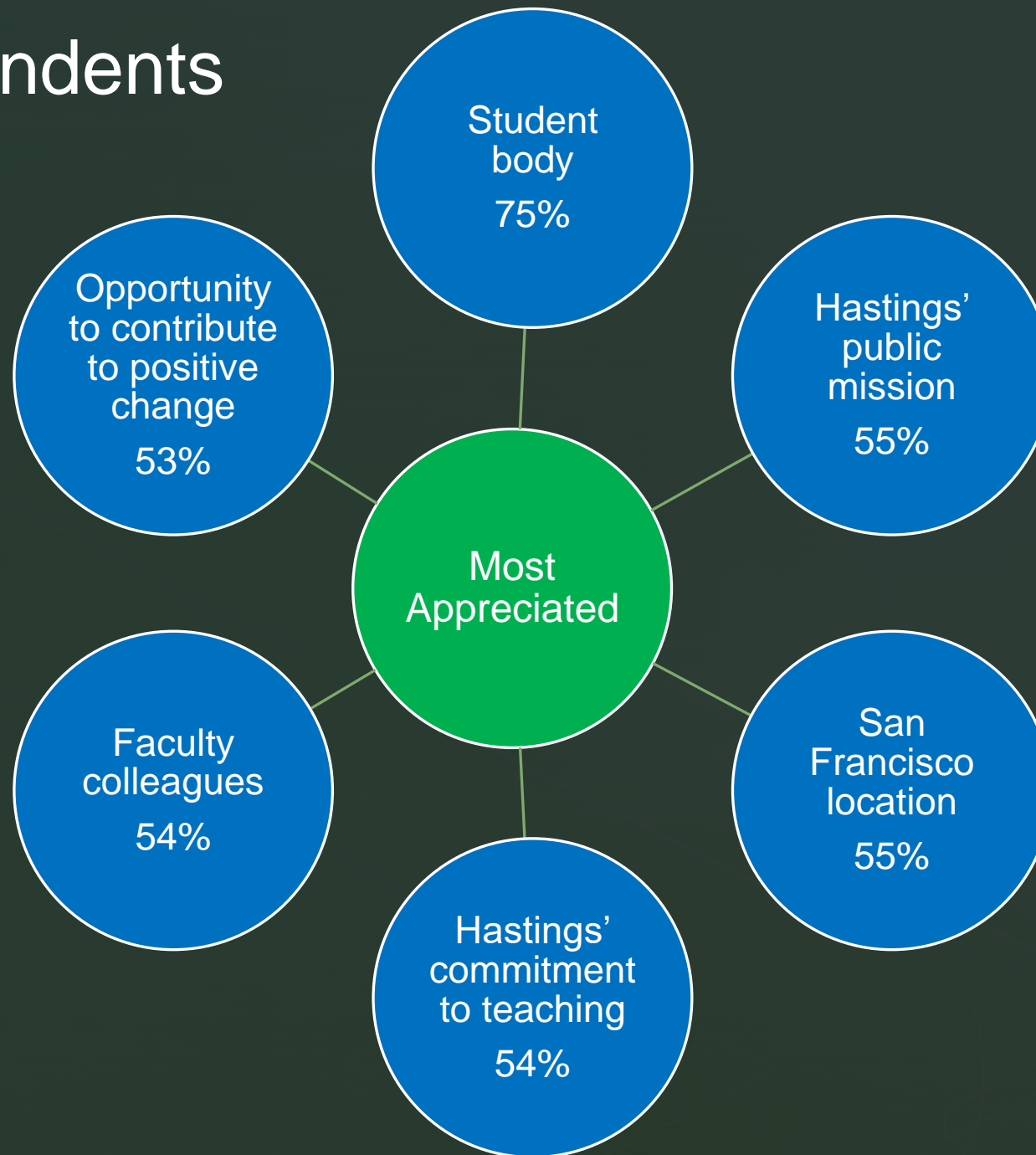
75% felt respected by faculty colleagues

93% felt respected by students in the classroom

79% would recommend UC Hastings Law as a good place to work



All Faculty Respondents Successes





Faculty Respondents - Examples of Challenges

16%

- Felt that salaries for tenure-track faculty positions were competitive

14%

- Felt that salaries for non-tenure-track faculty were competitive

19%

- Felt that child care benefits were competitive



Faculty Respondents - Examples of Challenges

43%

- Felt that the performance evaluation process was clear

25%

- Felt that meaningful committee work was fairly distributed across the faculty

35%

- Felt that UC Hastings Law provided adequate resources to help them manage work-life balance



Faculty Respondents - Examples of Challenges

26%

- Felt satisfied with the diversity of the UC Hastings Law faculty

32%

- Felt satisfied with the diversity of the UC Hastings Law administration

34%

- Felt that UC Hastings Law classes devoted sufficient attention to matters of class



Faculty Respondents - Examples of Challenges

29%

- Felt that UC Hastings Law prepared students to handle any bias or discrimination they may encounter in the profession

31%

- Felt that UC Hastings Law prepared students to interact effectively cross-culturally

