Rankin & Associates, Consulting

Assessment • Planning • Interventions

UC Hastings College of the Law

Assessment of Climate for Learning, Living, and Working

Full Report

September 2021

Rankin & Associates, Consulting

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Executive Summary

History of the Project

This report provides the findings from a survey entitled "*UC Hastings College of the Law Assessment of Climate for Learning, Living, and Working*," conducted at UC Hastings Law. In 2020, UC Hastings Law contracted with Rankin & Associates Consulting (R&A) to conduct a College-wide study. Nineteen UC Hastings Law faculty, staff, students, and administrators formed the Community Experience Survey Working Group (CESWG). The CESWG worked with R&A to develop the survey instrument and promote the survey's administration in spring 2021. Owing to the COVID-19 pandemic, UC Hastings Law engaged in primarily online learning and working environments (although a small portion of students continued in residence at the Tower during this period). All members of UC Hastings Law were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., UC Hastings Law position status, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Throughout the report, for example, the Faculty category included ladder, non-ladder full-time, and non-ladder part-time faculty members.

In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at UC Hastings Law. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Five-hundred eighty-one (581) surveys were returned for a 47% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Response rates by position status were 39% ($n = 398$) for Students, 42% ($n = 85$) for Faculty, and 58% ($n = 98$) for Staff.

Table 1. UC Hastings Law Sample Demographics

Characteristic	Subgroup	*n*	% of sample
Position status	Student	398	68.5
	Faculty	85	14.6
	Staff	98	16.9
Gender identity	Women	358	61.6
	Men	195	33.6
	Trans-spectrum	18	3.1
	Missing	10	1.7
Racial/ethnic identity	Alaska Native/American Indian/Native American/Indigenous	< 5	---
	Asian/Asian American	84	14.5
	Black/African/African American	23	4.0
	Hispanic/Latinx/Chicanx	55	9.5
	Jewish	13	2.2
	Middle Eastern	21	3.6
	Native Hawaiian/Pacific Islander	< 5	---
	South Asian	15	2.6
	White/European American	265	45.6
	Multiracial	73	12.6
	Missing/Not Listed	27	4.6
Sexual identity	Queer-spectrum	83	14.3
	Bisexual	57	9.8
	Heterosexual	413	71.1
	Missing/Not Listed	28	4.8
Citizenship status	U.S. Citizen-Birth	495	85.2
	U.S. Citizen-Naturalized	43	7.4
	Non-U.S. Citizen	29	5.0
	Missing	14	2.4
Disability status	Single Disability	162	27.9
	No Disability	296	50.9
	Multiple Disabilities	89	15.3
	Missing	34	5.9

Table 1. UC Hastings Law Sample Demographics

Characteristic	Subgroup	*n*	% of sample
Religious affiliation	Christian Religious Affiliation	143	24.6
	Additional Religious Affiliation	91	15.7
	No Religious Affiliation	284	48.9
	Multiple Religious Affiliations	31	5.3
	Missing	32	5.5

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Comfort With Campus, Workplace, and Classroom Climate at UC Hastings Law

Research on campus climate generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).[1] Several groups at UC Hastings Law indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus and workplace.

Most survey respondents were "very comfortable" or "comfortable" with the overall environment at UC Hastings Law (61%, *n* = 356, p. 57), the environment in their departments/program or work units (84%, *n* = 82, p. 57), the environment in their classes (64%, *n* = 307, p. 57), and the environment within the faculty (57%, *n* = 48, p. 57).

Faculty respondents were significantly more comfortable with the overall environment than were Student respondents (Figure 1, p. 57).

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[1] Garvey et al. (2015); Goldberg et al. (2019); Harper & Hurtado (2007); Jayakumar et al. (2009); Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)
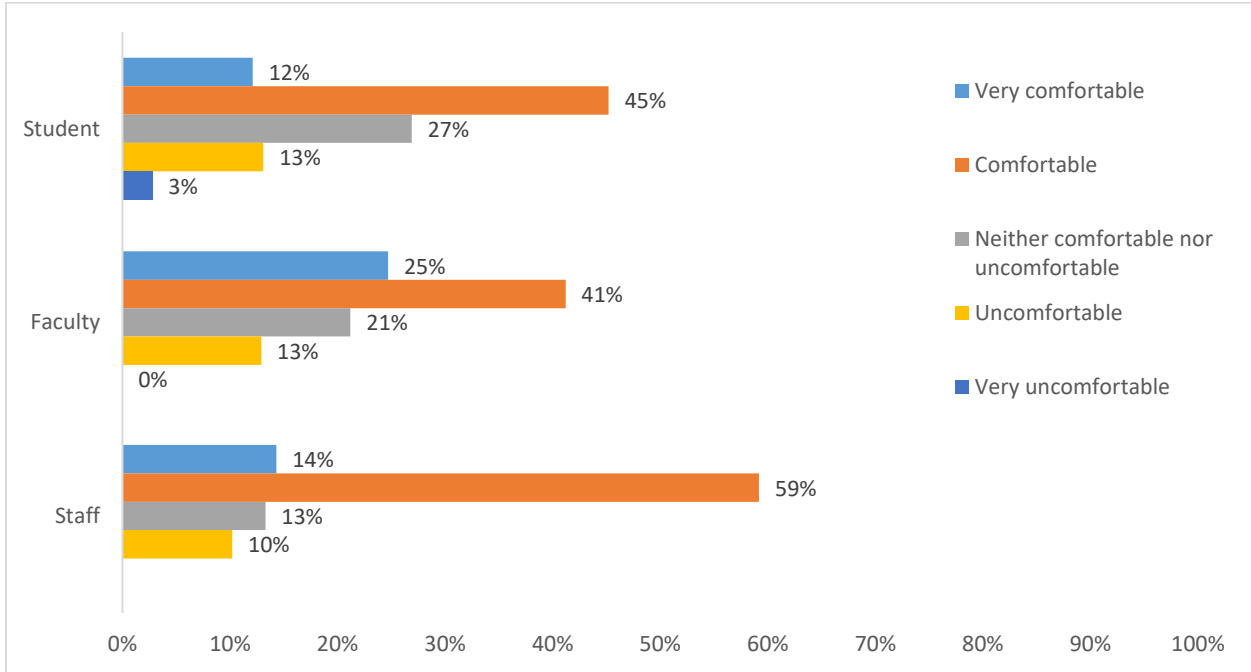
Note: Responses with $n < 5$ are not presented in the figure.

Figure 1. Respondents' Comfort With Overall Climate by Position Status (%)

Men respondents were significantly more comfortable with the overall environment than were Women respondents (Figure 2, p. 60).
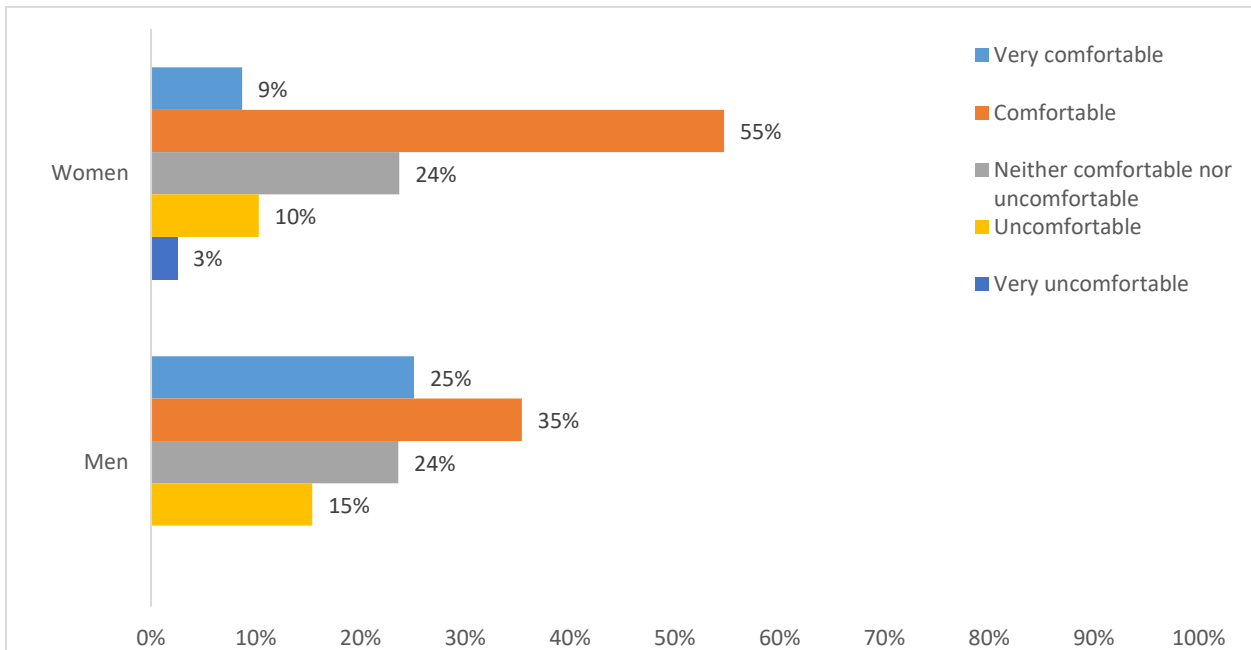
Note: Responses with $n < 5$ are not presented in the figure.

Figure 2. Respondents' Comfort With Overall Climate by Gender Identity (%)

White respondents were significantly more comfortable with the overall environment than were Black, Indigenous, Latinx, and Middle Eastern respondents (Figure 3, p. 62).
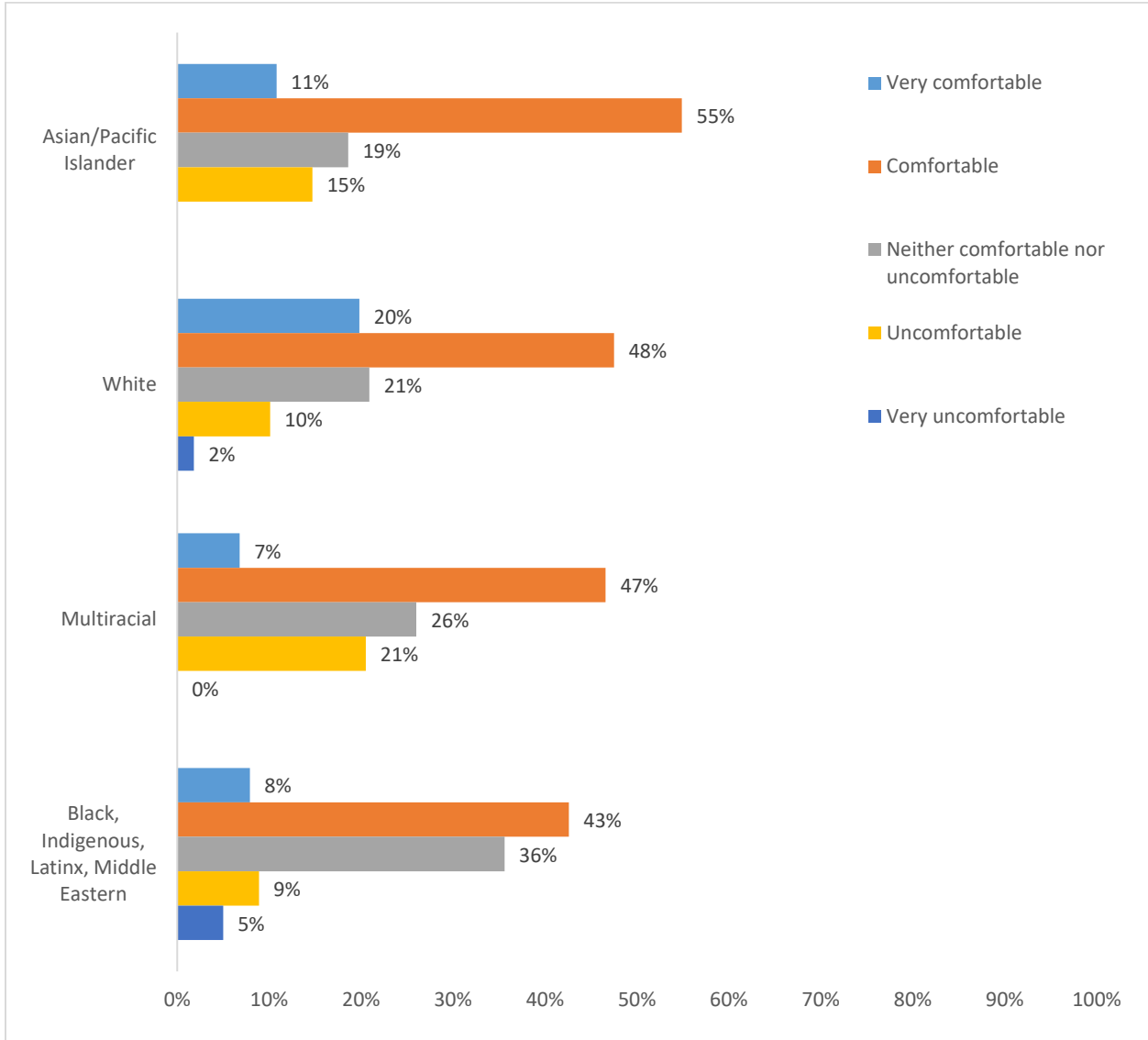
Note: Responses with *n* < 5 are not presented in the figure.

Figure 3. Respondents' Comfort With Overall Climate by Racial Identity (%)

Respondents with No Disability were significantly more comfortable with the overall environment than were Respondents with At Least One Disability (Figure 4, p. 66).
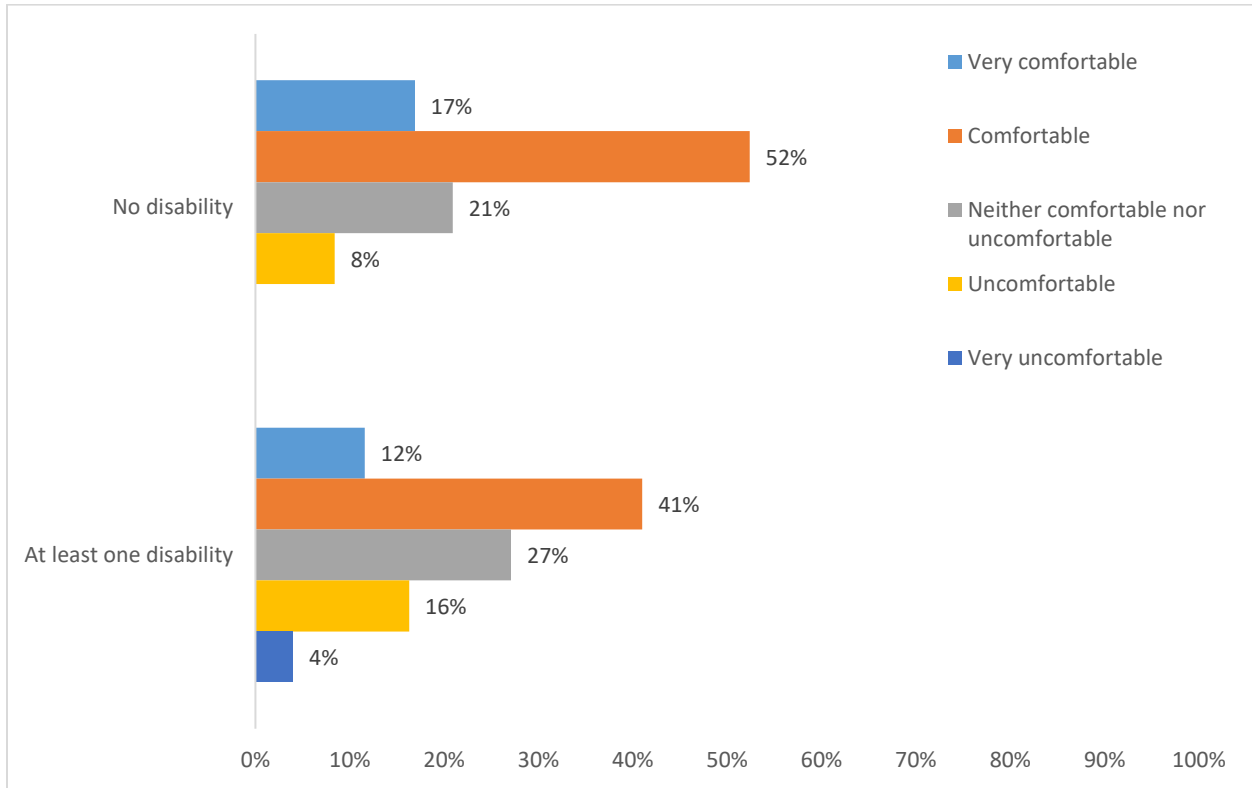
Note: Responses with *n* < 5 are not presented in the figure.

Figure 4. Respondents' Comfort With Overall Climate by Disability Status (%)

Faculty Respondents – Positive Attitudes About Faculty Work

Ladder Faculty

Ladder Faculty respondents held positive attitudes about faculty work at UC Hastings Law and indicated that research (93%, *n* = 28, p. 161) was valued at UC Hastings Law. Eighty-seven percent (*n* = 26) of Ladder Faculty respondents agreed that the criteria for tenure were clear. Eighty-three percent (*n* = 24) of Ladder Faculty respondents agreed that senior administrators (e.g., Dean, Associate/Assistant Deans) took faculty opinions seriously. Significant differences between demographic groups could not be determined because of the small sample size.

Non-Ladder Faculty

The majority of Non-Ladder Faculty respondents indicated that UC Hastings Law values research (83%, *n* = 44, p. 164) and teaching (77%, *n* = 41, p. 164). Significant differences between demographic groups could not be determined because of the small sample size.

All Faculty

Approximately three-quarters (79%, $n = 64$) of all Faculty respondents would recommend UC Hastings Law as a good place to work (p. 166). Similarly, Faculty respondents felt positive about their career opportunities (68%, $n = 54$, p. 168) and thought that retirement/supplemental benefits were competitive (67%, $n = 53$, p. 166).

Staff Respondents – Positive Attitudes About Staff Work

Staff respondents generally held positive views about working at UC Hastings Law. Staff respondents felt their supervisors (86%, $n = 83$, p. 173) and coworkers/colleagues (85%, $n = 82$, p. 173) gave them job/career advice or guidance when they needed it. More than three-quarters of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance (80%, $n = 78$, p. 174) and that they were given a reasonable time frame to complete assigned responsibilities (77%, $n = 75$, p. 175).

Student Respondents – Positive Attitudes About Academic Experiences

Student respondents held positive perceptions of their experiences at UC Hastings Law. A strong majority of Student respondents felt that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney (67%, $n = 259$, p. 209). Student respondents indicated that they felt safe and supported at multiple spaces on campus. Student respondents indicated they knew where to seek advice (73%, $n = 289$, p. 217), felt they had adequate access to academic advising (78%, $n = 306$, p. 218), and were satisfied with the quality of advising they had received from faculty members (73%, $n = 288$, p. 217). Student respondents thought that faculty members (88%, $n = 349$, p. 217) and staff members (78%, $n = 313$, p. 217) responded to their emails, calls, or voicemails in a prompt manner. Seventy-one percent ($n = 278$, p. 219) of Student respondents felt that they received support from faculty and staff to pursue personal academic and career interests. The majority of Student respondents felt comfortable sharing their professional goals in one-on-one appointments with student-facing departments (75%, $n = 296$, p. 220) and with faculty (82%, $n = 323$, p. 220).

Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[2] Research also underscores the relationship between hostile workplace climates and subsequent productivity.[3] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 33% ($n = 189$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 80).
  - Of these respondents, 30% ($n = 57$) suggested that the conduct was based on gender/gender identity, 29% ($n = 54$) noted that the conduct was based on political views, and 26% ($n = 49$) felt that it was based on their ethnicity (p. 80).
    - No significant differences in the percentages of respondents who had experienced exclusionary, intimidating, offensive, and/or hostile conduct existed based on their gender identity, political views, and/or ethnicity. However, of those respondents who experienced such conduct, the significant differences were found in the perceived bases of the conduct such as:
      - Higher percentages of Trans-spectrum respondents (78%, $n = 7$) than Women respondents (36%, $n = 44$), and a higher percentage of Women respondents (36%, $n = 44$) than Men respondents (12%, $n = 6$) who had experienced this conduct indicated that they thought that the conduct was based on their gender identity (p. 81).
      - A higher percentage of Conservative/Libertarian respondents (85%, $n = 11$) than Moderate respondents (34%, $n = 15$) and Progressive respondents (29%, $n = 22$) thought that the conduct was based on their political views (Liberal respondents [$n < 5$] did not significantly differ from the Conservative/Libertarian group or Progressive group, p. 82).

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[2] Dugan et al. (2012); Eunyoung & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

[3] Bilimoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); S. J. Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

- Higher percentages of Respondents of Color (including Multiracial) (40%, $n = 25$) and Asian/Pacific Islander respondents (38%, $n = 12$) than White respondents (8%, $n = 6$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity (p. 83).

Most Appreciated Aspects

Faculty Respondents

When asked what was the most appreciated aspects of UC Hastings Law, 75% ($n = 64$) of Faculty respondents indicated that they most appreciated the student body. Other aspects included Hastings' public mission (55%, $n = 47$), San Francisco location (55%, $n = 47$), Hastings' commitment to teaching (54%, $n = 46$), their faculty colleagues (54%, $n = 46$), and the opportunity to contribute to positive change (53%, $n = 45$) (p. 233).

Staff Respondents

When asked what was the most appreciated aspects of UC Hastings Law, 72% ($n = 71$) of Staff respondents indicated that they most appreciated their relationship with coworkers. Other aspects included relationship with supervisor/manager (69%, $n = 68$), benefits (63%, $n = 62$), fulfilling/satisfying work (63%, $n = 62$), and opportunities to make a positive contribution (58%, $n = 57$) (p. 233).

Student Respondents

When asked what was the most appreciated aspects of UC Hastings Law, 56% ($n = 221$) of Student respondents indicated that they most appreciated the San Francisco location. Other aspects included faculty (49%, $n = 194$), clinical and experiential programs (47%, $n = 188$), alumni network (43%, $n = 172$), Hastings' connections to the Bay Area and Silicon Valley institutions and businesses (43%, $n = 169$), and engaging and effective teaching (42%, $n = 168$) (p.234).

Respondents Who Seriously Considered Leaving UC Hastings Law

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.[4] Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.[5]

Faculty and Staff Respondents

Fifty-one percent (*n* = 43) of Faculty respondents and 60% (*n* = 58) of Staff respondents had seriously considered leaving UC Hastings Law (p. 190). Of those who seriously considered leaving, 49% (*n* = 21) of Faculty respondents seriously considered leaving because they felt under-appreciated or under-valued and 40% (*n* = 17) because of personal reasons (p. 192). Sixty-two percent (*n* = 36) of Staff respondents who seriously considered leaving noted it was because of low salary/pay rate and 48% (*n* = 28) because of limited opportunities for advancement (p. 190).

Student Respondents

Forty-five percent (*n* = 179) of Student respondents had seriously considered leaving UC Hastings Law (p. 226). Of those respondents, 55% (*n* = 99) seriously considered leaving because they had a desire to attend a different law school. Student respondents also considered leaving because they lacked a sense of belonging at UC Hastings Law (41%, *n* = 74), because of the campus climate (34%, *n* = 61), and/or because of a lack of institutional support (34%, *n* = 60, p. 227).

Respondents' Sense of Belonging

A confirmatory factor analysis was conducted on the *Sense of Belonging* scale derived from Questions 105 and 109 on the survey for staff and students. *Sense of Belonging* questions for Faculty respondents could not be combined into a factor for analysis because of differences in wording between R&A's scale and the questions asked on the survey. Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of

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[4] Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); D. R. Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)

[5] Booker (2016); García & Garza (2016); Hausmann et al. (2007)

belonging at UC Hastings Law. Using this scale, analyses revealed the following significant

differences in the overall test means for:

- Staff respondents by years of employment on *Staff Sense of Belonging*. Findings
  indicated that Staff Respondents with Less than 6 Years of employment had
  higher *Staff Sense of Belonging* scores than did Staff Respondents with 6 or More
  Years of employment at UC Hastings Law (p. 189).
- Student respondents by disability status and religious affiliation on *Student Sense
  of Belonging*. These findings indicated that Student Respondents with No
  Disability had higher *Student Sense of Belonging* scores than did both Student
  Respondents with a Single Disability and Student Respondents with Multiple
  Disabilities (p. 206).

Challenges and Opportunities Related to Campus Climate

Faculty Respondents

Only 16% (n = 13, p. 166) of Faculty respondents felt that salaries for tenure-track faculty

positions were competitive, and 19% (n = 15, p. 166) of Faculty respondents "strongly agreed"

or "agreed" that child care benefits were competitive. One-fourth (25%, n = 20, p. 168) of

Faculty respondents felt that meaningful committee work was fairly distributed across the

faculty. A little more than one-third (35%, n = 28) of Faculty respondents felt that UC Hastings

Law provided adequate resources to help them manage work-life balance (p. 167).

Staff Respondents

Staff respondents indicated that they felt less positive about several aspects of their work life at

UC Hastings Law. Twenty-six percent (n = 25) of Staff respondents felt that they performed

more work than colleagues with similar performance expectations (e.g., formal and informal

mentoring or advising, helping with student groups and activities, providing other support, p.

174). Thirty-seven percent (n = 36) of Staff respondents felt that they were pressured by

departmental/program work requirements that occurred outside of normally scheduled hours (p.

175). Thirty-nine percent (n = 38) of Staff respondents felt that their workload increased without

additional compensation as a result of other staff departures (e.g., retirement positions not filled, p. 175).

Student Respondents

Analyses of the Students' survey responses revealed statistically significant differences based on disability status, first-generation status, income status, racial identity, religious affiliation, sexual identity, gender identity, political views, and practice area of interest where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from "majority" backgrounds (pp. 209–213).

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 7 on the survey. Using this scale, analyses revealed that Not-First-Generation Student respondents had higher *Perceived Academic Success* scores than First-Generation Student respondents (p. 200). Subsequent analyses on *Perceived Academic Success* for Student respondents were significant for two comparisons: No Disability vs. Single Disability and No Disability vs. Multiple Disabilities. These findings suggest that 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 (p. 200).

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the UC Hastings Law survey requested information regarding respondents' experiences with sexual assault.

- 11% ($n = 65$) of all respondents indicated that they had experienced unwanted sexual contact/conduct while at UC Hastings Law (p. 139).
  - 1% ($n = 6$) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 139).

○ 2% (*n* = 12) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 141).

○ 9% (*n* = 51) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, sexual cyber-harassment, p. 143).

○ 3% (*n* = 16) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 148).

- Respondents identified UC Hastings Law students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (pp. 140–148).

Respondents who indicated that they did not report unwanted sexual contact/conduct were offered the opportunity to elaborate on why that was the case. The primary reason cited for not reporting these incidents was that the incidents did not feel serious enough to report. Additional rationales included that respondents did not want to go through the reporting process because they feared nothing would happen and the contact occurred off-campus (pp. 142–150).

Conclusion

UC Hastings Law climate findings[6] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[7] For example, 70% to 80% of respondents in similar reports of universities and colleges found the campus climate to be "very comfortable" or "comfortable." A somewhat lower percentage (61%) of UC Hastings Law respondents indicated that they were "very comfortable" or "comfortable" with the overall climate at UC Hastings Law (p. 57). Twenty percent to 25% of respondents in similar reports of universities and colleges indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past year. At UC Hastings Law, a somewhat higher percentage of respondents (33%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past two years (p. 80). The

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[6] Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[7] Rankin & Associates Consulting (2021)

results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[8]

UC Hastings Law's climate assessment report provides baseline data on diversity and inclusion, and addresses UC Hastings Law's mission and goals. While the findings may guide decision-making regarding policies and practices at UC Hastings Law, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the UC Hastings Law community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. UC Hastings Law, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[8] Guiffrida et al. (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

Introduction

History of the Project

UC Hastings Law affirms that diversity, equity, and inclusion are critical to the intellectual vitality of the campus community. These values promote teaching, learning, living, and working in a pluralistic community of mutual respect. The free exchange of ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop and refine critical thinking and citizenship skills and supports the development of a more just society.

Consistent with its strategic plan, UC Hastings Law is "committed to building a cohesive and inclusive community by maintaining a diverse student body, faculty, and staff; creating physical spaces on campus dedicated to diverse and inclusive programming; integrating departments and employees to advance our mission; and finding new ways to inspire and involve our alumni community."[9]

To better understand the campus climate, the senior administration at UC Hastings Law recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of all segments of the College's students, faculty, and staff. During spring 2021, UC Hastings Law conducted a comprehensive community experience survey to develop a better understanding of the learning, living, and working environment on campus. The survey's ultimate goal is to allow the College community to build on UC Hasting Law's strengths while identifying and acting on opportunities for growth and change.

This survey effort began in 2020 when UC Hastings Law contracted with Rankin & Associates Consulting (R&A) to conduct a college-wide study entitled *"UC Hastings College of the Law Assessment of Climate for Learning, Living, and Working."* A 19-member community experience survey Working Group (CESWG), composed of faculty, staff, students, and administrators, was tasked with developing a college-wide survey instrument and promoting the survey's administration, which occurred between March 2 and March 28, 2021. On September

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[9] https://www.uchastings.edu/diversity/

23 and September 2021, R&A will present the information gathered from the survey in community forums.

The survey was conducted while UC Hastings Law, like many institutions of higher education in America, was operating almost entirely remotely as a result of the COVID-19 pandemic (although a small portion of students continued in residence at the Tower during this period). This study therefore represents in part a snapshot of the campus climate during the COVID-19 remote environment, although it also invited reflections on the climate in the in-person environment as well.

Project Design and Campus Involvement

Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for UC Hasting Law's campus climate assessment. The model employs critical theory and a power and privilege perspective, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UC Hasting Law's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the college-wide survey.

The CESWG collaborated with R&A to develop the survey instrument. Together, they reviewed tested survey questions from the R&A question bank and developed a survey instrument for UC Hastings Law that would reveal the various dimensions of power and privilege that shape the campus experience. The UC Hastings Law survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, and accessibility and disability services.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (1995, p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Limited consensus exists in the research literature about the definition of campus climate (Hart & Fellabaum, 2008; Ryder & Mitchell, 2013). After an extensive review of research, Rankin & Associates Consulting found the scholarship of Sylvia Hurtado and her colleagues to offer the most comprehesive and well researched model to assess campus climate. Hurtado et al. (1999) examined campus climate in relation to the perceptions and experiences of an institution's members. Specifically, they described four factors that constitute campus climate. These include, an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral elements. Historical legacy includes an institution's history of resistance to or compliance with desegregation as well as its current mission and policies. Psychological climate refers to perceptions of racial/ethnic tensions, discrimination, and attitudes toward and reduction of prejudice on campuses. Structural dimensions of campus climate account for the impact of demographic diversity among faculty, staff, and students, while the

behavioral dimensions consist of social interaction, campus involvement, and classroom diversity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) further specified,

> Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups, we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions. (p. 264)

Using this definition, grounded in the work of Hurtado and her colleagues (1992; 1999), the mission of Rankin & Associates Consulting is to develop institution-specific assessment tools and analysis of the resulting data in order to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Museus et al., 2017; Rankin & Reason, 2005; Strayhorn, 2012, 2013). Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Further, Strayhorn (2012) described an individual's sense of belonging as a "basic human need [that takes on] increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, a sense of belonging on college and university campuses is paramount.

Researchers have conducted extensive studies regarding the ways in which campus climate affects sense of belonging for various student populations. For example, recent studies focused on campus climate and a sense of belonging for a) student athletes (Gayles et al., 2018); b) women students in science, technology, engineering, and math (STEM) fields (Johnson, 2012); c) first-generation students (Means & Pyne, 2017); d) racial and ethnic minority students (Maramba & Museus, 2011; Mwangi, 2016; Tachine et al., 2017; Wells & Horn, 2015); e) Black men (Wood & Harris, 2015); f) students with disabilities (Vaccaro et al., 2015); and, g) first-year lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann et al., 2007; Museus et al., 2017).

Student persistence and retention are principal measures of campus climate. Researchers have focused on social, cultural, and academic factors that influenced students' intent to persist, including opportunities for engagement with faculty and others from diverse backgrounds as well as access to student groups, institutional support programs, and initiatives. Research in recent years has demonstrated how the above factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Eunyoung & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; Johnson et al., 2014; Lancaster & Yonghong, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018). Mayhew et al. (2016) noted that "having meaningful peer interactions and relationships and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419).

In addition to research on the relationship between sense of belonging and retention, campus climate research has focused on the relationship between campus climate and students' engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). These studies found that minority students had characteristically different experiences of engagement and success than did their majority peers. Unique perceptions associated with access

to support networks, education in pluralistic settings, and academic programs that simultaneously challenge and offer support to students, for example, were salient to positive or negative outcomes.

In addition to students, studies have also examined the impact of campus climate on the persistence and retention of underrepresented faculty populations, ones that include Black faculty (Griffin, Pifer et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2016), and women faculty in STEM fields (Pascale, 2018). Select studies noted the important role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015). Unfortunately, there is scant research specific to the impact of climate on the persistence and retention of staff.

Some campus climate assessments also measured intersectional experiences (i.e., the interrelationship between race, gender and/or sexuality) in relation to the perceptions and experiences of faculty, staff and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for select campus constituents with the understanding that individuals are multidimensional and are not ascribed to only one identity marker.

Faculty and Campus Climate

Campus climate actively shapes the experiences of faculty, particularly related to professional success, sense of belonging, and perceptions of professional development opportunities and collegial and administrative support. Most research regarding faculty and campus climate examines the impact of racial identity, sexual identity, and/or gender identity on faculty perceptions and experiences. A summary of the literature is offered below.[10]

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[10] For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

Campus climate research found that faculty of color commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015, Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). In addition, campus climate research focused specifically on two-year institutions reported similar experiences for faculty of color as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015), in their research on Black faculty in predominantly White universities, found that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism presented substantial barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research found that women faculty of color were not provided with professional mentorship and leadership development opportunities in a manner consistent with those provided to their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Accordingly, Kelly and McCann (2014), in their study of women faculty of color at predominantly White research universities, found that pre-tenure departure was often attributed to "gendered and racialized tokenization and isolation, a need for more intrusive style of mentoring, and poor institutional fit" (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that women faculty of color also experienced significant "identity taxation" within the academy (p. 214). Their findings suggested that women faculty of color faced formal and informal expectations to provide mentorship and emotional labor in support of their students.

Relatedly, when only taking gender into consideration, campus climate research specific to women faculty revealed experiences with gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). Compared with their male colleagues, these experiences resulted in higher rates of institutional departure among women faculty (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and support as primary contributors to their experiences of "chilly" departmental climates. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform, particularly institutional service and advising within male-dominated fields (O'Meara et al., 2017). Guarino and Borden (2017) found, when accounting for faculty rank, race/ethnicity, and field of study, women faculty performed substantially more service than did men faculty, particularly internal service, or service on behalf of the department or institution. Hanasono et al. (2019) suggested that internal service, or what the authors termed "relational service," was not only performed more often by women faculty, but less valued in evaluation processes, which had a subsequent negative effect on the tenure, promotion, and retention of women faculty.

With respect to sexual and gender identity, campus climate researchers have examined the hostile and exclusionary institutional settings that queer-spectrum[11] and trans-spectrum faculty experienced within higher education. According to Bilimoria and Stewart (2009), failure to hide one's queer or transgender identity may result in unwanted scrutiny and alienation from fellow faculty members. As a result, queer-spectrum faculty reported feeling compelled to maintain secrecy regarding their identities. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department-level, as the basis for hostile climates and reports of low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in the desire among queer-spectrum and trans-spectrum faculty members to leave an institution. From an examination of institutional geography, Garvey and Rankin (2016) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution that was located in a small town and/or rural environment. For queer-spectrum faculty, hostile campus climates can result in isolation, poor job satisfaction, and a desire to leave.

Race, ethnicity, gender, sexual and gender identity, when considered separately and intersectionally, impact the perceptions and experiences of faculty writ large. Further, research

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[11] Rankin & Associates Consulting uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. Ranking &Associates Consulting uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

demonstrates that campus climate impacts faculty members' job satisfaction, professional and social well-being, and intent to persist at an institution. Though research applicable to staff is minimal, in the section that follows staff identities, experiences, and perceptions are examined.

Staff and Campus Climate

From the limited research available on staff members in higher education, findings suggest a lack of professional support and advancement opportunities among professional and classified/hourly staff members. Staff commonly attributed lack of support and advancement opportunities to discrimination and stereotyping based on their identities and/or personal attributes, including age, race, gender, and education level (Costello, 2012; Jones & Taylor, 2012).

Garcia (2016), Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments. For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic Serving Institutions (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/departments directly affected staff members' perceptions of campus climate. Garcia's findings were similar to those of Mayhew et al. (2006), who found that staff members' experiences with their immediate office/department influenced how they perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" across the organization (p. 83).

In an investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) analyzed mentor-mentee relationships aimed at supporting first-generation Black, Latinx, and biracial students. Luedke employed social reproduction theory to study the various forms of social and emotional support staff members provided to students and the ways in which staff nurtured the social capital that students brought with them to college. Key to such relationships, staff members of color understood and found value in the backgrounds, skills, and abilities held by students of color

which, Luedke explained, opened the door for students to acquire various forms of cultural capital.

Students and Campus Climate

The majority of research regarding students' campus climate experiences focuses on the experiences of undergraduates. Most literature about campus climate and undergraduate students examined campus climate in the context of multiple factors that shape students' identities and experiences. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when students of color perceived their campus environment as hostile, desired outcomes, such as persistence and academic performance, were negatively affected (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Climate research regarding the experiences of student populations that include low-income students, students with disabilities, first-generation students, veteran students, international students, American Indian/indigenous students, undocumented students, and student-athletes has become increasingly available over the past decade.[12] The following paragraphs offer a summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions (i.e., indirect and/or subtle discrimination) in creating hostile and exclusionary campus climates for minoritized undergraduate students.[13]

Hostile or exclusionary campus climates negatively affect students of color in various ways. For example, scholars have found that when racial minority students perceived their campus environment as hostile, there was a decline in persistence and academic performance (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for students of color, which resulted in reduced academic success and decreased retention and persistence. In related work, Mills (2020) examined Black undergraduate students

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[12] For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

[13] This review is intended to map the broad scope of campus climate research on students; it is not intended to present comprehensive findings of all research in this area.

experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Developed from the work of Sue et al. (2010), Mills (2020) noted that environmental microaggressions were unique in that they occurred at systemic levels with "no apparent offender" (p. 1). Mills (2020) identified six themes related to environmental microaggressions experienced by Black undergraduate students: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[14] Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research on racially diverse women undergraduate students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that Black/African American students represent their race(s) when speaking about specific course topics. As a result, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

In their investigation of undergraduate students with disabilities attending four-year institutions, Fleming et al. (2017) found that their perceptions of campus climate directly affected their sense of belonging and satisfaction at their institution. In a related line of scholarship, Vaccaro et al.

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[14] Rankin & Associates Consulting uses the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

(2015) noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities, as they adjusted to a postsecondary educational environment. Kutscher and Tuckwiller (2019) investigated the unique challenges that students with disabilities experienced in higher education environments, particularly related to personal identities, academic and social engagement, and accommodations and, subsequently, their persistence. In a study of the most salient barriers faced by students with disabilities, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services.

Examining the role of social class in relation to students' first-year experience, Soria and Stebleton (2013) found that working-class students felt less welcome, or a lesser sense of belonging, when compared with their middle- and upper-class peers. In a study focused on private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events and missed academic and community engagement opportunities as a result of their need to work. In a study of 324 undergraduates, Ostrove and Long (2007) found that students' "social class background was strongly related to a sense of belonging at college, which in turn predicted social and academic adjustment to college, quality of experience at college, and academic performance" (p. 380). They noted that such a finding was helpful because, while social class cannot be changed, "we can change the extent to which institutions of higher education are welcoming and inclusive with respect to social class" (p. 384).[15]

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students indicates that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined the extent to which lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed a sense of belonging during their first year at an institution. The authors found that students' sense of belonging was influenced by their degree of outness, university messaging specific to LGBPQ individuals, and

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[15] For additional research regarding various minority populations' sense of belonging in higher education, please visit www.rankin-consulting.com.

meaningful social interactions with peers. Garvey et al. (2015) found classroom climate was a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

As noted by the literature, undergraduate students experience campus climate differentially, based upon their various identity formations. The extent to which a campus climate is perceived and experienced as welcoming or hostile shapes the undergraduate student trajectory. In a similar vein, graduate students also express varied perceptions, experiences and outcomes in relation to campus climate.

Graduate/Professional Students and Campus Climate

The available campus climate research specific to graduate students suggests that, particularly, women graduate students, graduate students of color, international graduate students of color, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, research has identified significant differences according to students' nationality, race, and religion. While all international graduate students experience some level of "acculturative stress" owing to English language proficiency, homesickness, loneliness and isolation, research demonstrates that international graduate students of color are more likely to experience heightened acculturative stress because of extant racism and nativism on U.S. campuses (Mwangi et al., 2019; Moglen, 2017; Yen & Inose, 2003). For example, Yakaboski et al. (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects shared positive interactions with faculty and staff, they also shared negative and discriminatory interactions with U.S. students, and specifically noted a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). Mwangi et al. (2019) echo these findings in their study of Black African graduate students' experience. They note that Black African graduate students are subjected to racism, tokenism, negative stereotyping, microaggressions and overt hostility from faculty, staff and students alike. While it is understood that international graduate students experience some degree of transitional challenges upon

arriving in the U.S., their academic and social well-being depends upon a campus culture that will either mitigate or exacerbate their sense of otherness (Mwangi et al., 2019).

While international graduate students of color have unique experiences specific to their foreign status, there are some parallels to the experiences of domestic graduate students of color. For example, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong et al. (2011) wrote,

The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories" (p. 192).

Trans-spectrum (including trans and gender non-conforming) graduate students reported similar feelings of distress in their interpersonal academic and social relationships. Goldberg et al. (2019) found that trans-spectrum graduate students commonly presented an outward gender identity inconsistent with their inner gender identity out of concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' interactions with faculty, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically "salient context for experiencing affirmations versus invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominantly White institutions (PWIs), an increasing amount of research is currently available regarding campus climate at Historically Black Colleges and Universities (HBCU), Hispanic Serving institutions (HSI), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[16] Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.[17] A summary of campus climate research specific to institutional type and student experiences is offered in the following sections.

Historically Black Colleges and Universities (HBCU)

In recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments and included Black international students (Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a, 2015b), first-generation students (Longmire-Avital & Miller-Dyce, 2015), African American gay and bisexual men (Patton, 2011), and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCUs' campus climates, often in contrast to PWIs. For example, McCoy et al. (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial minority students majoring in a STEM discipline at a predominantly White institution and racial minority students majoring in a STEM discipline at an HBCU. McCoy et al. (2017) found that students perceived faculty at the PWI to be unwilling to mentor students, and instead, as commonly working to "weed out" students. In contrast, respondents at HBCUs characterized

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[16] For research regarding Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Tribal Colleges, or private institutions, please visit www.rankin-consulting.com.

[17] Rankin & Associates Consulting acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic Serving Institutions (HSIs) may also include findings related to two-year or community college institutions.

faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from a PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx students, Palmer and Maramba (2015a) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants noted that HBCU faculty demonstrated care and concern for students' well-being and that they felt supported.

Hispanic-Serving Institutions (HSI)

In 2017, the Hispanic Association of Colleges and Universities (HACU) noted that HSIs, defined as institutions where the total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (HACU, 2019). Despite limited research regarding campus climates at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging, positive self-perceptions, and increased academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun et al., 2016).

Additionally, Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and Emerging Hispanic Serving Institutions (EHSIs).[18] She found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant sentiments, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding bases exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who reported a positive sense of belonging attributed their institutional affiliation to

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[18] Sanchez (2019) defines Emerging Hispanic Serving Institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

"being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" were often "invisible" (p. 250).

Two-Year Institutions and Community Colleges

The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example, research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014, 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman et al., 2015; Wood & Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin et al., 2014, 2015) in two-year community colleges.

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found that students' interactions and engagement with faculty and staff influenced both perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García et al. (2019) found that socio-academic integration—academic interactions with faculty and administrative personnel—was the most salient for developing individuals' sense of belonging and, subsequently, academic success and retention. Lundberg et al. (2018) found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman et al. (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

Jones (2013) examined the influence of the racial composition of two-year institution's student body on the institution's campus climate. Through an examination of three diversity variables— student engagement with racially and culturally different peers, students' engagement with peers

who possess beliefs different from their own, and students' understanding of racial difference—Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions

Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus climate for diversity was a predictor of students' spiritual well-being and increased religious behaviors independent of student racial and/or ethnic identity. For students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality. The importance of student sense of belonging also was evident in findings of Ash and Schreiner (2016), who investigated the institutional factors that influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner (2016) found that students' perceptions of institutional fit; the institution's commitment to student welfare; and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) regarding social justice directly affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented students enrolled at Jesuit institutions and that institutional reticence related to immigrant rights effectively silenced undocumented students. In a review of research regarding faith, gender identity, sexual identity, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between faith, gender, and sexuality and encouraged institutional leaders to,

address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being." They added, "At a minimum, leaders should establish campus policies and

community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity. (Rockenbach & Crandall, p. 69)

Professional Schools

In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions in order to build positive campus climate law school environments. As evidence of the importance of diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2019) found that law students' perceptions of the law school environment as providing friendly and supportive experiences, offering positive interactions with faculty, and engendering positive relationships with peers contributed to a greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curricula that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2019) explained, "intentionally engaging students with others from different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors that contributed to job dissatisfaction for post-tenure racial minority law professors and post-tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of the "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including dismissal of their concerns and being penalized or unjustly disciplined for raising issues related to equity or exclusionary/hostile policies and/or behaviors. Research subjects described the need for peer and/or support networks for navigating the challenges associated

with being a racial and/or gender minority law school professor, ones that were independent of the institution.

Regarding medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes or challenges regarding the minority faculty and recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). The subjects in Kaplan et al. (2018) also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for "a diversity champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault within higher education have drawn national attention. In January 2014, in response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness of, prevent, and respond to the prevalence of sexual assault on college campuses. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (White House Task Force, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2).

Similarly, the U.S. Department of Justice (DOJ) Office of Violence Against Women has supported the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the Office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (United States Department of Justice, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs et al., 2009), graduate students (Rosenthal et al., 2016), lesbian and bisexual women (Martin et al., 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2017). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018 report, *Not on the Radar: Sexual Assault of College Students with Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault (National Council on Disability, 2018).

Noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted and noted that this finding underscores the importance of intersectional campus climate research. Regarding graduate students' experiences, McMahon et al. (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct. While some research is now available, the complex intersections of campus climate; unwanted

sexual conduct; and various social identities such as gender identity, sexual identity, disability status, and racial identity underscore the need for further research (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood et al., 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their foundational research, Hurtado et al. (1999) stated,

Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach (p. 69).

Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community but, perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, Smith also shared, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable organization, campus climate research suggests *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity has been shown to influence students' perceptions of diversity and willingness to engage diverse perspectives. For instance, Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to perceptions of racial minority faculty, Squire (2017) found that how campus leadership responds to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's

commitment to diversity as well as faculty members' overall experience. According to Squire (2017), "Faculty of color noted that the ways their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire (2017) also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" has illustrated that how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others (p. 71). Astin and Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote,

[I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution (p. 86).

Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical for contemporary institutions of higher education. According to Williams and Wade-Golden (2013), "Diversity issues cannot exist on the margins. To the contrary, issues of access,

retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Taken together, an examination of student, faculty and staff perceptions and experiences of campus climate across institutional type and setting provide an expansive view of the importance of campus climate and the role of senior leadership in enhancing the collegiate experience. The diversity of racial/ethnic backgrounds, gender, sexual and gender identity, economic class, and other indexes of social status/affiliation reveal the robust dynamics at play in enhancing persistence, retention, and academic and social well-being.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[19] Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for UC Hasting Law's campus climate assessment.

Research Design

Survey Instrument. The survey instrument was constructed based on the work of Rankin (2003), and with the assistance of the CESWG. The CESWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the UC Hastings Law population. The final UC Hastings Law campus-wide survey contained 121 questions,[20] including 17 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UC Hastings Law's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in an online format. Survey responses were submitted to a secure-site database that did not log respondents' IP addresses, and then tabulated for appropriate analysis. Any comments provided by participants were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

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[19] Rankin & Associates Consulting (2021) adapted from AAC&U (1995).

[20] To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument defined critical terms, was revised numerous times, underwent expert evaluation of items, and was checked for internal consistency.

Sampling Procedure. Laura Wilson-Youngblood, Associate General Counsel, reviewed the project proposal, including the survey instrument, and found it was exempt from Institutional Review Board review.

Prospective participants received an invitation from Chancellor and Dean David Faigman, which contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed via SPSS to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UC Hastings Law in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[21] The data tables in Appendix B provide actual percentages[22] with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for

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[21] Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

[22] Actual percentages were derived using the total number of survey respondents.

institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups were noted whenever possible throughout the report.

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent ($n = 50$) of respondents 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in $n < 5$, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White/European American respondents (40%, $n = 10$) than Multiracial respondents (20%, $n = 5$) 'disagreed' that...." If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. The survey contained questions that measured two outcomes related to campus climate: Student respondents' *Perceived Academic Success* (Question 7) and *Sense of Belonging* for students (Question 105) and staff (Question 109). The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The *Sense of Belonging* scales were informed by Strayhorn's (2012) qualitative examination of students' sense of belonging. Rankin & Associates has developed

survey questions to quantitatively measure sense of belonging for students, faculty, and staff. *Sense of Belonging* questions for Faculty respondents could not be combined into a factor for analysis because of differences in wording between R&A's scale and the questions asked on the survey.

The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses.

Confirmatory factor analyses using parallel analysis were conducted. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of each scale.[23] The internal consistency reliability (Cronbach's alpha) of the scale was calculated to determine if the scale produced consistent results.

Factor Scores. The factor score for each of the scales was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included in a given factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful and higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at UC Hastings Law.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analyses and where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the demographic areas determined by the CESWG.

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had

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[23] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at UC Hastings Law, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give "voice" to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at UC Hastings Law. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed[24] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[24] Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at UC Hastings Law.

Description of the Sample[25]

Five-hundred eighty-one (581) surveys were returned for a 42% overall response rate. Response rates by position status were 39% ($n = 398$) for Students, 42% ($n = 85$) for Faculty (including 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), and 58% ($n = 98$) for Staff. The sample and population figures, chi-square analyses,[26] and response rates are presented in Table 1. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by UC Hastings Law.

- Staff respondents were overrepresented in the sample. Student respondents were underrepresented in the sample.
- Men respondents were underrepresented in the sample. Women respondents were overrepresented in the sample. Trans-spectrum respondents were in the sample but there were no data on this category in the population.
- Black/African/African American, Middle Eastern, Native Hawaiian/Pacific Islander, South Asian, and Multiracial individuals were overrepresented in the sample. No data on

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[25] Frequency tables for each survey item are provided in Appendix B.

[26] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UC Hastings Law.

Jewish individuals in the population were provided. All other groups were underrepresented in the sample.

Table 1. UC Hastings Law Sample Demographics

		Population		Sample		Response rate
Characteristic	**Group**	**N**	**%**	**n**	**%**	
Position status[a]	Student	1,016	73.1	398	68.5	39.2
	Faculty	204	14.7	85	14.6	41.7
	Staff	170	12.2	98	16.9	57.6
Gender identity[b]	Women	790	56.8	358	61.6	45.3
	Men	535	38.5	195	33.6	36.4
	Trans-spectrum	ND*	ND*	18	3.1	NA
	Missing	65	4.7	10	1.7	15.4
Racial/ethnic identity[c]	Alaska Native/American Indian/Native American/Indigenous	7	0.5	< 5	---	NA
	Asian/Asian American	291	20.9	84	14.5	28.9
	Black/African/African American	49	3.5	23	4.0	46.9
	Hispanic/Latinx/Chicanx	196	14.1	55	9.5	28.1
	Jewish	ND*	ND*	13	2.2	NA
	Middle Eastern	3	0.2	21	3.6	700.0
	Native Hawaiian/Pacific Islander	6	0.4	< 5	---	NA
	South Asian	9	0.6	15	2.6	166.7
	White/European American	651	46.8	265	45.6	40.7
	Multiracial	17	1.2	73	12.6	429.4
	Missing/Not Listed	161	11.6	27	4.6	16.8
Sexual identity	Queer-spectrum	ND*	ND*	83	14.3	NA
	Bisexual	ND*	ND*	57	9.8	NA
	Heterosexual	ND*	ND*	413	71.1	NA
	Missing/Not Listed	ND*	ND*	28	4.8	NA
Citizenship status	U.S. Citizen-Birth	ND*	ND*	495	85.2	NA
	U.S. Citizen-Naturalized	ND*	ND*	43	7.4	NA
	Non-U.S. Citizen	ND*	ND*	29	5.0	NA
	Missing	ND*	ND*	14	2.4	NA
Disability status	Single Disability	ND*	ND*	162	27.9	NA
	No Disability	ND*	ND*	296	50.9	NA
	Multiple Disabilities	ND*	ND*	89	15.3	NA

Table 1. UC Hastings Law Sample Demographics

Characteristic	Group	Population		Sample		Response rate
		N	*%*	*n*	*%*	
	Missing	ND*	ND*	34	5.9	NA
Religious affiliation	Christian Religious Affiliation	ND*	ND*	143	24.6	NA
	Additional Religious Affiliation	ND*	ND*	91	15.7	NA
	No Religious Affiliation	ND*	ND*	284	48.9	NA
	Multiple Religious Affiliations	ND*	ND*	31	5.3	NA
	Missing	ND*	ND*	32	5.5	NA

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
*ND: No Data available. UC Hastings Law does not collect this information.
[a]X^2 (2, $n = 581$) = 12.057, $p < .01$
[b]X^2 (2, $n = 563$) = 16.991, $p < .001$
[c]X^2 (9, $n = 568$) = 1071.357, $p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were informed by instruments used in institutional and organizational studies by the consultant over the past 20 years. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of UC Hastings Law's CESWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CESWG members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability – Internal Consistency of Responses.[27] Correlations between the responses to questions about overall campus climate for various groups (survey Question 104) and to questions that rated overall campus climate on various scales (survey Question 110) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[28] are provided in Table 2.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A strong relationship (between .57 and .65) existed for all four pairs of variables, which included: Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer and Not Homophobic; Positive for Women and Not Sexist; Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and Positive for Persons with Disabilities and Not Ableist.

Table 2. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics			
	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer	0.636*			
Positive for Women		0.586*		
Positive for People of Low-Socioeconomic Status			0.649*	
Positive for Persons with Disabilities				0.573*

*$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

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[27] Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[28] Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics[29]

For the purposes of several analyses, the CESWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ($n < 5$).

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.[30] Of respondents, 69% ($n = 398$) were Students, 15% ($n = 85$) were Faculty, and 17% ($n = 98$) were Staff respondents (Figure 5).
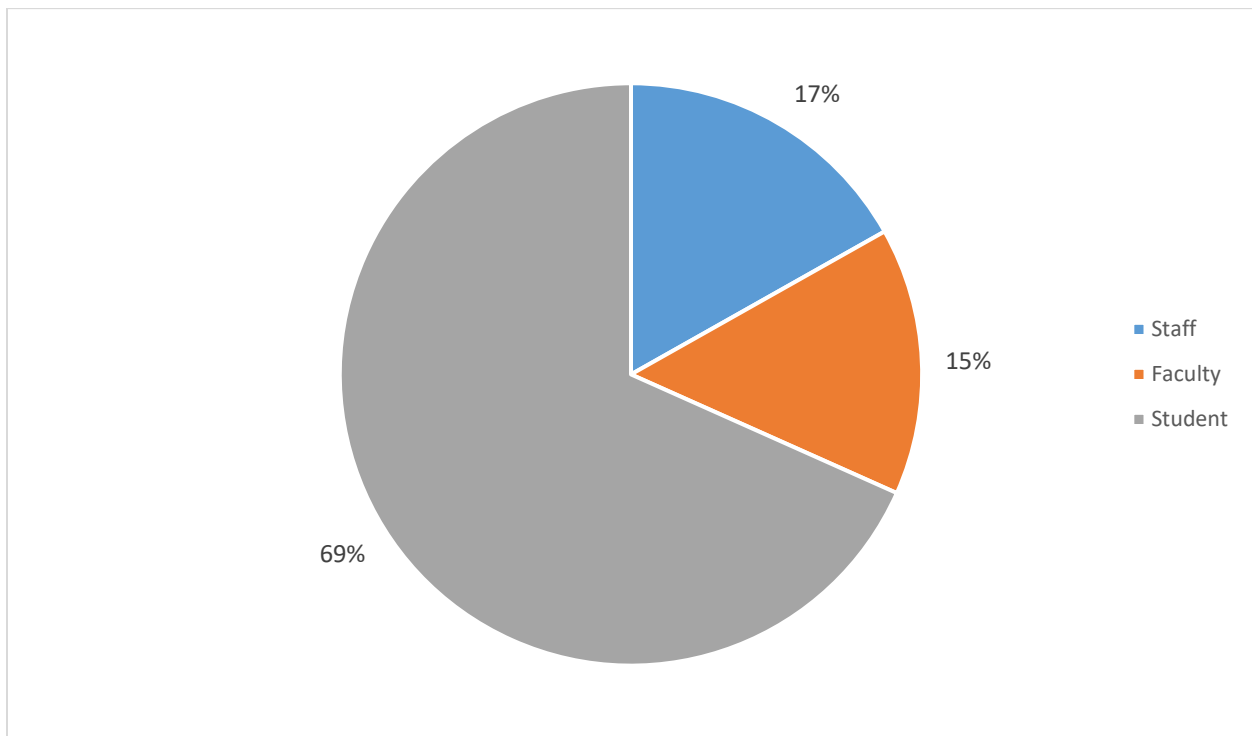
Figure 5. Respondents' Collapsed Position Status (%)

Regarding respondents' primary positions, Table 3 indicates that Staff respondents held various position types across campus. Of Staff respondents, 29% ($n = 28$) were Other Salaried Staff, 20%

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[29] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

[30] CESWG determined the collapsed position status variables.

($n = 20$) were affiliated with Research Centers, and 20% ($n = 20$) were designated as Directors or Heads of a Department, Program, Office, or Unit.

Table 3. Staff Respondents' Primary Position

Primary positions	n	%
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

Note: Table reports only responses from Staff respondents ($n = 98$).

Of Faculty respondents, 37% ($n = 31$) were Non-ladder Part-time Faculty, 35% ($n = 30$) were Ladder Faculty, and 28% ($n = 24$) were Non-ladder Full-time Faculty. (Table 4).

Table 4. Faculty Respondents' Primary Position Status

Ladder Status	n	%
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

Note: Table reports responses only from Faculty respondents ($n = 85$).

Nine percent ($n = 16$) of Faculty and Staff respondents had been employed less than a year at UC Hastings Law, 38% ($n = 69$) from one to five years, 22% ($n = 40$) from six to ten years, 11% ($n = 20$) from eleven to fifteen years, and 19% ($n = 35$) of Faculty and Staff respondents had been employed more than 15 years (Table 6).

Table 6. Faculty and Staff Respondents' Length of Employment

Length of Employment	n	%
Less than 1 year	16	8.7
1–5 years	69	37.7
6–10 years	40	21.9
11–15 years	20	10.9

Table 6. Faculty and Staff Respondents' Length of Employment

Length of Employment	n	%
More than 15 years	35	19.1
Missing	< 5	---

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 183).

Further, analysis revealed that 19% (*n* = 16) of Faculty respondents noted that they typically taught a clinic or field-placement class at least one semester per year. Additionally, 15% (*n* = 13) of Faculty respondents taught in the Legal Research and Writing Program.

More than half of the sample (63%, *n* = 363) were Women; 34% (*n* = 198) were Men.[31] Two percent each of respondents identified as Genderqueer (*n* = 9) or Nonbinary (*n* = 13), and less than five respondents identified as Transgender.[32] Two percent (*n* = 10) respondents did not provide a gender identity.

For analysis purposes, the CESWG elected to collapse the categories Transgender, Genderqueer, Nonbinary, and those respondents who chose more than one gender identity into the "Trans-spectrum" category (3%, *n* = 18). The CESWG also decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

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[31] Fifty-nine percent (*n* = 344) of respondents identified their gender expression as feminine, 2% (*n* = 14) as genderfluid, 34% (*n* = 195) as masculine, 1% (*n* = 8) as androgynous, and 1% (*n* = 5) as "a gender expression not listed here."

[32] Self-identification as transgender/trans-spectrum does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender/trans-spectrum. Here, those who chose to self-identify as transgender/trans-spectrum have been reported separately to reveal the presence of an identity that might otherwise have been overlooked.

Figure 6 illustrates that more Women Student respondents (66%, $n = 261$) than Men Student respondents (30%, $n = 119$) completed the survey. In addition, 4% ($n = 15$) of Student respondents identified as Trans-spectrum. Seventy-one percent ($n = 67$) of Staff respondents were women and 27% ($n = 26$) were men. Sixty-two percent ($n = 50$) of Faculty respondents identified as men and 37% ($n = 30$) as women.
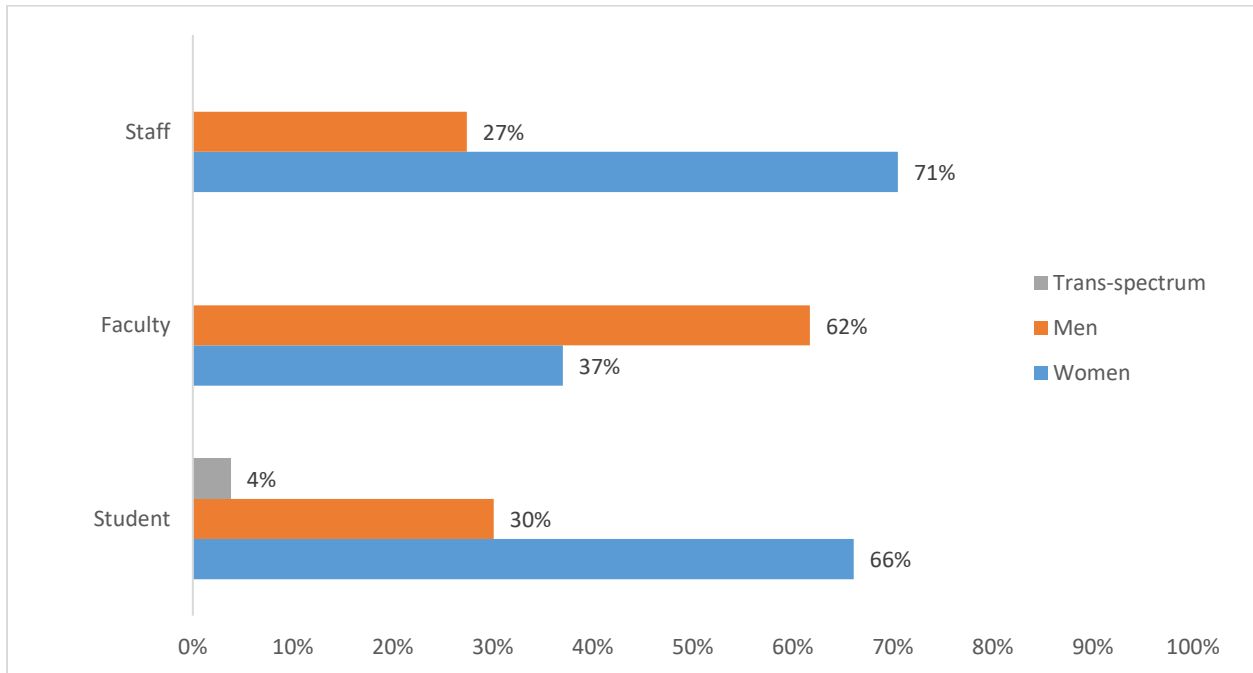
Note: Responses with $n < 5$ are not presented in the figure.

Figure 6. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual[33] (75%, $n = 413$), and 25% ($n = 140$) identified as Queer-spectrum (i.e., asexual, lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 7). Four percent ($n = 23$) of respondents did not indicate their sexual identity and were recoded to Missing/Unknown.
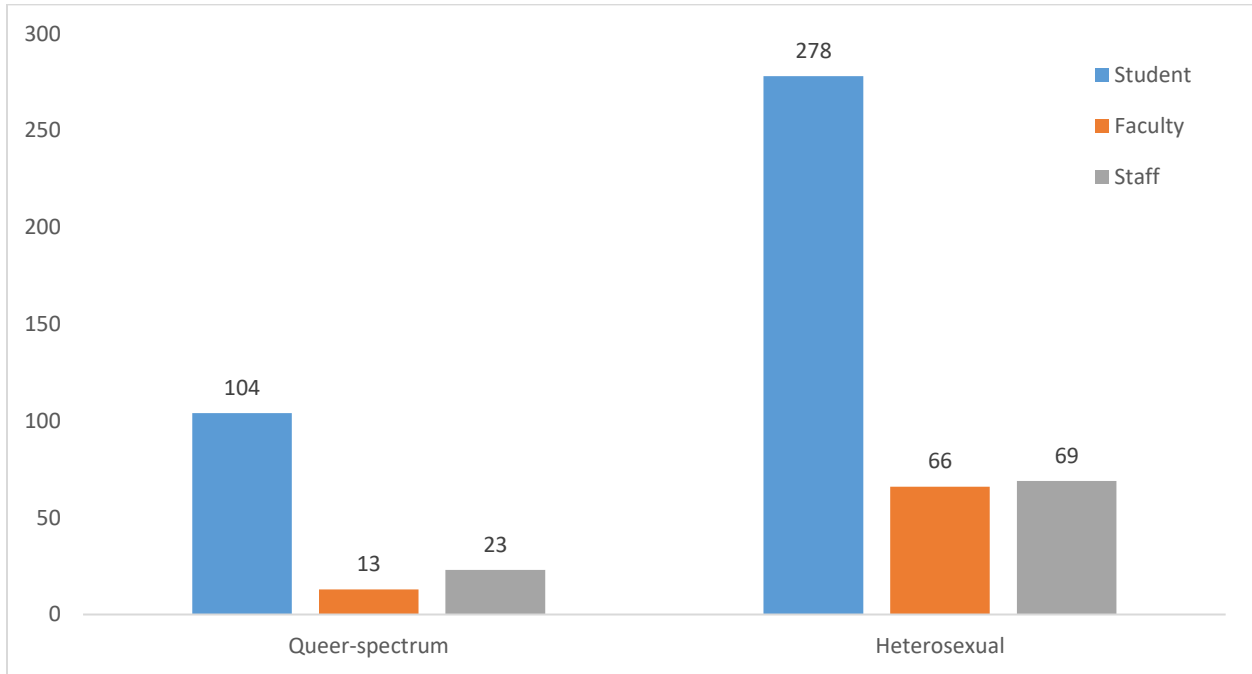
Figure 7. Respondents by Sexual Identity and Position Status (*n*)

Of Staff respondents, 31% ($n = 24$) were 25 to 34 years old, 30% ($n = 23$) were 35 to 44 years old, 29% ($n = 22$) were 45 to 54 years old, less than five were 55 to 64 years old, and less than five were 65 to 75 years old (Figure 8). Of Faculty respondents, less than five were 25 to 34 years old, 21% ($n = 11$) were 35 to 44 years old, 36% ($n = 19$) were 45 to 54 years old, and 19% each were 55 to 64 years old ($n = 10$) and 65 to 74 years old ($n = 10$).

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[33] Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ," "LGBPQ," and "queer-spectrum" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning.
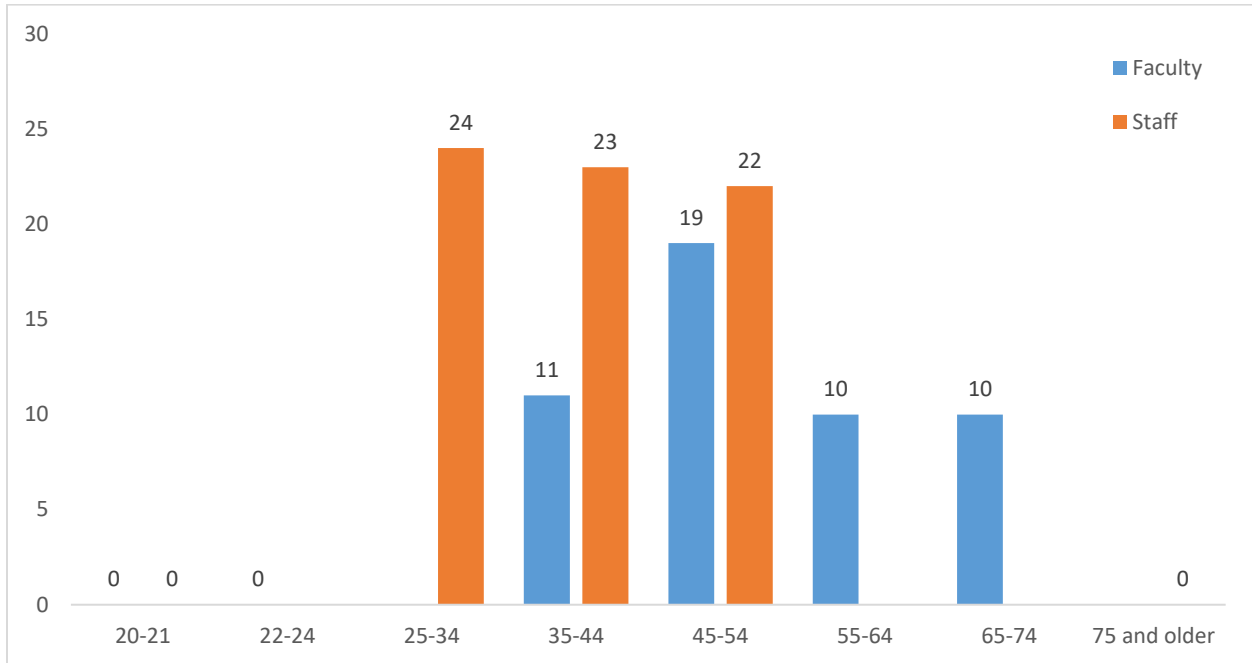
Note: Responses with $n < 5$ are not presented in the figure.

Figure 8. Faculty and Staff Respondents by Age and Position Status (n)

Of responding Students, 31% ($n = 109$) were 22 to 24 years old, 62% ($n = 215$) were 25 to 34 years old, and 6% ($n = 22$) were 35 to 44 years old.

Regarding racial identity, 46% ($n = 265$) of the respondents identified as White/European American (Figure 9). Fifteen percent ($n = 84$) of respondents identified as Asian/Asian American. Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[34] allowing them to identify as biracial or multiracial. Thirteen percent ($n = 73$) were Multiracial, 10% were Hispanic/Latinx/Chicanx ($n = 55$), 4% each were Black/African/African American ($n = 23$) or Middle Eastern ($n = 21$), 3% identified as South Asian ($n = 15$), 2% were Jewish ($n = 13$), and less than five each were Pacific Islander or American Indian/Native American/Indigenous. Zero respondents identified as being Alaska Native. Five percent ($n = 27$) of respondents marked the response category "a racial/ethnic identity not listed here."

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[34] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx versus African American or Latinx versus Asian American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates Consulting found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.
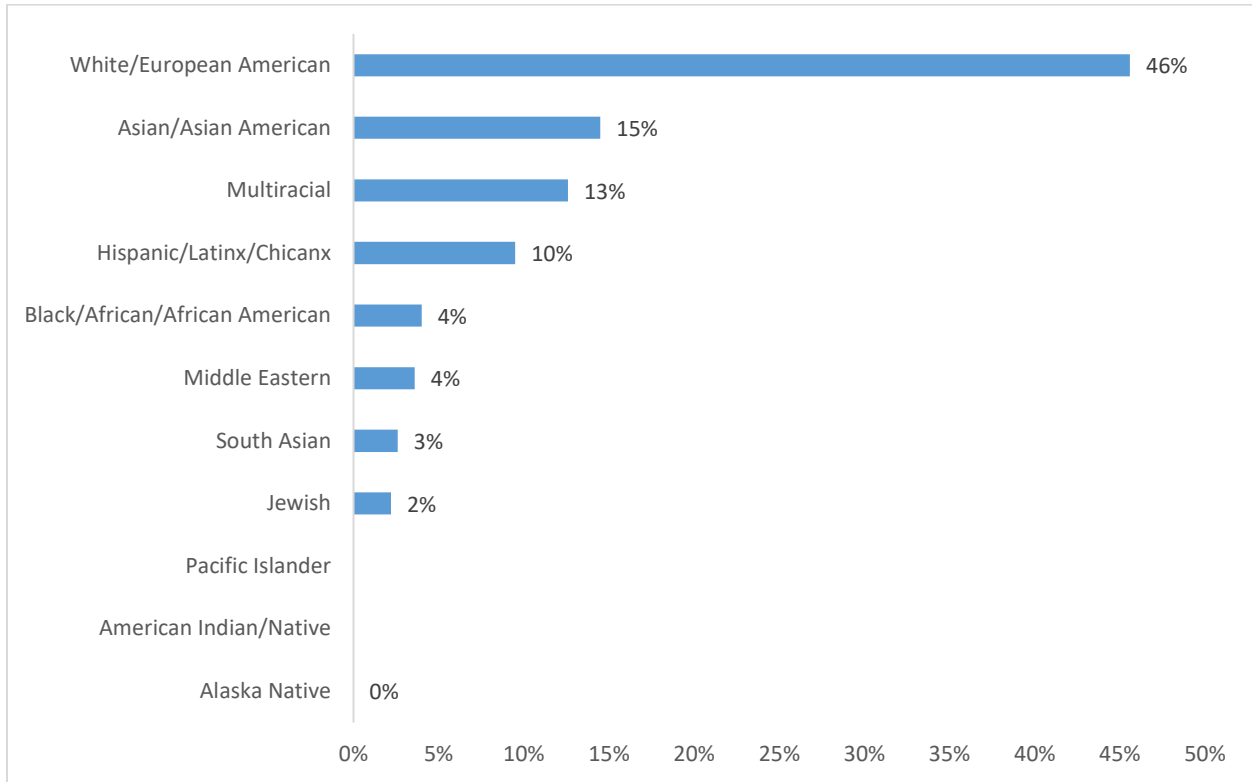
Note: Responses with *n* < 5 are not presented in the figure.

Figure 9. Respondents by Racial/Ethnic Identity (%)

For analysis purposes, the CESWG created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White[35] (50%, *n* = 278) as their identity (Figure 10). Additional respondents were Asian/Pacific Islander[36] (18%, *n* = 102), Black,

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[35] Per the CESWG, Jewish was listed as a choice under race/ethnicity for anyone who in fact wished to so identify their race or ethnicity. However, given the small number of persons who chose this option, for purposes of analysis it was necessary to merge those individuals with another race/ethnicity category. It was decided to merge the Jewish category with the White/European American category given that a large majority of respondents who identified as Jewish also identified as White.

[36] Per the CESWG, this group includes the Asian/Asian American, Pacific Islander, and South Asian categories.

Indigenous, Latinx, and Middle Eastern[37] (18%, $n = 101$), or Multiracial[38] (13%, $n = 73$)

respondents.

Bar chart showing:
- White: 50%
- Asian/Pacific Islander: 18%
- Black, Indigenous, Latinx, & Middle Eastern: 18%
- Multiracial: 13%
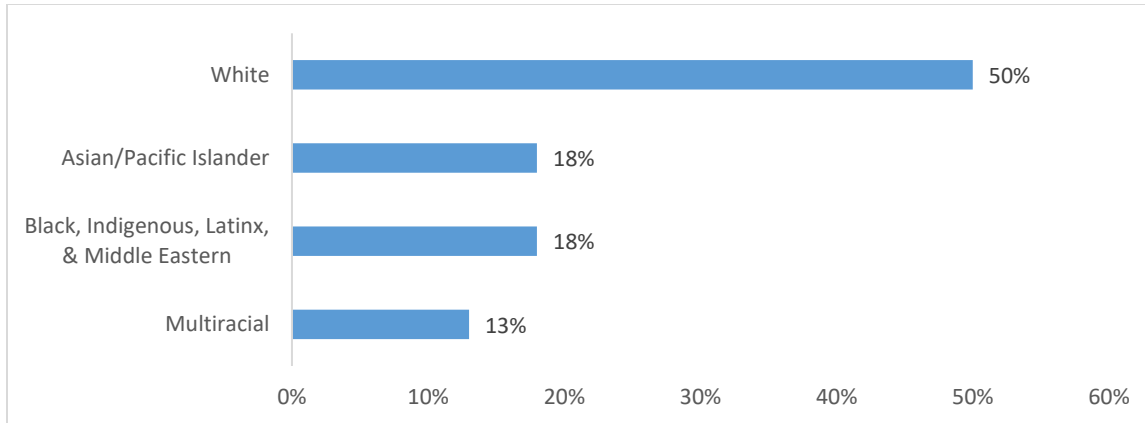
Figure 10. Respondents by Collapsed Categories of Racial Identity (%)

The survey question that queried respondents about their religious or spiritual affiliations offered

many response choices. For the purposes of this report, the responses were collapsed into four

categories.[39] Forty-nine percent ($n = 284$) of respondents indicated No Religious Affiliation

(Figure 11). Twenty-five percent ($n = 143$) of respondents identified as having a Christian

Religious Affiliation. Sixteen percent ($n = 91$) of respondents chose an Additional Religious

Affiliation and 5% ($n = 31$) identified with Multiple Affiliations. Six percent ($n = 32$) of

respondents did not indicate their religious affiliation and were recoded to Missing/Unknown.

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[37] Per the CESWG, respondents were combined into larger categories for analysis purposes. The Black, Indigenous, Latinx, and Middle Eastern group included respondents who identified as Alaska Native, American Indian/Native American/Indigenous, Black/African/African American, Hispanic/Latinx/Chicanx, Middle Eastern, and Native Hawaiian. This group is used when Asian/Asian American, Pacific Islander, and South Asian are also distinguished. For some analyses, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color). Multiracial respondents were included in the Black, Indigenous, Latinx, and Middle Eastern category or the Respondents of Color category when low numbers of Multiracial respondents existed.

[38] Per the CESWG, "Multiracial" was inclusive of anyone who selected more than one of the provided racial identities.

