Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways. - Dalai Lama XIV

Annual Report 2017-2018
Office of the Ombuds

UC SANTA BARBARA
2017-2018: “It’s been a hard year”

Dear Members of the UCSB Community,

The Office of the Ombuds is pleased to present our annual report for Academic Year 2017-2018 to provide you with a snapshot of the trends that we have seen on campus.

This year was characterized by some very significant events for our community. The Thomas Fire and subsequent Montecito mudslide caused significant stress. Faculty and staff were evacuated from their homes, separated from their families, and unable to get to work or get home. On campus, this caused the academic quarter to be broken up, and impacted student housing, finals, and finances, as well as faculty’s academic planning. This and other natural disasters, as well as mass shootings around the country, were part of the national discourse. The sexual harassment allegations against well-known celebrities helped launch the #MeToo movement. In the words of so many of our visitors, it’s been a hard year. These events can cause ripples, both direct and indirect effects on academics and work, and reduction in resilience and coping skills.

We are honored that we were able to provide assistance to the members of our community in these stressful times. We offer our heartfelt thanks to the Office of the Executive Vice Chancellor, the Ombuds Advisory Committee, and the many other offices and individuals on campus that provide us their support and collaboration.

Sincerely,

Caroline Adams, Director and Campus Ombuds
What is an ombuds?

The Office of the Ombuds (the Ombuds) seeks to accomplish its mission by applying four core tenets:

- **Independence:** The Ombuds is chartered by UCSB to be an independent entity. To ensure objectivity, it operates independently of usual administrative hierarchy and is not an office of notice to the University. The Ombuds reports to the Executive Vice Chancellor, for administrative and budgetary purposes only. The substance of confidential matters addressed by the Ombuds is shared with administration only in the form of trends. We appreciate the fact that we have access to individuals at all levels of the institution and that, in general, senior administrators are open to hearing about concerns in their areas.

- **Impartiality:** The Ombuds is impartial. The Ombuds will not take sides in any conflict, dispute, or issue, but will consider the interests and concerns of all parties involved with the aim of achieving a fair and equitable outcome. If the Ombuds concludes that a university policy or procedure is unfair, the Ombuds will advocate for fairness. The Ombuds does not act as a witness or conduct official investigations.

- **Informality:** The Ombuds is informal. The Ombuds staff offer a variety of consultation services such as coaching, informal mediation, and strategic assessments to address conflict. The Ombuds does not arbitrate, adjudicate, or participate in any internal or external formal processes.

- **Confidentiality:** The Ombuds will maintain strict confidentiality as to the identity of visitors and the substance of concerns. The only exception to this confidentiality is when the Ombuds determines that an imminent threat of serious harm exists.

What does the ombuds help with?

<table>
<thead>
<tr>
<th>FY 16-17 &amp; FY 17-18 Top Concerns of All Visitors</th>
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<tbody>
<tr>
<td>Respect/Treatment</td>
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<td>Communication</td>
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<td>Departmental Climate</td>
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<td>Management Effectiveness</td>
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<tr>
<td>Use of Positional Power</td>
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<td>Performance Appraisal/Grading</td>
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<td>Bullying/Mobbing</td>
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<td>Poor Communication Skills</td>
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<tr>
<td>Harassment</td>
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<tr>
<td>Equity of Treatment</td>
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<tr>
<td>Administrative Decisions/Rule Interpretation</td>
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The majority of our work is individual consultations. Anyone can directly contact the ombuds and make an appointment to meet, usually one on one. Most visitors have a presenting problem or concern, for instance, a grade dispute, performance evaluation, or interpersonal conflict. Often there are various underlying or related issues, such as management effectiveness, faculty conduct, or a policy concern.
We track the general types of concerns that come to us, but destroy our notes or other records relating to the specific content of communications. The Ombuds uses a shortened version of the International Ombudsman Association case categories to track cases, outlined below. When we track categories of concerns, we may note up to 3 categories per case, if relevant.