31%

- Felt faculty were adept at interacting effectively cross-culturally



Qualitative Themes for Faculty : Work-Life Issues

Ladder Faculty: Overvaluing of research

Non-Ladder Faculty: Undervalued and under-recognized

All Faculty: Inadequate salaries and Lack of knowledge or not applicable



Staff Respondents - Examples of Successes

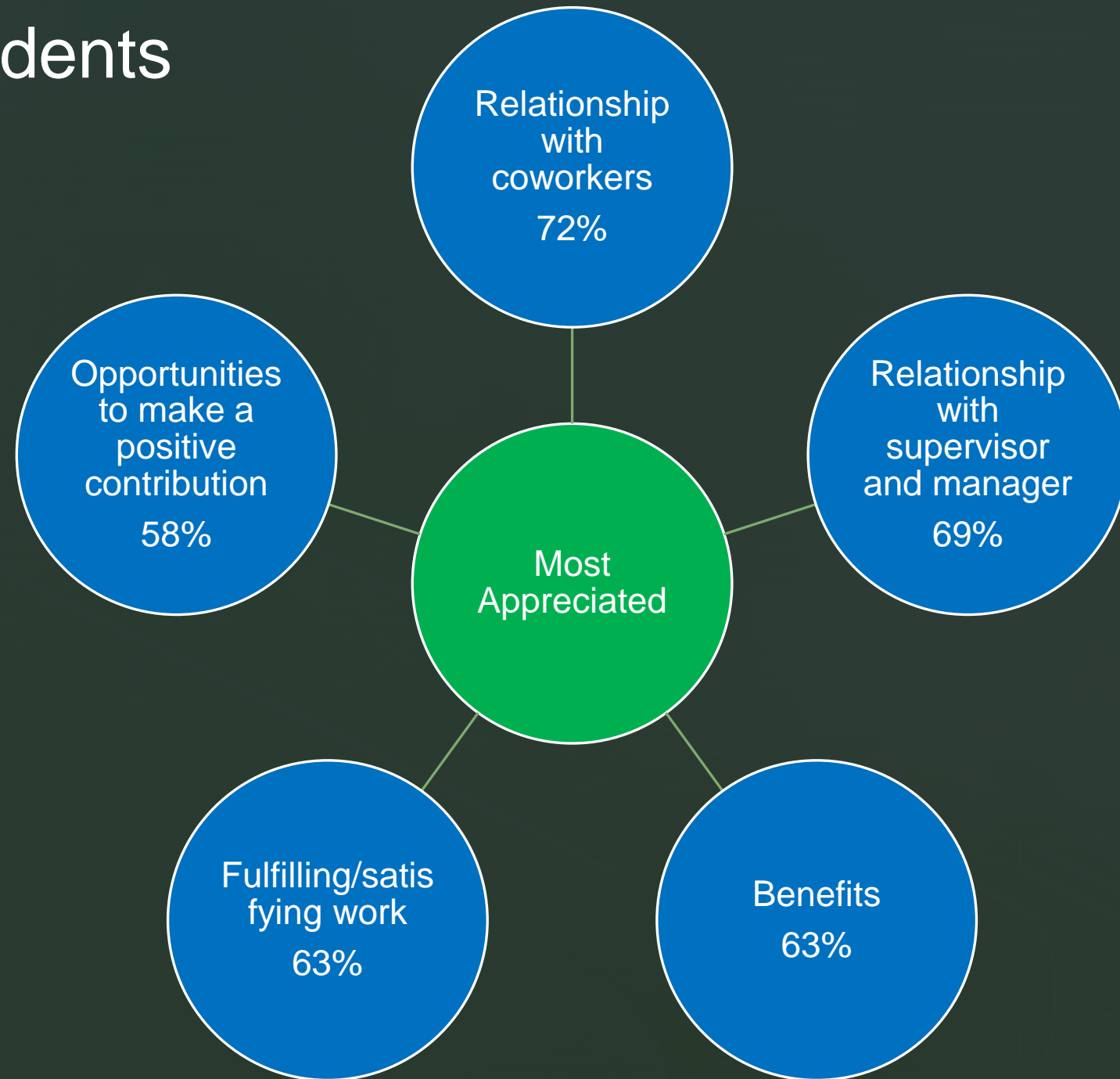
Majority felt their supervisors (86%) and coworkers/colleagues (85%) gave them job/career advice or guidance when they needed it

80% felt that supervisors provided adequate support for them to manage work-life balance

77% felt that they were given a reasonable time frame to complete assigned responsibilities



Staff Respondents Successes





Staff Respondents - Examples of Challenges

22%

- Felt that staff salaries were competitive

9%

- Felt that child care benefits were competitive

44%

- Felt that UC Hastings Law provided adequate resources to help them to manage work-life balance



Staff Respondents - Examples of Challenges

47%

- Felt that UC Hastings Law senior administrators (e.g., Dean, Associate/Assistant Deans) valued staff opinions

35%

- Felt that UC Hastings Law committees valued staff opinions

26%

- Felt that UC Hastings Law faculty valued staff opinions



Staff Respondents - Examples of Challenges

26%

- Felt that clear procedures existed on their advancement at UC Hastings Law

32%

- Felt that UC Hastings Law policies were fairly applied across UC Hastings Law.