[39] With the CESWG's approval, for some analyses religious/spiritual affiliation was collapsed into two categories: Religious Affiliation and No Religious Affiliation.
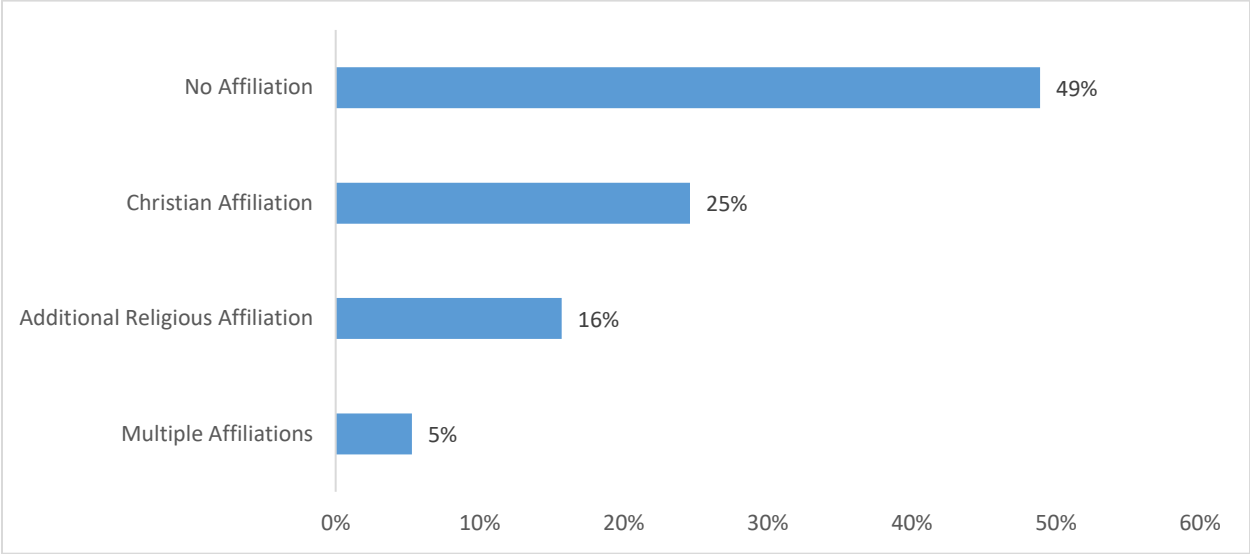
Figure 11. Respondents by Religious Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Fifty-seven percent (*n* = 331) of respondents indicated that they were affiliated with the Democratic party and 3% identified as Republican (*n* = 18). Sixteen percent (*n* = 91) identified as Democratic Socialist, 6% (*n* = 37) identified as Independent, and 1% each of respondents identified as Libertarian (*n* = 5) or chose a political affiliation not listed above (*n* = 6). Less than five respondents were affiliated with the Green political party. Twelve percent (*n* = 71) of respondents identified as having no political affiliation. Four percent (*n* = 21) of respondents did not indicate their political party affiliation and were recoded to Missing/Unknown. Figure 12 illustrates party affiliation by respondent position status.
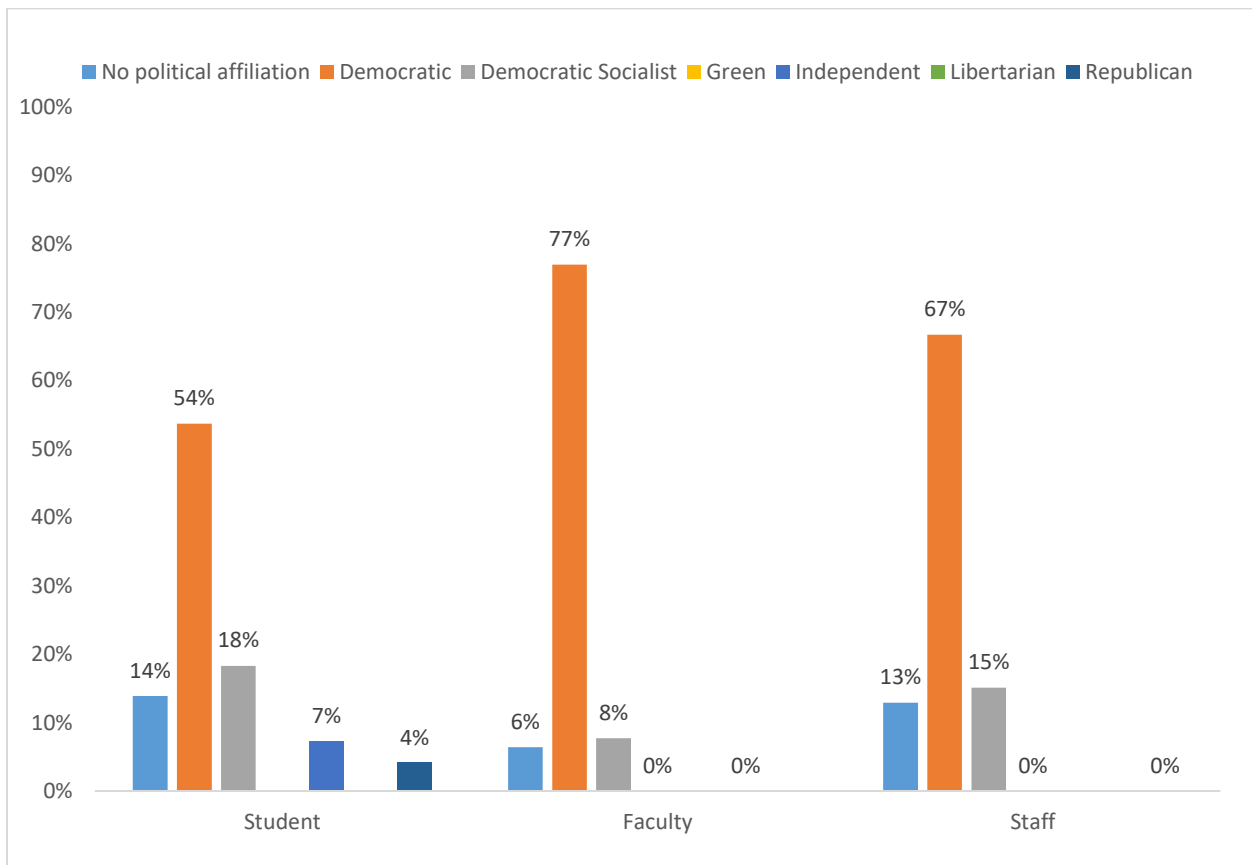
Note: Responses with *n* < 5 are not presented in the figure.

Figure 12. Respondents by Political Affiliation and Position Status (%)

Thirty percent (*n* = 176) of respondents described their current political views as liberal, 30% (*n* = 174) of respondents identified as progressive, 22% (*n* = 125) were moderate, and 8% identified as radical (*n* = 49). Three percent (*n* = 19) of respondents identified as conservative and 2%

identified as libertarian ($n = 11$). Five percent ($n = 27$) of respondents did not indicate their current political views and were recoded to Missing/Unknown. Figure 13 depicts current political views by respondent position status.
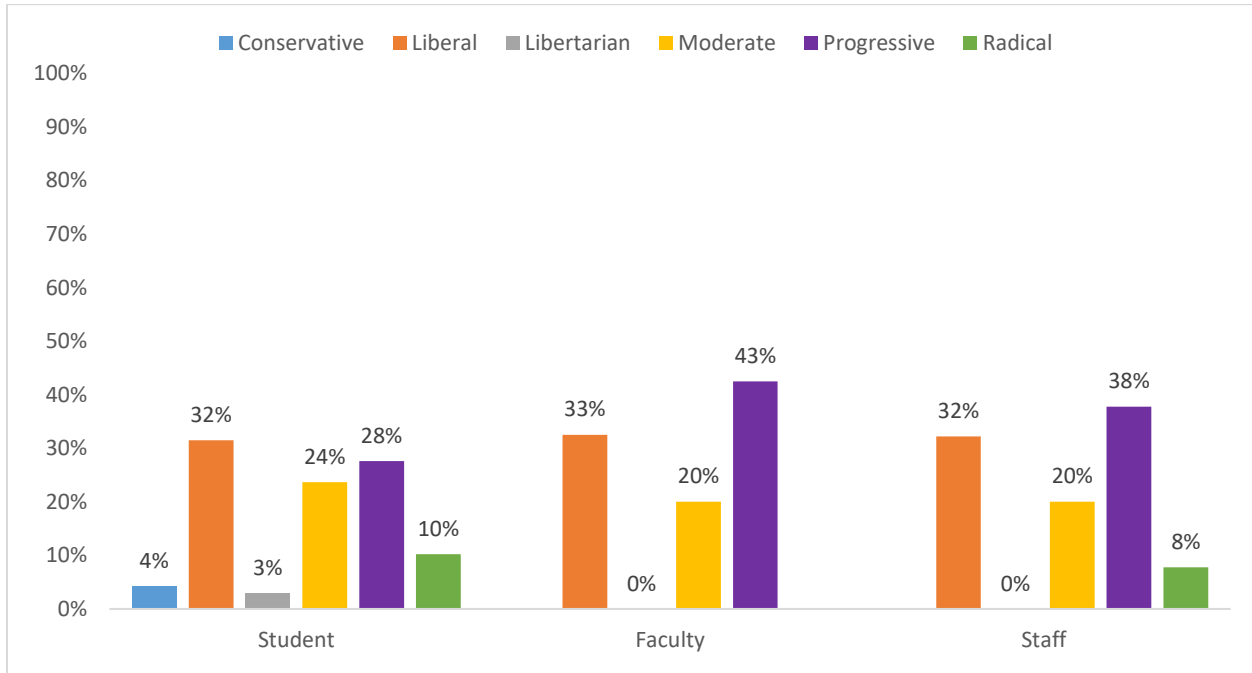
Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Respondents by Current Political Views and Position Status (%)

Ninety-two percent ($n = 363$) of Student respondents had no substantial parenting or caregiving responsibilities. Figure 14 illustrates that of the 30 Student respondents who indicated they had caregiving responsibilities, 17% ($n = 5$) of Student respondents were caring for children younger than five, less than five Student respondents indicated that were caring for children six to twelve years old, and 20% ($n = 6$) of Student respondents were caring for children between thirteen and 18 years old. Thirty-three percent ($n = 10$) of Student respondents had care-giving responsibilities for an adult family member.

Fifty-six percent ($n = 54$) of Staff respondents and 45% ($n = 36$) of Faculty respondents had no substantial parenting or caregiving responsibilities. Of the 44% ($n = 42$) of Staff respondents and 55% ($n = 44$) of Faculty respondents who had substantial parenting or caregiving responsibilities, 38% ($n = 16$) of Staff respondents and 25% ($n = 11$) of Faculty respondents were caring for children younger than five years old. Fifty percent ($n = 21$) of Staff respondents and

34% (*n* = 15) of Faculty respondents were caring for children ages 6 to 12 years. Nineteen

percent (*n* = 8) of Staff respondents and 34% (*n* = 15) of Faculty respondents were caring for

children thirteen to 18 years old. Twenty-one percent (*n* = 9) of Staff respondents and 18% (*n* =

8) of Faculty respondents were caring for an adult family member.
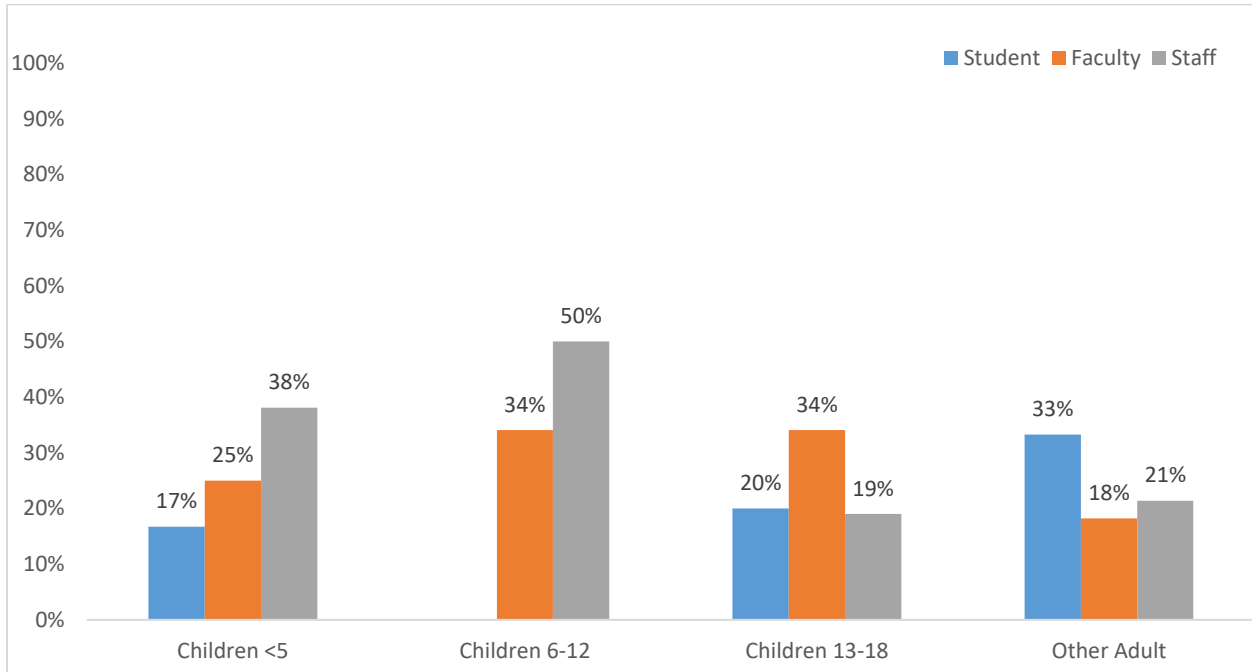
Note: Responses with *n* < 5 are not presented in the figure.

Figure 14. Respondents' Caregiving Responsibilities by Position Status (%)

Data revealed that 90% (*n* = 520) of respondents had never served in the U.S. Armed Forces.

Less than five respondents were on active duty or in the Reserves and 1% (*n* = 6) of respondents

formerly served. Four percent (*n* = 23) of respondents identified as a child, spouse, or domestic

partner of a currently serving or former member of the U.S. Armed Forces. Twenty-eight people

(5%) did not respond to the question.

Forty-three percent (*n* = 251) of respondents had conditions/disabilities that influenced their

learning, living, or working activities and 51% (*n* = 296) of respondents indicated they did not

have such conditions. Thirty-one percent (*n* = 181) of respondents had mental

health/psychological conditions, 15% (*n* = 86) had learning differences/disabilities, and 9% (*n* =

53) had chronic diagnoses or medical conditions (Table 5). Subsequent analyses indicated that

28% (*n* = 162) of respondents had a single condition/disability that influenced learning, living, or

working activities and 15% ($n = 89$) had multiple conditions/disabilities that influenced their learning, living, or working activities. Forty-four percent ($n = 89$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disability Resource Program. Thirty-seven percent ($n = 92$) of all respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities and that the accommodations were adequate, while 4% ($n = 10$) indicated they were receiving accommodations but they were not adequate.

Table 5. Respondents' Conditions/Disabilities That Influence Learning, Living, or Working Activities

Condition/disability	n	%
None	**296**	**50.9**
Mental health/psychological condition (e.g., anxiety, depression, PTSD)	181	31.2
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	86	14.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	53	9.1
Physical/mobility condition that does not affect walking	14	2.4
Low vision or blind	10	1.7
Physical/mobility condition that affects walking	9	1.5
Hard of hearing or deaf	8	1.4
Acquired/traumatic brain injury	< 5	---
Asperger's/autism spectrum	< 5	---
Speech/communication condition	< 5	---
A disability/condition not listed here	< 5	---

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table 6 depicts how respondents answered the survey item, "What is your citizenship/immigrant status in the U.S.?" For the purposes of analyses, the CESWG created three citizenship categories:[40] 85% ($n = 495$) of respondents indicated that they were U.S. Citizens by Birth, 7% ($n = 43$) were Naturalized U.S. Citizens, 5% ($n = 29$) were Non-U.S. Citizens, and 2% ($n = 14$) did not respond to the question.

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[40] With the CESWG's approval and for purposes of some analyses to maintain the confidentiality of respondents, citizenship status was further collapsed into U.S. Citizen-Birth and U.S. Citizen - Naturalized/Non-U.S. Citizen.

Table 6. Respondents' Citizenship Status

Citizenship	*n*	%
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	---
Missing	14	2.4

Seventy-six percent (*n* = 439) of respondents indicated that English was their native language and 10% (*n* = 60) of respondents indicated that English was not their native language. Thirteen percent (*n* = 75) of respondents indicated that they learned English along with other language(s). Some of the languages other than English that respondents identified as their primary languages were Arabic, Chinese, French, Hebrew, Igbo, Japanese, Korean, Nepali, Russian, Spanish, and Tagalog.

Thirty-eight percent (*n* = 37) of Staff respondents had a law degree, 31% (*n* = 30) indicated that they had completed was a bachelor's degree, and 20% (*n* = 20) had a master's degree.

Table 7 illustrates the level of education completed by respondents' primary caregiver(s). Subsequent analyses indicated that 30% (*n* = 114) of Student respondents were First-Generation Students.[41]

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[41] With the CESWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, some college, a business/technical certificate/degree, or an associate degree.

Table 7. Respondents' Primary Caregiver(s) Highest Level of Education

Level of education	Primary Caregiver 1		Primary Caregiver 2	
	n	%	*n*	%
No high school	29	5.0	28	4.8
Some high school	28	4.8	18	3.1
Completed high school/GED	76	13.1	70	12.0
Some college	53	9.1	61	10.5
Business/technical certificate/degree	8	1.4	5	0.9
Associate's degree	24	4.1	21	3.6
Bachelor's degree	123	21.2	167	28.7
Some graduate work	14	2.4	15	2.6
Master's degree (e.g., MA, MS, MBA)	104	17.9	75	12.9
Law degree – J.D.	49	8.4	37	6.4
Specialist degree (e.g., EdS)	59	10.2	42	7.2
Unknown	< 5	---	< 5	---
Not applicable	0	0.0	18	3.1
Missing	13	2.2	20	3.4

Note: Table reports responses only from Student respondents (*n* = 398).

As indicated in Table 8, 37% (*n* = 140) of J.D. Student respondents were in their first year of the J.D. law program, 36% (*n* = 134) were in their second year, and 26% (*n* = 98) were in their third year.

Table 8. Student Respondents' Years at UC Hastings Law

Year in law school	*n*	%
MSL	7	1.8
LLM	5	1.3
J.D.	386	97.0
First year	*140*	*37.4*
Second year	*134*	*35.8*
Third year	*98*	*26.2*
Fourth year or Fifth year	*< 5*	*---*
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages for sub-categories are valid percentages and do not include missing responses.

Table 9 includes LLM and J.D. Student respondents' type of law practice setting at which they were most interested in working as a lawyer. Twenty-four percent ($n = 93$) of LLM and J.D. Student respondents were interested in a large or medium-sized firm, 16% ($n = 64$) were interested in a public interest/social justice organization or firm, 16% ($n = 61$) indicated they were unsure/undecided, and 14% ($n = 55$) noted in-house counsel.

Table 9. LLM and J.D. Student Respondents' Type of Law Practice

Type of law practice	*n*	%
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	---
Missing	< 5	---

Note: Table includes responses only from those respondents who indicated that they were LLM Students or J.D. Students in Question 1 ($n = 390$).

Of MSL Student respondents, less than five took all or most of their classes online at UC Hastings Law.

Figure 15 illustrates that the current yearly income of Student respondents' parents/guardians could be classified as lower-income (18%, $n = 66$), middle-income (57%, $n = 213$), or higher-income (26%, $n = 97$).[42]

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[42] With the CESWG's approval, Lower-Income Student respondents were identified as those students whose families earned less than $50,000 annually. Middle-Income included $50,000 - $199,999, and Higher-Income earned $200,000 or more.
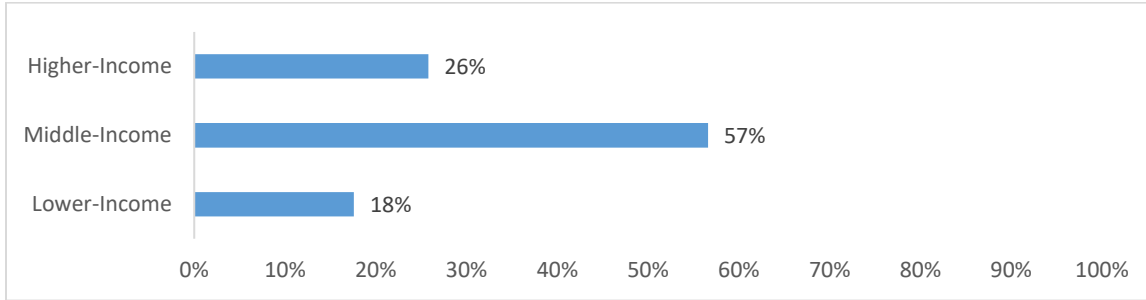
Figure 15. Student Respondents' Family Income

Twenty percent (*n* = 79) of Student respondents were employed off campus, while 18% (*n* = 70) of Student respondents were employed on campus (Table 10). Of Student respondents who were employed on campus, 83% (*n* = 57) worked between one and 10 hours per week. Of Student respondents who were employed off campus, 44% (*n* = 34) worked between one and 10 hours per week.

Table 10. Student Employment

Employed	*n*	%
No	264	66.3
Yes, I work on campus or for UC Hastings	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*	*---*

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices.

Forty-three percent (*n* = 170) of Student respondents experienced financial hardship while attending UC Hastings Law. Of these Student respondents, 61% (*n* = 104) had difficulty affording unpaid summer legal opportunities, 56% (*n* = 95) had difficulty affording tuition, 55%

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($n = 93$) had difficulty purchasing books/course materials, 45% ($n = 76$) had difficulty affording unpaid externship opportunities, 35% ($n = 59$) had difficulty participating in alternative spring break experiences, 32% ($n = 55$) had difficulty applying for jobs, and 31% ($n = 53$) had difficulty affording health care (Table 11). Nine percent ($n = 16$) of Student respondents who had experienced financial hardship indicated other financial hardships not listed in the survey and provided responses such as "BAR related fees" and "rent/housing."

Table 11. Student Respondents Experienced Financial Hardship

Financial hardship	*n*	%
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
Food	50	29.4
Travel to and from Hastings (e.g., returning home during break)	39	22.9
Technology for virtual learning	38	22.4
Commuting to campus	33	19.4
Housing Participation in social events	27	15.9
My expenses after assisting family members	27	15.9
Cocurricular events or activities	20	11.8
Emergency evacuation expenses	20	11.8
Studying abroad	18	10.6
Child care	< 5	---
A financial hardship not listed here	16	9.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 and indicated they had experienced financial hardship while attending UC Hastings Law ($n = 170$). Percentages may not sum to 100 as a result of multiple response choices.

Table 12 depicts how students were paying for their education. Sixty-eight percent ($n = 271$) of Student respondents depended on loans to pay for their education at UC Hastings Law. Thirty-nine percent ($n = 155$) of Student respondents relied on non-need-based scholarships to pay for their education and 31% ($n = 123$) used personal savings.

Table 12. How Student Respondents Were Paying for UC Hastings Law

Source of funding	*n*	%
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
Need-based scholarship (e.g., Gates)	50	12.6
On campus/virtual UC Hastings employment (e.g., Teaching assistantship/Research assistantship, work study)	38	9.5
Grant (e.g., Pell)	35	8.8
Off Campus employment	30	7.5
Military educational benefits (e.g., GI Bill, NGEAP)	13	3.3
Fellowship	5	1.3
Employer tuition reimbursement/assistance	< 5	---
Home country contribution	< 5	---
A method of payment not listed here	6	1.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices.

Table 13 illustrates some differences in the ways that Student respondents were paying for college based on their income status or first-generation status.

Table 13. How Students Were Paying for College by Income and First-Generation Status

Source of funding	Lower-Income Student respondents		Middle-Income Student respondents		Higher-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Loans	56	84.8	154	72.3	53	54.6	87	76.3	166	63.1
Personal Savings	20	30.3	69	32.4	26	26.8	35	30.7	81	30.8
Non-need-based scholarship	23	34.8	90	42.3	35	36.1	40	35.1	107	40.7

Note: Table reports responses only from Student respondents (*n* = 398).

Fifty-five percent (*n* = 219) of Student respondents received financial support for living/educational expenses from a family member, guardian, or close acquaintance (i.e., they were financially dependent) and 44% (*n* = 175) of Student respondents received no support for

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living/educational expenses from a family member, guardian, or close acquaintance (i.e., they were financially independent). Subsequent analyses indicated that 20% ($n = 13$) of Low-Income Student respondents, 8% ($n = 122$) of Middle-Income Student respondents, 6% ($n = 6$) of Higher-Income Student respondents, 58% ($n = 66$) of First-Generation Student respondents, and 36% ($n = 95$) of Not-First-Generation Student respondents were financially independent. In addition, 10% ($n = 38$) of Student respondents financially supported someone else with their living/educational expenses.

Of the students completing the survey, 90% ($n = 355$) lived off campus (non-campus housing); 9% ($n = 35$) lived on campus (in McAllister Tower); and less than five Student respondents identified as being housing insecure (Table 14).

Table 14. Student Respondents' Residence

Residence	n	%
Campus housing – McAllister Tower	35	8.8
Non-campus housing	355	90.1
Living by myself	*56*	*17.1*
Living with roommate(s)	*93*	*28.4*
Living with spouse/partner/family member/guardian	*178*	*54.4*
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	< 5	---
Missing	< 5	---

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 398$). Percentages for sub-categories are valid percentages and do not include missing responses.

Forty-three percent ($n = 171$) of Student respondents participated in culture-specific affinity organizations at UC Hastings Law, 40% ($n = 160$) in topic-based professional or pre-professional or practice-area organizations, 37% ($n = 146$) in journal or scholarly publications, and 26% ($n = 103$) in advocacy or volunteer student organizations (Table 15).

Table 15. Student Respondents' Participation in Organizations/Activities at UC Hastings Law

Organization/activity	n	%
Culture-specific affinity organization (e.g., ALSA, APALSA, BLSA, HFGP, HHH, ILSA, MELS, NALSA, OUTLAW, PALS, SALSA, SISH, La Raza, Student Veteran Organization (SVO), VALS, WOOC, WLS)	171	43.0

Table 15. Student Respondents' Participation in Organizations/Activities at UC Hastings Law

Organization/activity	*n*	%
Topic-based professional or pre-professional or practice-area organization (e.g., HATS, HBLS, CLQ, HCLS, ELLSA, HELA, HFLA, HFWLS, HHLO, HIPA, HPILF, HTLS)	160	40.2
Journal/scholarly publication (e.g., HBLJ, Comm/Ent, CLQ, HELJ, HICLR, HJCP, HLJ, HRPLJ, STLJ, HWLJ)	146	36.7
Advocacy and volunteer student organization (e.g., HAYA, HHP, HHRILO, HPO, HSIR, HLS, IWH, LSSDP, NLG)	103	25.9
Competition teams and organizations (e.g., Moot Court, Trial Team, HSDC, AAJ)	82	20.6
I do not participate in any journals, student organizations, trial or competition teams at Hastings.	49	12.3
Pro Bono recognition honorary organizations (e.g., Pro Bono Society)	43	10.8
Academic and academic honorary organizations (e.g., Thurston Society, UC Hastings Honor Society, Order of the Coif)	35	8.8
Associated Students of UC Hastings (ASUCH), including student representatives on faculty committees	33	8.3
Student representative on working group (e.g., Diversity, Equity & Inclusion Working Group (DEIWG), Cross-Cultural Center Student Working Group, etc.)	18	4.5
Athletic activities organization (e.g., HBC)	14	3.5
Health and wellness committee (e.g., Wellness Committee, Student Health Advisory Committee (SHAC))	14	3.5
Religious or spirituality-based affinity organization (e.g., CAH, HJLSA, MLSA)	14	3.5
Political student organization (e.g., PPAC)	7	1.8
A student organization not listed above	15	3.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table 16 includes a breakdown of J.D. Student respondents' reported cumulative grade point average (GPA). Twenty-two percent (*n* = 86) of J.D. Student respondents reported a 3.00 to 3.24 cumulative GPA, 18% (*n* = 70) reported 3.25 to 3.39, 19% (*n* = 72) reported 3.40 to 3.59, and 17% (*n* = 67) reported a GPA of 3.60 and above.

Table 16. J.D. Student Respondents' Reported Cumulative GPA

Grade Point Average (GPA)	*n*	%
3.60 and above	67	17.4
3.40 to 3.59	72	18.7
3.25 to 3.39	70	18.2

Table 16. J.D. Student Respondents' Reported Cumulative GPA

Grade Point Average (GPA)	n	%
3.00 to 3.24	86	22.3
2.80 to 2.99	46	11.9
2.79 and below	36	9.4
Missing	8	2.1

Note: Table includes responses only from those respondents who indicated that they were J.D. Students in Question 1 (n = 385).

The survey queried respondents about their commute to campus. Table 17 indicates that 16% (n = 93) of respondents commute between 21 and 30 minutes to campus and 13% each commute 31 to 40 minutes (n = 77) or 41 to 50 minutes (n = 73) one-way.

Table 17. Respondents' One-Way Commute Time to Campus

	Student respondents		Faculty respondents		Staff respondents	
Minutes	n	%	n	%	n	%
10 or fewer	60	15.2	< 5	---	< 5	---
11–20	47	11.9	9	10.8	5	5.2
21–30	67	17.0	12	14.5	14	14.4
31–40	49	12.4	13	15.7	15	15.5
41–50	32	8.1	15	18.1	26	26.8
51–60	24	6.1	17	20.5	16	16.5
60 or more	24	6.1	< 5	---	14	14.4
N/A – I have never physically commuted to UC Hastings	91	23.1	< 5	---	6	6.2

Figure 16 illustrates that 55% (n = 168) of Student respondents, 57% (n = 47) of Faculty respondents, and 78% (n = 72) of Staff respondents indicated that public transportation was their primary method of transportation to campus. Twelve percent (n = 35) of Student respondents, 27% (n = 22) of Faculty respondents, and 13% (n = 12) of Staff respondents drove their personal vehicles to UC Hastings Law.
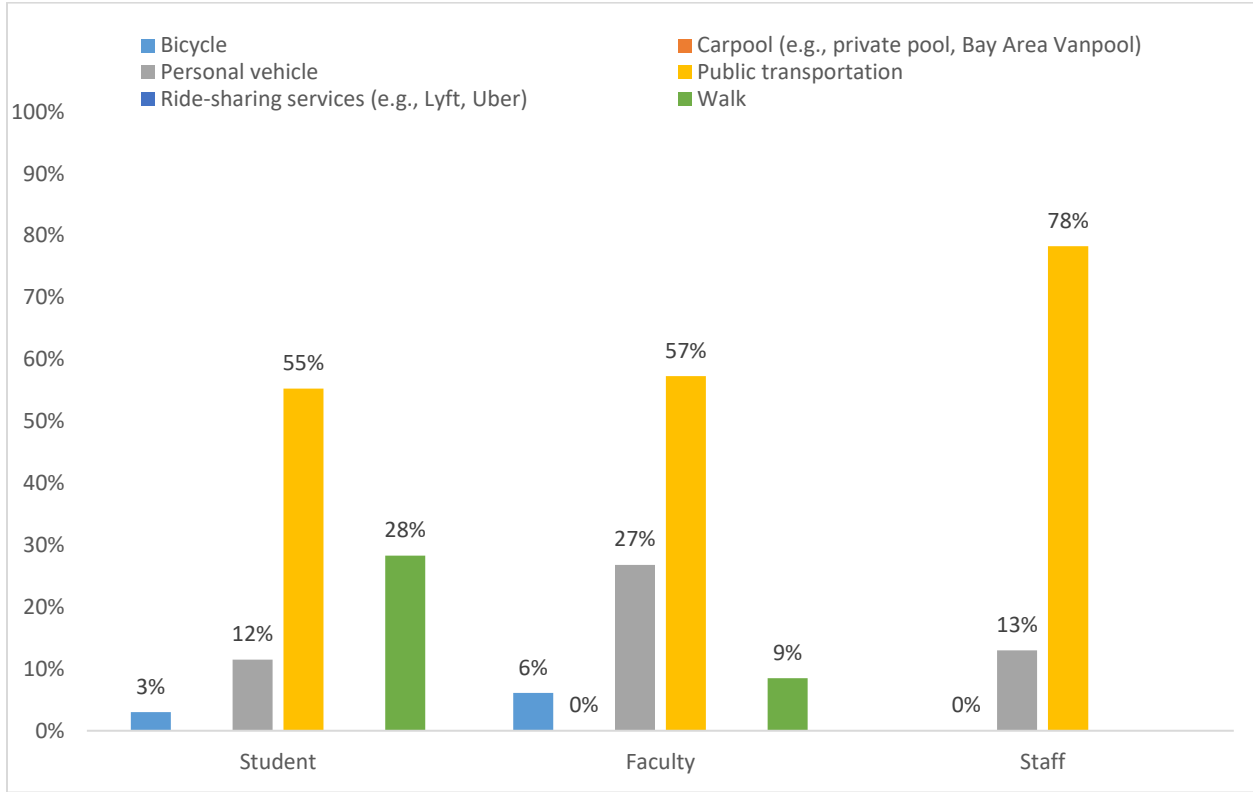
Note: Responses with *n* < 5 are not presented in the figure.

Figure 16. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings[43]

The following section reviews the major findings of this study.[44] The review explores the climate
at UC Hastings Law through an examination of respondents' personal experiences, their general
perceptions of campus climate, and their perceptions of institutional actions regarding climate on
campus, including administrative policies and academic initiatives. Each of these issues was
examined in relation to certain demographic characteristics and status of the respondents. Where
sample sizes were small, certain responses were combined into categories to make comparisons
between groups and to ensure respondents' confidentiality.

Comfort With the Climate at UC Hastings Law

The survey posed questions regarding respondents' levels of comfort with UC Hastings Law's
campus climate. Table 18 illustrates that 61% ($n = 356$) of the survey respondents were "very
comfortable" or "comfortable" with the overall climate at UC Hastings Law. Eighty-four percent
($n = 82$) of Staff respondents were "very comfortable" or "comfortable" with the climate in their
departments/program or work units, 64% ($n = 307$) of Student and Faculty respondents were
"very comfortable" or "comfortable" with the climate in their classes and 57% ($n = 48$) of
Faculty respondents were "very comfortable" or "comfortable" with the climate within the
faculty.

Table 18. Respondents' Comfort With the Climate at UC Hastings Law

Level of comfort	Comfort with overall climate		Comfort with climate in department or work units*		Comfort with climate in class**		Comfort within the faculty***	
	n	%	n	%	n	%	n	%
Very comfortable	83	14.3	50	51.0	92	19.2	21	25.0
Comfortable	273	47.0	32	32.7	215	44.9	27	32.1
Neither comfortable nor uncomfortable	138	23.8	< 5	---	91	19.0	21	25.0
Uncomfortable	73	12.6	7	7.1	71	14.8	14	16.7

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[43] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are
included in the body of the narrative to illustrate salient points.

[44] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the
number of respondents who answered an individual item).

Table 18. Respondents' Comfort With the Climate at UC Hastings Law

Level of comfort	Comfort with overall climate		Comfort with climate in department or work units*		Comfort with climate in class**		Comfort within the faculty***	
	n	%	n	%	n	%	n	%
Very uncomfortable	14	2.4	5	5.1	10	2.1	< 5	---

*Responses only from Staff respondents (n = 98).
**Responses only from Faculty and Student respondents (n = 483).
***Responses only from Faculty respondents (n = 85)

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate within the faculty, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[45]

Figure 17 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a higher percentage of Faculty respondents (25%, n = 21) than Student respondents (12%, n = 48) felt "very comfortable" with the overall climate at UC Hastings Law (Staff respondents [14%, n = 14] were not statistically different from the Faculty group or the Student group).[i]

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[45] Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.
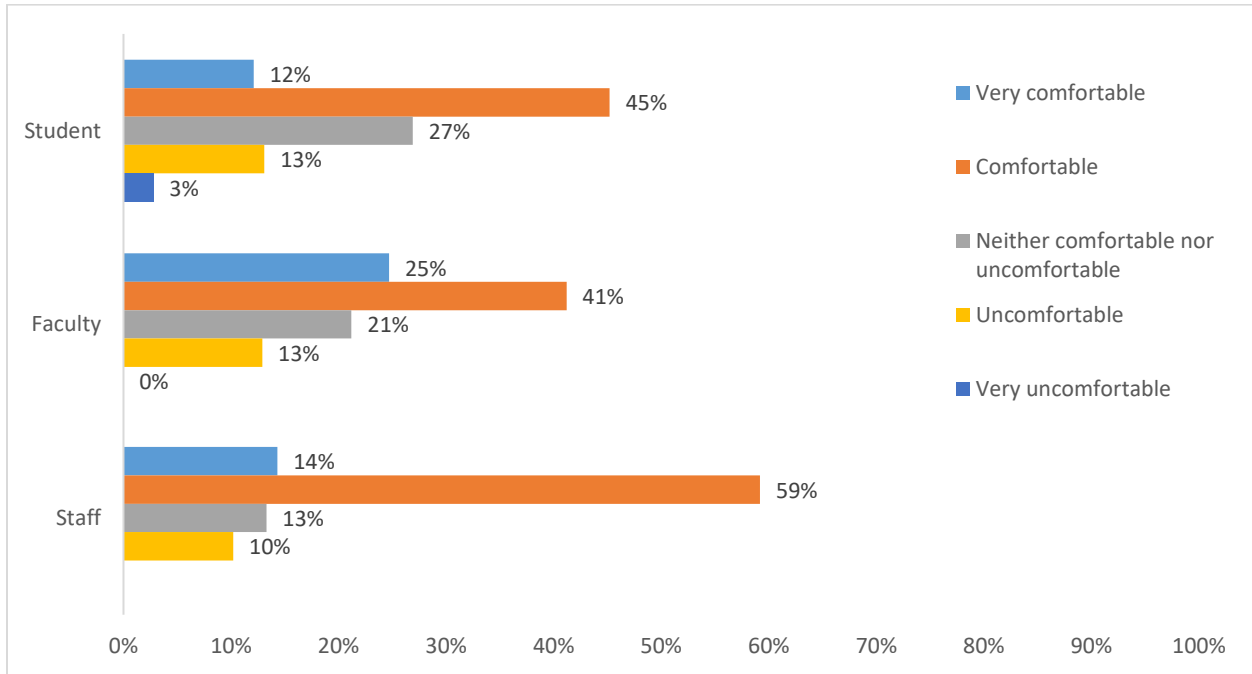
Note: Responses with *n* < 5 are not presented in the figure.

Figure 17. Respondents' Comfort With Overall Climate by Position Status (%)

No significant differences emerged among Ladder Faculty, Non-Ladder Full-Time Faculty, and Non-Ladder Part-Time Faculty respondents' levels of comfort within the faculty. No significant differences emerged between Full-Time and Part-Time Faculty respondents.

No significant differences emerged between Managerial Staff respondents and Non-Managerial Staff respondents regarding their comfort levels with the climate in their department or work unit.

When analyzed by position status, significant differences emerged between Faculty and Student respondents with respect to level of comfort with the climate in their classes (Figure 18). A higher percentage of Faculty respondents (42%, *n* = 34) compared with Student respondents (15%, *n* = 58) were "very comfortable" with the climate in their classes.[ii]
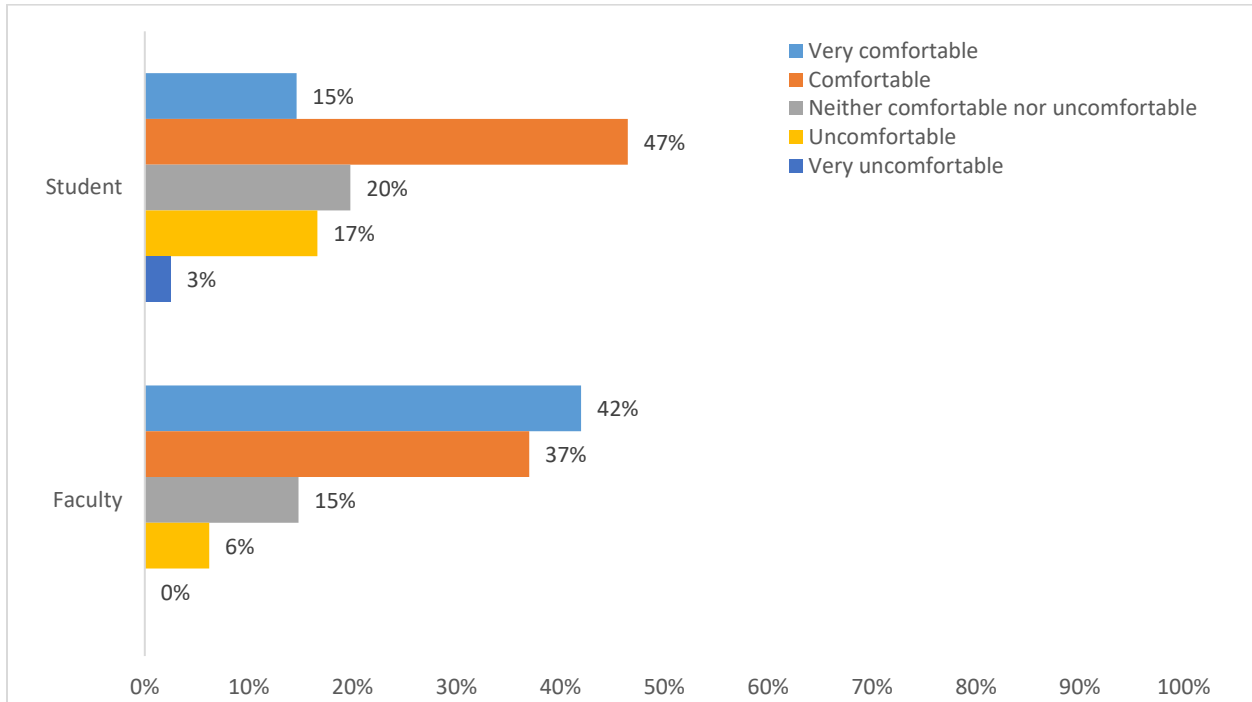
Figure 18. Faculty and Student Respondents' Comfort With Climate in Classes by Position Status (%)

By gender identity,[46] 25% (*n* = 49) of Men respondents compared with 9% (*n* = 31) of Women respondents felt "very comfortable" with the overall climate at UC Hastings Law (Figure 19).[iii]

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[46] With the CESWG's approval, gender identity was recoded into the categories Men (*n* = 195), Women (*n* = 358), and Trans-spectrum (*n* = 18), where Trans-spectrum respondents included those individuals who marked "transgender," "nonbinary," "genderqueer," or multiple categories for the question, "What is your gender/gender identity (Mark all that apply)?" Trans-spectrum respondents were not included to maintain the confidentiality of their responses.
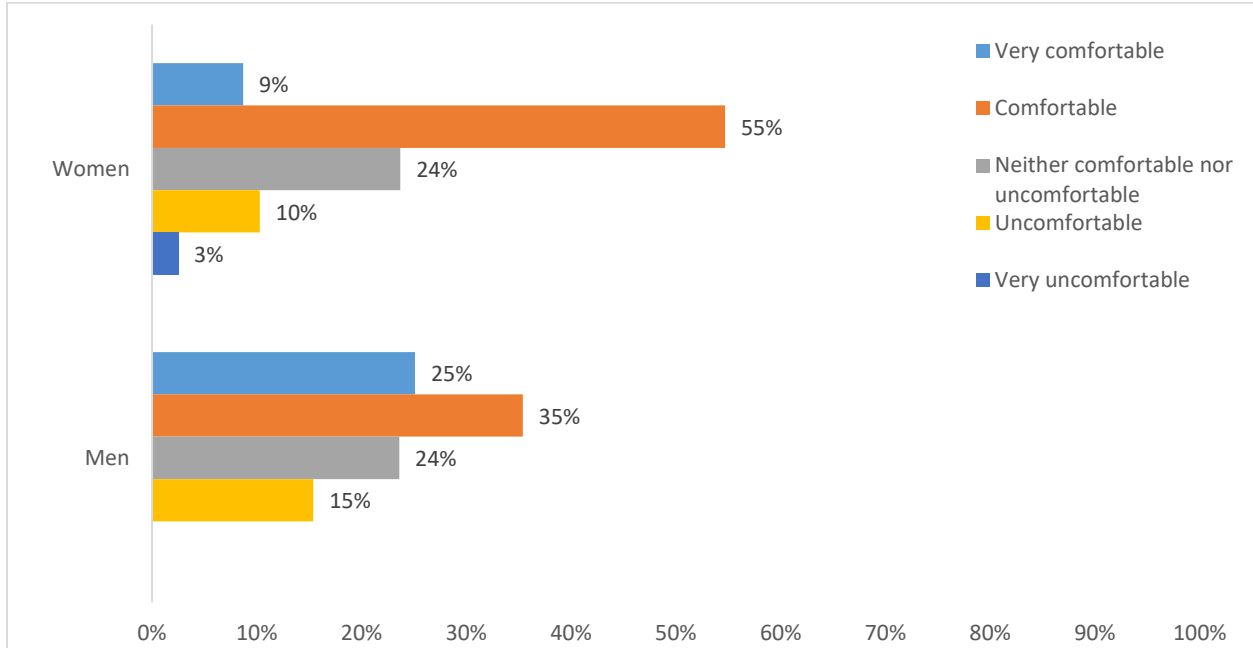
Note: Responses with *n* < 5 are not presented in the figure.

Figure 19. Respondents' Comfort With Overall Climate by Gender Identity (%)

A lower percentage of Women Faculty and Student respondents (14%, *n* = 40) compared with Men Faculty and Student respondents (29%, *n* = 49) felt "very comfortable" in their classes (Figure 20).[iv]
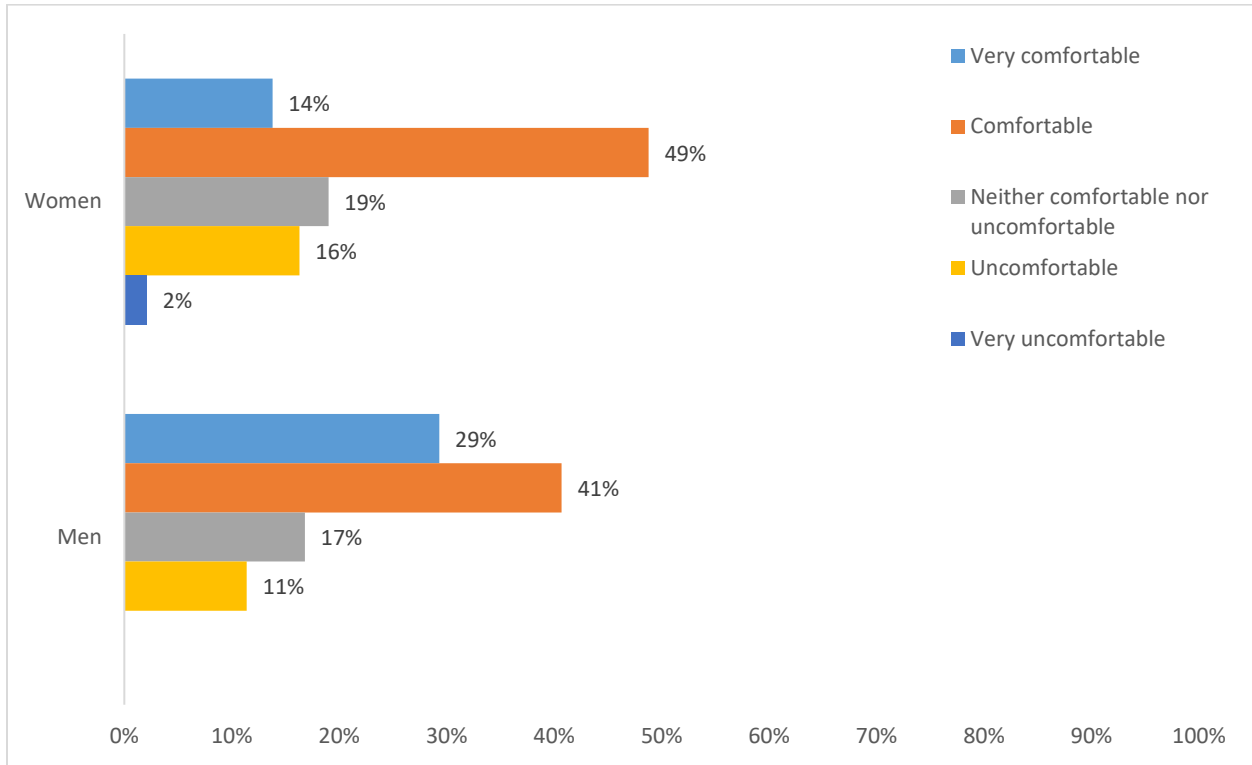
Note: Responses with *n* < 5 are not presented in the figure.

Figure 20. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial/ethnic identity,[47] 20% (*n* = 55) of White respondents compared with 8% (*n* = 8) of Black, Indigenous, Latinx, and Middle Eastern respondents were "very comfortable" with the overall climate at UC Hastings Law (Multiracial respondents [7%, *n* = 5] and Asian/Pacific Islander respondents [11%, *n* = 11] were not statistically different from the White group and the Black, Indigenous, Latinx, and Middle Eastern group (Figure 21).[v]

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[47] With the CESWG's approval, racial/ethnic identity was collapsed into four categories (White; Asian/Pacific Islander; Black, Indigenous, Latinx. and Middle Eastern; and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, Respondents of Color, and Multiracial). Multiracial respondents were included in the Black, Indigenous, Latinx, and Middle Eastern category or the Respondents of Color category when low numbers of Multiracial respondents existed.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 21. Respondents' Comfort With Overall Climate by Racial Identity (%)

Significance testing could not be conducted for Faculty respondents by racial identity regarding their comfort with the climate within the faculty owing to the sample's low response rates in some of the demographic categories. Similarly, significance testing could not be conducted with Staff respondents regarding comfort with climate in their department or work unit at UC Hastings Law owing to low response rates in some demographic categories.

Figure 22 illustrates that a lower percentage of Faculty and Student Respondents of Color (including Multiracial) (15%, $n = 36$) compared with White Faculty and Student respondents (23%, $n = 52$) were "very comfortable" with the climate in their classes.[vi]
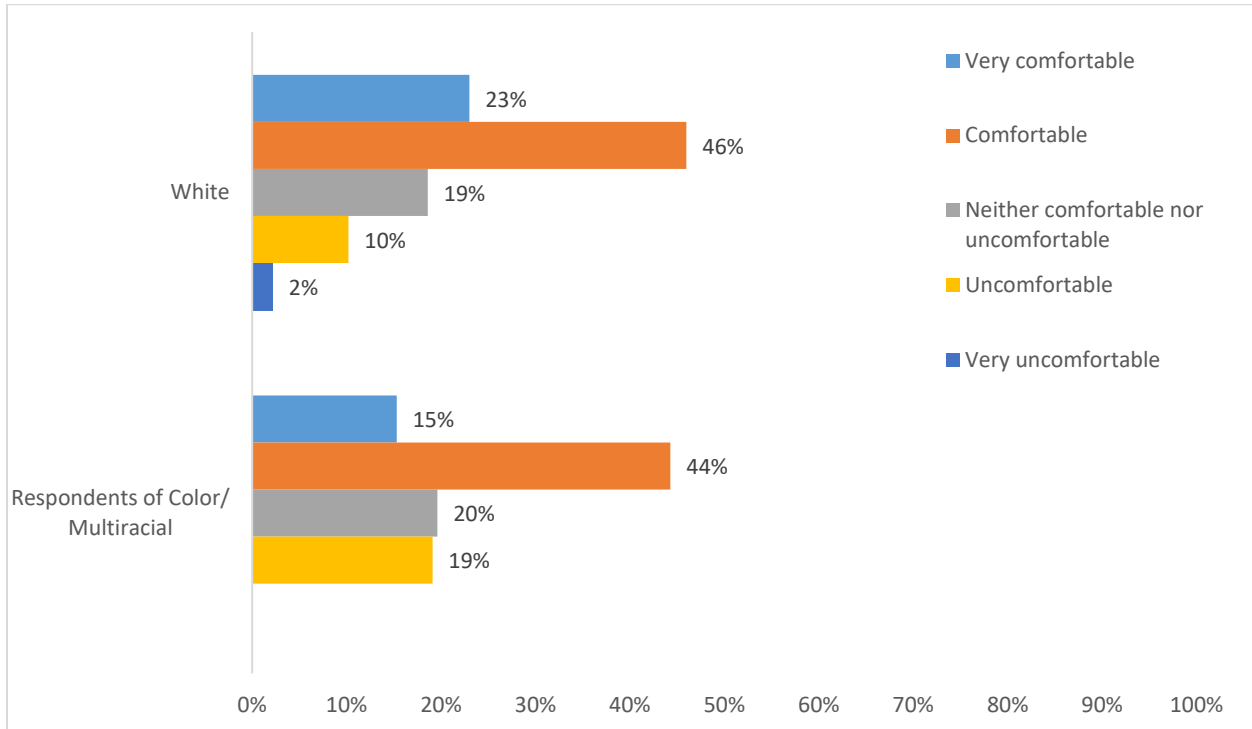
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

The survey did not reveal significant differences in respondents' level of comfort with the overall climate based on sexual identity (Figure 23). An equal percentage of Queer-spectrum respondents (14%, $n = 20$) and Heterosexual respondents (14%, $n = 59$) felt "very comfortable" with the overall climate at UC Hastings Law.
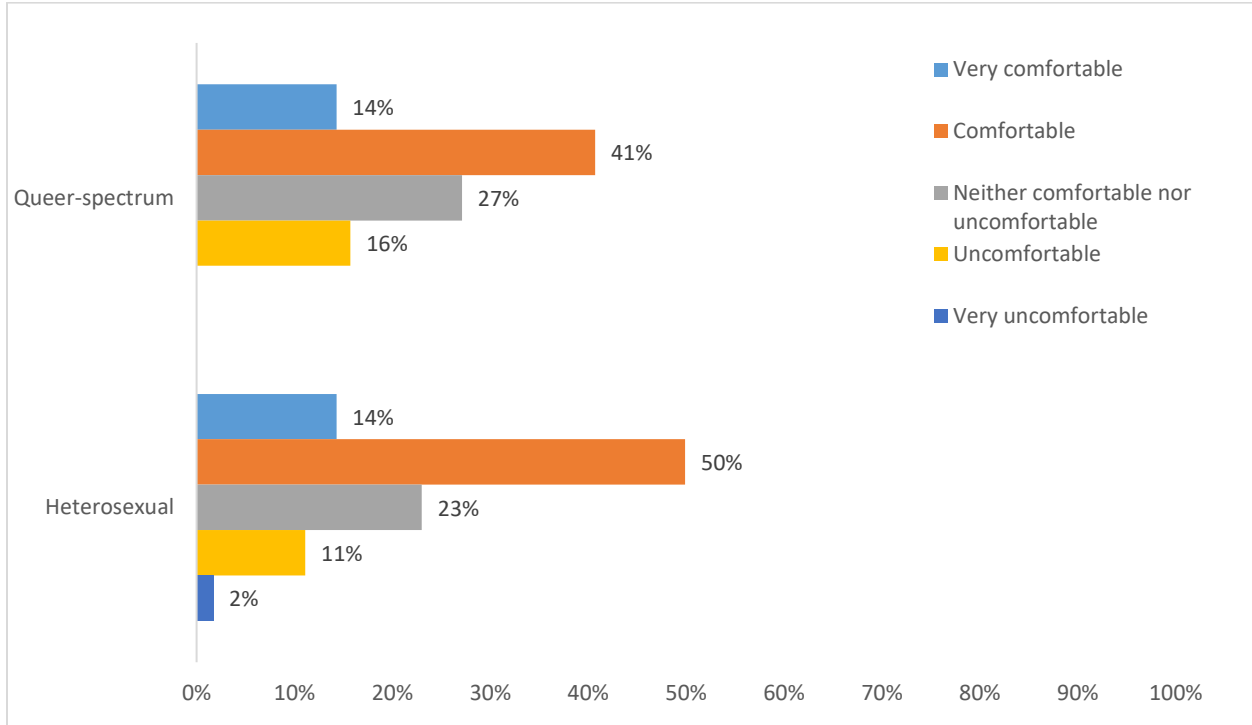
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Respondents' Comfort With Overall Climate by Sexual Identity (%)

Significance testing could not be conducted for Faculty respondents by sexual identity regarding their comfort with the climate within the faculty or with Staff respondents regarding comfort with climate in their department or work unit at UC Hastings Law owing to low response rates in some demographic categories.

Relatedly, the survey did not reveal a significant difference in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 24). However, a slightly lower percentage of Queer-spectrum Faculty and Student respondents (16%, $n = 19$) compared with Heterosexual Faculty and Student respondents (20%, $n = 69$) felt "very comfortable" with the climate in their classes.
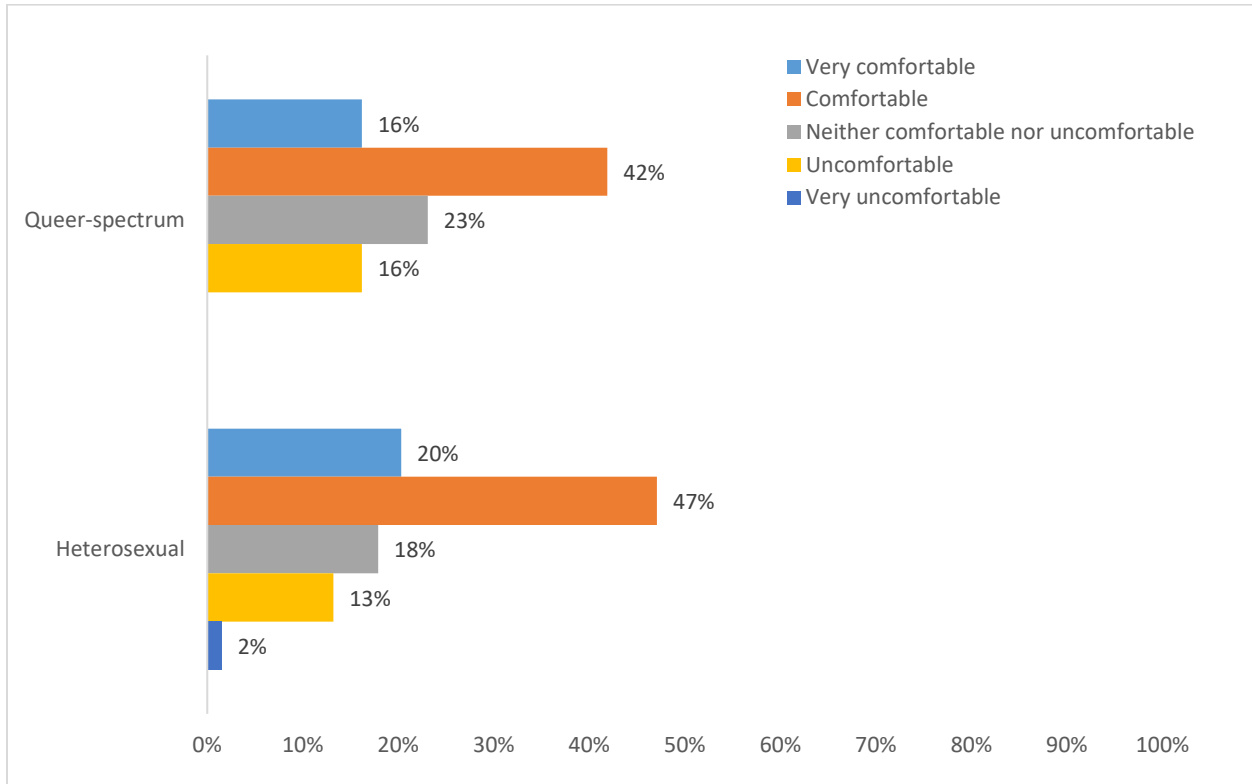
Note: Responses with *n* < 5 are not presented in the figure.

Figure 24. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.[48] Figure 25 illustrates that a lower percentage of Respondents with At Least One Disability (41%, *n* = 103) compared with Respondents with No Disability (52%, *n* = 155) were "comfortable" with the overall climate at UC Hastings Law.[vii]

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[48] With the CESWG's approval, disability status was collapsed into three categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one Disability category.
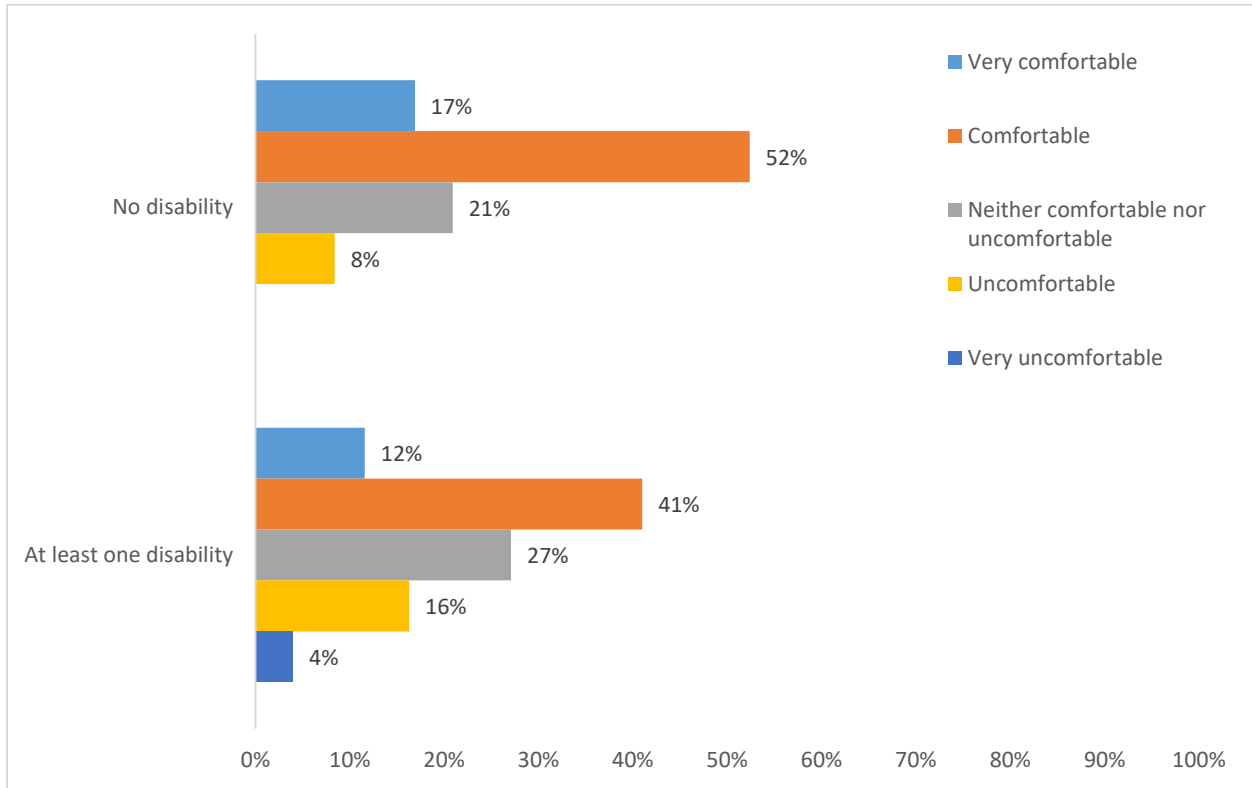
Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Respondents' Comfort With Overall Climate by Disability Status (%)

Significance testing could not be conducted for Faculty respondents by disability status regarding their comfort with the climate within the faculty or Staff respondents regarding comfort with climate in their department or work unit owing to the sample's low response rates in some of the demographic categories.

Figure 26 illustrates a significant difference between Faculty and Student Respondents with At Least One Disability (20%, $n = 46$) compared with Faculty and Student Respondents with No Disability (8%, $n = 19$) who were "uncomfortable" with the climate in their classes.[viii]
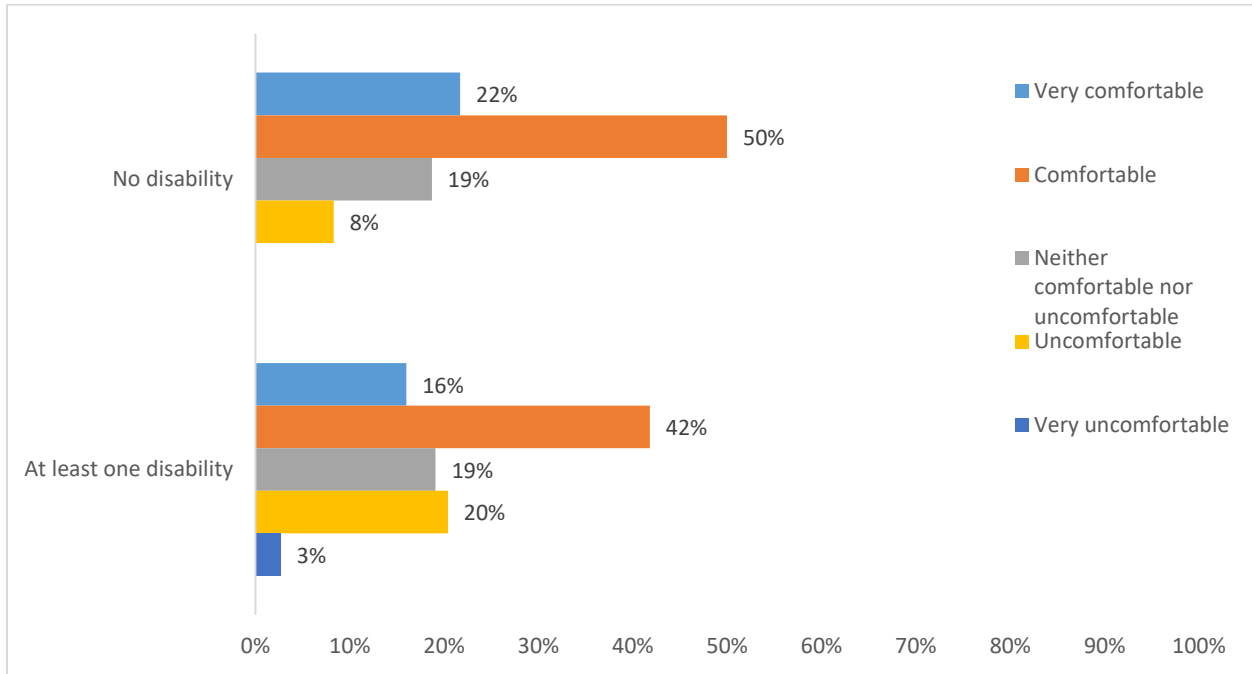
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In order to ascertain any unique experiences of Student respondents in the classroom, analyses were conducted by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status on only Student respondents' comfort with the climate in their classroom. Statistically significant findings based on disability status were found. Figure 26 illustrates that a higher percentage of Student Respondents with At Least One Disability (22%, $n = 44$) compared with Student Respondents with No Disability (10%, $n = 17$) were "uncomfortable" with the climate in their classes.[ix]
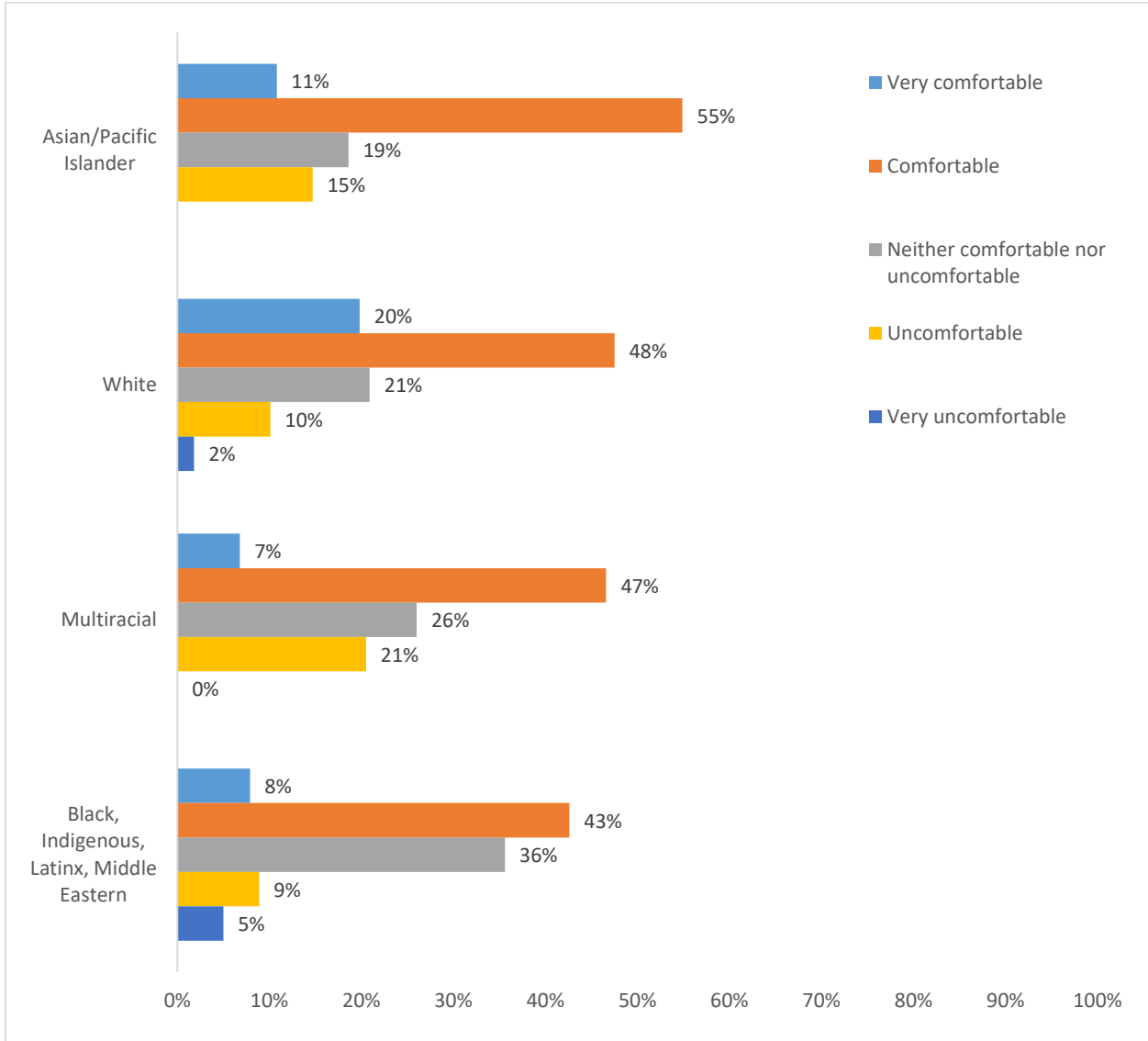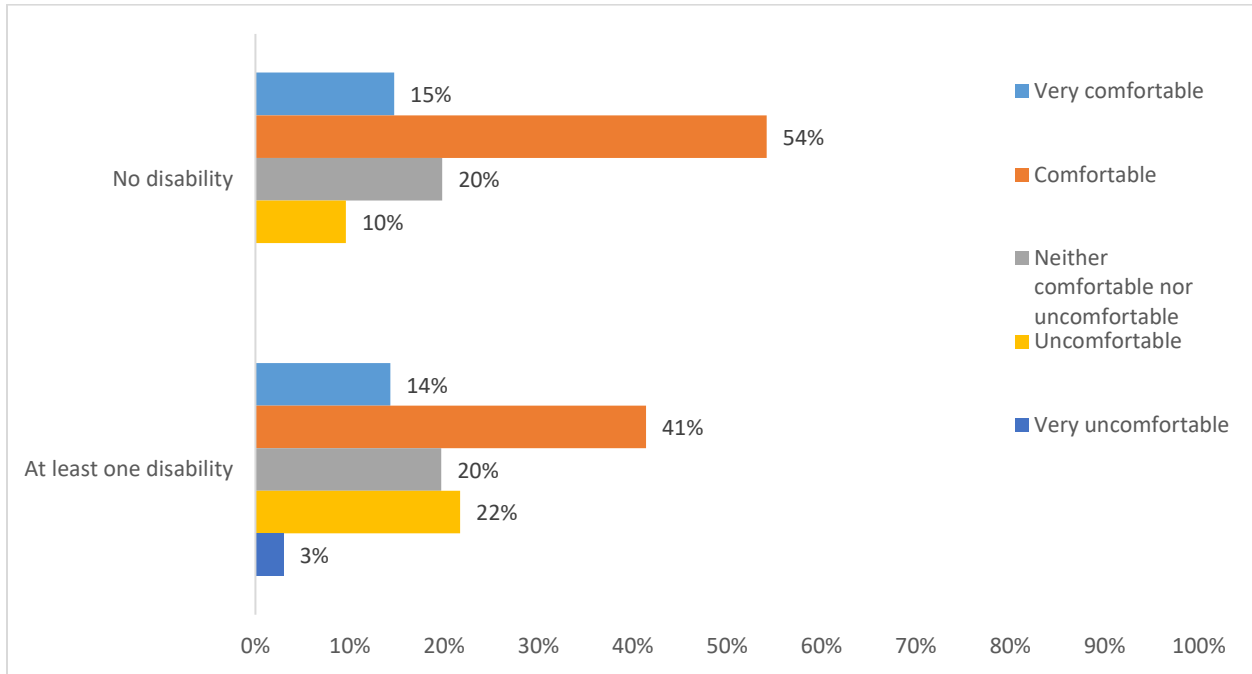
Note: Responses with *n* < 5 are not presented in the figure.

Figure 27. Student Respondents' Comfort With Climate in Classes by Disability Status (%)

No significant differences existed for Student respondents by first-generation status, income status, religious affiliation, political views, or practice area with the overall climate or the climate in their classes. Further, no significant differences existed for Faculty and Staff respondents by years of employment or caregiving status regarding their comfort with the overall climate, the climate within the faculty, the climate in their department or work unit, or the climate in their classes.

Barriers for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in instructional/campus materials, support services, facilities, technology/online environment, or resources at UC Hastings Law within the past year. Note that many are physical barriers affecting those with physical disabilities; thus, it is important to examine counts. The following tables highlight where Respondents with Disabilities most often experienced barriers at UC

Hastings Law.[49] With regard to campus facilities, 7% ($n = 16$) of Respondents with Disabilities noted that they experienced barriers in classrooms and 5% each experienced barriers in the library ($n = 10$) and temporary barriers because of construction or maintenance ($n = 10$) within the past year (Table 19).

Table 19. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	n	%	n	%	n	%
Athletic and recreational facilities	6	2.8	79	36.4	132	60.8
Classroom buildings	9	4.1	83	38.2	125	57.6
Classrooms (e.g., stadium-style seating, steps in the classrooms, availability of ergonomic chairs)	16	7.4	78	36.1	122	56.5
McAllister Tower public areas	7	3.3	78	36.3	130	60.5
McAllister Tower apartment	6	2.8	76	35.2	134	62.0
Dining Commons	5	2.3	80	37.6	128	60.1
Doors	< 5	---	87	40.7	124	57.9
Elevators/lifts	5	2.3	86	40.2	123	57.5
Emergency preparedness	5	2.3	84	39.3	125	58.4
Library	10	4.7	84	39.3	120	56.1
Offices	5	2.3	86	40.2	123	57.5
Office furniture (e.g., chair, desk)	6	2.8	82	38.5	125	58.7
Campus transportation/parking	6	2.8	80	37.6	127	59.6
Classroom Podiums	< 5	---	79	37.3	130	61.3
Restrooms	5	2.3	86	40.4	122	57.3
Signage	< 5	---	82	38.5	129	60.6
Temporary barriers because of construction or maintenance	10	4.7	81	38.2	121	57.1
Walkways, pedestrian paths, crosswalks	7	3.3	86	41.0	117	55.7

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 ($n = 251$).

Table 20 illustrates that, in terms of the technological or online environment, 19% ($n = 40$) of Respondents with Disabilities experienced barriers related to ExamSoft/Exampify.

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[49] See Appendix B, Table B117 for all responses to the question, "As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier or difficulty in any of the following areas at Hastings in the past year?"

Table 20. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Accessible electronic formats (e.g., etext)	19	8.8	105	48.8	91	42.3
Clickers	< 5	---	82	38.3	128	59.8
Computer equipment (e.g., screens, mouse, keyboard)	20	9.4	99	46.5	94	44.1
Electronic forms	8	3.8	108	50.7	97	45.5
Electronic signage	6	2.8	102	47.9	105	49.3
Electronic surveys (including this one)	8	3.8	114	53.5	91	42.7
ExamSoft/Exampify	40	18.7	94	43.9	80	37.4
Kiosks	6	2.8	86	40.8	119	56.4
Lexis/Westlaw	12	5.7	117	55.5	82	38.9
Library databases	10	4.7	115	54.5	86	40.8
Moodle/Blackboard/Canvas	14	6.6	116	55.0	81	38.4
Phone/phone equipment	5	2.4	114	53.8	93	43.9
Software (e.g., Microsoft Word, Microsoft PowerPoint, Adobe Acrobat)	16	7.5	118	55.7	78	36.8
TWEN	6	2.9	108	51.4	96	45.7
Videos	9	4.2	117	55.2	86	40.6
Websites	12	5.8	114	55.3	80	38.8

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 (*n* = 251).

In terms of support services, 15% (*n* = 34) of Respondents with Disabilities experienced barriers with Student Health Services/Carbon Health (Table 21).

Table 21. Barriers in Support Services Experienced by Respondents With Disabilities

Support Services	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Career Development Office	23	10.2	123	54.7	79	35.1
Disability Resource Program	21	9.3	126	56.0	78	34.7
Financial Aid	18	8.0	114	50.9	92	41.1
Fiscal Services	10	4.5	114	51.4	98	44.1
Office of Student Services	11	5.0	116	52.3	95	42.8
Records Office	15	6.8	116	52.5	90	40.7
Student Health Services/Carbon Health	34	15.2	112	50.2	77	34.5

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 (*n* = 251).

In terms of instructional and campus materials, 28% (*n* = 64) of Respondents with Disabilities experienced barriers related to remote instruction and 16% (*n* = 36) in relation to accommodations from faculty (Table 22).

Table 22. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Accommodations from faculty	36	15.7	109	47.6	84	36.7
Brochures	< 5	---	99	44.0	122	54.2
Food menus	5	2.2	90	40.2	129	57.6
Forms	9	4.0	101	44.7	116	51.3
Handouts provided by faculty	9	4.0	99	43.8	118	52.2
Journal articles	7	3.1	99	44.2	118	52.7
Library books	< 5	---	101	45.7	117	52.9
Other publications	< 5	---	106	47.7	113	50.9
Remote instruction (Zoom or Teams)	64	28.2	91	40.1	72	31.7
Syllabi	14	6.3	111	50.0	97	43.7
Textbooks	19	8.6	108	48.9	94	42.5
Videos used in class (e.g., ability to access closed captions if needed)	20	9.1	104	47.5	95	43.4

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 (*n* = 251).

In terms of resources, 8% each of Respondents with Disabilities experienced barriers related to electronic databases (*n* = 16) and email accounts (*n* = 16) (Table 22).

Table 23. Barriers in Resources Experienced by Respondents With Disabilities

Resources	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Electronic databases (e.g., Banner WebAdvisor)	16	7.5	120	56.6	76	35.8
Email account	16	7.5	126	58.9	72	33.6
Intake forms and applications	12	5.7	116	55.0	83	39.3
Learning technology	14	6.6	118	55.7	80	37.7
Surveys	6	2.9	126	61.2	74	35.9

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 (*n* = 251).

Qualitative comment analyses

Fifty-four Respondents with Disabilities shared about experiencing a barrier or difficulty at UC Hastings Law. Five themes emerged from Respondents with Disabilities regarding facilities and resources, exams, virtual learning, online platforms and services, and mental health.

Facilities and Resources. One theme that emerged from Respondents with Disabilities was inaccessible facilities and resources. Respondents noted inaccessibility issues such as stadium seating inhibiting hearing and ramp in 200 building. A respondent noted, "… It would be SO MUCH more welcoming if the entrance was more inviting and accessible for people with disabilities. Not all classroom doors have automatic open buttons… Emergency Preparedness: during the drills individuals who need help exiting the building are told to wait in a specific area on their floors. I have been with other students and staff who have disabilities, and NO ONE came. We eventually just took the elevator out to exit. Parking: would be nice to have discounted parking for those who are handicapped and must drive… Restrooms: Put the towel dispenser near the sink! Anyone using a mobility device must then use wet hands to navigate to the towel dispenser." Other concerns noted included having to have people wait because of the need to use separate entrances; crosswalk asphalt being bumpy, potholed and cracked thus requiring the need to constantly look down; and the timing of the green lights being incredibly short which leaves one person to NEVER being able to completely cross the street before the light changes. One respondent discussed the process of getting physical and online resources stating, "The process of going through HR was cumbersome and time-consuming. Eventually, my disability was accommodated."

Exams. Respondents with Disabilities indicated another challenge was receiving appropriate accommodations for class exams and the California bar exam. Respondents explained that the online exams were not conducive to their needs because they were not able to , "Not being able to print my first set of exams for Fall '20 was frustrating. The two exams I had to take during that period had several pages and with my disability it was not conducive to scroll through that many pages and then have to go back and type my answer. What was worse was then when it changed to being able to print I could see how much of a difference that made. I had a poor experience with Examplify [sic] and the lack of the Hastings administration understanding that printing exams would be important. We were penalized for being online - if we were in person I would

have had a hard copy" and "I had to take my first exam without a printed version of the LONG FACT PATTERN with PICTURES and had to keep scrolling up. it was awful and a huge time waster and I feel like my performance suffered." Another respondent described changes to exam schedules and use of artificial intelligence during exams, "I know records is understaffed and it most likely is not the faculty's fault, but making last minute changes regarding online exams days or sometimes even right in the thick of finals caused high levels of anxiety for myself and many of my peers. I also would like to note here that the use of AI for the [redacted] exams is so terrible and adds unnecessary stress to these already stressful times."

