

Santa Clara University
Campus Climate Study
Final Report

October 2025

Office for Diversity and Inclusion
Inclusive Excellence Division



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EXECUTIVE SUMMARY

Santa Clara University conducted its second-ever Campus Climate study in Winter 2025 (January 26, 2025 – April 9, 2025). The 2025 Campus Climate study was a follow-up to the initial study that was done in 2018.

The 2025 Campus Climate Study provided an opportunity to better understand the experiences of students, faculty and staff. The study also allowed SCU to better gauge how things had changed or not changed from 2018.

Much has transpired both within and outside Santa Clara University since 2018. Ideally, a campus climate study should be conducted every three to four years. However, due to the ongoing effects of a pandemic and leadership transitions at SCU, including a new President in 2022 and a new Vice President for Inclusive Excellence in 2021, the timing was not previously suitable for such a study. With the development of the Inclusive Excellence Strategic Plan and the launch of the new institutional strategic plan, Impact 2030, the timing became more opportune. Consequently, the decision was made in Spring 2024 to commence the planning and preparation for administering a study in Winter 2025.

The 2025 Campus Climate Study was built on the framework of the 2018 instrument but has been revised to reflect better alignment in a few areas. This study provided a better focus on our Jesuit values, regrouped set questions by particular categories, new questions on the classroom experience for both faculty & staff and focused open-response questions to better understand the lived experiences of the community.

At the conclusion of the study period, **30.54%** of the SCU community participated in the study. This was higher than the 27% in 2018 with the only population that was lower being that of undergraduate students.

In terms of the overall climate on campus and in the workplace, the 2025 results were higher across the board:

- **83.62%** of all respondents indicated that they were very comfortable/comfortable with the overall campus climate. *This was 11% higher than the 72% response in 2018.*
- **78.67%** of faculty and staff indicated that they were very comfortable/comfortable with their work unit/department. *This was 3.67% higher than the 75% response in 2018.*

Overall these results are really positive especially when you consider the context in which the study was taking place at both a local and national level.

While the overall picture is important, a critical component of any Campus Climate study is to understand the particular experiences of each of the stakeholder groups (students, faculty, staff) that make-up Santa Clara University. It is through this lens that one can get a fuller picture of

what is taking place. The following is a sampling of both positive highlights and areas of improvement for students, faculty and staff.

Students

Positive Highlights

- Academic Experiences viewed highly
- Classroom environment positive in being valued by peers and faculty
- Importance of involvement and engagement on campus
- Found a community

Areas of opportunity

- Academic Integrity concerns
- Microaggressions and classroom behavior
- Being valued by Senior Administrators
- Understanding the areas of where sub-groups of students had higher levels of dissatisfaction as compared to other groups

Faculty

Positive Highlights

- Value of Teaching and Research
- Departmental climate positive – culture of care, input valued
- Classroom experiences – feeling respected by students, engagement in classroom setting

Areas of Opportunity

- Performance Evaluation Process
- The role of service and recognition
- Lack of clear job expectations depending on the faculty rank

Staff

Positive Highlights

- Supportive managers and colleagues
- Work and skills are valued
- Opportunities to engage in Shared Governance

Areas of Opportunity

- Performance evaluation process
- Pathways for advancement and future at SCU
- Understanding what is taking place in particular units/areas that are affecting staff satisfaction and how they navigate the institution

This insight helps to set the stage for understanding the experiences of students, faculty and staff.

The report that follows provides more details to the broader overall campus climate and then provides an opportunity to unpack the data by community – with separate sections for students, faculty and staff, and then experiences with discrimination, other factors, discrimination and harassment, institutional responses, institutional values, Jesuit values, community and belonging and overall experience.

The Appendix includes additional information about the characteristics of the students, faculty and staff that responded to the survey, as well as their identity profile.

Final Thoughts

This Campus Climate study was designed to better understand the experiences of all members of the SCU community in terms of how they navigate and experience SCU as students, faculty and staff. Today's results allow us to reflect on the findings as well as to engage the community into the next steps.

The 2025 Campus Climate study shows that Santa Clara University has been making positive strides in the experiences for students, faculty and staff. These positive strides include:

- Improvement in Campus Climate since 2018
- Understanding of Mission
- Jesuit Values tied to community and relationships
- Awareness and Understanding of SCU's focus on diversity, equity and inclusion
- Importance of community and belonging (making connections)
- Reductions in exclusionary behavior (experienced/witnessed)
- Better understanding of experiences – both positive and negative

The study also provides insight into areas of opportunity so that SCU make changes to address those items that are perceived as being less fully realized in the community:

- Political viewpoints and providing space for engagement
- Jesuit values and faith/spirituality
- Feeling valued by Senior Administrators (across all stakeholder groups)
- Unpacking undergraduate and faculty experiences with unwanted sexual contact/conduct
- Targeted focus within areas of how different communities were experiencing things (ex. First-generation, gender, etc.)
- Continued education and reinforcement of institutional policies and procedures

The 2018 study served as an opportunity to get a baseline for what the experiences were like within the community. This 2025 study provided an opportunity to gauge how far we have much and the next steps to continue to reinforce our values as an institution.

INTRODUCTION

What is Campus Climate Study? A campus climate study is conducted to assess how students, faculty, and staff perceive the overall atmosphere and experience on a campus, allowing institutions to identify areas where improvements can be made regarding diversity, inclusion, safety, and overall well-being, particularly for marginalized groups, by understanding their perspectives and experiences on the campus environment; this data then informs policy changes and initiatives to create a more positive and supportive learning and working environment for everyone. It is both a snapshot in time and a chance for respondents to reflect on their overall experience.

CONTEXT

Santa Clara University conducted its second Campus Climate study from January 26, 2025 through April 9, 2025. This study built upon the first SCU Campus Study that was conducted from January 2018 - March 2018.

Given that the campus climate study is a snapshot in time and in preparing this report, we have to acknowledge the context of when the study was taking place (late January 2025 through early April 2025). This time period was marked by lots of change within higher education as well as the local, state and national level. Nonetheless, SCU was able to successfully conduct this study.

One could make the assumption that context would potentially skew the results. Even with all of the external factors, the results of the study are a testament to the work that is taking place at Santa Clara University by the students, staff and faculty.

THE INSTRUMENT

The Study utilized the instrument employed in 2018, which was administered by Rankin & Associates. For the current iteration, the questions were revised based on feedback from colleagues in Mission & Ministry, Human Resources, Institutional Research, Educational Assessment, Inclusive Excellence, and other departments. The final instrument was modified and administered by the Office for Diversity and Inclusion.

While a significant portion of the questions from 2018 were retained, their order was reframed. The survey was expanded to provide a more in-depth exploration of the classroom experience for both students and faculty, and to better characterize interactions. Additionally, the questions for graduate students were expanded. The demographic questions were broadened to allow respondents to provide specific details regarding any challenges they may have encountered. The survey was further expanded to incorporate a greater emphasis on institutional and Jesuit values.

INSTRUMENT SECTIONS

Students: Academic Experience, Classroom Experience, Interactions & Engagement

Faculty: Faculty Experience, Work Environment, Department environment, Interactions

Staff: Work Environment #1, #2, Interactions

All Stakeholders: Demographics, Institutional Values, Community & Belonging, Jesuit Values, Overall Satisfaction and Overall Experience

UNDERSTANDING THE DATA - CAVEATS

In sharing the data, we are focusing on trends and patterns. While some questions had high agreement/levels of satisfaction, there were other questions that had a high “neither”.

When it comes to responses with a high “neither” there can be various ways of interpreting this result. For example, neither can signal not enough information or knowledge about the topic that is being asked, might not have an opinion, or might have both positive and negative experiences. These responses are just as valuable as the agree and/or disagree questions.

CONFIDENTIALITY

A key component of the study was to ensure confidentiality so that no one individual could be identified through the data or in the examples provided. This confidentiality is important to ensure that respondents felt comfortable in being open and honest with their responses. We understand that some chose not to respond to certain questions due to fears about being identified.

PARTICIPATION RATES

The overall participation rate was **30.54%** which was higher than the 2018 study (27%). Here is the breakdown by stakeholder groups:

Group	2025	2018
Undergraduate Student	26.8%	32%
Graduate Student	23.58%	12%
Faculty	44.85%	40%
Staff	62.95%	38%

REPRESENTATIVE SAMPLE

How representative were the respondents to the 2025 SCU Campus Climate Study?

The 2025 SCU Campus Climate Study was administered to all undergraduate and graduate students, faculty, and staff. Everyone in the campus community had the opportunity to participate. Over a ten-week period, multiple reminders were sent via email, along with on-campus flyers and social media outreach.

Based on how respondents identified their primary role at SCU, the combined overall sample is fairly representative of the overall campus population.

Nonetheless, when looking at specific groups - undergraduates are slightly underrepresented by 2%, graduate students are slightly underrepresented by 1%, faculty are fairly represented and staff are overrepresented by 10% (due to the high response rate). It is important to note that respondents were required to select their primary role in order to access the relevant set of survey questions.

However, when examining other aspects of identity (ex. gender, race), we find that other groups were either overrepresented and/or underrepresented in the sample. Participation in these demographic questions was optional, which introduces limitations when analyzing the data. We acknowledge these limitations as we interpret and aggregate the findings.

DATA	Undergraduate	Graduate	Faculty	Staff
Winter 2025 Population (% based on 11,296)	57%	27%	6%	10%
Campus Climate Study Respondents (% based on 3,450)	50%	21%	9%	20%
Difference	-7%	-6%	+3%	+10%
Based on +/- 5% threshold	Slightly underrepresented	Slightly underrepresented	Fairly represented	Overrepresented

OVERALL CAMPUS CLIMATE - CAMPUS

For the 2025 study, **83.62%** of all respondents indicated that they were **very comfortable/comfortable** with the overall campus climate at Santa Clara University. This was 11% higher than the 72% response in 2018.

GROUP	2025	2018
Undergraduate Student	85.44%	70%
Graduate Student	88.19%	79%
Faculty	74.69%	69%
Staff	79.35%	74%
Overall	82.62%	72%

OVERALL CLIMATE - DEPARTMENT/UNIT

For the 2025 student, **78.67%** of the Faculty and staff indicated that they were **very comfortable/comfortable** with the climate within their departments/program/ work unit. This was 3.67% higher than the 75% response in 2018.

GROUP	2025	2018
Faculty	78.46%	77%
Staff	78.77%	72%
Overall	78.67%	75%

UNPACKING THE DATA BY COMMUNITY: STUDENT

I. STUDENT ACADEMIC EXPERIENCES

SCU undergraduate and graduate students were asked a set of five questions in regards to their overall academic experiences. The percentages represent the strongly agree/agree responses.

These questions referenced the following:

- They are performing up to their full potential (79.68%)
- Satisfied with their academic experience (80.54%)
- Interest in ideas and intellectual matters has increased since coming to SCU (84.73%)
- Taken courses that have exposed them to think outside of comfort zones (87.62%)
- Intend to graduate from SCU (95.04%)

A Closer Look:

Over 80% of students strongly agreed/agreed with the different statements on their academic experience. This is really positive and is a testament to the academic quality and rigor of the institution.

When you further analyze the student academic experiences data by Undergraduate First Generation status, you do encounter differences in responses for:

- They are performing up to their potential
- Satisfied with their academic experience

We encounter high levels of dissatisfaction among first-generation students as compared to non-first generation students. When you further disaggregate by academic college and school, you notice higher levels of dissatisfaction for first generation students in the School of Engineering and in the Leavey School of Business. This provides an opportunity to further examine the support mechanisms in place to support first generation students when it comes to imposter syndrome, academic preparation, tutoring support and peer mentoring, etc.

II. CLASSROOM EXPERIENCES

The 2025 study asked all undergraduate and graduate students about their experiences in the classroom setting. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% or above

- I treat my faculty with respect (98.18%)

- I feel safe in the classroom (90.04%)
- I feel valued by faculty in the classroom (88.38%)
- My course policies and expectations (submission and grading, attendance, classroom participation, etc) are clear and equitable (86.10%)

70 - 85%

- My peers treat each other with care, kindness, and respect in my classes (83.97%)
- I have adequate support outside of the classroom to be successful in my classes (81.95%)
- My identity/background does not affect how I am treated or perceived by faculty (77.13%)
- I can engage in or initiate difficult dialogues that arise in my classes (76.89%)
- My classes/curriculum is well-designed to support my success (76.28%)
- I feel valued by other students in the classroom (74.83%)
- My faculty engage in culturally responsive practices in my courses (74.04%)
- Diverse scholars' work are present in my course resources (73.77%)

50 - 69%

- I feel empowered in the classroom (68.09%)
- I know how to/am able to equitably access high impact opportunities (like faculty-mentored research, internships, student abroad, projects, presentations, and portfolios, etc.) for my academic success. (66.73%)
- My assignments are offered in multiple formats allowing me to demonstrate my competence and ability (65.38%)
- My peers understand their identity-related privilege in the classroom (51.88%)

Below 50%

- I have time to get to know my peers in their whole humanity/intersectional identity in the classroom (48.64%)
- Student academic misconduct (i.e. cheating, plagiarism) does occur (38.18%)
- I have witnessed student-to-student microaggressions in the classroom (25.36%)
- I have witnessed/experienced faculty-to-student microaggressions in the classroom (21.36%)

A Closer Look:

Overall positive classroom environment where students feel safe and respected by the value.

An area of improvement would be to further unpack what is taking place in the classroom setting in regards to academic integrity. The acknowledgement of 38% of students strongly agree/agree to it happening in the classroom raises concerns. This is mirrored by the faculty responses to this same question and for faculty, it was 58%.

III. INTERACTIONS FROM STUDENT PERSPECTIVE

Undergraduate and graduate students were asked about their interactions with the different stakeholders that make up Santa Clara University. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% or above

- I feel valued by SCU Faculty (85.36%)

70 - 84%

- My involvement and engagement on campus has had a positive impact on my student experience at SCU (80.80%)
- I feel valued by SCU Staff (80.14%)
- I feel comfortable in the off-campus areas that surround SCU (77.65%)
- I feel valued by other students outside of the classroom (73.46%)
- I have found a community at SCU that I belong to (72.85%)
- I believe that the campus culture encourages free and open discussion of difficult topics (68.11%)

50 - 69%

- I feel valued by SCU Senior administrators (e.g. President, dean, vice president, provost) (53.70%)

A Closer Look:

Overall student interactions with faculty, staff and students tend to be positive. In addition, students indicated that they found a community at SCU that they belong to. This is important when we think about the value of community and belonging.

An area of opportunity is understanding the attitudes around feeling valued by SCU Senior Administrators. Among the different groups, students had the highest level of agreement when compared to staff and faculty.

UNPACKING THE DATA BY COMMUNITY: FACULTY

I. GENERAL FACULTY EXPERIENCES

A series of questions were asked of SCU faculty members about their specific experiences as a faculty member. These questions were tailored to the three different groupings of faculty at SCU - Tenure Track/Stream Faculty, Non Tenure Track Faculty, and Other Faculty. The formal listing of the faculty categories under each group is available in the appendix.

For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.

TENURE TRACK/TENURE STREAM FACULTY

85% or above

- I believe that teaching is valued by SCU (87.90%)

70 - 84%

- The criteria for tenure and promotion are clear (73.72%)
- I believe that research is valued at SCU (74.52%)
- I have opportunities to participate in substantive committee assignments (73.07%)
- The tenure standards/promotion standards are applied equally to faculty in my department/program (70.51%)

50 - 69%

- I feel supported and mentored during the tenure-track years (65.80%)
- SCU faculty who qualify for delaying their tenure-clock feel empowered to do so (63.33%)
- I believe that service contributions are valued by SCU (54.14%)
- I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/program work assignments) (53.21%)
- I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities) (53.21%)

Under 50%

- I have felt pressured to change my research/scholarship agenda to achieve tenure/promotion (18.71%)
- Faculty members in my department/program who use family accommodations (FMLA) policies are disadvantaged in promotion/tenure (e.g. child care, elder care) (9.16%)
- I would like more opportunities to participate in substantive committee assignments (7.69%)

A Closer Look:

The Tenure-Track faculty responses help to reinforce the importance and value of teaching and research.

Amid the positive feelings, there is an underlying concern in regards to how their service is valued and the burden of service responsibilities as compared to their colleagues. In addition, about how they perceive their work with students. This provides an opportunity to further understand why the dissatisfaction is happening.

NON TENURE TRACK FACULTY**70 - 84%**

- I believe that teaching is valued by SCU (83.15%)
- I believe that research is valued by SCU (76.40%)
- I have opportunities to participate in substantive committee assignments (71.91%)

50 - 69%

- Clear expectations of my responsibilities exist (66.29%)
- I believe that service contributions are valued by SCU (65.17%)
- The criteria for reappointment and promotion are clear (62.92%)
- I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities (50.45%)

Under 50%

- I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/program work assignments) (37.08%)
- The criteria used for reappointment and promotion are applied equally to all positions (24.71%)
- I would like more opportunities to participate in substantive committee assignments (23.59%)

A Closer Look:

Non-Tenure Track faculty were pretty clear in their agreement about how SCU values teaching and research and that they have the ability to participate with different committees.

Compared to their Tenure-Track colleagues, their perception of service being valued was much higher (65%).

However, they mirror the sentiments of Tenure-Track faculty in regards to thinking about how

they do more work with students as compared with their colleagues.

An area of opportunity would be to further understand why “clear expectations of my responsibilities exist” is only 66%. One would think that this would be higher. In addition, examining the concerns about the criteria used for reappointment and promotions.

OTHER FACULTY ROLES

70 - 84%

- I believe that teaching is valued by SCU (84.78%)
- Clear expectations of my responsibilities exist (71.74%)
- I believe that research is valued by SCU (71.94%)

50 - 69%

- I believe that service contributions are valued by SCU (68.89%)

Below 50%

- I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities (37.78%)
- The criteria for contract renewal are clear (32.61%)
- I would like more opportunities to participate in substantive committee assignments (28.89%)
- I have opportunities to participate in substantive committee assignments (28.89%)
- I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/program work assignments) (19.57%)
- The criteria used for contract renewal are applied equally to all positions (15.21%)

A Closer Look:

This special group of faculty is a relatively small group as compared to their much larger Tenure Track and Non-Tenure Track colleagues.

This group feels strongly about the value of teaching, research and service.

An area of opportunity deals with the criteria for contract renewal as it is seen as not clear, and that the criteria is not applied equally to all positions. This is an opportunity to provide clarity as to the value of these unique faculty positions within the current system.

II. GENERAL FACULTY EXPERIENCES AS EMPLOYEES

All faculty members were asked a set of questions about their experiences as employees of Santa Clara University. Similar questions were asked of staff members and can be found under the staff section of this report. There was no separation of the questions by faculty group. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

70 - 84%

- I would recommend SCU as a good place to work (70.28%)

50 - 69%

- SCU provides me resources to pursue professional development (e.g. conferences, materials, research and course design, travel) (66.08%)
- I have job security (61.40%)
- Positive about my career opportunities at SCU (61.27%)
- My colleagues include me opportunities that will help my career as much as they do others in my position (61.26%)
- Health insurance benefits are competitive (57.39%)
- The evaluation of my FAR is just (57.20%)
- Tuition remission, reimbursement, and exchange benefits are competitive (54.48%)

Below 50%

- The performance evaluation process (e.g. FAR) is clear (45.62%)
- Retirement/supplemental benefits are competitive (42.25%)**
- SCU provides adequate resources to help me manage work-life balance (e.g. child care, wellness services, elder care, housing location assistance, transportation) (27.20%)
- Salaries for non-tenure track faculty positions are competitive (19.86%)
- Child care benefits are competitive (19.35%) ***
- Salaries for tenure-track faculty positions are competitive (18.08%)

*NOTE: ** indicates that the responses to this question had a high “neither” especially for certain benefits that individuals do not use or qualify to use*

A Closer Look:

In regards to faculty perceptions of their role as employees, the responses are fairly positive. Not a surprise that faculty feel that their respective salaries are not competitive.

The area of opportunity is in reference to the performance evaluation process (FAR). While a majority perceive the process as just, only 45% indicate that the process is clear.

Another area was understanding the responses for SCU providing adequate resources for work-life balance.

III. GENERAL FACULTY EXPERIENCES WITHIN THEIR DEPARTMENTS

All faculty members were asked a set of questions about their experiences with their respective academic department at Santa Clara University. There was no separation of the questions by faculty group. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% or above

N/A

70 - 84%

- Interpersonal communication is kind and respectful (81.92%)
- My formation (i.e. my professional development and growth) to be a better teacher is supported (75.26%)
- There is a culture of care in my department (72.24%)
- My input is valued during departmental discussions and decision-making (70.22%)

50 - 69%

- I feel empowered to ask questions of and/or disagree with senior colleagues (68.09%)
- I am welcomed in my full, intersectional identity (i.e. my whole humanity) (67.5%)
- The expectations for how to be a successful as a teacher (within the teacher-scholar model) are clear (63.70%)
- My professional successes are acknowledged and appreciated by my colleagues (61.92%)
- There is a culture of transparency in my department (58.51%)
- The amount of time I spend supporting and mentoring students outside of the classroom is reasonable (56.94%)
- My formal student advising roster is manageable (56.48%)
- My career advancement processes have been fair (55.35%)

Below 50%

- The expectations for how to be successful as a scholar (within the teacher-scholar model) are clear (41.15%)
- My formation (i.e. professional development and growth) to be a better scholar is supported (40.86%)
- I receive consistent and rich peer mentoring to support my success (33.46%)
- The recognition and reward for my service work is appropriate (31.67%)
- The recognition and reward for my supporting and mentoring students outside of the classroom is appropriate (28.92%)
- Service expectations are equitable distributed (24.91%)

A Closer Look:

Overall faculty are feeling positive about the experience within their departments and in their

interactions with colleagues.

The areas of improvement suggest that faculty do not have clear expectations of how to be successful as a scholar, and there is a perceived lack of support for that formation as a scholar.

Related to the earlier mentions of service, it is clear that faculty are not confident in how their service and their work with students is being recognized and rewarded.

Another area of opportunity would be to understand where peer mentoring is lacking to better understand the faculty experience.

IV. FACULTY EXPERIENCES IN THE CLASSROOM

For the 2025 study, faculty were asked about their own experiences in the classroom setting. The questions were designed to mirror similar questions as of the students. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% or above

- My classroom policies and expectations (submission and grading, attendance, classroom participation, etc.) are clear and equitable (97.42%)
- My course/curriculum is well structured to support student success (95.94%)
- My students treat me with respect (92.28%)
- My assignments offer multiple ways for students to demonstrate their competence and ability (90.78%)

70 - 84%

- My students treat each other with care, kindness and respect (84.93%)
- My students feel safe in the classroom (84.87%)
- My students feel empowered in the classroom (80.52%)
- I can bring my full self/whole identity into the classroom (75.64%)
- I know to incorporate culturally responsive pedagogy in my courses (75.46%)
- I include works from diverse scholars in my curricular resources (74.53%)

50 - 69%

- I can facilitate difficult dialogues that need to happen or that arise in my classroom (67.28%)
- My students have adequate outside of the classroom supports to be successful in my class (66.79%)
- I have time to get to know my students in their whole humanity/intersectional identity (65.81%)

- My diverse students know how to/are able to equitably access high-impact practices (like faculty-mentored research, internships, study abroad, projects, presentations, and portfolios, etc) for academic success (52.79%)
- I have experienced student academic misconduct issues in courses (58.30%)

Below 50%

- My students understand their identity-related privilege (35.31%)
- I have witnessed student-to-student microaggressions (33.21%)

A Closer Look:

Overall faculty felt positive about how they manage and facilitate the classroom experience. Most of the responses are in line and higher than the student responses for the same set of questions.

An area of opportunity is to better understand what is happening in the classroom in regards to academic integrity. As noted in the earlier student section, faculty indicated a 58% agreement that academic dishonesty is taking place in the classroom. This is an opportunity to refocus on academic integrity and the honor code.

Another area of opportunity is understanding classroom behavior and ways to lower microaggressions that may happen in the classroom.

V. INTERACTIONS FROM FACULTY PERSPECTIVE

Faculty were asked about their interactions with the different stakeholders that make up Santa Clara University. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% and above

- I feel valued by students in the classroom (89.47%)

70 - 84%

- I feel valued by my department/program chair (83.52)
- I feel I have the opportunity to engage with staff (82.40%)
- I feel that my teaching is valued (80.82%)
- I feel valued by staff at SCU (80.23%)
- I feel valued by faculty in my department/program (75.65%)
- I feel that I can be my authentic self in my work (74.91%)
- I feel valued by other faculty at SCU (72.76%)
- I see a difference in how tenured/tenure track vs. non tenure track faculty are treated (71.80%)

50 - 69%

- I see a difference in how faculty vs. staff are treated (67.79%)
- I feel that my service contributions are valued (59.17%)
- There are adequate opportunities for me to be in community with my colleagues (55.80%)
- I feel that my research/scholarship is valued (51.51%)
- I have found spaces/or resources that support my whole identity/well-being on campus (50.76%)
- I believe that SCU encourages free and open discussion of difficult topics (50.75%)

Below 50%

- I feel that I can engage with faculty shared governance system (47.33%)
- Faculty opinions are valued within Santa Clara University committees (44.48%)
- I feel valued by SCU senior administrators (e.g. President, dean, assistant vice president, provost) (44.19%)*
- I actively engage in identity-based affinity and/or employee resource groups (31.92%)
- Faculty opinions are taken seriously by senior administrators (e.g. president, dean, assistant vice president, provost) (30.30%)
- I think that faculty in my department/program prejudice my abilities based on their perceptions of my identity/background (24.06%)
- I think that my department/program chair prejudices my abilities based on their perceptions of my identity/background (13.54%)

A Closer Look:

Faculty feel valued by their students, colleagues and staff. They feel that their teaching is valued. They acknowledge that no one is prejudging their abilities.

An area of opportunity is this feeling around their research and scholarship, as well as their service. This service piece was highlighted in an earlier faculty section and we see this pattern.

Another area of opportunity is unpacking why faculty feel that their opinions are not valued by Senior administrators. Faculty have the lowest level of agreement (44.48%) as compared to students and staff to the same question.

UNPACKING THE DATA BY COMMUNITY: STAFF

I. STAFF EXPERIENCES - WORK UNIT

SCU staff employees were asked a set of questions in regards to their experiences within their respective work unit. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% and above

N/A

70 - 84%

- My supervisor provides adequate sup[port for me to manage work-life balance (79.81%)
- I am given a reasonable time frame to complete assigned responsibilities (75.64%)
- I have colleagues/co-workers who give me job/career advice or guidance when I need it (73.44%)
- I have supervisors who give me job/career advice or guidance when I need it (71.48%)

50 - 69%

- I am able to complete my assigned duties during scheduled hours (66.40%)
- The performance evaluation process is clear (60.12%)
- I am included in opportunities that will help my career as much as others in similar positions (57.95%)

Below 50%

- A hierarchy exists within staff positions that allows some voices to be valued more than others (49.76%)
- Santa Clara University provides adequate resources to help me manage work-life balance (child care, wellness services, elder care, housing location assistance, transportation) (49.60%)
- The performance evaluation process is productive (38.80%)
- My workload has increased without additional compensation due to other staff departures (e.g. retirement positions not filled) (37.24%)
- 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) (35.43%)
- I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours (24.52%)
- I am burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/program work assignments) (22.51%)

A Closer Look:

Staff members feel positive about the guidance and support they receive from their peers and managers.

While 60% feel that the performance evaluation is clear, only 38.8% feel that the process is productive. This highlights an area of opportunity to address this disconnect so as to alleviate the stress surrounding this process.

Another area of opportunity is understanding how staff are navigating when units are short-staffed and doing additional work without additional compensation.

II. STAFF EXPERIENCES AS EMPLOYEES

SCU staff employees were asked a set of questions in regards to their experiences as employees. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% and above

N/A

70 - 84%

- My supervisor is supportive of my taking leave (e.g. vacation, parental, personal, short-term disability) (82.75%)
- My supervisor is supportive of flexible work schedules (79.11%)
- I would recommend Santa Clara University as a good place to work (74.96%)
- Clear expectations of my responsibilities exist (71.98%)

50 - 69%

- Santa Clara University is supportive of flexible work schedules (69.49%)
- Santa Clara University provides me resources to pursue training/professional development opportunities (67.88%)
- I have job security (67.83%)
- Tuition remission, exchange and reimbursement benefits are competitive (67.06%)
- Vacation and personal time benefits are competitive (66.06%)
- Retirement/supplemental benefits are competitive (65%)
- Health insurance benefits are competitive (64.57%)
- My supervisor provides me with resources to pursue training/professional development opportunities (63.95%)
- Santa Clara University is supportive of taking extended leave (e.g. FMLA, parental) (57.59%)*

Below 50%

- Staff opinions are valued on Santa Clara University committees (43.83%)

- Positive about my career opportunities at Santa Clara University (40.10%)*
- Staff opinions are valued by Santa Clara University administration (39.06%)
- Santa Clara University policies (e.g. FMLA, merit increases) are fairly applied across Santa Clara University (32.39%)**
- Staff opinions are valued by Santa Clara University faculty (25.75%)
- Clear procedures exist on how I can advance at Santa Clara University (23.05%)
- Staff salaries are competitive (22.82%)**
- Child care benefits are competitive (20.67%)**
- Staff in my department/program who use family accommodation policies (e.g. FMLA) are disadvantaged in promotion or evaluations (7.21%)

*NOTE: ** indicates that the responses to this question had a high “neither” especially for certain benefits that individuals do not use or qualify to use*

A Closer Look:

Overall staff feel positive about SCU as a place of employment, and feel positive about the different benefits that they have as employees.

An area of opportunity is examining career pathways and succession planning. Staff were clear in not seeing a clear path for advancement at SCU.

Like faculty, staff do not believe that their salaries are competitive.

III. INTERACTIONS FROM STAFF PERSPECTIVE

Staff were asked about their interactions with the different stakeholders that make up Santa Clara University. *For purposes of this report, we breakdown the responses according to percentage thresholds and the percentages represent the strongly agree/agree responses.*

85% and above

- I feel valued by coworkers in my department (87.31%)

70 - 84%

- I feel valued by my supervisor/manager (83.95%)
- I feel that my work is valued (79.56%)
- I feel that my skills are valued (78.68%)
- I feel valued by coworkers outside of my department (73.82%)

50 - 69%

- I believe that my department/program encourages free and open discussion of difficult topics (62.95%)
- I feel valued by Santa Clara University students (62.76%)

- There are adequate opportunities for me to be in community with my colleagues (62.48%)
- I feel that I can engage within the staff shared governance system (i.e. Staff Senate, Staff Affairs) (58.28%)
- I feel I have the opportunity to engage with faculty at Santa Clara University (58.17%)
- I see a difference in how faculty vs. staff are treated (52.97%)*

Below 50%

- I feel valued by Santa Clara University senior administrators (e.g. President, dean, assistant vice president, provost) (49.83%)
- I have found spaces and/or resources that support my whole identity well-being on campus (43.86%)*
- I feel valued by Santa Clara University faculty (42.88%)
- I actively engage in identity-based affinity and/or employee resource groups (27.65%)
- I think that faculty prejudice my abilities based on their perceptions of my identity/background (16.49%)
- I think that my supervisor/manager prejudices my abilities based on their perceptions of my identity/background (15.09%)
- I think that coworkers in my department/program prejudice my abilities based on their perceptions of my identity/background (15.06%)

A Closer Look:

Overall staff feel valued by their peers, managers/supervisors and feel that their skills and work are also valued. This is important as it helps to foster positive morale and teambuilding. It is also positive that they do not feel that their peers and supervisors are prejudging them.

In terms of areas of opportunity, similar to the students and faculty, some unpacking needed to better understand reasons for why only 49.83% of staff feel that they are valued by Senior Administrators.

Another area of opportunity is better exposure about the different Employee Resource Groups (ERGs) that are available to all employees.

EXPERIENCES WITH DISCRIMINATION DUE TO IDENTITY CHARACTERISTICS

For the 2025 study, after each of the demographic questions, we asked if individuals had experienced discrimination based on their specific identity. For those that responded “YES” to the question, the following is the overall ranked list:

RANK	AREA	PERCENTAGE
#1	Gender/Gender Identity	10.87%
#2	Race/Ethnicity	10.15%
#3	Political Viewpoints	8.61%
#4	Age	3.81%
#5	Gender Expression	3.74%
#6	Religious Beliefs	2.93%
#7	Sexual Identity/Orientation	2.63%
#8	Citizenship/Immigrant Status	1.88%

Note: For the 2018 study there was no direct free-response question after each demographic category. This time we have more direct and specific responses.

Gender/Gender Identity

10.87% within the SCU community indicated that they experienced discrimination because of their gender/gender identity. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Gender/Gender Identity	Undergraduate Student	Graduate Student	Faculty	Staff
YES	11.28%	5.15%	23.40%	9.95%

In regards to the free response question, the themes that emerged included the following:

- Pattern of disrespect and dismissal of women
- Hostility and bias
- Discrimination against men
- Transphobia and challenges

Race/Ethnicity

10.15% within the SCU community indicated that they experienced discrimination because of their race/ethnicity. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Race/Ethnicity	Undergraduate Student	Graduate Student	Faculty	Staff
YES	11.82%	8.82%	10.55%	7.54%

In regards to the free response question, the themes that emerged included the following:

- Overt Hostility, slurs, Xenophobia: Hate speech and slurs, Physical and online harassment, Direct racist comments
- Microaggressions and Unconscious Bias - misidentification and stereotyping, assumptions about identity, exclusion and invalidation
- Institutional and System Discrimination - hiring, retention and promotions, lack of institutional support, perceived leadership bias
- Intra-group and inter-group conflicts

Political Views

8.61% within the SCU community indicated that they experienced discrimination because of their political views. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Political Views	Undergraduate Student	Graduate Student	Faculty	Staff
YES	10.78%	6.58%	7.29%	6.30%

In regards to the free response question, the themes that emerged included the following:

- Fear of expressing political views
- Hostility, ostracism and verbal harassment
- Perceived institutional and faculty bias
- Fear of academic and professional repercussions

Age

3.81% within the SCU community indicated that they experienced discrimination because of their age. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Age	Undergraduate Student	Graduate Student	Faculty	Staff
YES	1.03%	3.75%	11.76%	6.45%

In regards to the free response question, the themes that emerged included the following:

- Underestimation and lack of respect
- Exclusion and social alienation
- Systemic and professional bias - hiring and retention, lack of opportunities and resources, lack of representation in university communications

Gender Expression

3.74% within the SCU community indicated that they experienced discrimination because of their gender expression. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Gender Expression	Undergraduate Student	Graduate Student	Faculty	Staff
YES	3.74%	2.43%	8.95%	2.76%

In regards to the free response question, the themes that emerged included the following:

- Being ignored and dismissed
- Appearance-based comments
- Derogatory slurs
- Unfair treatment
- Bias
- Sexual harassment and physical safety
- Discrimination against LGBTQ+ and other identities

Religious/Spiritual Beliefs

2.93% within the SCU community indicated that they experienced discrimination because of their religious/spiritual beliefs. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Religious/Spiritual	Undergraduate Student	Graduate Student	Faculty	Staff

al Beliefs				
YES	2.98%	2.50%	4.76%	2.44%

In regards to the free response question, the themes that emerged included the following:

- Cultural bias against Catholic and Christian beliefs - perceived de-prioritization of faith, hostility from leadership and faculty, lack of respect for sacred spaces
- Hostility and exclusion toward all faiths - anti-semitism and anti-Palestinian/Muslim sentiment, fear of judgement and ostracism, general insensitivity
- Discrimination based on non-religious identity - feeling unwelcome, pressure to conform

Sexual Identity/Orientation

2.63% within the SCU community indicated that they experienced discrimination because of their sexual identity/orientation. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Sexual Identity/Orientation	Undergraduate Student	Graduate Student	Faculty	Staff
YES	2.94%	1.94%	4.58%	1.74%

In regards to the free response question, the themes that emerged included the following:

- Overt - slurs, threats, vandalism, social media posts
- Subtle - microaggressions, unequal treatment, unwanted commentary & assumptions, lack of understanding and visibility
- lack of formal policies/benefits, perception of leadership attitudes

Citizenship/Immigrant Status

1.88% within the SCU community indicated that they experienced discrimination because of their citizenship/immigrant status. This was followed by a free response question where respondents could further explain.

Experienced Discrimination - Citizenship/Immigrant Status	Undergraduate Student	Graduate Student	Faculty	Staff
YES	1.85%	2.97%	1.15%	1.21%

In regards to the free response question, the themes that emerged included the following:

- Overt hostility and xenophobia - verbal attacks, hate-based assumptions, physical and social vandalism
- Social Exclusion - being othered, identity invalidations, professional & academic othering
- Limited opportunities, unsupportive policies, in-group exclusion

OTHER FACTORS AFFECTING HOW STAKEHOLDERS NAVIGATE SCU

DISABILITY

28.27% of respondents indicated that they had a condition/disability that significantly influences their learning, living and working activities.

The top items included

- Mental health (29.40%)
- ADD/ADHD (23.58%)
- Chronic Illness (15.03%)

Of this group of respondents, **36.41%** indicated that they experienced challenges at SCU because of their condition/disability. This was followed by a free response question where respondents could further explain.

Experienced challenges - Condition/Disability	Undergraduate Student	Graduate Student	Faculty	Staff
YES	33.53%	39.75%	55.88%	30.28%

In regards to the free response questions, the themes that emerged included the following:

- Lack of understanding and accommodation - disregard and lack of understanding from faculty and staff
- Discrimination and hostile environment - blatant ableism
- Academic and Personal struggles - mental and emotional distress, social isolation, impact on work and academics.
- Inaccessible and unsupportive campus infrastructure
 - Physical barriers, logistical barriers, sensory issues
- Administrative and procedural failures - lack of communication, lack of accountability, burdensome processes

Note: In 2018, there was no further opportunity for respondents to provide more details about their challenges at SCU because of their condition/disability. This new question has provided much more detail and clarity into the experiences with specific examples. As a result of the initial analysis of this data in May 2025, the Office for Accessible Education (OAE) in partnership with the Office for Diversity and Inclusion (ODI) conducted a user-experience survey of OAE-students users and of faculty in June 2025.

PARENTAL/CARE-GIVING RESPONSIBILITY

20.12% of respondents indicated that they have substantial parenting or caregiving responsibility.

Substantial Parental/Care-Giving Responsibility	Undergraduate Student	Graduate Student	Faculty	Staff
YES	5.85%	20.73%	45.24%	39.97%

The top reasons cited for the responsibility:

- Child 6 - 18 (31.24%)
- Senior or other (24.81%)
- Child under 5 (18.22%)
- Over 18 (dependent) (10.87%)

FINANCIAL HARDSHIP AS A STUDENT

35.47% of SCU students indicated that they experienced financial hardships while attending SCU.

Experienced Financial Hardships	Undergraduate Student	Graduate Student
YES	32.63%	41.93%

The top factors influencing the financial hardship:

- Tuition (17.51%)
- Books (12.89%)
- Housing (12.30%)
- Food (9.91%)
- Participation in events (7.94%)

In terms of how they are managing the financial hardship:

- Family support (24.26%)
- Non-Need Based Financial Aid (12.18%)
- Loans (10.91%)
- Personal Savings/Funds (10.00%)
- Need-Based Financial Aid (9.35%)

STUDENT EMPLOYMENT

50.49% of students have a job while going to school, with 27.66% of students working an on-campus job and 22.83% working at an off-campus job.

Over 30% of undergraduate students worked on campus, while 38% of graduate students worked off-campus.

FAMILY SOCIO-ECONOMIC STATUS - STUDENTS

ANNUAL INCOME	Overall	Undergraduate Student	Graduate Student
\$29,000 and below	13.07%	6.91%	27.09%
\$30,000 - 49,999	6.26%	5.34%	8.37%
\$50,000 - 69,999	6.99%	5.86%	9.56%
\$70,000 - 99,999	10.27%	10.32%	10.16%
\$100,000 - 149,999	18.05%	19.25%	15.34%
\$150,000 - 199,999	12.77%	13.91%	10.16%
\$200,000 - 249,999	10.21%	11.72%	6.77%
\$250,000 - 499,000	12.77%	14.87%	7.97%
\$500,000 or more	9.60%	11.81%	4.58%

DISCRIMINATION AND HARASSMENT

Respondents were asked a series of questions about their feedback on personal experiences and observations of exclusionary behavior on campus and on how the institution has responded.

I. EXPERIENCED EXCLUSIONARY BEHAVIOR

12.01% of respondents indicated that within the past year, that they personally experienced exclusionary (e.g. shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live or work at Santa Clara University.

In the 2018 study, 24.5% of respondents indicated they had experienced exclusionary behavior.

Experienced Exclusionary Behavior	Undergraduate Student	Graduate Student	Faculty	Staff
YES	10.97%	10.24%	25.70%	19.21%

When asked what was the basis of the conduct:

Undergraduate Students	Graduate Students	Faculty	Staff
1. Ethnicity 2. Gender 3. Political Viewpoints 4. Position	1. Ethnicity 2. Position 3. Age 4. Gender and Political viewpoints (tied)	1. Position 2. Ethnicity and Gender (tied) 3. Age and Political Viewpoints (tied)	1. Position 2. Ethnicity 3. Gender 4. Age

II. EXPERIENCED UNWANTED SEXUAL CONTACT/CONDUCT

6.33% of respondents indicated that they experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual exploitation, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?

In the 2018 study, 14.3% of respondents indicated they had experienced unwanted sexual contact/conduct.

Experienced Unwanted Sexual Contact	Undergraduate Student	Graduate Student	Faculty	Staff
YES	9.83%	3.37%	6.09%	1.61%

When asked about the type of unwanted sexual contact/conduct, the top three included:

- Stalking (e.g. following me, social media, texting, phone calls)
- Unwanted sexual interaction (e.g. cat-calling, repeated sexual advances, sexual harassment)
- Unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent)

III. OBSERVED EXCLUSIONARY BEHAVIOR

21.13% of respondents indicated that within the past year, that they personally observed exclusionary (e.g. shunned, ignored) intimating, offensive, and/or hostile conduct (e.g., bullied, harassed) learning or working environment at Santa Clara University.

In the 2018 study, 40.4% of respondents indicated they had experienced exclusionary behavior.

Observed Exclusionary Behavior	Undergraduate Student	Graduate Student	Faculty	Staff
YES	24.62%	12.99%	25.70%	19.21%

A Closer Look:

Overall the data for this section reflects that fewer members of the SCU community have experienced exclusionary behavior, experienced unwanted sexual contact/conduct and observed exclusionary behavior as compared to 2018. This is really positive and highlights the importance of community values and expectations.

Even amid the positive news, an area of improvement is to better understand the uncomfortable levels of those experiencing unwanted sexual contact/conduct. In particular with a continued focus on undergraduate students (9.83%) and faculty (6.09%).

INSTITUTIONAL RESPONSES TO DISCRIMINATION AND HARASSMENT

Way to Report Instances

79.52% of respondents indicated that they had a way to report instances of discrimination and harassment.

For those that responded “No” - 20.48% to this question, they were asked to explain. Here are the themes that emerged from their free responses:

- Lack of trust in reporting system
- Fear of retaliation and negative consequences
- Lack of confidence
- Lack of knowledge and accessibility
- Dismissal of issues and Institutional bias - microaggressions, reports against those in power, political and social bias, systemic issues

Confidence in Handling reports

73.15% of respondents were confident that reports of discrimination and harassment were taken seriously

For those that responded “No” - 26.85% to this question, they were asked to explain. Here are the themes that emerged from their free responses.

- Lack of action and accountability
- Distrust in the reporting system and administration - privacy and fear of retaliation, bias and favoritism
- Ineffective and lengthy processes
- Dismissal of specific issues and groups - bullying, gender and identity, off-campus incidents

SCU Responded Promptly to Issues

75.66% of respondents were confident that reports of discrimination and harassment were taken seriously

For those that responded “No” - 24.34% to this question, they were asked to explain. Here are the themes that emerged from their free responses.

- Lack of timely and effective response
- Lack of accountability and consequences
- Lack of transparency and communication

- Distrust in the Administration and reporting process - perceived administrative indifference, fear of retaliation, bureaucratic hurdles, lack of support for specific groups

Experiences with Discrimination outside of SCU

29.64% of respondents indicated that they had personally experienced issues of discrimination and harassment outside of Santa Clara University

For those that responded “Yes” - to this question, they were asked to explain. Here are the themes that emerged from their free responses.

Types of Discrimination:

- Gender
- Race/Ethnicity
- Sexual Orientation Identity
- Ageism
- Ableism
- Other

In terms of locations:

- Public Spaces: streets, grocery stores, restaurants, malls, train stations, and public transportation.
- Work and Education: workplaces, former jobs, and academic settings, including universities, law school, and high school.
- Online and Social Media: on social media platforms or online.
- Home and Community: one's own neighborhood, hometown, or even by family members.

A Closer Look:

Roughly 75% of respondents felt that they knew how to report and felt confident in SCU's ability to handle and respond to situations.

Nonetheless, nearly 25% expressed concerns about the processes and their lack of confidence. This provides another area of opportunity to work on ways to address the concerns from the community and to better education and awareness.

Nearly 30% of SCU community members have experienced discrimination and harassment outside of Santa Clara University. This shows that issues of discrimination and harassment are all around us and for some of our community members, they are constantly navigating these experiences on a daily basis. This is an area of opportunity in terms of how we prepare/equip stakeholders to better navigate these experiences.

INSTITUTIONAL VALUES

In 2025, the SCU community was asked to provide their agreement to a series of questions about SCU's mission and values. The percentage reflects those that "agreed" with the statement.

Here is a summary:

- I engage in ethical decision making (91.92%)
- I understand the mission of Santa Clara University (87.41%)
- I am aware of SCU's efforts around justice, equity, diversity and inclusion (86.71%)
- I actively work to further social justice at SCU (64.69%)
- I am making connections between my intellectual and spiritual life (61.04%)
- I engage with campus mental health and wellness resources (45.02%)

A Closer Look:

It is a powerful message when over 87% of the community resonates and understands the mission of the institution. Related to this is that the community is engaging in ethical decision making (92%) and that they are aware of the efforts around justice, equity, diversity and inclusion (87%). This is a testament to the behind the scenes efforts to help educate and shape the SCU community.

An area of opportunity is understanding how different stakeholders are engaging campus mental health and wellness resources. While 45% agree, 31% indicated neither, and 24% disagreed.

This will emerge under Jesuit values, but an opportunity to think about how our work and studies relate to one's spiritual life.

JESUIT VALUES

In 2025, we were more intentional in specifically asking for feedback on SCU's Jesuit values. Respondents were asked about their agreement with these values and if they incorporated the Jesuit values. The percentage reflects those that "agreed" with the statement.

- The 4 Cs - Competence, Conscious, Compassion and Community (86.20%)
- Just, humane and sustainable world (84.47%)
- Being People for Others (82.32%)
- Discernment & Reflection (80.87%)
- Kinship and Solidarity (79.01%)
- Cura Personalis (69.65%)
- A faith that does justice (57.60%)
- Finding God in all things (46.57%)

A Closer Look:

It is clear that members of the SCU community resonate with those Jesuit values that are focused on community and connections (the 4Cs, being people for others). This in many ways connects with the strong understanding of the mission of Santa Clara University.

The areas of community focus on the two values that focus on “a faith that does justice” and “finding god in all things”. These are not Jesuit values that we often talk about at SCU so this provides an opportunity to better engage and discuss, especially as the institution engages in the Mission Priority Examen.

COMMUNITY AND BELONGING

Respondents were asked to provide feedback about community and belonging at SCU. The percentage reflects those that responded “yes” with the statement.

- Strong personal commitment to the importance of community and belonging (84.78%)
- A clear understanding of the importance of diversity, equity, and inclusion at SCU (87.16%)
- Participated in diversity-related workshops (e.g. safe space, undocu ally, inclusive search, title ix) (52.43%)
- Attended events such as speakers that focused on diversity-related topics (61.05%)
- Attended cultural and other diversity-related programs organized by student organizations (59.07%)
- Engaged with the Multicultural Center (MCC) (39.82)
- Engaged with the Rainbow Resource Center (RRC) (22.93%)
- Engaged with the DISC space in the Sobrato Campus for Discovery and Innovation (SCDI) (26.12%)
- Engaged with an Employee Resource Group (ERG) (16.24%)

A Closer Look:

It is clear that the SCU stakeholders reflect a strong personal commitment to the importance of community and belonging (85%), and have an even higher understanding of the importance of diversity, equity and inclusion (87%). Amid the context of when this study was launched, these results reflect the strength of the SCU community.

An area of opportunity to ensure that all members of the community are aware and can engage with the different diversity-related programs, activities, services and spaces that are available.

COMMUNITY AND BELONGING - SPECIFIC OFFICES

In the continuation of the focus on community and belonging, all respondents were asked about their level of satisfaction with particular offices/units at SCU. While most of these offices are student facing, it was important to also understand how faculty and staff engaged with these offices. The percentage reflects those that responded “very satisfied/satisfied” with the statement.

Note: The scale for this question included “Not Engaged With”.

- Office for Accessible Education (37.92%)
- Campus Safety Services (59.77%)
- Career Center (47.70%)
- Center for Student Involvement (37.93%)
- Counseling Center (34.03%)
- Drahmman Center (40.12%)
- Office of Equal Opportunity and Title IX (27.72%)
- Financial Aid (39.93%)
- Global Engagement (36.46%)
- Housing and Residence Life (37.05%)
- Library/Learning Commons (75.89%)
- Malley Fitness Center (54.74%)
- One Stop (42.64%)
- Parking & Transportation (37.52%)
- Student Health (35.99%)
- Wellness Center (39.10%)

OTHER

SERIOUSLY CONSIDERED LEAVING

As part of the Climate study, respondents were asked if they had seriously considered leaving SCU.

36.32% indicated “yes” that they had seriously considered leaving. In 2018, this was 37.9%.

Seriously Considered Leaving SCU	Undergraduate Students	Graduate Students	Faculty	Staff
YES	29.66%	18.51%	62.96%	56.09%

For the students that responded, they indicated that it was in the first year that they seriously considered leaving SCU.

In terms of why, the top reasons included:

- Lack of sense of belonging
- Lack of personal/emotional support at SCU
- Social Life reasons (e.g. social, club, sports, housing)

Unfortunately, due to the type of question asked and an error with the logic in Qualtrics, data was not captured to understand the reasons for the high percentage of faculty and staff. The error was not discovered until the data analysis commenced. *(This is an area that we will further examine during the focus groups).*

We do know that from the 2018 study that the top issues for faculty/staff were:

- Low salary/payrate
- Cost of living (e.g. housing)
- Higher Paying position
- Limited advancement opportunities
- Dissatisfaction with job

We do see the above themes emerge in 2025 in terms of how the faculty and staff responded to the questions about their experiences as employees so we can have a good guess as to the issues.

WHAT KEEPS YOU EXCITED ABOUT BEING AT SCU

For the 2025 study, we asked respondents a free response question that focused on what has kept them excited about being a member of the SCU community?

The top themes included the following:

- Community and Relationships
- Jesuit Mission & Values
- Opportunity for Growth and Success
- Appreciation of the People and Leadership
- Physical Campus and work life balance
- Academic and Personal Growth
- Work environment and employment
- Community and Belonging

OVERALL EXPERIENCE

In 2025, we asked respondents to share their level of agreement with the following statements. *The percentages represent the strongly agree/agree responses.*

- I feel safe (89.47%)
- I feel welcomed (84.72%)
- I feel supported (79.90%)
- I feel cared for (79.51%)
- I can express my full humanity (77.44%)
- I feel seen (72%)
- I feel I have a voice at the institution (60.56%)

A Closer Look:

This was a new section in the 2025 study. Overall, the responses mirror the overall climate results and allows us to better understand the individual feelings and experience of the SCU stakeholders.

An area of opportunity is the “I feel I have a voice at the institution”, and follows the trend that we saw in earlier portions of the report when it came to students, faculty and staff and their feelings about being valued. This provides an opportunity to understand the mechanisms that stakeholders have in terms of engaging with their voice.

ADDITIONAL FEEDBACK/THOUGHTS

At the conclusion of the instrument, respondents were asked if they had any additional feedback to share about their experiences at SCU. Over 38 pages of comments were shared by members of the SCU community.

The review of all of the comments identified the following positive and areas for concern themes:

Positive

- Strong community and positive relationships
 - Supportive individuals
 - A welcoming climate
 - Meaningful friendships
- Appreciation for Jesuit values and mission
 - Distinctive and valuable mission

- Commitment to a greater purpose
- Positive Institutional and Strategic Progress
 - Positive leadership perception
 - Strategic improvements
 - Improved governance
- Academic quality
- Departmental Strengths
- Campus beauty

Areas of Concern

- Financial Issues and Affordability
 - High tuition and fees
 - Salaries and living wage
- Dysfunctional workplace culture and leadership failures
 - Abusive and incompetent management
 - Lack of accountability and communication
 - Hierarchical structure and staff treatment
- Systemic and Operational Failures
 - Ineffective student services
 - Outdated practices and infrastructure
 - Perceived erosion of Jesuit/catholic identity
- Inconsistent messaging
 - Lack of ideological diversity
 - Performative initiatives
 - Exclusion and lack of support

A Closer Look:

The free response provides respondents a chance to share what is on their mind. In some cases, it serves as an opportunity to highlight long-standing concerns and other items that have affected them.

We take all of the comments and balance them with the results that emerged in the different questions to see if we can see additional patterns about the experience at SCU.

In the end, it is important that we review and understand the comments so that we can better understand the experience.

NEXT STEPS

With the completion of the Campus Climate Study and the ongoing data analysis, the next steps will be the engagement within the broader SCU community. An initial Executive Snapshot was shared in late July with the University leadership and VP/Dean specific data was also shared.

This final report presents a deeper insight into the Campus Climate Data. Subsequent steps will involve further disaggregation of this data. Additionally, unit, college, and school-specific data will be shared with their respective Inclusive Excellence Liaisons to support their strategic and implementation plans. Engagement with campus stakeholders is also planned as we process and address the findings from the Study. We will be requesting an audience with the following groups and bodies: ALG, UCC, Staff Senate, Faculty Senate, Council of Chairs, and Student Organizations. Furthermore, diversity and campus community forums will be held, and follow-up focus groups and self-studies will be conducted as needed.

In preparing for the next steps, one of the key aspects will be to do further reflection on the questions and the instrument. We made changes based on things learned from 2018 and we will make changes based on what we learn from 2025. This will help lay the groundwork for the next administration of the Campus Climate Study in 2029.

ACKNOWLEDGEMENTS

We are grateful to a number of campus partners that were instrumental in the administration of the 2025 Campus Climate Study. A special thank you to the following offices:

- Inclusive Excellence
- Institutional Research
- Educational Assessment
- Office of the Provost
- Office of the President
- Student Life
- Residence Life and RLC Faculty Directors
- Inclusive Excellence Liaisons
- Faculty Senate
- Staff Senate
- Associated Student Government
- Multicultural Center (MCC)

Questions/Request for Additional Data and Analysis

Please direct questions and requests for additional data to:

- Ray Plaza, rplaza@scu.edu
- Sha Duncan Smith, tssmith@scu.edu

APPENDIX A

OVERALL CAMPUS CLIMATE - ADDITIONAL INSIGHTS

By Stakeholder Group

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Undergraduate Student	26.85%	58.59%	10.52%	3.03%	1.01%
Graduate Student	39.62%	48.57%	8.19%	2.48%	1.14%
Faculty	24.49%	50.20%	14.69%	6.94%	3.67%
Staff	26.45%	52.90%	13.59%	5.07%	1.99%
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

By Disability (All)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
With a Disability	25.29%	55.17%	12.79%	4.45%	2.30%
Non-Disability	30.74%	54.42%	10.28%	3.45%	1.11%
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

By Gender (All)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Female	27.5%	55.78%	11.30%	3.94%	1.48%
Male	32.0%	52.80%	10.45%	3.38%	1.37%
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

By Sexual Orientation/Identity (All)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Asexual	24.29%	58.57%	10.00%	2.86%	4.29%
Bisexual	21.89%	60.20%	12.44%	4.48%	1.00%
Gay	21.74%	59.42%	14.49%	4.35%	0.00%
Heterosexual	31.55%	53.91%	9.99%	3.33%	1.22%
Lesbian	10.01%	60.00%	21.82%	3.64%	3.64%
Queer	12.33%	60.27%	10.96%	10.96%	5.48%
Questioning or Unsure	24.07%	48.15%	22.22%	3.70%	1.85%
Sexuality not listed	35.29%	44.12%	17.65%	0.00%	2.94%
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

By Race (All)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Asian, Asian-American	23.24%	60.05%	13.58%	2.48%	0.65%
Black, African-American or African	21.94%	54.19%	12.26%	9.03%	2.58%
Indigenous, American Indian, Native American or Alaska Native	19.15%	57.45%	12.77%	4.26%*	6.38%*
Latino/a/x/e, Chicano/a/x/e, or Hispanic	28.00%	52.38%	13.52%	4.76%	1.33%
Middle	42.19%	40.63%	14.06%	1.56%*	1.56%*

Eastern					
North African	20.0%	60.0%	10.0%*	10.0%*	0.00%
Native Hawaiian or Pacific Islander	22.22%	66.67%	8.33%	2.78%*	0.00%
White or Caucasian	32.83%	54.57%	7.65%	3.52%	1.42%
Not Listed	30.0%	35.00%	25.00%	5.00%*	5.00%*
Multi-Racial - More than one race	26.70%	58.44%	9.82%	4.03%*	1.01%*
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

“*” indicates that number of responses is less than 5 individuals

By First-Generation Status (Undergraduate)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
First-Generation Student	28.22%	59.51%	8.59%	2.97%	0.72%
Non-First Generation	20.48%	52.29%	19.52%	3.33%	2.38%
Overall	29.20%	54.42%	11.12%	3.75%	1.51%

By Birthsex (Undergraduate)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Female	25.24%	60.08%	10.97%	2.47%	1.23%
Male	29.23%	56.26%	9.89%	3.96%	0.66%
Overall	26.77%	58.61%	10.56%	3.04%	1.01%

By Birthsex (Graduate)

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Female	39.62%	47.48%	8.18%	3.46%	1.26%
Male	40.20%	50.49%	7.84%	0.49%	0.98%
Overall	39.85%	48.66%	8.05%	2.30%	1.15%

APPENDIX B

OVERALL CLIMATE - DEPARTMENT/UNIT

By Stakeholder Group

Role	Very Comfortable	Comfortable	Neither	Uncomfortable	Very Uncomfortable
Faculty	47.15%	31.30%	10.98%	8.54%	2.03%
Staff	41.74%	37.02%	12.34%	4.54%	4.36%
Overall	43.41%	35.26%	11.92%	5.77%	3.65%

APPENDIX C

DEMOGRAPHIC DATA - KEY STATISTICS

The SCU Campus Climate Study was open to all members of the SCU community - undergraduate and graduate students, faculty and staff at all levels. Efforts were made throughout the duration of the study to reach the different communities and to encourage participation.

GROUP	2025 (actual number)
Undergraduate Student	1735*
Graduate Student	714
Faculty	318
Staff	683

NOTE: Undergraduate students had the highest percentage of missing responses. Some started the study but did not complete all of the sections.

I. UNDERGRADUATE DETAILS

SCHOOL/COLLEGE

SCHOOL/COLLEGE	Percentage by Undergraduate Respondents
College of Arts and Sciences	52.02%
Leavey School of Business	24.81%
School of Engineering	23.18%

YEAR IN SCHOOL

ROLE	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year or more
Undergraduate Student	28.71%	23.95%	25.46%	20.86%	0.95%	0.08%

BY FIRST-GENERATION STATUS

17.68% of undergraduates indicated that they were first-generation college students. First-generation college students are defined as neither parent graduating from a college or university.

BY TRANSFER STATUS

10.03% of undergraduate students indicated that they transferred to SCU.

II. GRADUATE DETAILS

SCHOOL/COLLEGE

SCHOOL/COLLEGE	Percentage by Graduate Respondents
College of Arts and Sciences	5.25%
Jesuit School of Theology	17.57%
Leavey School of Business	18.66%
School of Education and Counseling Psychology	27.36%
School of Engineering	22.28%
School of Law	8.88%

YEAR IN SCHOOL

ROLE	First Year	Second Year	Third Year	Fourth Year
Graduate Student	48.11%	33.21%	14.91%	3.77%

III. FACULTY DETAILS

BY FACULTY TYPE

TENURE-TRACK ROLES	Percentage by Faculty Respondents
Acting Assistant Professor (TT - nontenured)	0.96%
Assistant Professor (TT - nontenured)	19.23%
Associate Professor (TT - nontenured)	1.28%
Professor (TT - nontenured)	2.88%
Associate Professor (TT - tenured)	10.90%
Professor (TT - tenured)	17.63%

NON TENURE-TRACK ROLES	Percentage by Faculty Respondents
Assistant Teaching Professor	4.81%
Associate Teaching Professor	8.33%
Teaching Professor	9.94%
Assistant Clinical Professor	0.32%
Associate Clinical Professor	1.60%
Clinical Professor	2.24%
Quarterly Lecturer	5.45%
Semesterly Adjunct Lecturer	1.92%
Lecturer (all except JST)	5.45%

OTHER FACULTY ROLES	Percentage by Faculty Respondents
Dean's Exec Professor	0.32%
Professor of Practice	0.64%
Presidential Professor	0.32%

Postdoctoral Fellow	0.32%
Clinical Fellow	0.32%
Senior Fellow	0.96%

BY AREA - SCHOOL/COLLEGE

AREA	Percentage by Faculty Respondents
College of Arts and Sciences	61.83%
Jesuit School of Theology	1.66%
Leavey School of Business	11.20%
School of Education and Counseling Psychology	5.39%
School of Engineering	8.30%
School of Law	10.79%
Other	0.41%

BY YEARS OF SERVICE

YEARS	Percentage by Faculty Respondents
Less than One Year	8.84%
1 - 5 Years	20.88%
6 -10 Years	18.47%
11 - 15 Years	19.68%
16 - 20 Years	8.03%
21 - 25 Years	12.05%
More than 26 Years	12.05%

IV. STAFF DETAILS

BY STAFF ROLES

STAFF ROLES	Percentage by Staff Respondents
Academic Staff	5.50%
Senior Administrator with Faculty Rank	0.59%
Senior Admin without Faculty Rank	5.50%
Staff - nonexempt (non-supervisor) - Hourly	22.88%
Staff - nonexempt (supervisor) Hourly	9.36%
Staff - exempt (non-supervisor) salary	24.96%
Staff - exempt (supervisor) - salary	31.20%

BY AREA

AREA	Percentage by Staff Respondents
Athletics	14.42%
Auxiliary Services	1.64%
Centers of Distinction	3.10%
College of Arts and Sciences	6.93%
Enrollment Management	3.47%
Human Resources	3.47%
Inclusive Excellence	1.46%
Information Services	3.47%
Jesuit Community	0.18%
Jesuit School of Theology	1.82%
Mission & Ministry	3.83%

University Marketing and Communications	12.50%
University Financial Office	2.19%
University Operations	5.66%
Office of the President	1.09%
Office of the Provost	10.04%
Leavey School of Business	2.74%
School of Education and Counseling Psychology	1.46%
School of Engineering	1.64%
School of Law	6.93%
Student Life	9.67%
University Relations	13.14%

BY YEARS OF SERVICE

YEARS	Percentage by Staff Respondents
Less than One Year	10.97%
1 - 5 Years	45.50%
6 -10 Years	18.53%
11 - 15 Years	6.29%
16 - 20 Years	7.01%
21 - 25 Years	5.94%
More than 26 Years	5.76%

BY EDUCATION LEVEL

EDUCATION LEVEL	Percentage by Staff Respondents
Some High School	0.89%
Completed High School	1.24%
Some College	3.73%
Business/Technical certificate	1.60%
Bachelor's Degree	27.89%
Some graduate work	7.99%
Master's degree	41.39%
Specialist degree	0.18%
Doctoral Degree	7.28%
Professional Degree	5.33%

BY WORK SCHEDULE

WORK ARRANGEMENT	Percentage by Staff Respondents
In-person	44.13%
Hybrid	51.25%
Fully Remote	1.60%
Other	3.02%

APPENDIX D:**BREAKDOWN BY COMMUNITY IDENTITY CHARACTERISTICS****BIRTHSEX**

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Female	61.97%	60.75%	60.07%	64.21%
Intersex	0.00%	0.17%	0.00%	0.00%
Male	38.03%	39.08%	39.92%	35.78%

GENDER/GENDER IDENTITY

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Agender	0.52%	0.34%	0.00%	0.51%
Genderqueer or gender fluid	1.41%	0.67%	1.11%	1.35%
Man	36.48%	37.94%	37.78%	35.08%
Nonbinary/Gender non-confirming	2.23%	2.70%	2.22%	0.84%
Trans man	0.22%	0.34%	0.37%	0.34%
Trans woman	0.45%	0.17%	0.00%	0.17%
Woman	58.32%	57.50%	58.15%	61.55%
Other	0.37%	0.34%	0.37%	0.17%

GENDER EXPRESSION

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Androgynous	2.85%	1.93%	1.56%	1.21%
Feminine	57.77%	58.00%	56.81%	60.66%
Gender non-conforming	1.69%	1.23%	2.72%	1.73%
Masculine	36.54%	37.43%	37.74%	1.17%
Not Listed	1.15%	1.41%	1.17%	0.87%

SEXUAL IDENTITY/ORIENTATION

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Asexual	3.37%	3.20%	1.55%	2.10%
Bisexual	11.04%	9.25%	2.71%	4.03%
Gay	1.02%	3.02%	5.04%	5.25%
Heterosexual	74.78%	75.62%	81.78%	80.39%
Queer	2.58%	3.74%	4.26%	2.98%
Questioning or unsure	3.45%	1.96%	1.55%	0.53%
Not Listed	1.33%	2.14%	0.78%	1.40%

CITIZENSHIP/IMMIGRANT STATUS

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
U.S. Citizen or U.S. National	85.02%	63.18%	87.79%	89.83%
U.S. Dual Citizen	7.76%	5.41%	6.11%	5.52%

U.S. Permanent Resident	2.53%	2.44%	3.44%	3.97%
U.S. Refugee or Asylee	0.15%	0.00%	0.00%	0.00%
A Visa Holder (e.g. F-1, J-1, H1-B, H-4, and U)	4.07%	27.75%	2.67%	0.69%
Other	0.46%	1.22%	0.69%	0.00%

RACE/ETHNICITY

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Asian, Asian-American	27.87%	36.01%	9.82%	17.93%
Black, African-American or African	4.76%	7.11%	5.26%	4.02%
Indigenous, American Indian, Native American or Alaska Native	1.42%	1.66%	1.75%	1.39%
Latino/a/x/e, Chicano/a/x/e, or Hispanic	18.85%	17.10%	11.93%	18.24%
Middle Eastern	2.22%	3.03%	2.46%	0.77%
North African	0.12%	0.61%	1.05%	0.31%
Native Hawaiian or Pacific Islander	1.48%	0.91%	0.00%	1.70%
White or Caucasian	42.58%	31.16%	66.32%	53.63%
Not Listed	0.68%	2.42%	1.40%	2.01%
Multirace - Two or More Races	16.81%	10.74%	9.12%	9.58%

RELIGIOUS IDENTITY

The SCU community represents a diverse religious and spiritual community. Over 52 different faith and non-faith traditions were reflected in the study responses. The following includes the top percentages:

- Catholic (27.91%)
- Agnostic (13.41%)
- Atheist (9.59%)
- Non-Affiliated (9.20%)
- Christian (8.41%)
- Spiritual (4.08%)
- Non-denominational (3.92%)
- Hindi (3.11%)
- Jewish (2.81%)
- Buddhist (2.42%)
- Protestant (1.79%)
- Presbyterian (1.22%)
- Muslim (1.00%)

POLITICAL VIEWS

Characteristic	Undergraduate Student	Graduate Student	Faculty	Staff
Very Conservative	2.47%	1.46%	0.40%	0.70%
Conservative	8.28%	6.02%	1.62%	7.38%
Moderate	28.50%	32.30%	12.15%	27.37%
Liberal	41.16%	37.59%	43.32%	43.06%
Very Liberal	16.80%	16.61%	37.25%	17.40%
Other Political Viewpoints	2.79%	6.02%	5.26%	3.69%

AGE RANGE

RANGE	Undergraduate Student	Graduate Student	Faculty	Staff
17 or less	0.15%	0.00%	0.00%	0.00%
18 - 20	63.24%	0.18%	0.00%	0.17%
21 - 24	35.45%	23.50%	0.00%	1.75%
25 - 29	0.70%	28.09%	1.19%	9.77%
30 - 34	0.31%	16.78%	6.75%	12.04%
35 - 39	0.08%	12.19%	7.94%	14.49%
40 - 44	0.00%	5.30%	17.46%	12.91%
45 - 49	0.08%	5.12%	15.48%	8.73%
50 - 54	0.00%	3.36%	8.33%	11.87%
55 - 59	0.00%	3.00%	16.27%	12.57%
60 - 64	0.00%	1.41%	12.70%	8.38%
65 - 69	0.00%	0.88%	6.35%	4.89%
70 - 74	0.00%	0.18%	3.97%	1.75%
75 - 79	0.00%	0.00%	3.17%	0.70%
80 - 84	0.00%	0.00%	0.40%	0.00%

ADDITIONAL COMMUNITY CHARACTERISTICS

Primary Language

83.72% indicated that English was their primary language, followed by Spanish (9.12%), and other (6.64%)

Veteran/Military Connected

- Never served in the military (96.25%)
- Child/Partner connected to the military (2.44%) Military Veterans (0.76%)
- ROTC (0.32%)
- Reservist (0.16%)

Primary Method of Transportation to SCU

- Personal vehicle (45.24%)
- Live on-campus (27.50%)
- Walk to campus (17.90%)
- Train (3.80%)
- Bicycle (2.00%)
- Bus (1.80%)
- Carpool (1.37%)
- Rideshare - Uber/Lyft/taxi (0.39%)

One-way Commute Time to SCU

- 10 minutes or less (22.96%)
- 11 - 20 minutes (22.72%)
- 21 - 30 minutes (11.62%)
- 31 - 40 minutes (5.99%)
- 41 - 50 minutes (4.95%)
- 51 - 60 minutes (2.68%)
- 61 - 90 minutes (2.84%)
- 90 or more minutes (2.48%)

What county do the faculty and staff live in?

COUNTY	Faculty	Staff
Alameda	8.71%	5.70%
Contra Costa	1.24%	2.14%
Marin	0.41%	0.18%
Napa	0.00%	0.18%
San Francisco	8.71%	2.14%
San Mateo	7.88%	5.17%
Santa Clara	65.56%	77.90%
Sonoma	0.41%	0.00%
Santa Cruz	5.81%	2.50%
Other	1.24%	4.10%

APPENDIX E:**COMPLETE DATA ANALYSIS BY QUESTION**

2025 SCU Campus Climate Analysis

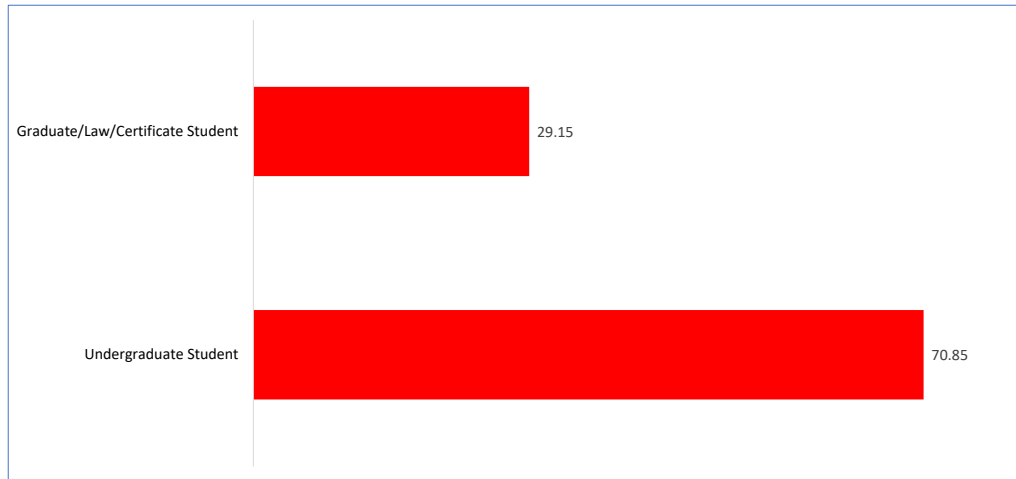
Prepared by
Dr. Ray Plaza, Office for Diversity and Inclusion



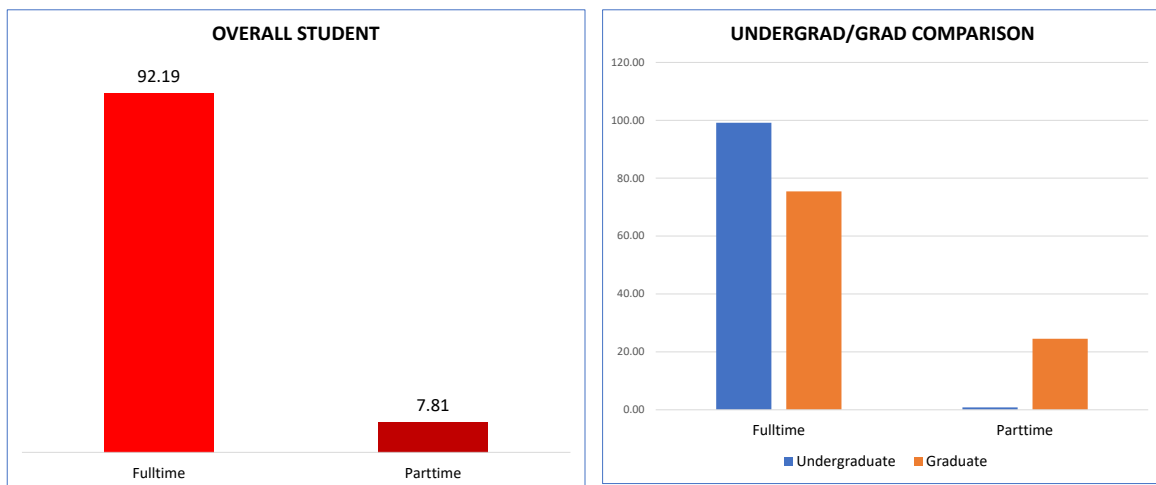
Campus Climate Study Details

- Launched 1/27/25 and closed on 4/9/25
- **Participation Rate:**
 - **Overall 30.54% (n = 3450)**
 - Undergraduate Students: 26.80%
 - Graduate Students: 23.58%
 - Faculty: 44.85%
 - Staff: 62.95%

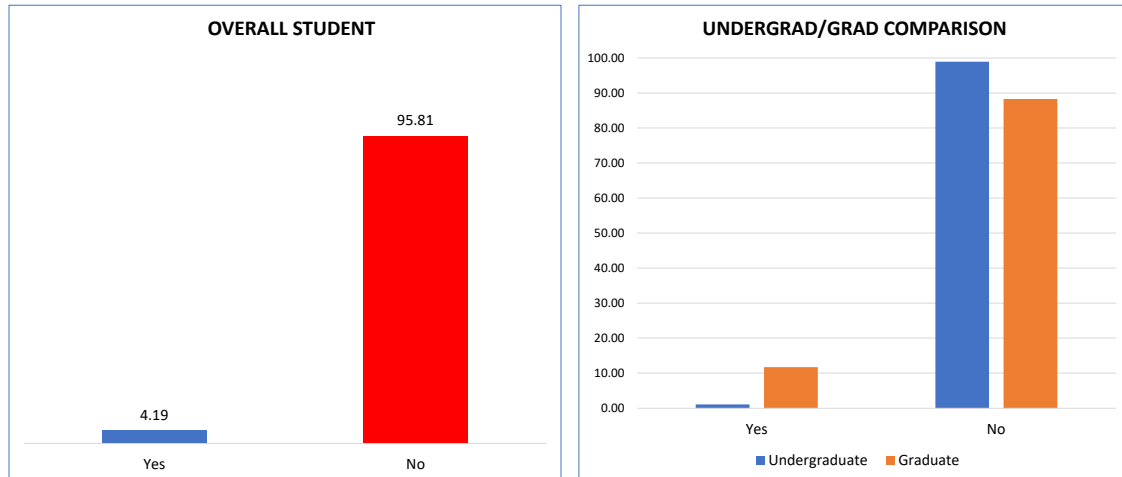
Participants – Student Breakdown



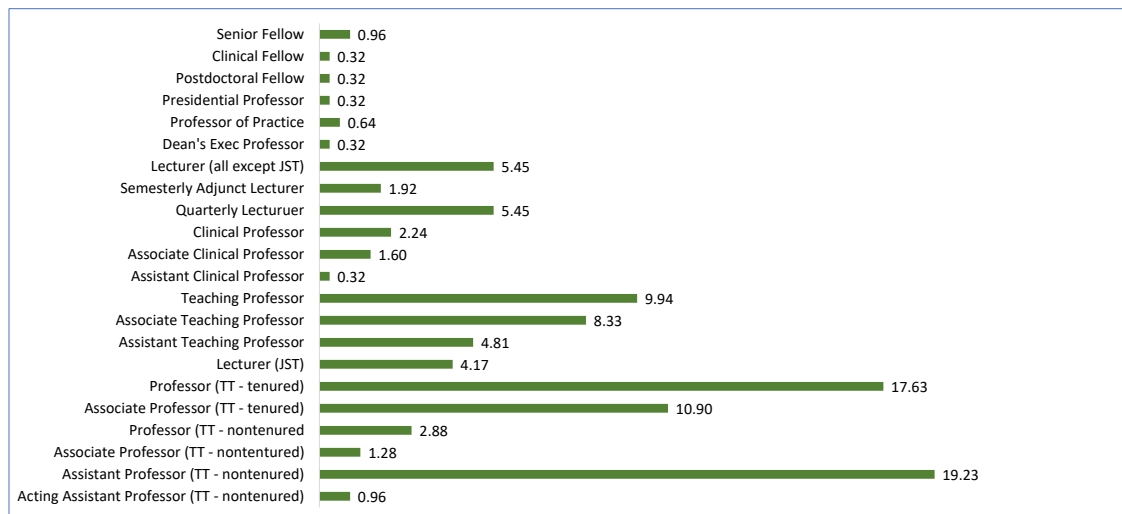
Student Status – Are you full-time or part-time in your primary role?



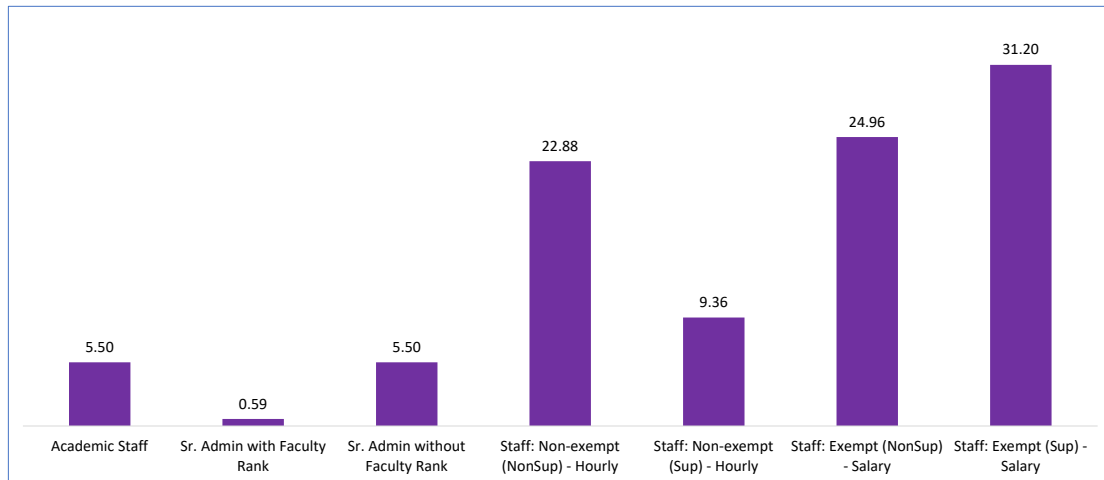
Student Status - Do you consider yourself as an online student?



