



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of California
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Final Report

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Executive Summary

Introduction

The University of California (UC) is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment.¹ A common recommendation offered by these initiatives was the need for a comprehensive tool that would provide campus climate metrics for students, faculty, staff, post-doctoral scholars, and trainees across the system.

To that end, the University contracted with Rankin & Associates, Consulting (R&A) to conduct a system-wide “Campus Climate” survey. The purpose of the survey was to gather a wide variety of data related to institutional climate, inclusion, and work-life issues so that the University is better informed about the living and working environments for students, faculty, staff, post-doctoral scholars, and trainees at the ten UC campuses as well as the Office of the President, the Lawrence Berkeley National Laboratory, and the Division of Agriculture and Natural Resources. Based on the findings, each UC campus and the three locations will develop action plans and strategic initiatives to improve the overall campus climate.

Project Structure and Process

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The UCLA survey contained 93 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from January 8, 2013 through February 23, 2013 through a secure on-line portal.² Confidential

¹ For example: Declaration of Community, 1993; Study Group on Diversity, 2006; Advisory Council on Campus Climate, Culture, and Inclusion, 2010.

² All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

paper surveys were available to those who did not have access to an Internet-connected computer or preferred a paper survey.

The survey data were analyzed to compare the responses of various groups. Descriptive statistics were calculated by salient group memberships (e.g., position status, gender identity, racial identity) to provide additional information regarding participant responses. Meaningful and notable findings were included in the report based on chi-square analyses, information gleaned from the literature, and/or experiences of the consultant. Additional narrative was requested for several questions in the survey. For the purposes of this report, content analyses were conducted on questions where there was limited quantitative data.

Description of the Sample at UCLA

UCLA community members completed 16,242 surveys for a response rate of 22%. Response rates by constituent group varied: 19% for Undergraduate Students ($n = 5,382$), 24% for Graduate/Professional Students ($n = 2,979$), and 12% for Union Staff ($n = 1,850$), 19% for Faculty ($n = 1380$), and 35% for non-union staff ($n = 3,861$). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for the specific demographic characteristic.³ Only surveys that were at least 50% completed were included in the final data set for analyses.

³ The total n for each demographic characteristic will differ due to missing data. Definitions for each demographic characteristic used for analysis purposes are provided at the conclusion of the Executive Summary.

Table 1. UCLA Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	5,382	33%
	Graduate/Professional Students ⁱⁱ	2,979	18%
	Faculty ⁱⁱⁱ	1,380	9%
	Staff ^{iv}	6,094	38%
	Post-Doctoral Scholars/Trainees ^v	407	3%
Gender Identity	Women	9519	59%
	Men	6540	40%
	Transgender ^{vi}	24	<1%
	Genderqueer ^{vii}	101	<1%
Racial Identity	White	5,795	36%
	Underrepresented Minority ^{viii}	3,507	22%
	Other People of Color ^{ix}	6,408	40%
	Multi-Minority ^x	234	1%
Sexual Identity	Heterosexual	13,315	82%
	Lesbian, Gay, Bisexual, Queer	1,378	8%
	Questioning ^{xi}	152	1%
	Asexual ^{xii}	742	5%
Citizenship Status	U.S. Citizen	14,807	91%
	Non-U.S. Citizen	1,280	8%
	Undocumented	77	<1%
Disability Status	No disability	12,649	78%
	Disability (physical, learning, mental health/psychological condition)	2,414	15%
Religious/Spiritual Affiliation	Christian affiliation ^{xiii}	5,808	36%
	Other Religious/Spiritual affiliation ^{xiv}	1,019	6%
	Muslim ^{xv}	227	1%
	Jewish ^{xvi}	727	5%
	No affiliation ^{xvii}	6,723	41%
	Multiple affiliations ^{xviii}	1,027	6%
	Unknown	711	4%

Key Findings - Areas of Strength

1. High levels of comfort with the climate at UCLA

- 80% of all respondents ($n = 13,026$) were “comfortable” or “very comfortable” with the climate at UCLA while 6% of all respondents ($n = 997$) indicated that they were “uncomfortable” or “very uncomfortable.”
- 75% of all respondents ($n = 12,131$) were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 10% of all respondents ($n = 1,681$) indicated that they were “uncomfortable” or “very uncomfortable.”
- 71% of Undergraduate Students ($n = 3,823$), 78% of Graduate/Professional Students ($n = 2,315$), and 90% of Faculty and Post-Doc respondents ($n = 896$) were “comfortable” or “very comfortable” with the climate in their classes, while 7% of Undergraduates ($n = 380$), 6% of Graduate/Professional Students ($n = 176$), and 2% of Faculty/Post-Docs ($n = 20$) were “uncomfortable” or “very uncomfortable.”

2. Faculty and Staff - Positive attitudes about work-life issues

- 76% of all Faculty, Staff, Post-Doc, Graduate/Professional Student and Trainee respondents ($n = 8,095$) offered that UCLA values a diverse faculty and 80% offered that the campus values a diverse staff ($n = 8,595$).
- 63% of all Faculty, Staff, Post-Doc, Graduate/Professional Student, and Trainee respondents ($n = 6,721$) indicated that their supervisors provided them career advice or guidance when they needed it and that their supervisors provided ongoing feedback to improve their performance (60%, $n = 6,447$).
- 83% of health sciences employees ($n = 1,681$) believed their patient-care load was manageable.

3. Students - Positive attitudes about academic experiences

- 68% of Undergraduate Student respondents ($n = 3,648$) and 76% of Graduate/Professional Student respondents ($n = 2,260$) were satisfied with their academic experience at UCLA.

Key Findings - Opportunities for Improvement

1. Some members of the community experience exclusionary conduct

- 24% of respondents ($n = 3,946$) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; eight percent of respondents ($n = 1,347$) indicated that the conduct interfered with their ability to work or learn.⁴
- Differences emerged based on various demographic characteristics including position status, ethnic identity, racial identity, and discipline of study. For example,
 - A higher percentage of Staff and Post-Doc/Trainee respondents reported experiencing this conduct as compared to Faculty or Students.
 - A higher percentage of ethnic and racial minority respondents and LGBTQ respondents reported experiencing this conduct as compared to their majority counterparts.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate

- Faculty respondents were less comfortable when compared with Staff, Student, and Post-Doctoral Scholar/Trainee respondents with the overall campus climate at UCLA and with the climate in their departments/work units.
- Women, Genderqueer, and Transgender respondents were less comfortable than men respondents with the overall climate and less comfortable with the climate in their classes.

⁴ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

- Underrepresented Minority respondents and Multi-Minority respondents were less comfortable than White respondents and Other People of Color respondents with the overall climate and the workplace climate. White respondents were more comfortable with the climate in their classes than other racial groups.

3. A small but meaningful percentage of respondents experienced unwanted sexual contact

- 3% of respondents ($n = 419$) believed they had experienced unwanted sexual contact while at UCLA within the last five years. Subsequent analyses of the data revealed the following:
 - Higher percentages of Undergraduate Students (5%, $n = 252$) experienced unwanted sexual contact in the past five years as compared to Graduate/Professional Students (2%, $n = 50$), Staff (2%, $n = 102$), or Faculty (1%, $n = 13$).
 - For Undergraduate Student respondents in terms of gender identity, higher percentages of women respondents (7%, $n = 213$), experienced this conduct as compared to men respondents (2%, $n = 37$).

Additional findings disaggregated by position and other selected demographic characteristics are provided in more detail in the full report.

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Eighty percent of all respondents in the UCLA survey reported that they were “comfortable” or “very comfortable” with the climate at UCLA. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UCLA, 24% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall,

& Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

ⁱ **Undergraduate Student** refers to students who were taking classes at a UC campus when the survey was administered who had not yet completed a bachelor’s degree.

ⁱⁱ **Graduate/Professional Student** refers to students who were taking classes at a UC campus when the survey was administered who had completed a bachelor’s degree and were in one of the following statuses: non-degree, certificate/teacher credential program candidate, Master’s degree student, Doctoral degree student (Ph.D., Ed.D.), and Professional degree student (e.g., MD, JD, MBA)

ⁱⁱⁱ **Faculty** refers to a UC employee in one of the following statuses: Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director), General Campus Faculty, and Health Sciences Campus Faculty

^{iv} **Staff** refers to a UC employee in one of the following statuses: Non-Union, Union, and Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

^v **Postdoctoral scholars** refers to individuals holding a doctoral degree who are engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of his or her choosing. This includes both Employees and Paid-Directs. **Trainees** refer to Health Science campus Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer.

^{vi} **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person’s inner sense of being man, woman, both, or neither. One’s internal identity may or may not be expressed outwardly, and may or may not correspond to one’s physical characteristics) or gender expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth (refers to the assigning (naming) of the biological sex of a baby at birth). Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

^{vii} **Genderqueer** refers to a person whose gender identity is neither man nor woman, is between or beyond genders, or is some combination of genders. This identity is usually related to or in reaction to the social construction of gender, gender stereotypes and the gender binary system. Some genderqueer people identify under the transgender umbrella while others do not. Self-identification as genderqueer does not preclude identification as male or female, nor do all those who might fit the definition self-identify as genderqueer. Here, those who chose to self-identify as genderqueer have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

^{viii} The **Underrepresented Minority** variable includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

^{ix} The **Other People of Color** variable includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

^x The **Multi-Minority** variable includes respondents who checked any of the responses included under the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

^{xi} **Questioning** refers to a person who questions his or her sexual identity or gender identity and does not necessarily identify as definitively gay, for example.

^{xii} **Asexual** refers to a person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

^{xiii} The **Christian Affiliation** variable includes respondents who chose any Christian religious/spiritual affiliation.

^{xiv} The **Other Religious/Spiritual Affiliation** variable includes respondents who chose Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

^{xv} The **Muslim** variable includes respondents who chose Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

^{xvi} The **Jewish** variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

^{xvii} The **No Affiliation** variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

^{xviii} The **Multiple Affiliations** variable includes respondents who chose more than one spirituality/religious affiliation.

Introduction

The University of California is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment. For example, in 1993 a University-wide campus community task force offered *A Declaration of Community* that adopted seven principles to assess the state of community at the University. “These principles, derived from the core values which define and sustain the University, delineate both the individual's rights and responsibilities that flow from being a member of the campus community, as well as define the community's obligations to its members” (Handel & Caloss, p.2). In 2006, a University’s Board of Regents’ Study Group on University Diversity was established to examine the current state of diversity and identify actions for improving diversity at the University. The Study Group identified three key principles and policy recommendations. Acting on the initial set of recommendations, the Board of Regents affirmed the centrality of diversity to the University’s mission and the need for improvements in this area and adopted as University policy a *Diversity Statement* (Regents Policy 4400), which reads in part: “Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees” (Parsky & Hume, 2007, p. E-1).

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,⁵ NSSE,⁶ SERU,⁷ HERI⁸), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus Climate Report, p. 5). The authors stated that the University “has not conducted or

⁵ UCUES - University of California Undergraduate Experience Survey

⁶ NSSE – National Survey of Student Engagement

⁷ SERU – Student Experience in the Research University

⁸ HERI – Higher Education Research Institute – Faculty Survey

reported any comprehensive assessments of campus climate...without data and comprehensive, sustained assessment, the source and significance of individual perceptions and anecdotes regarding climate cannot be quantified or understood” (Study Group on University Diversity, p. 12).

In 2008, the Staff Diversity Council and the UC Regents Study Group on Campus Climate both recommended regular climate assessments. They reiterated the findings from the 2007 report suggesting that the only system-wide data available is embedded in the UC Undergraduate Experience Survey (UCUES), an instrument which is not designed to measure campus/location climate. Despite the fact that UCUES was not intended to specifically survey campus/location climate, a small portion of the questions can be useful in beginning to understand undergraduate students’ perceptions of climate. For example, UCUES can demonstrate certain behaviors and attitudes regarding interactions with peers and faculty, perspectives on the level of tolerance on campus or at a specific location, and the impact of the UC experience on students’ appreciation for diversity, understanding of racial and ethnic differences, and awareness of their own ethnic identity. However, it was recommended that additional and more specific assessment means were needed to draw solid conclusions regarding campus/location climate for all members of the University community.

In February 2010, UC experienced a wave of incidents that generated significant attention to the need of the University to actively and collaboratively address campus/location climate challenges and complex intergroup dynamics. In early February 2010, members of a UC San Diego fraternity held an off-campus party mocking Black History Month. Later that same month at UC, a noose was discovered hanging from a lamp on a bookshelf in the Geisel Library at the University. The incidents sparked student and community demonstrations and calls for changes in the campus climate. In late February 2010, the Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center at UC Davis experienced acts of vandalism – the entrance to the Center was defaced with derogatory and hateful words that target the LGBT community. In response, then-President Mark G. Yudof formed a UC Advisory Council to the President on Campus

Climate, Culture, and Inclusion which included the appointment of several prominent Californians long associated with the struggle for equal rights and representatives from UC's faculty, administration, student body, alumni, and the local community. The Advisory Council was charged to identify, evaluate, and share best practices in order to ensure a welcoming, inclusive and nurturing environment across UC's campuses. The Advisory Council was asked to look broadly at other institutions, both public and private, in higher education and elsewhere, and to examine policies across the state and the nation. The President also directed each of UC's Chancellors to create similar advisory councils at the campus level, which would set metrics, monitor progress, and report regularly to the system-wide Advisory Council. While most campuses/locations already had existing bodies that do this work on an ongoing basis, then-President Yudof asked them to redouble their efforts and, in some instances, adjust their mission or composition to be more broadly inclusive.

The Advisory Council revitalized discussions on the need for a comprehensive and regularized tool that can provide campus/location climate metrics for students, faculty, and staff across the system. The Advisory Council reviewed analysis that had been conducted by a UC Office of the President committee on nearly 50 assessment tools and findings that had been conducted across the UC system which include some campus/location climate or diversity indicators, in addition to reviewing efforts by other Universities to conduct comprehensive climate studies. The review resulted in the identification of seven best practices in University campus/location climate studies:

1. Conduct a full study, not just a survey.
2. Study should be comprehensive, including all constituent groups.
3. Administer follow-up regularly.
4. Administered by an external agency.
5. Solicit significant input from internal constituencies.
6. Develop communications plan.
7. Develop action plan.

Particularly important in the review of best practices was the need for external expertise in survey administration. In the committee's assessment, administration of a survey relating to a very sensitive subject like campus/location climate is likely to yield higher

response rates and provide more credible findings if led by an independent, outside agency. Staff may feel particularly inhibited to respond honestly to a survey administered by their own institution for fear of retaliation.

Following a national vetting, Rankin & Associates (R&A) was identified as a leader in conducting multiple studies examining multiple identities in higher education. Following presentations to the President and his Cabinet, the Chancellors, and the Advisory Council on Campus Climate, Culture, and Inclusion, the UC Office of the President contracted with R&A to facilitate a system-wide climate assessment.

The system-wide assessment was further evidence of the University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect at every campus and location in the system. The primary purpose of the project was to conduct a system-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to assess the learning, living, and working environments for students, faculty, and staff at the ten campuses, including five medical centers, the Lawrence Berkeley National Laboratory (LBNL), the Division of Agriculture and Natural Resources (UC ANR), and the UC Office of the President (UCOP). The study includes two major phases: 1) the gathering of data from a population survey informed by extensive campus/location community input; and 2) the development of strategic initiatives by the University (and based on the findings) to build on institutional successes, address institutional climate challenges and promote institutional change. Reports have been developed for each campus/location as well as an overall system-wide report for the University. At the beginning of the project, then-President Yudof reiterated that the findings should drive action and not just "sit on a shelf and gather dust" – that is, each campus/location will use the results to identify one to three annual, measurable actions based on study's findings to improve campus/location climate.

Review of the Literature: Campus Climate’s Influence on Academic and Professional Success

Climate, for the purposes of this project is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). This includes the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. As confirmed by the 2007 Work Team on Campus Climate (as part of the UC Regents’ Study Group on University Diversity), “diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity” (Study Group on University Diversity Campus Climate Report, p.1).

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where ...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) propose that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offers that diversity like technology, is central to institutional effectiveness, excellence, and viability. She also maintains that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) strongly supports the idea of a “thoughtful” process with regard to diversity initiatives in higher education.

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, et al. 1998, p. 296). As such, it is likely that members of community experience the campus climate differently based on their group membership and group status on campus (Rankin & Reason, 2005). Smith (2009) provokes readers to critically examine their positions and responsibilities regarding underserved populations in higher education. A guiding question she poses is “Are special-purpose groups and locations perceived as ‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Based on the literature, campus climate influences student’s academic success and employee’s professional success and well-being. The literature also suggests that various social identity groups perceive the campus climate differently and their perceptions may adversely affect working and learning outcomes. A summary of this literature follows.

Individual perceptions of discrimination or a negative campus climate for intergroup relations influence student educational outcomes. Hurtado and Ponjuan (2005) note that

when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined” (p. 236). The literature also suggests students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with student adjustment (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) indicates that perceptions of the campus racial climate continue to strongly influence the sense of belonging in minority college students. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

Students in colleges or universities with more inclusive campus environments feel more equipped to participate in an increasingly multicultural society (Gurin, Dey, Hurtado, & Gurin, 2002). When the campus climate is healthy, and students have the opportunity to interact with diverse peers, positive learning occurs and democratic skills develop (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment coupled with the institution’s efforts to foster opportunities for quality interactions and learning from each other promote “active thinking and personal development” (Gurin et al., 2002, p. 338).

The personal and professional development of employees including faculty, administrators, and staff are also impacted by the complex nature of the campus climate. In a study by Settles, Cortina, Malley, and Stewart (2006), sexual harassment and gender discrimination had a significant negative impact on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) found that lesbian, gay, and bisexual faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members) than those who view their campus climate more negatively. Research that underscores the relationships

between workplace discrimination and negative job and career attitudes, as well as workplace encounters with prejudice and lower health and well-being (i.e., anxiety and depression, lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers and supervisors; Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999) further substantiates the influence of campus climate on employee satisfaction and subsequent productivity.

UC Campus Climate Assessment Project Structure and Process

As noted earlier, the first phase of the current project to examine campus climate was to gather data from a population survey informed by extensive campus/location community input. The development of the survey instrument was a collaborative year-long effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from the President's Advisory Council on Campus Climate, Culture, and Inclusion, Academic Senate, UC Students Association (UCSA), Council of UC Staff Assemblies (CUCSA), and union-represented employees. In addition, each campus/location charged a Local Work Team (LWT) to assist in the review of the draft survey instruments and their feedback was shared with R&A through the SWT meetings. R&A also reviewed surveys and reports produced at UC (system-wide and campus/location-specific) over the past two decades that included any information regarding campus/location climate. Informed by previous work of R&A that included a bank of over 200 questions and the review of previous UC surveys and reports, the SWT developed the final UC survey template.

Because of the inherent complexity of the climate construct, it is crucial to examine the multiple dimensions of climate in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The model is presented through a power and privilege lens. The power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in

certain dominant social groups (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses. The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

The final survey template contained 93 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus/location climate, and their perceptions of institutional actions at the campus/location. All members of the University community (students, faculty, staff, post-doctoral fellows and trainees) were invited to participate in the survey. Individual campuses/locations also had the opportunity to add additional campus-specific questions.

University of California Los Angeles (UCLA) Project Specifics

The UCLA survey was distributed from January 8, 2013 through February 23, 2013. The final UCLA survey contained 93 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide UCLA survey.

Methodology

Conceptual Framework

The UC Campus Climate Assessment project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.”⁹ The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The (SWT) reviewed several drafts of the survey template and UCLA further vetted the questions to be more contextually fitting for the UCLA population. The final UCLA campus-specific survey contained 93 questions,¹⁰ including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UCLA’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats and was offered in English and Spanish.¹¹ All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

⁹ Rankin & Associates (2001) adapted from AAC&U (1995).

¹⁰ To insure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

¹¹ All translations were provided by Kern translation services <http://www.e-kern.com/us.html>.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed by the University’s Institutional Review Board Directors. The Review Board Directors considered the activity to be designed to assess campus/location climate within the University and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledged that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Campus Climate Assessment were collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment will be eligible for expedited IRB review under category 5.

Prospective participants received a mail-merged e-mail with a personal embedded link. The link contained a personal identifier (which allowed respondents to return to the survey if not completed in one sitting) and automatically entered the respondent into an incentive prize drawing. The unique identifier tied to the respondent’s username was maintained by the respective campus/location. The campus/location did not receive the raw data matched to the identifier. Rankin & Associates received the raw data with the unique identifier, but no user name or id. This process prevented any raw data from being directly linked to a participant’s username. Respondents had to be 18 years of age or older to participate. Respondents were instructed that they did not have to answer questions and that they could withdraw from the survey at any time before submitting their responses. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

The survey results were submitted directly to a secure server where any computer identification that might identify participants was deleted. Any comments provided by participants were also separated at submission so that comments were not attributed to any individual demographic characteristics.

Limitations. Some limitations to the generalizability of the data existed. The first limitation is that respondents “self-select” to participate. Self-selection bias, therefore, was possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted for each location and those analyses were provided to the University. Descriptive statistics were calculated by salient group memberships (e.g., by gender, race/ethnicity, campus/location position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information was presented using valid percentages.¹² Refer to the survey data tables in Appendix B for actual percentages¹³ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UCLA’s campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed¹⁴ using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a list of

¹² Valid percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded). These analyses were provided in the individual campus reports and were not included in the Aggregate report.

¹³ Actual percentages derived using the total number of survey respondents.

¹⁴ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

common themes was generated based on their judgment. Most themes reflected the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that arose in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data. Content analyses were offered in the narrative for the comments provided by participants in the text boxes after the following questions. These narratives are included in the campus/location reports but not in the system-wide report as the comments offered by participants were location-specific. In this report, narratives are included for the following questions:

#8 - In the past year, have you seriously considered leaving UCLA?

#19 - Within the last five years, have you experienced unwanted physical sexual contact at UCLA?

#89 - *Faculty, Staff, and Post-docs/Trainees Only*: How does each of the following [initiatives] affect the climate for diversity at UCLA?

#91 – *Students Only*: How does each of the following [initiatives] affect the climate for diversity at UCLA?

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results as per the project design. The design called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UC's institutional actions, including administrative policies and academic initiatives regarding climate.

Description of the Sample¹⁵

16,242 surveys were returned for a 22% overall response rate. The sample and population figures, chi-square analyses,¹⁶ and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- Women were over-represented in the sample.
- American Indian/Alaskan Natives and Whites were over-represented in the sample.
- Two race/ethnicity categories (Pacific Islanders/Hawaiian Natives and Middle Eastern/Southwest Asian/North Africans) were not identified in the population.
- African Americans/Blacks, Asians/Asian Americans, and Hispanics/Latinos were under-represented in the sample.
- Graduate/Professional Students, Postdoctoral Scholars, Non-Union Staff, and Other Academic Series employees were significantly over-represented in the sample than the population.
- The sample had significantly smaller proportions of Undergraduate Students, Trainees, Union Staff, and Faculty than did the population.
- Citizenship data were not provided for the population by the institution; therefore, tests of significance were not run.

¹⁵ All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.

¹⁶ Chi Square tests were run only on those categories that were response options in the survey and included in demographics provided by the campus/location.

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender ^a	Man	34,559	45.89	6,540	40.26	18.92
	Woman	40,750	54.11	9,519	58.60	23.36
	Transgender	Not available	--	24	0.15	>100
	Genderqueer	Not available	--	101	0.62	>100
	Other	Not available	--	61	0.38	>100
Race/Ethnicity ^{1,b}	African American/African/Black	5,157	6.85	1,019	5.65	19.76
	American Indian/Alaskan Native	349	0.46	245	1.36	70.20
	Asian/Asian American	25,352	33.66	5,689	31.53	22.44
	Hispanic/Latino	12,974	17.23	2,678	14.84	20.64
	Middle Eastern/Southwest Asian/North African	Not available	--	945	5.24	>100
	Pacific Islander	Not available	--	96	0.53	>100
	White	28,439	37.76	7,241	40.14	25.46
	Unknown	3,038	4.03	Not available	--	0.00
	Other	Not available	--	128	0.71	>100
Position ^c	Undergraduate Student	27,941	36.33	5,382	33.14	19.26
	Graduate/Professional Student	12,004	15.61	2,979	18.34	24.82
	Postdoctoral Scholar	961	1.25	310	1.91	32.26
	Trainees	1,309	1.70	97	0.60	7.41
	Staff non-Union	11,156	14.50	3,861	23.77	34.61
	Staff – Union	14,946	19.43	1,850	11.39	12.38
	Faculty	6,992	9.09	1,380	8.50	19.74
	Other Academic Series	1,603	2.08	383	2.36	23.89

¹ Respondents were instructed to indicate all categories that apply.

^a $X^2(1, N = 16059) = 172.33, p = .0001$

^b $X^2(4, N = 16872) = 464.83, p = .0001$

^c $X^2(7, N = 16242) = 1811.36, p = .0001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of climate and diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UC SWT and UCLA LWT.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from SWT members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 76) and those that rate overall campus climate on various scales (question 75) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients¹⁷ are provided in Table 3.

¹⁷ Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in Table 3 were significantly different from zero at the .01 or .05 levels; that is, there was a relationship between all selected pairs of responses. For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response “don’t know” was treated as missing data. Therefore, responses of “don’t know” were not included in the correlation analysis.

Strong relationships (between .5 and .7) existed for three pairs of variables – between “Respectful of Hispanics/Latinos” and “Positive for People of Color”, and between both pairs of variables for Gay, Lesbian, Bisexual individuals. Moderately strong relationships (between .4 and .5) existed between 12 pairs of variables: Between Positive for People of Color and Respectful of African Americans/Blacks, American Indians/Alaskan Natives, Asian Americans/Asians, Middle Eastern/South Asian/North Africans, and Pacific Islanders; between Not Racist and Respectful of Asian Americans/Asians, Middle Eastern/South Asian/North Africans, and Hispanics/Latinos; for both pairs of variables for Females; and for Respectful of Socioeconomically Disadvantaged Persons and Not Classist. The remaining four pairs showed a moderate relationship (between .3 and .4).

Table 3. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

Respectful of:	Climate Characteristics								
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Not Homophobic	Positive for women	Not Sexist	Positive for Non-Native English Speakers	Not Classist (SES)	Positive for People of Low Socioeconomic Status
African Americans/Blacks	.418 ¹	.376 ¹							
American Indians/Alaskan Natives	.429 ¹	.390 ¹							
Asian Americans/Asians	.417 ¹	.417 ¹							
Middle Eastern/South Asian/North African	.429 ¹	.431 ¹							
Hispanics/Latinos	.504 ¹	.479 ¹							
Pacific Islanders	.488 ¹	.377 ¹							
Gay, Lesbian, Bisexual Individuals			.540 ¹	.534 ¹					
Females					.439 ¹	.408 ¹			
Non-Native English Speakers							.456 ¹		
Socioeconomically Disadvantaged Persons								.413 ¹	.376 ¹

¹p < 0.01

Sample Characteristics¹⁸

Table 4 depicts the respondent population by their primary position status at UCLA. Thirty-three percent of all respondents were Undergraduate Students, and 18% were Graduate/Professional Students. Twenty-four percent of all respondents were Staff Non-Union, 11% were Staff Union, 9% were Faculty, and 2% were Postdoctoral Scholars. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their specific positions.

¹⁸ All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

Table 4. Respondent’s Primary Position at UCLA

Position*	n	%
Undergraduate Student	5,382	33.1
Started at UCLA as first year student	3,772	70.1
Transferred from a California community college	1,117	20.8
Transferred from another institution	137	2.5
Missing	356	6.6
Graduate/Professional Student	2,979	18.3
Non-Degree	11	0.4
Master’s degree student	1,057	35.5
Doctoral degree student (Ph.D., Ed.D.)	1,332	44.7
Professional degree student (e.g., MD, JD, MBA)	409	13.7
Missing	170	5.7
Postdoctoral scholar	310	1.9
Health Sciences Campus Trainees	97	0.6
Staff – non-Union	3,861	23.8
Senior Management Group	46	1.2
Management & Senior Professionals - Supervisor	676	17.5
Management & Senior Professionals – Non- Supervisor	253	6.6
Professional & Support Staff – Non-Union & Supervisor	804	20.8
Professional & Support Staff – Non-Union & Non-Supervisor	1,595	41.3
Missing	487	12.6
Staff- Union	1,850	11.4
Professional & Support Staff – Union represented & Supervisor	292	15.8
Professional & Support Staff – Union Represented & Non-Supervisor	1,250	67.6
Missing	308	16.6
Faculty	1,380	8.5
Faculty Administrator	97	7.0
General Campus Faculty	627	45.4
Health Sciences Campus Faculty	402	29.1
Other Faculty appointment	56	9.7
Missing	254	18.4
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	383	2.4

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.

There are missing data for the sub-categories as indicated.

*Respondents to this status were able to select all of the sub-categories that apply.

For the purposes of several analyses, primary status data were collapsed into Undergraduate Students, Graduate/Professional Students, Staff, Faculty, and Post-docs/Trainees.¹⁹ Thirty-three percent of all respondents were Undergraduate Students ($n = 5,382$), and 18% were Graduate/Professional Students ($n = 2,979$), 38% were Staff ($n = 6,094$), 8% were Faculty ($n = 1,380$), and 3% were Post-Docs/Trainees ($n = 407$) (Figure 1). Ninety-four percent of respondents ($n = 12,184$) were full-time in their primary positions.

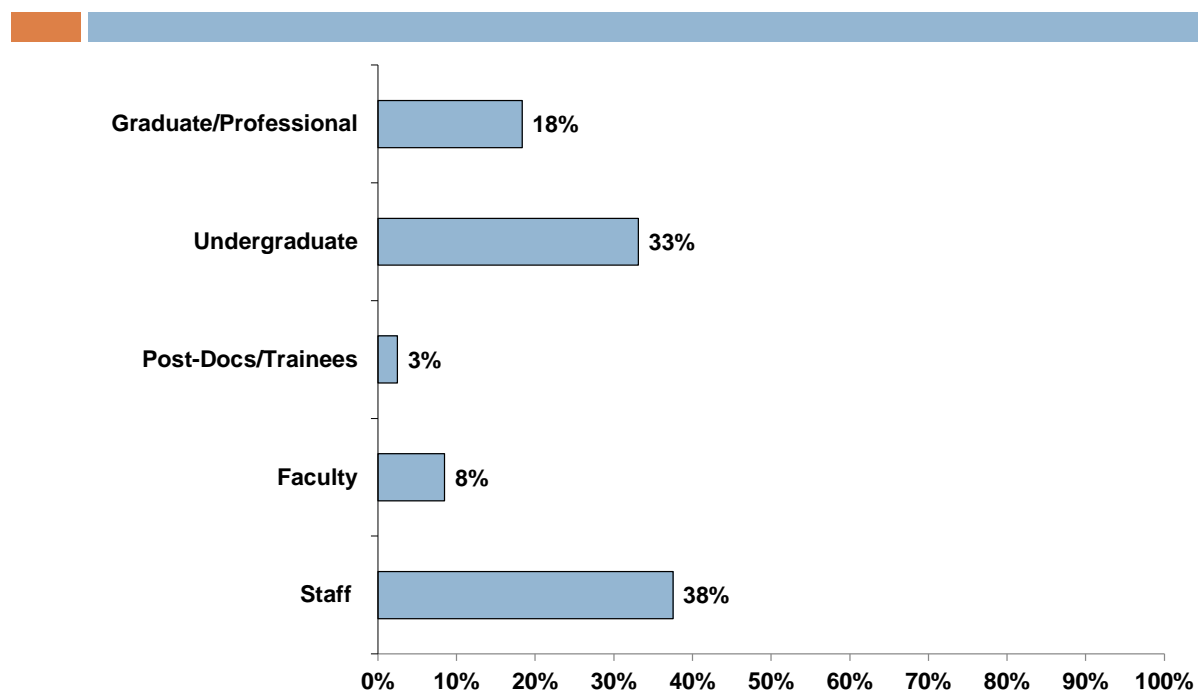


Figure 1. Respondents' Collapsed Position Status (%)

Eighty-five percent ($n = 5,195$) of staff respondents were primarily career employees (Table 5). Sixty-one percent of staff ($n = 3,741$) cited their primary campus location as the General

¹⁹ Collapsed position variables were determined by the SWT. “Students” includes all undergraduate and graduate students. “Staff” includes Senior Management; Management and Senior Professionals; Professional and Support Staff; and Other Academic Series. “Faculty” includes Faculty Administrators, General Campus Faculty, and Health Science Faculty.

Campus, and 36% ($n = 2,209$) said their primary campus location was Health Sciences/Medical Center.

Table 5. Primary Employment Status with UCLA

Status	<i>n</i>	%
Career (including partial-year career) employee	5,195	85.2
Contract employee	408	6.7
Limited appointment employee/term employment	152	2.5
Per Diem employee	60	1.0
Floater (temporary services) employee	17	0.3
Academic employee	191	3.1
Missing	71	1.2

With regard to respondents' work unit affiliations, Table 6 indicates that 13% of Staff respondents ($n = 808$) were affiliated with Ronald Reagan UCLA Medical Center, 13% of Staff respondents ($n = 791$) were primarily affiliated with the David Geffen School of Medicine at UCLA, and 4% with Santa Monica-UCLA Medical Center and Orthopedic Hospital ($n = 242$) or Housing and Hospitality Services ($n = 219$).

Table 6. Staff Respondents' Primary Work Unit Affiliations

Academic Unit	<i>n</i>	%
UCLA Campus		
Academic Personnel Office	10	0.2
Academic Planning and Budget	11	0.2
Academic Senate Office	<5	--
Administration Service Centers – North and South	25	0.4
Administrative Policies and Compliance	7	0.1
Anderson School of Management	107	1.8
Audit & Advisory Services	11	0.2
Campus Human Resources	54	0.9
Campus Service Enterprises	36	0.6
Capital Programs	33	0.5
Central Ticket Office	9	0.1
Chancellor's Office	35	0.6

Table 6. (cont.)

Academic Unit	<i>n</i>	%
College -- Division of Humanities	62	1.0
College -- Division of Life Sciences	111	1.8
College -- Division of Physical Sciences	165	2.7
College -- Division of Social Sciences	75	1.2
College -- Division of Undergraduate Education	76	1.2
Corporate Financial Services	48	0.8
Environmental Health and Safety	25	0.4
Events & Transportation	82	1.3
External Affairs—Advancement Services	23	0.4
External Affairs—Alumni Relations	24	0.4
External Affairs—Communications and Public Outreach	34	0.6
External Affairs—Development	104	1.7
External Affairs—Government & Community Relations	8	0.1
Facilities Management	109	1.8
Fielding School of Public Health	97	1.6
Financial & Administrative Services	59	1.0
Graduate Division	36	0.6
Graduate School of Education and Information Studies	132	2.2
Henry Samueli School of Engineering and Applied Science	90	1.5
Housing and Hospitality Services	219	3.6
Information Technology Services	130	2.1
Institute of American Cultures	23	0.4
Intellectual Property & Industry-Sponsored Research	12	0.2
Intercollegiate Athletics	57	0.9
International Institute and Studies	37	0.6
Legal Affairs	5	0.1
Luskin School of Public Affairs	27	0.4
Office of Information Technology	20	0.3
Research Administration	85	1.4
School of Arts & Architecture	77	1.3
School of Dentistry	46	0.8
School of Law	82	1.3
School of Nursing	36	0.6
School of Theater, Film and Television	56	0.9
Student Affairs Administration	97	1.6
Student Affairs—Cultural & Recreational Affairs	39	0.6
Student Affairs—Dean of Students/Campus Life	36	0.6

Table 6. (cont.)

Academic Unit	<i>n</i>	%
Student Affairs—Enrollment Management	47	0.8
Student Affairs—Residential & Student Life	50	0.8
Student Health Services	37	0.6
UC Police Department – Los Angeles	31	0.5
UCLA Extension & Continuing Education	160	2.6
University Library	182	3.0
Other	487	8.0
UCLA Health Sciences		
Ronald Reagan UCLA Medical Center	808	13.3
Santa Monica-UCLA Medical Center and Orthopedic Hospital	242	4.0
Resnick Neuropsychiatric Hospital	96	1.6
Mattel Children’s Hospital	29	0.5
UCLA Faculty Practice Group	140	2.3
David Geffen School of Medicine at UCLA	791	13.0
Veterans Administration	5	0.1
Olive View – UCLA Medical Center	9	0.1
Harbor – UCLA Medical Center	<5	--
Cedars-Sinai	<5	--
Missing	191	3.1

Note: Table includes staff responses only (*n* = 6,094).

Twelve percent of Post-Docs and Faculty respondents ($n = 190$) were affiliated with the Humanities Division, and 34% ($n = 549$) were primarily affiliated with the David Geffen School of Medicine (Table 7).

Table 7. Post-Doc and Faculty Respondents’ Primary Work Unit Affiliations

Academic division	<i>n</i>	%
College of Letters and Sciences		
Humanities Division	190	11.6
Life Sciences Division	111	6.8
Physical Sciences Division	161	9.8
Social Sciences Division	153	9.4
Life Sciences Division	111	6.8
Professional Schools		
School of Arts and Architecture	49	3.0
Graduate School of Ed and Information Studies	60	3.7
Henry Samueli School of Engineering and Applied Science	101	6.2
School of Law	34	2.1
Anderson School of Management	33	2.0
Luskin School of Public Affairs	26	1.6
School of Theater, Film and Television	25	1.6
School of Nursing	26	1.6
School of Dentistry	62	3.8
Fielding School of Public Health	56	3.4
David Geffen School of Medicine	549	33.6
Institute for molecular medicine	<5	--

Note: Table includes faculty and post-doc responses only ($n = 1,690$). Table B17 in Appendix B provides a comprehensive listing of faculty and post-doc affiliations.

More than half of the sample were women (59%, $n = 9,519$; Figure 2).²⁰ Twenty-four transgender²¹ individuals (0.1%) completed the survey; 101 respondents (0.6%) identified as genderqueer.²² The number of genderqueer and transgender respondents reflects high visibility and self-identification. Sixty-one respondents marked “other” in terms of their gender identity

²⁰ Additionally, the sex of the majority of respondents was female (59%, $n = 9,558$), while 41% of respondents were male ($n = 6,584$), and 10 (0.1%) were intersex.

²¹ Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

²² People who identify as genderqueer may consider themselves as being both male and female, as being neither male nor female, or as falling completely outside the gender binary.

and wrote comments such as “a reproducer,” “alien,” “androgynous,” “are you kidding?,” “gender is for me, like race, someone else’s hang up,” “I just feel human,” “offensive to ask these questions,” “Non-conforming,” “Sweet Jesus, is this a serious question?,” “To the extent that ‘feminine’ attaches to woman and ‘masculine’ attaches to man, my gender expression is blurry,”, etc. Those respondents who chose to self-identify as genderqueer or transgender have been reported separately in this report in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

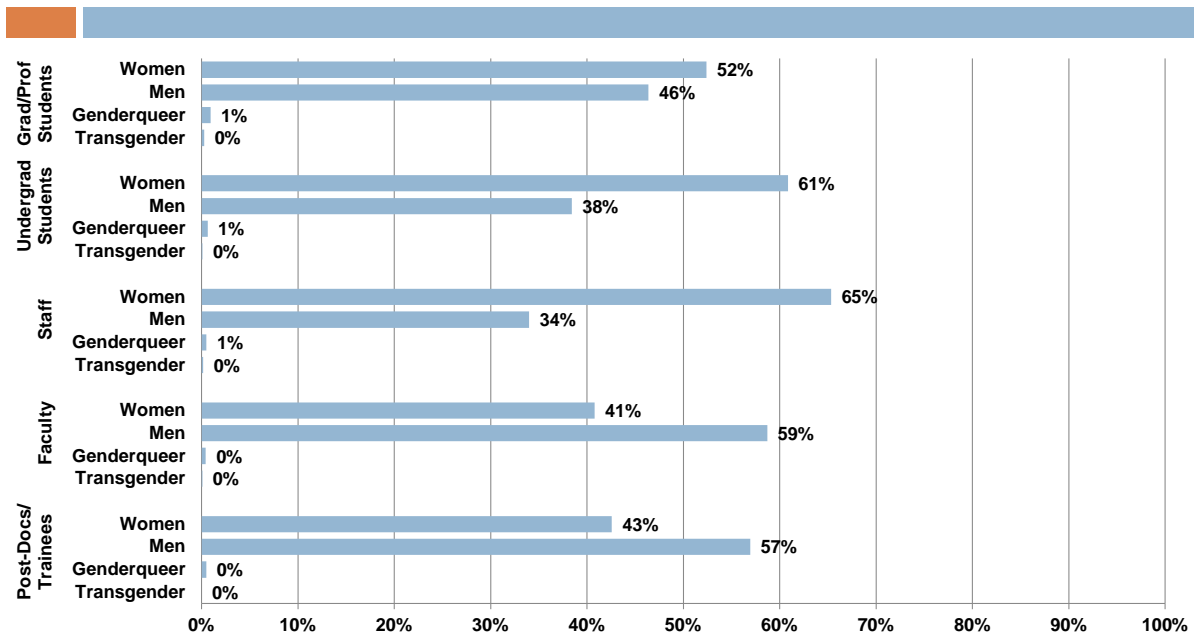


Figure 2. Respondents by Gender & Position Status (%)

The majority of respondents were heterosexual²³ (82%, $n = 13,315$). Nine percent ($n = 1,378$) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 3). One percent of respondents ($n = 152$) were questioning their sexual orientations, and 5% ($n = 742$) identified as asexual.

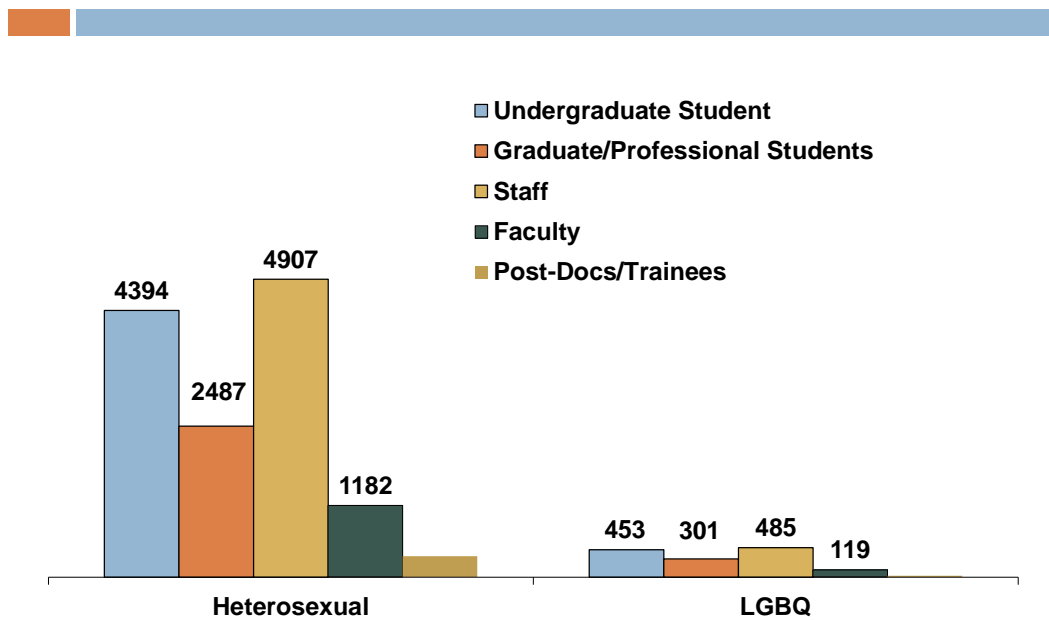
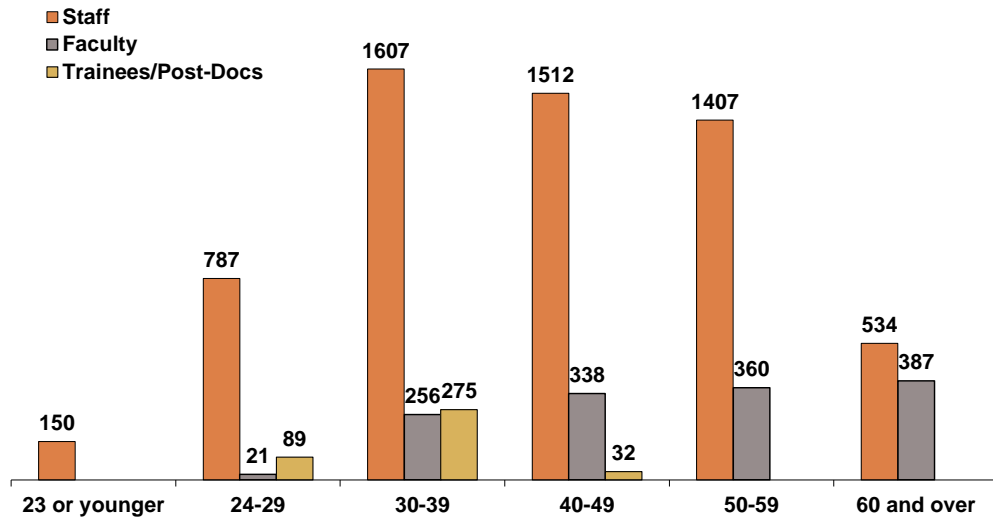


Figure 3. Respondents by Sexual Orientation & Position Status (n)

²³ Respondents who answered “other” in response to the question about their sexual orientations and wrote “straight” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

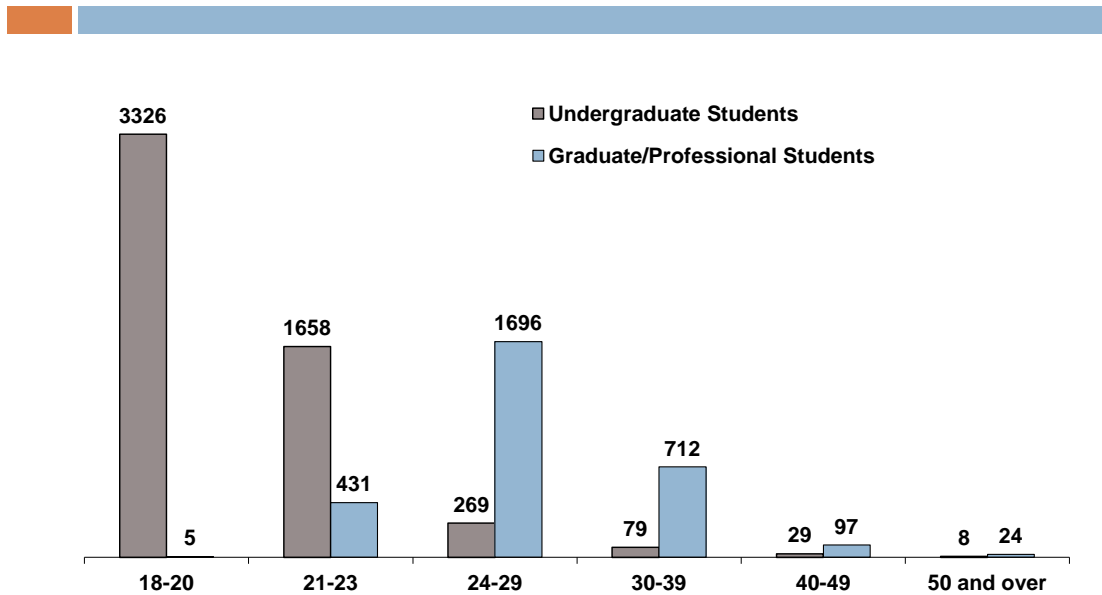
Twenty-six percent of Faculty members were 50 to 59 years old, and 28% of Faculty members were 60 and over. Twenty-seven percent of Staff were between the ages of 30 and 39, and 25% were between 40 and 49 years old. Sixty-eight percent of Post-Docs/Trainees were between the ages of 30 and 39 (Figure 4).



Responses with *n*'s less than 5 are not presented in the figure

Figure 4. Employee Respondents by Age & Position Status (*n*)

Sixty-two percent ($n = 3,326$) of responding Undergraduate Students were 18 to 20 years old. Fifty-seven percent ($n = 1,696$) of responding Graduate/Professional students were 24 to 29 years old (Figure 5).



Responses with n 's less than 5 are not presented in the figure

Figure 5. Student Respondents' Age (n)

With regard to race and ethnicity, 45% ($n = 7,241$) of all respondents identified as White.²⁴ Thirty-five percent ($n = 5,689$) were Asian/Asian American, 16% ($n = 2,678$) were Hispanic/Latino, 6% ($n = 1,019$) were African American/African/Black, 6% ($n = 945$) were Middle Eastern/Southwest Asian/North African, 2% ($n = 245$) were American Indian/Alaskan Native, and 1% ($n = 96$) were Pacific Islanders (Figure 6).

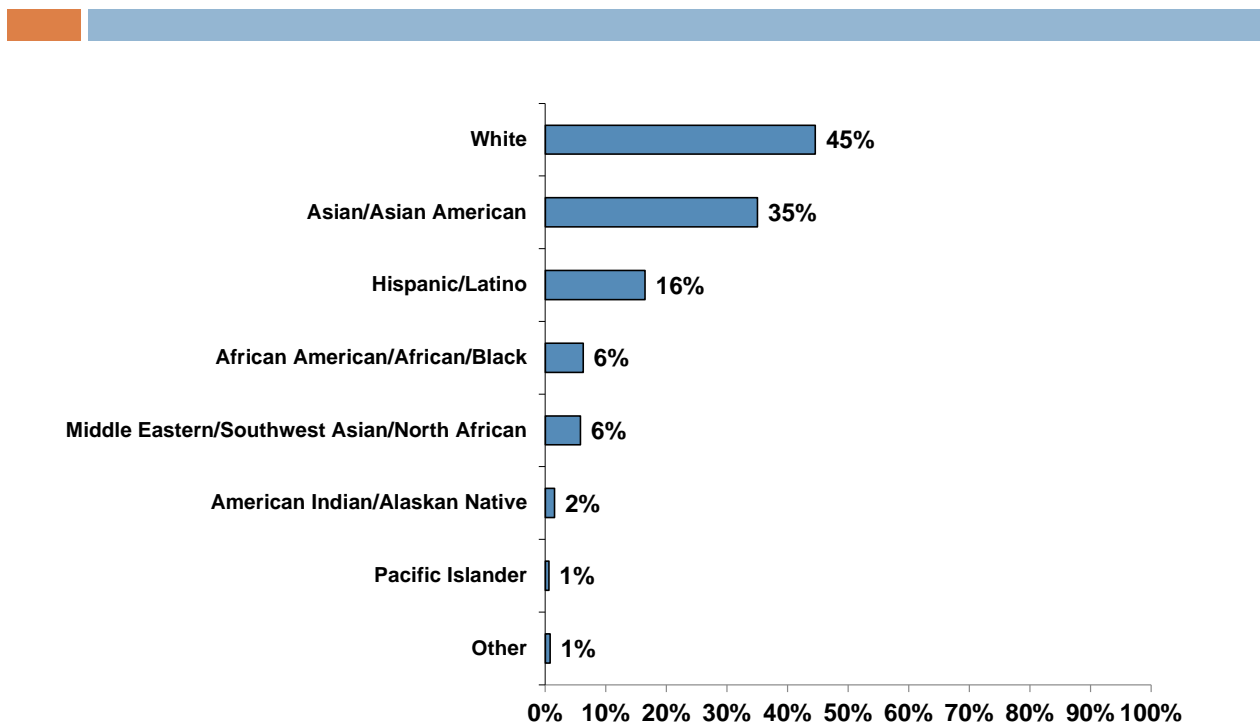


Figure 6. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

²⁴ The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers will see Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

All Respondents were given the opportunity to mark multiple boxes regarding their racial identity,²⁵ allowing them to identify as bi-racial or multi-racial. Given this opportunity, many respondents chose only White (36%, $n = 5,795$) as their identity (Figure 7). For the purposes of some analyses, the categories White, Underrepresented Minority²⁶ (22%, $n = 3,507$), Other People of Color²⁷ (40%, $n = 6,408$), and Multi-Minority²⁸ (1%, $n = 234$) were created.

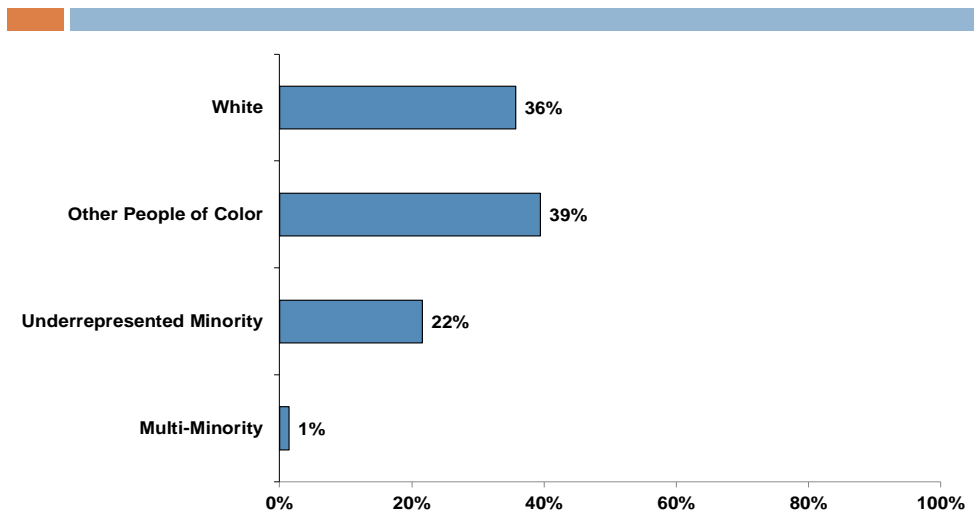


Figure 7. Respondents' Racial/Ethnic Identity (%)

²⁵ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories

²⁶ Congruent with UC Policy and approved by the SWT for this project, the “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

²⁷ Congruent with UC Policy and approved by the SWT for this project the “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

²⁸ Congruent with UC Policy and approved by the SWT for this project, the “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

The survey item²⁹ that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (36%, $n = 5,808$). Two hundred twenty-seven respondents (1%) chose a Muslim³⁰ affiliation, 727 individuals (5%) chose a Jewish³¹ affiliation, and 1,019 people (6%) chose “other” affiliations.³² Forty-one percent of respondents ($n = 6,723$) reported no affiliation,³³ and 6% ($n = 1,027$) reported multiple affiliations³⁴ (Figure 8).

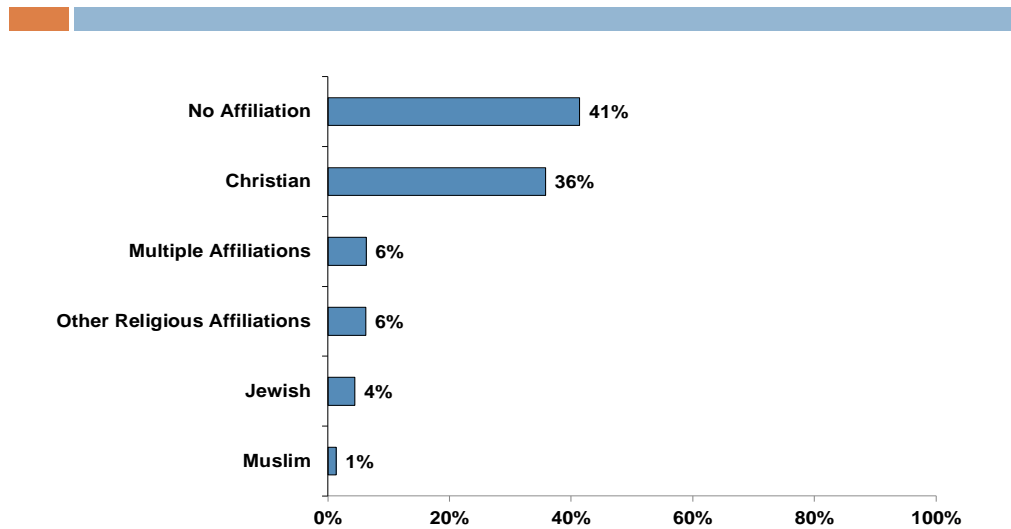


Figure 8. Respondents' Religious/Spiritual Affiliation (%)

²⁹ Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.

³⁰ Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

³¹ Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

³² Other Religious/Spiritual Affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

³³ No affiliation includes agnostic; atheist; no affiliation; and spiritual, but no affiliation.