Respondents shared challenges with getting accommodations for the California bar exam, "It should not cost so much money to get accommodations on the bar. I know that's not a Hastings issue, but I don't feel like Hastings cares or recognizes how restrictive the process is or wants to change it to support students," and "I tried to reach out to DRP in order to facilitate my accommodations for the MPRE. DRP failed to follow-up after being contacted multiple times over a month and a half span and due to this, I was unable to register with accommodations for the MPRE. I reached out for a meeting well before DRP requested it, I followed up to see when I could get a meeting, and time and time again I was told to reach out again if nothing was scheduled. … I shouldn't have to beg for an appointment in order to receive a piece of paper that says what accommodations I have at Hastings. There is too much red tape around a simple paper that records could provide or someone within DRP (or through an online request) without the need for a meeting or otherwise that was the only reason I couldn't register for the MPRE."

Virtual Learning. Respondents with Disabilities indicated that the transition to virtual learning changed their learning experience. Respondents noted, "Remote/zoom classes has been very difficult because of the lack of an academic environment to get students in the learning zone, and the isolation and lack of classroom discussion," and "Remote instruction, which is obviously necessary and certainly has some benefits, has occasionally been anxiety provoking for me…." Respondents added that the online format had made it more difficult for them to learn, "My condition makes it difficult to read things on computer screens so moving to completely online format has been challenging," "It's not easy to focus when on zoom. It's not easy to use exam soft when my brain jumps around, and I can't have everything up at readable size all at the same time," and "LRW in my experience didn't transition well to the online environment and was

especially challenging (I think the obstacles it presents because of my impairment would have made it more challenging than the doctrinal courses to begin with, even if classes were in person)."

Online Platforms and Services. Respondents with Disabilities indicated challenges with accessibility of online platforms. Respondents stated, "Most issues I face arise with the difficulty navigating MyHastings, Canvas, WebAdvisor etc. There are so many different programs and none of them are very clear. I often miss specific dates/deadlines because I miss a small link at the end of a random webpage," and "My Hastings is really not intuitive, and I find it incredibly inaccessible and overwhelming for ADHD; it makes it hard to stay informed on most campus related things, and I rely on friends to tell me about important information sessions and deadlines. A normal, straightforward website would have been infinitely more helpful." Respondents identified specific user issues within these platforms and services, "With IT, WebAdvisor needs a major update as the user interface is a bit outdated and at times difficult to use. MyHastings, while a better interface, can be overwhelming with so much information on the page making it difficult to separate what's important from what is less critical… Canvas also has some challenges as well, with too many menu options and different places for communication. For example, the Inbox and Announcements need to be combined. Printing on Canvas needs to be easier as well," and "Westlaw and Lexis are bad at accommodating my impairment. Not the worst I've encountered, but for a for-profit company providing a service through their website they are poor at directly providing meaningful functionality in a format that is accessible. They have both even made printing PDFs less accessible, Lexis, for example, only prints an image. If you try to copy and paste from a PDF from Lexis, it corrupts the characters sent to the clipboard (i.e. it's not possible to natively paste text from a Lexis generated PDF of a case). Westlaw does this somewhat better by allowing the user to add extra steps on her end. The Bluebook online is terrible regarding the level it accommodates my visual impairment. From implementation of the site's functions to execution of the display, and incorporation of features to accommodate impairments, it's pretty frustrating and a generally unhelpful resource. Please let them know they need to do better. The LRW legal grammar online website (I can't recall the 3rd party website's name) was passable but has a lot of room for improvement."

Mental Health. Respondents with Disabilities who shared that their disability was a mental health condition indicated that UC Hastings Law needed to provide more resources to support mental health conditions. A Respondent explained, "When thinking about the disability affecting my learning and living conditions I was thinking more along the lines of a mental condition versus physical. Hence, why the biggest issue would not really be facilities, but more of support services…" Respondents also indicated that their mental health conditions were exacerbated during this past year through comments such as, "I think this is a general experience for a lot of people with mental health issues around the world right now but zoom school has not been the best decision for my mental health. In fact, it has exasperated many of my issues. Further, it is unclear how to get my insurance to cover my therapy appointments. I tried for weeks and finally gave up because I could not figure it out," "having to take time off for my mental health, anxiety, and medication and was accommodated in that way," and wanting to "request a modified schedule given my increased … symptoms this year but am afraid that it will be viewed poorly or used as a reason to demote me or fire me."

Respondents also noted challenges getting mental health support such as, "Give better, more varied, more opportunities for mental healthcare. Law school is a serious threat to mental health and calling it out, telling folks that it exists is far from enough…," and being given list of therapist that did not meet parameters. One participant expounded, "I think more therapy sessions should be allowed per year. I am fortunate enough to have very high quality non-UCSHIP insurance that covers therapy, however finding a therapist that accepts insurance is nearly impossible in the city. I've spent weeks trying to get an introductory appointment without success… The mental health struggles of law school are well documented, and the school has been very open about trying to create resources to help. However, under their current model, you can only receive help, on average, once a month. For someone going through a crisis, that is simply not enough. If Hastings wanted to truly support mental health struggles, they would make therapy more accessible and not place arbitrary limits on how much mental health support an individual can receive. There is no such arbitrary limit on student services, the CARES office, or any other Hastings support service. It defies logic to put up acknowledge a crisis of mental health but then limit the amount of support a student can receive."

Barriers for Transgender/Genderqueer/Nonbinary Respondents

One survey item asked Transgender/Genderqueer/Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at UC Hastings Law within the past year. Table 24 and Table 25 depict where Transgender/Genderqueer/Nonbinary respondents most often experienced barriers at UC Hastings Law.[50] With regard to campus facilities, less than five Transgender/Genderqueer/Nonbinary respondents experienced barriers in restrooms, with signage, or with athletic and recreational facilities within the past year.

Table 24. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Athletic and recreational facilities	< 5	---	5	33.3	9	60.0
Restrooms	< 5	---	< 5	---	8	53.3
Signage	< 5	---	< 5	---	7	50.0

Note: Table includes responses only from those respondents who identified as transgender, genderqueer, nonbinary in Question 44 (*n* = 17).

Table 25 illustrates that, in terms of identity accuracy, 53% (*n* = 9) of Transgender/Genderqueer/Nonbinary respondents had difficulty with faculty use of pronouns, 44% (*n* = 7) with staff use of pronouns, and 38% (*n* = 6) with student use of pronouns.

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[50] See Appendix B, Table B118 for all responses to the question, "As a person who identifies as Genderqueer, Nonbinary, or Transgender, have you experienced a barrier in any of the following areas at Hastings in the past year?"

Table 25. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Gender Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Hastings ID Card	< 5	---	7	46.7	5	33.3
Electronic databases (e.g., WebAdvisor)	0	0.0	10	66.7	5	33.3
Email account	0	0.0	10	66.7	5	33.3
Faculty use of pronouns	9	52.9	6	35.3	< 5	---
Staff use of pronouns	7	43.8	6	37.5	< 5	---
Student use of pronouns	6	37.5	6	37.5	< 5	---
Forms or Applications	< 5	---	7	46.7	5	33.3
Learning technology	0	0.0	10	66.7	5	33.3
Student Health Services/Carbon Health	0	0.0	7	46.7	8	53.3
Surveys	0	0.0	10	66.7	5	33.3
Other	0	0.0	< 5	---	9	81.8

Note: Table includes responses only from those respondents who identified as transgender, genderqueer, nonbinary respondents in Question 44 (*n* = 17).

Qualitative comment analyses

Seven Transgender/Genderqueer/Nonbinary respondents shared about their experiences with barriers at UC Hastings Law. One theme emerged pertaining to pronouns, names, and identification.

Pronouns, Names, and Identification. Transgender/Genderqueer/Nonbinary respondents indicated that one challenge they faced was the usage of pronouns, names, and identification. Respondents explained, "No one uses my pronouns correctly. I can ask a thousand times, but it never happens outside of my friends," and "I am misgendered on a daily basis by students, staff and faculty. The hardest aspect for people is when they are talking about me in the 3rd person… I do need this to change to be comfortable continuing to [redacted] at Hastings." Respondents also shared feeling "forced to use my full legal name on my ID." One respondent theorized, "It has been a struggle to defend the concept of not wanting to genderize people in our writing when their gender is not part of the case…" and "There should be an option on Canvas/WebAdvisor to set combinations of pronouns i.e. he/they or she/they or s/he/they. Also, it is totally unnecessary for professors to use honorifics in class, especially if they are assumed by the professor and not

stated by the student. This does not create an inclusive environment for non-binary/trans folks and students who are questioning their gender." A respondent hoped that CARE, Title IX, and HR would offer a training soon based on past reports.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[51]

Thirty-three percent (*n* = 189) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that had interfered with their ability to learn, live, or work at UC Hastings Law within the past two years.[52]

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 18% (*n* = 32) indicated that they experienced the conduct only once during the past two years (Figure 28). Thirty percent (*n* = 55) revealed that they experienced five or more instances of the conduct within the past two years.
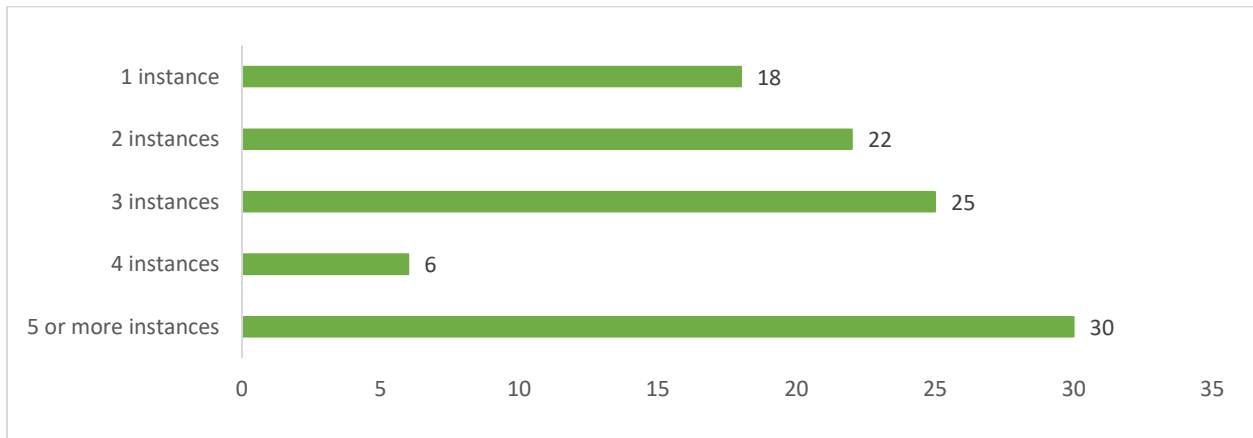
Figure 28. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Two Years (%)

Of the respondents who experienced such conduct, 30% (*n* = 57) indicated that the conduct was based on their gender identity. Twenty-nine percent (*n* = 54) noted that the conduct was based on their political views, and 26% (*n* = 49) stated that it was based on their ethnicity.

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[51] This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."
[52] The literature on microaggressions reports that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

In terms of gender identity, no significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 29). However, of those respondents who had experienced this conduct, each gender identity significantly differed from each other. Seventy-eight percent ($n = 7$) of Trans-spectrum respondents, 36% ($n = 44$) Women respondents, and 12% ($n = 6$) of Men respondents suggested that the conduct was based on their gender identity.[x]
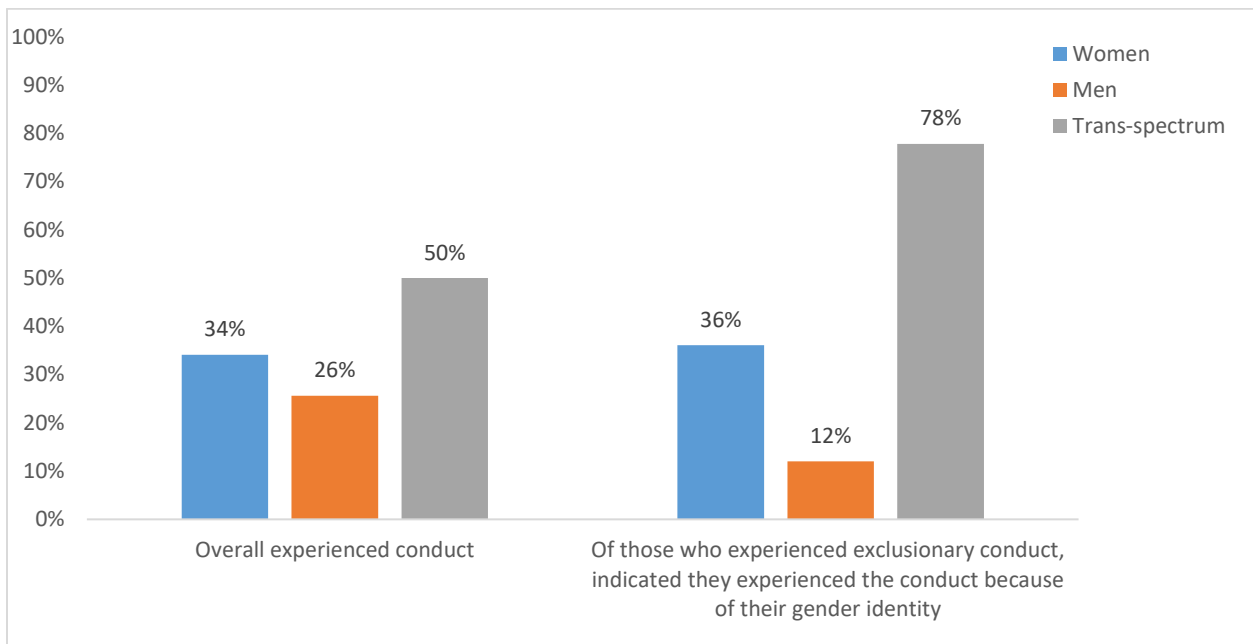
Figure 29. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of political views, no significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 30). However, of those respondents who had experienced this conduct, a higher percentage of Conservative/Libertarian respondents (85%, $n = 11$) than Moderate respondents (34%, $n = 15$) and Liberal respondents ($n < 5$), along with a higher percentage of Moderate respondents than Liberal respondents suggested that the conduct was based on their political views.[xi] (Progressive respondents [29%, $n = 22$] were not statistically different from any other groups).
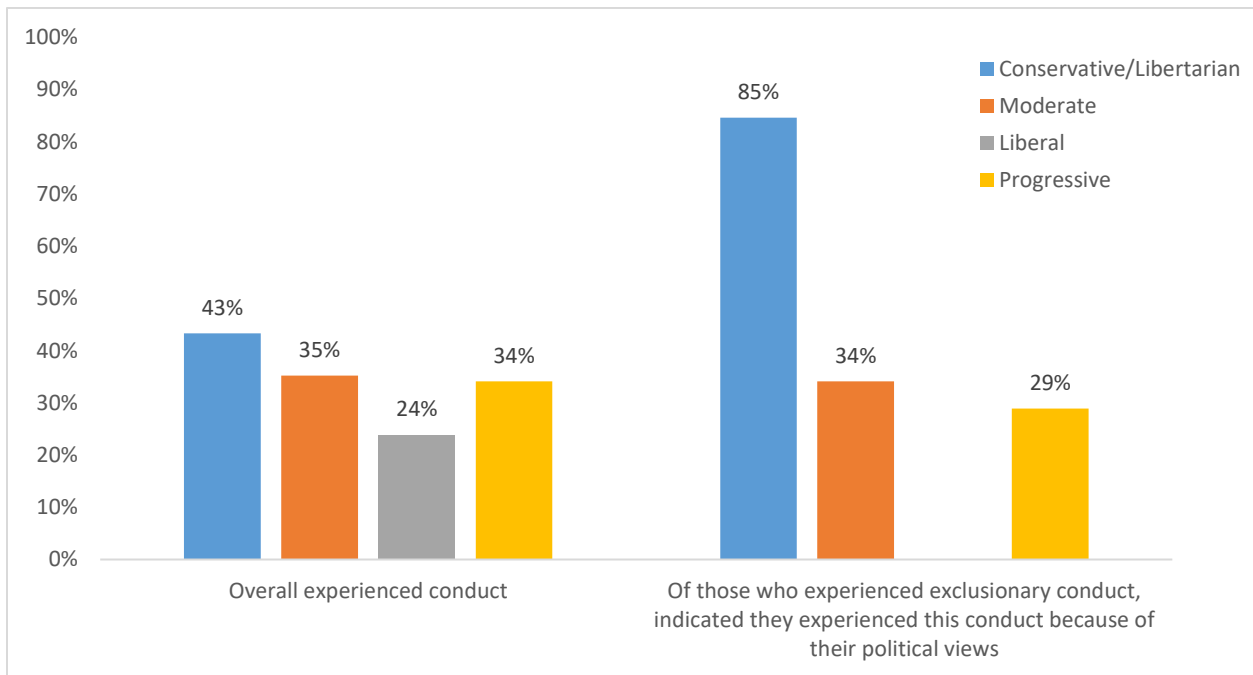
Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Political Views (%)

By racial/ethnic identity, no significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 31). Significantly higher percentages of Respondents of Color (including Multiracial) (40%, $n = 25$) and Asian/Pacific Islander respondents (38%, $n = 12$) than White respondents (8%, $n = 6$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity.[xii]
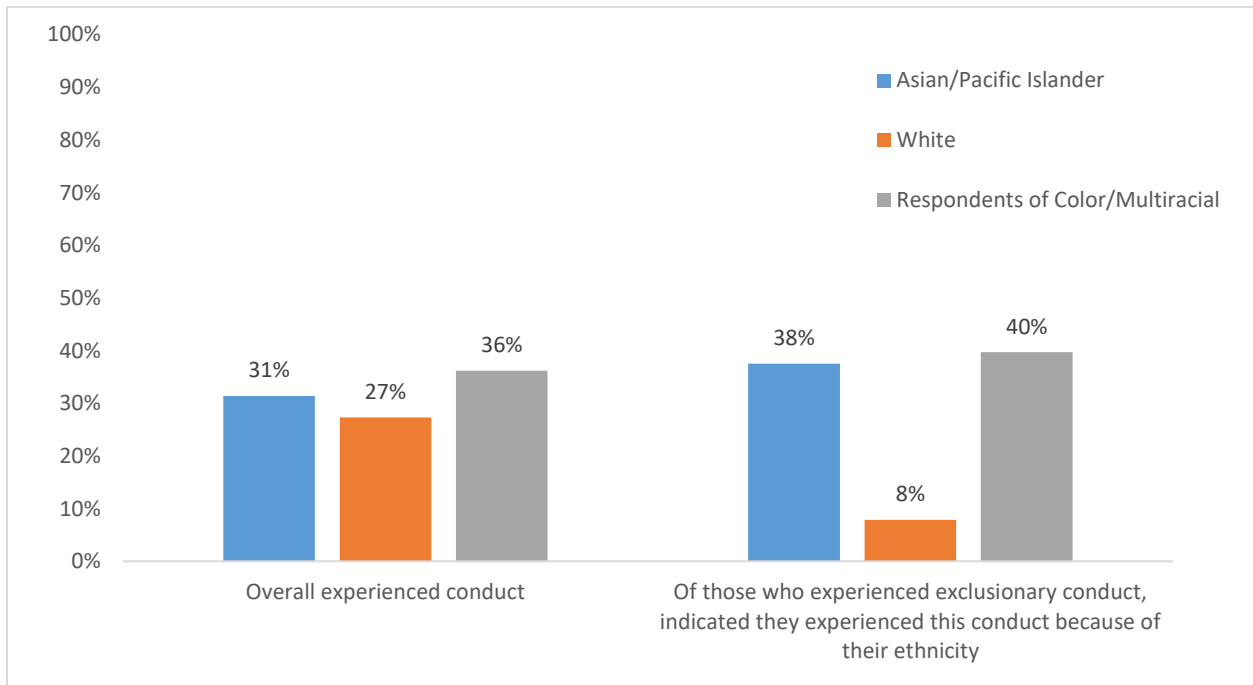
Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Table 26 and Table 27 depict the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 55% ($n = 16$) indicated that the conduct was based on their position status at UC Hastings Law (e.g., staff, faculty, student). Thirty-eight percent ($n = 11$) noted that the conduct was based on their gender/gender identity, and 24% ($n = 7$) noted that it was based on their length of service at UC Hastings Law. "Reasons not listed above" included responses such as "personality" and "prior work experience."

Table 26. Staff Respondents' Top Bases of Exclusionary Conduct

Basis of conduct	n	%
Position status	16	55.2
Gender/gender identity	11	37.9
Length of service	7	24.1
Educational credentials (e.g., BS, MS, JD, PhD)	5	17.2
Ethnicity	5	17.2
Age	5	17.2

Note: Table includes responses only from those Staff respondents who indicated that they experienced exclusionary conduct in Question 8 ($n = 29$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B42 in Appendix B.

Of the Faculty respondents who experienced such conduct, 56% ($n = 10$) indicated that the conduct was based on position status at UC Hastings Law (e.g., staff, faculty, student). "Reasons not listed above" included responses such as "faculty status (not tenure track)" and "student rumor mill." For a complete list of bases, please see Table B42 in Appendix B.

Of the Student respondents who experienced such conduct, 35% ($n = 49$) indicated that the conduct was based on their political views (Table 27). Thirty percent ($n = 43$) noted that the conduct was based on their gender/gender identity, 29% felt that it was based on their ethnicity ($n = 41$), and 27% ($n = 38$) felt that it was based on their racial identity. "Reasons not listed above" included responses such as "social circle" and "contracting COVID-19."

Table 27. Student Respondents' Top Bases of Exclusionary Conduct

Basis of conduct	n	%
Political views	49	34.5
Gender/gender identity	43	30.3
Ethnicity	41	28.9
Racial identity	38	26.8

Note: Table includes responses only from those Student respondents who indicated that they experienced exclusionary conduct in Question 8 ($n = 142$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B42 in Appendix B.

Table 28 illustrates the top forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent ($n = 82$) felt silenced, 41% ($n = 78$) felt ignored or excluded, 41% ($n = 77$) felt isolated or left out, and 37% ($n = 69$) felt that they experienced a hostile classroom environment.

Table 28. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	*n*	% of those who experienced the conduct
I was silenced/I felt silenced.	82	43.4
I was ignored or excluded.	78	41.3
I was isolated or left out.	77	40.7
I experienced a hostile classroom environment.	69	36.5

Note: Table includes responses only from those respondents who indicated that they experienced exclusionary conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B44 in Appendix B.

Figure 32 and Figure 33 depict the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty percent (*n* = 9) of Faculty respondents felt ignored or excluded, 33% (*n* = 6) felt isolated or left out, and 33% (*n* = 6) felt silenced (Figure 32). Thirty-eight percent (*n* = 11) of Staff respondents felt silenced, 35% (*n* = 10) felt that they were the target of workplace incivility, and 31% each felt isolated or left out (*n* = 9) and/or ignored or excluded (*n* = 9).
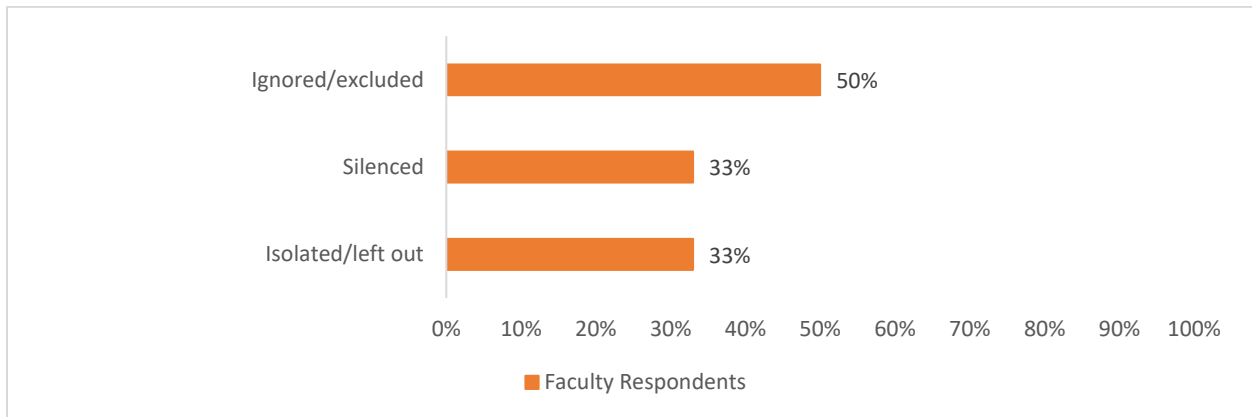
Figure 32. Employee Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Of Student respondents who indicated they had experienced exclusionary, intimidating, offensive and/or hostile conduct, 48% ($n = 68$) noted that they experienced a hostile class environment, 46% ($n = 65$) felt silenced, 44% ($n = 62$) felt isolated or left out, and 42% ($n = 60$) felt ignored or excluded (Figure 33).
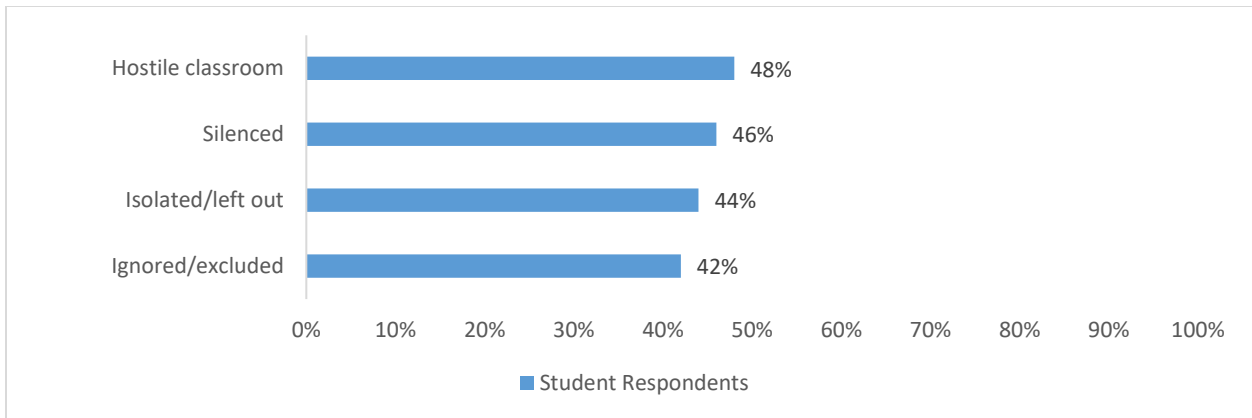
Figure 33. Student Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class (including in chat, breakout rooms, etc.) (51%, $n = 96$), in a meeting with a group of people (27%, $n = 50$), in other public spaces at Hastings (20%, $n = 37$), and on phone calls/text messages/email/GroupMe/Slack (19%,

$n = 35$). Some respondents who marked "a location not listed above" identified, "mock interviews" and "on zoom" as the location where the conduct occurred.

Table 29 depicts the top four locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including working at a Hastings job (59%, $n = 17$), in a meeting with one other person (38%, $n = 11$), in a meeting with a group of people (35%, $n = 10$), and on phone calls, text messages, email, GroupMe, or Slack (35%, $n = 10$).

Table 29. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
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

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 29$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

Table 30 shows that Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often at in a meeting with a group of people (50%, $n = 9$), in a faculty meeting (28%, $n = 5$), and in a meeting with one other person (28%, $n = 5$).

Table 30. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Faculty respondents who experienced the conduct
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

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 18$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

Table 31 illustrates that Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class (66%, $n = 93$), off campus (22%, $n = 31$), in a

meeting with a group of people (22%, *n* = 31), and in other public spaces at UC Hastings Law (21%, *n* = 30).

Table 31. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of Student respondents who experienced the conduct
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

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 142). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

Sixty-two percent (*n* = 118) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 41% (*n* = 77) identified faculty members/other instructional staff, 19% (*n* = 36) identified a senior administrator, and 9% each identified coworkers/colleagues (*n* = 17) and student-facing staff (*n* = 17) as the source of the conduct (Table 32). Respondents who marked a "source not listed above" wrote examples such as "an alum who volunteers with the school" and "Hastings Policy."

Table 32. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	*n*	% of respondents who experienced the conduct
Student	118	62.4
Faculty member/other instructional staff	77	40.7
Senior administrator (e.g., Dean, Associate/Assistant Deans)	36	19.0
Coworker/colleague	17	9.0
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	17	9.0

Note: Table includes responses only from those respondents who indicated that they experienced exclusionary conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B46 in Appendix B.

Figure 34 and Figure 35 display the perceived sources of exclusionary conduct by position status. Seventy-eight percent ($n = 110$) of Student respondents indicated that other students were the source of such conduct and 39% ($n = 55$) indicated it was faculty members/instructional staff members.
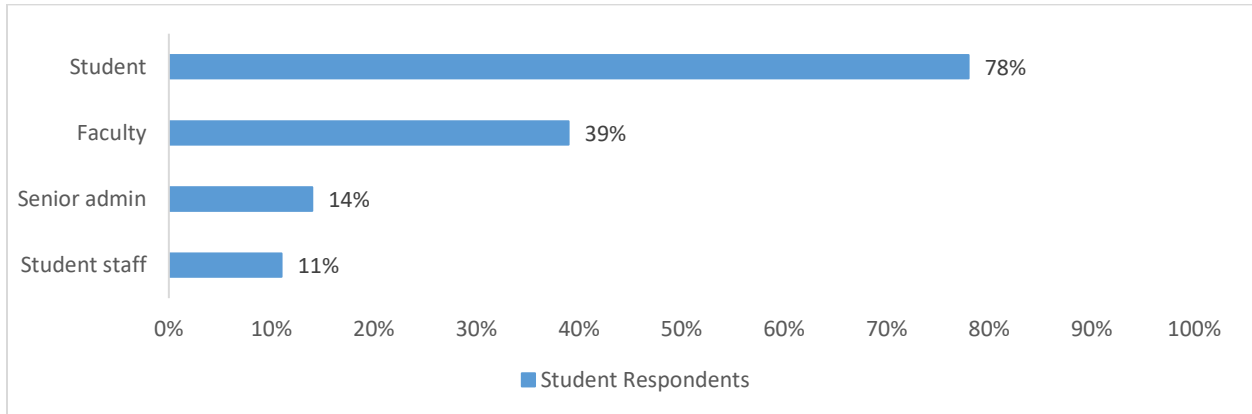
Figure 34. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited faculty members/instructional staff members (56%, $n = 10$) and senior administrators (33%, $n = 6$) as the source of the conduct. Staff respondents most often identified faculty members/instructional staff members (41%, $n = 12$), senior administrators (35%, $n = 10$), supervisors/managers (31%, $n = 9$), and coworkers/colleagues (21%, $n = 6$) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 35).
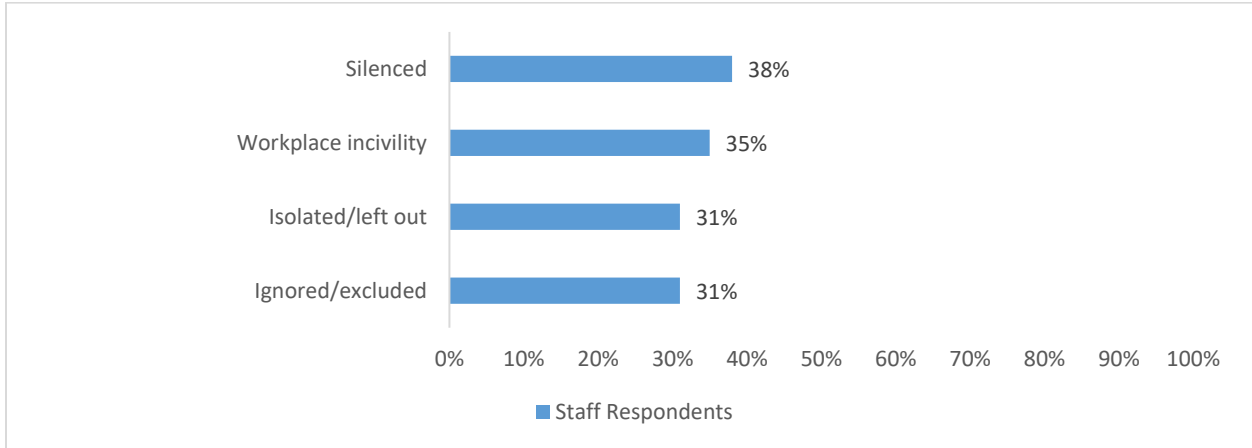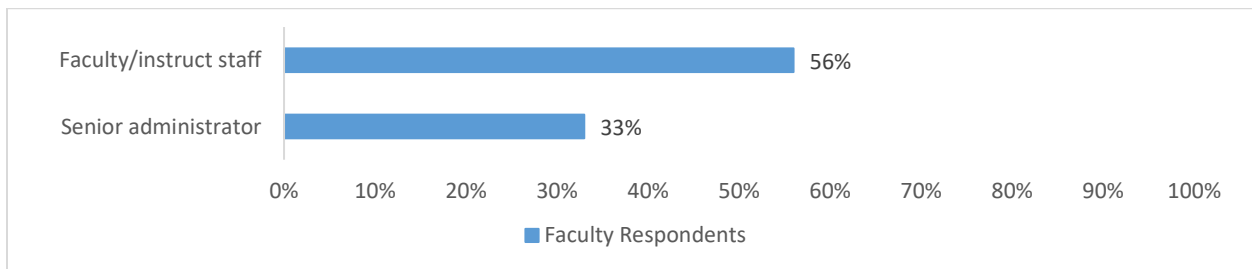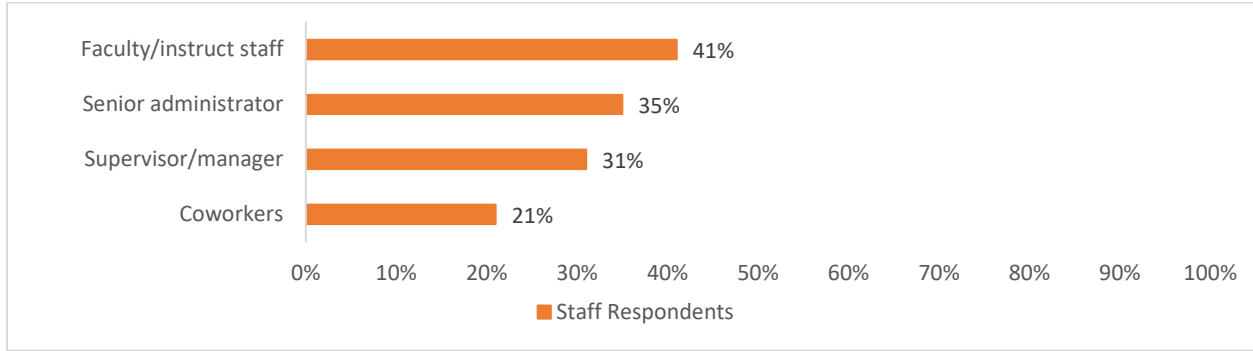
Figure 35. Employee Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 70% (*n* = 133) of respondents felt frustrated, 62% (*n* = 117) felt disappointed, 53% (*n* = 100) felt angry, 45% (*n* = 85) felt sad, 44% (*n* = 84) felt distressed, and 38% (*n* = 72) felt embarrassed (Table 33). Of respondents who indicated that their emotional response was not listed, several added comments that they felt "annoyed," "anxious," "hopeless," and "shocked."

Table 33. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who experienced exclusionary conduct
Frustrated	133	70.4
Disappointed	117	61.9
Angry	100	52.9
Sad	85	45.0
Distressed	84	44.4
Embarrassed	72	38.1
Resigned	58	30.7
Somehow responsible	35	18.5
Afraid	32	16.9
A feeling not listed above	34	18.0

Note: Table includes responses only from those respondents who indicated that they experienced exclusionary conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices.

When asked if alcohol and/or drugs were involved in the conduct, 85% (*n* = 156) indicated that they were not involved, 4% (*n* = 8) indicated that they were, and 10% (*n* = 19) indicated that they

did not know. Among the respondents who indicated that alcohol and/or drugs were involved in the conduct, 86% (*n* = 6) indicated that alcohol only was involved.

Additionally, in response to experiencing the conduct, 56% (*n* = 106) of respondents told a friend, 39% (*n* = 73) avoided the person/venue, 38% (*n* = 71) told a family member, and 34% (*n* = 64) did not do anything (Table 34). Of the 22% (*n* = 42) of respondents who sought support from a UC Hastings Law resource, 38% (*n* = 15) sought support from a faculty member and 30% (*n* = 12) sought help from senior administrators (e.g., Dean, Associate/Assistant Dean). Some "response not listed above" comments were "asked for clarification" and "spoke with colleagues."

Table 34. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	*n*	% of respondents who experienced exclusionary conduct
I told a friend.	106	56.1
I avoided the person/venue.	73	38.6
I told a family member.	71	37.6
I did not do anything.	64	33.9
I contacted a Hastings resource.	42	22.2
Faculty member	*15*	*37.5*
Senior administrator (e.g., Dean, Associate/Assistant Deans)	*12*	*30.0*
CARE (Center for Advocacy, Resources, and Education) advocate	*10*	*25.0*
Disability Resource Program	*9*	*22.5*
Other Staff person	*9*	*22.5*
Title IX Coordinator	*8*	*20.0*
Department Head or Program Director	*5*	*12.5*
I did not know to whom to go.	38	20.1
I confronted the person(s) at the time.	19	10.1
I confronted the person(s) later.	19	10.1
A response not listed above	27	14.3

Note: Table includes responses only from those respondents who indicated that they experienced exclusionary conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B49 in Appendix B.

Table 35 illustrates that 90% ($n = 164$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not officially report the incident and that 10% ($n = 19$) of respondents did report the incident. Of the respondents who officially reported the incident, 44% ($n = 8$) felt that their complaint was addressed appropriately and 39% ($n = 7$) felt the incident was not appropriately addressed.

Table 35. Respondents' Official Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	*n*	% of respondents who experienced exclusionary conduct
No, I did not report it.	164	89.6
Yes, I reported it.	19	10.4
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*8*	*44.4*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*38.9*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table includes responses only from those respondents who indicated that they experienced exclusionary conduct in Question 8 ($n = 189$).

Qualitative comment analyses

One hundred forty-five Student, Staff, and Faculty respondents shared why they did not report the exclusionary, intimidating, offensive, and/or hostile conduct. Among Student respondents, three themes emerged: incident was not severe enough, nothing would change, and unequal power dynamics. For Staff respondents, one theme emerged around fear of retaliation and organizational power dynamics. For Faculty respondents, the theme that emerged was that nothing would change if they choose to report the conduct.

Student respondents

Incident Was Not Severe Enough. Student respondents shared that they did not believe their incident was severe enough to be reported or would be taken seriously. Student respondents

stated: "It did not feel significant enough to report," "It didn't seem important enough to escalate," and "I did not find it serious enough and did not know where or who to report it to." Student respondents also explained, "Didn't feel it was 'serious' enough or would be taken seriously," "I went to CARE and had an in-depth conversation about my options. CARE advocate went to [redacted] who said [that it] did not rise to a level that warranted punishment so reporting would be futile," and "I was afraid my issue was minor. I was afraid that I would further complicate an already tense situation. I was afraid of rocking the boat."

Nothing Would Change. Student respondents also indicated that they believed nothing would change after reporting the incident. Respondents stated, "Because I knew that it wouldn't change anything. These were not one-off experiences, it has been a consistent experience throughout my law school career," and "Campus officials appear unwilling to deal with issues of bullying. I felt that if I reported this person's conduct, administrators would sweep the issue under the rug and not even attempt any sort of an investigation." Other Student respondents shared similar sentiments such as , "Hastings is a business at the end of the day, and the administration does not prioritize the feelings of a student, especially a [minority identity redacted] student. Students are at Hastings for 3 years (although they could give money back in the future). The Board of Directors has to improve Hastings's rankings and increase profits in the short term. If I voiced my experience about a professor, there is nothing the administration is willing to do. My first year, a classmate was sexually harassed by another classmate, and the administration told her she could change classes or try distancing herself from the male perpetrator. What a lack of action to a serious issue," and "I do not trust members of the staff. I have heard about instances where deans [redacted] [were] [*sic*] dismissing or minimizing the complaints of students. . . . I've honestly experienced so much abuse at the hands of colleagues related to my disability. The staff seems so concerned with racial equity, it completely forgets disability." One respondent stated that they believed complainants were left worst off if they reported the conduct, "I've never found reporting upsetting/discriminatory comments to be helpful. Typically, it just notifies the perpetrator that you reported them, and there's no actual support or protection offered to you afterwards. So then instead of one person saying something harmful, it feels like the administration condones it and makes me feel powerless and like I've wasted my time and energy asking for help from someone disingenuous."

Power Dynamics. Student respondents also indicated they chose not to report the exclusionary conduct because the culture of the College and unequal power dynamics made it difficult to report. Student respondents stated, "The conduct is representative of the institution, faculty, and students as a whole. I don't think Hastings will hear my voice or find my views valid because the institution itself is overtly one-sided," "I felt and was told that the conduct that was directed at me was a part of the culture of law school and the group that I was in," and "…It has happened to me several times, and I think it may [be] because of my gender identity, but I also feel like law school promotes the idea that some people and their ideas are more valuable to the discussion than others." Student respondents also shared specific challenges with reporting related to power dynamics such as, "The other experience was a disturbing comment in [redacted] by a (male) adjunct professor regarding an opposing counsel looking like a 'day time stripper'," and "Since I was [redacted], I did not have the energy to fight it." Respondents also added, "The person was a campus official and staff member. This conduct isn't done in private but often in rooms filled with people who just watch," and "It was a professor and dean, and I'm a student. You wouldn't have done anything."

Staff respondents

Retaliation and Power Dynamics. Staff respondents shared that they chose not to report the incident because of fear of retaliation and organizational power dynamics within UC Hastings Law. Staff respondents stated, "After speaking with my supervisor I decided against making an official report as it was suggested to me that it might incur retribution that wouldn't be official or provable but would further degrade my day-to-day work experience," "Because past reports have resulted in negative outcomes for the person who reported...," and "The individuals are the high-ranking department heads. When directing them to follow the rules according to the [redacted] they ignore or bypass the authority of my department and go directly to the head managers or board for approvals." Two Staff respondents particularly mentioned challenging power dynamics with faculty members and the administration, "Faculty are usually smart enough not to commit one big offending act. It's more of a pattern of a thousand little cuts that are difficult to report one at a time," and "I just didn't trust anyone in administration. They always take the side of the Manager or Faculty. I also do not want to be retaliated upon…."

Faculty respondents

Nothing Would Change. Faculty respondents indicated that they believed that nothing would be done if they reported the incident. Respondents stated, "Such actions are not subject to any type of sanction. I did not report for it would be pointless," "Reporting would have served no purpose," and "Did not think that anything would come of me reporting it." One respondent elaborated further about why they believed nothing would change after reporting exclusionary conduct, "Addressing my concerns would require changing the way legal academia works and those who run Hastings are invested in that system. It has worked for them. So, I thought there was no point to making a complaint."

Qualitative comment analyses

One hundred eight Student, Staff, and Faculty respondents further elaborated on their experiences with exclusionary, intimidating, and/or hostile conduct. For Student respondents, four themes emerged: bias related to racism, sexism, and ableism; interactions with professors; bias related to gender identity; and conservative viewpoints. For Staff and Faculty respondents, one theme emerged around identity related bias.

Student respondents

Bias Related to Racism, Sexism, and Ableism. Student respondents further elaborated on their experiences of bias related to racism, sexism, and ableism. Respondents shared their experiences of bias related to racism such as a "Person in class made racial comments during orientation [regarding Mexicans] and also through a group chat stating that if we wanted to work this summer, we could always find jobs [on farms] ," and "Comments that are racially insensitive, make assumptions about my academic potential, and seem to imply that I slow down an efficient law school process by simply being in the room." Other respondents shared similar experiences such as being asked if they were graded well because "the professor was just confused with [their] work and/or an incompetent professor," "being physically harassed by security guards based on . . . racial identity, verbally harassed by a professor based on unwarranted claims, and discriminated [against] by fellow students" and being subjected to anti-Asian hate in which a

"few students were supportive, while another student [said] that what had happened, and was witnessed by other people as well, did not actually happen, even though that student was not even present in the location."

Respondents also noted instances of sexism that occurred during class, for example, "I often feel that the men (not all of them, of course) in my inn speak over the women in break out rooms or will disregard their ideas. Also, they often will support another man's ideas but not a woman's," and "Me and another female-identifying student were basically silenced and interrupted during a breakout room due to our fellow male students within the group. We were not encouraged to speak up about our opinions on the practice problem." They also noted remarks such as telling women that they needed to smile more.

Student Respondents with a Disability described their interactions with other students stating, "Students said I faked my disability. Student gave a speech on how the majority of students getting accommodations are faking it for a GPA boost," and "He began interrogating me about my accommodations and what disabilities I had that warranted accommodations. In that moment I felt so powerless and stupid. I felt as though I had to defend my disability…." One respondent mentioned challenges students have faced by being outed as a student with a disability, "In a highly competitive environment students feel threatened by testing accommodations, so they resent those who receive them. The DRP essentially outed a whole class of DRP students last year when they totally messed up the preferred seating, and their solution made it clear to everyone in class who the DRP students were. All of the microaggressions and harassment stemmed from that one serious mistake." A respondent cited earlier also noted an interaction with a professor in which the professor used the word "retarded" for an entire class to describe people with mentally disabilities.

Interactions with Professors. Student respondents indicated that they experienced exclusionary and hostile conduct from professors. Examples provided by respondents include a Student of Color challenging a professor's interpretation of a policy related to racial segregation with the professor pushing back harder than before, and a Black student being told that they were not acting like a lawyer because police officers involved in the killing of a Black person hadn't yet been fully prosecuted. Respondents also mentioned, "I had a professor who confused the names

and identities of the Asian American students in his class--I never witnessed [redacted] confuse anyone else's names," "My negative experiences [within a specific course] were not directed at me specifically, but he repeatedly said racist things about Black people (I'm not Black), ableist things, sexist things, classist things," and "2 of my male professors repeatedly throughout the semesters I had them, made racially and gendered derogatory remarks couched as 'jokes' or 'pedagogy'."

Bias Related to Gender. Student respondents elaborated on their experiences of bias related to gender. Respondents described conduct that perpetuated acceptance of gender-based bias such as, "The climate in our classrooms can be quite hostile at times, especially when we talk about police brutality, rape, murder, racism, etc., it's often male students who make insensitive or hurtful comments about why certain people deserved the negative experiences that happened to them. As someone who has survived rape learning about it in criminal law was deeply triggering because my professor failed to create a safe space and allowed students to shame victims in the hypotheticals and place blame on them..." and "Same person also made a remark in class stating how they did not understand why having sex with a minor should be criminalized and that it should be a civil suit instead. This was right after a case about a 15 yr old girl who was raped...." Respondents also stated that inappropriate behavior occurred at the College such as, "This is not the first professor I have heard who has indiscretions. There are many rumors about male faculty having student relationships which is a sad reputation for our school to have," and "I've been misgendered countless times at UC Hastings and forced to work with faculty members who are known for being predatory yet continue to work at UC Hastings." Respondents also described acts of sexual violence such as, "3 different students tried to force themselves on me sexually.... I was told these incidents of sexual assault were one time things and to not report by title XI," and "Repeatedly said no to another student who I thought was my friend. Trusted him to get me home, but he made advances at me instead after I said no many times and he eventually stopped and left."

Conservative Viewpoints. Student respondents also stated that their conservative viewpoints were not welcomed on campus. Respondents echoed statements such as, "I understand we are in San Francisco but if your political opinion on something is not left or extremely liberal you are automatically deemed an outsider and made to feel not wanted." Respondents also added, "I

consider myself somewhat conservative. I am also a religious person. I am not hard-right. I wasn't a Trump supporter…I have found people who are more in line with my perspectives, but we have to talk in secret for fear of career suicide. I am afraid to express who I am on campus. I understand my views are mainstream or at least acceptable in 95% of the country, but Hastings is my academic community," and "The classroom setting is where I felt the most uncomfortable at Hastings. I am a very outgoing individual, however, I only spoke in class when asked a question. I felt the treatment of students views different from the majority was incredibly unfair and disheartening. Every time a student would bring up their opinion that was even remotely 'conservative' in class, that student would be attacked and shunned from the class. This experience happened in classes that I took all three years at Hastings."

Staff and Faculty respondents

Identity Related Bias. Staff and Faculty respondents elaborated on instances of identity related bias. Staff and faculty respondents stated, "I have felt on more than one occasion that the male-dominated leadership of the school has been dismissive of the perspective, expertise, and leadership of women faculty and staff members," "Female faculty in this institution do not receive the respect they merit from their accomplishments. I am also shocked at the shift in the makeup in the top administration at the school from one of the most diverse groups to one of the most homogenous," and "Faculty members have been dismissive because of my age and gender. This is a constant theme with some male faculty members." Furthermore, respondents shared how their intersecting identities related to their experiences of identity related bias, "Hastings, like other law schools, values and prioritizes research scholarship and is led by faculty who produce scholarship. Because of the way structural racism, misogyny, and class work in the US, the people who produce that scholarship tend to be white, male, from one of seven elite law schools, and from generally privileged backgrounds. Individuals who contribute in other ways on campus via teaching, practice/advocacy, administration, etc are more diverse but, structurally, do not have a vote in College governance because they are not tenured faculty…. The deep root of how power and value works at Hastings needs to be addressed. If faculty who produce research scholarship (and a fairly narrow kind of scholarship) continue to be the primary source of power and priority, we will never change the climate at Hastings. As an example, we have an opportunity to hire new faculty soon. …While most colleagues I've talked to agree with ['hire

more diverse faculty'] in principle, some with more enthusiasm than others, when you drill down to what they value and will look for in new faculty, it is such a narrow range of qualifications that the practical effect will be to exclude candidates of color, women, and people of lower socioeconomic status (people who don't as frequently come from top-tier law schools)…," "I am misgendered on a daily basis by students, staff, and faculty. There has been no training in more than a year to improve these experiences...," and "…raising concerns about how the past year has specifically impacted Black [redacted] has resulted in negative responses and a negative review not for the content but for how it was communicated (tone-policing). It was also noted that, "There is no reciprocal feedback model where staff get to share with supervisors what it is like to be supervised by our leaders. We are expected to improve without regard for whether the standards should be at all shifted/changed or are not responsive to the current pandemic and civil rights movement...."

Qualitative comment analyses

One hundred eighty-three Student, Staff, and Faculty respondents elaborated further on their personal experiences in the community surrounding the campus. Among Student respondents, three themes emerged about the unsafe and dangerous area surrounding campus, divide between the college and surrounding area, and students who had never visited campus. Two themes emerged from Staff respondents about the unsafe and dangerous area surrounding campus and the humanitarian crisis. Among Faculty respondents, only one theme about the area being unsafe and dangerous emerged.

<u>Student respondents</u>

Unsafe and Dangerous Area. Student respondents described the area surrounding the campus as "unsafe" and "dangerous." Respondents elaborated on experiences of witnessing deaths and drug use, having property stolen and damaged, and being followed. Respondents shared concerns and feelings such as, "The tenderloin neighborhood which surrounds our school campus is scary" and "It doesn't feel safe -- there is a heightened anxiety…."

 Other respondents shared how the community area had shaped their educational choices, such as avoiding night classes; not staying late on campus to study in the library, meet with peers, or attend events; and not feeling safe going to local shops/cafes or the College parking lot. Two

respondents stated that they were grateful for the remote learning that did not require them to commute to campus. For example one explained, "We have been remote for quite a bit. I love being in person, but I appreciate not having to go to the tenderloin every day. I'm a [tall] male and felt very unsafe at times. I cannot imagine how my colleagues feel."

Divide Between the College and the Surrounding Area. Student respondents noted that there appeared to be a division between the College and the surrounding area: "I have never truly felt as if I was a part of the community surrounding our campus. If anything, it seems like Hastings actively tries to create a separation between campus and the Tenderloin/the Civic Center. They do this by constantly reminding students of the apparent dangers of the community (crime alerts, safety protocols, etc.). Though I understand the utility of these programs, it definitely does not encourage students to actively be part of the surrounding community," and "I feel deeply uncomfortable by the way other students talk about the community surrounding campus. In my experience, there is a sharp divide between students and other community members, and students are condescending to the people who live nearby." Several respondents also mentioned the difficult relationship between the College and the local community, "I knew what to expect from the Tenderloin when I enrolled. It seems that there are many other students, however, who are very uncomfortable with the homeless population and voice that discomfort rather negatively through stereotyping and comments about 'smell'. I think Hastings would benefit from sensitivity training in this area. After all, students are entering a pre-existing community that has existed before their presence and will exist long after," and "…I loved getting to know the community surrounding campus. However, I was deeply disappointed with how my classmates and how the school generally discusses our neighbors in the Tenderloin. Unfortunately, the people I've met at Hastings seem to have derogatory, or at best, ambivalent, attitudes towards the unhoused people in the area. I expected better from a great SF university, and the 'solutions' enacted so far aren't good enough. I don't think we can continue to police the unhoused in the Tenderloin under the guise of student safety, and I think that also requires diversity training for all students to better understand the issue of homelessness and its intersections with race and poverty. It's the main disappointment in my experience with the Hastings climate thus far - the way people talk about unhoused folks in the Tenderloin is dehumanizing, racist, and ignorant."

Never Visited Campus. Student respondents shared that they were unable to answer the question because of never visiting campus. Respondents stated, "I'm a 1L and have so far only had virtual classes. I do not live near campus. I don't have an informed, up-to-date perspective on UCH's surroundings," "I am a 1L who has only experienced Hastings online so I believe my experience has been very different from 2L and 3L Hastings students," and "I have never visited the area surrounding UC Hastings and cannot attest to the community surrounding it."

<u>Staff respondents</u>

Unsafe and Dangerous Area. Staff respondents stated that the area surrounding UC Hastings Law was "unsafe" and "dangerous." Respondents recounted experiences dealing with defection near their property, witnessing drug deals, being offered drugs, and being harassed by people who seemed to have a mental illness. Respondents explained, "…I have always felt safe in the buildings themselves, but the outside environment is horrendous …," "The community affects my working habits as well. I would love to be able to sometimes stay a bit late to finish work up or chat with students, but I need to leave before nightfall because it is unsafe" and "I appreciate that they are trying to help by hiring Urban Alchemy etc., but it is becoming a bit unbearable."

At the same time, respondents also commented on the relationship between the College and the community, "As a white [person], I can see that there are systems of systemic racism that are part of our society that must be addressed. Lots of people benefit from privilege at Hastings, also many do not. The school as a beacon of San Francisco as one of the sole public law schools in the country, we got to continue to evolve and change, from staff, faculty, systems, alumni, everyone…. We should be having more conversations as a community surrounding race, privilege, white supremacy and include the community that we sit in in the Tenderloin. It's time we really checked the heck outta our privilege (there's many that should do this) and really see if we can walk our walk and walk our talk," and "While I was stunned when I first encountered drug users and unhoused people in the tenderloin/civic center area, I was very surprised how quickly I adapted. There is one mentally unstable person who lives in the area who unnerves me when I see him on the BART platform, but on the whole I feel comfortable here. I get nervous about so many outsiders being brought to the area by Hastings and imposing our values on others who will be here long after we leave."

Humanitarian Crisis. Staff respondents indicated that the area surrounding campus was a humanitarian crisis. A respondent stated, "The community surrounding campus is a daily source of sadness and dismay." Respondents described seeing people in mental distress, drug use, violent arguments, injuries, and lack of basic needs. Respondents noted, "Seeing that kind of desperation and human beings without dignity becomes somewhat traumatizing over time. Some days it is difficult to come to work because I know I'll have to see all of that," and "There are so many community members in a high-level of distress around the community and the College 24/7. There is a huge difficulty for the College to not criminalize our community members, provide access to resources, and help the students, staff, and faculty feel safe. I do not envy the higher-ups having to navigate this complexity at all… The community also has a beautiful community garden, outreach teams offering support, local museums and restaurants creating community spaces, and has great access to multiple public transportation options and bicycle lanes."

<u>Faculty respondents</u>

Unsafe and Dangerous Area. Faculty respondents shared their overall thoughts about the surrounding community: "…Going to UC Hastings every day is a traumatic, unsafe experience to which the college has not paid sufficient attention," and "Our neighborhood is incredibly depressing. I dread coming into school every day." One respondent elaborated on their interactions within the community, "I have had a number of jarring experiences in and around the Tenderloin. These include being spit on, being called the N-word, and seeing numerous physical altercations. None of these experiences included members of the Hastings community." Respondents also debated on what College's role should be to make the community less dangerous, "It's difficult to witness so much suffering around campus, and it's very frustrating to feel like the city isn't working towards long-term solutions. I would like the whole neighborhood to feel safer--for us and those who live there (housed and unhoused). I feel very ambivalent about Hastings' role--some of our involvement in the community seems helpful, but I always think we and our students have the potential to do more," and "While I appreciate Urban Alchemy cleaning up the one block in each direction, we need a lot more than that. Another lawsuit may be needed to get the police to disperse the drug dealing crowds along Hyde Street a block to a few blocks north of campus."

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Forty-three percent ($n = 248$) of survey respondents observed conduct directed toward a person or group of people in person or online that they believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (bullying, harassing) learning, living, or working environment at UC Hasting Law[53] within the past two years.

Twelve percent ($n = 29$) of respondents who observed such conduct indicated that they witnessed one instance in the past two years, 21% ($n = 49$) observed two instances, 25% ($n = 58$) observed three instances, 7% ($n = 17$) observed four instances, and 35% ($n = 84$) witnessed five or more instances of such conduct in the past two years.
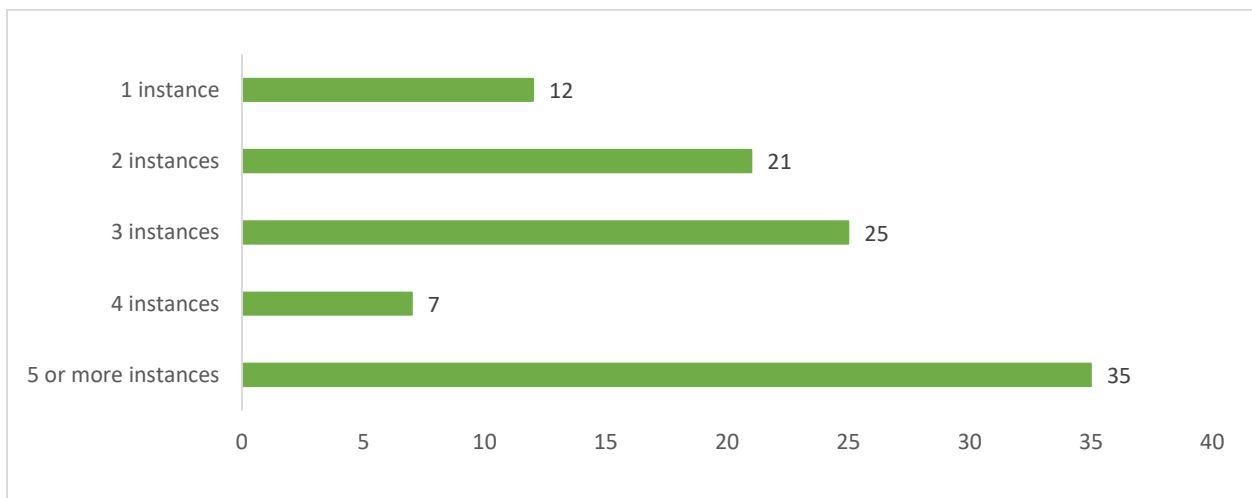
Figure 36. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Two Years (%)

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (36%, $n = 89$), political views (32%, $n = 79$), gender/gender identity (30%, $n =$

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[53] This report uses "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people in person or online that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UC Hastings Law?"

74), or ethnicity (23%, *n* = 57). Nine percent (*n* = 21) of respondents indicated that they did not know the basis for the conduct (Table 36).

Table 36. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Basis of conduct	*n*	% of respondents who observed conduct
Racial identity	89	35.9
Political views	79	31.9
Gender/gender identity	74	29.8
Ethnicity	57	23.0
Philosophical views	47	19.0
Position (e.g., staff, faculty, student)	38	15.3
Gender expression	34	13.7
Socioeconomic status	33	13.3
Academic performance	32	12.9
Class rank	28	11.3
Sexual identity	28	11.3
Do not know	21	8.5
A characteristic not listed above	23	9.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B99 in Appendix B.

Figure 37 separates by demographic categories (i.e., racial identity, political views, gender identity, sexual identity, disability status, practice area for students, religious affiliation, years of employment, and caregiving status) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past two years. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by racial identity, political views, practice area for students, religious affiliation, years of employment, and caregiving status. A significantly higher percentage of Student respondents (49%, *n* = 192) than Faculty respondents (24%, *n* = 20) observed exclusionary, intimidating, offensive, and/or hostile conduct (Staff respondents [37%, *n* = 36] were not statistically significant from the other groups).[xiii] A significantly higher percentage of Women respondents (46%, *n* = 164) than Men respondents (35%, *n* = 67) observed exclusionary, intimidating, offensive, and/or hostile conduct (Trans-spectrum respondents [61%, *n* = 11] were not statistically different from the Women group or

Men group).[xiv] A higher percentage of Bisexual respondents (61%, $n = 35$) than Heterosexual respondents (41%, $n = 169$) and Queer-spectrum respondents (35%, $n = 29$)[xv] and a higher percentage of Respondents with Multiple Disabilities (57%, $n = 51$) than Respondents with No Disability (37%, $n = 110$) observed such conduct (Respondents with a Single Disability [45%, $n = 73$] did not statistically differ from the other groups).[xvi]
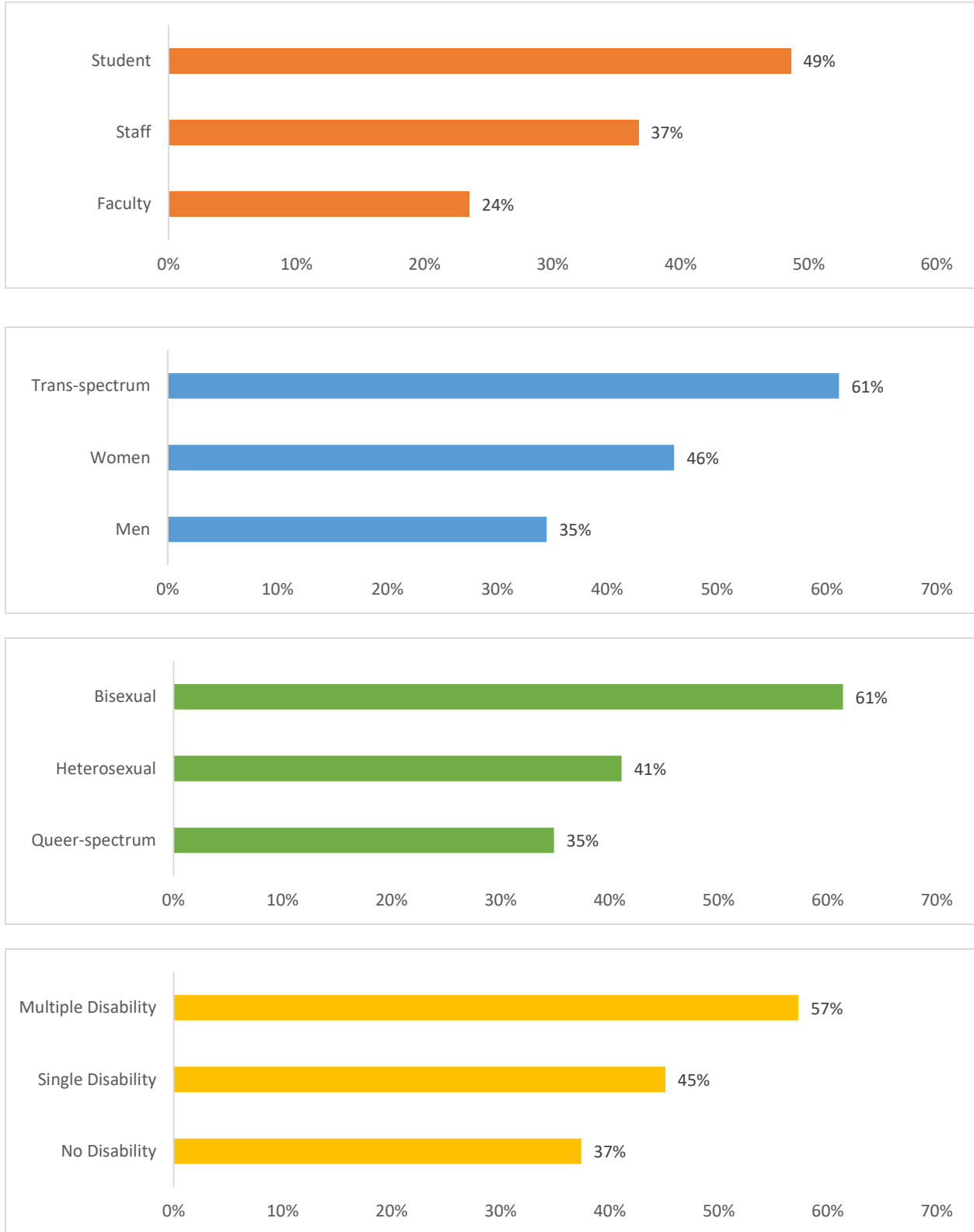
Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Gender Identity, Sexual Identity, and Disability Status (%)

Table 37 illustrates that respondents most often observed this conduct in the form of someone being ignored or excluded (38%, *n* = 94), experiencing a hostile classroom environment (34%, *n* = 85), being silenced (33%, *n* = 82), being isolated or left out (31%, *n* = 76), or being intimidated or bullied (29%, *n* = 73).

Table 37. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	*n*	% of respondents who observed conduct
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
Racial/ethnic profiling	50	20.2
Singled out as the spokesperson for their identity group	46	18.5
Person experienced a hostile work environment	45	18.1
Person was stared at	37	14.9
Person was misgendered after giving correct pronouns	36	14.5
Something not listed above	21	8.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B100 in Appendix B.

Additionally, 52% (*n* = 129) of the respondents who indicated on the survey that they observed such conduct noted that it happened in a class (including in chat, breakout rooms, etc.) (Table 38). Some respondents noted that the incidents occurred in a meeting with a group of people (20%, *n* = 49), in other public spaces at UC Hasting Law (18%, *n* = 45), or on phone calls/text messages/email/GroupMe/Slack (17%, *n* = 43).

Table 38. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of respondents who observed conduct
In a class (including in chat, breakout rooms, etc.)	129	52.0
In a meeting with a group of people	49	19.8
In other public spaces at Hastings	45	18.1

Table 38. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of respondents who observed conduct
On phone calls/text messages/email/GroupMe/Slack	43	17.3
On social media (e.g., Facebook, Instagram, Twitter, Snapchat)	34	13.7
Off campus	33	13.3
At a Hastings event/program	26	10.5
While working at a Hastings job	20	8.1
In a meeting with one other person	17	6.9
In a McAllister Tower apartment	16	6.5
While walking on campus	16	6.5
A venue not listed above	7	2.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B101 in Appendix B.

Seventy-one percent (*n* = 176) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 39). Respondents also identified friends (19%, *n* = 48), faculty members/other instructional staff (15%, *n* = 38), coworkers/colleagues (8%, *n* = 20), or other staff members (8%, *n* = 20) as targets.

Table 39. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	*n*	% of respondents who observed conduct
Student	176	71.0
Friend	48	19.4
Faculty member/other instructional staff	38	15.3
Coworker/colleague	20	8.1
Other Staff member	20	8.1
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	13	5.2
Student organization	11	4.4
Do not know target	< 5	---
A target not listed above	16	6.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B96 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 69% ($n = 170$) noted that students were the sources of the conduct (Table 40. Respondents identified additional sources as faculty members/other instructional staff members (35%, $n = 86$), department/program heads (9%, $n = 22$), and senior administrators (e.g., Dean, Associate/Assistant Dean (9%, $n = 21$).

Table 40. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	n	% of respondents who observed conduct
Student	170	68.5
Faculty member/other instructional staff	86	34.7
Department/program head	22	8.9
Senior administrator (e.g., Dean, Associate/Assistant Deans)	21	8.5
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	12	4.8
Student organization	10	4.0
Campus police (UCSFPD) or security	9	3.6
Social networking site	9	3.6
Supervisor or manager	9	3.6
Do not know source	< 5	---
A source not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 248$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B97 in Appendix B.

In response to this conduct, 66% ($n = 164$) of respondents felt disappointed, 61% ($n = 152$) felt frustrated, 51% ($n = 126$) felt angry, 31% each felt distressed ($n = 77$) or sad ($n = 77$), 22% ($n = 55$) felt embarrassed, and 17% ($n = 42$) felt resigned (Table 33). Of respondents who indicated their emotional response was not listed, several added comments that they felt "perplexed," "tired and indifferent," "surprised," "anxious," and "disgusted."

Table 41. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who observed conduct
Disappointed	164	66.1

Table 41. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who observed conduct
Frustrated	152	61.3
Angry	126	50.8
Distressed	77	31.0
Sad	77	31.0
Embarrassed	55	22.2
Resigned	42	16.9
Afraid	28	11.3
Somehow responsible	26	10.5
A feeling not listed above	13	5.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 46% (*n* = 113) told a friend, 29% (*n* = 72) did not do anything, 21% (*n* = 51) avoided the person/venue, and 20% (*n* = 49) told a family member (Table 42). Of the respondents (9%, *n* = 21) who contacted a UC Hastings Law resource, 43% each sought support from a faculty member (*n* = 9) or a senior administrator (*n* = 9).

Table 42. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I told a friend.	113	45.6
I did not do anything.	72	29.0
I avoided the person/venue.	51	20.6
I told a family member.	49	19.8
I did not know to whom to go.	36	14.5
I confronted the person(s) later.	21	8.5
I contacted a Hastings resource.	21	8.5
Faculty member	*9*	*42.9*
Senior administrator (e.g., Dean, Associate/Assistant Deans)	*9*	*42.9*
CARE (Center for Advocacy, Resources, and Education) advocate	*5*	*23.8*

Table 42. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	n	% of respondents who observed conduct
I confronted the person(s) at the time.	19	7.7
I contacted and/or supported the target of the conduct	16	6.5
I sought information online.	9	3.6
A response not listed above.	20	8.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 248). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B103 in Appendix B.

Table 43 illustrates that 95% (n = 225) of respondents did not officially report the incident and that 5% (n = 11) of respondents did report the incident.

Table 43. Respondents' Official Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	n	% of respondents who observed conduct
No, I did not report it.	225	95.3
Yes, I reported it.	11	4.7
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 248). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Eighty-seven Student, Staff, and Faculty respondents elaborated on their observations of conduct that created an exclusionary, intimidating, offensive, and/or hostile learning, living, or working environment. Three themes emerged around hostile learning and working environment for underserved identities; conduct related to racism; conduct related to sexism, genderism, and ableism; and opposing perspectives.

Hostile Learning and Working Environment for Underserved Identities. Respondents further elaborated on their observations of a hostile learning, living, or working environment for underserved identities at UC Hastings Law. A respondent provided several examples, "…I have witnessed, and personally experienced white male professors brush off and silence woman students who challenge them. I have witnessed professors misgender a student right while introducing them [redacted]. Professors and students stare at and sometimes directly ask BIPOC students to speak up regarding issues of their race. I have witnessed, on multiple occasions, a male student (who is publicly known to make women feel uncomfortable . . .) target and intimidate women. His behaviors of harassment are categorized in 'boy's club' mentality, he uses his power to embarrass and put down women in whatever capacity he can, if he is not actively making sexual advances on them. A white male classmate has thrown food at a group of BIWOC (off campus) while other classmates and friends of his just watched. Two white males questioned a Black woman student's ability in a professional competition, saying to her white woman team partner that they feel sorry for her for being paired with her because she is clearly only accepted into the team because she's Black. I've witnessed a white student challenge a Black student's high grade, asking her if she really thinks she deserved the grade she got. A . . . member from the CDO told a first semester Latino student who is pursuing corporate law, to perhaps wait until his grades come in before going for big law, a comment that is most likely not asked of white men. I was publicly yelled at my first few weeks of school by someone who said that I did not deserve [redacted]. Respondents also shared how a hostile working environment impacted relationships, "There are certain tenured faculty who feel they can treat staff dismissively and rudely. I've seen faculty make comments indicating that they feel their work is important but 'administrative stuff' is beneath them or not worth their time. This has usually been in the context of those staff trying to help tenured faculty with something they need. It's really toxic. While not overtly about race, gender, class and privilege, it is implicitly about all of those things," and "There are faculty members who are non-collegial and cliquish [*sic*] in the extreme. Often their exclusions are along race, gender and perceived class lines."

Another respondent emphasized the need for the administration to change the hostile working and learning environment stating, "Hastings needs to work on providing further diversity training to its faculty and improving its response to reported incidents of bias and discrimination. Several

classmates of mine have experienced demeaning comments based on their race and/or sex. When these individuals and others witnessing the incidents expressed their concerns to the administration, they consistently felt like they were being brushed off. In one particularly egregious incident, where a…black student was marginalized and excluded in class, the administration's response was wholly inadequate. [It] did not involve the professor who committed the offense. …The students who complained are not the ones creating the problem. Rather, professors and other students [in my classes] consistently create a hostile academic environment through racist, sexist, and otherwise exclusionary behavior. They are the ones the university needs to talk to...."

Conduct Related to Racism. Respondents elaborated on specific observations of conduct related to racism. One respondent shared examples of witnessed microaggressions such as African American students being asked if a grade was based on merit, or if the professor just gave that grade, insinuating that it was a "hand down," told to bring "black girl magic," and told that they were intimidating. Another stated "At school events, students have gotten drunk and been openly racist to me and some of my friends. In class, particularly in classes that touch criminal issues, we are so insensitive to the way that Black and brown bodies have been criminalized. Professors do a poor job of highlighting these issues and provide too much space for 'devil's advocate' arguments that are completely racist, disregarding the experiences of Black and brown people. Worse still, our classes are made up of mostly white people which leaves POC students, particularly Black students, alone in dealing with these issues." One respondent also described the impact of this conduct on students' future sense of connection to UC Hastings Law, "We just got to be more inclusive of alumni events of all races, religions and ethnicities. When I started at Hastings, I was shocked and not shocked to learn that the school did not have a good relationship with alumni of color and/or didn't have too many alumni affinity groups set up to provide spaces for alumni of color… I've heard from many alumni in the past they did not feel included at Hastings. This was mainly exclusionary and shunning actions that I have heard about…."

Opposing Perspectives. Respondents elaborated on exclusionary conduct related to opposing perspectives. Respondents shared politically charged experiences such as, "Differing political views are not tolerated here and you are automatically assumed to be something you are not if you don't fully agree with the prevailing left/extreme liberal ideology here," and "Students with a

'liberal' or one-issue 'progressive' view, get far more attention and 'silence' a Professor or Professors who dare to question their views. And they refuse to identify themselves, so it can be discussed or confronted." Other respondents echoed these sentiments, "Just overall extreme sensitivity and intolerance to opposing views. Disrespectful behavior towards our professors without a modicum of grace or understanding that we are all learning and that mistakes are OK, people aren't perfect, and the online platform obviously has the power to magnify even the slightest misstep into a large issue," and "Hastings, as a whole, is welcoming. It is not, however, welcoming as a whole toward legal or political positions that are labeled 'conservative.' I have seen multiple instances in which a student or faculty member expressing an objective observation, not a personal opinion, which aligns with those positions labeled 'conservative' either shunned, looked down upon, referred to as racist, or had the merits of their position completely disregarded. This has been particularly true when the discussion occurs in areas of criminal law and procedure, constitutional structure, the role of government, and other areas which are critical to fostering a well-rounded legal education." One respondent also elaborated on an example of an in-classroom discussions about police in which they felt that the general response to others was "mean-spirited, not in good faith, and undercut their lived experience."

Perceptions of Diversity at UC Hastings Law

A set of questions asked Student, Faculty, and Staff respondents about their perceptions of the diversity of the UC Hastings Law students and employees, the extent to which classes attend to matters related to race, class, and gender, and students' and faculty members' training and ability. This section relates the responses to those questions, any statistically significant group differences, and graphs representing responses by position status.

Faculty Respondents

Chi-square analysis could not be conducted for Faculty respondents owing to low numbers in many of the response categories. Twenty-six percent ($n = 21$) of Faculty respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law faculty (Table 44). Forty-one percent ($n = 34$) of Faculty respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law student body and 32% ($n = 26$) of

Faculty respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law administration.

Forty-eight percent ($n = 40$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of race, 34% ($n = 28$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of class, and 46% ($n = 38$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of gender.

Twenty-nine percent ($n = 24$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law prepared students to handle any bias or discrimination they may encounter in the profession. Thirty-one percent ($n = 25$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law prepared students to interact effectively cross-culturally and 31% ($n = 25$) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law faculty were adept at interacting effectively cross-culturally.

Table 44. Faculty Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am satisfied with the diversity of the Hastings faculty.	9	11.0	12	14.6	13	15.9	20	24.4	28	34.1
I am satisfied with the diversity of the Hastings student body.	9	10.7	25	29.8	17	20.2	22	26.2	11	13.1
I am satisfied with the diversity of the Hastings administration.	9	11.0	17	20.7	19	23.2	22	26.8	15	18.3
Hastings classes devote sufficient attention to matters of race.	14	16.9	26	31.3	26	31.3	10	12.0	7	8.4
Hastings classes devote sufficient attention to matters of class.	10	12.2	18	22.0	29	35.4	15	18.3	10	12.2
Hastings classes devote sufficient attention to matters of gender.	16	19.3	22	26.5	32	38.6	8	9.6	5	6.0
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	5	6.1	19	23.2	31	37.8	24	29.3	< 5	---
Hastings prepares students to interact effectively cross-culturally.	< 5	---	21	25.9	36	44.4	17	21.0	< 5	---
Hastings faculty are adept at interacting effectively cross-culturally.	7	8.5	18	22.0	33	40.2	22	26.8	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 85).

Staff Respondents

No significant findings emerged for Staff respondents owing to low numbers in many of the response categories. Seventeen percent (*n* = 16) of Staff respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law faculty (Table 45). Thirty-seven percent (*n* = 36) of Staff respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law staff. Thirty-two percent (*n* = 31) of Staff respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC

Hastings Law student body and 19% ($n = 18$) of Staff respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law administration.

Thirty percent ($n = 29$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law prepares students to handle any bias or discrimination they may encounter in the profession. Thirty-three percent ($n = 31$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law prepares students to interact effectively cross-culturally and 23% ($n = 21$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law faculty are adept at interacting effectively cross-culturally.

Table 45. Staff Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am satisfied with the diversity of the Hastings faculty.	5	5.2	11	11.3	35	36.1	25	25.8	21	21.6
I am satisfied with the diversity of the Hastings staff.	8	8.2	28	28.9	35	36.1	20	20.6	6	6.2
I am satisfied with the diversity of the Hastings student body.	8	8.2	23	23.7	45	46.4	14	14.4	7	7.2
I am satisfied with the diversity of the Hastings administration.	< 5	---	15	15.6	37	38.5	22	22.9	19	19.8
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	5	5.2	24	25.0	50	52.1	15	15.6	< 5	---
Hastings prepares students to interact effectively cross-culturally.	5	5.3	26	27.4	50	52.6	11	11.6	< 5	---
Hastings faculty are adept at interacting effectively cross-culturally.	< 5	---	17	18.3	46	49.5	17	18.3	9	9.7

Note: Table reports responses only from Staff respondents ($n = 98$).