**Individual Concerns:**
- Mental Health (when a serious mental health disability is relevant to the concern; differentiated from work-related stress, below)
- Substance Abuse
- Ethical Dilemmas
- Reputation (disregard, rudeness)
- Equity of Treatment (when treatment appears to be different than others similarly situated; differentiated from discrimination, i.e. not based on protected category)
- Respect/Treatment
- Bullying/Mobbing (refers to a group ganging up on someone)
- Compensation/Benefits
- Career Development, Coaching, Mentoring
- Communication (miscommunication, lack of communication)
- Hiring & Recruitment
- Classification and Job Description
- Tenure/Position Security
- Work Related Stress & Work-Life Balance (more minor than mental health)
- Performance Appraisal/Grading
- Discipline
- Resignation
- Termination/Non-Renewal

**Systemic Concerns:**
- Admin Decisions, Rule Interpretation/Application
- Change Management
- Departmental Climate
- Campus Climate
- Campus Leadership Priorities
- Allocations of Funding
- Standards of Conduct
- Values and Culture
- Communication Failures

**Concerns with Others' Performance:**
- Quality of Services
- Timeliness of Service Response
- Management Effectiveness
- Use of Positional Power
- Poor Communication Skills

**Legal and Ethical Concerns**
- Conflict of Interest/Ethics
- Business and Financial Practices
- Intellectual Property Rights
- Scientific Conduct/Integrity
- Safety
- Physical Violence
- Criminal Activity
- Harassment (based on protected category)
- Discrimination (based on protected category)
- Disability
- Accessibility (based on disability)
- Retaliation

Most of our visitors meet with us one on one, and explain their concerns. The majority of the time, we will inform them by providing information about university structure, processes or policy. Often we will make a referral to another office that is directly responsible for their concern or has specific knowledge, such as the Disabled Students Program or Title IX. Sometimes, we will need to research their issue by inquiring with another office or looking into policies. In almost every case, we will help them strategize about their next step, and empower them to make the right decision for them. With their express permission, we may contact others in another department to inquire about their particular case or issue. We may do this to help inform the visitor, or we may share something about the visitor's case with the other party. Sometimes we may share information back and forth. Occasionally, we may facilitate a direct conversation or perform a mediation between the two parties.
Strategize 87%
Mediation 6%
Contact others 25%
Research 22%
Inform 63%
Referral 32%

17-18 # hours per case
- 10-15 hours: 3%
- 7-9 hours: 2%
- 4-6 hours: 20%
- 1-3 hours: 74%
- 15+ hours: 1%

17-18 Referrals by Ombuds Office
- Other: 10%
- Sr. Admin: 6%
- CAPS and ASAP: 6%
- Equal Opp./Title IX: 4%
- Supervisor/Graduate Advisor: 3%
- Threat/Distress Teams: 2%
- Labor Relations: 2%
- HR: 2%
- L & S Dept. Advisor: 1%
- Whistleblower: 1%

Whom does the ombuds serve?

During fiscal year 2017-18, we had 471 cases. This is a significant increase over the last 3 years (2014 to 2017) which averaged 436 cases, and compared to 2009-2014 which averaged 323 cases per year. We serve faculty, staff, students, graduate students, post-doctoral scholars, or anyone else with a UCSB-related issue, including parents. The proportion of faculty, staff, graduate and undergraduate visitors served has remained relatively constant throughout the past few years.

1 We track “cases” which involve a distinct individual and a distinct problem. If an individual visits the office several times for one problem, it will be reported as one case. If the individual returns with a different problem, it will be considered an additional case. If two individuals are in a conflict but visit the office separately, it is recorded as two cases, as each individual has his or her own unique needs.
We maintain only anonymized records of cases, tracking only basic information regarding demographics, position and division. We destroy any records with individual names or other identifying information, such as contact information or specific department. Visitor race/ethnicity do not seem to differ significantly from the campus profile; however, because the Office of the Ombuds offers visitors more nuanced categories of identification, data can not be directly compared in all categories. More details are available in the Appendix.
Staff

I recently hired a long-time employee in our department into a higher level position. This is the first time that he’s worked as a supervisor. Even though he’s been in the department for a long time and knows most of the people he’s supervising, now I’ve received complaints from two of the people he supervises. The ombuds informed me about the resources available to him and his staff. I elected to have the ombuds walk me through what I can say to coach him.*

The top reason staff came to the office this past year was communication issues, most commonly related to management effectiveness. This category includes staff members who have come with concerns about their supervisor as well as senior managers who have concerns about the supervisory skills of their direct reports. Feeling a lack of respect and alleged bullying were also frequent reasons for coming. Other significant concerns were with another’s poor communication skills; concern with the department overall; and alleged abuse of power by someone in a senior position.