³⁴ Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Eighty-two percent of student respondents ($n = 6,802$) were single, never married. Fifty-five percent of employees ($n = 4,242$) were married or remarried, 6% ($n = 454$) were partnered, and 34% ($n = 2,668$) were single. One hundred forty-one respondents were partnered in a civil union or registered domestic partnership.

Ninety-four percent of Undergraduate Students ($n = 5,056$) and 87% of Graduate/Professional Students ($n = 2,601$) had no dependent care responsibilities (Figure 9).

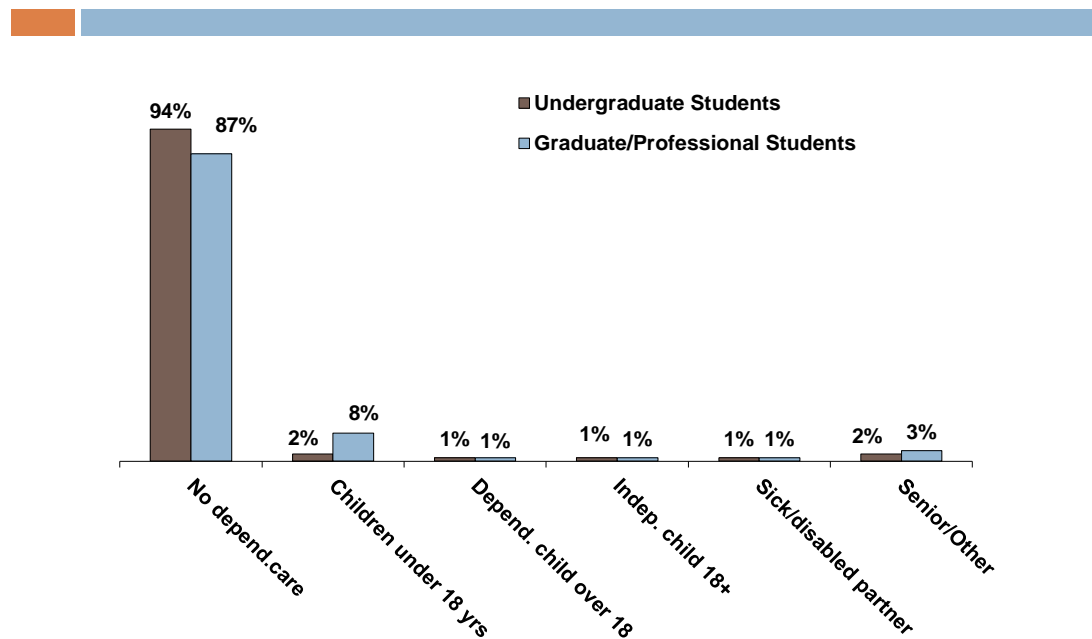


Figure 9. Respondents' Dependent Care Status by Position (%)

Thirty one percent of Staff respondents ($n = 1,892$), 38% of Faculty ($n = 530$), and 23% of Post-Docs/Trainees ($n = 95$) were caring for children under the age of 18 years. Fourteen percent of Staff ($n = 866$), 14% of Faculty ($n = 192$), and 7% of Post-Docs/Trainees ($n = 27$) were responsible for senior or other family members. Twelve percent of Faculty ($n = 165$) also reported that they were caring for dependent children over the age of 18 (Figure 10).

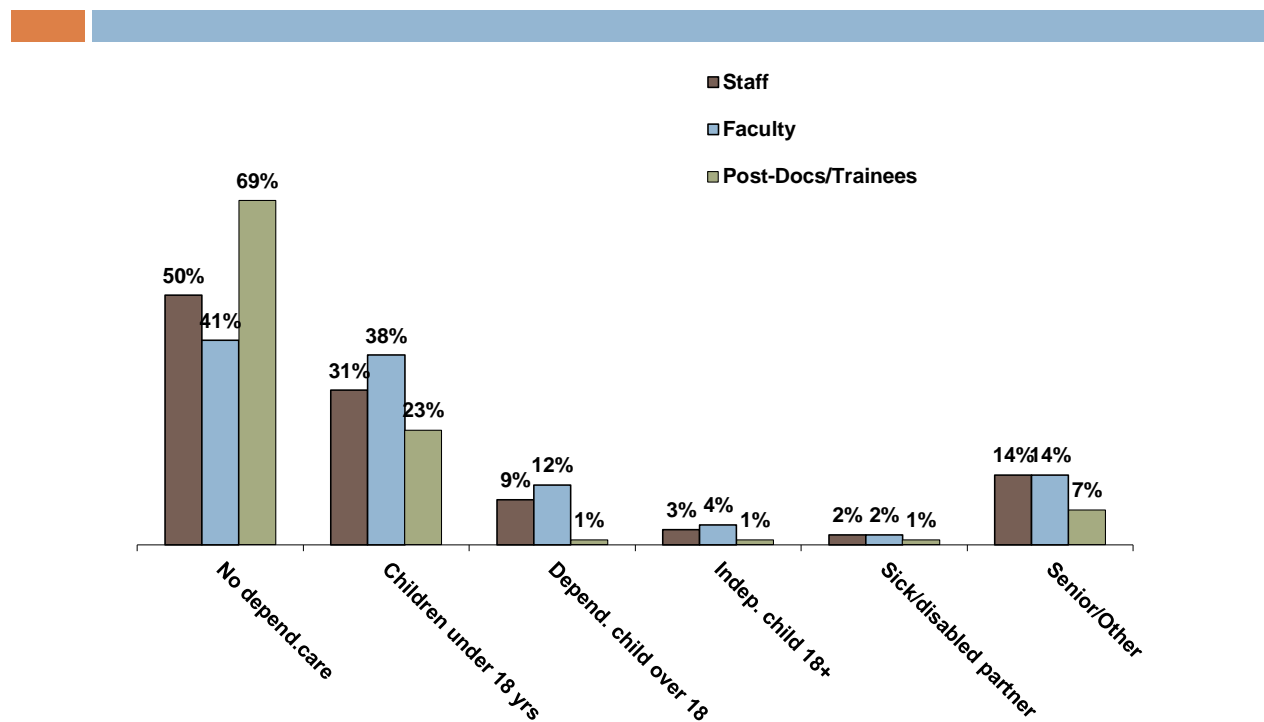


Figure 10. Employee Respondents' Dependent Care Status by Position (%)

Ninety-seven percent of all respondents ($n = 15,679$) had never been in the military. One percent of respondents ($n = 210$) were veterans, 55 people were reservists (<1%), 31 were active military members (<1%), and 47 were ROTC (<1%).

Twenty-eight percent of respondents ($n = 4,591$) considered their political views “middle of the road.” Forty-four percent ($n = 7,091$) were “liberal”/“far left,” while 9% ($n = 1,528$) considered themselves “conservative”/“far right” (Table 8). Fourteen percent ($n = 2,191$) were undecided.

Table 8. Respondents’ Political Views

Political views	<i>n</i>	%
Far left	800	4.9
Liberal	6,291	38.7
Moderate or middle of the road	4,591	28.3
Conservative	1,483	9.1
Far right	45	0.3
Undecided	2,191	13.5
Libertarian	87	0.5
Other	418	2.6

Sixteen percent of respondents ($n = 2,414$)³⁵ had disabilities that substantially affect learning, working, or living activities. Two percent of respondents had low vision ($n = 355$) or ADHD ($n = 346$), 3% ($n = 525$) had medical conditions, and 5% ($n = 769$) had mental health/psychological conditions (Table 9).

³⁵ Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 2,414 (16%). The duplicated total ($n = 2,998$; 18%) is reflected in Table 9 in this report and in Appendix B.

Table 9. Respondents’ Disability Status

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	33	0.2
Attention Deficit/Hyperactivity Disorder	346	2.1
Asperger’s/ Autism Spectrum	39	0.2
Blind	10	0.1
Low vision	355	2.2
Deaf	15	0.1
Hard of Hearing	211	1.3
Learning disability	141	0.9
Medical Condition	525	3.2
Mental health/psychological condition	769	4.7
Physical/Mobility condition that affects walking	181	1.1
Physical/Mobility condition that does not affect walking	168	1.0
Speech/Communication	91	0.6
Other	114	0.7
I have none of the listed conditions	12,649	77.9

Note: Percentages may not sum to 100% due to multiple responses.

Table 10 indicates that approximately 91% of participants who completed this survey were U.S. citizens,³⁶ 8% were non-U.S. citizens³⁷, and 0.5% were undocumented residents³⁸ (Table 10). Subsequent analyses revealed that of the 80 undocumented resident respondents, 66 were

³⁶ The survey allowed respondents to mark multiple response choices with regard to citizenship status. With the SWT’s approval, citizenship was recoded for some analyses to include three categories: U.S. Citizens, Non-U.S. Citizens, and Undocumented Residents. **U.S. Citizens** included U.S. citizens, permanent residents, other legally documented status, dual citizenship AND individuals who marked any of those responses and visa holder or undocumented resident.

³⁷ Non-U.S. Citizens included visa holders AND individuals who marked the response choices visa holder and undocumented resident.

³⁸ Undocumented Residents included those individuals who marked only the undocumented resident response choice.

Undergraduate Students (1% of all Undergraduate Student respondents). Less than 1% of Graduate/Professional Students identified as undocumented students ($n = 8$). Nine percent of Undergraduate Students ($n = 502$), 18% of Graduate/Professional Students ($n = 527$), 1% of Staff ($n = 72$), 2% of Faculty ($n = 28$), and 37% of Post-Docs/Trainees ($n = 151$) were Non-U.S. Citizens.

Table 10. Respondents' Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen	13,945	85.9
Permanent Resident	946	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	1,294	8.0
Other legally documented status	40	0.2
Undocumented resident	80	0.5

Fifty-four percent of respondents ($n = 8,801$) said only English was spoken in their homes. Twelve percent ($n = 2,014$) indicated a language other than English was spoken in the home, while 33% ($n = 5,303$) indicated that English and another language were spoken in their homes. Many of those respondents indicated that they spoke Chinese ($n \sim 500$), Cantonese ($n > 120$), Mandarin ($n > 160$) or Spanish ($n > 425$). Some of the other respondents indicated the primary languages they spoke at home were African dialect, Albanian, Amharic, Arabic, Armenian, Bahasa, Bajan, Bangla, Bengali, Brazilian Portuguese, Bulgarian, Cambodian, Dutch, Farsi, Fijian, Filipino, Finnish, French, German, Greek, Gujarti, Hakkanese, Harari, Hebrew, Hindi, Hmong, Hungarian, Indonesian, Italian, Japanese, Korean, Laotian, Latvian, Marathi, Norwegian, Oriya, Pashto, Persian, Polish, Portuguese, Punjabi, Russian, Swedish, Tagalog, Taiwanese, Thai, Tamil, Telugu, Teochew, Ukrainian, Urdu, Vietnamese, etc.

Thirty-five percent of Staff respondents ($n = 2,102$) indicated that the highest level of education they had completed was a bachelor's degrees. Five percent had finished an associate's degrees ($n = 331$), 21% had completed a master's degrees ($n = 1,281$), and 12% had completed either a doctoral or other professional degree ($n = 742$).

Table 11 illustrates the level of education completed by students’ parents or legal guardians. Twenty-seven percent ($n = 2,289$) of all Student respondents were first-generation students.³⁹

Table 11. Students’ Parents’/Guardians’ Highest Level of Education

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	526	6.3	549	6.6
Some high school	456	5.5	452	5.4
Completed high school/GED	942	11.3	981	11.7
Some college	931	11.1	931	11.1
Business/Technical certificate/degree	200	2.4	222	2.7
Associate’s degree	337	4.0	426	5.1
Bachelor’s degree	1,965	23.5	2,130	25.5
Some graduate work	202	2.4	278	3.3
Master’s degree	1,329	15.9	1,224	14.6
Doctoral degree	628	7.5	326	3.9
Professional degree (MD, MFA, JD)	735	8.8	551	6.6
Unknown	46	0.6	99	1.2
Not applicable	41	0.5	104	1.2

Note: Table reports student responses only ($n = 8,361$).

Of 5,382 responding Undergraduate Students, 28% were first-year/freshman ($n = 1,500$), 20% were second-year/sophomore students ($n = 1,051$), 27% were third-year students/juniors ($n = 1,453$), and 21% were fourth year/seniors students ($n = 1,136$). Four percent were in their fifth year or more of their undergraduate career ($n = 222$).

³⁹ With the SWT’s approval, first generation students included those students where both parents/guardians completed no high school, some high school, high school, or some college.

Fifty-four percent of master’s student respondents were first-year students ($n = 586$), and 38% were second year students ($n = 413$) (Figure 11). Forty-eight percent of doctoral students were in their second or third years ($n = 860$), 14% advanced to candidacy ($n = 242$), and 15% were ABD (all but dissertation) ($n = 271$).

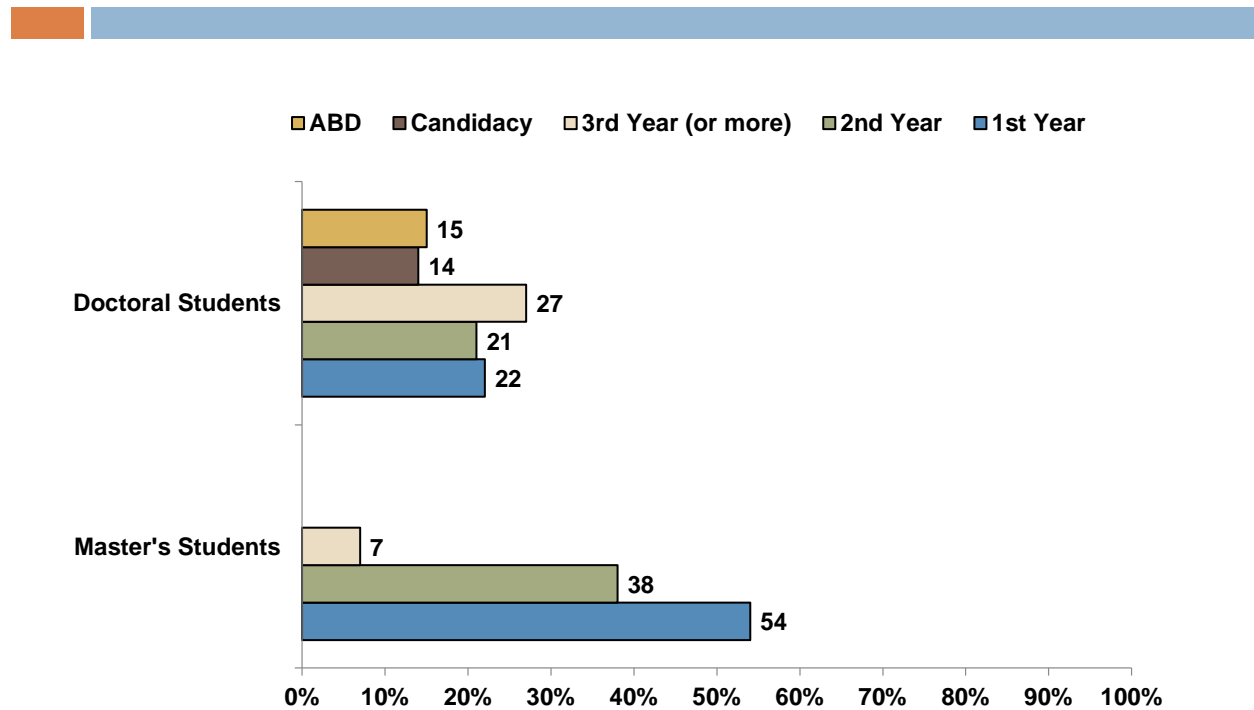


Figure 11. Graduate/Professional Student Respondents’ Current Year in UCLA Career (%)

Thirty percent of Post-Docs/Trainee respondents were in their first year at UCLA, and 27% were in their second year (Figure 11). Nineteen percent were in their fifth year or more at UCLA.

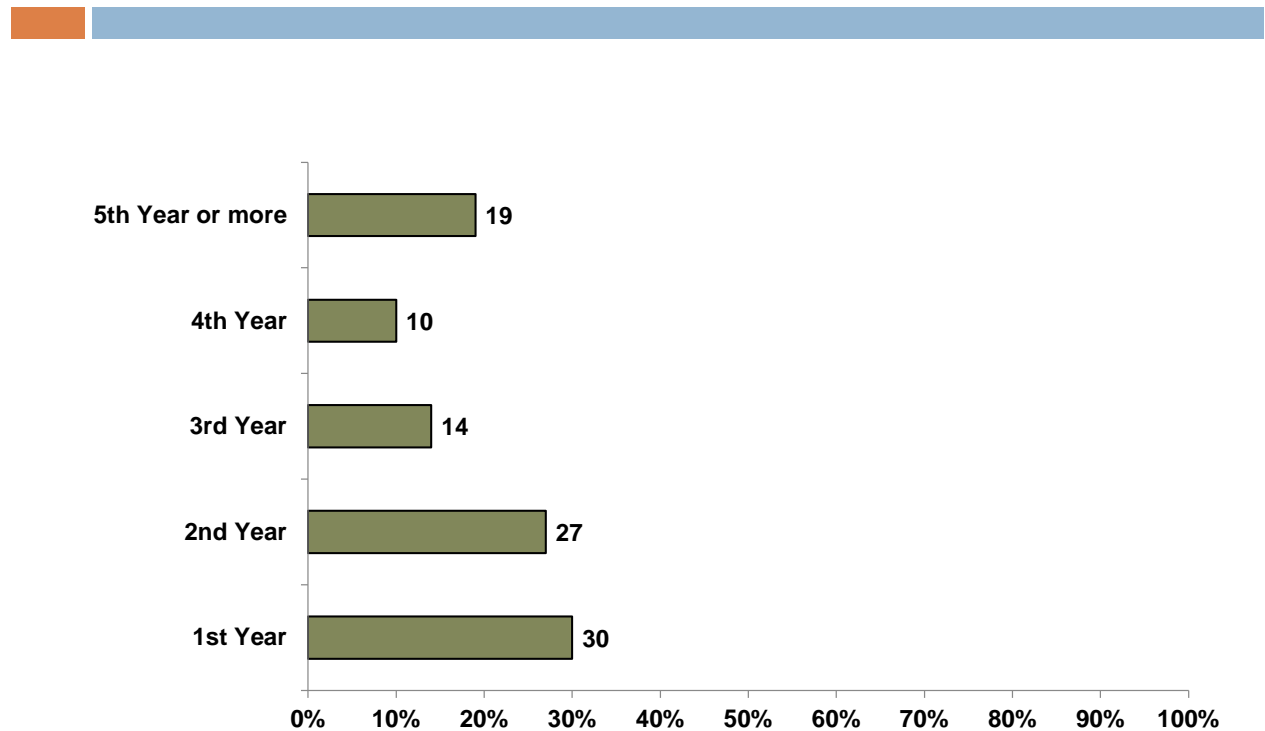


Figure 12. Post-Doc/Trainee Respondents' Current Year in UCLA Career (%)

Five percent of Undergraduate Student respondents ($n = 277$) identified their academic majors⁴⁰ as Biology. Four percent were studying Anthropology ($n = 192$), Business Economics ($n = 215$), English ($n = 202$), Political Science ($n = 213$), or Psychology ($n = 213$); and three percent were studying Computer Science and Engineering ($n = 136$), Economics ($n = 141$), History ($n = 161$), Neuroscience ($n = 149$), Physiological Science ($n = 182$), or Sociology ($n = 144$).

⁴⁰ See Appendix B, Table B19 for a comprehensive listing of undergraduate respondents' academic majors.

Eleven percent of Graduate/Professional Student respondents ($n = 328$) cited Management as their academic program,⁴¹ and 9% ($n = 281$) were studying Law (Juris Doctor). Seven percent of Graduate/Professional Student respondents ($n = 199$) were enrolled in Education, 4% ($n = 110$) in Electrical Engineering, 3% in Medicine ($n = 88$), Film and Television ($n = 74$) or Nursing ($n = 83$).

Undergraduate Students were asked to identify their “in-state” or “out-of-state” residency status. Forty-five percent of Undergraduate Students ($n = 2,414$) were in-state/resident students (Figure 13). Seven percent were out-of-state/non-resident/international students ($n = 386$).⁴²

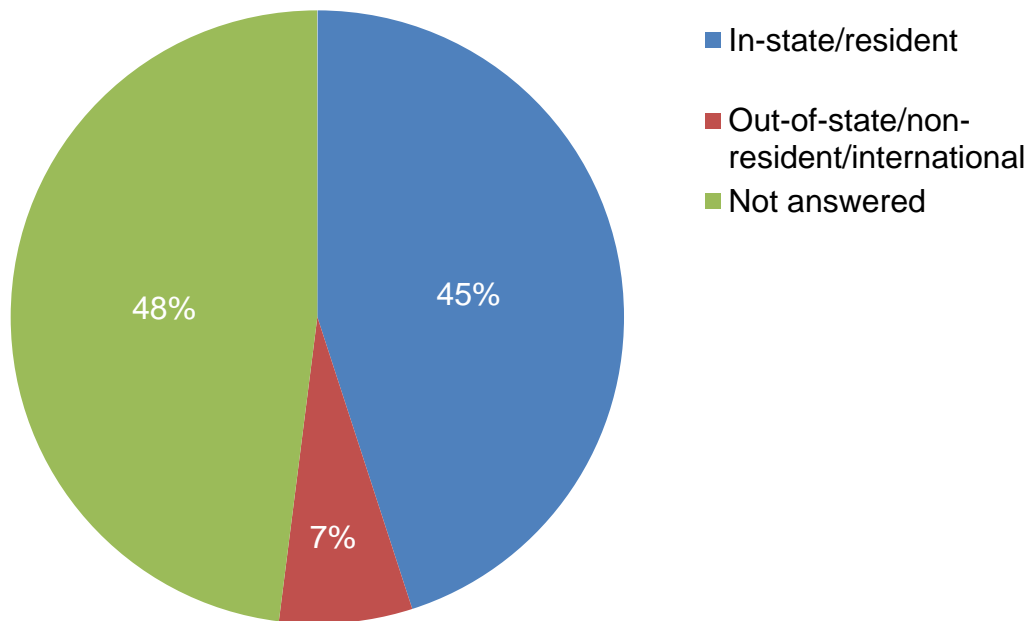


Figure 13. Undergraduate Students' Residency (%)

⁴¹ See Appendix B for a comprehensive listing of graduate/professional student respondents' academic programs.

⁴² Forty-eight percent of undergraduate student respondents ($n = 2,582$) did not complete this survey item.

Subsequent analyses revealed that 38% of all Undergraduate Students ($n = 2,017$) and 55% of all Graduate/Professional Students ($n = 1,636$) were employed either on or off campus. Thirty-three percent of Undergraduates ($n = 1,750$) and 36% of Graduate/Professional Students ($n = 1,064$) were employed on or off campus on average one to 20 hours per week. Four percent of all Undergraduate Students ($n = 195$) and 10% of all Graduate/Professional Students ($n = 284$) were employed 21 to 40 hours per week. Less than one percent of Undergraduates ($n = 17$) and 8% of Graduate/Professional students ($n = 232$) worked more than 40 hours per week.

Eleven percent of Undergraduate Student respondents ($n = 581$) and 78% of Graduate/Professional Students ($n = 2,270$) were currently the sole providers for their living/educational expenses. Eighty-nine percent of Undergraduate Student respondents ($n = 4,648$) and 22% of Graduate/Professional Student respondents ($n = 626$) had families who were assisting with their living/educational expenses (i.e., dependent).

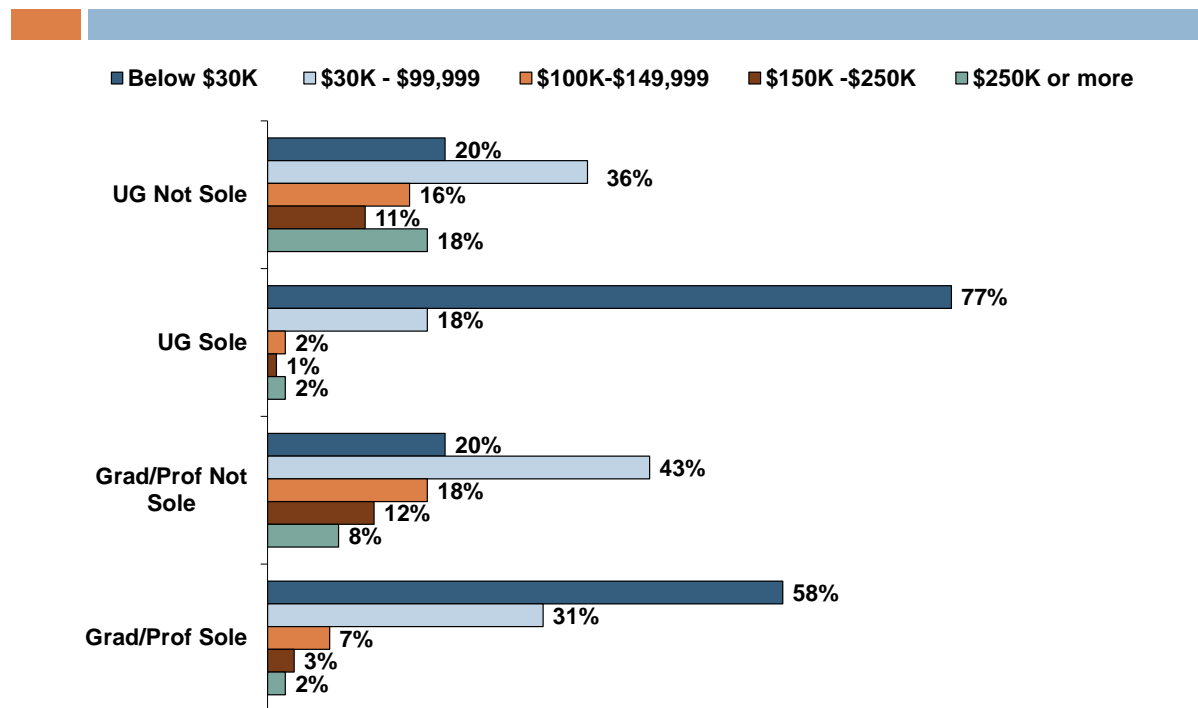


Figure 14. Students' Income by Dependency Status (Sole Providers, Not Sole Providers) (%)

Of the students completing the survey, 59% lived in non-campus housing, and 41% lived in campus housing (Table 12). Twenty students were homeless.

Table 12. Students’ Residence

Students’ Residence	<i>n</i>	%
Campus Housing	3,403	40.7
On-campus housing “on the hill”	2,354	69.2
University owned apartments	660	19.4
Family Housing	88	2.6
Missing	316	9.3
Non-Campus Housing	4,923	58.9
Independently in apartment/house	3,508	71.3
Living with family member/guardian	596	12.1
Co-op	107	2.2
Fraternity house	106	2.2
Missing	2,238	45.5
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	20	0.2
Missing	15	0.2

Note: Table includes student responses only (*n* = 8,361).

Thirty-two percent of student respondents did not participate in any student clubs and organizations at UCLA ($n = 2,652$) (Table 13). Twenty percent were involved with Academic/Professional Organizations ($n = 1,657$), and 15% participated in Special Interest Organizations ($n = 1,271$).

Table 13. Students Participation in Clubs Organizations at the University

Clubs/Organizations	<i>n</i>	%
I do not participate in any student organizations	2,652	31.7
Academic/Professional Organizations	1,657	19.8
Special Interest Organizations	1,271	15.2
Intercultural/Multicultural Campus Community Groups	1,162	13.9
Intramurals/Clubs Sports	1,034	12.4
Service Organizations/Civic Engagement	935	11.2
Student Leadership Groups	889	10.6
Religious/Spiritual Organizations	867	10.4
Social fraternities or sororities	605	7.2
Honor Societies	591	7.1
Working with Under-represented communities	526	6.3
Community Programs/Working with Under-represented communities	390	4.7
Music/Performance Organizations	373	4.5
Publications and Media Organizations	300	3.6
Political Groups	176	2.1
NCAA Varsity Athletics	48	0.6

Note: Table includes only student respondents ($n = 8,361$).
 Percentages may not sum to 100% due to multiple responses.

Table 14 indicates that all student respondents earned passing grades.

Table 14. Students' Cumulative G.P.A. at the End of Last Quarter

GPA	<i>n</i>	%
NA	272	3.3
Below 2.49	280	3.3
2.5-2.99	960	11.5
3.0-3.49	2,392	28.6
3.5 and above	4,410	52.7
Missing	47	0.6

Note: Table includes student responses only ($n = 8,361$).

Campus Climate Assessment Findings⁴³

The following section⁴⁴ reviews the major findings of this study. The review explores the climate at UCLA through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UCLA

The survey posed questions regarding respondents’ level of comfort with a variety of aspects of UCLA’s campus. Table 15 illustrates that 80% of the survey respondents ($n = 13,026$) were “comfortable” or “very comfortable” with the climate at UCLA. Seventy-five percent of respondents ($n = 12,131$) were “comfortable” or “very comfortable” with the climate in their department/work unit/academic unit/college/school/clinical setting.

Table 15. Respondents’ Comfort With the Climate

	Comfort with Climate at UCLA		Comfort with Climate in Department/ Work Unit, College, Clinical Setting, etc.	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	4,754	29.3	4,746	29.2
Comfortable	8,272	51.0	7,385	45.5
Neither Comfortable nor Uncomfortable	2,200	13.6	2,417	14.9
Uncomfortable	814	5.0	1,289	7.9
Very Uncomfortable	183	1.1	392	2.4

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

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

Figures 15 and 16 illustrate that when examining the results by position Faculty were least comfortable with the overall climate and the climate in their departments and work units at UCLA.

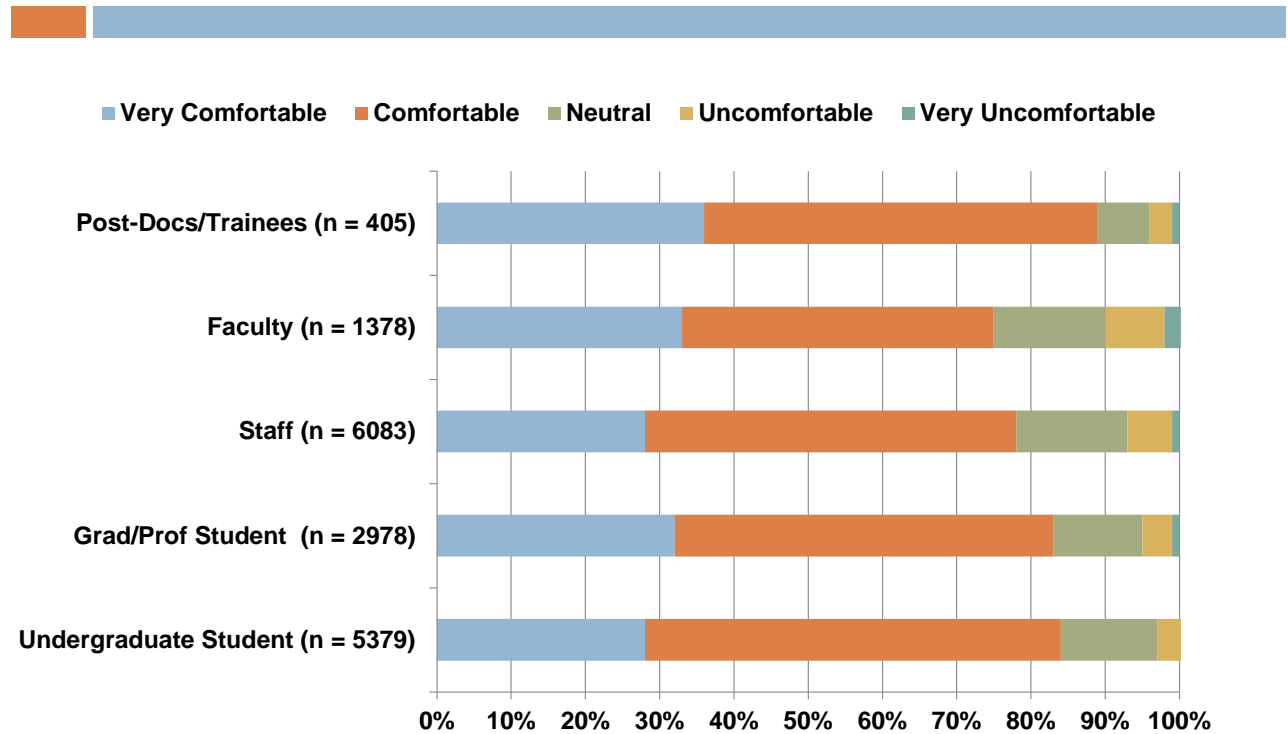


Figure 15. Comfort with Overall Climate by Position (%)

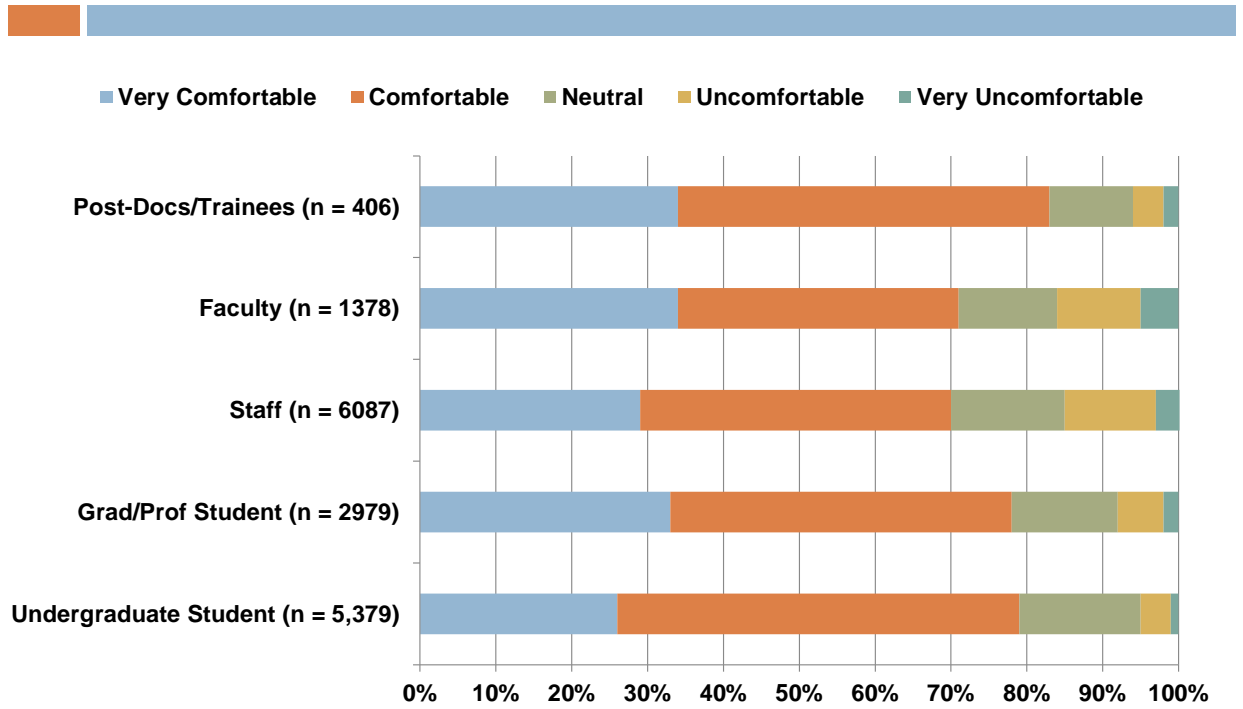


Figure 16. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Position (%)

With regard to classroom climate, 71% of Undergraduate Students ($n = 3,823$) and 78% of Graduate/Professional Students ($n = 2,315$) were “comfortable” or “very comfortable” with the climate in their classes (Table 16). Readers will note that 22% of Faculty and Post-Docs indicated that this survey item was “not applicable” to them. Of the 991 Faculty and Post-Docs who found the item “applicable” to them, 90% ($n = 896$) were “comfortable” or “very comfortable” with the climate in their classes.

Table 16. Students’ and Faculty/Post-Docs’ Comfort With the Climate in Their Classes

Level of Comfort	Undergraduate Students’ Comfort with Climate in Classes*		Graduate/Professional Students’ Comfort with Climate in Classes**		Faculty and Post-Docs Comfort with Climate in Classes***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	910	16.9	855	28.7	442	34.7
Comfortable	2,913	54.2	1,460	49.0	454	35.7
Neither Comfortable nor Uncomfortable	1,172	21.8	384	12.9	75	5.9
Uncomfortable	328	6.1	150	5	18	1.4
Very Uncomfortable	52	1.0	26	0.9	<5	--
Not Applicable	<5	--	102	3.4	280	22.0

*Note: Undergraduate Student responses only ($n = 5,378$).

**Note: Graduate/Professional Student responses only ($n = 2,977$).

***Note: Faculty and Post-Doc responses only ($n = 1,787$).

When comparing the data by racial identity,⁴⁵ White respondents were more likely to feel “very comfortable” or “comfortable” with the overall climate for diversity at UCLA and in their department/work unit/ academic unit/college/school/clinical setting (Figures 17 &18).

Underrepresented Minority respondents and Multi-Minority respondents were more likely to feel “very uncomfortable”/“uncomfortable.”

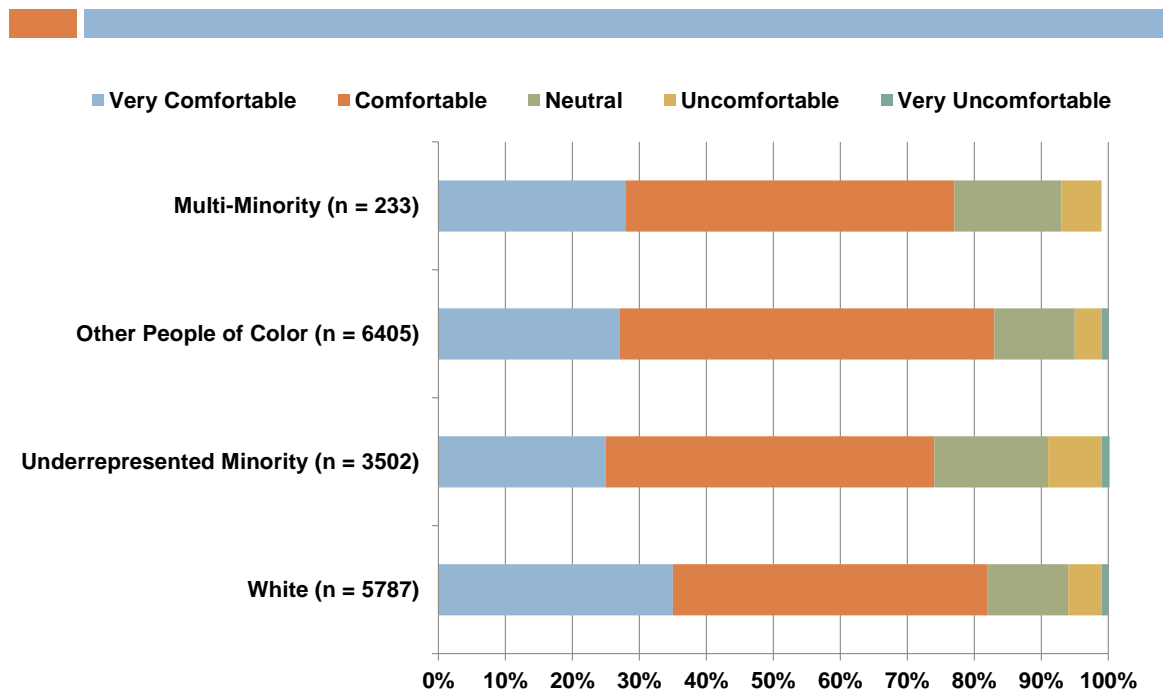


Figure 17. Comfort with Overall Climate by Race (%)

⁴⁵ To review, “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” The “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.

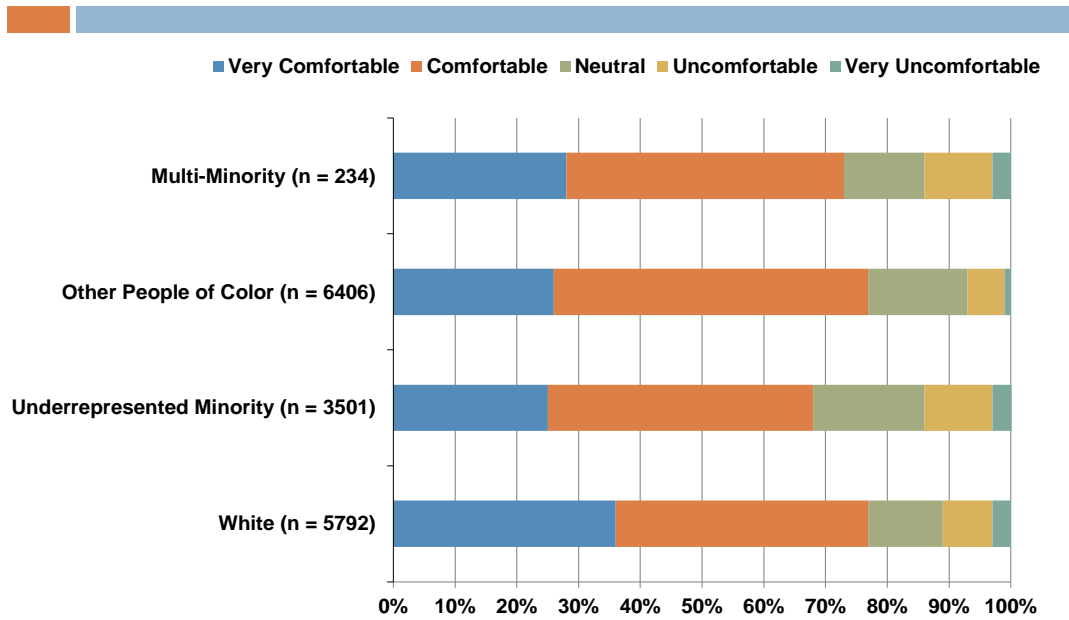


Figure 18. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Race (%)

Figure 19 (and all subsequent Figures that illustrate “comfort with classroom climate”) removed from the analyses any Student, Faculty, and Post-Doc respondents who indicated the survey item was “not applicable” to them. Again, a higher percentage of White Respondents were “very comfortable” with the climate in their classes than were other respondents.

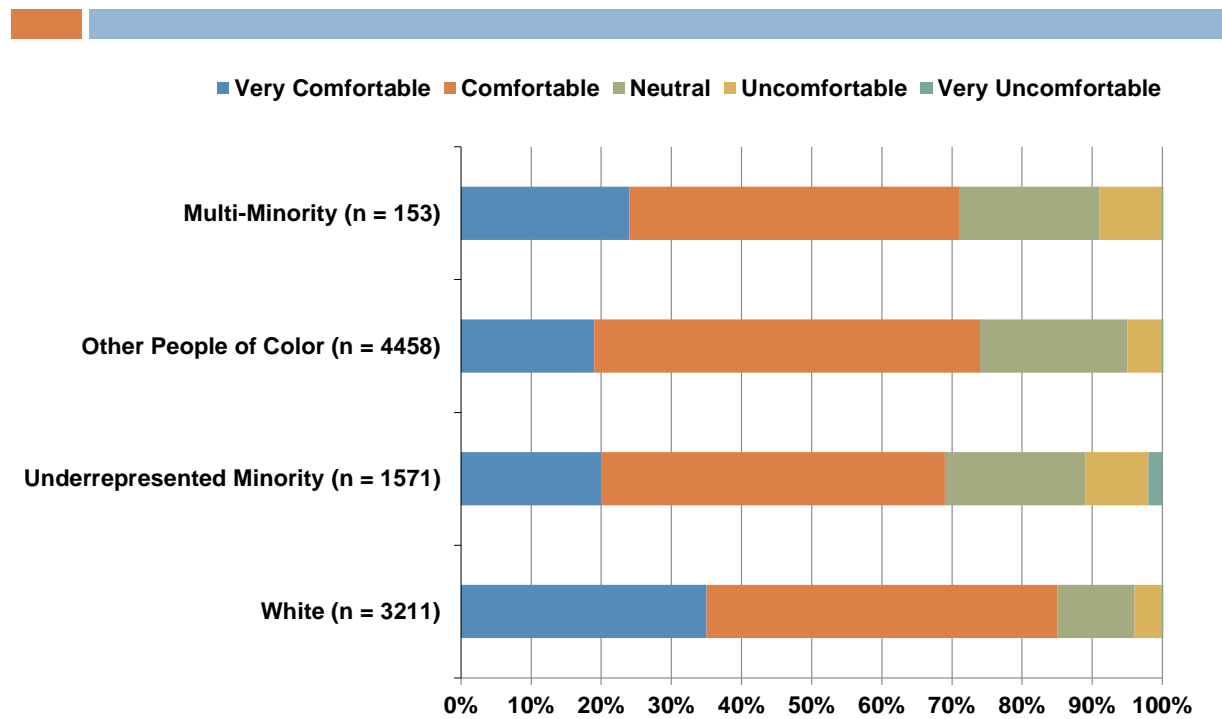


Figure 19. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Race (%)

In terms of gender, genderqueer, transgender, and women respondents were less comfortable than men with the overall climate (Figure 20).

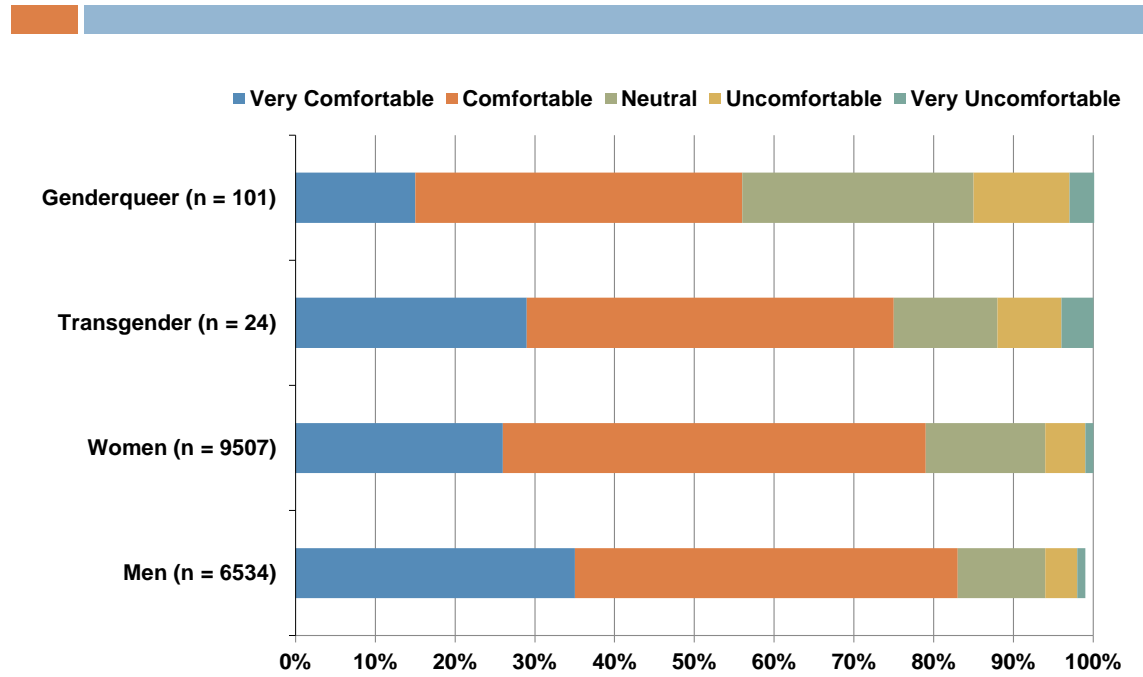


Figure 20. Comfort with Overall Climate by Gender (%)

Figure 21 suggests that genderqueer, transgender, and women respondents were less comfortable than men in their department/work unit/ academic unit/college/school/clinical settings than were other groups.

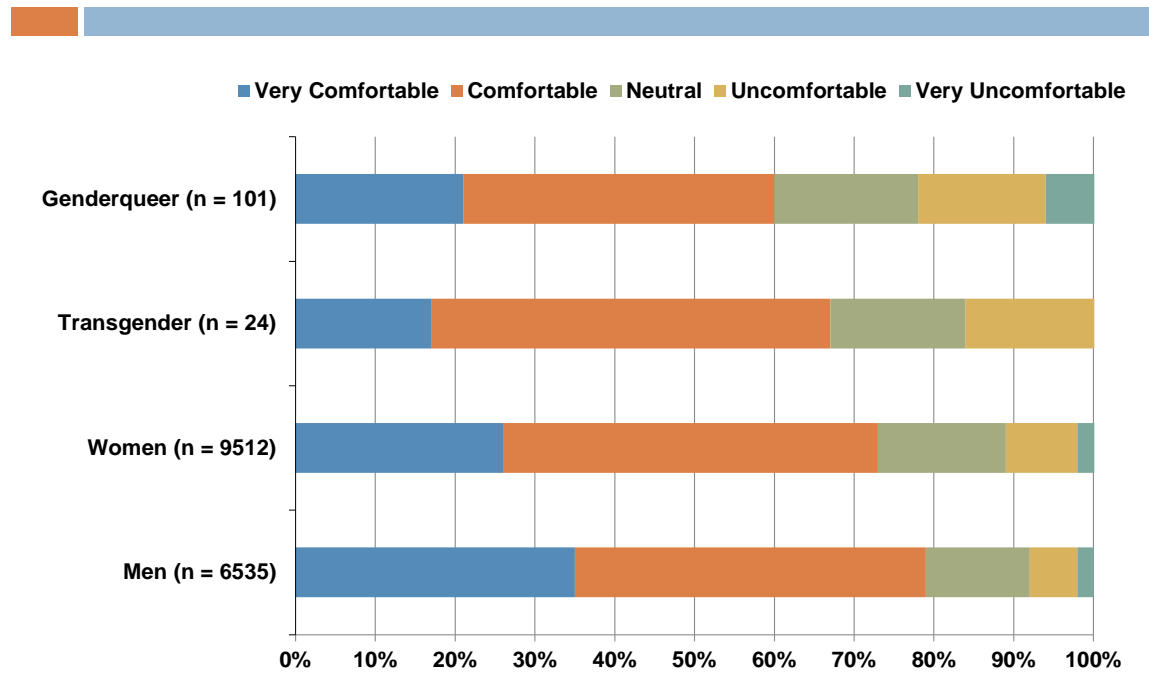


Figure 21. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Gender (%)

Men were more likely to be “very comfortable” or “comfortable” with the climate in their classes, than women, transgender and genderqueer respondents. Genderqueer respondents were more likely to feel “uncomfortable”/“very uncomfortable” than were other respondents (Figure 22).

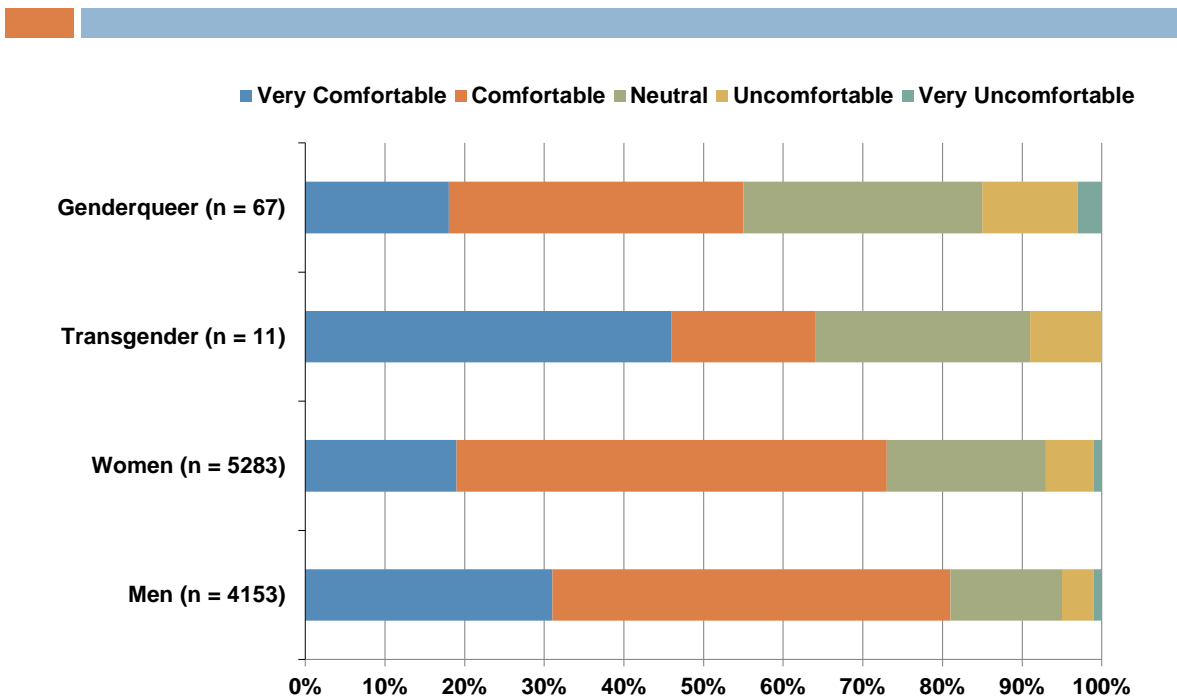


Figure 22. Students’, Faculty, and Post-Docs’ Comfort with Climate in Classes by Gender (%)

With respect to sexual orientation, LGBQ respondents and heterosexual respondents were similarly comfortable with the overall climate and in their departments and work units (Figures 23 & 24).

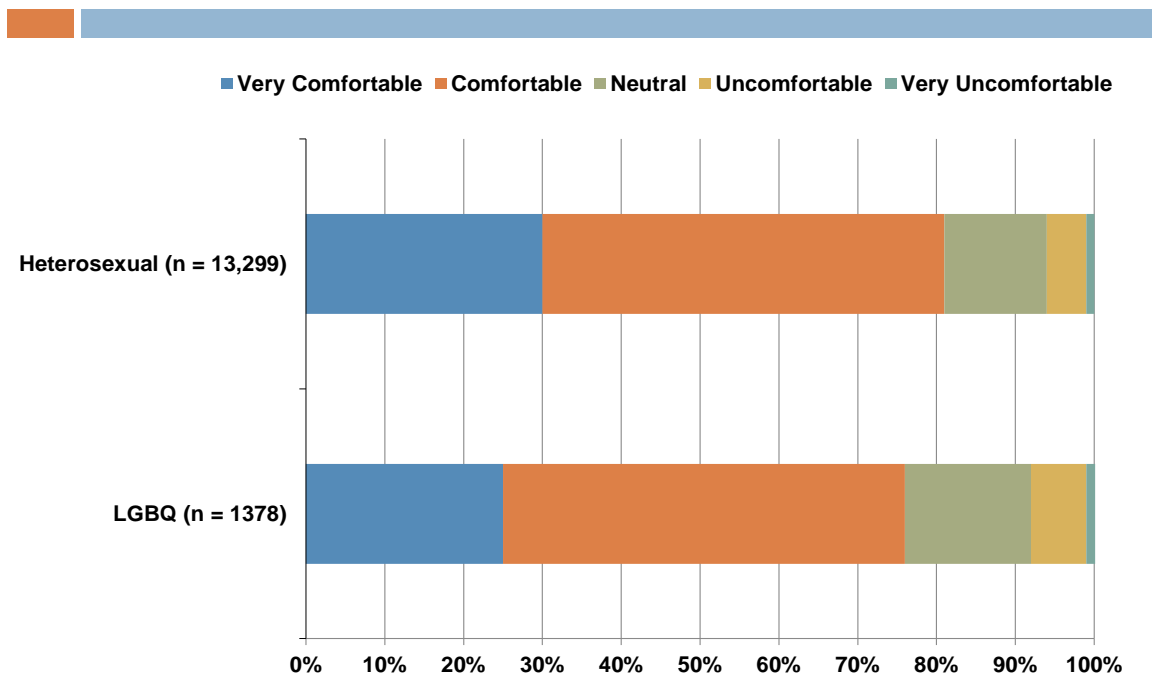


Figure 23. Comfort with Overall Climate by Sexual Orientation (%)

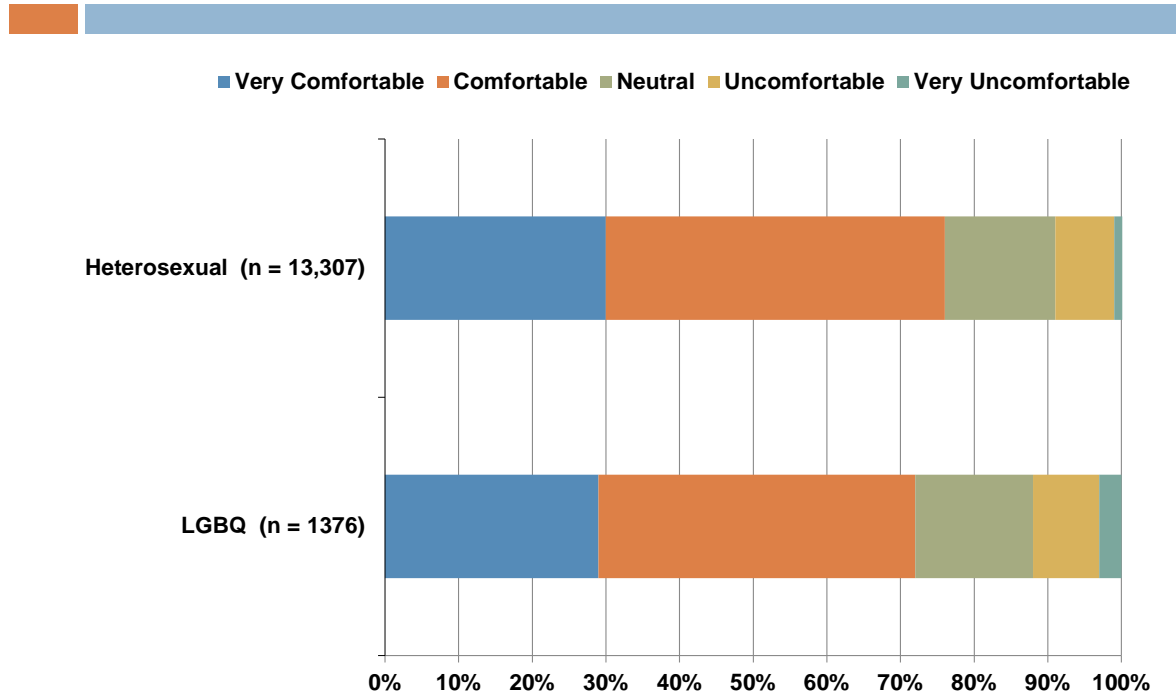


Figure 24. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Sexual Orientation (%)

LGBQ Students, Faculty, and Post-Docs were similarly comfortable in their classes in comparison to heterosexual Students, Faculty, and Post-Docs (Figure 25).