Student Respondents

Chi-square analyses were run by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status for Student respondents. Only statistically significant findings are reported.

Thirty-five percent ($n = 137$) of Student respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law faculty (Table 46). A higher percentage of Men Student respondents (20%, $n = 23$) than Women Student respondents (8%, $n = 21$) "strongly agreed" with the statement. A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (35%, $n = 28$) than White Student respondents (12%, $n = 20$) and Asian/Pacific Islander Student respondents (14%, $n = 11$), along with a higher percentage of Queer-spectrum Student respondents (29%, $n = 16$) than Heterosexual Student respondents (14%, $n = 37$) "strongly disagreed" with the statement (Multiracial Student respondents [18%, $n = 11$] and Bisexual Student respondents [26%, $n = 12$] were not statistically significant different from their comparison groups). Thirty-five percent ($n = 23$) of Lower-Income Student respondents, compared with 18% ($n = 36$) of Middle-Income Student respondents and 10% ($n = 9$) of Higher-Income Student respondents "strongly disagreed" that they were satisfied with the diversity of the UC Hastings Law faculty. By disability status, 16% ($n = 27$) of Student Respondents with No Disability compared with 8% ($n = 16$) of Student Respondents with At Least One Disability "strongly agreed" with the statement. Lastly, by political views, higher percentages of Conservative/Libertarian Student respondents (22%, $n = 6$) and Moderate Student respondents (20%, $n = 18$) than Progressive Student respondents (5%, $n = 7$) "strongly agreed" they were satisfied with the diversity of the UC Hastings Law faculty (Liberal Student respondents [11%, $n = 13$] were not statistically significant from groups with other political views).

Forty-one percent ($n = 159$) of Student respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law student body. A higher percentage of Men Student respondents (23%, $n = 27$) than Women Student respondents (11%, $n = 27$) "strongly agreed" with the statement. A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (27%, $n = 21$) than White Student respondents (11%, $n = 18$), along with a higher percentage of Queer-spectrum Student respondents (25%, $n = 26$) than

Heterosexual Student respondents (13%, $n = 34$) "strongly disagreed" with the statement (Asian/Pacific Islander Student respondents [17%, $n = 13$] and Multiracial Student respondents [21%, $n = 13$] were not statistically significant different from other racial/ethnic groups). By disability status, 22% ($n = 37$) of Student Respondents with No Disability compared with 9% ($n = 11$) of Student Respondents with One Disability and 7% ($n = 5$) of Student Respondents with Multiple Disabilities "strongly agreed" with the statement. By practice area interest, a higher percentage of Public Interest/Social Justice Student respondents (28%, $n = 25$) than Government Student respondents (9%, $n = 5$) "strongly disagreed" what they were satisfied with the diversity of the UC Hastings Law student body (Private Practice Student respondents [16%, $n = 28$] and Unsure/Undecided Student respondents [13%, $n = 8$] were not statistically different from other practice area interest groups). Lastly, by political views, higher percentages of Moderate Student respondents (36%, $n = 32$) and Liberal Student respondents (35%, $n = 41$) than Progressive Student respondents (16%, $n = 23$) and Conservative/Libertarian Student respondents (22%, $n = 6$) "agreed" they were satisfied with the diversity of the UC Hastings Law student body.

Thirty-two percent ($n = 122$) of Student respondents "strongly agreed" or "agreed" that they were satisfied with the diversity of the UC Hastings Law administration. A higher percentage of Men Student respondents (18%, $n = 21$) than Women Student respondents (7%, $n = 17$) "strongly agreed" with the statement. A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (32%, $n = 25$) than White Student respondents (11%, $n = 18$), along with a higher percentage of Queer-spectrum Student respondents (27%, $n = 27$) than Heterosexual Student respondents (14%, $n = 38$) "strongly disagreed" with the statement (Asian/Pacific Islander Student respondents [15%, $n = 11$] and Multiracial Student respondents [22%, $n = 13$] were not statistically significant different from other racial/ethnic groups). By disability status, 14% ($n = 24$) of Student Respondents with No Disability compared with 6% ($n = 11$) of Student Respondents with At Least One Disability "strongly agreed" with the statement. By practice area interest, higher percentages of Private Practice Student respondents (13%, $n = 22$) and Unsure/Undecided Student respondents (15%, $n = 9$) than Public Interest/Social Justice Student respondents ($n < 5$) "strongly agreed" that they were satisfied with the diversity of the UC Hastings Law administration (Government Student respondents [$n < 5$] were not statistically different from other practice area interest groups). Lastly, by political views, higher percentages

of Moderate Student respondents (35%, $n = 31$) and Liberal Student respondents (26%, $n = 30$) than Progressive Student respondents (11%, $n = 15$) "agreed" they were satisfied with the diversity of the UC Hastings Law administration (Conservative/Libertarian Student respondents [26%, $n = 7$] were not statistically different from other political view groups).

Fifty percent ($n = 194$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of race. A higher percentage of Queer-spectrum Student respondents (25%, $n = 14$) than Heterosexual Student respondents (10%, $n = 26$) "strongly disagreed" with the statement (Bisexual Student respondents [17%, $n = 8$] were not statistically different from other sexual identity groups). Higher percentages of Middle-Income Student respondents (37%, $n = 77$) and Higher-Income Student respondents (40%, $n = 38$) than Lower-Income Student respondents (17%, $n = 11$) "agreed" with the statement. A higher percentage of Government Student respondents (50%, $n = 27$) than Public Interest/Social Justice Student respondents (25%, $n = 22$) along with a higher percentage of Student Respondents with No Religious Affiliation (40%, $n = 79$) than Student Respondents with a Religious Affiliation (29%, $n = 51$) "agreed" that UC Hastings Law classes devoted sufficient attention to matters of race (Private Practice Student respondents [34%, $n = 59$] and Unsure/Undecided Student respondents [37%, $n = 23$] were not statistically different from other practice area interest groups). Lastly, higher percentages of Conservative/Libertarian Student respondents (33%, $n = 9$), Moderate Student respondents (23%, $n = 21$), and Liberal Student respondents (18%, $n = 21$) than Progressive Student respondents (6%, $n = 9$) "strongly agreed" with the statement.

Thirty-eight percent ($n = 148$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of class. A higher percentage of Queer-spectrum Student respondents (32%, $n = 18$) than Heterosexual Student respondents (15%, $n = 41$) "strongly disagreed" with the statement (Bisexual Student respondents [28%, $n = 13$] were not statistically different from other sexual identity groups). A higher percentage of Student Respondents with Multiple Disabilities (32%, $n = 23$) than Student Respondents with No Disability (15%, $n = 25$) "disagreed" with the statement (Student Respondents with a Single Disability [23%, $n = 30$] were not statistically different from other disability identity groups). A higher percentage of Public Interest/Social Justice Student respondents (35%, $n = 31$) than Government Student respondents (13%, $n = 7$) and Private Practice Student respondents (16%, n

= 28) "strongly disagreed" that UC Hastings Law classes devoted sufficient attention to matters of class (Unsure/Undecided Student respondents [16%, $n = 10$] were not statistically different from other practice area interest groups). Lastly, higher percentages of Conservative/Libertarian Student respondents (19%, $n = 5$) and Moderate Student respondents (25%, $n = 23$) than Progressive Student respondents (4%, $n = 5$), along with a higher percentage of Moderate Student respondents than Liberal Student respondents (10%, $n = 12$) "strongly agreed" with the statement.

Forty-six percent ($n = 177$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law classes devoted sufficient attention to matters of gender. A higher percentage of Men Student respondents (24%, $n = 27$) than Women Student respondents (10%, $n = 24$) "strongly agreed" with the statement. A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (28%, $n = 22$) than White Student respondents (8%, $n = 12$) and Asian/Pacific Islander Student respondents (7%, $n = 5$), along with higher percentages of Queer-spectrum Student respondents (25%, $n = 14$) and Bisexual Student respondents (21%, $n = 10$) than Heterosexual Student respondents (9%, $n = 23$) "strongly disagreed" with the statement (Multiracial Student respondents [17%, $n = 10$] were not statistically different from the other racial identity groups). A higher percentage of Student Respondents with No Disability (17%, $n = 29$) than Student Respondents with At Least One Disability (10%, $n = 19$) "strongly agreed" that UC Hastings Law classes devoted sufficient attention to matters of gender. By practice area interest, a higher percentage of Public Interest/Social Justice Student respondents (24%, $n = 21$) than Private Practice Student respondents (10%, $n = 18$) "strongly disagreed" with the statement (Government Student respondents [9%, $n = 5$] and Unsure/Undecided Student respondents [8%, $n = 5$] were not statistically different from other practice area interest groups). Higher percentages of Conservative/Libertarian Student respondents (30%, $n = 8$) and Moderate Student respondents (27%, $n = 24$) than Progressive Student respondents (5%, $n = 7$) along with a higher percentage of Moderate Student respondents than Liberal Student respondents (11%, $n = 13$) "strongly agreed" that UC Hastings Law classes devoted sufficient attention to matters of gender.

Thirty percent ($n = 115$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law prepared them to handle any bias or discrimination they may encounter in the profession. A higher percentage of Men Student respondents (14%, $n = 16$) than Women Student respondents

(7%, $n = 17$) "strongly agreed" with the statement. A higher percentage of White Student respondents (29%, $n = 47$) than Black, Indigenous, Latinx, and Middle Eastern Student respondents (11%, $n = 9$) "agreed" with the statement (Asian/Pacific Islander Student respondents [15%, $n = 11$] and Multiracial Student respondents [23%, $n = 14$] were not statistically different from other racial/ethnic groups). A higher percentage of Queer-spectrum Student respondents (44%, $n = 24$) than Heterosexual Student respondents (21%, $n = 56$) "disagreed" that UC Hastings Law prepared them to handle any bias or discrimination they may encounter in the profession (Bisexual Student respondents [30%, $n = 14$] were not statistically different from the other sexual identity groups). Higher percentages of Middle-Income Student respondents (23%, $n = 48$) and Higher-Income Student respondents (27%, $n = 25$) than Lower-Income Student respondents ($n < 5$) "agreed" with the statement. A higher percentage of Student Respondents with a Single Disability (19%, $n = 25$) than Student Respondents with No Disability (9%, $n = 15$), along with a higher percentage of Progressive Student respondents (23%, $n = 33$) than Liberal Student respondents (6%, $n = 7$) "strongly disagreed" with the statement (Student Respondents with Multiple Disabilities [20%, $n = 14$] along with Conservative/Libertarian Student respondents [$n < 5$] and Moderate Student respondents [13%, $n = 12$] were not statistically different from other political view groups).

Thirty-three percent ($n = 126$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law prepared students to interact effectively cross-culturally. Higher percentages of Asian/Pacific Islander Student respondents (26%, $n = 20$) and Student Respondents of Color (including Multiracial) (26%, $n = 37$) than White Student respondents (16%, $n = 25$), along with a higher percentage of Queer-spectrum Student respondents (35%, $n = 19$) than Heterosexual Student respondents (17%, $n = 46$) "disagreed" with the statement (Bisexual Student respondents [28%, $n = 13$] were not statistically different from other sexual identity groups). A higher percentage of Not-First-Generation Student respondents (27%, $n = 68$) than First-Generation Student respondents (14%, $n = 16$) along with higher percentages of Middle-Income Student respondents (25%, $n = 52$) and Higher-Income Student respondents (27%, $n = 25$) than Lower-Income Student respondents (11%, $n = 7$) "agreed" that UC Hastings Law prepared students to interact effectively cross-culturally. A higher percentage of Student Respondents with No Disability (15%, $n = 25$) than Student Respondents with a Single Disability (5%, $n = 7$) "strongly

agreed" with the statement (Student Respondents with Multiple Disabilities [$n < 5$] were not statistically different from other disability identity groups). A higher percentage of Government Student respondents (32%, $n = 17$) than Public Interest/Social Justice Student respondents (13%, $n = 11$), along with a higher percentage of Liberal Student respondents (34%, $n = 40$) than Progressive Student respondents (15%, $n = 21$) and Conservative/Libertarian Student respondents ($n < 5$) "agreed" that UC Hastings Law prepared students to interact effectively cross-culturally (Private Practice Student respondents [26%, $n = 45$] and Unsure/Undecided Student respondents [20%, $n = 12$], along with Moderate Student respondents [28%, $n = 25$] were not statistically different from the other practice area interest groups).

Thirty-six percent ($n = 139$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law faculty were adept at interacting effectively cross-culturally. Higher percentages of Queer-spectrum Student respondents (11%, $n = 6$) and Bisexual Student respondents (17%, $n = 8$) than Heterosexual Student respondents (7%, $n = 18$) "strongly disagreed" with the statement. A higher percentage of Progressive Student respondents (19%, $n = 27$) than Liberal Student respondents ($n < 5$) and Moderate Student respondents (6%, $n = 5$) "strongly disagreed" that UC Hastings Law faculty were adept at interacting effectively cross-culturally (Conservative/Libertarian Student respondents [$n < 5$] were not statistically different from other political view groups).

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am satisfied with the diversity of the Hastings faculty.	**46**	**11.9**	**91**	**23.5**	**92**	**23.8**	**87**	**22.5**	**71**	**18.3**
Gender identity[xvii]										
Men	23	19.7	26	22.2	26	22.2	21	17.9	21	17.9
Women	21	8.3	63	25.0	62	24.6	61	24.2	45	17.9
Racial identity[xviii]										
Asian/Pacific Islander	12	15.6	22	28.6	14	18.2	18	23.4	11	14.3
White	16	9.9	43	26.7	44	27.3	38	23.6	20	12.4
Multiracial	6	9.8	13	21.3	19	31.1	12	19.7	11	18.0

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Black, Indigenous, Latinx, & Middle Eastern	11	13.9	11	13.9	14	17.7	15	19.0	28	35.4
Sexual identity[xix]										
Queer-spectrum	< 5	---	15	26.8	10	17.9	14	25.0	16	28.6
Bisexual	< 5	---	14	29.8	7	14.9	10	21.3	12	25.5
Heterosexual	38	14.2	62	23.1	72	26.9	59	22.0	37	13.8
Income status[xx]										
Lower-Income	7	10.6	9	13.6	10	15.2	17	25.8	23	34.8
Middle-Income	21	10.2	53	25.7	50	24.3	46	22.3	36	17.5
Higher-Income	14	14.7	24	25.3	26	27.4	22	23.2	9	9.5
Disability status[xxi]										
No disability	27	16.0	47	27.8	38	22.5	31	18.3	26	15.4
At least one disability	16	8.0	41	20.4	50	24.9	51	25.4	43	21.4
Political views[xxii]										
Conservative/Libertarian	6	22.2	8	29.6	9	33.3	< 5	---	< 5	---
Moderate	18	20.0	32	35.6	15	16.7	16	17.8	9	10.0
Liberal	13	11.1	30	25.6	27	23.1	31	26.5	16	13.7
Progressive	7	4.9	21	14.7	37	25.9	36	25.2	42	29.4
I am satisfied with the diversity of the Hastings student body.	**56**	**14.5**	**103**	**26.6**	**89**	**23.0**	**73**	**18.9**	**66**	**17.1**
Gender identity[xxiii]										
Men	27	23.3	29	25.0	22	19.0	22	19.0	16	13.8
Women	27	10.7	72	28.5	65	25.7	46	18.2	43	17.0
Racial identity[xxiv]										
Asian/Pacific Islander	16	20.8	27	35.1	12	15.6	9	11.7	13	16.9
White	23	14.3	47	29.2	40	24.8	33	20.5	18	11.2
Multiracial	6	9.8	14	23.0	18	29.5	10	16.4	13	21.3
Black, Indigenous, Latinx, & Middle Eastern	10	12.7	14	17.7	17	21.5	17	21.5	21	26.6
Sexual identity[xxv]										
Queer-spectrum	7	6.8	27	26.2	22	21.4	21	20.4	26	25.2
Heterosexual	46	17.2	76	28.4	63	23.5	49	18.3	34	12.7

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Disability status[xxvi]										
Single Disability	11	8.6	36	28.1	36	28.1	22	17.2	23	18.0
No Disability	37	21.8	47	27.6	32	18.8	35	20.6	19	11.2
Multiple Disabilities	5	6.9	16	22.2	17	23.6	13	18.1	21	29.2
Practice area interest[xxvii]										
Government	7	13.0	14	25.9	16	29.6	12	22.2	5	9.3
Private Practice	27	15.4	49	28.0	42	24.0	29	16.6	28	16.0
Public Interest/Social Justice	6	6.8	21	23.9	15	17.0	21	23.9	25	28.4
Unsure/Undecided	13	21.3	18	29.5	15	24.6	7	11.5	8	13.1
Political views[xxviii]										
Conservative/Libertarian	5	18.5	6	22.2	10	37.0	< 5	---	< 5	---
Moderate	21	23.3	32	35.6	15	16.7	12	13.3	10	11.1
Liberal	14	12.0	41	35.0	32	27.4	20	17.1	10	8.5
Progressive	15	10.6	23	16.2	29	20.4	33	23.2	42	29.6
I am satisfied with the diversity of the Hastings administration.	**38**	**9.9**	**84**	**21.8**	**126**	**32.7**	**68**	**17.7**	**69**	**17.9**
Gender identity[xxix]										
Men	21	18.1	25	21.6	31	26.7	19	16.4	20	17.2
Women	17	6.8	57	22.7	91	36.3	43	17.1	43	17.1
Racial identity[xxx]										
Asian/Pacific Islander	13	17.1	15	19.7	28	36.8	9	11.8	11	14.5
White	16	9.9	42	25.9	57	35.2	29	17.9	18	11.1
Multiracial	< 5	---	13	22.0	19	32.2	12	20.3	13	22.0
Black, Indigenous, Latinx, & Middle Eastern	7	8.9	12	15.2	21	26.6	14	17.7	25	31.6
Sexual identity[xxxi]										
Queer-spectrum	5	5.0	20	19.8	30	29.7	19	18.8	27	26.7
Heterosexual	30	11.2	64	23.9	93	34.7	43	16.0	38	14.2
Disability status[xxxii]										
No disability	24	14.3	40	23.8	54	32.1	27	16.1	23	13.7
At least one disability	11	5.5	42	21.0	67	33.5	36	18.0	44	22.0
Practice area interest[xxxiii]										

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Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Government	< 5	---	13	24.5	25	47.2	6	11.3	6	11.3
Private Practice	22	12.6	39	22.3	58	33.1	27	15.4	29	16.6
Public Interest/Social Justice	< 5	---	15	16.9	22	24.7	24	27.0	26	29.2
Unsure/Undecided	9	15.3	14	23.7	19	32.2	9	15.3	8	13.6
Political views[xxxiv]										
Conservative/Libertarian	5	18.5	7	25.9	12	44.4	< 5	---	< 5	---
Moderate	15	17.0	31	35.2	20	22.7	13	14.8	9	10.2
Liberal	10	8.6	30	25.9	46	39.7	17	14.7	13	11.2
Progressive	7	4.9	15	10.5	43	30.1	36	25.2	42	29.4
Hastings classes devote sufficient attention to matters of race.	**60**	**15.5**	**134**	**34.5**	**63**	**16.2**	**79**	**20.4**	**52**	**13.4**
Sexual identity[xxxv]										
Queer-spectrum	< 5	---	18	32.1	< 5	---	16	28.6	14	25.0
Bisexual	6	13.0	16	34.8	6	13.0	10	21.7	8	17.4
Heterosexual	48	17.8	97	35.9	48	17.8	51	18.9	26	9.6
Income status[xxxvi]										
Lower-Income	13	19.7	11	16.7	11	16.7	16	24.2	15	22.7
Middle-Income	28	13.5	77	37.2	32	15.5	40	19.3	30	14.5
Higher-Income	15	16.0	38	40.4	16	17.0	21	22.3	< 5	---
Practice area interest[xxxvii]										
Government	9	16.7	27	50.0	8	14.8	6	11.1	< 5	---
Private Practice	30	17.0	59	33.5	31	17.6	36	20.5	20	11.4
Public Interest/Social Justice	7	8.0	22	25.3	11	12.6	25	28.7	22	25.3
Unsure/Undecided	12	19.4	23	37.1	11	17.7	10	16.1	6	9.7
Religious affiliation[xxxviii]										
No Affiliation	21	10.6	79	39.9	24	12.1	46	23.2	28	14.1
Religious Affiliation	37	21.1	51	29.1	33	18.9	31	17.7	23	13.1
Political views[xxxix]										
Conservative/Libertarian	9	33.3	8	29.6	9	33.3	< 5	---	0	0.0
Moderate	21	23.1	42	46.2	11	12.1	13	14.3	< 5	---
Liberal	21	17.9	38	32.5	23	19.7	24	20.5	11	9.4

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Progressive	9	6.3	43	30.3	14	9.9	40	28.2	36	25.4
Hastings classes devote sufficient attention to matters of class.	**45**	**11.6**	**103**	**26.5**	**84**	**21.6**	**80**	**20.6**	**76**	**19.6**
Sexual identity[xl]										
Queer-spectrum	< 5	---	13	23.2	6	10.7	15	26.8	18	32.1
Bisexual	< 5	---	14	29.8	7	14.9	10	21.3	13	27.7
Heterosexual	35	13.0	75	27.9	66	24.5	52	19.3	41	15.2
Disability status[xli]										
Single Disability	10	7.8	30	23.3	27	20.9	30	23.3	32	24.8
No Disability	25	14.8	48	28.4	45	26.6	25	14.8	26	15.4
Multiple Disabilities	6	8.2	20	27.4	8	11.0	23	31.5	16	21.9
Practice area interest[xlii]										
Government	7	13.0	15	27.8	13	24.1	12	22.2	7	13.0
Private Practice	24	13.6	43	24.4	46	26.1	35	19.9	28	15.9
Public Interest/Social Justice	< 5	---	18	20.5	10	11.4	25	28.4	31	35.2
Unsure/Undecided	8	13.1	23	37.7	13	21.3	7	11.5	10	16.4
Political views[xliii]										
Conservative/Libertarian	5	18.5	9	33.3	8	29.6	< 5	---	< 5	---
Moderate	23	25.3	30	33.0	18	19.8	13	14.3	7	7.7
Liberal	12	10.3	33	28.2	34	29.1	23	19.7	15	12.8
Progressive	5	3.5	28	19.7	19	13.4	38	26.8	52	36.6
Hastings classes devote sufficient attention to matters of gender.	**52**	**13.5**	**125**	**32.5**	**89**	**23.1**	**70**	**18.2**	**49**	**12.7**
Gender identity[xliv]										
Men	27	23.5	38	33.0	24	20.9	16	13.9	10	8.7
Women	24	9.5	84	33.3	60	23.8	50	19.8	34	13.5
Racial identity[xlv]										
Asian/Pacific Islander	15	20.0	25	33.3	19	25.3	11	14.7	5	6.7
White	21	13.1	58	36.3	35	21.9	34	21.3	12	7.5
Multiracial	7	11.7	19	31.7	13	21.7	11	18.3	10	16.7

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Black, Indigenous, Latinx, & Middle Eastern	9	11.3	21	26.3	17	21.3	11	13.8	22	27.5
Sexual identity[xlvi]										
Queer-spectrum	5	8.9	14	25.0	10	17.9	13	23.2	14	25.0
Bisexual	6	12.8	13	27.7	9	19.1	9	19.1	10	21.3
Heterosexual	39	14.7	95	35.7	65	24.4	44	16.5	23	8.6
Disability status[xlvii]										
No disability	29	17.3	56	33.3	42	25.0	26	15.5	15	8.9
At least one disability	19	9.5	64	32.0	42	21.0	42	21.0	33	16.5
Practice area interest[xlviii]										
Government	8	14.8	21	38.9	13	24.1	7	13.0	5	9.3
Private Practice	28	16.1	61	35.1	42	24.1	25	14.4	18	10.3
Public Interest/Social Justice	5	5.7	18	20.7	17	19.5	26	29.9	21	24.1
Unsure/Undecided	9	14.8	22	36.1	14	23.0	11	18.0	5	8.2
Political views[xlix]										
Conservative/Libertarian	8	29.6	7	25.9	9	33.3	< 5	---	0	0.0
Moderate	24	26.7	40	44.4	13	14.4	8	8.9	5	5.6
Liberal	13	11.2	39	33.6	31	26.7	22	19.0	11	9.5
Progressive	7	5.0	36	25.5	30	21.3	36	25.5	32	22.7
Hastings prepares me to handle any bias or discrimination I may encounter in the profession.	**33**	**8.5**	**82**	**21.2**	**117**	**30.3**	**98**	**25.4**	**56**	**14.5**
Gender identity[l]										
Men	16	13.8	32	27.6	31	26.7	24	20.7	13	11.2
Women	17	6.7	48	19.0	82	32.5	68	27.0	37	14.7
Racial identity[li]										
Asian/Pacific Islander	13	17.1	11	14.5	17	22.4	26	34.2	9	11.8
White	11	6.9	47	29.4	55	34.4	30	18.8	17	10.6
Multiracial	< 5	---	14	23.0	17	27.9	20	32.8	8	13.1
Black, Indigenous, Latinx, & Middle Eastern	7	8.8	9	11.3	25	31.3	19	23.8	20	25.0
Sexual identity[lii]										

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Queer-spectrum	< 5	---	13	23.6	6	10.9	24	43.6	10	18.2
Bisexual	< 5	---	11	23.4	10	21.3	14	29.8	9	19.1
Heterosexual	26	9.7	58	21.6	96	35.7	56	20.8	33	12.3
Income status[liii]										
Lower-Income	6	9.1	< 5	---	16	24.2	25	37.9	15	22.7
Middle-Income	15	7.3	48	23.4	62	30.2	53	25.9	27	13.2
Higher-Income	10	10.6	25	26.6	34	36.2	14	14.9	11	11.7
Disability status[liv]										
Single Disability	7	5.4	25	19.4	35	27.1	37	28.7	25	19.4
No Disability	20	11.8	38	22.5	56	33.1	40	23.7	15	8.9
Multiple Disabilities	< 5	---	16	22.5	21	29.6	18	25.4	14	19.7
Political views[lv]										
Conservative/Libertarian	< 5	---	< 5	---	10	37.0	8	29.6	< 5	---
Moderate	12	13.2	26	28.6	27	29.7	14	15.4	12	13.2
Liberal	11	9.4	26	22.2	37	31.6	36	30.8	7	6.0
Progressive	6	4.3	25	17.7	39	27.7	38	27.0	33	23.4
Hastings prepares students to interact effectively cross-culturally.	**39**	**10.1**	**87**	**22.5**	**128**	**33.2**	**83**	**21.5**	**49**	**12.7**
Racial identity[lvi]										
Asian/Pacific Islander	12	15.8	15	19.7	21	27.6	20	26.3	8	10.5
White	17	10.6	44	27.5	58	36.3	25	15.6	16	10.0
Respondents of Color/Multiracial	10	7.1	27	19.1	43	30.5	37	26.2	24	17.0
Sexual identity[lvii]										
Queer-spectrum	< 5	---	14	25.5	9	16.4	19	34.5	10	18.2
Bisexual	< 5	---	10	21.3	11	23.4	13	27.7	11	23.4
Heterosexual	32	11.9	62	23.0	104	38.7	46	17.1	25	9.3
First-generation status[lviii]										
First-Generation	8	7.2	16	14.4	38	34.2	33	29.7	16	14.4
Not-First-Generation	28	11.0	68	26.8	85	33.5	44	17.3	29	11.4
Income status[lix]										
Lower-Income	7	10.6	7	10.6	21	31.8	16	24.2	15	22.7

Table 46. Student Respondents' Perceptions of Diversity

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Middle-Income	16	7.8	52	25.4	65	31.7	51	24.9	21	10.2
Higher-Income	12	12.8	25	26.6	34	36.2	13	13.8	10	10.6
Disability status[lx]										
Single Disability	7	5.4	32	24.8	46	35.7	23	17.8	21	16.3
No Disability	25	14.7	41	24.1	51	30.0	38	22.4	15	8.8
Multiple Disabilities	< 5	---	11	15.7	25	35.7	18	25.7	12	17.1
Practice area interest[lxi]										
Government	< 5	---	17	31.5	14	25.9	13	24.1	6	11.1
Private Practice	24	13.8	45	25.9	52	29.9	30	17.2	23	13.2
Public Interest/Social Justice	< 5	---	11	12.5	31	35.2	27	30.7	16	18.2
Unsure/Undecided	6	9.8	12	19.7	27	44.3	12	19.7	< 5	---
Political views[lxii]										
Conservative/Libertarian	< 5	---	< 5	---	14	51.9	6	22.2	< 5	---
Moderate	14	15.4	25	27.5	31	34.1	12	13.2	9	9.9
Liberal	11	9.4	40	34.2	35	29.9	23	19.7	8	6.8
Progressive	9	6.4	21	15.0	42	30.0	39	27.9	29	20.7
Hastings faculty are adept at interacting effectively cross-culturally.	**42**	**10.9**	**97**	**25.2**	**150**	**39.0**	**59**	**15.3**	**37**	**9.6**
Sexual identity[lxiii]										
Queer-spectrum	< 5	---	17	30.9	16	29.1	13	23.6	6	10.9
Bisexual	< 5	---	14	29.8	12	25.5	9	19.1	8	17.0
Heterosexual	33	12.3	64	23.8	117	43.5	37	13.8	18	6.7
Political views[lxiv]										
Conservative/Libertarian	5	18.5	5	18.5	11	40.7	5	18.5	< 5	---
Moderate	15	16.7	26	28.9	33	36.7	11	12.2	5	5.6
Liberal	14	12.0	36	30.8	49	41.9	14	12.0	< 5	---
Progressive	7	5.0	29	20.6	49	34.8	29	20.6	27	19.1

Note: Table reports responses only from Student respondents (*n* = 398).

Perceptions of Diversity for All Respondents

Because most of the questions in this section were asked of Faculty, Staff, and Student respondents, the CESWG requested that their responses also be presented disaggregated by position status and in the same visualization for ease of comparison. Note that one question contained slightly different wording that does not substantially change its meaning, and the question "I am satisfied with the diversity of the Hastings staff" is not included here because it was asked only of Staff respondents. Three questions were not asked of Staff respondents. Chi-square analyses of differences are noted in tables above. Figure 38 through Figure 46 illustrate the responses based on position status.
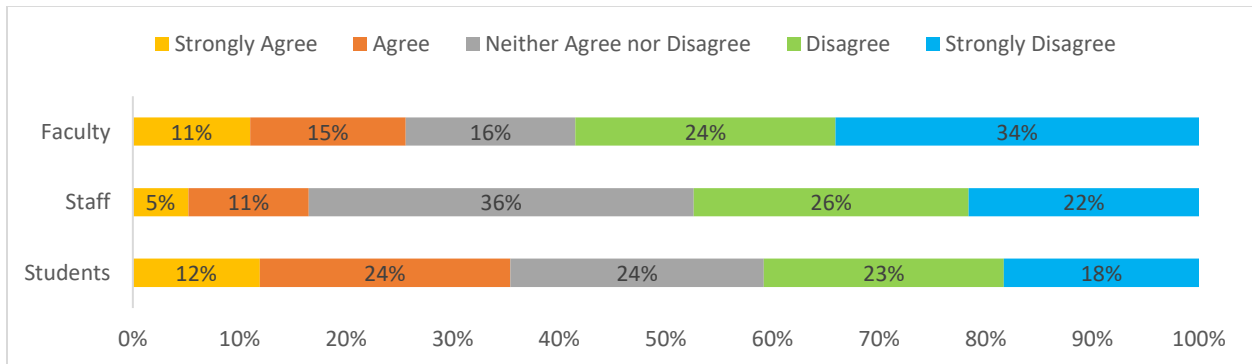
Figure 38. Satisfaction with Diversity of Hastings Faculty by Respondents' Position Status (%)
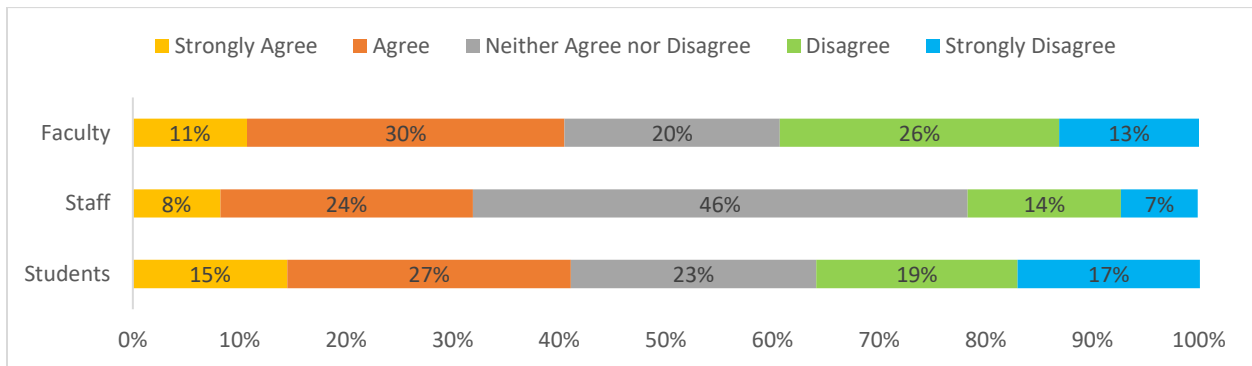
Figure 39. Satisfaction with Diversity of Hastings Student Body by Respondents' Position Status (%)
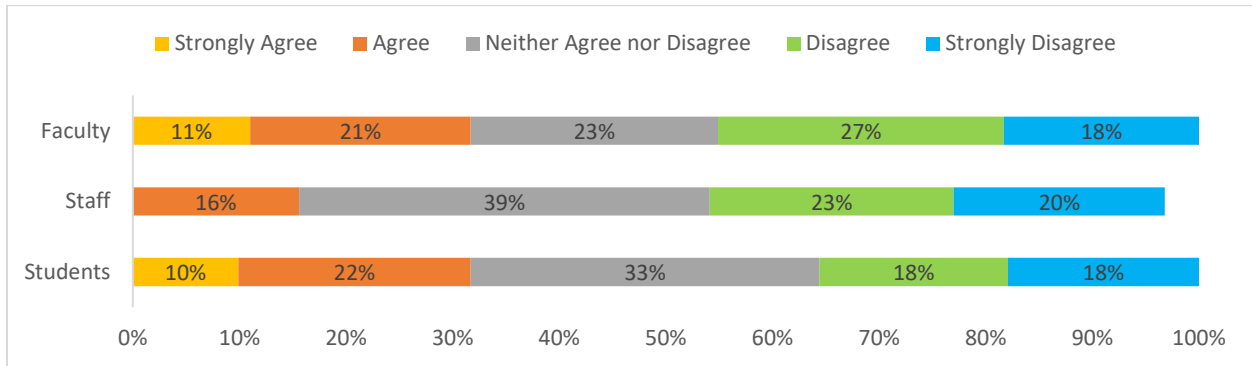
Note: Responses with *n* < 5 are not presented in the figure.

Figure 40. Satisfaction with Diversity of Hastings Administration by Respondents' Position Status (%)
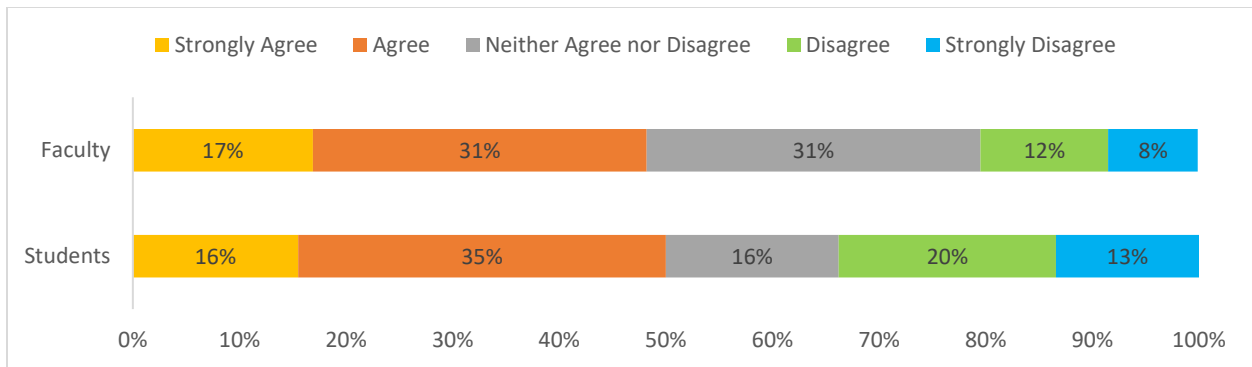
Figure 41. Classes Devoted Sufficient Attention to Race by Respondents' Position Status (%)
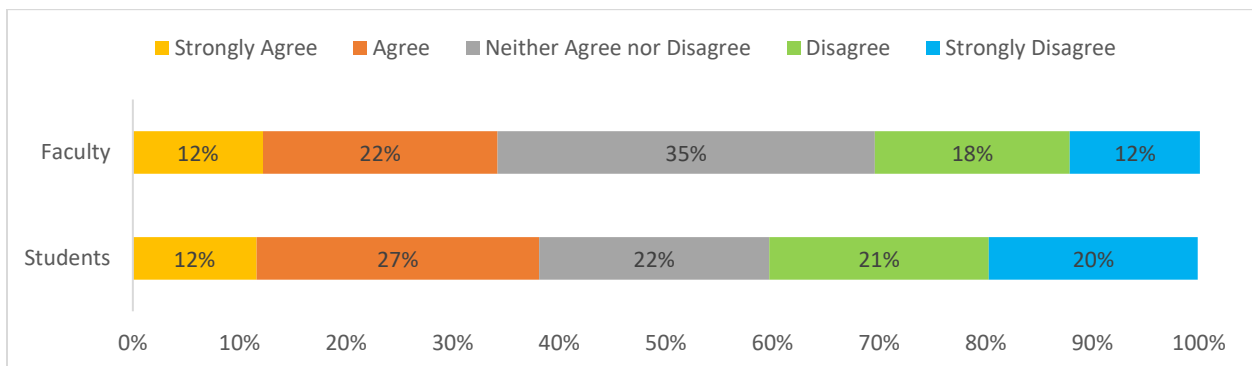
Figure 42. Classes Devoted Sufficient Attention to Class by Respondents' Position Status (%)
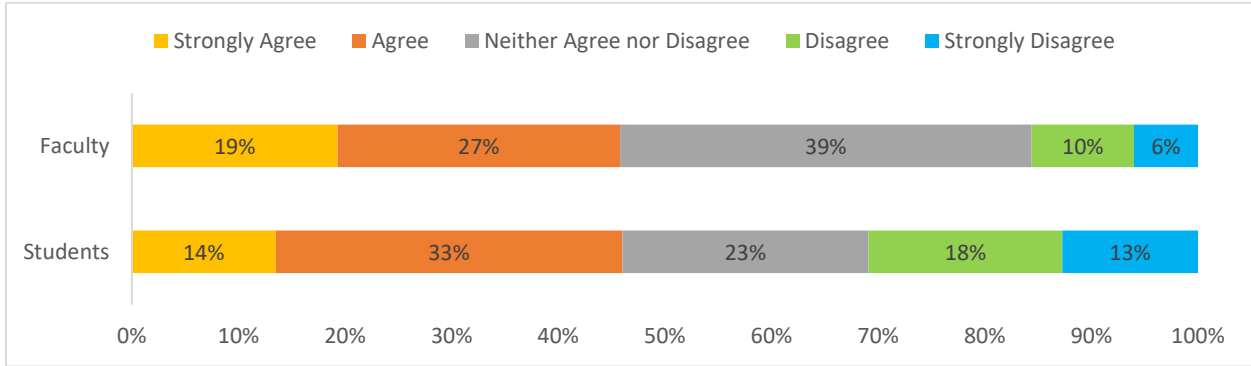
Figure 43. Classes Devoted Sufficient Attention to Gender by Respondents' Position Status (%)
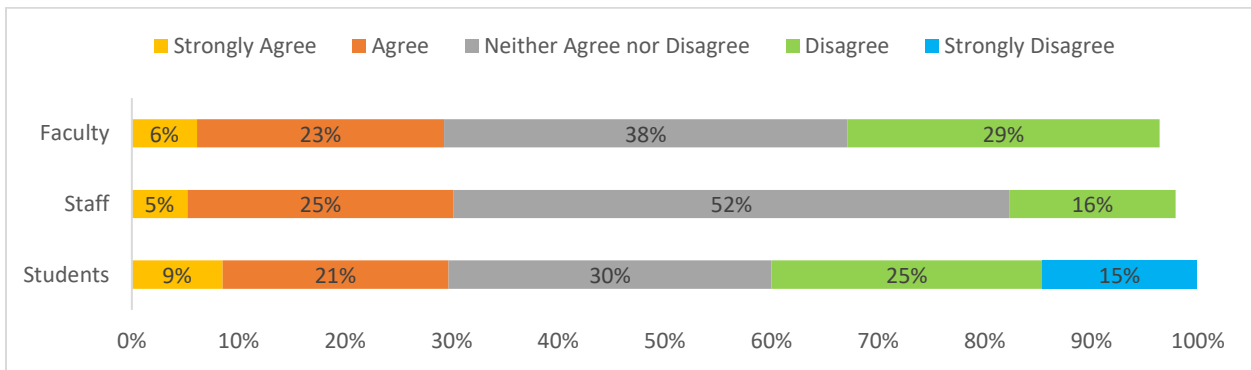
Note: Responses with *n* < 5 are not presented in the figure.

Figure 44. Students Prepared to Handle Bias or Discrimination by Respondents' Position Status (%)
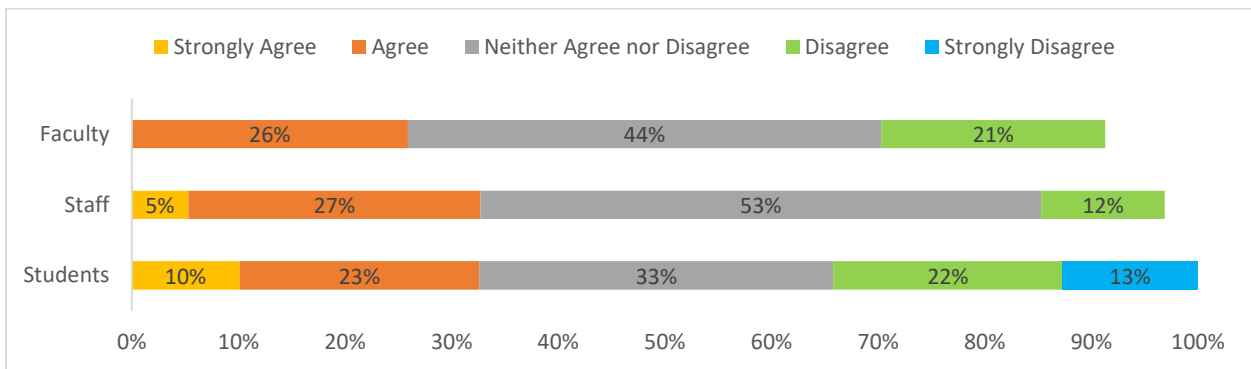
Note: Responses with *n* < 5 are not presented in the figure.

Figure 45. Students Prepared to Interact Effectively Cross-Culturally by Respondents' Position Status (%)
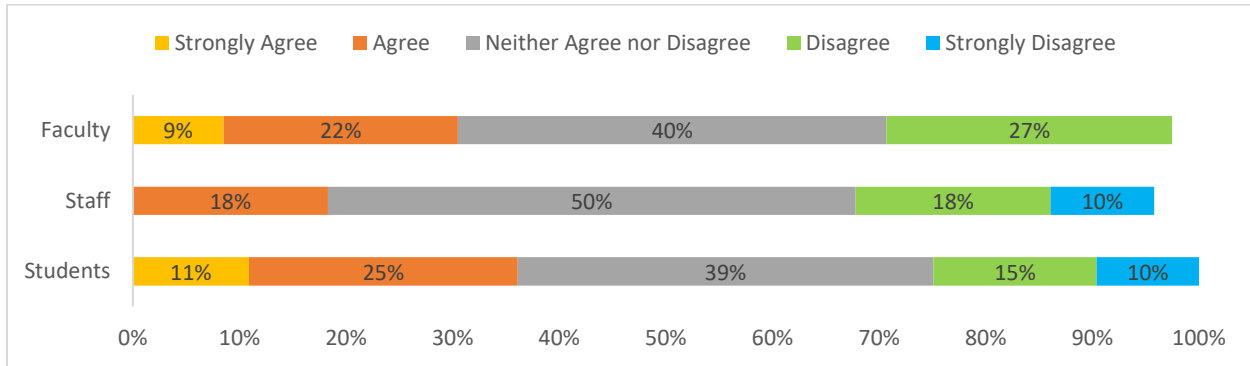
Note: Responses with *n* < 5 are not presented in the figure.

Figure 46. Faculty Interact Effectively Cross-Culturally by Respondents' Position Status (%)

Summary

Sixty-one percent (*n* = 356) of respondents were "very comfortable" or "comfortable" with the climate at UC Hastings Law, 84% (*n* = 82) of Staff respondents were "very comfortable" or "comfortable" with the climate in their departments or work units, 57% (*n* = 48) of Faculty respondents were "very comfortable" or "comfortable" with the climate within the faculty, and 64% (*n* = 307) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2020) suggest that 70% to 80% of respondents felt positively toward their campus climate. Staff respondents at UC Hastings Law rated their department or work unit climates slightly higher than that, while respondents had less positive views about the overall climate, the climate within the faculty, and the climate in their classes at UC Hastings Law.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Rankin & Associates, 2020). At UC Hastings Law, 33% (*n* = 189) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last two years. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity, political views, and ethnicity. Quantitative and qualitative findings indicate that such conduct reflects bias related to social identity. These results parallel the findings of other climate studies of specific constituent groups offered in the

literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; Harper, 2015; Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Forty-three percent ($n = 248$) of UC Hastings Law survey respondents indicated that they had observed conduct directed toward a person or group of people in person or online at UC Hastings Law that they believed created an exclusionary, intimidating, offensive, and/or hostile learning, living, or working environment within the past two years. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, political views, and gender/gender identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (8, N = 581) = 21.2, p < .01$.

[ii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with climate in their classes by position status: $\chi^2 (4, N = 479) = 35.5, p < .01$.

[iii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2 (4, N = 553) = 39.0, p < .001$.

[iv] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with climate in their classes by gender identity: $\chi^2 (4, N = 456) = 16.6, p < .01$.

[v] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2 (12, N = 554) = 35.6, p < .001$.

[vi] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2 (4, N = 461) = 10.1, p < .05$.

[vii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2 (4, N = 547) = 19.2, p < .001$.

[viii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in classes by disability status: $\chi^2 (4, N = 455) = 16.5, p < .01$.

[ix] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in classes by disability status: $\chi^2 (4, N = 380) = 12.5, p < .05$.

[x] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on gender identity by gender identity: $\chi^2 (2, N = 181) = 18.9, p < .001$.

[xi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on political views by political views: $\chi^2 (3, N = 175) = 27.4, p < .001$.

[xii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct on the basis of ethnicity by racial identity: $\chi^2 (2, N = 171) = 21.7, p < .001$.

[xiii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 478) = 19.8$, $p < .001$.
[xiv] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 568) = 9.4$, $p < .01$.
[xv] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(2, N = 551) = 10.6$, $p < .01$.
[xvi] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 545) = 11.5$, $p < .01$.
[xvii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by gender identity: $\chi^2(4, N = 369) = 10.4$, $p < .05$.
[xviii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by racial identity: $\chi^2(12, N = 378) = 28.0$, $p < .01$.
[xix] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by sexual identity: $\chi^2(8, N = 371) = 18.8$, $p < .05$.
[xx] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by income status: $\chi^2(8, N = 367) = 21.2$, $p < .01$.
[xxi] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by disability status: $\chi^2(4, N = 370) = 11.2$, $p < .05$.
[xxii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings faculty by political views: $\chi^2(12, N = 377) = 48.4$, $p < .001$.
[xxiii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by gender identity: $\chi^2(4, N = 369) = 11.0$, $p < .05$.
[xxiv] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by racial identity: $\chi^2(12, N = 378) = 22.4$, $p < .05$.
[xxv] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by sexual identity: $\chi^2(4, N = 371) = 13.3$, $p < .01$.
[xxvi] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by disability status: $\chi^2(8, N = 370) = 25.9$, $p < .001$.
[xxvii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by practice area: $\chi^2(12, N = 378) = 21.7$, $p < .05$.
[xxviii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings student body by political views: $\chi^2(12, N = 376) = 48.7$, $p < .001$.
[xxix] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by gender identity: $\chi^2(4, N = 367) = 12.1$, $p < .05$.
[xxx] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by racial identity: $\chi^2(12, N = 376) = 26.3$, $p < .01$.
[xxxi] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by sexual identity: $\chi^2(4, N = 369) = 11.0$, $p < .05$.
[xxxii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by disability status: $\chi^2(4, N = 368) = 11.4$, $p < .05$.
[xxxiii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by practice area interest: $\chi^2(12, N = 376) = 30.3$, $p < .01$.
[xxxiv] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the diversity of the Hastings administration by political views: $\chi^2(12, N = 374) = 59.3$, $p < .001$.
[xxxv] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of race by sexual identity: $\chi^2(8, N = 372) = 18.8$, $p < .05$.
[xxxvi] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of race by income status: $\chi^2(8, N = 367) = 20.0$, $p < .01$.
[xxxvii] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of race by practice area interest: $\chi^2(12, N = 379) = 28.5$, $p < .01$.

xxxviii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of race by religious affiliation: χ^2 (4, N = 373) = 13.9, p < .01.

xxxix A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of race by political views: χ^2 (12, N = 377) = 66.7, p < .001.

xl A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of class by sexual identity: χ^2 (8, N = 372) = 18.2, p < .05.

xli A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of class by disability status: χ^2 (8, N = 371) = 21.2, p < .01.

xlii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of class by practice area interest: χ^2 (12, N = 379) = 33.7, p < .001.

xliii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of class by political views: χ^2 (12, N = 377) = 74.5, p < .001.

xliv A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by gender identity: χ^2 (4, N = 367) = 14.4, p < .01.

xlv A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by racial identity: χ^2 (12, N = 375) = 26.4, p < .01.

xlvi A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by sexual identity: χ^2 (8, N = 369) = 18.4, p < .05.

xlvii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by disability status: χ^2 (4, N = 368) = 10.4, p < .05.

xlviii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by practice area interest: χ^2 (12, N = 376) = 30.1, p < .01.

xlix A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings classes devoted sufficient attention to matters of gender by political views: χ^2 (12, N = 374) = 63.5, p < .001.

l A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by gender identity: χ^2 (4, N = 368) = 9.9, p < .05.

li A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by racial identity: χ^2 (12, N = 377) = 36.6, p < .001.

lii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by sexual identity: χ^2 (8, N = 371) = 25.0, p < .001.

liii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by income status: χ^2 (8, N = 365) = 23.7, p < .01.

liv A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by disability status: χ^2 (8, N = 369) = 15.7, p < .05.

lv A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them to handle any bias or discrimination they may encounter in the profession by political views: χ^2 (12, N = 376) = 31.7, p < .01.

lvi A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by racial identity: χ^2 (8, N = 377) = 15.8, p < .05.

lvii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by sexual identity: χ^2 (8, N = 371) = 28.2, p < .001.

lviii A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by first-generation status: χ^2 (4, N = 365) = 12.5, p < .05.

lix A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by income status: χ^2 (8, N = 365) = 17.9, p < .05.

[lx] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by disability status: $\chi^2 (8, N = 369) = 16.4, p < .05$.

[lxi] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by practice area interest: $\chi^2 (12, N = 377) = 26.6, p < .01$.

[lxii] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared students to interact effectively cross-culturally by political views: $\chi^2 (12, N = 375) = 41.1, p < .001$.

[lxiii] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings faculty were adept at interacting effectively cross-culturally by sexual identity: $\chi^2 (8, N = 371) = 16.9, p < .05$.

[lxiv] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings faculty were adept at interacting effectively cross-culturally by political views: $\chi^2 (12, N = 375) = 37.3, p < .001$.

Unwanted Sexual Experiences

Eleven percent ($n = 65$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[54] with 1% ($n = 6$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 12$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 9% ($n = 51$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, sexual cyber-harassment), and 3% ($n = 16$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) and while a member of the UC Hastings Law community (Figure 47).
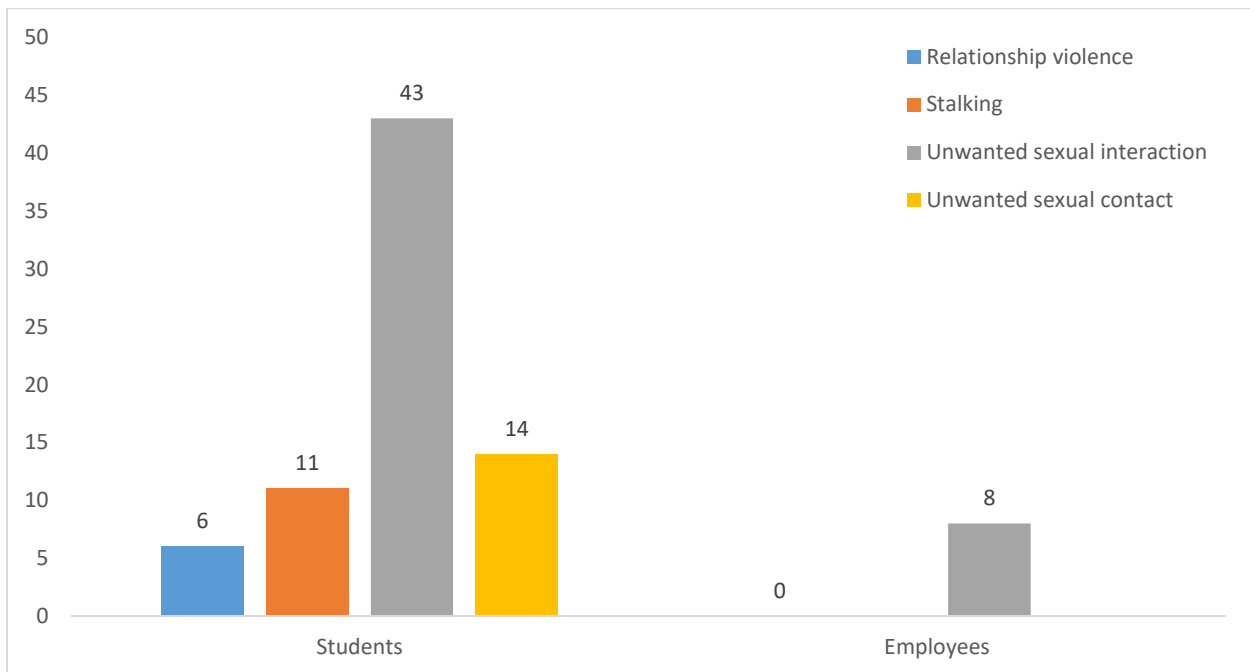
Note: Responses with n < 5 are not presented in the figure.

Figure 47. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (*n*)

Relationship Violence

One percent of respondents ($n = 6$) indicated that they had experienced relationship violence while a member of the UC Hastings Law community. Subsequent analyses of the data to

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[54] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, unwanted touching of any kind, unwanted sexual activity of any kind, stalking."

determine statistically significant differences by select demographics were not possible because of low response numbers.

Student respondents were asked to share what year of Law School they experienced relationship violence. Of Student respondents who indicated that they experienced relationship violence, 83% ($n = 5$) noted that it occurred in their first year (Table 47).

Table 47. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	n	%
First year	5	83.3
Second year	< 5	---
Third year	< 5	---
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Eighty-three percent ($n = 5$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 100% ($n = 6$) of respondents indicated that they occurred off campus and less than five respondents indicated that the incidents occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as "home" and "Hastings Tower."

Asked how they felt in response to experiencing relationship violence, 100% each felt resigned ($n = 6$) and sad ($n = 6$) (Table 48).

Table 48. Emotional Reaction to Relationship Violence

Emotional reaction	n	%
Resigned	6	100.0
Sad	6	100.0
Afraid	< 5	---
Angry	< 5	---
Disappointed	< 5	---
Distressed	< 5	---

Table 48. Emotional Reaction to Relationship Violence

Emotional reaction	*n*	%
Frustrated	< 5	---
Somehow responsible	< 5	---
Embarrassed	< 5	---
A feeling not listed above	< 5	---

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, less than five respondents avoided the person/venue, confronted the person(s) at the time, did not do anything, or did not know to whom to go.

Zero respondents officially reported the incident(s).

Qualitative Comment Analyses

Owing to low response numbers, no theme was present.

Stalking

Two percent (*n* = 12) of respondents indicated that they experienced stalking while a member of the UC Hastings Law community. Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers. Half of respondents (50%, *n* = 6) who indicated they experienced stalking noted that it happened within the past six months, 50% (*n* = 6) noted it happened between 6 and 12 months ago, and 42% (*n* = 5) indicated it happened 13 to 23 months ago. Of the Student respondents, 82% (*n* = 9) indicated that the stalking took place during their first year of Law School and 46% (*n* = 5) noted that it took place during their second year (Table 49).

Table 49. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	*n*	%
First year	9	81.8
Second year	5	45.5
Third year	< 5	---
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 11). Percentages may not sum to 100 as a result of multiple response choices.

Fifty percent ($n = 6$) of the respondents who indicated on the survey that they experienced stalking identified a stranger as the perpetrator of the conduct. Respondents also identified a UC Hastings Law student as a source of the conduct (42%, $n = 5$).

Asked where the stalking incidents occurred, 75% ($n = 9$) of respondents indicated that they occurred off campus and less than five indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as "across the street from City Hall" and "my home."

Asked how they felt in response to experiencing stalking, 67% ($n = 8$) of respondents felt distressed, 58% ($n = 7$) felt afraid, and 42% ($n = 5$) felt angry (Table 50).

Table 50. Emotional Reaction to Experienced Stalking

Emotional reaction	n	%
Distressed	8	66.7
Afraid	7	58.3
Angry	5	41.7
Frustrated	< 5	---
Somehow responsible	< 5	---
Sad	< 5	---
Disappointed	< 5	---
Embarrassed	< 5	---
Resigned	< 5	---
A feeling not listed above	< 5	---

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 ($n = 12$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 58% ($n = 7$) of respondents told a friend and 50% ($n = 6$) avoided the venue.

Less than five respondents officially reported the incident(s).

Qualitative Comment Analyses

Eleven respondents, all of which were Student respondents, elaborated further on why they did not officially report the incident(s) of stalking. The respondents indicated that they did not feel the incident was severe enough.

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Incident not Severe Enough. Student respondents indicated that they believed that the incident was not severe enough to be reported, which some respondents attributed to the frequency of these events. Respondents stated, "I did not think it rose to the level of legal stalking and thought I could handle it on my own," and "It did not feel serious enough. I am privileged enough to live in an apartment with supportive roommates who made me feel safe enough to deal with the former romantic partner. Regarding the frequency of stalking, respondents stated, "...The experience of women getting harassed by Tenderloin people is daily, it's nothing new, and they would not have been able to help prevent it from happening," and "It happens often, especially near campus and near Bart entrances where delinquents hang out and I am just trying to get home."

Unwanted Sexual Interaction

Nine percent ($n = 51$) of respondents indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) while a member of the UC Hastings Law community. Analyses of the data suggested that a higher percentage of Women respondents (12%, $n = 42$) than Men respondents (3%, $n = 6$) experienced unwanted sexual interaction (Trans-spectrum respondents [$n < 5$] were not statistically different from other gender identity groups). (Figure 48).[lxv] Fifteen percent ($n = 12$) of Queer-spectrum respondents and 16% ($n = 9$) of Bisexual respondents compared with 7% ($n = 27$) of Heterosexual respondents experienced unwanted sexual interaction.[lxvi] Higher percentages of Respondents with One Disability (13%, $n = 21$) and Respondents with Multiple Disabilities (17%, $n = 15$) than Respondents with No Disability (4%, $n = 13$) experienced unwanted sexual interaction.[lxvii]
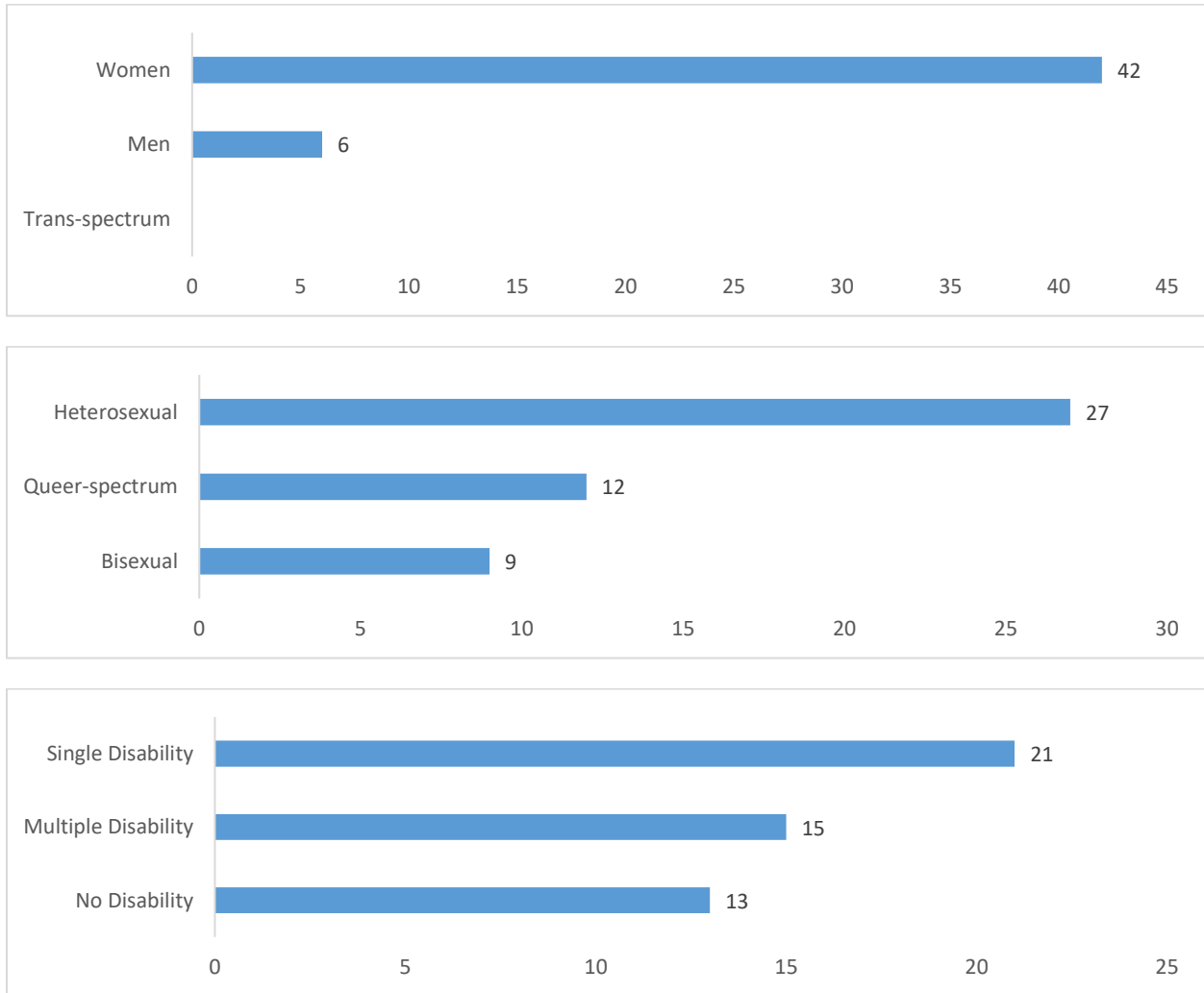
Note: Responses with n < 5 are not presented in the figure.

Figure 48. Respondents' Experiences of Unwanted Sexual Interaction While at UC Hastings Law by Gender Identity, Sexual Identity, and Disability Status (*n*)

Thirty-one percent of respondents (*n* = 16) who indicated that they experienced unwanted sexual interaction indicated it happened less than six months ago, and 37% (*n* = 19) noted it happened between six and twelve months ago.

The survey also asked Student respondents to share what year in their law school career they experienced unwanted sexual interaction. Of Student respondents who indicated that they experienced unwanted sexual interaction, 88% (*n* = 38) noted that it occurred in their first year of law school and 30% (*n* = 13) noted that it occurred in their second year (Table 51).

Table 51. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	*n*	%
First year	38	88.4
Second year	13	30.2
Third year	< 5	---
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 43). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-three percent (*n* = 27) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a UC Hastings Law student as the perpetrator of the conduct. Respondents also identified other sources as UC Hastings Law staff members (41%, *n* = 21) and acquaintances/friends (29%, *n* = 15).

Asked where the unwanted sexual interaction incidents(s) occurred, 90% (*n* = 46) of respondents indicated that they occurred off campus and 31% (*n* = 16) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as "bar," "Generally on the street," and "Jones Street." Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as "in class," "office," and "Tower."

Asked how they felt in response to experiencing unwanted sexual interaction, 53% (*n* = 27) felt frustrated, 51% (*n* = 26) felt angry, 51% (*n* = 26) felt embarrassed, 41% (*n* = 21) felt distressed, 31% (*n* = 16) felt afraid, 26% (*n* = 13) felt disappointed, and 20% *n* = 10) felt somehow responsible (Table 52).

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	*n*	%
Frustrated	27	52.9
Angry	26	51.0
Embarrassed	26	51.0
Distressed	21	41.2
Afraid	16	31.4
Disappointed	13	25.5
Somehow responsible	10	19.6

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	*n*	%
Resigned	9	17.6
Sad	6	11.8
A feeling not listed above	8	15.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 63% (*n* = 32) of respondents told a friend (Table 53). Respondents also avoided the person/venue (39%, *n* = 20), did not do anything (39%, *n* = 20), told a family member (22%, *n* = 11), and 12% each confronted the person at the time (*n* = 6) or did not know whom to go to (*n* = 6). Less than five respondents contacted a UC Hastings Law resource.

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	*n*	%
I told a friend.	32	62.7
I avoided the person/venue.	20	39.2
I did not do anything.	20	39.2
I told a family member.	11	21.6
I confronted the person(s) at the time.	6	11.8
I did not know to whom to go.	6	11.8
I confronted the person(s) later.	< 5	---
I contacted a Hastings resource.	< 5	---
A response not listed above.	5	9.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B71 in Appendix B.

Less than five respondents officially reported the incident(s).

Qualitative Comment Analyses

Forty-two Student, Staff, and Faculty respondents explained why they chose not to report the unwanted sexual interaction. Two themes emerged from responses including catcalling is common and nothing would be done.

Catcalling is Common. Respondents shared that they chose not to report the catcalling because of the frequency of catcalling. Respondents stated, "I get cat-called on the street ALL THE TIME, so reporting feel pointless especially when the state of CA doesn't have decent laws making it illegal like other countries," "Cat-calling and harassment on the street happens all the time," and "Cat-calling or other offensive sexual comments are so common I would have to report something every week. I didn't see the point when there isn't any solution." Respondents shared similar reasons for not reporting catcalling such as, "I am honestly not sure why I did not report the cat-calling to a campus official or staff member. Cat-calling is a major issue for women in today's world, but I guess I just honestly felt like making the report would not make a huge difference. This has been something going on since I can remember. Probably as early as high-school and most definitely throughout my undergraduate career. It seems like no matter how aware or how much light we try to shine on this issue it does not improve," and "Gross dudes cat-calling or engaging in verbal sexual harassment is quite common on the streets around Hastings and on the walk to/from BART. Reporting this every single time would take too much of my time and would feel pointless because there's not much that can be done to stop gross random dudes. I just ignore it. It is mostly middle aged men that hang out on the streets around Hastings and sometimes groups of younger man who hang out by the BART entrances. There is only one time I felt mildly sexually harassed by another member of the Hastings community. A Hastings employee in his mid/late 60's, who I knew and had a friendly acquaintance with, called out [redacted]. This did make me feel uncomfortable and I did not think it was appropriate. I did not report it though because it did not reach the level of 'report-able' for me."

Nothing Would be Done. Respondents stated that they did not believe UC Hastings Law would do anything about the incident. Respondents stated, "I felt nothing would be done about it," "No support at Hastings. Did not feel Hastings would be open to hearing it," and "I did not believe that Hastings would do anything to resolve the issue or to make sure that it didn't happen again, given the pervasiveness of the homeless and drug issue surrounding campus." Other respondents added, "Didn't see the point. Felt like my experience would be minimized and scrutinized and nothing concrete would be done," "What're they going to do about it? Nothing." and "The advance was made by a current Hastings student, who has repeated instances of being under the

influence at Hastings events and grabbing females' butts. Again, nothing Hastings would have done about the incident."

Unwanted Sexual Contact

Three percent ($n = 16$) of respondents indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the UC Hastings Law community. Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Of respondents who indicated they had experienced unwanted sexual contact, 56% ($n = 9$) indicated it happened 13 to 23 months ago.

Student respondents were also asked to share what year of Law School they experienced unwanted sexual contact. Of Student respondents who indicated that they experienced unwanted sexual contact, 86% ($n = 12$) noted that it occurred in their first year and less than five respondents noted that it occurred in their second year.

Fifty-six percent ($n = 9$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified UC Hastings Law students as the perpetrators of the conduct. Respondents also identified an acquaintance/friend (38%, $n = 6$).

Asked where the unwanted sexual contact incidents occurred, 75% ($n = 12$) of respondents indicated that they occurred off campus and 38% ($n = 6$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "at home," "streets," and "walking down Market St. to a bar." On-campus locations included "Tower."

Asked how they felt in response to experiencing unwanted sexual contact, 56% each felt distressed ($n = 9$) or somehow responsible ($n = 9$), 50% ($n = 8$) felt embarrassed, 44% ($n = 7$) felt frustrated, and 31% ($n = 5$) each felt afraid, resigned, or sad (Table 54).

Table 54. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	n	%
Distressed	9	56.3
Somehow responsible	9	56.3
Embarrassed	8	50.0
Frustrated	7	43.8
Afraid	5	31.3
Resigned	5	31.3
Sad	5	31.3
Angry	< 5	---
Disappointed	< 5	---
A feeling not listed above	< 5	---

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent; $n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 63% ($n = 10$) told a friend, 50% ($n = 8$) did not do anything, 38% ($n = 6$) told a family member, and 31% ($n = 5$) avoided the person/venue (Table 55). Less than five respondents contacted a UC Hastings Law resource.

Table 55. Actions in Response to Unwanted Sexual Contact

Action	n	%
I told a friend.	10	62.5
I did not do anything.	8	50.0
I told a family member.	6	37.5
I avoided the person/venue.	5	31.3
I confronted the person(s) at the time.	< 5	---
I confronted the person(s) later.	< 5	---
I contacted a Hastings resource.	< 5	---

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B78 in Appendix B.

Zero respondents officially reported the unwanted sexual contact.

Qualitative Comment Analyses

Fourteen Student, Staff, and Faculty respondents explained why they chose not to report the unwanted sexual contact. Two themes emerged from responses: distrust of the reporting process and contact occurred off campus.

Distrust of the Reporting Process. Respondents shared that they did not report the unwanted sexual contact because of the reporting process. Respondents stated, "The first time it happened I was untenured and alone [redacted] and the last thing I needed was a Title IX festival…. Knowing the perversity of the Title IX process, it was clear to me that the main person to suffer from institutional intervention was me and I have had no cause to regret my decision," "I am familiar with the reporting process and have found it to be futile," and "I didn't want to go thru that process." Another respondent feared that reporting would affect their reputation if their name was shared, "It was embarrassing, and I didn't want to be known as that girl who that happened to. People would define me by that experience."

Contact Occurred Off Campus. Respondents stated that they did not report the contact because it occurred off campus. Respondents stated, "It was unrelated to campus or school, and just happened at a bar so I didn't think it was related to Hastings or had to be reported at Hastings," "I was fondled by a stranger in the Tenderloin... again nothing I could have done," and "It happened off campus and was not done by someone within the Hastings community, so I did not see a need to report."

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at UC Hastings Law (Table 56).

Ninety-six percent ($n = 552$) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 88% ($n = 510$) of respondents "strongly agreed" or "agreed" that they generally were aware of the role UC Hastings Law Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-four percent ($n = 424$) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Seventy-four percent ($n = 425$) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 88% ($n = 498$) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources such as the CARE Advocate and Title IX Coordinator.

Eighty-eight percent ($n = 504$) of respondents "strongly agreed" or "agreed" that employees and student employees have a responsibility to report incidents of unwanted sexual contact/conduct when they seem them occurring on campus or off campus. Eighty-four percent ($n = 487$) of respondents "strongly agreed" or "agreed" that they understood that UC Hastings Law standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Forty-nine percent ($n = 281$) of respondents "strongly agreed" or "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. Ninety-one percent ($n = 524$) of respondents "strongly agreed" or "agreed" that they knew that UC Hastings Law sends a Crime Alert whenever there is a serious or continuing threat to students and employees.

Table 56. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am aware of the definition of Affirmative Consent.	399	69.4	153	26.6	15	2.6	7	1.2	< 5	---
I am generally aware of the role of Hastings Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	251	43.5	259	44.9	36	6.2	24	4.2	7	1.2
I know how and where to report incidents of unwanted sexual contact/conduct.	195	34.0	229	39.9	74	12.9	66	11.5	10	1.7
I am familiar with the campus policies on addressing sexual misconduct,	202	35.1	223	38.8	71	12.3	69	12.0	10	1.7

Table 56. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
domestic/dating violence, and stalking.										
I am generally aware of campus support resources such as the CARE Advocate and Title IX Coordinator.	237	41.7	261	45.9	39	6.9	23	4.0	9	1.6
Employees and student employees have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	290	50.9	214	37.5	50	8.8	16	2.8	0	0.0
I understand that Hastings standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	258	44.7	229	39.7	58	10.1	26	4.5	6	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Hastings Annual Security and Fire Safety Report.	146	25.4	135	23.5	114	19.8	133	23.1	47	8.2
I know that Hastings sends a Crime Alert whenever there is a serious or continuing threat to students and employees.	314	54.4	210	36.4	24	4.2	24	4.2	5	0.9

Summary

Eleven percent (*n* = 65) of respondents indicated on the survey that they had experienced

unwanted sexual contact/conduct, with 9% (*n* = 51) experiencing unwanted sexual interaction

(e.g., catcalling, repeated sexual advances, sexual harassment, sexual cyber-harassment), 3% (*n* =

16) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration

without consent), 2% (*n* = 12) experiencing stalking (e.g., following me, on social media,

texting, phone calls), and 1% (*n* = 6) experiencing relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UC Hastings Law community.

Almost no respondents officially reported the incidents of unwanted sexual contact/conduct. Respondents did not report the incidents because they did not feel the incident was severe enough, incidents of catcalling were common, they believed nothing would be done, they did not trust the reporting process, or the incident occurred off campus.

[lxv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2 (2, N = 571) = 12.0, p < .01$.

[lxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2 (2, N = 553) = 9.5, p < .01$.

[lxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2 (2, N = 547) = 17.6, p < .001$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at UC Hastings Law (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices at UC Hastings Law that were unjust (Table 57).

Table 57. Employee Respondents Who Observed Employment Practices That Were Unjust

Response	Hiring practices		Procedures or practices related to promotion, tenure, reappointment, and/or reclassification		Employment-related discipline or action	
	n	%	n	%	n	%
No	**131**	**72.0**	**143**	**78.6**	**158**	**87.3**
Faculty	54	64	70	82.4	78	91.8
Staff	77	79	73	75.3	80	83.3
Yes	**51**	**28.0**	**39**	**21.4**	**23**	**12.7**
Faculty	31	36.5	15	17.6	7	8.2
Staff	20	20.6	24	24.7	8	16.7

Note: Table reports responses only from Faculty and Staff respondents ($n = 183$).

Unjust Hiring Practices

Twenty-eight percent ($n = 51$) of Faculty and Staff respondents indicated that they had observed hiring practices at UC Hastings Law that they perceived to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool). Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at UC Hastings Law, 49% ($n = 25$) noted it was based on racial identity, 33% ($n = 17$) based on scholarship approach or content, 31% ($n = 16$) based on ethnicity, and 29% ($n = 15$) based on educational credentials (e.g., BS, MS, PhD).

Subsequent analyses[55] revealed that 37% ($n = 31$) of Faculty respondents and 21% ($n = 20$) of Staff respondents indicated that they had observed discriminatory hiring practices.[lxviii] No other statistically significant differences were found by gender identity, racial identity, sexual identity, years of employment, and caregiving status.

Faculty respondents who indicated that they had observed discriminatory hiring at UC Hastings Law noted it was based on racial identity (52%, $n = 16$), scholarship approach or content (52%, $n = 16$), educational credentials (36%, $n = 11$), and/or ethnicity (36%, $n = 11$). Of the Staff respondents who indicated that they had observed discriminatory hiring at UC Hastings Law, 45% ($n = 9$) noted it was based on racial identity and 25% each that it was based on age ($n = 5$) or ethnicity ($n = 5$).

Unjust Practices Related to Promotion, Tenure, Reappointment, and/or Reclassification
Twenty-one percent ($n = 39$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at UC Hastings Law that they perceived to be unjust. Of those Faculty and Staff respondents who indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at UC Hastings Law 25% ($n = 10$) indicated that it was based on position status (e.g., staff, faculty student), and 15% ($n = 6$) each based on ethnicity, nepotism/cronyism, and racial identity.

Subsequent analyses[56] revealed the following statistically significant differences:

- By gender identity, a higher percentage of Women Faculty and Staff respondents (27%, $n = 26$) than Men Faculty and Staff respondents 15% ($n = 11$) indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.[lxix]
- By sexual identity, higher percentages of Queer-spectrum Faculty and Staff respondents (37%, $n = 10$) and Bisexual Faculty and Staff respondents (56%, $n = 5$) than Heterosexual Faculty and Staff respondents 16% ($n = 22$) indicated that

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[55] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, years of employment, and caregiving status; only significant differences are reported.
[56] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, years of employment, and caregiving status; only significant differences are reported.

they had observed unjust promotion, tenure, reappointment, and/or

reclassification practices.[lxx]

Eighteen percent ($n = 15$) of Faculty respondents and 25% ($n = 24$) of Staff respondents

indicated that they had observed promotion, tenure, reappointment, and/or reclassification

practices at UC Hastings Law that they perceived to be unjust, but this difference was not

statistically significant. Faculty respondents who indicated that they had observed unjust

promotion, tenure, reappointment, and reclassification practices noted it was based on major

field of study ($n < 5$), position status ($n < 5$), and/or a reason not listed ($n < 5$). Of the Staff

respondents who indicated that they had observed unjust promotion, tenure, reappointment, and

reclassification practices, 29% each noted it was based on position status ($n = 7$) or a reason not

listed ($n = 7$) and 21% ($n = 5$) noted that it was based on nepotism/cronyism.

Unjust Employment-Related Discipline or Action

Thirteen percent ($n = 23$) of Faculty and Staff respondents indicated that they had observed

unjust employment-related discipline or action, up to and including dismissal, at UC Hastings

Law. Of those individuals, 35% ($n = 8$) indicated that the discrimination was based on age, 26%

($n = 6$) on length of service, and 22% ($n = 5$) on sexual identity. Subsequent analyses[57] revealed

the following statistically significant difference:

- By years of employment, a higher percentage of Faculty and Staff Respondents
  Employed 6 to 15 years (20%, $n = 12$) than Faculty and Staff Respondents
  Employed Less than 5 Years (6%, $n = 5$) indicated that they had observed unjust
  employment-related discipline or action, up to and including dismissal (Faculty
  and Staff respondents Employed More than 15 Years [15%, $n = 5$] were not
  statistically different from other groups who were employed for a different
  amount of time).[lxxi]

Eight percent ($n = 7$) of Faculty respondents and 17% ($n = 16$) of Staff respondents indicated that

they had observed unjust employment-related discipline or action, but this difference was not

statistically significant. Faculty respondents who indicated that they had observed unjust

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[57] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, years of
employment, and caregiving status; only significant differences are reported.

employment-related discipline or action noted it was based on age ($n < 5$), ethnicity ($n < 5$), racial identity ($n < 5$), sexual identity ($n < 5$), and/or a reason not listed ($n < 5$). Of the Staff respondents who indicated that they had observed unjust employment-related discipline or action, 38% each noted it was based on age ($n = 6$) or length of service ($n = 6$).