46%

- Felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others



Qualitative Themes for Staff Respondents: Work-Life Issues

Frustrations with work-life balance

Understaffing and workload

Hierarchical structure



Qualitative Themes for Staff Respondents: Work-Life Issues

Inadequate salaries

Variable flexibility in hours and remote work



Student Respondents' Perceptions





Student Respondents' Perceptions - Examples

67% felt that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney



52% felt that they had to alter their behavior to fit in at UC Hastings Law



32% felt that they had to alter their appearance to fit in at UC Hastings Law





Student Respondents - Examples of Successes

73% knew where to seek advice at UC Hastings Law and 73% were satisfied with the quality of advising they had received from faculty members

The majority thought that faculty members (88%) and staff members (78%) responded to their emails, calls, or voicemails in a prompt manner

78% felt that they had adequate access to academic advising



Student Respondents - Examples of Successes

71% felt that they received support from faculty and staff to pursue personal academic and career interests

The majority felt comfortable sharing their professional goals in one-on-one appointments with student-facing departments (75%) and with faculty (82%)



Qualitative Themes for Student Respondents: Advising and Professional Development

Positive interactions with staff, faculty, and
departments

The Career Development Office

Academic advising

Support for students with varying practice area
interests



Student Respondents - Examples of Challenges

35%

- Felt satisfied with the diversity of the UC Hastings Law faculty

32%

- Felt satisfied with the diversity of the UC Hastings Law administration

38%

- Felt that UC Hastings Law classes devoted sufficient attention to matters of class



Student Respondents - Examples of Challenges

30%

- Felt that UC Hastings Law prepared students to handle any bias or discrimination they may encounter in the profession

33%

- Felt that UC Hastings Law prepared students to interact effectively cross-culturally

36%

- Felt faculty were adept at interacting effectively cross-culturally



Student Respondents' Use of UC Hastings Law Resources to Consistently Support Themselves

Academic Support

Career Development Office (64%)	Office of Academic Skills Instruction and Support (46%)	The Records Office (35%)	Financial Aid (34%)	Student Organization (34%)
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Non-Academic Support

Student Organization (35%)	Student Health Services/Carbon Health (28%)	Career Development Office (20%)
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Qualitative Themes for Student Respondents

Feeling safe and supported at multiple spaces on-campus



Student Respondents' Perceived Academic Success





Student Respondents' *Perceived Academic Success*

Not-First-Generation Student respondents had higher *Perceived Academic Success* scores than First-Generation Student respondents.

Student Respondents with No Disability had higher *Perceived Academic Success* scores than both Student Respondents with a Single Disability and Student Respondents with Multiple Disabilities.



Student Respondents' Sense of Belonging





Student Respondents *Sense of Belonging*

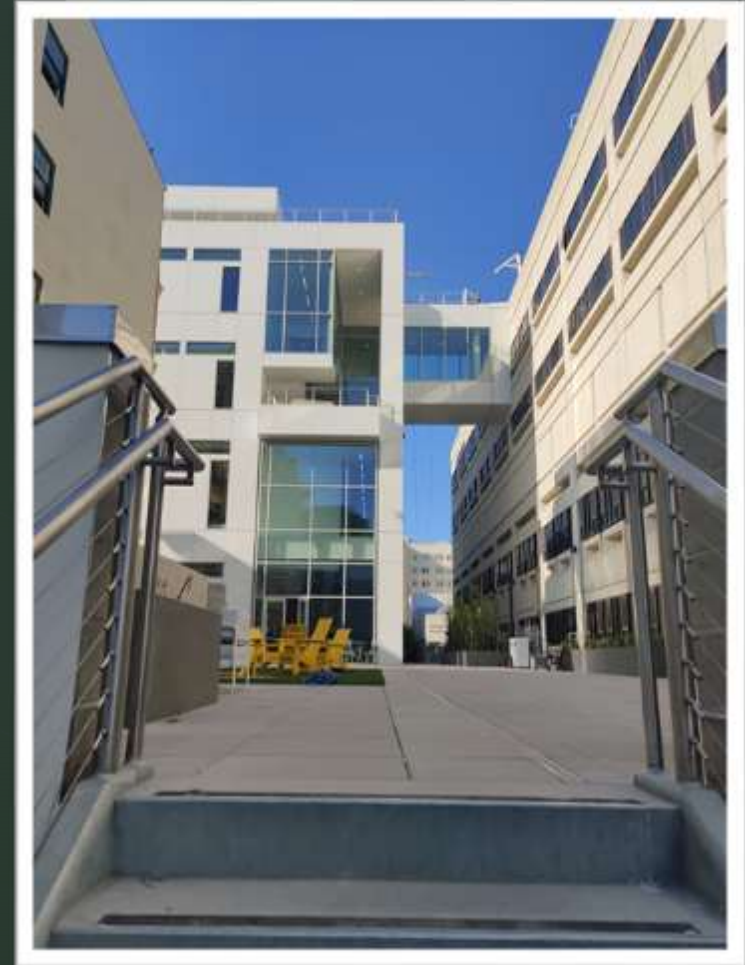
Student Respondents with No Disability had higher *Student Sense of Belonging* scores than both Student Respondents with a Single Disability and with Multiple Disabilities.

Student Respondents with Multiple Religious Affiliations had higher *Student Sense of Belonging* scores than did Student Respondents with an Additional Religious Affiliation or No Affiliation.