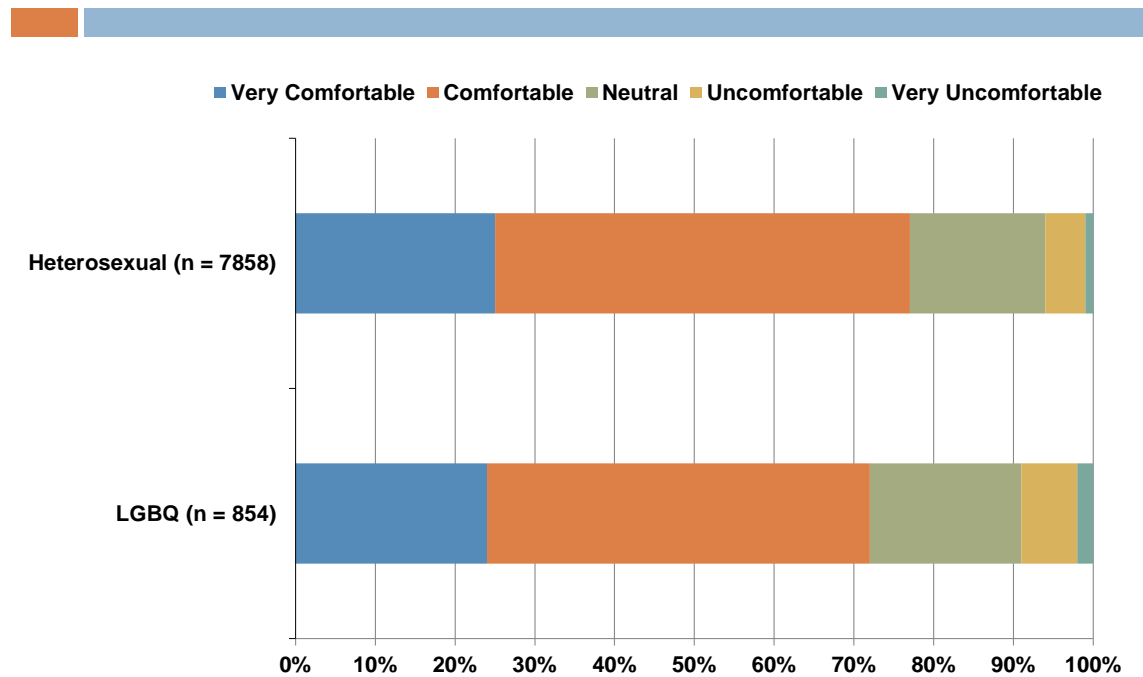


Figure 25. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 26 - 28).

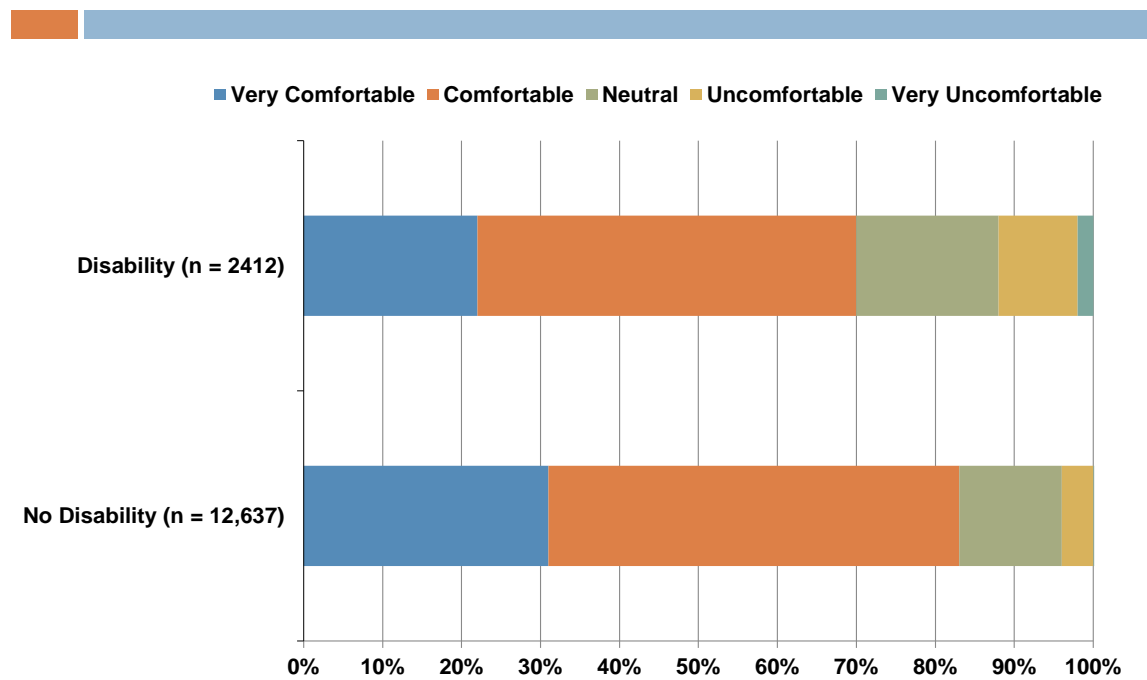


Figure 26. Comfort with Overall Climate by Disability Status (%)

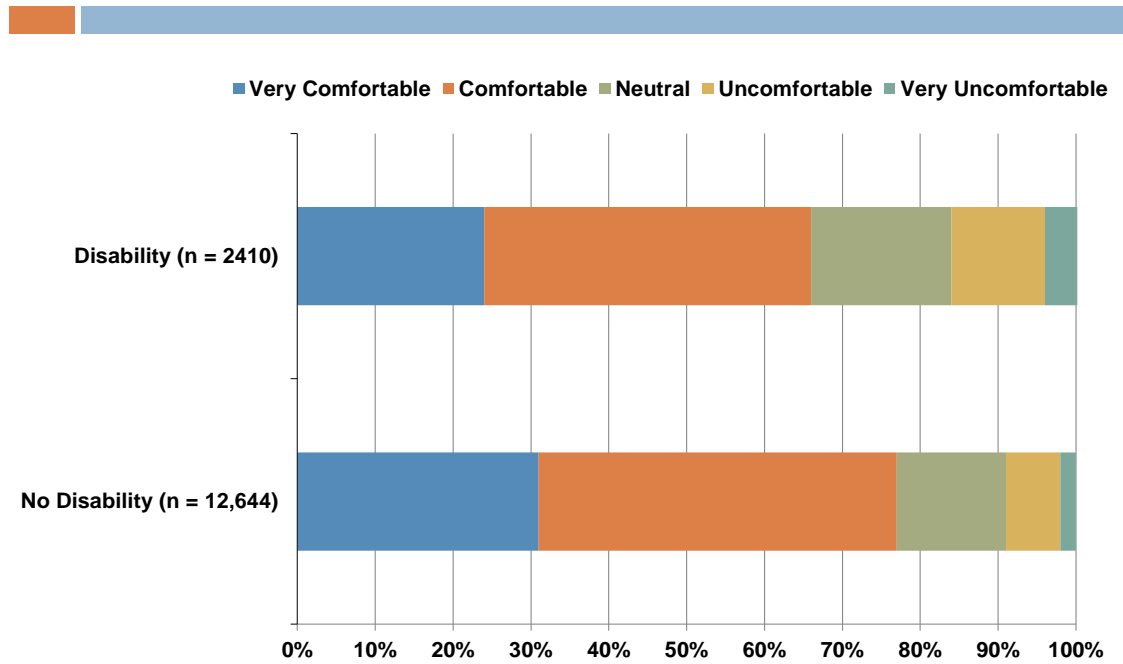


Figure 27. Comfort with Climate in in Department/Work Unit/ Academic Unit/College/School/ Clinical Setting by Disability Status (%)

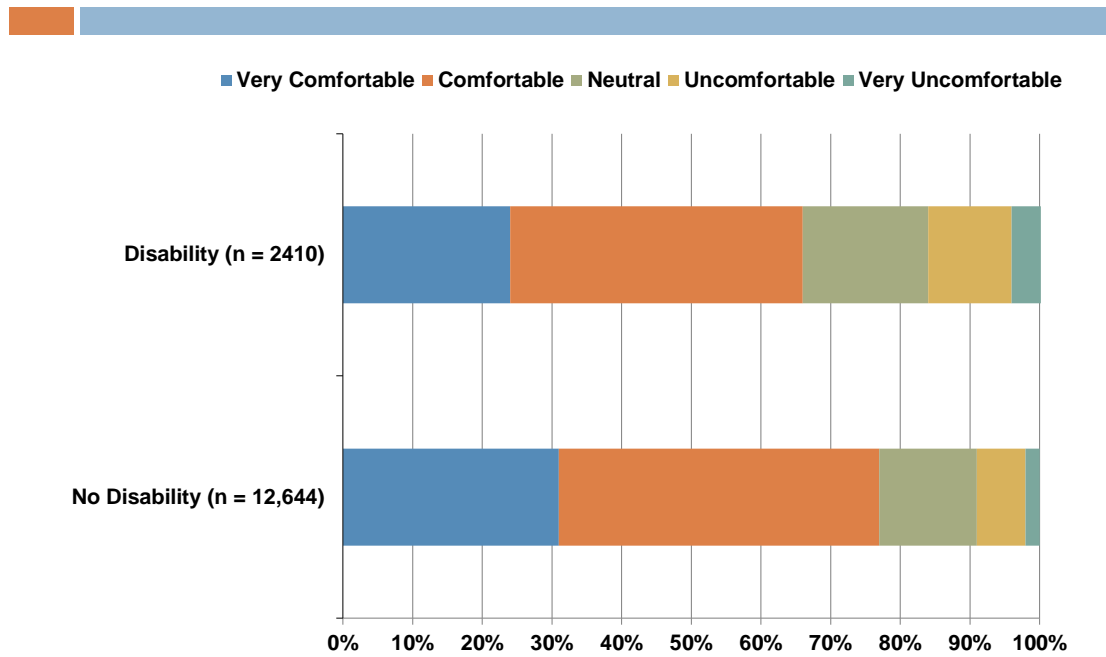


Figure 28. Students', Faculty, and Post-Docs' Comfort with Climate in Classes by Disability Status (%)

Small differences existed among individuals from the various religious/spiritual affiliations regarding their comfort level with the overall climate at UCLA (Figure 29). A higher percentage of Jewish respondents were “very comfortable” than were other groups.

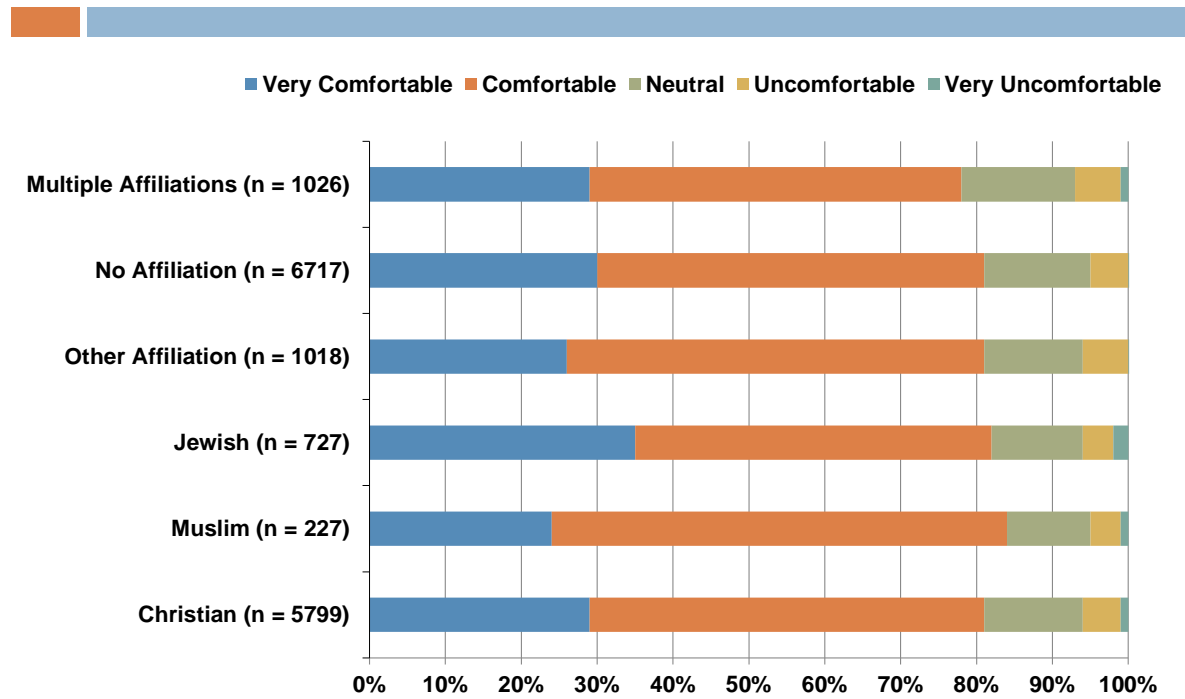


Figure 29. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

Higher percentages of respondents with Jewish religious/spiritual affiliations also were “very comfortable” with the climates in their departments/work units, etc. and in their classes than were other respondents (Figures 30 & 31).

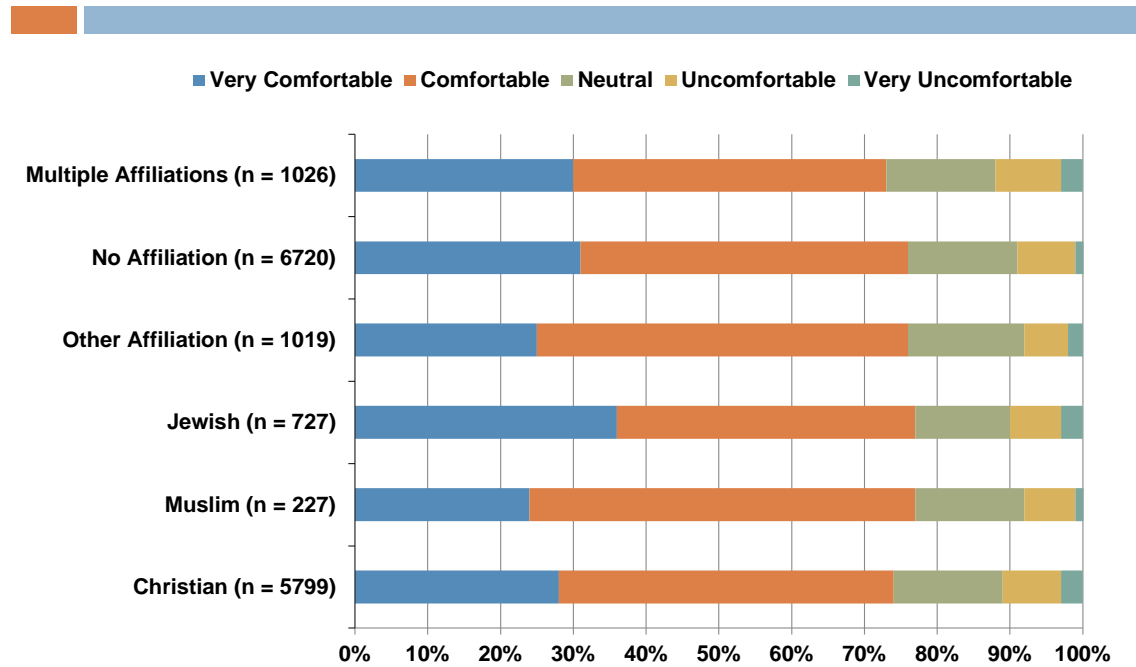


Figure 30. Comfort with Climate in Department/Work Unit/ Academic Unit/College/School/Clinical Setting by Religious/Spiritual Affiliation (%)

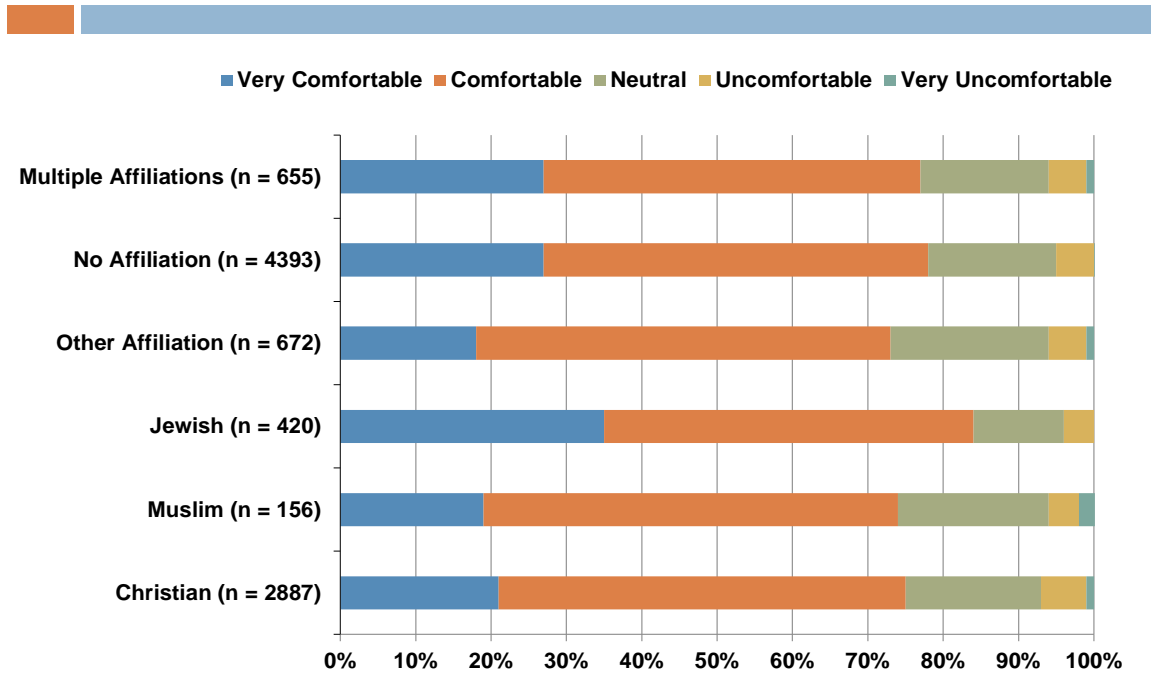


Figure 31. Students, Faculty, and Post-Docs' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty-four percent of the respondents ($n = 6,829$) indicated that the overall campus climate was “very respectful” of people from White racial/ethnic backgrounds (Table 17). Respondents felt that the campus was least respectful (“disrespectful”/“very disrespectful”) of African American/African/Black people (10%, $n = 1,550$) and Hispanic/Latino people (9%, $n = 1,435$). The campus climate was most respectful (“respectful”/“very respectful”) of White people (92%, $n = 14,456$), Asian people (84%, $n = 13,113$).

Table 17. . Ratings of Perceptions of Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	3,895	24.8	8,521	54.1	1,196	7.6	354	2.2	1,770	11.2
American Indian/Alaskan Native	3,677	23.5	7,694	49.1	591	3.8	200	1.3	3,498	22.3
Asian	4,626	29.5	8,487	54.0	1,023	6.5	206	1.3	1,363	8.7
Hispanic/Latino	3,891	24.8	8,752	55.8	1,195	7.6	240	1.5	1,601	10.2
Middle Eastern/South Asian/North African	3,795	24.2	8,530	54.4	979	6.2	228	1.5	2,140	13.7
Pacific Islander	3,846	24.6	8,342	53.4	564	3.6	131	0.8	2,753	17.6
White	6,829	43.6	7,627	48.7	264	1.7	75	1.5	862	5.5

Table 18 indicates that more than half of all respondents thought that the overall campus climate was “very respectful”/ “respectful” of all of the campus groups listed in the table. The respondents believed the climate was most respectful (“respectful”/“very respectful”) for females and males (87% and 89%, respectively); LGBT people (80%); Other People of Color (81%), and socioeconomically advantaged people (80%). Respondents suggested that the campus was least respectful (“disrespectful”/ “very disrespectful”) of non-native English speakers (12%), and socioeconomically disadvantaged people (11%).

Table 18. Ratings of Perceptions of Campus Climate for Various Campus Groups

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	2,913	18.8	7,312	47.3	810	5.2	123	0.8	4,301	27.8
Physical health issues	3,655	23.7	8,213	53.2	513	3.3	81	0.5	2,971	19.3
Female	4,472	28.9	8,929	57.7	799	5.2	114	0.7	1,173	7.6
From religious affiliations other than Christian	3,595	23.3	8,498	55.0	709	4.6	114	0.7	2,522	16.3
From Christian affiliations	3,864	25.1	8,388	54.4	617	4.0	100	0.6	2,453	15.9
Gay, lesbian, bisexual	3,812	24.7	8,531	55.3	675	4.4	98	0.6	2,318	15.0
Immigrants	3,475	22.5	8,408	54.6	1,068	7.1	145	0.9	2,297	14.9
International students, staff, or faculty	3,881	25.2	8,449	54.8	903	5.9	126	0.8	2,056	13.3
Learning disability	3,143	20.5	7,373	48.0	677	4.4	87	0.6	4,066	26.5
Male	5,657	36.6	8,125	52.6	221	1.4	50	0.3	1,400	9.1
Non-native English speakers	3,121	20.3	8,400	54.5	1,629	10.6	227	1.5	2,027	13.2
Parents/guardians	3,602	23.4	7,900	51.4	447	2.9	73	0.5	3,348	21.8
People of color	3,928	25.4	8,574	55.5	1,018	6.6	269	1.7	1,661	10.8
Providing care for adults who are disabled and/or elderly	3,308	21.5	6,935	45.2	347	2.3	88	0.6	4,674	30.4
Physical disability	3,596	23.4	7,959	51.9	508	3.3	87	0.6	3,193	20.8
Socioeconomically disadvantaged	3,244	21.1	7,608	49.4	1,412	9.2	322	2.1	2,807	18.2
Socioeconomically advantaged	4,783	31.1	7,531	49.0	352	2.3	87	0.6	2,614	17.0
Transgender	2,866	18.7	6,332	41.4	766	5.0	239	1.6	5,100	33.3

Perceptions of Campus Accessibility

With regard to campus accessibility for people with disabilities, the elevators (55%), restrooms (54%), walkways and pedestrian paths (52%), and UCLA Website (51%) were considered “fully accessible.” Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19).

Table 19. Ratings of Campus Accessibility

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessibility								
Athletic Facilities	5,520	35.2	4,619	29.4	477	3.0	5,071	32.3
Classroom Buildings	6,763	43.1	5,058	32.3	323	2.1	3,531	22.5
Classrooms, labs	5,954	38.1	4,993	32.0	378	2.4	4,286	27.5
University housing	4,602	29.5	3,831	24.6	560	3.6	6,588	42.3
Computer labs	5,571	35.8	4,050	26.0	323	2.1	5,620	36.1
Dining facilities	7,168	46.0	4,183	26.8	301	1.9	3,929	25.2
Elevators	8,551	54.9	4,245	27.2	438	2.8	2,346	15.1
Health and Wellness Center	6,529	42.0	3,435	22.1	234	1.5	5,337	34.4
Library	7,688	49.5	3,813	24.5	238	1.5	3,801	24.5
Off-campus UCLA buildings	3,858	24.9	3,344	21.6	541	3.5	7,762	50.1
Off campus student housing	3,374	21.8	3,041	19.7	615	4.0	8,432	54.5
On-campus transportation/parking	4,963	32.0	4,416	28.5	970	6.3	5,143	33.2
Other campus buildings	4,704	30.5	3,807	24.7	286	1.9	6,632	43.0
Recreational facilities	5,738	37.1	4,182	27.0	348	2.2	5,205	33.6
Restrooms	8,445	54.3	4,499	28.9	386	2.5	2,216	14.3
Studios/ Performing Arts spaces	3,720	24.2	2,834	18.4	512	3.3	8,328	54.1
Walkways and pedestrian paths	8,095	52.2	4,504	29.1	408	2.6	2,490	16.1
Braille signage	2,909	18.8	2,046	13.3	447	2.9	10,038	65.0
Hearing loops	2,285	14.9	1,595	10.4	400	2.6	11,068	72.1
Course Instruction/Materials								
Information in alternate formats	3,299	21.6	3,519	23.0	798	5.2	7,661	50.1
Instructors	4,018	26.3	4,492	29.4	569	3.7	6,181	40.5
UCLA Campus Website								
Website	7,700	51.7	3,671	24.6	368	2.5	3,169	21.3

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-four percent of respondents ($n = 3,946$) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at UCLA within the past year. Eight percent of respondents ($n = 1,347$) said that the conduct interfered with their ability to work or learn⁴⁶ at UCLA, and 16% of respondents ($n = 2,599$) felt the conduct did not interfere with their ability to work or learn on campus.

Table 20 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 3,946 respondents who experienced such conduct, 21% of respondents said the conduct was “very often”/“often” based on their ethnicity ($n = 747$) or their position status ($n = 747$). Others said they “very often”/“often” experienced such conduct based on their race (18%, $n = 644$), ancestry (14%, $n = 507$), discipline of study (13%, $n = 458$), etc.

⁴⁶ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

Table 20. Bases and Frequency of Exclusionary, Intimidating, Offensive or Hostile Conduct
 Only answered by respondents who experienced exclusionary conduct (*n* = 3,946)

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	131	3.7	257	7.2	496	13.8	702	19.6
Age	166	4.6	280	7.7	675	18.6	916	25.2
Ancestry	206	5.8	301	8.4	581	16.3	746	20.9
Country of origin	161	4.5	237	6.6	451	12.6	796	22.3
Discipline of study	155	4.3	303	8.5	549	15.4	701	19.6
Educational level	151	4.2	238	6.7	479	13.4	864	24.2
Educational modality (on-line, classroom)	42	1.2	81	2.3	162	4.6	712	20.3
English language proficiency/accent	120	3.4	170	4.8	340	9.6	687	19.3
Ethnicity	333	9.2	414	11.4	730	20.2	654	18.1
Gender identity	178	4.9	252	7.0	426	11.8	749	20.8
Gender expression	116	3.2	187	5.2	322	9.0	774	21.6
Immigrant/citizen status	92	2.6	129	3.6	196	5.5	669	18.9
International Status	72	2.0	104	2.9	166	4.7	580	16.3
Learning disability	35	1.0	55	1.6	131	3.7	570	16.1
Marital status (e.g. single, married, partnered)	52	1.5	106	3.0	268	7.6	778	21.9
Medical condition	68	1.9	97	2.7	213	6.0	661	18.7
Military/veteran status	10	0.3	23	0.6	54	1.5	394	11.1
Parental status (e.g., having children)	70	2.0	99	2.8	215	6.1	492	13.9
Participation in an organization/team	92	2.6	105	3.0	226	6.5	457	13.1
Physical characteristics	135	3.8	213	6.0	501	14.1	721	20.3
Physical disability	37	1.1	56	1.6	123	3.5	510	14.5
Philosophical views	142	4.0	228	6.4	539	15.2	735	20.7

Table 20 (cont.)

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Political views	160	4.5	225	6.3	476	13.4	772	21.7
Position (staff, faculty, student)	334	9.2	431	11.8	678	18.6	709	19.5
Pregnancy	26	0.7	39	1.1	87	2.5	413	11.7
Psychological condition	58	1.6	98	2.8	199	5.6	543	15.4
Race	310	8.7	334	9.3	625	17.5	643	18.0
Religious/spiritual views	72	2.3	116	3.7	254	8.2	544	17.5
Sexual orientation	59	1.8	87	2.7	160	5.0	487	15.3
Socioeconomic status	125	4.1	137	4.4	290	9.4	478	15.5
Don't Know	73	2.6	80	2.8	186	6.6	194	6.8
Other	84	3.5	86	3.6	129	5.4	73	3.1

Percentages do not sum to 100 due to multiple responses.

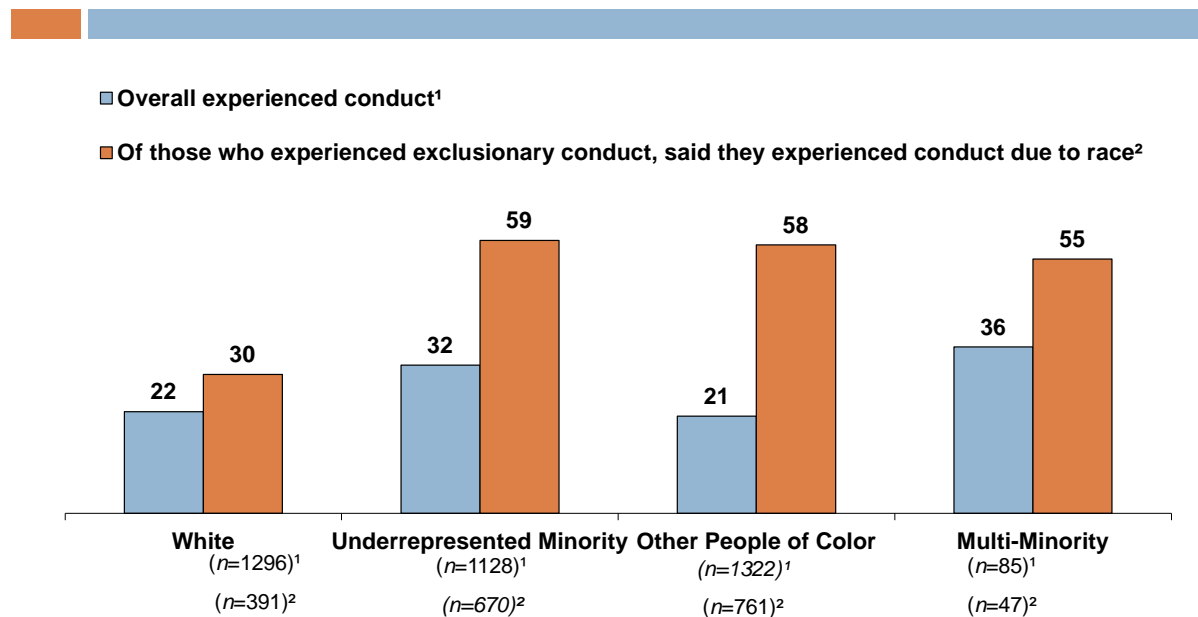
Respondents had the option to choose “Not Applicable.” Those numbers are presented in Appendix B, Table B42.

The percentages in Tables 20 and B42 are based on the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry).

The following figures⁴⁷ depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCLA?”

⁴⁷ For Figures 32 through 38, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation).

When reviewing these results in terms of race (Figure 32), 22% ($n = 1,296$) of White Respondents, 32% ($n = 1,128$) of Underrepresented Minority respondents, 21% ($n = 1,322$) of Other People of Color, and 36% ($n = 85$) of Multi-Minority respondents believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 55% of Multi-Minority Respondents ($n = 47$), 59% ($n = 670$) of Underrepresented Minority respondents, and 58% ($n = 1,322$) of Other People of Color said it was based on their race, while 30% of White respondents ($n = 391$) thought the conduct was based on race.

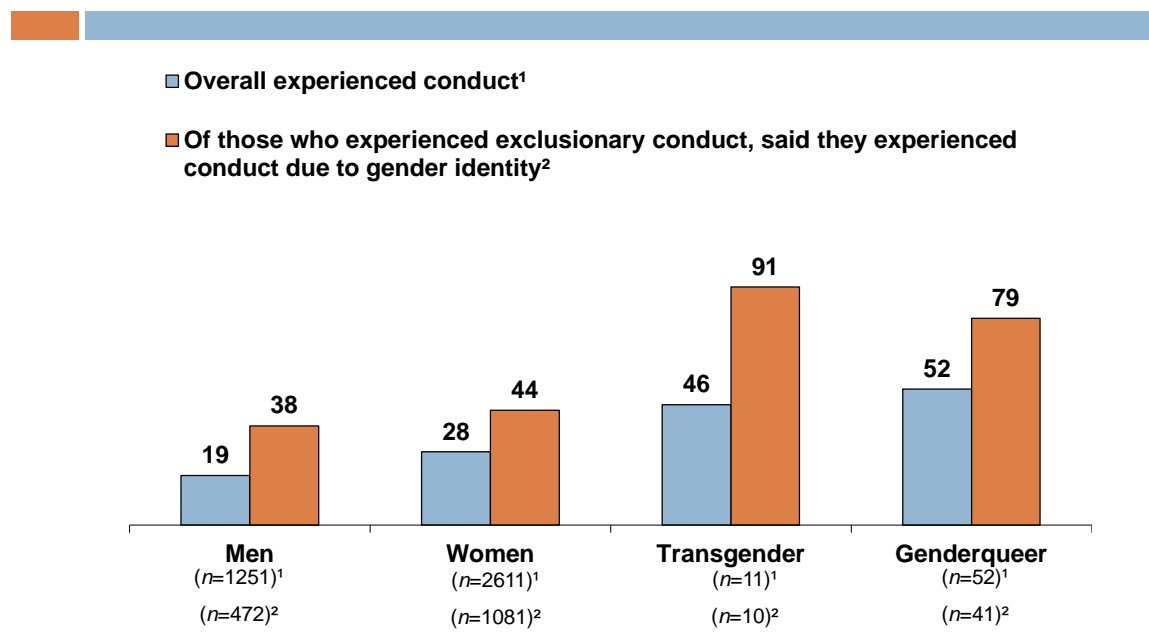


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 32. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 33), higher percentages of genderqueer respondents (52%, $n = 52$) and transgender respondents (46%, $n = 11$) than men (19%, $n = 1,251$) or women (28%, $n = 2,611$) believed they had experienced offensive, hostile, or intimidating conduct. Almost all of the transgender respondents (91%, $n = 10$) who believed they experienced exclusionary conduct and 79% of genderqueer respondents ($n = 41$) who believed they had experienced this said it was based on gender identity.



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 33. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender Identity (by Gender) (%)

As depicted in Figure 34, a greater percentage of Staff respondents believed that they had experienced exclusionary conduct than did other respondents. Many Staff (61%, $n = 1,026$) and Post-Docs/Trainees (69%, $n = 46$) who believed they had experienced exclusionary conduct indicated that the conduct was based on their position status at UCLA.

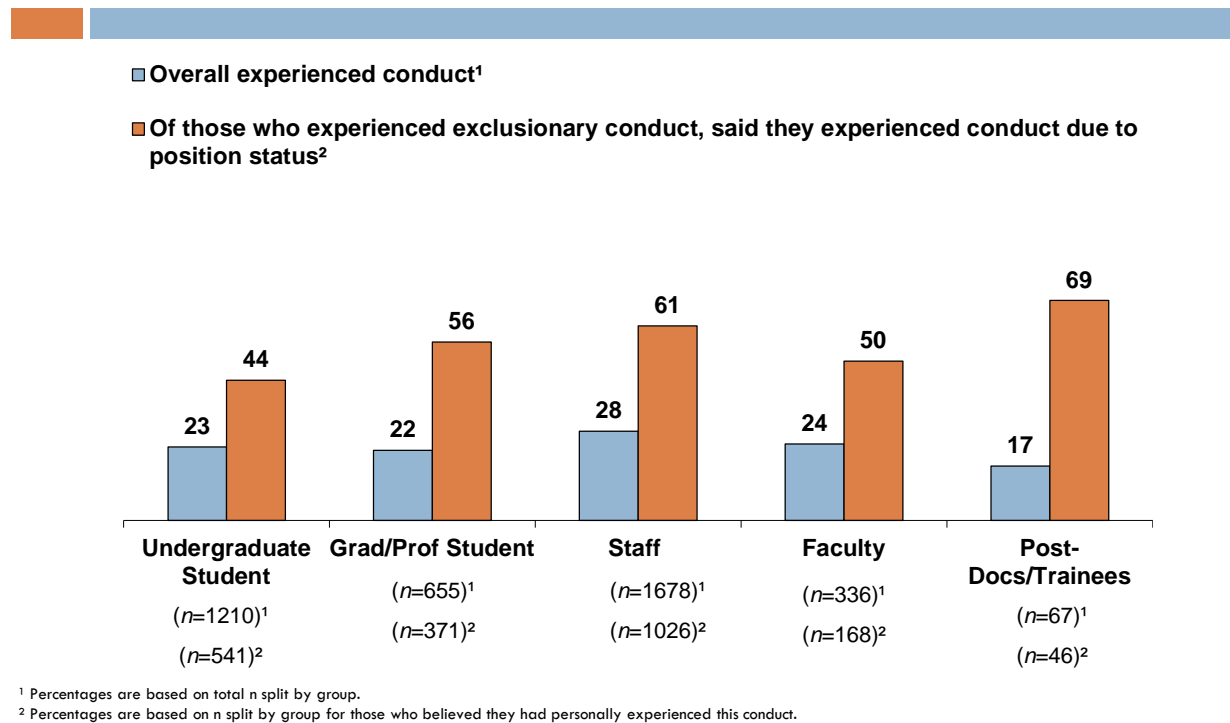


Figure 34. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)

Figure 35 illustrates that similar percentages of Conservative/Far Right (24%, $n = 363$), Far Left/Liberal (26%, $n = 1,803$), and politically Middle of the Road respondents (24%, $n = 1,087$) experienced exclusionary conduct. Of those who believed they had experienced this type of conduct, a higher percentage of politically Conservative/Far Right respondents (48%, $n = 174$) and Far Left/Liberal (44%, $n = 801$) than Undecided respondents (33%, $n = 144$) and Middle of the Road (24%, $n = 406$) indicated that this conduct was based on political views.

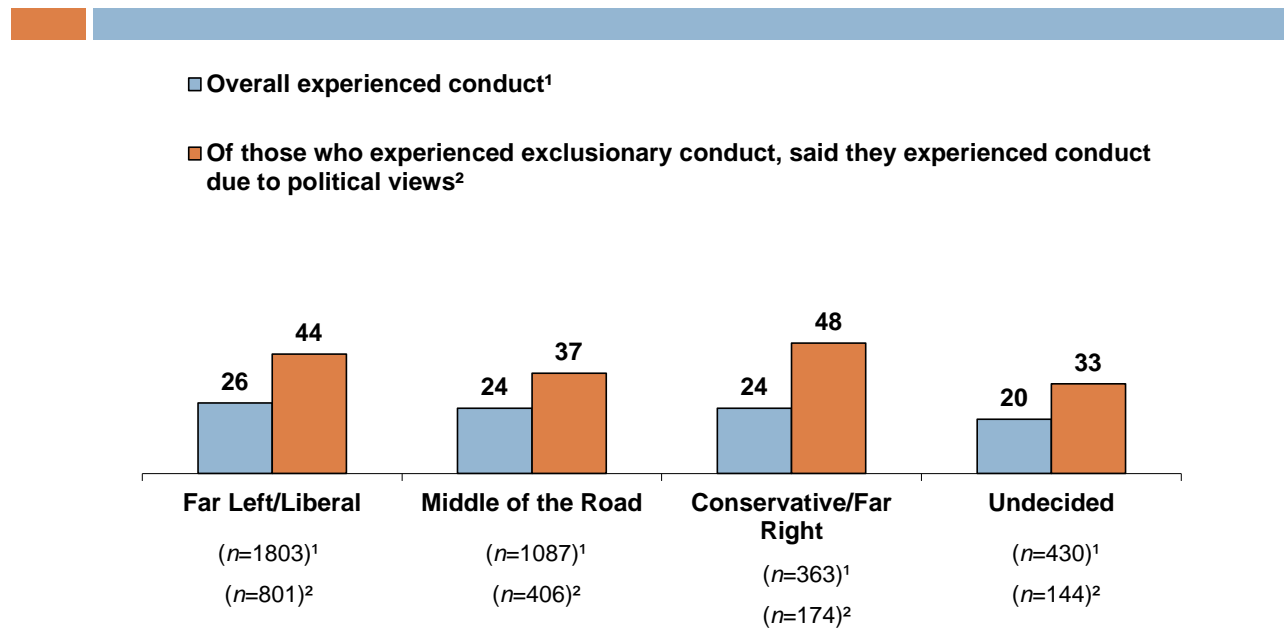
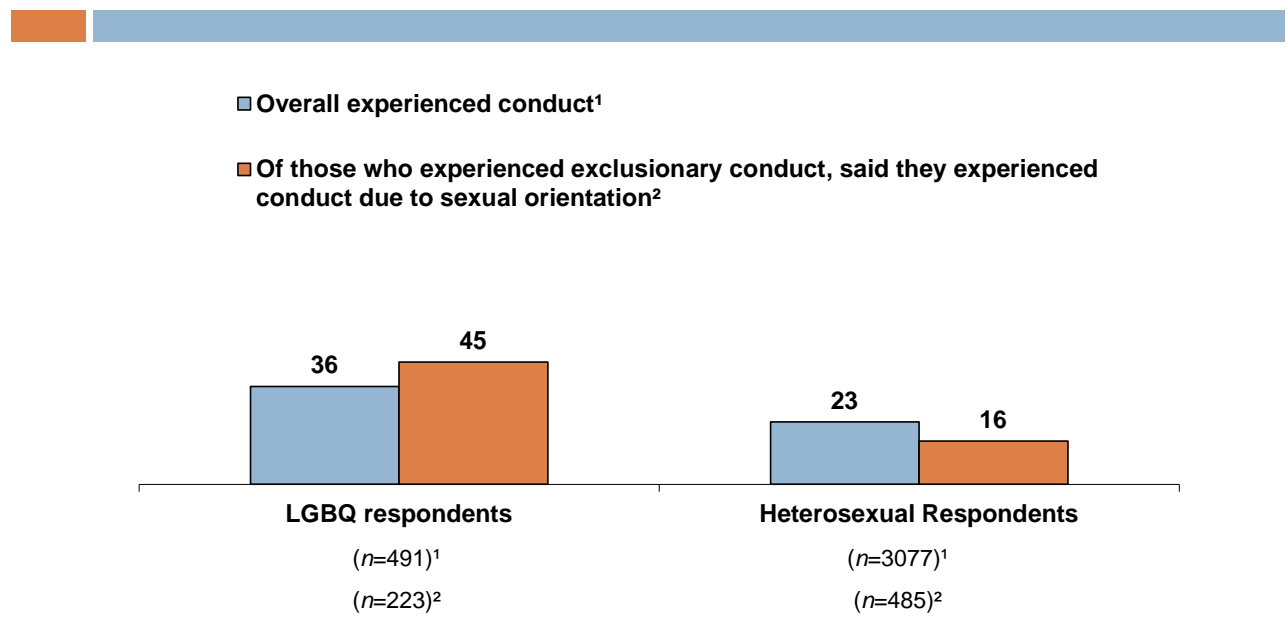


Figure 35. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Political Views (%)

Figure 36 illustrates that a higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (36% versus 23%). Of those who believed they had experienced this type of conduct, 45% of LGBQ respondents ($n = 223$) versus 16% of heterosexual respondents ($n = 485$) indicated that this conduct was based on sexual orientation.



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 36. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

A slightly higher percentage of respondents with Multiple Spiritual Affiliations (28%, $n = 291$) than respondents with other religious/spiritual affiliations experienced exclusionary conduct in the past year (Figure 37). Forty-one percent of Muslim respondents ($n = 24$) attributed the exclusionary conduct to their religious/spiritual affiliation.

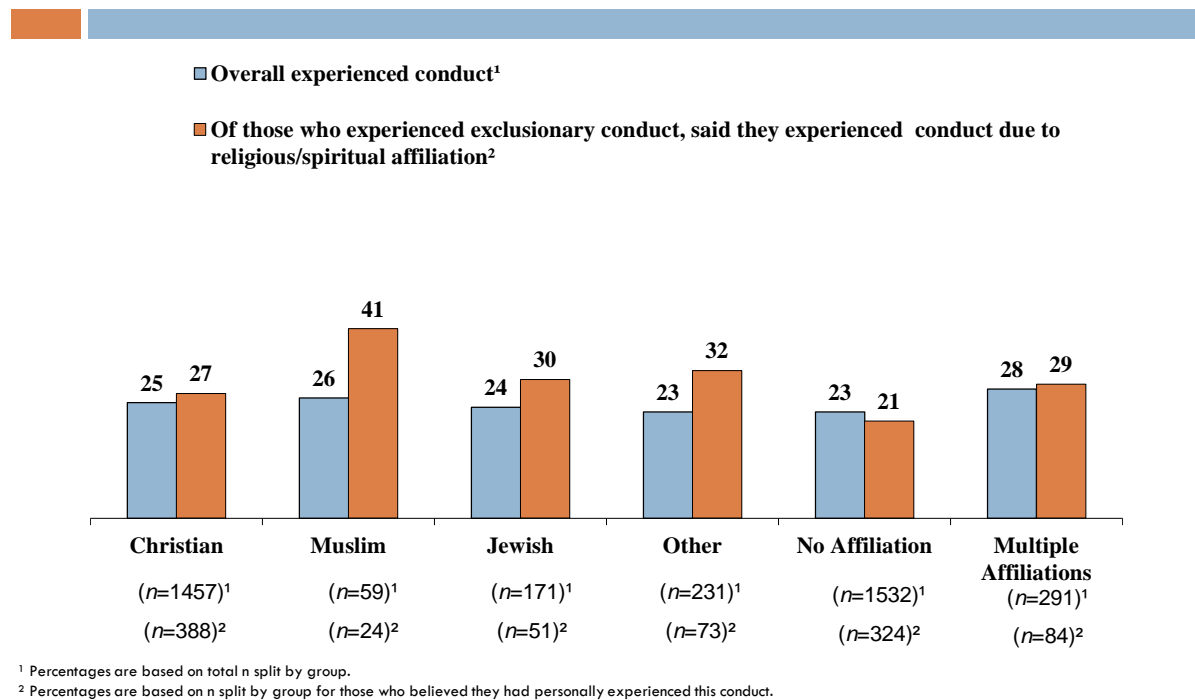
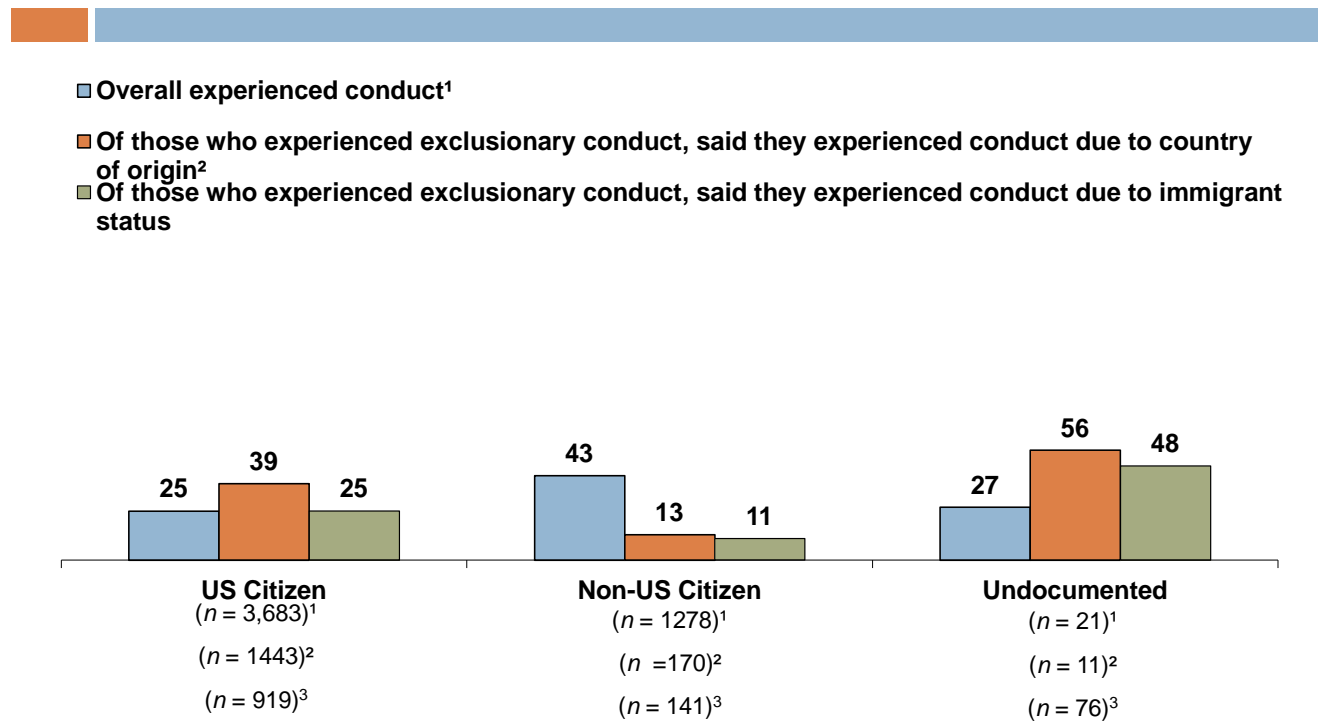


Figure 37. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Twenty-five percent ($n = 3,683$) of U.S. Citizens, 17% ($n = 213$) of Non-U.S. Citizens, and 27% of Undocumented Residents ($n = 21$) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at UCLA. Of the respondents who experienced such conduct 39% ($n = 1,443$) of U.S. Citizens, 13% ($n = 170$) of Non-U.S. Citizens, and 56% of Undocumented Residents ($n = 15$) indicated it was based on country of origin. Twenty-five percent ($n = 919$) of U.S. Citizens, 11% ($n = 141$) of Non-U.S. Citizens, and 48% of Undocumented Residents ($n = 16$) indicated it was based on immigrant/citizen status (Figure 38).



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 38. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 21 illustrates the manners in which the individuals experienced the exclusionary conduct. Fifty-two percent felt isolated or left out, 48% felt deliberately ignored or excluded, and 41% felt intimidated and bullied.

Table 21. Form of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 3,946)

	<i>n</i>	% of those who experienced the conduct
I felt isolated or left out	2,056	52.1
I felt I was deliberately ignored or excluded	1,890	47.9
I felt intimidated/bullied	1,603	40.6
I was the target of derogatory verbal remarks	736	18.7
I observed others staring at me	720	18.2
I was singled out as the spokesperson for my identity group	442	11.2
I was the target of racial/ethnic profiling	420	10.6
I received a low performance evaluation	410	10.4
Someone assumed I was admitted/hired/promoted due to my identity	407	10.3
I feared getting a poor grade because of a hostile classroom environment	405	10.3
I feared for my physical safety	338	8.6
I received derogatory written comments	321	8.1
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	147	3.7
Someone assumed I was not admitted/hired/promoted due to my identity	145	3.7
I received derogatory phone calls	91	2.3
I feared for my family’s safety	63	1.6
I was the target of graffiti/vandalism	60	1.5
I was the target of stalking	60	1.5
I received threats of physical violence	55	1.4
I was the victim of a crime	50	1.3
I was the target of physical violence	30	0.8

Percentages do not sum to 100 due to multiple responses.

Thirty-two percent of respondents who experienced exclusionary conduct said it occurred while working at UCLA job or in a public space at UCLA (Table 22). Twenty-six percent said the incidents occurred in a meeting with a group of people, and 20% indicated the incidents happened in a public space on campus (Table 22). Respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., “Graffiti happened to my car in a UCLA structure,” “Among teammates in various settings,” “At work every day,” “Daily Bruin,” “Faculty meeting,” “Through decisions made by administrators,” “In a social setting,” “While participating in a student organization”).

Table 22. Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 3,946)

	<i>n</i>	% of respondents who experienced conduct
While working at a UCLA job	1,271	32.2
In a meeting with a group of people	1,017	25.8
In a public space at UCLA	968	24.5
In a class/lab/clinical setting	950	24.1
In a UCLA office	935	23.7
In a meeting with one other person	594	15.1
While walking on campus	409	10.4
At a UCLA event	407	10.3
In campus housing	370	9.4
Off campus	369	9.4
In a faculty office	296	7.5
In a health care setting	259	6.6
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	225	5.7
In a UCLA dining facility	207	5.2
In off-campus housing	143	3.6
In athletic facilities	78	2.0
On campus transportation	40	1.0
In an on-line class	<5	--
Other	253	6.4

Percentages do not sum to 100 due to multiple responses.

Thirty-four percent of the respondents identified students, 23% identified faculty members, 22% identified co-workers, and 17% identified administrators as the sources of the conduct (Table 23). “Other” sources of exclusionary conduct included people such as “Dept. Head,” “A temp,” “Alumni serving in capacity of campus board volunteers,” “ASHE Center,” “Charge Nurse,” “Director,” “Human Resources,” “UCPD,” “Van pool passengers,” etc.

Table 23. Source of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 3,946)

	<i>n</i>	% of respondents who experienced conduct
Student	1,357	34.4
Faculty member	898	22.8
Co-worker	877	22.2
Administrator	669	17.0
Staff member	613	15.5
Supervisor	585	14.8
Department head	447	11.3
Stranger	365	9.2
Friend	286	7.2
Don't know source	266	6.7
Campus organizations or groups	256	6.5
UCLA visitor(s)	177	4.5
Medical Staff	147	3.7
Teaching asst./Grad asst./Lab asst./Tutor	141	3.6
Faculty advisor	136	3.4
Campus media	124	3.1
UCLA Physician	120	3.0
Student staff	96	2.4
Social Networking site (e.g. Facebook, Twitter)	88	2.2
Off campus community member	84	2.1
Registered Campus Organization	73	1.8
Person that I supervise	67	1.7
Campus police/building security	66	1.7
Alumni	53	1.3
Patient	45	1.1
Union representative	23	0.6
Athletic coach/trainer	18	0.5
Donor	11	0.3
Partner/spouse	11	0.3
Other	220	5.6

Percentages do not sum to 100 due to multiple responses.

Figure 39 reviews the source of perceived exclusionary conduct by status. Students were the greatest source of exclusionary conduct for Undergraduate Students, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct. Graduate/Professional Students offered that other students and faculty as their greatest sources of exclusionary conduct. Staff respondents identified supervisors, other staff members, and administrators as their greatest source of exclusionary conduct. Post-Docs/Trainees felt faculty members were their greatest sources exclusionary conduct.

