

Spring 2016 Campus Climate Survey

Religion

SURVEY RESULTS

APRIL 2017

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PREFACE

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

INTRODUCTION

The Spring 2016 Campus Climate Survey provides data that will be enriched through further discussion. In this report, the terms “religious identity” and “religious identification” are intended as broadly construed, to include today’s diverse human experience of religious and spiritual affiliation and practice, including non-religious and secular approaches as well as individual experience that does not readily fit within traditional lines of definition. The findings from this survey compel us to contend with complex national and institutional issues. The campus climate around issues of religious identity is the aggregate of individual attitudes, interpersonal interactions, and institutionalized policies and practices. These factors and others collectively determine the extent to which individuals and groups feel welcomed, respected, and valued at the University. The University of Chicago has a foundational commitment to the idea that a culture of free and open inquiry requires empowering individuals of all backgrounds, experiences, identities, and perspectives to challenge conventional thinking in pursuit of original ideas. Such goals can only fully be realized within a climate that is inclusive.

SURVEY DEVELOPMENT

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

A Working Group on Survey Development with expertise in survey construction and deployment, chaired by Micere Keels, Associate Professor in the Department of Comparative Human Development and the College (Appendix 3), was convened to construct the survey instrument based on this broad feedback and with guidance from the Steering Committee. The Working Group also drew on findings from a literature review and a review of several campus climate surveys developed by other institutions and national working groups, which were designed to measure discrimination and harassment regarding race/ethnicity, gender identification, sexual orientation, and religious identification.

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

There are significant limitations to this report. The survey asked about many religious identities and about religion broadly construed. As the table below (table 1) showing the number of responses for each religious identity indicates, some religious identities are represented in the survey by a very small number of respondents. In those cases, we suppress reporting of responses so as to preserve confidentiality.

RESPONDENT DEMOGRAPHICS AND HOW TO INTERPRET THESE DATA

It is important for the reader to recognize that the percentages contained in this report are percentages of those participating in the survey, and they may not be representative of the rest of the University population that was eligible but elected not to participate. The survey was neither a census nor a probability sample of groups in the University community. It is best described as having used voluntary sampling for which all members of the target population were recruited. Because all members of the community were invited to participate, but not all did, individuals with certain experiences or beliefs may have been more likely than others to participate as a result of those experiences or beliefs. Consequently, those who responded to the survey may differ in systematic ways from the University population as a whole.

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

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

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

This report shows responses broken down by religious identity categories. The overall number of respondents in each religious identity category is shown in table 1. The table first shows respondents who identified with a single religious group or who checked multiple answers separately, and then shows the total count by category including multiple respondents in the second set of columns (i.e., the higher numbers double-count respondents who selected more than one option). Table 2 shows the responses broken down by religious identity and respondent categories.

Response	Unique responses only			Responses in combination		
	Academics	Students	Staff	Academics	Students	Staff
Agnostic	115	515	263	156	980	406
Atheist	162	583	228	216	925	327
Baha'i	1	4	1	2	8	3
Buddhist	16	41	23	24	101	62
Christian	209	1,007	1,134	249	1,264	1,267
Confucianism	1	8	1	1	23	4
Daoism	0	3	1	2	13	9
Hindu	19	74	17	25	117	25
Humanist	2	5	4	11	63	47
Jewish	98	239	88	138	417	124
Muslim	6	73	20	9	97	28
Native American Religion	1	1	0	2	8	6
Non-religious/secular	42	155	109	70	334	201
Sikh	1	2	0	1	5	1
Scientology	0	1	0	0	7	1
Unitarian Universalist	10	14	13	15	41	35
Wiccan/Pagan/Druid	1	4	6	6	18	19
Spiritual but not associated with a major religion	22	119	149	36	275	237
Self-identify (please specify)	9	52	36	15	89	61
Multiple responses	112	786	299			
Prefer not to answer	85	176	335			
Grand total	912	3,862	2,727			

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

Table 2: Religious Identity Groupings Use in Report

Status Category	Students		Academics		Staff	
	Number	Percent	Number	Percent	Number	Percent
Atheist	587	14%	163	16%	228	8%
Christian	1,070	25%	214	21%	1,154	38%
Jewish	238	6%	94	9%	87	3%
Muslim	73	2%	6	1%	20	1%
Secular/ non-religious	675	16%	163	16%	380	13%
Other	992	23%	180	18%	490	16%
No response	674	16%	203	20%	654	22%
Total	4,309	100%	1,023	100%	3,013	100%

BROAD PERCEPTIONS OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

Broad perceptions of campus climate focus on responses to two sets of questions. One question measured **proximal campus climate**, by asking students/academics/staff to rate the climate in their classes/department/work unit respectively. Another question measured **overall institutional climate**, by asking respondents to rate the overall campus climate. Both of these questions used religiously intolerant and religiously tolerant as the poles of the 5-point rating scale. The wording of each question is detailed in Appendix 2 at the end of this report. In the summaries and figures below, we characterize answers to these questions with a 1 or 2 as a negative view of the climate, answers of 4 or 5 as positive, and answers of 3 as neutral.

BRIEF SUMMARY OF RESULTS

Across all categories of religious identity members of our campus community have a significantly more positive perception of their proximal climate than the overall institutional climate.

- The majority of all respondents reported a positive climate regarding religious tolerance: 80% perceive their proximal climate as religiously tolerant, and 71% perceive the overall institutional climate as religiously tolerant. See Figure 1.
- Perceptions of the climate varied based on religious identity.
 - Respondents who identify as Muslim were the most likely to report a negative climate: 31% perceive the overall institutional climate as religiously intolerant; this number decreases to 24% regarding their proximal climate.
 - In comparison, among respondents who identify as Jewish, 17% perceive the overall institutional climate as religiously intolerant; this number decreases to 8% regarding their proximal climate. Among respondents who identify as Christian,

11% perceive the overall institutional climate as religiously intolerant; this number decreases to 7% regarding their proximal climate.

- Respondents who identify as Atheist were the least likely to report a negative climate: 6% perceive the overall institutional climate as religiously intolerant; this number decreases to 3% regarding their proximal climate.
- See Figure 2.1.

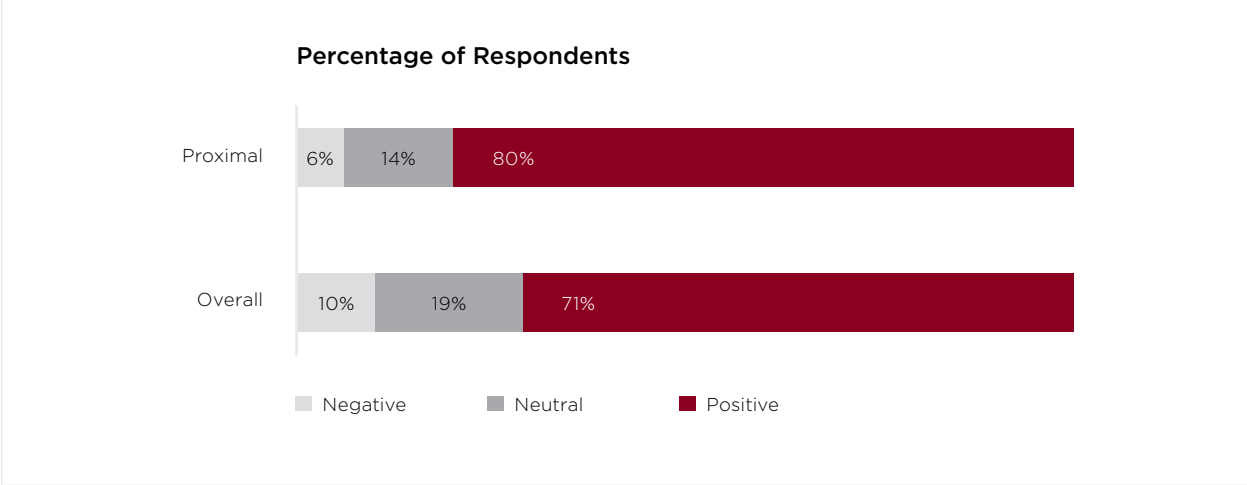
RESULTS

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

- Religiously intolerant ... Religiously tolerant

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

Figure 1: Proximal and Overall Perception of Tolerance for Religious Diversity



Perception of Tolerance for Religious Diversity

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

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

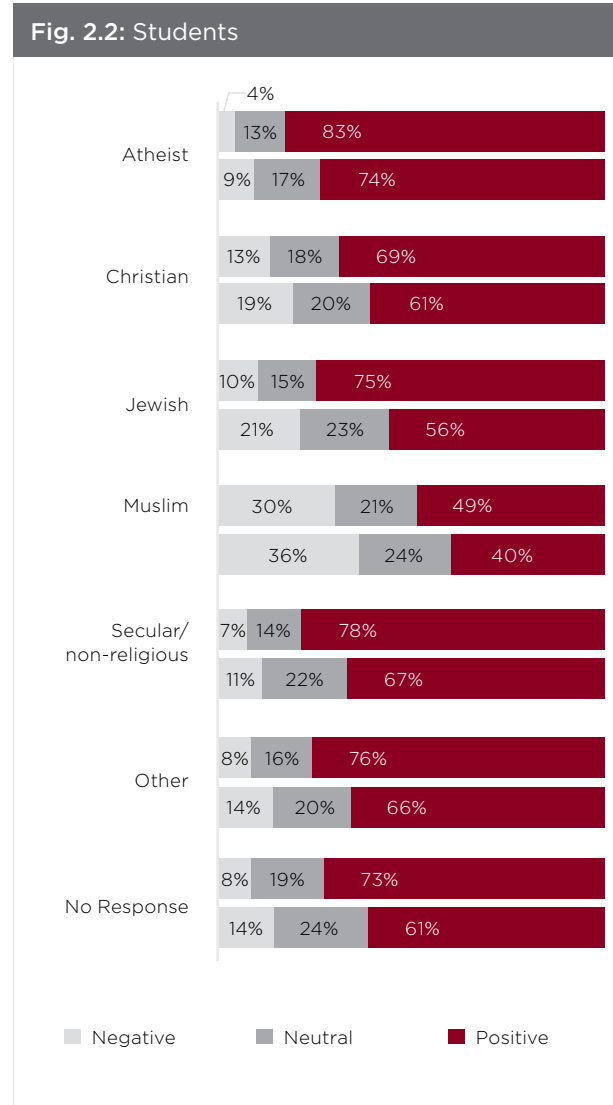
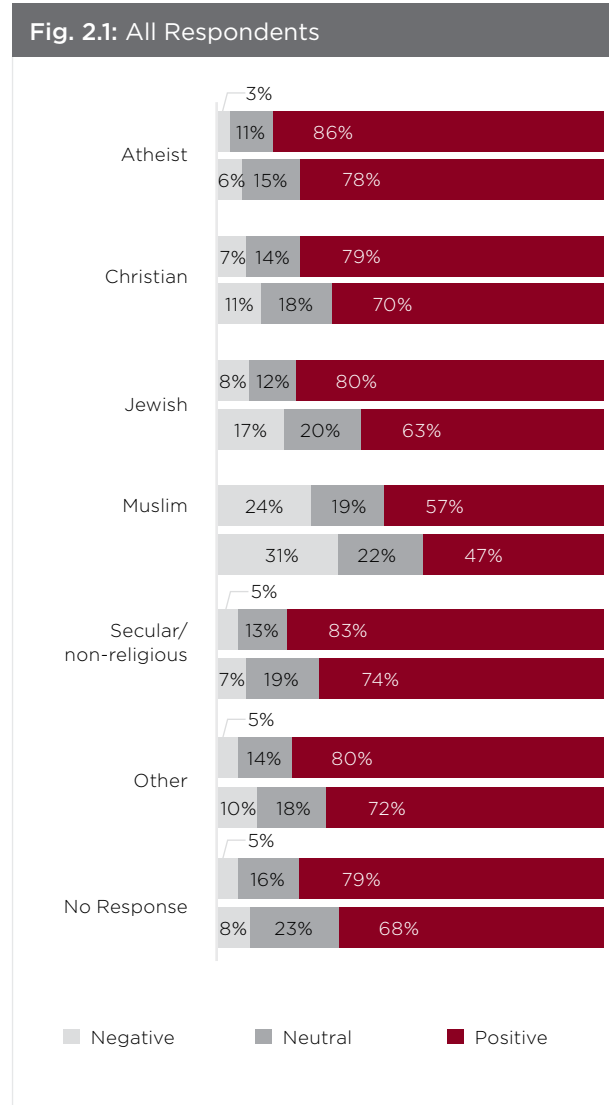