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, First-Generation Status, Income Level, Disability Status, Religious Affiliation, Practice Area Interest, and Political Views.

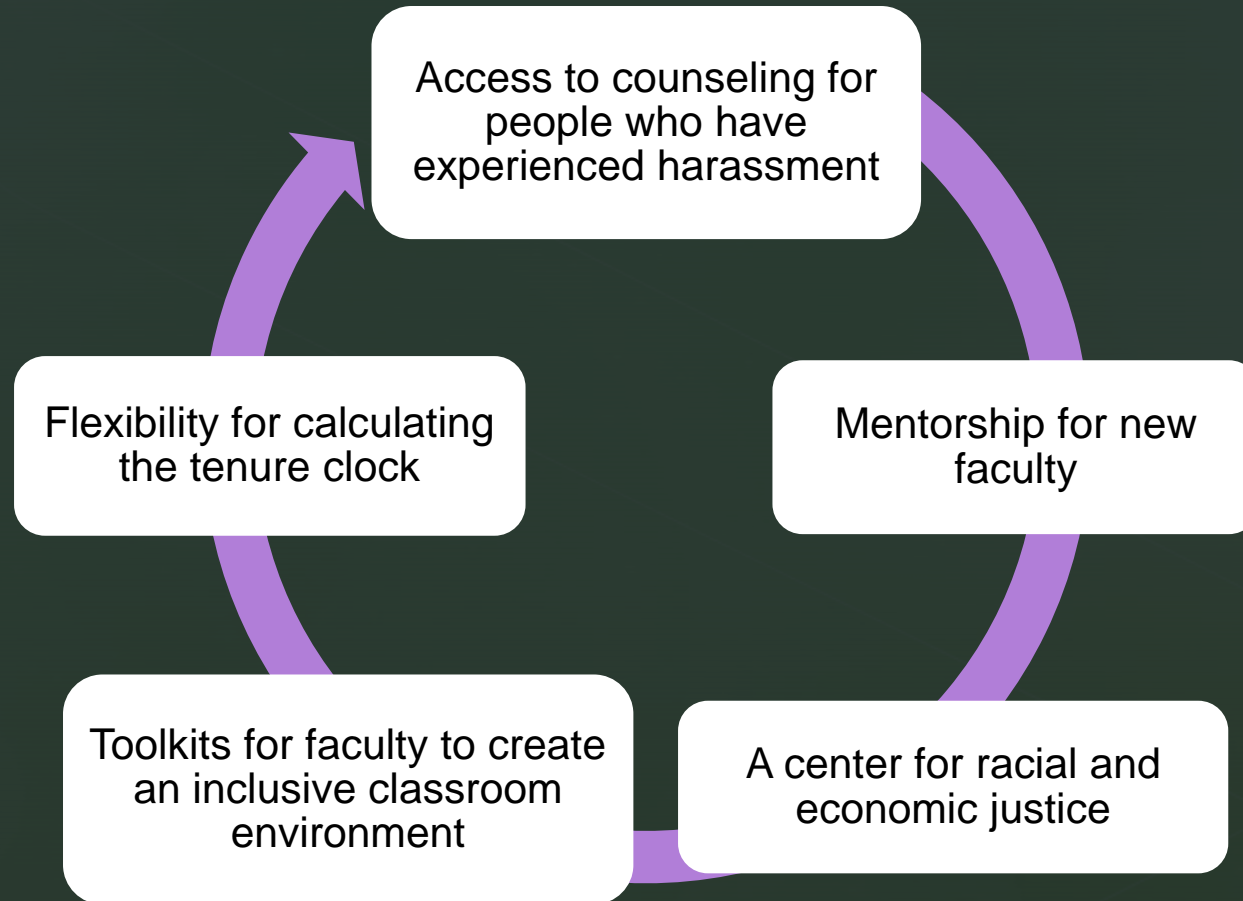


Institutional Actions





Campus Initiatives Faculty Respondents Thought *Were Available* Which Positively Influenced Climate





Campus Initiatives Faculty Respondents Thought *Were Not Available* But Would Positively Influence Climate