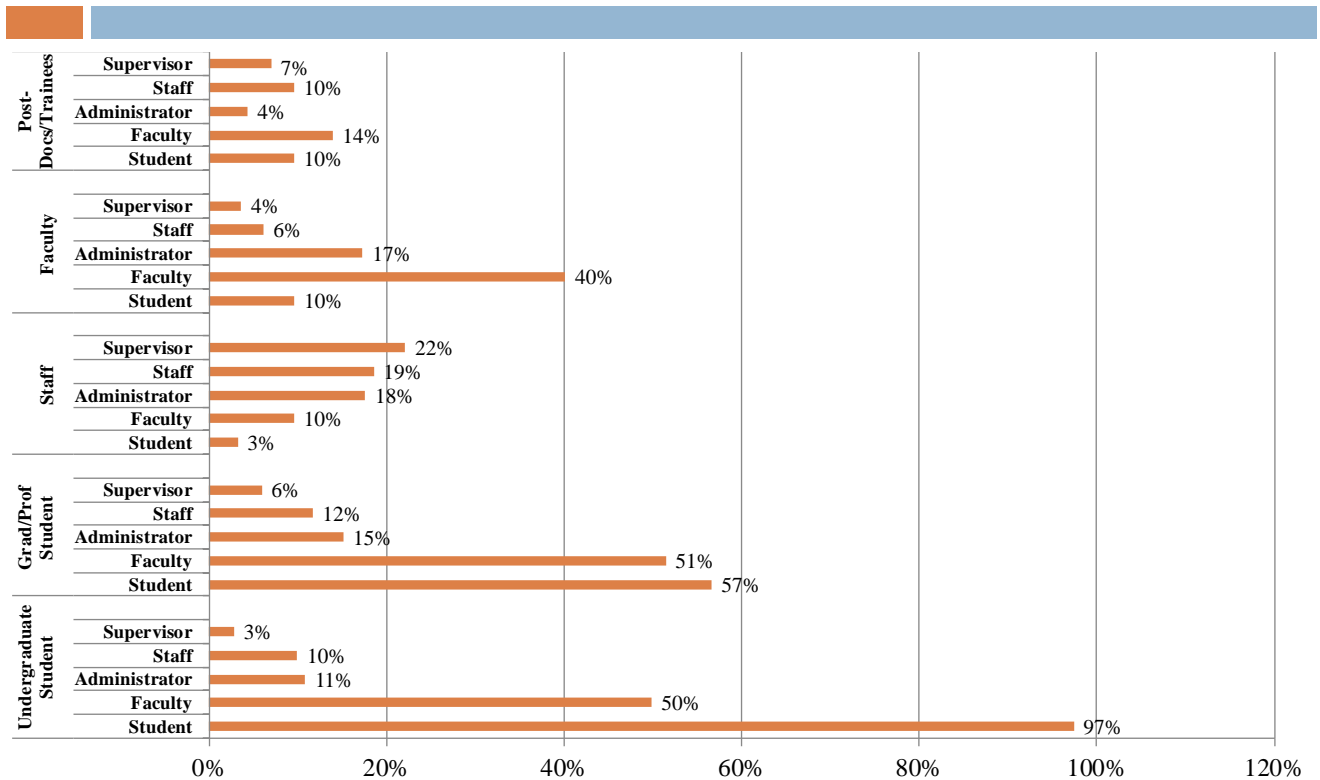


Figure 39. Source of Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In response to this conduct, 52% of respondents were angry, 37% told a friend, 37% felt embarrassed, 32% ignored it, and 30% told a family member (Table 24). While 9% of participants ($n = 357$) reported it to UCLA officials, 11% ($n = 446$) did not know who to go to, and 14% ($n = 557$) didn't report it for fear their complaints would not be taken seriously. "Other" responses included: "Advised my direct supervisor," "Afraid it could jeopardize my job," "Brushed off and went about my day," "Changed departments," "Contacted my attorney," "I called the ethics hotline," "I cried," "I was disappointed," "Wrote about the incidents in evaluation," etc.

Table 24. Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 3,946)

	<i>n</i>	% of respondents who experienced conduct
I was angry	2,031	51.5
I told a friend	1,474	37.4
I felt embarrassed	1,461	37.0
I ignored it	1,260	31.9
I told a family member	1,181	29.9
I avoided the harasser	968	24.5
I did nothing	690	17.5
I felt somehow responsible	601	15.2
I was afraid	588	14.9
I didn't report it for fear that my complaint would not be taken seriously	557	14.1
I sought support from a staff person	490	12.4
I didn't know who to go to	446	11.3
I left the situation immediately	420	10.6
I confronted the harasser at the time	384	9.7
I sought support from an administrator	365	9.2
I reported it to a UCLA employee/official	357	9.0
I sought support from a faculty member	354	9.0
I sought support from campus resource	322	8.2
I did report it but I did not feel the complaint was taken seriously	304	7.7
I confronted the harasser later	300	7.6
It didn't affect me at the time	291	7.4
I sought information on-line	184	4.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	116	2.9
I told my union representative	108	2.7
I sought support from off-campus hot-line/advocacy services	102	2.6
I sought support from student staff (e.g. peer counselor)	74	1.9
I sought support from a TA/grad assistant	51	1.3

Percentages do not sum to 100 due to multiple responses.

Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Twenty-five percent ($n = 4,020$) of all survey respondents observed conduct or communications directed towards a person or group of people at UCLA that they believed created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on race (32%, $n = 1,271$), ethnicity (30%, $n = 1,185$), gender identity (16%, $n = 652$), and country of origin (15%, $n = 620$) or position (15%, $n = 584$).

Figures 40 and 41 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed exclusionary conduct within the past year.

Thirty-four percent of Multi-Minority respondents, 30% of Underrepresented Minority respondents, and 32% of respondents with Multiple Religious/Spiritual Affiliations observed conduct or communications directed towards a person or group of people at UCLA that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 40).

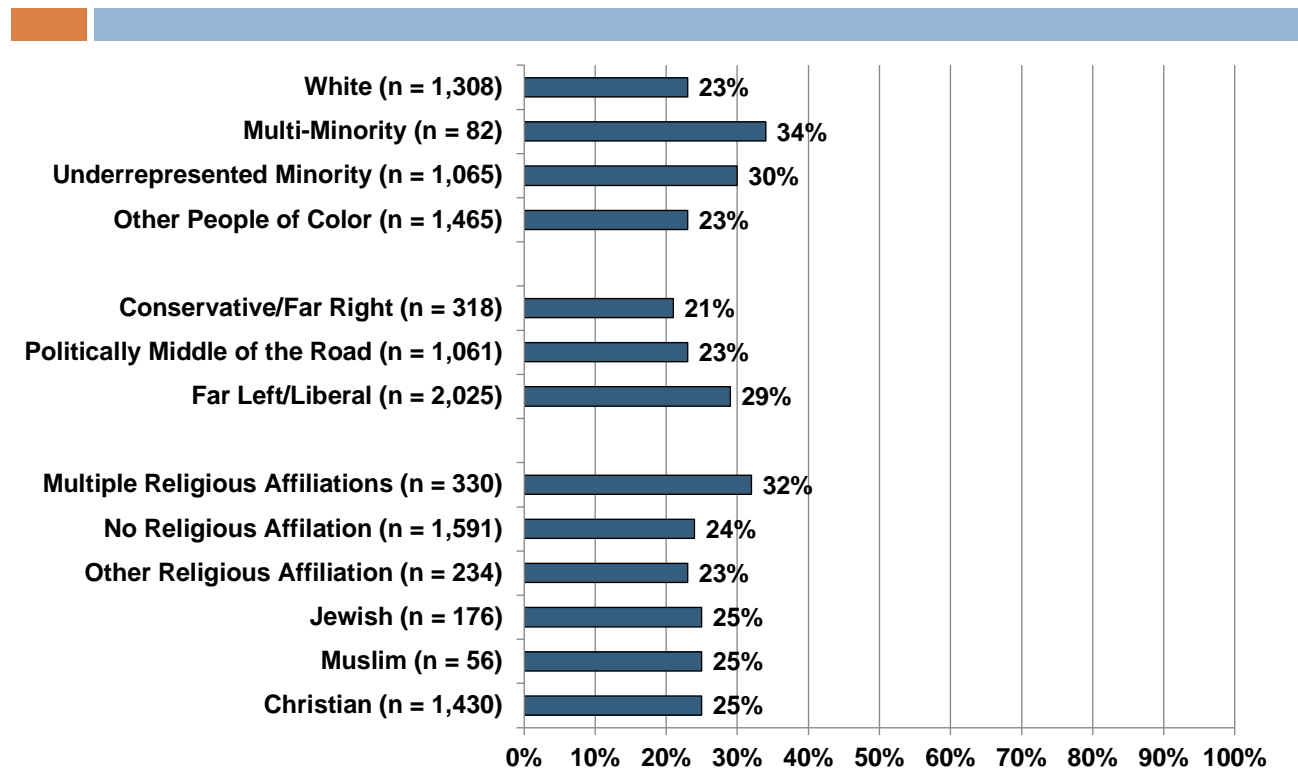


Figure 40. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Race, Religious Affiliation, and Political Affiliation (%)

Genderqueer respondents (62%), LGBTQ respondents (37%), and respondents with disabilities (37%) were more likely to have observed exclusionary conduct than were other groups (Figure 41). Within identity, LGBTQ respondents were more likely than heterosexual respondents; genderqueer and transgender respondents were more likely than men and women respondents; and people with disabilities were more likely than those without disabilities to observe exclusionary conduct.

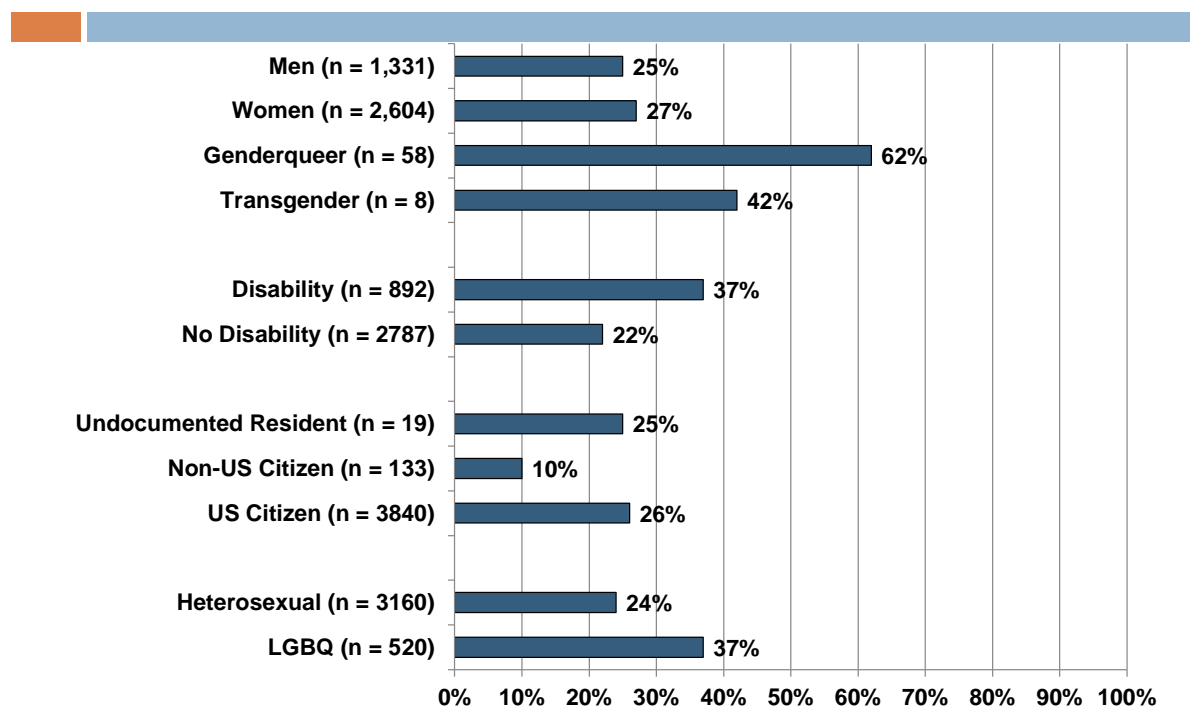


Figure 41. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Sexual Orientation, Gender, Disability Status, and Citizen Status (%)

In terms of position at UCLA, results indicated that greater percentages of Undergraduate Students (37%) and Staff (24%) believed they had observed offensive, hostile, or intimidating conduct than did Faculty (22%), Graduate Students (18%), and Post-Docs/Trainees (14%) (Figure 42).

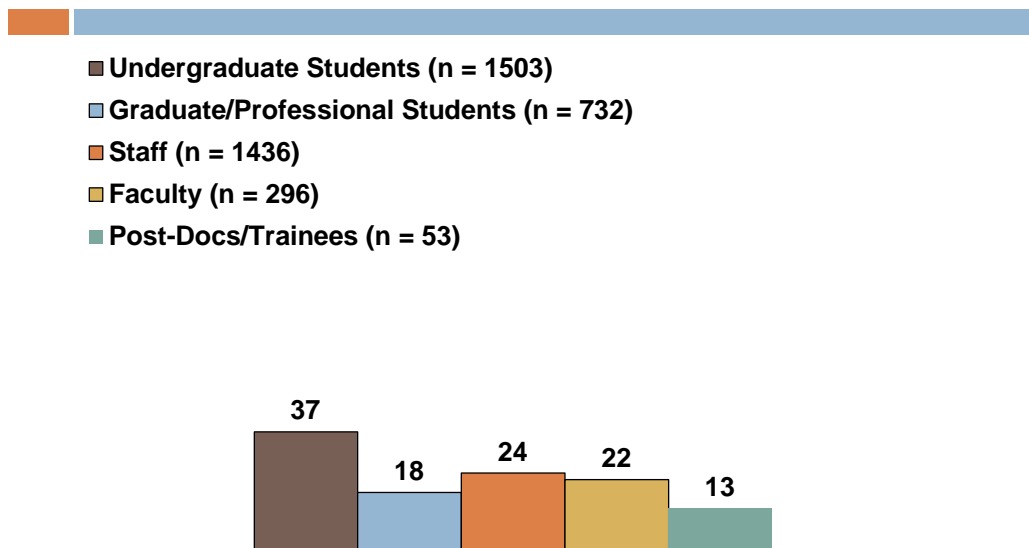


Figure 42. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

Table 25 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (53%), or someone being deliberately ignored or excluded (34%), racially/ethnically profiled (29%), or intimidated/bullied (28%).

Table 25. Form of Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct (*n* = 4,020)

	<i>n</i>	% of respondents who observed conduct
Derogatory remarks	2,131	53.0
Deliberately ignored or excluded	1,348	33.5
Racial/ethnic profiling	1,166	29.0
Intimidated/bullied	1,136	28.3
Isolated or left out	1,104	27.5
Assumption that someone was admitted/hired/promoted based on his/her identity	1,039	25.8
Derogatory written comments	749	18.6
Isolated or left out when work was required in groups	628	15.6
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	538	13.4
Graffiti/vandalism	509	12.7
Singled out as a spokesperson for his/her identity	473	11.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	458	11.4
Receipt of a low performance evaluation	411	10.2
Feared for their physical safety	343	8.5
Receipt of a poor grade because of a hostile classroom environment	155	3.9
Threats of physical violence	150	3.7
Victim of a crime	134	3.3
Derogatory phone calls	118	2.9
Physical violence	100	2.5
Feared for their family's safety	59	1.5

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 31% ($n = 1,173$) had witnessed such conduct six or more times (Table 26).

Table 26. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive or Hostile Conduct

Only answered by respondents who believed they had observed exclusionary conduct ($n = 4,020$)

Number of Times Observed	<i>n</i>	% of respondents who observed conduct
1	674	17.7
2	731	19.2
3	761	19.9
4	354	9.3
5	124	3.2
6 or more	1,173	30.7

Percentages do not sum to 100 due to multiple responses.

Additionally, 35% of the respondents who observed exclusionary conduct said it happened in a public space at UCLA ($n = 1,393$) (Table 27). Some respondents said the incidents occurred while working at a UCLA job (23%, $n = 917$), in a class/lab/clinical setting (21%, $n = 857$), in a UCLA office (20%, $n = 803$), or in a meeting with a group of people (19%, $n = 757$).

Table 27. Location of Exclusionary, Intimidating, Offensive or Hostile Conduct
 Only answered by respondents who believed they had observed exclusionary conduct ($n = 4,020$)

	<i>n</i>	% of respondents who observed conduct
In a public space at UCLA	1,393	34.7
While working at a UCLA job	917	22.8
In a class/lab/clinical setting	857	21.3
In a UCLA office	803	20.0
In a meeting with a group of people	757	18.8
At a UCLA event	518	12.9
While walking on campus	506	12.6
Off campus	493	12.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	451	11.2
In campus housing	348	8.7
In a meeting with one other person	327	8.1
In a health care setting	231	5.7
In a faculty office	218	5.4
In off campus housing	199	5.0
In a UCLA dining facility	182	4.5
In athletic facilities	60	1.5
On campus transportation	37	0.9
In an on-line class	10	0.2

Percentages do not sum to 100 due to multiple responses.

Fifty-one percent ($n = 2,046$) of respondents who observed exclusionary conduct said the targets of the conduct were students. Other respondents identified co-workers (18%, $n = 741$), staff members (17%, $n = 673$), and friends (12%, $n = 500$).

Respondents who observed offensive, hostile, or intimidating conduct directed at others said students were also the sources of the conduct (37%, $n = 1,480$). Respondents identified additional sources as faculty members (20%, $n = 796$), and administrators (13%, $n = 501$).

Table 28 illustrates participants' reactions to this conduct. Respondents most often felt angry (49%, $n = 1,960$) or embarrassed (34%, $n = 1,346$). Thirty-one percent ($n = 1,264$) told a friend. Five percent ($n = 219$) reported the incidents to campus employees/officials, while 10% ($n = 418$) didn't know who to go to. Some did not report out of fear the complaint would not be taken seriously (11%, $n = 434$).

Of the respondents who sought support from campus resources ($n = 152$), 15% ($n = 23$) went to Counseling and Psychological Services, 12% went to the Faculty and Staff Counseling Center ($n = 18$) or Employee Relations/Labor Relations ($n = 18$), and 11% ($n = 17$) went to the Dean of Students office.

Table 28. Reactions to Exclusionary, Intimidating, Offensive or Hostile Conduct
 Only answered by respondents who believed they had observed exclusionary conduct (*n* = 4,020)

	<i>n</i>	%of respondents who observed conduct
I was angry	1,960	48.8
I felt embarrassed	1,346	33.5
I told a friend	1,264	31.4
I told a family member	759	18.9
I did nothing	726	18.1
I avoided the harasser	677	16.8
I ignored it	606	15.1
I didn't report it for fear that my complaint would not be taken seriously	434	10.8
I didn't know who to go to	418	10.4
I was afraid	415	10.3
It didn't affect me at the time	407	10.1
I confronted the harasser at the time	344	8.6
I sought support from a staff person	341	8.5
I felt somehow responsible	337	8.4
I left the situation immediately	319	7.9
I sought support from an administrator	266	6.6
I confronted the harasser later	257	6.4
I sought support from a faculty member	234	5.8
I reported it to a campus employee/official	219	5.4
I did report it but I did not feel the complaint was taken seriously	178	4.4
I sought support from campus resource	152	3.8
I sought information on-line	141	3.5
I sought support from a student staff	68	1.7
I told my union representative	65	1.6
I sought support from a spiritual advisor	48	1.2
I sought support from off-campus hot-line/advocacy services	41	1.0
I contacted a local law enforcement official	28	0.7
I sought support from a TA/grad assistant	26	0.6

Percentages do not sum to 100 due to multiple responses.

Experiences of Unwanted Sexual Contact

Within the last 5 years, 419 people (3%) believed they had experienced unwanted sexual contact⁴⁸ while at UCLA. Subsequent analyses of the data suggest that higher percentages of women (4%, $n = 339$), students (4%, $n = 302$), and respondents with disabilities (5%, $n = 115$), experienced unwanted sexual contact than their majority counterparts.

Ninety-one respondents offered additional comments about their experiences of unwanted sexual contact, most describing the event(s) in some detail. Several of those individuals described “minor incidents” such as an “unwanted hug from a volunteer,” “Co-worker touched me inappropriately under the guise of wiping some sauce off my shirt,” or “a male co-worker kept touching my back.”

One student suggested, “Parties with alcohol tend to be where most of the unwanted touching, grabbing, etc. occurs,” and others’ comments reinforced the sentiment (e.g., “Groped at fraternity”). Said another student, “A lot of the frat parties here are designed to get girls drunk and have sex with them. Other individuals at other parties often have the same goal. The girl seems to be okay with it, but how can they know when she's so drunk? I have on multiple occasions awoken to a story I never consented to.”

Additionally, a number of respondents said they were raped while at UCLA. Some of those individuals indicated that they and/or their attackers were under the influence of alcohol at the time of the assaults. One women said her attacker “was a ‘friend’ but more of a predator. Everyone assumed he was “taking care” of me - because I was ‘too drunk.’ However, sexual acts are not a form of taking care of someone who is intoxicated or blacked out.”

⁴⁸ The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

Summary

More than three-quarters of all respondents were comfortable with the climate at UCLA and in their departments and work units.

As noted earlier, 24% of UCLA respondents believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. In addition, 419 respondents (3%) believed they had experienced unwanted sexual contact in the past five years at UCLA.

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Eighty percent of all respondents in the UCLA survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At UCLA, 24% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

Faculty and Staff Perceptions of Climate

This section of the report details Post-Docs, Trainees, Faculty, and Staff responses to survey items regarding their perceptions of the workplace climate at UCLA; their thoughts on work-life and various climate issues; and certain employment practices at UCLA (e.g., hiring, promotion, and disciplinary actions).

At least half of all Post-Docs, Trainees, Faculty, and Staff respondents “strongly agreed”/”agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 29. Three-quarters felt the workplace was welcoming for people based on educational level (75%), English language proficiency (75%), and ethnicity (75%).

Table 29. Workplace Climate is Welcoming Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	1,741	22.6	3,806	49.5	1,135	14.8	259	3.4	747	9.7
Ancestry	1,837	24.0	3,622	47.4	854	11.2	209	2.7	1,118	14.6
Country of origin	1,873	24.6	3,724	48.8	874	11.5	207	2.7	947	12.4
Educational level	1,826	23.9	3,939	51.5	1,031	13.5	250	3.3	601	7.9
English language proficiency/ accent	1,697	22.3	3,990	52.4	997	13.1	199	2.6	731	9.6
Ethnicity	1,865	24.5	3,817	50.1	930	12.2	238	3.1	771	10.1
Gender identity	1,710	22.5	3,457	45.4	930	12.2	230	3.0	1,281	16.8
Gender expression	1,665	21.9	3,330	43.9	958	12.6	220	2.9	1,418	18.7
Immigrant/citizen status	1,694	22.3	3,506	46.2	939	12.4	206	2.7	1,243	16.4
International Status	1,772	23.4	3,512	46.3	873	11.5	188	2.5	1,238	16.3
Learning disability	1,373	18.2	2,996	39.7	1,028	13.6	204	2.7	1,942	25.7
Marital status	1,930	25.5	3,603	47.5	874	11.5	230	3.0	945	12.5
Medical conditions	1,566	20.8	3,360	44.6	987	13.1	247	3.3	1,372	18.2
Military/veteran status	1,609	21.1	2,881	38.0	701	9.3	170	2.2	2,212	29.2
Parental status	1,848	24.3	3,492	46.0	971	12.8	234	3.1	1,050	13.8
Participation in a club	1,553	20.6	3,029	40.2	767	10.2	182	2.4	2,009	26.6
Participation on an athletic team	1,458	19.4	2,687	35.7	736	9.8	178	2.4	2,465	32.8
Philosophical views	1,497	19.8	3,329	44.1	967	12.8	210	2.8	1,553	20.6
Psychological condition	1,345	17.9	3,033	40.3	954	12.7	185	2.5	2,001	26.6
Physical characteristics	1,597	21.2	3,436	45.6	921	12.2	195	2.6	1,378	18.3
Physical disability	1,528	20.3	3,246	43.1	920	12.2	202	2.7	1,634	21.7
Political views	1,470	19.4	3,327	44.0	1,106	14.6	284	3.8	1,374	18.2
Race	1,797	23.8	3,577	47.3	970	12.8	277	3.7	939	3.7
Religious/spiritual views	1,580	21.0	3,340	44.3	1,015	13.5	256	3.4	1,343	17.8
Sexual orientation	1,743	23.2	3,354	44.7	885	11.8	225	3.0	1,304	17.4
Socioeconomic status	1,608	21.4	3,411	45.5	1,044	13.9	268	3.6	1,168	15.6

Note: Table includes post-docs, trainees, faculty, and staff responses only (n = 7,881).

When analyzed by demographic characteristics, the data reveal that 58% ($n = 21$) of genderqueer Post-Docs, Trainees, Faculty, and Staff respondents, 64% ($n = 7$) of transgender Post-Docs, Trainees, Faculty, and Staff respondents, and 67% ($n = 3,018$) of women, and 70% ($n = 2,091$) of men felt the workplace climate was welcoming based on gender identity (Figure 43).

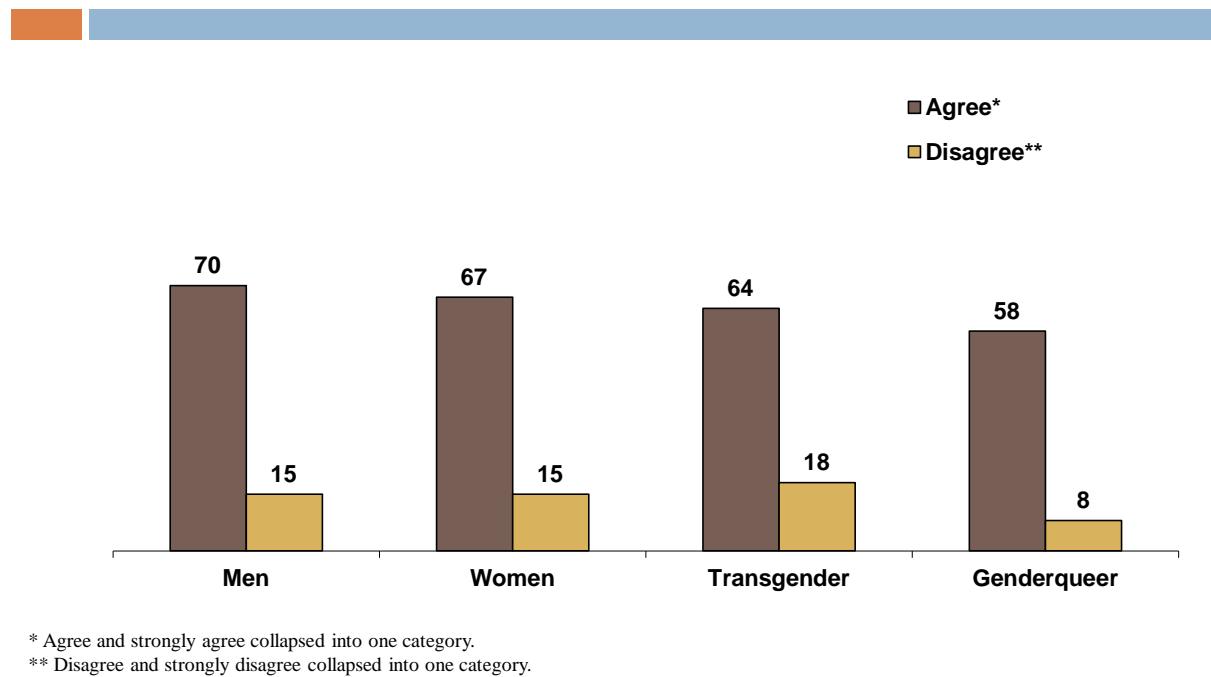


Figure 43. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Gender Identity (%)

In comparison with 81% ($n = 2,563$) of White Post-Docs, Trainees, Faculty, and Staff respondents and 70% ($n = 60$) of Multi-Minority respondents, 65% ($n = 1,260$) of Underrepresented Minority respondents and 64% ($n = 1,387$) of Other People of Color felt the workplace climate was welcoming based on race (Figure 44).

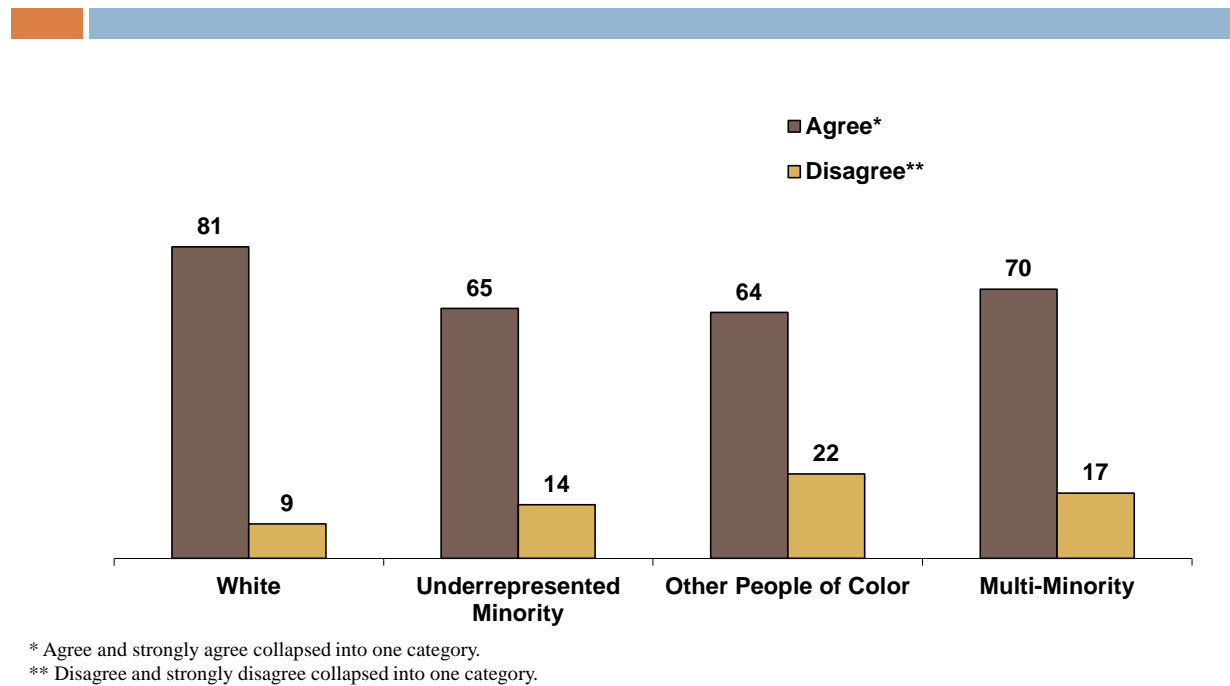


Figure 44. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Race (%)

Seventy-two percent ($n = 435$) of LGBQ Post-Docs, Trainees, Faculty, and Staff respondents and 69% ($n = 4,261$) of heterosexual respondents believed the workplace climate was welcoming based on sexual orientation (Figure 45).

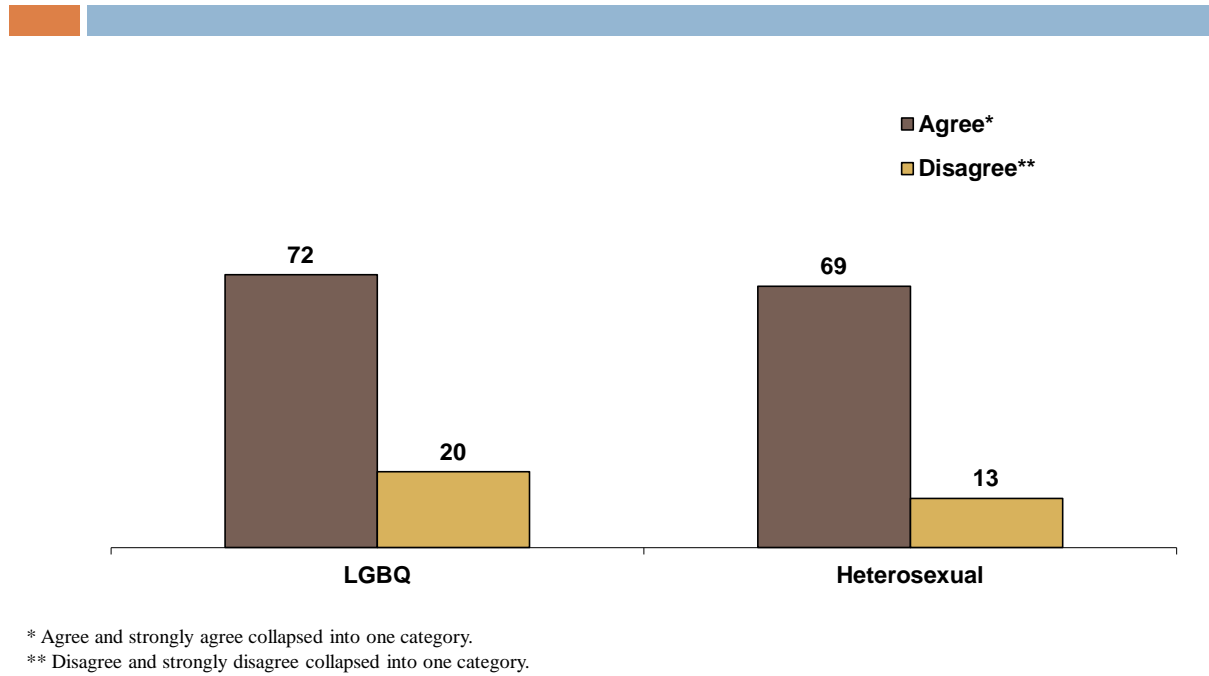


Figure 45. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Respondents from Jewish religious affiliations (76%, $n = 313$) were most likely to feel the workplace climate was welcoming based on religious/spiritual affiliations. Forty-three percent ($n = 33$) of Muslim Post-Docs, Trainees, Faculty, and Staff felt the workplace climate was welcoming based on religious/spiritual affiliations (Figure 46), making them the least likely group to agree that the workplace climate was welcoming.

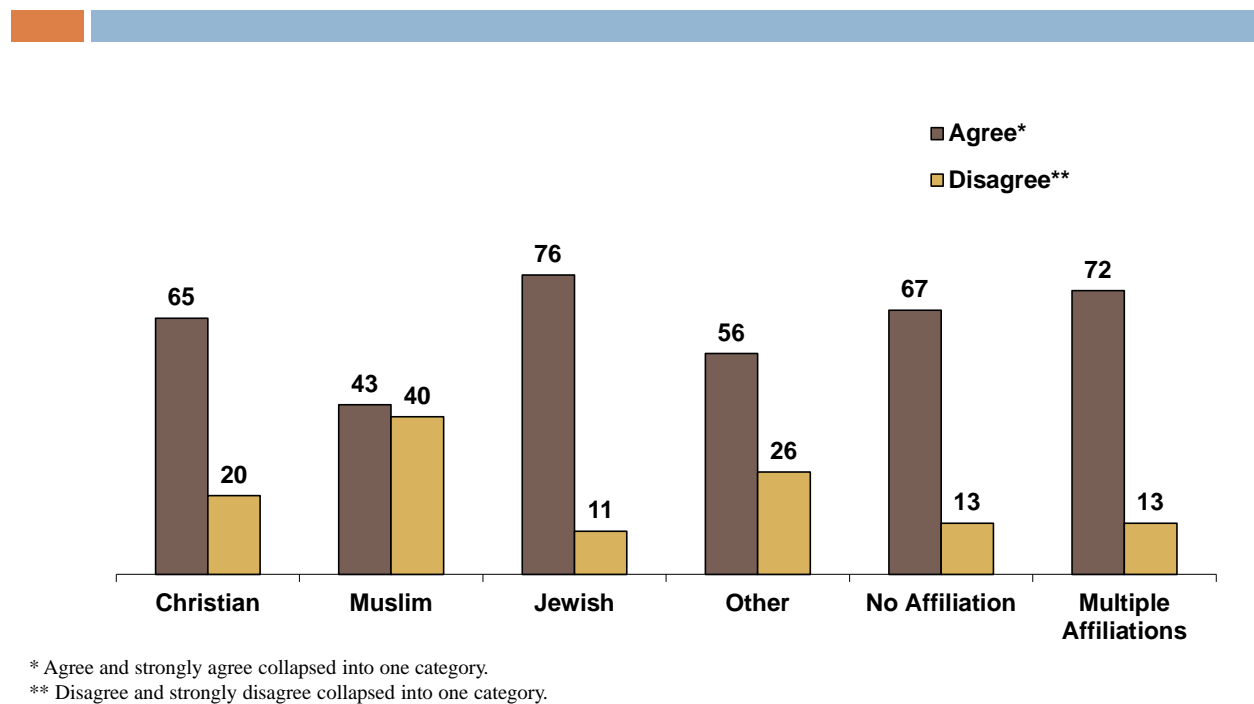


Figure 46. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Affiliation (%)

Additionally, 72% ($n = 2,348$) of Far Left/Liberal Post-Docs, Trainees, Faculty, and Staff respondents, 62% ($n = 1,403$) of politically Middle of the Road respondents, 57% ($n = 415$) of Conservative/Far Right respondents, and 46% ($n = 384$) of politically undecided respondents felt the workplace climate was welcoming based on political views (Figure 47).

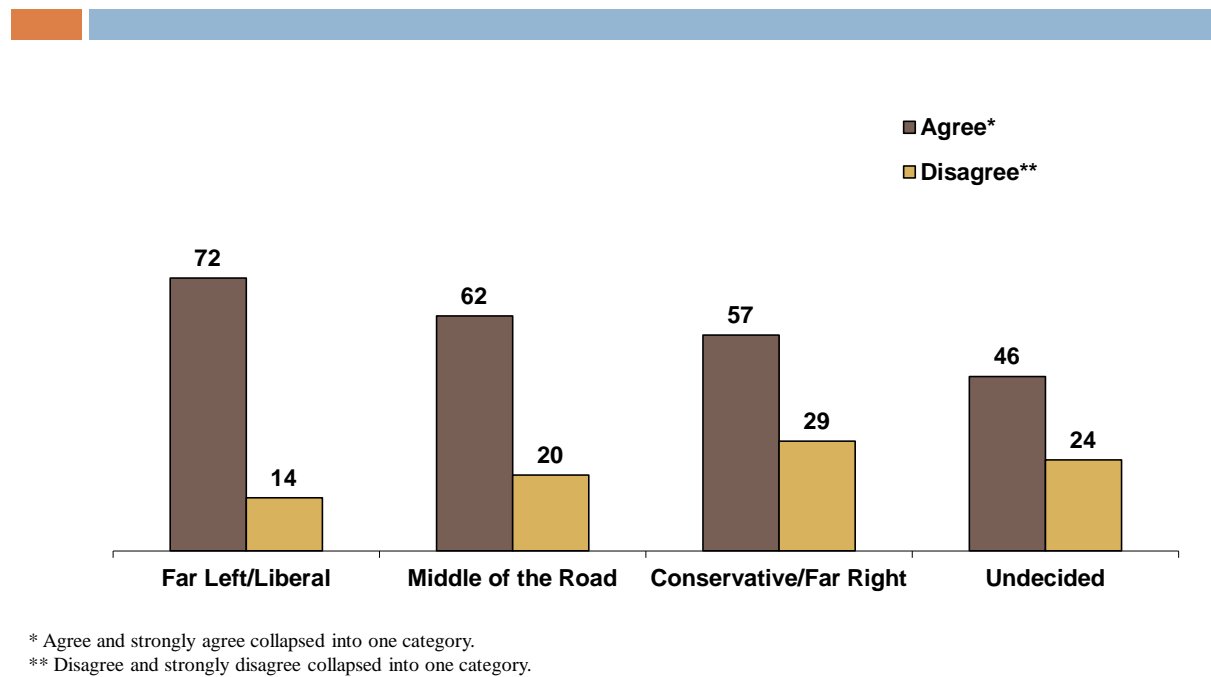


Figure 47. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based on Political Affiliation (%)

While 30% ($n = 2,137$) of all Post-Docs, Trainees, Faculty, and Staff respondents who have not been in the military did not know how welcoming their workplaces were for employees based on their military status, 53% ($n = 8$) of Active Military respondents, 74% ($n = 117$) of Veterans, 74% ($n = 26$) of Reservist employees, and 83% ($n = 15$) of ROTC employees felt the workplace climate was welcoming based on military status (Figure 48).

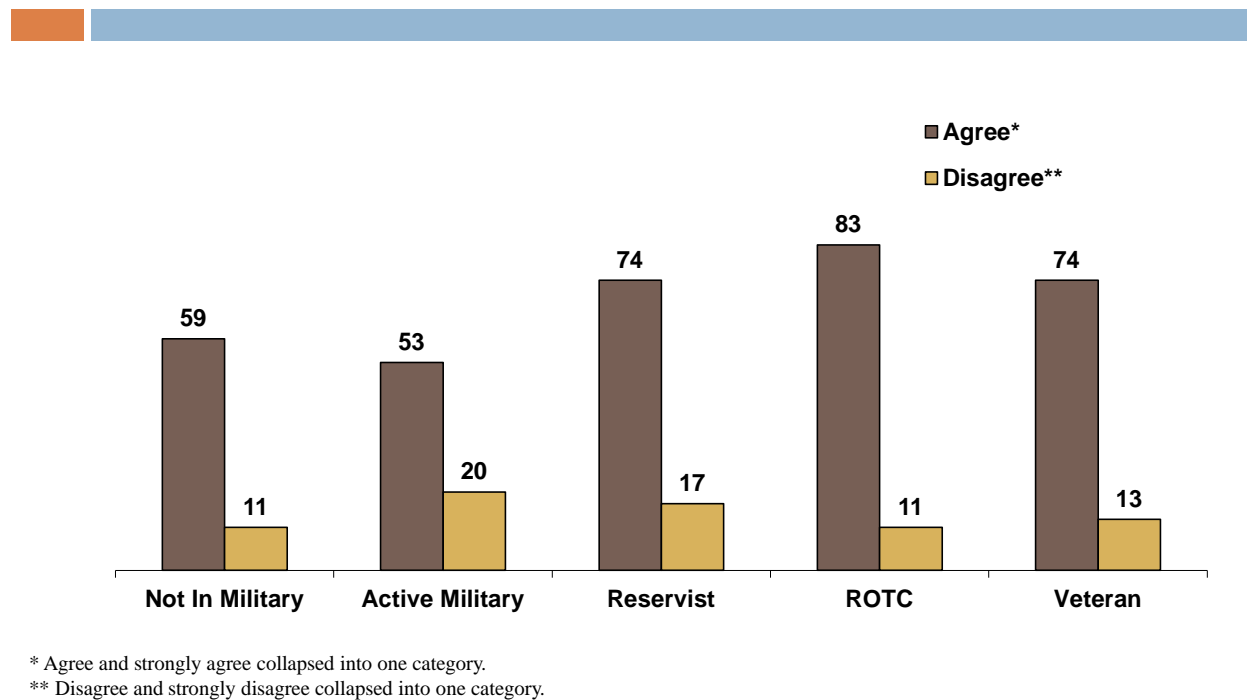


Figure 48. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On Military Status (%)

Sixty-nine percent ($n = 5,128$) of U.S. Citizen Post-Docs, Trainees, Faculty, and Staff and 52% ($n = 126$) of Non-U.S. Citizen Post-Docs, Trainees, Faculty, and Staff felt the workplace climate was welcoming based on international status. Likewise, 69% ($n = 5,047$) of U.S. Citizen respondents and 52% ($n = 124$) of Non-U.S. Citizen respondents felt the workplace climate was welcoming based on immigrant/citizen status.

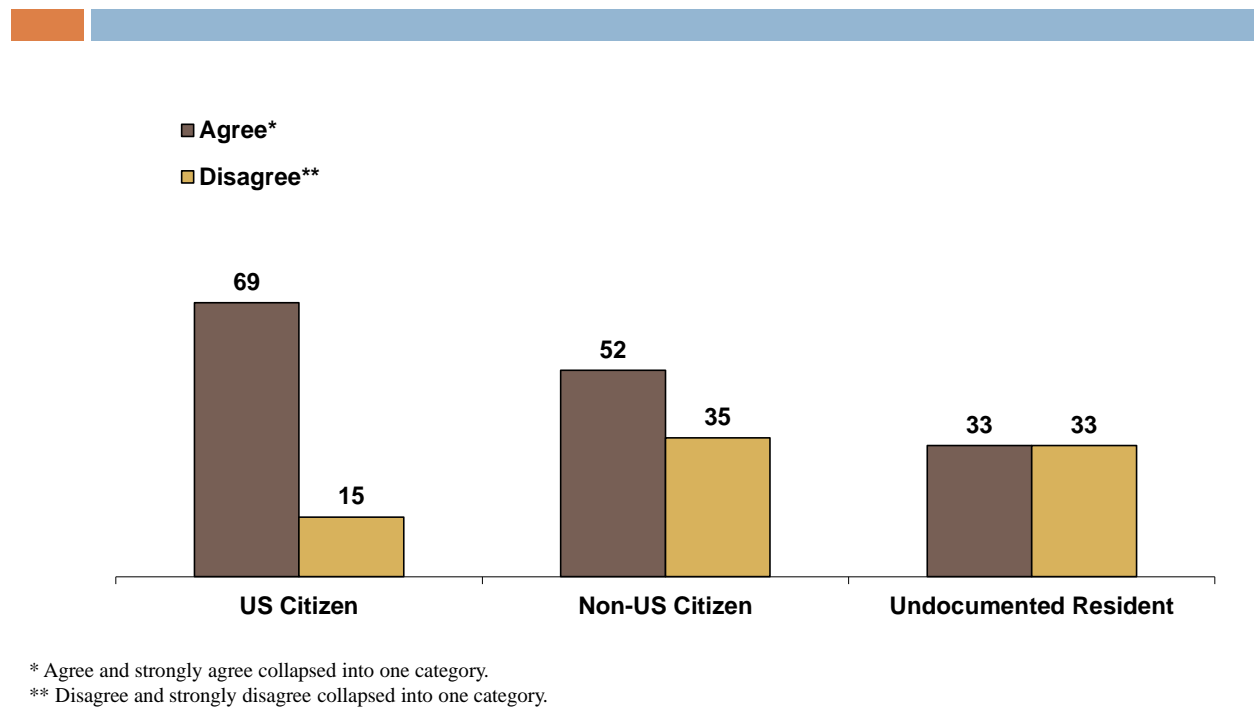


Figure 49. Faculty, Staff, Post-Doc, and Trainee Perceptions of Welcoming Workplace Climate Based On International Status (%)

Campus Climate and Work-Life Issues

Several items addressed employees' (Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Students)⁴⁹ experiences at UCLA, their perceptions of specific UCLA policies, their attitudes about the climate and work-life issues at UCLA, and faculty attitudes about tenure and advancement processes.

Forty-three percent of all Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents ($n = 4,556$) felt that salary determinations were clear. More than three-quarters of the respondents thought UCLA demonstrated that it values a diverse faculty (76%, $n = 8,095$) and staff (80%, $n = 8,595$). Table 30 illustrates responses to these questions by gender,⁵⁰ race/ethnicity, position, disability status, and citizenship status where the responses for these groups differed from one another.

⁴⁹ For the items in Tables 30 through 33 and related narrative, the term “employee” includes all Faculty, Staff, Post-Docs/Trainees, and Graduate/Professional Students.

⁵⁰ Transgender respondents were not included in these analyses as their numbers were too few to assure confidentiality ($n = 19$).

Table 30. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I believe salary determinations are clear	813	7.6	3,743	35.1	2,708	25.4	1,367	12.8	2,039	19.1
White	365	8.2	1,591	35.6	1,139	25.5	522	11.7	847	19.0
Underrepresented Minority	195	8.0	805	33.1	626	25.7	422	17.4	384	15.8
Other People of Color	219	6.4	1,253	36.6	836	24.5	362	10.6	749	21.9
Multi-Minority	13	10.1	39	30.2	41	31.8	12	9.3	24	18.6
Men	378	8.6	1,645	37.3	1,025	23.2	497	11.3	866	19.6
Women	423	6.9	2,071	33.8	1,647	26.9	834	13.6	1,149	18.8
Genderqueer	<5	--	17	27.0	11	17.5	11	17.5	20	31.7
No Disability	650	7.6	3,102	36.2	2,196	25.7	1,042	12.2	1,569	18.3
Disability	110	7.5	428	29.2	361	24.6	236	16.1	333	22.7
U.S. Citizen	756	7.7	3,368	34.2	2,576	26.2	1,331	13.5	1,810	18.4
Non-U.S. Citizen	51	6.6	358	46.6	120	15.6	24	3.1	216	28.1
I think that UCLA demonstrates that it values a diverse faculty	2,097	19.6	5,998	56.0	1,153	10.8	519	4.8	936	8.7
Staff	1,203	20.1	3,431	57.3	505	8.4	255	4.3	593	9.9
Faculty	329	24.2	710	52.3	205	15.1	89	6.6	25	1.8
Post-Docs/Trainees	73	18.1	259	64.1	40	9.9	13	3.2	19	4.7
White	969	21.6	2,624	58.6	435	9.7	128	2.9	325	7.3
Underrepresented Minority	433	17.8	1,168	48.1	353	14.5	244	10.1	229	9.4
Other People of Color	634	18.4	2,037	59.3	309	9.0	118	3.4	339	9.9
Multi-Minority	29	22.0	61	46.2	20	15.2	11	8.3	11	8.3
Men	996	22.4	2,511	56.6	387	8.7	163	3.7	380	8.6
Women	1,082	17.6	3,435	56.0	742	12.1	345	5.6	528	8.6
Genderqueer	10	15.2	22	33.3	19	28.8	7	10.6	8	12.1
No Disability	1,700	19.8	4,930	57.4	842	9.8	367	4.3	750	8.7
Disability	268	18.2	733	49.9	240	16.3	108	7.3	121	8.2
Christian	780	20.2	2,154	55.8	362	9.4	199	5.2	364	9.4
Muslim	31	22.8	70	51.5	17	12.5	8	5.9	10	7.4
Jewish	142	25.3	320	56.9	45	8.0	21	3.7	34	6.0
Other Religious Affiliation	110	17.9	344	55.9	53	8.6	27	4.4	81	13.2
No Religious Affiliation	826	19.0	2,476	56.9	523	12.0	192	4.4	333	7.7
Multiple Religious Affiliations	131	19.4	363	53.9	102	15.1	36	5.3	42	6.2

Table 30 (con.)

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think UCLA demonstrates that it values a diverse staff	2,266	21.2	6,329	59.2	1,053	9.8	425	4.0	620	5.8
White	1,059	23.7	2,728	60.9	369	8.2	98	2.2	223	5.0
Underrepresented Minority	477	19.6	1,303	53.6	328	13.5	201	8.3	121	5.0
Other People of Color	663	19.3	2,116	61.7	302	8.8	99	2.9	247	7.2
Multi-Minority	31	23.7	67	51.1	22	16.8	6	4.6	5	3.8
Men	1,079	24.4	2,601	58.8	349	7.9	135	3.1	259	5.9
Women	1,166	19.0	3,666	59.7	685	11.2	274	4.5	345	5.6
Genderqueer	10	15.2	28	42.4	16	24.2	8	12.1	<5	--
No Disability	1,838	21.4	5,193	60.5	774	9.0	289	3.4	496	5.8
Disability	290	19.9	777	53.3	214	14.7	99	6.8	79	5.4
Christian	843	21.9	2,279	59.1	355	9.2	177	4.6	203	5.3
Muslim	30	21.9	75	54.7	18	13.1	5	3.6	9	6.6
Jewish	153	27.5	317	56.9	41	7.4	15	2.7	31	5.6
Other Religious Affiliation	115	18.8	365	59.6	53	8.7	23	3.8	56	9.2
No Religious Affiliation	887	20.4	2,622	60.2	446	10.2	158	3.6	242	5.6
Multiple Religious Affiliations	157	23.4	378	56.4	81	12.1	20	3.0	34	5.1

Note: Table includes post-docs, trainees, graduate students, staff, and faculty responses only (*n* = 10,860).

Twenty-eight percent of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student respondents (*n* = 3,018) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 31). Twenty-four percent (*n* = 2,554) believed their colleagues expected them to represent the “point of view” of their identities.

Fifty-nine percent (*n* = 6,370) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. More than one-quarter of employee respondents (30%, *n* = 3,202) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 38% (*n* = 4,057) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 30 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and citizenship status where the responses for these groups differed from one another.

Table 31. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, Sexual Orientation, Citizenship Status, and Religious/Spiritual Status

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	908	8.4	2,110	19.6	3,592	33.4	2,974	27.6	1,177	10.9
Staff	597	9.9	1,193	19.8	2,026	33.6	1,805	29.9	410	6.8
Faculty	121	8.9	248	18.2	410	30.0	474	34.7	112	8.2
Post-Docs/Trainees	28	6.9	104	25.6	154	37.9	93	22.9	27	6.7
White	314	7.0	791	17.6	1,530	33.9	1,473	32.7	399	8.9
Underrepresented Minority	295	12.0	480	19.6	743	30.3	677	27.6	256	10.4
Other People of Color	240	7.0	750	21.8	1,214	35.3	748	21.7	490	14.2
Multi-Minority	17	12.9	31	23.5	39	29.5	35	26.5	10	7.6
Men	293	6.6	787	17.7	1,499	33.7	1,359	30.6	508	11.4
Women	585	9.5	1,288	20.9	2,057	33.3	1,589	25.7	657	10.6
Genderqueer	13	19.4	19	28.4	18	26.9	11	16.4	6	9.0
No Disability	610	7.1	1,596	18.5	2,969	34.4	2,506	29.0	954	11.0
Disability	224	15.2	371	25.1	425	28.8	311	21.1	145	9.8
U.S. Citizen	867	8.7	1,884	19.0	3,299	33.2	2,823	28.4	1,055	10.6
Non-U.S. Citizen	31	4.0	205	26.5	283	36.6	142	18.4	112	14.5
My colleagues/co-workers expect me to represent “the point of view” of my identity	503	4.7	2,051	19.2	3,587	33.6	2,376	22.3	2,155	20.2
White	152	3.4	696	15.6	1,491	33.4	1,225	27.4	903	20.2
Underrepresented Minority	183	7.5	493	20.3	790	32.6	501	20.6	460	19.0
Other People of Color	148	4.3	789	23.0	1,195	34.9	583	17.0	709	20.7
Multi-Minority	12	9.2	38	29.0	40	30.5	19	14.5	22	16.8
Men	199	4.5	868	19.7	1,445	32.7	1,077	24.4	826	18.7
Women	288	4.7	1,153	18.8	2,110	34.5	1,272	20.8	1,297	21.2
Genderqueer	12	18.5	17	26.2	18	27.7	6	9.2	12	18.5
LGBQ	74	8.1	263	28.8	320	35.0	157	17.2	99	10.8
Heterosexual	372	4.2	1,597	18.2	2,951	33.6	2,050	23.4	1,808	20.6
U.S. Citizen	476	4.8	1,835	18.6	3,295	33.5	2,245	22.8	1,990	20.2
Non-U.S. Citizen	23	3.0	200	26.0	278	36.1	121	15.7	148	19.2
Christian	205	5.3	776	20.2	1,255	32.7	816	21.2	788	20.5
Muslim	10	7.5	32	23.9	38	28.4	19	14.2	35	26.1
Jewish	20	3.6	101	18.1	177	31.7	158	28.3	103	18.4
Other Religious Affiliation	24	3.9	128	20.9	208	34.0	109	17.8	143	23.4
No Religious Affiliation	176	4.0	816	18.8	1,524	35.1	1,008	23.2	824	19.0
Multiple Religious Affiliations	35	5.2	112	16.6	245	36.3	151	22.4	132	19.6

Table 31 (con.)