Fig. 2.3: Academics

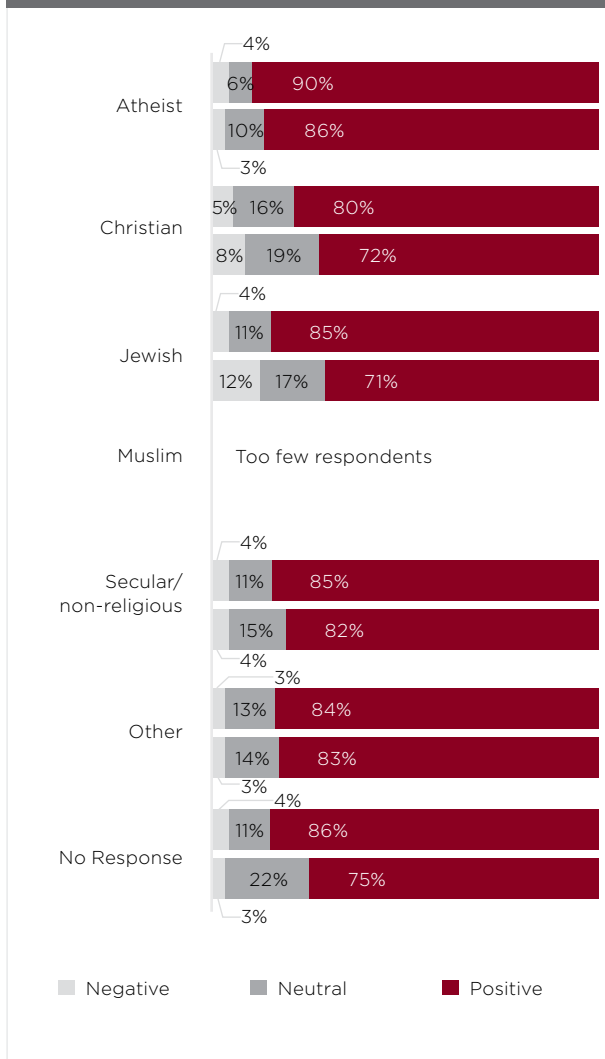
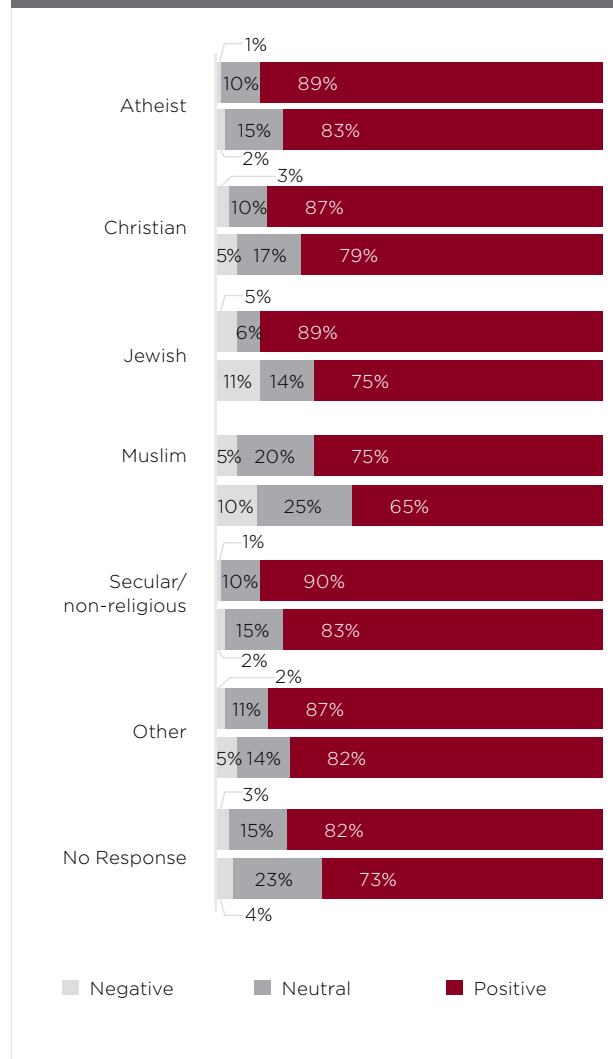


Fig. 2.4: Staff



EXPERIENCES AND CONSEQUENCES OF DISCRIMINATION AND HARASSMENT

DESCRIPTION OF THE DATA

Experiences and consequences of discrimination and/or harassment focus on responses to six sets of questions. All questions were asked in relation to respondents' religious identity. The first question asked respondents to report whether they have experienced any of 12 forms of discrimination and/or harassment. The second question asked respondents to report whether they have experienced any of three forms of online harassment. The third question asked respondents to report whether they have experienced any of three forms of physical harassment. The fourth question asked respondents to report whether they have considered doing any of the following things in response to their experience of discrimination and/or harassment on campus: (1) transferring/applying to another university; (2) dropping out/quitting; and (3) not recommending the University to prospective student/academics/staff member. The fifth question asked respondents to report whether they have avoided disclosing their religious identity due to fear of negative consequences, harassment, or discrimination from a peer/academic/supervisor. The sixth question asked respondents to report whether they have concealed their support for those of their religious identity due to fear of intimidation from a peer/academic/supervisor. The wording of each question is detailed in Appendix 2 at the end of this report.

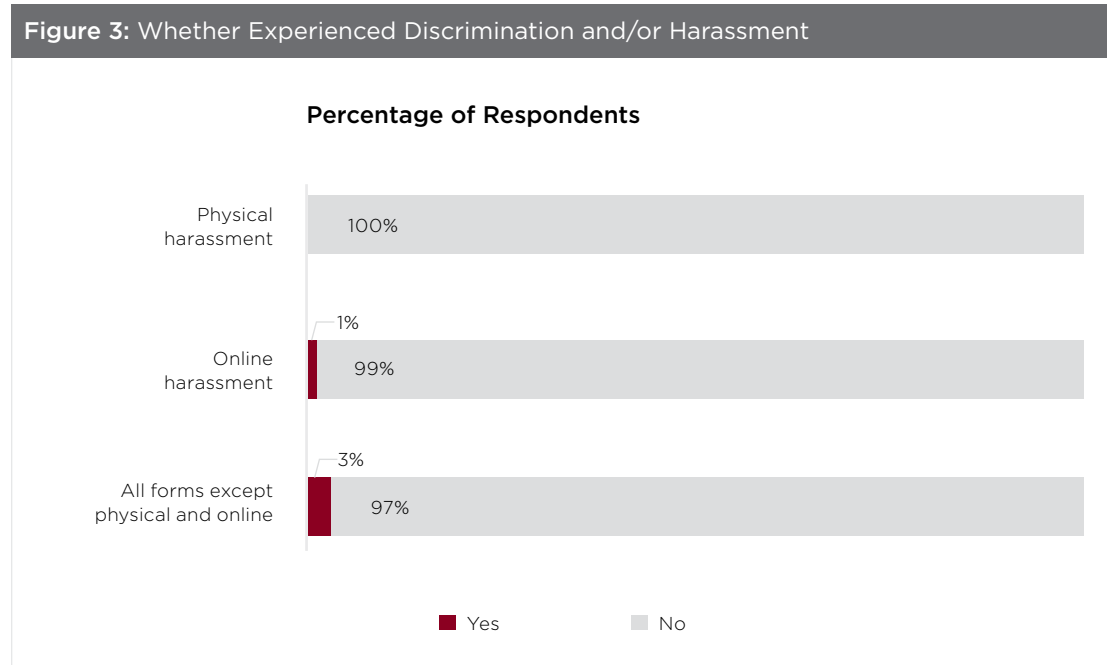
BRIEF SUMMARY OF RESULTS

- Approximately 3% of all respondents reported experiencing non-physical forms of discrimination and/or harassment (e.g., denied service or promotion, unfair grading, derogatory remark or graffiti, or unfair comment due to one's status characteristic). See Figure 3.
 - Members of our campus community who identify as Muslim were the most likely to report non-physical discrimination and/or harassment (32%); the next likely were those who identify as Jewish (11%). Approximately 3% or less of the members of each of the other religious identity categories reported non-physical discrimination and/or harassment. See Figure 4.1.
- Approximately 1% of all respondents reported experiencing online harassment. See Figure 3.
 - Members of our campus community who identify as Muslim were the most likely to report online discrimination and/or harassment (14%), followed by those who identify as Jewish (4%). Approximately 1% or less of the members of each of the other religious identity categories reported online harassment. See Figure 5.1.
- Less than 1% of all respondents reported experiencing physical harassment. Approximately 2% of respondents who identify as Jewish or Muslim reported experiencing physical harassment. See Figures 3 and 6.1.
- Among all of those who experienced discrimination and/or harassment, 36% considered transferring/applying to another university, and 20% considered dropping out/quitting. Discrimination and/or harassment also have meaningful consequences for the University's reputation. Among those who have experienced discrimination and/or harassment, 55% considered not recommending the University to a prospective member of our community. See Figure 7. Figures 8.1 through 8.3 show these percentages disaggregated by religious identity.
- Approximately 10% of all respondents report having avoided disclosing or concealed their religious identity due to fear of negative consequences or harassment from a peer, and 6% having done so due to fear of negative consequences or harassment from an academic/supervisor. See Figure 9. This varies substantially based on the respondent's religious identity:
 - For example, approximately 41% of respondents who identify as Muslim and 21% of respondents who identify as Jewish report having avoided disclosing or concealed their religious identity due to fear of negative consequences or harassment from a peer. In comparison, 15% of respondents who identify as Christian, 10% of those who identify with another religious identity, 6% who identify as Atheist, and 4% who identify as Secular report the same. See Figure 10.1.
- Approximately 11% of all respondents report having concealed their support for those of their religious identity due to fear of intimidation from a peer, and 6% report having done so due to fear of intimidation from an academic/supervisor. See Figure 9. This varied substantially based on the respondents religious identity:
 - For example, approximately 46% of respondents who identify as Muslim and 21% of respondents who identify as Jewish report having concealed their support for those of their religious identity due to fear of intimidation from a peer. In comparison, 16% of respondents who identify as Christian, 12% of those who identify with another religious identity, 7% who identify as Atheist, and 7% who identify as Secular report the same. See Figure 12.1.

RESULTS

Figure 3 shows the percentage of respondents who selected “yes” or “no” to whether they have experienced various forms of discrimination and/or harassment due to their religious identity.

- Physical harassment
- Online harassment
- All discrimination and/or harassment except physical and online



Experienced Any Discrimination and/or Harassment, Except Physical and Online

Figures 4.1 through 4.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced all other forms of discrimination and/or harassment specified, except physical and online harassment, due to their religious identity.