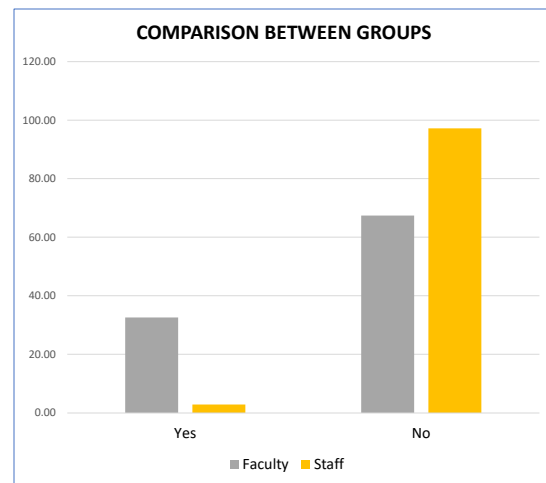
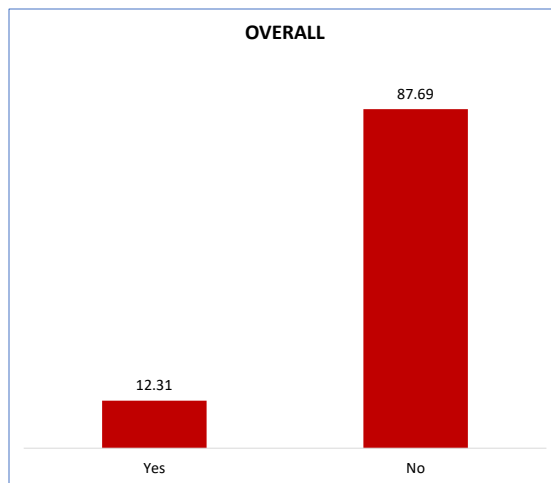
Participants - Faculty



Participants - Staff

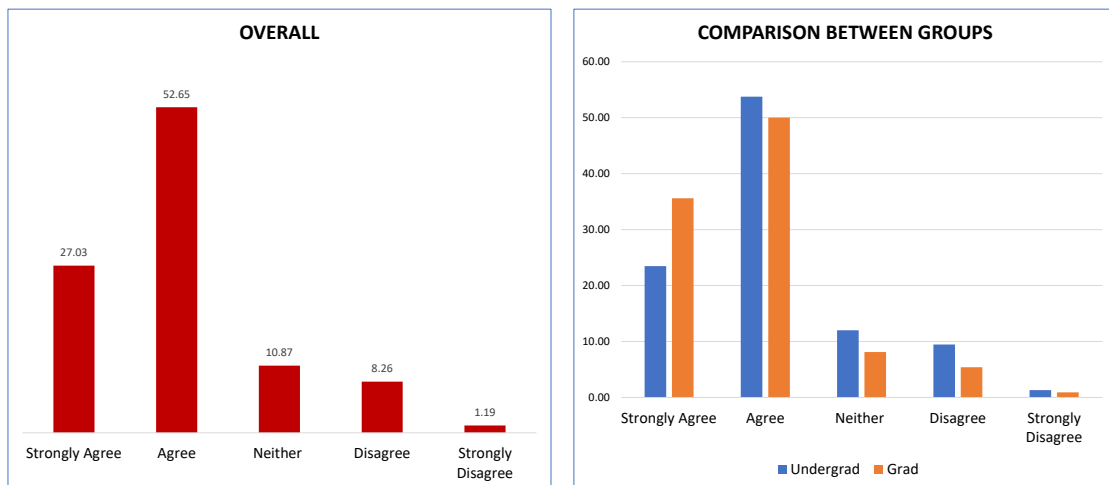


Are you a member of the bargaining unit represented by Service Employees International Union Local 1021 or other employee union?

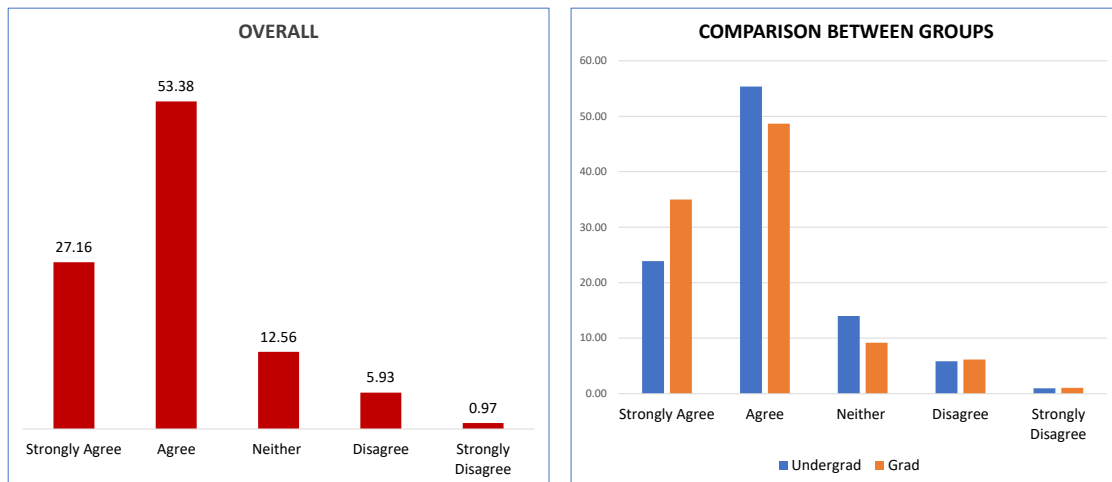


Academic Experience (Student)

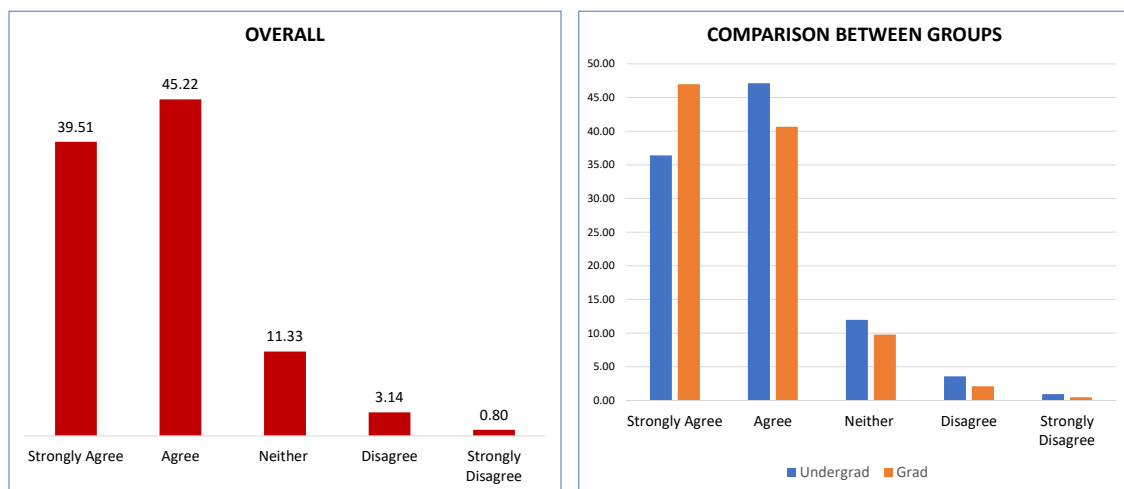
Q1: I am performing up to my full academic potential



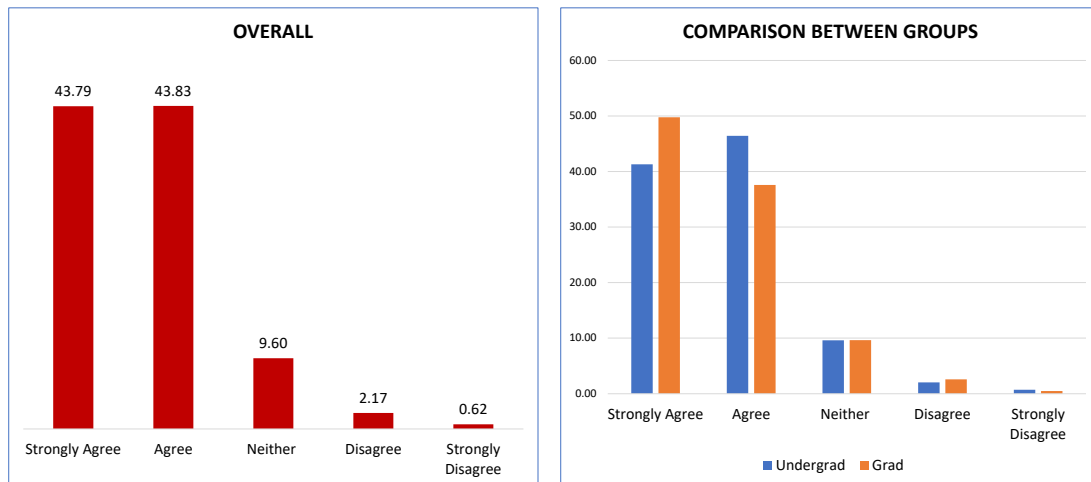
Q2: I am satisfied with my academic experience at SCU



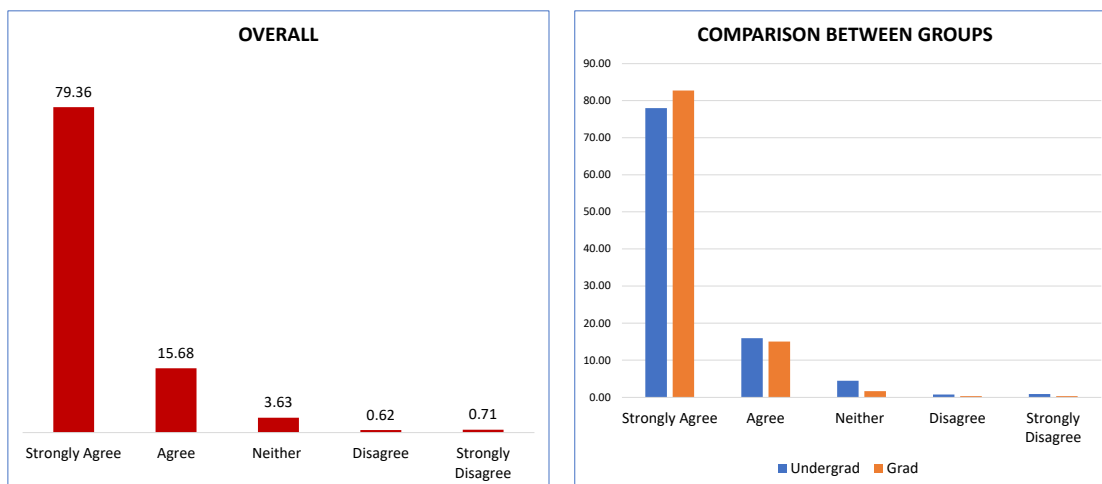
Q3: My interest in ideas and intellectual matters has increased since coming to SCU



Q4: I have taken courses that have exposed me to think outside of my comfort zone

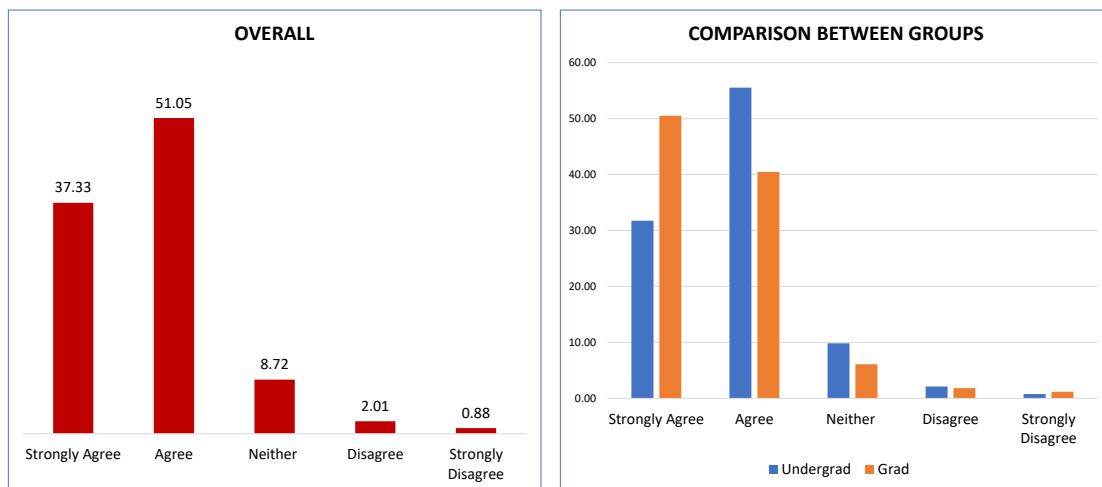


Q5: I intend to graduate from SCU

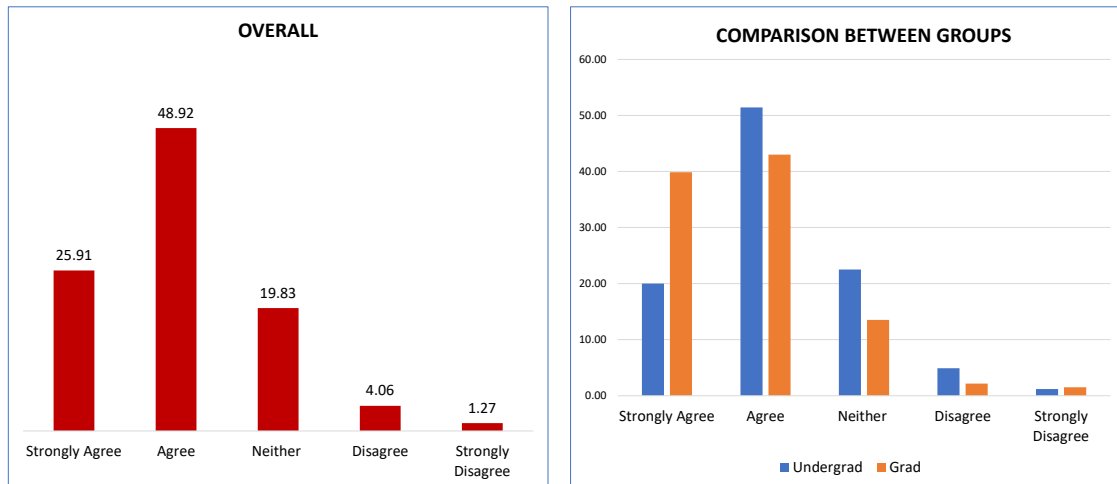


Classroom Experience (Student)

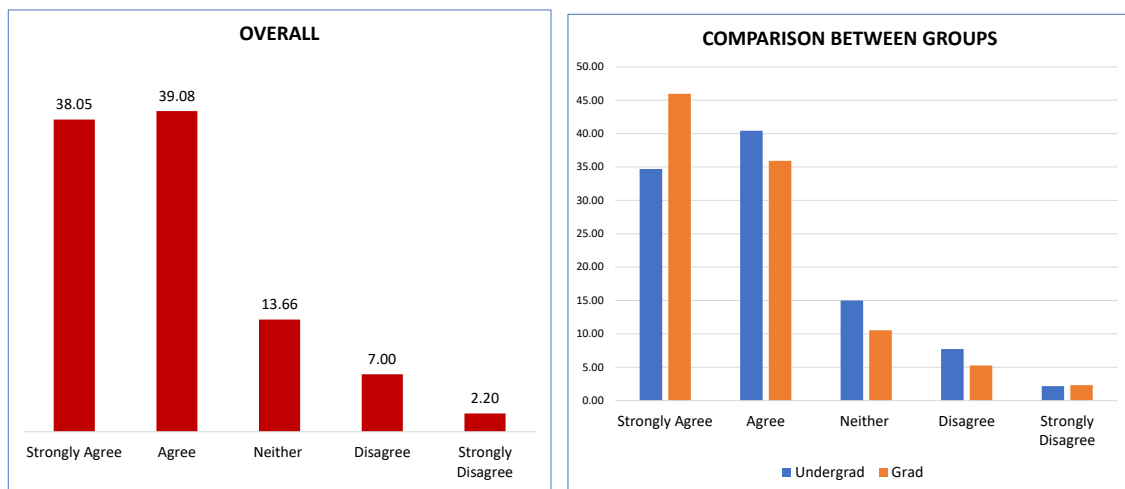
Q1: I feel valued by faculty in the classroom



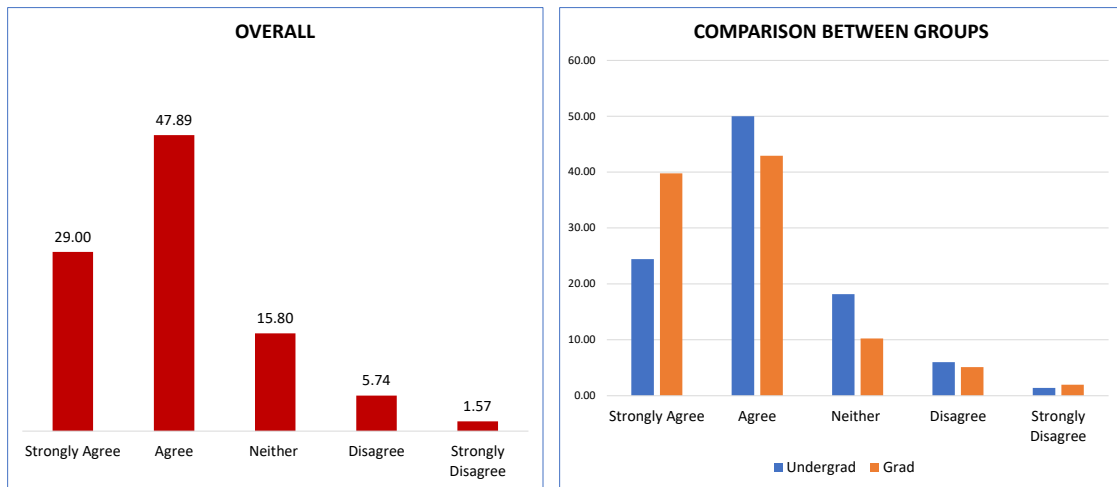
Q2: I feel valued by other students in the classroom



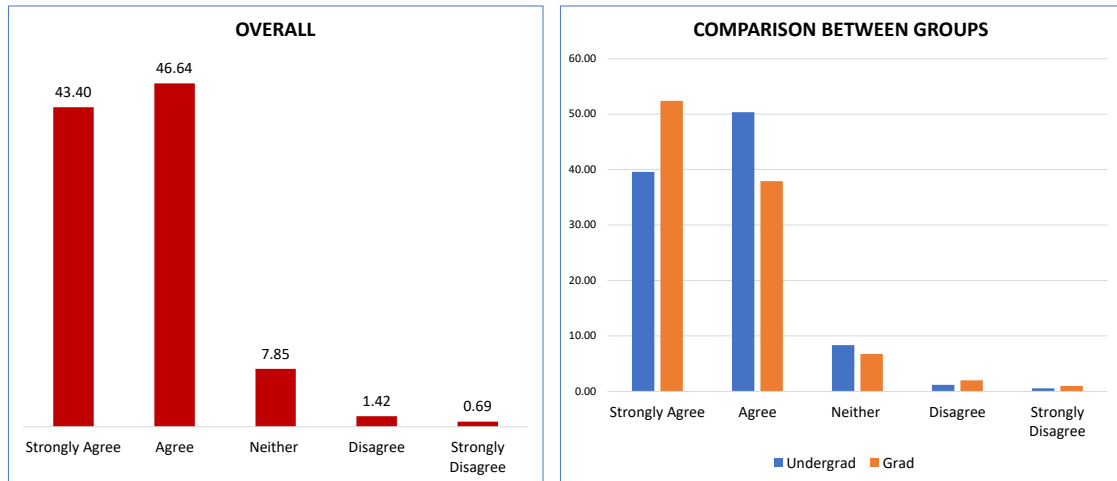
Q3: My identity/background does not affect how I am treated or perceived by faculty



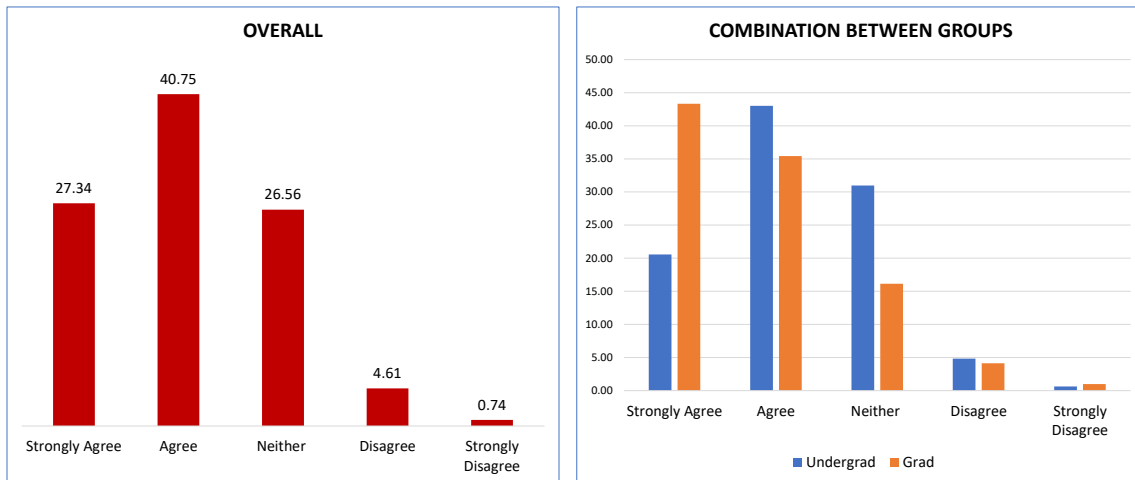
Q4: I can engage in or initiate difficult dialogues that arise in my classes



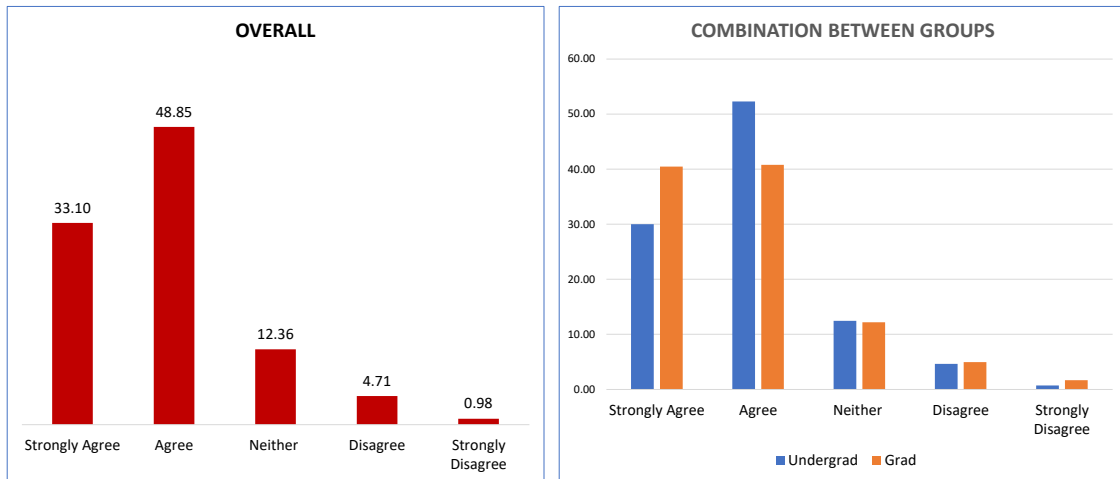
Q5: I feel safe in the classroom



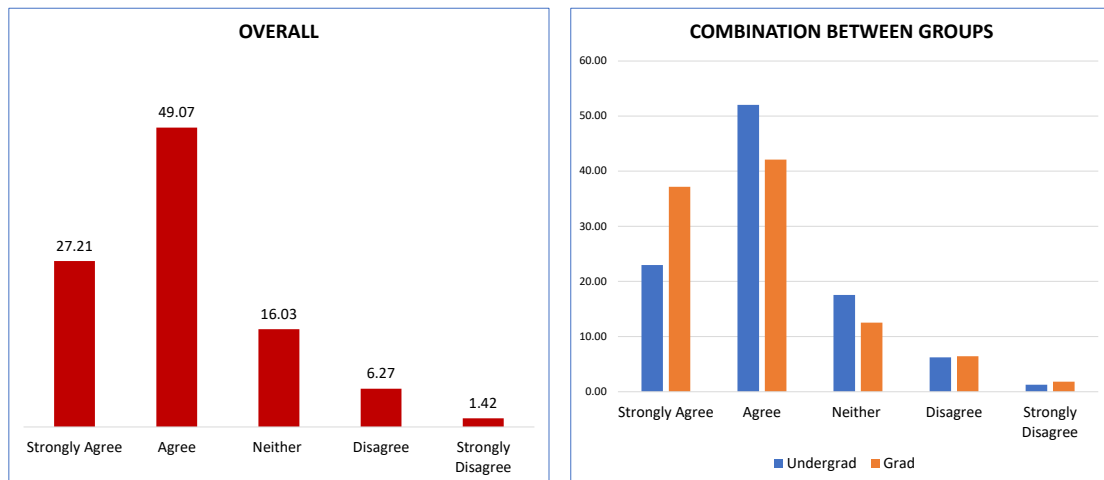
Q6: I feel empowered in the classroom



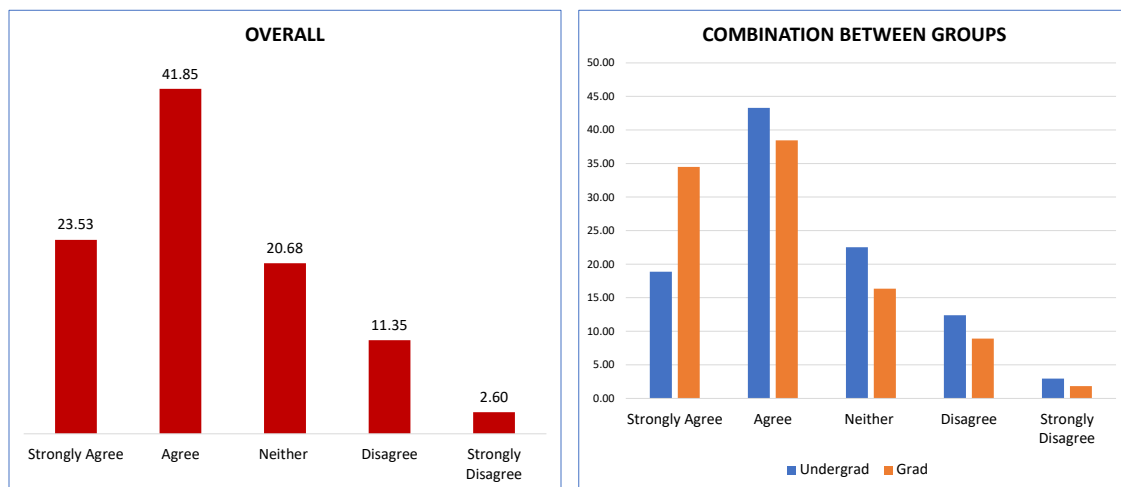
Q7: I have adequate support outside of the classroom to be successful in my classes



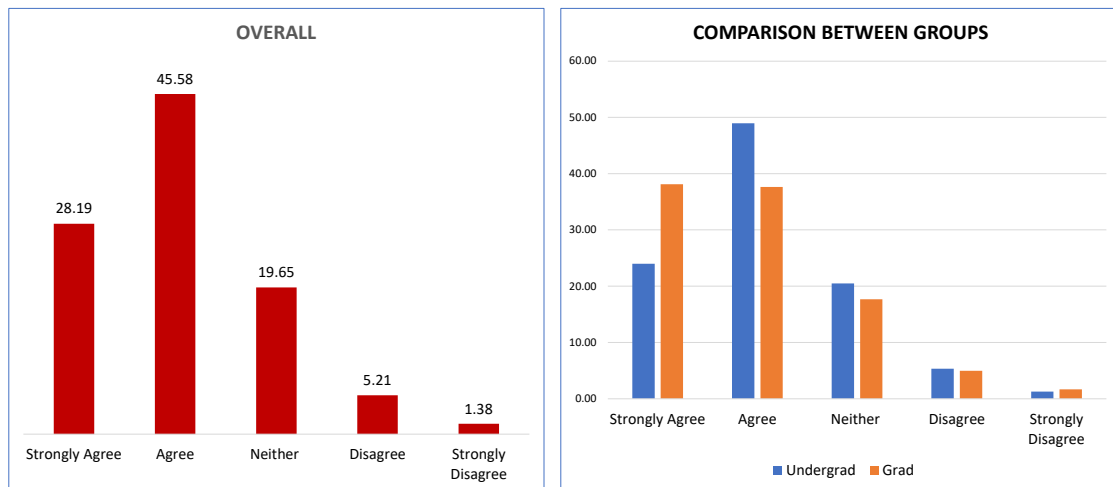
Q8: My classes/curriculum is well-designed to support my success



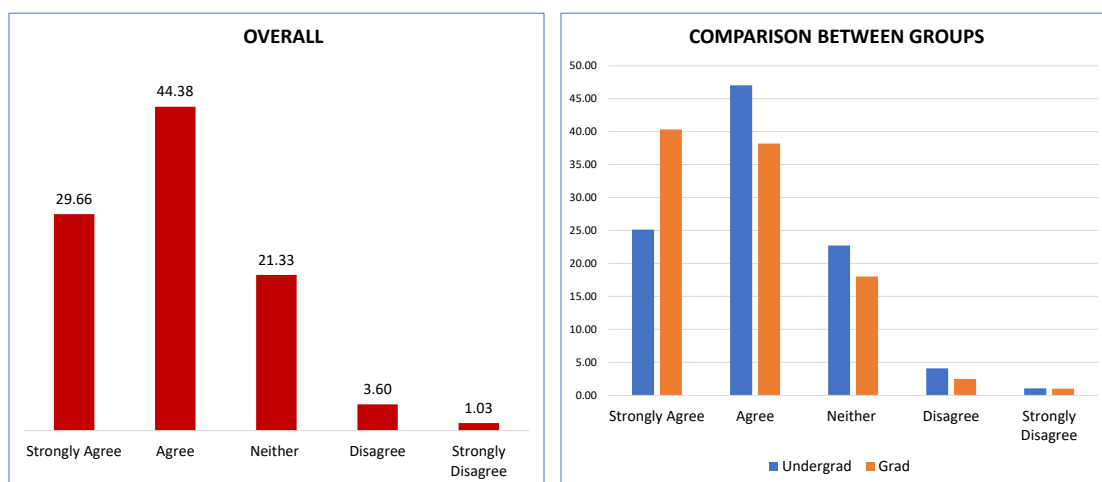
Q9: My assignments are offered in multiple formats allowing me to demonstrate my competence and ability



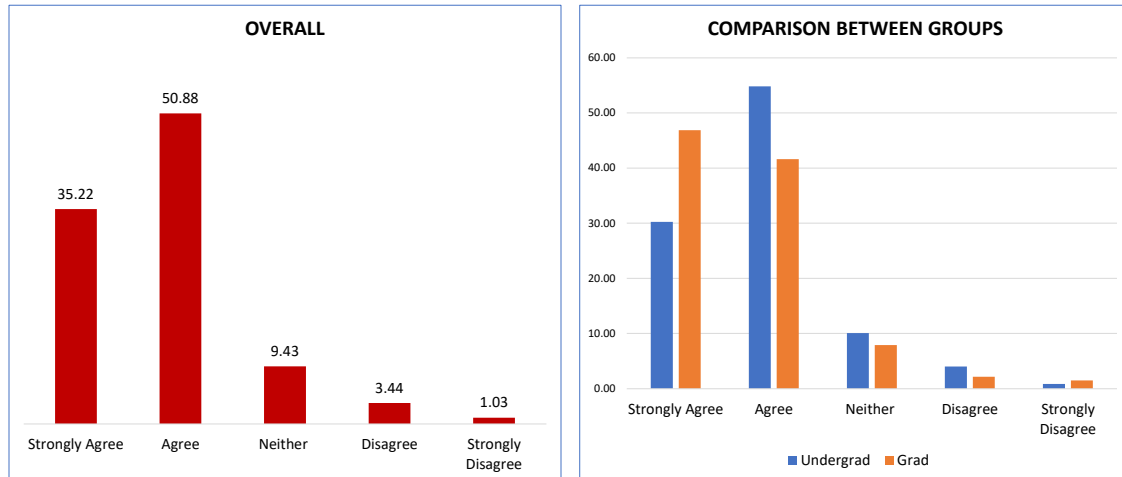
Q10: Diverse scholars' work are present in my course resources



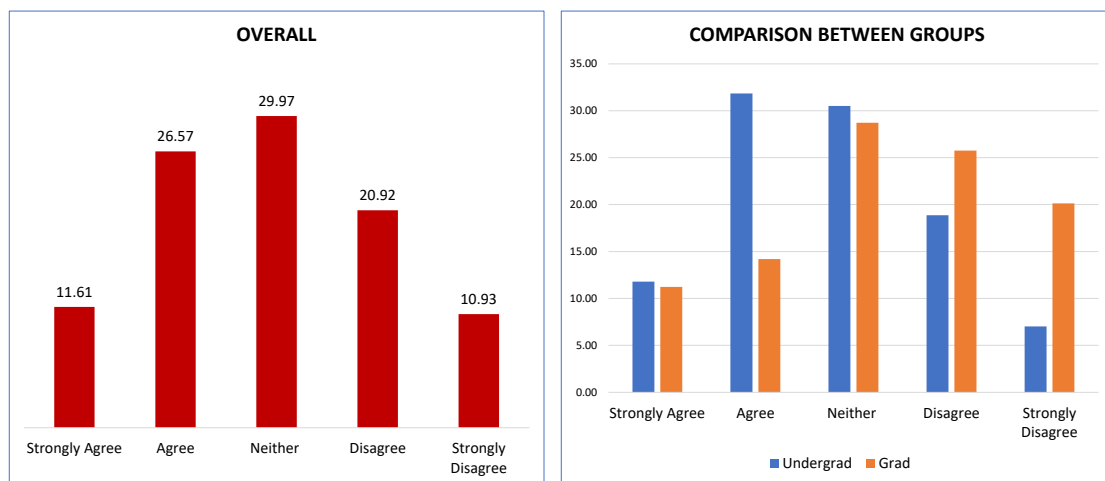
Q11: My faculty engage in culturally responsive practices in my courses



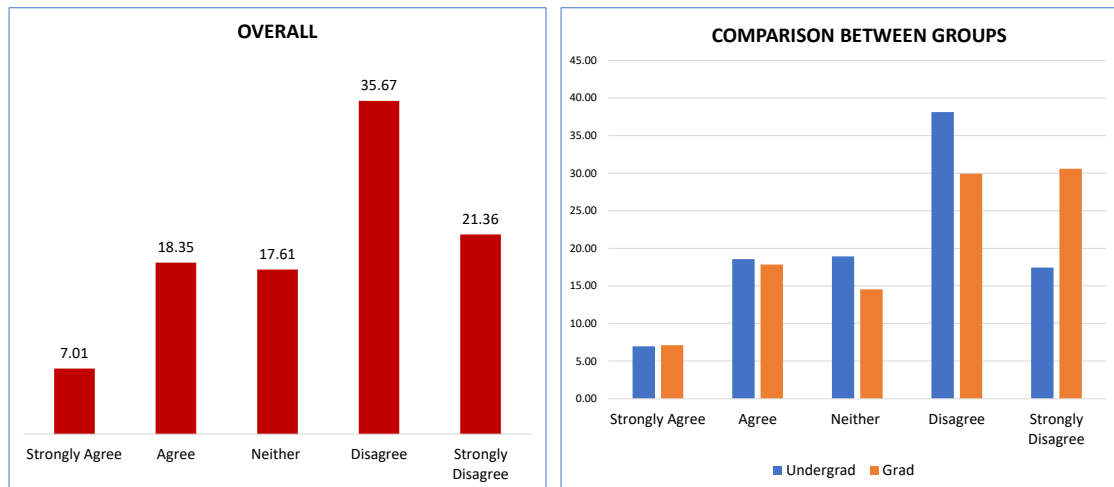
Q12: My course policies and expectations (submission and grading, attendance, classroom participation, etc.) are clear and equitable



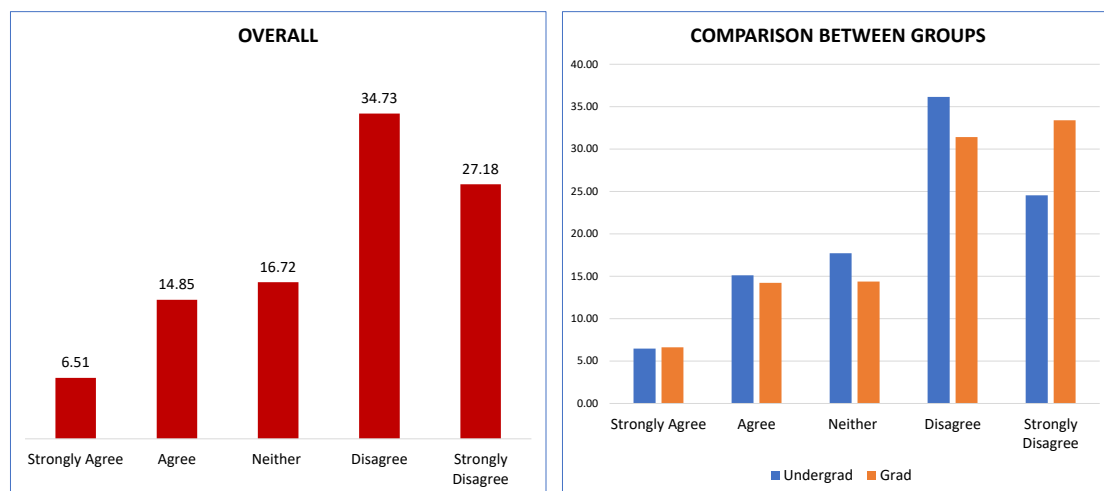
Q13: Student academic misconduct (i.e. cheating, plagiarism) does occur



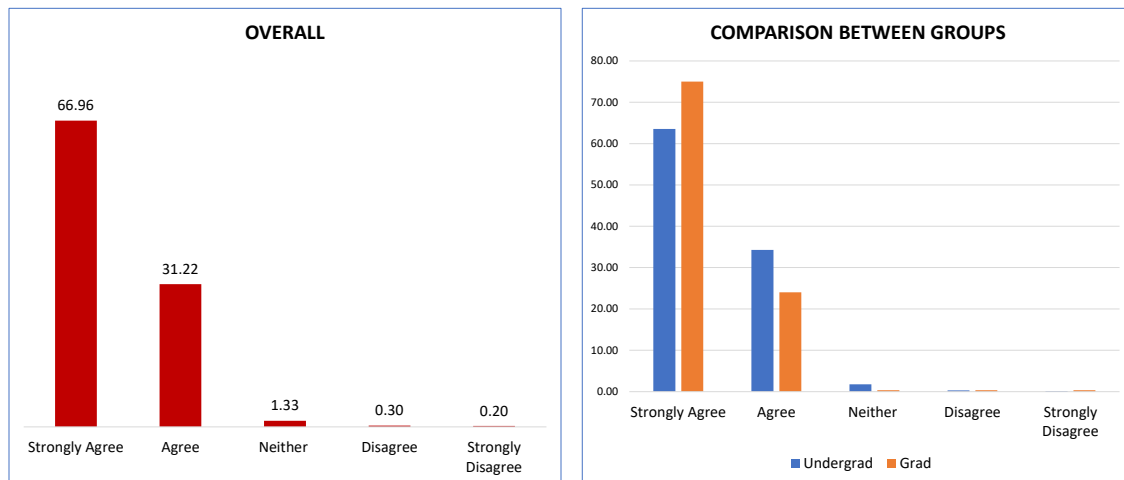
Q14: I have witnessed student-to-student microaggressions in the classroom



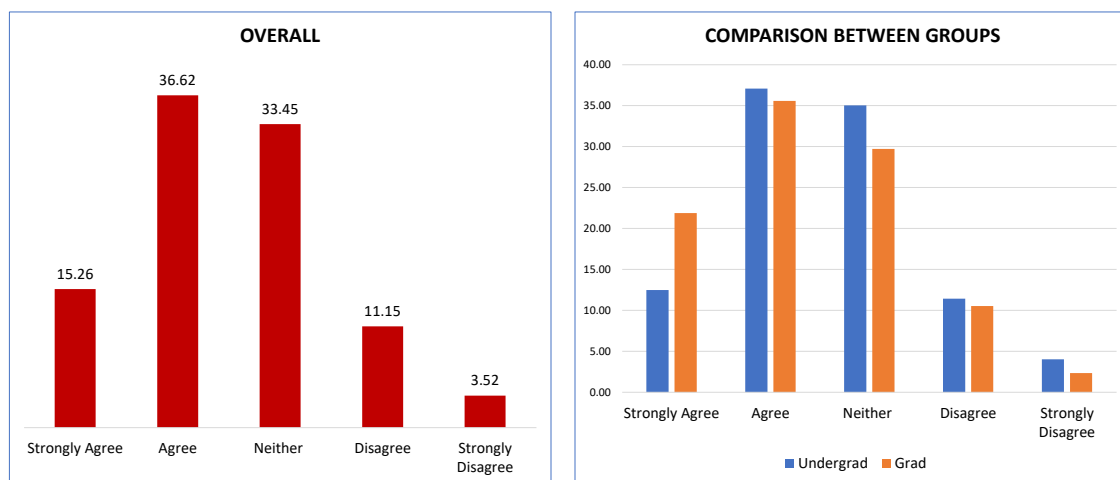
Q15: I have witnessed/experienced faculty-to-student microaggressions in the classroom



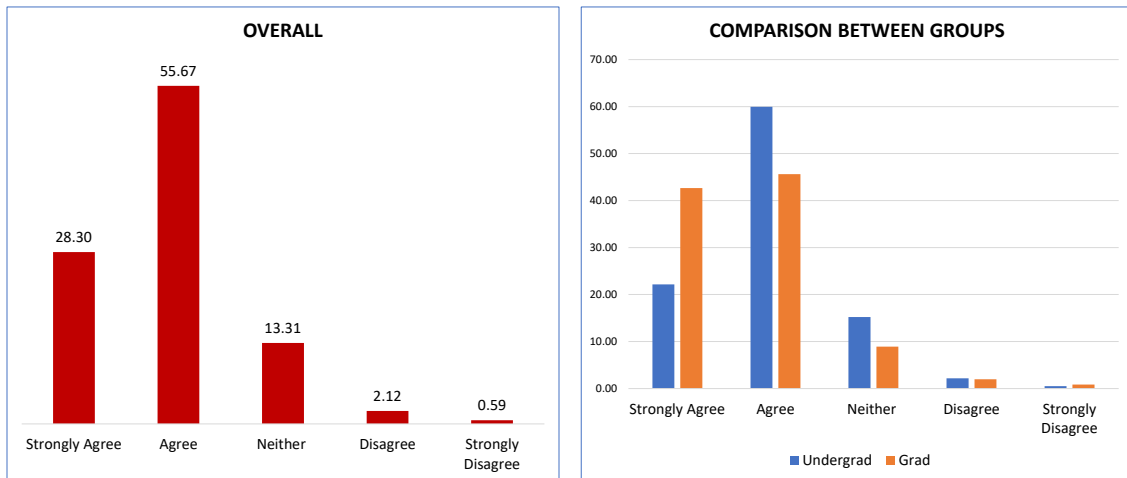
Q16: I treat my faculty with respect



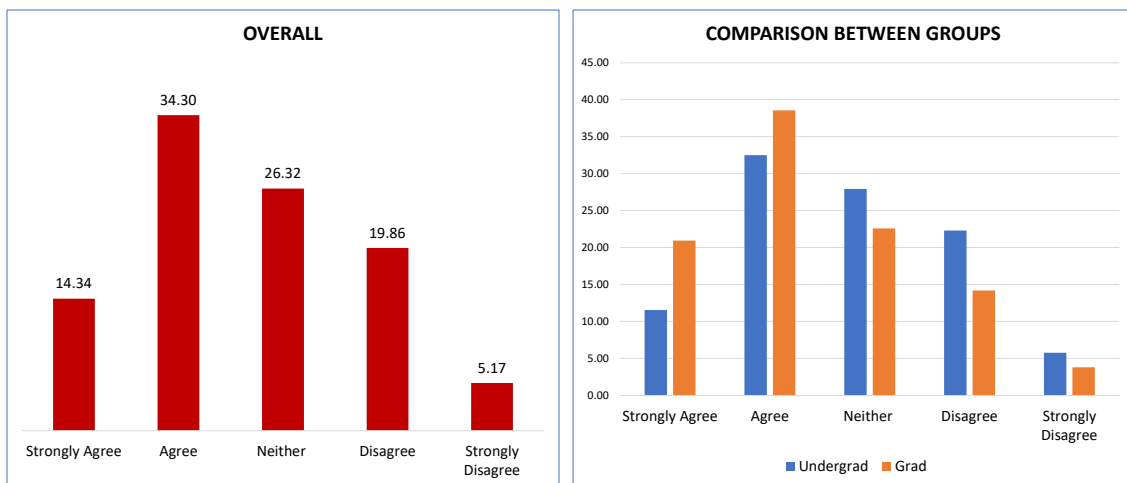
Q17: My peers understand their identity-related privilege in the classroom.



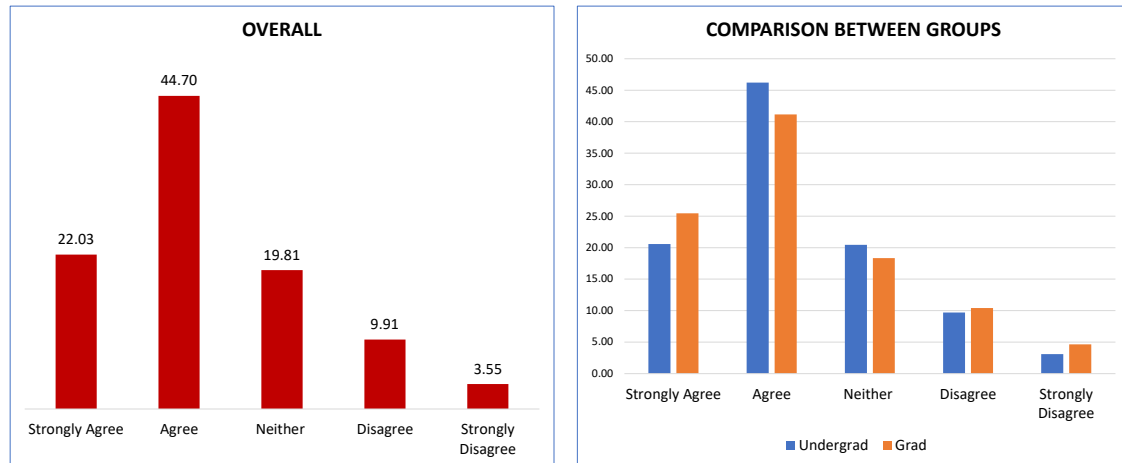
Q18: My peers treat each other with care, kindness, and respect in my classes



Q19: I have the time to get to know my peers in their whole humanity/intersectional identity in the classroom

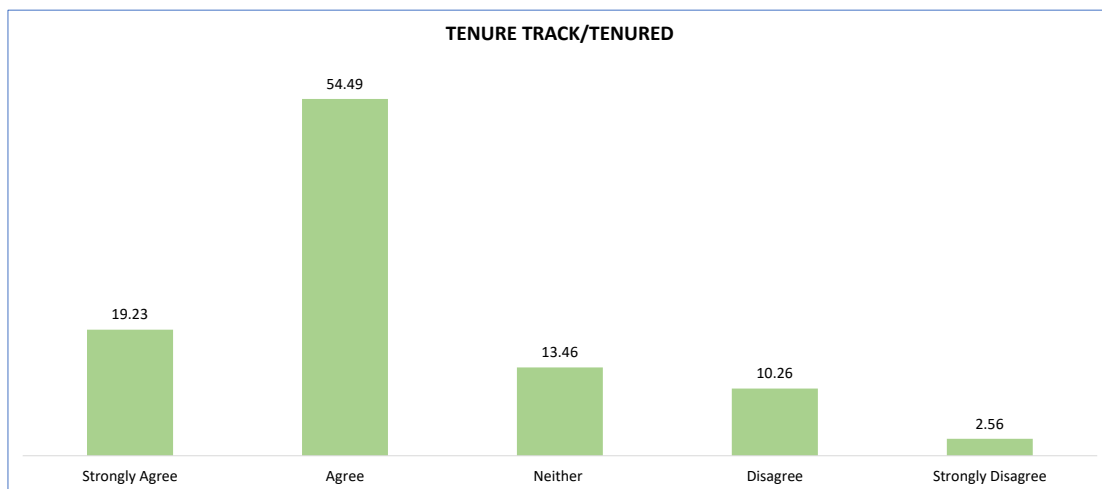


Q20: I know how to/am able to equitably access high impact opportunities (like faculty-mentored research, internships, study abroad, projects, presentations, and portfolios, etc.) for my academic success.

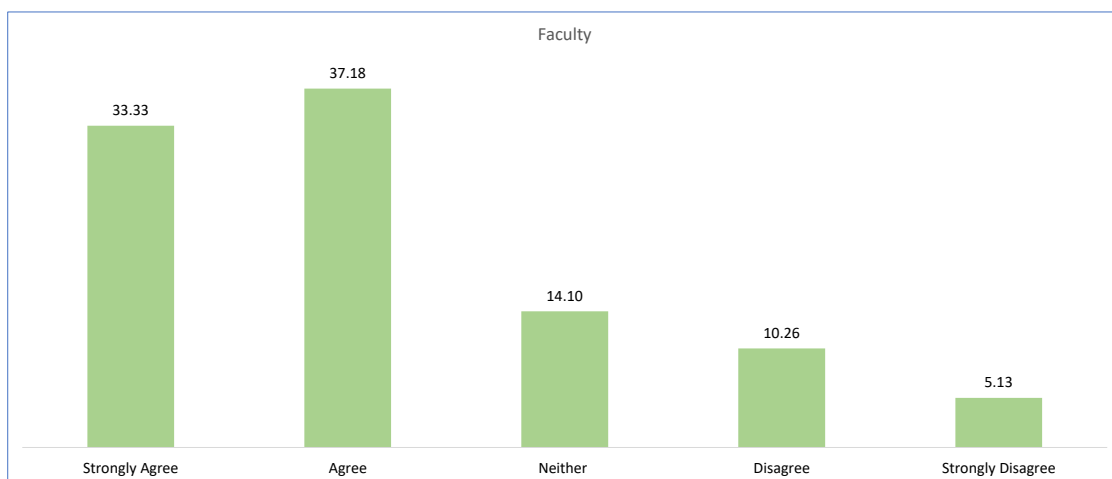


Faculty Role
(TT Stream)

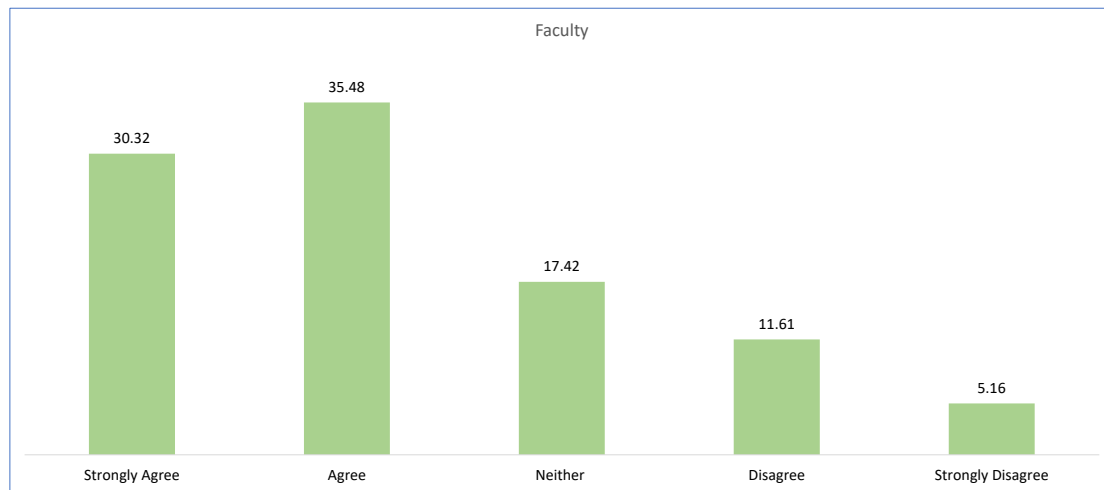
Q1: The criteria for tenure and promotion are clear



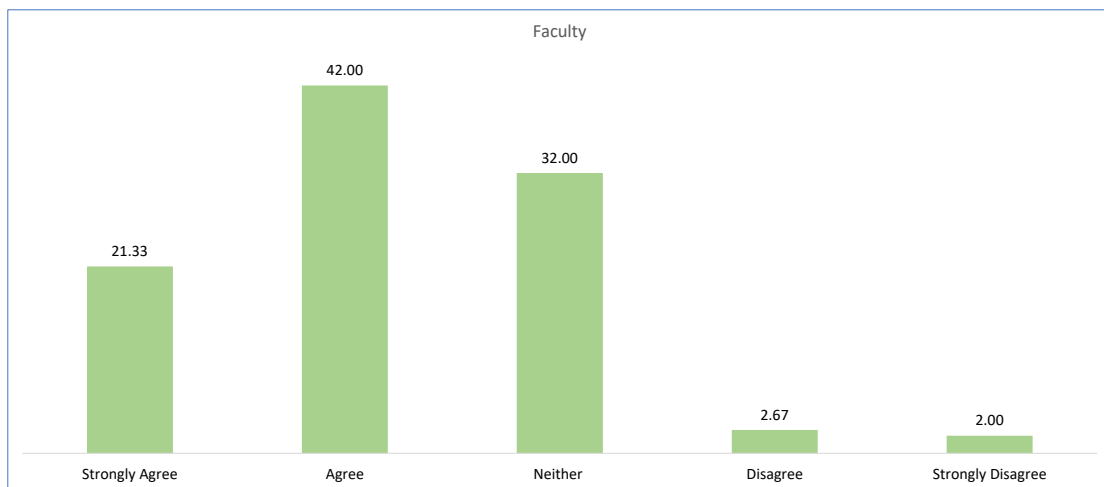
Q2: The tenure standards/promotion standards are applied equally to faculty in my department/program



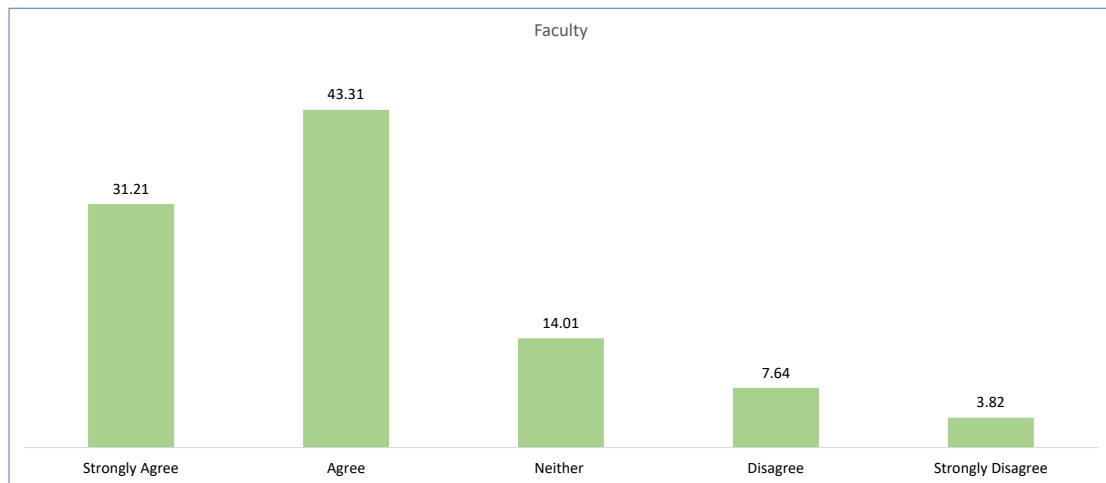
Q3: I felt supported and mentored during the tenure-track years



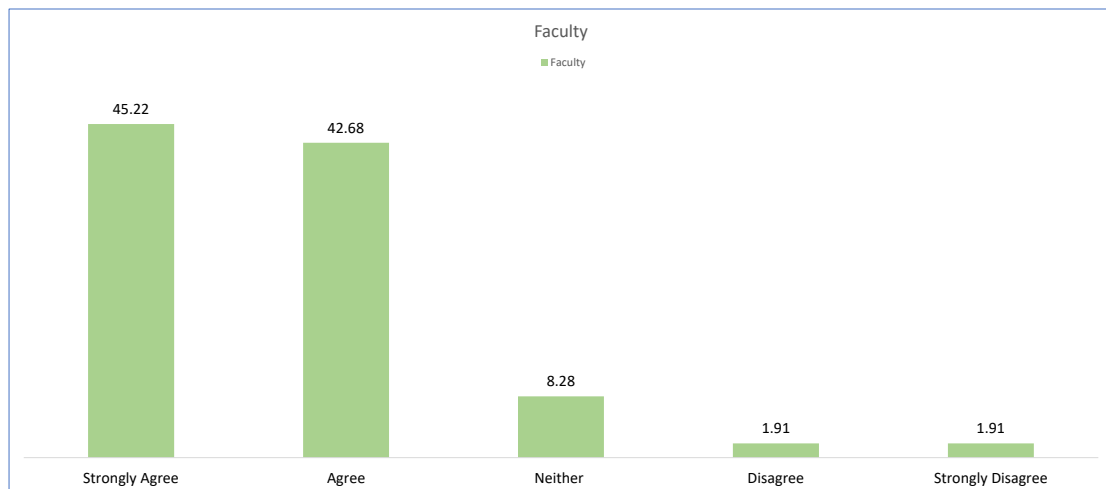
Q4: SCU faculty who qualify for delaying their tenure-clock feel empowered to do so



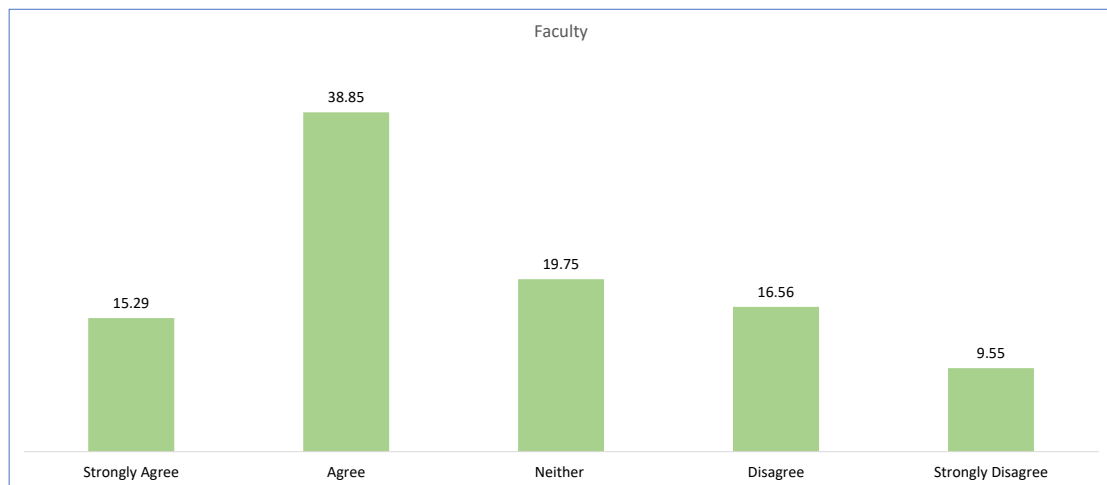
Q5: I believe that research is valued SCU



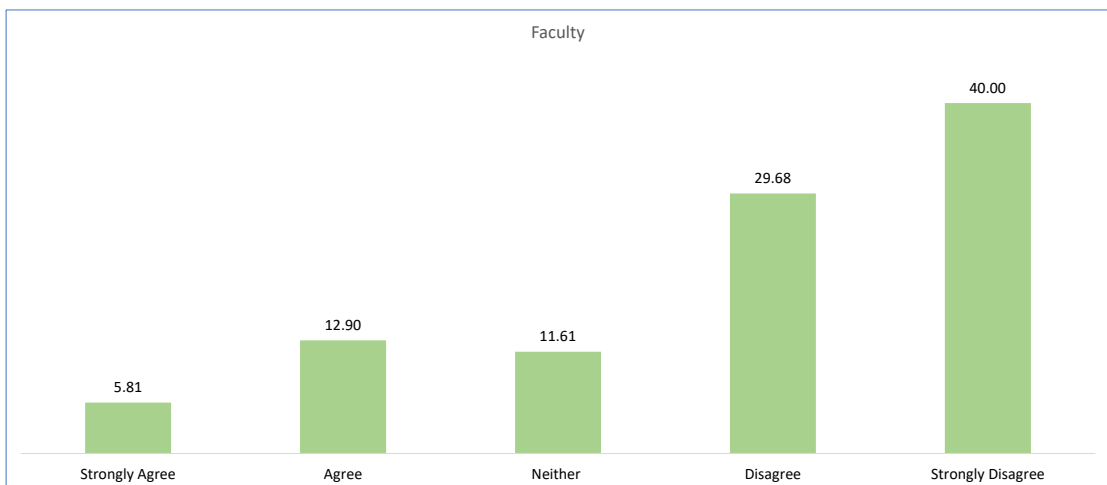
Q6: I believe that teaching is valued by SCU



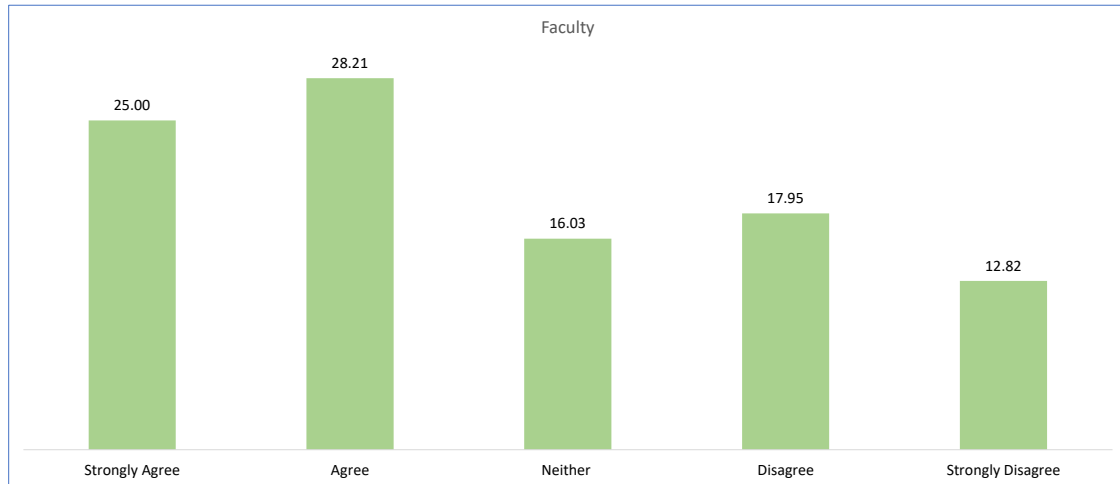
Q7: I believe that service contributions are valued by SCU



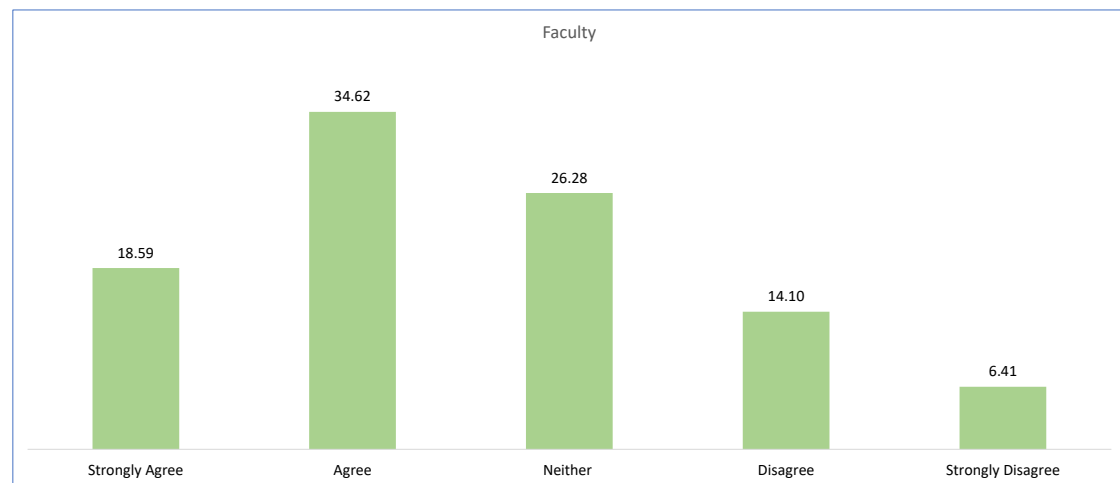
Q8: I have felt pressured to change my research/scholarship agenda to achieve tenure/promotion



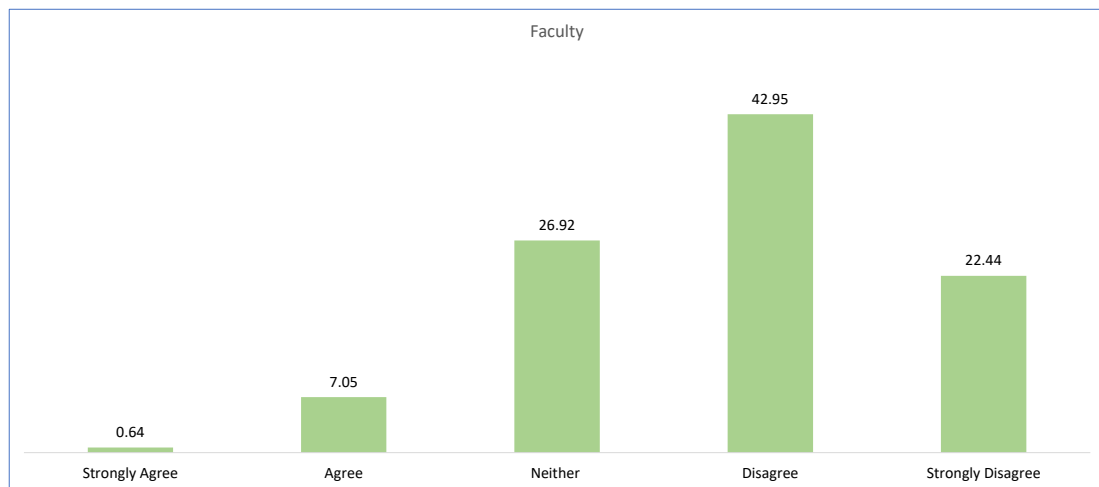
Q9: I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/ program work assignments)



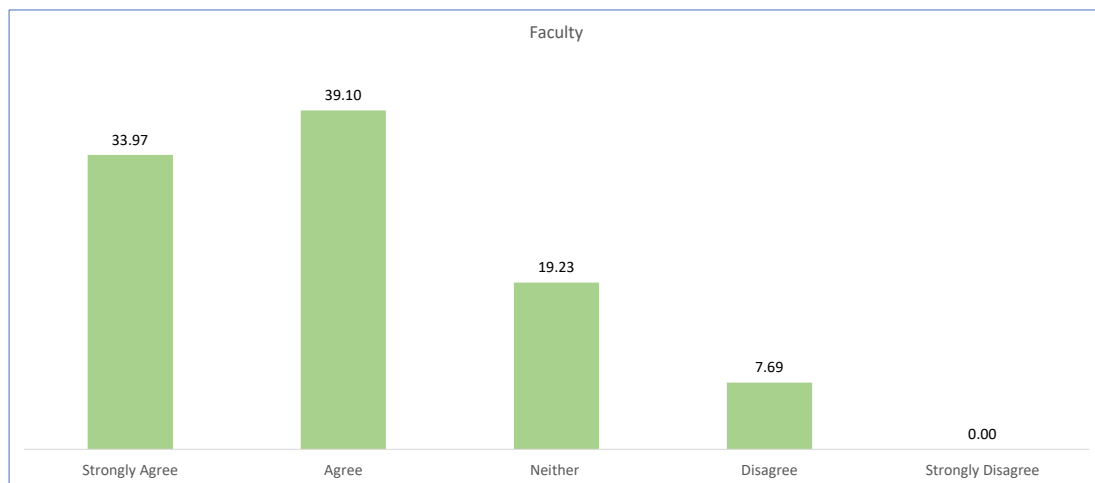
Q10: I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities)



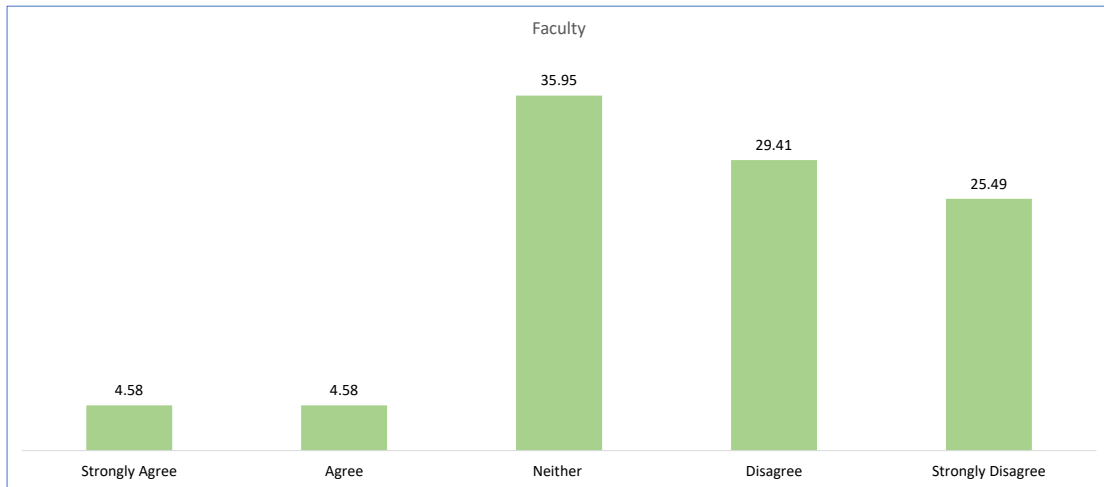
Q11: I would like more opportunities to participate in substantive committee assignments



Q12: I have opportunities to participate in substantive committee assignments

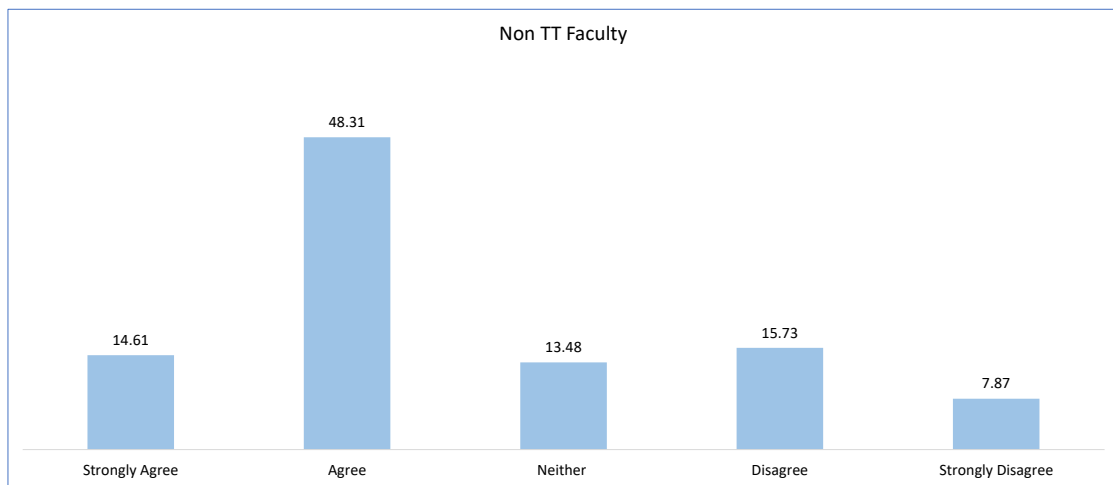


Q13: Faculty members in my department/program who use family accommodations (FMLA) policies are disadvantaged in promotion/tenure (e.g. child care, elder care)

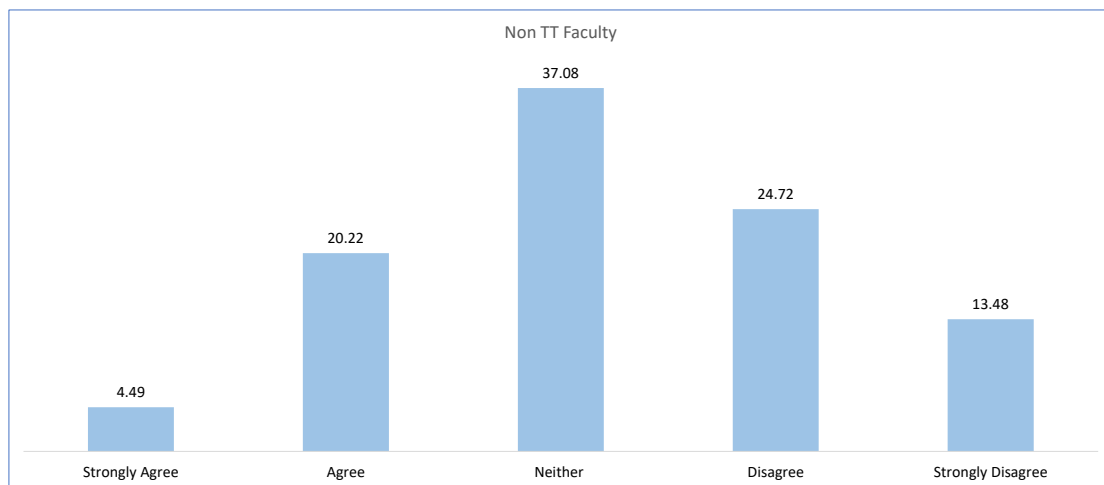


Faculty Role
(Non TT)

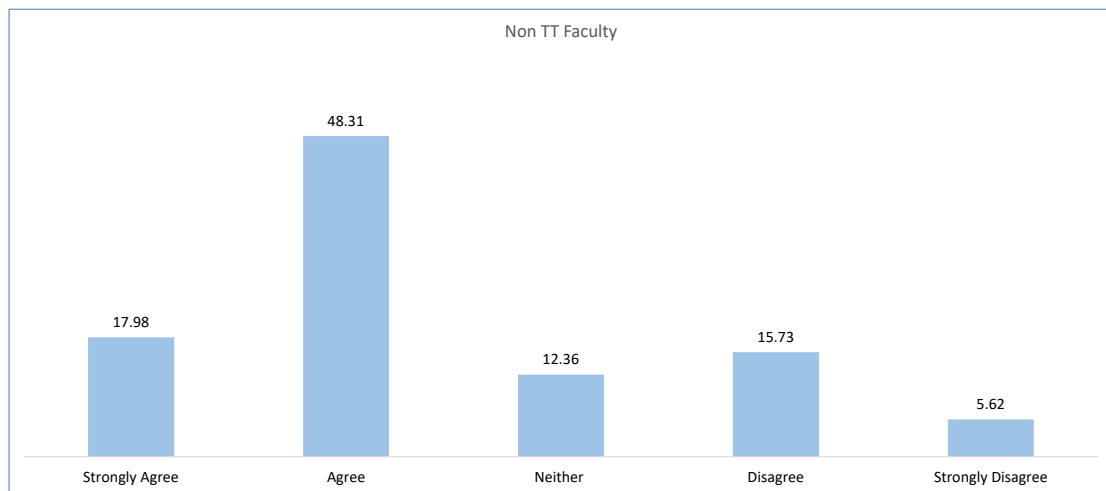
Q1: The criteria for reappointment and promotion are clear



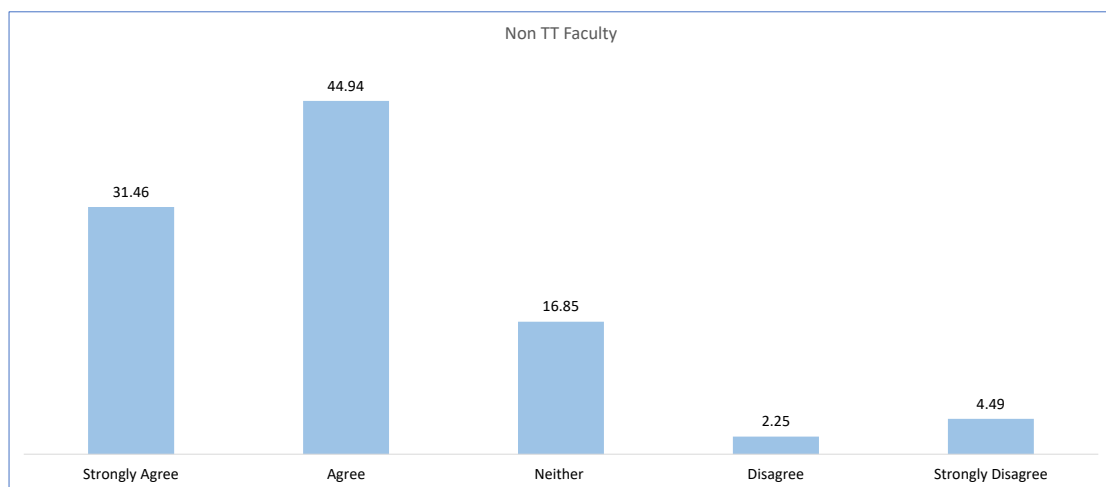
Q2: The criteria used for reappointment and promotion are applied equally to all positions



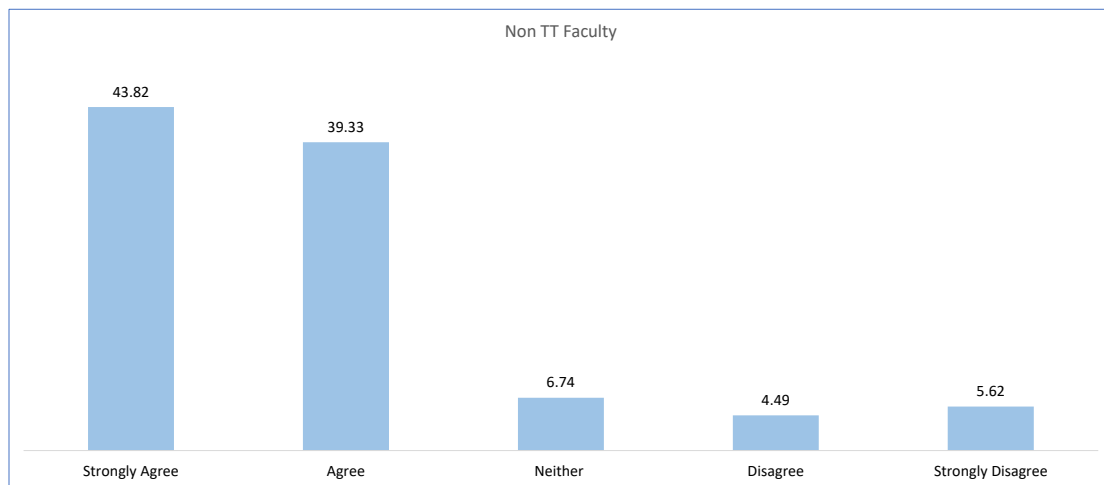
Q3: Clear expectations of my responsibilities exist



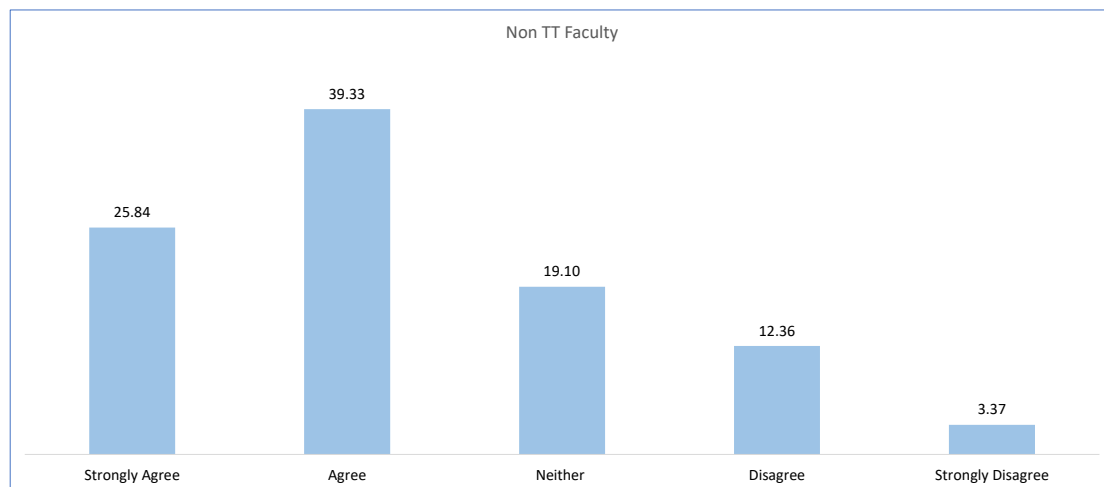
Q4: I believe that research is valued SCU



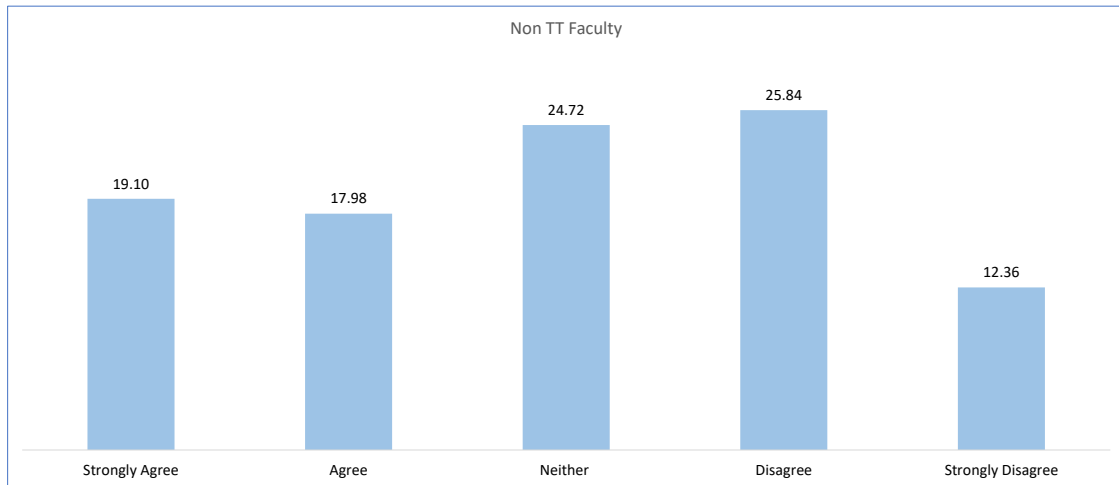
Q5: I believe that teaching is valued by SCU