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	2,102	19.5	4,268	39.7	1,668	15.5	836	7.8	1,878	17.5
Staff	1,462	24.3	2,907	48.2	959	15.9	462	7.7	238	3.9
Faculty	373	27.3	506	37.1	182	13.3	97	7.1	207	15.2
Post-Docs/Trainees	73	17.9	186	45.7	90	22.1	27	6.6	31	7.6
White	977	21.7	1,685	37.4	660	14.6	344	7.6	840	18.6
Underrepresented Minority	523	21.4	1,009	41.3	365	14.9	235	9.6	311	12.7
Other People of Color	549	16.0	1,431	41.6	567	16.5	227	6.6	668	19.4
Multi-Minority	20	15.2	52	39.4	30	22.7	8	6.1	22	16.7
Men	963	21.7	1,745	39.3	582	13.1	283	6.4	870	19.6
Women	1,122	18.2	2,481	40.2	1,051	17.0	529	8.6	988	16.0
Genderqueer	5	7.6	20	30.3	14	21.2	12	18.2	15	22.7
No Disability	1,738	20.2	3,562	41.3	1,269	14.7	582	6.7	1,474	17.1
Disability	250	17.0	463	31.4	292	19.8	192	13.0	277	18.8
U.S. Citizen	2,015	20.3	3,931	39.6	1,530	15.4	790	8.0	1,655	16.7
Non-U.S. Citizen	75	9.7	318	41.3	129	16.8	39	5.1	209	27.1
Christian	813	20.9	1,691	43.5	525	13.5	311	8.0	547	14.1
Muslim	22	16.1	50	36.5	24	17.5	11	8.0	30	21.9
Jewish	139	24.8	194	34.6	78	13.9	34	6.1	116	20.7
Other Religious Affiliation	98	16.1	244	40.0	103	16.9	39	6.4	126	20.7
No Religious Affiliation	812	18.6	1,659	38.0	733	16.8	334	7.6	831	19.0
Multiple Religious Affiliations	128	18.9	217	32.0	125	18.4	61	9.0	148	21.8
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	1,035	9.6	2167	20.2	4,523	42.1	1,767	16.5	1,242	11.6
White	286	6.4	675	15.0	2,039	45.3	1,011	22.5	489	10.9
Underrepresented Minority	370	15.1	557	22.8	955	39.1	335	13.7	226	9.3
Other People of Color	333	9.7	861	25.1	1,378	40.1	378	11.0	486	14.1
Multi-Minority	17	13.1	22	16.9	62	47.7	16	12.3	13	10.0
Men	365	8.2	798	18.0	1,860	41.9	857	19.3	557	12.6
Women	642	10.4	1,346	21.8	2,618	42.5	889	14.4	666	10.8
Genderqueer	15	23.1	12	18.5	20	30.8	7	10.8	11	16.9
No Disability	739	8.6	1,698	19.7	3,727	43.3	1,469	17.1	981	11.4
Disability	219	14.9	323	21.9	541	36.7	214	14.5	177	12.0
U.S. Citizen	969	9.8	1,943	19.6	4,218	42.6	1,670	16.9	1,104	11.1
Non-U.S. Citizen	55	7.1	207	26.8	296	38.3	88	11.4	126	16.3

Table 31 (con.)

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	1,136	10.6	2,921	27.3	3,819	35.7	1,341	12.5	1,483	13.9
White	425	9.5	1,139	25.4	1,671	37.2	708	15.8	546	12.2
Underrepresented Minority	331	13.6	670	27.5	819	33.6	300	12.3	317	13.0
Other People of Color	321	9.4	1,004	29.3	1,213	35.4	309	9.0	577	16.9
Multi-Minority	19	14.6	38	29.2	47	36.2	8	6.2	18	13.8
Men	381	8.6	1,176	26.6	1,622	36.6	627	14.2	623	14.1
Women	724	11.8	1,699	27.7	2,167	35.3	701	11.4	846	13.8
Genderqueer	18	26.9	19	28.4	14	20.9	7	10.4	9	13.4
No Disability	788	9.2	2,272	26.5	3,205	37.3	1,131	13.2	1,191	13.9
Disability	256	17.4	438	29.8	436	29.7	142	9.7	198	13.5
LGBQ	132	14.5	273	29.9	301	33.0	109	11.9	98	10.7
Heterosexual	897	10.2	2,351	26.7	3,182	36.1	1,133	12.9	1,249	14.2

Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (*n* = 10,860).

A number of items queried Faculty, Staff, and Post-docs/Trainees about their opinions regarding work-life issues at UCLA. Fifty-nine percent (*n* = 6,332) found UCLA supportive of their taking leave, and 63% (*n* = 6,717) felt that UCLA was supportive of flexible work schedules. Nineteen percent (*n* = 2,017) felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children, and 12% (*n* = 1,266) felt that people who have children were considered by UCLA to be less committed to their jobs/careers.

Forty-one percent (*n* = 4,291) felt that UCLA provides available resources to help employees balance work-life needs, such as childcare and elder care. Few respondents (14%, *n* = 1,482) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities (Table 32).

Table 32. Attitudes about Work-Life Issues

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I find that UCLA is supportive of my taking leave.	1,271	11.8	5,061	47.1	1,468	13.7	417	3.9	2,517	23.4
Faculty	172	12.6	684	50.2	189	13.9	29	2.1	288	21.1
Staff	945	15.7	3534	58.8	777	12.9	193	3.2	565	9.4
Post-docs/Trainees	39	9.6	224	55.2	70	17.2	7	1.7	66	16.3
Graduate/Professional Students	115	1.4	619	7.4	432	5.2	188	2.3	1598	19.2
I find that UCLA is supportive of flexible work schedules.	1,479	13.8	5,238	48.8	1,632	15.2	601	5.6	1,777	16.6
Faculty	245	18.0	756	55.5	151	11.1	44	3.2	166	12.2
Staff	899	14.9	3247	53.9	1166	19.4	455	7.6	253	4.2
Post-docs/Trainees	74	18.3	24	55.4	70	17.3	6	1.5	30	7.4
Graduate/Professional Students	261	3.1	1011	12.1	245	2.9	96	1.2	1328	16.0
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	519	4.8	1,498	14.0	4,503	42.0	1,546	14.4	2,658	24.8
Faculty	60	4.4	166	12.3	657	48.5	276	20.4	196	14.5
Staff	369	6.1	995	16.5	2,960	49.2	1,039	17.3	656	10.9
Post-docs/Trainees	12	3.0	75	18.5	219	53.9	47	11.6	53	13.1
Graduate/Professional Students	78	0.9	262	3.1	667	8.0	184	2.2	1,753	21.1
I feel that people who have children are considered by UCLA to be less committed to their jobs/careers	255	2.4	1,011	9.4	5,060	47.3	1,819	17.0	2,560	23.9
Faculty	30	2.2	138	10.2	723	53.3	314	23.2	151	11.1
Staff	146	2.4	594	9.9	3,378	56.2	1,210	20.1	684	11.4
Post-docs/Trainees	<5	--	60	14.8	221	54.6	55	13.6	66	16.3
Graduate/Professional Students	76	0.9	219	2.6	738	8.9	240	2.9	1,659	20.0
I feel that UCLA provides available resources to help employees balance work-life needs, such as childcare and elder care.	589	5.6	3,702	34.9	1,697	16.0	589	5.6	4,031	38.0
Faculty	90	6.7	532	39.7	297	22.2	97	7.2	324	24.2
Staff	418	7.0	2,512	42.3	1,099	18.5	383	6.4	1,527	25.7
Post-docs/Trainees	16	4.0	136	33.7	76	18.8	23	5.7	153	37.9
Graduate/Professional Students	65	0.8	522	6.3	225	2.7	86	1.0	2,027	24.4
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	297	2.8	1,185	11.2	2,828	26.6	876	8.3	5,428	51.1
Faculty	65	4.8	231	17.2	361	26.9	158	11.8	529	39.4
Staff	155	2.6	717	12.0	2,034	34.2	565	9.5	2,484	41.7
Post-docs/Trainees	11	2.7	62	15.3	108	26.6	31	7.6	194	47.8
Graduate/Professional Students	66	0.8	175	2.1	325	3.9	122	1.5	2,221	26.8

Note: Note: Table includes faculty, staff, post-doc/trainee, and graduate/professional student responses only (n = 10,860).

More than half of all Faculty, Staff, Post-docs/Trainees, and Graduate/Professional Student respondents reported that they had colleagues or co-workers (72%, $n = 7,764$) and supervisors (63%, $n = 6,721$) at UCLA who gave them career advice or guidance when they need it (Table 33).

Fifty-seven percent ($n = 6,106$) believed their supervisors provided them with resources to pursue professional development opportunities, and 60% ($n = 6,447$) felt their supervisors provided ongoing feedback to help improve their performance. The majority of Faculty, Staff, Post-doc/Trainee, and Graduate/Professional Student respondents had adequate access to administrative support (68%, $n = 7,269$).

Eighty-percent of all Faculty, Staff, Post-doc/Trainee, and Graduate/Professional Student respondents felt the following survey item was not applicable to them: “For health sciences campus employees, my patient-care load is manageable.” Of the respondents who found that item applicable ($n = 2030$), 83% ($n = 1,681$) of health sciences employees believed their patient-care load was manageable.

Table 33. Perceptions of Support and Resources Available at UCLA

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it	2,010	18.7	4,711	43.8	1,627	15.1	787	7.3	1,612	15.0
Faculty	220	16.1	504	36.8	222	16.2	110	8.0	313	22.9
Staff	1,116	18.5	2,797	46.4	1,130	18.7	600	10.0	385	6.4
Post-docs/Trainees	126	31.0	215	52.8	46	11.3	10	2.5	10	2.5
Graduate/Professional Students	548	6.6	1,195	14.4	229	14.1	67	8.5	904	56.1
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	2,051	19.1	5,713	53.2	1,206	11.2	413	3.8	1,353	12.6
Faculty	288	21.1	726	53.1	138	10.1	69	5.0	147	10.7
Staff	1,060	17.6	3,390	56.3	859	14.3	306	5.1	405	6.7
Post-docs/Trainees	110	51.5	234	57.8	42	10.4	8	2.0	11	2.7
Graduate/Professional Students	593	7.1	1,363	16.4	167	2.0	30	7.3	790	9.5
My supervisor provides me with resources to pursue professional development opportunities.	1,810	16.8	4,296	40.0	1,864	17.4	870	8.1	1,900	17.6
Faculty	169	12.4	418	30.7	237	17.4	112	8.2	426	31.3
Staff	1,073	17.8	2,621	43.5	1,281	21.2	664	11.0	393	6.5
Post-docs/Trainees	107	26.3	217	53.3	55	13.5	17	4.2	11	2.7
Graduate/Professional Students	461	5.5	1,040	12.5	291	3.5	77	0.9	1,070	12.9
My supervisor provides ongoing feedback to help me improve my performance.	1,699	15.9	4,748	44.3	1,815	16.9	788	7.3	1,656	15.5
Faculty	139	10.2	405	29.8	304	22.4	109	8.0	401	29.5
Staff	1,018	17.0	3,020	50.3	1,160	19.3	584	9.7	218	3.6
Post-docs/Trainees	102	25.1	233	57.2	51	12.5	14	3.4	7	1.7
Graduate/Professional Students	440	5.3	1,090	13.1	300	3.6	81	1.0	1,030	12.4
I have adequate access to administrative support.	1,558	14.9	5,711	53.5	1,497	14.0	692	6.5	1,223	11.5
Faculty	191	14.1	661	48.8	260	19.2	178	13.1	64	4.7
Staff	854	14.2	3,480	58.1	918	15.3	442	7.4	300	5.0
Post-docs/Trainees	77	19.1	240	59.4	60	14.9	13	3.2	14	3.5
Graduate/Professional Students	436	5.2	1,330	16.0	259	3.1	59	0.7	845	10.2
For health sciences campus employees, my patient-care load is manageable.	291	2.8	1,390	13.5	236	2.3	113	1.1	8,292	80.3
Faculty	51	3.9	205	15.5	31	2.4	19	1.4	1,013	76.8
Staff	154	2.7	819	14.4	165	2.9	82	1.4	4,462	78.5
Post-docs/Trainees	36	9.0	113	28.3	10	2.5	<5	--	236	59.1
Graduate/Professional Students	50	0.6	253	3.0	30	0.4	8	0.1	2,581	31.1

Note: Table includes Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student responses only (n = 10,860).

Perceptions of Employment Practices

Regarding respondents’ observations of discriminatory employment practices, 17% of Staff respondents ($n = 1,031$) and 15% of Faculty respondents ($n = 203$)⁵¹ reported they observed hiring practices at UCLA (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 34).

Table 34. Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community

	Hiring Practices*		Employment-Related Disciplinary Actions**		Procedures or Practices Related to Promotion/Tenure/Reclassification**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No						
Faculty	961	69.8	1,120	81.6	883	64.4
Staff	3,461	60.1	4,247	70.2	3,388	56.0
Graduate/Professional Students	not asked	not asked	2,306	77.6	2,060	69.5
Post-Docs/Trainees	not asked	not asked	334	82.1	309	76.1
Yes						
Faculty	203	14.7	86	6.3	299	21.8
Staff	1,031	17.0	672	11.1	1,414	23.4
Graduate/Professional Students	not asked	not asked	94	3.2	191	6.4
Post-Docs/Trainees	not asked	not asked	10	2.5	23	5.7
Don't Know						
Faculty	213	15.5	166	12.1	189	13.8
Staff	1,382	22.8	1,127	18.6	1,250	20.7
Graduate/Professional Students	not asked	not asked	570	19.2	715	24.1
Post-Docs/Trainees	not asked	not asked	63	15.5	74	18.2

*Note: Answered by faculty and staff only ($n = 7,474$).

**Note: Answered by faculty, post-docs, graduate students, trainees, faculty, and staff ($n = 10,860$).

⁵¹ Post-docs/trainees were not asked this question.

Of those who believed that they had observed discriminatory hiring, 32% indicated it was based on personal relationships ($n = 393$), 19% indicated it was based on race ($n = 238$), 19% indicated it was based on ethnicity ($n = 237$), 15% indicated it was based on age ($n = 189$), and 14% indicated it was based on their position at UCLA ($n = 173$).

- By gender identity: Subsequent analyses indicated that 17% of women ($n = 779$), 15% of men ($n = 425$), and 24% of genderqueer respondents ($n = 9$) believed they had observed discriminatory hiring practices.⁵²
- By racial identity: Subsequent analyses indicated that 13% of White faculty and staff ($n = 419$), 21% of Underrepresented Minority faculty and staff ($n = 420$), 16% of Other People of Color employees ($n = 321$), and 20% of Multi-Minority employees ($n = 17$) observed unfair or unjust hiring at UCLA.
- By sexual orientation: Subsequent analyses indicated that 19% of LGBTQ respondents ($n = 116$) and 16% of heterosexual respondents ($n = 965$) believed they had observed discriminatory hiring practices.

Eight percent of Faculty, Staff, Post-docs/Trainees, and Graduate/Professional Students respondents ($n = 862$) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 22% said they believed the discrimination was based on their position at UCLA ($n = 186$), 17% indicated it was based on race ($n = 150$), 17% indicated it was based on age ($n = 148$), 15% indicated it was based on ethnicity ($n = 132$), and 10% indicated it was based on personal relationships.

- By position: Subsequent analyses indicated that 3% of Graduate Students ($n = 94$), 11% of Staff respondents ($n = 672$), 6% of Faculty respondents ($n = 86$), and 3% of Post-Docs/Trainees ($n = 10$) had observed discriminatory disciplinary actions.
- By gender identity: Subsequent analyses indicated that 9% of women respondents ($n = 538$), 7% of men respondents ($n = 292$), and 15% of genderqueer respondents ($n = 10$) believed they had observed discriminatory practices.

⁵² Transgender respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By racial identity: Subsequent analyses indicated that 13% of Underrepresented Minority employees ($n = 311$), 7% of Multi-Minority employees ($n = 9$), 6% of Other People of Color employees ($n = 209$), and 7% of White employees ($n = 294$) witnessed such actions.
- By sexual orientation: Subsequent analyses indicated that 9% of LGBTQ respondents ($n = 85$) and 8% of heterosexual respondents ($n = 664$) witnessed discriminatory disciplinary actions.

Eighteen percent of Faculty, Staff, Post-docs/Trainees, and Graduate/Professional Students ($n = 1,927$) believed they had observed unfair or unjust practices related to promotion, tenure, reappointment, and/or reclassification at UCLA. Subsequent analyses indicate several respondents believed it was based on personal relationships (27%, $n = 528$), UCLA position (21%, $n = 409$), race (14%, $n = 268$), ethnicity (13%, $n = 259$), and age (12%, $n = 221$).

- By position: Subsequent analyses indicated that 6% of Graduate/Professional Students ($n = 191$), 23% of Staff respondents ($n = 1,414$), 22% of Faculty respondents ($n = 299$), and 6% of the Post-Docs/Trainees ($n = 23$) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: Subsequent analyses indicated that 20% of women ($n = 1,230$), 15% of men ($n = 646$), and 25% of genderqueer respondents ($n = 17$) witnessed discriminatory promotion/tenure/reappointment/reclassification.
- By racial identity: Subsequent analyses indicated that 16% of White respondents ($n = 729$), 15% of Other People of Color respondents ($n = 505$), 24% of Underrepresented Minority respondents ($n = 590$), and 21% of Multi-Minority respondents ($n = 27$) witnessed such conduct.
- By sexual orientation: Subsequent analyses indicated that 20% of LGBTQ of Faculty, Staff, Post-Doc/Trainee, and Graduate/Professional Student ($n = 184$) and 18% of heterosexual respondents ($n = 1,555$) also witnessed such conduct.

Faculty Members’ Views on University Policies

One survey item queried Faculty members ($n = 1,380$) about their opinions regarding a variety of work-life issues specific to faculty work (Table 35). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (69%, $n = 949$) and reasonable (73%, $n = 1,000$). Most believed that their service contributions were important to tenure/promotion (57%, $n = 773$). Fewer Faculty indicated that their diversity-related contributions have been/will be valued for promotion or tenure (34%, $n = 465$), and 19% ($n = 251$) felt pressured to change their research agendas to achieve tenure or be promoted.

Table 35. Faculty Attitudes about Tenure and Advancement Processes

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	258	18.8	691	50.2	225	16.4	79	5.7	123	8.9
I believe that the tenure/promotion standards are reasonable.	256	18.7	744	54.4	183	13.4	48	3.5	137	10.0
I feel that my service contributions are important to tenure/promotion.	171	12.5	602	44.1	322	23.3	101	7.4	169	12.4
I feel pressured to change my research agenda to achieve tenure/promotion.	69	5.1	182	13.4	531	39.1	280	20.6	297	21.9
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	64	4.7	401	29.5	270	19.9	88	6.5	535	39.4
I believe that tenure standards/advancement standards are applied equally to all faculty.	206	15.2	529	39.0	323	23.8	144	10.6	156	11.5

Note: Table includes only faculty respondents ($n = 1,380$).

Fifty-four percent of all Faculty ($n = 735$) believed tenure standards and advancement standards were equally applied to all UCLA faculty. Figure 50 illustrates that Underrepresented Minority Faculty, Multi-Minority Faculty, women faculty, and LGBTQ faculty were less likely to believe that tenure standards and advancement standards were equally applied to all UCLA faculty.

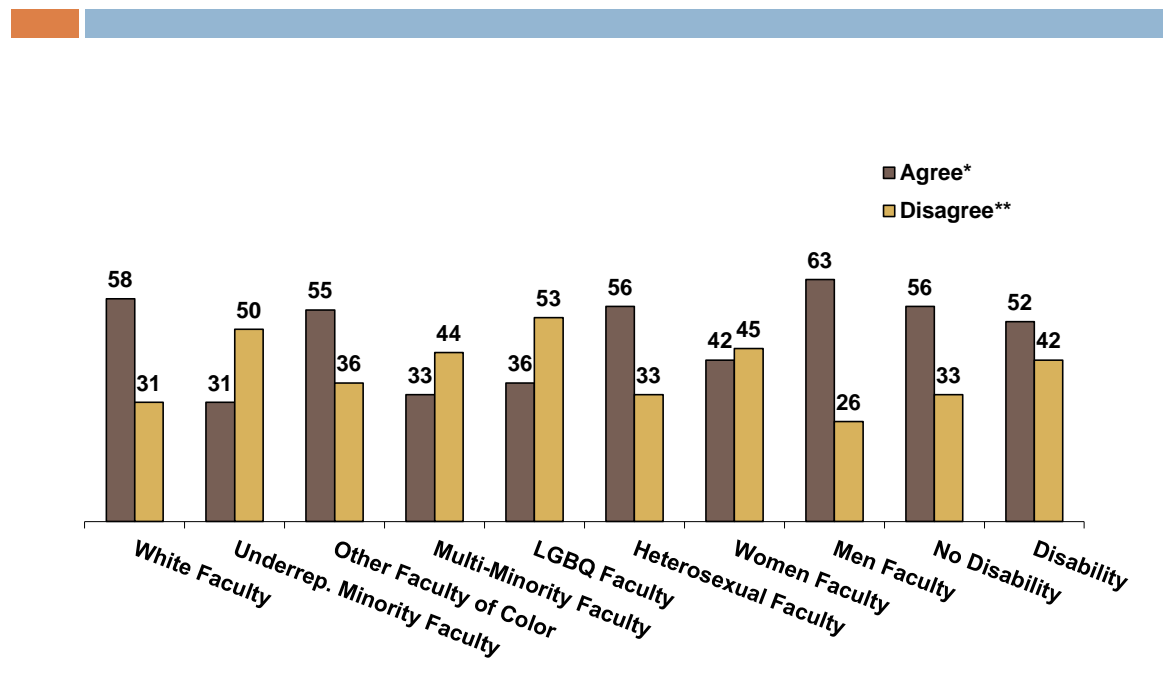


Figure 50. Tenure & Advancement Standards are Applied Equally to All Faculty (%)

Sixty-three percent of Faculty ($n = 859$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their positions (Table 36). Thirty percent ($n = 405$) of Faculty felt burdened by service responsibilities beyond those of their colleagues. Forty-six percent of Faculty ($n = 620$) believed they performed more work to help students than did their colleagues. Table 36 depicts Faculty responses by gender, race/ethnicity, sexual orientation, disability status, and citizenship where differences emerged among the groups.⁵³

⁵³ Transgender faculty ($n = 1$), Genderqueer faculty ($n = 5$), and Other Minority faculty ($n = 9$) were not included in these analyses as their numbers were too low to assure confidentiality.

Table 36. Faculty Attitudes about Work-Related Issues

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	199	14.6	660	48.5	223	16.4	121	8.9	158	11.6
White	140	16.7	417	49.6	109	13.0	67	8.0	107	12.7
Underrepresented Minority	18	12.8	48	34.0	29	20.6	26	18.4	20	14.2
Other People of Color	39	11.6	172	51.2	73	21.7	24	7.1	28	8.3
Men	139	17.5	394	49.6	105	13.2	56	7.0	101	12.7
Women	59	10.8	258	47.2	112	20.5	62	11.3	56	10.2
No Disability	162	14.8	549	50.0	180	16.4	81	7.4	125	11.4
Disability	20	11.0	83	45.9	29	16.0	32	17.7	17	9.4
LGBQ	13	11.2	54	46.6	22	19.0	19	16.4	8	6.9
Heterosexual	178	15.2	573	49.0	182	15.6	96	8.2	141	12.1
U.S. Citizen	192	14.5	639	48.2	219	16.5	121	9.1	155	11.7
Non-U.S. Citizen	7	25.0	17	60.7	<5	--	<5	--	<5	--
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	137	10.0	268	19.6	641	4.8	178	13.0	146	10.7
White	68	8.1	161	19.1	411	48.7	118	14.0	86	10.2
Underrepresented Minority	25	17.5	25	17.5	55	38.5	21	14.7	17	11.9
Other People of Color	41	12.1	73	21.6	150	44.4	34	10.1	40	11.8
Men	68	8.5	147	18.4	377	47.2	119	14.9	88	11.0
Women	64	11.6	116	21.1	256	46.5	57	10.3	58	10.5
No Disability	106	9.6	208	18.9	527	47.8	145	13.1	117	10.6
Disability	25	13.6	42	22.8	82	44.6	21	11.4	14	7.6
LGBQ	20	16.9	28	23.7	49	41.5	12	10.2	9	7.6
Heterosexual	109	9.3	225	19.1	552	47.0	159	13.5	130	11.1
U.S. Citizen	135	10.1	266	19.9	622	46.6	172	12.9	139	10.4
Non-U.S. Citizen	<5	--	<5	--	14	50.0	<5	--	7	25.0
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	199	14.6	421	31.0	521	38.3	95	7.0	123	9.1
White	112	13.5	258	31.1	334	40.2	66	8.0	60	7.2
Underrepresented Minority	31	21.4	31	21.4	52	35.9	11	7.6	20	13.8
Other People of Color	50	14.8	118	34.9	117	34.6	15	4.4	38	11.2
Men	108	13.7	229	29.0	314	39.7	66	8.3	74	9.4
Women	88	16.0	183	33.3	201	36.6	29	5.3	48	8.7
No Disability	159	14.5	332	30.3	427	39.0	76	6.9	100	9.1
Disability	30	16.5	63	34.6	61	33.5	15	8.2	13	7.1
LGBQ	23	19.3	40	33.6	46	38.7	<5	--	8	6.7
Heterosexual	167	14.4	357	30.7	441	38.0	92	7.9	105	9.0
U.S. Citizen	199	15.0	412	31.1	503	38.0	94	7.1	116	8.8
Non-U.S. Citizen	<5	--	6	21.4	14	50.0	<5	--	7	25.0

Note: Table includes only faculty respondents (*n* = 1,380).

Sixty-six percent of faculty members ($n = 889$) felt their departments created climates that were responsive and supportive of family needs, including usage of family-related leave policies (Table 37). Seven percent of faculty members ($n = 97$) have used/would use UCLA policies on stopping the tenure clock, and 11% ($n = 150$) have used university policies on taking leave for childbearing or adoption. Ten percent ($n = 127$) felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure, and 45% ($n = 604$) believed that perception about using family-related leave policies differ for men and women faculty.

Table 37. Faculty Attitudes about Family-Related Leave Policies by Gender

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used or would use university policies on stopping the clock for promotion or tenure.	32	2.3	65	4.7	242	17.6	235	17.1	800	58.0
Women	25	4.5	33	6.0	99	17.9	84	15.2	313	56.5
Men	7	0.9	30	3.7	140	17.5	145	18.1	479	59.8
I have used university policies on taking leave for childbearing or adoption.	53	3.9	97	7.1	198	14.5	199	14.5	821	60.0
Women	42	7.6	68	12.3	71	12.8	69	12.5	303	54.8
Men	11	1.4	28	3.5	124	15.6	124	15.6	509	63.9
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	28	2.1	99	7.4	546	40.6	325	24.1	348	25.9
Women	13	2.4	67	12.5	210	39.0	100	18.6	148	27.5
Men	15	1.9	31	3.9	330	41.8	220	27.9	193	24.5
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	224	16.5	665	49.0	196	14.4	62	4.6	210	15.5
Women	84	15.4	242	44.4	106	19.4	36	6.6	77	14.1
Men	138	17.4	415	52.3	87	11.0	26	3.3	127	16.0
I believe that perceptions about using work-family policies differ for men and women faculty.	123	9.1	481	35.4	403	29.7	119	8.8	231	17.0
Women	76	13.9	218	39.9	124	22.7	25	4.6	103	18.9
Men	45	5.7	258	32.6	275	34.7	92	11.6	122	15.4

Note: Table includes only faculty respondents ($n = 1,380$).

Faculty, Staff, and Post-Docs/Trainees Who Have Seriously Considered Leaving UCLA

Thirty-seven percent of Staff respondents ($n = 2,272$), 38% ($n = 521$) of Faculty respondents, and 28% ($n = 115$) of Post-Docs/Trainees have seriously considered leaving UCLA in the past year.

Subsequent analyses indicate that:

- By gender identity⁵⁴: 35% of men ($n = 1,093$), 37% of women ($n = 1,746$), and 64% of genderqueer respondents ($n = 25$) had seriously considered leaving the institution.
- By racial identity: 39% of Underrepresented Minority employees ($n = 753$), 39% of White employees ($n = 1,266$), 44% of Multi-Minority employees ($n = 40$), and 34% of Other People of Color employees ($n = 752$) had seriously considered leaving UCLA.
- By sexual orientation: 43% of LGBTQ employees ($n = 269$) and 37% of heterosexual respondents ($n = 2,395$) had seriously considered leaving the institution.
- By disability status: 46% of Faculty, Staff, and Post-Docs/Trainees with disabilities ($n = 443$) and 35% of employees without disabilities ($n = 2,270$) seriously considered leaving UCLA.
- By citizenship status: 37% of U.S. Citizens ($n = 2,821$) and 25% of Non-U.S. Citizens⁵⁵ ($n = 62$) had seriously considered leaving.

More than 2,200 Faculty, Staff, and Post-Doc/Trainee respondents further elaborated on why they seriously considered leaving UCLA during the past year. A number of respondents offered that there was a lack of advancement opportunities at UCLA, were frustrated by long commutes, lack of departmental support, absence of pay increases, lack of job stability, rampant nepotism, and increases in workload without commensurate salary adjustments. Several staff respondents felt underappreciated and non-compensated for the amount of work they were expected to complete. For example one respondent wrote, “Management doesn't appreciate how hard I work and doesn't care to listen to our complaints for a heavy workload and little pay.” Another respondent reported, “I used to be content to trade the benefits of low pay for the good benefits

⁵⁴ Transgender respondents were not included in these analyses as their numbers were too low to insure confidentiality.

⁵⁵ Undocumented Resident employees were too few to include in these analyses.

and pension, but more and more we now have low pay and low benefits.” Other respondents also lamented the lack of diversity at UCLA and their perceived inequities on campus. For example, one person commented, “[There is an] insensitivity towards diversity issues - especially, with regard to gender...a lot of microaggressions.”

Summary

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of UCLA groups. Other People of Color and Underrepresented Minority respondents were less likely than White respondents to believe the workplace was welcoming based on race. Muslim respondents were less likely than other religious/spiritual affiliations to believe the workplace was welcoming based on religious/spiritual status, and Transgender and Genderqueer respondents were less likely than Men and Women to think the workplace climate was welcoming based on gender identity.

Few UCLA employees had observed unfair or unjust hiring (17%), unfair or unjust disciplinary actions (8%), or unfair or unjust promotion/tenure/reclassification (18%). Additionally, the majority of Staff, Faculty, Post-Docs, and Trainees believed they had support from their co-workers, and felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

Students' Perceptions of Campus Climate

This section of the report is dedicated to survey questions that were specific to UCLA students. Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs. Some questions in this section include students only, one includes student and faculty responses, and others include student, trainee, and post-doc responses. The tables are marked accordingly.

Student Experiences of Unwanted Sexual Contact

Within the last 5 years, 419 people (3%) believed they had experienced unwanted sexual contact⁵⁶ while at UCLA. Subsequent analyses indicate that of the 419 respondents, 252 were Undergraduate Students (5% of Undergraduate Students) and 50 were Graduate/Professional Students (2% of Graduate/Professional Students).

Subsequent analyses offered in Figure 51 illustrate that for Undergraduate Students:

- By gender identity: 7% of Women Undergraduates ($n = 213$), 2% of Men Undergraduates ($n = 37$), and 2% of Genderqueer Undergraduates ($n = 3$) experienced unwanted sexual contact.
- By racial identity⁵⁷: 6% of White Undergraduate Students ($n = 77$), 4% of Underrepresented Minorities ($n = 41$), and 4% of Other People of Color ($n = 126$) experienced unwanted sexual contact.
- By sexual orientation: 8% of LGBTQ Undergraduate Students ($n = 34$) and 5% of heterosexual Undergraduate Students ($n = 199$) experienced unwanted sexual contact.

⁵⁶ The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

⁵⁷ Multi-minority respondents were not included in these analyses as their numbers were too low to insure confidentiality.

Subsequent analyses offered in Figure 51 illustrate that for Graduate/Professional Students:

- By gender identity: 3% of Women Graduate/Professional Students ($n = 40$) and 1% of Men Graduate/Professional Students ($n = 8$) experienced unwanted sexual contact.
- By racial identity: 2% of White Graduate/Professional Students ($n = 20$), 1% of Underrepresented Minorities ($n = 6$), and 2% of Other People of Color ($n = 24$) experienced unwanted sexual contact.
- By sexual orientation: 2% of LGBTQ Graduate/Professional Students ($n = 5$), and 2% of heterosexual Graduate/Professional Students ($n = 42$) experienced unwanted sexual contact.

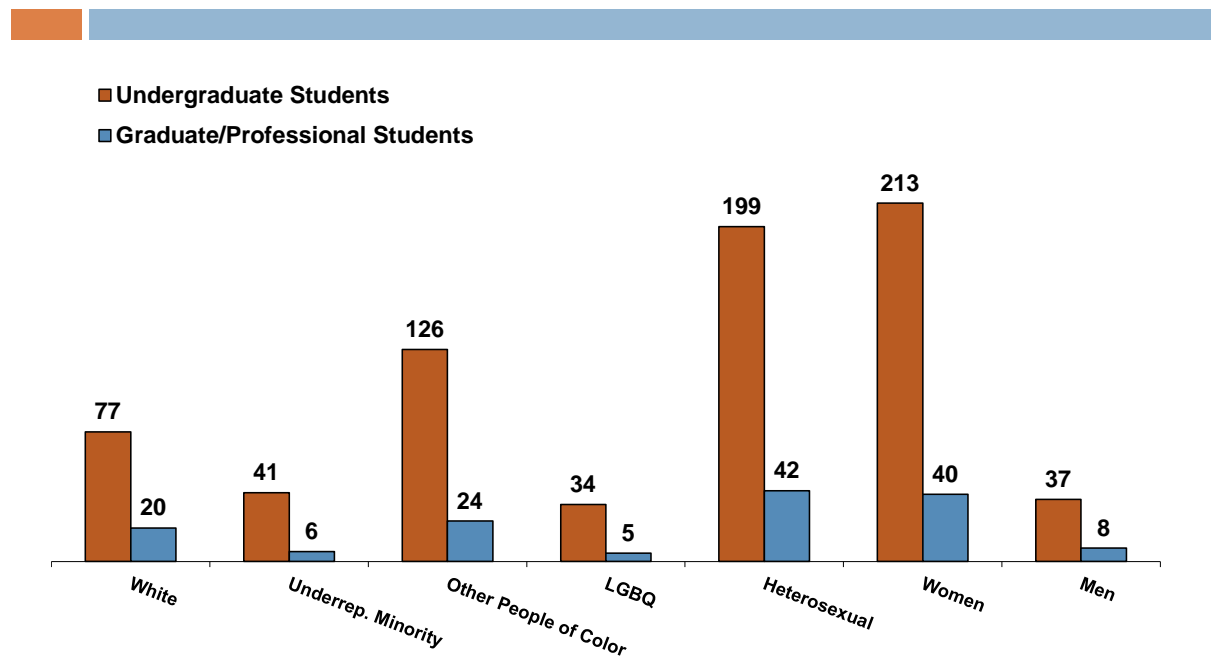


Figure 51. Student Experiences of Unwanted Sexual Contact within the Past Five Years by Race, Sexual Orientation, and Gender Identity (n)

Students’ Academic Experiences

The survey asked Students, Trainees, and Post-Docs ($n = 8,768$) the degree to which they agreed or disagreed about a variety of academic experiences (Table 38). Their answers were positive. Seventy-eight percent ($n = 6,791$) felt many of their courses this year have been intellectually stimulating. The majority were satisfied with the extent of their intellectual development since enrolling at UCLA (74%, $n = 6,444$). Additionally, the majority Students, Trainees, and Post-Docs felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%, $n = 6,859$) and that their interest in ideas and intellectual matters has increased since coming to UCLA (76%, $n = 6,673$).

Table 38. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UCLA

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Many of my courses this year have been intellectually stimulating.	2,400	27.4	4,391	50.2	928	10.6	391	4.5	66	0.8
Undergraduate Students	1,474	27.4	2,981	55.5	622	11.6	251	4.7	40	0.7
Graduate/Professional Students	894	30.1	1,318	44.4	285	9.6	134	4.5	23	0.8
I am satisfied with the extent of my intellectual development since enrolling at UCLA.	2,180	24.9	4,264	48.6	1,409	16.1	681	7.8	133	1.5
Undergraduate Students	1,191	22.2	2,640	49.3	967	18.0	468	8.7	91	1.7
Graduate/Professional Students	900	30.4	1,424	48.1	401	13.6	191	6.5	39	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,823	20.8	4,382	49.9	1,491	17.0	793	9.0	203	2.3
Undergraduate Students	1,343	25.1	2,755	51.4	846	15.8	327	6.1	83	1.5
Graduate/Professional Students	1,057	35.7	1,384	46.8	350	11.8	133	4.5	35	1.2
My interest in ideas and intellectual matters has increased since coming to UCLA.	2,739	31.4	3,934	45.0	1,410	16.1	476	5.4	146	1.7
Undergraduate Students	1,618	30.2	2,518	47.0	858	16.0	272	5.1	89	1.7
Graduate/Professional Students	1,023	34.5	1,218	41.1	494	16.6	178	6.0	53	1.8

Note: Table includes students, trainees, and postdocs only ($n = 8,768$). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B.

Furthermore, 65% of Students, Trainees, and Post-Docs ($n = 5,712$) felt they were performing up to their full academic potential. Half of all Student, Trainee, and Post-Doc respondents felt they performed academically as well as they had anticipated they would (52%, $n = 4,567$) (Table 39). The majority of Students, Trainees, and Post-Docs were satisfied with their academic experience at UCLA (71%, $n = 6,205$). Table illustrates these data by student status, race, gender,⁵⁸ disability, citizenship, first-generation status, and socioeconomic status.

⁵⁸ Transgender respondents were too few to include in these analyses.

Table 39. Student, Trainee, and Post-Doc Respondents’ Academic Experiences at UCLA

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	1,587	18.1	4,125	47.1	1,420	16.2	1,367	15.6	205	2.3
White	548	22.0	1,268	50.9	330	13.2	315	12.6	30	1.2
Underrepresented Minority	251	17.2	634	43.5	255	17.5	266	18.3	48	3.3
Other People of Color	667	16.0	1,921	46.2	743	17.9	710	17.1	11	2.7
Multi-Minority	24	16.8	61	42.7	19	13.3	31	21.7	7	4.9
Men	664	19.2	1,635	47.4	522	15.1	537	15.6	90	2.6
Women	835	17.3	2,262	46.9	831	17.2	791	16.4	105	2.2
Genderqueer	10	16.1	28	45.2	9	14.5	12	19.4	<5	--
No Disability	1,201	19.4	2,980	48.1	983	15.9	918	14.8	109	1.8
Disability	191	13.3	614	42.6	239	16.6	320	22.2	72	5.0
U.S. Citizen	1,304	18.1	3,337	46.3	1,179	16.4	1,206	16.7	179	2.5
Non-U.S. Citizen	187	18.2	540	52.5	168	16.3	116	11.3	16	1.6
Undocumented Resident	12	16.4	26	35.6	15	20.5	13	17.8	5	6.8
First-Generation	354	15.5	1,022	44.7	413	18.1	414	18.1	75	3.3
Not First Generation	1,150	19.0	2,888	47.8	952	15.8	923	15.3	125	2.1
Low Income	707	18.2	1,777	45.8	647	16.7	641	16.5	98	2.5
Not Low Income	752	18.2	1,981	47.9	653	15.8	657	15.9	90	2.2
Undergraduate Student	788	14.7	2,454	45.7	972	18.1	996	18.5	159	3.0
Graduate/Professional Student	718	24.2	1,466	49.3	396	13.3	346	11.6	41	1.4
I have performed academically as well as I anticipated I would.	1,394	16.0	3,173	36.3	1,730	19.8	1,794	20.5	561	6.4
White	589	23.7	1,016	40.8	406	16.3	364	14.6	110	4.4
Underrepresented Minority	190	13.1	468	32.2	317	21.8	364	25.0	111	7.6
Other People of Color	512	12.3	1,440	34.7	894	21.6	979	23.6	316	7.6
Multi-Minority	22	15.5	38	26.8	33	23.2	35	24.6	13	9.2
Men	612	17.8	1,297	37.7	697	20.3	661	19.2	168	4.9
Women	704	14.6	1,677	34.8	961	19.9	1,090	22.6	383	7.9
Genderqueer	12	19.4	21	33.9	10	16.1	12	19.4	6	9.7
No Disability	1,041	16.8	2,300	37.2	1,221	19.8	1,259	20.4	351	5.7
Disability	182	12.6	458	31.8	281	19.5	355	24.7	157	10.9
U.S. Citizen	1,156	16.1	2,543	35.3	1,419	19.7	1,555	21.6	517	7.2
Non-U.S. Citizen	157	15.3	428	41.8	223	21.8	184	18.0	26	2.5
Undocumented Resident	9	12.3	17	23.3	16	21.9	23	31.5	8	11.0
First-Generation	255	11.2	723	31.8	512	22.5	569	25.0	209	9.2
Not First Generation	1071	17.7	2,266	37.5	1,151	19.1	1,192	19.8	346	5.7
Low Income	628	16.2	1,397	36.1	778	20.1	788	20.4	265	6.9
Not Low Income	660	16.0	1,473	35.7	805	19.5	913	22.1	274	6.6
Undergraduate Student	597	11.1	1,690	31.5	1,172	21.8	1,424	26.5	475	8.9
Graduate/Professional Student	729	24.6	1,305	44.0	498	16.8	343	11.6	81	2.7

Note: Table includes students, trainees, and postdocs only (*n* = 8,768). Respondents were allowed to check “Not Applicable.” Those responses are available in Appendix B.

Figure 52 illustrates the percentage of all Students who “strongly agreed”/ “agreed” that they were satisfied with their academic experiences at UCLA. With regard to race, White respondents (77%, $n = 1,929$) were more satisfied than Underrepresented Minority respondents (70%, $n = 1,014$), Other People of Color respondents (68%, $n = 2,812$), or Multi-Minority respondents (70%, $n = 100$). With regard to gender, 74% of men ($n = 2,532$), 69% of women ($n = 3,335$), 92% of transgender respondents ($n = 12$) and 76% of genderqueer respondents ($n = 47$) were satisfied with their academic experiences. Seventy-three percent of respondents without disabilities ($n = 4,540$) and 62% of respondents with disabilities ($n = 888$) were satisfied with their academic experiences. A higher percentage of Not First Generation respondents (72%, $n = 4,364$) than First Generation respondents (67%, $n = 1,536$) were satisfied with their academic experiences. Non U.S. Citizens (74%, $n = 756$) and U.S. Citizens (71%, $n = 5,091$) were more satisfied with their academic experiences than were Undocumented Residents (62%, $n = 45$).

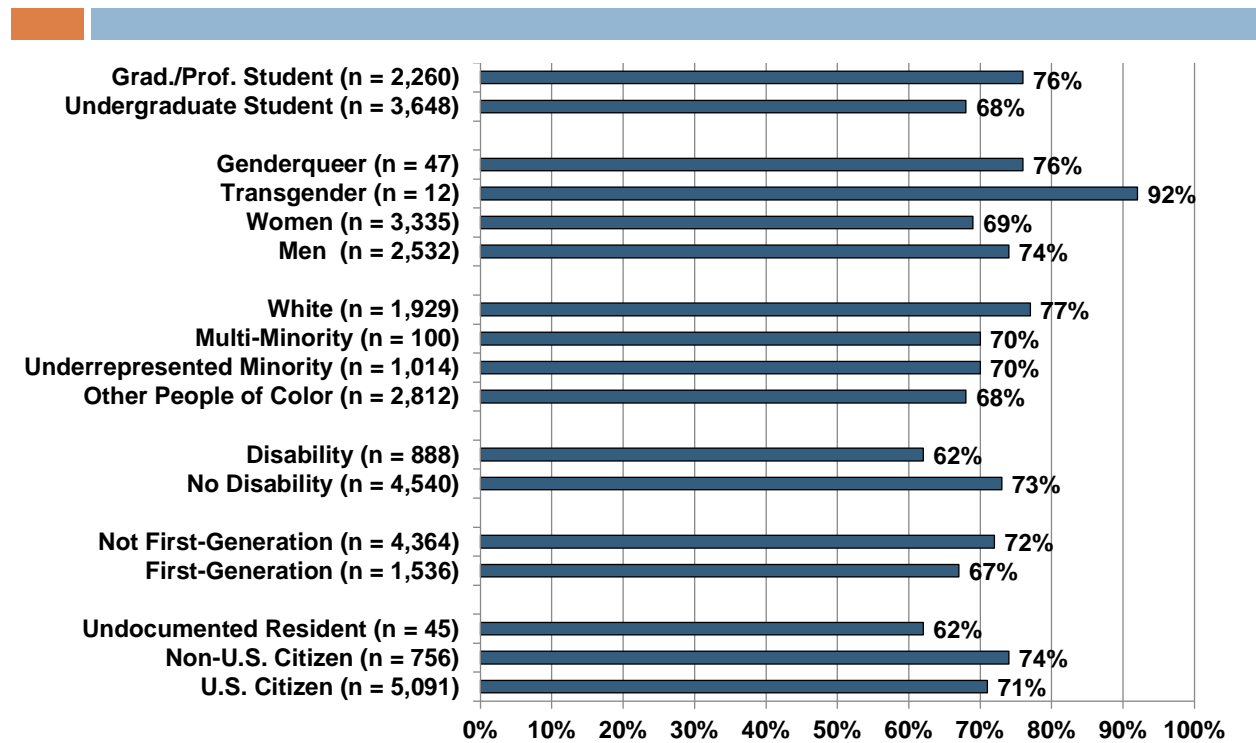


Figure 52. Students Who Strongly Agreed/Agreed that they were Satisfied with Academic Experiences at UCLA by Selected Demographics (%)

Ninety-five percent ($n = 5,063$) of all Undergraduate Students and 97% ($n = 2,852$) of all Graduate/Professional Students indicated that they intended to graduate from UCLA. Subsequent analyses presented in Table 40 offers an examination of Undergraduate Students' intent to graduate from UCLA (“I intend to graduate from UCLA”) by selected demographic characteristics.

- By racial identity, the majority of Undergraduate Students regardless of race “strongly agreed” or “agreed” that they intended to graduate from UCLA (White, 95%, $n = 1,193$; Underrepresented Minorities, (96%, $n = 967$); Other People of Color, 94%, $n = 2,747$; Multi-Minority, 96%, $n = 97$).
- By gender identity, the majority of Undergraduate Students regardless of gender “strongly agreed” or “agreed” that they intended to graduate from UCLA (men, 95%, $n = 1,946$; women, 95%, $n = 3,080$; genderqueer, 91%, $n = 31$).
- By socioeconomic status, 95% of Low Income Undergraduate Students ($n = 1,907$) and 95% of Not Low Income Undergraduate Students ($n = 2,931$) “strongly agreed” or “agreed” that they intended to graduate from UCLA.
- By generational status, 95% of First Generation Undergraduate Students ($n = 1,592$) and 95% of Not First Generation Students ($n = 3,457$) “strongly agreed” or “agreed” that they intended to graduate from UCLA.
- By citizenship status, U.S. Citizen Undergraduate Students (96%, $n = 4,578$) and Undocumented Resident Undergraduate Students (89%, $n = 59$) were more likely to “strongly agree” or “agree” that they intended to graduate from UCLA than were Non-U.S. Citizen Undergraduate Students (81%, $n = 403$).

Table 40. Undergraduate Student Respondents’ Intent to Graduate from UCLA

		Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Race											
	White	1,002	79.9	191	15.2	43	3.4	<5	--	<5	--
	Underrepresented Minority	779	77.1	188	18.6	38	3.8	<5	--	<5	--
	Other People of Color	2,012	69.1	735	25.3	124	4.3	15	0.5	<5	--
	Multi-Minority	75	74.3	22	21.8	<5	--	<5	--	<5	--
Gender											
	Men	1,511	73.6	435	21.2	90	4.4	8	0.4	<5	--
	Women	2,375	73.2	705	21.7	121	3.7	13	0.4	<5	--
	Genderqueer	25	73.5	6	17.6	<5	--	<5	--	<5	--
SES status											
	Low Income	1,445	71.7	462	22.9	80	4.0	11	0.5	<5	--
	Not Low Income	2,305	74.7	626	20.3	122	4.0	10	0.3	<5	--
First Generation Status											
	First Generation	1,214	72.5	378	22.6	65	3.9	<5	--	<5	--
	Not First Generation	2,687	73.7	770	21.1	144	3.9	17	0.5	5	0.1
Citizenship											
	U.S. Citizen	3,623	76.3	955	20.1	152	3.2	11	0.2	5	0.1
	Non-U.S. Citizen	227	45.7	176	35.4	51	10.3	10	2.0	<5	--
	Undocumented Resident	46	69.7	13	19.7	6	9.1	<5	--	<5	--

Note: Table reports student responses only (*n* = 5,382).

Students’ Perceptions of Campus Climate

The survey asked students about the perceptions they held about the UCLA climate before they enrolled on campus (Table 41). Before they enrolled at UCLA, more than half of all student respondents thought the climate was “very respectful/respectful” of all of the groups listed in Table 41.

Table 41. Students’ Pre-enrollment Perceptions of Campus Climate

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Psychological health issues	2,688	34.6	3,834	49.3	150	1.9	12	0.2	1,088	14.0
Physical health issues	2,821	36.4	3,850	49.6	91	1.2	11	0.1	983	12.7
Female	3,154	40.6	3,923	50.5	87	1.1	15	0.2	585	7.5
Religious affiliations other than Christian	2,808	36.2	3,966	51.1	171	2.2	23	0.3	791	10.2
Christian affiliations	2,876	37.1	3,874	50.0	202	2.6	32	0.4	766	9.9
Gay, lesbian, bisexual, transgender	2,860	36.9	3,922	50.6	217	2.8	28	0.4	726	9.4
Immigrants	2,721	35.1	3,975	51.3	262	3.4	43	0.6	751	9.7
International students, staff, or faculty	2,859	36.9	3,987	51.4	173	2.2	21	0.3	713	9.2
Learning disabled	2,730	35.3	3,866	49.9	190	2.5	17	0.2	939	12.1
Male	3,350	43.2	3,722	48.1	39	0.5	17	0.2	618	8.0
Non-native English speakers	2,664	34.4	3,976	51.4	331	4.3	39	0.5	726	9.4
Parents/guardians	2,824	36.5	3,867	50.0	91	1.2	11	0.1	942	12.2
People of color	2,905	37.5	3,986	51.4	176	2.3	40	0.5	649	8.4
Providing care for adults who are disabled and/or elderly	2,684	34.7	3,746	48.4	79	1.0	13	0.2	1,210	15.6
Physical disability	2,842	36.8	3,858	49.9	117	1.5	19	0.2	894	11.6
Socioeconomically disadvantaged	2,750	35.5	3,866	49.9	299	3.9	52	0.7	783	10.1
Socioeconomically advantaged	3,081	39.8	3,765	48.6	109	1.4	21	0.3	768	9.9
Transgender	2,588	33.5	3,677	47.6	302	3.9	50	0.6	1,106	14.3
Veterans/active military	3,131	40.6	3,553	46.1	69	0.9	18	0.2	944	12.2

Note: Table reports student responses only (*n* = 8,361).

The majority of all faculty and student respondents felt that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 42.

Subsequent analyses examining Student responses by selected demographics indicate that:

- By gender identity, 73% of women students ($n = 3,472$), 73% of men students ($n = 2,473$), 54% ($n = 7$) of transgender students, and 61% ($n = 38$) of genderqueer students thought the classroom climate was welcoming based on gender identity.
- By racial identity, 72% of Other People of Color ($n = 2,951$), 65% of Underrepresented Minority students ($n = 932$), 73% of Multi-Minority students ($n = 103$), and 82% of White students ($n = 2,009$) thought the classroom climate was welcoming based on race.
- By sexual orientation, 71% of LGBTQ students ($n = 527$) and 74% of heterosexual students ($n = 5,031$) thought the climate was welcoming for students based on sexual orientation.
- By religious/spiritual affiliation, 72% of Christian students ($n = 1,853$), 63% of Muslim students ($n = 89$), 75% of Jewish students ($n = 224$), 69% of students with Other Religious/Spiritual Affiliations ($n = 409$), 70% of students with No Affiliation ($n = 2,648$), and 72% of students with Multiple Affiliations ($n = 410$) felt the classroom climate was welcoming based on religious/spiritual views.
- By socioeconomic status, 63% of Low Income students ($n = 2,408$) and 75% of Not Low Income students ($n = 3,061$) felt the classroom climate was welcoming based on socioeconomic status.
- By political affiliation, Seventy-one percent of Far Left/Liberal students ($n = 2,575$) and 61% of Conservative/Far Right students ($n = 456$) thought the classroom climate was welcoming based on political views.

Table 42. Students’ and Faculty Perceptions of Welcoming Classroom/Learning Environment Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Age	2,632	27.4	4,735	49.3	889	9.3	164	1.7	1,188	12.4
Ancestry	2,591	27.1	4,412	46.1	840	8.8	176	1.8	1,553	16.2
Country of origin	2,520	26.4	4,641	48.6	997	10.4	181	1.9	1,217	12.7
English language proficiency/ accent	2,037	21.2	4,632	48.3	1,600	16.7	296	3.1	1,021	10.7
Ethnicity	2,554	26.7	4,717	49.3	1,046	10.9	227	2.4	1,022	10.7
Gender identity	2,437	25.5	4,456	46.6	958	10.0	204	2.1	1,506	15.8
Gender expression	2,327	24.4	4,330	45.4	1,020	10.7	215	2.3	1,651	17.3
Immigrant/citizen status	2,349	24.6	4,305	45.1	1,090	11.4	256	2.7	1,555	16.3
International Status	2,489	26.1	4,470	46.8	990	10.4	220	2.3	1,376	14.4
Learning disability	2,122	22.3	4,052	42.5	1,090	11.4	220	2.3	2,050	21.5
Marital status	2,645	27.7	4,021	42.1	710	7.4	186	1.9	1,978	20.7
Medical conditions	2,281	24.0	4,018	42.3	831	8.8	170	1.8	2,188	23.1
Military/veteran status	2,702	28.3	3,614	37.8	536	5.6	116	1.2	2,581	27.0
Parental status (e.g., having children)	2,182	22.9	3,751	39.3	874	9.2	174	1.8	2,563	26.9
Participation in an campus club/organization	2,963	31.1	4,189	43.9	553	5.8	124	1.3	1,706	17.9
Psychological condition	1,933	20.3	3,748	39.4	1,008	10.6	187	2.0	2,643	27.8
Physical characteristics	2,240	23.5	4,330	45.5	973	10.2	226	2.4	1,750	18.4
Physical disability	2,181	22.9	4,184	43.9	979	10.3	178	1.9	2,001	21.0
Political views	2,024	21.2	4,314	45.3	1,339	14.1	320	3.4	1,530	16.1
Race	2,442	25.6	4,519	47.4	1,123	11.8	293	3.1	1,152	12.1
Religious/spiritual views	2,182	22.9	4,450	46.7	1,167	12.3	238	2.5	1,482	15.6
Sexual orientation	2,446	25.7	4,480	47.0	880	9.2	193	2.0	1,532	16.1
Socioeconomic status	2,195	23.1	4,328	45.5	1,245	13.1	357	3.8	1,392	14.6

Note: Table includes faculty and student respondents only (n = 9,741).

One of the survey items asked Students, Trainees, and Post-Docs the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UCLA (Table 43). Seventy-six percent of Students, Trainees, and Post-Docs ($n = 6,621$) felt valued by faculty in the classroom, and 74% ($n = 6,391$) felt valued by other students in the classroom. Students, Trainees, and Post-Docs thought that UCLA faculty (72%, $n = 6,269$), staff (72%, $n = 6,244$), and administrators (61%, $n = 5,246$) were genuinely concerned with their welfare. Thirty-eight percent ($n = 3,315$) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Seventy-four percent of Students, Trainees, and Post-Docs ($n = 6,446$) had faculty they perceived as role models, and 54% ($n = 4,700$) had staff they perceived as role models. Eighty-two percent ($n = 7,113$) had academic opportunities for success that were similar to those of their classmates.