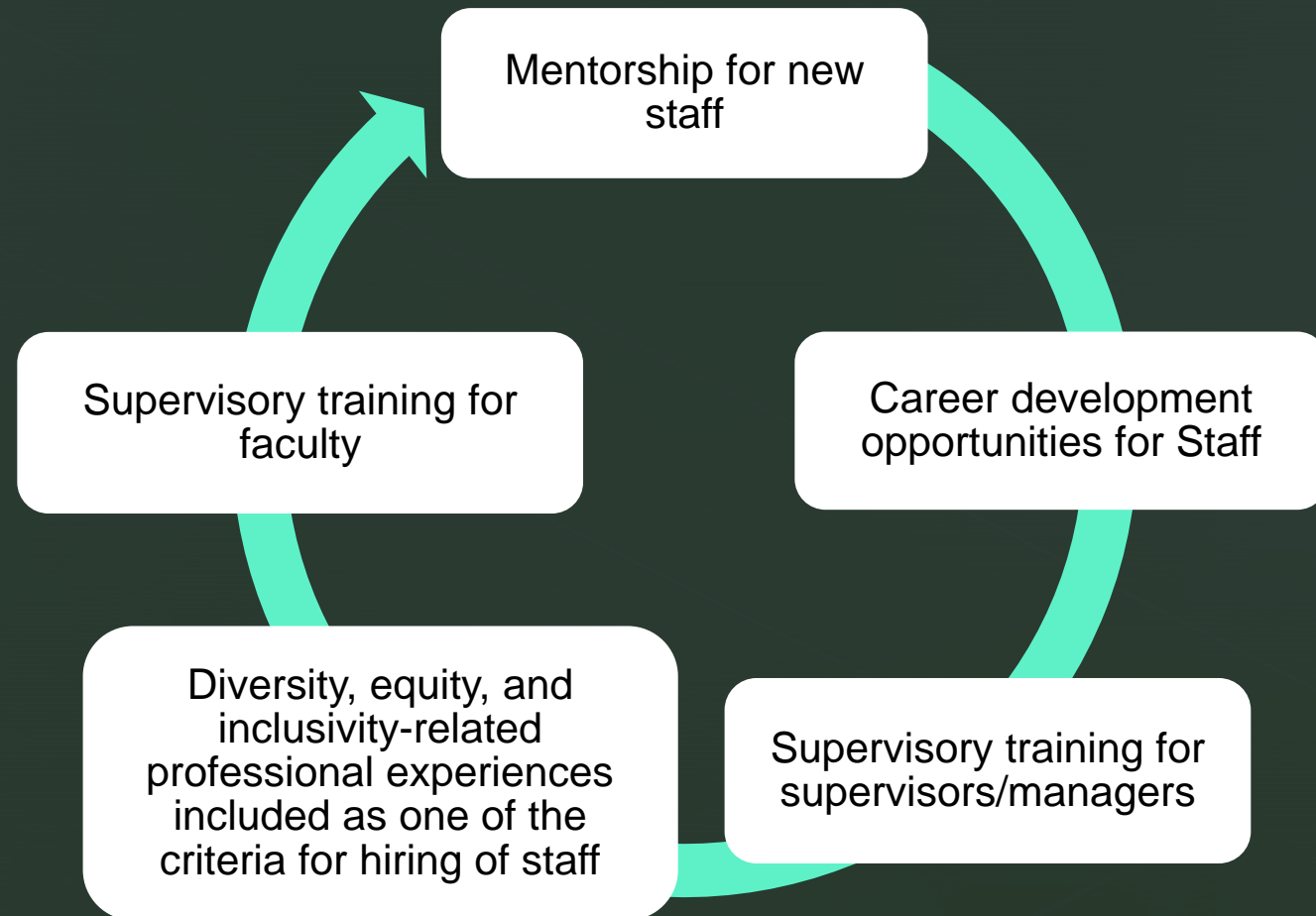
Qualitative Themes for Faculty Respondents – Campus Initiatives