Staff came to us with concerns about communicating with others, including peers, direct reports, supervisors, faculty members and students. We frequently provided communication coaching. Notably, this year we had a higher percentage of non-supervisory staff (63%) and lower percentage of managers (21%) than last year (48% and 39%, respectively).

*The stories featured here are compilations based on the type of concerns presented and examples of services provided at the Ombuds. They are not representative of any particular person or department and are not actual quotes.
My supervisor was micromanaging me and constantly criticizing everything I did. I was convinced that she was trying to get rid of me. I was nervous to do anything. The ombuds brought us together for a conversation, and I now understand my supervisor a lot better, and realized that there were some things I was doing that weren’t helping. We both made a commitment to change some of our communication style. We aren’t best friends, but we are definitely working better now.*

*The stories featured here are compilations based on the type of concerns presented and examples of services provided at the Ombuds. They are not representative of any particular person or department and are not actual quotes.
Undergraduates

17-18 Undergraduate Top Concerns

<table>
<thead>
<tr>
<th>Concern</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Grading/Appraisal</td>
<td>35%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>21%</td>
</tr>
<tr>
<td>Respect/Treatment</td>
<td>16%</td>
</tr>
<tr>
<td>Discipline</td>
<td>17%</td>
</tr>
<tr>
<td>Equity of Treatment</td>
<td>14%</td>
</tr>
<tr>
<td>Communication</td>
<td>12%</td>
</tr>
<tr>
<td>Quality of Services</td>
<td>11%</td>
</tr>
<tr>
<td>Administrative...</td>
<td>10%</td>
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</tbody>
</table>

I was accused of cheating. I was confused about the Judicial Affairs process and scared about what would happen. Would this affect my chances of getting into law school? The ombuds talked to Judicial Affairs and let me know my rights. We talked about what might happen and they helped me decide what to do. I came in feeling lost, but I left the office feeling like I knew what to do.*

I work at the front desk of one of the residence halls. One of my friends came in and caused kind of a scene. Then things started going downhill with my supervisor. I pretty much just stopped talking to him and avoided him as much as possible. The ombuds helped me figure out what I wanted to say, and how to do it without making things worse.*

By far the most common reason undergraduates come to the ombuds is a dispute over grading. We helped students communicate with faculty and TAs about their grades, and if they wanted to dispute a grade formally, we helped them understand the processes involved. Mental health was a significant aspect in over 20% of our cases. Sometimes students were referred from CAPS or sometimes we referred students to CAPS, or sometimes students had concerns about another student. Lack of respect was also one of the top concerns. Students also often came to us who were facing discipline, and wanted to know more about the processes and procedures or wanted to discuss the implications of discipline. We are happy to see a growth in our undergraduate student population, reversing what seemed to be a trend of reduction in percentage of visitors.

Undergraduates as percentage of visitors to ombuds:

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<tbody>
<tr>
<td>2017-2018</td>
<td>24%</td>
<td>19%</td>
<td>22%</td>
<td>24%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*The stories featured here are compilations based on the type of concerns presented and examples of services provided at the Ombuds. They are not representative of any particular person or department and are not actual quotes.
Graduate Students

I’m a third year PhD student. I went to the ombuds because I just didn’t feel like I was getting along with my advisor. She was impossible to track down, constantly cancelling appointments. She didn’t seem to like my topic and kept pushing me to work on her research. The ombuds talked with me about the pros and cons of sticking with my topic or changing topics, and I actually think there’s an advisor who would be better for me. The ombuds also helped me think about what to say to my old advisor and how to approach a potential new advisor.*

In 24% of cases, respect/treatment was one of the main concerns. In most of the cases, this reflects treatment by a faculty advisor. In 22% of cases, mental health was one of the main concerns. This is up from about 16% the previous year. Students came to us to discuss the implications of mental health leaves or accommodation, as well as situations which they felt were causing impacts to their mental health.

#MeToo

In October 2017, #MeToo went viral, and was linked to allegations against well-known celebrities, politicians and others. No doubt this movement also had an effect on our graduate students, whether giving them the courage to come forward about situations or giving them an understanding that certain circumstances might be inappropriate. 19% of graduate student visitors came to discuss sexual harassment. This was up slightly from last year. Visitors may have included alleged victims or potential complainants, respondents, witnesses, friends, or concerned community members. They may have come to discuss a recent event, or an event from years ago. They may have come to discuss a conclusion that they were unhappy with, or may have wanted to brainstorm solutions. Notably, while the slight majority of graduate students at UCSB are male, a slight majority of graduate student visitors were female.