Table 43. Student, Trainee, and Post-Doc Respondents’ Perceptions of Campus Climate

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	1,767	20.3	4,854	55.8	1,317	15.1	272	3.1	491	5.6
I feel valued by other students in the classroom	1,580	18.2	4,811	55.4	1,454	16.8	223	2.6	612	7.1
I think UCLA faculty are genuinely concerned with my welfare	1,686	19.4	4,583	52.7	1,491	17.2	357	4.1	572	6.6
I think UCLA staff are genuinely concerned with my welfare	1,619	18.6	4,625	53.2	1,428	16.4	326	3.8	689	7.9
I think administrators are genuinely concerned about my welfare.	1,326	15.3	3,920	45.4	1,829	21.2	616	7.1	950	11.0
I think faculty pre-judge my abilities based on perceived identity/background	858	9.9	2,457	28.5	3,125	36.2	1,040	12.0	1,156	13.4
I believe the campus climate encourages free and open discussion of difficult topics	1,966	22.6	4,663	53.6	1,232	14.2	330	3.8	503	5.8
I have faculty who I perceive as role models	2,343	26.9	4,103	47.2	1,357	15.6	205	2.4	691	7.9
I have staff who I perceive as role models	1,396	16.1	3,304	38.1	2,228	25.7	317	3.7	1,425	16.4
I have administrators who I perceive as role models	1,014	11.7	2,539	29.4	2,656	30.7	600	6.9	1,833	21.2
I don’t see enough faculty/staff with whom I identify	1,150	13.3	2,997	34.7	2,983	34.5	645	7.5	868	10.0
I have opportunities for academic success that are similar to those of my classmates	2,117	24.4	4,996	57.7	848	9.8	232	2.7	468	5.4

Note: Table reports student, trainee, and post-doc responses only (*n* = 8,768).

Forty-eight percent of Students, Trainees, and Post-Docs ($n = 4,417$) don't see enough faculty/staff with whom they identified. Seventy seven percent of transgender respondents ($n = 10$), 63% percent of Genderqueer Students, Trainees, and Post-Docs ($n = 40$) and 52% of LGBTQ Students, Trainees, and Post-Docs ($n = 399$) did not see enough faculty and staff with whom they identified (Figure 53).

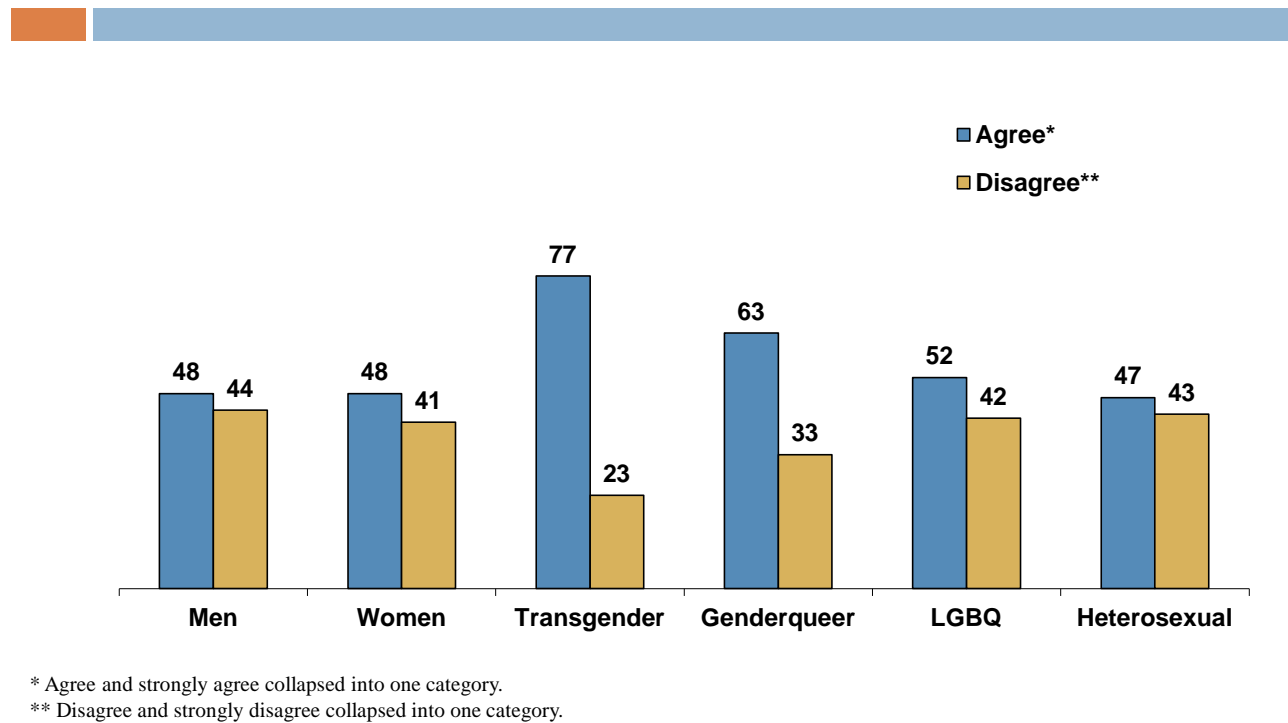


Figure 49. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Gender Identity and Sexual Orientation (%)

Fifty-three percent of Multi-Minority Students, Trainees, and Post-Docs ($n = 78$), 56% of Underrepresented Minority Students, Trainees, and Post-Docs ($n = 824$), 52% of Other People of Color Students, Trainees, and Post-Docs ($n = 2,229$) did not see enough faculty and staff with whom they identified (Figure 54).

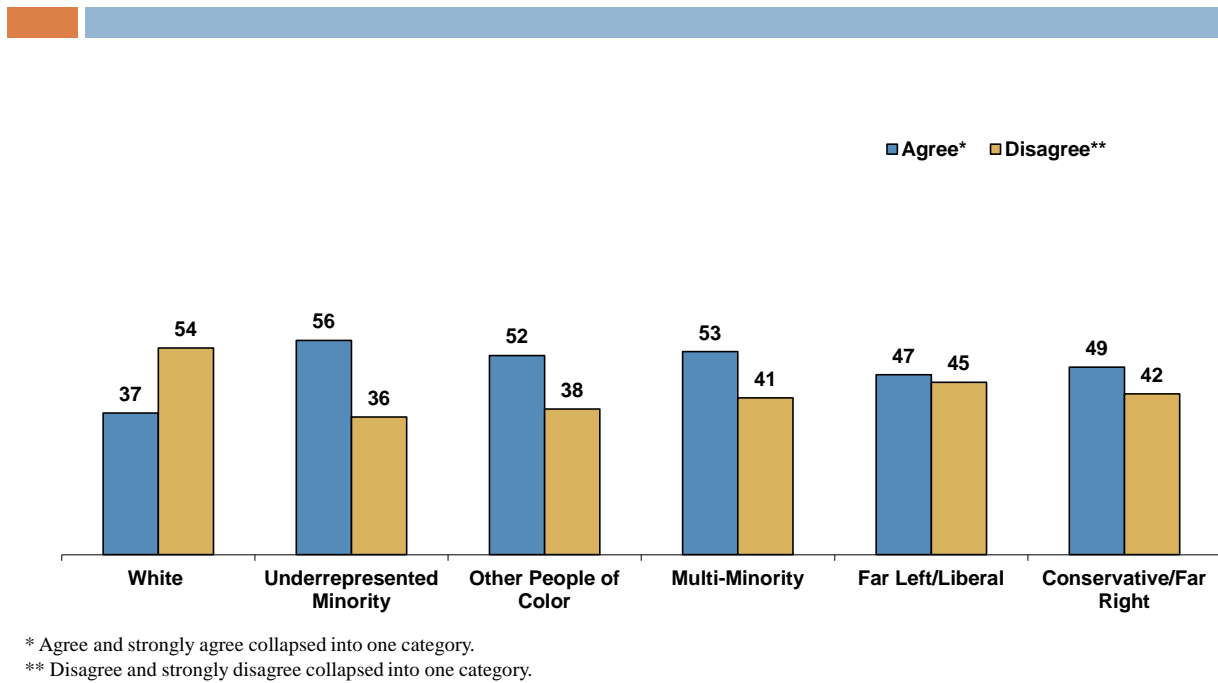


Figure 54. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Race and Political Views (%)

Fifty-four percent of Muslim Students, Trainees and Post-Docs ($n = 82$), 50% of Christian Students, Trainees, and Post-Docs ($n = 1,344$), and 53% of Other Affiliation Students, Trainees, and Post-Docs ($n = 336$) did not see enough faculty and staff with whom they identified (Figure 45) (Figure 55).

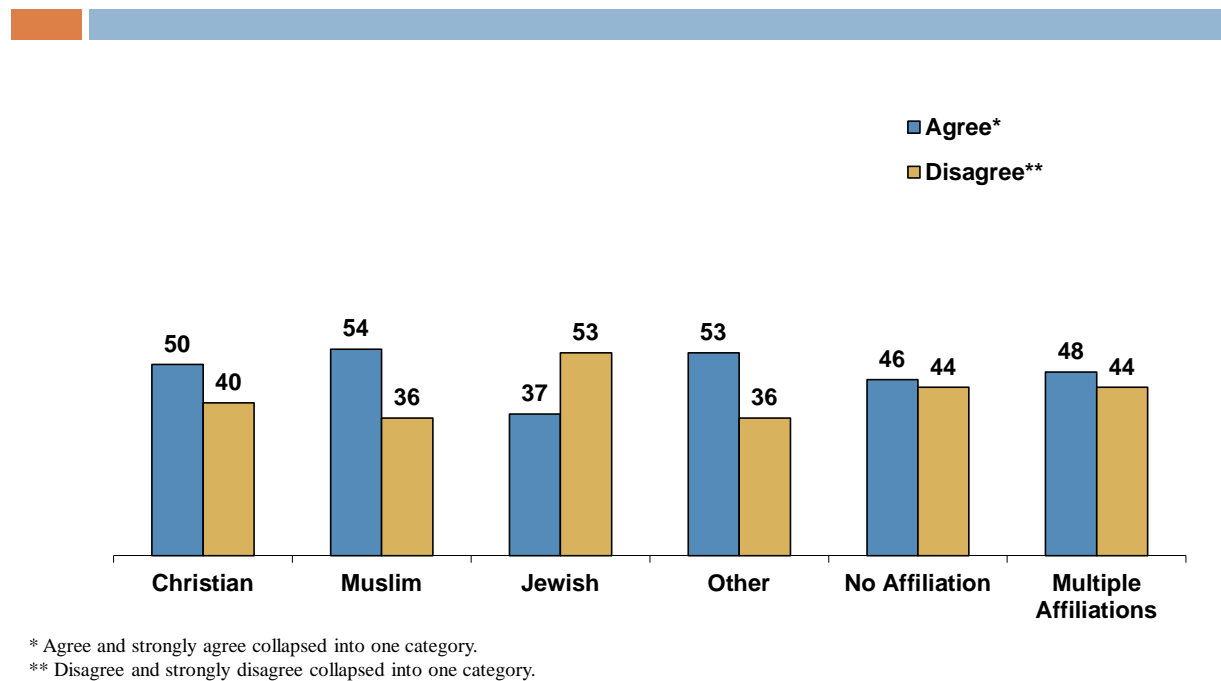


Figure 55. Students, Trainees, and Post-Docs Who Do Not See Enough Faculty and Staff with Whom They Identified by Religious/Spiritual Affiliation (%)

Students Who Have Seriously Considered Leaving UCLA

Twenty-eight percent of all respondents ($n = 3,664$) had seriously considered leaving UCLA in the past year. With regard to student respondents, 17% of Undergraduate Students ($n = 887$) and 18% of Graduate/Professional Students ($n = 523$) had seriously considered leaving UCLA.

Subsequent analyses of selected demographics for Undergraduate Students indicate that:

- By gender identity, 18% of women ($n = 578$), 18% of men ($n = 589$), 33% of transgender Undergraduate Students ($n = 9$), and 29% of genderqueer Undergraduate Students ($n = 10$) had seriously considered leaving UCLA.
- By racial identity, 15% of White Undergraduate Students ($n = 193$), 16% of Other People of Color Undergraduate Students ($n = 455$), 19% of Underrepresented Minority Undergraduate Students ($n = 197$), and 27% of Multi-Minority Undergraduate Students ($n = 27$) had seriously considered leaving UCLA.
- By sexual orientation, 20% of LGBTQ Undergraduate Students ($n = 91$) and 16% of heterosexual Undergraduate Students ($n = 689$) had seriously considered leaving UCLA.
- By generational status, 18% of First-Generation Undergraduate Students ($n = 295$) and 16% of Undergraduate Students who were not considered first-generation ($n = 589$) had seriously considered leaving UCLA.
- By citizenship status, 16% of U.S. Citizens ($n = 782$), 17% of Non-U.S. Citizens ($n = 85$), and 15% of Undocumented Residents ($n = 23$) had seriously considered leaving UCLA.
- By socioeconomic status, 19% of Low Income Undergraduate Students ($n = 380$) and 15% of Not Low Income Undergraduate Students ($n = 478$) had seriously considered leaving UCLA.
- By disability status, 14% of Undergraduate Students without disabilities ($n = 547$) and 27% of Undergraduate Students with disabilities ($n = 247$) had seriously considered leaving UCLA.

Subsequent analyses of selected demographics for Graduate/Professional Students indicate that:

- By gender identity, 20% of women ($n = 318$), 14% of men ($n = 193$), and 43% of genderqueer Graduate/Professional Students ($n = 12$) had seriously considered leaving UCLA.
- By racial identity, 18% of White Graduate/Professional Students ($n = 219$), 14% of Other People of Color Graduate/Professional Students ($n = 176$), 23% of Underrepresented Minority Graduate/Professional Students ($n = 103$), and 15% of Multi-Minority Graduate/Professional Students ($n = 6$) had seriously considered leaving UCLA.
- By sexual orientation, 25% of LGBTQ Graduate/Professional Students ($n = 75$) and 17% of heterosexual Graduate/Professional Students ($n = 411$) had seriously considered leaving UCLA.
- By generational status, 20% of First-Generation Graduate/Professional Students ($n = 121$) and 17% of Graduate/Professional Students who were not considered first-generation ($n = 399$) had seriously considered leaving UCLA.
- By citizenship status, 19% of U.S. Citizens ($n = 470$), 10% of Non-U.S. Citizens ($n = 50$), and no Undocumented Residents had seriously considered leaving UCLA.
- By socioeconomic status, 21% of Low Income Graduate/Professional Students ($n = 381$) and 12% of Not Low Income Graduate/Professional Students ($n = 127$) had seriously considered leaving UCLA.
- By disability status, 15% of Graduate/Professional Students without disabilities ($n = 327$) and 29% of Graduate/Professional Students with disabilities ($n = 150$) had seriously considered leaving UCLA.

Students were invited to elaborate on why they seriously considered leaving UCLA. Some students seriously considered leaving for personal or financial reasons. Others were homesick or too far from home. Some individuals felt that UCLA was too big, and found that “enrollment is such a nightmare.” Several students were unsure of their degree choices and career aspirations or wanted to pursue a major not available at UCLA. Some Graduate/Professional Students found it “incredibly difficult to live on a graduate salary.” Students also lamented about “Excessive stress

over academics and social interactions,” difficulty forming new friendships and finding their niches on campus. Some students felt the classes were too demanding, while others searched for more academic rigor. Some students did not want to live in a city.

Summary

By and large, students’ responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UCLA in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UCLA faculty and staff were genuinely concerned with their welfare. Seventeen percent students of all students seriously considered leaving UCLA, while 92% of all students intended to graduate from UCLA.

Institutional Actions

The survey asked Faculty, Staff, Post-Docs, and Trainees to indicate how they thought the initiatives listed in Table 44 would affect the climate at UCLA. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents chose the “Don’t Know” response for the items in this survey question.

Less than half of all Faculty, Staff, Post-Docs, and Trainees thought providing flexibility for promotion for faculty (36%, $n = 2,634$) and providing recognition and rewards for including diversity issues in courses across the curriculum (40%, $n = 2,913$) positively affects the campus climate (Table 44). Sixty-one percent ($n = 4,443$) thought providing access to counseling to those who experienced harassment positively affected the climate at UCLA. Some also thought that diversity training for staff (57%, $n = 4,156$), faculty (48%, $n = 3,478$), and students (47%, $n = 3,394$) positively affected the climate.

A number of respondents felt mentorship for new faculty (49%, $n = 3,561$) and staff (57%, $n = 4,149$) positively influenced the climate. Forty-six percent ($n = 3,274$) of respondents felt diversity and equity training to search and tenure committees positively affected the climate.

Fifty-one percent ($n = 3,640$) thought providing back-up family care would positively affect the campus climate at UCLA, and 47% ($n = 3,329$) thought providing lactation accommodations on campus would positively influence UCLA. Seventy percent of respondents ($n = 4,979$) thought providing career development opportunities for staff would positively influence the climate.

More than 500 respondents provided additional commentary regarding institutional actions at UCLA. Several respondents were unsure whether any of the initiatives were available at UCLA; some indicated the survey was “getting too long, at this point.” A number of people felt, “There needs to be a greater effort to educate staff on diversity and social justice issues.” Others, however, believed “When the emphasis moves towards promoting diversity at the expense of quality, then we begin to create another set of issues.” Some individuals believed, “Well-meaning policies can have an unintended negative effect on campus climate as ever-increasing

administrative burden on faculty impacts the time they can spend with students, mentoring, etc.” and that faculty were already burdened with too many trainings. Additionally, respondents were concerned about the initiatives’ impact on the institutional budget, citing “Funding is scarce and putting it into diversity-related training will take it from other more critical areas.”

Table 44. Faculty/Staff /Post-Docs/Trainee Perceptions of How Initiatives Would Affect the Climate at UCLA

Area	Not Currently Available at UCLA		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	196	2.7	2,634	36.0	317	4.3	176	2.4
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	116	1.6	2,777	38.2	388	5.3	124	1.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	210	2.9	2,913	40.2	489	6.8	193	2.7
Providing diversity training for staff	300	4.1	4,156	57.2	739	10.2	153	2.1
Providing diversity training for faculty	225	3.1	3,478	47.9	625	8.6	135	1.9
Providing diversity training for students	204	2.8	3,394	47.0	509	7.0	105	1.5
Providing access to counseling for people who have experienced harassment	174	2.4	4,443	61.3	306	4.2	74	1.0
Providing mentorship for new faculty	205	2.8	3,561	49.3	255	3.5	69	1.0
Providing mentorship for new staff	492	6.8	4,149	57.4	403	5.6	100	1.4
Providing a clear and fair process to resolve conflicts	311	4.3	4,501	62.6	325	4.5	159	2.2
Increasing funding to support efforts to change UCLA climate	346	4.8	3,132	43.5	648	9.0	173	2.4
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	257	3.6	2,931	40.8	738	10.3	508	7.1

Table 44 (con.)

Area	Not Currently Available at UCLA		Positively Influence the Climate		No Influence on Campus Climate		Negatively Influence Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training to search and tenure committees	170	2.4	3,274	45.8	578	8.1	215	3.0
Increasing the diversity of the faculty	157	2.2	3,873	54.0	578	8.1	153	2.1
Increasing the diversity of the staff	143	2.0	4,141	57.5	778	10.8	155	2.2
Increasing the diversity of the administration	181	2.5	4,078	56.8	673	9.4	161	2.2
Increasing the diversity of the student body	146	2.0	3,855	54.0	640	9.0	157	2.2
Providing back-up family care	374	5.2	3,640	50.7	411	5.7	91	1.3
Providing lactation accommodations	311	4.4	3,329	46.7	457	6.4	74	1.0
Providing career development opportunities for staff	273	3.8	4,979	69.6	310	4.3	102	1.4

Note: Table reports faculty, staff, post-docs, and trainees responses only (*n* = 7,881). See Appendix B for “Don’t Know” responses.

More than half of all Students and Trainees felt the courses offered at UCLA included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 45.

Table 45. Students’/Trainees’ Perception that Courses Offered at UCLA Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristics	Strongly agree		Agree		Disagree		Strongly Disagree		Don’t Know	
	n	%	n	%	n	%	n	%	n	%
Age	1,555	20.3	3,525	46.0	810	10.6	160	2.1	1,612	21.0
Ancestry	1,533	20.1	3,489	45.7	805	10.5	154	2.0	1,657	21.7
Country of origin	1,559	20.4	3,583	47.0	849	11.1	162	2.1	1,471	19.3
Educational level	1,620	21.3	3,733	49.0	793	10.4	149	2.0	1,322	17.4
English language proficiency/ accent	1,449	19.1	3,549	46.7	1,000	13.1	198	2.6	1,409	18.5
Ethnicity	1,615	21.2	3,717	48.9	752	9.9	186	2.4	1,334	17.5
Gender identity	1,532	20.1	3,274	43.1	899	11.8	240	3.2	1,660	21.8
Gender expression	1,507	19.8	3,201	42.1	927	12.2	253	3.3	1,713	22.5
Immigrant/citizen status	1,465	19.3	3,395	44.7	887	11.7	210	2.8	1,637	21.6
International Status	1,490	19.6	3,438	45.3	836	11.0	181	2.4	1,643	21.7
Learning disability	1,287	17.0	2,977	39.3	991	13.1	215	2.8	2,101	27.8
Level of education	1,527	20.2	3,588	47.3	772	10.2	168	2.2	1,523	20.1
Marital status	1,371	18.2	3,082	41.0	744	9.9	160	2.1	2,164	28.8
Medical conditions	1,393	18.5	3,052	40.5	771	10.2	134	1.8	2,193	29.1
Military/veteran status	1,403	18.6	2,901	38.5	796	10.6	137	1.8	2,304	30.6
Parental status	1,315	17.5	2,958	39.3	782	10.4	150	2.0	2,330	30.9
Philosophical Views	1,563	20.7	3,518	46.6	647	8.6	148	2.0	1,668	22.1
Psychological condition	1,375	18.2	3,146	41.7	755	10.0	149	2.0	2,116	28.1
Physical characteristics	1,434	19.0	3,287	43.6	705	9.4	144	1.9	1,970	26.1
Physical disability	1,382	18.4	3,120	41.5	818	10.9	142	1.9	2,057	27.4
Political views	1,487	19.7	3,474	46.0	746	9.9	201	2.7	1,641	21.7
Position (faculty, staff)	1,535	20.4	3,433	45.7	586	7.8	113	1.5	1,851	24.6
Race	1,652	21.9	3,536	46.9	663	8.8	204	2.7	1,489	19.7
Religious/spiritual views	1,453	19.3	3,462	45.9	771	10.2	192	2.5	1,665	22.1
Sexual orientation	1,512	20.1	3,273	43.4	807	10.7	200	2.7	1,749	23.2
Socioeconomic status	1,452	19.3	3,365	44.8	794	10.6	227	3.0	1,670	22.2

Note: Table includes only student and trainee responses (n = 8,458).

Additionally, more than half of all students believed that all but three of the initiatives listed in Table 46 would positively influence the climate. Less than half of the student respondents felt providing diversity training for students, faculty, and staff would positively influence the climate.

Many students ($n = 455$) elaborated on institutional actions regarding diversity and inclusion at UCLA. Many agreed that they were unaware of any institutional actions that might already be in place at UCLA. One respondent offered, “The above question was difficult to answer because I have not personally experienced any of the above. I can't address its impact if I have not been a beneficiary of it. I also don't even know if some of these things are available at UCLA.” Some respondents felt that “UCLA is a very diverse school, but there is still a lot of racism and biases that occur.” A number of respondents suggested that diversity cannot just be focused on race. For example, “If we keep acknowledging the differences between students solely based on race, it does nothing to unite the campus.”

While many student respondents spoke about diversity in terms of race and ethnicity, some offered their thoughts regarding other issues on campus. For instance, one person commented, “This survey is largely missing the problems with the university, for example, that it is a hierarchical, winner take all system among graduate students.” Others offered that there was not a need for more training or requirements, but for informal ways in which to connect with various students, faculty, and staff. For example, one respondent said, “I honestly believe that interacting day to day with students, faculty, and staff of different backgrounds from me has helped create a better campus climate at UCLA. By whatever means this takes place, whether that be through strategic targeting of students and faculty, affirmative action programs, or otherwise, I believe this will be a step in the right direction.” Another respondent added, “The most important thing you can do to help the campus climate is to get involved and show you care. No amount of ‘training’ or forcing curricula changes can even come close to that. There is a big difference between lip-service and action.”

Table 46. Student Perceptions of How Initiatives Would Affect the Climate at UCLA

Area	Positively Influences Climate		No Influence on Climate		Negatively Influences Climate		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	3,383	48.4	817	11.7	143	2.0	2,651	37.9
Providing diversity training for staff	3,408	46.3	596	8.1	93	1.3	3,268	44.4
Providing diversity training for faculty	3 403	46.6	588	8.0	98	1.3	3,221	44.1
Providing a person to address student complaints of classroom inequity	3,954	55.5	630	8.9	107	1.5	2,427	34.1
Increasing diversity of the faculty and staff	4,659	62.5	948	12.7	205	2.8	1,639	22.0
Increasing the diversity of the student body	4,882	65.4	923	12.4	287	3.8	1,378	18.4
Increasing opportunities for cross-cultural dialogue among students	5,257	71.2	620	8.4	74	1.0	1,437	19.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	5,053	68.9	608	8.3	82	1.1	1,590	21.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	4,763	64.8	740	10.1	208	2.8	1,635	22.3
Providing effective faculty mentorship of students	5,315	73.1	442	6.1	46	0.6	1,463	20.1

Note: Table reports student responses only (*n* = 8,361).

Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UCLA does, and should, promote diversity to shape campus climate.

Next Steps

Embarking on this system-wide assessment is further evidence of University of California's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect in every campus and location in the system. The primary purpose of this report was to assess the climate within UCLA including how members of the community felt about issues related to inclusion and work-life issues. At a minimum the results add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UCLA community. However, assessments and reports are not enough. A projected plan to develop strategic actions and subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to the UCLA members when the project was initiated. Therefore, each campus/location should develop strategies unique to the results of their respective assessments. Also, as recommended by previous reports (Parsky & Hume, 2007) and by this project's initiators, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Crosstabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey

Appendix A
UCLA - Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student*		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender Identity	Unknown/Missing	10	0.19%	7	0.23%	58	0.95%	12	0.87%	2	0.49%	89	0.55%
	Man	2055	38.18%	1376	46.19%	2041	33.49%	800	57.97%	229	56.27%	6501	40.03%
	Woman	3253	60.44%	1554	52.17%	3936	64.59%	556	40.29%	172	42.26%	9471	58.31%
	Transgender	5	0.09%	5	0.17%	8	0.13%	1	0.07%	0	0.00%	19	0.12%
	Genderqueer	33	0.61%	25	0.84%	29	0.48%	6	0.43%	2	0.49%	95	0.58%
	Multiple or Other	26	0.48%	12	0.40%	22	0.36%	5	0.36%	2	0.49%	67	0.41%
Racial Identity	Unknown/Missing/Other	61	1.13%	37	1.24%	155	2.54%	38	2.75%	7	1.72%	298	1.83%
	White	1263	23.47%	1235	41.46%	2306	37.84%	846	61.30%	145	35.63%	5795	35.68%
	Underrepresented Minority	1020	18.95%	441	14.80%	1866	30.62%	145	10.51%	35	8.60%	3507	21.59%
	Other Person of Color	2936	54.55%	1225	41.12%	1691	27.75%	341	24.71%	215	52.83%	6408	39.45%
	Multi-Minority	102	1.90%	41	1.38%	76	1.25%	10	0.72%	5	1.23%	234	1.44%
Sexual Identity	Unknown/Missing	71	1.32%	30	1.01%	288	4.73%	33	2.39%	13	3.19%	435	2.68%
	LGBQ	453	8.42%	301	10.10%	485	7.96%	119	8.62%	20	4.91%	1378	8.48%
	Heterosexual	4394	81.64%	2487	83.48%	4907	80.52%	1182	85.65%	345	84.77%	13315	81.98%
	Other	464	8.62%	161	5.40%	414	6.79%	46	3.33%	29	7.13%	1114	6.86%

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are men)

		Undergraduate Student		Graduate Student		Staff		Faculty		Postdoc/Trainee		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	24	0.45%	10	0.34%	34	0.56%	8	0.58%	2	0.49%	78	0.48%
	US Citizen	4790	89.00%	2434	81.71%	5986	98.23%	1344	97.39%	253	62.16%	14807	91.16%
	Non-US Citizen	502	9.33%	527	17.69%	72	1.18%	28	2.03%	151	37.10%	1280	7.88%
	Undocumented	66	1.23%	8	0.27%	2	0.03%	0	0.00%	1	0.25%	77	0.47%
Disability Status	Unknown/Missing	512	9.51%	199	6.68%	348	5.71%	85	6.16%	35	8.60%	1179	7.26%
	No Disability	3945	73.30%	2259	75.83%	5006	82.15%	1111	80.51%	328	80.59%	12649	77.88%
	Disability	925	17.19%	521	17.49%	740	12.14%	184	13.33%	44	10.81%	2414	14.86%
Religious/Spiritual Affiliation	Unknown/Missing	183	3.40%	91	3.05%	351	5.76%	71	5.14%	15	3.69%	711	4.38%
	Christian	1886	35.04%	748	25.11%	2746	45.06%	329	23.84%	99	24.32%	5808	35.76%
	Muslim	88	1.64%	56	1.88%	57	0.94%	14	1.01%	12	2.95%	227	1.40%
	Jewish	160	2.97%	142	4.77%	264	4.33%	141	10.22%	20	4.91%	727	4.48%
	Other	400	7.43%	207	6.95%	306	5.02%	71	5.14%	35	8.60%	1019	6.27%
	None	2318	43.07%	1501	50.39%	2040	33.48%	659	47.75%	205	50.37%	6723	41.39%
	Multiple	347	6.45%	234	7.85%	330	5.42%	95	6.88%	21	5.16%	1027	6.32%

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduates that are male)

Appendix B PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1

What is your primary position at UCLA? (Question 1)

Position	n	%
Undergraduate Student	5382	33.1
Started at UCLA as first year student	3772	70.1
Transferred from a California community college	1117	20.8
Transferred from another institution	137	2.5
Missing	356	6.6
Graduate/Professional Student	2979	18.3
Non-Degree	11	0.4
Master's degree student	1057	35.5
Doctoral degree student (Ph.D., Ed.D.)	1332	44.7
Professional degree student (e.g., MD, JD, MBA)	409	13.7
Missing	170	5.7
Postdoctoral scholar	310	1.9
Health Sciences Campus Trainees	97	0.6
Staff – non-Union	3861	23.8
Senior Management Group	46	1.2
Management & Senior Professionals - Supervisor	676	17.5
Management & Senior Professionals – Non- Supervisor	253	6.6
Professional & Support Staff – Non-Union & Supervisor	804	20.8
Professional & Support Staff – Non-Union & Non-Supervisor	1595	41.3
Missing	487	12.6
Staff- Union	1850	11.4
Professional & Support Staff – Union represented & Supervisor	292	15.8
Professional & Support Staff – Union Represented & Non-Supervisor	1250	67.6
Missing	308	16.6

Table B1 (cont.)

	n	%
Faculty	1380	8.5
Faculty Administrator	97	7.0
General Campus Faculty	627	45.4
Professor	269	
<i>Ladder Rank</i>	187	
<i>Acting</i>	2	
<i>Adjunct</i>	5	
<i>In Residence</i>	1	
<i>Emeritus</i>	9	
<i>Recall</i>	11	
Associate Professor	109	
<i>Ladder and Equivalent Rank</i>	91	
<i>Visiting</i>	1	
<i>Adjunct</i>	4	
<i>In Residence</i>	3	
<i>Emeritus</i>	1	
<i>Recall</i>	1	
Assistant Professor	96	
<i>Ladder Rank</i>	73	
<i>Acting</i>	3	
<i>Visiting</i>	5	
<i>Adjunct</i>	6	
<i>In Residence</i>	1	
Other Faculty appointment	153	
Health Sciences Campus Faculty	402	29.1
Professor	151	
<i>Ladder Rank</i>	54	
<i>In Residence</i>	24	
<i>Clinical</i>	16	
<i>Health Sciences Clinical</i>	10	
<i>Emeritus</i>	10	
<i>Recall</i>	2	

Table B1 (cont.)	n	%
Associate Professor	69	
<i>Ladder and Equivalent Rank</i>	10	
<i>In Residence</i>	17	
<i>Clinical</i>	8	
<i>Visiting</i>	1	
<i>Adjunct</i>	13	
<i>Health Sciences Clinical</i>	17	
<i>Recall</i>	1	
Assistant Professor	125	
<i>Ladder and Equivalent Rank</i>	18	
<i>In Residence</i>	17	
<i>Clinical</i>	10	
<i>Acting</i>	1	
<i>Visiting</i>	2	
<i>Adjunct</i>	22	
<i>Health Sciences Clinical</i>	49	
Other Faculty appointment	56	
Missing	254	18.4
Other Academic Series (e.g. Librarian, Continuing Educator, Reader, Research titles)	383	2.4

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories as indicated. Due to the large number of missing responses for the third and four-level categories, no percentages are provided.

Table B2

Staff only: What is your primary employment status with UCLA? (Question 2)

Status	n	%
Career (including partial-year career) employee	5195	85.2
Contract employee	408	6.7
Limited appointment employee/term employment	152	2.5
Per Diem employee	60	1.0
Floater (temporary services) employee	17	0.3
Academic employee	191	3.1
Missing	71	1.2

Note: Table includes only those who answered that they were staff in Question 1 (n = 6094)

Table B3

Staff only: What is your primary campus location with UCLA? (Question 3)

Status	n	%
Health Sciences/Medical Center	2209	36.2
General Campus	3741	61.4
Missing	144	2.4

Note: Table includes only those who answered that they were staff in Question 1 (n = 6094)

Table B4

Are you full-time or part-time in that primary status? (Question 4)

Status	n	%
Full-time	15306	94.2
Part time	909	5.6
Missing	27	0.2

Table B5

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	6584	40.5
Female	9558	58.8
Intersex	10	0.1
Missing	90	0.6

Table B6

What is your gender/gender identity? (mark all that apply)
(Question 27)

Gender	n	%
Man	6540	40.3
Woman	9519	58.6
Transgender	24	0.1
Genderqueer	101	0.6
Other	61	0.4

Table B7

What is your race/ethnicity (If you are of a multi-racial/multi-ethnic identity, mark all that apply)?
(Question 28)

Position	n	%	Position	n	%
African American/ African/Black	1019	6.3	Puerto Rican	67	0.4
African American	723	4.5	Other Hispanic, Latin American, or of Spanish origin	433	2.7
African	73	0.4	Middle Easter/Southwest Asian/North African	945	5.8
Black Caribbean	75	0.5	Afghan	14	0.1
Other African/African American/Black	134	0.8	Arab/Arab American	116	0.7
American Indian/ Alaskan Native	245	1.5	Armenian	153	0.9
Tribal Affiliation/corporation	126	0.8	Assyrian	11	0.1
Asian/Asian American	5689	35.0	Azerbaijani	4	0.0
Asian Indian	499	3.1	Berber	6	0.0
Bangladeshi	17	0.1	Circassian	4	0.0
Cambodian	49	0.3	Chaldean	4	0.0
Chinese/Chinese American (except Taiwanese)	2254	13.9	Coptic	20	0.1
Filipino/Filipino American	698	4.3	Druze	3	0.0
Hmong	13	0.1	Georgian	2	0.0
Indonesian	64	0.4	Iranian	235	1.4
Japanese/Japanese American	515	3.2	Jewish	360	2.2
Korean/Korean American	645	4.0	Kurdish	4	0.0
Laotian	19	0.1	Maronite	10	0.1
Malaysian	22	0.1	Turkish	32	0.2
Pakistani	51	0.3	Other Middle Eastern/ Southwest Asian/North African	76	0.5
Sri Lankan	20	0.1	Pacific Islander	96	0.6
Taiwanese/ Taiwanese American	567	3.5	Fijian	10	0.1
Thai	75	0.5	Guamanian/Chamorro	13	0.1
Vietnamese/Vietnamese American	514	3.2	Hawaiian	43	0.3
Other Asian	91	0.6	Samoan	11	0.1
Hispanic/Latino	2678	16.5	Tongan	2	0.0
Cuban/Cuban American	59	0.4	Other Pacific Islander	17	0.1
Latin American/Latino	553	3.4	White	7241	44.6
Mexican/Mexican American/Chicano	1707	10.5	European/European descent	6215	38.3
			North African	56	0.3
			Other White/Caucasian	578	3.6
			Other	128	0.8

Note: Percentages may not sum to 100% due to multiple responses. Respondents had the option to choose any category, and were not required to select the primary category in order to select a sub-category. Any respondent that selected only a sub-category was automatically coded into the primary category. Because of this variation in response, percentages are not provided for the sub-categories.

Table B8

Which term best describes your sexual orientation?
 (Question 29)

Sexual Identity	n	%
Asexual	742	4.7
Bisexual	416	2.6
Gay	605	3.7
Heterosexual	13315	82.0
Lesbian	174	1.1
Queer	183	1.1
Questioning	152	0.9
Other	220	1.4
Missing	435	2.7

Table B9

What is your age? (Question 30)

Age	n	%
18-20	3337	20.5
21-23	2236	13.8
24-29	2862	17.6
30-39	2929	18.0
40-49	2008	12.4
50-59	1803	11.1
60 and over	929	5.7
Missing	138	0.8

Table B10

Do you have substantial parenting or caregiving responsibility for any of the following people? (mark all that apply)
 (Question 31)

Group	n	%
No one	11524	71.0
Children 18 years of age or under	2897	17.8
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	794	4.9
Independent adult children over 18 years of age	282	1.7
Sick or disabled partner	166	1.0
Senior or other family member	1322	8.1
Other	117	0.7

Note: Percentages may not sum to 100% due to multiple responses

Table B11

Are/were you a member of the U.S. armed forces? (Question 32)

Member Status	n	%
I have not been in the military	15679	96.5
Active military	31	0.2
Reservist	55	0.3
ROTC	47	0.3
Veteran	210	1.3
Missing	220	1.4

Table B12

Students Only: What is the highest level of education achieved by your primary parent(s)/guardian(s)?
 (Question 33)

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	526	6.3	549	6.6
Some high school	456	5.5	452	5.4
Completed high school/GED	942	11.3	981	11.7
Some college	931	11.1	931	11.1
Business/Technical certificate/degree	200	2.4	222	2.7
Associate’s degree	337	4.0	426	5.1
Bachelor’s degree	1965	23.5	2130	25.5
Some graduate work	202	2.4	278	3.3
Master’s degree	1329	15.9	1224	14.6
Doctoral degree	628	7.5	326	3.9
Professional degree (MD, MFA, JD)	735	8.8	551	6.6
Unknown	46	0.6	99	1.2
Not applicable	41	0.5	104	1.2
Missing	23	0.3	88	1.1

Note: Table includes only those who answered that they were students in Question 1 (n = 8361).

Table B13

Staff Only: What is your highest completed level of education? (Question 34)

Level of Education	n	%
No high school	24	0.4
Some high school	47	0.8
Completed high school/GED	197	3.2
Some college	734	12.0
Business/Technical certificate/degree	226	3.7
Associate’s degree	331	5.4
Bachelor’s degree	2102	34.5
Some graduate work	366	6.0
Master’s degree	1281	21.0
Doctoral degree	435	7.1
Professional degree (e.g. MD, JD, DVM)	307	5.0
Missing	44	0.7

Note: Table includes only those who answered that they were staff in Question 1 (n = 6094)

Table B14

Undergraduate Students Only: Where are you in your college career? (Question 35)

College Status	n	%
Non-degree student	15	0.3
First year	1500	27.9
Second year	1051	19.5
Third year	1453	27.0
Fourth year	1136	21.1
Fifth year or more	222	4.1
Missing	5	0.1

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 5382).

Table B15

Graduate/Professional Students Only: Where are you in your college career? (Question 36)

College Status	n	%
Master's student	1141	38.3
First year	586	51.4
Second year	413	36.2
Third (or more) year	77	6.7
Doctoral Student	1835	61.6
First year	391	21.3
Second year	376	20.5
Third (or more) year	484	26.4
Advanced to Candidacy	242	13.2
ABD (all but dissertation)	271	14.8
Missing	3	0.1

Note: Table includes only those who answered that they were graduate/professional students in Question 1 (n = 2979).

Table B16

Post-docs/Trainees Only: Where are you in your career at UCLA? (Question 37)

College Status	n	%
First year	98	31.6
Second year	64	20.6
Third year	44	14.2
Fourth year	25	8.1
Fifth year or more	71	22.9
Missing	8	2.6

Note: Table includes only those who answered that they were undergraduate students in Question 1 (n = 310).

Table B17

Post-docs/Faculty Only: With which academic or administrative work unit are you primarily affiliated at this time?
 (Question 38)

Academic division	n	%
College of Letters and Sciences		
Humanities Division	190	11.6
Applied Linguistics and TESL	2	0.1
Art History	13	0.8
Asian Languages and Cultures	19	1.2
Classics	7	0.4
Comparative Literature	3	0.2
English	42	2.6
French and Francophone Studies	5	0.3
Germanic Languages	4	0.2
Italian	3	0.2
Linguistics	11	0.7
Musicology	6	0.4
Near Eastern Languages and Cultures	9	0.5
Philosophy	7	0.4
The Scandinavian Section	3	0.2
Slavic Languages and Literatures	5	0.3
Spanish and Portuguese	5	0.3
Life Sciences Division	111	6.8
Ecology and Evolutionary Biology	16	1.0
Integrative Biology and Physiology	18	1.1
Molecular, Cell and Developmental Biology	21	1.3
Psychology	36	2.2
Physical Sciences Division	161	9.8
Atmospheric and Oceanic Sciences	16	1.0
Chemistry and Biochemistry	24	1.4
Earth and Space Sciences	23	1.4
Mathematics	36	2.2
Physics and Astronomy	36	2.2
Statistics	4	0.2
Social Sciences Division	153	9.4
Anthropology	11	0.7
Asian-American Studies	3	0.2
Chicana/o Studies	7	0.4
Communication Studies	4	0.2
Economics	16	1.0
Geography	11	0.7

Table B17 (cont.)

	n	%
History	15	0.9
Political Science	20	1.2
Sociology	15	0.9
Women’s Studies	2	0.1
Professional Schools		
School of Arts and Architecture	49	3.0
Architecture and Urban Design	7	0.4
Art	7	0.4
Design Media Arts	4	0.2
Ethnomusicology	7	0.4
Music	9	0.5
World Arts and Cultures	10	0.6
Graduate School of Ed and Information Studies	60	3.7
Education	46	2.7
Information Studies	5	0.3
Henry Samueli School of Engineering and Applied Science	101	6.2
Bioengineering	9	0.5
Chemical & Biomolecular Engineering	4	0.2
Civil and Environmental Engineering	16	1.0
Computer Science	11	0.7
Electrical Engineering	25	1.5
Materials Science and Engineering	3	0.2
Mechanical and Aerospace Engineering	19	1.1
School of Law	34	2.1
Anderson School of Management	33	2.0
Luskin School of Public Affairs	26	1.6
Public Policy	3	0.2
Social Welfare	6	0.4
Urban Planning	14	0.8
School of Theater, Film and Television	25	1.6
Film, Television and Digital Media	14	0.8
Theater	8	0.5
School of Nursing	26	1.6
School of Dentistry	62	3.8
Fielding School of Public Health	56	3.4
Biostatistics	7	0.4
Community Health Sciences	14	0.8
Environmental Health Sciences	8	0.5
Epidemiology	9	0.5
Health Services	12	0.7

Table B17 (cont.)

	n	%
David Geffen School of Medicine	549	33.6
Neurobiology	13	0.8
Human genetics	6	0.4
Biological chemistry	18	1.2
Biomathematics	1	0.1
Molecular & medical pharmacology	21	1.4
Physiology	3	0.2
Anesthesiology	14	0.9
Family medicine	13	0.8
Medicine-cardiology	12	0.7
Medicine-dermatology	3	0.2
Medicine-endocrinology	5	0.3
Medicine-gastroenterology	15	1.0
Medicine-hematology-oncology	7	0.5
Medicine-infectious disease	9	0.6
Medicine-nephrology	1	0.1
Medicine-pulmonary disease	7	0.5
Medicine-rheumatology	4	0.3
Medicine-va wadsworth med ctr	6	0.4
Medicine-cia	2	0.1
Medicine-san fernando valley prog	4	0.3
Medicine-center for human nutrition	1	0.1
Medicine-nano medicine	1	0.1
Neurology	25	1.6
Neurology-ioni	2	0.1
Obstetrics & gynecology	7	0.5
Pathology department administration	1	0.1
Pathology laboratory medicine	22	1.4
Pathology outreach	0	0.0
Pediatrics-child health policy	3	0.2
Pediatrics-pain program	0	0.0
Pediatrics-allergy/immunology	2	0.1
Pediatrics-endocrinology	0	0.0
Pediatrics-gastroenterology	1	0.1
Pediatrics-hematology/oncology	2	0.1
Pediatrics-infectious diseases	2	0.1
Pediatrics-neonatology	5	0.3
Pediatrics-neurology	4	0.3
Psychiatry/biobehavioral sci	54	3.5
Radiation oncology	6	0.4
Radiological sciences	24	1.6

Table B17 (cont.)

	n	%
Surgery - orthopedic surgery	14	0.9
Surgery-general	12	0.8
Surgery-head & neck	7	0.5
Surgery-neuro	7	0.5
Surgery-oncology	2	0.1
Surgery-cardiothoracic	1	0.1
Urology	5	0.3
Surgery-liver and panc. Transplant	2	0.1
Brain research institute	1	0.1
Jules stein eye institute	15	1.0
Neuropsychiatric institute	10	0.6
Crump institute for molecular imaging	2	0.1
Institute for genomics and proteomics	1	0.1
Institute for molecular medicine	0	0.0

Note: Table includes only those who indicated they were faculty or post-docs (n= 1690) in Question 1.

Note: Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

Table B18

Staff Only: With which work unit are you primarily affiliated at this time?
(Question 39)

Academic Unit	n	%
UCLA Campus		
Academic Personnel Office	10	0.2
Academic Planning and Budget	11	0.2
Academic Senate Office	5	0.1
Administration Service Centers – North and South	25	0.4
Administrative Policies and Compliance	7	0.1
Anderson School of Management	107	1.8
Audit & Advisory Services	11	0.2
Campus Human Resources	54	0.9
Campus Service Enterprises	36	0.6
Capital Programs	33	0.5
Central Ticket Office	9	0.1
Chancellor’s Office	35	0.6
College -- Division of Humanities	62	1.0
College -- Division of Life Sciences	111	1.8
College -- Division of Physical Sciences	165	2.7
College -- Division of Social Sciences	75	1.2
College -- Division of Undergraduate Education	76	1.2
Corporate Financial Services	48	0.8
Environmental Health and Safety	25	0.4
Events & Transportation	82	1.3
External Affairs—Advancement Services	23	0.4
External Affairs—Alumni Relations	24	0.4
External Affairs—Communications and Public Outreach	34	0.6
External Affairs—Development	104	1.7
External Affairs—Government & Community Relations	8	0.1
Facilities Management	109	1.8
Fielding School of Public Health	97	1.6
Financial & Administrative Services	59	1.0
Graduate Division	36	0.6
Graduate School of Education and Information Studies	132	2.2
Henry Samueli School of Engineering and Applied Science	90	1.5
Housing and Hospitality Services	219	3.6

Table B18 (cont.)

	n	%
Information Technology Services	130	2.1
Institute of American Cultures	23	0.4
Intellectual Property & Industry-Sponsored Research	12	0.2
Intercollegiate Athletics	57	0.9
International Institute and Studies	37	0.6
Legal Affairs	5	0.1
Luskin School of Public Affairs	27	0.4
Office of Information Technology	20	0.3
Research Administration	85	1.4
School of Arts & Architecture	77	1.3
School of Dentistry	46	0.8
School of Law	82	1.3
School of Nursing	36	0.6
School of Theater, Film and Television	56	0.9
Student Affairs Administration	97	1.6
Student Affairs—Cultural & Recreational Affairs	39	0.6
Student Affairs—Dean of Students/Campus Life	36	0.6
Student Affairs—Enrollment Management	47	0.8
Student Affairs—Residential & Student Life	50	0.8
Student Health Services	37	0.6
UC Police Department – Los Angeles	31	0.5
UCLA Extension & Continuing Education	160	2.6
University Library	182	3.0
Other	487	8.0
UCLA Health Sciences		
Ronald Reagan UCLA Medical Center	808	13.3
Santa Monica-UCLA Medical Center and Orthopedic Hospital	242	4.0
Resnick Neuropsychiatric Hospital	96	1.6
Mattel Children’s Hospital	29	0.5
UCLA Faculty Practice Group	140	2.3
David Geffen School of Medicine at UCLA	791	13.0
Veterans Administration	5	0.1
Olive View – UCLA Medical Center	9	0.1
Harbor – UCLA Medical Center	2	0.0
Cedars-Sinai	0	0.0
Missing	191	3.1

Note: Table includes only those who indicated they were staff in Question 1 (n = 6094).

Table B19

Undergraduate Students Only: What is your academic major? (Question 40)

Academic Unit	n	%
School of Arts and Architecture		
Architectural Studies	6	0.1
Art	37	0.7
Design Media Arts	28	0.5
Ethnomusicology	13	0.2
Music	16	0.3
World Arts and Culture	30	0.6
Henry Samueli School of Engineering and Applied Science (EN)		
Aerospace Engineering	26	0.5
Bioengineering	51	0.9
Chemical Engineering	76	1.4
Civil Engineering	74	1.4
Computer Science and Engineering	136	2.5
Electrical Engineering	112	2.1
Materials Engineering	17	0.3
Mechanical Engineering	71	1.3
Undeclared – Engineering and Applied Sciences	18	0.3
College of Letters and Sciences (LS)		
African Languages	2	0.0
Afro-American Studies	12	0.2
American Indian Studies	2	0.0
American Literature and Culture	14	0.3
Ancient Near Eastern Civilizations	2	0.0
Anthropology	192	3.6
Applied Linguistics	10	0.2
Applied Mathematics	64	1.2
Arabic	1	0.0
Art History	38	0.7
Asian American Studies	21	0.4
Asian Humanities	5	0.1
Asian Religions	0	0.0
Astrophysics	28	0.5
Atmospheric, Oceanic, and Environmental Science	12	0.2
Biochemistry	193	3.6
Biology	277	5.1
Biophysics	8	0.1

Table B19 (cont.)

	n	%
Business Economics	215	4.0
Central and East European Languages and Cultures	2	0.0
Chemistry	65	1.2
Chemistry, General	5	0.1
Chemistry/Materials Science	8	0.1
Chicana and Chicano Studies	25	0.5
Chinese	5	0.1
Classic Civilization	7	0.1
Cognitive Science	30	0.6
Communication Studies	88	1.6
Comparative Literature	11	0.2
Computational and Systems Biology	10	0.2
Cybernetics	2	0.0
Earth and Environmental Science	10	0.2
Earth Sciences	1	0.0
East Asian Studies	9	0.2
Ecology, Behavior, and Evolution	12	0.2
Economics	141	2.6
Economics/International Area Studies	1	0.0
English	202	3.8
English/Greek	0	0.0
English/Latin	0	0.0
Environmental Science	75	1.4
European Studies	1	0.0
French	6	0.1
French and Linguistics	2	0.0
Gender Studies	32	0.6
Geography	29	0.5
Geography/Environmental Studies	41	0.8
Geology	8	0.1
Geology (Engineering Geology)	4	0.1
Geology (Paleobiology)	3	0.1
Geophysics (Applied Geophysics)	3	0.1
Geophysics (Geophysics & Space Physics)	1	0.0
German	2	0.0
Global Studies	35	0.7
Greek	0	0.0
Greek and Latin	0	0.0
Hebrew	1	0.0
History	161	3.0

Table B19 (cont.)

	n	%
History/Art History	0	0.0
Human Biology and Society	48	0.9
Individual Field of Concentration	0	0.0
International Development Studies	71	1.3
Iranian Studies	1	0.0
Italian	1	0.0
Italian and Special Fields	2	0.0
Japanese	17	0.3
Jewish Studies	3	0.1
Korean	0	0.0
Latin	0	0.0
Latin American Studies	4	0.1
Linguistics	24	0.4
Linguistics and Anthropology	3	0.1
Linguistics and Asian Languages and Cultures	1	0.0
Linguistics and Computer Science	11	0.2
Linguistics and East Asian Languages and Cultures	0	0.0
Linguistics and English	1	0.0
Linguistics and French	1	0.0
Linguistics and Italian	3	0.1
Linguistics and Philosophy	2	0.0
Linguistics and Psychology	11	0.2
Linguistics and Scandinavian Languages	0	0.0
Linguistics and Spanish	2	0.0
Marine Biology	14	0.3
Mathematics	54	1.0
Mathematics/Applied Science	50	0.9
Mathematics/Atmospheric and Oceanic Sciences	0	0.0
Mathematics/Economics	80	1.5
Mathematics for Teaching	6	0.1
Mathematics of Computation	12	0.2
Mathematics, General	4	0.1
Microbiology and Molecular Genetics	1	0.0
Microbiology, Immunology, and Molecular Genetics	121	2.2
Middle Eastern and North African Studies	3	0.1
Middle Eastern Studies	3	0.1

Table B19 (cont.)

	n	%
Molecular, Cell, and Developmental Biology	93	1.7
Music History	6	0.1
Near Eastern Studies	1	0.0
Neuroscience	149	2.8
Philosophy	66	1.2
Physics	58	1.1
Physics, General	4	0.1
Physiological Science	182	3.4
Plant Biology	0	0.0
Plant Biotechnology	0	0.0
Political Science	213	4.0
Portuguese	0	0.0
Pre-applied Mathematics	1	0.0
Pre-business Economics	45	0.8
Pre-cognitive Science	2	0.0
Pre-computational and Systems Biology	0	0.0
Pre-cybernetics	0	0.0
Pre-economics	8	0.1
Pre-economics/International Area Studies	0	0.0
Pre-global Studies	3	0.1
Pre-history	1	0.0
Pre-human Biology and Society	4	0.1
Pre-international Development Studies	6	0.1
Pre-linguistics/Computer Science	0	0.0
Pre-mathematics	0	0.0
Pre-mathematics/Applied Science	3	0.1
Pre-mathematics/Economics	0	0.0
Pre-mathematics for Teaching	0	0.0
Pre--mathematics of Computation	0	0.0
Pre-microbiology, Immunology, and Molecular Genetics	6	0.1
Pre-political Science	51	0.9
Pre-psychobiology	90	1.7
Pre-psychology	115	2.1
Pre-sociology	12	0.2
Pre-statistics	1	0.0
Psychobiology	93	1.7
Psychology	213	4.0
Russian Language and Literature	1	0.0
Russian Studies	0	0.0

Table B19 (cont.)	n	%
Scandinavian Languages	0	0.0
Scandinavian Languages and Cultures	0	0.0
Slavic Languages and Literatures	0	0.0
Sociology	144	2.7
Southeast Asian Studies	1	0.0
Spanish	22	0.4
Spanish and Community and Culture	6	0.1
Spanish and Linguistics	6	0.1
Spanish and Portuguese	3	0.1
Statistics	22	0.4
Study of Religion	6	0.3
Undeclared	79	1.5
Undeclared-Humanities	73	1.4
Undeclared-Life Sciences	80	1.5
Undeclared-Physical Sciences	20	0.4
Women's Studies	0	0.0
School of Theater, Film and Television (TF)		
Film and Television	16	0.3
Individual Field	0	0.0
Theater	24	0.4
School of Nursing (NS)		
Nursing – Generic/Pre-license	37	0.7
Nursing-R.N. to B.S./Post-licensure	1	0.0
Other	0	0.0
Missing	13	0.2

Note: Table includes only those who indicated they were students in Question 1 (n = 5382).