Increase diversity

Need for diversity, inclusion, and equity education and training

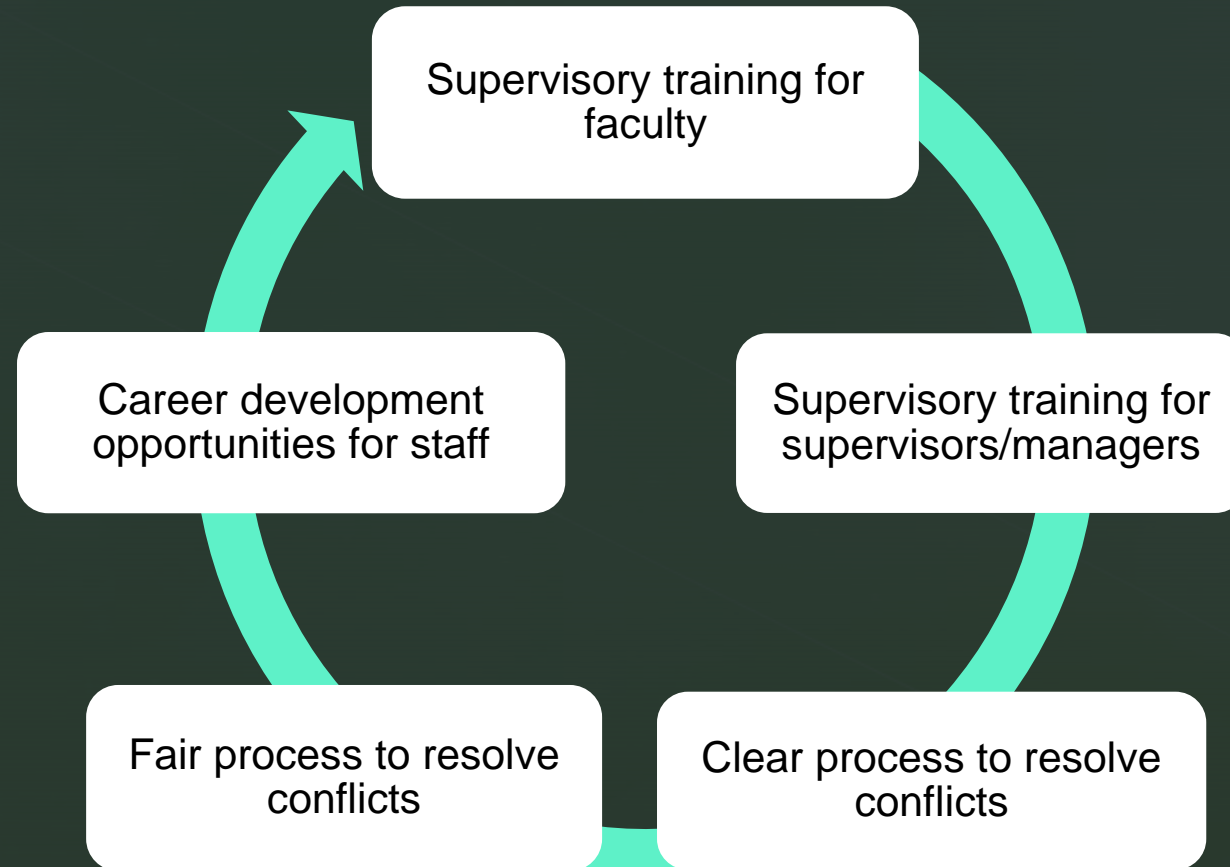


Campus Initiatives Staff Respondents Thought *Were Available* Which Positively Influenced Climate





Campus Initiatives Staff Respondents Thought *Were Not Available* But Would Positively Influence Climate