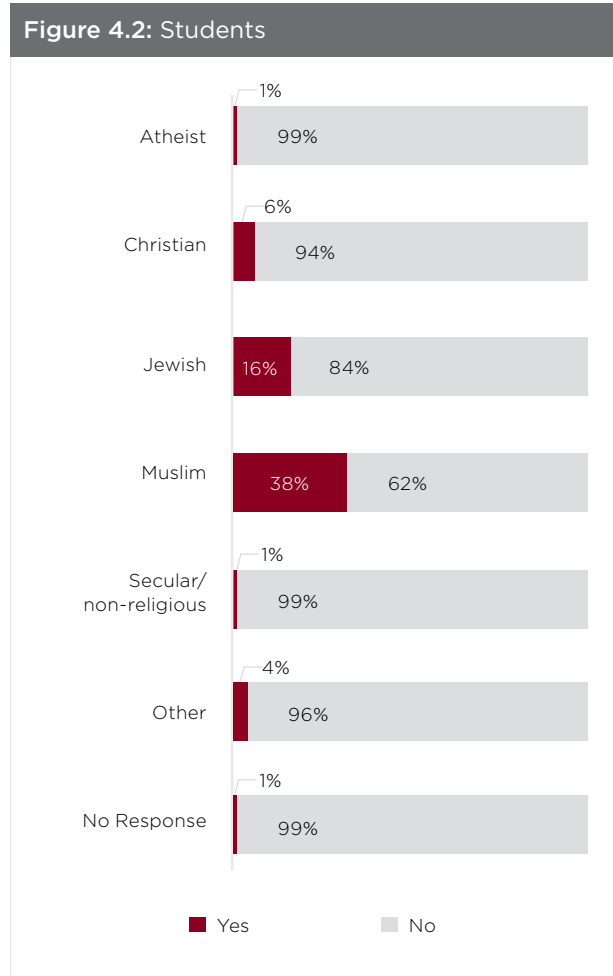
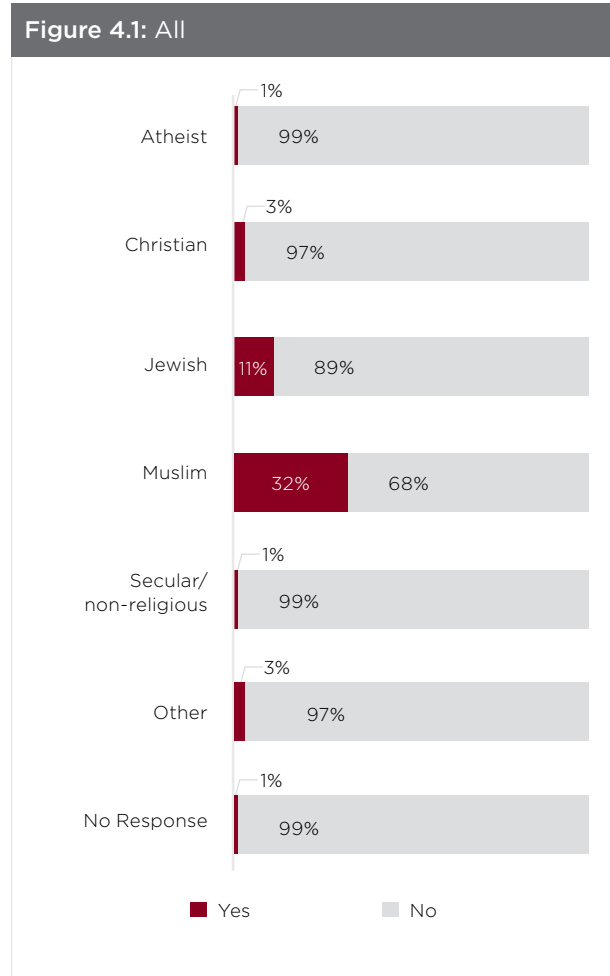


Figure 4.3: Academics

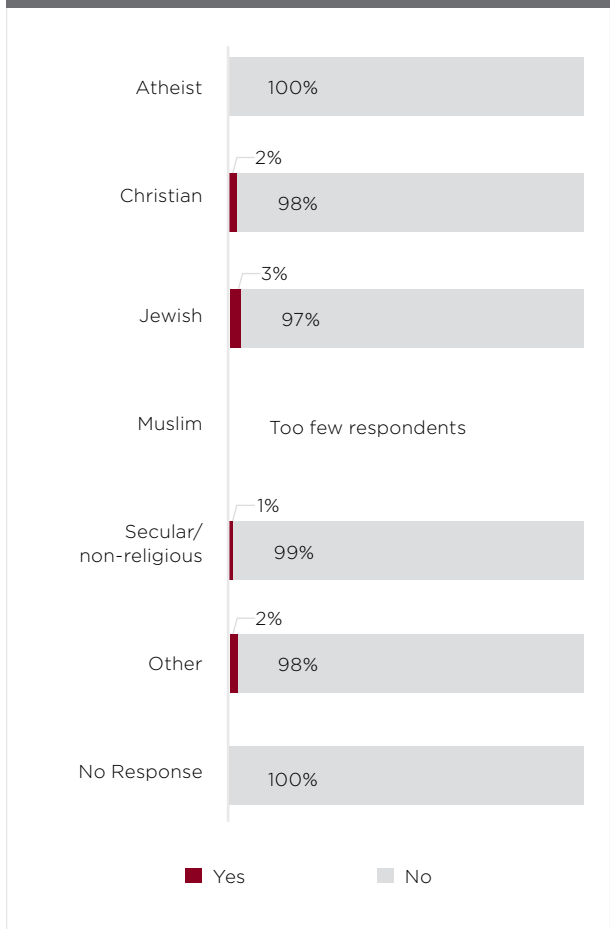
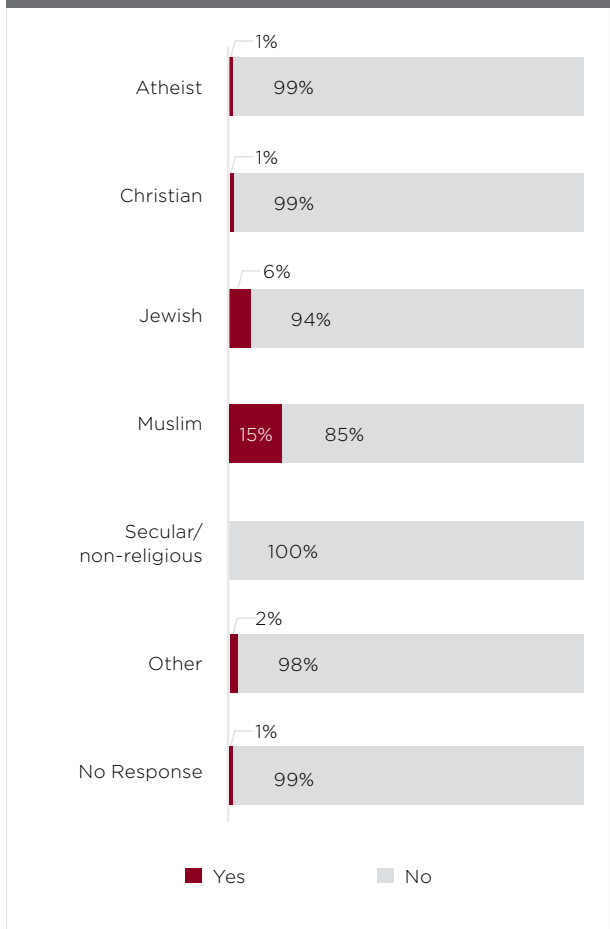


Figure 4.4: Staff



Experienced Online Harassment

Figures 5.1 through 5.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced online harassment due to their religious identity.

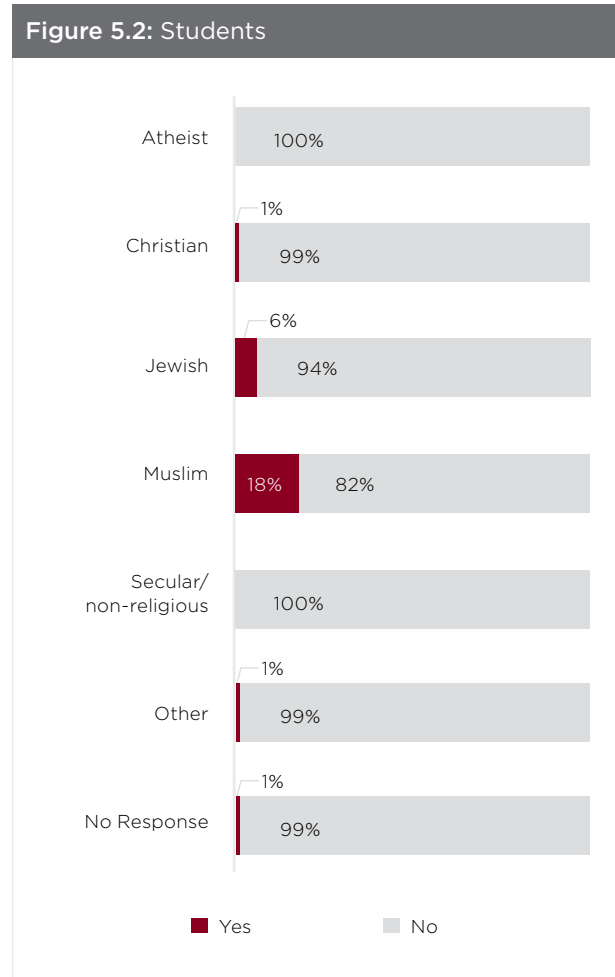
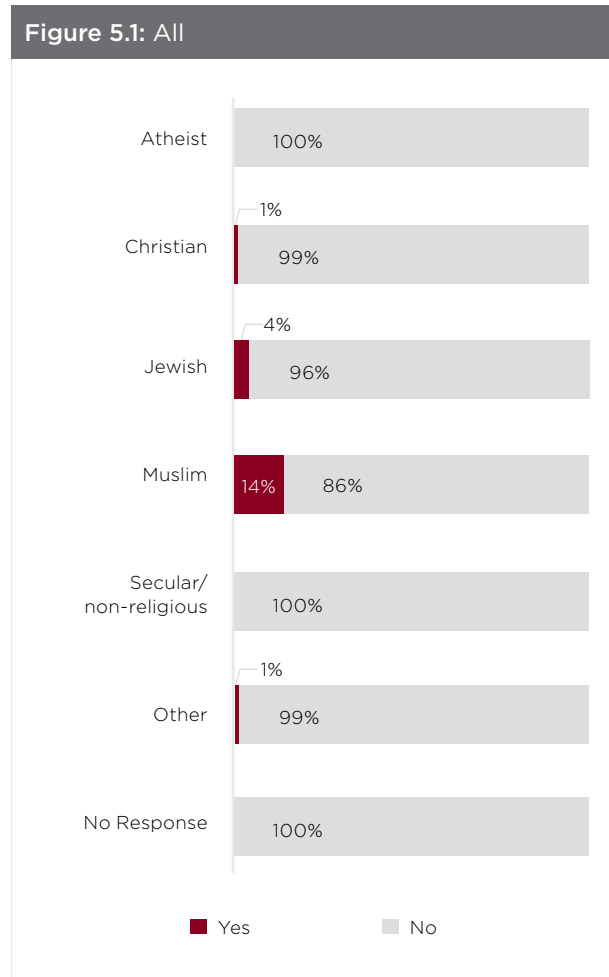


Figure 5.3: Academics

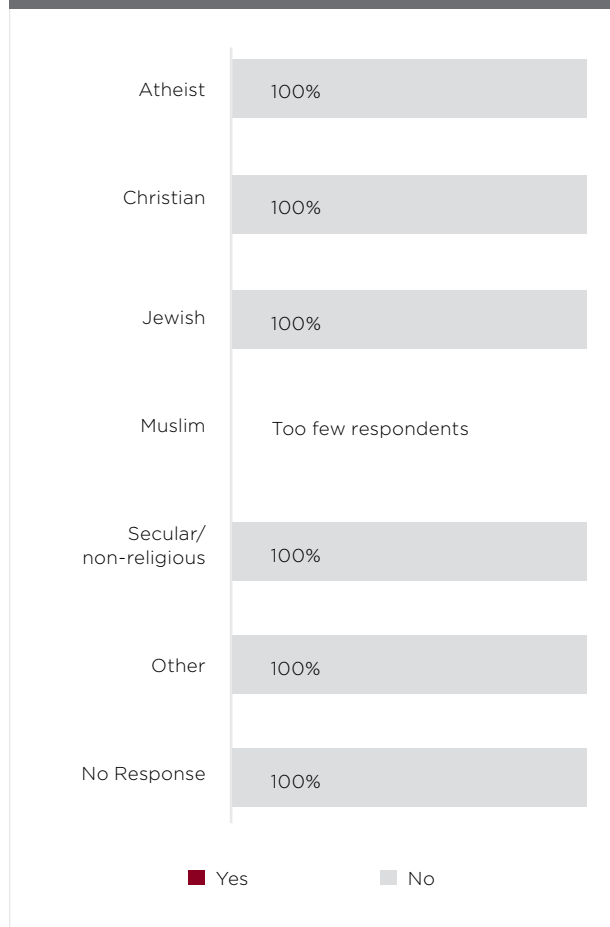
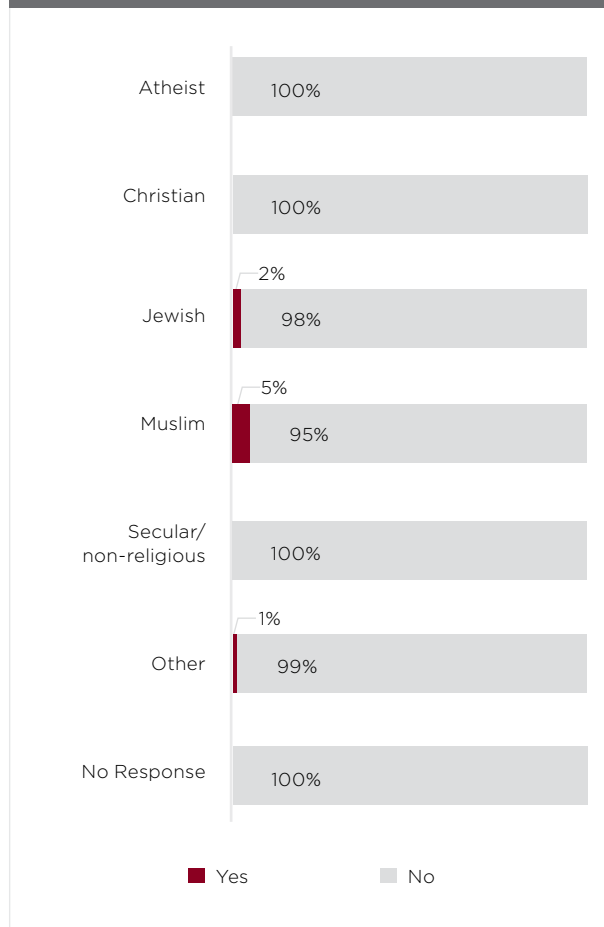


Figure 5.4: Staff



Experienced Physical Harassment

Figures 6.1 through 6.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced physical harassment due to their religious identity.