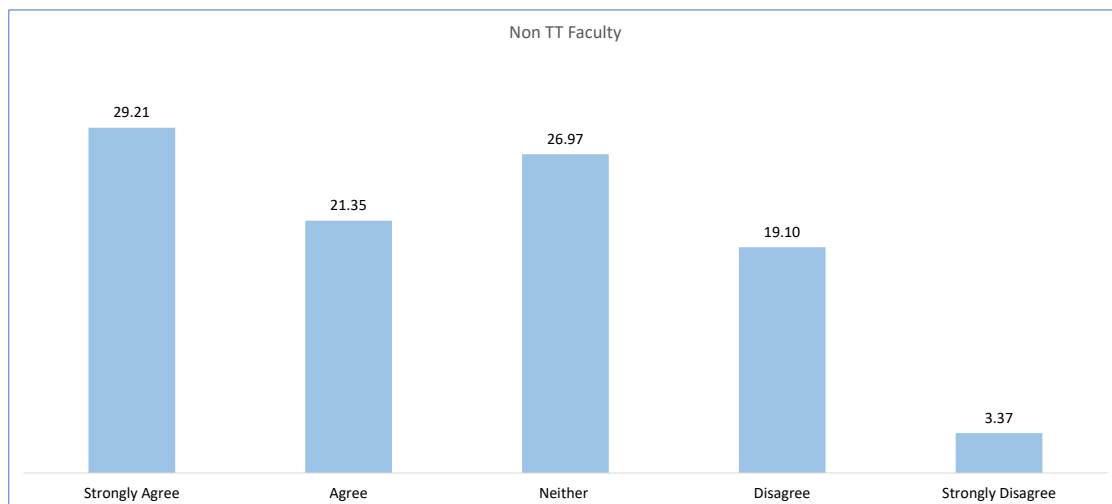
Q6: I believe that service contributions are valued by SCU



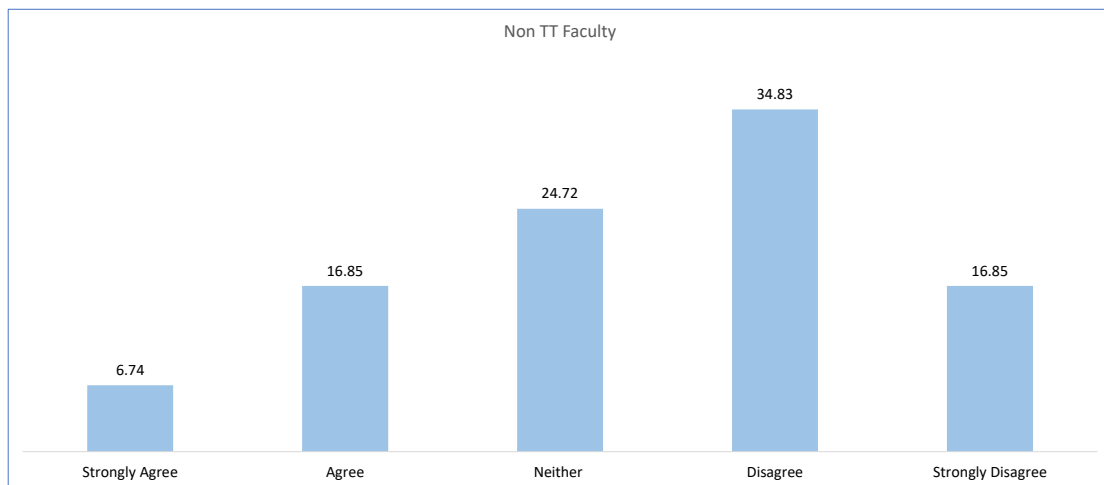
Q7: I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/ program work assignments)



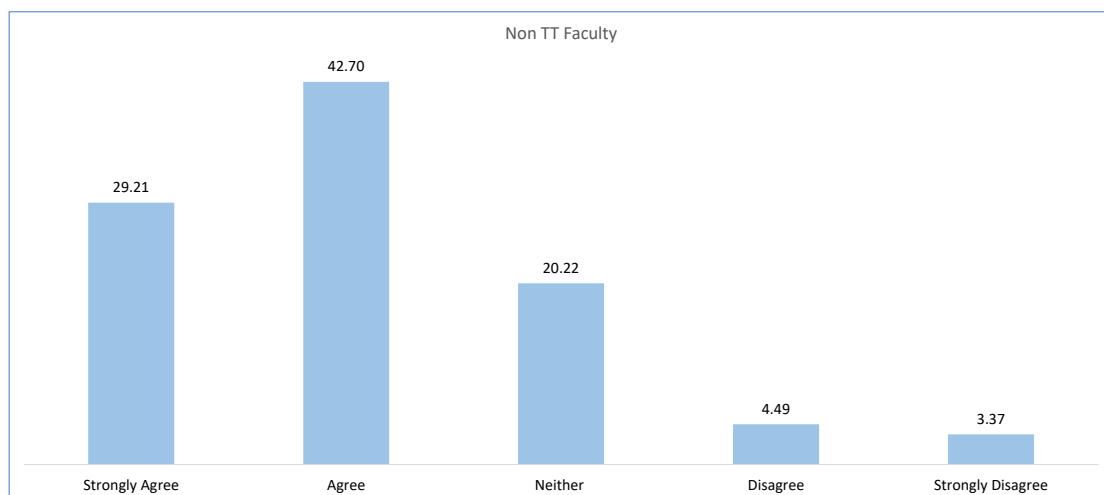
Q8: I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities)



Q9: I would like more opportunities to participate in substantive committee assignments

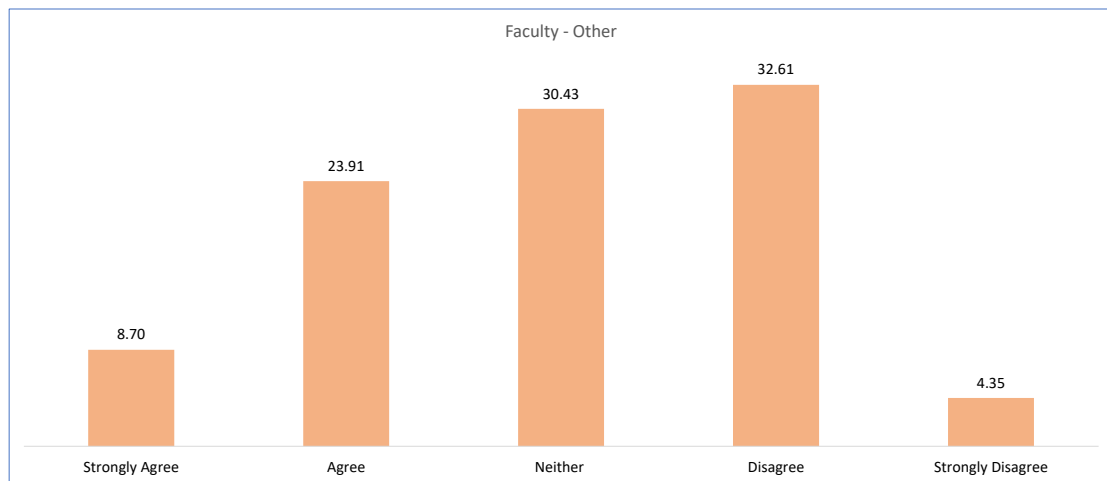


Q10: I have opportunities to participate in substantive committee assignments

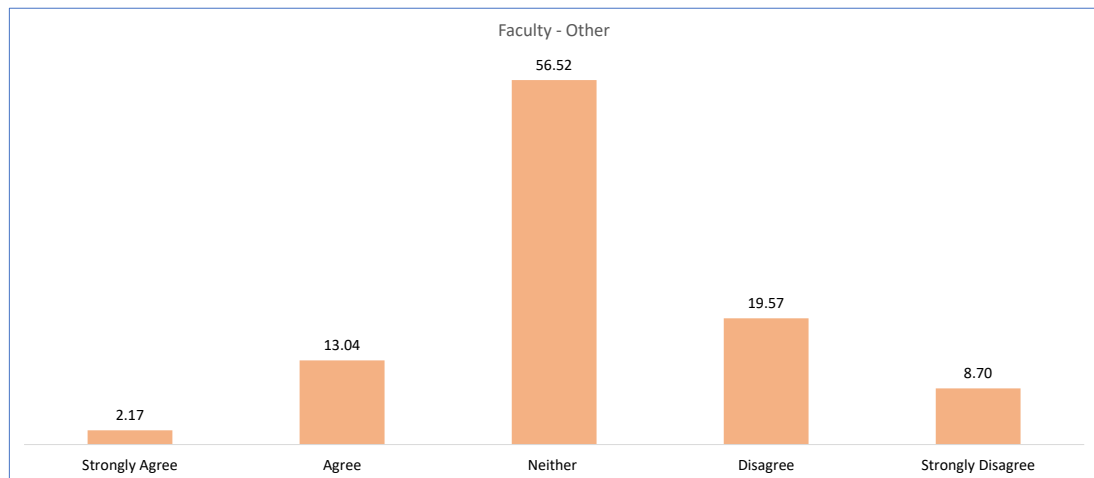


Faculty Role (Other Types)

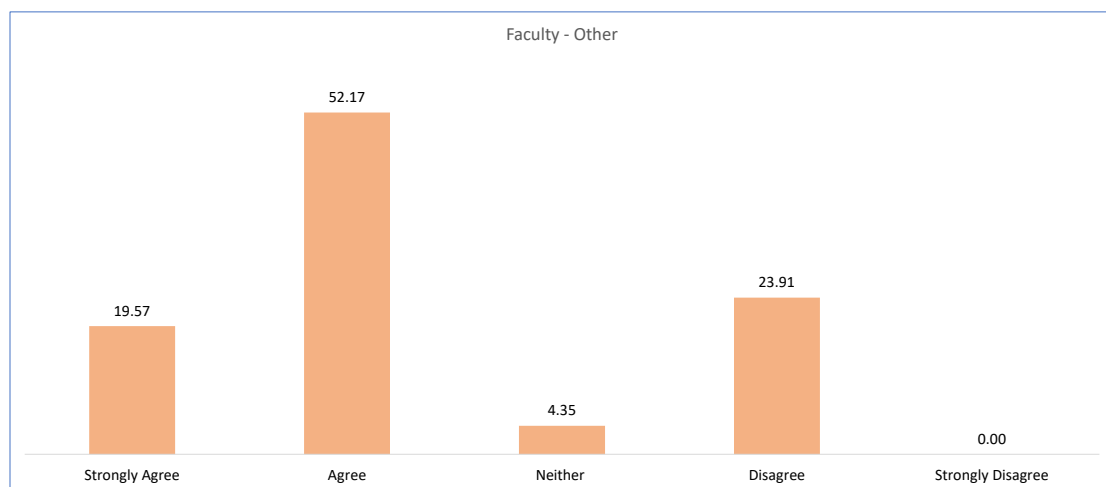
Q1: The criteria for contract renewal are clear



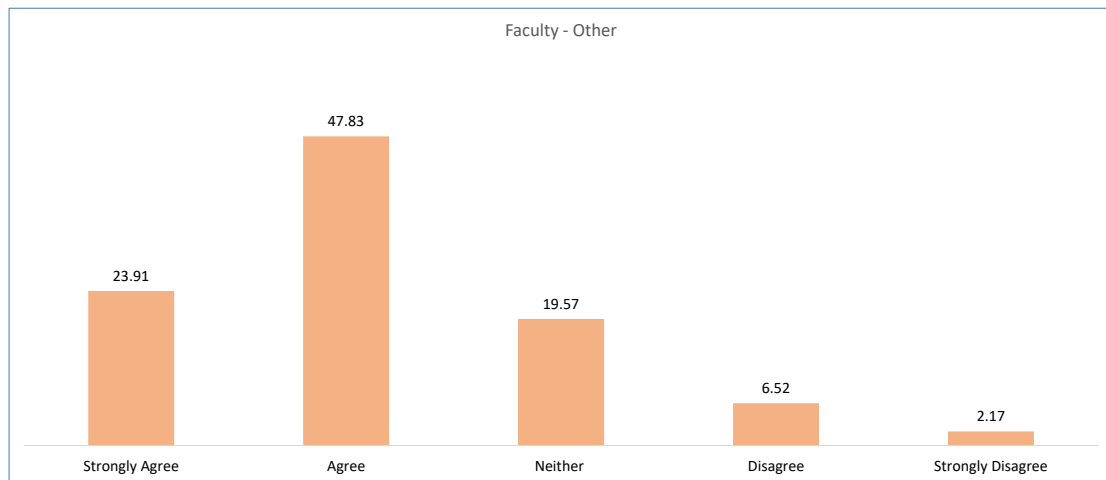
Q2: The criteria used for contract renewal are applied equally to all positions



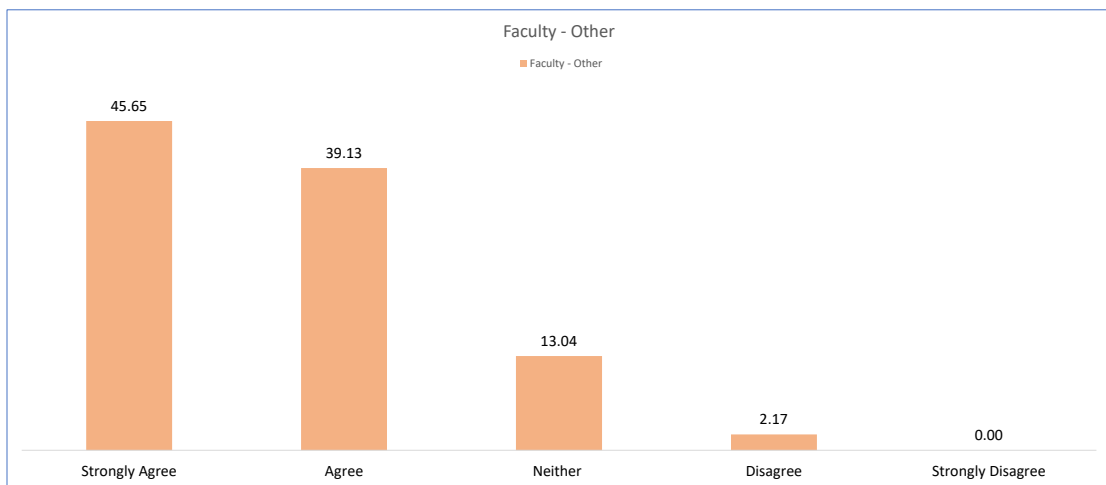
Q3: Clear expectations of my responsibilities exist



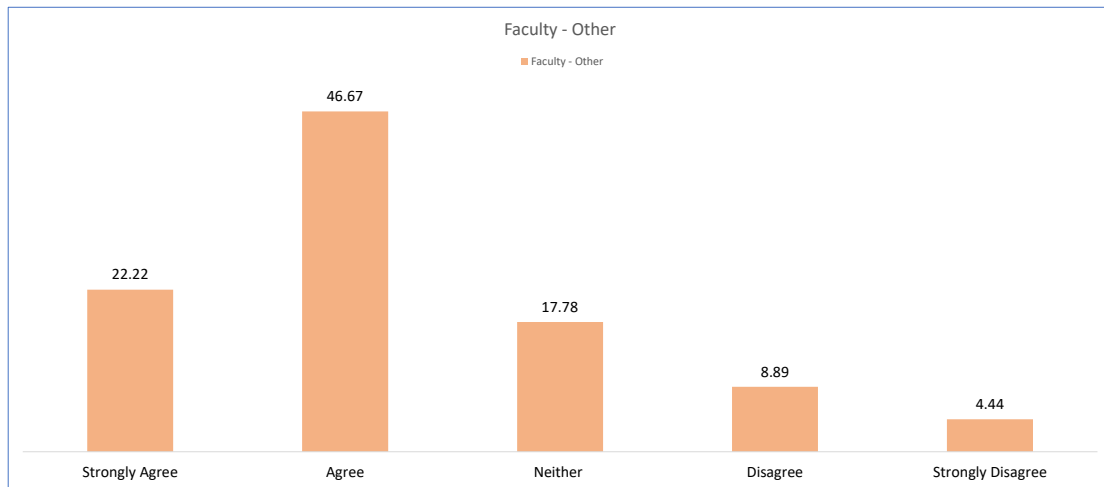
Q4: I believe that research is valued SCU



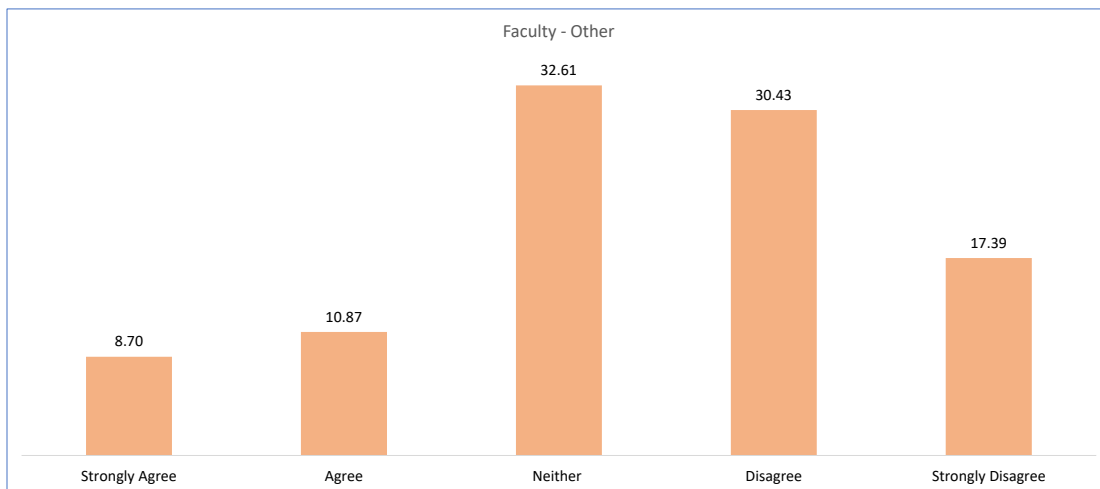
Q5: I believe that teaching is valued by SCU



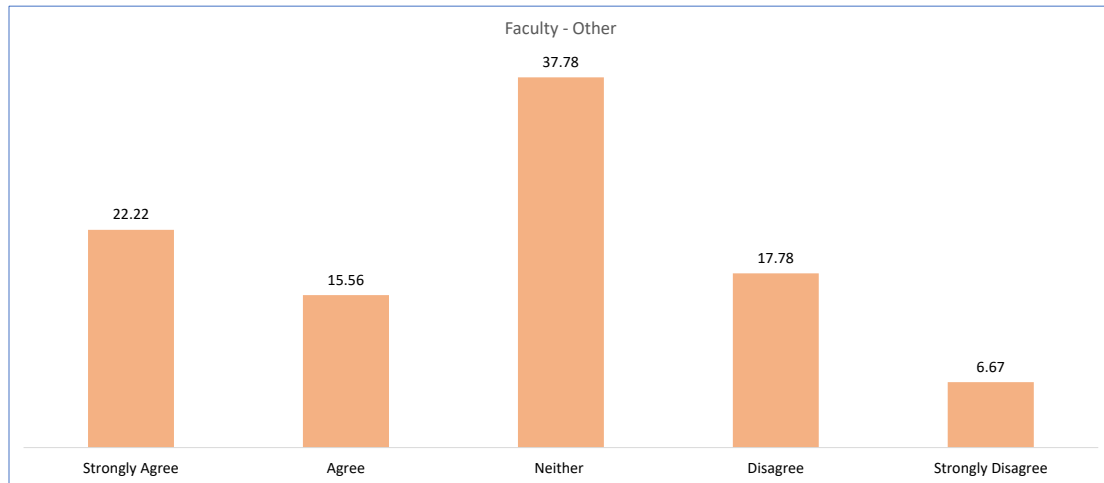
Q6: I believe that service contributions are valued by SCU



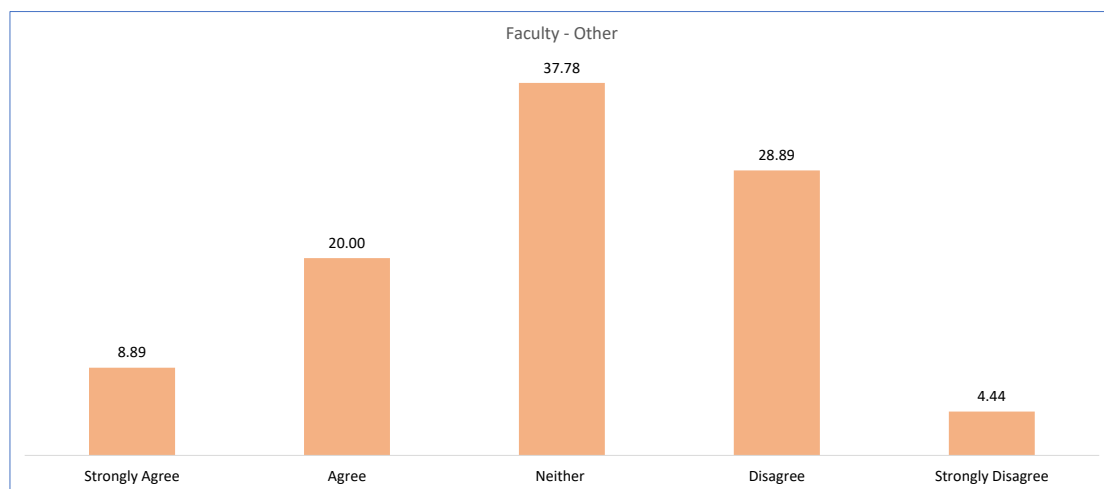
Q7: I have felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g. committee memberships, departmental/ program work assignments)



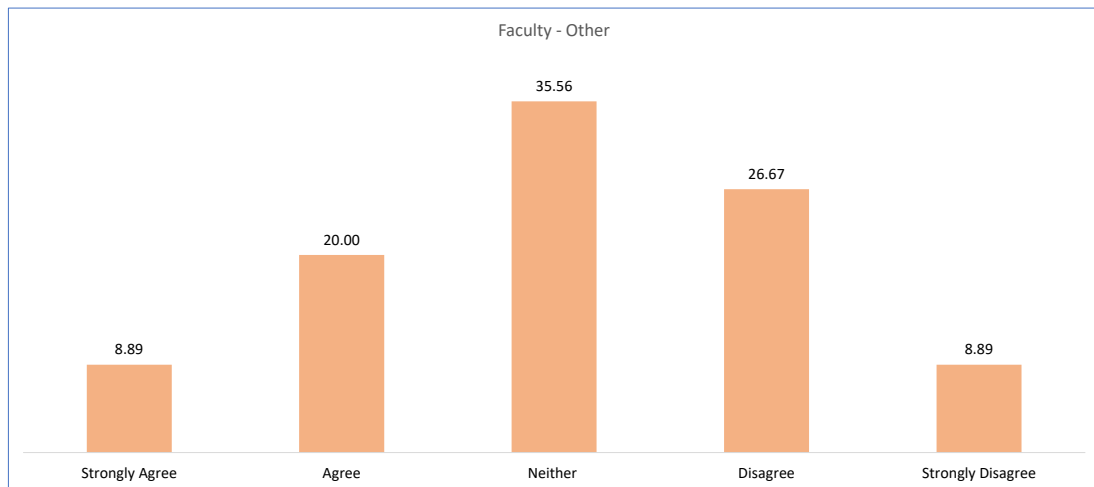
Q8: I perform more work to help students than do my colleagues (e.g. formal and informal advising, thesis advising, helping with student groups and activities)



Q9: I would like more opportunities to participate in substantive committee assignments

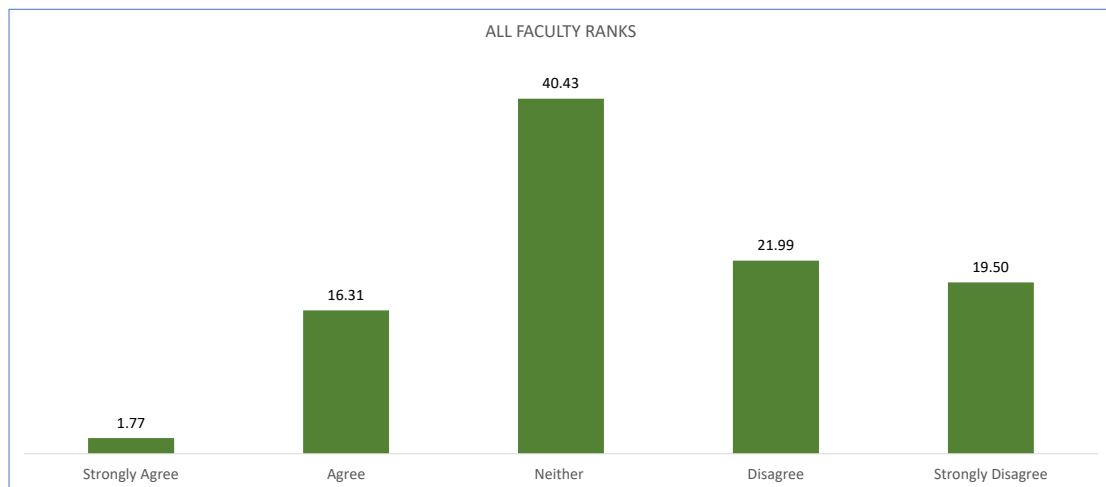


Q10: I have opportunities to participate in substantive committee assignments

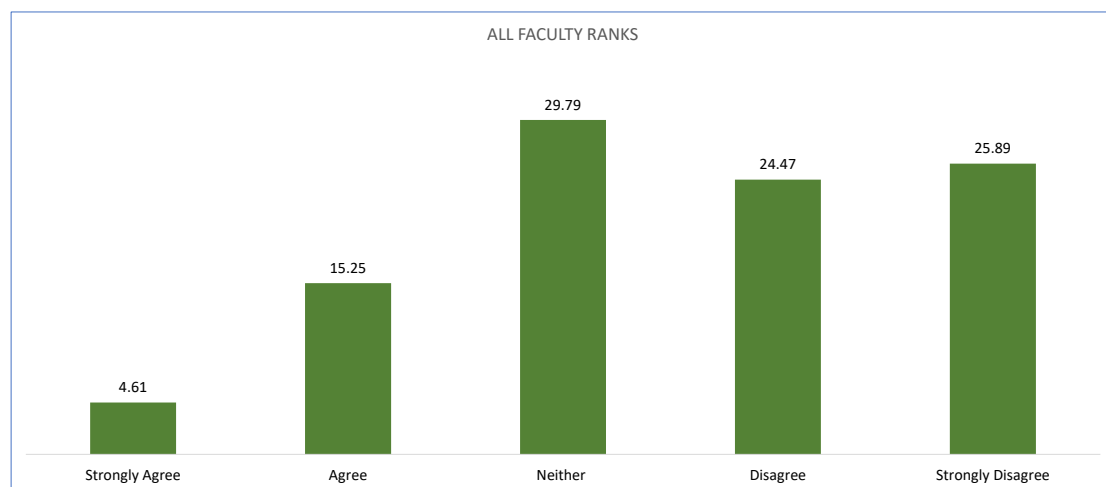


Faculty - Employee
(ALL)

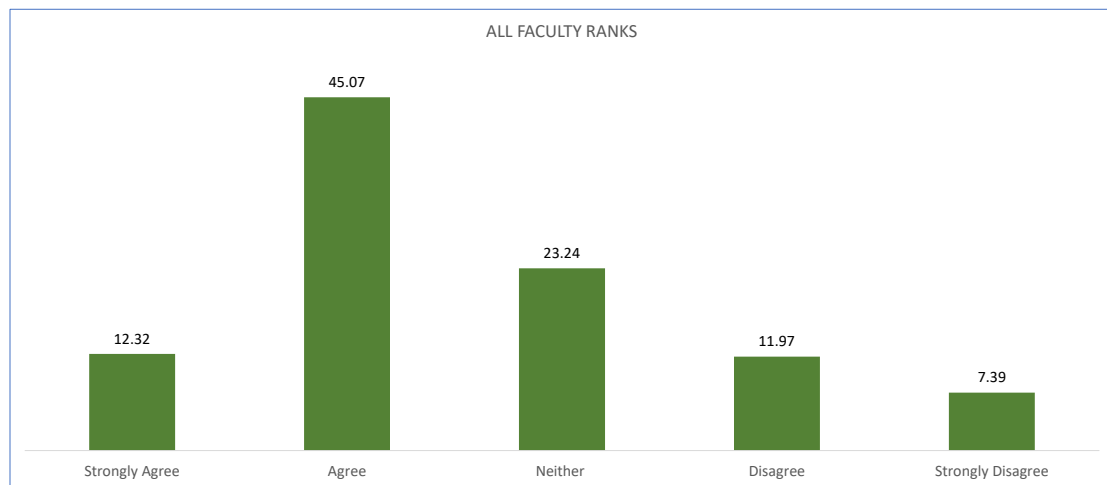
Q1: Salaries for tenure-track faculty positions are competitive



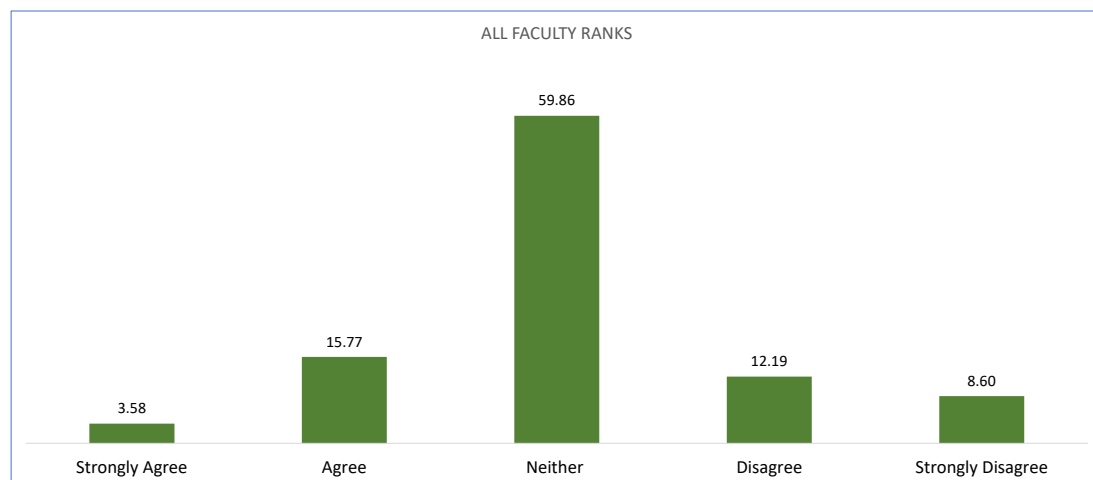
Q2: Salaries for non-tenure track faculty positions are competitive



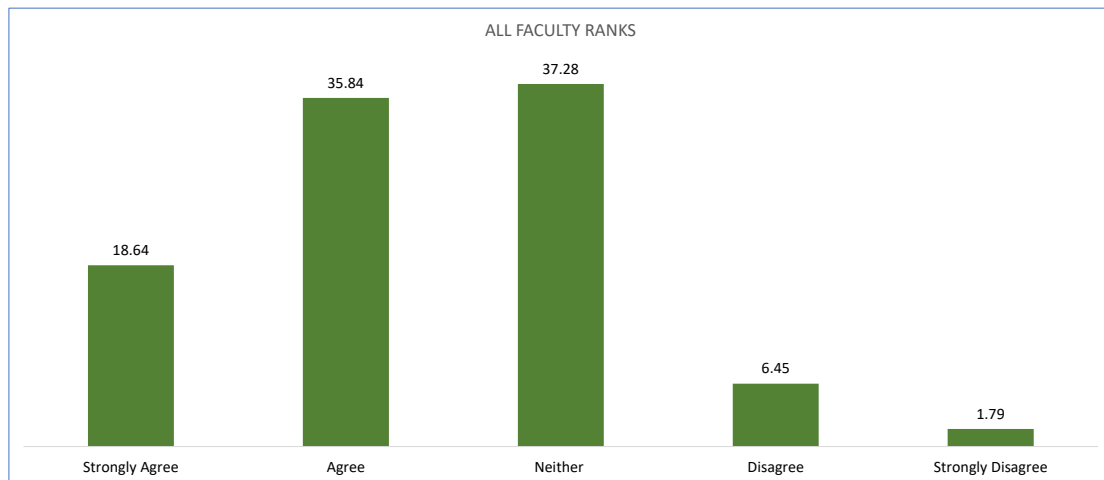
Q3: Health insurance benefits are competitive



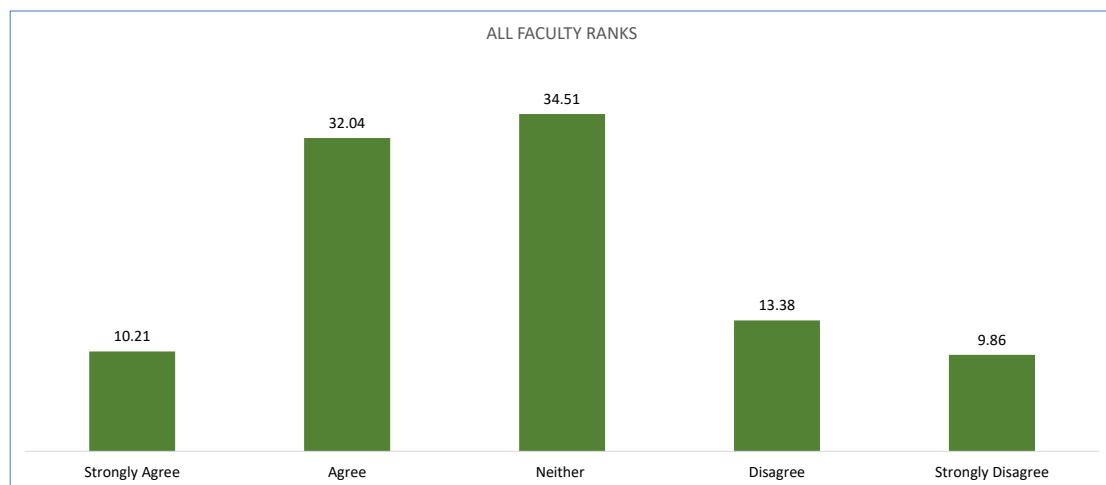
Q4: Child care benefits are competitive



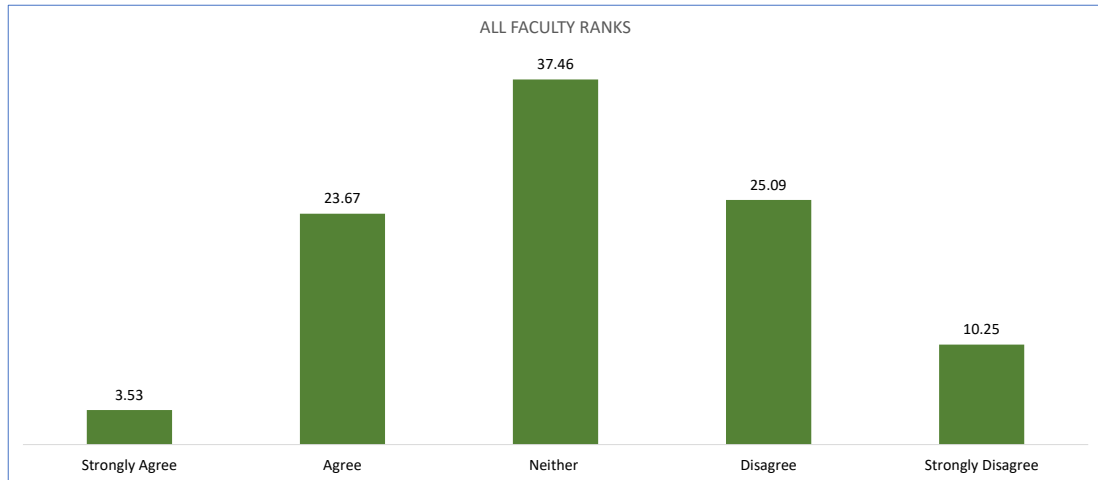
Q5: Tuition remission, reimbursement, and exchange benefits are competitive



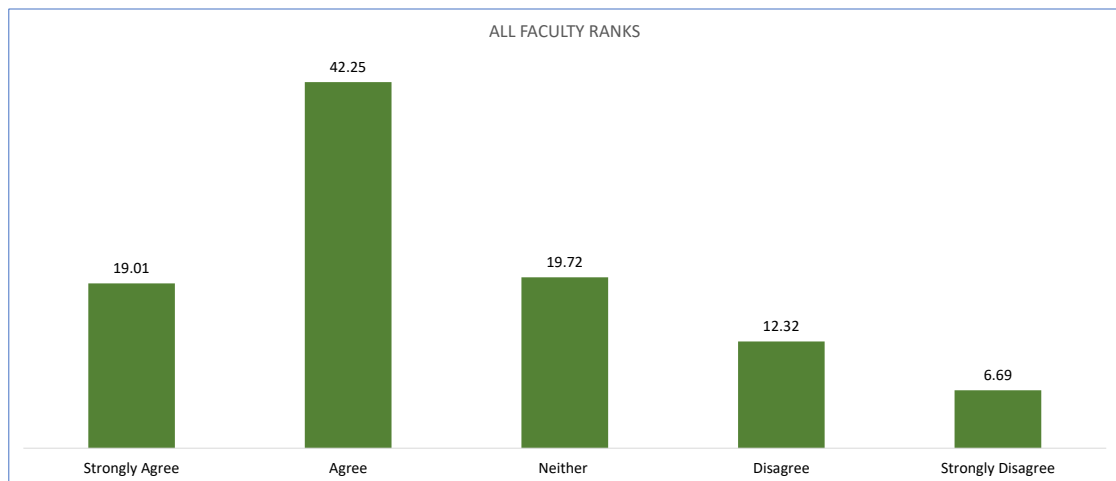
Q6: Retirement/supplemental benefits are competitive



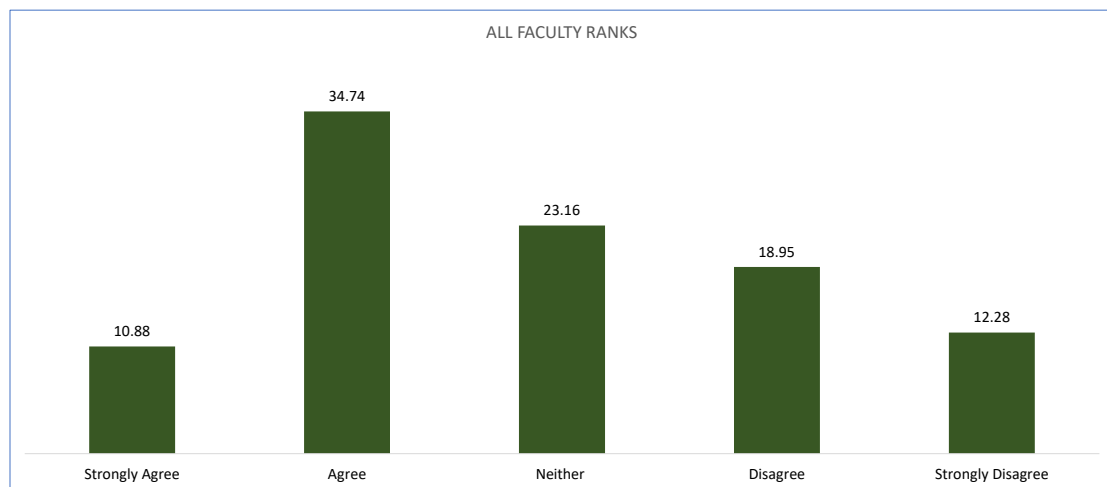
Q7: SCU provides adequate resources to help me manage work-life balance (e.g. child care, wellness services, elder car, housing location assistance, transportation)



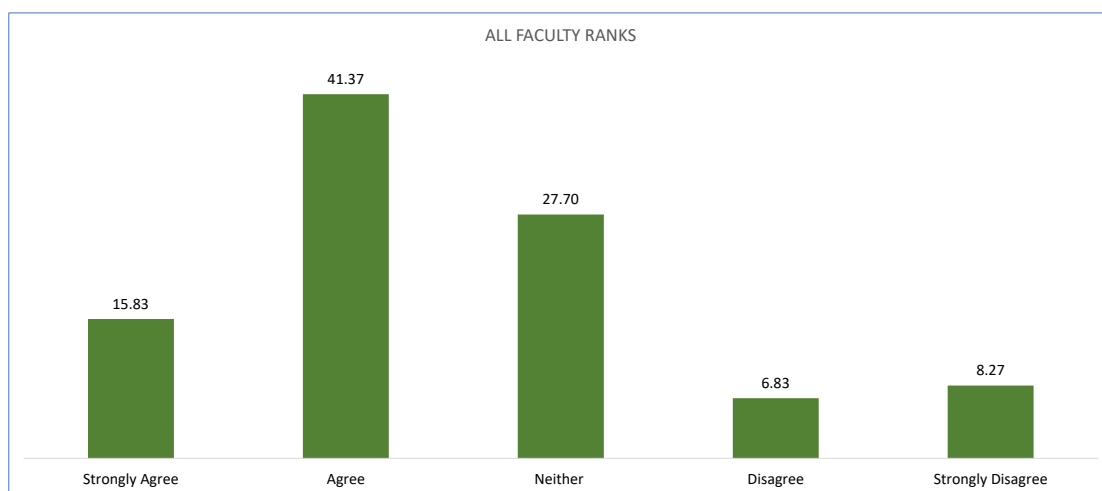
Q8: My colleagues include me in opportunities that will help my career as much as they do others in my position



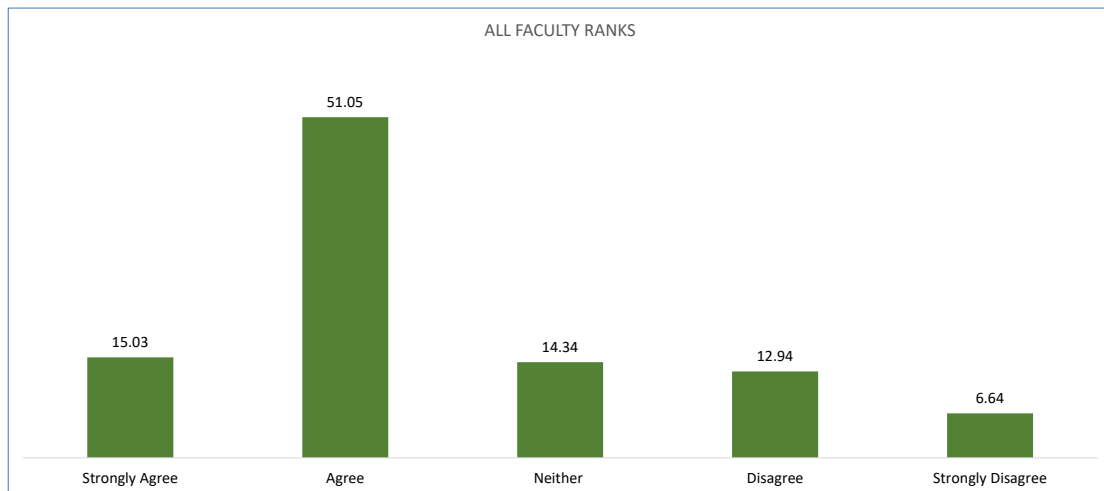
Q9: The performance evaluation process (e.g. FAR) is clear



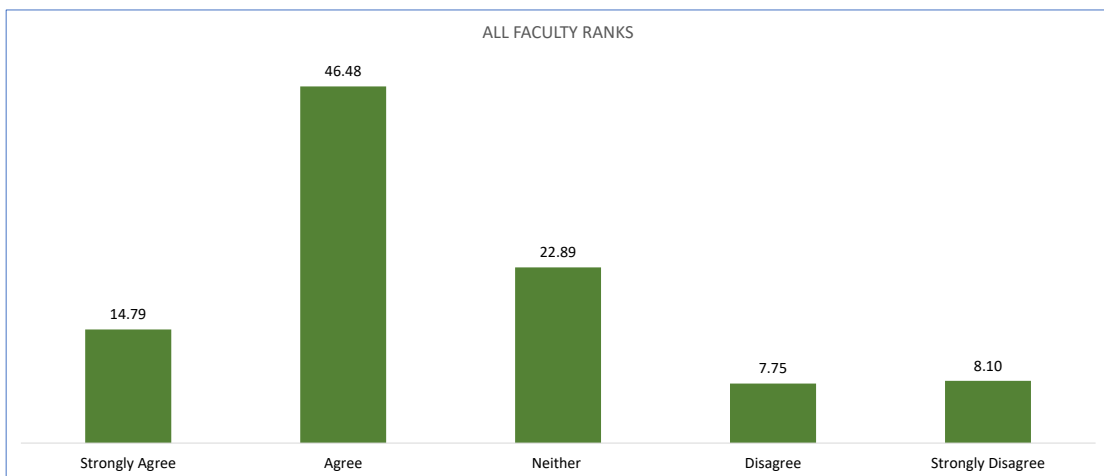
Q10: The evaluation of my FAR is just



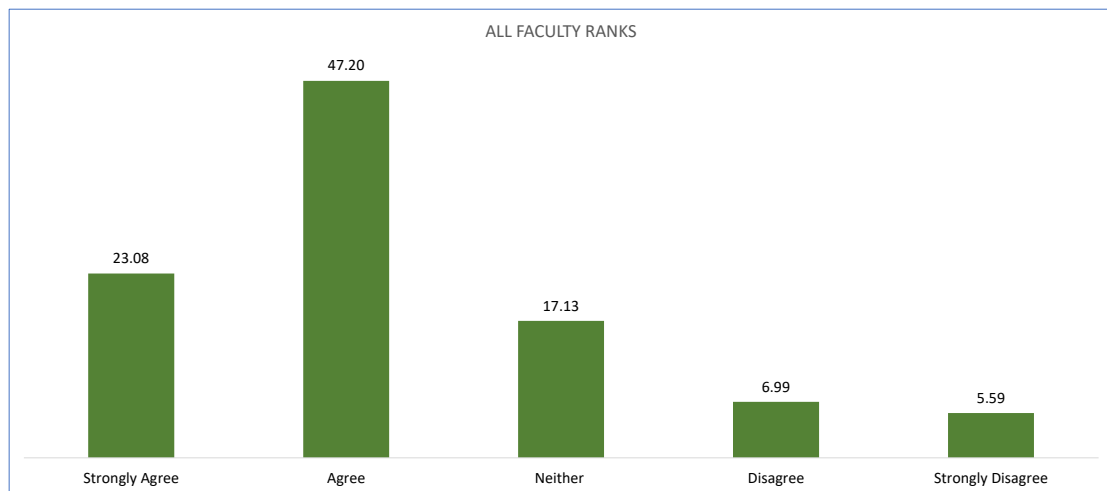
Q11: SCU provides me resources to pursue professional development (e.g. conferences, materials, research and course design, travel)



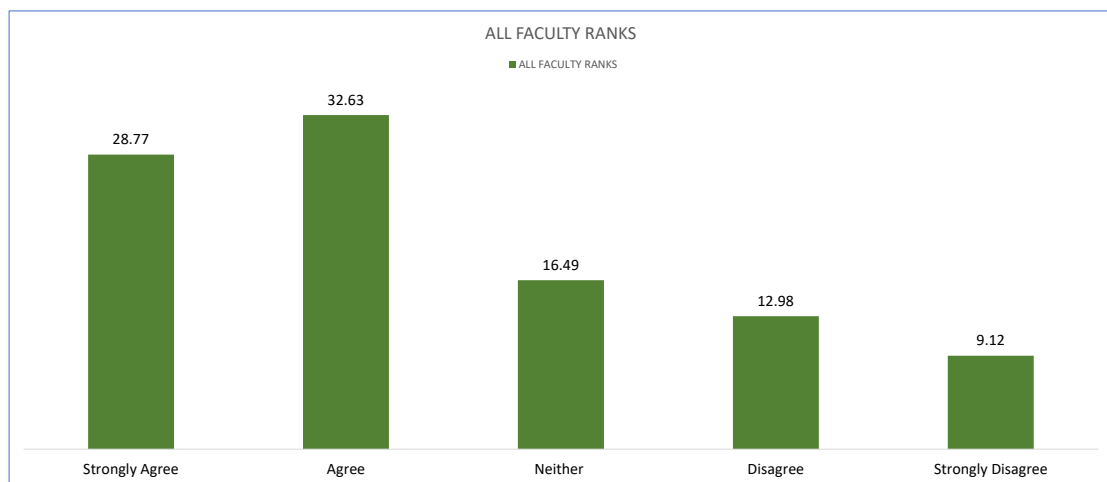
Q12: Positive about my career opportunities at SCU



Q13: I would recommend SCU as a good place to work

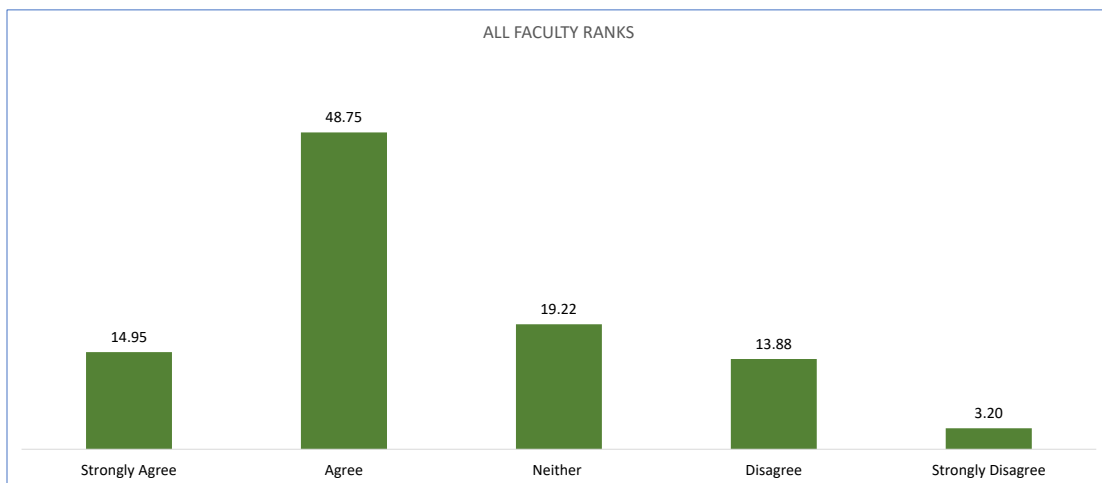


Q14: I have job security

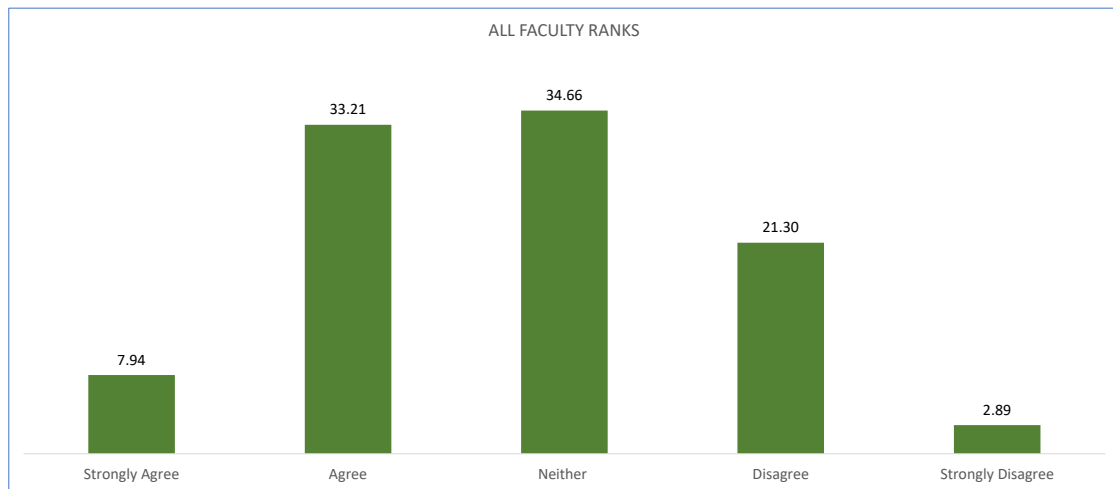


Faculty - General (ALL)

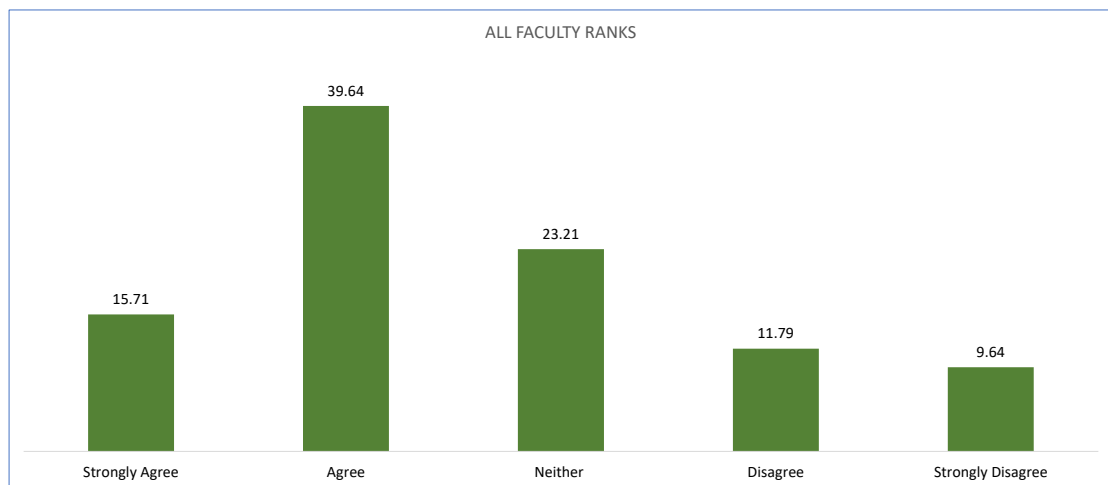
Q1: The expectations for how to be successful as a teacher (within the teacher-scholar model) are clear



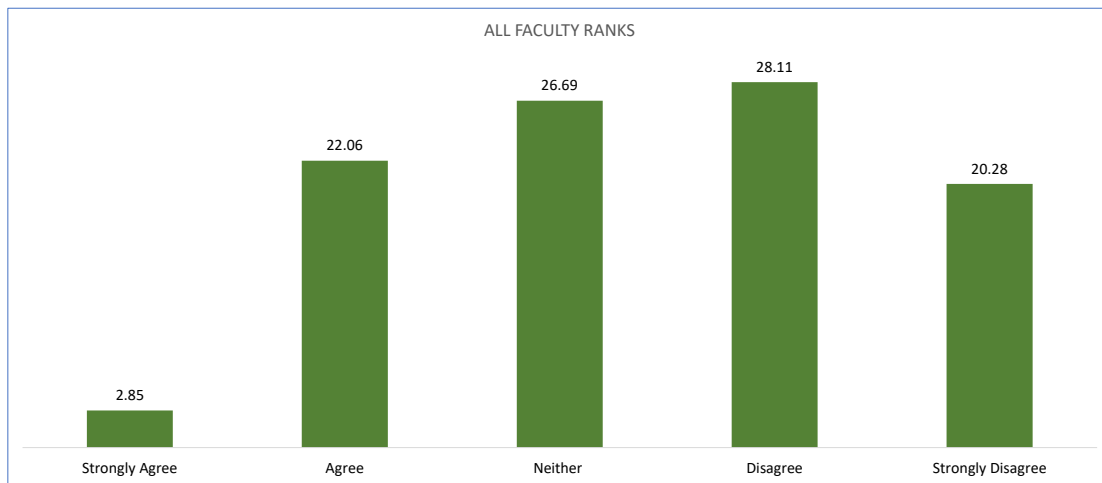
Q2: The expectations for how to be successful as a scholar (within the teacher-scholar model) are clear



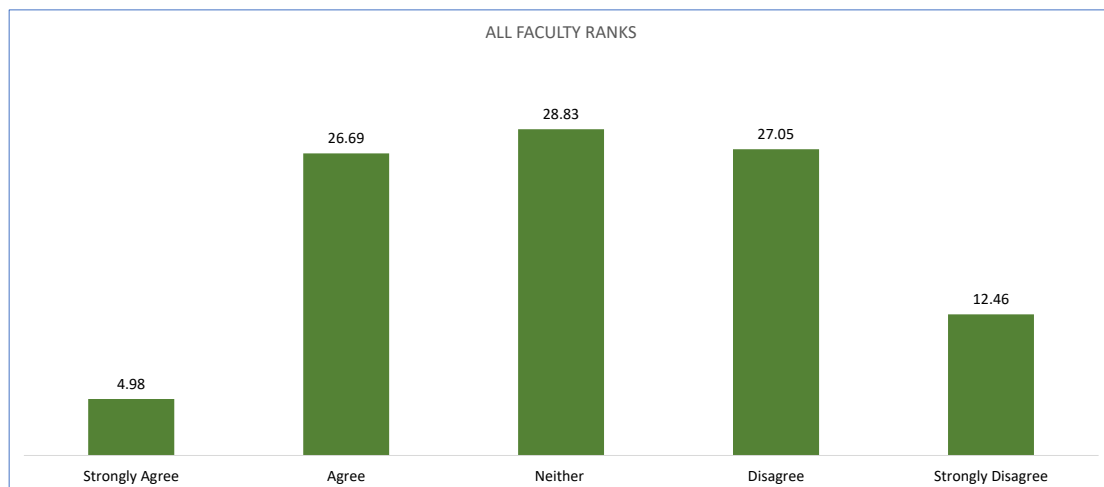
Q3: My career advancement processes have been fair



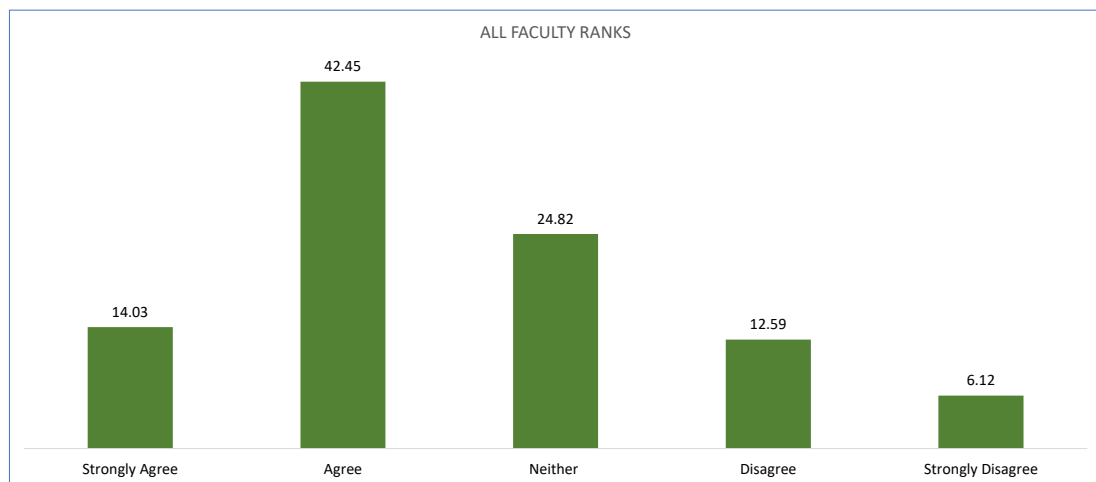
Q4: Service expectations are equitably distributed



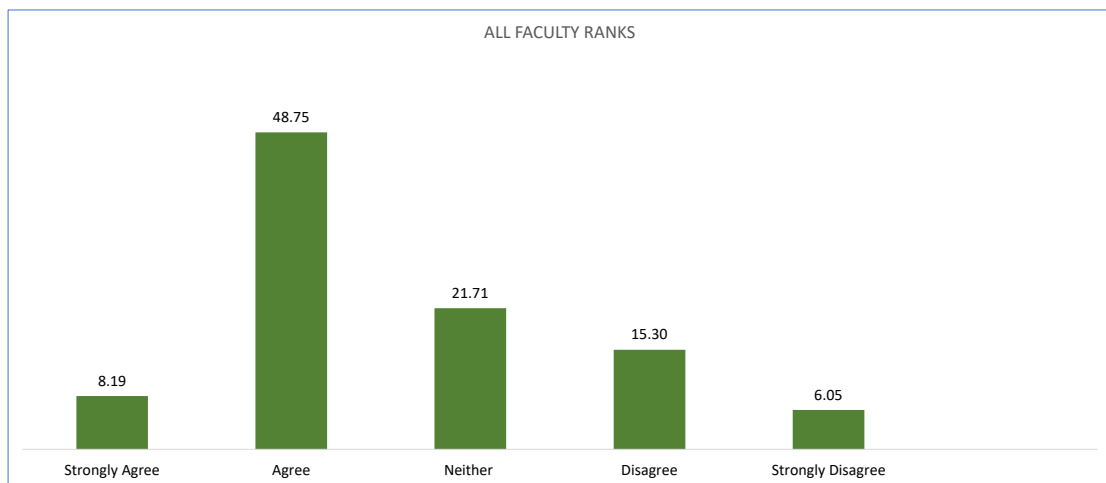
Q5: The recognition and reward for my service work is appropriate



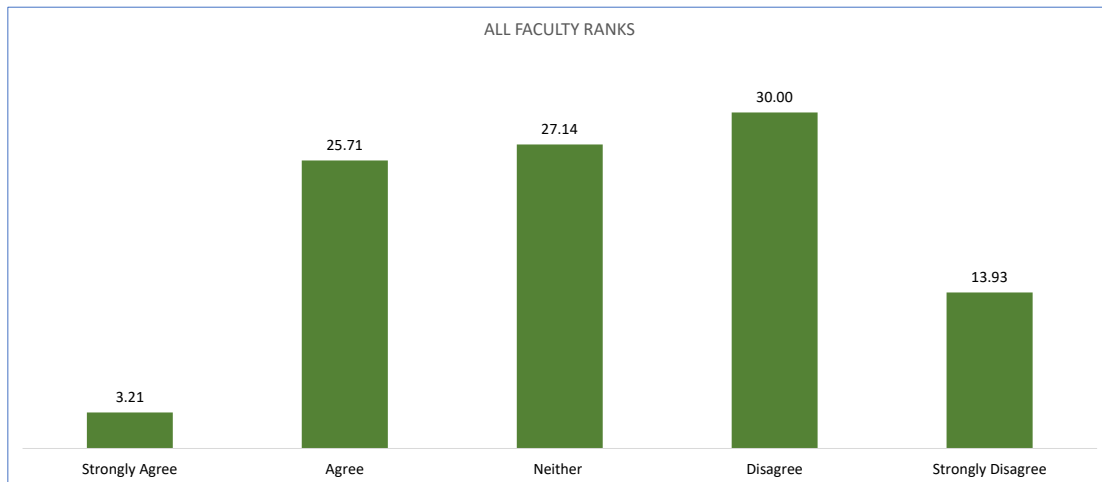
Q6: My formal student advising roster is manageable



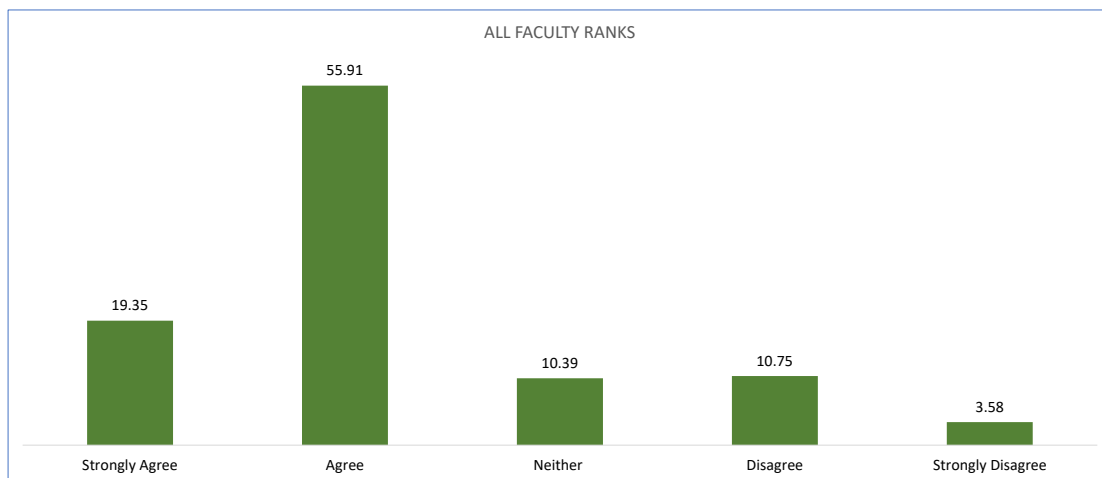
Q7: The amount of time I spend supporting and mentoring students outside of the classroom is reasonable



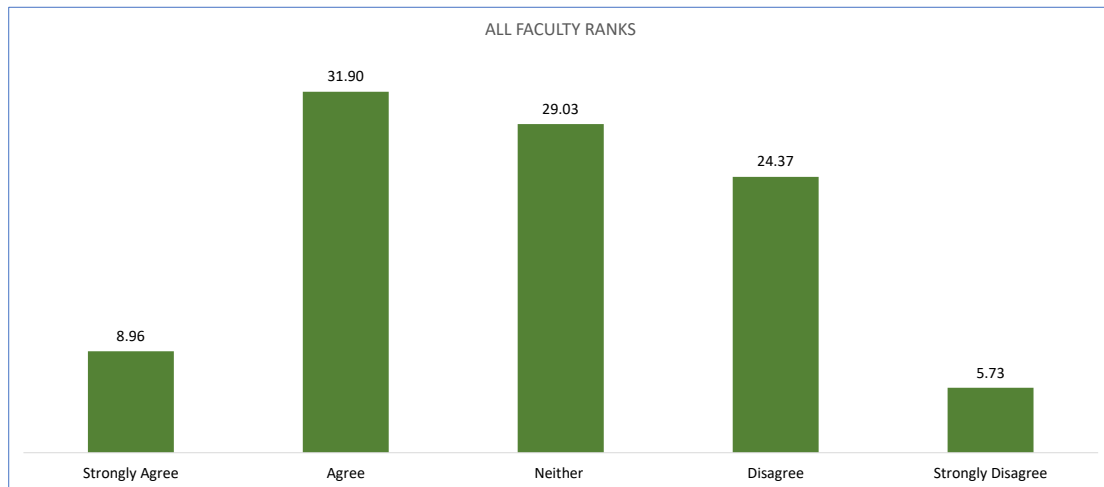
Q8: The recognition and reward for my supporting and mentoring students outside of the classroom is appropriate



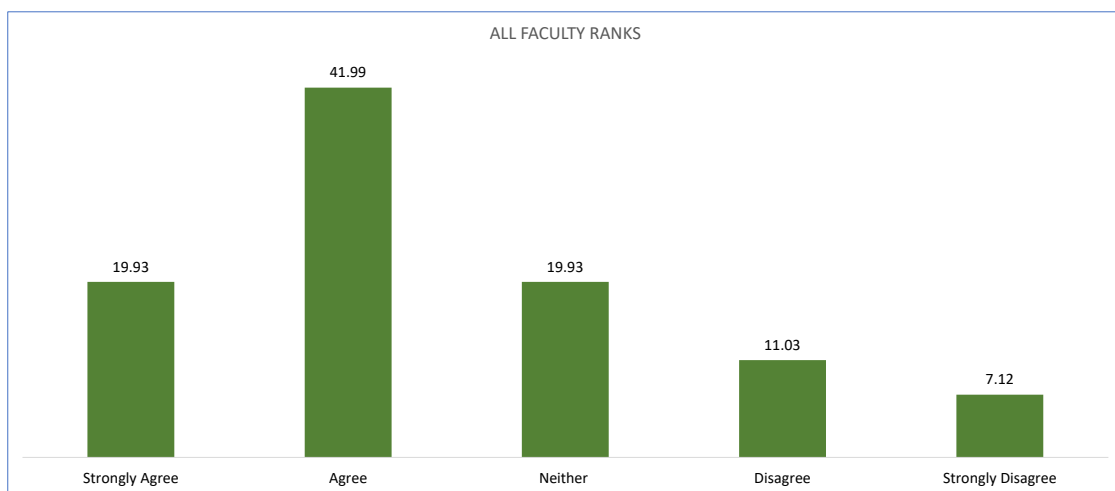
Q9: My formation (i.e. my professional development and growth) to be a better teacher is supported



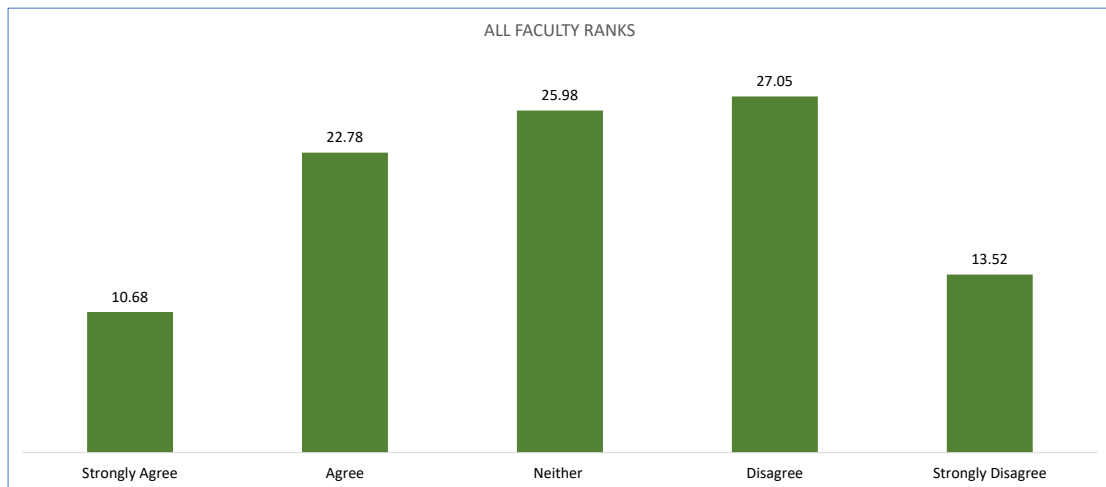
Q10: My formation (i.e. my professional development and growth) to be a better scholar is supported



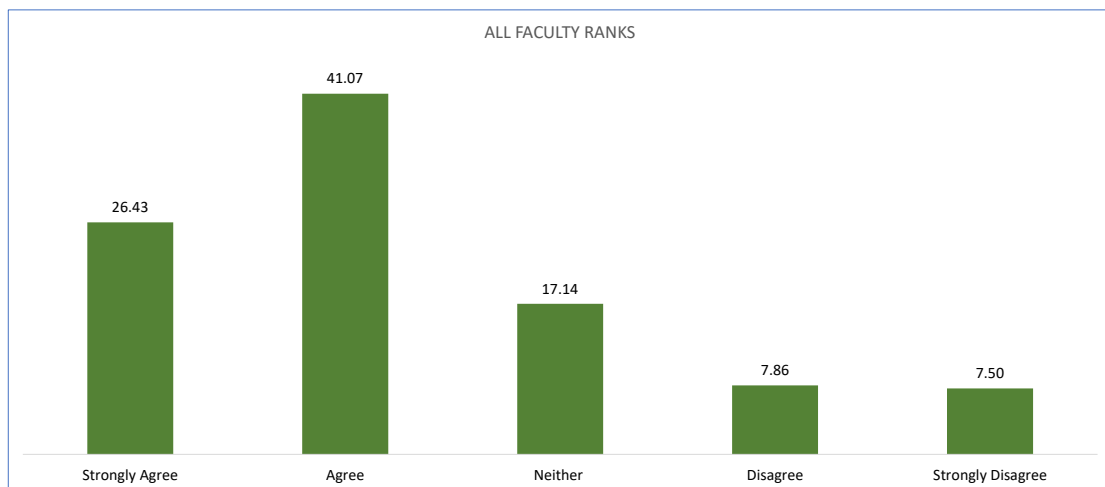
Q11: My professional successes are acknowledged and appreciated by my colleagues



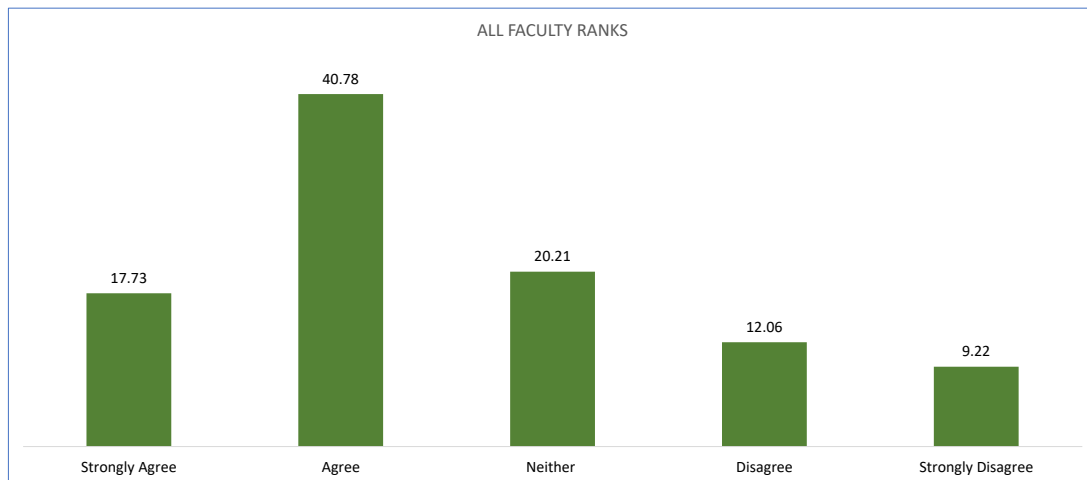
Q12: I receive consistent and rich peer mentoring to support my success



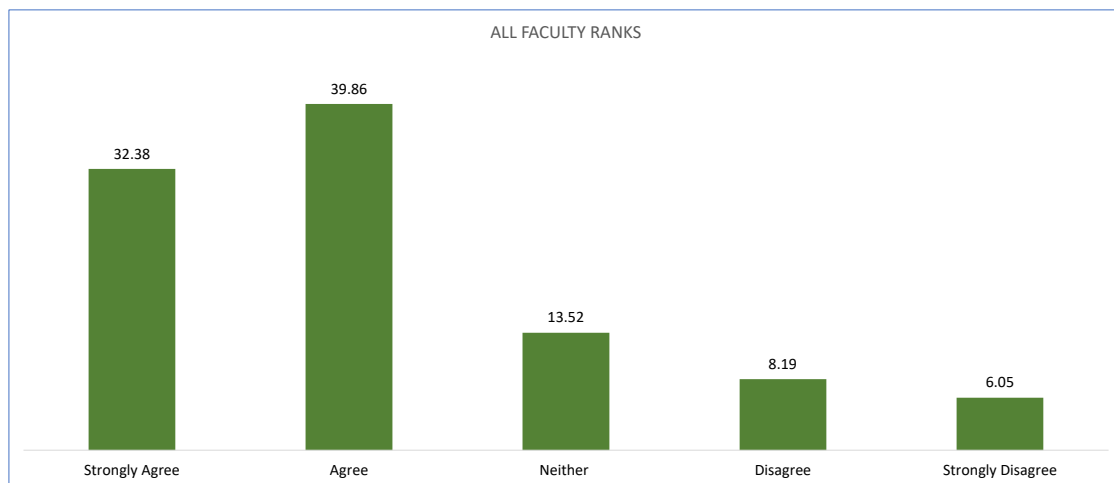
Q13: I am welcomed in my full, intersectional identity (i.e. my whole humanity)



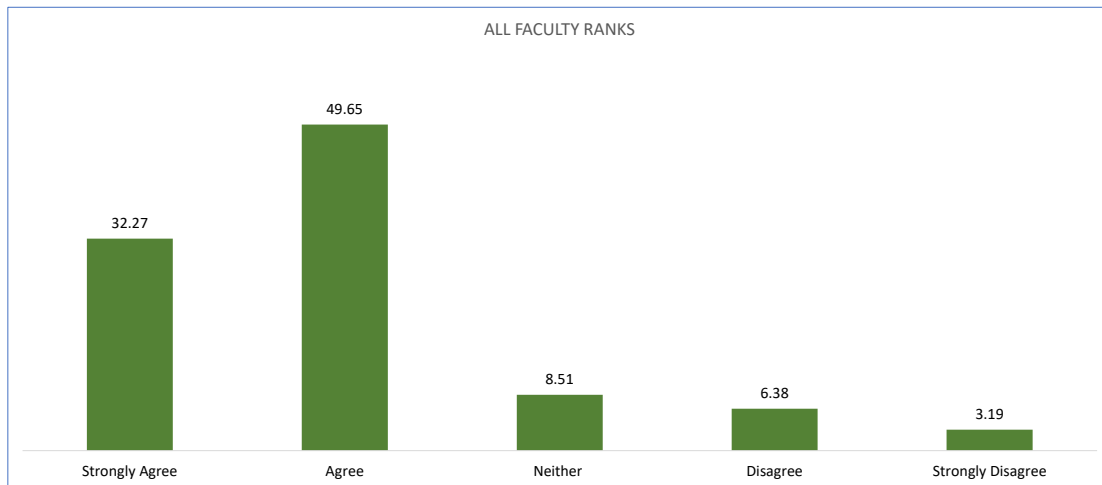
Q14: There is a culture of transparency in my department



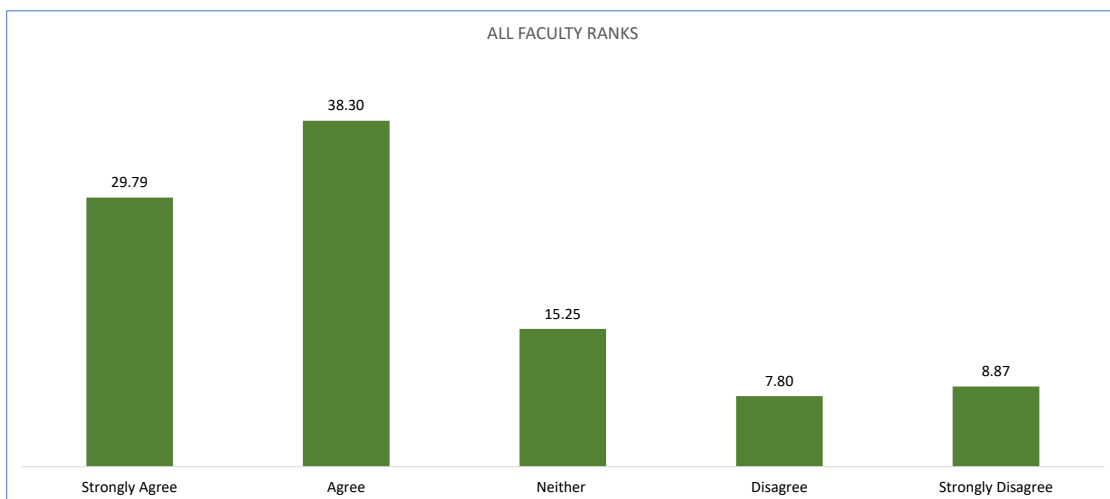
Q15: There is a culture of care in my department



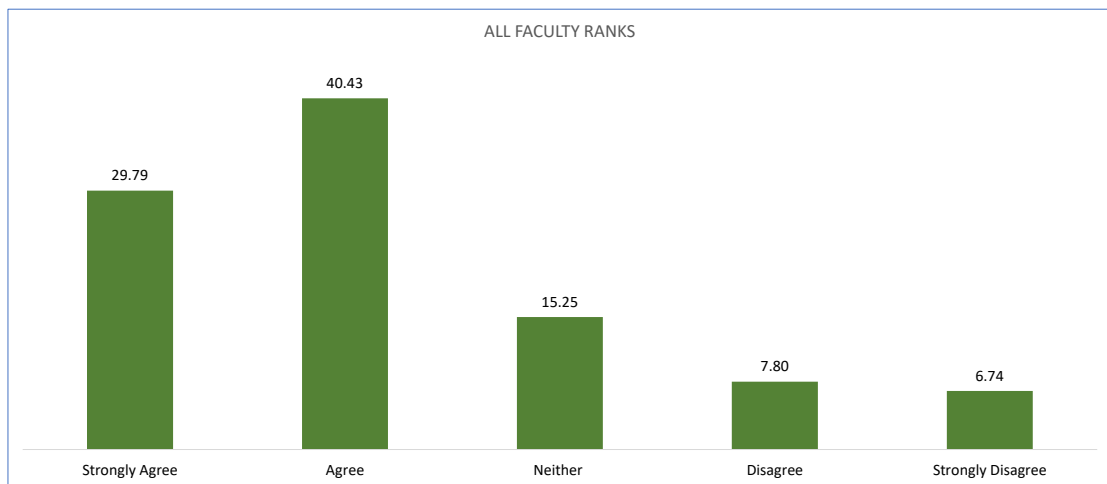
Q16: Interpersonal communication is kind and respectful