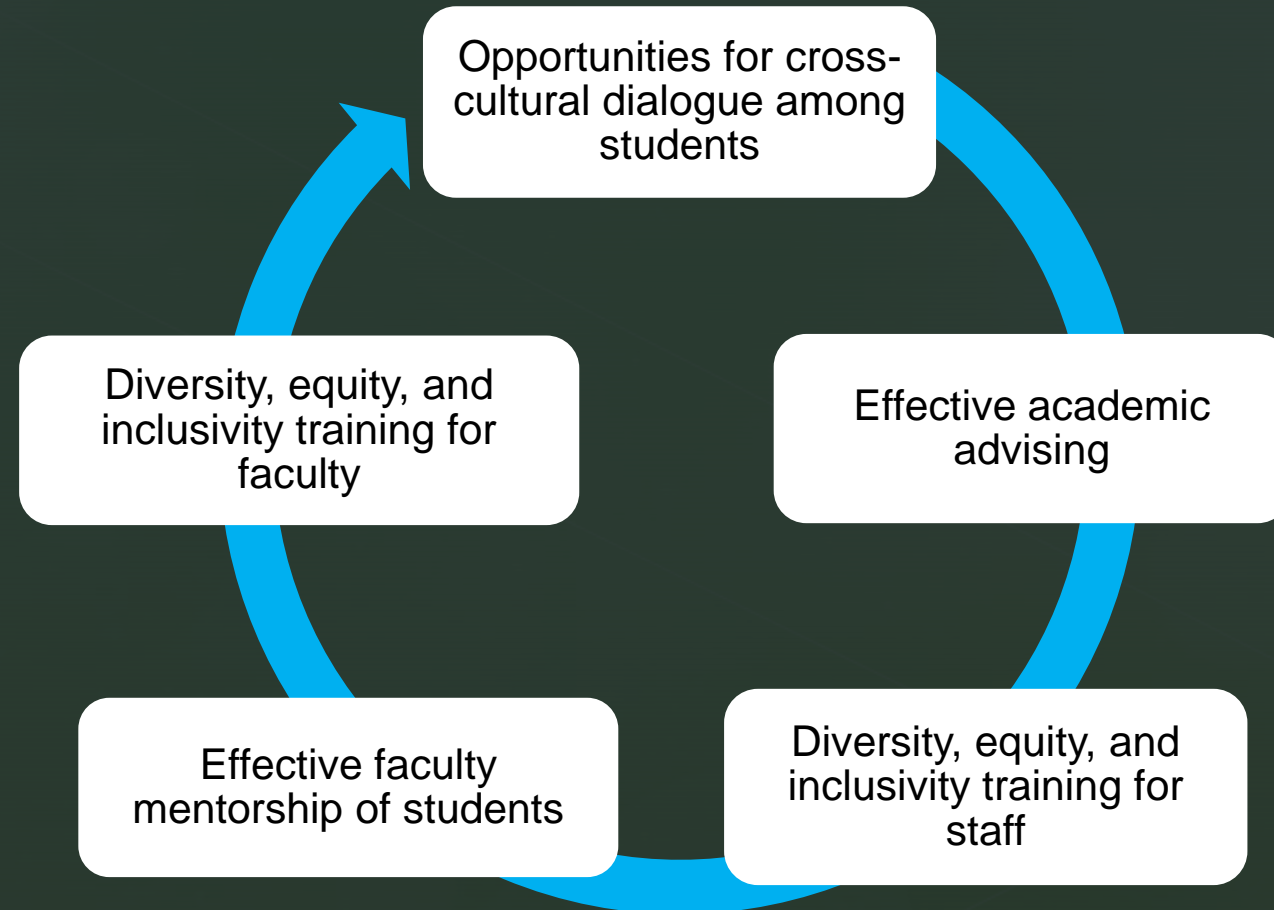




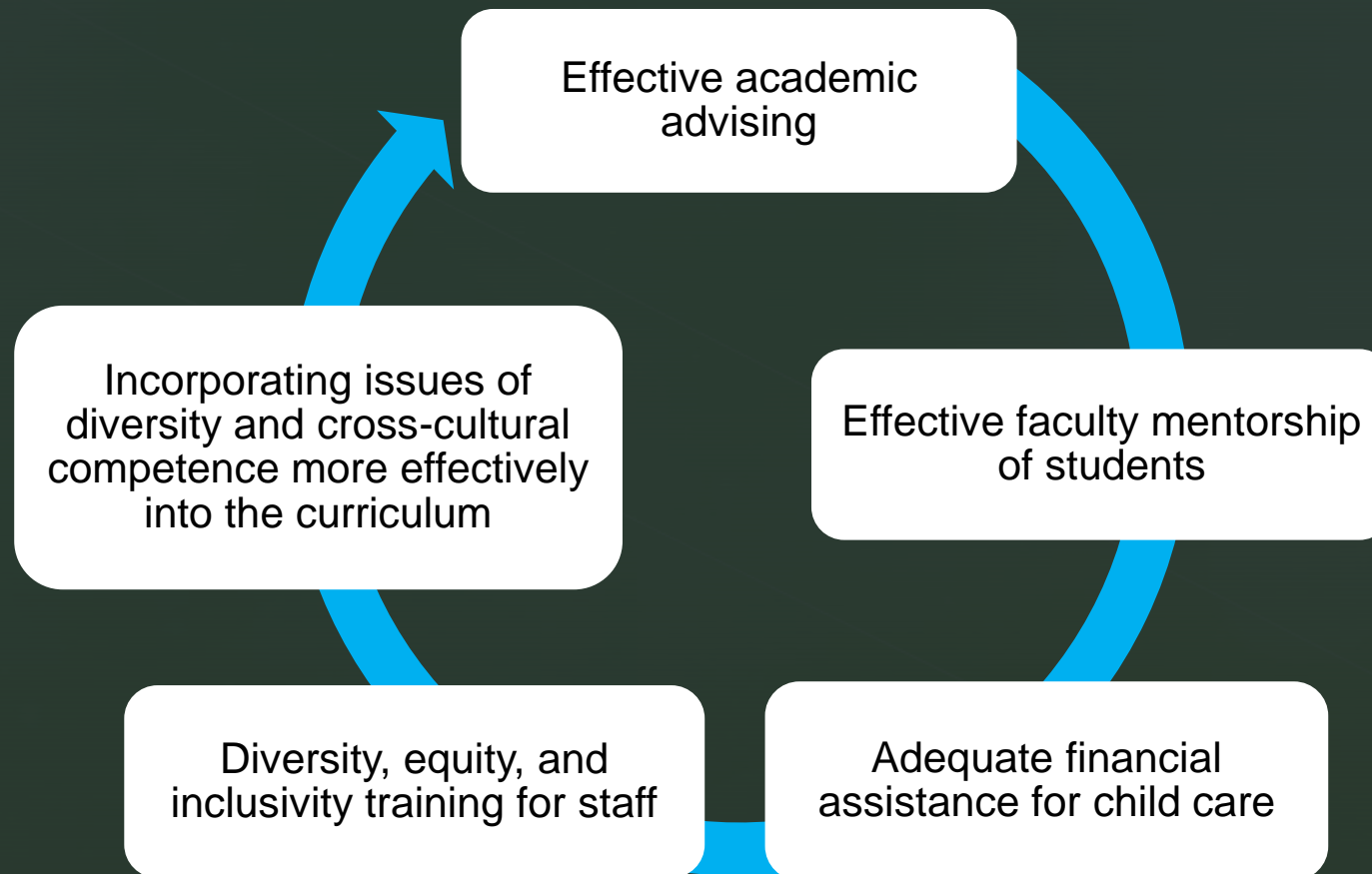
Qualitative Themes for Staff Respondents – Campus Initiatives

Need for more diversity, inclusion, and equity
education and training

▶ Campus Initiatives Student Respondents Thought *Were Available* Which Positively Influenced Climate



▶ Campus Initiatives Student Respondents Thought *Were Not Available* But Would Positively Influence Climate