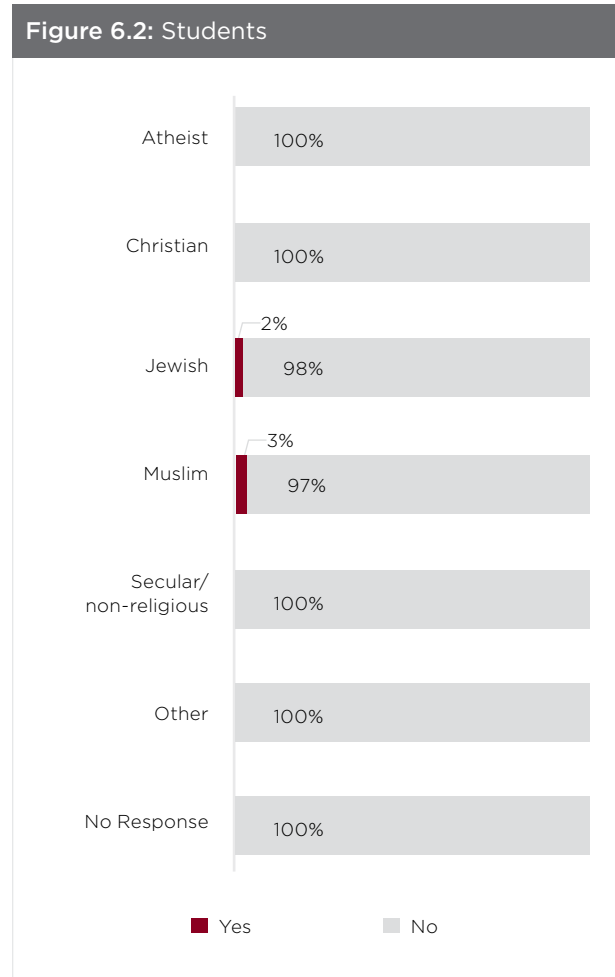
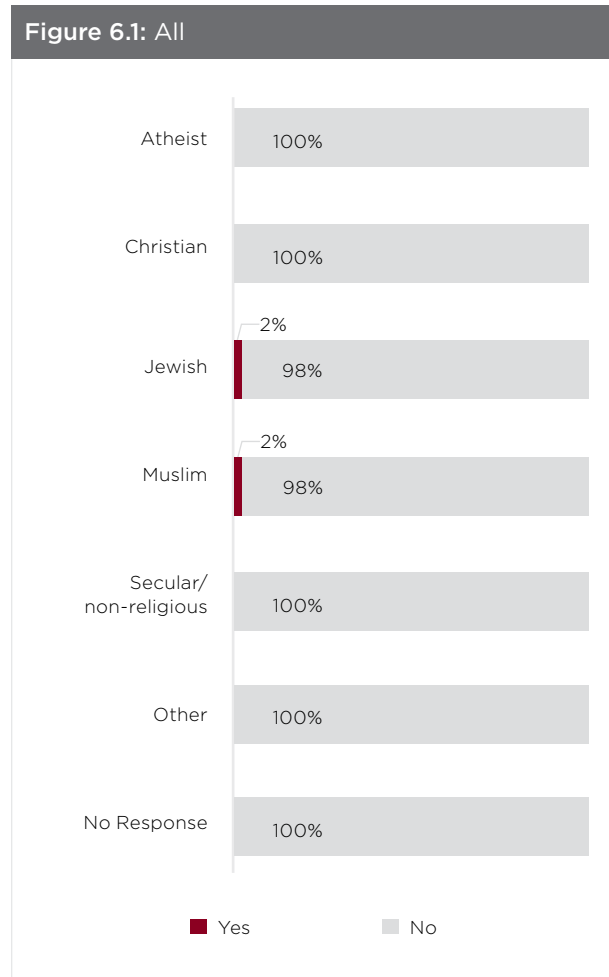


Figure 6.3: Academics

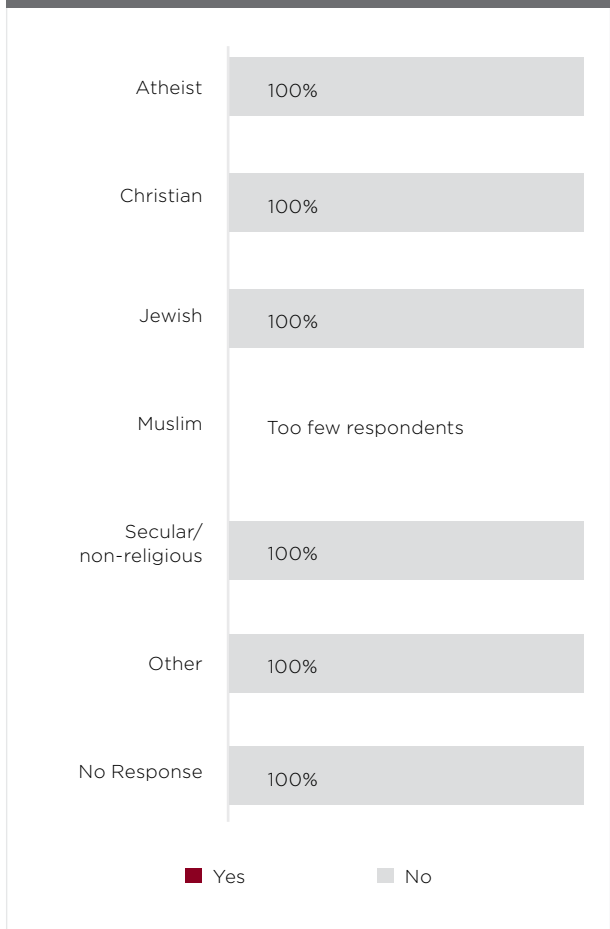
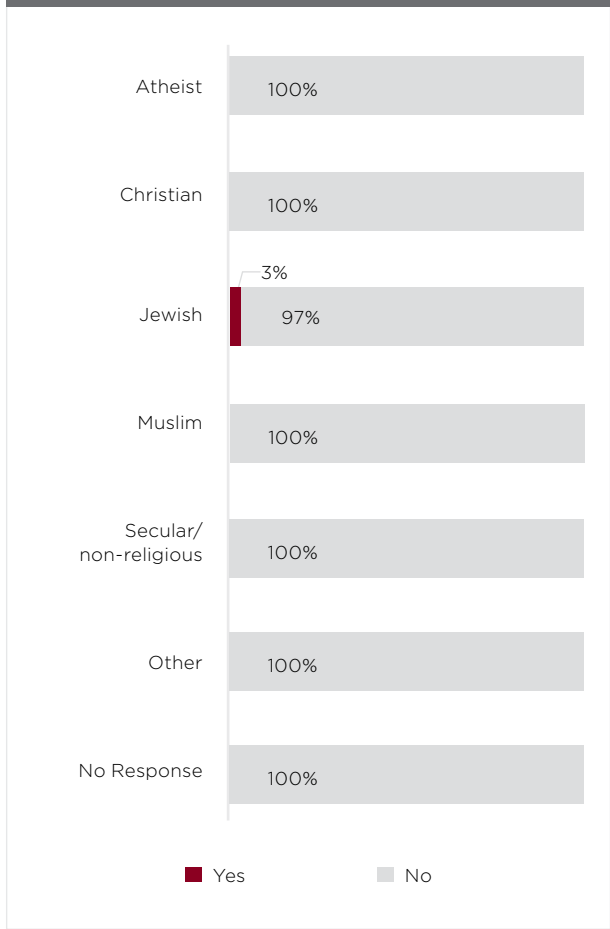


Figure 6.4: Staff

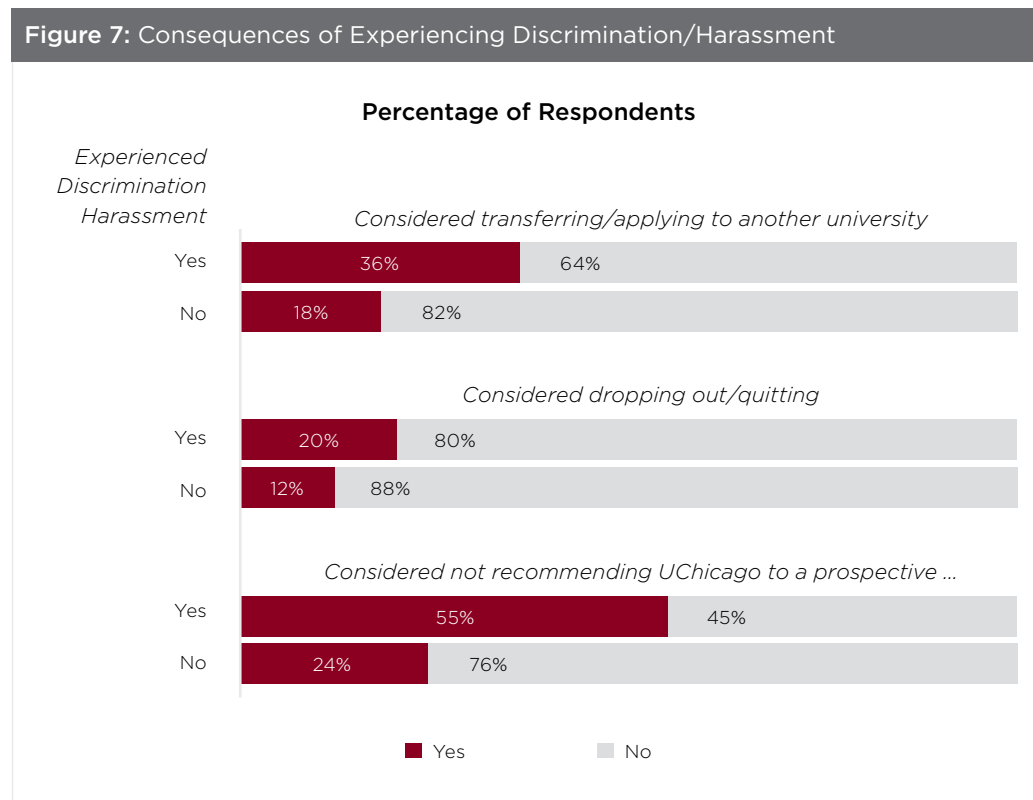


Consequence of Discrimination and Harassment

Figure 7 shows the percentage of respondents who selected “yes” or “no” to whether they have considered doing any of the following because of their experiences of discrimination and/or harassment due to their religious identity.