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17-18 Graduate Top Concerns

<table>
<thead>
<tr>
<th>Concern</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect/Treatment</td>
<td>24%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>19%</td>
</tr>
<tr>
<td>Harassment</td>
<td>16%</td>
</tr>
<tr>
<td>Departmental Climate</td>
<td>11%</td>
</tr>
<tr>
<td>Appraisal/Grading</td>
<td>11%</td>
</tr>
<tr>
<td>Bullying/Mobbing</td>
<td>7%</td>
</tr>
<tr>
<td>Equity of Treatment</td>
<td>7%</td>
</tr>
<tr>
<td>Poor Communication Skills</td>
<td>10%</td>
</tr>
<tr>
<td>Communication Issues</td>
<td>10%</td>
</tr>
</tbody>
</table>

0%  5%  10%  15%  20%  25%  30%
Overall, the top ten concerns for grad students remained mostly constant from last year. Other main concerns included department climate and performance appraisal (15% of cases); bullying (13% of cases); equity of treatment (11% of cases); poor communication skills and communication issues (10% of cases). Note, there are many areas where there is commonly overlap of concerns. For instance, bullying will often also constitute poor treatment. Departmental climate was usually characterized by one of the other issues, most often harassment. Cases of harassment also could involve issues of equity of treatment. Performance appraisal may also include poor communication skills.

The ombuds presented to graduate students in several different departments, to provide an overview of the Office of the Ombuds as well as some other resources.

Faculty

35% of faculty concerns were department-wide, up from around 24% last year. Respect/treatment was the next most common concern at 26% of cases, down from 33% last year. Communication problems appeared in 23% of cases. Bullying, equity of treatment and reputation were also top concerns, as they were last year. Use of positional power, discrimination and harassment were also in the top ten most common concerns, but were not as common last year.

17-18 Faculty Breakdown (detail)

Conversely, this year, we did not see significant concern with administrative decisions or with tenure/position & security where we did last year.

*I just took over as chair last quarter. There are a lot of things I’m finding out that I didn’t know about before I became department chair. For one, the Personnel Analyst is out all of the time. He’s used all of his sick leave. There’s a lot of work that hasn’t been getting done and is falling through the cracks. On top of it, he’s really hard to talk to. I had just about had enough. The ombuds gave me a general understanding of the campus policies around sick, disability, and discipline, and also told me about all of the other support around campus for this kind of thing, as well as giving me tips on talking to him about it.*

*The stories featured here are compilations based on the type of concerns presented and examples of services provided at the Ombuds. They are not representative of any particular person or department and are not actual quotes.
There are a couple of us assistant professors who are fairly new to our department. We are really having a hard time at faculty meetings. Certain people interrupt others and seem very dismissive of what some of us have to say. One of them raises his voice to the point that it really makes us uncomfortable. We don’t want to rock the boat by saying anything. We told the ombuds and with our permission, the ombuds is going to reach out to the chair without mentioning that any of us complained.*

Faculty continue to express frustration with a lack of mechanism to address disrespectful communications by their colleagues, and chairs continue to express frustration with their lack of authority, lack of understanding of the expectations for managing staff, and methods of support for colleagues at UCSB. The Ombuds created a version of Crucial Conversations exclusively for academic leadership, including chairs and business officers, which was offered during the first week of classes in September. Comments from the training included, “Everyone at UCSB should take this class,” and “This was the best management class I have had at UCSB.” In addition, the ombuds continue to recommend a more robust mentorship for new chairs, and one for new faculty may also be helpful.

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What would happen if people didn’t go to the ombuds?

Before I came to the office, I was considering...

- Giving up and remaining disgruntled: 41%
- Not talking to anyone about the issue: 27%
- Filing a lawsuit: 7%
- Leaving my position: 25%
- Filing a grievance/complaint: 32%

We ask visitors to fill out an anonymous form when they first come in, asking them what other options they were considering (above). Based on the discussion, the ombuds reports whether there appears to be a risk to the university of the following (below). For instance, a visitor may mention that they have been talking to an attorney or the ombuds may note that there is an allegation of a significant policy violation.