Q17: I feel empowered to ask questions of and/or disagree with senior colleagues

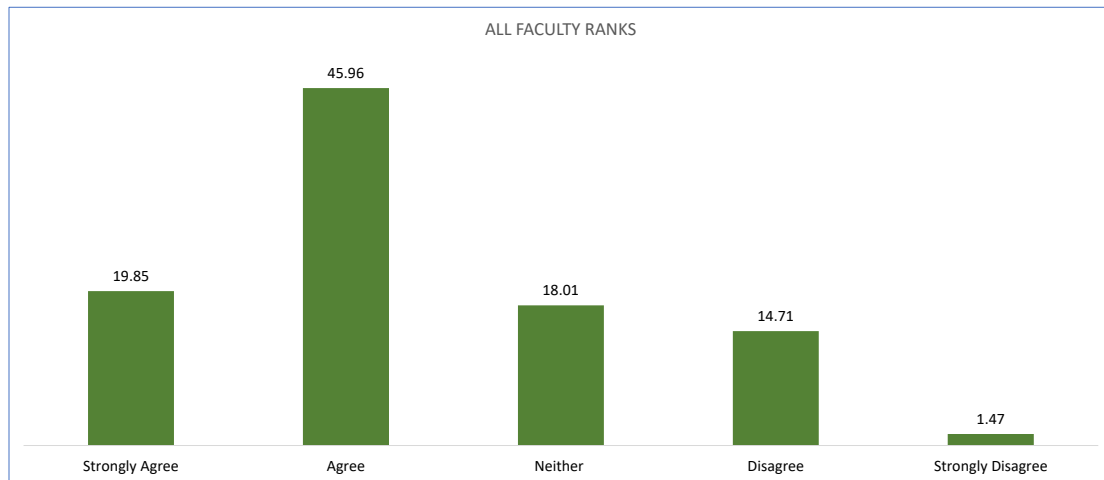


Q18: My input is sought and valued during departmental discussions and decision-making

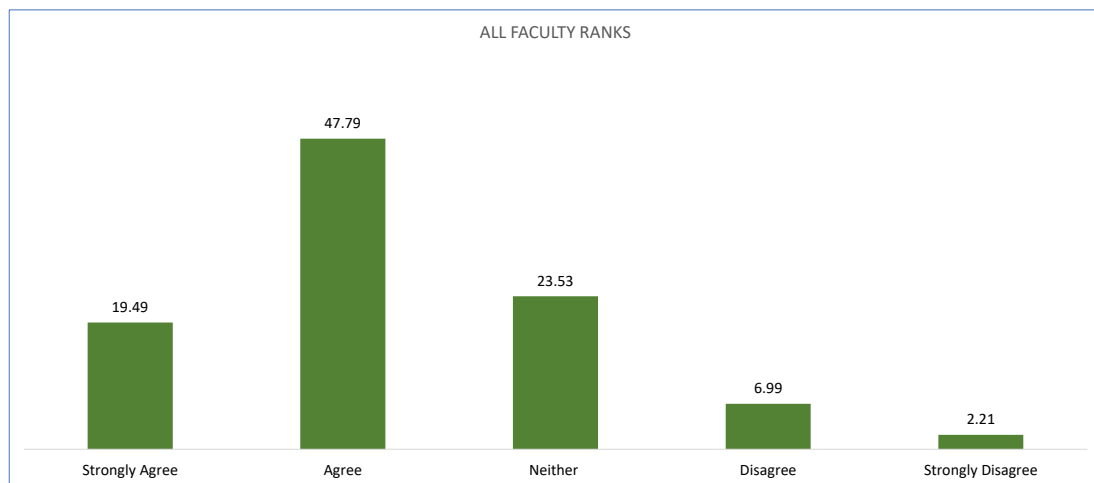


Faculty – Classroom Experience
(ALL)

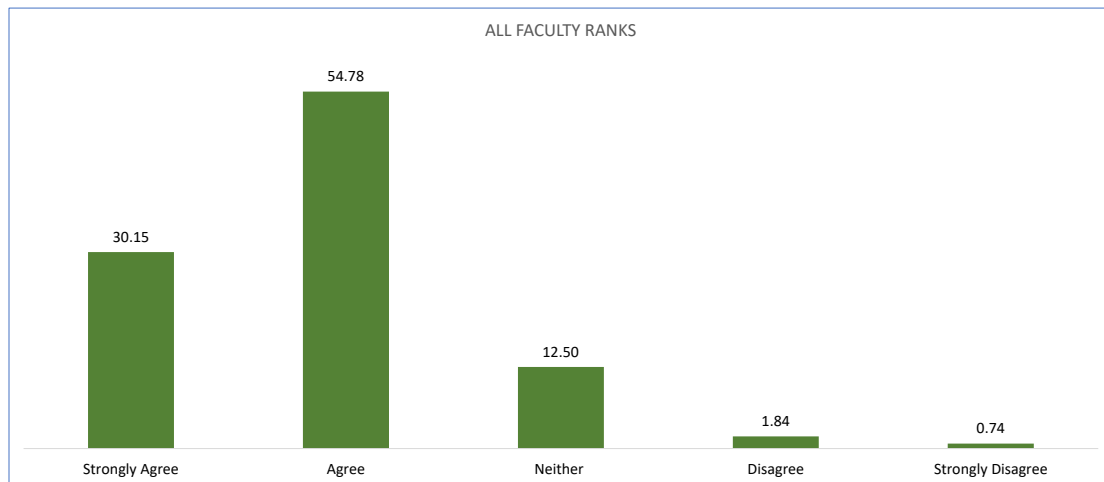
Q1: I have the time to get to know my students in their whole humanity/intersectional identity



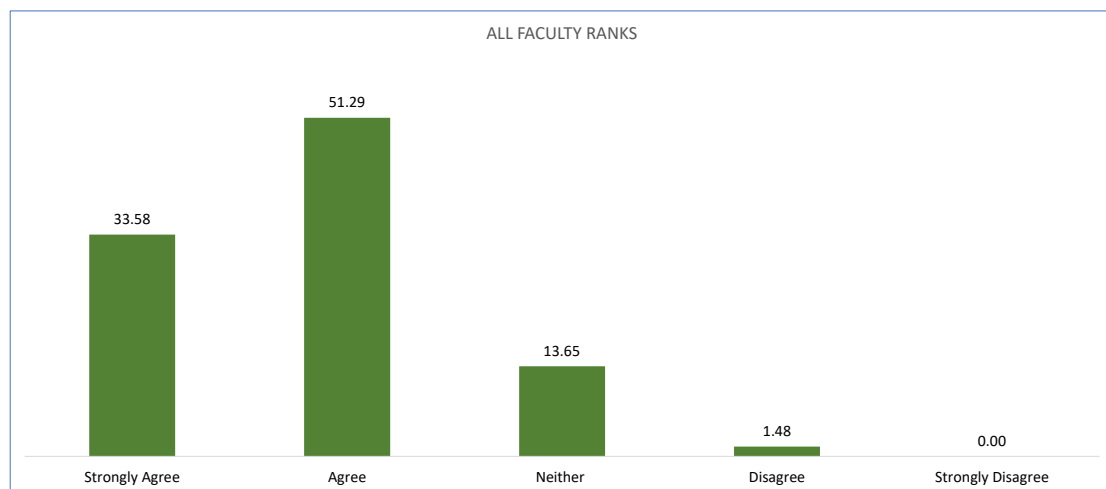
Q2: I can facilitate difficult dialogues that need to happen or that arise in my classroom



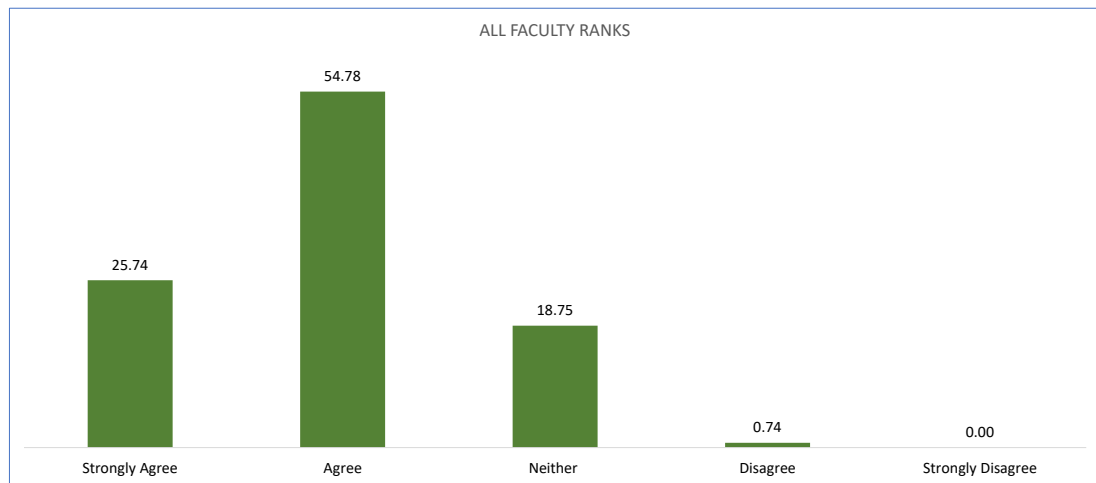
Q3: My students treat each other with care, kindness and respect



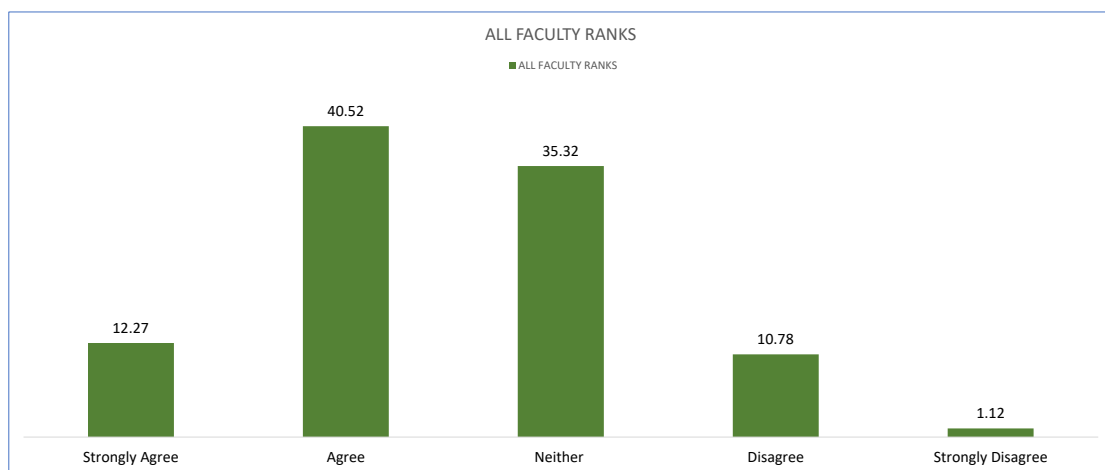
Q4: My students feel safe in the classroom



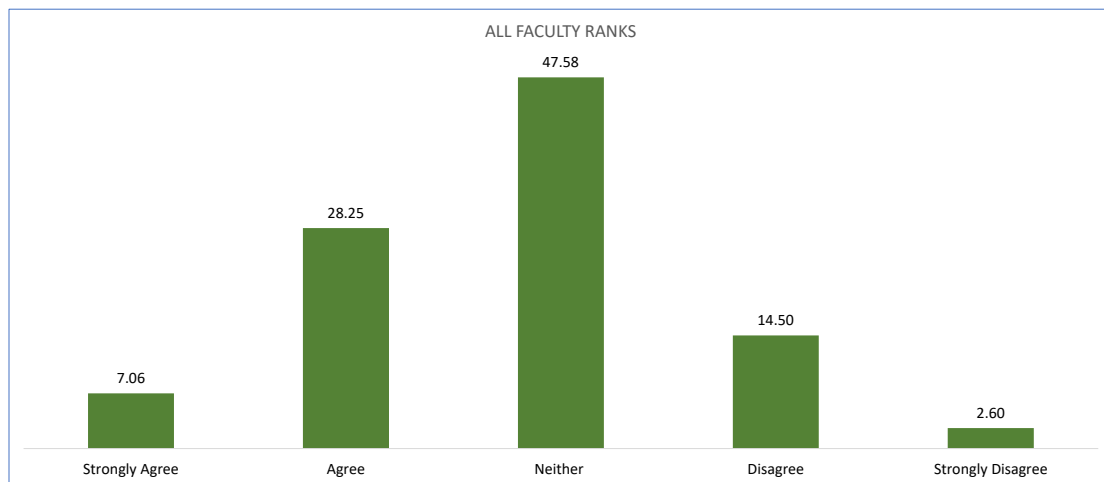
Q5: My students feel empowered in the classroom



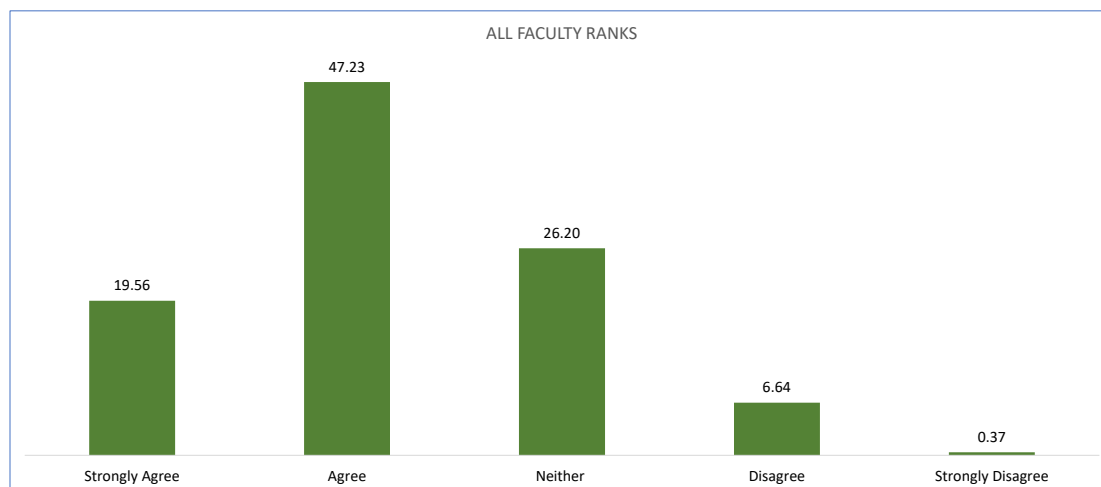
Q6: My diverse students know how to/are able to equitably access high-impact practices (like faculty-mentored research, internships, study abroad, projects, presentations, and portfolios, etc.) for academic success



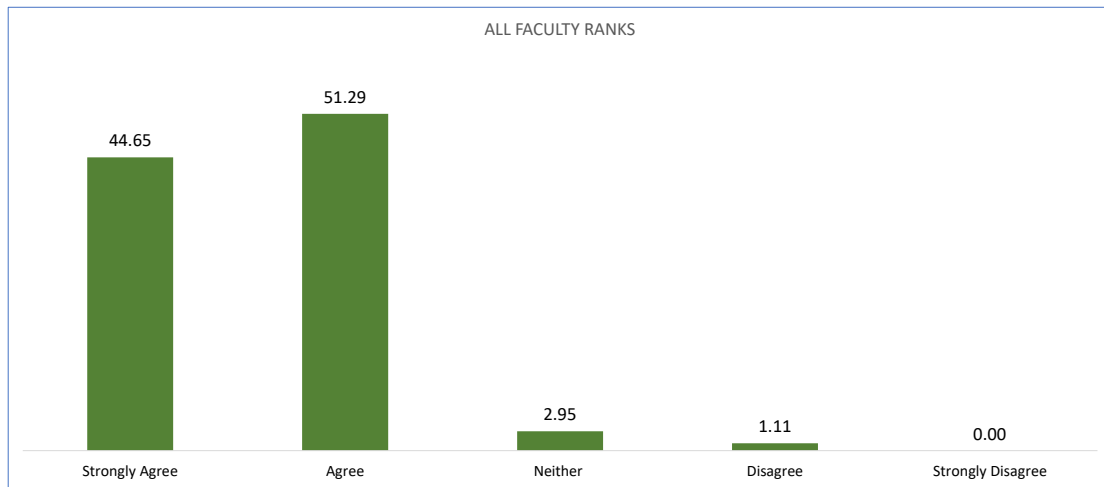
Q7: My students understand their identity-related privilege



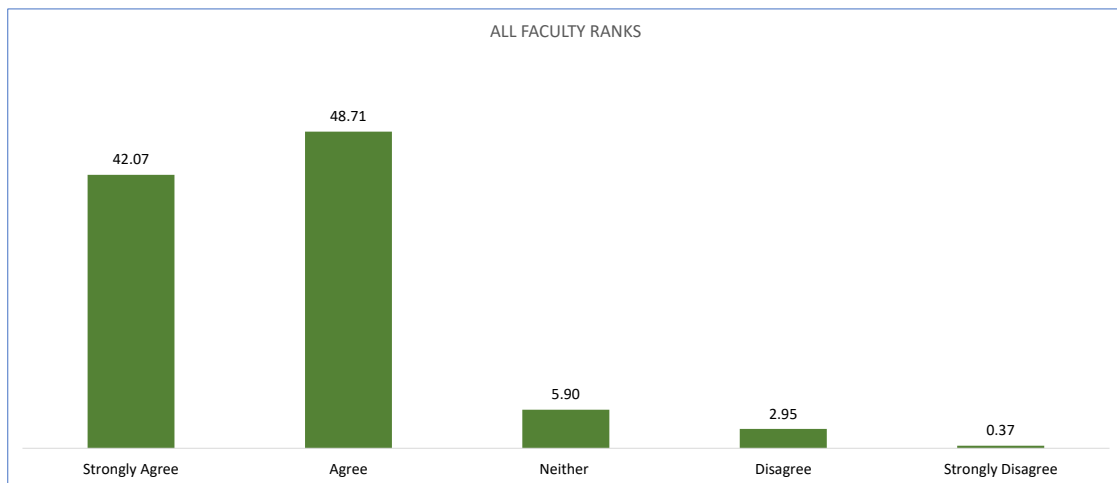
Q8: My students have adequate outside-the-classroom supports to be successful in my class



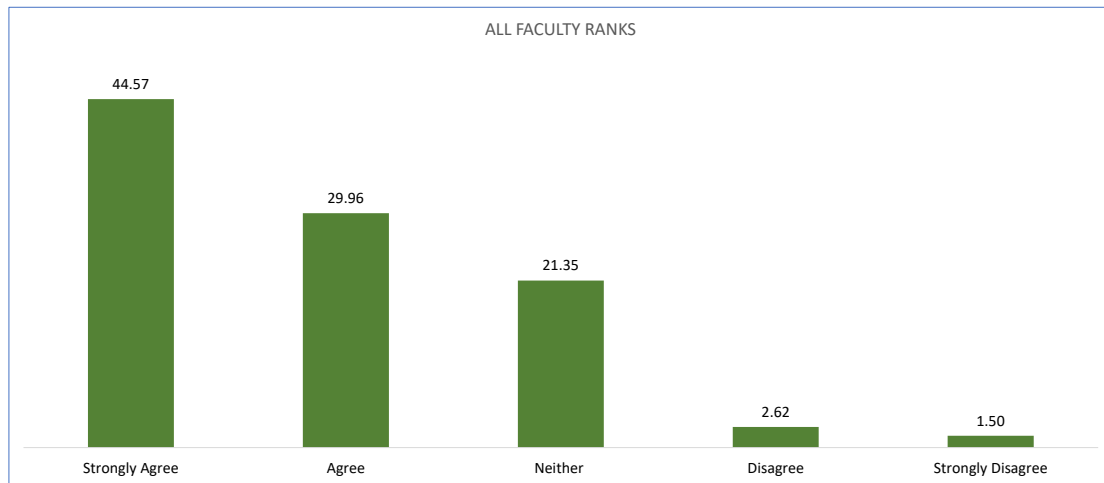
Q9: My course/curriculum is well structured to support student success



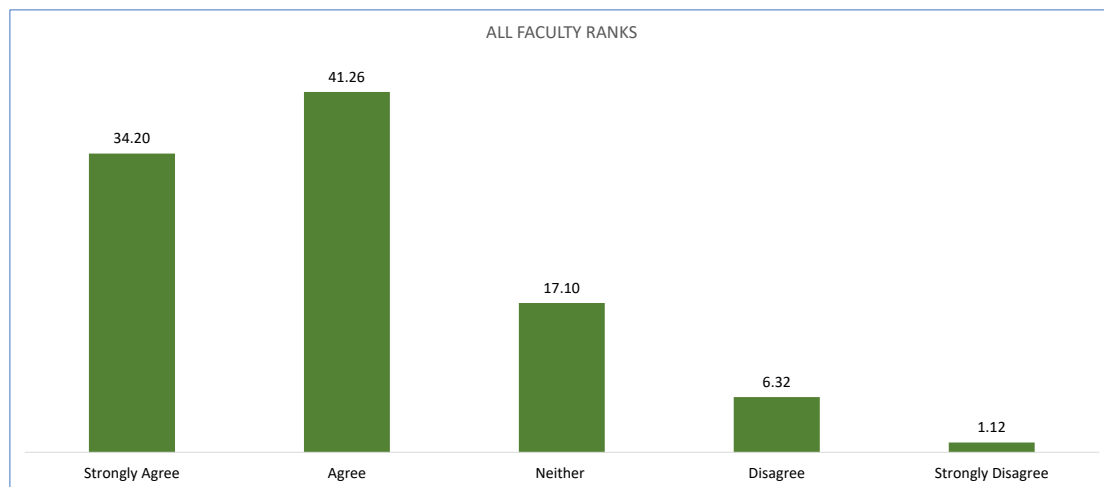
Q10: My assignments offer multiple ways for students to demonstrate their competence and ability



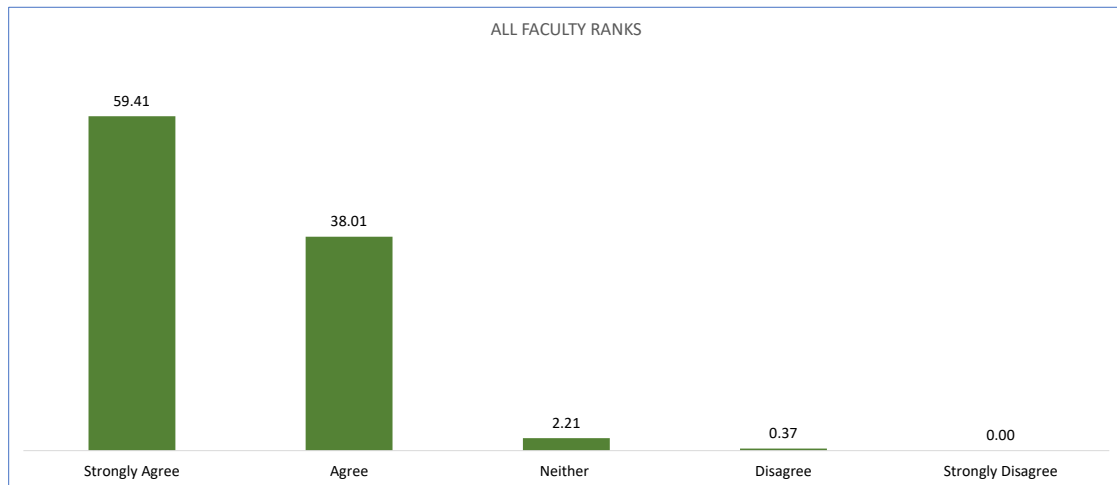
Q11: I include works from diverse scholars in my curricular resources



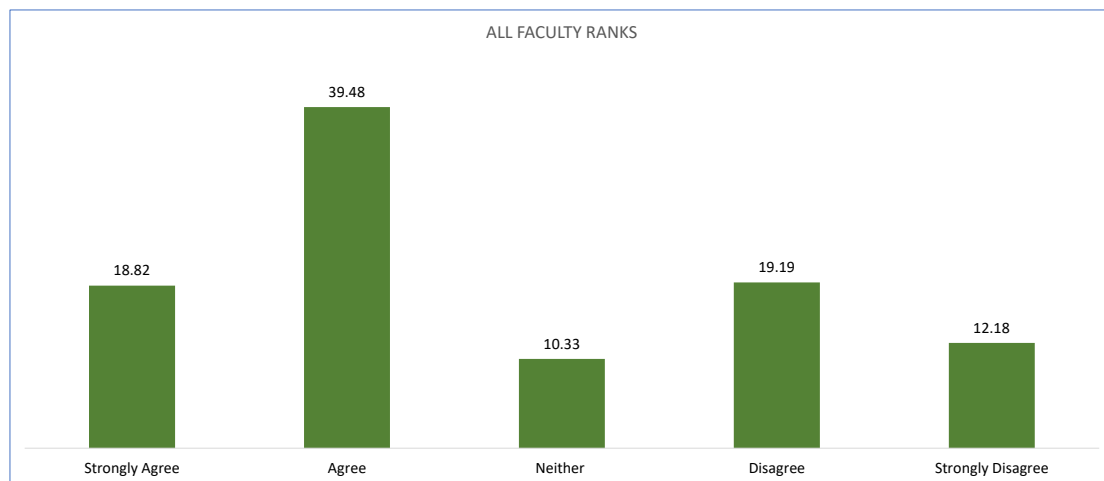
Q12: I know how to incorporate culturally responsive pedagogy in my courses



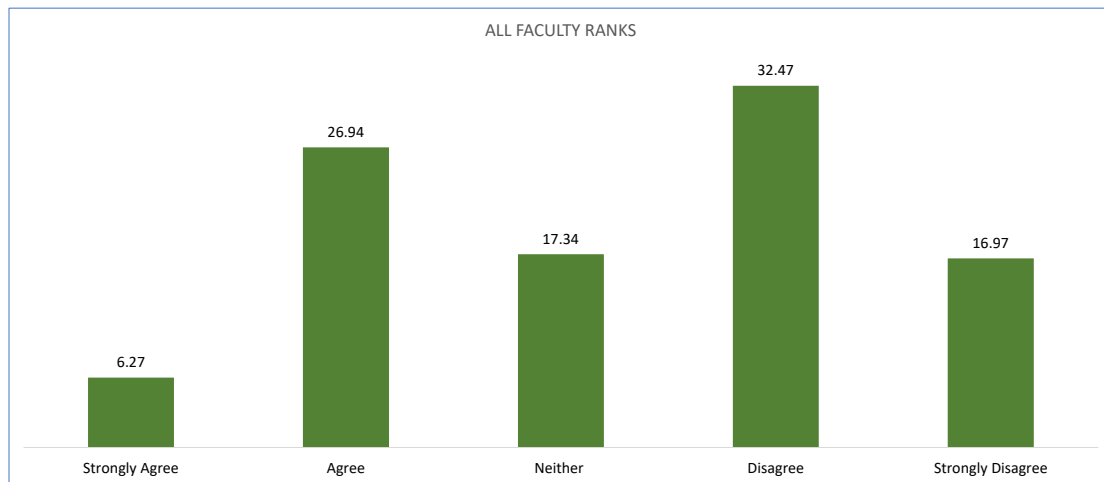
Q13: My classroom policies and expectations (submission and grading, attendance, classroom, participation, etc.) are clear and equitable



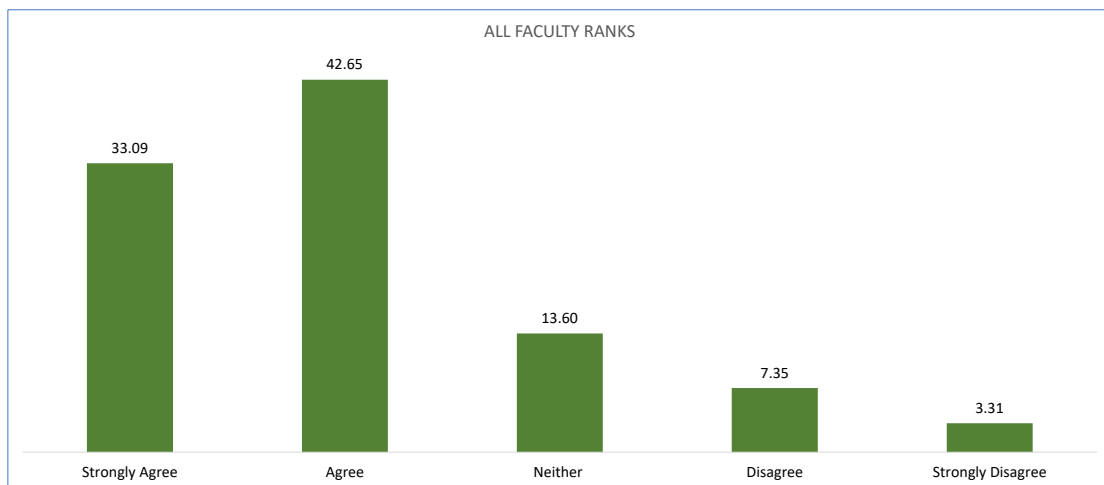
Q14: I have experienced student academic misconduct issues in my courses



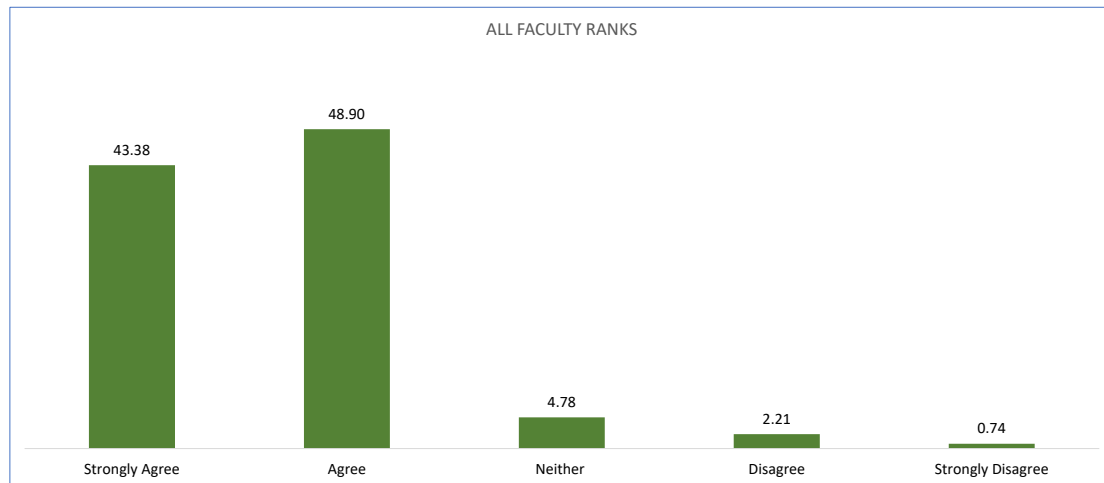
Q15: I have witnessed student-to-student microaggressions



Q16: I can bring my full self/whole identity into the classroom

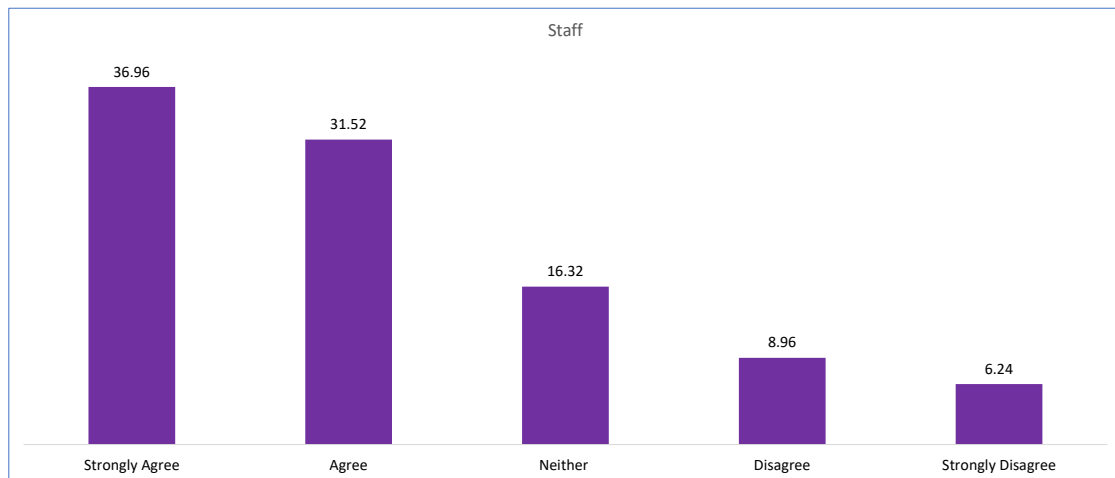


Q17: My students treat me with respect

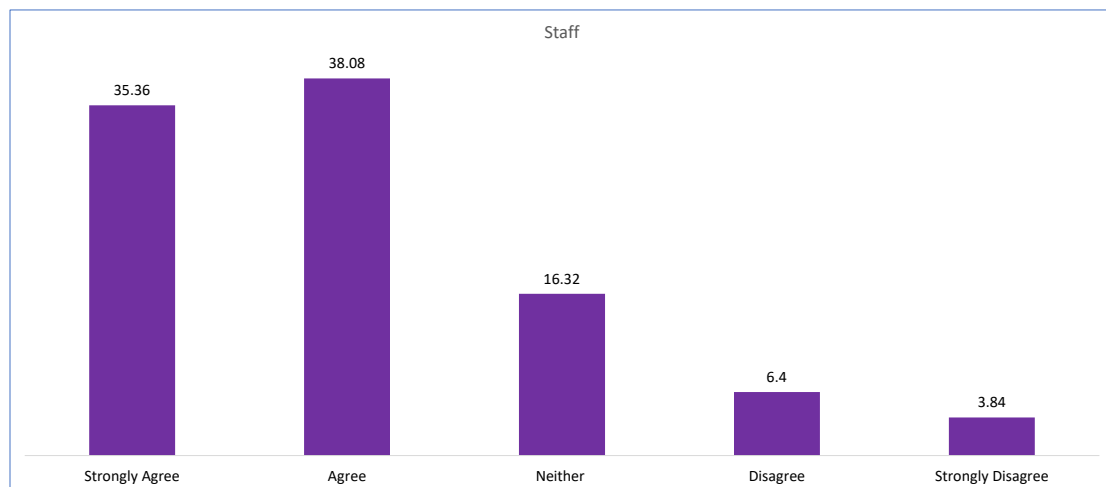


Work Environment #1
(Staff)

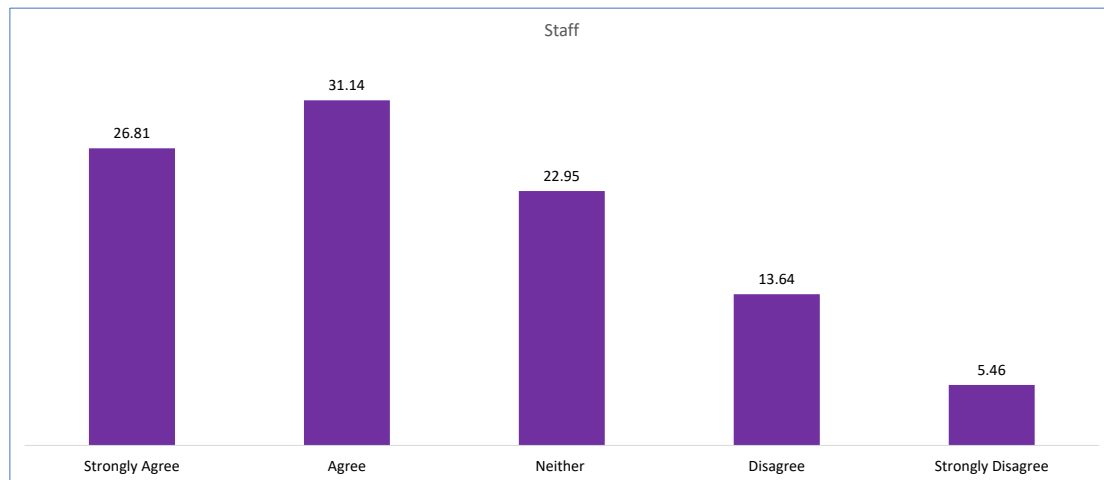
Q1: I have supervisors who give me job/career advice or guidance when I need it.



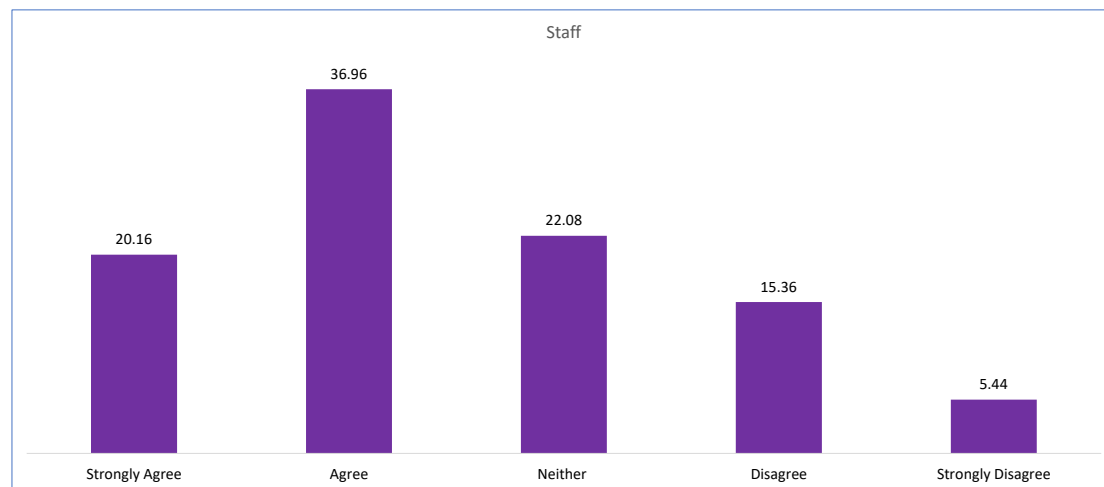
Q2: I have colleagues/coworkers who give me job/career advice or guidance when I need it.



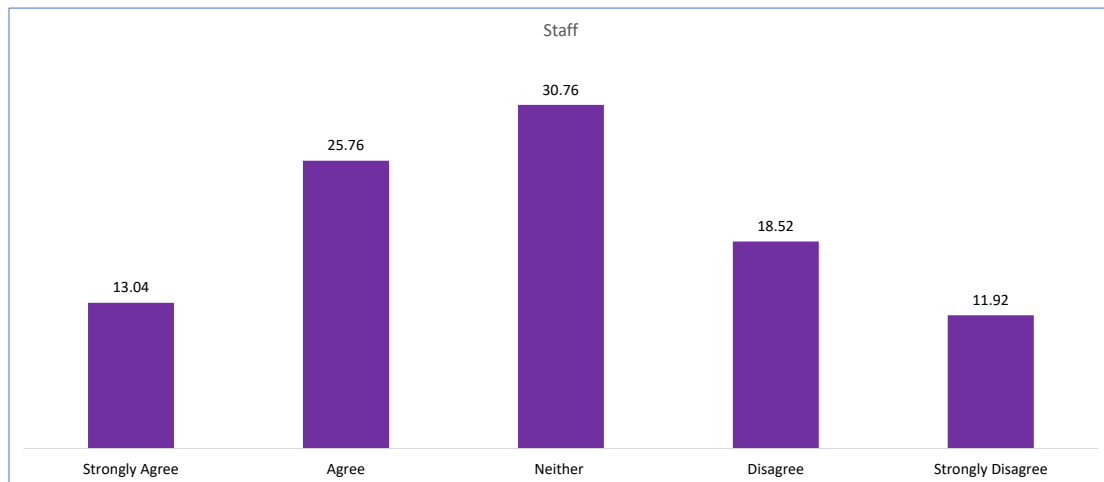
Q3: I am included in opportunities that will help my career as much as others in similar positions.



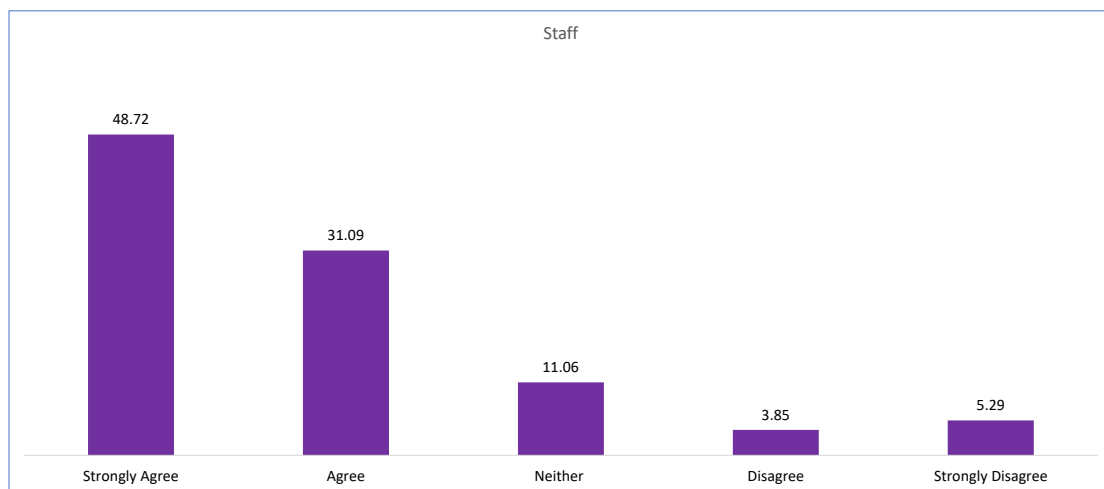
Q4: The performance evaluation process is clear.



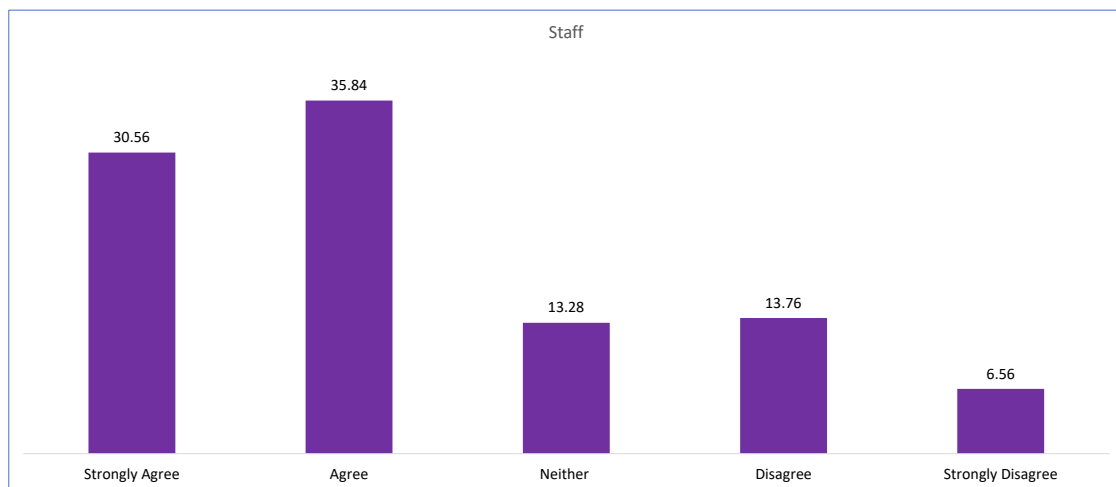
Q5: The performance evaluation process is productive.



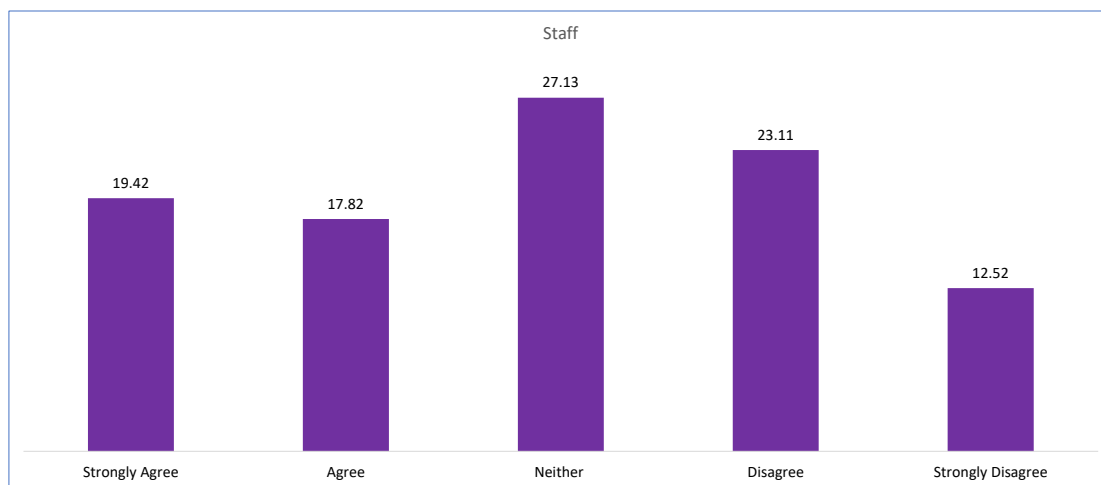
Q6: My supervisor provides adequate support for me to manage work-life balance.



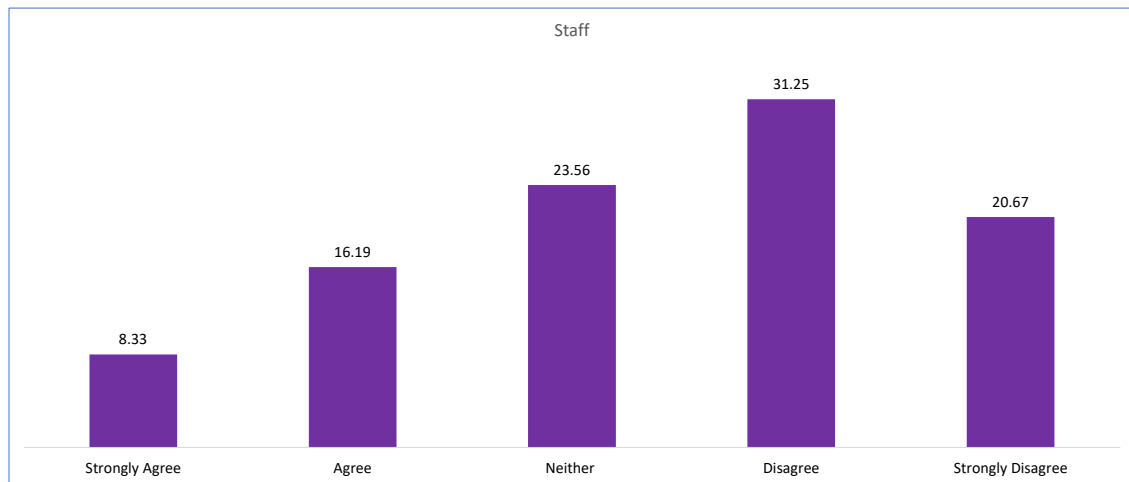
Q7: I am able to complete my assigned duties during scheduled hours



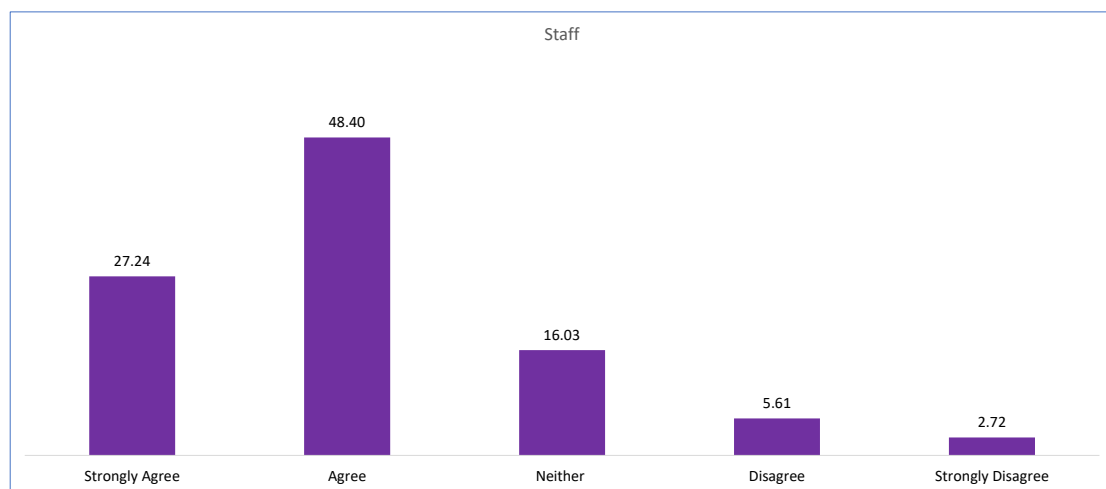
Q8: My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).



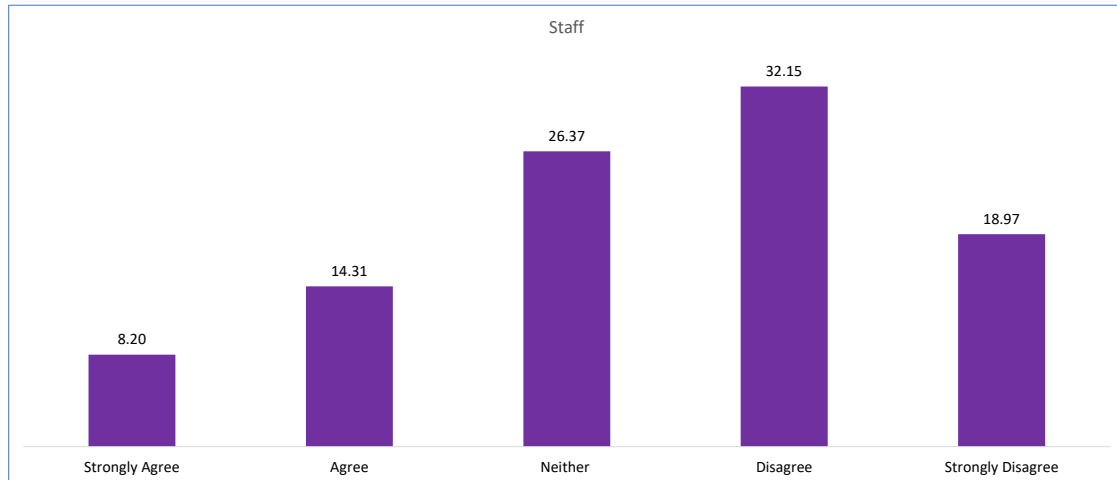
Q9: I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.



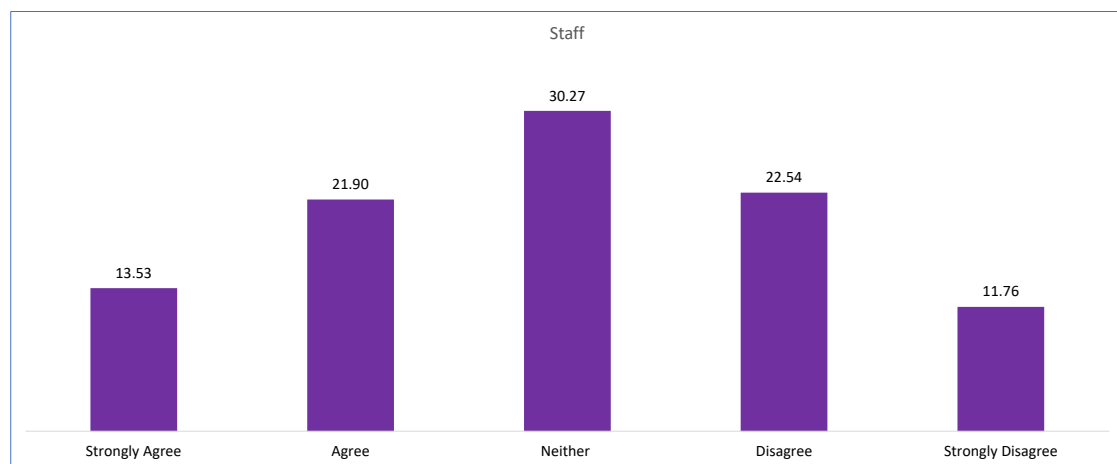
Q10: I am given a reasonable time frame to complete assigned responsibilities.



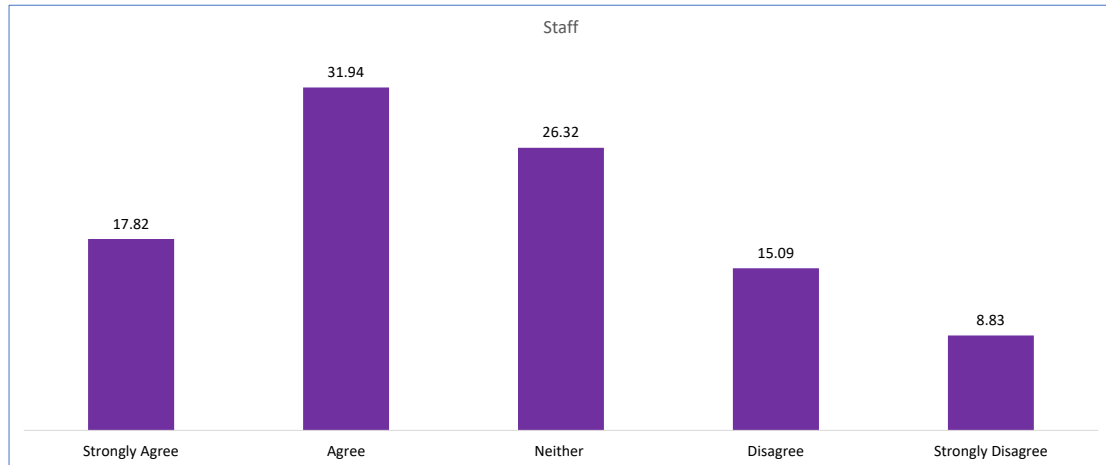
Q11: I am burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).



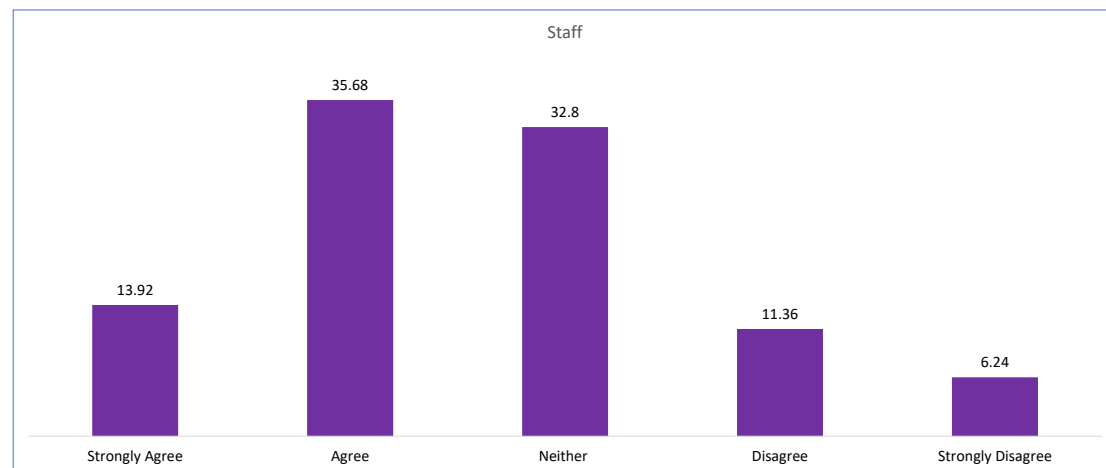
Q12: I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).



Q13: A hierarchy exists within staff positions that allows some voices to be valued more than others.

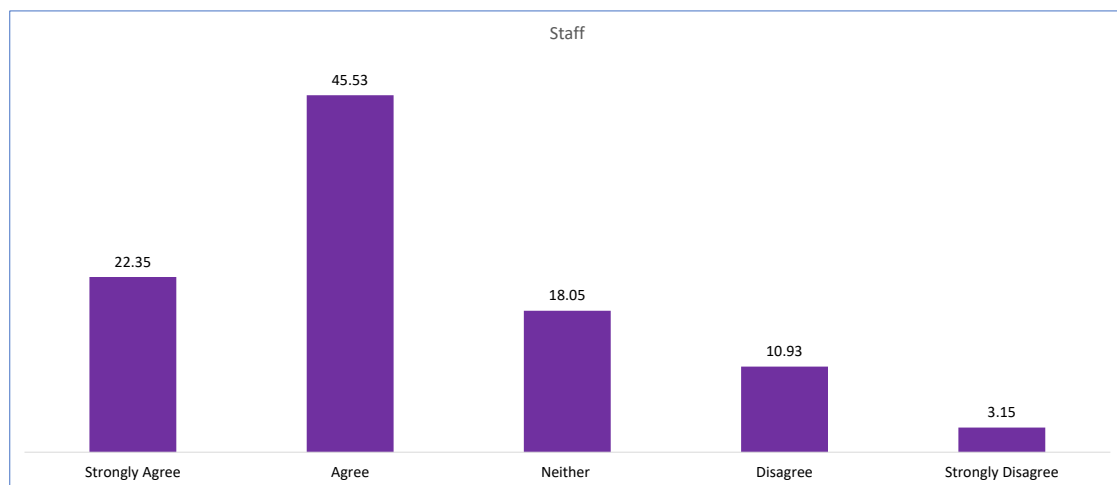


Q14: Santa Clara University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

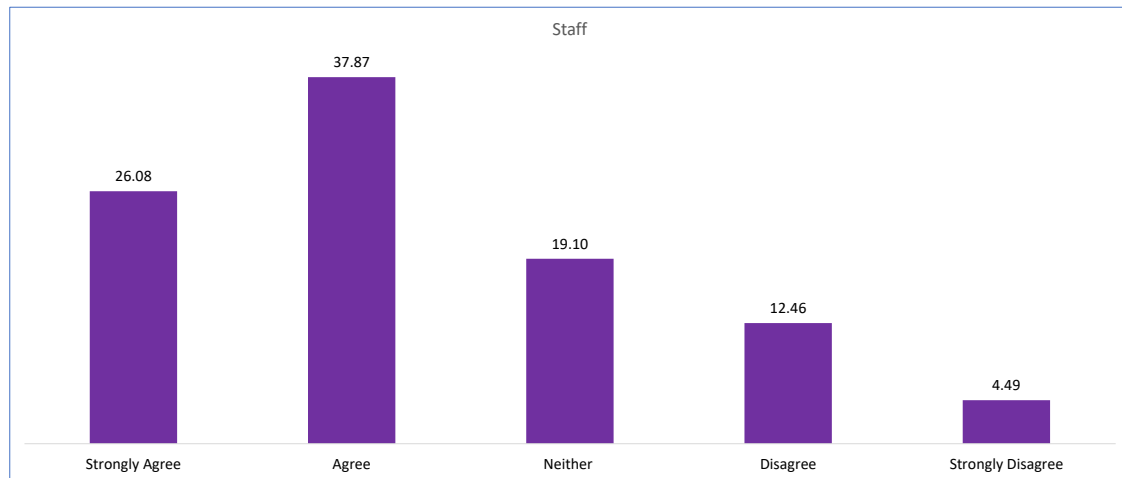


Work Environment #2 (Staff)

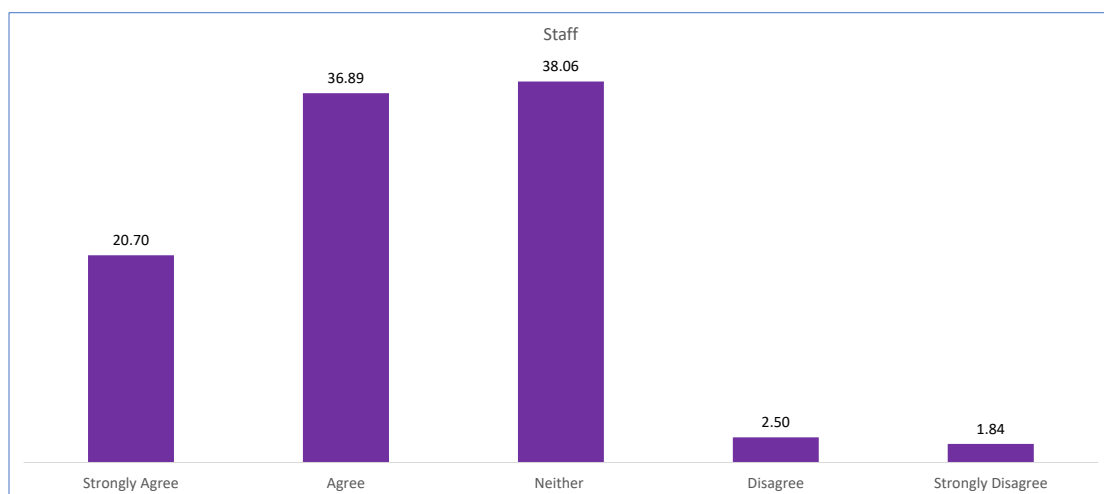
Q1: Santa Clara University provides me with resources to pursue training/professional development opportunities.



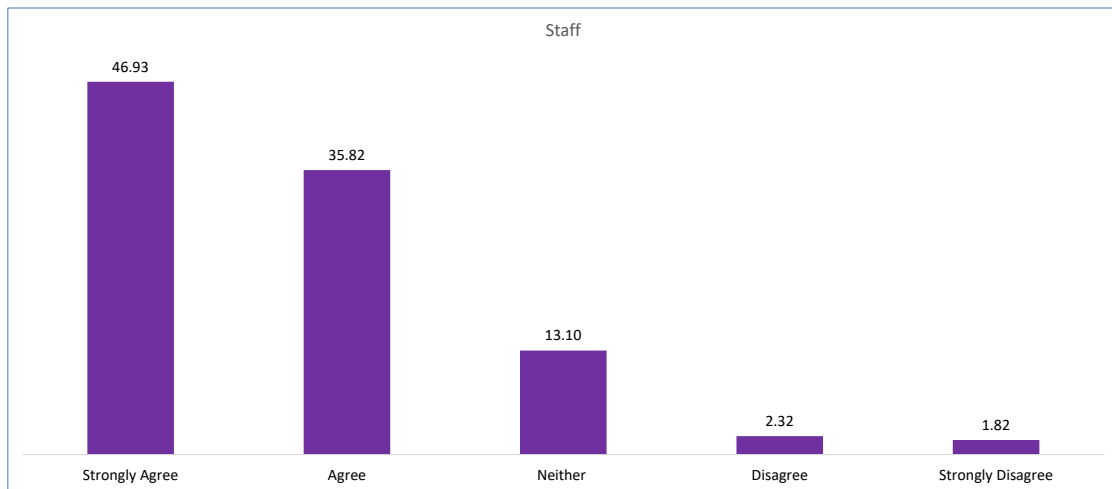
Q2: My supervisor provides me with resources to pursue training/professional development opportunities.



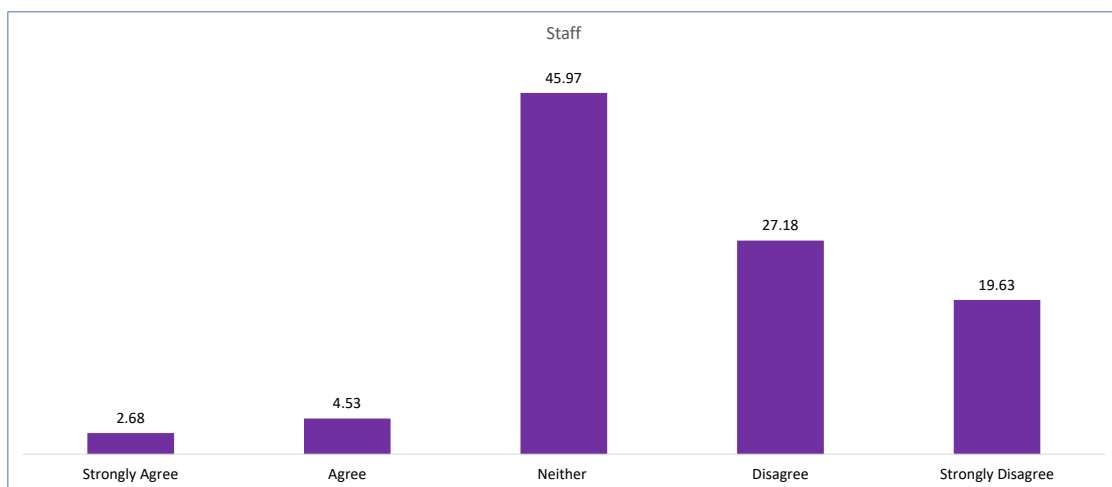
Q3: Santa Clara University is supportive of taking extended leave (e.g., FMLA, parental).



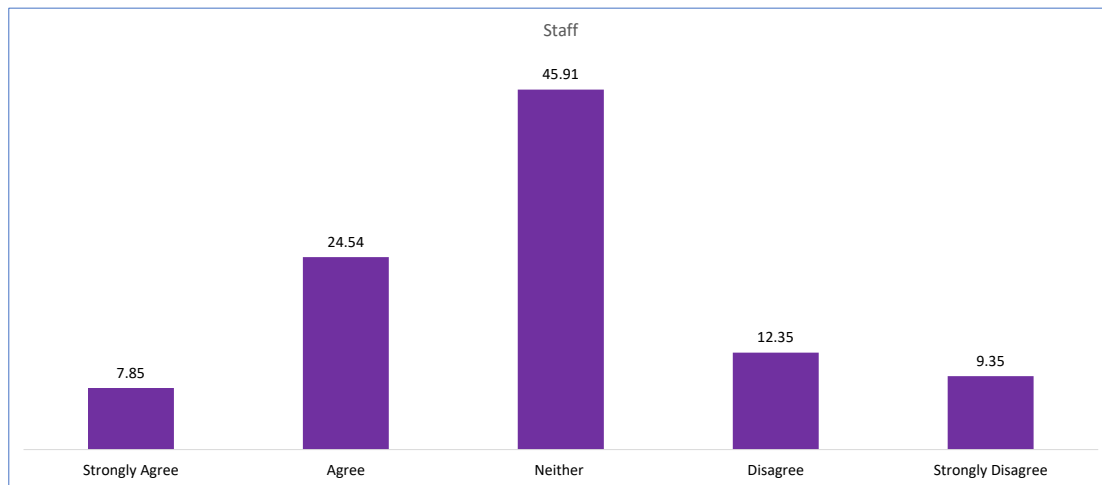
Q4: My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).



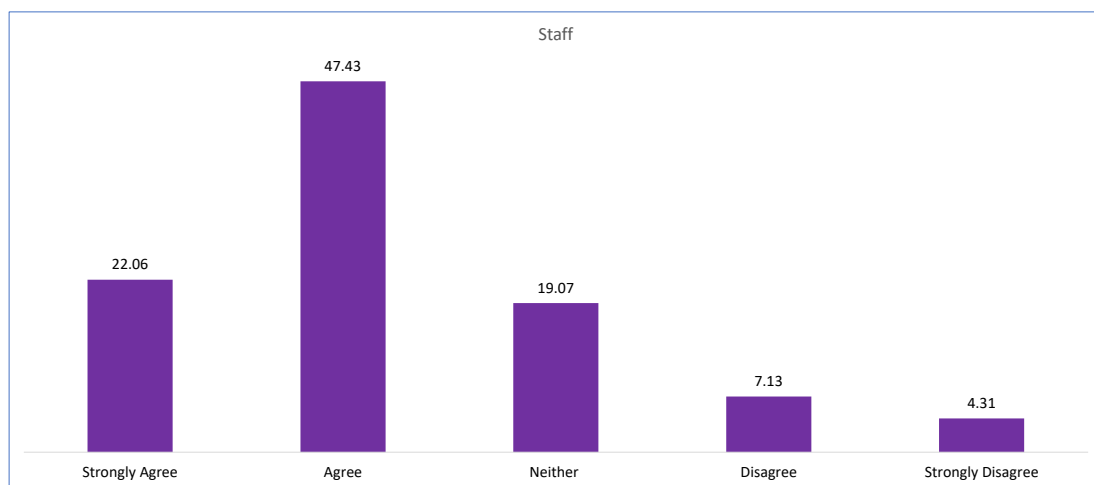
Q5: Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.



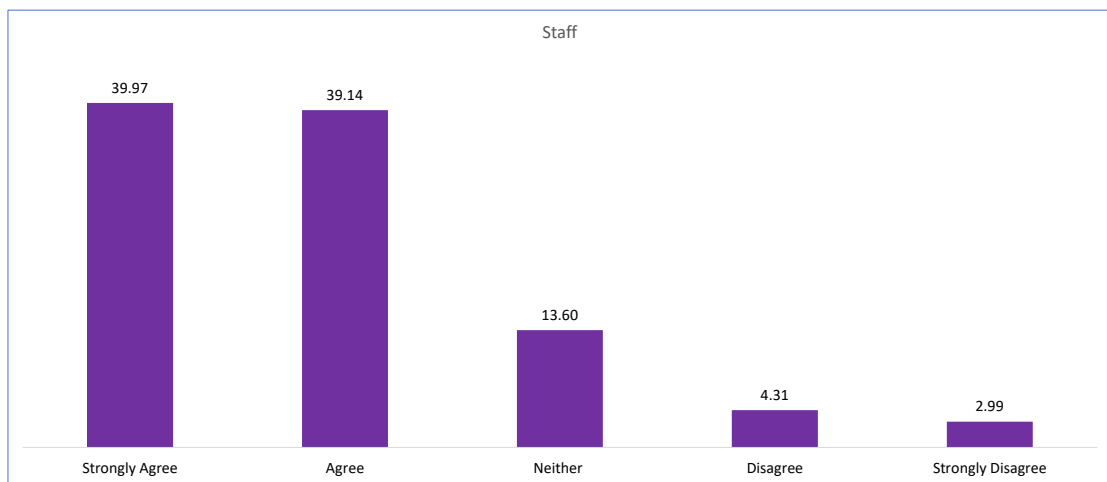
Q6: Santa Clara University policies (e.g., FMLA, merit increases) are fairly applied across Santa Clara University.



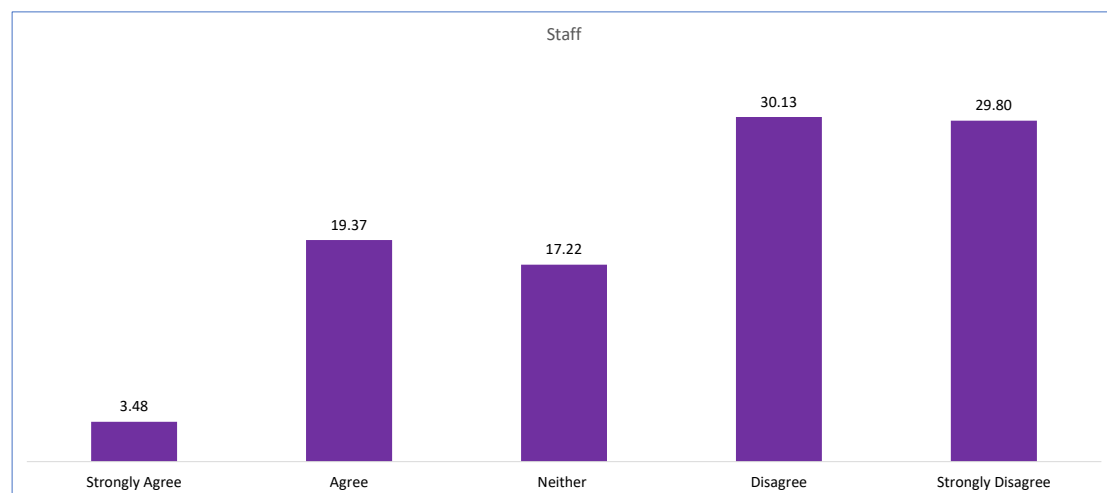
Q7: Santa Clara University is supportive of flexible work schedules.



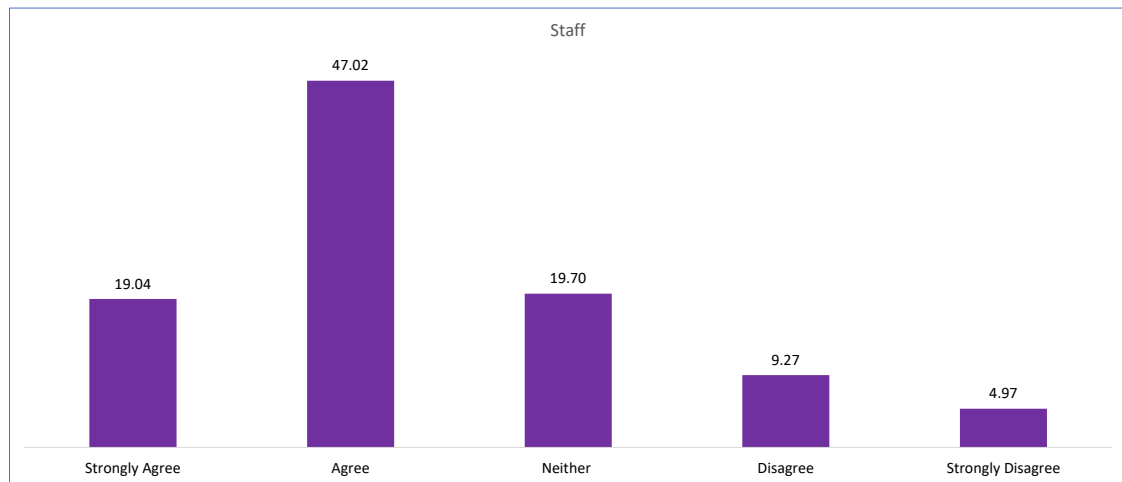
Q8: My supervisor is supportive of flexible work schedules.



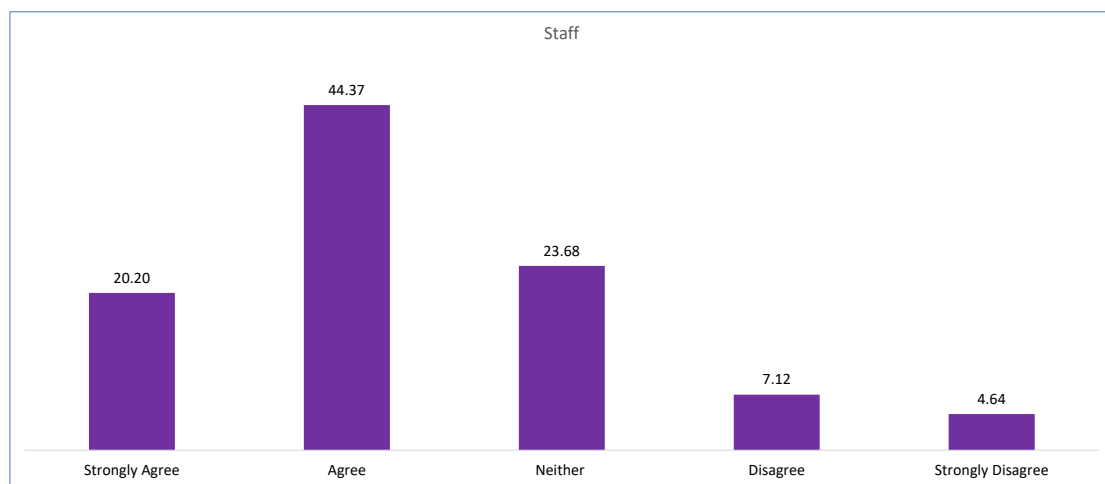
Q9: Staff salaries are competitive.



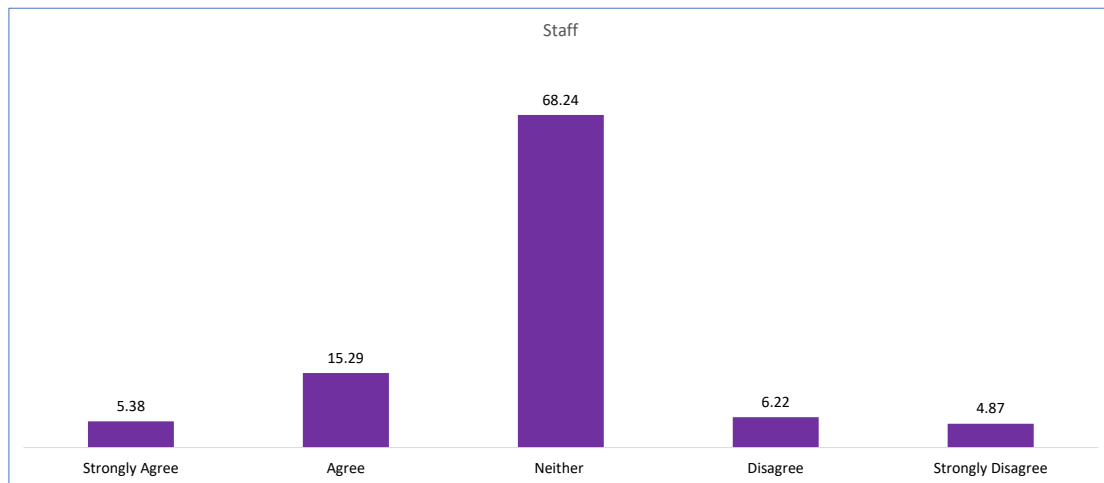
Q10: Vacation and personal time benefits are competitive.



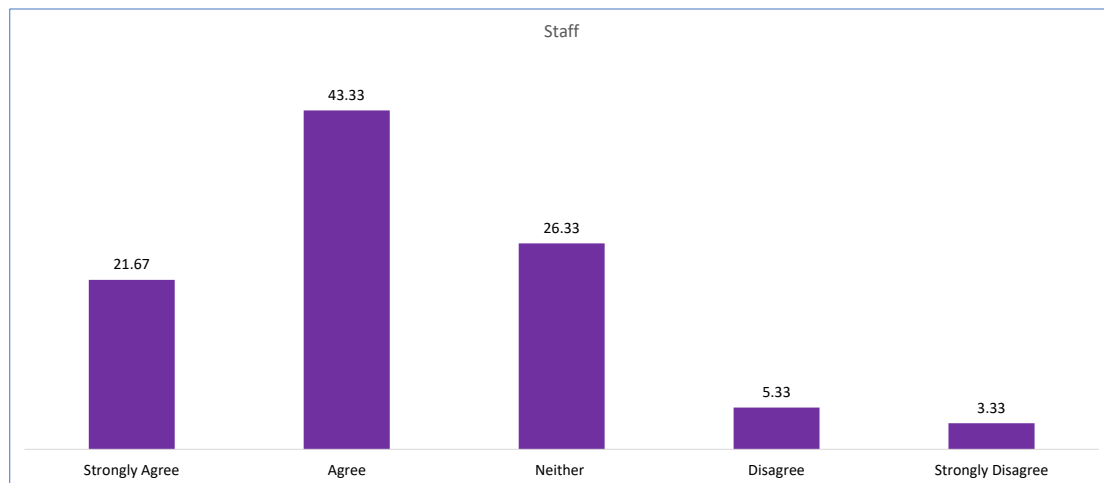
Q11: Health insurance benefits are competitive.



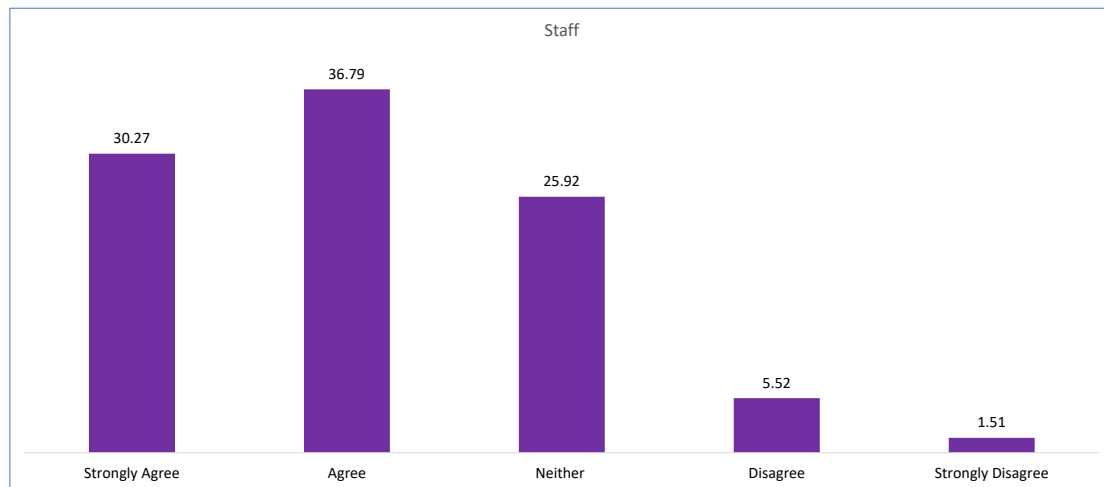
Q12: Child care benefits are competitive.