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

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



Considered Transferring/Applying to Another University

Figure 8.1 shows the percentage of respondents selecting “yes” or “no” to whether they have considered transferring/applying to another university.

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

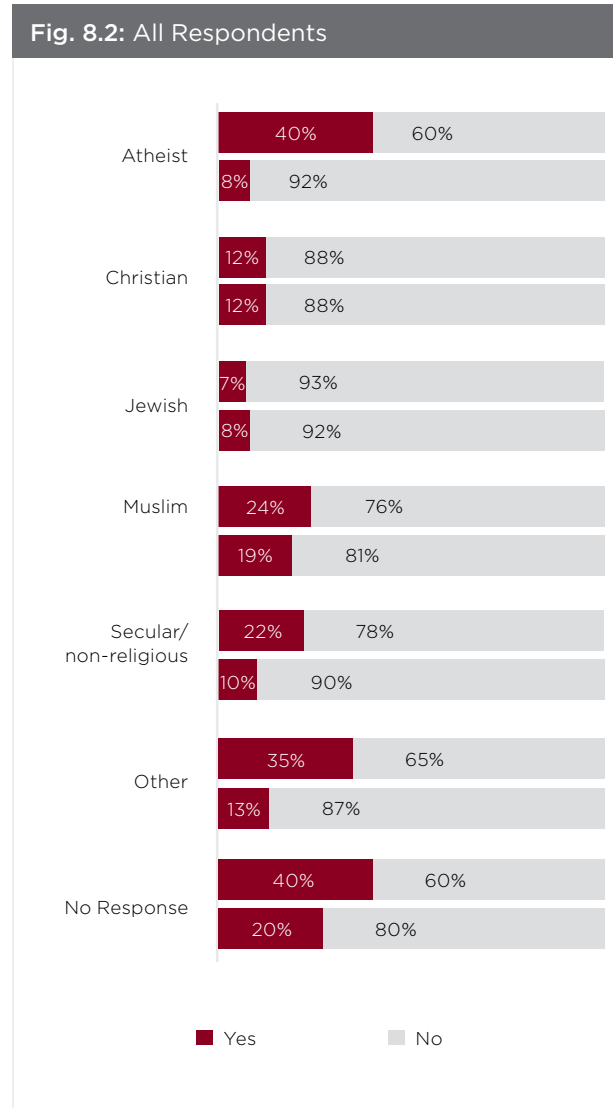
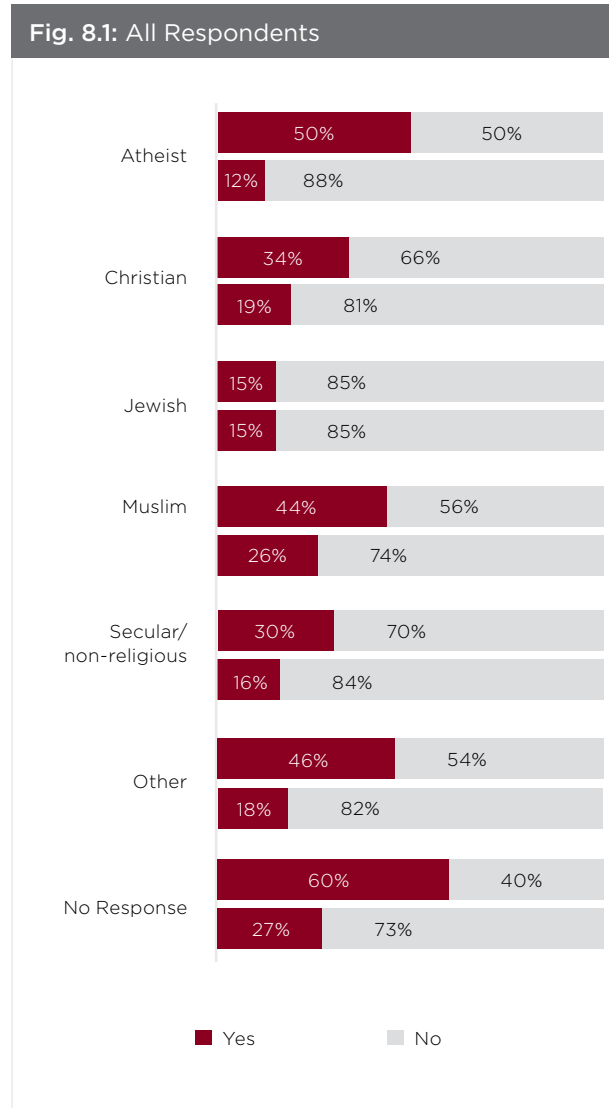
Once the data are disaggregated by religious identity, the numbers of those who have experienced bias are too small to create separate graphs for students, academics, and staff.

Considered Dropping Out/Quitting

Figure 8.2 shows the percentage of respondents selecting “yes” or “no” to whether they have considered dropping out/quitting.

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

Once the data are disaggregated by religious identity, the numbers of those who have experienced bias are too small to create separate graphs for students, academics, and staff.

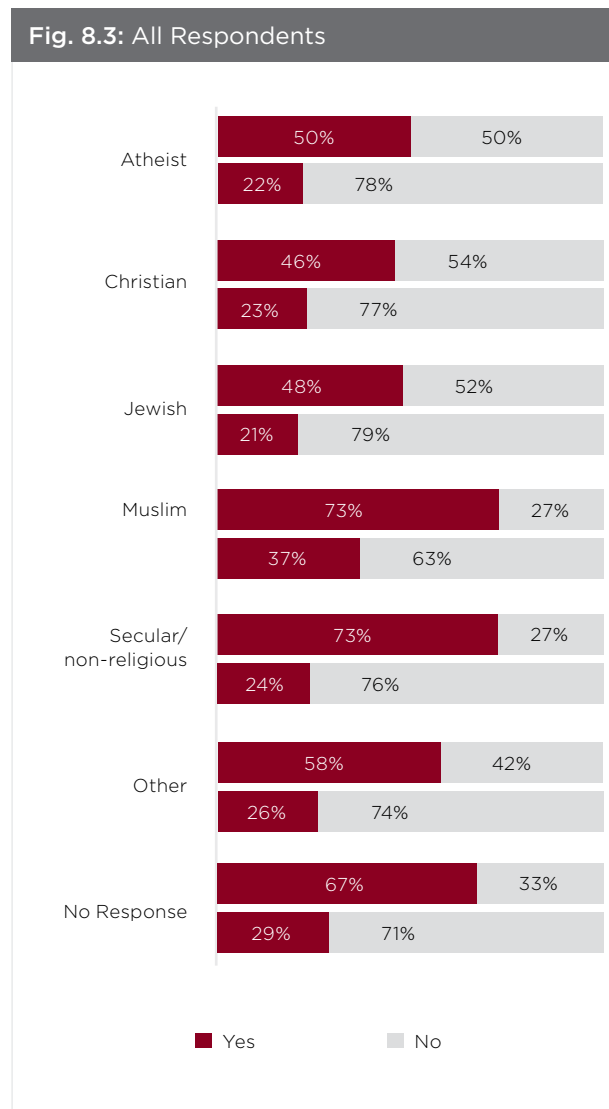


Considered Not Recommending the University to Prospective Student/Academics/Staff Member

Figure 8.3 shows the percentage of respondents selecting “yes” or “no” to whether they have considered not recommending the University to prospective student/academics/staff member.

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

Once the data are disaggregated by religious identity, the numbers of those who have experienced bias are too small to create separate graphs for students, academics, and staff.

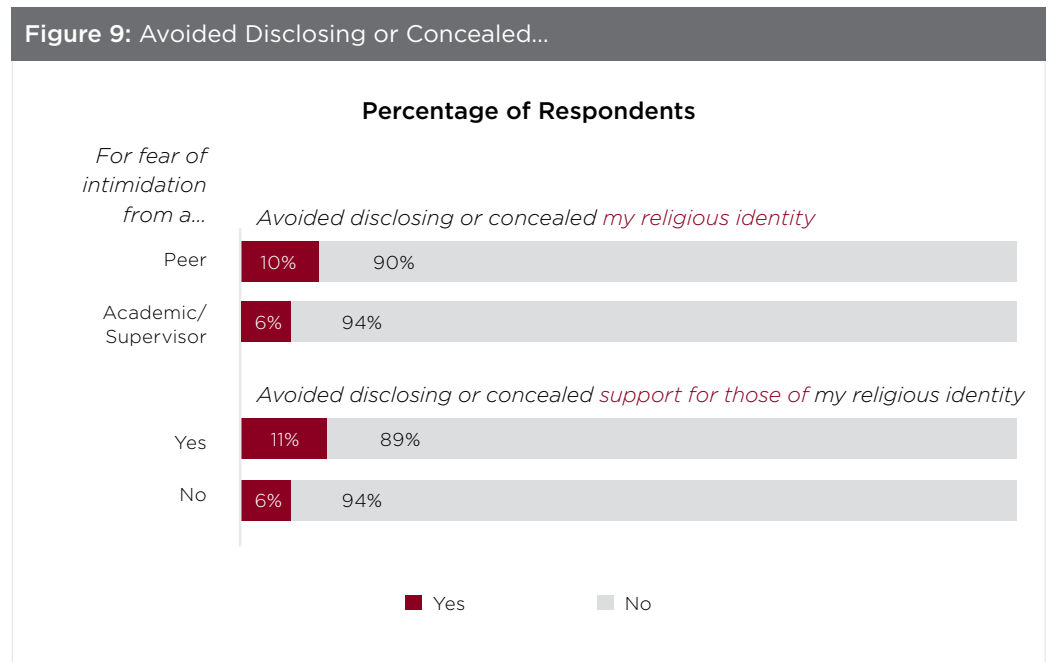


Avoided Disclosing or Concealed...

Figure 9 shows the percentage of respondents who selected “yes” or “no” to whether they have done the following:

- Avoided disclosing or concealed their religious identity due to fear of negative consequences, harassment, or discrimination.
- Avoided disclosing or concealed their support for those of their religious identity due to fear of intimidation.

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



Avoided Disclosing or Concealed Religious Identity from a Peer

Figures 10.1 through 10.4 show the percentage of respondents selecting “yes” or “no” to whether they have avoided disclosing or concealed their religious identity for fear of negative consequences, harassment, or discrimination from a peer.

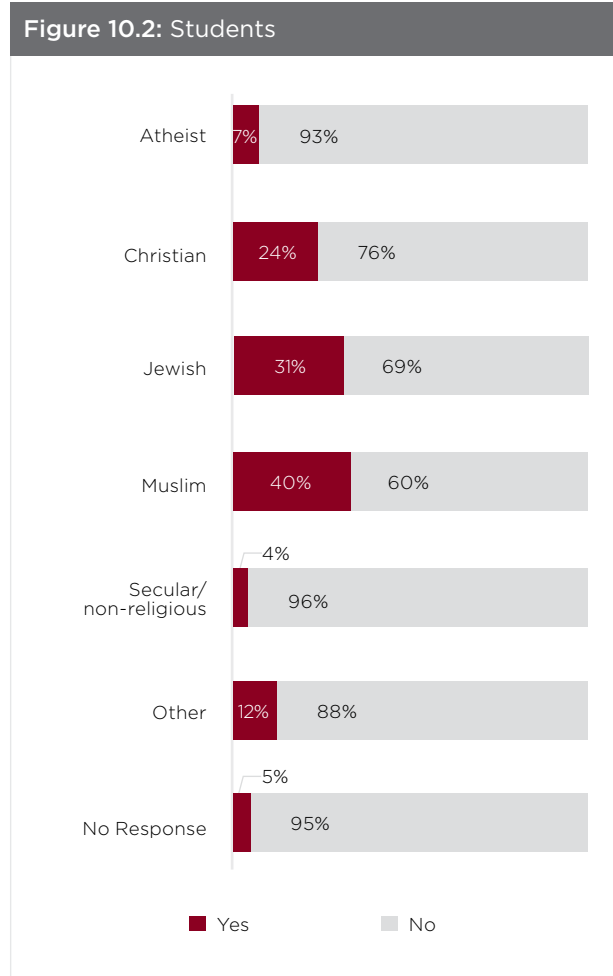
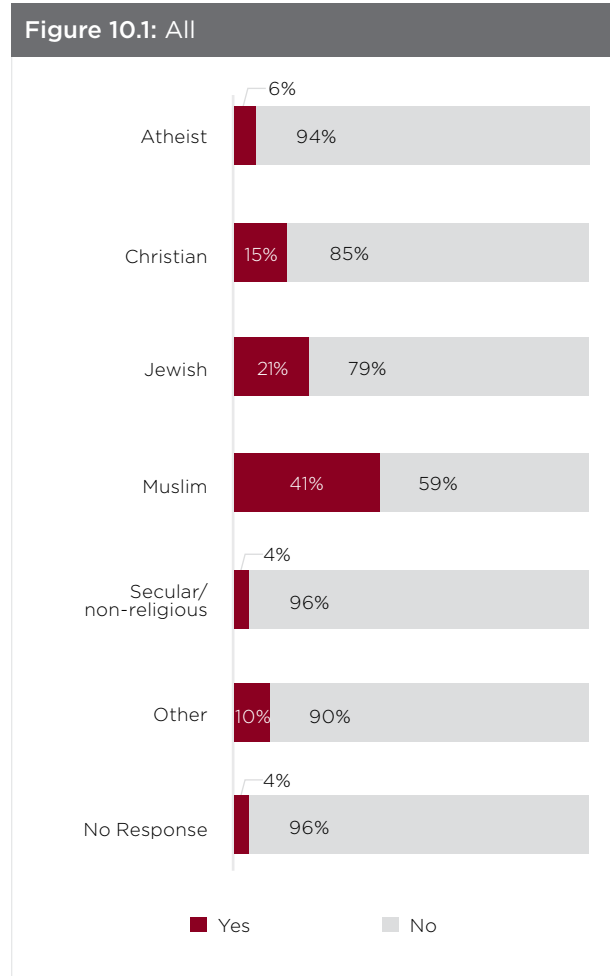