17-18 Visitor Risk Categories

- Loss of Departmental Productivity: 58%
- Potential for Internal/External Grievance: 42%
- Unwarranted Attrition or Transfer: 40%
- Significant Violations of Policy/Code of Conduct: 34%
- Litigation Potential: 15%
- Negative Publicity: 13%
- High Risk Safety Issue: 8%
What else does the ombuds do?

We also conducted about 30 mediations, some of which took place over several meetings. When it appears that a conflict involves an entire unit or group, or at the request of a leader, we also conduct surveys and facilitate meetings, and multi-party mediations. Department leaders may also request trainings or department retreats, either to teach specific skills or improve overall team functioning. This year, we facilitated about 15 meetings and retreats for faculty or staff. We also conducted numerous trainings for staff or students, reaching about 450 people. Training topics included conflict style, communication, collaboration, coaching, employee engagement, and receiving feedback.

How do people hear about the ombuds?

We are always working on reaching out to members of our community to let them know about our office and inform them about the benefits of using our services. We held over 40 informational meetings with other campus offices, including partner offices such as CARE or DSP, academic department personnel, and senior administrators. We also conducted more extensive presentations to discuss our services with departments, such as the several presentations to incoming graduate students.

We continued distributing informational and educational flyers aimed at undergraduates, for residence halls, undergraduate advisors, and Greek members. We also created several different informational bulletin boards outside of our office. New Employee Orientation included an introduction to our office.

This year we also made great strides in improving and increasing our online presence. We continued use of social media. In addition, we redesigned our website with the help of Academic Affairs IT, to make it more esthetically pleasing as well as more useful. Since the transition, our average monthly traffic increased about 50%, from 200 to 292 new users each month.

17-18 How People Hear about the Ombuds
What do people say about the ombuds?

17-18 Visitor Survey

- I would use the office again or refer others to the office. 97%
- The ombuds helped me identify and evaluate the options. 95%
- The ombuds carefully listened to and understood my concerns. 99%
- I felt comfortable discussing my problem with the ombuds and was treated with respect. 99%
- I trust the Office of the Ombuds to maintain confidentiality. 96%
- I felt the physical space contributed to the sense of privacy/safety/confidentiality. 100%
- It was easy to contact the Office of the Ombuds. 99%

Sample of written comments from visitors:

- "Really great guidance and a good sounding board. Thank you."
- "Very helpful in understanding what issues I wanted to pursue specifically, pinpointing options to address them, and understanding the potential benefits/risks of those options. Thank you!"
- "Thank-you--I appreciate being heard and input on how to move forward!"
- "They were very attentive and attempted to understand my situation as best as possible. I feel better about handling my situation."
- "The person I spoke with at my appointment was very attentive to my case yet also maintained an objective position and viewpoint. I felt safe discussing my circumstances and free of judgement."

What is the Ombuds Advisory Committee?

The Ombuds Advisory Committee met three times in the course of the academic year. The Executive Vice Chancellor appoints the members of this campus committee. Committee members’ terms of service are established with the possibility of individuals serving two consecutive terms and are staggered to ensure continuity. The undergraduate student representative each year is the Goodspeed intern, an internship coordinated by the Vice Chancellor for Student Affairs. The Ombuds staff serve as ex-officio members.
The committee has two main functions:

- To act as a sounding board and advisor to the Ombuds in regard to such matters as the Annual Report and its distribution, promotion and marketing the Ombuds, hiring staff, professional development plans, and additional duties;
- To receive and respond to any complaints about the Ombuds.

The appointed members for 2017-2018:

- Dorothy Satomi, staff representative
- Deb Karoff, staff representative
- Cherie Briggs, faculty representative
- Carol Lansing, faculty representative
- Heather Macias, graduate student representative
- Hailey Phelan, undergraduate representative

Who are the ombuds?

All of our staff are members of the International Ombudsman Association (IOA). This organization provides professional affiliation, training, and certification, as well as ongoing problem-solving, research and resources with regards to current challenges in our work. We operate consistently with the IOA standards of practice, including the four tenets described above

The office is led by Caroline Adams, Director and Campus Ombuds, who’s been with the office for over 5 years. Caroline has a JD and MFA, and has been mediating for over 15 years, and has also been a professor, and an attorney. David Rasch serves as Associate Ombuds. David has a PhD in Counseling Psychology and served as the Ombuds at Stanford University for 14 years. Caroline and David are both Certified Organizational Ombudsman Practitioners (CO-OP™).