Table B20

Graduate/Professional Students Only: What is your academic program? (Question 41)

Academic Unit	n	%
Graduate Division (GD)		
ACCESS Program	13	0.4
Aerospace Engineering	10	0.3
African Studies	3	0.1
Afro-American Studies	0	0.0
American Indian Studies	3	0.1
Anatomy and Cell Biology	0	0.0
Anthropology	32	1.1
Applied Linguistics	10	0.3
Applied Linguistics and Teaching		
English as a Second Language	0	0.0
Archaeology Architecture Art	27	0.9
Art History	14	0.5
Asian American Studies	8	0.3
Asian Languages and Cultures	7	0.2
Astronomy	10	0.3
Atmospheric and Oceanic Sciences	18	0.6
Atmospheric Sciences	4	0.1
Biochemistry and Molecular Biology	22	0.7
Bioinformatics	4	0.1
Biological Chemistry	7	0.2
Biology	35	1.2
Biomathematics	3	0.1
Biomedical Engineering	58	1.9
Biomedical Physics	7	0.2
Biostatistics	18	0.6
Cellular and Molecular Pathology	3	0.1
Chemical Engineering	18	0.6
Chemistry	48	1.6
Chicana and Chicano Studies	0	0.0
Civil Engineering	38	1.3
Classics	9	0.3
Clinical Research	0	0.0
Comparative Literature	7	0.2
Computer Science	85	2.9
Conservation of Archeological and Ethnographic Materials	7	0.2

Table B20 (cont.)

	n	%
Culture and Performance	11	0.4
Dance	1	0.0
Design Media Arts	6	0.2
East Asian Languages and Cultures	0	0.0
East Asian Studies	1	0.0
Economics	35	1.2
Education	199	6.7
Electrical Engineering	110	3.7
Engineering	12	0.4
English	31	1.0
Environmental Health Sciences	11	0.4
Environmental Science and Engineering	8	0.3
Epidemiology	38	1.3
Ethnomusicology	13	0.4
Experimental Pathology	0	0.0
Film and Television	74	2.5
Financial Engineering (M.F.E.)	7	0.2
French and Francophone Studies	6	0.2
Gender Studies	2	0.1
Geochemistry	8	0.3
Geography	24	0.8
Geology	12	0.4
Geophysics and Space Physics	21	0.7
Germanic Languages	7	0.2
Greek	0	0.0
Health Economics	1	0.0
Health Services	22	0.7
Hispanic Languages and Literatures	7	0.2
History	43	1.4
Human Genetics	2	0.1
Indo-European Studies	0	0.0
Information Studies (Ph.D.)	15	0.5
Islamic Studies	1	0.0
Italian	6	0.2
Latin	0	0.0
Latin American Studies	3	0.1
Library and Information Science (M.L.I.S.)	24	0.8
Linguistics	10	0.3
Management	328	11.0
Manufacturing Engineering	0	0.0

Table B20 (cont.)

	n	%
Materials Science and Engineering	22	0.7
Mathematics	43	1.5
Mechanical Engineering	29	1.0
Microbiology and Immunology	9	0.3
Molecular and Medical Pharmacology	9	0.3
Molecular Biology	16	0.5
Molecular, Cell, and Developmental Biology	10	0.3
Molecular, Cellular, and Integrative Physiology	15	0.5
Molecular Toxicology	4	0.1
Moving Image Archive Studies	6	0.2
Music	10	0.3
Musicology	10	0.3
Near Eastern Languages and Cultures	12	0.4
Neurobiology	2	0.1
Neuroscience	23	0.8
Nursing	83	2.8
Oral Biology	4	0.1
Philosophy	7	0.2
Physics	42	1.4
Physiological Science	5	0.2
Political Science	37	1.2
Portuguese	1	0.0
Preventive Medicine and Public Health	1	0.0
Psychology	69	2.3
Public Administration	0	0.0
Public Health	102	3.4
Public Policy	46	1.5
Romance Linguistics and Literature	0	0.0
Scandinavian	1	0.0
Slavic Languages and Literatures	5	0.2
Social Welfare	59	2.0
Sociology	32	1.1
Spanish	9	0.3
Special Education, CSULA-UCLA		
Statistics	5	0.2
Teaching English as a Second Language	0	0.0
Theater	2	0.1
Theater and Performance Studies (Ph.D.)	4	0.1

Table B20 (cont.)	n	%
Urban and Regional Planning (M.U.R.P.)	40	1.3
Urban Planning	32	1.1
Women's Studies	1	0.0
School of Dentistry (DN)		
Dentistry	35	1.2
Post-D.D.S. Program	2	0.1
Professional Program for International Dentists	2	0.1
School of Law (LW)		
Law (International Exchange Program)	1	0.0
Law (Juridical Science)	4	0.1
Law (Juris Doctor)	281	9.4
Law (Master of Laws)	27	0.9
School of Medicine (MN)		
Medicine	88	3.0
Medicine-Drew	6	0.2
UCLA Medicine-PRIME	13	0.4
Medicine-UC Riverside	4	0.1

Note: Table includes only those who indicated they were graduate students in Question 1 (n = 2979).

Table B21

Trainees Only: What is your academic degree or clinical/training program at UCLA? (Question 42)

Academic Unit	n	%
MD	75	86.2
MD/MBA	3	3.4
MD/MPP	0	0.0
MD/MPH	0	0.0
PD/PhD	9	10.3

Note: Table includes only those who indicated they were trainees in Question 1 (n = 97).

Table B22

Which, if any, of the disabilities/conditions listed below impact your learning, working or living activities? (mark all that apply) (Question 43)

Disability	n	%
Acquired/Traumatic Brain Injury	33	0.2
Attention Deficit/Hyperactivity Disorder	346	2.1
Asperger's/Autism Spectrum	39	0.2
Blind	10	0.1
Low vision	355	2.2
Deaf	15	0.1
Hard of Hearing	211	1.3
Learning disability	141	0.9
Medical Condition	525	3.2
Mental health/psychological condition	769	4.7
Physical/Mobility condition that affects walking	181	1.1
Physical/Mobility condition that does not affect walking	168	1.0
Speech/Communication	91	0.6
Other	114	0.7
I have none of the listed conditions	12649	77.9

Note: Percentages may not sum to 100% due to multiple responses

Table B23

What is your citizenship status? Mark all that apply. (Question 44)

Citizenship status	n	%
US citizen	13945	85.9
Permanent Resident	946	5.8
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	1294	8.0
Other legally documented status	40	0.2
Undocumented resident	80	0.5

Table B24

How would you characterize your political views? (Question 45)

Political views	n	%
Far left	800	4.9
Liberal	6291	38.7
Moderate or middle of the road	4591	28.3
Conservative	1483	9.1
Far right	45	0.3
Undecided	2191	13.5
Libertarian	87	0.5
Other	418	2.6
Missing	336	2.1

Table B25

What language(s) is spoken in your home? (Question 46)

Language spoken at home	n	%
English only	8801	54.2
Other than English	2014	12.4
English and other language(s)	5303	32.6
Missing	124	0.8

Table B26

What is your religious or spiritual identity? (Question 47)

Spiritual Affiliation	n	%		n	%
Agnostic	2237	13.8	Nondenominational Christian	786	4.8
Ahmadi Muslim	4	0.0	Pagan	39	0.2
African Methodist Episcopal	26	0.2	Pentecostal	115	0.7
Atheist	1754	10.8	Presbyterian	419	2.6
Assembly of God	42	0.3	Protestant	436	2.7
Baha'i	21	0.1	Quaker	24	0.1
Baptist	412	2.5	Rastafarian	11	0.1
Buddhist	898	5.5	Roman Catholic	2859	17.6
Christian Orthodox	483	3.0	Russian Orthodox	23	0.1
Confucianist	56	0.3	Scientologist	8	0.0
Christian Methodist Episcopal	136	0.8	Secular Humanist	88	0.5
Druid	9	0.1	Seventh Day Adventist	44	0.3
Episcopalian	187	1.2	Shi-ite	28	0.2
Evangelical	236	1.5	Sufi	12	0.1
Greek Orthodox	42	0.3	Sunni	53	0.3
Hindu	272	1.7	Shinto	25	0.2
Jain	24	0.1	Sikh	45	0.3
Jehovah's Witness	43	0.3	Taoist	81	0.5
Jewish Conservative	281	1.7	The Church of Jesus Christ of Latter Day Saints	96	0.6
Jewish Orthodox	61	0.4	United Methodist	111	0.7
Jewish Reformed	647	4.0	Unitarian Universalist	96	0.6
Lutheran	216	1.3	United Church of Christ	44	0.3
Mennonite	10	0.1	Wiccan	26	0.2
Moravian	1	0.0	Spiritual, but no religious affiliation	1586	9.8
Muslim	217	1.3	No affiliation	2867	17.7
Native American Traditional Practitioner or Ceremonial	23	0.1	Other	386	2.4

Note: Percentages may not sum to 100% due to multiple responses

Table B27

Students Only: Are you currently dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 48)

<u>Dependency status</u>	<u>n</u>	<u>%</u>
Dependent	5274	63.1
Independent	2851	34.1
Missing	236	2.8

Note: Table includes only those who answered that they were students in Question 1 (n = 8361)

Table B28

Students Only: What is your best estimate of your family’s yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)? (Question 49)

Income	n	%
Below \$10,000	815	9.7
\$10,000-\$19,999	800	9.6
\$20,000-\$29,999	1167	14.0
\$30,000-\$39,999	669	8.0
\$40,000-\$49,999	433	5.2
\$50,000-\$59,999	441	5.3
\$60,000-69,999	379	4.5
\$70,000-\$79,999	370	4.4
\$80,000-\$89,999	347	4.2
\$90,000-\$99,999	344	4.1
\$100,000-124,999	744	8.9
\$125,000-\$149,999	342	4.1
\$150,000- \$199,999	379	4.5
\$200,000 -\$249,999	300	3.6
\$250,000-\$299,999	163	1.9
\$300,000-\$399,999	114	1.4
\$400,000-\$499,999	56	0.7
\$500,000 and above	164	2.0
Missing	334	4.0

Note: Table includes only those who answered that they were students in Question 1 (n = 8361).

Table B29

Students Only: Where do you live? (Question 50)

Residence	n	%
Campus Housing	3403	40.7
On-campus housing “on the hill”	2354	69.2
University owned apartments	660	19.4
Family Housing	88	2.6
Missing	316	9.3
Non-Campus Housing	4923	58.9
Independently in apartment/house	3508	71.3
Living with family member/guardian	596	12.1
Co-op	107	2.2
Fraternity house	106	2.2
Missing	2238	45.5
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	20	0.2
Missing	15	0.2

Note: Table includes only those who indicated they were students in Question 1 (n = 8361).
 Note: Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30

Students Only: Are you employed either on campus or off-campus? (Question 51)

Employed	n	%
No	4685	56.0
Yes	3653	43.7
1-10 hours/week	1215	33.3
11-20 hours/week	1599	43.8
21-30 hours/week	292	8.0
31-40 hours/week	187	5.1
More than 40 hours/week	249	6.8
Missing	111	3.1
Missing	23	0.3

Note: Table includes only those who indicated they were students in Question 1 (n = 8361)

Table B31

Undergraduate Students Only: Are you an in-state or out-of-state/international student? (Question 52)

Experiential learning	n	%
In-state/Resident	2414	44.9
Out-of-State/Non-Resident/International	386	7.2
Missing*	2582	48.0

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 5382).

*The large number of missing responses to this question appears to be valid – raw data was double-checked.

Table B32

Students Only: Do you participate in any of the following types of clubs/organizations at UCLA?
 (mark all that apply) (Question 53)

Clubs/Organizations	n	%
I do not participate in any student organizations	2652	31.7
Student Leadership Groups	889	10.6
Academic/Professional Organizations	1657	19.8
Special Interest Organizations	1271	15.2
Intercultural/Multicultural Campus Community Groups	1162	13.9
Working with Under-represented communities	526	6.3
Community Programs/Working with Under-represented communities	390	4.7
Political Groups	176	2.1
Religious/Spiritual Organizations	867	10.4
Service Organizations/Civic Engagement	935	11.2
Social fraternities or sororities	605	7.2
Publications and Media Organizations	300	3.6
Intramurals/Clubs Sports	1034	12.4
Music/Performance Organizations	373	4.5
NCAA Varsity Athletics	48	0.6
Honor Societies	591	7.1
Residence Hall Organizations	426	5.1
Other	435	5.2

Note: Table includes only those who indicated they were students in Question 1 (n = 8361).
 Percentages may not sum to 100% due to multiple responses.

Table B33

What is your current relationship status? (Question 54)

Relationship status	n	%
Single, never married	8856	54.5
Single, divorced	687	4.2
Single, widow (partner/spouse deceased)	96	0.6
Partnered	1173	7.2
Partnered, in civil union/ Registered Domestic Partnership	142	0.9
Married or remarried	4954	30.5
Separated	120	0.7
Other	54	0.3
Missing	160	1.0

Table B34

Students Only: At the end of your last quarter/semester, what was your cumulative UC grade point average? (Question 55)

GPA	n	%
NA	272	3.3
Below 2.49	280	3.3
2.5-2.99	960	11.5
3.0-3.49	2392	28.6
3.5 and above	4410	52.7
Missing	47	0.6

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 8361).

Table B35

Students Only: Are you a former foster-care youth? (Question 56)

Foster care	n	%
Yes	64	0.8
No	8245	98.6
Missing	52	0.6

Note: Table includes only those who indicated they were undergraduate students in Question 1 (n = 8361).

PART II: Findings

****The tables in this section all contain valid percentages except where noted****

Table B36

Overall, how comfortable are you with the climate at UCLA?
 (Question 5)

Comfort	n	%
Very comfortable	4754	29.3
Comfortable	8272	51.0
Neither comfortable nor uncomfortable	2200	13.6
Uncomfortable	814	5.0
Very uncomfortable	183	1.1

Table B37

Overall, how comfortable are you with the climate in your department/work unit/academic
 unit/college/school/clinical setting?
 (Question 6)

Comfort	n	%
Very comfortable	4746	29.2
Comfortable	7385	45.5
Neither comfortable nor uncomfortable	2417	14.9
Uncomfortable	1289	7.9
Very uncomfortable	392	2.4

Table B38

Student/Post-doctoral/Graduate/Faculty only: Overall, how comfortable are you with the climate in your classes? (Question 7)

Comfort	n	%
Very comfortable	2322	23.1
Comfortable	4939	49.2
Neither comfortable nor uncomfortable	1674	16.7
Uncomfortable	499	5.0
Very uncomfortable	87	0.9
Not applicable	522	5.2

Note: Table includes answers from only those who indicated they were students, post-docs, graduate students or faculty in Question 1 (n = 10051).

Table B39

In the past year, have you seriously considered leaving UCLA? (Question 8)

Considered Leaving	n	%
No	11897	73.4
Yes	4318	26.6

Table B40

Post-docs/Students/Trainees Only: The following questions ask you about your academic experience (Question 10)

Academic Experience	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree		Not Applicable	
	n	%	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	1587	18.1	4125	47.1	1420	16.2	1367	15.6	205	2.3	48	0.5
Many of my courses this year have been intellectually stimulating.	2400	27.4	4391	50.2	928	10.6	391	4.5	66	0.8	572	6.5
I am satisfied with my academic experience at UCLA.	1823	20.9	4382	50.1	1491	17.1	793	9.1	203	2.3	50	0.6
I am satisfied with the extent of my intellectual development since enrolling at UCLA.	2180	25.0	4264	48.9	1409	16.2	681	7.8	133	1.5	57	0.7
I have performed academically as well as I anticipated I would.	1394	16.0	3173	36.3	1730	19.8	1794	20.5	561	6.4	82	0.9
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	2507	28.7	4352	49.9	1227	14.1	473	5.4	122	1.4	43	0.5
My interest in ideas and intellectual matters has increased since coming to UCLA.	2739	31.4	3934	45.0	1410	16.1	476	5.4	146	1.7	29	0.3
I intend to graduate from UCLA.	6099	70.2	1928	22.2	290	3.3	26	0.3	8	0.1	334	3.8
I am considering transferring to another college or university due to academic reasons.	100	1.1	323	3.7	585	6.7	1682	19.2	5022	57.4	1034	11.8

Note: Table includes only those who answered that they were post-docs/students/trainees in Question 1 (n = 8768).

Table B41

Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (bullying, harassing behavior) at UCLA? (Question 11)

Experienced	n	%
No	12268	75.7
Yes, but it did not interfere with my ability to work or learn	2599	16.0
Yes and it interfered with my ability to work or learn	1347	8.3

Table B42

What do you believe the conduct was based upon and how often have you experienced it? (Question 12)

Based On:	Very often		Often		Sometimes		Seldom		Not applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	131	3.7	257	7.2	496	13.8	702	19.6	2001	55.8
Age	166	4.6	280	7.7	675	18.6	916	25.2	1598	44.0
Ancestry	206	5.8	301	8.4	581	16.3	746	20.9	1739	48.7
Country of origin	161	4.5	237	6.6	451	12.6	796	22.3	1929	54.0
Discipline of study	155	4.3	303	8.5	549	15.4	701	19.6	1865	52.2
Educational level	151	4.2	238	6.7	479	13.4	864	24.2	1839	51.5
Educational modality (on-line, classroom)	42	1.2	81	2.3	162	4.6	712	20.3	2518	71.6
English language proficiency/accent	120	3.4	170	4.8	340	9.6	687	19.3	2240	63.0
Ethnicity	333	9.2	414	11.4	730	20.2	654	18.1	1485	41.1
Gender identity	178	4.9	252	7.0	426	11.8	749	20.8	2003	55.5
Gender expression	116	3.2	187	5.2	322	9.0	774	21.6	2182	60.9
Immigrant/citizen status	92	2.6	129	3.6	196	5.5	669	18.9	2463	69.4
International Status	72	2.0	104	2.9	166	4.7	580	16.3	2628	74.0
Learning disability	35	1.0	55	1.6	131	3.7	570	16.1	2745	77.6
Marital status (e.g. single, married, partnered)	52	1.5	106	3.0	268	7.6	778	21.9	2343	66.1
Medical condition	68	1.9	97	2.7	213	6.0	661	18.7	2503	70.7
Military/veteran status	10	0.3	23	0.6	54	1.5	394	11.1	3067	86.4
Parental status (e.g., having children)	70	2.0	99	2.8	215	6.1	492	13.9	2670	75.3
Participation in an organization/team	92	2.6	105	3.0	226	6.5	457	13.1	2600	74.7

Table B42 (cont.)

	Very often		Often		Sometimes		Seldom		Not applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	135	3.8	213	6.0	501	14.1	721	20.3	1979	55.8
Physical disability	37	1.1	56	1.6	123	3.5	510	14.5	2788	79.3
Philosophical views	142	4.0	228	6.4	539	15.2	735	20.7	1910	53.7
Political views	160	4.5	225	6.3	476	13.4	772	21.7	1917	54.0
Position (staff, faculty, student)	334	9.2	431	11.8	678	18.6	709	19.5	1491	40.9
Pregnancy	26	0.7	39	1.1	87	2.5	413	11.7	2953	83.9
Psychological condition	58	1.6	98	2.8	199	5.6	543	15.4	2630	74.5
Race	310	8.7	334	9.3	625	17.5	643	18.0	1667	46.6
Religious/spiritual views	72	2.3	116	3.7	254	8.2	544	17.5	2115	68.2
Sexual orientation	59	1.8	87	2.7	160	5.0	487	15.3	2400	75.2
Socioeconomic status	125	4.1	137	4.4	290	9.4	478	15.5	2055	66.6
Don't Know	73	2.6	80	2.8	186	6.6	194	6.8	2304	81.2
Other	84	3.5	86	3.6	129	5.4	73	3.1	2000	84.3

Note: Only answered by respondents who experienced harassment (n = 3946).

Table B43

How did you experience this conduct? (Question 13)

Form	n	%
I felt isolated or left out	2056	52.1
I felt I was deliberately ignored or excluded	1890	47.9
I felt intimidated/bullied	1603	40.6
I was the target of derogatory verbal remarks	736	18.7
I observed others staring at me	720	18.2
I was singled out as the spokesperson for my identity group	442	11.2
I was the target of racial/ethnic profiling	420	10.6
I received a low performance evaluation	410	10.4
Someone assumed I was admitted/hired/promoted due to my identity	407	10.3
I feared getting a poor grade because of a hostile classroom environment	405	10.3
I feared for my physical safety	338	8.6
I received derogatory written comments	321	8.1
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	147	3.7
Someone assumed I was not admitted/hired/promoted due to my identity	145	3.7
I received derogatory phone calls	91	2.3
I feared for my family's safety	63	1.6
I was the target of graffiti/vandalism	60	1.5
I was the target of stalking	60	1.5
I received threats of physical violence	55	1.4
I was the victim of a crime	50	1.3
I was the target of physical violence	30	0.8
Other	436	11.0

Note: Only answered by respondents who experienced harassment (n = 3946). Percentages do not sum to 100 due to multiple responses.

Table B44

Where did this conduct occur? (Question 14)

Location	n	%
While working at a UCLA job	1271	32.2
In a meeting with a group of people	1017	25.8
In a public space at UCLA	968	24.5
In a class/lab/clinical setting	950	24.1
In a UCLA office	935	23.7
In a meeting with one other person	594	15.1
While walking on campus	409	10.4
At a UCLA event	407	10.3
In campus housing	370	9.4
Off campus	369	9.4
In a faculty office	296	7.5
In a health care setting	259	6.6
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	225	5.7
In a UCLA dining facility	207	5.2
In off-campus housing	143	3.6
In athletic facilities	78	2.0
On campus transportation	40	1.0
In an on-line class	2	0.1
Other	253	6.4

Note: Only answered by respondents who experienced harassment (n = 3946).
 Percentages do not sum to 100 due to multiple responses.

Table B45

Who/what was the source of this conduct? (Question 15)

Source	n	%
Student	1357	34.4
Faculty member	898	22.8
Co-worker	877	22.2
Administrator	669	17.0
Staff member	613	15.5
Supervisor	585	14.8
Department head	447	11.3
Stranger	365	9.2
Friend	286	7.2
Don't know source	266	6.7
Campus organizations or groups	256	6.5
UCLA visitor(s)	177	4.5
Medical Staff	147	3.7
Teaching asst/Grad asst/Lab asst/Tutor	141	3.6
Faculty advisor	136	3.4
Campus media	124	3.1
UCLA Physician	120	3.0
Student staff	96	2.4
Social Networking site (e.g. Facebook, Twitter)	88	2.2
Off campus community member	84	2.1
Registered Campus Organization	73	1.8
Person that I supervise	67	1.7
Campus police/building security	66	1.7
Alumni	53	1.3
Patient	45	1.1
Union representative	23	0.6
Athletic coach/trainer	18	0.5
Donor	11	0.3
Partner/spouse	11	0.3
Other	220	5.6

Note: Only answered by respondents who experienced harassment (n = 3946).
Percentages do not sum to 100 due to multiple responses.

Table B46

Please describe your reactions to experiencing this conduct? (Question 16)

Reactions	n	%
I was angry	2031	51.5
I told a friend	1474	37.4
I felt embarrassed	1461	37.0
I ignored it	1260	31.9
I told a family member	1181	29.9
I avoided the harasser	968	24.5
I did nothing	690	17.5
I felt somehow responsible	601	15.2
I was afraid	588	14.9
I didn't report it for fear that my complaint would not be taken seriously	557	14.1
I sought support from a staff person	490	12.4
I didn't know who to go to	446	11.3
I left the situation immediately	420	10.6
I confronted the harasser at the time	384	9.7
I sought support from an administrator	365	9.2
I reported it to a UCLA employee/official	357	9.0
I sought support from a faculty member	354	9.0
I sought support from campus resource	322	8.2
I did report it but I did not feel the complaint was taken seriously	304	7.7
I confronted the harasser later	300	7.6
It didn't affect me at the time	291	7.4
I sought information on-line	184	4.7
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	116	2.9
I told my union representative	108	2.7
I sought support from off-campus hot-line/advocacy services	102	2.6
I sought support from student staff (e.g. peer counselor)	74	1.9
I sought support from a TA/grad assistant	51	1.3
I contacted a local law enforcement official	43	1.1
Other	374	9.5

Note: Only answered by respondents who experienced harassment (n = 3946).
 Percentages do not sum to 100 due to multiple responses.

Table B46-2

Please describe your reactions to experiencing this conduct – Sought Support From a Campus Resource...

Campus Resource	n	%
Counseling and Psychological Services	92	28.6
Office of Ombuds Services	47	14.6
Faculty and Staff Counseling Center	35	10.9
Employee Relations/Labor Relations	27	8.4
Dean of Students Office	13	4.0
Office of Residential Life	13	4.0
Ashe Student Health and Wellness Center	10	3.1
Community Programs Office	10	3.1
Graduate Departmental staff (e.g., Student Affairs Officers)	8	2.5
LGBT Resource Center	5	1.6
Bruin Resource Center	3	0.9
Student Legal Services	3	0.9
http://www.reportincidents.ucla.edu/	3	0.9
Center for Student Programming	2	0.6
School of Medicine – Gender and Power Abuse Committee	2	0.6
Consultation and Response Team	2	0.6
Graduate Student Resource Center (GSRC)	1	0.3
Graduate Division	1	0.3
Center for Women and Men	1	0.3
Office of Students with Disabilities	0	0.0
Office of Postdoctoral & Visiting Scholars Services (OPVSS)	0	0.0
Mental Health Services for Physicians In Training	0	0.0
Dashew Center for International Students and Scholars	0	0.0

Note: Only answered by respondents who responded that they sought support from a campus resource (n = 322). Percentages may not sum to 100 due to multiple responses.

Table B47

Within the last 5 years, have you experienced unwanted sexual contact at UCLA? (Question 18)

Experienced unwanted sexual contact	n	%
Yes	419	2.6
No	15783	97.2
Missing	40	0.2

Table B48

Post-docs//Graduate/Trainees/Staff/Faculty Only: Please respond to the following statements. (Question 20)

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	908	8.4	2110	19.6	3592	33.4	2974	27.6	1177	10.9
My colleagues/co-workers expect me to represent “the point of view” of my identity	503	4.7	2051	19.2	3587	33.6	2376	22.3	2155	20.2
I believe salary determinations are clear	813	7.6	3743	35.1	2708	25.4	1367	12.8	2039	19.1
I think that my campus demonstrates that it values a diverse faculty	2097	19.6	5998	56.0	1153	10.8	519	4.8	936	8.7
I think my campus demonstrates that it values a diverse staff	2266	21.2	6329	59.2	1053	9.8	425	4.0	620	5.8
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	2102	19.5	4268	39.7	1668	15.5	836	7.8	1878	17.5
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	1035	9.6	2167	20.2	4523	42.1	1767	16.5	1242	11.6
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	1136	10.6	2921	27.3	3819	35.7	1341	12.5	1483	13.9

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 10860).

Table B49

Faculty Only: As a faculty member... (Question 22)

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I believe that the tenure/promotion process is clear.	258	18.8	691	50.2	225	16.4	79	5.7	123	8.9
I believe that the tenure/promotion standards are reasonable.	256	18.7	744	54.4	183	13.4	48	3.5	137	10.0
I feel that my service contributions are important to tenure/promotion.	171	12.5	602	44.1	322	23.3	101	7.4	169	12.4
I feel pressured to change my research agenda to achieve tenure/promotion.	69	5.1	182	13.4	531	39.1	280	20.6	297	21.9
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	199	14.6	660	48.5	223	16.4	121	8.9	158	11.6
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	137	10.0	268	19.6	641	4.8	178	13.0	146	10.7
I perform more work to help students (e.g., formal & informal advising, sitting for qualifying exams/dissertation committees, helping with student groups/activities, providing other support) than my colleagues.	199	14.6	421	31.0	521	38.3	95	7.0	123	9.1
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	64	4.7	401	29.5	270	19.9	88	6.5	535	39.4
I have used university policies on stopping the clock for promotion or tenure.	32	2.3	65	4.7	242	17.6	235	17.1	800	58.0
I have used university policies on taking leave for childbearing or adoption.	53	3.9	97	7.1	198	14.5	199	14.5	821	60.0
I have used university policies on active service-modified duties.	29	2.1	62	4.6	224	16.5	187	13.8	857	63.1
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	28	2.1	99	7.4	546	40.6	325	24.1	348	25.9
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	224	16.5	665	49.0	196	14.4	62	4.6	210	15.5
I believe that perceptions about using work-family policies differ for men and women faculty.	123	9.1	481	35.4	403	29.7	119	8.8	231	17.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	206	15.2	529	39.0	323	23.8	144	10.6	156	11.5

Note: Table includes only those respondents who indicated they were faculty in Question 1 (n = 1,380).

Table B50

Post-docs//Graduate/Trainees/Staff/Faculty Only: As a faculty/staff member... (Question 24)

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I find that UCLA is supportive of taking leave.	1271	11.8	5061	47.1	1468	13.7	417	3.9	2517	23.4
I find that UCLA is supportive of flexible work schedules.	1479	13.8	5238	48.8	1632	15.2	601	5.6	1777	16.6
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	519	4.8	1498	14.0	4503	42.0	1546	14.4	2658	24.8
I feel that people who have children are considered by UCLA to be less committed to their jobs/careers	255	2.4	1011	9.4	5060	47.3	1819	17.0	2560	23.9
I feel that UCLA provides available resources to help employees balance work-life needs, such as childcare and elder care.	589	5.6	3702	34.9	1697	16.0	589	5.6	4031	38.0
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	297	2.8	1185	11.2	2828	26.6	876	8.3	5428	51.1
I have supervisors who give me job/career advice or guidance when I need it	2010	18.7	4711	43.8	1627	15.1	787	7.3	1612	15.0
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	2051	19.1	5713	53.2	1206	11.2	413	3.8	1353	12.6
My supervisor provides me with resources to pursue professional development opportunities.	1810	16.9	4296	40.0	1864	17.4	870	8.1	1900	17.7
My supervisor provides ongoing feedback to help me improve my performance.	1699	15.9	4748	44.3	1815	17.0	788	7.4	1656	15.5
I have adequate access to administrative support.	1558	14.6	5711	53.5	1497	14.0	692	6.5	1223	11.5
For health sciences campus employees, my patient-care load is manageable.	291	2.8	1390	13.5	236	2.3	113	1.1	8292	80.3

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 10860).

Table B51

Within the past year, have you observed any conduct or communications directed towards a person or group of people at UCLA that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 57)

Observed conduct or communications	n	%
No	12153	75.1
Yes	4020	24.9

Table B52

Who/what were the targets of this conduct? (Question 58)

Source	n	%
Student	2046	50.9
Co-worker	741	18.4
Staff member	673	16.7
Friend	500	12.4
Campus organizations or groups	430	10.7
Faculty member	367	9.1
Stranger	293	7.3
Don't know target	231	5.7
Administrator	169	4.2
UCLA visitor(s)	129	3.2
Registered Campus Organization	121	3.0
Medical Staff	95	2.4
Student staff	89	2.2
Supervisor	81	2.0
Teaching assistant/Writing associate/Lab assistant/Tutor	81	2.0
Department head	56	1.4
Person that I supervise	55	1.4
UCLA Physician	51	1.3
Patient	44	1.1
Off campus community member	42	1.0
Campus police/building security	33	0.8
Union representative	28	0.7
Alumni	22	0.5
Partner/spouse	21	0.5
Athletic coach/trainer	19	0.5
Faculty advisor	15	0.4
Donor	3	0.1
Other	230	5.7

Note: Only answered by respondents who observed harassment (n = 4020).
Percentages do not sum to 100 due to multiple responses.

Table B53

Who/what was the source of this behavior? (Question 59)

Source	n	%
Student	1480	36.8
Faculty member	796	19.8
Administrator	501	12.5
Don't know source	485	12.1
Co-worker	427	10.6
Supervisor	407	10.1
Staff member	387	9.6
Stranger	353	8.8
Department head	269	6.7
Campus organizations or groups	230	5.7
Campus media (posters, brochures, flyers, handouts, web sites, etc.)	123	3.1
UCLA Physician	101	2.5
Friend	100	2.5
Medical Staff	96	2.4
Faculty advisor	95	2.4
UCLA visitor(s)	94	2.3
Social Networking site (e.g. Facebook, Twitter)	74	1.8
Off campus community member	71	1.8
Registered Campus Organization	68	1.7
Campus police/building security	61	1.5
Teaching assistant/Grad assistant/Lab assistant/Tutor	60	1.5
Student staff	48	1.2
Alumni	30	0.7
Patient	26	0.6
Athletic coach/trainer	23	0.6
Person that I supervise	23	0.6
Union representative	16	0.4
Donor	6	0.1
Partner/spouse	1	0.0
Other	170	4.2

Note: Only answered by respondents who observed harassment (n = 4020).
Percentages do not sum to 100 due to multiple responses.

Table B54

What do you believe was the basis for this conduct? (Question 60)

Based On:	n	%
Race	1271	31.6
Ethnicity	1185	29.5
Don't Know	684	17.0
Gender identity	652	16.2
Country of origin	620	15.4
Position (staff, faculty, student)	584	14.5
Sexual orientation	546	13.6
Ancestry	477	11.9
Gender expression	448	11.1
Political views	433	10.8
Religious/spiritual views	369	9.2
Age	344	8.6
Socioeconomic status	334	8.3
Immigrant/citizen status	333	8.3
English language proficiency/accents	323	8.0
Academic Performance	312	7.8
Educational level	311	7.7
Philosophical views	278	6.9
Physical characteristics	262	6.5
Discipline of study	176	4.4
International Status	176	4.4
Participation in an organization/team	130	3.2
Psychological condition	116	2.9
Physical disability	105	2.6
Medical condition	95	2.4
Learning disability	84	2.1
Parental status (e.g., having children)	65	1.6
Marital status	58	1.4
Pregnancy	46	1.1
Educational modality (online, classroom)	25	0.6
Military/veteran status	17	0.4
Other	458	11.4

Note: Only answered by respondents who observed harassment (n = 4020).
 Percentages do not sum to 100 due to multiple responses.

Table B55

What forms of behaviors have you observed or personally been made aware of? (Question 61)

Form	n	%
Derogatory remarks	2131	53.0
Deliberately ignored or excluded	1348	33.5
Racial/ethnic profiling	1166	29.0
Intimidated/bullied	1136	28.3
Isolated or left out	1104	27.5
Assumption that someone was admitted/hired/promoted based on his/her identity	1039	25.8
Derogatory written comments	749	18.6
Isolated or left out when work was required in groups	628	15.6
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	538	13.4
Graffiti/vandalism	509	12.7
Singled out as a spokesperson for his/her identity	473	11.8
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	458	11.4
Receipt of a low performance evaluation	411	10.2
Feared for their physical safety	343	8.5
Receipt of a poor grade because of a hostile classroom environment	155	3.9
Threats of physical violence	150	3.7
Victim of a crime	134	3.3
Derogatory phone calls	118	2.9
Physical violence	100	2.5
Feared for their family's safety	59	1.5
Other	238	5.9

Note: Only answered by respondents who observed harassment (n = 4020). Percentages do not sum to 100 due to multiple responses.

Table B56

How many times have you observed this type of conduct? (Question 62)

Number of times observed conduct	n	%
1	674	17.7
2	731	19.2
3	761	19.9
4	354	9.3
5	124	3.2
6 or more	1173	30.7

Note: Only answered by respondents who believed they had observed harassment (n = 4020).
Percentages do not sum to 100 due to multiple responses.

Table B57

Where did this conduct occur? (Question 63)

Location	n	%
In a public space at UCLA	1393	34.7
While working at a UCLA job	917	22.8
In a class/lab/clinical setting	857	21.3
In a UCLA office	803	20.0
In a meeting with a group of people	757	18.8
At a UCLA event	518	12.9
While walking on campus	506	12.6
Off campus	493	12.3
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	451	11.2
In campus housing	348	8.7
In a meeting with one other person	327	8.1
In a health care setting	231	5.7
In a faculty office	218	5.4
In off campus housing	199	5.0
In a UCLA dining facility	182	4.5
In athletic facilities	60	1.5
On campus transportation	37	0.9
In an on-line class	10	0.2
Other	236	5.9

Note: Only answered by respondents who observed harassment (n = 4020).
 Percentages do not sum to 100 due to multiple responses.

Table B58

Please describe your reactions to observing this conduct? (Question 64)

Reactions	n	%
I was angry	1960	48.8
I felt embarrassed	1346	33.5
I told a friend	1264	31.4
I told a family member	759	18.9
I did nothing	726	18.1
I avoided the harasser	677	16.8
I ignored it	606	15.1
I didn't report it for fear that my complaint would not be taken seriously	434	10.8
I didn't know who to go to	418	10.4
I was afraid	415	10.3
It didn't affect me at the time	407	10.1
I confronted the harasser at the time	344	8.6
I sought support from a staff person	341	8.5
I felt somehow responsible	337	8.4
I left the situation immediately	319	7.9
I sought support from an administrator	266	6.6
I confronted the harasser later	257	6.4
I sought support from a faculty member	234	5.8
I reported it to a campus employee/official	219	5.4
I did report it but I did not feel the complaint was taken seriously	178	4.4
I sought support from campus resource	152	3.8
I sought information on-line	141	3.5
I sought support from a student staff	68	1.7
I told my union representative	65	1.6
I sought support from a spiritual advisor	48	1.2
I sought support from off-campus hot-line/advocacy services	41	1.0
I contacted a local law enforcement official	28	0.7
I sought support from a TA/grad assistant	26	0.6
Other	373	9.3

Note: Only answered by respondents who observed harassment (n = 4020). Percentages do not sum to 100 due to multiple responses.

Table B58-2

Please describe your reactions to observing this conduct – Sought Support From a Campus Resource...

Campus Resource	n	%
Counseling and Psychological Services	23	15.1
Faculty and Staff Counseling Center	18	11.8
Employee Relations/Labor Relations	18	11.8
Dean of Students Office	17	11.2
Office of Ombuds Services	12	7.9
Community Programs Office	11	7.2
Office of Residential Life	4	2.6
Ashe Student Health and Wellness Center	3	2.0
Center for Student Programming	3	2.0
LGBT Resource Center	2	1.3
Office of Students with Disabilities	2	1.3
Graduate Division	2	1.3
Graduate Departmental staff (e.g., Student Affairs Officers)	2	1.3
Student Legal Services	1	0.7
Graduate Student Resource Center (GSRC)	1	0.7
School of Medicine – Gender and Power Abuse Committee	1	0.7
Consultation and Response Team	1	0.7
Bruin Resource Center	0	0.0
http://www.reportincidents.ucla.edu/	0	0.0
Office of Postdoctoral & Visiting Scholars Services (OPVSS)	0	0.0
Mental Health Services for Physicians In Training	0	0.0
Center for Women and Men	0	0.0
Dashew Center for International Students and Scholars	0	0.0

Note: Only answered by respondents who responded that they sought support from a campus resource (n = 152). Percentages may not sum to 100 due to multiple responses.

Table B59

Faculty/Staff Only: I have observed hiring practices at UCLA that I have perceived to be unfair and/or unjust or would inhibit diversifying the community. (Question 66)

Perceived Unfair/Unjust Hiring	n	%
No	4602	61.9
Yes	1234	16.6
Don't know	1595	21.5

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 7474).

Table B60

Staff/Faculty only: I believe that the unfair and unjust hiring practices were based upon: (Question 67)

Based On:	n	%
Personal relationship	393	31.8
Race	238	19.3
Ethnicity	237	19.2
Age	189	15.3
Position (staff, faculty, student)	173	14.0
Preferential re-hiring	156	12.6
Gender identity	129	10.5
Educational level	125	10.1
Country of origin	88	5.7
Ancestry	70	5.7
Discipline of study	70	5.7
Partner/spousal preferential hiring practice	65	5.3
Gender expression	53	4.3
Sexual orientation	52	4.2
English language proficiency/accent	51	4.1
Physical characteristics	51	4.1
Political views	40	3.2
Parental status (e.g., having children)	39	3.2
Marital status	38	3.1
Immigrant/citizen status	31	2.5
Socioeconomic status	31	2.5
International status	24	1.9
Participation in an organization/team	19	1.5
Religious/spiritual views	19	1.5
Medical condition	15	1.2
Pregnancy	15	1.2
Educational modality (on-line, classroom)	10	0.8
Learning disability	8	0.6
Military/veteran status	7	0.6
Physical disability	6	0.5
Psychological condition	5	0.4
Other	218	17.7

Note: Only answered by employees who perceived discriminatory practices (n = 1234). Percentages do not sum to 100 due to multiple responses.

Table B61

Post-docs/Graduate/Trainees/Faculty/Staff only: I have observed employment-related discipline or action up to and including dismissal at UCLA that I perceive to be unfair and unjust or would inhibit diversifying the community. (Question 69)

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	8007	74.2
Yes	862	8.0
Don't know	1926	17.8

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 10860).

Table B62

Post-docs/Graduate/Trainees/Faculty/Staff Only: I believe that the unfair or unjust, employment-related disciplinary actions were based upon: (Question 70)

Based On:	n	%
Position (staff, faculty, student)	186	21.6
Race	150	17.4
Age	148	17.2
Ethnicity	132	15.3
Personal relationship	90	10.4
Gender identity	71	8.2
Educational level	64	7.4
Medical condition	51	5.9
Country of origin	48	5.6
Political views	47	5.5
Sexual orientation	41	4.8
Ancestry	39	4.5
English language proficiency/accent	35	4.1
Gender expression	32	3.7
Discipline of study	31	3.6
Physical characteristics	31	3.6
Immigrant/citizen status	25	2.9
Psychological condition	25	2.9
Parental status (e.g., having children)	24	2.8
Participation in an organization/team	24	2.8
Socioeconomic status	24	2.8
Religious/spiritual views	23	2.7
International status	19	2.2
Marital status	18	2.1
Physical disability	18	2.1
Pregnancy	16	1.9
Learning disability	13	1.5
Partner/spousal preferential hiring practice	12	1.4
Military/veteran status	4	0.5
Educational modality (on-line, classroom)	2	0.2
Other	238	27.6

Note: Only answered by employees who perceived discriminatory practices (n = 862). Percentages do not sum to 100 due to multiple responses.

Table B63

Post-docs/Graduate/Trainees/Faculty/Staff only: I have observed promotion/tenure/reappointment/reclassification practices at UCLA that I perceive to be unfair or unjust. (Question 72)

Perceived Unfair/ Unjust Promotion	n	%
No	6640	61.5
Yes	1927	17.9
Don't know	2228	20.6

Note: Table includes only those respondents who indicated they were faculty or staff in Question 1 (n = 10860).

Table B64

Post-docs/Graduate/Trainees/Faculty/Staff Only: I believe that the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 73)

Based On:	n	%
Personal relationship	528	27.4
Position (staff, faculty, student)	409	21.2
Race	268	13.9
Ethnicity	259	13.4
Age	221	11.5
Gender identity	190	9.9
Educational level	158	8.2
Discipline of study	121	6.3
Country of origin	86	4.5
Political views	76	3.9
Ancestry	72	3.7
Partner/spousal preferential hiring practice	58	3.0
Gender expression	57	3.0
Parental status (e.g., having children)	54	2.8
Physical characteristics	53	2.8
Sexual orientation	48	2.5
Marital status	43	2.2
English language proficiency/accent	39	2.0
Socioeconomic status	32	1.7
Participation in an organization/team	31	1.6
Medical condition	24	1.2
Religious/spiritual views	23	1.2
Immigrant/citizen status	22	1.1
Pregnancy	18	0.9
International status	15	0.8
Psychological condition	14	0.7
Physical disability	11	0.6
Learning disability	7	0.4
Educational modality	6	0.3
Military/veteran status	3	0.2
Other	485	25.2

Note: Only answered by employees who observed discriminatory practices (n = 1927). Percentages do not sum to 100 due to multiple responses.

Table B65

Using a scale of 1-5, please rate the overall climate at UCLA on the following dimensions: (Question 75)

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	5604	34.7	7036	43.6	2889	17.9	527	3.3	100	0.6	1.9	0.8
Cooperative/Uncooperative	4537	28.2	7244	45.0	3278	20.3	860	5.3	195	1.2	2.1	0.9
Positive for persons with disabilities/Negative	5123	32.7	6059	38.0	3946	24.7	672	4.2	155	1.0	2.0	0.9
Positive for people who identify as lesbian, gay, bisexual/Negative	5633	35.4	6315	39.6	3432	21.5	450	2.8	98	0.6	1.9	0.9
Positive for people of Christian faith/Negative	4963	31.2	5471	34.4	4662	29.3	652	4.1	146	0.9	2.1	0.9
Positive for people of other faith backgrounds faith/Negative	4226	26.6	5734	36.1	5093	32.1	686	4.3	148	0.9	2.2	0.9
Positive for people who are agnostic or atheist/Negative	4439	28.0	5468	34.6	5317	33.6	479	3.0	123	0.8	2.1	0.9
Positive for people of color/Negative	4817	30.3	6015	37.8	3668	23.0	1108	7.0	315	2.0	2.1	1.0
Positive for men/Negative	6675	41.9	5364	33.6	3532	22.1	280	1.8	96	0.6	1.9	0.9
Positive for women/Negative	5267	32.8	6049	37.6	3773	23.5	805	5.0	175	1.1	2.0	0.9
Positive for non-native English speakers/Negative	3696	23.1	5428	34.0	4787	30.0	1752	11.0	306	1.9	2.3	1.0
Positive for people who are immigrants/Negative	3989	25.1	5414	34.0	4937	31.0	1322	8.3	245	1.5	2.3	1.0
Positive for people who are not U.S. Citizens/Negative	4098	25.8	5338	33.6	4984	31.4	1212	7.6	250	1.6	2.3	1.0

Table B65 (cont.)

	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	5472	34.0	6945	43.2	2864	17.8	644	4.0	163	1.0	1.9	0.9
Respectful/disrespectful	5220	32.5	6911	43.0	3029	18.9	710	4.4	194	1.2	2.0	0.9
Positive for people of high socioeconomic status/Negative	7194	45.1	5226	32.8	3128	19.6	279	1.7	118	0.7	1.8	0.9
Positive for people of low socioeconomic status/Negative	3649	22.9	4961	31.2	4878	30.7	1819	11.4	593	3.7	2.4	1.1
Positive for people who identify as transgender/Negative	3393	21.7	4106	26.3	6810	43.5	1016	6.5	313	2.0	2.4	1.0

Table B66

Using a scale of 1-5, please rate the overall climate at UCLA on the following dimensions: (Question 76)

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Not racist/racist	4404	27.3	6222	38.6	3740	23.2	1423	8.8	327	2.0	2.2	1.0
Not sexist/sexist	4498	28.0	6057	37.7	3976	24.8	1235	7.7	286	1.8	2.2	1.0
Not homophobic/homophobic	4816	30.2	6366	40.0	3834	24.1	770	4.8	145	0.9	2.1	0.9
Not transphobic/transphobic	4397	27.9	5637	35.8	4517	28.7	920	5.8	263	1.7	2.2	1.0
Not age biased/age biased	4535	28.4	5571	34.9	4103	25.7	1461	9.1	314	2.0	2.2	1.0
Not classist (socioeconomic status)/classist	3879	24.4	5285	33.2	4224	26.5	1916	12.0	607	3.8	2.4	1.1
Not classist (position: faculty, staff, student)/ classist	3592	22.6	4753	29.8	4326	27.2	2191	13.8	1065	6.7	2.5	1.2
Disability friendly/Not disability friendly	5108	32.1	6082	38.2	3811	23.9	740	4.6	183	1.1	2.0	0.9

Table B67

Students/Faculty Only: The classroom/learning environment is welcoming for students regardless of their: (Question 77)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	2632	27.4	4735	49.3	889	9.3	164	1.7	1188	12.4
Ancestry	2591	27.1	4412	46.1	840	8.8	176	1.8	1553	16.2
Country of origin	2520	26.4	4641	48.6	997	10.4	181	1.9	1217	12.7
English language proficiency/ accent	2037	21.2	4632	48.3	1600	16.7	296	3.1	1021	10.7
Ethnicity	2554	26.7	4717	49.3	1046	10.9	227	2.4	1022	10.7
Gender identity	2437	25.5	4456	46.6	958	10.0	204	2.1	1506	15.8
Gender expression	2327	24.4	4330	45.4	1020	10.7	215	2.3	1651	17.3
Immigrant/citizen status	2349	24.6	4305	45.1	1090	11.4	256	2.7	1555	16.3
International Status	2489	26.1	4470	46.8	990	10.4	220	2.3	1376	14.4
Learning disability	2122	22.3	4052	42.5	1090	11.4	220	2.3	2050	21.5
Marital status	2645	27.7	4021	42.1	710	7.4	186	1.9	1978	20.7
Medical conditions	2281	24.0	4018	42.3	831	8.8	170	1.8	2188	23.1
Military/veteran status	2702	28.3	3614	37.8	536	5.6	116	1.2	2581	27.0
Parental status (e.g., having children)	2182	22.9	3751	39.3	874	9.2	174	1.8	2563	26.9
Participation in an campus club/organization	2963	31.1	4189	43.9	553	5.8	124	1.3	1706	17.9
Psychological condition	1933	20.3	3748	39.4	1008	10.6	187	2.0	2643	27.8
Physical characteristics	2240	23.5	4330	45.5	973	10.2	226	2.4	1750	18.4
Physical disability	2181	22.9	4184	43.9	979	10.3	178	1.9	2001	21.0

Table B67 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Political views	2024	21.2	4314	45.3	1339	14.1	320	3.4	1530	16.1
Race	2442	25.6	4519	47.4	1123	11.8	293	3.1	1152	12.1
Religious/spiritual views	2182	22.9	4450	46.7	1167	12.3	238	2.5	1482	15.6
Sexual orientation	2446	25.7	4480	47.0	880	9.2	193	2.0	1532	16.1
Socioeconomic status	2195	23.1	4328	45.5	1245	13.1	357	3.8	1392	14.6

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 9741).

Table B68

Post-docs/Students/Trainees Only: Please indicate your level of agreement with the following statements: (Question 78)

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom/learning environment	1767	20.3	4854	55.8	1317	15.1	272	3.1	491	5.6
I feel valued by other students in the classroom	1580	18.2	4811	55.4	1454	16.8	223	2.6	612	7.1
I think UCLA faculty are genuinely concerned with my welfare	1686	19.4	4583	52.7	1491	17.2	357	4.1	572	6.6
I think UCLA staff are genuinely concerned with my welfare	1619	18.6	4625	53.2	1428	16.4	326	3.8	689	7.9
I think administrators are genuinely concerned about my welfare.	1326	15.3	3920	45.4	1829	21.2	616	7.1	950	11.0
I think faculty pre-judge my abilities based on perceived identity/background	858	9.9	2457	28.5	3125	36.2	1040	12.0	1156	13.4
I believe the campus climate encourages free and open discussion of difficult topics	1966	22.6	4663	53.6	1232	14.2	330	3.8	503	5.8
I have faculty who I perceive as role models	2343	26.9	4103	47.2	1357	15.6	205	2.4	691	7.9
I have staff who I perceive as role models	1396	16.1	3304	38.1	2228	25.7	317	3.7	1425	16.4
I have administrators who I perceive as role models	1014	11.7	2539	29.4	2656	30.7	600	6.9	1833	21.2
I don't see enough faculty/staff with whom I identify	1150	13.3	2997	34.7	2983	34.5	645	7.5	868	10.0
I have opportunities for academic success that are similar to those of my classmates	2117	24.4	4996	57.7	848	9.8	232	2.7	468	5.4

Note: Table includes only those respondents who indicated they were post-docs/students/trainees in Question 1 (n = 8768).

Table B69

Undergraduate Students Only: I perceive tension in the residence halls with regard to a person's: (Question 80)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	147	2.8	597	11.4	2119	40.6	967	18.5	1392	26.7
Ancestry	105	2.0	468	9.0	2237	42.9	990	19.0	1415	27.1
Country of origin	147	2.8	789	15.1	2042	39.2	903	17.3	1327	25.5
Education level	128	2.5	582	11.2	2205	42.4	930	17.9	1353	26.0
English language proficiency/ accent	244	4.7	1116	21.4	1809	34.7	728	14.0	1314	25.2
Ethnicity	201	3.9	859	16.5	1989	38.2	853	16.4	1299	25.0
Gender identity	169	3.2	692	13.3	2042	39.2	836	16.1	1467	28.2
Gender expression	177	3.4	718	13.8	1994	38.4	841	16.2	1466	28.2
Immigrant/citizen status	143	2.8	576	11.1	2125	40.9	888	17.1	1465	28.2
International Status	169	3.3	722	13.9	2036	39.2	888	17.1	1376	26.5
Learning disability	118	2.3	425	8.2	2109	40.6	870	16.8	1667	32.1
Marital status	98	1.9	311	6.0	1999	38.5	881	17.0	1897	36.6
Medical conditions	96	1.9	333	6.4	2084	40.3	893	17.3	1759	34.1
Military/veteran status	76	1.5	194	3.7	2069	39.9	1002	19.3	1849	35.6
Parental status (e.g., having children)	98	1.9	359	6.9	1870	36.1	809	15.6	2046	39.5
Participation in an campus club/organization	123	2.4	450	8.7	2070	39.9	1130	21.8	1413	27.2
Participation on an athletic team	157	3.0	513	9.9	2006	38.7	1091	21.0	1422	27.4
Philosophical views	104	2.0	542	10.5	2131	41.1	920	17.7	1487	28.7

Table B69 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	122	2.4	534	10.3	1993	38.4	832	16.0	1706	32.9
Physical characteristics	163	3.1	697	13.5	1987	38.4	865	16.7	1466	28.3
Physical disability	103	2.0	423	8.2	2115	40.9	924	17.8	1612	31.1
Political views	147	2.8	765	14.7	2014	38.8	832	16.0	1433	27.6
Race	190	3.7	763	14.7	1997	38.5	918	17.7	1320	25.4
Religious/spiritual views	156	3.0	724	14.0	2049	39.5	865	16.7	1392	26.8
Sexual orientation	181	3.5	685	13.2	2001	38.6	867	16.7	1447	27.9
Socioeconomic status	180	3.5	646	12.5	2026	39.2	907	17.5	1414	27.3

Note: Table includes only those respondents who indicated they were faculty or students in Question 1 (n = 5382).

Table B70

Post-docs/Trainees/Faculty/Staff Only: My workplace climate is welcoming based on a person’s: (Question 81)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don’t know	
	n	%	n	%	n	%	n	%	n	%
Age	1741	22.6	3806	49.5	1135	14.8	259	3.4	747	9.7
Ancestry	1837	24.0	3622	47.4	854	11.2	209	2.7	1118	14.6
Country of origin	1873	24.6	3724	48.8	874	11.5	207	2.7	947	12.4
Educational level	1826	23.9	3939	51.5	1031	13.5	250	3.3	601	7.9
English language proficiency/ accent	1697	22.3	3990	52.4	997	13.1	199	2.6	731	9.6
Ethnicity	1865	24.5	3817	50.1	930	12.2	238	3.1	771	10.1
Gender identity	1710	22.5	3457	45.4	930	12.2	230	3.0	1281	16.8
Gender expression	1665	21.9	3330	43.9	958	12.6	220	2.9	1418	18.7
Immigrant/citizen status	1694	22.3	3506	46.2	939	12.4	206	2.7	1243	16.4
International Status	1772	23.4	3512	46.3	873	11.5	188	2.5	1238	16.3
Learning disability	1373	18.2	2996	39.7	1028	13.6	204	2.7	1942	25.7
Marital status	1930	25.5	3603	47.5	874	11.5	230	3.0	945	12.5
Medical conditions	1566	20.8	3360	44.6	987	13.1	247	3.3	1372	18.2
Military/veteran status	1609	21.1	2881	38.0	701	9.3	170	2.2	2212	29.2
Parental status (e.g., having children)	1848	24.3	3492	46.0	971	12.8	234	3.1	1050	13.8
Participation in a campus club/organization	1553	20.6	3029	40.2	767	10.2	182	2.4	2009	26.6
Participation on an athletic team	1458	19.4	2687	35.7	736	9.8	178	2.4	2465	32.8
Philosophical views	1497	19.8	3329	44.1	967	12.8	210	2.8	1553	20.6

Table B70 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	1345	17.9	3033	40.3	954	12.7	185	2.5	2001	26.6
Physical characteristics	1597	21.2	3436	45.6	921	12.2	195	2.6	1378	18.3
Physical disability	1528	20.3	3246	43.1	920	12.2	202	2.7	1634	21.7
Political views	1470	19.4	3327	44.0	1106	14.6	284	3.8	1374	18.2
Race	1797	23.8	3577	47.3	970	12.8	277	3.7	939	3.7
Religious/spiritual views	1580	21.0	3340	44.3	1015	13.5	256	3.4	1343	17.8
Sexual orientation	1743	23.2	3354	44.7	885	11.8	225	3.0	1304	17.4
Socioeconomic status	1608	21.4	3411	45.5	1044	13.9	268	3.6	1168	15.6

Note: Table includes only those respondents who indicated they were postdocs, trainees, faculty or staff in Question 1 (n = 7881).