Figure 10.3: Academics

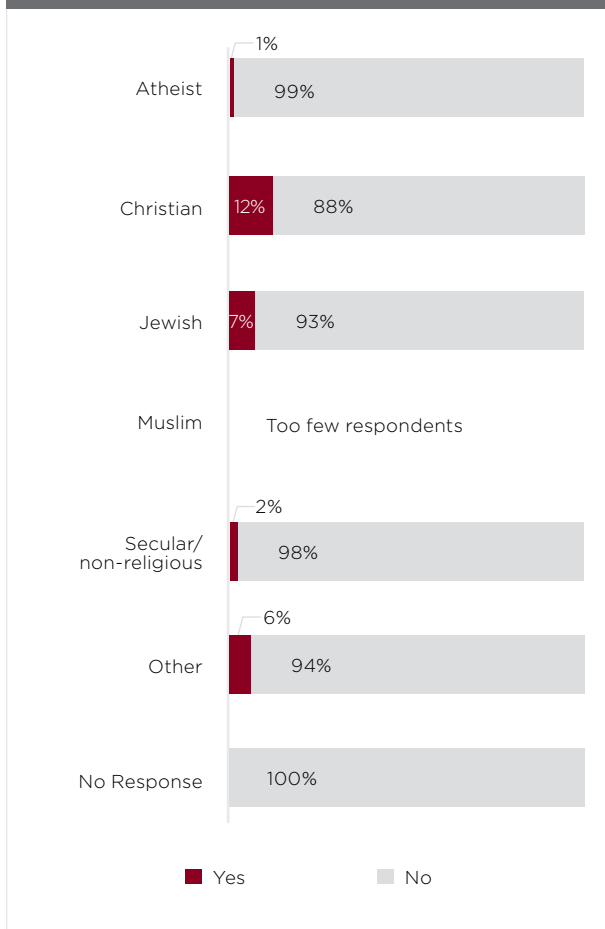
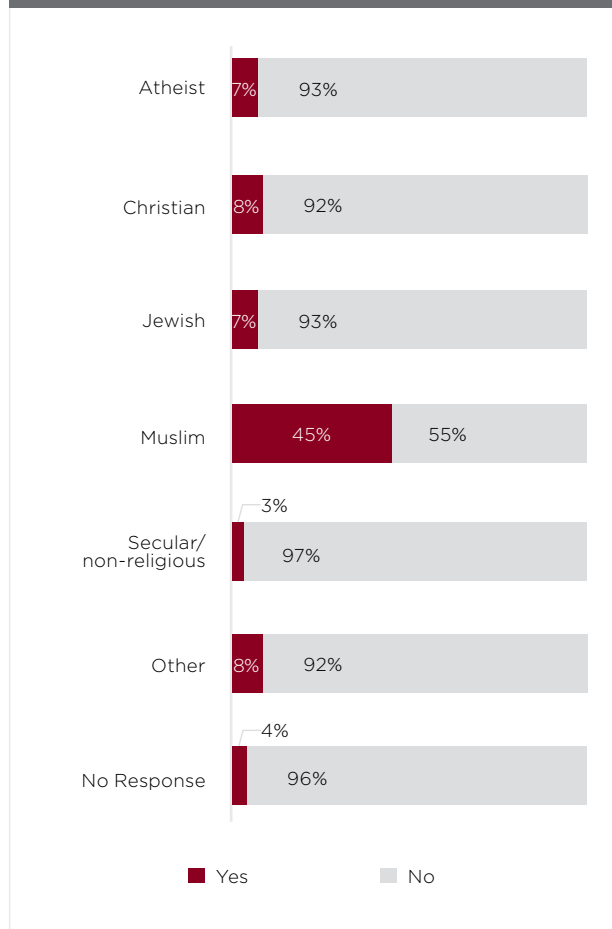


Figure 10.4: Staff



Avoided Disclosing or Concealed Religious Identity from an Academic/Supervisor

Figures 11.1 through 11.4 show the percentage of respondents selecting “yes” or “no” to whether they have avoided disclosing or concealed their religious identity for fear of negative consequences, harassment, or discrimination from an academic/supervisor.

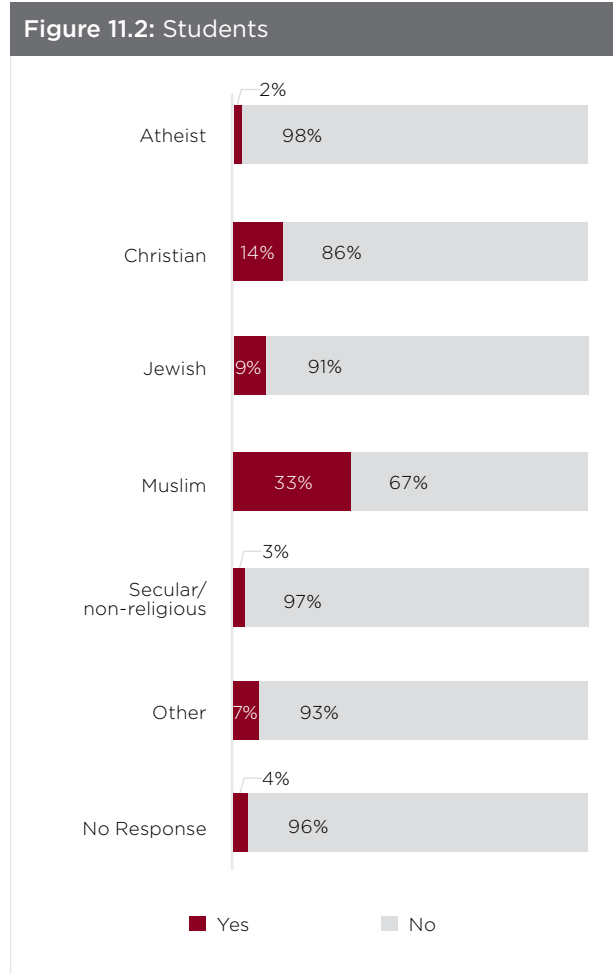
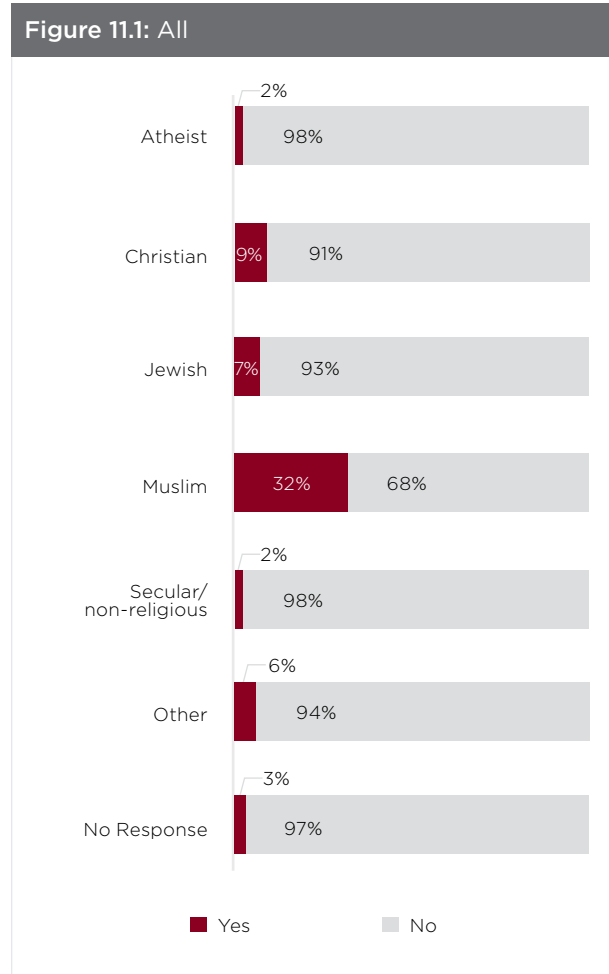


Figure 11.3: Academics

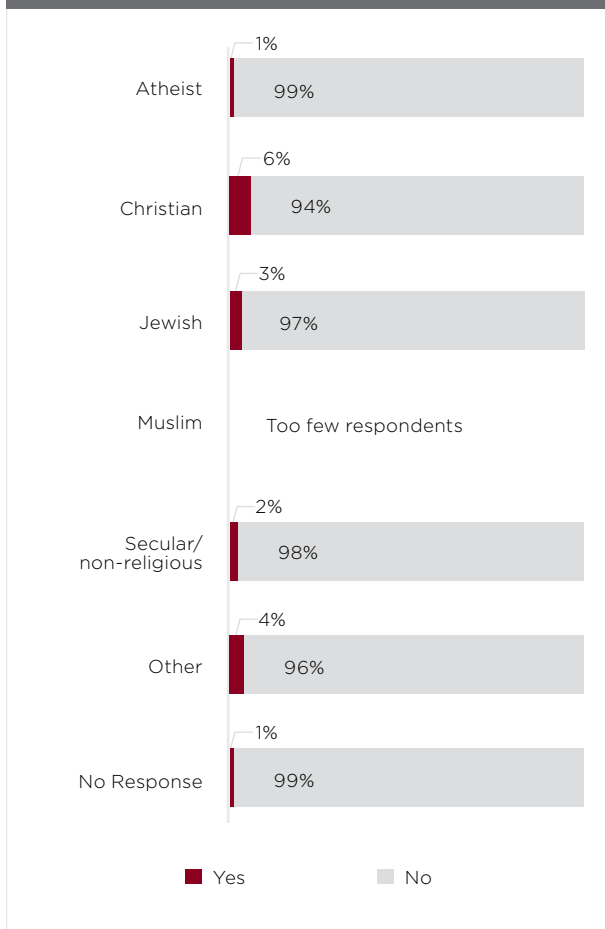
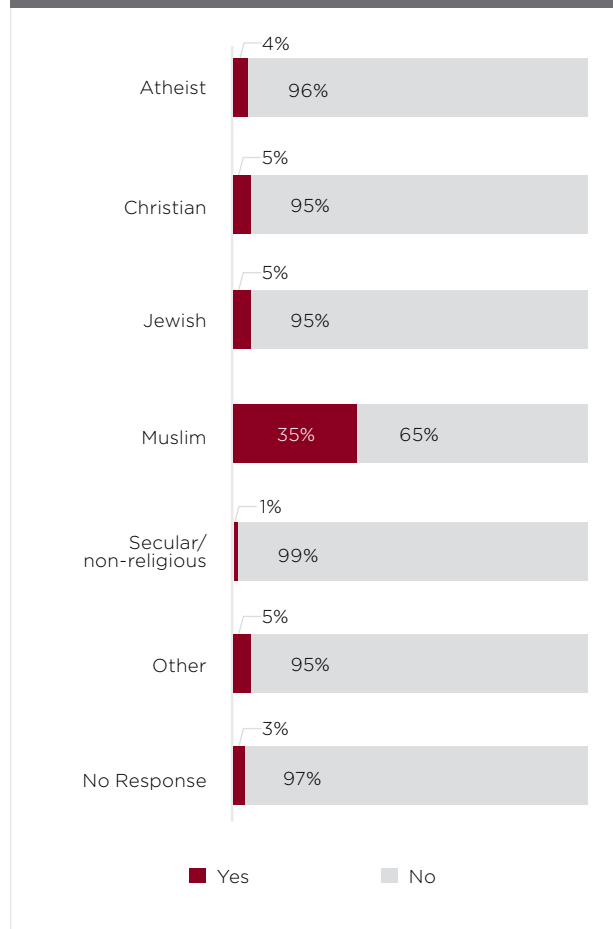


Figure 11.4: Staff



Avoided Disclosing or Concealed Support for Those of One's Religious Identity from a Peer

Figures 12.1 through 12.4 show the percentage of respondents selecting "yes" or "no" to whether they have avoided disclosing or concealed support for those of their religious identity for fear of intimidation from a peer.