Qualitative comment analyses

Thirty-seven Staff and Faculty respondents further elaborated about their observations of what they considered unjust employment practices related to hiring, promotion, tenure, reappointment, reclassification, or employment-related disciplinary actions, up to and including dismissal. Two themes emerged around unjust hiring practices, revamping hiring practices, and unjust evaluations, promotions, and dismissals.

Unjust Hiring Practices. Respondents elaborated on their perceptions of unjust hiring practices and how they relate to decreasing diversity at UC Hastings Law in statements such as, "Hastings has become a much less diverse institution over the years. Candidates who come from privilege, who have had the advantage of attending the highest ranked schools, and who carry out traditional scholarship, are the only ones who get through. There is also a bias against candidates who have been advocates prior to seeking a career in teaching. They are presumed to be incapable of performing the type of scholarship which is valued at Hastings. Many of them have gone on to obtain teaching positions at schools more highly ranked than Hastings," and "… At times putting requirements/preferences on our hiring practices (for certain types of educational profiles, certain types of publications, certain types of connections in a field, universal vote procedures on a vetting committee--who may understandably value different things) means that we can unintentionally, but in ways that are preventable, continue to privilege those who already benefit from privilege, and disadvantage those who have not. When we know certain metrics favor those in privilege, and then reward those who receive those without acknowledging the embedded discrimination, we too, are discriminating... I believe this unintended discrimination show[s] up in a number of ways (one example is the fact that the LTCF are all women, and primarily white women) and a similar composition exists for the newly hired LRW profs."

Respondents also noted bias toward particular credentialing and backgrounds explaining, "Some/many of my colleagues are Prestige Obsessed: Certain kinds of scholarship and

professional background and scholarly backgrounds (Ivy or Bust) are all that matters. Even when serving on the Appointments Committee, I saw promising candidates who had been excellent real-world advocates, or who had not gone to Harvard or Yale not even considered for interviews. Conversely, I saw Golden Boys from prestigious backgrounds (doing, frankly, uninteresting work) receive screening interviews even if we did not have a slot for them. I see these kinds of comments in our decision-making meetings when deciding who to hire. All this by way of saying, I understand some of the reasons that ladder faculty are disproportionately White and Male," "We all seem to agree on the need to diversify the faculty, yet we keep hiring white men. The usual explanation is that we make offers to other candidates but get turned down (see low salaries, above). However, we keep looking at the same pool, with the same criteria, so we get the same result. Some positive movement now through creating pipelines, but we could be doing more," and "Many of UC Hastings' white faculty often has an inflated view of itself - when comparable colleagues of color apply, they perceive them as 'not up to par' when in fact they mirror the current faculty. We have not made offer[s] to qualified faculty of color who end up at 'higher placed' institutions. We seem to see the 'potential' of white applicants but not of potential faculty of color."

Revamping Hiring Practices. Staff and Faculty respondents provided suggestions to change hiring practices, "Lack of faculty diversity, especially among those who teach fall 1L doctrinal courses, is the giant elephant in the room whenever we purport to present Hastings as a welcoming and inclusive environment for all students. It's a difficult problem to solve, but it's time to get creative. An 'easy' place to begin would be to use VAP and overflow visitor hiring as at least a bandaid solution. I also firmly believe there should be a pathway for long-term Lecturers to eventually get LTCF status or the substantial equivalent (in terms of job security, compensation and, importantly, voting rights). … I've seen the faculty grow increasingly stratified along status/class, which isn't helping if the goal is to be a welcoming/inclusive community," and "I have sensed an insufficient interest in and crediting of alternative kinds of educational and professional experiences, that happen, not by coincidence, to include a high proportion of people of color, coupled with the fairly typical obsession with the standard criteria for faculty hiring that tends to produce our overwhelmingly privileged white professoriate." Other respondents added, "... There is a lack of diversity here and we need to get to the bottom of

it. I'm not sure hiring managers know how to improve the racial diversity of applicant pools. I have seen job posting[s] explicitly seek people who graduated from certain schools, though I'm not sure if that is illegal," and "I think our efforts towards prioritizing diversity in hiring have increased significantly in recent years, even though they have not yet resulted in new hires. It might be that the Administration will have to consider financial incentives to attract high-performing minority candidates who are in high demand elsewhere, which could create equity concerns. However, if we are truly committed to creating a more diverse faculty and student body, then we might need to compete more effectively in the marketplace for faculty talent, including at the entry level."

Unjust Evaluations, Promotions, and Dismissals. Respondents indicated that People of Color face unjust evaluations, promotions, and dismissals at UC Hastings Law. Respondents stated, "AFSCME members were laid off. White people got promoted and hired. Those who work hard - Asians, Latino and the handful of Black people that we have - don't get a chance for fair pay and professional advancement," "I know of at least one staff member who was demoted and given lower pay as a result…. I believe I received an unfair evaluation based in part on an issue I expressed specifically as a [redacted]," and "…It seems that as some people approach the point at which they could retire, they are laid off or their position eliminated. Also, the result of mass lay-offs/position eliminated always seems to affect BIPOC people the most." Staff and Faculty respondents expressed concern about what they considered to be unjust dismissals of Women of Color at UC Hastings Law. Respondents wrote, "The pandemic-triggered staffing cuts and early retirements in summer 2020 seemed to disproportionately lead to the departures of BIPOC staff members," "The last round of staff layoffs seemed to have a disproportionate number of senior-age women of color with more than 10 years of Hastings employment; there was no regard for employment seniority…." and "When we started COVID, Hastings laid off 7-10 women, most of them of color. While the school sent out nice notes about them, I just wonder and worry about them. … They were at Hastings for 25+ years."

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 85$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 31 queried Ladder Faculty respondents ($n = 30$), Question 33 addressed Non-Ladder Faculty respondents ($n = 55$), and

Question 35 addressed all Faculty respondents ($n = 85$). Chi-square analyses were conducted by faculty status (Ladder, Non-Ladder Full-Time, and Non-Ladder Part-Time, as well as Full-Time and Part-Time[58]), gender identity, racial identity, sexual identity, years of employment, and caregiving status. Owing to low response numbers, significant differences were unable to be reported.

Ladder Faculty Respondents

Table 58 through Table 60 illustrate Ladder Faculty respondents' perceptions of faculty work at UC Hastings Law. Chi-square analyses were not able to be conducted owing to the small number of Ladder Faculty respondents. Eighty-seven percent ($n = 26$) of Ladder Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. Seventy percent ($n = 21$) of Ladder Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty. Fifty-nine percent ($n = 17$) of Ladder Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. Forty-three percent ($n = 12$) of Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law faculty who qualify for delaying their tenure-clock felt empowered to do so.

Table 58. Ladder Faculty Respondents' Perceptions of Tenure and Promotion Processes

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	**10**	**33.3**	**16**	**53.3**	**< 5**	**---**	**< 5**	**---**	**0**	**0.0**
The tenure standards/promotion standards are applied equally to faculty.	**10**	**33.3**	**11**	**36.7**	**5**	**16.7**	**< 5**	**---**	**0**	**0.0**
Supported and mentored during my tenure-track years.	**7**	**24.1**	**10**	**34.5**	**6**	**20.7**	**5**	**17.2**	**< 5**	**---**

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[58] Per the CESWG, Faculty respondents were grouped into Full-Time Faculty (including Ladder and Non-Ladder Full-Time) and Part-Time Faculty (Non-Ladder Part-Time).

Table 58. Ladder Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings faculty who qualify for delaying their tenure-clock feel empowered to do so.	**10**	**35.7**	**< 5**	**---**	**12**	**42.9**	**< 5**	**---**	**< 5**	**---**

Note: Table reports responses only from Ladder Faculty respondents (*n* = 30).

Table 59 illustrates that 93% (*n* = 28) of Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law values research. Seventy-seven percent (*n* = 23) of Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law values teaching. Fifty-three percent (*n* = 16) of Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law values service contributions. Sixty-seven percent (*n* = 20) of Ladder Faculty respondents "strongly disagreed" or "disagreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 59. Ladder Faculty Respondents' Perceptions of UC Hastings Laws' Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings values research.	**16**	**53.3**	**12**	**40.0**	**< 5**	**---**	**0**	**0.0**	**0**	**0.0**
Hastings values teaching.	**14**	**46.7**	**9**	**30.0**	**< 5**	**---**	**5**	**16.7**	**0**	**0.0**
Hastings values service contributions.	**8**	**26.7**	**8**	**26.7**	**< 5**	**---**	**7**	**23.3**	**< 5**	**---**
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**< 5**	**---**	**< 5**	**---**	**5**	**16.7**	**7**	**23.3**	**13**	**43.3**

Note: Table reports responses only from Ladder Faculty respondents (*n* = 30).

Forty-one percent (*n* = 12) of Ladder Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships) beyond those of their colleagues with similar performance expectations (Table 60). Fifty-five percent (*n* = 16) of Ladder Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, helping students find employment, helping with student groups and activities) than did their colleagues. Forty-eight percent (*n* = 14) of

Ladder Faculty respondents "strongly disagreed" or "disagreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. Lastly, 83% ($n = 24$) of Ladder Faculty respondents "strongly agreed" or "agreed" that senior administrators (e.g., Dean, Associate/Assistant Deans) take faculty opinions seriously.

Table 60. Ladder Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	< 5	---	8	27.6	7	24.1	6	20.7	< 5	---
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	9	31.0	7	24.1	11	37.9	< 5	---	< 5	---
Faculty members who use the Family and Medical Leave Act (FMLA) policies are disadvantaged in promotion/tenure.	0	0.0	0	0.0	15	51.7	5	17.2	9	31.0
Senior administrators (e.g., Dean, Associate/Assistant Deans) take faculty opinions seriously.	10	34.5	14	48.3	< 5	---	< 5	---	0	0.0

Note: Table reports responses only from Ladder Faculty respondents ($n = 30$).

Qualitative Comment Analyses

Seventeen Ladder (Tenured and Tenure-Track) Faculty respondents elaborated on their experience as a faculty member at UC Hastings Law. One theme emerged from responses: overvaluing of research.

Overvaluing of Research. Ladder Faculty respondents stated that research is valued above teaching and service at UC Hastings Law. Respondents stated, "We publicly claim to value teaching, service, and scholarship, but generally give remuneration only for the latter. There are

little consequences (with regard to chairs and/or promotions) for faculty members who reject service obligations or are unserious about their teaching. This makes those of us that shoulder more of these responsibilities resentful, and less likely to want to do these things in [the] future," and "Hastings pays lip service to the value of teaching and service, but for faculty hired in the last 15 years or so, quantity of scholarship and high-profile engagements are the only meaningful criteria of faculty merit." Respondents also explained that value was inherently tied to financial awards offered by UC Hastings Law, "Our tenure standard in our Faculty Rules privileges teaching and research over service, explicitly. We have more monetary rewards for research than we do for teaching," and "It is crystal clear that UC Hastings values scholarly research -- as it should. It's clear because nearly all of the financial rewards (Distinguished and other Chairs, summer funding, sabbatics, Faculty Foundation Award) go to promote and reward research. While we are told that teaching is equally valued, as far as I can tell, there is one single award, the Rutter Award, that targets excellence in teaching. Yes, [senior administrator] reads our teaching evaluations... But where the College puts its financial rewards says everything, we need to know about the relative weight given to teaching vs. research."

Non-Ladder Faculty Respondents

Survey Question 33 queried Non-Ladder Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted owing to the small number of Non-Ladder Faculty respondents.

Table 61 indicates that 45% ($n = 24$) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. Twenty-seven percent ($n = 14$) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were applied equally to positions. Sixty-five percent ($n = 34$) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that expectations of their responsibilities were clear.

Table 61. Non-Ladder Faculty Respondents' Perceptions of Contract Renewal and Expectations of Responsibilities

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria used for contract renewal are clear.	6	11.3	18	34.0	14	26.4	12	22.6	< 5	---

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Table 61. Non-Ladder Faculty Respondents' Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria used for contract renewal are applied equally to all positions.	< 5	---	10	19.2	30	57.7	7	13.5	< 5	---
Clear expectations of my responsibilities exist.	12	23.1	22	42.3	8	15.4	9	17.3	< 5	---

Note: Table reports responses only from Non-Ladder Faculty respondents (*n* = 55).

Table 62 illustrates that 83% (*n* = 44) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law values research and 77% (*n* = 41) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law values teaching.

Table 62. Non-Ladder Faculty Respondents' Perceptions of UC Hastings Laws' Valuing of Research and Teaching

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Hastings values research.	32	60.4	12	22.6	6	11.3	< 5	---	0	0.0
Hastings values teaching.	18	34.0	23	43.4	7	13.2	< 5	---	< 5	---

Note: Table reports responses only from Non-Ladder Faculty respondents (*n* = 55).

Sixty-five percent (*n* = 34) of Non-Ladder Faculty respondents "strongly disagreed" or "disagreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships) (Table 63). Fifty-seven percent (*n* = 30) of Non-Ladder Faculty respondents "strongly disagreed" or "disagreed" that they felt burdened by service responsibilities beyond those of tenure-track faculty (e.g., administrative duties, committee memberships). Forty-eight percent (*n* = 26) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, helping students find employment, helping with student groups and activities) than did their colleagues. Twenty-one percent (*n* = 11) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. Fifty-four percent (*n* = 29) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by senior administrators.

Forty-four percent (*n* = 24) of Non-Ladder Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law committees value non-tenure-track faculty opinions.

Table 63. Non-Ladder Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	< 5	---	5	9.6	12	23.1	19	36.5	15	28.8
Burdened by service responsibilities beyond those of tenure-track faculty (e.g., administrative duties, committee memberships).	5	9.4	6	11.3	12	22.6	14	26.4	16	30.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	11	20.4	15	27.8	20	37.0	5	9.3	< 5	---
Pressured to do extra work that is uncompensated.	5	9.4	6	11.3	17	32.1	13	24.5	12	22.6
Senior administrators (e.g., Dean, Associate/Assistant Deans) take non-tenure-track faculty opinions seriously.	9	16.7	20	37.0	12	22.2	8	14.8	5	9.3
Hastings committees value non-tenure-track faculty opinions.	8	14.8	16	29.6	11	20.4	14	25.9	5	9.3

Note: Table reports responses only from Non-Ladder Faculty respondents (*n* = 55).

Qualitative Comment Analyses

Seventeen Non-Ladder Faculty respondents elaborated on their experience as a faculty member at UC Hastings Law. One theme emerged: undervalued and under-recognized.

Undervalued and Under-recognized. Non-Ladder Faculty respondents indicated that they felt undervalued, under-recognized, and underrepresented. Respondents shared experiences of being undervalued by their tenured colleagues, "Non-tenure-track faculty opinions are valued

inconsistently. Some administrators and faculty value and welcome input. However, many tenured faculty do not and appear visibly put-out or dismissive when non-tenured faculty or staff voice opinions. Ultimately, even where opinions of non-tenured faculty and staff are welcomed, they may not matter because it is the tenured faculty that can actually vote on key issues facing the College," and "There is an us/them mentality among the some of the tenured faculty. They believe LTCF do not bring equal value to the institution but must be tolerated for political reasons. I have personally experienced statements from that group of faculty that support my opinion." Other respondents shared how their experiences were influenced by the research and teaching dichotomy, "Publishing research articles is the coin of the realm. If you don't get compensated for doing it, you don't have as much influence across the institution. (When I [say] influence, I mean both the cachet that my ideas get in meetings and that I have felt not listened to, sidelined and silenced. I have left meetings many times feeling that someone regarded me as less intelligent than tenure-track faculty.) Lip service is given to other values (teaching, service, social justice, etc.), which only makes the situation more muddied and exasperating. In fact, this hierarchy is known and 100% allowed to exist, despite the unfairness to the institution as a whole...." and "Hastings should value the role that adjuncts or instructors play in shaping the education of law school students… In the past, Hastings has not been inclusive of its faculty as a whole. This is exemplified by lack of support of and recognition for those who teach legal writing, moot court, and the like. Simple recognition (*n*ot necessarily financial) could be instrumental...."

All Faculty Respondents

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 64). Significant differences between demographic groups could not be determined because of the small sample size.

Sixteen percent ($n = 13$) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. Fourteen percent ($n = 11$) of Faculty respondents "strongly agreed" or "agreed" that salaries for non-tenure-track faculty were competitive. Sixty-four percent ($n = 52$) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive and 19% ($n = 15$) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. Sixty-seven percent ($n = 53$) of Faculty

respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive.

Table 64. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	< 5	---	11	13.6	43	53.1	18	22.2	7	8.6
Salaries for non-tenure-track faculty positions are competitive.	< 5	---	7	8.9	41	51.9	19	24.1	8	10.1
Health insurance benefits are competitive.	17	21.0	35	43.2	23	28.4	< 5	---	< 5	---
Child care benefits are competitive.	< 5	---	12	15.4	50	64.1	5	6.4	8	10.3
Retirement/supplemental benefits are competitive.	27	34.2	26	32.9	21	26.6	< 5	---	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 85).

Thirty-five percent (*n* = 28) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law provided adequate resources to help them manage work-life balance (Table 65). Forty-two percent (*n* = 34) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. Forty-three percent (*n* = 34) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. Sixty percent (*n* = 48) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law provided them with adequate resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).

Table 65. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings provides adequate resources to help me manage work-life balance.	7	8.8	21	26.3	34	42.5	14	17.5	< 5	---

Table 65. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	16	19.8	18	22.2	36	44.4	7	8.6	< 5	---
The performance evaluation process is clear.	11	13.8	23	28.8	25	31.3	17	21.3	< 5	---
Hastings provides me with adequate resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	15	18.8	33	41.3	19	23.8	12	15.0	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 85).

As noted in Table 66, 25% (*n* = 20) of Faculty respondents "strongly agreed" or "agreed" that meaningful committee work was fairly distributed across the faculty. Fifty-three percent (*n* = 41) of Faculty respondents "strongly agreed" or "agreed" they had equal opportunity to participate on committees that they consider meaningful. Sixty-eight percent (*n* = 54) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UC Hastings Law. Seventy-nine percent (*n* = 64) of Faculty respondents "strongly agreed" or "agreed" that they would recommend UC Hastings Law as a good place to work. Sixty-one percent (*n* = 47) of Faculty respondents "strongly agreed" or "agreed" that they had job security.

Table 66. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Meaningful committee work is fairly distributed across the faculty.	< 5	---	16	20.3	42	53.2	13	16.5	< 5	---
I have an equal opportunity to participate on committees that I consider meaningful.	13	16.9	28	36.4	24	31.2	7	9.1	5	6.5
Positive about my career opportunities at Hastings.	20	25.0	34	42.5	17	21.3	7	8.8	< 5	---

Table 66. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend Hastings as a good place to work.	26	32.1	38	46.9	10	12.3	7	8.6	0	0.0
I have job security.	22	28.6	25	32.5	15	19.5	12	15.6	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 85).

Qualitative Comment Analyses

Twenty-eight Faculty respondents elaborated on their experience as a faculty member at UC Hastings Law. Two themes emerged from the responses: inadequate salaries and lack of knowledge or not applicable.

Inadequate Salaries. Faculty respondents further elaborated on salaries at UC Hastings Law. Respondents explained that their salaries were not on par with other school systems in the region and how it affected their ability to recruit for UC Hastings Law, "We MUST reach pay parity with UC sooner rather than later. We are now 20,000 below UC Davis at every faculty ladder step. That has to change. It is ridiculous to try to recruit new ladder faculty with a 2010 pay scale in the most expensive market in the country," and "This is a great faculty to be on, minus the fact that our pay is too low - not just relative to UCLA, but relative to UC Irvine and UC Davis. That needs to change. I have trouble recruiting new colleagues in good faith at this point because our pay scale will not meet their needs throughout the life cycle unless they are rich, and I don't want to only recruit wealthy people onto our faculty." Respondents also factored in cost of living and its impact on their salaries, "Measuring how competitive salary and benefits are is tricky. Compared to similarly-ranked law schools, we're well-paid. I got a huge raise when I came to Hastings. But when you factor in the Bay Area cost of living, we're less well paid than colleagues at comparably-ranked schools," "I do recognize that our compensation packages are not competitive with other schools' compensation packages, especially given the cost of living in the SF Bay Area," and "Our salaries are truly depressing - esp. given the cost of living."

Lack of Knowledge or Not Applicable. Another theme that emerged from Faculty respondents was that they did not know the answer to the question or the question was not applicable. Respondents shared that they did not have knowledge to answer particular survey questions,

"Wish there had been an answer 'no opinion' for some of these pages. E.g., whether committee work is distributed across the faculty? Who knows," "These questions should offer the answer choice of 'I don't know' because sometimes I don't have enough information/knowledge to respond," and "For many of these categories, I selected 'neither agree nor disagree' because I honestly have no idea of our policies. HR often seems to change the policies and/or they are so hidden behind legalese that it is difficult to understand." Respondents also stated that some questions did not apply to them, "I am unaware of any opportunities to participate on committees. I'm an adjunct and am clear neither on how I am evaluated nor what criteria would make me eligible to return from year-to-year," and "Being an adjunct, most of these questions don't apply to me," and "I answered 'Neither Agree nor Disagree' to questions that didn't really apply to me. There was no option to say N/A."

Faculty Respondents' Sense of Belonging at UC Hastings Law

Faculty respondents were asked a series of questions related to their sense of belonging at UC Hastings Law (Table 67). Significant differences between demographic groups could not be determined because of the small sample size.

Seventy-eight percent (*n* = 66) of Faculty respondents "strongly agreed" or "agreed" that they felt respected by the Academic Dean and the Chancellor & Dean (Table 67). Seventy-five percent (*n* = 63) of Faculty respondents "strongly agreed" or "agreed" that they felt respected by faculty colleagues at UC Hastings Law. Ninety-three percent (*n* = 78) of Faculty respondents "strongly agreed" or "agreed" that they felt respected by students in the classroom.

Table 67. Faculty Respondents' Feelings of Value

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel respected by the Academic Dean and the Chancellor & Dean.	46	54.1	20	23.5	13	15.3	5	5.9	< 5	---
I feel respected by faculty colleagues at Hastings.	32	38.1	31	36.9	14	16.7	6	7.1	< 5	---
I feel respected by students in the classroom.	50	59.5	28	33.3	6	7.1	0	0.0	0	0.0

Note: Table reports responses only from Faculty respondents (*n* = 85).

Forty-nine percent (*n* = 41) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law encouraged open discussion of difficult topics (Table 68).

Table 68. Faculty Respondents' Perception of Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
I believe that Hastings climate encourages open discussion of difficult topics.	14	16.9	27	32.5	19	22.9	16	19.3	7	8.4

Note: Table reports responses only from Faculty respondents (*n* = 85).

Fifty-one percent (*n* = 41) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law valued their research/scholarship (Table 69). Eighty percent (*n* = 66) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law valued their teaching. Sixty-six percent (*n* = 53) of Faculty respondents "strongly agreed" or "agreed" that UC Hastings Law valued their service contributions.

Table 69. Faculty Respondents' Feelings of Value

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that Hastings values my research/scholarship.	19	23.8	22	27.5	32	40.0	5	6.3	< 5	---
I feel that Hastings values my teaching.	27	32.5	39	47.0	13	15.7	< 5	---	0	0.0
I feel that Hastings values my service contributions.	22	27.5	31	38.8	20	25.0	5	6.3	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 85).

Faculty Respondents' Perception of Climate

Table 70 through Table 44 depict Faculty respondents' attitudes about certain aspects of the climate at UC Hastings Law. Chi-square analysis could not be conducted owing to low numbers in many of the response categories.

Twenty-nine percent (*n* = 24) of Faculty respondents "strongly agreed" or "agreed" that faculty colleagues prejudged their abilities based on their perception of their identity/background.

Seventy-four percent (*n* = 62) of Faculty respondents "strongly agreed" or "agreed" that UC

Hastings Law prepares students with the knowledge and skills to be effective attorneys.

Table 70. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty colleagues prejudge my abilities based on their perception of my identity/background.	**8**	**9.5**	**16**	**19.0**	**17**	**20.2**	**24**	**28.6**	**19**	**22.6**
Hastings prepares students with the knowledge and skills to be effective attorneys.	**21**	**25.0**	**41**	**48.8**	**12**	**14.3**	**8**	**9.5**	**< 5**	**---**

Note: Table reports responses only from Faculty respondents (*n* = 85).

Seventy-three percent (*n* = 61) of Faculty respondents "strongly disagreed" or "disagreed" that

they felt that they had to alter their appearance to fit in at UC Hastings Law (Table 71). Fifty-

seven percent (*n* = 45) of Faculty respondents "strongly disagreed" or "disagreed" that they had

to alter their behavior in order to fit in at UC Hastings Law.

Table 71. Faculty Respondents' Perceptions of Influence of Appearance and Behavior

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that I have to alter my appearance to fit in at Hastings.	**< 5**	**---**	**7**	**8.3**	**13**	**15.5**	**29**	**34.5**	**32**	**38.1**
I feel that I have to alter my behavior to fit in at Hastings.	**< 5**	**---**	**17**	**21.5**	**13**	**16.5**	**22**	**27.8**	**23**	**29.1**

Note: Table reports responses only from Faculty respondents (*n* = 85).

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues,

support, and resources available at UC Hastings Law. Frequencies are provided in Table 72

through Table 75. Chi-square analysis was conducted by staff status (Managerial Staff vs. Non-

Managerial Staff), racial identity, sexual identity, gender identity, years of employment, and caregiving status. The results for only staff status are reported because of low response rates in the other categories.

Eighty-six percent ($n = 83$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 72). Eighty-five percent ($n = 82$) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Seventy-two percent ($n = 71$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

Table 72. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	43	44.3	40	41.2	< 5	---	8	8.2	< 5	---
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	41	42.3	41	42.3	7	7.2	6	6.2	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	35	35.7	36	36.7	15	15.3	5	5.1	7	7.1

Note: Table reports responses only from Staff respondents ($n = 98$).

Table 73 illustrates that 66% ($n = 65$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. Fifty-six percent ($n = 55$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 73. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The performance evaluation process is clear.	25	25.5	40	40.8	17	17.3	9	9.2	7	7.1
The performance evaluation process is productive.	21	21.4	34	34.7	24	24.5	11	11.2	8	8.2

Note: Table reports responses only from Staff respondents (*n* = 98).

Eighty percent (*n* = 78) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance (Table 74). Forty-four percent (*n* = 43) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law provided adequate resources to help them to manage work-life balance. No statistically significant differences were found between groups.

Thirteen percent (*n* = 13) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). Twenty-six percent (*n* = 25) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

Table 74. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	51	52.0	27	27.6	9	9.2	8	8.2	< 5	---
Hastings provides adequate resources to help me manage work-life balance.	11	11.3	32	33.0	32	33.0	15	15.5	7	7.2

Table 74. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	**6**	**6.1**	**7**	**7.1**	**33**	**33.7**	**40**	**40.8**	**12**	**12.2**
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	**12**	**12.5**	**13**	**13.5**	**34**	**35.4**	**28**	**29.2**	**9**	**9.4**

Note: Table reports responses only from Staff respondents ($n = 98$).

Fifty-one percent ($n = 50$) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 75). A significantly higher percentage of Non-Managerial Staff respondents (45%, $n = 19$) than Managerial Staff respondents (14%, $n = 5$) "agreed" that they were able to complete their assigned duties during scheduled hours.

Thirty-nine percent ($n = 38$) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Thirty-seven percent ($n = 36$) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Seventy-seven percent ($n = 75$) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. Forty-six percent ($n = 45$) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 75. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am able to complete my assigned duties during scheduled hours.	**20**	**20.4**	**30**	**30.6**	**15**	**15.3**	**22**	**22.4**	**11**	**11.2**
Staff status[lxxii]										
Managerial Staff	7	19.4	5	13.9	7	19.4	12	33.3	5	13.9
Non-Managerial Staff	9	21.4	19	45.2	5	11.9	5	11.9	< 5	---
My workload has increased without additional compensation owing to other staff departures (e.g., layoffs, retirement, positions not filled).	**25**	**25.5**	**13**	**13.3**	**27**	**27.6**	**24**	**24.5**	**9**	**9.2**
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**15**	**15.3**	**21**	**21.4**	**19**	**19.4**	**30**	**30.6**	**13**	**13.3**
I am given a reasonable time frame to complete assigned responsibilities.	**21**	**21.6**	**54**	**55.7**	**15**	**15.5**	**< 5**	**---**	**< 5**	**---**
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**24**	**24.7**	**21**	**21.6**	**27**	**27.8**	**19**	**19.6**	**6**	**6.2**

Note: Table reports responses only from Staff respondents (*n* = 98).

Qualitative Comment Analyses

Thirty-eight Staff respondents elaborated on their experience as staff members at UC Hastings Law. Two themes emerged: work-life balance, and understaffing and workload.

Work-Life Balance. Staff respondents shared challenges with work-life balance in their role at UC Hastings Law. Respondents stated, "My work-life balance was okay before the pandemic - I could take vacation time and generally get work done, although there were some times when the workload would be heavy. Since March 2020, the expectations on me have increased substantially, and my supervisor has asked me to work nights and weekends to get everything done (on top of not being able to take vacation time for a full year)," and "Work and life balance is a nightmare at Hastings. My supervisor is expecting me to be available for work 24/7, I have

been receiving work-related texts, messages, calls, and emails after work hours every day, during the weekend and holidays. Everything is at the last minute." Respondents also mentioned the lack of boundaries around work expectations as an additional component in the lack of work-life balance, "I do not feel that work life balance is the norm in my department, and I feel that a lot of boundaries are crossed by those in higher positions. You could list a dozen projects that you have on your plate, but you have to verbally say 'and I'm at capacity' or you'll have another thing added," and "The administration at Hastings has a strong desire to support work-life balance and tries to do things to support those with family obligations up to a point, but when it becomes overly burdensome, administration will push for work to come before family responsibilities. This has become very clear during pandemic. Some senior leadership have made statements unsupportive of parenting responsibilities and taking time off. Although verbally encouraged to take time off, you are also expected to get your work done without additional support. These things are impossible and in direct conflict."

Understaffing and Workload. Staff respondents indicated another challenge was understaffing and heavy workloads. Respondents explained, "Hastings is so leanly staffed that everyone in my department is at or over 100% capacity. If there were ever a change (for example, a medical leave), we would have a very difficult time making it through without people going well over 50-60 hours per week," and "Departments are run as thin as feasible at times, and workloads generally increase for staff without additional compensation. My colleagues joke that a promotion here is more responsibility, and accountability without at any pay increase or new title. I know people on staff that are doing two or three jobs at other UC campuses...or are temporarily expected to have additional workload, but it never is resolved." Other respondents cited reductions and budget cuts in staffing as reasons for understaffing and increased workloads. Respondents stated, "My staffing levels were reduced due to layoffs as a result of budget problems from [the] COVID 19 pandemic. Upper management did not announce reductions in service levels or response times by the using departments or customers subsequently we are stretched thin by resources and barely meet timelines," and "Over the past year, I have had to take on 2 FTE positions because of budget cuts and layoffs. My workload has increased x3 without compensation, help, title change, or discussion about if I was okay with that. Constantly having to be okay with that performing at the highest level because there is so much to be done."

One respondent also added that understaffing of diverse staff has led to increased workloads, "Many BIPOC and LGBT+ staff are supporting students in significant mental health distress. Referring students to Carbon Health is unacceptable and insufficient. We are in the middle of a civil rights movement as well as a pandemic. Students need more support from a mental health professional. Staff who reflect 'diverse' identities are forced to show up outside of regular hours and take on additional work in order to show up to the values we have by working in higher education in the first place. This could be addressed by prioritizing hiring a diversity dean focused solely on that role (ideally also a director and or associate director to support) increasing the staffing for LEOP and DRP and hiring a mental health counselor."

One set of questions in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors at UC Hastings Law. Table 76 to Table 80 illustrate Staff responses to these items. Owing to low response rates, no significant differences were found between groups.

Sixty percent ($n = 59$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law provided them with resources to pursue training/professional development opportunities (Table 76). Seventy-six percent ($n = 72$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities.

Table 76. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Hastings provides me with resources to pursue training/professional development opportunities.	20	20.4	39	39.8	18	18.4	16	16.3	5	5.1
My supervisor provides me with resources to pursue training/professional development opportunities.	31	32.6	41	43.2	14	14.7	5	5.3	< 5	---

Note: Table reports responses only from Staff respondents ($n = 98$).

Seventy-three percent ($n = 69$) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability) and 55% ($n = 54$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law was supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability). Nine percent ($n = 9$) of Staff respondents "strongly agreed" or "agreed" that staff in their work unit who use the Family and Medical Leave Act (FMLA) are disadvantaged in promotion or evaluations. Thirty-two percent ($n = 31$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law policies (e.g., vacation, family leave, personal, short-term disability) were fairly applied across UC Hastings Law (Table 77).

Table 77. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	45	47.4	24	25.3	18	18.9	5	5.3	< 5	---
Hastings is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	15	15.3	39	39.8	24	24.5	15	15.3	5	5.1
Staff in my work unit who use the Family and Medical Leave Act (FMLA) are disadvantaged in promotion or evaluations.	5	5.2	< 5	---	54	55.7	17	17.5	17	17.5
Hastings policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Hastings.	10	10.4	21	21.9	48	50.0	12	12.5	5	5.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 98$).

Seventy-one percent of Staff respondents ($n = 70$) "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules and 50% ($n = 49$) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law was supportive of flexible work schedules. No statistically significant differences were found between groups (Table 78).

Table 78. Staff Respondents' Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor is supportive of flexible work schedules.	40	40.8	30	30.6	18	18.4	< 5	---	7	7.1
Hastings is supportive of flexible work schedules.	15	15.3	34	34.7	26	26.5	14	14.3	9	9.2

Note: Table reports responses only from Staff respondents (*n* = 98).

Queried about salary and benefits, 22% (*n* = 22) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 79). Seventy-one percent (*n* = 70) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive and 68% (*n* = 67) "strongly agreed" or "agreed" that vacation and personal time packages were competitive. Nine percent (*n* = 9) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive and 66% (*n* = 62) of Staff respondents "strongly agreed" or "agreed" that retirement benefits were competitive.

Table 79. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	5	5.1	17	17.3	16	16.3	25	25.5	35	35.7
Health insurance benefits are competitive.	25	25.5	45	45.9	21	21.4	6	6.1	< 5	---
Vacation and personal time benefits are competitive.	20	20.4	47	48.0	22	22.4	7	7.1	< 5	---
Child care benefits are competitive.	< 5	---	5	5.2	72	74.2	9	9.3	7	7.2
Retirement/supplemental benefits are competitive.	26	27.7	36	38.3	27	28.7	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 98).

Forty-seven percent (*n* = 45) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law senior administrators (e.g., Dean, Associate/Assistant Deans) value staff opinions, 35% (*n* = 34) "strongly agreed" or "agreed" that UC Hastings Law committees value staff opinions, and 26% (*n* = 25) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law faculty value staff opinions. (Table 80).

Table 80. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators (e.g., Dean, Associate/Assistant Deans) value staff opinions.	**12**	**12.5**	**33**	**34.4**	**32**	**33.3**	**11**	**11.5**	**8**	**8.3**
Hastings committees value staff opinions.	**7**	**7.2**	**27**	**27.8**	**42**	**43.3**	**16**	**16.5**	**5**	**5.2**
Hastings faculty value staff opinions.	**6**	**6.2**	**19**	**19.6**	**36**	**37.1**	**20**	**20.6**	**16**	**16.5**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Seventy-eight percent (*n* = 76) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. Twenty-six percent (*n* = 25) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on their advancement at UC Hastings Law and 46% (*n* = 45) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UC Hastings Law (Table 81).

Table 81. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear expectations of my responsibilities exist.	**25**	**25.5**	**51**	**52.0**	**10**	**10.2**	**5**	**5.1**	**7**	**7.1**
Clear procedures exist on how I can advance at Hastings.	**7**	**7.2**	**18**	**18.6**	**29**	**29.9**	**24**	**24.7**	**19**	**19.6**
Positive about my career opportunities at Hastings.	**9**	**9.2**	**36**	**36.7**	**27**	**27.6**	**13**	**13.3**	**13**	**13.3**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Sixty-five percent (*n* = 63) of Staff respondents "strongly agreed" or "agreed" that they would recommend UC Hastings Law as a good place to work and 64% (*n* = 61) "strongly agreed" or "agreed" that they had job security (Table 82).

Table 82. Staff Respondents' Perceptions of UC Hastings Law and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I would recommend Hastings as a good place to work.	**21**	**21.6**	**42**	**43.3**	**20**	**20.6**	**7**	**7.2**	**7**	**7.2**
I have job security.	**17**	**17.7**	**44**	**45.8**	**22**	**22.9**	**10**	**10.4**	**< 5**	**---**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Qualitative Comment Analyses

Thirty-three Staff respondents elaborated on their experience as staff members at UC Hastings Law. Three themes emerged including hierarchical structure, inadequate salaries, and flexibility in hours and remote work.

Hierarchical Structure. Staff respondents indicated that there was a hierarchical structure at UC Hastings Law with staff toward the bottom of the hierarchy. In particular, Respondents discussed specific experiences of hierarchical and inconsistent treatment between staff and faculty, "Before the pandemic, work from home was not really an option unless you were a faculty member. Faculty were always allowed to work from home with impunity. Despite showing that work from home can be efficient and productive for staff during the pandemic, senior leadership has expressed demands that staff return to in-person work ASAP without any consideration for staff health and safety and without any perceived need other than a desire to have staff onsite. No similar demands have been placed on faculty," and "There are a few exceptions, but UC Hastings faculty generally seem to regard staff as unskilled help. Research, conferences, and sabbaticals seem to be far more important to faculty then being active in the community and developing substantive professional relationships with staff." Another Staff respondent also stated, "From what I've experienced, the faculty attitude towards staff and to me in particular is--and I don't use this term lightly--toxic. After decades of being a member of this community, if I pass a member of the faculty on campus, they usually ignore my greeting. If the greeting is not outright ignored, I regularly get a vague glance of recognition. When they do figure out who I am and what I do, I have come to expect that the faculty will treat me like they can do my job better than I can and dismiss and disdain my experience as a professional. There are some notable exceptions who have acknowledged and support my role and performance, but

otherwise, the faculty comes across as self-absorbed and disdainful of staff generally and me personally."

Respondents also discussed the hierarchical relationship between senior administrators and staff, "I believe certain senior administrators value staff opinion, while I'm not sure that others do. Specifically, it feels as if the only way for a lower ranking staff member to get to speak with [a senior administrator] is [a matter of luck] ," and "I don't feel that senior administrators value line staff at all. Their distrust of the union has created a very adversarial atmosphere. The many years between contracts, the emails sent by upper management, the comments I have witnessed in meetings by deans, all seem to demean staff needs and minimize our economic reality." Outside of these specific interactions, Staff respondents also indicated that hierarchies existed in committees and promotions, "Participation in committees is difficult as there is an attitude of hierarchy," and "Advancement is limited here due to the smaller campus size and hierarchical nature. Many people I know who do great jobs are overlooked for promotion and outside hires are chose[n] instead."

Inadequate Salaries. Another theme that Staff respondents discussed was the lack of competitive salaries at UC Hastings Law. Respondents wrote, "I am consistently MORTIFIED when I see job postings from Hastings. We do not pay staff enough and it seems the starting ranges haven't changed in years. I don't share job postings with my networks, because many of the salary ranges would be laughable. The low pay means we aren't as competitive, and there is a lot of strain on workers who have to commute form long distances (because they can't afford rent closer to the city). Had I not been permitted to work remotely I would have quit. The salary just isn't enough," and "Pay is not competitive as compared to other UCs. This is a retention issue for salary staff who may be new to director roles and are likely to move on to locations that can provide a living wage. Staff are presently below the minimum wage needed in the Bay Area. Staff who are partnered or married, come from familial wealth, have a prior career where they made six-figures are able to get by but the rest of us are forced to consider leaving if we want to start a family, buy a home, or ever be able to pay off student debt…." Respondents also added, "Staff salaries [are] not competitive which is why we have retention issues; other UC's are more competitive. I am grossly underpaid and have voiced this many times…" and "I know that we are in a budget crisis, but I feel that staff salaries are not super competitive and the process by

which to obtain a raise is long and complicated. [Redacted] level staff in particular seem to not make as much as is consistent with some of their qualifications - including holding advanced degrees and there is some inequity in how much union members are making compared to [redacted] level staff. I think that there is also a huge disparity in how much faculty make and staff, especially professionally degreed staff, make especially when it seems like in many cases, staff are working harder and longer hours than faculty."

Flexibility in Hours and Remote Work. Staff respondents discussed flexibility in hours and opportunities to work remotely. Respondents explained that flexibility and remote work varied by office and supervisor, "It depends on the person on the departmental level, whether the department head will use the tool that Hastings provided. Per my department, there are not flexible work schedules. I have to stay after 5:00 pm every day, can't even take my week off…" and "Flexibility is afforded to others but not for all. Some managers/staff who have not earned their keep are given the flexibility. It really depends on who your division head is. If he likes you, you can do whatever you want, come to work whenever you please, make mistakes and not own up to it…." Other respondents called for the need for more flexibility and remote work, "Re-iterating the flexible work schedules to allow for some days in the office and some days remotely. It would help with commuting and commuting costs!" and "Coming from another law school, it's been surprising how rigid the work hours are here. There is zero flexibility even while being remote with the added-on expectation to work late into the evening. I'm not sure if this is Hastings overall or just my department."

Staff Respondents' Perception of Climate

Table 83 to Table 85 depict Staff respondents' attitudes about certain aspects of the climate in their work units and in general at UC Hastings Law. Subsequent analyses were conducted to identify significant differences in responses by Staff status (Managerial Staff and Non-Managerial Staff), gender identity, racial identity, sexual identity, disability status, years of employment and caregiving status. No significant findings are published in this section owing to low numbers in many of the response categories for these variables.

Twelve percent ($n = 11$) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background.

Fifteen percent (*n* = 14) of Staff respondents "strongly agreed" or "agreed" that their supervisor/manager prejudged their abilities based on their perceptions of their identity/background and 20% (*n* = 19) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perceptions of their identity/background. (Table 83). Sixty-two percent (*n* = 60) of Staff respondents "strongly agreed" or "agreed" that UC Hastings Law prepared students with the knowledge and skills to be effective attorneys.

Table 83. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	< 5	---	9	9.4	24	25.0	38	39.6	23	24.0
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	< 5	---	11	11.6	21	22.1	35	36.8	25	26.3
I think that faculty prejudge my abilities based on their perception of my identity/background.	7	7.3	12	12.5	38	39.6	29	30.2	10	10.4
Hastings prepares students with the knowledge and skills to be effective attorneys.	22	22.7	38	39.2	32	33.0	5	5.2	0	0.0

Note: Table reports responses only from Staff respondents (*n* = 98).

Eleven percent (*n* = 11) of Staff respondents "strongly agreed" or "agreed" that they felt that they had to alter their appearance to fit in at UC Hastings Law (Table 71). Twenty-one percent (*n* = 20) of Staff respondents "strongly agreed" or "agreed" that they had to alter their behavior in order to fit in at UC Hastings Law.

Table 84. Staff Respondents' Perceptions of Influence of Appearance and Behavior

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that I have to alter my appearance to fit in at Hastings.	< 5	---	10	10.4	22	22.9	33	34.4	30	31.3
I feel that I have to alter my behavior to fit in at Hastings.	< 5	---	16	16.8	22	23.2	30	31.6	23	24.2

Note: Table reports responses only from Staff respondents (*n* = 98).

Seventy-three percent (*n* = 69) of Staff respondents "strongly disagreed" or "disagreed" that they felt that their English-speaking skills limit their ability to be successful at UC Hastings Law and 73% (*n* = 67) of Staff respondents "strongly disagreed" or "disagreed" that they felt that their English writing skills limit their ability to be successful at UC Hastings Law (Table 71).

Table 85. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my English speaking skills limit my ability to be successful at Hastings.	< 5	---	5	5.3	18	18.9	24	25.3	45	47.4
I feel that my English writing skills limit my ability to be successful at Hastings.	< 5	---	5	5.4	16	17.4	24	26.1	43	46.7

Note: Table reports responses only from Staff respondents (*n* = 98).

Staff Respondents' Sense of Belonging at UC Hastings Law

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey question 109, which produced the *Staff Sense of Belonging* factor (Table 86).

Table 86. Survey Items Included in the *Staff Sense of Belonging* Factor Analyses

Scale	Survey question
Staff Sense of Belonging	I feel valued by coworkers in my department.
	I feel valued by coworkers outside my department.
	I feel valued by my supervisor/manager.
	I feel valued by Hastings students.
	I feel valued by Hastings faculty.
	I feel valued by Hastings senior administrators (e.g., Dean, Associate/Assistant Dean).
	I believe that Hastings climate encourages open discussion of difficult topics.
	I feel that Hastings values my skills.
	I feel that Hastings values my work.

The factor score for *Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The factor was then reverse coded so that higher scores on the *Staff Sense of Belonging* factor suggested an individual or constituent group felt a stronger sense of belonging at UC Hastings Law. The internal consistency reliability (Cronbach's alpha) of the scale was .884, which is high, meaning that the scale produced consistent results.[59]

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Staff status (Managerial Staff, Non-Managerial Staff)
- Gender identity (Women, Men)
- Racial identity (Respondents of Color including Multiracial, White)
- Sexual identity (Queer-spectrum, Heterosexual)
- Years of employment (Less than 6 Years, 6 or More Years)[60]
- Caregiver status (Caregiving, Non-Caregiving)

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[59] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

[60] Owing to the low number of responses in some categories, Respondents with 6 – 15 Years and Respondents with More than 15 Years were combined for analysis purposes.

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Staff respondents (where possible).

No significant difference existed in the overall test for means for Staff respondents by position on *Staff Sense of Belonging*, $t(74) = 1.535$, $p = .129$ (Table 90).

Table 87. Staff Respondents' *Sense of Belonging* by Position

Position	*n*	Mean	Std. dev.
Managerial Staff	35	3.962	0.662
Non-Managerial Staff	41	3.705	0.780
Mean difference		0.257	

Gender Identity

No significant difference existed in the overall test for means for Staff respondents by gender identity on *Staff Sense of Belonging*, $t(87) = 0.642$, $p = .522$ (Table 90).

Table 88. Staff Respondents' *Sense of Belonging* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Men	24	3.921	0.687
Women	65	3.822	0.631
Mean difference		0.100	

Racial Identity

No significant difference existed in the overall test for means for Staff respondents by racial identity on *Staff Sense of Belonging*, $t(84) = -0.337$, $p = .737$ (Table 90).

Table 89. Staff Respondents' *Sense of Belonging* by Racial Identity

Gender identity	*n*	Mean	Std. dev.
White	45	3.847	0.617
Respondents of Color	41	3.894	0.687
Mean difference		-0.047	

Sexual Identity

No significant difference existed in the overall test for means for Staff respondents by sexual identity on *Staff Sense of Belonging*, $t(86) = -1.621$, $p = .109$ (Table 90).

Table 90. Staff Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Queer-spectrum	22	3.636	0.747
Heterosexual	66	3.894	0.609
Mean difference		-0.258	

Years of Employment

A significant difference existed in the overall test for means for Staff respondents by years of employment on *Staff Sense of Belonging*, $t(92) = 2.744$, $p < .01$ This finding suggests that Staff Respondents with Less than 6 Years of employment had higher *Staff Sense of Belonging* scores than did Staff Respondents with 6 or More Years of employment. (Table 91).

Table 91. Staff Respondents' *Sense of Belonging* by Years of Employment

Years of employment	*n*	Mean	Std. dev.
Less than 6	62	3.941	0.647
6 or More	32	3.538	0.726
Mean difference		0.403**	

**p < .01

Caregiver Status

No significant difference existed in the overall test for means for Staff respondents by caregiver status on *Staff Sense of Belonging*, $t(90) = 0.974$, $p = .332$ (Table 90).

Table 92. Staff Respondents' *Sense of Belonging* by Caregiver Status

Caregiver status	*n*	Mean	Std. dev.
Caregiving	41	3.8835	.79347
Non-Caregiving	51	3.7407	.61168
Mean difference		0.143	

Faculty and Staff Respondents Who Have Seriously Considered Leaving UC Hastings Law

Forty-eight percent ($n = 280$) of respondents had seriously considered leaving UC Hastings Law. With regard to employee respondents, 60% ($n = 58$) of Staff respondents and 51% ($n = 43$) of Faculty respondents had seriously considered leaving UC Hastings Law (Figure 49).
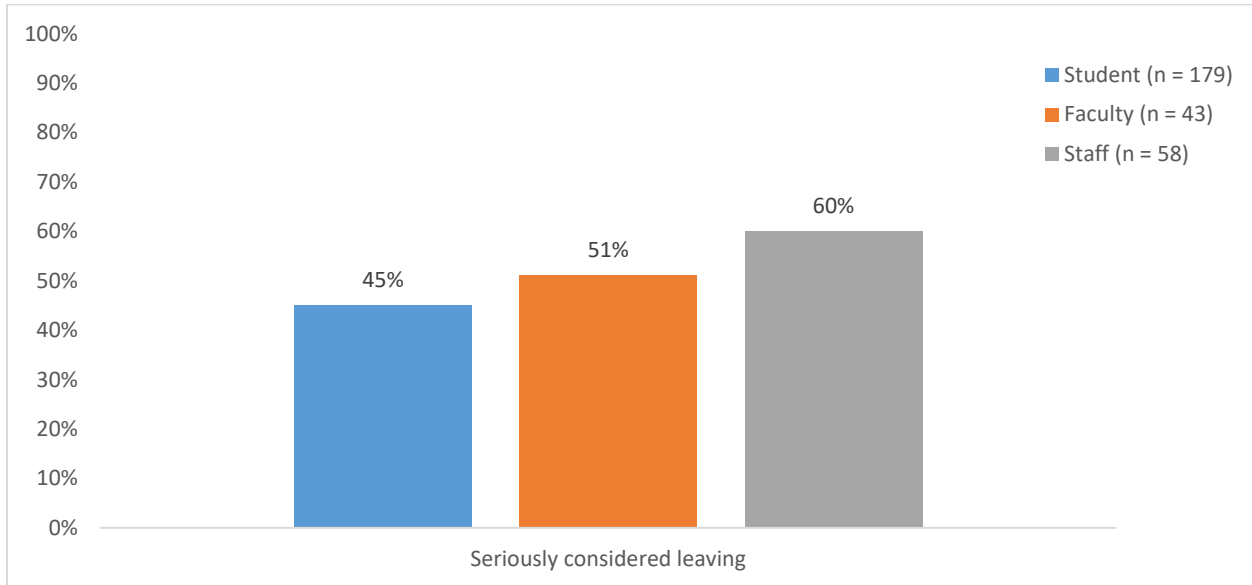

Figure 49. Employee Respondents Who Had Seriously Considered Leaving
UC Hastings Law (%)

Sixty-two percent ($n = 36$) of those Staff respondents who seriously considered leaving noted dissatisfaction with their salary/pay rate, and 48% ($n = 28$) of Staff respondents considered leaving because of limited opportunities for advancement (Table 93). Forty-one percent ($n = 24$) of those Staff respondents who seriously considered leaving noted personal reasons (e.g., commute, regional cost of living, medical or family needs/responsibilities, appeal of retirement). Additional reasons included heavy workload (31%, $n = 18$), interested in position elsewhere (29%, $n = 17$), recruited for or offered a position at another institution/organization (28%, $n = 16$), or tension with supervisor/manager (28%, $n = 16$). "Response choices not listed" submitted by respondents included "Cost of living in the Bay Area" and "micromanagement in the work environment."

Table 93. Reasons Why Staff Respondents Seriously Considered Leaving UC Hastings Law

Reason	*n*	%
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
Workload too heavy	18	31.0
Interested in a position elsewhere	17	29.3
Recruited for or offered a position at another institution/organization	16	27.6
Tension with supervisor/manager	16	27.6
Lack of a sense of belonging	15	25.9
Interested in a different career	14	24.1
Campus climate	13	22.4
Lack of professional development opportunities	11	19.0
Disconnect with institutional values	8	13.8
Tension with coworkers	8	13.8
Dissatisfaction with benefits	< 5	---
Tension with students	< 5	---
A reason not listed above	8	13.8

Note: Table includes responses only from Staff who indicated that they considered leaving in Question 77 (*n* = 58). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by staff status (Managerial and Non-Managerial), gender identity, racial identity, sexual identity, years of employment, and caregiving status. A higher percentage of Bisexual Staff respondents (63%, *n* = 36) than Heterosexual Staff respondents (45%, *n* = 184) seriously considered leaving UC Hastings Law (Queer-spectrum Staff respondents [52%, *n* = 43] did not significantly differ from the other two groups).[lxxiii] No other significant group differences were found.

Of Staff respondents who seriously considered leaving, 50% (*n* = 29) decided to stay because of their relationship with coworkers. Additionally, 47% (*n* = 27) stayed because their work was fulfilling or satisfying, 45% (*n* = 26) because of their relationship with their supervisor or manager, and 31% (*n* = 18) because they felt appreciated and valued.

Table 94. Reasons Why Staff Respondents Decided to Stay at UC Hastings Law

Reasons	n	%
Relationships with coworkers	29	50.0
Fulfilling/satisfying work	27	46.6
Relationship with supervisor/manager	26	44.8
Feeling appreciated and valued	18	31.0
Opportunities to make a positive contribution	17	29.3
Benefits	15	25.9
Personal reasons (e.g., medical, mental health, family emergencies, spouse/partner working in area)	14	24.1
San Francisco location	13	22.4
College's positive trajectory	11	19.0
Reasonable workload	11	19.0
A reason not listed above	16	27.6

Note: Table includes responses only from Staff who indicated that they considered leaving in Question 77 ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons, please see Table B94 in Appendix B.

Of those Faculty respondents who seriously considered leaving, 49% (n = 21) expressed feeling under-appreciated or under-valued (Table 94), 40% (n = 17) identified personal reasons (e.g., commute, cost of living, family responsibilities, geographic desires/needs, health, retirement), and 37% (n = 16) indicated they were recruited or attracted to another institution." Additional reasons included salary, chair, compensation and/or other financial support (33%, n = 14), disconnect with institutional values or priorities (28%, n = 12), and disconnect with colleagues (23%, n = 10). "Response choices not listed" submitted by respondents included "Burn out" and "Hostile work environment."

Table 95. Reasons Why Faculty Respondents Seriously Considered Leaving UC Hastings Law

Reason	n	%
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
Salary, chair, compensation and/or other financial support	14	32.6
Disconnect with institutional values or priorities	12	27.9
Disconnect with colleagues	10	23.3
Lack of a sense of belonging	9	20.9

Table 95. Reasons Why Faculty Respondents Seriously Considered Leaving UC Hastings Law

Reason	*n*	%
Campus climate	8	18.6
Emphasis on preparing students for bar exam	8	18.6
U.S. News ranking	7	16.3
Students' academic preparation and/or performance	5	11.6
Teaching load	5	11.6
Administrative or governance burden	< 5	---
Desire for greater participation in governance	< 5	---
A reason not listed above	7	16.3

Note: Table includes responses only from Faculty who indicated that they considered leaving in Question 77 (*n* = 43).
Percentages may not sum to 100 as a result of multiple response choices

Subsequent analyses were run for Faculty respondents by faculty status (Ladder, Non-Ladder Full-Time, and Non-Ladder Part-Time, as well as Full-Time and Part-Time), gender identity, racial identity, sexual identity, years of employment, and caregiving status. A higher percentage of Faculty Respondents of Color (including Multiracial) (79%, *n* = 11) than White Faculty respondents (41%, *n* = 26) seriously considered leaving UC Hastings Law.[lxxiv] No other significant group differences were found.

Of Faculty respondents who seriously considered leaving, 51% (*n* = 22) decided to stay because of their connection to their students. Additionally, 37% each stayed because of their connection to their colleagues (*n* = 16) and/or because of the San Francisco location (*n* = 16), and 26% (*n* = 11) stayed because they did not receive an offer from an institution that they found more desirable.

Table 96. Reasons Why Faculty Respondents Decided to Stay at UC Hastings Law

Reasons	*n*	%
My connection to my students	22	51.2
My connection to my colleagues	16	37.2
San Francisco location	16	37.2
I did not receive an offer from an institution that I found more desirable	11	25.6
My feeling of being appreciated and valued	10	23.3
Our public mission	8	18.6
Our commitment to teaching	5	11.6
Our decanal leadership	5	11.6

Sense of belonging	5	11.6
A reason not listed above	14	32.6

Note: Table includes responses only from Faculty who indicated that they considered leaving in Question 77 ($n = 43$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons, please see Table B92 in Appendix B.

Qualitative Comment Analyses

Forty-nine Staff and Faculty respondents explained why they seriously considered leaving UC Hastings Law. Staff respondents shared two themes in regard to salaries and supervision while Faculty respondents elaborated on a single theme pertaining to salaries.

Staff respondents

Salaries. Staff respondents shared that their salary was one of the reasons that they considered leaving UC Hastings Law. Respondents commented, "The main thing is the low pay - I will never be able to buy a house in the bay area, and it feels like working at Hasting is taking out a loan from my future self who won't be able to retire," "The school isn't paying a living wage. The current pay rate is okay for now but not sustainable over the long term," and "I am not paid for my level of education, my level of professional development, or my contributions to my work." Other respondents discussed how their salary compared to other institutions in the area, "I seriously considered leaving because I was highly under-compensated for my job position compared with others who hold my same position at other Bay Area universities," and "I can make 30 to 40 percent more pay at other agencies/institutions and I took a pay reduction to come work at Hastings…."

Supervision. Staff respondents indicated that supervision was a crucial reason why they considered leaving. Some staff respondents shared negative experiences working with supervisors such as, "We are constantly micromanaged. We are doing more work as we were left with less staff members," and "No work-life balance. Micromanagement. Toxic work environment. No clear instruction/structure from the supervisor…." One respondent further elaborated on their experience with poor supervision, "There are areas where I have been recognized in this profession as excelling, innovating, and bringing something unique that I am not permitted to explore or try in my role. They note, "I have been micromanaged at a level that is not sustainable and that would need to change for me to stay. Supervisors struggle to provide positive feedback, point out what I'm doing well, offer praise, or say thank you…."

Faculty respondents

Salaries. Faculty respondents explained that they considered leaving because of their salaries, especially in comparison to their counterparts at the University of California. A Faculty respondent stated, "This is a tremendously expensive place to live. … I got one small base salary increase (when the scale was increased, of 1.5% or so). Other than that, I experienced declining real income every year I was pre-tenure, to the point that I was increasingly financially distressed with every rent increase. … Meanwhile, UC Davis pays their entry level hires more than my base salary…!" Other respondents echoed these sentiments and wrote, "The lack of opportunities for career advancement and poor compensation for adjuncts are the primary reasons I've been considering a position with more substantial academic opportunities," and "The Bay Area is extremely challenging for a young family on an academic salary."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about UC Hastings Law policies and processes. With regard to discriminatory employment practices, 28% ($n = 51$) of Faculty and Staff respondents had observed unfair or unjust hiring, 21% ($n = 39$) had observed unfair or unjust promotion, tenure, and/or reclassification, and 13% ($n = 23$) had observed unfair or unjust disciplinary actions. Racial identity, age, position, and scholarship approach or content were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that they were included in opportunities to help their careers; and that their supervisors provided adequate support to manage work-life balance. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that staff salaries were not competitive, and that Hastings was not supportive of flexible work schedules.

A majority of Ladder Faculty and Non-Ladder Faculty respondents agreed that their teaching was valued by UC Hastings Law, but some expressed views that criteria used for contract renewal were not applied equally to all positions and that they performed more work to help students than their colleagues. Most Ladder and Non-Ladder Faculty respondents indicated that

UC Hastings Law valued research and teaching. Most Ladder Faculty felt that Senior Administrators take faculty opinions seriously. Also, Faculty respondents perceived salaries for tenure-track faculty, and non-tenure-track faculty as not competitive.

Over half of Faculty respondents (51%, $n = 43$) and Staff respondents (60%, $n = 58$) had seriously considered leaving UC Hastings Law in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, tension with supervisor/manager, and increased workload.

[lxviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by position status: $\chi^2(1, N = 182) = 5.6, p < .05$.

[lxix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by gender identity: $\chi^2(1, N = 173) = 3.4, p < .05$.

[lxx] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by sexual identity: $\chi^2(2, N = 170) = 12.0, p < .01$.

[lxxi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust employment-related discipline or action, up to and including dismissal by years of employment: $\chi^2(2, N = 178) = 6.9, p < .05$.

[lxxii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 98) = 11.3, p < .05$.

[lxxiii] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving UC Hastings Law by sexual identity: $\chi^2(1, N = 552) = 7.5, p < .05$.

[lxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving UC Hastings Law by racial identity: $\chi^2(1, N = 77) = 6.4, p < .05$.

Student Perceptions of Campus Climate

This section of the report reviews survey item responses from UC Hastings Law students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 7 of the assessment. The scale, termed "*Perceived Academic Success*" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 97). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 7 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Two percent (*n* = 8) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[61] The internal consistency reliability (Cronbach's alpha) of the scale was .861, which is high, meaning that the scale produced consistent results.

Table 97. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
	Q7_A_1	I am performing up to my full academic potential.

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[61] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 97. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
Perceived Academic Success	Q7_A_2	I am satisfied with my academic experience at Hastings.
	Q7_A_3	I am satisfied with the extent of my intellectual development since enrolling at Hastings.
	Q7_A_4	I have performed academically as well as I anticipated I would.
	Q7_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q7_A_6	My interest in ideas and intellectual matters has increased since coming to Hastings.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology

Where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Asian/Pacific Islander, White, Multiracial, Black/Indigenous/ Latinx/Middle Eastern)
- Sexual identity (Queer-spectrum, Bisexual, Heterosexual)
- First generation status (First-Generation, Not-First-Generation)
- Income level (Lower-Income, Middle-Income, Higher-Income)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Religious affiliation (Christian Affiliation, Additional Religious Affiliation, No Affiliation, Multiple Affiliations)
- Practice area interest (Government, Private Practice, Public Interest/Social Justice, Unsure/Undecided)
- Political views (Conservative/Libertarian, Moderate, Liberal, Progressive)

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

Gender Identity

No significant difference existed in the overall test for means for Student respondents by gender identity on *Perceived Academic Success*, $t(370) = -0.054$, $p = .957$ (Table 98).

Table 98. Student Respondents' *Perceived Academic Success* by Gender Identity

Sexual identity	*n*	Mean	Std. dev.
Man	115	3.541	0.855
Woman	257	3.545	0.775
Mean difference		-0.005	

Racial Identity

No significant difference existed in the overall test for means for Student respondents by racial identity on *Perceived Academic Success*, $F(3, 376) = 2.322$, $p = .075$ (Table 99).

Table 99. Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Asian/Pacific Islander	75	3.596	0.815
White	164	3.626	0.798
Multiracial	60	3.472	0.637
Black, Indigenous, Latinx, and Middle Eastern	81	3.356	0.895

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

Sexual Identity

No significant difference existed in the overall test for means for Student respondents by sexual identity on *Perceived Academic Success*, $F(2, 371) = 1.615$, $p = .200$ (Table 100).

Table 100. Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Queer-spectrum	56	3.485	0.866
Bisexual	46	3.388	0.797
Heterosexual	272	3.596	0.774

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

First-Generation Status

A significant difference existed in the overall test for means for Student respondents by first-generation status on *Perceived Academic Success*, $t(367) = -2.846$, $p < .01$ (Table 101). This finding suggests that Not-First-Generation Student respondents had higher *Perceived Academic Success* scores than First-Generation Student respondents.

Table 101. Student Respondents' *Perceived Academic Success* by First-Generation Status

First generation status	*n*	Mean	Std. dev.
First-Generation	112	3.357	0.792
Not-First-Generation	257	3.617	0.812
Mean difference		-0.260**	

**$p < .01$

Income Status

No significant difference existed in the overall test for means for Student respondents by income status on *Perceived Academic Success*, $F(2, 365) = 0.952$, $p = .387$ (Table 102).

Table 102. Student Respondents' *Perceived Academic Success* by Income Status

Income status	n	Mean	Std. dev.
Lower-Income	64	3.396	0.845
Middle-Income	209	3.536	0.790
Higher-Income	95	3.570	0.865

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

Disability Status

A significant difference existed in the overall test for means for Student respondents by disability status on *Perceived Academic Success*, $F(2, 370) = 10.720$, $p < .001$ (Table 103).

Table 103. Student Respondents' *Perceived Academic Success* by Disability Status

Disability status	n	Mean	Std. dev.
Single Disability	128	3.363	0.809
No Disability	173	3.714	0.739
Multiple Disabilities	72	3.294	0.860

Subsequent analyses on *Perceived Academic Success* for Student respondents were significant for two comparisons: No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 104). These findings suggest that 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.

Table 104. Difference Between Means for Student Respondents for *Perceived Academic Success* by Disability Status

Groups compared	Mean difference
Single Disability vs. No Disability	-0.351***
Single Disability vs. Multiple Disabilities	0.069
No Disability vs. Multiple Disabilities	0.420***

***$p < .001$

Religious Affiliation

No significant difference existed in the overall test for means for Student respondents by religious affiliation on *Perceived Academic Success*, $F(3, 370) = 0.613$, $p = .607$ (Table 105).

Table 105. Student Respondents' *Perceived Academic Success* by Religious Affiliation

Religious affiliation	*n*	Mean	Std. dev.
Christian Affiliation	103	3.492	0.857
Additional Religious Affiliation	51	3.454	0.790
No Affiliation	198	3.594	0.794
Multiple Affiliations	22	3.515	0.778

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

Practice Area

No significant difference existed in the overall test for means for Student respondents by practice area on *Perceived Academic Success*, $F(3, 377) = 2.007$, $p = .113$ (Table 106).

Table 106. Student Respondents' *Perceived Academic Success* by Practice Area

Practice area	*n*	Mean	Std. dev.
Government	52	3.484	0.685
Private Practice	176	3.622	0.817
Public Interest/Social Justice	90	3.376	0.786
Unsure/Undecided	63	3.476	0.881

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

Political Views

No significant difference existed in the overall test for means for Student respondents by political views on *Perceived Academic Success*, $F(3, 372) = 2.160$, $p = .092$ (Table 107).

Table 107. Student Respondents' *Perceived Academic Success* by Political Views

Political views	*n*	Mean	Std. dev.
Conservative/Libertarian	25	3.580	1.016
Moderate	88	3.674	0.721
Liberal	118	3.589	0.728
Progressive	145	3.416	0.856

No subsequent analyses on *Perceived Academic Success* for Student respondents were run because the overall test was not significant.

Student Respondents' Sense of Belonging at UC Hastings Law

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of students' sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey question 105, which produced the *Student Sense of Belonging* factor (Table 108).

Table 108. Survey Items Included in the *Student Sense of Belonging* Factor Analysis

Scale	Survey question
Student Sense of Belonging	I feel valued by Hastings faculty.
	I feel valued by Hastings staff.
	I feel valued by Hastings senior administrators (e.g., Dean, Associate/Assistant Deans).
	I feel valued by faculty in the classroom.
	I feel valued by other students in the classroom.
	I feel valued by other students outside of the classroom.
	I believe that Hastings' climate encourages open discussion of difficult topics.
	I have faculty whom I perceive as role models.
	I have staff whom I perceive as role models.

The factor score for *Student Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The factor was then reverse coded so that higher scores on the *Student Sense of Belonging* factor suggested an individual or constituent group felt a stronger

sense of belonging at UC Hastings Law. The internal consistency reliability (Cronbach's alpha) of the scale was .800, which is high, meaning that the scale produced consistent results.[62]

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Asian/Pacific Islander, White, Multiracial, Black/Indigenous/ Latinx/Middle Eastern)
- Sexual identity (Queer-spectrum, Bisexual, Heterosexual)
- First generation status (First-Generation, Not-First-Generation)
- Income level (Lower-Income, Middle-Income, Higher-Income)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Religious affiliation (Christian Affiliation, Additional Religious Affiliation, No Affiliation, Multiple Affiliations)
- Practice area interest (Government, Private Practice, Public Interest/Social Justice, Unsure/Undecided)
- Political views (Conservative/Libertarian, Moderate, Liberal, Progressive)

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

Gender Identity

No significant difference existed in the overall test for means for Student respondents by gender identity on *Student Sense of Belonging*, $t(183) = 0.070$, $p = .944$ (Table 109).

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[62] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Table 109. Student Respondents' *Student Sense of Belonging* **by Gender Identity**

Sexual identity	n	Mean	Std. dev.
Man	110	3.636	0.772
Woman	245	3.630	0.659
Mean difference		0.006	

Racial Identity

No significant difference existed in the overall test for means for Student respondents by racial identity on *Student Sense of Belonging*, $F(3, 361) = 1.609$, $p = .187$ (Table 110).

Table 110. Student Respondents' Student Sense of Belonging by Racial Identity

Racial identity	n	Mean	Std. dev.
Asian/Pacific Islander	74	3.679	0.706
White	157	3.682	0.694
Multiracial	59	3.559	0.591
Black, Indigenous, Latinx, and Middle Eastern	75	3.492	0.736

No subsequent analyses on *Student Sense of Belonging* for Student respondents were run because the overall test was not significant.

Sexual Identity

No significant difference existed in the overall test for means for Student respondents by sexual identity on *Student Sense of Belonging*, $F(2, 357) = 1.008$, $p = .366$ (Table 111).

Table 111. Student Respondents' Student Sense of Belonging by Sexual Identity

Sexual identity	n	Mean	Std. dev.
Queer-spectrum	54	3.700	0.594
Bisexual	45	3.514	0.771
Heterosexual	261	3.650	0.683

No subsequent analyses on *Student Sense of Belonging* for Student respondents were run because the overall test was not significant.

First-Generation Status

No significant difference existed in the overall test for means for Student respondents by first-generation status on *Student Sense of Belonging*, $t(352) = -0.685$, $p = .493$ (Table 112).

Table 112. Student Respondents' *Student Sense of Belonging* by First-Generation Status

First generation status	*n*	Mean	Std. dev.
First-Generation	105	3.596	0.681
Not-First-Generation	249	3.651	0.690
Mean difference		-0.055	

Income Status

No significant difference existed in the overall test for means for Student respondents by income status on *Student Sense of Belonging*, $F(2, 350) = 0.040$, $p = .960$ (Table 113).

Table 113. Student Respondents' *Student Sense of Belonging* by Income Status

Income status	*n*	Mean	Std. dev.
Lower-Income	63	3.610	0.690
Middle-Income	196	3.607	0.685
Higher-Income	94	3.631	0.732

No subsequent analyses on *Student Sense of Belonging* for Student respondents were run because the overall test was not significant.

Disability Status

A significant difference existed in the overall test for means for Student respondents by disability status on *Student Sense of Belonging*, $F(2, 355) = 5.695$, $p < .01$ (Table 114).

Table 114. Student Respondents' *Student Sense of Belonging* by Disability Status

Disability status	*n*	Mean	Std. dev.
Single Disability	126	3.553	0.716
No Disability	164	3.755	0.610
Multiple Disabilities	68	3.466	0.734

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for two comparisons: No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 115). These findings suggest that Student Respondents with No Disability had higher *Student Sense of Belonging* scores than both Student Respondents with a Single Disability and Student Respondents with Multiple Disabilities.

Table 115. Difference Between Means for Student Respondents for *Student Sense of Belonging* by Disability Status

Groups compared	Mean difference
Single Disability vs. No Disability	-0.203*
Single Disability vs. Multiple Disabilities	0.087
No Disability vs. Multiple Disabilities	0.290**

*$p < .05$; **$p < .01$

Religious Affiliation

A significant difference existed in the overall test for means for Student respondents by religious affiliation on *Student Sense of Belonging*, $F(3, 356) = 2.863$, $p < .05$ (Table 116).

Table 116. Student Respondents' *Student Sense of Belonging* by Religious Affiliation

Religious affiliation	*n*	Mean	Std. dev.
Christian Affiliation	103	3.603	0.773
Additional Religious Affiliation	45	3.538	0.647
No Affiliation	192	3.611	0.645
Multiple Affiliations	20	4.050	0.666

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for three comparisons: Christian Affiliation vs. Multiple Affiliations, Additional Religious Affiliation vs. Multiple Affiliations, and No Affiliation vs. Multiple Affiliations (Table 117). These findings suggest that Student Respondents with Multiple Affiliations had higher *Student Sense of Belonging* scores than did Student Respondents with an Additional Religious Affiliation or No Affiliation.

Table 117. Difference Between Means for Student Respondents for *Student Sense of Belonging* by Religious Affiliation

Groups compared	Mean difference
Christian Affiliation vs. Additional Religious Affiliation	0.065
Christian Affiliation vs. No Affiliation	-0.008
Christian Affiliation vs. Multiple Affiliations	-0.447*
Additional Religious Affiliation vs. No Affiliation	-0.073
Additional Religious Affiliation vs. Multiple Affiliations	-0.512*
No Affiliation vs. Multiple Affiliations	-0.439*

*$p < .05$

Practice Area

No significant difference existed in the overall test for means for Student respondents by practice area on *Student Sense of Belonging*, $F(3, 360) = 0.949$, $p = .417$ (Table 118).

Table 118. Student Respondents' *Student Sense of Belonging* by Practice Area

Practice area	n	Mean	Std. dev.
Government	52	3.590	0.718
Private Practice	168	3.679	0.677
Public Interest/Social Justice	84	3.562	0.673
Unsure/Undecided	60	3.535	0.706

No subsequent analyses on *Student Sense of Belonging* for Student respondents were run because the overall test was not significant.

Political Views

No significant difference existed in the overall test for means for Student respondents by political views on *Student Sense of Belonging*, $F(3, 359) = 1.579$, $p = .194$ (Table 119).

Table 119. Student Respondents' *Student Sense of Belonging* by Political Views

Political views	n	Mean	Std. dev.
Conservative/Libertarian	27	3.399	0.880
Moderate	85	3.714	0.624
Liberal	116	3.653	0.649
Progressive	135	3.602	0.701

No subsequent analyses on *Student Sense of Belonging* for Student respondents were run because the overall test was not significant.

Student Respondents' Perception of Climate

One survey item asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at UC Hastings Law. Subsequent analyses were run by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status. Only statistically significant findings are reported.

Twenty-seven percent ($n = 105$) of Student respondents "strongly agreed" or "agreed" that they believed faculty prejudged their abilities based on their perception of their identity/background (Table 120). A higher percentage of Student Respondents of Color (26%, $n = 56$) than White Student respondents (14%, $n = 23$) "agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Sixty-seven percent ($n = 259$) of Student respondents "strongly agreed" or "agreed" that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney. A higher percentage of First-Generation Student respondents (14%, $n = 15$) than Not-First-Generation Student respondents (6%, $n = 15$) "disagreed" with the statement. A higher percentage of Student Respondents with a Single Disability (5%, $n = 7$) than Student Respondents with No Disability ($n = 0$) "strongly disagreed" that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney (Student Respondents with Multiple Disabilities [$n < 5$] were not statistically different from the other disability identity groups).

Thirty-two percent ($n = 124$) of Student respondents "strongly agreed" or "agreed" that they had to alter their appearance to fit in at UC Hastings Law. A higher percentage of Queer-spectrum Student respondents (20%, $n = 11$) than Heterosexual Student respondents (8%, $n = 21$) "strongly agreed" that they felt they had to alter their appearance (Bisexual Student respondents [15%, $n = 7$] were not statistically different from other sexual identity groups). A higher percentage of Student Respondents with Multiple Disabilities (40%, $n = 29$) than Student

Respondents with No Disability (13%, $n = 22$) and Student Respondents with a Single Disability (22%, $n = 28$) "agreed" with the statement. A higher percentage of Student Respondents with a Religious Affiliation (16%, $n = 28$) than Student Respondents with No Affiliation (5%, $n = 10$) "strongly agreed" that they felt they had to alter their appearance to fit in at UC Hastings Law. Higher percentages of Conservative/Libertarian Student respondents (30%, $n = 8$) and Moderate Student respondents (16%, $n = 14$) than Liberal Student respondents ($n < 5$), as well as a higher percentage of Conservative/Libertarian Student respondents (30%, $n = 8$) than Liberal Student respondents ($n < 5$) and Progressive Student respondents (11%, $n = 15$) "strongly agreed" with the statement.

Fifty-one percent ($n = 195$) of Student respondents "strongly agreed" or "agreed" that they had to alter their behavior to fit in at UC Hastings Law (Table 120). A higher percentage of White Student respondents (28%, $n = 45$) than Respondents of Color respondents (17%, $n = 37$) "disagreed" that they had to alter their behavior to fit in at UC Hastings Law. Higher percentages of Conservative/Libertarian Student respondents (41%, $n = 11$) and Moderate Student respondents (24%, $n = 21$) than Liberal Student respondents (9%, $n = 10$), as well as a higher percentage of Conservative/Libertarian Student respondents (41%, $n = 11$) than Liberal Student respondents (9%, $n = 10$) and Progressive Student respondents (14%, $n = 20$) "strongly agreed" with the statement.

Table 120. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	**25**	**6.5**	**80**	**20.8**	**123**	**31.9**	**107**	**27.8**	**50**	**13.0**
Racial identity[lxxv]										
Respondents of Color	17	7.9	56	25.9	63	29.2	53	24.5	27	12.5
White	8	4.9	23	14.2	56	34.6	52	32.1	23	14.2
Hastings prepares me with the knowledge and skills to be an effective attorney.	**68**	**17.6**	**191**	**49.4**	**87**	**22.5**	**32**	**8.3**	**9**	**2.3**
First-generation status[lxxvi]										

Table 120. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
First-Generation	14	12.6	50	45.0	28	25.2	15	13.5	< 5	---
Not-First-Generation	50	19.6	131	51.4	54	21.2	15	5.9	5	2.0
Disability status[lxxvii]										
Single Disability	20	15.5	61	47.3	32	24.8	9	7.0	7	5.4
No Disability	34	20.0	91	53.5	32	18.8	13	7.6	0	0.0
Multiple Disabilities	7	9.9	34	47.9	20	28.2	8	11.3	< 5	---
I feel that I have to alter my appearance to fit in at Hastings.	**41**	**10.6**	**83**	**21.4**	**93**	**24.0**	**120**	**31.0**	**50**	**12.9**
Sexual identity[lxxviii]										
Queer-spectrum	11	19.6	15	26.8	11	19.6	15	26.8	< 5	---
Bisexual	7	14.6	19	39.6	11	22.9	8	16.7	< 5	---
Heterosexual	21	7.8	45	16.7	69	25.7	93	34.6	41	15.2
Disability status[lxxix]										
Single Disability	17	13.2	28	21.7	28	21.7	43	33.3	13	10.1
No Disability	15	8.8	22	12.9	47	27.6	58	34.1	28	16.5
Multiple Disabilities	7	9.7	29	40.3	14	19.4	15	20.8	7	9.7
Religious affiliation[lxxx]										
No Affiliation	10	5.1	48	24.2	59	29.8	61	30.8	20	10.1
Religious Affiliation	28	15.9	32	18.2	30	17.0	56	31.8	30	17.0
Political views[lxxxi]										
Conservative/Libertarian	8	29.6	< 5	---	5	18.5	6	22.2	5	18.5
Moderate	14	15.7	18	20.2	17	19.1	25	28.1	15	16.9
Liberal	< 5	---	29	24.6	25	21.2	41	34.7	19	16.1
Progressive	15	10.5	30	21.0	40	28.0	47	32.9	11	7.7
I feel that I have to alter my behavior to fit in at Hastings.	**63**	**16.4**	**132**	**34.4**	**77**	**20.1**	**83**	**21.6**	**29**	**7.6**
Racial identity[lxxxii]										
Respondents of Color	40	18.7	84	39.3	40	18.7	37	17.3	13	6.1
White	20	12.3	44	27.2	37	22.8	45	27.8	16	9.9
Political views[lxxxiii]										
Conservative/Libertarian	11	40.7	12	44.4	< 5	---	< 5	---	< 5	---
Moderate	21	24.1	36	41.4	< 5	---	19	21.8	7	8.0

Table 120. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Liberal	10	8.5	36	30.8	23	19.7	34	29.1	14	12.0
Progressive	20	14.0	43	30.1	45	31.5	29	20.3	6	4.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Twenty-nine percent (*n* = 113) of Student respondents "strongly agreed" or "agreed" that they felt that their oral communication skills limit their ability to be successful at UC Hastings Law (Table 121). A higher percentage of Asian/Pacific Islander Student respondents (16%, *n* = 12) than White Student respondents (5%, *n* = 8) "strongly agreed" that their oral communication skills limit their ability to be successful (Multiracial Student respondents [8%, *n* = 5] and Black, Indigenous, Latinx, and Middle Eastern Student respondents [8%, *n* = 6] were not statistically significant from the other racial/ethnic groups).