Table B71

How would you rate the accessibility of UCLA? (Question 82)

	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Accessibility								
Athletic Facilities	5520	35.2	4619	29.4	477	3.0	5071	32.3
Classroom Buildings	6763	43.1	5058	32.3	323	2.1	3531	22.5
Classrooms, labs	5954	38.1	4993	32.0	378	2.4	4286	27.5
University housing	4602	29.5	3831	24.6	560	3.6	6588	42.3
Computer labs	5571	35.8	4050	26.0	323	2.1	5620	36.1
Dining facilities	7168	46.0	4183	26.8	301	1.9	3929	25.2
Elevators	8551	54.9	4245	27.2	438	2.8	2346	15.1
Health and Wellness Center	6529	42.0	3435	22.1	234	1.5	5337	34.4
Library	7688	49.5	3813	24.5	238	1.5	3801	24.5
Off-campus UCLA buildings	3858	24.9	3344	21.6	541	3.5	7762	50.1
Off campus student housing	3374	21.8	3041	19.7	615	4.0	8432	54.5
On-campus transportation/parking	4963	32.0	4416	28.5	970	6.3	5143	33.2
Other campus buildings	4704	30.5	3807	24.7	286	1.9	6632	43.0
Recreational facilities	5738	37.1	4182	27.0	348	2.2	5205	33.6
Restrooms	8445	54.3	4499	28.9	386	2.5	2216	14.3
Studios/ Performing Arts spaces	3720	24.2	2834	18.4	512	3.3	8328	54.1
Walkways and pedestrian paths	8095	52.2	4504	29.1	408	2.6	2490	16.1
Braille signage	2909	18.8	2046	13.3	447	2.9	10038	65.0
Hearing loops	2285	14.9	1595	10.4	400	2.6	11068	72.1
Course Instruction/Materials								
Information in alternate formats	3299	21.6	3519	23.0	798	5.2	7661	50.1
Instructors	4018	26.3	4492	29.4	569	3.7	6181	40.5
UCLA Campus Website								
Website	7700	51.7	3671	24.6	368	2.5	3169	21.3

Table B72

How would you rate the climate at UCLA for people who are/have: (Question 84)

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2913	18.8	7312	47.3	810	5.2	123	0.8	4301	27.8
Physical health issues	3655	23.7	8213	53.2	513	3.3	81	0.5	2971	19.3
Female	4472	28.9	8929	57.7	799	5.2	114	0.7	1173	7.6
From religious affiliations other than Christian	3595	23.3	8498	55.0	709	4.6	114	0.7	2522	16.3
From Christian affiliations	3864	25.1	8388	54.4	617	4.0	100	0.6	2453	15.9
Gay, lesbian, bisexual	3812	24.7	8531	55.3	675	4.4	98	0.6	2318	15.0
Immigrants	3475	22.5	8408	54.6	1068	7.1	145	0.9	2297	14.9
International students, staff, or faculty	3881	25.2	8449	54.8	903	5.9	126	0.8	2056	13.3
Learning disability	3143	20.5	7373	48.0	677	4.4	87	0.6	4066	26.5
Male	5657	36.6	8125	52.6	221	1.4	50	0.3	1400	9.1
Non-native English speakers	3121	20.3	8400	54.5	1629	10.6	227	1.5	2027	13.2
Parents/guardians	3602	23.4	7900	51.4	447	2.9	73	0.5	3348	21.8
People of color	3928	25.4	8574	55.5	1018	6.6	269	1.7	1661	10.8
Providing care for adults who are disabled and/or elderly	3308	21.5	6935	45.2	347	2.3	88	0.6	4674	30.4
Physical disability	3596	23.4	7959	51.9	508	3.3	87	0.6	3193	20.8
Socioeconomically disadvantaged	3244	21.1	7608	49.4	1412	9.2	322	2.1	2807	18.2
Socioeconomically advantaged	4783	31.1	7531	49.0	352	2.3	87	0.6	2614	17.0
Transgender	2866	18.7	6332	41.4	766	5.0	239	1.6	5100	33.3
Other	773	13.4	1801	31.3	103	1.8	68	1.2	3014	52.3

Table B73

How would you rate the climate at UCLA for persons from the following racial/ethnic backgrounds? (Question 85)

Background	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	3895	24.8	8521	54.1	1196	7.6	354	2.2	1770	11.2
American Indian/Alaskan Native	3677	23.5	7694	49.1	591	3.8	200	1.3	3498	22.3
Asian/ Asian American	4626	29.5	8487	54.0	1023	6.5	206	1.3	1363	8.7
Hispanic/Latino	3891	24.8	8752	55.8	1195	7.6	240	1.5	1601	10.2
Middle Eastern/South Asian/ North African	3795	24.2	8530	54.4	979	6.2	228	1.5	2140	13.7
Pacific Islander	3846	24.6	8342	53.4	564	3.6	131	0.8	2753	17.6
White	6829	43.6	7627	48.7	264	1.7	75	1.5	862	5.5

Table B74

Students Only: Before I enrolled, I expected the climate at UCLA would be _____ for people who are: (Question 86)

Group	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	2688	34.6	3834	49.3	150	1.9	12	0.2	1088	14.0
Physical health issues	2821	36.4	3850	49.6	91	1.2	11	0.1	983	12.7
Female	3154	40.6	3923	50.5	87	1.1	15	0.2	585	7.5
From religious affiliations other than Christian	2808	36.2	3966	51.1	171	2.2	23	0.3	791	10.2
From Christian affiliations	2876	37.1	3874	50.0	202	2.6	32	0.4	766	9.9
Gay, lesbian, bisexual	2860	36.9	3922	50.6	217	2.8	28	0.4	726	9.4
Immigrants	2721	35.1	3975	51.3	262	3.4	43	0.6	751	9.7
International students, staff, or faculty	2859	36.9	3987	51.4	173	2.2	21	0.3	713	9.2
Learning disability	2730	35.3	3866	49.9	190	2.5	17	0.2	939	12.1
Male	3350	43.2	3722	48.1	39	0.5	17	0.2	618	8.0
Non-native English speakers	2664	34.4	3976	51.4	331	4.3	39	0.5	726	9.4
Parents/guardians	2824	36.5	3867	50.0	91	1.2	11	0.1	942	12.2
People of color	2905	37.5	3986	51.4	176	2.3	40	0.5	649	8.4
Providing care for other than a child	2684	34.7	3746	48.4	79	1.0	13	0.2	1210	15.6
Physical disability	2842	36.8	3858	49.9	117	1.5	19	0.2	894	11.6
Socioeconomically disadvantaged	2750	35.5	3866	49.9	299	3.9	52	0.7	783	10.1
Socioeconomically advantaged	3081	39.8	3765	48.6	109	1.4	21	0.3	768	9.9

Table B74 (cont.)	Very Respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Transgender	2588	33.5	3677	47.6	302	3.9	50	0.6	1106	14.3
Veterans/active military	3131	40.6	3553	46.1	69	0.9	18	0.2	944	12.2
Other	758	23.8	1296	40.6	14	0.4	9	0.3	1113	34.9

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 8361).

Table B75

Students/Trainees Only: To what extent do you agree that the courses you have taken at UCLA include sufficient materials, perspectives, and/or experiences of people based on their: (Question 87)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	1555	20.3	3525	46.0	810	10.6	160	2.1	1612	21.0
Ancestry	1533	20.1	3489	45.7	805	10.5	154	2.0	1657	21.7
Country of origin	1559	20.4	3583	47.0	849	11.1	162	2.1	1471	19.3
Educational level	1620	21.3	3733	49.0	793	10.4	149	2.0	1322	17.4
English language proficiency/ accent	1449	19.1	3549	46.7	1000	13.1	198	2.6	1409	18.5
Ethnicity	1615	21.2	3717	48.9	752	9.9	186	2.4	1334	17.5
Gender identity	1532	20.1	3274	43.1	899	11.8	240	3.2	1660	21.8
Gender expression	1507	19.8	3201	42.1	927	12.2	253	3.3	1713	22.5
Immigrant/citizen status	1465	19.3	3395	44.7	887	11.7	210	2.8	1637	21.6
International Status	1490	19.6	3438	45.3	836	11.0	181	2.4	1643	21.7
Learning disability	1287	17.0	2977	39.3	991	13.1	215	2.8	2101	27.8
Level of Education	1527	20.2	3588	47.3	772	10.2	168	2.2	1523	20.1
Marital status	1371	18.2	3082	41.0	744	9.9	160	2.1	2164	28.8
Medical conditions	1393	18.5	3052	40.5	771	10.2	134	1.8	2193	29.1
Military/veteran status	1403	18.6	2901	38.5	796	10.6	137	1.8	2304	30.6
Parental status (e.g., having children)	1315	17.5	2958	39.3	782	10.4	150	2.0	2330	30.9
Philosophical Views	1563	20.7	3518	46.6	647	8.6	148	2.0	1668	22.1
Psychological condition	1375	18.2	3146	41.7	755	10.0	149	2.0	2116	28.1
Physical characteristics	1434	19.0	3287	43.6	705	9.4	144	1.9	1970	26.1

Table B75 cont.	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Physical disability	1382	18.4	3120	41.5	818	10.9	142	1.9	2057	27.4
Political views	1487	19.7	3474	46.0	746	9.9	201	2.7	1641	21.7
Position (faculty, staff)	1535	20.4	3433	45.7	586	7.8	113	1.5	1851	24.6
Race	1652	21.9	3536	46.9	663	8.8	204	2.7	1489	19.7
Religious/spiritual views	1453	19.3	3462	45.9	771	10.2	192	2.5	1665	22.1
Sexual orientation	1512	20.1	3273	43.4	807	10.7	200	2.7	1749	23.2
Socioeconomic status	1452	19.3	3365	44.8	794	10.6	227	3.0	1670	22.2

Note: Table includes only those respondents who indicated they were students/trainees in Question 1 (n = 8458).

Table B76

Post-docs/Trainees/Faculty/Staff Only: How would each of the following affect the climate at UCLA? If you mark “Not currently available at UCLA”, please indicate how you feel it would influence climate if it was available (Question 88)

	Not currently available		Positively influence campus climate		No influence on campus climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	196	2.7	2634	36.0	317	4.3	176	2.4	3986	54.5
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	116	1.6	2777	38.2	388	5.3	124	1.7	3868	53.2
Providing recognition and rewards for including diversity issues in courses across the curriculum	210	2.9	2913	40.2	489	6.8	193	2.7	3433	47.4
Providing diversity training for staff	300	4.1	4156	57.2	739	10.2	153	2.1	1921	26.4
Providing diversity training for faculty	225	3.1	3478	47.9	625	8.6	135	1.9	2793	38.5
Providing diversity training for students	204	2.8	3394	47.0	509	7.0	105	1.5	3010	41.7
Providing access to counseling for people who have experienced harassment	174	2.4	4443	61.3	306	4.2	74	1.0	2246	31.0
Providing mentorship for new faculty	205	2.8	3561	49.3	255	3.5	69	1.0	3133	43.4
Providing mentorship for new staff	492	6.8	4149	57.4	403	5.6	100	1.4	2083	28.8
Providing a clear and fair process to resolve conflicts	311	4.3	4501	62.6	325	4.5	159	2.2	1895	26.4
Increasing funding to support efforts to change campus climate	346	4.8	3132	43.5	648	9.0	173	2.4	2896	40.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	257	3.6	2931	40.8	738	10.3	508	7.1	2748	38.3
Providing diversity and equity training to search and tenure committees	170	2.4	3274	45.8	578	8.1	215	3.0	2918	40.8
Increasing the diversity of the faculty	157	2.2	3873	54.0	578	8.1	153	2.1	2407	33.6

Table B76 cont.

	Not currently available		Positively influence campus climate		No influence on campus climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Increasing the diversity of the staff	143	2.0	4141	57.5	778	10.8	155	2.2	1979	27.5
Increasing the diversity of the administration	181	2.5	4078	56.8	673	9.4	161	2.2	2081	29.0
Increasing the diversity of the student body	146	2.0	3855	54.0	640	9.0	157	2.2	2344	32.8
Providing back-up family care	374	5.2	3640	50.7	411	5.7	91	1.3	2660	37.1
Providing lactation accommodations	311	4.4	3329	46.7	457	6.4	74	1.0	2958	41.5
Providing career development opportunities for staff	273	3.8	4979	69.6	310	4.3	102	1.4	1492	20.8

Note: Table includes only those respondents who indicated they were post-docs, trainees, faculty or staff in Question 1 (n =7881).

Table B77

Students Only: How would each of the following affect the climate for diversity at UCLA? (Question 90)

	Not currently available on campus		Positively influences climate		Has no influence on climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for students	1000	12.0	3383	48.4	817	11.7	143	2.0	2651	37.9
Providing diversity training for staff	496	5.9	3408	46.3	596	8.1	93	1.3	3268	44.4
Providing diversity training for faculty	486	5.8	3403	46.6	588	8.0	98	1.3	3221	44.1
Providing a person to address student complaints of classroom inequity	749	9.0	3954	55.5	630	8.9	107	1.5	2427	34.1
Increasing diversity of the faculty and staff	343	4.1	4659	62.5	948	12.7	205	2.8	1639	22.0
Increasing the diversity of the student body	325	3.9	4882	65.4	923	12.4	287	3.8	1378	18.4
Increasing opportunities for cross-cultural dialogue among students	462	5.5	5257	71.2	620	8.4	74	1.0	1437	19.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	527	6.3	5053	68.9	608	8.3	82	1.1	1590	21.7
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	515	6.2	4763	64.8	740	10.1	208	2.8	1635	22.3
Providing effective faculty mentorship of students	589	7.0	5315	73.1	442	6.1	46	0.6	1463	20.1

Note: Table includes only those respondents who indicated they were students in Question 1 (n = 8361)

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Faculty Disability contact:
Disability Access Web
<http://www.accessweb.ucla.edu/>

Student Disability contact:
Office for Students with Disabilities (OSD)
310-825-1501
<http://www.osd.ucla.edu/>

Health Sciences Disability contact:
Mark Briskie, Vocational Rehabilitation Counselor
Health System Human Resources
310-794-0525
mbriskie@mednet.ucla.edu

UC Campus Climate Survey ***Climate Assessment for Learning, Living, and Working***

(Administered by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UCLA. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. The results of the survey will provide important information about our climate and will enable us to improve the environment for learning, living, and working at UCLA.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data. If you wish to be entered into the incentive prize drawing, please complete the information requested on the Thank you Page on the last page of the survey.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time.

Participants who experience discomfort are encouraged to contact:

For Staff:
UCLA Staff and Faculty Counseling Center
(310) 794-0245
<http://ucla.in/hraF7v>

UCLA LGBT Campus Resource Center
(310) 206-3628
www.lgbt.ucla.edu

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at UCLA is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you say, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give “voice” to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Privacy and Data Usage

The consultant will provide UCOP with a data file at the completion of the project. UCOP and campuses require raw data to conduct additional analysis for administrative purposes since the consultant will provide only a high-level summary of trends and frequent themes in reports. UCOP Institutional Research will house the data indefinitely in an integrated data enterprise system called the Decision Support System (DSS). A data security and privacy protection plan is currently being developed for the DSS, but one purpose of the integrated system is to establish a very high standard of IT security and data protection and consistency in handling data.

At UCOP, the Institutional Research and the Climate Study Project Coordinator in the Immediate Office of the Provost and Executive Vice President-Academic Affairs will have access to Campus-level data via a data application tool. In addition, each Chancellor will designate and appoint a campus data coordinator, who will manage campus use of data for administrative purposes, and will maintain data use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project. The data coordinators are held to the same use restrictions, including measures to protect confidentiality, de-identification of data, and minimum cell size as stated in the original scope of the project.

Data may also be used for research purposes, but will be subject to Institutional Review Board (IRB) approval. Researchers that want to use data will submit an application to UCOP outlining the scope of the research project, and must receive IRB approval. Future research projects involving use of identifiable data from the climate assessment will be eligible for expedited IRB review under category 5.

Data may be subject to California Public Records Act requests. Raw data in its entirety could be withheld from a PRA request due to FERPA and other privacy laws that prevent the release of personally identifiable information. Due to the large number of demographic questions, each survey response will be treated as potentially individually identifiable, even though no specific identifiers will be collected. However, raw data for specific indicators would likely be subject to disclosure upon request; but still any information that could be used to directly identify an individual would be redacted from the records to protect the privacy of individual survey respondents. Data will also be used for longitudinal studies. UCOP plans to re-administer the survey in 4-5 years, and progress and trends will be analyzed based on all available data.

You can ask questions about this assessment. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

To provide feedback visit: <http://campusclimate.ucop.edu/feedback/index.html>

UC System Institutional Review Board Project Evaluation

The UC Institutional Review Board directors have reviewed the Scope of Work for the UC Climate Assessment Initiative and consider the activity to be designed to assess campus/office climate within the University of California and to inform UCOP strategic quality improvement initiatives. The IRB directors acknowledge that the data collected from this quality improvement activity may also be used for research, subject to IRB approval. Since data collected for the UC Climate Initiative are collected for non-research purposes, future research projects involving use of identifiable data from the UC Climate Assessment initiative will be eligible for expedited IRB review under category 5.

LBNL Chris Byrne Lead Compliance Officer
UCB Rebecca Armstrong Director, Office for the Protection of Human Subjects
UCD Elodia Tarango Interim IRB Director, IRB Administration
UCI Karen Allen Director, Human Research Protections
UCLA Sharon Friend Director of Human Research Protection Program
UCM Deborah Motton Assistant Vice Chancellor for Research, Director of Research Compliance
UCR Bill Schmechel Director, Research Integrity
UCSD Mike Caligiuri Director of Clinical Research Protections Program (CRESP)
UCSF John Heldens Director, Human Research Protection Program
UCSB Bruce Hanley Director, Research Compliance
UCSC Caitlin Deck Director, Research Compliance Administration
UCOP & ANR Jeff Hall Director, Research Policy Development

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please complete the survey and return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. By submitting the survey you indicate your consent to participate in this study. It is recommended that you keep this statement for your records.

Survey Terms and Definitions

Accessibility: Refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Ancestry: The country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Bullying: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

Diversity: The variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, gender expression, socioeconomic status, and geographic region, and more.

Eldercare: A person who has primary responsibility in caring for an older partner or family member.

Ethnicity: A unique social and cultural heritage shared by a group of people.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Management and Senior Professional: One of three personnel programs at UC. MSP personnel program includes managers and directors as well as senior professionals such as staff physicians, nurse managers, high-level computer programmers, and high-level analysts.

Multiculturalism: An environment in which cultures are celebrated and not hindered by majority values and beliefs.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Professional & Support Staff: One of three personnel programs at UC. PSS is the largest personnel program and encompasses policy-covered staff subject to the Personnel Policies for Staff Members as well as staff covered by collective bargaining agreements. Titles in the PSS program include nurses, clerical/administrative staff, research assistants, analysts, computer programmers, custodians, and many others.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Orientation: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Social Support: The resources other people provide, including a person's perception that he or she can rely on other people for help with problems or in times of crisis. Having feelings of connectedness and being a part of a community.

Transgender: An umbrella term referring to those whose gender identity or gender expression [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

Transphobia: A irrational fear of transgender people [previously defined]. Transphobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

Unwanted Physical Sexual Contact: Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

Please do not complete this survey more than once.

Directions

Please read and answer each question carefully. For each answer, fill in the appropriate oval. If you want to change an answer, erase it and fill in the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at UCLA? (**Please mark only one**)

- Undergraduate student
- Graduate/Professional student
 - Non-degree
 - Master's degree student
 - Doctoral degree student (Ph.D.)
 - Professional degree student (MD, DDS, PharmD, DPT)
- Postdoctoral Scholar (e.g., Employee, Fellow, and/or Paid Direct)
- Health Sciences Campus Trainees (Residents/Fellows/Housestaff/Interns - including Post MD and Post-MD II-IV and Chief Post MD-Officer)
- Staff – non-Union
 - Senior Management Group (SMG)
 - Management & Senior Professionals (MSP) - Supervisor
 - Management & Senior Professionals (MSP) – Non-Supervisor
 - Professional & Support Staff (PSS) – Non-Union & Supervisor
 - Professional & Support Staff (PSS) – Non-Union & Non-Supervisor
- Staff – Union
 - Professional & Support Staff (PSS) – Union Represented & Supervisor
 - Professional & Support Staff (PSS) – Union Represented & Non-Supervisor
- Faculty
 - Faculty Administrator (e.g. Vice Provost, Dean, Department Chair, Director)
 - General Campus Faculty
 - Health Sciences Campus Faculty
- Other Academic Series (e.g., Librarian, Continuing Educator, Reader, Research titles)

1general. What is your position as a General Campus Faculty?

- Professor
- Associate Professor
- Assistant Professor
- Other Faculty appointment (e.g., Instructor/Lecturer)

1health. What is your position as a Health Sciences Campus Faculty?

- Professor
- Associate Professor
- Assistant Professor
- Other Faculty appointment (e.g., Instructor/Lecturer)

2. What is your **primary** employment status with UCLA?

- Career (including partial-year career) employee
- Contract employee
- Limited appointment employee/ term employment
- Per Diem employee
- Floater (temporary services) employee
- Academic employee

3. What is your **primary** campus location with UCLA?

- Health Sciences/Medical Center
- General Campus

4. Are you full-time or part-time in that **primary** status?

- Full-time
- Part-time

Part 1: Personal Experiences

Please reflect on your experiences WITHIN THE PAST YEAR...

5. Overall, how comfortable are you with the climate at UCLA?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

6. Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

7. Overall, how comfortable are you with the climate in your classes?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
 - Not applicable

8. In the past year, have you seriously considered leaving UCLA?
 - No
 - Yes

9. If you wish to elaborate on why you seriously considered leaving, please do so here.

10. The following questions ask you about your academic experience at UCLA.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experiences at UCLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at UCLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to UCLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UCLA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university due to academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCLA?
 - No [Go to Question 18]
 - Yes, but it did not interfere with my ability to work or learn
 - Yes, and it interfered with my ability to work or learn

12. What do you believe the conduct was based upon and how often have you experienced it?

	Very Often	Often	Sometimes	Seldom	Not Applicable
Academic Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational modality (on-line, classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g., having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in an organization/team (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Position (staff, faculty, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How did you experience this conduct? (Mark all that apply)

- I feared for my physical safety
- I feared for my family's safety
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out
- I observed others staring at me
- I received derogatory written comments
- I received derogatory phone calls
- I received threats of physical violence
- I received a low performance evaluation
- I was singled out as the spokesperson for my identity group
- I was the target of derogatory verbal remarks
- I was the target of graffiti/vandalism
- I was the target of physical violence
- I was the target of racial/ethnic profiling
- I was the target of stalking
- I was the victim of a crime
- I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Someone assumed I was admitted/hired/promoted due to my identity
- Someone assumed I was not admitted/hired/promoted due to my identity
- Other (please specify) _____

14. Where did this conduct occur? **(Mark all that apply)**

- At a UCLA event
- In a class/lab/clinical setting
- In a health care setting
- In an on-line class
- In a UCLA dining facility
- In a UCLA office
- In a faculty office
- In a public space at UCLA
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- On campus transportation
- While working at a UCLA job
- While walking on campus
- Other (please specify) _____

15. Who/what was the source of this conduct? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- UCLA visitor(s)
- Campus organizations or groups
- Campus police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered Campus Organization
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant, peer counselor)
- Supervisor
- Teaching assistant/Graduate assistant/Lab assistant/Tutor
- UCLA Physician
- Union representative
- Other (please specify) _____

16. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource

- Ashe Student Health and Wellness Center
- Bruin Resource Center
- Center for Student Programming
- Community Programs Office
- Counseling and Psychological Services
- LGBT Resource Center
- Dean of Students Office
- Office of Residential Life
- Office of Students with Disabilities
- Student Legal Services
- Graduate Student Resource Center (GSRC)
- Graduate Division
- Graduate Departmental staff (e.g., Student Affairs Officers)
- <http://www.reportincidents.ucla.edu/>
- Office of Postdoctoral & Visiting Scholars Services (OPVSS)
- Faculty and Staff Counseling Center
- Employee Relations/Labor Relations
- School of Medicine – Gender and Power Abuse Committee
- Mental Health Services for Physicians In Training
- Office of Ombuds Services
- Consultation and Response Team
- Center for Women and Men
- Dashew Center for International Students and Scholars
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I told my union representative
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a TA/grad assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., residence hall assistant, peer counselor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a UCLA employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) _____

17. If you would like to elaborate on your personal experiences, please do so here.

If you have not already reported this incident and wish to do so, please go to www.reportincidents.ucla.edu.

For Staff:

UCLA Staff and Faculty Counseling Center
(310) 794-0245
<http://ucla.in/hraF7v>

UCLA LGBT Campus Resource Center
(310) 206-3628
www.lgbt.ucla.edu

The following questions are related to unwanted physical sexual contact.

18. Within the last 5 years, have you experienced unwanted physical sexual contact at UCLA?

- Yes
- No [Go to Question 20]

19. If you wish to share more information regarding the incident, please do so here.

If you have not already reported this incident and wish to do so, please go to www.reportincidents.ucla.edu.

For Staff:

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<http://ucla.in/hraF7v>

UCLA LGBT Campus Resource Center
 (310) 206-3628
www.lgbt.ucla.edu

Part 2: Work-Life

20. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe salary determinations are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my campus demonstrates that it values a diverse faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my campus demonstrates that it values a diverse staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If you would like to elaborate on any of your responses to the previous statements, please do so here.

22. As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I believe that the tenure/promotion process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are important to tenure/promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used university policies on stopping the clock for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used university policies on taking leave for childbearing or adoption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used university policies on active service-modified duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my department creates a climate that is responsive and supportive of family needs, including usage of work-family policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that perceptions about using work-family policies differ for men and women faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. If you would like to elaborate on any of your responses to the previous statements, please do so here.

24. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I find that UCLA is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that UCLA is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who have children are considered by UCLA less committed to their jobs/careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that UCLA provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For health sciences campus employees, my patient-care load is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. If you would like to elaborate on any of your responses to the previous statements please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

26. What is your assigned birth sex?

- Male
- Female
- Intersex

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

- Man
- Woman
- Transgender
- Genderqueer
- Other (if you wish, please specify) _____

28. What is your racial/ethnic identity?

(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)

- African American / African/ Black**
 - African American
 - African
 - Black Caribbean
 - Other African/African American / Black (if you wish please specify) _____
- American Indian / Alaskan Native**
 - Tribal affiliation/corporation (if you wish please specify) _____
- Asian / Asian American**
 - Asian Indian
 - Bangladeshi
 - Cambodian
 - Chinese / Chinese American (except Taiwanese)
 - Filipino / Filipino American
 - Hmong
 - Indonesian
 - Japanese / Japanese American
 - Korean / Korean American
 - Laotian
 - Malaysian
 - Pakistani
 - Sri Lankan
 - Taiwanese / Taiwanese American
 - Thai
 - Vietnamese / Vietnamese American
 - Other Asian (not including Middle Eastern) (if you wish please specify) _____
- Hispanic / Latino**
 - Cuban / Cuban American
 - Latin American / Latino
 - Mexican / Mexican American / Chicano
 - Puerto Rican
 - Other Hispanic, Latin American or of Spanish origin (if you wish please specify) _____
- Middle Eastern/Southwest Asian/North African**
 - Afghan
 - Arab/Arab American
 - Armenian
 - Assyrian
 - Azerbaijani
 - Berber
 - Circassian
 - Chaldean
 - Coptic
 - Druze

- Georgian
- Iranian
- Jewish
- Kurdish
- Maronite
- Turkish
- Other Middle Eastern/Southwest Asian/North African (if you wish please specify _____)
- Pacific Islander**
 - Fijian
 - Guamanian/Chamorro
 - Hawaiian
 - Samoan
 - Tongan
 - Other Pacific Islander (if you wish please specify) _____
- White**
 - European / European descent
 - North African
 - Other White / Caucasian (if you wish please specify) _____
- Other (please specify)** _____

29. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) _____

30. What is your age?

- 18-20
- 21-23
- 24-29
- 30-39
- 40-49
- 50-59
- 60 and over

31. Do you have substantial parenting or caregiving responsibility for any of the following people? (**Mark all that apply**)?

- No one
- Children 18 years of age or under
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Sick or disabled partner
- Senior or other family member
- Other (please specify, e.g., pregnant, expectant partner, adoption pending) _____

32. Are/were you a member of the U.S. armed forces?

- I have not been in the military
- Active military
- Reservist
- ROTC
- Veteran

33. **Students Only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	No high school	No high school	Completed high school/GED	Some college	Business/Technical certificate/degree	Associate's degree	Bachelor's degree	Some graduate work	Master's degree	Doctoral degree (Ph.D., Ed.D.)	Other professional degree (e.g., MD, MFA, JD)	Unknown	Not applicable
Parent/Guardian 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. What is your highest completed level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree (Ph.D., Ed.D.)
- Professional degree (e.g., MD, JD, MBA)

35. Undergraduate Students only: Where are you in your college career?

- Non-degree student
- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

36. Where are you in your graduate career?

- Master's student (Degree, Non-degree, Certificate/teacher credential program candidate)
 - First year
 - Second year
 - Third (or more) year
- Doctoral/Professional student (e.g., MD, DDS, PharmD, PhD, DPT)
 - First year
 - Second year
 - Third (or more) year
 - Advanced to Candidacy
 - ABD (all but dissertation)

37. Where are you in your career at UCLA?

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

38. **Post-doctoral/Faculty only:** With which academic division/department are you primarily affiliated with at this time?

College of Letters and Sciences

- Humanities Division
 - Applied Linguistics and TESL
 - Art History
 - Asian Languages and Cultures
 - Classics
 - Comparative Literature
 - English

- French and Francophone Studies
- Germanic Languages
- Italian
- Linguistics
- Musicology
- Near Eastern Languages and Cultures
- Philosophy
- The Scandinavian Section
- Slavic Languages and Literatures
- Spanish and Portuguese
- Life Sciences Division
 - Ecology and Evolutionary Biology
 - Integrative Biology and Physiology
 - Molecular, Cell and Developmental Biology
 - Psychology
- Physical Sciences Division
 - Atmospheric and Oceanic Sciences
 - Chemistry and Biochemistry
 - Earth and Space Sciences
 - Mathematics
 - Physics and Astronomy
 - Statistics
- Social Sciences Division
 - Anthropology
 - Asian-American Studies
 - Chicana/o Studies
 - Communication Studies
 - Economics
 - Geography
 - History
 - Political Science
 - Sociology
 - Women's Studies

Professional Schools

- School of Arts and Architecture
 - Architecture and Urban Design
 - Art
 - Design | Media Arts
 - Ethnomusicology
 - Music
 - World Arts and Cultures
- Graduate School of Education and Information Studies
 - Education
 - Information Studies
- Henry Samueli School of Engineering and Applied Science
 - Bioengineering
 - Chemical and Biomolecular Engineering
 - Civil and Environmental Engineering
 - Computer Science
 - Electrical Engineering
 - Materials Science and Engineering
 - Mechanical and Aerospace Engineering
- School of Law
- Anderson School of Management
- Luskin School of Public Affairs
 - Public Policy
 - Social Welfare
 - Urban Planning
- School of Theater, Film and Television
 - Film, Television and Digital Media
 - Theater
- School of Nursing

- School of Dentistry
- Fielding School of Public Health
 - Biostatistics
 - Community Health Sciences
 - Environmental Health Sciences
 - Epidemiology
 - Health Services
- David Geffen School of Medicine
 - Neurobiology
 - Human genetics
 - Biological chemistry
 - Biomathematics
 - Molecular & medical pharmacology
 - Physiology
 - Anesthesiology
 - Family medicine
 - Medicine-cardiology
 - Medicine-dermatology
 - Medicine-endocrinology
 - Medicine-gastroenterology
 - Medicine-hematology-oncology
 - Medicine-infectious disease
 - Medicine-nephrology
 - Medicine-pulmonary disease
 - Medicine-rheumatology
 - Medicine-va wadsworth med ctr
 - Medicine-cia
 - Medicine-san fernando valley prog
 - Medicine-center for human nutrition
 - Medicine-nano medicine
 - Neurology
 - Neurology-ioni
 - Obstetrics & gynecology
 - Pathology department administration
 - Pathology laboratory medicine
 - Pathology outreach
 - Pediatrics-child health policy
 - Pediatrics-pain program
 - Pediatrics-allergy/immunology
 - Pediatrics-endocrinology
 - Pediatrics-gastroenterology
 - Pediatrics-hematology/oncology
 - Pediatrics-infectious diseases
 - Pediatrics-neonatology
 - Pediatrics-neurology
 - Psychiatry/biobehavioral sci
 - Radiation oncology
 - Radiological sciences
 - Surgery - orthopedic surgery
 - Surgery-general
 - Surgery-head & neck
 - Surgery-neuro
 - Surgery-oncology
 - Surgery-cardiothoracic
 - Urology
 - Surgery-liver and panc. Transplant
 - Brain research institute
 - Jules stein eye institute
 - Neuropsychiatric institute
 - Crump institute for molecular imaging
 - Institute for genomics and proteomics
 - Institute for molecular medicine

39. **Staff only:** With which work unit are you **primarily affiliated** with at this time? (If your organization is not listed or you are unsure, please choose other.)

UCLA Campus

- Academic Personnel Office
- Academic Planning and Budget
- Academic Senate Office
- Administration Service Centers – North and South
- Administrative Policies and Compliance
- Anderson School of Management
- Audit & Advisory Services
- Campus Human Resources
- Campus Service Enterprises
- Capital Programs
- Central Ticket Office
- Chancellor's Office
- College -- Division of Humanities
- College -- Division of Life Sciences
- College -- Division of Physical Sciences
- College -- Division of Social Sciences
- College -- Division of Undergraduate Education
- Corporate Financial Services
- Environmental Health and Safety
- Events & Transportation
- External Affairs—Advancement Services
- External Affairs—Alumni Relations
- External Affairs—Communications and Public Outreach
- External Affairs—Development
- External Affairs—Government & Community Relations
- Facilities Management
- Fielding School of Public Health
- Financial & Administrative Services
- Graduate Division
- Graduate School of Education and Information Studies
- Henry Samueli School of Engineering and Applied Science
- Housing and Hospitality Services
- Information Technology Services
- Institute of American Cultures
- Intellectual Property & Industry-Sponsored Research
- Intercollegiate Athletics
- International Institute and Studies
- Legal Affairs
- Luskin School of Public Affairs
- Office of Information Technology
- Research Administration
- School of Arts & Architecture
- School of Dentistry
- School of Law
- School of Nursing
- School of Theater, Film and Television
- Student Affairs Administration
- Student Affairs—Cultural & Recreational Affairs
- Student Affairs—Dean of Students/Campus Life
- Student Affairs—Enrollment Management
- Student Affairs—Residential & Student Life
- Student Health Services
- UC Police Department – Los Angeles
- UCLA Extension & Continuing Education
- University Library
- Other (please specify) _____

UCLA Health Sciences

- Ronald Reagan UCLA Medical Center
- Santa Monica-UCLA Medical Center and Orthopedic Hospital
- Resnick Neuropsychiatric Hospital
- Mattel Children’s Hospital
- UCLA Faculty Practice Group
- David Geffen School of Medicine at UCLA
- Veterans Administration
- Olive View – UCLA Medical Center
- Harbor – UCLA Medical Center
- Cedars-Sinai

40. **Undergraduate Students only:** What is your academic major?

School of Arts and Architecture

- Architectural Studies
- Art
- Design | Media Arts
- Ethnomusicology
- Music
- World Arts and Culture

Henry Samueli School of Engineering and Applied Science (EN)

- Aerospace Engineering
- Bioengineering
- Chemical Engineering
- Civil Engineering
- Computer Science and Engineering
- Electrical Engineering
- Materials Engineering
- Mechanical Engineering
- Undeclared – Engineering and Applied Sciences

College of Letters and Sciences (LS)

- African Languages
- Afro-American Studies
- American Indian Studies
- American Literature and Culture
- Ancient Near Eastern Civilizations
- Anthropology
- Applied Linguistics
- Applied Mathematics
- Arabic
- Art History
- Asian American Studies
- Asian Humanities
- Asian Religions
- Astrophysics
- Atmospheric, Oceanic, and Environmental Science
- Biochemistry
- Biology
- Biophysics
- Business Economics
- Central and East European Languages and Cultures
- Chemistry
- Chemistry, General
- Chemistry/Materials Science
- Chicana and Chicano Studies
- Chinese
- Classic Civilization
- Cognitive Science
- Communication Studies
- Comparative Literature
- Computational and Systems Biology

- Cybernetics
- Earth and Environmental Science
- Earth Sciences
- East Asian Studies
- Ecology, Behavior, and Evolution
- Economics
- Economics/International Area Studies
- English
- English/Greek
- English/Latin
- Environmental Science
- European Studies
- French
- French and Linguistics
- Gender Studies
- Geography
- Geography/Environmental Studies
- Geology
- Geology (Engineering Geology)
- Geology (Paleobiology)
- Geophysics (Applied Geophysics)
- Geophysics (Geophysics and Space Physics)
- German
- Global Studies
- Greek
- Greek and Latin
- Hebrew
- History
- History/Art History
- Human Biology and Society
- Individual Field of Concentration
- International Development Studies
- Iranian Studies
- Italian
- Italian and Special Fields
- Japanese
- Jewish Studies
- Korean
- Latin
- Latin American Studies
- Linguistics
- Linguistics and Anthropology
- Linguistics and Asian Languages and Cultures
- Linguistics and Computer Science
- Linguistics and East Asian Languages and Cultures
- Linguistics and English
- Linguistics and French
- Linguistics and Italian
- Linguistics and Philosophy
- Linguistics and Psychology
- Linguistics and Scandinavian Languages
- Linguistics and Spanish
- Marine Biology
- Mathematics
- Mathematics/Applied Science
- Mathematics/Atmospheric and Oceanic Sciences
- Mathematics/Economics
- Mathematics for Teaching
- Mathematics of Computation
- Mathematics, General
- Microbiology and Molecular Genetics
- Microbiology, Immunology, and Molecular Genetics
- Middle Eastern and North African Studies

- Middle Eastern Studies
- Molecular, Cell, and Developmental Biology
- Music History
- Near Eastern Studies
- Neuroscience
- Philosophy
- Physics
- Physics, General
- Physiological Science
- Plant Biology
- Plant Biotechnology
- Political Science
- Portuguese
- Pre-applied Mathematics
- Pre-business Economics
- Pre-cognitive Science
- Pre-computational and Systems Biology
- Pre-cybernetics
- Pre-economics
- Pre-economics/International Area Studies
- Pre-global Studies
- Pre-history
- Pre-human Biology and Society
- Pre-international Development Studies
- Pre-linguistics/Computer Science
- Pre-mathematics
- Pre-mathematics/Applied Science
- Pre-mathematics/Economics
- Pre-mathematics for Teaching
- Pre--mathematics of Computation
- Pre-microbiology, Immunology, and Molecular Genetics
- Pre-political Science
- Pre-psychobiology
- Pre-psychology
- Pre-sociology
- Pre-statistics
- Psychobiology
- Psychology
- Russian Language and Literature
- Russian Studies
- Scandinavian Languages
- Scandinavian Languages and Cultures
- Slavic Languages and Literatures
- Sociology
- Southeast Asian Studies
- Spanish
- Spanish and Community and Culture
- Spanish and Linguistics
- Spanish and Portuguese
- Statistics
- Study of Religion
- Undeclared
- Undeclared-Humanities
- Undeclared-Life Sciences
- Undeclared-Physical Sciences
- Women's Studies

School of Theater, Film and Television (TF)

- Film and Television
- Individual Field
- Theater

School of Nursing (NS)

- Nursing – Generic/Pre-licensure
- Nursing-R.N. to B.S./Post-licensure

41. **Graduate/Professional Students only:** What is your academic degree program?

Graduate Division (GD)

- ACCESS Program
- Aerospace Engineering
- African Studies
- Afro-American Studies
- American Indian Studies
- Anatomy and Cell Biology
- Anthropology
- Applied Linguistics
- Applied Linguistics and Teaching English as a Second Language
- Archaeology Architecture Art
- Art History
- Asian American Studies
- Asian Languages and Cultures
- Astronomy
- Atmospheric and Oceanic Sciences
- Atmospheric Sciences
- Biochemistry and Molecular Biology
- Bioinformatics
- Biological Chemistry
- Biology
- Biomathematics
- Biomedical Engineering
- Biomedical Physics
- Biostatistics
- Cellular and Molecular Pathology
- Chemical Engineering
- Chemistry
- Chicana and Chicano Studies
- Civil Engineering
- Classics
- Clinical Research
- Comparative Literature
- Computer Science
- Conservation of Archeological and Ethnographic Materials
- Culture and Performance
- Dance
- Design | Media Arts
- East Asian Languages and Cultures
- East Asian Studies
- Economics
- Education
- Electrical Engineering
- Engineering
- English
- Environmental Health Sciences
- Environmental Science and Engineering
- Epidemiology
- Ethnomusicology
- Experimental Pathology
- Film and Television
- Financial Engineering (M.F.E.)
- French and Francophone Studies
- Gender Studies
- Geochemistry
- Geography
- Geology
- Geophysics and Space Physics

- Germanic Languages
- Greek
- Health Economics
- Health Services
- Hispanic Languages and Literatures
- History
- Human Genetics
- Indo-European Studies
- Information Studies (Ph.D.)
- Islamic Studies
- Italian
- Latin
- Latin American Studies
- Library and Information Science (M.L.I.S.)
- Linguistics
- Management
- Manufacturing Engineering
- Materials Science and Engineering
- Mathematics
- Mechanical Engineering
- Microbiology and Immunology
- Molecular and Medical Pharmacology
- Molecular Biology
- Molecular, Cell, and Developmental Biology
- Molecular, Cellular, and Integrative Physiology
- Molecular Toxicology
- Moving Image Archive Studies
- Music
- Musicology
- Near Eastern Languages and Cultures
- Neurobiology
- Neuroscience
- Nursing
- Oral Biology
- Philosophy
- Physics
- Physiological Science
- Political Science
- Portuguese
- Preventive Medicine and Public Health
- Psychology
- Public Administration
- Public Health
- Public Policy
- Romance Linguistics and Literature
- Scandinavian
- Slavic Languages and Literatures
- Social Welfare
- Sociology
- Spanish
- Special Education, CSULA-UCLA Statistics
- Teaching English as a Second Language
- Theater
- Theater and Performance Studies (Ph.D.)
- Urban and Regional Planning (M.U.R.P.)
- Urban Planning
- Women's Studies

School of Dentistry (DN)

- Dentistry
- Post-D.D.S. Program
- Professional Program for International Dentists

School of Law (LW)

- Law (International Exchange Program)
- Law (Juridical Science)
- Law (Juris Doctor)
- Law (Master of Laws)

School of Medicine (MN)

- Medicine
- Medicine-Drew
- UCLA Medicine-PRIME
- Medicine-UC Riverside

42. **Trainee only:** What is your academic degree or clinical/training program at UCLA?

- MD
- MD/MBA
- MD/MPP
- MD/MPH
- PD/PhD

43. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**

- Acquired/Traumatic Brain Injury
- Attention Deficit/Hyperactivity Disorder
- Asperger's/Autism Spectrum
- Blind
- Low vision
- Deaf
- Hard of Hearing
- Learning Disability
- Medical Condition
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does *not* affect walking
- Speech/Communication Condition
- Other (please specify) _____
- I have none of the listed conditions

44. What is your citizenship status in U.S.? **(Mark all that apply)**

- U.S. citizen
- Permanent Resident
- A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- Other legally documented status (e.g., adjustment of status to Permanent Resident)
- Undocumented resident

45. How would you characterize your political views?

- Far left
- Liberal
- Moderate or middle of the road
- Conservative
- Far Right
- Undecided
- Other (please specify) _____

46. What is the language(s) spoken in your home?

- English only
- Other than English (please specify) _____
- English and other language(s) (please specify) _____

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

- Agnostic
- Ahmadi Muslim
- African Methodist Episcopal
- Atheist
- Assembly of God

- Baha'i
- Baptist
- Buddhist
- Christian Orthodox
- ConfUCLAanist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) _____

48. Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

49. 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)?

- Below \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000- \$69,999
- \$70,000- \$79,999

- \$80,000 - \$89,999
- \$90,000- \$99,999
- \$100,000 - \$124,999
- \$125,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$299,999
- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 or more

50. Where do you live?

- Campus housing
 - On-campus housing “on the hill”
 - University owned apartments
 - Residence hall
 - Family housing
- Non-campus housing
 - Independently in an apartment/flat/house
 - Living with a family member/guardian
 - Co-op
 - Fraternity house
- Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

51. Are you employed either on campus or off-campus?

- No
- Yes
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

52. Are you an in-state or out-of-state/international student?

- In-state/Resident
- Out-of-State/Non-Resident/International

53. Do you participate in any of the following types of clubs/organizations at UCLA? (Mark all that apply)

- I do not participate in any clubs/organizations
- Student Leadership Groups (e.g., Undergraduate Students Association Council, Graduate Student Association, University Committees)
- Academic/Professional Organizations (e.g., Pre-Law Society, Business Society, Engineering Society, Comparative Literature Graduate Student Group)
- Special Interest Organizations (e.g., Student Alumni Association, Bruin Belles, Dance groups, Photography Club at UCLA, Model United Nations)
- Intercultural/Multicultural Ethnic Campus Community Groups (e.g., African Student Union, American Indian Student Association, Asian Pacific Coalition, Black Graduate Student Association (BGSA), Graduate Students of Color (GSOC), MEChA, American Indian Student Association, Latin American Student Association, Latinas Guiding Latinas (LGL), Portuguese Student Association)
- Working with Under-represented communities (e.g., Community Programs Office, Student Retention Center, Student Initiated Access Center)
- Community Programs/Working with Under-represented communities (Bruins Empowering South LA – BESLA)
- Political Groups (e.g., Bruin Democrats; Bruin Republicans)
- Religious/Spiritual Organizations (e.g., MSA, HILLEL, UCC)
- Service Organizations/Civic Engagement (e.g., Coaching Corps at UCLA, Community Service Commission groups, Community Programs Office projects; China Care Bruins, BruinHope, Bruin Initiative, medical volunteer organizations)
- Social Fraternities and Sororities (e.g., Interfraternity Council, Panhellenic; NPHC; Multicultural Greeks, HERMANAS/OS Unidas/OS)
- Publications and Media Organizations (e.g., Daily Bruin; UCLA Radio; Special Interest Papers)
- Intramurals/ Clubs Sports (e.g., Recreation sponsored organizations, FITTED)
- Music/Performance Organizations (e.g., Acapella groups; Hooligans; Kyodo Taiko, Choral Excellence Association at UCLA)
- NCAA Varsity Athletics

- Honor Societies (e.g., Mortar Board; Regents Scholars, Phi Beta Kappa, UCLA Omicron Delta Epsilon Economics Honor Society)
- Residence Hall Organizations (e.g., On Campus Housing Council; Residence Hall Governments)
- Other (please specify _____)

54. What is your current relationship status?

- Single, never married
- Single, divorced
- Single, widow (partner/spouse deceased)
- Partnered
- Partnered, in civil union/Registered Domestic Partnership
- Married or remarried
- Separated
- Other (please specify _____)

55. At the end of your last quarter/semester, what was your cumulative UC grade point average?

- Not applicable
- Below 2.49
- 2.5 - 2.99
- 3 - 3.49
- 3.5 and above

56. Are you a former foster-care youth?

- Yes
- No

Part 4: Perceptions of Campus Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at UCLA.

57. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at UCLA that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?

- No [Go to Question 66]
- Yes

58. Who/what were the **targets** of this conduct? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- UCLA visitor(s)
- Campus organizations or groups
- Campus police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know target
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered Campus Organization
- Student staff (e.g., Residence hall assistant, peer counselor)
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor

- UCLA Physician
- Union representatives
- Other (please specify) _____

59. Who/what was the **source** of this behavior? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- UCLA visitor(s)
- Campus organizations or groups
- Campus police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered Campus Organization
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant, peer counselor)
- Supervisor
- Teaching assistant/Graduate assistant/Lab assistant/Tutor
- UCLA Physician
- Union representative
- Other (please specify) _____

60. What do you believe were the bases for this conduct? **(Mark all that apply)**

- Academic performance
- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) _____
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition

- Race
 - Religious/spiritual views
 - Sexual orientation
 - Socioeconomic status
 - Don't know
 - Other (please specify) _____
-

61. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
 - Assumption that someone was not admitted/hired/promoted based on his/her identity
 - Deliberately ignored or excluded
 - Derogatory remarks
 - Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
 - Derogatory written comments
 - Derogatory phone calls
 - Feared for their physical safety
 - Feared for their family's safety
 - Graffiti/vandalism (e.g., event advertisements removed or defaced)
 - Intimidated/bullied
 - Isolated or left out when work was required in groups
 - Isolated or left out
 - Racial/ethnic profiling
 - Receipt of a low performance evaluation
 - Receipt of a poor grade because of a hostile classroom environment
 - Physical violence
 - Singled out as the spokesperson for their identity
 - Threats of physical violence
 - Victim of a crime
 - Other (please specify) _____
-

62. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

63. Where did this conduct occur? **(Mark all that apply)**

- At a UCLA event
 - In a class/lab/clinical setting
 - In a health care setting
 - In an on-line class
 - In a UCLA dining facility
 - In a UCLA office
 - In a faculty office
 - In a public space at UCLA
 - In a meeting with one other person
 - In a meeting with a group of people
 - In athletic facilities
 - In campus housing
 - In off-campus housing
 - Off campus
 - On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
 - On campus transportation
 - While working at a UCLA job
 - While walking on campus
 - Other (please specify) _____
-

64. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it

- I was afraid
- I was angry
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from campus resource
 - Ashe Student Health and Wellness Center
 - Bruin Resource Center
 - Center for Student Programming
 - Community Programs Office
 - Counseling and Psychological Services
 - LGBT Resource Center
 - Dean of Students Office
 - Office of Residential Life
 - Office of Students with Disabilities
 - Student Legal Services
 - Graduate Student Resource Center (GSRC)
 - Graduate Division
 - Graduate Departmental staff (e.g., Student Affairs Officers)
 - <http://www.reportincidents.ucla.edu/>
 - Office of Postdoctoral & Visiting Scholars Services (OPVSS)
 - Faculty and Staff Counseling Center
 - Employee Relations/Labor Relations
 - School of Medicine – Gender and Power Abuse Committee
 - Mental Health Services for Physicians In Training
 - Office of Ombuds Services
 - Consultation and Response Team
 - Center for Women and Men
 - Dashew Center for International Students and Scholars
- I told a friend
- I told a family member
- I told my union representative
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a teaching assistant/graduate assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
- I sought support from student staff (e.g., resident assistant, peer counselor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a campus employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) _____

65. If you would like to elaborate on your observations, please do so here.

If you have not already reported this incident and wish to do so, please go to www.reportincidents.ucla.edu.

For Staff:

UCLA Staff and Faculty Counseling Center
(310) 794-0245
<http://ucla.in/hraF7v>

UCLA LGBT Campus Resource Center
 (310) 206-3628
www.lgbt.ucla.edu

Please respond to the following question based on the **last year or most recent hiring cycle**.

66. I have observed **hiring** practices at UCLA (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 69]
- Yes
- Don't know [Go to Question 69]

67. I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Preferential re-hiring
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

68. If you would like to elaborate on your observations, please do so here.

Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.

69. I have observed **employment-related discipline or action up to and including dismissal** at UCLA that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 72]
- Yes
- Don't know [Go to Question 72]

70. I believe that the **unfair or unjust employment-related discipline or action** were based upon **(Mark all that apply)**

- Age

- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

71. If you would like to elaborate on your observations, please do so here.

Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.

72. I have observed promotion/tenure/reappointment/reclassification practices at UCLA that I perceive to be unfair or unjust.

- No [Go to Question 75]
- Yes
- Don't know [Go to Question 75]

73. I believe the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... **(Mark all that apply)**

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)

- Participation in an organization (please specify) _____
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

74. If you would like to elaborate on your observations, please do so here.

75. Using a scale of 1-5, please rate the overall climate at UCLA on the following dimensions: **(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of identify as lesbian, gay, or bisexual
Positive for people of Christian faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faith
Positive for people of other faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other faith backgrounds
Positive for people who are agnostic/atheist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are agnostic/atheist
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are immigrants
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender

76. Using a scale of 1-5, please rate the overall climate at UCLA on the following dimensions: **(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly

77. The classroom/learning environment at UCLA is welcoming for students based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g. having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a campus club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. Please indicate your level of agreement to the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel valued by faculty in the classroom/learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom/learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think UCLA faculty are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think UCLA staff are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think administrators are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think faculty pre-judge my abilities based on perceived identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty who I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff who I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have administrators who I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't see enough faculty/staff with whom I identify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities for academic success that are similar to those of my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. If you would like to elaborate on your observations, please do so here.

80. I perceive tension in the residence halls with regard to a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g. having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a campus club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. My workplace climate is welcoming based on a person's:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g., having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. How would you rate the accessibility at UCLA?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
Accessibility				
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & Wellness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus UCLA buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus Student housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and pedestrian paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing loops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instruction/materials				
Information in Alternative Formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCLA Campus Website				
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. If you would like to elaborate on your observations to the previous question, please do so here.

84. How would you rate the climate at UCLA for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, and bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians of dependent children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for adults who are disabled and/or elderly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically advantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. How would you rate the climate at UCLA for persons from the following **racial/ethnic** backgrounds?

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian / Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian / Asian American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic / Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle Eastern / South Asian / North African	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. Before I enrolled, I expected that the climate at UCLA would be _____ for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From religious affiliations other than Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, and bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for other than a child (e.g., eldercare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically advantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans/active military members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5: Institutional Actions Relative to Climate Issues

87. To what extent do you agree that the courses you have taken at UCLA include sufficient materials, perspectives and/or experiences of people based on their:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g. having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Position (faculty, staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. How does each of the following affect the climate for diversity at UCLA?

	Not currently available on campus	Positively influence campus climate	Has no influence on campus climate	Negatively influence on campus climate	Don't know
Providing flexibility for promotion for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing flexibility for computing the probationary period for tenure/promotion (e.g., family leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing funding to support efforts to change campus climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training to search and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing back-up family care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing lactation accommodations.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. If you would like to elaborate on how any of the above influence campus climate, please do so here.

90. How does each of the following affect the climate for diversity at UCLA?

	Not currently available on campus	Positively influence climate	No influence on climate	Negatively influence climate	Don't know
Providing diversity training for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a person to address student complaints of classroom inequity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing effective faculty mentorship of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. If you would like to elaborate on how any of the above influence campus climate, please do so here.

Part 6: Your Additional Comments

92. This survey has asked you to reflect upon a large number of issues related to the climate at UCLA and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.

93. Please provide any additional comments you have about this survey.

Thank you for taking the UC Campus Climate Survey

Thank you for taking the time to participate in the largest climate survey of its kind among universities in the United States! Your participation will enhance campus efforts to improve the learning, living and working environments for students, faculty and staff at UCLA.

Participants who complete the survey will be entered into a drawing for the following items provided by the University of California:

- One \$10,000 undergraduate scholarship
- Two \$5,000 graduate/professional student/post-doc/trainee stipends
- Two \$5,000 faculty research grants
- Five \$2,000 staff professional development grants
- Two iPads for UCLA participants

UCLA participants who complete the survey will also be entered into a drawing for additional prizes, including:

- Dinner with the Chancellor
- Tickets to an Athletic event
- Tickets to a Center for Art of Performance event
- Enrollment in a Training and Development Class for staff members
- Staff Recognition Luncheon
- BruinCard Credits \$25 - \$75
- Two \$500 BruinCard credit for undergraduate students

If you would like to be entered into the incentives drawing, please provide your full name, phone number, and/or e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the incentives drawing.

Name _____

Phone Number _____

E-mail address _____

Some of the questions on this survey may have been difficult to answer or caused discomfort due to their content. If it would be helpful to talk with someone, you are encouraged to contact:

For Staff:

UCLA Staff and Faculty Counseling Center
(310) 794-0245
<http://ucla.in/hraF7v>

UCLA LGBT Campus Resource Center
(310) 206-3628
www.lgbt.ucla.edu

Thank you again for your participation. Survey results will be available in Fall 2013.