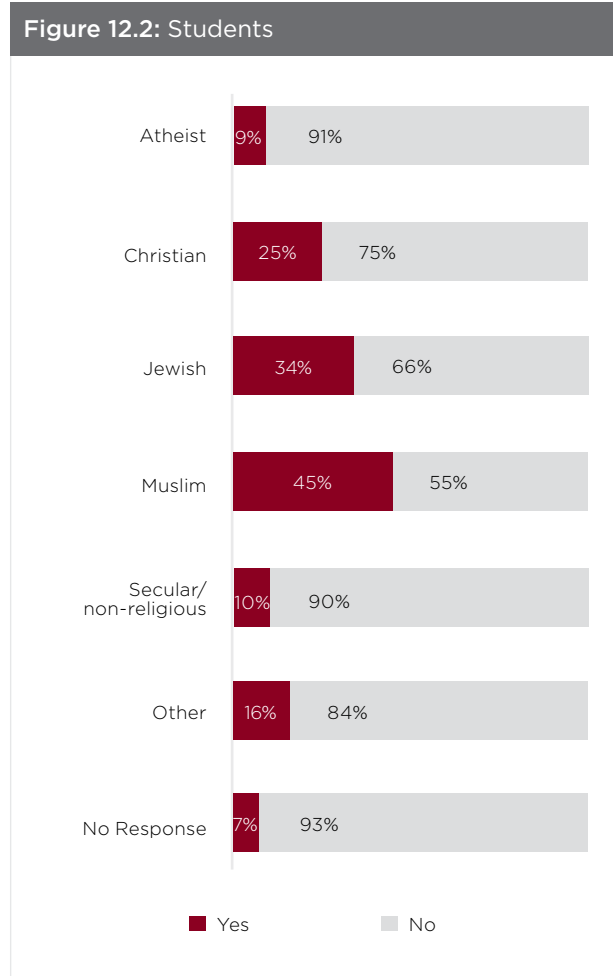
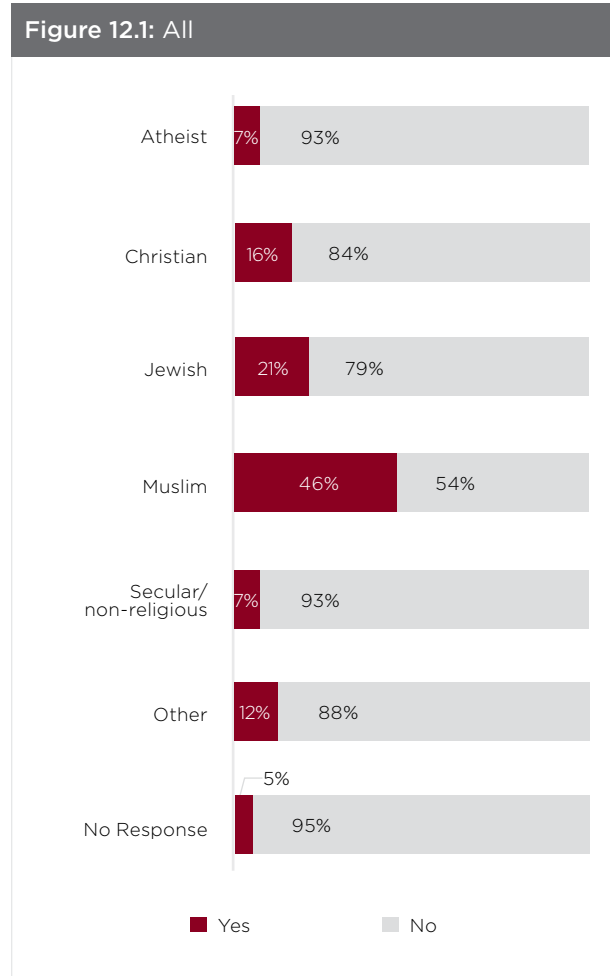


Figure 12.3: Academics

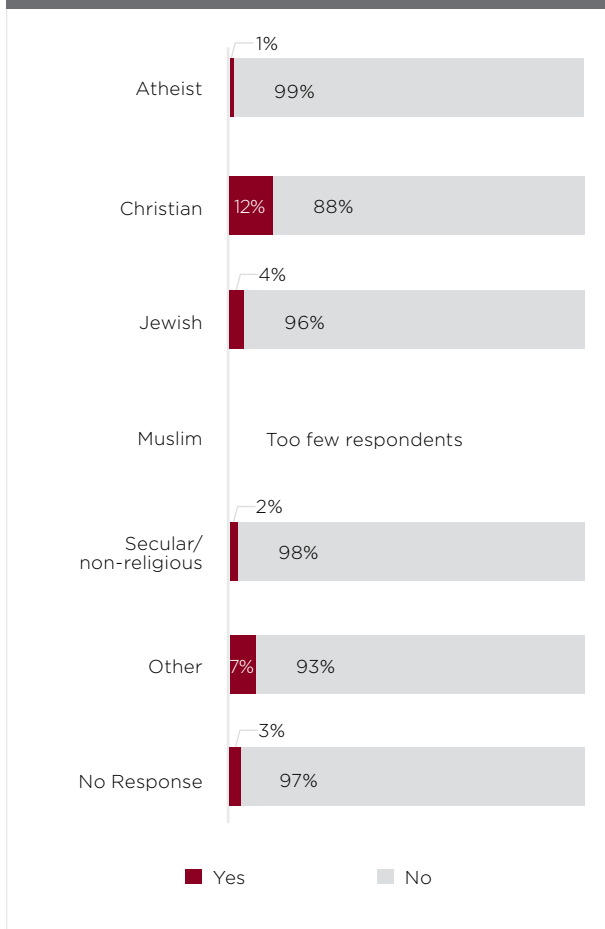
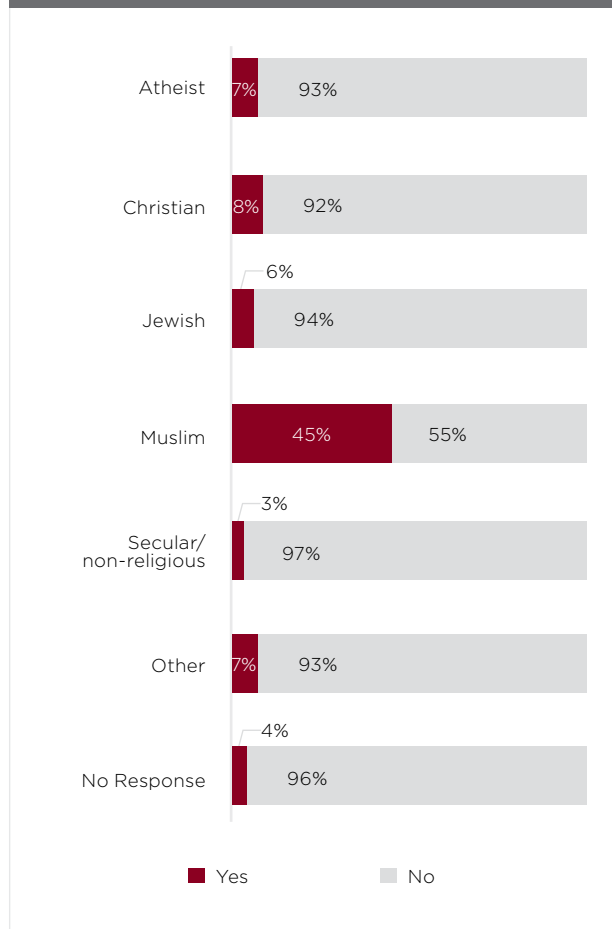


Figure 12.4: Staff



***Avoided Disclosing or Concealed Support
for Those of One's Religious Identity from
an Academic/Supervisor***

Figures 13.1 through 13.4 show the percentage of respondents selecting “yes” or “no” to whether they have avoided disclosing or concealed support for those of their religious identity for fear of intimidation from an academic/supervisor.

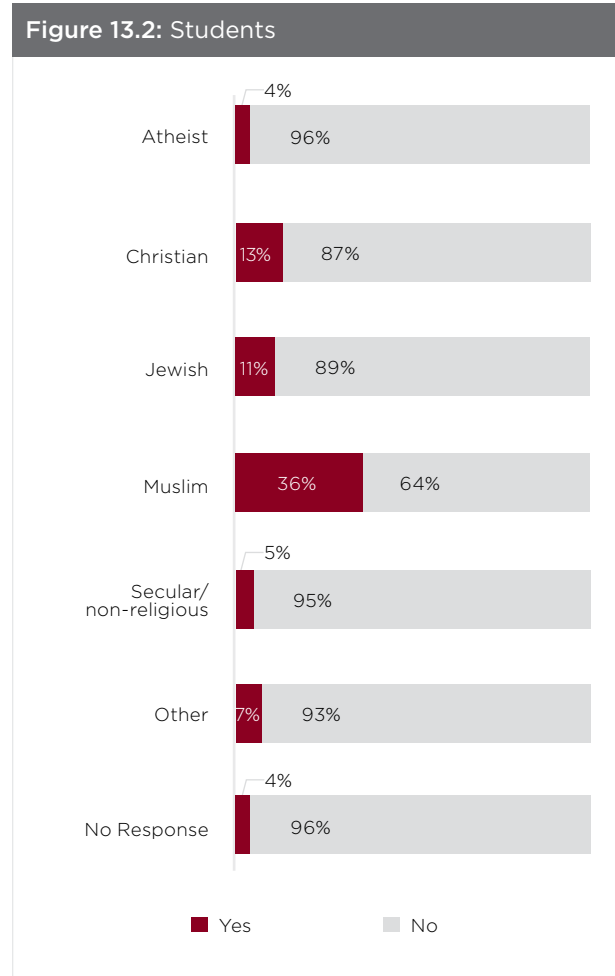
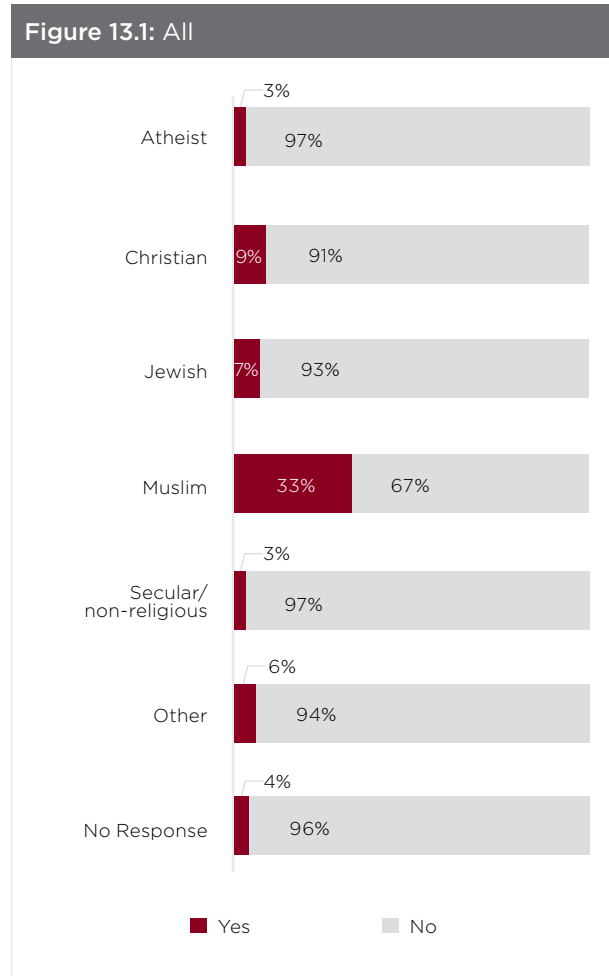