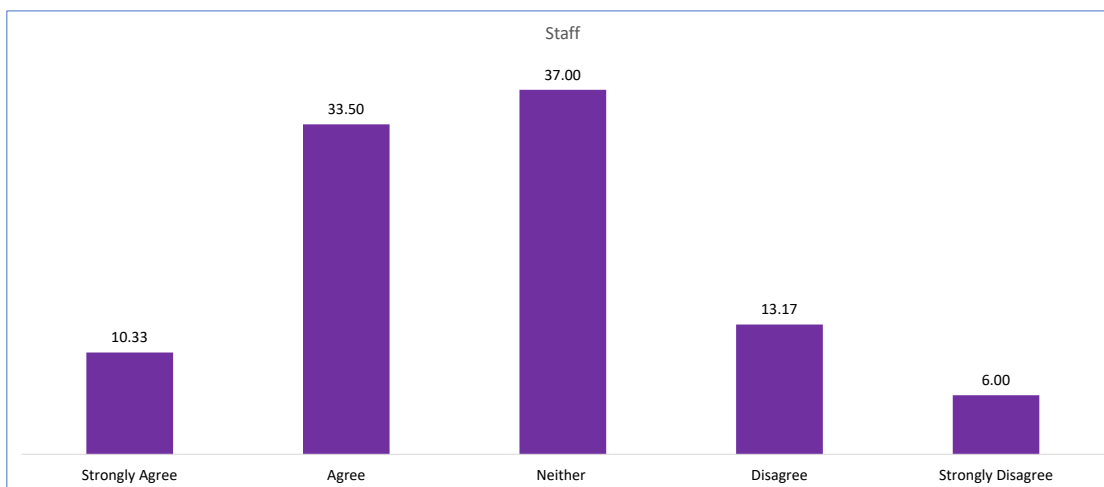
Q13: Retirement/supplemental benefits are competitive.



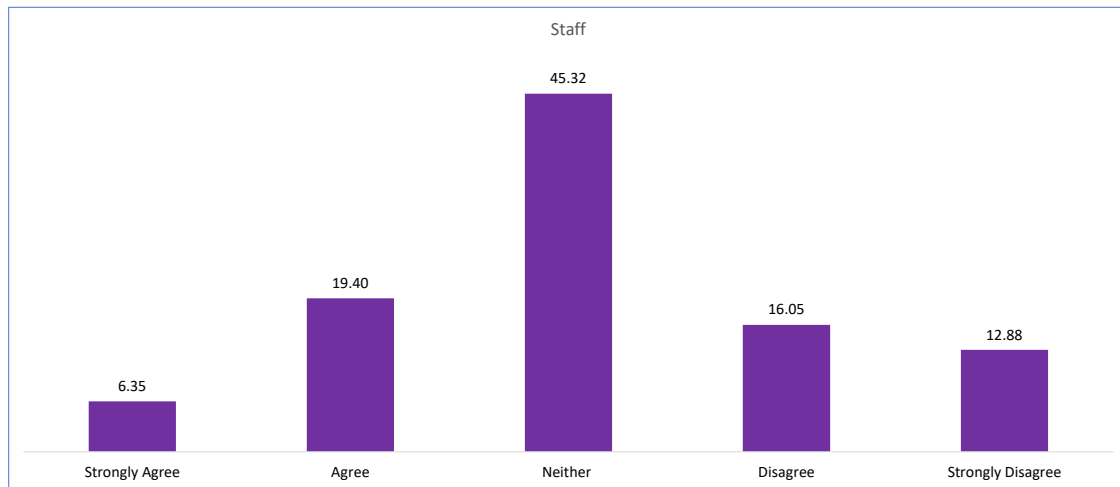
Q14: Tuition remission, exchange, and reimbursement benefits are competitive



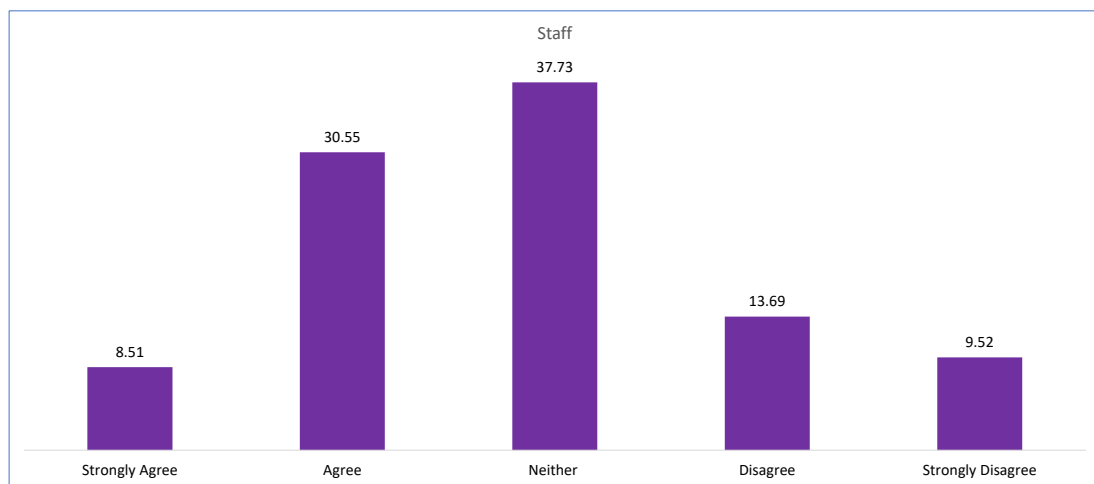
Q15: Staff opinions are valued on Santa Clara University committees



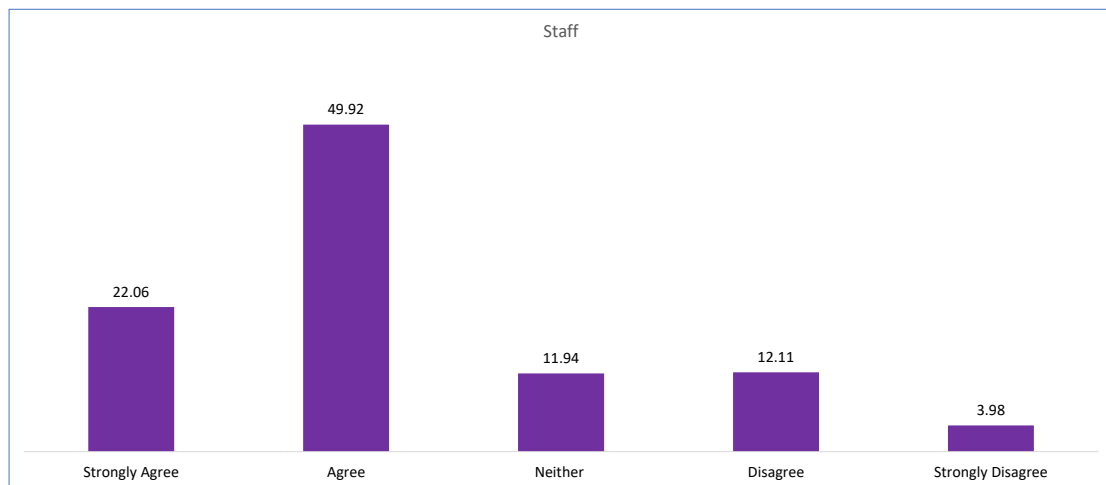
Q16: Staff opinions are valued by Santa Clara University faculty



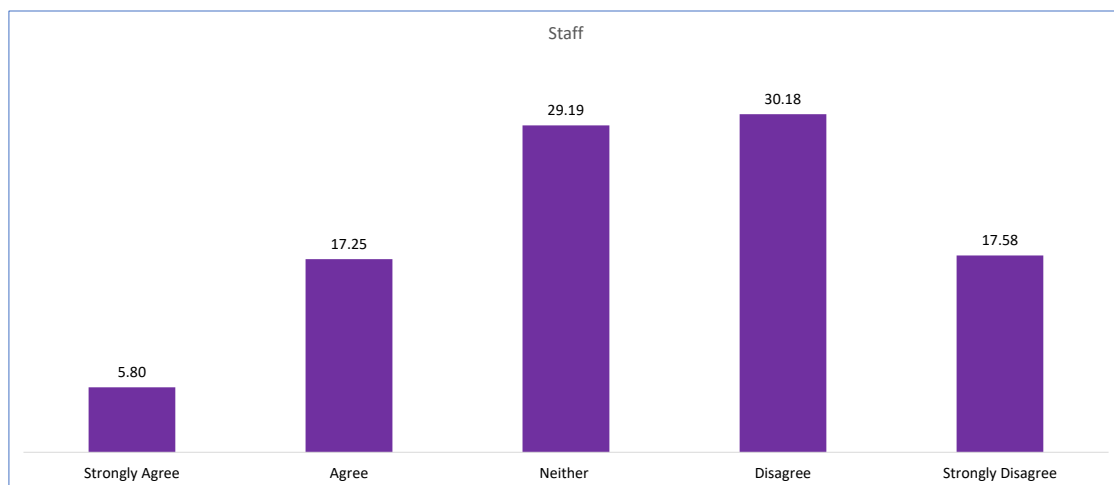
Q17: Staff opinions are valued by Santa Clara University administration



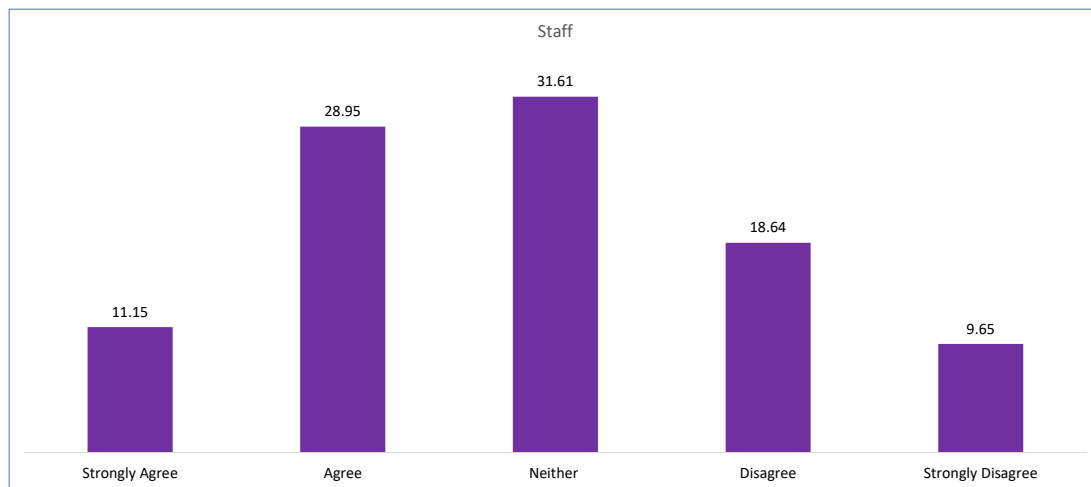
Q18: Clear expectations of my responsibilities exist.



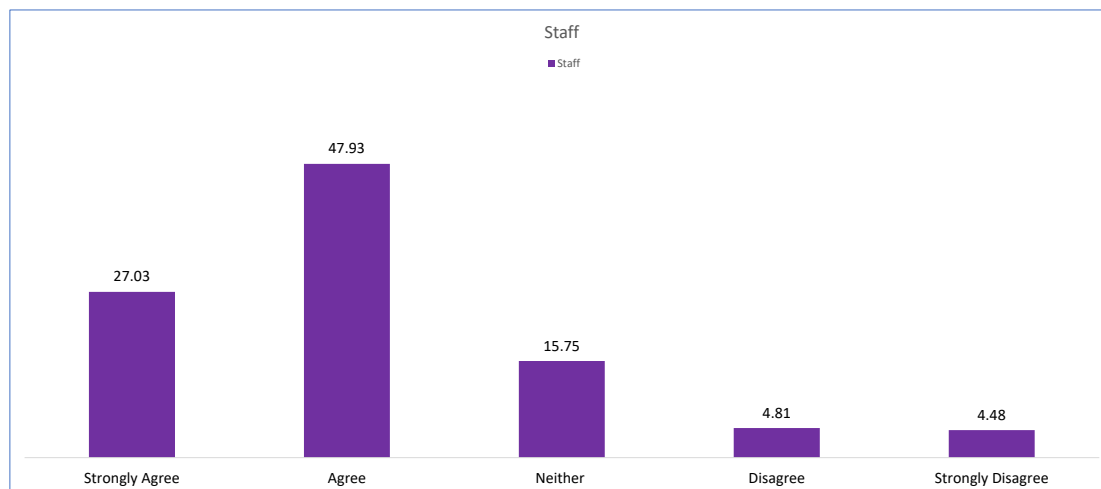
Q19: Clear procedures exist on how I can advance at Santa Clara University.



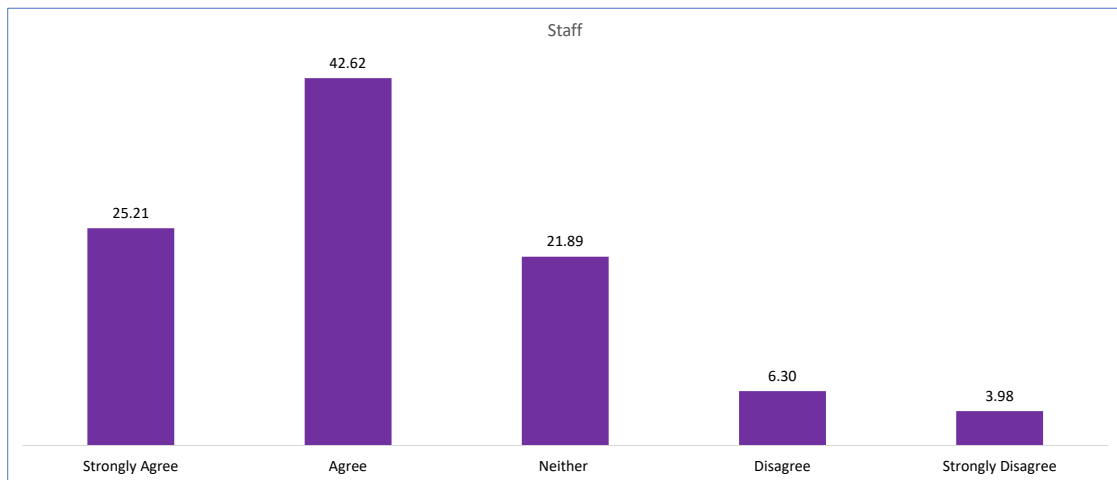
Q20: Positive about my career opportunities at Santa Clara University.



Q21: I would recommend Santa Clara University as a good place to work

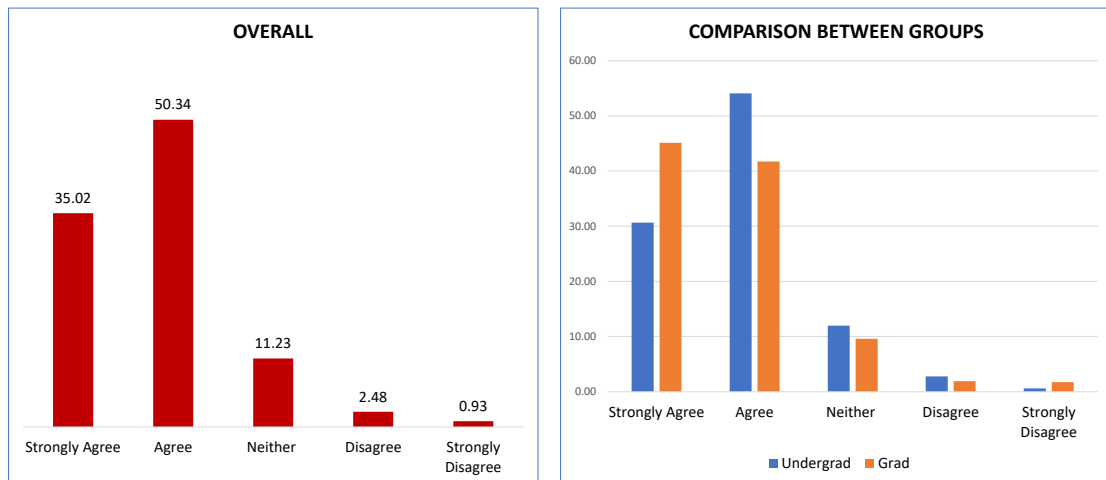


Q22: I have job security

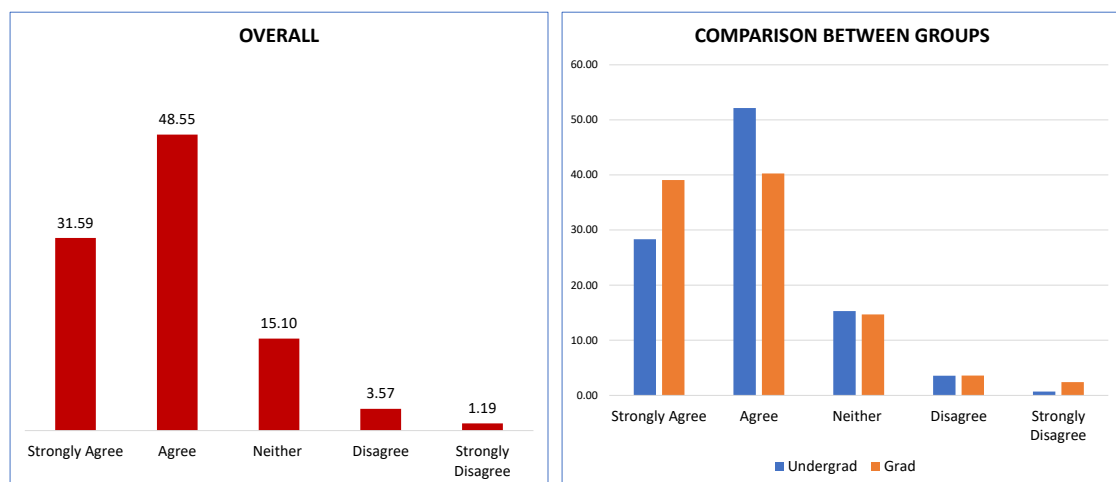


Interactions
(Student)

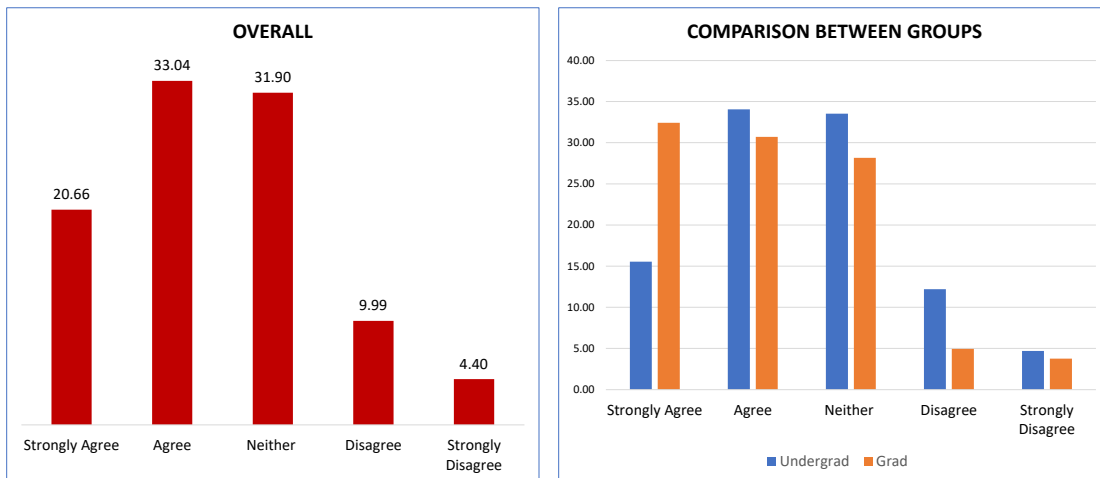
Q1: I feel valued by SCU Faculty



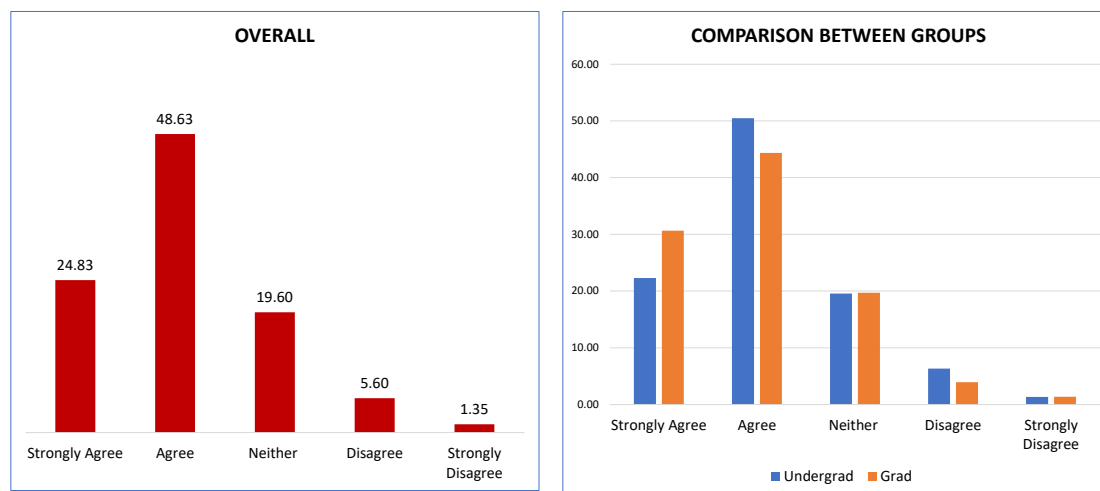
Q2: I feel valued by SCU Staff



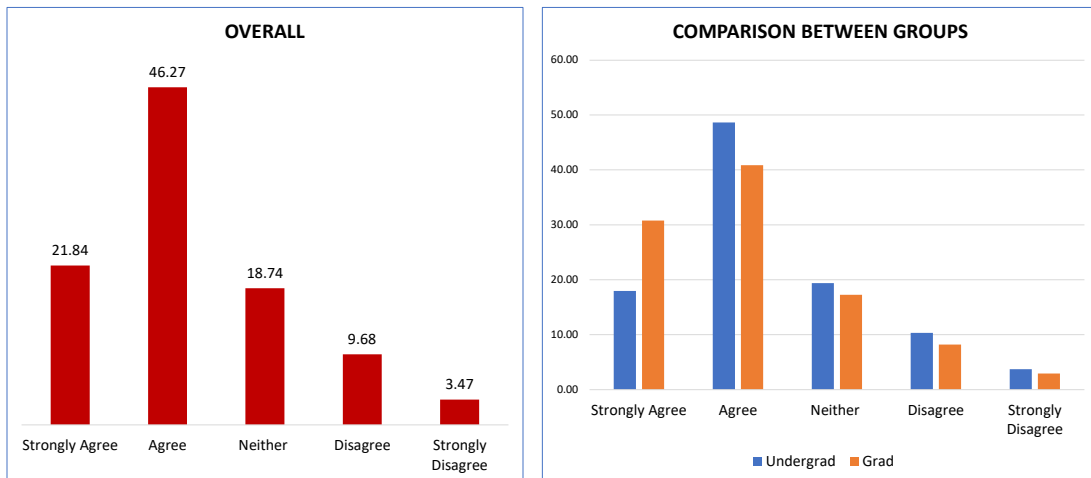
Q3: I feel valued by SCU senior administrators (e.g. President, dean, vice president, provost)



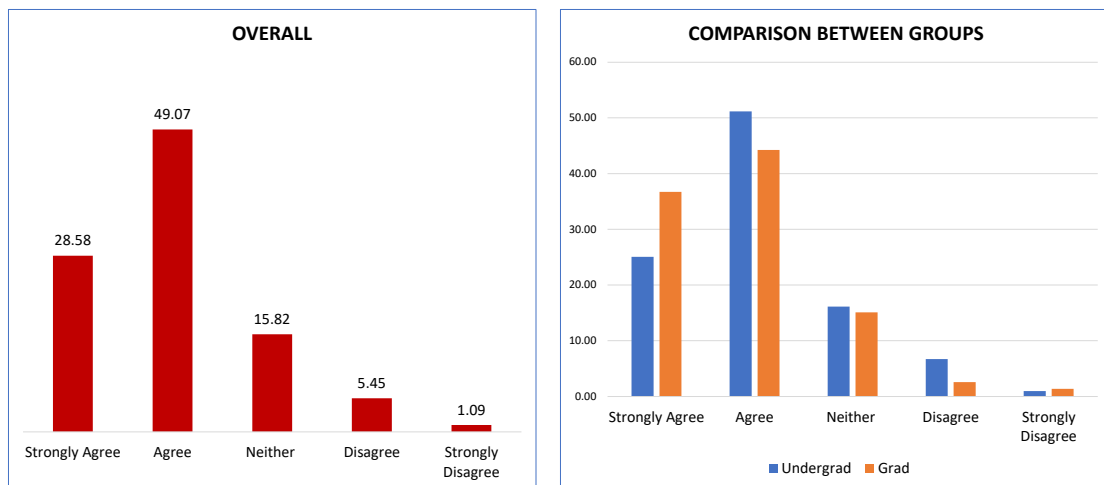
Q4: I feel valued by other students outside of the classroom



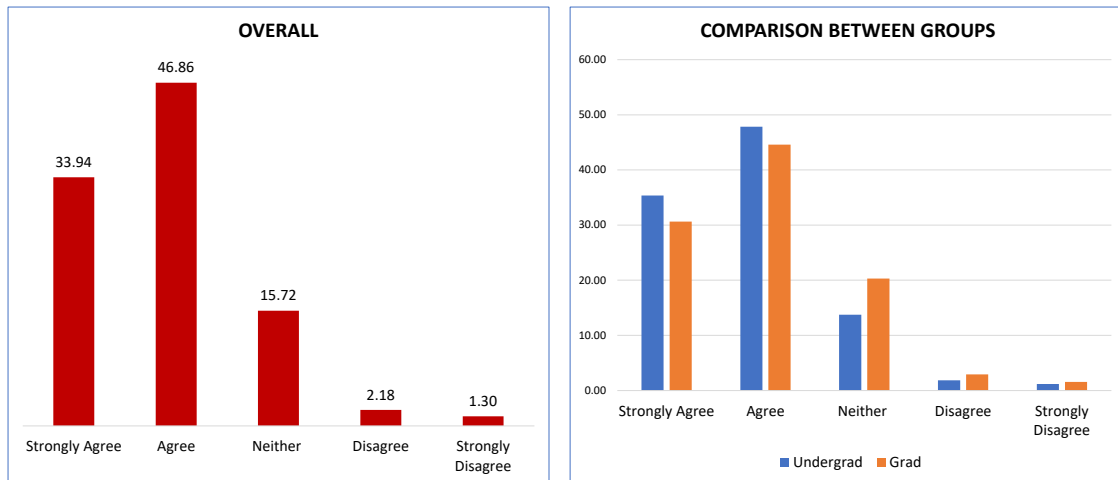
Q5: I believe that the campus culture encourages free and open discussion of difficult topics



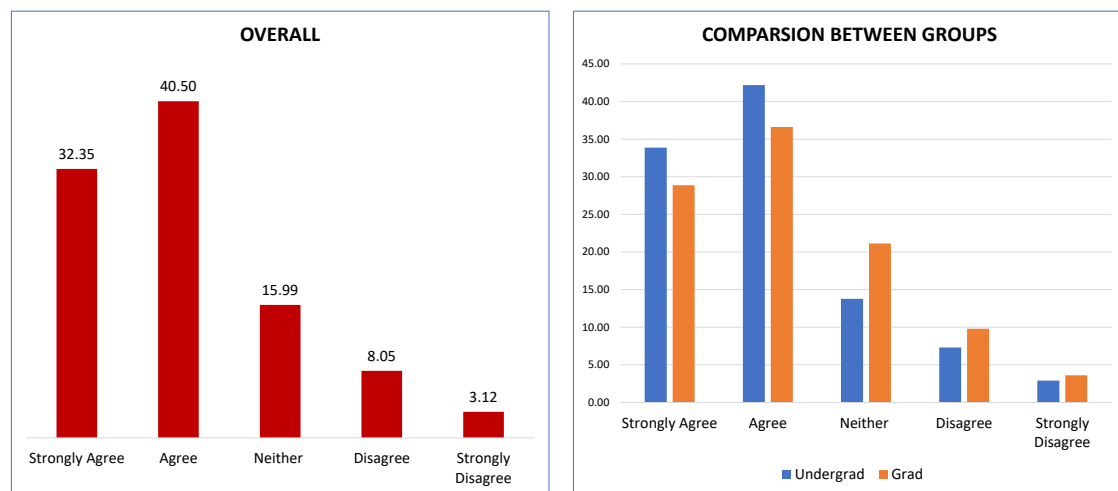
Q6: I feel comfortable in the off-campus areas that surround SCU



Q7: My involvement and engagement on campus has had a positive impact on my student experience at SCU

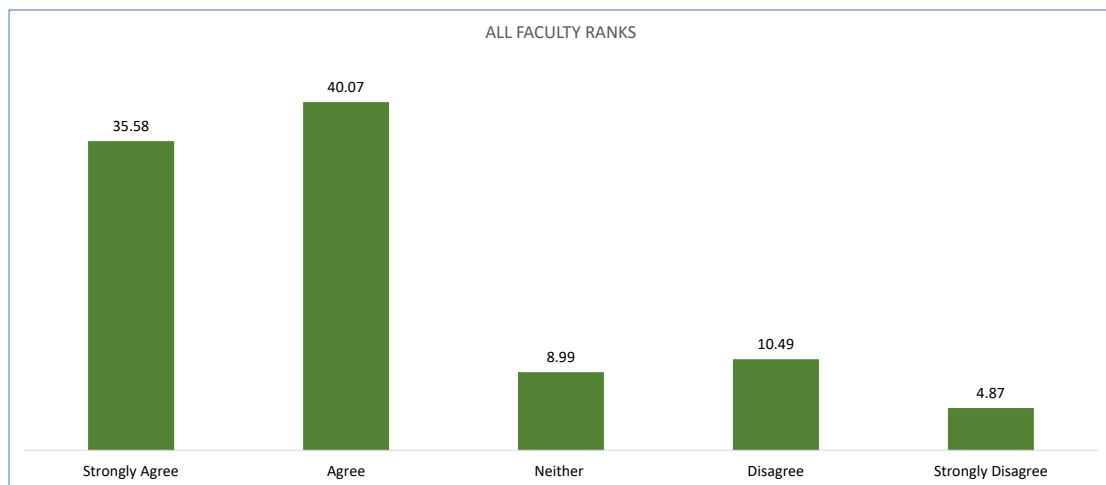


Q8: I have found a community at SCU that I belong to

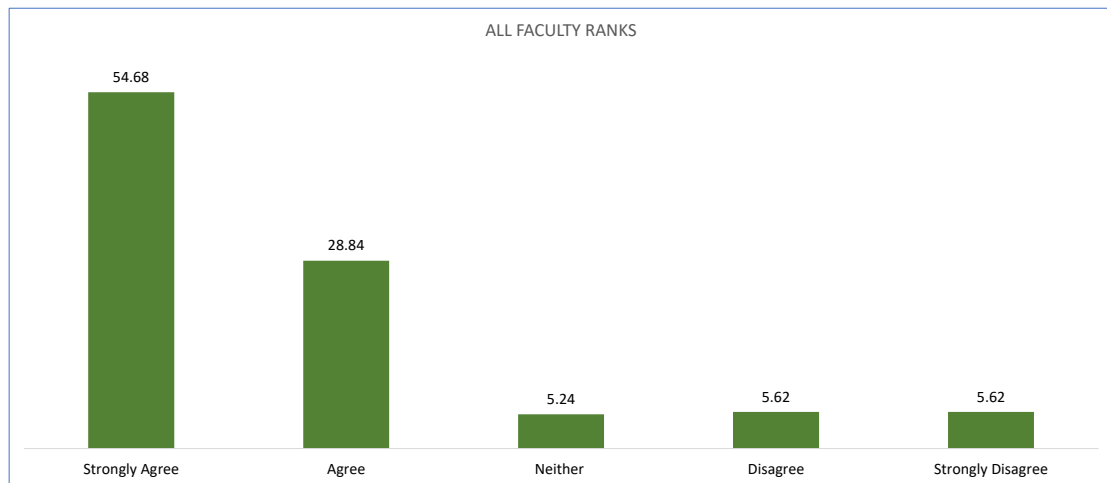


Interactions (Faculty)

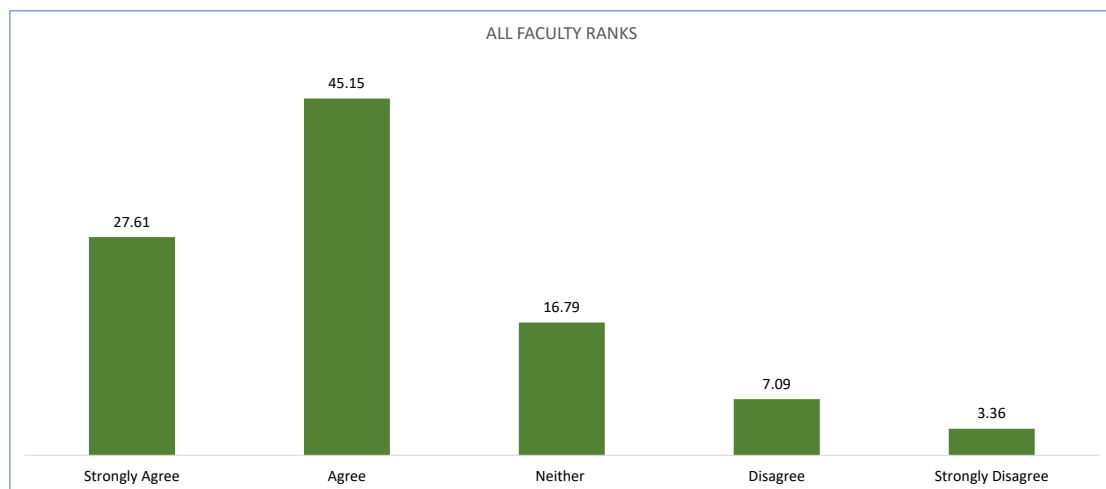
Q1: I feel valued by faculty in my department/program



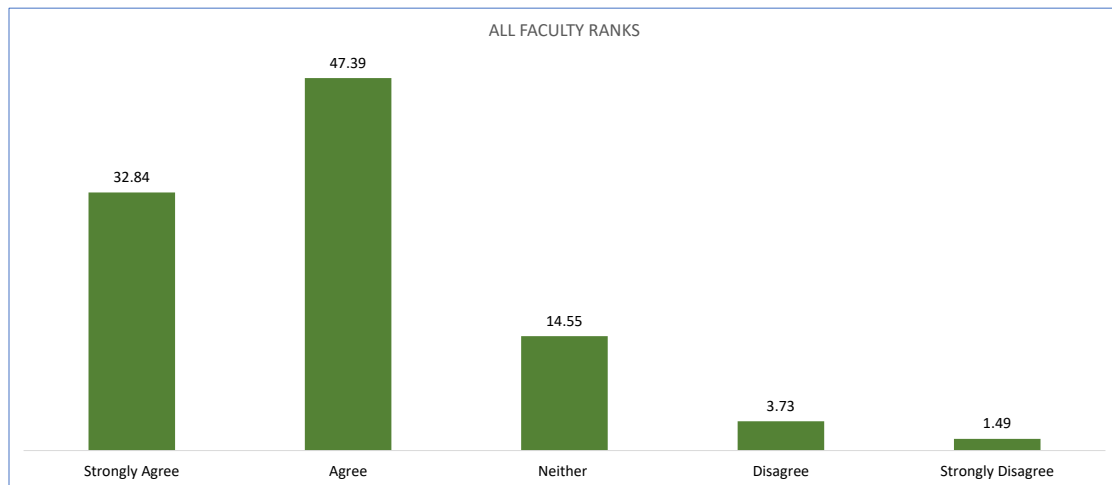
Q2: I feel valued by my department/program chair



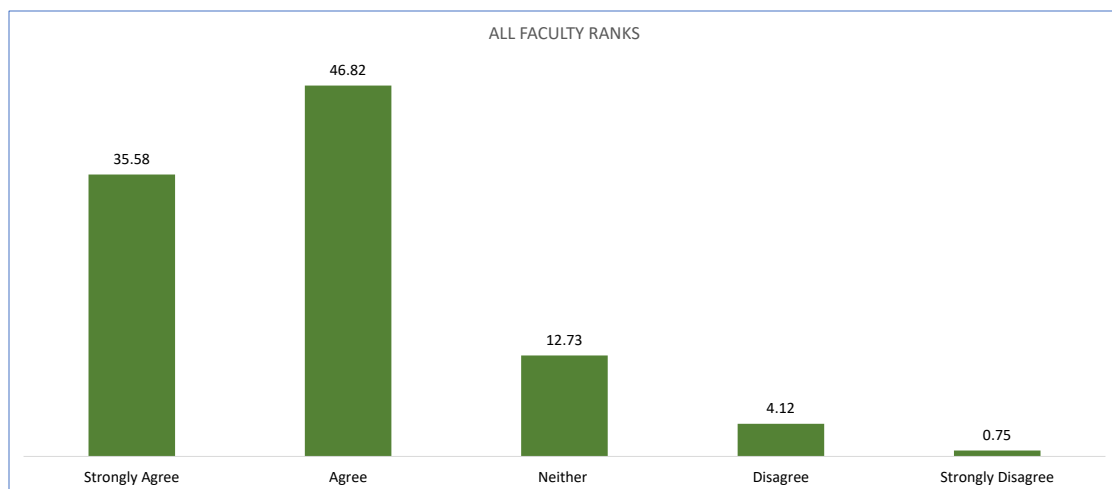
Q3: I feel valued by other faculty at SCU



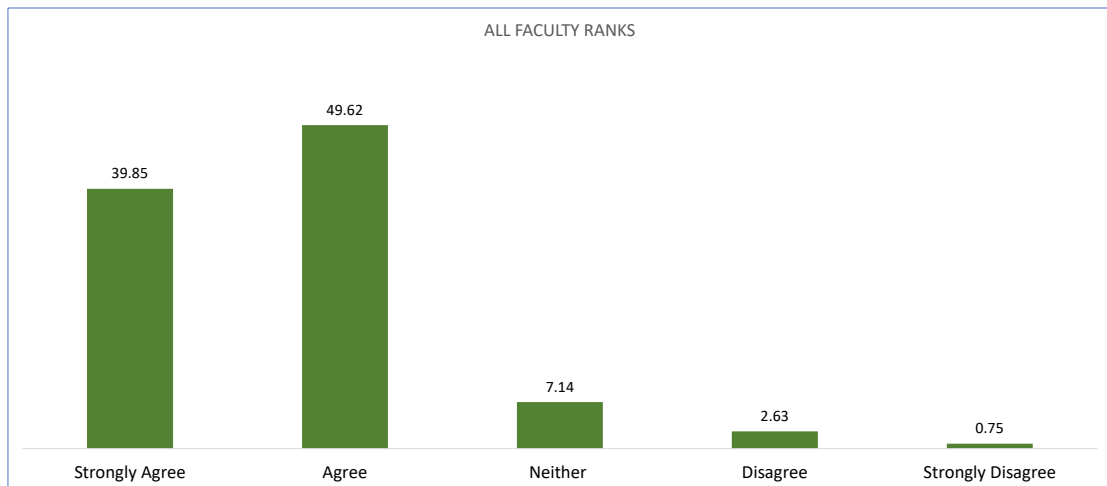
Q4: I feel valued by staff at SCU



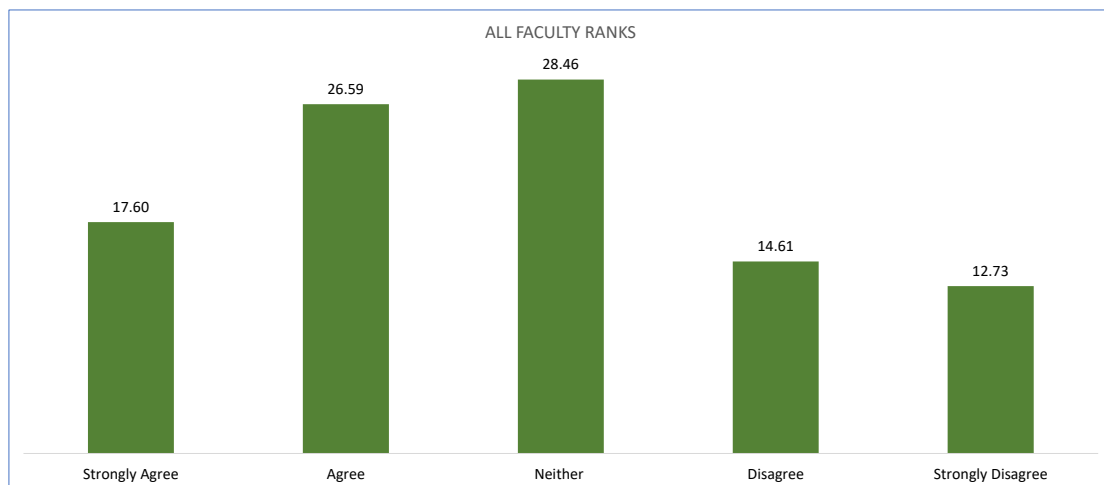
Q5: I feel I have the opportunity to engage with staff



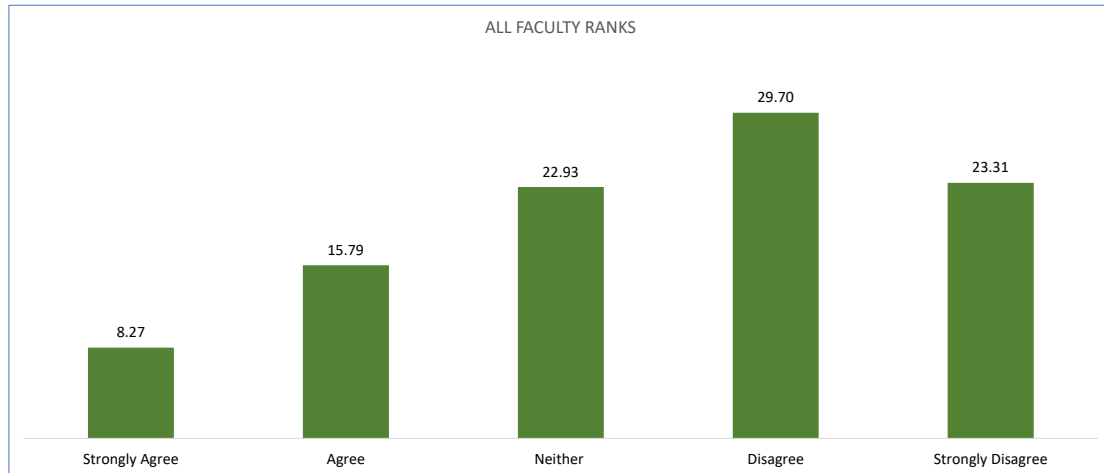
Q6: I feel valued by students in the classroom



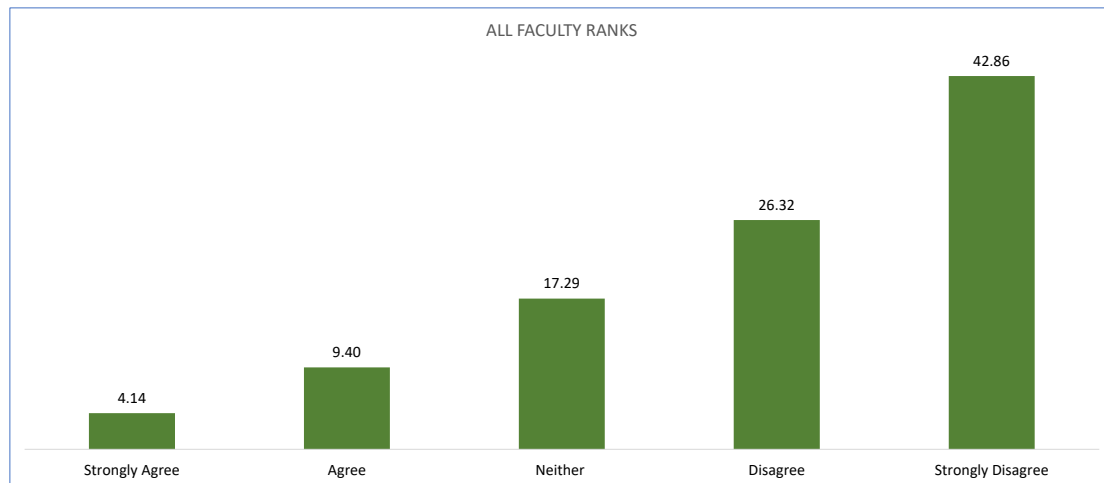
Q7: I feel valued by SCU senior administrators (e.g. president, dean, assistant vice president, provost)



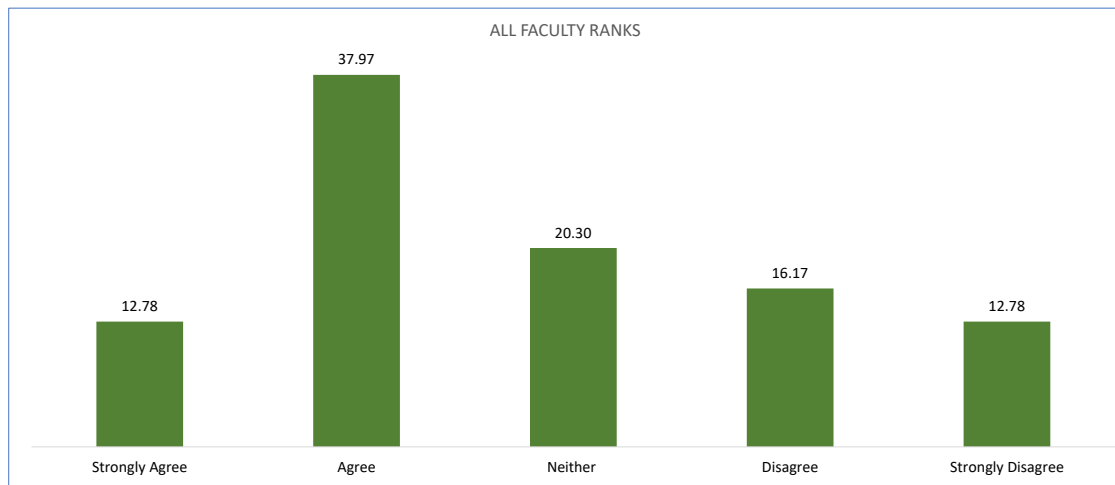
Q8: I think that faculty in my department/program prejudice my abilities based on their perceptions of my identity/background



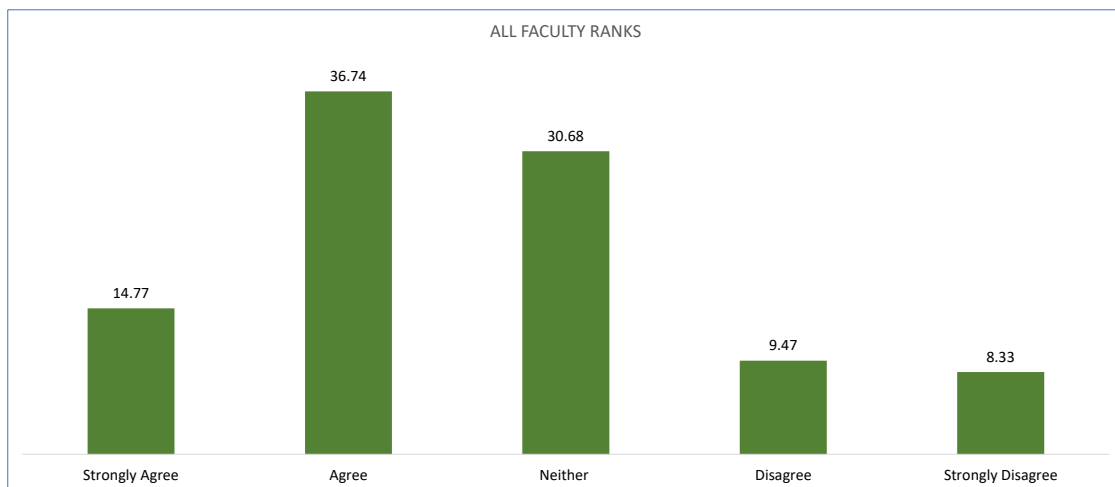
Q9: I think that my department/program chair prejudices my abilities based on their perceptions of my identity/background



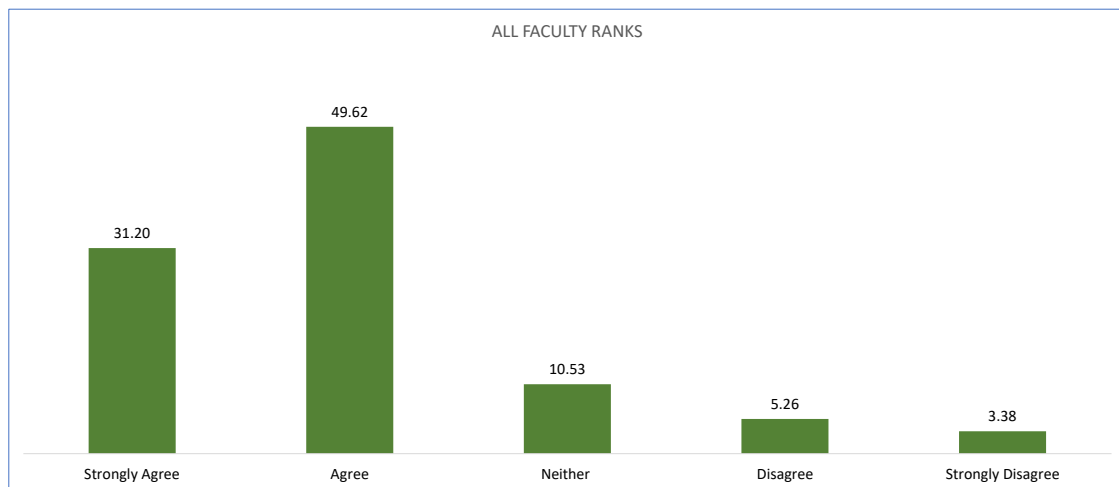
Q10: I believe that SCU encourages free and open discussion of difficult topics



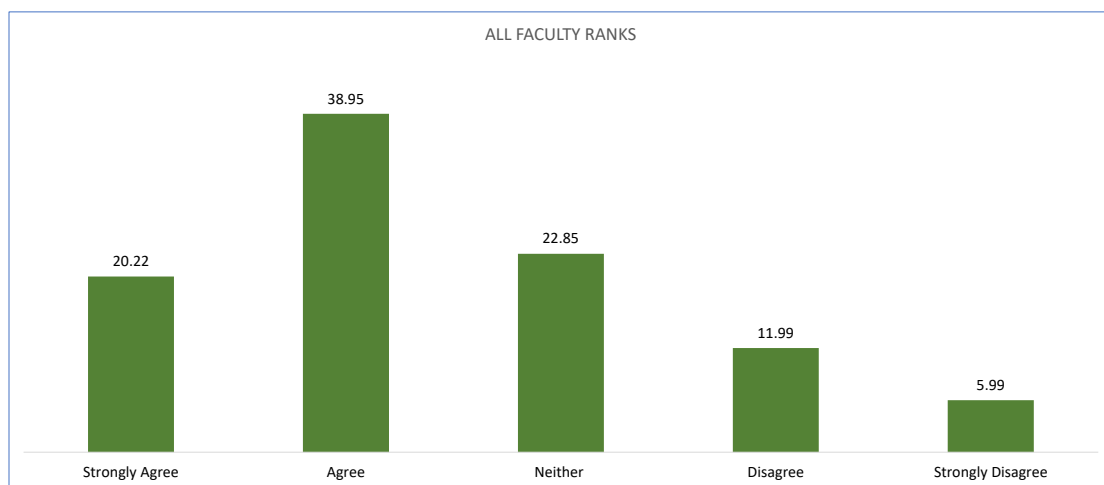
Q11: I feel that my research/scholarship is valued



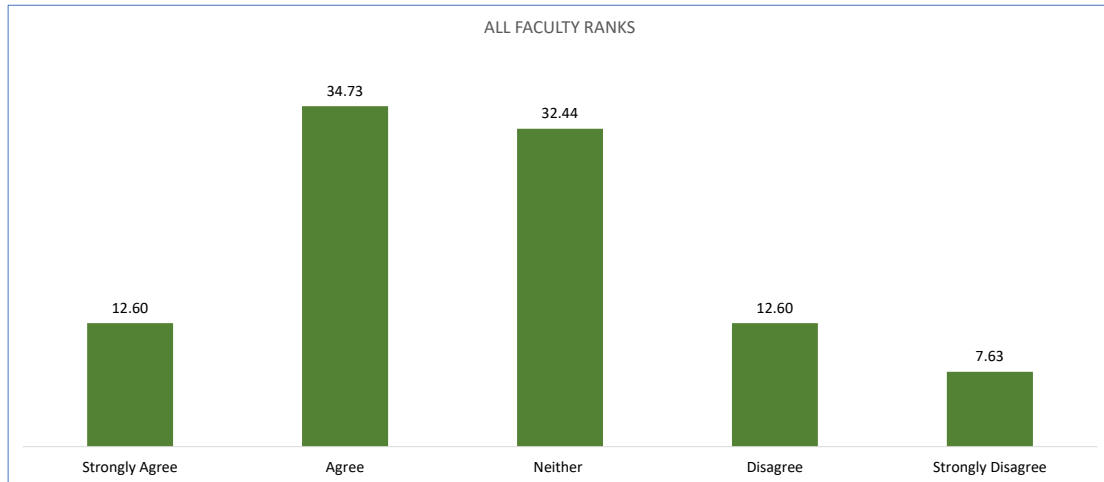
Q12: I feel that my teaching is valued



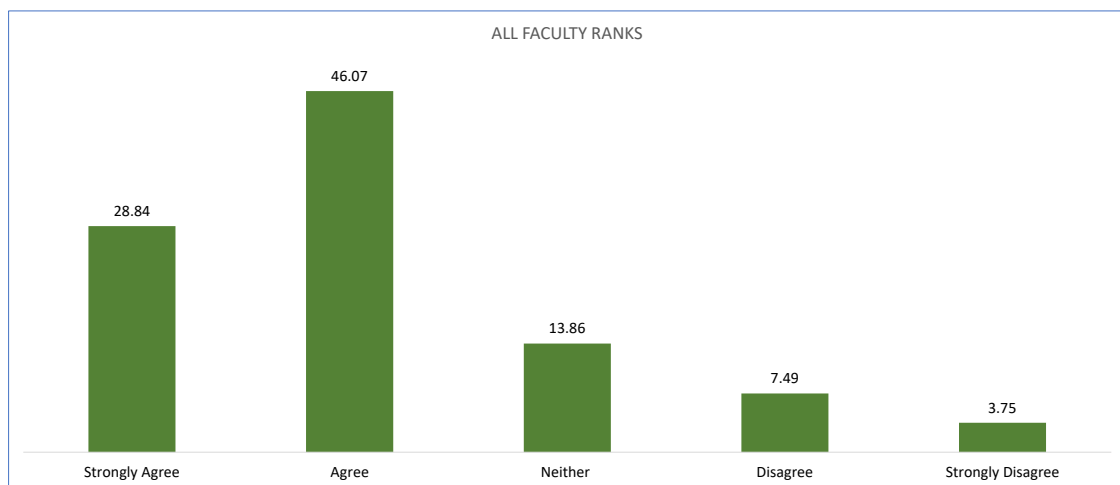
Q13: I feel that my service contributions are valued



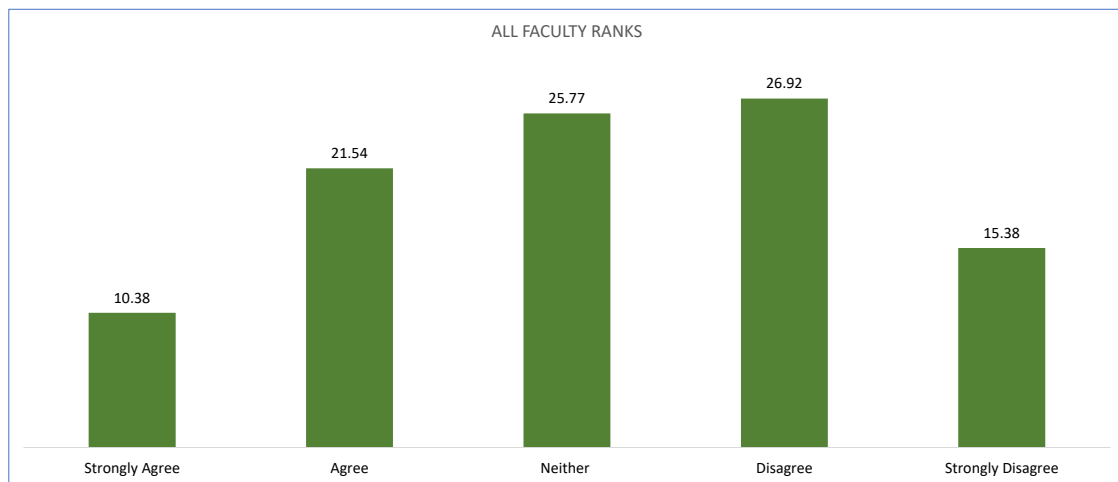
Q14: I feel that I can engage with faculty shared governance system



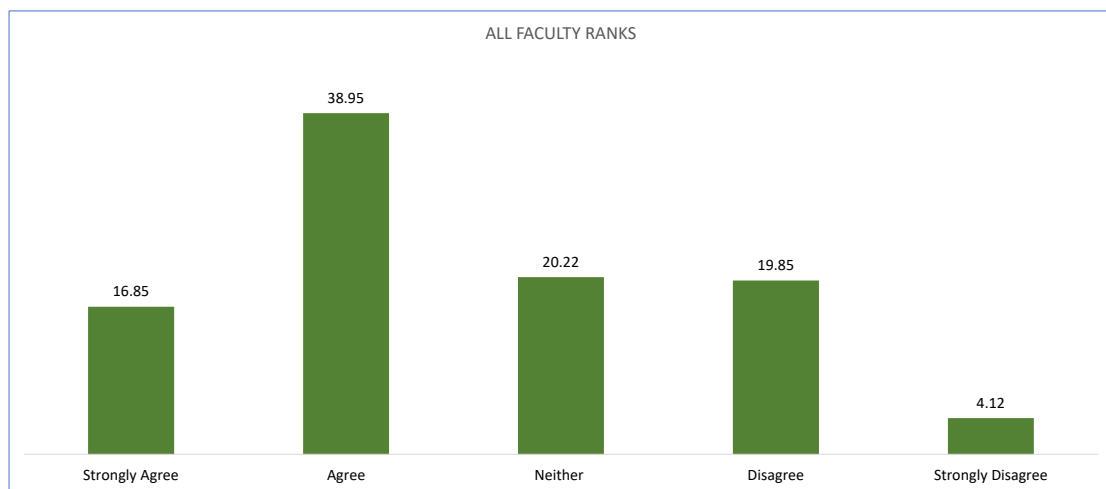
Q15: I feel that I can be my authentic self in my work



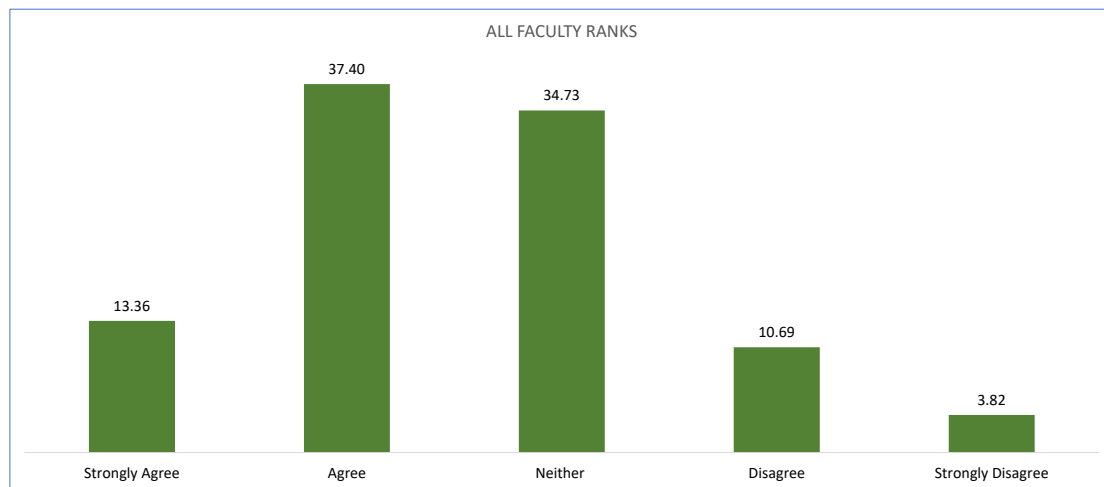
Q16: I actively engage in identity-based affinity and/or employee resource groups



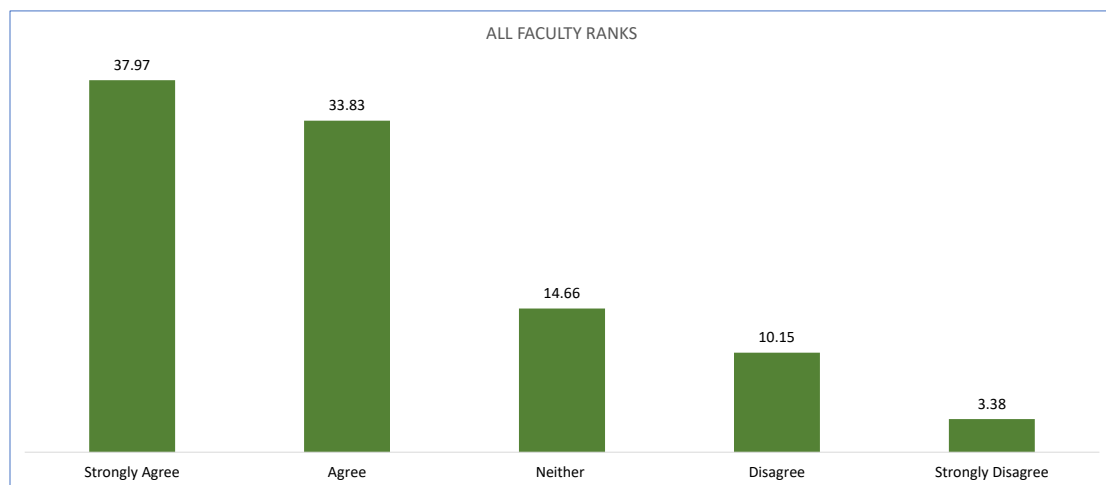
Q17: There are adequate opportunities for me to be in community with my colleagues



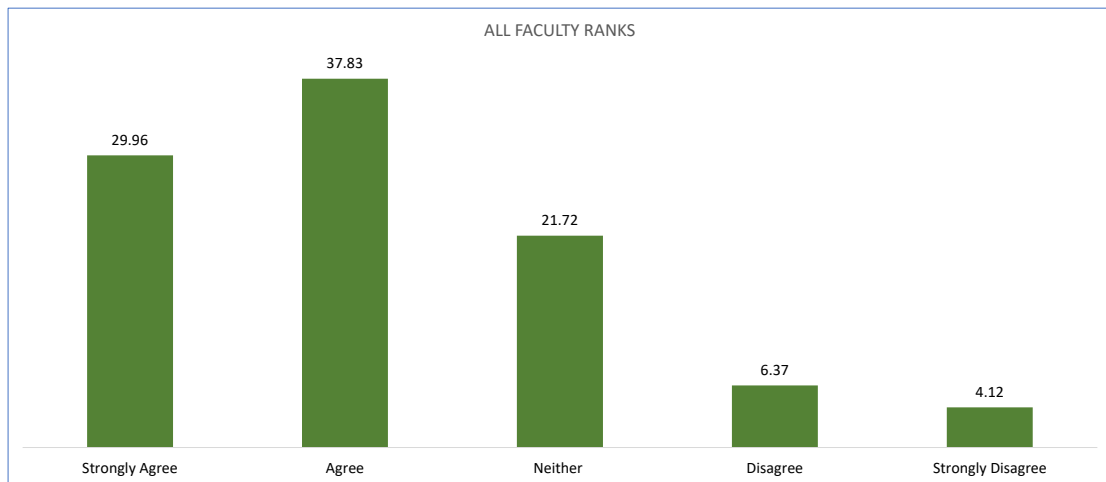
Q18: I found spaces and/or resources that support my whole identity/well-being on campus



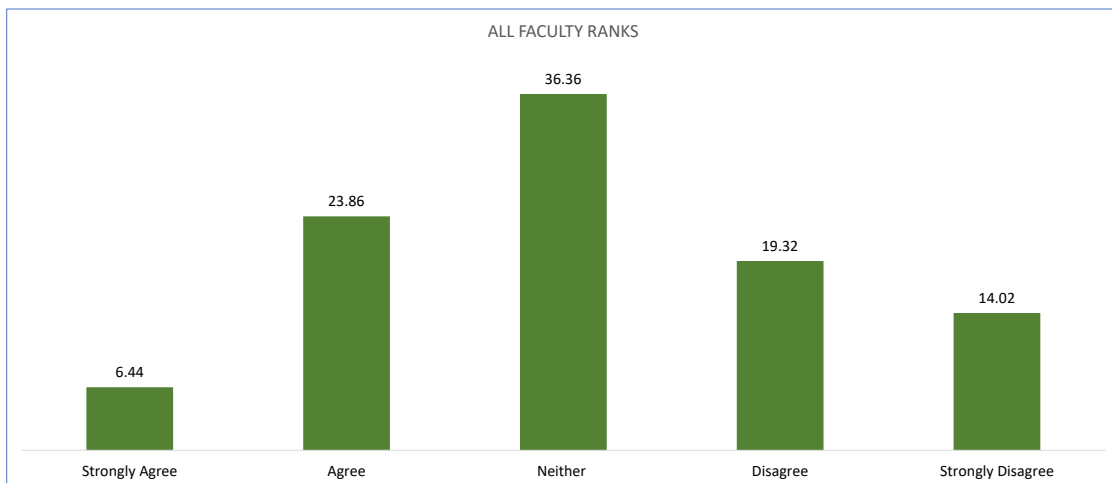
Q19: I see a difference in how tenured/tenure-track vs. non tenure-track faculty are treated



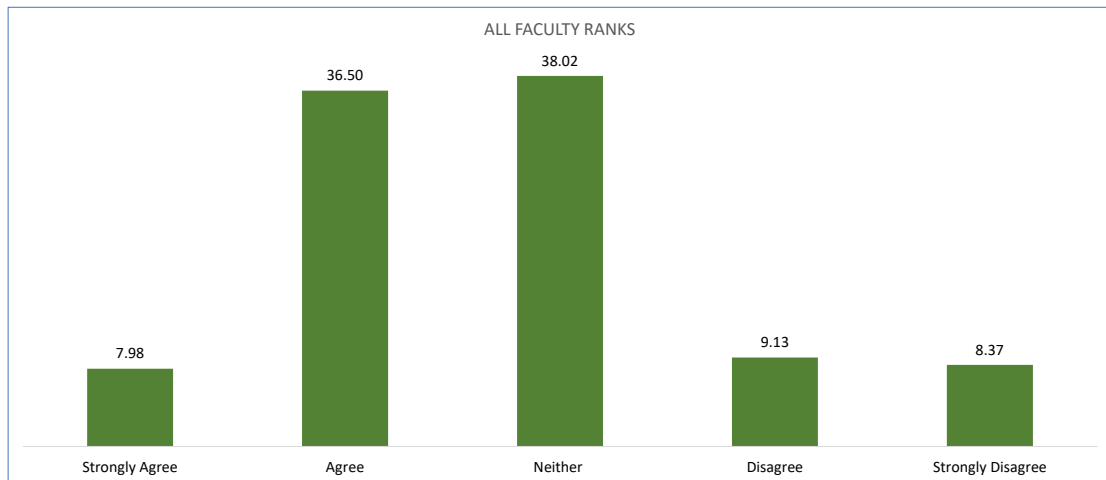
Q20: I see a difference in how faculty vs. staff are treated



Q21: Faculty opinions are taken seriously by senior administrators (e.g. president, dean, assistant vice president, provost)

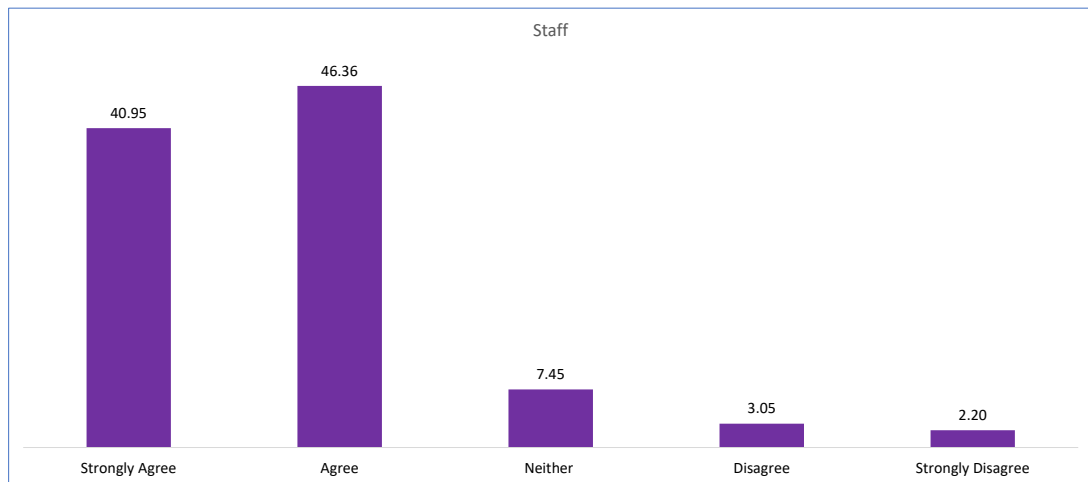


Q22: Faculty opinions are valued within Santa Clara University committees

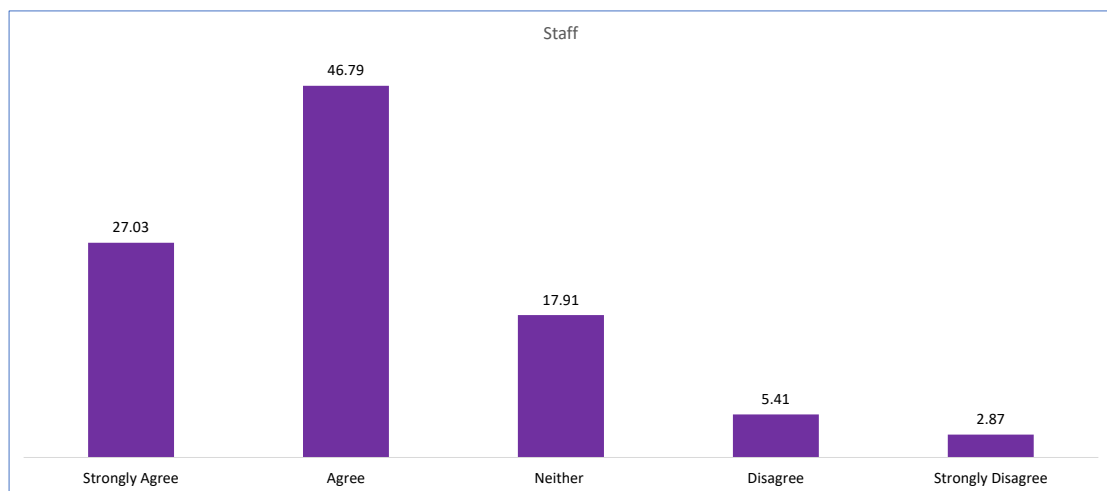


Interactions
(Staff)

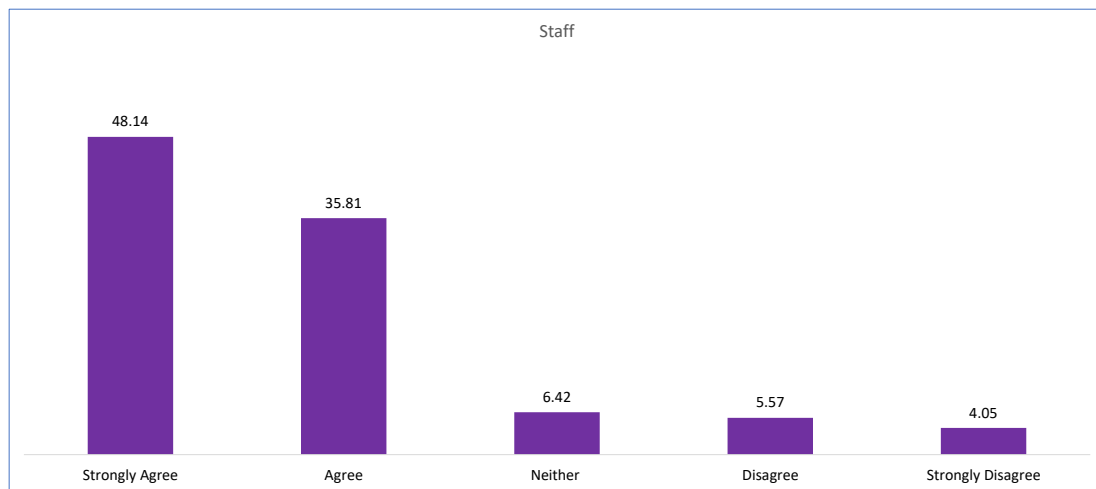
Q1: I feel valued by coworkers in my department.



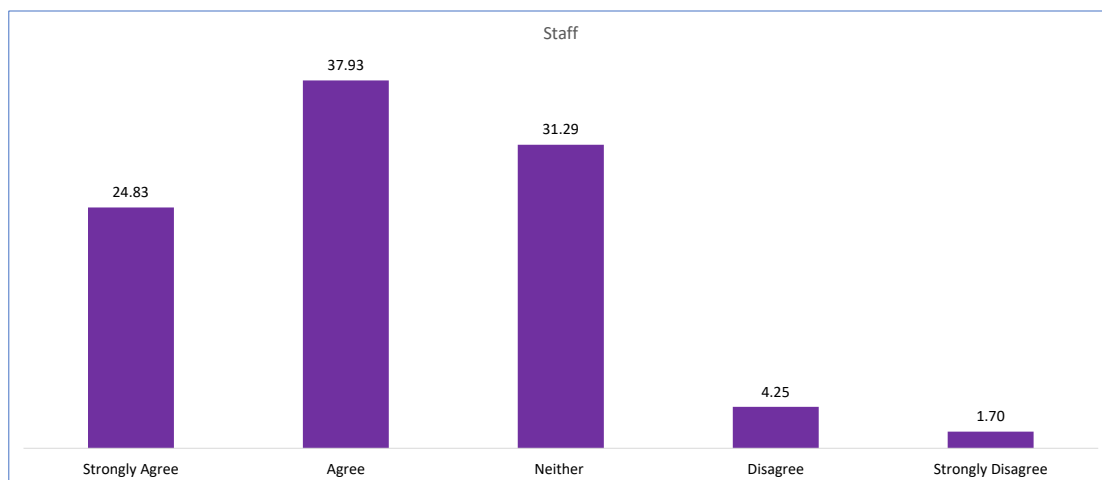
Q2: I feel valued by coworkers outside my department.



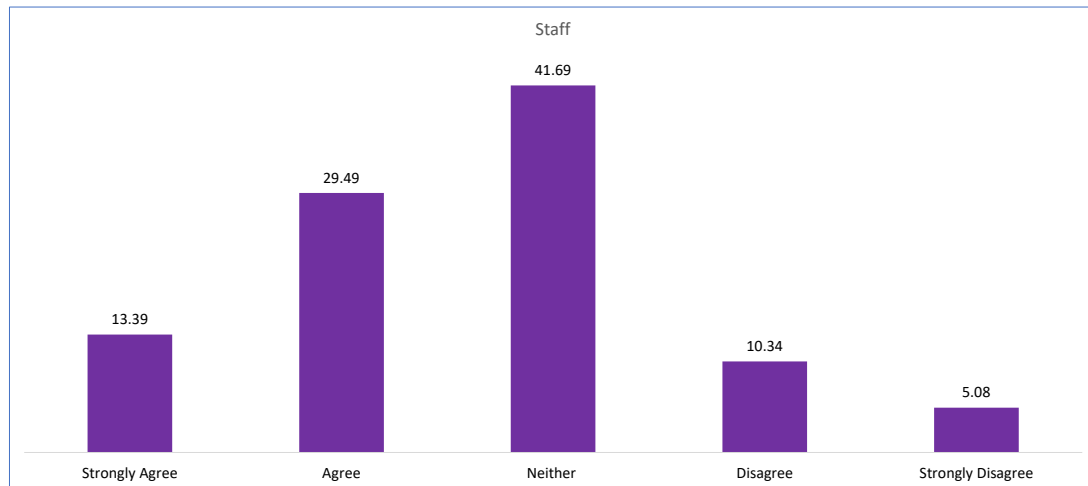
Q3: I feel valued by my supervisor/manager.



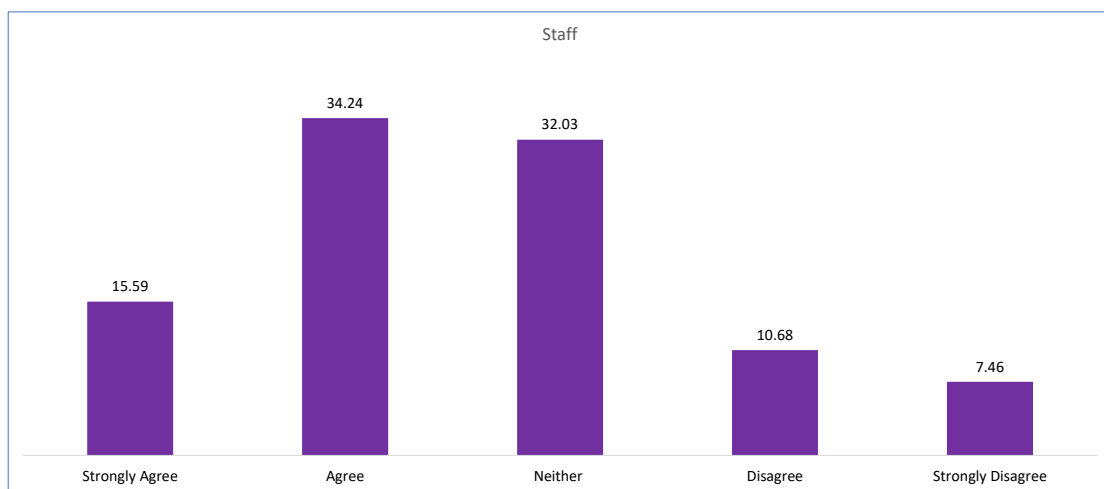
Q4: I feel valued by Santa Clara University students.



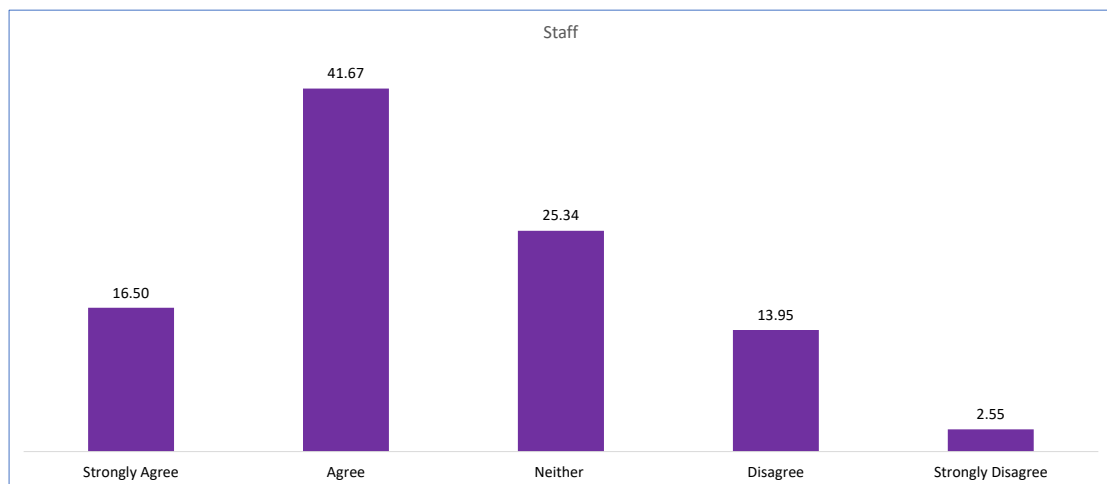
Q5: I feel valued by Santa Clara University faculty.