Twenty-four percent (*n* = 94) of Student respondents "strongly agreed" or "agreed" that they felt that their writing skills limit their ability to be successful at UC Hastings Law (Table 121). A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (25%, *n* = 20) than White Student respondents (11%, *n* = 18) "agreed" that their writing skills limit their ability to be successful (Asian/Pacific Islander Student respondents [21%, *n* = 16] and Multiracial Student respondents [17%, *n* = 10] were not statistically significant from other racial/ethnic groups).

Table 121. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my oral communication skills limit my ability to be successful at Hastings.	**32**	**8.3**	**81**	**21.0**	**74**	**19.2**	**132**	**34.3**	**66**	**17.1**
Racial identity[lxxxiv]										
Asian/Pacific Islander	12	15.6	20	26.0	13	16.9	20	26.0	12	15.6
White	8	5.0	22	13.8	27	16.9	66	41.3	37	23.1
Multiracial	5	8.2	15	24.6	18	29.5	19	31.1	< 5	---

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Table 121. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Black, Indigenous, Latinx, & Middle Eastern	6	7.6	21	26.6	16	20.3	25	31.6	11	13.9
I feel that my writing skills limit my ability to be successful at Hastings.	**29**	**7.5**	**65**	**16.9**	**76**	**19.7**	**141**	**36.6**	**74**	**19.2**
Racial identity[lxxxv]										
Asian/Pacific Islander	7	9.1	16	20.8	14	18.2	22	28.6	18	23.4
White	7	4.3	18	11.2	32	19.9	65	40.4	39	24.2
Multiracial	< 5	---	10	16.7	14	23.3	25	41.7	7	11.7
Black, Indigenous, Latinx, & Middle Eastern	10	12.7	20	25.3	15	19.0	25	31.6	9	11.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Student Use of UC Hastings Law Resources

The survey asked Student respondents which UC Hastings Law resources they consistently used to support themselves in the past year. Table 122 illustrates that Student respondents most often sought academic support from the Career Development Office (64%, *n* = 256), Office of Academic Skills Instruction and Support (OASIS) (46%, *n* = 182), the Records Office (35%, *n* = 141), Financial Aid (34%, *n* = 135), and/or their student organization (34%, *n* = 135) in the past year. Student respondents most often sought non-academic support (e.g., emotional, personal, or social well-being) from their student organization (35%, *n* = 139), Student Health Services/Carbon Health (28%, *n* = 113), and/or Career Development Office (20%, *n* = 81) in the past year.

Table 122. Student Use of UC Hastings Law Resources in the Past Year

Office/resource	Academic support		Non-academic support		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Academic Dean	51	12.8	26	6.5	272	68.3
Assistant Dean of Students	57	14.3	50	12.6	245	61.6
CARE Program	7	1.8	35	8.8	296	74.4
Career Development Office	256	64.3	81	20.4	71	17.8

Table 122. Student Use of UC Hastings Law Resources in the Past Year

Office/resource	Academic support		Non-academic support		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Chancellor and Dean	17	4.3	23	5.8	296	74.4
Community Justice Clinics/Clinical Program	60	15.1	35	8.8	259	65.1
Disability Resource Program	85	21.4	53	13.3	244	61.3
Externship Program	71	17.8	17	4.3	251	63.1
Financial Aid	135	33.9	70	17.6	151	37.9
Fiscal Services	80	20.1	47	11.8	210	52.8
Global Programs and Study Abroad	13	3.3	< 5	---	309	77.6
Human Resources Office	13	3.3	10	2.5	300	75.4
Information Technology (IT) Department	72	18.1	24	6.0	234	58.8
International Scholars and Students Advisor	< 5	---	5	1.3	315	79.1
Legal Education Opportunity Program (LEOP)	75	18.8	42	10.6	259	65.1
Legal Writing Resource Center	74	18.6	7	1.8	248	62.3
Moot Court Program	60	15.1	24	6.0	256	64.3
My concentration advisor/faculty mentor(s)	112	28.1	48	12.1	214	53.8
My journal	88	22.1	49	12.3	229	57.5
My student organization	135	33.9	139	34.9	143	35.9
Office of Academic Skills Instruction and Support (OASIS)	182	45.7	39	9.8	146	36.7
Office of Student Services	100	25.1	57	14.3	204	51.3
Pro Bono Program	42	10.6	16	4.0	270	67.8
Records Office	141	35.4	20	5.0	183	46.0
Student Health Services/Carbon Health	50	12.6	113	28.4	189	47.5
Title IX Coordinator	0	0.0	9	2.3	316	79.4
UCSF Police, including security guards	9	2.3	41	10.3	283	71.1
Urban Alchemy	0	0.0	13	3.3	309	77.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Qualitative Comment Analyses

One hundred thirty-five Student respondents further elaborated about the spaces in which they feel safe and supported on campus. One theme emerged from respondents: feeling safe and supported at multiple spaces on-campus.

Multiple Support Spaces On-Campus. Student respondents indicated that they felt safe and supported in multiple spaces on campus. Student respondents shared, "I mostly feel safe and supported in classrooms, or in one-on-one meetings with faculty. I have had wonderful experiences with the faculty of on-campus clinics," "I love the people in CDO, Student Services, and the Health Center. Also, the security guards are all so nice and chill, it makes a difference seeing them every morning…" and "LEOP, OASIS, student orgs… My interactions with student-facing and senior staff have been nothing but encouraging. I struggled with mental health issues during my first semester and the support I received from all of these different groups helped me decide to stay at Hastings, so I generally feel safe in the spaces where I sought help." Respondents discussed overall positive interactions with staff and faculty, "I love [named redacted]- . . . one staff member who has been SO helpful in both an academic and non-academic setting. When I look back on my time at Hastings, I think [name redacted] has had the biggest influence (along with [named redacted]-) in making me feel supported at Hastings," "I have made great connections with some professors, and they definitely have been go-tos during this process so far," and "I feel most safe and supported by student advisors, as well as professors who have provided guidance in multiple arenas."

Student respondents mentioned specific programs. Respondents talked about the Legal Education Opportunity Program (LEOP) being a space of support, "I feel very safe and supported both academically and non-academically by the LEOP program," and "I feel most supported with my LEOP community which includes the professors involved with LEOP who offer office hours... and all the students." Other respondents wrote, "LEOP is the only place I felt safe and supported," and "I feel safe in LEOP. I'm surrounded by diverse faculty and students in the program. I don't feel judged and I'm able to discuss academic/personal goals and experiences." Respondents also shared experiences working with Disability Resource Program, "The DRP - … they have the most amazing program to support not only academics but also physical and mental wellbeing in dealing with whatever disability we may have and how that interacts with law school and our academic performance. The staff there is extremely responsive and hears student concerns, they are not dismissive. They helped me get to a solution and made a stressful situation bearable and I feel like I can go to them for any support I might need," and "I love …the ENTIRE Disability Resource Program crew. Everyone is so helpful, and I am 100%

sure that I would not have been able attend Hastings (successfully) without their help…. I have spoken to them and shared my struggles and received support that I didn't know existed. I have just recently started struggling with my disabilities more than ever and I was worried that I would seem like I didn't honestly need support. I felt like an imposter even though I really struggle with things you can't physically see… DRP completely embraced me and supported me more than I could have imagined. Please continue to allocate resources to DRP and DRP please keep up your tireless efforts to help differently-abled students have a level playing field!" Student respondents indicated student organizations were important spaces of support as well. Respondents wrote, "Mainly my communities within my student organizations; everywhere else feels too professional to speak as openly or let my guard down as much given the prestige and emphasis on looking professional that everyone places on the field," and "I feel most supported in student-led organizations, especially affinity group ones. I also feel most supported by student mentors through various student orgs." Another respondent added, "At this point, I feel highly supported by faculty, staff, and administration, but I think it's largely the result of my involvement with student organizations and I'm unsure if I would have the same supportive environment without it."

Additionally, Student respondents indicated that academic concentrations and clinics were critical spaces of safety and support stating, for example, "Hastings Health Law & Policy Concentration and Faculty have always been incredibly supportive to me and other students academically, professionally, and personally," "I feel most support in my concentration and among the faculty, staff, and students involved. I also feel most supported in the Community Justice Clinic and the faculty, staff, and students involved with CJC. Both of these groups feel like a smaller community within Hastings where people have similar interests and take the time to support each other," and "The Social Justice Lawyering Concentration and Community Group Advocacy Clinic has been the safest spaces I've been involved in that leaves an open discussion to be vulnerable and affirmed. If not for these two spaces, I would have downvoted my views on the general climate at Hastings."

Student Respondents' Perception of Academic and Professional Support
The survey queried Student respondents about their perceptions about UC Hastings Law, the quality of advising, communication with faculty and staff, and professional development

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encouragement from faculty and staff. Subsequent analyses were run by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status. Only statistically significant findings are reported.

Seventy-three percent ($n = 289$) of Student respondents "strongly agreed" or "agreed" that they knew where to seek advice at UC Hastings Law (Table 120). A higher percentage of Queer-spectrum Student respondents (22%, $n = 23$) than Heterosexual Student respondents (12%, $n = 33$) "neither agreed nor disagreed" that they knew where to seek advice at UC Hastings Law. A higher percentage of Student Respondents with No Disability (60%, $n = 106$) than Student Respondents with Multiple Disabilities (41%, $n = 30$) "agreed" with the statement (Student Respondents with a Single Disability [50%, $n = 65$] were not statistically different from the other disability identity groups).

Fifty-eight percent ($n = 228$) of Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they had received from student-facing departments on campus (Student Services, Financial Aid, OASIS, Career Development Office). There were no statistically significant group differences.

Seventy-three percent ($n = 288$) of Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they had received from faculty members. A higher percentage of Asian/Pacific Islander Student respondents (36%, $n = 27$) than Student Respondents of Color (19%, $n = 28$) "strongly agreed" that they were satisfied with the quality of advising they had received from faculty members (White Student respondents [28%, $n = 47$] were not statistically significant from other racial/ethnic groups).

Eighty-eight percent ($n = 349$) of Student respondents "strongly agreed" or "agreed" that faculty members responded to their emails, calls, or voicemails in a prompt manner. Eighty percent ($n = 313$) of Student respondents "strongly agreed" or "agreed" that staff members responded to their emails, calls, or voicemails in a prompt manner. There were no statistically significant group differences.

Seventy-eight percent ($n = 306$) of Student respondents "strongly agreed" or "agreed" that they had adequate access to academic advising. A higher percentage of Queer-spectrum Student respondents (12%, $n = 12$) than Heterosexual Student respondents (3%, $n = 9$) "disagreed" that they had adequate access to academic advising. A higher percentage of Student Respondents with No Disability (30%, $n = 53$) than Student Respondents with Multiple Disabilities (15%, $n = 11$) "strongly agreed" with the statement (Student Respondents with a Single Disability [27%, $n = 35$] were not statistically different from the other disability identity groups).

Table 123. Student Respondents' Perceptions of Advising and Communication

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I know where to seek advice at Hastings.	**78**	**19.7**	**211**	**53.3**	**58**	**14.6**	**40**	**10.1**	**9**	**2.3**
Sexual identity[lxxxvi]										
Queer-spectrum	18	17.5	49	47.6	23	22.3	9	8.7	< 5	---
Heterosexual	59	21.3	153	55.2	33	11.9	29	10.5	< 5	---
Disability status[lxxxvii]										
Single Disability	26	20.2	65	50.4	21	16.3	13	10.1	< 5	---
No Disability	35	19.9	106	60.2	21	11.9	13	7.4	< 5	---
Multiple Disability	12	16.4	30	41.1	14	19.2	13	17.8	< 5	---
I am satisfied with the quality of advising I have received from student-facing departments on campus (Student Services, Financial Aid, OASIS, Career Development Office).	**84**	**21.2**	**144**	**36.4**	**91**	**23.0**	**62**	**15.7**	**15**	**3.8**
I am satisfied with the quality of advising I have received from faculty members.	**105**	**26.5**	**183**	**46.2**	**75**	**18.9**	**28**	**7.1**	**5**	**1.3**
Racial identity[lxxxviii]										
Asian	27	35.5	29	38.2	17	22.4	< 5	---	0	0.0
White	47	28.3	86	51.8	24	14.5	8	4.8	< 5	---
Respondents of Color	28	19.4	63	43.8	33	22.9	16	11.1	< 5	---
Faculty members respond to my emails, calls, or	**135**	**34.0**	**214**	**53.9**	**34**	**8.6**	**11**	**2.8**	**< 5**	**---**

Table 123. Student Respondents' Perceptions of Advising and Communication

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
voicemails in a prompt manner.										
Staff members respond to my emails, calls, or voicemails in a prompt manner.	**128**	**32.6**	**185**	**47.1**	**59**	**15.0**	**18**	**4.6**	**< 5**	**---**
I have adequate access to academic advising.	**106**	**26.9**	**200**	**50.8**	**48**	**12.2**	**23**	**5.8**	**17**	**4.3**
Sexual identity[lxxxix]										
Queer-spectrum	29	28.7	45	44.6	11	10.9	12	11.9	< 5	---
Heterosexual	71	25.6	151	54.5	35	12.6	9	3.2	11	4.0
Disability status[xc]										
Single Disability	35	27.3	65	50.8	18	14.1	7	5.5	< 5	---
No Disability	53	30.3	94	53.7	13	7.4	6	3.4	9	5.1
Multiple Disability	11	15.1	34	46.6	13	17.8	10	13.7	5	6.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Seventy-one percent (*n* = 278) of Student respondents "strongly agreed" or "agreed" that they received support from faculty and staff to pursue personal academic and career interests (Table 121). There were no statistically significant group differences.

Thirty percent (*n* = 119) of Student respondents "strongly agreed" or "agreed" that faculty members encouraged them to produce publications and present research. A higher percentage of Men Student respondents (17%, *n* = 20) than Women Student respondents (9%, *n* = 22) "strongly agreed" that faculty members encouraged them to produce publications and present research. Additionally, 14% (*n* = 17) of Men Student respondents and 7% (*n* = 19) of Men Student respondents "strongly disagreed" with the statement. A higher percentage of Student Respondents of Color (43%, *n* = 94) than White Student respondents (32%, *n* = 53) "neither agreed nor disagreed" that faculty members encouraged them to produce publications and present research. A higher percentage of Not-First-Generation Student respondents (14%, *n* = 35) than First-Generation Student respondents (5%, *n* = 6) "strongly agreed" with the statement. A higher percentage of Student Respondents with Multiple Disabilities (18%, *n* = 13) than Student

Respondents with No Disability (6%, $n = 11$) "strongly disagreed" that faculty members encouraged them to produce publications and present research (Student Respondents with a Single Disability [11%, $n = 14$] were not statistically different from the other disability identity groups).

Thirty percent ($n = 120$) of Student respondents "strongly agreed" or "agreed" that faculty members encouraged them to serve as a research assistant. A higher percentage of Black, Indigenous, Latinx, and Middle Eastern Student respondents (16%, $n = 13$) than White Student respondents (4%, $n = 7$) "strongly disagreed" that faculty members encouraged them to serve as a research assistant (Multiracial Student respondents [$n < 5$] and Asian/Pacific Islander Student respondents [10%, $n = 8$] were not statistically significant from the other racial/ethnic groups).

Forty-four percent ($n = 170$) of Student respondents "strongly agreed" or "agreed" that faculty members encouraged them to serve as a teaching assistant or fellow. A higher percentage of First-Generation Student respondents (12%, $n = 13$) than Not-First-Generation Student respondents (4%, $n = 9$) "strongly disagreed" with the statement. In terms of practice area interest, a higher percentage of Unsure/Undecided Student respondents (49%, $n = 31$) than Private Practice Student respondents (23%, $n = 41$) "neither agreed nor disagreed" that faculty members encouraged them to serve as a teaching assistant or fellow (Government Student respondents [27%, $n = 15$] and Public Interest/Social Justice Student respondents [35%, $n = 31$] were not statistically significant from the other racial/ethnic groups).

Seventy-five percent ($n = 296$) of Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals in one-on-one appointments with student-facing departments and 82% ($n = 323$) of Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals in one-on-one appointments with faculty members. There were no statistically significant group differences.

Table 124. Student Respondents' Perceptions of Professional Development Support

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I receive support from faculty and staff to pursue personal academic and career interests.	**117**	**29.8**	**161**	**41.0**	**82**	**20.9**	**25**	**6.4**	**8**	**2.0**
Faculty members encourage me to produce publications and present research.	**42**	**10.6**	**77**	**19.5**	**148**	**37.5**	**88**	**22.3**	**40**	**10.1**
Gender identity[xci]										
Men	20	16.8	27	22.7	36	30.3	19	16.0	17	14.3
Women	22	8.5	47	18.2	108	41.9	62	24.0	19	7.4
Racial identity[xcii]										
White	23	13.9	36	21.8	53	32.1	42	25.5	11	6.7
Respondents of Color	19	8.6	39	17.6	94	42.5	41	18.6	28	12.7
First-generation status[xciii]										
First-Generation	6	5.3	28	24.6	40	35.1	21	18.4	19	16.7
Not-First-Generation	35	13.5	46	17.7	99	38.1	63	24.2	17	6.5
Disability status[xciv]										
Single Disability	16	12.5	22	17.2	44	34.4	32	25.0	14	10.9
No Disability	18	10.2	38	21.5	76	42.9	34	19.2	11	6.2
Multiple Disability	< 5	---	13	18.1	23	31.9	20	27.8	13	18.1
Faculty members encourage me to serve as a research assistant.	**42**	**10.6**	**78**	**19.7**	**144**	**36.5**	**99**	**25.1**	**32**	**8.1**
Racial identity[xcv]										
Asian/Pacific Islander	7	9.1	18	23.4	33	42.9	11	14.3	8	10.4
White	23	13.9	34	20.6	53	32.1	48	29.1	7	4.2
Multiracial	9	14.5	12	19.4	24	38.7	15	24.2	< 5	---
Black, Indigenous, Latinx, & Middle Eastern	< 5	---	12	14.6	32	39.0	22	26.8	13	15.9
Faculty members encourage me to serve as a teaching assistant or fellow.	**69**	**17.7**	**101**	**25.9**	**121**	**31.0**	**76**	**19.5**	**23**	**5.9**
First-generation status[xcvi]										
First-Generation	19	16.8	32	28.3	32	28.3	17	15.0	13	11.5
Not-First-Generation	48	18.8	62	24.2	83	32.4	54	21.1	9	3.5
Practice area interest[xcvii]										

Table 124. Student Respondents' Perceptions of Professional Development Support

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Government	8	14.5	17	30.9	15	27.3	12	21.8	< 5	---
Private Practice	37	21.1	55	31.4	41	23.4	32	18.3	10	5.7
Public Interest/Social Justice	17	19.3	18	20.5	31	35.2	15	17.0	7	8.0
Unsure/Undecided	6	9.5	9	14.3	31	49.2	14	22.2	< 5	---
I am comfortable sharing my professional goals in one-on-one appointments with student-facing departments.	**126**	**31.7**	**170**	**42.8**	**67**	**16.9**	**30**	**7.6**	**< 5**	**---**
I am comfortable sharing my professional goals in one-on-one appointments with faculty members.	**134**	**33.9**	**189**	**47.8**	**45**	**11.4**	**24**	**6.1**	**< 5**	**---**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Qualitative comment analyses

One hundred twenty-four Student respondents elaborated on their experience as a student at UC Hastings Law. Themes emerged from Student respondents around positive interactions with staff, faculty, and departments; the Career Development Office; academic advising; and support for students with varying practice area interests.

Positive Interactions with Staff, Faculty, and Departments. Student respondents shared positive experiences with staff, faculty, and departments at UC Hastings Law. Respondents described interactions with staff and faculty such as, "Hastings's faculty and staffs are nice. If I have some concerns and I am not sure who to email, I can email the most likely person, and the person will help me forward to the appropriate department," "I appreciate how quick staff/faculty members respond to emails. They also provide clear and adequate instructions and information through emails," and "Generally speaking, the best part about Hastings is its staff. The faculty in particular care and are top notch." Respondents also mentioned positive interactions with specific staff members and departments, "I've been incredibly supported through LEOP and OASIS, as well as from my professors. I'm honestly impressed and have told advisors as such! … my advisor helped me to feel supported and capable of success, and my professors have been

my best cheerleaders in [Cohort] thus far. All of the staff I've interacted with clearly care about students and their success..." and "[Redacted] in the Career Development Office have been monumentally helpful to me during my summer job search… [redacted] in the Disability Resource Program is a phenomenal resource . . . generous with . . . insight and advice, and very approachable. Recently, a friend of mine was struggling with their mental health, and I directed them to [redacted] because I knew that [redacted] was knowledgeable, approachable, and would be able to help my friend directly and/or give her other resources and contacts to pursue."

Other respondents wrote about their experiences with specific faculty members, "I cannot stress enough the support I've received from my professors to pursue personal academic and career interests. They have been instrumental to my job searching experience and have alleviated stressors students ordinarily have during periods like OCI. It is because of this support that I encourage potential law [students] to attend UC Hastings. Our professors are extremely well-resourced with large networks, and try their best to get your foot in the door at any firm, company, or organization imaginable," and "I rely on Professor [redacted] and Professor [redacted] and my [redacted] TA ([redacted], who is absolutely amazing) for academic, professional, and emotional advice. Thanks to other amazing faculty members like [redacted] I started going to therapy and I hope all of the changes and advice and improvements help me professionally and academically."

Career Development Office. Student respondents had mixed experiences interacting with the Career Development Office. Some respondents shared positive experiences such as, "CDO has been a great tool for job applications," and "The CDO in particular has been amazing… I relied more on the CDO and my professional network to select classes than I did academic advising...." Respondents also added, "[Redacted] in the CDO has been the most encouraging and lovely person. She has been incredibly supportive in my career goals and has gone above and beyond to help me and make my law school career all the more positive," and "[Redacted] in the CDO is by far the best [redacted] I have ever interacted with. She was and is so willing to always answer questions, set meetings outside of her meeting slots, respond to emails, and so much more. She makes my life, as a student, so much less stressful. She helped me find a job and she continues to help me even after securing employment after graduation...." However, some respondents mentioned a lack of support from the office because of their rankings, "Specifically in regards to

CDO, I feel like I am given less in-depth advice because I am not within the top 10% of my class. I have heard from other classmates a similar story--that because they were not top 10% CDO pushed them to PI/PS. It is extremely discouraging and prejudicial," and "I feel unsupported as a student who is in the middle tier of the class. … CDO has done very little to provide support for the job search." Other respondents indicated that they were also discouraged from applying for opportunities because of their grades, "Encourage more students to apply for clerkships, fellowships, jobs. Students who are not in the top 15% are actively DISCOURAGED from seeking these opportunities out and it is demoralizing (and incorrect!)," and "CDO discouraged me from becoming a law clerk or going for a judicial internship because I was first generation law student and didn't have straight As."

Academic Advising. Student respondents shared their experiences with advising at UC Hastings Law. Respondents stated, "Academic advising is a complete joke. We are basically given the same advice we could receive from a worksheet - there is little interest or advice given in relation to our career interests or development, just basic requirements," "I have met with multiple academic advisors and have received nothing beneficial from them," and "I have received very little support in academic advising. When I set an appointment and asked concrete questions, I was given no answers to assist me in preparation of my academic plan." Respondents called for more advising support, "I feel like there could be a better network created for students to have an advisor or counselor to help with picking classes during 1L year. I messed up a little and took a couple of classes I really didn't need or want to take thinking they were required but they were not, and now I won't be able to take all of the classes I want," "Hastings could do a better job of proactive advising. Instead of waiting for students to come to them, they could do a better job of flagging classes that the student needs to take or if they are missing a course going into their 3L year…" and "Hastings should also assign all students an assigned faculty advisor who will personally check in with them throughout their 3 years at Hastings. It would be so much more personal and would really positively impact a lot of 1Ls during what is known to be the most stressful semester in law school." One respondent described how under staffing affected their ability to receive adequate advising, "The limited staffing of student-facing departments prevents students from being able to book appointments during the most crucial times of the school year.

Hastings MUST expand Student Services/Academic Advising/CDO to better serve the needs of its substantial student body."

Support for Students with Varying Practice Area Interests. Student respondents described limited resources and support available for students with interests outside of "big law." Respondents stated, "…The school seems to be really on top of big law, clerkships, and working for the courts. But it seems to lack in knowledge of what it takes to get a job with public interest groups or with the government," "There is an obvious bias for students with more traditional legal paths and potential for traditional success," and "Generally, there seemed to be an overwhelming support for students that were not pursuing careers in the public sector. I wish that Public Interest/Public Sector would be disaggregated to show a more robust career area. Similarly, I wish that Hastings would be more supportive of non-litigation career paths, namely a transactional career path…." Respondents also noted that the College provided limited job resources. For example, "Strongly disappointed with CDO in particular… Did not let public interest students know of EJW registration until it was too late to sign up. I personally know multiple grads of the Class of 2020 who got jobs through EJW and we were only notified when only table talks were open and live bidding was done. No guidance for Public Interest deadlines, had to find them all on my own. Blatant bias towards emphasizing students to secure firm/Big Law jobs for future deep pocket alums over public interest job searches," and "The career development office only seems interested in providing support if you are interested in big law. This is a public school. Our most visible alum has been a public servant since she graduated. What's with the big law obsession?" Respondents not interested in big law described feeling unsupported overall, "As someone pursuing[practice area interest redacted], a field that is traditionally less lucrative than other areas of law, I did not feel like I was adequately supported by STAFF. UCH Staff and administration seems solely focused on increasing ranking and producing lawyers who will later donate significant amounts of money. (However, most faculty in the field were INCREDIBLY helpful.)," and "My interests are somewhat antithetical to the 'normal' business law track, and I have found some of my Career Department interactions to be less useful than my own research. Faculty and staff have both been incredibly supportive - not the fault of any person, more about the way the institution steers toward big law & gov't work."

Students Who Have Seriously Considered Leaving UC Hastings Law

Forty-eight percent (*n* = 280) of respondents had seriously considered leaving UC Hastings Law. In regard to student respondents, 45% (*n* = 179) of Student respondents had seriously considered leaving UC Hastings Law (Figure 50).
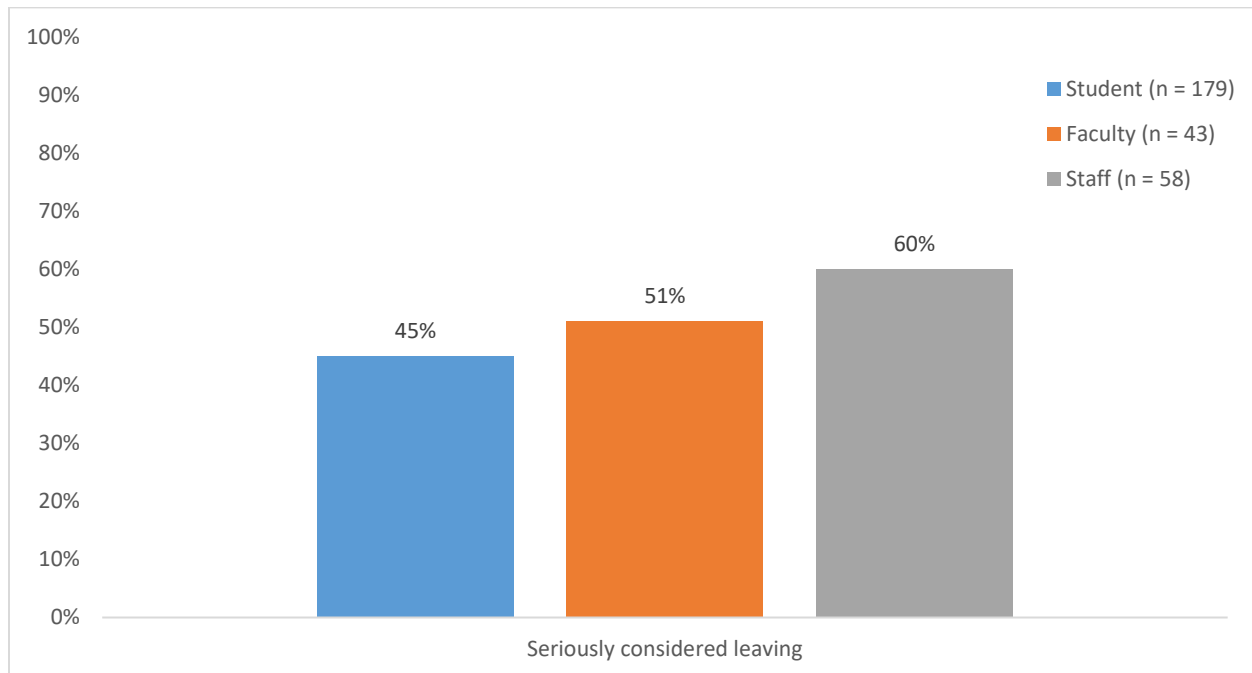
Figure 50. Respondents Who Had Seriously Considered Leaving UC Hastings Law (%)

Of the Student respondents who seriously considered leaving, 95% (*n* = 170) considered leaving in their first year as a student, 21% (*n* = 37) in their second year, and less than five considered leaving in their third year.

Subsequent analyses were run for Student respondents who had seriously considered leaving the university by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status.

Significant results for Student respondents indicated that:

- By sexual identity, 53% (*n* = 55) of Queer-spectrum Student respondents and 41% (*n* = 113) of Heterosexual Student respondents seriously considered leaving UC Hastings Law.[xcviii]

- By disability status, a higher percentage of Student Respondents with Multiple Disabilities (56%, $n = 41$) and Student Respondents with a Single Disability (55%, $n = 71$) seriously considered leaving compared to of Student Respondents with No Disability (34%, $n = 60$).[xcix]

Fifty-five percent ($n = 99$) of Student respondents who seriously considered leaving suggested that they had a desire to attend a different law school (Table 125). Student respondents also considered leaving because they lacked a sense of belonging at UC Hastings Law (41%, $n = 74$), because of the campus climate (34%, $n = 61$), and/or because of a lack of institutional support (34%, $n = 60$).

Table 125. Top Reasons Why Student Respondents Seriously Considered Leaving UC Hastings Law

Reason	n	%
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 (e.g., marital or familial relationships, medical or mental health issues)	58	32.4
Financial reasons	43	24.0
Teaching quality/methodology	32	17.9
No longer interested in pursuing a law degree	15	8.4
A reason not listed above	26	14.5

Note: Table reports only Student respondents who indicated that they seriously considered leaving UC Hastings Law ($n = 179$). Percentages may not sum to 100 as a result of multiple response choices.

Of Student respondents who seriously considered leaving, 43% ($n = 77$) decided to stay because Hastings was the best option considering their circumstances. Additionally, 27% ($n = 49$) stayed because of personal reasons (e.g., marital or familial relationships, geographic fit), 25% ($n = 44$) because of their connections to peers or student organizations, and 21% ($n = 38$) because of the level of institutional scholarship (financial aid) support.

Table B1. Students only: Why did you decide to stay? (Mark all that apply). (Question 80)

Reasons	n	%
Hastings was the best option considering my circumstances	77	43.0

Table B1. Students only: Why did you decide to stay? (Mark all that apply). (Question 80)

Reasons	*n*	%
Personal reasons (e.g., marital or familial relationships, geographic fit)	49	27.4
Connections to peers or student organizations	44	24.6
Level of institutional scholarship (financial aid) support	38	21.2
Quality of professors or instruction	33	18.4
San Francisco location and proximity to Silicon Valley	33	18.4
Optimism about the College's trajectory	30	16.8
Outreach from faculty	20	11.2
Sense of belonging	18	10.1
Alumni network	17	9.5
A reason not listed above	50	27.9

Note: Table reports only Student respondents who indicated that they seriously considered leaving UC Hastings Law (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of reasons, please see Table B90 in Appendix B.

Student respondents were asked one additional question about their intent to persist at UC Hastings Law. Table 126 illustrates that 72% (*n* = 328772) of Student respondents "strongly agreed" and 21% (*n* = 85) "agreed" that they intended to graduate from UC Hastings Law (94% [*n* = 372] in total). Responses were analyzed by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, practice area of interest, political views, and first-generation status. No statistically significant differences were found between groups.

Table 126. Student Respondents' Intent to Graduate From UC Hastings Law

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Intent	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I intend to graduate from Hastings.	287	72.1	85	21.4	23	5.8	< 5	---	0	0.0

Note: Table reports responses only from Student respondents (*n* = 398).

Qualitative Comment Analyses

One hundred Student respondents explained why they seriously considered leaving. Two themes emerged for Student respondents: UC Hastings Law brand and ranking, and the academic environment.

UC Hastings Law Brand and Ranking. Among Student respondents, one theme emerged about the College's brand and ranking, specifically how it affected students' ability to secure future job

opportunities after completing their degree. Student respondents explained, "Thought about leaving because of school's ranking and I got into higher ranked schools. I thought going to a higher ranked school would help my employment options," "I have enjoyed my time at Hastings, but I am considering transferring closer to home and to a higher-ranked law school because I ended with a great GPA after my first semester and (1) it could increase my future job prospects…" and "Due to classroom climate and concern for future job prospects I have considered this. I am afraid that I will not have the same opportunities here as I might have at a higher ranked school." Respondents also connected these concerns about the college's ranking with the quality of their education, "I truly believe [I] will have a better education somewhere else. Our [redacted] department really needs helps. I can't believe I had to reach out to other people at other law schools for resources," and "I believe I would receive a better legal education at Berkeley Law."

Academic Environment. Student respondents shared that another reason they considered leaving was the academic environment. Respondents explained, "I felt like it was hopeless to continue staying in law school with my low academic performance. I felt lost in my classes, and unable to compete with those who worked extensively in law and have family members who are lawyers. It felt like even professors assumed all students knew things that I didn't know," and "I find academic life to be extremely stressful. Especially the competitive nature of law school and the importance of first year grades in securing a job after school. It feels like my entire future is riding on this year and it seems to be going sideways for me. I guess I was considering leaving to cut my losses and avoid a huge sunk cost." Another respondent indicated that they felt a lack of support from UC Hastings Law, "I struggled and continue to struggle academically, to the point that it affects my mental health. I haven't truly felt supported in the sense that the school is invested in my academic growth or potential to graduate." Student respondents discussed additional challenges with academic bureaucracy, "I just felt like at every turn Hastings chose to make its students' lives difficult by having unnecessary academic requirements, unsympathetic administrators, and not really taking into account the stresses its students feel…" and "The Academic Supervision requirements - meetings with student services, the dean, enrollment in certain classes - made things more overwhelming and anxiety-inducing than they needed to be. I

knew I was doing poorly, and I knew why. It wasn't something those meetings could help me with so I felt like I had to lie about the real reasons I was struggling, especially in my first year."

Summary

Student respondents held positive perceptions of their experiences at UC Hastings Law. A strong majority of Student respondents felt that UC Hastings Law prepared them with the knowledge and skills to be an effective attorney (67%, $n = 259$). Student respondents indicated that they felt safe and supported at multiple spaces on campus. Student respondents indicated they knew where to seek advice (73%, $n = 289$), felt they had adequate access to academic advising (78%, $n = 306$), and were satisfied with the quality of advising they had received from faculty members (73%, $n = 288$). Student respondents thought that faculty members (88%, $n = 349$) and staff members (78%, $n = 313$) responded to their emails, calls, or voicemails in a prompt manner. Seventy-one percent ($n = 278$) of Student respondents felt that they received support from faculty and staff to pursue personal academic and career interests. At least three-fourths of Student respondents felt comfortable sharing their professional goals in one-on-one appointments with student-facing departments (75%, $n = 296$) and with faculty (82%, $n = 323$).

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by first generation status and disability status. Not-First-Generation Student respondents had higher *Perceived Academic Success* than did 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 with No Disability had higher *Perceived Academic Success* scores than both Student Respondents with a Single Disability and Student Respondents with Multiple Disabilities.

A factor analysis was also conducted to explore the *Sense of Belonging* of Student respondents. Significant differences existed by disability status and religious affiliation. Student Respondents with No Disability had higher *Student Sense of Belonging* scores than both Student Respondents with a Single Disability and Student Respondents with Multiple Disabilities. Student Respondents with Multiple Affiliations had higher *Student Sense of Belonging* scores than did Student Respondents with a Christian Affiliation, Additional Affiliation, or No Affiliation.

Forty-five percent ($n = 179$) of Student respondents had seriously considered leaving UC Hastings Law. The vast majority of those Student respondents (95%, $n = 170$) considered leaving in their first year as a student at UC Hastings Law. Those Student respondents attributed a desire to attend a different law school (55%, $n = 99$) or a lack of a sense of belonging (41%, $n = 74$) as the main reasons why they seriously considered leaving UC Hastings Law.

[lxxv] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2 (4, N = 378) = 10.3, p < .05$.

[lxxvi] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them with the knowledge and skills to be an effective attorney by first-generation status: $\chi^2 (4, N = 366) = 9.7, p < .05$.

[lxxvii] A chi-square test was conducted to compare percentages of Student respondents who thought that Hastings prepared them with the knowledge and skills to be an effective attorney by disability status: $\chi^2 (8, N = 370) = 16.3, p < .05$.

[lxxviii] A chi-square test was conducted to compare percentages of Student respondents who felt they had to alter their appearance to fit in by sexual identity: $\chi^2 (4, N = 373) = 27.7, p < .001$.

[lxxix] A chi-square test was conducted to compare percentages of Student respondents who felt they had to alter their appearance to fit in by disability status: $\chi^2 (4, N = 371) = 27.1, p < .001$.

[lxxx] A chi-square test was conducted to compare percentages of Student respondents who felt they had to alter their appearance to fit in by religious affiliation: $\chi^2 (4, N = 374) = 22.2, p < .001$.

[lxxxi] A chi-square test was conducted to compare percentages of Student respondents who felt they had to alter their appearance to fit in by political views: $\chi^2 (12, N = 377) = 28.3, p < .01$.

[lxxxii] A chi-square test was conducted to compare percentages of Student respondents who felt they needed to alter their behavior to fit in by racial identity: $\chi^2 (4, N = 376) = 13.4, p < .01$.

[lxxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt they needed to alter their behavior to fit in by political views: $\chi^2 (12, N = 374) = 56.7, p < .001$.

[lxxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt their oral communication skills limit their ability to be successful at UC Hastings Laws by racial identity: $\chi^2 (12, N = 377) = 29.7, p < .01$.

[lxxxv] A chi-square test was conducted to compare percentages of Student respondents who felt their writing skills limit their ability to be successful at UC Hastings Law by racial identity: $\chi^2 (12, N = 377) = 22.9, p < .05$.

[lxxxvi] A chi-square test was conducted to compare percentages of Student respondents who knew where to seek advice at Hastings by sexual identity: $\chi^2 (4, N = 380) = 10.3, p < .05$.

[lxxxvii] A chi-square test was conducted to compare percentages of Student respondents who knew where to seek advice at Hastings by disability status: $\chi^2 (8, N = 378) = 17.4, p < .05$.

[lxxxviii] A chi-square test was conducted to compare percentages of Student respondents who were satisfied with the quality of advising they had received from faculty members by racial identity: $\chi^2 (8, N = 386) = 20.7, p < .01$.

[lxxxix] A chi-square test was conducted to compare percentages of Student respondents who felt they had adequate access to academic advising by sexual identity: $\chi^2 (4, N = 378) = 11.8, p < .05$.

[xc] A chi-square test was conducted to compare percentages of Student respondents who felt they had adequate access to academic advising by disability status: $\chi^2 (8, N = 376) = 22.2, p < .01$.

[xci] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to produce publications and present research by gender identity: $\chi^2 (4, N = 377) = 15.3, p < .01$.

[xcii] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to produce publications and present research by racial identity: $\chi^2 (4, N = 386) = 11.5, p < .05$.

[xciii] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to produce publications and present research by first-generation status: $\chi^2(4, N = 374) = 16.6$, $p < .01$.

[xciv] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to produce publications and present research by disability status: $\chi^2(8, N = 377) = 15.7$, $p < .05$.

[xcv] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to serve as a research assistant by racial identity: $\chi^2(12, N = 386) = 26.6$, $p < .01$.

[xcvi] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to serve as a teaching assistant or fellow by first-generation status: $\chi^2(4, N = 369) = 11.0$, $p < .05$.

[xcvii] A chi-square test was conducted to compare percentages of Student respondents who felt that faculty members encouraged them to serve as a teaching assistant or fellow by practice area interest: $\chi^2(12, N = 381) = 23.1$, $p < .05$.

[xcviii] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving UC Hastings Law by sexual identity: $\chi^2(1, N = 382) = 4.6$, $p < .05$.

[xcix] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving UC Hastings Law by disability status: $\chi^2(2, N = 380) = 17.3$, $p < .001$.

UC Hastings Law's Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which UC Hastings Law does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents ($n = 85$) to indicate if they believed certain initiatives currently were available at UC Hastings Law and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at UC Hastings Law, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 127).

Eighty-four percent ($n = 51$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 16% ($n = 10$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy-eight percent ($n = 40$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 90% ($n = 9$) of Faculty respondents who did not think that it was available believed that it would positively influence the climate if it were available.

Forty-three percent ($n = 29$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 57% ($n = 38$) of Faculty respondents thought that they were not available. Sixty-six percent ($n = 19$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 79% ($n = 30$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-four percent ($n = 59$) of Faculty respondents thought that diversity, equity, and inclusivity training for faculty was available and 16% ($n = 11$) of Faculty respondents thought that such training for faculty was not available. Fifty-six percent ($n = 33$) of Faculty respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 64% ($n = 7$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 41$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 38% ($n = 25$) of Faculty respondents thought that such toolkits were not available. Eighty-one percent ($n = 33$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 88% ($n = 22$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-four percent ($n = 28$) of Faculty respondents thought that supervisory training for faculty was available and 56% ($n = 36$) of Faculty respondents thought that it was not available. Fifty-four percent ($n = 15$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and two-thirds (66%, $n = 24$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Ninety-one percent ($n = 64$) of Faculty respondents thought that a diversity, equity, and inclusion working group was available and 9% ($n = 6$) of Faculty respondents thought that such a working group was not available. Seventy-two percent ($n = 46$) of the Faculty respondents who thought that a diversity, equity, and inclusion working group was available believed that it positively influenced the climate and less than five Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety-six percent ($n = 66$) of Faculty respondents thought that a center for racial and economic justice was available and less than five Faculty respondents thought that such a center was not available. Eighty-eight percent ($n = 58$) of the Faculty respondents who thought that a center for

racial and economic justice was available believed that it positively influenced the climate and less than five Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 62$) of Faculty respondents thought that access to counseling for people who have experienced harassment was available and 11% ($n = 8$) of Faculty respondents thought that access to counseling for people who have experienced harassment was not available. Ninety percent ($n = 56$) of Faculty respondents who thought that access to counseling for people who have experienced harassment was available believed that it positively influenced the climate and 75% ($n = 6$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 48$) of Faculty respondents thought that mentorship for new faculty was available and 27% ($n = 18$) of Faculty respondents thought that faculty mentorship was not available. Ninety percent ($n = 43$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 100% ($n = 18$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 34$) of Faculty respondents thought that a clear process to resolve conflicts was available and 47% ($n = 30$) of Faculty respondents thought that such a process was not available. Seventy-seven percent ($n = 26$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 97% ($n = 29$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 37$) of Faculty respondents thought that a fair process to resolve conflicts was available and 35% ($n = 20$) of Faculty respondents thought that such a process was not available. Seventy-three percent ($n = 27$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 100% ($n = 20$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty-nine percent ($n = 26$) of Faculty respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 61% ($n = 40$) of Faculty respondents thought that it was not available at UC Hastings Law. Forty-six percent ($n = 12$) of Faculty respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 73% ($n = 29$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 127. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at UC Hastings Law and…								Initiative IS NOT available at UC Hastings Law and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
UC Hastings Lawal initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	40	78.4	10	19.6	< 5	---	**51**	**83.6**	9	90.0	< 5	---	0	0.0	**10**	**16.4**
Recognition and rewards for including diversity issues in courses across the curriculum	19	65.5	7	24.1	< 5	---	**29**	**43.3**	30	78.9	7	18.4	< 5	---	**38**	**56.7**
Diversity, equity, and inclusivity training for faculty	33	55.9	20	33.9	6	10.2	**59**	**84.3**	7	63.6	< 5	---	< 5	---	**11**	**15.7**
Toolkits for faculty to create an inclusive classroom environment	33	80.5	7	17.1	< 5	---	**41**	**62.1**	22	88.0	< 5	---	0	0.0	**25**	**37.9**
Supervisory training for faculty	15	53.6	11	39.3	< 5	---	**28**	**43.8**	24	66.7	11	30.6	< 5	---	**36**	**56.3**
A diversity, equity, and inclusion working group	46	71.9	14	21.9	< 5	---	**64**	**91.4**	< 5	---	0	0.0	< 5	---	**6**	**8.6**
A center for racial and economic justice	58	87.9	7	10.6	< 5	---	**66**	**95.7**	< 5	---	< 5	---	0	0.0	**< 5**	**---**
Access to counseling for people who have experienced harassment	56	90.3	5	8.1	< 5	---	**62**	**88.6**	6	75.0	< 5	---	< 5	---	**8**	**11.4**
Mentorship for new faculty	43	89.6	5	10.4	0	0.0	**48**	**72.7**	18	100.0	0	0.0	0	0.0	**18**	**27.3**

Table 127. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at UC Hastings Law and…								Initiative IS NOT available at UC Hastings Law and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
UC Hastings Lawal initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear processes to resolve conflicts	26	76.5	8	23.5	0	0.0	**34**	**53.1**	29	96.7	< 5	---	0	0.0	**30**	**46.9**
Fair processes to resolve conflicts	27	73.0	10	27.0	0	0.0	**37**	**64.9**	20	100.0	0	0.0	0	0.0	**20**	**35.1**
Including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty	12	46.2	11	42.3	< 5	---	**26**	**39.4**	29	72.5	< 5	---	8	20.0	**40**	**60.6**

Note: Table reports responses only from Faculty respondents (*n* = 85).

Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 98$) to respond regarding similar initiatives, which are listed in Table 128. Eighty percent ($n = 75$) of the Staff respondents thought that diversity, equity, and inclusivity training for staff was available at UC Hastings Law and 20% ($n = 19$) of Staff respondents thought that it was not available. Sixty-four percent ($n = 60$) of the Staff respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 95% ($n = 18$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 66$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at UC Hastings Law and 26% ($n = 23$) of Staff respondents thought that such access to counseling was not available. Sixty-one percent ($n = 54$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 91% ($n = 21$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-two percent ($n = 48$) of Staff respondents thought that supervisory training for supervisors/managers was available and 48% ($n = 44$) of Staff respondents thought that such training was not available. Eighty-five percent ($n = 41$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 98% ($n = 43$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-seven percent ($n = 42$) of Staff respondents thought that supervisory training for faculty was available and 53% ($n = 48$) of Staff respondents thought that such training was not available. Seventy-six percent ($n = 32$) of Staff respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 100% ($n = 48$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty percent (*n* = 28) of Staff respondents thought that mentorship for new staff was available and 71% (*n* = 67) of Staff respondents thought that staff mentorship was not available. Ninety-three percent (*n* = 26) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 94% (*n* = 63) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent (*n* = 45) of Staff respondents thought that clear processes to resolve conflicts were available at UC Hastings Law and 49% (*n* = 44) of Staff respondents thought that such processes were not available. Sixty-seven percent (*n* = 30) of Staff respondents who thought that clear processes to resolve conflicts were available believed that they positively influenced the climate and 97% (*n* = 43) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty percent (*n* = 42) of Staff respondents thought that fair processes to resolve conflicts were available at UC Hastings Law and 50% (*n* = 42) of Staff respondents thought that such processes were not available. Sixty-nine percent (*n* = 29) of Staff respondents who thought that fair processes to resolve conflicts were available believed that they positively influenced the climate and 98% (*n* = 41) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty percent (*n* = 46) of Staff respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff was available and 50% (*n* = 46) of Staff respondents thought that it was not available. Seventy-eight percent (*n* = 36) of Staff respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff was available believed that it positively influenced the climate and 70% (*n* = 32) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent (*n* = 55) of Staff respondents thought that career development opportunities for staff were available and 42% (*n* = 39) of Staff respondents thought that they were not available. Eighty-six percent (*n* = 47) of Staff respondents who thought that career development

opportunities for staff were available believed that they positively influenced the climate and 97% (*n* = 38) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Two-thirds (67%, *n* = 66) of Staff respondents thought that access to counseling for people who have experienced harassment was available and 26% (*n* = 23) of Staff respondents thought that access to counseling for people who have experienced harassment was not available. Sixty-one percent (*n* = 54) of Staff respondents who thought that access to counseling for people who have experienced harassment was available believed that it positively influenced the climate and 91% (*n* = 21) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 128. Staff Respondents' Perceptions of Institutional Initiatives

| | Initiative IS available at UC Hastings Law and… | | | | | | | Initiative IS NOT available at UC Hastings Law and… | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believed initiative was not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for staff	60	63.8	13	13.8	< 5	---	**75**	**76.5**	18	94.7	< 5	---	0	0.0	**19**	**20.2**
Access to counseling for people who have experienced harassment	54	60.7	11	12.4	< 5	---	**66**	**67.3**	21	91.3	< 5	---	0	0.0	**23**	**25.8**
Supervisory training for supervisors/managers	41	85.4	7	14.6	0	0.0	**48**	**52.2**	43	97.7	< 5	---	0	0.0	**44**	**47.8**
Supervisory training for faculty	32	76.2	10	23.8	0	0.0	**42**	**46.7**	48	100.0	0	0.0	0	0.0	**48**	**53.3**
Mentorship for new staff	26	92.9	< 5	---	0	0.0	**28**	**29.5**	63	94.0	< 5	---	0	0.0	**67**	**70.5**
Clear processes to resolve conflicts	30	66.7	15	33.3	0	0.0	**45**	**50.6**	43	97.7	< 5	---	0	0.0	**44**	**49.4**
Fair processes to resolve conflicts	29	69.0	13	31.0	0	0.0	**42**	**50.0**	41	97.6	< 5	---	0	0.0	**42**	**50.0**
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	36	78.3	10	21.7	0	0.0	**46**	**50.0**	32	69.6	7	15.2	7	15.2	**46**	**50.0**
Career development opportunities for staff	47	85.5	8	14.5	0	0.0	**55**	**58.5**	38	97.4	< 5	---	0	0.0	**39**	**41.5**
Access to counseling for people who have experienced harassment	54	60.7	11	12.4	< 5	---	**66**	**67.3**	21	91.3	< 5	---	0	0.0	**23**	**25.8**

Note: Table reports responses only from Staff respondents (n = 98).

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 398$) to consider a similar list of initiatives, provided in Table 129. Ninety-four percent ($n = 338$) of the Student respondents thought that diversity, equity, and inclusivity training for students was available at UC Hastings Law and 6% ($n = 21$) of Student respondents thought that it was not available. Fifty-four percent ($n = 192$) of the Student respondents who thought that diversity, equity, and inclusivity training for students was available believed that it positively influenced the climate and 86% ($n = 18$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 300$) of Student respondents thought that diversity, equity, and inclusivity training for faculty was available at UC Hastings Law and 14% ($n = 50$) of Student respondents thought that it was not available. Fifty-seven percent ($n = 199$) of the Student respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 92% ($n = 46$) of the Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-seven percent ($n = 300$) of Student respondents thought that diversity, equity, and inclusivity training for staff was available at UC Hastings Law and 14% ($n = 47$) of Student respondents thought that it was not available. Fifty-nine percent ($n = 204$) of Student respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 96% ($n = 45$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 213$) of Student respondents thought that a process to address student complaints of bias by faculty/staff in learning environments was available and 38% ($n = 131$) of Student respondents thought that such a person was not available. Forty-five percent ($n = 153$) of Student respondents who thought that a process to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 93% ($n = 122$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Fifty-eight percent ($n = 197$) of Student respondents thought that a process to address student complaints of bias by other students in learning environments was available and 42% ($n = 142$) of Student respondents thought that such a resource was not available. Thirty-eight percent ($n = 129$) of the Student respondents who thought that a process to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 87% ($n = 124$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Fifty-eight percent ($n = 200$) of Student respondents thought that opportunities for cross-cultural dialogue between students were available and 42% ($n = 147$) of Student respondents thought that opportunities for dialogue were not available. Seventy-eight percent ($n = 156$) of Student respondents who thought that opportunities for cross-cultural dialogue between students were available believed that they positively influenced the climate and 89% ($n = 131$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-five percent ($n = 186$) of Student respondents thought that opportunities for cross-cultural dialogue among faculty, staff, and students were available at UC Hastings Law and 46% ($n = 155$) of Student respondents thought that opportunities for dialogue were not available. Forty percent ($n = 136$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available believed that they positively influenced the climate and 92% ($n = 142$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-eight percent ($n = 202$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at UC Hastings Law and 42% ($n = 145$) of Student respondents thought that it was not available. Forty-five percent ($n = 155$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 95% ($n = 138$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 221$) of Student respondents thought that effective faculty mentorship of students was available and 37% ($n = 130$) of Student respondents thought that it was not available. Fifty-seven percent ($n = 200$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 97% ($n = 126$) of Student respondents who did not think it was available thought effective faculty mentorship of students would positively influence the climate if it were available.

Seventy-nine percent ($n = 274$) of Student respondents thought that effective academic advising was available at UC Hastings Law and 22% ($n = 75$) of Student respondents thought that it was not available. Sixty-seven percent ($n = 235$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 99% ($n = 74$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Sixty-nine percent ($n = 236$) of Student respondents thought that diversity, equity, and inclusivity training for student staff (e.g., RAs, TAs, library, and Skyroom staff) was available and 31% ($n = 108$) of Student respondents thought that it was not available. Forty-seven percent ($n = 162$) of Student respondents who thought that diversity, equity, and inclusivity training for student staff was available believed that it positively influenced the climate and 83% ($n = 90$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 164$) of Student respondents thought that adequate financial assistance for child care was available and 51% ($n = 171$) of Student respondents thought that it was not available. Thirty-nine percent ($n = 129$) of Student respondents who thought that adequate financial assistance for child care was available believed that it positively influenced the climate and 97% ($n = 165$) of Student respondents who did not think it was available thought that adequate financial assistance for child care would positively influence the climate if it were available.

Table 129. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative IS available at UC Hastings Law and… | | | | | | | | Initiative IS NOT available at UC Hastings Law and… | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	192	53.5	121	33.7	25	7.0	**338**	**94.2**	18	85.7	< 5	---	< 5	---	**21**	**5.8**
Diversity, equity, and inclusivity training for faculty	199	56.9	91	26.0	10	2.9	**300**	**85.7**	46	92.0	< 5	---	0	0.0	**50**	**14.3**
Diversity, equity, and inclusivity training for staff	204	58.8	86	24.8	10	2.9	**300**	**86.5**	45	95.7	< 5	---	0	0.0	**47**	**13.5**
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, clinics, externships, and competition teams)	153	44.5	57	16.6	< 5	---	**213**	**61.9**	122	93.1	8	6.1	< 5	---	**131**	**38.1**
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, clinics)	129	38.1	61	18.0	7	2.1	**197**	**58.1**	124	87.3	13	9.2	5	3.5	**142**	**41.9**
Opportunities for cross-cultural dialogue among students	156	78.0	44	22.0	0	0.0	**200**	**57.6**	131	89.1	11	7.5	5	3.4	**147**	**42.4**

Opportunities for cross-cultural dialogue among faculty, staff, and students	136	39.9	49	14.4	< 5	---	**186**	**54.5**	142	91.6	11	7.1	< 5	---	**155**	**45.5**
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	155	44.7	37	10.7	10	2.9	**202**	**58.2**	138	95.2	< 5	---	< 5	---	**145**	**41.8**
Effective faculty mentorship of students	200	57.0	19	5.4	< 5	---	**221**	**63.0**	126	96.9	< 5	---	0	0.0	**130**	**37.0**
Effective academic advising	235	67.3	35	10.0	< 5	---	**274**	**78.5**	74	98.7	< 5	---	0	0.0	**75**	**21.5**
Diversity, equity, and inclusivity training for student staff (e.g., RAs, TAs, library and Skyroom staff)	162	47.1	66	19.2	8	2.3	**236**	**68.6**	90	83.3	18	16.7	0	0.0	**108**	**31.4**
Adequate financial assistance for child care	129	38.5	31	9.3	< 5	---	**164**	**49.0**	165	96.5	6	3.5	0	0.0	**171**	**51.0**

Note: Table reports responses only from Student respondents ($n = 398$).

Summary

Perceptions of UC Hastings Law's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on UC Hastings Law's campus. If, in fact, these initiatives are available, UC Hastings Law would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Qualitative comment analyses

One hundred sixty-nine Student, Staff, and Faculty respondents provided specific recommendations for improving the campus climate. Two themes emerged from Student respondents: increase diversity and need for dialogue. One theme emerged from Staff respondents regarding diversity, equity, and inclusion education and training. Two themes emerged from Faculty respondents: increase diversity at UC Hastings Law and diversity, equity, and inclusion training and training quality.

Student respondents

Increase Diversity. Student respondents stated that UC Hastings Law should increase its diversity. Respondents noted, "Acknowledging the lack of diversity in certain areas within Hastings - particularly black students as there is usually only one or two black students in most classes and this is important in conversations about race. It's pretty tone deaf and hypocritical to discuss systemic racism without being critical of the composition of our own student body," and "Our campus's diversity is improving, but we still could benefit from further diversity, particularly in terms of socioeconomic status. I know way too many students who rely on their parents for money still, which is a sad reflection on our nation's economic structure, but which is even more sad because it indicates that students who can't rely on their parents won't be as likely to succeed. Hastings should do more outreach to educational institutions at a lower level-- community colleges, or even high schools--to advise resources to students early on in their lives and hopefully inspire them in some way too." Other respondents added that diversity needed to increase among not only the students, but also staff, faculty, and administrators, "I think having a more diverse campus would help!" and noted that for some identities "there may be only one

other" in a class. Hire more BIPOC professors. Hire more professors who understand poverty. Hire professors who will stop using Black folks' murders to teach criminal law," and "Hiring a more diverse faculty and staff; admitting a more diverse student body. There should not be (required) classes with 50-70 students and only 0-3 Black or Indigenous students. It is embarrassing and problematic."

Student respondents indicated that increasing the diversity at UC Hastings Law would improve the campus climate, "I think at Hastings we talk a lot about inclusion and making everyone feel welcome. However, I think the campus could do a much better job of hiring faculty members and professors who embody that diversity better. I still feel most of our professors at Hastings represent the stereotypical white male and I have yet to see any professor really that looks like me. To even have an Asian professor at all feels rare. Just generally a wider pool of professors could greatly contribute to the climate and really show greater diversity and inclusion that we preach so much" and "…One of the main components to improving the campus climate is to increase diversity in the student body, administration, and teaching staff. It is quite sad for me to think that although this is meant to be an anonymous survey, based on the information I provided, as a student of color, it would be easy to know who I am. This connects back to the lack of diversity. During my first year starting at Hastings, one of the remarks to the incoming class was how diverse our class was. When I looked around and was surrounded by mostly white students, I did not understand how that statement could be true. When I enter into any of my classes, I am automatically emotionally and mentally behind most of my peers. Students do not look like me and most of the staff do not look like me. I think Hastings must make an effort to increase diversity in our school."

Need for Dialogue. Another theme that emerged from Student respondents was the need for dialogue among students, staff, and faculty. However, respondents varied in the types of dialogue that they believed were needed. Some Student respondents mentioned the need to discuss difficult topics around identity and intersectionality, "Provide spaces where all groups at Hastings (student orgs, the general student body, and staff generally) can engage in conversations about campus climate (not just an open door policy but actual events that bring forward these sorts of topics)," and "I think it is important to talk about tough issues about intersectionality, race, class, etc., rather than pretending that everything is fine because we have a

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diverse population of students. It might help facilitate a safe space for students, faculty, and staff to have these difficult conversations." Other respondents indicated that they would like these dialogues incorporated into the academic curriculum, "Appreciate increased integration of racial and socioeconomic perspectives into classes and would like more of that," and "I think during 1L there is an opportunity to make for diversity-based lectures a part of the 1L experience. By the second semester the IRAC lectures are really overkill. At that point students who still need help should seek it out on their own. I think instead of continuing with these writing lessons those time periods could be used to talk about inequality in the legal system and society as a whole."

Other respondents wrote about a need for dialogue on controversial and political topics, "They should encourage productive and real conversations amongst students and faculty. Having one-sided discussions and shunning those that disagree is counterproductive and will only injure students in their careers. Specifically, students that are constantly told that their view is the only one that is correct will suffer when dealing with a judge or opposing counsel with wildly differing views," and "There have been times in classes when a question of how to get to a more progressive place (ex. prison abolition) is shot down as being conservative or supporting the 'bad side'. When in reality there needs to be space to explore these more progressive ideas and there needs to be inclusive and accepting dialog on how we can get to the desired end result. As well as space for people to express an alternative end goal." One respondent also added, "Allow for [and] encourage discussion from multiple points of view, not only the more liberal points. A majority of the law and judges, especially in the Supreme Court are conservative, and if we are not taught conservative arguments, or genuinely why people believe opposite to others, then we are never going to stand a chance in the real world. The legal profession at this time just isn't as inclusive as it could be. I would like to learn how to deal with the sexism that I will inevitably receive throughout my career as a woman in law, along with learning how to deprogram and work against that sort or discrimination."

Staff respondents

Diversity, Inclusion, and Equity Education and Trainings. Staff respondents indicated a need for more diversity, inclusion, and equity education and training at UC Hastings Law. Respondents stated, "More training for staff and faculty. I know there is training coming up, but this is a very

new development. Also, a real commitment to addressing the kind of discrimination that our students and staff face due to various identity statuses…." and "Providing mandatory DEI training programming for students, staff and faculty multiple times per year. Providing students with a baseline history related to race/racism and all other isms in the law as a part of the 1L curriculum in their 1st semester." Respondents also stated, "…Ongoing training for DEI -- make it mandatory, especially for senior staff who have the most power and are probably the most conservative/stubborn about change…." and "More diversity training, more small group breakout sessions."

<u>Faculty respondents</u>

Increase Diversity. Faculty respondents expressed concerns about the lack of diversity at UC Hastings Law. Respondents stated, "There needs to be a greater effort to have diversity -- especially in areas of race, gender and class -- throughout the institution, but especially among the senior administrators. Over the course of my time at Hastings, I have seen the senior administration become more white, and more male, and that has impacted decisions and values across the institution." and "The current administration's all-White faculty composition is a huge problem. It sends a powerfully dispiriting message to students, faculty and staff that we are a White-dominated institution. Students and faculty of color need to see themselves in leadership roles if they're going to feel included and welcomed. The only other demographic on the administration are Asian women. How can we expect to come across as welcoming and inclusive if we don't have Black and Latinx people in our key administrative positions?"

Respondents also discussed increasing diversity through hiring processes, "Always have an open, national recruiting process for faculty positions with clear job description information. Be more transparent about types of faculty positions, expectations across classifications, and associated pay bands. Expand the range of faculty who can vote. Expand criteria for new faculty hiring- include more practitioners and a broader range of scholars from a broader range of law schools and backgrounds," "Faculty hiring need to de-emphasize and de-valorize Ph.D. degrees as an indicator of scholarly promise. The pool of Ph.D.s is notoriously not racially diverse, we need to look in the realms of practicing attorneys to find, develop, and support candidates of color," "Broaden criteria for hiring of new faculty to increase diversity," and "Hire more diverse

faculty. It can be daunting to walk into a faculty meeting and see a sea of nondiverse faces. We should value to an even greater extent first-generation faculty/staff/administrators. It is important for first gen students to be taught by/counseled by first gen faculty/staff/administrators."

Diversity, Equity, and Inclusion Training and Training Quality. One theme that emerged from Faculty respondents was a need for diversity, equity, and inclusion training. Respondents stated, "Develop a workshop series where faculty and BIPOC students can discuss and develop concrete tools for creating a classroom environment that is both welcoming/inclusive and facilitates an open dialogue of diverse viewpoints," and "We need trainings for faculty that go beyond the surface level of what we've already received. We need facilitated opportunities for the really difficult conversations about how to handle racism in our classrooms, conflict between students and between students and faculty, and how to handle racism/classism in our own hiring practices. We also need to work more with students around resolving conflict and building community. The inter-student conflicts this year have seemed particularly toxic." Respondents also discussed varying levels of effectiveness depending on quality and format of these trainings. Respondents explained, "I don't think one-time trainings help. Toolkits let people deal with these issues in their own time. However, repeated opportunities to problem-solve on these issues would be helpful, perhaps from different angles or using specific simulations. And a few of these should be mandatory because otherwise we preach to the choir…" and "One frustration I have is with the quality of some of the trainings focused on diversity, equity, and subjects like Title IX compliance. Some (particularly those handled by [Center for Worklife Law staff]are informative and done well. For many, the subject matter is important but I don't learn much of anything." Other respondents echoed these concerns about quality, "We need sophisticated training not on diversity, equity and inclusion but on UNCONSCIOUS bias which is everywhere at the institution," and "DEI training is sometimes helpful if done correctly. I think highly of the trainings [Center for Worklife Law staff] leads… I feel there has been a lot of somewhat generic training lately and that the overall effect is for people to tune out. For faculty, I would prefer a model of academic inquiry that allows us to debate advantages and disadvantages of anti-racism as a conceptual framework and classroom tool." ."

Most Appreciated Aspects of UC Hastings Law

When asked what was the most appreciated aspects of UC Hastings Law, 75% (*n* = 64) of
Faculty respondents indicated that they most appreciated the student body (Table 130). Other
aspects included Hastings' public mission (55%, *n* = 47), San Francisco location (55%, *n* = 47),
Hastings' commitment to teaching (54%, *n* = 46), their faculty colleagues (54%, *n* = 46), and the
opportunity to contribute to positive change (53%, *n* = 45).

Table 130. Top Appreciated Aspects of UC Hastings Law Among Faculty

Aspect	*n*	%
Student body	64	75.3
Hastings' public mission	47	55.3
San Francisco location	47	55.3
Hastings' commitment to teaching	46	54.1
My faculty colleagues	46	54.1
Opportunity to contribute to positive change	45	52.9
Clinical and experiential programs	41	48.2
Hastings' decanal leadership	34	40.0
My feeling of being appreciated and valued	32	37.6
Sense of belonging	29	34.1
Hastings' scholarly production, reputation, and impact	28	32.9
Hastings' welcoming atmosphere	28	32.9
An aspect not listed above	9	10.6

Table includes responses only from those respondents who indicated that they were Faculty (*n* = 85).

Seventy-two percent (*n* = 71) of Staff respondents indicated that they most appreciated their
relationship with coworkers (Table 131). Other aspects included relationship with
supervisor/manager (69%, *n* = 68), benefits (63%, *n* = 62), fulfilling/satisfying work (63%, *n* =
62), and opportunities to make a positive contribution (58%, *n* = 57).

Table 131. Top Appreciated Aspects of UC Hastings Law Among Staff

Aspect	*n*	%
Relationships with coworkers	71	72.4
Relationship with supervisor/manager	68	69.4
Benefits	62	63.3
Fulfilling/satisfying work	62	63.3

Table 131. Top Appreciated Aspects of UC Hastings Law Among Staff

Aspect	n	%
Opportunities to make a positive contribution	57	58.2
Feeling appreciated and valued	47	48.0
San Francisco location	42	42.9
Hastings' public mission	39	39.8
Relationships with students	39	39.8
College's positive trajectory	34	34.7
Reasonable workload	33	33.7
Sense of belonging	32	32.7
An aspect not listed above	< 5	---

Table includes responses only from those respondents who indicated that they were Staff ($n = 98$).

When asked what was the most appreciated aspects of UC Hastings Law, 56% ($n = 221$) of Student respondents indicated that they most appreciated the San Francisco location (Table 132). Other aspects included faculty (49%, $n = 194$), clinical and experiential programs (47%, $n = 188$), alumni network (43%, $n = 172$), Hastings' connections to the Bay Area and Silicon Valley institutions and businesses (43%, $n = 169$), and engaging and effective teaching (42%, $n = 168$).

Table 132. Top Appreciated Aspects of UC Hastings Law Among Students

Aspect	n	%
San Francisco location	221	55.5
Faculty	194	48.7
Clinical and experiential programs	188	47.2
Alumni network	172	43.2
Hastings' connections to Bay Area and Silicon Valley institutions and businesses	169	42.5
Engaging and effective teaching	168	42.2
Hastings' reputation	146	36.7
My career goals are supported	137	34.4
Student body	136	34.2
I feel connected with the people in the college	120	30.2
Staff	117	29.4
An aspect not listed above	20	5.0

Table includes responses only from those respondents who indicated that they were Students ($n = 398$).

Moving Forward

Embarking on this campus-wide assessment is further evidence of UC Hastings Law's commitment to ensuring that all members of the community work, learn, and live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within UC Hastings Law and to shed light on respondents' personal experiences and observations of living, learning, and working at UC Hastings Law. The results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the UC Hastings Law community.

As part of its response to COVID-19, the federal government designated colleges and universities as essential and, as such, higher education must continue to serve its students and employees and society at-large. UC Hastings Law's "*Assessment of Climate for Learning, Living, and Working*" was undertaken during throes of the COVID-19 pandemic, as colleges and universities shuttered their campuses or adapted to hybrid models of learning and working. Certainly, these circumstances have influenced the recent experiences of UC Hastings Law's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to effect change. Developing a strategic actions and implementation plan is critical to improving the campus climate, even as institutions of higher education grapple with emotional, financial, and other operational challenges resulting from the COVID-19 pandemic. UC Hastings Law will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the CESWG and the UC Hastings Law community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, UC Hastings Law may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendix A – Cross Tabulations by Selected Demographics

Table 133. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	%	*n*	%	*n*	%	*n*	%
Gender identity	Women	261	65.6	30	35.3	67	68.4	358	61.6
	Men	119	29.9	50	58.8	26	26.5	195	33.6
	Trans-spectrum	15	3.8	1	1.2	2	2.0	18	3.1
	Missing/Not listed	3	0.8	4	4.7	3	3.1	10	1.7
Racial identity	Asian/Pacific Islander	77	19.3	4	4.7	21	21.4	102	17.6
	White	167	42.0	63	74.1	48	49.0	278	47.8
	Multiracial	62	15.6	2	2.4	9	9.2	73	12.6
	Black, Indigenous, Latinx, & Middle Eastern	82	20.6	8	9.4	11	11.2	101	17.4
	Missing/Not listed	10	2.5	8	9.4	9	9.2	27	4.6
Sexual identity	Queer-spectrum	56	14.1	8	9.4	19	19.4	83	14.3
	Bisexual	48	12.1	5	5.9	4	4.1	57	9.8
	Heterosexual	278	69.8	66	77.6	69	70.4	413	71.1
	Missing/Other	16	4.0	6	7.1	6	6.1	28	4.8
Citizenship status	U.S. Citizen-Birth	344	86.4	75	88.2	76	77.6	495	85.2
	U.S. Citizen-Naturalized	24	6.0	7	8.2	12	12.2	43	7.4
	Non-U.S. Citizen	22	5.5	1	1.2	6	6.1	29	5.0
	Missing	8	2.0	2	2.4	4	4.1	14	2.4
Disability status	Single Disability	130	32.7	16	18.8	16	16.3	162	27.9

Table 133. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
	No Disability	177	44.5	56	65.9	63	64.3	296	50.9
	Multiple Disabilities	73	18.3	7	8.2	9	9.2	89	15.3
	Missing	18	4.5	6	7.1	10	10.2	34	5.9
	Christian Affiliation	106	26.6	13	15.3	24	24.5	143	24.6
Religious/spiritual affiliation	Additional Religious Affiliation	51	12.8	24	28.2	16	16.3	91	15.7
	No Religious Affiliation	203	51.0	34	40.0	47	48.0	284	48.9
	Multiple Religious Affiliations	22	5.5	3	3.5	6	6.1	31	5.3
	Unknown/Missing	16	4.0	11	12.9	5	5.1	32	5.5

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B2. What is your primary position at Hastings? (Question 1)

Position	n	%
Student	**398**	**68.5**
LLM	5	1.3
MSL	8	2.0
J.D.	385	96.7
Faculty	**85**	**14.6**
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
Non-ladder part-time faculty (including Emeritus and Sullivan Faculty, Adjunct Faculty, Visitors, and Affiliated Scholars)	31	36.5
Staff	**98**	**16.9**
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

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B3. MSL Students only: How many of your classes have you taken exclusively online at Hastings? (Question 2)

Online classes	n	%
All	3	37.5
Most	1	12.5
Some	4	50.0
None	0	0.0
Missing	0	0.0

Note: Table includes responses only from only those respondents who indicated that they were MSL Students in Question 1 (n = 8).

Table B4. What is your current gender/gender identity? (Mark all that apply.) (Question 44)

Gender identity	*n*	%
Woman	363	62.5
Man	198	34.1
Nonbinary	13	2.2
Genderqueer	9	1.5
Transgender	3	0.5
A gender not listed here	0	0.0

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B5. What is your current gender expression? (Question 45)

Gender expression	*n*	%
Feminine	344	59.2
Masculine	195	33.6
Genderfluid	14	2.4
Androgynous	8	1.4
A gender expression not listed here	5	0.9
Missing	15	2.6

Table B6. What is your citizenship/immigrant status in U.S.? (Question 46)

Citizenship/immigrant status	*n*	%
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	2	0.3
Unprotected status	1	0.2
Other legally documented status (e.g., DACA, TPS, T/U visa holders)	2	0.3
Missing	14	2.4

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 47)

Racial/ethnic identity	*n*	%
White/European American	315	54.2
Asian/Asian American	110	18.9
Hispanic/Latinx/Chicanx	85	14.6
Jewish	58	10.0
Middle Eastern	36	6.2
Black/African/African American	30	5.2
South Asian	23	4.0
Pacific Islander	13	2.2
American Indian/Native American/Indigenous	7	1.2
Native Hawaiian	1	0.2
Alaska Native	0	0.0
A racial/ethnic identity not listed here	5	0.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B8. What is your religious or spiritual identity? (Mark all that apply.) (Question 48)

Religious/spiritual identity	*n*	%
Agnostic	89	15.3
Atheist	71	12.2
Baha'i	0	0.0
Buddhist	18	3.1
Christian	155	26.7
African Methodist Episcopal	*0*	*0.0*
African Methodist Episcopal Zion	*0*	*0.0*
Assembly of God	*1*	*0.7*
Baptist	*6*	*4.3*
Catholic/Roman Catholic	*78*	*50.3*
Church of Christ	*3*	*2.1*
Church of God in Christ	*1*	*0.7*
Christian Methodist Episcopal	*0*	*0.0*
Christian Orthodox	*1*	*0.7*
Christian Reformed Church (CRC)	*0*	*0.0*

Table B8. What is your religious or spiritual identity? (Mark all that apply.)
(Question 48)

Religious/spiritual identity	*n*	*%*
Episcopalian	*4*	*2.9*
Evangelical	*2*	*1.4*
Greek Orthodox	*1*	*0.7*
Jehovah's Witness	*0*	*0.0*
Lutheran	*2*	*1.4*
Mennonite	*0*	*0.0*
Moravian	*0*	*0.0*
Nondenominational Christian	*20*	*14.3*
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	*0*	*0.0*
Pentecostal	*0*	*0.0*
Presbyterian	*14*	*2.4*
Protestant	*8*	*5.7*
Protestant Reformed Church (PR)	*0*	*0.0*
Quaker/Religious Society of Friends	*1*	*0.7*
Reformed Church of America (RCA)	*0*	*0.0*
Russian Orthodox	*0*	*0.0*
Seventh Day Adventist	*3*	*2.1*
The Church of Jesus Christ of Latter-day Saints	*1*	*0.7*
United Methodist	*0*	*0.0*
United Church of Christ	*2*	*1.4*
A Christian affiliation not listed here	*3*	*2.1*
Confucianist	0	0.0
Druid	0	0.0
Hindu	5	0.9
Jain	0	0.0
Jewish	50	8.6
Conservative	*6*	*12.0*
Orthodox	*1*	*2.0*
Reconstructionist	*1*	*2.0*
Reform	*34*	*68.0*
A Jewish affiliation not listed here	*4*	*8.0*
Muslim	17	2.9
Ahmadi	*1*	*5.9*
Shi'ite	*4*	*23.5*

Table B8. What is your religious or spiritual identity? (Mark all that apply.)
(Question 48)

Religious/spiritual identity	*n*	%
Sufi	*1*	*5.9*
Sunni	*7*	*41.2*
A Muslim affiliation not listed here	*3*	*17.6*
Native American Traditional Practitioner or Ceremonial	0	0.0
Pagan	2	0.3
Rastafarian	0	0.0
Scientologist	0	0.0
Secular Humanist	9	1.5
Shinto	0	0.0
Sikh	4	0.7
Taoist	0	0.0
Tenrikyo	0	0.0
Unitarian Universalist	2	0.3
Wiccan	2	0.3
Spiritual but no religious affiliation	55	9.5
No affiliation	109	18.8
A religious affiliation or spiritual identity not listed above	13	2.2

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B9. What is your age? (Question 49)

Age	*n*	%
19 or younger	0	0.0
20–21	2	0.3
22–24	111	19.1
25–34	241	41.5
35–44	56	9.6
45–54	41	7.1
55–64	15	2.6
65–74	12	2.1
75 and older	1	0.2
Missing	102	17.6

Table B10. What is current political party affiliation (alphabetized)? (Question 50)

Political affiliation	*n*	%
Democrat	331	57.0
Democratic Socialist	91	15.7
No political affiliation	71	12.2
Independent	37	6.4
Republican	18	3.1
Libertarian	5	0.9
Green	1	0.2
Political affiliation not listed above	6	1.0
Missing	21	3.6

Table B11. Which of the following best describes your current political views (alphabetized)? (Question 51)

Political views	*n*	%
Liberal	176	30.3
Progressive	174	29.9
Moderate	125	21.5
Radical	49	8.4
Conservative	19	3.3
Libertarian	11	1.9
Missing	27	4.6

Table B12. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 52)

Sexual identity	*n*	%
Heterosexual	413	71.1
Bisexual	57	9.8
Gay	23	4.0
Queer	21	3.6
Lesbian	12	2.1
Pansexual	12	2.1
Questioning	8	1.4
Asexual	7	1.2

A sexual identity not listed here	5	0.9
Missing	23	4.0

Table B13. Do you have substantial parenting or caregiving responsibility (other than financial support)? (Question 53)

Parenting or caregiving responsibility	*n*	%
No	**453**	**78.0**
Yes (Mark all that apply.)	**116**	**20.0**
Children 5 years old or younger	32	27.6
Children 6 – 12 years old	40	34.5
Children 13 – 18 years old	29	25.0
Adult family member (e.g., disability, illness, eldercare)	27	23.3
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	8	6.9
Missing	**12**	**2.1**

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B14. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status. (Question 54)

Military status	*n*	%
I have never served in the U.S. Armed Forces.	520	89.5
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	23	4.0
I am not currently serving, but have served (i.e., retired, veteran).	6	1.0
I am currently on active duty.	2	0.3
I am currently a member of the Reserves (but not in ROTC).	2	0.3
I am currently a member of the National Guard (but not in ROTC).	0	0.0
I am in ROTC.	0	0.0
Missing	28	4.8

Table B15. Recognizing that people grow up in a variety of family structures, what is the highest level of education achieved by your <u>primary</u> caregiver(s) (i.e., people who raised you)? (Question 55)

Level of education	Primary Caregiver 1		Primary Caregiver 2	
	n	%	*n*	%
No high school	29	5.0	28	4.8
Some high school	28	4.8	18	3.1
Completed high school/GED	76	13.1	70	12.0
Some college	53	9.1	61	10.5
Business/technical certificate/degree	8	1.4	5	0.9
Associate's degree	24	4.1	21	3.6
Bachelor's degree	123	21.2	167	28.7
Some graduate work	14	2.4	15	2.6
Master's degree (e.g., MA, MS, MBA)	104	17.9	75	12.9
Law degree - JD	49	8.4	37	6.4
Specialist degree (e.g., EdS)	59	10.2	42	7.2
Unknown	1	0.2	4	0.7
Not applicable	0	0.0	18	3.1
Missing	13	2.2	20	3.4

Note: The response option "Doctoral degree (e.g., PhD, EdD, MD)" was not included owing to a survey programming error.