Figure 13.3: Academics

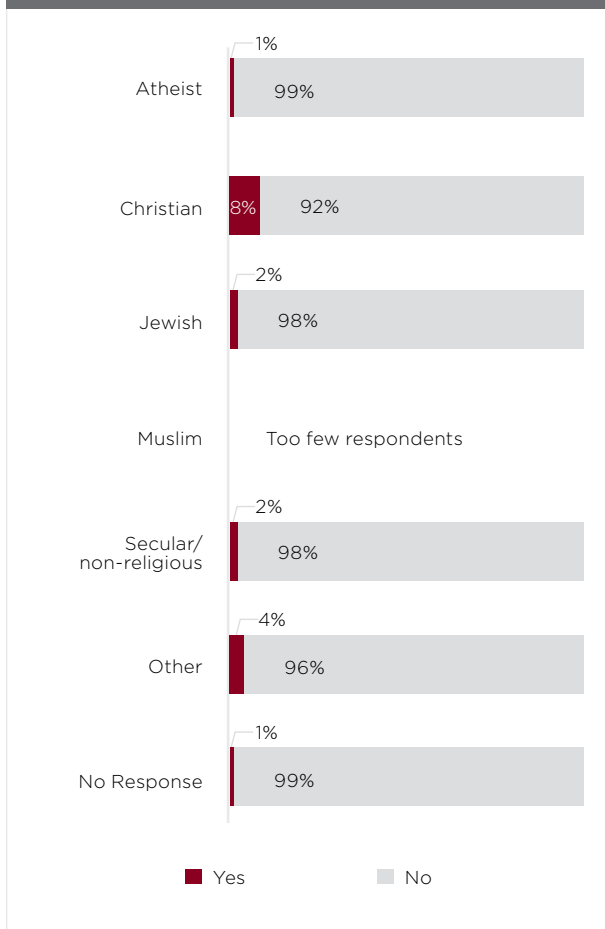
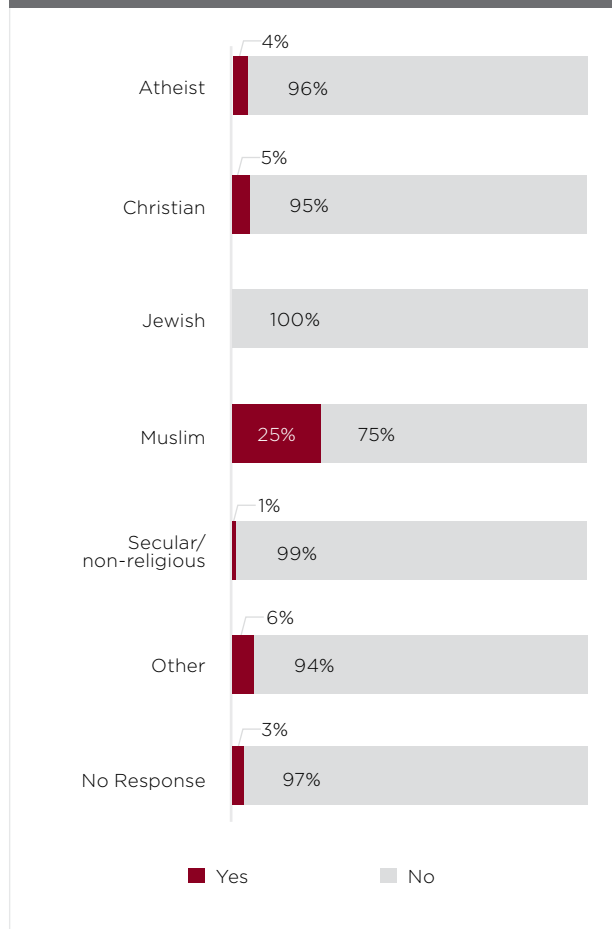


Figure 13.4: Staff



DEEPER INSTITUTIONAL EXPERIENCES OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

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

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

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

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

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

BRIEF SUMMARY OF RESULTS

Among students, those who identify as Muslim are substantially less likely than all other groups of students to report experiencing a campus and classroom climate that is conducive to their full inclusion in the life of the University. See Table 2.1 for more details.

- The largest issue is in believing that one's group is respected. Approximately 62% of respondents who identify as Muslim report that students of their religious identity "are [not] respected at this university." In comparison, 27% who identify as Jewish, 19% who identify as Christian, and 3% who identify as Secular/non-religious report the same.

- Regarding classroom experiences, 40% of student respondents who identify as Muslim believe that they can't "fulfill the requirements of [their] coursework without unduly repressing [their] own identity, background, or experience." In comparison, 15% who identify as Secular/non-religious, 11% who identify as Christian, and 9% who identify as Jewish report the same.

Among academics, there is strongest support for a positive climate around believing that one's work is respected by peers, and broad need for improving the climate regarding mentoring and professional development, as well as transparency and equity in the promotion process. Due to the very small number of academic respondents who identify as Muslim (six respondents), we are unable to fully examine these variables by religious identity.

Among staff, those who identify as Muslim are substantially less likely than all other groups of staff to report experiencing a campus and workplace climate that is conducive to their highest level of productivity and professional development at the University. See Table 2.3 for more details.

- For example, among all staff there is a high level of reporting a negative climate regarding transparency and equity in recognition and promotion: 55% of all staff report that promotion standards are not applied equally. Additionally, staff who identify as Muslim are the least likely to report a positive climate regarding these issues:
 - Approximately 75% of respondents who identify as Muslim report that promotion standards are not applied equally. In comparison, 55% who identify as Jewish, 54% who identify as Christian, and 51% who identify as Secular/non-religious report the same.

RESULTS

The following tables (tables 2.1 through 2.3) show the percentage of respondents who reported a non-inclusive climate regarding each statement. For example, reporting "disagree" or "strongly disagree" to "I feel valued by academics" indicates a non-inclusive climate. Similarly, reporting "agree" or "strongly agree" to "I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition" indicates a non-inclusive climate.

Table 2.1: Percent of Students Reporting Non-Inclusive Climate

Item	All	Atheist	Christian	Jewish	Muslim	Secular/ non- religious	Other	No Response
Don't feel valued by other students	15%	14%	16%	13%	31%	17%	13%	18%
Don't feel valued by faculty	20%	21%	19%	17%	29%	20%	19%	27%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	9%	15%	9%	40%	11%	14%	19%
Don't have opportunities for academic success that are similar to classmates	15%	12%	15%	10%	29%	16%	15%	21%
Believe students of their religious affiliation are not respected	13%	3%	19%	27%	62%	3%	10%	14%

Table 2.2: Percent of Academics Reporting Non-Inclusive Climate

Item	All	Atheist	Christian	Jewish	Muslim	Secular/ non- religious	Other	No Response
Work is not respected by peers	9%	11%	9%	4%	*	8%	9%	8%
Have to work harder than colleagues to achieve the same recognition	42%	34%	49%	33%	*	35%	41%	56%
Tenure/promotion standards are not applied equally	46%	48%	47%	44%	*	44%	45%	46%
Don't receive adequate mentoring support on tenure/promotion	41%	39%	46%	39%	*	38%	41%	41%
Not supported when seeking information about career development	28%	30%	27%	27%	*	23%	28%	34%
Don't have access to supportive social networks within department	28%	27%	32%	20%	*	26%	29%	28%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	41%	36%	48%	36%	*	29%	42%	56%

* Too few respondents to report

Table 2.3: Percent of Staff Reporting Non-Inclusive Climate

Item	All	Atheist	Christian	Jewish	Muslim	Secular/ non- religious	Other	No Response
Work is not respected by peers	7%	6%	8%	2%	10%	5%	8%	8%
Have to work harder than colleagues to achieve the same recognition	36%	29%	39%	20%	60%	25%	33%	46%
Tenure/promotion standards are not applied equally	55%	51%	54%	55%	75%	51%	59%	58%
Don't receive adequate mentoring support on tenure/promotion	53%	45%	51%	58%	41%	53%	57%	59%
Not supported when seeking information about career development	32%	27%	30%	36%	44%	32%	33%	39%
Don't have access to supportive social networks within department	23%	21%	21%	14%	24%	23%	26%	26%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	39%	35%	37%	34%	56%	34%	42%	47%

APPENDIX 1: PARTICIPATION RATES

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

APPENDIX 2: SURVEY ITEMS EXAMINED FOR THIS REPORT

Perceptions of Overall Climate

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

Overall Campus Climate						
Religiously intolerant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Religiously tolerant

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

Your Classes/Department/Work Unit						
Religiously intolerant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Religiously tolerant

Direct Experience of Discrimination and/or Harassment

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

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

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

	Due to religious identity
Being embarrassed/humiliated online by a member of the UChicago community	<input type="checkbox"/>
Being bullied online by a member of the UChicago community	<input type="checkbox"/>
Being threatened online by a member of the UChicago community	<input type="checkbox"/>

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

	Due to religious identity
Threats of physical violence	<input type="checkbox"/>
Actual physical violence	<input type="checkbox"/>
Property damage	<input type="checkbox"/>

Consequence of Discrimination and/or Harassment

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

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

Additional Campus Experiences

Thinking about your experiences on campus, have you done any of the following within the past two years? Check all that apply.

	Particular religious groups
Avoided disclosing or concealed your support for specific rights, for fear of intimidation from A PEER	<input type="checkbox"/>
Avoided disclosing or concealed your support for specific rights, for fear of intimidation from A SUPERVISOR	<input type="checkbox"/>

Thinking about your experiences on campus, have you done any of the following within the past two years? Check all that apply.

	Due to religious identity
Avoided disclosing or concealed any of the following aspects of your identity to A PEER due to fear of negative consequences, harassment, or discrimination	<input type="checkbox"/>
Avoided disclosing or concealed any of the following aspects of your identity to A SUPERVISOR due to fear of negative consequences, harassment, or discrimination	<input type="checkbox"/>

Deeper Institutional Experiences of Campus Climate

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

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

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

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

Demographics

What is your religious identity? Check all that apply:

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
- Confucianism
- Daoism
- Hindu
- Humanist
- Jewish
- Muslim
- Native American Religion
- Nonreligious/secular
- Sikh
- Scientology
- Unitarian Universalist
- Wiccan/Pagan/Druid
- Spiritual but not associated with a major religion
- Self-identify (please specify):

- Prefer not to answer

APPENDIX 3: STEERING COMMITTEE AND WORKING GROUP MEMBERSHIP

CLIMATE SURVEY STEERING COMMITTEE

Cathy Cohen (Chair)

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

Jonathan Acevedo

Third-Year Computer Science Major,
The College

Aidan Ali-Sullivan

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

Elise Covic

Deputy Dean, The College

Elizabeth Davenport

Dean, Rockefeller Chapel

Ruby Garrett

Student, Law School

Melissa Gilliam

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

James Kiselik

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

Marlon Lynch

Associate Vice President for Safety, Security,
and Civic Affairs

Thomas Miles

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

Agnes Lugo-Ortiz

Associate Professor, Department of
Romance Languages and Literatures

Ronald A. Thisted

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

Adrienne Thomas

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

Ala Tineh

Third-Year Economics Major, The College

William Towns

Assistant Vice President, Neighborhood
Initiatives

Renita Ward

Second-Year Student, Master of Arts in
Divinity Program

WORKING GROUP ON SURVEY DEVELOPMENT

Micere Keels (Chair)

Associate Professor, Department of
Comparative Human Development
and the College

William Greenland

Director of Institutional Analysis

Ronald A. Thisted

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

Matthew Christian

Associate Provost and Chief of Staff