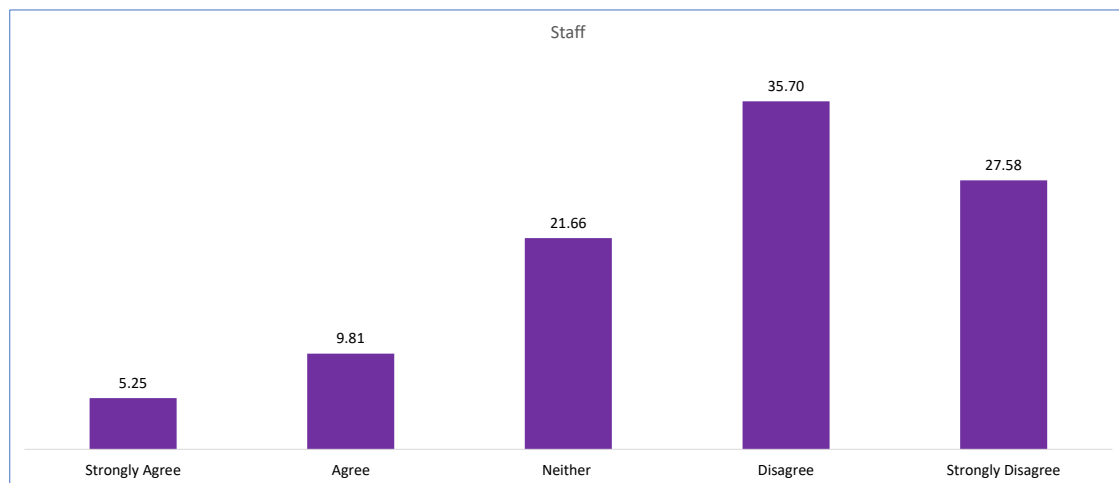
Q6: I feel valued by Santa Clara University senior administrators (e.g., president, dean, assistant vice president, provost).



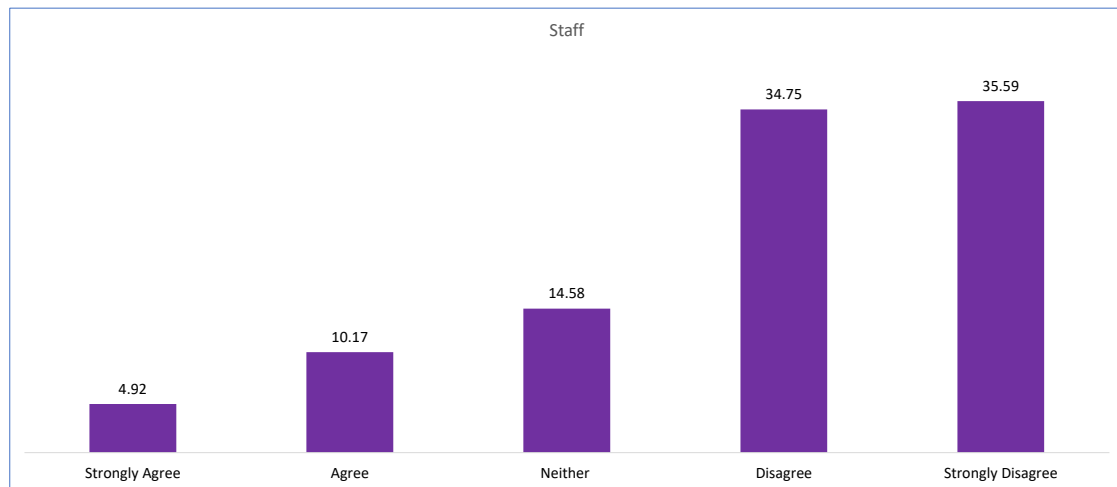
Q7: I feel I have the opportunity to engage with faculty at Santa Clara University



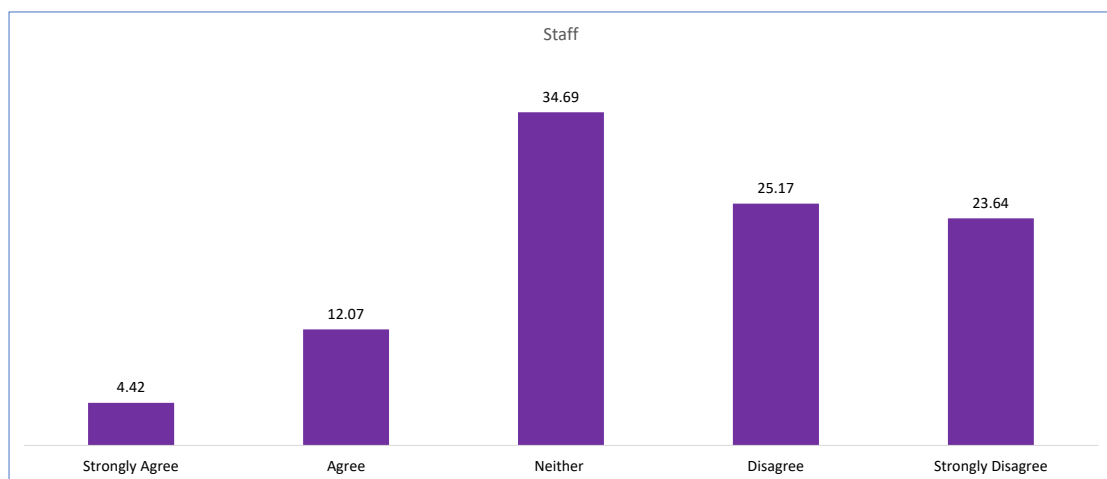
Q8: I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.



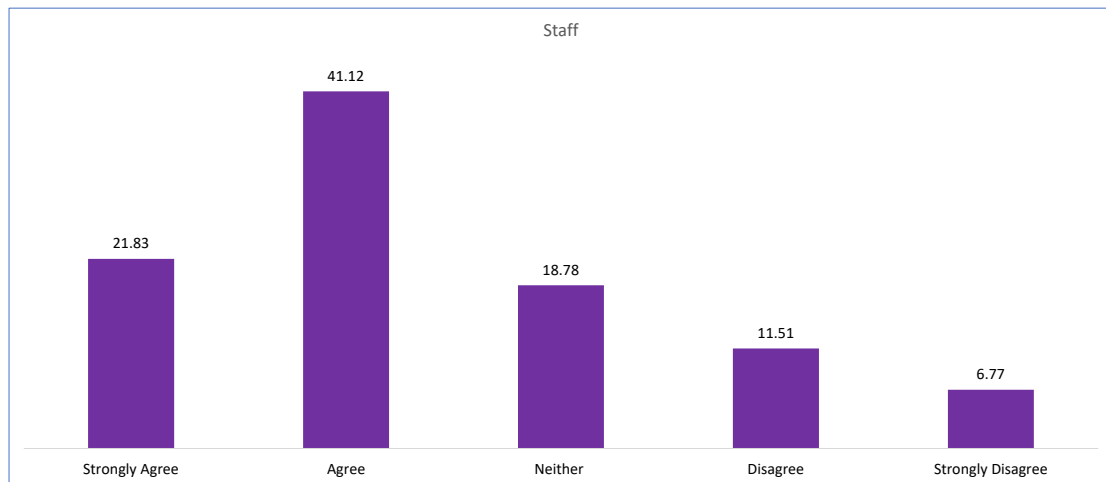
Q9: I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.



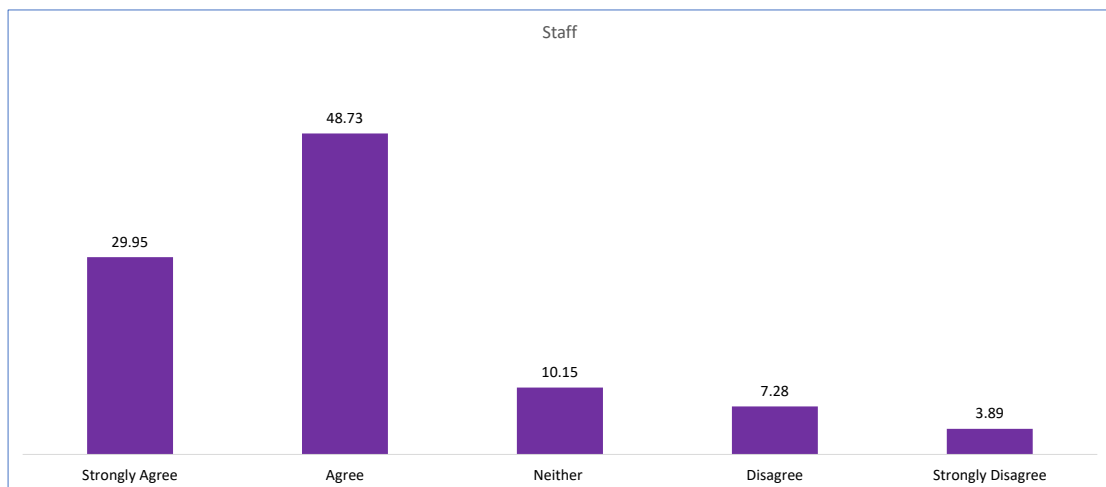
Q10: I think that faculty prejudice my abilities based on their perception of my identity/background.



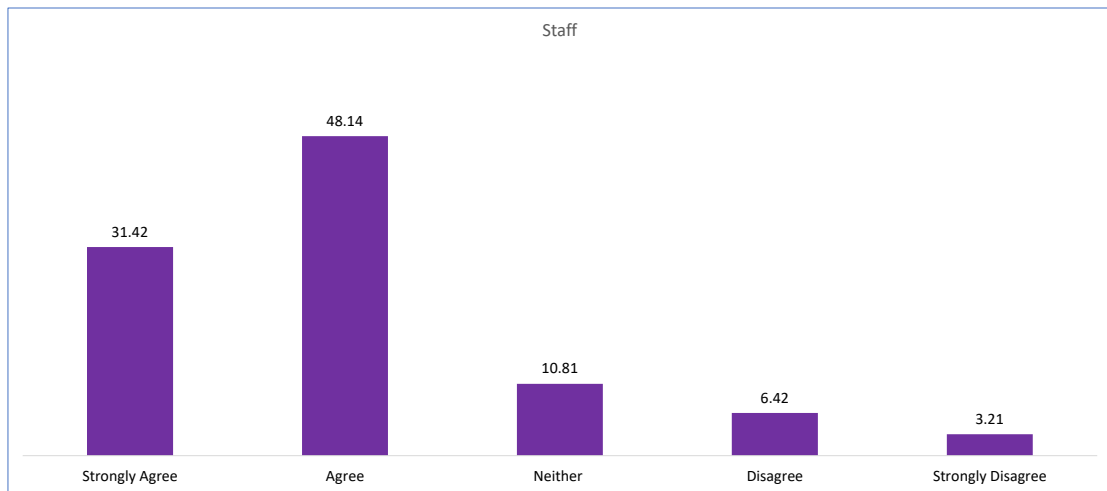
Q11: I believe that my department/program encourages free and open discussion of difficult topics.



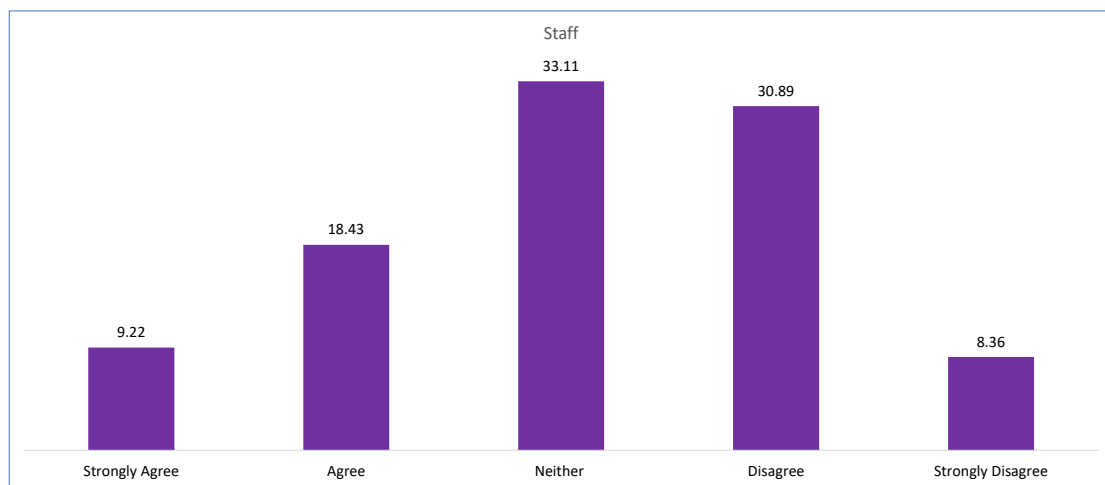
Q12: I feel that my skills are valued.



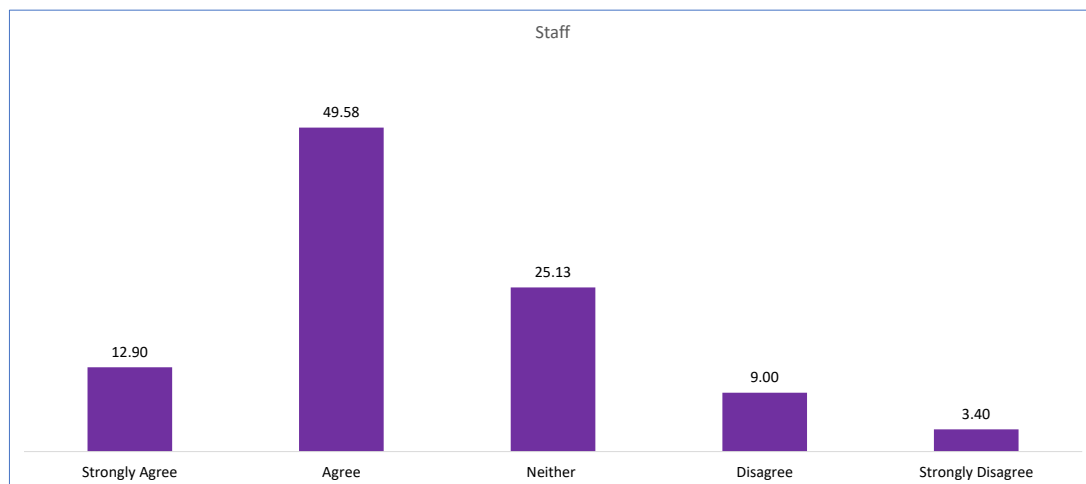
Q13: I feel that my work is valued.



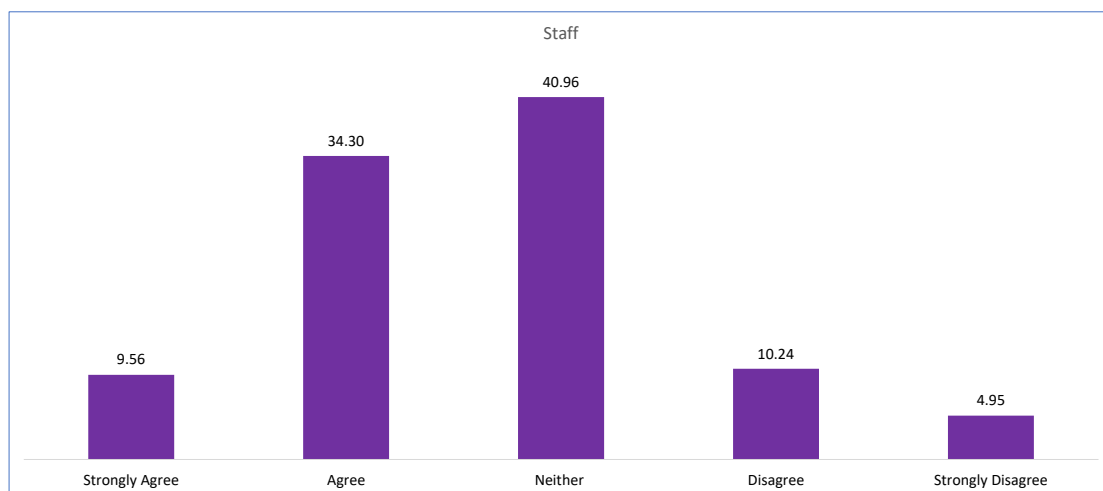
Q14: I actively engage in identity-based affinity and/or employee resource groups



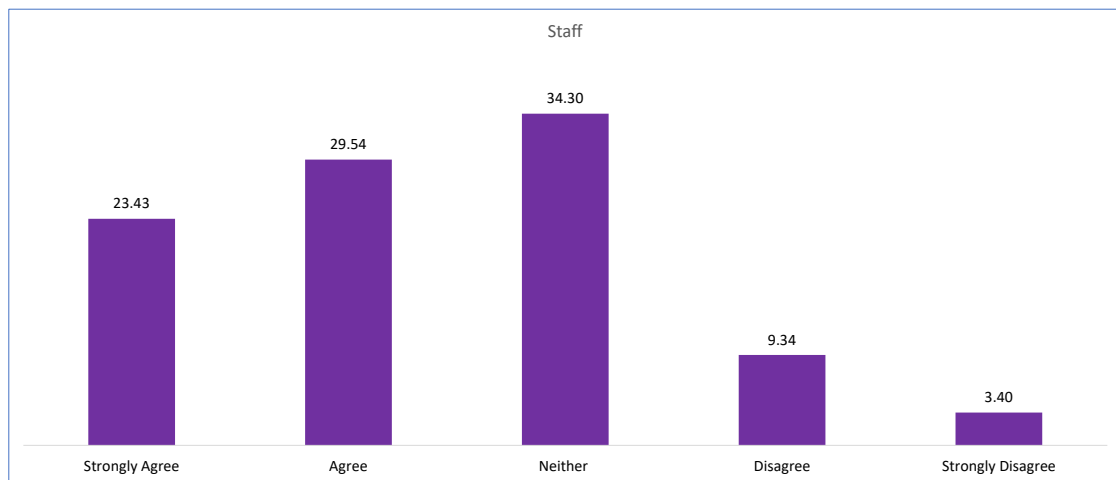
Q15: There are adequate opportunities for me to be in community with my colleagues



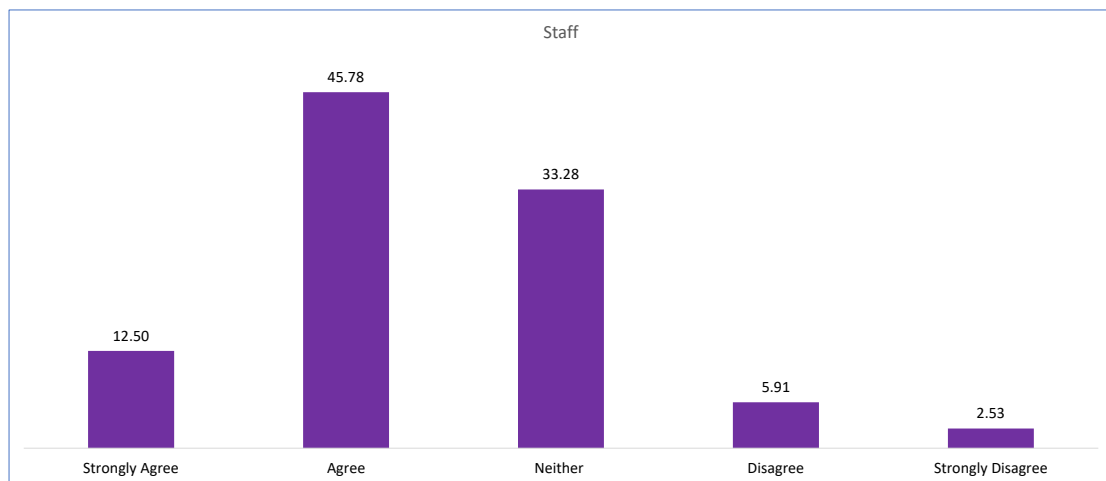
Q16: I have found spaces and/or resources that support my whole identity well-being on campus



Q17: I see a difference in how faculty vs. staff are treated

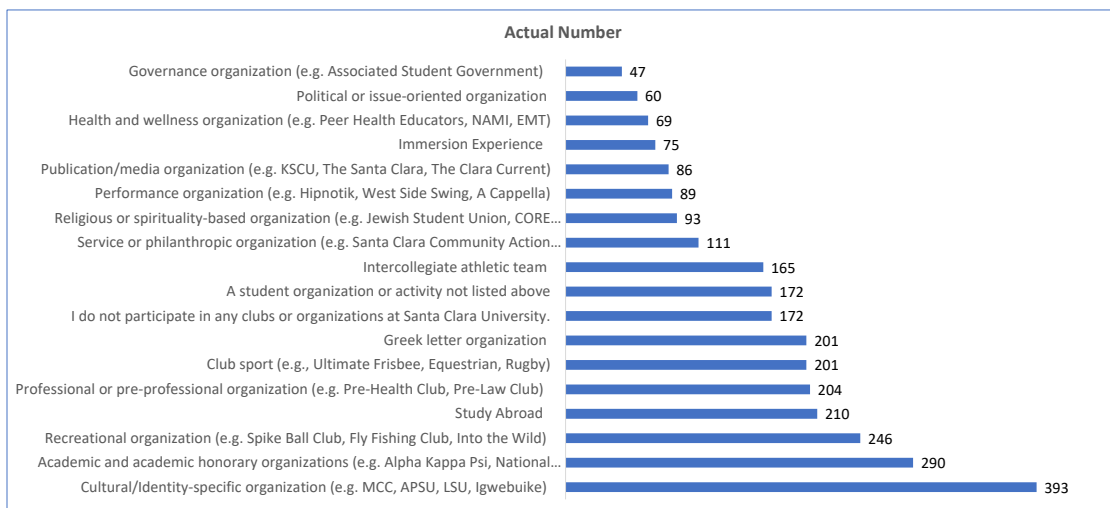


Q18: I feel that I can engage within the staff shared governance system (i.e. Staff Senate, Staff Affairs)

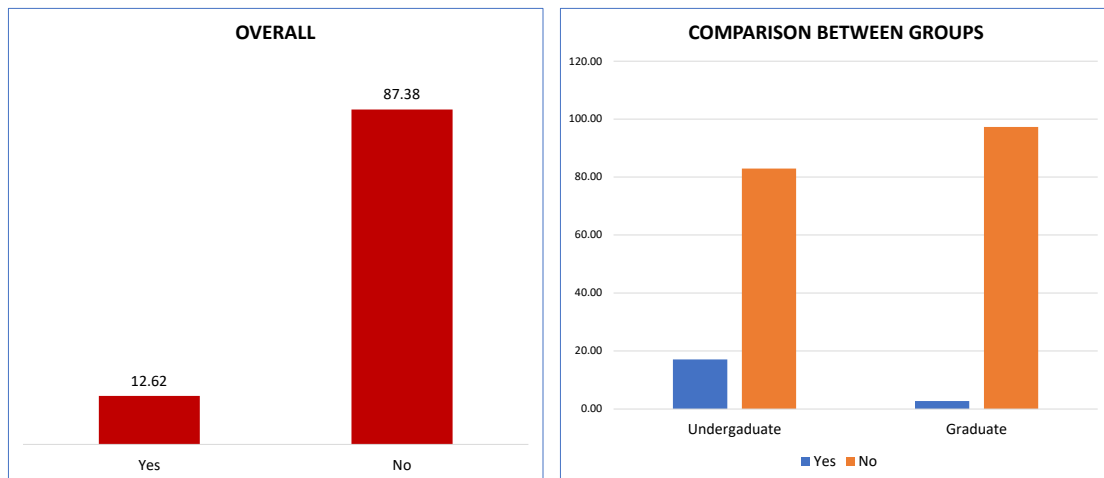


Engagement (Student)

Q1: STUDENT ENGAGEMENT: Since having been a student at Santa Clara University, have you been a member or participated in any of the following? (Mark all that apply.)

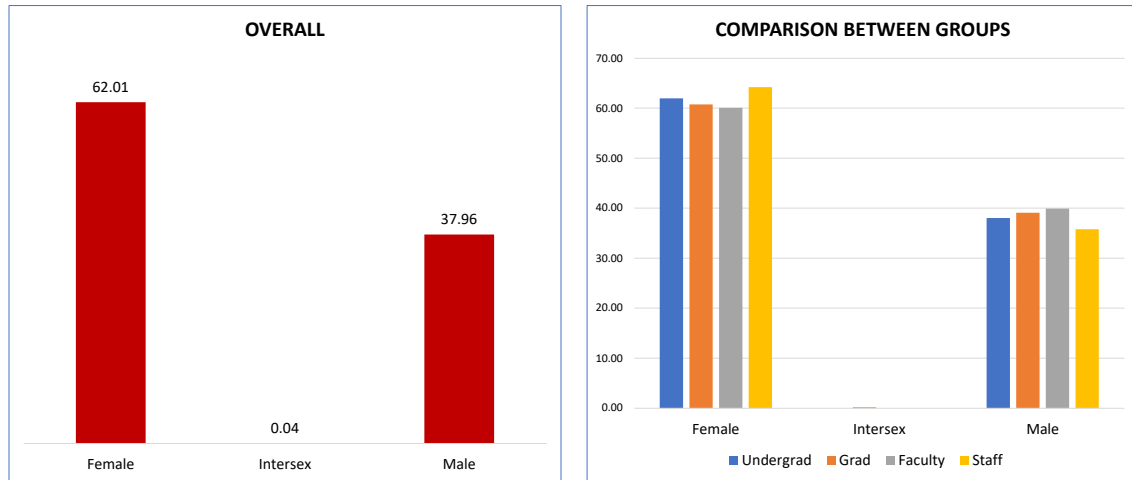


Q2: I am a Division 1 NCAA student athlete.

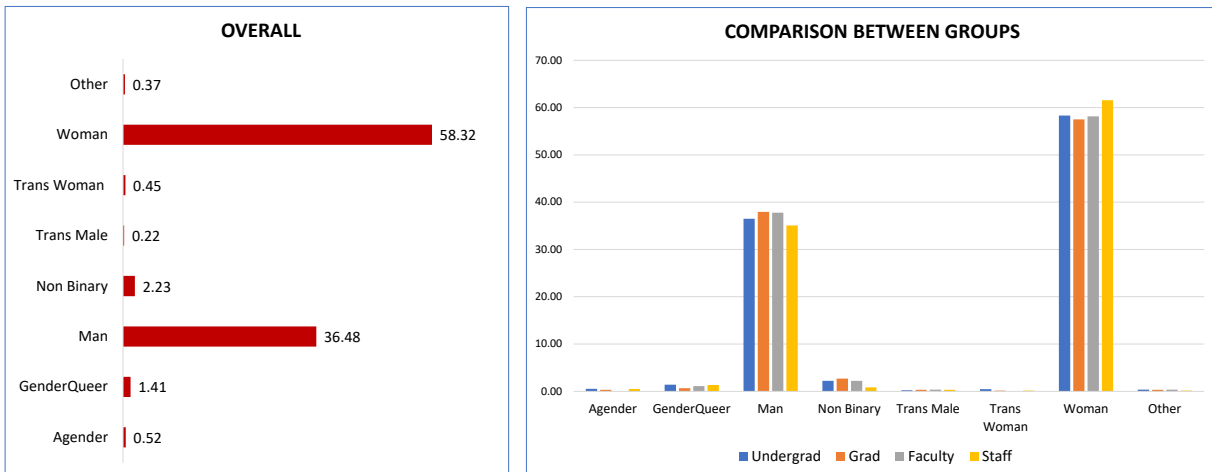


Demographics

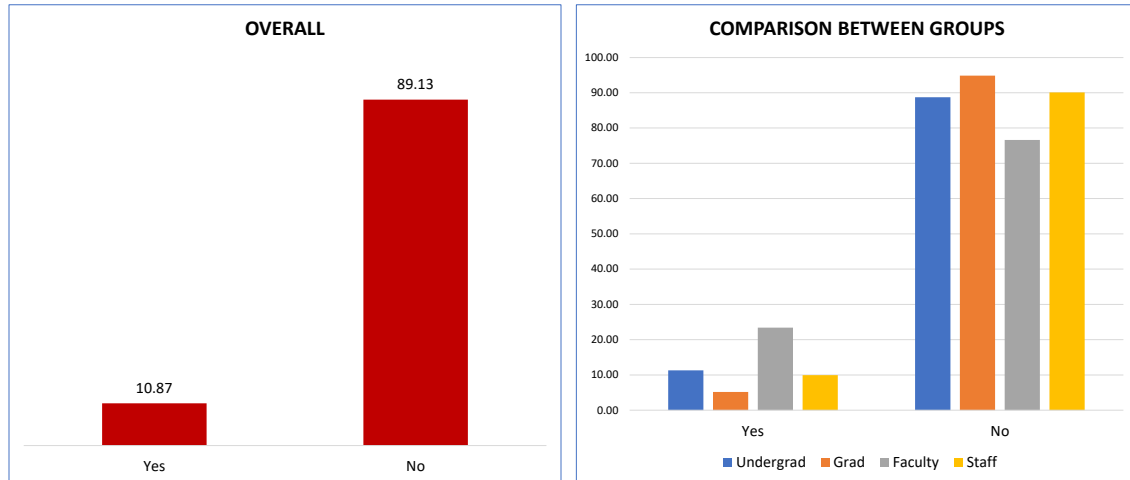
What was your birth sex (assigned)?



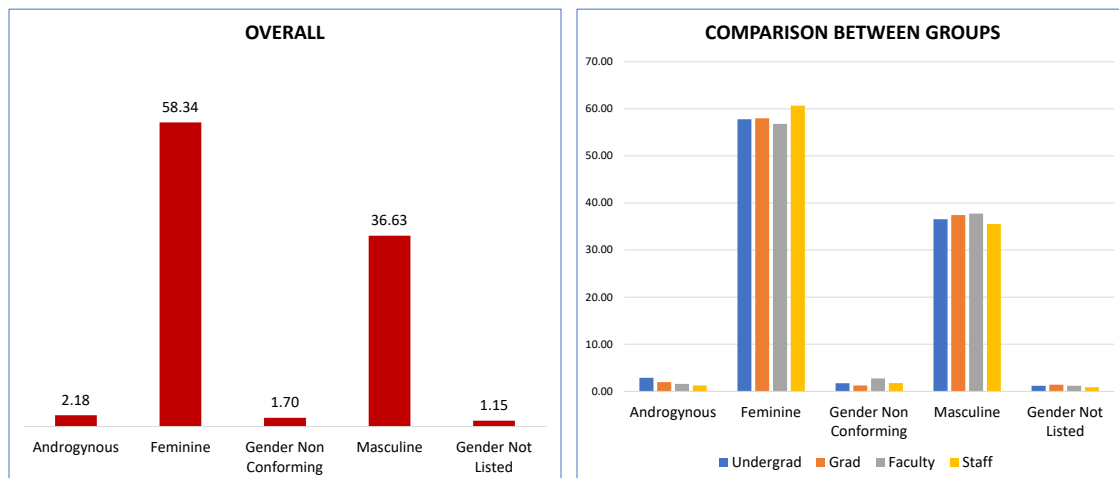
What is your gender/gender identity? (Mark all that apply)



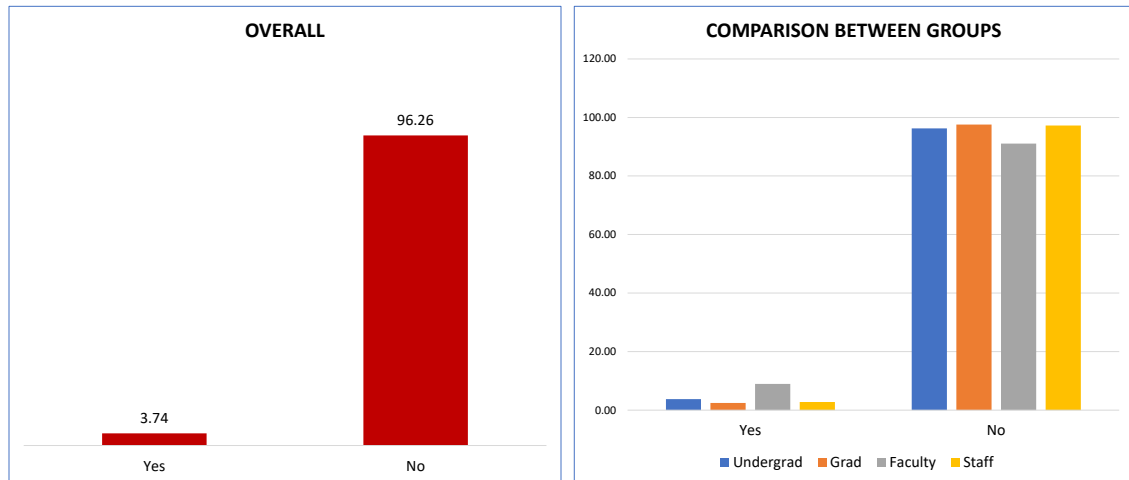
Have you experienced discrimination because of your gender/gender identity at SCU?



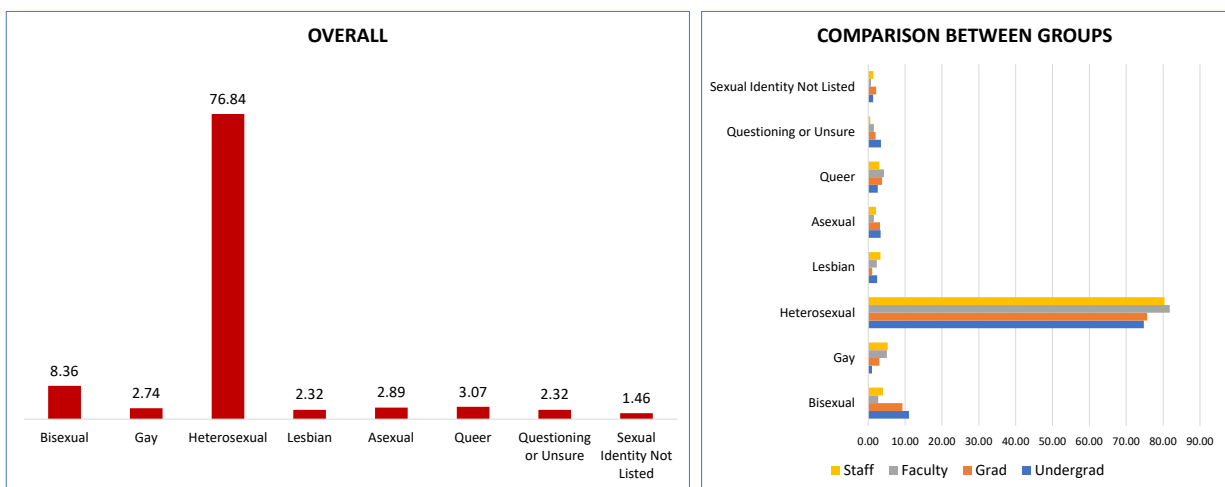
What is your current gender expression?



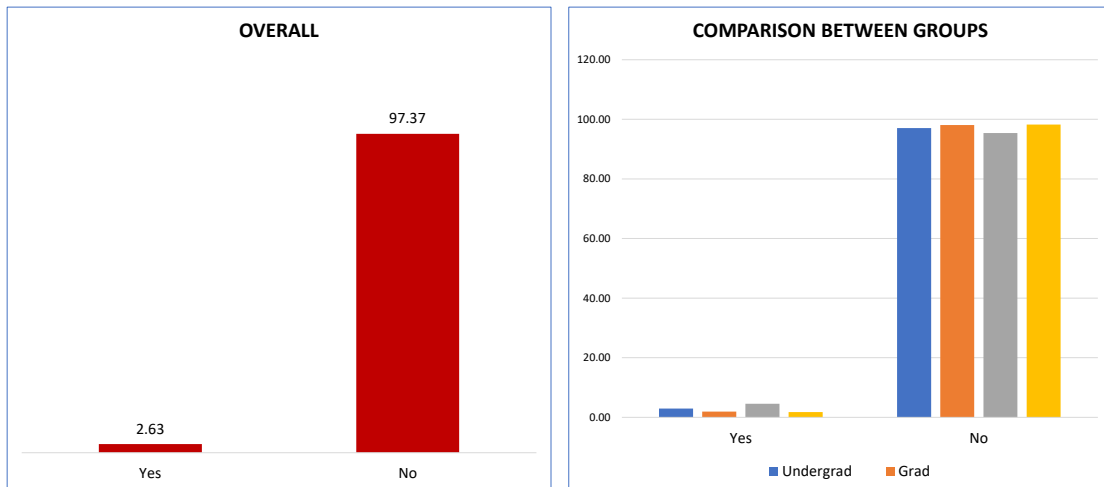
Have you experienced discrimination because of your gender expression at SCU?



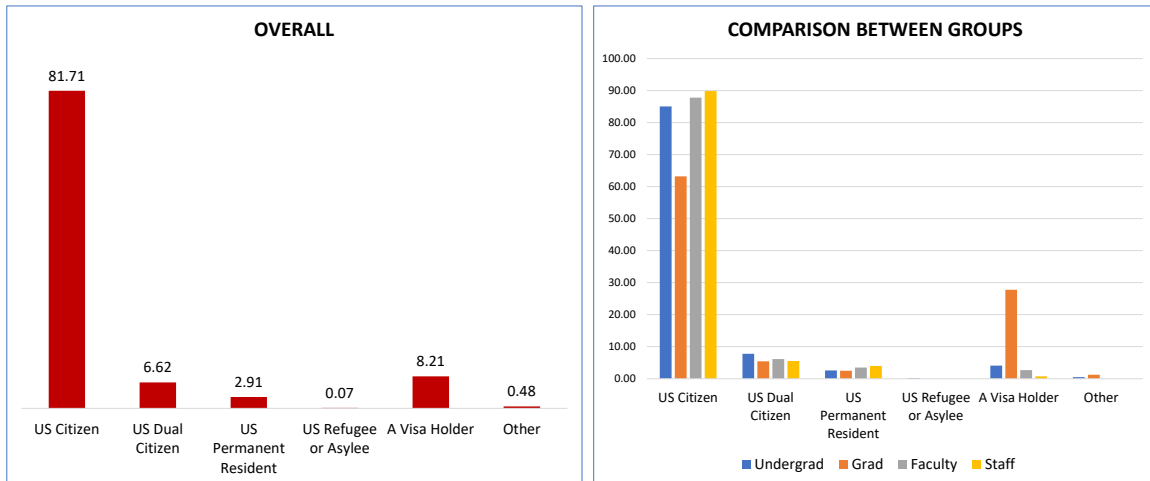
Which choice below most accurately describes your sexual identity?



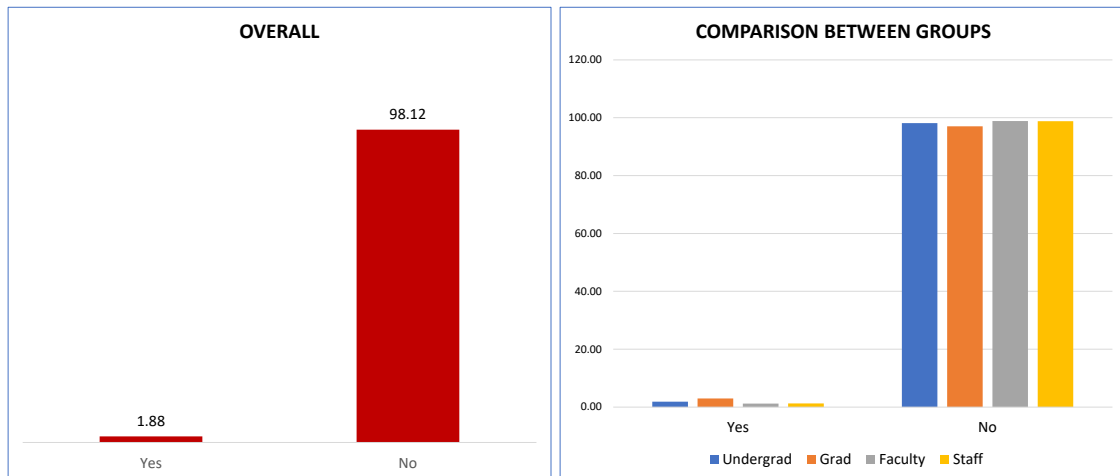
Have you experienced discrimination based on your sexual identity at SCU?



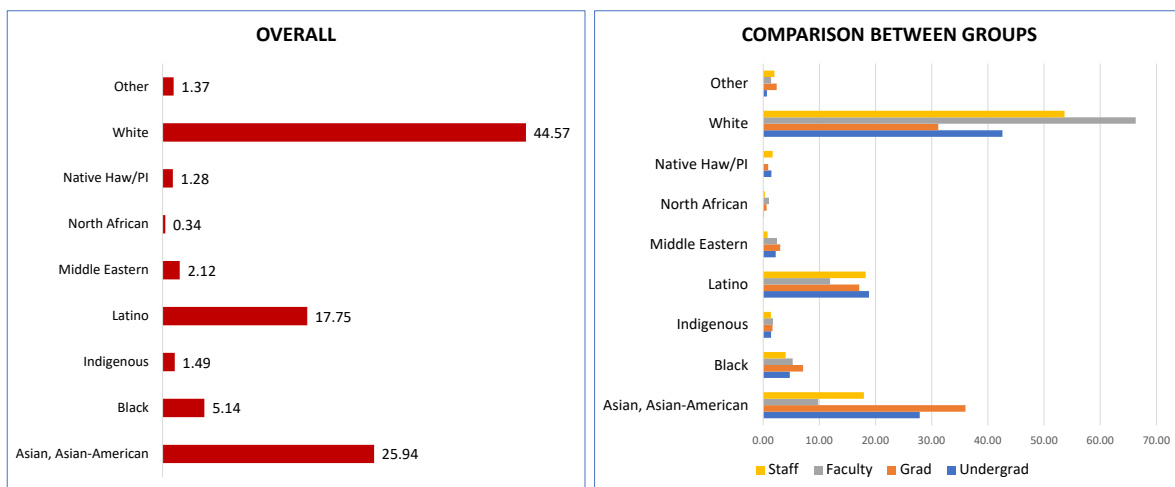
What is your citizenship/immigrant status in the United States?



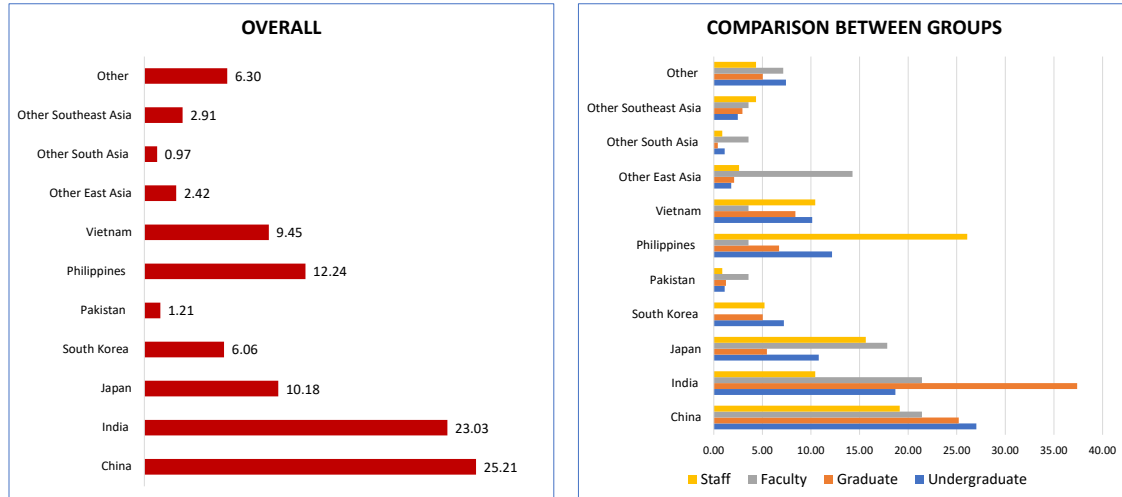
Have you experienced discrimination because of your citizenship/immigrant status at SCU?



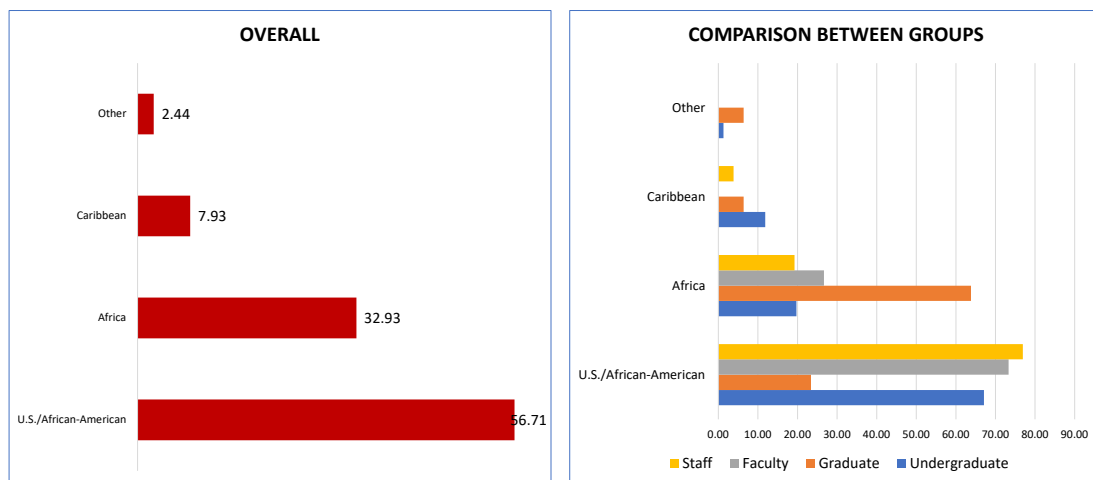
Which group below most accurately describes your racial/ethnic identification. (If you are of multiracial/multiethnic/multicultural identity, mark all that apply)



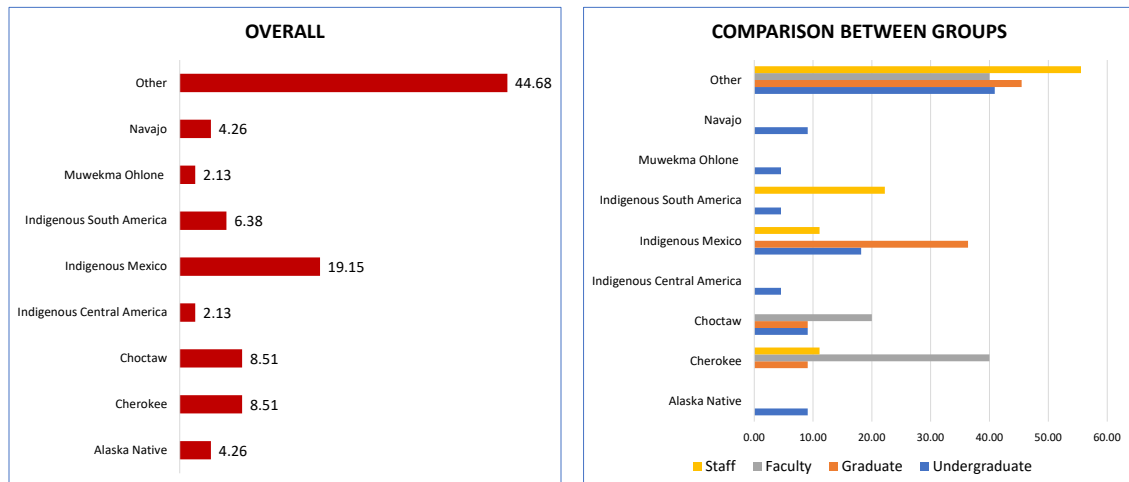
Since you indicated Asian, Asian American, please indicate country of origin/ancestry



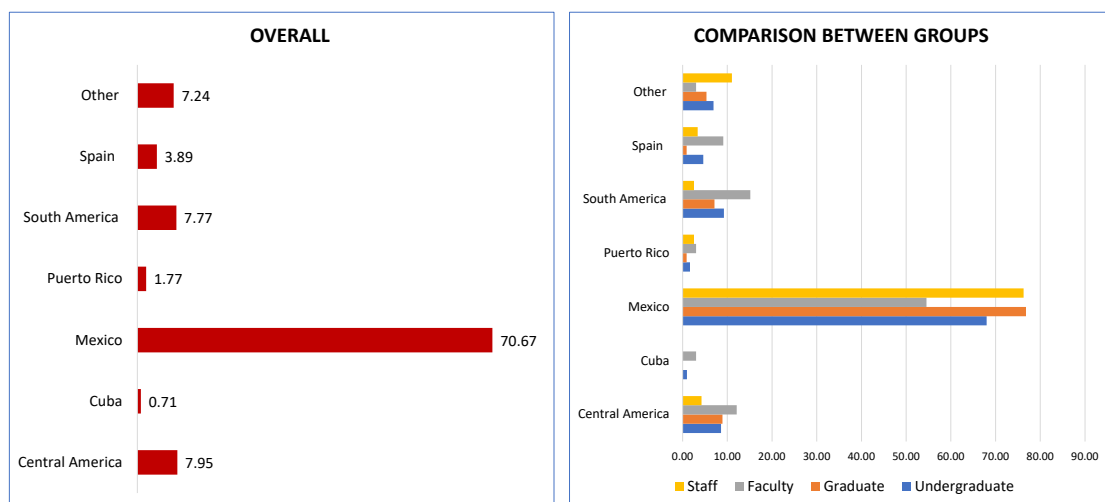
Since you indicated Black, African American or African, please indicate country of origin/ancestry.



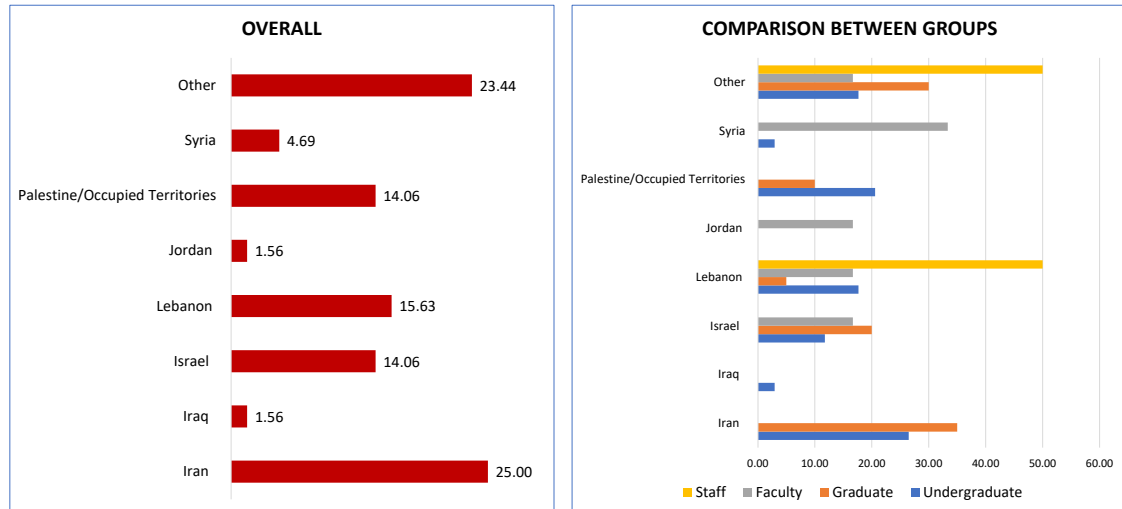
Since you indicated Indigenous, American Indian, Native American, or Alaska Native, please indicate country of origin/ancestry.



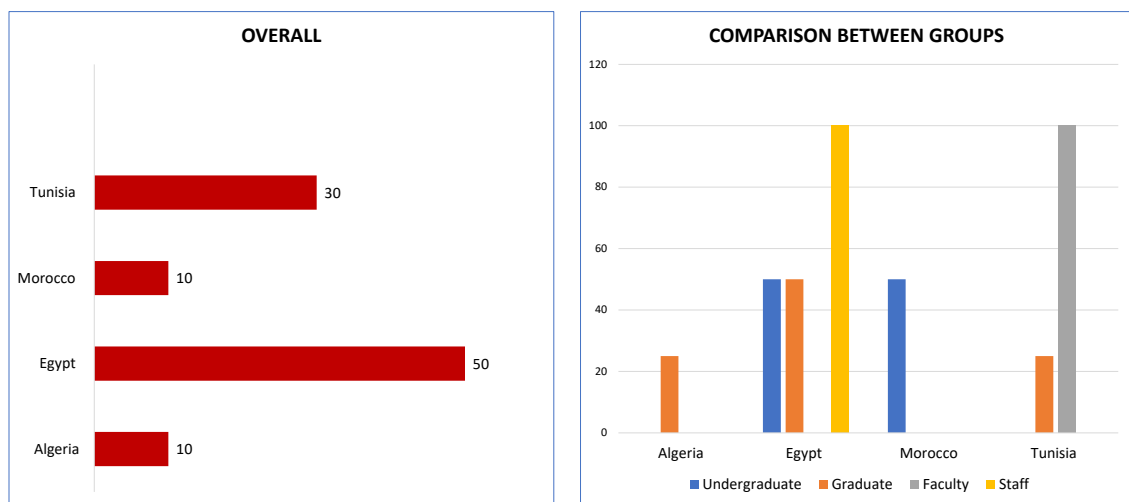
Since you indicated Latino/a/x/e, Chicano/a/x/e, or Hispanic, please indicate country of origin/ancestry.



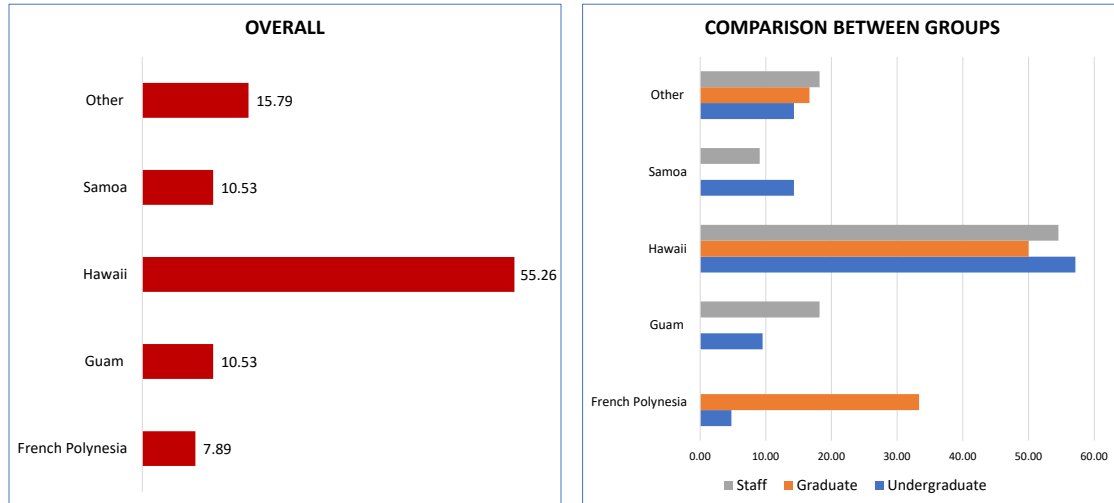
Since you indicated Middle Eastern, please indicate country of origin/ancestry.



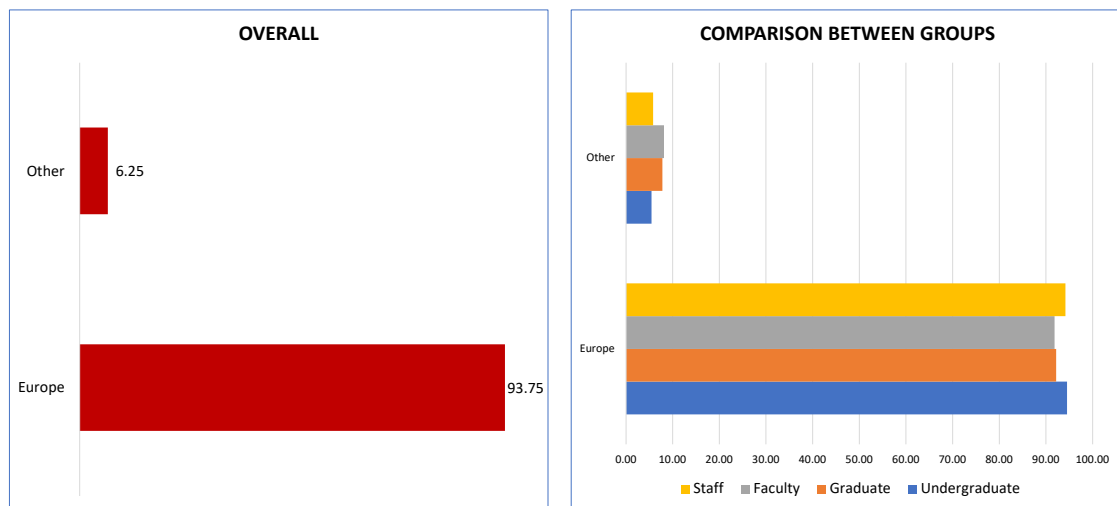
Since you indicated North African, please indicate country of origin/ancestry.



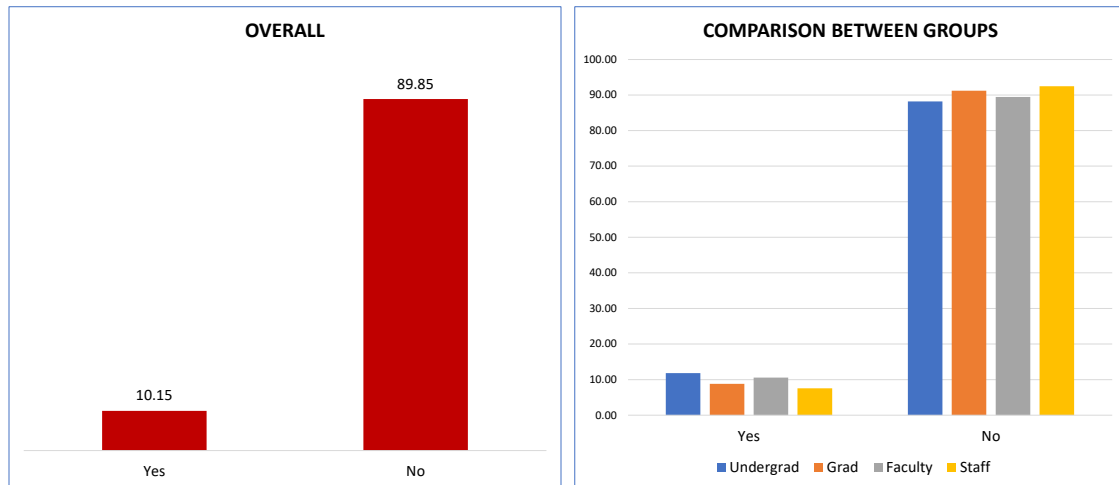
Since you indicated Native Hawaiian or Pacific Islander, please indicate country of origin/ancestry.



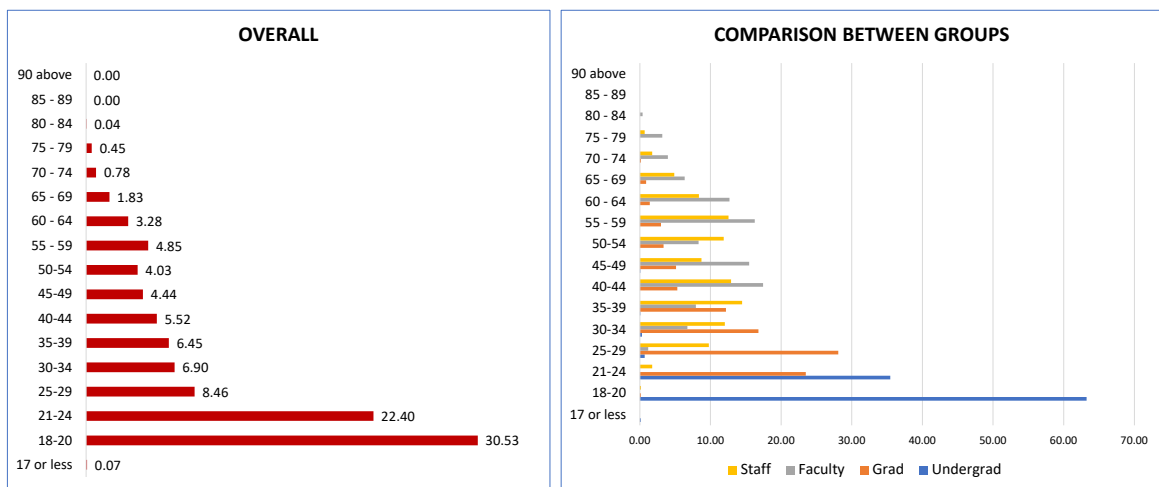
Since you indicated White or Caucasian, please indicate country of origin/ancestry.



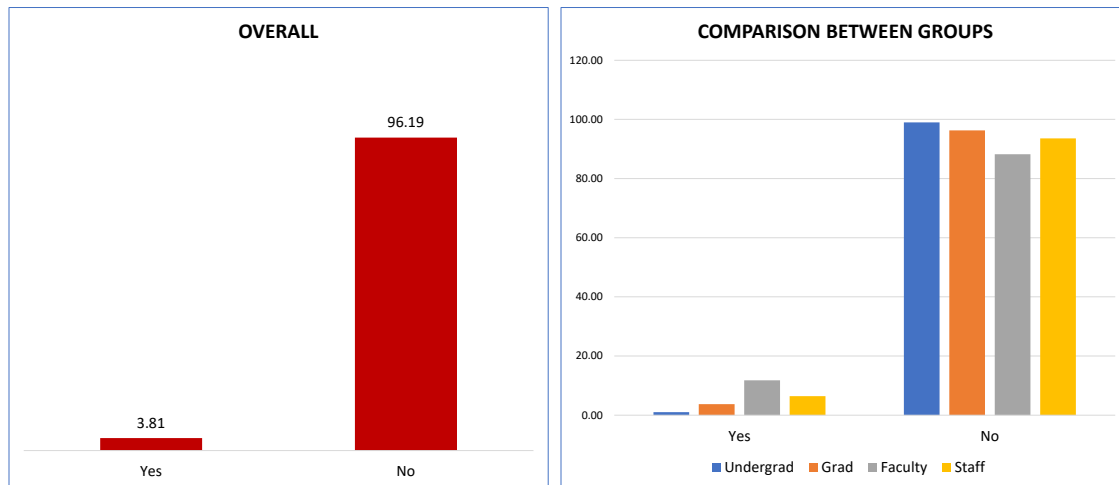
Have you experienced discrimination because of your racial/ethnic identification at SCU?



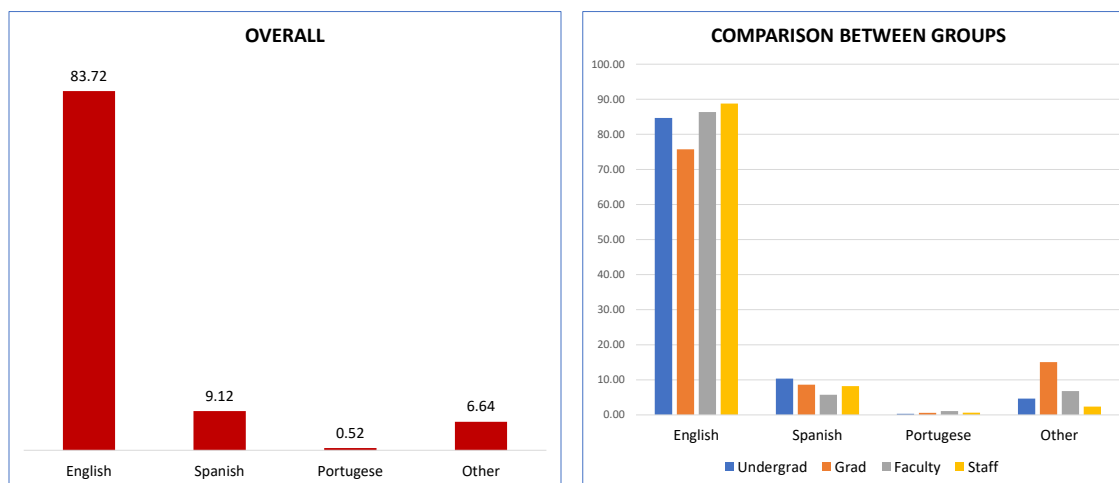
What is your age range?



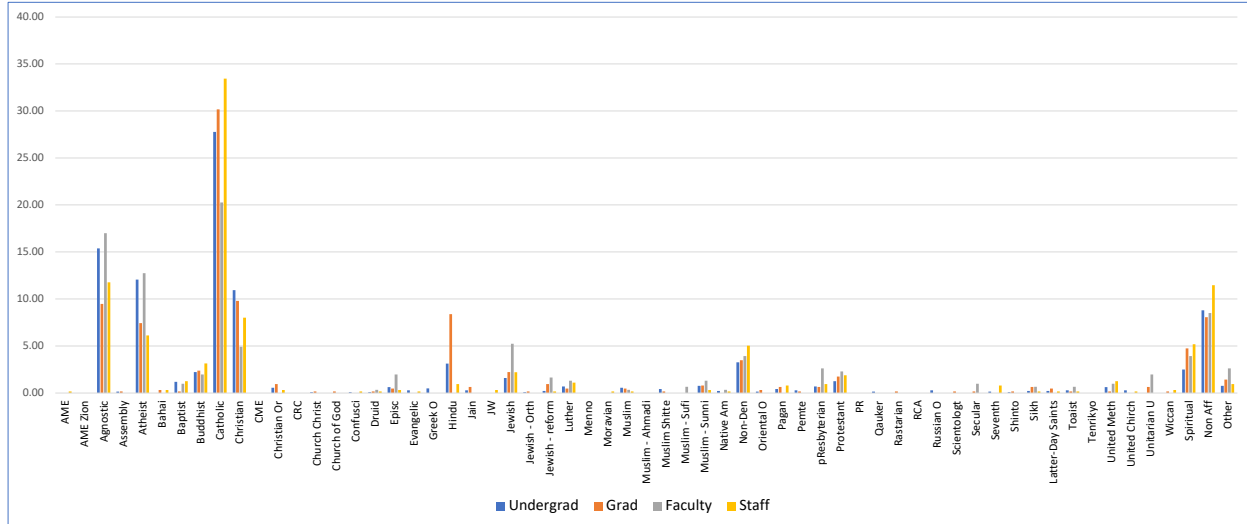
Have you experienced discrimination because of your age at SCU?



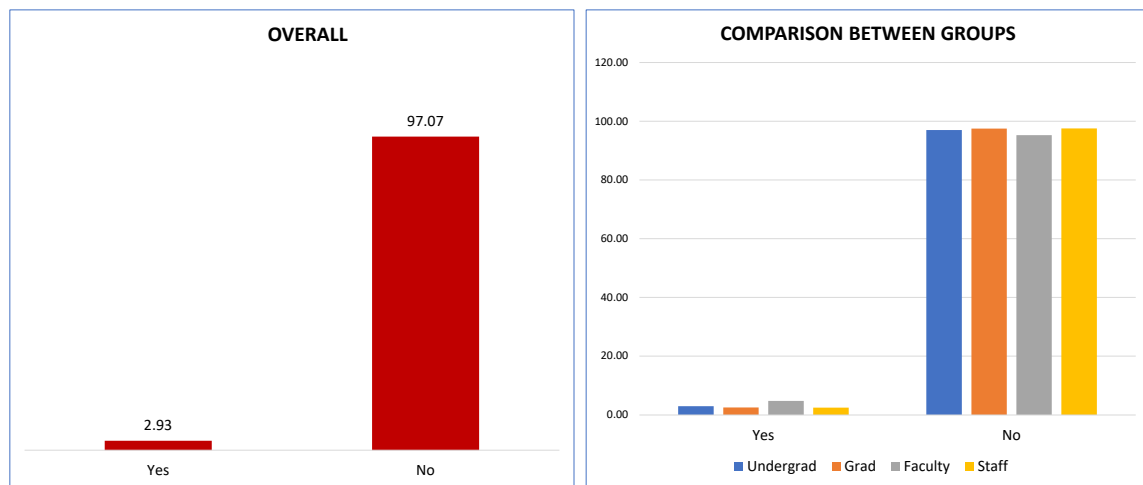
Which is your primary language? (Mark all that apply)



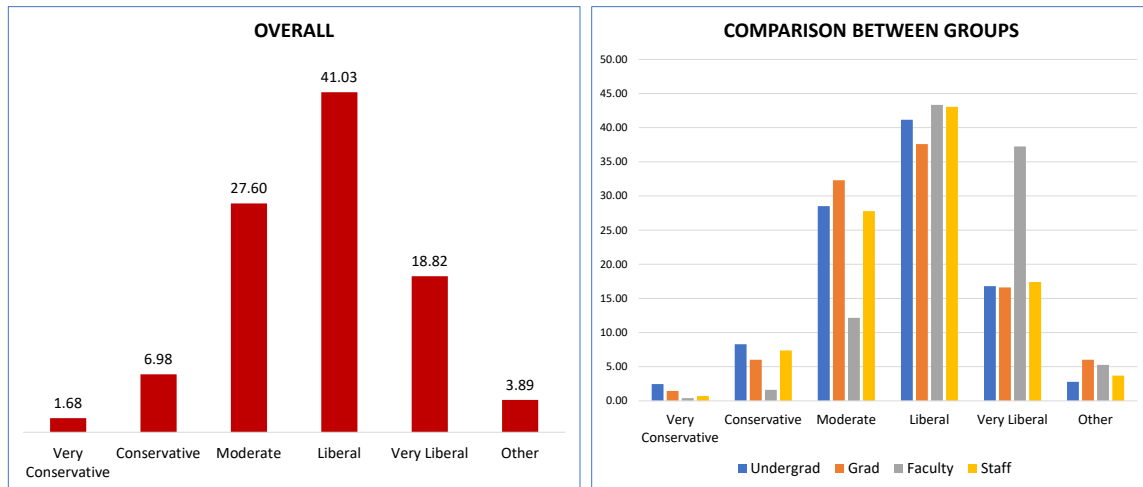
What is your religious or spiritual identity? (Mark all that apply)



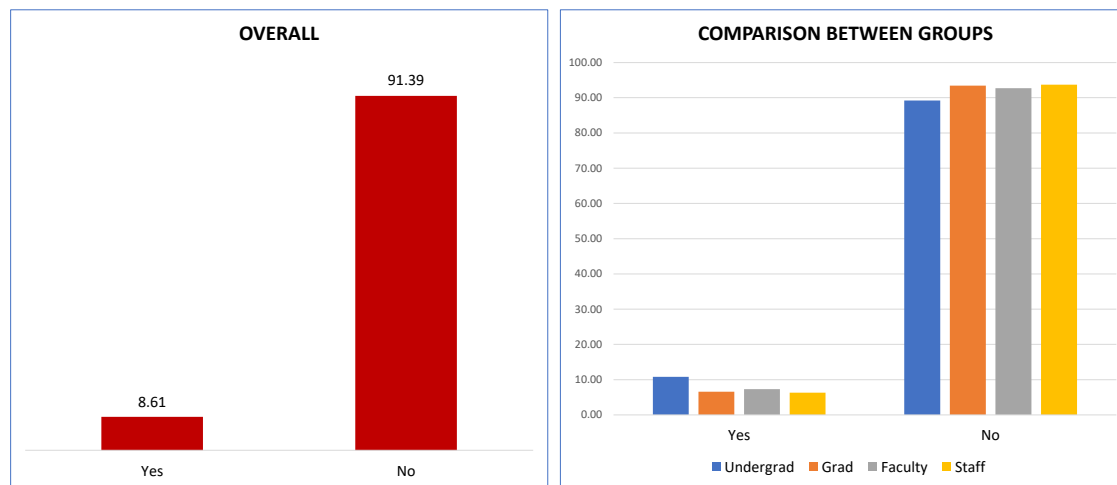
Have you experienced discrimination because of your religious/spiritual beliefs at SCU?



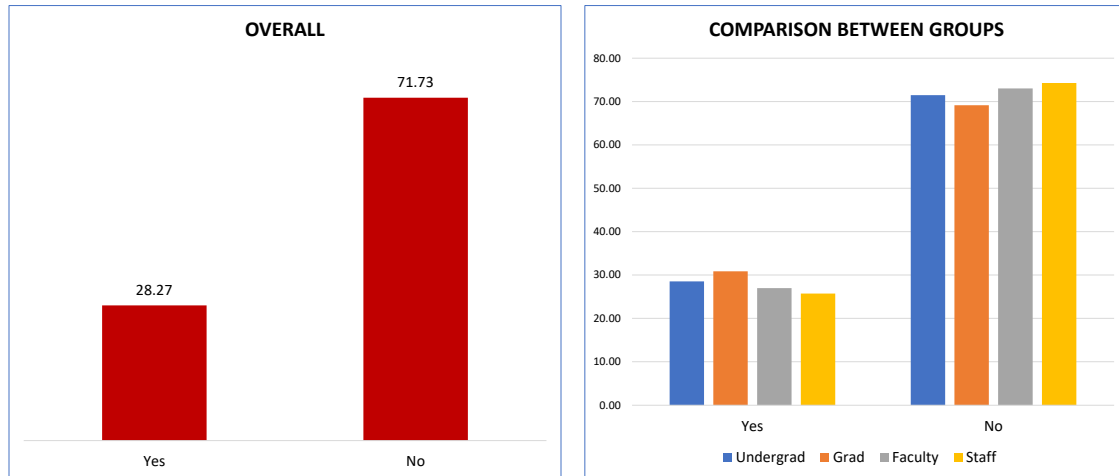
How would you describe your current political views?



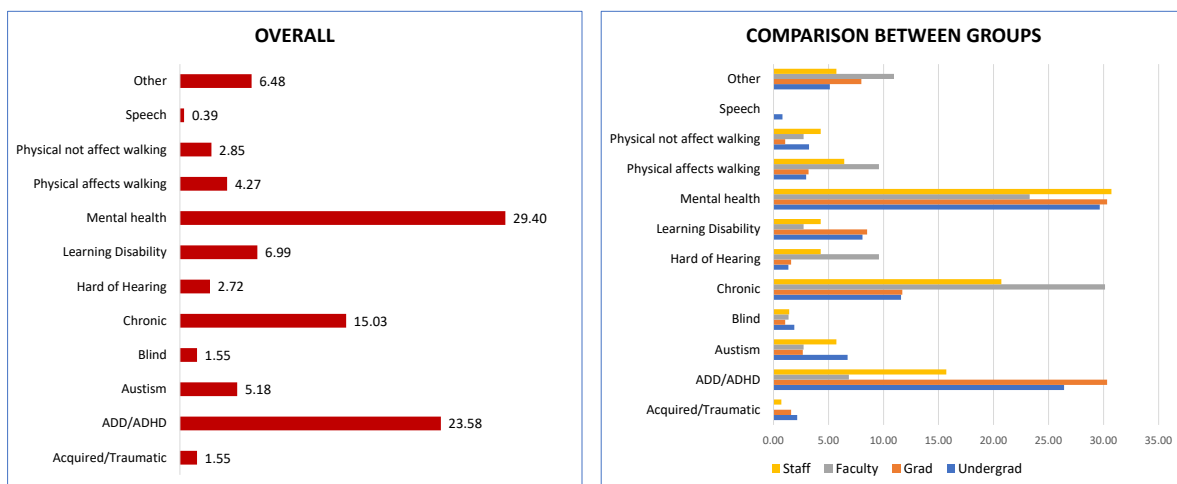
Have you experienced discrimination because of your political views at SCU?



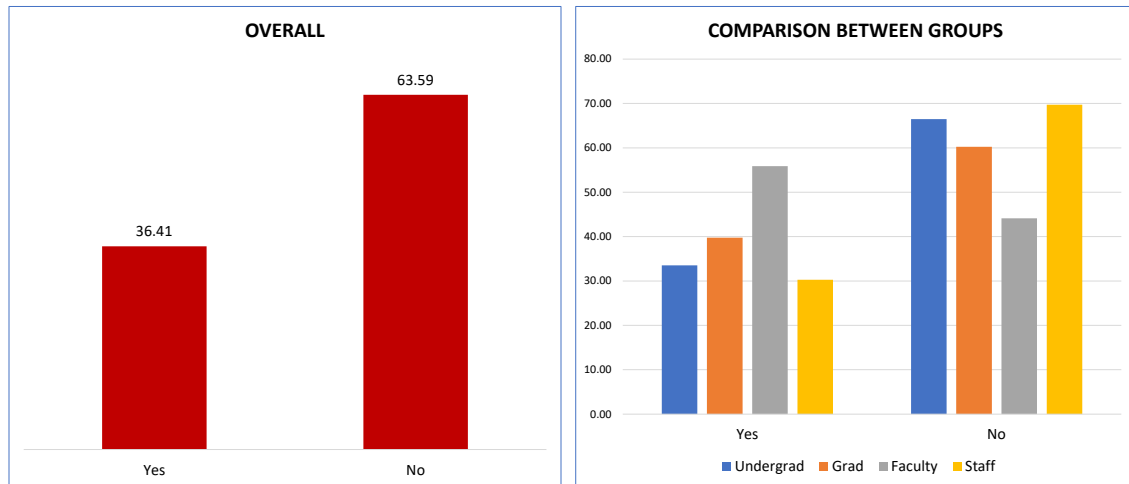
Do you have a condition/disability that significantly influences your learning, living, or working activities?



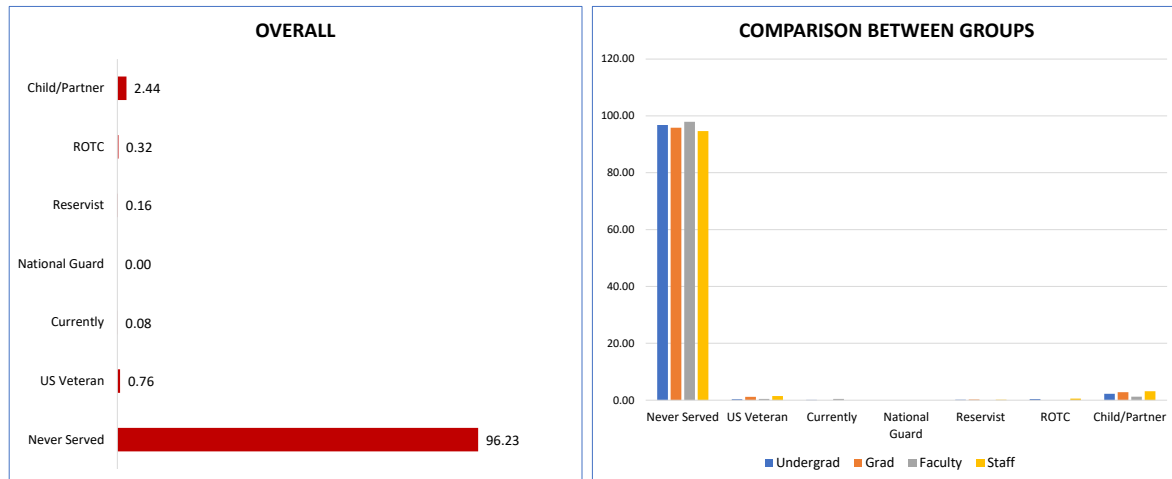
If Yes - Which, if any of the conditions listed below significantly influence your learning, living, or working activities? (Mark all that apply)



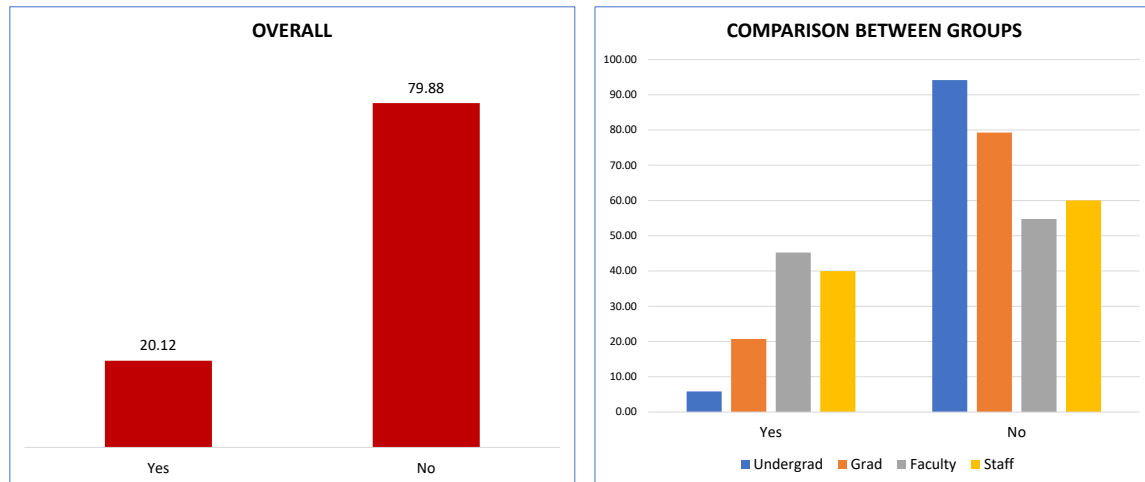
Have you experienced challenges at SCU because of your condition/disability?



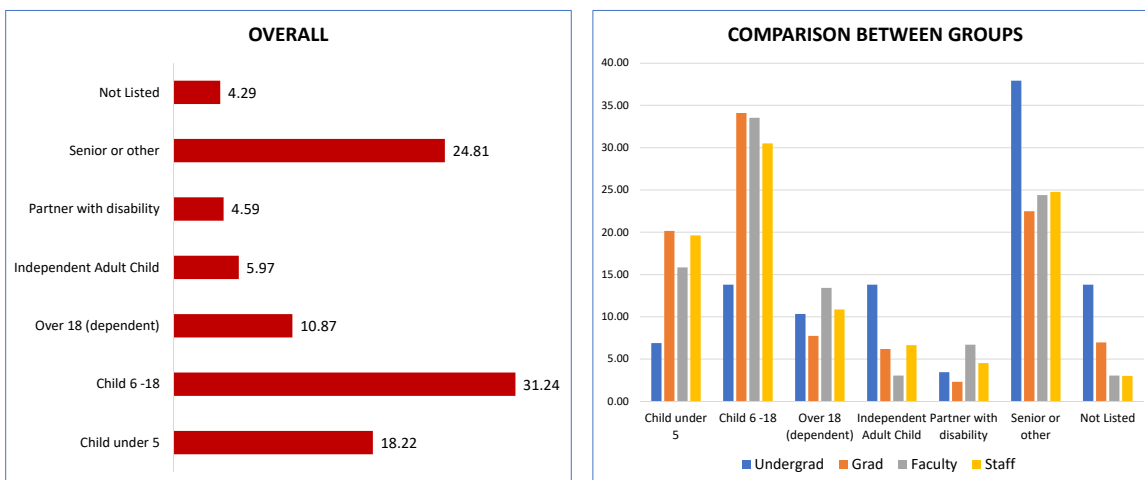
If you are a U.S. Veteran, are currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family members), please indicate your current primary status.