Table B16. Students only: What is your <u>best estimate</u> of the current yearly income of the parents/guardian(s) who raised you? (Question 56)

Income	*n*	%
$29,999 and below	43	10.8
$30,000–$49,999	23	5.8
$50,000–$69,999	35	8.8
$70,000–$99,999	54	13.6
$100,000–$149,999	76	19.1
$150,000–$199,999	48	12.1
$200,000–$249,999	32	8.0
$250,000–$499,999	42	10.6
$500,000 or more	23	5.8
Missing	22	5.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B17. Staff only: What is <u>your</u> highest level of education? (Question 57)

Level of education	n	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	0	0.0
Some college	2	2.0
Business/Technical certificate/degree	2	2.0
Associate's degree	0	0.0
Bachelor's degree	30	30.6
Some graduate work	1	1.0
Master's degree (e.g., MA, MS, MBA, MLS)	20	20.4
Law degree – JD	37	37.8
Doctoral degree (e.g., PhD, EdD, MD)	3	3.1
Missing	3	3.1

Note: Table includes responses only from only those respondents who indicated that they were Staff in Question 1 ($n = 98$).

Table B18. Faculty/Staff only*:* How long have you been employed at Hastings? (Question 58)

Length of employment	n	%
Less than 1 year	16	8.7
1–5 years	69	37.7
6–10 years	40	21.9
11–15 years	20	10.9
More than 15 years	35	19.1
Missing	3	1.6

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 183$).

Table B19. Students only: What year of law school are you in? (Question 59)

Year in law school	*n*	%
MSL	7	1.8
First semester	*0*	*0.0*
Second semester	*2*	*33.3*
Third semester	*1*	*16.7*
Fourth semester or later	*3*	*50.0*
LLM	5	1.3
First year	*3*	*75.0*
Second year	*1*	*25.0*
J.D.	386	97.0
First year	*140*	*37..4*
Second year	*134*	*35.8*
Third year	*98*	*26.2*
Fourth year or Fifth year	*2*	*0.5*
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B20. Faculty only: Are you a clinician, (i.e., do you typically teach a clinic or field-placement class at least one semester per year)? (Question 60)

Clinician	*n*	%
No	66	77.6
Yes	16	18.8
Missing	3	3.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 85).

Table B21. Faculty only: Do you teach in the Legal Research and Writing Program? (Question 61)

Legal Research and Writing Program	*n*	%
No	69	81.2
Yes	13	15.3
Missing	3	3.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 85).

Table B22. LLM Students and JD Students only: What best describes the type of law practice setting at which you are most interested in working as a lawyer? (Question 62)

Law practice setting	*n*	%
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	3	0.8
Missing	1	0.3

Note: Table includes responses only from those respondents who indicated that they were LLM Students or JD Students in Question 1 (*n* = 390).

Table B23. Which, if any, of the on-going conditions/disabilities listed below influence your learning, living, or working activities? (Mark all that apply.) (Question 63)

Condition/disability	*n*	%
None	296	50.9
Mental health/psychological condition (e.g., anxiety, depression, PTSD)	181	31.2
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	86	14.8
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	53	9.1
Physical/mobility condition that does not affect walking	14	2.4
Low vision or blind	10	1.7
Physical/mobility condition that affects walking	9	1.5
Hard of hearing or deaf	8	1.4
Acquired/traumatic brain injury	4	0.7
Asperger's/autism spectrum	4	0.7
Speech/communication condition	2	0.3
A disability/condition not listed here	3	0.5

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B24. Students only: Are you registered with the Disability Resource Program? (Question 64)

Registered	*n*	%
No	113	55.7
Yes	89	43.8
Missing	1	0.5

Note: Table includes responses only from those Student respondents who indicated that they have a condition/disability in Question 63 (*n* = 203).

Table B25. Are you receiving accommodations for your disability? (Question 65)

Accommodations	*n*	%
No	148	59.0
Yes, and the accommodations are adequate	92	36.7
Yes, but the accommodations are not adequate	10	4.0
Missing	1	0.4

Note: Table includes responses only from those respondents who indicated that they have a condition/disability in Question 63 (*n* = 251).

Table B26 Please select the option that most closely describes your native language. (Question 66)

Native language	*n*	%
English is my native language.	439	75.6
English is not my native language.	60	10.3
I learned English along with other language(s).	75	12.9
Missing	7	1.2

Table B27. Students only: Do you receive financial support from a family member, guardian, or close acquaintance to assist with your living/educational expenses? (Question 67)

Receive financial support	*n*	%
Yes	219	55.0
No	175	44.0
Missing	4	1.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B28. Students only: Do you financially support anyone else with their living/educational expenses? (Question 68)

Provide financial support	*n*	%
Yes	38	9.5
No	357	89.7
Missing	3	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B29. Students only: Where do you live? (Question 69)

Residence	*n*	%
Campus housing – McAllister Tower	35	8.8
Non-campus housing	355	90.1
Living by myself	*56*	*17.1*
Living with roommate(s)	*93*	*28.4*
Living with spouse/partner/family member/guardian	*178*	*54.4*
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	4	1.0
Missing	4	1.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: Since having been a student at Hastings, have you been a member or participate in any of the following? (Mark all that apply.) (Question 70)

Organizations/activities	*n*	%
Culture-specific affinity organization (e.g., ALSA, APALSA, BLSA, HFGP, HHH, ILSA, MELS, NALSA, OUTLAW, PALS, SALSA, SISH, La Raza, Student Veteran Organization (SVO), VALS, WOOC, WLS)	171	43.0
Topic-based professional or pre-professional or practice-area organization (e.g., HATS, HBLS, CLQ, HCLS, ELLSA, HELA, HFLA, HFWLS, HHLO, HIPA, HPILF, HTLS)	160	40.2
Journal/scholarly publication (e.g., HBLJ, Comm/Ent, CLQ, HELJ, HICLR, HJCP, HLJ, HRPLJ, STLJ, HWLJ)	146	36.7
Advocacy and volunteer student organization (e.g., HAYA, HHP, HHRILO, HPO, HSIR, HLS, IWH, LSSDP, NLG)	103	25.9
Competition teams and organizations (e.g., Moot Court, Trial Team, HSDC, AAJ)	82	20.6
I do not participate in any journals, student organizations, trial or competition teams at Hastings.	49	12.3
Pro Bono recognition honorary organizations (e.g., Pro Bono Society)	43	10.8

Academic and academic honorary organizations (e.g., Thurston Society, UC Hastings Honor Society, Order of the Coif)	35	8.8
Associated Students of UC Hastings (ASUCH), including student representatives on faculty committees	33	8.3
Student representative on working group (e.g., Diversity, Equity & Inclusion Working Group (DEIWG), Cross-Cultural Center Student Working Group, etc.)	18	4.5
Athletic activities organization (e.g., HBC)	14	3.5
Health and wellness committee (e.g., Wellness Committee, Student Health Advisory Committee (SHAC))	14	3.5
Religious or spirituality-based affinity organization (e.g., CAH, HJLSA, MLSA)	14	3.5
Political student organization (e.g., PPAC)	7	1.8
A student organization not listed above	15	3.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 398$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B31. JD Students only: What is your cumulative grade point average? (Question 71)

GPA	*n*	%
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
Missing	8	2.1

Note: Table includes responses only from those respondents who indicated that they were JD Students in Question 1 ($n = 385$).

Table B32. Students only: Have you experienced financial hardship while attending Hastings? (Question 72)

Financial hardship	*n*	%
No	227	57.0
Yes, I have had difficulty affording… **(Mark all that apply.)**	170	42.7
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*

Food	*50*	*29.4*
Travel to and from Hastings (e.g., returning home during break)	*39*	*22.9*
Technology for virtual learning	*38*	*22.4*
Commuting to campus	*33*	*19.4*
Housing Participation in social events	*27*	*15.9*
My expenses after assisting family members	*27*	*15.9*
Cocurricular events or activities	*20*	*11.8*
Emergency evacuation expenses	*20*	*11.8*
Studying abroad	*18*	*10.6*
Child care	*2*	*1.2*
A financial hardship not listed here	*16*	*9.4*
Missing	1	0.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B33. Students only: How are you currently paying for your education at Hastings? (Mark all that apply.) (Question 73)

Source of funding	*n*	%
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
Need-based scholarship (e.g., Gates)	50	12.6
On campus/virtual UC Hastings employment (e.g., Teaching assistantship/Research assistantship, work study)	38	9.5
Grant (e.g., Pell)	35	8.8
Off Campus employment	30	7.5
Military educational benefits (e.g., GI Bill, NGEAP)	13	3.3
Fellowship	5	1.3
Employer tuition reimbursement/assistance	4	1.0
Home country contribution	2	0.5
A method of payment not listed here	6	1.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Students only: Are you employed during the academic year? (Mark all that apply.) (Question 74)

Employed	*n*	%
No	**264**	**66.3**
Yes, I work on campus or for UC Hastings	**70**	**17.6**
1-10 hours/week	57	82.6
11-20 hours/week	10	14.5
21-30 hours/week	1	1.4
31-40 hours/week	1	1.4
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	3	3.9
More than 40 hours/week	4	5.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices.

Table B35. When UC Hastings is open, how many minutes do you commute one-way? (Question 75)

Minutes	*n*	%
10 or fewer	65	11.2
11–20	61	10.5
21–30	93	16.0
31–40	77	13.3
41–50	73	12.6
51–60	57	9.8
60 or more	49	8.4
N/A – I have never physically commuted to UC Hastings	99	17.0
Missing	7	1.2

Table B36. When UC Hastings is open, what is your primary method of transportation to campus? (Question 76)

Method of transportation	*n*	%
Public transportation	284	59.8
Walk	96	20.2
Personal vehicle	69	14.5
Bicycle	17	3.6
Carpool (e.g., private pool, Bay Area Vanpool)	4	0.8
Ride-sharing services (e.g., Lyft, Uber)	4	0.8
Missing	1	0.2

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B37. Overall, how comfortable are you with the climate at Hastings? (Question 3)

Comfort	n	%
Very comfortable	83	14.3
Comfortable	273	47.0
Neither comfortable nor uncomfortable	138	23.8
Uncomfortable	73	12.6
Very uncomfortable	14	2.4

Table B38. Faculty only: Overall, how comfortable are you within the faculty at Hastings? (Question 4)

Comfort	n	%
Very comfortable	21	25.0
Comfortable	27	32.1
Neither comfortable nor uncomfortable	21	25.0
Uncomfortable	14	16.7
Very uncomfortable	1	1.2

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 ($n = 85$).

Table B39. Staff only: Overall, how comfortable are you with the climate in your department or work unit at Hastings? (Question 5)

Comfort	n	%
Very comfortable	50	51.0
Comfortable	32	32.7
Neither comfortable nor uncomfortable	4	4.1
Uncomfortable	7	7.1
Very uncomfortable	5	5.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 98$).

Table B40. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Hastings? (Question 6)

Comfort	*n*	%
Very comfortable	92	19.2
Comfortable	215	44.9
Neither comfortable nor uncomfortable	91	19.0
Uncomfortable	71	14.8
Very uncomfortable	10	2.1

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 483).

Table B41. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Hastings. (Question 7)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	42	10.6	157	39.4	66	16.6	111	27.9	22	5.5
I am satisfied with my academic experience at Hastings.	52	13.1	182	45.8	71	17.9	68	17.1	24	6.0
I am satisfied with the extent of my intellectual development since enrolling at Hastings.	90	22.7	208	52.4	61	15.4	29	7.3	9	2.3
I have performed academically as well as I anticipated I would.	43	10.9	107	27.0	82	20.7	116	29.3	48	12.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	92	23.2	190	47.9	69	17.4	33	8.3	13	3.3
My interest in ideas and intellectual matters has increased since coming to Hastings.	100	25.3	184	46.6	73	18.5	30	7.6	8	2.0
I intend to graduate from Hastings.	287	72.1	85	21.4	23	5.8	3	0.8	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B42. Within the past two years, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct in person or online that has interfered with your ability to learn, live, or work at Hastings? (Question 8)

Personally experienced conduct	*n*	%
No	392	67.5
Yes	189	32.5

Table B43. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 9)

Basis	*n*	%
Gender/gender identity	57	30.2
Political views	54	28.6
Ethnicity	49	25.9
Racial identity	45	23.8
Position (e.g., staff, faculty, student)	43	22.8
Philosophical views	40	21.2
Socioeconomic status	35	18.5
Academic performance	32	16.9
Age	28	14.8
Mental health/psychological disability/condition	27	14.3
Class rank	26	13.8
Disability status	18	9.5
Gender expression	18	9.5
Sexual identity	17	9.0
Educational credentials (e.g., BS, MS, JD, PhD)	15	7.9
English language proficiency/accent	14	7.4
Religious/spiritual views	14	7.4
Immigrant/citizen status	10	5.3
Length of service at Hastings	10	5.3
Medical disability/condition	10	5.3
Participation in an organization/team	10	5.3
Institution degree is from	9	4.8
Major field of study	6	3.2
Military/veteran status	6	3.2
Marital status (e.g., single, married, partnered)	5	2.6
Parental status (i.e., having children)	4	2.1

International status/national origin	3	1.6
Pregnancy	0	0.0
Do not know	11	5.8
A reason not listed above	26	13.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (n = 189). Percentages may not sum to 100 as a result of multiple response choices.

Table B44. Within the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 10)

Instances	n	%
1 instance	32	17.5
2 instances	40	21.9
3 instances	45	24.6
4 instances	11	6.0
5 or more instances	55	30.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (n = 189).

Table B45. How would you describe what happened? (Mark all that apply.) (Question 11)

Form	n	%
I was silenced/I felt silenced.	82	43.4
I was ignored or excluded.	78	41.3
I was isolated or left out.	77	40.7
I experienced a hostile classroom environment.	69	36.5
I was intimidated/bullied.	43	22.8
I felt others staring at me.	41	21.7
I was the target of derogatory verbal remarks.	36	19.0
I experienced a hostile work environment.	28	14.8
I was singled out as the spokesperson for my identity group.	27	14.3
Someone assumed I was admitted/hired/promoted because of my identity group.	26	13.8
The conduct made me fear that I would get a poor grade.	24	12.7
I was the target of racial/ethnic profiling.	20	10.6
I was the target of workplace incivility.	18	9.5
I experienced a hostile environment in a student organization or extra-curricular activity.	17	9.0
I received derogatory written comments.	17	9.0
I received a low or unfair performance evaluation.	16	8.5
I received derogatory phone calls/text messages/email.	13	6.9

I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	12	6.3
I was not fairly evaluated in the promotion and tenure process.	6	3.2
I was the target of physical violence.	3	1.6
I received threats of physical violence.	2	1.1
An experience not listed above	26	13.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Where did the conduct occur? (Mark all that apply.) (Question 12)

Location	*n*	%
In a class (including in chat, breakout rooms, etc.)	96	50.8
In a meeting with a group of people	50	26.5
In other public spaces at Hastings	37	19.6
On phone calls/text messages/email/GroupMe/Slack	35	18.5
Off campus	32	16.9
In a meeting with one other person	30	15.9
At a Hastings event/program	26	13.8
While working at a Hastings job	22	11.6
On social media (e.g., Facebook, Instagram, Twitter, Snapchat)	16	8.5
While walking on campus	15	7.9
In a Hastings administrative office	14	7.4
In a McAllister Tower apartment	14	7.4
In a McAllister Tower public space (e.g., basketball court, gym, Skyroom)	12	6.3
At a Hastings conference or speaker event	11	5.8
In a faculty office	10	5.3
In the Hastings Law Library	10	5.3
Student Health Services/Carbon Health	9	4.8
In a faculty meeting	8	4.2
In an off-campus experiential learning environment (e.g., internship, externship, pro bono service, retreat)	8	4.2
In the Dining Commons	8	4.2
In a Hastings student lounge (e.g., Dobbs Atrium, Clara Foltz)	5	2.6
In a clinic	3	1.6
In the Hastings parking garage	0	0.0
A venue not listed above	18	9.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Who/what was the source of the conduct? (Mark all that apply.) (Question 13)

Source	n	%
Student	118	62.4
Faculty member/other instructional staff	77	40.7
Senior administrator (e.g., Dean, Associate/Assistant Deans)	36	19.0
Coworker/colleague	17	9.0
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	17	9.0
Department/program head	15	7.9
Friend	14	7.4
Other Staff member	14	7.4
Student organization	13	6.9
Stranger	11	5.8
Supervisor or manager	11	5.8
Social networking site	8	4.2
Campus police (UCSFPD) or security	5	2.6
Hastings media (e.g., posters, brochures, flyers, handouts, web sites)	4	2.1
Student employee	4	2.1
Direct report (i.e., person who reports to me)	3	1.6
Do not know source	1	0.5
A source not listed above	5	2.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 ($n = 189$). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Were alcohol and/or drugs involved in the conduct? (Question 14)

Alcohol/drugs involved	n	%
No	156	85.2
Yes	8	4.4
Alcohol only	*6*	*85.7*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*1*	*14.3*
Don't know	19	10.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 ($n = 189$).

**Table B49. How did you feel after experiencing the conduct? (Mark all that apply.)
(Question 15)**

Emotional response	*n*	%
Frustrated	133	70.4
Disappointed	117	61.9
Angry	100	52.9
Sad	85	45.0
Distressed	84	44.4
Embarrassed	72	38.1
Resigned	58	30.7
Somehow responsible	35	18.5
Afraid	32	16.9
A feeling not listed above	34	18.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices.

Table B50. What was your response to experiencing the conduct? (Mark all that apply.) (Question 16)

Response	*n*	%
I told a friend.	106	56.1
I avoided the person/venue.	73	38.6
I told a family member.	71	37.6
I did not do anything.	64	33.9
I contacted a Hastings resource.	42	22.2
Faculty member	15	37.5
Senior administrator (e.g., Dean, Associate/Assistant Deans)	12	30.0
CARE (Center for Advocacy, Resources, and Education) advocate	10	25.0
Disability Resource Program	9	22.5
Other Staff person	9	22.5
Title IX Coordinator	8	20.0
Department Head or Program Director	5	12.5
Supervisor/Manager	4	10.0
Student Health Services/Carbon Health	3	7.5
Student teaching/research assistant (e.g., tutor, teaching assistant)	3	7.5
Human Resources Office	2	5.0
Campus police (UCSFPD)	1	2.5
Employee Assistance Program	1	2.5
Student employee	1	2.5
I did not know to whom to go.	38	20.1

I confronted the person(s) at the time.	19	10.1
I confronted the person(s) later.	19	10.1
I sought support from off-campus hotline/advocacy services.	11	5.8
I sought information online.	8	4.2
I submitted a comment through a UC Hastings Comment Box on MyHastings.	7	3.7
I sought legal assistance.	5	2.6
A response not listed above	27	14.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (*n* = 189). Percentages may not sum to 100 as a result of multiple response choices.

Table B51. Did you report the conduct? (Question 17)

Reported conduct	*n*	%
No, I did not report it.	164	89.6
Yes, I reported it.	19	10.4
Yes, I reported the conduct and was satisfied with the outcome.	*1*	*5.6*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*8*	*44.4*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*38.9*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*2*	*11.1*

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 8 (*n* = 189).

Table B52. While a member of the Hastings community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, unwanted touching of any kind, unwanted sexual activity of any kind, stalking)? (Mark all that apply.) (Question 21).

Unwanted sexual contact/conduct	*n*	%
No	513	88.3
Yes – relationship violence (e.g., ridiculing, controlling, hitting)	6	1.0
Yes – stalking (e.g., following me, on social media, texting, phone calls)	12	2.1
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)	51	8.8
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	16	2.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B53. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply) (Question 22rv)

When incident(s) occurred	*n*	%
Less than 6 months ago	2	33.3
6–12 months ago	2	33.3
13–23 months ago	3	50.0
2–4 years ago	0	0.0
5–10 years ago	0	0.0
11–20 years ago	1	16.7
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

*T*able B54. **Students only: What year of Law School were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 23rv)**

Year	*n*	%
First year	5	83.3
Second year	3	50.0
Third year	1	16.7
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. Who did this to you? (Mark all that apply.) (Question 24rv)

Source	*n*	%
Current or former dating/intimate partner	5	83.3
Family member	1	16.7
Stranger	1	16.7
Acquaintance/friend	0	0.0
Hastings faculty member	0	0.0
Hastings staff member	0	0.0
Hastings student	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply.) (Question 25rv)

Location	n	%
Off campus	6	100.0
On campus	2	33.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Table B57. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 26rv)

Emotional response	n	%
Resigned	6	100.0
Sad	6	100.0
Afraid	4	66.7
Angry	4	66.7
Disappointed	4	66.7
Distressed	4	66.7
Frustrated	4	66.7
Somehow responsible	4	66.7
Embarrassed	3	50.0
A feeling not listed above	2	33.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 ($n = 6$). Percentages may not sum to 100 as a result of multiple response choices.

Table B58. What was your response to experiencing this conduct? (Mark all that apply.) (Question 27rv)

Response	n	%
I avoided the person/venue.	3	50.0
I confronted the person(s) at the time.	3	50.0
I did not do anything.	3	50.0
I did not know to whom to go.	3	50.0
I confronted the person(s) later.	2	33.3
I sought information online.	2	33.3
I told a family member.	2	33.3
I told a friend.	2	33.3
I contacted a Hastings resource.	1	16.7
CARE (Center for Advocacy, Resources, and Education) advocate	*1*	*100.0*
Faculty member	*1*	*100.0*

Table B58. What was your response to experiencing this conduct? (Mark all that apply.) (Question 27rv)

Response	*n*	%
Campus police (UCSFPD)	*0*	*0.0*
Department Head or Program Director	*0*	*0.0*
Disability Resource Program	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Human Resources Office	*0*	*0.0*
Senior administrator (e.g., Dean, Associate/Assistant Deans)	*0*	*0.0*
Student employee	*0*	*0.0*
Student Health Services/Carbon Health	*0*	*0.0*
Student teaching/research assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
Supervisor/Manager	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
Other Staff person	*0*	*0.0*
I sought legal assistance.	1	16.7
I sought support from off-campus hotline/advocacy services.	1	16.7
I submitted a comment through a UC Hastings Comment Box on MyHastings.	1	16.7
A response not listed above.	1	16.7

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 28rv)

Reported conduct	*n*	%
No, I did not report it.	6	100.0
Yes, I reported the conduct.	0	0.0
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 21 (*n* = 6).

Table B60. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 22stlk)

When incident(s) occurred	*n*	%
Less than 6 months ago	6	50.0
6–12 months ago	6	50.0
13–23 months ago	5	41.7
2–4 years ago	0	0.0
5–10 years ago	0	0.0
11–20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Students only: What year of Law School were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 23stlk)

Year	*n*	%
First year	9	81.8
Second year	5	45.5
Third year	1	9.1
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 11). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Who did this to you? (Mark all that apply.) (Question 24stlk)

Source	*n*	%
Stranger	6	50.0
Hastings student	5	41.7
Current or former dating/intimate partner	4	33.3
Acquaintance/friend	2	16.7
Family member	2	16.7
Hastings faculty member	1	8.3
Hastings staff member	0	0.0
Other role/relationship not listed above	1	8.3

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 25stlk)

Location	n	%
Off campus	9	75.0
On campus	2	16.7

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)

Emotional response	n	%
Distressed	8	66.7
Afraid	7	58.3
Angry	5	41.7
Frustrated	4	33.3
Somehow responsible	3	25.0
Sad	2	16.7
Disappointed	1	8.3
Embarrassed	1	8.3
Resigned	1	8.3
A feeling not listed above	4	33.3

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. What was your response to experiencing this conduct? (Mark all that apply.) (Question 27stlk)

Response	n	%
I told a friend.	7	58.3
I avoided the person/venue.	6	50.0
I did not do anything.	3	25.0
I told a family member.	3	25.0
I confronted the person(s) later.	2	16.7
I sought information online.	2	16.7
I confronted the person(s) at the time.	1	8.3
I contacted a Hastings resource.	1	8.3
Department Head or Program Director	*1*	*100.0*
Disability Resource Program	*1*	*100.0*
Faculty member	*1*	*100.0*
Senior administrator (e.g., Dean, Associate/Assistant Deans)	*1*	*100.0*

Campus police (UCSFPD)	*0*	*0.0*
CARE (Center for Advocacy, Resources, and Education) advocate	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Human Resources Office	*0*	*0.0*
Student employee	*0*	*0.0*
Student Health Services/Carbon Health	*0*	*0.0*
Student teaching/research assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
Supervisor/Manager	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
Other Staff person	*0*	*0.0*
I did not know to whom to go.	1	8.3
I sought legal assistance.	1	8.3
I sought support from off-campus hotline/advocacy services.	1	8.3
I submitted a comment through a UC Hastings Comment Box on MyHastings.	0	0.0
A response not listed above.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 28stlk)

Reported conduct	*n*	%
No, I did not report it.	11	91.7
Yes, I reported it.	1	8.3
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending.	*1*	*100.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 21 (*n* = 12).

Table B67. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) occur? (Mark all that apply.) (Question 22si)

When incident(s) occurred	*n*	%
Less than 6 months ago	16	31.4
6–12 months ago	19	37.3
13–23 months ago	31	60.8
2–4 years ago	7	13.7
5–10 years ago	5	9.8
11–20 years ago	1	2.0
More than 20 years ago	1	2.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: What year of Law School were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)? (Mark all that apply.) (Question 23si)

Year	*n*	%
First year	38	88.4
Second year	13	30.2
Third year	3	7.0
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 43). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Who did this to you? (Mark all that apply.) (Question 24si)

Source	*n*	%
Hastings student	27	52.9
Hastings staff member	21	41.2
Acquaintance/friend	15	29.4
Current or former dating/intimate partner	1	2.0
Family member	1	2.0
Hastings faculty member	1	2.0
Stranger	1	2.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) occur? (Mark all that apply.) (Question 25si)

Location	*n*	%
Off campus	46	90.2
On campus	16	31.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)? (Mark all that apply.) (Question 26si)

Emotional response	*n*	%
Frustrated	27	52.9
Angry	26	51.0
Embarrassed	26	51.0
Distressed	21	41.2
Afraid	16	31.4
Disappointed	13	25.5
Somehow responsible	10	19.6
Resigned	9	17.6
Sad	6	11.8
A feeling not listed above	8	15.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 (*n* = 51). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. What was your response to experiencing this conduct? (Mark all that apply.) (Question 27si)

Response	*n*	%
I told a friend.	32	62.7
I avoided the person/venue.	20	39.2
I did not do anything.	20	39.2
I told a family member.	11	21.6
I confronted the person(s) at the time.	6	11.8
I did not know to whom to go.	6	11.8
I confronted the person(s) later.	4	7.8
I contacted a Hastings resource.	4	7.8
CARE (Center for Advocacy, Resources, and Education) advocate	*2*	*50.0*
Faculty member	*1*	*25.0*

Senior administrator (e.g., Dean, Associate/Assistant Deans)	*1*	*25.0*
Supervisor/Manager	*1*	*25.0*
Title IX Coordinator	*1*	*25.0*
Campus police (UCSFPD)	*0*	*0.0*
Department Head or Program Director	*0*	*0.0*
Disability Resource Program	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Human Resources Office	*0*	*0.0*
Student employee	*0*	*0.0*
Student Health Services/Carbon Health	*0*	*0.0*
Student teaching/research assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
Other Staff person	*0*	*0.0*
I sought information online.	3	5.9
I sought legal assistance.	1	2.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I submitted a comment through a UC Hastings Comment Box on MyHastings.	0	0.0
A response not listed above.	5	9.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 ($n = 51$). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)? (Question 28si)

Reported conduct	*n*	%
No, I did not report it.	49	96.1
Yes, I reported the conduct.	2	3.9
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*1*	*50.0*
Yes, I reported the conduct and the outcome is still pending	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*50.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) in Question 21 ($n = 51$).

Table B74. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 22sc)

When incident(s) occurred	n	%
Less than 6 months ago	1	6.3
6–12 months ago	2	12.5
13–23 months ago	9	56.3
2–4 years ago	3	18.8
5–10 years ago	2	12.5
11–20 years ago	1	6.3
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. Students only: Students only: What year of Law School were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 23sc)

Year	n	%
First year	12	85.7
Second year	2	14.3
Third year	0	0.0
Fourth or fifth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 14$). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Who did this to you? (Mark all that apply.) (Question 24sc)

Source	n	%
Hastings student	9	56.3
Acquaintance/friend	6	37.5
Current or former dating/intimate partner	3	18.8
Stranger	3	18.8
Family member	1	6.3
Hastings faculty member	1	6.3
Hastings staff member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 25sc)

Location	n	%
Off campus	12	75.0
On campus	6	37.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)

Emotional response	n	%
Distressed	9	56.3
Somehow responsible	9	56.3
Embarrassed	8	50.0
Frustrated	7	43.8
Afraid	5	31.3
Resigned	5	31.3
Sad	5	31.3
Angry	4	25.0
Disappointed	4	25.0
A feeling not listed above	4	25.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. What was your response to experiencing this conduct? (Mark all that apply.) (Question 27sc)

Response	n	%
I told a friend.	10	62.5
I did not do anything.	8	50.0
I told a family member.	6	37.5
I avoided the person/venue.	5	31.3
I confronted the person(s) at the time.	2	12.5
I confronted the person(s) later.	2	12.5
I contacted a Hastings resource.	2	12.5
CARE (Center for Advocacy, Resources, and Education) advocate	*1*	*50.0*
Faculty member	*1*	*50.0*
Title IX Coordinator	*1*	*50.0*
Campus police (UCSFPD)	*0*	*0.0*

Department Head or Program Director	*0*	*0.0*
Disability Resource Program	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Human Resources Office	*0*	*0.0*
Senior administrator (e.g., Dean, Associate/Assistant Deans)	*0*	*0.0*
Student employee	*0*	*0.0*
Student Health Services/Carbon Health	*0*	*0.0*
Student teaching/research assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
Supervisor/Manager	*0*	*0.0*
Other Staff person	*0*	*0.0*
I did not know to whom to go.	1	6.3
I sought information online.	0	0.0
I sought legal assistance.	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
I submitted a comment through a UC Hastings Comment Box on MyHastings.	0	0.0
A response not listed above.	1	6.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without)? (Question 28sc)

Reported conduct	*n*	%
No, I did not report it.	16	100.0
Yes, I reported the conduct.	0	0.0
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 21 ($n = 16$).

Table B81. Please indicate how much you agree or disagree with each of the following statements. (Question 30)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	399	69.4	153	26.6	15	2.6	7	1.2	1	0.2
I am generally aware of the role of Hastings Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	251	43.5	259	44.9	36	6.2	24	4.2	7	1.2
I know how and where to report incidents of unwanted sexual contact/conduct.	195	34.0	229	39.9	74	12.9	66	11.5	10	1.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	202	35.1	223	38.8	71	12.3	69	12.0	10	1.7
I am generally aware of campus support resources such as the CARE Advocate and Title IX Coordinator.	237	41.7	261	45.9	39	6.9	23	4.0	9	1.6
Employees and student employees have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	290	50.9	214	37.5	50	8.8	16	2.8	0	0.0
I understand that Hastings standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	258	44.7	229	39.7	58	10.1	26	4.5	6	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Hastings Annual Security and Fire Safety Report.	146	25.4	135	23.5	114	19.8	133	23.1	47	8.2
I know that Hastings sends a Crime Alert whenever there is a serious or continuing threat to students and employees.	314	54.4	210	36.4	24	4.2	24	4.2	5	0.9

Table B82. Tenured and Tenure-Track Faculty only: As a faculty member at Hastings, I feel… (Question 31)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	10	33.3	16	53.3	3	10.0	1	3.3	0	0.0
The tenure standards/promotion standards are applied equally to faculty.	10	33.3	11	36.7	5	16.7	4	13.3	0	0.0
Supported and mentored during my tenure-track years.	7	24.1	10	34.5	6	20.7	5	17.2	1	3.4
Hastings faculty who qualify for delaying their tenure-clock feel empowered to do so.	10	35.7	2	7.1	12	42.9	3	10.7	1	3.6
Hastings values research.	16	53.3	12	40.0	2	6.7	0	0.0	0	0.0
Hastings values teaching.	14	46.7	9	30.0	2	6.7	5	16.7	0	0.0
Hastings values service contributions.	8	26.7	8	26.7	4	13.3	7	23.3	3	10.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	1	3.3	4	13.3	5	16.7	7	23.3	13	43.3
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	4	13.8	8	27.6	7	24.1	6	20.7	4	13.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	9	31.0	7	24.1	11	37.9	1	3.4	1	3.4
Faculty members who use the Family and Medical Leave Act (FMLA) policies are disadvantaged in promotion/tenure.	0	0.0	0	0.0	15	51.7	5	17.2	9	31.0
Senior administrators (e.g., Dean, Associate/Assistant Deans) take faculty opinions seriously.	10	34.5	14	48.3	3	10.3	2	6.9	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 30).

Table B83. Non-Tenure-Track Faculty only*: As a faculty member with a non-tenure-track appointment at Hastings, I feel… (Question 33)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	6	11.3	18	34.0	14	26.4	12	22.6	3	5.7
The criteria used for contract renewal are applied equally to all positions.	4	7.7	10	19.2	30	57.7	7	13.5	1	1.9
Clear expectations of my responsibilities exist.	12	23.1	22	42.3	8	15.4	9	17.3	1	1.9
Hastings values research.	32	60.4	12	22.6	6	11.3	3	5.7	0	0.0
Hastings values teaching.	18	34.0	23	43.4	7	13.2	4	7.5	1	1.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	1	1.9	5	9.6	12	23.1	19	36.5	15	28.8
Burdened by service responsibilities beyond those of tenure-track faculty (e.g., administrative duties, committee memberships).	5	9.4	6	11.3	12	22.6	14	26.4	16	30.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	11	20.4	15	27.8	20	37.0	5	9.3	3	5.6
Pressured to do extra work that is uncompensated.	5	9.4	6	11.3	17	32.1	13	24.5	12	22.6
Senior administrators (e.g., Dean, Associate/Assistant Deans) take non-tenure-track faculty opinions seriously.	9	16.7	20	37.0	12	22.2	8	14.8	5	9.3
Hastings committees value non-tenure-track faculty opinions.	8	14.8	16	29.6	11	20.4	14	25.9	5	9.3

Note: Table includes responses only from those respondents who indicated that they are Non-Tenure-Track Faculty in Question 1 (*n* = 55).

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Table B84. Faculty only: As a faculty member at Hastings, I feel... (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	2	2.5	11	13.6	43	53.1	18	22.2	7	8.6
Salaries for non-tenure-track faculty positions are competitive.	4	5.1	7	8.9	41	51.9	19	24.1	8	10.1
Health insurance benefits are competitive.	17	21.0	35	43.2	23	28.4	2	2.5	4	4.9
Child care benefits are competitive.	3	3.8	12	15.4	50	64.1	5	6.4	8	10.3
Retirement/supplemental benefits are competitive.	27	34.2	26	32.9	21	26.6	2	2.5	3	3.8
Hastings provides adequate resources to help me manage work-life balance.	7	8.8	21	26.3	34	42.5	14	17.5	4	5.0
My colleagues include me in opportunities that will help my career as much as they do others in my position.	16	19.8	18	22.2	36	44.4	7	8.6	4	4.9
The performance evaluation process is clear.	11	13.8	23	28.8	25	31.3	17	21.3	4	5.0
Hastings provides me with adequate resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	15	18.8	33	41.3	19	23.8	12	15.0	1	1.3
Positive about my career opportunities at Hastings.	20	25.0	34	42.5	17	21.3	7	8.8	2	2.5
I would recommend Hastings as a good place to work.	26	32.1	38	46.9	10	12.3	7	8.6	0	0.0
I have job security.	22	28.6	25	32.5	15	19.5	12	15.6	3	3.9
Meaningful committee work is fairly distributed across the faculty.	4	5.1	16	20.3	42	53.2	13	16.5	4	5.1
I have an equal opportunity to participate on committees that I consider meaningful.	13	16.9	28	36.4	24	31.2	7	9.1	5	6.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 85).

Table B85. Staff only: As a staff member at Hastings, I feel… (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	43	44.3	40	41.2	3	3.1	8	8.2	3	3.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	41	42.3	41	42.3	7	7.2	6	6.2	2	2.1
I am included in opportunities that will help my career as much as others in similar positions.	35	35.7	36	36.7	15	15.3	5	5.1	7	7.1
The performance evaluation process is clear.	25	25.5	40	40.8	17	17.3	9	9.2	7	7.1
The performance evaluation process is productive.	21	21.4	34	34.7	24	24.5	11	11.2	8	8.2
My supervisor provides adequate support for me to manage work-life balance.	51	52.0	27	27.6	9	9.2	8	8.2	3	3.1
I am able to complete my assigned duties during scheduled hours.	20	20.4	30	30.6	15	15.3	22	22.4	11	11.2
My workload has increased without additional compensation owing to other staff departures (e.g., layoffs, retirement, positions not filled).	25	25.5	13	13.3	27	27.6	24	24.5	9	9.2
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	15	15.3	21	21.4	19	19.4	30	30.6	13	13.3
I am given a reasonable time frame to complete assigned responsibilities.	21	21.6	54	55.7	15	15.5	3	3.1	4	4.1
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	6	6.1	7	7.1	33	33.7	40	40.8	12	12.2
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	12	12.5	13	13.5	34	35.4	28	29.2	9	9.4
A hierarchy exists within staff positions that allows some voices to be valued more than others.	24	24.7	21	21.6	27	27.8	19	19.6	6	6.2

Table B85. Staff only: As a staff member at Hastings, I feel… (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings provides adequate resources to help me manage work-life balance.	11	11.3	32	33.0	32	33.0	15	15.5	7	7.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Table B86. Staff only: As a staff member at Hastings, I feel… (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings provides me with resources to pursue training/professional development opportunities.	20	20.4	39	39.8	18	18.4	16	16.3	5	5.1
My supervisor provides me with resources to pursue training/professional development opportunities.	31	32.6	41	43.2	14	14.7	5	5.3	4	4.2
Hastings is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	15	15.3	39	39.8	24	24.5	15	15.3	5	5.1
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	45	47.4	24	25.3	18	18.9	5	5.3	3	3.2
Staff in my work unit who use the Family and Medical Leave Act (FMLA) are disadvantaged in promotion or evaluations.	5	5.2	4	4.1	54	55.7	17	17.5	17	17.5
Hastings policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Hastings.	10	10.4	21	21.9	48	50.0	12	12.5	5	5.2
Hastings is supportive of flexible work schedules.	15	15.3	34	34.7	26	26.5	14	14.3	9	9.2
My supervisor is supportive of flexible work schedules.	40	40.8	30	30.6	18	18.4	3	3.1	7	7.1
Staff salaries are competitive.	5	5.1	17	17.3	16	16.3	25	25.5	35	35.7
Vacation and personal time benefits are competitive.	20	20.4	47	48.0	22	22.4	7	7.1	2	2.0
Health insurance benefits are competitive.	25	25.5	45	45.9	21	21.4	6	6.1	1	1.0
Child care benefits are competitive.	4	4.1	5	5.2	72	74.2	9	9.3	7	7.2

Table B86. Staff only: As a staff member at Hastings, I feel… (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Retirement/supplemental benefits are competitive.	26	27.7	36	38.3	27	28.7	3	3.2	2	2.1
Hastings committees value staff opinions.	7	7.2	27	27.8	42	43.3	16	16.5	5	5.2
Hastings faculty value staff opinions.	6	6.2	19	19.6	36	37.1	20	20.6	16	16.5
Senior administrators (e.g., Dean, Associate/Assistant Deans) value staff opinions.	12	12.5	33	34.4	32	33.3	11	11.5	8	8.3
Clear expectations of my responsibilities exist.	25	25.5	51	52.0	10	10.2	5	5.1	7	7.1
Clear procedures exist on how I can advance at Hastings.	7	7.2	18	18.6	29	29.9	24	24.7	19	19.6
Positive about my career opportunities at Hastings.	9	9.2	36	36.7	27	27.6	13	13.3	13	13.3
I would recommend Hastings as a good place to work.	21	21.6	42	43.3	20	20.6	7	7.2	7	7.2
I have job security.	17	17.7	44	45.8	22	22.9	10	10.4	3	3.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Table B87. Students only: As a student, I feel… (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I know where to seek advice at Hastings.	78	19.7	211	53.3	58	14.6	40	10.1	9	2.3
I am satisfied with the quality of advising I have received from student-facing departments on campus (Student Services, Financial Aid, OASIS, Career Development Office).	84	21.2	144	36.4	91	23.0	62	15.7	15	3.8
I am satisfied with the quality of advising I have received from faculty members.	105	26.5	183	46.2	75	18.9	28	7.1	5	1.3
Faculty members respond to my emails, calls, or voicemails in a prompt manner.	135	34.0	214	53.9	34	8.6	11	2.8	3	0.8
Staff members respond to my emails, calls, or voicemails in a prompt manner.	128	32.6	185	47.1	59	15.0	18	4.6	3	0.8
I have adequate access to academic advising.	106	26.9	200	50.8	48	12.2	23	5.8	17	4.3
I receive support from faculty and staff to pursue personal academic and career interests.	117	29.8	161	41.0	82	20.9	25	6.4	8	2.0
Faculty members encourage me to produce publications and present research.	42	10.6	77	19.5	148	37.5	88	22.3	40	10.1
Faculty members encourage me to serve as a research assistant.	42	10.6	78	19.7	144	36.5	99	25.1	32	8.1
Faculty members encourage me to serve as a teaching assistant or fellow.	69	17.7	101	25.9	121	31.0	76	19.5	23	5.9
I am comfortable sharing my professional goals in one-on-one appointments with student-facing departments.	126	31.7	170	42.8	67	16.9	30	7.6	4	1.0
I am comfortable sharing my professional goals in one-on-one appointments with faculty members.	134	33.9	189	47.8	45	11.4	24	6.1	3	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B88. Have you ever seriously considered leaving Hastings? (Question 77)

Considered leaving	*n*	%
No	298	51.6
Yes	280	48.4

Table B89. Students only: When did you seriously consider leaving Hastings? (Mark all that apply.) (Question 78)

Year	*n*	%
During my first year	170	95.0
During my second year	37	20.7
During my third year	4	2.2
During my fourth or fifth year	0	0.0

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 77 (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices.

Table B90. Students only: Why did you seriously consider leaving Hastings? (Mark all that apply). (Question 79)

Reasons	*n*	%
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 (e.g., marital or familial relationships, medical or mental health issues)	58	32.4
Financial reasons	43	24.0
Teaching quality/methodology	32	17.9
No longer interested in pursuing a law degree	15	8.4
A reason not listed above	26	14.5

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 77 (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices.

Table B91. Students only: Why did you decide to stay? (Mark all that apply). (Question 80)

Reasons	*n*	%
Hastings was the best option considering my circumstances	77	43.0
Personal reasons (e.g., marital or familial relationships, geographic fit)	49	27.4
Connections to peers or student organizations	44	24.6

Table B91. Students only: Why did you decide to stay? (Mark all that apply).
(Question 80)

Reasons	*n*	%
Level of institutional scholarship (financial aid) support	38	21.2
Quality of professors or instruction	33	18.4
San Francisco location and proximity to Silicon Valley	33	18.4
Optimism about the College's trajectory	30	16.8
Outreach from faculty	20	11.2
Sense of belonging	18	10.1
Alumni network	17	9.5
Clinical or experiential opportunities	15	8.4
Institutional support	14	7.8
Level of student support services	13	7.3
Campus climate	11	6.1
New classroom buildings	10	5.6
Competition team opportunities	8	4.5
A reason not listed above	50	27.9

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 77 (*n* = 179). Percentages may not sum to 100 as a result of multiple response choices.

Table B92. Faculty only: Why did you seriously consider leaving UC Hastings? (Mark all that apply.)
(Question 81)

Reasons	n	%
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
Salary, chair, compensation and/or other financial support	14	32.6
Disconnect with institutional values or priorities	12	27.9
Disconnect with colleagues	10	23.3
Lack of a sense of belonging	9	20.9
Campus climate	8	18.6
Emphasis on preparing students for bar exam	8	18.6
U.S. News ranking	7	16.3
Students' academic preparation and/or performance	5	11.6
Teaching load	5	11.6
Administrative or governance burden	3	7.0
Desire for greater participation in governance	1	2.3

A reason not listed above	7	16.3

Note: Table includes responses only from Faculty who indicated that they considered leaving in Question 77 (*n* = 43).
Percentages may not sum to 100 as a result of multiple response choices

Table B93. Faculty only: Why did you decide to stay? (Mark all that apply.) (Question 82)

Reasons	*n*	%
My connection to my students	22	51.2
My connection to my colleagues	16	37.2
San Francisco location	16	37.2
I did not receive an offer from an institution that I found more desirable	11	25.6
My feeling of being appreciated and valued	10	23.3
Our public mission	8	18.6
Our commitment to teaching	5	11.6
Our decanal leadership	5	11.6
Sense of belonging	5	11.6
Our centers	4	9.3
Our clinical and experiential programs	4	9.3
Our connection to Bay Area and Silicon Valley institutions and businesses	3	7.0
Campus climate	2	4.7
Our alumni	2	4.7
Our trajectory	2	4.7
Our scholarly production, reputation, and impact	1	2.3
Our welcoming atmosphere	1	2.3
Our emerging Academic Village and facilities	0	0.0
A reason not listed above	14	32.6

Note: Table includes responses only from Faculty who indicated that they considered leaving in Question 77 (*n* = 43).
Percentages may not sum to 100 as a result of multiple response choices

Table B94. Staff only: Why did you seriously consider leaving Hastings? (Mark all that apply.) (Question 83)

Reasons	*n*	%
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
Workload too heavy	18	31.0
Interested in a position elsewhere	17	29.3

Recruited for or offered a position at another institution/organization	16	27.6
Tension with supervisor/manager	16	27.6
Lack of a sense of belonging	15	25.9
Interested in a different career	14	24.1
Campus climate	13	22.4
Lack of professional development opportunities	11	19.0
Disconnect with institutional values	8	13.8
Tension with coworkers	8	13.8
Dissatisfaction with benefits	4	6.9
Tension with students	1	1.7
A reason not listed above	8	13.8

Note: Table includes responses only from Staff who indicated that they considered leaving in Question 77 ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices

Table B95. Staff only: Why did you decide to stay? (Mark all that apply.) (Question 84)

Reasons	*n*	%
Relationships with coworkers	29	50.0
Fulfilling/satisfying work	27	46.6
Relationship with supervisor/manager	26	44.8
Feeling appreciated and valued	18	31.0
Opportunities to make a positive contribution	17	29.3
Benefits	15	25.9
Personal reasons (e.g., medical, mental health, family emergencies, spouse/partner working in area)	14	24.1
San Francisco location	13	22.4
College's positive trajectory	11	19.0
Reasonable workload	11	19.0
Sense of belonging	9	15.5
Support for family responsibilities	8	13.8
Our emerging Academic Village and facilities	7	12.1
Relationships with students	7	12.1
Salary/pay rate	7	12.1
Commute	6	10.3
Our public mission	6	10.3
Campus climate	5	8.6
Connection with institutional values	5	8.6
Our diversity and inclusiveness	5	8.6

Professional development opportunities	4	6.9
Opportunities for promotion	3	5.2
Union membership	3	5.2
A reason not listed above	16	27.6

Note: Table includes responses only from Staff who indicated that they considered leaving in Question 77 ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices

Table B96. Within the past two years, have you OBSERVED any conduct directed toward a person or group of people in person or online that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at Hastings? (Question 86)

Observed conduct	*n*	%
No	330	57.1
Yes	248	42.9

Table B97. Who/what was the _target_ of the conduct? (Mark all that apply.) (Question 87)

Target	*n*	%
Student	176	71.0
Friend	48	19.4
Faculty member/other instructional staff	38	15.3
Coworker/colleague	20	8.1
Other Staff member	20	8.1
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	13	5.2
Student organization	11	4.4
Department/program head	8	3.2
Senior administrator (e.g., Dean, Associate/Assistant Deans)	7	2.8
Social networking site	7	2.8
Student employee	6	2.4
Direct report (i.e., person who reports to me)	5	2.0
Stranger	5	2.0
Supervisor or manager	5	2.0
Campus police (UCSFPD) or security	3	1.2
Hastings media (e.g., posters, brochures, flyers, handouts, web sites)	2	0.8

Do not know target	4	1.6
A target not listed above	16	6.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 ($n = 248$). Percentages may not sum to 100 as a result of multiple response choices.

Table B98. Who/what was the <u>source</u> of the conduct? (Mark all that apply.) (Question 88)

Source	*n*	%
Student	170	68.5
Faculty member/other instructional staff	86	34.7
Department/program head	22	8.9
Senior administrator (e.g., Dean, Associate/Assistant Deans)	21	8.5
Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)	12	4.8
Student organization	10	4.0
Campus police (UCSFPD) or security	9	3.6
Social networking site	9	3.6
Supervisor or manager	9	3.6
Friend	8	3.2
Stranger	7	2.8
Coworker/colleague	6	2.4
Other Staff member	5	2.0
Hastings media (e.g., posters, brochures, flyers, handouts, web sites)	3	1.2
Student employee	1	0.4
Direct report (i.e., person who reports to me)	0	0.0
Do not know source	2	0.8
A source not listed above	4	1.6

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 ($n = 248$). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. Within the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 89)

Instances	*n*	%
1 instance	29	12.2
2 instances	49	20.7
3 instances	58	24.5
4 instances	17	7.2
5 or more instances	84	35.4

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248).

Table B100. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 90)

Characteristic	*n*	%
Racial identity	89	35.9
Political views	79	31.9
Gender/gender identity	74	29.8
Ethnicity	57	23.0
Philosophical views	47	19.0
Position (e.g., staff, faculty, student)	38	15.3
Gender expression	34	13.7
Socioeconomic status	33	13.3
Academic performance	32	12.9
Class rank	28	11.3
Sexual identity	28	11.3
Age	21	8.5
Disability status	19	7.7
Religious/spiritual views	18	7.3
Mental health/psychological disability/condition	15	6.0
Educational credentials (e.g., BS, MS, JD, PhD)	11	4.4
English language proficiency/accent	11	4.4
Immigrant/citizen status	11	4.4
Participation in an organization/team	11	4.4
International status/national origin	10	4.0
Length of service at Hastings	10	4.0
Major field of study	9	3.6
Medical disability/condition	7	2.8
Parental status (i.e., having children)	7	2.8

Institution degree is from	6	2.4
Military/veteran status	5	2.0
Marital status (e.g., single, married, partnered)	4	1.6
Pregnancy	3	1.2
Do not know	21	8.5
A characteristic not listed above	23	9.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (n = 248). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 91)

Form of observed conduct	n	%
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
Racial/ethnic profiling	50	20.2
Singled out as the spokesperson for their identity group	46	18.5
Person experienced a hostile work environment	45	18.1
Person was stared at	37	14.9
Person was misgendered after giving correct pronouns	36	14.5
Person was the target of workplace incivility	28	11.3
Person experienced a hostile environment in a student organization or extra-curricular activity	27	10.9
Derogatory written comments	25	10.1
Assumption that someone was admitted/hired/promoted based on their identity	21	8.5
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	20	8.1
Person received a low or unfair performance evaluation	17	6.9
Derogatory phone calls/text messages/email	16	6.5
Person received a poor grade	9	3.6
Person was unfairly evaluated in the promotion and tenure process	8	3.2
Graffiti/vandalism	6	2.4
Threats of physical violence	6	2.4
Physical violence	2	0.8
Something not listed above	21	8.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Where did this conduct occur? (Mark all that apply.) (Question 92)

Location	*n*	%
In a class (including in chat, breakout rooms, etc.)	129	52.0
In a meeting with a group of people	49	19.8
In other public spaces at Hastings	45	18.1
On phone calls/text messages/email/GroupMe/Slack	43	17.3
On social media (e.g., Facebook, Instagram, Twitter, Snapchat)	34	13.7
Off campus	33	13.3
At a Hastings event/program	26	10.5
While working at a Hastings job	20	8.1
In a meeting with one other person	17	6.9
In a McAllister Tower apartment	16	6.5
While walking on campus	16	6.5
In a Hastings administrative office	13	5.2
In a McAllister Tower public space (e.g., basketball court, gym, Skyroom)	13	5.2
In a Hastings student lounge (e.g., Dobbs Atrium, Clara Foltz)	12	4.8
In the Dining Commons	12	4.8
In the Hastings Law Library	8	3.2
In a faculty office	6	2.4
In a faculty meeting	6	2.4
At a Hastings conference or speaker event	5	2.0
In an off-campus experiential learning environment (e.g., internship, externship, pro bono service, retreat)	4	1.6
In the Hastings parking garage	2	0.8
In a clinic	0	0.0
Student Health Services/Carbon Health	0	0.0
A venue not listed above	7	2.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 93)

Emotional response	*n*	%
Disappointed	164	66.1

Frustrated	152	61.3
Angry	126	50.8
Distressed	77	31.0
Sad	77	31.0
Embarrassed	55	22.2
Resigned	42	16.9
Afraid	28	11.3
Somehow responsible	26	10.5
A feeling not listed above	13	5.2

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. What was your response to observing this conduct? (Mark all that apply.) (Question 94)

Response	*n*	%
I told a friend.	113	45.6
I did not do anything.	72	29.0
I avoided the person/venue.	51	20.6
I told a family member.	49	19.8
I did not know to whom to go.	36	14.5
I confronted the person(s) later.	21	8.5
I contacted a Hastings resource.	21	8.5
Faculty member	9	42.9
Senior administrator (e.g., Dean, Associate/Assistant Deans)	9	42.9
CARE (Center for Advocacy, Resources, and Education) advocate	5	23.8
Department Head or Program Director	3	14.3
Disability Resource Program	3	14.3
Human Resources Office	3	14.3
Other Staff person	3	14.3
Student employee	2	9.5
Supervisor/Manager	2	9.5
Title IX Coordinator	2	9.5
Campus police (UCSFPD)	0	0.0
Employee Assistance Program	0	0.0
Student Health Services/Carbon Health	0	0.0
Student teaching/research assistant (e.g., tutor, teaching assistant)	0	0.0
I confronted the person(s) at the time.	19	7.7
I contacted and/or supported the target of the conduct*	16	6.5

I sought information online.	9	3.6
I sought support from off-campus hotline/advocacy services.	3	1.2
I sought legal assistance.	2	0.8
I submitted a comment through a UC Hastings Comment Box on MyHastings.	2	0.8
A response not listed above.	20	8.1

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248). Percentages may not sum to 100 as a result of multiple response choices. The new response category "I contacted and/or supported the target of the conduct" emerged from recoding the responses not listed above.

Table B105. Did you officially report the conduct? (Question 95)

Reported conduct	*n*	%
No, I did not report it.	225	95.3
Yes, I reported it.	11	4.7
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*2*	*33.3*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*2*	*33.3*
Yes, I reported the conduct and the outcome is still pending.	*1*	*16.7*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*16.7*

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 248).

Table B106. Faculty/Staff only: Have you observed hiring practices at Hastings that you perceive to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)? (Question 97)

Observed	*n*	%
No	131	72.0
Yes	51	28.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 183).

Table B107. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 98)

Characteristic	*n*	%
Racial identity	25	49.0
Scholarship approach or content	17	33.3
Ethnicity	16	31.4

Educational credentials (e.g., BS, MS, PhD)	15	29.4
Teaching realm (e.g., experiential, doctrinal, lawyering skills)	9	17.6
Gender/gender identity	8	15.7
Nepotism/cronyism	8	15.7
Age	7	13.7
Socioeconomic status	7	13.7
Political views	6	11.8
Position (e.g., staff, faculty, student)	6	11.8
English language proficiency/accent	5	9.8
Major field of study	4	7.8
Immigrant/citizen status	3	5.9
Philosophical views	3	5.9
Gender expression	2	3.9
International status	2	3.9
Disability status	1	2.0
Length of service at Hastings	1	2.0
Pregnancy	1	2.0
Sexual identity	1	2.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Religious/spiritual views	0	0.0
Do not know	3	5.9
A reason not listed above	9	17.6

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices in Question 97 ($n = 51$). Percentages may not sum to 100 as a result of multiple response choices.

Table B108. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at Hastings that you perceive to be unjust? (Question 99)

Observed	n	%
No	143	78.6
Yes	39	21.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 183$).

Table B109. Faculty/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon … (Mark all that apply.) (Question 100)

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	10	25.6
Ethnicity	6	15.4
Nepotism/cronyism	6	15.4
Racial identity	6	15.4
Educational credentials (e.g., BS, MS, PhD)	5	12.8
Gender/gender identity	4	10.3
Length of service at Hastings	4	10.3
Major field of study	3	7.7
Parental status (e.g., having children)	3	7.7
Sexual identity	3	7.7
Teaching realm (e.g., experiential, doctrinal, lawyering skills)	3	7.7
Age	2	5.1
Disability status	2	5.1
Mental health/psychological disability/condition	2	5.1
Philosophical views	2	5.1
Political views	2	5.1
Scholarship approach or content	2	5.1
Gender expression	1	2.6
Participation in an organization/team	1	2.6
Religious/spiritual views	1	2.6
English language proficiency/accent	0	0.0
Immigrant/citizen status	0	0.0
International status	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Socioeconomic status	0	0.0
Do not know	0	0.0
A reason not listed above	11	28.2

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices in Question 99 (*n* = 39). Percentages may not sum to 100 as a result of multiple response choices.

Table B110. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Hastings that you perceive to be unjust? (Question 101)

Observed	*n*	%
No	158	87.3
Yes	23	12.7

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 183).

Table B111. Faculty/Staff only*:* I believe that the unjust employment-related disciplinary actions up to and including dismissal, were based upon … (Mark all that apply.) (Question 102)

Characteristic	*n*	%
Age	8	34.8
Length of service at Hastings	6	26.1
Sexual identity	5	21.7
Ethnicity	4	17.4
Gender/gender identity	4	17.4
Participation in an organization/team	4	17.4
Position (e.g., staff, faculty, student)	4	17.4
Racial identity	4	17.4
Educational credentials (e.g., BS, MS, PhD)	3	13.0
Gender expression	3	13.0
Nepotism/cronyism	3	13.0
Political views	3	13.0
Disability status	2	8.7
Mental health/psychological disability/condition	2	8.7
English language proficiency/accent	1	4.3
Marital status (e.g., single, married, partnered)	1	4.3
Parental status (e.g., having children)	1	4.3
Philosophical views	1	4.3
Immigrant/citizen status	0	0.0
International status	0	0.0
Major field of study	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Scholarship approach or content	0	0.0
Socioeconomic status	0	0.0

Teaching realm (e.g., experiential, doctrinal, lawyering skills)	0	0.0
Do not know	2	8.7
A reason not listed above	5	21.7

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions in Question 101 ($n = 23$). Percentages may not sum to 100 as a result of multiple response choices.

Table B112. Using a scale of 1-5, please rate the overall campus climate at Hastings on the following dimensions: (Question 104)

	1		2		3		4		5			Standard
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	Mean	Deviation
Friendly/Hostile	164	28.3	247	42.7	114	19.7	45	7.8	9	1.6	**2.1**	**1.0**
Inclusive/Exclusive	123	21.3	246	42.6	115	19.9	79	13.7	15	2.6	**2.3**	**1.0**
Improving/Regressing	119	21.1	239	42.5	151	26.8	34	6.0	20	3.6	**2.3**	**1.0**
Positive for persons with disabilities/Negative	140	24.7	176	31.1	192	33.9	44	7.8	14	2.5	**2.3**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, or queer/Negative	235	41.4	198	34.9	104	18.3	26	4.6	4	0.7	**1.9**	**0.9**
Positive for people who identify as transgender and/or genderfluid/Negative	194	34.3	169	29.9	143	25.3	43	7.6	16	2.8	**2.1**	**1.1**
Positive for people of various spiritual/religious backgrounds/Negative	141	24.9	176	31.1	193	34.1	42	7.4	14	2.5	**2.3**	**1.0**
Positive for people who identify as Arab/Middle Eastern/Muslim/South Asia /Negative	155	27.4	175	31.0	184	32.6	42	7.4	9	1.6	**2.2**	**1.0**
Positive for people who identify as Asian/Negative	166	29.6	200	35.7	151	26.9	36	6.4	8	1.4	**2.1**	**1.0**
Positive for people who identify as Black/Negative	139	24.7	168	29.9	143	25.4	81	14.4	31	5.5	**2.5**	**1.2**
Positive for people who identify as Indigenous/Negative	136	24.6	146	26.4	188	34.1	58	10.5	24	4.3	**2.4**	**1.1**
Positive for people who identify as Latinx/Hispanic/Chicanx/Negative	171	30.6	176	31.5	153	27.4	44	7.9	15	2.7	**2.2**	**1.0**
Positive for people who identify as White/Negative	292	51.4	145	25.5	100	17.6	21	3.7	10	1.8	**1.8**	**1.0**
Positive for men/Negative	281	49.9	165	29.3	93	16.5	17	3.0	7	1.2	**1.8**	**0.9**
Positive for women/Negative	182	31.9	210	36.8	133	23.3	37	6.5	8	1.4	**2.1**	**1.0**

Table B112. Using a scale of 1-5, please rate the overall campus climate at Hastings on the following dimensions: (Question 104)

Dimension	1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	Mean	Standard Deviation
Positive for nonnative English speakers/Negative	116	20.8	134	24.1	213	38.2	77	13.8	17	3.1	**2.5**	**1.1**
Positive for people who are not U.S. citizens/Negative	138	24.9	160	28.9	213	38.4	34	6.1	9	1.6	**2.3**	**1.0**
Welcoming/Not welcoming	164	28.7	268	46.9	94	16.4	38	6.6	8	1.4	**2.1**	**0.9**
Respectful/Disrespectful	155	27.3	251	44.2	93	16.4	59	10.4	10	1.8	**2.2**	**1.0**
Positive for people of high socioeconomic status/Negative	285	50.3	151	26.6	95	16.8	24	4.2	12	2.1	**1.8**	**1.0**
Positive for people of low socioeconomic status/Negative	164	28.3	247	42.7	114	19.7	45	7.8	9	1.6	**2.7**	**1.3**
Positive for people of various political affiliations/Negative	65	11.5	100	17.8	185	32.9	128	22.7	85	15.1	**3.1**	**1.2**
Positive for people in active military/veteran status/Negative	115	20.7	153	27.5	246	44.2	31	5.6	11	2.0	**2.4**	**0.9**

Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
I feel valued by Hastings faculty.	92	23.5	199	50.9	62	15.9	29	7.4	9	2.3
I feel valued by Hastings staff.	91	23.3	164	41.9	93	23.8	33	8.4	10	2.6
I feel valued by Hastings senior administrators (e.g., Dean, Associate/Assistant Deans).	56	14.3	106	27.1	121	30.9	56	14.3	52	13.3
I feel valued by faculty in the classroom.	100	25.7	190	48.8	70	18.0	22	5.7	7	1.8
I feel valued by other students in the classroom.	71	18.2	154	39.4	119	30.4	39	10.0	8	2.0

Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by other students outside of the classroom.	78	20.1	160	41.1	108	27.8	38	9.8	5	1.3
I think that faculty prejudge my abilities based on their perception of my identity/background.	25	6.5	80	20.8	123	31.9	107	27.8	50	13.0
I feel that I have to alter my appearance to fit in at Hastings.	41	10.6	83	21.4	93	24.0	120	31.0	50	12.9
I feel that I have to alter my behavior to fit in at Hastings.	63	16.4	132	34.4	77	20.1	83	21.6	29	7.6
I believe that Hastings climate encourages open discussion of difficult topics.	44	11.4	120	31.1	81	21.0	96	24.9	45	11.7
I have faculty whom I perceive as role models.	145	37.6	165	42.7	52	13.5	18	4.7	6	1.6
I have staff whom I perceive as role models.	76	19.8	110	28.6	129	33.6	51	13.3	18	4.7
I feel that my oral communication skills limit my ability to be successful at Hastings.	32	8.3	81	21.0	74	19.2	132	34.3	66	17.1
I feel that my writing skills limit my ability to be successful at Hastings.	29	7.5	65	16.9	76	19.7	141	36.6	74	19.2
I am satisfied with the diversity of the Hastings faculty.	46	11.9	91	23.5	92	23.8	87	22.5	71	18.3
I am satisfied with the diversity of the Hastings student body.	56	14.5	103	26.6	89	23.0	73	18.9	66	17.1
I am satisfied with the diversity of the Hastings administration.	38	9.9	84	21.8	126	32.7	68	17.7	69	17.9
Hastings classes devote sufficient attention to matters of race.	60	15.5	134	34.5	63	16.2	79	20.4	52	13.4
Hastings classes devote sufficient attention to matters of class.	45	11.6	103	26.5	84	21.6	80	20.6	76	19.6

Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings classes devote sufficient attention to matters of gender.	52	13.5	125	32.5	89	23.1	70	18.2	49	12.7
Hastings prepares me with the knowledge and skills to be an effective attorney.	68	17.6	191	49.4	87	22.5	32	8.3	9	2.3
Hastings prepares me to handle any bias or discrimination I may encounter in the profession.	33	8.5	82	21.2	117	30.3	98	25.4	56	14.5
Hastings prepares students to interact effectively cross-culturally.	39	10.1	87	22.5	128	33.2	83	21.5	49	12.7
Hastings faculty are adept at interacting effectively cross-culturally.	42	10.9	97	25.2	150	39.0	59	15.3	37	9.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B114. Students only: In the past year, which of the following resources have you consistently used to support yourself at Hastings? (Mark all that apply.). (Question 106)

Office/Resource	Academic support		Non-Academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Academic Dean	51	12.8	26	6.5	272	68.3
Assistant Dean of Students	57	14.3	50	12.6	245	61.6
CARE Program	7	1.8	35	8.8	296	74.4
Career Development Office	256	64.3	81	20.4	71	17.8
Chancellor and Dean	17	4.3	23	5.8	296	74.4
Community Justice Clinics/Clinical Program	60	15.1	35	8.8	259	65.1
Disability Resource Program	85	21.4	53	13.3	244	61.3
Externship Program	71	17.8	17	4.3	251	63.1
Financial Aid	135	33.9	70	17.6	151	37.9
Fiscal Services	80	20.1	47	11.8	210	52.8
Global Programs and Study Abroad	13	3.3	3	0.8	309	77.6
Human Resources Office	13	3.3	10	2.5	300	75.4
Information Technology (IT) Department	72	18.1	24	6.0	234	58.8
International Scholars and Students Advisor	4	1.0	5	1.3	315	79.1
Legal Education Opportunity Program (LEOP)	75	18.8	42	10.6	259	65.1
Legal Writing Resource Center	74	18.6	7	1.8	248	62.3
Moot Court Program	60	15.1	24	6.0	256	64.3
My concentration advisor/faculty mentor(s)	112	28.1	48	12.1	214	53.8
My journal	88	22.1	49	12.3	229	57.5
My student organization	135	33.9	139	34.9	143	35.9
Office of Academic Skills Instruction and Support (OASIS)	182	45.7	39	9.8	146	36.7

Office of Student Services	100	25.1	57	14.3	204	51.3
Pro Bono Program	42	10.6	16	4.0	270	67.8
Records Office	141	35.4	20	5.0	183	46.0
Student Health Services/Carbon Health	50	12.6	113	28.4	189	47.5
Title IX Coordinator	0	0.0	9	2.3	316	79.4
UCSF Police, including security guards	9	2.3	41	10.3	283	71.1
Urban Alchemy	0	0.0	13	3.3	309	77.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 398$).

Table B115. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 108)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel respected by the Academic Dean and the Chancellor & Dean.	46	54.1	20	23.5	13	15.3	5	5.9	1	1.2
I feel respected by faculty colleagues at Hastings.	32	38.1	31	36.9	14	16.7	6	7.1	1	1.2
I feel respected by students in the classroom.	50	59.5	28	33.3	6	7.1	0	0.0	0	0.0
I think that faculty colleagues prejudge my abilities based on their perception of my identity/background.	8	9.5	16	19.0	17	20.2	24	28.6	19	22.6
I feel that I have to alter my appearance to fit in at Hastings.	3	3.6	7	8.3	13	15.5	29	34.5	32	38.1
I feel that I have to alter my behavior to fit in at Hastings.	4	5.1	17	21.5	13	16.5	22	27.8	23	29.1
I believe that Hastings climate encourages open discussion of difficult topics.	14	16.9	27	32.5	19	22.9	16	19.3	7	8.4
I feel that Hastings values my research/scholarship.	19	23.8	22	27.5	32	40.0	5	6.3	2	2.5
I feel that Hastings values my teaching.	27	32.5	39	47.0	13	15.7	4	4.8	0	0.0
I feel that Hastings values my service contributions.	22	27.5	31	38.8	20	25.0	5	6.3	2	2.5
I am satisfied with the diversity of the Hastings faculty.	9	11.0	12	14.6	13	15.9	20	24.4	28	34.1
I am satisfied with the diversity of the Hastings student body.	9	10.7	25	29.8	17	20.2	22	26.2	11	13.1
I am satisfied with the diversity of the Hastings administration.	9	11.0	17	20.7	19	23.2	22	26.8	15	18.3
Hastings classes devote sufficient attention to matters of race.	14	16.9	26	31.3	26	31.3	10	12.0	7	8.4

Table B115. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 108)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hastings classes devote sufficient attention to matters of class.	10	12.2	18	22.0	29	35.4	15	18.3	10	12.2
Hastings classes devote sufficient attention to matters of gender.	16	19.3	22	26.5	32	38.6	8	9.6	5	6.0
Hastings prepares students with the knowledge and skills to be effective attorneys.	21	25.0	41	48.8	12	14.3	8	9.5	2	2.4
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	5	6.1	19	23.2	31	37.8	24	29.3	3	3.7
Hastings prepares students to interact effectively cross-culturally.	4	4.9	21	25.9	36	44.4	17	21.0	3	3.7
Hastings faculty are adept at interacting effectively cross-culturally.	7	8.5	18	22.0	33	40.2	22	26.8	2	2.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 85).

Table B116. Staff only: Please indicate the extent to which you agree with the following statements. (Question 109)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my work unit.	61	62.9	29	29.9	6	6.2	1	1.0	0	0.0
I feel valued by coworkers outside my work unit.	30	31.3	38	39.6	22	22.9	2	2.1	4	4.2
I feel valued by my supervisor/manager.	59	61.5	27	28.1	7	7.3	3	3.1	0	0.0
I feel valued by Hastings students.	24	24.7	35	36.1	31	32.0	6	6.2	1	1.0
I feel valued by Hastings faculty.	12	12.5	34	35.4	34	35.4	10	10.4	6	6.3

Table B116. Staff only: Please indicate the extent to which you agree with the following statements. (Question 109)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by Hastings senior administrators (e.g., Dean, Associate/Assistant Deans).	25	25.8	30	30.9	27	27.8	11	11.3	4	4.1
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	2	2.1	9	9.4	24	25.0	38	39.6	23	24.0
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	3	3.2	11	11.6	21	22.1	35	36.8	25	26.3
I think that faculty prejudge my abilities based on their perception of my identity/background.	7	7.3	12	12.5	38	39.6	29	30.2	10	10.4
I feel that I have to alter my appearance to fit in at Hastings.	1	1.0	10	10.4	22	22.9	33	34.4	30	31.3
I feel that I have to alter my behavior to fit in at Hastings.	4	4.2	16	16.8	22	23.2	30	31.6	23	24.2
I believe that Hastings climate encourages open discussion of difficult topics.	7	7.2	36	37.1	35	36.1	11	11.3	8	8.2
I feel that Hastings values my skills.	16	16.5	48	49.5	19	19.6	11	11.3	3	3.1
I feel that Hastings values my work.	16	16.5	47	48.5	18	18.6	12	12.4	4	4.1
I feel that my English speaking skills limit my ability to be successful at Hastings.	3	3.2	5	5.3	18	18.9	24	25.3	45	47.4
I feel that my English writing skills limit my ability to be successful at Hastings.	4	4.3	5	5.4	16	17.4	24	26.1	43	46.7
I am satisfied with the diversity of the Hastings faculty.	5	5.2	11	11.3	35	36.1	25	25.8	21	21.6
I am satisfied with the diversity of the Hastings staff.	8	8.2	28	28.9	35	36.1	20	20.6	6	6.2

Table B116. Staff only: Please indicate the extent to which you agree with the following statements. (Question 109)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the diversity of the Hastings student body.	8	8.2	23	23.7	45	46.4	14	14.4	7	7.2
I am satisfied with the diversity of the Hastings administration.	3	3.1	15	15.6	37	38.5	22	22.9	19	19.8
Hastings prepares students with the knowledge and skills to be effective attorneys.	22	22.7	38	39.2	32	33.0	5	5.2	0	0.0
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	5	5.2	24	25.0	50	52.1	15	15.6	2	2.1
Hastings prepares students to interact effectively cross-culturally.	5	5.3	26	27.4	50	52.6	11	11.6	3	3.2
Hastings faculty are adept at interacting effectively cross-culturally.	4	4.3	17	18.3	46	49.5	17	18.3	9	9.7

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Table B117. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 110)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	106	19.0	192	34.4	154	27.6	83	14.9	23	4.1	**2.5**	**1.1**
Not sexist/Sexist	112	20.0	190	34.0	172	30.8	66	11.8	19	3.4	**2.4**	**1.0**
Not homophobic/Homophobic	188	33.9	217	39.2	117	21.1	29	5.2	3	0.5	**2.0**	**0.9**
Not biphobic/Biphobic	182	33.2	205	37.4	131	23.9	26	4.7	4	0.7	**2.0**	**0.9**
Not transphobic/Transphobic	164	29.8	191	34.7	130	23.6	49	8.9	16	2.9	**2.2**	**1.1**
Not ageist/Ageist	142	25.5	191	34.4	146	26.3	59	10.6	18	3.2	**2.3**	**1.1**
Not classist (socioeconomic status)/Classist	112	20.1	143	25.7	132	23.7	111	19.9	59	10.6	**2.8**	**1.3**
Not classist (position: faculty, staff, student)/Classist	109	19.7	146	26.4	125	22.6	102	18.5	70	12.7	**2.8**	**1.3**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	153	27.9	178	32.5	140	25.5	57	10.4	20	3.6	**2.3**	**1.1**
Not xenophobic/Xenophobic	166	30.4	213	39.0	136	24.9	23	4.2	8	1.5	**2.1**	**0.9**
Not ethnocentric/Ethnocentric	160	29.3	193	35.3	127	23.3	50	9.2	16	2.9	**2.2**	**1.1**
Not Islamophobic/Islamophobic	170	31.1	211	38.6	128	23.4	27	4.9	11	2.0	**2.1**	**1.0**
Not Antisemitic/Antisemitic	178	32.9	225	41.6	112	20.7	21	3.9	5	0.9	**2.0**	**0.9**

Table B118. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier or difficulty in any of the following areas at Hastings in the past year? (Question 111)

Barrier	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Instructional/Campus Materials						
Accommodations from faculty	36	15.7	109	47.6	84	36.7
Brochures	4	1.8	99	44.0	122	54.2
Food menus	5	2.2	90	40.2	129	57.6
Forms	9	4.0	101	44.7	116	51.3
Handouts provided by faculty	9	4.0	99	43.8	118	52.2
Journal articles	7	3.1	99	44.2	118	52.7
Library books	3	1.4	101	45.7	117	52.9
Other publications	3	1.4	106	47.7	113	50.9
Remote instruction (Zoom or Teams)	64	28.2	91	40.1	72	31.7
Syllabi	14	6.3	111	50.0	97	43.7
Textbooks	19	8.6	108	48.9	94	42.5
Videos used in class (e.g., ability to access closed captions if needed)	20	9.1	104	47.5	95	43.4
Support Services						
Career Development Office	23	10.2	123	54.7	79	35.1
Disability Resource Program	21	9.3	126	56.0	78	34.7
Financial Aid	18	8.0	114	50.9	92	41.1
Fiscal Services	10	4.5	114	51.4	98	44.1
Office of Student Services	11	5.0	116	52.3	95	42.8
Records Office	15	6.8	116	52.5	90	40.7
Student Health Services/Carbon Health	34	15.2	112	50.2	77	34.5
Facilities						
Athletic and recreational facilities	6	2.8	79	36.4	132	60.8
Classroom buildings	9	4.1	83	38.2	125	57.6
Classrooms (e.g., stadium-style seating, steps in the classrooms, availability of ergonomic chairs)	16	7.4	78	36.1	122	56.5
McAllister Tower public areas	7	3.3	78	36.3	130	60.5
McAllister Tower apartment	6	2.8	76	35.2	134	62.0
Dining Commons	5	2.3	80	37.6	128	60.1
Doors	3	1.4	87	40.7	124	57.9
Elevators/lifts	5	2.3	86	40.2	123	57.5
Emergency preparedness	5	2.3	84	39.3	125	58.4
Library	10	4.7	84	39.3	120	56.1
Offices	5	2.3	86	40.2	123	57.5

Table B118. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier or difficulty in any of the following areas at Hastings in the past year? (Question 111)

Barrier	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Office furniture (e.g., chair, desk)	6	2.8	82	38.5	125	58.7
Campus transportation/parking	6	2.8	80	37.6	127	59.6
Classroom Podiums	3	1.4	79	37.3	130	61.3
Restrooms	5	2.3	86	40.4	122	57.3
Signage	2	0.9	82	38.5	129	60.6
Temporary barriers because of construction or maintenance	10	4.7	81	38.2	121	57.1
Walkways, pedestrian paths, crosswalks	7	3.3	86	41.0	117	55.7
Technology/Online Environment						
Accessible electronic formats (e.g., etext)	19	8.8	105	48.8	91	42.3
Clickers	4	1.9	82	38.3	128	59.8
Computer equipment (e.g., screens, mouse, keyboard)	20	9.4	99	46.5	94	44.1
Electronic forms	8	3.8	108	50.7	97	45.5
Electronic signage	6	2.8	102	47.9	105	49.3
Electronic surveys (including this one)	8	3.8	114	53.5	91	42.7
ExamSoft/Exampify	40	18.7	94	43.9	80	37.4
Kiosks	6	2.8	86	40.8	119	56.4
Lexis/Westlaw	12	5.7	117	55.5	82	38.9
Library databases	10	4.7	115	54.5	86	40.8
Moodle/Blackboard/Canvas	14	6.6	116	55.0	81	38.4
Phone/phone equipment	5	2.4	114	53.8	93	43.9
Software (e.g., Microsoft Word, Microsoft PowerPoint, Adobe Acrobat)	16	7.5	118	55.7	78	36.8
TWEN	6	2.9	108	51.4	96	45.7
Videos	9	4.2	117	55.2	86	40.6
Websites	12	5.8	114	55.3	80	38.8
Resources						
Electronic databases (e.g., Banner WebAdvisor)	16	7.5	120	56.6	76	35.8
Email account	16	7.5	126	58.9	72	33.6
Intake forms and applications	12	5.7	116	55.0	83	39.3
Learning technology	14	6.6	118	55.7	80	37.7
Surveys	6	2.9	126	61.2	74	35.9

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 63 (*n* = 251).