Megan DeBrito, who holds a Master’s in Conflict Resolution, joined the office as Assistant Ombuds. Prior to coming to UCSB, Megan worked as a Long Term Care Ombudsman as well as a Mediator. Michael O’Connell continues his 25% appointment as Faculty Ombuds for the fifth year. Michael is an Emeritus Faculty member from the English Department.
2018-2019

What does the ombuds plan to do next year?

- Serve the UCSB community with quality care consistent with International Ombudsman Association Standards of Practice.
- Increase utility of and traffic to the ombuds website by more widely publicizing and adding self-help educational materials, including videos.
- Mitigate future conflict by encouraging participation in Crucial Conversations for all levels of the University community, including faculty, senior administrators and business officers, and encourage additional trainers.
- Expand workshop offerings to subject areas with an indirect but correlated effect on conflict and campus climate, including employee engagement, career development and faculty-graduate student mentorship.
- Grow relationships with senior leadership, prioritizing new administrators, to share the resources of our office, stay informed, and collaborate on shared goals, working to balance effectiveness, accomplishment, compliance and climate. Grow relationships with new department chairs, administrative management professionals and undergraduate advisors to share our office as a resource for managing departmental conflict and learn from their professional experiences.
- Increase outreach to new staff and faculty to improve campus climate and reduce turnover.
- Increase outreach to undergraduate students, particularly underrepresented minorities and transfer students.
- Remain current on campus policies and procedures and understand campus priorities by attending campus trainings and briefings
- Continue to be a hub for referrals and a center for resources by maintaining a robust library and knowledge base, developing innovative means to share it, and taking advantage of campus partnerships
- Increase our attendance of continuing education opportunities and professional development to maintain knowledge of the current landscape and to improve our skills and expand upon the services we can offer
- Influence and further the development of our field by providing thought leadership in national organizations, authoring professional publications and presenting at professional conferences.

Public National University
Appendix: Demographics Detail

17-18 Undergrad Visitor Ethnicity

- White/Caucasian: 31%
- African American/Black: 8%
- Asian, Asian-American: 29%
- Spanish-American, Latino/Hispanic: 9%
- Other/mixed: 3%
- Middle Eastern: 3%
- Mexican, Mexican-American, Chicano: 17%

Compare: All UCSB Undergrads

- White/Caucasian: 38%
- African American/Black: 1%
- Asian, Asian-American: 29%
- Chicano/Latino: 31%
- Native American: 1%

17-18 Undergraduate Visitor by Gender*

- Female: 49%
- Male: 50%
- Non-Binary: 1%

Compare: All UCSB Undergraduates

- Female, 54%
- Male, 46%

*Visitors are provided a space for free response rather than choosing male or female.
17-18 Graduate Student Visitor Ethnicity

Compare: All UCSB Grad Students

17-18 Graduate Student Visitor by Gender*

Compare: All UCSB Graduate Students

*Visitors are provided a space for free response rather than choosing male or female.
17-18 Staff Visitor Ethnicity

- White/Caucasian: 66%
- Spanish-American, Latino/Hispanic: 5%
- Asian, Asian-American: 3%
- Mexican, Mexican-American, Chicano: 17%
- Other/Mixed: 5%

Compare: All UCSB Staff

- White: 62%
- Hispanic: 24%
- Native American: 0%
- African American/Black: 3%
- Other/Mixed: 0%
- Asian, Asian-American: 11%

17-18 UCSB Staff by Gender*

- Female: 52%
- Male: 48%

Compare: All UCSB Staff

- Female: 52%
- Male: 48%

*Visitors are provided a space for free response rather than choosing male or female.
17-18 Faculty Visitor Ethnicity

- White/Caucasian: 54%
- Asian, Asian-American: 11%
- Mexican, Mexican-American, Chicano: 11%
- Middle Eastern: 5%
- Spanish-American, Latino/Hispanic: 11%
- Other/Mixed: 8%

Compare: All UCSB Faculty

- White/Caucasian: 77%
- Asian, Asian-American: 12%
- Hispanic: 7%
- Native American: 1%
- Other/Mixed: 0%

17-18 Faculty Visitor by Gender*

- Female: 47%
- Male: 51%
- Unknown: 2%

*Visitors are provided a space for free response rather than choosing male or female.