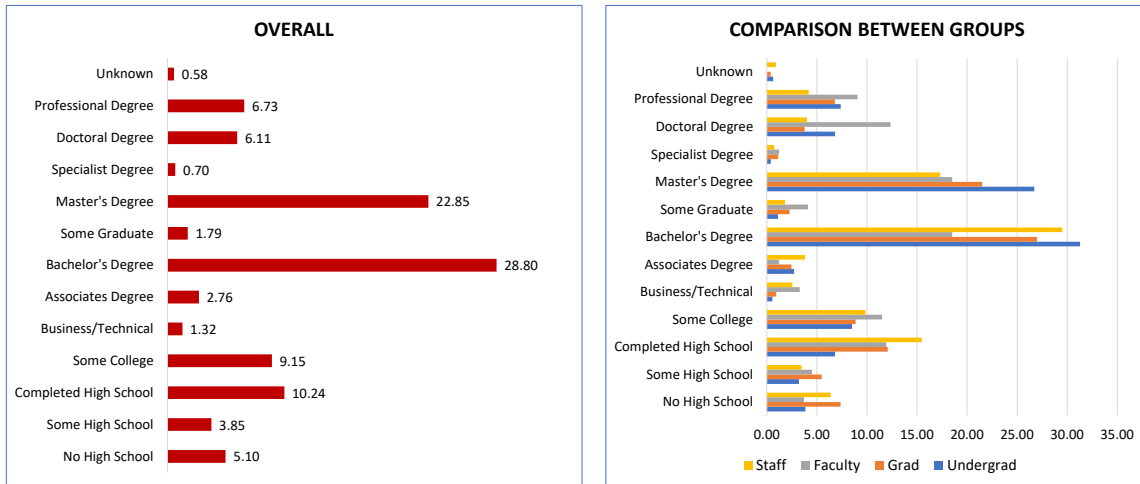
Do you have substantial parenting or caregiving responsibility?



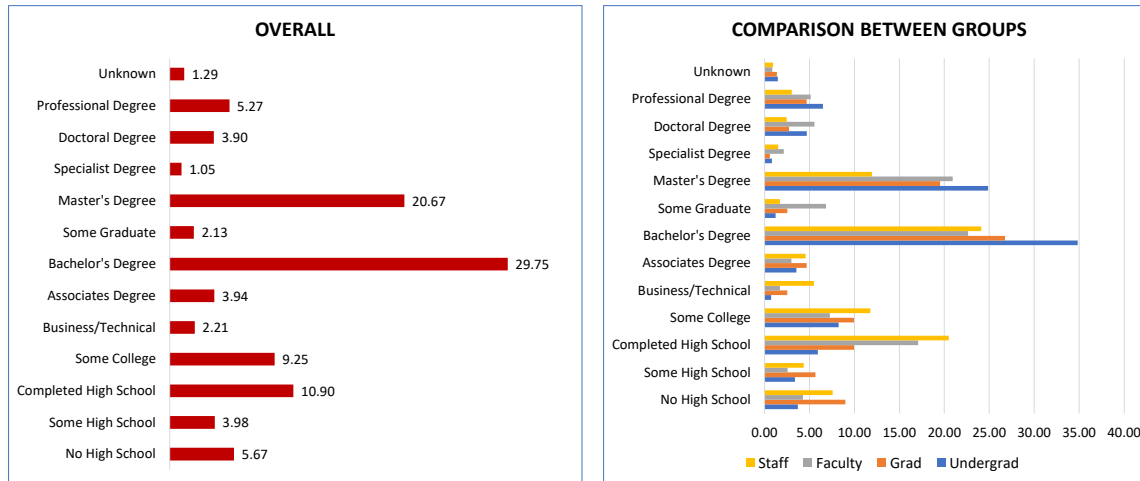
If Yes, then please mark all that apply -



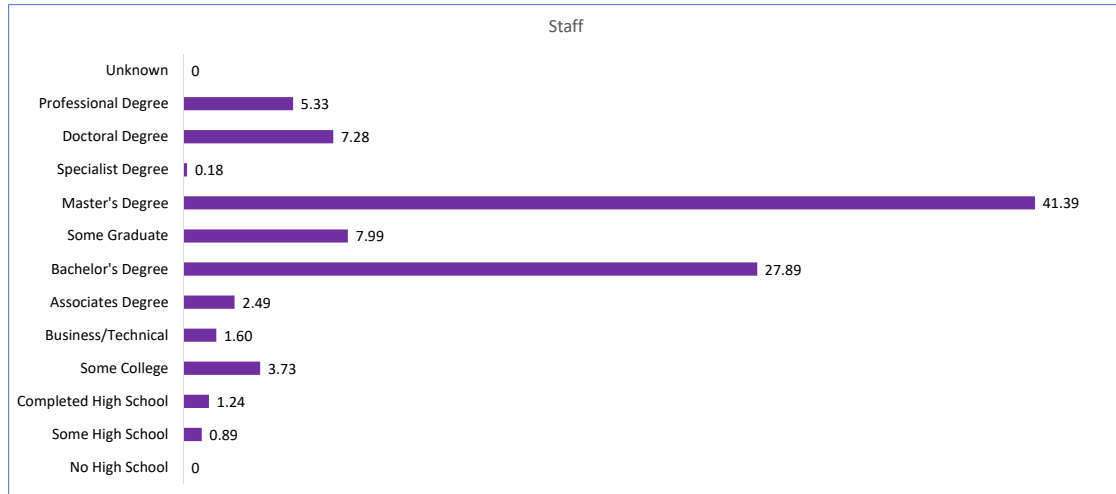
For the questions below - what is the highest level of education achieved by your primary parent(s)/guardian(s)? - #1



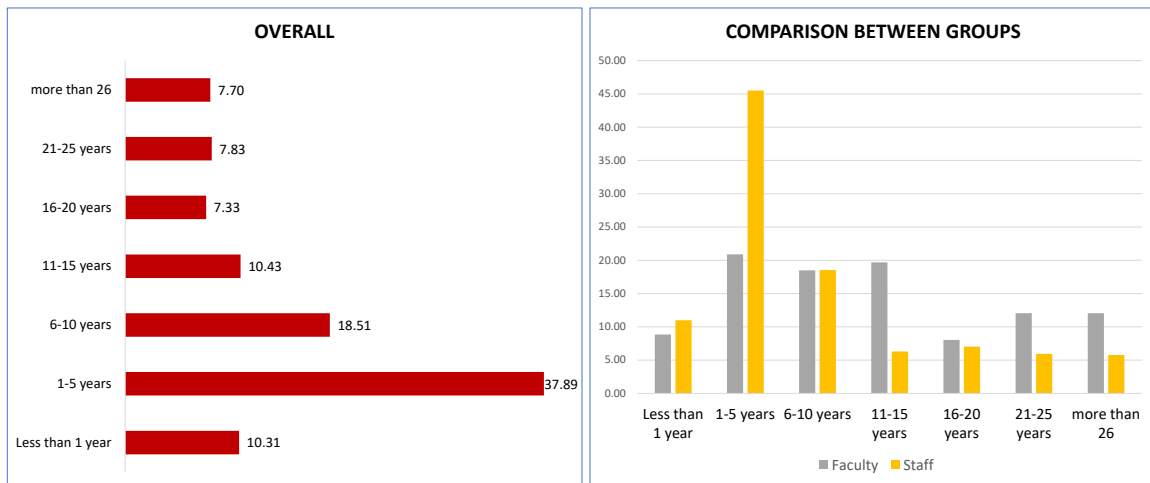
For the questions below - what is the highest level of education achieved by your primary parent(s)/guardian(s)? #2



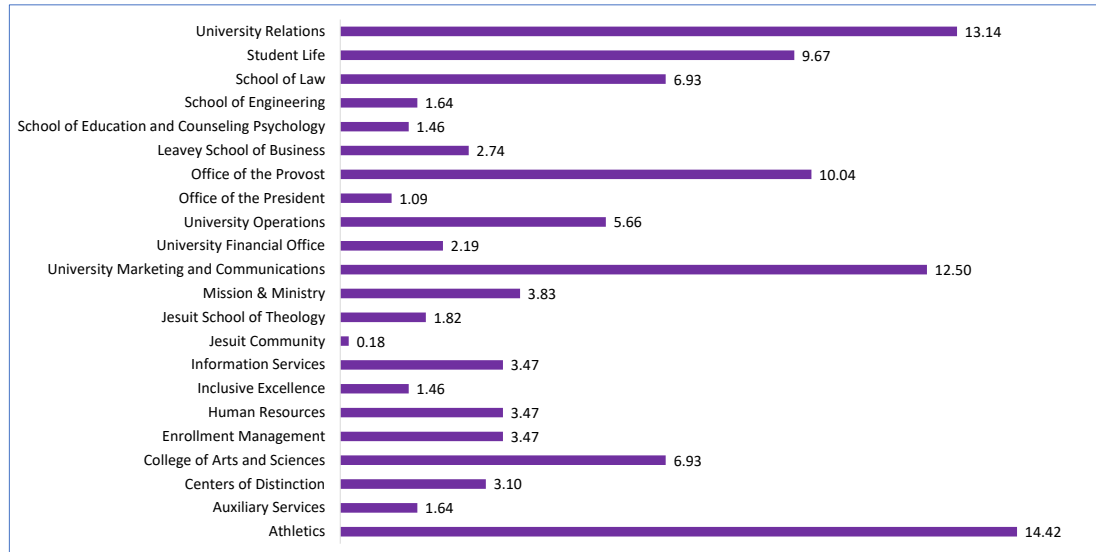
Staff only: What is your highest level of education?



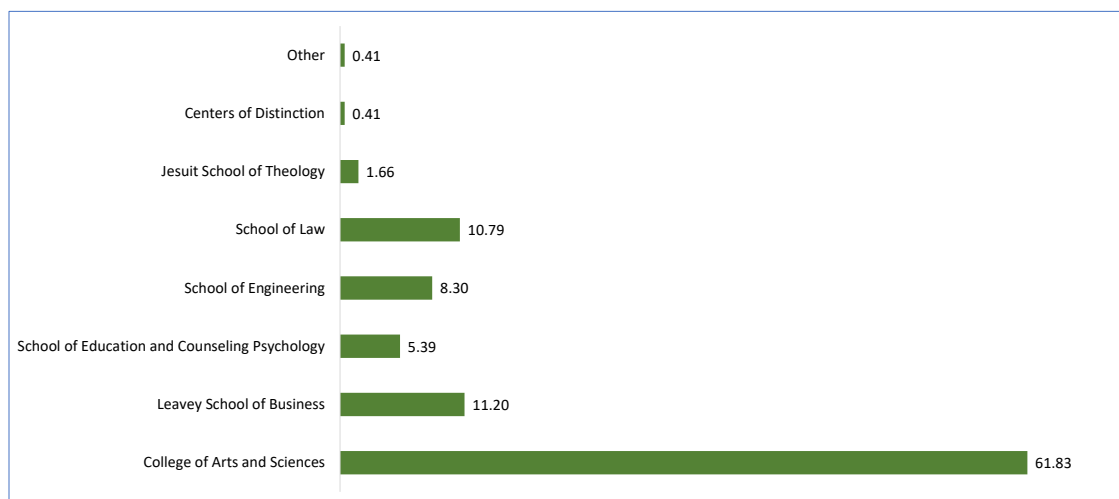
How long have you been employed at SCU? (Faculty/Staff)



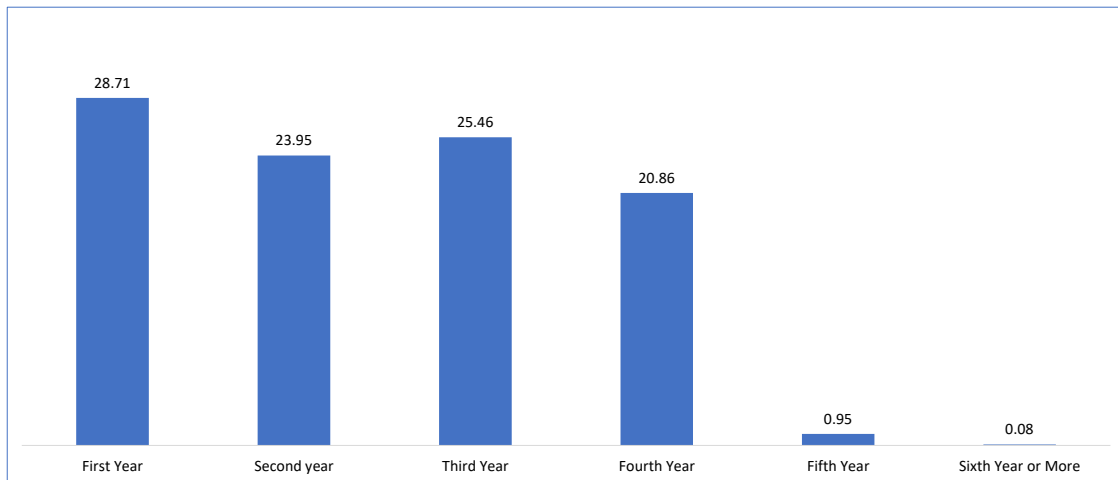
Staff: With which academic division/work unit are you **primarily affiliated** with at this time?



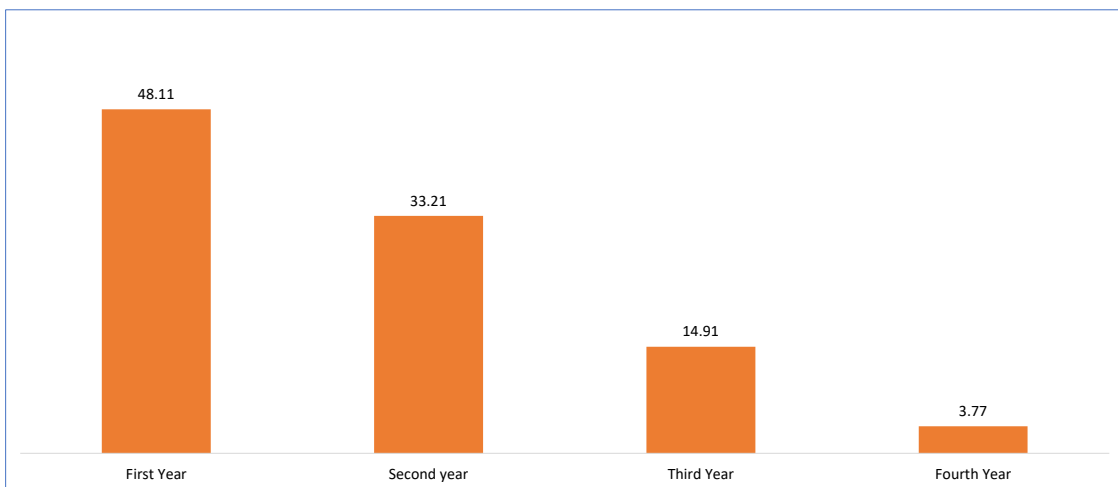
Faculty: With which academic division are you **primarily affiliated** at this time?



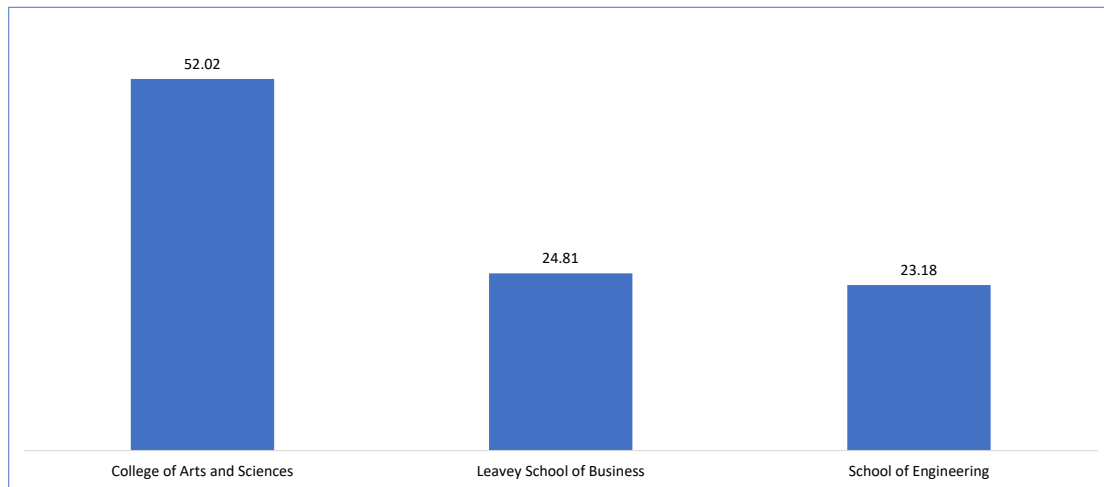
Undergraduate Students: Where are you in your college career at SCU?



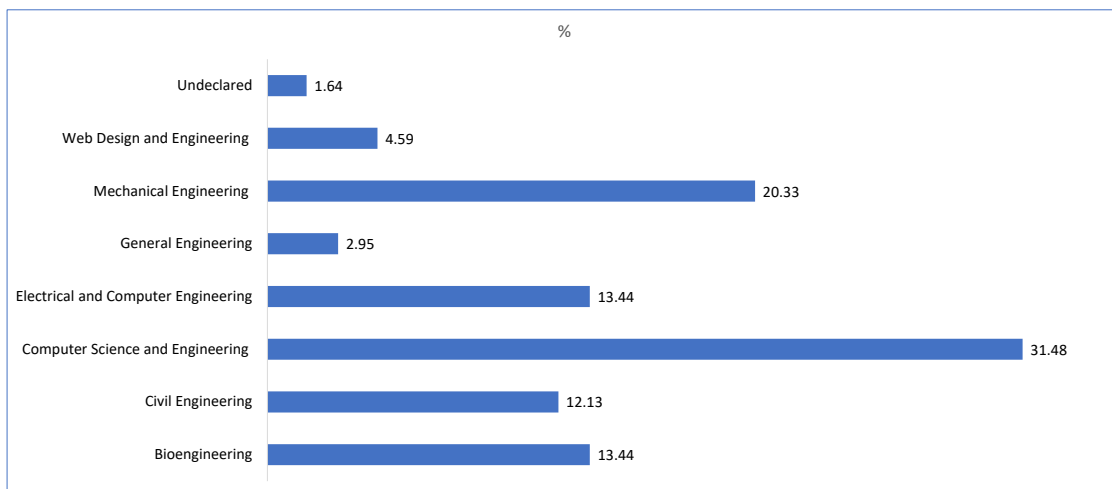
Graduate/Law Students: Where are you in your graduate studies program?



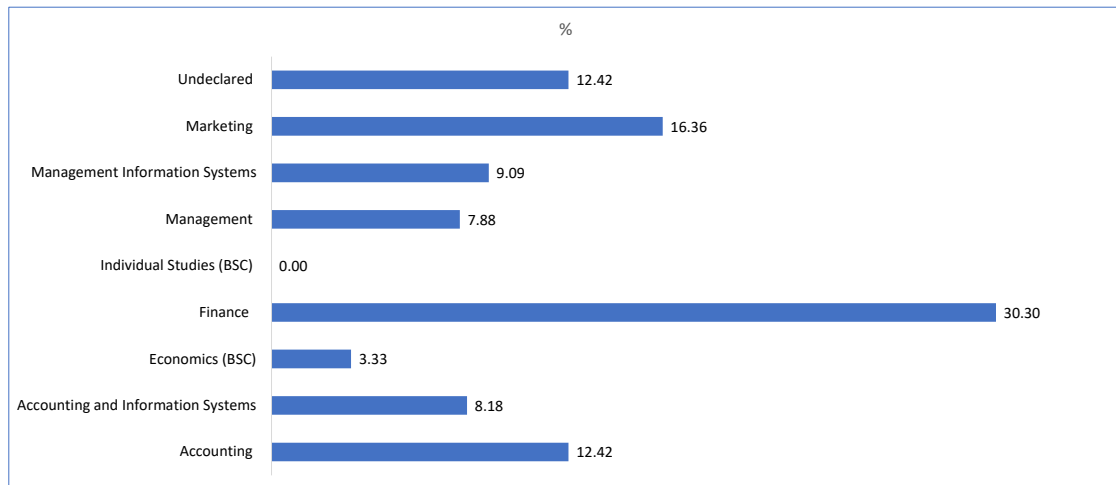
Undergraduate Students: Which College/School is your major located in? Mark all that apply



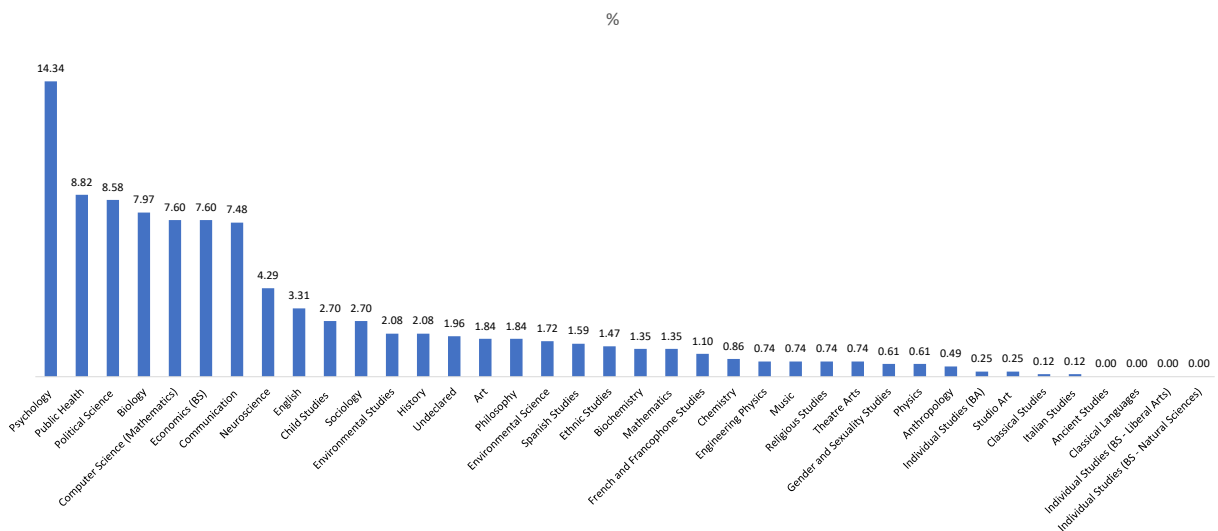
Undergraduate: Which is your major in the School of Engineering?



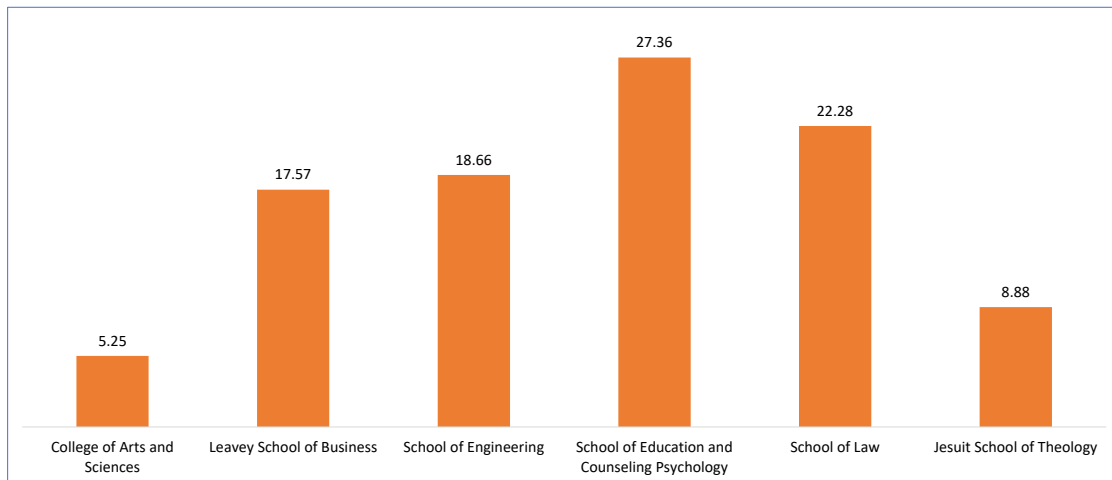
Undergraduate : Which is your major in the Leavey School of Business?



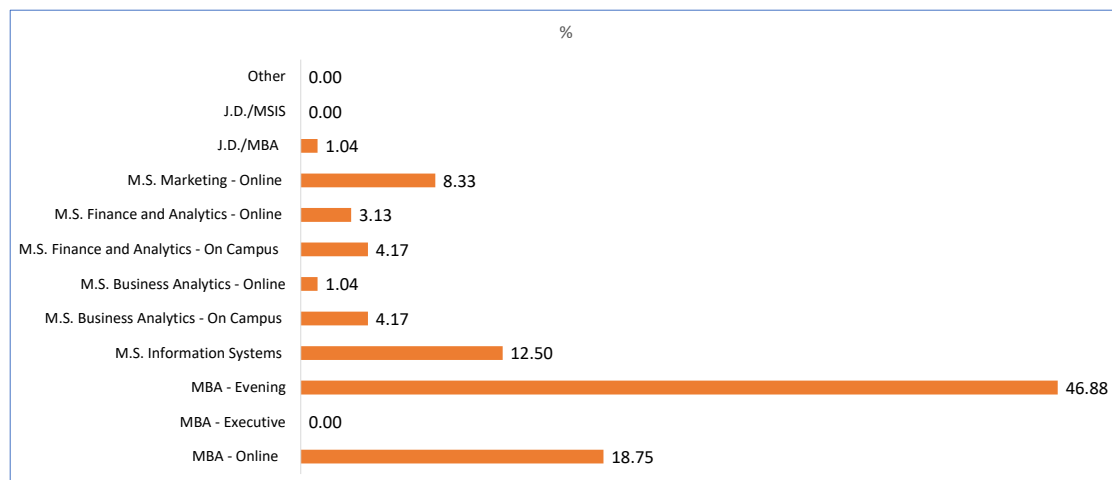
Undergraduate: Which is your major in the College of Arts and Sciences?



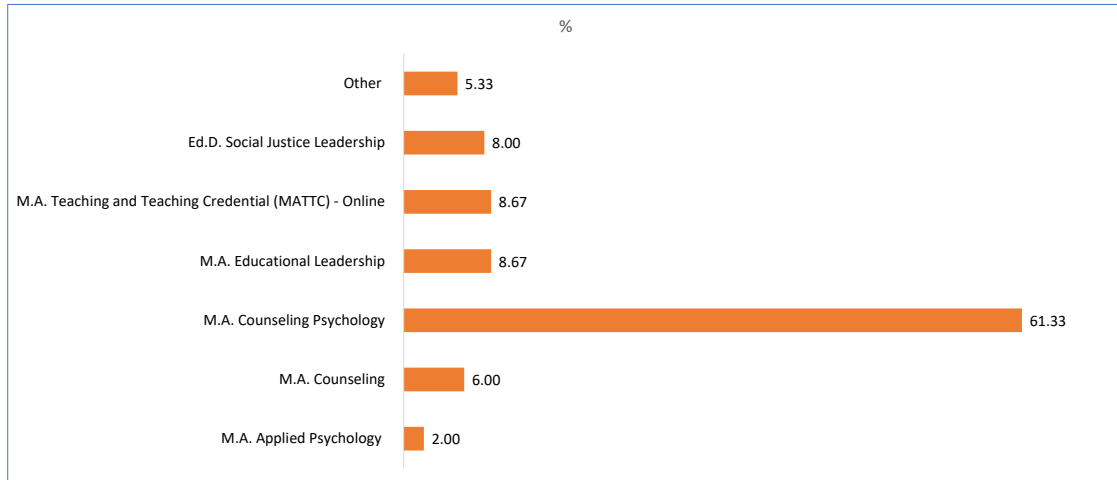
Graduate Students: What is your academic division? Mark all that apply.



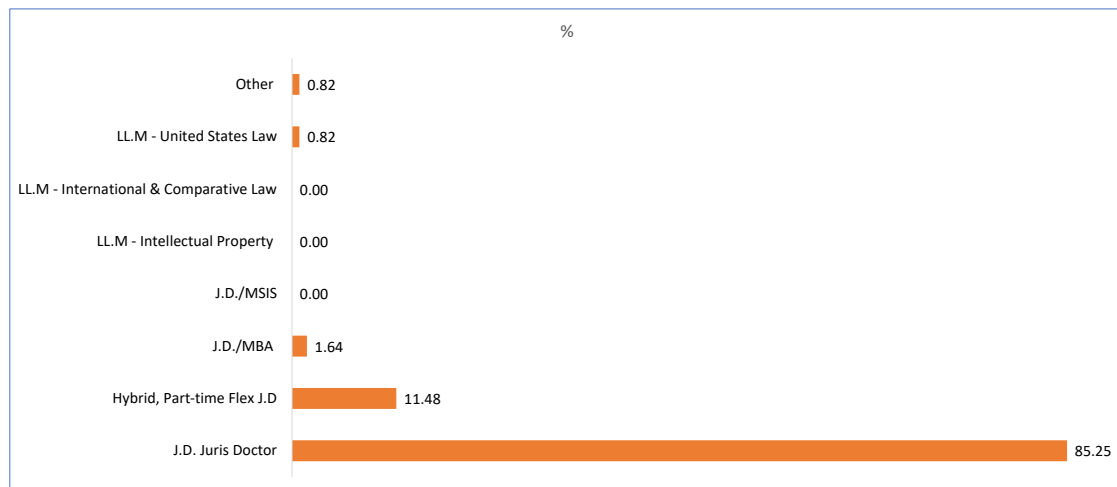
Graduate Students: Please indicate degree program in Business?



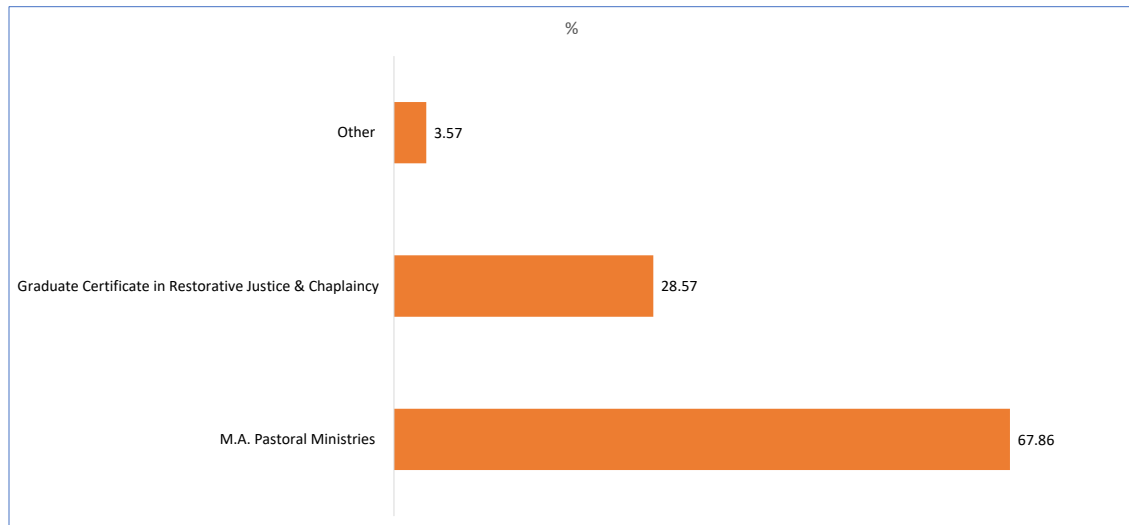
Graduate Student: Please indicate degree program in Education and Counseling Psychology



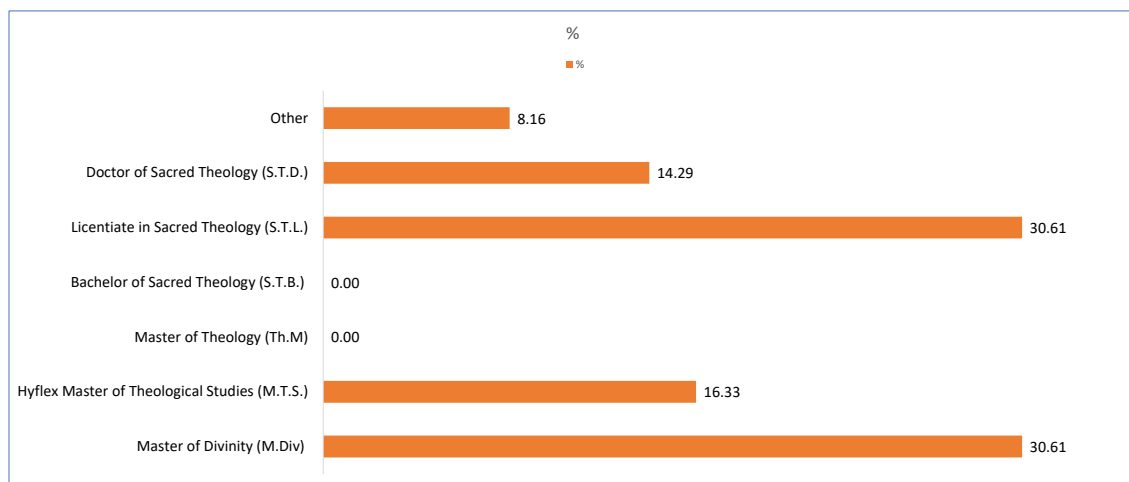
Graduate: Please indicate degree program in Law



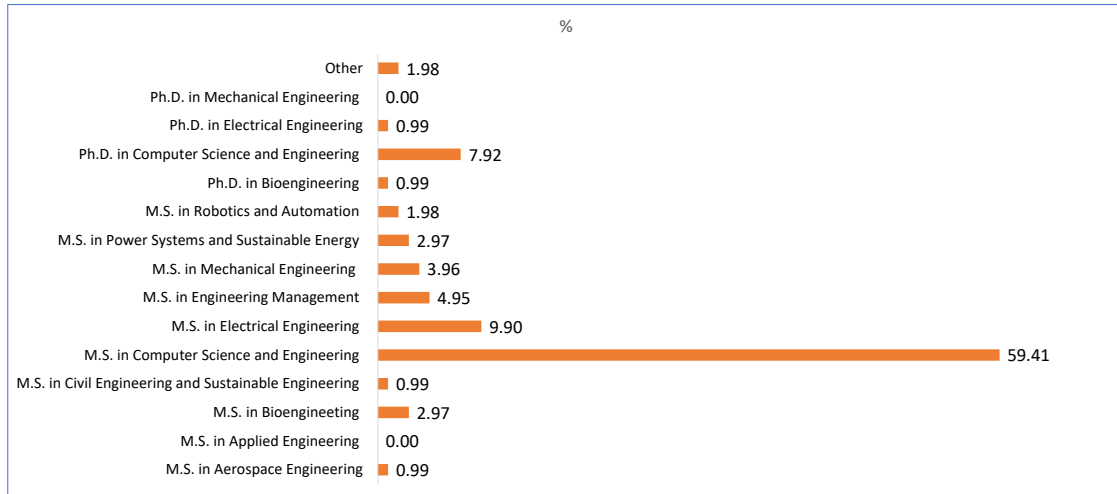
Graduate: Please indicate your area in the Graduate Program in Pastoral Ministries



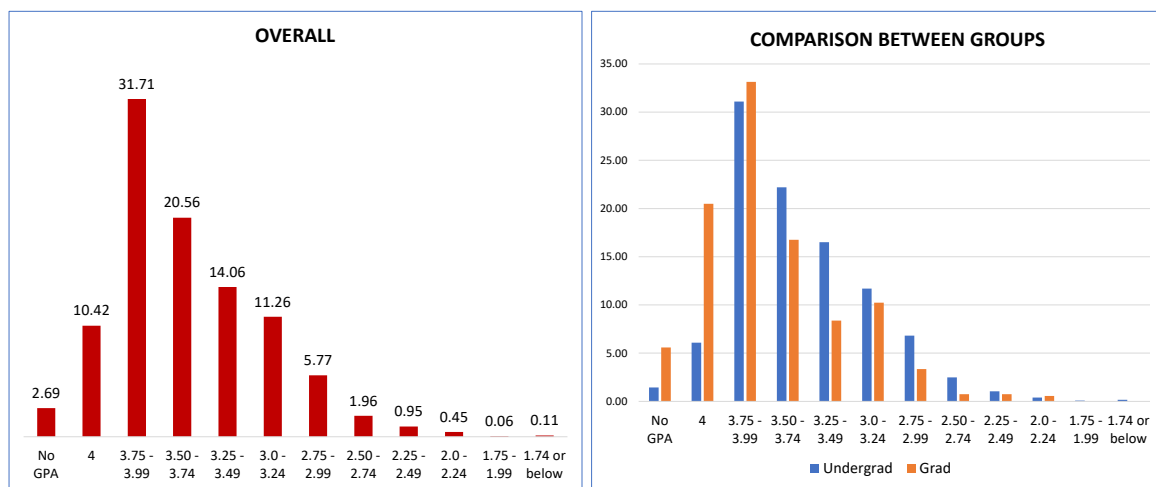
Graduate: Please indicate your program at the Jesuit School of Theology



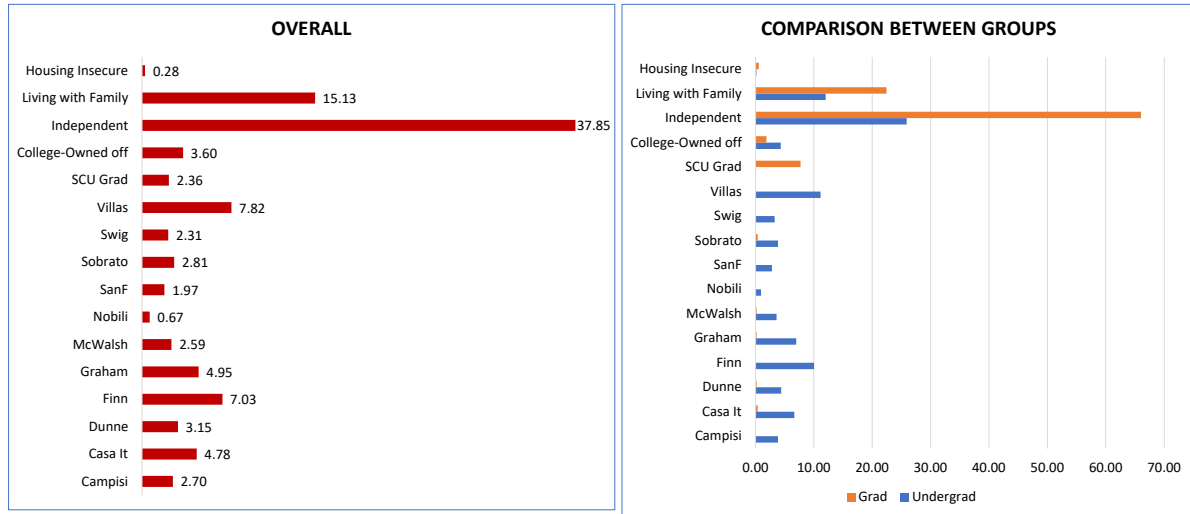
Graduate: Please indicate your program in the School of Engineering



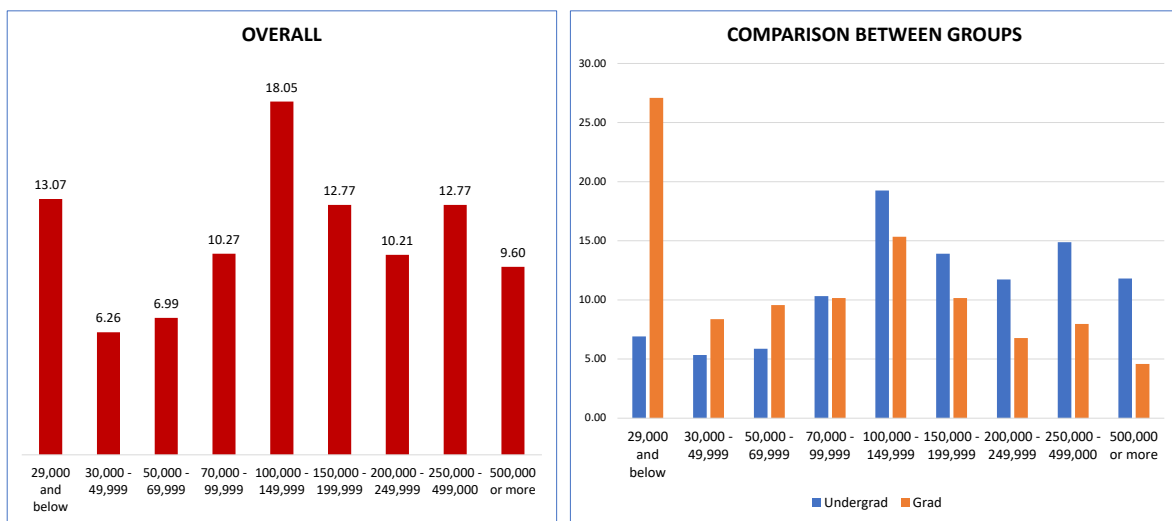
Students: At the end of your last semester/quarter, what was your cumulative grade point average?



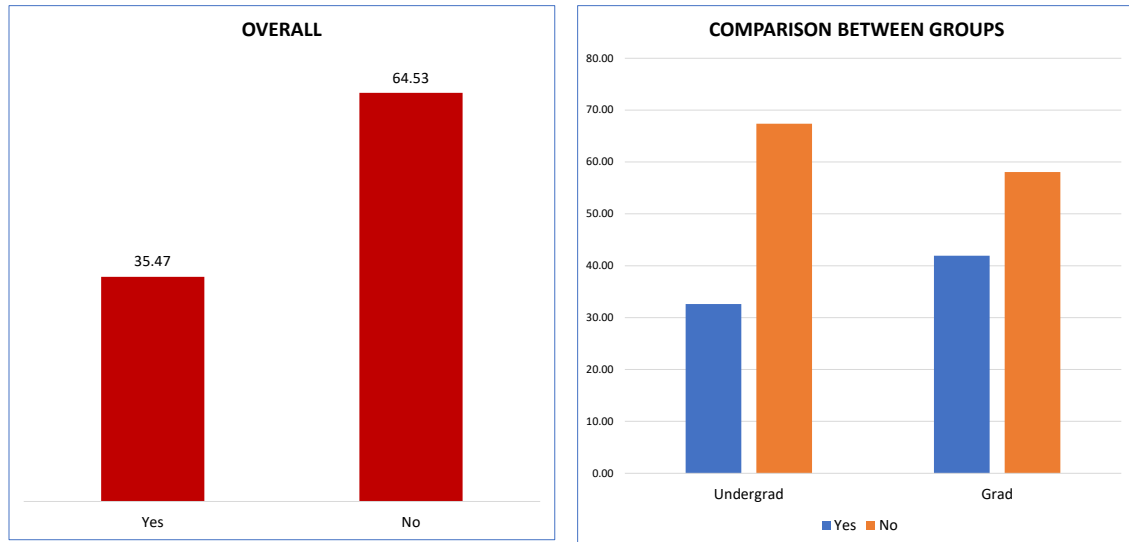
Where do you currently live?



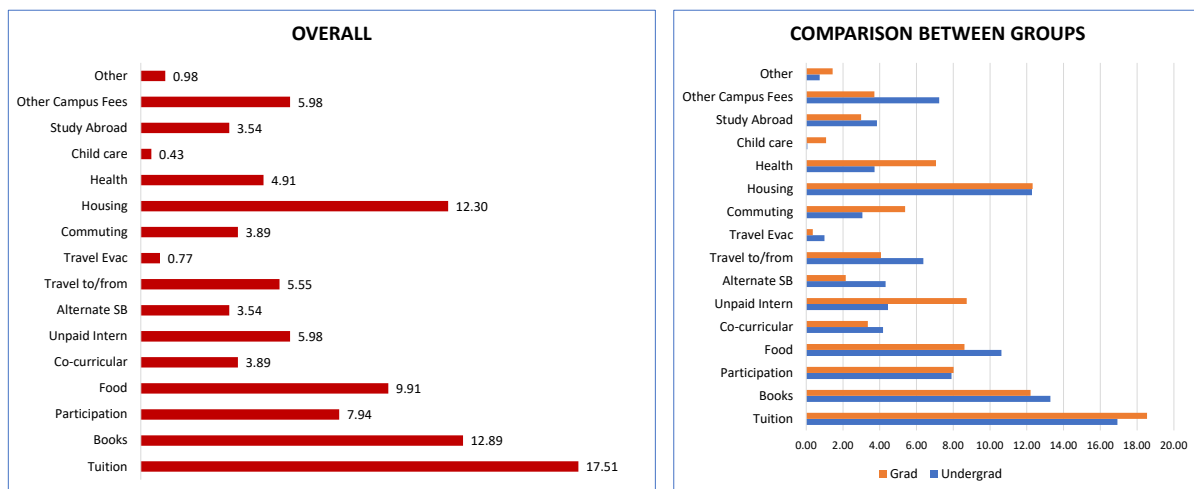
What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?



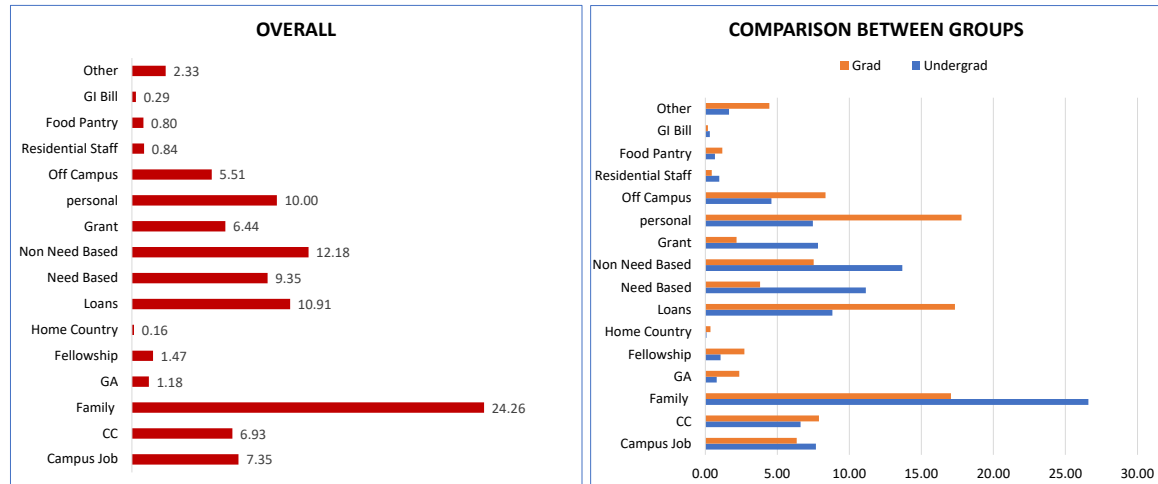
Have you experienced financial hardship while attending SCU?



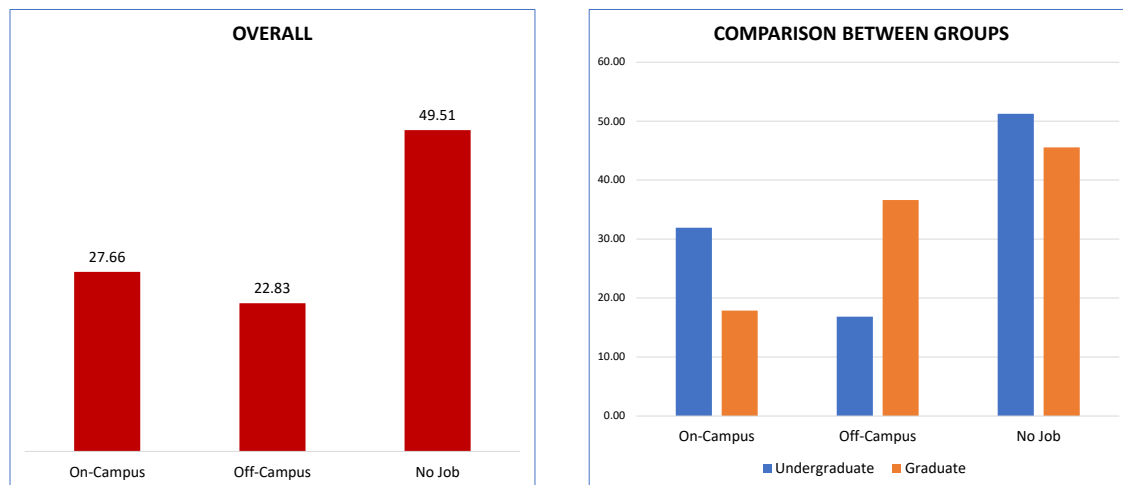
How have you experienced the financial hardship in terms of having difficulty affording....? (Mark all that apply)



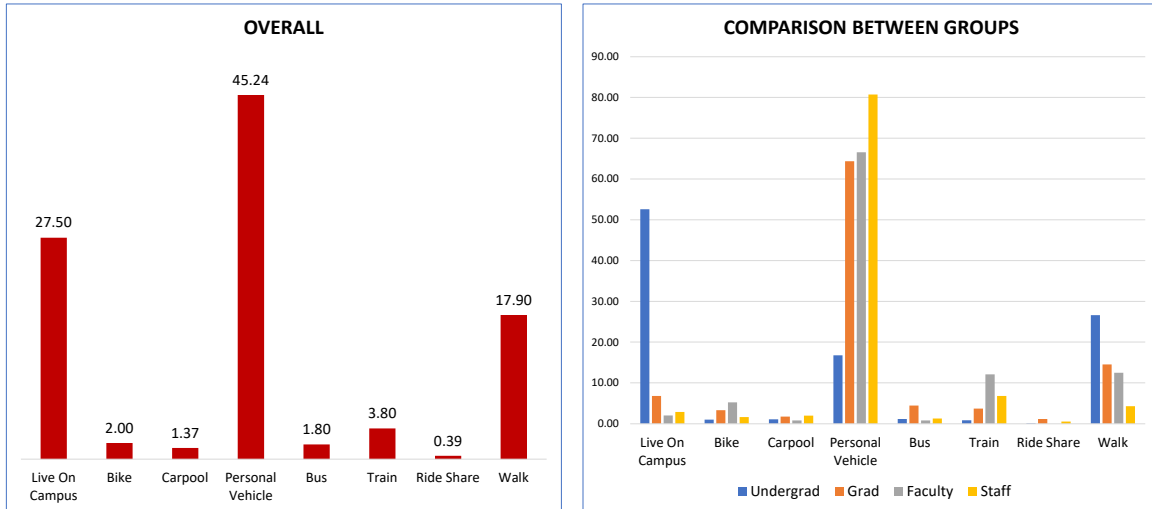
How are you currently paying for your education at SCU, including tuition, housing, food, and personal needs? (Mark all that apply)



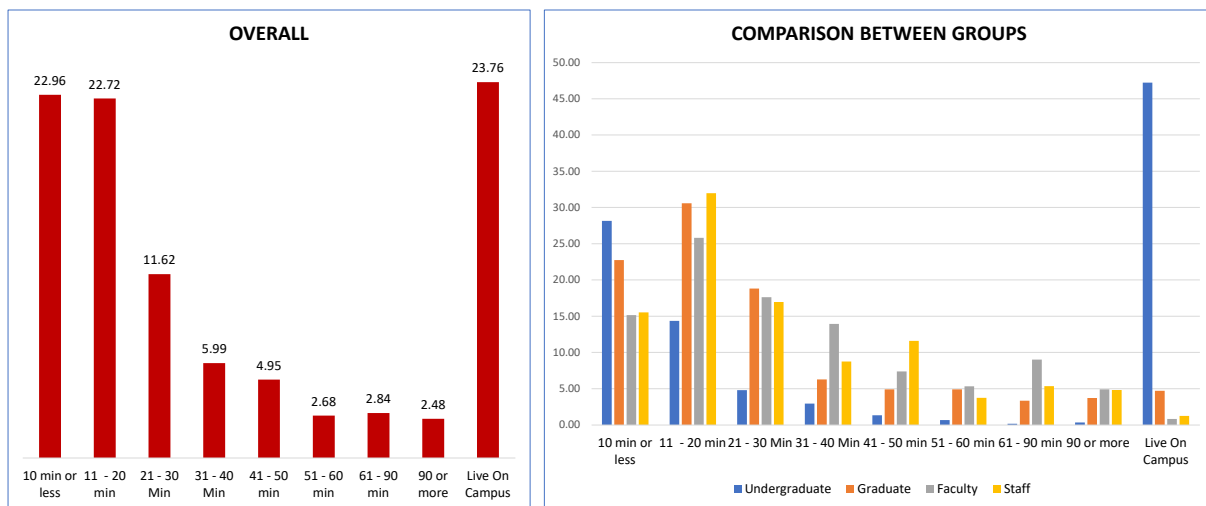
Are you employed on campus, off-campus or both during the academic year? (Mark all that apply)



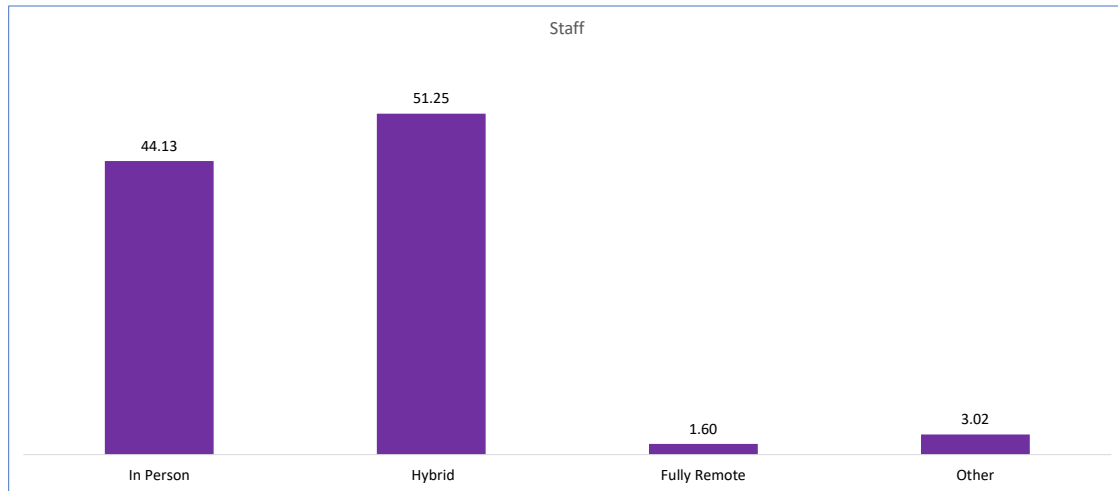
What is your primary method of transportation to Santa Clara University?



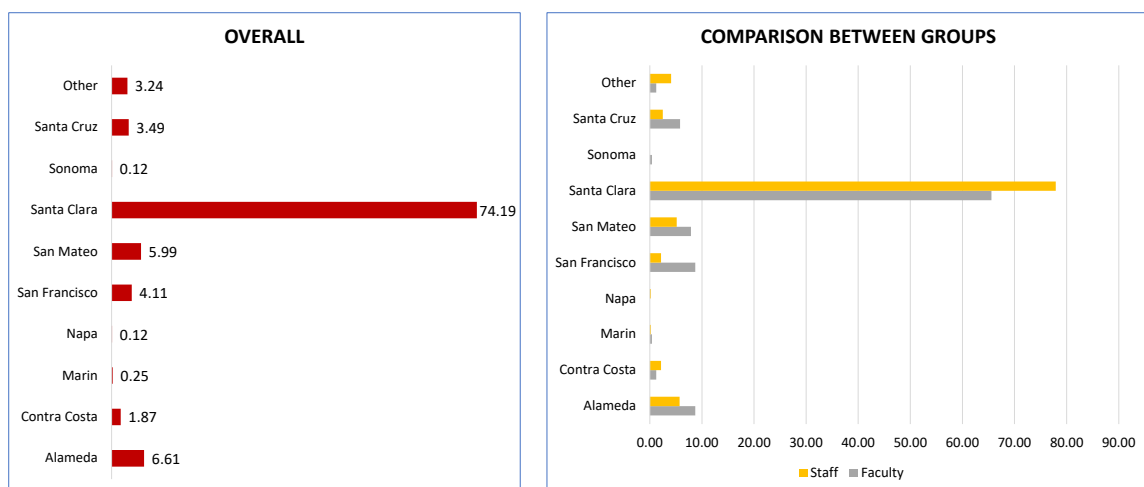
How many minutes do you commute to SCU one-way?



What best describes your current work schedule?

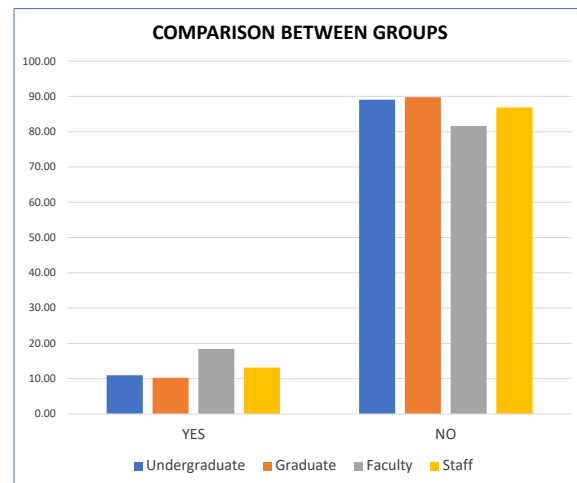
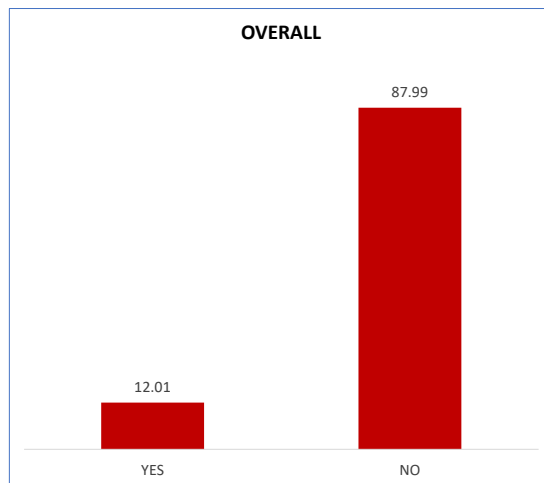


Which county do you live in?

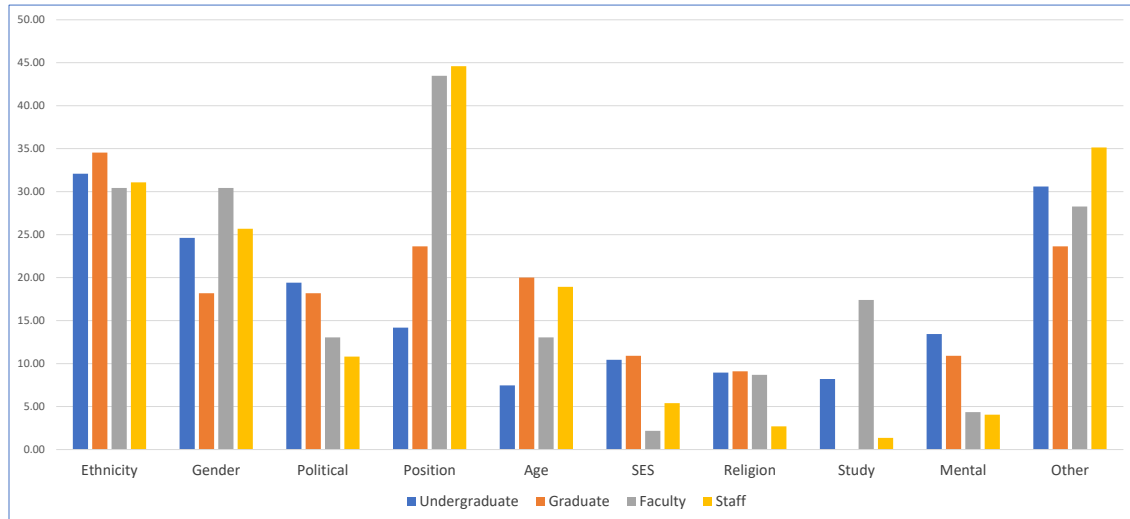


Discrimination and Harassment

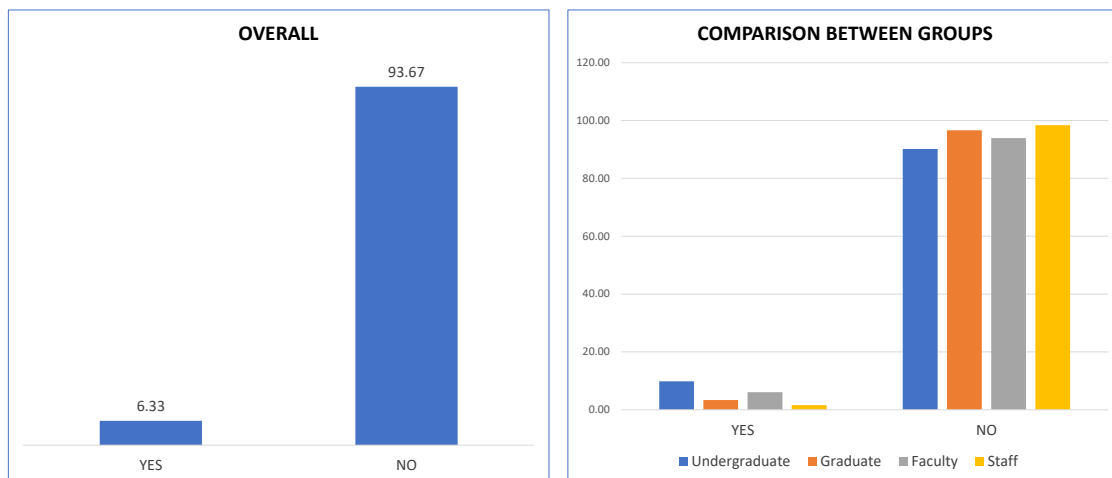
Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Santa Clara University?



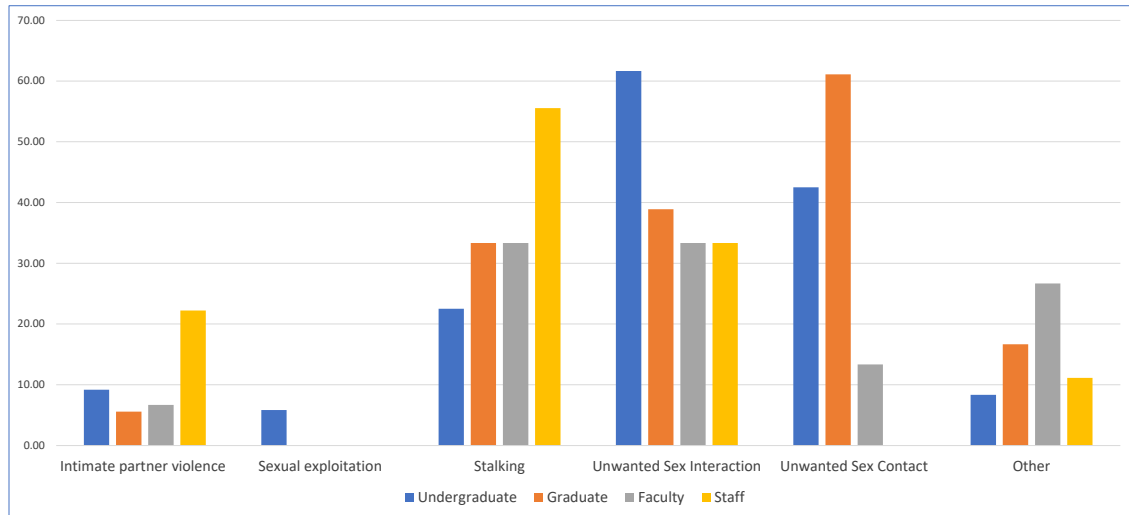
What do you believe was the basis of the conduct? (Mark all that apply)



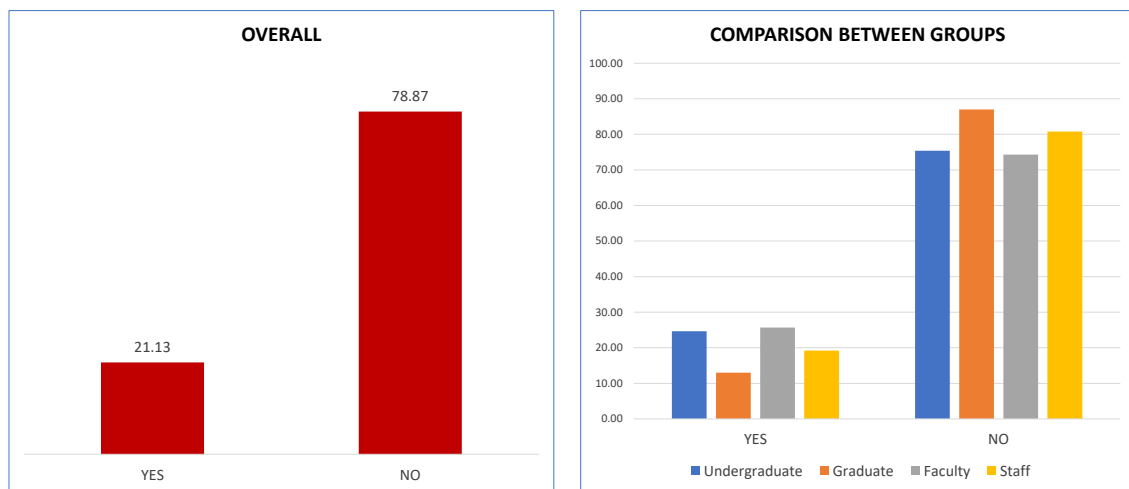
While a member of the Santa Clara University community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual exploitation, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?



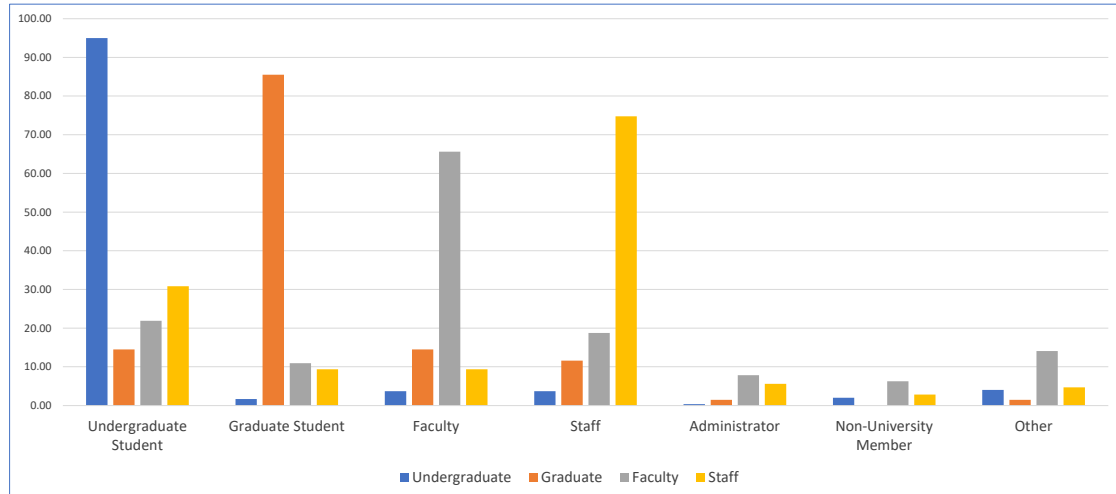
Please indicate type of unwanted sexual contact/conduct



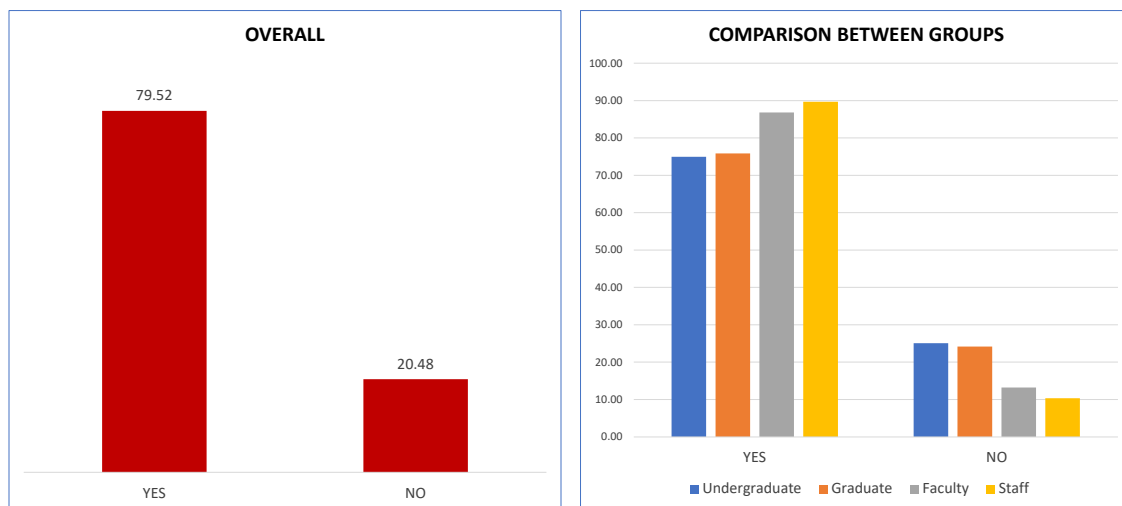
Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at Santa Clara University?



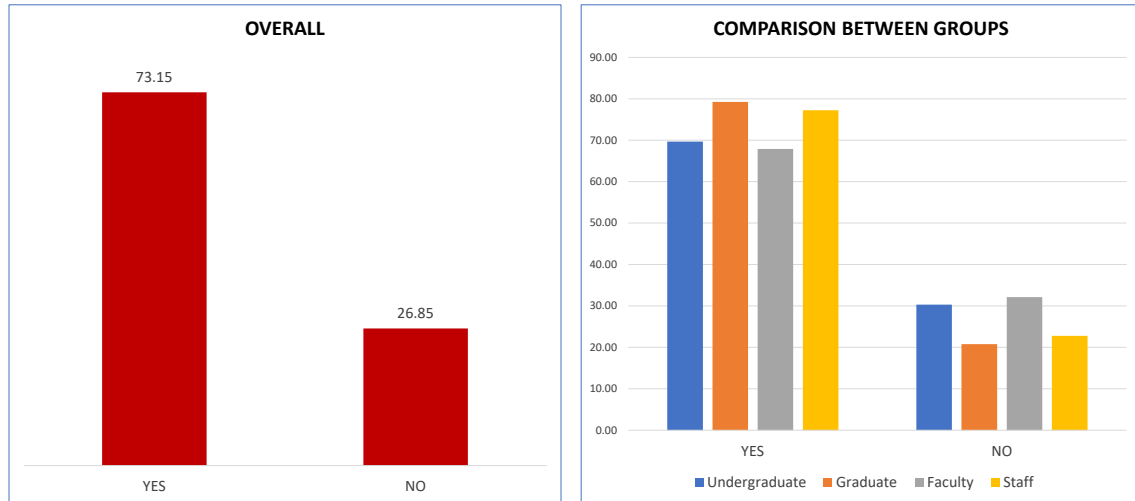
Who/whom was the target of the conduct? (Mark all that apply)



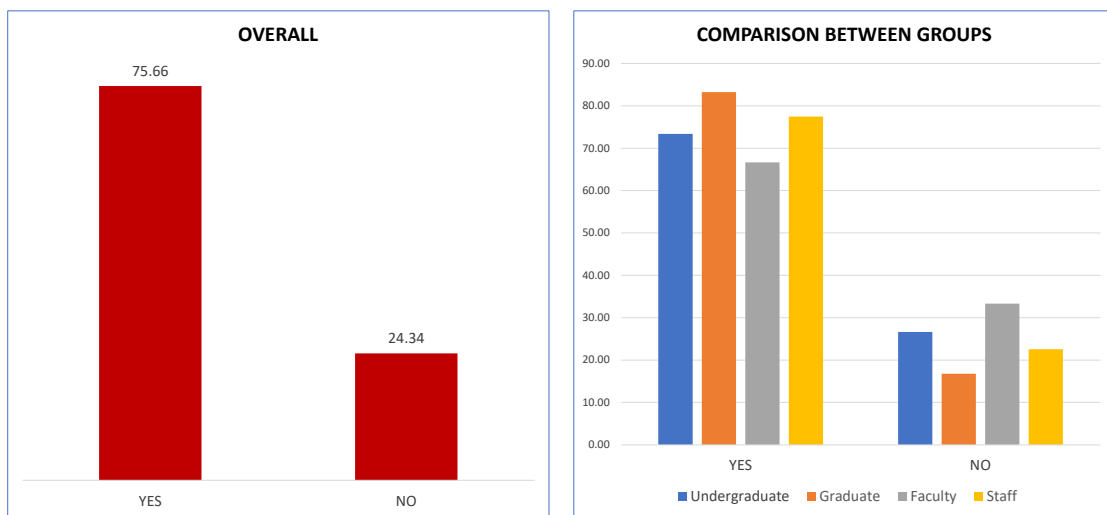
Do you feel you have a way to report instances of discrimination and harassment?



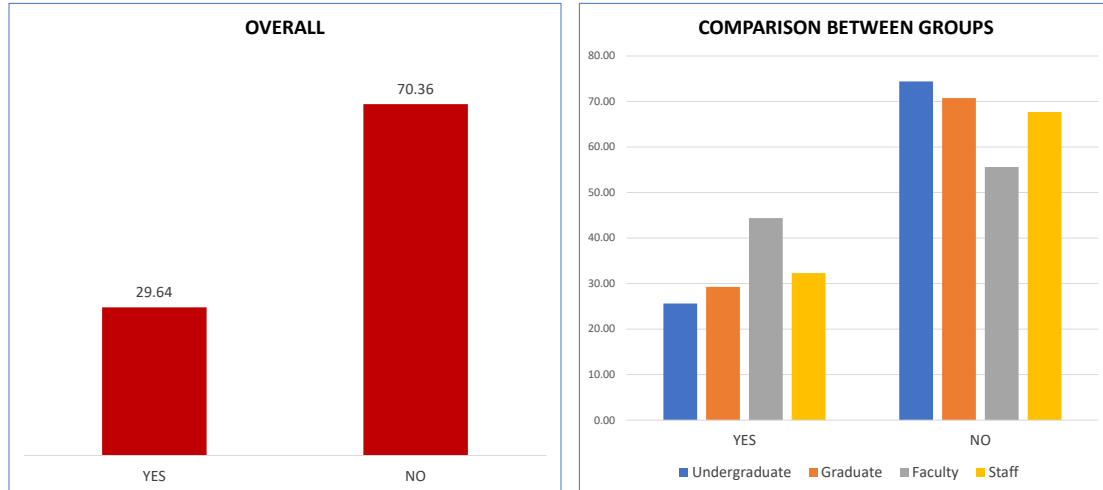
Are you confident that your reports of discrimination and harassment will be taken seriously?



SCU has responded promptly to issues of discrimination and harassment.

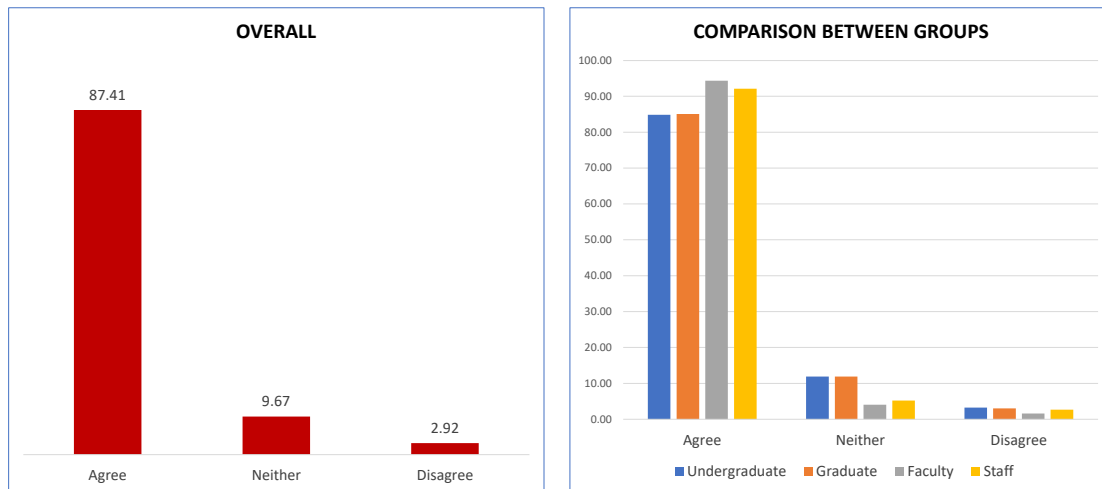


I have experienced discrimination and harassment outside of Santa Clara University.