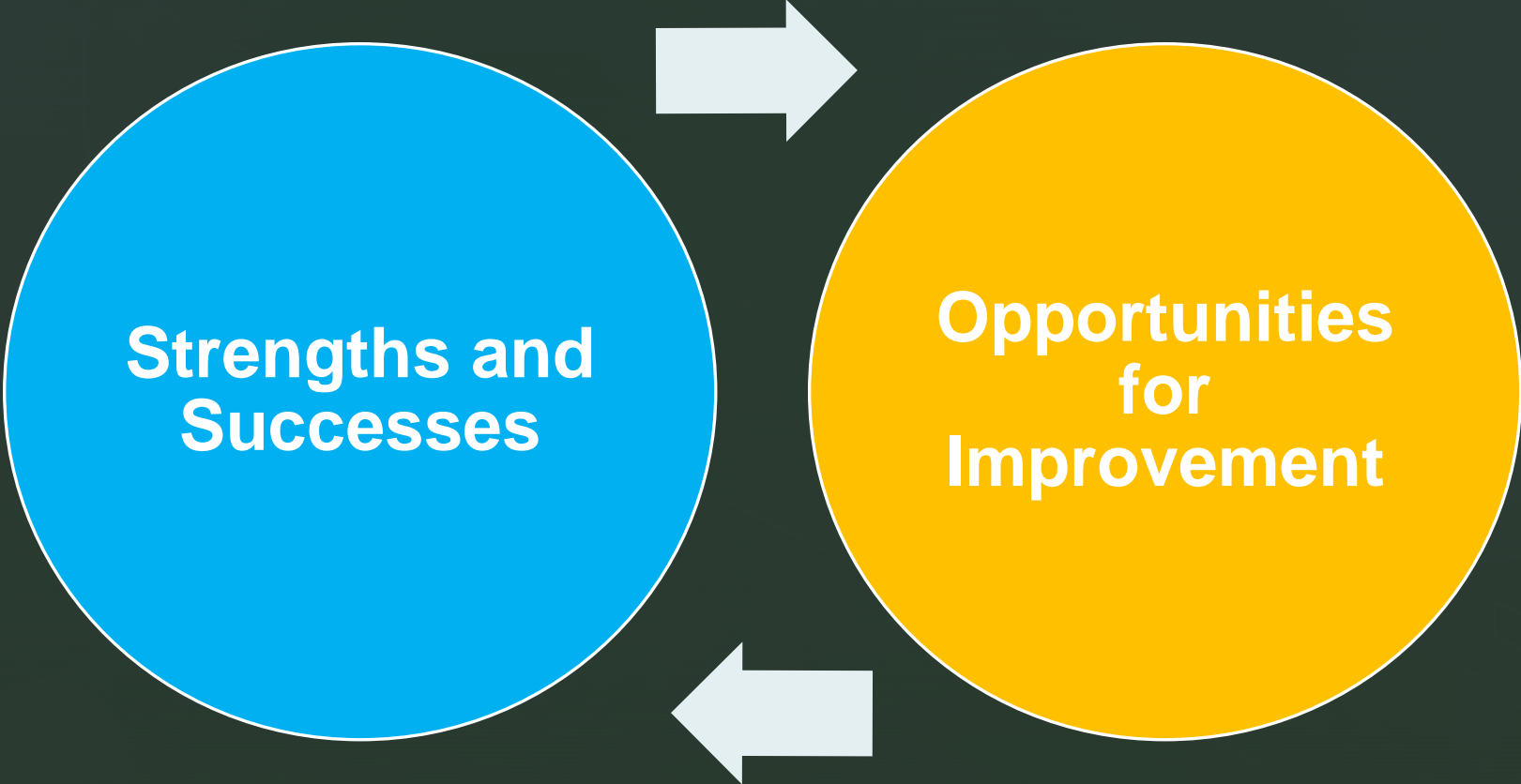
Qualitative Themes for Student Respondents – Campus Initiatives

Increase diversity

Need for dialogue



Summary





Context - Interpreting the Summary



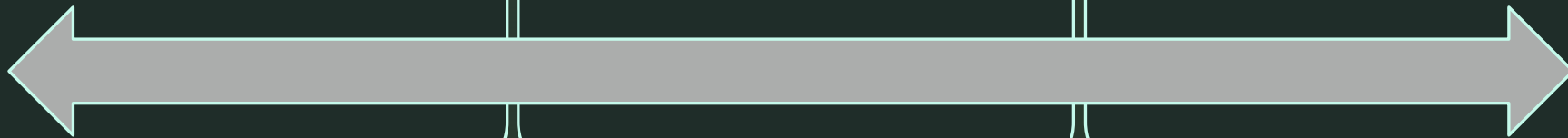
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



**Classism, Racism,
Sexism,
Genderism,
Heterosexism, etc.**





Successes: The majority of...



Employee respondents were comfortable with the environment in their departments/program or work units (84%)



Staff respondents felt their supervisors (86%) and coworkers/colleagues (85%) gave them job/career advice or guidance when they needed it



Faculty respondents felt respected by students in the classroom (93%)



Student respondents felt that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney (67%)



Challenges and Opportunities for Improvement

51% of Faculty, **60%** of Staff, and **45%** of Student respondents had seriously considered leaving UC Hastings Law

33% personally experienced exclusionary, intimidating, offensive, and/or hostile conduct

11% experienced unwanted sexual contact/conduct while at UC Hastings Law

43% observed exclusionary, intimidating, offensive, and/or hostile conduct



Access to Report/Presentation

The full report, executive summary, and presentation slide decks are available at:

<https://sites.uchastings.edu/speakyourtruth/>

A hard copy of the report will be available in Library reserve. Details to be communicated here:

<https://sites.uchastings.edu/speakyourtruth/>



Next Steps

Campus Climate Advisory Committee

- <https://sites.uchastings.edu/speakyourtruth/campus-climate-advisory-committee/>

Online Comment Box on the Speak Your Truth website

- Activated after the September 23 and 24 results presentations

Contact

- Feel free to submit any questions or comments for the Advisory Committee via campusclimate@uchastings.edu



Listening and Brainstorming Sessions

Staff

- Friday, Oct. 8, 2021, 12 – 1pm

Students

- Wednesday, Oct. 13, 2021, 3:40 – 4:40pm

Alumni

- Thursday, Oct. 14, 2021, 5 – 6pm

Faculty

- Friday, Oct. 15, 2021, 12 – 1pm