Table B119. (Respondents who identify as transgender/genderqueer/gender nonbinary only) As a person who identifies as Genderqueer, Nonbinary, or Transgender, have you experienced a barrier in any of the following areas at Hastings in the past year? (Question 113)

Barrier	Yes *n*	%	No *n*	%	Not applicable *n*	%
Facilities						
Athletic and recreational facilities	1	6.7	5	33.3	9	60.0
Restrooms	4	26.7	3	20.0	8	53.3
Signage	3	21.4	4	28.6	7	50.0
Identity accuracy						
Hastings ID Card	3	20.0	7	46.7	5	33.3
Electronic databases (e.g., WebAdvisor)	0	0.0	10	66.7	5	33.3
Email account	0	0.0	10	66.7	5	33.3
Faculty use of pronouns	9	52.9	6	35.3	2	11.8
Staff use of pronouns	7	43.8	6	37.5	3	18.8
Student use of pronouns	6	37.5	6	37.5	4	25.0
Forms or Applications	3	20.0	7	46.7	5	33.3
Learning technology	0	0.0	10	66.7	5	33.3
Student Health Services/Carbon Health	0	0.0	7	46.7	8	53.3
Surveys	0	0.0	10	66.7	5	33.3
Other	0	0.0	2	18.2	9	81.8

Note: Table includes responses only from those respondents who identified as transgender, genderqueer, or nonbinary in Question 44 (*n* = 17).

Table B120. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings. (Question 115)

| | IS available at Hastings and… | | | | | | | | IS NOT available at Hastings and… | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Faculty respondents who believed initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Faculty respondents who believed initiative is not available | |
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	40	78.4	10	19.6	1	2.0	**51**	**83.6**	9	90.0	1	10.0	0	0.0	**10**	**16.4**
Recognition and rewards for including diversity issues in courses across the curriculum	19	65.5	7	24.1	3	10.3	**29**	**43.3**	30	78.9	7	18.4	1	2.6	**38**	**56.7**
Diversity, equity, and inclusivity training for faculty	33	55.9	20	33.9	6	10.2	**59**	**84.3**	7	63.6	3	27.3	1	9.1	**11**	**15.7**
Toolkits for faculty to create an inclusive classroom environment	33	80.5	7	17.1	1	2.4	**41**	**62.1**	22	88.0	3	12.0	0	0.0	**25**	**37.9**
Supervisory training for faculty	15	53.6	11	39.3	2	7.1	**28**	**43.8**	24	66.7	11	30.6	1	2.8	**36**	**56.3**
A diversity, equity, and inclusion working group	46	71.9	14	21.9	4	6.3	**64**	**91.4**	4	66.7	0	0.0	2	33.3	**6**	**8.6**
A center for racial and economic justice	58	87.9	7	10.6	1	1.5	**66**	**95.7**	2	66.7	1	33.3	0	0.0	**3**	**4.3**
Access to counseling for people who have experienced harassment	56	90.3	5	8.1	1	1.6	**62**	**88.6**	6	75.0	1	12.5	1	12.5	**8**	**11.4**
Mentorship for new faculty	43	89.6	5	10.4	0	0.0	**48**	**72.7**	18	100.0	0	0.0	0	0.0	**18**	**27.3**
Clear processes to resolve conflicts	26	76.5	8	23.5	0	0.0	**34**	**53.1**	29	96.7	1	3.3	0	0.0	**30**	**46.9**

Table B120. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings. (Question 115)

	IS available at Hastings and…								IS NOT available at Hastings and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Fair processes to resolve conflicts	27	73.0	10	27.0	0	0.0	**37**	**64.9**	20	100.0	0	0.0	0	0.0	**20**	**35.1**
Including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty	12	46.2	11	42.3	3	11.5	**26**	**39.4**	29	72.5	3	7.5	8	20.0	**40**	**60.6**

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 85).

Table B121. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings. (Question 116)

	IS available at Hastings and…								IS NOT available at Hastings and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for staff	60	63.8	13	13.8	2	2.1	**75**	**79.8**	18	94.7	1	5.3	0	0.0	**19**	**20.2**
Access to counseling for people who have experienced harassment	54	60.7	11	12.4	1	1.1	**66**	**74.2**	21	91.3	2	8.7	0	0.0	**23**	**25.8**
Supervisory training for supervisors/managers	41	85.4	7	14.6	0	0.0	**48**	**52.2**	43	97.7	1	2.3	0	0.0	**44**	**47.8**
Supervisory training for faculty	32	76.2	10	23.8	0	0.0	**42**	**46.7**	48	100.0	0	0.0	0	0.0	**48**	**53.3**
Mentorship for new staff	26	92.9	2	7.1	0	0.0	**28**	**29.5**	63	94.0	4	6.0	0	0.0	**67**	**70.5**
Clear processes to resolve conflicts	30	66.7	15	33.3	0	0.0	**45**	**50.6**	43	97.7	1	2.3	0	0.0	**44**	**49.4**
Fair processes to resolve conflicts	29	69.0	13	31.0	0	0.0	**42**	**50.0**	41	97.6	1	2.4	0	0.0	**42**	**50.0**
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	36	78.3	10	21.7	0	0.0	**46**	**50.0**	32	69.6	7	15.2	7	15.2	**46**	**50.0**
Career development opportunities for staff	47	85.5	8	14.5	0	0.0	**55**	**58.5**	38	97.4	1	2.6	0	0.0	**39**	**41.5**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 98).

Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings. (Question 117)

	IS available at Hastings and…								IS NOT available at Hastings and…							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
Institutional initiatives	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for students	192	53.5	121	33.7	25	7.0	**338**	**94.2**	18	85.7	2	9.5	1	4.8	**21**	**5.8**
Diversity, equity, and inclusivity training for faculty	199	56.9	91	26.0	10	2.9	**300**	**85.7**	46	92.0	4	8.0	0	0.0	**50**	**14.3**
Diversity, equity, and inclusivity training for staff	204	58.8	86	24.8	10	2.9	**300**	**86.5**	45	95.7	2	4.3	0	0.0	**47**	**13.5**
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, clinics, externships, and competition teams)	153	44.5	57	16.6	3	0.9	**213**	**61.9**	122	93.1	8	6.1	1	0.8	**131**	**38.1**
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, clinics)	129	38.1	61	18.0	7	2.1	**197**	**58.1**	124	87.3	13	9.2	5	3.5	**142**	**41.9**
Opportunities for cross-cultural dialogue among students	156	78.0	44	22.0	0	0.0	**200**	**57.6**	131	89.1	11	7.5	5	3.4	**147**	**42.4**
Opportunities for cross-cultural dialogue among faculty, staff, and students	136	39.9	49	14.4	1	0.3	**186**	**54.5**	142	91.6	11	7.1	2	1.3	**155**	**45.5**

Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings. (Question 117)

	IS available at Hastings and…								IS NOT available at Hastings and…							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
	N	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	155	44.7	37	10.7	10	2.9	**202**	**58.2**	138	95.2	4	2.8	3	2.1	**145**	**41.8**
Effective faculty mentorship of students	200	57.0	19	5.4	2	0.6	**221**	**63.0**	126	96.9	4	3.1	0	0.0	**130**	**37.0**
Effective academic advising	235	67.3	35	10.0	4	1.1	**274**	**78.5**	74	98.7	1	1.3	0	0.0	**75**	**21.5**
Diversity, equity, and inclusivity training for student staff (e.g., RAs, TAs, library and Skyroom staff)	162	47.1	66	19.2	8	2.3	**236**	**68.6**	90	83.3	18	16.7	0	0.0	**108**	**31.4**
Adequate financial assistance for child care	129	38.5	31	9.3	4	1.2	**164**	**49.0**	165	96.5	6	3.5	0	0.0	**171**	**51.0**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398).

Table B123. Students only*: What aspects of UC Hastings do you most appreciate? (Mark all that apply.) (Question 119)

Aspect	*n*	%
San Francisco location	221	55.5
Faculty	194	48.7
Clinical and experiential programs	188	47.2
Alumni network	172	43.2
Hastings' connections to Bay Area and Silicon Valley institutions and businesses	169	42.5
Engaging and effective teaching	168	42.2
Hastings' reputation	146	36.7
My career goals are supported	137	34.4
Student body	136	34.2
I feel connected with the people in the college	120	30.2
Staff	117	29.4
Centers and Programs (e.g., Center for WorkLife Law, Center for Gender and Refugee Studies, LexLab, Center for Negotiation and Dispute Resolution, Center for Business Law, Center for Racial and Economic Justice, Institute for Innovation)	108	27.1
Welcoming atmosphere	106	26.6
Level of student support services	103	25.9
The diversity of the College	90	22.6
Journals and scholarly publications	86	21.6
Competition teams	85	21.4
Availability of funding/scholarships	84	21.1
Sense of belonging	71	17.8
Campus climate	58	14.6
College leadership	28	7.0
An aspect not listed above	20	5.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 398). Percentages may not sum to 100 as a result of multiple response choices.

Table B124. Faculty only*: What aspects of UC Hastings do you most appreciate? (Mark all that apply.) (Question 120)

Aspect	*n*	%
Student body	64	75.3
Hastings' public mission	47	55.3
San Francisco location	47	55.3

Hastings' commitment to teaching	46	54.1
My faculty colleagues	46	54.1
Opportunity to contribute to positive change	45	52.9
Clinical and experiential programs	41	48.2
Hastings' decanal leadership	34	40.0
My feeling of being appreciated and valued	32	37.6
Sense of belonging	29	34.1
Hastings' scholarly production, reputation, and impact	28	32.9
Hastings' welcoming atmosphere	28	32.9
Hastings' centers	26	30.6
Our trajectory	25	29.4
Campus climate	22	25.9
Our diversity and inclusiveness	22	25.9
Hastings' alumni	21	24.7
Our emerging Academic Village and facilities	19	22.4
Hastings' connections to Bay Area and Silicon Valley institutions and businesses	18	21.2
Salary, chair, compensation, and other support	13	15.3
Opportunity for advancement	8	9.4
An aspect not listed above	9	10.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 ($n = 85$). Percentages may not sum to 100 as a result of multiple response choices.

Table B125. Staff only: What aspects of UC Hastings do you most appreciate? (Mark all that apply.) (Question 121)

Aspect	n	%
Relationships with coworkers	71	72.4
Relationship with supervisor/manager	68	69.4
Benefits	62	63.3
Fulfilling/satisfying work	62	63.3
Opportunities to make a positive contribution	57	58.2
Feeling appreciated and valued	47	48.0
San Francisco location	42	42.9
Hastings' public mission	39	39.8
Relationships with students	39	39.8
College's positive trajectory	34	34.7

Reasonable workload	33	33.7
Sense of belonging	32	32.7
Our emerging Academic Village and facilities	29	29.6
Our diversity and inclusiveness	26	26.5
Support for family responsibilities	26	26.5
Personal reasons (e.g., medical, mental health, family emergencies, spouse/partner working in area)	20	20.4
Professional development opportunities	20	20.4
Salary/pay rate	20	20.4
Commute	19	19.4
Connection with institutional values	19	19.4
Campus climate	17	17.3
Union membership	13	13.3
Opportunities for promotion	7	7.1
An aspect not listed above	3	3.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 98$). Percentages may not sum to 100 as a result of multiple response choices.

Appendix C – Survey

UC Hastings College of the Law
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting, LLC)

If you need any accommodations to fully participate in this survey, please contact:

Disability Resource Program (DRP), disabilityresourceprogram@uchastings.eduor 415-581-8948

What is the purpose of this survey?

This survey is designed to gather info about the environment for learning, living, and working at UC Hastings Law and help us better understand **the prevalent attitudes, behaviors and practices of administrators, faculty, staff and students concerning access, inclusion and respect for all individuals and groups**. School leadership will use the results to assess and, where needed, improve policies aimed at creating a diverse, equitable and inclusive community. Participation is voluntary. Our hope is that we'll hear from every segment of our community about your experiences.

Is my participation confidential?

- Your participation in this survey is both **anonymous** and **confidential**.
- Your survey answers will go directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates). Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted).
- Any comments that participants provide are also separated at submission so that comments are not attributed to any individual demographic characteristics.
- Anonymous quotes from submitted comments may be included in the final report to give "voice" to the quantitative data, but only after ensuring comments don't include identifying information.
- Depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. Individuals will not be identified and only group data will be reported.
- Rankin & Associates will not report any group data for groups of fewer than five individuals to protect confidentiality.

Logistical Notes

- The survey will take most people between 30 and 45 minutes to complete.
- It **must be completed in one sitting**. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions.
- Please answer the questions as openly and honestly as possible.
- You may skip any question you prefer not to answer. You can choose to withdraw your responses at any time before you submit your answers.
- A glossary is built into the survey in the form of hyperlinks where we think terms may need clarification.
- Students who complete the survey may enter their names in a drawing to receive a UC Hastings Law sweatshirt.

Discomforts and Risks

Some of the questions are personal and might cause discomfort. You may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the following into a new browser to contact a resource:
http://sites.uchastings.edu/speakyourtruth/resources-and-support/

Survey Terms and Definitions

Throughout this survey, some terms are hyperlinked to their definitions as used in the survey.

Right to Ask Questions

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

Kadian McIntosh, PhD
Executive Associate & Senior Research Associate
Rankin & Associates Consulting, LLC
kadian@rankin-consulting.com
520-349-0497

Daniel Merson, PhD
Executive Associate & Senior Research Associate
Rankin & Associates Consulting, LLC
dan@rankin-consulting.com
323-454-3232

Questions regarding the survey process may also be directed to:

Assistant Dean of Students Grace Hum, humgrace@uchastings.edu

John DiPaolo, General Counsel, dipaolojohn@uchastings.edu or 415-565-4787

Professor Ascanio Piomelli, piomelli@uchastings.edu

Questions concerning the rights of participants:

Research at Hastings that involves human participants is carried out under the oversight of an Institutional Review Board (IRB). The survey has been submitted for IRB review and found exempt by Laura Wilson-Youngblood, Associate General Counsel. Questions or problems regarding these activities should be addressed to:
Ms. Wilson-Youngblood wilsonyoungbloodl@uchastings.edu or 415-565-4851.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS OR, IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please check the box below indicating that you "agree" and then click on the "Next" button. below.
- ❍ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- ❍ I do not agree to participate and will be excluded from the remainder of the questions. **[Skip to End]**

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the online survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

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

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

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

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: UC Hastings' Community Experience Survey Working Group defines climate as: The prevalent attitudes, behaviors and practices of administrators, faculty, staff and students concerning access, inclusion and respect for all individuals and groups.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

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

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

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

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

Family Leave: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

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

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

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of woman and man, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

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

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

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

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

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

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

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

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

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

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

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

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

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate blank. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions.

The survey will take between 30 *and 45 minutes* **to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.**

1. What is your **primary** position at Hastings?
  - ○ Student
    - ○ LLM
    - ○ MSL
    - ○ J.D.
  - ○ Faculty
    - ○ Ladder, i.e. Tenured and Tenure-Track Faculty (including Distinguished, In-House Clinic, and Regular Faculty)
    - ○ Non-ladder full-time faculty (including Long-Term Contract Faculty and Lecturers)
    - ○ Non-ladder part-time faculty (including Emeritus and Sullivan Faculty, Adjunct Faculty, Visitors, and Affiliated Scholars)
  - ○ Staff
    - ○ College Officers and Assistant Deans
    - ○ Research Center legal staff and directors (CGRS, CWLL, Consortium, C4i)
    - ○ Department/Program/Office/Unit directors or heads
    - ○ Other Managers and Supervisors not listed above
    - ○ Other Salaried Staff (Exempt) not listed above
    - ○ Other Hourly Staff (Non-exempt) not listed above

2. **MSL Students Only:** How many of your classes have you taken exclusively online at Hastings?
  - ○ All
  - ○ Most
  - ○ Some
  - ○ None

Part 1: Personal Experiences

When responding to questions 3 - 6, think about your experiences during the past year at **Hastings.**

3. Overall, how comfortable are you with the climate at Hastings?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

4. **Faculty only**: Overall, how comfortable are you with the climate within the faculty at Hastings?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

5. **Staff only**: Overall, how comfortable are you with the climate in your department or work unit at Hastings?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

6. **Students/Faculty only**: Overall, how comfortable are you with the climate in your classes at Hastings?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

7. **Students only**: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Hastings.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	○	○	○	○	○
I am satisfied with my academic experience at Hastings.	○	○	○	○	○
I am satisfied with the extent of my intellectual development since enrolling at Hastings.	○	○	○	○	○
I have performed academically as well as I anticipated I would.	○	○	○	○	○
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	○	○	○	○	○
My interest in ideas and intellectual matters has increased since coming to Hastings.	○	○	○	○	○
I intend to graduate from Hastings.	○	○	○	○	○

8. **Within the past two years**, have you **personally experienced** any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct in person or online that has interfered with your ability to learn, live, or work at Hastings?
   - ○ No **[Skip to Q#20]**
   - ○ Yes

9. What do you believe was the basis of the conduct? **(Mark all that apply.)**
   - ❑ Academic performance
   - ❑ Age
   - ❑ Class rank
   - ❑ Disability status
   - ❑ Educational credentials (e.g., BS, MS, JD, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ Institution degree is from
   - ❑ International status/national origin
   - ❑ Length of service at Hastings
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Medical disability/condition
   - ❑ Mental health/psychological disability/condition
   - ❑ Military/veteran status
   - ❑ Parental status (i.e., having children)
   - ❑ Participation in an organization/team (Please specify.) _____
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity
   - ❑ Socioeconomic status
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

10. Within the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
   - ○ 1 instance
   - ○ 2 instances
   - ○ 3 instances
   - ○ 4 instances
   - ○ 5 or more instances

11. How would you describe what happened? **(Mark all that apply.)**
- ❏ I experienced a hostile classroom environment.
- ❏ I experienced a hostile environment in a student organization or extra-curricular activity.
- ❏ I experienced a hostile work environment.
- ❏ I felt others staring at me.
- ❏ I received a low or unfair performance evaluation.
- ❏ I received derogatory phone calls/text messages/email.
- ❏ I received derogatory written comments.
- ❏ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- ❏ I received threats of physical violence.
- ❏ I was ignored or excluded.
- ❏ I was intimidated/bullied.
- ❏ I was isolated or left out.
- ❏ I was not fairly evaluated in the promotion and tenure process.
- ❏ I was silenced/I felt silenced.
- ❏ I was singled out as the spokesperson for my identity group.
- ❏ I was the target of derogatory verbal remarks.
- ❏ I was the target of physical violence.
- ❏ I was the target of racial/ethnic profiling.
- ❏ I was the target of workplace incivility.
- ❏ Someone assumed I was admitted/hired/promoted because of my identity group.
- ❏ The conduct made me fear that I would get a poor grade.
- ❏ An experience not listed above (Please specify.) _____

12. Where did the conduct occur? **(Mark all that apply.)**
- ❏ At a Hastings conference or speaker event
- ❏ At a Hastings event/program
- ❏ In a class (including in chat, breakout rooms, etc.)
- ❏ In a clinic
- ❏ In a faculty office
- ❏ In a Hastings administrative office
- ❏ In a Hastings student lounge (e.g., Dobbs Atrium, Clara Foltz)
- ❏ In a faculty meeting
- ❏ In a McAllister Tower apartment
- ❏ In a McAllister Tower public space (e.g., basketball court, gym, Skyroom)
- ❏ In a meeting with a group of people
- ❏ In a meeting with one other person
- ❏ In an off-campus experiential learning environment (e.g., internship, externship, pro bono service, retreat)
- ❏ In other public spaces at Hastings
- ❏ In the Dining Commons
- ❏ In the Hastings Law Library
- ❏ In the Hastings parking garage
- ❏ Off campus
- ❏ On phone calls/text messages/email/GroupMe/Slack
- ❏ On social media (e.g., Facebook, Instagram, Twitter, Snapchat)
- ❏ Student Health Services/Carbon Health
- ❏ While working at a Hastings job
- ❏ While walking on campus
- ❏ A venue not listed above (Please specify.) _____

13. Who/what was the source of the conduct? **(Mark all that apply.)**
- ❑ Campus police (UCSFPD) or security
- ❑ Coworker/colleague
- ❑ Department/program head
- ❑ Direct report (i.e., person who reports to me)
- ❑ Faculty member/other instructional staff
- ❑ Friend
- ❑ Hastings media (e.g., posters, brochures, flyers, handouts, web sites)
- ❑ Other Staff member
- ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
- ❑ Social networking site
- ❑ Stranger
- ❑ Student
- ❑ Student employee
- ❑ Student organization
- ❑ Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)
- ❑ Supervisor or manager
- ❑ Do not know source
- ❑ A source not listed above (Please specify.) _____

14. Were alcohol and/or drugs involved in the conduct?
- ❍ No
- ❍ Yes
    - ❍ Alcohol only
    - ❍ Drugs only
    - ❍ Both alcohol and drugs
- ❍ Don't know

15. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

16. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Hastings resource.
  - ❑ Campus police (UCSFPD)
  - ❑ CARE (Center for Advocacy, Resources, and Education) advocate
  - ❑ Department Head or Program Director
  - ❑ Disability Resource Program
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Human Resources Office
  - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
  - ❑ Student employee
  - ❑ Student Health Services/Carbon Health
  - ❑ Student teaching/research assistant (e.g., tutor, teaching assistant)
  - ❑ Supervisor/Manager
  - ❑ Title IX Coordinator
  - ❑ Other Staff person
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought legal assistance.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

17. Did you officially report the conduct?
- ○ No, I did not report it. **[Skip to Q#18]**
- ○ Yes, I reported it. **[Skip to Q#19]**
  - ○ Yes, I reported the conduct and was satisfied with the outcome.
  - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ○ Yes, I reported the conduct, but felt that it was not addressed appropriately.
  - ○ Yes, I reported the conduct and the outcome is still pending.
  - ○ Yes, I reported the conduct, but the outcome was not shared.

18. You indicated that you **DID NOT** report the conduct to a campus official or staff member. Please explain why you did not.

19. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.

20. We are also interested in your personal experiences in the community surrounding your campus. If you would like to elaborate on these experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:
sites.uchastings.edu/speakyourtruth/resources-and-support/

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

sites.uchastings.edu/speakyourtruth/resources-and-support/

21. **While a member of the Hastings community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, unwanted touching of any kind, unwanted sexual activity of any kind, stalking)?
   - ❑ No **[Skip to Q#30]**
   - ❑ Yes
      - ❑ Yes – relationship violence (e.g., ridiculing, controlling, hitting)
      [Please complete Q#22rv – #29rv]
      - ❑ Yes – stalking (e.g., following me, on social media, texting, phone calls) [Goto question Q22stlk]
      [Please complete Q#22stlk – #29stlk]
      - ❑ Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) [Goto question Q22si]
      [Please complete Q#22si – #29si]
      - ❑ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) [Goto question Q22sc]
      [Please complete Q#22sc – #29sc]

22rv. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.)**
   - ❑ Less than 6 months ago
   - ❑ 6 - 12 months ago
   - ❑ 13 - 23 months ago
   - ❑ 2 - 4 years ago
   - ❑ 5 - 10 years ago
   - ❑ 11 - 20 years ago
   - ❑ More than 20 years ago

23rv. **Students only**: What year of Law School were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**
   - ❑ First year
   - ❑ Second year
   - ❑ Third year
   - ❑ Fourth or fifth year

24rv. Who did this to you? **(Mark all that apply.)**
   - ❑ Acquaintance/friend
   - ❑ Current or former dating/intimate partner
   - ❑ Family member
   - ❑ Hastings faculty member
   - ❑ Hastings staff member
   - ❑ Hastings student
   - ❑ Stranger
   - ❑ Other role/relationship not listed above

25rv. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.**)
   - ❑ Off campus (Please specify location.) _____
   - ❑ On campus (Please specify location.) _____

26rv. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

27rv. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Hastings resource.
  - ❑ Campus police (UCSFPD)
  - ❑ CARE (Center for Advocacy, Resources, and Education) advocate
  - ❑ Department Head or Program Director
  - ❑ Disability Resource Program
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Human Resources Office
  - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
  - ❑ Student employee
  - ❑ Student Health Services/Carbon Health
  - ❑ Student teaching/research assistant (e.g., tutor, teaching assistant)
  - ❑ Supervisor/Manager
  - ❑ Title IX Coordinator
  - ❑ Other Staff person
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought legal assistance.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

28rv. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)?
- ❍ No, I did not report it. **[Skip to Q#29rv]**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and the outcome is still pending. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but the outcome was not shared. **[Skip to Q#30]**

29rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculing, controlling, hitting) to a campus official or staff member. Please explain why you did not.

22stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

23stlk. **Students only**: What year of Law School were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ First year
- ❑ Second year
- ❑ Third year
- ❑ Fourth or fifth year

24stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Hastings faculty member
- ❑ Hastings staff member
- ❑ Hastings student
- ❑ Stranger
- ❑ Other role/relationship not listed above

25stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

26stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)?
(Mark all that apply.)
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

27stlk. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Hastings resource.
  - ❑ Campus police (UCSFPD)
  - ❑ CARE (Center for Advocacy, Resources, and Education) advocate
  - ❑ Department Head or Program Director
  - ❑ Disability Resource Program
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Human Resources Office
  - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
  - ❑ Student employee
  - ❑ Student Health Services/Carbon Health
  - ❑ Student teaching/research assistant (e.g., tutor, teaching assistant)
  - ❑ Supervisor/Manager
  - ❑ Title IX Coordinator
  - ❑ Other Staff person
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought legal assistance.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

28stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?
- ○ No, I did not report it. **[Skip to Q#29stlk]**
- ○ Yes, I reported the conduct.
  - ○ Yes, I reported the conduct and was satisfied with the outcome. **[Skip to Q#30]**
  - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **[Skip to Q#30]**
  - ○ Yes, I reported the conduct, but felt that it was not addressed appropriately. **[Skip to Q#30]**
  - ○ Yes, I reported the conduct and the outcome is still pending. **[Skip to Q#30]**
  - ○ Yes, I reported the conduct, but the outcome was not shared. **[Skip to Q #30]**

29stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

22si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

23si. **Students only**: What year of Law School were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)? **(Mark all that apply.)**
- ❑ First year
- ❑ Second year
- ❑ Third year
- ❑ Fourth or fifth year

24si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Hastings faculty member
- ❑ Hastings staff member
- ❑ Hastings student
- ❑ Stranger
- ❑ Other role/relationship not listed above

25si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

26si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

27si. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❏ I avoided the person/venue.
- ❏ I confronted the person(s) at the time.
- ❏ I confronted the person(s) later.
- ❏ I contacted a Hastings resource.
  - ❏ Campus police (UCSFPD)
  - ❏ CARE (Center for Advocacy, Resources, and Education) advocate
  - ❏ Department Head or Program Director
  - ❏ Disability Resource Program
  - ❏ Employee Assistance Program
  - ❏ Faculty member
  - ❏ Human Resources Office
  - ❏ Senior administrator (e.g., Dean, Associate/Assistant Deans)
  - ❏ Student employee
  - ❏ Student Health Services/Carbon Health
  - ❏ Student teaching/research assistant (e.g., tutor, teaching assistant)
  - ❏ Supervisor/Manager
  - ❏ Title IX Coordinator
  - ❏ Other Staff person
- ❏ I did not do anything.
- ❏ I did not know to whom to go.
- ❏ I sought information online.
- ❏ I sought legal assistance.
- ❏ I sought support from off-campus hotline/advocacy services.
- ❏ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❏ I told a family member.
- ❏ I told a friend.
- ❏ A response not listed above (Please specify.) _____

28si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment)?
- ❍ No, I did not report it. **[Skip to Q#29si]**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and the outcome is still pending. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but the outcome was not shared. **[Skip to Q#30]**

29si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment, sexual cyber-harassment) to a campus official or staff member. Please explain why you did not.

22sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?
(Mark all that apply.)
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

23sc. **Students only**: What year of Law School were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ First year
- ❑ Second year
- ❑ Third year
- ❑ Fourth or fifth year

24sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Hastings faculty member
- ❑ Hastings staff member
- ❑ Hastings student
- ❑ Stranger
- ❑ Other role/relationship not listed above

25sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

26sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

27sc. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Hastings resource.
  - ❑ Campus police (UCSFPD)
  - ❑ CARE (Center for Advocacy, Resources, and Education) advocate
  - ❑ Department Head or Program Director
  - ❑ Disability Resource Program
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Human Resources Office
  - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
  - ❑ Student employee
  - ❑ Student Health Services/Carbon Health
  - ❑ Student teaching/research assistant (e.g., tutor, teaching assistant)
  - ❑ Supervisor/Manager
  - ❑ Title IX Coordinator
  - ❑ Other Staff person
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought legal assistance.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

28sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?
- ❍ No, I did not report it. **[Skip to Q#29sc]**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct and the outcome is still pending. **[Skip to Q#30]**
  - ❍ Yes, I reported the conduct, but the outcome was not shared. **[Skip to Q#30]**

29sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

30. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	○	○	○	○	○
I am generally aware of the role of Hastings Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	○	○	○	○	○
I know how and where to report incidents of unwanted sexual contact/conduct.	○	○	○	○	○
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	○	○	○	○	○
I am generally aware of campus support resources such as the CARE Advocate and Title IX Coordinator.	○	○	○	○	○
Employees and student employees have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	○	○	○	○	○
I understand that Hastings standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	○	○	○	○	○
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Hastings Annual Security and Fire Safety Report.	○	○	○	○	○
I know that Hastings sends a Crime Alert whenever there is a serious or continuing threat to students and employees.	○	○	○	○	○

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:
sites.uchastings.edu/speakyourtruth/resources-and-support/

Part 2: UC Hastings Law Climate

31. **Tenured and Tenure-Track Faculty only**: As a faculty member at Hastings, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty.	❍	❍	❍	❍	❍
Supported and mentored during my tenure-track years.	❍	❍	❍	❍	❍
Hastings faculty who qualify for delaying their tenure-clock feel empowered to do so.	❍	❍	❍	❍	❍
Hastings values research.	❍	❍	❍	❍	❍
Hastings values teaching.	❍	❍	❍	❍	❍
Hastings values service contributions.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	❍	❍	❍	❍	❍
Faculty members who use the Family and Medical Leave Act (FMLA) policies are disadvantaged in promotion/tenure.	❍	❍	❍	❍	❍
Senior administrators (e.g., Dean, Associate/Assistant Deans) take faculty opinions seriously.	❍	❍	❍	❍	❍

32. **Tenured and Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

33. **Non-Tenure-Track Faculty only**: As a faculty member with a non-tenure-track appointment at Hastings I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	○	○	○	○	○
The criteria used for contract renewal are applied equally to all positions.	○	○	○	○	○
Clear expectations of my responsibilities exist.	○	○	○	○	○
Hastings values research.	○	○	○	○	○
Hastings values teaching.	○	○	○	○	○
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships).	○	○	○	○	○
Burdened by service responsibilities beyond those of tenure-track faculty (e.g., administrative duties, committee memberships).	○	○	○	○	○
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping students find employment, helping with student groups and activities).	○	○	○	○	○
Pressured to do extra work that is uncompensated.	○	○	○	○	○
Senior administrators (e.g., Dean, Associate/Assistant Deans) take non-tenure-track faculty opinions seriously.	○	○	○	○	○
Hastings committees value non-tenure-track faculty opinions.	○	○	○	○	○

34. **Non-Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

35. **All Faculty**: As a faculty member at Hastings, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for **tenure-track** faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for **non-tenure-track** faculty positions are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
Hastings provides adequate resources to help me manage work-life balance.	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
Hastings provides me with adequate resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at Hastings.	❍	❍	❍	❍	❍
I would recommend Hastings as a good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍
Meaningful committee work is fairly distributed across the faculty.	❍	❍	❍	❍	❍
I have an equal opportunity to participate on committees that I consider meaningful.	❍	❍	❍	❍	❍

36. **All Faculty**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

37. **Staff only**: As a staff member at Hastings, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload has increased without additional compensation owing to other staff departures (e.g., layoffs, retirement, positions not filled).	❍	❍	❍	❍	❍
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍	❍
A hierarchy exists within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
Hastings provides adequate resources to help me manage work-life balance.	❍	❍	❍	❍	❍

38. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **Staff only**: As a staff member at Hastings I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Hastings provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
Hastings is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my work unit who use the Family and Medical Leave Act (FMLA) are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
Hastings policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Hastings.	❍	❍	❍	❍	❍
Hastings is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
Hastings committees value staff opinions.	❍	❍	❍	❍	❍
Hastings faculty value staff opinions.	❍	❍	❍	❍	❍
Senior administrators (e.g., Dean, Associate/Assistant Deans) value staff opinions.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Clear procedures exist on how I can advance at Hastings.	❍	❍	❍	❍	❍
Positive about my career opportunities at Hastings.	❍	❍	❍	❍	❍
I would recommend Hastings as a good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

40. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Students only**: As a student I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I know where to seek advice at Hastings.	❍	❍	❍	❍	❍
I am satisfied with the quality of advising I have received from student-facing departments on campus (Student Services, Financial Aid, OASIS, Career Development Office).	❍	❍	❍	❍	❍
I am satisfied with the quality of advising I have received from faculty members.	❍	❍	❍	❍	❍
Faculty members respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Staff members respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
I have adequate access to academic advising.	❍	❍	❍	❍	❍
I receive support from faculty and staff to pursue personal academic and career interests.	❍	❍	❍	❍	❍
Faculty members encourage me to produce publications and present research.	❍	❍	❍	❍	❍
Faculty members encourage me to serve as a research assistant.	❍	❍	❍	❍	❍
Faculty members encourage me to serve as a teaching assistant or fellow.	❍	❍	❍	❍	❍
I am comfortable sharing my professional goals in one-on-one appointments with student-facing departments.	❍	❍	❍	❍	❍
I am comfortable sharing my professional goals in one-on-one appointments with faculty members.	❍	❍	❍	❍	❍

42. **Students only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

44. What is your current gender/gender identity? **(Mark all that apply.)**
   - ❑ Genderqueer
   - ❑ Man
   - ❑ Nonbinary
   - ❑ Transgender
   - ❑ Woman
   - ❑ A gender not listed here (Please specify.) _____

45. What is your current gender expression?
   - ❍ Androgynous
   - ❍ Feminine
   - ❍ Genderfluid
   - ❍ Masculine
   - ❍ A gender expression not listed here (Please specify.) _____

46. What is your current citizenship/immigrant status in the U.S.?
   - ❍ Permanent immigrant status (e.g., legal permanent resident, refugee, asylee)
   - ❍ 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
   - ❍ Temporary resident –F-1 or J-1 student
   - ❍ Unprotected status
   - ❍ U.S. citizen, birth
   - ❍ U.S. citizen, naturalized
   - ❍ Other legally documented status (e.g., DACA, TPS, T/U visa holders)

47. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
   - ❑ Alaska Native (If you wish, please specify your enrolled or principal corporation.) _____
   - ❑ American Indian/Native American/Indigenous (If you wish, please specify your enrolled or principal tribe.) _____
   - ❑ Asian/Asian American (If you wish, please specify.) _____
   - ❑ Black/African/African American (If you wish, please specify.) _____
   - ❑ Hispanic/Latinx/Chicanx (If you wish, please specify.): _____
   - ❑ Jewish (If you wish, please specify.) _____
   - ❑ Middle Eastern (If you wish, please specify.) _____
   - ❑ Native Hawaiian (If you wish, please specify.) _____
   - ❑ Pacific Islander (If you wish, please specify.) _____
   - ❑ South Asian (If you wish, please specify.) _____
   - ❑ White/European American (If you wish, please specify.) _____
   - ❑ A racial/ethnic identity not listed here (If you wish, please specify.) _____

48. What is your religious or spiritual identity? **(Mark all that apply.)**
- ❑ Agnostic
- ❑ Atheist
- ❑ Baha'i
- ❑ Buddhist
- ❑ Christian
    - ❑ African Methodist Episcopal
    - ❑ African Methodist Episcopal Zion
    - ❑ Assembly of God
    - ❑ Baptist
    - ❑ Catholic/Roman Catholic
    - ❑ Church of Christ
    - ❑ Church of God in Christ
    - ❑ Christian Methodist Episcopal
    - ❑ Christian Orthodox
    - ❑ Christian Reformed Church (CRC)
    - ❑ Episcopalian
    - ❑ Evangelical
    - ❑ Greek Orthodox
    - ❑ Jehovah's Witness
    - ❑ Lutheran
    - ❑ Mennonite
    - ❑ Moravian
    - ❑ Nondenominational Christian
    - ❑ Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
    - ❑ Pentecostal
    - ❑ Presbyterian
    - ❑ Protestant
    - ❑ Protestant Reformed Church (PR)
    - ❑ Quaker/Religious Society of Friends
    - ❑ Reformed Church of America (RCA)
    - ❑ Russian Orthodox
    - ❑ Seventh Day Adventist
    - ❑ The Church of Jesus Christ of Latter-day Saints
    - ❑ United Methodist
    - ❑ United Church of Christ
    - ❑ A Christian affiliation not listed here (Please specify.) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jewish
    - ❑ Conservative
    - ❑ Orthodox
    - ❑ Reconstructionist
    - ❑ Reform
    - ❑ A Jewish affiliation not listed here (Please specify.) _____
- ❑ Muslim
    - ❑ Ahmadi
    - ❑ Shi'ite
    - ❑ Sufi
    - ❑ Sunni
    - ❑ A Muslim affiliation not listed here (Please specify.) _____
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo

❑ Unitarian Universalist
❑ Wiccan
❑ Spiritual but no religious affiliation
❑ No affiliation
❑ A religious affiliation or spiritual identity not listed above (Please specify.) _____

49. What is your age?

○ 18	○ 39	○ 60	○ 81
○ 19	○ 40	○ 61	○ 82
○ 20	○ 41	○ 62	○ 83
○ 21	○ 42	○ 63	○ 84
○ 22	○ 43	○ 64	○ 85
○ 23	○ 44	○ 65	○ 86
○ 24	○ 45	○ 66	○ 87
○ 25	○ 46	○ 67	○ 88
○ 26	○ 47	○ 68	○ 89
○ 27	○ 48	○ 69	○ 90
○ 28	○ 49	○ 70	○ 91
○ 29	○ 50	○ 71	○ 92
○ 30	○ 51	○ 72	○ 93
○ 31	○ 52	○ 73	○ 94
○ 32	○ 53	○ 74	○ 95
○ 33	○ 54	○ 75	○ 96
○ 34	○ 55	○ 76	○ 97
○ 35	○ 56	○ 77	○ 98
○ 36	○ 57	○ 78	○ 99
○ 37	○ 58	○ 79	
○ 38	○ 59	○ 80	

50. What is your current political party affiliation (alphabetized)?
○ No political affiliation
○ Democratic
○ Democratic Socialist
○ Green
○ Independent
○ Libertarian
○ Republican
○ Political affiliation not listed above (Please specify.) _____

51. Which of the following best describes your current political views (alphabetized)?
○ Conservative
○ Liberal
○ Libertarian
○ Moderate
○ Progressive
○ Radical

52. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
○ Asexual
○ Bisexual
○ Gay
○ Heterosexual
○ Lesbian
○ Pansexual
○ Queer
○ Questioning
○ A sexual identity not listed here (Please specify.) _____

53. Do you have substantial parenting or caregiving responsibility (other than financial support)?
   ❍ No
   ❍ Yes **(Mark all that apply.)**
      ❑ Children 5 years old or younger
      ❑ Children 6 – 12 years old
      ❑ Children 13 – 18 years old
      ❑ Adult family member (e.g., disability, illness, eldercare)
      ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.)
      _____

54. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
   ❍ I have never served in the U.S. Armed Forces.
   ❍ I am currently on active duty.
   ❍ I am currently a member of the National Guard (but not in ROTC).
   ❍ I am currently a member of the Reserves (but not in ROTC).
   ❍ I am not currently serving, but have served (i.e., retired, veteran).
   ❍ I am in ROTC.
   ❍ I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

55. Recognizing that people grow up in a variety of family structures, what is the highest level of education achieved by your **primary** caregiver(s) (i.e., people who raised you)?

PRIMARY CAREGIVER 1:
   ❍ No high school
   ❍ Some high school
   ❍ Completed high school/GED
   ❍ Some college
   ❍ Business/technical certificate/degree
   ❍ Associate's degree
   ❍ Bachelor's degree
   ❍ Some graduate work
   ❍ Master's degree (e.g., MA, MS, MBA)
   ❍ Law degree - JD
   ❍ Specialist degree (e.g., EdS)
   ❍ Unknown
   ❍ Not applicable

PRIMARY CAREGIVER 2:
   ❍ Not applicable
   ❍ No high school
   ❍ Some high school
   ❍ Completed high school/GED
   ❍ Some college
   ❍ Business/technical certificate/degree
   ❍ Associate's degree
   ❍ Bachelor's degree
   ❍ Some graduate work
   ❍ Master's degree (e.g., MA, MS, MBA)
   ❍ Law degree - JD
   ❍ Specialist degree (e.g., EdS)
   ❍ Unknown

56. **Students only**: What is your **best estimate** of the current yearly income of the parents/guardian(s) who raised you?
   ❍ $29,999 and below
   ❍ $30,000 - $49,999
   ❍ $50,000 - $69,999
   ❍ $70,000 - $99,999
   ❍ $100,000 - $149,999
   ❍ $150,000 - $199,999
   ❍ $200,000 - $249,999
   ❍ $250,000 - $499,999
   ❍ $500,000 or more

57. **Staff only:** What is **your** highest level of education?
   ❍ No high school
   ❍ Some high school
   ❍ Completed high school/GED
   ❍ Some college
   ❍ Business/Technical certificate/degree
   ❍ Associate's degree
   ❍ Bachelor's degree
   ❍ Some graduate work
   ❍ Master's degree (e.g., MA, MS, MBA, MLS)
   ❍ Law degree – JD
   ❍ Doctoral degree (e.g., PhD, EdD, MD)

58. **Faculty/Staff only**: How long have you been employed at Hastings?
   - ❍ Less than 1 year
   - ❍ 1 - 5 years
   - ❍ 6 - 10 years
   - ❍ 11 - 15 years
   - ❍ More than 15 years

59. **Students only**: What year of law school are you in?
   - ❍ MSL
      - ❍ First semester
      - ❍ Second semester
      - ❍ Third semester
      - ❍ Fourth semester or later
   - ❍ LLM
      - ❍ First year
      - ❍ Second year
   - ❍ J.D.
      - ❍ First year
      - ❍ Second year
      - ❍ Third year
      - ❍ Fourth year or Fifth year

60. **Faculty only:** Are you a clinician, (i.e. do you typically teach a clinic or field-placement class at least one semester per year)?
   - ❍ No
   - ❍ Yes

61. **Faculty only:** Do you teach in the Legal Research and Writing Program?
   - ❍ No
   - ❍ Yes

62. **LLM Students and JD Students only:** What best describes the type of law practice setting at which you are most interested in working as a lawyer?
   - ❍ Court
   - ❍ Criminal defense
   - ❍ Criminal prosecution
   - ❍ Government agency/body
   - ❍ In-house counsel
   - ❍ Large or medium-sized private firm (50 and above)
   - ❍ Public interest/social justice organization or firm
   - ❍ Small private firm or solo practice (under 50)
   - ❍ I am unsure/haven't decided
   - ❍ I am not interested in practicing law

63. Which, if any, of the on-going conditions/disabilities listed below influence your learning, living, or working activities? **(Mark all that apply.)**
   - ❑ None **[Skip to Q#66]**
   - ❑ Yes
      - ❑ Acquired/traumatic brain injury
      - ❑ Asperger's/autism spectrum
      - ❑ Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
      - ❑ Hard of hearing or deaf
      - ❑ Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
      - ❑ Low vision or blind
      - ❑ Mental health/psychological condition (e.g., anxiety, depression, PTSD)
      - ❑ Physical/mobility condition that affects walking
      - ❑ Physical/mobility condition that does not affect walking
      - ❑ Speech/communication condition
      - ❑ A disability/condition not listed here (Please specify.) _____

64. **Students only:** Are you registered with the Disability Resource Program?
   - ○ No
   - ○ Yes

65. Are you receiving accommodations for your disability?
   - ○ No
   - ○ Yes, and the accommodations are adequate
   - ○ Yes, but the accommodations are not adequate

66. Please select the option that most closely describes your native language.
   - ○ English is my native language.
   - ○ English is not my native language. (Please specify your native language.) _____
   - ○ I learned English along with other language(s). (Please specify which language(s).) _____

67. **Students only**: Do you receive financial support from a family member, guardian, or close acquaintance to assist with your living/educational expenses?
   - ○ Yes
   - ○ No

68. **Students only**: Do you financially support anyone else with their living/educational expenses?
   - ○ Yes
   - ○ No

69. **Students only**: Where do you live?
   - ○ Campus housing – McAllister Tower
   - ○ Non-campus housing
      - ○ Living by myself
      - ○ Living with roommate(s)
      - ○ Living with spouse/partner/family member/guardian
   - ○ Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

70. **Students only**: Since having been a student at Hastings, have you been a member or participate in any of the following? **(Mark all that apply.)**
   - ❑ I do not participate in any journals, student organizations, trial or competition teams at Hastings.
   - ❑ Academic and academic honorary organizations (e.g., Thurston Society, UC Hastings Honor Society, Order of the Coif)
   - ❑ Advocacy and volunteer student organization (e.g., HAYA, HHP, HHRILO, HPO, HSIR, HLS, IWH, LSSDP, NLG)
   - ❑ Associated Students of UC Hastings (ASUCH), including student representatives on faculty committees
   - ❑ Athletic activities organization (e.g., HBC)
   - ❑ Competition teams and organizations (e.g., Moot Court, Trial Team, HSDC, AAJ)
   - ❑ Culture-specific affinity organization (e.g., ALSA, APALSA, BLSA, HFGP, HHH, ILSA, MELS, NALSA, OUTLAW, PALS, SALSA, SISH, La Raza, Student Veteran Organization (SVO), VALS, WOOC, WLS)
   - ❑ Health and wellness committee (e.g., Wellness Committee, Student Health Advisory Committee (SHAC))
   - ❑ Journal/scholarly publication (e.g., HBLJ, Comm/Ent, CLQ, HELJ, HICLR, HJCP, HLJ, HRPLJ, STLJ, HWLJ)
   - ❑ Political student organization (e.g., PPAC)
   - ❑ Pro Bono recognition honorary organizations (e.g., Pro Bono Society)
   - ❑ Religious or spirituality-based affinity organization (e.g., CAH, HJLSA, MLSA)
   - ❑ Student representative on working group (e.g., Diversity, Equity & Inclusion Working Group (DEIWG), Cross-Cultural Center Student Working Group, etc.)
   - ❑ Topic-based professional or pre-professional or practice-area organization (e.g., HATS, HBLS, CLQ, HCLS, ELLSA, HELA, HFLA, HFWLS, HHLO, HIPA, HPILF, HTLS)
   - ❑ A student organization not listed above (Please specify.) _____

71. **JD Students only**: What is your cumulative grade point average?
   - ○ 3.60 and above
   - ○ 3.40 to 3.59
   - ○ 3.25 to 3.39
   - ○ 3.00 to 3.24
   - ○ 2.80 to 2.99
   - ○ 2.79 and below

72. **Students only**: Have you experienced financial hardship while attending Hastings?
    - ○ No
    - ○ Yes, I have had difficulty affording… **(Mark all that apply.)**
        - ❑ Alternative spring break experiences
        - ❑ Applying for jobs (e.g., interview travel, attire)
        - ❑ Books/course materials
        - ❑ Child care
        - ❑ Cocurricular events or activities
        - ❑ Commuting to campus
        - ❑ Emergency evacuation expenses
        - ❑ Food
        - ❑ Health care
        - ❑ Housing Participation in social events
        - ❑ My expenses after assisting family members
        - ❑ Studying abroad
        - ❑ Technology for virtual learning
        - ❑ Travel to and from Hastings (e.g., returning home during break)
        - ❑ Tuition
        - ❑ Unpaid externship opportunities
        - ❑ Unpaid summer legal opportunities
        - ❑ A financial hardship not listed here (Please specify.) _____

73. **Students only**: How are you currently paying for your education at Hastings? **(Mark all that apply.)**
    - ❑ Credit card
    - ❑ Employer tuition reimbursement/assistance
    - ❑ Family/Acquaintance contribution
    - ❑ Fellowship
    - ❑ Grant (e.g., Pell)
    - ❑ Home country contribution
    - ❑ Loans
    - ❑ Military educational benefits (e.g., GI Bill, NGEAP)
    - ❑ Need-based scholarship (e.g., Gates)
    - ❑ Non-need-based scholarship (e.g., merit)
    - ❑ On campus/virtual UC Hastings employment (e.g. Teaching assistantship/Research assistantship, work study)
    - ❑ Off Campus employment
    - ❑ Personal savings
    - ❑ A method of payment not listed here (Please specify.) _____

74. **Students only**: Are you employed during the academic year? **(Mark all that apply.)**
    - ❑ No
    - ❑ Yes, I work **on campus or for UC Hastings** – (Please indicate total number of hours you work)
        - ○ 1 - 10 hours/week
        - ○ 11 - 20 hours/week
        - ○ 21 - 30 hours/week
        - ○ 31 - 40 hours/week
        - ○ More than 40 hours/week
    - ❑ Yes, I work **off campus** – (Please indicate total number of hours you work)
        - ○ 1 - 10 hours/week
        - ○ 11 - 20 hours/week
        - ○ 21 - 30 hours/week
        - ○ 31 - 40 hours/week
        - ○ More than 40 hours/week

75. When UC Hastings is open, how many minutes do you commute one-way?
    - ❍ 10 or fewer
    - ❍ 11-20
    - ❍ 21-30
    - ❍ 31-40
    - ❍ 41-50
    - ❍ 51-60
    - ❍ 60 or more
    - ❍ N/A – I have never physically commuted to UC Hastings **[Skip to Q#77]**

76. When UC Hastings is open, what is your primary method of transportation to campus?
    - ❍ Bicycle
    - ❍ Carpool (e.g., private pool, Bay Area Vanpool)
    - ❍ Personal vehicle
    - ❍ Public transportation
    - ❍ Ride-sharing services (e.g., Lyft, Uber)
    - ❍ Walk

Part 4: Retention

77. Have you ever **seriously considered** leaving Hastings?
    - ○ No **(Students Skip to Q#86; Faculty/Staff Skip to Q#86)**
    - ○ Yes **(Students Skip to Q#78; Faculty Skip to Q#81; Staff Skip to Q#83)**

78. **Students only**: When did you seriously consider leaving Hastings**? (Mark all that apply.)**
    - ❑ During my first year
    - ❑ During my second year
    - ❑ During my third year
    - ❑ During my fourth or fifth year

79. **Students only**: Why did you seriously consider leaving Hastings? **(Mark all that apply.)**
    - ❑ Academic-performance reasons
    - ❑ Campus climate
    - ❑ Desire to attend a different law school
    - ❑ Financial reasons
    - ❑ Lack of a sense of belonging
    - ❑ Lack of institutional support
    - ❑ No longer interested in pursuing a law degree
    - ❑ Personal reasons (e.g., marital or familial relationships, medical or mental health issues)
    - ❑ Teaching quality/methodology
    - ❑ A reason not listed above (Please specify.) _____

80. **Students only:** Why did you decide to stay? **(Mark all that apply.)**
    - ❑ Alumni network
    - ❑ Campus climate
    - ❑ Clinical or experiential opportunities
    - ❑ Competition team opportunities
    - ❑ Connections to peers or student organizations
    - ❑ Hastings was the best option considering my circumstances
    - ❑ Institutional support
    - ❑ Level of institutional scholarship (financial aid) support
    - ❑ Level of student support services
    - ❑ New classroom buildings
    - ❑ Optimism about the College's trajectory
    - ❑ Outreach from faculty
    - ❑ Personal reasons (e.g., marital or familial relationships, geographic fit)
    - ❑ Quality of professors or instruction
    - ❑ San Francisco location and proximity to Silicon Valley
    - ❑ Sense of belonging
    - ❑ A reason not listed above (Please specify.) _____

81. **Faculty Only**: Why did you seriously consider leaving UC Hastings? **(Mark all that apply.)**
    - ❑ Administrative or governance burden
    - ❑ Campus climate
    - ❑ Desire for greater participation in governance
    - ❑ Disconnect with colleagues
    - ❑ Disconnect with institutional values or priorities
    - ❑ Emphasis on preparing students for bar exam
    - ❑ Feeling under-appreciated or under-valued
    - ❑ Lack of a sense of belonging
    - ❑ Personal reasons (e.g., commute, cost of living, family responsibilities, geographic desires/needs, health, retirement)
    - ❑ Recruited by or attracted to another institution
    - ❑ Salary, chair, compensation and/or other financial support
    - ❑ Students' academic preparation and/or performance
    - ❑ Teaching load
    - ❑ U.S. News ranking
    - ❑ A reason not listed above (Please specify.) _____

82. **Faculty Only**: Why did you decide to stay? **(Mark all that apply.)**
- ❏ Campus climate
- ❏ I did not receive an offer from an institution that I found more desirable
- ❏ My connection to my colleagues
- ❏ My connection to my students
- ❏ My feeling of being appreciated and valued
- ❏ Our alumni
- ❏ Our centers
- ❏ Our clinical and experiential programs
- ❏ Our commitment to teaching
- ❏ Our connection to Bay Area and Silicon Valley institutions and businesses
- ❏ Our decanal leadership
- ❏ Our emerging Academic Village and facilities
- ❏ Our public mission
- ❏ Our scholarly production, reputation, and impact
- ❏ Our trajectory
- ❏ Our welcoming atmosphere
- ❏ San Francisco location
- ❏ Sense of belonging
- ❏ A reason not listed above (Please specify.) _____

83. **Staff only:** Why did you seriously consider leaving Hastings? **(Mark all that apply.)**
- ❏ Campus climate
- ❏ Disconnect with institutional values
- ❏ Dissatisfaction with benefits
- ❏ Dissatisfaction with salary/pay rate
- ❏ Interested in a different career
- ❏ Interested in a position elsewhere
- ❏ Lack of professional development opportunities
- ❏ Lack of a sense of belonging
- ❏ Limited opportunities for promotion
- ❏ Personal (e.g., commute, regional cost of living, medical or family needs/responsibilities, appeal of retirement)
- ❏ Recruited for or offered a position at another institution/organization
- ❏ Tension with coworkers
- ❏ Tension with students
- ❏ Tension with supervisor/manager
- ❏ Workload too heavy
- ❏ A reason not listed above (Please specify) _____

84. **Staff only:** Why did you decide to stay? **(Mark all that apply.)**
- ❑ Benefits
- ❑ Campus climate
- ❑ College's positive trajectory
- ❑ Commute
- ❑ Connection with institutional values
- ❑ Feeling appreciated and valued
- ❑ Fulfilling/satisfying work
- ❑ Opportunities for promotion
- ❑ Opportunities to make a positive contribution
- ❑ Our diversity and inclusiveness
- ❑ Our emerging Academic Village and facilities
- ❑ Our public mission
- ❑ Personal reasons (e.g., medical, mental health, family emergencies, spouse/partner working in area)
- ❑ Professional development opportunities
- ❑ Reasonable workload
- ❑ Relationship with supervisor/manager
- ❑ Relationships with coworkers
- ❑ Relationships with students
- ❑ Salary/pay rate
- ❑ San Francisco location
- ❑ Sense of belonging
- ❑ Support for family responsibilities
- ❑ Union membership
- ❑ A reason not listed above (Please specify.) _____

85. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

Part 5: Perceptions of Campus Climate

86. **Within the past two years**, **have you OBSERVED** any conduct directed toward a person or group of people in person or online that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at Hastings?
    - ○ No **(Students Skip to Q#104; Faculty/Staff Skip to Q#97)**
    - ○ Yes

87. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)
    - ❑ Campus police (UCSFPD) or security
    - ❑ Coworker/colleague
    - ❑ Department/program head
    - ❑ Direct report (i.e., person who reports to me)
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Hastings media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
    - ❑ Social networking site
    - ❑ Other Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee
    - ❑ Student organization
    - ❑ Supervisor or manager
    - ❑ Do not know target
    - ❑ A target not listed above (Please specify.) _____

88. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Student-facing staff (e.g., Career Development, Financial Aid, Records, Student Services)
    - ❑ Campus police (UCSFPD) or security
    - ❑ Coworker/colleague
    - ❑ Department/program head
    - ❑ Direct report (i.e., person who reports to me)
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Hastings media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
    - ❑ Social networking site
    - ❑ Other Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee
    - ❑ Student organization
    - ❑ Supervisor or manager
    - ❑ Do not know source
    - ❑ A source not listed above (Please specify.) _____

89. Within the past two years, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
    - ○ 1 instance
    - ○ 2 instances
    - ○ 3 instances
    - ○ 4 instances
    - ○ 5 or more instances

90. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic performance
- ❑ Age
- ❑ Class rank
- ❑ Disability status
- ❑ Educational credentials (e.g., BS, MS, JD, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ Institution degree is from
- ❑ International status/national origin
- ❑ Length of service at Hastings
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Medical disability/condition
- ❑ Mental health/psychological disability/condition
- ❑ Military/veteran status
- ❑ Parental status (i.e., having children)
- ❑ Participation in an organization/team (Please specify.) _____
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

91. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on their identity
- ❑ Derogatory phone calls/text messages/email
- ❑ Derogatory verbal remarks
- ❑ Derogatory written comments
- ❑ Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- ❑ Graffiti/vandalism
- ❑ Person experienced a hostile classroom environment
- ❑ Person experienced a hostile environment in a student organization or extra-curricular activity
- ❑ Person experienced a hostile work environment
- ❑ Person ignored or excluded
- ❑ Person intimidated or bullied
- ❑ Person isolated or left out
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was misgendered after giving correct pronouns
- ❑ Person was silenced
- ❑ Person was stared at
- ❑ Person was the target of workplace incivility
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Physical violence
- ❑ Racial/ethnic profiling
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threats of physical violence
- ❑ Something not listed above (Please specify.) _____

92. Where did the conduct occur? **(Mark all that apply.)**
- ❑ At a Hastings conference or speaker event
- ❑ At a Hastings event/program
- ❑ In a class (including in chat, breakout rooms, etc.)
- ❑ In a clinic
- ❑ In a faculty office
- ❑ In a Hastings administrative office
- ❑ In a Hastings student lounge (e.g., Dobbs Atrium, Clara Foltz)
- ❑ In a faculty meeting
- ❑ In a McAllister Tower apartment
- ❑ In a McAllister Tower public space (e.g., basketball court, gym, Skyroom)
- ❑ In a meeting with a group of people
- ❑ In a meeting with one other person
- ❑ In an off-campus experiential learning environment (e.g., internship, externship, pro bono service, retreat)
- ❑ In other public spaces at Hastings
- ❑ In the Dining Commons
- ❑ In the Hastings Law Library
- ❑ In the Hastings parking garage
- ❑ Off campus
- ❑ On phone calls/text messages/email/GroupMe/Slack
- ❑ On social media (e.g., Facebook, Instagram, Twitter, Snapchat)
- ❑ Student Health Services/Carbon Health
- ❑ While working at a Hastings job
- ❑ While walking on campus
- ❑ A venue not listed above (Please specify.) _____

93. How did you feel after observing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Disappointed
- ❑ Distressed
- ❑ Embarrassed
- ❑ Frustrated
- ❑ Resigned
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

94. What was your response to observing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Hastings resource.
    - ❑ Campus police (UCSFPD)
    - ❑ CARE (Center for Advocacy, Resources, and Education) advocate
    - ❑ Department Head or Program Director
    - ❑ Disability Resource Program
    - ❑ Employee Assistance Program
    - ❑ Faculty member
    - ❑ Human Resources Office
    - ❑ Senior administrator (e.g., Dean, Associate/Assistant Deans)
    - ❑ Student employee
    - ❑ Student Health Services/Carbon Health
    - ❑ Student teaching/research assistant (e.g., tutor, teaching assistant)
    - ❑ Supervisor/Manager
    - ❑ Title IX Coordinator
    - ❑ Other Staff person
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought legal assistance.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a comment through a UC Hastings Comment Box on MyHastings.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

95. Did you officially report the conduct?
- ❍ No, I did not report it.
- ❍ Yes, I reported it.
    - ❍ Yes, I reported the conduct and was satisfied with the outcome.
    - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
    - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately.
    - ❍ Yes, I reported the conduct and the outcome is still pending.
    - ❍ Yes, I reported the conduct, but the outcome was not shared.

96. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:
sites.uchastings.edu/speakyourtruth/resources-and-support/

97. **Faculty/Staff only**: Have you observed **hiring** practices at Hastings that you perceive to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?
    ○ No **[Skip to Q#99]**
    ○ Yes

98. **Faculty/Staff only**: I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.)**
    ❑ Age
    ❑ Disability status
    ❑ Educational credentials (e.g., BS, MS, PhD)
    ❑ English language proficiency/accent
    ❑ Ethnicity
    ❑ Gender/gender identity
    ❑ Gender expression
    ❑ Immigrant/citizen status
    ❑ International status
    ❑ Length of service at Hastings
    ❑ Major field of study
    ❑ Marital status (e.g., single, married, partnered)
    ❑ Mental health/psychological disability/condition
    ❑ Military/veteran status
    ❑ Nepotism/cronyism
    ❑ Parental status (e.g., having children)
    ❑ Participation in an organization/team (Please specify.) _____
    ❑ Philosophical views
    ❑ Political views
    ❑ Position (e.g., staff, faculty, student)
    ❑ Pregnancy
    ❑ Racial identity
    ❑ Religious/spiritual views
    ❑ Scholarship approach or content
    ❑ Sexual identity
    ❑ Socioeconomic status
    ❑ Teaching realm (e.g., experiential, doctrinal, lawyering skills)
    ❑ Do not know
    ❑ A reason not listed above (Please specify.) _____

99. **Faculty/Staff only**: Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at Hastings that you perceive to be unjust?
    ○ No **[Skip to Q#101]**
    ○ Yes

100. **Faculty/Staff only**: I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**

- ❑ Age
- ❑ Disability status
- ❑ Educational credentials (e.g., BS, MS, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status
- ❑ Length of service at Hastings
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/psychological disability/condition
- ❑ Military/veteran status
- ❑ Nepotism/cronyism
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (Please specify.) _____
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Scholarship approach or content
- ❑ Socioeconomic status
- ❑ Teaching realm (e.g., experiential, doctrinal, lawyering skills)
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

101. **Faculty/Staff only**: Have you observed **employment-related discipline or action, up to and including dismissal,** at Hastings that you perceive to be unjust?
- ○ No **[Skip to Q#104]**
- ○ Yes

102. **Faculty/Staff only**: I believe that the unjust **employment-related disciplinary actions up to and including dismissal,** were based upon **(Mark all that apply.)**
   - ❑ Age
   - ❑ Disability status
   - ❑ Educational credentials (e.g., BS, MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ International status
   - ❑ Length of service at Hastings
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental health/psychological disability/condition
   - ❑ Military/veteran status
   - ❑ Nepotism/cronyism
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization/team (Please specify.) _____
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity
   - ❑ Scholarship approach or content
   - ❑ Socioeconomic status
   - ❑ Teaching realm (e.g., experiential, doctrinal, lawyering skills)
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

103. **Faculty/Staff only**: We are interested in knowing more about your observations of unjust behavior, procedures, or employment practices related to hiring, promotion/tenure, reappointment/reclassification, or employment-related disciplinary actions, up to and including dismissal. If you wish to elaborate on any of these observations, please do so here.

104. Using a scale of 1–5, please rate the overall campus climate at Hastings on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or queer	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, or queer
Positive for people who identify as transgender and/or genderfluid	❍	❍	❍	❍	❍	Negative for people who identify as transgender and/or genderfluid
Positive for people of various religious/spiritual backgrounds	❍	❍	❍	❍	❍	Negative for people of various religious/spiritual backgrounds
Positive for people who identify as Arab/Middle Eastern/Muslim/South Asia	❍	❍	❍	❍	❍	Negative for people who identify as Arab/Middle Eastern/Muslim/South Asia
Positive for people who identify as Asian	❍	❍	❍	❍	❍	Negative for people who identify as Asian
Positive for people who identify as Black	❍	❍	❍	❍	❍	Negative for people who identify as Black
Positive for people who identify as Indigenous	❍	❍	❍	❍	❍	Negative for people who identify as Indigenous
Positive for people who identify as Latinx/Hispanic/Chicanx	❍	❍	❍	❍	❍	Negative for people who identify as Latinx/Hispanic/Chicanx
Positive for people who identify as White	❍	❍	❍	❍	❍	Negative for people who identify as White
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for nonnative English speakers	❍	❍	❍	❍	❍	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

105. **Students only**: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Hastings **faculty**.	❍	❍	❍	❍	❍
I feel valued by Hastings **staff**.	❍	❍	❍	❍	❍
I feel valued by Hastings **senior administrators** (e.g., Dean, Associate/Assistant Deans).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that I have to alter my appearance to fit in at Hastings.	❍	❍	❍	❍	❍
I feel that I have to alter my behavior to fit in at Hastings.	❍	❍	❍	❍	❍
I believe that Hastings climate encourages open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍
I feel that my oral communication skills limit my ability to be successful at Hastings.	❍	❍	❍	❍	❍
I feel that my writing skills limit my ability to be successful at Hastings.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings faculty.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings student body.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings administration.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of race.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of class.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of gender.	❍	❍	❍	❍	❍
Hastings prepares me with the knowledge and skills to be an effective attorney.	❍	❍	❍	❍	❍
Hastings prepares me to handle any bias or discrimination I may encounter in the profession.	❍	❍	❍	❍	❍
Hastings prepares students to interact effectively cross-culturally.	❍	❍	❍	❍	❍
Hastings faculty are adept at interacting effectively cross-culturally.	❍	❍	❍	❍	❍

106. **Students only:** In the past year, which of the following resources have you **consistently** used to support yourself at Hastings? **(Mark all that apply.)**

Office/Resource	Academic Support	Non-Academic Support (e.g., emotional, personal or social wellbeing)	I have not sought support from this resource
Academic Dean	❏	❏	❏
Assistant Dean of Students	❏	❏	❏
CARE Program	❏	❏	❏
Career Development Office	❏	❏	❏
Chancellor and Dean	❏	❏	❏
Community Justice Clinics/Clinical Program	❏	❏	❏
Disability Resource Program	❏	❏	❏
Externship Program	❏	❏	❏
Financial Aid	❏	❏	❏
Fiscal Services	❏	❏	❏
Global Programs and Study Abroad	❏	❏	❏
Human Resources Office	❏	❏	❏
Information Technology (IT) Department	❏	❏	❏
International Scholars and Students Advisor	❏	❏	❏
Legal Education Opportunity Program (LEOP)	❏	❏	❏
Legal Writing Resource Center	❏	❏	❏
Moot Court Program	❏	❏	❏
My concentration advisor/faculty mentor(s)	❏	❏	❏
My journal	❏	❏	❏
My student organization	❏	❏	❏
Office of Academic Skills Instruction and Support (OASIS)	❏	❏	❏
Office of Student Services	❏	❏	❏
Pro Bono Program	❏	❏	❏
Records Office	❏	❏	❏
Student Health Services/Carbon Health	❏	❏	❏
Title IX Coordinator	❏	❏	❏
UCSF Police, including security guards	❏	❏	❏
Urban Alchemy	❏	❏	❏

107. **Students only:** In what spaces on campus do you feel safe and supported? Please feel free to elaborate on your response.

108. **Faculty only**: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel respected by the Academic Dean and the Chancellor & Dean.	❍	❍	❍	❍	❍
I feel respected by faculty colleagues at Hastings.	❍	❍	❍	❍	❍
I feel respected by students in the classroom.	❍	❍	❍	❍	❍
I think that faculty colleagues prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that I have to alter my appearance to fit in at Hastings.	❍	❍	❍	❍	❍
I feel that I have to alter my behavior to fit in at Hastings.	❍	❍	❍	❍	❍
I believe that Hastings climate encourages open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that Hastings values my **research/scholarship**.	❍	❍	❍	❍	❍
I feel that Hastings values my **teaching**.	❍	❍	❍	❍	❍
I feel that Hastings values my **service** contributions.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings faculty.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings student body.	❍	❍	❍	❍	❍
I am satisfied with the diversity of the Hastings administration.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of race.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of class.	❍	❍	❍	❍	❍
Hastings classes devote sufficient attention to matters of gender.					
Hastings prepares students with the knowledge and skills to be effective attorneys.	❍	❍	❍	❍	❍
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	❍	❍	❍	❍	❍
Hastings prepares students to interact effectively cross-culturally.	❍	❍	❍	❍	❍
Hastings faculty are adept at interacting effectively cross-culturally.	❍	❍	❍	❍	❍

109. **Staff only**: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my work unit.	○	○	○	○	○
I feel valued by coworkers outside my work unit.	○	○	○	○	○
I feel valued by my supervisor/manager.	○	○	○	○	○
I feel valued by Hastings students.	○	○	○	○	○
I feel valued by Hastings faculty.	○	○	○	○	○
I feel valued by Hastings senior administrators (e.g., Dean, Associate/Assistant Deans).	○	○	○	○	○
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that faculty prejudge my abilities based on their perception of my identity/background.	○	○	○	○	○
I feel that I have to alter my appearance to fit in at Hastings.	○	○	○	○	○
I feel that I have to alter my behavior to fit in at Hastings.	○	○	○	○	○
I believe that Hastings climate encourages open discussion of difficult topics.	○	○	○	○	○
I feel that Hastings values my skills.	○	○	○	○	○
I feel that Hastings values my work.	○	○	○	○	○
I feel that my English speaking skills limit my ability to be successful at Hastings.	○	○	○	○	○
I feel that my English writing skills limit my ability to be successful at Hastings.	○	○	○	○	○
I am satisfied with the diversity of the Hastings faculty.	○	○	○	○	○
I am satisfied with the diversity of the Hastings staff.	○	○	○	○	○
I am satisfied with the diversity of the Hastings student body.	○	○	○	○	○
I am satisfied with the diversity of the Hastings administration.	○	○	○	○	○
Hastings prepares students with the knowledge and skills to be effective attorneys.	○	○	○	○	○
Hastings prepares students to handle any bias or discrimination they may encounter in the profession.	○	○	○	○	○
Hastings prepares students to interact effectively cross-culturally.	○	○	○	○	○
Hastings faculty are adept at interacting effectively cross-culturally.	○	○	○	○	○

110. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism, 4=regularly encounter racism, and 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (by position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (by position: faculty, staff, student)
Not ableist (disability-friendly)	❍	❍	❍	❍	❍	Ableist (not disability-friendly)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric
Not Islamophobic	❍	❍	❍	❍	❍	Islamophobic
Not Antisemitic	❍	❍	❍	❍	❍	Antisemitic

111. **Respondents with disabilities only:** As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier or difficulty in any of the following areas at Hastings in the past year?

	Yes	No	Not applicable
Instructional/Campus Materials			
Accommodations from faculty	❍	❍	❍
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Handouts provided by faculty	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Remote instruction (Zoom or Teams)	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Videos used in class (e.g., ability to access closed captions if needed)	❍	❍	❍
Support Services			
Career Development Office	❍	❍	❍
Disability Resource Program	❍	❍	❍
Financial Aid	❍	❍	❍
Fiscal Services	❍	❍	❍
Office of Student Services	❍	❍	❍
Records Office	❍	❍	❍
Student Health Services/Carbon Health	❍	❍	❍

Facilities			
Athletic and recreational facilities	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms (e.g., stadium-style seating, steps in the classrooms, availability of ergonomic chairs)	❍	❍	❍
McAllister Tower public areas	❍	❍	❍
McAllister Tower apartment	❍	❍	❍
Dining Commons	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Library	❍	❍	❍
Offices	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Classroom Podiums	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Temporary barriers because of construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic formats (e.g., etext)	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
ExamSoft/Exampify	❍	❍	❍
Kiosks	❍	❍	❍
Lexis/Westlaw	❍	❍	❍
Library databases	❍	❍	❍
Moodle/Blackboard/Canvas	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Software (e.g., Microsoft Word, Microsoft PowerPoint, Adobe Acrobat)	❍	❍	❍
TWEN	❍	❍	❍
Videos	❍	❍	❍
Websites	❍	❍	❍
Resources			
Electronic databases (e.g., Banner WebAdvisor)	❍	❍	❍
Email account	❍	❍	❍
Intake forms and applications	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍

112. **Respondents with disabilities only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

113. **(Respondents who identify as transgender/genderqueer/gender nonbinary only)** As a person who identifies as Genderqueer, Nonbinary, or Transgender, have you experienced a barrier in any of the following areas at Hastings in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
	❍	❍	❍
Identity Accuracy			
Hastings ID Card	❍	❍	❍
Electronic databases (e.g., WebAdvisor)	❍	❍	❍
Email account	❍	❍	❍
Faculty use of pronouns	❍	❍	❍
Staff use of pronouns	❍	❍	❍
Student use of pronouns	❍	❍	❍
Forms or Applications	❍	❍	❍
Learning technology	❍	❍	❍
Student Health Services/Carbon Health	❍	❍	❍
Surveys	❍	❍	❍
Other (please specify.) _____	❍	❍	❍

114. **(Respondents who identify as transgender/genderqueer/gender nonbinary only)** We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 6: Institutional Actions Relative to Climate Issues

115. **Faculty only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings.

	IS Available at Hastings and...			**IS NOT** Available at Hastings and...		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Flexibility for calculating the tenure clock	❍	❍	❍	❍	❍	❍
Recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for faculty	❍	❍	❍	❍	❍	❍
Toolkits for faculty to create an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Supervisory training for faculty	❍	❍	❍	❍	❍	❍
A diversity, equity, and inclusion working group	❍	❍	❍	❍	❍	❍
A center for racial and economic justice	❍	❍	❍	❍	❍	❍
Access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Mentorship for new faculty	❍	❍	❍	❍	❍	❍
Clear processes to resolve conflicts	❍	❍	❍	❍	❍	❍
Fair processes to resolve conflicts	❍	❍	❍	❍	❍	❍
Including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍

116. **Staff only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings.

	IS Available at Hastings and...			**IS NOT** Available at Hastings and...		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for staff	○	○	○	○	○	○
Access to counseling for people who have experienced harassment	○	○	○	○	○	○
Supervisory training for supervisors/managers	○	○	○	○	○	○
Supervisory training for faculty	○	○	○	○	○	○
Mentorship for new staff	○	○	○	○	○	○
Clear processes to resolve conflicts	○	○	○	○	○	○
Fair processes to resolve conflicts	○	○	○	○	○	○
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	○	○	○	○	○	○
Career development opportunities for staff	○	○	○	○	○	○

117. **Students only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Hastings**.**

	IS Available at Hastings and...			IS NOT Available at Hastings and...		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for students	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for faculty	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for staff	❍	❍	❍	❍	❍	❍
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, clinics, externships, and competition teams)	❍	❍	❍	❍	❍	❍
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, clinics)	❍	❍	❍	❍	❍	❍
Opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Opportunities for cross-cultural dialogue among faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Effective academic advising	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for student staff (e.g., RAs, TAs, library and Skyroom staff)	❍	❍	❍	❍	❍	❍
Adequate financial assistance for child care	❍	❍	❍	❍	❍	❍

118. We are interested in knowing if you have specific recommendations for improving the campus climate at Hastings. If you have specific recommendations, please elaborate on them here.

119. **Students only**: What aspects of UC Hastings do you most appreciate? **(Mark all that apply.)**
- ❑ Alumni network
- ❑ Availability of funding/scholarships
- ❑ Campus climate
- ❑ Centers and Programs (e.g., Center for WorkLife Law, Center for Gender and Refugee Studies, LexLab, Center for Negotiation and Dispute Resolution, Center for Business Law, Center for Racial and Economic Justice, Institute for Innovation)
- ❑ Clinical and experiential programs
- ❑ College leadership
- ❑ Competition teams
- ❑ Engaging and effective teaching
- ❑ Faculty
- ❑ Hastings' connections to Bay Area and Silicon Valley institutions and businesses
- ❑ Hastings' reputation
- ❑ I feel connected with the people in the college
- ❑ Journals and scholarly publications
- ❑ Level of student support services
- ❑ My career goals are supported
- ❑ San Francisco location
- ❑ Sense of belonging
- ❑ Staff
- ❑ Student body
- ❑ The diversity of the College
- ❑ Welcoming atmosphere
- ❑ An aspect not listed above (Please specify.) _____

120. **Faculty Only**: What aspects of UC Hastings do you most appreciate? **(Mark all that apply.)**
- ❑ Campus climate
- ❑ Clinical and experiential programs
- ❑ Hastings' alumni
- ❑ Hastings' centers
- ❑ Hastings' commitment to teaching
- ❑ Hastings' connections to Bay Area and Silicon Valley institutions and businesses
- ❑ Hastings' decanal leadership
- ❑ Hastings' public mission
- ❑ Hastings' scholarly production, reputation, and impact
- ❑ Hastings' welcoming atmosphere
- ❑ My faculty colleagues
- ❑ My feeling of being appreciated and valued
- ❑ Opportunity for advancement
- ❑ Opportunity to contribute to positive change
- ❑ Our diversity and inclusiveness
- ❑ Our emerging Academic Village and facilities
- ❑ Our trajectory
- ❑ Salary, chair, compensation, and other support
- ❑ San Francisco location
- ❑ Sense of belonging
- ❑ Student body
- ❑ An aspect not listed above (Please specify.) _____

121. **Staff Only**: What aspects of UC Hastings do you most appreciate? **(Mark all that apply.)**
- ❑ Benefits
- ❑ Campus climate
- ❑ College's positive trajectory
- ❑ Commute
- ❑ Connection with institutional values
- ❑ Feeling appreciated and valued
- ❑ Fulfilling/satisfying work
- ❑ Hastings' public mission
- ❑ Opportunities for promotion
- ❑ Opportunities to make a positive contribution
- ❑ Our diversity and inclusiveness
- ❑ Our emerging Academic Village and facilities
- ❑ Personal reasons (e.g., medical, mental health, family emergencies, spouse/partner working in area)
- ❑ Professional development opportunities
- ❑ Reasonable workload
- ❑ Relationship with supervisor/manager
- ❑ Relationships with coworkers
- ❑ Relationships with students
- ❑ Salary/pay rate
- ❑ San Francisco location
- ❑ Sense of belonging
- ❑ Support for family responsibilities
- ❑ Union membership
- ❑ An aspect not listed above (Please specify.) _____

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Students Thank-You Page

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

Your survey responses have been submitted directly to Rankin & Associates.

Thank you for participating in the Community Experience Survey. Your responses will help the school's leadership create and sustain a more inclusive and equitable environment for us all.

We recognize that answering some of the questions on this survey may have been difficult. If you experienced any discomfort during this process and need support, please copy and paste the link below for information on who to contact:

http://sites.uchastings.edu/speakyourtruth/resources-and-support/

Enter the free giveaway drawing (optional)

To demonstrate our gratitude for your time and effort, we have created a weekly giveaway drawing for UC Hastings Law sweatshirts, t-shirts* and beanies*.

The drawing is being conducted on a separate website unconnected to the survey data and the consultants processing that data. In providing your email on the separate website, you are in no way linked or identified with the survey information collected prior to entry. The separation between the survey and drawing website ensures both confidentiality and anonymity related to your survey submission.

Participation is completely optional. To enter, please copy and paste the link below and submit your email address.

*Special thanks to ASUCH for co-sponsoring the giveaway.

http://sites.uchastings.edu/speakyourtruth/student-prize-drawing/

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions. Please submit only one entry per person; duplicate entries will be discarded.

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<mark>**Faculty/Staff Thank You Page**</mark>

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

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