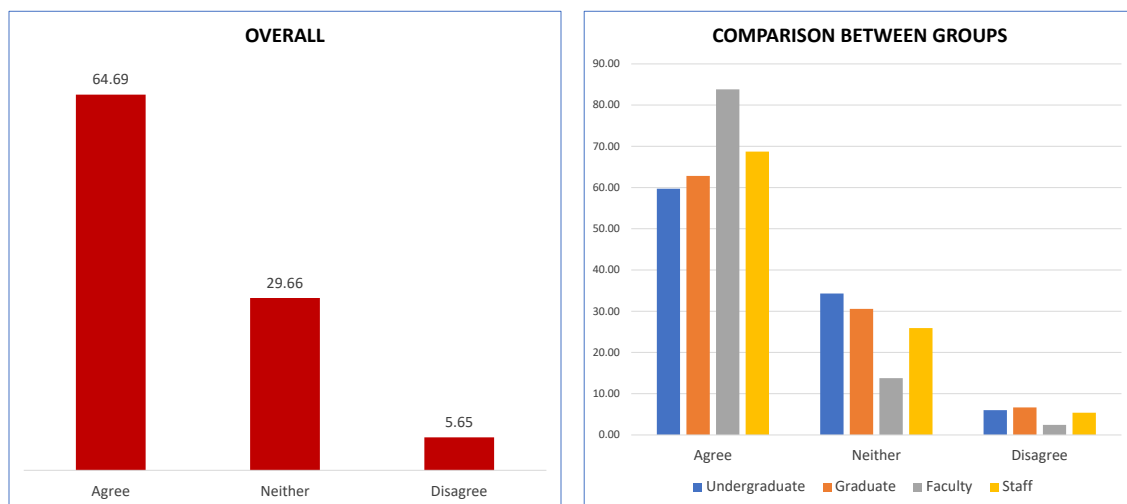


Institutional Values

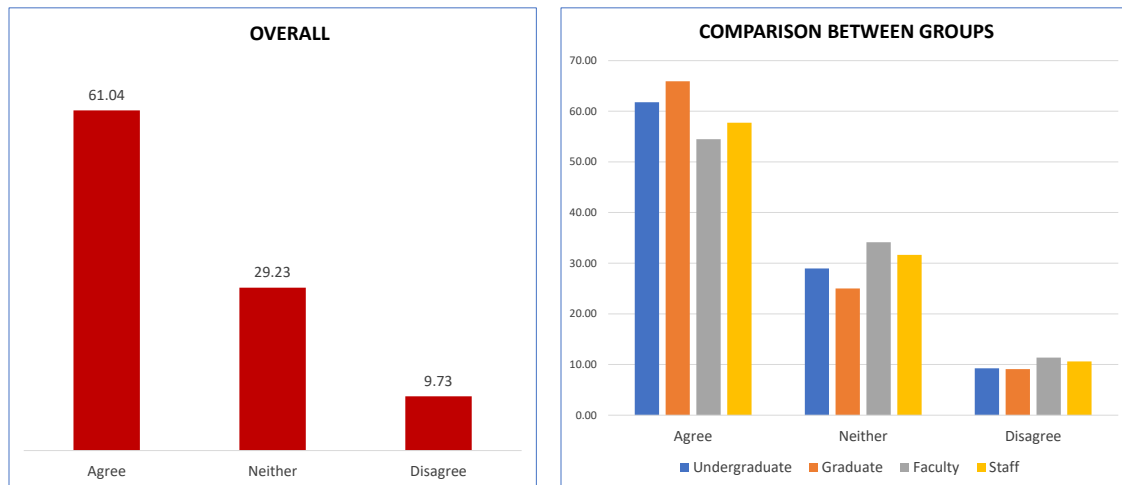
Q1: I understand the mission of Santa Clara University



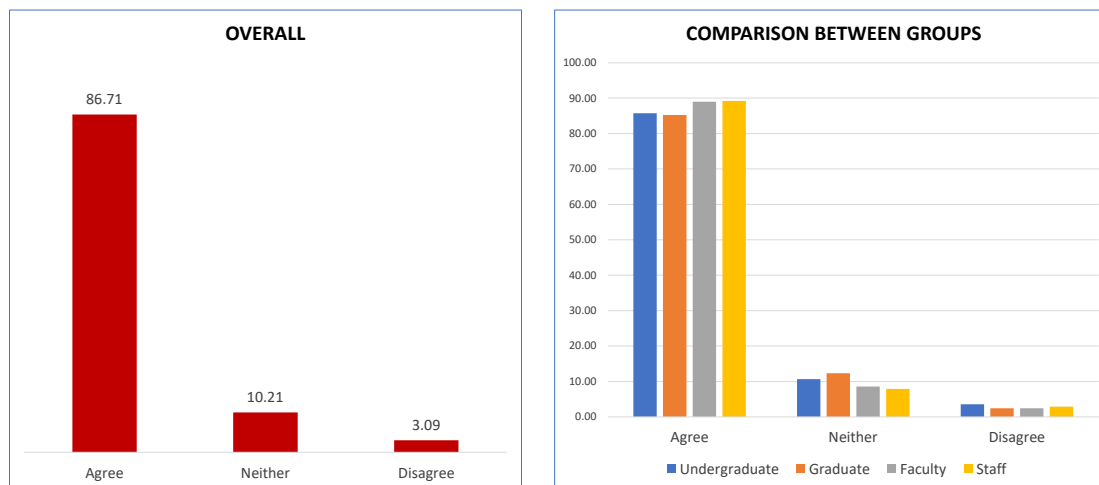
Q2: I actively work to further social justice at SCU



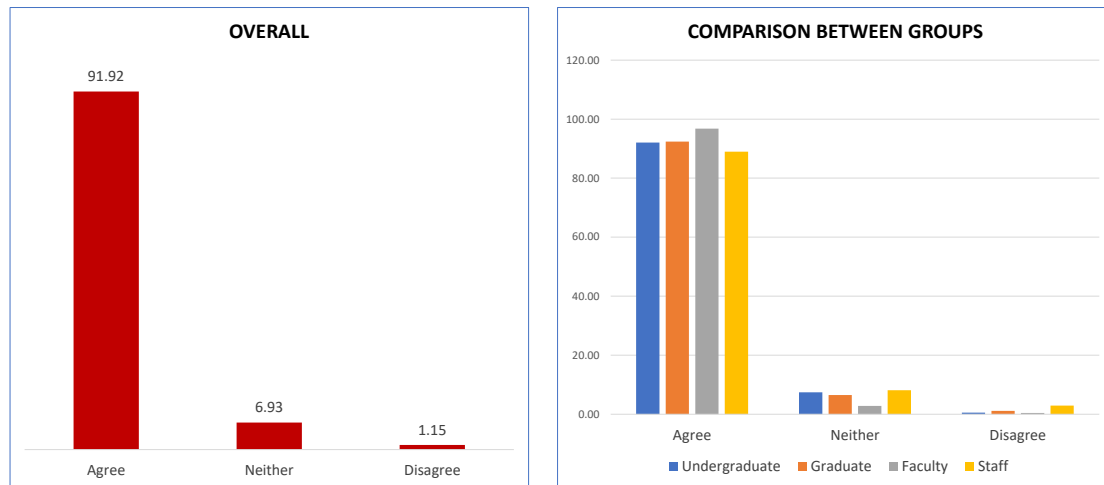
Q3: I am making connections between my intellectual and spiritual life



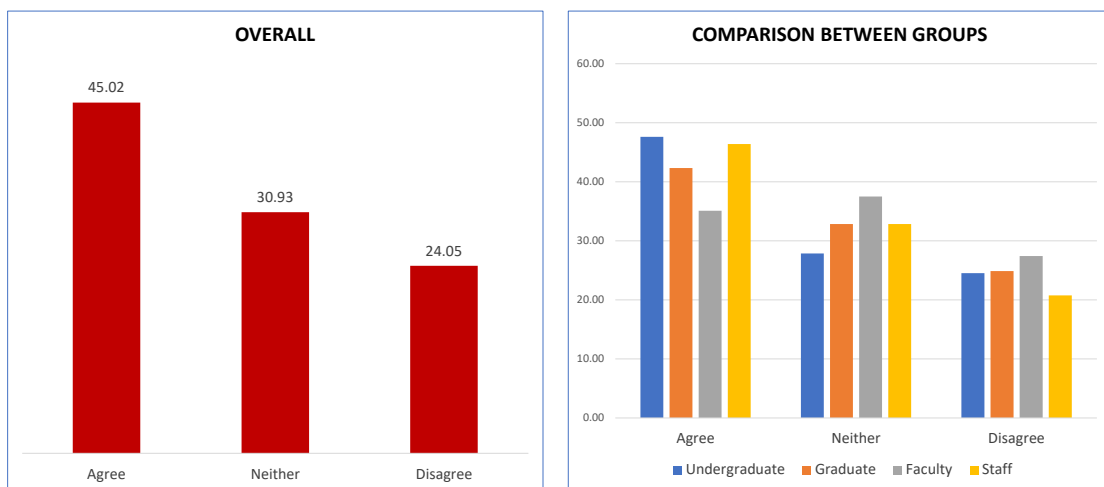
Q4: I am aware of SCU's efforts around justice, equity, diversity and inclusion



Q5: I engage in ethical decision making



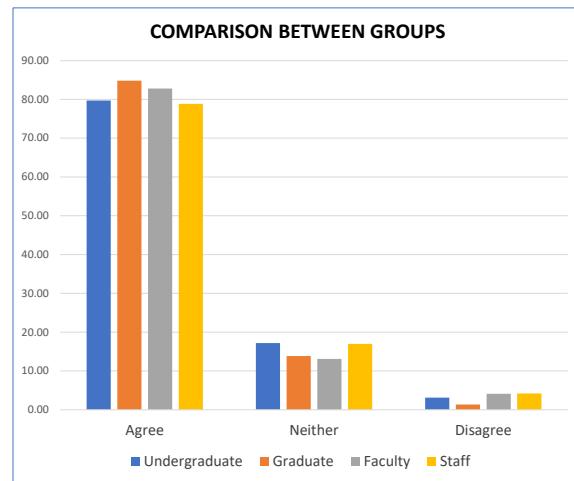
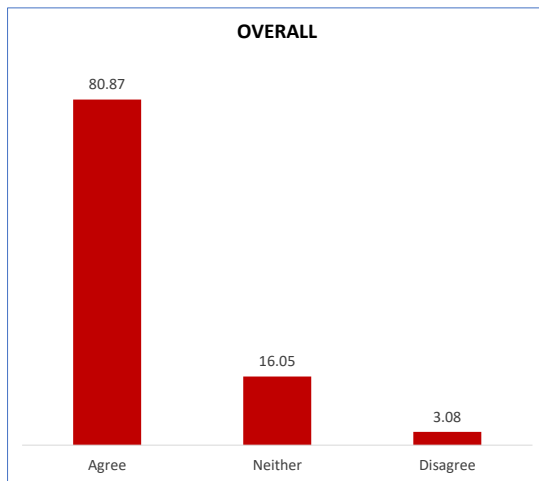
Q6: I engage with campus mental health and wellness resources



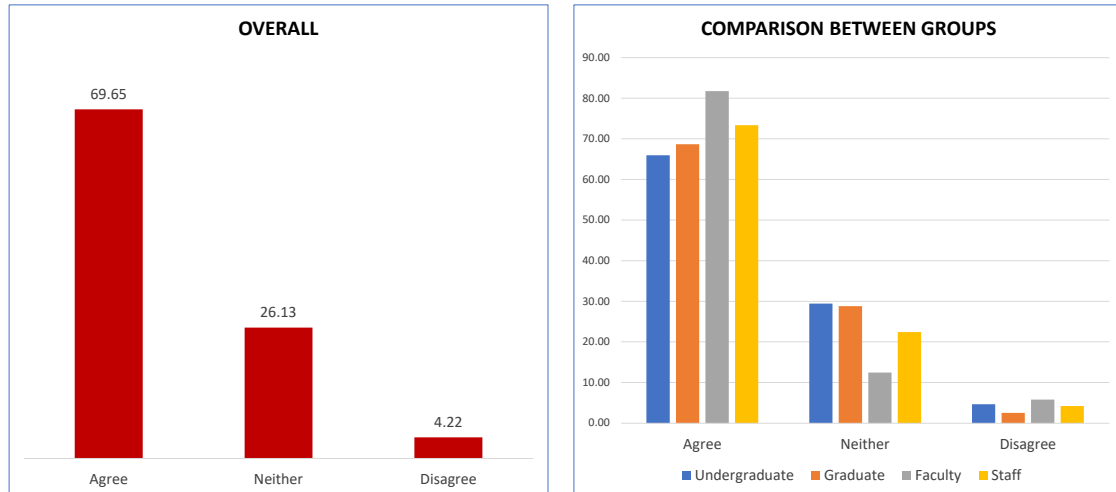
Jesuit Values

As a member of the SCU community, I feel that I am able to deeply incorporate the following Jesuit values:

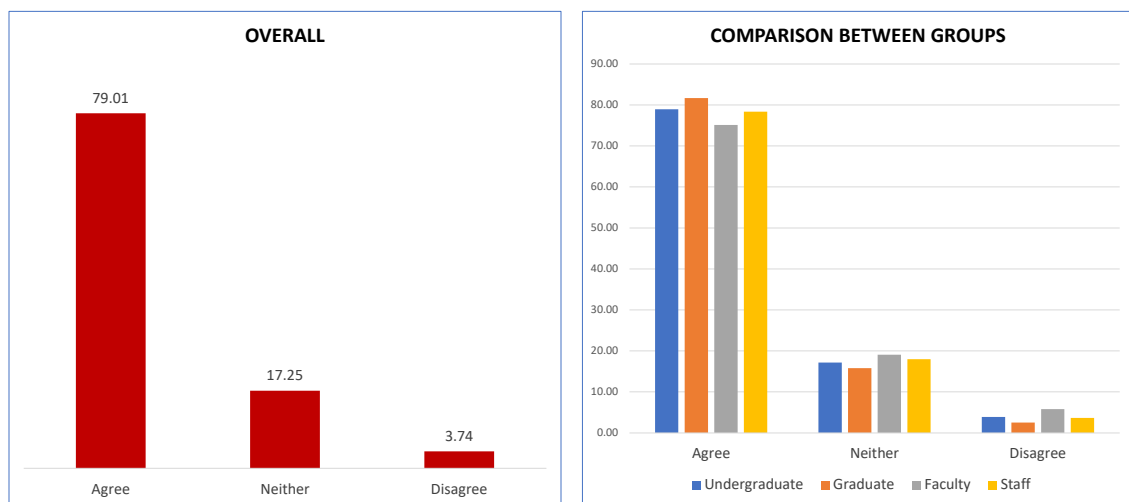
Q1: Discernment and Reflection



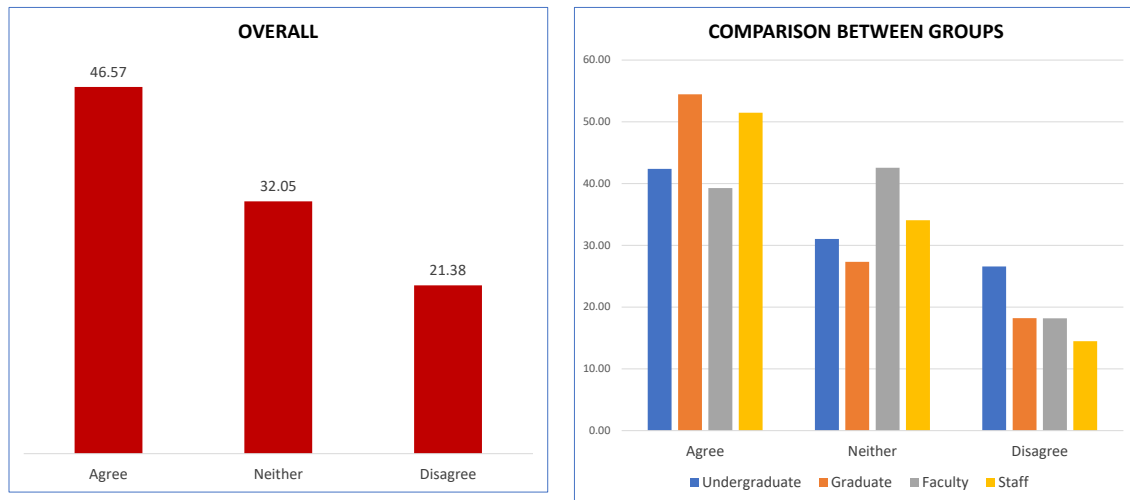
Q2: Cura Personalis



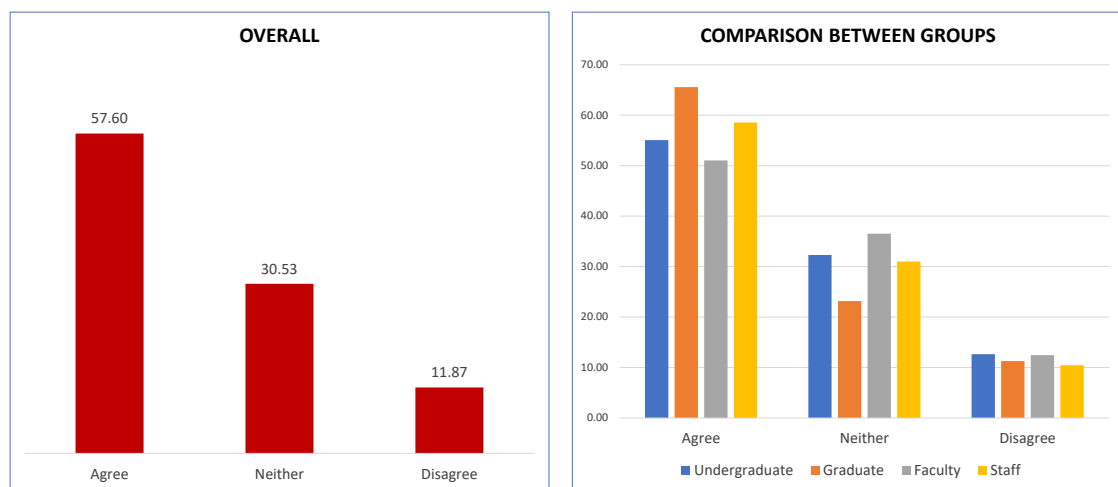
Q3: Kinship and Solidarity



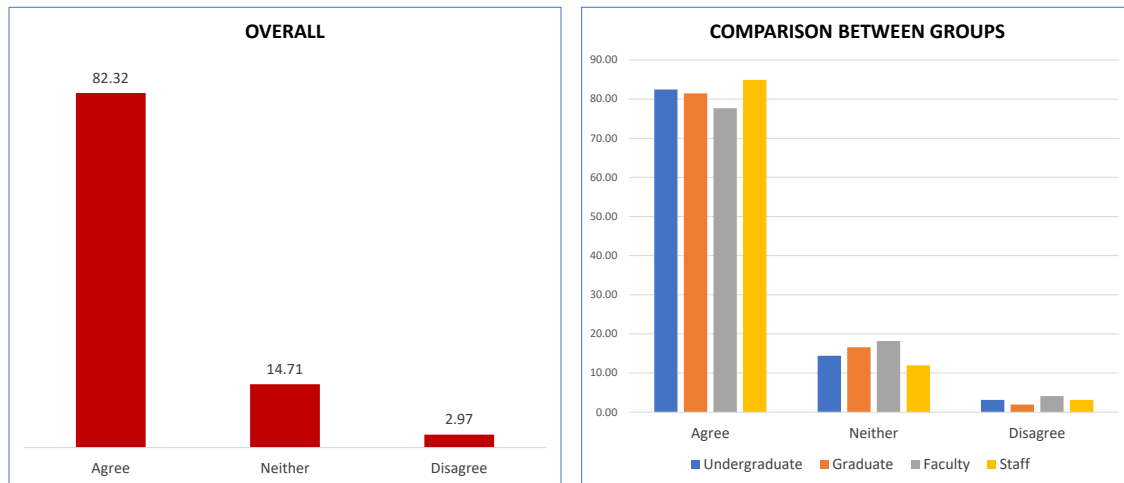
Q4: Finding God in all things



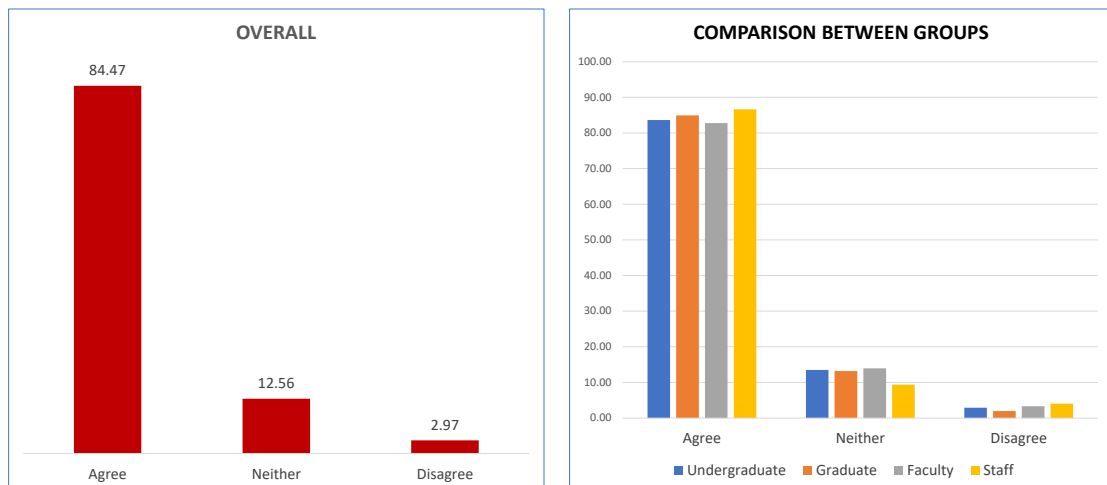
Q5: A faith that does justice



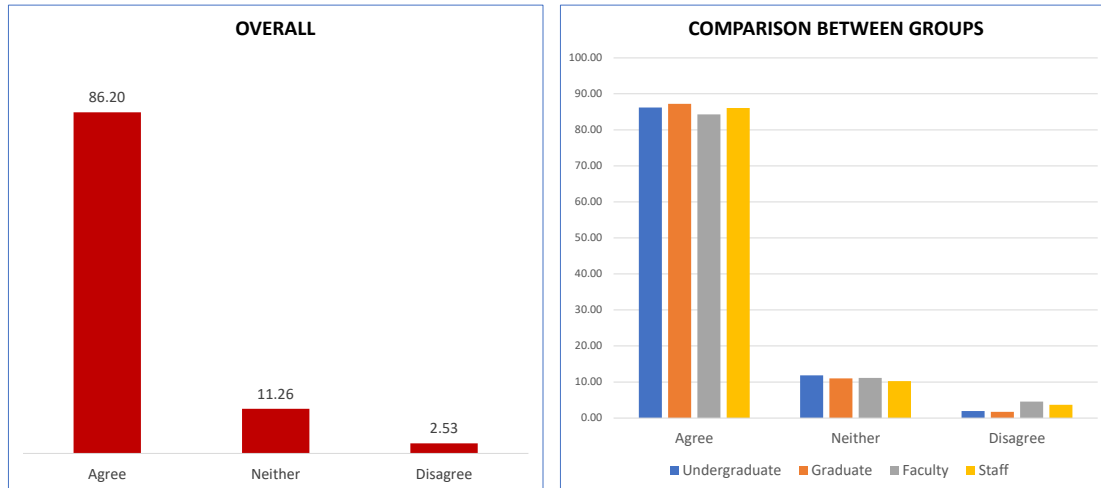
Q6: Being People for Others



Q7: Just, humane and sustainable world

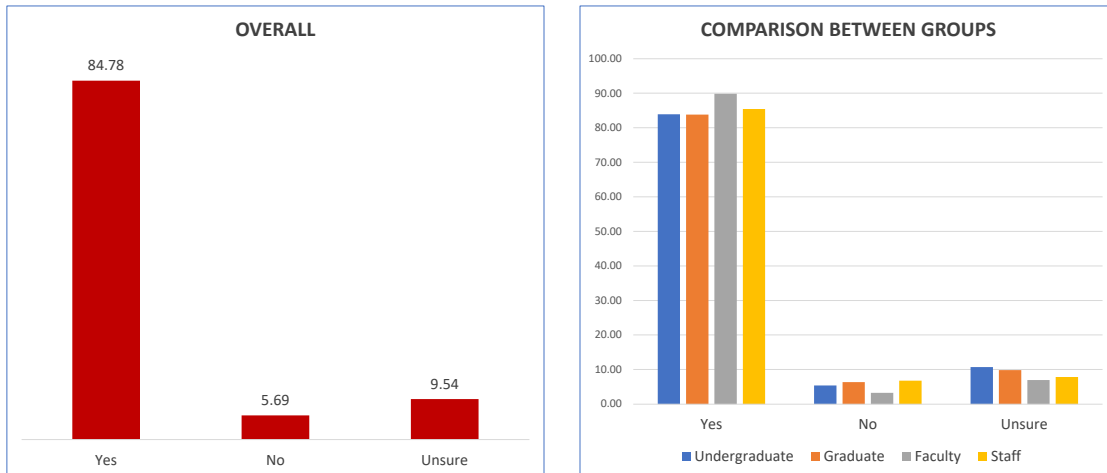


Q8: The 4 Cs - Competence, Conscious, Compassion and Community

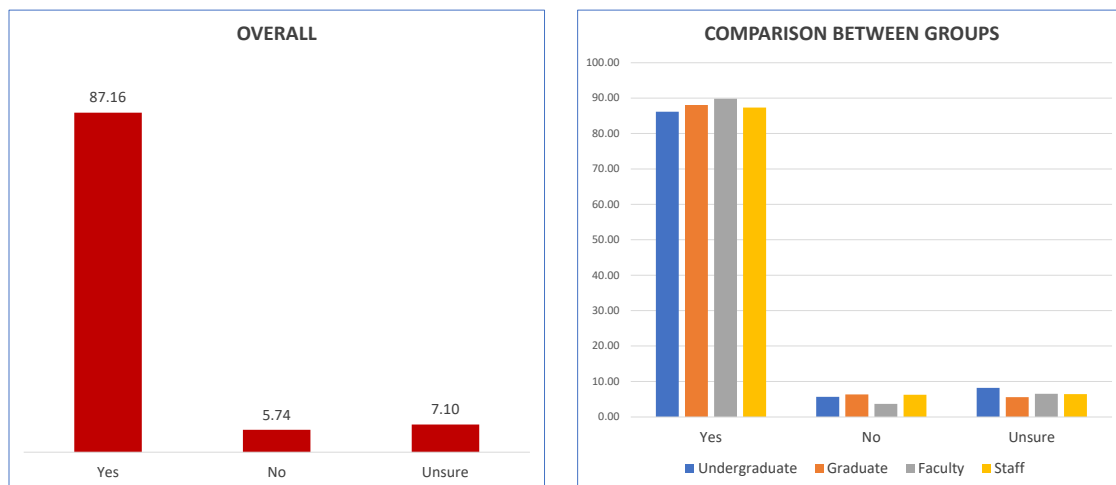


Community and Belonging #1

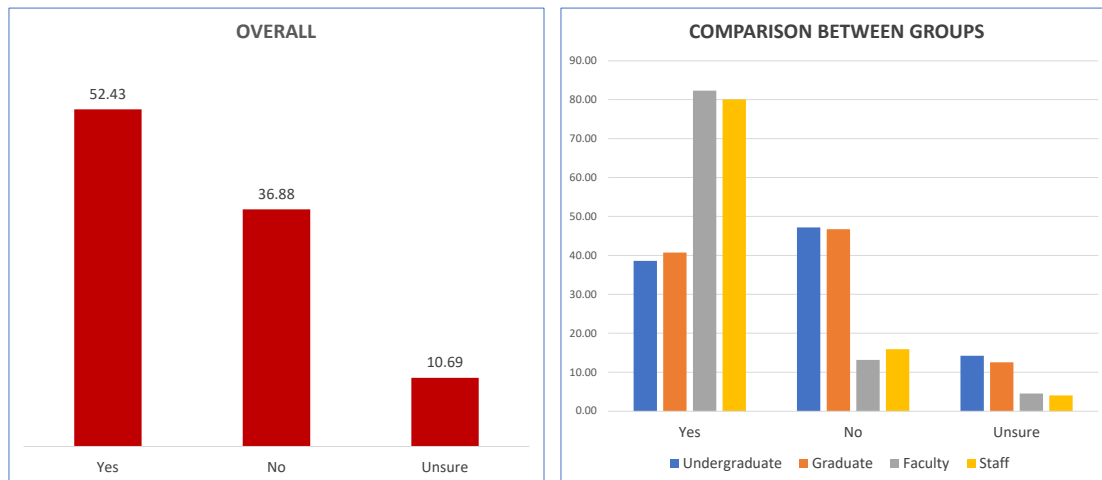
Q1: A strong personal commitment to the importance of community and belonging



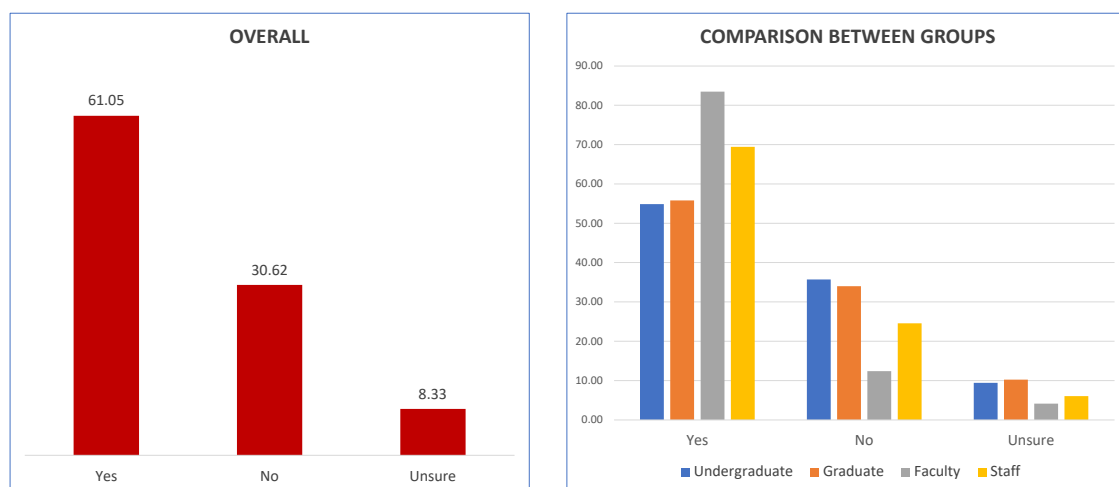
Q2: A clear understanding of the importance of diversity, equity and inclusion at SCU



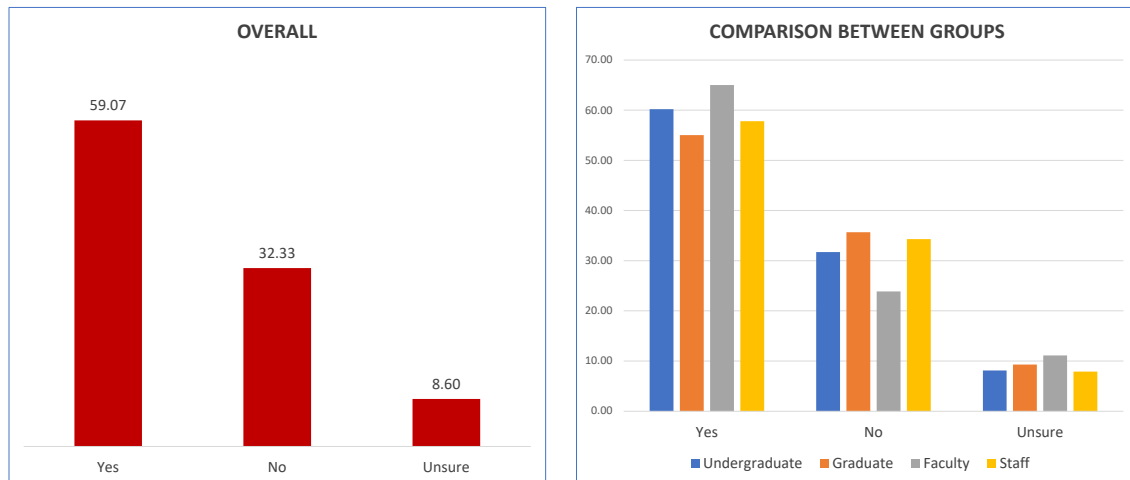
Q3: Participated in Diversity-related workshops (e.g. Safe Space, UndocuAlly, Inclusive Search, Title IX)



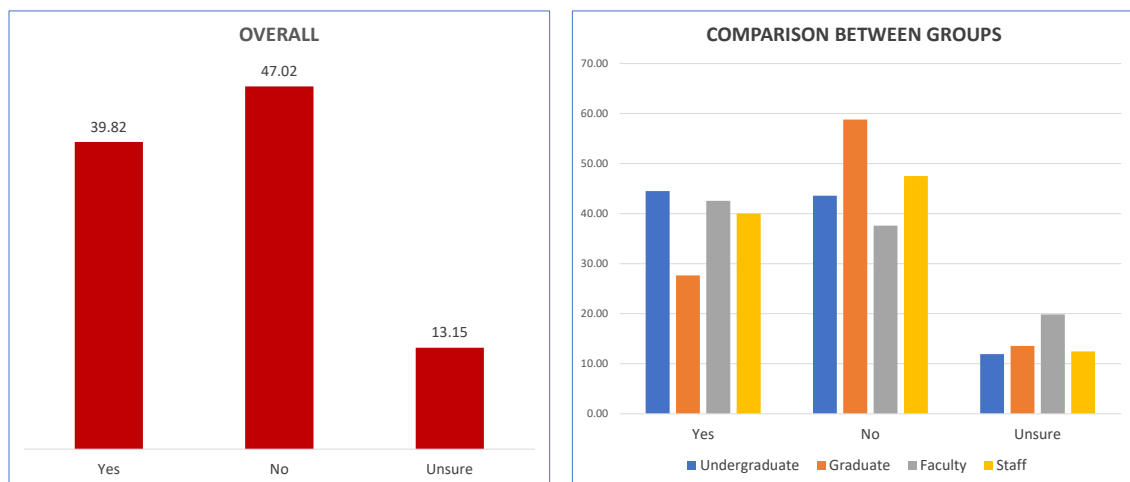
Q4: Attended events such as speakers that focused on diversity-related topics



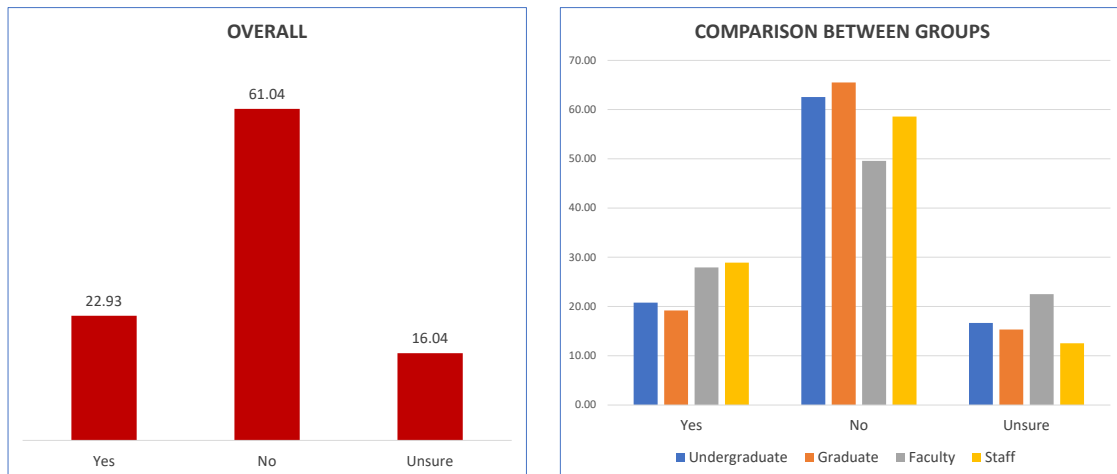
Q5: Attended cultural and other diversity-related programs organized by student organizations



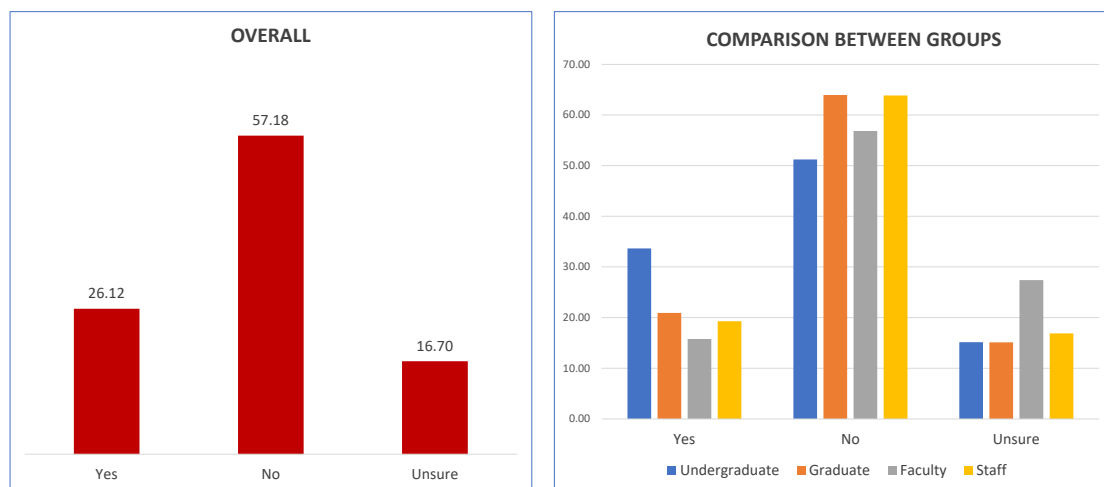
Q6: Engaged with the Multicultural Center (MCC)



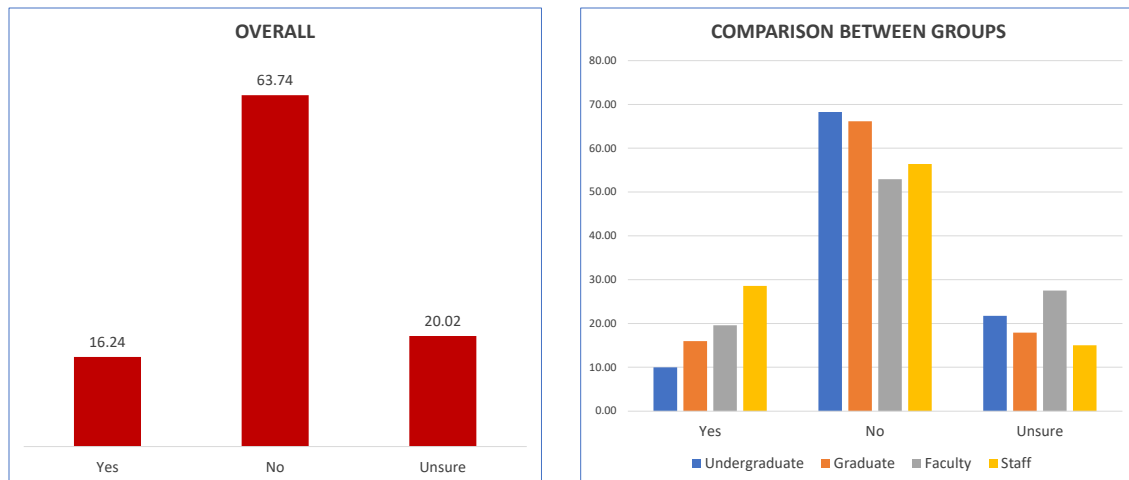
Q7: Engaged with the Rainbow Resource Center (RRC)



Q8: Engaged with the DISC space in the Sobrato Campus for Discovery and Innovation (SCDI)



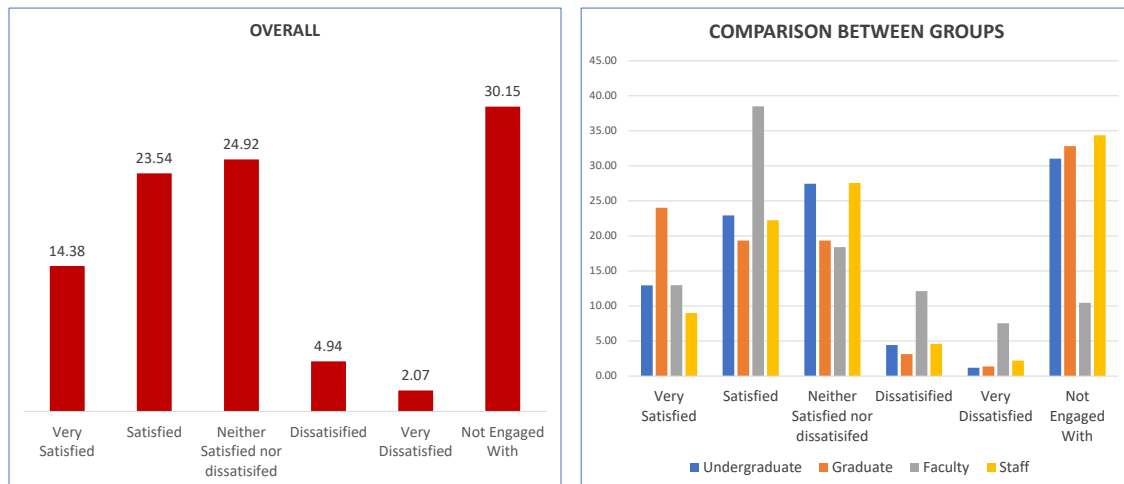
Q9: Engaged with an Employee Resource Group (ERG)



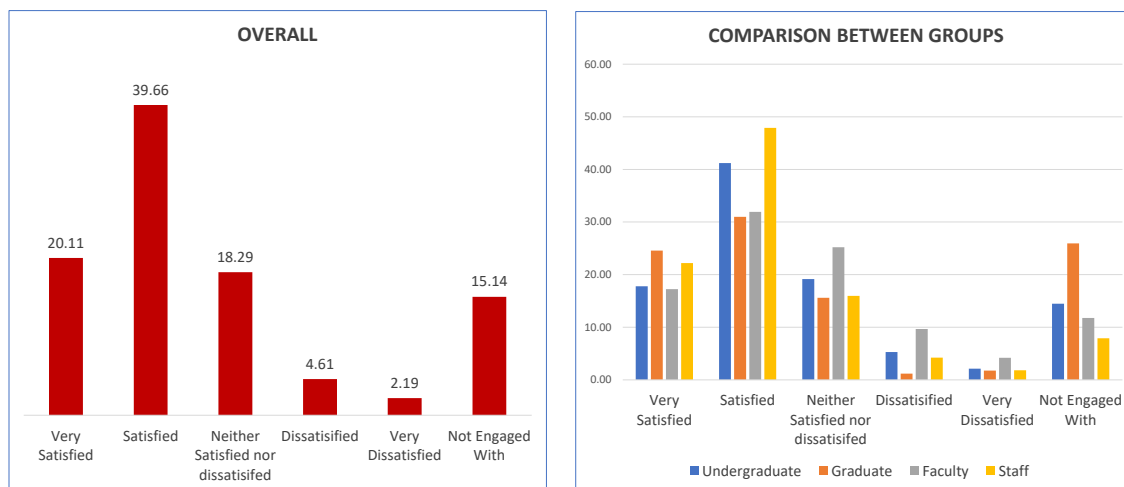
Community & Belonging #2

As a member of the SCU Community, what is your level of satisfaction with the following:

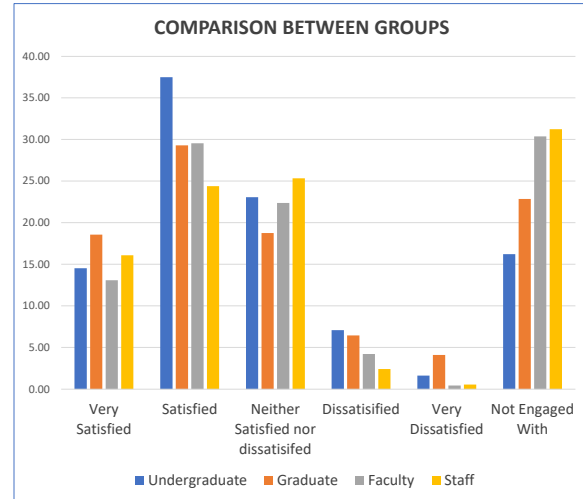
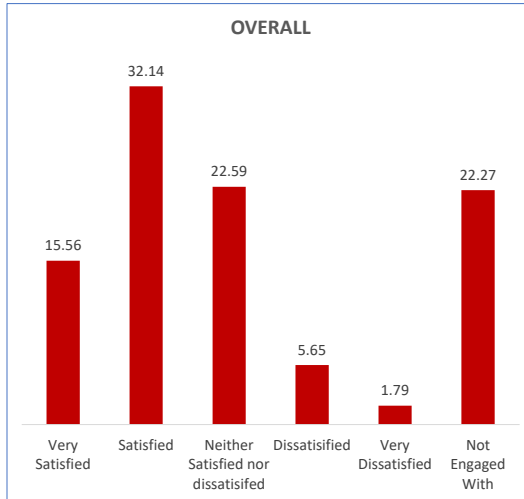
Q1: Office for Accessible Education



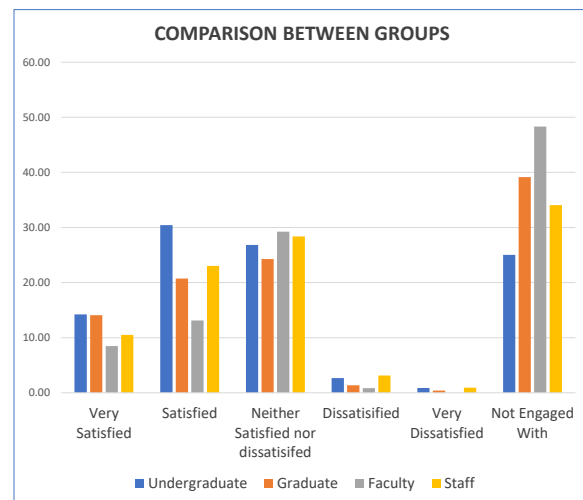
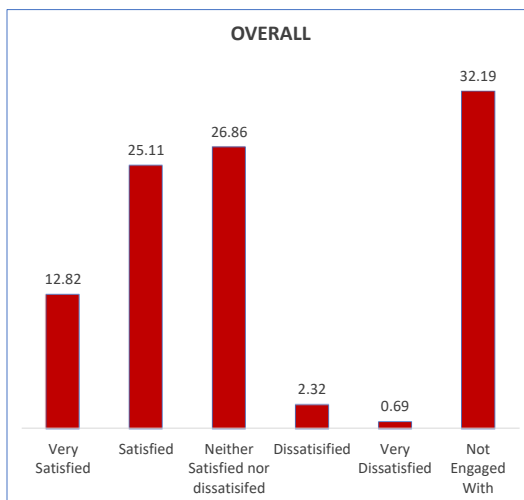
Q2: Campus Safety Services



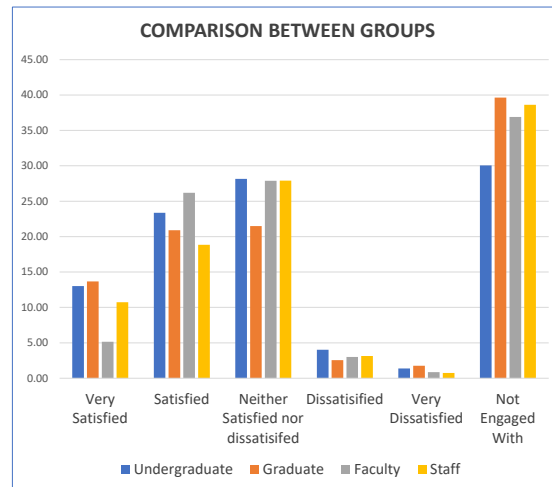
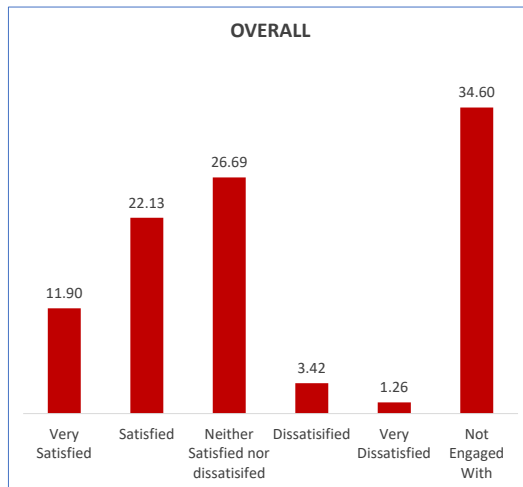
Q3: Career Center



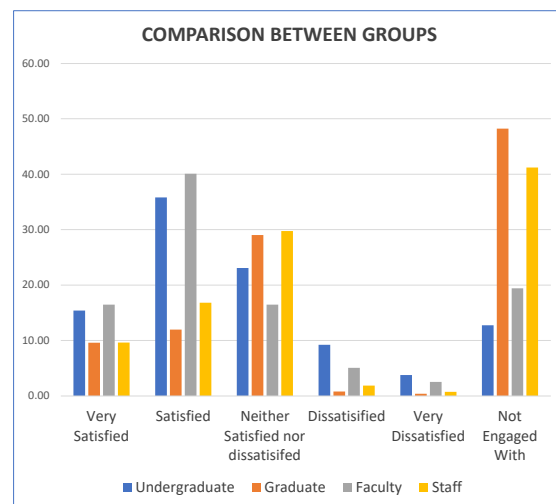
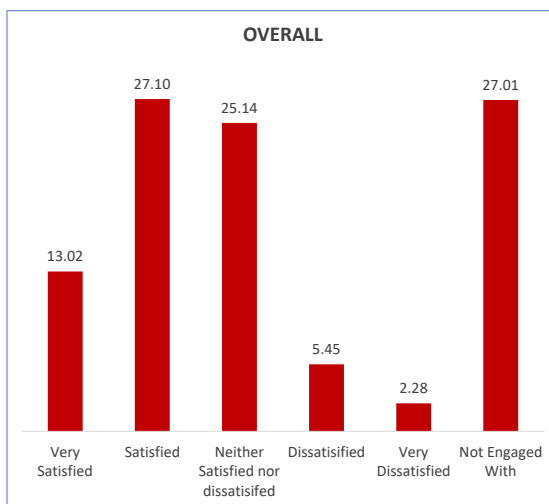
Q4: Center for Student Involvement



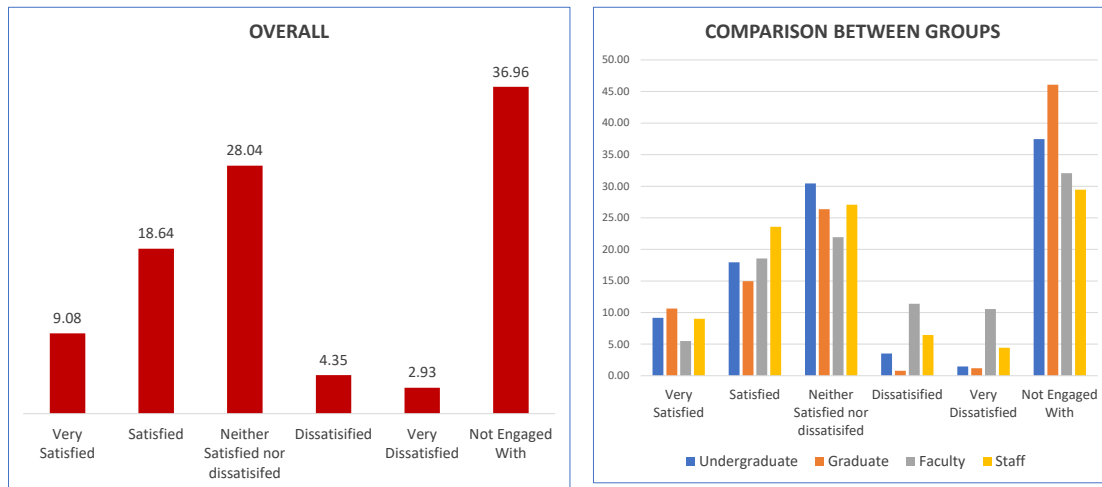
Q5: Counseling Center



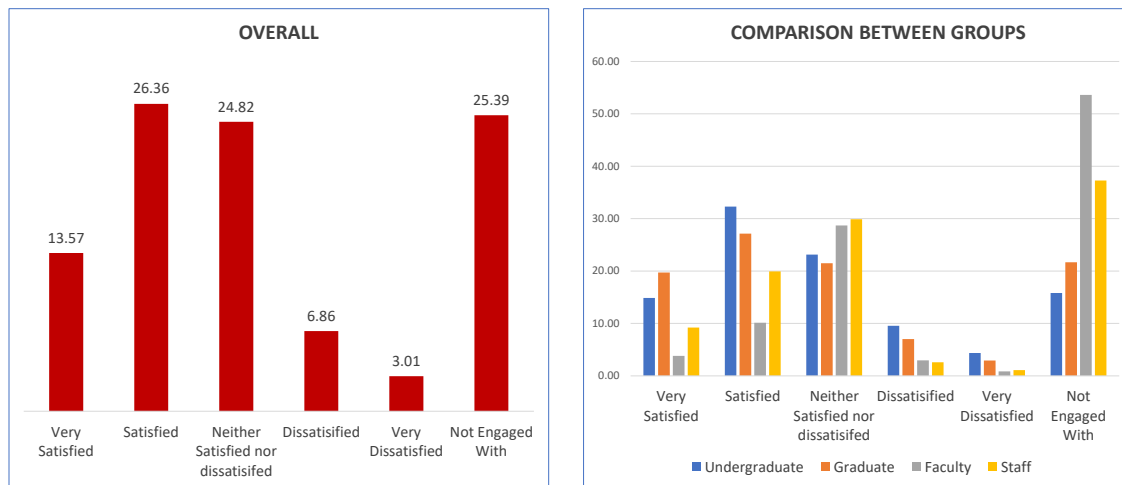
Q6: Drahmman Center



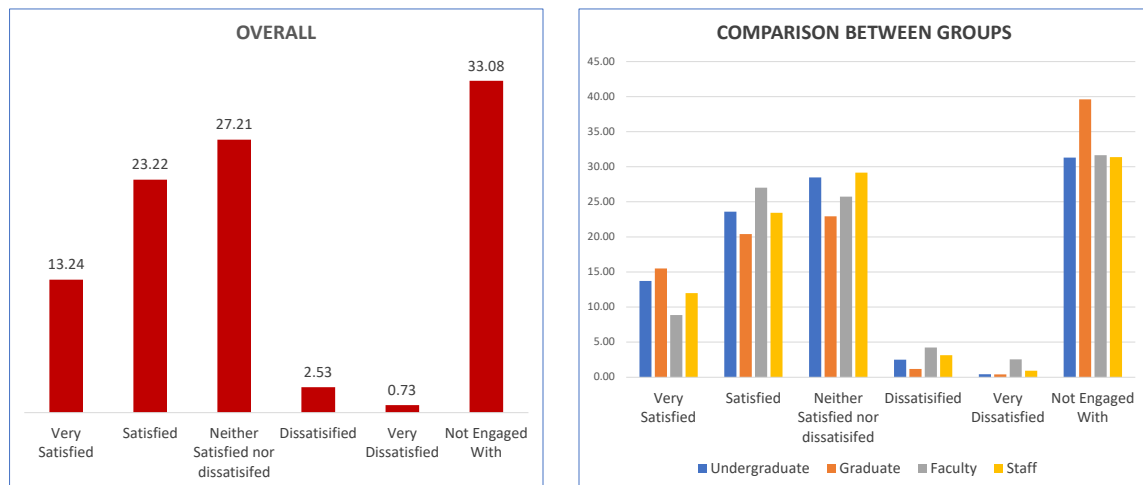
Q7: Office for Equal Opportunity and Title IX



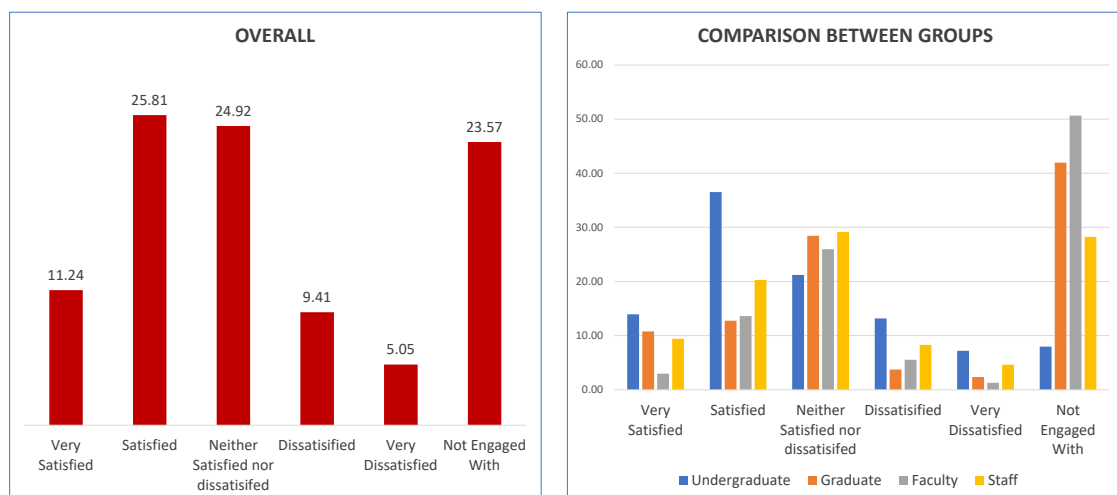
Q8: Financial Aid



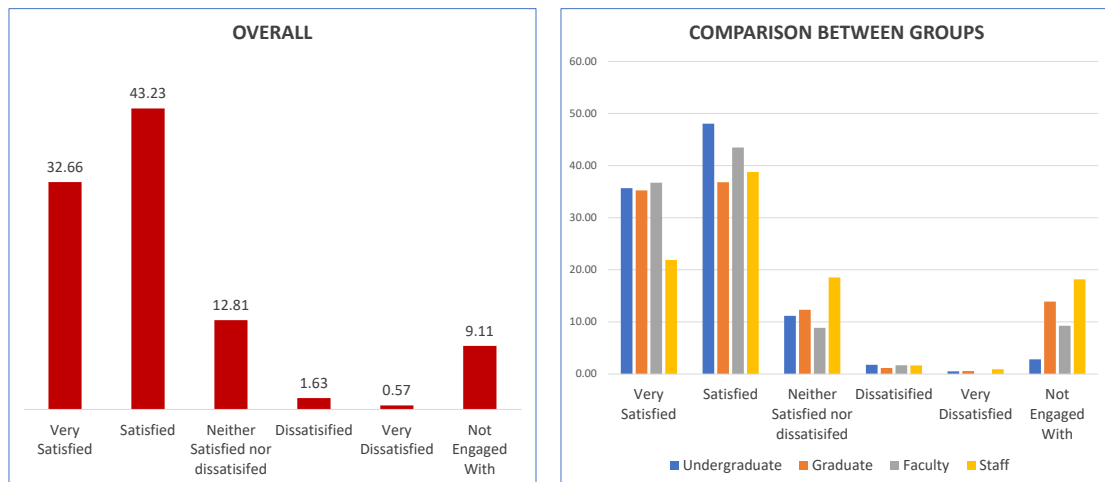
Q9: Global Engagement



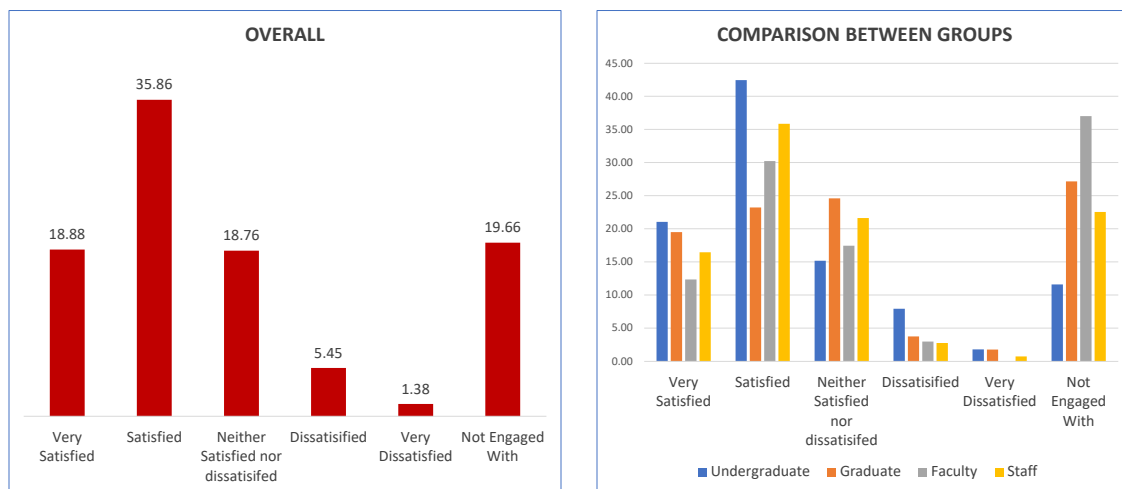
Q10: Housing and Residence Life



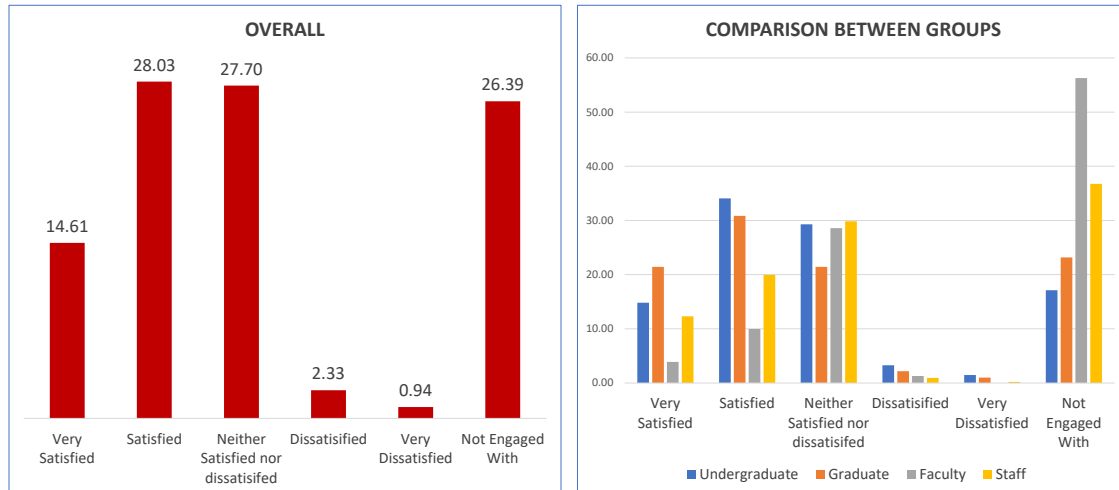
Q11: Library/Learning Commons



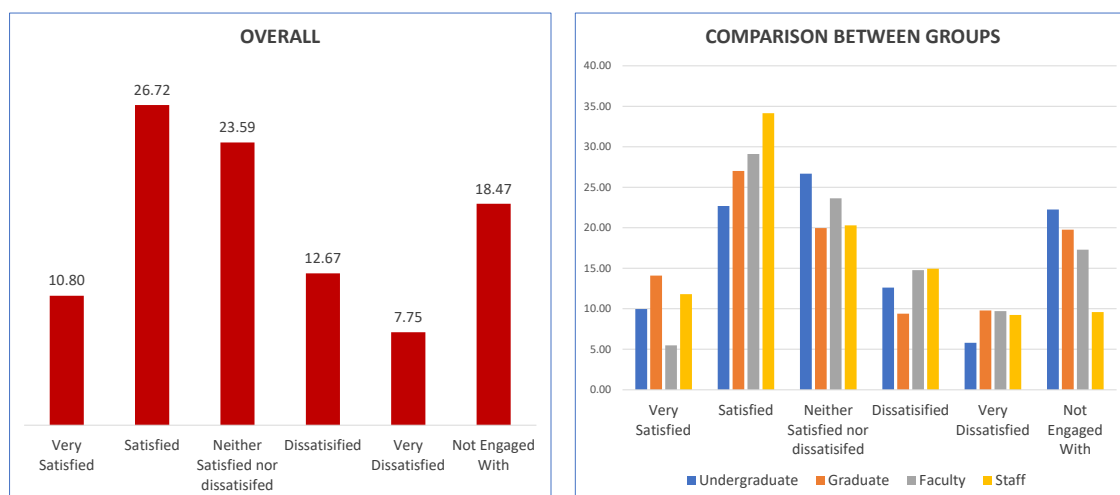
Q12: Malley Fitness Center



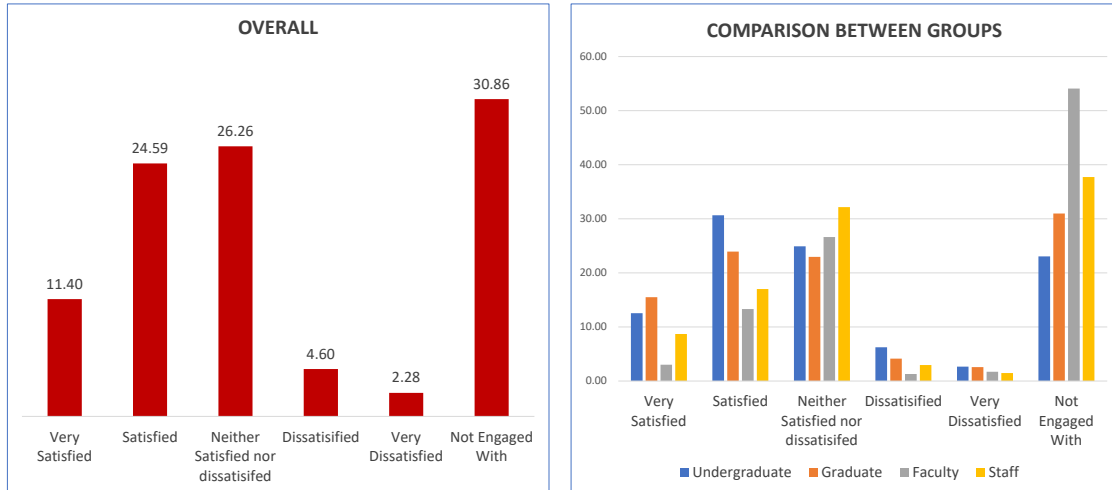
Q13: One Stop



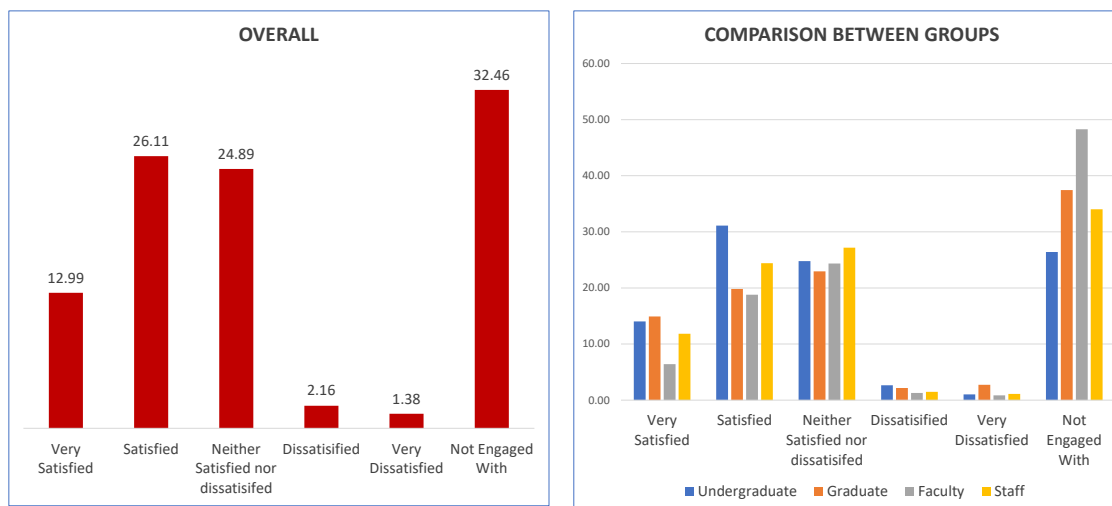
Q14: Parking & Transportation



Q15: Student Health

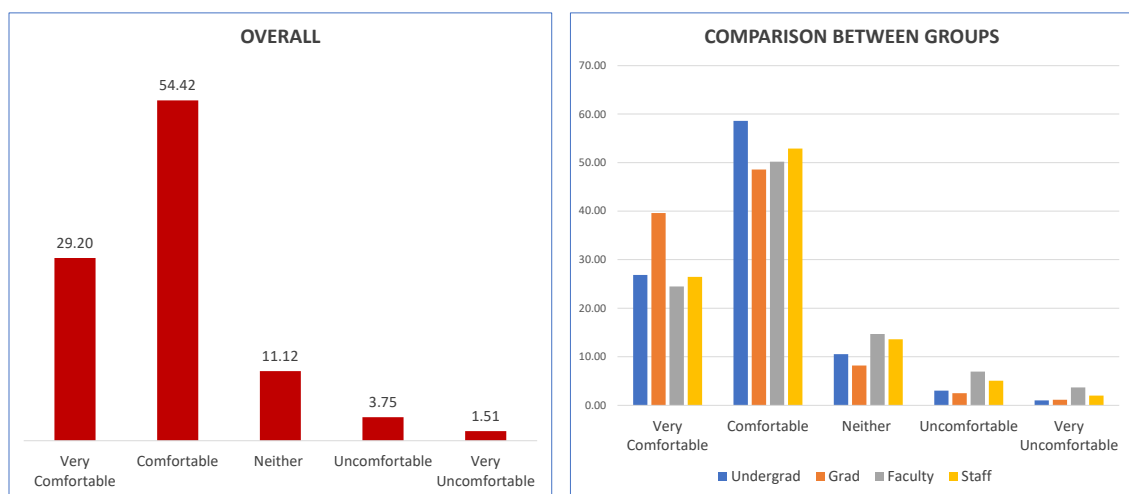


Q16: Wellness Center

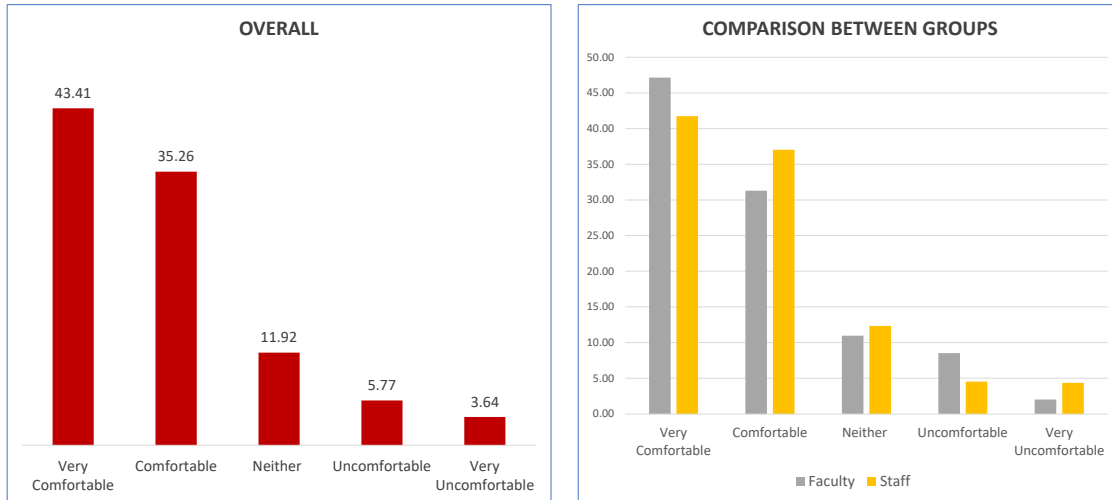


Overall Satisfaction

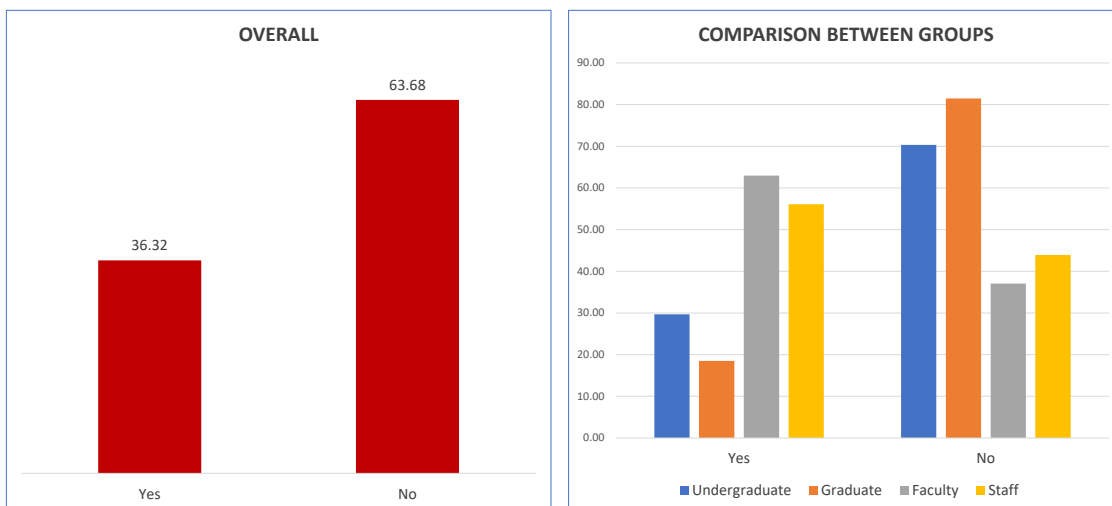
How comfortable are you with the overall campus climate at SCU?



How comfortable are you with the climate in your department/program or work unit at SCU?

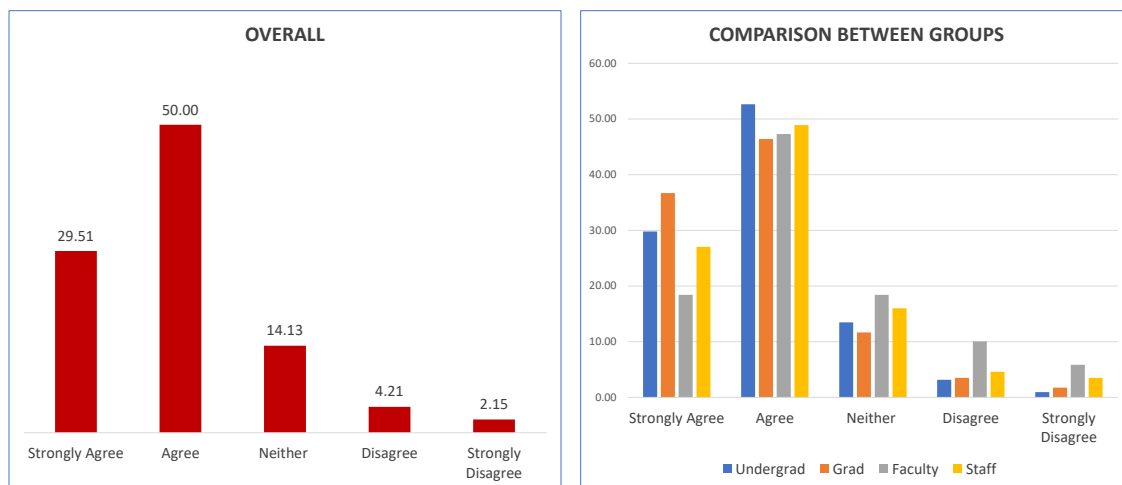


Have you ever seriously considered leaving SCU?

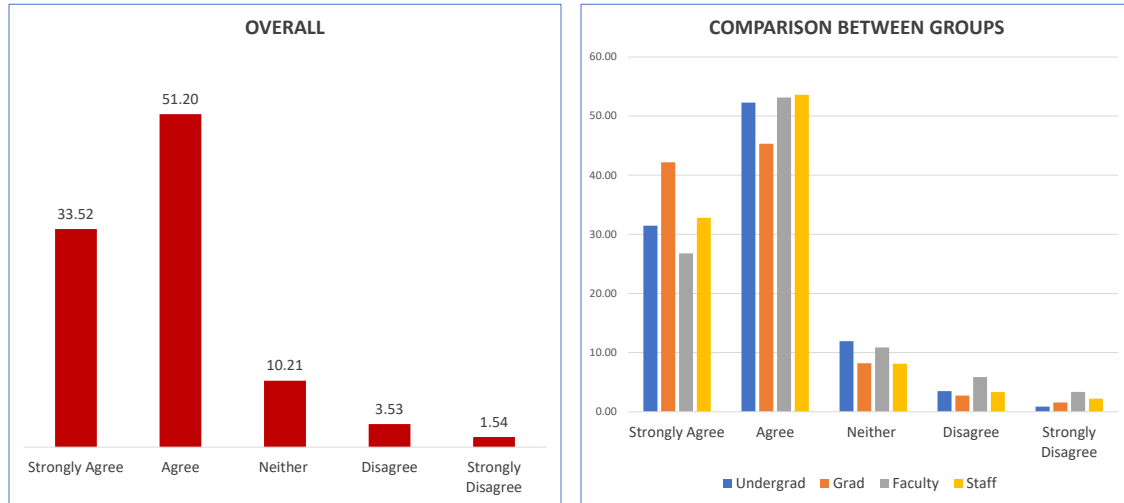


Overall Experience

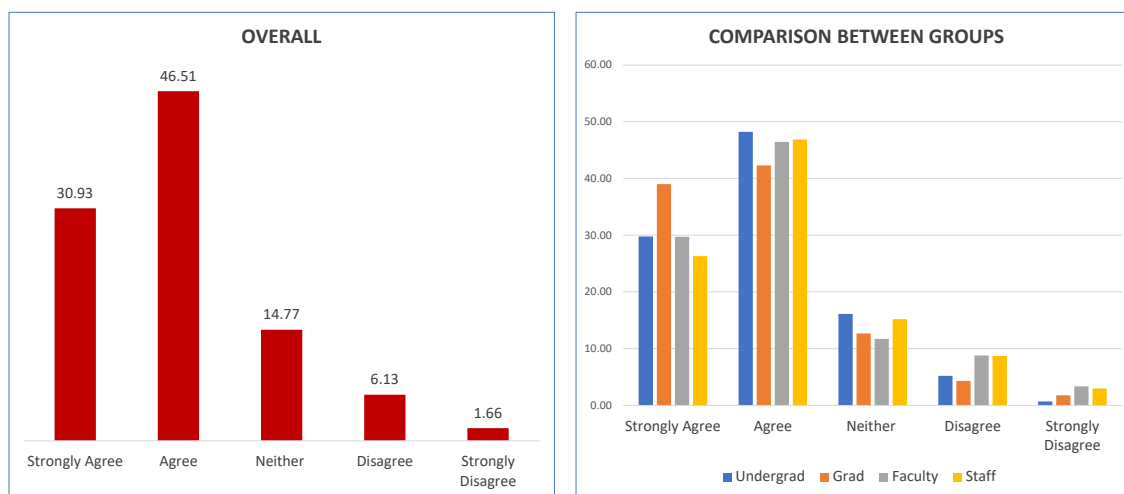
I feel cared for



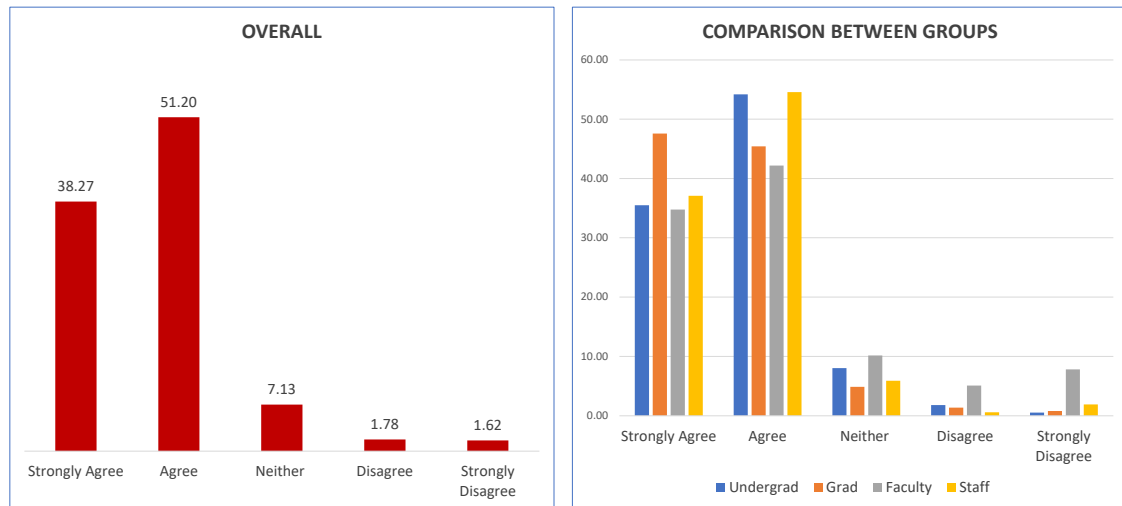
I feel welcomed



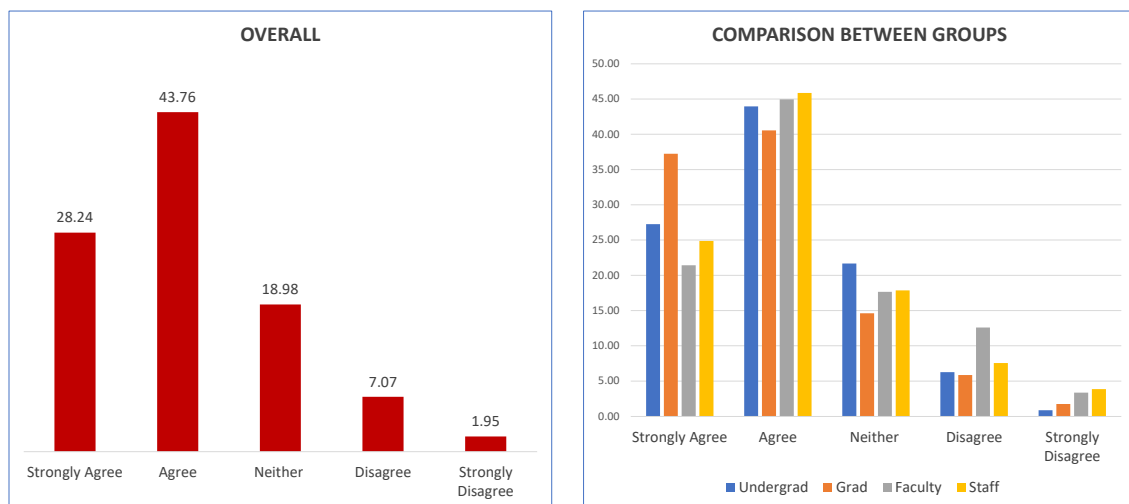
I can express my full humanity



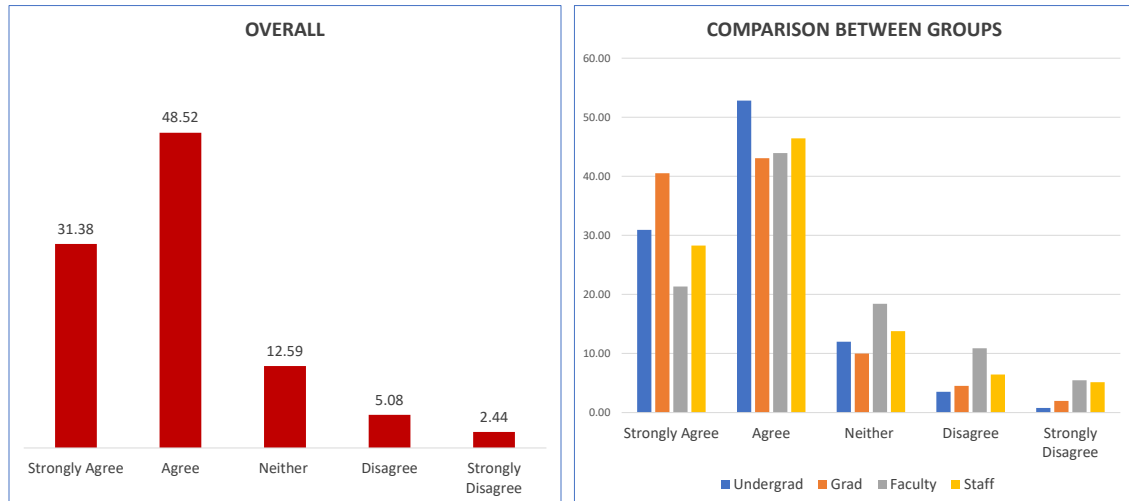
I feel safe



I feel seen



I feel supported



I feel I have a voice at the institution

